

UNIVERSITY OF TWENTE.

Bridging the Gap: Overcoming Challenges of School to Work Transition in Kosovo

The 2018 Opportunity Scouting pilot project in Ferizaj

Bachelor thesis

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“The only thing that is more expensive than education is ignorance.” — Benjamin Franklin

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List of Abbreviations

ASK	Kosovo Agency of Statistics
BMZ	Federal Ministry for Economic Cooperation and Development
CEO	Chief Executive Officer
CIA	Central Intelligence Agency
CoC	Center of Competence
DAFG	Deutsch Albanische Freundschaftsgesellschaft
ECCD	Early Childhood Care and Development
EU	European Union
EULEX	European Union Rule of Law Mission Kosovo
EPP	Employment Promotion Programme
ETF	European Training Fund
FMZ	Federal Ministry of Finance
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
IT	Information Technology
KEEN	Kosovo Education and Employment Network
KESP	Kosovo Education Strategic Plan
MEST	Ministry of Education, Sport and Technology
MLSW	Ministry of Labour and Social Welfare
NATO	North Atlantic Treaty Organization
NEET	Not in Education, Employment or Training
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
OS	Opportunity Scouting pilot project
RAE	Roma, Askhali, Egyptian
SAA	Stabilization and Association Agreement
STWT	School to Work Transition
UÇK	Kosovo Liberation Army
UN	United Nations
UNICEF	United Nations Children's Emergency Fund
UNMIK	United Nations Administrative Mission in Kosovo
USA	United States of America
USAID	United States Agency for International Development
VET	Vocational Education and Training
YES	Youth, Employment and Skills programme

1. Introduction

As part of an internship in 2018, I accompanied the Opportunity Scouting project in Kosovo during the summer, initially only from my desk in Germany, but at the end of September I was able to fly to Kosovo during my internship and spend a week there. I got to know the young participants and experienced their enthusiasm for the Opportunity Scouting. It was only a pilot project and was not continued for the time being. To date, there has been no final assessment. In this work I have therefore decided to carry out an evaluation myself and try to get to the bottom of the usefulness of continuing the project. Against this background, the question arises as to whether the Opportunity Scouting is the right thing to do, or just represents a significant waste of resources. In order to clarify this question, the current employment situation in Kosovo and the education system is examined, and a thematic analysis is carried out on the basis of transcribed results from focus group interviews with project participants.

1.1 Background

Kosovo is a region in south-eastern Europe with an area of 10,908 km², roughly one third the size of Belgium. It has a population of about 1.9 Million people.

Emerging from the remains of the declining Ottoman Empire, Kosovo, which was mainly inhabited by Albanians, was awarded to Serbia at the London Ambassadors Conference of 1913 and became part of Yugoslavia. As a result, Kosovo was ruled by a centralized administration controlled from Belgrade, which was characterized by repression of the Kosovar Albanian population. A constitutional reform in 1974 elevated the region to the status of an autonomous province, which led to an increase of Albanian power in Kosovo and a marginalization of Serbs. As a result of nationalist efforts, autonomy was revoked in 1989 and Kosovo was again placed under Serbian central administration. As a reaction to the repressive policy, the shadow state of Kosovo was founded, apart from Albania, it did not receive international recognition. Due to the unsatisfactory results of the non-violent resistance against the Serbian oppression, the Albanians founded the Kosovo Liberation Army (UÇK) to fight the authorities. The armed conflict escalated and led to a civil war in which the civilian population was massively affected. Despite diplomatic efforts, the internationalized conflict could only be brought to an end by the North Atlantic Treaty Organization (NATO) air strikes in 1999 on the initiative of the United States of America (USA). Kosovo became a United Nations (UN) protectorate according to Resolution 1244 but remained formally part of Serbia. The administrative sovereignty of the United Nations had in addition to peacekeeping and

reconstruction, the task to advance the democratization process. This state of uncertainty under international law did not end until the unilateral declaration of independence in February 2008 (cf. Biskup, Jaschick, Sautter & Thumm, 2017; Flugaj, 2016; Sauer, 2018).

More than 19 years after the end of the civil war and ten years after the declaration of independence, the sovereignty of the Republic of Kosovo has been recognized by 116 United Nation-member states, such as 23 of the 28 member-countries of the European Union (EU) (Sauer, 2018). But Serbia still regards the region as its province and territory.

The state is undergoing structural change, and despite billions in aid from international actors, it still faces considerable problems today, the country is regarded as unstable. The rule of law and the establishment of a judicial system have not yet been successful. Corruption, organised crime, and the lack of democratic structures are significant issues that along with a weak economy have a grip on the country. The unemployment rate is very high, for the youth it is among the highest in the world. The ailing education system and the above-average natural population growth, that the economic development cannot keep up with (Cojocar, 2017), contribute to this issue. To cope with these problems, European integration is the most important reform incentive for Kosovo. The goal of joining the European Union is almost uncontested in Kosovo's politics.

The European Union has opened up a perspective for the Western Balkan countries, after years of stalling. There is fear that the region will come under the influence of other countries and destabilise Europe. Under the impression of Brexit, Russia's and Turkish growing influence in the Balkans, the EU had changed its strategy towards the Balkans. All Western Balkan states are given the prospect of real long-term accession (Hertel, 2018).

A Stabilisation and Association Agreement (SAA) was signed between the European Commission and the Republic of Kosovo which came into effect on the 1st of April 2016. In the SAA, country-specific conditions and timeframes for the introduction, implementation and enforcement of EU rules and standards are defined; they will enable free trade through gradual liberalisation over a period of ten years and guide Kosovo's economic and institutional development (Schweizerische Botschaft in Kosovo, 2018).

Germany, as the most significant bilateral partner, supports the development in Kosovo through the Ministry for Economic Cooperation and Development (BMZ), (Auswärtiges Amt, 2019). The BMZ commissions organisations such as the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) to carry out development aid projects. GIZ is a federal enterprise, which is wholly owned by the Federal Republic of Germany (GIZ, 2018e). GIZ advises and supports Kosovo in

achieving political stability and the development of a democratic constitutional state. This includes promoting economic recovery and improving the education system (GIZ, 2019). GIZ also supports the decentralisation of public administration and programmes to combat youth unemployment. The overarching and long-term goal is Kosovo's accession to the European Union (Federal Ministry for Economic Cooperation and Development [BMZ], n.d.2; Deutsche Gesellschaft für internationale Zusammenarbeit [GIZ], 2015a).

In 2018, GIZ conducted a pilot project, Opportunity Scouting, as an instrument of youth employment promotion. This was part of the overarching Youth, Employment and Skills programme (YES), which runs from 2017 to 2020.

1.2 Research question and structure

The following thesis will examine the question of how successful the pilot project is. The fundamental question is: **"How is the Opportunity Scouting pilot project in Kosovo to be evaluated with regard to its own objectives and the overarching goals of the YES programme and what can be recommended for future iterations?"** This question is of particular relevance because it was a pilot project that has not yet been officially assessed. This work could therefore have an influence on the implementation of follow-up projects.

Since the project is located at the transition from school to the labour market, the initial situation in the areas of the employment situation and education system must be analysed in order to be able to answer the research question and assess the relevance of the project. The labour market is closely linked to the economy, population and demography, so the circumstances in these areas also need to be described in order to assess the employment situation. This leads to the following sub question: "Which economic and demographic factors influence the employment situation in Kosovo and what are the current challenges?" (chapter 2). In order to understand the situation in the education sector, the structure and the challenges are examined guided by the following sub question: "How is the education system in Kosovo organised, and what are its challenges?" (chapter 3). For the evaluation of the pilot project, it must be described in detail; this is done by answering the sub question: "What is Opportunity Scouting and what are its goals?" (chapter 4). In chapter 5, transcripts of focus groups with pilot project participants are assessed with the help of thematic analysis. The results of the analysis will be presented. Subsequently the achievement of the project's own objectives and the contribution to the overarching programme are assessed. In order to do that the results are interpreted and evaluated in connection with the findings from the first part of the work (chapter 2,3,4). In the last chapter (chapter 6) the results of the thesis are summarized. The research question is conclusively answered. To round off, an outlook is given.

1.3 Research design

In the first part, the challenges of Kosovo in the above-mentioned areas are elaborated on the basis of primary and secondary literature. The basis is provided by statistics from the Kosovo Agency of Statistics, the World Bank and the European Commission. Furthermore, documents, resolutions and studies such as those of the EU, World Bank and the GIZ are used. In addition, contributions from scientific institutes, Non-Governmental Organisation (NGO) reports, journals and newspaper reports are included.

The analysis in the second part of the thesis is based on data from the GIZ, which were obtained in Kosovo using the focus group discussion method as part of the evaluation of the pilot project. The thematic analysis is used as method for analysing and evaluating the data.

In addition, practical experience and first-hand narratives are incorporated into the work, as the author accompanied the Opportunity Scouting project from Germany and Kosovo. The used theoretical framework and methodology will be described in detail in chapter 5.1.

1.4 Limitations

The statistical material used in the first part of this paper is primarily based on research conducted by the Kosovo Agency of Statistics (ASK). The European Commission considers the accuracy and disaggregation of the data to be problematic. According to the European Commission and the United Nations International Children's Emergency Fund (UNICEF), the Kosovo Agency of Statistics lacks appropriate methodology and resources (European Commission, 2018, United Nations International Children's Emergency Fund [UNICEF], 2017).

In addition, the Serbian majority region in northern Kosovo has boycotted statistical surveys. These inaccuracies are also reflected in the World Bank and European Union reports, which are based on these data. Furthermore, the literature contains contradictory information on various measures relating to Kosovo.

The pilot project Opportunity Scouting is a new method of youth employment promotion developed by the GIZ. There is little basic data on the underlying concept and no comparative studies or effectiveness analyses are available. In the second part of the thesis evaluated data of the transcribed focus groups and their limitations are described in more detail in chapter 5.

2. Employment situation in Kosovo

As described in the introduction, the Opportunity Scouting project can only be evaluated against the background of the employment situation in Kosovo. This chapter therefore describes the economy, the population and demography as well as the labour market situation and explains their challenges in order to finally answer the sub question: "Which economic and demographic factors influence the employment situation in Kosovo and what are the current challenges?" Historical aspects are partly taken up if they have an influence on the current situation.

2.1 Economy

From 1945 to 1991, Kosovo was an integral autonomous province of the socialist multi-ethnic state of Yugoslavia. At that time, it was already considered the most backward region, with poor infrastructure (Pond, 1981). After the dissolution of the state of Yugoslavia and the associated collapse of state enterprises, the private sector has not yet been able to establish much of a foothold in the country to this day.

The Kosovo war (February 1998 – June 1999) further set back the country's economic development. With massive consequences for the economy, through the destruction of infrastructure, this is still present today. The European Commission estimated that over 120,000 residential buildings had been destroyed during the conflict. (European Commission, 1999) Also, road construction, as well as energy and water supply, still need extension. Many power outages prevent the smooth operation of companies. (World Bank Group, 2019). The conflict has also caused trade relations to break down which have not yet been restored.

Since the end of the war, the Kosovo's economy has been growing steadily but from a shallow level (Schweizerische Botschaft in Kosovo, 2018). The economy of the Republic of Kosovo has been steadily growing over the past decade, the Gross Domestic Product (GDP) growth was 3.5% as recent as 2017 (Sabbati et al. 2018), this growth rate is higher than the average of the EU countries. However, the growth rate is largely affected by international aid (5% of GDP) and Diaspora remittances, which account for as much as 15% of Kosovo's GDP (International Monetary Fund [IMF], 2017). Kosovo with a GDP per capita of 3,200€ remains the third poorest country in Europe (IMF, 2017). In contrast, the average GDP per capita in the 28 EU-member states is 27,600€.

In 2015, 17.6% of the population lived in poverty (less than €1.82/day) and 5.2% in extreme poverty (€1.30/day), (World Bank Group, 2017). A significant part of society is multidimensional poor, there is not only a lack of monetary resources, but access

to social infrastructure or the satisfaction of basic needs such as running water is limited as well. The standard of living in Kosovo is very unevenly distributed with different life expectancies of up to 10 years between individual communities, but a consistent regional pattern is not discernible (Sauer, 2018).

Kosovo's private sector is dominated by small businesses, (Cojocaru, 2017) which in general do not generate much turnover. In 2017, a good 96% of all registered companies had fewer than five employees. Medium size businesses with less than ten employees made up another 2.4% (Schweizerische Botschaft in Kosovo, 2018).

A shadow economy which accounts for up to 30% of GDP is strongly pronounced (Schweizerische Botschaft in Kosovo, 2018). The highly developed informal sector in Kosovo is characterised by organised crime, discrimination and clientelism. Kosovo was ranked 85th in the Corruption Perception Index 2017 by Transparency International (Transparency International Deutschland e.V., 2017).

The EU Rule of Law Mission (EULEX), which for ten years was supposed to support the young state in building democratic structures and a functioning legal system, finally failed last year. Although the rampant corruption and the combination of mafia and politics have been identified as one of Kosovo's main evils, EULEX did not dare to hold leading politicians accountable, possibly out of political consideration. On the contrary, there have been repeated allegations of corruption against the EU mission itself (Handelsblatt, 2018, n.p.).

Poor public services lead firms to remain small and in the informal space of an economy. This creates a doom loop; the informal sector leads to a reduced tax income for municipalities and the government, which in return cannot provide better quality public services that would help reduce the informal sector (Figure 01).

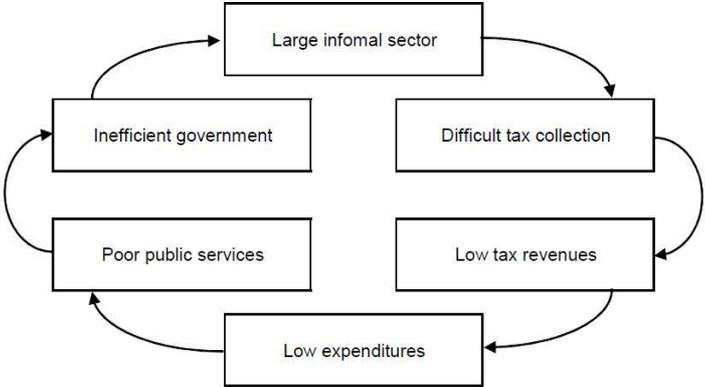


Figure 01. The Vicious Circle, (adapted from Olters, 2001, p.6)

This structure limits the growth potential of the economy and is part of the reason that a lot of the capital and consumer goods must be imported. The Republic imported

3.047 million worth of goods from the EU and exported just 378 million worth of goods and services in 2017 resulting in a huge trade deficit. In the long run, the financing of imports, without corresponding revenues from exports, leads to a rise of the Kosovo national debt to the countries of origin of the imported goods, which hampers growth potential in the long run (Schweizerische Botschaft in Kosovo, 2018).

There are mainly three economic sectors in Kosovo. The production sector accounts for 17.7 % (est.2017) of GDP. The service sector accounts for 70.4 % (est.2017) and agriculture for 11.9% (est.2017), (Central Intelligence Agency [CIA], 2019). Despite its small share, the strongly subsistence-oriented agriculture is of great importance as a source of income and development potential for the country. The population structure is rural, with more than half of the population living in rural areas. In the service sector, information communication and technology, as well as tourism are particularly important.

The country is regarded as little industrialised, but in the production sector, the mining industry is considered to have excellent development potential thanks to Kosovo's wealth of resources. Kosovo has vast lignite reserves and extensive lead, nickel, chrome, bauxite, silver, magnesite and zinc deposits. The destruction during the war, years of mismanagement and a lack of investment in the mining industry are problematic for the extraction of the deposits and the development of a flourishing industry (Sauer, 2018).

One of the reasons for the lack of investments in economy of the young republic is the still controversial statehood of Kosovo and the ongoing tensions with Serbia, which hinder foreign investment in the state. These investments are needed for the Kosovar economy to be able to create new employment opportunities and jobs.

2.2 Population and demography

In 2018 according to the CIA's world fact book (CIA, 2019) 1,907,592 people lived in Kosovo in 2018. As motioned before a high percentage lives in rural areas, 62% of inhabitants at the time of the census in 2011 (UNICEF, 2017).

The majority of the population is Muslim-Albanian they make up 92.9% of the population. The most significant minority are ethnic Serbs, about 5%. The number of Serbs living in Kosovo is estimated at 100,000 to 120,000 (Biskup et al., 2017).

North of the river Ibar, 4 of the country's 38 municipalities are primarily home to Christian Orthodox Serbs. This region, also known as North Kosovo, is strongly oriented towards Serbia and does not recognise Kosovo as a sovereign state. The

economic life in these communities is almost completely geared towards Serbia. This also applies to the education sector. Kosovar institutions are not fully able to act in these areas, which makes the situation even more difficult (Schweizerische Botschaft in Kosovo, 2018).

Other minorities are Roma, Ashkali, Egyptians, Turks, Bosniaks and Gorani. Especially the so-called RAE minorities (Roma, Ashkali, Egyptians) are socially marginalised. Despite democratic political participation and state and municipal institutions for the protection of ethnic minorities, the participation and integration of minorities are still insufficiently promoted. Their situation is characterised by exclusion from the labour market and disproportionate high poverty. Lack of integration is also prominent in the education sector.

A large proportion of Kosovars live abroad. The first significant emigration wave was triggered by the Kosovo war (1998). However, even in the ten years following the declaration of independence, estimates indicate that some 300,000 people emigrated. Especially young educated people leave the country, this phenomenon known as “brain drain” is one of the biggest challenges to the country. According to a study by Gallup, 42% of Kosovar citizens want to emigrate from the country. This is the highest percentage in Europe and the third highest in the entire world (Živković, 2018).

Even though traditional ways of life are losing importance in modern Kosovo, society is still strongly influenced by patriarchal structures and traditional values. (Sauer, 2018). The country has the youngest population of any state in Europe (European Commission Liaison Office to Kosovo [ECLOK], n.d.). In recent years the birth rate has fallen, from 19 in the year of independence (2008) to 16.5 in 2016 (World Bank Group, n.d.2). But it is still the highest in Europe and the population continues to grow naturally by 0.8% per year (World Bank Group, n.d.1). Consequently, the republic is not yet confronted with the ageing process of its inhabitants. Of the population 42% are under 25 years of age (CIA, 2019). In the medium term, the large proportion of young people represents a significant economic development potential. However, currently the fragile economy cannot efficiently exploit the potential of the young workers. Every year 36,000 young people enter the workforce, which the labour market cannot absorb (Sauer, 2018) as described in the following chapter. Therefore, the demographic structure of the country has a strong impact on the employment situation.

2.3 Labour market

Compared to the other countries in the region, Kosovo has consistently the highest unemployment rate at about 30% (average of the Western Balkan states, is around

16%). In contrast to the other Western Balkan states this has continued to rise in recent years (World Bank Group, 2018b).

According to the Kosovo Agency of Statistics, less than half (42%) of the population, in working age (15 - 64 years), is participating in the workforce. In contrast the average participation rate for the member countries of the Organisation for Economic Co-operation and Development (OECD) is much higher at 72.1% (Organisation for Economic Co-operation and Development [OECD], 2019). Additionally, of those people who are in employment 71% only have short-term contracts (Kosovo Agency of Statistics, 2018c).

Access to the labour market is particularly difficult for women. Their labour market participation rate is only 12.6% (for males 45.6%) which is among the lowest rates in the world (Kosovo Agency of Statistics 2018b, 2018c, World Bank Group, 2018d). According to the World Bank, the little participation of woman in the labour market is primarily due to the following factors: "Traditional social norms in combination with a lack of adequate care options [for children and the elderly] are the main factors discouraging women's participation in the labour market" (World Bank Group, 2018c, p.6). As will be described in the following chapter, there are very few pre-school institutions in the country. A critical factor in this context is the large proportion of women who are involved in subsistence farming in the agricultural sector. For all statistical measures about the labour market, it must be recognised that the extensive informal sector is not covered by the statistics.

The gender disparities are also reflected in the unemployment rate.

The overall unemployment rate for the third quarter in 2018 was 30.7% (Kosovo Agency of Statistics, 2018c), it is higher for females with 34.8% than for males with 29.5%. Not only women have more difficult access to the labour market, but also marginalised groups especially the RAE minorities whose unemployment rates are much higher, which forces them into the informal sector, where they are holding unsecured and unqualified jobs.

Besides all the mentioned factors the central issue of the labour market remains high youth unemployment. With 55% in 2018 the unemployment rate is highest in the age group 15-24 years. Just how serious this problem is, becomes evident when compared to other countries, Kosovo is the last country in the world in terms of youth unemployment (Trading Economics, 2018). About one-third of the young Kosovars are not in education, employment or training (NEET).

The high youth unemployment and the high number of NEET youth is partly due to the population structure described above and due to the economy, which cannot provide enough jobs for young people. Because of the general high unemployment rate, a lot of businesses are unwilling to hire young people, when they can hire experienced workers and well qualified employees instead. On top of that there are

negative stereotypes about the youth being inexperienced, having a wrong attitude towards work and generally being less worthy as an employee (Vokshi, 2015). Another reason is the real lack of employability of the young Kosovars, even among university graduates. They are perceived as unqualified for labour market as illustrated in the following chapter. This leads to the paradoxical situation that while (youth-) unemployment is high, the vacancies available on the labour market cannot be filled by Kosovars. Many vacancies, especially in the technical professions and in the skilled trades, cannot be filled with local workers (cf. Klovert & Feck 2018; Sauer, 2018).

Therefore, young Kosovars have only one of the following options: Unemployment, informal employment or migration. The mood among the young people who remain in Kosovo is terrible due to the lack of prospects and the feeling of being imprisoned. The young republic is the only country in the Western Balkans where there is no VISA freedom for the EU. (cf. Peschel, 2018; Raith, 2014; Tschinderle, 2018). Corruption and clientelism contribute to this lack of prospects as well. Jobs are filled through relationships and contacts, not through the regular supply and demand of the labour market so that many people without family ties to companies or administration find it challenging to get a job (Klovert & Feck, 2018).

Even the newly created institutional labour administration structures have not changed the situation so far. As part of the structural alignment with the EU, the newly established Employment Agency started operations in 2016. It took over the previous activities of the Ministry of Labour in the field of labour administration. The Employment Agency is spread across 38 locations in the republic, thus pursuing decentralisation. So far, its work has not been very successful, as many Kosovars do not trust state institutions. It is suspected that many unemployed people do not register. This is another reason why the statistics do not present a reliable picture of the real situation on the labour market. The number of unemployed and precariously employed is likely much higher than the statistics show. Also, the services offered by the employment agencies are not accepted by the people. A national online job exchange system is still under construction. Access to labour market information is not guaranteed nationwide (Micado Migration, 2018).

2.4 Conclusion

The answer to the sub question "Which economic and demographic factors influence the employment situation in Kosovo and what are the current challenges?" can be summarised as follows:

The economy is still suffering from the effects of the Kosovo war. However, the economic development lag is not solely due to the conflicts at the turn of the millennium. Kosovo was and is one of the poorest regions/countries in Europe (Sauer, 2018). The social and economic backwardness has consolidated over time, with over 20% of the population living in poverty. The economic potential of the country, for example mineral resources, is hardly used so far.

The economy is heavily dependent on international aid and Diaspora remittances. Although, GDP has risen in recent years, it started from a low level. A self-reinforcing network of problems is hampering the country's economic development. Extensive areas of constitutional freedom allow for corruption and organised crime to flourish, which hampers foreign investments just like the unclear statehood. The micro-enterprise-dominated economy and a large informal sector, combined with poor infrastructure, ensure that the country's production base is meagre. This results in a huge trade deficit.

The republic has the youngest population in Europe, which is still growing. The country's economy cannot keep pace with this development. Thousands of young people enter the labour market every year. The resulting unemployment and inactivity rates are the highest in the region. Women and young people are disproportionately affected, which is one of the most pressing social problems of the country. This also applies to minorities that are actively marginalised.

Paradoxically, despite the high (youth-) unemployment, vacancies cannot be filled by Kosovars. The private sector complains about an increasing shortage of skilled workers. The high unemployment is to be countered by decentralising labour market management structures and developing data and information systems. However, these are still being developed and are not yet fully operational.

3. Education system in Kosovo

As described in the introduction, the Opportunity Scouting project can only be evaluated against the background of the current situation and challenges of the education system. This chapter describes the system in Kosovo, with a special focus on its deficits, in order to finally answer the sub question: “How is the education system in Kosovo organised, and what are its challenges?” To understand today’s issues, the history of the education system and current reform processes are described as well.

3.1 History and reform processes

Until its declaration of independence in 2008, Kosovo was historically never an independent state; it was always part of another nation or empire (CIA, 2019). Consequently, Kosovo's education system has long been subject to the influences of foreign interests. For example, Yugoslavia has used the education system to justify ethnic cleansing ideologically (Schlicht, 2000).

Independent Kosovar education policy has always existed only in the political underground or in exile in European countries, until 1999 it competed with the officially dominant Yugoslav and later Serbian education system. Serbia was given the opportunity to restructure the Kosovar education system by restricting Kosovar autonomy in 1989 (chapter 1). By force, Serbia began to establish its curriculum in Kosovo Albanian schools. This caused resistance among Albanian teachers and leading trainers in Kosovo. The Serbian-Yugoslav authorities tried to break this resistance by closing the secondary schools.

As a result, the Albanian teachers founded an association whose aim was to protect Albanian school education from the attacks of the Serbs.

Parallel to the Serbian system, an Albanian underground education structure was established. These two independent socialist education systems were maintained until the end of the Kosovo war (Flugaj, 2016).

After the end of this conflict in 1999, an extensive reform process of the education system was initiated under the auspices of the United Nations Protectorate in cooperation with the United Nations Administrative Mission in Kosovo (UNMIK). It was pursuing a market oriented open economic system as a cornerstone of a western oriented democracy. The reform process aimed to bring the education system into line with global and European contemporary standards in all areas (Shahini, 2016).

Despite numerous other reforms, only small successes have been achieved since the end of the 1990s, for example, the European Bachelor's and Master's

programmes of the Bologna Agreement were introduced at Kosovar universities in 2001/2002. However, the entire range of education, from preschool to university, is far removed from the implementation and enforcement of European standards.

Education is also an integral part of the Stabilisation and Association Agreement between the EU and Kosovo. The following objectives were formulated in Article 107 (Education and training) for the education system:

The Parties shall cooperate with the aim of raising the level of general education and vocational education and training as well as youth policy and youth work in Kosovo, as means to promote skills development, employability, social inclusion and economic development in Kosovo.

A priority for higher education systems shall be the achievement of adequate quality standards of its institutions and programmes consistent with the objectives of the Bologna process and Declaration.

The Parties shall also cooperate with the aim of ensuring that access to all levels of education and training in Kosovo is free of discrimination on the grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

Cooperation shall seek to address the needs of students with disabilities in Kosovo (Council of the European Union, 2015, p. 117).

In order to implement the SAA goals, a national reform paper was prepared in cooperation with the German GIZ. The "Kosovo Education Strategy Plan 2017-2021" was adopted in 2017 and contains the following objectives, among others:

- “Structural reforms in education;
- Increased participation and equal access to education;
- Control, assurance and improvement of the quality of education;
- Realising lifelong learning and mobility;
- Promoting equity, social cohesion, and active citizenship” (Ministry of Education, Science and Technology [MEST], 2016a, p.9).

Besides, European Benchmarks for 2020 have been taken into account. These include but are not limited to:

- “At least 95% of children (from 4 to compulsory school age) should participate in early childhood education;
- Fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science;
- The share of employed graduates (aged 20-34) should be at least 82%” (MEST, 2016a, p.11).

These ambitious goals show what Kosovo wants to accomplish in education, where it is starting from is subsequently examined.

3.2 Structure and challenges

In the Kosovar education system, as in the time under Serbian influence, there are two parallel, independent structures, but under swapped ethnic authorities. The Serbs completely boycotted the Kosovo education system in the northern part of Kosovo. Here a complete integration into the Serbian education system takes place (Sauer, 2018). The structures and challenges described in this chapter relate exclusively to the Kosovo Albanian education system, in the rest of the country.

Kosovo's education system is centrally controlled and nationally uniform. It consists of five levels which are classified according to the International Standard Classification of Education (ISCED) as follows.

- “Preschool Education (ISCED 0, children aged <6)
- Primary Education (ISCED 1, grades 1-5, children aged 6-10)
- Lower Secondary Education (ISCED 2, grades 6-9, children aged 11-15)
- Upper Secondary Education (ISCED 3, grades 10-12, children aged 16-18)
- Higher Education (ISCED 5-8),” (MEST, 2016a, p.19).

In the lower levels of the education system (up to and including lower secondary education), there is no differentiation between school types. All pupils, regardless of their skill, complete the same type of school up to grade 9. Up to this grade the schooling is compulsory, but authorities do not enforce it.

The subsequent higher secondary education level is differentiated between gymnasium and vocational education. Both educational pathways make it possible to acquire a higher education entrance qualification.

The preschool education system consists of crawling rooms, for children aged 1-2; kindergartens for children aged 3-4 and preschool classes for children aged 5-6. In the whole preschool education system, there are currently a total of just 43 institutions in Kosovo (Kosovo Agency of Statistics, 2018a, State Portal of the Republic of Kosovo, n.d.).

The proportion of children with access to preschool education in Kosovo is the lowest in Europe at around 10%. There is a substantial regional disparity, the few facilities that exist are mostly in urban areas, the rural regions are severely undersupplied (Kosovo Agency of Statistics, 2018a).

The low participation of women in the labour market, as described before is also linked to this low number of preschool institutions.

In addition to the problem of the lack of facilities, the few existing preschools and kindergartens do not provide good quality care. The children are only supervised. Physical, mental, moral and social development in the sense of Early Childhood Care and Development (ECCD) is not promoted. Besides, there is a lack of teaching and playing materials, of well-trained teachers and educators, and of parental work to raise awareness of early childhood development (cf. MEST, 2016b; Sauer, 2018; Save the Children, 2019).

The following step consists of the primary school as well as the low secondary education sector. There are 954 institutions on this level in Kosovo. This level has desolate quality of teaching as well. (GIZ, n.d.1; Hemming, 2016; Klovert & Feck, 2018; Sauer, 2018). In 2015, the young state participated for the first time in the OECD Programme for International Student Assessment (PISA), in which the 15-year-old students of low secondary education were tested. Kosovo was ranked third last out of the 72 countries tested, only ahead of Algeria and the Dominican Republic. In mathematics and science, too, the small republic only became third last. In the category of reading comprehension, the country even came in last. These study results clearly show the extent of the problem in the education sector. For comparison, the worst 10% of pupils in Portugal, Estonia or Slovenia are on a level with the best 10% in Kosovo (OECD, 2018).

The overall teaching and learning environment in Kosovo is poor. Persistent power and heating outages, lack of premises, totally outdated teaching methods, multi-shift systems and poor teacher pay, to name but a few issues. Many teachers still were trained back in Yugoslavia and did not have the opportunity to further their education. Moreover, educational laws stipulate that students must show respect for teachers, parents and the state (Flugaj, 2016). The widespread corruption in the country, large and small, does not stop at the school system. Teachers give pupils from their social environment good marks, for fear of exclusion from their environment (Hemming, 2016).

Another aspect is the lack of inclusion of children from disadvantaged population groups. Children of the RAE minorities are less likely to attend all levels of education than the general population (UNICEF, 2017). At the primary and lower secondary level, a considerable number of the students that have abandoned school are members of these communities. In the school year, 2016/2017 with 57.5% more than half of the dropouts were members of these minorities, even though they only account for a small percentage of all pupils (Kosovo Education and Employment Network [KEEN], 2017). A hurdle to the integration of minorities is the entry into the formal education system, which is made more difficult by the lack of offers in the mother tongues of pupils who belong to the minorities.

All the shortcomings of the basic education system described above have a severe impact on all subsequent levels of education.

The upper secondary education is organised in general education at gymnasiums and vocational education and training. The Kosovo Agency of Statistics does not differentiate these two school types in collecting data. In Kosovo, there are 122 institutions on this level. All students have the right to participate at this level voluntarily. According to the latest statistics for the 2017/2018 academic year, 91,345 students are enrolled at this level. While the overall gender disparity at this level is minimal, 48.9% of students are female, and 51.6% are male, there is however a more significant difference in each branch of education. In vocational education are more male students with 59.3% to 40.7% females and in the general school level, there are more female students with 58.2% compared to 41.8% male students (Kosovo Agency of Statistics, 2018a, 2018d). The data shows that male students lean towards vocational education, whereas female students tend to stay in general education. Consequently, the difficult access of girls to education (Sauer, 2018), which existed for years, is not confirmed in the current data.

There is insufficient information available on the general education at grammar schools; therefore, this branch of education will not be assessed any further. In the following only, the vocational education and training branch will be explained, which is also of greater relevance to the topic of this thesis.

There is a legal possibility for dual vocational education and training between school and company. However, in reality this does not take place. The weak private sector offers hardly any opportunities for vocational school pupils to gain practical experience. The dominant micro-enterprises cannot guarantee good training quality and are not subject to any legal obligation to offer training places. The lack of practical training in poorly equipped schools leads, to graduates not being prepared for the labour market. The schools have hardly any workshops and laboratories and have no direct access to the economic sector.

Also, the curricula and training plans of the vocational schools are not adapted to the needs of the labour market. There is a lack of cooperation between the education system and the business sector. As a result, young vocational school graduates are not considered to be sufficiently employable for the labour market. Despite the high youth unemployment rate, the private sector is increasingly confronted with a shortage of qualified, skilled workers (GIZ, n.d.1). Inadequate control, lack of technical and personnel support, inadequately trained vocational training personnel are further factors contributing to this situation.

Reforms in the field of vocational education and training have not yet taken effect because too few financial resources are made available and the economic sector has so far not been sufficiently integrated into the process (Sauer, 2018, GIZ, n.d.1).

A new concept for improving vocational education and training is the introduction of a Center of Competence (CoC). These regional education institutions, which have different sectoral orientations (e.g. agriculture or medicine), are intended to counteract inadequate decentralisation. However, the process of implementation is also slow here (GIZ, n.d.1).

The higher education consists of private and public universities. The latter offer Bachelor's, Master's and PhD degree programmes, whereas private institutions only offer Bachelor's and Master's programmes. These are divided into three stages: The first stage three to four academic years, during which the student achieves 180 or 240 credits and receives a Bachelor's degree. The second stage one to two academic years after the first stage, during which the student achieves 60 or 120 credits and receives the Master's degree, and the third stage doctorate programmes of an academic nature and independent scientific research.

According to the latest data provided by ASK, there were 110,137 students enrolled in universities in Kosovo in the academic year 2017/2018, 70,313 (63.9%) students were in public institutions and 39,824 (36.1%) in private once. With 9 public and over 30 private universities, Kosovo has a very high number of universities for its small size and population. After the fall of communism, private universities were created to accommodate the growing number of students (Kosovo Agency of Statistics, 2018a).

In Kosovo every 17th person studies at university, which is about twice as much as the EU average. School graduates often choose to continue their study as an alternative to unemployment, and higher education is also seen as a way to a better future and as a status symbol (Klovert & Feck, 2018).

However, about every 4th graduate is without a job (European Commission, 2018). Moreover, about 35% of people with a university degree are not qualified for the labour market. One of the reasons for these issues is the distribution of students in the faculties (Table 01).

Table 01

Percentage of all Students in Kosovo by field of study 2015

Field of study	Public	Private	Total
Education	9,2%	0%	6,8%
Humanities and Arts	10,8%	6,4%	9,7%
Social Science, Business and Law	48,1%	63,7%	52,1%
Natural Science, Maths and IT	5,5%	10,2%	6,7%
Engineering, Production, and Construction	14,0%	7,5%	12,3%
Agriculture and Veterinary	2,6%	0%	2,0%
Health and Welfare	6,9%	7,7%	7,1%
Services	2,8%	4,5%	3,3%

Source: MEST, 2016a, p.27

A high proportion of students in Kosovo are enrolled in education, humanities and arts, social sciences, business and law, which account for almost 70% of all students. The technical and scientific courses are strongly underrepresented with less than 25% of all students. Career planning based on rational criteria is rarely carried out (Sauer, 2018). This leads to an oversupply of social scientists for example, who cannot find a job, and at the same time jobs in the fields of engineering, production and construction cannot be filled, as described in chapter 2.3.

A second factor that leads to high academic unemployment is the poor quality of higher education. In this area, too, insufficiently qualified teachers are often employed, and many teachers lack the necessary technical and didactic skills to fulfil their role as teachers. Vacant teaching positions are filled through connections and relationships, not through the qualifications of applicants.

Corruption and clientelism in the higher education sector are frequently reported. (Klovert & Feck, 2018) Universities remain a high-risk area for corruption and political influence (Sauer, 2018).

The country's universities have difficulties providing students with the expertise, critical thinking skills and practical experience which they need to make the transition to the labour market. Students become dependent, adapted and incompetent people (United States Agency for International Development [USAID], 2018). This applies to both public and private universities. They are not training the skilled workers needed by the labour market, which makes highly educated people work in precarious conditions as waitresses or taxi drivers (Klovert & Feck, 2018). The status passage between education/training and the labour market does not work.

3.3 Assessment of the current reform process

The EU annually assesses the implementation of the agreements reached in the SAA, in a progress report. In the current Report 2018, it attests Kosovo an abysmal record in reforming and adapting the education system to EU requirements. In all the objectives formulated in the SAA and the Kosovo Education Strategic Plan, except for the introduction of universal primary education and better access for girls to education, very little progress has been made in the last two years.

"Kosovo is at an early stage of preparation for education and culture. There was no progress in the past year, and the quality of education still needs to be considerably improved" (European Commission, 2018, p.62).

The EU report thus shows that the current education reform is not taking effect. Foreign institutions support the Kosovar government in drawing up reform plans as described above, with the result that they incorporate their ideal and ideas of good

education into these plans. The Reform Kosovo Education Strategy Plan 2017- 2021 was developed in cooperation with the German GIZ. In this context, the GIZ is openly criticised for refusing to take into account the reality of everyday school life in Kosovo. The reform concept is hardly connectable, and it leaves teachers and pupils alone with empty phrases. Moreover, it instead leads to confusion and frustration in educational institutions (Hemming, 2016).

Well-meaning, but very misguided, donors from the EU countries and North America spent millions and millions of euros on education in Kosovo. They insisted on cutting edge technologies, digitalisation and latest teaching methods – ignoring the lack of basic skills and resources in the country (Shahini, 2016, n.p.).

The institutions responsible for drawing up the education reform plans have too little knowledge of the situation on the ground. There is a lack of communication with the local educational institutions and another aspect is the lack of reliable data records that would allow a comprehensive assessment of the situation. The data collection methods of the Kosovar Ministry of Education are still in their infancy (MEST, 2016a).

3.4 Conclusion

The answer to the sub question “How is the education system in Kosovo organised, and what are its challenges?” can be summarized as follows:

The education system in Kosovo consists of five main levels (Preschool -, Primary -, Lower Secondary -, Upper Secondary - and Higher Education). It is primarily organised by state institutions (public schools). The framework of the education system resembles the European structure.

Today's problems of the system have their roots in the turbulent history of the country, foreign influence and numerous upheavals hampered the development. The many educational reforms after the end of the Kosovo war have brought only minimal improvements.

There are significant deficits at all levels, in terms of resources, specialist skills and performance: The quality of education is very poor. The education system is characterized by a hierarchical structure that leaves pupils with little room for self-expression. There are no modern democratic teaching and learning methods. Graduates are not equipped with the skills they need to make the transition to the world of work.

The deficits in the education sector have many causes. The focus is on the poor quality of teaching: Teachers are not sufficiently qualified to teach pupils children practical life-like skills. They work with completely outdated teaching methods. Clientelism and corruption also play a significant role in this sector. Besides, there is an intense politicisation of education institutions. Also, a lack of investment in the infrastructure of the education system is one of the main reasons for the persistence of these circumstances.

The situation in the area of preschool education is characterised by a lack of facilities and poor quality of care. Only a very small proportion of children have access to preschool education at all.

The primary and secondary education sector also shows considerable deficits. These serious problems are also confirmed by the country's poor performance in the PISA study. The students do not even reach the basic level. The inadequate primary education system has serious consequences for all further levels of education. Another aspect is that especially minorities tend to drop out of the education system at this level.

In the branch of upper secondary education, the situation of vocational schools was presented. Vocational training takes place primarily in school institutions, as the private sector offers hardly any training places. Vocational schools, however, are poorly equipped, with a shortage of qualified, skilled teachers and a lack of practical relevance. The curricula are not geared to the needs of the economy, which is not sufficiently integrated into the reform processes of the education system.

The universities also have severe shortcomings in all areas. Most students are enrolled in subjects with bad career prospects, and only a small proportion of students study in the technical and scientific fields demanded by business. Many graduates are unemployed or work in precarious jobs.

The current reform projects are failing due to overly ambitious, unrealistic goals and a lack of implementation. The European Commission's Kosovo Report 2018 shows that no progress has been made in the field of education.

However, it must be borne in mind that the education system and the actors involved in it cannot be regarded independently; they are all influenced by the difficult political and economic circumstances in Kosovo. The entire system does not currently provide any graduates that can be used on the labour market. This leads to the paradox described in the previous chapter: High (youth-) unemployment combined with a shortage of skilled workers and open vacancies.

The EU considers the implementation of the SAA agreements in the field of education to be fragile. The current education reform does not seem to be taking effect either, and in this context, criticism has been levelled at the German GIZ, which was involved in the drafting of the Kosovo Education Strategy Plan. It sets too high standards and does not take into account the actual situation in educational institutions.

4. Opportunity Scouting pilot project in Ferizaj 2018

In this chapter, the background of the Opportunity Scouting project is described, including its integration into an overarching programme. The objectives of the project and the programme are highlighted and the project concept and the implementation of the project in Ferizaj are described, to subsequently answer the question: “What is Opportunity Scouting and what are its goals?”

4.1 Background

The Opportunity Scouting project was realised on the basis of the development cooperation between Kosovo and Germany as part of the Youth, Skills and Employment in Kosovo programme, which has a budget of 15 million Euros (Youth, Skills and Employment n.d.). The concept focuses on the fields of vocational education and training, youth employment promotion, active labour market policies/programmes and mobility (GIZ, n.d.2). The YES programme aims to improve the employability of young Kosovars between the ages of 15 and 35, while taking into account the needs of returnees, ethnic groups and minorities.

The following objectives (Y1-6) are formulated to reach this goal:

- Y1: Reducing the skills mismatch between education and labour market
- Y2: Improving the quality of the VET
- Y3: Letting young people experience the world of work
- Y4: Improving the link between school and industry
- Y5: Implementing empowerment activities
- Y6: Support for the organisational development of the Employment Agency of the Republic of Kosovo and its public employment offices (GIZ n.d.2).

The goal is achieved on the one hand by improving the quality of vocational training and, on the other hand, by strengthening the mechanisms that balance supply and demand on the labour market. The programme follows a bottom-up approach and works mainly with institutions at the local level. The project also aims to support the Kosovo Ministry of Education, Science and Technology (MEST) and the Ministry of

Labour and Social Welfare (MLSW) in providing high-quality services to young people (GIZ, n.d.2).

Many different projects have been carried out under the YES programme in Kosovo since its launch in January 2017, such as:

- “Internship program in the field of textile production, metal- and wood processing and information and communication technology
- Entrepreneurship training, to promote new business ideas, founder prizes
- Job fairs in cooperation with municipalities and local businesses
- Vocational training for disabled people
- Projects in vocational schools to expand practical training opportunities” (GIZ, 2018d).

Since then, 250.000 young people have been reached through events such as job fairs and other measures to promote employability (GIZ, n.d.2).

4.2 Project description

The Approach of the Opportunity Scouting is an action-based youth employment promotion instrument that is set on the local level. Besides preparation and evaluation, it consists of a career guidance and soft skills training workshop, on the one hand and a simulation exercise, in which the participants are employed in a virtual company on the other hand (Youth Employment and Skills [YES], n.d.). It also includes stakeholder meetings to ensure the participation and exchange of actors in the VET field.

Location: For the project the city of Ferizaj was chosen, it has 171.690 inhabitants, and is the second largest city in Kosovo after the capital Pristina. There are 4100 companies registered (Ferizaj24, 2018). For 2015 (more recent data was not available) there were 1018 vacancies registered with the employment office which accounts for 8.8% of all registered vacancies in the country. At the same time, there were 13.723 people registered as unemployed (Ministry of Labour and Social Welfare [MLSW], 2015). However, the mediation for the employment office in Ferizaj is weak, in 2015 only 201 vacancies could be mediated, at 5.6% this is the lowest mediation rate for any region in Kosovo (MLSW, 2015). The city has the problems typical of the state, very high unemployment while vacancies cannot be filled with suitable applicants.

For the realisation of the pilot project, this location was chosen on the basis of the following criteria:

- It should have one or more industry zones and an industrial background.
- There should be private entities, who are willing to support the OS activities.
- It should have a vocational secondary school, preferably technical orientation.

- It should have an active school to work transition unit (Gesellschaft für Agrarprojekte [GFA], n.d.).

Implementation period: The project started in April 2018 and ran until September 2018. The duration of the two main phases was 19 days and it took place between 19.06.2018 and 06.07.2018. A period during the summer holidays was deliberately chosen so that the participants would not miss any lessons and many people including teachers had time to participate in the project. An evaluation meeting with participants and two stakeholder meetings took place in September 2018.

Budget: The estimated budget, as there are no definite numbers available yet (January 2019) is 11.550€ (GIZ, 2018a).

Executing Organisation: GIZ-YES-Office in Pristina, three employees were deployed for this purpose.

Target group: Young adults as well as pupils and graduates of vocational schools in the transition phase between school, training and occupation.

Project holders: The following local organisations were consulted for the implementation and contributed to the two main phases; they are relevant local institutions that are active in the fields of employment and vocational education:

- "The Municipality of Ferizaj
- The Directorate of Economic Development in Ferizaj provided the Chief executive Officer (CEO)
- The Youth Center, Youth Sector
- Center of Competence (CoC)
- Agriculture and Economic VET schools
- AVONET NGO provided a supervisor", (GIZ, 2018a, p.5).

Objectives: The GIZ formulated the following goals for the pilot project (O1-5), they are explained below:

- O1: "Producing valid information about the labour market (vacancies, internships), opportunities or services (training) in a well-defined territory", (GIZ, 2018a, p.4).
Labour market monitoring takes place on a local level.
- O2: "Sharing information to a broader public (exhibition)", (GIZ, 2018a, p.4).
The collected data should be presented to a broad public.
- O3: "Participants develop relevant soft/working skills and gain work experience", (GIZ, 2018a, p.4).
The participants should learn skills relevant to the labour market through practical work in the project.

- O4: “Become visible as a stakeholder, target group and resource of youth employment promotion”, (GIZ, 2018a, p.4). The pilot project should become visible as an instrument of youth employment promotion.
- O5: “Bring stakeholders together to cooperate on a local level”, (GIZ, 2018a, p.4). Relevant actors of youth employment promotion should exchange ideas and be encouraged to cooperate.

4.3 Project implementation

As described above, the project consists of several phases (Table 02); in the following, the project is described the way it was implemented.

Table 02

Phases and Schedule of the Opportunity Scouting pilot 2018

Phase 1	Phase 2	Phase 3	Phase 4
Preparation and Consultation	Career Guidance and Application Training	Virtual Company - Simulation Exercise	“Evaluation” 1.FocusGroupDiscussion 2.Stakeholder-Meeting 3.Workshop Conference
April – May 2018	19. – 22. June 2018	25. June – 06. July 2018	12. / 25. / 27.September 2018

4.3.1 Phase 1.

As part of the preparation, two external German consultants, who were hired by GIZ, created a framework and guidelines.

Meetings with the aforementioned project holders were conducted with the aim of clarifying the institutional framework and securing the infrastructure and supplies for the implementation of the project.

The GIZ-YES-Office Kosovo in cooperation with the youth sector has acquired the participants. The pupils were recruited via social networks and advertising at vocational schools. The supervisors were selected and recruited by GIZ as well. For the selection of supervisors, the following criteria were applied: The supervisors should be from both genders, preferably between 30 and 45 years, highly motivated to take part in the project, willing to do an extra activity and they should have good student relations as well as excellent computer skills (GFA, n.d.).

The project holders provided seven supervisors, the CEO, Information Technology (IT) - administrators, the participating pupils and the venue:

- The seven supervisors had the task to guide the participating pupils during the project phases and to coordinate their activities (GIZ, 2018c).
- The CEO had the task of coordinating the supervisors and representing the virtual company.
- The IT administrators accompanied the technical infrastructure of the project.
- The project participants were students of the two vocational schools mentioned above; they were 31 students between 15-25 years old of which 9 were male, and 23 were female.

During the preparation phase, the supervisors were assigned to the different departments of the virtual company; they were briefly instructed in their tasks and introduced to the concept of Opportunity Scouting.

4.3.2 Phase 2.

The second phase of the pilot project implementation was a four-day career guidance and application training workshop with 31 participants. They learned about their strengths, weaknesses and values with the goal of choosing a suitable career path. They also learned where they could find information on career development. An application training, which thought participants the process of a job interview and how to write a convincing application, was included as well. Contents were networking skills, letter of application, Job ideas, feedback rules, job interviews in theory and role-play. At the end of the workshop, the participants were interviewed for different positions in the departments of the upcoming simulation exercise component (GIZ, 2018f).

4.3.3 Phase 3.

During the third phase, the participants of the simulation exercise were divided into departments that took up different responsibilities of the virtual company. That way they could experience the virtual company as a real work environment similar to the private sector, they gathered labour market information which was compiled into one catalogue (GFA, n.d.; M&M, 2018). The “employees” signed contracts and were treated like real staffers. The virtual company operated at a local level with stakeholders relevant to the labour market like businesses and employment offices. This labour market monitoring exercise mapped out a well-defined territory for all vacancies and career guidance services available to youth (GFA, n.d.). During this phase the participants stayed in the departments that were assigned to them. The supervisors managed the daily operations of their section. They prepared a daily work plan for their team members, they organised the team and helped to assigned

tasks, they supported the pupils in smoothly operating their resort and achieving its targets. Furthermore, they were responsible for coordinating with the other supervisors. All sections of the virtual company worked cooperatively together to collect process and organised information about the local labour market and opportunities. One day, during the process of the third phase, a representative of the Ministry for Education, Science and Technology visited the virtual company accompanied by a television team. The students introduced the project and their departments to generate more attention for the project and youth employment. Figure 02 illustrates the distribution of tasks and the organisational structure of the virtual company.

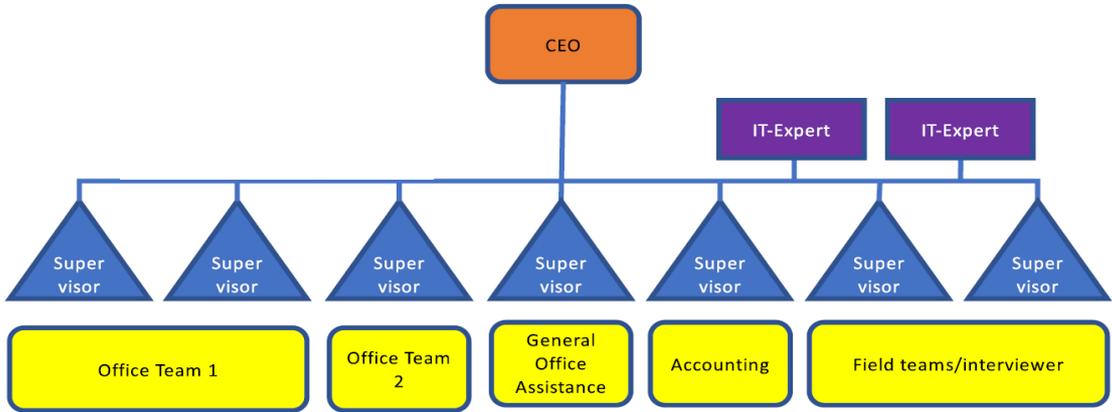


Figure 02. Pilot project, Opportunity Scouting Ferizaj 2018: Organization Exercise (Virtual Company), (Roux, 2018, n.p.)

The individual departments and their associated tasks are described below:

The **Office Team 1** department consisted of six participants and two supervisors. Their tasks were making appointments with local businesses, service providers and gathering all information necessary for the Field Team to visit them. They called local businesses and service providers and arranged appointments for the Field Team to interview them. The appointments were documented along with additional information on location, transportation and equipment needed for the interviews of the Field Team.

The **Field Team** department consisted of 13 participants and two supervisors, the goal of the Field Team was gathering information about vacancies and services that companies and service providers offered. To achieve this, they collected the information about their appointments from Office Team 1, and then they assigned a team of three to that appointment. They visited the business or service provider that an appointment was arranged with and interviewed them about the services and vacancies they offer, this formed the basis of the labour market monitoring. These interviews were documented with a questionnaire. Upon returning, the gathered information was passed on to Office Team 2 for processing and archiving.

The **Office Team 2** department consisted of six participants and one supervisor, who designed a logo for the virtual company, collected the data and documents from the interviews and other data from each department, which was organised and stored on hard disk drives. Besides, they created a Facebook page for the virtual company and filled it with photos, videos and interviews from the work of the virtual company. They also created a presentation about all companies that had been visited by the Field Team.

The **General Office Assistance** department consisted of four participants and one supervisor. It organised and documented the guest visits of the virtual company and monitored the attendance of employees in a spreadsheet. Company visits were documented and an inventory for the company was created.

The **Accounting** department consisted of four participants and one supervisor; they organised and documented the cash flow of the virtual company. A list of payments was created for all the employees and reimbursed employee's transportation and purchasing costs. The cash flow was documented upon the presentation of confirmation documents or bills. At the end of each day the cash balanced was assessed, and it was made sure it matched the expenses and bills.

The data that were collected by labour market monitoring is subsequently illustrated (Figure 03).

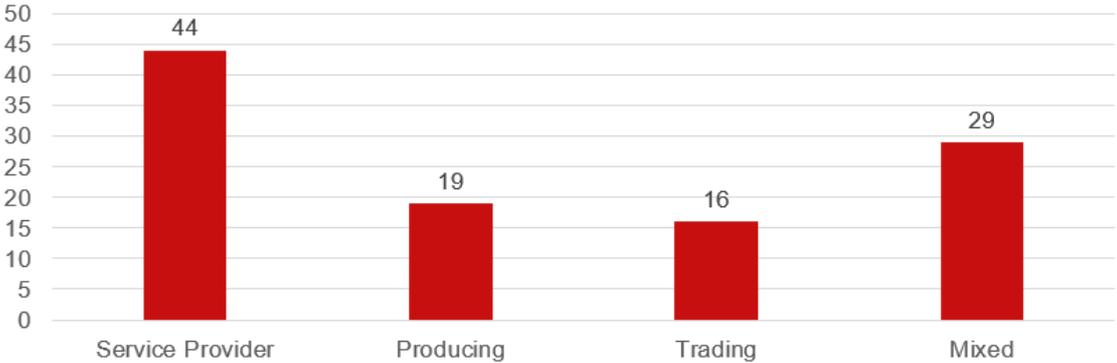


Figure 03. Pilot project, Opportunity Scouting Ferizaj 2018: Sectoral Distribution of Interviewed Enterprises, (GIZ, 2018a p.18)

The sectoral distribution of enterprises and institutions surveyed by the participants about vacancies and offers shows that 108 businesses were interviewed. These include 44 service providers, 19 producing businesses, 16 trading companies and 29 mixed companies, which is a good representation of Kosovo's economic sectors. The students found a total of 412 open vacancies and 17 internships were identified in 49 occupations. Quantitatively, the labour market monitoring achieved good results, but

the desired quality and depth of detail were not achieved. For example, the entry requirements for individual positions were not surveyed.

4.3.4 Phase 4.

After the conclusion of phase 3, an evaluation meeting for the project participants and supervisors took place at the beginning of September. Two multi-stakeholder meetings followed, they involved the actors of the education and business sector, to promote their cooperation and discuss the implementation of the project in different municipalities of Kosovo and present it at the national level. The evaluation meeting is described after the stakeholder meetings because of its relevance to the subsequent analysis.

4.3.4.1 Stakeholder meetings.

On the 25th September 2018, a local stakeholder meeting took place at the Center of Competence in Ferizaj. This conference aimed to present the methods of Opportunity Scouting and the results of the labour market monitoring. Another goal was to discuss the institutionalisation and imitation of the project activities. Various stakeholders and interest groups participated in the workshop; these include young people who participated in the project, supervisors, representatives of the employment offices, vocational training and - schools, representatives of enterprises and municipalities. The central theme of the discussion was the strengthening of cooperation between different local interest groups to support the process of vocational orientation and to improve soft and vocational skills of the young people that would lead to their employment.

On the 27th September 2018, a "Workshop Conference" with a national scope took place in Pristina, where the project results and the possibility of carrying out similar activities in other municipalities as an active labour market measure were discussed with stakeholders. The conference started with the introductory remarks by representatives of the Ministry of Education, Science and Technology and the Minister of Culture, Youth and Sport on the existing policies and support programmes to promote employment and career guidance for young people.

Relevant stakeholders who took part in this conference were: the European Training Foundation, the Directorate for Economic Development and Tourism, Ferizaj Municipality and SmartBits (operators of job platform "busulla"). A panel discussion on the topic concluded the conference (YES, n.d.).

4.3.4.2 Focus group discussion.

Also, in September, there was an evaluation meeting with the participants and supervisors of the main phases (2 and 3).

The GIZ staff chose the focus group discussion as the evaluation method for the meeting. The GIZ has not yet officially evaluated the results of this meeting (as of February 2019) therefore they will be used in this work as the basis for my evaluation.

Three focus groups were formed, two groups with pupils and one group with supervisors. Each group had a moderator and a minute keeper. The three group sessions took place in parallel on September 12th in Ferizaj and lasted about one and a half hours. A total of 40 participants took part in the focus groups. The sessions were conducted and recorded in Albanian and later translated into English by the GIZ.

The method of the focus group discussion was developed initially for market research purposes. Later it was widely used in social science research (Tausch & Menold, 2015).

This method is a procedure in which groups alternately express their opinions on given questions in the form of a moderated discussion. Afterwards, the questions are reconsidered in a group discussion, and the most important results are recorded. The documentation of the results is carried out by a minute keeper. The view of the participants is in the foreground of this method; they should be able to set their priorities by the openness of the question and address what is important to them. The natural nature of the interaction leads to particularly authentic expressions by the participants. The focus group discussion is particularly suitable as a working method in the early development stages of studies or projects (Tausch & Menold, 2015). It is therefore particularly suitable as an evaluation method for this pilot project.

The focus group interviews aimed to find out how the participants experienced the project in order to incorporate these results into the implementation of future projects.

The following questions (Table 03) prepared by the GIZ served as guidelines for the focus groups:

Table 03

Opportunity Scouting focus group discussion guiding questions

Guiding Question	Explanation
1) What made you participate in the first place?	This question explored the reasons why participants and supervisors applied and took part in the OS in the first place.
2) What were you surprised about (at different stages/ phases)?	This question aims at things that the participants and supervisors did not expect.
3) What was (the most) difficult (parts for you)?	This question aims to find difficulties in the process and tries to assess where the project has issues.
4) What were the best parts of your experience?	This question is meant to uncover the strength of the project and which parts should be continued.
5) It has been a pilot (first implementation in Kosovo). If repeated, what should be changed?	The parts of the project that should be altered in future iterations of the project, where assessed with this question.
6) What should remain?	This question uncovers methods and parts of the project that the participants liked or want to continue in future iterations.
7) Anything else you want to say about it? (Concluding remarks/ final statements).	This question aimed at everything, which participants and supervisors want to mention, that was not covered by the previous questions.

Note. Adapted from Appendix B

The transcribed recordings of focus group interview results were made available to me by the GIZ for use in this bachelor thesis (Appendix B). They form the basis of my analysis in the following chapter.

4.4 Conclusion

The answer to the sub question "What is Opportunity Scouting and what are its goals" can be summarized as follows:

The Opportunity Scouting is an action-based, locally set instrument to promote youth employment that was developed by the GIZ.

In Kosovo it was piloted as part of the Youth, Employment and Skills Programme in the city of Ferizaj in 2018. This project consists of four phases and works on several levels. Essential components are a career guidance and application training workshop, as well as a simulation exercise, with a final Focus Group Discussion. The target group of these actions are young people in the transition phase between school/ training and occupation.

It also includes a local and national stakeholder meeting to promote cooperation between actors in the field of vocational education and training. The local actors however already play a decisive role in the planning and implementation phase. The main objectives of the pilot project are local labour market monitoring, the improvement of the participant's relevant soft/working skills, as well as the acquisition of work experience, and the connection of interest groups for cooperation at local level.

The project is part of the overarching Youth, Employment and Skills programme, which aims at reducing the skills mismatch between education and labour market, improving the quality of the VET, letting young people experience the world of work, improving the link between school and industry, implementing empowerment activities and supporting Employment Agencies.

5. Evaluation of the Opportunity Scouting pilot project

In this chapter, the above mentioned transcribed results of the focus group discussion, conducted with project participants, will be evaluated with the help of the thematic analysis. This method will first be explained, and the limitation of the data is pointed out. The obtained results are presented as well as interpreted and evaluated in the context of the findings of the first part of the thesis. The individual goals of the Opportunity Scouting and the overarching YES programme are evaluated with regards to the findings.

5.1 Methodology

For the evaluation of the transcribed recordings of the results of the focus group interviews, the thematic analysis according to the approach of Braun and Clarke (2006) is used. This is a data evaluation method of qualitative research. It allows a deeper understanding of the data beyond the summary of the content. This is done by identifying relevant topics and patterns in the data, which can contribute to answering the research question.

The thematic analysis is to be understood exclusively as an analytical method and does not require a theoretical framework. The data analysis can be inductive or deductive (Clarke & Braun, 2013). Inductive thematic analysis is used here because the coding process is data driven and tries not to be guided by theoretical or thematic assumptions, which in this case leads to more objective results.

Furthermore, the thematic analysis is a particularly suitable method for the evaluation of the data on which this thesis is based, because the translated and note based transcriptions (Krueger 2014, p.149) have a character that excludes other common evaluation methods. As the thematic analysis is primarily based on the analysis of content patterns, it does justice to the structure of the limited data material. Accordingly, this assessment method was used to analyse the results of the focus group discussion.

Categories of repetitive patterns of answers and meanings that appear in the data and address relevant aspects of the research question are referred to as "codes". Individual passages from the transcriptions were assigned to these codes. This was done with the help of MAXQDA software for social science research. Not every statement from the transcript was included in the evaluation, but only the transcript contents that are relevant for answering the research question. These codes were then analysed and used as a basis for generating transversal themes that ultimately serve to evaluate the objectives, in combination with the results of analyses of the

challenges of the employment situation and the labour market and education system (chapters 2 and 3).

Seven themes were formed from the analysis (Youth Behaviour, External Perception, Outcomes, Methods, Supervisor Preparation, Time Management, GIZ).

The results of the focus groups in the analysis were not explicitly differentiated according to the groups of supervisors and students, since the answers show no significant differences and do not help in answering the research question. The examples given are only an excerpt; all answers can be found in the appendix (Appendix A).

The results were divided into two parts, answers regarding the content and methods of the pilot project and answers regarding the organisation of the pilot project.

According to Krueger, numbers in reporting on focus groups are misleading because they tempt to transform them into percentages of the population (Krueger, 2014 p.160). The figures used in the following tables, which show how often a particular topic has been mentioned, are therefore for guidance only.

5.2 Limitations

Since I was not involved in the organisation and conduct of the focus group discussion, I could not explicitly adapt the evaluation questions to the research question. The data material is limited in its significance by the translation and the note-based character.

Because the focus group discussion was conducted by GIZ staff members who were also involved in the implementation of the Opportunity Scouting, objectivity was not guaranteed.

Also, the lack of a feedback culture in Kosovo leads to participants expressing little criticism, especially of donor projects, as they are happy about the opportunity to participate and want the donor organisation to continue offering local projects. Overall, there are strong limitations that weaken the validity of the information, but trends can still be identified.

5.3 Results

In this subchapter the themes derived from the thematic analysis are presented with their associated "codes". They are presented separately according to content/method and organisation of the project and analysed as described above.

5.3.1 Results in terms of content and method.

5.3.1.1 Theme 1: Youth Behaviour.

Across the three focus groups respondents reported satisfaction with Youth Behaviour. Even though there was "Negligence by some participants", the "Presentation skills by the young participants" was praised by respondent of the supervisor focus group. Generally the young people were perceived as "very capable".

The youth behaviour surprised participants: "There is the knowledge and power to create change". The behaviour of the young people created a good Work Environment. The "Atmosphere"; "Work energy"; "Positive energy" and "Fun work environment" were mentioned as positive factors as well as a simple adaptation of the young people to the working environment. Respondents also mentioned "Group enthusiasm" and a "Positive working spirit" in general. Supervisors stressed the "Confidentiality within the company".

The Cooperation between the young people within the individual departments was highlighted. Especially the "Data processing office was coordinated" (Office Team 2). The exchange and cooperation between the young people worked well. The participants were responsible for allocating of roles within their departments, which they did well. The "Coordination between colleagues" was emphasized.

The good Work ethic was often mentioned. Participants of the focus groups discussed how "the youth was committed" and praised "The determination of the youth". "Work ethic" and the "Work dynamic" were positively mentioned and that the youth displayed "Persistence to achieve results". Moreover, they managed to make "Peaceful compromises for internal debates."

Table 04

Number of participant responses in which youth behaviour was addressed

Type of Youth Behaviour addressed	Frequency
Unspecified	5
Cooperation/Coordination	6
Work Environment	8
Work Ethic	10

5.3.1.2 Theme 2: External Perception.

The Opportunity Scouting attracted a lot of attention as it was implemented for the first time in Kosovo. GIZ's reputation added credibility to the project. As described above, there were visits by government representatives and the media during the simulation phase (chapter 4). However, some businesses were “Unwilling to give interviews because [of a] lack of info” that they received. Therefore, one respondent requested a “Better promo[tion] campaign” for future iterations.

The participants in general spoke positively about the External Perception that the project received. The subtheme Government describes, what the respondents said about how the municipality and other governmental institutions perceived the project. For example, one respondent said he was surprised that “government officials requested to replicate this project”.

Participants noted that they were amazed about the reach of the Opportunity Scouting, that the “Minister of culture heard and showed interest in the project”. The project was perceived as a “Good example for government institutions”

Table 05

Number of participant responses in which external perception was addressed

Type of External Perception addressed	Frequency
Unspecified	4
Government	6

5.3.1.3 Theme 3: Outcomes.

The code *Outcomes* shows that the impact of the project had a wide range. The code *Real Work Experience* shows that most frequently it was discussed that respondents experienced a “real work environment” and that they were given responsibility with their tasks. One person said that he was amazed that they were “working with real money” and given that much trust. Another respondent mentioned being surprised about the “Opportunity Scouting Work”, expecting just training.

Skills and Knowledge was another frequent answer. Some participants talked about “knowledge gains” and “career inspiration-improving soft skills” another “gained skills in computer and excel use.” The *Results* of the virtual company were reported as well; one participant was amazed that: “there are jobs in Ferizaj”, other participants also noted the “over 400 job vacancies found”. Besides, several respondents noted that their self-confidence had increased. Some were surprised by “himself/herself for the work completed and skills gained” according to a supervisor.

Changing Minds, for some participants’ preconceptions about the youth and the labour market, have been changed. A respondent reported that he was surprised about the “freedom of expression” during the project. “Diffusion of ideas” and “mindset diversity” was also discussed among respondents. One participant of the supervisor focus group “saw the difference that the OS had on a student” and another said that: “Working with the youth is incredible”.

Table 06

Number of participant responses in which outcomes were addressed

Type of Outcomes addressed	Frequency
Unspecified	3
Changing Minds	7
Skills and Knowledge	7
Confidence	4
Results	5
Real Work Experience	8

5.3.1.4 Theme 4: Methods.

The overarching *Method* of the Opportunity Scouting was new to the participants and resonated well with them. It was said to be a “motivational and encouraging”. A project like this was a “unique experience” and a “new offering: Soft Skills and career guidance” together.

Some people compared it to things they had done in the past and concluded that “OS is different from other trainings. OS was real working experience”. Respondents praised the “feedback and regular meetings” during the Scouting. Other participants spoke positively of the format for being more practice than theory.

The methodology emphasises *Teamwork*, which was well received by the participants they liked “Working in Teams” and supervisors discussed that: “There was no resentment between them” and that they were ready to take responsibility. One respondent enjoyed “feeling part of the team”.

Table 07

Number of participant responses in which methods were addressed

Type of Methods addressed	Frequency
Unspecified	4
New Method	9
Teamwork	10

5.3.2 Results in terms of organisation.

5.3.2.1 Theme 5: Supervisor Preparation.

Across all focus groups the supervisor preparation was criticised. A “lack of training” and “unclear responsibilities” were discussed by the supervisors. “Lack of supervisor guidance” was mentioned by a respondent in a focus group with participants. Moreover, some talked about insecurities because of their insufficient induction, one supervisor said they need “more details about responsibilities and hierarchy at the beginning”, and there was a “lack of coordination between supervisors”.

The youth also noticed the lack of preparation that the supervisors had, “Supervisors did not know their exact role and the duration of the OS event”. Another participant noted a “lack of coordination with supervisors” and suggested to “improve the selection criteria for the supervisors”.

Table 08

Number of participant responses in which supervisor preparation was addressed

Type of Supervisor Preparation addressed	Frequency
Unspecified	11
Coordination	3
Responsibilities	5

5.3.2.2 Theme 6: Time-Management.

Bad Time-Management seemed to be a critical issue. Many participants from all three focus groups reported that they experienced time pressure. With one supervisor even indicating that the: “time pressure” was “too much pressure for young people”. One respondent in a youth focus group noted for things to be changed: “Better time management and expectations for admin work”.

Another issue that was discussed a couple of times was the Workload that the participants had to cope with. One respondent said the Workload was not evenly distributed and that it should be made more proportional. A participant reported that for “data processing” most work was at the end of the project. Also pressure from other offices was mentioned multiple times. One respondent mentioned “too many printing requests”.

Implementation in a positive sense especially the youth indicated the desire to “increase the duration of the activity” Opportunity Scouting and wanted “More time for OS”.

Table 09

Number of participant responses in which time-management was addressed

Type of Time-Management addressed	Frequency
Implementation	3
Bad Time Management	12
Workload	11

5.3.2.3 Theme 7: GIZ.

Some respondents discussed that GIZ is a “German company with credibility” and that “Working for GIZ” is “good for the career”. While some participants suggested that the GIZ should also host the follow-up project and remain part of the project in

the long run to ensure the success of the project, another suggested a gradual transition from the GIZ to local institutions: “Do not leave the activity under governmental institutions. GIZ should manage it (to guarantee success)”.

"Financial sustainability and transition from GIZ to institutions. -Step by step".

Table 10

Number of participant responses in which GIZ was addressed

GIZ addressed	Frequency
Unspecified	5

5.4 Discussion and conclusion of the objective achievements

This chapter evaluates the achievement of the individual objectives of the Opportunity Scouting pilot project and the overarching YES programme and assesses them in the context of the challenges in the labour market and education sector. The results of the thematic analysis and the previous chapters (2,3,4) are used.

O1: Producing valid information about the labour market (vacancies, internships), opportunities or services (training) in a well-defined territory:

Labour market monitoring should be used to collect information on the local labour market.

The evaluation of the pilot project based on the results of the focus group interviews with the help of the thematic analysis shows under the topic Outcomes that the participants identified a quantitatively large amount of data on vacancies, services and internships on the labour market and in vocational education and training (chapter 5.3.1.3). The theme also shows how this has led some participants to rethink their preconceptions about the labour market; the prevailing view that there are no vacancies is revised. In this respect, regional labour market monitoring is to be assessed as successful. However, the quality of the data, as described in chapter 4.3.3, is not particularly high, as the information collected is superficial and not very detailed.

As described in chapter labour market (2.3), there is currently only very limited public access to local labour market information, public databases are still under construction and data collection is very fragmented. As a result, job seekers have difficult access to information relevant to the labour market. In view of the lack of public labour market information, the local labour market monitoring of opportunity scouting can be regarded as useful.

The project-specific objective is only partially achieved because the information collected did not have the desired level of detail.

O2: Sharing information to a broader public (exhibition)

The collected labour market information is to be presented.

After the main project phase, as described in detail in chapter 4.3.4, two stakeholder meetings were held with local and national stakeholders to present and exchange information on the project, the information collected during the labour market monitoring was exhibited there and thus made available to a wide audience. This is useful regarding the lack of labour market information mentioned above.

The project-specific objective is achieved.

O3: Participants develop relevant soft/working skills and gain work experience:

Participants should gain practical experience and acquire knowledge and skills relevant for the labour market.

The evaluation of the focus group discussion results under the topic Youth Behaviour shows that the participants have learned soft skills in the form of cooperation, work ethic and persistence (chapter 5.3.1.1). The topic Outcomes shows that the participants learned relevant working skills such as the use of certain computer programs. The teamwork mentioned under the topic Methods promotes with social competence, productivity and creativity further relevant soft skills. The thematic analysis also showed that the project enables young people to gain their first practical work experience. (chapter 5.3.1.3). In addition, the methods allowed the participants to collaborate with different institutions, entities and companies at all levels, which improves the participants' understanding of structures and needs of the labour and economic sector, this is also shown by the topic Outcomes.

As described in the third chapter (education system in Kosovo), graduates of the education system, regardless of their educational level, do not have the necessary skills to enter the labour market. Here the project can counteract with its combination of career guidance, soft skills training and practical work with concrete qualification and practical relevance. The analysis under the topic Methods (chapter 5.3.1.4) shows that this is also emphasised as very positive by the participants.

The project-specific objective is achieved.

O4: Become visible as stakeholder, target group and resource of youth employment promotion:

The concept of the project should be presented to a broad public.

Chapter 4 and the analysis under the topic external perception (chapter 5.3.1.2) show the attention generated by the project. During the implementation it was visited by representatives of politics and administration. In addition, the media has reported about it. This made it visible as an instrument of youth employment promotion for public and state institutions. The same effect was achieved by presenting the concept at the final stakeholder meetings (chapter 4.3.4.1).

The project-specific goal is achieved.

O5: Bring stakeholders together to cooperate on a local level:

Local stakeholders should be brought together to work together.

Actors in the education and business sectors do not cooperate sufficiently, which means that teaching is not adapted to the needs of the labour market. And the graduates are therefore not sufficiently qualified for the labour market, as highlighted in chapter 3.

Opportunity scouting depends on the cooperation of local relevant youth employment promotion stakeholders (chapter 4) and therefore promotes cooperation and the exchange of interest groups. The final stakeholder meetings further strengthen the integration. The involvement of (local) stakeholders from politics, business and education through multi-stakeholder meetings is to be regarded as sensible, since multi-stakeholder dialogues to promote (youth) employment are regarded as best practice models at the international level (GIZ, 2016). The project thus offers a platform that promotes cooperation between the actors involved and triggers their exchange.

The project-specific goal is achieved.

Y1: Reducing the skills mismatch between education and labour market

The alignment between the education sector and the labour market is to be improved.

As described above the evaluation of the focus groups results shows that the young people have acquired relevant soft and hard skills and have gained practical work experience.

Furthermore, the evaluation of the project shows that through direct contact with local companies participants have improved their knowledge of the requirements for the labour market and its needs.

As already described several times in this paper, the education system produces graduates who are unqualified for the labour market and they are generally perceived as less worthy workers. The participants' contact with employers helps to counter the prejudice of lazy, unmotivated youth. Because companies get to know committed young people (chapter 5.3.1.1).

Young people's employability is improved by the soft and hard skills they learn and by expanding their knowledge of local opportunities for internships, services and vacancies. This also leads to more rational vocational orientation, which often does not take place as described in chapter 3.

Due to the lack of practical relevance of the education sector described in chapter 3 and the structure of the private sector characterised by micro-enterprises and the shadow economy, which offers hardly any training opportunities (chapter 2.1), there

are few opportunities for young people to gain practical experience on the labour market. The project counteracts this with its practice-oriented approach. All these factors have an indirect effect on an improved fit between the education sector and the labour market. **The project contributes to this overall YES goal.**

Y2: Improving the quality of vocational education and training (VET):

The quality of vocational training is to be improved.

The analysis of the pilot project shows, as described above under the topic Youth Behaviour, that young people have shown a good work ethic, have been able to cooperate and have thus created a pleasant working atmosphere. The innovative methods of Opportunity Scouting caused this and lead to an improved quality of vocational education and training. The pupils are motivated and show initiative. The persistence in achieving the goals and the motivation of the young people were sparked, which was also positively emphasised by the supervisors (chapter 5.3.1.1).

The completely outdated learning methods and hierarchical structures in the education system lead to a discouraging learning atmosphere and not to self-responsible action. The methods of the pilot project with their flat hierarchies promote cooperative and interactive learning by training process-oriented cooperation and critical thinking. These modern democratic teaching and learning methods promote a natural understanding of democratic processes, a higher acceptance and a better understanding of democratic, constitutional and civil society structures in an important phase of young people's lives (Gathof, 2013). They also increase motivation and willingness to take responsibility for one's own learning. The supervisors, who act as multipliers, can pass on and apply the methods they have learned, thereby further improving the quality of vocational education and training.

The project contributes to the overall YES goal.

Y3: Letting young people experience the world of work:

Young people should gain work experience.

The thematic analysis under the topic Outcomes shows that the interactive methods of the programme enable young people to experience the world of work in a simulated environment (chapter 5.3.1.3). This was very positively received by the participants. It allows participants to experience the world of work and gain practical experience. As described above, there are few opportunities for young people to gain practical experience in the labour market. The project can counteract this through its practice-oriented approach.

The project contributes to the overall YES goal.

Y4: Improving the link between school and industry:

The interaction between the economy and educational institutions should be strengthened.

The analysis shows, under the topic Outcomes, that through the contact of young people with local enterprises and through the cooperation of local stakeholders during the project implementation, the understanding between schools and business has improved (chapter 5.3.1.3). The supervisors were sensitised to the needs and demands of the labour market and learned about innovative learning methods. Above all, the cooperation between representatives of the vocational schools and local industry as well as the administration has worked at least within the framework of the project; there is hope that the cooperation will continue over the duration of the project.

The contact between the education and business sectors, which is being promoted by the project, is a step towards a better coordination of the labour market demands and educational qualification. Since local cooperation also works against the lack of involvement of the business sector in (vocational) education (chapter 3). In this way the project also counteracts the curricula (chapter 3) which are not tailored to the requirements of the labour market.

The project contributes to the overarching YES objective.

Y5: Implementing of empowerment activities:

Activities that motivate and empower young people should be carried out.

The analysis shows, as already described several times, under the topic Youth Behaviour, that the flat hierarchy and cooperative learning methods promote motivation and willingness to take responsibility (chapter 5.3.1.1). The fact that more than a month after the official end of the simulation phase the young people participated in the evaluation events in large numbers clearly shows their motivation, commitment and solidarity with the project. The positive results of the Labour Market Monitoring motivate the participants and strengthen their self-confidence, which is also reflected in the results of the analysis under the topic Outcomes (chapter 5.3.1.3). The participants also learn through the media attention described above and the direct involvement of administration and politics (chapter 5.3.1.2) that what they do is essential and that their person and opinion are perceived as significant.

The education system is characterised by poor quality, outdated methods and poorly qualified teachers (chapter 3), these factors inhibit the motivation and development of pupils. The "new" methods of the Opportunity Scouting project are a positive counter-example here.

The bad mood and lack of perspective of the young people in Kosovo described in chapter 2.3 above was at least partly counteracted by the project by pointing out jobs and further training measures (5.3.1.1).

The project contributes to the overarching YES objective.

Y6: Support for the organisational development of the Employment Agency of the Republic of Kosovo and its public employment offices:

Support for the establishment of the Employment Agency and Public Employment Services.

Many Kosovars have little confidence in the employment offices and make little use of their services (chapter 2.3). The employment offices were visited by the participants during the project phase.

Participants are made aware of the activities of the employment agencies, which can have a positive impact on employability. The analysis under Outcomes shows that the participants have been made familiar with the range of services offered by the employment offices, and cooperation and contact with the employment offices can reduce inhibitions and institutional scepticism.

The Employment Agency can also benefit from the collected labour market information (chapter 5.3.1.3) as there is no reliable official monitoring system.

The project contributes to the overall YES goal.

Organization:

The analysis also shows organizational criticism of the project, which is important for follow-up projects.

On the one hand the preparation of the supervisors was insufficient; the distribution of tasks and roles was not clearly described. On the other hand, it was criticised that the time pressure and the workload were too high for all participants.

The analysis shows (chapter 5.3.2.1) that the supervisors' preparation was insufficient. Supervisors were left unclear about their roles and responsibilities. Participants found that supervisors were not sure of their responsibilities and that time pressure and workload were among the most frequently cited criticisms of all respondents. Opportunity Scouting participants experienced the distribution of work as uneven (chapter 5.3.2.2).

The organisation of the project by the GIZ was assessed as positive despite the shortcomings mentioned.

As a donor organisation in Kosovo, GIZ has a very high status and is still regarded as a credible German institution (chapter 5.3.2.3). Less trust is placed in local institutions, as donor-financed projects usually fail if the donor organisation extracts money and resources (Vokshi, 2015). According to the participants, the GIZ should remain at least for the time being a part of opportunity scouting.

6. Conclusion

6.1 Summary discussion

In this thesis an attempt was made to answer the central research question **"How is the Opportunity Scouting pilot project in Kosovo to be evaluated with regard to its own objectives and the overarching goals of the YES programme and what can be recommended for future iterations?"**

This question cannot be answered separately from the current challenges Kosovo is facing. First, the situation in the fields of economy, population and demography and the resulting problems of the labour market were described (chapter 2). Then the education system was analysed, and its deficits highlighted (chapter 3).

The country still suffers from a historically grown socio-economic underdevelopment. Unemployment, and in particular the extremely high youth unemployment, remains one of the most pressing social problems, affecting women and minorities more severely. Critical factors for high youth unemployment are, on the one hand, the extremely young population, which the economy cannot absorb.

After GDP, Kosovo is the third poorest country in Europe. The economy of this little-industrialised country is characterised by micro-enterprises, a large informal sector, corruption and clientelism.

On the other hand, the education system's lack of quality and labour market relevance, as well as their massive structural problems.

A main reason for the structural imbalances in the labour market lies in the mismatch between the supply of qualifications by education system and the demands in the private sector, which is due to the poor quality and lack of practical relevance of the education and training system. Despite numerous reform efforts in recent years, this has not improved, partly due to the unrealistic objectives of the reform papers. The complexity of the structural problems and the existence of numerous obstacles in the education and employment systems lead to misallocations at the threshold between school, training and employment. Despite high unemployment rates the private sector complains about a lack of access to skilled labour. However, the private sector's commitment to training and creating attractive jobs for young people is still low. Cooperation between education, politics and industry to tackle the major challenges on the labour market has also been inadequate so far. Political and economic actors are not working sufficiently on common approaches to promoting youth employment.

In chapter 4 the Opportunity Scouting pilot project was presented in detail. The multi-phase project consists of two main components, a career guidance and application training and a simulation exercise in a virtual company, which collects and analyses labour market data and final stakeholder meetings. For the evaluation of the Opportunity Scouting pilot project in chapter 5, transcripts of a focus group interviews, with participants and supervisors of the pilot project, were examined using a thematic analysis. The results of the analysis were interpreted and assessed in the context of the findings from the first part of the thesis and an evaluation of the objectives was carried out:

As mentioned in the previous chapter the project has achieved all its objectives formulated by the GIZ, except in the area of the validity of the collected labour market monitoring data. As a sub project the Opportunity Scouting in Ferizaj is also in line with the objectives of the YES programme. In particular, it contributes to reducing the skills mismatch between education and labour market demand, letting young people experience the world of work and acts as a motivating empowerment activity through its methods. Local labour market monitoring increases the availability of labour market information and improves confidence in public authorities. In addition, the coordination skills of stakeholders involved are improved. The participants and supervisors assessed the methods and contents of the project very positively, in particular the combination of career guidance and practical activity, which goes beyond mere knowledge transfer, should be emphasised. There were points of criticism in the organisation, especially a bad time management was reported.

Due to the different components that the Opportunity Scouting pilot project contains, it works perfectly against the multifactorial mismatching at the transition between the education system and the labour market. The target group was also selected correctly because it is exactly on the threshold between school/training and employment and serves as a modern instrument to promote the understanding of democratic processes.

As described above, the project makes a contribution to the overall goals of the YES programme, its approach on the local level is compliant with its bottom-up approach. How extensive these contributions are cannot be answered in this thesis. Due to the limited data available the significance of the evaluation carried out in this paper is low. Extensive studies on sustainability (are the positive effects of duration?) and on efficiency (are the goals achieved economically?) must be executed. Ultimately, an evaluation must be carried out according to the standardised criteria of development cooperation (BMZ, n.d.1), which also takes effectiveness and overarching political impacts into account, before a final evaluation can be made.

In addition, the criticism that international donor organisations such as GIZ apply the wrong standards when drawing up reform plans and deny the reality of the education

system (chapter 3) requires further investigation. It should be examined whether the standards and ideals of these organisations are based on excessively high preconditions when implementing programmes.

Also, in this case further investigations are necessary before a final evaluation can take place.

The research question can thus be answered as follows:

Opportunity Scouting has achieved all objectives with the exception of the above-mentioned restriction and can therefore be evaluated as successful.

With regard to the overall objectives of the YES program, it can at least make a contribution and can therefore be classified as positive. However, further investigations must be carried out in order to be able to make a final judgement. The second part of the research question, on the other hand, is answered by the following recommendations for action from the results of the work.

Even if further investigations are necessary to answer the research question, the following recommendations for action for the implementation of follow-up projects can still be given on the basis of the findings from this work.

In a follow-up project, the quality of the collected data must be ensured so that it can be used successfully. Also, the timeframe should be adjusted to reduce the workload for the participants and the supervisor should be adequately prepared for their tasks.

When implementing follow-up projects, the stakeholders should be integrated into the conception, coordination, implementation and evaluation. In particular, the municipalities as the local administrative level, because projects are not maintained in the case of abrupt withdrawal of the donor organisation a gradual transfer of responsibility to the local institutions is proposed, but their progress is regularly monitored by the GIZ to ensure follow-up projects. The GIZ acts as an accountability partner. The long-term goal should be the complete transfer of project management and responsibility to the local stakeholders.

Qualitative aspects such as gender sensitivity should be strengthened.

Women are more affected by unemployment and have a little labour market participation rate. Although significantly more women were involved in the project as participants, this was not a criterion in the selection of the participants. The gender should take a role in the selection of the participants in the future.

Also, minority sensitivity should be strengthened. There was no minority-sensitive selection of participants for the project. Minorities are less likely to visit all levels of the education system (chapter 3); this should be taken into account in a follow-up project.

Furthermore, decentralisation of the project is desirable. In this sense, follow-up projects should also be implemented in rural regions and offered across the board.

For example, it is advisable to implement the projects in cooperation with the 38 newly created decentralised employment agencies (chapter 2.3).

6.2 Outlook

Regarding the many serious and diverse challenges Kosovo is facing, such a small project as Opportunity Scouting seems to be just a drop in the ocean, some aspects, however, cannot be measured against standardised evaluation criteria.

The Opportunity Scouting's methods of cooperative learning promote freedom of opinion and impart democratic values to the participants. Where cooperative learning methods are used, they have a lasting effect not only on the knowledge and skills acquired by the students, but also on the psychosocial sphere. In addition to the necessary negotiation processes in heterogeneous groups, which are inherent in the process of cooperative learning methods, there are also practices in the field of free learning and thus qualification in the sense of European citizenship. (Schneider, 2015) Especially in a society as young as the one in Kosovo, young people are the place where civil society can be strengthened. Opportunity Scouting, if implemented on a larger scale, can bring about changes in society, leading to better education and bringing Kosovo closer to its objectives of the Stabilisation and Association Agreement and thus closer to the EU. When discussing the effectiveness of development projects in general, it should be borne in mind that development cooperation is not only intended to implement "projects" but is also indispensable as a starting point for dialogue and confidence building. Development cooperation is important in order to create and use discussion channels beyond the concrete activities, since major obstacles to development can also be found in the policies of many partner countries themselves. The idea of partnership is clearly at the forefront of development cooperation.

In this respect, this small Opportunity Scouting project also contributes to the stabilization and democratization of Kosovo. Above all, democracy is predestined to solve the country's challenges because open, democratic and participatory societies allow the entire people to participate in political decision-making and problem-solving competencies.

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8. Appendix

Appendix A

1. Coding Youth Behaviour

Code	Segment
Youth Behaviour	Negligence by some participants
Youth Behaviour	Presentation skills by the young participants
Youth Behaviour	Peaceful compromises for internal debates
Youth Behaviour	Dashuria: -The youth are very capable
Youth Behaviour	There is the knowledge and power to create change
Youth Behaviour\Cooperation/Coordination	Cooperation
Youth Behaviour\Cooperation/Coordination	Cooperation
Youth Behaviour\Cooperation/Coordination	Very responsible team -Good distribution of roles
Youth Behaviour\Cooperation/Coordination	Coordination between colleagues
Youth Behaviour\Cooperation/Coordination	Data processing office was coordinated
Youth Behaviour\Cooperation/Coordination	IT Team was very coordinated
Youth Behaviour\Work Environment	Positive working spirit
Youth Behaviour\Work Environment	Work energy
Youth Behaviour\Work Environment	Easy to adapt to the work environment
Youth Behaviour\Work Environment	Atmosphere
Youth Behaviour\Work Environment	Positive Energy
Youth Behaviour\Work Environment	Confidentiality within the company
Youth Behaviour\Work Environment	Group enthusiasm
Youth Behaviour\Work Environment	Fun work environment
Youth Behaviour\Work ethic	Work Ethic
Youth Behaviour\Work ethic	Work ethic: -Transmitted from GIZ staff to youth
Youth Behaviour\Work ethic	Work dynamic
Youth Behaviour\Work ethic	Work dynamic
Youth Behaviour\Work ethic	The Determination of the youth
Youth Behaviour\Work ethic	Persistence to achieve results
Youth Behaviour\Work ethic	The organization and the young people were serious
Youth Behaviour\Work ethic	Finding and implementing work (passion)
Youth Behaviour\Work ethic	Commitment and energy
Youth Behaviour\Work ethic	The youth was committed

2. Coding External Perception

Code	Segment
External Perception	Perception about company: -Unwilling to give interviews because lack of info
External Perception	Reach: Spread the Idea through word of mouth
External Perception	Perception of outsiders regarding the company
External Perception	Communication: -Better promo campaign
External Perception\Government	How it became an example for municipal authorities (One activity is being implemented concretely in the MUN)
External Perception\Government	Municipality officials were surprised
External Perception\Government	Government officials requesting to replicate this project
External Perception\Government	Good example for government institutions
External Perception\Government	REACH: -Minister of culture heard and was interested in the project
External Perception\Government	Visits from governmental organizations

3. Coding Outcomes

Code	Segment
Outcomes	Employers offered many jobs and trainings (internationally recognized)for free
Outcomes	Venera: Saw the difference that the OS had on a student
Outcomes	Bardha: If there is good management and a good boss, then the work goes well.
Outcomes\Changing Minds	Working with the youth is incredible
Outcomes\Changing Minds	Freedom of expression
Outcomes\Changing Minds	Dashuria: -The youth are very capable
Outcomes\Changing Minds	Changed the image regarding the labor market
Outcomes\Changing Minds	Mindset diversity
Outcomes\Changing Minds	Miros Company called Diellza to request 2 workers
Outcomes\Changing Minds	diffusion of ideas
Outcomes\Skills and Knowledge	Knowledge gains
Outcomes\Skills and Knowledge	Presentations and Public relations skills of the participants
Outcomes\Skills and Knowledge	Convert knowledge into practice
Outcomes\Skills and Knowledge	Gaining knowledge
Outcomes\Skills and Knowledge	Career inspiration – improving soft skills
Outcomes\Skills and Knowledge	Gained skills in computer and excel use
Outcomes\Skills and Knowledge	Helped with real internship
Outcomes\Confidence	Increase self-confidence
Outcomes\Confidence	By himself/herself for the work completed and skills
Outcomes\Confidence	Self-confidence
Outcomes\Confidence	Self confidence
Outcomes\Results	Finding 30-40 job vacancies.
Outcomes\Results	-Work organization -Achieved results

Outcomes\Results	Fitori: There are jobs in Ferizaj!
Outcomes\Results	Achieving set goals
Outcomes\Results	Over 400 job vacancies found
Outcomes\Real Work Experience	OS is different from other trainings. OS was a real working experience
Outcomes\Real Work Experience	Real work environment
Outcomes\Real Work Experience	Management of the company was working real money -Responsibility
Outcomes\Real Work Experience	Opportunity Scouting work. Expected just training.
Outcomes\Real Work Experience	Feeling real job experience
Outcomes\Real Work Experience	Immediate hands-on experience
Outcomes\Real Work Experience	Hands on experience -Working with real money
Outcomes\Real Work Experience	The approach between employer and employee

4. Coding Methods

Code	Segment
Methods	It was discouraging to hear about the big unemployment rate.
Methods	The director for the public employment office should go out and find job vacancies
Methods	Working with the youth is incredible
Methods	Have the preselection process before the end of the school year -start the activity after the school year
Methods\New Method	Motivational and encouraging methodology
Methods\New Method	Unique experience
Methods\New Method	OS is different from other trainings. OS was a real working experience.
Methods\New Method	Apply the same concept in other municipalities
Methods\New Method	New offering: -Soft skills and career guidance
Methods\New Method	Company structure -First experience
Methods\New Method	Feedback and regular meetings
Methods\New Method	Innovative: OS in Kosovo
Methods\New Method	Format: more practice than theory
Methods\Teamwork	Teamwork experience
Methods\Teamwork	Working in Teams (Compactness)
Methods\Teamwork	Teamwork – even though responsibilities were divided
Methods\Teamwork	Teamwork
Methods\Teamwork	Good team
Methods\Teamwork	Preparation of the team: -Readiness of the team to take responsibility -There was no resentment between them

Methods\Teamwork	Teamwork: -feeling part of the team
Methods\Teamwork	Good team
Methods\Teamwork	Teamwork
Methods\Teamwork	Good Team: -Friends and colleagues

5. Coding Supervisor Preparation

Code	Segment
Supervisor Preparation	Lack of supervisor guidance
Supervisor Preparation	Supervisors should know more about the company
Supervisor Preparation	Closeness to supervisors
Supervisor Preparation	Lack of basic IT Skills: - Supervisors - Youth
Supervisor Preparation	GIZ selected supervisors in a fair manner
Supervisor Preparation	Gained knowledge from supervisors
Supervisor Preparation	Some supervisors
Supervisor Preparation	Approach towards supervisors
Supervisor Preparation	Supervisors -Improve selection criteria
Supervisor Preparation	Lack of training
Supervisor Preparation	More info on rules: Defining and selecting roles for team members
Supervisor Preparation\Coordination	Lack of coordination between supervisors
Supervisor Preparation\Coordination	Coordination of supervisors
Supervisor Preparation\Coordination	Lack of coordination with supervisors
Supervisor Preparation\Responsibilities	Not clearly defining the roles and responsibilities of Supervisors
Supervisor Preparation\Responsibilities	More details about responsibilities and hierarchy at the beginning
Supervisor Preparation\Responsibilities	Lack of detailed information regarding the work -Expectations
Supervisor Preparation\Responsibilities	Unclear responsibilities for supervisors
Supervisor Preparation\Responsibilities	Supervisors didn't know their exact role and the duration of the OS event.

6. Coding Time-Management

Code	Segment
Time-Management\Implementation	Implementation time (increase time)
Time-Management\Implementation	More time for OS.
Time-Management\Implementation	Duration: More time

Time-Management\Bad Time Management	Better time management during interviews and drafting reports
Time-Management\Bad Time Management	Time management (stabilization)
Time-Management\Bad Time Management	Time pressure regarding the Logo
Time-Management\Bad Time Management	Transition to ending (more time)
Time-Management\Bad Time Management	Time management and expectations for admin work.
Time-Management\Bad Time Management	Time pressure: -too much pressure for young people
Time-Management\Bad Time Management	Too much pressure: -Time management
Time-Management\Bad Time Management	Unfinished reports from interviewers
Time-Management\Bad Time Management	Volume and work intensity at the beginning
Time-Management\Bad Time Management	Work Schedule
Time-Management\Bad Time Management	Workload: -Data processing -Most work at the end
Time-Management\Bad Time Management	Work intensity
Time-Management\Workload	Work volume (finance office)
Time-Management\Workload	First working days (pressure)
Time-Management\Workload	Work distribution – Make it more proportional
Time-Management\Workload	Workload: -Data processing -Most work at the end
Time-Management\Workload	Work volume in the data processing office
Time-Management\Workload	Time management and expectations for admin work.
Time-Management\Workload	The volume of work done
Time-Management\Workload	Other departments put pressure on the administration office. (for Printing)
Time-Management\Workload	Pressure and lack of coordination between interviewers
Time-Management\Workload	Administration Office: -Pressure from other offices
Time-Management\Workload	Too many printing requests

7 .Coding GIZ

Code	Segment
GIZ	Working for GIZ - Good for career
GIZ	Keep GIZ as organizers for next event

GIZ	Financial sustainability and transition from GIZ to institutions. -Step by step
GIZ	Do not leave the activity under governmental institutions. GIZ should manage it (To guarantee success)
GIZ	German company with credibility

Appendix B

Focus Group OS Ferizaj

Focus Group Discussion with Opportunity Scouting (OS) participants (Ka Pun'- 'Supervisors' and - 'employees') in Kosovo on the effects of Opportunity Scouting as experienced by participants

General information and purpose

OS – from the document

OS (and the previous career guidance, soft skills and application training) is a new activity that has not been piloted before. It is based on new and unusual methods, participants presumably had no prior experiences with.

Implementers want to find out, how participants experienced the training and the scouting to improve implementation and results.

It is not an exam; there are no 'right' or 'wrong' answers. Everyone experienced the activities differently. Getting these different views and learning what and how various participants experienced the training and the scouting is the objective of the FGD. Diversity is appreciated! Critical feedback is too!

This information and your assessment will help implementers understand how OS is received and will help them to learn what parts to continue like they were, what parts to alter, and what additional elements might be useful to improve the OS for the next implementation.

Set Up and procedure

- Invite about 10 representatives of main stakeholder groups (a minimum of six persons should attend):

- Young people (“employees”) of different sex, age and educational background (heterogeneous group!).
- (all) “supervisors”
- and, possibly, also a sample of employers
- Core ingredients: a few (good and open) questions; excellent moderation and very thorough listening
- You may record the discussion and collect key quotes. Data processing, however, may be time consuming!
- Have a quiet and pleasant room, round circle seating, one or two flip chart stands, a moderator, a note-taker, purpose and guiding questions on flip chart papers visible for all throughout the meeting. Possibly also some rules of communication (don’t interrupt; aim is to understand each other’s messages (don’t evaluate others’ contributions); try to be short and to the point; use “I”-messages (instead of “you”-messages), if you agree with a point made by someone, indicate agreement (but don’t repeat the point), if you disagree, share how you perceived it, etc.
- Essentially important is that all (!!) participants feel free to talk their minds (including those with ‘different’ opinions) and that diversity of perspectives, opinions, observations, ... is appreciated (also by other participants).

Guiding questions

- 1) What made you participate in the first place?
- 2) What were you surprised about (at different stages/ phases)?
- 3) What was (the most) difficult (parts for you)?
- 4) What was the best parts in your experience?
- 5) It has been a pilot (first implementation in Kosovo). If repeated, what should be changed?
- 6) What should remain?
- 7) Anything else you want to say about it? (Concluding remarks/ final statements).

Evaluation summary results

Group 1 - youngsters

What made you participate in the first place?	What were you surprised about (at different stages/phases)?	What was (the most) difficult (parts for you)?	What were the best parts of your experience?	It has been a pilot (first implementation in Kosovo). If repeated, what should be changed?	What should remain?	Anything else you want to say about it? (Concluding remarks / final statements).
Meeting new people	Productivity of society	Job interview	The entire process	Better time management during interviews and drafting reports	Cooperation	Finding 30-40 job vacancies. - Employers offered many jobs and trainings (internationally recognized) for free - It was discouraging to hear about the big unemployment rate.
Cooperation	Skills of the participants	First working days (pressure)	Feeling real job experience	Better organization during the first day.	Atmosphere	Miros Company called Diellza to request 2 workers
Communication Skills	Mindset diversity	Work volume (finance office)	Interaction and interactivity	Coordination between offices	Positive Energy	Continuity of the process and data comparison of the service labor market

Teamwork experience	Training sustainability	Adjusting to workplace	diffusion of ideas	Immediate hands-on experience	Training phase (S\$-CG)	Requesting second round of OS in Ferizaj
Career guidance	Positive working spirit	Unfinished reports from interviewers	Working in Teams (Compactness)	Time management (stabilization)	Interview process for OS	Cooperation institutions relevant for employment
Youth initiative	Group enthusiasm	Interfering with the competences (Telephone office)	Positivity	Implementation time (increase time)	Working strategy	The director for the public employment office should go out and find job vacancies
Help the community	Data processing work (at PR)	Perception of outsiders regarding the company	Gaining knowledge	Better ending (celebration)	Working process in the Admin department	Use social media to spread information regarding opportunities offered by GIZ
Increase self-confidence	Sharing experiences	Time pressure regarding the Logo	Finding and implementing work (passion)	Application phase	Feedback and regular meetings	
Job training	Open for discussions	Work volume in the data processing office	Fieldwork	Interference with work (Coffee and Lunch)	Enthusiasm and "Cheering up"	
Exchange ideas	Obtained results		1 week company celebration	Transition to ending (more time)	Motivational and encouraging	

					methodology	
Socializing	Change of impression		Games - for bonding and socializing	Destruction of promotional materials	Confidentiality within the company	
Facing new challenges	By himself/herself for the work completed and skills		Finding new job vacancies	Application description (make it more clear)	The entire process (with some updates)	
	Field Interviews		Real work environment	Lack of supervisor guidance	Career inspiration – improving soft skills	
	Age and experience diversity		Fun work environment	Cold facilitation	Work innovation	
	reimbursement		300 calls for appointments	Self-reliance (No Guidance)	Supporting creativity and innovation	
			“Please don’t call us anymore” FUN	Knowing trainers and supervisor prior to training		
			Teamwork – even though responsibilities were divided	Supervisors should know more about the company		
			Closeness to supervisors	Valuing food and water more (Especially water)		
			Feedbacks from meetings	Pre install programs,		

				PCs, and Printers		
			Helped with real internship	Combination of teams for interviews		
			Gained skills in computer and excel use			
			Client Service Map (visualization)			
			Peaceful compromises for internal debates			
			Unique experience			

Group 2 – Supervisor focus group

What made you participate in the first place?	What were you surprised about (at different stages/phases)?	What was (the most) difficult (parts for you)?	What were the best parts of your experience?	It has been a pilot (first implementation in Kosovo). If repeated, what should be changed?	What should remain?	Anything else you want to say about it? (Concluding remarks / final statements).
Working with youth	Presenting and Creating the Logo – Elsa	Volume and work intensity at the beginning	Teamwork	To hire a media team for the future. -For one photograph	Desire, concept, and methodology	Venera: Saw the difference that the OS

	was very energetic			er it is too difficult		had on a student
Knowledge transfer	The determination and seriousness of the youth	Expected to fail during the first two days	Professional Staff	Technical training before the Opportunity Scouting Activity	Good team	OS is different from other trainings. OS was a real working experience.
Innovative: OS in Kosovo	Format: more practice than theory	Difficulties during the first days because of the location of the office	The youth was committed	Supervisors didn't know their exact role and the duration of the OS event.	More time for OS.	Serious organization (GIZ) and serious youth.
Working with youth without work experience	BAD: the lack of basic knowledge from the young people	Unclear responsibilities for supervisors	The organization and the young people were serious	Preparation of the working sector	Work dynamic	Fitori: There are jobs in Ferizaj!
Atmosphere and youth creativity	The Determination of the youth	Lack of training	The youth was: - Committed - Responsible - Results oriented	Coordination of the offices and sectors	Self confidence	It showcased how serious GIZ is!
Using own personal experience to help youth	Work Ethic	Small staff number in administration office	Preparation of the team: - Readiness of the team to take responsibility	Communication: - Better promo campaign	Environmental responsibility	Bardha: If there is good management and a good boss, then the work

			-There was no resentment between them			goes well.
Helping the	Work Schedule	Lack of basic IT Skills: - Supervisors - Youth	Changed the image regarding the labor market	Conversations with students	Keep GIZ as organizers for next event	Working with the youth is incredible
Work with more responsibility	Positive Energy	Other departments put pressure on the administration office. (for Printing)	Better overview of youngsters in each sector	Have the preselection process before the end of the school year -start the activity after the school year	Do not leave the activity under governmental institutions. GIZ should manage it (To guarantee success)	Financial sustainability and transition from GIZ to institutions. -Step by step
Achieving results for the youth	The company exceeding expectations (thought it would fail within 2 days)	Time management and expectations for admin work.	Very responsible team -Good distribution of roles	Info sessions with schools and students (more direct contact)	GIZ selected supervisors in a fair manner	
Convert knowledge into practice	Government officials requesting to replicate this project	Not clearly defining the roles and responsibilities of Supervisors	Good example for government institutions	Language used -The company name was not grammatically correct		
Working for GIZ - Good for career	Municipality officials	Difficulties in Team Management	REACH: -Minister of culture heard	More communication and coordination		

	were surprised	(Finance Team)	and was interested in the project	n within the staff		
	Reach: Spread the Idea through word of mouth	More info on rules: Defining and selecting roles for team members	Work ethic: - Transmitted from GIZ staff to youth	Have the call for applications earlier		
	How it became an example for municipal authorities (One activity is being implemented concretely in the MUN)	More details about responsibilities and hierarchy at the beginning	Gained knowledge from supervisors	Increase the duration of the activity		
	Work dynamic	Lack of detailed information regarding the work - Expectations	Apply the same concept in other municipalities			
	Presentation skills by the young participants	Workload: -Data processing -Most work at the end	Dashuria: -The youth are very capable			
	IT Team was very coordinated	Time pressure: -too much pressure for young people	There is the knowledge and power to create change			

	Data processing office was coordinated	Lack of coordination between supervisors				
	Easy to adapt to the work environment	Lack of equipment: -Laptops -Offices				
	Management of the company was working real money - Responsibility	Prepare admin office, personnel, and office beforehand with materials, info, and training.				
	Persistence to achieve results	Too many tasks for one person: -Create a media team (Photographer)				
	The volume of work done					
	Presentations and Public relations skills of the participants					
	Negligence by some participants					
	Over 400 job vacancies found					

Group 3 – youngsters

3What made you participate in the first place?	What were you surprised about (at different stages/phases)?	What was (the most) difficult (parts for you)?	What were the best parts of your experience?	It has been a pilot (first implementation in Kosovo). If repeated, what should be changed?	What should remain?	Anything else you want to say about it? (Concluding remarks / final statements).
Project Objective	Opportunity Scouting work. Expected just training.	Work intensity	Socializing	Duration: More time	Some supervisors	
New offering : -Soft skills and career guidance	Good relations and engagement from staff	Pressure and lack of coordination between interviewers	Work equipment	Improving cross cutting communication	GIZ should remain part of the project	
Previous GIZ training experience – interesting	Freedom of expression	Problems with taxi	The end result	Approach towards supervisors	Reimbursement (per diem)	
German company with credibility	Opportunity Scouting application phase	Incorrect reporting -Lack of info	Hands on experience -Working with real money	Coordination of supervisors	Emmanuel + Karo had a positive impact	

Practicing soft skills	Visits from governmental organizations	Complaints from interviewees -Many meetings	Achieving set goals	Too much pressure: -Time management	Main Objective	
Learning new things	Teamwork : -feeling part of the team	Administration Office: -Pressure from other offices	Good team	Equipment: -PC, Laptop, Printers		
Self-confidence for the interview	Socializing	Lack of coordination with supervisors	Self-confidence	IT Team: PC + Internet -3 people per computer		
	Elona: motivation from trainer.	Too many printing requests	Communication skills	Supervisors -Improve selection criteria		
	Company structure -First experience	Perception about company: -Unwilling to give interviews because lack of info	Training: -Creativity	Printer		
	Work energy	Increase duration - >	Meeting companies			
	The approach between employer and employee	Work distribution – Make it more proportional	Knowledge gains			
	Emmanuel's approach with employees -> Energizing		Teamwork			

	Coordinati on between colleagues					
	Achieving results					
	Good Team: -Friends and colleagues					
	Job interview					
	Communic ation possibilitie s					
	-Working in the field -Roles and results					
	-Work organizati on -Achieved results					
	Commitme nt and energy					

