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OD AMERIČKOG NARODA

# USAID KOSOVO PRIVATE ENTERPRISE PROGRAM (KPEP)

STTA REPORT  
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DETERMINE NEEDS AND PREPARE PLAN FOR HEAVY  
EQUIPMENT OPERATORS TRAINING PROGRAM

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## **DISCLAIMER**

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## HEAVY EQUIPMENT TRAINING PROGRAM

### REPORT SUMMARY

The massive rise in road and infrastructure funding (in Kosovo) and corresponding increase in actual and projected construction, presents an opportunity to provide career training for Kosovo nationals (and keep more of the construction funding in-country) and improve the quality and timeliness of the road construction projects.

This opportunity can be defined as having three general objectives:

1. The Road Contractors Association of Kosovo (RCAK), at the direction of its members and in coordination with the Kosovo Private Enterprise Project (KPEP), has proposed establishing a Heavy Equipment Operation Training Center (HEOTC) for training its members existing road construction equipment operators. This can be referred as business-to-business (B to B) training.
2. The HEOTC could also provide a resource as a national (or even regional) post-secondary vocational training school for road construction machinery operators (entry-level and advanced-level training), related construction occupations and, quite possibly, for operators of other types related heavy machinery.
3. RCAK also proposes a heavy machinery operator certification program; a project that parallels and complements a government initiative known as National Qualifications Framework (NQF) within the National Qualifications Authority (NQA).

With regards to these goals my first observation is that RCAK, and in particular Mr. Eljesi Surdulli, its Executive Director, and the RCAK Board of Directors have the professional capacity and motivation to see this to completion. KPEP also is a valuable ally in this cause, providing expert assistance and guidance.

Of the three objectives;

- The first, (B-to-B) training would seem to be the most easily attained as it could provide training services to its members (business to business) and require, initially, the lowest cost of the two training objectives, especially in terms of equipment and funding through RCAK membership.
- The second goal, that of establishing the HEOTC as a national operator vocational training center, would be of even greater value but will require much more in terms of on-going funding for personnel and equipment, development of relevant curriculum and close coordination with the Ministry of Education – Vocational Education Department. Note: A staff of HEOTC three instructors could train 60 students per year.
- The operator certification initiative is supported by the RCAK membership and various ministries within the government of Kosovo. Close coordination with the emerging Kosovo NQF could make this a working project and, quite possibly, a source of funds for the training projects.

## **ACTION ITEMS**

1. Complete a detailed survey of training services required (market survey) from the following groups:
  - RCAK membership; to determine what training courses will be required (using the attached survey) to determine the who, what, when, where and how of the trainings they have requested.

This survey should identify specific funding support for the B to B training phase and to determine what support the members would be willing to pledge to the HEOTC.

The RCAK membership should also be surveyed to determine the number of new, entry-level (certified) equipment operators that they would be willing to hire on an annual basis.
  - Kosovo Ministry of Education, Vocational Education; to determine if the government will support HEOTC as a national, post-secondary vocational training center for construction equipment operator and related occupations (entry-level and advanced-level training).

Given an affirmative answer, then determine how HEOTC will be licensed/accredited, whether HEOTC will be the only sanctioned school of this type and if so, what funding the government will be able to help support the school.

The results of this survey should be tallied to establish the exact courses to be taught, how the training will be delivered (at the HEOTC campus, or B to B), and how many students will be taught in each delivery mode.
2. Contact the Kosovo National Qualifications Authority and offer to them the services of RCAK and KPEP for the development and implementation, within the Kosovo NQF, of a heavy equipment operator certification program. Given an affirmative answer, ask if any funds are available to assist in support of this certification project. Note: Among others, this idea seems to have the support of Afrim Kamberi, Directorate of Roads of Kosovo.

This operator certification program can be developed concurrently with the training project.
3. With this information, a detailed budget and timeline can now be developed and the RCAK Construction Machinery Training Center proposal updated! (Also refer to RCAK HEOTC Proposal updated January 2009 containing budgetary information and an updated timeline).

This is the foundation on which the HEOTC will be built; without this data the likelihood of a successful HEOTC would be in doubt.
4. In order to comply with industry best practices, RCAK/KPEP should arrange for further assistance with curriculum/syllabus/lesson plan development, equipment selection and school-startup training for all personnel. (This has been identified as a cost in the RCAK HEOTC Proposal).

## **REPORT DETAIL**

Having observed the state of road construction equipment operations in Kosovo over a six day period, combined with interviews with vested individuals in both private and government sectors, the following observations can be made:

Although this operator training would be quite valuable, consideration must be given to the fact that the road construction equipment operator is often the last in a series of events

(design, bidding, materials selection, site survey and preparation, quality control, etc.) that must be executed properly to insure a quality construction project. A case in point would be to note that sections of the newly constructed roadwork leading from the airport are, in several areas, already failing due to substandard foundation work, possibly compounded by inclusion of non-specification materials. The best operator would have trouble making up for those deficiencies.

*Note: Mr. Surdulli and Mr. Osmani are also working on a separate course of action to address front-end construction processes to include, but not limited to, improving local design expertise and related technical competence as applied to material standards.*

Having noted this deficiency, an additional point to be made is that the road construction process would benefit from better trained front-line supervisors. This is an area that can be addressed by the HEOTC.

- Two types of operator training can be accomplished by the HEOTC:

### **I. Business to Business**

An immediate need for upgrading the skills of existing road construction equipment operators does truly exist. The RCAF Board of Directors have expressed firm support for this training!

Delivery of this training could commence fairly quickly; subsequent to a detailed survey of RCAF members to determine exact training required, time at which trainees would be available and resources (equipment in particular) that the members would be able to provide. The training could be given at a central site (HEOTC when complete) open to all of the membership or at a specific business for solely for their employees.

Having made these determinations, implementation of the B to B training would then require selection and employment of one (Chief) Instructor who then would need to undergo master trainer instruction.

At the same time a curriculum would be developed to insure delivery of training subjects as outlined by a detailed membership needs survey.

Funding requirements, given member participation with equipment support, could essentially be limited to the instructors' compensation plus overhead for training materials and administrative support. Various methods for fees could include an initial fee from the membership to cover startup costs (6 months of annual costs) combined with per-training fees.

*Note: Simulators could possibly be used for this B to B training. Effective simulators (no motion) are available for hydraulic excavators; mining wheel loaders/quarry haul trucks and hydraulic telescoping boom mobile cranes. Cost for these simulators run in the range from € 7,000 to € 10,000 each.*

### **II. Entry-Level (Advanced) Full-Time Resident Training**

This type of training is for individuals with little or no experience operating construction equipment. It would follow a set curriculum and syllabus (which will probably need to be approved by the Ministry of Education). This curriculum could include core construction subjects as well as hands-on equipment training.

HEOTC students should undergo a rigorous selection process, meeting set standards for language and math competence.

Academic curriculum for the entry-level program could include, but not be limited to, safety, construction math, basic blueprint reading, tools, equipment maintenance, basic surveying and grading techniques.

Actual equipment types could include skid steer loaders, backhoes, wheeled front loaders, dump trucks, rollers/compactors and possibly bulldozers.

Equipment simulators could also provide a lower-cost, and effective, application for training, but the equipment types are limited and the students would still need hands-on training.

Existing curriculum material does exist and the startup budget should reflect a line item for the acquisition of this material.

I would suggest that a training of an entry-level construction machinery operator could be accomplished over a three-month period (cycle), presuming an eight-hour training day, five days per week. A class of 20 students per cycle would require 2 full-time instructors (in addition to a chief instructor)

Given the success of the entry-level training program, consideration should be given for a similar three month advanced training program. This could include advanced road construction topics, project management and supervisory training. Equipment training could include advanced training on the machinery covered in the entry-level course and additional types such as bulldozers, excavators and motor graders. Refer to Appendix 2 for a complete listing of recommended staffing and equipment.

With this in mind the school could easily be expanded beyond the original scope of training of highway machinery operators to include training of construction foremen, grade checkers, equipment repair technicians, quality control technicians and even extended to training operators of heavy equipment not specifically engaged in road construction; such as forklift operators and forestry/wood processing (mobile) equipment.

Continued consultation and coordination with government stakeholders in the Ministries of Transportation and Education (Vocational Training) is vital! The school would have to meet accreditation standards (instructor, administrative, curriculum and physical plant) as put forth by the Ministry of Education.

A marketing campaign to educate secondary students of the advantages of a construction trades vocation should be implemented subsequent to the decision to proceed with the HEOTC. The budget for the equipment operator training school should have a line item to account for this marketing function.

## **EQUIPMENT OPERATOR CERTIFICATION**

The idea of a certification program for highway equipment operators would integrate well with the on-going KOSVET III & IV National Qualifications Framework (NAF) project (Skill Level 3). This certification could have two applications; the first being certification of existing operators and it seems that an excellent opportunity now exists to introduce an equipment operator certification program in conjunction with a similar post-secondary vocational training program.

Based on a conversation with Mr. Afrim Kamberi, Directorate of Roads of Kosovo, government support for this certification does exist. As an added benefit, fees for administering this certification could provide a source of revenue for the school project.

An existing operator certification (ISO based) could be adapted to meet the requirements of the Kosovo NAF. If, after examination and confirmation of suitability, a line item for acquisition should be included in the startup budget.

## **FINAL OBSERVATION**

The Road Contractors Association of Kosovo (RCAK) has clearly exhibited the will and professional capacity to assume the role of “champion” of the training school and equipment certification programs and commit to the initial, and sustaining, efforts.

Funding, however, for a sustained program has not been clearly identified and will be the primary challenge to surmount. Once this is achieved, all other portions of the plan can be planned for and executed.

It is important to note that the President and Board of Directors support the initiatives to the point that they are willing to back increased pay for those operators trained and certified through the proposed programs.

In addition RCAF and specifically its Executive Director, Eljesi Surdulli, have a series of successes to their credit, to include an education campaign to improve road construction design standards and increase on-site safety procedures.

## MEETING SCHEDULE

Date of Meeting	Name and Position Title Organization	Purpose
12/15/08	Eljesi Surdulli Executive Director, Road Association of Kosovo (RCAF)	Initial Association Briefing
12/16/08	Kosvet III Conference	
12/16/08	Eljesi Surdulli Executive Director Road Association of Kosovo (RCAF)	Meeting with RCAF Executive Board and RCAF Executive Director to discuss state of Kosovo road construction activities and equipment operator needs
12/16/08	Haziz Rysha President RCAF	Same
12/16/08	Ramadan Gashi Past President RCAF	Same
12/16/08	Board Member RCAF	Same
12/17/08	Eljesi Surdulli Executive Director Road Association of Kosovo (RCAF)	Expanded discussion of industry needs
12/17/08	Afrim Kamberi Director Directorate of Roads Ministry of Transport and Post- Telecommunications	Background information on Kosovo Road Construction Methods and procedures. Also history of pre-war equipment operator training and certification.
12/17/08	Staff Administrator – Ministry of Education, Vocational Education Department	Background information with regards to vocational training and school/curriculum accreditation and licensing.
12/17/08	Erich Gutmann –Project Team Leader Ministry of Labor and Social Welfare Kosvet III	Background and discussion of KOSVET III and possibility of Integrating equipment training and certification into existing initiatives.
12/18/08	Conference Participants – Construction Industry Managers, Equipment Operators, Government Vocational Training Ministry Representatives and one participant from Albania	Conference Best Practices for Training Construction Equipment Operators
12/18/08	Field Trip	Observe Road Construction Procedures
12/19/08	Burim Meqa Wood Processing Specialist KPEP	Discuss possibilities to include training for operators of equipment in addition to road construction machinery.

## Analysis – RCAF Project Proposal for Heavy Equipment Operation Training Center HEOTC (App. 1)

In general, the overall objectives as put forth by RCAF are valid; although the following observations could be incorporated into a revised plan.

- A detailed needs assessment has to be conducted as soon as possible, utilizing the questionnaire developed for this purpose. Valdet has the electronic version which can be translated into Albanian. All stakeholders (government ministries, contractors, etc.) should be interviewed for their input!

The purpose of this exercise is to determine the courses that need to be taught! From this a curriculum and syllabus can be developed. This should be compared to my suggestions as noted below in the training section and adjustments made accordingly.

- Although the stated outcomes of a better trained equipment operator (page 4) (for a greatly increased quality of road construction, increased quality of materials, increased quality of machinery operators, etc.) may be desirable, I would have to note that, in many cases, factors other than operator training have to come into play to achieve those results.

To give an example; an increase in the quality of construction materials is more of a process control issue rather than an equipment operator issue. Using the example of quarried aggregates, the training of a quarry supervisor (well trained in processing operations, quality control and equipment management) would take priority.

- Simply put, the HEOTC should incorporate supervisory training as well as equipment operator training in all phases of training. Fortunately a supervisory training program is much less expensive to implement than a heavy equipment operator program and can easily reach a wide range of participants.

This subject has been noted, in passing on page 8, but I would suggest that this be given at least equal priority in the revised business plan.

- In all of the training plans keep in mind that there are two types of training provided:

1. **Business to Business Training** In this type HEOTC would contract to existing businesses to provide training to their employees (existing operators); conducted at either their place of work or at the HEOTC facility.

The subjects could cover type-specific training (bulldozer, motor grader, roller, paver, etc.) and construction related training (supervisory training, project management, safety, etc.)

These courses can be designed to fit around work schedules and be of varying lengths of time.

Employers would pay for the training.

This type of training can generally be conducted in all months of the year.

HEOTC will probably be able to have enough business to business training to keep one instructor busy at all times. This instructor could also be trained to be the operator certification assessor and program manager.

The next opportunity for the HEOTC would be to provide entry-level training for new, construction machine operators. This would require a close relationship with the Ministry of Education and Vocational training. The funding for this phase of training will need to be defined before the instruction begins.

**Entry-level Training** This type of training is for individuals with little or no experience operating construction equipment. It follows a set curriculum and syllabus (which would probably need to be approved by the Ministry of Education). A three-month training cycle, conducted 5 days per week, eight hours per day) is recommended.

This curriculum would include core construction subjects such as safety/first aid, equipment maintenance, construction math, tools, soils, basic surveying, blueprint reading and grade staking.

The equipment skills taught would include skid steer, front loader, backhoe, dump truck, water truck roller/compactor, and bulldozer. Plan for one piece of equipment for every two students. Simulators are available for hydraulic excavator, hydraulic telescoping boom mobile crane and mine/quarry loader and haul truck.

As noted in the CMTC proposal, one instructor could train 20 students in the classroom, but only 10 in the field.

Thought could be given to an advanced course (as noted in the main STTA Report), to include additional training on entry-level equipment and adding instruction on the excavator and motor grader. The academic curriculum could include supervisory training, project planning and additional training on surveying, site preparation and other advanced construction subjects.

Winter weather conditions may limit this type of training to three cycles per year.

With these limitations in mind, two instructors would be able to teach a total of 60 students per year.

## **TIME TABLE**

With regards to the timetable the following items should be added to the existing tasks;

- Phase 1
  - Revise the business plan. The description of government relations and acts should be expanded to include school licensing and accreditation. Course identification curriculum development and class scheduling should be included.
  - Staff job descriptions should be developed.
  - Begin operator certification planning in coordination within National Qualification Framework and government guidelines.
  - Most importantly Phase 1 should include actions taken to define the student base (how many students taking what courses for how long, where are the students coming from, will they need housing and most importantly – how will the courses be funded!)
- Phase 2
  - Marketing should be planned and initiated.
  - Student enrollment should start. Staff employment of and training should begin.
  - Purchase of simulators could be moved to Phase 3.
- Phase 3
  - I would suggest that website development and HEOTC manual guide be moved to (early) Phase 2.
- Phase 4
  - Depending on circumstances, demand and funding; classes could start earlier than December 2009.

## **BUDGET**

- Phase 1  
Add money for curriculum development assistance? A defined scope of work would help to identify a cost for this assistance.
- Phase 2  
Purchase of simulators could be made in Phase 3.  
Note change of website conception to Phase 2.  
Payroll for staff hired should be budgeted at time of hire.  
Add money for development of HEOTC manual guide – licensing of existing training manual Yellow Metal Boot Camp to be translated into Albanian?
- Phase 3  
Budget money for purchase of initial student supplies.
- Phase 4  
Budget for reserve funding of six months of operations. Use budget worksheet to calculate sum.

**Note; I would suggest adding an additional 15% to 20% of the total to fund other expenses not identified.**

## **STAFFING**

Taking into consideration the training models as detailed above, I would recommend a key personnel staffing as follows:

- Board of Directors (5 as suggested in RCAK original HEOTC Proposal)
- Executive Director (also known as the School Director)
- First Assistant
- Second Assistant - hire only when the operator certification program begins.
- Chief Instructor The chief instructor will supervise the other instructors and also teach classes.
- Instructors (2)
- Equipment Repair Technician – hire when the school acquires more than 4 pieces of equipment.

**Note: The Executive Director and First Assistant should be hired in early in Phase 2 and the remainder of the staff hired in late Phase 2 or two months before start of classes.**

Road Construction Association of Kosovo - **RCAK**  
January 2009

**RCAK PROJECT  
PROPOSAL FOR HEAVY  
EQUIPMENT OPERATORS  
TRAINING CENTER  
HEOTC (APP. 2)**

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## **SUMMARY**

RCAK is a NGO, non-profit, business association. The association membership includes road contractors, asphalt producers, quarry companies, traffic signalization and stone blasting companies.

The goal of this proposal is to establish a operator training school which will greatly improve the skills of heavy construction machinery operators, to include: excavators, bulldozers, loaders, pavers, roller/compactors, backhoe loaders, soil stabilizers, etc.

A higher quality equipment operator will contribute greatly to increased road construction quality, improvement in the efficiency of the entire road construction process and a better industry safety record.

The potential for this type of training is quite high, as Kosovo has never had a training program of this type. Earlier efforts for training road construction operators were conducted only in Croatia and Serbia (Belgrade).

The Heavy Equipment Operators Training Center (HEOTC) may also provide a means for expanding the training programs to include operators of other similar heavy equipment, such as that found in forestry and industrial sectors.

The HEOTC could potentially offer training to students from Albania and Macedonia.

An estimated cost for opening the training center, and six-months operating funds is estimated at 406,000 Euros.

## **INTRODUCTION**

This year the RCAK counts, in its membership, 32 regular dues paying members who will account for construction contracts totaling 130 mil Euros, represent 52% of road construction expenditures. Quarry company members produce 75% of the aggregates market in Kosovo.

With a solid budget from 25,000 Euros per year the association activities achieved very good results for the road industry sector. Two of best results include a decrease of royalty fee from 1.02 Euro/m<sup>3</sup> to 0.50 Euro/m<sup>3</sup> and a second result which effected a 2 year postponement of a government decision to restrict import of oil products having SO<sub>2</sub> content higher than 1%. This has averted huge financial losses to asphalt production companies.

## **NEEDS/PROBLEMS**

One of the main causes of low quality of road construction is the lack of this type of operator training. The membership initiative for the HEOTC is being driven by a low quality of work by heavy construction machinery operators and also by the fast development of road construction equipment technology.

## **GOALS/OBJECTIVES**

- Increase in road construction quality.
- Increase in the production efficiency and quality of construction materials.
- Increase in the quality of machinery operators.
- Increase of membership production capacity.
- Improve for the potential for the membership to work outside of Kosovo borders.
- Improve the Associations' financial self-sustainability.

## **PROCEDURES/SCOPE OF WORK**

The RCAF is main initiator of this project and will bear the major responsibilities of implementing and sustaining the HEOTC; and for anticipating, planning for, and completing any expanded training services.

The HEOTC Board of Directors would be comprised of 6 to 9 members. Excepting competences described in the HEOTC charter, the Board of Directors would be responsible for control and conduct of issues and assets of the organization. The Board of Directors would always act in compliance with the objectives of the organization as specified in its charter.

Two thirds of the Board members would be from the RCAF membership, to include the Director of RCAF, one from Ministry of Education and one from the Ministry of Labor.

The School Executive Director would be accountable to the Board of Directors. The Director will report to the Assembly or the Board of Directors; he will have the right to enter into, or terminate, contracts and to hire staff.

A First Assistant would handle administrative/office matters.

A Second assistant would handle admissions procedures.

A Chief Instructor would handle both instructional and administrative duties.

Additional instructors would be added as the student enrollment increases. Field training would require one instructor for every ten students; One instructor will be required for every twenty classroom students. The instructors would be from Kosovo and be qualified as train-the-trainer instructors.

All instructors would be carefully chosen and themselves trained in best instructional techniques.

The initial opportunity for the HEOTC would be to provide training to existing equipment operators (**business to business training**), at their place of work and using their company equipment. The use of simulators can be of benefit to operators of excavators, mining loaders and quarry trucks, and hydraulic telescoping boom mobile cranes.

### **Business to Business Training**

In this type HEOTC would contract to existing businesses to provide training to their employees (existing operators); to be conducted at either their place of work or at the HEOTC facility.

The subjects could cover type-specific training (bulldozer, motor grader, roller, paver, etc.) and construction related training (supervisory training, project management, safety, etc.)

These courses can be designed to fit around work schedules and be of varying lengths of time.

Employers would pay for the training.

This type of training can generally be conducted in all months of the year.

HEOTC would probably be able to have enough business to business training to keep one instructor busy at all times. This instructor could also be trained to be the operator certification assessor and program manager.

The next opportunity for the HEOTC would be to provide **entry-level training** for new, construction machine operators. This would require a close relationship with the Ministry of Education and Vocational training. The funding for this phase of training will need to be defined before the instruction begins.

### **Entry-level Training**

This type of training is for individuals with little or no experience operating construction equipment. It follows a set curriculum and syllabus (which would probably need to be approved by the Ministry of Education). A three-month training cycle, conducted 5 days per week, eight hours per day) is recommended.

This curriculum would include core construction subjects such as safety/first aid, equipment maintenance, construction math, tools, soils, basic surveying, blueprint reading and grade staking.

The equipment skills taught would include skid steer, front loader, backhoe, dump truck, water truck roller/compactor, and bulldozer. Plan for one piece of equipment for every two students. Simulators are available for hydraulic excavator, hydraulic telescoping boom mobile crane and mine/quarry loader and haul truck.

As noted in the HEOTC proposal, one instructor could train 20 students in the classroom, but only 10 in the field.

Thought could be given to an advanced course (as noted in the main STTA Report), to include additional training on entry-level equipment and adding instruction on the excavator and motor grader. The academic curriculum could include supervisory training, project planning and additional training on surveying, site preparation and other advanced construction subjects.

Winter weather conditions may limit this type of training to three cycles per year.

With these limitations in mind, two instructors would be able to teach a total of 60 students per year.

#### **- Operator Assessment and Certification**

HEOTC could also initiate and manage a program for the assessment and certification of existing and entry-level equipment operators. This program would be coordinated with ongoing Kosovo National Qualification Framework and National Qualification Authority. Each operator would have their abilities assessed and re-certified on a periodic basis. This assessment/certification program could be a source of revenue if the HEOTC is authorized by the government to administer the program nationally.

The near future could, as is anticipated, require the HEOTC to institute new training programs incorporating, but not limited to, advanced construction techniques, site surveying, site management and first-line supervisory training.

### **TIME TABLE**

	<b>Description of work</b>	<b>Start and End Dates</b>
Phase 1	<ul style="list-style-type: none"> <li>- Refine HEOTC business plan,</li> <li>- Identify and secure funding for HEOTC project.</li> <li>- Initiate government coordination of HEOTC training programs to include licensing and accreditation.</li> <li>- Initiate government coordination for operator certification program.</li> <li>- Define market (number of prospective students) for Business-to-Business and Entry-Level Training. Complete business plan for each type of</li> </ul>	November 2008-February 2009

	<p>training to include funding for each type and each training schedule.</p> <ul style="list-style-type: none"> <li>- Develop training curriculum modules,</li> <li>- Training facilities project design,</li> <li>- Donations: Land for training facilities, and equipment.</li> </ul>	
Phase 2	<ul style="list-style-type: none"> <li>- Award contract for construction of HEOTC and begin construction.</li> <li>- Purchase of simulators if used for Business-to-Business training. (If not, can be moved to Phase 3)</li> <li>- Purchase of HEOTC assets,</li> <li>- Employment and training of Executive Director, First and Second Assistants and Chief Instructor.</li> <li>- Finalize and implement school administration procedures.</li> <li>- Website and database development.</li> <li>- Begin marketing to and enrollment of secondary school students.</li> </ul>	March - June 2009
Phase 3	<ul style="list-style-type: none"> <li>- Hire and train Instructors.</li> <li>- Finalize HEOTC training process (manual guide).</li> <li>- Enroll students for Entry-Level Training</li> </ul>	May - September 2009
Phase 4	<ul style="list-style-type: none"> <li>- Start of trainings and certification (subject to market studies conducted in Phase 1)</li> </ul>	December 2009

## **BUDGET**

	Description of work	Expenses
Phase 1	<ul style="list-style-type: none"> <li>a) HEOTC Business plan, training curriculum modules and Operator Certification material,</li> <li>b) Training facilities project design,</li> <li>c) Donations,</li> <li>d) Land for training facilities</li> </ul>	<ul style="list-style-type: none"> <li>a) 37,000 EURO</li> <li>b) 13,000 EURO</li> <li>c)</li> <li>d) Donated</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>e) Construction of HEOTC,</li> <li>f) Purchase of simulators,</li> <li>g) Purchase of assets.</li> <li>h) Staff employment and training.</li> <li>i) Develop marketing material.</li> <li>j) Website and Database Development</li> </ul>	<ul style="list-style-type: none"> <li>e) 110,000 EURO</li> <li>f) 45,000 EURO</li> <li>g) 40,000 EURO</li> <li>h) 20,000 EURO</li> <li>i) 7,000 EURO</li> <li>j) 3,500 EURO</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>k) Instructor Training.</li> </ul>	<ul style="list-style-type: none"> <li>k) 20,000 EURO</li> </ul>

	l) HEOTC manual guide,	l) 5,500 EURO
Phase 4	m) Funding for six months of operation n) Start of trainings and certification,	m) 95,000 EURO
	<b>Total</b>	€ 396,000

The Executive Director would manage the HEOTC budget and the Board of Directors will engage an external auditor annually. A portion of the annual funding would be transferred to RCAF as compensation for RCAF activities. The proportioning would be 20% to RCAF and 80% to HEOTC.

During the first year the members of the board of Directors would not be paid for their activities. The second year they would be compensated with a honorarium fee such as an annual recognition dinner and transport.

### **KEY PERSONNEL**

Board of Directors (6)

Executive Director

First Assistant

Second Assistant

Chief Instructor

Instructors (2 – 4)

Repair Technician

### **EVALUATIONS**

The evaluation of HEOTC personnel would be conducted on an annual basis.

The HEOTC will be involved in the evaluation of certified operators who would be monitored for the quality and safety of work and recognition given for further skill development.

### **ENDORSEMENT**

Support of this project would be sought from the following groups

- RCAF Membership.

Note : The RCAF Board of Directors is highly insistent on establishment of the Construction Machinery Training Center! They have enthusiastically expressed that they will commit their efforts to secure funding for the project and to utilize their professional connections to ensure that this project is a success.

- Government of Kosovo (MEST, MTPC, MTI, MLSW and Municipalities)
- Donors (USAID, European Commission, GTZ, etc)

## **NEXT STEPS**

In addition to the following the Timetable as outlined, the next phases will require consultation with many related stakeholders.

- Completion of a full marketing study to determine the number of students that would be trained at the HEOTC.
- Secure funding to allow implementation of the HEOTC start-up and for six months of regular operations.
- Identify and secure funding for continuing training operations to include government and private financial participation in funding or contribution of assets (equipment).
- Donation of land for training facilities from the government or private entities.
- Participation of the government in Board of Directors

Kosovo Heavy Construction Equipment Operator Training

## Needs Assessment Survey – Heavy Construction Equipment Operator (App. 3)

Date \_\_\_\_\_

Name \_\_\_\_\_

Organization \_\_\_\_\_

Type of Organization: (Circle Type)

- Government
- Contractor
- Supplier to construction industry
- School
- Other \_\_\_\_\_

Contact Information

- Mailing Address
- Telephone
- E-mail Address

Note: For the purposes of this survey the term heavy road construction equipment operator will be designated as **HEO**. Please use the back of this form if you need more space for additional comments.

1. What characteristics define a qualified HEO? (Safety, can pass minimum standards, good work habits, etc).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Do you or your organization employ HEOs? If so how many? Circle answer.

- 1 to 10
- 11 to 50
- 51 to 100
- 100 or more

What equipment types, and number, do your HEOs operate?

- |                             |                         |                        |
|-----------------------------|-------------------------|------------------------|
| _____ Backhoe               | _____ Motor Grader      | _____ Hydraulic Crane  |
| _____ Front Loader          | _____ Excavator         | _____ Rock             |
| Crushing/Screen             |                         |                        |
| _____ Bulldozer             | _____ Dump Truck        | _____ Roller/Compactor |
| _____ Tractor               | _____ Skid Steer Loader | _____ Trencher         |
| _____ Other (Specify) _____ |                         |                        |

3. If you employ HEOs, what method do you use to determine if they are competent operators?
- Prior employment with your organization.
  - Reference from other employers or current employees.
  - Hire with a probationary period.
  - Test skills prior to hiring.
  - Other (Specify)
- 
- 
- 

4. To what degree do you feel that Kosovo has a shortage of qualified HEOs. (Circle one)
- Small
  - Medium
  - Large
- Comments
- 
- 
- 
- 

5. If you feel that an HEO's in Kosovo need more training, is the need greatest for:
- Entry-Level Beginner
  - Advanced Training
  - Refresher Training
  - Other
- 
- 

6. If you feel that more training is needed, what types of equipment should be included in the training? (Bulldozer, wheel loader, backhoe, motor grader, etc).
- 
- 
- 
- 
- 
- 

7. What other training subjects should be included with a HEO training program?
- 
- 
-

(Basic surveying, blueprint reading, first aid, maintenance, grade checking, etc)

---

---

---

---

---

8. If you employ HEOs do you have your own HEO training program?
- No If no, are you interested in starting an in-house training program?

---

- Yes If yes would you be willing to discuss your training program with RCAK and who would be the contact in your organization?

---

9. In relation to other skilled trades, do you think that HEOs are paid:

- More
- The same
- Less

Comments

---

10. If your organization employs HEOs, would you be interested in supporting an intern program for entry-level students?

- Yes
- No

If yes, who would be the person to contact?

---

11. Would your organization be interested in serving as an advisor to a HEO training school? If so, who would be the person to contact?

---

---

---

12. Do you see a need for a standardized HEO assessment and certification system?

- No
- Yes

Comments

---

---

---

13. In a situation in which you are hiring a HEO and you have two people who claim to be qualified; To what degree would you

14. If yes, do you feel that a certified HEO would be worth a higher pay rate than a non-certified HEO?

- Yes
- No

Comments

---

---

---

15. Do you think that additional courses in construction supervision or construction management would be beneficial?

Comments

---

---

---

16. Other Comments: (Please continue on the back of the page.)

---

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## Kosovo Budget Worksheet Final - NAHETS Estimate for HEOTC (App. 3a)

Annual Budget Heavy Equipment & Crane								
			Tuition					
INCOME			# Crane Students Enr		Tuition Cost	Income	Payroll	Calculations
- Tuition	€ 2,378,200		Mobile Crane	10	€ 5,000	€ 50,000	Position	Cost
- Contract	€ 25,000		Tower Crane	35	€ 5,000	€ 175,000	Administration	
- Other	€ 2,411		Rigging	47	€ 3,500	€ 164,500	School Director	€ 36,000
<b>TOTAL INCOME</b>		€ 2,405,611	Signalman	119	€ 1,800	€ 214,200	Admin Assistant	€ 24,000
			Certification Only	121	€ 1,800	€ 217,800		€ 0
					<u>Tuition</u>	€ 821,500		€ 0
<b>EXPENSES</b>	SubTotals	Totals						€ 0
- Payroll	----		#Crane Students	332			Total Administration	€ 60,000
Administration	€ 60,000						Instructors	
Instructors	€ 54,000						Chief Instructor	€ 30,000
Contractors	€ 55,000						Instructor	€ 24,000
Other	€ 34,000		# Heavy Equipment Operator Students Enrolled		<u>Tu</u>			€ 0
Payroll Total w/Overhead	----	€ 189,440	Bobcat	12	€ 1,500	€ 18,000		€ 0
Marketing & Lead Fullfillment Expense			Backhoe	22	€ 1,500	€ 33,000		€ 0
Website	€ 28,000		Wheel Loader	41	€ 1,500	€ 61,500	Total Instructors	€ 54,000
Internet	€ 78,000		Beginning Level 1	118	€ 4,500	€ 531,000	Other	
Advertising	€ 250,000		Bulldozer	18	€ 3,800	€ 68,400	Repair Technician	€ 24,000
Lead Fullfillment	€ 135,000		Excavator	21	€ 3,800	€ 79,800	Outside Trainer	€ 10,000
Other	€ 78,000		Grader	6	€ 3,800	€ 22,800		€ 0
Marketing & Lead Fullfillment Total	----	€ 569,000	Advanced Level 2	87	€ 5,500	€ 478,500	Total Other	€ 34,000
- Equipment Lease and Expenses	----		Forklift 1	64	€ 900	€ 57,600	Total All Catagories	€ 148,000
Crane - Mobile	€ 48,000		Asphalt Roller	12	€ 900	€ 10,800	Overhead Burden 1 x %	1.28
Crane - Tower	€ 52,000		Paver	8	€ 900	€ 7,200		
Crane Lattice Boom	€ 48,000		Dump Truck Driver	55	€ 2,500	€ 137,500	Total Personnel Costs	€ 189,440.00
Crane Maintenance	€ 18,000		Foreman/Gradechecker	28	€ 1,100	€ 30,800		
Crane Rigging	€ 7,000		Other	18	€ 1,100	€ 19,800		
Crane Other	€ 12,000				<u>Tuition</u>	€ 1,556,700		
Crane Total	----	€ 185,000			<u>Tuition</u>	€ 2,378,200		

<u>- Heavy Equipment Lease &amp; Expenses ----</u>							
<b>Bobcat</b>	<b>€ 14,400</b>		#HEO Students	480			
<b>Backhoe</b>	<b>€ 30,000</b>						
<b>Loader</b>	<b>€ 32,000</b>						
<b>Bulldozer</b>	<b>€ 38,000</b>						
<b>Excavator</b>	<b>€ 35,000</b>						
<b>Motograder</b>	<b>€ 38,000</b>						
<b>Maintenance Repair</b>	<b>€ 18,000</b>		<u>Lead Fullment Cost Calculator</u>				
<b>Supplies</b>	<b>€ 11,000</b>		# Leads	Cost Per Lead			
<b>Other</b>	<b>€ 28,000</b>		<b>27000</b>	<b>€ 5</b>			
<u>Heavy Equipment Total</u>	----	€ 244,400			<u>Total Cost</u>	€ 135,000	
<u>- Field Expenses</u>							
<b>Land &amp; Building Cost</b>	<b>€ 40,000</b>						
<b>Field Training Supplies</b>	<b>€ 12,000</b>						
<b>Other Costs</b>	<b>€ 7,000</b>		<u>Books &amp; Materials Cost Calculator</u>				
<u>Field Expense Total</u>	----	€ 59,000	# Students				
<u>- Building Expense</u>							
<b>Rent</b>	<b>€ 40,000</b>		332	Cost Each Crane	<b>€ 212</b>	€ 70,384	
<b>Security</b>	<b>€ 9,000</b>		480	Cost Each HEO	<b>€ 85</b>	€ 40,800	
<b>Maintenance</b>	<b>€ 5,000</b>			Cost Other		<b>€ 21,000</b>	
<u>Building Expense Total</u>	----	€ 54,000.00			<u>Total Cost</u>	€ 111,184	
<u>Utilities</u>							
<b>Gas &amp; Electricity</b>	<b>€ 8,000.00</b>		# Students	Fee			
<b>Telephone</b>	<b>€ 24,000.00</b>		824	<b>€ 10</b>	<u>Total Cost</u>	€ 8,240	
<b>Other</b>	<b>€ 8,000.00</b>						
<u>Utilities Total</u>	----	€ 40,000	<u>Crane Certification Cost</u>				
<b>Insurance</b>	<b>€ 80,000</b>	€ 80,000	# Students	Fee			
<b>Professional Fees</b>	<b>€ 55,000</b>	€ 55,000	332	<b>€ 112</b>	<u>Total Cost</u>	€ 37,184	
<b>Dues and Subscriptions</b>	<b>€ 50,000</b>	€ 50,000					
<b>Bank Charges</b>	<b>€ 5,000</b>	€ 5,000					
<b>Licenses &amp; Permits</b>	<b>€ 55,000</b>	€ 25,000					
<b>Membership Dues</b>	<b>€ 12,000</b>	€ 12,000					
<b>Contributions</b>	<b>€ 22,000</b>	€ 22,000					
<b>Bad Debt</b>	<b>€ 5,000</b>	€ 5,000					
<b>Travel &amp; Entertainment</b>	<b>€ 18,000</b>	€ 18,000					

<i>NAHETS Fees</i>		€ 8,240						
<i>Crane Certification Fees</i>		€ 37,184						
<b>Office Supplies</b>	<b>€ 18,000</b>	€ 18,000						
<b>Postage</b>	<b>€ 28,000</b>	€ 28,000						
<b>Printing</b>	<b>€ 58,000</b>	€ 58,000						
<b>Computers &amp; Software</b>	<b>€ 23,000</b>	€ 23,000						
<i>Books and Materials</i>		€ 111,184						
<b>Student Expenses Other</b>	<b>€ 41,000</b>	€ 14,000						
<b>Staff Expenses (Training)</b>	<b>€ 38,000</b>	€ 38,000						
<b>Staff Expenses Other</b>	<b>€ 15,000</b>	€ 15,000						
<b>Total Expenses</b>		€ 1,867,264						
<b>Total Profit(Loss)</b>		€ 538,347						

**Kosovo Budget Worksheet Final – RCAK Estimate for HEOTC (App. 3b)**

<b>Starting operating budget (RCAK Estimate)</b>						
<b>Annual Budget Heavy Equipment</b>						
				<b>Tuition</b>		
<b>INCOME</b>				<i># Crane Students E</i>	<i>Tuition Cost</i>	Income
- Tuition	€ 169,600			Mobile Crane	0	€ 0
- Contract	€ 1,500			Tower Crane	0	€ 0
- Other(sponsors + donatio	€ 170,000			Rigging	0	€ 0
<b>TOTAL INCOME</b>		€ 341,100		Signalman	0	€ 0
				Certification Only	0	€ 0
					<i>Tuition</i>	<i>Crane Income</i>
						€ 0
<b>EXPENSES</b>	SubTotals	Totals				
- Payroll	----			<i>#Crane Students</i>	0	
Administration	€ 26,000					
Instructors	€ 27,000			<i># Heavy Equipment Operator Students Enrolled</i>	7	
Contractors	€ 0			Bobcat	2	€ 600
Other	€ 6,000			Backhoe	10	€ 700
<i>Payroll Total w/Overhead</i>	----	€ 61,950		Wheel Loader	10	€ 900
<i>Marketing &amp; Lead Fullfillment Expense</i>				Beginning Level 1	10	€ 2,400
Website	€ 2,500			Bulldozer	10	€ 2,400
Internet	€ 500			Excavator	10	€ 2,400
Advertising	€ 3,000			Grader	6	€ 2,400
Lead Fullfillment	€ 300			Advanced Level 2	10	€ 4,400
Other	€ 0			Forklift 1	0	€ 500
<i>Marketing &amp; Lead Fullfillment Total</i>	----	€ 6,300		Asphalt Roller	12	€ 500
- Equipment Lease and Expenses	----			Paver	8	€ 500
Crane - Mobile	€ 0			Dump Truck Driver	10	€ 600
Crane - Tower	€ 0			Foreman/Gradecheck	10	€ 600
Crane Lattice Boom	€ 0			Other	0	€ 600
Crane Maintenance	€ 0					<i>Tuition</i>
Crane Rigging	€ 0					<i>HEO Income</i>
Crane Other	€ 0					€ 169,600
<i>Crane Total</i>	----	€ 0				<i>Tuition</i>
				#HEO Students	106	<i>Total Income</i>
						€ 169,600

<i>- Heavy Equipment Lease &amp; Expenses ----</i>							
<b>Bobcat</b>	€ 14,400			<i>Lead Fullment Cost Calculator</i>			
<b>Backhoe</b>	€ 12,000			# Leads	Cost Per Lead		
<b>Loader</b>	€ 32,000			150	€ 2		€ 300
<b>Bulldozer</b>	€ 38,000					<i>Total Cost</i>	€ 300
<b>Excavator</b>	€ 35,000						
<b>Motorgrader</b>	€ 38,000			<i>Books &amp; Materials Cost Calculator</i>			
<b>Maintenance Repair</b>	€ 18,000			# Students			
<b>Supplies</b>	€ 11,000			0	Cost Each Crane	€ 0	€ 0
<b>Simulators</b>	€ 28,000			106	Cost Each HEO	€ 45	€ 4,770
<i>Heavy Equipment Total</i>	----	€ 226,400			Cost Other		€ 300
<i>- Field Expenses</i>	----					<i>Total Cost</i>	€ 4,770
<b>Land Cost</b>	€ 250,000						
<b>Building Cost</b>	€ 95,000			<i>NAHETS Cost</i>			
<b>Field Training Supplies</b>	€ 12,000			# Students	Fee		
<b>Other Costs</b>	€ 7,000			108	€ 20	<i>Total Cost</i>	€ 2,160
<i>Field Expense Total</i>	----	€ 364,000					
<i>- Building Expense</i>	----			<i>Crane Certification Cost</i>			
<b>Rent</b>	€ 0			# Students	Fee		
<b>Security</b>	€ 3,000			0	€ 0	<i>Total Cost</i>	€ 0
<b>Maintenance</b>	€ 1,200						
<i>Building Expense Total</i>	----	€ 4,200.00					
Utilities	----						
<b>Heating &amp; Electricity</b>	€ 6,000.00						
<b>Telephone</b>	€ 2,000.00						
<b>Other</b>	€ 500.00						
<i>Utilities Total</i>	----	€ 8,500		<b>Payroll Calculations</b>			
<b>Insurance</b>	€ 3,000	€ 3,000		<b>Position</b>		<b>Cost</b>	
<b>Professional Fees</b>	€ 0	€ 0		<b>Administration</b>			
<b>Dues and Subscriptions</b>	€ 0	€ 0		School Director		€ 18,000	
<b>Bank Charges</b>	€ 200	€ 200		Admin Assistant		€ 8,000	
<b>Licenses &amp; Permits</b>	€ 1,000	€ 1,000				€ 0	
<b>Membership Dues</b>	€ 500	€ 500				€ 0	
<b>Contributions</b>	€ 0	€ 0		Total Administration		€ 26,000	
<b>Bad Debt</b>	€ 0	€ 0		<b>Instructors</b>			
<b>Travel &amp; Entertainment</b>	€ 1,500	€ 1,500		Chief Instructor		€ 15,000	
<i>HEOM Fees</i>		€ 2,160		Instructor		€ 12,000	

<i>Crane Certification Fees</i>		€ 0			€ 0
<b>Office Supplies</b>	€ 3,000	€ 3,000			€ 0
<b>Postage</b>	€ 0	€ 0			€ 0
<b>Printing</b>	€ 3,000	€ 3,000		Total Instructors	€ 27,000
<b>Computers &amp; Software</b>	€ 9,000	€ 9,000		<b>Other</b>	
<i>Books and Materials</i>		€ 4,770		Repair Technician	€ 6,000
<b>Student Expenses Other</b>	€ 1,200	€ 1,200		Outside Trainer	€ 0
<b>Staff Expenses (Training)</b>	€ 3,000	€ 3,000			€ 0
<b>Staff Expenses Other</b>	€ 800	€ 800		Total Other	€ 6,000
				Total All Catagories	€ 59,000
<b>Total Expenses</b>		€ 340,480		Overhead Burden 1 x %	1.05
				Total Personnel Costs	<b>€ 61,950.00</b>
<b>Total Profit(Loss)</b>		<b>€ 620</b>			

# Sample Job Descriptions (App. 4)

## **ADMISSIONS DIRECTOR**

The Admissions Director oversees the implementation of the campus admissions recruitment program and is chiefly responsible to ensure maximum conversion of leads into enrollments.

The Admissions Director represents the school on and off campus to prospective students, parents and counselors, maintaining the highest level of ethical standards.

### **Key Functions**

- Collaborate with the School Director to develop admissions strategies and in planning annual goals and objectives.
- Oversee recruitment, training and supervision of key admissions personnel; providing them with the tools, resources and motivation necessary to accomplish their mission.
- Monitor daily lead flow and communicate regularly with School Director and marketing department regarding advertising effectiveness. Maintain spreadsheets and update database at regular intervals.
- Act as liaison between the school and various government and private agencies; work to establish relationships with high school counselors and supervise off-campus recruitment programs.
- Coordinate admissions related activities with other school departments; supervise operation of a student record system that maintains student files, grades and transcripts, including security and organization of these records.
- Review applications and other materials submitted by applicants for the purposes of determining enrollment eligibility and legal residency. Coordinate and supervise enrollment standards, including special admissions testing. Ensure timely submission of applications and other pertinent data, verify completion and proper signatories.
- Organize and administer the registration and scheduling of students. Maximize show ratios by maintaining proactive confirmation and welcoming programs. Ensure adequate housing availability and provide information regarding surrounding community.
- Assist School Director and other department heads with counseling, student academic assessment, placement programs and graduations.

### **Admissions Representative**

Admissions Representatives are responsible for recruiting prospective students; providing one-on-one admissions counseling, primarily by phone calls, in-person appointments and emails.

The Admissions Representative works under the general supervision of the Admissions Director and will assist in the implementation of the campus Admissions recruitment program.

### **Key Functions**

- Establish timely lead follow up, primarily through frequent telephone activity. Able to utilize computers and technology to update database information and communicate more efficiently.
- Familiarizes prospective students with training standards, procedures, and opportunity availability. Provide verbal/visual presentations to prospective students, counselors and agencies regarding all facets of the school.
- Provide guidance throughout the admissions process and in obtaining financing. Gain verbal and written commitments from applicants; assemble and review documentation, ensure completion and timely submission. Coordinate records and verify eligibility standards with Admissions Director.
- Depending on the variation between campus admissions programs, some Admissions Representatives will also be required to offer personalized assistance to cosigners (See "Finance Specialist" below). To maximize efficiencies and showcase individual talents, other campuses may opt to assign specific responsibilities:

**ADMINISTRATIVE ASSISTANT - ADMISSIONS REPRESENTATIVE****I. Overview**

The Admissions Representative is responsible for generating prospective students for enrollment in the institution's academic programs. Using established leads, the Admissions Representative contacts students to obtain their approval to start the enrollment process and directs the student through all phases of the admissions process from marketing the program to qualifying them for admissions and enrollment.

This position reports directly to the Manager of New Student Recruitment.

**II. Qualifications**

The successful candidate will hold a minimum of a at least three years of professional experience in customer service, sales or related field. Excellent customer service skills, along with strong verbal and written skills, are required.

**III. Specific Responsibilities**

The Admissions Representative is responsible for:

- A. Conducting telephone interviews to screen initial questions from prospective student applicants and to set up formal interviews with them;
- B. Conducting formal telephone interviews to qualify candidates, and to explain the institution's academic programs and advise students on what they need to do in order to meet the admissions requirements;
- C. Using all marketing and recruiting tools to get the institution's key advantages in front of all prospective students;
- D. Addressing concerns to ensure that all prospective students receive the full institution's key advantages, and are aware of their career opportunities;
- E. Assessing all prospective students to ensure that they have the potential, credentials, traits, characteristics and financial resources necessary to remain enrolled until graduation;
- F. Possessing a working knowledge of course prerequisites, degree equivalents and accreditation of schools, and the ability to determine students' qualifications for admission;
- G. Possessing a working knowledge of the institution's curriculum so they can fully explain all program offerings and select a program that best fits each student's needs and supervision;
- H. Completing the student qualifications process to determine their eligibility for admission;
- I. Completing the student application process by obtaining the application fee (if applicable) and the student application form;
- J. Ensuring that the necessary enrollment agreements are completed in respect to proof of education, test scores (if applicable), transferable course credit and other enrollment variables that may prohibit a student's enrollment;

- K. A working knowledge of the institution's financing sources so they can match a student's financing needs with available funds;
- L. Acting in a liaison capacity with internal departments to ensure that the Department of Enrollment Management properly interacts with all areas affecting student enrollment;
- M. Soliciting referrals from prospective students to provide a flow of student applicants;
- N. Understanding the importance of the student start rate goals for each term and using effort, ingenuity and resourcefulness in meeting the institution's new student enrollment objectives;
- O. Participating as a team member by understanding team dynamics, rules and principles;
- P. Utilizing competent administrative skills by completing enrollment tasks on time and within budget;
- Q. Possessing a working knowledge of the fundamental concepts, processes and procedures of the Department of Enrollment Management;
- R. Committing the time and effort necessary to achieve the enrollment objectives for each term.

## **CHIEF INSTRUCTOR**

**General Job Description:** The Chief Instructor is responsible for preparing school students for entry and advanced-level position, within the following guidelines, as a heavy equipment operator; to supervise the instructional staff and to insure that the training is conducted in a safe and efficient manner in accordance with School policies.

### **General Qualifications**

1. To be self-directed and self motivated with the ability to organize one's work time without constant supervision.
2. Good human relation skills and the ability to motivate instructional staff.
3. To understand fully the educational mission of the School.
4. To understand fully and implement the Policies and Procedures of the School.
5. To understand fully the importance that safety plays in the overall mission of the School.

### **Education and Experience**

- A high school diploma is required, additional education is preferred.
- The Chief Instructor must have experience consisting of a minimum of ten years in a field of general construction and five years as a construction manager/supervisor.
- Experience in heavy highway, large commercial or civil projects and homebuilding is preferred along with hands-on skills in heavy construction equipment operation.
- The Chief Instructor will be certified as a Master Trainer within six months of hire.
- Competency with computers and common office software is preferred.

### **Language Skills**

Ability to read and write; understand and communicate in Albanian.

The Chief Instructor must be capable of responding, in writing, to normal inquiries from employees and students.

### **Instructional Responsibilities**

- The Chief Instructor will insure that students complete the daily course of instruction and equipment rotations, that they are posted and executed in a timely manner and with a minimum of deviation from the posted schedule.
- Follow School requirements for certifying students as entry-level operators.
- Insure that all recording/reports are completed as required by the School.
- Utilize the task list system to optimize training and equipment utilization.
- Work with School staff to insure that all classroom materials are properly inventoried, controlled and kept up to date.
- Responsible to insure that all instructors are trained and certified. School staff will assist with the certification process and procedures.

- All hiring and evaluations will be conducted per School policies and procedures.
- All instructors will conduct training per School policies and procedures.
- Instructor meeting will be conducted weekly. A joint meeting with the School Director will be held the week prior to the class start to coordinate equipment, staff, facilities and other requirements.

**Safety**

- Chief Instructor is responsible for the safety of all individuals during the conduct of training.
- The Chief Instructor will insure that all individuals within school training facilities comply with all applicable School and governmental safety regulations and requirements.

**Equipment – Training Facility**

- Equipment rotations and scheduling will be organized around a ratio of 1 machine per every two students conducting field training.
- Equipment preventive maintenance will be performed to manufacturers/School standards.
- The equipment availability goal is 85%.
- Training facilities and equipment will be kept clean to School standards.

**Administrative**

- The Chief Instructor will adhere to training budget guidelines as developed by School Director and should deviations required, provide substantiation to School Director for those changes.
- The Chief Instructor is a senior member of the school staff and will participate in Scheduled (weekly) staff meetings and other administrative projects as requested.
- All School reports and records will be completed as required.
- Purchasing for training needs will be coordinated through the school director within School policies and procedures.

**Accountability:** The Chief Instructor is accountable to the School Director.

**Criteria for Compensation Increases**

1. The ability to meet performance standards to include School training and safety guidelines.
2. Acquiring additional education and training through formal education programs.
3. Annual reviews by the School Director.

**Job Title: Chief Instructor**

**Department: Campus**

**FLSA: Status: Exempt**

**Reports To: School Director**

## **FIELD INSTRUCTOR**

**General Job Description:** The Instructor is responsible, as directed by the Chief Instructor, for the safe training of all students. The Instructors should be knowledgeable on the equipment used for training as well as the curriculum. The Instructors must assure that all equipment and other operations at the training facilities are done in a safe manner.

### **General Qualifications:**

1. To be self-directed and self-motivated;
2. The ability to organize one's work time;
3. A full understanding of the school curriculum;
4. The ability to answer and respond to questions by the student;
5. The ability to solve problems for prospective students;
6. A full understanding of how to operate all approved equipment;
7. An understanding of the basic maintenance requirements for each piece of equipment.
8. A high school diploma is required.

**Accountability:** The Instructor is accountable to the School Director and Chief Instructor and provide a daily written accounting to the Chief Instructor.

### **Criteria for Compensation Increases and Advancement:**

1. The ability to meet performance goals;
2. The ability to operate the training with no injuries;
3. Positive work attitude including but not limited to following School Policies and Procedures
4. Acquiring additional education and training through formal education programs;
5. Annual reviews by the School Director and Chief Instructor.
6. Fully utilizing in an efficient manner the equipment provided for training.

**Job Title: Field Instructor**

**Department: Campus**

**FLSA: Status: Non-Exempt**

**Reports To: Chief Instructor**

**OFFICE ADMINISTRATOR/ADMINISTRATIVE ASSISTANT**

**General Job Description:** The Office Administrator is responsible for the day-to-day administrative functions at each school. This includes, as directed by the School Director, employee matters, office supplies inventory, student relations, and handling accounts payable, both as instructed by the School Director and the Chief Financial Officer.

**General Qualifications:**

1. To be self-directed and self-motivated;
2. To understand fully the policies and procedures of the School and assure that those policies and procedures are followed at each campus;

To perform this job successfully, an individual must be able to perform each duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

**Education and Experience**

High School diploma required. 1 to 3 years related experience and/or training.

**Language Skills**

Ability to read, write and understand, documents common to the business. Ability to respond to normal inquiries or complaints from students.

**Mathematical/Technical Skills**

Ability to apply basic mathematical concepts such as adding, subtracting, dividing and multiplying. Understanding of basic fractions and percentages. The ability to have knowledge of and operate a phone, computer, printer, copier, fax and calculator are essential.

**Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- a. Sitting in a normal position for extended periods of time.
- b. Reaching by extending hands or arms in any direction.
- c. Using a computer keyboard and/or mouse.
- d. Ability to see, hear and move about within normal parameters.

**ESSENTIAL FUNCTIONS****STARTS- (including level transitions)**

1. Maintain and order inventory of start supplies (hard hats, vests, calculators, ruler, project boxes, safety glasses, site level, ear plugs, mask, pads, pencils, books, etc) including PO's, ordering and pick up.  
Create Student files
2. Label all student start items for class
3. Assign books (order as necessary)
4. Print catalogs
5. Make Orientation packets/ preparation (forms, files, hand outs, etc)
6. Create attendance sheets for each level
7. Create test spreadsheet for each level

8. Create sign in logs for students
9. Prepare log books (update for subsequent levels) Make copies and assemble
10. Print name plates
11. Make Project books (copy and assemble) for each start date
12. Complete state-required forms and documents.

### **Orientation**

1. Take photographs of all students for ID cards
2. Review orientation/admissions paperwork with students
3. Review brief job placement information
4. Create orientation sign in sheets and file with student file.
5. Process admissions paperwork- file copies/originals as required.

### **Student Funding**

1. Collect tuition from new students who are paying cash
2. Complete all necessary paperwork for other agencies.
3. Provide weekly/monthly attendance/progress reports for agencies
4. Fax weekly support docs and obtain student signatures (living expense verifications)
5. Process credit card purchases
6. Provide receipts for all students making deposits/payments.

### **Registrar duties**

1. Log and track daily attendance.
2. Log and track tests
3. Record testimonies from graduating students.
4. Prepare Transcripts for graduation
5. Provide student verification letters (attendance/enrollment verification)
6. Provide monthly verification of student progress and attendance to all agencies
7. Surveys- Present/collect weekly surveys from all students/levels on Thursday
8. Verify completed tests, project books, log books and attendance for graduate students.
9. Prep student files for starts and graduation

### **Graduation**

1. Take photos in the field and develop them for graduation
2. PO's for all food/graduation supplies
3. Order food for graduation
4. Prep room for graduation (including set up)
5. Compile attendance for transcripts
6. Shop for food items
7. Process certification cards.
8. Provide Chief Instructor with copies of graduate records (course completion forms, enrollment application, reference sheets, emergency contacts) for placement tracking.
9. Create and process Certificates of Graduation for signatures.

**Job Placement Assistance (if directed by School Director)**

1. One week into school- give presentation to students on gathering information they will need to complete an application (references, employment history)
2. Assist students in accessing job site. Provide additional web sites and assist with searching on-line for applications/ opportunities in their area.
3. Help students prepare job applications and resumes
4. Assist students in faxing applications and resumes and filling out employment paperwork.

**Other /General Office/administrative duties:**

1. General office maintenance (call for repairs/estimates) including heat/air, janitorial, carpentry, office equipment (copier supplies/repair), employee cell phones, computer repair requests, etc.
2. Process general supply office items (PO's, approval, ordering and pick up)
3. Maintain services for after hours answering service, janitorial services (ordering paper products, etc), vending service, uniform services for instructors,
4. Sort mail
5. Maintain postage meter
6. Maintain supplies for mailings
7. Mass mail outs as requested
8. Maintain/balance check ledger and make out checks as requested
9. Bank deposits/runs- process student deposits (make copies for files)
10. Process copy of check ledger for weekly updates to School Director.
11. Process PO's for verification weekly
12. Process employee expense reports
13. Update/maintain personnel records for employees (new forms, fax training records/obtain signatures for new forms, and maintaining employee handbooks)
14. Process all invoices for signatures/payment.
15. Maintain PO system. (process requests for signatures , match invoices to requests,
16. Maintain/create inner-office forms/spreadsheets, etc. (walk in sheets, checklists)
17. Run errands as needed (pick up supplies, color copies, drop off materials to field site, post office,
18. Facilitate tours of field site as requested
19. Maintain keys for office and field site (log book for employees)
20. Maintain field site equipment list
21. Answer phones/switchboard
22. Mail incoming, deliveries
23. Drop mail at post office as needed

**HOTEL Disbursements (If Applicable)**

1. Verify loan amounts for funded hotel disbursements
2. Send verification amounts to School Director and follow up with disbursements- request check for payments.

3. Notify hotel of expected student's the week before start.
4. Maintain log of hotel expenses/ invoices for all hotel disbursements- request and process payments for hotel invoices.
5. Track disbursements for Hotel.
6. Maintain student records for payment of hotel expenses (including obtaining release for payment, processing payment and follow up weekly with hotel to obtain accurate invoices).

**CPR Class (If Applicable)**

1. Maintain and order supplies for level 1 classes
2. PO's for supplies and prepare check for signature
3. Pick up supplies.

**General**

1. Provide assistance and support to a specified departments.
2. Performing general office duties such as answering phones, taking messages, filing.
3. Maintains a calendar of appointments and events.
4. Interacts with other departments and employees.
5. Assists with ordering office supplies and other items as needed.
6. Reviews, prepares and maintains a variety of written documents, reports, etc.
7. Good customer service skills.
8. Good verbal and written communication skills.
9. Perform additional duties as assigned by supervisor.

**Accountability:** The Office Administrator/Administrative Assistant is accountable to the School Director.

**Criteria for Compensation Increases and Advancement:**

1. The ability to meet performance goals;
2. The ability to contact the leads generated;
3. The ability to qualify leads for admission;
4. Positive work attitude including but not limited to following the Policies and Procedures for the ATS Network of Schools;
5. Acquiring additional education and training through formal education programs;
6. Annual reviews by the School Director.

**Job Title: Office Administrator/Administrative Assistant**

**Department: Administrative**

**FLSA Status: Non-Exempt**

**Reports to: School Director**

## **SCHOOL (EXECUTIVE) DIRECTOR EXECUTIVE**

**General Job Description:** The School Director is responsible for day-to-day operations of each campus, including both classroom training as well as field training. The School Director, in consultation with the owners and managers of the Vocational School, will make all the policies and implement those policies for each campus. The School Director is responsible for assisting in the preparation of annual financial goals for each campus and assure that those financial goals are met or exceeded. The School Director is responsible for the admissions process on his or her campus, including admissions and financing. The School Director is responsible for student relations and to personally deal with any serious student complaint. The School Director is responsible for assuring that the field training site is operated in a safe and efficient manner.

### **General Qualifications:**

1. To be self-directed and self-motivated;
2. The ability to organize one's work time;
3. Good human relation skills;
4. To understand fully and implement the Policies and Procedures of the Vocational School;
5. To understand fully the educational mission of the Vocational School and understand the needs of the students.

To perform this job successfully, an individual must be able to perform each duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

### **Education and Experience**

Bachelors Degree required, but Masters Degree suggested plus 3 to 5 years post-secondary education related experience and/or training. 5 to 10 years related experience may be substituted for degree.

### **Language Skills**

Ability to read, write, understand and communicate in English and Albanian. Ability to respond to normal inquiries or complaints from employees and students.

### **Mathematical/Technical Skills**

Ability to apply basic mathematical concepts such as adding, subtracting, dividing and multiplying. The ability to have knowledge of and operate a phone, computer, printer, copier, fax and calculator are essential.

### **Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- a. Sitting in a normal position for extended periods of time.
- b. Reaching by extending hands or arms in any direction.
- c. Using a computer keyboard and/or mouse.
- d. Ability to see, hear and move about within normal parameters.

**ESSENTIAL FUNCTIONS:**

1. Manage and oversee operations and personnel of school to include full P&L responsibility.
2. Handle employee relations issues at school.
3. Maintain a level of safe operations consistent with the Vocational School policy
4. Responsible for student enrollment forecasts and budgets.
5. Assist with annual financial forecasts and budgets.
6. Audit student enrollment and financial aid documentation.
7. Strong leadership skills.
8. Ability to motivate and manage a professional staff.
9. Ability to interact effectively with employees and students.
10. Ability to prioritize and make changes quickly when necessary.
11. Excellent customer service skills.
12. Excellent verbal and written communication skills.
13. Perform additional duties as assigned.

**Accountability:** The School Director is accountable to the officers and managers of the Vocational School.

**Criteria for Compensation Increases and Advancement:**

1. The ability to meet admission and performance goals;
2. Safety performance.
3. The ability to meet and exceed the budget;
4. The ability to qualify leads for admission;
5. Positive work attitude including but not limited to following the Policies and Procedures for the Vocational School;
6. Acquiring additional education and training through formal education programs;
7. Annual reviews by the Vocational School Corporate Director/President.

**Job Title: School Director**

**Department: Executive**

**FLSA Status: Exempt**

**Reports to: Corporate Director/President/Owners**

## End-of-Visit Briefing Note (App. 5)

1. Original concept of providing operator training is sound:
  - RCAK seems to be the champion for the concept as evidenced through conversations with primary association members. (Demand, Pay, Operator Status, Personal Involvement)
2. B to B training seems to be a viable first step, relatively low cost and is needed contractors now. Note; as could be predicted the initial training requested is for more complex equipment.
3. Simulators can be good tools, but real equipment training is needed.
4. The scope of the program could/should be expanded to include other heavy highway kills; i.e. first-line supervisors, testing and lab technicians.
5. The idea that a well trained operator corps will not solve the issue road quality.
  - Kosovo needs better standards (and enforcement) for the entire construction process beginning with proper design, good bidding/awards/materials/inspection, etc.
6. The government ministries of transportation and vocation education seem to be supportive at this time. Close communications/partnering with the Vocational Education department is imperative.
7. Expanding training to late secondary and unemployed definitely has support but who will pay for this training costs. (Land, building, equipment, personnel costs, etc.
8. The NAHETS operator certification program seems to fit well with the Kosovo National Qualifications Framework. RCAK could as third party assessors/certifiers for this certification and could also generate operational revenue for CMTC.
9. A “market survey” needs to be conducted to determine the exact scope (# of students and type of training) needed and how funding will be obtained. No exact planning can proceed without this information.