



RESEARCH WITH NON-FORMAL TRAINING PROVIDERS IN KOSOVO

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**Swiss Agency for Development
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EYE Enhancing Youth
Employment

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List of Acronyms

BRAK - Business Registration Agency of Kosovo
EARK - Employment Agency of the Republic of Kosovo
EYE - Enhancing Youth Employment
MDA - Management Development Associates
SDC - Swiss Agency for Development and Cooperation
VET - Vocational Education and Training



EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The Enhancing Youth Employment (EYE) project commissioned IDRA Research and Consulting in Kosovo to set up baseline for one of the EYE's indicator under Outcome 1 as per following:

Outcome 1 *“Young women and men have increased access to trainings and employability through a more market-oriented non-formal training system”* by indicating the number of training providers delivering trainings sustainably and in cooperation with private sector without donor support.

The main purpose of this report is to highlight the findings from the baseline set up through a survey which measures the results of EYE's work in facilitating the employment of young women and men in Kosovo.

The baseline included:

- Survey with non-formal training providers using the 2019 Business Registration Agency Database for Outcome 1, N=188 with statistically significant results with a margin of error of 6% and a 95% confidence interval.

The following section emphasizes the key findings resulting from the survey responding to Outcome 1 and its respective indicator.

KEY FINDINGS:

Outcome 1 *“Young women and men have increased access to trainings and employability through a more market-oriented non-formal training system”*

Training Providers

Training profile and training channels

- EYE records show that from the 188 training providers, the majority of them 97% (182 training providers) have not worked with EYE and only 3% (6 trainings providers) have collaborated with EYE. Only 3 out of the 6 EYE collaborators claimed to have received donor support and 15 of EYE Non partners claimed to have received donor support. From this the total group who have received donor support is 21 consisting of six receiving support from EYE and 15 that receive support from other donors.
- More than half of all training providers (56%) surveyed offer foreign language courses – a type of nonformal training which has been established for more than 20 years.
- About 14% and 12% of training providers are in the digital/IT sector and childcare and education trainings, while 6% or less provide business and administration training, legal, finance, and accounting (5%), creative and design trainings (4%), arts, media, and publishing trainings (4%), hair and beauty trainings (3%), about construction (2%), engineering and manufacturing (2%), and health and science trainings (2%), and some other fields.
- The majority of the companies (88%) used to train only in physical premises before COVID-19 erupted in Kosovo. However, a significant portion of those companies who used to work only in physical premises before the COVID-19 pandemic have engaged in online trainings (28%) or used a combination of both (28%) since the COVID-19 pandemic showing adaptability to new work methods.

Financial and training sustainability

- Most training providers are financially sustainable by themselves given only 11% of them received donor support in forms of covering operational costs, subsidization of training fees for trainees, and capital investments for their activities.
- Having been faced with the COVID-19 pandemic, over the course of more than a year, the revenues for 9% of the training providers had increased, for 35% of them had remained the same as last year, and for 45% of them had decreased.
- The costs for 26% of training providers had increased, for 14% of them had remained the same as last year, and for 14% of them had decreased.
- Training providers attempt to reduce costs and increase revenues by keeping the number of employees at a minimum (48%) and finding less expensive sources of supplies (41%). Moreover, they ensure financial sustainability mainly by analyzing their documents and working toward improving their profitability (49%) as well as by reviewing current and future capital needs and determining how to fund those needs (29%).
- Training providers ensure training sustainability over time mainly by using modern literature (56%), relying on trainee feedback to tailor the training modules according to their needs (54%), and company feedback when training their employees (40%).
- 37% (62 out of a total of 167) of training providers who are financially sustainable cooperate with private sector by using their feedback in tailoring training modules.
- About 64% of the respondents declared to have a trainee tracking system in place and 79% of them conduct post-training evaluation forms, about 32% of them conduct periodical focus group discussions with trainees and 29% provide official certificate of examination as proof for prospective employers.
- Only about 27% of training providers cooperate with other private companies to mediate/help their students/graduates get jobs or internships. Of those, 51% declared to have established arrangements with private companies to provide internships for their students, while 29% of them established arrangements to hire their graduates. About 41% declared to have created modules that pertain to the other companies' employer needs and about 8% declared to have created work-study dual programs.
- Training providers also engage in several activities to make sure that the courses they offer are up to par with labor market demands in the future. As such, 15% of the companies believe that by continuing with the same work they will meet market demands, 13% said they would engage in market research, 12% said they would work hard, 11% said they would expand the business with staff, subsidiaries, and facilities, 10% said they would update literature and invest in modern tools and about 4% declared to invest on a need basis.



INTRODUCTION

INTRODUCTION

Enhancing Youth Employment (EYE) is a project funded by the Swiss Agency for Development and Cooperation (SDC) and implemented by HELVETAS Swiss Intercooperation Kosovo and Management Development Associates (MDA). The goal of the exit phase (phase III) of the EYE project is to increase the employability of young women and men in Kosovo. It is intended to be achieved through improved access to training and further education (non-formal VET) and improved access to labor market integration services and information.

Therefore, EYE commissioned IDRA Research and Consulting in Kosovo to set up baseline for one of the EYE's main indicator under Outcome 1 which aims that EYE continues to focus and work directly with training providers in innovating and bringing new training packages to the market, that will fulfill a specific need of the labor market.

IDRA Research and Consulting in Kosovo supported EYE in designing the research methods and instruments, collecting, analyzing, and visualizing baseline data, and drafting a final report with the results.

Indeed, IDRA tasks were to:

- ▶ Propose data collection methods and procedures for outcome 1
- ▶ Prepare research instruments
- ▶ Collect contact information from EYE partners in order to be able to collect survey data
- ▶ Collect survey data as primary sources and use other public information as secondary sources
- ▶ Draft a final report with the findings of the baseline surveys

The following portion of the report includes an overview of the EYE project, the research methodology of this study, the results of the training providers survey followed by conclusions and recommendations.



OVERVIEW OF EYE PROJECT

OVERVIEW OF EYE

The latest key employment indicators show a worrying state for Kosovo's employment situation. Based on the Kosovo Statistics Agency (KSA) Labor Force Survey (LFS) the employment rate in 2020 is 28.4%. The highest employment rate is for men 42.8%, while employment for women is 14.1%. In addition, unemployment was highest among women at 32.3%, compared to 23.5% for men. The most pronounced unemployment rate is in the 15-24 age group with 49.1%. The leading economic sectors with employment continue to be: trade with 17.0%; production by 11.8%; construction by 11.1%; and education by 10.1%. Women are employed, mainly in the sectors of education, trade and health care, with 52.7% of them, while men are mainly employed in the sectors of trade, construction and manufacturing with 44.1%. In the formal sector, about 42.3% of employees have permanent contracts, whereas 57.7% have temporary contracts.

The pandemic has had a significant impact on macroeconomic trends in Kosovo. The Ministry of Labor and Social Welfare (MLSF) published its third annual evaluation report of the implementation of the Sector Strategy 2018-2022 (SS) – a strategy plan which aims to create an environment where all citizens will have equal opportunities in employment as well as social protection and inclusion to be guaranteed to make a social and economic life dignified. Findings of this report show that the restriction of citizen movement and closure of businesses resulted in a slowdown of the economy, causing problems in the labor market which has been characterized by a high unemployment rate. These statements were made referring to the unemployment rate and the number of job seekers increased at the EARK.¹

The unemployment rate is extremely high among young people (according to AFP Q4 2020, 49.9% of young people were unemployed), including high level of young individuals aged 15-24 years, who were not involved in employment, education or training (known as “NEET”), during the same period (31.5%). Also, long-term unemployment remains high, with 74.2% of registered unemployed being long-term unemployed (over 12 months). According to KAS database, the unemployment rate for 15–24-year-olds is 49.1%, for 25–34-year-olds is 31.4%, for 35–44-year-olds is 20.1%, for 45–54-year-olds is 17.2%-, and 15–64-year-olds is 25.9%²

Table 1 Unemployment rate in Kosovo by age groups 2020

Age group	Unemployment rate (%)
	2020
	Total
15-24	49.1%
25-34	31.4%
35-44	20.1%
45-54	17.2%
55-64	9.8%
15-64	25.9%

Source: Kosovo Agency of Statistics

While MLSF report states that the Employment Agency of the Republic of Kosovo (EARK) managed to support 5,632 jobseekers through active market measures despite the gaps in institutional capacity

¹ MLSW. “Monitoring Report of the 2018-2022 Sectorial Strategy” <<https://mpms.rks-gov.net/en/wpdm-package/strategjia-sektoriale-e-ministrise-se-punes-dhe-mireqenies-sociale-2018-2022/>>

² KAS database <askdata.rks-gov.net>

and the situation caused by the COVID-19 pandemic, EARK's data show a rapid increase in the number of unemployed. Considering that the pandemic has caused a drop in workers from various industries, the Fiscal Emergency Package was an appropriate step to reduce the effects of the pandemic on Kosovo's economy. MLSW further states that the high unemployment rate may have led to a significant increase in registered jobseekers during 2020. The number of jobseekers at the EARK was 201,935 during 2020, an enormous increase compared to the last quarter data of 2019 when the number of jobseekers registered at EARK was only 6,882.³

The high youth unemployment rate is a consequence of the structural mismatch between the education system and the labor market. Kosovo also dealt with one of the slowest school-to-work transitions in the region and beyond.

EYE is a four-year project implemented by the consortium of HELVETAS Swiss Intercooperation (HSI) and Management and Development Associates (MDA) which targeted actors that aimed to contribute in increasing the quality of the training/offers, the outreach of training providers, better positioning in the market, and addressing industry-specific needs.

During the four-year period, EYE has collaborated with the Employment Agency, the Ministry of Education and Science, various business associations, private companies, local NGOs, vocational training schools and private training providers and also employment mediation providers.

The EYE project has been focused on four main aspects:

1. Supporting the Development of Career Guidance Services for Vocational Education and Training Schools in Kosovo.

Creating an improved and socially inclusive career guidance services that provide early information to students of Vocational Education & Training Schools (VET), and facilitate their school- to-work transition has been one of the main aspects EYE has worked on.

2. Supporting non-formal training providers to offer demand-oriented and socially inclusive training programs for young people.

EYE has supported multiple partners with the establishment of training centers, either in-house or as separate entities serving the wider industry. The key sectors EYE has worked with were ICT, manufacturing, design, wood processing, metal processing, bakery and pastry, BPO and sales. Moreover, Initiatives that aimed at disseminating information around available non-formal trainings and the skills that are high in demand in the labor market were also supported and pushed forward by EYE.

3. Supporting public and private job-matching & recruitment providers to offer better, socially inclusive services to young jobseekers and employers.

Another extremely important goal that EYE has intended to achieve was alleviating some of the barriers which give rise to the mismatch of supply and demand of skills in the labor market by working with both public employment services and private job matching service providers. The project's aim

³ MLSW. "Monitoring Report of the 2018-2022 Sectorial Strategy" <<https://mpms.rks-gov.net/en/wpdm-package/strategjia-sektoriale-e-ministrise-se-punes-dhe-mireqenies-sociale-2018-2022/>>

focused on improving the supply of skills to match the existing market demand, improving the flow of market information, and enabling access to the labor market for marginalized groups.

4. Promoting Social Inclusion & Supporting Disadvantaged Communities.

Increasing the employability of young people and contributing to a dynamic and socially inclusive labor market that provides more decent jobs to young people in Kosovo has also been one of the main aspects on which this project has put its focus. The desire to be a gender-aware and social equity-aware project influenced EYE to create its Gender and Social Inclusion Strategy in order to lay out a roadmap of how to achieve its social inclusion goals and ensure sustainability of specific activities in order to serve the disadvantaged beyond EYE's support.

Aiming to increase the use of job platforms, and public employment services by employers and job seekers EYE has also worked with private job matching service providers such as: online portals, recruitment agencies, head-hunters, organizations offering targeting matching services to women and minorities, and Public Employment Services (PES).

In order to mitigate the risks and evaluate if the expectations meet the work done, EYE has a Monitoring and Results Measurement (MRM) system in place. The MRM system has been used in planning, designing, managing, revising, and evaluating interventions in line with Market Systems Development (MSD) approach and using Donor Committee for Enterprise Development (DCED) Standard for results measurement as a guideline. Thanks to the MRM system EYE staff has been able to manage capturing and reporting results on this with best practice in measuring results.



METHODOLOGY

METHODOLOGY

Based on the project purpose, IDRA Research and Consulting in Kosovo used a combination of quantitative research methods and qualitative research methods in order to gather relevant results to measure indicators dealing with innovating training packages that fulfill specific needs in the labor market .

Sampling design and size

Due to COVID-19 pandemic situation and the specific targeted population, the data was collected through Computer-Assisted-Telephone-Interviewing (CATI) for private training providers.

For this study, the target audience are the private training providers. Below are described implemented activities which took place:

Training Providers: The sample for this survey was 188. Sample for the training providers survey was based on the Business Registration Agency of Kosovo (BRAK) database with NACE REV-2 code of 8559 “other education” and 8532 “professional secondary private education” as well as EYE list of training providers. Out of a population of 600 businesses in the BRAK database registered under the aforementioned code, we have a sample of 188 private training providers, ensuring statistical significance results with a margin of error of 6% at a confidence interval 95%.

Questionnaire preparation

Whenever IDRA Research and Consulting in Kosovo designs a baseline survey, we make sure that the questionnaire is designed according to the aim and specific focus of the project. The questionnaires are prepared and tested with the main topic in mind but also gather demographic data and/or institutional profile data allowing us to make inferences and comparisons between different municipalities, regions, ethnicities, age groups, genders, and other categories. A key link needs to be established between the research aims and the individual questions via the research issues. Thus, we also made sure that the questionnaires include questions that can be used to answer the indicators.

The survey with **private training providers** aimed to better:

- ▶ understand the nonformal training providers’ market
- ▶ understand the most common nonformal training profiles in the private sector
- ▶ understand how training providers ensure financial sustainability
- ▶ understand training sustainability in the private nonformal education by exploring:
 - how they develop the curricula
 - how they measure training effectiveness
 - how COVID-19 impacted the mode of work
 - how they ensure training sustainability over time
- ▶ understand whether and how they cooperate with the private sector
- ▶ understand whether and how they cooperate with the Employment Agency of the Republic of Kosovo (EARK).



SURVEY RESULTS

RESULTS OF THE SURVEY WITH PRIVATE TRAINING PROVIDERS

The following section discloses the results derived from the survey with private training providers. The survey assessed whether private training providers have financial and training sustainability as well as identified the challenges they face and decisions they make in providing non-formal education.

1. COMPANY PROFILE AND FINANCIAL SUSTAINABILITY

The respondents of the survey with private training providers were owners, managers and branch administrators. The companies were represented almost equally by men and women (51% and 49% respectively). The majority of the training providers are located in urban areas (94%) and only 6% are located in rural areas.⁴ About 60% of the companies are located in the region of Prishtina, 9% are located in the region of Peja and the same amount in the region of Gjilan, 7% in the region of Ferizaj, 6% in the region of Mitrovica, 5% in the region of Prizren, and 4% in the region of Gjakova

⁴ For the purpose of this study, urban areas are considered all cities within a municipality whereas rural areas are considered the villages within a municipality.

Figure 1 Gender of respondent of training providers

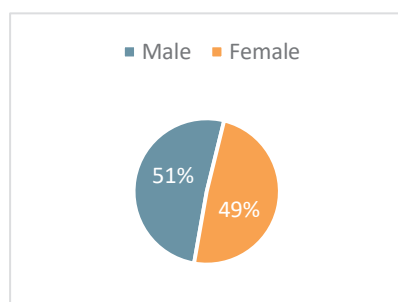


Figure 2 Location of training providers

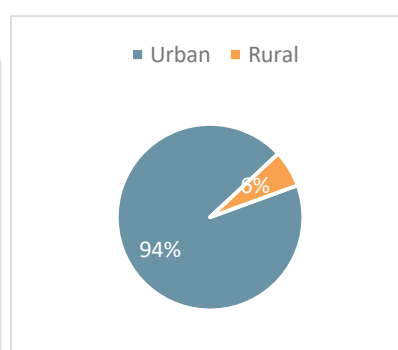
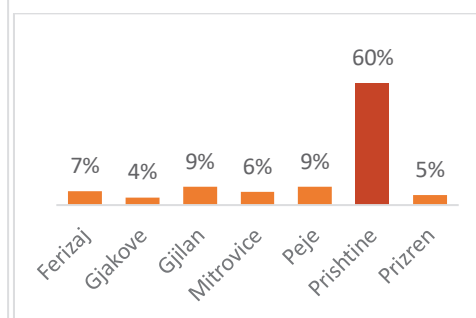


Figure 3 Regional distribution of training providers



Regarding years of operation, 12% of the companies are very young and have been operating for less than a year and 11% of them up to 2 years. More than a third of the private training providers (36%) have been operating for 3-5 years, 26% of them for 6-9 years, and 15% for 10-20 years. Only 1% of them have been operating for more than 20 years. More than half of them (53%) are individual businesses, 45% are limited liability companies, and 2% work as physical person.

Figure 4 Years of operation of training providers

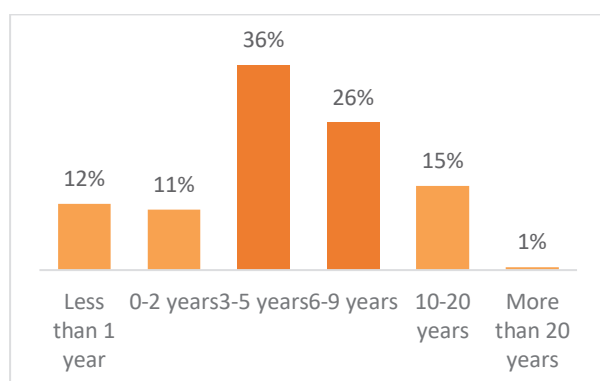
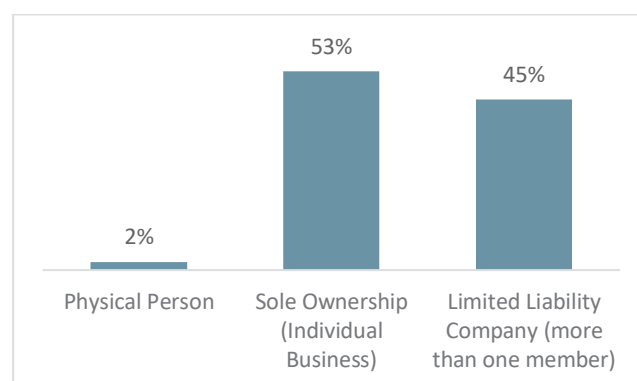


Figure 5 Legal status of the training providers



Out of all of the surveyed companies who offer nonformal training, nearly all were Kosovo based companies (96%), 3% are a Kosovar-Foreign partnership and only 1% of them are foreign. In general, 88% of them only have one branch, 5% have two branches and 6% have more than three branches.

Figure 6 Company ownership

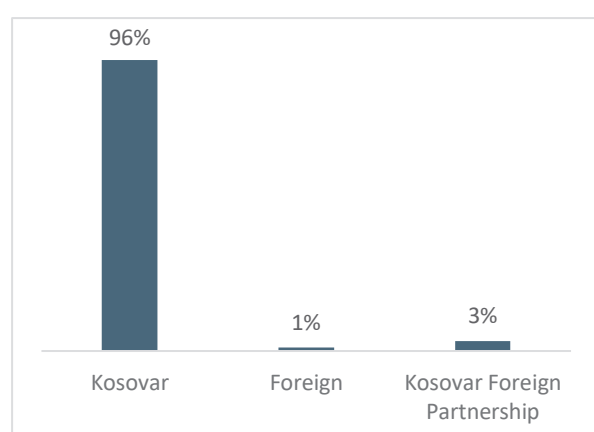
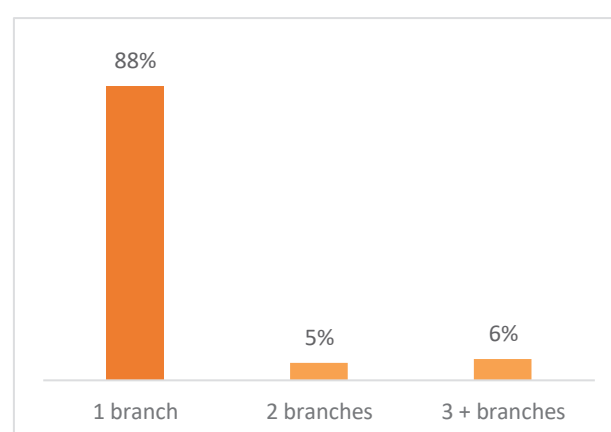


Figure 7 Number of branches of the companies



The financial sustainability of private companies is essential for them to be able to innovate and meet market demands. Since March 2020, Kosovo-based businesses have faced additional challenges with the outbreak of COVID-19 and the respective measures that were introduced to deter its spread. When asked about their revenues within the last year, 45% of the companies said that their revenues decreased within the last year, 35% of them said that they remained roughly at the same level, 9% declared that they increased, and 6% declared that it's early to tell considering they were quite new in business. Almost half of the businesses (48%) declared their costs had remained roughly at the same level within the last year. Some 26% said they increased, 14% said they decreased, and 6% said it's early to tell since they were new to the market.

Figure 8 Revenue changes within the last year of the training providers

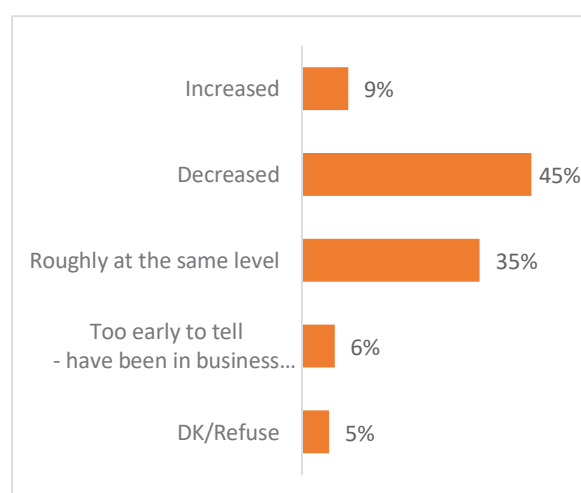
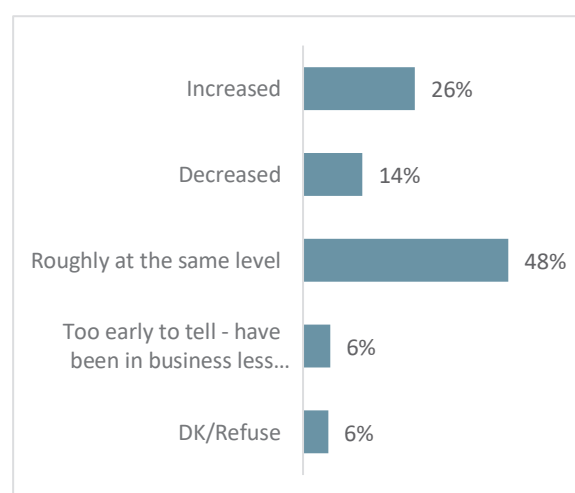


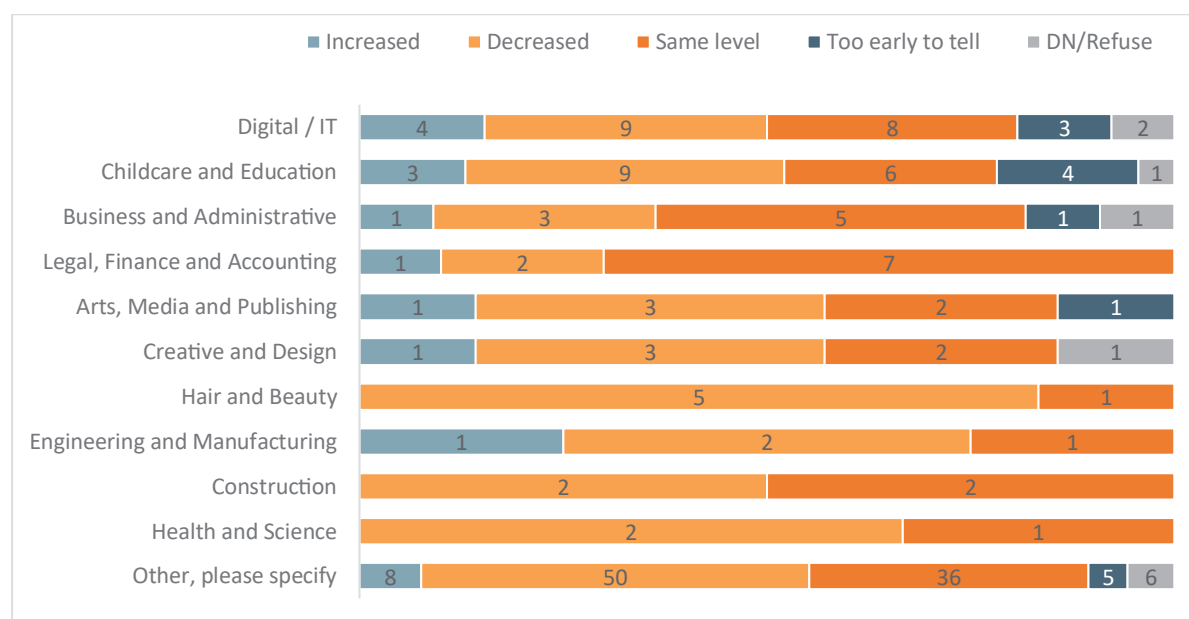
Figure 9 Cost changes within the last year of the training providers



When analyzing revenue changes within last year by training profile, the results are indicative. It is attested that four training providers in the digital/IT profile have experienced revenue increase and nine of them experienced revenue decrease. In the childcare/education training profile, only three have experienced revenue increase, while nine of them have experienced revenue decrease. In the business and administrative training profiles, only one training provider has experienced revenue increase, while three have experienced revenue decrease. In the legal, finance, and accounting

training profiles, one training provider experienced increased revenue and two of them experienced decreased revenue. In the arts, media and publishing as well in creative design profiles, only one training provider in each category has experienced revenue increase, and three in each have experienced revenue decrease. In engineering and manufacturing, one training provider experienced revenue increase while two experienced revenue decrease. Construction training providers and health and science training providers were less represented here and none of them experienced an increase in revenue; however, two training providers of each profile experienced a decrease in revenue. Under the other category fall foreign language trainings, eight of which have experienced an increase in revenue, while 50 of them have experienced a decrease in revenue.

Figure 10 Revenue changes within last year by training profile



The study further explored what the surveyed companies do to reduce costs and increase revenues. The most common ways they attempt to reduce costs and increase revenues are keeping the number of employees at a minimum (48%) and finding less expensive sources of supplies (41%). Some companies also sell bulk training services at a lower price (16%), while others sell training services at a higher price (13%). Fewer contract trainers on a project-basis (9%) and some of them sign contracts with other companies to train their employees (5%). It is interesting to note that around 22% respondents declared that they do not know or did not have a clear picture on how they try to reduce costs and increase revenues.

Moreover, the training provider companies were also asked how they ensure financial sustainability. About half of them (49%) mentioned that they analyze their documents and work toward improving their profitability. Another 29% of them mentioned that they review current and future capital needs and determine how they will address their funding. Almost one fifth of them (19%) mentioned that they assess and improve their reporting and planning capabilities and only 4% mentioned that they evaluate and understand the purchasing processes of current and prospective customers (individuals, companies, etc.).

Figure 11 Ways training providers use to reduce costs and increase revenues - multiple response

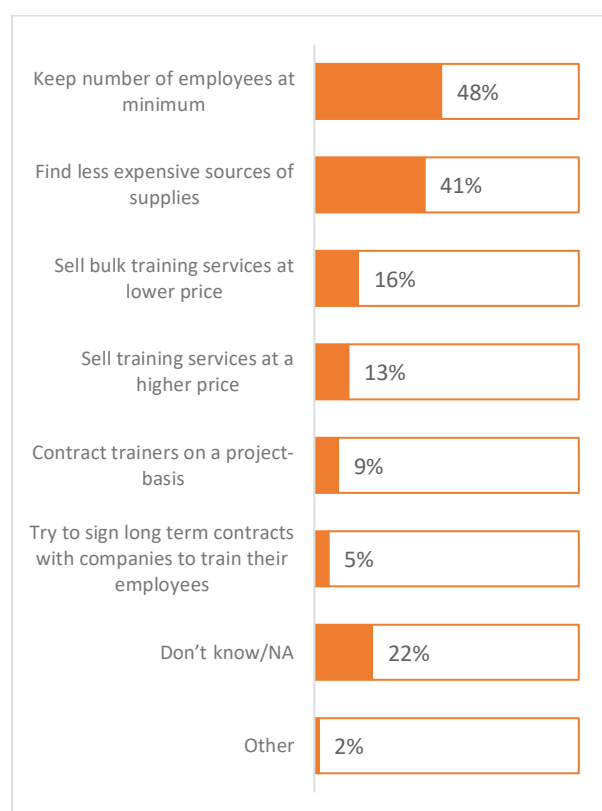
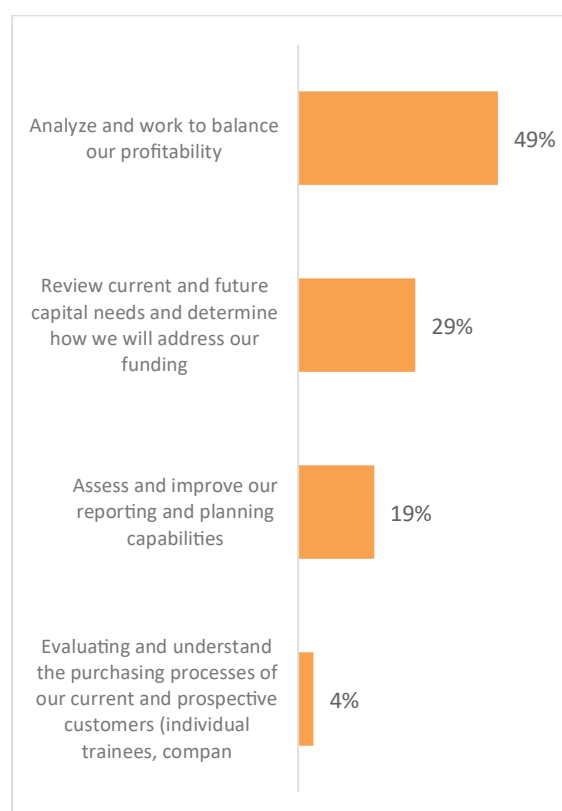
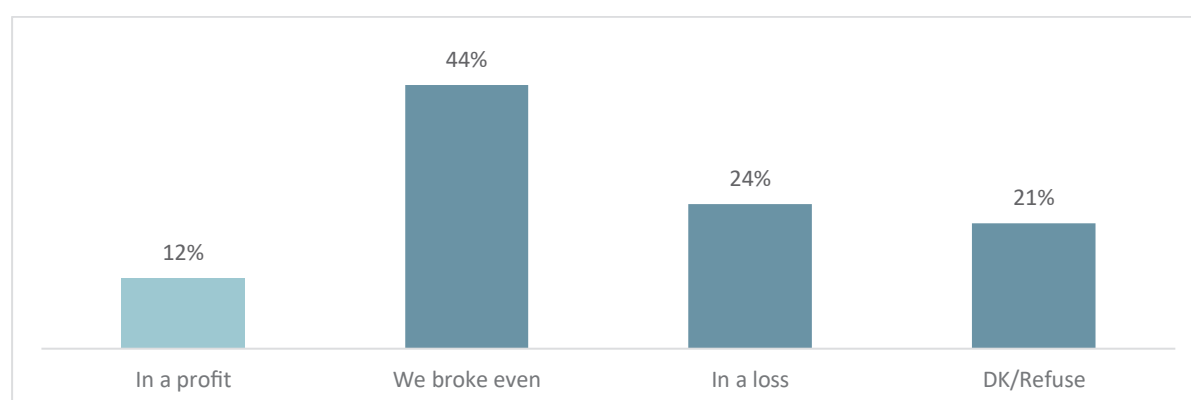


Figure 12 Ways training providers ensure financial sustainability



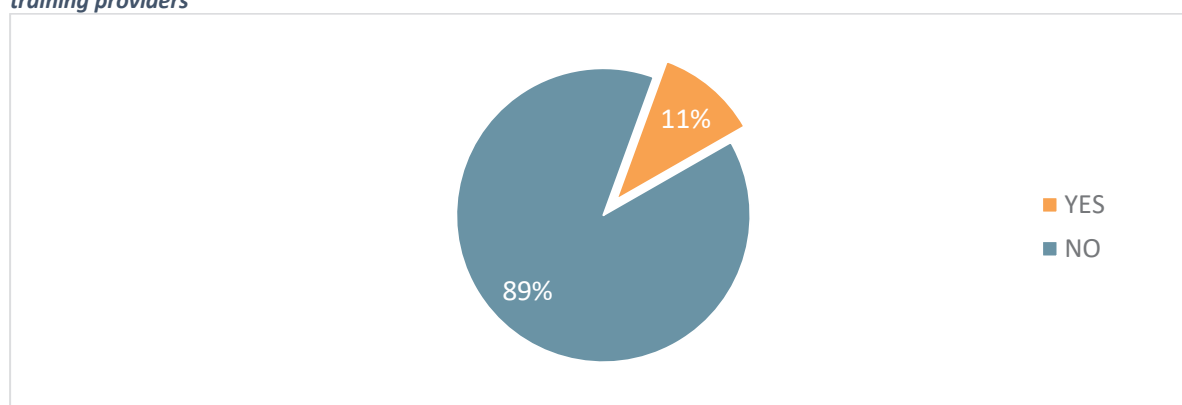
Ultimately, it was important to understand how the companies closed last year in terms of financial standing. About 44% of them declared to have broken even, 24% declared to have closed the year in a financial loss, and only 12% declared to have made a profit. Some 21% of the respondents refused to answer to this question due to its sensitivity.

Figure 13 Financial closing of the last year (2020) of the training providers



Financial sustainability is at times more probable when there is some type of donor support either through financial means, technical support, or capacity development. When asked whether they received any donor support for any activity they have, the majority (89%) said they have not, and only 11% said they have.

Figure 14 Donor support for any activity of the training providers



Only 21 (11%) of the surveyed training providers have received donor support. Of those, 24% declared to have been supported through subsidization of training fees for trainees, 14% declared to have been supported through covering of the operational costs of their activities, and 10% declared to have been supported through capital investments for their activities. Others either declared they have not been supported through these three means or did not know/refused to disclose the type of support received. Further, all (6) training providers that have worked with EYE have received donor support, compared to 8% (15) of the training providers that have not worked with EYE.

The same companies were then asked if they could continue with their activities in the company without donor support and if so in what period of time. About 57% said they could continue their activities without donor support in 1-2 years, 24% said they could do the same in 3-4 years, 14% in 5-6 years, and 10% in 7-10 years.

Figure 15 Type of support received by training providers- only those who have received donor support

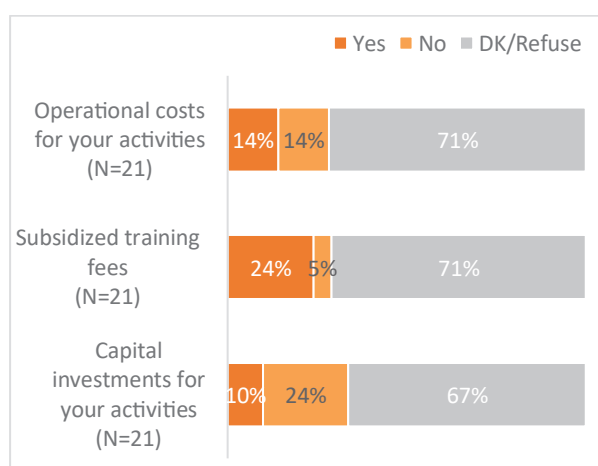
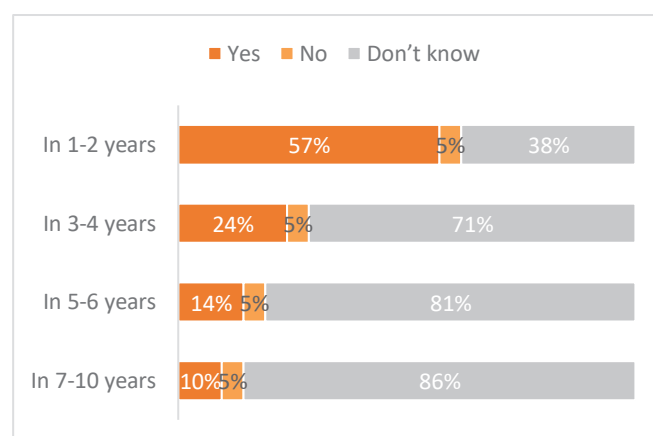


Figure 16 Potential sustainability without donor support of training providers- only those who have received donor support



When asked who the donors were, only a few specified the donors mentioning Helvetas, Ministry of Culture, VORAE, Millennium Foundation Kosovo, Help, and the municipality. A couple respondents said they had foreign donors, or both foreign and local donors.

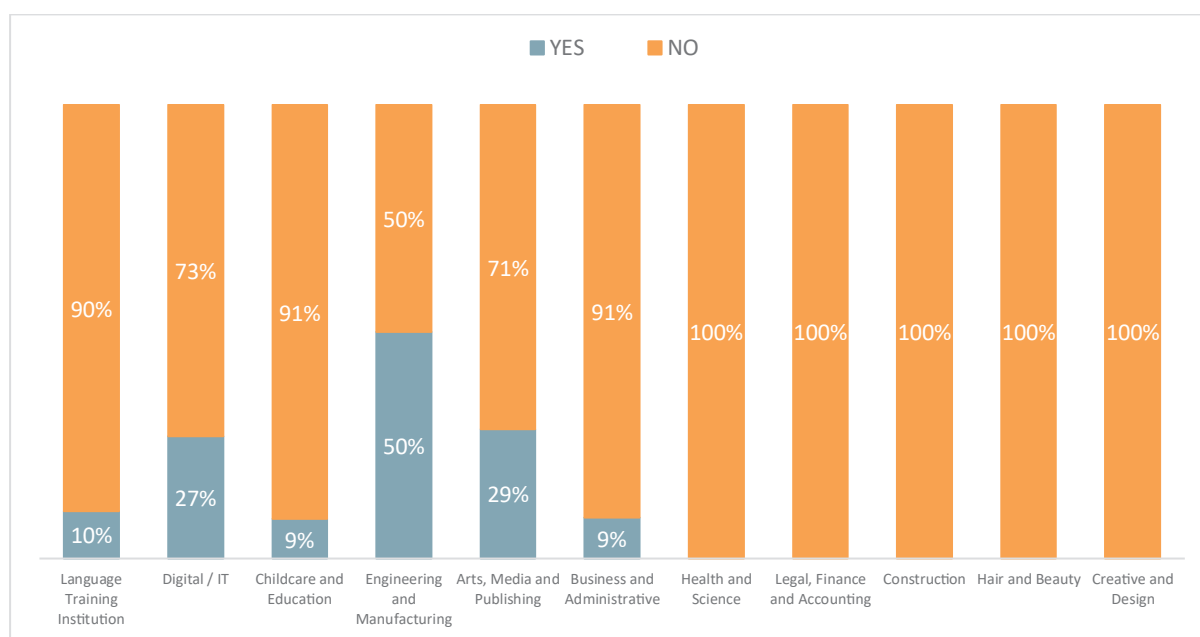
Table 2 Donors of training providers

Donors	Mentions
Helvetas	2
Ministry of Culture	1

VORAE	1
Millennium Foundation Kosovo	1
Help	1
The municipality	1
Foreign donors	2
Local donors	1

Although very few training providers from the sample have received donor support (N=21), it was important to indicate which training profiles received donations. When analyzed by training profile, higher portions of training providers in engineering and manufacturing (50%) and arts, media, and publishing (29%) have received donor support than in digital/IT (27%), business and administrative (9%), childcare and education (9%), and language training institutions (10%).

Figure 17 Donor support by training profile

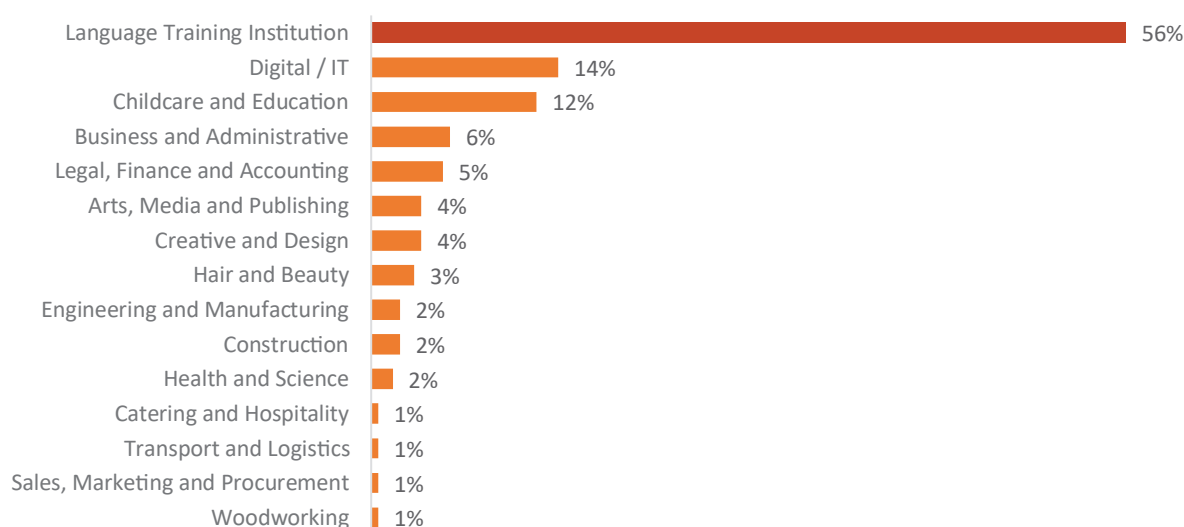


2. TRAINING PROFILE AND TRAINING SUSTAINABILITY

This section of the survey explored the training profiles of the surveyed companies, how they deliver trainings, how they make sure they are effective and up to date, and remain sustainable over time.

Kosovo has experienced quite an increase in the variety of training modules offered privately in the past 20 years to keep up with the labor market demands. Courses in foreign languages were even before this period and still are quite prevalent. More than half of the respondents (56%) said they offer foreign language courses as private non-formal education institutions. About 14% of the respondents provide digital/IT trainings, 12% provide childcare and education trainings, 6% provide business and administration training, 5% provide legal, finance, and accounting trainings, 4% provide creative and design trainings, 4% provide arts, media, and publishing trainings, 3% provide hair and beauty trainings, about 2% each provide construction, engineering and manufacturing, and health and science trainings. About 1% each provide sales, marketing, and procurement, transport and logistics, and catering and hospitality trainings. It shall be noted that there were a few companies that provided care for children or ‘complementary learning’ of key subjects for primary and high schools students for whom some of the questions were not applicable.

Figure 18 Training profile



Additionally, the survey explored how these companies used to provide trainings before the COVID-19 pandemic and since then to understand whether the companies adapted to the new situation. The majority of the companies (88%) used to train only in physical premises, 3% online, and 2% engaged in a combination of physical premises and online channels before the COVID-19 pandemic. Since the COVID-19 pandemic, 36% of the training providers still only train via physical premises, 29% of them train online, 25% use a combination of both. Some companies that chose the 'other option' when asked this question, explained that they did not work before the pandemic meaning they are a rather new company, or that they did not work during the pandemic – those who care for children mainly.

It is interesting to note that quite a significant portion of those companies who used to work only in physical premises before the COVID-19 pandemic have engaged in online trainings (28%) or used a combination of both (28%) since the COVID-19 pandemic, even though more than a third of them (35%) still only use physical premises.

Figure 19 Channel of training provision before and after the COVID-19 pandemic

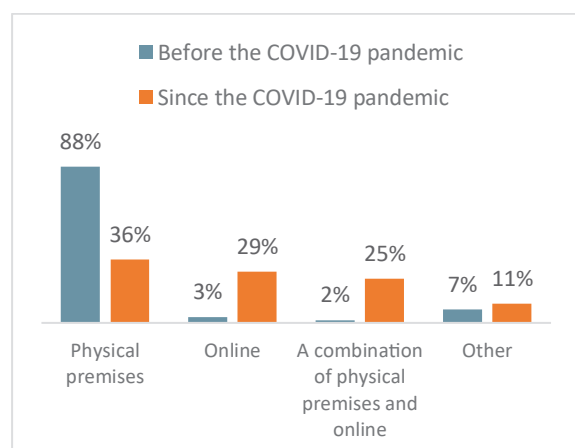
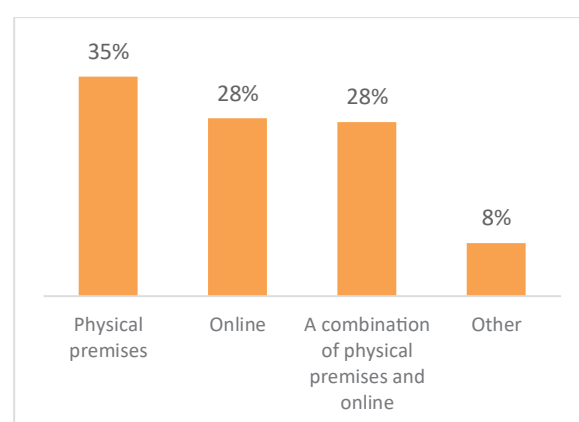


Figure 20 Channel of training provision since the COVID-19 pandemic - *only those who previously only provided trainings in physical premises (N=165)



Since the COVID-19 pandemic businesses had to also alter or adapt their services and products besides their working modes. Nonformal private training providers were not an exception although

the largest part (71%) of them provided the training modules with the same content as before the COVID-19 outbreak. With that being said, 13% of the training providers declared that the contents of the training modules have changed and 12% declared that the contents remain the same but are delivered in an abbreviated format.

The training modules' content of 76% of those companies who used to work only in physical premises before the COVID-19 pandemic remained the same. Whereas, 12% of the companies changed the training module contents, and 11% of them delivered them in an abbreviated format.

Figure 21 Training module changes due to mode of delivery

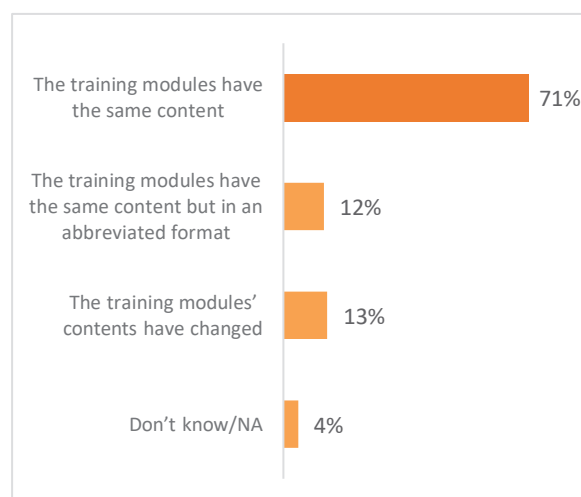
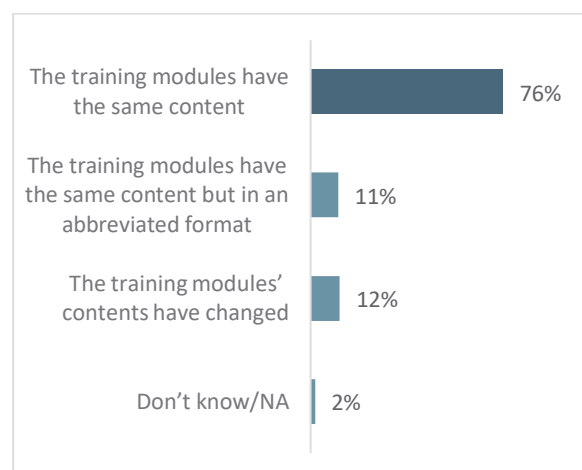


Figure 22 Training module changes due to mode of delivery - *only those who previously only provided trainings in physical premises (N=165)



The study additionally explored whether the demand for trainings in the past 16 months (since the outbreak of COVID-19 in March 2020 until June 2021) had increased, decreased, or remained the same given the pandemic situation. More than a third of the training providers (36%) said that the demand had remained roughly at the same level, and about 29% each declared the demand had either increased or decreased.

Given different companies may offer specific courses and training programs, it was important to understand what are the most common training lengths per level. Almost two-thirds of the training providers (64%) offer trainings that last 1-3 months, 41% of them offer training that last 4-6 months, about 32% of them offer trainings that last up to a month, and about 23% of them offer training that last longer than 6 months.

Figure 23 Demand for trainings in the past 16 months (after COVID-19)

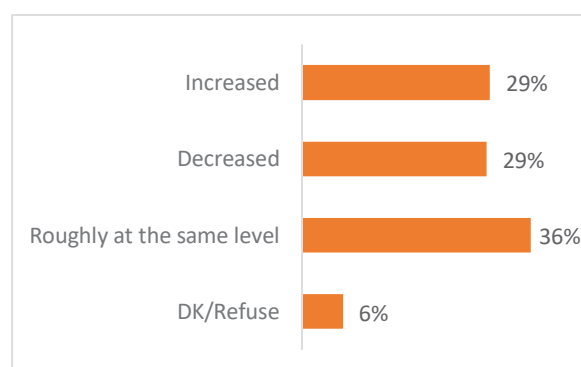
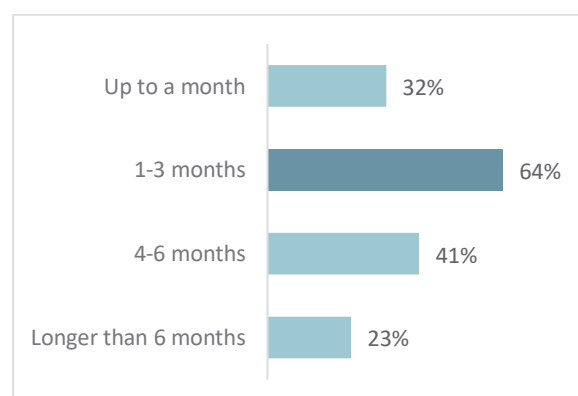
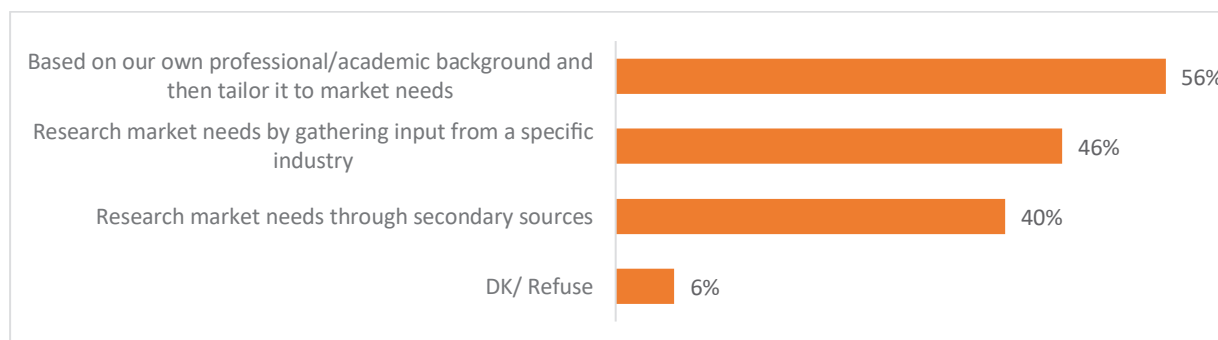


Figure 24 Length of trainings per level *multiple response



Training providers were also asked how they decide on what types of trainings to provide. More than half of them (56%) said that they decide based on their own professional/academic background and then tailor it to market needs, 46% of them said they research market needs by gathering input from a specific industry, and 40% of them said that they research market needs through secondary sources.

Figure 25 Decision-making process for what training courses to provide *multiple response



Further they were asked if they have a trainee tracking system and how they evaluate the effectiveness of the trainings they provide. About 64% of the respondents declared to have a trainee tracking system in place, and 34% of them declared the opposite. About four in five training providers (79%) that have a trainee tracking system conduct post-training evaluation forms. About a third of them (32%) conduct periodical focus group discussions with trainees and 29% provide official certificate of examination as proof for prospective employers. Almost one in five training providers (18%) conduct periodical trainee surveys and have one-on-one discussions with trainees. Only 7% of the training companies provide accredited certification that is internationally recognized.

Figure 26 Trainee tracking system

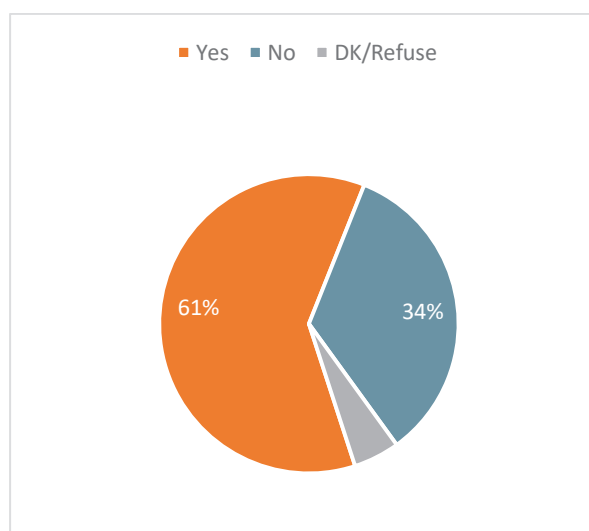
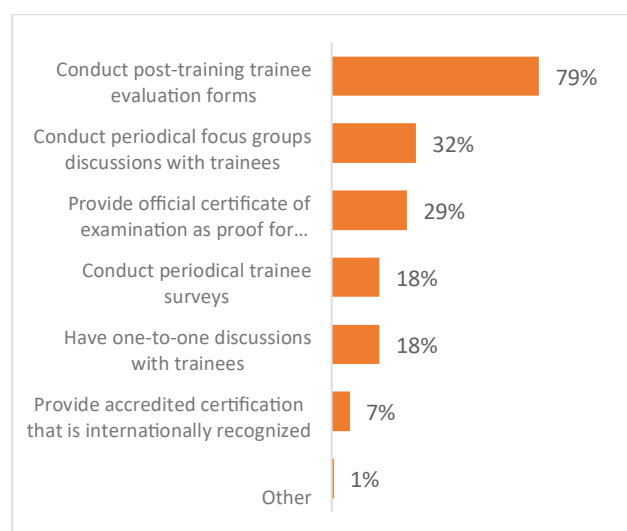
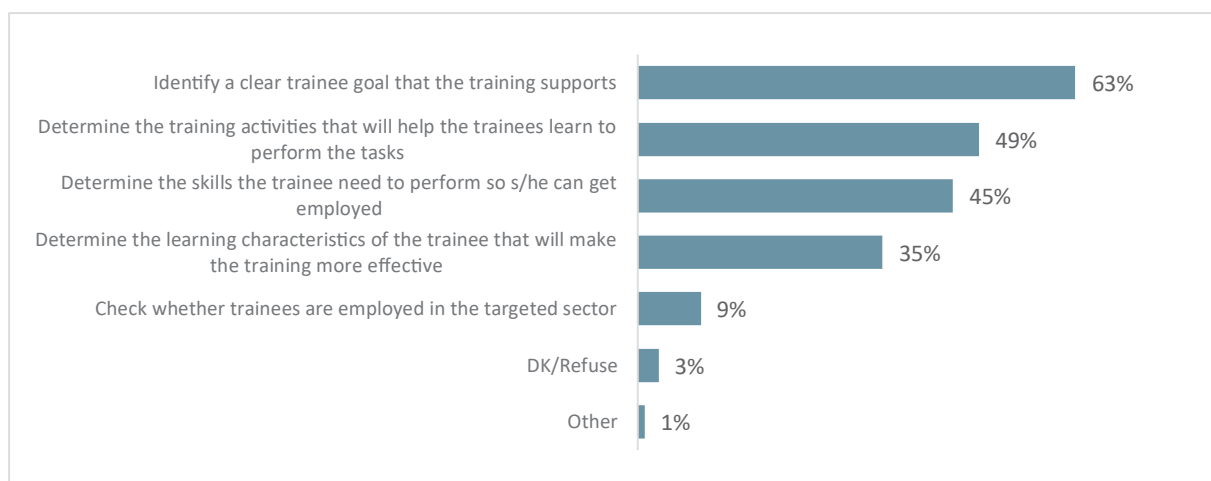


Figure 27 Evaluation of training effectiveness *multiple response



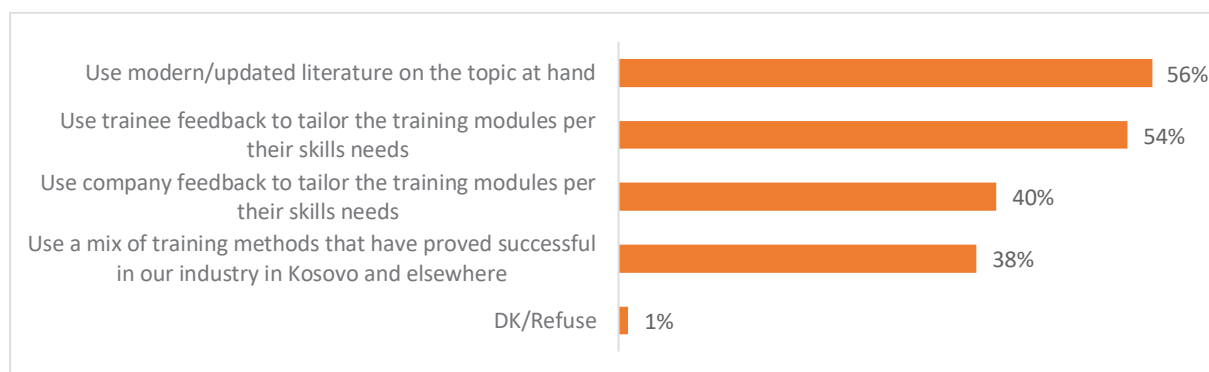
Ensuring training effectiveness is also important for long-term sustainability. When asked how they ensure training effectiveness, 63% of the company representatives declared that they identify a clear trainee goal that the training supports, 49% of them declared that they determine the training activities that will help the trainees learn to perform the tasks, 45% of them declared that they determine the skills the trainee need to perform so s/he can get employed, 35% of them declared they determine the learning characteristics of the trainee that will make the training more effective, and only about 9% of them check whether trainees are employed in the targeted sector.

Figure 28 Ensuring training effectiveness *multiple response



When asked how they ensure training sustainability over time, more than half of the companies use modern/updated literature (56%) and use trainee feedback to tailor the training modules according to their needs (54%). When trainings are offered for employees of certain companies, about 40% of them also use company feedback to tailor the training modules per their needs. About 38% of the companies declared that they use a mix of training methods have proved successful in the industry which they offer trainings in Kosovo and beyond.

Figure 29 Training module sustainability over time *multiple response

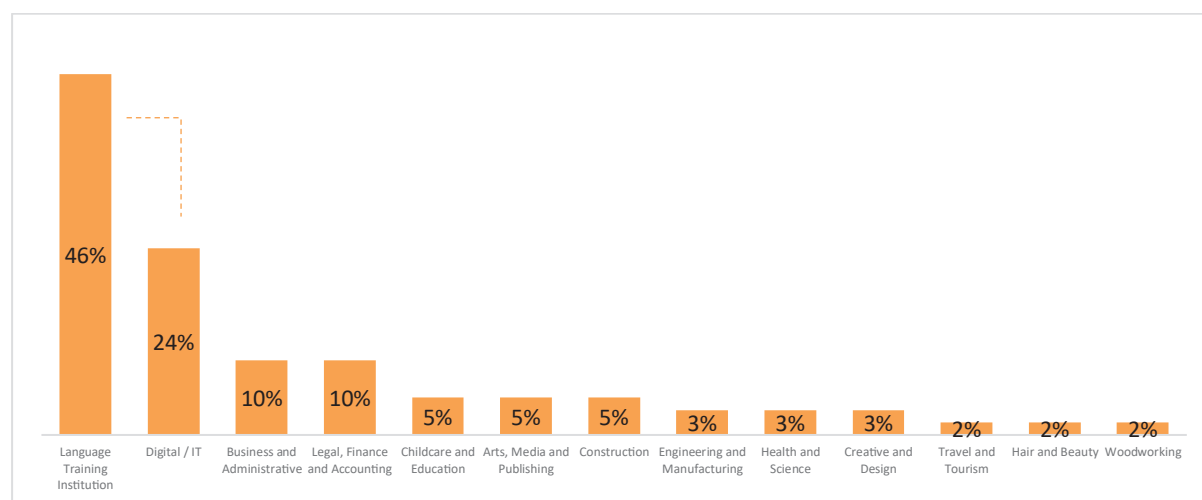


The majority of companies that offer hair and beauty trainings (83%) use trainee feedback and 17% of them use company feedback to tailor the training modules per their needs.⁵ About 75% of construction training providers use trainee and company feedback to tailor their training modules. While 70% of business and administrative training providers and 60% of them use trainee feedback and company feedback respectively. About 67% of engineering and manufacturing training providers use individual trainee feedback, whereas all of them use company feedback. About 60% of the legal, finance, and accounting training providers use both trainee and company feedback. About 57% of creative and design training providers use individual trainee feedback and 29% of them use company feedback. Moreover, around 55% of digital/IT training providers use individual trainee feedback; while even more of them (73%) use company feedback. Further, about 40% of arts, media, and publishing training providers use individual trainee feedback and 60% of them use company feedback. Whereas

⁵ It shall be noted that the difference between trainee feedback and company feedback lies on the fact that some training providers offer trainings for different companies as a group, while others do not. Depending on this, there are differences in percentages by training profiles. For instance, more training providers that offer trainings in construction might work with more companies than individuals, while when it comes to hair and beauty trainings, the training providers might work with more individuals than companies.

about 38% of childcare and education training providers use individual trainee feedback and 14% of them use company feedback. When it comes to foreign language training providers, 49% use trainee feedback and 32% use company feedback to tailor their training modules to the individual trainees or employee trainees' skills needs.

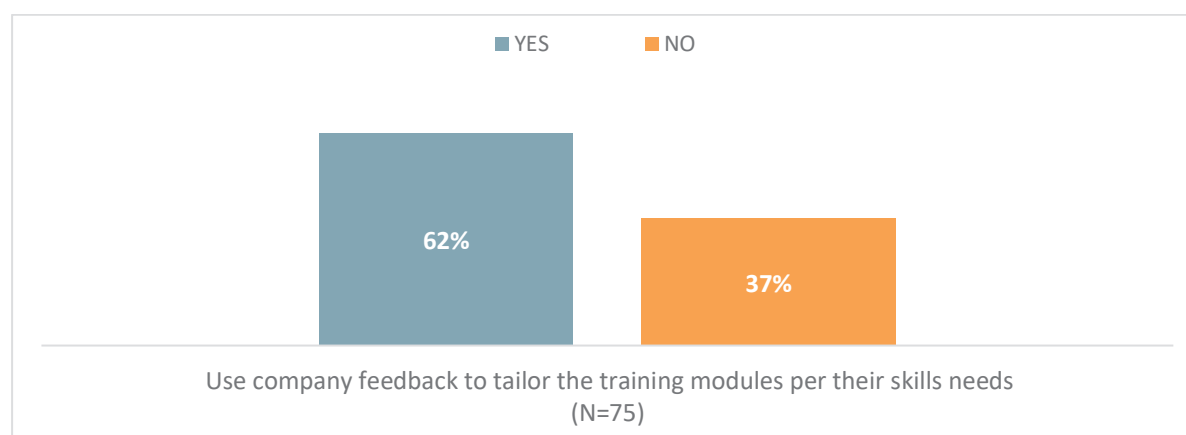
Figure 30 Financially sustainable training providers who use company feedback, by training profile



**only those who do not receive donor support, i.e., are financially sustainable*

When comparing training providers by financial sustainability (here measured by whether they receive donor support or not), 62% of training providers who are not financially sustainable (i.e., receive donor support) (13 out of 21) and 37% (62 out of 167) of training providers who are financially sustainable (i.e., do not receive donor support) use company feedback to tailor the training modules per their skills needs.

Figure 31 Training providers who use company feedback, by financial sustainability



Training sustainability can also be affected by the opportunities that trainees might see after completing a course or certification from a provider. Therefore, it was important to understand whether training providers have any type of cooperation with companies or businesses that enable their trainees to work for the latter after they finish the training provided by the former. Only about 27% of them declared to have such cooperation. Taking into account only training providers that cooperate with companies or businesses that enable their trainees to work for them after the training is completed, about half of them (51%) declared to have established agreements with private companies to provide internships for their students, about 41% declared to have created modules

that pertain to the other companies' employer needs, about 29% declared to have established agreements with private companies to hire their graduates, and about 8% declared to have created work-study dual programs.

Figure 32 Cooperation with companies or businesses that enable their trainees to work for them after they finish the training

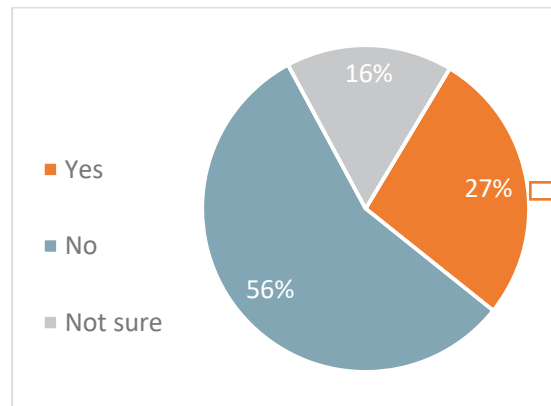
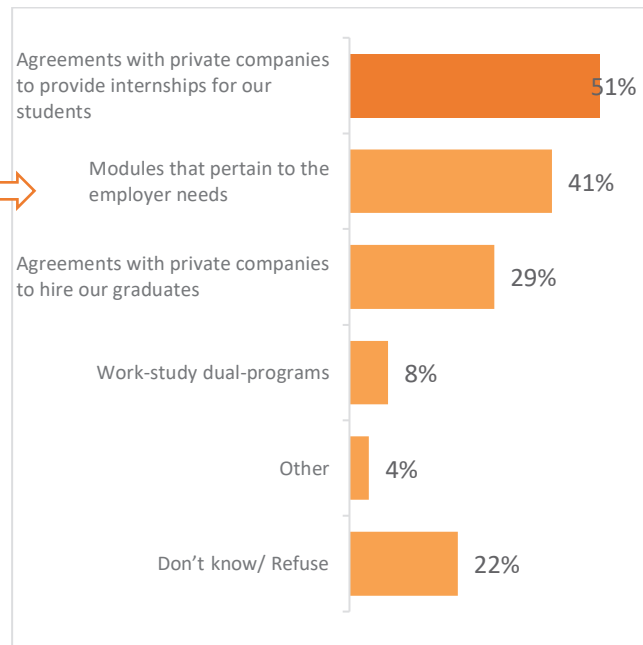


Figure 33 Types of cooperation *multiple response *only those who have some type of cooperation with other companies,



Moreover, taking again into consideration only training providers that cooperate with companies or businesses, some of these cooperations include written agreements and also require funds. About 22% of training providers claimed that they fund these cooperations/programs by themselves, 18% claimed that the funding is done by the company which hires the trainees, 12% claimed that the programs are funded by both partners, and 6% declared that the programs are not directly funded. We further explored why the remaining training companies did not establish such a cooperation and grouped the answers in some categories. As a result, 18% said they did not have the capacity and 16% of them said they did not have an opportunity, and 10% said they did not need to create such cooperations. Some 8% said they only focus in training, and for 9% such cooperation is not applicable since they train minor children or offer childcare via a kindergarten. About 4% of the training providers used them being new to business as a reason to not have created such cooperations with private companies yet. About 27% of them did not have a specific reason or answer to this question.

Figure 34 Cooperation/Programs Funded

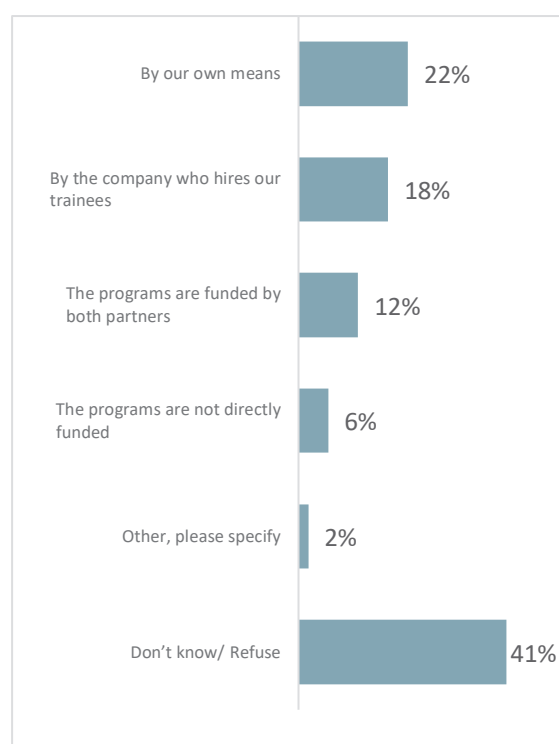
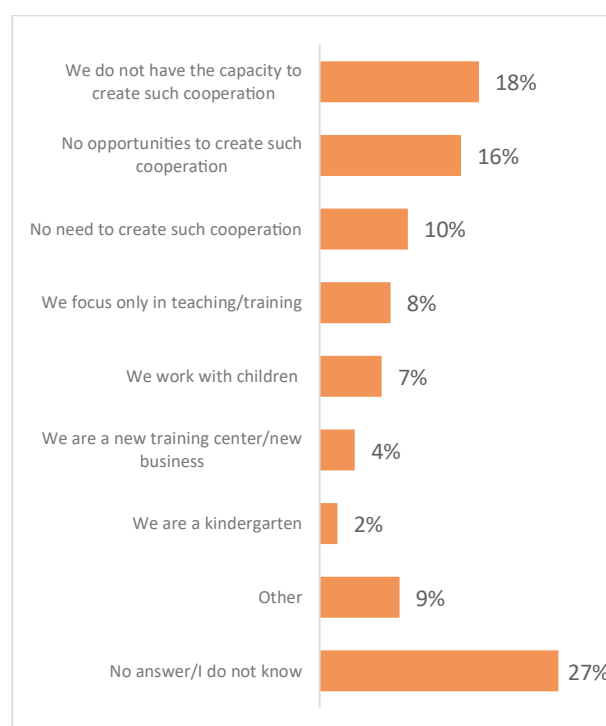
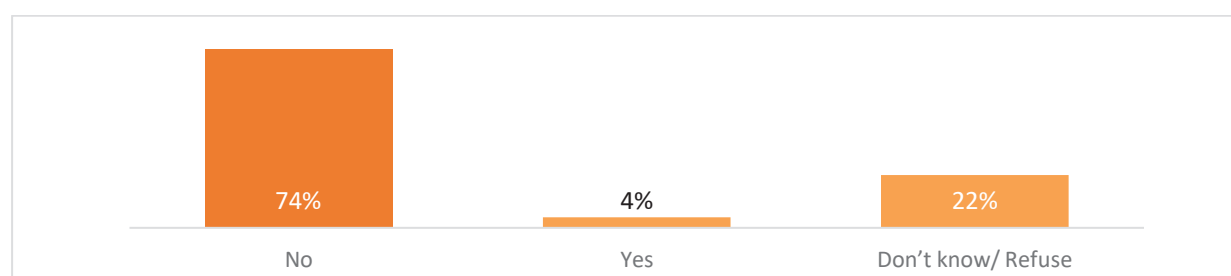


Figure 35 Reasons for not establishing such cooperation's
*only those who do not cooperate with private companies



Very few training providers (4%) claimed to have a cooperation with the Employment Agency of the Republic of Kosovo to mediate job-seeker and job-provider communication. When they were asked of the number of people who have found jobs through this cooperation, two of the training providers said no trainee had found jobs, one of them said one trainee had found a job, one of the training providers said that two trainees had found jobs, one of them said that four trainees had found jobs, and three of the training providers declared that 'many trainees' had found jobs.

Figure 36 Cooperation with Employment Agency of the Republic of Kosovo to mediate job-seeker and job-provider communication



The training providers were also asked about the ways in which they ensure the trainings they deliver are of high quality. Similar answers were grouped in several categories. About 40% of the training providers answered generally on the topic by saying that they ensure that by offering quality training and literature as well as professional academic staff. Another 26% mentioned that they ensure training quality by being totally dedicated to work. Fewer respondents mentioned that they provide ongoing training of the staff (9%), rely on student feedback and success (6%), rely on market research and demand (5%), putting particular focus on practice/applications besides theory (4%), using modern training methods (2%), and investing in technology/digitalization (1%), or conducting exams/quizzes (1%).

When enquired about their future plans to ensure that the trainings are in par with labor market demands, 15% of the companies said they will continue to do the same work as before, 13% said they would conduct market research, 12% said they would work hard, 11% said they would expand the business with staff, subsidiaries, and facilities, 10% said they would update the literature/materials and invest in modern tools, 7% did not have any specific plans, about 4% said they invest constantly on a needs basis, and 2% said they would invest on digitization of trainings and online presence.

Figure 37 Ways to ensure high quality trainings

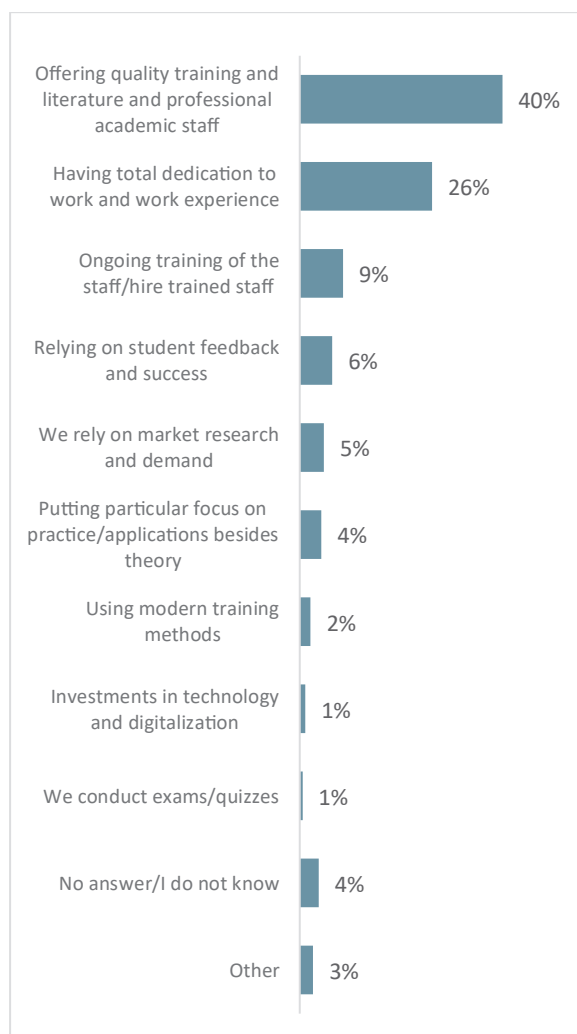


Figure 38 Future plans to ensure that the provided trainings are in line with labor market demands





CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

This report provided the interpretation and analysis of a survey with private training providers in Kosovo which serves as baseline surveys to measure indicators of the Enhancing Youth Employment (EYE) project. The goal of the exit phase (phase III) of the EYE project is to increase the employability of young women and men in Kosovo. Through these three surveys we explored the extent to which that goal was reached.

The aim under outcome 1 is that EYE continues to focus and work directly with training providers in innovating and bringing new training packages to the market, that will fulfill a specific need of the labor market which was mainly measured by the survey with Training Providers which asks them about financial standing, curricula development, evaluation of training effectiveness, outlook on company sustainability, and so on.

As a conclusion, training providers seem to be market oriented as they are financially sustainable mainly without donor support by selling their services through different models. They also offer training courses that are demanded in the market and demanded by trainees/students. They ensure such trainings are offered and are of high quality by relying on their own work ethic, training their staff, conducting market research, and having trainee tracking systems. By offering such services, they indirectly effect employability of their trainees in the labor market. Nonetheless, some training providers seem to lack clear goals regarding training and financial sustainability in the future as well as do not cooperate much with other parties. To be better market mediators, they should focus on creating partnerships with more private companies and the Agency of Employment of the Republic of Kosovo as well to offer training packages and ensuring quicker transition of their trainees to the labor market.

Moreover, EARK should also increase public awareness of its existence and its purpose while at the same time establish collaborations with training providers, job portals, and school-based-career-centers to mediate the labor market through the three venues.