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Career Guidance Strategy of Lutfi Musiqi School
2026-2030

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Date:	**31.07.2026**

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Executive Summary

Technical High School "Lutfi Musiqi" is committed to establishing a comprehensive, inclusive and sustainable career guidance system that supports learners in making informed decisions about their education, employment, entrepreneurship and future careers. With approximately 570 learners enrolled in a wide range of technical and vocational programmes, the school recognises career guidance as an essential component of quality vocational education and training and a key factor in preparing young people for the changing labour market.

The main institutional challenges include the need for more systematic and continuous career guidance, stronger support during the transition from school to employment or further education, increased student participation in guidance activities, limited staff time and financial resources, and improved access to digital tools and reliable labour market information. Strengthening cooperation with employers and other relevant stakeholders is also essential to ensure that learners develop skills and competences aligned with labour market needs.

The vision of this five-year strategy is to make career guidance an integral part of school life, ensuring that every learner has access to appropriate information, counselling and practical experiences to identify personal strengths and interests, explore career opportunities, develop career management skills and plan realistic pathways towards further education, employment or self-employment.

The strategy is built around five strategic priorities: (1) establishing an effective institutional career guidance system; (2) integrating career learning into the curriculum and student life; (3) strengthening cooperation with employers and labour market stakeholders; (4) improving learners' employability, entrepreneurship and transition skills; and (5) developing staff capacity and digital career guidance services.

Key actions will include appointing a Career Guidance Coordinator, establishing a Career Guidance Team and creating a dedicated career guidance space. The school will organise individual counselling, group workshops, career planning sessions, CV and job interview preparation, entrepreneurship activities, Career Days, company visits, internships and alumni mentoring. Career learning will be progressively integrated into vocational programmes, supported by digital resources and an online career information portal. Partnerships with local businesses, the Municipal Employment Office, universities, the Municipality, NGOs, alumni and international partners will be strengthened to provide learners with relevant information and practical career experiences.

By the end of the five-year implementation period, the school aims to achieve a more coordinated and accessible career guidance system, increased learner participation, stronger employer partnerships, improved access to workplace learning and labour market information, and better preparation for employment, entrepreneurship and further education. Learners are expected to demonstrate stronger career management, decision-making, communication and employability skills, enabling them to make informed and confident choices about their futures.

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Sustainability will be ensured by integrating career guidance into the school's annual plans, defining staff responsibilities, continuing professional development, maintaining long-term partnerships and allocating appropriate resources through institutional planning. The school will also seek opportunities through Erasmus+ and other national and international initiatives. Implementation will be monitored annually, with a mid-term review in Year 3 and a final evaluation in Year 5. The findings will guide future improvements and the development of the next strategy, ensuring that career guidance becomes a permanent, effective and continuously improving part of Technical High School "Lutfi Musiqi."

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1. Introduction

Career guidance is an essential part of quality vocational education and training (VET), as it helps learners understand their strengths, interests, skills and opportunities, and supports them in making informed decisions about their education, employment and future career pathways. For a technical and vocational school such as technical school "Lutfi Musiqi" in Vushtrri, effective career guidance is particularly important because learners are preparing not only for further education but also for direct entry into the labour market and for participation in practical and work-based learning.

This five-year Career Guidance Strategy has been developed to strengthen and further systematise the career guidance services provided at technical school "Lutfi Musiqi". The school recognises that career guidance should not be limited to individual counselling or activities organised at specific points during the school year. Rather, it should be a continuous process integrated into learners' educational experience and connected with their vocational preparation, personal development and transition to employment or further education.

The development of this strategy has also been strongly supported by the school's participation in the CG-International Project, which provided opportunities for professional learning, exchange of experience and reflection on effective career guidance practices. Through training activities and study visits in Finland and the Netherlands, participants gained insight into different approaches to career education, counselling, cooperation with employers, learner support, inclusion and transition from education to work or further learning. These experiences provided valuable perspectives that can be adapted to the needs and circumstances of technical school"Lutfi Musiqi". The strategy therefore builds on both the school's existing practices and the knowledge and experience gained through international cooperation.

Career guidance has particular importance in VET because learners need to understand how their chosen vocational programme relates to real employment opportunities, further education and changing labour-market demands. At technical school "Lutfi Musiqi", learners study a wide range of technical and vocational programmes, including areas such as information technology, electrical engineering, electronics, mechanics, mechatronics, CNC and computer-based technologies, road traffic, woodworking and other technical occupations. Effective guidance can help learners make informed choices, recognise their individual potential, develop career-management and employability skills, and better understand the expectations of employers and the opportunities available to them.

The school already provides a number of activities and forms of support related to career development, including counselling, information activities, practical learning, cooperation with employers, career-related events, workplace experiences and opportunities provided through national and international projects. However, there is a need to make these activities more

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systematic, coordinated, accessible and sustainable. Particular attention is needed to ensure that learners receive appropriate guidance throughout their educational journey and are better prepared for important transitions, especially the transition from school to employment, further education or other forms of lifelong learning.

The strategy also responds to the need to strengthen cooperation among the different actors involved in career guidance. Teachers, the career guidance coordinator, the school psychologist, school management, employers, employment services, higher education institutions, parents, alumni and other community partners all have an important role to play. Stronger coordination among these stakeholders can provide learners with more relevant information, practical experiences and opportunities to explore different career pathways.

Through this strategy, SHMT "Lutfi Musiqi" demonstrates its institutional commitment to the long-term improvement of the quality of career guidance. The school aims to establish a sustainable system in which career guidance becomes an integral part of school planning, teaching and learning, learner support and cooperation with the labour market. The strategy provides a clear framework for developing services, strengthening staff capacity, expanding partnerships, improving digital career guidance and monitoring the impact of activities over a five-year period.

Ultimately, the strategy aims to ensure that every learner at SHMT "Lutfi Musiqi" has access to meaningful career guidance and is supported to make realistic, informed and confident decisions about their future. By strengthening career guidance, the school seeks to contribute not only to better educational and employment transitions, but also to greater learner motivation, employability, personal development and successful participation in lifelong learning.

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1.1 Institutional Profile

Technical High School “Lutfi Musiqi”, located in Vushtrri, Kosovo, is a public vocational education and training (VET) institution dedicated to preparing young people for successful careers in technical and professional fields. The school combines theoretical learning with practical training, enabling learners to develop the knowledge, technical competences and employability skills required by the labour market.

During the 2025/26 academic year, the school serves approximately 570 learners, supported by approximately 70 teachers and vocational trainers, as well as a school psychologist and career counsellor. The school provides a broad range of vocational programmes designed to respond to national VET priorities and the needs of the local and regional labour market.

The main study and training programmes include Application Development, Business Informatics, Mechatronics, Electronics, Electrical Installations, CNC Technology/Computer Digitisation of Machines, Mechanical Engineering, Road Traffic, Wood Processing, Production Operations, Auto Mechanics, and Heating, Air Conditioning and Water Pipe Installation.

The institution primarily operates within the vocational sectors of Information and Communication Technology (ICT), Electrical Engineering, Mechanical Engineering, Wood Processing, and Transport. Through dual education and work-based learning, learners have opportunities to gain practical experience in occupational environments and to develop professional competences relevant to the expectations of employers. During the 2025/26 academic year, approximately 80–90 learners participated in dual education/work-based learning, representing around 14–16% of the total student population.

The school mainly serves young people aged approximately 15–18 who are enrolled in upper-secondary vocational education. It is committed to providing equal learning opportunities and appropriate support for all learners, including those who may require additional educational, social or psychological support.

Existing learner support and career guidance activities include individual career counselling, psychological support, academic guidance, Open Doors Week, career fairs, employer presentations, workplace learning through dual education, internships, Erasmus+ mobility opportunities, and participation in international projects such as eTwinning and Erasmus+. These activities provide learners with opportunities to explore career pathways, understand labour-market opportunities, develop career-management and employability skills, and prepare for transitions to employment, further education or lifelong learning.

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Technical High School "Lutfi Musiqi" maintains partnerships with a range of external stakeholders, including local employers, the Municipal Employment Office, the Municipality of Vushtrri, higher education institutions, the Kosovo Chamber of Commerce, non-governmental organisations, alumni, and international partners through Erasmus+ and the CG-International Project. These partnerships support work-based learning, career education, practical training, professional development, international cooperation and the continuous improvement of vocational education and career guidance services.

The institutional profile demonstrates that SHMT "Lutfi Musiqi" has a strong foundation for developing a more systematic and sustainable career guidance system. The present strategy builds on these existing resources, practices and partnerships while addressing areas that require further development, particularly the coordination of career guidance services, learner participation, transition support, employer cooperation, digital guidance and the continuous professional development of staff.

2. Strategic Context and Needs Analysis

Policy Context

The Career Guidance Strategy of Technical High School "Lutfi Musiqi" is aligned with the legal and strategic framework governing education, vocational education and training, employment and lifelong learning in the Republic of Kosovo. In particular, the strategy takes into account the Education Strategy 2022–2026, the Action Plan for the Education Strategy 2022–2026, the Law No. 04/L-138 on Vocational Education and Training, and the Employment Strategy of Kosovo 2024–2028. These documents provide an important policy basis for strengthening career guidance, practical learning, employability, cooperation with employers and transitions from education to employment or further learning.

Education Strategy 2022–2026 and its Action Plan

The Education Strategy 2022–2026 identifies the improvement of vocational education and training as an important priority and places particular emphasis on strengthening the connection between VET institutions, practical learning and the labour market. The strategy recognises the importance of work-based and dual learning, cooperation between VET institutions and businesses, and the development of the capacities of teachers, instructors and school leaders.

Career guidance is explicitly recognised as an important element of a functional VET system. The Education Strategy foresees the strengthening of career counselling and guidance services in VET institutions, including the development of standards and increased institutional capacity for providing these services. Its Action Plan includes the target that 100% of VET institutions should provide career counselling and guidance services by 2026. It also includes objectives related to practical teaching and learning and the development of cooperation with businesses.

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The Career Guidance Strategy of SHMT "Lutfi Musiqi" directly supports these priorities by establishing a structured system of career guidance, strengthening individual and group counselling, integrating career learning into school activities, expanding employer cooperation and supporting learners in their transition from school to employment or further education.

Law No. 04/L-138 on Vocational Education and Training

The Law No. 04/L-138 on Vocational Education and Training provides the main legal framework for VET in Kosovo. The law defines VET as a system intended to provide learners with the knowledge, practical skills and competences required for specific occupations and for the labour market. It also emphasises the relationship between VET provision, economic and technological development, labour-market requirements and the needs of individuals.

The Career Guidance Strategy reflects these principles by helping learners understand the relationship between their vocational education, personal interests and abilities, occupational profiles and actual labour-market opportunities. The strategy also supports the development of employability and career-management skills, practical learning and cooperation with employers.

Employment Strategy of Kosovo 2024–2028

The Employment Strategy 2024–2028 provides a further policy context for strengthening the connection between education, skills development and employment. It supports the broader national objective of developing competitive skills and improving employment opportunities, particularly in relation to the changing needs of the labour market.

For technical school "Lutfi Musiqi", this is particularly relevant because effective career guidance can help reduce the gap between learners' vocational preparation and labour-market requirements. Through career information, employer presentations, workplace learning, internships, career days, CV and interview preparation, and information about further education, the school can better prepare learners for successful transitions after graduation.

Work-based learning, dual education and employer cooperation

The national VET policy framework places strong emphasis on practical teaching, work-based learning and dual education. The Education Strategy 2022–2026 includes measures for assessing enterprise capacity for work-based and dual learning, strengthening school-business cooperation, and training teachers and enterprise instructors involved in these forms of learning.

This priority is directly relevant to technical school "Lutfi Musiqi", where approximately 80–90 learners participate in dual education/work-based learning. The Career Guidance Strategy therefore aims to strengthen the connection between career guidance and practical learning by helping learners understand workplace expectations, explore occupations, reflect on their practical experiences and develop realistic career plans.

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Inclusion, lifelong learning and learner transitions

The strategy also supports the wider principles of inclusive education and lifelong learning reflected in Kosovo's education and VET framework. Career guidance should be accessible to all learners and should provide additional support where individual educational, social or career-related needs are identified.

Particular attention will therefore be given to learners who may face difficulties in making educational or career decisions, accessing information, participating in work-based learning or transitioning to employment or further education. Career guidance will also promote the understanding that career development is a continuous process involving further learning, skills development, retraining and adaptation to changing labour-market conditions.

Alignment with CG-International

In addition to the Kosovo policy framework, the strategy incorporates learning gained through the CG-International Project. The project strengthened the school's understanding of learner-centred career guidance, career-management skills, labour-market relevance, employer cooperation, inclusion and institutional quality improvement. Experiences from professional training and study visits in Finland and the Netherlands have informed the development of a school-based model adapted to the local VET context.

Overall, the Career Guidance Strategy of SHMT "Lutfi Musiqi" translates national policy priorities into concrete institutional actions. It connects career guidance with vocational learning, practical and dual education, employability, employer cooperation, inclusion and successful learner transitions, while establishing a long-term framework for improving the quality and sustainability of career guidance services at school level.

Labour Market Context

The labour market context is an important consideration for the Career Guidance Strategy of Technical High School **"Lutfi Musiqi"**, as the school prepares learners for occupations that are directly connected with local, regional and national economic activity. Kosovo's labour market is changing as a result of technological development, digitalisation, changes in production processes, business development and increasing demand for workers with both technical and transferable skills. For a VET institution, this makes regular labour-market information and strong cooperation with employers essential components of effective career guidance.

Labour market situation in Kosovo

According to the **Kosovo Agency of Statistics (ASK), Labour Force Survey 2024**, the employment rate in Kosovo was **38.6%**, while the unemployment rate was **10.8%**. Among young people aged 15–24, unemployment was considerably higher, at **19.5%**, demonstrating the importance of effective support for young people entering the labour market.

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The same data shows that **trade, construction and manufacturing** are among the leading sectors of employment in Kosovo. In 2024, trade accounted for **19.5%** of employment, construction for **12.6%**, and manufacturing for **10.6%**. Transport and storage, information and communication, and professional and technical activities also represent relevant areas of employment.
These trends are particularly relevant for SHMT "Lutfi Musiqi", whose vocational programmes are strongly connected with manufacturing, construction-related technical occupations, transport, ICT and technical services.

Local labour market – Vushtrri
The economic structure of Vushtrri Municipality provides a particularly relevant context for the school's vocational programmes. According to the municipality's published economic profile, approximately 3,838 businesses operate in Vushtrri. The largest groups include wholesale and retail trade (1,495 businesses), transportation and warehousing (596), accommodation and food services (392), manufacturing (310), construction (265), information and communication (71), and scientific, professional and technical activities (92).
This local business structure creates opportunities and potential career pathways for learners in several of the school's vocational fields. In particular:

- ICT, Application Development and Business Informatics: The presence of information and communication businesses, together with the continuing digitalisation of businesses and public services, creates a need for digital competences, software development, IT support, data management and business-information skills.
- Electrical Installations, Electronics and Mechatronics: Industrial, construction and service activities require workers with competencies in electrical systems, automation, maintenance, electronics and increasingly integrated technical systems.
- CNC, Mechanical Engineering and Production Operations: The presence of 310 manufacturing businesses in Vushtrri provides a relevant local environment for mechanical, production, machine-operation and CNC-related skills. The development of modern production processes also increases the importance of digital manufacturing skills, precision, technical drawing, machine operation and problem-solving.
- Auto Mechanics and Road Traffic: The significant number of businesses connected with transport and the broader trade and vehicle-related economy creates opportunities for learners with skills in vehicle maintenance, diagnostics, transport operations and related services. Vushtrri has 596 businesses in transportation and warehousing, making this an important local economic sector.
- Wood Processing and Carpentry: Wood processing remains relevant to the school's vocational offer and to the wider manufacturing sector. Learners require a combination of traditional occupational skills and modern competencies such as computer-supported design, machine operation, precision work, entrepreneurship and quality control.

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Skills and competences required by employers

The labour-market evidence suggests that career preparation cannot focus only on technical qualifications. Learners increasingly need a combination of occupational competences and transferable skills, including communication, teamwork, problem-solving, digital literacy, adaptability, responsibility, customer communication and entrepreneurial skills.

For learners in technical programmes, particular importance should be given to:

- digital and technological competences;
- practical occupational skills;
- problem-solving and critical thinking;
- communication and teamwork;
- workplace safety and professional responsibility;
- adaptability to new technologies and production processes;
- entrepreneurship and self-employment skills;
- CV preparation, job-search and interview skills;
- foreign-language skills, particularly English;
- understanding workplace expectations and labour-market trends.

The example of a manufacturing company in Vushtrri also illustrates the changing nature of technical employment. In 2023, BBI Plast, a local manufacturing company, reported vacancies for production workers and an industrial plastic production machine engineer, demonstrating demand for both production-level and technically specialised skills within a local enterprise.

Implications for Career Guidance at "Lutfi Musiqi"

The labour-market context directly influences the priorities of this Career Guidance Strategy. Career guidance at technical school "Lutfi Musiqi" should therefore move beyond providing general information about occupations and should help learners understand the real relationship between their vocational programme, local employers, required competences and future employment opportunities.

Based on the available evidence, the school will give particular attention to the following career-guidance priorities:

1. Strengthening labour-market information by regularly sharing information about occupations, employers, employment opportunities, further education and emerging skills requirements.
2. Increasing employer engagement through company visits, employer presentations, Career Days, workplace learning, internships and structured feedback from employers.
3. Connecting career guidance with practical and dual education, so that learners can reflect on their workplace experiences and understand how technical skills are applied in real working environments.

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4. Strengthening employability skills, particularly communication, teamwork, problem-solving, digital skills, entrepreneurship, CV writing and interview preparation.
5. Providing differentiated guidance according to vocational profiles, ensuring that learners understand the specific career pathways and further education opportunities connected to programmes such as ICT, mechatronics, electrical engineering, CNC, mechanics, transport and wood processing.
6. Supporting transitions after graduation, by providing information and guidance on employment, higher education, professional training, entrepreneurship and lifelong learning.
7. Regularly updating labour-market information, in cooperation with local employers, the Municipal Employment Office, the Municipality, alumni and other stakeholders, so that career guidance remains responsive to changes in the local and national economy.

The labour-market analysis therefore supports the central aim of this strategy: to develop a career guidance system that is learner-centred, labour-market relevant and closely connected with practical vocational education. By strengthening the link between learners, vocational programmes, employers and employment opportunities, SHMT "Lutfi Musiqi" can better prepare its graduates for successful transitions to employment, further education and lifelong learning.

Institutional Needs

Although career guidance activities already exist at Technical High School "Lutfi Musiqi", several areas require further development in order to establish a more systematic, accessible and sustainable career guidance system. The main institutional needs identified are:

- Stronger coordination of career guidance activities, including clearer roles and responsibilities among the career counsellor, teachers, school psychologist, management and external partners;
- Systematic career education throughout all study years, ensuring that career guidance is provided progressively rather than concentrated mainly in the final years of vocational education;
- Greater use of digital career guidance tools, providing learners with easier access to information about occupations, labour-market opportunities, further education, internships and employment;
- Improved transition support to higher education and employment, particularly through career planning, CV and interview preparation, information about further education and stronger links with employers;
- Increased cooperation with employers and labour-market institutions, including the Municipal Employment Office, local businesses and other relevant stakeholders, in order to provide up-to-date labour-market information and meaningful work-based learning opportunities;

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- Professional development for teachers involved in career guidance, enabling staff to strengthen their knowledge and skills in career education, counselling, labour-market information and learner-centred guidance approaches.

Priority Needs

Among these needs, the highest priorities are the establishment of stronger coordination, the systematic integration of career education throughout the learners' educational journey, and the improvement of transition support through stronger cooperation with employers and labour-market institutions. These areas are considered priorities because they provide the foundation for a coherent career guidance system and have a direct influence on learners' ability to understand their career options, develop employability skills and successfully move from vocational education to employment, higher education or further training. Digital tools and continuous professional development will support these priorities by increasing access to career information and strengthening the capacity of staff to provide effective, modern and learner-centred guidance.

These identified needs provide the basis for the Institutional Analysis and inform the Strategic Objectives of the five-year Career Guidance Strategy.

Learning from the CG-International Project

Participation in the CG-International Project made an important contribution to the development of the Career Guidance Strategy of Technical High School "Lutfi Musiqi". Through international training activities and study visits to Finland and the Netherlands, school representatives had the opportunity to observe how career guidance, learner support and preparation for working life are organised in different vocational education contexts.

The experiences gained during the mobilities provided several concrete practices that are particularly relevant to the development of career guidance at "Lutfi Musiqi". These practices have been considered in relation to the school's existing resources, the local labour market and the needs of its learners.

1. Early career planning and structured digital communication – Finland

Practice observed:

One of the practices that made a particularly strong impression during the visit to Finland was the use of the Wilma digital school system. The system supports communication and information sharing between learners, teachers, parents and the school and contributes to the systematic monitoring of learners' educational progress and development. Another important aspect observed was the emphasis on starting career and work-related preparation at an early stage, rather than waiting until the final year of education. The Finnish approach also demonstrated the importance of cooperation and supervision by relevant educational and public institutions.

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Adaptation at Lutfi Musiqi:
The school will strengthen the use of existing digital communication and learning platforms for career-related information and gradually develop a more structured digital career guidance system. Career planning activities will begin earlier in learners' vocational education and will be developed progressively according to their age, vocational profile, interests and future plans. The school will also explore stronger cooperation with municipal and public institutions responsible for education, employment and career guidance.

Related strategic objective/action:

- Develop digital career guidance services and an online career information space.
- Introduce career education and career planning from the earlier years of vocational education.
- Strengthen cooperation with the Municipal Employment Office and other relevant public institutions.

2. Municipal career guidance and cooperation with public institutions – Finland

Practice observed:
A particularly valuable example from Finland was the existence of career guidance services at municipal level, which complement the support provided by schools. This demonstrated how schools and public institutions can share responsibility for helping young people make educational and career decisions and successfully transition towards working life.

Adaptation at Lutfi Musiqi:
The school will seek to strengthen cooperation with the Municipality of Vushtrri and the Municipal Employment Office, with the aim of improving access to labour-market information, career counselling, employment opportunities and information about further education and training. Where possible, external career professionals and public employment services will be invited to participate in career days, information sessions and counselling activities.

Related strategic objective/action:

- Establish stronger institutional partnerships with employment and public career guidance services.
- Organise regular labour-market information sessions and career events.
- Strengthen transition support for learners entering employment or further education.

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3. Preparing learners for working life through practical experiences – the Netherlands

Practice observed:
During the study visit to the Netherlands, an interesting example was observed in a school environment where learners were given opportunities to prepare for the world of work through practical and exploratory activities in different fields. The MicroLab approach particularly demonstrated how learners can develop practical skills, explore different occupations and become more familiar with workplace expectations in a supportive educational environment.

Adaptation at Lutfi Musiqi:
The school will further strengthen the connection between vocational learning and career development by creating more opportunities for learners to explore occupations through practical activities, demonstrations, company visits, workplace learning and project-based tasks. Where possible, activities similar in principle to the MicroLab approach will be adapted to the school's vocational profiles, including ICT, electrical engineering, mechatronics, mechanics, CNC, transport and wood processing.
This approach will help learners understand not only what they study but also where and how their skills can be used in real working environments.

Related strategic objective/action:

- Strengthen the connection between career guidance and vocational/practical learning.
- Increase company visits, workplace experiences and employer presentations.
- Develop career exploration activities linked to individual vocational profiles.

4. Interview preparation and employability skills – the Netherlands

Practice observed:
The Dutch study visit also highlighted the importance of preparing learners for job interviews and other aspects of entering the labour market. Interview preparation was approached as a practical skill that learners need to develop before completing their education.

Adaptation at Lutfi Musiqi:
The school will introduce more systematic activities for job interview preparation, including simulated interviews, role-play, communication exercises, CV preparation and feedback from teachers and, where possible, employers. These activities will be particularly emphasised for learners approaching graduation and entering the labour market.

Related strategic objective/action:

- Strengthen employability and career-management skills.
- Organise regular CV and job-interview workshops.
- Involve employers in simulated interviews and career preparation activities.
- Improve learners' readiness for the transition from school to employment.

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Contribution to Institutional Change

The experiences from Finland and the Netherlands have therefore contributed directly to the development of the Career Guidance Strategy rather than being treated only as examples of international good practice. The school will adapt the observed approaches to its own institutional and local context by strengthening early career planning, digital career guidance, cooperation with municipal and employment services, practical career exploration, employer engagement and job-interview preparation.

The purpose is not to copy the Finnish or Dutch systems, but to adapt relevant practices to the needs and possibilities of Technical High School “Lutfi Musiqi”. These adaptations will contribute to the development of a more coordinated, learner-centred and sustainable career guidance system and will directly inform the strategic objectives and five-year action plan of the school

3. Methodology for Strategy Development

The Career Guidance Strategy of Technical High School "Lutfi Musiqi" was developed through a collaborative and evidence-based process involving internal stakeholders, external partners, and knowledge gained through international cooperation. The objective was to create a practical and sustainable strategy that reflects the needs of learners, responds to labour market demands, and aligns with national and European priorities in vocational education and training.

Internal Preparation

The preparation of the strategy began with a comprehensive self-assessment of the school's existing career guidance services. The management team, career counsellor, teachers, and support staff reviewed current practices, identified strengths and areas for improvement, and analysed how career guidance activities were integrated into school life.

A series of management meetings were organised to define the strategic direction of career guidance and establish priorities for future development. These meetings focused on improving learner support, strengthening cooperation with external stakeholders, integrating career learning into the educational process, and ensuring the long-term sustainability of career guidance services.

Teachers participated in workshops and discussions to evaluate existing guidance activities and propose new approaches that could better support students' career development. Their experience working closely with learners provided valuable insights into students' educational needs, career aspirations, and the challenges they face when making career decisions.

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Student feedback also played an important role in the development of the strategy. Through classroom discussions, questionnaires, and informal consultations, students shared their experiences regarding career information, counselling services, work-based learning opportunities, and transition support. Their feedback highlighted the importance of receiving career guidance throughout their education rather than only during the final year.

The strategy was further informed by a review of internal school data, including student enrolment trends, participation in dual education programmes, internship placements, graduate progression, and existing partnerships with employers. This evidence helped identify priorities and establish realistic strategic objectives.

External Consultation

The strategy was developed in close consultation with external stakeholders who play an important role in supporting students' transition from education to employment.

Local employers provided valuable information about current labour market trends, skills shortages, recruitment expectations, and the professional competencies required in technical occupations. Their feedback contributed to strengthening the connection between vocational education and workplace requirements.

The Municipal Employment Office shared labour market information, employment trends, and guidance practices that support young people entering the workforce. This cooperation helped ensure that the strategy reflects current employment opportunities and regional workforce needs.

The Municipality of Vushtrri supported the strategic planning process by encouraging collaboration between education providers, employers, and community organisations, while contributing to initiatives that promote youth employment and local development.

Representatives from the Kosovo Chamber of Commerce offered perspectives on industry needs, employer expectations, and opportunities to expand work-based learning and internship partnerships.

Non-governmental organisations (NGOs) contributed experience in areas such as youth development, inclusion, entrepreneurship, and social support, helping to ensure that career guidance services remain accessible and responsive to learners from diverse backgrounds.

Former students (alumni) also contributed by sharing their educational and professional experiences. Their insights provided valuable guidance on the transition from school to employment or higher education and demonstrated the long-term value of effective career guidance.

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4. Institutional Analysis

Technical High School "Lutfi Musiqi" has already established a number of activities and support mechanisms that contribute to learners' career development, including individual counselling, career-related events, practical and dual education, employer engagement, internships, and opportunities through Erasmus+ and other international projects. The school also benefits from the involvement of teachers, the school psychologist, career guidance staff and external partners. However, career guidance is not yet fully coordinated as one systematic service across all study years. Differences in the availability and frequency of activities, limited staff time, the need for stronger digital services, and the need for more structured transition support indicate areas for further development. The following analysis provides an honest overview of the current situation and identifies the main strengths, gaps and opportunities that should guide the school's strategic objectives and five-year improvement actions.

4.1 Current Career Guidance Situation

The current situation at Technical High School "Lutfi Musiqi" shows that several career guidance and learner-support activities are already in place. However, activities are not yet systematically recorded through a single monitoring system. Therefore, where consolidated quantitative data are not currently available, the first year of the strategy will establish a clear baseline that can be used to measure progress over the following five years.

Area	Current Situation
Individual counselling	Individual career counselling is available through the school career counsellor, with additional psychological and educational support provided by the school psychologist and teachers. The exact annual number of counselling sessions and learners reached is not yet systematically recorded and will be established as a Year 1 baseline.
Group guidance sessions	Group guidance is provided through career-related activities, workshops, classroom activities, Career Days and other school events. The school will establish a consolidated annual record of the number of sessions and learners participating during Year 1.
Career information services	Career information is provided through Career Fairs, employer presentations, Open Doors Week, vocational programme information and international/project activities. The number of events and learners reached will be systematically recorded from Year 1 onwards.

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Internship / placement support	Work-based learning and practical experience are supported through dual education and cooperation with local businesses. Approximately 80–90 learners participate in dual education/work-based learning, representing approximately 14–16% of the school's 570 learners.
Employer cooperation	The school has active cooperation with local employers, particularly in relation to practical learning, dual education, workplace experience and career-related activities. A consolidated register of active employer partners will be established in Year 1 to provide a precise baseline for future growth.
Graduate transition support	Support is provided to learners approaching graduation through career information, counselling, practical learning and employability activities. However, systematic follow-up of graduates after completion of school is currently limited. A graduate follow-up mechanism will therefore be developed during the strategy period.
Inclusion support	Learners requiring additional educational, social or psychological support receive individual assistance from the school psychologist, teachers and relevant school staff. Support is provided according to individual needs, although a separate quantitative career-guidance baseline for this group is not currently available.
Digital guidance tools	The school uses basic online and digital resources for communication, information sharing, learning and project activities. However, there is no dedicated comprehensive digital career guidance portal. The strategy therefore aims to expand digital career information and guidance services during Years 3–4.
Dual education / work-based learning	Dual education is implemented in relevant vocational programmes. Approximately 80–90 learners currently participate, providing an important foundation for connecting vocational education, career guidance and the labour market.
Career-related events	Career-related activities include Career Fairs, Open Doors Week, employer presentations, company/workplace activities and other career-oriented events. The school will begin maintaining a central annual record of events, participating learners and participating employers to establish a reliable baseline.

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4.2 SWOT Analysis

Baseline development: During Year 1, the Career Guidance Coordinator and CG Team will establish a simple monitoring system covering counselling sessions, learners reached, career events, employer partners, WBL/dual education placements, graduate destinations and learner satisfaction. This will provide reliable quantitative baseline data and allow the school to set realistic annual targets and demonstrate measurable progress throughout the five-year strategy

Strengths	**Weaknesses**
• Experienced teaching staff • Strong dual education programmes • Good employer cooperation • Active Erasmus+ participation • Dedicated career counsellor • Modern technical programmes	• Limited digital guidance resources • Career activities not fully integrated into curriculum • Limited graduate tracking • Insufficient staff training in career guidance
Opportunities	**Threats**
• Erasmus+ mobility • Growing employer partnerships • Municipal Employment Office cooperation • Digital career platforms • International networking	• Rapid labour market changes • Limited financial resources • Migration of skilled young people • Changes in employer needs

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SWOT Analysis – Key Implications for the Strategy

The SWOT analysis highlights several important factors shaping the school's career guidance strategy. Strengths to build upon include Erasmus+ mobility, existing international partnerships, and the school's commitment to vocational education and practical learning. Weaknesses requiring intervention include limited financial resources, insufficiently systematic career guidance, and the need to strengthen staff capacity and digital career services. Opportunities include expanding employer partnerships, closer cooperation with the Municipal Employment Office, using digital career platforms, and developing international networks to exchange good practices. Threats include rapid labour market changes, evolving employer needs, and the migration of skilled young people. These findings directly inform the Strategic Objectives in Section 5 by prioritising the establishment of a coordinated career guidance system, the integration of career learning into school programmes, stronger employer and stakeholder cooperation, improved employability and entrepreneurship skills, and enhanced staff capacity and digital services. Together, these objectives aim to address institutional weaknesses, maximise available opportunities, build on existing strengths, and prepare learners more effectively for labour market challenges.

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4.3 Key Challenges

The institutional needs analysis and SWOT assessment identify several strategic challenges that need to be addressed in order to develop a more effective and sustainable career guidance system at Technical High School “Lutfi Musiqi”. The main challenges are:

1. Establishing a coordinated and systematic career guidance system
   Career guidance activities already exist, but they are not yet fully coordinated or systematically recorded across the school. Clear responsibilities, regular planning, monitoring and evaluation are needed to ensure that all learners have consistent access to career guidance.
2. Ensuring systematic career education throughout all study years
   Career guidance needs to be developed as a continuous process beginning in the earlier years of vocational education. Learners should progressively develop self-awareness, career-management skills, knowledge of occupations and labour-market opportunities rather than receiving guidance mainly when they approach graduation.
3. Strengthening transitions from vocational education to employment and further education
   Learners need more structured support when moving from school into employment, higher education, professional training or entrepreneurship. This includes career planning, labour-market information, CV and interview preparation, job-search skills and follow-up after graduation.
4. Strengthening employer and labour-market cooperation
   Existing cooperation with local businesses and work-based learning provides a strong foundation, but stronger and more systematic links are needed. Regular employer feedback, company visits, Career Days, internships, dual education and cooperation with the Municipal Employment Office can help ensure that career guidance remains connected to real labour-market needs.
5. Developing digital career guidance and staff capacity
   The increasing importance of digitalisation creates an opportunity to improve access to career information and guidance. At the same time, staff need appropriate professional development to use digital tools and modern learner-centred career guidance approaches effectively.
6. Ensuring sustainability despite limited resources and changing conditions
   Financial limitations, staff workload, rapid changes in labour-market requirements and the migration of skilled young people may affect the implementation and long-term impact of career guidance activities. The school therefore needs sustainable planning, clear staff responsibilities, partnerships, efficient use of existing resources and opportunities provided through Erasmus+ and other external cooperation.

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Link to the Strategic Objectives

These challenges provide the direct rationale for the Strategic Objectives in Section 5. In response, the strategy will focus on establishing an effective institutional career guidance system; integrating career education throughout the vocational education journey; strengthening employer cooperation and labour-market relevance; improving learners' employability and transitions to employment or further education; expanding digital career guidance; and building staff capacity and long-term sustainability. The objectives are therefore directly derived from the needs identified in the institutional analysis and are designed to address the main challenges facing the school over the five-year strategy period.

5. Vision, Mission and Strategic Objectives

5.1 Vision Statement

Technical High School "Lutfi Musiqi" provides accessible, inclusive, innovative and high-quality career guidance that empowers every learner to make informed educational and career decisions while successfully transitioning into employment, higher education and lifelong learning.

5.2 Mission Statement

Our mission is to deliver learner-centred career guidance through professional support, practical learning experiences, employer partnerships, digital innovation and international cooperation, enabling students to achieve their full personal and professional potential.

5.3 Strategic Objectives

The Career Guidance Strategy of Technical High School “Lutfi Musiqi” is structured around five strategic objectives. These objectives directly respond to the institutional needs, SWOT findings and key challenges identified in Section 4 and provide the framework for the five-year Action Plan.

1. SO1. Establish a comprehensive institutional career guidance system.
2. SO2. Integrate career education across all vocational programmes.
3. SO3. Strengthen partnerships with employers and labour market institutions.
4. SO4. Improve students' employability, entrepreneurship and career management skills.
5. SO5. Expand digital and inclusive career guidance services.

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These five objectives are interconnected and will be implemented progressively throughout the five-year strategy period. Together, they aim to establish a coordinated, learner-centred and sustainable career guidance system that supports learners from the beginning of their vocational education through their transition to employment, further education or lifelong learning.

6. Career Guidance Service Model

The Career Guidance Service Model at Technical High School "Lutfi Musiqi" is designed to provide accessible, inclusive, and learner-centred guidance throughout students' educational journey. Career guidance is viewed as a continuous process that supports students in developing self-awareness, exploring career opportunities, making informed educational and occupational decisions, and successfully transitioning to employment, higher education, or entrepreneurship.

Career guidance services will be delivered through a combination of individual counselling, group activities, employer engagement, practical learning experiences, digital resources, and partnerships with external stakeholders. Services will be coordinated by the Career Guidance Team, which includes the Career Guidance Coordinator, school management, teachers, the psychologist, internship coordinator, and external partners. Activities will be integrated into the annual school programme and reviewed regularly to ensure they meet learners' needs and labour market developments.

6.1 Core Services

The core services of the Career Guidance Service Model at Technical High School “Lutfi Musiqi” include career information and exploration, individual career counselling and planning, employability and career management skills development, work-based learning and cooperation with employers, guidance on further education and entrepreneurship, and inclusive and digital career guidance support. These services aim to help learners identify their strengths and interests, explore career opportunities, develop the skills needed for employment, make informed decisions about their future, and successfully transition from school to employment, further education or self-employment. The services will be delivered through individual counselling, workshops, digital resources and partnerships with employers, educational institutions, parents and other relevant stakeholders.

6.2 Delivery Methods

Career guidance services at Technical High School “Lutfi Musiqi” will be delivered through individual counselling sessions, group workshops, classroom-based activities, career information sessions, digital platforms and practical workplace experiences. Other methods will include

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company visits, internships, employer presentations, Career Days, job fairs, CV-writing workshops, mock interviews, peer learning, alumni mentoring and meetings with parents. Online meetings and international cooperation with partner schools will support the exchange of good practices and access to wider career opportunities. These methods will be adapted to learners' needs, age groups and vocational programmes to ensure accessible, inclusive and effective career guidance.

6.3 Priority Target Groups

The primary target group of the Career Guidance Service at Technical High School "Lutfi Musiqi" is all learners enrolled in the school's vocational and technical programmes, with particular attention to final-year students preparing to transition to employment, apprenticeships or further education. Special priority will be given to learners who need additional support in identifying their interests, strengths and career goals, as well as those facing educational, social or personal challenges. Learners participating in dual education and workplace learning will receive guidance to help them connect their practical experience with future career opportunities. Teachers, vocational trainers and parents will also be involved in supporting learners' career development. Employers, alumni, the Municipal Employment Office, universities and other relevant partners will be engaged to strengthen cooperation and ensure that career guidance services respond to learners' needs and labour market opportunities.

Service	Target Group	Delivery Method	Frequency	Responsible
Individual counselling	All learners, with priority for learners requiring additional support and final-year learners	Face-to-face / individual meetings	Monthly / as needed	CG Coordinator / Psychologist
Career awareness workshops	Year 1 learners	Classroom-based activities, interactive workshops	Each semester	Teachers / CG Team
Career exploration and planning workshops	Year 2 learners	Workshops, practical activities, career exploration exercises	Each semester	Teachers / CG Team

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Career planning and pathway guidance	Year 3 learners	Workshops, individual and group sessions	Quarterly	CG Team / Teachers
Transition and employability workshops	Final-year learners	Workshops, simulations and employer-supported activities	Twice yearly	CG Team / Teachers / Employers
CV / Interview preparation	Final-year learners	Workshops, online activities and simulated interviews	Twice yearly	Teachers / Employers
Internship / WBL support	VET learners participating in practical/dual education	Employer visits, workplace mentoring and supervision	Continuous	Internship Coordinator / Vocational Teachers
Career and labour-market information	All learners	Career Days, employer presentations, company visits and information sessions	At least twice yearly	CG Team / Employers / Employment Office
Entrepreneurship guidance	Learners interested in self-employment	Workshops, project-based learning and mentoring	Each semester	Entrepreneurship Teacher / External Experts
Higher education and further training guidance	Mainly final-year learners	University presentations, information sessions and individual counselling	Annually / as needed	CG Coordinator / Teachers
Alumni mentoring	Final-year learners	Alumni talks, panels and peer mentoring	Once a year	CG Coordinator / Alumni
Inclusion support	Learners at risk or requiring additional support	Individualised and personalised support	Continuous	Psychologist / CG Coordinator / Teachers

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Digital career guidance support	All learners	Online platforms, digital resources and career information portal	Continuous	CG Team / IT Team
Parent career information	Parents / guardians	Information meetings and guidance sessions	Annually	CG Team / School Management

Progressive Career Guidance Approach

The progression of group workshops will follow a three-stage model:

- Year 1 – Career Awareness: learners explore their interests, strengths, values, vocational identity and the different career opportunities connected with their study programme.
- Year 2 – Career Exploration and Planning: learners explore occupations, labour-market information, further education opportunities and develop initial individual career plans.
- Year 3 – Career Development and Decision-Making: learners strengthen career-management skills, connect their vocational competences with specific career pathways and make more informed decisions about their future.
- Final Year – Transition and Employability: learners prepare for the transition to employment, higher education or further training through CV writing, job-search skills, interview preparation, employer interaction, entrepreneurship and individual career counselling.

This progressive model ensures that career guidance is continuous rather than concentrated only in the final year, while allowing the content and level of support to become increasingly focused on career decision-making and transition as learners approach graduation.

7. Govevernance, Partnerships and Resources

Successful implementation of the Career Guidance Strategy requires clear governance structures, active collaboration among internal and external stakeholders, and the appropriate allocation of human, financial and material resources. Career guidance is a shared responsibility within Technical High School “Lutfi Musiqi” and will be embedded in the school’s overall development and quality assurance processes.

The overall responsibility for implementing the strategy lies with the School Director, who provides strategic leadership, approves annual action plans, ensures that career guidance remains an institutional priority, and facilitates the allocation of the necessary resources.

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The existing Career Counsellor will serve as the Career Guidance Coordinator, subject to formal designation by the School Director. This arrangement will build on existing staff capacity and ensure continuity without creating a duplicate position. The Coordinator will lead the day-to-day implementation of the strategy, coordinate career guidance activities, monitor progress, maintain communication with external partners, and prepare annual implementation reports.

The Management Team will oversee implementation, review progress regularly, support institutional decision-making, and ensure that career guidance activities are integrated into the school's annual work plan.

A Career Guidance Team will support the Coordinator in planning, delivering and evaluating activities. It will include representatives of school management, teachers and vocational trainers, the school psychologist, and other relevant staff as appropriate. Teachers and vocational trainers will integrate career learning into teaching and practical training, organise relevant workshops, support learners in exploring career pathways, and identify students who may require additional guidance.

The School Psychologist and other support staff will provide appropriate individual support to learners experiencing personal, educational or social challenges and promote inclusive access to career guidance services.

The Career Guidance Office will be established as a dedicated space and service within the school, rather than as a separate staff position or administrative department. It will provide an accessible environment for individual counselling, career planning, group workshops, access to career information, and meetings with employers and other stakeholders. Where a permanent dedicated room is not immediately available, the school will use suitable existing facilities and develop the office progressively as resources permit.

Strong external partnerships are essential to achieving the objectives of this strategy. The school will strengthen cooperation with local employers to provide workplace learning, internships, mentoring, company visits and feedback on labour market needs. Collaboration with the Municipal Employment Office will improve learners' access to current labour market information, employment services and career counselling opportunities.

Additional partnerships with the Municipality of Vushtrri, the Kosovo Chamber of Commerce, universities, non-governmental organisations, alumni, parents and Erasmus+ partner institutions will broaden learners' access to further education, entrepreneurship, international mobility and professional development opportunities.

Implementation will depend on the effective use of available human, material and financial resources. Human resources will include the Career Guidance Coordinator, Career Guidance Team, teachers, vocational trainers, the school psychologist, school management and external experts where available. Material resources will include career guidance materials, digital platforms, computers, internet access, presentation equipment and suitable spaces for counselling

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and workshops. Financial resources will be sought through the school's annual budget, municipal support, Erasmus+ projects and other funding opportunities, subject to availability.

Through effective governance, strong partnerships and sustainable resource planning, Technical High School "Lutfi Musiqi" aims to establish a coordinated, inclusive and sustainable career guidance system that supports learners throughout their educational journey and prepares them for employment, further education, entrepreneurship and lifelong learning.

Governance, Partnerships and Resources Framework

Stakeholder / Role	Main Responsibilities	Partnership Contribution	Resources Needed
School Director	Strategic leadership, approval of the strategy, resource allocation, monitoring implementation	Institutional leadership and policy support	Staff time, annual budget
Management Team	Coordinate implementation, monitor progress, integrate activities into school plans	Internal coordination	Meeting time, planning tools
Career Guidance Coordinator	Coordinate daily career guidance services, organise activities, monitor progress, liaise with partners	Cooperation with employers, institutions and stakeholders	Professional training, digital guidance tools
Teachers and Vocational Trainers	Deliver career learning activities, identify learner needs, support career planning	Curriculum implementation	Teaching materials, training
School Psychologist / Support Staff	Individual counselling, inclusion support, learner well-being	Support vulnerable learners	Guidance materials, counselling resources
Internship Coordinator	Organise workplace learning, supervise internships, maintain employer contacts	Employer cooperation	Coordination time, transport for visits
Local Employers	Provide internships, mentoring, workplace visits, guest lectures	Work-based learning opportunities	Staff mentors, workplace placements
Municipal Employment Office	Labour market information, career counselling sessions, employment services	Labour market expertise	Information materials, career advisors

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Municipality of Vushtrri	Support local youth employment initiatives and school cooperation	Community partnerships	Local development support
Kosovo Chamber of Commerce	Promote employer engagement and labour market cooperation	Business networking	Industry information
Universities and Higher Education Institutions	Promote further education opportunities and academic pathways	University presentations and guidance	Promotional materials
NGOs and Community Organisations	Deliver inclusion, entrepreneurship, and youth development activities	Project-based cooperation	Training programmes, external expertise
Alumni	Share career experiences, mentor students, participate in Career Days	Role models and networking opportunities	Event organisation and communication
Parents and Guardians	Support students' career planning and educational decisions	Home-school cooperation	Parent information sessions

7.1 Governance Structure

The governance structure of the Career Guidance Service at Technical High School “Lutfi Musiqi” will ensure clear responsibilities, effective coordination and sustainable implementation. The School Director will provide overall leadership, approve action plans and facilitate the allocation of necessary resources. The existing career counsellor, formally designated as the Career Guidance Coordinator, will coordinate daily activities, monitor progress, maintain communication with partners and prepare annual reports. The Career Guidance Team, consisting of representatives of school management, teachers, vocational trainers and the school psychologist, will support the planning, implementation and evaluation of career guidance activities. Teachers and vocational trainers will integrate career learning into their subjects and practical training, while the school psychologist will provide additional support to learners according to their needs. Cooperation with employers, the Municipal Employment Office, universities, parents, alumni, the Municipality of Vushtrri and international partners will strengthen the delivery of services. The Career Guidance Office will serve as a dedicated space for counselling, workshops and access to career information. Progress will be reviewed annually to ensure accountability, continuous improvement and alignment with the school’s strategic objectives.

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7.2 Partnership Development

Technical High School "Lutfi Musiqi" will strengthen and expand partnerships with local businesses, employers, the Municipal Employment Office, the Municipality of Vushtrri, the Kosovo Chamber of Commerce, universities, non-governmental organisations, parents, alumni and international partner schools. These partnerships will support the delivery of career guidance services by providing learners with opportunities for company visits, workplace learning, internships, mentoring, career presentations and access to up-to-date labour market information. Cooperation with educational institutions will help learners explore further education, scholarships and professional training opportunities. Building on the experience gained through Erasmus+ projects and international cooperation, the school will continue exchanging good practices with partner schools, developing joint initiatives and exploring opportunities for future projects. Regular communication, partnership agreements and joint activities will help ensure that cooperation remains active, mutually beneficial and sustainable, supporting learners in making informed career decisions and improving their transition from school to employment or further education.

7.3 Resource Planning

Technical High School "Lutfi Musiqi" will plan and allocate appropriate human, financial and material resources to support the implementation of the Career Guidance Strategy. Human resources will include the Career Guidance Coordinator, the Career Guidance Team, teachers, vocational trainers, the school psychologist and external experts where available. Financial resources will primarily support transportation for company visits, career fairs and other career-related activities, as well as workshops, career events and guidance materials. Material resources will include computers, internet access, digital career guidance platforms and suitable spaces for counselling and group activities. The school will seek additional support through the Municipality of Vushtrri, cooperation with employers, Erasmus+ projects and other funding opportunities. Resource needs will be reviewed annually to ensure that career guidance activities remain accessible, effective and sustainable within the school's available budget.

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8. Monitoring, Quality Assurance and Evaluation

The school will use a systematic monitoring and quality assurance approach to measure progress, assess the quality and effectiveness of career guidance services, and support continuous improvement. Monitoring will be coordinated by the Career Guidance Coordinator (the existing Career Counsellor) in cooperation with the Career Guidance Team and school management. Data will be collected through annual activity records, learner participation records, counselling records, feedback questionnaires, employer and partner feedback, records of work-based learning and career activities, and available information on learners' transitions to employment, further

education or training. Progress will be reviewed at least annually, with more frequent monitoring by the Career Guidance Coordinator during implementation. The findings will be discussed with the Career Guidance Team and school management and will be used to identify strengths, gaps and areas for improvement. Results will inform the annual career guidance plan, resource allocation, staff development priorities and adjustments to services, ensuring that the strategy remains responsive to learners' needs and changing labour-market conditions.

8.1 Key Indicators

Indicator	**Frequency**	**Responsible**
Counselling sessions delivered	*Quarterly*	*Coordinator*
Students participating	*Quarterly*	*Team*
Employer partnerships	*Annual*	*Management*
Internships arranged	*Annual*	*School*
Student satisfaction	*Annual*	*Institution*
Graduate employment / progression	*Annual*	*Institution*

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8.2 Quality Assurance Methods

Quality Assurance Method	Current	Planned	Short Explanation
Feedback forms	☐	☐ ✔	Feedback forms will be distributed after career guidance workshops, counselling sessions, and Career Days to collect participants' opinions and identify areas for improvement.
Student surveys	☐	☐ ✔	Annual student surveys will evaluate learners' satisfaction with career guidance services, identify their needs, and inform future planning.
Internal review meetings	☐	☐ ✔	The Career Guidance Team and school management will hold regular review meetings to monitor progress, discuss challenges, and plan improvements.
Annual reporting	☐	☐ ✔	An annual Career Guidance Report will summarise activities, participation rates, outcomes, key performance indicators, and recommendations for the following year.
Stakeholder consultation	☐	☐ ✔	Employers, the Municipal Employment Office, parents, alumni, and community partners will be consulted annually to ensure that services reflect labour market needs and stakeholder expectations
Benchmarking with good practice schools	☐	☐ ✔	The school will compare its career guidance practices with national and international examples, particularly through Erasmus+ partnerships and the CG-International network, to adopt innovative approaches and improve service quality.
Other (specify)	☐	☐ ✔	The school will compare its career guidance practices with national and international examples, particularly through Erasmus+ partnerships and the CG-International network, to adopt innovative approaches and improve service quality.

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8.3 Evaluation Cycle

Evaluation Stage	Planned	Lead Responsibility	Short Explanation
Mid-term review (Year 3)	☐ ✔	School Director, Career Guidance Coordinator and Management Team	A comprehensive review will assess progress towards the strategic objectives, analyse key performance indicators, gather feedback from learners and stakeholders, and identify any necessary improvements for the remaining implementation period.
Final review (Year 5)	☐ ✔	School Director, Career Guidance Coordinator and School Management	A final evaluation will measure the overall impact of the Career Guidance Strategy, assess the achievement of objectives and targets, identify lessons learned, and provide recommendations for the next five-year strategy.
Additional annual review (optional)	☐ ✔	Career Guidance Coordinator and Career Guidance Team	Annual monitoring meetings will review implementation progress, analyse performance indicators, examine student and stakeholder feedback, and update the annual action plan where necessary to ensure continuous quality improvement

9. Sustainability and Risk Management

Career guidance services will be sustained by integrating them into the school's regular planning, organisational structures and annual activities rather than relying on temporary project funding. Institutional ownership will remain with the school management and the Career Guidance Coordinator (existing Career Counsellor), supported by the Career Guidance Team, teachers, vocational teachers and external partners. The school will maintain the necessary human resources, the Career Guidance Office, digital resources, partnerships and professional development opportunities needed for continued service delivery. Potential risks include limited staff time and financial resources, changes in labour-market needs, limited learner or parent engagement, staff turnover and difficulties in maintaining external partnerships. These risks will be managed through annual planning and review, clear allocation of responsibilities, prioritisation of key activities, staff development, diversification of funding and partnerships, and regular communication with learners, parents and external stakeholders.

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9.1 Sustainability Measures

Sustainability Measure	Current	Planned	Short Explanation
Career guidance integrated into annual school plans	☐	☐ ✔	Career guidance activities will be incorporated into the school's annual development and operational plans to ensure their regular implementation and long-term sustainability.
Permanent staff responsibilities assigned	☐	☐ ✔	Clear roles and responsibilities for career guidance will be assigned to the Career Guidance Coordinator, teachers, the school psychologist, and management to ensure continuity of services.
Regular budget planning for CG activities	☐	☐ ✔	The school plans to allocate an appropriate annual budget to support the implementation of career guidance activities. The budget will primarily cover transportation for company visits, career fairs and other career-related activities, as well as workshops, career events, guidance materials and basic digital resources. Additional support will be sought through the Municipality, Erasmus+ projects, employers and other partners. The school will review its financial needs annually to ensure that career guidance activities remain accessible, effective and sustainable for all learners.
Long-term partnerships with employers / stakeholders	☐	☐ ✔	The school will strengthen and maintain long-term cooperation with employers, the Municipal Employment Office, universities, NGOs, and other stakeholders to support internships, mentoring, and career education activities.
Continued staff development and training	☐	☐ ✔	Teachers and career guidance staff will participate regularly in professional development, Erasmus+ mobility, and other training opportunities to enhance their career guidance competences.
Updated strategy after Year 5	☐	☐ ✔	The Career Guidance Strategy will be reviewed and updated at the end of the five-year implementation period based on evaluation findings, stakeholder feedback, and changing labour market needs.
Other (specify)	☐	☐ ✔	The school will continuously monitor career guidance outcomes, update digital guidance resources, and use evaluation results to improve services and ensure their long-term effectiveness.

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9.2 Risk Assessment and Mitigation Measures

Risk	Potential Impact	Mitigation Measures	Lead Responsibility
Limited staff capacity or workload pressures	Delays in implementation or reduced service quality	Distribute responsibilities across multiple staff members, integrate tasks into existing roles, provide time planning support	Management Team
	Delays in implementing planned activities and reduced quality or frequency of career guidance services.	Share responsibilities among the Career Guidance Team, integrate career guidance into existing teaching and school activities, provide professional development, and plan activities well in advance to balance staff workload.	School Management / Career Guidance Coordinator
Low employer engagement	Fewer internships, mentoring opportunities, and labour market links	Conduct early outreach, maintain regular communication, offer visible partnership benefits, diversify employer network	CG Coordinator / Management
Budget limitations	Reduced number of planned activities or limited resources	Prioritise low-cost actions, phase implementation over time, seek external support or sponsorship where possible	Management
	Limited resources for workshops, career events, digital tools, and professional development activities.	Prioritise essential activities, use low-cost and digital solutions where possible, seek financial support through Erasmus+ projects and local partnerships, and include career guidance funding in the annual school budget.	School Management

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Low student participation	Weak impact and low use of services	Improve communication, promote benefits clearly, schedule activities at suitable times, use interactive methods	CG Coordinator / Teachers
	Reduced effectiveness of career guidance activities and fewer learners benefiting from available services.	Promote career guidance through school communication channels, organise engaging and interactive activities, involve teachers in encouraging participation, and schedule activities at convenient times for students.	Career Guidance Coordinator / Teachers
Leadership or staff changes	Loss of continuity or reduced institutional commitment	Embed career guidance within official policies, assign documented responsibilities, ensure handover procedures	Director / Management
Weak coordination between actors	Duplication, delays, or unclear responsibilities	Establish regular coordination meetings, clear reporting lines, and annual planning processes	CG Coordinator
Inadequate monitoring data	Difficulty measuring results and improving services	Use simple monitoring tools, assign data responsibilities, review indicators quarterly	Coordinator / Administration

The Career Guidance Team will review these risks annually as part of the monitoring and evaluation process. Where necessary, mitigation measures will be updated to respond to new challenges and ensure the successful implementation and long-term sustainability of the Career Guidance Strategy.

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10. Action Plan

Five-Year Action Plan Table

Strategic Objective	Action	Responsible	Timeline	Indicator / Target
SO1. Establish a comprehensive institutional career guidance system	Appoint a Career Guidance Coordinator and establish/strengthen a Career Guidance Team and dedicated guidance space.	Director / Management	Year 1	Coordinator appointed; CG Team and guidance space established
SO1. Establish a comprehensive institutional career guidance system.	Integrate career guidance into annual school planning and establish a dedicated budget/resource allocation for implementation.	Management	Year 1–5	CG included in annual plans and resources allocated
SO1. Establish a comprehensive institutional career guidance system.	Develop annual career guidance plans and introduce systematic recording and monitoring of guidance activities.	Career Guidance Coordinator / CG Team	Year 1–5	Annual CG plan and monitoring records completed
SO1. Establish a comprehensive institutional career guidance system.	Provide individual counselling and group career guidance sessions for learners.	Career Guidance Coordinator / Teachers / Psychologist	Year 1–5	At least 200 learners reached annually
SO2. Integrate career education across all vocational programmes.	Develop and integrate age-appropriate career education modules and activities into vocational programmes.	Teachers / CG Team	Year 2–3	Career education activities/modules integrated
SO2. Integrate career education across all vocational programmes.	Introduce career planning activities progressively from the earlier years of vocational education.	Teachers / CG Team	Year 2–5	Career planning activities implemented across study years
SO2. Integrate career education across all vocational programmes.	Organise career exploration activities connected with learners' vocational profiles and practical learning.	Teachers / Vocational Trainers	Year 2–5	Career exploration activities implemented annually

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SO3. Strengthen partnerships with employers and labour market institutions.	Develop and maintain a register of active employer and labour-market partners.	CG Coordinator / Management	Year 1–2	Partner database established and updated annually
SO3. Strengthen partnerships with employers and labour market institutions.	Organise an annual Career Day involving employers and labour-market institutions.	CG Team / Employers	Year 2–5	At least 20 employers/partners engaged annually
SO3. Strengthen partnerships with employers and labour market institutions.	Increase company visits, employer presentations and workplace-learning opportunities.	CG Team / Vocational Teachers	Year 1–5	Activities organised annually; participation recorded
SO3. Strengthen partnerships with employers and labour market institutions.	Strengthen cooperation with the Municipal Employment Office and other relevant institutions to provide updated labour-market information.	CG Coordinator / Management	Year 1–5	Regular labour-market information activities
SO4. Improve students' employability, entrepreneurship and career management skills.	Deliver CV writing and job-interview preparation workshops.	Teachers / CG Team / Employers	Year 1–5	At least 6 workshops annually
SO4. Improve students' employability, entrepreneurship and career management skills.	Organise simulated job interviews and practical employability activities with employer participation.	CG Team / Employers	Year 2–5	Simulation activities organised annually
SO4. Improve students' employability, entrepreneurship and career management skills.	Provide entrepreneurship and self-employment activities for interested learners.	Teachers / External Experts	Year 2–5	At least 2 entrepreneurship activities annually

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SO4. Improve students' employability, entrepreneurship and career management skills.	Provide information and counselling on higher education, professional training and employment pathways.	CG Coordinator / Teachers	Year 1–5	Annual transition-support activities
SO4. Improve students' employability, entrepreneurship and career management skills.	Develop a graduate follow-up mechanism to monitor transition to employment and further education.	CG Coordinator / Management	Year 3–5	Graduate follow-up system operational
SO5. Expand digital and inclusive career guidance services.	Develop an online career information and guidance portal/space.	IT Team / CG Team	Year 3–4	Digital career guidance portal active
SO5. Expand digital and inclusive career guidance services.	Expand the use of digital tools and online resources for career information and planning.	Teachers / CG Team	Year 2–5	Digital career resources regularly used
SO5. Expand digital and inclusive career guidance services.	Ensure accessible and personalised career guidance for learners requiring additional support.	Psychologist / CG Coordinator / Teachers	Year 1–5	Individual support provided and monitored
SO5. Expand digital and inclusive career guidance services.	Provide professional development for staff on digital, inclusive and learner-centred career guidance approaches.	Management / CG Coordinator	Year 1–5	Staff participate in relevant training annually

Implementation Principle

All actions in the Five-Year Action Plan are explicitly linked to one of the five Strategic Objectives defined in Section 5.3. This ensures vertical consistency between the needs analysis, strategic objectives, implementation activities and monitoring framework. Progress will be reviewed annually, with a mid-term review in Year 3 and a final evaluation in Year 5, allowing the school to adjust activities according to learner needs, stakeholder feedback and changes in the labour market.

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