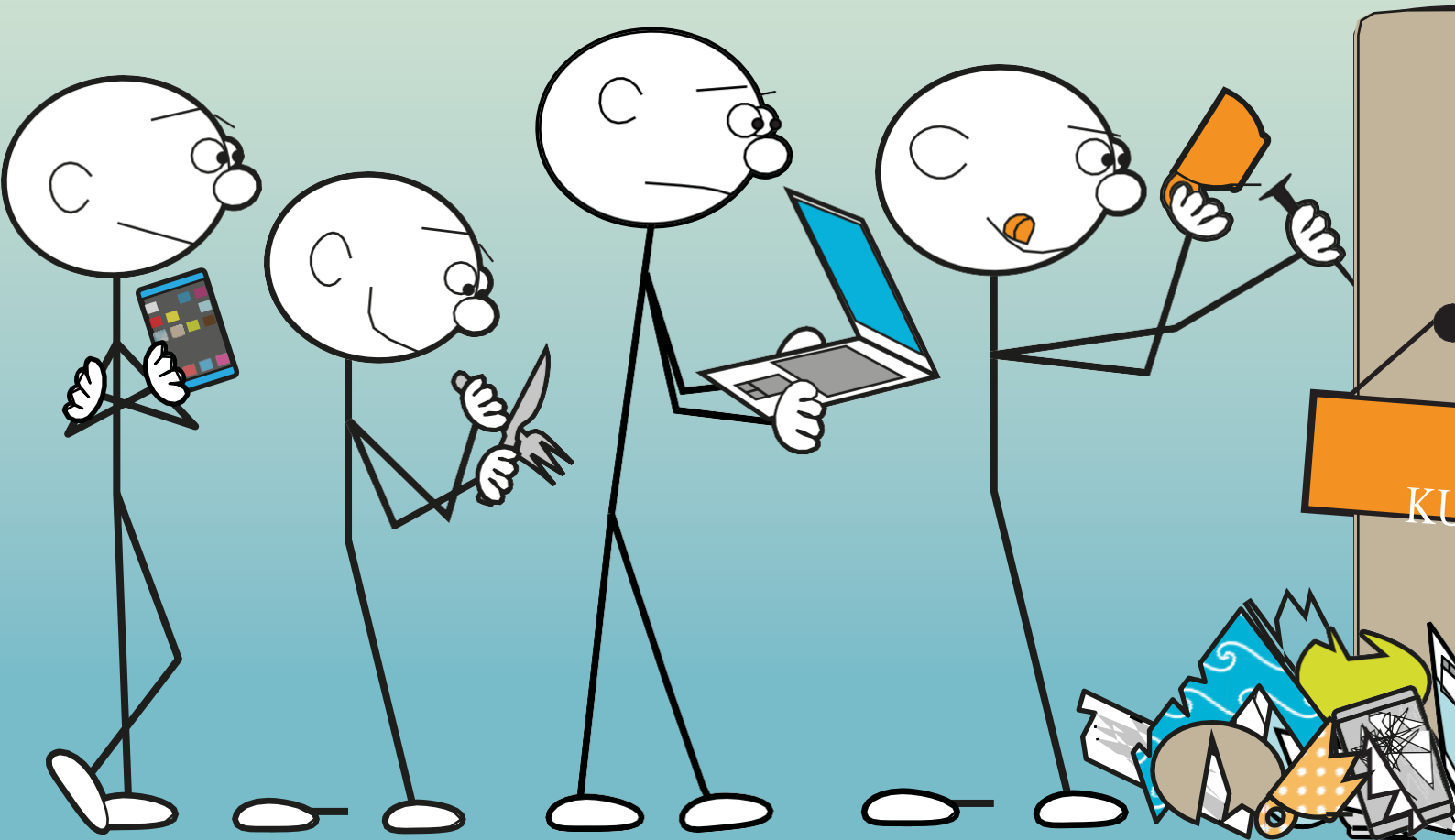


May 2017

Gap | analysis



Executive Summary

Youth unemployment rate in Kosovo is 52.2%, while the overall unemployment rate is 28.7%, making Kosovo one of the countries with the highest unemployment rates in Europe. The high unemployment rate coupled with a discrepancy between the skills acquired from the education institutions and those required by the private sector puts the country in a very dire socioeconomic situation.

Findings of this survey confirm the lack of professional skills in the service industry of private sector, where out of 92% of companies who have hired new employees over the last three years, 82.1% have faced difficulties in finding qualified employees. Skills mismatch has led 53% of the companies to hire less skilled employees to fill their jobs, in 57.1% of them impeded the development of new services and in 42.1% of companies decreased productivity.

The necessary skills to perform tasks for a job position are mainly considered to have been acquired as a combination of schooling and work or to have been enhanced during work, but only for some of the tasks of four out of 24 positions covered by the survey, the skills to perform job tasks are considered to be have been taught in school. The research also highlights the general cross-sectoral skills required in the service industry, namely: knowledge of foreign languages, fast provision of information, critical thinking, proper communication, logical thinking, problem solving, self-initiative, creativity, teamwork, use of information technology and versatility.

According to the internal statistics of the Agency for Vocational Education and Training and Adult Education (AVETAE), most of the graduates from competence centers managed by this institution are unemployed, while most of those employed work in a field different from their profession. Furthermore, our research shows that the private sector in the service industry has not yet gained trust in the professional quality of graduates from these institutions.

This analysis concludes that education programs in Kosovo are not producing qualified and necessary professionals for the service sector and it recommends a better coordination in drafting curricula that reflect labor market needs. The analysis recommends for the private sector to be included in the process of drafting education policies, coordination of the work of education and employment institutions, retraining of teachers for the necessary fields, and cooperation with job sites to use their data in identifying the main skills required by companies operating in Kosovo.

Introduction

This paper includes a brief overview of education in Kosovo with a special focus on vocational education at the level of higher secondary education and vocational training. The research includes a survey conducted with 28 businesses in the service industry. These businesses are registered at the Business Registration Agency of Kosovo (BRAK) and represent the following business activities: call centers, translation and interpreting, design, market research and surveying, architecture, marketing, business consultancy, public relations, accounting and auditing, legal services, risk and damage assessment and similar entities. The research has intentionally focused only on the service sector since other institutions and organizations have already published research papers on other economic sectors.¹



FIGURE 1. REPRESENTATION OF ECONOMIC SECTORS IN THE SURVEY

Regarding the size of businesses included in the research, 52% of the sample are micro enterprises, 41% are small enterprises, 3% are medium enterprises and 4% are big enterprises.² In Kosovo there is a total of 2.882 micro enterprises, 28 small and medium enterprises, while there are no big enterprises according to the data on the first quarter of 2017.³

¹ See: United Nations Development Program (UNDP), "Skills needs assessment: Identification of employers' needs in six economic sectors in Kosovo" and Democracy for Development (D4D): "Incentive for Reforms: Increasing of opportunities for students and graduates of VTC in the labor market"

² Categorization of enterprises according to the EU: micro enterprises (0-9 employees), small enterprises (10-49 employees), medium enterprises (50-249 employees), large enterprises (more than 250 employees)

³ Kosovo Statistics Agency (ASK), "Statistical Repertoire on Economic Enterprises in Kosovo, TM1 2017" <<http://bit.ly/2oCFaKV>>

From this categorization, the representation of businesses in the survey reflects the composition of the private sector in Kosovo.

The first part of the survey focuses on general data of the company; difficulties in finding qualified employees according to the level of education and soft and transferable skills; provision of trainings inside the company and requirements for formal education of employees based on their positions; their knowledge of competence centers and readiness to employ graduates from these centers. The second part of the survey focuses on 24 job positions which have been assessed that they could exist in these businesses. Respondents have only answered questions about positions that exist in their companies. The third part of the survey includes opinions of respondents about the most required skills in the service industry.

The job description of the positions is based on ISCO - 08 categories of International Labor Organization (ILO), but they have been shortened and simplified to be more applicable in the case of Kosovo. The questions have been structured in that way that the respondents had the option to choose if employees of a certain position performed tasks or not and based on their positive or negative answer to choose if the skills required to perform those tasks have been acquired during education, learned at work, enhanced at work or learned at school and work jointly, or if their skills to perform tasks are not necessary or have not been learned at school or at work.

The survey also includes a case study on Baruti company, a call center that offers services to German speaking clients.

Vocational education in Kosovo

Education in Kosovo is divided in three general categories: higher education, pre-university education and vocational education. Higher education includes the academic level reached after high school graduation, meaning three years of studies at the bachelor level in line with the Bologna system, master studies and doctoral studies. While the pre-university level includes the elementary level, lower and higher secondary level, the vocational education includes secondary higher vocational schools and competence centers.

The total number of public education institutions in Kosovo is 1,114, including 43 preschool institutions, 946 elementary and lower secondary schools, 119 higher secondary schools and 6 special schools.⁴ Out of

⁴ Ministry of Education, Science and Technology, "Statistical notes 2016-17 Pre-university education" <<http://bit.ly/2oV8i09>>

secondary schools there are 65 vocational schools.⁵ Vocational education is also provided through the private sector. According to data of registered and active businesses in Kosovo, excluding preschool education, there are 648 entities in the private sector that offer training and education services.⁶

According to the National Qualifications Framework (NQF) there are several education levels: level 8 - doctorate; level 7 - master degree; level 6 - bachelor degree; level 5 - 2-year pre-university or higher vocational school; level 4 - Matura or general diploma/professional diploma from AVE, level 3 - General education (higher secondary school), classes 9-12 and/or AVE equivalent; level 2 - General education (lower secondary school), classes 6-9 and/or AVE equivalent; level 1 General education (elementary school), classes 1-5 and/or AVE equivalent.

Vocational higher secondary education is divided in two levels. The first level includes classes 10 and 11 and enables employment as semi qualified employees while the second level also includes the 12th class where employment in the market is enabled as qualified employees.⁷ Vocational education and training in Kosovo aims to provide students knowledge, practical skills and competencies as required by specific labor market professions. However, the graduates from vocational schools have the opportunity to continue higher education in the same way like the graduates from academic secondary schools like gymnasiums.⁸

Difference between competence centers and vocational schools

Kosovo has four competence centers and two higher secondary vocational schools under the management of the Agency for Vocational Education and Training and Adult Education (AVETAE) since 2014.⁹ The purpose of competence centers is to offer programs that are required by the labor market and they have all been established or built through donations in conjunction with participation by the Government of Kosovo.

The difference between secondary vocational schools and schools under AVETAE management is the level of education provided, where other

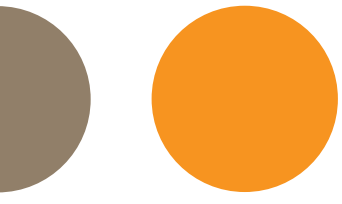
⁵The National Qualification Authority (AKK), "Report on research results on vocational schools and their stance on quality assurance of the national qualifications framework and national qualifications authority" <<http://bit.ly/2oWnds6>>

⁶ Business Registration Agency in Kosovo (ARBK), Business Registry 2016

⁷ Ministry of Education, Science and Technology (MEST)<<http://bit.ly/2qsyhKZ>>

⁸ Agency for Vocational Education and Training and Adult Education (AAAPARr), Interview with Ragip Gjoshi, 17 January 2017

⁹ Public professional schools at the level of higher secondary vocational education are: SH.M.L.P "Shtjefen Gjeqovi" - Prishtinë; SH.M.L.T "11 Marsi" - Prizren; Center of Competence - Prizren; Center of Competence - Ferizaj; Center of Competence - Malishevë; Center of Competence - Skenderaj <<http://bit.ly/2oX1zDW>>



secondary vocational schools offer education up to level 4 according to the national qualifications framework, while competence centers are preparing to provide education up to level 5 which is a post secondary level or tertiary education level which falls between pre-university and university education. Also, competence centers are considered as 'model schools' since there have been more investments in their infrastructure and equipment available for students and another 65 vocational schools should aim at developing and transforming in this way.¹⁰

Regarding professional profiles, the competence center in Ferizaj provides classes on health services; the one in Prizren provides classes on economics, trade, tourism or travels; the one in Skenderaj provides classes on art, architecture, low and high construction, energy, air conditioning and environment; and the one in Malishevë provides classes on economics, administration, trade and hotel services. SH.M.L.P. "Shtjefën Gjeqovi" in Prishtina provides classes on machinery, transport and textile, while SH.M.L.T. "11 Marsi" in Prizren has profiles in electro-engineering, machinery, construction, applied arts and traffic. In all these six institutions there are 126 teachers of general subjects, 191 teachers of professional subjects and 25 instructors. However, in the competence centers in Ferizaj and Skenderaj there are more teachers of general subjects than of professional ones.¹¹

According to data from an internal research conducted by AVETAE on youth employment and continuation of higher education, of the total number of students that graduated in 2014/2015 in the competence center in Malishevë, only 40% of them were employed, 30% of them in their profession and 70% of them outside their profession in all the profiles. For example, in the administration and office service profile a total of 30% were employed, 90% of whom were employed outside their profession, while in the sales and marketing profile only 32% of graduates were employed, 33% of whom were employed outside their profession. For the banking and security services and ICT profiles, 100% of them were employed outside their profession. In the SH.M.L.T. "11 Marsi" only 18% of graduates have found jobs, 19% of them in their profession and 81% outside their profession. Only 11% of graduates in architecture have been employed and all of them outside their profession. While in graphic design 26% of graduates have been employed, 80% of them outside their profession.¹²

¹⁰ Agency for Vocational Education and Training and Adult Education (AAAPARr), Interview with Ragip Gjoshi, 17 January 2017

¹¹ Agency for Vocational Education and Training and Adult Education (AAAPARr), "Statistical data during the piloting stage" (2016)

¹² Ibid.

Difficulties in finding qualified employees

Findings of our survey show that 92.6%¹³ of surveyed businesses have employed new employees over the last three years, of which 82.1% have had difficulties finding qualified employees. Out of them, 53% have stated that this has led them to hire less qualified employees to fill their work positions and 57.1% have stated that this has impeded the development of new company services and 42.1% have pointed out a decrease in productivity among others.

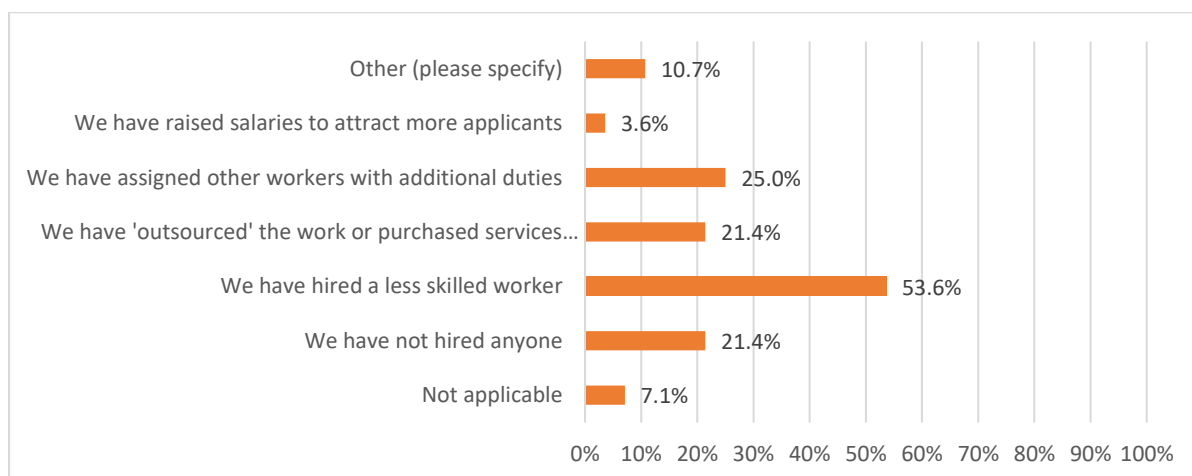


FIGURE 2. ACTIONS AS A RESULT OF FAILURE TO FIND QUALIFIED EMPLOYEES

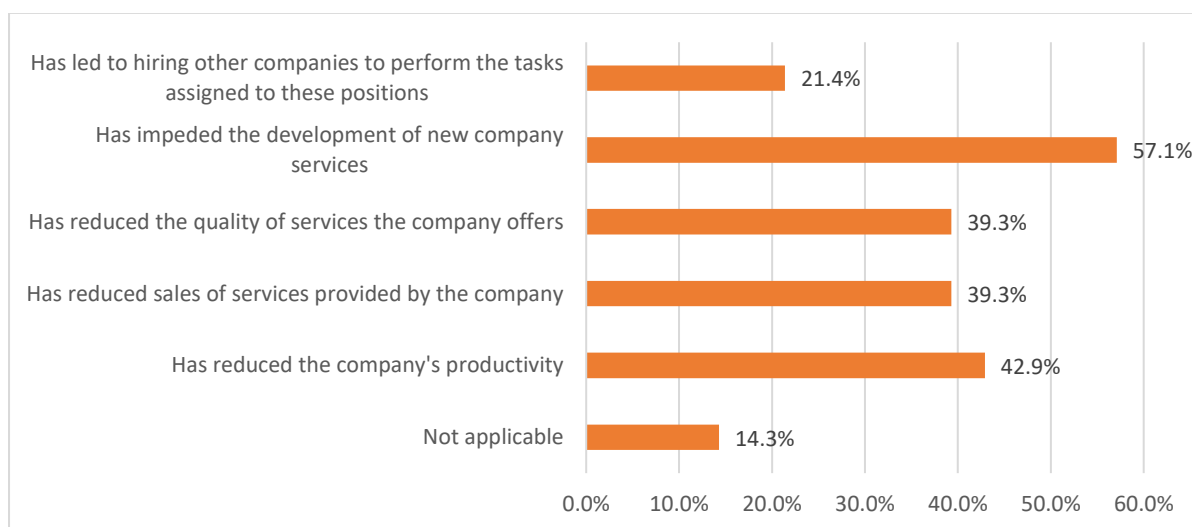


FIGURE 3. IMPACT OF FAILURE TO FIND QUALIFIED EMPLOYEES

¹³ Note: Depending on the questions structure, the interpreted percentages could refer to the total question or to a category (choice) of the question. For example, to the question as to how companies have acted when they faced difficulties in finding qualified employees, the respondents had the opportunity to choose one or more options from the listed categories, therefore the total percentages in all categories are not 100%.

Vacancies are mostly advertised through friends (60.7%), online job platforms (57.1%) and social networks (50%). At the same time, one respondent also mentioned the use of social network LinkedIn as another way of advertising vacancy announcements.

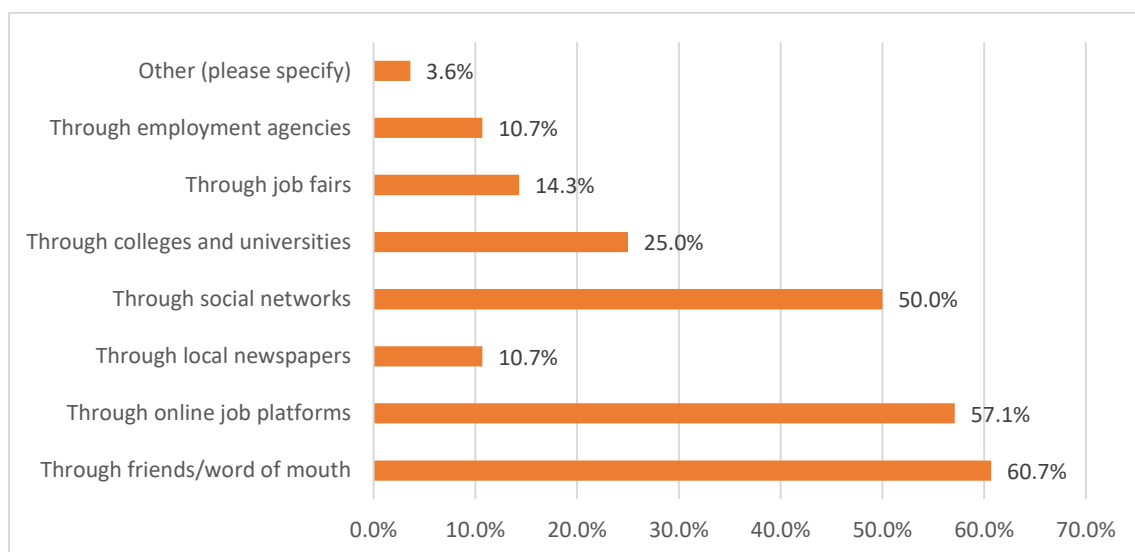


FIGURE 4. ADVERTISING VACANCY ANNOUNCEMENTS

Soft and transferable skills are required in almost every job advertisement. These skills are necessary in a dynamic labor market which requires all its staff members to be up-to-date and willing to change and develop their competencies. Regarding the level of difficulty to find employees with soft and transferable skills, 63% have faced many difficulties to find employees with creativity, 60.7% with problem solving skills, 33.3% with communication skills, 10.76% with computer skills, 21.4% with team work skills and 7.1% have faced difficulties in finding employees with English language knowledge. Although some of these percentages show that the situation is not that bad when it comes to finding employees with computer skills or with English language knowledge, a high percentage of respondents have stated that they have faced some difficulties in finding employees with these skills that are a prerequisite for performing most of the tasks in the service sector.

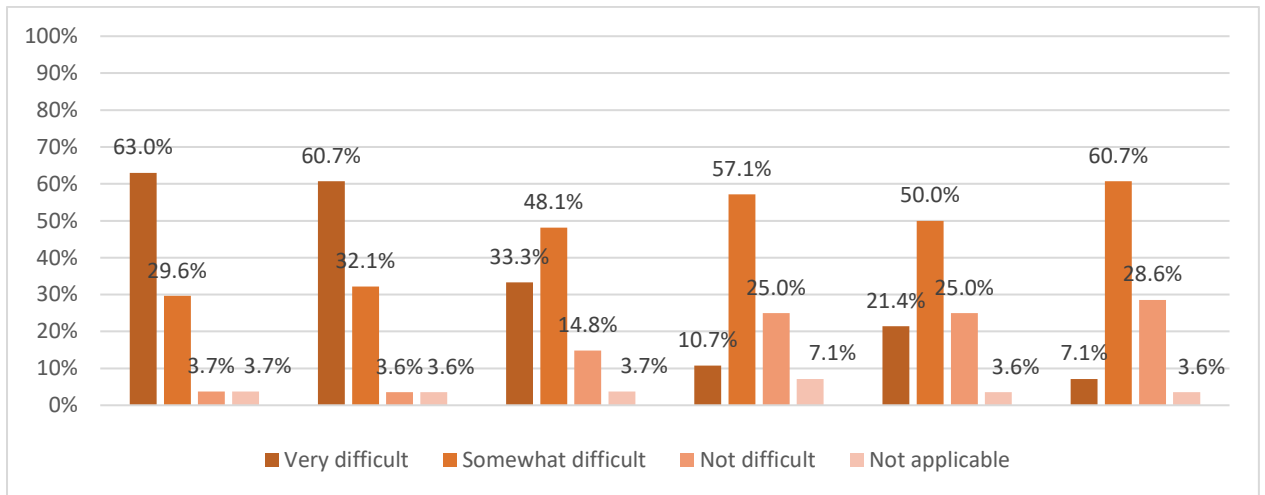


FIGURE 5. DIFFICULTIES IN FINDING EMPLOYEES WITH SOFT AND TRANSFERABLE SKILLS

Meanwhile, regarding entry level employees, it is expected and necessary for them to be equipped with at least some basic writing, reading, communication and behavior skills. In this respect, on average it has been less difficult for companies to find entry level employees with these qualifications. For example, 25.9% have faced difficulties to find employees who express themselves clearly, 33.3% who listen attentively, 15.4% who cooperate with others, 25.9% who resolve and negotiate conflicts at work, 40.7% who take initiatives to learn more about their job, 3.7% who use information technology and 3.7% who behave well with clients.

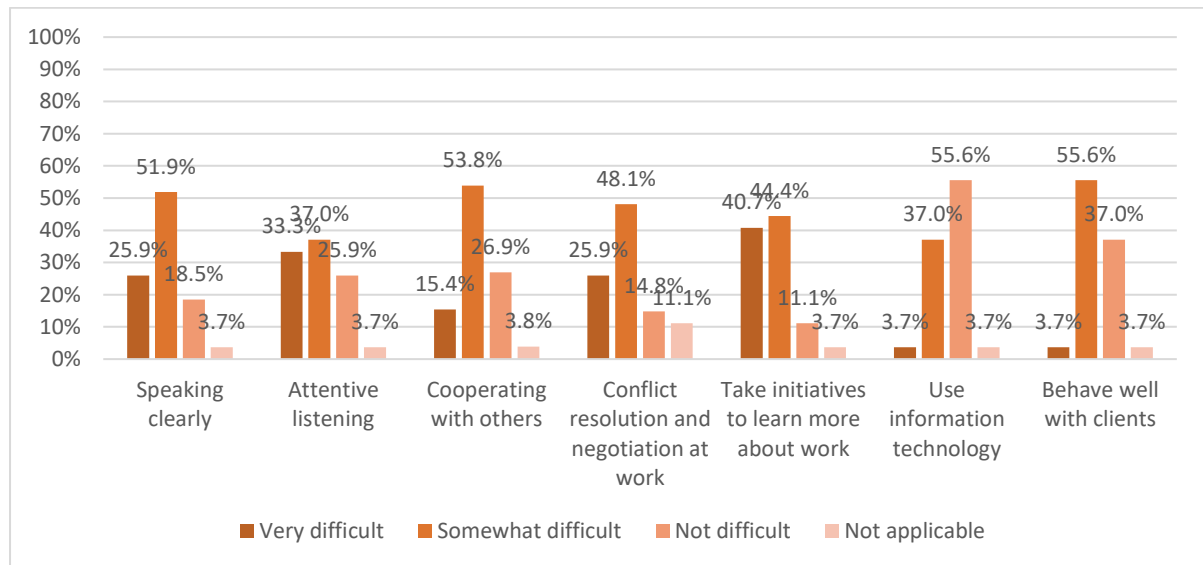


FIGURE 6. DIFFICULTIES IN FINDING EMPLOYEES WITH BASIC SKILLS

Employee qualifications serve as a proof for having certain professional skills. Therefore, many employers list the preferred education level on jobs' terms of reference for certain positions. In the private sector there seems to be a tendency that not for every job a certain level of education is required, they rather focus on skills needed to perform the necessary tasks which can be proven through work regardless of acquired certificates or diplomas.

In the survey we have asked employers as to what education level they require for what percentage of posts in their company. In interpreting these results it is worth mentioning that there are cases when one employer stated that for 100% of posts the least they require is the completion of secondary school, while adding that for about 25% of posts additional education is required.

As a result, 25% of respondents have stated that for 100% of their posts it is not necessary for employees to have formal education. For 75% of posts in 35.3% companies, professional diplomas or training certificates are required. Secondary school diploma is required for all positions in 40% of companies, while secondary vocational school is needed for all positions in 20% of companies. Regarding bachelor and master degrees, about 30% of companies require these levels for most of their positions in their companies. About the doctorate level, only 5.6% of companies need half of their staff members to have this education level.

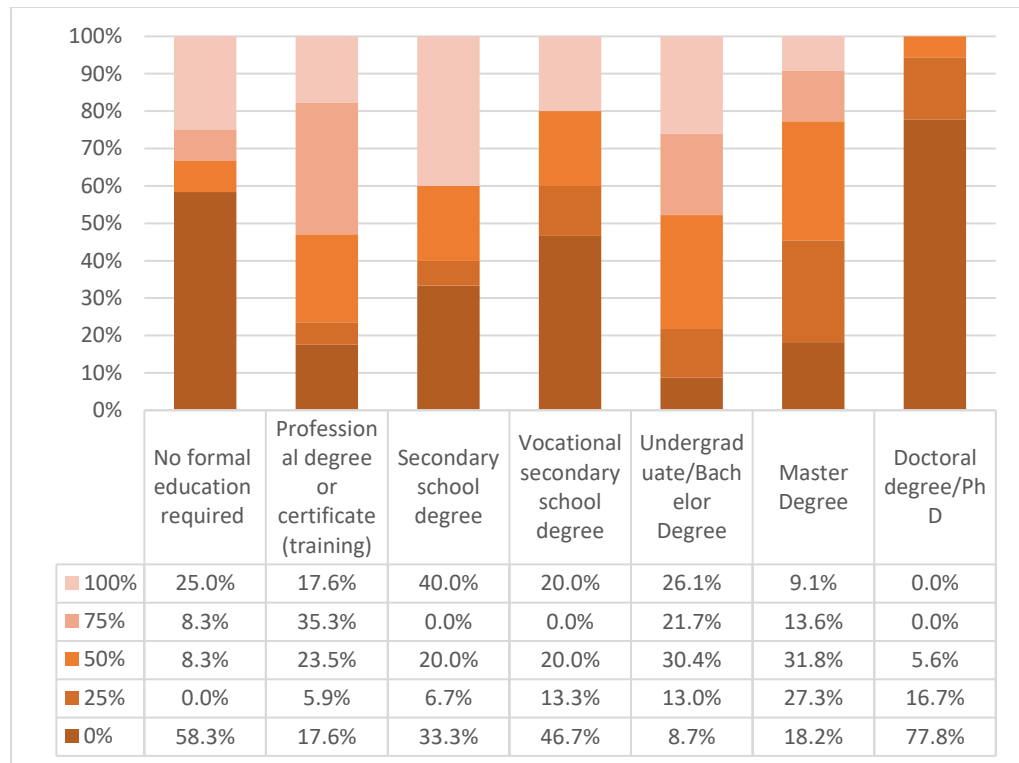


FIGURE 7. COMPANY REQUIREMENTS FOR EDUCATION LEVEL AGAINST THE TOTAL PERCENTAGE OF POSTS IN THAT COMPANY

Regarding difficulties in finding employees with diplomas, 26% of employers find it very difficult to find employees with professional diplomas or training certificates. This kind of qualification covers all forms of professional diplomas which also includes professional postgraduate specializations and secondary vocational schools. This is reflected by the following answer when we talk about the job positions requiring secondary school diplomas which shows that only 4% find it very difficult to find employees with this qualification. Regarding the bachelor level around 4% of employees find it very difficult to find qualified employees with such diplomas and 12% with a master's degree. Meanwhile, 48% of employers find it very difficult to find somebody suitable with doctoral degree.

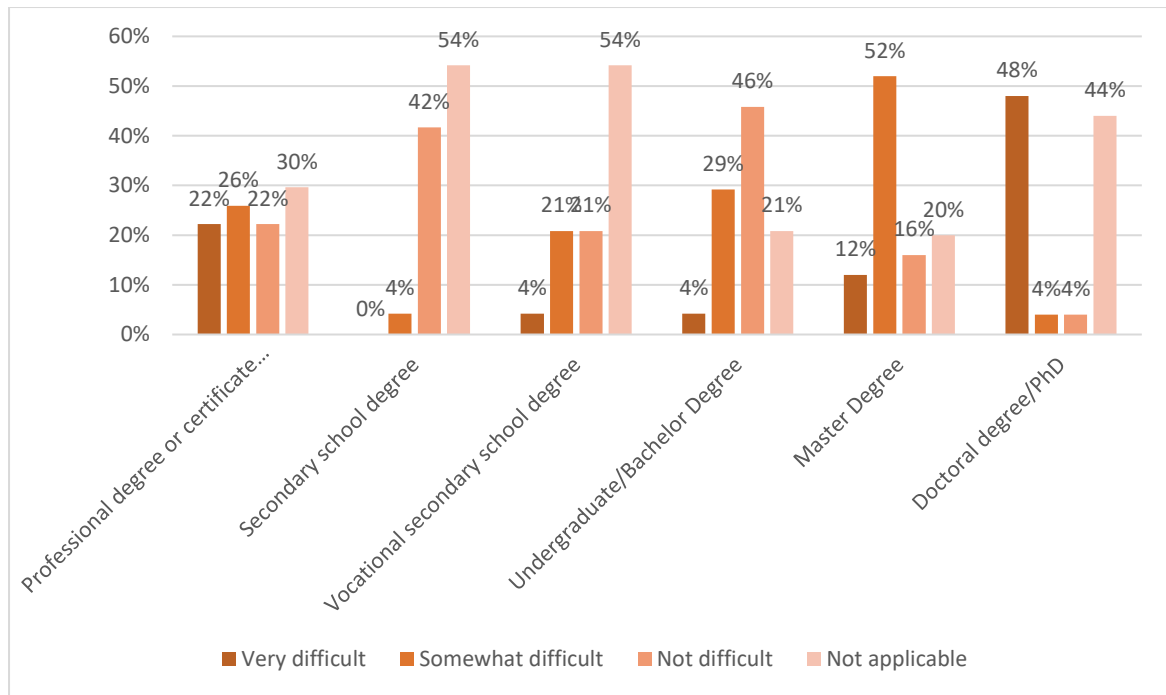


FIGURE 8. DIFFICULTIES IN FINDING EMPLOYEES WITH CERTAIN QUALIFICATIONS

81.5% of companies have stated that they provide trainings for their employees - key reasons being the increase in quality of their products or services (73.1%), increase of employees' productivity (50%), increase of market competition and personal and professional development of employees (46.2%).

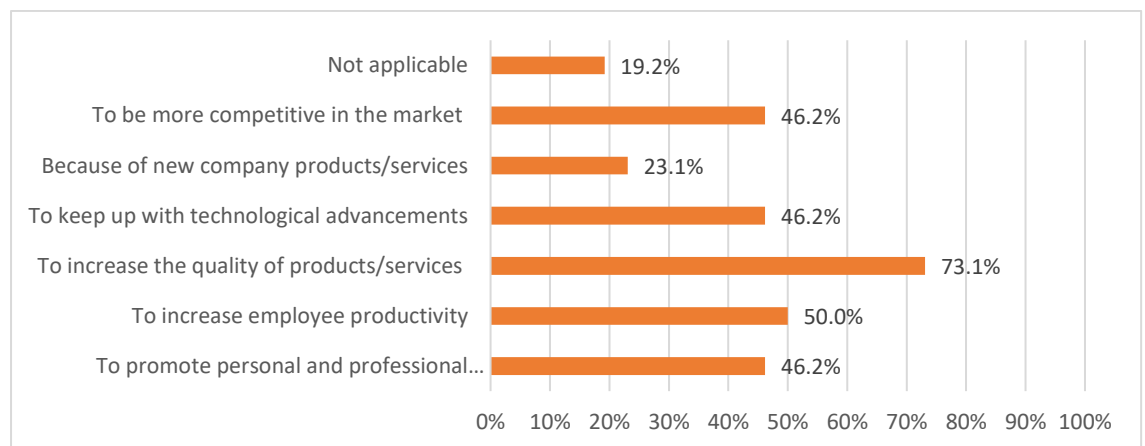


FIGURE 9. REASONS FOR OFFERING TRAINING

Regarding the ways and institutions used for training, the respondents state that they mainly participate in trainings prepared by various businesses or contract trainers especially for their employees, and none of them has stated that they have cooperated with any competence center or professional school to train employees.

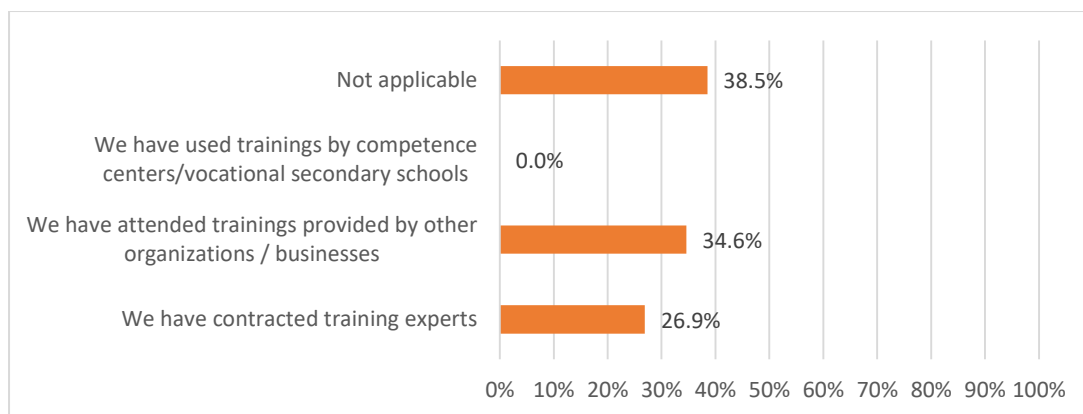


FIGURE 10. INSTITUTIONS USED FOR TRAINING

In fact, 77.7% of respondents are aware of the existence of professional schools, but 22% of them would not employ persons with only professional school diploma and there are some who think that the level of vocational training is very low since for jobs within their companies, a university diploma is required. While 45% of them expressed that they would employ people with only a professional school diploma in case these vocational schools would present candidates well prepared for the labor market with the right competencies and skills. For 33% of respondents this question was not applicable because requirements for employee education in their companies were at a higher education level.

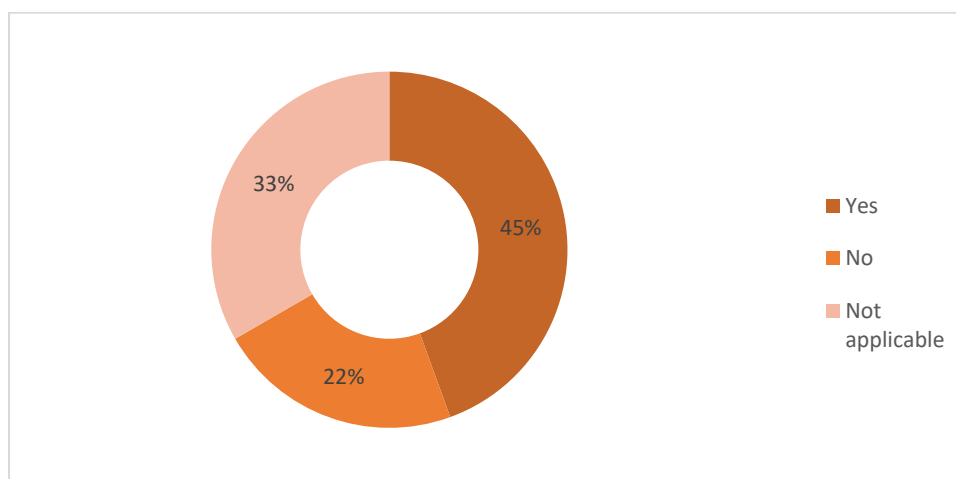


FIGURE 11. EMPLOYMENT OF YOUNGSTERS THAT HAVE COMPLETED ONLY THE VOCATIONAL SECONDARY SCHOOL

Training demands for employees holding managerial, professional or administrative positions have increased by 38.5%, 73.1% and 34.6% for companies, respectively. For most companies, training demands for professional positions have increased, because the main changes relate to new equipment to be used, either software, hardware, or other infrastructure depending on the scope of companies' activities.

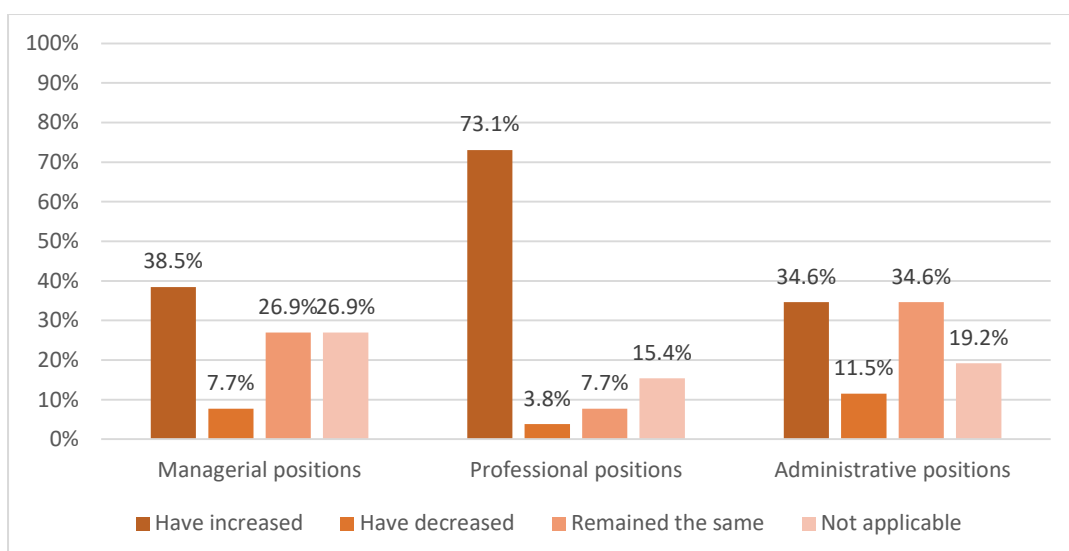


FIGURE 12. INCREASED DEMAND FOR TRAINING OF STAFF HOLDING MANAGERIAL, PROFESSIONAL AND ADMINISTRATIVE POSTS

Companies claimed the biggest increase in requirements for professional training which was also reflected on the provision of trainings for these positions. Despite increased training requirements, 31.8% of companies have not trained even one percent of managerial positions, but 18.2% of respondents have stated that they have trained half of their managerial positions. Whereas 8.3% have stated that they have not trained any percent of professional positions and at the same time about 29.2% of respondents have stated that they have trained half or 75% of their professional positions. In regards to administrative positions, 44% have stated that they have trained these positions, but 24% of respondents have stated that they have trained half of administrative positions in the company. A smaller number of companies offer reimbursements for vocational training if those trainings have not been initiated by the companies themselves.

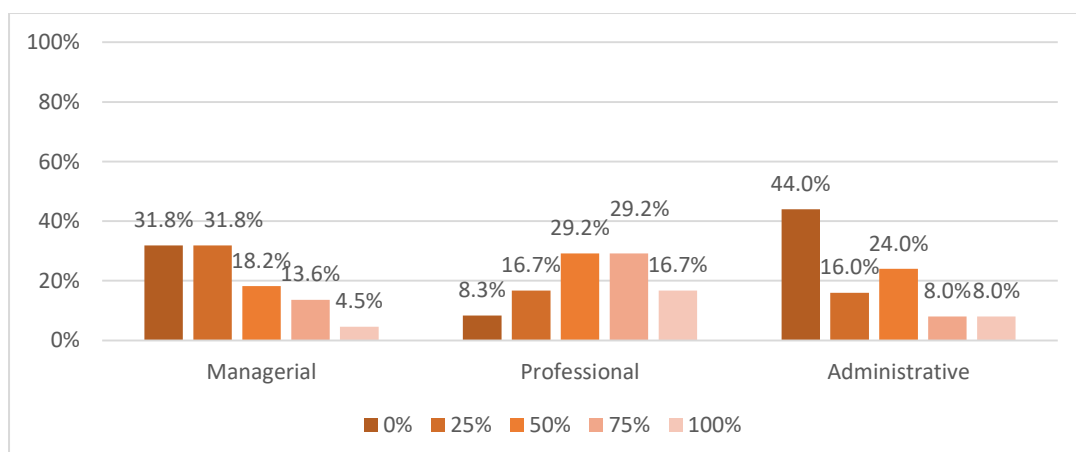


FIGURE 13. PERCENTAGE OF TRAININGS PROVIDED AGAINST THE TOTAL PERCENTAGE OF MANAGERIAL, PROFESSIONAL AND ADMINISTRATIVE POSTS

Necessary skills to perform tasks according to professions

The part of the report on the skills required to perform tasks according to professions highlights the main findings of whether a task is required for a certain position where the ability to perform that task is developed. Depending on the scope of the company, the duties and skills required for the same positions differ from the company to the company. The detailed tables for the 24 selected job positions for the purpose of this research may be found in the paper annex.

Choices of affirmation or denial of tasks performed by position are as following:

YES – Skills to perform the task:

- Were learned in school
- Were learned at work
- Were enhanced at work
- Were learned at work and school jointly

NO – Skills to perform the task:

- Are not necessary
- Were not learned in school or work

In most of the cases, the option for skills that are not necessary to perform professional tasks refers to the fact that there are other employees who perform those tasks, or that the company does not need those tasks to be performed due to its activity type and size.

In general, skills required to perform a task for all the positions are mostly considered to have been acquired as a combination of school and work, to have been enhanced at work, or to be unnecessary while only for 16.7% or 4 out of 24 selected posts, the necessary skills for performing some of the tasks have been acquired at school.

Skills to perform tasks by **executive directors** in general seem to have been enhanced at work or to have been learned at school and work jointly, but rarely have they been learned at school alone. For example, company planning and directing skills in 64.7% of companies that have this position have been created at school and work jointly, while in 5.9% of these the skills to perform this task are unnecessary. In cases when the company does not have this title for the position describing the tasks as in the respective tables, the titles for the equivalent positions are: Founder, General Manager and Chief Executive Officer.

Similar results are applicable to the performing of tasks by **financial managers** where companies' choices regarding the acquirement of skills dominate towards the choices of skills enhancement at work or their development at school and work. For example, skills to plan and lead

daily financial activities, for 58.3% of companies are learned at school and work jointly, while for 8.7% of companies, these skills are unnecessary for this position. Equivalent positions with different titles in surveyed companies are: Director of Finance Department, Operations and Sales Manager, Project Manager, Finance and Administration Manager, Finance Director, General Manager, and Chief Financial Officer.

For **sales and marketing managers**, the skills to plan and organize marketing activities based on sales data and market assessment were learned in school and at work for 60% of companies with this position. In regards to determining price lists, discount and delivery terms, sales promotion budgets, sales methods and organizing campaigns, 55.6% of companies state that the skills for carrying out these tasks were learned at work and school jointly, but 11.1% of them claim that for this position the skills to establish and manage departmental administrative procedures are unnecessary. Equivalent positions expected to perform the same tasks in surveyed companies are: Sales Director, Sales Manager, Chief Executive Officer, Marketing Manager, and Head of Communications Department.

For **graphic designers**, the skills to prepare sketches, diagrams and illustrations for the subject to be communicated to a target group in 28.6% of companies with this position were enhanced at work, in 57.1% of companies were learned at school and work jointly and in 14.3% of companies are not necessary. Equivalent positions expected to perform the same tasks in some companies are: Web and software developer or and Creative Director.

For **survey and market research interviewers**, learning skills to perform some of the tasks at certain companies are considered to have been done at school, which does not apply to most of the aforementioned examples. For example, the skills to contact individuals by phone or in person and to explain the purpose of the interview, for 16.7% of companies were learned in school, for 33.3% of companies were learned at work, for 33.3% of companies were enhanced at work and for 16.7% of companies were learned at school and work jointly. Other titles for equivalent positions in some companies are: Surveyor, Field Researcher, Project Officer, Project Coordinator, and Project Assistant.

See annex for details of other positions.

Most in-demand skills in the service industry

Identifying the most in-demand skills by employers is the main and the most important thing for every country, especially for developing

countries that have problems with implementing proper education programs. The social network LinkedIn produces annual analyses regarding top skills required by its members by grouping skills with similar characteristics in one category. In this way recruiters can search for employees with the skills they need in their companies or organizations.

In 2016 the most in-demand skills in LinkedIn were cloud and distributed computing; statistical analysis and data mining; web architecture and development framework; middleware and integration software; user interface design; network and information security; mobile development; data presentation; seo/sem marketing; storage systems and management.

Identifying the most in-demand skills in Kosovo for all industries is essential. Although there are no professional social networks like LinkedIn, Kosovo has several job sites like HeadHunter, Portal Pune, KosovaJobs and HumanPower, which could develop data collection systems for most in-demand skills by employers that post job announcements in these recruitment sites to assist with the identification of the skills that would help the unemployed to get jobs or the employed to advance their careers in real time.

Through our survey, we have identified some of the most general in-demand skills in Kosovo in some sectors of the service industry. According to the respondents, some of the most in-demand skills in their fields are:

- Knowledge of foreign languages
- Rapid dissemination of information
- Analytical skills
- Managerial skills
- Project management skills
- Professional/technical skills
- Critical thinking
- Financial skills
- Communication skills
- Software and application development skills
- Logical thinking
- Lecturing skills
- Problem solving skills
- Auditing skills
- Self-initiative skills
- Leadership skills
- Creativity
- Asset assessment skills
- Consulting skills
- Presentation skills
- Skills for organizing promotional activities
- Academic writing skills
- Tax consulting skills
- Team work skills
- Research skills
- Skills in using information technology
- Report writing skills
- Managing social networks skills
- Sales skills
- Versatility

Professional or technical skills are not required by all companies, such as research skills, organization of promotional activities, or extensive financial knowledge; however, such skills are necessary for researchers in different fields, advertisers or marketing officers. However, a considerable number of skills within this skill set are applicable and general to almost all workers in the service industry such as knowledge of foreign languages, rapid dissemination of information, use of information technology, self-initiative, team work, critical and logical thinking, creativity and good communication skills.

Some companies think that these are the most in-demand skills because of external market demands, clients' demands for high quality, professionalism and correctness in buying services or products and personal and professional development of employees.

Case study - Baruti GmbH

Baruti Company was established in 2011/2012 initially operating with only 7 employees. Since then, Baruti has managed to multiply the number of employees by 40 times attracting more and more clients from German speaking countries. Baruti is also one of the employers with the biggest number of job vacancies searching for 15-20 new employees every month. These components have made Baruti a successful company and thereby we chose it as a case study.

Baruti is a company providing call center services for German speaking countries although they are expected to expand their market to English speaking countries as well. Baruti is an example of a successful company which is constantly working on updating staff knowledge, increasing competencies and advancing its employees.

Baruti offers classical call center services offering customer phone supporting, managing consumer complaints and conducting market research.

Baruti services are divided in three sectors:

- The Inbound sector deals with taking the phone calls from the customers of Baruti's clients inquiring necessary information regarding product prices, location and delivery times as well as also to process customer complaints. The information is then forwarded to the respective clients.
- Outbound sector deals with making the phone calls on behalf of their clients to their customers to inform them about product and delivery time changes and also to inform them about new market offers.
- Market research sector deals with the measurement of customer satisfaction following the launch of a new product in the market in order to analyze customers, the market, and competition to enable the planning of upcoming activities.

Baruti only deals with the execution of surveys and provision of other services, while survey design is carried out by the clients themselves. The company has been certified with two European standards, with ISO 27001:2005 related to information security management and ISO 9001:2015 related to quality management system. Meaning Baruti does not save any information in a local server to eliminate potential problems related to data protection because clients are those who protect the data and respondent information.

Company composition

Baruti has 286 employees, 133 women and 153 men. To recruit employees, the company uses online job sites, social networks like Facebook and contacts universities or colleges.

Current posts at Baruti:

- Chief Executive Officer
- Head of Department
- Division Manager
- Team leader
- ISO Manager
- Marketing and Sales Officer
- Recruiter
- Training and Development Officer
- Training Coordinator
- Quality Controller
- Executive Assistant
- System Administrator
- IT support
- Receptionist
- Phone operator

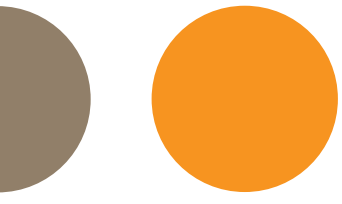
Employee qualifications and skills

When recruiting employees, Baruti requires a range of skills, but the main condition to work for this company is knowledge of German language. Regarding qualifications, they prefer bachelor and master graduates are preferred, but Baruti has no discriminatory recruiting practices towards persons who have completed vocational trainings either through the private sector or public institutions who can demonstrate the possession of skills required for certain positions. However, this company has also faced difficulties in finding employees with various skills like soft skills, skills in using the Microsoft Office suite, spelling of German language by phone operators, taking initiatives to work independently, and presenting and negotiating with clients.

Difficulties have led to increasing recruiting efforts, raising salaries to attract more applicants and at the same time have hindered the development of new company services.

Internal and external trainings by the company

Baruti provides constant internal and external training for the entire staff. Internal training is mainly conducted by more experienced employees or who have managed to become team leaders or take other positions



where they transfer the acquired skills from each position to one another. Training is provided to promote personal and professional development of employees, to increase employee productivity and to increase work quality, to support employees to develop good work habits and positive attitude and to keep up with international competition.

External training is provided for project management, efficient communication, human resources management, leadership and use of Microsoft Office suite at an advanced level. In regards to training beneficiaries, about 70% of managerial positions are trained along with 60% of administrative positions and 40% of professional positions.

Conclusions and recommendations

Lack of professional market skills in Kosovo exists in many industries, including the service industry as confirmed by this research. Companies in the service industry face difficulties to find employees with soft skills, knowledge of foreign languages, who are equipped with creativity, analytical skills and self-initiative. The necessary skills to perform tasks for one position are mainly considered to have been acquired as a combination of education and work or to have been enhanced during work, but only for 16.7% of cases or only for some of the tasks of four out of 24 positions covered by the survey, the skills to perform several tasks are considered to have been learned at school. At the same time 81.5% of companies provide training to increase employee competencies and productivity and to increase quality of services. However, in all the cases trainings have been internal or external by contracting of private businesses or experts.

While the Agency for Vocational Education and Training and Adult Education (AVETAE) has an agreement with companies that use employees of vocational schools, the service industry has not yet gained the trust in the quality of graduates from these institutions. This was also proven by businesses and the fact that over 70% of all the employed graduates have found jobs outside their profession.

As a result, GAP Institute recommends:

- Conducting extensive research at the central level to understand which sectors have the greatest deficiencies and to create programs that would produce the necessary professionals by involving the private sector in drafting education policies
- Increasing AAPARr capacities to transfer information and good practices knowledge to the other 65 vocational schools, retraining teachers and changing or adapting curricula and education programs according to private sector requirements
- Using Kosovo job sites' data to understand skills requirements for each year in order for policymakers to consider them for investments in certain programs and for the interested applicants to pursue trainings to gain those skills

Annex: Necessary skills for task performance by profession

In your company, does the Executive Director perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Planning, directing and coordinating the general functioning of an enterprise or organization	5.9%	11.8%	11.8%	64.7%	5.9%	0.0%
Reviewing the operations and results of the enterprise and reporting to boards of directors	0.0%	0.0%	40.0%	46.7%	13.3%	0.0%
Determining objectives, strategies, policies and programmes for the enterprise	0.0%	6.7%	33.3%	53.3%	6.7%	0.0%
Establishing and managing budgets, controlling expenditure and ensuring the efficient use of resources	8.3%	0.0%	33.3%	33.3%	16.7%	8.3%
Sharing the tasks and responsibilities of the staff	0.0%	0.0%	33.3%	58.3%	8.3%	0.0%
Monitoring and evaluating performance of the enterprise against established objectives and policies	6.7%	0.0%	26.7%	53.3%	6.7%	6.7%
Consulting with senior subordinate staff and reviewing recommendations and reports	0.0%	0.0%	46.7%	40.0%	6.7%	6.7%
Representing the organization at official occasions and board meetings, in negotiations and at conventions, seminars, public hearings and forums	7.7%	0.0%	23.1%	61.5%	7.7%	0.0%
Selecting or approving the selection of senior staff	0.0%	0.0%	33.3%	46.7%	20.0%	0.0%



Ensuring the organization complies with relevant legislation and regulations	6.7%	6.7%	26.7%	40.0%	20.0%	0.0%
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In your company, does the Finance Manager perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Planning, directing and coordinating the financial operations of an enterprise or organization	8.3%	8.3%	16.7%	58.3%	0.0%	8.3%
Assessing the financial situation of the enterprise or organization, preparing budgets and overseeing financial operations	0.0%	16.7%	16.7%	66.7%	0.0%	0.0%
Consulting with the chief executive and with managers of other departments	0.0%	9.1%	18.2%	72.7%	0.0%	0.0%
Establishing and managing budgets, controlling expenditure and ensuring the efficient use of resources	8.3%	8.3%	16.7%	66.7%	0.0%	0.0%
Planning and directing daily operations	0.0%	8.3%	25.0%	58.3%	8.3%	0.0%

In your company, does the Human Resource Manager perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Planning, directing and coordinating the personnel	0.0%	10.0%	40.0%	40.0%	10.0%	0.0%
Planning and organizing procedures for recruitment, training, promotion, transfer and dismissal of staff	0.0%	11.1%	55.6%	33.3%	0.0%	0.0%
Planning wage levels and consulting with workers on conditions of employment	0.0%	11.1%	55.6%	33.3%	0.0%	0.0%
Overseeing safety and health of the workers	0.0%	12.5%	37.5%	37.5%	0.0%	12.5%
Establishing and managing the HR department budget	0.0%	12.5%	37.5%	37.5%	12.5%	0.0%
Overseeing the selection, training and performance of staff for the enterprise	0.0%	11.1%	33.3%	55.6%	0.0%	0.0%

In your company, does the Sales and Marketing Manager perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Planning and organizing special sales and marketing programmes based on sales records and market assessments	0.0%	20.0%	20.0%	60.0%	0.0%	0.0%
Determining price lists, discount and delivery terms, sales promotion budgets, sales methods, special incentives and campaigns	0.0%	22.2%	22.2%	55.6%	0.0%	0.0%
Establishing and directing operational and administrative procedures related to sales and marketing activities	0.0%	11.1%	11.1%	66.7%	11.1%	0.0%
Leading and managing the activities of sales and marketing staff	10.0%	0.0%	30.0%	50.0%	10.0%	0.0%
Representing the enterprise at sales and marketing conventions, trade exhibitions and other forums	10.0%	10.0%	20.0%	60.0%	0.0%	0.0%

In your company, does the Advertising and Public Relations Manager perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Planning, directing and coordinating the advertising and public relations activities	0.0%	0.0%	14.3%	71.4%	14.3%	0.0%
Negotiating advertising contracts with clients or with newspapers, radio and television stations, and advertising agencies	0.0%	0.0%	33.3%	50.0%	16.7%	0.0%
Planning and managing information programmes to inform legislators, the mass media and the general public about the plans, accomplishments and points of view of the enterprise	0.0%	0.0%	16.7%	66.7%	16.7%	0.0%
Leading and managing the activities of advertising and public relations staff	0.0%	0.0%	16.7%	66.7%	16.7%	0.0%
Establishing and managing budgets of the advertising and public relations department	0.0%	0.0%	28.6%	57.1%	14.3%	0.0%

In your company, does the Graphic Designer perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Consulting customers and stakeholders regarding the design content	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%
Preparing sketches, diagrams, illustrations and layouts to communicate to the targeted group	0.0%	0.0%	28.6%	57.1%	14.3%	0.0%
Designing graphics and animation to satisfy the requirements of the design brief	0.0%	0.0%	25.0%	62.5%	12.5%	0.0%
Creating two-dimensional and three-dimensional images depicting objects in motion or illustrating a process, using computer animation or modelling programmes	0.0%	0.0%	25.0%	62.5%	12.5%	0.0%
Supervising or carrying out production in the chosen media	0.0%	0.0%	28.6%	57.1%	14.3%	0.0%

In your company, does the Auditor (Chartered Accountant) perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Planning the budget, controlling accounts and other accounting policies and systems	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Preparing and certifying financial statements for presentation to management, shareholders and statutory bodies	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Preparing tax returns, advising on taxation problems and contesting disputed claims before tax officials	0.0%	0.0%	25.0%	25.0%	50.0%	0.0%
Conducting financial investigations in such matters as suspected fraud, insolvency and bankruptcy	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%
Auditing accounts and bookkeeping records	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%

In your company, does the Financial and Investment Analyst perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Interviewing clients to determine financial status and objectives, risk tolerance and other information needed to develop financial plans and investment strategies	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Setting financial objectives, and developing and implementing strategies for achieving them	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Arranging to buy and sell stocks and bonds for clients	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
Monitoring investment performance, and reviewing and revising investment plans based on modified needs and changes in markets	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%

In your company, does the Managerial Analyst perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Assisting in the development of objectives, strategies and plans aimed at achieving customer satisfaction	0.0%	0.0%	0.0%	40.0%	20.0%	0.0%
Analysing and evaluating current systems and structures of the enterprise	0.0%	0.0%	0.0%	33.3%	33.3%	0.0%
Directing clients towards more efficient organization and developing solutions to organizational problems	0.0%	0.0%	0.0%	40.0%	20.0%	0.0%
Analysing enterprise's workflow charts, records, reports, manuals and job descriptions	0.0%	0.0%	0.0%	33.3%	33.3%	0.0%
Preparing and recommending proposals to revise work methods and procedures	0.0%	0.0%	0.0%	33.3%	33.3%	0.0%
Assisting in implementing approved recommendations, issuing revised instructions and procedure manuals and drafting other documentation	0.0%	0.0%	0.0%	40.0%	20.0%	0.0%
Reviewing operating procedures and advising of departures from procedures and standards	0.0%	0.0%	0.0%	33.3%	33.3%	0.0%

In your company, does the Advertising and Marketing Officer perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Planning, developing and organizing advertising and sales objectives	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%
Advising managers and clients on strategies and campaigns to reach target markets, promoting and creating consumer awareness of goods and services	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Writing advertising copy and media scripts, and arranging television and film production and media placement	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
Collecting and analysing data regarding consumer patterns and preferences	0.0%	0.0%	50.0%	25.0%	25.0%	0.0%
Interpreting and predicting current and future consumer trends	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Undertaking market research for new goods and services	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Setting objectives and creating marketing campaign accordingly	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%

In your company, does the Public Relations Officer perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Organizing publicity campaigns and communication strategies	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Advising executives on the public relations implications of their policies and preparing and controlling the issue of press releases	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Organizing special events, seminars, entertainment, competitions and social functions to promote the enterprise	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Representing the enterprise and arranging interviews with publicity media	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Attending business, social and other functions to promote the enterprise	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Selecting, appraising and revising material submitted by designers, illustrators and script writers	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%

In your company, does the Lawyer or Legal Officer perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Giving clients legal advice on personal, business and administrative matters	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Undertaking legal business on clients' behalf	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Gathering evidence to formulate a defence or to initiate legal actions	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Evaluating findings and developing strategies and arguments in preparation for presentation of cases	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Pleading clients' cases before courts of law, tribunals and administrative boards or instructing barristers to plead in higher courts of justice	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Drawing up legal documents and contracts	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Managing property transfers	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%

In your company, does the Translator perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Translating from one language into another and ensuring that the correct meaning of the original is retained, that legal, technical or scientific works are correctly rendered	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%
Using computers and other instruments to improve productivity and quality of translation	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Interpreting from a spoken language into another spoken language at conferences, meetings and similar occasions, and ensuring that the correct meaning and, as far as possible, the spirit of the original are transmitted	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%
Revising and correcting translated material	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%

In your company, does the Credit Analyst perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Interviewing applicants for personal, mortgage, student and business loans	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
Researching and evaluating loan applicants' financial status, references, credit and ability to repay the loan	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
Approving or rejecting loan applications ensuring that credit standards of the institution are respected	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
Keeping records of payments, preparing routine letters requesting payment for overdue accounts	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
Completing credit and loan documentation	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%

In your company, does the Accountant perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Maintaining complete records of all financial transactions of the enterprise	0.0%	0.0%	25.0%	62.5%	12.5%	0.0%
Verifying accuracy of documents and records relating to payments, receipts and other financial transactions	0.0%	0.0%	11.1%	77.8%	11.1%	0.0%
Preparing financial statements and reports for specified periods	0.0%	0.0%	22.2%	66.7%	11.1%	0.0%
Supervising the work of accounts and bookkeeping clerks	0.0%	0.0%	33.3%	55.6%	11.1%	0.0%

In your company, does the Insurance Agent perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Obtaining information about customers' circumstances necessary to determine appropriate type of insurance	0.0%	25.0%	50.0%	0.0%	25.0%	0.0%
Explaining details of insurance and conditions, risk coverage premiums and benefits to customers	0.0%	50.0%	25.0%	0.0%	25.0%	0.0%
Assisting clients to determine the type and level of coverage required, calculating premiums and establishing method of payment	0.0%	50.0%	25.0%	0.0%	25.0%	0.0%
Negotiating and placing reinsurance contracts	0.0%	50.0%	25.0%	0.0%	25.0%	0.0%

In your company, does the Sales Agent perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Soliciting orders and selling goods to retail, industrial, wholesale and other establishments	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%
Updating knowledge of market conditions and of employer's and competitors' goods and services	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%
Providing prospective customers with information about the characteristics and functions of the products and equipment for sale, and demonstrating its use	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%
Contacting clients to ensure satisfaction with products purchased	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%

In your company, does the Conference and Event Organizer perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Organizing conferences, conventions and trade shows to potential customers	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
Responding to inquiries concerning services provided and costs for room and equipment hire, catering and related services	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
Meeting with clients to discuss their needs and outlining package options to meet these needs	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
Contracting conference facilities, catering, and other event contributors and coordinating transport, accommodation and logistics for the event	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
Organizing registration of participants	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
Negotiating the type and costs of services to be provided within budget	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
Overseeing work by contractors	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%

In your company, does the Real Estate Agent perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Obtaining information about properties to be sold or leased, the circumstances of their owner and the needs of prospective buyers or tenants	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Showing properties to be sold or leased and explaining terms of sale or conditions of rent or lease	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Facilitating negotiations with tenants and owners on rents and fees	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Drawing up leasing and sale agreements and estimating costs	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Arranging signing of lease agreements and transfer of property rights	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Collecting rent and deposits on behalf of owners and inspecting properties before, during and after tenancies	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%

In your company, does the Photographer perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Taking photographs for advertising or other commercial, industrial or scientific purposes and to illustrate stories and articles in newspapers, magazines and other publications	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Taking portrait photographs of persons and groups of persons	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Studying requirements of a particular assignment and decide on type of camera, film, lighting and background accessories to be used	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Determining picture composition, making technical adjustments to equipment and photograph subject	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Operating computers to manipulate photographic images	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Adapting existing photographic images to create new digitized images to be included in multimedia products	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Using software, computer or other techniques to create the desired visual effect	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%

In your company, does the photographer perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Taking photographs for advertising or other commercial, industrial or scientific purposes and to illustrate stories and articles in newspapers, magazines and other publications	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Taking portrait photographs of persons and groups of persons	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Studying requirements of a particular assignment and decide on type of camera, film, lighting and background accessories to be used	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Determining picture composition, making technical adjustments to equipment and photograph subject	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Operating computers to manipulate photographic images	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Adapting existing photographic images to create new digitized images to be included in multimedia products	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Using software, computer or other techniques to create the desired visual effect	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%

In your company, does the Interior Designer perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Determining the objectives and constraints of the design brief by consulting with clients and stakeholders	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Researching and analysing spatial, functional, efficiency, safety and aesthetic requirements	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Preparing sketches, diagrams, and illustrations to communicate design concepts	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Negotiating design solutions with clients, management, suppliers and construction staff	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Selecting functional and aesthetic materials, furniture and products for interiors	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Documenting selected design for construction	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Coordinating the construction and the decoration of interiors	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%

In your company, does the Contact Centre Information Clerk perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Dealing with incoming calls and messages from clients regarding services or complaints	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Identifying client requirements and entering information into a computer system	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Sending letters, information sheets and other documents to clients	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Informing advising clients of additional products or services	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%

In your company, does the Inquiry Clerk perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Answering inquiries about goods and services about their availability, location, price and related issues	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Recording information about inquiries and complaints	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Referring complex inquiries to team leaders or expert advisers	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Issuing relevant forms, information kits and brochures to interested parties	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%

In your company, does the Survey and Market Research Interviewer perform these tasks?

	YES The skills to perform these tasks:				NO The skills to perform these tasks:	
	Were learned in school	Were learned at work	Were enhanced at work	Were learned at work and school jointly	Are not necessary	Were not learned in school or work
Contacting individuals by telephone or in person and explaining the purpose of the interview	16.7%	33.3%	33.3%	16.7%	0.0%	0.0%
Asking questions following the outlines of surveys	16.7%	33.3%	33.3%	16.7%	0.0%	0.0%
Recording responses on paper or entering responses directly into a computer database	16.7%	16.7%	33.3%	33.3%	0.0%	0.0%
Identifying and resolving inconsistencies in responses	16.7%	16.7%	50.0%	16.7%	0.0%	0.0%
Providing feedback to survey sponsors concerning problems in obtaining valid data	16.7%	16.7%	50.0%	16.7%	0.0%	0.0%



The GAP Institute is a Think-Tank established in October 2007 in Kosovo. The main goal of GAP is to attract professionals to create an environment of professional development and research, which is encountered in similar institutions in western countries. This also provides the opportunity for the people of Kosovo to research, develop and implement projects with the aim of advancing the Kosovar society. The priority of this Institute is to mobilize professionals in addressing the economic, political and social challenges of the country. The main goals of GAP are to fill the gaps between the Government and the citizens, and also fill the gaps between problems and solutions.

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