

EUROPEAN SKILLS AND JOBS SURVEY

Statistical profile

Albania

Disclaimer

This report was prepared for ETF by Kantar Public.

The contents of the report are the sole responsibility of the authors and do not necessarily reflect the views of the EU institutions.

© European Training Foundation, 2023

Reproduction is authorised, provided the source is acknowledged.

CONTENTS

IN BRIEF: SECOND EUROPEAN SKILLS AND JOBS SURVEY (ESJS2) IN ETF PARTNER COUNTRIES	4
1. TASKS AND JOB-SKILLS REQUIREMENTS	5
2. DIGITALISATION AND DIGITAL TRANSITION	7
3. TACKLING THE SKILLS MISMATCH IN A CHANGING LABOUR MARKET	10
4. TECHNOLOGICAL CHANGE AND JOB SECURITY	12
5. INVESTING IN EDUCATION AND TRAINING	13
KEY HIGHLIGHTS	14
GLOSSARY	16
DATA ANNEX	17

In brief: Second European Skills and Jobs Survey (ESJS2) in ETF partner countries

The rise of digital technologies has transformed the economy and how people work, sparking a growing interest in the future of work. While the consequences of digitalisation for employment have been subject to much debate, less is known about how digitalisation is affecting what workers do and whether and how education and skills development can enable individuals to benefit from, rather than be threatened by, technological change.

The European Skills and Jobs survey¹ (ESJS) gathers information on the job-skill requirements, skills and qualification mismatches, and the participation of adult workers in further education and training. Particular attention is paid to the evidence on the exposure of workers to digital technologies and their impact on skills needs.

This ESJS was implemented in Albania, Bosnia and Herzegovina, Kosovo*², North Macedonia, Serbia, and Israel by Kantar Public on behalf of the European Training Foundation (ETF). A total of 1 000 interviews were conducted in each country. The target population for the study was defined as all adults (aged 25-64 years) who are in wage and salary employment (i.e. paid employees, excluding those in self-employment, and family workers). In the five Western Balkan economies, face-to-face data collection with a multistage cluster sample design was used, while online data collection using a non-probability-based online panel was adopted in Israel. Data was collected between the 30 November 2022 and 30 January 2023.

This report describes the main results of the above-mentioned survey conducted in Albania in comparison with the aggregated results (EU27 average) of the Second ESJS conducted by Kantar Public on behalf of the European Centre for the Development of Vocational Training (Cedefop) in 2021, where the same questionnaire was used for data collection in EU27, Iceland and Norway.³

The report presents basic data related to several selected areas, such as the skillsets required to perform jobs among adult workers, their exposure to digitalisation and its impact on skills needs and mismatches, workers' views on technology versus labour substitution and complementarity impacting their well-being and willingness to embrace technological innovation, as well as strategies for further education and training that workers take to adapt to new technologies and changes in the workplace. Data is analysed by key socio-demographic and occupational variables, such as sex, age, the highest level of education, occupational group as well as economic sector in which the respondents work. Whenever relevant, we compare with the EU27 average results from the ESJS across the 27 EU Member States conducted on behalf of Cedefop.

Further insights gathered through the survey are presented in cross-country products, developed as part of the ESJS project.

¹ The ESJS has been developed and implemented by European Centre for the Development of Vocational Training (Cedefop). For more information see <https://www.cedefop.europa.eu/en/projects/european-skills-and-jobs-survey-esjs>

² * This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

³ <https://www.cedefop.europa.eu/en/projects/european-skills-and-jobs-survey-esjs>

1. Tasks and job-skills requirements

This chapter describes the profile of employees in terms of the skills required to do their jobs. The job skill requirements covered here are reading or writing, manual, mathematical, and problem-solving tasks.

Only half of Albanian workers are required to have at least basic reading and writing skills in their jobs

Just over half (51%) of working Albanians report reading text, on paper or on computer screens, i.e. text that is at least one page long, over the past month as part of their main job⁴, much lower than the EU average (73%), and slightly less than the average across five Western Balkan economies⁵ (54%).

Younger respondents are more likely to be involved in reading tasks with around 6 in 10 (62%) of those aged 25-34 years compared to 1 in 4 (27%) of those aged 55-64 years. The share of respondents required to read at least basic texts in their jobs is higher among those with a tertiary education (90%), compared to 42% of those with a mid-level education and 22% of respondents with a low-level education.⁶ Reading tasks are also reported by 93% of those in skilled occupations in contrast to 4 in 10 or less (29%-40%) among other occupational groups. Moreover, the share of such respondents is also higher among those working in the public sector, education and healthcare (68%) as compared to the employees working in the services sector (53%) and agriculture or industry (40%).

Only 2 in 5 (40%) employees, significantly less than the EU average (58%), and just below the WB5 average (42%), say they read written text, on paper or on computer screens, that is at least one page long as part of their main job⁷. The share of such respondents is higher among women in contrast to men (44% vs 37%), and among younger workers (52%-54% among those aged 25-44 years compared to 17% of those aged 55-64 years). In addition, those with a high level of education are more likely to be involved in writing tasks (82%) than those with a mid-level (29%) or low-level education (10%). Except for those in skilled occupations (84%), less than 3 in 10 of those in semi-skilled and manual occupations (27%), and elementary occupations (13%) have given this answer.⁸

Two in 5 Albanian workers lift or carry heavy objects, while a smaller portion work in extreme environments; close to half use their hands for precise tasks

Close to 2 in 5 (39%) of working Albanians reported lifting or carrying heavy objects, loads or people, without the help of a machine, in the past month⁹. This is more than the average values across WB5 (37%) and EU27 (34%).

Men are significantly more likely to be involved in manual tasks compared to women (47% vs 27%) as well as older workers as compared to younger ones (48% of those aged 55-64 years in contrast to 28% of those aged 25-34 years). This is also the case of those with a low-level (54%) and a mid-level education (46%), while only 15% of those with tertiary education have given this answer. More than half of workers in manual and elementary occupations (53% and 50%, respectively) answer this question in the affirmative, compared to 30% of those in semi-skilled and 18% of those in skilled occupations. Lifting objects and loads is also more common among respondents working in agriculture or industry (50%) while this is the case of only 36% of those working in services and 22% of respondents from the public sector, education or healthcare sectors.

Three in 10 (29%) Albanians surveyed report working in an environment with very high heat or cold temperatures, chemicals or dangerous parts¹⁰, roughly in line with the EU (27%) and WB5 (32%)

⁴ C_READ1P/Q29.a: As part of your main job, did you do the following activity in the last month? Read any texts, on paper or on computer screens, that are at least one (1) page long or longer

⁵ Albania, Bosnia and Herzegovina, Kosovo*, North Macedonia and Serbia - further abbreviated as WB5.

⁶ The three-level education levels are aggregations of the 8-level [ISCED 2011](#) (International Standard Classification of Education) classifications wherein 'low' stands for ISCED levels 0 to 2, 'medium' for ISCED levels 3 to 4, and 'high' for ISCED levels 5 to 8.

⁷ C_WRITE1P/Q29.d: As part of your main job, did you do the following activity in the last month? Write any texts, on paper or on computer screens, that are at least one (1) page long or longer.

⁸ See the [list of terminologies](#) on the definition of the broad occupation groups.

⁹ C_MANLIFT/Q30a: Lift or carry heavy objects or loads or people, without the help of a machine

¹⁰ C_MANHAZ/Q30b: Work in a work environment with very high heat or cold temperatures, chemicals or dangerous parts

averages. Moreover, close to half (46%) of Albanians say they use or move their hands or fingers to precisely grasp, manipulate or assemble objects (excluding a computer mouse, typing on a keyboard or handwriting)¹¹, roughly in line with the WB5 average (51%), but significantly more than in EU-27 (38%).

A slim majority of Albanian workers perform simple calculations, and only a fraction use advanced mathematics

More than half (54%) of Albanians, less than the WB5 (60%) and EU averages (76%), report performing simple calculations, for instance adding, subtracting, multiplying or dividing, as part of their main job¹². Men are more likely than women (57% vs 51%) to perform simple calculations as well as younger workers (66% of those aged 25-34 years vs 33% of those aged 55-64 years). Such tasks are also more common among those with a high level of education (70%), compared to 58% of those with a mid-level education, and 31% of those with a low-level education. Similarly, the share of those working in skilled occupations who have answered this question in the affirmative is much higher (74%) compared to those in manual (54%), semi-skilled (47%) and elementary (31%) occupations.

About 9% of respondents say they have used more advanced mathematics, algebra or statistics, for instance calculus, regressions, simulations¹³, which is lower than in the EU (16%) and across WB5 (11%). The use of advanced mathematics is more likely among younger workers (10% and 14% of respondents aged 25-34 years and 35-44 years, respectively) than among older cohorts (2% among those aged 55-64 years). The share of such respondents is also much higher among workers with a tertiary education (22%) in contrast to those with a mid-level (4%) and low-level (1%) education. Moreover, about a quarter (24%) of respondents working in skilled occupations have answered this question in the affirmative, while this is the case of only 4% among those working in semi-skilled and manual occupations. The use of advanced mathematics is also required more among those working in the public, education or healthcare sectors (12%) and the services sector (10%) compared to those working in industry or agriculture (6%).

A majority of employees perform problem-solving activities in their main jobs

Close to 6 in 10 (58%) Albanians report performing problem-solving activities at least often as part of their main jobs¹⁴, which is above the WB5 average (52%). Women are slightly more likely to do so than men (61% vs 56%). The share is also higher among younger respondents (70% of those aged 25-34 years vs 48% and 51% of those aged 45-54 years and 55-64 years, respectively) and those with a tertiary education (79% compared to 58% and 35% among those with a mid-level and low-level education, respectively). While the majority of those working in skilled occupations (87%) have answered this question in the affirmative, approximately half of workers in semi-skilled and manual occupations still report being involved in problem-solving tasks compared to only 40% of workers in elementary occupations. The involvement in problem-solving activities is also higher among those active in the public, education or healthcare sectors (70%) and the services sector (62%) compared to those working in agriculture or industry (48%).

The respondents were also asked about how often they looked up relevant information or documentation, for instance in books or online, to solve problems as part of their main job in the last month.¹⁵ Around 1 in 10 (9%) Albanians reported doing so always or very often. Moreover, around 1 in 10 (11%) respondents say that they receive input from co-workers or others to solve problems always or very often¹⁶, and a similar share (10%) of Albanian workers report trying out new ideas to solve problems always or very often¹⁷.

¹¹ C_MANDEX /Q30c: Use or move your hands or fingers to precisely grasp, manipulate or assemble objects.

¹² C_MATHBAS /Q31a: Perform any simple calculations with numbers, for instance adding, subtracting, multiplying or dividing

¹³ C_MATHADV /Q31c: Use any kind of more advanced mathematics, algebra or statistics, for instance calculus, regressions, simulations

¹⁴ C_PRB_often: Respondents who performed problem solving activities at least often as part of their main jobs.

¹⁵ C_PRBINFO /Q34a: How often did you do any of the following activities as part of your main job in the last month? Search for relevant information or documentation, for instance in books or on the web, to solve problems

¹⁶ C_PRBINPT /Q34b: How often did you do any of the following activities as part of your main job in the last month? Get input from co-workers or others to solve problems

¹⁷ C_PRBIDEA /Q34c: How often did you do any of the following activities as part of your main job in the last month? Try out new ideas to solve problems

2. Digitalisation and digital transition

This chapter provides key information on the use of technologies at work and its impact on the content of jobs and the skills needed to perform job tasks.

About a third of Albanian workers have experienced the introduction of new digital technologies at their workplace

Respondents were asked about changes that had taken place in their workplace over the last 12 months¹⁸ in terms of management, the nature of work, new digital technologies, new products or services, or the relocation of production. For instance, 1 in 5 (21%) Albanian workers have said that part of the work done in their workplace was moved to another location or country (14% across WB5 and 16% in the EU), while approximately 1 in 3 (35%) indicate that new digital technologies were introduced (26% in WB5 and 43% across the EU). Moreover, nearly half (47%) say that new products or services were developed in their workplace (38% in WB5 and 37% across the EU) and new management methods integrated (45% vs 30% in WB5 and 35% in the EU).

The introduction of new digital technologies is reported more often by younger workers (53% of those aged 25-34 years vs 21%-35% across other age groups) and those with a tertiary education (67%) when compared to respondents with a mid-level (28%) and a low level (11%) of education. Similarly, 66% of those in skilled occupations report such changes in contrast to only 34% of those in semi-skilled and 23% of those in manual occupations. Such changes occurred also more often in the public, education and healthcare sectors (44%) and in the services sector (42%) compared to agriculture or industry (24%).

Similar patterns can be observed in case of the introduction of new services and products in the workplace, which are more often reported by young workers (72% among those aged 25-34 years vs 29% among those aged 55-64 years) as well as those working in the services (58%), public, education and healthcare sectors (45%) in contrast to those in agriculture or industry (40%). A majority of those with a high-level (59%) and a mid-level (54%) education say that new products or services have been introduced in their companies compared to only 1 in 4 (25%) of those with a low-level education. Similarly, the share of such respondents is higher among those in skilled and semi-skilled occupations (54%) in contrast to those in manual and elementary occupations (45% and 27%, respectively).

One in three (33%) employees in Albania, less than those across the EU (39%) but more than in the WB5 (30%), reported doing any work as part of their main job from a location other than their employer's premises¹⁹. Men are more likely to report this compared to women (41% vs 22%). A substantial difference can be noted here with regard to education levels. The higher the education level, the more likely respondents are to answer this question in the affirmative. Four in 10 (39%) of Albanian workers with a high-level education have given this answer, compared to just 1 in 4 (25%) of those with a low-level education. The work outside the employers' premises is also more common among those in skilled and manual occupations (44% and 38%, respectively) in contrast to those working in semi-skilled (16%) and elementary (27%) occupations.

A large majority of Albanian workers use computing devices, in varying proportions, to perform specific tasks

¹⁸ B_CHORGMG /Q21a: In the last 12 months/Since you started your main job, did any of the following changes take place in your workplace? New management methods i.e. changes in how the work or pay is managed

¹⁹ B_ICTWKY /Q26: In the last 12 months, did you do any work as part of your main job from a location other than your employer's premises?

Around three-quarters (73%) of Albanian workers indicate using computing devices in their jobs, which is in line with the WB5 average (78%), but well below the EU average (87%)²⁰. This is reported more often by younger workers (83% among those aged 25-34 years vs 50% of those aged 55-64 years), those with a tertiary education (95% in contrast to 56% among those with a low-level education) as well as those working in skilled occupations (92% compared to 61% among those working in elementary occupations). The use of computing devices at work is also more likely among those working in the public, education and healthcare sectors (81%) and the services sector (80%), compared to just over 6 in 10 (63%) among those employed in agriculture or industry.

About half of Albanian employees (52%) who use computing devices have also indicated using the internet for browsing, sending emails or using social media.²¹ Four out of 10 (39%) of these respondents write or edit text, for instance using Word or similar software²², less than 3 in 10 (28%) use Excel or similar²³, and only a quarter (25%) is required to prepare presentations using PowerPoint or similar software²⁴.

Only 1 in 5 (19%) of the Albanians surveyed have answered that they work with specialist, sector or occupation-specific software, for instance for accounting, legal analysis, inventory control, web design, graphic design, customer relationship management, etc.²⁵, compared to 56% across the EU and 31% in WB5. In addition, only 1 in 10 (11%) manage and merge databases, for instance using Access, Oracle or similar software and related query techniques (e.g. SQL)²⁶. Only 8% of respondents are engaged in writing programs or code using a computer language²⁷, which is in line with the EU average (8%).

A minority of Albanians use computerised machinery

Respondents were asked whether as part of their main job, they worked with or operated computerised machinery in the last month. Around 1 in 5 (21%) Albanians said they use computerised machinery, compared to nearly 4 in 10 (39%) across the EU, and 3 in 10 (28%) across WB5²⁸. Just over 1 in 10 (12%) of respondents in Albania said that they use digital handheld devices like monitors or scanners for stock control and processing orders²⁹, compared to double this figure (26%) across the EU, and around 1 in 5 (17%) in WB5. Hardly anyone (1%) indicates working with robots³⁰ or using 3D printers (6%)³¹. A similar proportion of respondents (5%) report working with computer numerically controlled (CNC) machine tools like lathes or milling machines³² (9% across the EU, 5% in WB5), and 2% indicate using³³ programmable logic operators (PLCs) (8% across the EU and 3% in WB5).

A minority of Albanian workers have learned to use a new computer program or software

Around 1 in 7 (14%) Albanians, who use digital devices for their work, report that in the last 12 months, or since they started their main job, they learned to use a new computer programme or software to do their main job (not counting minor or regular updates)³⁴, compared to 36% across the EU and 15% in WB5. This is significantly more likely among younger workers (24% among those aged 25-34 years), compared to those aged 55-64 years (2%). Moreover, 3 in 10 (30%) of those with a tertiary education report learning a new programme or software, compared to only 7% of those with a mid-level education, and none of the respondents with a low-level education. Similarly, those in skilled occupations are most likely (31%) to answer this question in the affirmative, compared to those in semi-skilled occupations (12%) or manual workers (4%). Moreover, respondents from the services sector were more likely to

²⁰ D_PCD: Users of computing devices: yes/no

²¹ D_PCWEB /Q37a: Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Use the internet for browsing, sending emails or using social media for your work

²² D_PCWORD /Q37b: Write or edit text, for instance using Word or similar software

²³ D_PCSHEET /Q37d: Use spreadsheets, for instance using Excel or similar software

²⁴ D_PCPPT /Q37c: Prepare presentations of your work, for instance using PowerPoint or similar software

²⁵ D_PCSPEC /Q37g: Work with any specialised, sector or occupation-specific software, for instance for accounting, legal analysis, inventory control, web design, graphic design, customer relationship management, etc.

²⁶ D_PCBASE /Q37h: Manage and merge databases, for instance using Access, Oracle or similar software and related query techniques (e.g. SQL)

²⁷ D_PCPGR /Q37j: Write programmes or code using a computer language, for instance C++, Python, Java, Visual Basic etc.

²⁸ D_CM: Users of a computerised machinery: yes/no

²⁹ D_CMSCAN /Q42a: As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Digital handheld devices, for instance monitors or scanners used for stock control and processing orders

³⁰ D_CMROB /Q42c: Robots

³¹ D_CM3D /Q42e: 3D printers

³² D_CMCNC /Q42b: numerically-controlled (CNC) machine tools, for instance lathes or milling machines

³³ D_CMLPLC /Q42d: Programmable logic operators (PLCs)

³⁴ D_CHSFW: In the last 12 months/Since you started your main job, did you learn to use any new computer programmes or software to do your main job? Please exclude minor or regular updates.

learn a new computer programme or software (22%) than those working in the public, education or healthcare sectors (14%), and in agriculture or industry (6%).

Just under 3 in 10 (29%) respondents, who use computerised machine technologies, learned to use any new computerised machinery to do their main job³⁵, compared to 1 in 5 (20%) across the EU and WB5 (22%). The share of such respondents is higher among women (38% vs 24% among men) and younger workers (38% among those aged 25-34 years vs 8% of those aged 55-64 years). Moreover, those with a skilled occupation are most likely (41%) to answer this question in the affirmative, followed by those in elementary (29%) and manual occupations (21%), while only 13% of those in semi-skilled occupations say so. Close to 4 in 10 (38%) of those active in the public, education or healthcare sectors indicate having learnt to use any new computerised machinery, compared to over 1 in 3 (35%) of those in the services sector and only 1 in 6 (17%) of those in agriculture or industry.

Learning a new computer programme or computerised machinery led then among the majority of such respondents (69%) to performing new or different tasks.

³⁵ D_CHCM /Q44: Since you started your main job, did you learn to use any new computerised machinery to do your main job?

3. Tackling the skills mismatch in a changing labour market

This section presents key data on qualification and skills mismatch among workers.

For every 10 employees, almost 3 are considered overqualified while more than one is underqualified

Close to 1 in 3 (27%) Albanians report having education that is higher than the requirements for their job (EU: 28%, WB5: 22%), while more than 1 in 10 (12%) say they are underqualified for their current position³⁶ (EU: 12%, WB 5%).

Men are slightly more likely (28%) to indicate having an education that is higher than the requirements for their job compared to women (25%). Respondents aged 25-34 years and 55-64 years are also more likely to claim they are overqualified compared to middle-aged workers – 32% and 37% of those aged 25-34 years and 55-64 years, respectively, say they are overqualified in contrast to 1 in 5 among middle-aged workers. Nearly a third (34%) of the respondents with a low-level of education indicate being overqualified for their position while this is the case for only 14% among those with a tertiary education. One in 5 (20%) of those with a low-level education say they are underqualified compared to the requirements for their job in contrast to 1 in 10 (10%) of those with a mid-level education, and 6% of those with a high-level education. The highest share of overqualified workers can also be found among those holding semi-skilled positions (41%), while this is the case of 28% of manual workers, 23% of those working in elementary occupations and only 12% of those working in skilled occupations. About 31% of employees in services consider themselves overqualified for their jobs, while this is the case for 27% of workers in agriculture or industry and 19% among those working in the public, education and healthcare sectors. Finally, about 32% of workers who use their knowledge and skills to a low extent or not at all indicate to be overqualified in contrast to 24% of those that use their knowledge and skills to a moderate or great extent.

Close to 1 in 3 (31%) of respondents in Albania report that their job requires a tertiary education (compared to 38% in the EU27, and 26% in WB5), while more than 1 in 3 (35%) (EU: 42%, WB5: 54%) say it requires upper-secondary or post-secondary non-tertiary education³⁷. A similar proportion (34%) say their job requires lower-secondary education or below, compared to 1 in 5 (19%) across the EU, and in WB5 (20%).

A majority of Albanian employees have jobs that are in line with their field of study

Respondents were asked, considering their main subject or field of study at their highest level of education, in business, engineering, healthcare etc., to what extent this is relevant for doing their main job³⁸. About 1 in 5 (22%) of those with at least upper secondary education say that their job requires their field or a related field (EU: 39%, WB5: 28%) and almost half of them (49%) say their job exclusively requires their field (EU: 26%, WB5: 35%). On the other hand, 26% of respondents indicate that their job does not require a specific field of study (EU: 22%, WB5: 29%).

Women are somewhat more likely to say that their job exclusively requires their field of education compared to men (53% vs 46%). This is also the case among those with a tertiary education (72%) in contrast to respondents with middle-level education (32%). Similarly, while 78% of those working in skilled occupations indicate working in jobs that require exclusively their field of study, this is the case of only 26% among those working in semi-skilled occupations and 36% among manual workers. In terms of sectors, 79% of respondents working in the public, education and healthcare sectors work in jobs that require exclusively their field of study, while close to 2 in 5 respondents working in services and agriculture or industry can say so.

³⁶ E_EDMATCH8: Education level mismatch

³⁷ E_REQED3: Level of education required for the job: 3 categories.

³⁸ E_HOZMIS /Q51: Considering your main subject or field of study at your highest level of education (business, engineering, health etc.), how relevant is it for doing your main job?

A majority of Albanian workers use their current knowledge and skills in their main job

More than 1 in 3 (36%) respondents say they can use their current knowledge and skills in their main job to a great extent³⁹, compared to less than half (45%) across the EU, and 43% in WB5. Just over 1 in 3 (34%) say they can do so, but to a moderate extent (EU: 41%, WB5: 29%). Only 1 in 10 (11%) respondents say this is not at all the case (EU: 4%, WB5: 11%).

Respondents with higher education are more likely to use their knowledge and skills (to a moderate/great extent) compare to those with lower levels of education (85% of those with a tertiary education, followed by 68% of those with a mid-level and 56% of those with a low-level education). The share of such respondents is also higher among younger workers (75% of those aged 25-34 years) in contrast to older ones (59% among those aged 55-64 years). Interestingly, only 54% of those working in semi-skilled occupations are able to use their knowledge and skills to moderate/great extent in contrast to 91% and 73% of those working in skilled and manual occupations, respectively.

Around a third of Albanians need to further develop computer/IT or social skills, which is recognised more among better educated respondents

Respondents were asked to what extent they need to further develop their computer/IT skills to do their main job even better⁴⁰. One in 3 (32%) say that this is the case to a moderate extent (EU: 39%, WB5: 25%), with close to 1 in 10 (9%) saying the same, but to a great extent (EU: 13%, WB5: 7%). This need (to a moderate or great extent) is higher among younger workers (49% among those aged 25-34 years vs 31% among those aged 55-64 years) as well as those with a high-level education (62% vs 24% among those with a low-level education).

Close to 1 in 5 (18%) of the respondents say that they need to further develop their numerical skills to do their main job better⁴¹, roughly half of the EU average (30%), and slightly less than the WB5 average (19%). All age groups are more or less equally likely (18%-21%) to give this answer, except those aged 55-64 years (13%). Moreover, a quarter (25%) of Albanians with a high-level education say they need to further develop their numeracy skills, compared to 16% of those with a mid-level education, and 12% of those with a low-level education.

One-fifth (18%) of Albanian respondents say also that they need to further develop their technical skills to do their main job better⁴², compared to 40% across the EU, and 22% in WB5. Younger respondents are more likely to express this need if compared to older workers (28% among those aged 25-34 years vs 10% among those aged 55-64 years). Three in 10 (29%) of those in skilled occupations give this answer, followed by manual (19%), semi-skilled (11%), and elementary occupations (6%).

Three in 10 (29%) of the respondents say they need to further develop their social skills to do their main job better⁴³, compared to half (49%) across the EU, and 1 in 3 (32%) in WB5. Close to 4 in 10 (38%) Albanians aged 25-34 years say this, compared to 22% of those aged 55-64 years. In addition, more than half (53%) of Albanians with a high-level education think they need to improve their social skills for work, compared to only 1 in 5 (21%) of those with a mid-level education, and 15% of those with a low-level education.

³⁹ E_SKILLU /Q60: To what extent can you use your current knowledge and skills in your main job?

⁴⁰ E_DEFPC /Q61: To what extent do you need to further develop your computer/IT skills to do your main job even better?

⁴¹ E_DEFNUM /Q62a: Do you feel the need to further develop any of the following skills to do your main job even better? Numeracy skills, i.e. working with numbers and quantities and doing calculations using maths

⁴² E_DEFJOB /Q62c: Do you feel the need to further develop any of the following skills to do your main job even better? Technical skills or job-specific skills e.g. engine repair if you are a mechanic, applying accountancy rules if accountant, using design software if graphic designer, using programming software if computer scientist etc.

⁴³ E_DEFCOM /Q62b: Do you feel the need to further develop any of the following skills to do your main job even better? Social skills, i.e. working with and dealing with co-workers and other people (e.g. customers, clients, students, patients or other members of the public)

4. Technological change and job security

This section provides information on the impact of new technologies on employees' perceptions regarding job displacement and job content issues.

In Albania, half of respondents believe that there is a chance of them losing their main job in the foreseeable future

Respondents in Albania were asked whether they think there is a chance of them losing their main job in the next 12 months⁴⁴. Close to half (47%) say there is no chance at all for them to lose their jobs in this time frame, compared to 61% across the EU, and 53% in WB5. A higher risk of job loss is felt among younger workers (58%) compared to older ones as well as among those with a mid-level education (60%), followed by those with a low-level education (50%) and a tertiary education (42%). Similarly, a higher risk of losing a job is perceived among those in semi-skilled occupations (66%), compared to 55% among workers in elementary occupations, 50% in manual occupations, and 40% in skilled occupations. Workers in the services sector feel more insecure about their jobs (60%) compared to those working in agriculture or industry (52%) and in the public, education and healthcare sectors (39%).

Most Albanian workers see little to no chance of new technologies replacing their jobs and consequently little need to gain new knowledge and skills

Respondents were also asked to what extent they think new digital or computer technologies in their company or organisation can or will do part or all of their main job⁴⁵. One in 3 (32%) respondents think there is no chance of this happening (EU: 34%, WB5: 44%), 34% respondents say there is a small chance for this to happen (EU, 30%, WB5: 31%), a further 29% think that there is a moderate chance for this to happen (EU, 28%, WB5: 21%), and only 4% think this is likely to a great extent (EU, 8%, WB5: 3%).

Those with a tertiary education are more likely to think that new digital or computer technologies will replace at least part of their jobs – 46% of this group think the likelihood of this is moderate to great, while this is true for only 22% among those with a low-level education. This is also the case for those working in skilled occupations, of which 44% think that new technologies can replace at least part of their jobs to moderate/great extent in contrast to only 18% among those working in elementary occupations.

The respondents were also asked to what extent they need or will need new knowledge and skills they currently do not have to keep up with new digital or computer technologies in their companies⁴⁶. Almost 4 in 10 (37%) say that this is the case to a moderate or great extent (EU, 45%, WB5: 30%), while 31% of respondents say there is no chance at all of this happening. The need for new knowledge and skills is recognised mainly among better educated respondents as 50% of tertiary education respondents think there is a need for new knowledge and skills to moderate or great extent in contrast to 26% among those with a low-level education. Similarly, about 52% of those working in skilled occupations are more likely to assess the extent to which they will need new knowledge and skills as moderate or great compared to only 20% among those working in elementary occupations.

⁴⁴ F_LOSEJOB/Q66: Do you think there is any chance at all of you losing your main job in the next 12 months?

⁴⁵ DISPLJOB /Q67a: To what extent do you think new digital or computer technologies in your company or organisation...? ...can or will do part or all of your main job

⁴⁶ F_DISPLSKILL /Q67b: To what extent do you think new digital or computer technologies in your company or organisation...? ...need or will need new knowledge and skills you currently do not have

5. Investing in education and training

This chapter provides information on the training undertaken as a result of the introduction of new technologies.

Nearly half of Albanian employees have participated in job-related education or training in the last year

Nearly half (48%) of Albanian workers say that in the last 12 months they participated in at least one form of education or training to learn new job-related skills⁴⁷. This is less than the EU-average (62%), but slightly higher than the WB5 average (41%). Women are slightly more likely (51%) to participate in training compared to men (46%). This is also the case for younger respondents (57% and 62% of those aged 25-34 years and 35-44 years, respectively), compared to older workers (25% of those aged 55-64 years). The participation in training is also more common among tertiary-educated workers (84%) in contrast to those with a mid-level education (43%) and a low-level education (17%). In terms of occupational groups, 84% of skilled workers participated in training, which was the case of only 42% of manual workers, 35% of those in semi-skilled and 19% of those in elementary occupations. The participation in training was also more common among respondents working in the public, education and healthcare sectors (63%), followed by those working in the services sector (45%), and agriculture or industry (42%).

Looking at the forms of training, just 3 in 10 (29%) respondents took a course⁴⁸, which is less than the EU average (39%), but more than the WB5 average (21%). Women are more likely to have done so than men (33% vs 26%). Also, respondents with higher education are more likely to indicate this (54%), compared to 24% of those with mid-level education, and less than 1 in 10 (8%) of those with a low-level education. Similarly, about half (52%) of those in skilled occupations participated in courses compared to a quarter or lower in the other occupational groups.

Close to 4 in 10 (37%) respondents say they followed a seminar or workshop⁴⁹, compared to 33% across the EU, and 26% in the WB5. Women are more likely to have done this than men (41% vs 34%) as well as workers aged 35-44 years (53%) in contrast to other age groups. The participation in training seminars or workshops increases with the level of education, where 77% of those with a tertiary education participated in such form of training in contrast to only 10% of those with a low-level education.

Three in 10 (30%) respondents say they took on the job training with the support of a designated trainer, for instance a supervisor/foreman, co-worker, consultant or other professional⁵⁰ (EU: 40%, WB5: 28%). Younger respondents are more likely to say this: those aged 25-34 years (33%), 35-44 years (37%), 45-54 years (32%), compared to just over 1 in 10 (12%) among those aged 55-64 years. A majority (58%) of respondents with higher education say they have taken such a training, compared to 24% of those with a mid-level education, and 8% of those with a low-level education. Such type of training is also more common among those working in the public, education and healthcare sectors (45%) than those active in the services sector (28%) and agriculture or industry (22%).

Finally, considering those who took part in some type of training, only 31% of them participated in training with the aim to further develop their computer/IT skills needed for their jobs.

⁴⁷ E_TRAININD /Q52a-c: In the last 12 months, have you participated in any education or training activities to learn new job-related skills?

⁴⁸ E_TRAINCOU /Q52a: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? Courses

⁴⁹ E_TRAINSEM /Q52b: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? Workshops or seminars

⁵⁰ E_TRAINOJT /Q52c: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? On the job training with the support of a designated trainer, for instance a supervisor/foreman, co-worker, consultant or other professional

Key highlights

The statistical profile for Albania explored selected data gathered through the European Skills and Jobs survey, including information on the job-skill requirements, skills mismatches, training and education among adult employees as well as the impact of new technologies on jobs and skills of Albanian workers.

Only half of Albanian respondents are required to have at least basic literacy and numeric skills, which is significantly lower than in the EU. Job tasks related to reading and writing of more complex texts or using advanced mathematics are reported only by a minority of respondents. Moreover, the majority of Albanian employees use problem-solving skills, highlighting the importance of critical thinking and analytical abilities.

Manual tasks such as lifting or carrying heavy objects are common, although differences can be observed between younger workers, who occupy jobs requiring a higher degree of cognitive skills, and the older ones who are more likely to be engaged in manual work. Similar observations can be made when comparing respondents with higher levels of education to those with only compulsory education.

Moreover, the vast majority of Albanian workers use their current skills and knowledge at work. Yet, about 4 in 10 workers consider themselves mismatched, i.e. holding a qualification which is above or below the level usually needed to do their jobs.

Digitalisation has not yet resulted in substantial changes in the workplace for most Albanians, indicating a potential need for greater digital skills development. One-third of employees experienced the introduction of new digital technologies at their work, while younger workers and those with a tertiary education are more exposed to such changes, being required to use digital skills to a greater extent than others.

About three-quarters of Albanian workers use computing devices for their work. Yet, most of the jobs require only basic digital literacy skills for performing simple tasks, such as browsing the internet, sending emails or using standard software such as Word, Excel and similar. Advanced digital skills used to, for example, manage databases or write programmes with a computer language, are required only by a fraction of jobs existing in the Albanian labour market. In addition, only a quarter of Albanian workers use computerised machinery, such as CNC machines, 3D printers or robots, which is below the EU average.

Digital upskilling is limited as only 1 in 8 of all respondents had to learn a new computer programme, software or how to use a computerised machinery, which further led to changes in the performed tasks among most of such employees, who are now required to perform new or different tasks as part of their jobs. Younger and those with a tertiary education are more likely to participate in digital upskilling, pointing to unequal exposure to technology-enabled learning across different socio-demographic groups.

The awareness of the impact of digitalisation on the jobs among Albanian employees is limited. The majority think that it is rather unlikely that new digital or computer technologies replace fully or partially their jobs. Consequently, the need to engage in up-skilling and re-skilling to adapt to technological advancements is considered to be somewhat insubstantial. Yet, this perception is unequal among different groups of employees, showing higher awareness of digital transition at the workplace and its consequences on jobs and skills among better educated and those working in skilled occupations.

Finally, about half of Albanian employees took part in some form of training to learn new job-related skills in the past 12 months, which is lower than the EU average but slightly higher than the WB5 average. Despite that, many recognise the need to strengthen, in particular, their digital and social skills. Still, the access and awareness of future skills needs is higher among specific groups of workers, such as younger employees or those with higher levels of education. This points to a risk of leaving more vulnerable groups of workers behind, negatively impacting their future integration on the labour market.

Box 1: Key findings

Tasks and job skills requirements

- 73% of employees in Albania use computing devices;
- 51% read texts at least one page long, 40% write texts of similar length;
- 54% perform simple calculations, while 9% use advanced mathematics, algebra or statistics;
- 39% lift or carry heavy objects, 29% work in extreme environments and 46% use hands or fingers for precise tasks.

Digitalisation and digital transition

- 35% of employees in Albania report new digital technologies being introduced in their workplace;
- 14% had to learn to use new computer programs or software to do their main job in the last 12 months.

Skills mismatch in a changing labour market

- 36% of respondents say they can use their current knowledge and skills in their main job to a great extent and 34% to a moderate extent;
- 27% of employees are considered overqualified, while nearly 1 in 10 (12%) are considered underqualified, relative to the level of education the job requires;
- Considering their main subject or field of study at their highest level of education, 22% say their job requires their field of education or a related field, while 49% say their job exclusively requires their field of education;
- 18% need to further develop technical or job-specific skills;⁵¹
- 9% of Albanian employees need to improve their computer/IT skills to a great extent;
- 18% need to strengthen numeracy skills;
- 29% of employees in Albania need to further develop their social skills.

Investing in education and training

- 48% of employees in Albania participated in at least one kind of education or training activity to learn new job-related skills in the last 12 months;
- Various training formats include: 29% taking a course, 37% following a training seminar or workshop and 30% receiving on-the-job training.
- Only 31% of respondents who took part in training did so to further develop their computer/IT skills

⁵¹ Examples of technical or job-specific skills: engine repair for a mechanic, applying accountancy rules for an accountant, using design software for a graphic designer, using programming software for a computer scientist.

Glossary

High-level education	This education level group is composed of employees who have higher education qualifications. This includes those who completed short-cycle tertiary education (ISCED 5), bachelor's or equivalent level (ISCED 6), master's or equivalent level (ISCED 7), and doctoral or equivalent level (ISCED 8).
Middle-level education	This education level group is composed of employees whose highest qualification is either upper secondary education (ISCED 3) or post-secondary non-tertiary education (ISCED 4).
Low-level education	This education level group is composed of employees who completed up to lower secondary education (ISCED 0-2). This group includes those who completed only primary education (ISCED 1) and those who had not completed formal education or below primary education (ISCED 0)
Elementary occupations	This broad occupation group, adopted from the ESJS2, is composed of employees who are in jobs that are categorized as elementary occupations (ISCO 9)
Manual occupations	This broad occupation group, adopted from the ESJS2, is composed of employees who are in jobs that are categorized as skilled agricultural, forestry and fishery workers (ISCO 6), craft and related trades workers (ISCO 7), plant and machine operators, and assemblers (ISCO 8).
Semi-skilled occupations	This broad occupation group, adopted from the ESJS2, is composed of employees who are in jobs that are categorized as clerical support workers (ISCO 4), service and sales workers (ISCO 5).
Skilled occupations	This broad occupation group, adopted from the ESJS2, is composed of those employees who are in jobs that are categorized as managers (ISCO 1), professionals (ISCO 2) and technicians and associate professionals (ISCO 3).

DATA ANNEX

Question		Albania ⁵²		WB5 ⁵³	EU27
		Count	%	%	%
As part of your main job, did you do the following activity in the last month? Read any texts, on paper or on computer screens, that are at least one (1) page long or longer. (C_READ1P)	Yes	511	51%	54%	73%
	No	477	48%	46%	27%
	Don't know	8	1%	0%	0%
	No answer	3	0%	0%	0%
As part of your main job, did you do the following activity in the last month? Write any texts, on paper or on computer screens, that are at least one (1) page long or longer. (C_WRITE1P)	Yes	398	40%	42%	58%
	No	601	60%	58%	42%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you do any of the following activities as part of your main job in the last month? Lift or carry heavy objects or loads or people, without the help of a machine. (C_MANLIFT)	Yes	387	39%	37%	34%
	No	612	61%	63%	66%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you do any of the following activities as part of your main job in the last month? Work in a work environment with very high heat or cold temperatures, chemicals or dangerous parts. (C_MANHAZ)	Yes	291	29%	32%	27%
	No	708	71%	68%	73%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
And did you do any of the following activities as part of your main job in the last month? Use or move your hands or fingers to precisely grasp, manipulate or assemble objects. (C_MANDEX)	Yes	464	46%	51%	38%
	No	535	54%	49%	62%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you do the following activity as part of your main job in the last month, whether on your own or with the help of a computer? Perform any simple calculations with numbers, for instance adding, subtracting, multiplying or dividing. (C_MATHBAS)	Yes	543	54%	60%	76%
	No	454	45%	40%	24%
	Don't know	3	0%	0%	0%
	No answer	0	0%	0%	0%
Did you do the following activity as part of your main job in the last month, whether on your own or with the help of a computer? Use any kind of more advanced mathematics, algebra or statistics, for instance calculus, regressions, simulations. (C_MATHADV)	Yes	85	9%	11%	16%
	No	157	16%	13%	32%
	Don't know	0	0%	0%	0%
	No answer/Not applicable	757	76%	76%	52%
How often did you do any of the following activities as part of your main job in the last month? Search for relevant information or documentation, for instance in books or on the web, to solve problems. (C_PRBINFO)	Always or very often	85	9%	11%	13%
	Often	222	22%	19%	29%
	Sometimes	385	39%	30%	33%
	Rarely or never	303	30%	39%	25%
	Don't know	0	0%	0%	0%

⁵² Data for each economy is weighted, correcting for differences in the probabilities of selection and for differential response propensities by demographic and economic subgroups of the population.

⁵³ Data is calculated based on *gross-weight*, which ensures that the sum of the weights adds up to the total 25-64 employee population in each economy. This weight is used to look at estimates based on multiple economies/countries, such as WB5, where each economy/country influence on the survey estimate reflects their 25-64 employee population.

Question	Albania ⁵²		WB5 ⁵³	EU27	
	Count	%	%	%	
	No answer	3	0%	0%	0%
How often did you do any of the following activities as part of your main job in the last month? Get input from co-workers or others to solve problems. (C_PRBINPT)	Always or very often	112	11%	10%	12%
	Often	316	32%	26%	34%
	Sometimes	384	38%	41%	42%
	Rarely or never	186	19%	22%	12%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
	How often did you do any of the following activities as part of your main job in the last month? Try out new ideas to solve problems. (C_PRBIDEA)	Always or very often	103	10%	10%
Often		238	24%	21%	31%
Sometimes		404	40%	38%	42%
Rarely or never		254	25%	31%	16%
Don't know		0	0%	0%	0%
No answer		0	0%	0%	0%
In the last 12 months/Since you started your main job, did any of the following changes take place in your workplace? New digital technologies i.e. new computer systems/devices/programs (B_CHORGTECH)	Yes	350	35%	26%	43%
	No	649	65%	74%	56%
	Don't know	0	0%	0%	1%
	No answer	0	0%	0%	0%
In the last 12 months/Since you started your main job, did any of the following changes take place in your workplace? New management methods i.e. changes in how the work or pay is managed (B_CHORGMG)	Yes	452	45%	30%	35%
	No	547	55%	70%	65%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
In the last 12 months, did you do any work as part of your main job from a location other than your employer's premises? (B_ICTWKY)	Yes	331	33%	30%	39%
	No	668	67%	70%	61%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Use the internet for browsing, sending emails or using social media for your work. (D_PCWEB) <i>Restricted to the users of computing devices used to do their main job</i>	Yes	377	52%	62%	82%
	No	352	48%	38%	18%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Write or edit text, for instance using Word or similar software. (D_PCWORD) <i>Restricted to the users of computing devices used to do their main job</i>	Yes	282	39%	45%	75%
	No	447	61%	55%	25%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Use spreadsheets, for instance using Excel or similar software. (D_PCSHEET) <i>Restricted to the users of computing devices used to do their main job</i>	Yes	207	28%	37%	66%
	No	519	71%	63%	34%
	Don't know	3	0%	0%	0%
	No answer	0	0%	0%	0%
	Yes	136	19%	31%	56%

Question		Albania ⁵²		WB5 ⁵³	EU27
		Count	%	%	%
Did you use any of the computing devices mentioned earlier ...? Work with any specialised, sector or occupation-specific software, for instance for accounting, legal analysis, inventory control, web design, graphic design, customer relationship. (D_PCSPEC) <i>Restricted to the users of computing devices used to do their main job</i>	No	592	81%	69%	44%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Prepare presentations of your work, for instance using PowerPoint or similar software. (D_PCPPT) <i>Restricted to the users of computing devices used to do their main job</i>	Yes	179	25%	24%	42%
	No	547	75%	76%	58%
	Don't know	3	0%	0%	0%
	No answer	0	0%	0%	0%
Did you use any of the computing devices mentioned earlier to do the following activities as part of your main job in the last month? Write programs or code using a computer language, for instance C++, Python, Java, Visual Basic etc. (D_PCPGR) <i>Restricted to the users of computing devices used to do their main job</i>	Yes	62	8%	7%	8%
	No	667	92%	93%	92%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Digital handheld devices, for instance monitors or scanners used for stock control and processing orders. (D_CMSCAN)	Yes	115	12%	17%	26%
	No	884	88%	83%	74%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Robots. (D_CMROB)	Yes	12	1%	2%	8%
	No	987	99%	98%	92%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? 3D printers. (D_CM3D)	Yes	56	6%	7%	9%
	No	943	94%	93%	91%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Computer numerically-controlled (CNC) machine tools, for instance lathes or milling machines. (D_CMCNC)	Yes	48	5%	5%	9%
	No	951	95%	95%	91%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Programmable logic operators (PLCs). (D_CMPLC)	Yes	21	2%	3%	8%
	No	978	98%	97%	91%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
In the last 12 months/Since you started your main job, did you learn to use any new computer programs or software to do your main job? Please exclude minor or regular updates. (D_CHSFW) <i>Restricted to the users of computing devices used to do their main job</i>	Yes	104	14%	15%	36%
	No	624	86%	85%	64%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%

Question		Albania ⁵²		WB5 ⁵³	EU27
		Count	%	%	%
Education level mismatch (8 education levels) (E_EDMATCH8)	Higher education than what the job requires	265	27%	22%	28%
	Same level of education as the job requires	613	61%	72%	61%
	Lower education than what the job requires	115	12%	5%	12%
	Unknown	5	1%	0%	-
Level of education required for the job: 3 categories (E_REQED3)	Lower secondary education or below (ISCED 0-2)	338	34%	20%	19%
	Upper secondary or post-secondary non-tertiary education	348	35%	54%	42%
	Tertiary education (ISCED 5-8)	308	31%	26%	38%
	Don't know/No Answer	5	1%	0%	2%
Considering your main subject or field of study at your highest level of education (business, engineering, health etc.), how relevant is it for doing your main job? (E_HOZMIS) <i>Restricted to those with at least upper secondary education</i>	The job exclusively requires your field	344	49%	35%	26%
	The job requires your field or a related field	152	22%	28%	39%
	The job mostly requires a different field than your own	28	4%	8%	13%
	The job does not require a specific field	181	26%	29%	22%
	Don't know	0	0%	0%	1%
	No answer	0	0%	0%	0%
To what extent can you use your current knowledge and skills in your main job? (E_SKILLU)	Great extent	361	36%	43%	45%
	Moderate extent	336	34%	29%	41%
	Small extent	188	19%	17%	10%
	Not at all	114	11%	11%	4%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
To what extent do you need to further develop your computer/IT skills to do your main job even better? (E_DEFPC)	Great extent	89	9%	7%	13%
	Moderate extent	315	32%	25%	39%
	Small extent	280	28%	27%	28%
	Not at all	314	31%	41%	20%
	Don't know	0	0%	0%	0%
	No answer	1	0%	0%	0%
Do you need to further develop any of the following skills to do your main job even better? Numeracy skills, i.e. working with numbers and quantities and doing calculations using maths. (E_DEFNUM)	Yes	177	18%	19%	30%
	No	822	82%	81%	70%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Do you need to further develop any of the following skills to do your main job even better? Social skills, i.e. working with and dealing with co-workers and other people (e.g. customers, clients, students, patients or other members of the public) (E_DEFCOM)	Yes	288	29%	32%	49%
	No	711	71%	68%	51%
	Don't know	0	0%	0%	0%
	No answer	0	0%	0%	0%
Technical skills or job-specific skills e.g. engine repair if you are a mechanic, applying accountancy rules if accountant, using design software if graphic designer,	Yes	180	18%	22%	40%
	No	819	82%	78%	60%
	Don't know	0	0%	0%	0%

Question		Albania ⁵²		WB5 ⁵³	EU27	
		Count	%	%	%	
using programming software if computer scientist etc. (E_DEFJOB)	No answer	0	0%	0%	0%	
	Do you think there is any chance at all of you losing your main job in the next 12 months? (F_LOSEJOB)	Yes, a very high chance	63	6%	4%	7%
		Yes, some chance	455	46%	41%	31%
		No chance at all	469	47%	53%	61%
		Don't know	12	1%	2%	1%
		No answer	0	0%	0%	0%
To what extent do you think new digital or computer technologies in your company or organisation...? ...can or will do part or all of your main job. (F_DISPLJOB)	Great extent	38	4%	3%	8%	
	Moderate extent	294	29%	21%	28%	
	Small extent	345	34%	31%	30%	
	Not at all	322	32%	44%	34%	
	Don't know	1	0%	0%	0%	
	No answer	0	0%	0%	0%	
To what extent do you think new digital or computer technologies in your company or organisation...? ...need or will need new knowledge and skills you currently do not have. (F_DISPLSKILL)	Great extent	75	7%	6%	10%	
	Moderate extent	297	30%	24%	35%	
	Small extent	312	31%	32%	36%	
	Not at all	311	31%	38%	19%	
	Don't know	3	0%	0%	1%	
	No answer	1	0%	0%	0%	
Courses: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? (E_TRAINCOU)	Yes	286	29%	21%	39%	
	No	713	71%	79%	61%	
	Don't know	0	0%	0%	0%	
	No answer	0	0%	0%	0%	
Workshops or seminars: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? (E_TRAINSEM)	Yes	370	37%	26%	33%	
	No	629	63%	74%	67%	
	Don't know	0	0%	0%	0%	
	No answer	0	0%	0%	0%	
On the job training with the support of a designated trainer, for instance a supervisor/foreman, co-worker, consultant or other professional: In the last 12 months, have you participated in any of the following education or training activities (E_TRAINOJT)	Yes	296	30%	28%	40%	
	No	703	70%	71%	60%	
	Don't know	0	0%	0%	0%	
	No answer	0	0%	0%	0%	