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### **Exploring a New Dimension of Learning and Work in Kosovo: An Analysis of the Relationship between Non-Formal Learning, Employability, and the Job Performance of Young People**

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**Exploring a New Dimension of Learning and Work  
in Kosovo: An Analysis of the Relationship between  
Non-Formal Learning, Employability, and the Job  
Performance of Young People**

***An Honors Society Project***

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*November, 2021*

# Executive Summary

The mismatch between what is taught in schools and what is required in the labor market is one of the foremost problems that the labor market and young people in Kosovo face today. In 2019, 49.4% of working-age young people in Kosovo were unemployed and 32.5% of youth in Kosovo were not in education, employment, or training (NEET), the highest percentage in the region ("Punësimi dhe analiza e tregut të punës në Kosovë", 2020). Out of those who were employed, 56% of them work in occupations that do not match their educational qualifications ("What are the challenges of being young in Kosovo?", 2020). Additionally, businesses in Kosovo consistently report that an unskilled workforce negatively impacts both their hiring efforts and their productivity, causing them to grow and produce less than their true potential.

A high number of skills that are cross-sectorial and are evaluated as highly as technical skills, can be developed through non-formal learning activities. This study examines the relationship between non-formal learning in Kosovo and the labor market in three dimensions: the preferences of young people in non-formal learning and the skills they gain from engaging in non-formal learning, the influence of non-formal learning in employability, and the influence of non-formal learning in individual work performance.

Finally, a set of recommendations are proposed for four key stakeholders - young people, non-formal education providers, the private sector, and the government - on how to properly utilize the benefits and opportunities of non-formal learning to bridge the gap between education and skills in the labor market of Kosovo.

# Acknowledgements

I would like to first start by thanking professor Edona Maloku-Bërdyna, my supervisor for the first draft, who has guided me in every step, from conceptualization and big-picture overview, to the most granular details. Professor Edona goes above and beyond to support her students and bring out the best in them, and I'm honored to have designed this study under her supervision. Professor, hopefully this study will tell a good story and make you proud.

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I would like to thank all the interviewees - you know who you are - for sharing your time, knowledge, and insights that have so substantially contributed to the development of this research. Your energy and dedication to improving the skills, abilities, and performance of the young people of Kosovo has inspired me immensely, and I hope to get to work with each and every one of you again in the future.

I would also like to thank all survey respondents, whoever you are, for sharing your thoughts and experiences, and contributing so significantly to the development of this research. The results of this study - which will hopefully incentivize and spark positive change - would not have been possible without your answers.

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# Table of Contents

<b>Executive Summary</b>	1
<b>Acknowledgements</b>	2
<b>Table of Contents</b>	4
<b>List of Figures</b>	5
<b>Introduction</b>	7
Research scope	8
Research Questions	9
<b>Background</b>	10
Three types of learning and distinctions	10
What is non-formal learning?	12
History of non-formal learning	14
The state of non-formal learning and NGOs in Kosovo	15
The state of the labor market and youth (un)employment in Kosovo	18
What skills are gained through non-formal learning?	20
How are these skills relevant in the job market?	21
How is individual work performance measured?	22
<b>Methodology</b>	26
Secondary Research	26
Primary Research	26
Interviews	26
Survey	27
Limitations	28
<b>Results</b>	29
Preferences and Skills	30
Employability	34
Work Performance	36
<b>Conclusion and recommendations</b>	42
Conclusion	42
Recommendations	42
<b>References</b>	47
<b>Appendices</b>	51
	4

Annex 1 - Interview Questions for HR Managers	51
Annex 2 - Interview Questions for NGOs	52
Annex 3 - Consent Form for interviewees	54
Annex 4 - Survey Questions	55
Annex 5 - Survey Results	60

## List of Figures

Figure 1 Features of non-formal learning.....	10
Figure 2. Fields of volunteering in Kosovo.....	14
Figure 3. Labor force statistics of Kosovo youth, 2012-2019.....	15
Figure 4. Difficulty of companies in finding employees with soft skills.....	18
Figure 5. Bath People and Performance Model.....	20
Figure 6.1. Survey responses of engagement extent in non-formal learning during primary, secondary, and university school years.....	26
Figure 6.2. Survey responses of engagement extent in non-formal learning during primary, secondary, and university school years classified by occupation.....	27
Figure 6.3. Survey responses of history and preferences of non-formal learning activities during primary, secondary, and university school years.....	28
Figure 6.4. Survey responses of the extent to which non-formal learning has helped during their hiring process.....	30
Figure 6.5. Survey responses of the extent to which non-formal learning has helped them perform better at their job.....	32
Figure 6.6. Survey responses of the extent to which they believe non-formal learning helps them perform better in the workplace, classified by age group.....	33
Figure 6.7. Survey responses of how non-formal learning has helped them perform better in the workplace.....	34





# Introduction

The formal education system in Kosovo is consistently failing to properly prepare students for the job market. Businesses in Kosovo report that finding skilled and properly trained workers is the main obstacle in new employment (Cojocar, 2017; "Punësimi dhe analiza e tregut të punës në Kosovë", 2020). This finding is consistent with the results of a 2017 study by GAP Institute on the professional preparation of the workforce in the service sector. The report shows that 82.1% of companies who have had hires in the past 3 years had trouble finding qualified or skilled workers, resulting in 57.1% of the companies lacking in the development of new services, and 42.1% of them reporting lower overall productivity ("Përgaditja profesionale për tregun e punës: analizë e sektorit privat të shërbimeve"). With 80% of the private sector constituted of the service industry ("Punësimi dhe analiza e tregut të punës në Kosovë", 2020), this adds up to a significant impact on the economy.

On the other hand, in 2019, 49.4% of working-age young people in Kosovo were unemployed and 32.5% of youth in Kosovo were not in education, employment, or training (NEET), the highest number in the region, with the second place being Albania at 25.8% ("Punësimi dhe analiza e tregut të punës në Kosovë", 2020). Additionally, out of those young people who work, 56% of them work in occupations that do not match their educational qualifications ("What are the challenges of being young in Kosovo?", 2020), further pointing to an education-job mismatch. The lack of skilled workers as reported by the private sector on one hand, and the high unemployment rates on the other, clearly display the skills mismatch and the gap between the demand for skilled labor and the supply of young people who enter the workforce, but are underskilled to properly do so.

Studies have consistently found that engagement in non-formal learning mostly contributes to the development of soft skills and 'life skills', including but not limited to: "communication skills, team-working skills, adaptability and flexibility, self-confidence and intercultural skills, interpersonal communication, leadership skills, planning and organising skills, and practical problem solving." (Souto-Otero, Ulicna, Schaepkens & Bogner, 2012; Alba Kotzé, 2012; "Policy Paper on Youth Employment", 2013; Wochowska, 2015). Participants of non-formal

learning activities also tend to show more discipline, higher responsibility, and an ability to resolve conflicts more easily ("Policy Paper on Youth Employment", 2013).

Souto-Otero, Ulicna, Schaepkens & Bognar (2012) analyzed the impact of non-formal education in the employability of young people in Europe and found that 5 out of the main 6 soft skills demanded mostly by employers, are also highly developed through involvement in youth organizations and their respective non-formal learning programs. These skills are: communication, decision-making, team-working, self-confidence, and planning skills, with employers "often reporting" that they value these skills as much as they value academic or technical skills (Souto-Otero, Ulicna, Schaepkens & Bognar, 2012). Findings from Kosovo on the professional preparation for the workplace paint a similar portrait, finding that amongst the most requested intersectoral skills in the service industry are communication, problem-solving, sense of initiative, creativity, teamwork, and resourcefulness, amongst other skills ("Përgaditja profesionale për tregun e punës: analizë e sektorit privat të shërbimeve", 2017). Furthermore, companies in Kosovo report having a "very challenging time" finding employees with soft skills, with namely 63% of them reporting so in terms of creativity and creative skills, 60.7% in terms of problem-solving skills, 33.3% in terms of communication skills, and 21.4% in terms of team working skills ("Përgaditja profesionale për tregun e punës: analizë e sektorit privat të shërbimeve", 2017). All of these skills are developed through non-formal learning activities, showing the potential that engaging in such activities has for young people to perform better in the workplace. As such, non-formal learning rises as a natural alternative to the formal system of education in terms of gaining skills and preparing oneself to both enter the workforce and perform better once doing so.

## Research scope

This study analyzes the influence of non-formal learning in developing job-related skills and in improving the overall job performance of young people in Kosovo. More specifically, this study looks at the influence of activities such as volunteering, mentoring, and generally out-of-school training programs in regards to developing skills and qualities that are relevant in the job market and that affect individual work performance. Additionally, this study briefly explores the

preferences of young people's engagement in non-formal learning and the effect of non-formal learning in a young person's employability. Ultimately, the study proposes practical recommendations to young people on engaging in non-formal learning before entering the workforce, to the business sector on evaluating non-formal learning experiences in prospective hires, and to non-formal education providers on how to better take into account the development of these skills in their programs.

## Research Questions

This current research is guided by the following five questions:

- What are youth preferences in Kosovo in terms of engaging in non-formal learning?
- To what extent do youth organizations in Kosovo take into account work-related skills in developing their non-formal learning programs?
- To what extent do HR departments take into account non-formal learning experiences, and to what extent do those experiences affect an individual's work performance?
- How does engaging in non-formal learning affect one's individual work performance?
- How does engaging in non-formal learning affect one's overall work opportunities and employability?

# Background

Before proceeding to the results of this study, it is first necessary to provide a proper background review on the relevant concepts and the current state of research for each dimension that is included in this study. As such, the review of current literature has been divided into eight sections, starting from the definitions of learning in terms of formality, distinctions of those definitions, and then focusing on non-formal learning specifically and its history of development, as it is important to understanding its rise in relevance. The review then continues with an overview of the current state of non-formal learning and NGOs in Kosovo - as the main providers of non-formal learning education - and the state of the labor market and youth employment in Kosovo, portraying the landscape of these two areas and starting to draw connections between non-formal learning and the labor market. The review then proceeds with a closer look at the skills gained through non-formal learning, the relevance of those skills in the job market, and ends with a look into how individual work performance is measured, further drawing much closer relationships between the measurement of work performance and the importance and relevance of skills developed in young people through non-formal learning.

## Three types of learning and distinctions

Before proceeding with the attempt of defining non-formal learning, it is important to first provide contextual definitions of formal learning and non-formal learning as well. This is necessary for a proper understanding of the topic, as there is no universally accepted definition of non-formal learning - which is usually understood in a range of variability within the other two types of learning, namely formal and informal, depending on the context of the learning situation itself. As such, in the context of this paper and in the broader context of formality, 3 types of learning are identified: formal learning, non-formal learning, and informal learning.

However, let us first take a step back and look at the distinctions between 'learning' and 'education' in the context of non-formal learning and non-formal education, respectively. Fennes and Otten, in their paper on "Quality in non-formal education and training of European Youth Work", note that 'learning' focuses more on the individual and group processes, and the activities

themselves, whereas education implies more of a systems-and-outcomes approach (2008). Furthermore, 'non-formal education' refers more to a 'conscious provision of education opportunities' (Souto-Otero, Ulicna, Schaepkens & Bognar, 2012), whereas this study focuses more on the individual's experience through a number of non-formal learning activities, including volunteering, which usually does not have a specific educational aspect in mind but rather is distinguished by a selfless willingness to help others (Krasniqi, 2018). For this purpose, "non-formal learning" is being used as a term much more often than "non-formal education", with the main difference being that non-formal learning focuses on the experience of the individual whereas non-formal education focuses more on the systematic aspect and birds'-eye view of learning. However, in instances where non-formal learning is used as a term, it is implied that it encompasses many elements of non-formal education as a whole, and, as such, in the context of this study and for the sake of effortless comprehension, the terms can be understood as generally interchangeable.

Formal learning is the type of learning that people are most familiar with - it takes place in educational institutions and the system of education that every young person is expected to go through - primary school, secondary school, and university are part of the formal learning system. It is characterized by a structured curriculum, a clearly established hierarchy, well-defined goals and objectives, and memorization that is tested and graded periodically and which ultimately results in certification or qualification ("Symposium on Non-Formal Education", 2001; "Formal, non-formal and informal learning", n.d.). Adding to this definition, the Organisation for Economic Co-operation and Development further points out that formal learning, from the learner's standpoint, is always intentional, meaning that the learner has explicit goals or objectives to fulfill by participating in this learning process ("Recognition of Non-formal and Informal Learning", n.d.). By contrast, informal learning is learning that takes place in fully informal settings (such as family, friends, or peer-gatherings), is not characterized by any specific goals, objectives, or structured curriculum, and does not offer certification of any kind ("Formal, non-formal and informal learning", n.d.). A few simple examples of informal learning would be a friend teaching you how to put a spin on the ball while you're playing table tennis, or watching a Youtube video of Elon Musk talking about the power of marketing in your free time.

Non-formal learning is most generally identifiable through these two qualities: 1) it happens outside of the formal education system, and 2) it is not as structured, or is usually semi-structured, as compared to formal learning ("Symposium on Non-Formal Education", 2001; "Formal, non-formal and informal learning", n.d.; Colley, Hodkinson & Malcolm, 2019). It does, however, have broad objectives, and often provides some sort of qualification, making it relatively more formal than informal learning (Ardouin, 2020; Colley, Hodkinson & Malcolm, 2019).

## What is non-formal learning?

Although a brief definition of non-formal learning based on its characteristics was provided in the previous section, more details on the nature of non-formal learning are required in order to understand its true nature and relevance in skills development. On top of the characteristics provided above, non-formal learning is also generally intentional in nature, but compared to formal learning, participation is not mandatory. The most frequent providers of non-formal learning are NGOs, civil society, international agencies, and training organizations or companies ("Non-formal education and basic education reform: a conceptual review", 2006), and the formal/non-formal dimensions are dependent on the objectives and work methodology of the non-formal learning provider ("Symposium on Non-Formal Education", 2001).

From the definitions above, it can be reinstated that these three types of learning cannot be clearly defined, but must be looked at within particular contexts and dimensions of formality, while also taking into account the wider social, historical, and political context (Colley, Hodkinson & Malcolm, 2019).

Figure 1. Features of non-formal learning

<p><b>Common elements in existing definitions</b></p> <ul style="list-style-type: none"><li>-purposive learning</li><li>-diverse contexts</li><li>-different and lighter organisation of provision and delivery</li><li>-alternative/complementary teaching and learning styles</li><li>-less developed recognition of outcomes and quality</li></ul>
<p><b>Essential Features</b></p> <ul style="list-style-type: none"><li>-balanced co-existence and interaction between cognitive, affective and practical dimensions of learning</li><li>-linking individual and social learning, partnership-oriented solidarity and symmetrical teaching/learning relations</li><li>-participatory and learner-centred</li><li>-holistic and process-oriented</li><li>-close to real life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning devices</li><li>-voluntary and (ideally) open-access</li><li>-aims above all to convey and practice the values and skills of democratic life</li></ul>
<p><b>Non-formal teaching/ training and learning methods</b></p> <ul style="list-style-type: none"><li>-communication-based methods: interaction, dialogue, mediation</li><li>-activity-based methods: experience, practice, experimentation</li><li>-socially-focused methods: partnership, teamwork, networking</li><li>-self-directed methods: creativity, discovery, responsibility</li></ul>

Source: (Souto-Otero, Ulicna, Schaepkens & Bogнар, 2012)

It is further worth noting that, within non-formal education itself, a wide diversity of subcategories are present, such as para-formal education, personal development, early childhood care and education, or popular education ("Non-formal education and basic education reform: a conceptual review", 2006). Programs within these subcategories range from support groups, to evening classes, to cultural or youth centers, to entrepreneurship or language programs ("Non-formal education and basic education reform: a conceptual review", 2006). As such, for the purpose of this study, the scope of activities within non-formal education are further limited to draw more correct conclusions and correlations. Furthermore, literature review revealed that there is a lack of research regarding youth preferences in Kosovo when it comes to

engaging in non-formal learning. Consequently, this is also partially what this study intends to discover.

Arguably, one of the distinct advantages of non-formal learning is its connection to the social context and real-world issues that the learner lives through and inevitably has to participate in, in contrast to formal learning which takes place “in a vacuum devoid of social problems” (“Symposium on Non-Formal Education”, 2001). It is this characteristic of being disconnected from “the government silo”, together with offering ‘flexibility and innovation’ (Ardouin, 2020) within the broader field of education, that makes non-formal education an attractive alternative and supplement to the traditional formal system (“Non-formal education and basic education reform: a conceptual review”, 2006), especially in the context of developing skills that are relevant in the job market and bringing additional value to the workforce.

## History of non-formal learning

Noting the rising relevance of non-formal learning, a look at its history is necessary. Existing literature shows that non-formal learning was generally dismissed or ignored in comparison to formal learning before the 1970s, a generally short time for such a notable rise (Colley, Hodgkinson & Malcolm, 2019; “Symposium on Non-Formal Education”, 2001). However, because of significant changes in technology and the state of the world during that time, around the end of 1960, UNESCO and the World Bank started calling for a ‘switch’ from formal education to the concept of lifelong learning (Roche, Kapros & Brown, 2019). Colley et. al. argue that the 1973 paper “Cognitive Consequences of Formal and Informal Education” by Scribner and Cole was a “key early moment in establishing a counter view” against formal learning and in favor of informal learning, making multiple arguments such as the fact that language is learned informally, and that social anthropology historically shows complex learning situations happening in informal settings (2019). Non-formal learning as a concept in “the global educational context” (Ardouin, 2020) was then first mentioned in a 1974 paper by Coombs and Ahmed named “Attacking rural poverty: How nonformal education can help” (Souto-Otero, Ulicna, Schaepkens & Bognar, 2012). In this study, the definition provided is simpler than most modern definitions, noting that non-formal learning is organized and systematic, but happens outside of the framework of the formal



system and provides “selected types of learning to particular subgroups in the population, adults as well as children.” (Coombs & Ahmed, 1974). Researchers, even throughout the 90s, promoted an approach which “outlined sharp distinctions between formal classroom learning and that learning which took place outside of school” (Roche, Kapros & Brown, 2019). However, there was still a growing support for the proper recognition and integration of non-formal learning into the discourse of education and the overall interconnectedness of learning experiences, leading to non-formal learning first being recognized at the European level in the year 2000, after the Memorandum on Lifelong Learning (Ardouin, 2020). Since then, there has been a consistently increasing support and recognition of the importance of non-formal learning to not only the development of young people, but to the tackling of a number of other social and economic issues as well.

In the past two decades since the Memorandum on Lifelong Learning, the European Union has constantly integrated non-formal education as part of its youth development policies, papers, and strategies. This is noted in multiple instances, such as the European Commission organizing the 2011 symposium on ‘Recognition of youth work and non-formal learning/education in the youth field’, the youth department of the Council of Europe putting stark focus on non-formal learning in its ‘Agenda 2020’ that was approved in 2008, and other cases such as: the Europe 2020 Agenda, the ‘New Skills for New Jobs’ Council Conclusions, or the Education and Training 2020 work programme (Souto-Otero, Ulicna, Schaepekens & Bognar, 2012).

## The state of non-formal learning and NGOs in Kosovo

Since the most frequent providers of non-formal education are youth organizations (Souto-Otero, Ulicna, Schaepekens & Bognar, 2012) which in turn are primarily legally registered as Non-Governmental Organizations (NGOs), it is important to also look at the state of NGOs in Kosovo. As of 4th of January 2021, there were 10723 registered local NGOs in Kosovo (“Kërkimi i Organizatave Jo-qeveritare”, 2021). However, the Kosovar Index of Civil Society published in 2016 pointed out that, out of 8,500 registered NGOs back then, only 1,500 were still active, out of which only 864 of them declared any kind of financial transactions during the year of 2015

(Hoxha, 2016) a trend that we can reasonably expect to be present even now in 2021. In the same study, Hoxha reveals that only 17% of NGOs reported engaging in any economic activity (2016), leaving us to understand that the majority of non-formal education activities are offered for free to the young people, courtesy of funds donated to or raised by the NGOs themselves.

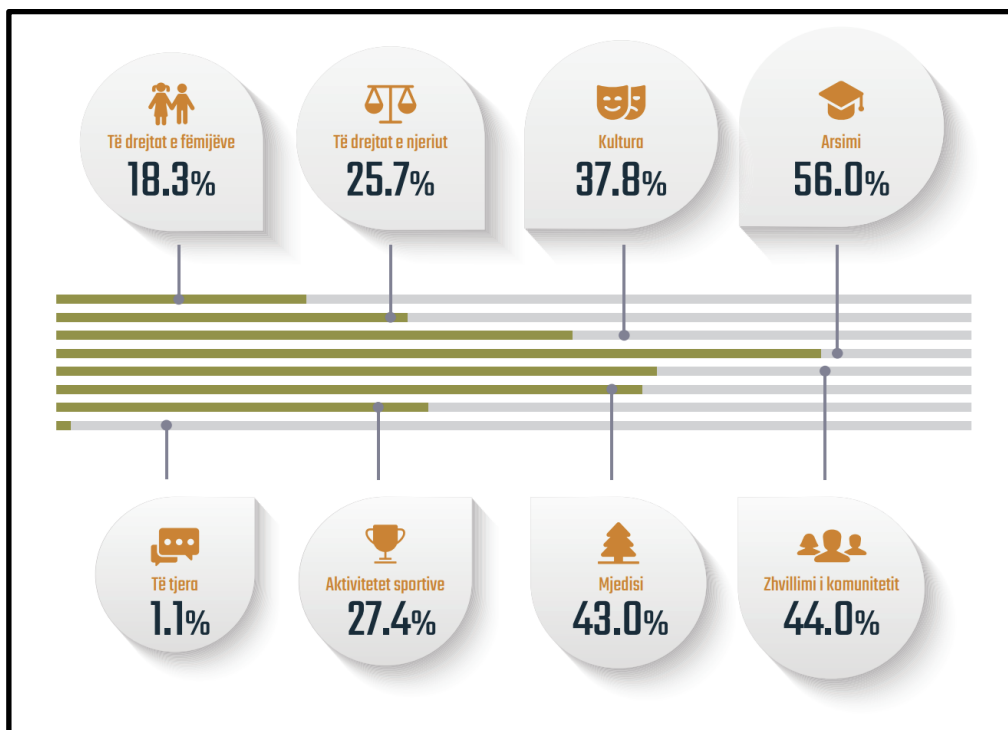
However, the perception of the public in terms of NGOs' impact on economic development - which youth employability is a part of - is underwhelming, with 20% of the public reporting "no impact" and 50.9% reporting "limited impact" (Hoxha, 2016). This is however slightly better than the NGOs' perception of their own impact, which showed that 31.6% of NGOs report "no impact" and 41.8% of them report "limited impact", respectively (Hoxha, 2016). Furthermore, citizens reported that they see NGOs more as influencers in political processes, rather than dealing with everyday issues of the citizens, implying a lack of information by citizens in regards to the full scope of activities that NGOs offer.

Alas, when it comes to youth specifically, more than  $\frac{3}{4}$  of NGOs believe that the NGO sector's impact on this field was high or average, whereas when NGOs were asked to report their own work's impact on different fields, 11% reported the highest impact on education, with only 2% on youth (Hoxha, 2016), leaving to understanding that NGOs believe more work is being done by other fellow NGOs in youth and education than what the reality actually is. This gap between the lack of information and wrong perception of NGOs by citizens, and the mismatch in the perception of NGO's own impact, shows there is much space for improvement in terms of communication, information, and development of new programs.

There is a lack of research when it comes to youth preferences in terms of the non-formal learning activities they tend to engage in Kosovo, which is partially what this study intends to discover. However, there are a number of studies conducted regarding trends of Kosovo youth volunteering, which is one of the many non-formal learning activities. As of 2017, it is reported that more than  $\frac{1}{3}$  of all Kosovo citizens engaged in at least one volunteer activity, with almost 40% of them being young people between the ages of 18-24 years old (Krasniqi, 2018). Motivations for volunteering range between altruistic and individualistic, with 75.8% of participants reporting that their main motivation for volunteering is to develop their communities. However, the following main reasons are all individualistic, with 'increasing social

capital' standing at 41.4% and 'increasing employment prospects' at 40.5%, inferring that young people who engage in volunteering understand the importance of non-formal learning in terms of developing work-related skills.

Figure 2. Fields of volunteering in Kosovo



Top, from left to right: Children's rights, Human rights, Culture, Education

Bottom, from left to right: Others, Sports' activities, Environment, Community Development

Source: (Krasniqi, 2018)

As per non-formal training services in Kosovo concretely, Helvetas' EYE (Enhancing Youth Employment) Project, in a 2020 booklet, highlights 20 non-formal training providers in Kosovo, with the majority of them being located in Pristina and mainly offering training programs on digital skills, such as software development and computer programming ("Non-formal Training providers in Kosovo", 2020).

## The state of the labor market and youth (un)employment in Kosovo

As of 2020, 41% of Kosovo's population is under 25 years old ("Kosovo - The World Factbook", n.d.). This age group is expected to grow for the next few decades, giving Kosovo a temporary opportunity to use the potential of its youth for development (Cojocar, 2017). However, a 2017 World Bank report on workplaces in Kosovo found that, in 2015, over 57% of working-age young people were not employed, naming their education/training or lack of job opportunities as the main reasons for not being in employment (Cojocar). Although this number dropped in 2019 at 49.4% ("Punësimi dhe analiza e tregut të punës në Kosovë", 2020), it is still significantly high and represents a drop in unemployment of less than 2% per year. Furthermore, in 2019, 32.5% of youth in Kosovo were not in education, employment, or training (NEET), the highest number in the region, with the second place being Albania at 25.8% ("Descriptive analysis of youth labour and education statistics", 2020).

Figure 3. Labor force statistics of Kosovo youth, 2012-2019

Indicator Category	Indicator	2012	2013	2014	2015	2016	2017	2018	2019
Labour Force	Labour force (15 - 19 years, in thousands)			15.5	12.7	16.7	15.0	13.1	
	Labour force participation rate (15 - 19 years, in %)			8.3	7.4	9.2	8.2	7.5	12.1
	Labour force (20 - 24 years, in thousands)			67.2	56.5	56.5	66.9	62.6	67.2
	Labour force participation rate (20 - 24 years, in %)			38.9	33.2	34.5	40.9	38.6	40.0
Employment	Employment (15 - 24 years, in thousands)	35.2	35.5	32.2	29.3	34.9	38.7	33.8	44.5
	Employment-to-population ratio (15 - 24 years, in %)	9.8	10.0	9.0	8.5	10.1	11.2	10.0	13.1
Unemployment	Unemployment (15 - 24 years, in thousands)	43.5	44.9	50.4	39.9	38.3	43.2	42.0	43.4
	Unemployment rate (15 - 24 years, in %)	55.3	55.9	61.0	57.7	52.4	52.7	55.4	49.4
	Share of youth unemployed in total unemployment (15 - 24, in %)		31.0	28.5	27.4	30.4	27.6	28.9	34.7
	Ratio of youth-to-adult unemployment rate		2.3	2.0	2.0	2.3	2.0	2.2	2.4
Youth NEET	Youth NEET (15 - 24 years, in thousands)		124.5	108.2	107.6	103.8	94.8	101.6	111.1
	Percentage of Youth NEET in young individuals (15 - 24 years, in %)		35.3	30.2	31.4	30.1	27.4	30.1	32.7

Source: ("Descriptive analysis of youth labour and education statistics", 2020)

Simultaneously, multiple studies report that businesses note finding skilled and properly trained workers as the main obstacle in new employment (Cojocar, 2017; "Punësimi dhe analiza e tregut të punës në Kosovë", 2020). This finding is consistent with the results of a 2017 study by GAP Institute on the professional preparation of the workforce in the service sector, reporting that 82.1% of companies who have had hires in the past 3 years had trouble finding qualified or skilled workers, resulting in 57.1% of them lacking in development of new services and 42.1% of them reporting lower overall productivity ("Përgaditja profesionale për tregun e punës: analizë e sektorit privat të shërbimeve"). With 80% of the private sector comprising the service industry ("Punësimi dhe analiza e tregut të punës në Kosovë", 2020), this issue carries a significant impact on the economy.

On the other hand, according to the same report from the World Bank, the net number of new jobs offered by registered firms has fallen to 1,600 in 2014 from around 7,000 in the year 2005. This can be partially attributed to a rise in the informal job market, in which Kosovo has one of the highest participation rates, having approximately 35% of its workforce employed in the informal sector (Cojocar, 2017). However, hires in the informal sector are generally low-skilled or underskilled workers, further pointing out to the problem of skills mismatch in the private sector and the underwhelming and underdeveloped system of formal education. Although Kosovo's GDP has consistently increased, the overall employment rate has remained generally steady, moving between 25% to 30% in the years of 2012-2019 ("Punësimi dhe analiza e tregut të punës në Kosovë", 2020). Additionally, the industries that employ the most in Kosovo are wholesale and retail trade, repair of motor vehicles and motorcycles with 17% of all workers, construction with 11.9%, and education with 11.3% ("Kosovo Youth Data", 2019).

Moreover, 56% of young people work in occupations that do not match their educational qualifications ("What are the challenges of being young in Kosovo?", 2020), further pointing to an education-job mismatch. Additionally, migration remains a key issue for youth employment, with 49% of young people reporting that they plan to migrate at some point in the next 2 years in order to find a better job and build a better life ("Punësimi dhe analiza e tregut të punës në Kosovë", 2020).

There are stronger preferences among youth to work in the public sector. Among those currently not working, 25% reported that they would rather work in the public sector as compared to only 6% of them who prefer to work in the private sector. ("Punësimi dhe analiza e tregut të punës në Kosovë", 2020). Whereas for youth currently working, an average of 75% of them are employed in the private sector, with the highest being 85% in Gjilan and lowest being 63% in Mitrovica. The main sectors in which youth work are sales, hospitality, production and manufacturing, and construction ("Punësimi dhe analiza e tregut të punës në Kosovë", 2020). Regardless of the preferences of youth for the public sector, the data shows that they have a higher probability of working in the private sector and, as such, should be considerably more educated and made aware of the trends and skills' requirements of the private sector.

## What skills are gained through non-formal learning?

Studies have consistently found that engagement in non-formal learning most contributes to the development of soft skills and 'life skills', including but not limited to: "communication skills, team-working skills, adaptability and flexibility, self-confidence and intercultural skills, interpersonal communication, leadership skills, planning and organising skills, and practical problem solving." (Souto-Otero, Ulicna, Schaepkens & Bogнар, 2012; Alba Kotzé, 2012; "Policy Paper on Youth Employment", 2013; Wochowska, 2015). Participants of non-formal learning activities also tend to show more discipline, higher responsibility, and an ability to resolve conflicts more easily ("Policy Paper on Youth Employment", 2013).

Participants of non-formal learning programs also report to have an increased sense of belonging and contribution in their communities (Alba Kotzé, 2012; Souto-Otero, Ulicna, Schaepkens & Bogнар, 2012; Wochowska, 2015). This is further supported by findings from 4-H, a provider of non-formal learning activities and the largest youth development organization in the United States, who report that their members are 4 times more likely to give back to their communities ("4-H Research", n.d.).

During the research phase, there was a lack of studies on the skills development of non-formal learning programs in Kosovo, or the collective impact on the skills development of individuals from programs of NGOs working with youth development and education. Although a

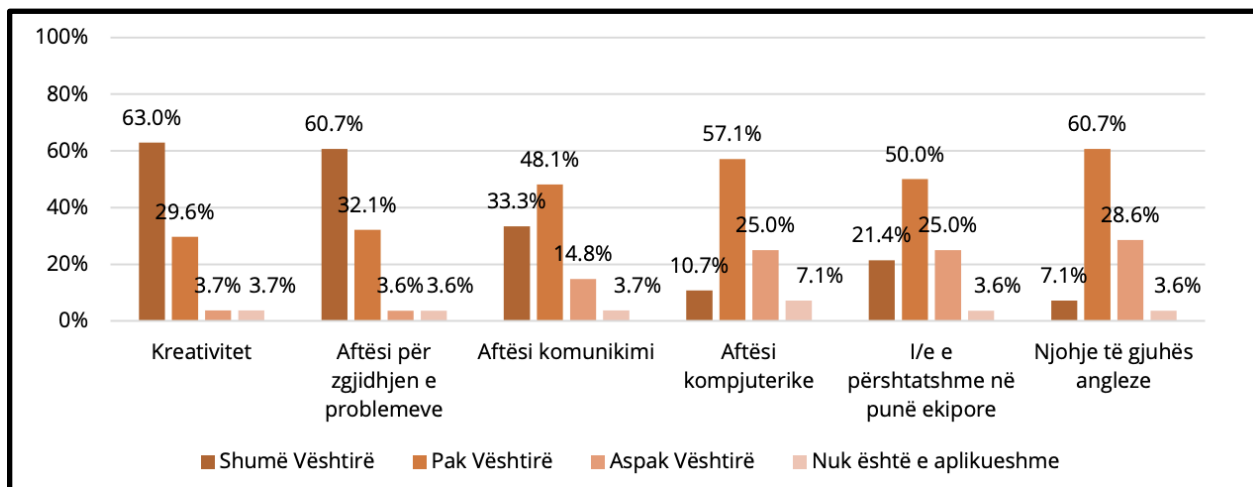
number of individual impact reports from non-formal education providers were analyzed, they revealed a focus on outputs (e.g. the number of participants attending or the number of training programs conducted), rather than looking at the impact or change in the attitude and behavior of participants in the respective programs.

## How are these skills relevant in the job market?

In one of the studies looking at the impact of non-formal education in the employability of young people in Europe, it was found that 5 out of the main 6 soft skills demanded by employers the most are also highly developed through involvement in youth organizations and their respective non-formal learning programs, with those five skills being: communication, decision-making, team-working, self-confidence, and planning skills, and employers “often reporting” that they value these skills as much as they value academic or technical skills (Souto-Otero, Ulicna, Schaepekens & Bognar, 2012).

A study by GAP Institute on the professional preparation for the workplace portrays a similar situation in Kosovo, finding that amongst the most requested intersectoral skills in the service industry are communication, problem-solving, sense of initiative, creativity, teamwork, and resourcefulness, amongst other skills (“Përgaditja profesionale për tregun e punës: analizë e sektorit privat të shërbimeve”, 2017). The same study reveals that companies in Kosovo report having a “very challenging time” finding employees with soft skills, with namely 63% of them reporting so in terms of creativity and creative skills, 60.7% in terms of problem-solving skills, 33.3% in terms of communication skills, and 21.4% in terms of team working skills (2017). All of these skills are developed through non-formal learning activities, showing the potential that engaging in such activities has for young people to perform better in the workplace.

Figure 4. Difficulty of companies in finding employees with soft skills



X axis, from left to right: Creativity, Ability to solve problems, Communication skills, Computer skills, Adaptability in teamwork, English language skills

Color code: Very difficult (dark brown); Slightly difficult (brown); Not difficult at all (light brown); Not applicable (cream)

Source: ("Përgaditja profesionale për tregun e punës: analizë e sektorit privat të shërbimeve", 2017)

Additionally, participants of non-formal learning activities report an expanded network and increased 'social capital' that helps them have access to more and better employment prospects in the first place, as they also tend to report an overall increase in their employment possibilities, with as many as 75% of European Voluntary Service participants saying so (Souto-Otero, Ulicna, Schaeckens & Bogner, 2012).

## How is individual work performance measured?

Research consistently shows that performance measurement is a challenging issue in all types of organizations: for-profit or non-profit, or even low-performing and the high-performing ones with diligent and dedicated managers (J. Epstein & Manzoni, 2008; Koopmans, Bernaards, Hildebrandt & De Vet, 2013). Furthermore, until the recent decades, HR as a function was generally ignored and seen as an "unavoidable cost" of doing business, but even now that it has

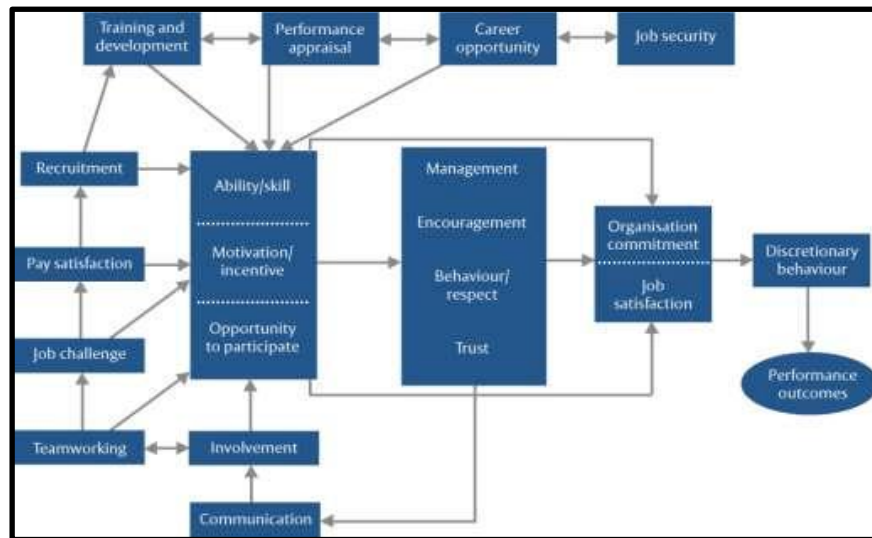


gained higher importance in the eyes of senior executives, it lacks standardization, as many companies have resorted to working with consultants and developing context-based metrics, rather than engaging in a general effort to improve performance measurement in the industry as a whole (Burkholder, Golas & Shapiro, 2007). One might think that a standard ranking system for the whole company might work, but companies like General Electric, Ford, and Microsoft tried and faced “formidable legal challenges” (Burkholder, Golas & Shapiro, 2007).

As such, individual performance measurement rises as a natural alternative. However, even in individual performance measurement, research shows that there is no consistency - and that often terms like performance and productivity are used interchangeably with no clear definition - or consensus, as there is a diverse number of variables that are used in different settings (Koopmans, Bernaards, Hildebrandt & De Vet, 2013; Burkholder, Golas & Shapiro, 2007). In their book ‘Ultimate Performance: Measuring Human Resources at Work’, the authors suggest that production, efficiency and time, satisfaction, time to measure, and quality should be taken into account as factors when considering individual performance measurement (Burkholder, Golas & Shapiro, 2007). Then, for each individual position, Burkholder et. al. suggest establishing objectives that are measurable, clearly associated with metrics, are clear to all stakeholders, and support the mission of the company (2007).

One of the more popular comprehensive models used in measuring individual performance, which also includes the factors mentioned above and variations of which have also been used by companies in Kosovo, is the ‘Bath People and Performance Model’, which can be considered to be a derivative of the Ability/Motivation/Opportunity (AMO) model (Shehu-Lokaj, 2018).

Figure 5. Bath People and Performance Model



Source: (Shehu-Lokaj, 2018)

At the core of this model and the factors that seemingly affect job performance the most are ability/skill, motivation/incentive, and opportunity to participate, which in turn are affected by a number of other factors as seen above, such as training and development, pay satisfaction, and job challenge, amongst other things. However, this model is considered incomplete, mainly in its inability to account for external or environmental factors (Kate Kellner, Cafferkey & Townsend, 2019). Regardless, worth noting here is the number of these factors that can be affected by skills gained in non-formal learning, such as: team working, communication, behaviour/respect, and ability/skill that is developed through training and development.

An earlier study by Koopmans et. al. referred also looks at individual work performance, creating a more comprehensive overview of individual work performance and identifying four dimensions of measurement:

- task performance, which refers to the skill-level at which an employee performs their main tasks;
- contextual performance, which refers to employee behaviors that assist and reinforce the social, organizational, and psychological environment in which the work is conducted;

- adaptive performance, which refers to the employee's ability to adapt to changes in work, and;
- counterproductive work behavior, which refers to the employee's engagement in behavior that harms the overall health of the organization.

Within each of these dimensions, multiple scales have been developed, with more than 40 different measures of contextual performance alone, further pointing to the lack of general consensus and importance of contextuality in measurement, leaving HR departments and professionals with a multitude of tools in their hands to utilize in the context of their own organizations (Koopmans, Bernaards, Hildebrandt & De Vet, 2013).

Koopmans et. al. further identified 23 relevant indicators for all four dimensions. A number of these indicators are strongly related to skills developed through non-formal learning, such as "planning and organizing work" which falls within task performance, "taking initiative", "cooperating with others", and "communicating effectively" which fall within contextual performance, or "coming up with creative solutions to novel, difficult problems", which fall within adaptive performance. All of these indicators can be positively affected through the skills that are developed in non-formal learning which were previously mentioned, such as organizational skills, teamwork skills, problem-solving skills, communication skills, and taking initiative, amongst others. Additionally, a number of indicators in the counterproductive work behavior, such as "doing things that harm your coworker or organization" are hindered, as engaging in non-formal learning shows an increase in sense of responsibility, conflict-resolution, and community belonging.

# Methodology

## Secondary Research

Secondary research was primarily used in providing a clear understanding of the background regarding non-formal education, employability, and job performance in Kosovo. The substantial part of secondary research was conducted through thorough analysis of credible sources and peer-reviewed research gathered largely through the RIT Online Library, JSTOR Digital Library, ProQuest and ResearchGate.

Research on the background information regarding the history and current state of non-formal education internationally was gathered through research and papers published by well established, credible sources such as the Council of Europe, European Commission, Organization for Economic Co-operation and Development (OECD), World Bank, Salto Youth, and UNESCO.

Research on the current state of the job market and non-formal education in Kosovo was gathered through papers and studies published by long-standing, reliable sources such as: GAP Institute, Kosovar Civil Society Foundation (KCSF), Helvetas Kosovo and Enhancing Youth Employment (EYE) Project, World Bank, and Democracy For Development (D4D) NGO.

## Primary Research

In carrying out primary research, two main methods were used: interviews and survey, as explained in the remainder of this section.

### Interviews

The interviews were conducted with the purpose of collecting qualitative information about the perspective of businesses and youth organizations in regards to evaluating and developing skills through non-formal learning, and their respective influence in an individual's work performance. In total, 10 semi-structured interviews were carried out: 5 interviews with leaders or representatives of youth organizations, and 5 interviews with Human Resources (HR) leaders or managers of businesses from different industries.

The 5 interviews that were conducted with youth organizations included: 1 interview with an organization of youth, innovation, and startups, 1 interview with a students' innovation and entrepreneurship center, 1 interview with an international youth agency, 1 interview with the local chapter of an international NGO, and 1 interview with a long-term youth employment and skills development project.

The 5 interviews that were conducted with HR leaders or managers included: 1 interview with the HR manager of a national news agency, 1 interview with the Head of HR of an international bank, 1 interview with the HR specialist of a software development company, 1 interview with the HR Manager of an educational institution, and 1 interview with the CEO of a headhunting agency in Kosovo.

The average length of an interview was 40 minutes, with 14 main interview questions being answered by each interviewee, and a few additional follow up questions or open questions added in the context of each individual interview.

The full list of questions for HR managers and youth organizations can be found in Annex 1 - Interview Questions for HR Managers and Annex 2 - Interview Questions for Youth Organizations, respectively.

## Survey

With the purpose of understanding the perspective and experience of individuals, young people, and those currently employed and in the workforce, a survey was carried out.

The questionnaire consisted of 20 questions and took on average 5 minutes to complete. The questionnaire was fully distributed and carried out online, mainly through social media (Facebook, LinkedIn, and individual links).

205 responses were received in a 6-day span, with 53 of them being male, 149 of them being female, and 3 of them preferring not to share their gender. In terms of age, 42% of respondents were 17-20 years old, 38% of respondents were 21-24 years old, 10% of the respondents were 25-29 years old, 9% of the respondents were 30-44 years old, and 1% of respondents were 45-54 years old. Additionally, in terms of location, 45% of the respondents were from Prishtina, 11% of the respondents were from Gjakova, 9% of the respondents were

from Gjilan, 6% of the respondents were from Prizren, 6% of the respondents were from Podujeva, and the remaining 23% from the following cities: Mitrovica, Peja, Ferizaj, Fushe Kosove, Istog, Drenas, Fushe Kosove, Lipjan, Skenderaj, Suhareka, Tirana, Ulcinj, Viti, Vushtrri, and Cagllavice.

Respondents aged 17 years old, considered as mature minors, were included in the sample because of their unique insight on the effect of non-formal learning in skills development and job opportunities. A large number of respondents aged 17 years old are assumed to have been recently or currently engaged in non-formal learning - an assumption validated by the survey results - as it gives them an advantage in the university application process for which they are currently preparing. Although by law people under 18 are in principle considered minors and need the consent from parents/guardians, specific regulations on research consent for this group are lacking in Kosovo. Moreover, as stated in a study by Terre des hommes on the laws that protect Children's rights in Kosovo (Ibra-Zariqi, 2012), there are circumstances where they are given differential rights and responsibilities, and the laws of Kosovo encourage children to freely express their opinions and engage in decision-making, especially when it concerns them, as this study clearly intends to positively affect their education and development opportunities. Additionally, professional bodies that conduct similar work in other countries such as Canada - which have regulations on the participation of youth under 18 in research - do indeed support their participation in minimal-risk research ("Guidelines: Research Involving Minor Age Participants", n.d.), a criteria fulfilled by this study, as this was a minimal risk survey, meaning that no discomfort or harm was caused to respondents and their confidentiality was appropriately protected.

A full list of the survey questions, or the questionnaire, can be found in Annex 4 - Survey Questions, and a full list of the survey results can be found in Annex 5 - Survey Results.

## Limitations

There are two main limitations that presented itself during the research.

The first limitation is the scarcity of research and literature regarding the overall engagement and preferences of Kosovo youth in non-formal education, and the relationship of

that engagement with the job market. This research paper aims to contribute in filling that gap, while also hoping to inspire new research conducted in the relevant fields, as more information is needed to properly identify trends and patterns, and draw conclusions and recommendations for the relevant stakeholders.

The second limitation is that youth organizations that were interviewed were selected through convenience sampling, and the majority of them are either located in Prishtina, mainly carry out their activities in Prishtina, or both. Although Prishtina is the country's capital and as such, is also recognized as the hub of youth development in Kosovo, it is altogether considered important that the reader of this research should be aware of this fact and how it might affect the results of the research.

## Results

A number of studies reviewed in literature review tend to present the results of their research by classifying and categorizing them in key areas relevant to what was explored during their own literature review. Such is the case with the 2012 report "Study on the impact of Non-Formal Education in youth organisations on young people's employability by Souto-Otero, Ulicna, Schaepekens & Bogнар, which categorizes the results based on the research questions they presented. Similarly, the 2018 report "Gjendja e vullnetarizmit në Kosovë: Sfidat dhe perspektivat" by Krasniqi, categorizes the results based on what it set out to find in the first place: challenges and perspectives. As such, staying true to the purpose of this study, and for the sake of simplicity and flow, the findings from the interviews and survey are presented in three subsections, namely: preferences and skills, employability, and work performance. In terms of well-established theoretical frameworks, the layout of the results can also be partially explained by the grounded theory approach, which aims to "discover or construct theory from data, systematically obtained and analysed using comparative analysis" (Chun Tie, Birks & Francis, 2019), and generally follows the approach of first exploring the initial data, then codifying it into core categories, and finally creating the relevant storyline to explain the results. Ergo, each

section is laid out based on key results and findings, supported by survey responses and results from interviews.

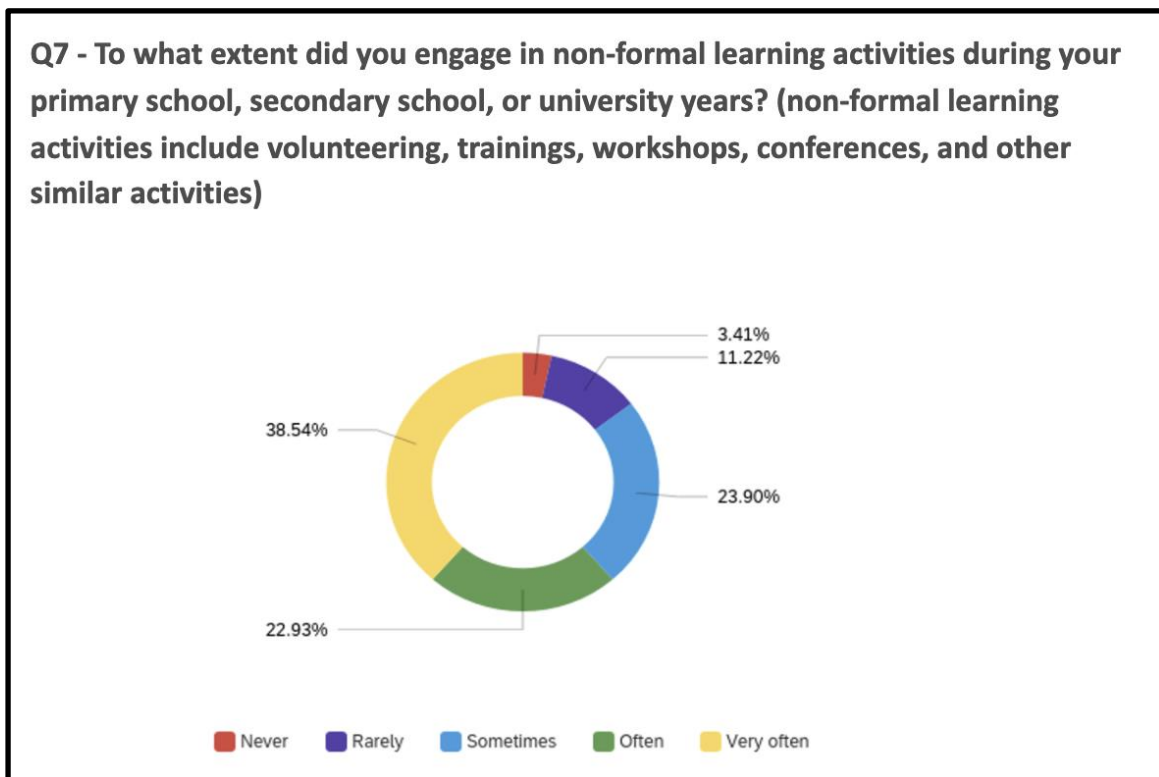
## Preferences and Skills

This first section of the results reveals the preferences of young people's engagement in non-formal learning and the skills they typically gain, as reported through the survey and interviews with NFE providers in Kosovo.

On average, women reported engaging in non-formal learning activities during their primary school, secondary school or university years, much more often than their male counterparts, with 43.6% of women respondents reporting their extent of engagement as "very often", but only 26.4% of men respondents doing so. This finding is also supported by two of the interviewed NFE providers in Kosovo that work mainly with primary and high school youth, but they did not offer any explanations as to why this trend is present. Existing literature shows conflicting results, with some studies pointing to women being disadvantaged in terms of opportunities and others showing that women engage just as much or even more than men.



Figure 6.1. Survey responses of engagement extent in non-formal learning during primary, secondary, and university school years.



Source: Survey Results

Moreover, the survey results found that respondents from Gjakova, Gjilan, and Mitrovica reported a higher extent of engagement during their education years than respondents from other cities. However, the number of respondents from these cities is relatively small to be generalized. Regardless, it can be assumed that this trend would hold with higher sample sizes as well, as NFE providers pointed out during interviews that there is usually a higher participation rate in non-formal activities from young people in bigger cities.

Figure 6.2 listed below, shows that the category with the highest level of engagement during their education years was “unemployed” respondents, with 50% of this category reporting their extent of engagement as “very often”. However, with only 6 respondents belonging to this category, the sample size is not big enough to be representative. Surprisingly, the second category with the highest extent of engagement during their education years was full-time workers, with 45.8% of them reporting their extent of engagement as “very often”, 14.6% of

them as “often”, and 27.1% of them as “sometimes”. At this point, a weak correlation can be made that engaging in non-formal learning during their primary, secondary, or university school years helped these respondents become full-time workers.

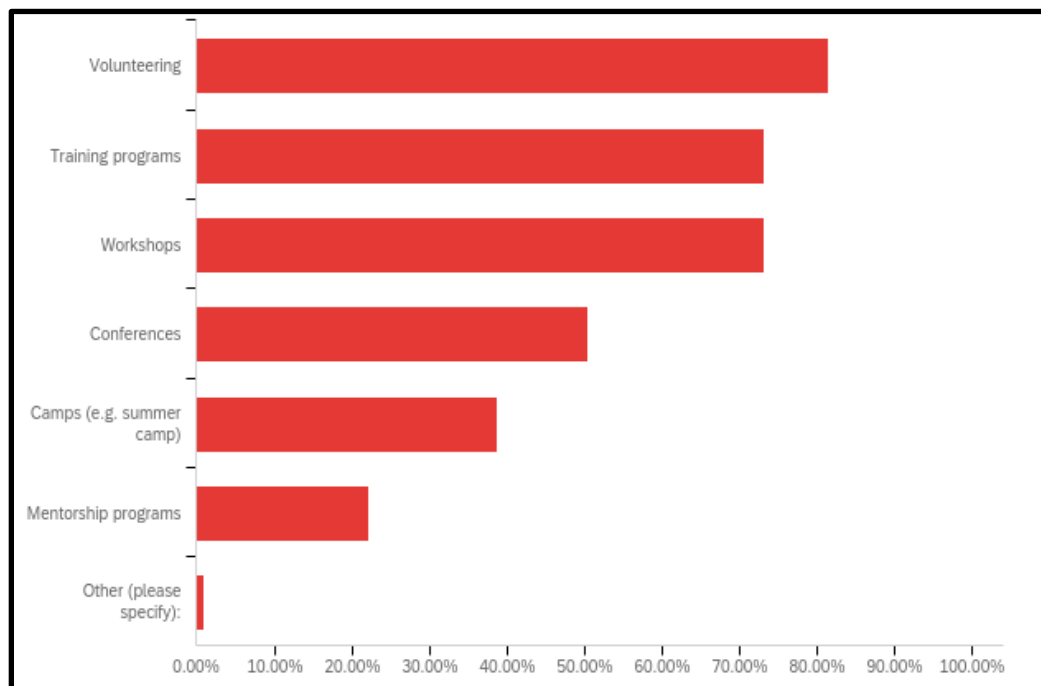
*Figure 6.2. Survey responses of engagement extent in non-formal learning during primary, secondary, and university school years classified by occupation.*

Stub: Q7: To what extent did you engage in non-formal learning activities during your primary school, secondary school, or university years? (non-formal learning activities include volunteering, trainings, workshops, conferences, and other similar activities)								
Q4: What is your current status? (Please select the one that best describes you.) - Selected Choice								
	Total	Student	Unemployed	Part-time worker	Full-time worker	Self-employed/freelancer	Business owner/entrepreneur	Other (please specify):
Total Count (Answering)	205.0	112.0	6.0	18.0	48.0	5.0	4.0	12.0
Never	3.4%	3.6%	0.0%	5.6%	4.2%	0.0%	0.0%	0.0%
Rarely	11.2%	11.6%	16.7%	16.7%	8.3%	0.0%	0.0%	16.7%
Sometimes	23.9%	22.3%	0.0%	33.3%	27.1%	20.0%	25.0%	25.0%
Often	22.9%	25.0%	33.3%	16.7%	14.6%	40.0%	75.0%	16.7%
Very often	38.5%	37.5%	50.0%	27.8%	45.8%	40.0%	0.0%	41.7%

*Source: Survey Results*

Out of 198 respondents who have engaged in non-formal learning at any extent during their primary school, secondary school, or university years, volunteering was the most popular activity, with 80% of respondents having engaged in volunteering during their education years. As listed in Figure 6.3, ‘Training programs’ and ‘workshops’ stood second in popularity, with 71% of respondents having engaged in either one or both of them during their education years. 49% of respondents reported having engaged in conferences, 38% of them in camps, and 22% of them in mentorship programs. As literature review revealed a lack of existing research on young people's preferences of non-formal learning activities, these results give us an indication of those preferences. With volunteering being the most popular activity, it also might explain why there is more existing research on volunteering in Kosovo as compared to the other non-formal learning activities listed above. Volunteering is not, however, as significantly more popular than workshops or training programs as to explain the presence of existing research in comparison with these other two types of non-formal learning activities. Considering the popularity, future research should be conducted in terms of the impact of workshops and training programs in young people.

Figure 6.3. Survey responses of history and preferences of non-formal learning activities during primary, secondary, and university school years



Source: Survey Results

When asked about the reasons of engaging in non-formal learning activities, the most popular answer selected by 91.19% of respondents was “to gain new skills and knowledge”, a finding generally consistent with existing research and thus strongly implying that those who engage in non-formal learning are either aware of the importance of such activities in gaining new skills, or eventually become aware of it. The other more popular reasons are as follows: help my community at 67.88%, expand my network at 66.32%, and spend my free time productively at 58.03%. These results are also consistent with the existing literature, as reasons for engaging in non-formal learning usually include a mix of individual development and community engagement, as is the case for both non-formal learning in Europe and specifically volunteering in Kosovo.

When asked of the benefits gained through non-formal learning, respondents reported “better teamwork skills” and “better communication skills” as the most frequent benefits, with

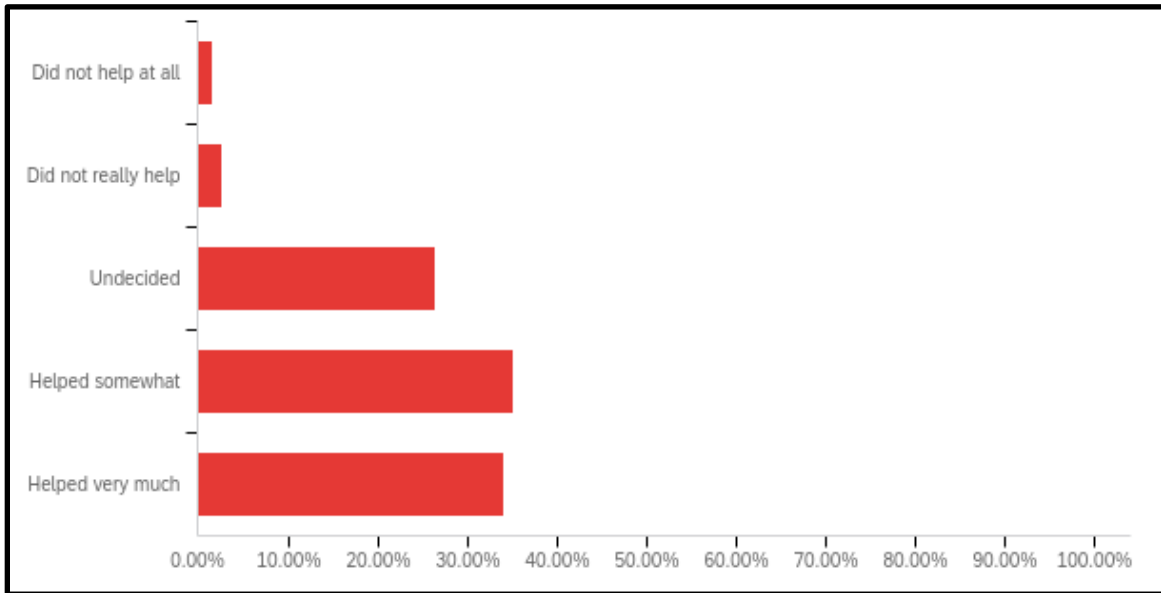
87.05% and 86.53% of participants reporting gaining them, respectively. As can be seen in Annex 5, Question 11, the following benefits were also very highly rated, with 71.5% of respondents reporting “better leadership skills”, 68.39% of respondents reporting “new connections/bigger network”, 62.69% of respondents reporting “higher self-confidence”, 60.1% of respondents reporting “better work ethic”, 59% of respondents reporting “better problem-solving skills”, and 55.44% of respondents reporting “better planning skills”. NFE providers also reported these skills as the soft skills most often gained through engaging in their non-formal education programs, and HR managers reported these skills as the most often required and evaluated general skills in both prospective and current employees. Furthermore, these findings are consistent with existing literature in terms of the main skills that are usually gained or developed through non-formal learning.

## Employability

This second section of the results will reveal the influence or effect that non-formal learning can have on the employability opportunities and the process of hiring for young people in Kosovo, as reported through the survey and interviews with HR managers in Kosovo.

Almost 70% of respondents reported that their engagement in non-formal learning has helped them during their hiring process, with 34% reporting that it has “helped very much” and 35% of them reporting it has “somehow helped”. Literature review revealed that one of the main benefits of engaging in non-formal learning is gaining social capital and networking, which in turn increases employment opportunities, a finding that is supported by the results of the survey as well, as 68.39% of respondents reported “new connections/bigger network” as one of the main benefits gained through non-formal learning.

Figure 6.4. Survey responses of the extent to which non-formal learning has helped during the respondents' hiring process



Source: Survey Results

In terms of being informed of the benefits of non-formal learning by the supervisors or organizers of the non-formal learning activities, as listed in Annex 5, Question 15, respondents reported that they were generally informed, with 39.67% of them saying they were “very much informed” and 33.7% of them saying they were “somewhat informed”. This is generally consistent with both existing literature and results from interviews with NFE providers, as 3 of the 5 NFE providers interviewed reported that they tend to explicitly inform their young participants of the benefits of their programs, whereas the other 2 respondents reported only slightly or implicitly doing so. However, this also shows a space for improvement, as both existing literature and findings from interviews with HR managers shows that young people do not present the skills they gained through non-formal learning in their workplace or during the hiring process as much or as well as they should.

In terms of evaluating these skills during hiring, findings from interviews with HR managers were conflicting, with 3 of them reporting that they value soft skills almost as much or just as much as technical skills, and the other 2 reporting that they don't usually consider or only

slightly consider soft skills during their hiring process. NFE providers also tended to perceive the importance of soft skills more highly than HR managers.

A unique finding is that respondents aged 30-44 years old and who are already part of the workforce reported, on average, that non-formal learning experiences helped them during their hiring process more than any other group age, with those 25-29 years old coming in second and those 21-24 coming in third. As such, a backwards age trend can be noticed, implying that over time, although remaining strong, non-formal learning experiences slightly lost their significance in the hiring process. Another interpretation can be that over time, non-formal learning programs decreased in their 'credibility' and effectiveness, which is also supported by existing literature and interviews conducted.

Findings from interviews reveal that HR managers generally tend to have a lower perceived credibility of the activities that young people go through in non-formal learning in comparison to professional or academic history, noting that they believe the quality of non-formal learning activities provided by youth organizations is generally not high. This low level of trust and perceived lack of credibility is reported as an issue from NFE providers as well. Interviewees report two main reasons for this lack of trust: 1) the low quality and inconsistency of the majority of NFE programs, and 2) the low level of awareness of HR departments regarding the work being done by NFE providers.

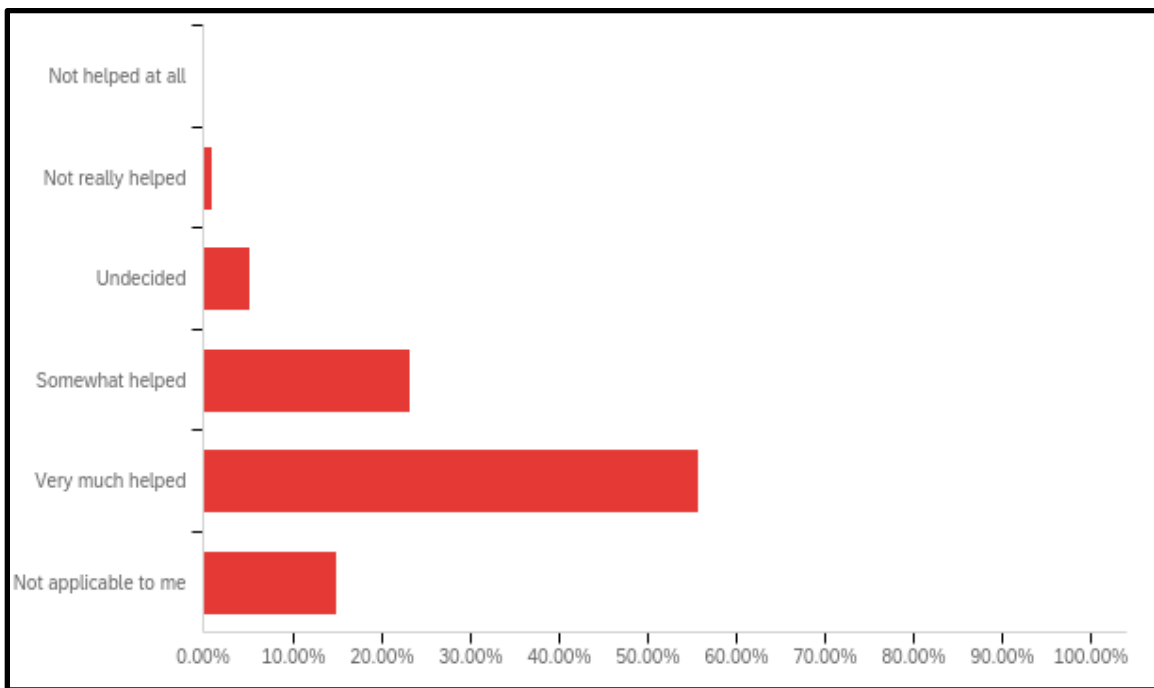
## Work Performance

This third, and main section of the results, unfolds the influence or effect that non-formal learning has on the individual work performance of (young) workers in Kosovo, as reported through the survey and interviews with both HR managers and NGO representatives in Kosovo.

More than 60% of respondents who engaged in non-formal learning during their education years believe that the skills they gained through non-formal learning are "very much relevant" in the workplace, and 27.5% of them believe that they are "somewhat relevant". 7.3% are undecided, 2.1% reported as "not really relevant", and only 0.5% reported as "not at all relevant". The trend is positively skewed towards full-time and part-time workers, with 71.1% of full-time workers reporting the skills they gained through non-formal learning as "very much

relevant” in the workplace, and 81.3% of part-time workers doing so. This shows that people already in the workforce value the importance of skills gained in non-formal learning higher than those who aren’t in the workforce, showing a strong correlation between skills gained through non-formal learning and workplace performance. Additionally, survey respondents who have completed an internship in the past or are currently completing one, reported higher workplace relevance of the skills they gained through non-formal learning than those who have never completed an internship, further implying a connection of these skills to workplace performance.

*Figure 6.5. Survey responses of the extent to which non-formal learning has helped the respondents perform better at their job*



*Source: Survey Results*

When it comes to how much these skills have helped respondents perform better in the workplace, 56.7% of respondents who engaged in non-formal learning during their education years believe that the skills they gained through non-formal learning have “very much helped” them perform better at their job, and 23.3% of them believe that they have “somewhat helped”. 5.2% are undecided, 1% reported as “not really helped”, and none reported as “not helped at

all”, again showing a strong correlation between skills gained in non-formal learning and their workplace relevance (Figure 6.5). Moreover, 75% of respondents aged 30-44 years old reported that engaging in non-formal learning activities has “helped them very much” to perform better in the workplace, with 12.5% of them saying it has “somewhat helped”, 12.5% of them being undecided, and none of them reporting that it hasn’t helped. Just as in the finding of whether non-formal learning helped them during their hiring process, there is a slow but decreasing backwards trend of importance in terms of age, with those aged 25-29 reporting slightly lower degrees of help and those 21-24 reporting even lower, but those 17-20 years old reporting similar levels of importance as those 25-29 years old. However, these numbers are still significant, with 51.4% of all respondents aged 21-24 reporting it “helps very much”, and 37.8% of them reporting it “helps somewhat”. This data alone can again be interpreted in multiple ways, such as implying that the importance of soft skills and life skills plays a big role when entering the workforce, but it also increases overtime as more time is spent in the workforce. However, to make these correlations strongly, more research is needed.

*Figure 6.6. Survey responses of the extent to which they believe non-formal learning helps them perform better in the workplace, classified by age group*

Stub: Q19: To what extent do you believe that engaging in non-formal learning activities (volunteering, workshops, trainings, conferences, and other similar activities) helps you perform better in the workplace?

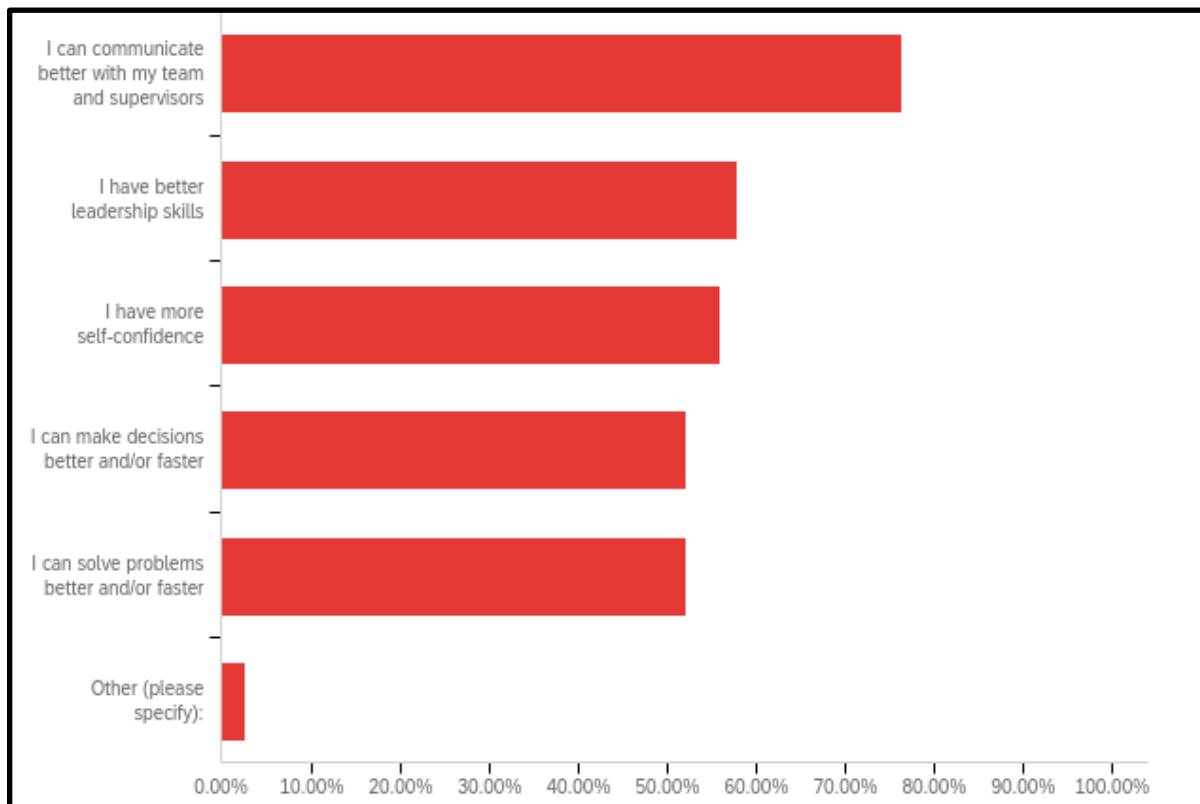
	Q2: What is your age?						
	Under 17	17-20	21-24	25-29	30-44	45-54	55 and over
Total Count (Answering)	0.0	78.0	74.0	18.0	16.0	3.0	0.0
Does not help at all	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Does not really help	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%
Undecided	0.0%	6.4%	6.8%	5.6%	12.5%	33.3%	0.0%
Helps somewhat	0.0%	37.2%	37.8%	38.9%	12.5%	0.0%	0.0%
Helps very much	0.0%	56.4%	54.1%	55.6%	75.0%	66.7%	0.0%

*Source: Survey Results*



When asked specifically on how their experience with non-formal learning activities has helped them perform better in their job, 76.43% of respondents reported that they can now “communicate better with their team and supervisors”, 57.96% of respondents reported that they now have “better leadership skills”, and 56.05% of respondents reported that they now have “more self-confidence”. Furthermore, 52.23% of all participants reported that they can now both “make decisions better and/or faster”, and that they can “solve problems better and/or faster”. This is again consistent with existing literature in terms of skills that are both developed through non-formal learning and those that affect one’s individual work performance.

*Figure 6.7. Survey responses of how non-formal learning has helped them perform better in the workplace*



*Source: Survey Results*

In terms of specific occupations, the sample sizes are generally too small to generalize the extent of engagement during education years per profession. However, out of those who shared

their occupation, managers (who made up 16% of these respondents) reported the highest extent of engagement in non-formal learning during their education years, with 47.4% reporting their extent of engagement as “very often”, 10.5% reporting their extent of engagement as “often”, and 31.6% reporting their extent of engagement as “sometimes”. One possible interpretation could be that engagement in non-formal learning during education years develops skills that are more befitting of a manager (e.g. leadership, teamwork, or self-confidence), thus leading to both a higher affinity for management and better suitability for management positions in the future. This is further supported by the fact that managers were amongst the respondents that reported the highest level of help from non-formal learning in terms of their work performance, a finding further supported by interviews with HR department managers, who reported that they look for such skills in leadership and management positions. During the interviews, HR managers also pointed out that there is a generally increasing trend of the importance of the skills gained through non-formal learning in the workplace, and that they tend to evaluate them slightly less or just as much as technical skills in terms of evaluating work performance. HR managers of bigger companies and those who work with corporations reported these skills as more important on average, mentioning that employees who possess these skills are also groomed for succession and management positions, and that natural and future leaders tend to possess more of these skills than their colleagues.

Additionally, respondents who work in sales, teachers, public servants, managers, and digital marketers reported the highest percentage of workplace relevance in terms of skills gained through non-formal learning, and in terms of how much the skills they gained through non-formal learning have helped them perform better at their jobs. This can be explained by the fact that, to perform well in these occupations, it is usually required to possess similar soft skills and people skills, such as communication, leadership, creativity, planning and organizing, and problem solving skills, which are typically gained through non-formal learning. Additionally, it is worth pointing out that in the field of IT and software development, technical skills tend to overcome the importance of soft skills and life skills that are typically gained through non-formal learning, a finding suggested by both the survey results and interviews with both HR managers and NGOs

that provide training programs in this field. However, these skills were still reported relatively highly.

An insightful finding from the survey results was that respondents who engaged in mentorship programs during their education years reported the highest workplace relevance of the skills gained through non-formal learning. Specifically, 76.7% of the respondents reported these skills as “very much relevant” in the workplace. Additionally, they also reported the highest percentage of how much the skills gained through non-formal learning have helped them perform better in the workplace, with 69.8% of them reporting as “very much helped” and 18.6% of them reporting as “somewhat helped”. However, the survey results also showed that mentorship programs are the least popular in terms of non-formal learning engagement preferences, with only 22% of survey respondents having engaged in a mentorship program at any point during their primary, secondary, or university school years. This arises as a natural opportunity in increasing engagement in mentorship programs for all three stakeholders: NGOs working to prepare young people for the job market, young people looking to enter the work market or perform better in it, and HR departments looking to hire young people or further develop the skills of their current employees.

Finally, when asked about their job performance, the majority of respondents rated their job performance above the average of their peers, with 53.44% responding as “above average”, and 19.05% responding as “far above average”. Men reported, on average, higher self-perceived performance than women. Respondents with higher extents of engagement in non-formal learning also tended to report a higher self-perceived job performance in comparison to their peers. This can be interpreted as non-formal learning actually helping them perform better at their job, or it can be a byproduct of self-confidence, one of the more popular traits that respondents claimed to gain from non-formal learning and which causes them to have a relatively higher evaluation of themselves. However, as the question is based on the perception of the respondent themselves, it is assumed that there is inherent bias in the answers towards rating oneself higher than their peers.

# Conclusion and recommendations

## Conclusion

While there are slight differences between the nature of activities that youth engage in, and the frequency of their engagement, it is evident that there is a positive connection between one's engagement in non-formal learning, their respective employability, and work performance. The findings confidently reveal that the engagement of a young person in any kind of non-formal learning leads to both higher employability and better overall work performance, as compared to peers who have not engaged in such activities.

Considering the connection between the overall study results and the current environment of education and work in Kosovo, the prominent skills-mismatch gap might bring about an oversaturation of non-formal training providers and programs in the upcoming years. However, any and all non-formal training providers that aim to succeed and provide value for this ecosystem, should strive to offer programs that are impact-based and tailored for the demands of the private sector, while also being interesting and affordable for the youth of Kosovo. Finally, among others, there should be a system in place to check the quality of work from the non-formal training providers. If the aforementioned NFE providers do not produce the skills that the private sector needs, an increase in the mistrust of the private sector towards the NFE sector might become inevitable, thus further increasing the education-skills mismatch situation in Kosovo.

Noting the now distinct importance of non-formal learning in adding value to young people, the private sector, and closing the skills-mismatch gap in Kosovo, relevant stakeholders are suggested to take proper attention to the results of this study and integrate the following recommendations in their work.

## Recommendations

Young people who are unemployed or are soon to be part of the workforce, and who are interested in getting hired and becoming part of the workforce, need to engage in non-formal learning. Although this is the simplest and most straightforward recommendation of this study,

it is also the most important. As both the interview and study results show, higher engagement in non-formal learning leads to both higher employability and better work performance. Additionally, those young people who have already engaged in non-formal learning need to do a better job at showcasing their non-formal education experiences in a way that is acceptable and more relevant by the private sector. HR departments report that they most often learn of NFE experiences of prospective employees from interviews in random conversation, rather than an intentional presentation or the identification of those experiences in the applicant's CV.

Program reports that are more comprehensive and thorough should be created from non-formal education providers in Kosovo. During an analysis of individual program reports of NFE providers in Kosovo, there is a trend of simply reporting an input-output relationship at the end of programs, such as stating how many people were trained or how many new programs were created. However, the quality of the programs or the actual engagement level of participants can change drastically from one non-formal education provider or activity to another, showing that output reporting is not a reliable form of implying impact or a change in real attitude or skills. As such, there is a noticeable absence of the more important output-outcomes-impact reporting, or the change in skills, behavior, and attitudes of participants, elements that actually matter for both their employability and their work performance, as noted by the survey results. Furthermore, by improving their monitoring, evaluation, and reporting systems to convey practical, objectively-measured changes in participants' skills and attitudes, NFE providers can positively affect the level of trust and confidence that the private sector has towards them.

NFE providers need to promote their work and its connection to the private sector more than they currently do. As survey results showed that a number of NFE providers do not inform young people about the work-related relevance of skills gained, and interviewees from the HR departments reported not being much aware of NFE activities, a large information gap between the three stakeholders arises. NFE providers need to increase participants' awareness of the work-related relevance of skills gained, as well as more effectively communicate the nature and importance of their activities to the private sector.

There needs to be an increase in both the availability and engagement of mentorship programs for young people. While survey results showed that respondents who engaged in

mentorship programs reported higher workplace relevance, HR managers reported viewing mentorship programs as more effective than many of the other non-formal learning activities. As such, this is a natural opportunity for NFE providers and HR departments to cooperate in creating mentorship programs that will benefit both young people and the private sector. An opportunity in this regard would be to engage those who are already part of the private sector and who have taken part in non-formal learning in the past. Specifically, these individuals could serve as mentors to young people and prospective employees, as they distinctly understand the importance and impact of non-formal education in professional development.

HR departments should redesign their hiring process to properly identify and assess the experiences gained outside of the formal education sector. As interviews revealed, the private sector is not well aware of what the NFE sector engages in and their impact on skills development. As such, the private sector needs to show an active interest in the programs and work of non-formal education providers. Moreover, the private sector should also increase internal non-formal education activities, as interviewed HR departments who already offer internal NFE activities reported higher retention and lower turnover rates overall.

Career centers and guidance counselors need to be properly integrated into the education system in Kosovo. As noted by a number of the NFE providers interviewed, there is a cultural expectation factor, rather than a market-based factor, that largely influences the preferences of young people regarding their higher education choices. Namely, young people tend to show general disdain on more technical jobs such as different types of engineering and maintenance, and are prone to aim for 'more respected' jobs such as law, economics, or business management. Correct career guidance at a young age, combined with guidance counselors who understand the trends of the private sector and can communicate their importance to parents and families, could have a significant impact in rerouting the young workforce towards the needs of the job market. As such, this recommendation is directed towards two key stakeholders. First, the government, who needs to increase the number of both career centers and guidance counselors in primary schools and high schools. Second, the young people who need to make use of already existing career centers and counselors to better educate and prepare themselves for the workforce.

The relevant governmental authorities need to create a central, national-level contact and coordination point. Although this research did not initially set out to explore the governmental factor into non-formal education, the companies and organizations interviewed continuously pointed out that the government plays an essential role in the effective coordination (or lack thereof) between young people, the private sector, and non-formal education providers. The triple-helix model - which puts forward the concept that effective cooperation between government, industry, and education providers is the key to socio-economic development - was brought up as the ideal to strive towards by a number of the interviewees. Ergo, leaders of the responsible governmental authorities that deal with these matters - such as the Ministry of Culture, Youth, and Sports, the Ministry of Labor, and the Ministry of Education - should functionalize a task force, committee, or other coordination system that aims to enhance and facilitate cooperation between the three aforementioned stakeholders.

Digitalization is a major opportunity to increase scalability of access, while also lowering inequality and enhancing diversity, and it should be treated as such. All of the interviewees identified the internet and online programs as a major advantage to further advance their work and gain access to more young people overall. This opportunity should be capitalized on by all three stakeholders: young people who want to advance their professional development, NFE providers who want to scale their programs, and HR departments who want to increase their engagement in NFE activities.

Finally, there is a substantive need to reevaluate the current education system in order to redesign it in such a way that it serves student employability, the economy, and the private sector. As reported by a number of the interviewed NFE providers, the fact that a relatively significant number of students who participate in NFE programs tend to lack even the most basic skills - such as writing or basic math - portrays the remarkably disheartening situation of the education system in Kosovo. The majority of interviewed NFE providers showed remarkable flexibility in terms of adapting their programs to suit the needs of the job market. Therefore, those in charge of designing curriculum and setting expectations for the education system in Kosovo should look upon this approach as the standard and model for their future work. The key

leaders of the education system need to give the private sector and NFE providers important seats at the table and make them part of the conversation that will reinvent education in Kosovo.



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# Appendices

## Annex 1 - Interview Questions for HR Managers

### Capstone Project

*“Volunteering and job performance in Kosovo: an analysis of the relationship between non-formal learning and the job performance of young people”*

#### ***Interview questions for HR Managers***

1. Please tell me more about your role, work, and responsibilities within the company.
2. What does your typical hiring process look like? What are some general qualities that you look for in all employees?
3. How do you measure employee performance?
4. How much information do you gather on a prospective employee’s engagement in non-formal or informal learning during the hiring process? Does their engagement in these types of learning impact your hiring, and if so, how?
  - a. Studies show that most businesses find out about engagement of prospective employees in NFEs only during the interview. Is that true also in your case, or do you look for this information earlier?
  - b. What would be the best way for prospective employees to present their NFE engagement information, in such a way that increases the likelihood of them being hired or performing better in their job?
5. When you see that a prospective employee or a current employee has participated in NFE activities, how do you perceive that and what does that show you about that employee?
  - a. Do you see it as a generally positive thing, or do you believe something else?
  - b. Does that affect your relationship towards them, your expectations, or the kind of tasks you will assign/cooperate with them?
6. To what extent do you encourage your employees to participate in non-formal and informal learning?
7. Research shows that the skills most gained through NFE activities include communication skills, decision-making skills, team-working skills, self-confidence and organisational/ planning skills. What differences have you noticed in employees who possess more of these skills than other employees? How do these skills affect their overall work performance, and to what extent?
8. During my research, I found that businesses tend to mistrust history of involvement in youth organizations, at least more than information regarding previous professional experiences or academic achievement. Is this true in your case also, and if so, why?
9. What are some challenges in your field, especially when it comes to acknowledging and empowering young people in their work performance, with a focus on those who have engaged in NFE?

10. What are some opportunities in your field, especially when it comes to acknowledging and empowering young people in their work performance, with a focus on those who have engaged in NFE?

## Annex 2 - Interview Questions for NGOs

### Capstone Project

*“Volunteering and job performance in Kosovo: an analysis of the relationship between non-formal learning and the job performance of young people”*

#### ***Interview questions for youth organizations***

1. Please tell me more about your role, work, and responsibilities within the organization.
2. What skills do you think the youth mostly gain from participating in your activities? What skills do you intend them to gain from participating? Is there a difference between the two, and if so, to what extent?
3. How much difference do you think is there between the intensity and frequency of youth participation in terms of skills gained? Meaning, youth who participate more often and for longer, do they gain more skills than the rest? Do they retain them for longer?
4. What data, if any, do you collect on your youth participants in terms of them finding employment or job performance?
5. What is the typical profile of youth who participate in your programs? What are their main biographical and psychological backgrounds? Skills, mindset, abilities, or approach towards life?
6. How important is it for you that the young people who participate in your programs have an easier time finding employment and performing better in the workplace?
7. To what extent do you communicate to your youth the connection between your programs and employment performance?
  - a. Do you prepare them on how to present those skills to employers? If no, why? If yes, how do you do that?
8. What cooperation or partnerships do you have with the private sector in terms of youth development and employment?
  - a. To what extent do you take the private sector’s needs into account when creating your programs? Do you create separate programs for them?
  - b. During my research, I found that employers reported being insufficiently aware of ‘what’s going on’ in the youth sector and acknowledged that this may jeopardise the recognition of experiences in youth organisations during recruitment processes.. Do you believe this is true, and what do you think needs to be done to fix this?

9. During my research, I found that businesses tend to mistrust history of involvement in youth organizations, at least more than information regarding previous professional experiences or academic achievement. Have you found that to be true, and if so, why do you believe that is?
10. What are some challenges in your field, especially when it comes to equipping youth with skills that will make them perform better in the workplace?
11. What are some opportunities in your field, especially when it comes to equipping youth with skills that will make them perform better in the workplace?

## Annex 3 - Consent Form for interviewees

### Informed Consent Form for Social Science Research RIT Kosovo

**Title of Project:** Volunteering and job performance in Kosovo: an analysis of the relationship between non-formal learning and the job performance of young people

**Principal Investigator:** Çlirim Sheremeti, RIT Kosovo (A.U.K.) Student  
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- Purpose of the Study:** The purpose of this research study is to explore *the influence of non-formal learning in developing job-related skills and overall job performance of young people in Kosovo, or namely, look at the relationship of activities such as volunteering, workshops, and out-of-school trainings in regards to developing skills and qualities that are relevant in the job market.*
- Procedures to be followed:** You will be asked to answer *14 questions* during this interview.
- Duration:** It will take about *1 hour, or 60 minutes* to complete the interview.
- Statement of Confidentiality:** Your participation in this research is confidential. The data will be used only for the purpose of this study, as part of the capstone course. No names will be revealed in the process.
- Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

If you agree to take part in this research study and the information outlined above, please sign your name and indicate the date below.

You will be given a copy of this form for your records.

\_\_\_\_\_  
Participant Name, Surname, Company, & Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Person Obtaining Consent (RIT Kosovo student)

\_\_\_\_\_  
Date



## Annex 4 - Survey Questions

This survey is conducted as part of the data collection process for a capstone project at RIT Kosovo: “Volunteering and job performance in Kosovo: an analysis of the relationship between non-formal learning and the job performance of young people”.

This survey consists of 20 questions, and will take less than 5 minutes to complete.

Through this study, the aim is to explore the influence of non-formal learning in developing job-related skills and overall job performance of young people in Kosovo. Specifically, the aim to look at the relationship of activities such as volunteering, workshops, and out-of-school training in regards to developing skills and qualities that are relevant in the job market.

If you have any questions or suggestions regarding this survey or study, please reach out to me at [cxs8971@g.rit.edu](mailto:cxs8971@g.rit.edu)

1. What is your gender?
  - a. Male
  - b. Female
  - c. Other
2. What is your age?
  - a. Under 16
  - b. 17-20
  - c. 21-24
  - d. 25-29
  - e. 30-44
  - f. 45-54
  - g. 55 and over
3. What city/municipality are you from?
  - a. Prishtina
  - b. Peja
  - c. Gjakova
  - d. Gjilan
  - e. Prizren
  - f. Mitrovica
  - g. Ferizaj
  - h. Other (please specify):
4. What is your current status? (please select the one that best describes you)
  - a. Student

- b. Unemployed
  - c. Part-time worker
  - d. Full-time worker
  - e. Self-employed/freelancer
  - f. Business owner/entrepreneur
  - g. Other (please specify):
5. If you are currently employed, what is your occupation?
- a. Software Developer
  - b. Cashier
  - c. Waiter
  - d. Retail worker
  - e. Public servant
  - f. Food worker
  - g. Accountant
  - h. Teacher
  - i. Digital Marketer
  - j. Graphic Designer
  - k. Manager
  - l. Sales
  - m. Other (please specify):
  - n. Not applicable to me
6. If you are a student or unemployed, have you ever completed an internship until now?
- a. Yes
  - b. No
  - c. Currently completing an internship
  - d. Not applicable to me
7. To what extent did you engage in non-formal learning activities during your primary school, secondary school, or university years? (non-formal learning activities include volunteering, trainings, workshops, conferences, and other similar activities).
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often

*\*The following 11 questions are filter questions: if the answer to the question above was other than never, respondents are presented with the following 11 questions, namely questions 9 through 19. If answer to question above was never, respondents skip the next 11 questions\**

8. What type of non-formal learning activities did you engage in during your primary school, secondary school, or university years?
- a. Volunteering

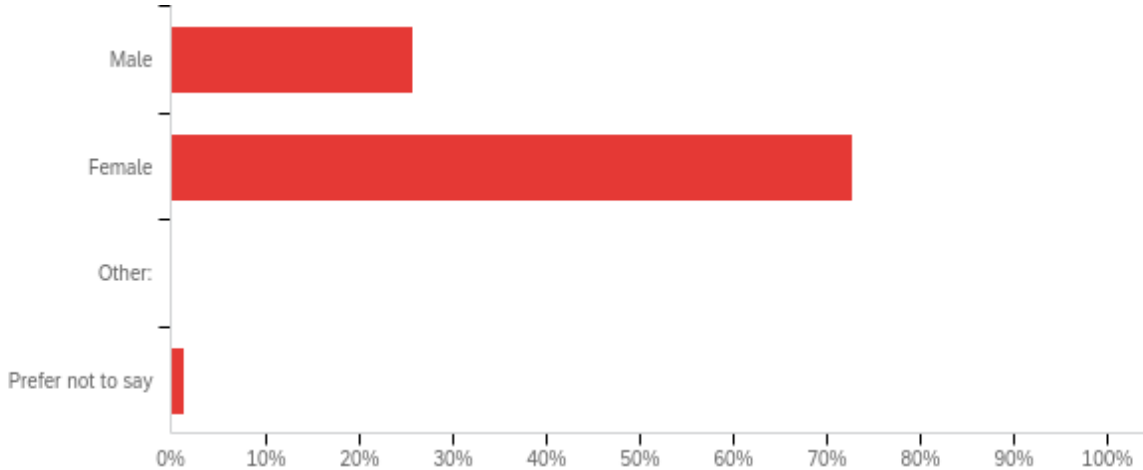
- b. Training programs
  - c. Workshops
  - d. Conferences
  - e. Mentorship programs
  - f. Camps (e.g. summer camp)
  - g. Other (please specify):
9. If you have finished bachelor level studies, to what extent do you still engage in non-formal learning activities?
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Often
  - e. Very often
  - f. Not applicable to me
10. What were your reason(s) for engaging in non-formal learning activities? (choose all that apply)
- a. Help my community
  - b. Promote the position of marginalized groups in our society
  - c. Gain new skills and knowledge
  - d. Expand my network
  - e. Spend my free time productively
  - f. I was just bored
  - g. Other (please specify):
11. What do you think were the main benefits you personally gained by engaging in non-formal learning activities? (choose all that apply)
- a. Better communication skills
  - b. Better leadership skills
  - c. Better teamwork skills
  - d. Better work ethic
  - e. Higher self-confidence
  - f. New connections/bigger network
  - g. New technical skills
  - h. Better problem-solving skills
  - i. Better planning skills
  - j. I did not gain any benefits
  - k. Other (please specify):
12. To what extent do you believe that the skills you gained through non-formal learning are relevant in the workplace?
- a. Not at all relevant
  - b. Not really relevant
  - c. Undecided
  - d. Somewhat relevant
  - e. Very much relevant

13. To what extent do you believe that your experience with non-formal learning activities has helped you perform better at your job?
  - a. Not helped at all
  - b. Not really helped
  - c. Undecided
  - d. Somewhat helped
  - e. Very much helped
  - f. Not applicable to me
14. How has your experience with non-formal learning activities helped you perform better at your job? (choose all that apply)
  - a. I can make decisions better and/or faster
  - b. I can communicate better with my team and supervisors
  - c. I have better leadership skills
  - d. I have more self-confidence
  - e. I can solve problems better and/or faster
  - f. Other (please specify):
15. To what extent did the supervisors/organizers of the non-formal learning activities you participated in inform you of the importance of the skills gained from these activities in regards to the workplace?
  - a. Did not inform me at all
  - b. Did not really inform me
  - c. Undecided
  - d. Somewhat informed me
  - e. Very much informed me
16. To what extent do you think your non-formal learning experience helped during your hiring process?
  - a. Did not help at all
  - b. Did not really help
  - c. Undecided
  - d. Helped somewhat
  - e. Helped very much
17. Is there any other way non-formal learning has impacted your work performance that you would like to share?
  - a. Open question
18. To what extent do you believe that engaging in non-formal learning activities (volunteering, workshops, trainings, conferences, and other similar activities) helps you get a job?
  - a. Does not help at all
  - b. Does not really help
  - c. Undecided
  - d. Helps somewhat
  - e. Helps very much

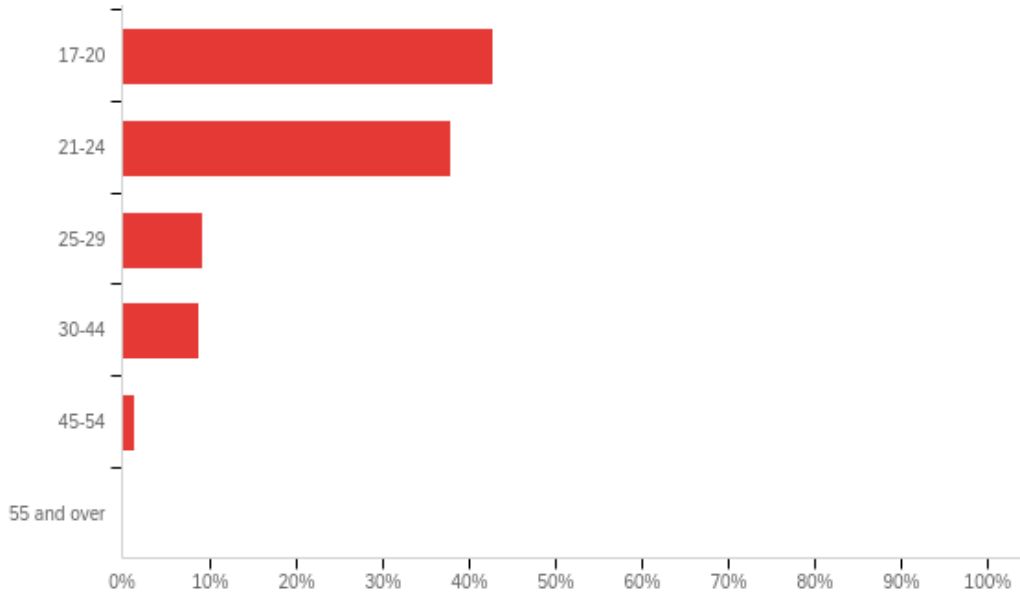
19. To what extent do you believe that engaging in non-formal learning activities (volunteering, workshops, trainings, conferences, and other similar activities) helps you perform better in the workplace?
- a. Does not help at all
  - b. Does not really help
  - c. Undecided
  - d. Helps somewhat
  - e. Helps very much
20. How would you rate your job performance compared to your peers?
- a. Far below average
  - b. Below average
  - c. Average
  - d. Above average
  - e. Far above average

# Annex 5 - Survey Results

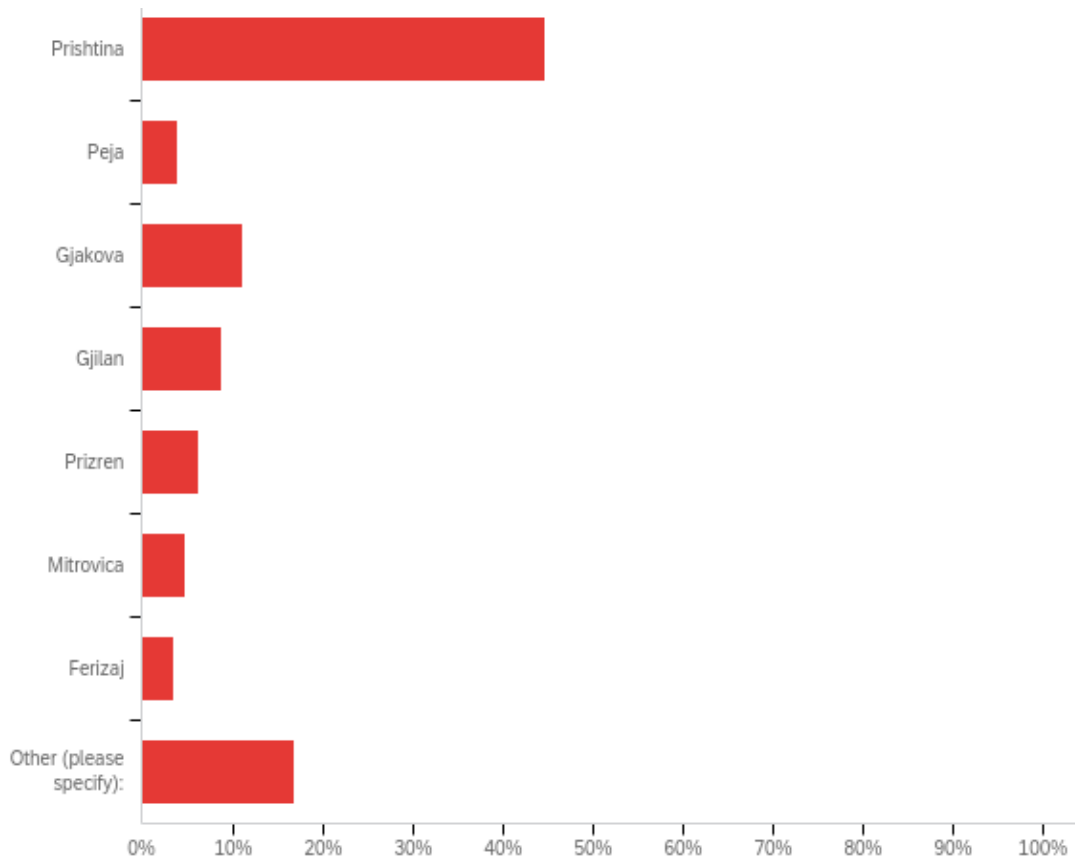
## Q1 - What is your gender?



## Q2 - What is your age?



### Q3 - What city/municipality are you from?



### Q3 - Other (please specify):

Other (please specify): - Text

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Podujeva

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Podujeva

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Podujeva

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Fushë Kosovë

---

Podujevë

---

Gracanica

---

Ulcinj

---

Podujeva

---

Kamenica

Skenderaj

---

Vushtrri

---

Viti

---

Kamenice

---

Podujevë

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Podujeve

---

Suhareka

---

Geneva

---

Lipjan

---

Podujeva

---

Istog

---

Tirana

---

Podujeva

---

Lipjan

---

Lipjan

---

Vushtrri

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Çagllavicë

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Fushë Kosovë

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Podujeve

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Drenas

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Podujeva

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Istog

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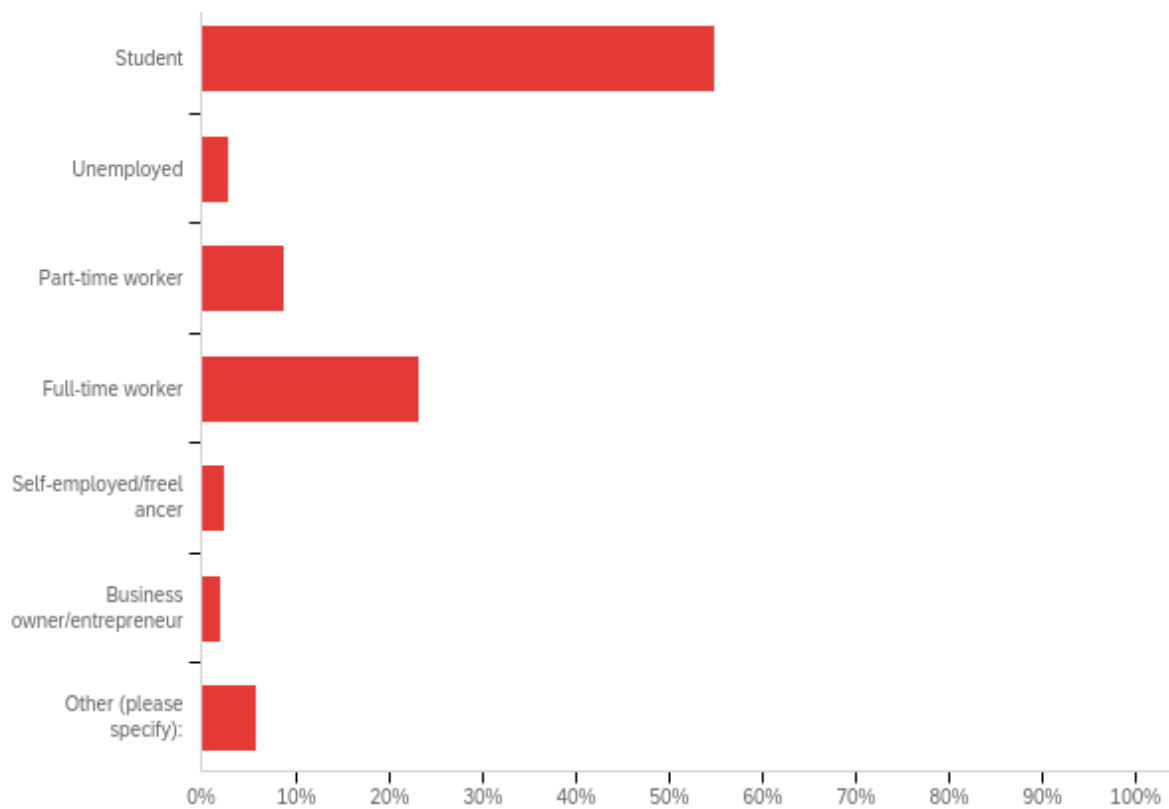
Podujeva

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Podujecë



**Q4 - What is your current status? (Please select the one that best describes you.)**



**Q4 - Other (please specify):**

Other (please specify): - Text

student and part time worker

Volunteer

Intern

Like a part time worker and a Student

Student and part-time worker

Just finished my bachelor studies.

Thearcer

Student, Part-Time Worker

Student/Employed

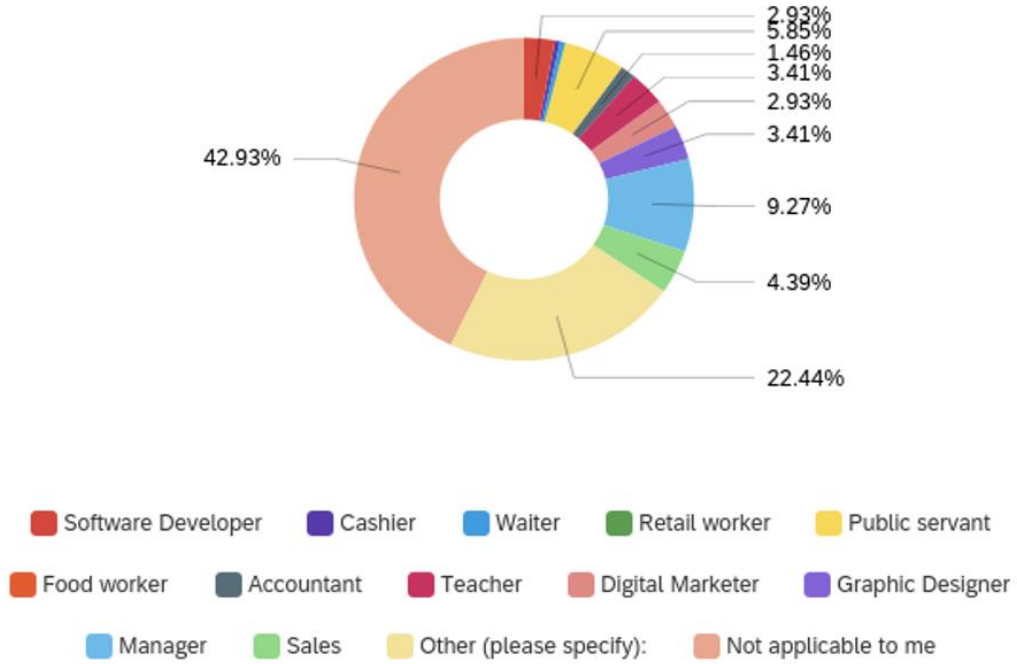
Part-time worker and freelancer

Student and part-time worker

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Student and full-time worker

### Q5 - If you are currently employed, what is your occupation?



### Q5 - Other (please specify):

Other (please specify): - Text

---

Project manager

---

Grants coordinator

---

Administration

---

Administrative Assistant

---

Researcher

---

Call agent

---

Psychologist/therapist

---

Coordinator

Researcher

---

Video editor

---

Project coordinator

---

Technical Consultant

---

Student

---

Visa application officer

---

Receptionist

---

Student

---

Researcher

---

Asst Manager

---

Journalist

---

Volunteer

---

Engineer

---

Program Officer

---

Intern

---

Economists

---

Legal

---

Video Editor/ VFX artist

---

Consultant & Resercher

---

psychologist

---

unemployed

---

Internship

---

IT Security

---

Sondazhe Politike kryej

---

Banker

---

Architect

---

Military

---

Program Manager

---

Video Editor and Producer

---

Electrical Engineering

---

Unemployed

---

Content writer

---

Researcher

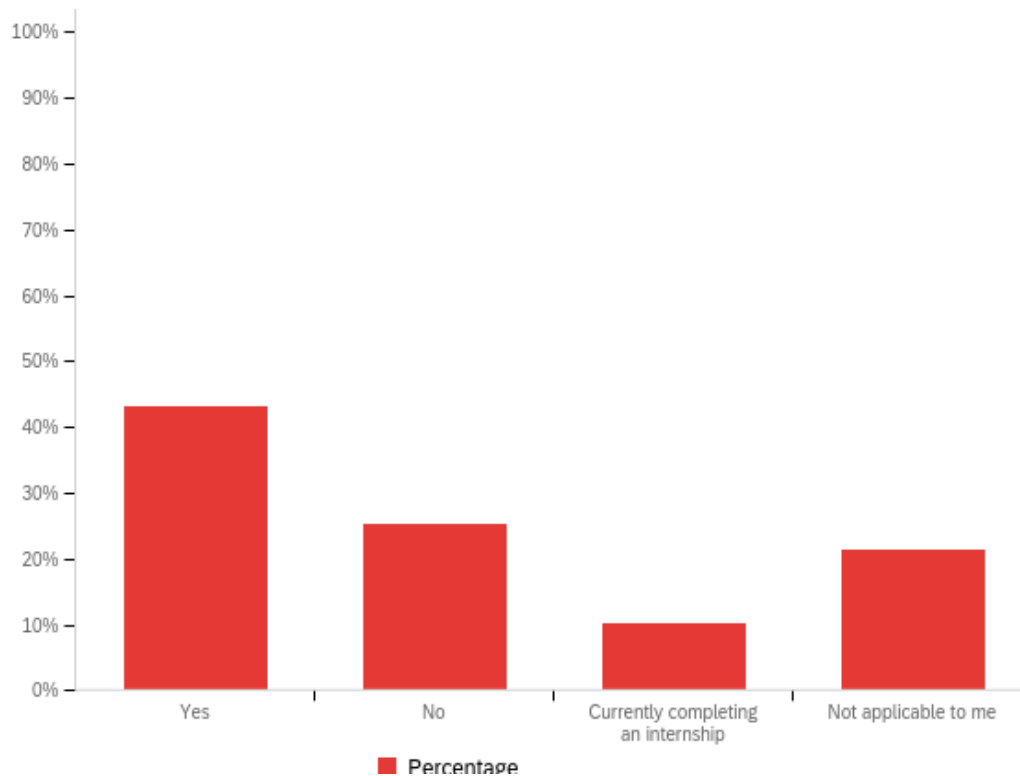
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Consultant

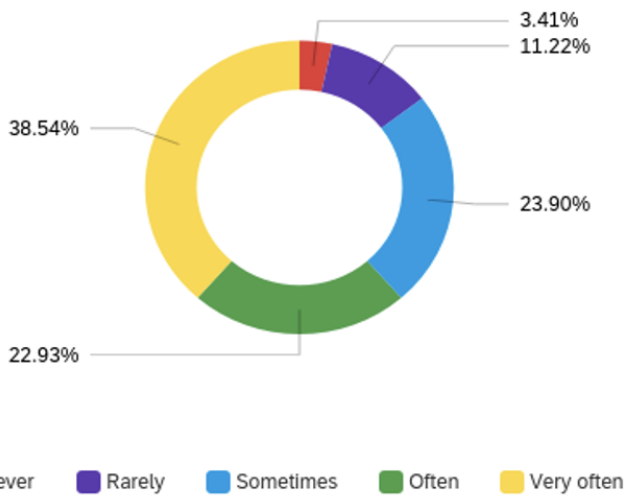
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Web Developer

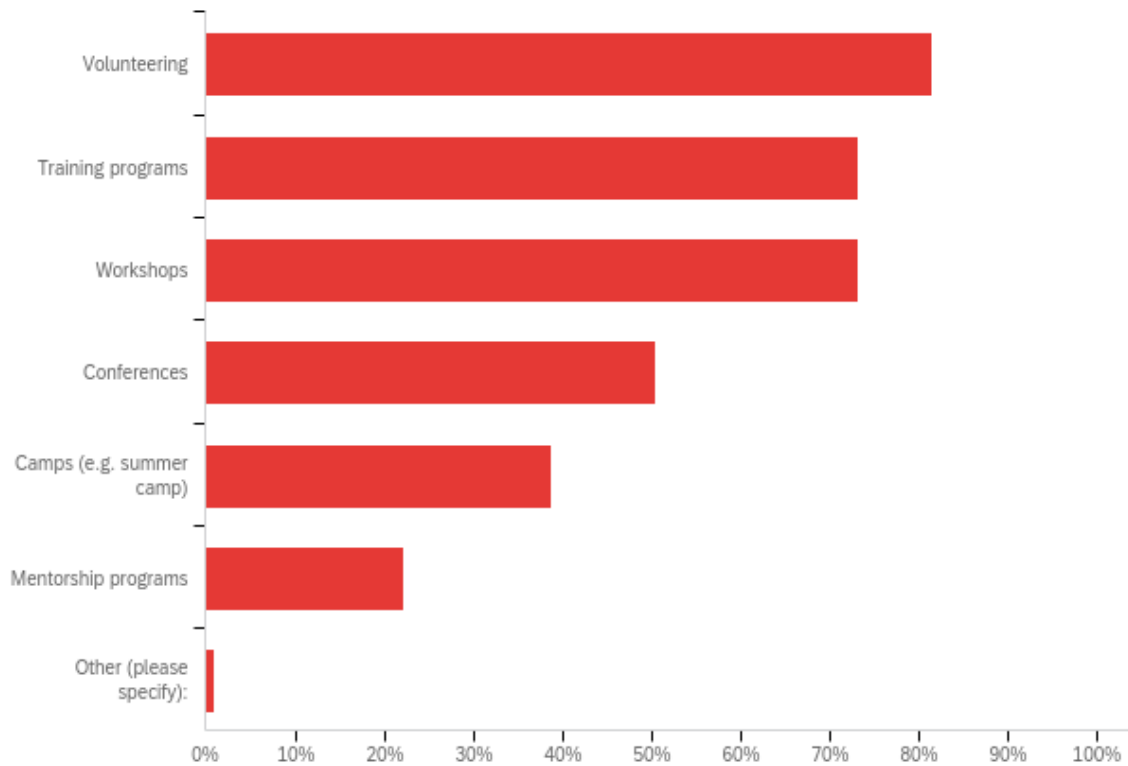
**Q6 - If you are a student or unemployed, have you ever completed an internship until now?**



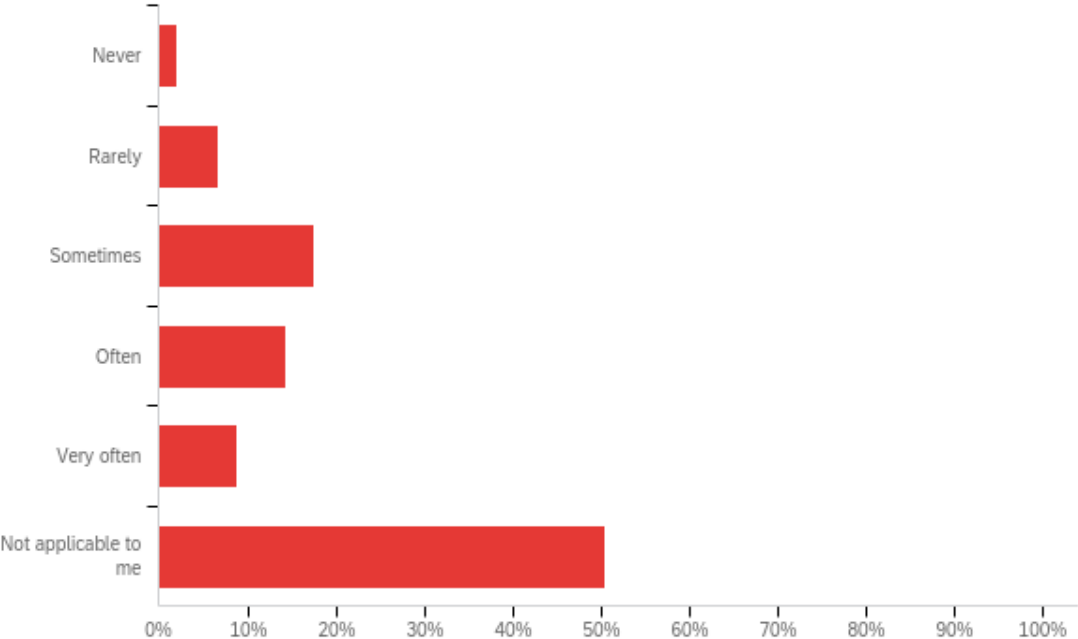
**Q7 - To what extent did you engage in non-formal learning activities during your primary school, secondary school, or university years? (non-formal learning activities include volunteering, trainings, workshops, conferences, and other similar activities)**



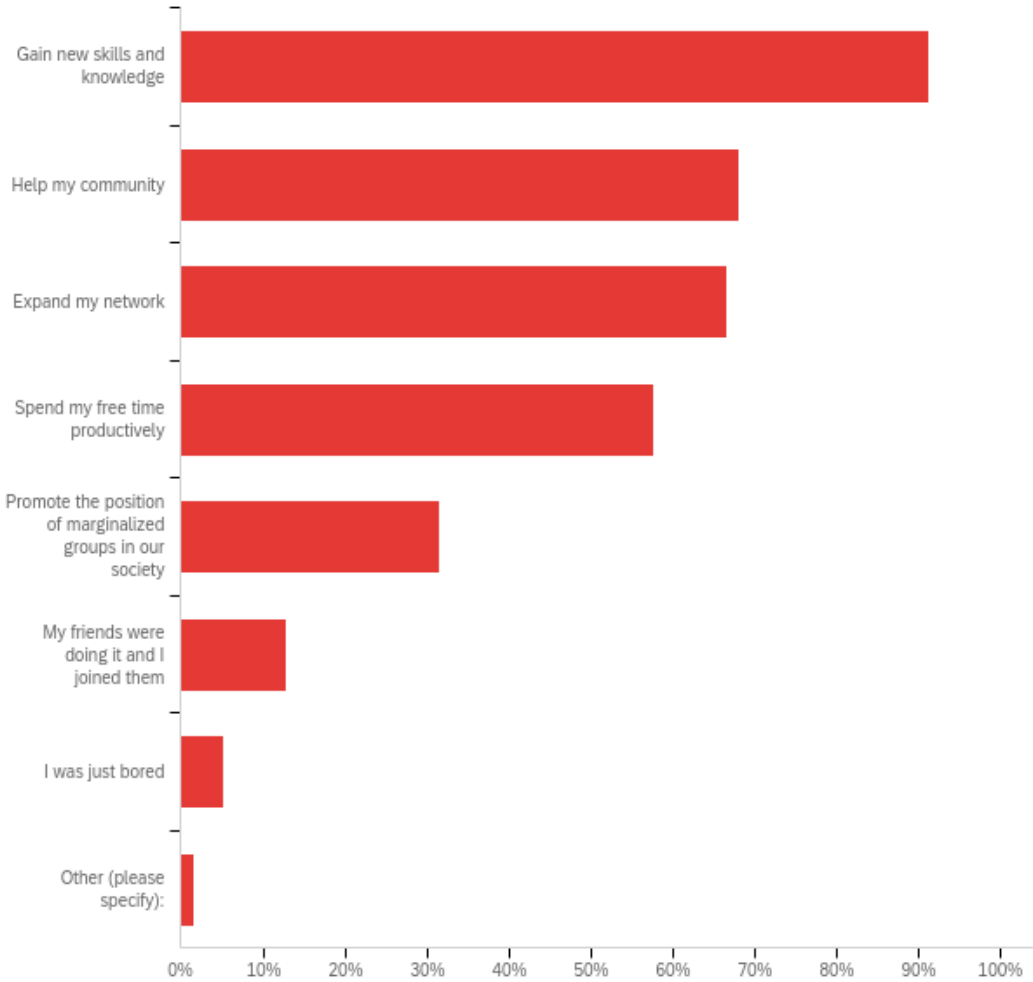
**Q8 - What type of non-formal learning activities did you engage in during your primary school, secondary school, or university years? (please select all that apply)**



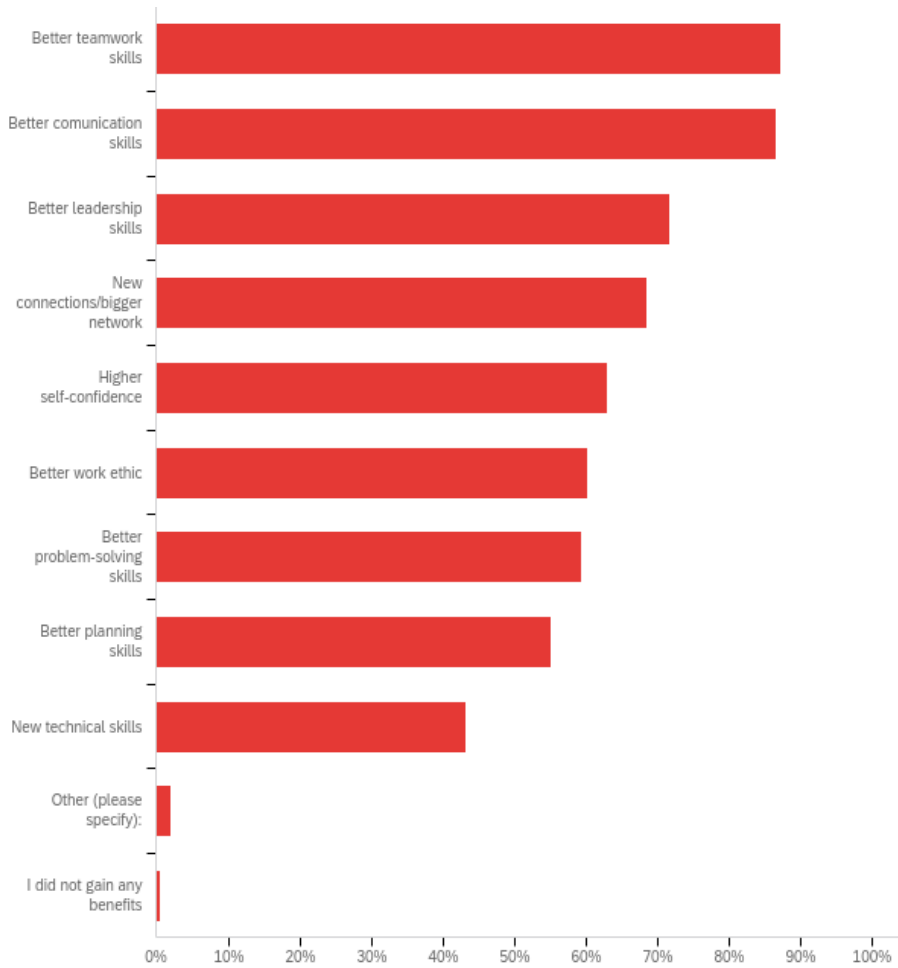
**Q9 - If you have finished bachelor level studies, to what extent do you still engage in non-formal learning activities?**



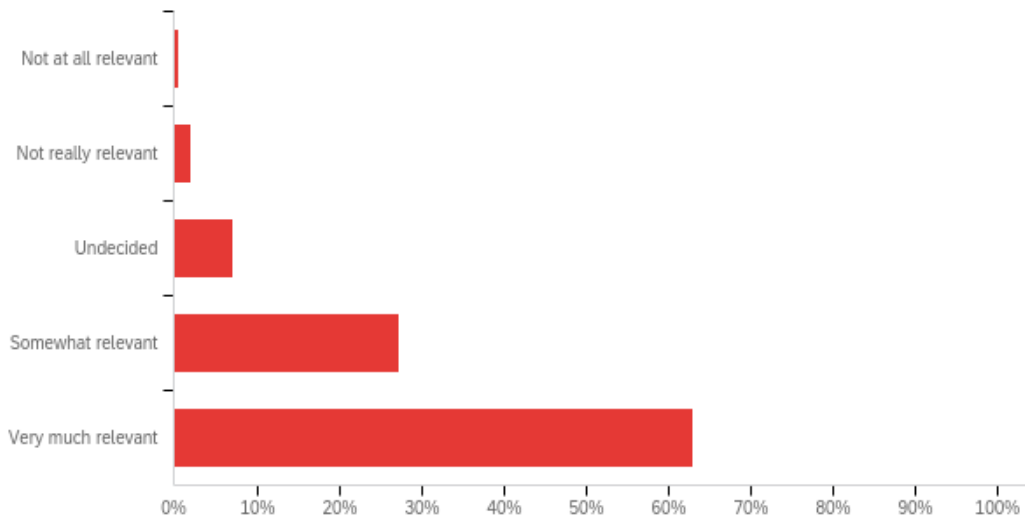
**Q10 - What were your reason(s) for engaging in non-formal learning activities? (choose all that apply)**



**Q11 - What do you think were the main benefits you personally gained by engaging in non-formal learning activities? (choose all that apply)**

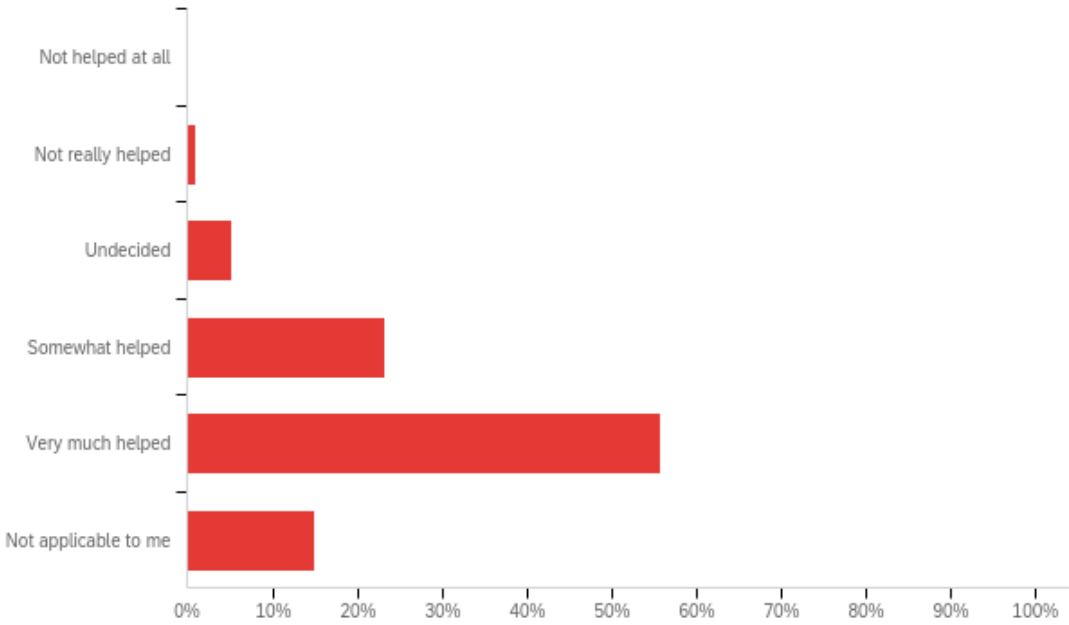


**Q12 - To what extent do you believe that the skills you gained through non-formal learning are relevant in the workplace?**

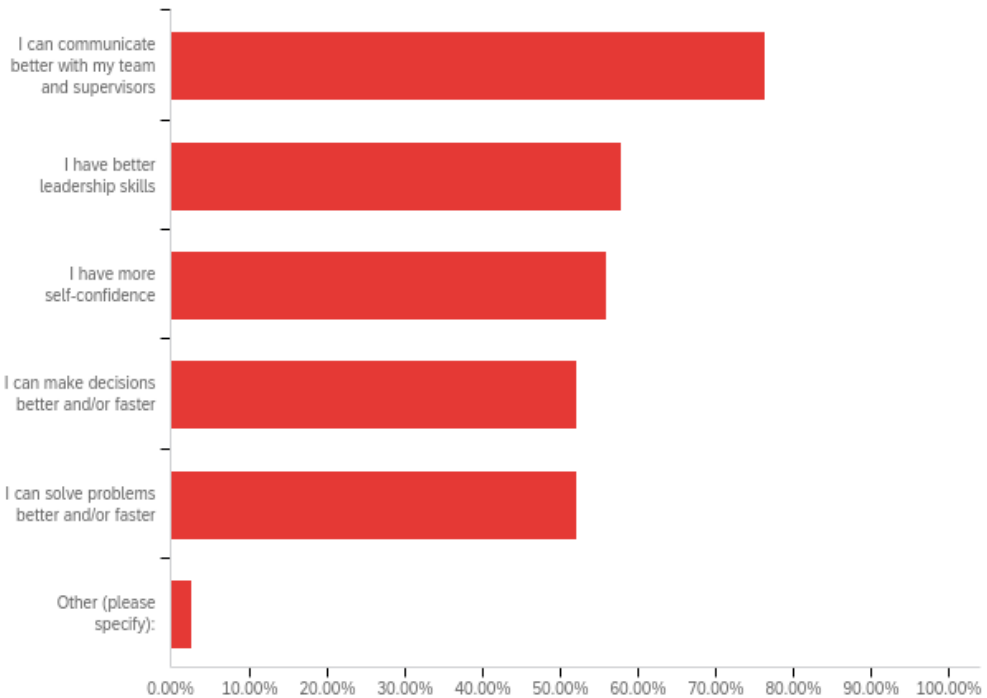




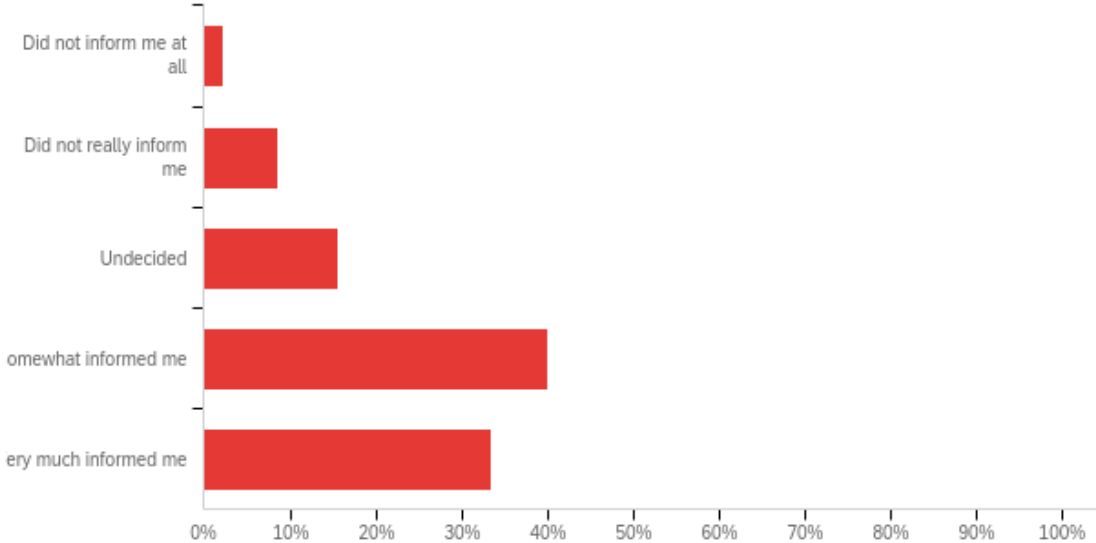
**Q13 - To what extent do you believe that your experience with non-formal learning activities has helped you perform better at your job?**



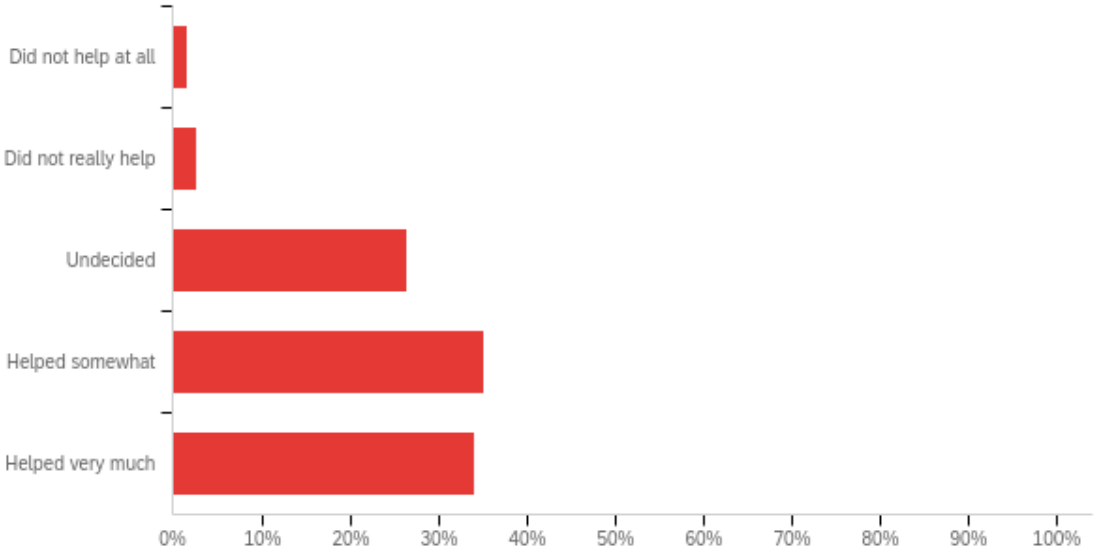
**Q14 - How has your experience with non-formal learning activities helped you perform better at your job? (choose all that apply)**



**Q15 - To what extent did the supervisors/organizers of the non-formal learning activities you participated in inform you of the importance of the skills gained from these activities in regards to the workplace?**



**Q16 - To what extent do you think your non-formal learning experience helped during your hiring process?**



## Q17 - Is there any other way non-formal learning has impacted your work performance that you would like to share?

Is there any other way non-formal learning has impacted your work performance that you would like to share?

No

There is no way that I could have gotten my internship if it wasn't for non-formal learning. Non of the jobs I have done have anything to do with my diplomas from school

I stick to work more now because usually I like to start one thing and never finish it, while when I started participating in clubs and volunteering, it helped me to stick to some projects by motivating myself

Learning foreign language

No

I worked at the food bank in France is a casual volunteering job where I participated once a week for 3h, didnt think it was going to be special but it surprised me as to how much it taught me about time management

Improvement of interpersonal skills

No

Understanding duties and responsibilities and taking responsibility for the mistakes you may make.

New way of thinking!

I realised that is important to do what you can to help your community .

It is hard to understand how non formal learning helped me, but I yes in term of communication I think it helped me a lot. I think I am more context sensitive becuse of volunteering I did.

No

What I appreciate the most (of what non-formal learning has impacted me) is the network and all the people that I met and this has enhaced my working performance because I could always get advices from the new people I met or think what did they do in that situation.

Non-formal learning has helped me stay in touch with the things happening all around us, things I didn't ever think were important but now I see them and I think of ways how to make it better and how to help.

no

No, it's all said.

Gave me a better life perspective

It helped me become a better communicator and understand teamwork differently

No

No

Managing problems in better way, getting to know different opinions and gaining clearer vision of some cases.

Cisco

Yes the courses that I followed when I was a children helped me a lot in academic life.

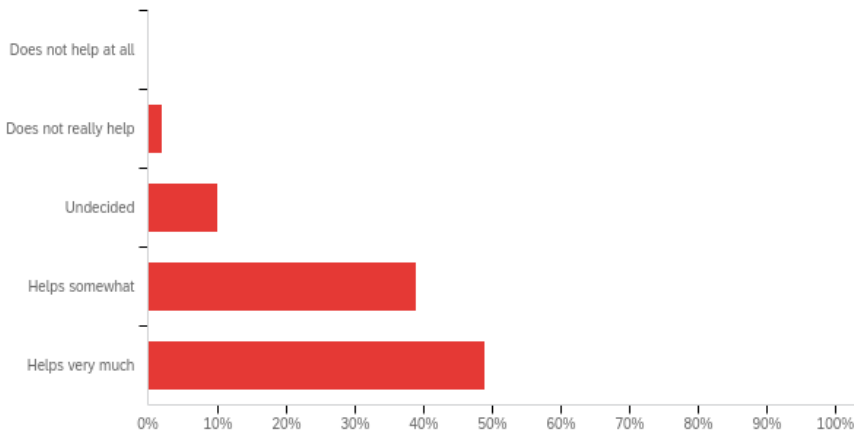
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Student clubs

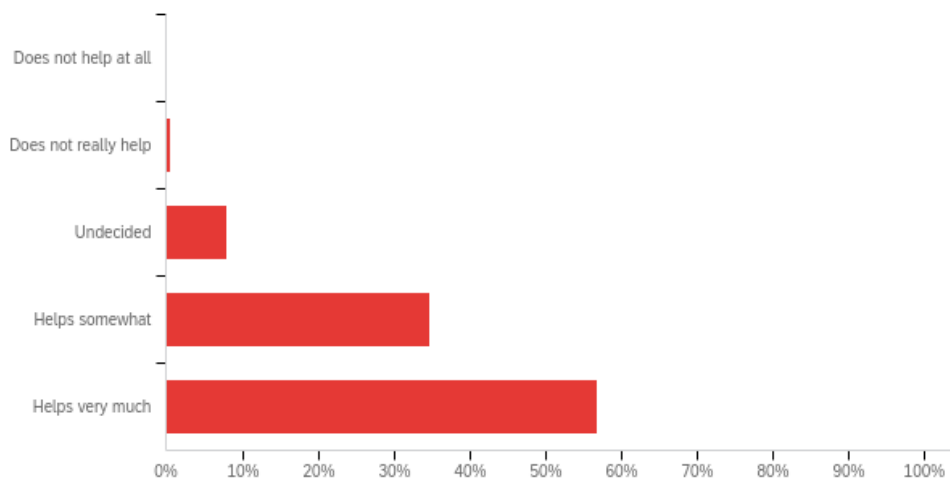
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No

**Q18 - To what extent do you believe that engaging in non-formal learning activities (volunteering, workshops, trainings, conferences, and other similar activities) helps you get a job?**



**Q19 - To what extent do you believe that engaging in non-formal learning activities (volunteering, workshops, trainings, conferences, and other similar activities) helps you perform better in the workplace?**



**Q20 - How would you rate your job performance compared to your peers?**

