



Getting to Lisbon

ASSESSING VOCATIONAL TRAINING NEEDS AND
JOB CREATION OPPORTUNITIES FOR RURAL WOMEN

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ABBREVIATIONS AND ACRONYMS

ABETS	Adult Basic Education and Training System
CVET	Council for Vocational Education and Training
ETF	European Training Foundation
GDP	Gross domestic product
GTZ	German Development Cooperation
IKS	Kosovar Stability Initiative (Iniciativa Kosovare për Stabilitet)
ILO	International Labour Organization
IMF	International Monetary Fund
IOM	International Organization for Migration
ISCED	International Standard Classification of Education
KDSP	Kosovo Development Strategy and Plan
KEK	Kosovo Energy Corporation
KFOS	Kosovo Foundation of Open Society
KFOR	Kosovo Force (NATO)
MAFRD	Ministry of Agriculture, Forestry and Rural Development
MCYSNRA	Ministry of Culture, Youth, Sport and Non-Residential Affairs
MEST	Ministry of Education, Science and Technology
MLSW	Ministry of Labour and Social Welfare
MTI	Ministry of Trade and Industry
NGO	Non-governmental organization
OXFAM	Oxford Committee for Famine Relief
PTK	Post and Telecommunication of Kosovo
SASS	Strengthening Rural Advisory Support Services
SIDA	Swedish International Development Cooperation Agency
UNDP	United Nation Development Programme
UNICEF	United Nations Children's Fund
UNMIK	United Nations Interim Administration Mission in Kosovo
VAT	Value added taxes
VTC	Vocational Training Center
WLP	Woman Literacy Programme

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The team – on behalf of all women facing barriers to education and employment in rural Kosovo today – would like to thank UNICEF in Kosovo for taking the initiative to raise the issue of employment and the need for vocational training of rural women by commissioning this report. We hope that the findings and recommendations will assist the Kosovo government and donor community to devise policies to empower women through education and training and hereby promote more equitable and sustainable development in the future. Education for all is key to poverty alleviation, as well as social and economic cohesion.

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METHODOLOGY

The analysis is based on a research methodology combining extensive literature review with qualitative and empirical research. The field research was conducted by a multi-disciplinary team of six analysts from July 2007 to October 2007.

The present report draws on more than 150 in-depth interviews conducted with policy makers, practitioners, women learners and business actors in Prishtinë/Priština, Podujevë/Podujevo, Prizren, Rahovec/Orahovac, Skenderaj/Srbica and Mitrovica municipalities. In-depth interviews with key informants are a defining feature of this research methodology as illustrated by the use of quotes and personal stories.

Interviews were conducted in a semi-structured format on the basis of two surveys specifically designed to understand labour market trends and future skills needed by local enterprises and to identify obstacles that prevent women from participating in the economy. Surveys were supplemented with in-depth interviews and on-site visits. The findings of this report are presented in narrative, tables and as percentages. The three sampled communities are diverse in size (ranging from 72,490 to 131,300 inhabitants), geography, economic structure and income levels. Combined, they share many of the characteristics typical for rural Kosovo and represent a cross-section of issues and challenges. The sample of businesses interviewed range from one-woman shops to companies with 367 employees, from private to socially owned as well as recently privatized companies. The businesses interviewed are a representative snapshot of Kosovo's rural private sector.

In accordance with the original terms of references, the first chapter consists of an overview of current macroeconomic indicators and employment trends. Chapter 2 and 3 focus on skill needs and labour market trends in three sample municipalities in western, central and north-eastern Kosovo. Chapter 3 introduces the reader to traditional views restricting women's choices. Chapter 4 contains a critical review of existing vocational training provisions and adult education programmes. It also touches on issues of accessibility, labour market relevance, budgeting for education and training and gender equality. Chapter 5 contains an appraisal of the UNICEF Women Literacy Programme and explores ways to move forward. In the concluding chapter, we address the link between education, employment and migration and present a vision for the future. The policy recommendations are summarized in Chapter 7.

EXECUTIVE SUMMARY

Amidst the diplomatic tug-of-war about Kosovo's final status, it is easy to lose sight of the long-term development challenges that need addressing regardless of Kosovo's political future. There are five issues of particular importance that policymakers concerned about Kosovo cannot afford to ignore:

- **Functional illiteracy continues to be widespread.** Fourteen per cent of rural women compared to 4 per cent of rural men are illiterate.¹ Another 12.5 per cent admit being functionally illiterate.² In other words, one in four rural women does not know how to read a doctor's prescription, how to vote, request a birth certificate from the municipality, add up prices at a local market or read a bedtime story to their children.
- **Women are Kosovo's largest untapped economic resource.** Lacking basic literacy and numeracy skills, the majority of Kosovo women are effectively excluded from the labour market. Two out of three women of working age are economically inactive; only nine per cent of women have a wage job. Meanwhile, the share of women-owned businesses is only nine per cent.³ The situation is even more dramatic among low-skilled women where less than five per cent of women without secondary school education had a job in 2006.⁴
- **Unless Kosovo invests more in its own people, it stands no chance of becoming a competitive economy within the European Union.** Kosovo urgently needs integrated policies to diversify its rural economy and funds to invest in human capital development. The future of women farmers, youth and minorities depends on their ability to enhance farm productivity, make a successful transition to non-farm employment or generate income through self-employment. Investments in core skills and lifelong learning are key. Failure to enhance the employability of rural women will keep Kosovo trapped in a vicious cycle of underdevelopment and rural poverty.

1 UNICEF, Elena Galliano, Elena Volpi, and PRISM 'Early Childhood Education & Women Literacy Programme, Final Report, Midterm Evaluation', 2004, p. 5.

2 MEST, UNICEF and SOK 'Gender Review in Kosovë/Kosovo', 2002, p. 7.

3 SOK, Number of registered business and taxpayers of women-owned business in 2006, provided by Hysni Elshani, statistical officer SOK, September 2007.

4 SOK Social Statistics, "Labor Market Statistics 2006", p. 34.

- **The key to stability in Kosovo lies in education and enhanced labour mobility.** As Kosovo moves from an agrarian economy to a modern European economy, surplus agricultural labour will need to shift from subsistence farming to skill-based, non-farm jobs. In the years to come, Kosovo stands no chance to create enough jobs to absorb the unemployed. Kosovo needs outside help to ease the pressure. As a token of its commitment to stability and prosperity in the region, the European Union needs to invest in education and training **in** Kosovo and open its borders for temporary migration **from** Kosovo. Without the economic safety valve of labour migration, Kosovo may face social unrest and political instability.
- Kosovo society – politicians, civil society, teachers, the media and opinion makers – must **take a hard look at cultural attitudes, traditions and social norms** that prescribe the role and position of women and limit their choices and opportunities. The *Europeanisation* of Kosovo must start in the minds and in the homes first. Laws instituting equal rights often are not enough to eliminate persistent gender inequalities. Relying on economic growth is also not enough to address economic inequalities. The fight against prejudice and exclusion is the responsibility of everyone.

The aim of this report is to provide new ideas and policy input for the design of a comprehensive strategy to empower women to take a more active part in Kosovo's society and economy. The report seeks to foster a national debate exploring the links between economic development, education and labour mobility. It also raises awareness by pointing to prevailing cultural barriers and prejudices limiting women's choices.

Hence, this report is about more than rural women, it is essentially about Kosovo's economic future. If Kosovo truly aspires to converge towards European living standards, the promotion of life-long learning and human capital development must occupy a central place in economic and social development strategies.⁵

Education and training are the instruments to develop the sort of society Kosovo wants to be in the future. Education is the key to make Kosovo a competitive player in Europe, and to help Kosovo society to become 'European' in terms of gender, social and economic equality. Education also plays an important role in consolidating Kosovo's young democracy. Democracy depends on active citizenship and people's ability to make informed choices.

The challenge is enormous, but Kosovo does not need to reinvent the wheel. When Portugal joined the Community on 1 January 1986, educational attainment levels were far below the European average. In the early years, a steady stream of Portuguese migrant workers moved north in search of

5 European Training Foundation, Kosovo, ETF Country Plan, 2007.

jobs on construction sites or as agricultural labourers. Fourteen years later, on 23-24 March 2000, Portugal hosted a historic European Council summit in Lisbon. Here, European heads of state solemnly endorsed that people are Europe's main asset. When launching the Lisbon strategy, European governments agreed that by 2010 the European Union should become *"the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth, with more and better jobs"*.⁶

'Getting to Lisbon' summarizes the challenge ahead of Kosovo but also implies that policymakers can look to Europe for inspiration and guidance. With the support of a proactive European Union, it is possible to make this quantum leap. By 2022, fourteen years from now, it can be Kosovo's turn to host an EU summit and name a landmark strategy after *Prishtinë/Priština*.

6 EU Presidency Conclusions, Lisbon, para. 37.

INTRODUCTION

'Education can help to lay the foundations for peace, nation building, poverty reduction and economic growth. It is no exaggeration to say that the future of Kosovo depends on what and how it invests in the education of its people.' ⁷

Modern economies are driven by information and knowledge. The hard truth is that the weakness of Kosovo's education and training system and the low levels of skills are acting as a break on economic growth and development. Kosovo is trapped in a vicious cycle of sluggish economic growth, weak private sector development and rural poverty.

With per capita income of 1,300 Euro, Kosovo is an island of poverty in the heart of Europe.⁸ With only 54 per cent of the working age population economically active, Kosovo has the lowest labour force participation rate in Europe. Subsistence agriculture is still the largest employer; 85 per cent of food produced in Kosovo never makes it to the market. Forty-five per cent of the population in Kosovo lives below the poverty line – on less than 1.40 Euro a day.⁹ Registered unemployment has been increasing relentlessly and, every year, an additional 30,000 youngsters enter the labour market. Economic growth in the range of 3.1 per cent, as forecast by the Ministry of Finance and Economy, is nowhere near enough to begin absorbing the existing unemployed.¹⁰

Kosovo lacks the funds, infrastructure and human capital to turn around its economy without outside assistance. Highly donor and import-dependent, Kosovo exports almost nothing to international markets. Only 6.2 per cent of imports are covered by exports; two thirds of government revenues are collected at the borders in customs duties, excise and VAT on imports. In 2005, around 6.5 per cent of gross domestic product (GDP) depended directly on the presence of UNMIK. Kosovo's main infrastructure – from electricity to roads and irrigation systems – is dilapidated and its human capital depleted.

⁷ ETF, 'Kosovo Country Plan 2007', p. 2.

⁸ Medium Term Expenditure Framework 2008-2010, Volume I, The Macro Fiscal Framework, Draft 17 July 2007, p. 4.

⁹ World Bank, 'Kosovo Poverty Assessment: Accelerating Economic Growth to Reduce Widespread Poverty, Volume I, October 2007.

¹⁰ Medium Term Expenditure Framework 2008-2010, Volume I, The Macro Fiscal Framework, Draft 17 July 2007, p. 6.

Functional illiteracy is widespread; 62 per cent of the adult population in Kosovo has low levels of education and only 1 per cent has completed higher education.¹¹ Although illiteracy rates have fallen to under 5 per cent among the under 45-year-olds, female illiteracy is still three times higher than men's.¹² Illiteracy is particularly high among rural women, with 14 per cent compared to 4 per cent of rural men.¹³ Including those who can barely read or write, nearly one in four rural women is functionally illiterate.

Part of the problem is the legacy of decades of discrimination and neglect. From 1991 onwards, education had been the central political battleground. Primary school education, guaranteed by the constitution, continued under conditions of discrimination and segregation. Walls were erected between Serbian and Albanian students and shifts introduced to keep them apart. Albanian secondary and university education took place secretly in private homes, barns and garages. The parallel education system, financed by voluntary taxes, succeeded in keeping 330,000 students at schools, but large numbers of girls, especially in rural areas, dropped out of the education system entirely.

Illiteracy rates among this 'lost generation' – young women of school age during the 1990s – are three times higher than for men. About 16 per cent of women between 16 and 19 years of age received no education at all; one quarter completed only four years of primary school education.¹⁴ Two thirds of women of prime working age (25 to 64 years old) only have primary school education or less.¹⁵

However, part of the problem is also the failure of today's policy makers to take education seriously. The situation is alarming; one in two youngsters leaves school before turning 18.¹⁶ Two out of three youngsters leave the education system without any qualifications.¹⁷ An estimated 12 per cent drop out of compulsory education and 28 per cent do not finish secondary education.¹⁸ Especially with regards to girls' education, Kosovo lags far behind Europe and trails most of its neighbours in the region. With only one in two Albanian girls continuing secondary education, secondary school enrolment of girls is one of the lowest in Europe.¹⁹

Widespread poverty also translates into poor educational outcomes. In theory, education is free for all, but the financial burden to pay for schoolbooks, food and transport rests entirely on families. Thirty-four per cent of youngsters drop out of school for economic reasons.

11 ETF, 'Kosovo Country Report 2007', p. 2.

12 Employment and Skills Observatory of Kosova, 'Mainstreaming with Europe: an adult learning strategy for Kosovo (2005-2015)', April 2004, p. 18.

13 UNICEF, 'Early Childhood & Women's Literacy Programme, Midterm Evaluation', 2004, p. 5.

14 MEST, UNICEF, SOK 'Gender Review in Education in Kosovë/Kosovo', 2002, p. 2.

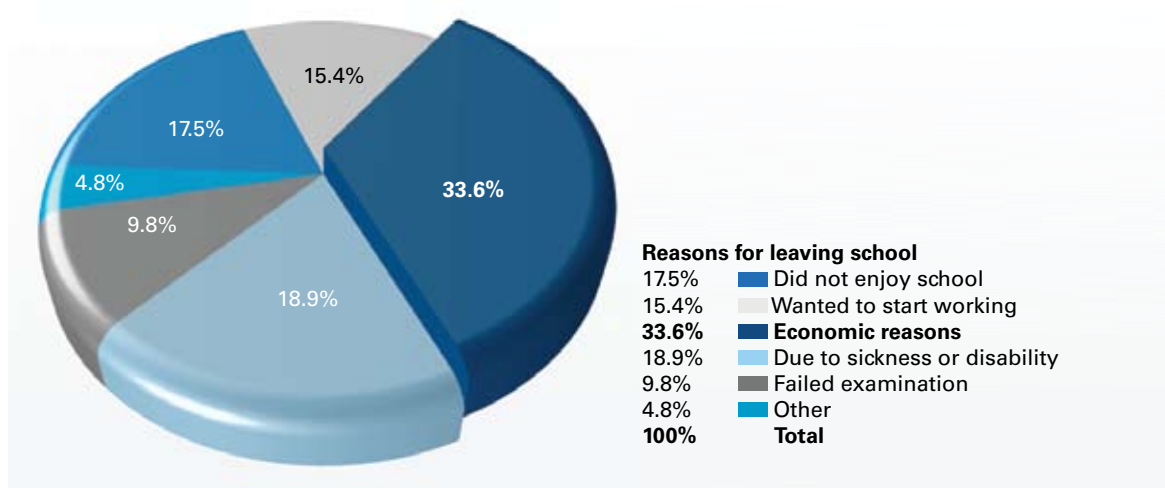
15 RIINVEST, 'Education and Economic Development in Kosovo', Prishtinë/Priština 2004.

16 ILO, 'Country Review of Employment Policies for Kosovo', unpublished 2006.

17 Less than one third of 15–19-year-olds participate in education and training; the lowest level in the Western Balkans. Only 1 in 5 of all 19–20-year-olds continue with tertiary education. Two thirds of males have at least secondary school education, but only one third of females. Source: Mainstreaming with Europe: an adult learning strategy for Kosovo (2005–2015), Employment and Skills Observatory of Kosova, April 2004.

18 ILO, 'Country Review of Employment Policies for Kosovo', unpublished 2006.

19 SOK, Labour Force Survey, 2002.

Table 1: ILO 2007 ²⁰

The large-scale exclusion of rural women from education and lifelong learning harms Kosovo society in a number of different ways. Women play an important role as educators and role models and education helps mothers to enhance their children's cognitive development. Education also helps women farmers to adopt productivity-enhancing technologies, access agricultural extensions services, tap into rural credits and invest in income generating activities. Education is a shield against extreme poverty; it is female-headed households that are hardest hit by extreme poverty and deprivation. Education empowers women by making women less financially dependent and less socially vulnerable. Education also enables women to participate actively as citizens and voters, resulting in greater stability and social cohesion. ²¹

This present report takes a hard look at the causes for high drop-out rates and low educational attainments among rural women and tries to identify obstacles to female employment in rural Kosovo. It explores labour market trends and skills needs in three rural municipalities and assesses the role of the Ministry of Education, Science and Technology (MEST) and the Ministry of Labour and Social Welfare (MLSW) in ensuring equal access to education and vocational training. It concludes that the responsible institutions have failed to live up to their commitments, enshrined in laws and strategy papers. MEST, in particular, has missed an opportunity to build on the Women Literacy Programme launched in 2002 to effectively combat female illiteracy in the countryside. Meanwhile, public employment services under the MLSW have failed to integrate women in their vocational training programmes and are not responsive to labour market needs. With two-thirds of

²⁰ UNMIK, PISG, ILO 'Kosovo Youth Action Plan', 2007, p. 29.

²¹ World Bank Policy Research Report 'Engendering Development, Through Gender Equality in Rights', Resources and Voice', January 2001, p. 100.

women out of work, there is a considerable amount of work to be done to reverse gender-based economic inequalities.

There is no quick fix in education policy therefore donors and policy makers need to be patient. Investments in education and training take time to bear fruit and require long-term planning and the involvement of several ministries and stakeholders over an extended period of time. Investing in education and vocational training of rural women will not magically and immediately lead to large-scale female employment. For Kosovo to stand any chance of 'getting to Lisbon' by 2022, human capital development must be a national priority today.

Kosovo policymakers need to be visionary; investing in the education and training of half your population, means investing in the future. There are many positive externalities from greater equality among sexes. Kosovo society will reap the benefits in the long term as more rural women are given the chance to acquire core skills and enhance their employability. Reducing the gender gap in education and skills will increase productivity, boost earnings of rural households and promote social cohesion.

European policymakers also need to be visionary and recognize that investing in Kosovo's human capital today means investing in Europe's future labour force. It is in Europe's self-interest to help Kosovo's transition from an agrarian society to a competitive, European market economy. Without additional resources for human resource development and without labour migration in the medium-term, the report argues, the region risks spiralling into increasing economic hardship and social unrest. Ultimately, the success of the European project in Kosovo will be measured in the classrooms, employment offices and rural homes.

Notes:





CHAPTER I: FROM BOOM TO STAGNATION

In the summer of 1999, Kosovo's economy was in shambles. The conflict resulted in 120,000 homes being damaged or destroyed. The agricultural sector was in ruins and most livestock had been stolen. Key public infrastructure, from roads to schools, was in disarray. Underinvestment and war-related damages rendered most public utility providers, including the monopoly electricity provider, water and telecom companies, dysfunctional. Poverty and hardship were widespread.

Kosovo had always been the poorest part of former Yugoslavia. Industrialisation had started late and focused mostly on extractive industries, including mining, metallurgy and agriculture. Per capita income levels in 1981 were one third of the Yugoslav average and the official unemployment rate was close to 40 per cent. During early 90's industrial output crumbled, returning Kosovo to an agrarian economy. Discriminatory legislation led to the mass dismissal of Kosovo Albanians from public sector jobs. In the face of this crisis, families turned to subsistence agriculture and migration. Extended family networks increasingly substituted for the state. In the early 1990s, it is estimated that 217,000 Kosovo Albanians had migrated, mostly to Germany and Switzerland. By the end of the 1990s, an estimated half a million Kosovars were living abroad and remitting money. The money sent home from migrant workers provided an important economic safety net, but it could not stave off the disastrous effects of political and economic repression. By 1995 GDP per capita had dropped to less than 400 USD.

Post-war boom

In summer 1999, 'growth' essentially started from zero. An injection of international assistance and private inflows triggered an immediate post-war boom in trade and construction. In the early years, with the help of donors and the Diaspora, Kosovo experienced double-digit growth and by 2001 per capita income had risen to 750 USD.²² By 2005, the IMF estimated that total international spending on Kosovo had exceeded 5 billion Euro, half of which was spent on international salaries.²³ Employing at its peak 5,242 local staff (2001) and 5,931 international staff (2002) and procuring local goods and services, the large presence of UNMIK fuelled demand in housing, retail and services.²⁴ Catering to international and local demand, small shops, restaurants and coffee bars mushroomed. By 2006, the number of registered businesses had increased to 55,884.²⁵

22 World Bank, 'Kosovo Public Expenditure and Institutional Review', Volume I, 2006.

23 IMF, 'Kosovo: Gearing Policies Toward Growth and Development', 2005.

24 UNMIK European Union Pillar, UNMIK's impact on Kosovo's Economy, 2006.

25 MTI, 'Nje veshtrim statistikor i sektorit te ndermarrjeve- analize', 2007, p. 4.

Apart from donors, repatriated savings and remittances sent home from Kosovars working abroad also greatly boosted consumption and demand, especially in construction and trade. In the early years, Kosovo households received more cash income from relatives abroad than they did from working in Kosovo. In 2002, the Ministry of Finance and Economy estimated that of Kosovo's total income of 1,570 million Euro, 720 million Euro came from cash remittances.²⁶ At its peak, foreign assistance and private inflows in the form of savings and remittances accounted for nearly half of Kosovo's GDP.

Inflows of donor funding and remittances enabled Kosovo to run one of the largest trade deficits in the world. By 2003 imports had risen to 966 million Euro and by 2006 the total value of imports was 1,241 million Euro. Yet, with 77 million Euro in exports, only 6.2 per cent of imports were covered by exports and scrap metals continue to make up the bulk of exports 'made in Kosovo'.²⁷ This reflects the failure of Kosovo's manufacturing industries to recover despite a recent increase in exports of mining and processed metal products. Regular electricity outages are still a daily occurrence, invariably caused by technical breakdowns or cash flow problems of the major power plant. Blackouts lasting for several hours continue to pose a major impediment to growth and scare off investors.

Ownership disputes and legal uncertainty effectively stalled privatisation until early 2005. By June 2007, the privatization agency had tendered 510 entities, signed 287 contracts and generated €321 million in privatisation proceeds.²⁸ The privatisation of key industries – like the steel galvanising plant in Vushtrri/Vučitër, the Ferronickel plant in Glogovac/Glogovac, several quarries and agro processors – has led to timid export growth. The fastest growing sectors have been the mining sector, agro-processing industries, wood and metal industries. About half of the increase in exports has been due to an increase in manufactured goods. Exports of processed vegetables, for example, doubled from 1 million to 2 million Euro.²⁹

There has indeed been a slight increase in private sector activities in recent years. The IMF estimated a growth of private investment in 2006 from 397 to 526 million Euro.³⁰ The number of registered businesses also grew by more than 5,000.³¹ Loans to industries have increased by 3 per cent³² and loans to agriculture increased from 12.5 million to 16.5 million Euro.³³ Loans and investment patterns also reflect a positive trend away from a trade and service-dominated economy towards more employment-generating growth in productive industries. The privatization process, however, attracted few foreign investors and created only a limited number of 'new' jobs. The job is

26 ESPIG, "Toward Kosovo Development Plan", August 2004, p. 8.

27 UNMIK EU Pillar, From consolidation to Sustainability, Maintaining and Improving Achievements, Kosovo Economic Outlook 2007, September 2007.

28 Ibid.

29 Education Council to European Council, Report on the Concrete Future Objectives on Education and Training Systems, February 2001.

30 UNMIK EU Pillar, From Consolidation to Sustainability, Maintaining and Improving Achievements, Kosovo Economic Outlook 2007,, September 2007.

31 Ibid.

32 Central Banking Authority of Kosovo Monthly Statistics, January 2007.

33 Central Banking Authority of Kosovo, Bulletin, Structure of Financial Sector, no. 4, Pristinë/Priština 2006, p. 22.

also far from completed, with close to 600 socially owned enterprises still waiting to be liquidated. Due to legal uncertainties resulting from Kosovo's unresolved political status, the privatization proceeds cannot be used for much-needed investments in public infrastructure and human capital development. Instead, millions are currently 'parked' in foreign bank accounts.

To this day, Kosovo's economy is highly vulnerable to external economic shocks. The period of rapid growth was only short-lived. Despite a recent increase in domestic tax revenue collection, two-thirds of government revenues are still collected at the borders in the form of custom duties, excise and VAT on imports. The two main sources of funding that have so far buttressed Kosovo's fragile economic balance - donor inflows and remittances - are both set to decline in the coming years. Double-digit growth in the immediate post-war period was followed by negative growth in 2002 and 2003 and close to zero growth in 2005.³⁴ In 2006, GDP growth rebounded to a timid rate of 3 per cent – hardly enough to improve living standards and turn around the economy.³⁵

Post-war gloom

Eight years on, the balance is sobering: the post-war boom did little in terms of structural change and did not raise the productivity of the work force nor change the nature of Kosovo's backward rural economy. The economic gains achieved are fragile and have left major developmental challenges unaddressed. These include entrenched high structural unemployment, a depleted stock of human capital, and dilapidated main public utilities and infrastructure.³⁶

Poverty is widespread; according to the most recent World Bank Poverty Assessment released in October 2007, 45 per cent of the population in Kosovo lives below the poverty line on less than €1.42 per day. The share of extremely poor – those who cannot meet their nutritional needs – is 15 per cent.³⁷ The groups most at risk according to the World Bank are rural households, households with more than seven members, female-headed households, the unemployed and the low skilled.

Poverty in Kosovo is increasingly rural. Structurally, little seems to have changed in five decades of socialism and nearly one decade under international governance. The share of the population living in rural areas – about 60 per cent of the population – is the same as in 1963. Already in 1979 the World Bank described poverty in Yugoslavia as 'basically rural'.³⁸ The same holds true for Kosovo today. Whereas urban poverty has declined by 5 percentage points, rural poverty has increased.

34 World Bank, *Kosovo Public Expenditure and Institutional Review*, Volume I, 2006, p. 4.

35 UNMIK EU Pillar, *From Consolidation to Sustainability, Maintaining and Improving Achievements*, Kosovo Economic Outlook 2007, September 2007, p. 4.

36 IMF, *Kosovo: Gearing Policies Toward Growth and Development*, 2005, p. 2.

37 World Bank, *'Kosovo Poverty Assessment: Accelerating Economic Growth to Reduce Widespread Poverty*, Volume I, October 2007.

38 ESI, 'Cutting the Lifeline, Migration, Families and the Future of Kosovo', 18 September 2006, p. 1.

Agriculture is still the largest employer in Kosovo; employing about 145,000 compared to about 85,000 in the non-farm private sector.³⁹ The sector is plagued with precarious employment patterns and low productivity. The average monthly wage in the agricultural sector is 88 Euro compared with a national average of 236 Euro.⁴⁰ In 2007, according to the Ministry of Finance and Economy, primary agriculture and agribusiness combined accounted for 40 per cent of GDP.⁴¹ In 2004, agriculture accounted for 16 per cent of the value of total exports.⁴² Agriculture is predominantly small-scale, with average farm holdings smaller than 2 hectares. Eighty-five per cent of food produced in Kosovo never makes it to the market. There are fewer than 1,800 commercial farms.⁴³ Given Kosovo's available natural resources, primary agriculture and agribusiness cannot sustain full employment for the entire rural workforce.⁴⁴ There can also be no productivity increase in the agricultural sector without a substantial reduction in the labour force.

A diversification of Kosovo's rural economy, however, requires a diversification of skills and qualifications through education and training of Kosovo's rural population. Among the 450 households interviewed in preparation of the 2004 Rural Education Strategy, three quarters of the adult population had less than secondary school education and half of those had no education or less than eight years of primary school. Only 4 per cent of households had participated in adult education or training programmes. The problem is not one of demand, but of supply; demand for adult non-formal education in rural areas greatly outstrips supply. Non-formal adult education and lifelong learning provisions in the countryside are uncoordinated, organized on an ad-hoc basis and reach very few people.⁴⁵

Looking for jobs?

The single biggest challenge for Kosovo is how to create more and better jobs. The employment situation is dramatic. With only 54 per cent working, Kosovo has the lowest labour force participation rate in Europe. Seventy-four per cent of men and only 33 per cent of women are economically active. In absolute figures, 326,026 persons, including 152,198 women (47 per cent), were officially registered as unemployed in December 2006. This yields an official unemployment rate of 42 per cent.⁴⁶ Close to 90 per cent of registered unemployed are long-term unemployed, without any prospect of finding a job in the near future. Youth and female unemployment is soaring above 60 per cent. An additional 30,000 young people are swelling the ranks of job seekers every year.

39 MEST, MAFRD, FAO 'A strategy for Education for Rural People in Kosovo', p. 24.

40 Ibid.

41 Medium Term Expenditure Framework 2008-2010, Volume I, Macro Fiscal Framework, 17 July 2007.

42 Ministry of Agriculture, Forestry and Rural Development, Agricultural Master Plan, 2006.

43 MEST, MAFRD, FAO, 'A Strategy for Education for Rural People', 2004-2009, p.24

44 Ibid, p. 25.

45 Ibid, p. 6.

46 Data on 'unemployment' both understates the real number of unemployed while overstating the number of those actively seeking for a job. Current legislation requires that anyone seeking to apply for social assistance must register every family member of working age as unemployed. Large numbers of women or youth, who are not actively looking for a job, are registered as unemployed. Meanwhile, as there are no unemployment benefits, large numbers of discouraged and underemployed do not register as unemployed.

Kosovo is in dire need of jobs and incomes, but it is unlikely to experience the kind of growth that would be needed to lift its population out of poverty and reduce the growing number of unemployed. The agricultural sector cannot raise productivity or become more efficient unless it begins to shed labour. Jobs with the main public utility providers, including major employers like post and telecom or the power plant, are likely to be cut in the process of restructuring. The public sector, employing around 76,000 people, has committed itself to reduce public sector employment by 3,000 employees within three years.⁴⁷ This leaves the burden of job creation to the private sector. Kosovo's private sector remains predominantly trade, low-capital intensive and too small-scale to generate sufficient value-added jobs.

With major restructuring yet to come the IMF concluded that *'it would be unrealistic for policymakers to aim to reduce unemployment sharply.'*⁴⁸ The Kosovo Development Strategy and Plan (KDSP), worked out over 18 months of intense consultation, contained two growth scenarios for the period 2007-2013. The optimistic scenario projected average annual growth in the range of 6 per cent, cumulative donor support of 1.4 million Euros and major investments in the energy and transport sectors. Even under this most optimistic (and highly unrealistic) growth scenario based on energy exports, Kosovo's economy would only be able to create 100,000 jobs.⁴⁹ In other words, the average Kosovar will be as poor and the absolute number of unemployed people will be as high in 2013 as today.⁵⁰ With growth in the range of 3.1 per cent, as forecast by the Ministry of Finance and Economy, the average Kosovar will be even poorer in 2013 than he or she is today.⁵¹

Safety net

Kosovo has always been a net exporter of labour. Even in the heydays of Yugoslav socialism, at the time when Kosovo was one of the main beneficiaries of the Yugoslav Development Fund, job creation could not keep pace with population growth. Never more than 22 per cent of the working age population had a job outside subsistence agriculture.⁵² During the 1990s, following the mass dismissals of Albanians and the subsequent economic downturn, migration became an important safety net particularly for rural families. At its peak, an estimated half a million Kosovars were living abroad and remitting money.

The importance of remittances has been seen in the immediate aftermath of the war. Repatriated savings and remittances from the Kosovo Albanian Diaspora helped fuel an impressive construction boom. Kosovo migrants were found to be particularly generous. Comparing immigrants from Albania, Macedonia and Kosovo in Belgium, Italy, Germany and the United Kingdom, IOM found

47 Medium Term Expenditure Framework 2008-2010, Volume 1, 30 May 2007 Draft, p.17

48 Kosovo: Gearing Policies Toward Growth and Development, IMF, 2005, p.2

49 Kosovo Development Strategy and Plan, December 2006 Draft

50 Kosovo Development Strategy and Plan, December 2006 Draft

51 Medium Term Expenditure Framework 2008-2010, Volume I, Macro-Fiscal Framework, 17 July 2007

52 ESI, Cutting the lifeline, Families, Migration and the Future of Kosovo, September 2005, p. 18.

that Kosovar immigrants had the highest tendency to remit with about 63 per cent compared to 47 per cent among Albanians and 32 per cent among Macedonians.⁵³

The drastic reversal in migration patterns after the war put a sudden end to the era of migration. The large-scale return of Kosovo Albanians after the war – partly voluntarily, partly by force – had a profound impact on rural households. By 2004, the level of remittances received from abroad has dropped to 123 million Euro.⁵⁴ As average monthly remittances declined from 58.83 to 41.65 Euro – a fall of 25 per cent in a single year- average household incomes in rural areas plummeted by a quarter between 2003 and 2004.

The fate of the Maksuti Family in Skenderaj/Srbica is typical for rural families dependent on remittances. Lubovc/Ljubovac village is accessible only on a bumpy, dirt road. During the war, the village sustained great damage. Of the 200 or so houses only 80 are left today. Most families live on a combination of agriculture, remittances and social assistance. In 1995, Makfire Maksuti's husband migrated to Germany; she followed him a year later. Upon their return from Germany in 2001, instead of a house the family found only a burnt shell. The husband's 150 Euro salary was not enough to rebuild a life after the war and provide for the family. In early 2007 he left again for work in Sweden, and now sends about 250 Euro every month in remittances. His 43 year-old wife lives alone with their 13 year-old son and two daughters aged 10 and 15. Without these remittances, the family would most likely depend on social assistance.⁵⁵

Today, according to the World Bank, 1 in 5 Kosovars has at least one household member who is a migrant abroad. Increasingly, the distinction between 'rich' and 'poor' rural households depends on whether a household has access to remittances or not. The only way out for many young males in the countryside is to marry a 'girl with papers', meaning a girl holding a residence permit or passport of another country. Given the precarious situation on Kosovo's rural labour market, labour migration remains the most effective tool to reduce poverty and stabilize the economy. Remittances and labour migration provide the safety net that keeps rural households from sliding further into poverty. Realities in concrete places like Lubovc/Ljubovac village in Skenderaj/Srbica will be the subject of the coming chapter.

53 Zana Vath and Richard Black, *Migration and Poverty reduction in Kosovo*, working paper, 2007, p. 18.

54 ESI, *Cutting the lifeline, Families, Migration and the Future of Kosovo*, September 2006, p. 8.

55 Interview with Makfire Maksuti, WL teacher, Lubovc/Ljubovac, Skenderaj, August 2007.





CHAPTER II: RURAL REALITIES

Podujevë/Podujevo, Rahovec/Orahovac and Skenderaj/Srbica are three typical rural municipalities. With a combined population of 277,490 they constitute approximately 15 per cent of Kosovo's overall population.⁵⁶ In size, they range from Skenderaj/Srbica municipality in central Kosovo with 72,490 inhabitants to Podujevë/Podujevo in north eastern Kosovo with 131,300 inhabitants. All three municipalities are predominantly rural and family farms are the mainstay of the local economies.

The nature of subsistence farming and a high dependence on labour migration has helped to preserve traditional family structures. The average household size – from 7.6⁵⁷ members in Skenderaj/Srbica to 7.9 in Podujevë/Podujevo⁵⁸ – is above the Kosovo average of 6.2 members per household. The largest urban centre – Podujevë/Podujevo town – has less than 45,000 inhabitants⁵⁹.

**Table 2: Urban/Rural population
Podujevë/Podujevo, Skenderaj/Srbica, Rahovec/Orahovac**

Municipality	# villages	# urban population	% rural population
Podujevë/Podujevo	78	45,000	approx. 70%
Rahovec/Orahovac	35	23, 200 ⁶⁰	approx. 70%
Skenderaj/Srbica	52	7,200	approx. 90 %
Total	165	75400	

Podujevë/Podujevo

Located in the northeast of Kosovo, Podujevë/Podujevo is at commuter-distance to Prishtinë/Priština, Kosovo's capital. Some 78 villages and the town of Podujevë/Podujevo are spread across 663 km², making it Kosovo's third-largest municipality. The road network passing through the municipality is relatively good for Kosovo standards – asphalted, with only minor bumps and holes. The commute to Prishtinë/Priština takes between 40 minutes and one hour; there are frequent buses and minibuses connecting both cities; the railroads are not operating.

56 Populations: Rahovec – 73,700 (OSCE Municipal Profile, 2002, p. 2.); Skenderaj – 72,490 (MA Strategy for economic development in the Municipality of Skenderaj 2005-2010); Podujevo – 131,300 (OMIK MP-Podujevo 2004, p.2); Kosovo population – assuming a total resident population of 1.85 million inhabitants.

57 MA Skenderaj, UNDP, EDA, 'Strategy for economic development in the Municipality of Skenderaj 2005-2010, p. 7. Avg. household size: 7-8.

58 USAID/KIPRED, 'Municipal Profile Podujevo', p. 3.

59 Ibid, p. 2; estimated 35,000 to 45,000 inhabitants.

60 OSCE Municipal Profile, Data from the Department of Urbanism, November 2002, p. 2.

One of Kosovo's largest water resources, the artificial Lake Batllavë/Batlava, is also located in Podujevë/Podujevo. During summers it attracts crowds of visitors from all over Kosovo. Ironically, throughout the municipality, just as in many other Kosovar towns and villages, there are regular water cuts, day and night. The war also took its toll on Podujevë/Podujevo. Around 37 per cent of the houses were either completely or severely destroyed. The war damages are estimated at 350 million Euro. Some 200 private enterprises established in the 90s, were destroyed during the war.

Podujevë/Podujevo town looks poor, small, one-man shops, many of which are not even registered, line its grey, dusty streets, overcrowded by haphazardly parked old cars. More and more entrepreneurs wait for several months to see how the business goes before deciding on registering it. And indeed, there is high turnover in shops with businesses closing down for lack of profit. Most businesses are family owned. Most recruitment takes place within large extended families. *"You can not recruit unknown people when you have a lot of your own family members looking for employment,"* explains Bashkim Osmani, owner of Laberioni Company. Laberioni is a producer of soft drinks and one of Podujevë/Podujevo's larger private employers, providing jobs to 53 people.⁶¹

In terms of regular employees, the largest producer in Podujevë/Podujevo today is *Zahir Pajaziti*, a former socially owned company known as FAN, producing steel reinforcements for construction. *Zahir Pajaziti* has been privatised in 2006 and employs 200 today.⁶² The second largest manufacturer is the former brick factory, now renamed Euro-Block, with 100 employees.⁶³ There are no women to be found on the factory floors; of the 300 employees of *Zahir Pajaziti* and *Euro-Block* only eight are women. This reflects a general trend in Kosovo. Under socialism, the share of women employed outside their home was about 23 per cent.⁶⁴ Most women employed in manufacturing were to be found in textile and clothing industries, like the Kosovatex Company in Prishtinë/Priština or Emin Duraku in Gjakovë/Đakovica. With the near-total collapse of the textile and clothing sector, female employment in industry has dwindled to oblivion. According to a survey conducted by the UN Development Fund for Women the share of women in industrial employment had dropped to 3.1 per cent.⁶⁵ It is no longer in the industrial quarter of Podujevë/Podujevo but in Peran/Perane village, approximately 3 kilometres east of the town, where one can find the largest private sector employer of women today.

Agroprodukt Commerce, owned by the Shabani family, dates back to 1991. The company is specialised on collecting, selecting and packaging of mushrooms for export markets. In addition to its permanent staff of eight, including 2 women, every fall Agroprodukt Commerce hires up to 400 seasonal workers for 3–4 months during mushrooms season. Avni Shabani told IKS about the difficulties of finding female seasonal labourers after the war. There was great reluctance at first, but once a first group of women was hired without problems, women now make up about 80 per cent

61 Interview with Bashkim Osmani, owner of drink producer, Laberion, Podujevë/Podujevo, 2007.

62 Interview with Selim Dëshishku, co-owner of Zahir Pajaziti Company, Podujevë/Podujevo, 2007.

63 Interview with Shpejtim Beselica, Head of finance, Euroblok Company, Podujevë/Podujevo, 2007.

64 Grate ne Pune, Situata dhe mundesite ekonomike per grate ne Kosove, quoting Annual Statistics from 1989, footnote 36, p. 67.

65 Grate ne Pune, Situata dhe mundesite ekonomike per grate ne Kosove, 2000, p. 50.

of the total seasonal workforce. Several of the women who earn additional income through seasonal employment with Agroprodukt come from Dobridoll/Dobri Dol village.⁶⁶

The village of Dobridoll/Dobri Dol lies on the plains of the Llapi Valley, 7 km from the centre of Podujevë/Podujevo and 5 km from the Serbian border. The main road of the village is asphalted while the side streets are dirt-track paths. Dobridoll/Dobri Dol does not have access to the public water supply and only half the village is connected to the local sewage system. Especially in winters, power shortages, like in the rest of Kosovo, occur daily and often last for several hours.⁶⁷

Dobridoll/Dobri Dol is typical for Podujevë/Podujevo's 78 villages. Before the war the main economic activity was farming, mainly wheat, corn and potatoes. Since the war, of the 170 households in the village only a few families still cultivate the land for their own consumption. Podujevë/Podujevo municipality has an estimated 34,214 ha of agricultural land, but without enforcement of zoning laws many fields have been turned into construction sites and much agricultural land lies barren, for lack of interest and profitability.

The only 'employers' in the village are the village primary school, a gas station and four small shops. Most villagers in Dobridoll/Dobri Dol tried to find wage jobs in nearby Podujevë/Podujevo or Prishtinë/Priština. Some villagers work for the municipal administration in Podujevë/Podujevo, the Kosovo Police Service, KEK, the University Hospital of Prishtinë/Priština, and the village school or seasonally for the mushrooms factory *Agroprodukt Commerce*.

Given the visible lack of business dynamics in Podujevë/Podujevo town and surrounding villages like Dobridoll/Dobri Dol, the high unemployment rate does not come as a surprise; about 48 per cent of men and 73 per cent of women are unemployed. With five per cent illiteracy among men and 16 per cent illiteracy among women, Podujevë/Podujevo municipality also ranks last in Kosovo in terms of educational performance.⁶⁸

Rahovec/Orahovac

Rahovec/Orahovac municipality is located in the fertile Dukagjini valley in Western Kosovo. Due to its mild climate, Western Kosovo has traditionally been strong in agro-processing, especially horticulture and wine. Rahovec/Orahovac municipality is renowned for its beautiful scenery, expanding over 276 km². Rahovec/Orahovac town is also famous for its unique Rahovec/Orahovac dialect, a blend of Albanian, Bulgarian and Serbian. The drive from Prishtinë/Priština to Rahovec/Orahovac takes some 1.5 hours, which – considering that the distance is only 64 km – tells a great deal about the road conditions. As you approach the municipality, green hills and vineyards unfold on both

66 Interview with Avni Shabani, Director of Agroprodukt Commerce, Podujevë/Podujevo, 2007.

67 Interview with Jusuf Gashi, Head of the village, Dobridoll/Dobri Dol, August 2007.

68 UNDP, Human Development Report, 2004, p. 110.

sides and at harvest time farmers line the streets, displaying their fruit and vegetables on improvised small stands for street-side sale.

Agriculture is the primary economic activity in Rahovec/Orahovac. Agricultural land makes up almost 50 per cent (14,000 ha) of the total area and is arable. About 6,900 ha are used for wheat, 3,400 ha for grapes, and 3,700 ha for fruit and vegetables. Around two thirds of the 73,700 inhabitants living in Rahovec/Orahovac's 35 villages earn their income from agricultural activities.

Rahovec/Orahovac has a long history of wine growing and processing. Archaeological finds confirm that grapes were grown in the area as far back as the 1st century. Industrial grape processing was introduced in 1953, with the establishment of the state "Rahovec/Orahovac" winery. During the '80s, employment peaked at 1,200 and most wine was exported in bulk to Germany and other European countries.⁶⁹ The installed capacity is about 36,000 tonnes, but the vineyards are momentarily operating well below their capacities. Privatized in 2006 and employing 294 people, the Rahovec/Orahovac winery (renamed 'Stone Castle' by its new owner) is one of this municipality's largest private employers and currently produces some 2 million litres of wine.

Besides the winery, another major producer and employer is the Xërxë/Zrze -based *M&Silosi* flour-mill, also recently privatized. The mill restarted production in early 2007, and is currently producing some 300 tonnes, about half its capacity per 24 hours. The factory is state-of-the-art; its building is renovated and its halls are fully equipped with the latest technology brought in from Italy.⁷⁰ *Korenica* is another manufacturing company located in Xërxë/Zrze. *Korenica*, housed in the privatised halls of 18 Nentori SOE in Xërxë/Zrze, manufactures wooden and PVC doors and windows as well as pre-manufacturing floor boards. Of its 52 employees, three are women. One of the very first SOEs actually to be privatised in Kosovo is located in a village called Bernjake, half way between Rahovec/Orahovac and Xërxë/Zrze. *Osa Termosistemi*, privatised in 2003, is specialised in the production of various cooling systems, refrigerators, heat exchangers, solar collectors and radiators. Employment increased from 15 employees to 56 today, including two women.⁷¹ Another plastic manufacturing company, *Spektri-18 Nentori*, also privatised in 2003, is struggling to find customers and sales outlets for its products. Specialized in the production of various plastic packaging, including bags, bottles and containers, its employment has shrunk from 182 employees after the war to 50 today. The new owner told IKS that privatisation has sapped up all his savings, leaving him with too little to invest in new technologies and production capacities. Compared to 6,000 tonnes of plastic products produced before the war, the company's current capacity is 30 tonnes per month. Whereas privatisation in Rahovec/Orahovac by and large succeeded in preserving jobs, it did not help to generate much-needed female employment, in particular in villages like Zoçishtë/Zočište.

69 Interview with Agron Alickaj, Secretary at the Stone Castle Winery, former Rahoveci SOE, Rahovec/Orahovac, 2007.

70 Interview with Hajdar Vuciterna, Director of Production in M&Silosi Flour Mill, Xërxë/Zrze, Rahovec/Orahovac, 2007.

71 Interview with Sahadete Latifi-Osa, co-owner of Osa termosistem, July 2007.

Nestled on hilly terrain atop high-quality soil and vineyards, Zoçishtë/Zočişte is a relatively well-developed village, 7 km from Rahovec/Orahovac town. In terms of basic infrastructure, Zoçishtë/Zočişte has one primary school (classes 1–9), and a small health centre that is currently not operating. The presence of a Serbian Orthodox monastery besides the village mosque, has helped to attract donor funding. In 2003/04, a new water supply system was built with the assistance of Oxfam and community participation; in 2004, donors helped build a brand new sewage system. Most villagers, however, continue to use their family wells instead, because of the high electricity costs to operate the water pumps. The pumps also often do not work due to power shortages. Besides agriculture, there are two small shops, one auto mechanic and one carpentry workshop. Before the war, Zoçishtë/Zočişte had some 1,200 inhabitants, of which 300 were of Serb ethnicity, the remainder Albanians. Today, Zoçishtë/Zočişte has 154 households⁷², with some 661 inhabitants⁷³ living in the village and 220 living in other parts of Kosovo or abroad as migrant labourers.

Zočishtë/Zočişte is a wealthy village for Kosovo standards. In 2006, Rahovec/Orahovac's most successful grape grower, Fehmi Gashi, received an award from the Ministry of Agriculture.⁷⁴ Fehmi Gashi and his wife harvested 15,000 kg grape grown on 1.60 ha of land. Gashi sold his grapes at a price of 0.50 Euro per kg and earned 7,500 Euro, leaving him with a net profit equivalent to a monthly salary of 500 Euro. Most households in Zoçishtë/Zočişte live off agriculture, with grapes being the main cash crop. Besides grapes, some villagers also started to grow strawberries. Only eight families receive social assistance, compared to two thirds of households in villages like Açareva in Skenderaj/Srbica.

Skenderaj/Srbica

Skenderaj/Srbica municipality, located in the Drenica valley in Central Kosovo, is least endowed in natural resources. Stretching over 374 km² of mountainous and rough terrain, only 211 km² is arable; the remainder is poor in soil quality. Of the 72,490 inhabitants, over 90 per cent (65,290) live in one of the 52 villages of the municipality.

Public infrastructure is almost entirely lacking. Of the 9,510 households, fewer than 1,700 households are connected to a public water supply system and distances of 4 km to the nearest school are common. Forty-two per cent of Skenderaj/Srbica's families depend on social assistance. The municipality's main roads are in dire need of repair and asphaltting. Only 5.5 km of main roads in the town are asphalted; another 17 km are still in disrepair. Secondary roads outside the town are in even worse conditions; some of the villages are completely cut off, especially during wintertime. In terms of IT infrastructure, the digital divide between Skenderaj/Srbica and the rest of Europe is wide and deep. Only 600 households in Skenderaj/Srbica town are connected to telephone land-

72 94 households living in a village and 20 Albanian families and 40 Serbian families living outside village.

73 Almost all of them are ethnic Albanians, with the exception of four Serb Orthodox monks living in a nearby monastery.

74 94 households living in a village and 20 Albanian families and 40 Serbian families living outside village.

lines. The rest of the municipality is covered by patchy mobile telephone services installed in 2001. There are very few Internet connections in villages outside the town.

Skenderaj/Srbica town is an hour's drive away from Prishtinë/Priština, along the main road from Mitrovica to Peja. Skenderaj/Srbica is one of Kosovo's poorest municipalities, with almost no industry to speak of and high rates of unemployment and poverty. Skenderaj/Srbica is also known as the cradle of the Kosovo Liberation Army and the place where the armed conflict escalated. Adem Jashari, nowadays revered as a national martyr, also hails from the village Prekaz i Poshtem in Skenderaj/Srbica municipality.

Skenderaj/Srbica town appears rugged and poor. Ruins of old houses and car wrecks are a stark reminder that this region was heavily affected by the war. Apart from a few small shops, hair salons and driving schools, there are not many businesses along the main street. Several business properties are empty. Day and night the main square in the town centre is thronged with young people hanging out to meet and socialise; a sign that economic opportunities for Skenderaj/Srbica's many young people are scarce.

Even before the 1999 conflict, Skenderaj/Srbica was one of Kosovo's poorest areas. There were few major investments in the 70s – a brick factory, an ammunition factory, and a textile factory. Skenderaj/Srbica's industrialization was only short-lived. In the late 80s and early 90s, most factories, with the exception of the ammunition factory that was turned into a military base in 1998, were either closed or relocated. Almost all socially owned companies have been privatized, but there is hardly any industry to speak of today. The only sizable and producing manufacturing company is the 'Vellezerit Geci' brick factory, but during winter, production often comes to a halt for several months. When operating, it employs 150.⁷⁵ Once a large employer of women, the plastic and toy factory Kosova Inex, has been idle since privatization in 2005 year. In the past, about 40 per cent of its 178-strong workforce was women. The new owners ran out of funds and are hoping for a foreign investor to bring the necessary cash to restart production.⁷⁶ The largest private employer of women today is the former trade centre, reopened as an outlet of Ben-Af, a retail and fast food chain.

With privatization nearly complete and 841 registered businesses in the municipality, there are some 11,674 estimated jobs for a working population of about 43,494.⁷⁷ This yields an employment rate of 27 per cent. The lack of employment opportunities and poor quality of the soil means that 2,455 families or 12,305 individuals live off social assistance. There are in fact more people receiving social assistance in Skenderaj/Srbica municipality today than earning an income from

⁷⁵ Interview with Nehat Geci, co-owner, Vellezerit Geci Block Factory, Skenderaj, 2007.

⁷⁶ Interview with Ismet Mustafa, co-owner, Toy Factory, Kosova Inex, Skenderaj, July 2007.

⁷⁷ MA Skenderaj, UNDP, EDA, Strategy for economic development in the Municipality of Skenderaj.Srbica 2005– 2010, p. 11.

regular employment.⁷⁸ One third of social welfare recipients are children aged 5-15 – their chances of getting a decent education are minimal.

It is households like that of Xhylferije Veseli who struggle to survive on social assistance. Xhylferije Veseli is the 35-year-old mother of five children, aged 8, 11, 13, 16 and 19. She lives in Acaeva village, a typically poor village located in Skenderaj/Srbica's hills. There is no sewage system or water supply. Besides subsistence agriculture, the local labour market in Acaeva consists of four family-owned grocery shops and one internet café. With very few exceptions, most households drink water from private wells; water shortages are common. The 'state' is present only with one primary school (classes 1-9), and a small health centre. Xhylferije's husband died during the war in 1998. Today, she lives in a two-room house, on bare concrete floors. Instead of windows, she uses sheets and blankets to keep the cold out of the house. The make-shift wooden oven barely heats up the cold concrete walls. Her youngest daughter Adelina, currently in second grade at elementary school, is already suffering from lung disease. Xhylferije gets 62 Euro from the state and 38 Euro from an NGO to cover some of Adelina's health expenses. This leaves no money for pencils, clothes or medicines. Her oldest son, 19 years old, had to drop out of education after primary school. Even though Xhylferije believes in education, she cannot afford to keep her children at school. *"I'm afraid that my daughter will also have to stop going to school after she finishes elementary school...how can I afford to pay for education with 62 Euro that I get from social assistance,"* she asks IKS.⁷⁹ Unfortunately, there are more families like hers in Acaeva. Acaeva is home to 141 families, one third of its population depends on social assistance.⁸⁰

78 Interview with Halit Hamza, Director of Social Work, Municipality of Skenderaj, July 11, 2007. In early 2007, the number of social assistance beneficiaries has actually been cut by 14 be1 families in response to budgetary pressures.

79 Interview with Xhylferije Veseli, December, 2007.

80 IKS, Field Research on Acaeva, November 2006– January 2007.

[illegible]





CHAPTER III: A MAN'S WORLD

Losing Face

In traditional places, new habits don't succeed" (in Albanian: *n'vende t'vjetra, adete t'reja sqiten*), repeats Naim Kabashi from the village of Apterusha in Rahovec/Orahovac an often-heard local saying by way of explaining the persistence of traditional views defining the position of women in society. In policy circles and cafés in Prishtinë/Priština, rural realities shaped by traditional views on gender roles are generally dismissed as a 'thing of the past'. The lives of women like Shemsije Brahimi, Hanife Ramishi or Valdete Gashi are the reality today and no exceptions.

Shemsije Brahimi, 36 years old, lives in an extended farm household in Acareva. The household is organised according to traditional, patriarchal principles, with several brothers living under one roof together with their parents, wives and children. Traditional households are run as single economic units with one common budget and shared resources. The head of the household (in Albanian *zoti i shtëpisë*), usually the eldest male in the family, takes all decisions. He delegates and organizes all work and most importantly, he controls the household budget and takes the final decision whether a woman is allowed to continue her education or seek employment out of the home.

Women, who like Shemsije Brahimi married into the family, are fully dependent on decisions made by the head of the household. *'If I want to visit my family, I must ask my brother-in-law, not my husband, because he is the "zoti i shtëpisë", explains Brahimi, 'he must know if one of the brides are absent so he can organise the household chores'.* The lives of daughter-in-laws like Brahimi follow a strict daily routine of household chores, farm work and childrearing responsibilities. Every morning, the women of the household prepare nine loaves of bread and five pies (in Albanian *pite* – a quiche-like dish). Since there is no running water, the women need to carry buckets of water from an outside well to fill the laundry machine. Electricity is rare, so often clothes need to be washed by hand. *'Ever since I married at the age of 16, I cooked and worked for 50 members of my husband's family. Now, since the family has been separated into two homes, I do the same for 25 members. I think its enough now; I've had a life of cooking and cleaning',* Shemsije told IKS.

Shemsije's husband Elez Brahimi works as a primary school teacher at the local school in Acareva. Their daughter, 16 year-old Lavdije finished only primary school, while her older brother went on to secondary school in Skenderaj/Srbica. The father's salary of 180 Euro is thus enough to pay for the son's, but not the daughter's education. Besides costs, the real reasons for Lavdije to stop school after primary school are the distance and unreliable transportation and the fact that she is a girl. Today, Lavdije spends her days at home waiting, as her mother explained, for a man to ask for her hand (in Albanian *msiti me kerku doren*).

Why invest in the education of a woman who will marry and stay home anyways, is a question one often hears. Trust that education is a ticket for upward social mobility and a way out of subsistence agriculture has been undermined by years of economic decline and instability. The breakthrough in women's education happened during the 1960s, when education for the most part guaranteed lifelong employment in socialist industries and state institutions. There was a firm belief that '*Vec me shkolle ka ardhmeri*' (only with education there's a future) and rural boys and girls enrolled in large numbers. Illiteracy dropped from 94 per cent before 1950 to 30 per cent in the 1970s.⁸¹ Education was seen as the salvation from subsistence agriculture or migration – the only other available alternative for many rural males with no prospects of finding employment in Kosovo. As Yugoslavia's economy faltered, the belief in education crumbled. Already in the 1980s, 30 per cent of Albanian students failed to register in secondary school.⁸² The number of rural girls dropping out of school was particularly acute – a trend that has continued to this day. The most persistent reasons given why girls are stopped from pursuing higher education include the lack of future employment prospects, the costs of education and the threat to a girl's moral reputation.

The risk of staining a girl's moral reputation is not worth taking if the chances of her finding employment upon graduation are minimal. When anthropologist Janet Reineck interviewed families in the 1980s, moral considerations were often the underlying cause for keeping girls at home. '*There are very few girls who have gone to school and are still good girls*', she was told, or '*the people here think a girl becomes ruined when she goes to school*'. A girl would '*lose her face*' (in Albanian *te merret fytyra*).⁸³ Little seems to have changed since the 1980s. Traditional views on morality continue to pose a direct obstacle to education.

In the summer of 2007, when IKS asked why young girls are prevented from continuing secondary school, we were told many times '*when girls are going to town, they are losing face*' (in Albanian: *se vajzat kur po dalin ne shehër, po na marrin fytyrën*). '*It is believed that girls who continue higher education*', explains Sebahate Myftari from Rahovec/Orahovac, '*will become immoral, and lose their values*'.⁸⁴ To '*lose face*' or to '*lose values*' still refers to the loss of moral standing in the eyes of the community by girls who spend time out of the house unaccompanied by male relatives.

81 *Ekonomiska Politika* 1973:637, *The Past as Refuge: Gender, Migration and Ideology among the Kosovo Albanians*, Janet Reineck, 1991.

82 *Ibid*, p. 167.

83 *Ibid*, pp. 170-171.

84 Interview with Sebahate Myftari, owner of driving school, Moderna-s, Rahovec, September 2007.

Sevdije Kabashi, teacher at the elementary school of Zoçishtë/Zočište in Rahovec/Orahovac confirms that *'very few girls from the village continue secondary education because some of the girls who went didn't behave properly, so villagers now hesitate to send their daughters'*. When prompted to explain what *'improper behaviour'* implied, villagers told IKS *'they visited cafés and stayed with boys'*. One of many girls forced to quit education was Shemsije Kastrati from Xërxë/Zrze in Rahovec/Orahovac, who wrote during the WLP Classes that *'when I was child [...] my father didn't allow me to continue education [...] he closed me at home and he didn't allow me to go out'*.⁸⁵

'In the past, no woman could go out of the house alone without her husband', remembers Makfire Maksuti, a literacy teacher from Lubovc/Ljubovac village in Skenderaj/Srbica.⁸⁶ *'Many women in Lubovc/Ljubovac don't know how to read and write, but are too ashamed to admit it'*, explains Maksuti. Before the war, the local primary school offered only five classes; few girls walked the 4 km to the nearest school. As part of the UNICEF literacy programme Makfire Maksuti taught a group of nine women learners, most of them in their mid-20s. One of the learners was Hanife Ramishi.

Hanife Ramishi is 21 years old and lives with her ageing father and 35-year-old disabled sister. Hanife's other sisters and brothers are married and live abroad. The family owns one hectare of land and one cow, and receives an old-age pension for the father and a disability pension for the sister. Hanife dropped out of school after three years *'because we did not have enough money and according to the traditional mentality, women are not really supposed to go to school'*. After completing the literacy course, Hanife got her driving license and is now able to drive her family to Skenderaj/Srbica to shop or attend a doctor's appointment. Hanife confirmed that few women walk even as far as the asphalted main road leading to the village without a male relative. *'According to the villagers' mentality, women should not go alone to Mitrovica by bus'*, she explains. *'I was only able to attend the literacy course because it was close to home'*, had it been outside the village, she would have faced stiff resistance from her own family.⁸⁷

Whether in Skenderaj/Srbica, Rahovec/Orahovac or Podujevë/Podujevo, traditional views on morality continue to restrict the freedom of rural women to move around freely. Twenty-one-year-old Valdete Gashi from Rahovec/Orahovac confirmed that to this day in Zoçishtë/Zočište, young girls are not allowed to go out in the village or visit Rahovec/Orahovac town without the accompaniment of male relatives.⁸⁸ Such views are not confined to villages, but also persist in smaller urban centres like Rahovec/Orahovac or Skenderaj/Srbica town. *'I was surprised by the large number of illiterate women in Rahovec/Orahovac town'* are the words of Fiqirije Kajtazi, who taught one of two groups here as part of the UNICEF literacy programme. Far from isolated, her seven students were living in

85 IKS took this quote from notes of Luljeta Kryeziu WL Teacher teacher, Xerxe, Rahovec, August 2007.

86 Interview with Makfire Maksuti, former women literacy trainer in Lubovec village in Skenderaj municipality.

87 Interview with Hanife Ramishi, woman learner in Lubovec village, Skenderaj.

88 Interview with Valdete Gashi (Avdurrahman Gashi family), 22 November 2006.

the town. Her students were part of the 'lost generation' of the 1990s, Miranda was 19, Elvane 22, Samile 23, Bademe 31, Elvane 34, Luljeta 36 and the oldest one Zyrafete was 38 years old.⁸⁹

A man's world

In rural Kosovo, women are largely invisible to the public eye. Confined to their homes, working backbreaking jobs at family farms, raising and educating the next generation and caring for the elderly, women are absent from most official statistics and public discourse.

Statistical data in Kosovo, however, has to be taken with a great degree of scepticism. Of all the 4,104 businesses, officially registered with the Ministry of Trade and Industry in Rahovec/Orahovac, Podujevë/Podujevo and Skenderaj/Srbica, only 2,232 are registered as taxpayers with the Ministry of Finance and Economy. Given the huge discrepancies between official data and the reality on the ground, IKS opted for a bottom-up approach and detailed interviews with a cross-section of private and public employers.

Table 3: Number of businesses and employees

Municipality	# of registered businesses*	# of tax payers**	# of employees***
Podujevë/Podujevo	1,874	1,089	3,223
Rahovec/Orahovac	1,389	667	2,432
Skenderaj/Srbica	841	476	1,415
Total	4,104	2,232	7,070

* Ministry of Trade and Industry

** Ministry of Finance and Economy

*** Ministry of Trade and Industry

The picture that emerges is that of a 'man's world'; very few women are gainfully employed and few women run their own businesses. Of the 76 private businesses interviewed by IKS, one third employs no woman at all, one third employs only one woman and only seven companies employ more than three.⁹⁰ In Rahovec/Orahovac, only 7.4 per cent of businesses are owned by women (103 businesses); mostly boutiques, tailors and hair salons. On average, the share of women-owned businesses in the three municipalities is less than 9 per cent.

Table 4: Women owned businesses in three municipalities

Municipality	# of registered businesses	# of women-owned businesses	Percentage of women-owned businesses
Podujevë/Podujevo	1,874	170	9 %
Rahovec/Orahovac	1,389	103	7.4 %
Skenderaj/Srbica	841	96	11.4 %
Total	4,104	369	9.3 %

⁸⁹ Interview with Fiqirije Krasniqi, WLC teacher in Rahovec group I, 29 August 2007. In the second literacy group taught in Rahovec, 7 out of 8 women participating were also totally illiterate.

⁹⁰ IKS Field Research, Rahovec, Podujevo, Skenderaj, July–October, 2007.

A great number of women are economically active in agriculture, the majority in the immediate vicinity of their house – looking after the vegetable garden, caring for livestock and preparing food for the family. Few women earn any cash income from these activities; almost none can afford to pay into a pension or health scheme and their economic dependence on the family is near absolute.

We set out to ask a simple question: why is it that women are absent from the rural labour market? One reason is family and childrearing obligations. Another reason is the social stigma attached to out-of-home employment. The two main reasons, however, why women do not work is the lack of job opportunities within reach for most rural women and their lack of marketable skills.

There is little reason to be nostalgic about the socialist past. Back in 1988, an estimated 90.3 per cent of Kosovar women were economically dependent and the share of women in overall employment was only 22 per cent.⁹¹ The biggest difference under socialism was that 39.2 per cent of women were employed in industries whereas today, in terms of industry, there is not much to speak of. Most manufacturing in the three municipalities is construction related – bricks, steel reinforcements, windows, doorframes – or agro-processing, including drinks and wine producers, flourmills and mushroom collectors. The traditional industries where women were employed in the past – mostly in the textile, apparel and food industries – have largely collapsed.

As jobs are scarce, women face stiff competition. There are just too few jobs available for the large number of poorly skilled men and women competing for employment. In a typical village, the only 'local jobs' are at the primary school and health centre (if there is one), in family-run shops, maybe in a carpentry, car mechanic, petrol station or doors & windows producer, an internet café or as taxi drivers. Few of these jobs are suitable for women taking into account their skills and the social stigma that comes with certain professions. It is thus no surprise that the most common and most popular professions among rural women is that of primary school teacher for the highly skilled and hairdresser for the unskilled. Jobs that can also easily be combined with childrearing and household duties.

According to a UNIFEM study conducted in 2000, most women who did have wage jobs in rural areas were working as teachers. Less than 16 per cent of women had paid employment. The share of women working in industry was 3.1 per cent, reflecting the near total collapse of traditional industries where women had worked in the past. Most women interviewed by UNIFEM wanted to work, but there were no jobs and they lacked marketable skills.⁹² A large part of women was working out of their home as tailors or hairdressers or manning a family shop. Of those employed out of their homes, one third worked in businesses – mostly as salespersons in retail – and one-third in

91 Rilindja, 24 March 1988, *The Past as Refuge: Gender, Migration and the Ideology among the Kosovo Albanians*, Janet Reineck, 1991.

92 UNIFEM/DFID, *Grate ne Pune, Situata dhe mundesite ekonomike per grate ne Kosove*, 2000, p. 45.

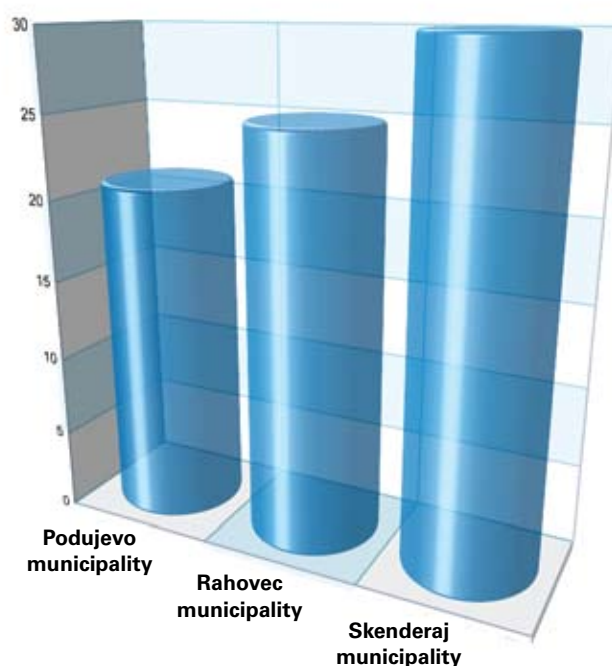
different professions. Among professional women about 39 per cent were working as nurses and 22 per cent as teachers.⁹³

A 2006 study published by She-ERA, a local Women's Business Association, confirmed the same trends. Among 1,450 women entrepreneurs interviewed, only 4 per cent engaged in agriculture-related activities, 15 per cent are in the business of producing textile, uniforms, dairy products, vegetable preservation, bakeries, carpet weaving or tailoring, 38 per cent are in the service sector and 43 per cent are engaged in trade.⁹⁴ The most popular 'service' provided by women is hairdressing – with 44 per cent of women in the service sector running a hair salon, 27 per cent a beauty salon and 8 per cent providing health services. Relying on an expansion of hair salons to increase female employment, however, is not really an option. The growth potential of most of these women-owned businesses is limited. The majority (56.3 per cent) consists of one-woman enterprises; only 3 per cent employ more than four people.

The data also confirmed the lack of mobility facing most rural women and their high rate of dependency. Most women conduct their business from home to stay close to their families for lack of affordable childcare. Less than 5 per cent operate their business in a different town or village from where they live.⁹⁵ In 77 per cent of the cases, it is actually the husband, father or son who takes the main business decisions. The share of women entrepreneurs who can live mainly on their own personal income is only 13 per cent.⁹⁶ There is, however, great interest in professional training and capacity building – 82 per cent expressed strong interest in advancing their professional skills, particularly in marketing, sales techniques, human resource and finance management and IT.⁹⁷

Total number of businesses surveyed: 76

Podujevo municipality:	21	28%
Rahovec municipality:	25	33%
Skenderaj municipality:	30	39%



93 Ibid, p. 45.

94 She-ERA, Grate Afariste ne Kosove, Analize e

95 Ibid, p. 116.

96 Ibid, p. 106.

97 Ibid, p. 135.

Table 5: Public employment in the Municipality of Skenderaj/Srbica, Rahovec/Orahovac and Podujevë/Podujevo

SKENDERAJ/SRBICA								
Gender	Municipality ⁹⁸	Education ⁹⁹	Health ¹⁰⁰	KEK ¹⁰¹	PTK	Water ¹⁰²	Waste ¹⁰³	Total
Male	167	722	82	100	12	28	21	1132
Female	38	184	103	1	4	1	0	331
Total	205	906	185	101	16 ¹⁰⁴	29	21	1463
RAHOVEC/ORAHOVAC ¹⁰⁵								
Male	152	700	63	38	16	28 ¹⁰⁶	26 ¹⁰⁷	1023
Female	22	234	64	0	8	0	1	329
Total	175	934	127	38	24 ¹⁰⁸	28	27	1352
PODUJEVË/PODUJEVO								
Male	213	1012	90	373	10	30 ¹⁰⁹	34	1762
Female	53	374*	158	5	4	1	1	596
Total	266	1386	248 ¹¹⁰	378	14 ¹¹¹	31	35 ¹¹²	2358
TOTAL								5173
Female								1256

*This number includes the total number of women employees in the education sector in Podujevë/Podujevo without specification of education levels.

Not much has changed between 2000 when the UNIFEM study was done, the 2005 She-Era survey and summer of 2007, when UNICEF/IKS set out on its research. The public sector, including the public administration, in particular the education and health sector, is still a major employer of women. The single most popular 'female profession' is that of teacher. With 792 female employees – making up 65 per cent of female public sector employment – the education sector is perhaps the largest single employer of women in Rahovec/Orahovac, Podujevë/Podujevo and Skenderaj/Srbica. It is followed by municipal administrations employing a total of 113 women and the health sector with 325 female employees. Female employment in the public sector across the three municipalities, including public utilities, equals 1,256 – one quarter of total public sector employment.¹¹³

But the public sector is no great employer of poorly skilled, rural women. Most women employed in the public sector have at least secondary school education; only 0.07 per cent of female employees have less than primary school education. Of the 26 women employed by public utility compa-

98 Interview with Nasuf Shabani, Director of General Administration, Municipality of Skenderaj/Srbica.

99 Data from Ahamt Tahiri, education official, Municipal Assembly, Skenderaj/Srbica.

100 Data from Azem Geci, officer of finance, Health Center, Municipality of Skenderaj/Srbica.

101 Data from Pranvera Muhadri, for KEK for all three municipalities, 2007.

102 Data from Iljaz Halili, Director, Water-supply Unit, Municipality of Skenderaj/Srbica.

103 Data from Haki Zahiti, Pastrimi Company, Municipality of Podujevë/Podujevo.

104 Data from Hyka Rexha, Regional Officer of PTK unit, Municipality of Mitrovica.

105 Data from Halit Kerndali, official, Municipal Assembly, Rahovec/Orahovac.

106 Data from Feim Mullabazi, water-supply official, Rahovec/Orahovac.

107 Data from Xhemajli Haxhimustafa, official, Pastrimi Company, Municipality of Rahovec/Orahovac.

108 Data from Besa Doranber, PTK, Regional Officer, Municipality of Prizren.

109 Data from Mehdi Dervishi, water supply official, Podujevë/Podujevo.

110 Data from Bahri Thaci, Director, Health Ambulance, Municipality of Podujevë/Podujevo.

111 Data from Fisnik Bytyci, PRK J.S.C, Compensation and Benefit Coordinator, Prishtinë/Prishtina.

112 Data from Hasan Mehmeti, official, Pastrimi Company, Municipality of Prishtinë/Prishtina.

113 Skenderaj/Srbica 331, Rahovec/Orahovac 329, Podujevë/Podujevo 596.

nies, all but six have secondary school education. Of the total 113 working for municipal administrations, 75 have completed secondary school and only 11 have less than primary school.

Table 6: Women Skills level in public sector in Skenderaj/Srbica, Rahovec/Orahovac and Podujevë/Podujevo

Skills Level	Municipality	Education Sector	Health Sector	Public Utilities	Total	%
Postgraduate	1	0	16	0	17	1.4%
Faculty	24	778 ¹¹⁴	14	1	817	65%
High School	2	2	0	0	4	0.3%
Secondary education	75	9	262	20	366	29%
Primary education	11	3	32	5	51	4.1%
Less than primary	0	0	1	0	1	0.07%
Total	113	792	325	26	1,256	100

The private sector, on the other hand, is too small-scale in size and structure to create enough jobs to absorb the large number of unemployed and poorly skilled men and women. Most of the 4,104 registered businesses in Podujevë/Podujevo, Rahovec/Orahovac and Skenderaj/Srbica are small-scale, family-owned wholesale and retail businesses, construction companies and service providers including restaurants, bars and driving schools. The 1,874 businesses in Podujevë/Podujevo, for example, employ an average of 1.7 persons and trade provides for 43.3 per cent of all employment.¹¹⁵

It is not surprising that the largest private employer of women in the three municipalities – employing 35 women in total – is the Skenderaj/Srbica outlet of *Ben-Af*, a fast growing supermarket and fast food chain. The second largest female employer is *Valrisi Company*, a woman-owned boutique and tailoring shop in Podujevë/Podujevo with 21 employees. The third largest is the mill and pasta producer *M& Silosi* in Xerxe, Rahovec/Orahovac.¹¹⁶

¹¹⁴ This number includes all education employees in Podujevë/Podujevo, not broken down into detailed education levels.

¹¹⁵ SOK, Number of registered business and employees in 2006, provided by Hysni Elshani, statistical officer SOK, September 2007

¹¹⁶ IKS Field Research, Xërxë/Zrce, Rahovec/Orahovac, 2007.

**Table 7: Largest private employer of women**

Name	Sector	Municipality	Location	Female	Male	Number
Ben- af	Retail	Skenderaj/Srbica	Skenderaj/Srbica Town	35	65	100
Valrisi	boutique/	Skenderaj/Srbica	Skenderaj/Srbica Town	35	65	100
tailoring	Podujevë/ Podujevo	Podujevë/Podujevo Town	21	0	21	
M&Silosi	agro processor	Rahovec/Orahovac	Xërxë/Zrce	15	352	367
Laberion	agro processor	Podujevë/Podujevo	Gllavnik/Glavnik village	9	44	53
Elma	Tailor shop	Rahovec/Orahovac	Rahovec/Orahovac Town	9	1	10
Besiana	Hotel	Podujevë/Podujevo	Podujevë/Podujevo Town	8	30	38
FAN	Construction material	Podujevë/Podujevo	Podujevë/Podujevo Town	7	193	200
Gashi	agro processor	Podujevë/Podujevo	Podujevë/Podujevo Town	5	6	11
ProCredit Bank	financial services	Skenderaj/Srbica	Skenderaj/Srbica Town	5	6	11
Dona	baby store	Skenderaj/Srbica	Skenderaj/Srbica Town	5	2	7
Total				119	699	818

Skills wanted

With 367 people on the payroll, including 15 women, *M&Silosi* is the single largest employer in the three municipalities and the third largest employer of women.

M&Silosi was privatized in 2005 by a Macedonian Albanian businessman who promised to invest 20 million Euro and create 350 jobs. The total capacity for wheat collection in the four silos is about 52,000 tons. The company pays salaries to 367 employees, most of them former employees, but only 169 actually work. The 15 female staff members are concentrated in laboratory and administrative jobs. Most of the technology is imported from Italy and state of the art.

Hajdar Vuciterna, Director of Production in 'M&Silosi', is a specialist in technological engineering of wheat, flour and pasta processing. He finished his studies in Zagreb on a company scholarship. He rejoined M&Silosi after privatisation. Like Vuciterna, most employees of M&Silosi have already worked for the company under socialism. With new technologies, many of their skills acquired during the 1970s or 1980s have become obsolete.

The company's biggest concern is to find qualified technological engineers and finance officers to replace its ageing workforce.¹¹⁷ In the past, the secondary professional school in Rahovec/Orahovac, offered two classes specialising in wheat, flour and pasta processing and company employees were regularly sent to different places in former Yugoslavia for training. *'Since 2000, nobody thought about organizing these professional trainings or schools and now we have this shortage,* explains Hajdar, himself a former teacher at the secondary school in Rahovec/Orahovac. He remains optimistic; but admits that the shortage of engineering and technology experts could harm the business in the near future.¹¹⁸

M&Silosi is no isolated case. Most of the recently privatized enterprises interviewed reported shortages of highly qualified technical staff and industrial engineers. Missing skills range from manufacturing and processing skills, to packaging and technological engineering. OSA Termosistem in Rahovec/Orahovac, for example, is searching for jobseekers with work experience in the production of coolers, heaters and cooling equipment. There are plenty of young adults with computer and foreign language skills, but none with the relevant industrial experience. The lack of qualified experts also hurts smaller companies like Gashi Drinks Production in Podujevë/Podujevo. Three to four times a year, Sejdi Gashi has to fly in a Swiss engineer to analyse the drinks production. Each trip costs Gashi Company 2,000 Euro plus travel and accommodation expenses; the equivalent of an average monthly salary of 250 Euro.¹¹⁹ This drives up production costs and reduces the company's competitiveness.

117 Interview with Hajdar Vuciterna, Secretary, and Lendita Pula, Head of Human Resource Department, M&Silosi Flourmill.

118 Interview with Hajdar Vuciterna-Director of Production, M&Silosi flourmill, Rahovec/Orahovac, 13 July 2007

119 Interview with Sejdi Gashi-Owner of Gashi drinks produce company in Podujevë/Podujevo, 20 July 2007.

Table 8: Top ten employers

Employer	Activity	Location	# male	# female	Total # of employees
M&Siloti	agro processor	Xërxë/Zrce	352	15	367
Stonecastle vineyards/winery	agro processor	Bernjaq /Brnjaca village	291	3	294
FAN	construction material	Podujevë/Podujevo town	193	7	200
Vellezerit Geci	construction material	Skenderaj/Srbica town	149	1	150
Euroblock	construction material	Podujevë/Podujevo town	99	1	100
Ben-Af	retail	Skenderaj/Srbica town	65	35	100
Fetoshi	construction material	Bellacerkvë/Bela Crkva village	60	0	60
OSA Termosistemi	industrial manufacturing	Bernjaq/Brnjaca village	54	2	56
Laberion	agro processor	Gllavnik/Glavnic village	44	9	53
Korenica	construction material	Xërxë/Zrce	49	3	52
Total			1,356	76	1,432

The mass dismissal of Albanians from industrial employment during the 1990s and the teaching conditions under the parallel education system, practically excluded an entire generation from on-the-job training and led to a rapid deterioration of skills. With the collapse of socialist industries in-company training has by and large become a thing of the past. For lack of suitable applicants, *OSA Termosistem* is now in the process of setting up an internal training scheme to pass the skills from one generation of workers to the next.¹²⁰ But few companies in Kosovo have the size and financial means to invest in on-the-job training.

The bulk of Kosovo's private sector is made up of small-scale family enterprises, retail businesses, shops and boutiques. As part of this research, IKS conducted in-depth interviews with 58 trade and service providers. With four employees on average, these companies lack the managerial, financial and technical capacities to invest in on-the-job skills training. Struggling to make ends meet, few of these companies have any hiring plans for the future. The skills needs identified by the interviewees reflect the nature of Kosovo's private sector. Professions and skills mentioned included driving instructors, travel agents, marketing and administrative assistant, salespersons, waiters, accountants and loan officers. More high-end skills included food processing and pharmaceutical expertise, laboratory experience with viticulture and drinks production, dentistry, and agricultural expertise (see Annex II, Table X on Skills Needs).

Most of these jobs require at least secondary school education; demand for unskilled, female labour is minimal. Most of these jobs are also concentrated in larger urban centres, in Podujevë/Podujevo, Rahovec/Orahovac or Skenderaj/Srbica town. Wage jobs in villages like Acareva, Dobridoll/Dobri Dol or Zoçishtë/Zočiste village, where the majority of the population lives, are almost non-existent. For the few wage jobs that exist in the countryside, in particular those requiring professional skills, experienced female employees commute

120 Interview with Sahadete Dula, co-owner of OSA Termosistem in Bernjake (Rahovec/Orahovac), 4 July 2007.

from nearby cities. Lendita Pula, Head of Human Resource at 'M&Silosi' in Xërxë/Zrce confirmed that *'most of the employees in this factory come from the town of Rahovec/Orahovac, Prizren and Gjakovë/Djakovica, especially women employed in the laboratory and administration.'*¹²¹ Lendita herself is a lawyer by training and travels every day by car 24 km from Gjakova to come to work.

The manufacturing company 'Korenica' in Xërxë/Zrce is planning to grow its business and start with the production of plastic packaging. This will create 10 new jobs, including three potential jobs for women in packaging, provided women with the appropriate skills apply. Mustaf Korenica, the company's director, has also been looking for women with skills in marketing and administration, but because of skills gaps and the traditional mentality in Rahovec/Orahovac, he was obliged to look for employees in nearby towns.¹²²

Lacking marketable skills for gainful employment, rural women are thus left to choose among jobs as cleaners, hairdressers, tailors or kitchen personnel. Jobs, which generally do not even pay enough to compensate for the costs associated with out-of-home employment. The average wage for a woman under 35 years with only primary school education was 132 Euro a month compared to 307 Euro for a woman with university-level education.¹²³

Patience and a long-term perspective are needed. Even with increased levels of investments in educating and training the female population, Kosovo will most likely see a drop in its female labour force participation in the short term. Worldwide female labour force participation is highest in very poor countries – where women work mainly in farm or non-farm family enterprises – and in developed countries. The poorest and richest countries have labour force participation rates in excess of 50 per cent, whereas female labour force participation rates drop to 35 per cent in countries with incomes lower than USD 2,500 per capita.¹²⁴ Increased economic development initially moves women out of the labour force and brings about initial declines in female labour force participation. Evidence from other countries suggest that in low-income countries where women are largely confined to family enterprises, economic development that comes in the form of a new manufacturing sector initially improves economic opportunities for men relative to women.¹²⁵

Policy makers and planners must therefore take a longer-term view. With economic development, the nature of jobs available to women changes. In other industrialized economies including the US, the rise in female labour force participation was due to the growth of white-collar jobs, largely in the clerical sector.¹²⁶ Gains in female education, both in absolute terms and relative to male education levels made these white-collar jobs attainable for women and increased incentives for women to work away from home. As female education levels rise (opening up possibilities to move into white-collar jobs at higher market wages) and fertility declines (reducing the costs of working away from home), women will move into the formal sector in large numbers.

121 Interview with Lendita Pula, Head, Department Human Resources Department, M&Silosi, Rahovec/Orahovac, 13 July, 2007.

122 Interview with Mustafe Korenica, director of Korenica company.

123 SOK, Labour Force Survey, p. 202

124 Women's Work and Economic Development, Kristin Mammen and Christina Paxson, Journal of Economic Perspectives, Volume 14, Number 4, Fall 2000, p. 141–164

125 Ibid.

126 Ibid.





CHAPTER IV: RHETORIC AND REALITY

There is no shortage of strategy papers, action plans and directives. The National Strategy for Employment and Labour force development passed in 2001 calls for active measures to ensure women's access to jobs and training opportunities.¹²⁷ The 2004 Law on Gender Equality specifically calls for equal opportunities to attend education, professional training and courses that aim to improve professional skills. Article 13.7 reads that

'employers or institutions that provide professional training...shall not discriminate any individual on gender basis'.¹²⁸

On paper, the National Action Plan for the Achieving of Gender Equality, approved in 2004, ensures equal participation and representation of women in all spheres of political, economic, cultural and social life.¹²⁹ The Action Plan also specifically calls for equal education free of gender-based stereotypes and discrimination.¹³⁰ But, the political will and adequate resources to turn these papers from dead letters into concrete policies are simply missing.

Current public provisions for adult learning include a network of eight vocational training centres operated by the Ministry of Labour and Social Welfare, the Women Literacy Programme supervised by MEST and implemented by 21 NGOs, catch-up classes for minorities (MEST) and Non-Formal Education offered at secondary schools (MEST). A recent assessment by the Turin-based European Education and Training Foundation (ETF) found the existing adult learning provisions seriously wanting, or in ETF's words:

'Post-secondary and continuing education and training provisions are almost non-existent, partly as a result of a failure to promote adult learning. Formal provision is almost entirely lacking and there has been a recent tendency for development to focus entirely on university education provision to the virtual exclusion of all else.'

Available resources do not match the task of reversing decades of underinvestment in human capital and skills development. In 2004, Kosovo spent a meagre 0.14 per cent of GDP on

127 ETF, 'Supporting the Unemployed and Job seekers in Kosovo: Enhancing Employability. A Strategy for Vocational Training, February 2002.

128 Law on Gender Equality, Law No 2004/2, June 2004, Article 13.7.

129 National Action Plan for Achieving Gender Equality, Chapter III, point 17 and 18, p..7.

130 Ibid, Section 10.1, 10.2, p. 21– 22.

adult education.¹³¹ At the end of 2006 MEST had 224 employees and an approved budget for 2007 of 33,850,156 Euro.¹³² An increase to 38.1 million Euro as planned for 2008 still leaves Kosovo with no more than 20 Euro per capita on education.¹³³ The school system is also chronically underfunded with schools receiving only 18 Euro per student per year to cover infrastructure and learning materials.¹³⁴

The Ministry of Labour and Social Welfare is equally under-resourced. With an annual budget of 911,116 Euro for vocational education and job retraining, MLSW spends less than 3 Euro (2.8 Euro) per registered unemployed.¹³⁵ Whereas the number of registered unemployed increased between March 2004 and July 2007 by 43,078 or 15 per cent, funding for vocational education and training has been cut by 12 per cent.¹³⁶ On paper, UNMIK Regulation 2002/24 obliges the Ministry of Labour and Social Welfare to provide for active labour market policies, mediation between employers and employees and the provision of vocational training. In practice, in 2006 only 3,455 persons – less than one per cent of registered unemployed – benefited from publicly funded vocational training.¹³⁷

Demand for job mediation cannot be met by MLSW. Kosovo-wide, 454 unemployed competed for one vacancy in 2006. In absolute figures, public employment offices acquired 8,561 vacancies and found jobs for 7,348 job seekers.¹³⁸ Seventy-three per cent of jobseekers who found a job through public mediation were males, women made up approximately one quarter of all job placements. Most of these jobs went to highly skilled women; one in four secondary school graduates found a job compared to 0.4 per cent of unskilled women. The need for vocational training also greatly outstrips supply. The majority of registered unemployed are without skills and qualifications. Of 18,894 registered unemployed in Skenderaj/Srbica municipality, 11,667 are without any qualifications, 3,453 have secondary school education and 64 hold university degrees.¹³⁹ Again, women are particularly disadvantaged; five times more men than women participate in MLSW-funded training programmes; only 18 per cent of participants are women.¹⁴⁰ For lack of public funding, vocational training and non-formal education remain heavily donor-dependent, but barely 6 per cent of donor assistance is earmarked for sectoral support for education and employment.¹⁴¹

The lack of political commitment is also reflected in the stunning lack of data. There is no national data collection on human resources. The head of the unit responsible for Education Statistics

131 Employment and Skills Observatory of Kosovo, *Mainstreaming with Europe: an adult learning strategy for Kosovo (2005-2015)*, April 2004.

132 Government of Kosovo, *Budget 2007*, p. 99.

133 Assuming a resident population of 1.9 million inhabitants. Projected expenditures according to the Medium Term Expenditure Framework, 12 September 2007.

134 MEST, MAFRD, FAO, *A Strategy for Education for Rural People in Kosovo, 2004-2009*, p. 7.

135 Government of Kosovo, *Budget 2007*, p. 103.

136 Ministry of Labour and Social Welfare budget for vocational training 2005-2006,

137 MLSW, Department of Labour and Employment, 2006, p. xvi.

138 Ibid, p. 17.

139 Interview with Shukrije Mehmeti and Tafil Shatri, Municipal Employment Office, Skenderaj/Srbica.

140 ILO IFP/SKILLS, *Action Research – Gender Dimensions of Skills Development in Kosovo*. Prishtinë/Priština 2003. p. 15.

141 UNICEF, Table 32, *Donors' Contributions to sectors in Kosovo*.

within MEST admitted having no data on illiteracy rates, enrolment or school dropout rates. When prompted, he responded, *'oh no we don't have this kind of information, yes, it would be good to have this data in our ministry but we just don't'*.¹⁴² There is also no system to track school drop-outs or graduates of vocational training programmes that would allow for an assessment of the relevance and quality of training provided. Basic information on skills levels of employees in the formal and informal sector, available skills among the unemployed or skill needs of the private sector are missing. Reliably forecasting skill needs and trends is therefore an impossible task.

Out of reach

The Mitrovica Vocational Training Center is about four kilometres out of town, along the main road running from Mitrovica to Montenegro. The centre was built in 2000 with funding from Denmark. Since 2003 it is under the administration of the Ministry of Labour and Social Welfare (MLSW).

The Mitrovica Vocational Training Center is a building 'in progress'. The terrace in front of the entrance, as well as the wooden chairs and tables used by the students during lunch break in summers, have all been constructed by graduates of the woodworking course. The construction workshop, attached to the main building, has been constructed by graduates of the construction course. In the classrooms filled with sewing machines and stacks of cloth, textile trainees make uniforms for other students. Cooking classes are held in the adjacent kitchen, and at lunchtime, training participants from other courses come here to sample the food. A spacious room further along the corridor is used for the woodworking course; the metal workshop is located on the first floor. The classrooms for the IT and business administration course are each equipped with 10 state-of-the-art flat screen computers and a fax machine.

Ferdane Haxhimustafe, an energetic, 35-year-old woman, heads the center. Every morning at 8am, Haxhimustafe meets with her staff to plan the course work; courses start at 8.30am. The majority of the staff has been employed since 2000 and has been trained by the Danish Production School operating the center originally. Between 2003 and August 2007, the Mitrovica Vocational Training center provided training to 1,814 students, including 515 women (28 per cent). Students can choose among seven occupational profiles, including cooking, textile processing, computer training, business administration, construction, woodworking and metalworking.¹⁴³ On workdays, the center is brimming with students.

¹⁴² Interview with Enver Mekolli, Head of the Unit for the Education Management Information System, part of the Division for Planning & Analysis within MEST, December 2007.

¹⁴³ Interview with Ferdane Haximustafe, Director, Regional Vocational Training Center in Skenderaj/Srbica, 12 September 2007.

Table 9: Mitrovica Vocational Training Center¹⁴⁴

Year	Male	Female	Total	Female %
2003	106	24	130	18 %
2004	349	72	421	17 %
2005	412	126	538	23 %
2006	327	148	475	31 %
2007*	105	145	250	58 %
Total	1299	515	1,814	28 %

*Only until August 2007

The occupational profiles are chosen from among 23 occupational profiles selected by the Ministry of Labour and Social Welfare based on a labour market assessment conducted in 2001. The existing profiles are heavily biased towards construction-related professions, reflecting the needs of Kosovo's post-war economy. Given the agrarian nature of Kosovo's economy, it is surprising that none of the priority areas for skills training include training for agricultural production of rural development, except one course in the maintenance of farm machinery.¹⁴⁵ Neither the Prizren, Mitrovicë/Mitrovica or Prishtinë/Priština Vocational Training Centers offer training courses specifically focused on farmers' needs or rural income generation. It is also surprising that seven years of rapid economic change have passed, without a review of the original 23 profiles picked in 2001. There has thus been no effort to adjust to the emerging skills needs of the private sector.¹⁴⁶

The selection of training courses is also gender biased; 16 of the 23 profiles are skewed in favour of traditional 'male' occupations considered not suitable for female job seekers. *'Profiles in our center are mostly male professions, so the number of women participants is low'*, admits Sinan Gashi, director of VTC in Prizren.¹⁴⁷ Only two – textile and office administration – are considered female occupations and six are 'suitable' for both men and women. These include business administration, IT, graphic design, accounting, self-employment and cooking.¹⁴⁸ None of the courses are specifically tailored to rural women with less than primary school education and no prior work experience out of the home. Not surprisingly, less than one in five participants at the Prizren Center was a woman.

The eight Vocational Training Centers are all located in towns, distant from the majority of rural unemployed. In theory, vocational training courses are offered free of charge, but students must arrange and pay for their own transport. Distances to the centers and transport costs represent a real barrier to potential participants from rural areas, in particular women. Shasivar Sadiku, director of the Prishtinë/Priština Regional Center covering six municipalities, admits that *'the majority of participants in the training programmes come from Prishtinë/Priština'*.¹⁴⁹ Municipalities like

¹⁴⁴ Ibid.

¹⁴⁵ A Strategy for Education for Rural People in Kosovo, 2004-2009.

¹⁴⁶ Interview with Valli Corbanese, Head of the Prishtinë/Priština Office of the International Labour Organisation.

¹⁴⁷ Interview with Sinan Gashi, Director of the Vocational Training Center in Prizren.

¹⁴⁸ ILO IFP/SKILLS, Action Research – Gender Dimensions of Skills Development in Kosovo. Prishtinë/Priština 2003. p. 15.

¹⁴⁹ Interview with Shasivar Sadiku, Director, Regional Center for Vocational Training, 31 July 2007.

Podujevë/Podujevo – at commuter distance from Prishtinë/Priština – are greatly disadvantaged. A mere 0.57 per cent of registered unemployed in Podujevë/Podujevo participated in MLSW-provided vocational training in Prishtinë/Priština. The share of participants attending courses at the Prizren Center from Rahovec/Orahovac was only 2.4 per cent. In Skenderaj/Srbica, from 2003 through August 2007, only 107 trainees participated in courses in Mitrovica. Less than 0.5 per cent of the 18,894 registered unemployed in Skenderaj/Srbica thus benefited from public training provisions.¹⁵⁰

Sejdi Behrami, 44 years old, migrated to Germany and worked in a metal processing factory for several years. After the war, the German authorities forced the Behrami family to return to Kosovo. Sejdi Behrami returned to his village Krasmirovci in Skenderaj/Srbica, where he lives with his wife and five children on social assistance. In 2007, Sejdi Behrami registered for the metal processing course at the Mitrovica Vocational Training Center. He is hoping to obtain a certificate attesting the metal processing skills he had acquired on the job in Germany. Getting to Mitrovicë/Mitrovica from Krasmirovci is a daily ordeal. Sejdi has to walk for 40 minutes from his village to the next village, Qirez, take a bus for € 1 to Skenderaj/Srbica, and another bus to Mitrovica. He spends nearly four hours travelling a day. The price of the bus tickets only to attend a three months course is equivalent to one month of social assistance. If Sejdi Behrami were a woman, attending a course in Mitrovica would be a distant dream.¹⁵¹

The costs and difficulties involved with attending training courses effectively exclude the majority of rural women who are less mobile and less flexible than Sejdi Behrami. In Rahovec/Orahovac, Skenderaj/Srbica and Podujevë/Podujevo combined, 17,427 women registered as unemployed; women thus constitute 47 per cent of all registered unemployed. But only 65 women, or 0.37 per cent of officially registered unemployed women, attended job trainings at one of the Vocational Training Centers in Prizren, Mitrovica or Prishtinë/Priština. From Rahovec/Orahovac municipality, 14 women in total and from Skenderaj/Srbica municipality only five women attended courses.¹⁵² The already low share of women participating in vocational training programmes - 18 per cent across Kosovo – is heavily skewed in favour of municipalities where vocational training centers are located.

¹⁵⁰ Interview with Shukrije Mehmeti, Municipal Employment Office in Skenderaj/Orahovac.

¹⁵¹ Interview with Sejdi Behrami, VTC Mitrovicë/Mitrovica, 2007.

¹⁵² Interview with Ferdane Haximustafe, Director, Regional Vocational Training Center in Mitrovicë/Mitrovica, 12 September 2007.

Table 10: Share of women registered unemployed at Municipal Employment Offices

Municipality	# Registered unemployed	# Women unemployed	% Women
Skenderaj/Srbica ¹⁵³	18,894 (April)	9,976	53 %
Rahovec/Orahovac ¹⁵⁴	6,883 (June)	3,227	47 %
Podujevë/Podujevo ¹⁵⁵	10,419 (June)	4,224	40.5 %
Total	36,196	17,427	46.8 %

Women with no one to look after their children during course hours are also automatically excluded. There are no kindergartens in villages, and the costs involved with sending a child to kindergarten in Podujevë/Podujevo, Skenderaj/Srbica or Rahovec/Orahovac town are high. The monthly rate for a kindergarten place is between 25–30 Euro, a return ticket from any village to town on public transport costs 1 Euro or an average of 21 Euro per month. Just sending a child to kindergarten thus costs around 50 Euro every month.¹⁵⁶ Few can afford this ‘luxury’. In Skenderaj/Srbica 60 toddlers are enrolled in kindergarten, in Podujevë/Podujevo 55 and in Rahovec/Orahovac only 22.

Municipality	Total # Trainees	# Women trainees
Skenderaj/Srbica ¹⁵⁷	107 ¹⁵⁸	5
Rahovec/Orahovac ¹⁵⁹	165 ¹⁶⁰	14
Podujevë/Podujevo ¹⁶¹	60 ¹⁶²	46
Total	332	65

Apart from the costs involved with attending courses at distant locations, many rural women have never even heard about the MLSW-run vocational training centers. Nexhmije Ismaili, a former literacy trainer in a neighbourhood in Podujevë/Podujevo is registered as unemployed. She has never been informed by the municipal employment office about the possibility to attend training courses at the Prishtinë/Priština Vocational Training Center.¹⁶³ Fixhrije Aliu, 38 years old, has only attended one month of elementary school. She now lives in Kërpimeh/Krpimej village in Podujevë/Podujevo with her husband, two sons and parents-in-law. She would like to find a job as a tailor or in a factory, but does not know where to look. She also has never heard about any training courses

153 Interview with Shukrije Mehmeti, Municipal Employment Office in Skenderaj/Srbica.

154 Interview with Hilmije Bugari, Director of Municipal Employment Office in Rahovec/Orahovac, June 2007.

155 Interview with Idriz Hetemi and Arzije Potera, Municipal Employment Office in Podujevë/Podujevo.

156 Statistikat e arsimit shqip 2006-2007, Ministry of Education, Science and Technology and phone conversations with Taibe Nishevc, director of kindergarten in Podujevë/Podujevo and Jashar Lushtaku, director of kindergarten in Skenderaj/Srbica.

157 Interview with Shukrije Mehmeti, Municipal Employment Office in Skenderaj/Srbica.

158 Interview with Ferdane Haximustafe, Director, Regional Vocational Training Center in Skenderaj/Srbica, 12 September 2007.

159 Interview with Hilmije Bugari, Director of Municipal Employment Office in Rahovec/Orahovac, June 2007.

160 Interview with Sinan Gashi, Director, Regional Vocational Training Center, Prizren.

161 Interview with Idriz Hetemi and Arzije Potera, Municipal Employment Office in Podujevë/Podujevo.

162 Interview with Shpetim Kalludra, Chief, Sector of Labour Market Analysis, Ministry of Labour and Social Welfare, 12 September 2007.

163 Interview with Nexhmije Ismaili, former literacy trainer in Lagja e Kuvajtit in Podujevë/Podujevo town.

provided by the Ministry of Labour and Social Welfare.¹⁶⁴ In fact, most women interviewed have never heard about the vocational training courses provided by the MLSW. This was also confirmed by Avdullah Jasici, a trainer at the VTC Prishtinë/Priština, who told IKS that *'many of the course participants express their surprise of the amount of courses offered by our centers, for free.'*¹⁶⁵

The responsibility to inform and reach out to rural unemployed lies foremost with municipal employment officials. In order to qualify for a course offered at one of the eight vocational training centers, a person must first enrol at the Municipal Employment Office. On the basis of a so-called *'Job seekers Card'* (*Kartela e punekerkuesit*) employment advisors match existing courses with a candidate's needs.

Municipal employment offices in Kosovo, however, are seriously understaffed and under resourced. According to senior ILO staff, under IMF pressure, several posts had to be cut, including registrars and training coordinators. As a result, employment advisors now have even less time to liaise with the private sector, match vacancies with potential candidates and provide career guidance and counselling.¹⁶⁶ On average, one employment officer is responsible for 1,638 unemployed. By comparison, the EU average is one officer per 149 unemployed.¹⁶⁷

Municipality	# Staff	Ratio staff/unemployed
Skenderaj/Srbica ¹⁶⁸	4	1: 4,724
Rahovec/Orahovac ¹⁶⁹	3	1: 2,294
Podujevë/Podujevo ¹⁷⁰	3	1: 3,473

The four staff at the Skenderaj/Srbica municipal employment office are each responsible for 4,724 registered unemployed. There is little time to engage in outreach activities and awareness campaigns to advertise training possibilities in remote villages. Liaising regularly with the 841 registered businesses in the municipality is a difficult task in a municipality the size of Skenderaj/Srbica, spread over 37,440 hectares of rugged hills with peaks up to 1,080 meters (Qyqavica Mountain). Many of the 52 villages are connected only by dirt roads, impassable in winter times. Without a vehicle of its own, the four-person team tries hard to keep in close contact with the local business community and identify potential vacancies. Between January and June 2007, employment officer Shukrije Mehmeti managed to visit 77 companies in Skenderaj/Srbica. In the first quarter of this year, the office filled four vacancies at the shopping centre and fast food restaurant 'Ben-Af' and the brick factory 'Geci', privatized in April 2005, and hired 13 seasonal labourers.¹⁷¹ Given the size of the challenge, 17 job placements are but a drop in the ocean.

164 Interview with Fixhrije Aliu, Kerpimeh village, Podujevë/Podujevo.

165 Interview with Avdullah Jasici, trainer at Vocational Training Center in Prishtinë/Priština.

166 Interview with Vali Corbanese, Head of the Prishtinë/Priština Office of the International Labour Organisation, 26 July 2007.

167 MLSW 'Labour and Employment', Annual Report 2006, p. 13.

168 Interview with Shukrije Mehmeti and Tafil Shatri, Municipal Employment Office, Skenderaj/Srbica.

169 Interview with Hilmije Bugari, Director of Municipal Employment Office, Rahovec/Orahovac.

170 Interview with Idriz Hetemi, Director, Employment Office in Podujevë/Podujevo, 5 July 2007.

171 Interview with Shukrije Mehmeti and Tafil Shatri, employment advisors, Municipal Employment Office, Skenderaj/Srbica.

Public vocational training centers also clearly favour the better-educated job seekers; 55 per cent of participants enrolling in MSLW training courses have completed secondary school. Only 30 per cent of participants were unskilled and semi-skilled males. Low-skilled women, including women who participated in the WLP, are particularly disadvantaged. Two per cent of female participants were unskilled, whereas 70 per cent had secondary education.¹⁷² Considering that of the 155,373 registered unemployed women, more than two thirds were unskilled or poorly skilled while one fifth have secondary school education, unskilled women are extremely disadvantaged.¹⁷³

Table 11: Educational Attainment of Registered Unemployed¹⁷⁴

Educational attainment	Total registered unemployed	Registered unemployed women	% Women/Total
≤ Unskilled, semi-skilled	212,397	117,512	75.6 %
Skilled	29,679	4,506	2.9 %
≥ Secondary School	90,773	33,355	21.5 %
Total	332,849	155,373	100 %

Functional illiteracy and the lack of recognised primary school certificates among rural women represent the most immediate obstacle for participation in adult learning and training. None of the courses offered at the Prishtinë/Priština, Mitrovicë/Mitrovica or Prizren training centers specifically caters for women with limited literacy and numeracy skills. The 19 occupational profiles offered at the three regional centers require at least basic literacy and numeracy skills.¹⁷⁵ A cook must read recipes and measure ingredients, a secretary must be able to identify documents by their title or draft a note. A tailor must be able to take measurements, purchase materials and write a receipt. Xhanije Berisha, a cooking trainer in Prishtinë/Priština, remembers the case of a young woman who could not read nor write. If Berisha had not taught her how to read, the cooking trainee could not have completed the course.¹⁷⁶ There are many women like her who are in need of special pre-vocational training or preparatory catch-up classes.

Private vocational training centers operated by international NGOs and government organizations, are generally more tailored towards semi and unskilled women, including rural women. In 2003, including public and private training institutions, the overall share of female participants was about 41 per cent.¹⁷⁷ In Skenderaj/Srbica municipality, for example, a wide range

¹⁷² MSLW, Employment office, December 2003.

¹⁷³ The number of unskilled and semi-skilled women in December 2006 was 117,512 women, or 76 percent of all registered unemployed women.

¹⁷⁴ Kosovo Labour Market Information, July 2007, MSLW

¹⁷⁵ VTC Prizren offers courses in auto-electrics, hydraulics and pneumatics, industrial electronics, welding, household equipment repair, business administration, self-employment, cooking, waitering, milk manufacturing and basic computer skills. The VTC in Mitrovica offers welding, business administration, cooking, basic computer training, construction, woodworking and textile. The VTC in Prishtinë/Priština offers office work, office equipment repair, bakery, industrial electronics and IT courses, patisserie, self-employment and business administration.

¹⁷⁶ Interview with Xhanije Berisha, trainer at the Prishtinë/Priština Vocational Training Center.

¹⁷⁷ ILO IFP/SKILLS, Action Research – Gender Dimensions of Skills Development in Kosovo. Prishtinë/Priština 2003, p. 15.

of different international organizations, including ILO, IOM or Arab-funded organization like 'Katari' provided vocational training courses. Between 2000 and 2003, about 230 women attended tailoring, English or computer courses or received training for career and business planning or retraining for nurses.¹⁷⁸ Without official accreditation, attending these courses remains a dead-end option.

Case Study: Hareja and Grate Fermere

The Rahovec/Orahovac-based NGO "Hareja" was established in July 2000. Founded by three women, Sahadete Dula, Muradije Shehu and Nusrete Sokoli, Hareja's aim was to empower women and to educate and stimulate children through different courses and activities in cooperation with local and central institutions, and other NGOs. Not different from a typical Kosovar NGO, Hareja has worked with a variety of donors, including UNICEF, OSCE, Caritas as well as bilateral donors like SIDA, the German Office and the US Office. Over the years, Hareja has grown to become a popular center for women of all ages and ethnicities of Rahovec/Orahovac municipality for both learning and socializing.

Their portfolio of projects includes a gynaecological ambulance with a doctor and two assistants, offering advice and trainings to about 80 women per month; different courses in hairdressing, tailoring, aerobic, computers, and English language; a weekly radio show called Women Voice addressing issues from health and education to politics and women's rights; and a carpet workshop where 16 women were taught to weave and sell their own carpets. Till now, more than 500 women in the municipality were trained and provided with training certificates by Hareja.

Hareja's most recent project "Environment-friendly agriculture and marketing" addresses the key needs of rural women, and aims to increase income for women farmers, strengthen their role in agriculture, and improve their knowledge in agriculture and marketing. Over the past two years, Hareja has trained 30 women 'activists' of different ethnicities from Rahovec/Orahovac town and 15 villages¹⁷⁹ as part of a train-the-trainers program with the intention to provide training to another 360 women. The project's 14 modules were specifically selected and designed to match the needs and abilities of women who are tied to their homes and engaged in farm work. In 326 hours of training, women covered subjects ranging from village needs analysis, to planting techniques, conservation of vegetables, greenhouses, irrigation and fertilizing, as well as business planning and marketing. The theory was combined with practical learning-as-you-do-it.

¹⁷⁸ Municipal Development Strategy, 2005-2010, Office of Employment in Skenderaj, p. 15.

¹⁷⁹ Villages are: Apterushë, Fortesë, Nogavc/Nogavac, Hoça e Madhe/Velika Hoça, Hoça e Vogel/Mala Hoça, Celin/Celina, Ratkovc/Ratkovac, Kruša e Madhe/Velika Kruša, Qiflak, Denj, Rugovë, Xërxë/Zrce, Zoçishtë/Zoçište, Polluzhë/Poluža and Drenovc/Drenovac.

Several Hareja activists and women who had participated in the training formed a new association by the name of *Grate Fermere* (Women Farmers). In response to high demand, Grate Fermere concentrated on processing and preserving vegetables, in particular peppers. The women have reaped the benefits of their work immediately; according to Muradije Shehu there is a high market demand for pickled vegetables. With the help of Grate Fermere selling channels were opened and women were able to sell their pickles and fresh vegetables directly to local supermarkets like Albi, BenAf and Maxi. In only three months, a group of five women from Krusha village supplied 5,000 kg of pickled vegetables, earning them a profit over 1,000 Euro each. These women are now in a position to earn additional income working from home. In response to high demand, Grate Fermere plans to facilitate contracts between supermarkets and 10 additional groups of women. Hareja is an interesting case study of a small, locally based institution providing rural women with marketable skills and much-needed income opportunities.

The Law on Vocational Education and Training provides for all vocational education institutions, public and private, to be licensed by MEST, curricula to be approved by MEST and certificates to be issued on the basis of the Law on Qualifications and National Qualifications Framework.¹⁸⁰ The Law also provides for a Council for Vocational Education and Training (CVET) to be established under MEST's supervision to advise the government on vocational education and training policies.¹⁸¹ In practice, however, this law is a dead letter. None of the existing vocational training courses provided by NGOs and other stakeholders is officially accredited and licensed. The *Dritare Jete* – meaning “windows of life” in Albanian – literacy programme, even though it is now under MEST's direct supervision, has also not been licensed officially. MEST has not yet approved any new training curricula. The Council for Vocational Education and Training is still stuck in its so-called ‘learning phase’ and apart from a few informal

¹⁸⁰ Law on Vocational Education and Training, Law No. 02/L-42, articles 5.2, 9.1, 11.1.

¹⁸¹ Ibid, articles 13.1, 13.1, 15.1 and 15.3.

gatherings it has not been operative. There has still been no review of vocational training and skills needs and no progress on licensing vocational training providers.

In the interest of women learners, options for private-public training partnerships need to be actively explored and as a matter of urgency, vocational training providers and programmes like the '*Dritare Jete*' programme must be officially licensed by MEST.

The missing key to women's empowerment and employability is the provision of adequate and free-of-charge compensatory education for all those women who missed out on compulsory education. The 'lost generation' of the past, those who dropped out of education during the 1990s, and the 'lost generation' of today, all those women and girls who cannot afford to continue education or are forced to stop school as a result of family pressure, prejudice and discrimination, must be given a fair second chance. In a modern education system traditional barriers between formal education and training and non-formal and informal learning must be overcome. All learning must be validated and transferable to remove 'dead-ends' in learning pathways. MEST in partnership with municipalities must come up with practical solutions to develop the *Dritare Jete* programme into a stepping-stone for women who want to complete primary school education. Without recognised primary school certificates, women stand no chance of participating in existing training programmes or employment schemes. **Without primary school certificates, gainful employment remains a distant dream.**

Example 1:

Since 2003, Prishtinë/Priština is home to the Don Bosco Social-Educative Center, a joint project supported by the international Salesian Congregation. Similar educative centres exist in over 130 countries across the world. Located on spacious grounds where Prishtinë/Priština and Fushe Kosova municipality meet, the modern center houses a library, rooms for social and cultural activities and a sports field. Don Bosco operates a Center for Vocational Training, a middle-school for electro-techniques and a youth centre. The Vocational Training Center targets youth, unemployed with limited skills and school dropouts especially.¹⁸² According to Anton Gojani, chief coordinator at the Don Bosco center, basic literacy and numeracy skills are a prerequisite for attendance in any of the courses.¹⁸³ Women who successfully completed the WLP but lack proper primary school qualification are therefore not eligible to participate in Don Bosco training programmes.

¹⁸² Currently, the center provides training in five fields, including electro-technique, IT and web design, accounting and finance, professional training for administrative and sales jobs and language training. Starting in 2008, the center will offer courses in iron welding, thermo-hydraulics and fruit and vegetables processing. These courses will each consist of 350 lessons spread over four months.

¹⁸³ Interview with Anton Gojani, Coordinator at the Don Bosco Social and Educative Center, Prishtinë/Priština.

Example 2:

In 2005, the newly established Vocational Training Division within MEST launched an initiative providing non-formal professional education at secondary schools throughout Kosovo.¹⁸⁴ The target group were dropouts who left school during the 1990s, returning migrants and those who have acquired professional skills on-the-job but lack official recognition. The system was designed as a fast track, with one calendar year equivalent to two years of regular vocational education.

The results of the pilot project are mixed across the different municipalities. At Xhelal Hajda-Toni secondary school in downtown Rahovec/Orahovac, for example, the project failed.¹⁸⁵ Most students dropped out when they learned that they had to pay an enrolment fee of 150 Euro per calendar year. Of 22 students, including 14 women, only eight paid the enrolment fee and got the certificate.¹⁸⁶ Interest tapered off quickly and by 2007 the programme came to a halt. At Fan Noli School in Podujevë/Podujevo, the programme kicked off in 2006 with 16 applicants specializing in the repair of office equipment. The applicants were 100 per cent male. Meanwhile, at Isa Boletini School in Podujevë/Podujevo a first class of 48 students graduated after successfully completing their second year of non-formal professional education in banking, accounting or customs & logistics. The programme continues with 156 students attending courses in business administration and judicial practice. Lessons are organized on weekends and during wintertime. Most teachers are regular secondary school teachers and are paid 2 Euro per hour of teaching.

The lack of adequate learning materials and textbooks is a serious problem that needs to be resolved by MEST; the curricula and learning materials of most of the professional profiles are outdated or missing entirely. In Rahovec/Orahovac, for lack of adequate learning materials, economics teachers had to resort to dictating summaries and excerpts from university textbooks.¹⁸⁷ In Podujevë/Podujevo, the only learning materials available are the notes taken during class. Nevertheless, at Isa Boletini, interest continues to exceed supply. According to the school director, '*due to their limited capacities, schools in Podujevë/Podujevo cannot absorb all the young people who want to continue education*'.¹⁸⁸ For women without a primary school certificate, applying is not even an option.

¹⁸⁴ Interview with Ajshe Balaj, Regional Office for Vocational Education, MEST, Prishtinë/Priština.

¹⁸⁵ With its two satellite schools in Ratkovc/Ratkovac and Krusha e Madhe/Velika Kruša village, the school employs 98, including 11 woman teachers and one female administrative staff.

¹⁸⁶ Interview with Sadik Deliu, School secretary of Xhelal Hajda Toni Secondary School in Rahovec/Orahovac.

¹⁸⁷ Ibid.

¹⁸⁸ Interview with Ilmije Cakiqi Ganiu, Director of Secondary Professional School, Isa Boletini, Podujevë/Podujevo.

Example 3:

A well-intended employment scheme launched in March 2007 by UNDP targets women, minorities and disabled. The UNDP programme consists of on-the-job and pre-employment training, an employment subsidy scheme and an internship programme.¹⁸⁹ In Skenderaj/Srbica, the new UNDP-funded scheme hopes to provide employment opportunities for 19 unemployed, including 10 women.¹⁹⁰ The nine companies participating in the scheme represent a typical cross section of Skenderaj/Srbica's private sector. They include three restaurants, two tailor shops, a car mechanic and hair salon, a lawyer's office and a stone quarry.¹⁹¹ By July 2007, all nine male positions were filled whereas five of the 10 posts reserved for women remained vacant. Far from challenging existing stereotypes, the UNDP programme seems to confirm them. The five women who were placed temporarily pursue the three most common female professions: cooking, tailoring and hairdressing. This is no surprise given that most of the officials and trainers at municipal and regional employment offices are male and lack gender awareness.¹⁹² Women are generally 'advised' to pursue traditional female occupations that provide for minimum income opportunities and limited career perspectives. To qualify for one of the four components of the UNDP programme, all candidates must have completed at least primary school education.¹⁹³ This provision automatically excludes most of the women who participated in the UNICEF literacy programme, but have not yet obtained a primary school equivalency certificate.

189 As part of the three months on-the-job training UNDP pays a flat monthly fee of 50 Euro to the employer and 100 Euro to the participant. The employment subsidy scheme consists of UNDP paying a salary subsidy up to 100 Euro for a period of six months. It builds on an earlier youth employment programme dating back to 2004 that was implemented in partnership with the Ministry of Labour and Social Welfare and ILO and involved about 4,000 individuals.

190 Interview with Tafil Shatri, Employment Advisor at the Municipal Employment Office, Skenderaj/Srbica.

191 Interview with Tafil Shatri, Employment Advisor and UNDP Coordinator in Skenderaj/Srbica. The seven businesses involved in the UNDP scheme are Hysi Commerce, Valentina and Hollywood, as well as Dona and Feda Ekos, Besniku and Vanesa, Kushtrimi and a lawyer's office.

192 The Prishtinë/Priština and Mitrovicë/Mitrovica Vocational Training Centers has four and two female trainers respectively, Prizren none.

193 For the internship programme candidates must have also completed tertiary education.

[illegible]





CHAPTER V: SECOND CHANCE

In 2002, UNICEF launched a Women Literacy Programme in collaboration with the Kosovo Ministry of Education, Science and Technology. The programme became known as *Dritare Jete*. The project was funded by a World Bank grant with the intention to tackle rural illiteracy among women and improve access to early childhood education. Recognising the important role of women as educators and role models, women's literacy and life skills were central to the programme.

In its early phase, the programme was implemented in partnership with KFOS, the international NGO, Every Child, and a network of twenty-one NGOs across Kosovo. In the first two years, the programme reached about 1,500 women learner participants across 15 municipalities throughout Kosovo. In 2003, MEST took over responsibility from UNICEF.¹⁹⁴ The programme continued to be operated by the same network of NGOs in 130 centers and by the end of 2004 reached 2,500 women and young girls. To this day, it is the largest literacy programme implemented in Kosovo after the war.

For many rural women the programme provided a unique second chance to continue their education. Ranging from 13 to 60 years, participants included young women without any prior knowledge, primary school dropouts as well as women who completed their primary school education but wanted to enhance their employability. In Skenderaj/Srbica, Podujevë/Podujevo and Rahovec/Orahovac 211 women participated in the Women Literacy Programme.¹⁹⁵

Remzije Sejdiu, from Doberdoll/Dobri Dol village in Podujevë/Podujevo, attended the literacy course at age 28. After being forced to stop school by her family, she had been trying for years to teach herself how to read and write. For her, the Literacy Programme was the chance of a lifetime, and she embraced it enthusiastically. Naile Gashi, her literacy trainer was surprised by her progress. As she told IKS, *'I did not believe her that she had not finished any grade, she progressed a lot and she was very interested to learn more. When Remzije saw my husband's library, she asked if she could take books and read them. For me this was a pleasure.'*¹⁹⁶ Today, Remzije works in her family's restaurant in Prishtinë/Priština.

¹⁹⁴ Interview with Aferdita Jaha, Non formal Sector, MEST, 6 August 2007.

¹⁹⁵ Data from Aferdita Jaha, non-formal sector, MEST, 6 August 2007 (Total number of women registered in the beginning in three municipalities was 211).

¹⁹⁶ Interview with Naile Gashi, women literacy trainer in Doberdoll/Dobri Dol, Podujevë/Podujevo, August 2007.

For Hamide Hoti, a good-humoured 50 year-old woman from Revuç/Revuče village in Podujevë/Podujevo, the literacy programme was a dream come true. *'I always had a wish to learn how to read and write. I was always hoping I would not die without knowing how to read and write'*, she told IKS. When she learned about the course being offered in Revuce, Hamide was living in Prishtinë/Priština while rebuilding her burnt house. She was working as a tailor at that time, but eager to attend the course, she travelled twice per week from Prishtinë/Priština to Revuç/Revuče. *'I was very angry when I had to miss a class'*, she says with a smile. Her husband, attesting to her enthusiasm, also told IKS that *'whenever she came home after the course, she immediately started to do her homework and kept on asking us to check and study with her'*.¹⁹⁷

For many women, the literacy programme also provided an important opportunity to socialize out of the home and share in their grief. Lagja e Kuvajtit is a neighbourhood in Podujevë/Podujevo built by Arab relief organizations for social cases and war victims. 128 families live here in containers, including 33 female-headed households who had lost their husbands during the war. Razije Maliqi, one of the literacy trainers, is 29 years old. Her son was seven months old when his father died in the war. She now lives with her son in a two-room container in Lagja e Kuvajtit. After completing teacher's college in 2004, she found a job as a primary school teacher in the local school, named *'National Martyrs'*. Together with a second literacy trainer, Razije taught a group of 13 women, including four women who were totally illiterate and others who had 3–4 years of primary school education. *'Many women came here to share their pain and difficulties with each other'*, explains Razije. *'We discussed everything, our problems, health, difficulties, we laughed, we talked about how to take care of our children and how to deal with state institutions'*, her colleague Nexhmije Ismaili remembers. Twelve women ended up finishing all four levels of the *Dritare Jete* programme.¹⁹⁸

Breaking with the traditional teacher-centered approach and emphasizing qualitative interaction, the *Dritare Jete* programme introduced innovative ways of teaching and learning to Kosovo. It also helped train a cadre of experienced literacy teachers across 15 municipalities. By reaching more than 3,000 women learners in distant communities and involving local authorities and NGOs, it planted the seeds for a national adult education and literacy campaign. Yet, to ensure its success, a number of issues need to be addressed.

The ball is in MEST's court; as a sign of its commitment to adult education and equal opportunities, MEST must make this programme a central part of Kosovo's Adult Education and Training System. Kosovo-wide, thousand of women need to be given a fair second chance.

197 Interview with Hamide Hoti, WLP participant, Revuçë/Kërpimeh (Podujevë/Podujevo), 21 August 2007.

198 Interview with Razije Maliqi and Nexhmije Ismajli, WLP teacher, Lagja e Kuvajtit, Podujevë/Podujevo, 14 August 2007.

In November 2006, women learners took an exam testing the equivalency of their learning outcomes with grades I-V of general primary school education.¹⁹⁹ Instead of a purely formative assessment, women presented student portfolios featuring essay questions, knowledge and math tests and simulations of real-life situations where literacy and numeracy is required. This kind of portfolio assessment mirrors a global shift away from the more traditional approach to recognize learning against amount of years studied towards an outcome-based approach where learners have to demonstrate that they master a certain skill or competency²⁰⁰.

Ten months after taking the exam, none of the women has been informed if they passed or failed. The assessment portfolios were just piled up in a dusty corner of the Ministry. Officially, MEST held back from issuing certificates on the grounds that the equivalency and accreditation of the curricula has not yet been established and learning outcomes for grade 5 of compulsory school education have not yet been defined. The responsibility to find a practical solution lies entirely with the Ministry of Education.

- MEST must act speedily and efficiently to establish equivalencies between the “*Dritare Jete*” programme and the grade 5 of compulsory school education to ensure that those learners who want to continue higher education and those who seek employment are provided with the entitlements to do so.
- As a matter of urgency, MEST needs to establish an effective System for Equivalency and Accreditation of Non Formal Education programs, based on the Adult Basic Education and Training System (see Annex 1) and the National Qualification Framework.
- The newly constituted Kosovo Assembly must focus its efforts on passing the Law on Qualifications and National Qualifications Framework without further delay.

Passing the law is only a first step, next comes implementing it. The Law for Adult Education and Training has been signed off on 22 July 2005 with the aim to promote the life long learning of all individuals.²⁰¹ It obliges MEST to

*‘create the necessary conditions for adult learners to acquire skills, knowledge ... in accordance with their own needs’.*²⁰²

199 Interview with Afërdita Jaha, Non Formal Sector, MEST, August 2007.

200 Standards specify what an adult is expected to be able to do in literacy (skills include speaking and listening, reading, writing) and numeracy (skills include understanding and using mathematical information, calculating and manipulating mathematical information, interpreting results and communicating mathematical information) at different levels in a progressive way. See Learning outcomes (content standards) for Literacy & Communication ABET Level 1 (grade 1-3) and Level 2 (grade 4+5).

201 Law for Adult Education and Training, Law No 02/L-24, article 1.1.

202 Ibid, article 1.3.

The Law specifically provides MEST to register and license adult education and training provisions, to adopt and approve programmes for public adult training, to establish equivalency and knowledge standards for recognised certificates and diplomas, to ensure quality control among teachers and trainers and make provisions for compensatory education for learners who missed out on compulsory education.²⁰³ The Law also states in clear language that MEST is responsible to

*'allocate a special budget line to finance the annual programme for adult education'.*²⁰⁴

The reality is very different. When asked in October 2007, the permanent secretary of MEST did not know how much money is actually allocated to non-formal education.²⁰⁵ Apart from one civil servant, there are no allocations of staff and there is no separate budget line for non-formal education.²⁰⁶ The *'Dritare Jete'* programme is momentarily the only existing strategy to combat illiteracy, but its resources and institutional support within MEST are minimal. The MEST-internal bureaucracy also requires more than a dozen signatures to authorize a single monthly payment of 60 Euro to literacy trainers. Payments delays lasting several months have been the norm. Most importantly, to this day in violation of the Law for Adult Education and Training and the Law on Vocational Education and Training, neither the *Dritare Jete* programme nor any other existing 'non-formal' education programme has been officially certified.

Given that the *Dritare Jete* programme is the only comprehensive, compensatory basic education programme in place targeting rural women, it is a good test of MEST's commitment and ability to actually implement existing laws. This entails making sufficient budgetary and staff allocations available to ensure the smooth operation and sustainability of the *Dritare Jete* programme.

At closer look, the learning outcomes, objectives and life skills defined in the New Kosovo Curriculum Framework for Primary Education (grades 1-5) and the outcomes established in the curriculum of the Literacy and Basic Education Programme for Girls and Women (Level I-IV) actually coincide to a large extent to *Dritare Jete*. The learning outcomes of the *Dritare Jete* programme include reading and writing skills equivalent to compulsory education (1-5, ISCED 1), use of written and spoken language as a communication tool, logical problem-solving and mathematics applied to real-life situations, elementary statistics, accounting, basic understanding of natural sciences and awareness of the environment. The curriculum is also designed to cultivate an interest in history, literature and arts and instil democratic values and awareness of women and children rights. Certain elements are specifically oriented towards the needs and interests of adult women, including subjects like hygiene, childrearing and cooking recipes. The main point of difference – and identifiable shortcoming of the *Dritare Jete* programme - is the lack of English as a foreign language.

²⁰³ Ibid, article 2, 7.1, 9.1, 11, 12, 23.2, 26.1.

²⁰⁴ Ibid, article 36.

²⁰⁵ Interview with Fehmi Ismajli, Permanent Secretary of MEST, 19 October 2007.

²⁰⁶ Interview with Fehmi Ismajli, Permanent Secretary of MEST, 19 October 2007.

To ensure full equivalence between the *Dritare Jete* Programme and grade 5 of compulsory education, MEST may need to provide additional language training for literacy teachers and/or intensive English-language courses specifically tailored to women learners. Alternatively, MEST may also consider replacing the English language requirement with alternative learning outcomes, including other languages (e.g. German), advanced knowledge in natural sciences or life skills such as entrepreneurship or communication skills. Unlike primary school students, many adult learners are already in possession of life skills that extend beyond narrowly defined learning outcomes equivalent to grade 5.

To ensure full accreditation and equivalency of the *Dritare Jete* programme, quality assurance is a concern. In the early years, many facilitators and literacy trainers were recruited through word-of-mouth and personal contacts. Extensive training and exposure to international education experts has successfully transformed many of these early-day volunteers into experienced literacy trainers. They are an important resource for future adult education and training schemes.

In the interest of high quality teaching, MEST needs to define objective criteria that must be met by certified adult trainers in accordance with the Law for Adult Education and Training. To obtain full accreditation, literacy trainers will need to pass an independently administered exam and meet criteria defined by MEST. Those who pass the test must be recognized as certified literacy trainers and compensated accordingly. To ensure that there are enough well-trained and highly qualified adult trainers, donors will need to assist MEST in providing the necessary resources and expertise.

In order to include the neediest women, the *Dritare Jete* programme must also be rolled out to additional municipalities. One particular weakness of the programme was its failure to reach out to the poorest and totally illiterate women in the communities. In particular mothers with no one to look after their children, and poor women unable to pay for transportation were excluded.

Additional funds are needed to provide free childcare support during class hours and transport to reach the most disadvantaged women, in particular female heads of households.²⁰⁷ Alternatively, MEST, in partnership with municipal authorities and vocational training centers, could consider dispatching additional mobile teams to new locations and hard-to-reach women. Greater flexibility in scheduling course hours to meet the needs of women who lack family support is needed. Intensive courses organized *en bloc* – during winter season for example – may be one way to work around farm and childrearing obligations.

Public awareness of the existence of women literacy classes also remained low, especially in areas where no classes have been held hitherto. Many women were also discouraged for reasons of

²⁰⁷ UNICEF and World Bank, Midterm Evaluation, Final Report, Supporting Conflict Prevention and Social Cohesion through Early Childhood Development in Kosovo, November 2004, p. 9.

shame, prejudice and family opposition. Local authorities, community leaders and employment offices must be more actively involved in raising awareness and encouraging women learners to participate. This must be part of a national literacy campaign and outreach strategy devised to raise awareness of discriminatory customs and social norms, denounce those who oppose equal opportunities and encourage women to overcome fear and feelings of shame.

To meet the needs of women who seek employment and professional training, the *Dritare Jete* must provide women learners with marketable and transferable skills and entitlements to participate in existing vocational training and employment schemes. To enhance the employment prospects of rural women in particular, it is recommended to include additional pre-vocational training elements. Given the economic realities in rural Kosovo, the types of jobs available to women who successfully completed the *Dritare Jete* programme are limited to manual jobs as cleaners, kitchen personnel, hairdressers and tailors. These jobs are poorly paid and offer little in terms of career perspective. With additional training, the choice of available jobs could expand to include caretaker and nursing jobs (e.g. children, elderly or disabled), jobs on commercial farms or with agro processors (e.g. labour intensive horticulture of fruit processing industries) and jobs such as receptionists, clerks, manicurist etc. To prepare women for entrepreneurship and self-employment more business-oriented skills like IT and communication skills also need to be included.

Rural women are the backbone of Kosovo's largely invisible labour force – doing backbreaking jobs on family farms, managing large households and caring for the next generation. At present, women in rural Kosovo have weak command over productive resources; few farming women have title and control of land in their own names. Rural women also have little access to farm inputs and technologies, credits and agricultural extension services. These services are generally targeted towards men, often because agents are men and communication between rural women and men is culturally frowned upon.²⁰⁸ As long as women are not at the centre of Kosovo's rural development strategy, farm productivity and hence national income will not increase.

In the past, skills' training for the agricultural sector was organized within large-scale agro-combinates and processing industries. There has never been a state-provided skills training system targeting small-scale family farms. The only formal training facilities at the Agriculture Institute in Pejë/Peč have recently been closed for lack of demand.²⁰⁹ MEST also decided to abandon specializations in agriculture taught at various professional secondary schools. This was a particularly surprising move in the case of the Xhelal Hajda Toni School in Rahovec/Orahovac given the importance of agriculture and agro-business in the area.²¹⁰ Nowadays, the only training provided to farmers is ad hoc and organized by NGOs or KFOR, including the Lipjan/Lipljan Training Center and Rudina Farm

208 Women's Work and Economic Development, Kristin Mammen and Christina Paxson, *Journal of Economic Perspectives*, Volume 14, Number 4, Fall 2000, pp. 141–164.

209 MEST, MAFRD, FAO 'A strategy for Education for Rural People in Kosovo', p. 36.

210 Interview with Sadik Deliu, secretary, secondary school 'Xhelal Hajda-Toni', Rahovec/Orahovac, September 21, 2007.

in Prizren.²¹¹ A new system of agricultural extension services (SASS) is only now being set up in the Ministry of Agriculture and Rural Development.²¹²

Policymakers need to realize that investing in the education of rural women is a tool of rural transformation. To empower rural women, they must be provided with specifically tailored education and training. Women farmers not only require knowledge for agricultural production, they also need to know about markets, prices, standards and alternative sources of income. MEST, in close partnership with MLSW, MAFRD and other relevant stakeholders, needs to explore options to include pre-vocational training components in the *Dritare Jete* curriculum that focus on productivity-enhancing technologies, entrepreneurship training, communication and marketing skills.

Kosovo needs a professionalized and fully accredited *Dritare Jete* programme, firmly anchored and part of an integral, national Adult Education and Training Strategy, providing rural women with marketable life skills. This is the ticket for a better future. Adult learning and employment creation are closely interrelated and cannot be treated as a 'one ministry' affair. To date, there is no integrated, comprehensive policy for adult learning in place. Kosovo ministries have opted for a compartmentalized approach, policies are fragmented and adult learning has fallen between the cracks. The existing learning infrastructure is underdeveloped, overstretched and under-resourced. There is insufficient supply of formal institutions offering adult learning at central and local levels.

The Ministry of Labour and Social Welfare recognised that *'improving the employability of Kosovo's workforce will be a key feature in the country's shift to a market economy, ensuring more competitive enterprises and broader socio-economic development'*²¹³ Now is the time to follow the advice of the European Training Foundation and *'develop an adult education and training system as to reduce levels of functional illiteracy and enhance core competences (including entrepreneurship) among unemployed in particular'*.²¹⁴

211 MEST, MAFRD, FAO 'A strategy for Education for Rural People in Kosovo', p.32

212 Interview with Shaban Dreshaj, Chief, Sector for Advisory and Support Services within MEST, November 2007.

213 Employability in Kosovo, Assessment and options for development, Employment and Skills Observatory, April 2003, p. vii.

214 ETF, European Training Foundation, Strategy for Kosovo, 2007, p. 4.

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CHAPTER VI: GETTING TO LISBON

In Lisbon, the European Union agreed to become '*the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth, with more and better jobs*'.²¹⁵ The Lisbon Strategy was launched in recognition of the fact that competitive advantage is increasingly dependent on investments in human capital. Knowledge and competencies are the most powerful engine for economic growth. Education and training are the tools by which a society can help its citizens to have equitable access to economic prosperity, democratic decision-making and personal development.²¹⁶

Given Kosovo's uncertain economic situation, investing in people becomes all the more important. Kosovo society pays a high price for failing to take education and vocational training seriously and for keeping women illiterate and without resources. Gender inequality and inequities in education and training have huge hidden costs:

*'Gender inequalities impose an indirect cost by hindering productivity, efficiency and economic progress. By hampering the accumulation of human capital through prejudice in the home and the labour market – and by systematically excluding women or men from access to resources, public services and certain productive activities – gender discrimination diminishes an economy's capacity to prosper and provide for its people'*²¹⁷

The OECD has recently found that one extra year of education leads, on average and in the long run, to an increase in output per capita between 4 and 7 per cent.²¹⁸ In the US, the average gross cost for society over the lifetime of one 18-year-old who has dropped out of high school is an estimated 450,000 USD. This includes income tax losses, increased demand for health-care and public assistance, and the costs of higher rates of crime and delinquency. In the UK, if 1 per cent more of the working population had A-levels rather than no qualifications, the benefit to the UK would be around £665 million per year through reduced crime and increased earning potential.²¹⁹ Those most

215 EU, Presidency Conclusions, Lisbon, paragraph 37.

216 Education Council to European Council, Report on the concrete future objectives on education and training systems, February 2001.

217 World Bank, Engendering Development, Through Gender Equality in Rights, Resources and Voice, World Bank Policy Research Report, January 2001, p. 74.

218 OECD, The Well-being of Nations: The Role of Human and Social Capital, Executive Summary, , p. 4.

219 Communication from the Commission to the Council and to the European Parliament: Efficiency and equity in European training and education systems, September 2006, p. 3.

at risk include the poor, minorities, single parents, the low skilled and disabled. There is a close correlation between education and higher civic participation, volunteering and charity giving as well as lower risk of criminal activity.²²⁰

Ensuring that all citizens achieve an operational level of literacy and numeracy is an essential precondition for economic advancement and societal development. Basic skills are the key to all subsequent learning capabilities, and employability in general. The European Training Foundation put it in blunt terms in a recent publication on adult learning strategies in Southeast Europe:

'The quality of human and social capital is a key determinant of future economic growth, wealth creation and social progress in any country. If no action is taken to raise overall skill levels in the transition countries and territories in question, this is likely to be a major constraint on productivity and competitiveness, but also on efforts to reduce poverty'.²²¹

'Getting to Lisbon' is about bringing Kosovo closer to the European mainstream in terms of human capital development, spending on adult education, labour participation of women and per capita income. For the investments to bear fruits in the not too distant future – Kosovo must start to invest in its people now. To ensure that Kosovo's youth is an asset and not a political and economic liability, inclusive education must be national priority. This government must think beyond independence and build the country's future on and with all the people it represents – including women, minorities, people with special needs and youth. About 2,652 years ago, the Chinese coined a powerful proverb:

*'When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people'.
Guanzi, 645 BC*

220 The Well-being of Nations: The Role of Human and Social Capital, Executive Summary, OECD, p. 4.

221 European Training Foundation, Designing Adult Learning Strategies – The Case of South Eastern Europe, , 2006, p. 9; for Kosovo ILO 'Kosovo Youth Employment Plan, 2007, p. 14.

'Getting to Lisbon' is a true challenge. Across the European Union, 77.8 per cent of young people have at least upper secondary education compared to 44 per cent in Kosovo.²²² On average, 9.6 per cent of Europeans aged 25-64 were participating in education and training activities, compared to around 4 per cent in rural Kosovo.²²³ The share of students enrolled in tertiary education in the EU-27 was 15 per cent in 2004²²⁴, compared to 13 per cent in Kosovo.²²⁵ The average labour force participation rate of women in the EU-25 was 62.6 per cent, compared to 33 per cent in Kosovo.²²⁶

There are, of course, large differences among EU member states. In 2003 Finland had the highest relative spending on vocational education and training at 1.1 per cent of GDP, followed by Hungary and the Netherlands, all of which allocated 1 per cent of their GDP.²²⁷ For Kosovo to spend 1 per cent of its GDP on vocational education and training it would need to spend at least 22 million Euros.²²⁸ The entire 2007 education budget of 34 million Euro pales in comparison. On adult lifelong learning the best performers are Sweden, Denmark and the UK, followed by Finland. In terms of gender balance, Estonia, Bulgaria and Romania lead the way.²²⁹ No one policy and country experience fits all of Kosovo's needs, but there are many lessons that Kosovo can learn through close partnerships and dialogue with different European member states.

Educational policies are key, but they cannot alone solve all of Kosovo's problems. A cross-sectoral approach involving many ministries and partners must link education and training policies with those related to employment, industrial development, rural diversification, youth and health and last, but not least, policies to enhance labour mobility in the region and within Europe.

The Kosovo government urgently needs to focus its efforts on developing a sustainable and politically acceptable labour migration policy. This involves entering into bilateral agreements with EU members states and neighbouring countries to agree on labour migration schemes and resolve practical issues, from pension rights to health care benefits. This requires a coordinated approach involving the Ministry of Labour and Social Welfare, the Ministry of Education, the Ministry of Agriculture, the Ministry of Health, the Interior Ministry and the Prime Minister's office. In the context of an ageing Europe, the youthfulness of Kosovo's labour force represents an opportunity for Kosovo and European policymakers alike. By 2050 there will be 65 per cent more Europeans aged 65 or more, and 20 per cent fewer of working age (15-64 years).²³⁰

222 Progress towards the Lisbon Objectives in Education and Training, Indicators and Benchmarks, October 2007, Commission Staff Working Paper.

223 MEST, MAFRD, FAO "A strategy for Education for Rural People in Kosovo" p. 72.

224 Key data on Higher Education in Europe, 2007 edition, Eurostat.

225 UNDP, Human Development Report, 2006, p. 47.

226 UNMIK, PISG, ILO 'Kosovo Youth Action Plan', 2007, p. 16.

227 EU, Commission Staff Working Paper, Progress towards the Lisbon Objectives in Education and Training, Indicators and Benchmarks, October 2007.

228 Medium Term Expenditure Framework 2008-2010, Volume I, The Macro Fiscal Framework, 17 July 2007, Appendix I, Main Indicators, based on IMF estimates, February 2007, assuming a GDP of 2,244 million Euro in 2006.

229 EU, Commission Staff Working Paper, Progress towards the Lisbon Objectives in Education and Training, Indicators and Benchmarks, October 2007.

230 European Commission Staff Working Paper (SWP) (SEC (2006) 1096).

Education must be an integral part of a national migration policy. The question that needs to be asked is: what kind of education for what kind of migration? With modern economies relying increasingly on information and knowledge, the number of jobs requiring only basic schooling is decreasing worldwide. By 2010, 50 per cent of new jobs in Europe will require university-level qualifications and only 15 per cent will be suitable for those with basic schooling.²³¹

This report calls on Kosovo policymakers to define their own ambitious '*Prishtinë/Priština Strategy*' and lay out a roadmap for human capital development. For the strategy to be effective it must be based on solid evidence and contain measurable benchmarks, timelines and a realistic budget. The success is as much in Europe's own interest as it is in Kosovo's. Kosovo needs the EU as a proactive and genuine partner and the EU wants stability and prosperity. But, there will be no stability without economic development and labour mobility. And, there will be no economic development in the future without investments in human capital today. It is time for policy makers to be visionary and to set ambitious targets.

²³¹ Recommendation of the European Parliament and of the Council on 18 December 2006 on key competences for life-long learning, article 9.





CHAPTER VII: SUMMARY OF POLICY RECOMMENDATIONS

**The vision for Kosovo society and education system:
'Kosovo – a knowledge society, integrated in European trends and offering equal opportunities for personal development to all its individual members, who in return contribute to a sustainable economic and social development'²³²**

Declare human resource development a national priority

- Develop a national roadmap for human capital development by the end of 2008 based on solid evidence, including measurable benchmarks, timelines and a realistic budget
- Ensure that all citizens achieve an operational level of literacy and numeracy (as defined by the European Union: foundation skills of reading, writing and mathematics, as well as learning to learn and the new skills set out at Lisbon²³³ – IT skills, foreign languages, technological culture, entrepreneurship and social skills)²³⁴
- Improve secondary school enrolment of girls and reduce drop-out rates from all levels
- Develop a national campaign to address prejudice and gender inequalities in education and employment, including civic education for parents and awareness raising programs focusing on gender equality
- Declare 2009 the 'Year of Lifelong Learning'
- Design a national policy to expand lifelong learning opportunities and increase the share of the working-age population participating in lifelong learning
- 'Create a culture of learning' by increasing learning opportunities, raising participation levels and stimulating demand for learning

MEST, municipalities, MLSW, MAFRD, Statistical Office, donors, civil society and public/private companies

²³² MEST, Strategy document on development of Pre-University education in Kosovo, 2007-20017, p.9, <http://www.ks-gov.net>.

²³³ During the meeting of the European Council in Lisbon (March 2000), the Heads of State or Government launched a "Lisbon Strategy" aimed at making the European Union (EU) the most competitive economy in the world and achieving full employment by 2010, Presidency conclusions, Lisbon, para 37.

²³⁴ Standards specify what an adult is expected to be able to do in literacy (skills include speaking and listening, reading, writing) and numeracy (skills include understanding and using mathematical information, calculating and manipulating mathematical information, interpreting results and communicating mathematical information) at different levels in a progressive way. See Learning outcomes (content standards) for Literacy & Communication ABET Level 1 (grade 1-3) and Level 2 (grade 4+5).

<p>Improve Data Collection to ensure that effective education policies are based on solid evidence</p> <ul style="list-style-type: none"> • Improve data collection and systematically collect national data on human resources, including basic skills levels of the employed and unemployed as well as labour market needs, drop out rates, enrolment figures • Establish tracking mechanisms for secondary school, university and vocational training graduates • Introduce a culture of evaluation within the education and training system 	<p>MEST, municipalities, Statistical office, International organisations</p>
<p>Increase funding for education and training</p> <ul style="list-style-type: none"> • Increase spending on vocational education and training to comparable levels with EU (1 per cent of GDP) • Increase spending on adult education significantly, focusing in particular on women • Provide compensatory education free of charge for all those who missed out on compulsory education or dropped out early • Make adequate funding provisions for the implementation of the Law on Vocational Education and Training, the Law on Adult Education and Training and the Regulation governing the Council for Vocational Education and Training 	<p>European Union, member states, MEST, MEF</p>

Enhance employability through training

- Strengthen public employment services with additional staff and resources and invest in improved career guidance services
- Increase the share of unemployed participating in publicly-funded vocational education and training programmes from the current 1 per cent
- Increase the share of women participating in vocational training from its current 18 per cent, in particular among disadvantaged women in rural areas
- Provide needs-based pre-vocational training courses and catch-up classes for disadvantaged trainees
- Undertake a thorough review of the 23 occupational profiles in response to labour market needs
- Bring Vocational Training closer to the trainees in rural areas by dispatching mobile teams, establishing satellite training facilities and providing for subsidized transportation
- Expand the number of poorly educated vocational training participants compared to high skill participants
- Invest in gender awareness among public employment officials, trainers, teachers and parents to tackle gender stereotyping and occupational gender segregation
- Design measures to reduce gender bias and 'traditional' career choices by making technical occupational profiles more attractive for young girls and women

MLSW, MEST, MCYSNRA, NGO, Employment Offices, Chamber of Commerce, social partners, public/private companies

<p>Strengthen MEST</p> <ul style="list-style-type: none">• Invest in additional training of staff and make sufficient staffing allocations in priority areas, including adult education and vocational training• Develop an integrated Adult Basic Education and Training System and Establish an effective System for Equivalency and Accreditation of Non Formal Education programs, based on the Adult Basic Education and Training System (ABETS) and National Qualification Framework• Remove traditional barriers between formal, informal education and training. Facilitate individual learning pathways to ensure that all learning is validated and transferable• Make the Accreditation Agency fully operational and make necessary legal changes to authorize it to license also pre-university education and vocational education• Strengthen the Unit responsible for Evaluation and Standards within MEST• Invest in development of modern learning materials for non-formal education and different vocational training profiles	<p>MEST, International organisations</p>
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Enforce existing laws and harmonise and review all laws related to education, training, labour and youth

- Enforce the Law on Vocational Education and Training, in particular provisions related to licensing of vocational education institutions, approving curricula and issuing recognized certificates on the basis of the Law on Qualifications and National Qualifications Framework.
- Enforce the Law for Adult Education and Training, in particular provision related to registering and licensing adult education and training provisions, approving programmes for public adult training, establishing equivalency and knowledge standards, ensuring quality control among teachers and trainers and providing for compensatory education for learners who missed out on compulsory education
- Allocate an annual budget for adult learning, in accordance with the Law for Adult Education and Training
- Ensure close cooperation between the Council for Vocational Education and Training and the Accreditation Agency. Equip the Council with an adequate budget and professional staff in accordance with the Regulation establishing the Council on 7 May 2007)
- Pass the Law on Qualifications and National Qualifications Framework without further delay

MEST, MLSW, Kosovo Assembly and social partners

Integrate the *Dritare Jete* programme in the education system and expand its reach as part of a nation-wide campaign to eradicate illiteracy

- License the *Dritare Jete* Programme and make sufficient budgetary and staff allocations available to ensure its smooth operation and sustainability
- Complete the necessary administrative instructions to fully establish equivalencies between *Dritare Jete* and the grade 5 of compulsory school education
- Establish a working group to design and review standards, criteria and instruments for an appropriate assessment process (possibly within the Pedagogical Institute)
- Include additional marketable skills and prevocational training elements in the *Dritare Jete* curriculum, including intensive English-language courses and/or computer courses to meet criteria for equivalency with compulsory education
- Provide primary school certificates based on outcome based exams for women who participated in the *Dritare Jete* programme and other compensatory education programmes to ensure that learners who want to continue higher education or seek employment are provided with proper entitlements
- Define objective criteria for certified adult trainers to obtain full accreditation based on an independently administered exam and provide for adequate compensation for certified literacy trainers
- Extend the programme to additional municipalities and dispatch mobile teams focusing in particular on the poorest and hard-to-reach women
- Arrange course schedules in accordance with needs of women, including intensive courses during winter season
- Invest in a public awareness campaign in partnership with municipalities, municipal employment offices and village leaders to encourage more women to participate
- Involve stakeholders and education experts learning lessons and best practices from the Women Literacy Programme for adaptation to other non-formal adult education programmes

MEST, MTI, Pedagogical Institute, municipalities, International organisations, NGOs, Media

<p>National Migration Policy</p> <ul style="list-style-type: none"> • Make education and training an integral part of a national migration policy based on identified labour market needs in EU member states and other recipient countries • Enter into bilateral agreements with EU members states and neighbouring countries on labour migration schemes • Resolve practical issues, from pension rights to health care benefits involving all relevant ministries in a coordinated and inclusive process 	<p>MLSW, MEST, MAFRD, Interior Ministry, Health Ministry, Prime Minister's Office International organisations</p>
<p>Rural Diversification</p> <ul style="list-style-type: none"> • Develop policies to diversify Kosovo's rural economy through targeted training and education aiming to enhance farm productivity, move to non-farm employment and generate income through self-employment • Make women farmers and youth a central pillar of Kosovo's rural development strategy, and improve access to farm inputs and technologies, credits and agricultural extension services. • Revive interest in agricultural education training and reopen agriculture-related vocational training profiles at secondary school level based on modern curricula, focusing on productivity enhancement and income generation for farmers • Strengthen co-operation with the Ministry of Agriculture and the EU-funded SASS project ²³⁵ • Develop specific training curricula integrating pre-vocational and vocational training elements focusing on rural diversification and rural entrepreneurship (e.g. food processing and packaging, marketing skills, animal husbandry, farm technologies <i>et al</i>) 	<p>MAFRD, MLSW, MEST, EAR, International organisations</p>

²³⁵ Strengthening Rural Advisory Support Services, EU-funded project for supporting Ministry of Agriculture, Forestry and Rural Development on agricultural extension services.

Establish close cooperation between MEST and municipalities

- Involve municipalities in locally tailored education and outreach campaigns combating illiteracy and prejudice
- Design literacy awards, best student awards and teacher's awards as part of a national campaign fostering a culture of learning
- Raise additional funds for education grants for rural girls and adult learners and other disadvantaged students
- Make provisions for subsidized transport and childcare facilities for mothers with no one to look after their children or offer tax breaks to businesses providing these services
- Organize education camps for specific groups of learners during the summer months
- Define duties and responsibilities between MEST and municipalities based on a thorough review and harmonization of existing laws and policies

MEST, municipalities and local civil society organizations

INTERNATIONAL ASSISTANCE

- European Union and other interested governments and donors to provide additional funding for the development of a national adult education and training system
- Donors to provide increased funding for education, training and lifelong learning to assist the Ministry in designing a national road-map for human capital development based on solid evidence and additional research
- Donors to provide additional capacity building through enhanced twinning and exchange programmes within MEST, MLSW, MAFRD and at the municipal level
- Facilitate the exchange of experiences and lessons learned between EU member states and the Kosovo government
- Explore options to greatly enhance labour mobility in response to identified labour market needs
- Start negotiation with the Kosovo Government without delay on visa-free travel as part of a European strategy to overcome Kosovo's isolation and enhance people-to-people contacts

EU member states, Kosovo government, International organisations

[illegible]

ANNEX I: PROPOSAL FOR ADULT BASIC EDUCATION AND TRAINING SYSTEM

The suggestion is to build an ABETS, (see table on next page) that:

- is part of the Kosovo education system;
- integrates the existing provisions such as the Girl's and Women's Adult Basic Education Program '*Dritare Jete*' ("Windows into Life");
- is equivalent to Level 1 (Leaving Certificate for Compulsory Education) of the future National Qualifications Framework, to Level 1 and 2 of the ISCED and to 9 years of compulsory General Education;
- is based on the New Kosovo Curriculum Framework;
- is open, flexible and conducive to building a lifelong learning culture in Kosovo;
- is combining academic and practical (vocational) content areas of learning;
- is modular and outcome-based;
- is geared in particular to the learning needs and interests of rural people, youth;
- women, ethnic minorities and disadvantaged target groups;
- is utilizing existing resources and provisions; and
- is a building block of a lifelong learning strategy and system in Kosovo.

ANNEX I: CONTINUED

The New Kosovo Curriculum Framework (formal education)	Catch-up classes for minorities (school drop-outs below the age of 15)	Non-formal General Education Program (started 2005 – to be out-phased)	Adult Basic Education Programme “Dritare Jete” (non-formal education for women started 2001)	Adult Basic Education and Training (non-formal education & training)	ISCED Levels	National Qualifications Framework (proposal)
9		9		4	ISCED 2	Q1 (Leaving Certificate for Compulsory Education)
8		7 + 8		3		
7		5 + 6				
6		3 + 4	IV.	1	ISCED 1	
5			III.			
4		1 + 2	II.			
3			I.			
2						
1						

ANNEX II: TABLE OF SKILLS NEEDS

Table: Skills ranked according to frequency of being mentioned

Sector Code	Skill demanded	Frequency
O	hairdressers certificate	8
D	technological/ electrical/electro-technical engineer engineers	7
D	Industrial & manufacturing expertise (furniture, plastic, bricks, wood processing)	6
D	Of which: food processing expertise (flour mill, bakery)	5
G	salesperson	5
O	marketing	4
O	languages (business English)	3
O	tailoring expertise	3
H	waiter (foreign languages)	3
D/A	technician	2
D/A	laboratory (food processing)	2
O	administrative assistant	2
H	cook	2
A	agricultural faculty	2
D/A	viticulture skills	1
D	mechanical engineer	1
D	metal processing (carving)	1
D	economist	1
D	packaging	1
H	gastronomy/hotellerie	1
O	driving instructor	1
J	accountant	1
N	dentistry (dental implantation)	1
N	pharmaceutical assistant	1
J	cashier	1
J	financial loan officer	1
O	computer literacy	1
O	travel agency computer system	1
		68

ANNEX III: SAMPLE OF SURVEY: WOMEN

☐ participants (with exam)

☐ participants (drop-outs)

☐ others

A. Personal Data

Name/Surname: _____;

Age: _____;

Location: _____;

Personal status: ☐ married

☐ unmarried

☐ divorced

☐ widow

How many children do you have? Total: _____

☐ boys _____ (specify age) ☐ girls _____ (specify age)

WLC: _____ (e.g. 2002, 3 years)

WLC exam: ☐ yes (passed)

☐ yes (failed)

☐ no

If NO, please give reasons

Other education: _____

(e.g. 6 years primary school, 1992-1998)

Other professional training:

(eg: 3 months tailoring course, in Skenderaj/Srbica, 2004, organized by GTZ)

B. Women Literacy Programme

How did you learn about the WL programme?

- ☐ contacted by NGO
- ☐ word-of-mouth (neighbours, friends)
- ☐ public institution (municipality, Ministry of Education, Ministry of Labour)
- ☐ advertisement, brochures, etc
- ☐ other (specify) _____

Motivation to participate?

- ☐ to become more independent: (e.g. to be able to vote, go to bank, etc)
- ☐ to work
- ☐ to continue education
- ☐ other (specify) _____

What challenges did you face attending the WL courses? (Or, give reasons why you dropped-out)

- ☐ family resistance (head of household, husband, mother-in-law)
- ☐ financial constraints (transport, other)
- ☐ family obligations (child care, cooking, farm work)
- ☐ societal pressure (shame)
- ☐ other (specify) _____

How do you use your knowledge now?

Would you like to continue your education?

- ☐ primary school till grade 9
- ☐ secondary school
- ☐ university
- ☐ vocational training:
- ☐ other (specify) _____

Would you like to work outside your home?

☐ yes ☐ no ☐ don't know

If YES, what kind of job would you like to have?

Specify types of job/occupation _____

If YES, what kind of training/courses would you need or like to participate in before starting to work?

Specify: _____

If NO, why are you not working?

- ☐ women should not work outside their home
- ☐ you started working but lost your job again
- ☐ no vacancies
- ☐ vacancies, but not suitable for you, because of:
 - ☐ family resistance (head of household, husband, mother in law)
 - ☐ financial constraints (transport, other)
 - ☐ family obligations (too busy at home, child care, cooking, farm work)
 - ☐ you lacked the required skills
- ☐ other (specify) _____

Which professions/occupations do you think are suitable for a woman?

Specify _____

Under what conditions would you consider working outside your home?

- ☐ free child care (pre-school, kindergarten)
- ☐ minimum salary (specify) _____
- ☐ specific location _____
(e.g. same village, walking distance from home, with family members only, etc)
- ☐ other (specify) _____

C. Household Information

Household Age Structure

Age structure	Male	Female	TOTAL
0 - 15 years			
16 - 65 years			
65 +			
TOTAL			

Household members abroad

Age structure	Male	Female	TOTAL
0 - 15 years			
16 - 65 years			
65 +			
TOTAL			

Specify the relationship

Household Education levels

Number of family members who are attending school	Male	Female	Total
TOTAL			
Pre-school			
Primary school			
Secondary school			
University			
Other tertiary education			
Other professional training (specify)			
TOTAL			

Household members of working age

Education levels 16 -above	Male	Female	Total
(A) Illiterate			
(B) < Primary school (specify years)			
(C) Primary school			
(D) Secondary school			
(E) University			
(F) Other tertiary education			
(G) Other professional training (specify)			
TOTAL			

Farm structure

Land

☐ 1-2 ha☐ 2-5 ha☐ 6-10 ha☐ more than 10 ha (specify how many) _____Do you cultivate the land ☐ Yes ☐ No

Cattle

☐ 1-3 cows☐ 3-6 cows☐ more than 6 cows (specify how many) _____

Household Employment Data

Members employed	General information			Place of employment/activity	Income (average monthly)
	M/F	Age	Education level (A-G)		
Person 1					
Person 2					
Person 3					
Person 4					
Person 5					
			TOTAL	Average monthly income:	

Registered unemployed _____ (specify number and gender)

Average monthly Household Income

Income from employment/activity _____

Income from selling 'agricultural' produce _____

Social Assistance _____

Pension _____

Other (remittances) _____

TOTAL: € _____

D. Head of Household

Head of household	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Age		
Education (A, B, C, D, E, F, G)		
Specify subject		
Other professional training (specify)		
Employed	<input type="checkbox"/> paid (regularly)	<input type="checkbox"/> unpaid
Other (pension, invalid, social assistance)		

Head of Household: Attitudes to work

Do you want your wife/daughter to work outside the home?

☐ yes ☐ no

If NO, explain why: _____

Which professions do you think are suitable for a woman?

Specify: _____

Would you allow your wife/daughter to work in the following occupations:

Taxi-driver	<input type="checkbox"/> yes	<input type="checkbox"/> no
Sales person (shop)	<input type="checkbox"/> yes	<input type="checkbox"/> no
Waiter	<input type="checkbox"/> yes	<input type="checkbox"/> no
Carpentry	<input type="checkbox"/> yes	<input type="checkbox"/> no
Administrative assistant	<input type="checkbox"/> yes	<input type="checkbox"/> no

Would you support your wife/daughter (including financially) to continue education and/or attend vocational training courses?

☐ yes, how much: _____

☐ no

☐ depends (explain) _____

END OF QUESTIONNAIRE

ANNEX IV: SAMPLE OF SURVEY: ENTREPRENEURS

A. IDENTIFICATION OF ENTERPRISE/EMPLOYER

Company name: _____

Municipality/Location: _____

Name of owner _____ Contact details: _____

Form of ownership ☐ Private ☐ Public ☐ Social/Commercialized

Background information

Date of establishment _____ Date of privatization _____

Main economic activity (NACE) _____

Sample of products of goods produced or services offered: _____

B. EMPLOYMENT TRENDS

Number of regular employees today (e.g. receiving regular monthly salary)

Male _____ Female _____ Total _____

Seasonal employees: Male _____ Female _____ Total _____

Number of regular employees when first established (or privatized)

Male _____ Female _____ Total _____

Seasonal employees: Male _____ Female _____ Total _____

Number of employees 2 years ago

Male _____ Female _____ Total _____

Seasonal employees: Male _____ Female _____ Total _____

C. EDUCATION/SKILL LEVELS

How many of your staff work in the following occupations?

	Occupations	M	F	Total
A.	Directors; Managers; Owners			
B.	Administrative and clerical occupations			
C.	Labourers/Employees [engaged in core activity of the business; e.g. brick production, selling in shop etc]			
D.	Auxiliary Staff (security guards, cleaners etc)			
E.	Other			

Education background of staff

Education	Total	M	F	Average monthly Salary
University Degree				
Other Tertiary Education				
Secondary school				
Elementary school				
Less than elementary				

Which occupations/activities in your company require only basic literacy and numeracy skills (less than elementary school education?)

Number: _____ Specify: _____

D. VACANCIES – RECRUITMENT

How did you recruit in the past?

Within family: _____ (specify number)

Newspaper/Radio/other advertisement _____

Municipal Employment Office/Vocational Training Center: _____

Other: _____ (specify)

E. FUTURE EMPLOYMENT TRENDS

Do you expect your company to grow over the next five years?

☐ yes

☐ no

☐ don't know

If yes, in which specific areas are you expecting growth?

Specify: _____

F. FUTURE SKILLS NEEDS

Do you expect to hire new staff in the next 12 months?

☐ yes

☐ no

☐ don't know

If yes, for which occupation and what are the minimum skills required (e.g. salesperson, secondary school, 2 years experience)

Specify: _____

G. TRAINING NEEDS ANALYSIS

Which skills are lacking in your company and what additional training would be needed for your employees?

Specify _____

Would you be willing to pay for additional training for your employees?

☐ yes

How much: _____

☐ no

Did you arrange or participate in any on-the-job training or vocational training in the past?

☐ yes

☐ no

Specify _____ (e.g. ILO training programme)

Have you ever cooperated with any of the following institutions in the past, if yes, how?

☐ municipal employment office ☐ professional secondary schools

☐ vocational training centers ☐ NGOs

Specify: _____

Which of the training courses offered in your municipality and/or at the nearest Vocational Training Center do you find the most useful?

☐ Specify: _____

☐ I don't know about these courses

(COMPARE WITH LIST OF COURSES OFFERED IN THE RESPECTIVE LOCALITY)

Do you know which specializations are offered at the professional secondary schools in your municipality?

☐ yes

☐ no

☐ don't know

(COMPARE WITH SPECIALISATIONS OFFERED IN THE RESPECTIVE LOCALITY)

H. ATTITUDES TO WOMEN EMPLOYMENT

If a man and a woman apply for the same job with the same qualifications, who would you hire?

☐ male

☐ female

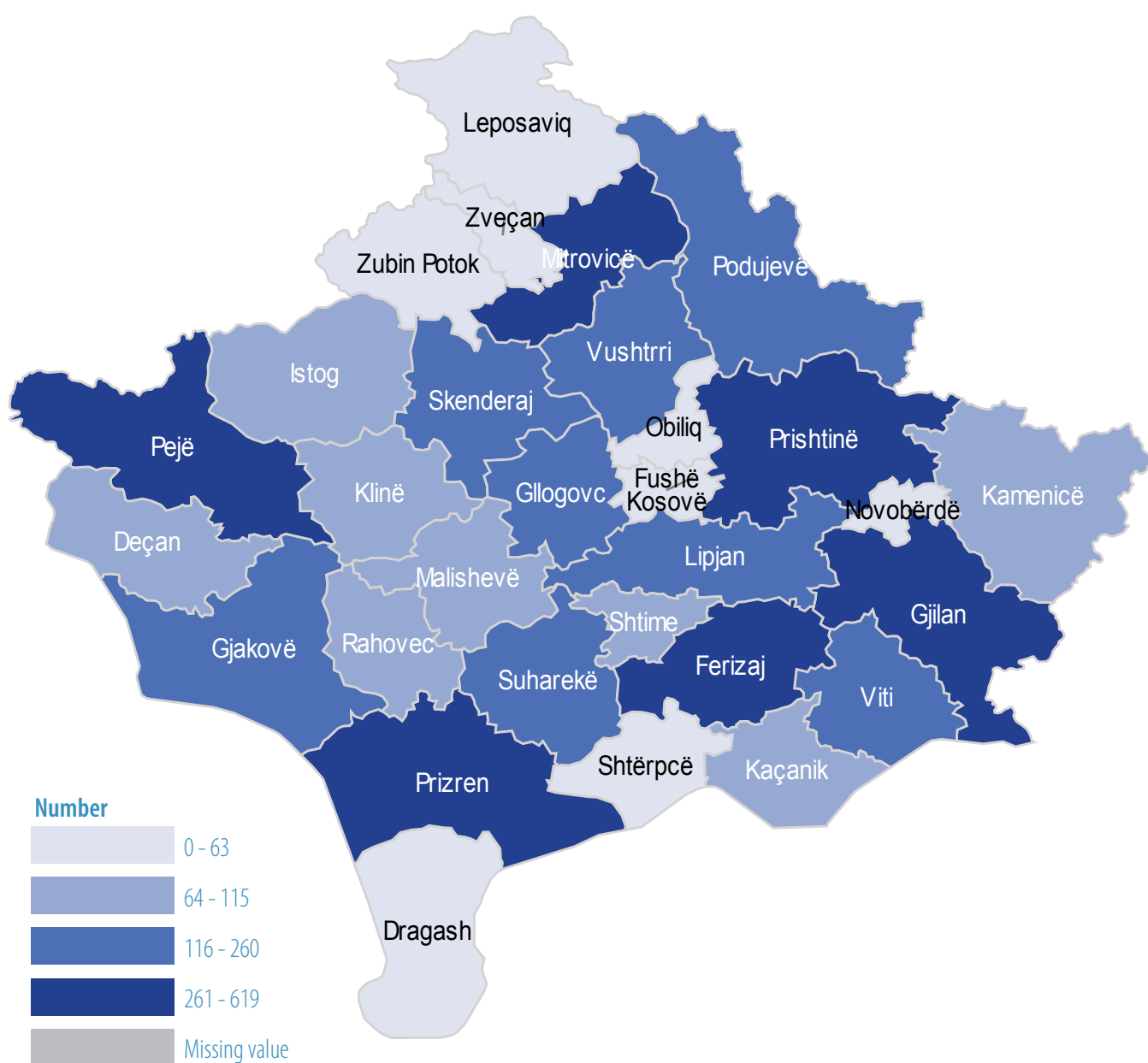
Give reasons why: _____

Which jobs/occupations to you consider suitable job for a woman?

Specify _____

END OF QUESTIONNAIRE

MAP OF KOSOVO



Source
Ministria e Arsimit, Shkencës dhe Teknologjisë SMIA 2007-08

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations.

Getting to Lisbon

ASSESSING VOCATIONAL TRAINING NEEDS AND
JOB CREATION OPPORTUNITIES FOR RURAL WOMEN

unite for children

unicef 

