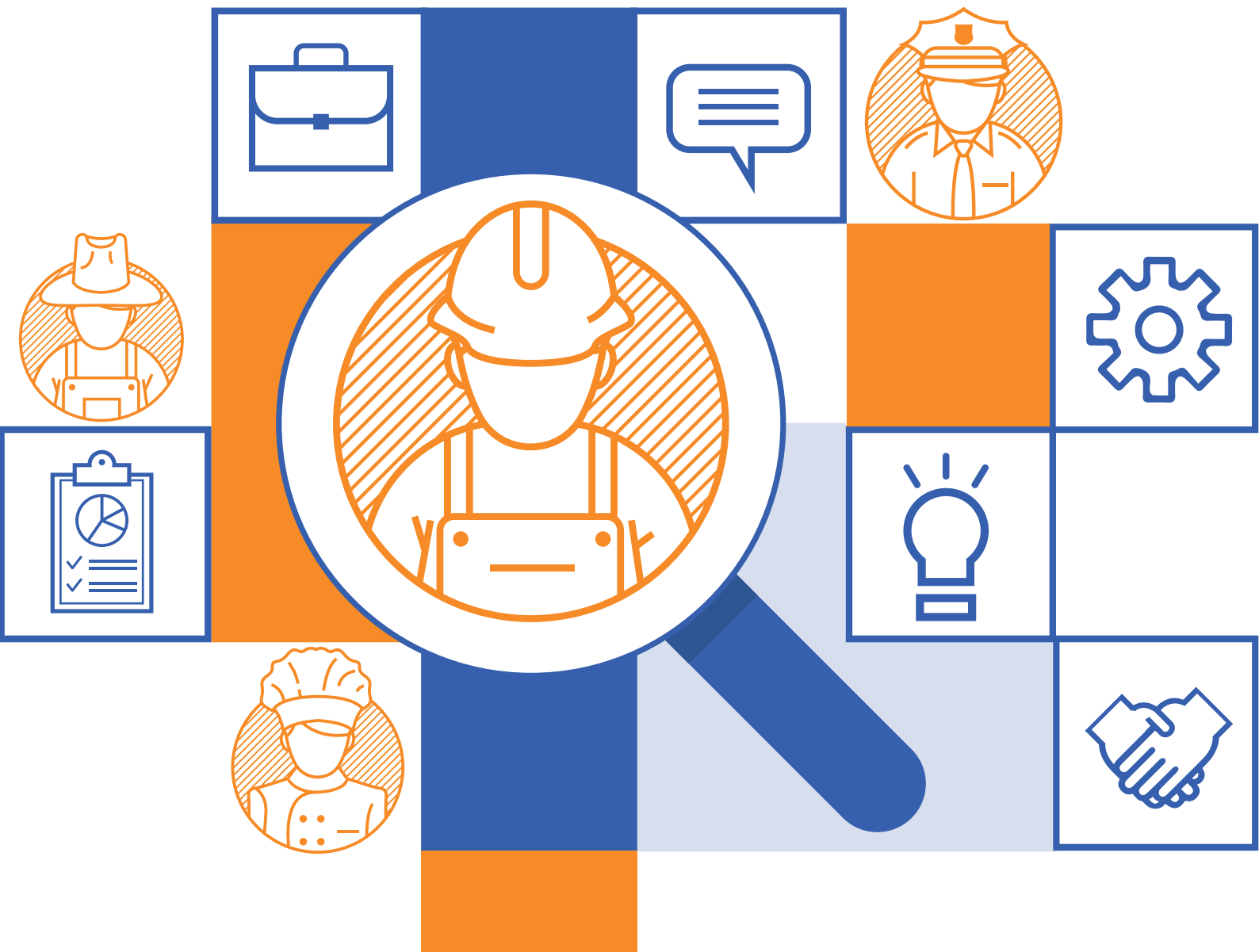


CAPITALISATION REPORT OF THE PILOT IMPLEMENTATION IN THE REGION OF ELBASAN  
TOWARDS INTEGRATED CASE MANAGEMENT APPROACHES  
FOR VULNERABLE JOBSEEKERS, SUPPORTING PATHWAYS  
FROM SOCIAL ASSISTANCE TO SUSTAINABLE EMPLOYMENT







CAPITALISATION REPORT OF THE PILOT IMPLEMENTATION IN THE REGION OF ELBASAN

# Towards Integrated Case Management approaches for vulnerable jobseekers, supporting pathways from social assistance to sustainable employment

TIRANA, 2022

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# ABBREVIATIONS

<b>ARSIS</b>	Initiative for Social Change ARSIS
<b>C4E</b>	Coaching for employment
<b>EPP</b>	Employment Promotion Program
<b>GDP</b>	Gross Domestic Product
<b>ICM</b>	Integrated Case Management
<b>IDP</b>	Individual Development Plan
<b>IRCA</b>	Institute of Romani Culture in Albania
<b>NAES</b>	National Agency for Employment and Skills
<b>NGO</b>	Non-governmental organization
<b>TVO</b>	Tjeter Vizion Organization
<b>UNICEF</b>	United National International Children's Emergency Fund
<b>VET</b>	Vocational Education and Training
<b>VTC</b>	Vocational Training Center

# 1. PROJECT BACKGROUND AND OBJECTIVES

Under the framework of the ‘Promoting Inclusive Labour Market Solutions in the Western Balkans II’ regional project, UNDP Albania has worked with the National Agency for Employment and Skills (NAES) and municipal actor to design an Integrated Case Management model (ICM), a targeted and inclusive package of social and employment services, in line with the specific and individual needs of the marginalized communities. The package has been piloted in the municipalities of the region of Elbasan, through financial support to third parties and the full experience has been capitalized in this report.

The main target of this intervention is the individuals who receive social assistance and supports to create an empowering environment for their sustainable transition from social assistance to employment. As such, UNDP, in close collaboration with the employment offices and non-public providers have designed an ICM model, which combines employment and social services, tailored to the needs of people who are recipients of social assistance, and supports marginalized groups to enter or re-enter the labour market. This approach aligns with the national goals to support the transition period of exiting from a cash assistance program, outlined in the exit strategy and Action Plan for social assistance beneficiaries. The exit strategy focuses on labour market integration and sustainable employment, and thus NAES is considered the institution that will need to provide the necessary individual support to this group.

The objective of the ICM approach is to enhance the economic independence of beneficiaries of social assistance and create an enabling environment for them to join the formal labour market. In order to institutionalize the model, three non-government organizations partnered to pilot integrated case management models to gain insights from the implementation, gather evidence, and prepare all the necessary tools needed. The project aims to introduce practices and interventions for provision of holistic support to people at risk of exclusion from labour market; better outreach to job seekers and inactive population; more effective information dissemination of labour market demand, training, employment, and self-employment opportunities. The activities are implemented in close collaboration with the respective Employment Offices and VET providers. The end objective of this intervention is to inform policymakers on preparing a new Employment Promotion Programme, which will diversify the portfolio of NAES and ultimately improve the employability of unemployed jobseekers.

This report aims to capitalize on the experience of implemented interventions by the selected NGOs. The purpose of the capitalization is (i) to understand better the ICM model developed by selected NGOs, (ii) prepare a toolkit with a step-by-step approach for implementation of Integrated Case Management and how it is adapted to different geographical, economic, and social contexts, and (iii) inform the creation of new EPP targeting beneficiaries of social assistance. A detailed methodology for the capitalization process is prepared, identifying the procedures and tools utilized by the provider, and monitoring the program indicators periodically.



## 2. METHODOLOGY OF CAPITALIZATION

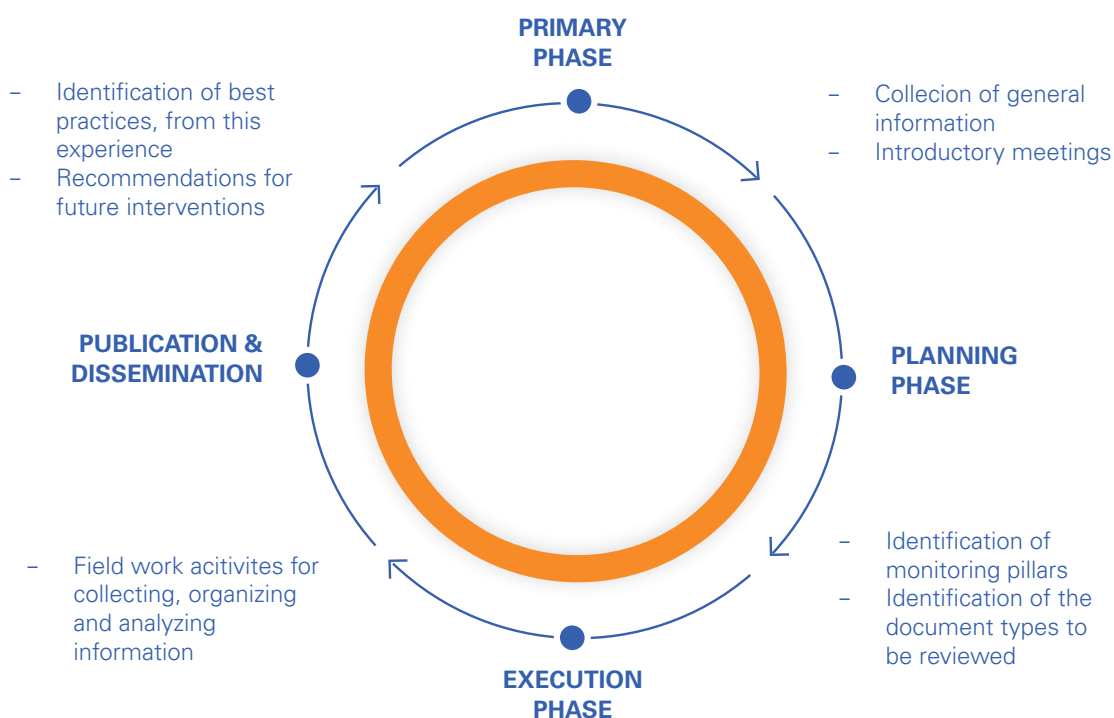
The capitalization of the knowledge process aims to build up capital from information or knowledge available in an organization or project to make it available to other institutions or actors. It is designed to ensure that every individual's experience is not confined to him or herself alone but serves the community in a knowledge-sharing movement, which imparts a participatory aspect to its conduct<sup>1</sup>. Overall, the basic capitalization method was applied to provide a purposeful and critical reflection of the interventions through ICM, disseminate and improve practices.

The objectives of the capitalization process were fivefold:

1. To reflect the experience and interventions by gathering on-paper and in-person information on processes/activities performed by the three selected NGOs.
2. To identify good practices that work toward improving the impact on beneficiaries.
3. To disseminate the factual information of what it is done through the creation of methods, practices, briefs, documentation to improve the quality and impact of future interventions.
4. To highlight project-specific quantitative and qualitative data that informs the success/shortcomings of the intervention.
5. To provide concrete recommendations in relation to possible further improvements and future interventions.

The steps followed to capitalize the experience are presented in Figure 1 below:

**FIGURE 1. CAPITALIZATION METHOD**



1. Learning from experience and sharing knowledge: A capitalization manual. Action Contra la Faim (ACF) International.

During **the preliminary phase**, general information was collected about the project regarding the beneficiaries, participating organizations, their project objectives and proposals, terms of reference, dates, geographic location, key players, ICM methodology, phases of intervention, strategy, and the activities. Introductory meetings were held with each organization's project management teams.

During **the planning phase**, monitoring pillars were identified. The capitalization process will be focused on seven main pillars: i) participating organizations, ii) target group of beneficiaries, iii) collaboration with NAES and other stakeholders, iv) implementation of coaching cycle, v) employment support services, vi) social protection services, vii) success indicators. Furthermore, the types of documents that were planned to be reviewed for each stage include project proposals, technical databases, job descriptions, lists, agreements, agenda of activities, meeting minutes, attendance sheets, monitoring reports, coaching for employment manual and respective templates, participants' development plans, and other relevant internally produced documents.

During **the execution phase**, the fieldwork activities for collecting, organizing, and analysing information were performed, centred on the main focus theme: implementation of coaching for employment cycle and social protection services via ICM approach. Project-related documents were collected and analysed. The instruments used to collect and analyse the information generally include questionnaires, checklists, interviews, brainstorming, longitudinal analysis, field observations, mid-term, and final reviews. Lastly, by **disseminating** the experience, we identify best practices from this experience and produce recommendations for future interventions. We make sure the results reach the intended actors and contribute to the design of other interventions.

### 3. GENERAL DESCRIPTION ON THE CONTEXT OF IMPLEMENTING THE APPROACH

The local economy of Elbasan is characterized by fragile growth and rigid sectoral development. In previous years, economic growth at the local level does not represent a clear trend, characterized by a decline in 2014 and 2015 with a trivial growth in the following years. Elbasan has a significant economic activity, representing 7% of the country's GDP and ranking fourth compared to other regions. However, in terms of GDP per capita, the region ranks second from the bottom, considered one of the poorest regions.

Agriculture is the main economic activity in the region, which contributes to about 40.2% of regional GDP, followed by industry with 15.0% of regional GDP<sup>2</sup>. Most of the activities in agriculture are small agricultural enterprises, mainly small family activities. However, this sector mainly engages unpaid workers and informal self-employed when it comes to employment. Moreover, the

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2. "Analysis of the regional labor market and economic development in Elbasan", INSTAT 2021 data, analysis conducted by IDRA Research and Consulting

economic activity of the region is more focused on the production of goods than services. Labor market indicators<sup>3</sup> in Elbasan present a mixed perspective of labor force participation, employment, and unemployment rates in the region. Although over the last 5 years there has been a slight decline, the labor force participation rate in 2020 was 63.7% and about 3.2 pp above the national average of 60.5%. Compared to the declining participation rate, the unemployment rate fell even further, from 13.2% in 2016 to 6.4% in 2020. In addition to natural demographic trends, active labor force migration has been identified as a major problem, creating multiple problems for labor market policies. Employment rates show a slight increase from 57.7% to 61.5% over 3 years (2016-2018), followed by a slight decrease during 2019 and 2020, from 60.7% to 59.7%, respectively.

The regional distribution<sup>4</sup> of registered unemployed jobseekers shows that most registered unemployed job seekers live in Tirana, Elbasan and Fier (15.5%, 12.87%, and 12.57%, respectively). Elbasan has the highest proportion (5.97%) of registered unemployed job seekers with less than primary education, followed by Tirana (5.48%) and Gjirokaster (4.38%).

## 4. PARTICIPATING ORGANIZATIONS

### I- INITIATIVE FOR SOCIAL CHANGE ARSIS

#### Organization Profile

Initiative for Social Change ARSIS<sup>5</sup>, hereinafter ARSIS, is a non-profit organization specializing in the social support of children, youth, and families in difficult or dangerous vulnerable situations and the advocacy of their rights. ARSIS reckons various experiences and expertise gathered throughout the years in more than 20 Municipalities in Albania. ARSIS has been working with the most vulnerable groups in Albania like children, youth, and families- victims of abuse, domestic violence, trafficking, without parental care, living in poverty, etc., and implementing programs that have employment as the main component of the reintegration and rehabilitation programs in more than 45 medium and large-scale projects.

ARSIS's programs and activities have been channelled in six main directions: child protection and child rights, education, early childhood development and care, community development, emergency care, and youth development. The latter includes mentoring and empowering programs, which among other services, has in its core coaching for employment (C4E), a 9-month coaching strategy toward employment and economic empowerment for vulnerable youth, like returnees, youth from Roma and Egyptian communities, youth without parental care, youth in the scheme of the economic aid, etc.

Among other projects and multidisciplinary services offered in collaboration with central and local government, public and non-public institutions, and international partners, ARSIS is

3. INSTAT, 2020.

4. NAES Data, 2020.

5. <https://nisma-arsis.org/>

running an emergency shelter for children, “House of Colours,” with the support of UNICEF and the Municipality of Tirana. “House of Colours” center provides multidisciplinary services to children, youth, and their families daily, including psychological counselling, non-formal education, administrative and legal support, community development, family strengthening, case management, etc. Among these, counselling for employment is provided to parents in the vulnerable situation, including assessment and orientation toward employment, basic skills development (fighting illiteracy), placements in vocational training programs, job search, support of work placements, productive workshops, and social enterprise initiatives.

In the framework of the “Promoting Inclusive Labour Market Solutions in the Western Balkan II, in the region of Elbasan, Albania” project, ARSIS adapted and implemented the C4E program through the integrated case management approach with the main focus the improvement of the socio-economic situation of the disadvantaged groups and vulnerable job seekers in the city Librazhd and Prrerjas. The intervention further supported the beneficiaries from this project toward employment opportunities and social protection services, increasing the services offered by different state and local institutions and various NGOs.

### Project Management Team

The project’s management structure is mainly composed of the project coordinator, administrative staff, and two part-time coaches. The project management team is responsible for ensuring the implementation of the integrated case management model in the targeted location of the project. The part-time coaches are responsible for identifying 40 beneficiaries – vulnerable jobseekers of the social assistance scheme in cooperation with the employment office. Further, they are responsible for establishing a wide network with relevant stakeholders, i.e., local authorities, training providers, private businesses aiming to negotiate cooperation agreements in terms of internship, professional training, job positions facilitation. The part-time coaches jointly implemented the coaching for employment program in both groups. Their fieldwork involves leading and following up the group activities and the coaching cycle processes based on the development dynamics of the participants. Moreover, their activities include the facilitation of individual development plans defining the necessary steps and measures, including defined priorities, responsibilities, and time frame. Besides, the part-time coaches establish cooperation with the Directory of Social Services and other authorities to identify social problems and address the social care services for each of the jobseekers. One of the coaches is also a psychologist and has managed the psycho-emotional issues of the participants through individual and group meetings.

## II- INSTITUTE OF ROMANI CULTURE IN ALBANIA

### Organization Profile

The Institute for Romani Culture in Albania (IRCA)<sup>6</sup>, hereinafter IRCA, is an organization with a considerable background in projects with a socio-economic impact. IRCA has vast project management experience, managing a total of more than 30 projects over the course of 10 years. This organization is mainly focused on projects which aim to strengthen the disadvantaged group of societies such as the Romani and Egyptian minorities, returnees, refugees and asylum-seekers,

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6. <https://irca.al/>

persons with disabilities, and orphans. This category of the population is one of the poorest categories of people living in difficult living conditions in employability, education, and basic conditions, i.e., shelter, food, and access to health care. IRCA works mainly with the projects in increasing the capacities of this category of people in different fields. IRCA has a well-built experience in community service as awarded by the European Commission, Neighbourhood Policy, and Enlargement Negotiations with the first prize for EU Roma Integration Award for the Western Balkans and Turkey in 2017.

IRCA has extensive expertise in the Coaching for Employment methodology working in different projects starting from 2016 and on. During the years 2017 – 2019, IRCA, with the support of UNHCR, implemented the Coaching for Employment methodology with 100 persons with specific status residing in Albania, providing them coaching for employment and orientation in the labour market. Also, during the period June 2019 – October 2020, with support of Swiss Contact and GIZ, IRCA provided coaching for employment methodology for 250 returnees, Roma and Egyptian minorities, and persons with disabilities and orphans.

Through the project 'Coaching for Employment and Social Integration for the disadvantaged jobseeker in Elbasan and Cerrik', IRCA aims to empower unemployed jobseekers, which currently falls under the category of the unemployed people with remarkable focus on women and youth of vulnerable background as registered in the employment office of Elbasan region. The project aims to establish a tailor-made methodology in enhancing the skills of people with a lack of professional skills and providing job orientation about labour opportunities.

### Project Management Team

Three persons of IRCA staff were engaged to implement this intervention. Two part-time coaches identified 40 potential young unemployed jobseekers, mainly Roma and Egyptian, and organized training in groups of 20 members. With 5-year expertise and experience in the C4E methodology, this project is supervised by the director of the IRCA with extensive experience in managing projects in the area of employment and social integration. The human resources of IRCA are experienced and certified in the area of concern for this action.

The two part-time coaches are experts in C4E training, working with vulnerable communities, especially Roma and Egyptian minorities, aiming for the empowerment of these disadvantaged categories on employment, self-employment, and social integration. The part-time coaches held the coaching cycle toward employment and social integration in Elbasan and Cerrik accordingly. The coaches adapted and implemented all the coaching cycle processes through group and individual meetings, starting from exploring the labour market to developing individualized employment plans and facilitating job opportunities.

## III- TJETER VIZION

### Organization Profile

Tjeter Vizion NGO<sup>7</sup>, hereinafter TVO, is an organization established in 2002 based on the needs of the people in Elbasan following the experience that the staff of the social workers had

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7. <https://tjetervizion.org/>

with the projects starting from 1998 with the Italian CEFTA NGO in the projects with the focus developing of the social services in Elbasan. This organization has projects in the field of Agricultural Services and Social Businesses to increase the support activities for social services.

The organization's mission is to provide quality services in social, agricultural, and health for the disadvantaged groups to improve the community standards. TVO is a member of the Alliance for the Protection of children's rights, a member of the national coalition of the anti-trafficking shelters in Albania, a member of the National Referral Mechanism for the victims of trafficking, a member of the Committee and Anti Trafficking technical round table in the prefecture of Elbasan. TVO contributed to the designing process of the National Strategy for Social Services, the Constitution of the National Strategy for Children, Strategy against Trafficking of Human Beings, and Standards Operation procedure for victims of trafficking. The expertise of the NGO has been achieved to design the social inclusion strategy of the Elbasan municipality 2017- 2020 supported by UNDP. Moreover, in its organizational structure, TVO has some day centers offering social services for children and families in difficulties or at risk of abandonment, victims of trafficking, etc. Amongst these, since 2003, TVO run the day center "Hena e Re", offering vocational training courses by specialist teachers aiming to equip beneficiaries with professional and practical skills in a particular field, as a strong foundation toward employment. The day center offers in-house professional courses in tailoring, cooking, and coffee machine mechanics.

Since 2007, TVO staff has expertise in implementing the coaching cycle methodology based on the coaches' certification from the University of Hochschule in Switzerland supported by and in partnership with Swiss Contact and later on with GIZ.

### Project Management Team

The project management team was composed of the supervisor of the project, one full-time coach, and one part-time coach. The supervisor was in charge of coordinating, monitoring, supervising, and reporting the overall activities and actions taken in partnership with local stakeholders to ensure the project's objectives. The supervisor is responsible for coordinating the project implementation with the involved beneficiary institutions. Among other tasks, the supervisor is responsible for monitoring the Individual Development Plan (IDP) and its implementation with the assistance of the coaches. The full-time coach is responsible for dividing the beneficiaries into two groups based on their background, assisting in the preparation of Individual Development Plans, and following-up the administrative works in the framework of the project.

The part-time counsellor was responsible for developing the IDP for each participant and defining individual and guided actions such as internship, training, social services, etc. The implementation of the coaching cycles and fieldwork falls under the responsibility of a part-time coach through the accompaniment of young individuals in the transition path from economic aid scheme to employment.

## 5. BENEFICIARIES

The target of this model is unemployed jobseekers, registered with the employment offices, in social assistance scheme, who are profiled as jobseekers with high risk to become long-term unemployed, and for whom specialized social protection services are needed. This intervention targets mainly vulnerable young groups registered in the third level of employment (including, but not limited to, women, people with disabilities, single parents, Roma, and Egyptians, etc.), who are in difficult social situations and that economic integration is difficult for them due to the suburban areas where they live, their education level, and the limitations of the local market for employment/self-employment.

The first step for successfully implementing the model is the coordination and close cooperation with the state instances, responsible for the employment and upskilling issues of unemployed jobseekers in receipt of economic aid. Careful identification and assessment of the needs of these individuals, who are or have recently become part of the economic assistance to empower them to leave the economic aid and integrate socially and economically in the labour market, lies at the core of the integrated case management approach. Thus, initially, the list of participants was provided from the official database of the Regional Employment Office in Elbasan.

As per the meetings held with the participating organizations, the first challenges in implementing ICM were noted in the selection of participants, where organizations faced unavailable contacts of potential participants, an incomplete list of registered unemployed job seekers referred by the Regional Employment Office, participants not interested in participating in this project, participants who did not continue to engage with the project phases and were replaced.

Regarding the incomplete lists of potential participants referred by the employment offices, the participating organizations have used their internal database with contacts of the unemployed job seekers who have been part of previous projects/training/professional courses of the organization (such as in the case of IRCA and Tjeter Vision). As the three participating organizations stated, building the final group of participants took approximately 3-4 weeks. The selection of participants from each participating organization follows the below criteria and paths:

**ARSIS:** From the initial list of 40 participants referred by the Regional Employment Office, due to unavailable/incorrect contact information, only 6 participants were selected. For the compilation of the list with 40 beneficiaries, ARSIS has been consulted with Child Protection Employees and Violence Coordinators in the respective areas to identify unemployed jobseekers who face social problems in addition to economic ones. In addition, confirmed beneficiaries also suggested other unemployed jobseekers that faced economic and social difficulties and could be interested in joining the program.

From 40 beneficiaries, 20 are from Prrenjas and rural areas such as Qukes and Rrajce, and 20 are from Librazhd, including beneficiaries from Xyre, Dardhe, and Lunik. The participants are mainly in receipt of economic aid, and some of them are return migrants. The vast majority of participants (87.5%) are female, and this selection is based on the following reasons:

- o Women and girls were married at an early age and already divorced due to physical and psychological violence in the family. As a result, lacking access to vocational training or profession creates a vicious circle and risks falling into an entrenched unemployment and violence trap.



- o Women and girls are not supported by their families, as the stigma of divorce prevents family members from supporting them.
- o Women and girls are not involved in formal work due to the lack of social services such as kindergartens, nurseries, and development centers for children with special needs, which do not allow them to work regular working hours as they need flexibility in the schedule.
- o Most of the female participants come and work in the urban area of Prrenjas and Librazhd, and the lack of transport at different time schedules penalizes their full-time employment.
- o There are limited job profiles for women and girls in these areas, and individualized interventions on labour market integration are needed.

Whilst there are more opportunities for seasonal work for men in these areas. They mainly work for shipping companies abroad, and most of them who showed interest in the project could not attend it for a long time. Otherwise, some of them expressed their willingness that their wives could follow the coaching cycle and be supported in their social integration and economic empowerment.

**TVO:** TVO implements the coaching cycle among the unemployed job seekers living in Elbasan. The Regional Employment Office referred 20 persons, as per the meeting held on September 15th, 2021. The rest of the group is identified by the organization itself. The group of participants consists of unemployed jobseekers, target groups in need, abused or trafficked women, young people with social problems. Some of them are attendees of social services in multidisciplinary centers run by TVO. Additionally, participants who have previously completed specific professional training in TVO's vocational training centers and other projects are currently supported on employment issues through the coaching cycle.

**IRCA:** As per the meeting organized on September 17th, 2021, between the IRCA team, Regional Employment Office, and Directory of Social Service in the Municipality of Elbasan, the preliminary list of potential beneficiaries, unemployed jobseekers' receipts of economic assistance throughout the Elbasan region were shared by the Regional Employment Office. Moreover, IRCA cooperated with the Directory of Social Service in the municipality of Cerrik to identify potential participants living in the city of Cerrik. From the cooperation with the state instances, the identification of 154 persons has achieved: 60 persons from the municipality of Elbasan and 94 from the municipality of Cerrik.

From the contacted unemployed jobseekers, it resulted in that:

- o 57 people are 55+ years old.
- o 20 people emigrated abroad.
- o 17 people declared unsuitable health conditions to be employed.
- o 20 people were not interested in being part of the Coaching Cycle.

From the initial list referred by the regional employment office, only 3 participants were selected. The group of 40 participants was reached through the referral cases by the Directory of Social Service in both cities, confirmed participants, and contacts of the organization. The participants selected by IRCA pertain mostly to two disadvantaged groups: Roman and Egyptian minorities (23 participants) and return migrants (11 participants).

Selection of participants from the three organizations centered upon the main criteria: age, unemployment duration, and beneficiaries of economic aid. The groups' composition based on age, gender, marital status, educational level, unemployment duration, and recipients of economic aid is reported in Table 1.



**TABLE 1. GROUPS' COMPOSITION**

Organization	ARSIS	TVO	IRCA
<b>Gender</b>			
Women	36	36	11
Men	4	4	29
<b>Age groups*</b>			
15-19	4	7	3
20-24	5	12	6
25-29	3	-	2
30-34	8	2	8
35-39	9	-	5
40-44	9	4	7
45-50	2	-	6
50+	-	1	3
<b>Marital status</b>			
Single	7	31	8
Married	25	8	30
Divorced	8	1	2
<b>Education</b>			
Illiterate	-	-	5
Primary (1 <sup>st</sup> -5 <sup>th</sup> grade)	-	-	7
Lower secondary (6 <sup>th</sup> -9 <sup>th</sup> grade)	24	17	19
Upper secondary (10 <sup>th</sup> -12 <sup>th</sup> grade)	12	21	5
University (bachelor 3 years)	4	2	2
Professional master	-	-	2
<b>Duration of unemployment**</b>			
not registered	-	N/A	1
0-6 months	1	N/A	20
6-12 months	2	N/A	10
1-3 years	6	N/A	2
> 3 years	11	N/A	7
<b>Economic aid***</b>			
Non-beneficiary	5	N/A	-
Beneficiary	20	15	18
Applicant	1	N/A	18
Disability assistance	-	-	1
Unemployment assistance	-	-	2
Other	14	-	1

\*TVO did not disclose all group ages for its participants.

\*\*The duration of unemployment is based on the date the participants are registered as unemployed job seekers near Employment Office. Duration of unemployment of participants was not disclosed by TVO. As per the meeting with the part-time coach, all participants were unemployed for one year and above.

There is no information on the duration of unemployment for 20 participants coached by ARSIS.

\*\*\*There is no information available for 25 participants whether they are benefiting or not from the economic aid scheme.

The groups of ARSIS and TVO participants were composed mainly (90%) by women, in contrast to IRCA, which has more male members in its group composition (72.5%). Moreover, there is a balanced representation of all age groups. Participants that have completed lower secondary constitute the majority of the target group (50%), followed by participants (32%) that have completed the upper secondary education level. Illiterate participants and participants that have completed primary education constitute 4.2% of the target group. Among registered unemployed job seekers, the majority falls under the unemployment duration of 0–6 months. Almost half of the participants for each of the organizations receive economic aid.

The vast majority of participants from the three organizations reported having previous work experiences. Previous work experiences consist mainly of professional competencies such as tailoring, hairdressing, cooking, agriculture, mechanics, etc. In comparison, the participants who do not have a particular profession or professional competencies in a specific field have generally performed manual work as salesmen, manual workers in local factories, sanitary workers, etc. Moreover, the coaches of the three organizations have assessed (during the interview phase of the participants) the level of monthly family income for the vast majority of participants (73%) as very low, at the level of the minimum consumer budget, while for the rest as low, at the level of the minimum monthly wage (ALL 30,000).

The abovementioned demographic characteristics have played an essential role in assessing the socio-economic situation of each participant and realistic designing/implementing of individual plans towards employment and social integration.

## 6. INTERVENTION APPROACH: COACHING FOR EMPLOYMENT AND SOCIAL SUPPORT SERVICES VIA INTEGRATED CASE MANAGEMENT

Aiming at contributing to the development of the unemployed job seekers, prioritizing the beneficiaries of economic assistance, who are expected to leave the economic assistance scheme, integrated case management approach aims to address and tackle significant constraints such as the lack of soft and professional skills among youth, lack of knowledge and orientation toward labor market opportunities, lack of access to proper services at different levels, and weak cooperation among public and private sector stakeholders, local actors and workplace representatives regarding employment opportunities and active labour market mechanisms. The intervention approaches Coaching for employment mechanisms and methodology, being applied at marginalized communities. Coaching for employment offers tailored job development, training, and support that recognizes each individual's employability issues and social situation. Individuals (beneficiaries) are supported through an individualized person-centered model of services to choose and obtain a successful employment opportunity consistent with their skills and preferences, maintain employment, improve their life quality, and experience community inclusion and integration.

Coaching for employment and social integration represents a vital element of the long-term effectiveness of community employment. Supports and coaching are typically intensive for the initial orientation toward labour market opportunities for all the beneficiaries of this approach. Afterward, the person-centered interventions enable individually tailored supports after careful assessment of each beneficiary's employment and social situation. The intervention does not limit its scope of activity only to the professional coaching of each member of the target group but expands its practices and mediates among the vocational education centers, regional and local employment offices, public institutions, potential private employers and provide information to help initiatives of self-employment through immediate help or micro-financing.

The intervention does not overlap over public mechanisms for employment but serves as a linkage between these public instruments and other independent practices/interventions to strengthen employability and social integration of vulnerable/marginalized communities.

The objectives of the coaching approaches that promote inclusive labour market solutions supporting the pathways from economic assistance to employment are fourfold:

1. To design individual professional development plans and facilitate their implementation.
2. To offer personal and professional coaching by providing individually tailed support toward vocational training, employment, and self-employment initiatives.
3. To facilitate access to social support services such as education, health care, legal aid services etc.
4. To facilitate and empower the smooth coordination and collaboration between different stakeholders (Employment Offices, vocational training centers, educational institutions, service providers of social care services, potential employers, and broader community) providing effective services and support in response to the successful implementation of ICM approach.

This intervention implies several practical steps and methodologies to create and facilitate the grounds for employment and social integration of the target groups as presented in Section 7, 8, and 9.

## 7. IMPLEMENTATION OF COACHING CYCLES FOR 40 BENEFICIARIES

The Coaching Cycle involves certain elements, and each element builds on the competencies, knowledge, and practices developed in the previous element. All three organizations have adapted and implemented the Coaching for Employment approach according to the manual prepared and delivered by Lucerne UASA<sup>8</sup>, Switzerland, with the support of the Swisscontact. This manual has served as a tool for coaches in terms of formats, templates, visual tools, other working materials, practices, and activities.

Figure 2 shows the elements of the coaching cycle toward employment<sup>9</sup>, and the added social support services element in the framework of ICM project. Elements and activities (I-IX) undertaken by the participating organizations are specified in the below section.

**FIGURE 2. COACHING CYCLE FOR EMPLOYMENT AND SOCIAL SUPPORT SERVICES**



Source: *Coaching for Employment Manual (Swisscontact)*

Note: Author's presentation of coaching for employment elements. Author's addition of the social support services (blue line).

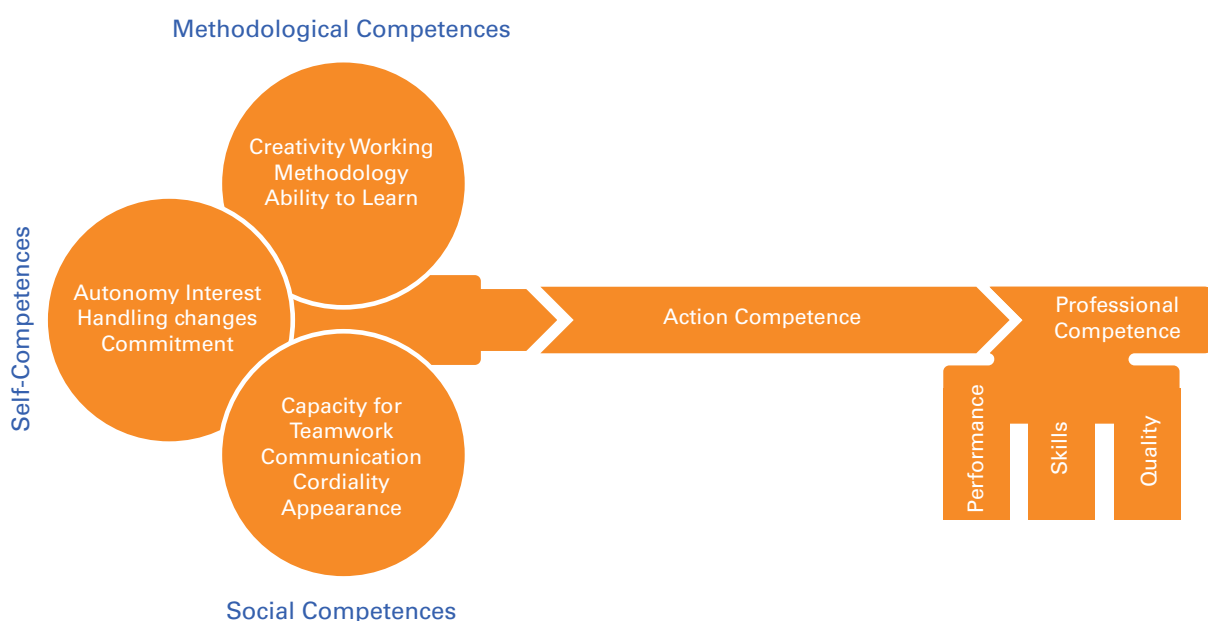
8. Lucerne University of Applied Sciences and Arts School of Social Work

9. According to the Coaching for Employment Manual prepared and delivered by Lucerne UASA.

The coaching cycle is designed based on key competences, which are crucial to initiate, support, and coach the development of participants. In addition to the fact that the development of key competences provides a competitive advantage in the labour market, they enable the participants to deal with job-related issues and work environment. Key competences are structured into *self-competences* (personal commitment, discipline, ability to work independently), *social competences* (communication skills, teamwork capability, cordiality etc.), *methodological competences* (plan, arrange and complete a task in a structured, goal-oriented, creative, and methodical way), and *professional competences* (professional skills, knowledge, attributes etc.)

The four key competences dimensions result in action competences, including acting adequately in any situation, solving problems self-dependently, interacting adequately with other individuals, and affecting performance professionally (Figure 3).

**FIGURE 3. KEY COMPETENCES**



Source: Coaching for Employment Manual (Swisscontact)  
 Note: Author's Presentation

## I- MOBILIZATION OF RESOURCES AND POTENTIALS

Before establishing the groups, preparatory work by organizations and affiliated coaches took, on average, three weeks. The preliminary work entails mainly working closely with the Elbasan Regional Employment Office and other stakeholders for the identification of potential participants, such as the Municipality of Elbasan and Cerrik in the case of IRCA, and the Head of Social Service, Child Protection social workers, and Coordinators for Domestic Violence in Prrenjas and Librazhd in the case of ARSIS. Another preparatory activity consists of identifying and settling premises to develop the group and individual meetings. In the case of TVO, given that the organization owns several buildings and offices in Elbasan city, this facilitates the settlement and preparation of the necessary premises.

Given that the organizations have implemented this approach for a long time, during this period, they have managed to increase the capacity of staff trained on coaching for employment methodology, prepare training dossiers for the coaching sessions, establish a vast network of businesses with which they collaborate with, as well as disseminate information to other public and non-public institutions on the coaching for employment cycle.

## II- ESTABLISHMENT OF THE GROUP & GROUP ACTIVITIES

The first step consists of filling a questionnaire from each selected participant, where participants state their personal data, family situation, social status, employment data, the profession in which they would like to work, and motivation for participation in the coaching cycle. Appendix 1 shows the format of the questionnaire used by all three organizations. According to the practice in place, for some of the participants this questionnaire has been completed, while for the rest, these data have been directly presented in the first draft of the individual development plan, where the questions and elements of the questionnaire have served as orientation points. This practice has been mainly followed by ARSIS.

The 40 selected participants by each organization were introduced to the rationale of the coaching cycle for employment and social integration, the purpose of the project, the activity of NGO, the role of coaches as facilitators in their social and economic integration process. The affiliated coaches divided the participants in two groups of 20 participants aiming the facilitation of group meetings. The division into two groups was done according to the methodology of the coaching cycle, where the group should consist of no more than 15-20 people. The composition of the groups for each of the participating organizations is based mainly on geographical division. For the two organizations, IRCA and ARSIS, since they implement the coaching cycle in the administrative units, Elbasan and Cerrik, and Prrenjas and Librazhd, the division of groups is based on geographical division. On the other hand, since TVO coached the unemployed jobseekers in Elbasan, the division of groups considers criteria such as the age of the participants, previous working experience or not, and personal and professional skills.

Group meetings were held in a frequency of 2 meetings per week (8 meetings per month), and the duration of each group meeting session was 2 hours. Group activities were carried out using the modules, guidelines, and training materials suggested by the manual for each specific topic, organizing games and group conversations with the inclusion of audio-visual tools and paperwork. Group activities represent a social, psychological, and emotional necessity and aim initially to introduce the participants to each other, form a trustworthy relationship with the group members and the coach, and create a spirit of group collaboration. Group activities also aim to stimulate the members to share their experiences, needs, and feelings and listen and discuss everyone's situations and opportunities. Beyond the abovementioned aspects, group activities develop social competencies and soft skills, such as communication, empathic listening, exchange of experiences, learning from others, reactions in constructive conversations, and stimulating feelings such as self-esteem and self-confidence, and psycho-emotional support.

In the first group meetings, the participants get to know each other and establish rules for collaboration with the coach and other group members, such as their rights and responsibilities during sessions, presence, and absences during meetings, rules of behaviour, and communication. During the first group meetings, participants learn in detail the elements of the coaching cycle, their role in this process, the role of the coaches, and the stages the employment and social support services would be carried out. In order to bring a positive

working atmosphere and make it suitable, enjoyable, and motivating for the participants, coaches involve games at the introduction and conclusion of each session. Creative methods of presenting topics or reporting feedback, role plays, paired games, draws, posters, etc., are brought in every session to have a 'transfer-and-reflection' working environment, where participants share their experience and learn from others' experiences. The coaches also involve homework and assignments on specific topics presented in the following group meeting.

The agenda of group meetings convened by TVO addresses, meeting after meeting, the stages of the coaching cycle starting from labor market exploration, vocational training and employment, elaboration, and further development of individual development plans, as well as discussions on specific topics. Among others, the topics covered and elaborated during the group meetings are SWOT analysis in identifying the strengths and weaknesses of each participant, role play on a conflict situation, contracts, responsibilities and rights of the parties, markets, buyers and their purchasing power, equality, and discrimination at work, drafting a CV and cover letter, the fiscal burden of the business and the difficulties encountered, etc. In addition, open discussions were conducted by guest speakers on various topics. Tax office expert explained the tax procedures of a start-up, the employment office specialist discussed with the participants on the job search and maintenance, an accountant explained the financial procedures that a mini business should consider, and two representatives of the private sector (local companies) were invited to discuss on their admission requirements for on-the-job training and employment.

The agenda of group meetings convened by ARSIS starts with the initial assessment of the socio-economic situation and psycho-emotional needs of the participants and addresses, session after session, specific topics on each phase of the coaching cycle, starting from the exploration of the labor market, profession analysis, up to employment aspects. Elaboration and enrichment of draft individual development plans and cost analysis on these plans are addressed also. Discussions on specific topics were also held, such as methodological and personal competencies, ethics and communication in business, rights and obligations at work, challenges and difficulties encountered in businesses through role play, how to conduct an interview, etc. The topics of group meetings convened by IRCA include the discussion and implementation path of each element of the coaching cycle, starting from presenting the C4E methodology to employment and social support services provided to participants.

After each group meeting session, the coaches assess the group dynamics, acquired competencies, and individual development of each participant, which serve as notes and guiding points for the implementation, elaboration, and enrichment of individual development plans and their path toward labor market integration. The discussion topics and activities performed during group meetings are presented in Appendix 2.

During the coaching cycle implementation, group meetings were accompanied by a series of individual meetings held with each participant. Initially these individual meetings facilitated the coaches' assessment and evaluation of each participant's economic, social, emotional, psychological status, employment history, skills, as well as his/her desire and expectations for employment or self-employment, and willingness to leave the economic assistance scheme. Individual meetings occur most often during the period of defining and implementing the Individual Development Plans, and whenever the participant required it, or coaches deemed necessary to provide advice to individuals on social problems or employment issues.

### III- EXPLORATION OF THE WORLD OF LABOR

In this stage, the participants start with an open exploration of the labour market and businesses operating in their area, which will help them focus on professional activities they are interested in and later on single professions. The final aim of this stage is to help participants solidify a profession they are interested in for their future development. During the group meetings, the participants received preliminary information from the coaches on the economic activity in their area, the most widespread professions, and the most suitable areas for exploring. The participants also gave proposals on the areas where economic activity is mainly concentrated. The coaches also explained the methods of exploring the labor market, starting from visits to the respective areas or brief meetings with entrepreneurs. As per practice in place, participants with the same interests and needs for employment explored the labor market through visits to different areas or businesses. Some participants had the opportunity to have short conversations with local entrepreneurs. Some groups were occasionally accompanied by the coach, some others (where possible) presented photos from their visits. 'Analysis of a profession' questionnaire (Appendix 3) helped the participants to make sure they have found the relevant information about one profession. This questionnaire served as a guide in order for participants to structure their findings, concerning the nature of this professional activity the participant is interested in, competencies already possessed, and competencies needed to carry out this professional activity, specific education and qualifications needed to carry out a professional activity, etc.

This phase of the coaching cycles intends to increase participants' knowledge on different professions, what future jobs to pursue, and how companies operate in Albania and the Elbasan region specifically. After this exploration, individuals share their experiences and insights in group meetings regarding the number and type of businesses that operate primarily in their area, the development prospects, their involvement in these businesses, etc. The time duration for this phase varies from one week (ARSIS) to 2-4 weeks (IRCA and TVO) due to the different composition of the groups and the dynamic development of the participants.

### IV- SHORT INTERNSHIPS

After exploring the world of labor, the next phase is a short-term internship that helps participants gain an in-depth exploration of the chosen professions. Being in a business for a short period, the participants gain deeper insights into their chosen profession or business activities and have the opportunity to self-evaluate their interest in the profession.

This is a crucial stage before the participants start any professional or on-the-job training. Concerning the channels and efforts to seek a short-term internship, the participants relied on the contacts established during the labor market exploration and suggestions from the coaches or their friends and relatives. When necessary, the coaches facilitated contact with local businesses or their key partners and arranged the internships, considering activities the participants became interested in during the exploration. The final aim of this stage was that participants find their interest affirmed and decide to continue their professional development with the chosen profession. As per practice in place, the approach chosen by the organizations was different.



All participants under the coaching of ARSIS have completed the short-term internship for 1 week near a local business identified during the labor market exploration phase or through the acquaintances they have had. Also, the participants under the coaching of TVO have completed the short-term internship as a necessary step to know their future profession. Whereas, according to IRCA, the participants in their coaching cycle did not perform short-term internships due to time constraints given the adjustment of the coaching cycle for a shorter time.

## V- INDIVIDUAL DEVELOPMENT PLAN

Once the participants have clarified their interests and created realistic and motivating visions for their future profession, together with the coaches, they start to design their Individual Development Plan (IDP). This document is a crucial element throughout the coaching cycle, serving as a planning tool that summarizes all the initial information necessary for employment and the steps to achieve their professional objectives. It also serves as a controlling mechanism for the coaches. The IPDs are revised and updated if initial objectives and steps change due to changes in the professional training course, availability of means to reach the objective, additional measures to be taken, or participants' employment path. The coaches support the participants in formulating their interests and goals and translating them into concrete activities, ensuring that their employment path is based on realistic and reachable goals during the coaching cycle.

In their Individual Development Plan, participants and coaches define short-(within the coaching cycle), medium- (to be implemented in 1.5-2 years), and long- (to be implemented in 2-5 years) term goals to be achieved. For each term, development objectives and concrete activities (steps, training, tasks, details, etc.) are identified, together with the necessary financial means or resources. At the end of the document, the coaches place narrative descriptions of the participants' economic, family, social situation, and any information necessary to support the participants towards employment and treatment of social problems.

ARSIS and TVO have used IDP format that pinpoints different activities at different timelines. On the other hand, IRCA has compiled a different template, all narrative, reflecting: a brief description of the social status of the participant, a brief description of the professional profile of the participant before the Coaching Cycle, steps followed for managing social problems and needs, and a brief description of professional achievements (enrolment in vocational course, skills acquired during group meetings, job referral, employment support). The formats of IDPs are presented in Appendix 4. IDP development is an ongoing process, which started, as per practice in place, 1-1.5 months after the groups were established and continued until the last month of coaching cycle and group meetings.

## VI- COMMUNITY-ORIENTED ACTIVITIES

During this phase of the coaching cycle, participants have the opportunity to link the coaching cycle activities to the community and get the chance to show the community, parents, and relatives their engagement toward employability and social integration. Community-oriented activities serve as a means to obtain self and social competencies and planning and organizing skills.

Moreover, community-oriented activities aim to motivate the participants to work as a group, stimulate their personal and social integration, and share empathy for the community as a whole. As suggested in the C4E manual, participants are required to conduct small scale research on different topics and phenomena that their community is experiencing (e.g., the standard of living, activities engaged, what people like and dislike about the community or place they live, etc.) and present their findings to the whole group. Feedback and ideas for conducting such activities are generated through group discussions. Potential community activities are handcraft workshops, folk dance events, toy/clothes exchange, games, traditional night events, etc.

As per practice in place, no community-oriented activities are conducted by the three organizations due to the short duration of the coaching cycle. Large-scale community activities require extensive planning, organizing, and mobilizing human and financial resources. Furthermore, TVO points out that the organization's role toward community activities is limited to awareness-raising discussions during group meetings on phenomena affecting the wider community, such as domestic violence, conflicting relationships in the family, etc.

## VII- PROFESSIONAL TRAINING AND PRACTICE

After formulating the Individual Development Plans, the coaches develop the path toward employment with the participants based on the goals they have previously set. In this phase, the coaches guide the participants and ensure that the goals and objectives are translated into concrete activities. Despite the coaches' best efforts to help all participants find and keep employment, they may need to undergo a process that lasts longer than the coaching cycle. Employment is the long-term goal, but the preparatory steps and activities aiming at enhancing employability stand as the ultimate goal for the duration of the coaching cycle. Enhancing employability means that the participants develop professional competencies in vocational training courses, long-term internships, and on-the-job training and develop methodological, social, and self-competences during the process. Participants who opt for a start-up or self-employment are assisted in identifying steps and resources to implement their goals through direct financial support or structured business plans.

During this phase, individual work with the participants prevails over group meetings. The coaches facilitate the process by informing the participants on vocational training courses or on-the-job training and private sector collaborators that will welcome them. Simultaneously, the participants suggest potential businesses identified during the exploration of the labor market that could provide vocational training courses and job practices. The coaches and participants discuss the possible alternatives that may include a combination of professional training and long-term internships or on-the-job training aiming to develop their professional skills before the preparation of business plans. Given the group of participants that this project intends to target, inclusion in vocational establishments is assessed as the first necessary step for the upskilling of the participants and the development of professional skills as a means of access to employment.

Vocational training providers are generally industry professionals, usually local businesses and, in most cases, long-term collaborators of the participating organizations, government vocational training centers or organizations themselves. The coaches inform the participants of the certificates or statements/proof of vocational training that is granted upon completing these trainings. After com-

pleting the vocational training course, the next step advised is the long-term internship. During internships, the participants develop specific professional skills and competencies in practice through working in a business for six months. The internship provider can be a local business spotted by the participant during the exploration of the world of labour or suggested by the coaches. The coaches facilitate the arrangement of the internship process regarding the conditions, terms, and payments, which are defined in the internship agreement as well (if applicable), signed between parties, before the commencement of the internship as suggested by the manual. During the internship, the coaches continuously contact the participants regarding the internship progress, activities performed, or any concerns/difficulties. For the participants that already have some skills and experience in a particular field, the coaches advise on-the-job training as the most suitable path toward employment. The coaches facilitate the financial aspect of the on-the-job training and ensure that professional practice and activities fulfil the participant's goals.

The participants that perceive self-employment as the only employment path due to their social and health problems or specific skills and experience limited only in that field; the coaches advise and support establishing a business plan. Besides the financial aspects, budgeting issues, and profitability estimation of start-up, the business plan considers aspects of marketing, personnel, and business risks. The approach to describing and implementing business plans varies from organization to organization. If the participant has already started a small business, the coaches support the participant in enhancing the business, aiming to increase business profitability and minimize the going-concern risk. For financing aspects of the start-ups, the coaches allocate certain project funds based on cost estimations, evaluate the participant's financial contribution (when applicable), and ensure that it does not severely impact the participant's economic situation or facilitates contact with micro-financing enterprises. The employment support services employed by the three organizations are referred to in the below section.

## VIII- FUNCTIONAL SKILLS TRAINING

Functional skills training is another element that the coaching cycle foresees. This training aims to strengthen participants' functional skills, playing an essential role in their professional activity and daily life. The functional skills training includes training on essential skills such as reading and writing, math skills (time, counting and using money, measuring), vocationally oriented skills (understanding and following a schedule), and ICT skills (using computers, internet searching, or writing a CV). The coaches assess the functional and life skills and shape them according to the participant's needs and in line with the chosen profession.

As per practice in place, no functional skills training was conducted by affiliated coaches of the three organizations. Due to the short duration of the project, the focus has been on preparing the participants for entering the labor market and gaining professional skills. Moreover, as stated, the participants did not express such needs. The development of vocationally oriented skills is left at the discretion of the professional training, on-the-job training, and internship providers.

## IX- GETTING INTO BUSINESS

Getting into business is the last element of the coaching cycle. The aim is for all participants to increase their chances of being employed or self-employed. As per practice in place, by the end of this stage, the participants are able to complete that career portfolio, including CV, motivation letter, interest letter, reference letter from the businesses that they conducted internships or on-the-job training, and the certificates or statements on professional skills. However, those whose training takes longer or who were not able to find employment know what the next steps in their professional development are (how to apply for a job, how to present themselves, how to conduct a job interview, etc.). Professional kits, other professional materials, or goods in nature are distributed to the participants that opt for self-employment. For those who started a job, coaches provide counselling on issues of concern. Section 11 provides participants' employment statistics for each organization.

## 8. EMPLOYMENT SUPPORT SERVICES

### ARSIS

The majority of participants (92.5%) coached by ARSIS organization have chosen self-employment as the most appropriate path to integrate themselves in the labour market, and only 3 (7.5%) of them, participants from Prrenjas city, are willing to be employed in a particular field. Given the limited employment opportunities offered by the private sector in both cities Librazhd and Prrenjas, participants aim to establish their small businesses, initially operating informally and remotely, to formalize by carrying out business registration procedures in the near future.

The preferred fields/professions of the participants are presented in Table 2 differentiated by geographical provenance. The participants from Prrenjas elected hairdressing as their preferred profession, given the high demand and low supply for hairdressing services in their area. On the other hand, embroidery and sewing are crafts that people from Librazhd traditionally own and practice, and the majority of the participants from this area have the necessary skills and experience in this field to become self-employed.

**TABLE 2. GEOGRAPHICAL DISTRIBUTION OF PREFERRED PROFESSIONS**

Preferred field/profession	Cooking	Tailoring	Hairdressing	Planting & Farming	Mechanic	Aesthetics	Business Bar	Total
Prrenjas	2	2	9	3	1	3	-	20
Librazhd	-	8	4	5	1	1	1	20

Table 3 below presents the paths toward employment and support services for the 40 participants.

**TABLE 3. EMPLOYMENT SUPPORT SERVICES, ARSIS**

Preferred field/profession	Cooking	Tailoring	Hairdressing	Planting & Farming	Mechanic	Aesthetics	Business Bar
Vocational training course							
VTC	1	-	2	-	1	1	-
Outsource	-	-	11	-	-	3	-
On-the-job training	1	-	-	-	-	-	-
Employment Path							
Employment	2	-	-	-	1	-	-
Self-employment	-	10	13	8	1	4	1
Financial support	2	10	13	8	2	4	1

For ten participants, the common picture shows that they have professional skills and work experience in embroidery, hemming, and mending, either in local factories or providing tailoring services from their homes. They have an existing, well-established clientele base, but they lack the necessary means to exercise their profession as self-employed. They are supported by the project with a sewing machine, and as a result of their health or family issues, they will exercise their profession from home.

Nine out of 13 participants that chose hairdressing as their profession took a three-month vocational training course, simultaneously on-the-job training, starting on early December 2021. One participant took a one-month course given that she had some previous experience in this field. The vocational training providers are local businesses, and service contracts are signed between the organization and local service providers. The organization finances the vocational training course and a professional set of appliances that will help the participants exercise their profession upon the completion of the professional course. Two of the participants, who have expressed their willingness to perform the vocational training in the city of Elbasan, have been selected to attend such training at the VTC in Elbasan. The participants are not registered as unemployed jobseekers at the local office of employment. Thus, the professional training at VTC is provided at the cost of ALL 7,000, financed by the organization, together with the reimbursement of the transportation costs and a professional set of appliances. The vocational training course at VTC has started in early November. Three participants have previously completed the professional training and have experience in this field, and the organization financed a professional kit. Four participants attended a one-month vocational training course in aesthetics services near local businesses, starting on early December 2021. The organization finances the professional course and kit for each participant.

One participant took a vocational training course in cooking at VTC in Elbasan. As the participant is registered as an unemployed jobseeker at the local employment office, the vocational training course at VTC is offered free of charge for this category. The organization reimburses the transportation costs for 70 days. The other participant performed on-the-job training near a local restaurant and got employed with a full-year contract after the training. The organization reimburses a monthly salary. For the two male participants that have chosen mechanics as the most appropriate employment path, one of them is directly supported and financed by the organization with raw materials to start the work in his existing dedicated space. The other participant took a three-month vocational training course at VTC Elbasan, for which the organization reimbursed the course fee for an unregistered unemployed jobseeker and transportation costs for 70 days.

Given their current difficult economic and social situation, but also assessing their skills and education level, six participants have been directly supported with goods in nature (i.e., 2 goats) as a means to generate stable earnings from their meat or milk, but also to fulfil their basic food needs. While, two participants, having planting skills and work experience, is financially supported with raw material and greenhouse covering to build a small greenhouse. One participant has an existing informal business (bar) and has been financially supported with a refrigerator, a necessary electronic appliance for her to maintain the quality of cold drinks, increase the customer base, and maintain the economic stability of the business.

The organization has compiled individual financing plans (format in Appendix 5) for 15 participants, prioritizing those who are more predisposed to become self-employed and formalize their businesses faster. The coaches evaluated and selected these 15 participants based on their individual development, enhancement of professional skills, highest interest, and commitment

throughout the coaching cycle. Individual Financing Plans are prepared for 4 participants who aim at aesthetics as their desired profession (1 from Librazhd and 3 from Prrenjës), 2 members who choose tailoring (both from the city of Librazhd), and 9 members who aim to be self-employed in hairdressing (3 from Librazhd and 6 from Prrenjasi). Individual Financing Plans pinpoints the financing needs, cost and profit analysis, and long-term implications such as business risks, competition, marketing, and personnel plans, etc. helping the participants to design the start-up and development prospects of their business.

It should be emphasized that participants that complete the vocational training course near private sector collaborators will be granted 'a statement of the vocational training course' issued by the provider. While the participants that complete the professional training near VTC in Elbasan will be awarded a 'certificate', officially recognized by the Ministry of Education, Sport, and Youth, upon completing the vocational training course.

The financial implications of the employment support services provided to the participants are defined based on cost estimations from past experiences and reference prices in the market, as reflected in Table 4.

**TABLE 4. ESTIMATED TOTAL COSTS REGARDING EMPLOYMENT SUPPORT SERVICES, ARSIS**

		Cost per unit (ALL)	Units	Total estimated costs (ALL)
Tailoring	Sewing machine	33,000	10	330,000
Aesthetics	1-month vocational training course	30,000	4	120,000
	Professional KIT	11,000	4	44,000
Hairdressing**	3-month vocational training course**			
	Private sector Librazhd	50,000	2	100,000
	Private sector Prrenjës	30,000	5	150,000
	VTC	7,000	2	14,000
	Transportation costs	26,500	2	53,000
	1-month vocational training course	20,000	1	20,000
	Professional KIT	12,182	11	134,002
Cooking	Other costs***	13,000	1	13,000
	Transportation costs	35,000	1	35,000
Farming	Reimbursement of monthly salary	30,000	1	30,000
	Direct support (goats)*	34,000	6	204,000
Planting	Direct support*	36,500	2	73,000
	Direct support*	12,000	1	12,000
Mechanic	Transportation costs	35,000	1	35,000
	Other costs***	5,000	1	5,000
Business	Electronic appliance	27,000	1	27,000
<b>TOTAL COSTS</b>				<b>1,399,002</b>

\*Direct support refers to 2 goats for the participants that choose farming, raw materials for the participants that choose planting, and other professional materials for mechanics.

\*\*Cost differences are noted for the participants taking the vocational training course in hairdressing in Elbasan and Prrenjës. Vocational training courses taken by the participants in Librazhd are more expensive.

\*\*\*Other costs refer to direct support to fulfil participants' basic needs (e.g., wardrobe, heater).

## TJETER VIZION (TVO)

Twenty-nine participants (72.5%) coached by TVO organization have chosen employment as the most appropriate path to integrate themselves in the labour market, and 11 (27.5%) participants are willing to become self-employed in a particular field. As the largest city in the region, Elbasan offers more opportunities, compared to other cities, for job vacancies. Participants have chosen as their preferred professions cooking and tailoring, also based on the market needs identified while exploring the labor market.

After evaluating participants' skills and potential, the TVO coach assessed that the businesses that will welcome participants for the long-term internship would be incentivized by payment for those unlikely to be employed directly. This expenditure is not granted for the participants who are judged as being directly predisposed to be hired by the company that will welcome the long-term internship. For 3 participants that aim to become self-employed, and their investments exceed ALL 100,000, the organization has compiled structured business plans (format in Appendix 5), identifying the financing needs and long-term implications such as business risks, competition, marketing, and personnel plans, etc. It is assessed as direct support for the financing below this amount for other participants that aim to become self-employed, and no business plan is prepared.

Table 5 below presents the paths toward employment and support services for the 40 participants.

**TABLE 5. EMPLOYMENT SUPPORT SERVICES, TVO**

Preferred field/profession	Cooking	Tailoring	Hairdressing	Planting & Farming	Salesperson	Agent
Vocational training course						
TVO	15	11	-	-	-	-
Outsource	-	-	7	-	-	-
On-the-job training	-	-	-	-	2	1
Employment Path						
Employment	14	8	5	-	1	1
Self-employment	1	4	2	3	1	-
Financial support	6	6	4	3	2	1

It is worth mentioning that TVO is the only participating organization that, in its structure, has vocational training centers that offer professional courses in cooking and tailoring, among others. Participants are provided with certificates recognized by the Ministry of Education, Sport, and Youth.

Fifteen participants attended a vocational professional course in cooking offered by TVO's vocational training centers. Upon completion of the course, all participants attended long-term internships near local restaurants and bakery shops. For five participants, the internship will last longer because they need more time to develop their professional skills. TVO financed their long-term internship, and the allocated amount that the welcoming business was incentivized, ranges between ALL 30,000-40,000. One participant is supported with partial financing from the project's funds (ALL



60,000) for opening a bakery shop, and the participant herself will fund the remaining amount. Eleven participants took the vocational training course in tailoring near TVO's vocational training centers and long-term internships upon completing the course near local factories or tailoring shops. One participant took a more extended internship than other participants, and the welcoming local business was incentivized by ALL 30,000. Meanwhile, another participant took more extended and specific internship in a small fashion atelier, and the welcoming atelier was incentivized by ALL 50,000. Three of the participants that aim to work from home as self-employed were supported with sewing machines. The cost allocated for purchasing the sewing machine or other materials ranges between ALL 40,000-50,000. One participant that has previously completed the vocational training course in tailoring near TVO was financially supported with furniture, sewing machine, and raw materials, amounting to ALL 150,000. This financing case was also assessed based on the social difficulties that the participant has.

Five participants simultaneously attended the vocational training course and internship at the hairdressing salons with which the organization collaborates for a long period. The welcoming salons received ALL 30,000 for each participant for three participants only. One of these participants who aims to become self-employed, was also supported with a professional kit. For another participant, based on her particular needs and social problems, the organization financed the whole business plan. Two participants have completed the professional training funded by TVO, part of other projects. TVO facilitated a 3-month on-the-job training in a salon at no cost.

Given their current difficult situation and health problems and assessing their skills and education level, two participants were supported (financed) with poultry to satisfy basic needs and generate earnings from their meat or eggs. Another participant was financially supported with olive crops and other necessary materials, and TVO will be funding ALL 200,000. The beneficiary himself will cover additional expenses through a soft loan. Moreover, the most appropriate support for a participant, part of the Roma/Egyptian community, is self-employment through direct support from the project's funds. ALL 50,000 is allocated for purchasing the used clothes. Moreover, TVO financed the on-the-job training for one participant near a local company that trades detergents, which intends to hire the participant after on-the-job training. The local business received ALL 30,000. Lastly, the coach has facilitated the on-the-job training near a travel agency, a long-term collaborator with the organization.

As shown in table 6, the financial means of the employment assistance services are determined based on cost estimates from previous experiences and market reference prices.

**TABLE 6. ESTIMATED TOTAL COSTS REGARDING EMPLOYMENT SUPPORT SERVICES, TVO**

		Cost per unit (ALL)	Units	Total estimated costs (ALL)
Tailoring	Specialized long-term internship	50,000	1	50,000
	Long-term internship	30,000	1	30,000
	Sewing machine	40,000	2	80,000
	Direct support for specialized materials	50,000	1	50,000
	Business Plan	150,000	1	150,000
Hairdressing	Vocational training course	30,000	3	90,000
	Professional KIT	20,000	1	20,000
	Business Plan	100,000	1	100,000
Cooking	On-the-job training	30,000	4	120,000
	Specific on-the-job training	40,000	1	40,000
	Partial Business Plan	60,000	1	60,000
Farming	Direct support (poultry)	60,000	2	120,000
Planting	Business Plan	200,000	1	200,000
Salesperson	Used clothes	50,000	1	50,000
	On-the-job training	30,000	1	30,000
<b>TOTAL COSTS</b>				<b>1,190,000</b>

## IRCA

The employment support services for both groups of IRCA are presented separately due to different specifics given the geographical and economic provenance of both cities, Elbasan and Cerrik. Table 7 shows the employment support services of participants in Elbasan group.

Nine participants (45%) of Elbasan group have chosen employment as the most appropriate path to integrate themselves in the labour market, and eleven (55%) participants are willing to become self-employed in a particular field. Moreover, 6 participants that aim for self-employment are referred to the employment promotion program for self-employment offered by Regional Employment Office in Elbasan. This program consists of attending a three-week training to prepare the business plan and get acquainted with business management procedures.

**TABLE 7. EMPLOYMENT SUPPORT SERVICES FOR ELBASAN GROUP, IRCA**

Preferred field/profession	Recycling	Manual (Gypsum worker)	Manual (Car service) worker	Manual (Air conditioner repair) worker	Tailoring	Assistant teacher	Farming	Informatics	Aesthetics	Seller	Nursing	Electrician	Hairdressing	Other
Employment Support Service														
Professional training course at VTC + professional KIT/materials	-	3	1	1	1	-	-	1	1	-	-	-	1**	-
Professional KIT, materials, appliances, other only	-	-	-	-	2	-	1	-	-	1	-	1	-	-
Other specialized support	1	-	-	-	-	2	-	-	1*	-	1	-	-	1
Employment Path														
Employment	-	1	1	-	1	2	-	-	1	-	1	-	1	1
Self-employment	1	2	-	1	2	-	1	1	1	1	-	1	-	-
Financial support														

\*The participant will be enrolled in compulsory education. \*\*The program covered only the professional training course fee.

One participant had a collection point for recyclable materials near the main road, which recently became narrowed due to improvised dwellings not allowing the passage of trucks and impeded the participant to exercise his business activity. The affiliated coach has referred and followed up his case with the municipality of Elbasan on the possibility of reframing the road. Besides being registered in the employment promotion program for self-employment, the participant has been informed about the documentation needed to open a collection point for scrap metal and recyclable materials (such as the permit for environmental pollution). Three participants attended the professional training course near regional VTC on gypsum works and were supported by the program with necessary materials (such as trowel, leveler, hammer, gypsum powder grinders, and gypsum processing and mixing machines) to be able to start working as independent professionals. Two participants attended the professional training course near regional VTC on mechanical car services and air conditioner repairs and were supported with necessary materials by the program. Three participants that choose tailoring as their profession were supported with sewing machines (or other necessary materials). Two participants had previous training and experience in tailoring, and the other participant attended the professional training course near regional VTC.

Two participants have completed a professional master's degree in teaching, and their employment challenges relate to the legal requirements for licensing as an assistant teacher for children with disabilities by the Faculty of Social Sciences. For these two cases, meetings were held with the Regional Education Directory to gather the necessary information and procedures for specific testing and licensing for assistant teachers. The participants were supported with information about the necessary documentation, and both were registered for the final exam to obtain the necessary license. Another participant has completed his studies in general nursing but has not yet been licensed as a nurse, which further hinders his employment in the field. The participant is referred/registered to the employment promotion program for professional practice (at a payment of 50% of the minimum wage for six months). After this, the participant would take a 3-month nurse residency training at the hospital of Elbasan, as per law requirements. After his licensing, he will be referred and assisted to be employed in a health center or hospital of Elbasan.

One participant attended the professional training course in informatics at the regional VTC and was supported with a laptop by the program to perform his services independently. Another participant, who has previous work experience as an electrician, was supported with necessary materials (such as drill, screwdriver, compressor, grinding machine for opening channels in the walls, etc.) to help him start exercising his profession.

One participant attended the professional training course in hairdressing at the VTC in Elbasan. The professional training at VTC is provided at the cost of ALL 7,000 for unregistered unemployed jobseekers. One participant attended the professional training course in aesthetics at the VTC in Elbasan and will be supported with a professional kit (such as manicures of different colours, nail oven, brushes, colour catalogue, cuticle cleaner, alcohol, gloss, gel), necessary to help her exercise her profession independently. The affiliated coach assisted one participant in registering him for the French language course (self-paid) at regional VTC. Despite exploring the world of labor, group, and individual meetings, the participant has shown uncertainty and resistance toward employment opportunities near call centers and rethinks of returning to emigration.

Given their current difficult economic and social situation, but also assessing their skills and education level, two participants have been directly supported with goods in nature (i.e., 3 sheep) and used clothes, respectively, in order to be able to generate income from the sale of dairy products or used clothes.

The organization is compiling individual financing plans for 13 participants, aiming to become self-employed in short- and medium- term. The individual financing plans is a simplified format (see Appendix 5) of the business plan where participants, together with the coach, describe their professional skills, the need for funding (e.g., professional kit, professional tools, materials, machines) and how they will use these tools to be employed.

In contrast to the Elbasan group, the employment support services provided to the Cerrik group consist of provision of professional materials, used clothes/footwear or goods in nature for all the participants. As a relatively small city of the region, with a low activity of active enterprises, Cerrik offers fewer opportunities for job vacancies. Besides that, the group composition, which includes participants with lower education, unskilled, limited work experience only with manual work, livestock farming or agriculture, presenting other vulnerabilities (social, health), dictates that direct support with material professional or goods in nature is the only opportunity to become self-employed.

**TABLE 8. EMPLOYMENT SUPPORT SERVICES FOR CERRIK GROUP, IRCA**

Preferred field	Smith	Tailoring	Auto electrician	Manual worker (garden maintenance)	Car wash worker	Trading	Livestock Farming, Poultry, Beekeeping
Employment Support Service							
Professional materials & appliances	1	1	1	1	1	-	-
Goods in nature	-	-	-	-	-	-	11
Used clothes/footwear	-	-	-	-	-	4	-
Employment Path							
Self-employment	1	1	1	1	1	4	11
Financial support	1	1	1	1	1	4	11

Four participants are financially supported with used clothes or footwear. Given their previous experiences with used clothes and footwear trading and considering the fact that they were forced to discontinue it due to the difficulty of finding used clothes and footwear, health problems, pandemic outbreak, and attempts to seek asylum abroad, the participants are willing to become self-employed and engage in trading again.

Eleven participants aim to become self-employed in livestock and poultry farming or beekeeping (apiculture). Specifically, nine participants were supported with two alpine goats each to fulfil their basic needs and be able to sell the dairy products and generate income. The participants perceive livestock farming as the most suitable employment path for them given their previous experience and very good know-how in livestock farming, passion for farming, suitable conditions for grazing and feeding the goats. One participant is supplied with three beehives, given his knowledge and experience with beekeeping in emigration. As per the affiliated coach, the participant has good potential to further develop it as a proper business activity. Based on the participant's experience and know-how on poultry farming and the inability to work elsewhere caring for the new-born, one participant was supported with 20 chickens to be able to provide food for the family and sell fresh eggs to potential buyers. As stated by the affiliated coach, while exploring the world of labor, these participants engaged in finding potential buyers (shops, markets, restaurants) for their products. The remaining five participants, aiming to be employed in different fields, were supported with professional materials, necessary tools, and appliances to exercise their services independently.

Specifically, three participants have adequate knowledge and experience in their professions (tailor, auto electrician and smith), and potential clients from previous work experiences. The participants were forced to stop working due to the lack of adequate means to respond to customer requests or bankruptcy of the previous employer (in the auto electrician case). They were supported with necessary materials to resume performing their services. Given their limited work experience in manual works only and considering their observations during the exploration of the labor world, two participants were supported with necessary appliances and tools to become self-employed as garden maintenance and carwash workers.

As shown in table 9, the financial means of the employment support services are determined based on cost estimates from previous experiences and market reference prices.

**TABLE 9. ESTIMATED TOTAL COSTS REGARDING EMPLOYMENT SUPPORT SERVICES, IRCA**

			Cost per unit (ALL)	Units	Total estimated costs (ALL)
Manual worker	Gypsum	Professional materials: trowel, leveler, hammer, powder grinders and mixing machines	50,000	1	50,000
			40,000	1	40,000
			30,000	1	30,000
	Car service	Professional materials	40,000	1	40,000
	Air conditioner repair	Professional materials: set of screwdrivers, drills, voltage measuring equipment etc.	40,000	1	40,000
	Garden maintenance	Professional materials: lawn mowers	35,000	1	35,000
	Car wash	Professional materials	35,000	1	35,000
Smith	Professional materials: welder	50,000	1	50,000	
Auto electrician	Laptop	40,000	1	40,000	
Tailoring Sewing machine	Sewing machine + other materials		50,000	3	150,000
			30,000	1	30,000
	Direct support (livestock)	60,000	1	60,000	
Farming		48,000	6	288,000	
Direct support (livestock)		30,000	1	30,000	
Direct support poultry		35,000	2	70,000	
Direct support (beehives)		15,000	1	15,000	
		48,000	1	48,000	
Informatics	Professional materials	20,000	1	20,000	
Aesthetics	Professional Kit	60,000	1	60,000	
Seller	Used clothes	30,000	1	30,000	
	Used clothes	35,000	1	35,000	
	Used clothes	20,000	1	20,000	
	Used clothes	48,000	1	48,000	
	Used shoes	20,000	1	20,000	
Electrician	Professional materials	40,000	1	40,000	
Hairdressing	Vocational training course fee	7,000	1	7,000	
<b>TOTAL COSTS</b>					<b>1,331,000.00</b>

## 9. SOCIAL SUPPORT SERVICES

Integrated case management models implemented by the selected NGOs aim to link social protection interventions with employment incentive schemes, creating the opportunity for economic and social integration of the selected participants and qualifying them for the exit strategy from the economic aid scheme. Besides the lack of professional skills and competencies as the main barrier to employment, participants reported numerous problems of social nature, including issues of violence, abuse, divorce, illiteracy, housing, legal issues, etc., that further hinder the access to professional education and integration into the labour market.

The three participating NGOs have worked under similar settings to capitalize on the social problems, assess their magnitude, provide direct support, or refer the issue. Initially, social issues were identified through the semi-structured individual interviews conducted with all participants based on the questionnaire for the selection of participants (see Appendix 1). In the case of ARSIS and IRCA, the collected information is narratively described in the Individual Development Plans, where the economic situation, social situation, and psychological needs are presented in detail.

Given that nine participants who faced domestic violence have been referred by the Child Protection Unit in Librazhd and Prrenjas to be part of the coaching cycle, and the state institutions assist these participants' social hindrances, ARSIS has assisted in the psycho-emotional issues/problems during individual and group meetings. Simultaneously, when participants that faced domestic violence problems were encountered during meetings, ARSIS referred those cases to the Child Protection Unit in both cities. The same approach was followed for the three female participants who were in the divorce process or were experiencing emotional problems after the divorce when the coaches advised and supported them emotionally and psychologically. All participants were referred to the Social Service Office in Librazhd and Prrenjas for support of various social issues, limiting the organization's role only at the referring level. Table 10 shows the statistics on referral cases by ARSIS.

**TABLE 10. REFERRAL CASES, ARSIS**

ARSIS	Referred by Child Protection Unit	Referred to the Child Protection Unit	Referred to the Social Service Unit
Librazhd	5	3	20*
Prrenjas	4	5	20

*\*3 participants, facing divorce problems and aiming to transfer to the city of Librazhd for a better living, are referred to Social Service Unit.*

*In the case of IRCA, the organization addressed the cases to the relevant local institutions based on the presented needs, limiting the organization's role only to reporting and referring the case.*

From the participants' statements and verifications on place by the coach, the majority of the participants have deplorable living conditions and housing. The affiliated coach of the Cerrik group has referred/shared the list of participants with the Municipality of Cerrik and the Housing Office. As stated by the organization, the municipality will make the necessary verifications and channel the eligible cases to its house restoration program. Also, several meetings were

held with the mayor of the Municipality of Cerrik to restore the used clothes market in Cerrik, where many of the participants and others would exercise their activity. Restoration of the market premises would facilitate the selling activity and ensure long-term employment for the jobseekers who consider the trade of used clothes and footwear as their only source of income. According to the organization, the Municipality of Cerrik is prioritizing this issue and meeting with potential donors to restore the market. Meanwhile, IRCA is facilitating and mediating the negotiation process between two actors, the Municipality of Cerrik and the Council of Europe, for the possibility of financing this project.

For one of the participants of Elbasan group, being unemployed is attributed to the lack of help raising her children. In this case, the affiliated coach contacted and referred the case to the municipality of Elbasan to identify the possibility of day-care/kindergarten support for both children.

Another case was referred to the Municipality of Elbasan for the set-up and environmental permit of the scrap recycling business. For another participant, the severe health problems of her daughter have prevented her from being employed. For the management of this case, the coach has contacted and referred to the Institute of Public Health, the Municipality of Elbasan, or various organizations to support her daughter with specialized physiotherapeutic treatment. The need for rehabilitation care and psycho-educational services for the autistic child of another participant was referred to an NGO targeting people with disabilities and the Social Services Directory.

Moreover, one participant is referred to the Regional Education Directorate to enrol in the correspondence school to complete compulsory education, and in September 2022, she will be enrolled in the fourth grade. Nevertheless, the participant is taking the professional training course (hairdressing) near the regional vocational training center. Another participant (illiterate) should pursue compulsory education as the only way to facilitate her enrolment in vocational courses and her employment later. The case is referred to the Regional Education Directorate and will be enrolled in primary school (first grade) in September 2022. Also, as mentioned in the section of employment services, three members are supported with necessary knowledge on their further licensing in the field of teaching and nursing, as the only obstacle to employment and exercising their professions.

The approach is different in the case of TVO, as the social problems were initially addressed by the social workers of the TVO Day Center, and the referral and inclusion in the coaching cycle come as an opportunity to address these issues further. Given that half of the participants were suggested by the organization and social workers of TVO Day Center, involvement in the coaching cycle of those participants that faced social problems aimed their social integration, overcoming problems, and integration into the labor market. The social worker of TVO Day Center and the affiliated coach of the coaching cycle proposed the right path for each participant, where the current situation and potential interventions were provided in detail in separated files (see the format in Appendix 6). The cases are isolated and different from each other, where participants have been exposed to domestic violence, conflicting relationships, significant economic hardships, and risk of trafficking. A detailed description of six participants' situations and interventions is presented in Appendix 7.

Simultaneously, the respective coaches have provided psychological and emotional support to the participants during individual and group meetings regarding the psychological consequences of being unemployed. Throughout the coaching cycle, the participants are supported to develop self-and social competencies and further motivated to use their skills adequately and face their difficulties and vulnerabilities.



## 10. CHALLENGES ON PROJECT IMPLEMENTATION

Implementing the coaching cycle phases toward employment and social support services requires a sizeable effort to mobilize numerous resources and actors. While the integrated case management approach has already produced credible and satisfying results overall, several project implementation challenges have emerged that have hampered the implementation of specific project stages. Through follow-up interviews with the engaged coaches, a series of actions taken to overcome these challenges are identified and presented below. The top of the various challenges to implementing the coaching cycle is summarized as below:

1. The selection of the participants to participate in the coaching cycle represents one of the top challenges identified by the coaches. The successful selection requires careful identification of the target group and assessing their needs toward employment and social integration. The time to build a final group of participants has been up to 1 month, considering and dealing with problems such as participant dropout rates, non-eligible participants to be part of the project, short duration to provide employment and social support services, etc.

The participating organizations established close cooperation, besides the Elbasan Regional Labor Office, with social service institutions, the Child Protection Employee, Domestic Violence Coordinators, and other potential stakeholders. They have helped identify the marginalized communities that experience unemployment and social difficulties.

2. One of the program's biggest challenges is the sustainability and motivation of the participants to complete the coaching cycle processes, given that the vast majority of them present financial hardships and poverty and often interrupt the program earlier because they manage to get into employment earlier.

Providing emotional counselling through individual and group meetings and sharing experiences has helped motivate and encourage participants in their commitment to exploring and shaping professional skills and competencies aiming their sustainable employment or self-employment.

3. The 4-month duration of the program has been one of the significant implementation challenges. In general, the coaching program is planned to have a duration of about 1.5 years. Even though the coaches try to enable all participants to find and keep employment, participants might need to undergo a process that exceeds the coaching cycle's duration. Implementation of individual development plans has been difficult to accomplish for some of the participants based on their personal development, and the process followed with them has remained up to the level of vocational training courses or direct financial support toward immediate self-employment. The other side of the medal shows that in some cases, where participants present deplorable economic and social conditions, the intervention should be immediate, perceiving the 4-month duration of the coaching cycle as a long one for providing support to these isolated cases.

The path to enhancing employment has been through rapid mobilization and effective use of resources (people, time, materials) and potentials and rigorous individual engagement with each participant to identify employment and social needs, leaving employment as a medium or long- term goal to be attained.

4. Integrating social issues management in the coaching cycle also presents an implementation challenge. The participants highlighted psychological and social obstacles, further affecting their opportunities and willingness to learn, train, look for a job or gain employment. Although focusing on social problems is pertinent since they limit access to professional training and unemployment, addressing social issues often goes beyond the competencies and abilities of organizations to address and resolve them over the duration of the project.

Referral to local government institutions or other organizations aids the provision of social support services, which go beyond the competencies and abilities of organizations. Also, during individual and group meetings, participants received psycho-social and emotional support from the affiliated coaches.

5. The reform of the Albanian tax system through the 'fiscalization' process has also affected the implementation of the project. One of the challenges has been the identification of fiscalized taxpayers (local partners, vocational training course providers, vendors) since there are few of them in small cities where the project is implemented. Fiscalized invoices are the only acceptable and justifying means for payments in the framework of financing vocational training courses or other materials to participants.

In addition to the above challenges, other issues are also addressed through the counselling process during individual and group meetings, such as participants' lack of trust toward state institutions and programs, participants' perception of group meetings as unnecessary, difficulty to develop non-traditional employment plans as participants are generally attracted by traditional professions, limited access to the existing microfinancing scheme due to participants' impoverished economic backgrounds to fulfil certain financial institution requirements, among others.

## 11. SUCCESS INDICATORS

The success of the implementation of coaching for employment and social support services program is measured through the quantitative results and qualitative survey on the project satisfaction level.

As per the organization's reported results, the quantitative success indicators of project implementation by TVO indicate the following:

- o The employment path for 31 (77.5%) participants entails skilling and upskilling mechanisms through enrolment in vocational training courses. 26 (65%) participants enrolled in a vocational training course provided by TVO internal service in cooking and tailoring, and 7 (17.5%) participants enrolled in a vocational training course provided by an external provider/local business in hairdressing.
- o Upon completion of vocational training courses, 28 (70%) participants enrolled in a long-term internship (on-the-job training) near local business. 13 (32.5%) participants are still in the process of completing the on-the-job training.
- o 21 (52.5%) participants were financially supported by the program through:
  - professional materials, machines, kits, and appliances (5 participants),
  - used clothes (1 participant),
  - goods in nature (poultry) (2 participants),
  - whole and partial business plan funding (2 and 1 participants, respectively),
  - incentives to long-term internship (on-the-job training) providers (10 participants).
- o 4 (10%) participants were employed (in a supermarket, upholstery shops, sales agent).
- o 2 (5%) participants have completed the coaching cycle and are employed outside the country.
- o 19 (47.5%) participants are self-employed and exercising their activity independently (upon the receipt of the materials/kits/appliances), and 2 (5%) participants are still in the process of starting their own businesses.
- o 6 (15%) participants were supported/assisted on their social issues/problems.

As per the organization's reported results, the quantitative success indicators of project implementation by ARSIS in Librazhd and Prrrenjas indicate the following:

- o 16 (40%) participants enrolled in a vocational training course in hairdressing and aesthetics provided by three local private businesses, 1 (2.5%) participant took on-the-job training. Out of these, 4 (10%) participants are still in the process of taking the vocational training course at VTC in Elbasan in mechanics, cooking, and hairdressing.
- o 1 (2.5%) participant is employed near a local restaurant.
- o All participants (100%) were financially supported through:
  - vocational training course's fee and professional kits/materials/sewing machines (12 participants)
  - professional kits, appliances, sewing machines, materials only (17 participants)
  - goods in nature (goats) (6 participants)
  - vocational training course's fee and transportation costs (2 participants)
  - transportation costs only (2 participants)
  - reimbursement of a monthly salary (1 participant)
  - other items (wardrobe, heater) (2 participants)
- o The professional tools, materials, kits, sewing machines and livestock are distributed to 35 (87.5%) participants aiming self-employment.

- 27 (67.5%) participants have started providing their services independently upon receiving necessary professional materials.
- 6 (15%) participants are benefiting from the livestock: fulfilling their basic needs and planning for selling the products in the short term.
- 2 (5%) participants are benefiting from the greenhouse materials to construct and operate the small greenhouse.
- o 3 participants from Librazhd and 5 from Prrenjas (20% in total) that were experiencing social problems and difficult family situation were referred to the Child Protection Units in the respective cities.

As per the organization's reported results, the quantitative success indicators of project implementation by IRCA in Elbasan and Cerrik indicate the following:

- o 8 (20%) participants enrolled in a vocational training course in regional VTC, and specific employment support services were provided to 5 (12.5%) participants through intermediation and collaboration with government institutions. (all participant from Elbasan group)
- o 34 (85%) participants were financially supported through:
  - professional kits, materials, appliances (11 participants from Elbasan and 5 from Cerrik),
  - used clothes (1 participant from Elbasan and 4 from Cerrik),
  - vocational training course fee (1 participant from Elbasan),
  - goods in nature (1 participant from Elbasan and 11 from Cerrik)
- o Upon receiving professional materials or used clothes/footwear, participants that aimed to become self-employed, have started providing their services independently. Also, upon receiving livestock, poultry, and beehives, participants benefit from fulfilling their personal needs and plan to sell the products in the short term. In total, 11 (27.5%) participants from Elbasan and 20 (100%) participants of Cerrik group are self-employed.
- o 9 (22.5%) participants from Elbasan group were referred to respective local authorities on social hinderances that impede their employment.
- o Comprehensive social support services include referral of the Cerrik participants' list to the Municipality of Cerrik and its respective Housing Office, and facilitation of the restoration process of the used clothes/footwear market in Cerrik.

The qualitative survey aims to measure and understand the participants' level of satisfaction and the impact of the coaching cycle on their professional development and social support services. Additionally, this survey aims to identify which area/stage/element of the coaching cycle needs improvement. The survey is organized in three sections (see Appendix 8). On a Likert scale of 1 to 5, where 5 indicates "Very happy" and 1 "Not at all," the participants evaluate their experience with the coaching cycle, including group composition, relationship with other group members and coach, environment/premises where group meetings took place, professionalism and integrity of the coach, group activities, individual meetings, psycho-emotional support, Employment Office support.

On a Likert scale of 1 to 5, where 5 indicates "Very Good" and 1 "Poor," the participants evaluate the elements of the coaching cycle, the quality of employment and social protection support provided to them throughout the coaching cycle, and level of personal, social, methodological, professional skills acquired during the counselling cycle. The last section consists of six questions where narrative answers are expected on: the impact of coaching cycle on their employability and social issues, the most exciting and helpful element of the coaching cycle, whether the participants would recommend it to a friend/relative, and the elements that need to be improved.

The survey took part on the premises the respective groups of participants exercised the group activities. A few introductions were made (to overcome any linguistic and comprehension difficulties) to ensure that the purpose of the survey and the content were clearly understood. The participants were also informed of the confidentiality matters and data processing and transferring to be used in the reports and published findings.

The survey and data analysis present some limitations. The survey participation rate is 62.5% for ARSIS, 57.5% for TVO, and 27.5% for IRCA<sup>10</sup> (the survey was conducted only with Cerrik participants). Since the intervention implies individualized person-centered support services, the participation of all unemployed jobseekers would be necessary to understand their experience and insights on the coaching cycle implementation. According to the affiliated coaches, the cancellation by participants was due to health problems considering the pandemic situation, being at work or on-the-job training on the day the survey was conducted, and other personal reasons. Moreover, question and answer options bias could lead to unclear data because respondents may interpret certain questions and answers options differently, considering linguistic and comprehension differences and difficulties. Also, the non-response rate has affected the generation of results for each element asked survey. Lastly, the scale and scope of the survey permit some general observations to be drawn; however, they provide only a relatively isolated sample for extending more generalized results.

## **SURVEY RESULTS: ARSIS**

A total of fourteen (70%) participants in Librazhd and eleven participants (55%) in Prrrenjas agreed to take part in this survey and evaluated the employment and social support services provided by ARSIS using a 5-point Likert-type response scale. The results are as follows:

In describing their overall experience<sup>11</sup> with the coach, the vast majority of Librazhd participants (above 93%) reported being very satisfied, expressing their satisfaction to a level of 4 and 5. The vast majority of Prrrenjas participants (above 91%) also reported high satisfaction levels, marking a level of 4 and 5 on the 5-point Likert scale.

Regarding the satisfaction gained from the group they belong to, 10 participants (71.4%) from the Librazhd group expressed their satisfaction to a level of 5, while the remaining 4 (28.6%) did not mark any of the options. For Prrrenjas, all participants (100%) were very satisfied, marking a level of 5.

Regarding the relationship and cooperation with other group members, for the Librazhd group, 6 (42.9%) participants were very satisfied, marking a level of 5, 3 (21.4%) marked a level of 3, 2 marked a level of 2 (7.1%) and 4 (7.1%) respectively, while the remaining 3 (21.4%) did not choose any of the options. For Prrrenjas, the vast majority (81.8%) expressed their satisfaction to a level of 5, and 2 participants (18.2%) did not mark any of the options. Regarding the comfort of the premises where they have developed the coaching cycle, all participants of both groups reported being highly satisfied. Being asked how they evaluate the activities undertaken during group meetings, all participants of both groups reported being highly satisfied.

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10. **Disclaimer:** The survey was not conducted with Elbasan group of participants due to the delay in the implementation of the project for internal reasons of the organization, which would affect and delay the submission of this deliverable.

11. Confidentiality with which the coach handle their situation, relationship with the coach, the time available from the coach to listen to them and help with their problems, professionalism, and care of the coach to handle the situation, individual counseling sessions with the coach, and psycho-emotional support provided by the coach.

Regarding the relationship and support provided by the Employment Office during this project, across respondents, the evaluation varies. For the Librazhd group, 9 (63.3%) participants reported to be very satisfied with the support of the Employment Office, 1 (7.1%) participant reported a satisfaction level of 3, 1 (7.1%) participant 'not at all' and the remaining 3 (21.4%) did not mark any of the options. 7 (63.6%) participants of the Prrenjas group reported being very satisfied with the support of the Employment Office, while 4 (36.4%) did not respond.

In section 2, the participants evaluate the elements of the coaching cycle and the overall quality of employment and social protection support provided to them throughout the coaching cycle, and the level of skills and competencies acquired during the coaching cycle. Being asked about their motivation to engage and complete the coaching cycle, 11 (78.5%) participants from the Librazhd group responded to be very motivated, 1 (7.1%) participant evaluated his/her motivation with a level of 3, and the remaining 2 (14.3%) did not mark any of the options. All participants of the Prrenjas group (100%) reported being highly motivated engaging in the coaching cycle.

When asked how the participants evaluate the skills acquired during the coaching cycle, the vast majority of participants (above 85.7%) from the Librazhd group reported gaining or further developing their social, personal, and methodological skills, marking a level of 4 and 5 in a Likert scale. Non-response rates for social and methodological skills equal (14.3%) each.

Regarding the professional skills, 10 (71.4%) participants evaluated their professional skills as excellent after the completion of the coaching cycle, 3 (21.4%) maintained a neutral attitude on a Likert scale, and 1 (7.1%) did not respond.

The vast majority of participants from the Prrenjas group reported excellent social (90%), personal (81.8%), methodological (81.8%), and professional (72.7%) skills and competencies gained during the coaching cycle. The remaining participants were unwilling to respond.

Regarding the coaching cycle elements, the evaluation varies across the respondents. The majority of participants from the Librazhd group assess the exploration of the world of labour (85.7%), short internship (71.4%), vocational training course (50%), on-the-job training (50%), and coach's engagement toward their individual development plan (64.3%) as excellent marking a '5' in a Likert scale. The remaining participants did not mark any of the points on the scale. It is worth noting that during the survey, the participants stated that they did not mark any of the options given the fact that their employment path and the individual plan did not include any short-term internships, vocational training courses, or on-the-job training.

On the other hand, the majority of participants from the Prrenjas group assessed the exploration of the world of labour (72.7%), short internship (63.6%), vocational training course (54.5%), on-the-job training (63.6%), and coach's engagement toward their individual development plan (81.8%) as excellent marking a '5' on a Likert scale. Moreover, 2 participants marked the importance of labour market exploration and their experience with professional training with a level of '3' each, and 1 participant reported his/her professional training course as 'poor,' marking a level of '2'.

In contrast, the participants from Prrenjas differentiate their 'non-response and 'non-applicable' markings based on their personal experience. The non-response rate for assessing the exploration of the world of labour, short-internship, vocational training course, on-the-job training, and coach's engagement toward their individual development plan is 7.1%, 14.2%, 7.1%, 14.2%, and 7.1%, respectively.



When asked how the participants evaluate the organization's employment and social support services, 9 (57.1%) and 7 participants (50%) from the Librazhd group assess them as excellent, respectively. 1 (7.1%) participant and 3 (21.4%) participants assessed employment and social support services as very poor, respectively. 2 (14.2%) participants showed a neutral attitude toward both support services provided by the organization. 3 (21.4%) participants did not respond to the employment support service quality, nor did the 3 (21.4%) other participants on the quality of the social support services. 10 (91%) participants of the Prrenjas group evaluated as excellent employment support services, and 8 (72.7%) participants assessed as excellent social support services. The remaining did not mark any of the options.

On the other hand, the majority of both groups (71.4% from Librazhd and 72.7% from Prrenjas) assessed employment support services offered by the Employment Office as excellent. 2 participants from each group did not respond.

Regarding the quality of social support services offered by third parties, 7 (50%) participants from the Librazhd group assessed them as excellent, 1 (7.1%) as poor, 3 (21.4%) as neutral, and 4 (28.6%) did not respond. 6 (54.5%) participants of the Prrenjas group assessed those services as excellent, 1 (9.1%) as poor, and 4 (36.4%) did not respond.

The third section presents six open-ended questions, where the respondents provided their insights in a narrative form. When asked how they evaluate their participation in this project, all participants from both groups reported being motivated to contribute to self-development throughout the coaching cycle.

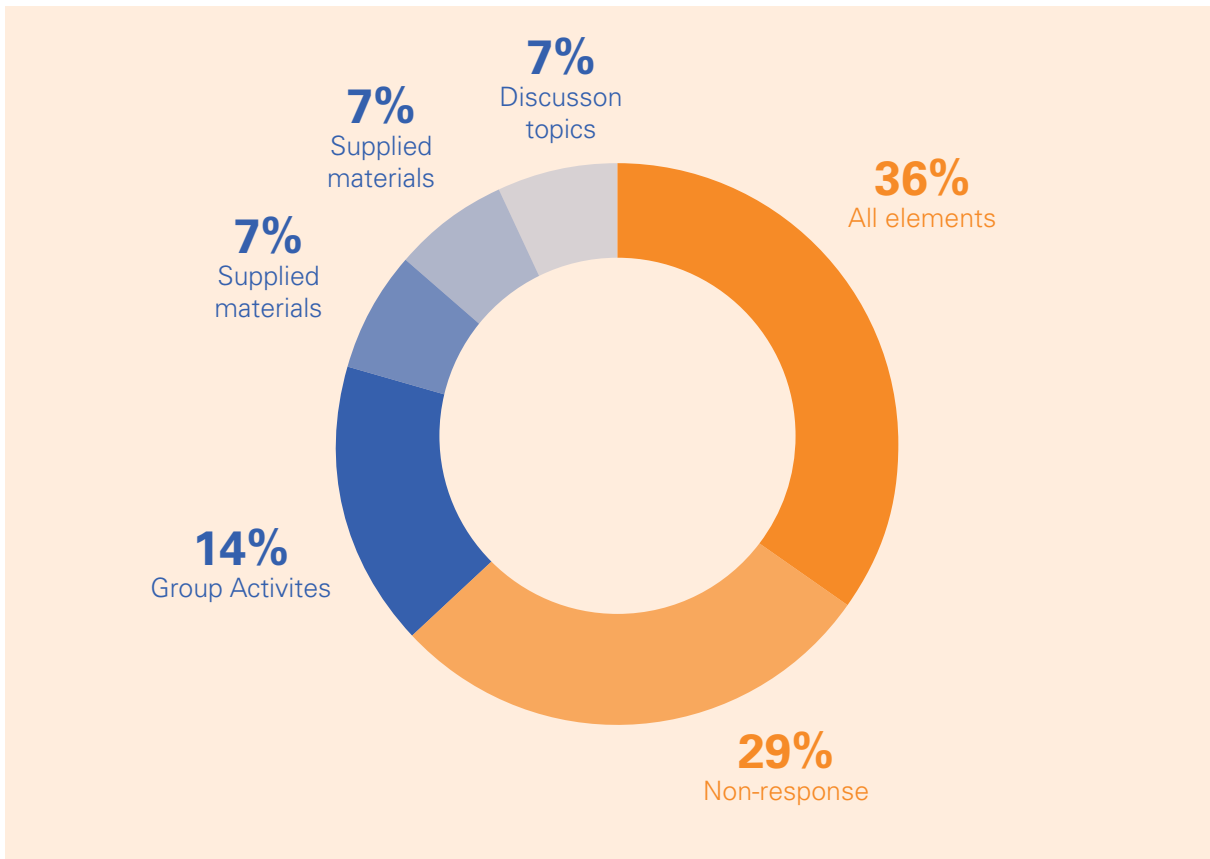
When asked how helpful the coaching cycle has been toward employment issues, the majority (71.4%) of the Librazhd group reported that the coaching cycle has been very beneficial, 2 (14.2%) participants reported 'not so helpful' considering the low quality of materials and poor livestock provided. The remaining 2 (14.2%) did not respond. On the other hand, all participants (100%) of the Prrenjas group appreciated the helpfulness of the coaching cycle in terms of employment support services.

Regarding the helpfulness of the coaching cycle toward social problems, 18 (72%) participants from both groups stated that it has been beneficial for their emotional and psychological health. From the Librazhd group, 1 participant assessed it as 'not so helpful,' and 2 participants stated being exposed to severe social problems that the program could not address. The remaining did not respond.

The fourth question asked was, "Would you recommend to your friends and relatives to participate in the coaching cycle?" and all participants from both groups would recommend the program to their friends and relatives.

Being asked on the activity or element of the coaching cycle they would choose as the most interesting and valuable to them, and what needs to be improved, their opinions vary across the participants and groups. The results are presented in the figures 4-7 below.

**FIGURE 4.** MOST INTERESTING AND VALUABLE ELEMENT OF COACHING CYCLE, LIBRAZHD GROUP



**FIGURE 5.** MOST INTERESTING AND VALUABLE ELEMENT OF COACHING CYCLE, PPRENJAS GROUP

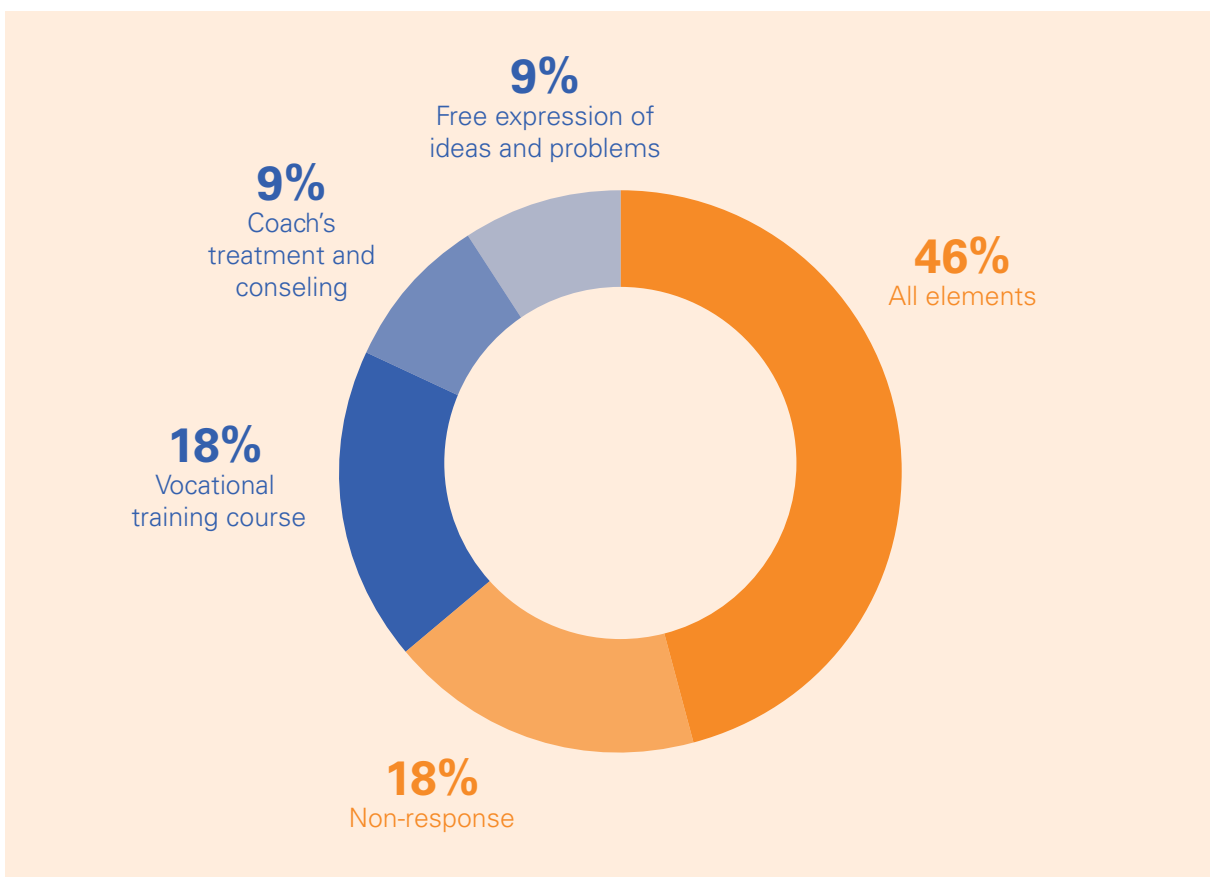




FIGURE 6. SUGGESTED IMPROVEMENTS, LIBRAZHD GROUP

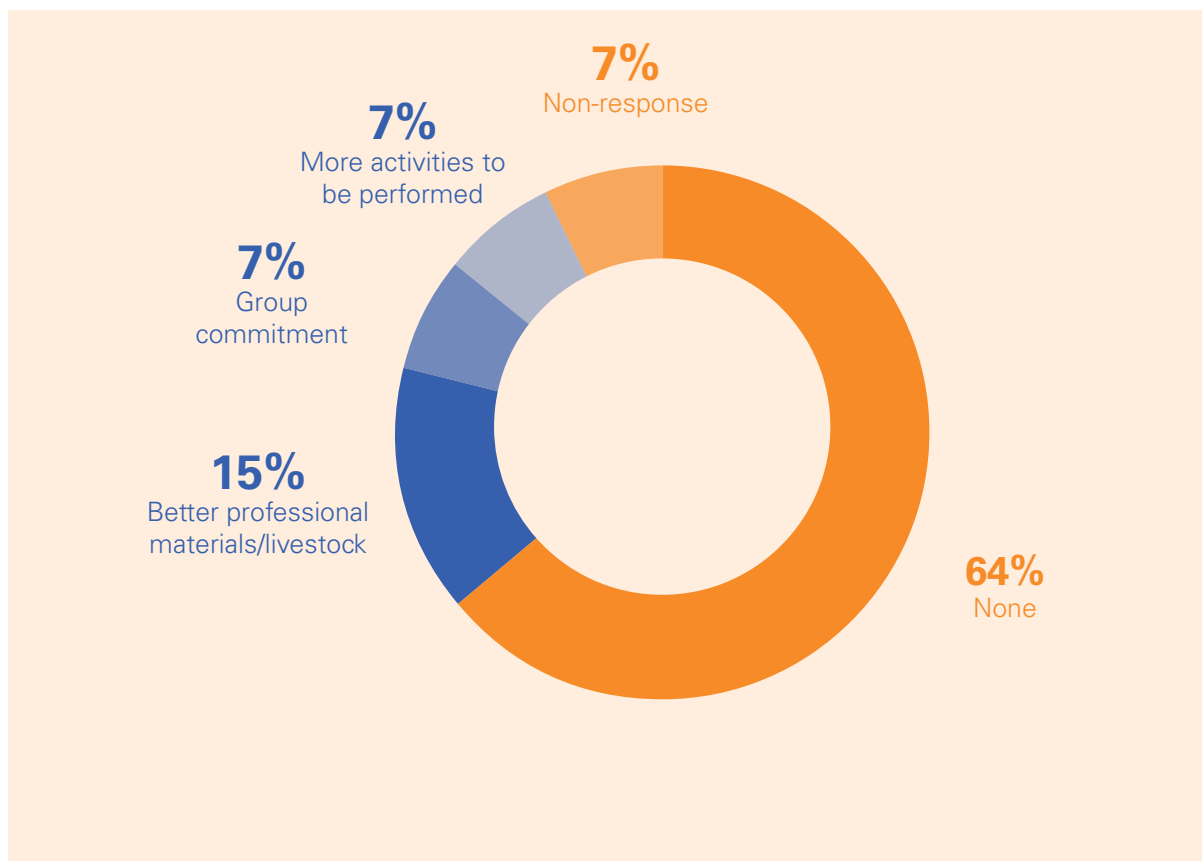
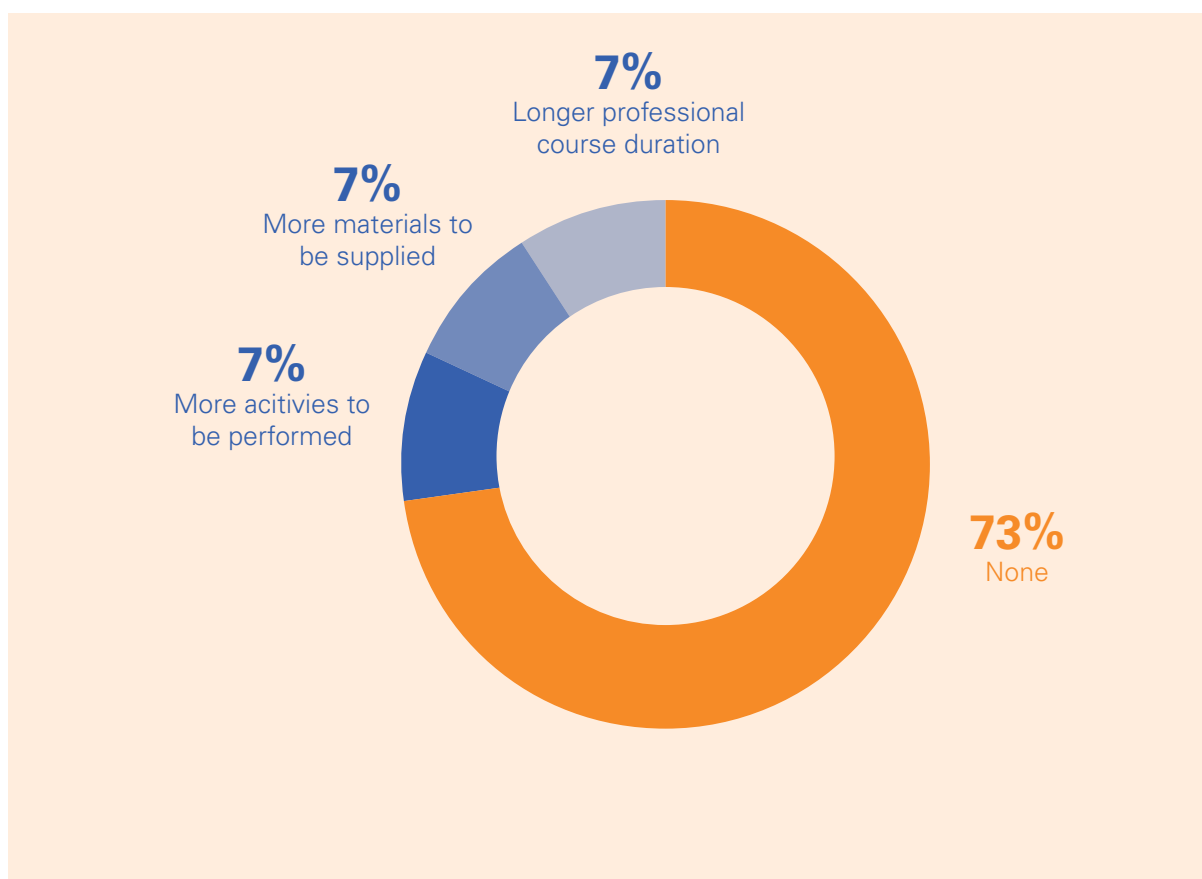


FIGURE 7. SUGGESTED IMPROVEMENTS, PRRENJAS GROUP



## SURVEY RESULTS: TVO

Twenty-three (57.5%) participants took part in the survey and evaluated TVO's employment and social support services using a 5-point Likert-type response scale. The results are as follows: Regarding their overall experience with the coach, the vast majority of the participants (above 83%) reported being very satisfied, expressing their satisfaction to a level of 4 and 5 on a Likert scale.

Regarding the satisfaction gained from the group they belong to, 22 participants (96%) expressed their satisfaction to a level of 5. Regarding the relationship and cooperation with other group members, 19 (82.6%) participants were (very) satisfied, marking a level of 4 and 5 on a Likert scale. 4 (17.4%) participants did not respond. 20 (87%) participants reported being very satisfied with the comfort of the premises where the activities took place. 2 (13%) participants did not respond.

16 (69.6%) participants reported being highly satisfied with the activities during group meetings. 4 (17.4%) participants reported a neutral attitude toward the activities during the group meetings, and 3 (13%) participants did not respond. Regarding the support provided by the Employment Office during this project, 12 (52.2%) participants reported being 'highly satisfied' (level 5), 7 (30.4%) 'satisfied' (level 4), 2 (8.7%) 'neutral' (level 3) and 2 (8.7%) 'somehow satisfied' (level 2).

In section 2, the participants evaluate the elements of the coaching cycle and the overall quality of employment and social protection support provided to them throughout the coaching cycle, and the level of skills and competencies acquired during the coaching cycle. Asked about their motivation to engage and complete the coaching cycle, all participants (100%) reported being very motivated to participate in this project. When asked how the participants evaluate the skills and competencies acquired during the coaching cycle, most participants marked a level of 4 (very good) and 5 (excellent) for each of the competencies' dimensions.

The acquired social, personal, methodological, and professional competencies were assessed as excellent by 16 (69.6%), 13 (56.5%), 14 (60.8%), and 14 (60.8%) participants, respectively. The remaining marked a level of 4 (very good).

Regarding the evaluation of coaching cycle elements, the results were widely dispersed.

18 (78.3%) participants assessed as very good to excellent the validity of labor market exploration in determining job interests and selecting the desired profession, 2 (8.7%) participants remained neutral, and 1 (4.3%) evaluated it as very poor. 3 (13%) participants did not mark any level. 17 (74%) participants assessed as very good to excellent the validity of short-term internship in determining job interests and selecting the desired profession, 2 (8.7%) participants remained neutral, and 1 (4.3%) evaluated as very poor. 3 (13%) participants did not mark any level.

19 (82.6%) participants evaluated as excellent their vocational training courses, 1 (4.3%) as very poor, and 3 (13%) did not respond. Moreover, 14 (60.9%) participants assessed as excellent their experience with the long-term internship, 2 (8.7%) as poor, 1 (4.3%) as very poor. 2 (8.7%) participants remained neutral and 4 (17.4) chose not to respond.

When asked how they evaluate the organization's employment and social support services, 21 (91.3%) participants evaluate both services as excellent. Regarding the quality of employment and social support services offered by the Employment Office and external parties, most par-

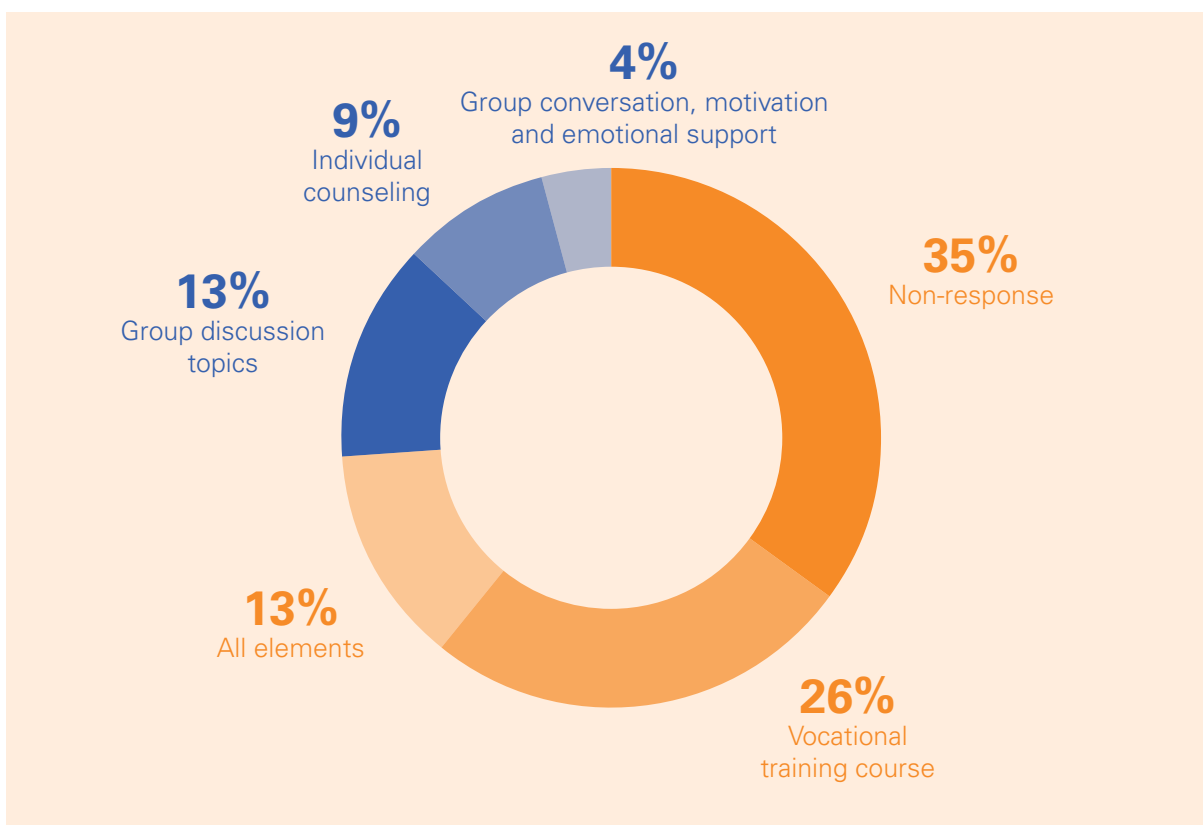
ticipants assessed them as very good to excellent. 3 (13%) and 2 (7%) participants remained neutral toward the quality of the employment and social support services provided by parties outside the project, respectively. The remaining did not respond.

In the third section, the participants responded to six open-ended questions. When asked how they evaluate their participation in this project, the majority of participants (70%) reported having a very interesting and beneficial experience. When asked how helpful the coaching cycle has been toward employment issues, the majority (78.3%) of the participants stated that the coaching cycle has been very helpful in offering various employment opportunities. 2 (8.7%) participants reported the coaching cycle to be somehow helpful, and 3 (13%) participants did not respond. Regarding the helpfulness of the coaching cycle toward social problems, 14 (%) participants stated that it has been beneficial for their emotional and psychological health. 3 (13%) participants assessed it as 'somehow beneficial,' and 6 (26%) participants did not respond.

Moreover, all participants (100%) would recommend the coaching cycle to their friends and relatives.

Asked about the activity or element of the coaching cycle they would choose as the most interesting and valuable to them, the respondents share different opinions as presented in Figure 8. Lastly, 35% of the participants did not suggest any improvements stating that every element and activity were beneficial, 9% stated that more employment opportunities are needed to be introduced, and 57% did not provide an answer.

**FIGURE 8.** MOST INTERESTING AND VALUABLE ELEMENT OF COACHING CYCLE, TVO



## SURVEY RESULTS: IRCA

Eleven (55%) participants from the Cerrick group took the survey and evaluated IRCA's employment and social support services using a 5-point Likert-type response scale.

Regarding their overall experience with the coach, considering his commitment, professionalism, confidentiality, and attitude, all respondents (100%) reported being very satisfied, expressing their satisfaction to a level of 5 on a Likert scale. Asked about the satisfaction gained from the group they belong to, the relationship and cooperation with other group members, and the comfort of the premises where the activities took place, all (100%) respondents reported being very satisfied, marking a level of 5 on a Likert scale.

10 (91%) participants reported being highly satisfied with the activities during group meetings, and 1 (9%) did not respond. Regarding the support provided by the Employment Office during this project, 8 (72.7%) participants reported being 'highly satisfied' (level 5), 1 (9%) 'not satisfied at all' (level 1), and 1(9%) did not respond.

Asked about their motivation to engage and complete the coaching cycle, all participants (100%) reported being very motivated to participate in and complete all the phases. When asked how the participants evaluate the skills and competencies acquired during the coaching cycle, all (100%) participants stated to have acquired excellent social, personal, methodological, and professional skills and competencies.

7 (63.6%) participants assessed as excellent the validity of labor market exploration in determining job interests and selecting the desired profession, and 4 (36.4%) participants did not mark any of the options. The participants of the Cerrick group did not take a short-term internship, and vocational training course based on their development plans and desired employment path. Thus, they did not mark any of the options when asked on the validity of short-term internship in determining job interests and selecting the desired profession, and their experience with the professional training course and on-the-job training.

Moreover, 8 (72.7%) participants assessed as excellent the commitment of the coach in compiling their individual development plans, and 3 (27.3%) did not respond. Asked on how they evaluate the quality of employment and social support services offered by the organization, Employment Office, and external parties, the vast majority of the participants did not provide an answer, except for 3 (27.3%) participants who rated the organization's employment support services as excellent.

In the third section, the participants responded to six open-ended questions. When asked how they evaluate their participation in this project, all respondents (100%) reported having a very interesting, motivating, and beneficial experience. 10 (91%) participants reported that the coaching cycle has been very beneficial toward employment support services, and 1 (9%) participant did not respond.

Regarding the helpfulness of the coaching cycle toward social problems, 8 (72.7%) participants stated that it has been beneficial for their social issues and their emotional and psychological health, and 3 (27.3%) participants stated that they are not happy with the support provided. All participants will gladly recommend this project to their friends and relatives.

Asked about the activity or element of the coaching cycle they would choose as the most interesting and valuable to them, the respondents shared different opinions. 5 (45.5%) participants pointed out the supplied materials as the most valuable thing throughout the coaching cycle, 1 (9%) coach's advice, 1 (9%) exploration of the labor market, and 4 (36.5%) did not respond. Lastly, asked on what they think should be improved in the coaching cycle, 5 (45.5%) participants suggested that the coaching cycle duration should be shorter, 1 (9%) suggested that more supplied materials are needed, and 5 (45.5%) did not respond.

## 12. CONCLUSIONS, EVALUATIONS, AND RECOMMENDATIONS

Although considerable progress is made in terms of employment policies and active labour market mechanisms, bringing them closer to European Union (EU) models, the number of unemployed jobseekers that persistently remain unintegrated into the labour market and benefit from social assistance remains high. The lack of soft and professional skills, knowledge and orientation toward labour market opportunities, access to proper services at different levels, and weak cooperation among public and private sector stakeholders led to much concern over increased vulnerabilities, causing unemployed individuals to fall into or fall even deeper into poverty.

Aiming at contributing to the development and employment of the unemployed job seekers prioritizing the marginalized communities and beneficiaries of economic assistance, the integrated case command approach aims to target individuals that remain unintegrated into the labour market and tackle significant employment and social constraints. The ICM intervention approaches coaching for employment mechanisms and methodology and social support services. Three non-government organizations, ARSIS, IRCA, and TVO, partnered to pilot integrated case management models in Cerrik, Prrrenjas, Librazhd, and Elbasan. The participating organizations have extensive training and expertise in the Coaching for Employment methodology toward employment and economic empowerment of vulnerable unemployed jobseekers and marginalized communities. The project's management teams consist of a project coordinator, administrative staff, and one to two part-time coaches.

Moreover, the Regional Employment Office of Elbasan, local actors, workplace representatives, and various public and private sector stakeholders have partnered in the ICM implementation. ICM approach expands its practices and mediates among the vocational training centers, public institutions, potential private employers and provides information to help and ensure employment opportunities and initiatives of self-employment through immediate support.

The purpose of the present report was to capitalize on the experience of implemented interventions by the participating NGOs, identify good practices that work toward improving the impact on beneficiaries, disseminate the practical interventions, and inform the creation of new EPP targeting beneficiaries of social assistance.

120 beneficiaries were selected and coached toward employment opportunities and social integration for a four-month period. The initial list of participants was provided from the official database of the Regional Employment Office in Elbasan, which resulted incomplete and insufficient to establish the groups. The participating organizations have used their internal database with contacts of the unemployed job seekers who have been part of the organization's previous projects/training/professional courses to establish the final groups.

The three participating organizations have adapted the C4E manual on implementing the coaching cycle toward employment. Elements of the coaching cycle toward employment include (i) mobilization of resources and potentials, (ii) establishment of the group and group activities, (iii) exploration of the world of labor, (iv) short internships, (v) individual development plan, (vi) community-oriented activities, (vii) professional training and practice, (viii) functional skills training and (ix) 'getting into the business' approaches.

The employment support services differ and vary between the organizations, considering the composition and dynamics of the groups, development prospects of the participants, the organization's different resources and potentials, and geographical, economic provenance and differences in their targeted areas. The employment support services provided by ARSIS to its groups of beneficiaries include the provision of skilling/upskilling mechanisms (vocational training courses) provided mainly by local private business and regional VTC in sporadic cases, provision of professional materials, kits, and tools, and direct support with goods in nature (livestock).

The support services toward employment provided by TVO generally include the provision of vocational training courses and on-the-job training, mainly provided internally by TVO Day Center and local business in sporadic cases, direct support with goods in nature (poultry), and used clothes, and total or partial business plan funding. Regarding IRCA, the employment support services provided to the participants include the provision of vocational training courses offered by the Elbasan VTC, provision of materials, tools, equipment, machines, direct support with goods in nature (livestock, poultry, beehives), and specific support toward employment issues through intermediation and collaboration with government institutions.

Integrated case management approach aimed to link social protection interventions with employment incentive schemes, creating the opportunity for economic and social integration of the selected participants and qualifying them for the exit strategy from the economic aid scheme. Besides the lack of professional skills and competencies as the main barrier to employment, participants encountered numerous problems of social nature that had affected and further prolonged the unemployment of the target group. Concerning social support services, the ARSIS and IRCA organizations addressed the cases to the relevant local and non-local institutions based on the presented needs, limiting the organization's role only to reporting and referring the cases. Nevertheless, referral of the Cerrik participants' list to the Municipality of Cerrik and its respective Housing Office and facilitation of the restoration process of the used clothes/footwear market in Cerrik have a comprehensive effect for all the participants beyond. In contrast, the approach is different in the case of TVO, as the social problems were initially addressed by the social workers of the TVO Day Center, and the referral and inclusion in the coaching cycle come as an opportunity to address these issues further.

While the ICM approach has produced satisfying results overall, participating organizations encountered challenges implementing the coaching cycle elements toward employment and social support services. Implementation challenges generally included: the selection of participants, the reluctance of the participants to complete the coaching cycle processes, project duration, the integration of social problems management, the changes and reforms of Albanian tax system causing the delay of materials purchasing fiscalized businesses, the participants' lack of trust toward state institutions and programs, the participants' perception of group meetings as unnecessary, the difficulty in developing non-traditional employment plans as traditional professions generally attract participants, among others .

The quantitative and qualitative data indicate a successful implementation of ICM approach producing credible and satisfying results toward employment and social support services provided to 120 beneficiaries.

In overall, quantitative success indicators<sup>12</sup> on the implementation of coaching for employment and social integration through an ICM approach, reveal:

- o 120 (100%) participants were advised and helped on their employment path, where the individual development plans, translated into realistic and reachable goals, were compiled for 79 (65.8%) participants who want to be self-employed and 41 (34.2%) to be employed in a particular field or profession.
- o The employment path for 84 (70%) participants entails skilling and upskilling mechanisms: 55 (45.8%) participants took a vocational training course in their desired profession, and 29 (24.2%) participants took a long-term internship (on-the-job training).
- o 5 (4.2%) participants were assisted on their employment issues through intermediation and collaboration with government institutions.
- o 95 (79.2%) participants were financially supported by the program on their employment issues.
- o 7 (5.8%) participants were employed near local businesses.
- o 90 (75.5%) participants are self-employed and exercising their activity independently upon receiving the professional materials, kits, tools, machines, appliances, or goods in nature.
- o 23 (19.2%) participants were supported, assisted, or referred to respective local authorities on social hindrances that impede their employment.
- o Comprehensive social support services include referral of the Cerrik participants' list to the Municipality of Cerrik and its respective Housing Office, and facilitation of the restoration process of the Cerrik' used clothes/footwear market.

Moreover, survey results, based on a response rate of 49.2%<sup>13</sup>, show that the beneficiaries were generally satisfied with their experience with the coaching cycle, including group composition, relationship with other group members and coach, environment/premises where group meetings took place, professionalism and integrity of the coach, group activities, individual meetings, psycho-emotional support, Employment Office support. Moreover, they generally evaluate *as very good to excellent* the elements of the coaching cycle, the quality of employment and social protection support provided to them throughout the coaching cycle, and the level of personal, social, methodological, professional skills acquired during the coaching cycle.

The respondents generally assessed supplied materials, group activities, discussion topics, vocational training course, on-the-job training, free expression of ideas and problems, coaches' counselling, motivation and emotional support, exploration of the labor market as the most interesting, helpful, and beneficial element of the coaching cycle.

Furthermore, respondents shared perceptions of what needed to be improved and suggested: more activities to be performed, higher group commitment, more professional materials, or livestock and of a better quality, more employment opportunities, shorter duration of the coaching cycle. Lastly, a shared willingness to recommend the program to their friends and relatives was noted among the participants.

Based on the fieldwork observations, overall activity, and data analysis, as well as the insights from the affiliated coaches, the following recommendations are made:

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12. Percentages calculated over the total number of beneficiaries (120).

13. Percentage calculated based on the number of respondents (59) over the total beneficiaries (120). SUSTAINABLE EMPLOYMENT



## APPENDIX 1: PARTICIPANT SELECTION QUESTIONNAIRE

### 1. informacion mbi këshilluesin

Këshilluesi: \_\_\_\_\_

Organizata: \_\_\_\_\_

Vend-ndodhja: \_\_\_\_\_

Data: \_\_\_\_\_

Fillimi i Ciklit të Këshillimit: \_\_\_\_\_

### 2. Të dhëna të përgjithshme

Emri: \_\_\_\_\_

Mbiemri: \_\_\_\_\_

Datëlindja: \_\_\_\_\_

Vendlindja: \_\_\_\_\_

Adresa: \_\_\_\_\_

Nr. Telefoni/celular: \_\_\_\_\_

Email \_\_\_\_\_

Statusi civil \_\_\_\_\_

Pozicioni brenda familjes \_\_\_\_\_

Nr. i anëtarëve të familjes \_\_\_\_\_

Arsimimi (niveli më i lartë që ka kryer) \_\_\_\_\_

Profesioni (nëse ka) \_\_\_\_\_

Eksperienca pune (nëse ka) \_\_\_\_\_

Probleme sociale / ligjore (specifiko) \_\_\_\_\_

Përkatësia etnike \_\_\_\_\_

Gjinia: *Femër Mashkull*

### 3. Cila është gjendja specifike e familjes

Informacion i përgjithshëm (të plotësohet nga këshilluesi) Përshkruaj në mënyre sa më të detajuar situatën mbi: (familjen, situata ekonomike, kush kontribuon me të ardhura në familje, etj)

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#### 4. Gjendja sociale

Në përbërje të familjes, ka:

Të papune

Mbështetje / ndihmë ekonomike Të moshuar

Persona me AK Tjetër

Komente / Specifikime: \_\_\_\_\_

#### 5. Lloji i banesës

Me qira Apartament

Qendër rezidenciale Hotel

Barake Pa shtëpi

Komente / Specifikime: \_\_\_\_\_

#### 6. Punësimi

Ne se ju jepet mundësia të punoni, ku do të donit të punonit?

Në sektor/ kompani private

Ndërmarrje të vogla (në qytetin/fshatin ku jetoj) Ndërmarrje shtetërore ose gjysëm shtetërore

Hapja e një mini-biznesi ose vetëpunësimi

Të shkoj jashtë për të punuar

Të punoj në biznesin e prindërve. Përshkruaj llojin e biznesit: \_\_\_\_\_

Nuk kam preferencë

Komente / Specifikime:

**Këshillimi drejt Punësimit:** Mundësi për Hyrjen në Tregun e Punës

## APPENDIX 2: GROUP MEETING'S TOPICS AND GROUP ACTIVITIES

Session	TVO: Topics and Group activities
1	Understanding the coaching cycle as a process & presentation of the NGO activity.
2	Setting rules of collaboration in groups & explain the general objectives of the project.
3	SWOT analysis.
4	Presentation of the activity of VTC and NGOs in Elbasan which provide opportunities for professional education. Presentation on labor market offers, most paid and most demanded professions and methods of exploring the world of labor.
5	Presentation on the role of short-term internships and business identification.
6	Short-term internship and identification of businesses where they will be realized. Difficulties, challenges and experiences in communicating with Businesses and Service Providers. Presentation on conflicts, their types, resolution and evaluation of alternative choices.
7	Objectives for vocational training or on-the-job training. Strategies followed in dealing with conflict.
8	Discussion on contracts, responsibilities and rights of the parties in a relationship. Introducing the IDP and getting acquainted with its concept and role.
9	The importance of communication and ethics in communication.
10	The market and its needs. Addressing concepts such as purchasing power, demand and supply.
11	IDPs and their implementation - feedback received from participants.
12	Introduction to community concepts and the importance of involvement in them. Continuation of work with IDP.
13	Accompanying participants to vocational training centers or internships.
14	Equality and the prohibition of discrimination
15	Long-term internships and on-the-job training
16	Open discussion with 2 businessmen in Elbasan and their admission requirements for on-the-job training and employment
17	Evaluation from participants for their professional courses, long-term internships, their assessment of the employment situation and the opportunities offered
18	Review and finalization of IDPs.
19	Knowledge on employment, contractual relations, obligations and responsibilities.
20	Drafting a (CV) and cover letter.
21	Basic knowledge on managing a small business. Presentation of a business plan.
22	Long-term internships and professional trainings - feedback from participants.
23	General knowledge on marketing.
24	Monitoring of professional trainings and their progress.
25	Discussion on the progress of internships with the participants that are attending those. Problems encountered during internships.
26	Marketing plan for participants who will sell their services.
27	Fiscal burden and difficulties encountered by the businesses. Fiscal procedure for starting a new business.

28	Discussion on finding and maintaining a job.
29	Summary of all knowledge obtained during the coaching cycle and feedback from the participants.
30	Completion of participants' personal files with relevant documents.
31	Discussion on managing a business.
32	The content and importance of reference letter. Tool kits and mini-business equipment distribution.

Session	ARSIS: Topics and Group activities
1	Initial assessment of socio-economic and psycho-emotional needs and conditions. Open discussion on labor market opportunities in Prrenjas. Challenges and advantages in the Prrenjas area for employment.
2	Discuss how the participants meet their living needs. Open discussion on labor market opportunities in Prrenjas and where they see themselves in employment or self-employment.
3	Discussion on relevant professional skills development techniques. Exploring opportunities to develop professional skills.
4	Engaging participants in exploring the world of labour.
5	Methodological, personal, social and professional competencies.
6	Development of short-term internships- feedback from participants.
7	Long-term internships and discussion of concepts: ethics and communication in business, rights and obligations.
8	Identification of the opportunities for the development of professional trainings. Compilation of first draft of IDPs.
9	Review of IDPs and their further improvement.
10	Final draft of IDPs and identification of costs for IDPs' implementation. Identification of professional trainings, training centers and providers.
11	Visit to the vocational training offices in Elbasan to register some participants.
12	Writing a CV and the importance of the reference letter.
13	The challenges of attending vocational courses versus the need to develop professional skills. Psycho-emotional counseling.
14	Role play on the Interview process.
15	Career portfolio: Job application, cover letter etc.
16	Cover letter review: exchange of cover letter templates related to different professions.
17	Potential challenges in the workplace and ways to overcome them.
18	Sharing self-employment experiences.
19	Ethics in the workplace.
20	Progress of shaping professional skills.
21	Individual Financing Plans / Business Plans: Approach to marketing, costs and benefits, and the need to achieve self-employment sustainability.
22	Individual Financing Plans / Business Plans: Approach to marketing, costs and benefits, and the need to achieve self-employment sustainability.
23	Progress of shaping professional skills: their advantages and difficulties.

### APPENDIX 3: 'ANALYSIS OF A PROFESSIONAL ACTIVITY' QUESTIONNAIRE

Në cilat aktivitete profesionale / profesione unë jam i interesuar?

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Çfarë më intereson më shumë nga ky aktivitet / profesion?

---

Çfarë përfshin ky aktivitet / profesion?

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Çfarë duhet të di unë që të mund të kryej këtë aktivitet / profesion?

---

Çfarë di unë për këtë aktivitet (ose çfarë di të bëj), për të më ndihmuar / lehtësuar në këtë aktivitet / profesion?

---

Çfarë aftësie duhet të mësoj akoma që të jem në gjendje ta kryej këtë aktivitet / profesion?

---

Si dhe ku mund ta mësoj unë këtë?

---

A kam nevojë për një Certifikatë / Diplomë që të jem në gjendje të kryej këtë aktivitet / profesion? çfarë lloji? (nëse jo vazhdo)

---

Cilat janë kushtet për të marrë pjesë në trajnimin / kursin që nevojitet?

---

Sa zgjat ky trajnim / kurs?

---

Sa kohë do të më duhet mua për të përfunduar këtë trajnim/ kurs dhe të marr Certifikatën?

---

A ka ndonjë alternativë tjetër që unë të mësoj dhe të kryej këtë aktivitet / profesion?

---

Sa është e mundur realisht sipas mendimit tim që unë jam në gjendje të kryej këtë profesion duke patur parasysh gjithë pikat e mësipërme?

---

A ka ndonjë profesion tjetër i cili përfshin gjithashtu informacionin e përmendur më sipër?

---

## APPENDIX 4: INDIVIDUAL DEVELOPMENT PLAN FORMAT

### Plani Individual i Zhvillimit

Emri i pjesëmarrësit: Adresa: Telefon: E-mail:

Emri i këshilluesit: Emri i organizatës partnere: Nisma për Ndryshim Shoqëror, ARSIS Telefon: E-mail:

Qëllimet afat-shkurtra (Brenda ciklit të këshillimit) Qëllimet afat-mesme (1.5-2 vjet) Qëllimet afat-gjata (2-5 vjet)

#### Qëllimi 1

Objektivat e zhvillimit: Çfarë nevojitet të bëni gjatë Ciklit të Këshillimit për të arritur qëllimet tuaja? Aktivitetet e zhvillimit konkret (hapa, trajnime, detyra, projekte, detaje, etj.) Datat e propozuara Kosto e parashikuar ALL Data e përfundimit

#### Qëllim afat-shkurtër

Objektivat e zhvillimit: Çfarë nevojitet të bëni gjatë 2-3 viteve të ardhshëm për të punuar drejt arritjes së qëllimeve tuaja? Aktivitetet e zhvillimit (trajnime, detyra, projekte, detaje, etj.) Datat e propozuara Kosto e propozuar ALL Data e përfundimit

#### Qëllime afat-mesme

#### Qëllime afat-gjata

#### Shënime:

Firma e pjesëmarrësit / Data

Firma e këshilluesit / Data

Firma e Organizatës / Data

## PLAN INDIVIDUAL ZHVILLIMI SOCIAL DHE PROFESIONAL

**Pjesëmarrësi :**

**Këshilluesi IRCA**

**Emër Mbiemër:**

**Emër Mbiemër:**

**Kontakte:**

**Kontakte:**

Përshkrim i shkurtër i gjendjes sociale të pjesëmarrësit:

Përshkrim i shkurtër i profilit profesional të pjesëmarrësit para Ciklit të këshillimit (përvojat e punës, kurse profesionale, arsimit, sfidat në punë):

Hapat e ndjekura për menaxhimin e rastit nga ana sociale (referimin në zyrat vendore sipas rastit dhe rezultatet e arritura)

Përshkrim i shkurtër për arritjet profesionale (regjistrimi në kurs profesional, aftësi të fituara gjatë takimeve në grup, referim për punë, mbështetje për punësim)

Nevojat për tu ndjekur:

Firma Pjesëmarrësit: \_\_\_\_\_

Firma Këshilluesit: \_\_\_\_\_

## 0.1 Plani Individual i Zhvillimit (PIZH)-Individual Development Plan

Emri i pjesëmarresit	Adresa	T elefon	Email
Emri i këshilluesit	Emri i OJF-së TJETER VIZION	Telefon	Email
Qëllimet afat-shkurtra (Brenda ciklit të këshillimit)	Qëllimet afat-mesme (1.5-2 vjet)	Qëllimet afat-gjata (2-5 vjet)	

### Analizë e situatës së punëkërkuetit të papunë dhe hapat e mëtejshëm

Regjistruar në Zyrën e Punësimit:  
Kohëzgjatja e papunësisë  
*Me arsim të mesëm 9 vjeçar Të Lartë*  
Eksperiencë pune të mëparshme:  
Etnia:  
Tjetër

Dëshiron të kryej kurs formimi profesional për rrobaqepësi dhe të vetëpunësohet nëpërmjet një biznesi të vogël

#### Qëllimi 1

#### Qëllimi 2

#### Qëllimi 3

Objektivat e zhvillimit:	Aktivitetet e zhvillimit	Datat e propozuara	Kosto e parashikuar ALL	Data e përfundimit
Cfarë nevojitet të bëni gjatë Ciklit të Këshillimit për të arritur qëllimet tuaja?	konkret (hapa, trajnime, detyra, projekte, detaje, etj.)			

#### Qëllimet afatshkurtra

#### Qëllimet afatshkurtra

#### Qëllimet afatshkurtra

#### Qëllimet afatshkurtra

Objektivat e zhvillimit:	Aktivitetet e zhvillimit	Datat e propozuara	Kosto e propozuar ALL	Data e përfundimit
Cfarë nevojitet të bëni gjatë 2-3 viteve të ardhshëm për të punuar drejt arritjes së qëllimeve tuaja?	(trajnime, detyra, projekte, detaje, etj.)			

#### Qëllime afatmesme

#### Qëllime afatgjata



## APPENDIX 5: INDIVIDUAL FINANCING PLAN FORMAT

### PLAN FINANCIMI PUNËSIM DHE VETËPUNESIM

#### 1. Të dhënat Personale

Emër Mbiemër:

Adresa Banimit:

Nr. Telefonit:

#### 2. Informacion i përgjithshëm rreth formës së punësimit

- Punësim *Vetëpunësim*
- Lloji i biznesit:
- Vendi:
- Sektori i ekonomisë
- Industri     Bujqësi     Shërbime     Trade Handicraft     Te tjera\_\_\_\_\_

#### 3. Experienca dhe aftësitë

Arsim formal:

Arsim/formim profesional:

Aftësi të tjera:

Gjendja social-ekonomike:

A keni nevojë të merrni trajnime shtese për të mundësuar funksionimin e biznesit tuaj?

Nëse po, çfarë lloj trajnimi?

#### 4. Përshkrimi i biznesit

Ju lutemi, përshkruani shkurtimisht biznesin tuaj: (Çfare produkti ose shërbimi ofroni dhe si?)

## 5. Buxheti

<i>Ju lutem listoni materialet :</i>	<b>Emri i biznesit në rastin e qerasë/ pagave</b>	<b>Rrjeti i këshillimit drejt punësimit</b> <i>(Vlera në leke)</i>	<b>Totali (all)</b>
Investime/ Kit Profesional: <i>Pompe sperkatje</i>			
Qera:			
Mbështetje me pagë:			
Materiale anti COVID-19 <i>(maska, detegjente, alkool)</i>			
Shërbime <i>(marketing, broshura informuese, fushatë reklamimi)</i>			
Tjetër			
Totali:			

## 6. Identifikimi i nevojës për financim

Ju lutemi, përshkruani nevojën që biznesi juaj ka për t'u mbështetur nga projekti dhe ndikimi që ka pasur pas pandemisë COVID-19.

Përgatitur nga Pjesëmarrësi ;

Emri i këshilluesit/es :

Miraturar nga :

## PLAN INDIVIDUAL FINANCIMI

### 1. Të dhëna personale

Mbiemri:

Emri:

Adresa e banimit: *Përrenjas*

Nr. telefoni:

Adrese e-maili:

### 2. Informacion i përgjithshëm rreth biznesit tuaj

Lloji i biznesit: Parukeri

Vendi: Përrenjas (në shtëpi dhe lëvizëse)

Ky biznes është:

I ri

Rifillon

Zgjerohet

A është e nevojshme të aplikoni për licensë biznesi?

Po

Jo, e kam një të tillë

Nuk është e nevojshme

### 3. Ekperienca dhe aftësitë

Arsim formal:

Arsim/formim profesional:

Aftësi të tjera:

Gjendja social-ekonomike:

A keni nevojë të merrni trajnime shtese për të mundësuar funksionimin e biznesit tuaj?

Nëse po, çfarë lloj trajnimi?

### 4. Përshkrimi i biznesit

Ju lutemi, përshkruani shkurtimisht biznesin tuaj: (Çfare produkti ose shërbimi do të ofroni dhe si?)

### 5. Plani i marketingut

Ju lutemi përshkruani planin tuaj të marketingut: (Si planifikoni të tërhiqni klientët tuaj?)

### 6. Plani për personelin

## **7. Buxheti**

Ju lutemi, paraqisni kostot dhe përshkrimin e burimeve të nevojshme për biznesin. Tregoni kush pritët të financojë:

## **8. Llogaritja e fitimit**

Ky seksion ju ndihmon llogaritjen e të ardhurave tuaja mujore. Ju lutemi, plotësoni këtë seksion brenda mundësive tuaja më të mira.

### **8.1 Llogaritja e fitimit gros**

Ju lutem specifikoni produktet/shërbimet dhe sasinë që ju do jeni në gjendje të ofroni në një muaj.

A do jetë në gjendje biznesi juaj të ofrojë shërbime ose produkte gjatë gjithë vitit?  
Nëse jo, si do ndikojë kjo të ardhurat tuaja mujore?

### SKEDE KESHILLIMI

**Emër mbiemër:** Alesia Rexhepi

**Datëlindja:** 16.08.2003

**Vendlindja:** Elbasan

**Vendbanimi:** Elbasan

**Arsimi:** Mesem

**Statusi civil:** Beqare

**Historiku Profesional:** Alesia është një vajzë e cila vjen nga një familje ku prinderit janë të divorcuar dhe kujdestaria e Alesias kaloi tek babit i saj i cili është një person i alkoolizuar. Për një periudhë të caktuar, para se ajo të mbushte 18 vjeç u strehua tek një institucion për arsye se ajo ishte e rrezikuar. Alesia shprehet se ka kaluar një femijeri të vështirë, jo gjithmone kishte ushqim në shtëpi, gjërat bazike të jetesës. Për shkak të vështirësive Alesia është e vendosur të ndryshoj jetesën e saj. Gjate kohës që ishte e strehuar në "Shelter" kishte pasion të ndiqte një kurs formimi profesional, dhe pas përfundimit të kursit ajo është gati të dalë në jetë dhe me mbështetjen e Tjeter Vizion ajo ka marrë një apartament me qera.

**Ndërhyrja e realizuar:** Keshillim psiko social

**Ndërhyrjet që mendohen të realizohen:** Kurse të formimit profesional

## APPENDIX 7: SOCIAL SUPPORT SERVICES AND INTERVENTIONS, TVO

Description	Intervention and social support
<p><b>Case 1</b></p> <p>The participant was faced with a problematic family situation due to the parents' divorce and living with an alcoholic parent. Being in danger, the participant took refuge in the TVO Shelter.</p>	<p>With the support of TVO, she has rented an apartment. In the coaching cycle project framework, the participant started a vocational training course and received psycho-emotional counseling during individual and group meetings to gradually integrate herself into society and the labor market.</p>
<p><b>Case 2</b></p> <p>The participant faces a difficult family situation, economically and psychologically, where in addition to her children and family, she has to take care of the elderly father and her sister's child.</p>	<p>In the coaching cycle project framework, the participant started a vocational training course and received psycho-emotional counseling during individual and group meetings.</p>
<p><b>Case 3</b></p> <p>The difficult economic and psychological situation has come from the conflicting relationship of her parents, domestic violence, and unemployment. For this reason, the participant also left home and risked trafficking.</p>	<p>In the coaching cycle project framework, the participant started a vocational training course and received psycho-emotional counseling during individual and group meetings.</p>
<p><b>Case 4</b></p> <p>The participant has experienced domestic violence since her childhood, and because of these problems, she was able to complete only 9 grade of education and get married at a young age.</p>	<p>In the coaching cycle project framework, the participant started a vocational training course to have economic independence and integrate into social life and received psycho-emotional counseling during individual and group meetings.</p>
<p><b>Case 5</b></p> <p>Lack of education has further deepened unemployment and poor economic situation of her family.</p>	<p>In the coaching cycle project framework, the participant started a vocational training course and received psycho-emotional counseling during individual and group meetings.</p>
<p><b>Case 6</b></p> <p>Living in a rural area and difficult economic conditions have prevented the participant from pursuing higher education, further deepening poverty in her large family.</p>	<p>In the coaching cycle project framework, the participant started a vocational training course to be able to work as self-employed and generate stable income in order to help her family. She also received psycho-emotional counseling during individual and group meetings.</p>

## APPENDIX 8: SURVEY

Ne duam të jemi të sigurt se po bëjmë gjithçka që mundemi për t'ju ndihmuar dhe ofruar shërbime në aspektin e punësimit dhe trajtimit të problematikave sociale. Ju lutemi merrni disa minuta kohë për të plotësuar këtë anketë konfidenciale. Është e vlefshme të na tregoni se çfarë po bëjmë mirë dhe çfarë mund të bëjmë më mirë.

ORGANIZATA

DATA

### 1. Gjinia

Femër

Mashkull

### 2. Grup mosha

5 –19

20 – 24

25 – 29

30 – 34

35 – 39

40 – 44

45 – 50

50+

### 3. Niveli Arsimor

Pa arsim

Arsim fillor 6-vjecar

Arsim i mesëm I ulët (9-vjecar)

Arsim i mesëm I lartë (Gjimnaz)

Arsim profesional

Bachelor (3-vjecar)

Master Profesional

Master Shkencor

### 4. Përfitues të ndihmës ekonomik

PO

JO

Nëse Po, ju lutem specifikoni prej sa vitesh/muajsh jeni përfitues të ndihmës ekonomike:

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### 5. Qëllimi/Rezultati përfundimtar i pjesëmarrjes

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6. Tregoni sa të kënaqur jeni për çështjet e mëposhtme lidhur me programin e Ciklit të Këshillimit. Përdorni një shkallë vlerësimi nga 1 deri në 5, ku 5 tregon "Shumë i kënaqur," dhe 1 tregon "Aspak i kënaqur." Nëse një nga elementët nuk përkon me eksperiencën tuaj, zgjidhni N/A

	Aspak i kënaqur				Shumë i kënaqur	
	(1)	(2)	(3)	(4)	(5)	N/A
<i>Grupi i formuar në të cilin bëni pjesë</i>	0	0	0	0	0	0
<i>Marrëdhënia dhe bashkëpunimi me pjesëtarët e tjerë të grupit</i>	0	0	0	0	0	0
<i>Komoditeti i ambjenteve ku keni zhvilluar ciklin e këshillimit</i>	0	0	0	0	0	0
<i>Konfidencialiteti/Privatësia me të cilën është trajtuar situata juaj nga pjesëmarrësit dhe këshilluesit</i>	0	0	0	0	0	0
<i>Marrëdhënia juaj me këshilluesin/trajnerin</i>	0	0	0	0	0	0
<i>Koha në dispozicion kushtuar nga këshilluesi për t'ju dëgjuar dhe ndihmuar në lidhje me problematikat tuaja</i>	0	0	0	0	0	0
<i>Profesionalizmi dhe kujdesi i këshilluesit për të trajtuar situatën</i>	0	0	0	0	0	0
<i>Aktivitetet e zhvilluara gjatë takimeve ne grup</i>	0	0	0	0	0	0
<i>Këshillimi individual me këshilluesin</i>	0	0	0	0	0	0
<i>Mbështetja psiko-emocionale e dhënë nga këshilluesi</i>	0	0	0	0	0	0
<i>Marrëdhënia dhe mbështetja e dhënë nga Zyra e Punës gjatë këtij projekti</i>	0	0	0	0	0	0



7. Vlerësoni elementët e mëposhtëm në lidhje me ofrimin e shërbimeve ndaj juash. Përdorni një shkallë vlerësimi nga 1 deri në 5, ku 5 tregon "e shkëlqyer" dhe 1 tregon "e dobët". Nëse një nga elementët nuk përkon me eksperiencën tuaj, zgjidhni N/A.

	E dobët				E shkëlqyer	
	(1)	(2)	(3)	(4)	(5)	N/A
Motivimi juaj për tu angazhuar dhe përfunduar Ciklin e Këshillimit	0	0	0	0	0	0
Niveli i aftësive sociale të fituara (aftësi komunikimi, kapacitet për të punuar në grup etj)	0	0	0	0	0	0
Niveli i aftësive vetjake (interesi personal, përkushtimi, vetëdisiplinimi dhe aftësia për të punuar në mënyrë të pavarur etj)	0	0	0	0	0	0
Niveli i aftësive metodologjike të fituara (aftësitë e planifikimit dhe organizimit, kreativiteti për të gjetur mënyra të reja për të zgjidhur një problem apo detyrë etj)	0	0	0	0	0	0
Niveli i aftësive profesionale të fituara gjatë trajnimeve profesionale, praktikës së punës etj.	0	0	0	0	0	0
Vlefshmëria e eksplorimit të tregut të punës në përcaktimin e interesave tuaja për punë dhe përzgjedhjen e profesionit të dëshiruar	0	0	0	0	0	0
Vlefshmëria e praktikës afatshkurtër pranë një biznesi në përzgjedhjen e profesionit të dëshiruar	0	0	0	0	0	0
Eksperienca juaj me kursin profesional	0	0	0	0	0	0
Eksperienca juaj me praktikën në punë	0	0	0	0	0	0
Angazhimi i këshilluesit në krijimin e planit tuaj individual të zhvillimit	0	0	0	0	0	0
Shërbimet e mbështetjes drejt punësimit të ofruara nga organizata gjatë Ciklit të Këshillimit	0	0	0	0	0	0
Shërbimet e mbështetjes drejt punësimit të ofruara nga Zyra e Punës gjatë Ciklit të Këshillimit	0	0	0	0	0	0
Shërbimet e mbrojtjes dhe mbështetjes sociale të ofruara gjatë ciklit të këshillimit për trajtimin e problematikave sociale	0	0	0	0	0	0
Shërbimet e mbrojtjes dhe mbështetjes sociale të ofruara nga partnerë të tjerë (Shërbimet Social, Punojëset për Mbrojtjen e Fëmijëve në zonat përkatëse, Koordinatorët për Dhunën në familje etj.)	0	0	0	0	0	0

8. *Ju lutem jepni komentet tuaja me shkrim për pyetjet e mëposhtme.*

**1. Si e vlerësoni pjesëmarrjen tuaj në këtë program?**

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**2. Sa ndihmues ka qënë për ju Cikli i Këshillimit kundrejt punësimit?**

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**3. Sa ndihmues ka qënë për ju Cikli i Këshillimit kundrejt trajtimit të problematikave sociale?**

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**4. A do ia rekomandonit miqve/të afërmeve tuaj pjesëmarrjen në Ciklin e Këshillimit?**

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**5. Cilin aktivitet ose element të ciklit të keshillimit do të veconit si më interesant dhe të vlefshëm për ju?**

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**6. Cfarë mendoni se duhet të ndryshojë dhe të përmirësohet në Cikin e Këshillimit?**

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**Faleminderit!**



