ENHANCING
YOUTH EMPLOYMENT (EYE)
IN KOSOVO

Social Inclusive & Gender Responsive Training Guidelines

for the non-formal training providers who target the youth (including women, Serbs or Serbian speaking communities, Roma, Ashkali, Egyptians, other communities, or any other specific groups) in Kosovo

Contents

Definition of Key Terms

Gender: Gender refers to the social, behavioral, and cultural expectations, attributes, and norms associated with being male or female.

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

Social or gender norms: These are standards and expectations to which women and men generally conform within a range that defines a society, culture, or community at a given time. When incorporated early in life, social or gender norms can establish a lifecycle of socialization and stereotype.

Social or gender neutral: This describes a situation when no policy, language, social institution, or construct (including social structure, gender role, or gender identity) distinguishes roles based on a person's sex or gender. Essentially, the term means that something is not associated exclusively with either women or men.

Social or gender inclusive: This means that not only is there a fair representation of men and women, but that both are equally encouraged to participate. In the context of the classroom, for example, this might involve sharing opinions, voicing concerns, asking questions, or assuming roles as group leaders in group learning exercises.

Social or gender-responsive: This means that, as a design principle, the different resources, roles, expectations, challenges, needs, and situations of men and women are taken into consideration. In the classroom, this impacts the design of both content and pedagogy.

Social or gender diverse: This means the representation of all genders. Diversity is often associated with inclusion, but the two are very different concepts. While diversity means male and female representation, it does not automatically speak to the unequal power, influence, or status that commonly serves a single gender in the absence of inclusion.

Purpose of the Guidance

Robust evidence shows that diversity will lead to a more prosperous and innovative learning environment. With the growing globalization of today's economy, achieving diversity in the workplace is a smart move. The same is at the level of countries, as well as in the group of service providers. Diversity and productivity go hand in hand. Research has found that diversifying your team can boost productivity by 35%. A diverse workforce is more likely to understand your customers' needs and develop ideas to fulfill them. Diversity in the workplace will also increase employee morale and instill a desire to be more effective and work more efficiently. This will significantly increase the productivity of your business.

Why the employment market doesn't work for everyone in Kosovo
And a brief on how to build it to work for everyone with practical suggestions for projects and NGOs was the research we made before making this Guidance. The main findings included three categories, one of which was that there is much room for improved services to better suit women and non-majority communities. However, there is sufficient demand for services to reward the efforts of businesses that bring innovation to the market. Although this note is initially developed for the use of the non-formal training providers in the context of Kosovo, the guidance can be broadly applicable to similar business training settings. This guideline is designed to complement literature already published on this topic.

Social Inclusive and Gender Responsive Training is key to ensuring that capacity-building efforts in any given community or group have the potential to benefit all members of that group equally. Evidence suggests that greater gender diversity and social inclusion can help reach far-reaching gains in innovation, efficiency, satisfaction, and so on. Social inclusive and gender-responsive training also helps send a powerful signal to the next generation by providing strong role models of men and women and different ethnic communities working and learning together.

What Are Social Inclusive and Gender Responsive Training Methods

Social inclusive and gender-responsive training encompasses teaching methods and materials that consider the specific learning needs of female and male participants. It also includes different ethnic groups and where these may differ how gender and social dynamics, roles, and expectations can impact the learning experience.

It is concerned with what is taught, who is trained, who is doing the teaching, how, where, and when education takes place, and how learning occurs. Social inclusive and gender responsive training goes beyond a simplistic view of who is present in the classroom, training venue, or virtual learning platform to instead look more deeply at ensuring participants all have equal opportunity to participate actively and benefit.

What these Guidelines include - These Guidelines offer suggestions for the training providers (TPs) before, during, and after the training. TPs can decide to use some or all the recommendations. Inside the table, before starting the training, there are critical considerations for planning and what to consider when designing socially inclusive and gender-responsive training materials. During the training, we suggested essential skills for socially inclusive and gender-responsive instruction and how to facilitate socially inclusive and gender-responsive classroom interaction. Last but not least, we suggested supporting the job mediation or transfer of training knowledge, certification, and evaluation of learning after the training.

Before the Training	**Training Needs Assessment and an Outreach of the Participants**	**Local NGOs led by targeted groups** (for example, women's groups) may be able to identify potential participants and provide helpful information about their background on local norms and dynamics. It is crucial and also easier to start with the willing: the young women and men who want to improve themselves.
		An opportunity to **confirm if** training is the most appropriate capacity-building measure for the target group.
		Gather data that will illuminate the gendered needs of participants and the logistical choices to consider (virtual vs. in-person, schedule, format, location, technology access (if virtual), duration, and so forth)
		Start with those participants who are willing to participate.
		Marketing of the training should consider how the target group can be outreached. Is it through social or traditional media or word of the month? Should the training provider directly try to reach the group, or should it happen through a third party, such as mentioned NGO, engaged persons from the targeted group, etc.
	Key Considerations for Planning	**Local, National, and International Market Conditions.** Access the legal framework to understand any constraints posed to targeted groups and the demand side from the private sector, which may include local or international markets.
		Language. Is your training available only in one language, or can it be easily adapted to other languages? Do you have a possibility to engage the trainer from your targeted group, or does a trainer who is already there fluent enough in a language that is understandable for this target group? `SQI` `CPП` `ENG`
		Methodology. Each person can have different learning abilities and previous knowledge. Including different learning styles, such as visual, aural, or kinesthetic, can help more people have other possibilities to learn both theory and practice.
		Existing Skills, Equipment, and Support for Further Learning. Each person has different knowledge, life experience, and obligations, and that each participant has specific access to equipment such as a laptop, phone, or internet at home should not be assumed but confirmed or having a ready alternative.
		Timing and location. Consider whether does time when it is scheduled allows participants to be there. Is the site easily accessible and known to participants?
		Participation targets (for example, mixed or only women). Sometimes it is better to have a close and equal percentage of women and men. Still, sometimes having, for example, all women in the group can bring a positive impact and energy for active participation.
		Local and gender or ethnic communities' diverse trainers. Engaging a female trainer or one from targeted ethnic groups can significantly impact an advantage. Our research shows that certain groups are more likely to attend training if they know there is an employed person from their ethnicity or social background. Having male and female trainers from different ethnicities in the same training can also be suitable for active participation, as participants would have the opportunity to see role models on the spot.

		Gender and social norms and roles. Consider if other duties may influence training participation (in the case of women, it can be childcare or housework, in the case of different ethnicities, it can be access to transportation and location, so what can be done to solve these issues? An example of a great possible solution for women or parents is if in-house childcare (training premises) during a training session is available..
		Literacy. It is not only about reading and writing; even that should be questioned. What about digital literacy, for example? According to available evidence in Kosovo, some groups can be very familiar with online tools, while others are not.
		Community buy-in. Consider organizing information sessions specifically for targeting groups. Identify and work with women, community networks, or NGOs to help inform participants about the training. If possible, talk with community leaders to secure a safe and supportive space for all.
	What to Consider When Designing Training Materials	In-depth research to understand **priorities, perspectives, challenges, progress to date, and areas** where skills need to be improved.
		A better **understanding of existing knowledge, confidence level, and needs** among the target group.
		The design of material and delivery should aim to be **flexible to accommodate the demands** of the participants on their time. At the same time, you should be aware that you will not be able to satisfy everyone.
		Ask yourselves **questions** such as how many women and men are portrayed in the text and images, including in training material, when and how different characters appear, in which community activity each person is involved, and whether it is in the language(s) that participants will understand. Is it in easy for them accessible format? Do teaching material aims to build confidence, leadership, and similar self-development?
		Not only seek to remove sources of bias against women or socially excluded but also to challenge **negative stereotypes about men.**
	Essential Skills for Instruction	**Value equally** the learning ability of all participants.
		Accept different perspectives and lived experiences.
		Be ready to react cautiously if participants demonstrate **unfriendly or biased attitudes** toward peers.
		Looking for **characteristics or behaviors rooted in social norms** that may hinder learning and performance (shyness, lack of confidence, arrogance, dominance, a fear of speaking, etc.)
		Create opportunities for **teamwork**, even if it is in a virtual setting.

During the Training		**Conflict solving.** Although it is rare to happen, trainers must remain calm in the case of any conflict, provocation, or negative emotion. This should include active and reflective listening and speaking calmly with participants or persons responsible for them at the right time and place.
	Facilitating Classroom Interaction	**Give equal access** to all participants to answer questions.
		Allow time for participants to answer questions – keep in mind that some of them may be shy or afraid to express themselves.
		Encourage them **to speak out,** especially those who do not do it often.
		Ensure that **working groups are mixed** (women and men or participants from different ethnicities). Ensure that everyone has a chance to lead the discussion.
		Encourage all to present the work or topic in class.
		Use both male and female characters, as well as characters from which background participants are, but not in a stereotypical way (for example, avoid that Roma character must be a musician or cleaner, women housewife, etc., except if the point you want to make is to help them to understand stereotypes).
		Tailor learning experiences to the specific needs of individuals or groups.
		Use the importance of role models. For example, bring businesswomen and businessmen from your participant's training group to the class as guest speakers.
After the Training	**Supporting the Job-mediation or Transfer**	What is **the ability of each participant to apply the material and skills** acquired during training to their work or business environment?
		What are **follow-up** actions? Is this part of **the more extensive training package,** so can you **connect** participants with **businesses** or **networks** where they would benefit?
	Certification	According to evidence, although businesses give an advantage to knowledge rather than certification, young people are more willing to attend training if training is recognized in some way (internationally **certified** or accredited).
	Evaluation of Learning	How can you improve your training in the future? Did the training help improve the participants' lives, and how? **The evaluation** may include surveys, tests, and self-perception questionnaires.
		Do not forget, if possible, to **disaggregate data** on gender and minority involved. Knowing how widely your training influenced people and how diverse your target group is is good