

Small-Scale Partnership in the field of adult education

AE4WOMEN – ADULT EDUCATION FOR MARGINALIZED WOMEN

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Project Result

Guidelines, tools and methodology on how to approach socially vulnerable women to Adult Education

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Introduction

These guidelines are prepared in the frame of the project “Adult Education for Marginalized Women-AE4WOMEN” which was implemented by the Association for Roma Community Development “Sumnal” and the Association for Roma Women Development “Latcho Dive” from North Macedonia and the Association “Romag” from Serbia.

The project had the following objectives:

- to identify clear set of skills, methods and approaches that AE staff needs in order to be able to reach out to the target group in the adult education process;
- to teach 15 adult education staff in identifying the learning needs of the target group;
- to include marginalized women and women victims of GBVH in the practical learning process of adult education staff through topic of their interest such as green skills;
- to strengthen the position of the project partners as forward-looking adult education providers by exploiting and introducing new digital technologies which could be applied for inclusion processes.

The expected outcomes of the project include:

1. Tested methodology and approach for identification of the target group's learning needs.
2. Improved and tested capacities of 15 Adult Education staff to meet the needs of these women.
3. Case study and practical learning for adult education staff for meeting the needs of the target group with 202 women included.
4. Direct participation of 6 women from the target group in the process of building capacities of adult education staff.
5. Identified clear set of digital tools that can be further used in adult education for improved digital skills among the target group.
6. Identified needs for increasing green skills among the target group.

The project included 15 adult education staff in the process of identification of the approach's methodology and testing of the tools for approach of the women on the field. It planned to include 45 women in the three cities Bitola, Skopje and Belgrade, but at the end we were able to reach 100 in Belgrade, 50 in Bitola and 52 in Skopje, or total 202.

This guideline might be utilized in other projects where adult education for women from vulnerable groups are to be accessed in identification of specific learning needs.

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1. Methodology and approach for identification of the needs of awareness about Adult Education and learning needs

The methodology includes different ways of approach to the women while proceeding with assessment and carrying the interview. The methodologies initially included use of digital tools which in reality were not implemented as expected. This was due to lack of the digital tools available to women on the field and the methodology to access the women and obtain responses.

Approach methodology include following steps:

- Collection of contact details

The approach methods rely mostly on the contact details and data that is taken from other projects that partners implemented previously or from other organisations who are dealing with women on a daily basis. Sumnal utilized contacts of women who are visiting their health education centre. In addition, Sumnal utilized communication with the Macedonian Women Council who deals and provided support to women victims of GBV. Latcho Dive has used its own database but also communicated with the network of women organisations. Romag has been active on the field and accessed women in their settlements knowing the contacts form the previous projects or just approaching new contacts and new women.

- Calling and appointing meetings with women (in office or at their doorway)

The contact details were used for appointment of meetings with women at preferred location for carrying out the interviews for them. The locations which were offered are the office of the organisations or the participants' doorway in case they do not feel comfortable or are unable from some reasons to leave the house.

- Direct approach to women at their doorways without previous calls

This was practiced in Belgrade since the group of the adult education staff has been active in the settlement and have been accessing women directly on their doorways without previous calls in some cases.

1.1 Capacities and structure of the assessors - Adult Education Staff

The staff included in the process of assessment and survey carried out with women had previous experience with women with vulnerable groups. The capacities included staff that is constantly working with adult education or has been part of the projects that included adult education.

Most experienced team was the one in Belgrade where the average experience of the staff involved was 9 years, while the least experienced team in terms of years working with adult education was in Skopje with average of 4,2 years. The team in Bitola had experience of 7,8 years. The overall average of experience of staff working in adult education was 6,8 years of experience. Most of the staff had already experience working with women from socially vulnerable groups especially Roma women and women victims of gender-based violence. The team of 15 included two men who were based in Belgrade and Skopje. The rest of the team were women.

This structure of staff has proved to be adequate for the surveys and successful implementation of the approach and assessment of the women. In spite of the structure that was appropriate and experience, it is reported that the staff had learned new insights and lessons regarding the women and access or usage of adult education, will to be educated or learning new things.

*The assessment of women from socially excluded groups and women victims of GBVH to access and use of adult education available, has to be performed by adult education staff with **previous experience in work with vulnerable groups.***

*The staff has to **have experience in adult education** in order to elaborate well in understandable simplified way the adult education.*

*Gender wise, the men who were assessors reported that the women were hesitant and needed more time to adjust responding to men and **felt more comfortable responding to women assessors.***

1.2 Approach and tools for assessment

Apart from the structure of assessors, the other part of the assessment the project paid most of the attention to in order to collect relevant responses and get accurate results, was the approach. Approach to women from vulnerable groups and especially women victims of GBVH needs special attention as the women have been exposed to hardship and need more attention in order to be comfortable responding the questions and contribute to the assessment processes. That's why the team of the project AE4WOMEN has used several ways of approaching and tested few tools for collection of responses.

1.2.1. Approach

The approaches that were used during the process of the assessment were:

1. Individual face to face interviews in office;
2. Individual face to face interviews at doorway;
3. Face to face Interview in presence of other 2-4 women in the office;
4. Interviews carried out while in group of women at the settlement.

The four approaches were utilised by the teams in different settlements. In Belgrade the team has used face to face interviews, both individual and group ones, in the doorways at the settlement. In Skopje there were interviews carried out at the office, both individual and group ones. In Bitola the team practiced all four ways of interviews on the field and in the office. For the interviews to be carried out in the office there is a need for prior identification of the women and obtaining their contacts in order to secure appropriate meeting time and organise the assessment interviews. Some of the women who were attending the office were able to get some time of their everyday schedule and attend the meeting. These are women who have sent their kids to the schools and can use the time to get out of their homes and participate in the meetings. There are also women who were employed and needed time that was appropriate in line with their working hours and other family obligations. Some women were not able to come to the premises and requested to be interviewed at the doorway of their homes. In the case of Belgrade, all women were approached in the doorways in order to be in their own environment and feel comfortable responding the questions of the assessment.

That's why the most utilised approach in Belgrade was the interviews carried out in the settlements where women live.

In Skopje the most utilised mode was interview in the office while in Bitola there were practiced interviews at the doorway.

Most practiced and most appropriate way to proceed with the assessment was **face to face interview at the doorway**.

Positive aspects of the approach are that the women are in the home and do not need to organise themselves to attend the assessment interview. They are providing responses from home and the assessors were having opportunity to see the living environment of women.

Negative aspects were noticed in Bitola and Skopje where women while being interviewed at the doorway, family members were interfering the assessment process, women were hesitant to respond to questions and have provided partial responses to questions or no responses at all. In spite of their preferences to have the interviews at their doorway some of the women were not completely capable to freely express their opinions due to the presence of their family members – husbands, stepfathers etc.

*In spite of the fact that the **face to face at the doorway approach** was mostly used it does not provide the expected results in the assessment process in all cases. The approach is applicable in different locations. While it was reported to be very useful in Belgrade it was not reported as fully successful in Bitola and Skopje.*

The second approach is **face to face interview in the office** which proved to be most useful in cases of Bitola and Skopje. The approach provided quiet environment where women could openly speak and respond the questions in a conformable quiet environment at one-on-one principle. In spite that the interview in the office might be more official, the assessors reported that they have made the process more informal so the women could feel more comfortable to provide responses.

*The approach **individual face to face interview in the office** was the most suitable for women victims of GBVH since they had quite space and felt free to respond to questions in this environment.*

Since some of the women were contacted via neighbourhood contacts, there was opportunity for them to be invited in **small groups (2 to 4 women) in the premises of the organisations**. These interviews were carried out well without interruptions. However, in spite of the fact that the women felt more comfortable being in the group of well-known women, the responses were provided in some cases openly in some cases with hesitancy. The responses were provided with the support of the group and in these cases the responses were similar. The presence in the office provided formal environment to women and brought feeling of official interview which was not case when women were interviewed at the doorway or in the settlement.

This approach to interview women while being in group, in the office showed to be very appropriate for the confidence and comfort of women being among friends on one hand, but on the other hand the responses were adjusted to the group's approval. This is approach that is suitable for the women but it's not delivering responses that are fully individual.

The approach of having **group of women in their settlement** has provided atmosphere of mutual responses to certain questions of the assessment. This approach showed to be most practical in Belgrade where assessors have been approaching women in groups.

1.2.2. Tools

The assessment process was discussed among the partners of the project from the very beginning. Depending on the access to digital tools among the assessors and the women, the partners identified three ways to use the tools for data collection:

1. Use of printed questionnaires only;
2. Usage of google forms by assessors on the field;
3. Use of google forms by the assessors after collection of responses with printed questionnaires on the field;
4. Use of google forms by the women, while being supported on the use from the assessors.

The most used tool was the printed questionnaire in case of all 15 assessors. One group from Bitola used also the google forms to insert data in digital tool after usage of printed questionnaire on the field.

Printed questionnaires are reported as useful since the women had opportunity to see and check how they are filled and how if some responses were changed the corrections were made on the spot. Printed questionnaires provided confidence among women who were interviewed.

Use of google forms by assessors on the field was declared as not appropriate since the women in some cases in the beginning showed mistrust due to the fact that the assessors were inserting data in the phones while they were responding which initiated discomfort during interviews.

All women were asked if they use google tools on their smart phone's prior the assessment. Since most of them provided negative responses and declared no use of digital tools on the phone apart from social media, the assessors used printed questionaries.

1.2.3. Summary on approach and tools used during the process

The adult education staff as assessors have brought feedback from the field about the process of assessment. Main feedback is that women needed time to adjust and gain confidence in the assessors to respond the questions. Some of the women had already gained trust in the adult education staff assessors since they have been familiar with them and their work. Since the team of adult education staff assessors had two men, they reported that presence of female colleague would made the whole process of interviewing much easier since the women were hesitant to respond to men. Individual interviews showed as the most appropriate as women felt most conformable during the face-to-face individual interviews. The interviews at doorways showed that women provide short responses. The interviews while in group were more like discussions than individual interviews. The tailored approach for each woman was crucial in obtaining responses from women. More experienced adult education staff with vulnerable groups needed less time to get the confidence from women than the less experienced ones. Personalised and tailored approach were crucial to obtain responses and confidence from women to finish the assessment. The women reacted and responded better and quicker if they were familiar with the adult education staff. The best outcome was from women who came with the kids in the office and the kids were entertained while mothers were responding the questions.

1.3 Lessons learned and future guidance for adult education staff

Adult education staff that has been involved in the assessment interviews was required to note down which lessons were learned related to the approach to women from the target group: victims of GBVH¹, socially excluded women, long term unemployed and out of education. The indicated lessons are shortly elaborated and can serve as valuable insights for shaping future educational initiatives that aim to empower Romani women through accessible, relevant, and culturally sensitive educational pathways. The lessons learned through the project and process could be divided in three categories: lessons learned that can be utilized in the future approaches and work during assessments linked to adult education process, essentials during the assessment process and lessons learned linked to needs for adult education. The three categories are presented below:

1.3.1. General learned lessons for successful assessment of vulnerable women to access adult education

Tailoring approaches to the unique experiences of each woman is essential. Recognizing the diversity within the target group, personalized interactions enhance trust and engagement. Personalized outreach strategies are essential. Recognizing the diverse experiences within the target group, individualized approaches proved more effective, acknowledging the unique needs and concerns of victims of gender-based violence, socially excluded women, and those long-term unemployed or out of education. Recognizing that one-size-fits-all outreach strategies do not suffice, an adaptable approach ensured effective engagement with women who had varying needs and backgrounds. *One size doesn't fit all*

Cultural Sensitivity Matters: Acknowledging and respecting cultural nuances fosters a more inclusive environment. Sensitivity to cultural backgrounds creates a safe space for open communication and understanding.

Addressing Trauma Requires Patience: Victims of GBVH may require additional time and support for comfortable engagement. Recognizing the impact of trauma and allowing space for healing is vital in establishing trust. Patience in Trauma-Informed Approach: Recognizing the potential impact of gender-based violence, a patient and trauma-informed approach allowed women the necessary time and space to navigate discussions, ensuring a safe environment

¹ GBVNH – Gender Based Violence and Harassment

Accessible Information is Empowering: Providing clear and accessible information mitigates barriers to participation. Ensuring information about educational opportunities is easily understandable aids in overcoming hesitancy.

Community Involvement is Key: Engaging the community in outreach efforts enhances credibility. Leveraging community figure, networks and resources helps build a supportive network, promoting participation in the interview process.

Building Trust is Paramount: Establishing trust is crucial, especially with women from vulnerable backgrounds. Many participants initially hesitated to participate in the process of assessment due to past experiences, emphasizing the need for patient and empathetic engagement to build a foundation of trust. Transparent communication about the goals and benefits of educational initiatives-built trust, encouraging participation through a clear articulation of the purpose of engagement. Reaching these women in cases where adult education staff was not from the community was a bit difficult and required more time. On the contrary for the adult education staff that is part of community reaching the women was easy and confident.

1.3.2. Essentials for adult education staff during assessment process

Constant Advocacy for Inclusive Policies. Advocating for policies that promote inclusivity and address the specific needs of women from the target group was crucial. Raising awareness about challenges faced by socially excluded, unemployed, and out-of-education women should be a priority during the process of interviews and work with women.

Need for celebrating Individual Resilience of women. Acknowledging and celebrating the resilience of women within the target group was essential, reinforcing a positive narrative and empowering them to envision a future beyond existing challenges.

Continuous Learning and Adaptation of the adult education staff. Non-Roma males working with this target group emphasized the need for continuous learning and adaptation. Remaining open to feedback and adjusting approaches based on evolving insights ensured a more effective and respectful engagement. In addition, support and presence of the female adult education staff made the assessment and the whole process easier.

Preparedness of the adult education staff during the work with women. Assessors need to be properly dressed when approach women, as they consider it is not appropriate to wear too revealing clothes in the community. Phones should be off and adult education staff should be fully focused on them to show and approach them with respect. Adult education staff need to show compassion about their problems and show openly that care and understand. The staff

should demonstrate friendly behavior on their level with use of simple language. If adult education staff comes from the community, it's important for women to know from which family staff comes from so if it is one that they recognize as a good one, you can expect successful outcome.

1.3.3. Lessons learned linked to adult education process

Educational Aspirations as Empowerment. The interview highlighted that women view education not only as a pathway to personal growth but as a tool for empowerment and self-sufficiency. Understanding and acknowledging this perspective is crucial for designing effective educational programs that resonate with the community's aspirations. Education is considered as Empowerment. Viewing education as transformative, particularly for long-term unemployed women, reinforced the importance of promoting accessible educational opportunities as a tool for empowerment and breaking cycles of unemployment.

Breaking Intergenerational Cycles: The desire of women, to set an example for their children emphasizes the potential for education to break intergenerational cycles of disadvantage. Recognizing the broader impact of education on families and communities is vital for creating sustainable and lasting change. This emphasizes the Importance of Role Modeling. The interview highlighted the role of role modeling in influencing educational decisions. Women expressed a desire to become positive role models within their community, emphasizing the potential ripple effect of individual educational pursuits on others.

Community-Centered Approaches: A community-centered approach is essential in designing educational initiatives. Understanding the specific needs, challenges, and aspirations of vulnerable women and women victims of GBVH ensures that educational programs are relevant, accessible, and aligned with the community's cultural context.

Advocacy for Inclusive Education: The interview reinforced the need for advocacy in promoting inclusive education for marginalized communities. Recognizing education as a fundamental right for all and advocating for policies that address the unique needs of women is essential for fostering equitable opportunities.

Tailored Educational Opportunities: The diverse educational aspirations expressed by the women underscore the need for tailored educational opportunities. Programs focused on green skills and vocational training can provide tangible benefits, enhancing employability and fostering a sense of purpose and contribution to the community

2. General findings from the survey

2.1 Vulnerable women and adult education

Findings from the survey have been elaborated as obstacles and opportunities by the adult education staff that has been carrying out the research. The obstacles and solutions are applicable in Belgrade, Bitola and Skopje.

Women face following obstacles:

- poor living conditions (no water, no electricity, no money, no food);
- women do not have support by their family, especially their husbands;
- women are not aware of their needs and do not understand why they need the adult education;
- there aren't many free adult education measures;
- women do not have support for day care of the children so they can attend adult education possibilities where such measures are offered to them;
- They do not have information about adult education whether the education is available and where is available;
- Women think that after getting married and having children they do not need to continue their education and have no need of it because most of them get married very young as teenagers;
- Women think they don't need education and that their only mission is to take care of their children and their home;
- Women lack financial resources to access adult education available;
- Lack of education and illiteracy make them unaware of the importance and need of adult education;
- The lack of adult education law and strategy prevents the accreditation and implementation of suitable courses and programs that are already offered to vulnerable women;
- There are very little offers of adult education measures for these women especially measures that are free;
- Women's family duties take up most of their time and limits the opportunity for them to be included in adult education measures;
- Multiple discrimination, prejudices and stereotypes, including the lack of support of their trainers or mentors prevents them to include themselves in such measures;
- There is lack of successful examples of women of their community which impacts their motivation to continue their education;

- If they start to learn, women enrolled in adult education have problems to finish it and very often they drop out.

Proposed solutions to the obstacles include:

- Need to work on training their awareness and the awareness of their family and husbands so that they show more understanding, support and trust in them so that they can participate in adult education measures;
- There is a need for tailored support mechanisms to address cultural barriers and enhance inclusivity in adult education;
- There is a need to work on improving women's awareness about the need and importance of adult education showing them in which way it can change their lives and have educational workshops in the community itself;
- To overcome the obstacles, vulnerable women need to get regular information about the availability of such measures including workshops for raising the awareness of the importance of it. Education for green and digital skills is very necessary for them;
- To create and offer free adult education measures specially designed for vulnerable women;
- To have Roma women mentors that will provide constant help and assistance to these women;
- To provide care and activities for their children while they attend adult education measure;
- To offer them short courses with duration of no more than 4 weeks as they are not accustomed to attend school;
- During the learning there is a need to offer food and refreshments to the women and their children as most of vulnerable women don't have means to provide more than one meal a day;
- The groups of the activities to be small with no more than 10 participants for effective work;
- If they attend a training, it should not be longer than 3-4 days, as vulnerable women cannot be absent longer from their homes;
- Work on raising their and their family members' awareness of the importance and need of adult education so that they understand its benefits and get support in participating in this kind of measures despite being already married and with children/family;
- The new law for adult education in North Macedonia should be brought up and accepted as soon as possible and strategies on national and local level should be developed in order to tackle the problem of these women and create and offer accredited and suitable courses and programs for them that are free of charge;

- Measures should include children entertainment program so that while the women attend the courses their children are taken care of;
- There is a need to fight the multiple discrimination, prejudices and stereotypes by educating the trainers and mentors on how to approach and treat vulnerable women and increase the support they give them;
- There is a need to find and show successful examples of women of their community to motivate vulnerable women to continue their education and participate in adult education measures;
- There is a need to work constantly on women's motivation and support so that they finish the measure and minimize the dropout rate.
- There is a need for personalized outreach and awareness campaigns;
- Providing information in community settings, leveraging trusted community figures, and offering flexible scheduling can address initial hesitancy and time constraints;
- Tailoring educational content to align with cultural norms and values can enhance engagement.

The identified opportunities and obstacles provide a foundation for designing targeted, inclusive, and culturally sensitive educational initiatives tailored to the unique circumstances of vulnerable women.

2.2 Digital skills and Identified set of digital tools that can be used for adult education for improved digital skills among the target group

The accessibility and use of digital tools among women who were part of the survey is low. They use smart phones mostly for the communication. They use social media applications as well and communication applications. There is no reported use of computers at homes. The ones who own smart phones have limited knowledge about the digital tools for learning and have no digital learning skills developed. Most of them do not know how to use computers and laptops, and do not even own ones. They rely on phones, but again most of them do not know how to use them for education. While digital literacy is somehow present, there is an untapped potential for expanding their use of digital technologies. Opportunities for incorporating digital tools in education, such as online courses or learning apps, exist and could be explored.

Most suitable applications to be used in the education process, identified from adult education staff are Google meet, Microsoft teams, Zoom. These applications have to be made available to

women who need to be trained on their usage. Later adequate courses can be developed and these tools could be used for undertaking them.

Other applications that can be utilised via telephone/smartphone can be the applications and tools for everyday life usage such as mobile banking, e services available from the local and national governments, applications developed for learning languages.

2.3 Level of knowledge and needs for increasing green skills among women.

The level of knowledge among women part of the survey is very low. They cannot identify and mark the green practices and green skills even sometimes they are directly involved in the process by collection of plastic bottles, glass and old paper.

Women have needs to learn about green skills to improve the house saving but also to make lower impact on the environment. Most of the women refused to respond about the heating and they don't want to respond the question since they use unconventional sources of heating in some areas such as junk.

Regarding recycling and curricular economy there were women whose family is dealing with recycling plastic bottles, and or reusing various materials.

The research identified a growing interest among women in acquiring green skills. There is a notable demand for vocational training and educational programs focused on environmentally friendly practices. Women expressed a desire to contribute positively to their communities through sustainable practices.

Therefore, women need to be educated further about recycling at home, reuse of the materials. There is a need of development special education modules and programs aimed for women from these categories so they can develop green skills in their environment and communities. These education programs have to be adjusted to the everyday life of the women and to be in a level that would be accumulated appropriately by women.

3. Experiences from the field

The cases and examples from the field have purpose to reveal particular experiences of the adult education staff faced during the interviews carried out on the field. They are presenting a narrative of one interview from one accessor with one or two women.

- *It was a bit uncomfortable for me to speak with the women because I do not have that closeness to them, because I do not see them so often, but they were all so welcoming and the interviews went smoothly and nicely.*
- *During one of the interviews, I had the privilege of conversing with two remarkable Roma women who shared their unique experiences and aspirations for education. The conversation unfolded providing a conducive environment for open and honest dialogue. Both women, although initially reserved, gradually opened up as we discussed the significance of education and its transformative potential. Their stories echoed a common theme - a desire for independence and self-sufficiency. They expressed a keen interest in acquiring knowledge and skills that would empower them to navigate life's challenges autonomously. One of the women shared her dream of pursuing vocational training in green skills, emphasizing the importance of environmentally friendly practices in today's world. She believed that such skills would not only enhance her employability but also contribute positively to her community and the environment. The other woman, a mother of three, expressed a strong desire to return to education to set an example for her children, highlighting the pivotal role education plays in breaking the cycle of intergenerational disadvantage. As the conversation unfolded, it became evident that these women perceived education as a key to self-determination. They recognized the potential of learning, not just as a means of personal development, but as a pathway to economic independence and a catalyst for positive change within their communities. What I learned from this interview resonates deeply – the importance of advocating for educational opportunities tailored to the unique needs of Romani women. Their aspirations underscored the transformative impact education can have on individual lives, fostering empowerment, breaking down barriers, and paving the way for a more inclusive and self-reliant future. This narrative serves as a poignant reminder of the crucial role education plays in empowering marginalized communities and promoting equity and social justice.*
- *In a recent interview with two Romani women, I had the opportunity to delve into their unique experiences and aspirations. The atmosphere was initially reserved, but as the conversation progressed, a warmth enveloped the room. One woman shared her dream of establishing a small business, underscoring the entrepreneurial spirit within the community. The other, a grandmother, expressed her desire for education as a means to preserve cultural heritage for her grandchildren. What struck me was the common thread of resilience and determination that woven through their narratives. Their aspirations painted a vivid picture of the transformative power of education within the Romani community. From entrepreneurial dreams to a commitment to cultural preservation, their stories highlighted the diversity of educational goals. This interview affirmed the need for flexible and inclusive educational initiatives, tailored to the varied aspirations of Romani women. It reinforced the understanding that education is not a one-size-fits-all endeavor*

but a dynamic and personal journey that holds the potential to empower individuals and preserve cultural identity within marginalized communities.

- *During an interview, two Romani women revealed inspiring stories. One woman, passionate about community development, expressed a desire for leadership skills. The other, a dedicated mother, highlighted the importance of education in breaking generational cycles. This encounter illuminated the diverse educational aspirations within the community and emphasized the need for tailored programs that cater to individual passions. It also underscored the profound impact education can have in fostering leadership, breaking barriers, and creating positive change within marginalized communities.*
- *The Roma women and girls need encouraging from their husbands and sons to motivate them to work on themselves and educate. Then, they can be financially independent and can contribute to the families as well as their husbands and sons and I believe the respect will be increased from both sides.*
- *One of many women, started to share very positive things about my daughters Sibel and Semra and my sister-in-law Fatma and how all of us, four women, are positive role models in this neighborhood and motivation for the young girls, but also mothers to continue their education. They said the Latcho Dive is a perfect addition in Topaana, because women and girls can come in the workshops, hear something new, socialize and share their problems, needs and be heard. This conversation really caught my attention and touched my heart. This is one of the many reasons why I love my work, my children and their mothers.*
- *Because I see the women almost every day in our daily work with the children in Sumnal, most of them have acquired trust in me and we speak more openly on different subjects. On the visit at her house, to answer the necessary questions, the woman was beyond happy that finally, she will have the possibility to make me a coffee and help me, with answering the questions sincerely, as a “payback” of our work with their children in Sumnal with writing their homework. This was an interesting experience, and it is really nice to see that people really appreciate our work as educators, see our efforts in helping their children with the difficulties at schools, help them to learn something new.*
- *I had a case when I had to interview a woman at her home. During the interview she was afraid and uncomfortable because she was responding before all the family members in the house. It was good because the questions were about the digital skills, so the other members of the family were not interested to guard longer the respondent. She said she would like to be educated and to get appropriate work with the education she will get. From this interview I learned that some women live under pressure from their family members and cannot use their potential.*
- *I interviewed 1 woman who is a mother of a child with special needs. Despite her problems she was interested to participate and learn new information, so she motivated with her persistence in*

fighting every day to provide for her family and her disabled child. She always finds time to come to my workshops to learn something that might be useful for her.

- *I had the opportunity to interview an elderly woman that is open for further education and learning new things. In every question she did not understand she required further explanation and information. She especially showed great interest in learning and getting skills related to the digital technologies. This is a very good and positive example because most of the women in the Roma community do not show interest to be engaged in this kind of activities and opportunities, especially in later age. Also, opportunities for adult education are not offered to these women.*

Annex 1: Questionnaires used during the project

Annex 2: Summarised findings from the questionnaires

ADULT EDUCATION FOR MARGINALIZED WOMEN

Ref. no. 2022-1-MK01-KA210-ADU-000082818

Dear participant,

This questionnaire examines the needs of marginalized women in the field of adult education in order to obtain more information about what educational and training opportunities should be offered to them and in what way.

Thank you for your participation and time.

Area: Basic data

1. Age:

- a) 18-30;
- b) 31-45;
- c) 45-60;
- d) over 60 years.

2. Place of residence:

- a) Skopje;
- b) Bitola;
- c) Belgrade.

3. Employment:

- a) employed;
- b) unemployed.

4. If you are unemployed, how long:

- a) Less than one year;
- b) From 1 to 5 years;

c) Over 5 years.

5. Education

- a) I haven't finished;
- b) primary;
- c) secondary;
- d) high.

Area: Green skills

1. What skills would you put in green skills:

- a) skills for environmental protection and climate change;
- b) water saving skills;
- c) electricity saving skills;
- d) all of the above.

2. Do you have a daily practice to save the water you use?

- a) yes;
- b) no.

3. If you answered yes, what does that practice involve?

- a) you close the tap while brushing your teeth;
- b) you use a shower instead of a bath;
- c) you turn off the water from the shower while putting soap, shampoo or shower gel;
- d) other (specify)

_____;

- e) I don't save.
- f) I don't know how to save.

4. Do you practice saving electricity every day?

- a) yes;
- b) no.

5. If you answered yes, how do you do it:

- a) I use a cheap electricity tariff (ex. after 10 pm and on Sundays all day);
- b) I use energy efficient devices;
- c) I unplug the devices when I am not using them;
- d) I use natural light instead of light bulbs;
- e) other (specify) _____ ;
- f) I don't save;
- g) I don't know how to save.

6. Before you throw away the waste, do you separate it by type (paper, plastic, glass...):

- a) yes;
- b) no.

7. If you answered no, why:

- a) there are no garbage recycling bins;
- b) I don't know that I should do that;
- c) I don't know how to do it;
- d) other (specify) _____.

8. What do you use for heating?

- a) wood logs;
- b) electricity;
- c) city heating;
- d) raw energy (gas, oil, fuel oil);
- e) other (specify) _____.

9. Can you say that you care about the environment?

- a) yes;
- b) no.

If yes, please specify how:

- a) you use less resources;

- b) you participate in nature protection activities;
- c) you support sustainability practices;
- d) other (specify) _____.

Area: Adult Education

Access to programs for adult education

1. Do you know any trainings or courses available for you and that you can participate in?

- a) yes;
- b) no.

2. Are they:

- a) free of charge or
- b) charged.

3. If there was a training course to get new knowledge that would help you get a job or to get a better job than the one you have, would you attend it?

- a) yes;
- b) no.

4. If it was a free training, would you attend it?

- a) yes;
- b) no;

5. Would you set aside time to attend if there was a fee?

- a) yes;
- b) no.

Area: Digital Skills

1. Do you have access to digital devices, i.e. to:

- a) smartphone;
- b) computer/laptop;

c) tablet.

2. Do you know how to use (circle yes or no for the appropriate device):

a) smartphone YES NO

b) computer YES NO

c) tablet YES NO

3. What do you use your phone for (multiple options are possible):

a) for conversations;

b) for sending messages;

c) for social networks (Facebook, Instagram, Viber);

d) for navigation (GPS, Google Maps);

e) for photography;

f) for making videos;

g) for work;

h) for watching videos, movies;

i) for playing games;

j) for surfing the Internet

k) for other things(specify)

4. Do you have regular (non-stop) access to the internet:

a) yes;

b) no.

5. If you do not have non-stop access, how long do you have:

a) 1 hour;

b) a few hours;

c) more than 5 hours.

d) other (specify)

Area : Social protection

1. If you are employed:

- a) you work full-time;
- b) you work part-time;
- c) you work temporarily/seasonally.

1.1. Are you registered employee;

- a) yes;
- b) no.

2 . If you are unemployed:

2.1 Do you report regularly to the Employment Agency?

- a) yes;
- b) no.

2.2 Do you know the differences between an active and a passive job seeker?

- a) yes;
- b) no.

2.3 Do you need clarification of employment procedures?

- a) yes;
- b) no.

2.4 Do you know the processes for obtaining assistance for unemployed persons?

- a) yes;
- b) no.

2.5 Do you know what is offered (programs for unemployed persons) in the Employment Agency for women who are unemployed?

- a) yes;
- b) no.

2.6 Do you need help to register as an unemployed person?

- a) yes;

b) no.

Programs for social protection

3. Are you familiar with programs for social protection who are offered to women in situations like yours ?

a) yes;

b) no.

4. Do you use any kind of social protection?

a) yes;

b) no.

5. If you use, what do you use (specify)?

6. Do you think that you need information for all social assistance and protection options you may receive?

a) yes;

b) no.

Area: Housing

1. Where do you live:

a) in my house/apartment;

b) in a rented apartment/house;

c) in a residence owned by another member of the family;

d) in an improvised dwelling.

2. Are you familiar with social housing programs?

a) yes;

b) no.

3. Would you like to receive more information about social housing?

a) yes;

b) no.

AE4WOMEN – ADULT EDUCATION FOR MARGINALIZED WOMEN

Реф. бр. 2022-1-MK01-KA210-ADU-000082818

Summary on the results from the survey conducted with the Roma women in Bitola and Skopje in North Macedonia, and in Belgrade, Serbia about their needs in the field of adult education

General description of the target group

Age			
	Bitola	Skopje	Belgrade
18-30	32 %	51.9%	40%
31-45	28%	26.9%	30%
46-60	32%	17.3%	20%
over 60	8%	3.9%	10%

Place of residence:			
	Bitola	Skopje (Chair and Topaana)	Belgrade
	Central Bair	376 Str.	Tosin Bunar
	Smilevo Bair	Slavej Planina Str.	Kupinski put
	Stochen Pazar	Maksud Sadik Str.	Zemun Polje
	Petochna Voda	376 Str.	Grmeč

Employment			
	Bitola	Skopje	Belgrade
employed	28%	27%	25%
unemployed	72%	73%	75%

Period of unemployment:			
	Bitola	Skopje	Belgrade
less than 1 year	20%	9%	10%
1-5 years	17.1%	29%	30%
more than 5 years	62.9%	64%	60%

Education:			
	Bitola	Skopje	Belgrade
not completed	34%	36,5%	74,3%
primary school	42%	40,4%	19.8%
secondary school	22%	21,2%	5%
university	2%	9%	0,9%

Area: Green Skills

Which of these you consider to be green skills:			
	Bitola	Skopje	Belgrade
skills for protection of the environment and climate changes	32%	44,2%	25%
water saving skills	16%	32,7%	20%
electricity saving skills	14%	9,6%	15%
all of the above	38%	13,5%	40%

Do you have everyday routine for saving water:			
	Bitola	Skopje	Belgrade
yes	72%	/	/
no	28%	83%	80%
do not know what is that	/	17%	20%

If you answered yes to the previous question, please write what it is:			
	Bitola	Skopje	Belgrade
I close the water while brushing teeth	53,8%	/	/
I use shower instead of tub for bathing	17,9%	/	/
I close the water while I soap my body and/or hair	20,5%	/	/
I do not save water	2,6%	/	/
I do not know how to save water	5,1%	/	/

Do you have everyday routine for saving electricity:			
	Bitola	Skopje	Belgrade
yes	80%	78,8%	/
no	20%	21,2%	100%
do not know what is that	/	/	/

If you answered yes to the previous question, please write what it is:			
	Bitola	Skopje	Belgrade
I use it when it is cheap (after 22 h and in Sunday)	58,5%	78,8%	/
I turn off the devices when I do not use them	26,8%	/	/
I use energy efficient devices	9,8%	/	/

I use natural light instead of light bulbs	2,4%	/	/
I do not save	/	21,2%	/
I do not know how to save electricity	2,4%	/	/

Do you separate waste before throwing it out:

	Bitola	Skopje	Belgrade
yes	20%	30,8%	10%
no	80%	69,2%	90%

If you answered no to the previous question, please write why:

	Bitola	Skopje	Belgrade
there are no recycling garbage bins	61,5%	65,4%	5%
I did not know that I should to do that	7,7%	17,3	75%
I do not know how to do that	28,2%	7,7%	20%
no answer	2,6%	9,6	/

What do you use for heating:

	Bitola	Skopje	Belgrade
wood	72%	/	/
electricity	24%	/	/
city provider	2%	/	/
Other (gas, oil, fuel oil...)	2%	/	/

Can you say about yourself that you care for the environment:			
	Bitola	Skopje	Belgrade
yes	56%	78,8%	
no	44%	21,2%	100%

If you answered yes to the previous question, please write how:			
	Bitola	Skopje	Belgrade
I use less resources	67,9%	80,8%	/
I participate in environment protection activities	17,9%	4,8%	/
I support sustainability practices	3,6%	4,8%	/
I throw my garbage into a bin and I clean around the area I am at	3,6%	/	/
I keep my house and the surroundings clean	3,6%	/	/
No answer	3,6%	9,6	/

Area: Adult education

Access to adult education programs

Do you know of any trainings or courses that are available to you and you can attend:			
	Bitola	Skopje	Belgrade
yes	34%	21,2%	30%
no	66%	78,8%	70%

Are they:			
	Bitola	Skopje	Belgrade
free	58,6%	/	40%
charged	41,4%	/	60%

If there is a training or course that will give you new knowledge in order to get a job or a better job or job position than the one you have, would you attend it:			
	Bitola	Skopje	Belgrade
yes	70%	59,6%	80%
no	30%	40,4%	20%

If there is a free training or course, would you attend it:			
	Bitola	Skopje	Belgrade
yes	72%	/	75%
no	28%	/	25%

Would you pay for a training or a course if it is not free:			
	Bitola	Skopje	Belgrade
yes	14%	/	/
no	86%	/	/

Area: Digital skills

Do you have access to the following digital tools:			
	Bitola	Skopje	Belgrade
smartphone	100%	100%	90%
computer/laptop	/	/	/
tablet	/	/	10%

Do you know how to use the following digital tools:

	Bitola		Skopje		Belgrade	
	yes	no	yes	no	yes	no
smartphone	82%	18%	75%	25%	90%	10%
computer/laptop	18%	82%	/	/	/	/
tablet	18%	82%	25%	75%	10%	90%

What do you use your (smart) phone for:

	Bitola	Skopje	Belgrade
talking	92%	100%	/
sending messages	30%	/	/
social media (Facebook, Instagram, Viber)	50%	/	/
navigation (GPS, Google Maps)	10%	/	/
taking photos	26%	/	/
making videos	0%	/	/
work	2%	/	/
watching movies and videos	4%	/	/
playing games	6%	/	/
surfing the Internet	2%	/	/

Do you have regular (non-stop) access to Internet:

	Bitola	Skopje	Belgrade
yes	72%	30%	20%
no	28%	70%	80%

If you answered no to the previous question, how much time daily can you access the Internet:

	Bitola	Skopje	Belgrade
1 hour	28,6%	20%	10%
several hours	52,4%	35%	10%
more than 5 hours	9,5%	15%	30%
several days (we borough from my sister)	4,8%	/	/
other (not specified)	4,8%	30%	40%

Area: Social protection

If you are employed, you work:

	Bitola	Skopje	Belgrade
full time	57,1%	19,2%	/
part time	21,4%	13,5%	/
seasonally/ocasionally	21,4%	67,3%	100%

Are you registered as an employee:

	Bitola	Skopje	Belgrade
yes	73,3%	15,4%	/
no	26,7%	84,6%	/

If you are unemployed, do you regularly register yourself in the local employment office:

	Bitola	Skopje	Belgrade
yes	64,3%	19,2%	/
no	35,7%	80,8%	/

Do you know the difference between active and passive job seeker?

	Bitola	Skopje	Belgrade
yes	57,1%	19,2%	/
no	21,4%	13,5%	/

Do you need clarification and guidance about the employment procedures?

	Bitola	Skopje	Belgrade
yes	42%	/	/
no	58%	/	/

Do you know the procedure for obtaining financial help for unemployed persons?

	Bitola	Skopje	Belgrade
yes	28%	26,9%	/
no	72%	73,1%	/

Do you know the available programs of the local employment office offered to unemployed women?

	Bitola	Skopje	Belgrade
yes	36%	13,5%	/
no	64%	86,5%	/

Do you need assistance to register yourself as an unemployed person?

	Bitola	Skopje	Belgrade
yes	36%	/	/
no	68%	/	/

Area: Social protection programs

Do you know the social protection programs?			
	Bitola	Skopje	Belgrade
yes	28%	23,1%	75%
no	72%	76,9%	25%

Do you use any social protection programs?			
	Bitola	Skopje	Belgrade
yes	40%	38,5%	75%
no	60%	61,5%	25%

If you answered yes to the previous question, please write which one(s):			
	Bitola	Skopje	Belgrade
guaranteed minimal help	guaranteed minimal help	51,1%	/
care for another person	care for another person	/	/
third child		/	/
child allowance		child allowance	/

Do you consider that you need information about all the available social protection programs that you might get?			
	Bitola	Skopje	Belgrade
yes	58%	/	/
no	42%	/	/

Area: Housing

Where do you live?			
	Bitola	Skopje	Belgrade
in my own house/apartment	56%	21,2%	10%
in a rented house/apartment	6%	15,4%	10%
in a housing owned by another family member	38%	59,6	/
in an improvised/makeshift housing	/	3,8%	80%

Do you know the available social housing programs?			
	Bitola	Skopje	Belgrade
yes	44%	9,6%	30%
no	56%	90,4%	70%

Would you like to get more information about the social housing?			
	Bitola	Skopje	Belgrade
yes	50%	86,5%	60%
no	50%	13,5%	40%