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AMERICAN EDUCATION IN KOSOVO

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Career Development Center (CDC) of the University of Prishtina (UP)

Career Development Center Reformation: Enhancing the employability of UP Students



*A Honors Society Project
Presented to
Prof. Dr. Brian Bowen*

By
Blendrit Elezaj

In Partial Fulfillment of the Requirements for Membership in the Honors
Society of the A.U.K.

January 2015

Contents

Abbreviations.....	5
Executive Summary.....	6
1. Career Guidance: Theory and Practice.....	8
2. Kosovo and the Career Development Center (hereafter ‘CDC’) of the University of Prishtina (‘UP’) .	12
Career Guidance Centers in Kosovo.....	14
The Center.....	14
3. CDC and its issues in context.....	18
3.1 Underlying Issue.....	18
3.2 Main Goals of the project.....	19
3.3 Methodological Approach: Finding the right data.....	20
3.4 Limitations.....	22
3.4.1 Desk Research.....	22
3.4.2 Interviews and Discussions.....	23
3.4.3 External Factors.....	24
3.5 Strengths.....	25
3.5.1 Direct Engagement with CDC work.....	25
3.5.2 Advisor’s experience on the field.....	25
3.5.3 Flexibility of Data Dependency.....	25
4. Results.....	27
4.1 CDC - Identified Issues.....	27
Limited Capacities - Limited Coverage: Facility Support.....	29
Networking.....	30
Finance Support.....	30
Marketing.....	30
Supporting Functions.....	31
Information Communication Technologies.....	31
Design service packages.....	31
Finance.....	31
4.2 A.U.K American Education in Kosovo – Case Study.....	32
4.3 Industry Analysis.....	33
5. Analysis and Discussion.....	36
5.1 Industry.....	36
5.2 Relationship between CDC and UP Administration.....	37
5.2 Intervention Strategy – Rules and Regulations.....	38
5.3 Supporting Functions.....	42

Coordination	43
Information Communication Technologies	44
Staff skills (training of CDC staff).....	44
Design service packages	44
Finance.....	44
6. Recommendations.....	47
Future Picture.....	51
Post-intervention: 2015-2016 Objectives.....	52
Appendix 1: Initial Email to Career Guidance Representatives (in Albanian)	53
Appendix 2: Timeline for the implementation of the recommended 2015 strategic plan.....	54
References.....	55

Abbreviations

A.U.K	American Education in Kosovo
BSP	Business Service Providers
BMO	Business Management Organizations
CCSC	Co-op & Career Services Center
CDC	Career Development Center
CV	Curriculum vitae
GOK	Government of Kosovo
HEP	Higher Educatio Providers
IBCM	International Business College Mitrovica
ICT	Information and Communication Technology
IPAK	Kosovo Investment and Enterprise Support Agency
MESP	Ministry of Environment and Spatial Planning
MLSW	Ministry of Labor and Social Welfare
MTI	Ministry of Trade and Industry
PES	Public Employment Services
PR	Public Relations
RIT	Rochester Institute of Technology
UP	University of Prishtina
VET	Vocational Education & Training

Executive Summary

Kosovo's youth is facing immense challenges in finding jobs and be an active part of the labor force. With a more than 60% young population (Kosovo Statistical Agency), it is certainly the country with the youngest population in Europe. Out of the ones already part of the labor force, 55.9% are unemployed (KSA) – a percentage that is increasing annually, with more and more students graduating and entering the labor force. The University of Prishtina, as an institution of higher education and a major channel of Kosovar youth towards the labor force, has a significant role in preparing them to enter the market. Except of the diploma and knowledge received, students must also possess a set of skills and experiences that make them ready and fully employable in the current labor market. Through an effective and sustainable career guidance system, this university could have a considerable impact to the economy of the country. In order for such a system to be established, one has to understand the crucial role of the Career Development Center (CDC) in this process and the issues that it is facing.

CDC, since its inception, has received symbolic support from the University of Prishtina in expanding its range of services and the capacities of the Center itself. The number of 900 students counseled per year is microscopic in comparison with the base number of 50,000 students (and alumni) – only 1.8% of the UP students and alumni receive counseling. Only 2% of the students have participated in the trainings organized by the Center. The current coverage capacities of the Center are too small to have a considerable impact to the student body's career development and a general improvement of the situation in the university and the success of the alumni.

The problem which this project intents to analyze and solve is that only a small percentage of the UP students benefit from the services provided by CDC, and that there are considerable issues in the organizational and management aspect within the center that if solved, would ultimately increase the output of the Center and the quality of its services. The methodological approach in analyzing the Center and similar career centers in Higher Education Providers (HEPs) focused mainly in in-depth analysis of secondary research, qualitative research through interviews with the staff of CDC and input directly from other HEP centers, in addition to the observation of these other centers in comparison to CDC.

The results showed that the Career Guidance industry as a whole is being unable to fully serve the students of the HEPs they are part of, except of certain universities whose system, curricula and relatively small size of student body positively impact the effectiveness of their Center's results. Since it is part of the major public HEP, CDC provides services to the largest number of students, and thus is unable to effectively tackle even simple issues such as staffing and access to information. This project analyzes each of the core problems that the center possesses, and uses approaches such as M4P (Making Markets work for the Poor), in order to develop a tailored strategy for reformation. Two of the main aspect in which the Center is recommended to focus its 2015 reformation process is the establishment of a thorough legislative framework and the improvement of the support systems which implement the rules and regulations.

This systemic intervention strategy intents to increase the level of exposure of the Center, its access to information within UP, increase quality and frequency of services such as trainings and counseling, and most importantly, increase the number of job vacancies disseminated to students by 300% by the end of 2015.

1. Career Guidance: Theory and Practice

In a time when the world economy was almost crippled during the 2008 crisis, many developed countries, including the U.S., faced challenges of unemployment and yet-to-be stabilized industry performance. Unemployed groups are made up of not only cyclically unemployed individuals, but also bachelor or masters graduates who are unable to enter the saturated labor market. The expected education standard has seemingly been raised by these groups of the society, who because of being unemployed, decide to re-enter their education path. They receive further specialization and certification in order to have a comparative advantage over other fellow graduates. With the increasing need to continue education in the absence of job opportunities, we find more and more over-qualified, under-experienced individuals who are unable to find a job. This is happening in the developed and developing world, and especially in Kosovo.

Without question, individuals face a lot of pressure in making important career decisions during high school and upper education. Realizing the never-ending obstacles present in the labor market, college students are the ones who face many difficulties on how to cope with the competition. The type of major that they chose, the schools which they attend, the type of extracurricular activity, and also early work experience are only a few of the factors that these students must take into account in their late teenage years, before they enter upper education. Having a clear sense of what one wants early on and in response direct all of the resources in the fields relevant to the long-term mission is an advantage that only the few possess. It is certainly a time advantage that not many have. Most young students have an unclear picture of their professional future, and many of them do not know how to work on improving their skills and knowledge without receiving professional advice. It is this level of uncertainty which highlights the need for an essential academic department within high schools and universities, the so-called career guidance centers.

Career Guidance, also known as career counseling and career development, is a term that refers to the “services and activities designed to assist individuals of any age and at any point

throughout their lives, to make education, training and occupational choices and to manage their careers” (OECD 2004). This project uses the above-mentioned definition of career guidance, which is the most modern description of the term. It employs the latest concepts and practices used in career counseling today, which are very different from the general belief. This new paradigm shifts the focus from age-specific to lifelong career guidance, from psychological to professional approach, from monitored support to self-tracking, as well as from individual to group counseling (Watts et al., 2007). Based on Sultana and Watts, concepts such as induction, promotion, selection and placement, which are primarily used by employers and other ‘opportunity providers’, are terms often related to, but differ significantly from, the purpose of career guidance. Career guidance puts the individual interest in a social context, analyzing the best of the given opportunities to maximize one’s utility (Sultana and Watts, 2007). This distinction is evident especially in the services offered by providers of career guidance, which generally aim to improve the society as a whole through a per-individual basis.

These services and activities of career guidance are present as public organizations (e.g. Public Employment Services), but also as integral parts of academic institutions, most notably, highschool and universities. Such activities may be individual or group-based, while in general these interactions are done through face-to-face communication. Some of the services that such centers provide include provision of career information, tools for career assessment, counseling interview, capacity building programs, business communication tools, work-search programmes, etc. These centers’ main purpose is to better prepare individuals for the labor market, but also give them a better chance in performing successfully in their professional careers. Often, when as parts of public institutions, these centers will also link employers with jobseekers. as well as search for other work or internship opportunities. The list of services that these centers offer throughout the world are diverse.

Career guidance as a concept has not been developed until the 20th century (Buzzanell 1991). Before 1900s, there were no public or private career counseling activities, while most of the knowledge and opportunities derived from contact, relatives, and education (Buzzanell 1991). Career support systems were present only in some private schools, after graduation. The picture of the economy in the industrialized countries of the time changed drastically during the late 1800s and early 1900s, when many people moved from villages to cities due to

industrialization and the work opportunities that it brought (Buzzanell 1991). It required labor to possess more specialized skills and often undergo trainings. Test and other examinations became the standard for employment, bringing about the first versions of a human resource department within organizations and businesses. In 1890s, authors such as James Cattell and John Dewey both wrote articles related to employee specialization, more specifically, the analysis and development of the individual. In this period of time the role of the individual became much more emphasized since production capacities and the final output, in the new, urban manufacturing industry, asked for the full maximization of the individual capacities. The accentuation of the individual's career led to the first vocational guidance movement of the early 20th century, considering that a better allocation of ones capabilities resulted in higher productivity, and a better performance of the economy as a whole.

The first vocational Guidance Program was established in Grand Rapids, Michigan, in 1907; two years later, Frank Parson published the book "Choosing a Vocation", which is considered to be the first major work in career guidance. However, until 1970, most of the work and theories presented in this field focused excessively in normative factors. Parson's work on *Reforming Individuals*, for instance, focused in helping individuals be more aware of their needs relative to the needs of the market. Another theory, the life-span approach presented by Donald E. Super, saw career guidance as a tool for helping individuals understand their unique situations and how their individual development can influence their various life roles, including career. The matching theory (also known as job matching theory), initially developed by Dale t. Mortensen was one of the first attempts to employee positive (mathematical) approaches for understanding employer-employee relationships and how to maximize mutual satisfaction (Pissarides 2000). This is one of the services that is still widely used by career guidance centers to provide employers with the best candidates through analyzing job requirements with the most experienced applicants. Today, career development is considered to be more of a non-linear process with a high level of uncertainty and with many political, economic and social factors affecting one's position in the labor market (Buzzanell and Goldzwig 1991).

There is a wide agreement that the developments in career guidance throughout the years have had a considerable impact in improving the efficiency of labor markets (Ginzberg, 1971; Killeen et al., 1992; Watt, 1996). Some of the reasons are the value of information in improving

labour market transparency and flexibility, and the higher efficiency of allocation as the result of a better match between individual talents and qualifications on the one hand and, the skills and qualifications demanded by employers on the other (OECD, 2004). Based on the same report, it was found that career guidance contributes to three types of policy goals: learning, labour and social equity goals. As part of the learning goals, career guidance is considered as a tool for human resource development and capacity building, as well as the instrument for better job matching and post-graduation life – the type of goals that will be further articulated in this paper. In the labour goals, it serves the role of decreasing unemployment and balance labor demand to labor supply. Finally, the social equity goals of career guidance relate to the support of the disadvantaged groups of the society, the fight against discrimination, and other such issues (OECD 2004). These direct and indirect benefits of career guidance prove the importance of having a well-installed career guidance system within every country.

The benefits of the public career guidance practices are key to understanding the huge demand for these projects by governments and educational institutions (Zelloth 2009). Globalization is pushing economies to change and expand at speeds unseen before, especially now with the advancements in technology and the outsourcing nature of many industries from West to East, that is, from US and Western Europe to Asia. This opens new labour markets and creates demand for ever-changing labor supply. Another reason why career guidance has become a powerful governmental and educational instrument is the structural unemployment and mismatches between labour demand and supply. In Egypt, for instance, mismatch between educational outcomes and market demand is causing high unemployment rates, and it is increasing and is high for workers with intermediate and higher qualifications compared to low skilled workers (Galal, 2002). Such issues can be prevented by a comprehensive and tailored national career guidance strategy.

2. Kosovo and the Career Development Center (hereafter 'CDC') of the University of Prishtina ('UP')

Kosovo's youth is facing immense challenges in finding jobs and becoming an active part of the labor force. With a more than 60% young population (Kosovo Statistical Agency), it is certainly the country with the youngest population in Europe. Out of the ones already part of the labor force, 55.9% are unemployed – a percentage that is increasing annually, with more and more students graduating and entering the labor force (KSA).

One of the most concerning aspects of Kosovo's post-independence challenges is the ever-increasing rate of unemployment. Thousands of graduates are entering the highly unemployed, very competitive labor force every year. The economic environment of Kosovo and the expansionary policies of the government have not provided the necessary stimulus to increase employment opportunities. There are no properly designed employment policies to tackle unemployment of certain target group, e.g. targeting youth employment. According to data from the Ministry of Labor and Social Welfare, the total number of job seekers in Kosovo was 351,321 persons, a 14% increase compared to the data of 2009. The data represented makes up around 35% of an inactive labour force (ASK 2012), which is an alarming number that has not seen major positive changes in the past 10 years.

Out of the job seekers registered at the Public Employment Services in the MLSW, more than 60% of the labor force is not qualified when compared to the level of experience and education of the open vacancies within the country (ASK 2012). The same data by the Kosovo Statistical Agency shows that university graduates are the group with the highest registering rates at the Public Employment offices, with an average increase of 6.3% in the last few years. Recent graduates are the most harmed categories from the current situation in Kosovo and will continue to be so unless the economy does not start balancing its trade through higher production and exports. Despite being professionally qualified, many of these individuals have not been able to acquire the necessary work experience, which is a major disadvantage when applying for jobs.

It is reasonable to say that the graduates of the University of Prishtina face many challenges in their process of entering Kosovo's labor market. The quality of education that

students at this institution receive is by some considered to be affecting the credibility of the diploma and its alumni's capacities once they graduate: "Although it is believed that a university education helps young people prepare for the labor market and find jobs easily, many employers in Kosovo value work experience above education, and certainly value the combination of experience and education over education only" (Beka 2011). Having this in mind, one can realize that a large part of the student body that will soon finish high school and enter UP is already disadvantaged by the system in place.

The University of Prishtina, as Kosovo's main institution of higher education and the major channel for linking Kosovar youth with the labor market, has a significant role in preparing them for the needs of the private and public sector. In addition to the diploma and knowledge received, students must also possess a set of skills and experiences that make them ready and fully employable in the current labor market. Through an effective and sustainable career guidance system, this university could have a considerable impact to the economy of the country. In order for such a system to be established, one has to understand the crucial role of the Career Development Center (CDC) in this process and the issues that it is facing. The difficult economic situation in the country and the high level of youth unemployment require fast implementation of reforms, taking into account the high number of students who are entering the labor force every year. This is also why it is of crucial importance to provide opportunities for systematic career guidance and counseling to as many people as possible.

The 'career' arena in Kosovo is characterized by a number of developments in line with other reforms in education since the end of war in 1999. The most common reforms were built around the development of a new career education system, which would standard and institutionalize the provision of career information and career guidance services (Rraci 2014). Kosovo has embraced the "Curriculum model", that is, the integration of career guidance into the 9th grade curricula, which is also one of the objectives of the 2014-2016 National Strategy. The other set of activities, the applied "Center" model, is the establishment of institutional level career centers in Kosovo high schools and universities (Rraci 2014). The Career Development Center at the University of Prishtina is one of the results of this initiative.

Career Guidance Centers in Kosovo

Career guidance is a service established both at the public and private sector in Kosovo (Rraci 2013). The Kosovo Education Strategic Plan 2011-2016 considers counseling to be one of the main factors for the proper implementation of the plan (MEST 2011). Studies show that compared to other countries in the Balkans, Kosovo's career guidance infrastructure is the least developed (Zelloth 2009). The improvements have been incremental compared to the amount of time invested by MEST to prepare the strategy for career guidance. Nevertheless, many centers have been developed due to these changes in the legislative framework. Many of the Career Guidance institutions presented below have successfully engaged in offering counseling services to a considerable part of their student body (Helvetas 2014). Kosovo has in total 11 Career Guidance centers in the public and private institutions of education, presented as follows:

CGC in Agriculture Vocational Education Training (VET) Schools:

- Vet School "Ali Hadri"
- Vet School "Arberia"
- Vet School "Zenel Hajdini"
- VET School "Bahri Haxha"

CGC in Higher Education Providers (HEP)

- University of Prishtina "Hasan Prishtina", Career Development Center (CDC):
- A.U.K., Co-op & Career Services Center (CCSC)
- AAB University, Career Guidance Office (CGO)
- UNIVERSUM College, Career Center (CC)
- FAMA College; Office of Professional Career (OPC)
- International Business College: Mitrovica (IBCM)
- ILIRIA College: Career Centre (CC)

The Center

All data gathered about the Career Development Center were derived from an interview with Elmedina Nikoçeviq, head counselor of CDC. (Nikoçeviq, personal communication, 2014)

The Career Development Center ('The Center) of the University of Prishtina was launched in 2007 as an OSCE project. Since January 2009, it is legally bound as part of the

University of Prishtina, namely the Academic Development Office (ADO). Its mission is to provide students with the opportunity for personal and professional development through information, counseling and career guidance. The services that the center provides are open to all current UP students, UP alumni, employers, as well as high school students seeking information on studying at UP. Its core functions are information sharing, counseling, trainings and intermediation with labor market.

CDC is located in the university library and it is mandated to provide services to around 53,000 students and alumni, but unable to do so with the current capacities. It has verbal agreements with around 30 companies which send job postings and internship opportunities to the center. These opportunities are forwarded to all registered students and alumni via email. The current number of students, in B.Sc., M.Sc. and Ph.D., based on UP's statistical data for the 2013/14 Academic Year, is 47,028 students. A base of 50,000 is used for the statistical representations presented in the upcoming chapters. CDC receives funding from the University of Prishtina through which it employs three permanent employees and provides visitors with limited infrastructure and services. CDC is commissioned to provide accurate, unbiased, comprehensive information to interested students who have any career-related question or need advice on any aspect of career planning, job searching, or graduate studies. It offers individual counseling through scheduled appointments and "walk-ins" (where students can come without an appointment to get quick questions asked and answered), albeit with very limited capacity. In addition, CDC uses e-mail communication with a limited number of students in one on one basis

The Center offers guidance on all aspects of career planning, job searching, and graduate study. It gives them access to many job opportunities, scholarships, and other relevant information. The services that the Center provides include the following categories:

Information-sharing

CDC uses various forms for disseminating information such as job vacancies, internships, openings of various scholarship and studying-abroad opportunities, courses, articles and tips on preparing for the interview day, programs, conferences, and other information on events and activities in Kosovo and the region that the Center deems important for the students of the University of Prishtina. CDC operates mainly through its internet-based outlets considering the

low staff capacities and the lack of funds to enlarge the marketing strategy and bring more students into its facility. The most used CDC outlets remain its Facebook page, the UP faculty website, and the email-sent information on individual basis. Currently, the center has a target group of more than 53,000 UP students, and a social media exposure of 10,000 students. Printed materials are less used for information sharing since these are cost-ineffective in CDC's current financial disposition.

Counseling

CDC provides individual or group counseling through scheduled appointments and "walk-ins" (where students can come without an appointment to get quick questions asked and answered). When in need of more specific information on their questions and concerns, students prefer to visit the center rather than communicate through email, through which the CDC staff can more accurately provide information tailored to the visitor's needs. Other relevant services include subject-based career orientation, support in completing various admissions or scholarship applications, and advice on how to prepare for the UP experience. Research on programs suitable to the visitor's background, etc. Over 2013, CDC provided counseling to 898 students, while in the first half of 2014 this number has almost doubled.

Trainings

CDC organizes several trainings on career-related topics throughout the academic year. The issues tackled by these short trainings are preparing CVs and Letters of Motivation, preparing for the job interview, accessing the labor market, and acquiring professional presentation and communication skills. These trainings are organized in two blocks of trainings with three sessions each, every month with groups of 60 students who register on a first come-first serve basis. More than 1000 students are trained annually.

Intermediation with labor market

CDC provides job seekers with information for vacancies and internships – one of the most sought services by the visitors. The Center receives continuous updates from different companies regarding their vacancies and any internship opportunity that they have opened. The CDC team

conducts weekly research on job portals and individual pages of public and private organizations, civil society, etc. Depending on the preferences of the employer, CDC plays the role of the mediator between potential employees/interns and the respective companies in two different ways:

- 1) through engaging in job-matching practices using the CV's that best fit requirements set by the employer, or
- 2) through providing the information to students via its Facebook account, who then apply individually and directly to the company, without the involvement of CDC.

Despite the lack of data regarding the number of CV's that the center has obtained throughout the past, CDC staff state that they are in possession of a considerable number of student CVs which it sends to interested employers after a basic filtration process. Currently, it receives vacancy adverts/requests from around 30 companies, and is able to fill approximately 60 vacancies annually. These vacancies have been filled using the mechanisms that the Center provides through its services, measured through the feedback received by both the employer and student who benefited in this exchange. CDC shares approximately 400 different advertisements annually.

Other job matching services that the CDC provides are also job posting on its social media sites and the annual organization of a career fair. Moreover, the center itself offers internships for students interested to work in supporting career development. Many of the faculties in the University of Prishtina have some form of organization in regards to internships, supported also by CDC:

- At the Faculty of Medicine, internships are an integral part of the curricula. The center provides assistance to support its students with internships in hospitals and other medicinal institutions;
- The Faculty of Agriculture organizes internship at the greenhouses of the university
- The Faculty of Education has its own internship coordinator, and the students who are engaged in an internship monitored by the professor assistants,

- The Faculty of Engineering and Computer Engineering have grade-evaluated internships as part of their curricula

Nevertheless, most of the students at the University of Prishtina enter internships with self-initiative, since the university as a whole does not properly engage in evaluation of these work experiences and does not have a clear organization in regards to co-ops and major-related internships. Approximately 300 students receive internships through CDC annually.

3. CDC and its issues in context

This chapter describes the problem at hand, the goals that this project aims to achieve, and the methodology that the project uses. This methodology serves as the approach of gathering the necessary data for creating a thorough understanding of the situation. This is followed by a detailed presentation of the strengths and weaknesses of the used approach, where more

3.1 Underlying Issue

The main objective of this project is to analyze the current problems at the Career Development Center in the University of Prishtina (CDC) and design a tailored development strategy to remedy the shortcomings. The problem that the project tackles is the highly limited capacities of the Center, which, due to several issues, is currently not able to contribute to UP students' employability.

The problem statement, as presented in the inception phase of the project is that *only a small percentage of UP students benefit from the services of CDC*. As introduced in Chapter 2, the center provides several services such as direct counseling, information sharing, trainings and intermediation with the labor market. Prior review of existing information showed that the number of students benefiting from these services is very limited in comparison to the total number of students.

3.2 Main Goals of the project

The goals of this project cover the dimensions that would provide the necessary information in regards to the causes of the existing issues and provide role models and strategies. This data will be used to develop a line of recommendations that would allow the Center to maximize its capacities in the long term.

The main goals of the project are presented as follows:

- ***Goal 1: Thoroughly analyze and spot the issues that CDC faces***

This component aims to clearly and objectively identify the dysfunctional aspects of CDC. By rooting out the causes of the problems, crucial structural changes can be proposed.

- ***Goal 2: Analyze several case studies of universities in Kosovo that have successfully operated their CDCs***

The Center must be compared with similar centers in other universities in Kosovo in order to see what is being properly done and where interventions are necessary. Some universities that have similar Career Guidance centers are the A.U.K American Education in Kosovo, Universum, and AAB College.

- ***Goal 3: Recommend various forms of systemic intervention so as to improve its current management based on the data found and a tailored M4P approach***

This component entails the outmost goal of the project. Through gathering the information from Goals 1 and 2, the project will use the most advanced management approached to to systemically intervene in the Center's operations. These interventions will ensure that the Center will be recognized and visited by the majority of UP students, provide counseling and training to a much larger number of visitors, and create internship opportunities to significantly more students. The Center must become an important meeting point and hub for the students and alumni of the university. Through the standardization of processes, the Center will gradually turn into a successful instrument of the university for engaging students in internships and other academically-related opportunities. This component is articulated in the last chapter of the project.

3.3 Methodological Approach: Finding the right data

The purpose of selecting the Center of the University of Prishtina as the main subject in this project is because of the substantially higher number of student which it can serve in comparison to the other (private) universities. The total number of UP's undergraduate students, in addition to the Master and PhD students, is more than 52,000. Based on a GAP Institute analysis of the private higher education institutions in Kosovo in 2008, the total number of students in these universities totals 19,000 students. This is approximately one third of UP's current capacity, which is also the potential exposure capacity of the university's Career Development Center. See figure 3.1 for a detailed overview of the capacities of the higher private education institutions in Kosovo.

Figure 3.1 Capacities of Private Higher Education Providers (HEPs) in Kosovo (GAP Institute, May 2008)

Name of Institution	Type	Location	# of Faculty	# of Programs	# of Students
Emri i Institucionit	Lloji	Vendi	Numri i Fakulteteve	Numri i Programeve	Numri i Studenteve
1 AAB	Universitet	Prishtina	6	11	4915
2 Akademia e Studimeve te Avancuara Universitare	Akademi	Prishtina	1	2	30
3 American University of Kosova	Universitet	Prishtina	1	2	451
4 Amerikos	Kolegj	Prishtina	1	1	28
5 Biznes	Kolegj	Prishtina	3	9	615
6 Dardania	Universitet	Prishtina	7	22	1514
7 Design Factory	Shkolle	Prishtina	1	1	30
8 Ekologji	Fakultet	Shterpce	1	1	48
9 Eurosport	Kolegj	Prishtina	1	4	79
10 Evolucion	Institut	Prishtina	5	9	56
11 Fama	Kolegj	Prishtina	5	10	4570
12 Gjilani	Kolegj	Gjilan	4	8	542
13 Iliria	Universitet	Prishtina	3	6	1838
14 Kolegji Univerzitar Ferizaji	Kolegj	Ferizaj	3	3	255
15 Kosovo Institute for Journalism and Communication	Institut	Prishtina	2	2	74
16 Pjeter Budi	Universitet	Prishtina	5	11	560
17 Rezonanca	Universitet	Prishtina	5	5	279
18 Riinvest	Universitet	Prishtina	3	7	126
19 Tempulli	Kolegj	Prishtina	2	5	300
20 Universiteti i Prizrenit	Universitet	Prizren	7	7	457
21 Universiteti Internacional i Prishtines	Universitet	Prishtina	5	5	220
22 Universiteti per Biznes dhe Teknologji	Universitet	Prishtina	5	5	377
23 Universum	Kolegj	Prishtina	5	5	486
24 Victory	Kolegj	Prishtina	3	3	132
25 Vizioni Evropian	Kolegj	Peja	5	9	940
TOTAL			89	153	18,922

Realizing the sizeable market share that this Center possesses for its services, it is imperative to support the Center in achieving its maximum potential. The methodological approach used for this study is fully qualitative-based because of the nature of the study and the type of data needed for achieving the goals. Despite initial plans of introducing surveys and introducing the customer satisfaction component, it has been decided that this approach would gather data beyond the scope of the project goals.

In conducting the in-depth analysis, the study focused on the developments of the counseling industry in Kosovo, with special emphasis on CDC and additional review of other private HEPs. The assessment of CDC is based on a specific approach, tailored to fulfill the needs and objectives as specified in the goals of the project – a methodology proposed and designed with the support of experts in the field.

Because of the need for understanding the career counseling industry and the Center's functionality itself, the study focused in a three-fold methodological approach:

- **Secondary Research – In-depth Analysis.** The project delivered an in-depth analysis of all existing electronic data regarding the career guidance industry in Kosovo. Three-fourth of the time spent in this phase focused in finding data relevant to the University of Prishtina and its Career Guidance Center. A detailed overview of the action plans of the University of Prishtina, the strategy for the development of CDC, and other important documented plans will be essential in understanding the development within the years and the status quo of the center. Additional information on the industry has been explored using various databases, the websites of the other private HEPs, as well as other work from the civil society, Ministry of Education, and other stakeholders in Kosovo.
- **Qualitative Research – In-depth Interview.** Comprehensive, face-to-face interviews with members of the Career Development Center were conducted in their native language (Albanian). These 'conversations' served towards obtaining a full understanding of the center and explore the respondent's overview of its performance and several other aspects. The data collected through interviews also identified the strengths and weaknesses of the current developments in CDC.

- **Case Studies - Observation of similar cases.** In order to better understand the organization and problems of CDC, other similar Centers in the country were analyzed through interviews with their staff and additional investigative research. An initial email was sent to all HEP career guidance centers in Kosovo where the project was briefly described and where a request for meeting appointment was filed. Due to the unresponsiveness of the heads of these Centers after a second time these emails were sent, it was decided that the centers must be visited directly. After discussions with the project advisors and additional inputs by A.U.K Faculty, the case study research focused in visiting only a few of the HEPs and desk-researching the remaining ones within the counseling market. The focus of the study would remain on the internal performance of CDC, and thus, other universities would only be used for comparative purposes. That is also the reason for limiting the exposure of the project to data irrelevant to the main goal of the study: proposing a strategic plan for reforming the Career Development Center.

The visited universities were the following:

- **A.U.K American Education in Kosovo**
- **AAB University**
- **UNIVERSUM**

The other universities that were part of this study, but that have not been directly visited, were the VET (Vocational Education and Training) schools as a whole, FAMA University, ILIRIA University, and IBCM.

3.4 Limitations

3.4.1 Desk Research

Limited data

The main form for collecting initial data during this study was through internet-based desk research. One of the limitations of this study was the lack of data on career guidance in Kosovo and on individual career centers in HEPs. Other than the brief paragraphs on career guidance as part of the Kosovo Education Strategic Plan 2011-2016 and a more detailed study of the career centers by the Swiss Agency for Development and Cooperation, the data on the issue is very limited.

In addition, out of the three universities that the project aimed to visit and interview, only A.U.K's Center was willing to provide more detailed information. Thus, the other two (AAB and Universum) were included as part of the general industry analysis.

3.4.2 Interviews and Discussions

Hesitation to answer questionnaires

Due to the initial hesitation to respond to the email requesting a meeting (see email in Annex 1), the focus of the study shifted from a questionnaire-based approach to open discussions. After several attempts of arranging meetings with these Centers, it has been realized that they were unwilling to answer some of the questions presented in the email. These questions, despite being designed in accordance with the project goals and in cooperation with the project advisors, were highly detailed questions regarding internal affairs. One of the assumptions for the source of the hesitance is the questions regarding internal finances, key issues within the Center, and other internal regulations and capacities. As a project coming from another university, a competitor in the Education industry, these Centers might have felt threatened or uncertain regarding the usage of their internal data. Thus, when approaching these Centers for a second time with a request for having an *open discussion* regarding the Center, their representatives were willing to meet.

The form for neutralizing this limitation was asking more general question during the discussion, and attempting to lead the conversations in the following points:

- General capacities of the Center (staff, students, services, annual statistics, etc)
- Legislative regulations
- Internal organization
- Financial sustainability

Nevertheless, the type of information received in these discussions, other than the interviews with CDC's staff and AUK's staff, were considerably limited in terms of information gathered. The staffs of these centers were reluctant to share detailed information about their operations, and thus became a considerable limitation to the study.

Bias

It is important to restate that the data is completely qualitative - other than the secondary research, every other information roots from the answers of each center's staff. Since the

questions are related to the effectiveness of the Center's performance, it was expected beforehand that the staff would provide overstated descriptions of the success of their work. The comments from the private university center were in general positive, showing a dose of satisfaction in regards to their achievements so far. The biasness of the Staff towards the performance of their centers, consequently their own performance, negatively affects the results of this study. There was no neutralization method used to lessen the bias, since the data is sourced from an independent variable. Thus, the bias remains an important factor in this study and must be seen through a detailed prism in the discussion so as to avoid unrealistic future recommendations.

3.4.3 External Factors

The Establishment of the New Directorate

An important factor that might affect the results of the project is the status quo of the administration of the University of Prishtina. Since the establishment of the new directorate in August 2014, with Ramadan Zejnullahu as the new rector of the University of Prishtina, the administration has undergone major changes. It is taking considerable time for the new administration in place to set new standards for the other institutions under its umbrella, including CDC. The new management has been giving considerable focus in preparing the University for the Start of the new academic year, which began in October. Thus, the Center might have received lower attention and potentially lower funding, while the staff would be less motivated to proactively deliver better services.

Government Decision-making

With the ex-government's decision to start offering higher education in public universities for free for all regular, full-time students, the budget that the University received from tuition (approx. EUR 6 mil) was covered only partially by the governments budget (EUR 4.5). With a deficit of more than EUR 1 mil, the new administration had to cut expenses in every possible field in order to be possible to survive with the occurring shortfalls. This could have affected the performance of the Center during the period of the study (September 2014 – December 2014), since budget cuts were present in all institutions. With a lower budget, the number of activities delivered by the Center could have been affected as well.

3.5 Strengths

3.5.1 Direct Engagement with CDC work

The willingness of the CDC staff to support the project was one of the key strengths of the data collection process. The Center was willing to answer most of the questions and provide additional data into various aspects of the research. In addition, the CDC staff already had a list of ideas regarding what can be improved internally and how to diversify their portfolio of services and attract more visitors.

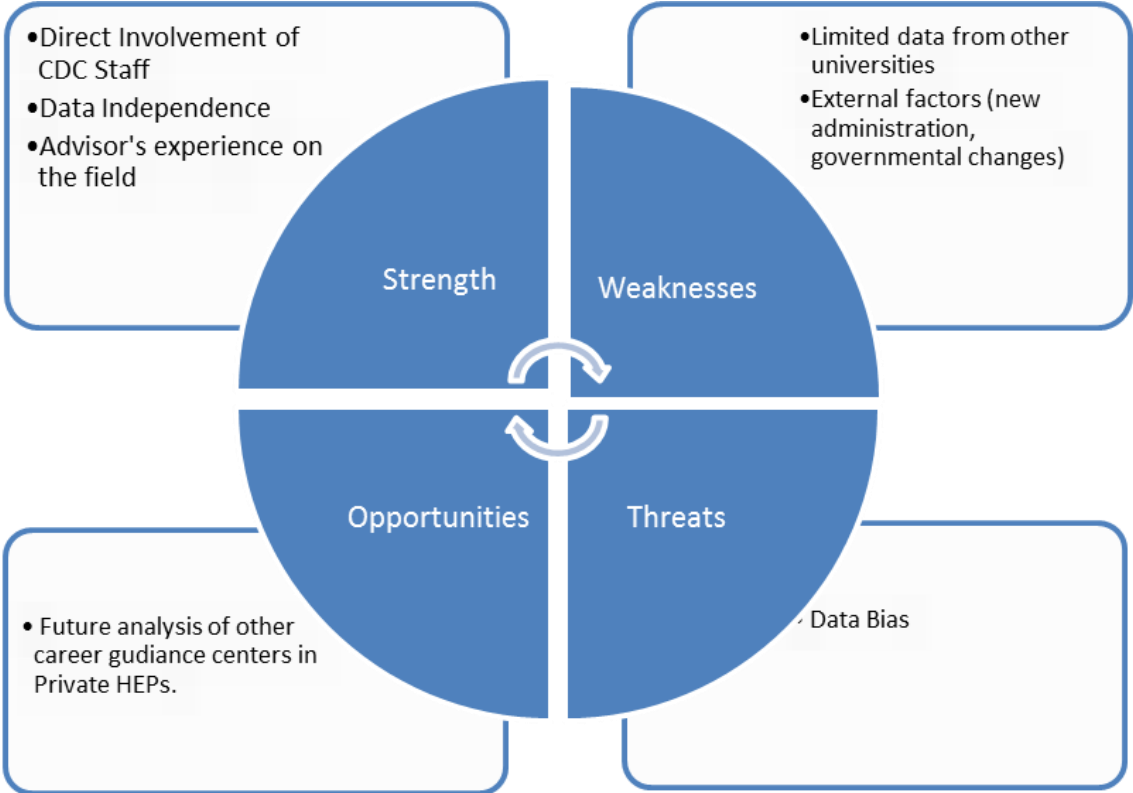
3.5.2 Advisor's experience on the field

The Project Advisor responsible for supporting the delivery of the project is Driton Dalipi. Mr. Dalipi, who is one of the managing partners of Management & Development Associates, is directly involved with the previously-mentioned Enhancing Youth Employment (EYE) project, and has extensive knowledge in the field of career counseling in Kosovo. He is academically qualified in Computer Science (BA), Florida Atlantic University, and mastered in International Management (MBA), Lynn University. He has more than 7 years of proven experience in managing and implementing public and private sector development projects. Driton is vastly experienced in creating and executing strategic and operational plans for businesses and organizations in Kosovo, as well as identifying organizational opportunities and constraints for improving their overall performance. In addition to his vast knowledge and skills, he is also certified in Project Management Professional (PMP). As an expert on the field, Driton has been crucial in supporting the implementation phase of the project. He has offered substantial insight in developing the methodology and analyzing the data received. The project's recommendations, integrated in a thorough strategic plan, were influenced by the ideas of the advisor.

3.5.3 Flexibility of Data Dependency

Another feature of the project is that it is fully focused in finding the right strategy for the Center's further enhancement. As such, it offers considerable independence in regards to the amount and type of external data needed. In other words, as long as there is enough access to the current operations within CDC, the project could be analyzed even without input from other universities. Through spotting the weaknesses of the current system and through the support of various management approaches such as M4P (making markets work for the poor), the research could provide useful recommendations without further research outside CDC. Finding additional data serves only to the benefit of the more accurate results necessary for recommending a productive strategy.

Figure 3.2 SWOT Analysis



4. Results

The results of this survey have been divided into several sections:

- CDC – Identified Issues
- AUK Case Study
- Industry analysis

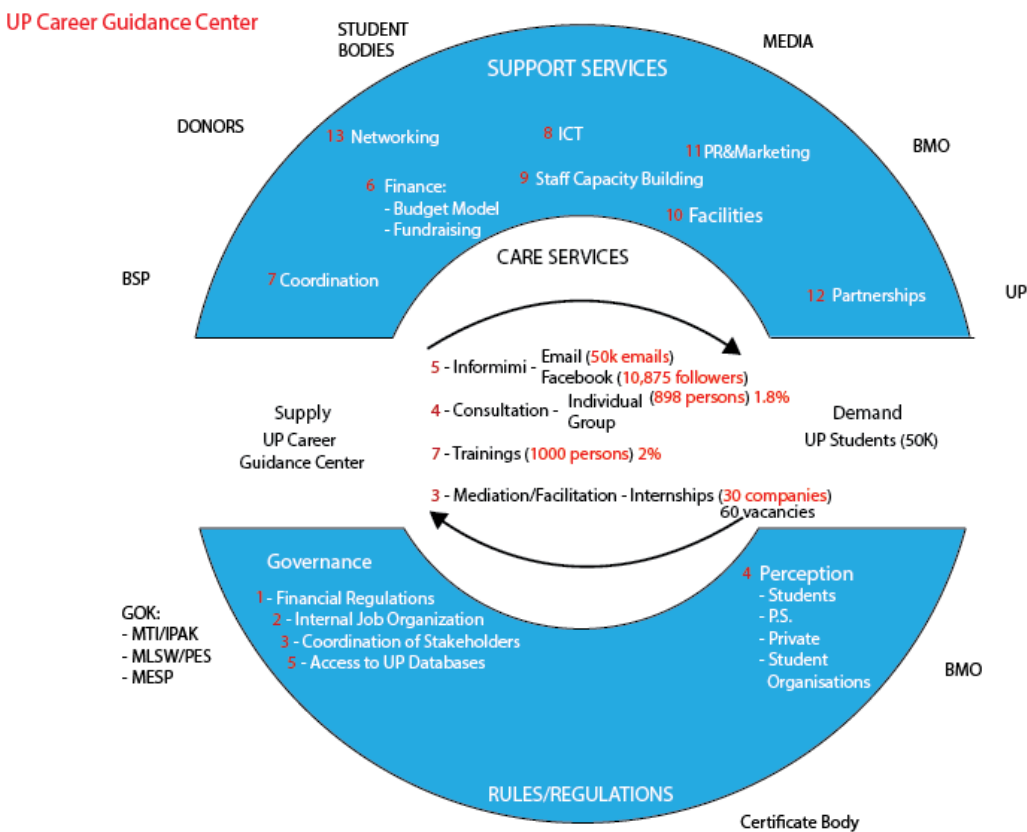
4.1 CDC - Identified Issues

For the purpose of reforming the existing organizational and practical structure of CDC, several issues need to be taken into account, each of which must be tackled with a set of interventions.

The following illustration, based on the ‘*making markets work for the poor*’ (M4P) systemic development approach, represents the current situation of the Center and the actors involved.

This illustration, the so-called M4P Donut, has been developed using the data gathered from the field.

Figure 4.1a Making Markets work for the Poor (M4P) Donut



The center of the donut represents the supply-demand transaction around which all other functions within the operation take place. The main interaction in this process is between the supplier of the services, CDC, and the source of demand for these services, the UP students. The core services have been prioritized from 1 to 13 based on need-to-improve, ranging from the optimally delivered services (13) to the ones that need most improvement (1).

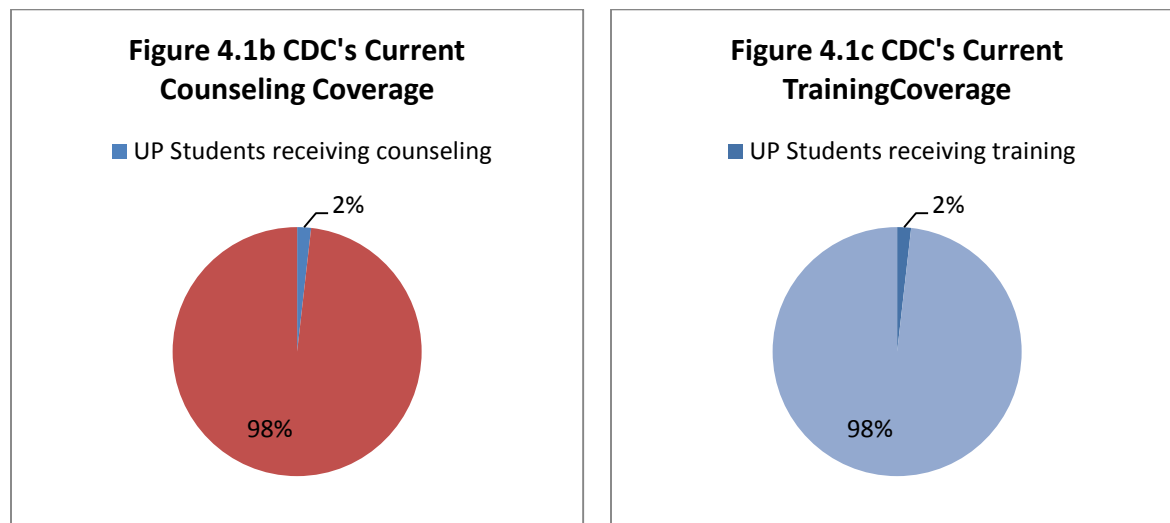
‘Financial Regulations’ is considered to be the top priority (1) because of the crucial importance of financial independence of the Center. The next highest grades were received by all rules and regulations, since establishing a legislative framework is the most important step toward reforming the Center, since it organizes all other operational aspects and provides written authority to mandate changes.

The upper block arc of the previously presented M4P illustration lists the supporting services and the actors that can be involved in the improved delivery of the Center’s work; meanwhile the lower arc presents the rules & regulations which are supposed to be currently set in place, and where most of the intervention efforts will be given.

This illustration has been designed after thoroughly analyzing all the key issues, as presented in the following sections. These issues were discovered after carefully observing the internal operations of the center and through the answers provided to us by the CDC staff.

Limited Capacities - Limited Coverage: Facility Support

The Career Development Center, since its inception, has received symbolic support from the University of Prishtina in expanding its range of services and the capacities of the center itself (Figure 4.1b and c).



The number of **898 students counseled** per year is microscopic in comparison with the base number of 50,000 students – **only 1.8 percent** of the UP students and alumni receive counseling (Figure 4.1b). Within a year, only **2 percent** (1,000 out of 50,000) of the students have participated in the trainings organized by the Center - a service which needs to be delivered to a much higher number of students considering the significance of the knowledge received through these trainings in job creation (Figure 4.1c). The current coverage capacities of the center are too small to have a considerable impact to the student body's career development and a general improvement of the situation in the university and the success of the alumni. One of the main reasons is that the facility support function needs improvement in two dimensions, location and size. Due to the **lack of a proper training facility** and the limited staff capacities, CDC is unable to provide support to a larger number of students.

Training, being one of the more popular services of CDC, are very **limited** in number of participants per training due to the lack of space in the current office. In addition, the location of the center either remains unknown for most students or is considered to be unattractive. This area is visited by a considerable number of students, especially those whose faculties are closer to the university library. Nevertheless, the visitor count does not reflect the number of students in the

area and indicates a lack of knowledge regarding the Center's location. The location and the student's lack of information about it are an inconvenience that the CDC staff perceives to be one of the greatest obstacles for student accessibility. Investing in an orientation campaign towards the Center, or changing the location, remain two optional interventions that need to be further studied.

Networking

The center has not yet engaged in any collaboration with the student councils, who are considered to be good mediators between different university instruments and the student body. As a group of three individuals involved in career development, CDC is currently unable to enlarge its activities without searching for new, cost-effective ways of engaging other students and organizations in its service provision.

Finance Support

Another large problem which leads to the numbers previously presented is the lack of funding and monitoring from the UP Central levels. The center, except of the salaries of the staff and the fixed administrative expenses, receives no other continuous flow of income for its operations. As such, the head of the center receives additional funds only by sending requests to the vice-rector/secretary of the university. The center has not attempted to find ways for generating income through its own means. There is no legislative structure or regulation that designs the technical and financial relationship between the university and CDC. Thus, the center receives minimal attention by the secretariat and other central authorities of the university. In such conditions, the CDC staff feels no authoritative pressure to diversify its portfolio or reform the centers functionality. The center has not initiated any fundraising project or exhibited any attempt for obtaining other sources of support.

Marketing

The services that the center provides, organized in packages as presented in its core functions, are not well-advertised in any of the social media outlets. A review of the CDC official Facebook page reveals that the center focuses mostly on presenting daily opportunities for job vacancies, seminars, conferences, trainings, etc. Except of the announcements for their trainings and the brief description of the Center's services, there were no presentations of other services that the Center provides for free to all of its visitors – information that must be re-posted

in a constant basis. It could be assumed that many of the students in the university are not aware of the possibilities that the center offers, in this way seeing no benefit in visiting it. In addition, the CDC tab at the University of Prishtina website is out of order and presents no information about the Center. The CDC staff has failed to receive positive response from the university authorities to obtain funds for the creation and maintenance of their own website.

Supporting Functions

The supporting functions of the Center, as presented in the illustration, are several aspects that characterize its functionality and indicate its current output. They are also the various categories where systemic intervention would most critically improve the Center's quality of services. Based on the analysis of the current situation, these are the supporting functions with priority in intervention:

Information Communication Technologies

Currently, CDC is not capitalizing from the database of information it can create through the 50,000 UP students. Many of the computers of the Center are not in use because of the lack of space and staff.

Design service packages

Current services of the Center are not properly categorized and scope-defined for better internal development of the packages.

Finance

Currently, the Center receives funds directly from the directorate; it sends proposals/requests for every new activity or project it plans to undertake to the UP administration, which reviews and takes decisions in accordance with its budget plan. Other than the general expenses of maintaining the every-day operations of the center (personnel and utilities), all other activities must undergo this process. There is no allocated budget for the Center, and it does neither possess a sub-account for managing its own funds.

4.2 A.U.K American Education in Kosovo – Case Study

A.U.K’s Counseling Center, the Co-op & Career Services Center (CCSC) serves to more than 500 current A.U.K. students and a considerable number of alumni. Established in 2008, this Center has been able to establish itself as one of the most successful Centers in Kosovo, considering that it has become the focal point for many large employers. The main success of CCSC is its decision for operating under the Rochester Institute of Technology Co-op Model, which requires students to go through two 3-month (more specifically, 400 hour) internships in order to be able to graduate. Technically, this indicates that all students who have studied in A.U.K after 2008 have undergone the co-op system, which is academically credited. The following picture presents statistical data in regards to employed students under this model.

Figure 4.2a Co-ops registered during the 2011-2012 academic year (four quarters)

Total number of Co-ops registered throughout 2011-2014		
	Number	Percentage terms
Total no of official Co-ops	329	100
Co-ops of Freshmen&Sophomores	119	36.17
Co-ops of Juniors&Seniors	210	63.83
Co-ops found by AUK	225	68.39

Within one single year, 329 job offerings were given to A.U.K. students, 68.39% of which were found directly by CCSC. The CCSC, thus, has a 100% employment rate, where every student within the university must have visited the center at least once within the academic year and been supported throughout the co-op registration process multiple times. This system has integrated CCSC into the academic format of the University – a very different situation compared to CDC at the UP. The Center is directly funded and monitored by A.U.K. Other than running the co-op system, this center provides career counseling to interested students, support for graduate study applications, and basic trainings on how to write a CV, how to behave in an interview, etc. These activities, however, are kept at minimum, since students do not show high

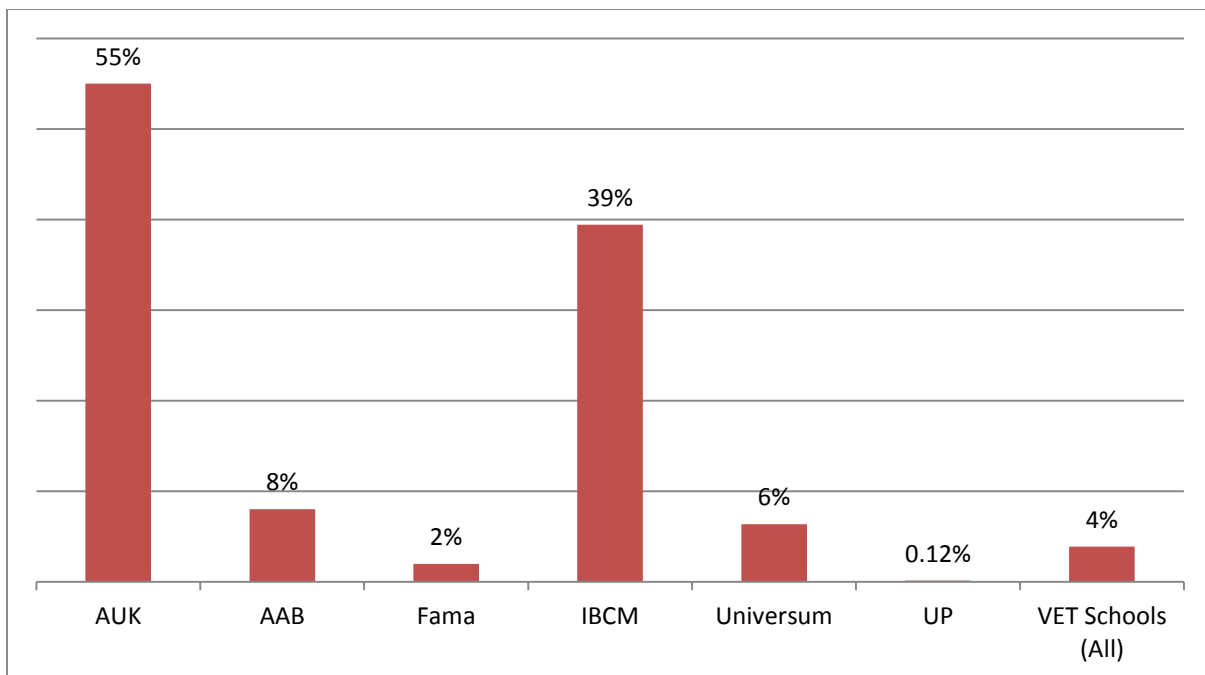
interest in attending these activities. One of the potential reasons could be the integration of the “Communicating in Business” class as one of the mandatory general credits, which provides similar information that a Center would typically teach.

4.3 Industry Analysis

When analyzing the career counseling market in public and private HEPs as a whole, considerable differences between the institutions and their centers are evident.

One of the main analyses that the study was able to draw from the information gathered from the six Higher Education Providers and four Vocational and Education Training Schools was the internship to total number of student ratio within one academic year (Figure 4.3a). This ratio clearly indicates the position and ranking of each of the Centers and the possible similarity of issues that these Centers possess.

Figure 4.3a ‘Number of Internship to Number of students’ ratio for each of the 10 HEPs

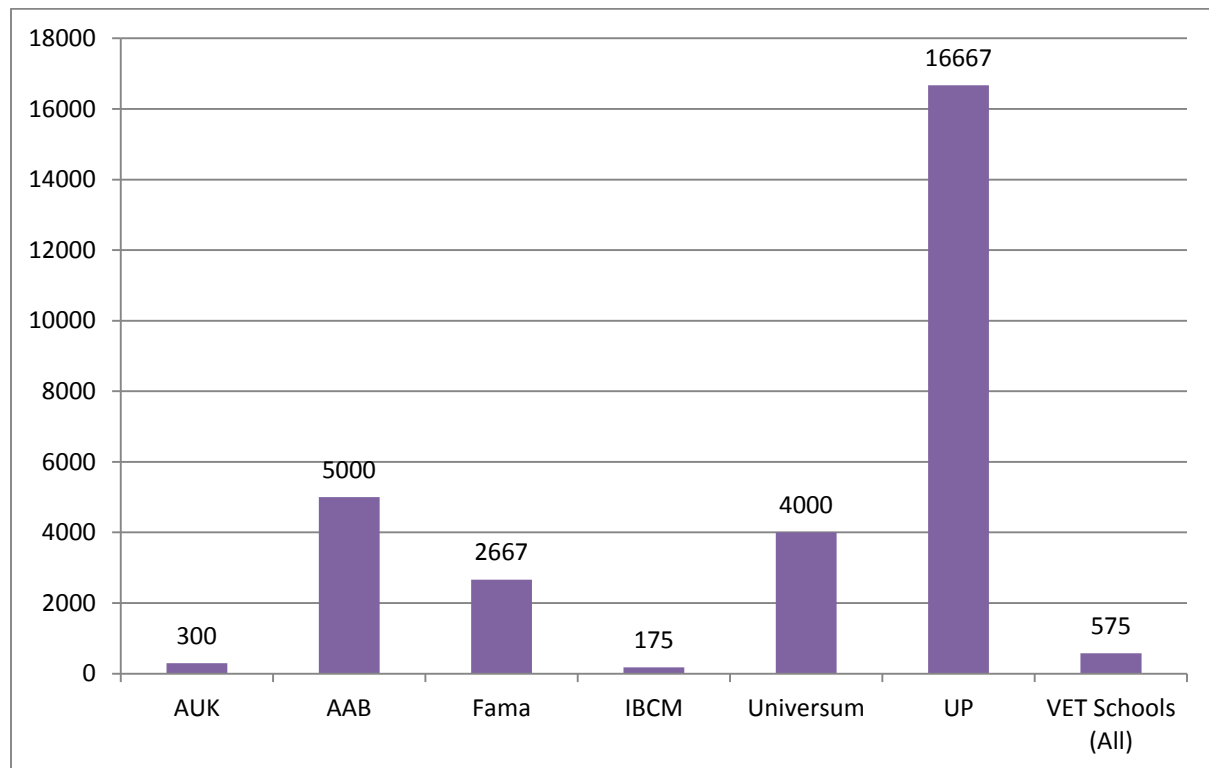


Based on these statistics, AUK, IBCM and AAB possess the most successful university Centers when it comes to internship provision and employment. The University of Prishtina, with the highest number of students, has the worst situation in this regard, with less than 1

percent of students being able to receive internships. This number however, is believed to be much higher, taking into account all the employed UP students for which CDC is not informed. The low percentage (0.12) accounts for only the number of internships that are arranged through the Center, which currently amounts to 60 internships. There is no actual study or data that have measured the employment levels and internships that the UP student body possesses.

One of the reasons for the low number of internships in UP and in some other private and public HEPs is because of the low number of staff engaged in finding new jobs/internships and informing the student body about these opportunities. Limited staff indicates an inability to measure the true level of employment within the university, which is crucial information for the Center and other state-level stakeholders. The number of staff designated to arrange the affairs of the center illustrates the level of importance that the university administration puts into the true issue of our young generations – the fact that many of them are not employable in our current markets (see figure 4.3b).

Figure 4.3b Number of students served by one Career Center official in each HEP



One CDC staff member is accountable for covering counseling services for a total of more than 16 thousand students, compared to IBCM Center's staff, where one staff member serves to 175 students.

Other differences that these centers showed were in the following fields:

- **More integrated into the University's administration** – The Centers in AAB, AUK, and IBCM, among those of other universities, were an integral part of the other offices within their physical facilities and legislative administration. This assured for better communication and more aligned products and results.
- **Defined budget** – Most of the other HEPs (excluding VET Schools), contrary to UP's CDC and AUK's CCSC, had their own designated budget which they could plan and use accordingly.
- **Clear rules and regulations** – All of the other centers had a clear list of guidelines and internal regulations approved by the university administration and monitored continuously by these higher authorities. Some of these centers were part of the internal rules of the university, serving as part of their own services mechanism.
- **Regulated internship system** – The success behind universities such as A.U.K. and IBCM is the fact that they have a much better organized internship system. This was evident in the number of students who were employed or interning within an academic year.
- **Better access to student information databases** – These centers had much better control of the internal student data, where each of them had all basic information for each university student.

However, these centers had some similar. All of them had similar lines of services that they provided, a maximum of three staff, and were continuously looking for new partnerships with businesses and other employing organisms.

5. Analysis and Discussion

5.1 Industry

A review of the results derived from secondary research and the interviews with managers of the main Career centers in Kosovo shows that other than A.U.K.'s Co-op & Career Services Center, the other HEPs have generally been unable to establish effective career guidance systems. One of the main differences between CDC and A.U.K. is the business model that the centers' are using. CDC is mainly focus in dissemination of information on academic and professional opportunities, with a structured, yet limited provision of trainings and career counseling. Its staff is very proactive in finding these opportunities, but once they disseminate the information on public domains (e.g. Public Facebook account), the Center does not keep track of what happens to those opportunities, who receives them, or how they are administered. They are not keeping track of the beneficiaries and opportunities, and thus are often left out of the process from the beginning. CCSC's flagship product is the co-op services that it provides to its students. All of the requests that it receives from employers, schools, conferences and other bodies are sent through its email to all A.U.K. students, but to only A.U.K. students; It does not post them on any public domain. In addition, through many of these opportunities, students have to apply through the Center and not directly to the provider or organizer. It is through these ways how the center at A.U.K. increases its exposure and captures more attention from the student body. Whereas CDC focuses in remaining a free-source "database" for anyone, the CCSC remains centered towards prioritizing its main clients, i.e. the students of A.U.K.

Other universities seem to also have worked on strengthening the relationship between the students and their respective centers. The results presented in figures 4.3a and 4.3b show that AAB's career center has served more than 5000 students through trainings and counseling, even though the number of internships, which is one of the center's main indicators of good performance remains very low. Similar results are also present at UNIVERSUM, Fama, and the VET schools. An interesting example is IBCM, which based on the results, is also successfully serving its students with counseling services and job/internship opportunities. A.U.K. and IBCM are the smallest universities in our study group, whereas the number of staff in their career centers is similar to that of the other universities. None of the centers have more than 3 staff

members in within, which could be one of the explanations why the smaller universities can better fulfill the needs of the student body.

The other reasons for the differences between these centers' performances is education system used. Out of this group of universities, it is only A.U.K. that has a mandatory 800 hour, credited co-op system that applies to all of its students. While some of the faculties in UP have been able to design a curricula that includes mandatory field experience/internships, most could not. This is because of the large number of students that UP and many other private universities have. With thousands of students who are studying finance, business administration or political science every year, it is difficult for the country's industries to accommodate each in an internship position. Many students would be unable to graduate if similar practices to A.U.K. would be applied by public universities. This sense of optionality to visiting career guidance centers is also why they are facing difficulties of attracting students, and as a result, employers.

5.2 Relationship between CDC and UP Administration

In the previous review of the current situation of CDC, it is evident that the Center lacks proper legislative organization. The centers of the other HEPs are initiated and administered directly by the administration – the offices themselves are close to the rest of the administrative staff. The center has been initiated and funded by international donors in its first few years of work, in which it has been able to set its foundations and create a series of services. After the funding project ended and the center was financially dependent on the university, many of its activities were cut, in addition to a generally decreased interest by the university to engage in meaningful long-term planning. Since there is no legislative framework under which the Center and its relationship to the university is organized, the functionality of the center is limited to its current capacities. **Governance** remains the key issue which must systemically adjust to the needs of the Center. Without having a properly defined set of rules and regulation to which the Center's activities and processes are adhered to, no internal improvements can be undertaken.

The same applies to the level of financial dependency. Having a higher level of certainty in regards to the funds and the specificities of the budget received by UP is crucial to the success of the Center. The other centers used in this project have designated budget lines under which all of their activities can be organized. Having a clearly defined line of expenditures and an annual

budget set by the UP Administration would offer CDC a better outlook to its management of the activities it undertakes within the year. Having a concise set of steps that the budgetary process must go through with the continuous involvement and input of the CDC team would lead to a better design of the budget, as well as increased cooperation among the two entities. The Center must be allowed to raise its own funds through the Services it offers so that it can sustain financial strength while also not decreasing the demand for its products. EYE must concentrate in developing the regulations to allow CDC to raise its own funds.

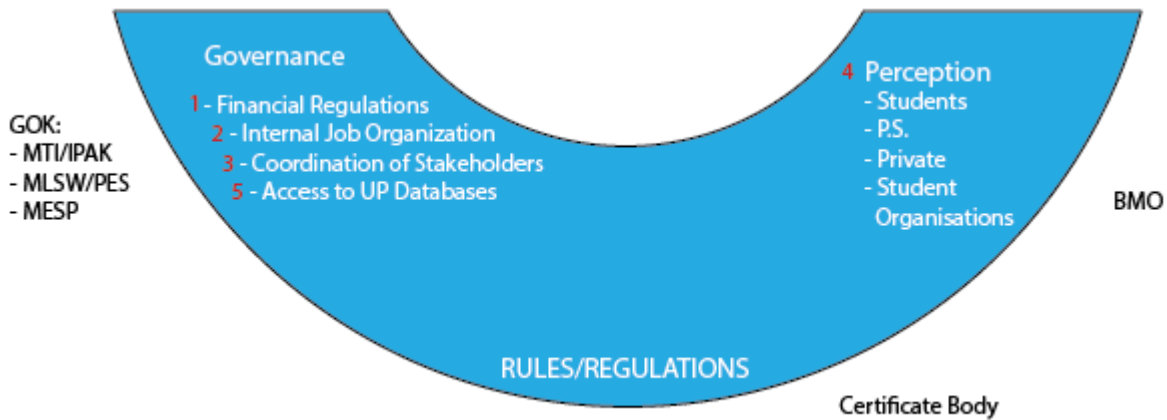
5.2 Intervention Strategy - Rules and Regulations

Through the analysis of the center's current issues, other centers in Kosovo and their capacities, as well as the industry as a whole, it is evident that the economic and political status quo in Kosovo's are determining factors to the outputs of these centers. There is scarcity in internships and job opportunities not only for the students and graduates of these HEPs, but for the population as a whole. Without proper reformation from Kosovo's government, these centers can only incrementally improve their ability to attract employers and students in cooperating through its services. This section will provide a detailed intervention analysis that could support the center in reforming its work and increase the outputs, which is also the main purpose of this project.

The first and foremost action that the government could undertake to support not only CDC but the entire counseling industry in universities is through including career guidance as an integral part of the Law on Higher Education, similar to the level of priority given by every other European member. This annexation to the Law will be in full compliance with the EU Resolutions on Career Guidance and the National Strategy on the matter.

Based on the M4P approach, it is the structural intervention on the factors that would impact the situation for a long-lasting period - much longer than the period of intervention - that must be followed in any project of national importance. This is the approach through which rules and regulations that organize the entire industry's structure that must be review and intervened on. This is also why integrating career guidance into the national law is the first and most important steps in the inception phase. See the lower part of the M3P graph in figure 5.2.1 which presents the set of interventions that make up the base of the strategy.

Figure 5.2.1 Rules and Regulations Interventions



In regards to internal CDC-UP organization, it is again rules and regulations that must be reformed, because the results of an improved legal framework creates an environment that ensures sustainable development. The Statute of UP must be reformed to more effectively include the Career Development Center as an integral instrument for attaining its mission. These regulations will clearly define the relationship between UP and the Center, but most importantly, structure in detail the rules of procedures and operations within the system, including:

1) *Internal Regulations for defining the budgeting process* –The following steps need to be undertaken:

- The Center staff, in cooperation with the UP Steering Council, acting Rector, and Secretary General officials must design a regulatory document which coordinates the internal operations of the center in regards to the process for generating revenue. This regulation must be in accordance with the general regulative framework of UP for every institution within the university.
- The regulation must emphasize its role and purpose in the functionality of the Center and justify the means in which the Center will generate revenue. In addition to that, it will also name the forms in which these

funds will be used. Based on UP legislation, 20% of revenues must be allocated to the UP budget, where they will be used for other CDC-related expenses incurred by the administration. For the purpose of creating the Center's sub-account, the UP Finance unit will receive a detailed, annual budget plan, which will be strictly adhered to.

- This regulation will be initially drafted by EYE and incorporate all comments by other entities, using samples of regulations enforced by other entities within UP. The proposed regulation, in addition to the general strategic plan, will be presented to the invited working panel consisting of UP Board members and the above-mentioned stakeholders. After finalizing the technical aspects of the regulation, the panel will approve the Center's new legislative framework and take necessary actions for putting it in place.

- 2) *Internal Regulations of Job Systematization at the UP* – CDC and UP must establish a standardized internal internship/co-op registration and evaluation for each faculty. As previously mentioned, many of the faculties have some forms of internship recognition and performance within their bodies itself, including these internships as part of the students' evaluation throughout their academic experience at the university. Setting a **standardized scheme** for the types of recognizable internships and installing a mandatory co-op as part of the curricula are only two of the many ways this system could be reformed.
- 3) *Internal Regulations for Establishment of an Internship recruitment cycle*
A rotational, 3-month, non-paid internship for numerous students to join the CDC offices would be a cost-effective way to tackle the need for staff. This would not only increase the functionality of the Center and the quality of the services provided, but also increase the accessibility of the services to a higher number of students, in addition to being present in all 17 faculties.
- 4) *Internal Regulations for Coordinating Stakeholders* – Lack of cooperation between UP and CDC remains an issue that affects the daily operations of the Center. Having monthly and quarterly meetings with UP directorate and more

frequent meetings with the Heads of the Faculties' Units will influence the periodical milestones set and the synergies created between the many entities within the organization. This will ensure that the services provided by the Center are also in line with the needs of the faculties and complementary to the academic field. In order for this communication flow to remain consistent, this process must have legal backup in the UP regulations. Furthermore, coordination between CDC staff and UP administration must be supplemented by a clearly articulated process, where each of the entities is aware of the internal procedures for sharing information. Clear guidelines regarding reporting and procurement, among others, will be an integral part of the logistical reform within the system. ISO 9001 certification in quality management is one of the certifications that will be influential to the operational behavior of the organization and that must be undertaken soon.

- 5) **Communication** – Realizing the importance of a strategic communication strategy, the Center must define basic rules to which the staff must adhere. These rules will control and be adapted in all PR outputs, including branding, rules for designing and wording, identity-building, etc.
- 6) **Access to Information** - In order to increase the efficiency of the internal processes within the Center, more specifically the process for registering students and adding new information for each member of CDC, the Center must have access to the existing student information databases, where basic information for UP students are available.
- 7) **Design service packages** – The current services of the Center are not properly categorized and scope-defined for better internal development of the packages, e.g. the Training services provided by the Center must be categorized, developed, and diversified independently from other categories of services. These operational definitions and processes, if well-defined within the new regulation, will serve as a guideline to the staff for improving the effectiveness of the Center.

Perceptions

UP and CDC should employ efforts in improving the way the Center is perceived among four groups of interest:

- a) Students;
- b) Private sector (businesses);
- c) Parents; and
- d) Student Bodies

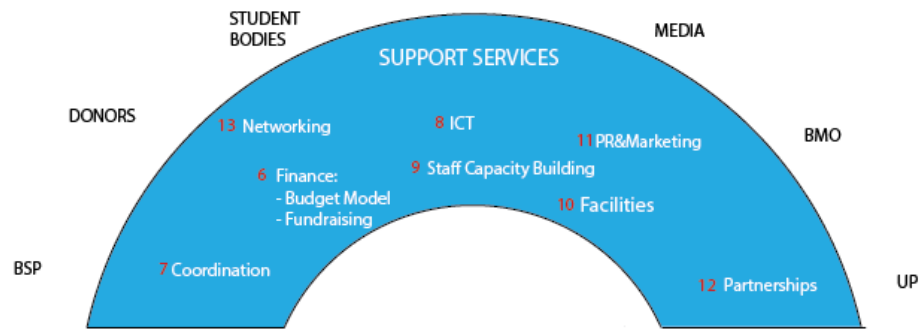
The intervention on the rules and regulations will be the first step towards emphasizing the strengths of the Center and capitalizing from its opportunities. This will improve its perception to the wider audience. An improved internal structure and an increase in performance level, accompanied by a well-designed public information strategy throughout the intervention process, would set the basis for the recognition of the Center as a tool for enhancing youth employability in Kosovo. This will then be followed by a more tailored social media marketing approach and branding process, through which the Center will be able to successfully engage a much larger audience. A generally improved user experience will ultimately result in improved perceptions by the afore-mentioned groups of interest.

In conclusion, interventions on rules and regulations will be the first step towards laying the foundation for continuous improvement of CDC. This will improve its perception to the wider audience. An improved internal structure and an increase performance level, accompanied by a well-designed public information strategy throughout the intervention process, would set the basis for the recognition of the Centre as a tool for enhancing youth employability in Kosovo.

5.3 Supporting Functions

The supporting functions of the Center, as presented in the illustration in figure 5.3.1, are several aspects that characterize its functionality and indicate its current output. They are also the various categories where systemic intervention would most critically improve the Center's quality of services.

Figure 5.3.1 Supporting Functions Interventions



Based on an analysis of the current situation, these are the supporting functions with priority in intervention:

Coordination

Improved coordination between CDC, Academic Units and the Rectorate, supported by a well thought-out and practical Organizational Structure that dictated communication channels, is a necessity for improving the CDC’s functionality. Coordination will allow for better alignment of the activities of the Center with the needs of the Faculty units and the objectives of the Rectorate. With increased communication between the three entities, the responsibilities and accountability of the Center staff will increase as well, leading to increased effort and work ethics. Setting milestones in collaboration with the Rectorate and designing a proper internship management system that could proportionally provide each faculty with internship/coop opportunities that their students need. In addition, trainings and other services provided by the Center will be diversified and tailored to the requests of the Rectorate and for the needs of specific faculties within UP. Accessibility of the Center in each faculty, through the establishment of the “Career Guidance Corners” in each of the faculty buildings, will allow for a better exposure of the Center and a more informed student body. These corners, staffed by the Center’s interns, will provide basic information about the Center, counseling and other advise, including referral to the more experienced staff members depending on the complexity of the issue. Such coordination would strengthen the Center’s coverage and provide career development services to a much higher range of students.

Information Communication Technologies

Currently, CDC is not capitalizing from the database of information it can create through the 50,000 UP students. Many of the computers of the Center are not in use because of the lack of space and staff. Increasing the number of interns in the Center, as well as the establishment of 14 information corners in various faculties of the university will need the re-use of the computers. With more registrations and an increasing level of data entry, the database that the Center will possess can link employers to students with very specific educational and work experience.

Staff skills (training of CDC staff)

Training and certification of staff is important so that experienced and professional guidance can be provided. They will be trained and certified in the modules as presented in the EU Regulations and National Strategy for Career Guidance. Further attempts will be focused in the possibilities for accrediting the staff in the Organization of Career Counselors.

Design service packages

Current services of the Center are not properly categorized and scope-defined for better internal development of the packages, e.g. the Training services provided by the Center must be categorized, developed, and diversified independently from other categories of services. These operational definitions and processes, if well-defined within the new regulation, will serve as a guideline to the staff for improving the effectiveness of the Center.

Finance

The Center must focus in forming a sustainable, independent flow of income other than the sources received through UP. Currently, the Center receives funds directly from the directorate; it sends proposals/requests for every new activity or project it plans to undertake to the UP administration, which reviews and takes decisions in accordance with its budget plan. Other than the general expenses of maintaining the every-day operations of the center (personnel and utilities), all other activities must undergo this process. There is no allocated budget for the Center, and it does neither possess a sub-account for managing its own funds.

Financial sustainability: Approach

One of the main aspects of this regulation will be the forms used to raise funds through the services that the Center provides. Some of the potential approaches for increasing CDC's financial independence are described below:

- 1) Receiving certain symbolic fees by students to obtain 1-year memberships and receive emails and other information regarding various opportunities on their field of study, whether it is a job or internship, training or scholarship opportunity. Considering the number of students entering the university each year, with the increasing need to engage in activities other than studying, this annual fee will be cover for many of the expenses of the office.
- 2) Many of the services that the Center currently purchases, could be received for free by third-party agreements and partnerships. For instance, the Center would be able to have many of its trainings provided by consultancy firms for free, in the form of donation, printed materials in-kind donations, sponsor who cover specific events and promote their own products, among other forms of receiving funds.
- 3) Student Cards – Registering UP students as members of the community through the fee-based Student Card will allow students to not only receive free services in many of the UP hubs, including CDC, but also to receive discounts and recognition in various stores, restaurants and business organizations in and out Kosovo. The Center could cooperate with already-established student card providers (e.g. passcard).
- 4) Affinity Cards – In cooperation with one of the private banks in Kosovo, after a public and transparent competition amongst them, promote debit and credit cards for UP students and alumni with better or cheaper direct purchasing, saving and loaning conditions and charges. Every purchase done with the card, a certain percentage is donated by the bank to the CDC.
- 5) Gift store for the University of Prishtina
- 6) Selling Advertising space in CDC Website and monthly newsletter

While these are a limited methods to raise funds, a more thorough design has to be undertaken within the boundaries of the approved regulations.

Facilities in accordance with deliverable model of services

CDC will be expected to change its location into one of the other premises of the Library of UP. The new area must be more sizeable than the current offices, considering the need for more training and counseling space as the number of visitors will increase. In addition, CDC could be able to facilitate many of its trainings through the Hall of the Student Center. This is one of the reasons why the Center must look forward to strengthening their partnership with other similar organizations, among other entities.

PR/Marketing

Improving CDC's uses of digital technology to help students access information regarding the Center must become a priority for the upcoming academic year. The Center needs to establish a better communications strategy using social media and its to-be established website. The focus of the strategy will be shifted from the information on conference and training opportunities as the most advertised aspects of CDC's social media accounts, to the packages of services provided through visiting the Center, in this way attracting more individual and group visitors. This is one of the other ways for supporting the image-building process and tackling the perception issues.

Partnerships

As previously mentioned, CDC must put higher emphasis in networking with other supporting institutions such as the student bodies within the University of Prishtina, domestic training institutions, other career guidance centers, as well as other bodies focused in higher education, youth employment, and career employment, among other things. The first two groups, i.e. UP Student Government and Training Institutions in Kosovo, could become an integral part of CDC's strategy for increasing the number of students benefiting from career development trainings. The Student Government (SG) of the UP has the necessary human capacities to support the Center in many of its services. One of these activities includes providing training on certain career-development modules, which could be implemented as one of the activities that the Student Government provides to its constituents. This could be implemented through a Training of Trainers (ToT), where SG volunteers would be certified and able to train their fellow students on various career topics of their interest

Networking (strategic alliance with companies, job portals, business organizations,)

CDC must engage in more networking activities so that the web of potential employers increases. This process will be led by the CDC team leader and through the support of the engaged staff, who will conduct field visits to various companies and business organizations which could potentially cooperate with the Center.

6. Recommendations

The recommendations of this project are tightly connected to the intervention analysis/strategy presented in the previous chapter, using the M4P approach for systemic organizational change. These recommendations, together with the above-stated interventions, have been designed in cooperation with experts in the field, who have developed similar long-term strategies for central level institutions. The methods used for developing this set of recommendations and interventions are widely used in the field of project management in Kosovo, and these recommendations enlist the process through which the above-stated interventions should be implemented, planned as a set of activities that could be implemented by the end of 2015.

The following present the list of activities that CDC is recommended to undertake in order to meet the first-year objectives in its process of reformation, listed in chronological order:

1) *Sign a memorandum of Understanding between CDC and University of Prishtina.*

The staff of the center, with the support of actors that are interested in supporting its reformation, must discuss with the University of Prishtina and present its status quo, in addition to its plan for solving the problems of the Center. Once the University of Prishtina shows willingness to participate in the reformation process, the Center would be able to initiate the next step. The *Enhancing Youth Employment* project has already shown interest in improving the quality of services provided by the Center, as it has been one of the most committed partner of these centers and the respective HEPs.

2) *Drafting and Approval of CDC Strategic Plan*

The upcoming step would finalize the strategic plan for the reformation process, developing a detailed action plan for implementing all of the previously mentioned interventions. This must also be supported by the University of Prishtina and the institutions that will fund this process. The staff team must actively engage themselves in searching for potential donors which would be willing to support the project.

3) *Design the new Rules and Regulations; create a sound legislative framework that will facilitate the development of CDC*

The process of developing the new legislative framework will require from the Center staff to focus in the five distinct modules:

- Financial Regulation
- Internal Regulation for Job Organization
- Internal Regulations for coordinating stakeholders
- Mandate on Perception
- Mandate to access Student Information Databases

This process will require that UP and CDC will organize groups that will draft these regulations and receive approval by the Directorate. This process could be implemented by the end of the first quarter of 2015.

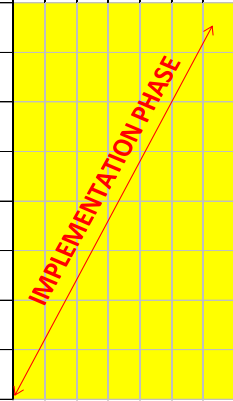
4) *Acquire the necessary financial capacities for the proper establishment of the support system and receive approval for every intervention strategy for the next three quarters of 2015.*

This process will require a thorough analysis of the costs that are associated with the implementation of each deliverable, and the willingness of the Center and UP to provide a certain amount of the total cost. One of the ways of sharing the cost while also considering the budgetary restriction of UP and the Center itself would be to ask for 1/3 of the total cost to be covered by the institution, while the other 2/3 would be supported by the donor. This will also ensure that UP is serious in its commitments to engage with the project and produce tangible results. Based on a calculation of the project costs for the year 2015, the total amount of resources would amount to approximately EUR 90,750.00. See Figure 7.1 for a better illustration on the amount of cost for each of the interventions

More information on the calculations of the cost of individual interventions could be provided upon request.

Figure 7.1. Financial costs of the CDC Reformation Process for the year 2015

UP intervention strategy																				
Annex	Intervention type	Intervention area	Budget			Sub-Total	Total	Timeframe												
			Total	Staff Cost	Direct cost			From	To	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	
1.1	Rules & Regulations	Financial Regulation	UP	€ 1,000.00	€ -	€ 1,000.00	€ 2,600.00	7-Oct-14	12-Dec-14											
			Donor	€ 1,600.00	€ -	€ 1,600.00														
1.2	Rules & Regulations	Internal Regulations of Job Organization	UP	€ 1,000.00	€ -	€ 1,000.00	€ 2,600.00	7-Oct-14	12-Dec-14											
			Donor	€ 1,600.00	€ -	€ 1,600.00														
1.3	Rules & Regulations	Internal Regulations for Coordinating Stakeholders	UP	€ 1,000.00	€ -	€ 1,000.00	€ 2,600.00	7-Oct-14	12-Dec-14											
			Donor	€ 1,600.00	€ -	€ 1,600.00														
1.4	Rules & Regulations	Mandate on Perception	UP	€ 1,000.00	€ -	€ 1,000.00	€ 2,600.00	7-Oct-14	12-Dec-14											
			Donor	€ 1,600.00	€ -	€ 1,600.00														
1.5	Rules & Regulations	Mandate to Access Student Information Databases	UP	€ 1,000.00	€ -	€ 1,000.00	€ 2,600.00	7-Oct-14	12-Dec-14											
			Donor	€ 1,600.00	€ -	€ 1,600.00														
2.1	Supporting Functions	Financial instruments	UP	€ 500.00	€ 1,800.00	€ 2,300.00	€ 10,500.00	1-Jan-15	31/12/2015											
			Donor	€ 4,000.00	€ 4,200.00	€ 8,200.00														
2.2	Supporting Functions	Coordination	UP	€ 1,000.00	€ 300.00	€ 1,300.00	€ 3,600.00	1-Jan-15	31/12/2015											
			Donor	€ 1,600.00	€ 700.00	€ 2,300.00														
2.3	Supporting Functions	Information and Communication Technology	UP	€ 1,000.00	€ 600.00	€ 1,600.00	€ 3,800.00	1-Jan-15	31/12/2015											
			Donor	€ 800.00	€ 1,400.00	€ 2,200.00														
2.4	Supporting Functions	Staff Skills - Capacity Building	UP	€ 2,250.00	€ 150.00	€ 2,400.00	€ 7,550.00	1-Jan-15	31/12/2015											
			Donor	€ 4,800.00	€ 350.00	€ 5,150.00														
2.5	Supporting Functions	Facilities	UP	€ -	€ 3,000.00	€ 3,000.00	€ 11,000.00	1-Jan-15	31/12/2015											
			Donor	€ 1,000.00	€ 7,000.00	€ 8,000.00														
2.6	Supporting Functions	PR/Marketing	UP	€ 3,000.00	€ 4,500.00	€ 7,500.00	€ 20,000.00	1-Jan-15	31/12/2015											
			Donor	€ 2,000.00	€ 10,500.00	€ 12,500.00														
2.7	Supporting Functions	Partnerships	UP	€ 1,500.00	€ 900.00	€ 2,400.00	€ 5,700.00	1-Jan-15	31/12/2015											
			Donor	€ 1,200.00	€ 2,100.00	€ 3,300.00														
2.8	Supporting Functions	Networking	UP	€ 1,000.00	€ 3,900.00	€ 4,900.00	€ 15,600.00	1-Jan-15	31/12/2015											
			Donor	€ 1,600.00	€ 9,100.00	€ 10,700.00														
			TOTAL STAFF COST	TOTAL DIRECT COST	TOTAL COST															
			€ 40,250.00	€ 50,500.00	€ 90,750.00															
			TOTAL UP COSTS	€ 30,400.00																
			TOTAL Donor COSTS	€ 60,350.00																



5) *Implementation of the Intervention Strategy for the Support System in order to create effective and efficient instruments for better operation of the Center.*

This step describes the 9-month implementation phase of the rules and regulations. The output of this step must be the proper establishment of each of the eight following interventions:

1. New Finance Instruments in place
2. Strengthened internal coordination
3. Advanced ICT utilization
4. Staff skills improved through capacity building
5. Improved facilities and infrastructure
6. Effective PR&Marketing Strategy implemented

See appendix 2 for a detailed graphical presentation of the proposed 2015 reformation process.

Future Picture

The Career Development Center of the University of Prishtina “Hasan Prishtina” will become an important meeting point and hub for the students and alumni of the university. It will become the first place to seek advice on any career-related topic, and a successful instrument of the university for engaging students in internships, employment of alumni, information dissemination about scholarships for graduate studies abroad, conferences and seminars for specialization topics, and more trainings for enhancing professional skills in their academic field. The relocated offices, equipped with a training/conference room and a visitor-friendly interior design, higher number of staff, and a well-organized structure in within will allow for a qualitative career guiding experience and a positively increasing visitor count rate. The Center will have an information corner located in the halls of each of the 14 faculties, one of which are not located in Prishtina. The new agreements between the center and the student council, in addition to the contributions by various training providers, will benefit CDC’s visitors through the several new and more frequent training modules, which will be provided for free and to the benefit of all beneficiaries and stakeholders.

The better coordination between the academic units and the central levels at the UP will allow for an improved internship system, which will allow students to not only have more

opportunities for receiving first-hand experience in part-time jobs that are related to their majors, but to also earn credit for the co-ops that they perform. A co-op registration system which will be monitored by CDC will track students' performance and design a grading system which will calculate student's grade through the feedback received by the employer. Through this process, students will receive better study-related job positions, while the employer also hires better employees considering the monitoring and evaluation strategy implemented by CDC.

Post-intervention: 2015-2016 Objectives

The expected impact of the interventions, which would CDC is expected to meet the following objectives:

- 30,000 email accounts that are updated regularly (this can happen by connecting to the ICT department of the UP,
- 10000 students are beneficiaries of facilitated trainings from the CDC,
- 30000 likes in the CDC Facebook page,
- 2 career fairs managed,
- 300 companies sign a Memorandum of Understanding and are part of the CDC business network,
- 2000 student walk-ins are managed,
- 2 tracer studies are conducted,
- 17 satellite info-corners manned by CDC interns disseminate information to UP students.
- Increase by 300% number of job vacancies disseminated to students

Appendix 1: Initial Email to Career Guidance Representatives (in Albanian)

Te nderuar udheheqes te "Qendrave te Karrieres" ne Institutet perkatese te Arsimit te Larte,

Une jam Blendrit Elezaj, student i drejtimit Menaxhment/Ekonomi ne vitin e fundit te studimeve ne Universitetin Amerikan A.U.K. Po ju shkruaj ne lidhje me nje teme diplome te cilen jam duke e shkruajtur (e ashtu-quajtur Capstone Project) ku kam analizuar problemet te cilat per momentin i ka Qendra per Zhvillimin e Karrieres ne Universitetin e Prishtines "Hasan Prishtina".

Qellimi i studimit eshte qe te analizohet gjendja e tanishme e kesaj qendre, krahasimi i saj me qendrat e universiteteve te tjera ne Kosove, si dhe analiza e standardeve evropiane sa i perket Career Counseling, ne menyre qe te krijoi nje strategji veprimi te cilen QZHK e UP-se do te mund ta perdorte per te permiresuar sherbimet e saj. Ajo bart nje barre te madhe, pasi qe eshte ure lidhese e me se 50 mije studenteve te saj me tregun e punes, e per kete arsye duhet qe te punohet maksimalisht ne permiresimin e saj. Kete po mundohem ta bej permes ketij "projekti".

Per komponenten e dyte te kesaj analize, mua po me duhet qe te kem disa informacione shtese nga qendrat e juaja ne lidhje me performancen e tyre, ne menyre qe te kem baze krahasimi per QZHK-ne. Pasi qe eshte e veshtire qe te akomodohet koha per secilen prej qendrave tuaja, une mendova se do te ishte e udhes qe t'u dergoj nje email me pyetjet qe kam, ne menyre qe as juve te mos ju marre shume kohe.

Pyetjet e mia, per te cilat me duhet pergjigje nga stafi i juaj, jane keto:

1. Cilat jane kapacitetet e tanishme te qendres suaj?

- Numri i Stafit:
- Numri total i studenteve ne universitet:
- Numri i Studenteve te cilet kane arritur te marrin sherbime nga ju gjate vitit 2014, 2013 dhe 2012 (secilen vec)
- Numri i studenteve qe e vizitojne qendren gjate nje viti?

2. Cilat jane kater (4) sherbimet baze te cilat i ofroni dhe qe frekuentohen me shume nga studentet?

- Sa studente kane ardhur per secilen prej tyre?
- A ofroni trajnime per studentet? Po konsulence? Nese po, ju lutem specifikoni se cfare.

3. A keni buxhet te ndare per aktivitetet e qendres? Sa eshte ai dhe cfare mund te mbuloni me te? A jeni te kenaqur me kete buxhet? A ka pesuar ngritje ne tre vitet e fundit?

4. A keni forma te ngritjes se fondeve tuaja vetanake per te qene te veteqendrueshem dhe efikas? Nese po, cfare forma dhe sa mund te perfitoni nga to?

5. Cilat jane problemet kryesore qe qendra juaj tani ka? Si jeni munduar ti zgjidhni ato?

6. Sa komunikoni me administraten e fakultetit? A jeni te pavarur prej tyre apo merrni urdhera nga ta direkt? Sa kane kontribuar ata ne suksesin e qendres suaj?

7. A bashkepunon qendra e juaj me qendra te tjera te tilla ne Kosove? Nese po, me cilat, dhe si?

8. A ka rregullore te brendshme qendra e juaj? Sa funksionon ajo? Cka sa i perket rregullores se universitetit - a ndikon ne vendimmarrje te brendshme?

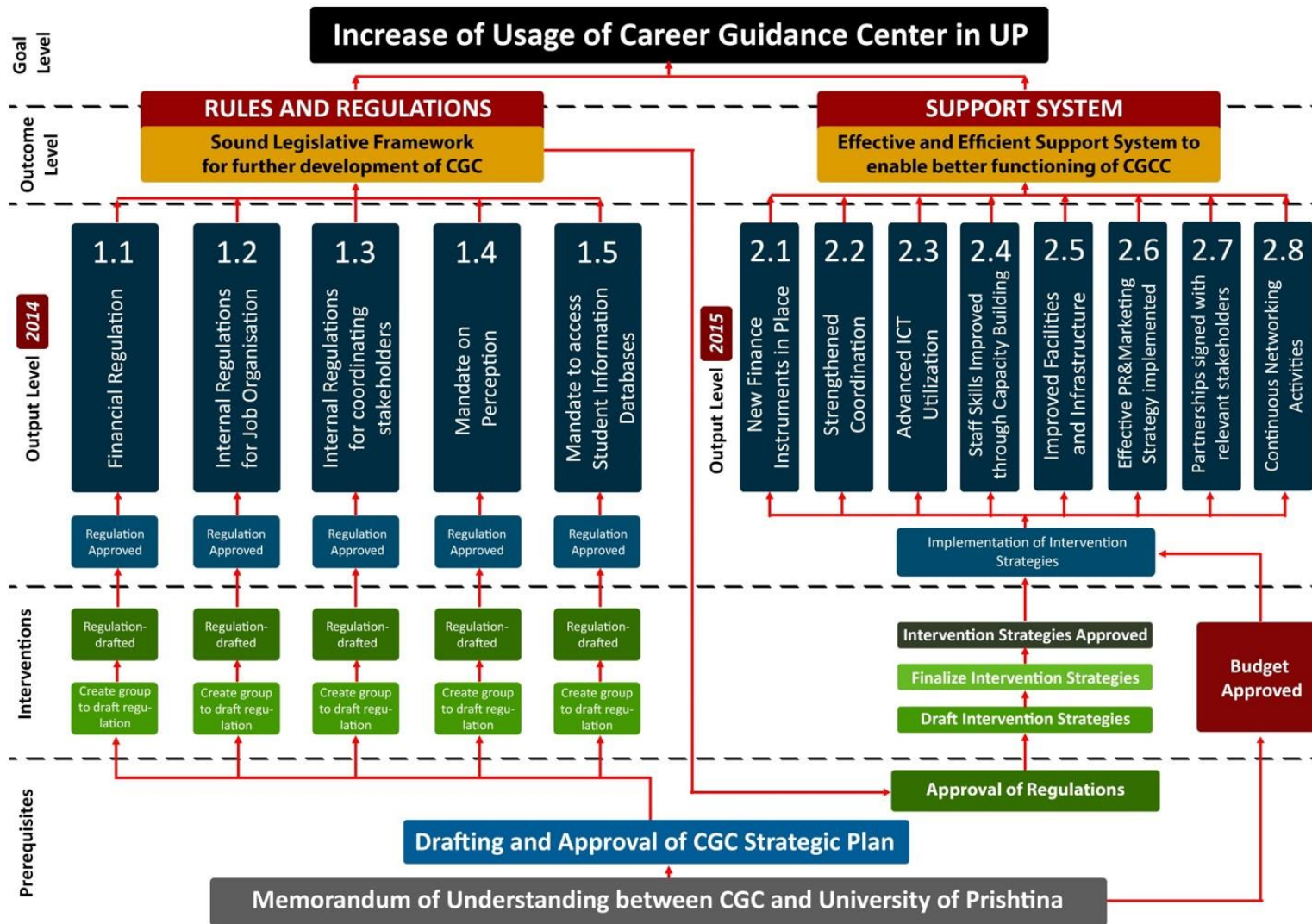
9. Ne universitetin e juaj, a kreditohet puna praktike ne ndonje forme? A keni sistem te instaluar te internshipeve? Sa internshipe ka ofruar qendra brenda vitit 2014 dhe vitit 2013? QZHK, per shembull, ka arritur qe te gjeje 60 vende pune brenda vitit te kaluar. Me tregoni sa me shume qe keni per kete, pasi eshte pjesa me e rendsishme e QZHK-se.

Per keto pyetje tashme i kam marre pergjigjet nga Qendra e Zhvillimit te Karrieres ne UP, dhe per kete arsye po ua bej edhe juve, per te mund te pare se si mund QZHK te permiresohet nga eksperiencia e juaj. Une do te sigurohem qe pergjigjet tuaja te perdoren vetem per kete studim dhe te prezentohen ne formen e duhur, sipas rregullave te caktuara akademike te citimit.

Interesi im ne kete eshte qe te gjej informacione qe mund te japin zgjidhje per problemet qe ka QZHK dhe ti permbledh ato sa me mire ne Planin Strategjik qe do ta prezentoj. Une do te bej nje kopje te ketij plani sapo te finalizohet, ne Janar te ketij viti, dhe tua dergoj secilit prej juve. **Note:**

This letter can be translated upon further request.

Appendix 2: Timeline for the implementation of the recommended 2015 strategic plan



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