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Swiss Agency for Development  
and Cooperation SDC

**EYE** Enhancing Youth  
Employment

## PROFILE of School-Based Career Center for VET Schools in Kosovo

Prepared by Business Foundation for Education  
[www.fbo.bg](http://www.fbo.bg)



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## ACRONYMS

<b>SDC</b>	<b>Swiss Agency for Development and Cooperation</b>
<b>HSIK</b>	Helvetas Swiss Intercooperation Kosovo
<b>MDA</b>	Management Development Associates
<b>EYE</b>	Enhancing Youth Employment
<b>MEST</b>	Ministry of Education, Science and Technology
<b>AVETAE</b>	Agency for Vocational Education and Training and Adult Education
<b>MED</b>	Municipal Education Directorate
<b>BFE</b>	Business Foundation for Education
<b>VET</b>	Vocational Education and Training
<b>WBL</b>	Work Based Learning
<b>LMI</b>	Labor Market Information
<b>PR</b>	Public Relation
<b>IT</b>	Information Technology
<b>NGO</b>	Non-Governmental Organization
<b>PES</b>	Public Employment Services
<b>VTC</b>	Vocational Training Center

## INTRODUCTION

“Enhancing Youth Employment (EYE)” project of Swiss Agency for Development and Cooperation (SDC) is implemented by the consortium Helvetas Swiss Intercooperation Kosovo (HSIK) and Management Development Associates (MDA)

The overall goal of EYE is: A dynamic and socially inclusive labour market provides more and decent jobs including self-employment for young people in Kosovo.

One of EYE’s outcomes is: Improved and socially inclusive career guidance services that will provide early information to youth and facilitate their personal development choices, targeting primarily youth at the level of VET schools. In this context, EYE’s interventions are aligned with:

- Law No. 04/L-138 on VET in Kosovo approved by the Parliament of Kosovo in 2013, which requires supporting career development of students as integrated part of lifelong learning (Article 3, point 1.5), and guidance and career counselling should be an integral part of all programmes provided by VET institutions (Article 6, point 3.3).
- Kosovo Curriculum Framework and Core Curriculum, are official documents of Ministry of Education, Science and Technology (MEST) that determine the results and competencies for all levels of pre-university education. Career Guidance and Counselling, along with information and communication technologies (ICT) and entrepreneurial education, is one of the key concepts of curriculum area ‘Life and Work’.
- Lifelong Learning and Guidance Strategy 2015 – 2019 and Action Plan 2015-2017, Strategic objective #1: Career education and guidance is provided in all pre-university education schools, in accordance with the competencies of pupils and new curriculum, and provides further education and the transition to the labour market.

During 2014-2016, EYE has supported establishment of two pilot Career Centers in the city of Vushtrri and Prishtina, to develop the career management skills of VET students in order to prevent early school leaving and bridge the VET education system to the labour market. The career center in Vushtrri is a school-based center and supports students of 2 VET Schools, whereas the one in Prishtina is a municipality-based center and serves students of 7 VET Schools.

In order to understand their functioning in the context of services, governance/administration and sustainability, as well as to determine parameters of best practices that could be shaped to a Career Center Replication Model for dissemination

nationally, lately EYE has performed the assessment of these two pilot centers. Based on findings of this assessment, it has been concluded that the School-Based Career Center (the practice of sharing teaching and counselling responsibilities as it is in Vushtrri pilot), is more suitable to be as Replication Model for other VET Schools in Kosovo.

For easier and faster replication/adoption by other VET Schools, it was necessary to develop the profile of “School-Based Career Center” based on best practices and lessons learned of Vushtrri pilot, which provides the basic elements that have to be considered for establishing and developing career centers in VET schools in Kosovo.

We take this opportunity to thank the Ministry of Education, Science and Technology (MEST), municipalities of Vushtrri, Pristina, Kaçanik, Ferizaj and Gjakova, and other involved institutions and stakeholders, who have collaborated with us in developing and profiling the “School-Based Career Center’ for VET Schools in Kosovo.

We also like to thank the organization Business Foundation for Education (BFE) from Bulgaria, and its chairman Ms. Gergana Andreeva, who brought regional and international expertise in order to design the profile that best suits the Kosovar context. This profile is introduced in following chapters of this document.

## CHAPTER 1 - Background

The profile “School Based Career Center” for VET in Kosovo described in this document is based on best parameters and lessons learned of the pilot Career Center in Vushtrri. While there is not a big deal what types of services the career center would provide since they can be tailored to the students’ and/or schools’ needs, the aspects of sustainability and governance and related influencing factors are taken in consideration and defined by this profile as very important.

The profile presented in following chapters considers four core aspects:

1. Coherence with the overall development of the educational system in VET level (as of March 2018);
2. Focus of services mostly implemented in cooperation with employers with emphasis for facilitating internships and promoting the new concept of work-based learning;
3. Professionally-trained human resources;
4. Incorporation of IT for client relationship management and daily operation of career centers

In addition, the profile presented in following chapters considers four key assumptions:

1. It foresees the combination of learning component (career education either as elective or compulsory course for 10<sup>th</sup> grade students, offered by career center staff) and center component (services mainly related to employers and career management skills offered by the career center).

The learning component of this profile will not be detailed and described by this document, since it will require harmonization with Core Curriculum for VET, which is currently being developed by MEST.

2. Career center will be responsible for maintaining the general communication with employers with focus on facilitating internships and promoting work-based learning.

Whereas career center will not deal with the the professional practice that is the responsibility of teachers as defined by the curriculum for grades 10, 11, 12 of vocational schools.

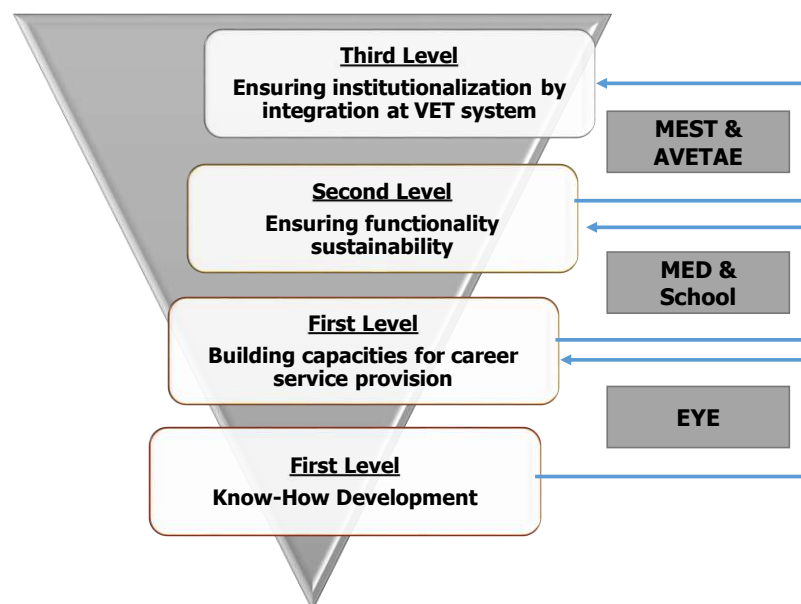
3. Appropriate features of the national career guidance information system Busulla.com is foreseen to be integrated within this profile as one of the available sources for labor market information, as well as useful resource for assessment tools.

But this element will not be detailed and described by this document, since it will require harmonization with the system developer.

4. Bottom-Up approach will be used for development of ‘School-Based Career Center’ profile for VET Schools, that is:
  - building capacities for career service provision at school level (First Level),
  - ensuring operational sustainability at municipality level through support of Municipal Education Directorate (Second Level), and
  - ensuring institutionalization by integration at VET system as a whole (Third Level).

While aspects related to the first and second development levels will be described by this profile of “School-Based Career Center”, the third level shall be further analyzed with the Ministry of Education, Science and Technology (MEST) respectively Agency for Vocational Education and Training and Adult Education (AVETAE) (see the graph below).

### Bottom-Up Approach for Development of “School-Based Career Center” Profile



### 2.1. Assumptions and Definitions

There are various assumptions underlying the practice of career guidance. They include the following aspects:

- Students have the right to make autonomous and informed career decisions. The freedom of choices is partially dependent upon the social, economic, and cultural context of individuals.
- Opportunities and choices should be available for all students, regardless of sex, socio-economic, religion, disability, age, or cultural background.
- Students are presented with career choices throughout their lives and in particular through their studies in VET cycle. They are generally involved in a wide range of work experiences, which may include both paid and unpaid work.
- Career professionals assist people to explore, pursue and attain their career goals. There are various factors which influence individuals' choice of occupation such as personal preferences and interests, or external influences, such as labor market trends, family traditions and expectations.
- The career centers offer to students the services which are free of charge, unbiased, developing and respecting the clients' autonomy.

In order to make this document easy understandable and useful even for professionals with limited experience in career guidance, following is proposed a set of definitions.

#### What is career guidance?

Career guidance is a process that facilitates individuals' self-awareness, understanding of the world of work, support for development of career-related competences in order to make informed and successful educational, professional and life decisions

In the developed countries career guidance has long ago proved the societal benefits and advantages as an effective instrument for spending public resources for education and social inclusion. Helping individuals make good choices for their occupation and life, makes career guidance fundamental in the knowledge societies.

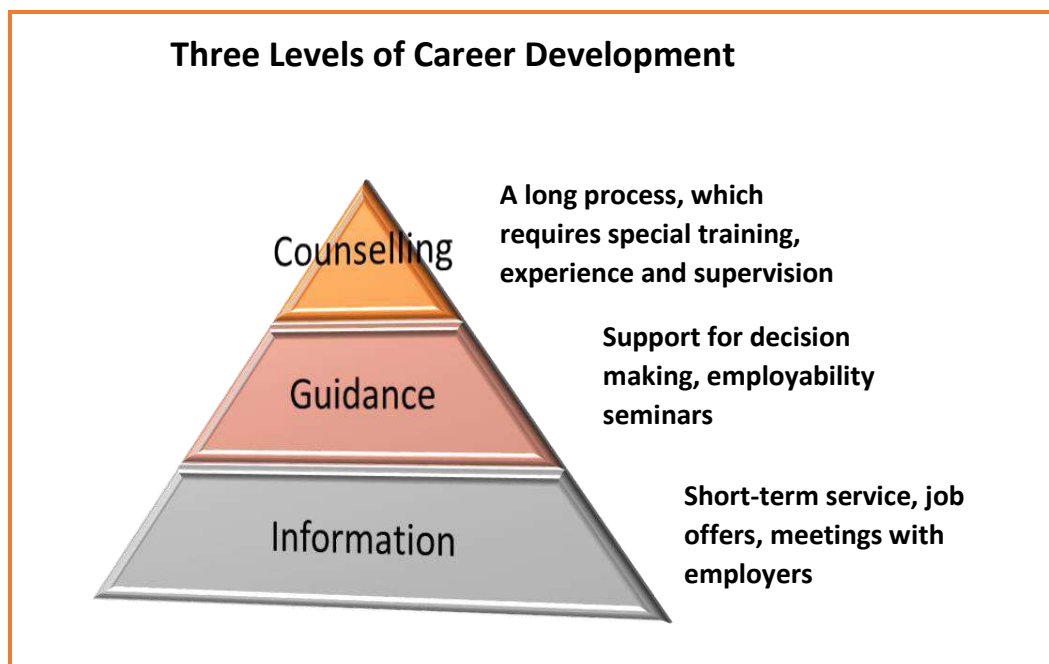
The situation is still very different in emerging economies like Kosovo. The lack of stable traditions in delivering career services and the need of bridging the gap between education and competitive labor market are some of the main challenges of the day. According to the New Skills Agenda for Europe (2017) national guidance policies should put an emphasis on the need to adequately prepare citizens for the digital and



social transformations of the economy: developing skills for jobs, growth and competitiveness, reducing skills mismatches (bringing closer education and labor market), and better preparing individuals for dynamic societal changes and career transitions.

Career guidance includes a variety of services - career information, career development and career counselling. As career counseling requires specific competences and practice, the new school-based career centers will focus only on career information and career development services and will not provide individual career counseling at this stage. The picture below presents the three levels of career development:

Figure 1: Levels of Career Development

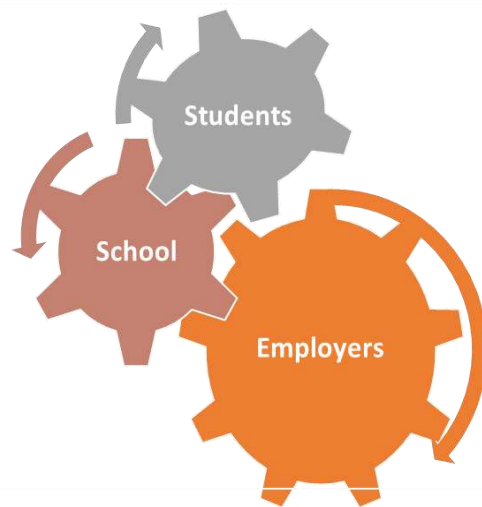


### What is a career center?

The career center is an establishment that provides services related to students' career development.

Professionally trained experts work with students to better specify their interests, opportunities and potential in order to define the most appropriate areas for career development. In this process various techniques are used that include individual sessions, group discussions and trainings, application of assessment instruments, etc. The career centers equip students with practical knowledge related to their career development such as job search strategies, drafting of documents for applying for an internship and/or a job, interviews, etc. In order to do that they organize various practical seminars, which are often attended by guest lecturers and employers.

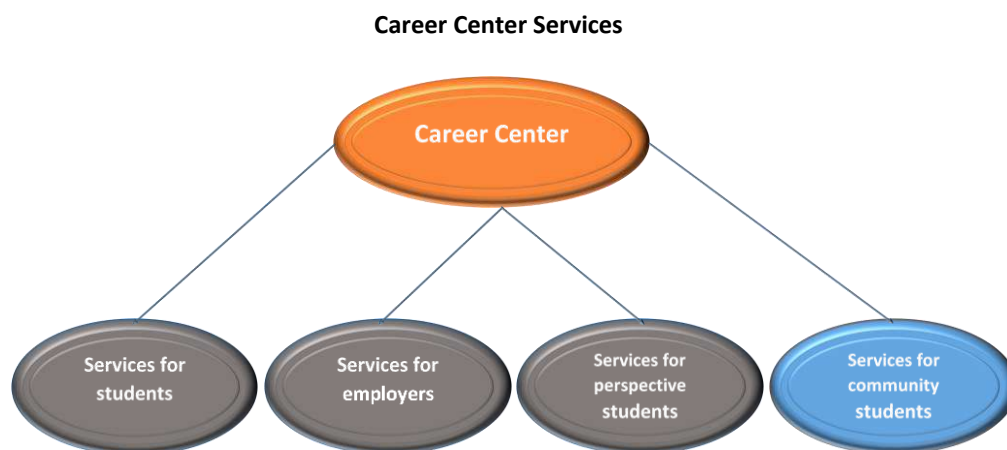
Well-functioning career centers are a very powerful marketing tool for attracting prospective students. Another major activity of the career center is the cooperation with business/employers. It provides the link between the educational institution and the business in the organizing and carrying out the internship programs. Employers use



career centers to announce open positions for interns/new employees. The centers are also the place where employers can review CVs, obtain information about students and graduates in the related professional fields, carry out job/internship interviews as well as organize career days,

workshops, and seminars. In short, the *career center gears the relation between employers, schools and students* and have strategic role as community players because there is the meeting point of the goals of education, business, society and individuals.

Figure 2: Career Center Services



### What is career education?

Career education helps students develop the necessary skills and knowledge in order to choose career path and manage it successfully.

In many countries career education is integrated in educational curriculum as an elective subject. It covers various topics but usually the focus is on self-awareness, labour market information, employability and decision making skills. Students learn how to find

internship or summer job, how to prepare CV and motivation letter, how to behave on an interview, etc. Career education has to be taught by professionals who have undergone a specific training in career guidance.

### **Responsibilities of the career guidance professionals**

The responsibilities of career guidance professionals include two main aspects: (1) connecting students to resources so that they can become more knowledgeable about jobs and occupations; and (2) engaging students in the decision-making so they can choose a career path that is well suited to their own interests, values and abilities in the context of local and global labor market trends.

Career professionals' responsibilities cover the following tasks:

- **Career Information:** raising the awareness of students and graduates about different professions, career opportunities, job offers, labour market situation and trends, etc.; providing feedback on resumes and advising students about all aspects of the job/internship search process.
- **Career development:** preparation, organization and delivery of short-term courses for students on various career-related topics.
- **Employer Recruitment:** attracting employers to cooperate with the school and the career center, through outreach, networking, teachers and alumni (former students) contacts. Encouraging employer involvement in Career Center activities and programs; promoting the internship and work-based learning opportunities offered by employers.
- **Internship Program:** coordination of different aspects of the internship program – involving employers and linking them with teachers/mentors, placement and referral, and program evaluation.
- **Work Based Learning (WBL):** the center will promote and raise awareness among students, parents and businesses about the new concept of WBL
- **Marketing:** promotion of career services to students through different events, publications, online activities, etc. Develop promotional activities to attract employers to the services available to assist them, organization of job fairs, company presentations (employer branding), training, field visits, etc.
- **Administration:** accurately and efficiently utilize technology to coordinate career center's program. Maintain accurate records of programs and services.

It needs to be highlighted that career guidance professionals should provide only the services they are hired and trained for, and are obliged to refer specific cases to other helping professionals, who are qualified to offer adequate support. The picture bellow visualizes the concept.

Figure 3: Helping Professions



## 2.2. International experience

The benefits of career guidance and its impact on the labor market have long been recognized. In Western Europe and the United States, career centers have existed for more than 50 years. In the countries of Central and Eastern Europe, career guidance systems have been more recent, but they have the opportunity to use their already proven practices. Almost every European country has established career guidance systems in secondary and tertiary education but those systems are subject to constant changes as they have to respond to the dynamic changes on the labor markets.

Career centers in the USA also have their own history. Career centers are responsible to engage in career development and counseling all the students and alumni and to organize internships. They serve as a focal point for meeting the needs of the labor market and translating them into the new curricula changes. Nowadays the career centers offer many of their services online and actively use social media to provide information and promote internship and job opportunities. Career centers also collect information from their graduates and prepare reports on employability, average salaries and other statistical information that educational institutions use as promotion in order to attract new students.

Career centers and career education are very powerful instruments in countries where WBL is part of the educational systems. In Switzerland, Germany, Austria career centers of VET Schools together with employers involved in WBL partnerships jointly promote VET education and select future students. Career centers there are also involved in initial employability education during first years in order to help students to be better prepared when they start working as part of their learning.

A short description of the existing national career guidance systems is visible on the interactive Euroguidance country map - <https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems>

Generally, career centers support students' self-awareness, offer employability and career planning skills trainings, raise labour market awareness and provide link to employers. Each country, however, develops its own model, giving emphasis on specific issues and addressing the existing labour market situation, demands and challenges. The model can also vary across regions and school types, given the variety of school, VET profiles and needs of students it is adapted to and the vision and objectives of the school management the career center serves.

### **2.3. Advantages**

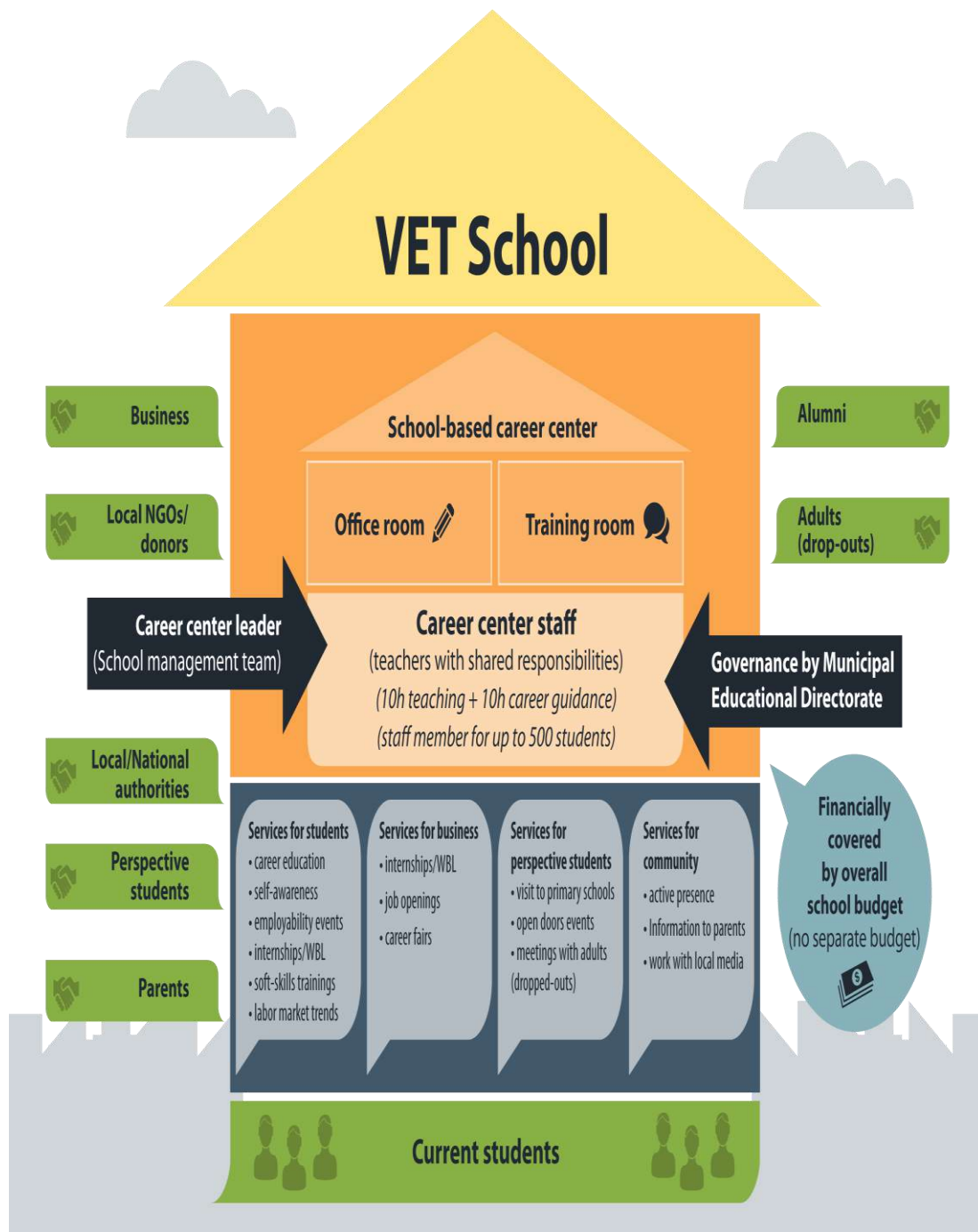
Career centers are important for VET schools because they serve as a meeting point of the goals of education, business, society and individuals. One of their main goals is to foster internships and WBL as an opportunity for practical application of theoretical education by establishing mutually beneficial partnerships between the employers and the VET School. They build students' employability skills and better understanding of labor market trends but also enhance VET School's reputation and help attract prospective students. On a community/society level they support effective communication, as they know well and cater the needs of all stakeholders – students, parents, school, employers and society as a whole.

Career centers offer cost effective tools for students, employers and governments. By using the services offered by the career centers students are better prepared for the world of work and also know how to find internship/job. Employers use career centers to directly recruit interns and future employees but also to promote themselves as socially responsible entities on a local level by supporting various career development initiatives for students such as workshops, career fairs, etc. Local and national authorities use the data collected by the career centers for economic development, reforming education and better preparing the educational curriculum. The career centers facilitate the public-private dialogue for better private sector involvement in reforming education. They facilitate the process for an adaptation of curricula and development of new training programs which better meet the needs of the private sector.

## CHAPTER 3 - Characteristics of “School-Based Career Center” in VET Schools

### 3.1 Profile Configuration

Figure 4 presents the illustration of “School-Based Career Center” profile as an ecosystem including all related stakeholders. All the components of this profile are described below in details.





## 3.2 Profile Components

There are various aspects to consider when setting up a career center, including facilities and equipment, employees, tools and resources that can be made available to students, and the services offered. It is important to take into consideration the specific needs of the student and to make services available for minority groups as well.

The philosophy of “School-Based Career Center” in VET school is to offer more services related to job orientation and connections with the world of work than to opportunities for continuing the education in higher education institution.

The center needs to establish long-term relations with local employers, associations of employers and services in municipal/local level that will allow the organization of internships, offering jobs and other practical experiences.

The mission of each career center is to provide high quality services relevant to students’ interests, abilities and goals. In order to provide these services, the center needs operational capacity and know-how such as:

- Facilities, infrastructure and branding;
- Mission, vision, planning;
- Leadership and human capacity;
- Process, access to information and tools;
- Career services;
- Financing the operations;
- Links with community.

### Facilities and infrastructure

In order for the center to become fully operational, it needs a physical space of at least two premises- office and training room. They need to be adjacent for convenience and easily recognizable by the career center clients.

The office should boast a business appearance. For this purpose, it has to be refurbished and well furnished, so that the office space forms a pleasant environment stimulating the effective operations of the center. The office should enable carrying out of individual and group meetings with students and/or employers. The training room should be equipped so as to allow different settings for conducting trainings and presentations.

The equipment of the facilities should allow operations such as administration, resource center maintenance and modern communication capacities. The career center needs to be easily identifiable (with a logo) and easily accessible by clients (students, employers,

community). The career center should also have an information board close to the school entrance where the career staff can announce events and activities of the career center.

Information technologies and utilization of modern communication tools are key to the success of the center. A school-based career center in VET school needs to have at least one computer per staff member and an easy access to equipment for presentations and/or seminars. A career center usually prepares and prints a large volume of materials and for this purpose it needs to have the minimum technical equipment: color printer, copy machine, office supplies, etc.

One of the main functions of the successful career centers is to communicate with students, employers and the VET school, so it should have a telephone, internet access and software to be used as an intranet for daily operation in relation to clients and administrative work, as well as monitoring and evaluation of services. The modern career center should have recording equipment such as camera that will be used for making photos and videos as part of the training process but also for promotional objectives.

As career center have to be easily accessible and to provide actual information to students through informational board close to school entrance and online, the branding is another key feature. Creation of marketing identity such as logo is very important for the recognition of the center from students but also from the community. The career center should develop promotional strategy that will make them highly visible so that students and employers can readily identify them, when they visit schools. It will be good if the new logo reflects the current identity of the VET School and existing forms such as color and signs are incorporated into the branding.

### **Mission, vision, goals and planning**

Each career center has to define relevant mission, vision and goals. They may vary within the focus because of the specifics of the region and professional fields offered. The mission and vision are key for each career center and in order to follow them the center have to develop list of goals and actions that will be implemented within certain period. In general, the goals of the career centers are to provide students with the competencies, skills or experience needed in the market to enhance their employability and help employers to become more productive, competitive and fit to grow through finding workforce by improving access to a better qualified employees and enhanced HR management capabilities.

Career centers have to prepare annual action plans with calendar of activities and set of indicators to measure the process in order to monitor and evaluate the quality of services offered. The processes of strategic planning and monitoring will allow career centers to



self-evaluate their performances but also to provide meaningful statistical data to school management and MED about the impact achieved through activities.

As other service oriented providers, for the career centers is essential to maintain a certain set of quality assurance standards to ensure quality service and to build credibility of their organizations. There are several types of conduct norms or standards and each career center have to implement one.

### **Leadership and human capacity**

The most important asset of the well-functioning career center is its leadership and staff. The career center leader for “School-Based Career Center” in VET school should be part of the school management in order to be guaranteed that career services are incorporated in overall school activities/system. It will be an additional advantage for the career center if its leader is an individual who is well-known by employers and local authorities, as the center will need the support of MED and also local business community.

The personnel who would be appointed as career staff are teachers. They will take the tasks of career center staff apart of their professional subject working hours (10hours of career guidance+10 hours of teaching).

Countries differ in the training requirements of the career center’s staff. There is also a vast difference across countries regarding the regulation and professional standards of career guidance. As career guidance is a new professional field in Kosovo, the appointment of individuals with pedagogical background who will share both roles is a logical first option. The teachers appointed to work for the career center should successfully undertake initially at least 120 hours of short training course in order to launch the new career centers. The initial training will not give the title ‘Career Counsellor’ to the career center staff, but is a good prior learning to continue further with 5th level qualification course that is offered in Kosovo. The basic skills that the initial training shall cover as introductory knowledge are:

<b>A. Professional skills such as:</b>	<b>B. Soft-skills such as:</b>
➤ Implement Career Guidance Models	➤ Leadership skills
➤ Helping Skills	➤ Team working skills
➤ Work with diverse clients	➤ Communication skills
➤ Identify, Understand, Analyze and Describe Labor Market Information	➤ Presentation skills
➤ Basic Knowledge about Performing Assessments	➤ Networking skills
➤ Develop Employability Skills	➤ Time management skills

➤ Develop and deliver training programs/courses	➤ Negotiation skills
➤ Promotion and Public Relations	➤ Decision making skills
➤ Management, Strategic Planning and Monitoring	➤ Digital skills

The newly trained professionals will continue to develop their career guidance skills while they start the real operations and definitely will learn a lot by experimenting and working. Inquisitiveness and willingness to continuously learn and develop are key for successful career specialist as the profession is changing quickly and people can easily learn from good practices that other professionals are sharing. Peer learning becomes much more valuable source of professional development for career specialists with basic knowledge.

The most appropriate staff members for “School-Based Career Center” in VET schools are individuals who feel at ease working with young people and possess good knowledge of the labor market and how to communicate with its representatives. Communication skills, patience and gaining insight of the tackled issues, digital skills as well as good command knowledge of English are the key for successful career center staff. The career center staff should be highly motivated individuals with positive and creative thinking, as well as well-developed social skills:

- Customer service skills and ability to work well under pressure, to prevent and resolve conflicts;
- Objectiveness, patience, be good listeners and have good insight into issues;
- Highly responsible and able to prioritize tasks, ability to meet deadlines and finalize tasks;
- Peer learning and collaboration with peers;
- Pro-activeness and creativeness;
- Business ethics and behavior;
- Presentation skills.

### **Process, access to information and tools**

The usual process of career guidance involves facilitating greater self-awareness, linking individuals to resources containing labor market information, increasing awareness of options available, assisting with the decision-making process, and teaching job/internship search strategies. Career guidance can be done in different ways including working with students individually or in groups.

For “School-Based Career Center” in VET schools the initial intention will be to be focused on group guidance which is far more efficient as it allows serving a larger

number of students. In order to function the center should poses specific resources available for students so that they can access information that can help them in their career decision-making. Such resources can be brochures, reports, etc. The amount of resources available depends partly on the budget of the career center as well as the availability of such resources.

Career centers are increasingly utilizing internet resources and computer assisted guidance systems. Through the internet, individuals can easily obtain career information from around the world. In case of Kosovo, the career centers will have access to the national career guidance information system Busulla.com, where they can find instruments for evaluating their interests and abilities, as well as local labor market information. But both, career centers and students, should not limit their sources only on Busulla.com. For example European Union through its institutions, such as DG Employment, Social Affairs and Inclusion, DG Education and Culture, etc., offers access to various useful reports, studies, instruments, etc. Tests and various assessment instruments are often utilized to provide information regarding a variety of areas, such as interests or personality style. It should be taken into account, however, that the standardized instruments need to be translated and adapted by a certified provider, in order to take into account differences in cultural values and norms. In case of Kosovo, Busulla.com offers assessments that have been developed and translated to fit the cultural context. At the same time career centers may use other informal assessments such as questionnaires, checklists, etc. while working with their clients.

Career services are not well known in Kosovo yet. Therefore, the initial efforts of “School-Based Career Center“ in VET schools will be to promote their services among different target groups. The main beneficiaries of the career center are the current students of the VET school, as the services are integrated part of the overall educational process. That is why the career services should be promoted in the beginning of each school year through PR campaign in order to attract more students to participate in the career center’s life. The main focus of the campaign should be the students from 10th grade as they are new for the school. The campaign includes an elective course on career guidance. The campaign should reach all students in order to create good awareness about the services offered by the career center.

Promotion should be an ongoing effort as young people tend to forget and not benefit from available resources. The school have to organize in the beginning of every school year opening event in order to attract the new students. The aim of the event is to inform not only student but also the community for the new available services. Including local and if possible national media will make the event more visible. As the career center is financially mainly supported by the municipality the presence of the Mayor and the director of MED are crucial for the success of the activity. It is a good practice to initiate

a survey among students in order to collect information about their needs for support and information, their career plans and self-assessment of career management skills, as well as their ideas and suggestions for activities organized by the career center. Usually, this helps raise the motivation of the students as they feel directly involved and better sensitized about the objectives and benefits from using career services.

Another target group for the career center are businesses and the center also have to include them in PR activities. For example, the career center can organize event in the center for employers to celebrate the start of the new school year and to inform them for the actual numbers of graduates by specialties that will search for practical experiences. Prospective students, parents and general community are also target groups for the career center and have to be included in appropriate PR activities. For example this could be a career day, on which students present their specialties, take part in VET competitions, demonstrations and exhibitions of their projects and initiatives, and employers take part as contest jury or lead practical workshops or promote their internship, WBL and job opportunities for young people. The school can also invite alumni to present their career pathways and give inspiration to current students. The school leadership may take advantage of the event to present data about the realization of graduates and create new partnerships with employers, as well as to attract prospective students.

### **Career Center Services**

The core activities of the career centers are to offer services to their clients. In the “School-Based Career Center” profile that is described here, the centers will focus their activities to offering services to students, employers and community (prospective students, parents, adults returning to VET school). The services offered to students will include teaching compulsory or elective courses on career education during grade 10th but not individual career counseling.

Another key role / service of the career center is to establish and maintain contacts and relationships with employers regarding the practical part of VET. In this context, a clear division of the competences of the career center and the teachers whose role is defined by the curriculum should be made. The following table presents this division of competencies.

	<b>Career Center</b>	<b>Teachers</b>
<b>Professional Practice</b>	-	Organization and monitoring
<b>Internship</b>	Organization and monitoring	-
<b>Work-Based Learning</b>	Promote and raise awareness of students, parents and businesses	Organization and monitoring

It is important that Career Center staff understand some of the distinct features of Work-Based Learning and Internship as the following table shows:

<b>Differences Between Work-Based Learning and Internship</b>		
<b>Basis for Comparison</b>	<b>Work-Based Learning</b>	<b>Internships</b>
Meaning:	A training program conducted in an industry or undertaking where the trainee gets a chance to learn and earn at the same time is known as apprenticeship.	An internship is a training program whereby the college students get a chance to work in the respective field and gain real world experience.
What is it?	Work based training	Work based learning
Time Duration:	Long	Comparatively short
Provided to:	Potential employees	Students
Part of:	Vocational Education and Training	May or may not be a part of formal education.
Trainees:	Apprentices	Interns
Training ends with:	Job to the employee	Experience to the employee
Pay:	Always paid	May or may not be paid
Orientation and Induction:	Yes	No

The initial list of services organized by type of client is presented below:

<b>A. Working with students</b>
➤ Provide career information to students
➤ Organize and conduct seminars for career development and employability skills
➤ Provide strategies for internship/job search and support internships
➤ Support the application process (CV, motivational letter, student portfolio, etc.)
➤ Assist career planning strategies
➤ Develop goals and an action plan
➤ Offer online support- offering internship/job offers; publishing tips and career advices for students; maintaining social media channels
<b>B. Working with employers and community</b>
➤ Enhance school's image – supporting and promoting graduates' realization
➤ Attract prospective students
➤ Provide information to adults that have not graduated and would like to return in school
➤ Establish and maintain effective relationships with businesses and other local institutions
➤ Event management/organization of seminars with employers, job fairs
➤ Active community involvement – presence in educational and employment related events
➤ Provide information to parents and engage them in relevant activities

## Financing the operations

Allocating sufficient resources for the career center is extremely important. In addition to covering the expenses for staff remuneration, there are office supply costs, since a large volume of materials will be required to promote and actually render the center's services to students and employers. The Municipal Education Directorates need to be ready to cover the remuneration of adequate number of teachers that will share duties between teaching and working into the career center. The center should not have separate budget from the overall school's one. The school's management should be aware that the budget for office supplies will be much higher compared with general teaching costs.

In general a well working career center needs initial fixed budget for preparing and furnishing the space and purchasing the equipment. On a monthly basis the career center will need funds for covering salaries, office expenditures (for running the operations plus for organizing events/trainings) and if needed for travel in order to promote the activities of the center among employers, community and especially for attractive new students.

The businesses are usually interested to cover PR events to promote their activities and also to produce informational materials for the students, so the career center may seek for funds from employers that will cover such activities. The career center staff have to be proactive and creative in order to engage businesses, NGOs, donors and public sector in financing new and mutually-beneficial activities of the career center.

The following table shows an overall framework of cost related items for a well-functioning School-Based Career Center in a VET school settings:

A. FIXED COSTS	B. VARIABLE COSTS
➤ Staff remuneration	➤ Office supply costs
➤ Preparing and furnishing the space	➤ Activity costs including travel expenses
➤ Purchasing the equipment	➤ Staff training
➤ Visualization of premises and sign posting	➤ Marketing and promotion

## Networking with local community

The "School-Based Career Centre" in VET schools needs to collaborate with the community. There are various kinds of links that the career center should maintain such as connections with other schools, businesses, local NGOs, municipalities, PES, VTCs, alumni, family and personal friends. For example, alumni may be invited to speak to current students about their career paths and also to take interns in their businesses.

Another example includes inviting parents and perspective students to come to the VET school to take a tour of the school and learn more about specialties offered and realization of students. Liaising with potential businesses is a key role of the career centres in order to assist students to obtain internship and work during their training or after graduation. There are many ways to build links with the community and this community involvement enriches the experience of students.

Parents and family members can be an important source of support for students making career decisions. They can also assist students to find internship or work. In order to use this link for supporting students career development the family members should be informed and engaged in the career center activities. Such engagement can happen through events and/or local media, social media, etc. Another key way of linking with the community is to visit primary schools to present information about the VET school and the various occupational options that are available to students after graduation. Such an approach helps VET schools to improve the quality of students and overall image of VET education.

Links with the community can also be established through various types of work experiences that are offered to students. These experiences should be complementary to the educational program that students are involved in and would allow students to incorporate their knowledge from classes into the workplace. These work experiences include internships during 12th grade, professional practices, work-based learning, volunteer work and job offerings. Career center serves as point of communication with businesses to obtain their openings for various practical options.

The role of the career center is to maintain the long-term good relations with all businesses involved in different cooperation with the VET school, but the professional practices and work based learnings are managed by respective teachers. The career center organizes and maintain only the internships while assisting for all others options related to cooperation with employers.

Another activity organized by career center to assist students to obtain information about different types of practical experiences is job fairs. Usually career fairs have multiple benefits for VET schools. They help students to meet employers and find internship, summer or permanent jobs, volunteer work, etc. At the same time well organized career fairs bring strong PR effect for the VET school and the career center.

Finally, the career center should be active participant in every significant educational and employment event organized on a municipal level. The services of the career center have to be visible and known not only on the VET school level but also for all local institutions that can be benefited by them such as public employment offices and VTCs.

## CHAPTER 4 – Final Remarks

The purpose of this profile described in the above chapters is to provide practical guidance on starting the “School-Based Career Center” in VET school settings. Further is needed to be developed the Manual of Services and Procedures for “School-Based Career Center” to define details and quality assurance standards.

The field of career guidance is continually shifting and changing to reflect the changes in society and in the world of work. Experts that will implement the model are encouraged to step on the good practices, resources and needs of the target groups involved, as well as to further explore existing models, concepts and ideas in order to adjust it to current settings of the VET system in Kosovo. Having the new career centers successfully working will serve as validation to further design a complementary scale-up and sustainability strategy for the “School-Based Career Center” profile. As it was already mentioned, a bottom-up approach will be used for development stages of “School-Based Career Center” for VET Schools. The final goal will be to prove the benefits of the model for wide range of stakeholders in order to further ensure institutionalization by integration at VET system as a whole.

**A closing advice that will make successful the mission of the “School-Based Career Center” in VET schools:**

- Empower the best career staff and keep developing them;
- Make the career center visible and integrated part of the school life;
- Collaborate with others in the field and share information, sources, expertise and good practices;
- Develop strong links with business;
- Become career leader on a community level
- Promote the career center as often as possible