



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
 and the end of the
 United Nations Literacy Decade (UNLD)**

**National progress report submitted by
 the Government of Republic of Macedonia**

This report is submitted on behalf of the Government of Republic of Macedonia in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Adult Education Centre
Submission date	14.06.2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	<i>Mark all that apply</i>
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input checked="" type="checkbox"/>
Others (<i>please mark and specify below</i>)	<input type="checkbox"/>
Civil society organisations	<input checked="" type="checkbox"/>
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input checked="" type="checkbox"/>
Educational or research institutions/Universities	<input type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (<i>please mark and specify below</i>)	<input type="checkbox"/>

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of adult education? <i>If Yes, please provide it in the space below:</i> Education of adults is part of the educational system that provides training, improvement, capacity building and learning for adults (Law on Adult Education)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of literacy? <i>If Yes, please provide it in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> Literat person is everyone who has completed third grade of elementary school.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>):</p>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i> New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (<i>please provide details below</i>):</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i> There is no recent survey on adult literacy.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>		

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	<i>Year</i>
Lifelong learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Law on Adult Education Staregy for Adult Education 2010-2015 National Program for the Developement of Education in Republic of Macedonia 2005-2015 Law on Primary Education Law on Secondary Education Law on Vocational Education and Training Law on Higher Education National Employment Strategy 2015	2008 2010 2005 2008 1995 2006 2008 2015
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Law on Open Civil Universities for Lifelong Learning	2011
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	Unemployed (trough National Employment Service) Low educated adults (with completed only primary education) Roma population	7300 370 40
Adult literacy	Early School Leavers (over 15)(Primary Education for Adults) Roma population (Primary Education for Adults) Prisoners (Primary Education for Adults)	400 300 30

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Adult Education Strategy 2010-2015: • Strengthening the adult education system through development of information-statistical system for	

Adult literacy	<input type="checkbox"/> <input checked="" type="checkbox"/>	<p>monitoring the educational mobility of adults;</p> <ul style="list-style-type: none"> • Creating conditions for Lifelong learning and mobility to become reality; • Improving quality and efficiency of the education and training of adults; • Promoting equality, social cohesion and active citizenship; • Promoting adult education and culture of learning through active approach in education and learning of adults. <p>National Program for Development of Education 2005-2015</p> <p>National Strategy for Decrising Poverty and Social Exclusion</p> <ul style="list-style-type: none"> • Increasing educational level of population; • Adaptation of educational programs to labor market needs. <p>National Strategy for Decrising Poverty and Social Exclusion</p> <ul style="list-style-type: none"> • Increasing literacy level of population. 	<p>2015</p> <p>2015</p> <p>2020</p> <p>2020</p>
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2.4 Does your country have a policy on the language of instruction in adult education?	<p>Yes No</p>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> <p>According the Constitution, education process is on Macedonian language and ethnic communities has right on education on their mother tongue.</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p>

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>System for validation of non-formal adult education is established. Since establishment of the Adult Education Centre, this system was developed and legal framework was created. Adult Education Centre verify programs for non-formal education, and Ministry of Education and Science verifye adult education providers. This system is regulated by the Law of Adult Education and the following bylaws:</p> <ul style="list-style-type: none"> • Rulebook on the norms for equipment and premises standards for providers of adult education; • Rulebook on the content, form and procedure for signing the contract for inclusion in adult education; • Rulebook on the title, content and form of certificates on the knowledge, skills and competencies acquired though the special programs for adult education; • Rulebook on the form, content and the manner of keeping the central and municipal register of organizations and institutions that implement publicly recognized programs; • Rulebook on the content and form of the documentation and records maintained by the organizations and institutions for adult education; • Rulebook on Verification of non-formal programs for adult education. 		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i> Adult Education Strategy 2010-2015 (Annual Action Plans for implementation of the Strategy is prepared by the Council for Adult Education)</p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i> Adult Education Strategy 2010-2015 (Annual Action Plans for implementation of the Strategy is prepared by the Council for Adult Education)</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2010-2020	
Education strategy	<input checked="" type="checkbox"/>	2005-2015	
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input checked="" type="checkbox"/>		
Adult Education Strategy		2010-2015	
Operational Plan for Active Measures and Programs for Employment		2008-2013	
National Strategy for Aged People		2010-2020	
National Employment Strategy			
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2010-2020	
Education strategy	<input checked="" type="checkbox"/>	2005-2015	
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		

<i>Other (specify in the space below)</i>	<input checked="" type="checkbox"/>	
Adult Education Strategy		2010-2015
Operational Plan for Active Measures and Programs for Employment		2008-2013
National Strategy for Aged People		2010-2020
National Employment Strategy		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
<i>If Yes, please elaborate how they have been involved.</i>				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>After completion of the legislative framework (Law on Adult Education, Rulebook on the norms for equipment and premises standards for providers of adult education; Rulebook on the content, form and procedure for signing the contract for inclusion in adult education; Rulebook on the title, content and form of certificates on the knowledge, skills and competencies acquired through the special programs for adult education; Rulebook on the form, content and the manner of keeping the central and municipal register of organizations and institutions that implement publicly recognized programs; Rulebook on the content and form of the documentation and records maintained by the organizations and institutions for adult education), in 2012 started the process of verification of programs for adult education and providers of adult education. This process led to establishment of a system for recognition of the non-formal education and training.</p>

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
Adult Education Centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of Education and Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ministry of Labor and Social Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National Employment Service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult Education Councils	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Municipalities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
dvv international (Institute for International Cooperation of the German Adult Education Association) - implementation of programs and activities in accordance with the Action plan for realization of the Adult Education strategy 2011 and 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
UNDP - implementation of	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

programs and activities in accordance with the Action plan for realization of the Adult Education strategy 2012				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		
Adult Education centre Ministry of Education and Science Adult Education Council		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i>		
Adult Education centre Ministry of Education and Science Adult Education Council		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>Every year Adult Education Council prepares an Action Plan for realization of the Adult Education Strategy;</p> <p>A Coordinative Body consisted of different Governmental institutions, every year prepares Operational Plan for Active Measures and Programs for Employment.</p>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>Every year Adult Education Council prepares an Action Plan for realization of the Adult Education Strategy.</p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Every year Adult Education Council prepares an Action Plan for realization of the Adult Education Strategy;</p> <p>A Coordinative Body consisted of different Governmental institutions, every year prepares Operational Plan for Active Measures and Programs for Employment.</p>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Every year Adult Education Council prepares an Action Plan for realization of the Adult Education Strategy.</p>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

MKD

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	210	220	Adult Education Centre, Ministry of Labor and Social Policy
<i>Sub-national governments</i> ⁵			
<i>Total</i>			Adult Education Centre, Ministry of Labor and Social Policy

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?			
	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	13.190	13.190	<input type="checkbox"/>
<i>Sub-national governments⁵</i>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
		<input type="checkbox"/>
<i>If Yes, please provide a brief description:</i>		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	minority groups, socially disadvantaged groups	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	minority groups, socially disadvantaged groups, rural residents, prisoners	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	youth and adult learners from all society groups	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	minority groups, socially disadvantaged groups	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	youth and adult learners from all society groups	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	employees, unemployed adult learners	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	employees,youth and adult learners from all society groups	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	employees,youth and adult learners from all society groups	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input checked="" type="checkbox"/>	employees,youth and adult learners from all society groups	<input checked="" type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	women and minority groups, citizens from rural areas	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	unemployed learners from marginalized groups	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	youth and adults from all society groups and socially disadvantaged	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	youth and adult learners from all society groups	<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	youth and adult learners from all society groups	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	youth and adult learners from all society groups	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	youth and adult learners from all society groups	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input checked="" type="checkbox"/>	youth and adult learners from all society groups, unemployed	<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
On adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i></p> <p>Employment Agency of the Republic of Macedonia: National report from the labour market skills analyses in the Republic of Macedonia for 2010/2011</p> <p>Ministry of labour and social policy: Operational plan of active programs and measures for employment 2010</p> <p>Ministry of labour and social policy: Operational plan of active programs and measures for employment 2011</p> <p>Ministry of labour and social policy: Operational plan of active programs and measures for employment 2012 -2013</p>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Macedonian	<input checked="" type="checkbox"/>

Albanian	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If Yes, please provide a brief description and references:

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide references or attach documents on local community participation:

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
	Women	<input type="checkbox"/>
	Men	<input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i>	Yes	No
	Adult education	<input type="checkbox"/>
	Adult literacy	<input type="checkbox"/>

If measures have been undertaken please provide a brief description and references:

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

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6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	<i>Mark when quality criteria are in place</i>	<i>Indicate year when quality criteria were introduced</i>	<i>Specify quality criteria in place</i>
Curricula	☒	2010-2011	<p>Rulebook on the norms for equipment and premises standards for providers of adult education;</p> <ul style="list-style-type: none"> • Rulebook on the content, form and procedure for signing the contract for inclusion in adult education; • Rulebook on the title, content and form of certificates on the knowledge, skills and competencies acquired through the special programs for adult education; • Rulebook on the form, content and the manner of keeping the central and municipal register of organizations and institutions that implement publicly recognized programs; • Rulebook on the content and form of the documentation and records maintained by the organizations and institutions for adult education; • Rulebook on Verification of non-formal

			programs for adult education.
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Learning materials	<input checked="" type="checkbox"/>	In the phase of preparation	In the frames of the IPA Twinning project "Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and the fulfillment of elementary education for excluded persons"
Facilitators' training	<input checked="" type="checkbox"/>	In the phase of preparation	In the frames of the IPA Twinning project "Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and the fulfillment of elementary education for excluded persons"
Teaching/ learning methods	<input checked="" type="checkbox"/>	In the phase of preparation	In the frames of the IPA Twinning project "Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and the fulfillment of elementary education for excluded persons"
Assessment of learning outcomes	<input checked="" type="checkbox"/>	In the phase of preparation	In the frames of the IPA Twinning project "Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and the fulfillment of elementary education for excluded persons"

Adult literacy			
Area	<i>Mark when quality criteria are in place</i>	<i>Indicate year when quality criteria were introduced</i>	<i>Specify quality criteria in place</i>
Curricula	<input checked="" type="checkbox"/>	2005	Programs for primary education

			for adults, prepared by the Bureau fo Development of Education and adopted by the Ministry of Education and Science
Learning materials	<input checked="" type="checkbox"/>	In the phase of preparation	In the frames of the IPA Twinning project “Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and the fulfillment of elementary education for excluded persons”
Facilitators' training	<input checked="" type="checkbox"/>	In the phase of preparation	In the frames of the IPA Twinning project “Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and the fulfillment of elementary education for excluded persons”
Teaching/ learning methods	<input checked="" type="checkbox"/>	In the phase of preparation	In the frames of the IPA Twinning project “Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and the fulfillment of elementary education for excluded persons”
Assessment of learning outcomes	<input checked="" type="checkbox"/>	In the phase of preparation	In the frames of the IPA Twinning project “Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and the fulfillment of elementary education for excluded persons”

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input checked="" type="checkbox"/>	4 years	<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Adult literacy				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input checked="" type="checkbox"/>	4 years	<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)	20.000 MKD	This is monthly average remuneration in the public sector. In the private sector the differences in remuneration is very wide.
Adult literacy	20.000 MKD	This is monthly average remuneration in the public sector. In the private sector the differences in remuneration is very wide.

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)		
	Monitoring	Evaluation
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>Please provide a brief description and references:</i></p> <p>Mechanisms for monitoring and evaluation are under preparation in the frames of the IPA Twinning project "Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and the fulfillment of elementary education for excluded persons"</p>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	<i>Mark all that apply</i>
Lifelong learning	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p>	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input checked="" type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input checked="" type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (<i>please specify below</i>)	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

All activities that have been implemented in Macedonia in relation to the CONFINTEA VI follow up were initiated, supported and organized by dvv international - office Skopje, in cooperation with the Ministry of Education and Science and Adult Education Centre.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
... other excluded/ under-represented/underprivileged groups?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?

	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?