

# Chances for unemployed women in Macedonia

A documentation of a training project



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Publisher:  
Internationaler Bund (IB) e.V.  
Verbund Württemberg  
Heusteigstr. 90-92  
70180 Stuttgart  
Germany  
Phone +49711 6454-412  
Fax +49711 6454-589  
Internet:  
[www.internationaler-bund.de](http://www.internationaler-bund.de)  
[www.quali4women.org](http://www.quali4women.org)

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Project Manager: Gabriela Maraha

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# The Project and its Concept

## What is the project about?

EEWOM stands for “Enhancing Employability of Women in Minority Communities through profiling/assessment, training programmes and job counselling”. It is a EuropeAid project financed by the European Commission within the framework of the Operational Programme for Human Resources Management 2007-2013 and aimed at improving the employability of women from ethnic minorities in Macedonia. The project was launched in November 2012 for the period of 17 months.

## What are the objectives?

The project has two main objectives, which are interrelated: The main goal is to improve the employability of women of minority communities in Macedonia. Another goal is to build the capacity of the three partner organisations and to support these with the view of expansion of their activities to assist women of vulnerable category of the population in Skopje and the areas around Tetovo and Radoviš by solving the unemployment problems by means of their provision with an opportunity for vocational training. Establishment of training centres for vocational training will strengthen these organisations. The training courses will improve the social situation and living conditions of women of vulnerable category of the population and will contribute to their economic integration and to the reduction of poverty. These women will be introduced back into the educational system by offering them vocational trainings in order to increase their competitiveness in the labour market and the chance of employment in the public and private sector.

## The context

The activities were targeted at ethnic minorities such as Turks, Roma, Serbs, Bosnians and also Albanian women. The idea for this project came from the need of having well educated people among ethnic communities. Many people from smaller ethnic communities drop out of the educational system very early. Reasons for this have been the low social position, culture and traditions and the low level of awareness throughout the past. In Macedonia, women in general have low chances in the labour market and only little access to vocational training. Due to the general low incomes compared to other European countries, women need a source of income in order to be able to support themselves and/or their families. The specific problems to be addressed by the action are the high rates of unemployment and underemployment among women of ethnic minorities, the lack of vocational qualifications, access and provision of vocational training opportunities for adults, the lack of knowledge concerning economic condition and civil rights and labour law as well as the overall weak public role of women in civil society. The three implementing organisations have been working with women from ethnic communities for many years. They strongly believe in the skills and capacities of these women.

## Project activities at a glance

The activities of the project have been designed to facilitate women's inclusion in the labour market as well as to support their entrepreneurship in the long term. The consortium identified a needs oriented training strategy which qualifies and prepares women from ethnic minorities for entering the labour market or creating their own businesses. The participating women were offered a profiling & assessment with subsequent vocational training opportunities which were suited to their needs and demands. The women gained professional expertise in specific occupational fields via vocational training courses. Supporting courses at the beginning and during the break of the courses were aimed at increasing the women's self-confidence as well as supporting them with finding a job. During these educational support weeks, the women also learned about their labour and civil rights and about ways and opportunities to actively play a part in civil society. The training opportunities were structured in such a way, that women from ethnic minorities can easily participate. Childcare was offered alongside the courses.



## The Implementing Organisations

The project was developed in the form of partnership between German and Macedonian organisations. The project consortium was led by the German Internationaler Bund e. V. and consisted of experienced project partners who work with women of the different minority groups in Macedonia: Derya mainly with Turkish, Women's Forum with Albanian and Irhom Topaana with Roma women. All four organisations were actively engaged in the development and implementation of the project. The management of the local organisations was supported in such way that they could play the role of a partner of the state authorities and act as a supplier of alternative service. Also, the management of the training centres was offered assistance in the control and maintenance of the training institutions.



**Internationaler Bund (IB) e.V. - Verbund Wuerttemberg** belongs to the Internationaler Bund which is one of Germany's largest non-profit organisations for training, youth work and social work. It has more than 700 centres and units in about 300 locations across the whole of Germany.

IB Wuerttemberg main activities involve a vast programme of professional training for disadvantaged people, career counselling for young adults and adults as well as for marginalised groups such as women and immigrants. Additionally, the activities encompass the promotion of social integration through professional orientation, training and further education.

The main fields of activity focus on vocational training in more than 30 professions. Besides, there are rehabilitation, vocational orientation and preparation classes. IB also offers off-the-job training, training support, retraining, further education, sheltered houses and counselling. Other areas of activity are job creation projects, social services (voluntary social work) and the coordination of international educational projects.

For many years IB Wuerttemberg has been conducting international educational projects with partners from countries all over the world. Know-how in project management and strategies for global co-operation enable it to act in a flexible way and confidently in the field of international educational project work. IB Wuerttemberg carries out various projects with a network of partner organisations all over Europe and worldwide. With the help of these projects, aid in the establishment of training centres is provided and innovations are developed and introduced in training, retraining and qualification.

*For more information see [www.internationaler-bund.de](http://www.internationaler-bund.de)*



**Organisation of Turkish Women in Macedonia “Derya”** is a non-governmental, multi-cultural, non-profit organisation in the Republic of Macedonia.

Derya was established in Skopje in 1999 with the objective to initiate activities aimed at the empowerment and inclusion of women into the Macedonian society. Derya has 300 volunteer-members from different ethnics and religions.

The main mission of “Derya” is to define the rights of women, to respect their voice, to initiate their emancipation, and to enable their full integration in every social grouping, as well as education in different subjects, like medicine and health, democracy, strengthening of civil society, solving conflicts, etc.

Projects of Derya are addressed towards education, support and encouragement of women in the fight for their participation in politics, women and human rights, gender equality, health education, equal participation of men and women in decision-making processes

Derya’s activities are mainly aimed at organising workshops to educate women, raising their awareness about gender equality and renewing their trust in human and interethnic relations and tolerance. This year’s special attention lies on education and involving women in elections and the EU integration processes.



**WOMEN FORUM Tetovo (WF)** is a non-governmental, non-political, non-profitable and humanitarian association founded in January 2001 in Tetovo. Its main aim is the promotion of women as equally skilled persons in making decisions and contributing to the empowerment of women in order to take important roles in the development of the civil society in Macedonia.

Women’s Forum Tetovo focuses on the emancipation of women, especially in the rural communities, increasing self-awareness and awareness of her unequal status in the society, protection of human rights and gender equality. WF contributes to making women aware about their independence and strengthening their self-confidence for an unlimited integration in the society.

WF is located in Tetovo, but it also has activities in northern and western part of Macedonia. It has around sixty members who are actively involved in the activities of the organisation. Members of WF have experiences in working with women and children. They participated and worked in many seminars and projects dealing with the education of women and children.



**Association of Citizens “Irhom Topaana”** has the mission of raising the awareness of the importance of education among the Roma population in Skopje, to support the social integration of disadvantaged children as well as to combat prejudice and their unequal treatment.

Irhom founded a free educational centre in the middle of the Roma area Topaana in Skopje which has become a highly visited educational meeting point for both children and women.

Irhom's main objective is to raise the consciousness of socially disadvantaged Roma families about the importance of education and to realise not only declarative but also constitutionally equal treatment of Roma children.

The activities are mainly aimed at helping socially disadvantaged Roma children with their educational process. For this purpose Irhom implemented a project "Shoulder to Shoulder" through which 80 children from school and preschool daily visit the training centre for free. Here children from socially disadvantaged families have the opportunity to get help from graduated educators who assist also them with difficulties that children face every day. Irhom also makes strong efforts to introduce women back into the educational system.

## **The local project manager Esel Musli's experience with the training for the women**

**Can you report of the development and difficulties of the project?** *We have implemented many projects but the EEWOM project was our first EuropeAid project. At the beginning it was so difficult for us to handle the EU procedures which were new and complicated. After completing all the procedures, we succeeded in managing the vocational courses and educational support services. After being a guest in many TV stations and the end of the first phase of vocational courses we became famous and our success was very well known in the Municipality of Čair, Tetovo and Radoviš.*

*The number of women who wanted to participate in our courses suddenly increased. We even had to make new lists of women who want to attend a third course phase. We are still searching for a funding possibility for the next round of courses. We have become some kind of brand, with our logo and our training services. Newspapers and TV stations keep asking us for reports and interviews. Our NGO also got many requests for the recruitment of volunteers.*

**What do you consider to be the greatest success of the project?** *The thing that made me very proud is the fact that our organisations learned how to work as professional NGOs. Our documentation and archiving system has visibly improved. For the first time our NGOs had the opportunity to employ staff and that has made our human resources part stronger than ever. We, the project managers had the chance to take part in different IB seminars for improving our EU and management knowledge. A lot of women found a job! That was another amazing fact. But also the vision of those, who have not yet found a job, has changed. Now they want to be more active in civil society and they want to work.*

## Project Activities

The main activity of the EEWOM project was to offer unemployed women from minority communities vocational training courses in relevant labour market professions such as computer, sewing/tailoring, embroidery, hairdressing, house cleaning / cooking as well as language courses in Macedonian (literacy), Albanian and Turkish. This required the equipping of training rooms and developing training material, curricula and best practices for documentation as well as engaging and training teachers. The three Macedonian partner organisations were trained by IB to realise these tasks in a professional and effective way.

The courses in Skopje, Radoviš and Tetovo were free of charge to the participants. Each course lasted 12 weeks and was combined with an educational support programme during which the women acquired new skills and competences, received information on issues such as self-employment, civil rights, labour laws, domestic violence, application formalities etc. Following the completion of the two course periods, the women had the possibility of attending business development courses.

The participating women first passed through a profiling, to prove their individual skills and educational levels. After this it was possible to develop a personal plan according to their individual competences and interests. On the basis of this plan an appropriate professional orientation and career was provided for each woman. To facilitate the regular participation of the women, childcare was offered alongside the courses.

The majority of participants gave preference to the handcraft and computer courses since certificates in handcrafts like sewing and hairdressing and computer skills significantly enhance the competitiveness of unemployed women at the labour market. Handcraft professions such as hairdressing are famous occupational fields especially for those who consider the option of self-employment. The textile industry is the most widespread branch of Macedonian economy with a share of 2.4 % of the GDP. It plays a crucial role in the economy and social well-being in numerous regions of Macedonia. According to the latest structural data available, in 2011 there were about 800 companies employing more than 40.000 people that are 35% of the industrial employment. Opportunities for adults to in vocational training sectors however are rare.

**Hirisha Rexhepi, Trainer of Sewing Course and Imrane Salihi, Trainer of Hairdressing Course in Tetovo**

*“The participants showed a great interest and motivation to work. They regularly participated in the courses. What pleased us most are the success and their achievements for over the last three months. The women demonstrated a high level of commitment, understanding and motivation during their tasks in the courses. The insufficient number of machines was an obstacle for women to complete the tasks on time. Most women are still interested for in attending further courses.”*

# Vocational Training Courses

## Training Courses in Skopje

Two training centres were established in Skopje, of which one is located in the Roma area Topaana. The demand for training in the frame of the project exceeded expectations. Women began to enrol in the training courses several months before its start. Most training courses topped the planned number of 10 participants.

The vocational training courses conducted by Derya in the Municipality of Čair were very heterogeneous regarding the ethnic background of the women. 34 Participants were Bosnians, 33 Albanian, 22 (mostly Muslim) Macedonians, 16 Turkish and two Vlachs. 92 women completed 2 sewing & tailoring, 3 Albanian and 1 Turkish language and 4 computer courses.

The economic sector in Skopje lacks personnel speaking the different languages which are present in Macedonia. Turkish enterprises give preference to employ people with Turkish language skills. The health sector needs personnel to speak with Albanian clients. IT skills are required for most professions, but in many minority communities women only have minimal knowledge in this field. That is why Derya set the focus on conducting language and computer courses. Even though the handcraft courses turned out to be very successful in particular with regard to the job placement of the women, the capacities to conduct more sewing and hair-dressing courses were limited. During the first course period two Albanian language courses were conducted. One of these language courses was changed in the second period into a Turkish language course, since Derya received a lot of requests for a Turkish language course.

### **Marjana Gorgieska, Training Manager Derya:**

*“At the beginning of the project the project managers went through a hard period: The new way of archiving and tender procedures made our work difficult. Even though we had some experience with these procedures, we soon realised that the processes in the IPA IV projects were different. However, we still succeeded to manage all these changes. The conversations with the women and the joy that I felt in their eyes, was a big motivation for me to face and solve all these difficulties. And we succeeded! We implemented the second phase of vocational courses in eight different locations. The number of interested women was permanently increasing and that was a sign of our success.*

*We have succeeded to help a lot of women. Many women had never visited such courses before; others never went out except to the market, many women were depressed about their life situation. We had fun and learned a lot together. We became a big family.”*



**A process of tailoring in Topaana:**

- (1) marking the cuts...
- (2) ... cutting ...
- (3) ... sewing ...
- (4) ... finally enjoying the result!

**TOPAANA** is a majority Roma neighbourhood. The training courses took place in the heart of Topaana where Irhom leads its main office and established a training facility for children and women. Women from Šuto Orizari, a large Roma district in Skopje, were also entitled to join the courses. The Roma communities in Topaana and Šuto Orizari experience disproportionate rates of unemployment and poverty. Limited education among Roma hinders not only their employment prospects but their general awareness about health and human rights. Furthermore, many Roma have little if any personal documentation, obstructing their access to most basic and essential services.

An estimated 25% of Macedonian Roma aged over 25 years are illiterate. A lack of education affects women particularly harshly due to their traditional role as family caretakers rendering them less able to take proper care of both themselves and their families. Courses and support services in Topaana were concentrated to face these problems: Irhom completed four literacy courses in Macedonian language, two sewing and tailoring courses and further two computer courses.

**Silvana Matilovska, Trainer of Literacy Course in Topaana:** *“The aim of the literacy course was to stimulate women to continue with their educational processes. The women learned the alphabet, reading and basic math calculations. The course curriculum was designed in such a way, that women would be able to visit independently institutions, bazaars, hospitals etc. After the end of the course each participant received a certificate. The progress of each participant was documented in an individual dossier.”*

**Samir Mustafa, Training Manager Irhom Topaana:** *“Our NGO for the first conducted an EU project in the framework of IPA IV. For me this was a real success, because even in Topaana and Šuto Orizari this was the first IPA Project. At the beginning it was difficult for us because we had to learn new management procedures. At the end we strengthened our NGOs human resources capacities. Women were so interested in our courses. We have a big number of other interested women who want attend such courses. I have to tell, that we did a great thing! We helped women to improve their skills and capacities in different areas. They increased their awareness for the importance of education and work.”*

## Training Courses in Tetovo

In total, 130 women completed vocational training courses in Tetovo. The demand for training courses in the field of sewing, tailoring and embroidery was very high. Modern forms of tailoring as well as traditional knitting, crocheting and embroidery were taught during these courses. The hairdressing and computer courses were well also attended. In comparison, the housecleaning course was less popular. In the second course period this course was replaced by a cooking course conducted in a local restaurant. The housecleaning, computer and cooking courses took place in Tetovo. The hairdressing, sewing and embroidery courses were conducted in the villages surrounding Tetovo (Dobroshte, Tearce and Shipkovic), since a daily travel of the women to Tetovo would have been too expensive and time-consuming for the women having family obligations at home. All of the participants in Tetovo were of Albanian origin, forming the majority population in Tetovo.



In total, two sewing courses were completed in the village Dobroshte, two hairdressing courses in Tearce, two embroidery courses in the village Shipkovic, one housecleaning course, one cooking course and two computer courses in Tetovo. 11 women in Tetovo already found regular employment, 19 women are self-employed and 21 women plan to open up a business.

**Ardita Muaremi, Training Manager in Tetovo:** *“This project was a great experience! At the beginning I had some problems with the documentation, because EU documents are different from those in the projects that we had implemented before. But gradually we got used to the new practice. The tailoring courses, hairdressing course and cooking course attracted the highest interest, while less interest was shown in the housecleaning course. We will continue providing women with information and support for engaging in the labour market; therefore we will be in contact with the women until they find employment. Without doubt the high demand for the participation in courses raised the awareness for the inclusion of women in the labour market. We were surprised how many women were interested in the business courses. Having finished the business courses, we felt that the opportunities for employment have definitely grown. In particular, I would like to emphasise the good cooperation with the IB, because they responded to our requests at any moment and tried to find solutions to any problem. Also the Ministry of Finance and Ministry of Labour and Social Policy were always ready to point out the right directions.”*

## Training Courses in Radoviš

The training courses in Radoviš were conducted by Derya and were mainly targeted at the Yoruk Turk population in Radoviš. The Yoruk to this day appear as a distinct segment of the population of Macedonia and Thrace where they settled as early as the 14th century. While today the Yoruk are increasingly settled, many of them still maintain their nomadic and traditional



lifestyle in rural areas of Macedonia. The services were matched to the requirements of the women taking into consideration their rural and traditional way of life. The art of traditional embroidery was part of four sewing & tailoring courses which were held in the villages Prnali and Kodzalija. The Yoruk Turks still maintain a traditional and colourful way of clothing embroidered with complex patterns. The demand for professionals mastering this craft is accordingly high. Two other sewing & tailoring courses took place in Radoviš. The two hairdressing courses were conducted in a hairdressing studio in Radoviš by the owner and main hairstylist of this studio. 92 women were awarded with a vocational training certificate during the awarding event in the municipality hall of Radoviš. Several women are currently applying for a job in the recently constructed textile factories in Radoviš.

### *Slagana Sokolova, Training Manager in Radoviš*

*“At the beginning of the training in Radoviš, the interest of the participants was very low and attendance was not very high. But after a few classes the interest increased and new participants wanted to participate in the training.*

*The sewing courses were the most popular courses, because of the fast developing textile industry in Radoviš. Our participants learned very fast and showed great interest for sewing techniques. The courses were regarded as a chance to gain new skills for a job. By the end of the training, every woman was skilled to tailor a garment on her own. This led to a massive interest by other women in the city. We still receive many requests of women coming to our office and asking about new training opportunities.”*

**Shenaz Dervisheva, Trainer of Tailoring Course in Kodzalija**

*“Usually women from such villages work all day and do not have social lives. The vocational courses contributed to the social inclusion of Yoruk Turks in the villages of Radoviš. I must point out that the husbands helped us a lot in maintaining the courses.”*

## Educational Support Programme

Educational support services formed an integrative part of the courses. During each course phase two weeks were exclusively scheduled with an educational support programme. This was aimed at increasing the women’s self-confidence, supporting them with entering into the labour market and leading to women empowerment. Our participants could choose several of the interactive and participant-oriented workshops and/or lectures. The educational support programme was open to additional interested women to include families and the community into the activities of the project. During the project this programme became very famous. Many outsiders took the opportunity to visit the training centres and to catch up about the training and services. More than 500 participations were registered on the attendance lists.

The programme in all three cities included workshops and lectures on the economic strengthening of women, health education, protection of women from cancer and women’s rights. The last educational support week of each course batch was used to strengthen the women’s knowledge about application procedures as well as to prepare them for writing an application. An email address was created for each participant. Women could prepare their CVs according Europass standard, and they learned how to search for a job in the internet.

## Business Courses

Following the completion of the vocational training courses, business development courses took place in the training centres in Skopje, Radoviš and Tetovo. The participating women were trained by specialists about the basic principles of how to establish and run one's own business. On the one hand, the women who took part in the vocational training courses visited the courses about how to start a business. In addition, women who did not take part in the vocational training and who would like to create their own business were invited to participate. 70 women completed a business course. One week after the end of the course, 10 of these women were already in the planning phase of starting a business.

### **Lidija Milenkovska, Business Course Trainer in Skopje**

“In the Republic of Macedonia there are a lot of women working in the black market. In order to live in a good society we have to fight against the black market. We have to tell women especially those who are sewing at home for example, that it is better to have a legalised business. There are so many advantages that speak for a registration: First of all, the women will have a salary with social charges included. Secondly, they will have the chance to retire when the time will come. During the business course, my aim was to show the benefits of developing and starting a registered business. My aim was to encourage women to open up a new business and to become independent from their husbands.”

## Knowledge Transfer

One of the most important preconditions for the successful implementation and running of the training activities was the transfer and exchange of knowledge and expertise between the partners. For this reason, management and training workshops were organised early on in the project. The management workshop was aimed at transferring knowledge from the Internationaler Bund to the local partners about on how to establish and run training centres. Other management and training workshops took place in the middle of the project to ensure maximum benefits for the training courses and for the work of the partners.

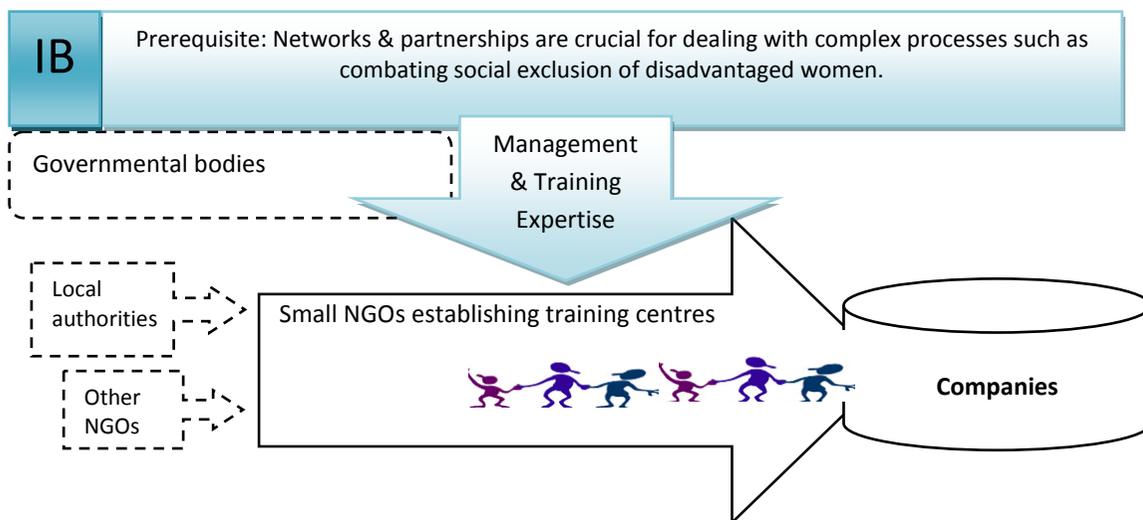
During the management workshops the local managing staff of the three organisations learned about best practice methods of documentation and reporting, efficient managing of tasks, strategies to involve and enhance the co-operation with stakeholders and companies during the project, and methods of quality assurance to monitor and ensure the success of the project i.a. by implementing the approach of CIP. The second management workshop was dedicated to conduct internal audits in the presence of the corresponding management in the three organisations. This combination of auditing and training turned out to be very effective: the learning

outcomes, such as improved documentation, were much more visible than after the first management training.

During the training workshops the teacher got an insight into different teaching methodologies and didactics. During the first workshop a main focus lied on programme and curriculum development as well as process and product evaluation. The second workshop was prepared based on the experience and problems the teacher faced with the conduction of the courses. There was a high demand among the trainers to speak about motivational issues as well as about the facilitation of the course documentation. Together with the managers, the documentation was reorganised, documents as well as the profiling of the participants were improved.

Further, a sustainability meeting was conducted to discuss how the vocational training and support services can be continued after the funding ends. Issues like political support, financial needs and constraints as well as alternative support for instance through social partnerships with the local economy were on the agenda. Each local NGO defined a tentative action plan.

Regular monitoring and assistance by the IB project manager facilitated the local implementation of the project activities.



IB model of knowledge transfer

## **EEWOM facts and figures**

During the project period, 415 women were trained in three cities and in eight different locations. Only a few women could not complete their studies due to family circumstances. In total, the training centres conducted 36 training courses. 193 participants completed vocational training courses in Skopje, 92 in Radoviš and the surrounding villages, and 130 participants visited courses in Tetovo and the villages around. More than 500 participations attended the educational courses in all three project locations.

32 women found regular employment, 19 women are now self-employed and additional 24 women plan to register a business. At the time of the courses 129 participants were aged 15 to 24, 228 participants were between 25 and 49 years old and only 7 participants were aged 50 through 64.

144 participants who visited the courses have secondary education, 45 participants have higher qualification. However, 70 participants who visited the courses have not completed primary education or education at all, 40 of these are Roma women and 28 are Yoruk Turks. 144 participants have only primary education.

The participants have the following nationalities: 163 participants are Albanian, 107 are Turkish, 79 are Roma, 34 are Bosnian, 23 Macedonian and 2 are Vlachs.

## **Results and Response by the Target Group**

As a whole, the training courses had a noticeable impact especially in psychological ways: the students changed their life viewpoint regarding the position and employment situation of women in society, obtained self-reliance, as well as confidence in effective use of modern technologies. As a result of the conducted research and in the course of personal conversations and questioning, many of the students expressed a wish to change their life for the better. This is the main factor that ensures the enhancement of self-appraisal, realisation of importance of one's capacities and potential.

The women also stated a considerable learning outcome: almost 97% of the women agreed that they learned a lot from the courses. More than 89% of the women now perceive themselves as qualified and prepared for the labour market. This is an indicator that proves that women are now aware of their own skills and capacities and not afraid to take up employment. Almost all women are now willing to apply for a job.

*“I’m not the same person I was, before attending this course.”*

Emine Ibrahim, aged 23, participated in a sewing & tailoring course in Topaana and found a job in a textile company in Skopje.

**What did you gain from the courses?**

*Through the help of the courses I got basic knowledge in the field of sewing & tailoring. The courses also increased my awareness for the importance of employment. Women who work get more easily emancipated in the society and are more independent. By the help of the course certificate I found a job in Dutch Textile factory situated in Macedonia. The certificate was very important and that’s why the committee of the factory chose me.*

**What is your opinion about these types of courses?**

*I advise women to participate in such projects. You never know how much you can succeed, if you do not try things out.*

Zimka Murat, aged 19, participated in a sewing & tailoring course in Topaana and found employment in a textile factory.

**Did the courses help you in increasing awareness for the importance of working somewhere?**

*Yes. The courses helped me to increase my awareness for the importance for employment. The more money a woman has got, the bigger her independence. It’s easier to increase your awareness in many fields.*

**What did you like most?**

*Through the help of the educational courses, in which I took part for the first time, I understood the importance of knowing the tools for online job application. Before, I wasn’t aware of the importance of applying for a job via the internet. Every woman should have basic computer skills and should have an email address.*

**Your advice to unemployed women**

I advise women who stay at home to apply and attend such a course and to be part of the social

Mevluda Culjevik, aged 37, attended a sewing & tailoring course in Skopje. She found employment in a textile factory.

**Why did you attend the course?** For me it was important to find myself in communication with other people. It’s good to learn something. If I was staying at home, I wouldn’t be able to learn anything. Also I wouldn’t have the chance to get to know other people.

**Could the course help you to increase your awareness for the importance of working?** Yes. I’m satisfied with the knowledge I got. Before I came here, I neither knew what sewing machines look like, nor did I know what internet is. With the knowledge I got from the courses I succeeded in finding a job. If I didn’t get this knowledge, I would have no chance to find a job.

**What do you advise to other unemployed women?** My advice to women is to attend these types of courses. Do it first of all for yourself, then for finding a job. You will feel different then. I’m not the same person I was, before attending this course.

# Suggestions on Conducting Training Courses

*In the planning phase:*

## **Market analysis**

Especially if you provide training and service offers for self-paying clients, it is crucial to undertake a thorough market analysis. Different aspects which you should consider are:

- ✓ Information about the target group,
- ✓ Structural data on economic growth and sectors,
- ✓ Analysis of the labour market: What qualifications are needed by enterprises? Which trained personnel is already available? How is the labour situation expected to develop?
- ✓ Demographic development: How will the population develop? How will the target group develop?
- ✓ Competition: Which competitors are there and what service/training do they offer at which prices? What niches are there? Where is there a lack of services?

## **Gaining interest of target group**

Once you have assessed the market situation and have decided on what services and training you will be offering, the target group needs to be informed about the offer. It is very important to find a good strategy on how to gain the target group's interest:

- ✓ Strategy for advertising: Setting goals, definition of target group, decision on information channels and media, decision on budget, formulation of message
- ✓ Press work: pros and cons of press work, definition of press agencies and news providers depending on the set goals
- ✓ Public relations: Advantages of public relations, events, open-days, participation in regional events, fairs etc., initiating projects with public institutions, inviting guest speakers
- ✓ New media: Analysing the use of media by the target group, using social media and new technologies for involving the target group

## **Project Planning**

There are several possibilities to apply for international and national funds in the fields of education and training. At present time, the Former Yugoslavian Republic of Macedonia is eligible to fully take part in the Erasmus+ programme and can deploy EuropeAid resources in the frame of the Operational Programme for Human Resources Development (IPA IV). The Open Society foundation is very active in Macedonia and awards grants throughout the year. If you plan to apply for a funding, the proposal should be designed and elaborated in the best way possible:

- ✓ If your project requires a project partnership, invest a substantial amount of time in finding the right partner organisations as early on in the process as possible.

- ✓ If possible meet your partners beforehand or alternatively use methods such as Skype meetings to discuss the project.
- ✓ Write a project outline highlighting goals and planned activities, and present it to partners and associates before you start with writing the proposal.
- ✓ Build a solid project partnership within the project and with stakeholders and associates around it
- ✓ Contact important stakeholders related to the project and discuss or inform them about your project idea in order to have their support once the project is being implemented
- ✓ Visit network events and conferences to stay in contact with key stakeholders and other organisations active in the same field. This will help you to be up-to-date not only about funding possibilities and the latest news and developments, but also about the range of other training providers and your competitors of this grant.
- ✓ Create a detailed and realistic cost planning together with all partners.

### **Budget planning**

- ✓ Attention must be paid to the budget formation with due consideration to tax and labour legislation of the Republic of Macedonia.
- ✓ It is essential to get your estimates right. If you calculate too high, you might not get the project; too low, you may not be able to finance your expenses.
- ✓ Cover all realistic costs in the calculation including direct labour costs, management and administration costs, costs for materials, equipment, rent and travel costs. There may also be internet, electricity, water and heating costs to take into consideration.
- ✓ Include the estimation of indirect costs such as overheads. These can often be difficult to estimate precisely, but you should be aware of them and factor them into your budget.
- ✓ Do not subcontract key competences.

### *During the implementation ...*

- ✓ The proper documentation of activities and financial issues can be a major factor of the success of the courses.
- ✓ It is necessary to intensively convey to the students the experience of counterparts with similar backgrounds, especially of businesswomen for those who plan to start a business.
- ✓ It is important to do regular research at the labour market and to determine the demanded professions.
- ✓ It is important to intensify the work on capacity building of the teaching staff regarding the training of adults and of the management staff regarding quality assurance processes.
- ✓ The programme of vocational training courses should be practice-oriented. Visits in companies and direct contact to employers considerably contribute to the learning progress and motivation to apply for jobs.

- ✓ To motivate the unemployed women and to attract the interested parties, it is relevant to use the new media potential.
- ✓ It is necessary to carry out activity and financial reporting in complete conformity with the EU Regulation. Otherwise, the funds invested in the project implementation will not be reimbursed.

### **Motivation of target group**

Once you gained the interest of the target group, they have to be motivated to regularly take part and stay in the courses. The following aspects have to be considered:

- ✓ Characteristics of the target group:
  - What are the commonalities of the participants?
  - Are there any constraints to the participation on the courses?
  - How is the personal environment, the general attitudes of this environment (religious, liberal, conservative etc.)?
  - What is the attitude and behaviour of the target group (self-confidence, anxiousness, feeling of insecurity, etc.)?
- ✓ Finding the link to the target group
- ✓ Stimulating intrinsic and extrinsic motivation of the students
- ✓ Conduction of regular evaluations including questions on motivation
- ✓ For participants who visit courses on basic skills such as literacy:
  - Finding ways of appraising the women,
  - Recognition of the diverse reasons for the lack of education and unemployment,
  - Recognition of the diverse performances of the women in their daily life,
  - Recognition of the skills which are shown in those performances
- ✓ Offering teacher workshops on motivation of participants
- ✓ Providing women care taking opportunities for small children



### ***The European Union***

*The European Union is made up of 28 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders. The European Commission is the EU's executive body.*



This project was implemented  
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