

Research Report



Why the Employment Market System Doesn't Work for Everyone in Kosovo

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List of Abbreviations

CSO – Civil Society Organization
EYE – Enhancing Youth Employment, project of SDC in Kosovo
GE – Gender Equity
GESI – Gender Equality and Social Inclusion
GSE – Gender and Social Equity
GSI – Gender and Social Inclusion
MDA – Management Development Associates
NGO – Non-Government Organization
RAE – Roma, Ashkali and Egyptian Community
SDC – Swiss Development Cooperation
VTCs – Vocational Training Centres

SUMMARY

Why is the employment market not fair to everyone? How can EYE improve the market system, so everyone benefits from economic growth? Those are the questions that this study sought to answer. The focus was on women, Serbs or Serbian-speaking communities, and Roma, Ashkali and Egyptian communities in Kosovo.

EYE reviewed the existing studies and research reports and conducted several new discussions with key informants, particularly organizations representing or advocating for the interests of non-majority people.

The main findings include:

- Most of the constraints and opportunities to improve inclusion in the market system are founded on the lower section of the market system (governance, rules, norms, customs, attitude), such as laws and regulations, motivation and self-confidence, expectations, values, perceptions, standards, trust, and employment practices. Interventions that focus only on improving the training provision and other support services are not enough to enhance the employment market.
- Supporting functions such as training providers and job intermediation services can innovate to provide services that better suit women and non-majority communities. There is sufficient demand for services to reward the efforts of businesses that bring innovation.
- Some challenges that socially excluded people face are related to access to services. It is mainly about access to information because of language, trust, and infrastructure, particularly transportation.

Four key opportunities were identified:

- Role models within communities of socially excluded youths can encourage and inspire youth;
- Social networks are an existing supporting structure on which projects can be built;
- Moving young people away from reliance on patronage to find a job; and
- Shifting mindsets so that socially excluded youth invest in learning to compete for work.

Thirteen recommendations were given to EYE, which may be relevant for similar projects:

- Working through role models to provide direction and confidence to the youth
- Facilitating improved access to information about training opportunities
- Combining training opportunities for jobs
- Supporting training packages that non-majority groups can afford
- Starting with young men and women who will improve themselves
- Improving the mindset of young people for economic aspiration
- Helping trainers communicate value
- Using appropriate means to share information
- Ensuring training is accredited
- Facilitating more non-formal training in English
- Challenging social norms, which helps youth to consider businesses as a valid source of jobs
- Promote successful pilotings

- Being realistic on scale and pace of change
- Make better use of skilled migrants returning to Kosovo
- Identify and select trainers who are women or from non-majority communities.

INTRODUCTION

Enhancing Youth Employment (EYE) project in Kosovo - a project financed by SDC and implemented by the consortium of HELVETAS and MDA - is in the middle of its last project phase (2021-2024). Gender and social inclusion (GSI) has been an integral part of the project since its start in 2013. Although EYE conducted a previous analysis and the project staff has deepened their understanding through project activities regarding causes of gender and social exclusion, we considered that another short period of research might be helpful for the project. There was hope that we would identify new solutions to help the project perform in ways that correct failures in the market system for employment.

The overall goal of EYE phase 3 is to increase the employability of young women and men in Kosovo. It will be achieved in a socially inclusive and sustainable way through systemic interventions in two interrelated areas. The first component regards (1) Young women and men in Kosovo increasing their employability by enhancing market-demanded skills through improved access to training using industry-led training providers and non-formal training institutions. The second component deals with (2) Young women and men who can make better-informed career choices because of a more demand-driven career guidance system while benefitting from a more efficient labour market information system. EYE undertakes a systems approach to analyze and solve problems and an adaptive approach to management. We also balance strategy with opportunism and pursue our long-term goal of a dynamic labour market system while continuously identifying new promising ideas and opportunities. Then we mobilize our resources and partnerships to make change happen.

The following critical social groups were of interest in implementing this study:

- Women
- Roma, Ashkali and Egyptian communities
- Other non-majority ethnic communities (Serbian and other Serbian-speaking communities).

This report outlines the findings of previous research, provides background information on the topic, and describes the method and conclusions of the study, concluding with some suggested actions for future project interventions.

BACKGROUND

EYE's Approach to Gender and Social Inclusion

Social exclusion is described as the process in which individuals or people are systematically blocked from or denied full access to various rights, opportunities, and resources available to members of a different group, which are fundamental to social integration and observance of human rights within that particular group¹, —for example, employment.

Following the SDC's² good examples and HELVETAS'³ strategies, EYE⁴ developed its own gender and social equity strategy (2018 – 2020)⁵. According to HELVETAS, EYE is expected to address the GSE

¹ Identifying social inclusion and exclusion – Def. by UN
<https://www.un.org/esa/socdev/rwss/2016/chapter1.pdf>

² FDFS Strategy on Gender equality and Women's Rights
https://www.eda.admin.ch/dam/eda/en/documents/publications/Chancengleichheit/EDA-Strategie-Geschlechtergleichstellung-Frauenrechte_EN.pdf

systematically. HELVETAS' vision, mission, and values commit it to an inclusive, fair, and sustainable development approach. HELVETAS mainstreams gender and social equity inside its offices, and in its team and fieldwork, in partnerships and collaborations with communities and stakeholders. According to EYE's current GSE strategy, it outlines eight GSE principles:

1. Including the marginalized and excluded groups
2. Being sensitive to local culture while respecting human rights
3. Intervening in a focused manner
4. Acknowledging the needs, opinions and roles of men and women
5. Partnerships based on shared values
6. Highlighting gender equality and social equity in development policy debates
7. Gender equality and diversity in our internal organization
8. Monitoring, learning and improving

EYE's primary target groups are economically poor and socially disadvantaged women and men. EYE is committed to becoming more systematic in identifying the poor and marginalized groups in its project interventions ensuring they are included and benefit from them. But this group is not homogenous. Among them are also disadvantaged groups, women, and non-majority communities, which face barriers that hinder them from improving their lives and contributing to society and the economy constructively. Changing the market system so that these barriers are reduced or removed will require deliberate and appropriate actions as part of EYE's interventions.

Figure 1 below shows an overview of the EYE's target group (youth) and how some specific groups can be marginalized or discriminated against because of stereotypes or other factors. Youth from minority groups may be under-educated, under-skilled, or under-employed. The groups can have common obstacles with others, but there might also be specific ones.



Figure 1 – Targeted groups and sub-groups at EYE project

Meanwhile, there are other sub-groups, which can have their own needs and obstacles. An example of this can be Roma women or Serbian-speaking women.

Research and Experience in EYE's Earlier Phases

Research and experience during the EYE project have revealed the following points:

- Project research in 2020 entitled "Analysis of the Status of Employment, Constraints, and Opportunities of Various Vulnerable Groups in Kosovo" pointed out that there are good rules

³ Gender Equality and Social Equity https://www.helvetas.org/Publications-PDFs/genderequality_socialequitypolicy01_a4.pdf

⁴ Project of SDC in Kosovo, implemented by HELVETAS and MDA https://www.helvetas.org/Publications-PDFs/genderequality_socialequitypolicy01_a4.pdf

⁵ EYE Project – Gender Equality and Social Equity Strategy 2018 – 2020, internal document

and regulations, such as the laws on gender equality and the use of languages. Nevertheless, Kosovo's youth considers these laws not fully implemented or respected.

- Another finding from previous desk research, focus group discussions, and interviews show that the formal education system fails. For example, Kosovo's Serbian education system doesn't adapt to the market's needs. Also, some women and youth from non-majority communities are less skilled and educated than men and other majority youth. Most socially excluded young men and women aren't aware of constantly adapting to the system (i.e., being aware of what they studied and learned in formal education isn't enough to have a secure job) and that they need to capture learning through formal and non-formal training.
- There is a lack of trust between education institutions, businesses, and socially excluded parts of the labour force. Companies perceive that graduates from schools, colleges, and training centers have insufficient or inappropriate skills for the work. Socially excluded youth do not trust businesses to give them jobs due to prejudice in the employment market. They do not trust education institutions to provide them with fair access to learning opportunities.
- The government does not equitably provide information and services, as required by Law, to non-Albanian-speaking communities regarding work and training opportunities, which is a significant barrier to labour integration. Although sometimes formal obligation is fulfilled, those half-formal channels such as social networks where information is spread (for example, written by ministries or other Government institutions) are also not available in other languages than Albanian.
- Even without the language barrier, youth from minority groups do not believe non-formal training opportunities are intended for them or will eventually lead to work. This perception changes if the training is accredited and recognized internationally. In such cases, young people are more willing to invest their time, energy, or money into the training.
- When the minority youth possess adequate skills and knowledge, it does not mean they are easily employed due to prejudice by employers.
- It is helpful if youth from minority communities and young women connect with a representative, advocacy, or liaison organizations and networks, such as industrial clusters. Employers are also connected to such organizations, which increases the chances of finding work.

METHODOLOGY

Through this study, we want to understand why Kosovo's employment system doesn't work for everyone. Specifically, we want to explore:

- Examples of how some people cannot get training or find work because of their social status (gender or community group) include. What is happening?
- Why is this difficulty emerging? What are the root causes?
- What is government doing about this? Is it working?
- What is civil society doing, and is it working?
- What might be the incentives in a market system to cause change?
- Are the incentives really there? And are they weak, hidden, not fully known?
- What could EYE do to help fix the market system?

The stages of the research and data verification include: (1) identification of stakeholder representation organizations and key informants, (2) desk research of existing studies and research, and (3) interviews and focus group discussions with some stakeholders (see list in annex). EYE conducted three focus group discussions with the Touristic Organization of Gracanica, Gracanica Innovation Center, and Better Future (Klokot). We have included focus group findings from previous EYE studies, e.g., with young Albanian women, Roma, Ashkali, and Egyptian communities. EYE

reviewed and analyzed relevant reports and publications of local and international organizations regarding the targeted group's inclusion in Kosovo.

CURRENT SITUATION IN KOSOVO

Status of Women in Employment

Women's labour force participation in Kosovo is worryingly low. Based on the official Kosovo Labour Force Survey for the first quart of 2021, the inactive workforce is relatively high, focusing on females at 78%. According to official statistics, only 16% of women are employed in the labour market. The Women's Network identified several reasons for women's low labour force participation, including prevalent socialized gender roles, according to which many people still believe women's role is at home; the absence of affordable, accessible childcare; occupational gender stereotypes; low property ownership (17% of all properties) that hinders access to capital; undocumented work in the informal economy; and the overall poor economic climate.

Review of the legal situation

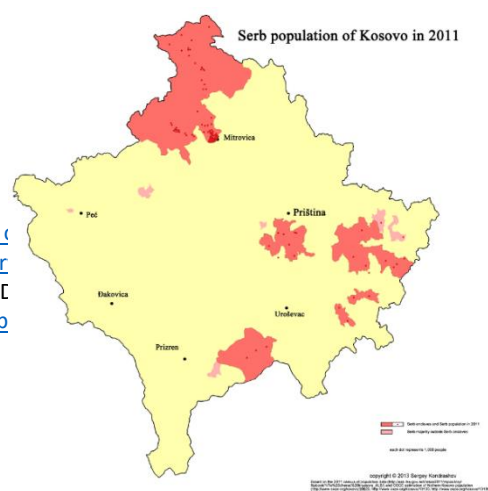
According to the current Kosovo constitution, communities are defined as national, ethnic, cultural, linguistic, or religious, traditionally present in Kosovo but not in the majority. Apart from the Albanians, these groups are Serbs, Turks, Bosniaks, Roma, Ashkali, Egyptians, Gorani, and other communities. There are 38 municipalities in Kosovo, 27 of which have an Albanian ethnic majority, 10 Serb, and 1 Turkish⁶. According to the Law, Albanian and Serbian languages and their alphabets are official languages of Kosovo and have equal status in its institutions. The Turkish, Bosnian, and Roma languages have the status of official languages at the municipal level or are in official use following the Law on the Use of Languages⁷.

The Kosovo Civil Service Law⁸ No.03/L-149 requires that a minimum of 10% of positions at the central level are reserved for "persons belonging to communities that are not a majority in Kosovo" and that at the municipal level, representation must be proportionate to the demographic composition of the municipality.

The Law on Gender Equality (LGE)⁹ aims to 'guarantee, protect and promote equality between genders as a fundamental value of democratic development of the society.

Who is living where?

According to the most recent and reliable estimates from the 2010 and 2013 OSCE data, 146,128 Serbs lived



⁶ Municipalities in Kosovo https://en.wikipedia.org/wiki/Municipalities_of_Kosovo

⁷ The Law of Use of Languages <http://www.komisioneri-ks.org/repository/>

⁸ The Kosovo Civil Service Law⁸ No.03/L-149 <https://gzk.rks-gov.net/Acti>

⁹ The Law on gender Equality https://equineteurope.org/wp-content/uploads/2020/03/ON_GENDER_EQUALITY.pdf

in Kosovo¹⁰ (down from around 300,000 in 1999), making up 7.8 percent of the total population. Of these, 70,430 were in North Kosovo and 75,698 in southern Kosovo, with ten municipalities where Serbs are a majority. According to the research on Serbian Majority Municipalities¹¹ (in figure 2 with red areas are 10 Serbian majority municipalities), over 40% of **Serbian¹² citizens in Kosovo** mentioned unemployment and their economic position as their most significant problems¹³.

OSCE estimates suggested in 2010¹⁴ that around 34,000 Roma people were living in Kosovo. Since the 1990s, however, the Roma community has been divided into three self-identifying groups: Roma, Ashkali, and Egyptians. Kosovo's Roma speaks either Serbian or Romany as their first language. Ashkali and Egyptians speak primarily Albanian as a first language and commonly live with

Figure 2 - Serbian majority areas in Kosovo

Albanians in urban areas and villages. The latter differs from the former because they consider their ancestry traced to Egypt. Those identifying as Roma speak Romany or Serbian and live in mixed Serb/Roma or single ethnic villages and enclaves scattered throughout Kosovo. Roma, Ashkali and Egyptian communities have higher unemployment and inactivity rate and higher percentage of NEET¹⁵ (not in education, employment, and training), higher levels of poverty, lower educational attainment, and lower access to other public services than the overall population of Kosovo. Roma, Ashkali, and Egyptians have an unemployment rate of 49%, whereas their NEET rate is 78%.

On the map is Kosovo, which includes regions:

- Central (Prishtina)
- North (Mitrovica)
- East (Gjilan)
- West (Peja)
- South (Prizren)

¹⁰ Minority Rights Org – Serb estimation in Kosovo <https://minorityrights.org/minorities/serbs-3/>

¹¹ In the 10 Serbian majority municipalities in Kosovo, few sectors, including Health Care and Education, are under the Serbian system. These sectors are the biggest employers.

https://en.wikipedia.org/wiki/Community_of_Serb_Municipalities

¹² Serbian enclaves in Kosovo https://en.wikipedia.org/wiki/Serbian_enclaves_in_Kosovo

¹³ Trend Analysis 2019 - Attitudes of the Serbian Community in Kosovo <https://civicenergycenter.org/new/wp-content/uploads/2019/11/Analiza-trendova-SRB.pdf>

¹⁴ Minority Rights Org – RAE <https://minorityrights.org/minorities/roma-9/>

¹⁵ Perspectives of RAE youth on decent work opportunities and challenges in Kosovo https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-budapest/documents/publication/wcms_648875.pdf

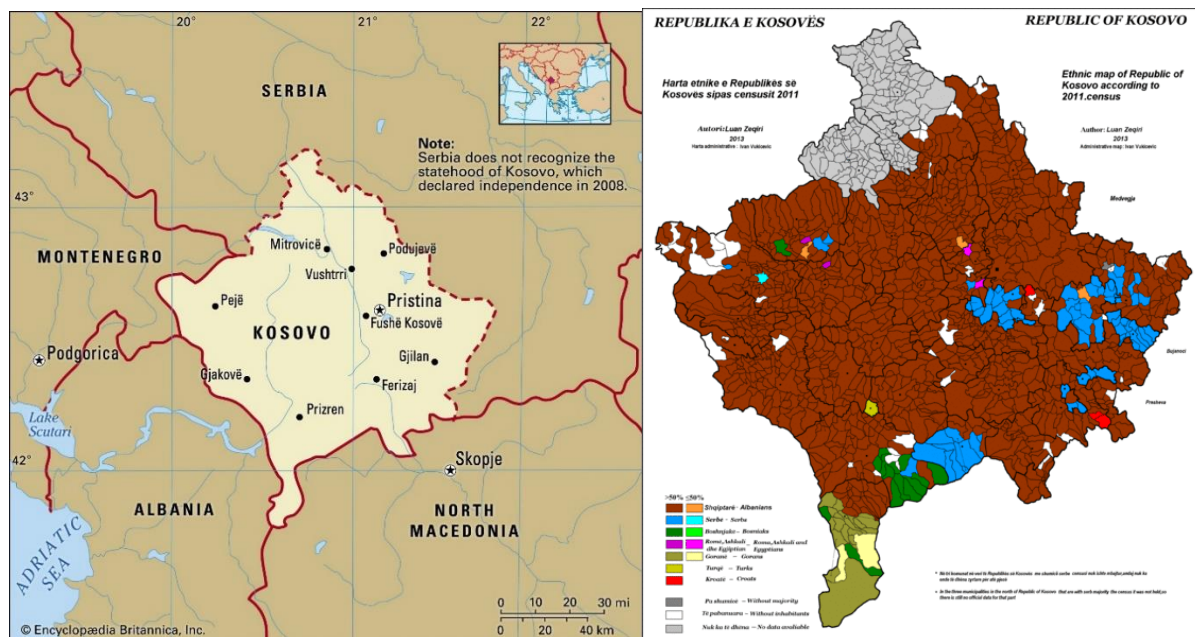


Figure 3¹⁶-Examples of Kosovo maps

Worth mentioning is the southwest city of Gjakova/Đakovica, and the southeast city of Ferizaj / Uroševac.

Serbian community in Kosovo generally lives in all regions but within mentioned ten municipalities. Except it, Serbs are the majority in different enclaves inside of Kosovo Albanian majority municipalities, and examples of this are:

- Central region: Gracanica,
- North region: Mitrovica North, Zvečan, Zubin Potok and Leposavić,
- East region: Novo Brdo, Klokot, Ranilug and Partes,
- South region: Strpce.
- Between central and north region Municipalities of Vucitrn/Vushtrri and Obilić: Plemetina, Priluzje, etc.
- West region: Gorazdevac (in Peja), Osojane (in Istog),
- Southwest region: Velika Hoca and Orahovac (Rahovec/Orahovac), etc.

Roma, Ashkali and Egyptian communities have significant population in:

- Central region: Fushe Kosove (Roma and Ashkali), and Gracanica (mostly Roma and Serbian as a second language),
- North region: Mitrovica (sometimes although they are living in Mitrovica South, they attend schools in Serbian education system in North),
- Southeast region: Ferizaj (mostly Albanian-speaking Ashkali community),
- Southwest region: Gjakova (part of them who are living in the central part of the town are integrated well, and the ones who live outside the city are very isolated),
- West region: including the Egyptian community in Istog, as well as in Peja region.

¹⁶ Maps are obtained from Wikipedia/Google. Sources: <https://www.britannica.com/place/Kosovo> and https://commons.wikimedia.org/wiki/File:Kosovo_ethnic_map_2011_census.GIF

Gorani and Bosniak communities are mainly living in the very south part (Prizren, Dragas) but can be found in the north (Mitrovica) and central region (Prishtina). The Turkish community is mainly in Prizren, and the small Mamusha municipality primarily consists of Turks.

Croatian community (together with Roma and Albanians) lives in the village of Janjevo, close to Gracanica municipality, and mainly attends the Serbian school system. Similar is with Montenegrins who are integrated within the Serbian community where this community is living.

RESULTS, ANALYSES & OPPORTUNITIES FOR CHANGE

Key Findings

The key findings are summarised below.

Wrong expectations because of weak career guidance. Formal education is known for not preparing young people for the current or future labour market. Young people do not select to study the profiles that bring them faster job opportunities, such as technical profiles. They lack vision, as well as their parents. They do not have the skills required for existing professions and are mostly unaware of this problem.

Demotivation and unwillingness to improve themselves and search for jobs because of unfair employment practices. They notice nepotism instead of networking (Words "Njoftësi" in Albanian or "Veza" in Serbian are translated loosely as 'somebody you know' or 'connection advantage'). The existence of this powerful determiner in Kosovo for whether an individual will become employed is as corrosive as believing in its presence.

Poverty restricts access to training, yet social exclusion is a major cause of poverty. Subsidizing training for some people so they can prove the value of the training to others in their social groups is a useful approach. However, it may not lead to all people pursuing the opportunity because of other unresolved social constraints (e.g., location, gender restrictions, trust etc.).

Youth are not satisfied with acquiring new skills, as it doesn't mean they will get a job, maintain it, or be better paid. Sometimes because of their previous experiences - learning did not bring them a job, however mainly because of the abovementioned—they do not believe their skills are crucial, so they consider the solution to find a connection ("Njohesi" / "Veza") primarily for some public job, or eventually in emigration if the latter does not work. If they improve their skills, they want to be paid significantly better, which is impossible in the local market.

Most successful people or role models are not noticeable. They are already outside their sight, abroad, or not promoted well. It is demotivating for young people to know a more significant number of unsuccessful than successful individuals who studied or finished faculties and did not find a job.

Unequal representation in institutions. Quotas for women and non-majorities in public institutions are not entirely achieved because of inadequate active recruitment measures for public enterprises. They do not adequately advertise vacancies to non-majority communities. Suppose nobody from the Serbian or Roma community is employed in a specific institution. In that case, the probability of information reaching these communities is low, not to mention having the initiative to apply or pay for the service.

Low self-confidence. Most vulnerable or excluded groups have low self-confidence because they have weak networking and do not know many people (especially outside their comfort zone) who can influence their joint initiative, and as a result, they don't search for jobs or training.

Perceptions in society. The men are meant to feed their families and are responsible for reaching this target. In contrast, women are expected to take care of children, mainly doing housework, which is an unpaid job. Young or middle-aged people are expected to care for parents and elderly family members. People expect that vulnerable and excluded groups will work for less, and they will pay them less (same with women and non-majority groups).

Societal judgments and stereotypes about the occupation. For example, women in Kosovo are less expected to be waitress or do any job that includes night shifts; Roma individuals are known as good singers etc.

Welfare dependency is a problem as it deters people from getting formal jobs. The fear is that their job may end, and the person may not receive welfare payments again. Also, the welfare payment is of similar value as a low-paid job.

There is a lack of trust in institutions, and younger generation do not know each other. Not learning the language of their neighbour is not only an issue. Those who live in Albanian majority areas in Kosovo know nothing about those residing in Serbian majority areas in Kosovo and vice versa. They are very close geographically, yet so far in their worlds. Those from Serbian majority areas do not even try hard to improve their situation and get better access to employment and training in Albanian majority areas. However, youth from Albanian majority areas look only at their interests and issues and ignore those of others. And when initiative is undertaken, it's mainly in a worse direction, which explains the invisibility of these "two worlds" to each other, affecting low access to information, training, and other possibilities.

Frameworks of Analysis

EYE has devised a simple framework to analyze the labour market in Kosovo. Youth are placed at the framework's center while each part's social identity features are illustrated.

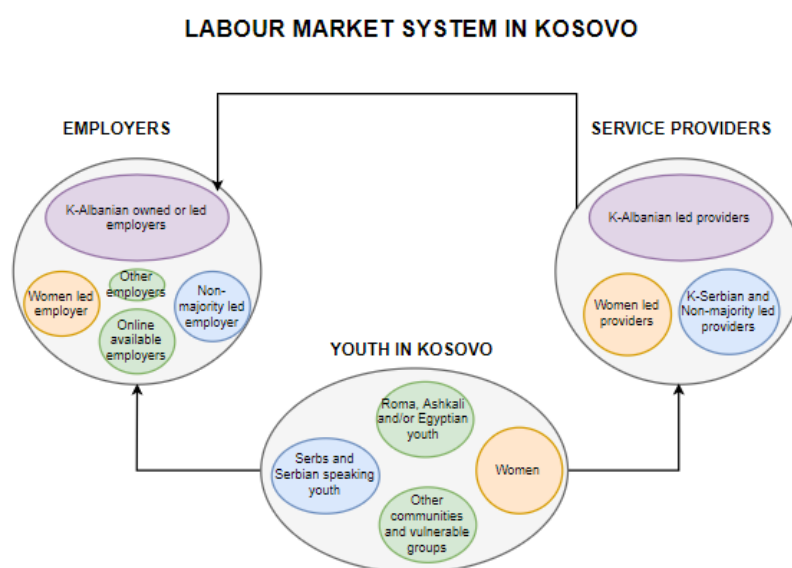


Figure 4-Relationship between youth (socially excluded), service providers, and employers

Youth can find work directly with employers or through a service provider (such as a job portal or training provider), or they can start their own business. The framework reminds us that social identity influences how youth find work.

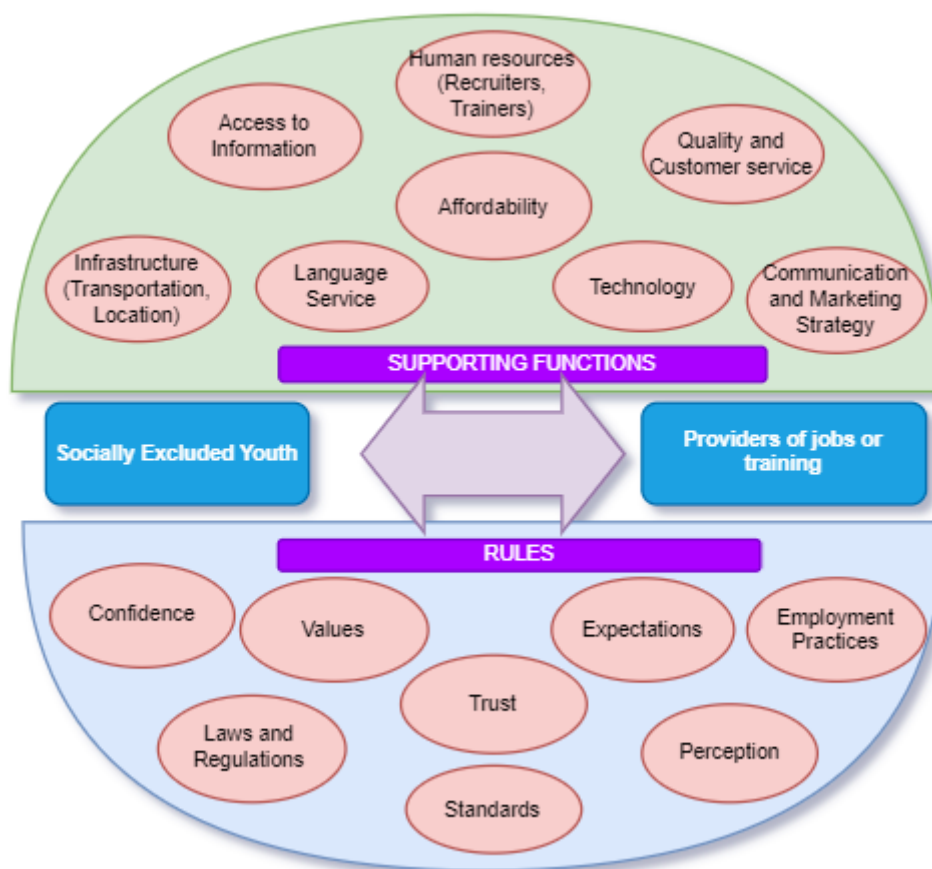


Figure 5 - Employment market system in Kosovo. Relationship between excluded youth and service providers, with rules and supporting functions

The figure above shows the employment market system in Kosovo with its 3 (three) components: the core market, supporting functions, and the rules. Here, the core market shows the relationship between our target group—socially excluded youth (women, Serbs, Roma, Ashkali, and Egyptian communities), and as we are trying to simplify it—the providers of jobs or training. In our case, the providers offer training, job-matching, or career guidance, but they can also be employers. What is happening between these two is that providers (should) provide services or jobs to socially excluded youth.

In supporting functions, there are services, resources, and infrastructure. In our case, to develop or improve the jobs' availability, these supporting functions are crucial: access to information, infrastructure (location and transportation), human resources of providers (recruiters, trainers), quality and customer service, communication and marketing strategy, service language, and sometimes use of technology.

Market systems also include written and unwritten rules (laws, regulations, standards, social rules, and behaviours) that influence when, how, and where exchanges occur. In our case, this part plays very significant role. It includes laws and regulations, motivation and self-confidence, expectations, values, perceptions, standards, trust, and practices. Government and regulatory agencies, political power, providers, and businesses often create rules. However, in our case, they are shaped by

broader societal values and attitudes that restrict women's and non-majority communities' access to services and work.

Opportunities for change

Research has been conducted to identify how EYE or development programs in Kosovo could help socially excluded youth increase their employment opportunities. Several opportunities arise from the study and analysis:

- **Role models:** Socially excluded youth might benefit from seeing their peers succeeding in work. Such role models would encourage them to aspire to find a job and would show that success is possible. Selecting role models that have competed relatively in the market based on competence and attitude is crucial.
- **Promoting networks:** Socially excluded youths have robust social networks within their community. While nepotism ("Njohesi"/"Veza") is not a sustainable solution for making the employment market work for everyone, building on the strengths of social networks is a viable opportunity to improve the functioning of the market system. For example, social networks can share information about training or vacancies, endorse a training provider, or endorse an employer. Youth can also use social networks to support each other in their career advancement activities.
- **Changing the way youth search for jobs:** Clarify that political patronage systems aren't the only solution to unemployment and that businesses are a valuable source of new economy jobs.
- **Attitude shift:** Socially excluded youths will be more successful in the labor market if they recognize that formal learning during childhood is insufficient to find work and stay employed and that non-formal education is essential for a successful career.

RECOMMENDATIONS

The following recommendations are made for EYE but may be relevant for similar projects:

- **Role models:** Socially excluded youth need high levels of motivation to overcome the challenges that society creates. Community role models are a good way of showing that anyone can make it.
- **Training >>> job packages:** EYE should find ways to get training providers to connect with future jobs so that trainees from socially excluded situations can be more confident that the training will lead to a job.
- **Work with the willing:** Try to prioritize intervention efforts to support these more inclined and motivated youth to improve their employment situation. In this regard, civil society organizations may be helpful. A secondary attempt can be made to increase the youth's willingness.
- **Mindset:** Put forth an effort in finding partners to help reset the mindset of socially excluded youth, so they are more motivated and committed to finding work.
- **Communicate value:** Training providers can be helped to communicate better the value of the courses they offer in ways that reach socially excluded youth and highlight value points that resonate with them.
- **Access to information:** Ensure interventions emphasize the promotion of information regarding training and work opportunities to socially excluded groups. Do not assume that the usual methods of communication will be sufficient.

- **Accredited training:** Certificates of accredited training, especially if recognized internationally, are a particular incentive for socially excluded youth who hesitate to pay for the training.
- **Non-formal training in English.** As the younger generation in Kosovo communicates mainly in English, standard non-formal training courses should have the program offered in English at least (when they do not have both Albanian and Serbian). These courses provide the possibility of having Albanian and Serbian-speaking youth in the same class.
- **Challenging social norms:** Public campaigns that local government and political parties are not the "one-stop shops" to find a job. Young men and women can get jobs based on competence, attitude, and experience.
- **Piloting and promotion:** Sometimes, it is necessary to subsidize the cost of training for a piloting group to achieve recognition for the course by the trainees or to show the training provider that the socially excluded youth are a valued market segment. However, such pilotings must be followed by significant promotion to publicize their experience. The piloting aims to make a point and stop and not repeat it. Promoting the success of piloting to potential trainees is an excellent way to foster greater trust in the training, while endorsing it to other trainers will make the market segment value more understandable. Civil society organizations representing or advocating for the socially excluded youth may be in an excellent position to promote successful piloting.
- **Be realistic on a scale:** The roots of social exclusion are old and deep and won't be easily removed. EYE should recognize that change, as described in project targets, and the social exclusion cannot be represented just in the scale of change but more in the change's sincerity and institutionalization. EYE should more fully communicate the systemic nature of the achieved changes.
- **Returnees:** Finding ways to attract skilled people from socially excluded groups to return to Kosovo to establish businesses or provide training. It is likely that they are less prejudiced and are more acceptable to socially excluded youth. For example, if someone from the Roma community offers technical training on tiling, the course is more likely to attract trainees from the Roma community.
- **Selecting trainers from the non-majority communities or who are women:** This would increase the participation willingness of socially excluded groups.

Annex 1 – List of interviewed institutions and organizations

- Government of Kosovo - Ministry of Communities and Return
- Government of Kosovo - Prime Minister's Office of Community Affairs
- Municipality of Klokot – Cabinet of Major
- Center for Affirmative Social Actions - CASA
- Touristic Organization of Gracanica - TOG
- Gracanica Innovation Centre - GIC
- Better Future Klokot
- Voice of Roma, Ashkali and Egyptians

Findings included also shared knowledge from:

- SDC's Gender Workshop, which was conducted in May 2022 in Prishtina
- The GSE Strategy & Marker - GSE in HELVETAS Sessions in June 2022

Annex 2 - Examples of private service providers partnering with EYE

Examples of private service providers	Kosovo Albanian-led	Women-led	Kosovo Serbian or non-majority-led
Training providers	<i>Korabi Innovation Center (pastry)</i> <i>BONEVET (Prishtina, Kacanik, Gjakova)</i> <i>Speeex Education,</i> <i>Shkolla Digjitale,</i> <i>jCoders,</i> <i>IT& CAD Training Center,</i> <i>Universum,</i> <i>BIT Academy,</i> <i>Cacctuss Education,</i> <i>United Pixels,</i> <i>SHPDK,</i> <i>Baff Works,</i> <i>Manafera,</i> <i>Beetroot Academy,</i> <i>PBC Academy,</i> <i>Weld Tech,</i> <i>Kolegji European i Kosoves</i>	<i>KosovaLive (journalism),</i> <i>Bardha (textile),</i> <i>Jungle (IT)</i> <i>Melita & Partners</i>	<i>Gracanica Innovation Center,</i> <i>NGO Local Initiative Link / Mitrovica</i> <i>Innovation Centre</i>
Industry leaders and associations	<i>KIMERK – Metal Association,</i> <i>Dekoriti (Wood processing).</i> <i>Shehu (Wood processing, CNC)</i>	<i>Kosovo Retail Association</i>	<i>Nucleus Beekeepers Association</i>
Job-matching providers	<i>KosovaJob.com</i> <i>PortalPune.com</i>	/	<i>PosaoNaKosovu.com</i>
Career / information providers	<i>School-based Career Centers,</i> <i>KCDF (Busulla.com)</i>	/	<i>Media Center – Caglavica (access on info)</i>