RESEARCH ANALYSIS
OF FAMILY LITERACY SITUATION IN THE REPUBLIC OF MACEDONIA
IMPLEMENTED IN THE PROJECT „FAMILY LITERACY WORKS!“

Erasmus + project: 2016-1-RO01-KA204-024392

Trainer, Researcher Kostovska Ana

“CES” Training Center
Republic of Macedonia, March 2017
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1. INTRODUCTION

“Family literacy works! “ is an Erasmus + approved project, Strategic partnership, Key action 2, Part: Education for adults, project number: 2016-1-PO01-KA204-024392. Republique of Macedonia is a country partner in this project together with Republique of Romania, Bulgaria, Slovenia and Portugal. Participant organization from each country had an assignment to convey a research about family literacy situation in their country on a national level, and also to compose one comparative analysis to be able to take actions together in the future.

“CES training center” carried out the research in the Republique of Macedonia in the period of 01.12. to 28.02.2017 for analysing the general use of family literacy and to get data for conveying projects of this kind in the past.

1.1. Research targets

1.1.1. General targets

National analysys of conveyed family literacy projects in the past or still ongoing with the help of previously defined questionnaires. This analysis will serve for one higher target - implementation of the common comparative analysis of every country participant very significant for project requirements in the future.

1.1.2. Specific targets

- Target groups included in the analysis, analyzed from social, economic and educational point of view
- Type of activities between parents, children and tutors with educational purpose
- Type of parents training for educating and bringing up their children with main purpose better school and life success.

We now have to mention comparative analysis again now as it compares the results of the previously received data from each national research as a main target of the now far activities within the project. Therefore the comparative analysis target is identifying the further needs of the project like:

- Target groups that will have direct acquisitions
- Organizations and individuals who will be involved in the further actions
- Identifying the further targets of the project
- Defining the programme and modules
- Defining the profile of the facilitators
2. RESEARCH METHODOLOGY

In the very beginning of this research we started with analyzing the available data on the family literacy subject, identifying the organizations whose main occupation is family literacy and have had or have this kind of project in their portfolio.

We have come to the conclusion that they are mainly nongovernmental organizations whose target groups are mainly children and adults from the Roma population also with threatening financial, social and educational situation. This is due to the fact that the literacy of the Roma population in the Republique of Macedonia is at the lowest level both the children’s and adult’s and very often these people are on the edge of their existention.

Regardless, we realized 8 meetings, fill in 10 questionnaires according to the project standards from 7 different organizations (not only nongovernmental and not only Roma). We have paid attention to include all types of organizations regarding their occupation, size, owning. There for, according to this the subject of our research are different types of target groups, different ways of family literacy practices, which will be explained in this report further. The questionnaire consist of introducing part so that we can be sure that family literacy as a concept is precisely clear to the inquired people and 22 questions. 17 of them need to be answered descriptive, and for 5 of them there are variety of answers given for choosing.

The inquired people from the organizations were mainly project managers, psychologist, teaching staff and owners. Except our researcher, one other responsible person from the organization was present on 3 our meetings, and on 5 our meetings two more people except our researcher were present. On two occasions in one meeting, two questionnaires were fill in. According to this 11 responsible people total were inquired.
### 3. QUESTIONNAIRE DATA PRESENTATION

#### 3.1. Basic organizations data

<table>
<thead>
<tr>
<th>NAME OF THE ORGANISATION</th>
<th>TYPE OF ORGANISATION</th>
<th>SIZE</th>
<th>EXPERTISES</th>
</tr>
</thead>
</table>
| „UMBRELLA“ Roma Integration Center | Nongovernmental organization | macro | - education of Roma population  
- human rights  
- straightening the Roma woman  
- assistance for people without documentation  
- assistance for homeless people  
- parents education |
| Elementary School „KOCO RACIN“ Pedagogical - Psychological Department | State institution | macro | - state elemental education for children from 6 to 15 years old  
- pedagogical, psychological analysis  
- teachers education  
- adaptation assistance and education of pupils |
| „MOSAIC“ Private Psychological Consulting | Private company | micro | - psychological consultation  
- psychological support  
- psychotherapy  
- psychology tests |
| „DROM“ Roma Community Center | Nongovernmental organization | middle size | - Roma children and adults  
- social work  
- legal assistance for Roma population  
- qualifications and additional qualifications |
| Kindergarten „KOCO RACIN“ Teaching Staff | State institution | macro | - care, daily care for children from 0 – 6 years old  
- education  
- creative workshops |
| „EDUCATIVA PLUS“ Educational center for foreign languages and skill development | Private educational institution | middle size | - foreign languages for children  
- computer skills  
- personal development skills  
- intellectual and social development  
- parents education |
As you can see from table 1, seven organizations total are inquired, but in the Roma community center “DROM” two meetings were done and total three questionnaires were fill in all from three different projects. Further more in the Educational center “EDUCATIVA PLUS” two meetings were done, two questionnaires for two different projects were fill in. Summarized 10 questionnaires total were fill in as a subject of this analysis according to the project needs.

If we further analyses table 1, we can accurately say that 3 out of 7 inquired organizations or 43 % are nongovernmental organizations whose field of activities approaches the Roma population in the Republique of Macedonia. As we previously mentioned in the methodology of this research that is due to the low level of literacy and difficult social and economic situation of these population. According to the last census of the population in the Republique of Macedonia from 2002 there are total 2,022,547 people. 53,800 of them or 2.66% are Roma population and according to the data from the Ministry of Labor and Social Work from 2013 and indicator ED 1 – rate of literacy, the rate of literacy of the Roma population is:

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>2004 women (%)</th>
<th>2004 men (%)</th>
<th>2011 women (%)</th>
<th>2011 men (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>younger than 15</td>
<td>74.8</td>
<td>96.2</td>
<td>74.8</td>
<td>75.0</td>
</tr>
<tr>
<td>15 - 24</td>
<td>87.2</td>
<td>100.0</td>
<td>83.9</td>
<td>89.4</td>
</tr>
<tr>
<td>25 - 34</td>
<td>76.8</td>
<td>100.0</td>
<td>77.0</td>
<td>90.8</td>
</tr>
<tr>
<td>35 - 44</td>
<td>74.0</td>
<td>99.1</td>
<td>73.8</td>
<td>89.9</td>
</tr>
<tr>
<td>45 - 54</td>
<td>63.3</td>
<td>92.1</td>
<td>71.1</td>
<td>92.7</td>
</tr>
<tr>
<td>older than 54</td>
<td>62.6</td>
<td>87.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Referring to the size of the organizations from the total inquired number of organizations (7), 3 of them are a macro size, 3 of them are middle size and 1 is a micro organization or 43 % macro, 43% middle size and 14% micro.
Type of the Organization:
- Nongovernmental organization
- State institution
- Private institution

Size of the Organization:
- Macro
- Middle size
- Micro

Chart 1

Chart 2
### 3.2. Basic data about the project

<table>
<thead>
<tr>
<th>NAME OF THE ORGANISATION</th>
<th>NAME OF THE PROJECT</th>
<th>BEGINNING</th>
<th>DURATION</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>„UMBRELLA“ Roma Integration Center</td>
<td>Better parenting for better success of the Roma children in schools</td>
<td>January 2013</td>
<td>As far as 12 months</td>
<td>Macedonian Roma</td>
</tr>
<tr>
<td>Elementary school „KOCO RACIN“ Pedagogical - Psychological Department</td>
<td>Prevention of violence between generation BULLYING</td>
<td>December 2016</td>
<td>As far as 12 month</td>
<td>Macedonian</td>
</tr>
<tr>
<td>„MOSAIC“ Private Psychological Consulting</td>
<td>Development of children’s emotional intelligence for successful adaptation in elementary school</td>
<td>April 2016</td>
<td>As far as 12 month</td>
<td>Macedonian</td>
</tr>
<tr>
<td>„DROM“ Roma Community Center</td>
<td>Support programme of skilled courses for roma population</td>
<td>2008</td>
<td>As far as 12 month</td>
<td>Macedonian Roma</td>
</tr>
<tr>
<td>„DROM“ Roma community center</td>
<td>Social development of Roma population</td>
<td>2006</td>
<td>More than 24 month</td>
<td>Macedonian</td>
</tr>
<tr>
<td>„DROM“ Roma community center</td>
<td>Tutelar support for Roma pupils</td>
<td>2015</td>
<td>More than 24 month</td>
<td>Roma</td>
</tr>
<tr>
<td>Kindergarten „KOCO RACIN“ Teaching staff</td>
<td>Family and family values</td>
<td>2015</td>
<td>12 – 24 month</td>
<td>Macedonian</td>
</tr>
</tbody>
</table>
In table 2 not only we can see the name of the inquired organization, we can also see the name of the project, his beginning, duration and the language used. Regarding the language we can conclude that all project use the Macedonian language, but 3 of them or 30% are implementing the project bilingual on Macedonian and roma language. These are the projects of the roma nongovernmental organizations. One of the projects of “EDUCATIVA PLUS” that includes learning English implements the projects in the two languages, Macedonian and English. Those are actually 10% of the total inquired projects.

3.3. Partner organizations for each project

<table>
<thead>
<tr>
<th>NAME OF THE ORGANISATION</th>
<th>NAME OF THE PROJECT</th>
<th>PARTNER ORGANISATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>„EDUCATIVA PLUS“</td>
<td>Skilled parents, skilled children</td>
<td>Macedonian</td>
</tr>
<tr>
<td>Educational center for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>foreign languages and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skill development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>„EDUCATIVA PLUS“</td>
<td>We learn English together!</td>
<td>Macedonian</td>
</tr>
<tr>
<td>Educational center for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>foreign languages and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skill development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>„NRC“</td>
<td>Social inclusion of roma population in the</td>
<td>Macedonian</td>
</tr>
<tr>
<td>Nacional Roma Center</td>
<td>Republic of Macedonia</td>
<td></td>
</tr>
</tbody>
</table>

*choice of given answers

- Table 2 -

Basic project data
<table>
<thead>
<tr>
<th>„UMBRELLA“ Roma integration center</th>
<th>Better parenting for better success of the roma children in schools</th>
<th>„Dendo Vas“ Roma Nongovernmental Organization</th>
<th>&quot;Dento Vas&quot; Roma Nongovernmental Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>„MOSAIC“ Private Psychological Consulting</td>
<td>Development of children’s emotional intelligence for successful adaptation in elementary school</td>
<td>&quot;IOM“ International Organizations for Migrations</td>
<td>&quot;IOM&quot; International Organizations for Migrations</td>
</tr>
<tr>
<td>„DROM“ Roma Community Center</td>
<td>Support programme of skilled courses for roma population</td>
<td>„Roma Resource Center“ Roma Nongovernmental organization</td>
<td>&quot;Roma Resource Center&quot; Roma Nongovernmental organization</td>
</tr>
<tr>
<td>„DROM“ Roma Community Center</td>
<td>Social development of Roma population</td>
<td>&quot;Dendo Vas“ Roma Nongovernmental Organization</td>
<td>&quot;Dento Vas&quot; Roma Nongovernmental Organization</td>
</tr>
<tr>
<td>„DROM“ Roma Community Center</td>
<td>Tutelar support for Roma pupils</td>
<td>Elementary and High Schools from RM</td>
<td>&quot;DROM Roma Community Center&quot; Elementary and High Schools from RM</td>
</tr>
<tr>
<td>Kindergarten „KOCO RACIN“ Teaching Staff</td>
<td>Family and family values</td>
<td>&quot;MDCCO“ Nongovernmental Organization</td>
<td>&quot;MDCCO&quot; Nongovernmental Organization</td>
</tr>
<tr>
<td>„EDUCATIVA PLUS“ Educational center for foreign languages and skill development</td>
<td>Skilled parents, skilled children</td>
<td>“CES” Training Center Educational Center</td>
<td>&quot;CES&quot; Training Center Educational Center</td>
</tr>
<tr>
<td>„EDUCATIVA PLUS“ Educational center for foreign languages and skill development</td>
<td>We learn English together!!</td>
<td>&quot;CES&quot; Training Center Educational Center</td>
<td>&quot;CES&quot; Training Center Educational Center</td>
</tr>
</tbody>
</table>

**Notes:**

- "Step by step" Foundation for Educational and Cultural Initiatives.
- "Hope“ Center for Social Initiatives.
Here we can see that almost every organization cooperates with partner organizations in implementing the projects, except 3 of them or 30% from the total inquired organizations. These are „Mosaic“ private psychological consulting, “DROM” Roma Community Center in the project “Social development of roma population “and kindergarten “KOCO RACIN”

### 3.4. Ways of financing

<table>
<thead>
<tr>
<th>INQUIRED ORGANISATION WITH THEIR OWN CONTRIBUTION (%)</th>
<th>ORGANISATION FINANCIER WITH THE FINANCED AMOUNT (euros)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“UMBRELLA“ 5 %</td>
<td>“SOROS“ Fondation 40.000 euros per year</td>
</tr>
<tr>
<td>Elementary school “KOCO RACIN“</td>
<td>“CONEDU“ ГЛОБАЈL Embassy of USA</td>
</tr>
<tr>
<td></td>
<td>(the project includes all elementary schools in RM, so this data is out of reach)</td>
</tr>
<tr>
<td>„MOSAIC“ 10 %</td>
<td>Parental financing</td>
</tr>
<tr>
<td></td>
<td>Total 3.500 euros</td>
</tr>
<tr>
<td>„DROM“ 10 %</td>
<td>„IOM International Organizations for Migrations</td>
</tr>
<tr>
<td></td>
<td>Norwegian embassy</td>
</tr>
<tr>
<td></td>
<td>50.000 euros per year</td>
</tr>
<tr>
<td>„DROM“ 20 %</td>
<td>„UNICEF“</td>
</tr>
<tr>
<td></td>
<td>7.800 euros</td>
</tr>
<tr>
<td>Source</td>
<td>Financial Contribution</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>„ДРОМ“</td>
<td>10%</td>
</tr>
<tr>
<td>Kindergarten „KOCO RACIN“ Teaching staff</td>
<td>No available data</td>
</tr>
<tr>
<td>„EDUCATIVA PLUS“ 20%</td>
<td>Parental financing</td>
</tr>
<tr>
<td>„EDUCATIVA PLUS“ 20%</td>
<td>Parental financing</td>
</tr>
<tr>
<td>„NRC“ Nacional Roma Center 10%</td>
<td>„We Effect“</td>
</tr>
</tbody>
</table>

- Notice: Financial contribution of the inquired organization is referring to place of training, facilitators, equipment and so, which expenses are refundable during the project by the organization financier.

Sources and ways of financing:

According to table 3 data we can notice that almost every source of project financing for these kind of projects comes from international organizations such as foundations, nongovernmental organizations and centers financed from embassies of richer countries. So 60% out of total 10 projects are being financed from foreign sources and 40% from domestic, Macedonian but this is mainly parental financing for any kind of training.
Considering that this research is about projects with same subjects - family literacy projects, the targets, activities in general are similar and concentrated in that area.

The targets and the target groups are analyzed from different aspects like: social, economic and educational with one purpose to identify the needs and problems of the community and also to find a solution and achieve positive results in solving them.

### Targets:

- Assistance in preschool education and knowledge progress for more successful start in I grade of the Roma pupils, direct education of the children from home to home
- Training the parents how to bring up and educate their children in domestic conditions as a preparation for elementary school
- Councilling the parents how to communicate with the teaching staff in the kindergartens (for children who attend state kindergartens)

**Target groups:**

- Roma families with financial social help
- One parents families from the Roma population
- Children on 3 – 5 years of age, together with their parents

**Activities:**

- creative workshops for children and parents
- day care for children from 3 – 5 years with education according to their age

**Qualitative and quantitative results:**

- 40 children and 40 parents included
- progress in knowledge, positive attitudes for the significance of the education, hygienic habits, children ready for school

**Influence:**

Group successful entrance of the Roma children in I grade of the Elementary Schools. Meetings with presence of psychologist and pedagogue with Macedonian language communication. (Which was the main problem for Roma children and a reason for beginning this project)

**Targets:**

- Lower rate of violence between generations - bullying
- Building strategies for dealing with the same
- Parents councilling for better condition of the aggressive child
- Direct work with children regarding pedagogical and psychological councilling
- Teaching staff training

**Target groups:**

- The elementary school pupils age 6 to 15 who came from different variety of families regarding the social, economic and educational back round.
- families as a social units

**Activities:**
- workshop for children
- workshop for parents
- presentation

**Qualitative and quantitative results:**

- 10 teachers trained, 30 children (it is plan approximately 300 children to be included, the project is on going) and 10 parents counseled
- the rate of bullying is getting lower between the included children, the mutual understanding is getting better and also discipline during the classes.

<table>
<thead>
<tr>
<th>„MOSAIC“</th>
<th>“Development of children’s emotional intelligence for successful adaptation in elementary school”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Psychological Consulting</td>
<td></td>
</tr>
</tbody>
</table>

**Targets:**

- recognizing their own emotions, emotions of others and emotions inside the family
- Recognizing their own good characteristics, getting aware of the positive characteristics of others and of the family members
- flexibility, self-confidence, form opinions
- flexibility of the opinions, when to say YES and when NO
- self control

**Target groups:**

- Children classified in groups by age (3 – 6) and (7 – 12) years with different social, economic and educational origin
- families with children of above mentioned age

**Activities:**

- creative thematic workshops for children with drawing, exercises, narrating and laughter
- mutual workshops for both children and parents
- parental counselling with specific targets according to the child condition.

**Qualitative and quantitative results:**

- 30 children included with previously shown certain type of behavior and also 20 parents
- Success achieved in exceeding the difficulties, enlarged self confidence, recognized their own emotions and positive characteristics and also of others, perception of what it is good behavior and what is not, attitude flexibility, counceled parents for achieving the wanted target with their children.

<table>
<thead>
<tr>
<th>„DROM“ Roma Community Center</th>
<th>“Support programme of skilled courses for Roma population”</th>
</tr>
</thead>
</table>

**Targets:**

- keeping the young Roma people in the Republic of Macedonia through qualification and additional qualification
- gaining variety of certified skills for better competitiveness on the labor market

**Target groups:**

- young Roma population age 18 to 29 from one or different Roma families

**Activities:**

- implemented trainings for baker, hairdresser
- computer trainings
- foreign languages
- business education

**Qualitative and quantitative results:**

- 43 trained young Roma people, 43 certificate given for: hairdresser, baker, computer training, learned foreign languages and business education.
- each trained person financed with equipment according to the field of training with 200 euros value

<table>
<thead>
<tr>
<th>„DROM“ Roma community center</th>
<th>“Social development of Roma population”</th>
</tr>
</thead>
</table>

**Targets:**

- parent education according to the age of their children with main target their better bringing up and suitable education
- bringing up the Roma children in appropriate way
- educated children according to their age
- monitoring the growth of the children

**Target groups:**

- Roma families with children on 0 to 6 years of age.
- children on age of 0 – 6 years
- the whole Roma population in the municipality given in the project

**Activities:**

- councelling and education on the field, in the homes of each and every family depending the age of the child (0-6 years)
  * advices about the taking care of the child, his bringing up and education

**Qualitative and quantitative results:**

- 100 Roma families included with children on 0 to 6 years of age
- educated parents
- educated children

| „DROM“ Roma Community Center | “Tutelar support for Roma pupils” |

**Targets**

- tutelar help for easier school assignment accomplishment to the Roma children in macedonian language and mathematics

**Target groups:**

- Roma children from fourth, fifth and sixth grade
- parents of the same children

**Activities:**

- macedonian language and mathematics lessons for
  * children
  * parents

**Qualitative and quantitative results:**

- accomplished programme for: macedonian and mathematics
- socialized children
- trained parents
- all Roma children from fourth, fifth and sixth grade from four schools in Kumanovo municipality included

<table>
<thead>
<tr>
<th>Kindergarten „KOCO RACIN“ Teaching Staff</th>
<th>“Family and family values”</th>
</tr>
</thead>
</table>

**Targets:**

- rising consciousness for family and family values to children in preschool age
- building respect and love for the family values to children from 4 – 6 years
- care and education of preschool children

**Target groups:**

- children from 4 to 6 years with different economic and social back round
- parents of the same children

**Activities:**

- family creative workshops
- children care and education

**Qualitative and quantitative results:**

- all children from the kindergarten on the age of 4 to 6 years were included, that is around 160 children and their parents
- aroused consciousness about family and family values, bigger respect for the same
- easier socialization and progress in the educational system

<table>
<thead>
<tr>
<th>„EDUCATIVA PLUS“ Educational center for foreign languages and skill development</th>
<th>“Skilled parents, skilled children”</th>
</tr>
</thead>
</table>

**Targets:**

- easier accomplishment of the school subjects (Macedonian language, mathematics, physics, chemistry, languages etc.)
- educated parents for the same
Target groups:

- children 6 – 14 years of age, pupils in the elementary schools with unsatisfactory school success
- parents, not enough prepared for helping their children

Activities:

- separated lessons for some school subjects from which the children are in need
- parents education
- mutual motivation workshops and also group lessons for monitoring the success

Qualitative and quantitative results:

- higher grades in school, better school success in general
- aroused consciousness for the meaning of successfully finished elementary school

- 35 parents trained and given help to 45 children
- better socialization

 Targets:

- high level of English knowledge of adults - parents
- start and progress in the English language learning of children and young people up to 18 years old
- preparation for high school and university entry exams
- stimulation of using English in domestic conversation

Target groups:

- children on school age (6 – 18 years old) from different social, economic origin
- parent of children (6 – 18 years old)
- families with not enough finances for learning foreign languages

Activities:
- English lessons – conversation, grammar, acting
- innovative, creative workshops on variety of topics connected with the English native countries
- workshops for stimulation domestic conversation in English

**Qualitative and quantitative results:**

- learning English together, 30 children and 30 parents, with significant success
- higher interest from the language (parents)
- great results shown

<table>
<thead>
<tr>
<th>„NRC“ Nacional Roma center</th>
<th>“Social inclusion of roma population in the Republique of Macedonia”</th>
</tr>
</thead>
</table>

**Targets:**

- strengthening the personal capacities for active participation and reintegration in society of the Roma population returned in the Republic of Macedonia through access to education, additional qualification, personal documents
  - nostrification of diplomas
  - early children growth
  - strengthening the economic possibilities
  - access to fundamental rights of the Roma population

**Target groups:**

- Roma population, citizens and returners in RM
- families and parents of children 0 – 6 of age

**Activities:**

- parents and family training in educating and taking care of children up to 6 years old
- business training - entrepreneurship
- qualification and additional qualification training

**Qualitative and quantitative results:**

- over 90 people with access to parents trainings
- over 70 people with access to business training and qualifications
### 3.6. Facilitators, their expertise, specific tasks, activities, ways of evaluation

<table>
<thead>
<tr>
<th>Location</th>
<th>Resources</th>
<th>Ways of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;UMBRELLA&quot; Roma integration center (Better parenting for better success of the roma children in schools)</td>
<td>Computers, didactic educative materials, library of toys</td>
<td>Diary for daily routines, donator control through conversations with parents and children</td>
</tr>
<tr>
<td>&quot;KOCO RACIN&quot; Elementary school (Pedagogical department - psychological department) (Превенција на меѓуврсничко насилство BULLYING)</td>
<td>Computers, educative material, presentation equipment</td>
<td>Evaluation questionnaires, monitoring lists, conversations</td>
</tr>
</tbody>
</table>

#### Defectologist, Social Worker
- appropriate university degree
- appropriate high school degree (assistants)

#### Specific tasks
- education of every children separately
- gained hygienic manners, bon ton, ways of behavior in the society institutions
- parents education

#### Location
- Specialized offices in the nongovernmental organization

#### Resources
- Computers, didactic educative materials, library of toys

#### Ways of evaluation
- Diary for daily routines, donator control through conversations with parents and children

#### Psychologist
- psychology university degree
- trainer for “Inclusion in education”
- parental trainer for “Civil education a way for civil society”
- trainer for “Legal culture”

#### Specific tasks
- recognizing types of violence’s
- strategies for overcoming the violence
- rising consciousness for bullying

#### Location
- State elementary school

#### Resources
- Computers, educative material, presentation equipment

#### Ways of evaluation
- Evaluation questionnaires, monitoring lists, conversations
### MOSAIC

**Private Psychological Consulting**

**Project Nr:** 2016-1-RO01-KA204-024392

<table>
<thead>
<tr>
<th>Facilitators, their expertise and education</th>
<th>Psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- psychology university degree</td>
</tr>
<tr>
<td></td>
<td>- masters in clinic psychology</td>
</tr>
<tr>
<td></td>
<td>- transaction analysis specializations</td>
</tr>
<tr>
<td></td>
<td>- trainer for early growth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific tasks</th>
<th>- children animation for recognizing their: self confidence, sensibility, level of evolution etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- transferring knowledge and skills to children and parents</td>
</tr>
<tr>
<td></td>
<td>- emotional intelligence tests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>“Mosaic” offices</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>board, Lego, crayons and other didactic materials</th>
</tr>
</thead>
</table>

| Ways of evaluation | Meetings and conversations with the parents, report for the child success |

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### DROM

**Roma community center**

**Project Nr:** 2016-1-RO01-KA204-024392

<table>
<thead>
<tr>
<th>Facilitators, their expertise and education</th>
<th>Skilled trainers according to the field of training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- computer science university degree</td>
</tr>
<tr>
<td></td>
<td>- foreign languages university degrees</td>
</tr>
<tr>
<td></td>
<td>- professional hair dressers, stylists</td>
</tr>
<tr>
<td></td>
<td>- professional bakers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific tasks</th>
<th>- skilled training according to the field of training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- qualifications</td>
</tr>
<tr>
<td></td>
<td>- additional qualifications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Labor university</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Depending on the training field</th>
</tr>
</thead>
</table>

| Ways of evaluation | Observation from the donator coordinators |

---

### DROM

**Roma community center**

**Project Nr:** 2016-1-RO01-KA204-024392

<table>
<thead>
<tr>
<th>Facilitators, their expertise and education</th>
<th>Trainers with constant successive training by UNICEF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Unicef training for observing the personal growth of children, special approach</td>
</tr>
<tr>
<td></td>
<td>- trained for education and type of approach to children and parents</td>
</tr>
<tr>
<td></td>
<td>- high school degree, university degree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific tasks</th>
<th>- assistance to the parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- observing the child</td>
</tr>
<tr>
<td></td>
<td>- dealing with upcoming problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>- in families homes, from home to home</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>- professional literature for following the children growth in their age of 0–6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DROM</strong> Roma community center (Tutelar support for Roma pupils)</td>
<td><strong>Teachers, pedagogists</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **Facilitators, their expertise and education** | - pedagogy university degree  
- faculty of philosophy  
- natural science teachers  
- students trainers with high school degrees as assistants |
| **Specific tasks** | - assistance in learning the school  
- educational inclusion of the roma children  
- parents counselling |
| **Location** | - in domestic environment, from home to home |
| **Resources** | - school materials, books |
| **Ways of evaluation** | - monthly reports  
- meetings with the donor coordinators |

<table>
<thead>
<tr>
<th><strong>Kindergarten teaching staff</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitators, their expertise and education</strong></td>
</tr>
</tbody>
</table>
| - pedagogy university degree  
- high school degree (assistants)  
- training for early growth |
| **Specific tasks** |
| - day care of children  
- rising consciousness for family and family values, building respect for the family  
- implementation of the targets and contents from the educational process |
| **Location** |
| - state kindergarten rooms |
| **Resources** |
| - educative didactic materials, toys |
| **Ways of evaluation** |
| - monthly reports  
- internal meetings |
<table>
<thead>
<tr>
<th>“EDUCATIVA PLUS” Educational center for foreign languages and skill development (Skilled parents, skilled children)</th>
<th>Facilitators, their expertise and education</th>
<th>Specific tasks</th>
<th>Location</th>
<th>Resources</th>
<th>Ways of evaluation</th>
</tr>
</thead>
</table>
|  | Teachers  | - appropriate university degree, teachers for Macedonian language, mathematics, nature and society science  | - easier accomplishment of school subjects material  
- parents education  
- better school success  
- rising awareness for school commitments  | private offices of “Educativa plus”  | - computers - internet  
- professional literature, books  | - success diaries  
- plans and programmes  
- tests  
- meetings with parents  
- monitoring the school success  |
| “EDUCATIVA PLUS” Educational center for foreign languages and skill development (We learn English together) | Facilitators, their expertise and education | Specific tasks | Location | Resources | Ways of evaluation |
|  | English language teachers  | - English university degree  | - mutual English learning and stimulating its use at home  
- adult inclusion in learning languages and assistance in excepting the one  
- increasing the children’s interests in learning languages  | Private offices of EDUCATIVA PLUS  | - computer - internet  
- professional literature  
- presentation equipment, projectors  | - success diary  
- course of study  
- tests  
- meetings with parents  |
Now we can say that every organization has university degree facilitators, experts in their field of work, all with similar tasks for helping children and adults in: early growth and education, school assignment help, foreign languages and qualification and additional qualification. The location where the trainings are held depends of the organization profile if it is private company, state institution or nongovernmental organization. Mainly every organization uses their own offices.

### 3.7. Project impact

1. **“Better parenting for better success of the Roma children in schools”**
   - In this project main problem was Roma children school beginning on Macedonian due to their Roma mother language. All that was successfully overcame, the language barrier was removed, and there has been successful communication between the children, pedagogist and psychologist. The impact of all this for the Roma population as well the children themselves is enormous.

2. **“Prevention of violence between generations – BULLYING”**
   - Violence between generations in general is rising in the Republic of Macedonia. Thanks to this project the consciousness about it has been moved on a higher level, including the children, parents and also teachers. Because all of that the socialization between children as well as the school success has been moved higher. All this has a positive impact on future life success and community progress.
3 “Development of children’s emotional intelligence for successful adaptation in elementary school”

- This project has improved the children’s emotional intelligence as a foundation for successful inclusion in elementary schools and prompt solving the incoming problems. All this was possible through increasing children’s self-confidence and becoming aware of their own emotions as well of the others. The project proved its existence becoming a good foundation for overcoming all the obstacles during the first years in school.

4. “Support programme of skilled courses for Roma population”

- Better future of the young Roma community achieved, through qualifications and additional qualifications of not enough educated Roma youngsters with given opportunity for better competitiveness on the labor market. All that as a base for better economic situation of the family and the community in general.

5. “Tutelar support for Roma pupils”

- In relation with the great efforts of the project tutors, great success is shown in finishing fourth, fifth and sixth grade of all Roma pupils in Kumanovo municipality. Project positive impact for this municipality is at a high level.

6. “Social development of Roma population”

- Because of the wide range of included population in this project and its domestic circumstances, individual visits and training from home to home the project has a very positive impact on the whole Roma community in Kumanovo municipality in a way of bringing up and educating children from early age. Also has given the parents the needed assurance and knowledge for raising their children.

7. “Family and family values”

- Successfully educated preschool children for the family itself and his values and worth’s. Developed love and respect for the same from early age.

8. “Skilled parents, skilled children”

- Great school success achieved with all children, progress and higher interest for the school subjects.

9. “We learn English - together!”

- What is important in this project is rising consciousness for learning foreign languages and understanding the need of it for better competitiveness on the labor market and improving the whole economic situation. All this refers to the adult population with not enough developed social, economic and educational situation. Educativa Plus has implemented that with the help of mutual learning (parents and children) as it is known that the children’s interest for the language is on a higher level.

10. “Social inclusion of Roma population in the Republique of Macedonia”
- This project also is about the qualifications and additional qualifications of the Roma population in RM. His target is better economic situation of the Roma population which is accomplished. What make this project different and of great importance is his accent to the Roma returners in the country (asylants, immigrants) and the opportunity given for inclusion in our system.

4. Conclusion

After all the preparations, researches and analysis on the subject “Family literacy” and the detailed data included above, the following is concluded:

In the Republic of Macedonia approximately 7-8 years already this kind of project are implemented and are very much needed for some target groups as Macedonian children less than 18 years of age and their families, all with different social, economic and educational origin. These are mainly elementary and high school pupils as well and children in preschool age.

Never the less the one thing that left an impression to us as a researchers is the wide range of outspreading this kind of project between the Roma population in Macedonia.

The implementing organizations of this kind of Family literacy projects are mainly nongovernmental, state institutions in wide range and at the end private educational centers.

The targets of the projects are mainly improving the children’s education from early age through elementary and high schools as well as educating parents for appropriate care and education of their children. Except the Macedonian population (mostly children), many of the projects includes the Roma population in Macedonia and improving their economic situation.

Our conclusion is that the future “Family literacy” projects also should implement the same targets because all analyzed projects have positive impact on improving the whole economic, social and educational situation in the Republic of Macedonia.

5. Enclosure

1. Questionnaire used
1. Name of the project*

_____________________________________________________________________________

2. Implementing organization____________________________________________________

Briefly describe the organization profile (type, size, scope of work, areas of specific expertise)*

**Type of organization (circle):**

- Nongovernmental organization
- State institution
- Private educational institution
- Private company
- Other ________________

**Size and scope of work:**

- Micro
- Macro
- Other ________________

**Areas of specific expertise:**

________________________
________________________
________________________
________________________

3. Partners included? If so, their names and specific expertise’s brought to the programme.*

- Name of the partner organization
  
  Expertise’s of the partner organization

- Name of the partner organization
  
  Expertise’s of the partner organization

- Name of the partner organization
  
  Expertise’s of the partner organization
**Erasmus+ Programme**  
**– Strategic Partnership**  
**Project Nr:**  
**2016-1-RO01-KA204-024392**

<table>
<thead>
<tr>
<th>Expertise's of the partner organization</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Duration of the project (in month)?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 0-12 month</td>
</tr>
<tr>
<td>o 12-24 month</td>
</tr>
<tr>
<td>o More than 24 month</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Beginning of the project (month, year)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. What languages was the programme implemented in?</th>
</tr>
</thead>
<tbody>
<tr>
<td>o macedonian</td>
</tr>
<tr>
<td>o albanian</td>
</tr>
<tr>
<td>o turkish</td>
</tr>
<tr>
<td>o serbian</td>
</tr>
<tr>
<td>o roma</td>
</tr>
<tr>
<td>o english</td>
</tr>
<tr>
<td>o other _________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Name of the organization financier?*</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8. Type of fund sources?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>o private</td>
</tr>
<tr>
<td>o state</td>
</tr>
<tr>
<td>o EU</td>
</tr>
<tr>
<td>o Other _________</td>
</tr>
</tbody>
</table>

| 9. Amount funded (приближно) ____________________________ |

<table>
<thead>
<tr>
<th>10. Financial contribution of the implementing organization in percentage (approximately)</th>
</tr>
</thead>
</table>

| 11. Describe the context in which the program was implemented (targeted community from social, economic, educational point of view, the community needs / problems assessment, the opportunities identified to address these needs)* |

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Erasmus+ Programme – Strategic Partnership  
Project Nr:  
2016-1-RO01-KA204-024392
12. Programme targets?

_______________________________________________________________________________

_______________________________________________________________________________

13. Target groups? (people with direct benefits from the programme)*

_______________________________________________________________________________

_______________________________________________________________________________

14. Type of learning activities used in the programme *

_______________________________________________________________________________

_______________________________________________________________________________

15. Location of the activities *

- libraries
- schools
- community centers
- kindergartens
- other ________________

16. Resources used (materials, equipment)*

_______________________________________________________________________________

17. Types of facilitators *

- teachers
- voluntiers
- librarians
- other ________
18 Education and training background and expertise (courses attended, previous activities, their role in previous family literacy programs) of the facilitators *

__________________________________________  __________________________________________
__________________________________________  __________________________________________

19. Their specific tasks?*

__________________________________________  __________________________________________
__________________________________________  __________________________________________

20. Qualitative and quantitative results*

__________________________________________
__________________________________________
__________________________________________
21. Ways of monitoring and evaluation activities?
____________________________________
____________________________________
____________________________________
____________________________________

22. What was the impact of the programme?*
____________________________________________________________
____________________________________________________________
____________________________________________________________

* - obligated answer

Contacts
Name of the organization _____________________________________
Name and surname of the project manager /responsible person ______
E - contact: ________________________________________________

Please add pictures of the project activities.

The project has been funded with support from the European Commission. This material reflects the views only of the author, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein.