EUROPEAN CENTRE FOR MINORITY ISSUES KOSOVO

Needs Assessment

Empowering Minority Communities in Kosovo against Gender-Based Violence

rrogrаek

Rrjeti i Organizatave të Grave Rome,Ashkali dhe Egjiptase të Kosovës
The Network of Roma, Ashkali and Egyptian Women Organizations of Kosovo
E Kosovake Romane, Ashkalengre thaj Egipqanengre Djuvlengro Organisaciengri Kedin

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AKIV

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Working Towards a Stable Multi-Ethnic Kosovo

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1. Introduction

1.1. Short description of project

The aim of the project Empowering Minority Communities in Kosovo against Gender-Based Violence is to address the vulnerability of the Serb, Roma, Ashkali and Egyptian communities in Kosovo, and women in particular, by strengthening their intrinsic capacities to combat gender based violence (GBV). The project targets these communities in three municipalities in southern Kosovo with sizable Serb, Roma, Ashkali and Egyptian communities (Ferizaj/ Uroševac; Graçanicë/Gračanica; Fushë Kosovë/Kosovo Pole) and in the predominantly Serb-inhabited municipalities of northern Kosovo (Leposaviq/Leposavić; Zubin Potok; Zveçan/Zvečan; Mitrovicë/Mitrovica North)[1].

Specifically, the project focuses on domestic violence and early and forced marriages, and contributes to both GBV prevention and response to survivors. While this form of GBV affects all women in Kosovo, minority communities are affected disproportionately due to their already marginalized and vulnerable position in society.[2]In regard to response to survivors, the main form of GBV addressed is domestic violence, both intimate partner violence and non-partner violence.

Considering that despite the existing legal framework against domestic violence, implementation continues to be inadequate, and access to the available prevention and treatment services remains more than limited, facilitating access of minority women to these services is the foundation of this project. Women and girls from rural and urban areas, survivors of domestic violence, from low and middle socio-economic levels are the primary project beneficiaries. However, beneficiaries also include community based groups and members, educational professionals, young boys and men.

It is relevant to note that the targeted communities face three main obstacles that directly contribute to their vulnerability to GBV. First, minority survivors of GBV have limited access to services, due to linguistic, geographical, social and political obstacles. Second, minority women in Kosovo are subject to extreme socioeconomic vulnerability, with high unemployment rates, low levels of education and high illiteracy rates. Third, minority communities, both men and women, often lack awareness on women's rights, gender equality and mechanisms against GBV, and persistence of discriminatory gender norms is evident.[3]

1.2. Baseline Study – General Conclusions

[1]For the purposes of this baseline, Mitrovicë/Mitrovica North refers to all four municipalities: Mitrovicë/Mitrovica North, ZubinPotok, Zveçan/Zvečan andLeposaviq/Leposavić.

[2] The project supports and contributes to the implementation of the gender component of the Strategy for the Integration of Roma, Ashkali and Egyptian Communities, and finds a basis on: the Law on Gender Equality, the Law on Protection against Domestic Violence, and the Law on Social and Family Services. For the Strategy see: http://www.kryeministri-ks.net/zck/repository/docs/Strategy_for_the_Integration_of_Roma,_Ashkali_and_Egyptian_communities_2009-2015.pdf. For the laws see: http://www.kuvendikosoves.org/?cid=2,122
In addition, the project contributes to objective 4 of the UNiTE Campaign that aims 'Increased public awareness and social mobilization to prevent and end violence against women and girls.'

[3] Link to EU Roma study

ECMI conducted a baseline study between March and June 2014 in the four municipalities with sizable Serbian, Roma, Ashkali and Egyptian communities in Kosovo. These include Ferizaj/ Uroševac; Graçanicë/Gračanica; Fushë Kosovë/Kosovo, and Mitrovicë/Mitrovica North (including Leposaviq/Leposavić; Zubin Potok; Zveçan/Zvečan).[4]

The study includes a more in-depth description of experiences and perceptions of women on gender based violence, while acknowledging the limited access to adequate gender-based violence prevention and treatment services, and extreme socioeconomic vulnerability. As such, it offers an understanding of minority women's perspectives to the social, political and economic changes affecting their communities.

The data and analysis presented in this baseline study shows that minority communities in Kosovo have an increased vulnerability to Gender Based Violence, and domestic violence in particular, due to their social, economic and political marginalization. Ethnic discrimination marginalizes members of ethnic minority communities, affecting their potential for education, employment, and thus receipt of information and services somewhat more available to the majority ethnic population. This is particularly true of Roma, Ashkali and Egyptian communities. Serb women, especially in the four municipalities in northern Kosovo, fail to receive adequate prevention, protection and rehabilitation services, because of the general absence of institutional mechanisms on DV/GBV due to competing institutional and legal authority. Here the necessity of government and institutional support, inclusive of financial and human resources, will not be elaborates as it has been compelling addressed elsewhere.[5]

Respondents most frequently considered violence as an outcome of poor economic conditions, husband's unemployment, and at times their own unemployment and lack of education. Also, women and men, who participated in the study, considered that concerted efforts must be made towards the employment and education of girls and women. The data suggests that women who are unemployed and/or with less levels of formal education completed, are more vulnerable to DV/GBV. However, without larger reform in the services available – legal, protective, educational, health, etc. – women of all socio-economic and ethnic backgrounds, remain vulnerable and subject to DV/GBV. Distinctions between opportunities and services in rural and urban settings also determine many of the experiences and perceptions.

1.2. Aims of the Needs Assessment

Most approaches to women's empowerment have depended on the women being the recipients and not the agents of change. This is especially true of current dominant understandings regarding the Roma, Ashkali and Egyptian communities in Kosovo. This has to change. Women's decision making power can be researched and analyzed from a variety of perspectives. It can be linked, and always intersects, with levels of education, possibilities for income generation (gendered distribution of economic inequalities), and socio-cultural relations and norms in the community. They are also highly determined by what majority or

[4] See *Baseline Study: Empowering Minority Communities against Gender Based Violence*. Nita Luci for ECMI: Pristina, 2014.

[5] *Security Begins at Home: Research to Inform the First National Strategy and Action Plan against Domestic Violence in Kosovo*. AGE: 2008. Study on Dimensions of Domestic Violence: Gender-Based Violence in Kosovo Municipalities. UNICEF: 2014. *Budgeting for Social Welfare: A Rapid Gender Analysis to Inform Gender Responsive Budgeting in the Ministry of Labor and Ministry of Social Welfare in Kosovo*. KWN: 2014.

more powerful social groups consider appropriate means of change and empowerment. The correlations can be both positive and negative. However, in the context here, vulnerability to domestic violence, lack of employment and income generating activities, and lack of education, dependent on the above mentioned factors, indicates that they are intimately tied to expectations of appropriate and allowed gendered norms. Specifically, as decision-making remains a male domain and norms associated with masculine identity enable violent practices. The latter is true of all communities in Kosovo.

In order to address obstacles and challenges faced by women of minority group in Kosovo, the project implements three strategies in the targeted municipalities:

- Train, engage and support local minority women activists as community-based paralegals. These paralegals will provide survivors of GBV with advice and assistance in accessing Kosovo's available prevention and treatment services, thus ensuring that minority women in the targeted municipalities are better able and willing to access prevention and treatment services for GBV. Women minority activists will receive training and experience as paralegals, while minority women will receive advice and assistance from the paralegals on GBV issues, inclusive of home visits.

- Make available, in each of the four locations, skills training and professional coaching. Already tested through a UN Women project,[6]the strategy is expected to increase the opportunities for income generation and professional activities for minority women in the targeted communities.

- Organize continuous awareness raising activities aimed at teachers, students and male leaders, including the organization of discussion workshops with minority men, and the development and implementation of a school-based teaching program on women's rights. The expected outcome is the improvement of knowledge and perspectives on gender equality and GBV among students, teachers and male leaders in the targeted municipalities.

Overall, these three strategies will develop a comprehensive approach to tackle and reduce GBV. Building the capacities of community groups and leaders to promote access to justice, and other relevant services (medical, legal, psychological counseling, etc.), strengthens response to survivors. In regard to prevention, public outreach and awareness will be conducted with women and girls, as well as men and boys. Awareness-raising and educational activities between both genders, as well as institutional response, will promote change at the larger social level to tackle GBV. Skills training and professional coaching for women address some of the root causes of women's socio-economic vulnerabilities and contributes to their empowerment, and that of their communities.

1.3. Institutions, the Labor Market and Employment Opportunities

Kosovo faces numerous obstacles in reaching sustainable growth, job creation, and enabling access to employment for more marginal groups (minorities and women). The scarce employment opportunities appear additionally worsened by endemic discrimination. Minority communities commonly face limited access to employment, education and adequate health care, lack of social integration, weak representative political entities and general underrepresentation within the civil service. Indeed, the Roma, Ashkalis and Egyptians

[6] See ECMI Kosovo: 2013 report

experience widespread policies of exclusion and entrenched inequalities in the working environment, being directly and often overtly linked to their ethnic belonging.

Besides impacting onto the hiring procedures in private business activities, these apply also to the public sector. Indeed, the assessment of employment of non-majority communities within the Kosovo Civil Service and Publicly Owned Enterprises, in terms of numbers and distribution across the internal hierarchies, reveals a strong underrepresentation of their members in most of the institutions and agencies.[7] In addition, it is unclear whether members of minority communities benefit from government subsidies. Lack of strong political representation could be argued as a contributing factor to inability to benefit from development programs. Project delivered by international organizations and agencies also tend to consider programs based on assumed job preferences within said communities, such as garbage collection and recycling.[8]

Overall employment in Kosovo is 30% but employment rates are dramatically lower for women, minorities, and youth.[9] For minority communities, the high unemployment rate is due in part to lower levels of education and professional qualification, in part to ethnically-motivated discrimination, as well as gender discrimination within and among communities. Thus, members of these communities frequently turn to informal, seasonal employment, collecting garbage for recycling, or surviving on social assistance and remittances from abroad.

These issues cannot be adequately addressed here, however, it is generally understood that Kosovo's labor force possesses outdated skills and education. This is particularly true of women and girls in minority communities with little or no access to skills training opportunities. Corruption and poor rule of law notwithstanding lack of in-depth market research of development potentials (services, production) within municipalities hampers design of adequate income generating activities.

Interviews conducted with representatives of institutions did not generate in-depth information on employment opportunities in the respective municipalities. Municipalities in general lack analysis of the labor market, plans for job creation, or economic growth. Overall, representatives of institutions agree that improving access to education and offering skills training can directly benefit employment opportunities for women and minorities. Legal protection against discrimination is also noted as relevant in contributing to better access to opportunities.

An assessment conducted in 2013, within the frame of the project "Promoting the Economic Empowerment of Roma, Ashkali and Egyptian Women in Kosovo," concluded that two main challenges. [10] In addition to ethnic and gender- based discrimination, the report stated that Roma, Ashkali and Egyptian women are excluded from most available and potential employment opportunities to due insufficient entrepreneurial skills and expertise. Secondly,

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[7] *Assessment on the Employment of Members of Non - majority Communities within Kosovo Civil Service and Publicly Owned Enterprises Office of Community Affairs*. Office of Prime-Minister/Office of Community Affairs, Kosovo: May, 2013. http://kryeministri-ks.net/zck/repository/docs/Assessment_on_Employment.pdf

[8] Interview with representative of donor agency, 05 August 2014.

[9] *Results of the Kosovo 2013 Labor Force Survey*. Kosovo Agency of Statistics: July 2014. http://www.worldbank.org/content/dam/Worldbank/Brief/Europe%20and%20Central%20Asia/KOS-Labour-Force-Survey-2013-Eng.pdf Accessed 01 September 2014. Only 21.1% of Kosovar women participate in the official labor force.

[10] ECMI Kosovo: Economic empowerment report (English PDF)

the report states that: “structural barriers, such as the actual negation of inheritance and ownership rights and insufficient support for the household and childcare obligations, further limit their access to job and business prospects.”[11]

2. Needs Assessment – Fushë Kosovë/Kosovo Polje

The baseline study showed that of the total 100 respondents only 25% currently hold a paid position. The majority of the respondents (45%) conduct unpaid domestic work, only 11% are looking for work, 3% are unable to work, and 23% reported that they had looked for work but were unable to find a job. While 26% of respondents stated that they have looked for work but have been unable to find it, another 36% stated that work to do inside the house is the main reason they are not working in a paid position.

In addition to family and household obligation, one of the most sticking indications of women’s unemployment pertains to their level of education. Out of the 100 women who responded to the question only 2 had finished university, both Serbian. Reasons given for either not seeking formal education or discontinuation were varied. 28% percent had up to 4 years elementary schooling, 15% had completed elementary school, 6% women had completed high school (Ashkali and Serbian equally), 2% had completed a technical school (Ashkali and Serbian equally), and 2% of the Serbian women had completed university.

Previous participation in income-generating programs and trainings has resulted in mixed results for the women that participated in the study. The women claim that they have attained some skills but they have not been able to utilize them. Two of the main hindrances, according to the women themselves, are lack of initiative and leadership. Some of the women have advanced skills, such as sewing and knitting, including gardening and agriculture. However, they lack the resources and skills to develop these into sustainable businesses or continual income generating activities.

Some differences in perspectives could be noted between women who had previously participated in training programs and those who had not. The former insisted on the need to receive more training, including those on GBV, and become involved in women’s networks. They saw these as opportunities to develop their skills.

2.1. Baseline Data

In order to asses needs that can be provided by women’s NGOs participants in the baseline study were asked what kinds of services they would you be interested to receive from women’s NGO.

[11] Ibid. 25.

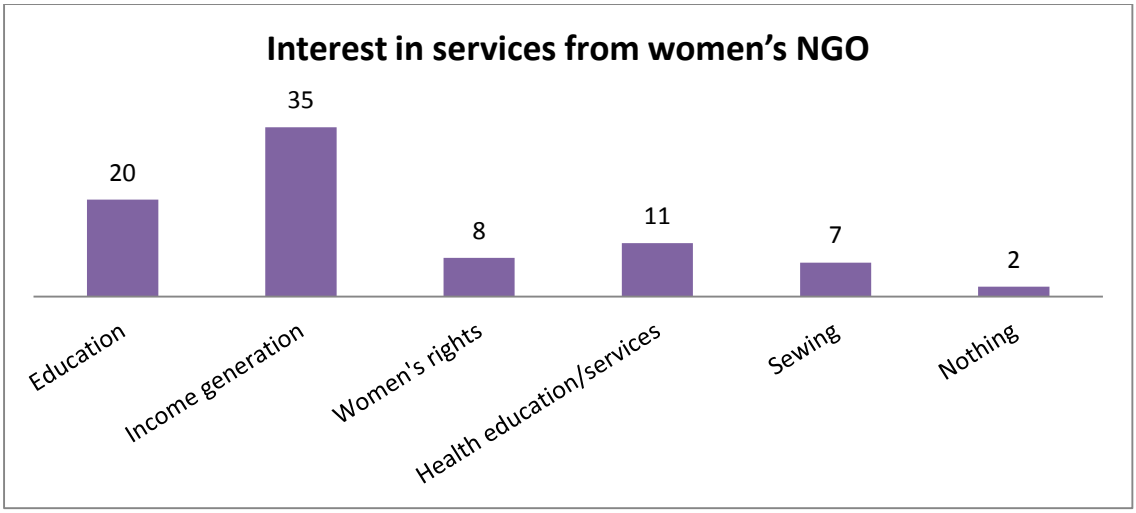


Figure 1. Service women are interested to receive from women's NGOs

The table above shows significant interest in receiving skills for income generation. However, 20 % (20 women) also stated that they would like to receive further education, most in the 18-45 age groups. Younger women were interested in learning about women's rights (8 participants). No significant differences were noted in preferences among women of different ethnicities. Girls that participated in the study (14 in total; ages 15 – 18) were also interested in educational activities (7 respondents) and income generation (8 respondents). One girl noted that she would like to learn about legal rights.

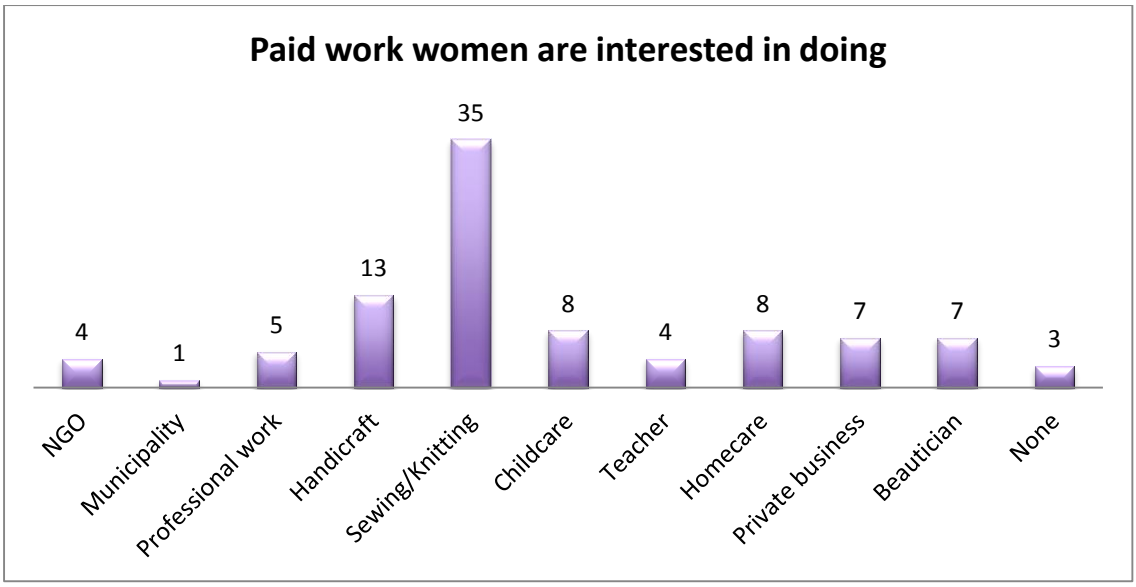


Figure 2. Paid work that women are interested in doing

When asked about the kind of paid work would they would you like to do if given the opportunity, the participants identified a variety of work but the majority showed a preference for sewing and knitting. Although 29 women stated that they would like to be able to do this work from home from home, 51 declared that they would like to engage in work outside the home, and 6 said they do not know. 54 said that the work is available to them, 27 said it is not, and 5 said they do not know.

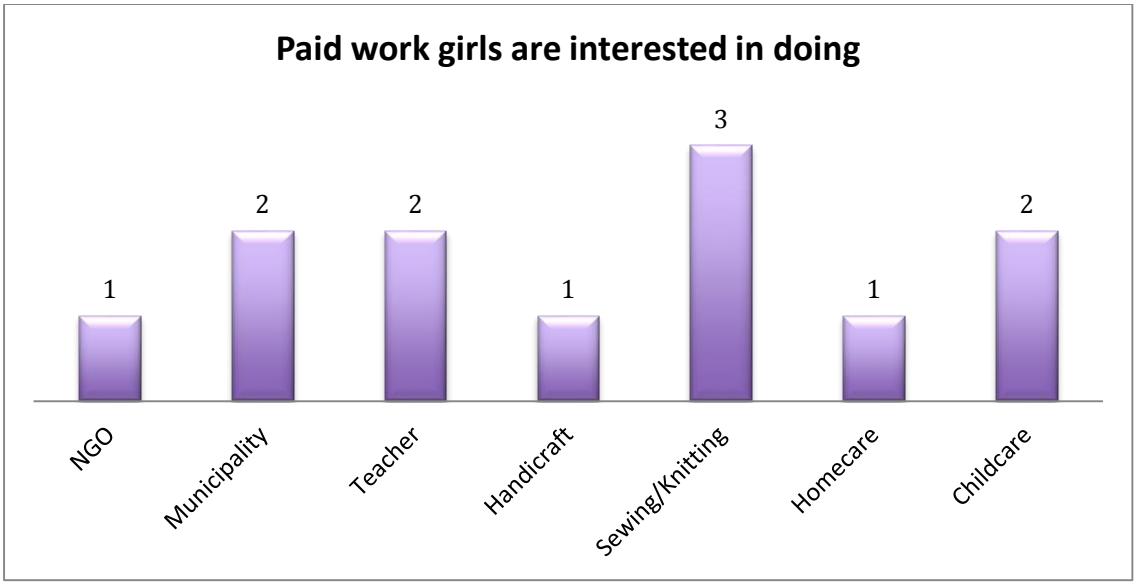


Figure 3. Paid work that girls are interested in doing

Of the total 14 girls that participated in the survey, 11 stated that they wish to do work outside the home, and only two (2) considered that this work is not available to them. One Ashkali girl stated that human rights are not respected in her community and for this reason work is less available to her. Due to the small sample size it is not possible to show an age-based difference for employment preference, however it appears girls prefer work that requires more education. One girls stated that she first wishes to finish university, two stated that would first finish high-school, and six (6) stated that lack of training and education is a hindrance to employment.

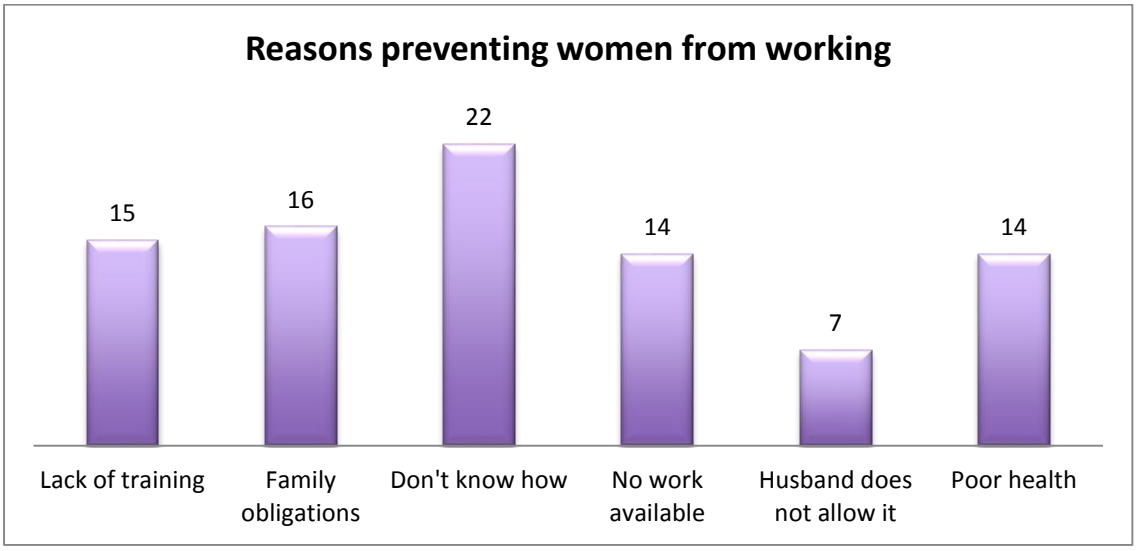


Figure 4. Reasons that prevent women from getting work

According to the women who participated in the survey, the most common reasons preventing them from doing this work are lack of training (15 respondents) and family obligations (16 respondents). However, 22 respondents also noted they do not know how to approach someone for work and 14 noted that work is not available in the community. Seven (7) respondents noted that their husbands would not allow them to work, one stated that the reason she got married was to take care of the home and children, and that it is the husband's job to provide for the family. Another participant noted family obligations as a hindrance to

her employment, and one stated that she had tried opening a business but it closed. Overall, 14 respondents noted that their poor health does not permit them to work.

Overall 46 women stated that they had received training in the area of their preferred work; 38 said they had not received training and 2 said they do not know.

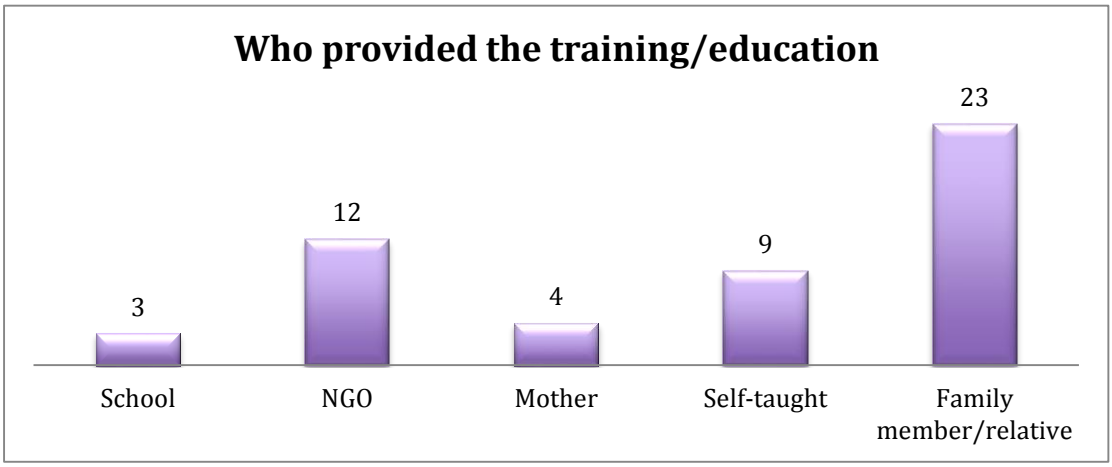


Figure 5. Persons or institutions that have provided women work and/or skills related training and/or education

The majority of women (23%) reported that a family member or relative had given them training or taught them skills for work. Only three (3) attributed their training to formal education. As previously noted only two women had university education, 28% percent had up to 4 years elementary schooling, 15% had completed elementary school, and 6% women had completed high school. NGO have offered some training, as reported by 12 participants.

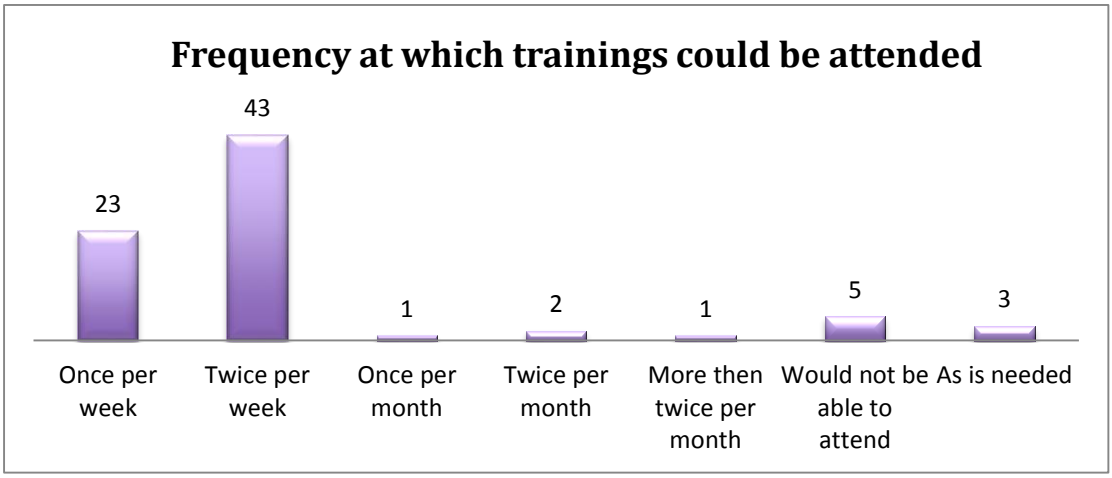


Figure 6. The number of times per week/month women would be able to attend training sessions

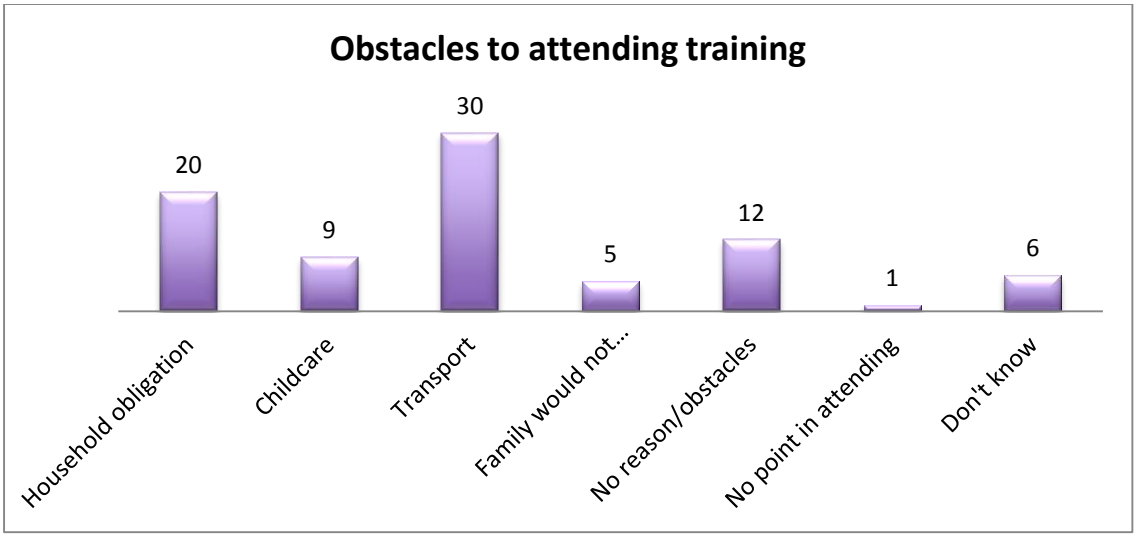


Figure 7. Reasons that would make attendance difficult or would require help in order to attend

Most women reported that they would be able to attend training sessions once per week (23) or twice per week (43). Five (5) stated they would not be able to attend at all, and three were willing to attend everyday of the week or as frequently as needed.

Most women (30 participants) noted reasons/obstacles to their attendance. Most considered transport to be a possible difficulty – lack of public transport or personal vehicle. As has been noted, household obligations are a concern for women (20 participants), but so is childcare (9) and lack of permission from family members (5).

2.2. Focus Group Feedback

Focus group discussion also generated relevant information on women's interest for skills training. Below is a list of general observations, and input, provided by participants:

- Participants believe their proximity to Prishtina is an asset and should be utilized. Specifically this means able to commute more easily to access to educational opportunities and the market.
- Many participants were interested in taking part in fairs to showcase their work. They were especially interested in learning how to organize fairs in Prishtina, as well as other cities and towns in Kosovo. According to them, this would provide them with visibility but also the experience of venturing out on their own.
- All of the participants noted that they already posses diplomas in gardening and farming, received from the organization Women for Women. According to the participants, the man hindrance to these kinds of projects is that after the trainings there is no follow-up.
- Women noted that there is lack of initiative and leadership among women. They suggested that women should build confidence to utilize the skills learned to generate income (develop entrepreneurship and leadership skills).
- One of the main obstacles noted by the participants was lack of support in child rearing. Many hesitate to seek employment due to inability to pay kindergarten – this would resolve issue of dealing with both housework and getting a job.

- Most have sewing skills but require equipment if they are to generate income. One participant was well trained in sewing (a family trade she inherited) and was willing to work with other women in opening a business.
- The women e willing to work in groups but need persons with initiative and interest to lead. They have received some training on how to start business but this had not happened. Leadership skills are needed.
- They also do embroidery, make-up, hairdressing, but do not organize these activities as businesses.
- There is some computer literacy as the use the internet for ideas in developing designs for knitting and sewing. They were interested to find out how they can use the internet to showcase and advertise their work and offer services.
- Idea to have the women take care of each others children (paid) when others are doing other work
- Overall the participants were interested in cleaning jobs, in agriculture, and gardening.
- Some would like to finish high-school or receive some kid of professional training
- Communication skills and building self-esteem are needed.
- Participants also noted they would rather conduct wage work then invest on their own because of the many risks associated with the latter.

2.4. Recommendations

Based on the baseline data collected through the household survey, focus groups discussions, and interviews with institutions, a general overview has been provided on the training and skill attainment needs of women. In addition, information has been provided on a significant willingness of women to take part is training programs. However, such programs should account for the specific considerations noted by the participants in the baseline survey and focus groups: limited time due to family and household obligation, need for support in taking care of children, educational preparation.

Although many women noted that they are engaged in income generation the majority are not. While most women possess some skills, they require additional training and opportunities to turn their activities into income generating ones. Specifically, training in sewing and gardening should have a business-development component. A large number also do not know how to go about finding work. Transport is a general concern and therefore training programs should take this into account.

Skills are mainly acquired from family member, relatives and mothers. Such should not be seen as a hindrance to the development of women's skills for income generation but used to further advance the goals of the project. Trainings can be developed in such a way that permits women to transfer their skills to members of their families and larger community. A Training of Trainers component should be built into the overall training agenda.

On the other hand, strengthening formal education should run parallel to a training and skill-based program. Reaching younger women and girls while they are attending formal education can be made a focus of one of the trainings. Specifically, mentorship programs can be developed that support women and girls to complete high-school education and prepare them or university education.

List of trainings recommended:

1. Leadership skills and team building

2. Job search and application
3. Computer literacy
4. Activity specific trainings, such as sewing and knitting, to include business plan and development
5. Training of Trainers
6. Mentorship for young women and girls
7. Strengthening formal education

3. Needs Assessment – Ferizaj/Uroševac

The baseline study showed that of the total 76 respondents in Ferizaj/Uroševac only 5 (7%) currently hold a paid work position. The largest percent, 33% (25 respondents) are only engaged in unpaid work at home. While 16 (21%) respondents stated that they have looked but have been unable to find work, 12 (15%) declared that it is not worth working. Another 15% (12 participants) stated that work to do inside the house is the main reason they are not working in a paid position. One woman (age group 26-35) declared that her family would not allow her to work. Seven respondents (9%) declared they are unable to work. Of the 30 respondents who declared they were unemployed, 10 stated that they are looking for work and 20 said they are not looking for work.

Of the total 76 women respondents, 49 were Ashkali, 13 Roma, 6 Serbian, and 8 Egyptian. Only one Roma woman had finished university and four Serbian women had completed a technical school. 39 women (30%) had up to 4 years elementary schooling, 41 (31%) had completed elementary school, and 4 (5%) women had completed high school. However, 13 (17%) had no schooling at all.

Reasons given for either not seeking formal education or discontinuation were varied: 50% declared that it was due to insufficient finances in the family, 17 (22%) did not wish to continue, and 6 (8%) had been pressured from their fathers and family to discontinue. Most respondents stated that family obligations, such as taking care of siblings and sick parents, prevented them from attending formal schooling.

Previous participation in income-generating programs and trainings has resulted in mixed results for the women who participated in the study. The participants claimed that they have attained some skills but have not been able to utilize them. Over 30% claimed that they would be interested to attend trainings on women's rights. Also, they consider that the same group of women is recruited for training programs and not everyone is given the opportunity to benefit. Some of the women have advanced skills, including gardening and agriculture; however they lack the resources and skills to develop these into sustainable businesses or continual income generating activities.

3.1. Baseline Data

In order to asses needs that can be provided by women's NGOs, participants in the baseline study were asked about the kinds of services they would you be interested in receiving.

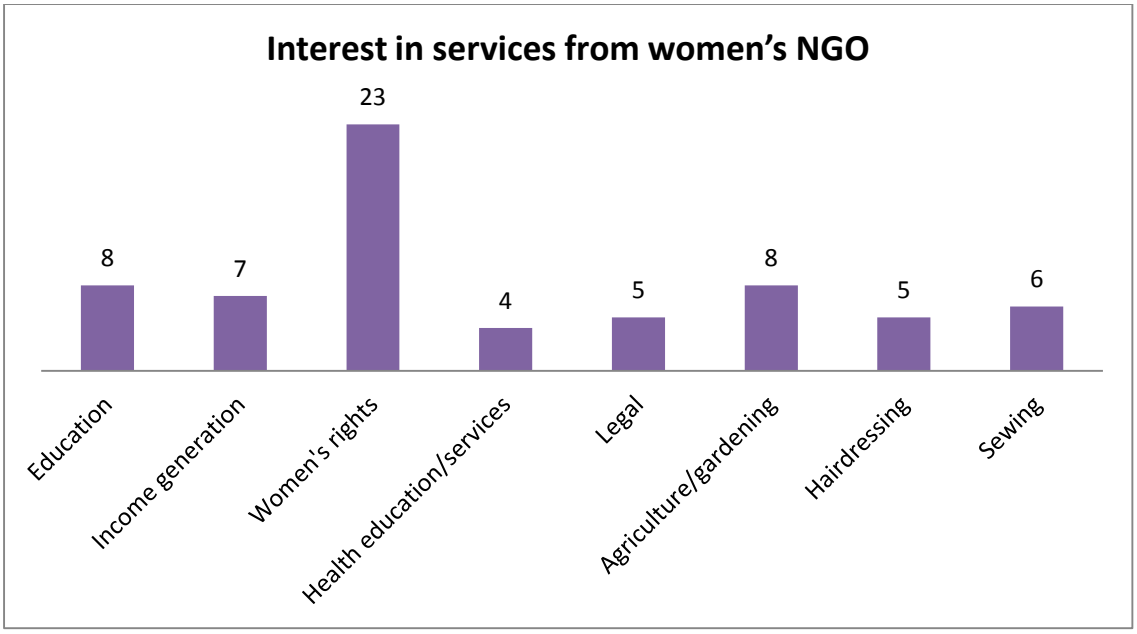


Figure 8. Services women are interested to receive from women's NGOs

The table above shows significant interest in receiving training on women's rights. A much smaller number, 8 respondents stated that they would like to receive further education, most in the 18-45 age groups. Although only 7 respondents directly stated they are interested in services that would help with income generation, another 20 stated interest in hairdressing (5), agriculture and/or gardening (8), sewing (6), and work in bank (1), as income generation activities of their choice. No significant differences were noted in preferences among women of different ethnicities.

Of the girls that participated in the study (11 in total; ages 15 – 18), 2 were interested in educational activities, 3 in legal services, one in income generation, and 2 in health education. Nine (9) girls noted they would be interested in "other" services but did not specify.

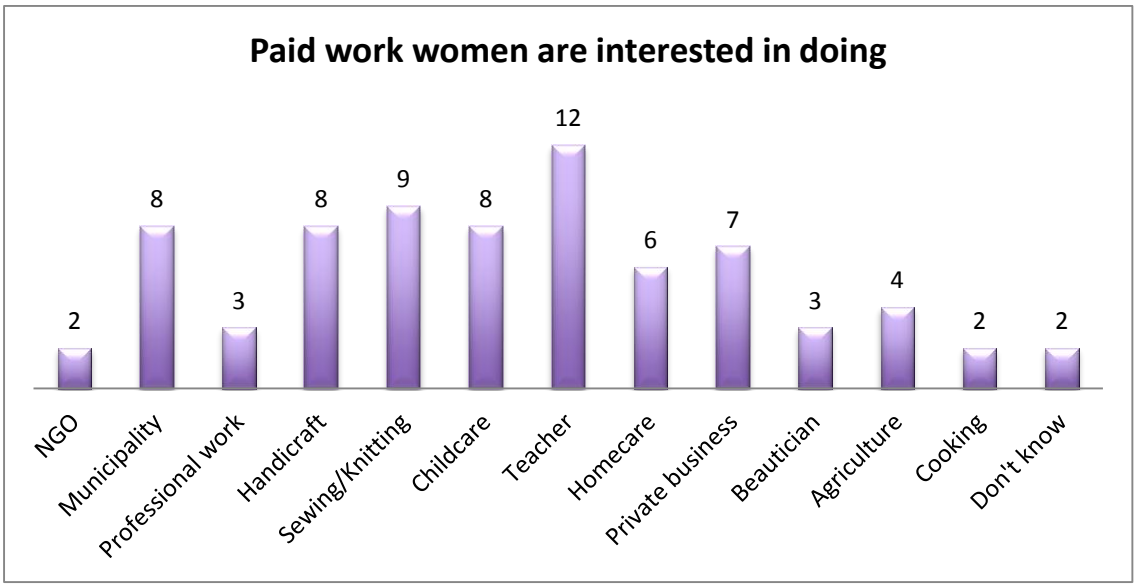


Figure 9. Paid work that women are interested in doing

The participants identified a variety of paid work they would like to do if given the opportunity. The largest showed a preference for teaching (12), followed by sewing/knitting (9), working at the municipality (8), handicraft (8), childcare (8). Seven (7) women stated they would like to work in a private business and three (3) would like to attain further education for professional work.

Almost half of the women (34) declared that they would like to engage in work outside the home and 32 women stated that they would like to be able to do this work from home. 7 said they do not know. The majority (49 participants) said that the work is not available to them, however 12 said this work was available to them and 14 said they do not know.

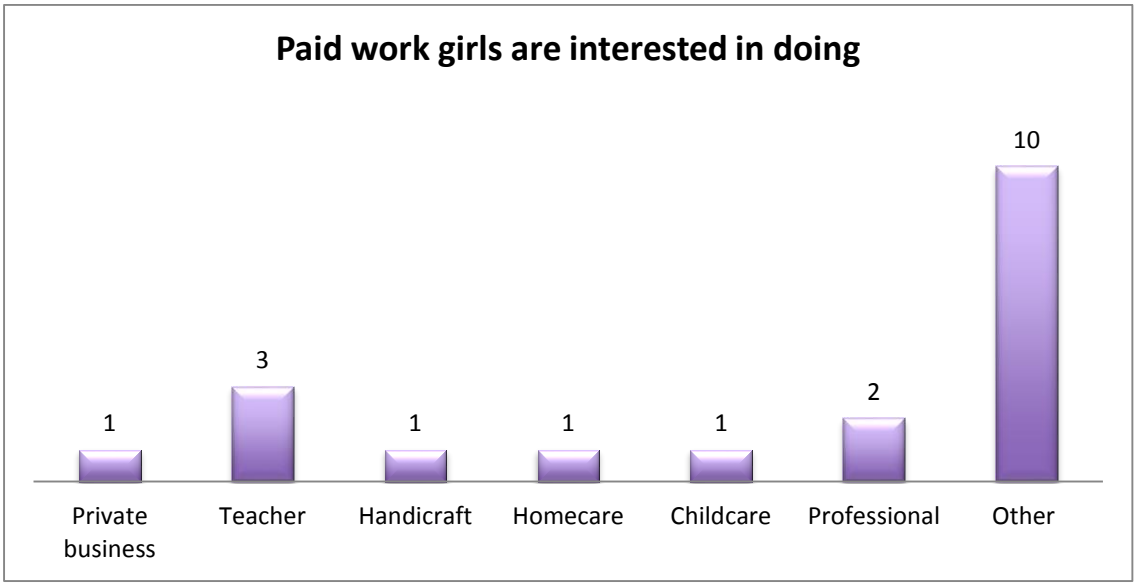


Figure 10. Paid work that girls are interested in doing

Of the total 11 girls that participated in the survey, 8 stated that they wish to do work outside the home, but six (6) considered that this work is not available to them. The table above shows that respondents selected more then one option (10 stated “other”). The table shows that although 9 girls selected a preferred vocation, participants stated that they are also interested in other kinds of work but did not specify what this work might be.

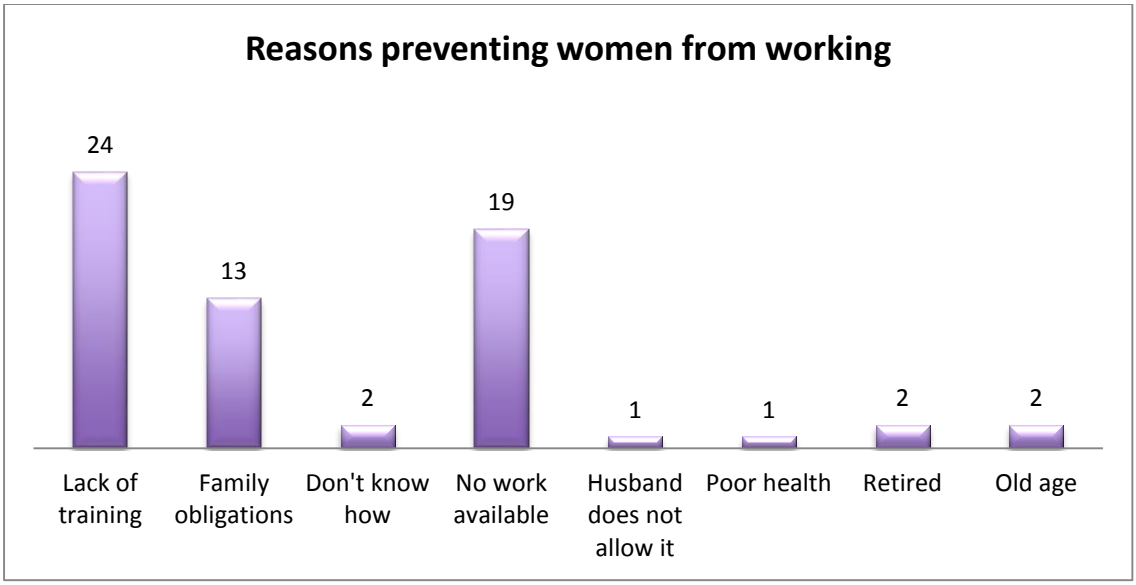


Figure 11. Reasons that prevent women from getting work

According to the women who participated in the survey, the most common reasons preventing them from doing this work are lack of training (24 respondents), lack of job availability (19 respondents) and family obligations (13 respondents). Four (4) respondents were either retired or too old to work, 2 stated they would not know how to find work, and one woman reported that her husband would not allow her to work.

Overall 63 women, of all ages, stated that they had not received training in the area of their preferred work and only 9 women said that they had received training.

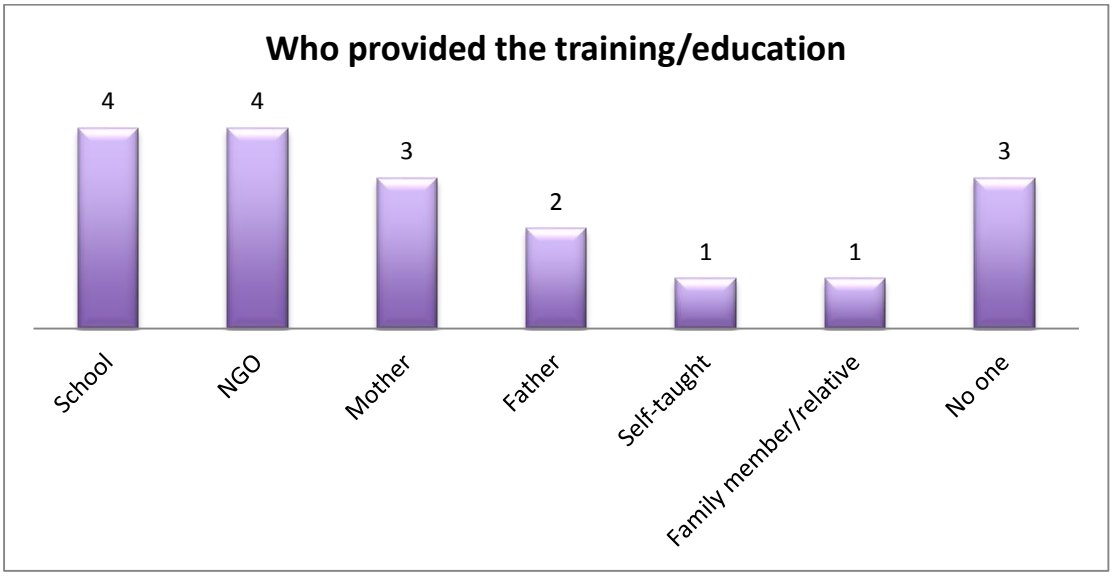


Figure 12. Persons or institutions that have provided women work and/or skills related training and/or education

Although 9 respondents stated they had received training in their preferred are of work, 15 respondents stated identified persons or institutions that have provided them work and/or skills related training and/or education. 6 reported that parents and family members/relatives had taught them skills for work. Another 4 respondents stated that NGOs had offered them training, and 3 stated that none one did. Only four (4) attributed their training to formal

education. As noted earlier only one Roma woman had finished university and four Serbian women had completed a technical school. 39 women (30%) had up to 4 years elementary schooling, 41 (31%) had completed elementary school, and 4 (5%) women had completed high school. However, 13 (17%) had no schooling at all.

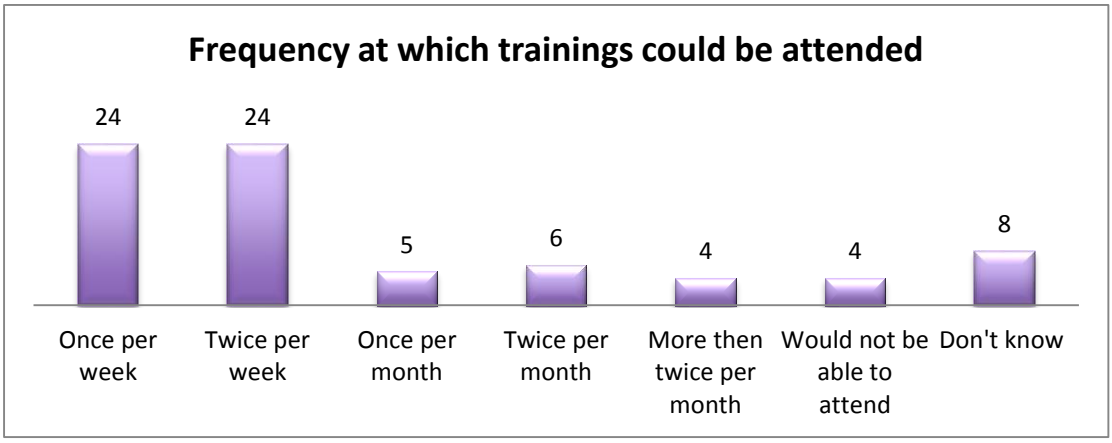


Figure 13. The number of times per week/month women would be able to attend training sessions

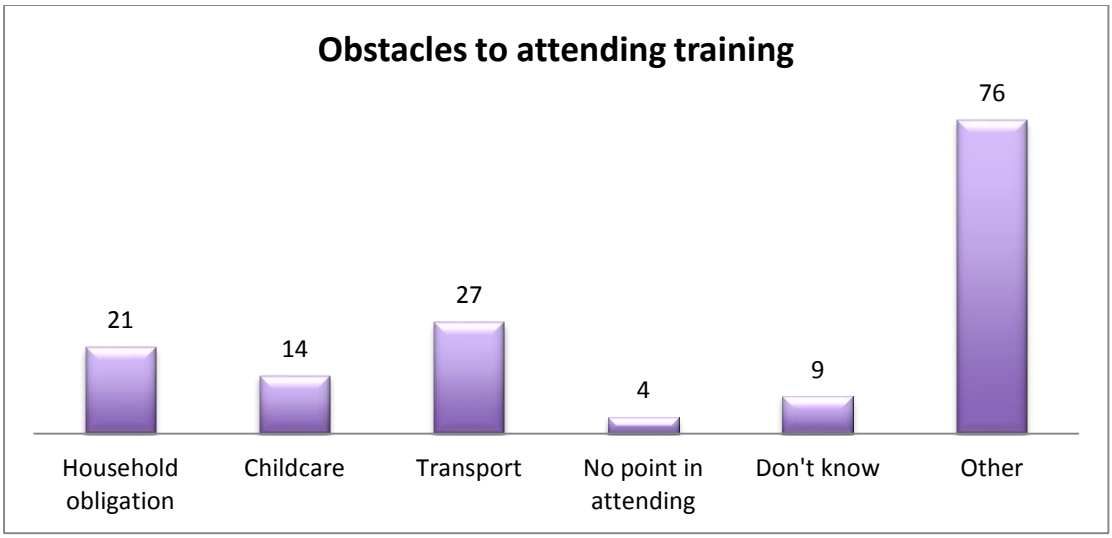


Figure 14. Reasons that would make attendance difficult or would require help in order to attend

Most women reported that they would be able to attend training sessions once per week (24 respondents) or twice per week (24 respondents). Eleven (11 respondents) could attend only once or twice per month, four (4 respondents) could attend more then twice per month but not every week, and four (4 respondents) stated they would not be able to attend at all. More women 18-25 years old could attend more frequently.

Most women (27 respondents) considered transport – lack of public transport or personal vehicle – to be the main obstacle to attending trainings. As has been noted, household obligations is a concern for women (21 participants), but so is childcare (14 respondents). Four (4) respondents stated that there would be no point in attending, of which three (3) were Serbian and one (1) Roma women. Of these, three were 56 years or older and one was 18 – 25 year old. Almost all women, 76 participants, noted that there would also be "other" obstacles, but did not specify which ones.

3.2. Focus Group Feedback

Focus group discussion also generated relevant information on women's interest for skills training. Below is a list of general observations, and input, provided by participants:

- All of the participants noted that they already posses diplomas in gardening and farming, received from the organization Women for Women. According to the participants, the man hindrance to these kinds of projects is that after the trainings there is no follow-up, there is lack of initiative and leadership. They suggested that women should build confidence to utilize the skills learned to generate income (develop entrepreneurship and leadership skills).
- Most participants suggested that priority should be given to practical training for high-school graduates, particularly focusing on computer skills.
- The participants noted that they would like to engage in embroidery, sewing, and other handiwork. Challenges to developing these as a business lie in the lack of capital for purchasing equipment and materials.
- The demands of housework make it very difficult for them to engage in full-time work. However, there was willingness to generate income through group projects where they could rely on each other for support, especially with childcare.
- Most participants noted that they would not venture out far from their village, and that lack of public transportation is an obstacle.
- It is also relevant to develop some kind of agriculture database of people, skills, areas in agriculture they currently work on, and donor list. It will be relevant to collect information on current capacities – amount of land available, animals owned, what is cultivated – so that trainings are targeted.
- Participants suggested that they require someone with the expertise to advocate for their needs, and there was interest in creating local NGO run by the women in the community.
- Many participants noted the preference to find work in cleaning offices, doctors' offices, and private homes, but not in restaurants and cafés (this based on fear from previous negative experience). Many have experience in housecleaning, but those opportunities are no longer as most Albanians now hire Albanian women for this work.
- The participants noted that gender relations in the community had changed to some extend. For example, there was consent that girls should not marry at the early age as they did. They are mainly preoccupied with the future of their children and would like to see their daughters, in their teens and early 20s, receive training and develop skills that can provide them with work and a more secure future.
- The community overall suffers from poor health and requires better access to health services.

3.4. Recommendations

Based on the baseline data collected through the household survey, focus groups discussions, and interviews with institutions, a general overview has been provided on the training and skill attainment needs of women. In addition, information has been provided on a significant willingness of women to take part is training programs. However, such programs should account for the specific considerations noted by the participants in the baseline survey and focus groups: limited time due to family and household obligation, need for support in taking

care of children, educational preparation, and harnessing the support of male kin and leaders in the community.

Strengthening formal education should run parallel to a training and skill-based program. Reaching younger women and girls while they are attending formal education can be made a focus of one of the trainings. Specifically, mentorship programs can be developed that support women and girls to complete high-school education and prepare them or university education. There is significant interest on the part of women and girls to become teachers, work in the public sector, and develop private businesses.

While most women possess some skills, they require additional training and opportunities to turn their activities into income generating ones. Specifically, training in sewing and gardening should have a business-development component. There is some computer literacy, particularly with social media, but that can be further expanded.

Skills are mainly acquired from family member, relatives and mothers. Such should not be seen as a hindrance to the development of women's skills for income generation but used to further advance the goals of the project. Trainings can be developed in such a way that permits women to transfer their skills to members of their families and larger community. A Training of Trainers component should be built into the overall training agenda.

List of trainings recommended:

1. Leadership skills and team building
2. Professional training for those with some education
3. Activity specific trainings, such as sewing, to include business plan and development
4. Training of Trainers
5. Mentorship for young women and girls for continuing education
6. Childcare support to allow for income generation activities
7. Community transport as income generation activity

4. Needs Assessment – Graçanicë/Gračanica

The total number of women that participated in the survey in Graçanicë/Gračanica was 129. Of those, 76 were Serbian, 35 Roma, and 8 Ashkali. In total, 43% (52 respondents) reported not earning wages and 6 (5%) were retired. A significant number, 40 respondents (34%), reported being employed and earning wages. Of the latter, only 5 were Roma and none were Ashkali. A significant number, 23 (19%), conduct unpaid domestic work, 17 (13%) are looking for work and 8 (6%) are not looking for work. Five participants (4%) stated that they also do unpaid work outside the home. Of those unemployed, but not looking for work, 3 (three) were Roma women, who also reported that their family does not permit them to work (one in each age group - 26 years old to above 66 years old).

Overall women in Graçanicë/Gračanica have more formal schooling then those in Fushë Kosovë/Kosovo Pole and Ferizaj/Uroševac (sample in Graçanicë/Gračanica included more Serbian women). 72 participants had completed high-school or above, of which 60 were Serbian and 12 Roma. 43 Serbian women, of the 76 interviewed, had completed technical school or university. None of the Ashkali women had completed high school. Of the 35 Roma women interviewed six (6) had completed technical school and two (2) had completed

university. Eight women had completed only 1-4 grade of elementary schooling (3 Serbian, 3 Roma, and 2 Ashkali) and 12 had no formal schooling (Roma and Ashkali). The majority with only elementary schooling (5-9 grade) were Roma women (12 participants), but 2 (two) were Ashkali and 9 (nine) were Serbian, and belong to all age groups. In terms of percentages, 7% had 1-4 grade schooling, 19% had 5-9 grade schooling, 18% had completed high school, 23% finished a technical school, and 19% had finished university.

Reasons given for either not seeking formal education or discontinuation were varied: 30% declared that it was due to insufficient finances in the family, 20% did not wish to continue, and 13% discontinued schooling because their families did not think it important. Also, 2 (two) women stated that they left school upon getting married, 8 because they had to work to earn money, and 5 stated safety reasons.

Previous participation in income-generating programs and trainings has resulted in mixed results for the women that participated in the study. The women claim that they have attained some skills but they have not been able to utilize them. One woman with a university degree in pedagogy had been working as a waitress, and as most women claimed that she does not have the proper connections to find work. As one woman stated "it is no longer about the degree you have, but who you know."[12] A number of the women, 13%, also stated lack of training as main reason they have not been able to find employment. In addition to lack of available work in the community, two of the main hindrances to income generation, according to the women themselves, are family obligation and not knowing how to go about getting employment. There is also pressure from partners and parents in law on the women not to work (4 women declared that their partners would not allow it).

4.1. Baseline Data

In order to asses needs that can be provided by women's NGOs, participants in the baseline study were asked about the kinds of services they would you be interested in receiving.

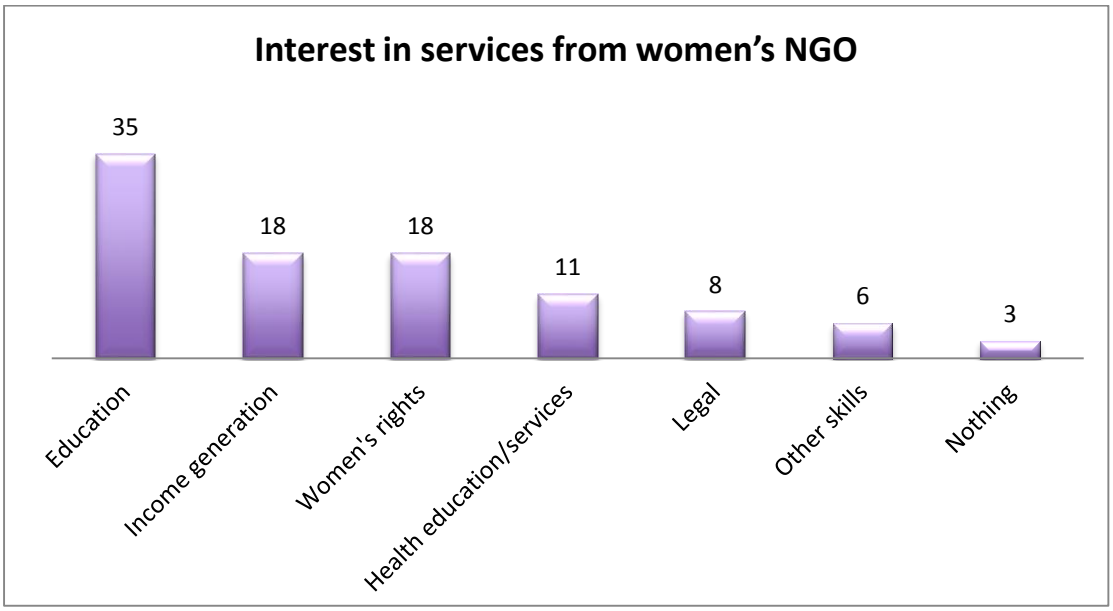


Figure 15. Services women are interested to receive from women's NGOs

[12] Focus group, Graçanicë/Gračanica, 22 April 2014.

Only 20 of the 35 Roma women responded to this question. One Ashkali woman did not respond, while four (4) Serbian women choose more then one option. The table above shows significant interest in receiving further educational training (35 respondents; 24 Serbian, 9 Roma and 2 Ashkali). Income generation and women's rights were equally of interest to the respondents, 18 women each. 11 respondents stated that they would like to receive health education and/or services, and 8 would like to learn receive legal services from women's NGOs. Six (6) respondents said they would like to receive skills in some kind of trade.

Of the girls that participated in the study (20 in total; ages 15 – 18), 7 were interested in educational activities, three in women's rights, three in income generation, four in health education/services, and three were interested in legal services. 19 girls noted they would be interested in "other" services as well but did not specify, apart from one who was interested in crafts.

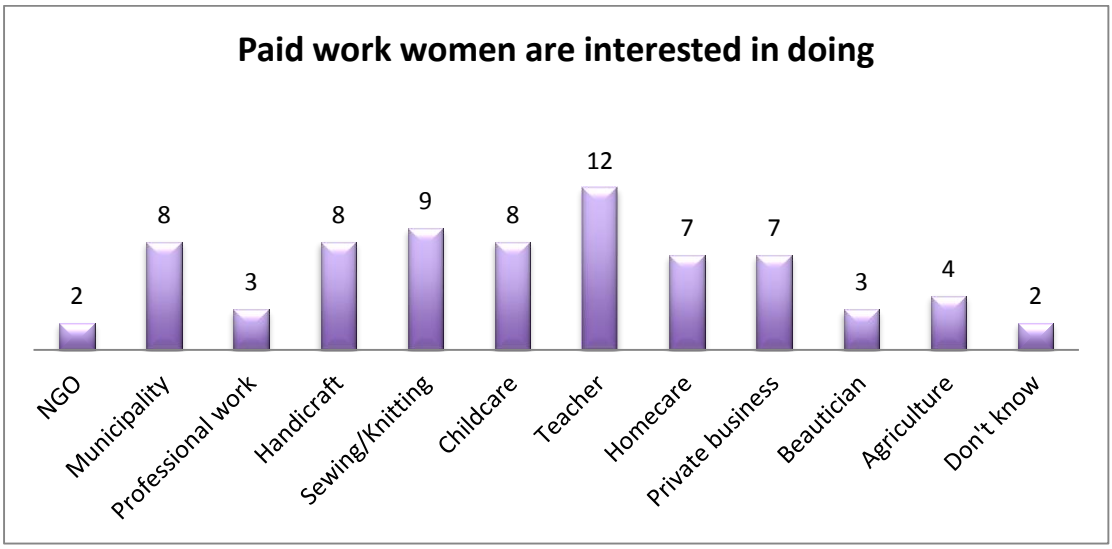


Figure 16. Paid work that women are interested in doing

The participants identified a variety of paid work they would like to do if given the opportunity (73 of the total 129 women responded). Most showed a preference for teaching (12), followed by sewing/knitting (9), working at the municipality (8), handicrafts (8), childcare (8). Seven (7) women stated they would like to work in a private business and seven others were interested in homecare. Four (4) are interested in agriculture, three (3) would like to attain further education for professional work, two (2) were interested in NGO work, and two (2) did not know what kind of work they would do.

Overall 26% (34 respondents) declared that they would like to engage in work outside the home and 25% (32 respondents) stated that they would like to be able to do this work from home. 7 said they do not know. Overall, 38% (49 participants) said that the work is not available to them, however 9% (12 participants) said this work was available to them and 11% (14 participants) said they do not know. Another 29% (37 women) gave explanations under "other" and 17 did not respond to the question. Of the former, the participants referred to lack of educational preparedness, work experience, start up capital, and lack of time due to family obligations.

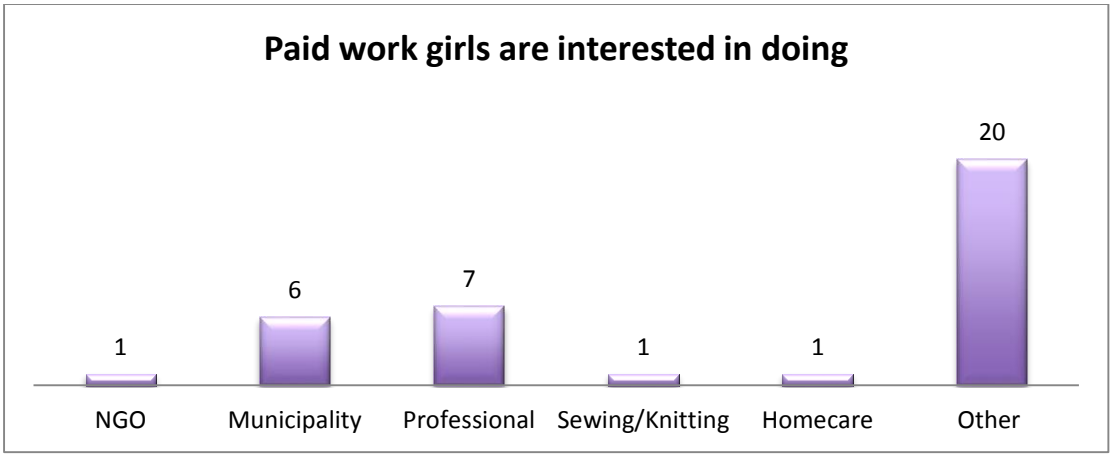


Figure 17. Paid work that girls are interested in doing

Of the total 20 girls that participated in the survey, 18 stated that they wish to do work outside the home, but the same number also considered that this work is not available to them. The table shows that although 16 girls selected a preferred vocation, with most interested in work that requires advanced education. All 20 participants stated that they are also interested in other kinds of work but did not specify what this work might be.

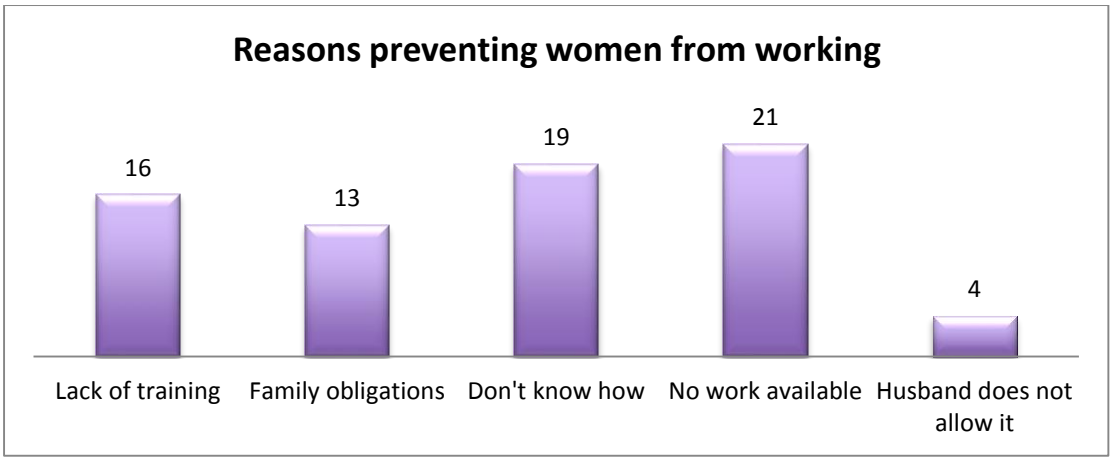


Figure 18. Reasons that prevent women from getting work

According to the women who participated in the survey, the most common reasons preventing them from doing paid work are lack of training (21 respondents), family obligations (13 respondents). However, most considered that there is no available work in the community, 21 participants, and a larger number, 19 participants, stated that they do not know how to go about finding work. There were no discernable differences based on ethnicity. However, four Roma women reported that their husbands would not allow them to work.

Overall 44 women, of all ages, stated that they had not received training in the area of their preferred work and 64 women said that they have the necessary training. 21 participants did not respond to the question.

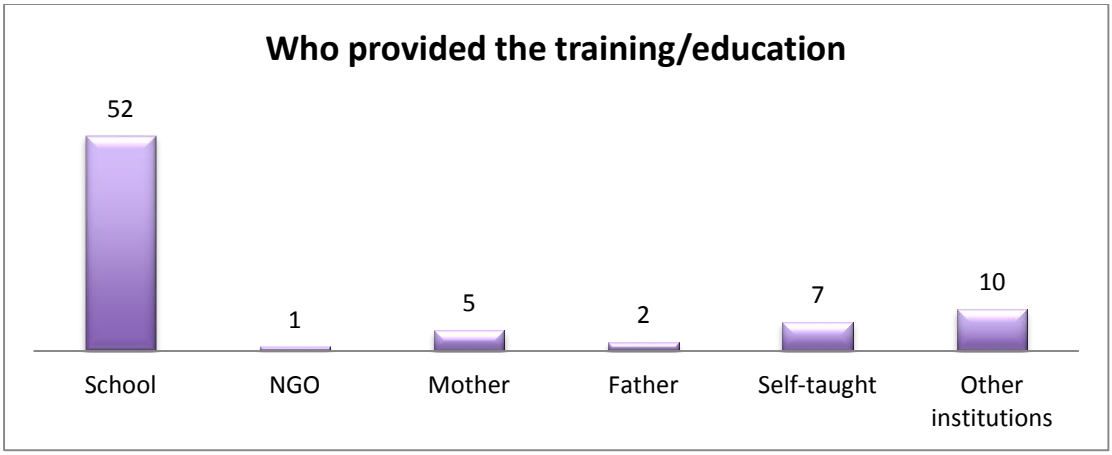


Figure 19. Persons or institutions that have provided women work and/or skills related training and/or education

Although 64 women claimed to have received training and/or education for the work they do, or prefer to do, 77 provided information on the persons or institutions that have provided the work/skills related training/education. Of those, 52 stated that they have received training through education; another seven (7) respondents were self-taught, five (5) were taught by their mothers, two (2) by their fathers and one had received training from an NGO. Ten (10) women stated that other institutions had provided them with the training/education.

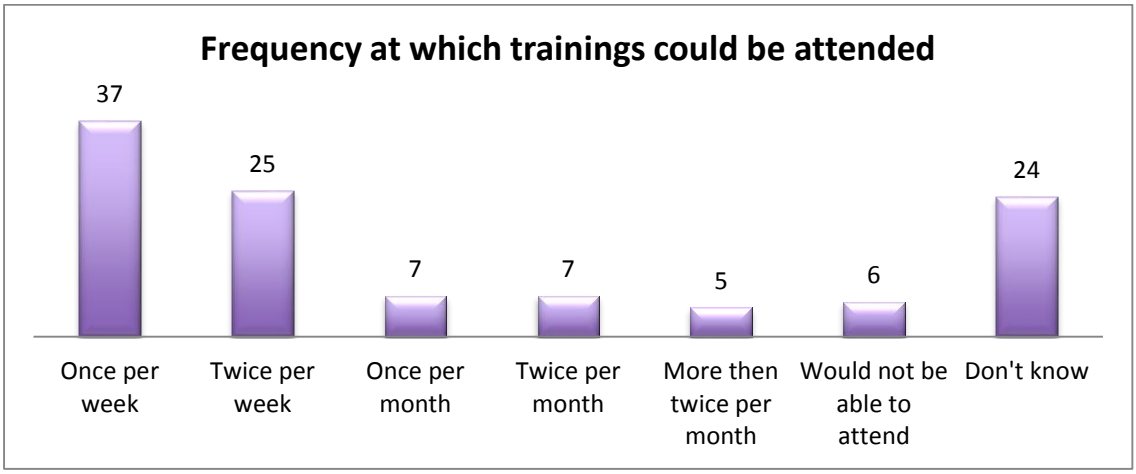


Figure 20. The number of times per week/month women would be able to attend training sessions

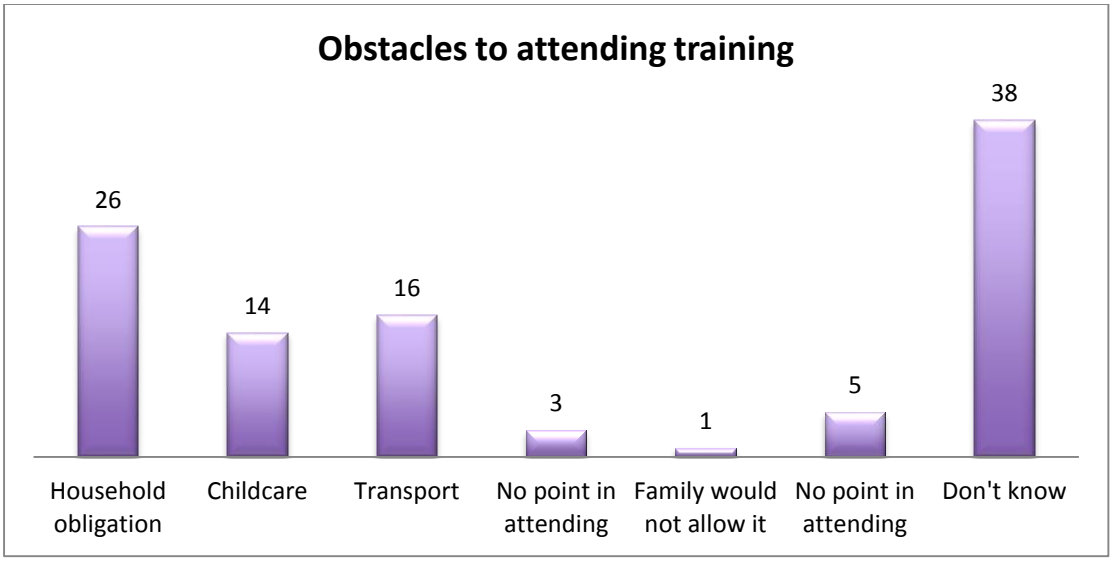


Figure 21. Reasons that would make attendance difficult or would require help in order to attend

Most women reported that they would be able to attend training sessions once per week (37 respondents) or twice per week (25 respondents). 14 respondents could attend only once or twice per month, five (5 respondents) could attend more then twice per month but not every week, and six (6 respondents) stated they would not be able to attend at all. 24 respondents were not sure of the frequency at which they could attend training sessions. More women up to 45 years old responded and stated they could attend more frequently. There were no observable differences according to ethnicity.

Most women (26 respondents) considered household obligations to be the main obstacle to attending trainings. Transport (lack of public transport or personal vehicle) is a concern for many women (16 participants), but so is childcare (14 respondents). Three (3) respondents stated that there would be no point in attending, of which four (4) were Serbian and one (1) Roma women. 38 respondents selected "don't know" for possible obstacles to their attendance.

4.2. Focus Group Feedback

Focus group discussion also generated relevant information on women's interest for skills training. Below is a list of general observations, and input, provided by participants:

- According to the participants, the man hindrance to income-generation projects is that after the trainings there is no follow-up. According to them "it's all simply put under the rug."
- They suggested that women should build confidence to utilize the skills learned (develop entrepreneurship skills).
- With the lack of production and manufacturing jobs the participants were less then optimistic about their ability to find work.
- According to the participants women should be trained and educated against gender-based violence; to develop self-esteem, understand their rights, and receive support to leave abusive relationships.

- The participants were divided on whether economic independence, as women's empowerment, could also lead to less domestic-violence. Therefore, it was suggested that men should also receive training against gender-based and domestic violence.
- Participants noted that they would like to receive the following trainings: English language, mathematical skills, computer skills, public presentations and speaking.
- Women that have significant education suggested they would like to receive further training in book-keeping (accounting), administration.
- Some participants also noted that they would like to receive training in sewing, but did not think of this as a potential source of income. Some also mentioned singing.
- Although cultural activities are not immediately seen as a source of income, Graçanicë/Gračanica can develop its cultural tourism further. Here the food industry can be relevant (organic farming, restaurants), especially when linked with cultural activities (singing, dancing, organized tours, etc.).

4.3. Recommendations

Based on the baseline data collected through the household survey, focus groups discussions, and interviews with institutions, a general overview has been provided on the training and skill attainment needs of women. In addition, information has been provided on a significant willingness of women to take part in training programs. However, such programs should account for the specific considerations noted by the participants in the baseline survey and focus groups: limited time due to family and household obligation, need for support in taking care of children, educational preparation, and harnessing the support of male kin and leaders in the community.

Strengthening formal education should run parallel to a training and skill-based program, especially for Roma and Ashkali women. Serbian women have more years of schooling overall, but opportunities to implement their skills are few. Some skills also have to be upgraded. Many women also do not know how to go about finding work and therefore trainings and activities on networking and job application could be offered. There is significant interest on the part of women and girls to become teachers, work in the public sector, and develop private businesses.

Also, participants in the baseline considered relevant for activities to include education on women's rights and capacity development. According to them economic empowerment will not lead to a strengthened position in the home and community. Specifically, this means that gender mainstreaming initiatives and mechanisms have to be strengthened at the institutional level in the municipality.

While most women possess an education and some training, they require additional training and opportunities to turn their activities into income generating ones.

List of trainings recommended:

1. Leadership skills and team building
2. Professional training for those with education: accounting and administration.
3. Activity specific trainings to include business plan and development, specifically: English language, mathematical skills, computer skills, public presentations and speaking.
4. Childcare support to allow for income generation activities
5. Cultural tourism as income generation
6. Food production

5. Needs Assessment – Mitrovica North

The total number of women that participated in the survey in Mitrovica North was 131 (including Mitrovica, Zubin Potok and Leposavić). Of those, 104 were Serbian, 21 Roma, 5 Ashkali, and one of mixed ethic background. In addition 19 adolescent girls were also surveyed. A significant percent of the women, 41% (54 respondents), reported being employed and earning wages. Of those, only 6 (5%) were Roma and 1 (one) was Ashkali. Of the total number of women, only 8% (10 respondents) stated that they conduct unpaid domestic work, 7% are looking for work and 6% are not looking for work. 11% were students and 11% do paid work from time to time.

Overall women in Mitrovicë/Mitrovica North have more formal schooling then women in the other municipalities discussed here. 49% (50 respondents) of all Serbian women respondents had completed university, while 5% (7 respondents) had completed 1-9 grade of elementary school, 28% (37 respondents) had completed high-school, and 7% (9 respondents) technical school. Four (4) Ashkali women had completed elementary school, up to the 9th grade, and one (1) had no schooling. Of the 21 Roma women, one (1) had completed technical school and one (1) high school, while 11 had completed elementary school. Only one Roma woman had no schooling, while 7 had completed up to 4th grade of elementary school. In terms of overall percentages, 6% had 1-4 grade schooling, 16% had 5-9 grade schooling, 30% had completed high school, 8% finished a technical school, and 38% had finished university.

Reasons given for either not seeking formal education or discontinuation were varied: 11% declared that it was due to insufficient finances in the family, 15% did not wish to continue, and 6% discontinued schooling because their families did not think it important. Women of all ethnic backgrounds gave these explanations. Also, 2% of women stated that they left school in order to work and earn money, and 3% said that the school was too far away.

Women in Mitrovicë/MitrovicaNorth consider that gender equality projects have contributed to raising awareness, but mainly among women. They consider that the gendered division of labor between the public and private spheres discriminates women. Overall, according to them, men more easily find work. In addition to lack of available work in the community, two of the main hindrances to income generation, according to the women themselves, are family obligation. A significant percent of women, 42%, stated that 117 they have not been able to find work, but another 42% said that they have other work to do in the home. 10% of respondents were still students.

5.1. Baseline Data

In order to asses needs that can be provided by women's NGOs, participants in the baseline study were asked about the kinds of services they would you be interested in receiving.

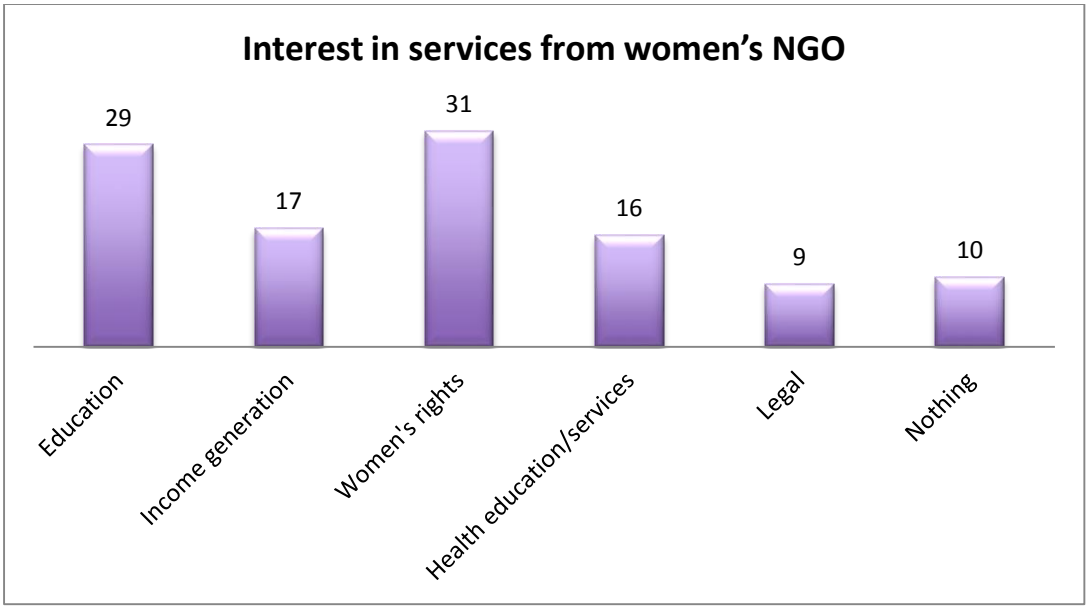


Figure 22. Services women are interested to receive from women's NGOs

The table above shows significant interest (29 respondents) in receiving further educational training, however of those 26 were Serbian and only 1 Roma, 1 Ashkali and 1 women of mixed ethnic background. A larger number was also interested in receiving training on women's rights (31 respondents), but here also only one was Roma and one Ashkali. There is interest in receiving training on income generation, whereby of the 17 respondents 14 were Serbian and 3 Roma. 16 respondents stated that they would like to receive health education and/or services, and 9 would like to receive legal services from women's NGOs. All of the 9 women interested in receiving legal aid services were Serbian. Ten (10) respondents said they are not interested in receiving any services from women's NGOs, one of whom gave her old age as a factor.

Of the girls that participated in the study (19 in total; ages 15 – 18), 6 were interested in educational activities, 5 in women's rights, 1 in income generation, 3 in health education/services, and 1 was interested in legal services. 18 girls noted they would be interested in "other" services as well but did not specify which ones.

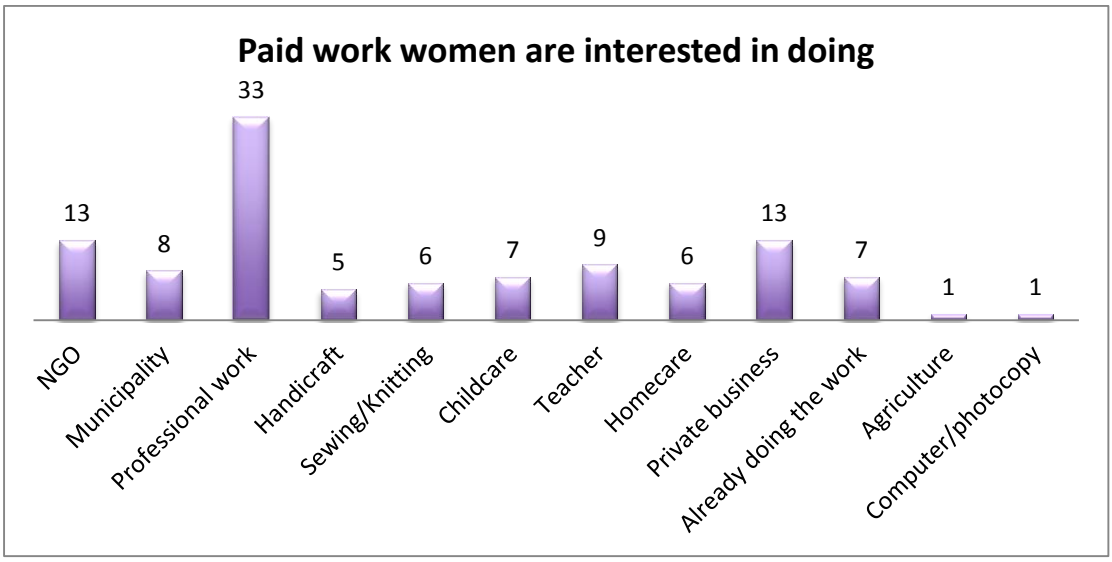


Figure 23. Paid work that women are interested in doing

The participants identified a variety of paid work they would like to do if given the opportunity (109 of the total 131 women responded). Most showed a preference for professional work (33), followed by working for an NGO (13) and running a private business (13). Women also started a preference for working as teachers (9), working at the municipality (8), childcare (7), homecare (6), sewing and knitting (6 each). 7 of the women also noted that they are already working in the area of their choice.

Overall 60% (78 respondents) declared that they would like to engage in work outside the home and 8% (11 respondents) stated that they would like to be able to do this work from home. 11 said they do not know, and 31 did not state a preference. Overall, 34% (45 participants) said that the work is not available to them, however 25% (33 participants) said this work was available to them and 16% (21 participants) said they do not know. One woman stated that she is already employed at an NGO, 2 said there are no current openings, and 29 respondents did not respond to the question.

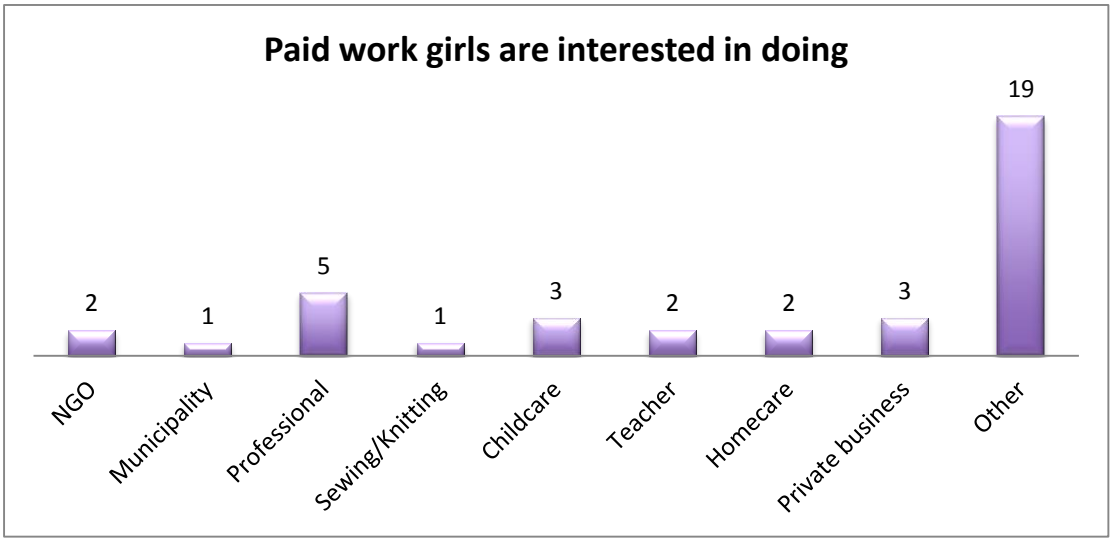


Figure 24. Paid work that girls are interested in doing

Of the total 19 girls that participated in the survey, 17 stated that they wish to do work outside the home, but 8 considered that this work is not available to them. The table shows that all 19 girls selected a preferred vocation, of which 13 were interested in work that requires advanced education. All 19 participants stated that they are also interested in other kinds of work but did not specify what this work might be.

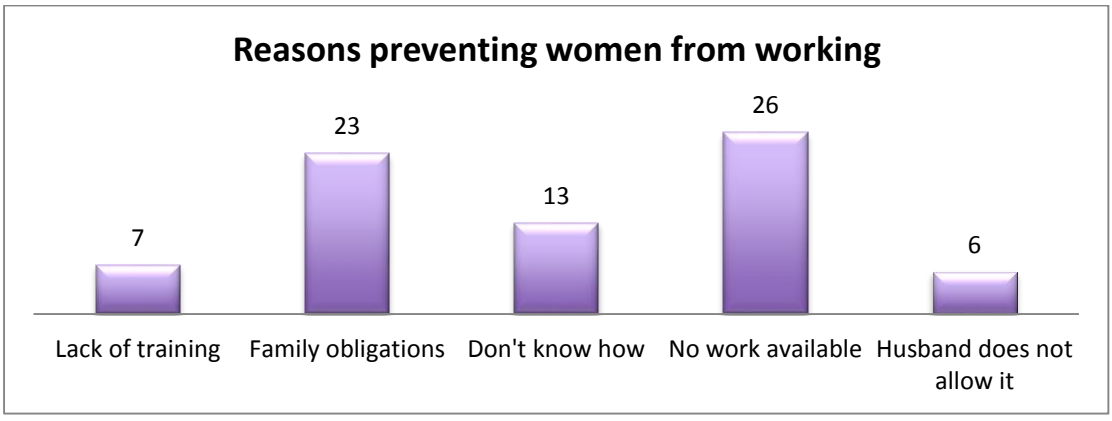


Figure 25. Reasons that prevent women from getting work

According to the women who participated in the survey, the most common reasons preventing them from doing paid work are family obligations (23 respondents) and that they do not know how to go about finding work (13). However, the largest number, 26 respondents, considered that there is no available work in the community. 7 respondents also noted lack of training and 6 stated hat their husbands would not allow them to work. There were no discernable differences based on ethnicity. However, none of the Serbian women reported that their husbands would not allow them to work; on other questions they note gender discrimination as a factor in their unemployment.

Overall 61 women, of all ages, stated that they had not received training in the area of their preferred work and 38 women said that they have the necessary training. 8 participants said that they do not know and 24 did not respond to the question.

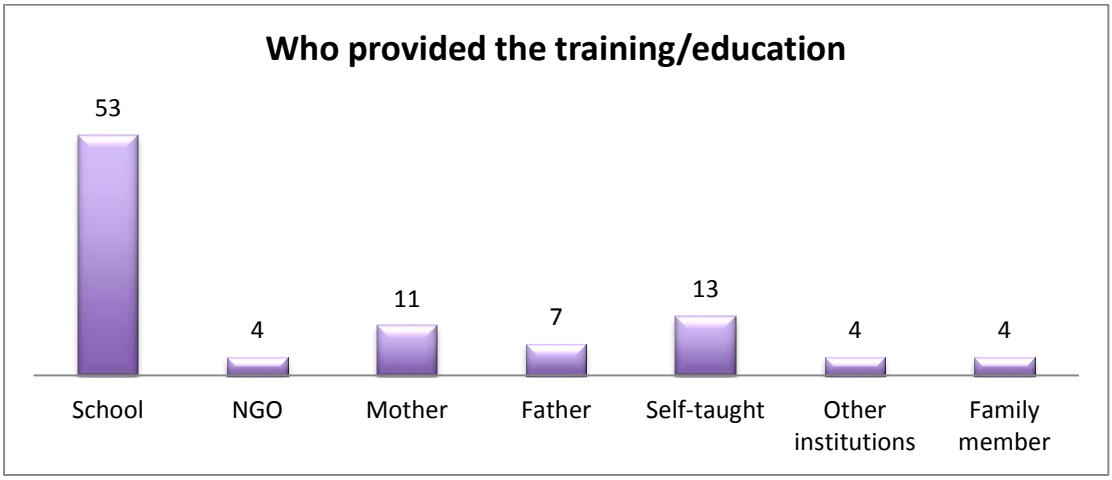


Figure 26. Persons or institutions that have provided women work and/or skills related training and/or education

Although only 38 women stated that they have received training and/or education for the work they do, or prefer to do, 53 stated that they had received training through formal education. This raises the issue of whether formal education has prepared the women for preferred and/or available work. 96 respondents provided information on the persons or institutions that have provided the work/skills related training/education. Of those, 53 stated that they have received training through schooling; of the other respondents 13 were self-taught, 11 were taught by their mothers and 7 by their fathers. Four (4) respondents noted that they had received training from an NGO, four (4) stated that other institutions had provided them with the training/education, and another four (4) respondents said a family had taught them.

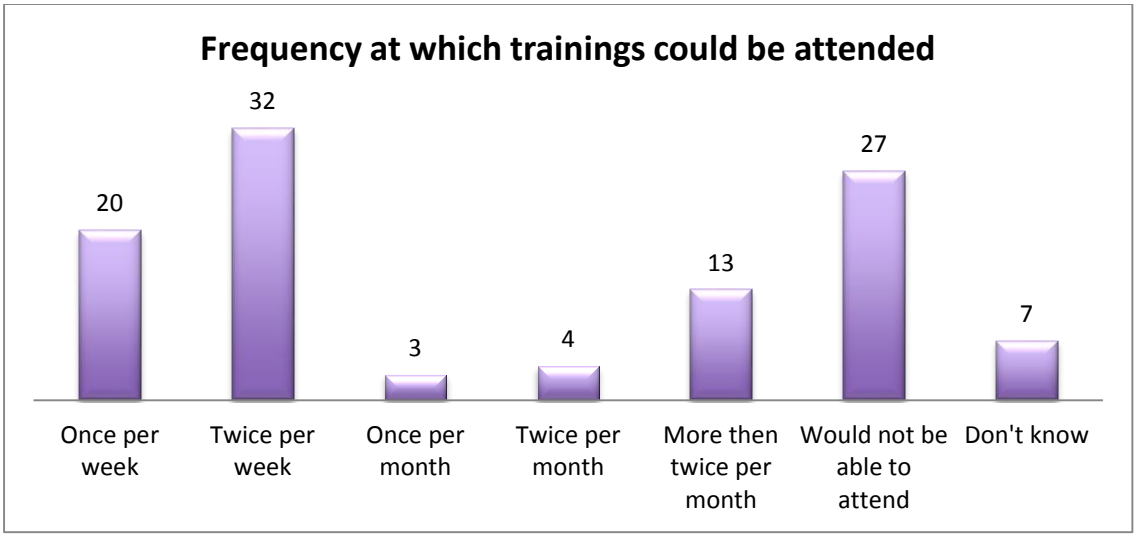


Figure 27. The number of times per week/month women would be able to attend training sessions

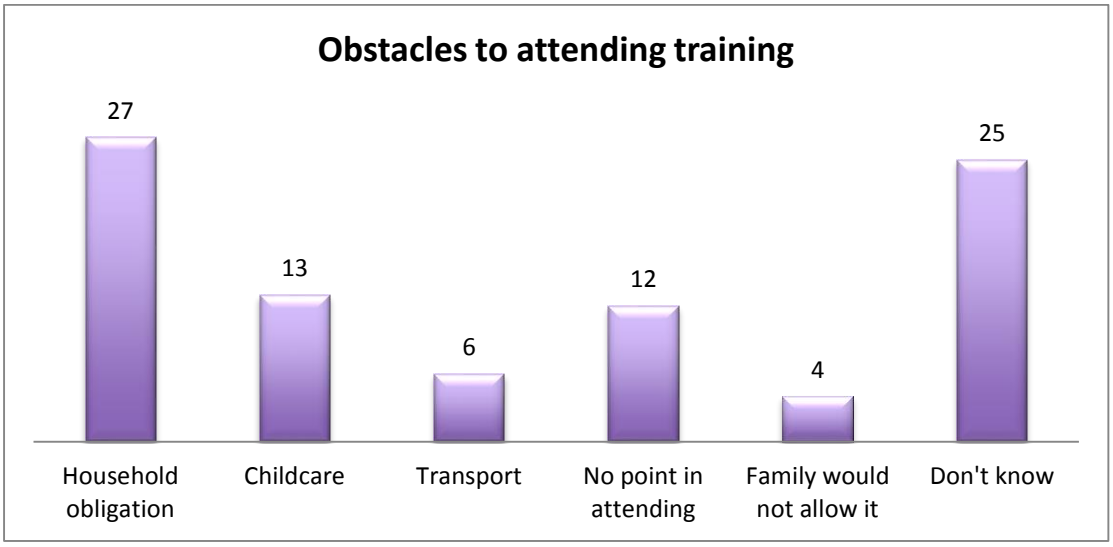


Figure 28. Reasons that would make attendance difficult or would require help in order to attend

Most women reported that they would be able to attend training sessions once per week (20 respondents) or twice per week (32 respondents). 7 respondents could attend only once or twice per month, and 13 could attend more then twice per month but not every week. Four (4) respondents stated that their family would not allow them to attend, and a significant number, 12 respondents, stated that they saw no point in attending. A significant number, 25 respondents, was not able to say how frequently they could attend. More women up to 35 years old responded and stated they could attend more frequently. There were no observable differences according to ethnicity, however only Roma women stated that their husbands would not allow them to attend.

Most women (27 respondents) considered household obligations to be the main obstacle to attending trainings. Transport (lack of public transport or personal vehicle) is a concern for a number of women (7 participants), but securing childcare (13 respondents) appears as a more significant obstacle. 12 respondents stated that there would be no point in attending, of which seven (7) were Serbian, four (4) were Roma and one (1) Ashkali woman. 25 respondents selected that they “don’t know” of possible obstacles to their attendance.

5.2. Focus Group Feedback

Focus group discussion also generated relevant information on women's interest for skills training. Below is a list of general observations, and input, provided by participants:

- Women overall consider that their economic dependency on husbands, parents, and in-laws, determines their social, political and legal vulnerability
- Participants considered that significant social and cultural change has taken place in their community. However, according to them, the main problems are "patriarchal traditions" that treat women and men differently, both in terms of familial and private arrangements, as well as those in the public political and economic spheres
- Women consider that existing cultural values and prevailing norms continue to privilege men over women, and specifically consider that women reproduce traditional relations, especially in the sphere of the home and family
- Although women make a living by engaging in wage labour, household obligations have remained the same and men have not followed in the changes that have taken place.
- According to the participants larger discussions about gender equality have not been met by needed institutional and political change; there is overall lack of institutional capacity (know-how) and gaps in legal mechanisms that contribute to gender equality
- According to the participants women who do not have the necessary support from their families are particularly vulnerable, particularly in economic terms and there was general agreement that early marriage contributes to vulnerability and marriage should be postponed
- The lack of exercise of property rights to ownership was also discussed as a hindrance to women's empowerment
- The women considered that strengthening civil society is key if the overall position of women is to change for the better
- The participants argued that connections based on friendship, family ties or political party affiliation determine access to employment; corruption and nepotism thus affect women directly and indirectly
- While a significant number of women have formal education, existing skills have to be supplemented by new trainings

5.3. Recommendations

Based on the baseline data collected through the household survey, focus groups discussions, and interviews with institutions, a general overview has been provided on the training and skill attainment needs of women. In addition, information has been provided on a significant willingness of women to take part in training programs. However, such programs should account for the specific considerations noted by the participants in the baseline survey and focus groups: limited time due to family and household obligation, need for support in taking care of children, educational preparation, and harnessing the support of male kin and leaders in the community. Corruption and nepotism was

Strengthening formal education should run parallel to a training and skill-based program, especially for Roma and Ashkali women. Serbian women have more years of schooling overall, but opportunities to implement their skills are few. Some skills also have to be upgraded. Many women also do not know how to go about finding work and therefore trainings and activities on networking and job application could be offered. There is significant interest on the part of women and girls to become teachers, work in the public sector, and develop private businesses.

Also, participants in the baseline considered relevant for activities to include education on women's rights and capacity development. According to them economic empowerment will not lead to a strengthened position in the home and community. Specifically, this means that gender mainstreaming initiatives and mechanisms have to be strengthened at the institutional level in the municipality.

While most women possess an education and some training, they require additional training and opportunities to turn their activities into income generating ones.

List of trainings recommended:

1. Leadership skills and team building
2. Professional training for those with education: accounting and administration
3. Support for continuing education, especially among Roma and Ashkali communities
4. Activity specific trainings to include business plan and development, specifically: English language, mathematical skills, computer skills, public presentations and speaking, project proposal writing.
5. Women's rights
6. Income generating environmental projects
6. Childcare support to allow for income generation activities
7. Training on gender equality to include male members of the community