



Recommendations for Latvia and North Macedonia for strengthening future-oriented adult education coordination and management structures.



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Introduction

In the past few years, Latvia and North Macedonia worked on developing their lifelong and adult learning strategies.

Furthermore, focusing on the similarities in both countries, there is a low level of participation in adult learning. In North Macedonia the number of participants that are included in non-formal education increases from year to year, but there is still low awareness of inclusion in the educational process after completing formal education. In 2016, only 14.4% of adults aged 25-64 years participated in some type of formal and/or non-formal education, substantially lower than the EU-27 average of 47.8%. One of the main problems also is the financing of the training.

The level of participation in adult learning in Latvia remains relatively low. Only 6.6% of adults reported participating in education and training over a four-week period in 2020, compared to the EU average of 9.2%.

The importance of investing in skills development is growing both in Latvia and North Macedonia. Globalisation and the digital and green transitions are transforming jobs, how societies function, and how people interact. The pandemic has accelerated the digital transition, showing the urgent need for resilient labour markets based on the increased adaptability of individuals to gain new skills.

By strengthening access to adult training opportunities Special focus on inclusion of people with lower possibilities and better tapping into the knowledge of foreign investors, both countries could substantially boost the skills of adults and enterprises.

How to cover the needs of adult training for their upskilling and reskilling to fit the market needs is a very important point to consider.

Proposal of Job Description of Adult Learning Coordinator

Following the European Union strategy for enhancing lifelong learning and fostering lifelong learning culture, both Latvia and North Macedonia are dedicated to improve the services and make training and education of adults more accessible.

The project activities were focused on discovering the need of an Adult learning Coordinator and the most important roles and responsibilities the position needs to cover. Both countries have different experiences and good practices related to adult education topic. At the moment, there is no job position of Adult Learning Coordinator at municipal level in North Macedonia. Following Latvian best practices and experience, in the framework of this project, research with structured questionnaire and interviews were conducted to define the most important duties, responsibilities and competencies. Based on it a document Job Description of Adult Education Coordinator was created.

Looking 5-10 years into the future, research participants involved in adult education believe that the most important duties of an Adult Learning Coordinator will be:

- To identify target groups, their needs and limitations and develop individual offers for education (65.4%);
- Implementation of measures for the development of adult education (61.5%);
- Regular advancement of knowledge related to adult education topics and related legal provisions (61.5%);



- Promotion of the culture for lifelong learning (61.5%);
- Determination of educational needs (57.7%);
- Cooperation with local authorities and government institutions (57.7%);
- Providing support by sharing information about various educational opportunities (53.8%);
- Activation of adults, if necessary, by providing individual support (38.5%).

According to the research done within the project, the respondents stressed out the following as the most important responsibilities for the performance of work tasks:

- Cooperation with educators, educational institutions and their staff and with the local population, employers, employees of municipal and state institutions and non-governmental organizations (65.3%);
- Regular improvement of knowledge and professional skills through participation in courses, seminars and self-upgrading related to your work (61.5%);
- Ensuring security of similar data and other sensitive and confidential information to third parties (34.6%);
- Implementing the obligations specified in various legal provisions in your daily work (23%).

The same research shows that the adult learning coordinator is required to possess the following skills and competencies:

- Ability to communicate and collaborate (76.9%),
- Communication and argumentation skills (61.5%),
- Ability to take initiative and make decisions (57.6%),
- Understanding based of ethics and tolerance (57.6%),
- Organisational and planning skills (46.1%),
- Ability to learn at one's own interest (46.1%) and so on.

Based on this and the other conclusions from the research, the following job description for Adult Learning Coordinator is developed:

Job Position: Adult learning Coordinator

Aim of the position: to support, promote and implement adult education policy in the local municipality.

Duties:

1. Regularly identify and summarise the educational needs of the local inhabitants of municipality, the demand of employers, the supply of educational institutions in the field of adult education;



2. To identify the target groups of adult education in the municipality, their needs and obstacles to the participation in adult learning and to participate in the reduction of barriers by developing individualised educational offers;
3. To promote a culture of lifelong learning in the local municipality by informing the society about adult education and increasing their and employers' awareness about the importance of regular skills development;
4. To provide informative support and consult the adults about education opportunities in the local municipality and beyond.
5. To activate and motivate the involvement of adults in adult learning, if necessary, by providing individualised support for starting learning or career counselling;
6. To cooperate with local government institutions or structural units, employers, as well as with state institutions that administer and offer adult education activities;
7. To plan and implement measures for the development of adult education in the municipality;
8. Regularly improve knowledge about adult education and employment issues and related legal acts.

Education/ professional knowledge:

1. Higher education
2. Knowledge of legal acts regulating education and ability to apply them in practical work

Competences/ Skills: digital skills

1. Communication and argumentation skills
2. High sense of responsibility
3. Ability to take initiative and make decisions
4. Communication and collaboration capabilities
5. Analytical and matchmaking skills
6. Planning and organisational skills
7. Ethical understanding and tolerance
8. Self-directed learning ability
9. Advanced user of Excel, Word, Internet

Responsibility:

1. Responsible for fulfilling the duties and their quality.
2. Responsible for applying requirements of legal acts in everyday work.



3. Responsible for the security of personal data and for the non-disclosure of restricted information to third parties that has become known in connection with the performance of work duties.
4. Responsible for regular knowledge and professional skills improvement by participating in work related courses, seminars and self-education.
5. Responsible for cooperation with educators (including adult educators), educational institutions and their staff and with local inhabitants, employers, municipal and state institutions, and non-governmental organisations.

Rights:

1. To receive information and materials that are necessary for the timely and high-quality performance of duties, including the acquisition of information, according to legal acts.
2. To represent the institution and express an opinion on issues within the competence of the job position.
3. To be involved in the process of evaluating decisions related to adult education and making the final decision in the institution.
4. Participate and represent the institution in working groups and other state and municipal institutions related adult education
5. To prepare proposals for adult education programs that will increase the employability of the local population..

Adult education governance and coordination

North Macedonia

The Government of the Republic of North Macedonia is focused on carrying out activities for prevention of the exclusion and will give support to all the initiatives that prevent the social exclusion. By promoting the life-long learning and the security at the workplace, it promotes the well-being of its citizens.

The Ministry of Education and Science prepared a separate Law on Adult Education and in January 2008 the Parliament of the Republic of North Macedonia adopted the Law on Adult Education. The aim of this Law is to initiate and maintain a positive and active approach for education of people of all ages throughout their whole life. In order to achieve this, through the acts stipulated with this law, the Ministry of Education and Science tries to create a positive atmosphere for continuous study and development. This means increasing the possibilities for



educational mobility of the young people and the adults and creating a dynamic cooperation between the educational institutions and the needs on the labour market and the current social situation. The cooperation between the various educational subjects, the public and the private sector, the nongovernmental organisations and the volunteer associations will be extremely important for increasing the educational mobility of the young population and the adults.

Adults can learn through formal adult education, non-formal adult education and informal adult learning opportunities. Formal adult education occurs in a structured environment and leads to a nationally recognised formal qualification. Non-formal adult education also occurs in a structured environment, but may only lead to a diploma or certificate that is recognised by a sector or professional body. Informal adult learning is unstructured and does not lead to any qualification.

The system of adult education is promoted by the Centre for Adult Education, an institution established by the government in order to contribute through adult education to the achievement of socio-economic needs of North Macedonia, to meet the needs of the labour market and to assist individuals in their personal development.

Law adopted in 2008, was followed by amendments and a number of sub-legal acts regulating the procedures for verification of the programmes for adult education (non-formal education), standards for space, equipment and staff of the institutions for adult education. In 2011 another legal act related to the sector, i.e. the Law for Open Civic Universities for Lifelong Learning was also adopted.

The goal of adult education and training in North Macedonia in accordance with the Law on Adult Education is to secure opportunities for obtaining appropriate education levels to all and for all age groups, and to allow everyone to acquire knowledge, skills and attitudes which will be in concordance with the demands of society and the labour market.

Objectives of adult education which correspond with the goals are the following:

- Completing at least compulsory education;
- Employment training for adults who have not completed first level vocational education,
- Conducting requalification and acquiring of new qualification, education and training for employed and unemployed adults;
- Providing education, knowledge and skills which correspond with personal abilities and age of the adults;
- Obtaining basic skills and competences which make the basis of lifelong learning.

The priorities of the sector were defined in the Strategy for Adult Education. Two concept documents providing directions on how to integrate the non-formal education in the education and training system, and defining conditions for improvement in elementary adult education were

adopted. This was accompanied by adoption in 2011 of Manuals for verification of special programmes for adults and for verification of institutions for adult education. In addition, a Rulebook for verification of adult education institutions was prepared in 2013.

The priorities for adult education and training are described in the National Strategy for adult education (2016-2020) [Strategy for Adult Education 2019-2023](#), are focused on:

1. Improving the attractiveness of participation in education of adults;
2. Establish a quality assurance system in the framework of adult education;
3. Development of a system for validation of prior learning;
4. Improvement of organisation, management and funding of adult education;
5. Establishment of a system of public education for adults by reforming public education institutions for adult education Open Citizens' Lifelong Learning Universities / Worker Universities;
6. Strengthening research, expertise and development projects in the field of adult education;
7. Improving partnerships in the field of education adults;
8. Monitoring and evaluation of adult education;

Latvia

In Latvia, the competence of local governments in the field of adult education is defined in several legal enactments.

Section 112 of the Satversme of the Republic of Latvia stipulates that “everyone has the right to education.”

Section 17, Paragraph three, Clause 22 of the Education Law stipulated that “local governments shall implement a policy in adult education”. In addition, the Law on Education defines that “adult education is a diverse process of education of persons, which ensures the development of a person's life and competitiveness in the labour market”.

On November 14, 2022, amendments to Article 1 of the Education Law entered into force, adding¹⁶ point, which for the promotion of access and quality of education determines that municipality education ecosystem- the system that the municipality creates in order to provide the necessary knowledge, skills and attitudes to the population throughout their life. The municipality develops a set of purposefully working institutions under its management and supervision, cooperating in the field of education with municipal, private and state educational institutions, employers, social partners, non-governmental organizations, other municipalities and educational institutions located in their territories, coordinating the implementation of education in all educational programs and grades.



On January 1, 2023, the Local Government Law entered into force, where the autonomous functions of the local government are defined in Article 4 and the first part of this Article, Clause 4 - for the municipality to provide for the education of the population, including providing the opportunity to obtain compulsory education and providing for pre-school education, secondary education, vocational education, interest education and accessibility of adult education.

Section 8 of the State Administration Structure Law stipulates that "a local government, performing public administration functions transferred to its autonomous competence in accordance with the law, shall be under the supervision of the Cabinet of Ministers in accordance with the procedure and to the extent specified in the Law on Local Governments".

Therefore planning, organising and governance of adult learning is one of the functions of local governments in Latvia, which they perform in compliance with the requirements of legal enactments and planning documents.

According to national definition in Education Law, adult education is a multifaceted process ensuring the development of personality and fostering ability to compete in the labour market. Adult education is a part of the lifelong learning process as defined in the national education policy and specified by social and economic requirements.

Adults can learn through formal adult education, non-formal adult education and informal adult learning opportunities. Formal adult education occurs in a structured environment and leads to a nationally recognised formal qualification. Non-formal adult education also occurs in a structured environment, but may only lead to a diploma or certificate that is recognised by a sector or professional body. Informal adult learning is unstructured and does not lead to any qualification. When referring to formal and non-formal education, the term "adult education" will be used.

When referring to formal, non-formal education and informal learning, the more encompassing term "adult learning" will be used. In this report most focus will be given to adult learning, focusing on formal, non-formal education and informal learning.

Possibilities at local level in both countries seen from a perspective of the desk research, questionnaires and discussion groups can be summarised as follows:

- To enhance the provision of skills development programmes and establishment of regional VET centres as hubs for enhancing the links between education and the world of work and the provision of education and training in line with the regional and local labour market needs and responding to adults' upskilling/reskilling needs. Therefore, the education offer should be flexible and agile enough to respond to such changes.
- To consolidate and expand stakeholders' cooperation at local and regional levels, and to consider the role of the regional VET centres in promoting stronger collaboration with the



private sector, social partners and other relevant actors, such as investment, development or innovation agencies, academics, non-governmental organisations. The stakeholders confirm the willingness and availability to cooperate, namely employment organisations, local employment offices, vocational schools and other public or private training providers, local authorities/municipalities, including local economic and social councils. Many stakeholders perceive the establishment of regional VET centres as a positive development to enhance cooperation at local and regional levels and create stronger links between schools, companies and employment offices. Therefore, in conceptualising the regional VET centres, decision makers and stakeholders could define clear roles and responsibilities to promote or contribute to local and regional cooperation in skills demand analysis, education offer planning or practical training and work-based learning consolidation.

- To embed regular analyses of skills supply and demand at regional and local levels into the labour market and skills information system.
- Provide state financial incentives for inter-municipal and public-private partnerships to deliver skills services. The state should financially reward local and regional partnerships for delivering education and employment services, for example by adding inter-municipal and/or public-private partnerships as criteria in public tenders and other state funding mechanisms, or providing bonuses for such partnerships.
- Establish cooperation among the Adult Learning Coordinator, Career Counselor at the Employment Agency Service and social worker at the Social Service Center. This is specifically important for the vulnerable groups of adults.

Latvia can include career counselling as very important service for effective adult education and North Macedonia can take the good practices from Latvia and establish a position of Adult Learning Coordinator at Local (Municipal) level with the responsibilities as per the job description and mainly following most common tasks:

- To provide informative support about education opportunities in the local municipality and beyond;
- To promote a culture of lifelong learning in the local municipality by informing the society about adult education;
- To cooperate with local government institutions or structural units, employers, as well as with state institutions that administer and offer adult education activities;
- To plan and implement measures (training programs) for the development of adult education in the municipality;



- Deliver career counselling service in cooperation with the Employment Agency Regional Center that has trained Career Counsellors and the Social Service Center (Центар за социјална работа).

Promotion of adult education opportunities

The improvement of adult learning quality is a pressing issue that local government institutions must prioritise. Stakeholders from both countries have expressed their agreement on the importance of enhancing the coordination of adult education programs at the local government level. Strengthening this coordination would serve as a catalyst to encourage more adults to participate in such programs. Interestingly, the survey results from both countries indicate a strong consensus on this matter. Therefore, it is crucial for local government institutions to take immediate action in implementing strategies that can bolster the quality of adult learning.

According to the survey results, in Macedonia, a staggering 77% of respondents believe that promoting a culture of lifelong learning by spreading awareness about adult education will create more opportunities for adults at the local level. Additionally, 61.5% of respondents stated that providing targeted informative support about education opportunities in the local municipality and beyond would improve adult education participation, while 46.2% of respondents felt that a common public information portal about adult education possibilities would be beneficial.

In Latvia, the survey showed that 73% of respondents believe that promoting the culture of lifelong learning by informing society about the importance and role of adult education can improve the involvement of adults in learning. Furthermore, 67.6% of respondents stated that a unified public information portal about adult education opportunities could enhance participation, and 64.9% of respondents felt that providing targeted informative support on education opportunities in the local municipality and beyond would be an effective approach. These results indicate that both countries share similar views on how to promote and improve adult learning participation.

Recommendations for strengthening future-oriented adult education coordination and management structures



Latvia and North Macedonia conducted surveys, interviews, and stakeholder discussions, and prepared national reports and comparative analyses with the aim of identifying the necessary actions needed to strengthen future-oriented adult education coordination and management structures at the local and national levels.

Main common conclusions are:

- 1. In order to involve more adults in adult education, it is necessary to strengthen the coordination of adults at the local government level.** In Latvia, 70.6% of those involved in the coordination of adult education believe that it is necessary to assign a profession code to the position of adult learning coordinator, stating as the main arguments that when an employee is assigned duties and responsibilities in the field of adult education, the position and the specific profession code must be determined, and it is also necessary, if there is a long-term need for such a position.
- 2. The involvement of adults in learning can be improved by informative support to adults: by information about the need and role of adult education and through unified public information portal and direct information about education opportunities in the local municipality and outside it.** In Latvia in adult education involved persons consider that the most effective way of disseminating information about adult education opportunities would be the existence of an unified public information portal about educational opportunities, while 33.3% believe that educational institutions are the most effective way of dissemination; 25% - adult learning coordinators. In a survey conducted in North Macedonia, it was found that 77% of the respondents believed that career counsellors at the Employment Agency were the most effective means of distributing information about adult learning opportunities. The study also showed that 69.2% of the participants preferred to receive information from VET centers, centers for adult education, and training centers, while 53.8% indicated that they would benefit from adult learning coordinators at the municipality level.
- 3. Adult learning opportunities have to be provided as close to an adult's living place as possible but not farther than 15 km.** In Latvia 67.8% of adult education involved persons believe that the maximum travel distance for an adult to get to the nearest educational institution is up to 15 km, while 75.6% agree this is the maximum travel distance for unemployed persons. According to the findings, 61.5% of individuals involved in adult education in North Macedonia feel that the maximum travel distance to the nearest educational institution should not exceed 15 km. In contrast, the same



percentage of respondents also believe that the maximum travel distance for unemployed persons should be limited to 5 km.

- 4. To ensure social-economic development of local municipalities, the creation of training centres for adults at the municipal level is needed.**
- 5. The local training centres have to develop training programs for improvement of skills which are needed and demanded by employers in the municipality.** Adult learning coordinators play a crucial role in recognizing the learning needs of local companies and local residents and look for solutions to help adults learn the necessary skills.
- 6. Human support is needed for the most vulnerable groups of adults to find information about suitable training programs.** In Latvia 75.7% of respondents indicate that human support (coordinator of adult education, specialist of the State Employment Agency, career specialists etc.) is the best way for the most vulnerable group of adults to find information about the offered training programs, while in North Macedonia, the percentage is even higher, reaching 84.6%, which underscores the pressing need for adult learning coordinators or other education specialists at the local municipality level.
- 7. Adult Learning Coordinators to be responsible for information regarding different programmes that are relevant and needed in certain Municipality taking into consideration the needs of the local population.**
- 8. Adult Learning Coordinator shall in any case deliver career counselling services** as they motivate adults to do something with their skills and employment, show carrier pathways, initiate with adults searching opportunities and options, related to upskilling and reskilling, shows existing strengths and abilities of the person, discovering the gap which can be covered by training, facing adults that instead of excuses they should work on finding arguments what to do with their real life.
- 9. Adult Learning Coordinators to be connected to support services, social services and Employment Agency at local level**
- 10.** The adult learning coordinators should cooperate with other services in the municipality as Social Services, as well to the State Employment Agency.

Country specific recommendations

Country specific - Latvia:



- 1) **In Latvia there is a need for a unified approach to the coordination of adults in all municipalities in Latvia.** In planning and implementation of adult education policy it is necessary to involve the Ministry of Environmental Protection and Regional Development of the Republic of Latvia (VARAM), which is responsible for the network of municipalities, in discussions about the importance of adult education in the development of the local municipality and the functions of the municipality in the coordination of adult education.
- 2) **A profession of adult learning coordinator is needed to be included in Classification of Occupations** (*latv.val. - Profesiju klasifikators*). Currently, there are discussions that this adult learning coordinator is needed in every municipality, however, the setting of the main job duties and tasks must be provided by Classification of Occupations at the national level.
- 3) **National legal regulations are needed** for non-formal programmes licencing and quality criteria for common understanding and improved quality of adult education.
- 4) It would be necessary to create a **unified register of permits of non-formal programs** and implemented adult education programs that would ensure easier data collection and analyses of adult learning implementation and accessibility at local municipalities.
- 5) Strengthening knowledge of local municipalities in adult learning by providing **methodologic support** from the Ministry of Education and Science of Latvia.
- 6) **Strengthening of skills of adult learning coordinators** by more active involvement in shaping adult learning policy, involvement in policy discussions, building training programs, common standards for them.
- 7) Initiative led by the Ministry of Education and Science about building **adult learning coordinator network has to be strengthened** and unite platform for adult learning coordinators supported.
- 8) Introduce a **consolidated approach to oversee adult education policies**. Role of local municipalities in this board has to be strengthened and improved, especially by recognition of local labour market needs and building respective training offer that support these needs.
- 9) The **cooperation of adult learning coordinators with the municipal social service and other participating institutions should be strengthened**, especially in informing vulnerable groups about educational opportunities.

- 10) In the **promotion of adult education**, it is necessary to create a single information portal on educational opportunities and organize campaigns, infographics on the role of education in improving skills and employability.
- 11) **It is crucial to identify the position of adult learning coordinators in the National Occupational Classification by assigning a relevant occupation code.** These coordinators are responsible for identifying the training needs of local businesses and residents and finding solutions to help adults acquire the necessary skills in proximity to their residences. According to a survey conducted, 100% of the respondents believe that adult learning coordinators in the municipality should work closely with the Social Services of the Municipality and the State Employment Agency to ensure that the needs of the community are met efficiently. By working in collaboration with relevant agencies, adult learning coordinators can provide effective support to individuals looking to develop their skills and achieve career growth.

Country specific - North Macedonia:

- 1) **Decentralisation of adult education:** At present, adult education in North Macedonia is overseen by The Center of Adult Education, a government-formed public institution tasked with contributing to the socio-economic needs of the country, addressing labour market demands, and supporting individuals in their personal growth. However, by transitioning the coordination of adult education to the Municipalities, a more direct link can be established between the needs of local businesses, the local Employment Agency, and unemployed adults. This change could help ensure that the provision of adult education is better tailored to the specific needs and challenges faced by individual communities.
- 2) **Formalization of non-formal education and recognized skills certificates:** The Center for Vocational Education and Training can play a pivotal role in supporting the upskilling of unemployed adults in North Macedonia. To facilitate this process, the center could be authorized to issue vocational certificates for skills that individuals may have acquired through informal jobs or self-education. This recognition of informal learning experiences could lead to greater opportunities for adults to re-enter the workforce or advance in their careers, while also promoting a more inclusive and diverse economy. By acknowledging and valuing the skills and knowledge that individuals bring to the table, this initiative



could help bridge the gap between the labour market demands and the existing workforce, ultimately benefiting both individuals and the broader economy.

- 3) **Establish a specialised sector or a centre in the framework of the Employment Agency at local level:** The office should act as an all-in-one educational and career development center, providing training programs, workshops, and resources to aid job seekers in improving their skills and finding employment opportunities. By combining these services, the office can offer a comprehensive approach to supporting individuals in their career journey, from skill development to job search.
- 4) **Establish local and/or regional Career centres:** Creating strong networks and links between relevant institutions is crucial for effective coordination and implementation of adult education programs. In particular, building strong connections between regional offices of the Employment Agency, local businesses, and adult education providers can have a significant impact on ensuring that adult education programs are tailored to the specific needs of the labour market. By working collaboratively with businesses and the Employment Agency, adult education providers can gain a better understanding of the skills and competencies that are currently in demand. This information can then be used to design and deliver training programs that equip adults with the necessary knowledge and expertise to fill these positions. At the same time, local businesses can benefit from a more skilled workforce that is better equipped to meet their needs.
- 5) In addition to supporting economic growth and development, creating strong networks and links between institutions can also help to strengthen social cohesion and promote community engagement. By bringing together different stakeholders and actors, this approach can facilitate knowledge-sharing and collaboration, ultimately leading to more effective and sustainable adult education initiatives.
- 6) **Boost teacher training:** North Macedonia should tap more possibilities offered by the internet. This includes setting up an online platform for teachers to access tools and information, and to learn from each other. Currently, there is a lack of an online platform that supports exchange of material and practices that meet minimum quality standards (OECD, 2019).
- 7) **Strong VET systems:** bring together VET providers, employers, research centres, development agencies, employment services and other stakeholders to develop competencies needed for economic and social development (European Commission, 2021). A well designed VET system can also play an integral role in the implementation of smart specialisation strategies through knowledge diffusion, especially in less



developed areas, and foster innovation and expansion of digital and green technologies (European Commission, 2019).

- 8) **Complete the process of establishment of an effective Validation system:** The Centre for Adult Education is currently implementing a validation system of non-formal learning, which can support recognition of acquired skills and improve their transferability.
- 9) Municipalities in North Macedonia have autonomy to allocate money received from the central level to local schools. At present, however, this is often done in an *ad hoc* manner. Funding formulas that could provide transparency on how funds are distributed among schools are not mandatory and are used only in some municipalities. For example, in Skopje the formula is based on the number of students and the size of the school building. Lack of uniform standards and methods to distribute funding has resulted in large variations in school quality and large disparities within North Macedonia. Replacing the current non-uniform and non-transparent funding criteria used by municipalities with clear guidelines on funding distribution could include, among others, student's socio-economic backgrounds. Such criteria could support schools in improving their outcomes and equity (OECD, 2019).
- 10) To enhance the provision of skills development programmes, be it in initial or continuing education and training, to match expanding sectors and the needs of learners at regional level. The structural reform of the VET system in North Macedonia foresees, among others, the establishment of regional VET centres as hubs for enhancing the links between education and the world of work and the provision of education and training in line with the regional and local labour market needs and responding to adults' upskilling/reskilling needs. Regional dynamics, in terms of growing or declining sectors, vary and the level and relevance of education are key predictors of employment. Development opportunities, such as investments in infrastructure, may boost certain sectors and change quite rapidly the skills and education profiles that are in demand. Therefore, the education offer should be flexible and agile enough to respond to such changes.
- 11) To embed regular analyses of skills supply and demand at regional and local levels into the labour market and skills information system. Over the years North Macedonia has developed a labour market information system with particular focus on the long-term forecasting of economic and employment trends and evolution of vacancies. Skills demand is an implicit element of this system. A sound information basis, well grounded in local and regional contexts, is essential to define education profiles and overall VET planning.



12) **Career counsellors play a crucial role in preparing and training adult learning coordinators.** They can provide guidance and support in identifying the training needs of individuals and businesses in the community. By working with career counsellors, adult education coordinators can develop a better understanding of the job market, industry trends, and in-demand skills. Career counsellors can also provide insight into effective training methods and techniques that can be used to help adult learners acquire new skills and knowledge. They can help in designing training programs that are tailored to the needs of different learners, taking into account their existing knowledge and learning styles. Additionally, career counsellors can provide support in areas such as resume writing, interview skills, and job search strategies. By collaborating with career counsellors, adult learning coordinators can offer comprehensive support to learners throughout their career development journey, from skill acquisition to job placement. Overall, the role of career counsellors is crucial in preparing and training adult learning coordinators and their input can help ensure that learners receive the best possible support and training to achieve their career goals.

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