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Vocational and Jobs Promotion

Handbook

1. Promocija stručnih zanimanja i mogućnosti zapošljavanja

Promocija stručnih zanimanja jedan je od ključnih izazova savremenog sistema visokog obrazovanja. U uslovima ubrzanih ekonomskih promjena, digitalne transformacije i sve izraženijeg nedostatka kvalifikovane radne snage, visokoškolske ustanove imaju važnu ulogu u oblikovanju pozitivne percepcije stručnog obrazovanja i pripremi studenata za uspješnu integraciju na tržište rada.

U posljednjim godinama u Republici Hrvatskoj raste potreba za stručnjacima koji, pored kvalitetnog teorijskog znanja, imaju razvijene praktične kompetencije i sposobnost brzog prilagođavanja poslovnom okruženju. Zato stručni studiji dobijaju sve važniju ulogu u razvoju ljudskih resursa i povećanju konkurentnosti ekonomije.

Visokoškolska ustanova posmatra razvoj stručnih zanimanja kao dugoročan proces koji počinje promocijom studijskih programa, nastavlja se kvalitetnom nastavom, intenzivnom saradnjom sa ekonomijom i organizacijom profesionalne prakse, a završava uspješnim zapošljavanjem diplomiranih studenata. Takav pristup zasniva se na aktivnom uključivanju poslodavaca u obrazovni proces, razvoju Karijernog centra, kontinuiranom praćenju potreba tržišta rada i podsticanju studenata na učešće u stvarnim projektima i profesionalnim aktivnostima.

Promocija stručnih zanimanja na visokoškolskim ustanovama zasniva se na uvjerenju da se vrijednost stručnih studija najbolje dokazuje kvalitetom stečenih kompetencija i uspješnim profesionalnim razvojem diplomaca. Stoga aktivnosti usmjerene na promociju nisu ograničene samo na informisanje budućih studenata, već uključuju sveobuhvatan sistem povezivanja obrazovanja i tržišta rada.

Strateški pristup zasniva se na nekoliko međusobno povezanih oblasti:

- promociju stručnih studijskih programa i njihovih obrazovnih ishoda;
- kontinuiranu saradnju s poslodavcima i ekonomskim sektorom;
- organizaciju stručne prakse u stvarnom radnom okruženju;

- rad Centra za karijeru kao centralne tačke za profesionalni razvoj studenata;
- uključivanje studenata u razvojne projekte i aktivnosti lokalne zajednice;
- razvoj preduzetničkih, digitalnih i komunikacijskih kompetencija;
- praćenje potreba tržišta rada i prilagođavanje studijskih programa.

Takvim pristupom, visokoškolska ustanova razvija pozitivan stav prema stručnim zanimanjima i omogućava studentima da se na vrijeme upoznaju sa zahtjevima tržišta rada.

1.1 Saradnja s gospodarstvom kao osnova za promociju stručnih zanimanja

Jedan od najvažnijih elemenata promocije stručnih zanimanja je intenzivna saradnja sa ekonomskim sektorom. Visokoškolska kontinuirano razvija partnerske odnose sa poslovnim organizacijama iz različitih industrija kako bi studentima omogućio praktično iskustvo, razvoj profesionalnih kompetencija i upoznavanje sa savremenim poslovnim procesima.

Saradnja se ostvaruje kroz:

- Organizaciju kratke prakse
- Terensku nastavu
- Gostujuća predavanja stručnjaka iz prakse
- Zajedničke razvojne projekte
- Učešće poslodavaca u razvoju studijskih programa
- Radionice i profesionalne obuke
- Organizaciju Dana karijera
- Mentorstvo studenata tokom stručne prakse.

Takav model omogućava studentima da uspostave profesionalne kontakte sa potencijalnim poslodavcima tokom studija, dok poslodavci dobijaju priliku da upoznaju buduće zaposlene i aktivno učestvuju u razvoju njihovih kompetencija.

2. Uloga Centra za karijeru u promovisanju zapošljivosti

Karijerni centar visokoškolske ustanove je ključni mehanizam za povezivanje studenata sa tržištem rada. Njegove aktivnosti uključuju organizaciju praksi, razvoj mreže partnerskih organizacija, studentsko savjetovanje, organizaciju radionica za profesionalni razvoj, Dane karijere i individualnu podršku studentima u planiranju karijere.

Posebna pažnja posvećena je razvoju profesionalnih kompetencija koje poslodavci smatraju neophodnim za zaposlenje. Kroz radionice, simulacije razgovora za posao, predavanja poslovnih stručnjaka i individualno savjetovanje, studenti razvijaju vještine samoprezentacije, poslovne komunikacije, timskog rada i upravljanja karijerom.

Centar za karijeru djeluje kao trajna veza između obrazovnog procesa i poslovnog okruženja i značajno doprinosi povećanju zapošljivosti studenata.

2.1 Dani karijere kao platforma za promociju stručnih zanimanja

Jedna od najvažnijih aktivnosti putem koje visokoškolska ustanova promoviše stručna zanimanja i povećava mogućnosti zapošljavanja svojih studenata je organizacija Dana karijera. Ovaj događaj je organizovani oblik povezivanja studenata, nastavnika, poslodavaca, bivših studenata i drugih zainteresovanih strana na tržištu rada s ciljem razmjene znanja, iskustava i informacija o aktuelnim trendovima zapošljavanja.

Za razliku od klasičnih sajмова zapošljavanja, Dani karijere na visokoškolskim ustanovama su osmišljeni kao interaktivna platforma koja studentima omogućava direktan kontakt sa predstavnicima poslovnog sektora. Kroz panel diskusije, intervjuе, radionice i individualne razgovore, studenti stiču uvid u očekivanja poslodavaca, kompetencije koje su najtraženije na tržištu rada i mogućnosti profesionalnog razvoja karijere.

Posebna vrijednost Dana karijera ogleda se u činjenici da poslodavci ne samo da zastupaju slobodna radna mjesta, već i aktivno učestvuju u oblikovanju profesionalnih kompetencija studenata. Kroz dijalog sa predstavnicima gospodarstva, studenti razvijaju svijest o važnosti cjeloživotnog učenja, profesionalne odgovornosti i kontinuirane obuke.

Istovremeno, Dani karijera predstavljaju priliku za uspostavljanje novih partnerstava između visokoškolskima ustanovama i poslovnog sektora, što dodatno doprinosi razvoju profesionalne prakse i povećanju mogućnosti zapošljavanja budućih diplomaca.

2.2 Projekti kao instrument za promociju stručnih zanimanja

Učenje zasnovano na projektima je jedan od najučinkovitijih oblika razvoja profesionalnih kompetencija. Učestvujući u stvarnim projektima, studenti imaju priliku primijeniti teorijsko znanje, razviti organizacijske i komunikacijske vještine te steći iskustvo rada u interdisciplinarnim timovima.

SING projekat – Sinergija znanja. Projekat SING – Sinergija znanja je primjer uspješne veze između visokog obrazovanja i potreba lokalne zajednice. Studenti učestvuju u razvoju razvojnih projekata na osnovu stvarnih potreba klijenta i prolaze kroz sve faze projektnog ciklusa – od analize problema i definisanja ciljeva do pripreme projektne dokumentacije i prezentacije rezultata.

Učestvujući u projektu, studenti razvijaju:

- kompetencije projektnog rada,
- strateško planiranje,
- komunikaciju s klijentima,
- timski rad,
- analitičko razmišljanje,
- prezentacijske vještine,
- odgovornost za rezultate rada.

Istovremeno, lokalna zajednica prima dobro razvijene projektne prijedloge koji mogu poslužiti kao osnova za dalji razvoj.

2.3 Saradnja sa profesionalnim organizacijama

Važnu ulogu u promociji profesionalnih profesija ima i saradnja visokoškolskih ustanova sa profesionalnim udruženjima i profesionalnim organizacijama. Takva saradnja omogućava studentima da upoznaju

međunarodne profesionalne standarde, savremene radne metode i mogućnosti za dodatni profesionalni razvoj.

Studenti učestvuju na profesionalnim konferencijama, radionicama i treninzima koje organizuju organizacije poput PMI i IPMA, čime razvijaju kompetencije koje nadilaze obavezne ishode studijskih programa. Istovremeno, uspostavljaju kontakte sa profesionalcima iz različitih sektora ekonomije, što je često prvi korak ka budućem zapošljavanju.

Saradnja sa profesionalnim organizacijama također doprinosi razvoju kulture profesionalnog umrežavanja i podstiče studente da aktivno učestvuju u profesionalnim zajednicama.

3. Međunarodna dimenzija zapošljivosti

Globalizacija tržišta rada zahtijeva razvoj međunarodnih kompetencija koje omogućavaju studentima rad u multikulturalnom okruženju. Erasmus+ program je jedan od najvažnijih instrumenata za internacionalizaciju visokog obrazovanja i omogućava studentima da obavljaju profesionalnu praksu i studijske boravke u inostranstvu.

Međunarodna mobilnost doprinosi razvoju:

- interkulturalnih kompetencija,
- komunikacijskih vještina na stranim jezicima,
- samostalnosti,
- fleksibilnosti,
- međunarodnog profesionalnog iskustva,
- razumijevanja različitih organizacijskih kultura.

Studenti koji učestvuju u međunarodnim mobilnostima stiču dodatnu konkurentsku prednost na tržištu rada, a iskustvo stečeno tokom mobilnosti može se priznati kao dio stručne prakse u skladu sa pravilima visokoškolskoj ustanove.

Promocija stručnih zanimanja i mogućnosti zapošljavanja je kontinuirani proces koji zahtijeva aktivnu saradnju između visokoškolskih ustanova, poslodavaca,

studenata i šire zajednice. Zapošljivost se ne postiže kroz pojedinačne aktivnosti, već kroz integrisani pristup koji povezuje obrazovanje, praksu, projekte, profesionalno umrežavanje i međunarodnu saradnju.

Razvijeni model potvrđuje da dobro organizovana stručna praksa, podrška Centra za karijeru, aktivna saradnja sa gospodarstvom i uključivanje studenata u stvarne projekte stvaraju okruženje u kojem studenti razvijaju kompetencije potrebne za uspješan početak svoje profesionalne karijere. Istovremeno, takav model doprinosi većem priznavanju stručnih studija, jača povjerenje poslodavaca u kompetencije diplomaca i predstavlja primjer dobre prakse koja se može uspješno primijeniti na drugim visokoškolskim ustanovama.

1. Promotion of vocational and employment opportunities

Promoting vocational programmes is one of the key challenges facing modern higher education. In the context of rapid economic change, digital transformation, and a growing shortage of skilled labour, higher education institutions play a crucial role in shaping positive perceptions of vocational education and in preparing students for successful integration into the labour market.

In recent years, Croatia has experienced a growing demand for professionals who, in addition to possessing strong theoretical knowledge, have well-developed practical competences and the ability to adapt quickly to changing workplace environments. Consequently, vocational higher education programmes have assumed an increasingly important role in developing human capital and enhancing the competitiveness of the national economy.

Higher education institution views the development and promotion of vocational careers as a long-term process that begins with the promotion of its study programmes, continues through the delivery of high-quality teaching, close collaboration with industry, and the organisation of work placements, and culminates in the successful employment of graduates. This approach is based on the active involvement of employers in the educational process, the establishment of the Career Centre, the continuous monitoring of labour market needs, and the encouragement of students to participate in real-world projects and professional activities.

The promotion of vocational careers at the higher education institution is founded on the belief that the value of vocational study programmes is best demonstrated through the quality of the competences acquired and the successful career development of their graduates. Consequently, promotional activities extend beyond informing prospective students and encompass a comprehensive approach to strengthening the links between higher education and the labour market.

This strategic approach is based on several interconnected areas:

- promoting vocational study programmes and their learning outcomes;
- fostering continuous collaboration with employers and industry;
- organising work placements in authentic professional environments;

- supporting students' career development through the Career Centre;
- encouraging student participation in development projects and community engagement activities;
- developing entrepreneurial, digital, and communication competences;
- monitoring labour market needs and continuously adapting study programmes accordingly.

Through this integrated approach, the higher education institution promotes the value of vocational careers while enabling students to gain an early understanding of labour market expectations and to develop the knowledge, skills, and competences required for successful employment.

1.1 Collaboration with industry as the foundation for promoting vocational careers

One of the most important elements in promoting vocational careers is close collaboration with industry. The higher education institution continuously develops partnerships with businesses and organisations across a wide range of sectors to provide students with opportunities to gain practical experience, develop professional competences, and become familiar with contemporary workplace practices and business processes.

Collaboration with industry is implemented through:

- the organisation of work placements;
- field-based learning activities;
- guest lectures delivered by industry professionals;
- joint development and innovation projects;
- employer involvement in the design and continuous development of study programmes;
- workshops and professional training sessions;
- the organisation of Career Days; and
- the mentoring of students during their work placements.

This collaborative model enables students to establish professional networks with potential employers while still completing their studies, providing valuable opportunities for career development and facilitating a smoother

transition into the labour market. At the same time, employers gain early access to prospective graduates and can play an active role in developing the knowledge, skills, and competences required in their respective sectors.

2. The role of the Career Centre in promoting graduate employability

The Career Centre plays a central role in connecting students with the labour market and supporting their transition from higher education to employment. Its activities include coordinating work placements, developing a network of partner organisations, providing career guidance and counselling, organising professional development workshops and Career Days, and offering individual support to students in planning their careers.

Particular emphasis is placed on developing the professional competences that employers consider essential for graduate employability. Through workshops, mock job interviews, guest lectures delivered by industry professionals, and one-to-one career counselling, students enhance their self-presentation, business communication, teamwork, and career management skills.

The Career Centre thus serves as a permanent link between the educational process and the business community, making a significant contribution to improving students' employability.

2.1 Career Days as a platform for promoting vocational careers

One of the most important activities through which a higher education institution promotes vocational studies and enhances the employment opportunities of its students is the organization of Career Day. This event serves as a structured platform for connecting students, teachers, employers, alumni and other labour market stakeholders, with the aim of exchanging knowledge, experiences and information on current employment trends.

Unlike traditional job fairs, Career Days at a higher education institution are designed as interactive platforms that allow students to engage directly with

representatives of the business sector. Through panel discussions, interviews, workshops and individual conversations, students gain insight into employer expectations, the competencies that are most in demand in the labour market and opportunities for professional career development.

The distinctive value of the Career Day lies in the fact that employers do not merely present vacancies but actively contribute to shaping students' professional competencies. Through dialogue with industry representatives, students develop awareness of the importance of lifelong learning, professional responsibility and continuous training.

At the same time, Career Days provide an opportunity to establish new partnerships between the University of Applied Sciences and the business sector, further contributing to the development of work placements and increasing the employment prospects of future graduates.

2.2 Projects as a platform for promoting vocational careers

Project-based learning is one of the most effective forms of professional competence development. By participating in real-world projects, students have the opportunity to apply theoretical knowledge, develop organizational and communication skills, and gain experience working in interdisciplinary teams.

The **SING (Synergy of Knowledge) Project** is an excellent example of successfully linking higher education with the needs of the local community. Through the project, students participate in the design and development of initiatives based on the real needs of external stakeholders, gaining hands-on experience throughout the entire project cycle—from analysing problems and defining objectives to preparing project documentation and presenting the final results.

By participating in the project, students develop:

- project management competencies,
- strategic planning skills,
- client communication,
- teamwork,

- analytical thinking,
- presentation skills,
- responsibility for work outcomes.

At the same time, the local community receives well-developed project proposals that can serve as a basis for further development.

2.3 Cooperation with professional associations

Collaboration with professional associations and industry organisations also plays an important role in promoting professionally oriented careers. Such partnerships enable students to become familiar with international professional standards, contemporary industry practices and methodologies, and opportunities for continuing professional development and lifelong learning.

Students participate in professional conferences, workshops and training sessions organized by organizations such as PMI and IPMA, thereby developing competencies that go beyond the mandatory outcomes of study programs. At the same time, they establish contacts with professionals from different sectors of the economy, which is often the first step towards future employment.

Cooperation with professional associations also contributes to building a culture of professional networking and encourages students to actively participate in professional communities.

3. The International dimension of employability

The globalization of the labour market requires the development of international competencies that enable students to work effectively in multicultural environments. The Erasmus+ program is one of the most important instruments for the internationalization of higher education allowing students to undertake work placements and study periods abroad.

International mobility contributes to the development of:

- intercultural competences,
- communication in foreign languages,
- independence,
- flexibility,
- international professional experience,
- understand different organizational cultures.

Students who participate in international mobility gain a competitive advantage in the labour market. The experience acquired during mobility can also be recognized as part of work placement, in accordance with the rules of the University of Applied Sciences.

Promoting vocational careers and enhancing graduate employability is a continuous process that requires the active collaboration of higher education institutions, employers, students, and the wider community. Employability cannot be achieved through isolated initiatives; rather, it depends on an integrated approach that brings together education, work-based learning, project activities, professional networking, and international cooperation.

The developed model demonstrates that well-organised work placements, the support provided by the Career Centre, active collaboration with industry, and student participation in real-world projects create an environment in which students develop the competencies required for a successful transition into professional employment. At the same time, this integrated approach enhances the visibility and reputation of vocational study programmes, strengthens employers' confidence in graduates' competences, and represents a model of good practice that can be successfully adopted by other higher education institutions.

