

Handbook for School-based Career Centers in supporting 9th grade students for an informed career choice when transiting from lower secondary to upper secondary school



KOSOVO CAREER DEVELOPMENT FOUNDATION – KCDF



Schweizerische Eidgenossenschaft
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Swiss Agency for Development
and Cooperation SDC



Enhancing Youth
Employment








Kosovo Career
Development Foundation

FOREWORD

This handbook was developed on behalf of the project **"Supporting IX grade pupils for an informed career choice"** supported by Enhancing Youth Employment - EYE Project and implemented by Kosovo Career Development Foundation - KCDF. This handbook has been developed for Career Center staff, to support their coordination with the Life and Work Teachers in the implementation of career education activities with IX graders.

Kosovo Career Development Foundation is a non-profit organization, established to promote career guidance, entrepreneurship, and alignment between the education system and labor market. KCDF provides services to all educational institutions by working closely with students, teachers, parents, Career Centers, school management as well as with businesses and business associations.

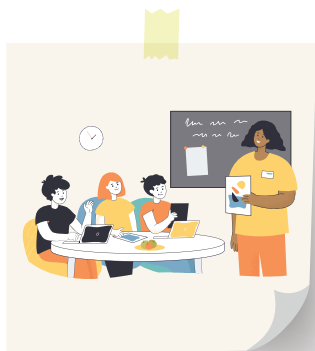
This joint project of KCDF and EYE aims to increase the capacities of 8 Career Centers in 8 different municipalities to support IX grade pupils in 264 lower secondary schools which is the total number in the following municipalities: Ferizaj, Kaçanik, Gjakovë, Malishevë, Prishtinë, Prizren, Viti and Vushtrri. The overall objectives that are intended to be achieved with this project are:

-  Training of Career Center staff on the five steps of the career counseling process through Busulla.COM.
-  Training of Career Center staff on the Career Guidance Handbook and the activities as well as planning their implementation.
-  Achieving cooperation with lower secondary schools for the provision of career counseling services and their piloting.
-  Implementing the activities of the handbook with IX grade pupils.
-  Conducting a tracer study with IX grade pupils in two periods, to understand their needs and the impact of the provided support.

The project also aims to increase the engagement of parents, as key factors of their children's career orientation process. This will enable parents to become active members of the teacher-parent-pupil triangle.

In addition to parents, this project will provide activities that directly benefit under-represented groups such as female pupils, minority communities and children with special needs. In each school there will be representation of pupils from the above groups and the project will continuously engage in ensuring the involvement of as many beneficiaries, depending on their presence in the respective schools. Through these activities, all pupils will have equal access to career guidance services regardless of gender, ethnicity, or socio-economic status.

Furthermore, this project aims to address the challenges of the education system by achieving the following objectives:



Providing better career counseling services at school



Informed decision making of IX grade pupils regarding their career and school choice.



Cooperation between lower and upper secondary schools in organizing joint activities and better communication about school profiles.



Informing policy-making institutions by implementing the tracer study with IX grade pupils.



Ensuring the sustainability of these school-based services.

Consequently, this intervention has made way for the implementation of education and career guidance activities with IX grade pupils by teachers independently, with support from Career Centers.

ACKNOWLEDGEMENT

A number of stakeholders have contributed in developing this handbook within the project. For this reason, for their commitment, KCDF expresses gratitude to the Municipal Directorates of Education in the respective municipalities, principals and teachers of lower secondary schools as well as parents participating in this project.

Furthermore, we express special gratitude to the staff of Career Centers for their contribution to this project as well as the EYE program that has supported the implementation of this project and the adaptation of this handbook according to the needs of Career Centers in vocational schools.

INTRODUCTION

This handbook contains various activities that aim to support pupils in the process of career orientation. These activities are also related to entrepreneurship and ICT. Consequently, the activities are anticipated to be implemented within the Life and Work curricular field. The activities in question, in addition to developing pupils' knowledge and skills, increase school capacity, promote vocational schools, and contribute to linking them with the labor market.

The activities of this handbook were planned on the basis of the following identified needs:

- IX grade pupils face an important decision about choosing a career path.
- Pupils are uncertain about choosing an occupation and profile/school and receive limited support.
- Teachers of the Life and Work field in lower secondary schools need support to achieve the expected results with pupils.
- Stereotypes / prejudices about vocational schools impact pupils' decisions in choosing upper secondary school despite their self-recognition results.
- Primary research provides sufficient evidence about pupils' lack of determination and information about occupations and upper secondary schools.
- While lacking support, pupils can make the wrong decision, vocational schools end up enrolling pupils who have no interest and aptitude about the knowledge and skills offered in VET profiles.






Therefore, this handbook contains activities planned to provide support in their career decision-making for IX grade pupils, support Life and Work teachers in achieving learning outcomes according to the curriculum, capacity building of Career Centers and support in achieving their work objectives, as well as promotion of Career Centers and vocational schools. More specifically, support and coordination is provided between stakeholders for activities that support pupils in achieving objectives such as (1) self-recognition, (2) exploring the world of occupations, (3) receiving information about vocational school profiles, and (4) making a career decision.

As a result of these activities, the overall objective is to build sustainable practices for improving career guidance services by placing pupils at the center to support them in their professional development. Pupils will make an informed decision because of the services provided from Career Centers, while vocational schools will enroll pupils who have chosen those profiles because of the information they have received and their interest and affinities they have for the respective profile.

Career education and guidance:

ACTIVITIES IN SUPPORT OF IX GRADE PUPILS

The following are a number of activities planned to be implemented with IX grade pupils within the curricular field Life and Work. These activities are interconnected in such a way as to support the development of the anticipated competencies and to achieve learning outcomes as required by the curriculum, by providing pupils the necessary tools to go through each step of the career orientation process, such as:





-  **Self- recognition**
-  **Exploring occupations**
-  **Exploring schools/universities**
-  **Jobs and internships**
-  **Online advisor**

The role of Career Centers in the implementation of this handbook is planning the deadlines and tasks to be performed for the organization of each activity presented in this handbook, establishment of partnerships with each lower secondary school, respectively the IX grade teacher of the Life and Work field and support the latter in carrying out activities, organizing and communicating information to pupils. Teachers who will be involved in this project have the necessary competencies to be partners of Career Centers in the independent implementation of the activities of this career guidance handbook in the future.

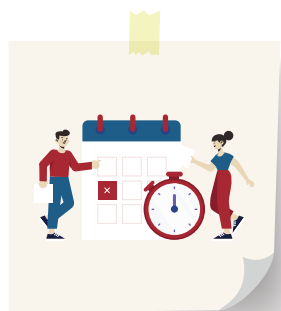
During the activities, Career Centers instruct teachers to encourage pupils to keep notes about the education and career guidance activities. These notes will also serve them to compile the Individual Development Plan in which they write and follow the progress of their achieved objectives.

The key role of KCDF is to facilitate the communication and partnership between Career Centers and teachers at LSS and to provide easier access to pupils for the implementation of the handbook activities.

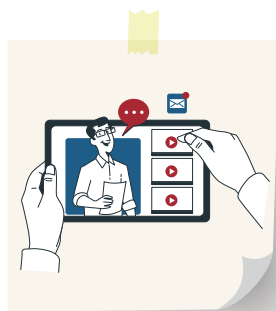
To facilitate reading and understanding, we use the following definitions in this handbook:

-  CGH – Career Guidance Handbook.
-  Teacher – refers to the Life and Work field teacher who teaches career orientation to IX grade pupils.
-  Pupil – refers to all IX grade pupils in schools of respective municipalities, for whom this support was planned.
-  SBCCs – School-based Career Centers in the vocational schools involved in this project.

The listed activities contain the following icons:



The period when the activity will be implemented and the necessary number of teaching hours



Necessary tools or instruments for implementation of activities



Steps or sub-activities to be followed for the implementation of activities



Ideas and suggestions for additional activities

At the end of the semester and school year, the implementation of the activities will be evaluated. More about these activities can be found in Appendix 3. Appendices 1 and 2 contain supporting materials for implementing the activities.

SELF-RECOGNITION

To make the right career choice, pupils need to reflect on their personality traits, which is considered the first step in the career orientation process. Depending on personality traits, pupils consider occupations and fields of study that match their character and aptitudes. The following are a number of sub-activities and guidelines for teachers to support pupils' self-recognition.

Presenting the Busulla.COM platform to pupils and giving instructions for registration

During this step, SBCCs cooperate with teachers, so that the latter present to pupils the use of the **Busulla.COM** platform and its modules. They instruct pupils to register in the platform with their credentials such as name, class, and school.

Pupils can complete registration on the platform as homework. But in this case, teachers share the following link from Youtube to help pupils register without their help.

Link: <https://www.youtube.com/watch?v=Kszz9ncPhgA>

Completing Career Tests and discussing results

During two teaching hours, teachers in accordance with the instructions received from Career Centers instruct pupils to complete the **IVAP** and the **Potential Assessment Test** in **Busulla.COM**. It is important that the completion of these tests is done relatively fast and instinctively so that pupils can give truthful answers. Before and after completing the tests, teachers should stimulate short discussions with questions such as: What are your interests? What kind of activities do you think you do best? Fast? Which activities and subjects do you receive the most praise for? What is important to you in your work?

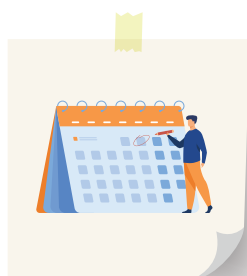
Throughout one teaching hour, teachers are instructed to analyze pupils' results, discuss them, and compare them with pupils' responses before completing the tests.

Discussing questions and results with parents

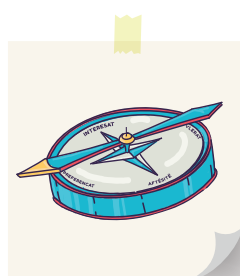
Parents have an impact on a child's career. They have a lot of knowledge about the personality and interests of children. They also have their own preferences for their children. Instruct teachers to encourage children to discuss their interests and future plans with their parents. Parents can also complete **Career Tests** for their child and thus can compare and discuss each other's answers and the results they have received. For the successful completion of this activity, teachers should encourage and ask pupils to discuss in class the conversation and the advice they have received from their parents.

Creating focus groups

Some pupils may share the same results. When analyzing the results, specifically their top occupations, instruct teachers to create focus groups of pupils with the same or similar occupations. The focus groups will be useful for the next activities. It is important to plan the next activities such as meetings with professionals, visits at businesses, at upper secondary schools, based on focus groups. Each activity is more effective and more interesting for pupils when it is relevant to them.



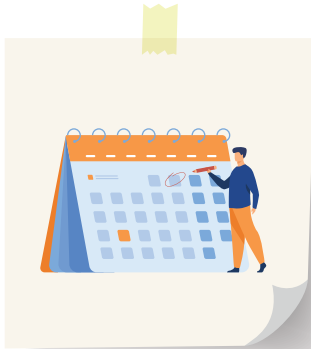
January 3
teaching hours



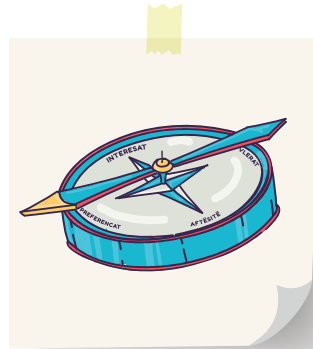
Busulla.COM

EXPLORING THE WORLD OF OCCUPATIONS

With these activities pupils receive written information about occupations as well as first-hand information from professionals about their careers and are given the opportunity for networking. Furthermore, listening to personalized career stories and success stories motivates pupils to choose and practice a particular occupation.



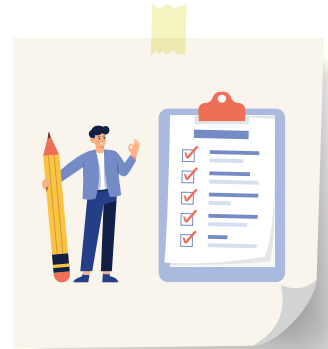
February - March 10
teaching hours



Busulla.COM



Database of businesses
and partnerships



List of invited
professionals and
presentations agenda

Presenting the “Occupations” module in Busulla.COM to pupils

Instruct teachers to present the Occupations module during one teaching hour. Teachers present this module to pupils by explaining information about occupations, videos as well as the components of this module such as level of education, field of study, etc. They instruct pupils to read about their favorite occupation and discuss the specifics of those occupations. Further, pupils are instructed to explore other occupations in this module at home.

Organizing meetings with professionals

Based on pupils' favorite occupations and the focus groups created, meetings are organized between pupils and representatives of those occupations. Teachers, pupils, parents and you as Career Center staff can identify professionals of different fields and instruct teachers to contact them to meet with pupils. Meetings can be organized in different ways. They can be virtual or physical, where during a teaching hour, professionals as guest speakers visit pupils in the classroom and talk about their occupation with them. Professionals present their career path, namely their education, the work they have done, the necessary qualifications and their career advancement. They also inform pupils about the demand for that occupation, daily work tasks, tools they use, challenges and opportunities, salary, and other relevant information.

Prior to meetings, pupils should be encouraged to prepare for these meetings by gathering information about the occupation and preparing questions. Thus, in addition to the presentation, professionals also address the pupils' questions.

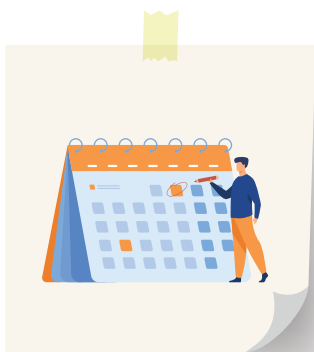
Meetings with professionals can be even more effective if organized at the school level. Thus, several professionals would present at the same time, but in different spaces. Pupils would be notified in advance for all the professionals who will present and participate in the presentations suitable for them.

In addition to meetings with professionals, in order for pupils to have a clearer idea to decide on their occupation, it is important to get acquainted with the workplace of different occupations. That is why it is important that during meetings with pupils, to encourage them to obtain information about local businesses and visit the workplace at local businesses as they can.

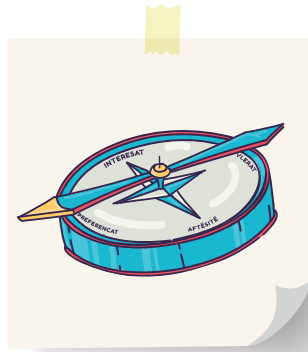
Furthermore, instruct teachers to encourage pupils to search online about job vacancies and obtain information about the knowledge, skills, and other specifications that an applicant must have. Pupils should also be encouraged to talk to family, parents, and other employed relatives about the work they do and how well they use the knowledge and skills they have gained through schooling or training at their job.

Similar to meetings with professionals, informing pupils about businesses and the workplace is effective when they receive information that is relevant to them, i.e., the occupation he or she intends to have in the future.

VISITING THE CAREER CENTER AND INTRODUCING PUPILS TO SCHOOL PROFILES AND CONDITIONS



March - April,
5 teaching hours



Busulla.COM

Choosing an upper secondary school by reflecting on the future occupation is the main goal of these activities.

Reaching cooperation agreements with lower secondary schools is a very important component that helps the latter to coordinate their activities in cooperation with vocational schools. The following are the activities that can be done to support pupils in choosing the profile that best matches their interest and aptitudes. Moreover, most of the following activities are joint activities that imply reaching agreements with lower secondary schools.

Presenting the “Schools / Universities” module in Busulla.COM to pupils

Instruct teachers to present the “Schools / Universities” module in Busulla.COM during one teaching hour. Teachers present this module by explaining the content and components such as: filtering results by municipality, field of study, comparing profiles, saving favorite profiles, etc. Furthermore, teachers explain the “Find school / university” component that links the Occupations module to Schools / Universities, as an easier and faster way to find educational institutions that offer studies for their preferred occupation. During this lesson pupils are encouraged to get acquainted with the subjects and syllabuses of favorite profiles, compare them and analyze them in regard to occupations.

Organizing meetings with Career Centers

After pupils have received the aforementioned information, it is important for them to meet with Career Center staff. Meetings can be organized virtually or physically at school. This way, pupils can address additional questions they may have about admission in a profile, curriculum, activities, etc. Pupils also get acquainted with the classrooms and in general the infrastructure of the school.

Organizing this activity at the school level makes the organization more efficient. Similar to other activities, pupils from different IX grade classes get together to visit the Career Center in their municipality.



Participating in the Open Doors Day at VET school

Open Doors Day is organized to inform pupils with opportunities for further education. For this activity, communicate with lower secondary school teachers to notify them about the date of this activity, who then encourage pupils to participate in this activity.



Virtual meetings with alumni from upper secondary schools

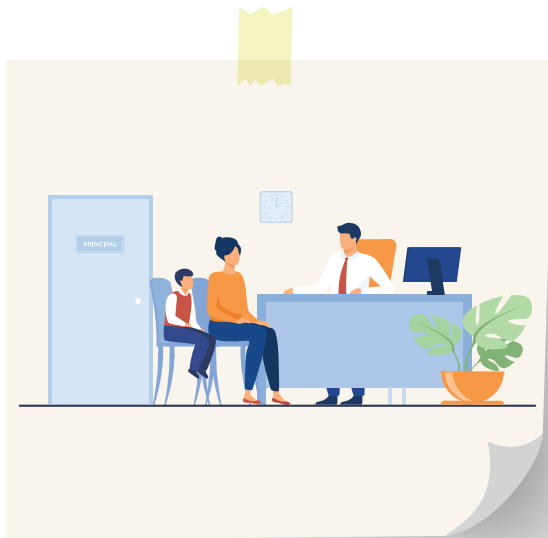
Another form of cooperation between your school and lower secondary schools are virtual meetings with alumni. The meetings can be broadcasted live so that the pupils have the opportunity to ask questions, but it can also be a recording of the presentation by the alumni of your school, which is then shared with lower secondary schools of your municipality. To organize this activity, contact a former student and coordinate the date and time of the virtual meeting. In this meeting with the support of the LSS teacher, invite all interested pupils to participate, where they can listen to the speaker share advice and talk about their own experience at your school for the interested pupils.

PARENTS INVOLVEMENT

The greatest contribution of parents in the career orientation process of their children is to encourage and facilitate this conversation, active listening and asking questions related to career orientation.

Parents can be more involved in this process by participating in regular meetings with teachers to discuss career orientation activities that take place in school and their role in this process. Furthermore, parents can help their children complete the **SWOT Analysis** and the **Individual Development Plan**. SWOT Analysis and Individual Development Plan are tools that help pupils evaluate, analyze, process, and organize information. Moreover, through **SWOT Analysis** and **IDP**, pupils develop a pro-active approach to career decision-making, by identifying strengths, opportunities for development, setting objectives and monitoring their progress in achieving them.

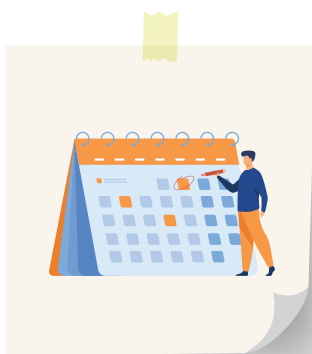
In order to raise awareness of the important role of parents in their child's career orientation process, a campaign can be developed in cooperation with other Career Centers. To realize this campaign, communicate with parents and record short videos where they talk about their involvement in their child's career orientation process, how much they have helped their children, why their involvement is important, and through these videos they call on other parents to be more involved in this aspect.



Meetings with parents

Instruct teachers to invite parents in regular meetings with their children and discuss future plans, individual development plan, and the steps the child should take to achieve certain goals. In addition, parents can be invited as guest speakers to introduce their occupation.

COMPLETING SWOT ANALYSIS AND THE INDIVIDUAL DEVELOPMENT PLAN (IDP)



January - April, 2
teaching hours



Handbook and the SWOT
Analysis template



Handbook and the
IDP template

Lecturing and giving instructions for completing the SWOT Analysis

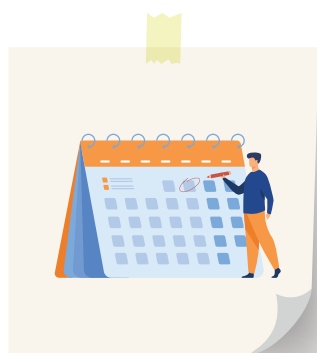
SWOT Analysis helps pupils identify and evaluate their strengths and aspects for improvement as well as the environment that surrounds them. It can be used for personality traits, occupation, school profile, etc. Instruct teachers to explain what SWOT Analysis is and give pupils instructions to complete it by asking questions and discussing results and further steps, during one teaching hour.

Teachers can also instruct pupils to seek help from their parents in completing the SWOT Analysis and to compare and discuss their written notes. In cases when the parent is not cooperative, then teachers instruct pupils to seek help from the teacher who is in charge of their class.

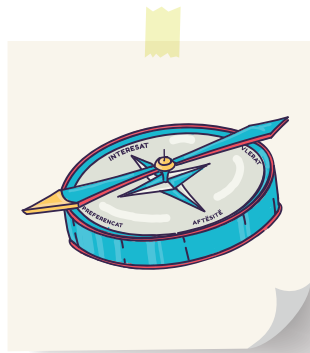
Lecturing and giving instructions for completing the Individual Development Plan

Instruct teachers to lecture and give instructions to pupils about the Individual Development Plan by reflecting on, and consulting, notes throughout the previous activities. Specifically, the SWOT Analysis, their personality traits, information on occupations and jobs, as well as information about upper secondary schools. With all of this information in mind, pupils plan, implement, and monitor their next steps in decision-making about their career and specifically enrollment in upper secondary school for their preferred occupation. Instruct teachers to follow pupils' completion of the IDP and ask from them to continue working on it and follow their progress in achieving their objectives. It is also very important to instruct teachers to share the findings of one or more IDP parts as feedback, e.g., findings on the pupils' personal interests. This information and findings can help improve career guidance services and activities.

TRACER STUDY



May - November



Tracing the transition of pupils from IX grade to upper secondary school is an activity that aims to understand their decisions regarding upper secondary education. This study is conducted in order to analyze if there exists and to what level, compatibility between the focus groups created, based on Career Tests, and the profiles in which pupils enroll in upper secondary school.

The tracer study is expected to be conducted every school year, throughout two phases, with all IX grade pupils.

The first phase of the tracer study

The first phase of the tracer study takes place during the month of May. To conduct this study, an online questionnaire can be created through Google Forms, Survey Monkey or through Online Surveys in Busulla.COM.

During May, design the questionnaire with the necessary questions and place it electronically on any of the above-mentioned platforms. With the cooperation of teachers, distribute the link of the questionnaire to all IX grade pupils in your municipality.

In the questionnaire describe the purpose of the study and include questions that aim to understand their plans after IX grade. The questions may vary from each year, but some of them may be the following:

What are your plans for the future?

Are you planning of enrolling in upper secondary school?

If **YES**, in which school and profile?

If **NO**, list the reasons why.

What has helped you in choosing your favorite occupation?

Keep in mind to include questions about personal data that will be needed for the second phase of this study.

The second phase of the tracer study

During October, the same pupils who participated in the study during May will be included in the second phase of this study in order to understand the compatibility of the plans stated during May with their current situation, as X grade students.

For the second phase, pupils are contacted through the data obtained in the first questionnaire. Pupils are sent another questionnaire that contains questions such as:

Are you enrolled in upper secondary school?

If **YES**, in which school and profile?

If **NO**, list the reasons why.

After the second questionnaire is completed by pupils, analyze and compare their answers. Compile a report with the findings of this study by visually presenting the data. In the report, indicate if there is a level of compatibility between the occupations, they have declared during IX grade and the profile where they are enrolled in upper secondary school. The report may also include information on the number of pupils who are not enrolled in upper secondary school and reasons why they are not enrolled. Furthermore, based on the received data, you can analyze and understand if there is a tendency of any of the genders to enroll in certain profiles and other relevant findings that may result from this analysis.

Through this study, all stakeholders, such as pupils, parents, teachers, schools and decision-making institutions such as the Municipal Directorates of Education, will be informed about the current situation in your municipality and the needs of pupils for new profiles or support in identifying the right career path.

ROLES AND RESPONSIBILITIES IN THE IMPLEMENTATION OF CGH ACTIVITIES

The following table describes the tasks and the respective responsible role for the implementation of each of the activities of the handbook.

Activity and tasks	Career Center staff with the support of KCDF	Life and Work field teacher of IX grade
1. Self-recognition		
1.1 Notify teachers and give them instructions for the implementation of the activity.	√	
1.2 Present the Busulla.COM platform to pupils and give them instructions for registration.		√
1.3 Instruct and encourage pupils to complete Career Tests.		√
1.4 Analyze the results of pupils and encourage them to discuss with their parents.		√
1.5 Create focus groups of pupils with the same occupations.		√
2. Exploring the world of occupations		
2.1 Notify teachers and give them instructions for the implementation of the activity.	√	
2.2 Present the Occupations module to pupils.		√
2.3 Identify professionals to invite as guest speakers.	√	√
2.4 Contact professionals and organize meetings.	√	
2.5 Encourage pupils to visit local businesses.		√
3. Visiting the Career Center and introducing pupils to school profiles and conditions		
3.1 Notify teachers and give them instructions for the implementation of the activity.	√	
3.2 Present the Schools / Universities module to pupils.		√
3.3 Organize and conduct meetings with Career Centers.	√	√

3.4 Notify pupils for the Open Doors Day at VET school.		√
3.5 Contact vocational school graduates and conduct a meeting with pupils.	√	
3.6 Inform pupils for meetings with VET school alumni.		√
4. Parents involvement		
4.1 Notify teachers and give them instructions for the implementation of the activity.	√	
4.2 Notify parents for participation in the campaign.		√
4.3 Develop a campaign to raise awareness about the role of parents in the career orientation process.	√	
4.4 Conduct regular meetings with parents to discuss plans for the child's future.	√	√
4.5 Invite parents to present their occupation.		√
5. SWOT Analysis and IDP		
5.1 Notify teachers and give them instructions for the implementation of the activity. (SWOT and IDP).	√	
5.2 Explain the SWOT Analysis to pupils and give instructions for completion.		√
5.3 Explain the content of the IDP to pupils and give instructions for completion.		√
5.4 Track pupils progress in completing the IDP.		√
6. Tracer study		
6.1 Develop a questionnaire for the tracer study and share the questionnaire link to teachers.	√	
6.2 Share the questionnaire to pupils.		√
6.3 Analyze results and compile the study report.	√	

CONCLUSION

Successful implementation of these career guidance activities and services means a positive contribution for pupils, lower secondary schools, vocational schools, the business community and society at large. Choosing a career that suits the individual brings satisfaction and consequently productivity in school and at work. By promoting collaboration with schools, businesses, parents, and implementing new and relevant activities, we increase the quality at school. While promoting various opportunities, such as different occupations, vocational schools, we address the link between the education system and the labor market. Furthermore, the activities of this handbook promote Career Centers and encourage pupils to enroll in vocational schools as a result of an informed decision. Last but not least, these activities benefit lower secondary school teachers who manage to achieve the learning outcomes as anticipated within their curricular field and are equipped with the necessary knowledge and tools to carry out activities related to education and career guidance. Career covers about a third of our lives and constantly requires decision making. Let's support pupils in starting decisions - choosing the right upper secondary school.

EYE and KCDF have made all the necessary plans to support you towards achieving these goals!

We wish you success!

APPENDIX 1

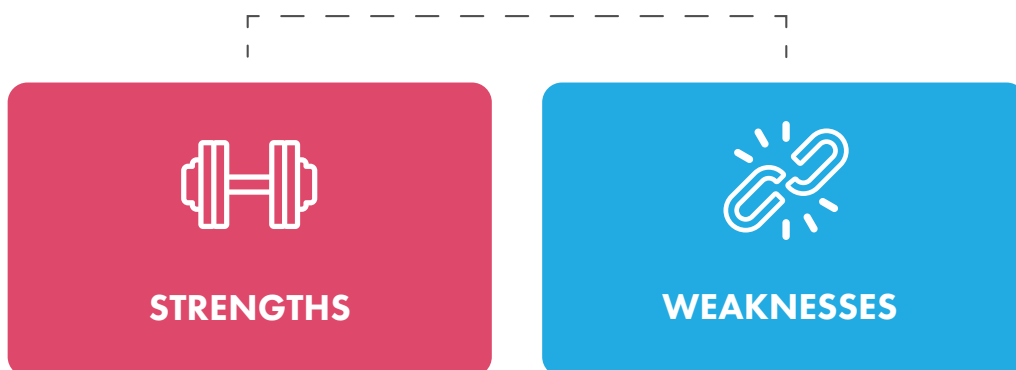
SWOT ANALYSIS

SWOT Analysis is a method that helps in assessing oneself and the surrounding environment. Through SWOT Analysis, you can identify your attributes and compare them with the specifics required by a job or school. Therefore, based on the SWOT Analysis, pupils understand their strengths and development opportunities in relation with the requirements of their favorite occupation they intend to have in the future.

The SWOT analysis is a matrix divided in the middle with a vertical and a horizontal line. At the top, there are two internal factors, namely strengths and development opportunities. While in the bottom are the two external factors, namely, opportunities and risks. SWOT Analysis is done for yourself but also for others. Thus, for example, you can fill it out for yourself as well as for a friend, and then analyze, compare and discuss the answers.

The following is the SWOT Analysis matrix and some clarifications and questions that help complete it. By answering the questions, fill in the strengths, areas for improvement, development opportunities and eventual risks in the relevant spaces.

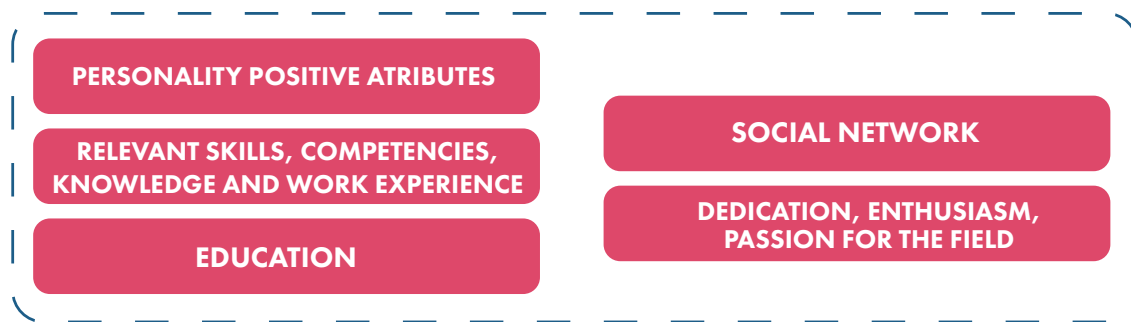
INTERNAL FACTORS



EXTERNAL FACTORS



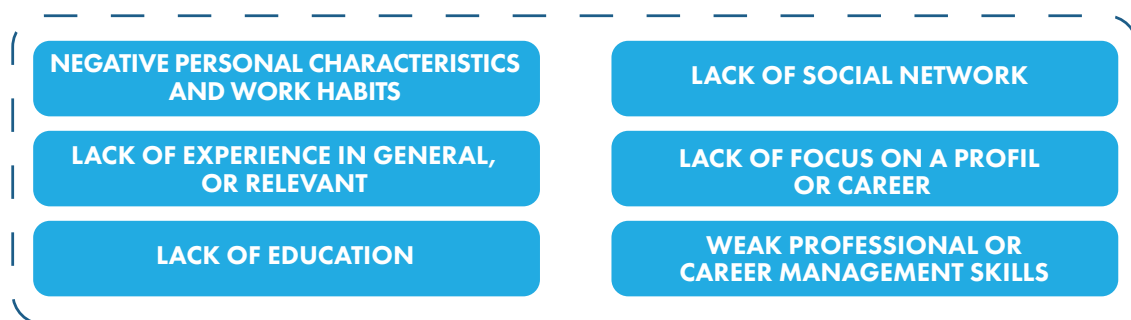
STRENGTHS are the positive attributes that an individual possesses and his or her points of strength. Each individual has a level of control over these attributes. For example, these could be:



Some questions that make it easy to identify strengths are:

- **What can I do easily?**
- **What can I do better than others?**
- **What do I get positive reviews for from others?**

WEAKNESSES are negative attributes. Fortunately, we have a control measure to improve these. It is important to identify them so that they can be improved later. Negative attributes can be:



Some questions that make it easier to identify areas for improvement are:

- **What tasks am I trying to avoid? Which ones do I find difficult?**
- **In which situations do I show my weaknesses?**
- **What would I like to change in myself?**

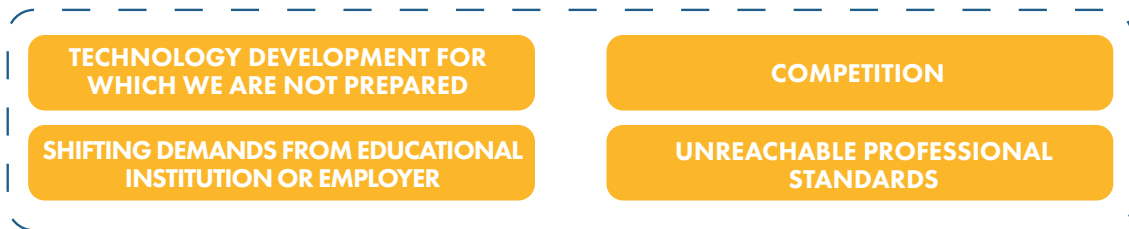
OPPORTUNITIES are external events, uncontrollable, but we can use them to our advantage. For example:



Some questions that make it easier to identify opportunities are:

- **What is valued today in your area of expertise?**
- **How can you further develop your skills?**
- **Where can you go for further professional development?**

THREATS are uncontrollable external factors that may act against you and require preventive measures to be taken. For example:



Some questions that make it easier to identify risks are:

- **Is there competition in your journey?**
- **Do you have sufficient resources for success?**
- **What changes are expected in your field?**

An external factor can occasionally be both a risk and an opportunity. For example, the emergence of a programming language that replaces a language that Vesa has acquired can be dangerous if she does nothing about it. But it can also be an opportunity if she commits to becoming one of the early experts.

When completing the SWOT Analysis, it is important that the sentences written are as specific as possible.

After writing, analyze what the written word means:

- **Evaluate your current position**
- **Highlight the skills, attributes, and experiences you need to emphasize and minimize**
- **Highlight the opportunities you can take advantage of and the risks from which you need to be "protected"**

Decide what actions you can take. These actions may include:

- **Develop a skill**
- **Minimize or eliminate a weakness**
- **Take advantage of an opportunity**
- **Protect yourself from threats**

APPENDIX 2

INDIVIDUAL DEVELOPMENT PLAN

The Individual Development Plan (IDP) is a document that supports the career decision-making process. The IDP helps you identify the knowledge and skills you have now, career plans, and ways to implement these plans. It contains various templates that help you reflect on your choices and career advancement. To complete the IDP, you should consult the notes you have kept during various career-related activities. But, unlike the block where you kept notes, in the IDP you have to be concise and very specific. The individual development plan is a summary of 1-3 pages and can have different formats. However, there are some key steps and components that an IDP must follow.

STEP 1

Compile an overall Career goal

Start the Individual Development Plan by presenting what your career goals are.
This for example may embrace two or three occupations you want to do, the employment aspect, etc

STEP 2

List your interests and skills

It is important to complete the Individual Development Plan at the same time as the career development steps.
For example, when you complete the career tests and reflect on them, create a list in the IDP with the results that are most important to you.

STEP 3

List weaknesses/for improvement, formulate development objectives and relevant activities

A key component of the IDP are the weaknesses. These weaknesses are things that you need to improve to achieve your overall goal. For example, a weak point may be the unsatisfactory level of knowledge in English. Completing the SWOT Analysis and discussing the results with friends, helps you a lot in completing this component in the IDP. The points you have marked for development will then be translated into development objectives. For example, a development objective would be: To get a grade of 5 in the final test in English. To evaluate the progress of achieving the objectives, the SMART method of formulation should be used. SMART is an acronym for: Specific, Measurable, Achievable, Realistic, and Timely. We encourage you to learn more about SMART objectives as this makes it much easier for you to achieve your goals.

In addition to the development objectives, a list of activities should be created that will help you achieve these objectives. For example, if your goal is to get a grade of 5 in English, how are you going to do that? What actions do you need to take to achieve this? Some ways would be: being active in the classroom, doing every homework, doing extra homework online, or taking an English language course.

STEP 4

Implement your individual career plan and report on the progress

Once you have completed all these important points, it is time for action! Now, you need to do the things you have planned for yourself. When implementing your Development Plan, make sure you keep it close to you and keep track of progress. For example, report as completed all actions you have taken or objectives you have achieved. An Individual Development Plan template is attached to the appendix. You can also find a completed template to use as an example.

NAME:		Date			
PROFESSIONAL GOALS					
What are my professional goals? What career do I want?					
INTERESTS AND SKILLS (3-5)		WEAKNESSES/ DEVELOPMENT OPPORTUNITIES (3-5)			
What are my professional interests?	What are my professional skills?	What are my weaknesses that I need to address in order to achieve my goals?			
DEVELOPMENT OBJECTIVES	ACTIVITIES	MEASURING SUCCESS	DATE	EVALUATION	
What objectives do you plan to achieve?	What activities help you achieve your objective?	What are the indicators that you have achieved the objective?	When is the deadline for achieving the objectives?	From 1-5, how much do you evaluate that you have achieved the objective?	

NAME:	Gent	Date	02.03.2021
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PROFESSIONAL GOALS

What are my professional goals? What career do I want?

After graduating from the University of Architecture, I want to practice the occupation of an Architect.
In the beginning, I want to get hired in a good company. But further, after gaining experience, I want to open my own firm.

INTERESTS AND SKILLS (3-5)	WEAKNESSES/ DEVELOPMENT OPPORTUNITIES (3-5)
----------------------------	---

What are my professional interests?	What are my professional skills?	What are my weaknesses that I need to improve in order to achieve my goals?
<ul style="list-style-type: none"> To draw sketches To start my own business Talk to others To work in the office but also in the field 	<ul style="list-style-type: none"> Attentive to detail Solving mathematical tasks Space orientation 	<ul style="list-style-type: none"> Poor time management Unsatisfactory grades in Physics

DEVELOPMENT OBJECTIVES	ACTIVITIES	MEASURING SUCCESS	DATE	EVALUATION
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What objectives do you plan to achieve?	What activities help you achieve your objective?	What are the indicators that you have achieved the objective?	When is the deadline for achieving the objectives?	From 1-5, how much do you evaluate that you have achieved the objective?
Improve time management skills	<ul style="list-style-type: none"> Research how to manage time Do a workplan Limit time on social media to 1 hour per day 	<ul style="list-style-type: none"> Consulted materials Workplan Time spent on social media 	April 2020	4
To have a final grade of 4 in the subject of Physics	<ul style="list-style-type: none"> Be active in classroom Study for 2 hours and 30 minutes before each lesson Do all the homework Study for exams 	<ul style="list-style-type: none"> Classroom activity Homework Total hours spent learning Final grades 	May 2020	5

APPENDIX 3

CAREER ORIENTATION MONITORING AND EVALUATION

Teachers of the Life and Work field will be required to report on the implementation of Career Orientation activities. The purpose of this evaluation is potential interventions for successful implementation of activities and achievement of objectives.

Reporting can be done:

- **Online, by clicking on the following link: [Evaluation form](#)** 
- **Through the Evaluation Form provided below.**

The evaluation form contains about 10 questions for the implemented activities and their impact, challenges, and recommendations. The answers to the questions will be accessible to your school principal, MED, and the stakeholders that support this project.

The evaluation form will be completed twice during the year, as follows:

- **December (within the period 10 - 20 December) - For the first semester**
- **June (within the period 10 - 20 June) - For the whole school year.**

Questionnaire on the implementation of CO activities in IX grade

Name and surname	
School	
Are you a teacher of the Life and Work field?	<input type="radio"/> Yes <input type="radio"/> No
Are you trained in Career Orientation?	<input type="radio"/> Yes <input type="radio"/> No
What training did you attend?	
Have you implemented Career Orientation?	<input type="radio"/> Yes <input type="radio"/> No
How many Career Orientation hours have you taught?	
What Career Orientation activities have you implemented with students?	
What Career Orientation activities have you implemented in cooperation with parents?	
What Career Orientation activities have you implemented in cooperation with businesses?	
Please indicate how much you agree with the following statement: The learning outcomes for the Career Orientation component during this period have been successfully achieved.	<input type="radio"/> Not at all <input type="radio"/> Partially <input type="radio"/> Enough <input type="radio"/> Fully
What difficulties or challenges have you encountered teaching Career Orientation?	
What would you like to change in order to make teaching Career Orientation easier in the future?	

To access the Online Questionnaire, click on the following link: <https://forms.gle/LMKoFqzYsecU8AME8>

For additional information, clarification or support about the activities and concepts discussed in this handbook, please contact us using the following information:

Kosovo Career Development Foundation

 info@koscdf.org

 + 383 44 507 575