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**HUMAN
RESOURCE
DEVELOPMENT
CENTRE**



REPUBLIC OF BULGARIA
Ministry of Education and Science
Regional Department of Education - Burgas

LET'S GO TO SCHOOL

2019-1-BG01-KA201-062278

BULGARIA-TÜRKİYE-GREECE

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Coordinator

- Regional Department of Education-Burgas / Bulgaria

Partners;

- Yalova Provincial National Directorate / Türkiye
- Directorate of Secondary Education of Heraklion Crete / Greece
- Vocational High School of Transport / Bulgaria
- Şaban Temüğe Vocational and Technical Anatolian High School Türkiye
- 2nd School Laboratory Center of Heraklion / Greece



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PROJECT SUMMARY

Bearing in mind the European 2020 Strategy, in the educational field, our aim is to:

- Reduce the early school drop out rate to below 10%.
- Increase the rate of 30-34 year old completing tertiary level education by at least 40%.
- Increase the number of young people who continue their studies after the compulsory secondary education which is crucial for the proper development of individuals and communities within the European Union. In order to reach this goal, we have two main objectives:
 - Decreasing the number of pupils who drop out the C.S.E. (compulsory secondary education) before getting a certificate.
 - Scheduling a realistic second chance educational offer allowing them to return to the formal education, vocational training or to harmonize their personal and professional life.

Adult educational providers are considered as second chance centers, as a mean of achieving the aforementioned aims. The main project objective is to develop working strategies for the schools to finally get said achievements.

Our partnership is constituted of different schools at different stages belonging to different European countries in order to have a larger vision of the problem, thus to identify the main reasons of school failure and early school leaving

- Having analyzed those reasons, we will elaborate and implement tools to solve those problems eventually, which are:
 - Early diagnosis of school failure.
 - Decalogue of successful teaching-learning methods.
 - New learning and communication platforms such as e-Twinning.
 - Communication channels between teachers and students with the help of I.C.T.
- The project's activities will be about:
 - Presentation of the range of school environments.
 - Descriptive diagnosis of the early school drop out causes in each country.
 - Elaboration of questionnaires to help us find the causes of dropping out.
 - Job shadowing in each country.
 - Sharing and comparing those causes among the partners in order to find common aspects.
 - Compilation of lesson plans of different subjects to be gathered in a e-book format.
 - Creating and maintaining a website containing all the information and products developed within this project.
 - Sociocultural immersion.

PROJECT SUMMARY

The activities will be developed by the staff, but students and the whole educational community will directly benefit from the results acquired. Special attention will be given to students with a school failure profile and at risk of social exclusion. The chosen methodology to carry out this Project is based on collaborative work among the staff of the different partners.

This collaborative work includes the sharing of tasks, taking decisions fairly and democratically. All the educational community will be involved in the Project directly or indirectly. The project will have an important impact on educators who are actively involved in the project: the exchange of experiences, new work methods, contrasting strategies, etc.. It will also serve to improve the quality of adult education and to gain better cooperation between adult education institutions of the European Union. Those trainers who do not take an active part in the project will be influenced through meetings and seminars in which the teachers are involved.

This diffusion among members of each institution will make the impact of this project have an effect on the quality of the collective education of adult students as well as the skills of teachers in motivating their students and mastering some latest new innovative teaching methods which have been proved to be successful. Sharing this experience with other schools in the partner countries will bring added value for its organizers. The disclosure of each local and regional community, by means of specific documents developed within the framework of this project, conferences and meetings with other educational entities and the dissemination through the media (written press and project website) will ensure the results to be spread to an even wider social network, contributing to present a common educational vision within the diversity of a united Europe. The learning partnership hopes that the results and experience of the project can effectively contribute to improving access for adults to all levels of education and culture as it is the key to decreasing the risk of exclusion, ensuring and increasing participation in employment opportunities and access to all resources, goods and services.



BULGARIA / VOCATIONAL TECHNICAL EDUCATION

Bulgaria has strong youth education traditions. The share of those with upper secondary and post-secondary education is higher than in the EU; the share with low or no qualification is below EU average. Participation in VET is slightly higher than in general education; family traditions and personal interests are drivers for choosing VET.

Demographic changes have affected the VET population. A declining school population has led to school network optimisation, targeting greater efficiency while safeguarding quality. Many small VET schools have been merged with larger providers.

The 2015 amendments to the Pre-school and School Education Act triggered changes in the VET Act in 2016. These aim to make education pathways more flexible, allowing for greater permeability while helping create a sustainable national dual VET model

Since 2016, vocational education and training (VET) has been reformed. While learners who enrolled in VET before the reform continue studies within the former system, this short description focuses on VET after the reform.

The following national definitions used in this publication may differ from pan-European ones:

- vocational education refers to secondary education programmes provided by VET schools; vocational education includes a general education element;
- vocational training is provided for learners from age 16. It does not include general education, which needs to be acquired prior to entering vocational training;
- qualifications are distinct from certificates attesting education levels (such as basic, secondary and higher); they can be acquired in addition to certificates and are linked to a profession.



TÜRKİYE / VOCATIONAL TECHNICAL EDUCATION

Vocational and Technical Education in Secondary Education Vocational and technical secondary education consists of vocational and technical high schools applying various programs. Student admissions to vocational high schools vary according to the type of school and the area and branches to be selected. Transitions between pupils, school type and programs and transfers between schools can be made under certain conditions. Students can obtain a diploma according to the type of school, program, field and branch they have completed their studies. The 9th grade curriculum in formal vocational and technical education is common to all academic high school types. Grade 9 students choose the area. Grade 10 students of vocational high schools continue their education in their profession and 11th and 12th grade students continue their education in the field of their choice.

In addition, vocational and technical education students are also obliged to do an internship. Internship period in Vocational and Technical Education High Schools is 300 hours. Internship applications are made in the 11th and 12th grades during the weekend, semester or summer holidays. In vocational and technical education high schools, vocational training is given in enterprises in the 12th class 3 days a week. However, for various reasons, students who cannot attend vocational education in enterprises should do 300 hours of internship from the end of 10th grade.

The number of students in secondary education in Turkey a total of 5,689,427, it is the ratio of the number studying in vocational education 1,937,282 this rate is 35% . The total number of students in upper secondary education in Yalova is 11 694, the number of students in vocational education is 4004 and this rate is 34%.

A photograph showing three students in a technical classroom. A young woman with blonde hair is in the foreground, looking down at a workbench. To her left, another student is partially visible. In the background, a young man is working on a piece of equipment. The scene is brightly lit, suggesting a modern educational environment.

GREECE / VOCATIONAL TECHNICAL EDUCATION

The new structure of Vocational High Schools (EPAL) ensures that students are provided with general knowledge on the one hand, and specialized technological and professional knowledge and skills on the other, avoiding premature specialization. It is provided, that is, the unified basis, where the student forms his choice in terms of the specialty he follows, based on his interests, inclinations and abilities. For this reason, a program of actions and support of the students is promoted through counseling and supportive teaching (adapted to their learning needs), but also support of the teachers of EPAL mainly through training programs.

STRUCTURE OF THE VOCATIONAL HIGH SCHOOL (EPAL)

- In 1st CLASS (10th grade) students follow a curriculum with general education courses (22 hours), orientation courses (7 hours) and elective courses (technological-professional, 6 hours), in order to give them the opportunity to explore their educational and professional choices.

- In 2nd CLASS (11th grade) students are asked to choose one of the 9 fields of vocational studies and are taught general education courses (12 hours) and technological - vocational courses (23 hours, theoretical and laboratory) of the field of study that have chosen.

- In 3rd CLASS (12th grade) a total of 35 specialties are offered, students choose one of those included in the field of study of their choice and are taught general education courses (12 hours) and courses of the specialty they have chosen (23 hours, theoretical and laboratory).

Also in the B class of EPAL can be enrolled graduates of all types of Lyceums who can, after attending ONLY the courses of the field and specialty (23 hours in the B class and 23 hours in the D class), to obtain a degree of the specialty that will choose and try a second chance for their admission to higher education with the special exams of EPAL.

Opportunities after graduation from EPAL:

1. Direct integration in the labor market in the professional specialty he received a degree.
2. Possibility of enrollment of graduates in the 2nd grade of EPAL in another field of study or in the DG class in another specialty of the same field, attending only the technological courses (23 hours) for obtaining a second specialty.
3. With the new institution of the optional "Post-Secondary Year-Apprenticeship Class", holders of high school diplomas and graduates of EPAL, who are out of education, training and employment have the opportunity to attend a training program in a real working environment under supervision of the school (with full employment rights, salary at 75% of the minimum wage and insurance) in subjects corresponding to his specialty and on the other hand a supplementary laboratory course of his specialty at school.
4. Continuation of studies in University Schools through examinations

The Directorate of Secondary Education of Heraklion operates 9 Vocational High Schools and 2 Vocational Laboratory Centers with a number of students of about 4000 which constitutes 25% of the total number of students attending its schools in general.



BULGARIA

Regional Department of Education-Burgas

Regional Department of Education - Burgas is a territorial administration under the Minister of Education and Science for management and control of the preschool and school education system. Regional Department of Education - Burgas is a legal entity and is a secondary administrator of budget credits. Is managed and represented by a Head.

The activities are carried out by:

- General administration Department "Administrative-legal, financial-economic and information services and
- Specialized administration - "Organizational-methodical activity and control" department.

The Regional Department of Education - Burgas carries out its activities according to an annual plan approved by the Minister of Education and Science.

Mission. Regional Department of Education - Burgas creates conditions for the implementation of the state education policy on the territory of the Burgas district, managing and controlling the preschool and school education system on the territory of the district. Vision. Regional Department of Education - Burgas assists in the implementation of state policy in secondary education and in the coordination of regional and municipal authorities, the school network, business and civil society for lifelong learning and the development of a knowledge-based economy.

Vocational High School of Transport

Vocational School of Transport in Bourgas city (Bourgas region) is a municipal school for students from the VIII to XII class. This year there are 248 students studying in a daytime form and 23 students that follow and independent form of teaching. Our school is an attractive place for the further education of many students because of the high completion rate of current students and the high levels of occupational success for students with such education. Graduating students from the Vocational School of Transport receive a certificate for completing their education, a certificate for having obtained a professional qualification and a certificate for a licensed driver, class "B". The Vocational School of Transport offers many attractive professional degrees and specializations that occupy an important area in the labor market. Those include: car technician, port mechanics, electric installation experts for cars that follow degrees in "Motor Transport Technics", "Port Mechanizations", and "Automobile Mechatronics". The professions mastered in the Vocational School of Transport are not part of the curriculum of other secondary schools not only in the city but also in the region. That's why there is an exceptionally high interest for those degrees. The students take part in specialized professional competitions where they win awards and display their ingenuity and skills as well as very good training. The team of teacher possesses the necessary professional qualifications that are required for the specific features of the professional education. In total, there are 23 teachers and 7 attendants. Teaching and upbringing in Vocational School of Transport are realized in a cosy, favourable and modern atmosphere. The school is equipped with two computer study cabinets, portable computers and multimedia technicians. The study workshops are equipped with modern diagnostics appliances.



TÜRKİYE

Yalova Provincial Directorate of National Education

The aim is to improve student achievement through the teachers' and administrators' professional provision and personal development and it is required create a system that can measure their performance and we set up projects on them. In the area it is the local authority in education at all levels of education- formal, non-formal and vocational education- and it has decision makers and practitioners in the location about the education. Provincial Directorate of National Education is a governmental organization in charge with the planning and coordination of all kinds of educational and training activities from preschool, to secondary and adult education in Yalova Province. The Directorate is responsible for taking all required actions in the field of education to realize a real increaser in the management and organizational capacity of the governmental body in Yalova Province. In this context the Directorate supports school principals, teachers and other staff with variety of in-service training courses Activities ;Some of European Union Lifelong Learning Projects: Career Guidance and Career Planning (Comenius Regio), Social Entrepreneurship and Leadership (Comenius Regio), Montessori (Comenius Regio), Roads opened to Opportunity (Grundtvig Adult Education), New Methods and Programs in Vocational Education Show, Some of Development Agency projects : Mental Arithmetic, Creative Drama Education, New Strategies in Education, Special Education Strategies, Analytical Thinking Skills, Enterprising Children, Conflict Resolution and Peer Mediation

Şaban Temüğe Vocational and Technical Anatolian High School

Şaban Temüğe Vocational and Technical High School and the training hotel serving in connection with the school are institutions which have been founded to train qualified and well-educated staff for the developing tourism sector in Yalova with their 33 teachers, 26 qualified instructors, 8 contracted employees and 357 students. The students are between 15-18 years old. The school has been training staff members in the areas of Housekeeping, Front Office, Cooking and Serving. It works hands in hand with private sector. The students work at five-star hotels inside or outside Yalova for 9 months in two years and so they get on-the-job training which completes the theoretical education they get at school.



GREECE

Directorate of Secondary Education of Heraklion Crete

Directorate of Secondary Education of Prefecture of Heraklion (Crete) is a large governmental administrative organization of education and one of the biggest of Greece. It is responsible for all secondary education schools of the Prefecture of Heraklion in Crete, their teachers and pupils.

In particular, our directorate of education is in charge of 101 secondary schools (50 lower secondary schools (gymnasiums), 38 upper secondary schools (lyceums) και 13 upper secondary vocational schools). Approximately, in these schools, 2500 teachers of all disciplines teach 25000 pupils

The primary task of our Directorate is to coordinate, supplement, support and ensure the application of the education policy of the Ministry of Education along with ensuring the smooth operation of the education process. We have departments that implement various projects in a variety of subjects like environmental, physical education, health education, ICT and more.

Additionally, our department is an assistant of the Ministry, like any Directorate of Secondary Education in organizing and implementing the examination procedure of the Pan-Hellenic examinations for the admission of candidates to the academic institutions of the country, as well as the examinations for the State Language Certificate.

Our Directorate is staffed by experienced and competent educational and administrative personnel who guarantee the smooth, uninterrupted treatment of educational issues concerning the Secondary schools of our Prefecture.

2nd School Laboratory Center of Heraklion

2nd Vocational Laboratory of Heraklion serves consequently technique vocational education for the last thirty (30) years. Totally, more than 10000 students have been trained in the laboratories of our school. The 2nd Vocational Laboratory of Heraklion operates the following seven (6) sectors : Computer Science, Health & Providence, Graphical Arts, Structural Projects, Plant Production Food and Drinks Technology

In the 2nd Vocational Laboratory of Heraklion, are trained in laboratorial courses more than 500 pupils annually (pupil ages are 16-18). Our School has: Computer labs, Graphical Arts Labs, Structural Projects Labs, Health & Providence Labs, Plant Production Labs, Food and Drinks Technology Lab In our School, work 36 teachers of Secondary Education, 11 different specialties with multiannual experience in the Technical and Professional Education.



PLANS

Carrier Guidance Lesson



Erasmus+



Career Guidance Lesson Plans

ACTIVITY : 1

EACH PROFESSION IS IMPORTANT

Time Required : 40 minutes

Resources: Paper, pencil

Aims: To illustrate the importance of having a profession

Delivery

Explain to the young people that 'A persons profession affects his / her lifestyle, therefore the choice of profession is extremely important. Choosing the wrong profession could result in difficulty finding a job, disappointing standard of living, low motivation, dissatisfaction at work, all of which could have a negative impact on the persons private life.'

Give the example situation below and ask the young people to write the answers to the questions:

Example Situation:

Imagine that last night you dreamt you were 30 years old

- Where were you working and which job were you doing?
- Were you satisfied with your work?

Once all young people have written their piece, ask for some volunteers to present them to the class.

Discuss together and evaluate them

Key Learning Points

- Each profession has a function and is important in society
- How a profession can change a persons life



Career Guidance Lesson Plans

ACTIVITY : 2
COMMUNICATION AMONG INDIVIDUALS
TIME REQUIRED : 40 MINUTES
RESOURCES: FORM-1 (EDUCATIONAL FIELDS)

AIMS:

- To evaluate strengths and weaknesses

DELIVERY

Hand out Form-1 to each of the young people. Ask the students to read the form and think about the following questions, bearing in mind their lessons and the professions they might choose :

- Which do you feel strong in?
- Which do you feel weak in?
- How did you decide between strong and weak?
- Which would you like to improve?
- How could you develop your weaknesses

Discuss their answers:

Their chosen profession will determine which lessons they choose to take in school.

By evaluating strengths and weaknesses correctly improvements can be made accordingly in both subjects and personally.

Studying habits and techniques and knowing which factors can cause success or failure are all important.

KEY LEARNING POINTS

- No one is successful in all educational fields
- It's important to realise your strengths and weaknesses



Career Guidance Lesson Plans

ACTIVITY : 3

EACH PROFESSION IS IMPORTANT

TIME REQUIRED : 40 MINUTES

RESOURCES: PAPER, PENCIL

AIMS:

- To illustrate the importance of having a profession

DELIVERY

Explain to the young people that 'A persons profession affects his / her lifestyle, therefore the choice of profession is extremely important. Choosing the wrong profession could result in difficulty finding a job, disappointing standard of living, low motivation, dissatisfaction at work, all of which could have a negative impact on the persons private life.'

Give the example situation below and ask the young people to write the answers to the questions:

EXAMPLE SITUATION:

Imagine that last night you dreamt you were 30 years old

- Where were you working and which job were you doing?
- Were you satisfied with your work?

Once all young people have written their piece, ask for some volunteers to present them to the class.

Discuss together and evaluate them

KEY LEARNING POINTS

- Each profession has a function and is important in society
- How a profession can change a persons life
- The changes can be positive or negative.

Emphasize that profession choice is a crucial decision which can affect their whole life



Career Guidance Lesson Plans

ACTIVITY : 4

FORM-1 EDUCATIONAL FIELD

DIGITAL

- I like technical lessons eg: Maths, Physics , Chemistry, ICT
- **Personal Qualities:**
- I am good with computers / technology.
- I am good with numbers and symbols.
- I am good at reasoning.
- I am good at understanding cause and effect
- I enjoy research
- I am curious and ask questions

Physical

- I like lessons such as Physical Education, Dance

Personal Qualities:

- I use my body well.
- I am interested in all physical activity.
- I am physically active.
- I learn body movements easily.
- I am aware of the body, gestures and mimics.
- I have good hand-eye-body coordination.

Verbal

- I like lessons such as English, Foreign Languages, History, Geography, Psychology.

Personal Qualities:

- I am good at non-verbal communication as well as verbal communication.
- I have good thinking skills with concepts and words.
- I like reading and writing.
- My communication skills are strong.
- I can communicate effectively.
- I have a good memory.

Art

- I like artistic lessons such as Art, Drama, Media and Music.

Personal Qualities:

- I am creative, sensitive to sound and have good rhythm.
- I think with images and pictures. I like music.
- I can differentiate the differences in rhythm.
- I can produce new melody, rhythm and sounds.
- I recognize melody, rhythm and sounds and I can imitate them.
- I benefit from audio visual elements in class.



Career Guidance Lesson Plans

ACTIVITY : 5

GENERAL SECONDARY EDUCATION PROGRAMMES

TIME REQUIRED : 40 MINUTES

RESOURCES: FORM-2

*Students are expected to do evaluation in the direction of their interests, abilities and goals.

AIMS:

- To evaluate secondary education programmes in reaching professional goals.

DELIVERY

Hand out Form-2 to each of the young people. Read the form together

Discuss the answers to the following questions :

- Which secondary education programme do you prefer for the profession which you think of choosing in the future? Why?
- Are the options you will choose in secondary education important to reach professional goals?
- Which department can you enter
- If you choose which department in secondary education, which department can you go to at university?
- Are general secondary education programs appropriate to your interests, abilities and goals?

KEY LEARNING POINTS

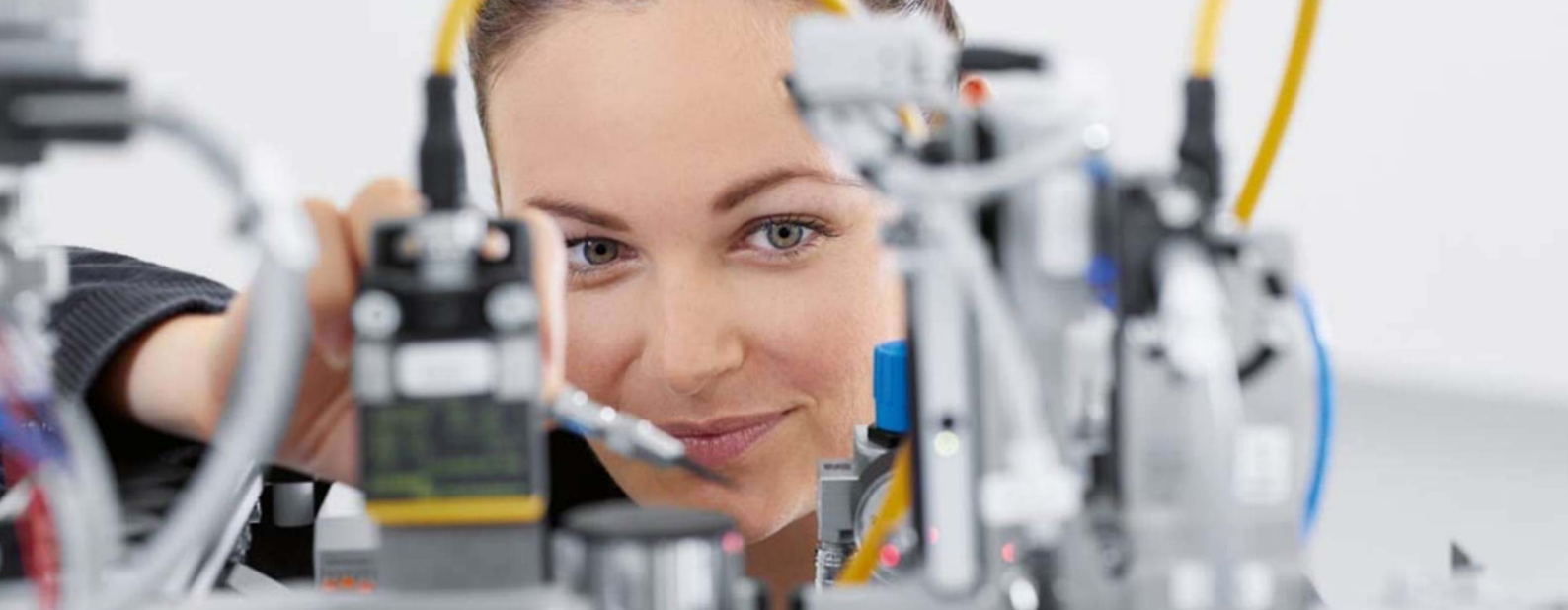
- To realise the importance of assessing general secondary education programs in reaching professional goals.

General Secondary Education includes education for children aged 15-18 years with at least 4 years after primary school education. Purpose of general secondary education is to educate students as people who have minimum general culture at the secondary level, know the problems of the society, contribute to the economic, social and cultural development of the country and prepare them for higher education.

General secondary education consists of Anatolian Fine Arts High Schools, Science High Schools, Social Sciences High Schools, Sports High Schools.

The period of education of the high schools which create the general secondary education institutions is 4 years. However, there are preparatory classes in some high schools. After the students registered in these schools successfully complete the preparatory class, they begin to receive regular high school programs. The purpose of the preparatory class is to give the student 4 basic skills of a foreign language. The predominantly foreign language is English. German, French, Japanese, Spanish, Italian, Russian and Chinese languages are also taught. Anatolian, Science and Social Sciences High Schools take the students with a ranking exam or aptitude test.

Field application is made in general secondary schools. In these schools there are fields of Mathematics, Science, Social Sciences and Foreign Languages. The student is graduated from a field. The number of weekly lesson hours in general secondary schools is 40 hours. The student who is in the second class chooses one of the fields mentioned above.



Career Guidance Lesson Plans

ACTIVITY : 6

TECHNICAL PROGRAMMES

TIME REQUIRED : 40 MINUTES

RESOURCES: FORM-3 VOCATIONAL AND TECHNICAL SECONDARY HIGH SCHOOL

Students are expected to do evaluation in the direction of their interests, abilities and goals.

AIMS:

- To evaluate vocational and technical programmes in reaching professional goals.

DELIVERY

Students are assigned to groups one week in advance, and each group is asked to research on a secondary technical program. (In the schools with the possibilities, the groups can organize research trips to the designated school.) Students are asked to write the characteristics of the secondary school technical programs on the half of a large cardboard box and leave the other half empty. The boxes prepared by each group are placed on the board in turn. By asking them to find out which technical program is suitable for which occupations, the occupations found are added to the empty sections of the appropriate program. The group interaction continues with questions similar to the following: Is there a connection between the secondary education technical programs and the profession you think of choosing in the future? What is it. Are vocational and technical programs appropriate to your interests, abilities and goals?

- Form-3 is given to the teacher for information.

KEY LEARNING POINTS

- To emphasize the importance of evaluating technical programs in achieving professional goals.



Career Guidance Lesson Plans

FORM-3

VOCATIONAL AND TECHNICAL SECONDARY HIGH SCHOOL

Vocational and technical secondary education is educational institutions that prepare students for higher education or for both vocational and higher education or business and vocational fields.

Lessons taught in vocational and technical secondary schools can be gathered into two main groups as "common lessons" and "field / branch lessons". Apart from these, optional lessons are also taught.

Common cultural lessons are the same as general high schools. Most of the common general cultural lessons in vocational and technical secondary schools / institutions are completed in the 9th grade and field / branch lessons are intensive in the other classes.

Vocational and Technical Anatolian High Schools have 44 hours of weekly lessons.

With the vocational education law numbered 3308, Anatolian vocational and vocational high school students were given the opportunity to do their skill trainings at the work places and necessary infrastructure was prepared for this. Students studying in the last year of these schools receive theoretical training in the school 2 days a week and skill training in work place 3 days a week. The duration of the skill training given in work place is 24 hours a week. These students are insured against diseases, occupational accidents and occupational diseases by the appropriation funded from the Ministry budget and they are paid a fee by enterprises not less than 30% of the minimum wage.



Career Guidance Lesson Plans

FORM-4

INTERESTS- ABILITIES- VALUES- PERSONALITY TYPES

INTERESTS:

People want to provide satisfaction from any work they do, from an activity they attend. A person can get a variety of benefits such as money, appreciation, reward at the end of a job he/she does. Moreover, the job itself can provide satisfaction to the person. In other words, a person may be happy to do the job, and at the end of a long and exhausting study period, he may feel peaceful and rested. Such a person may feel a wish to do that job again and again even under restrictive circumstances. In short, although a person is not under any constraint or not promised a reward, he/she spontaneously engages in some activities and provides satisfaction with it, it can be said that this person is interested in such activities. When the individual is free to choose, there is a greater likelihood of detection of genuine concern. Although a person has a variety of activities in front of him/her; it can be said that he/she is interested in that activity if he/she tends to a particular activity. One field of activity that one person is interested in is usually the field he has talent. People can only do successful work in fields where they are talented.

INTEREST FIELDS AND PROFESSIONS:

Basic Science: Mathematics, Physics, Chemistry, Biology, Medicine, Veterinary Medicine, Engineering etc.

Social Science: Law, Political Science, Sociology, Psychology, Theology etc.

Living being: Departments of Agriculture Faculty, Veterinary Medicine etc.

Mechanics: Mechanical engineering, Machine, Electrical and Electronics Engineering, electricity, electronics, etc.

Persuasion: Journalism, Authorship, Diplomacy, Law, Teaching, Chaplain, Religious Officer etc.

Commerce: Business, Economics, Marketing, Advertising etc.

Job Details: Accounting, Office Management- Secretary, etc.

Literature: Language and Literature, Press, etc.

Fine Arts: Painting, Sculpture, Photography, Interior Architecture, Handicraft etc.

Music: Parts of the conservatory, etc.

Social Assistance: Medicine, Psychology, Social



Career Guidance Lesson Plans

ACTIVITY :7

PROFESSION APPROPRIATE TO ME

TIME REQUIRED : 40 MINUTES

RESOURCES: FORM-4 (INTERESTS- ABILITIES- VALUES- PERSONALITY TYPES)

AIMS:

•To link the professional values, interests, abilities personal qualities and the lessons he/she can choose

DELIVERY

Before the session the teacher prepares the list of the lessons that the students can choose and bring it to the class.

Process:

Form-4 (interests- abilities- values- personality types) is given to the students and they are asked to read which interests, skills, values, personality types are related to which lesson / profession.

They are asked to look at relationships between their interests, abilities, values, personality types and the lesson / profession they will choose, and share their answers with the class by asking the following questions:

- Are you aware what your interests are?
- Do you know which interests are related to which occupations?
- Do the lessons you will choose and your interests fit each other?
- Are you aware what your skills are?
- Do you know which abilities are related to which professions?
- Do the lessons you will choose and your skills fit each other?
- Are you aware what your professional values are?
- Does your professional values match the occupation you will choose?
- Which of the personality types describes you best?
- Do you know which of personality types are related to which professions?
- Does your type personality fit the lesson /profession you will choose?
- When you evaluate all the variables, do you think that the profession you will choose is appropriate for you?

Students are asked to share their views about the lessons that fit them according to their interests, abilities, values and personality types.

KEY LEARNING POINTS

To emphasize the importance of establishing a relationship between interests, abilities, values and personality types.

Career Guidance Lesson Plans

VALUES AND PROFESSIONS

The person who uses his talents will succeed no matter which profession he is in.

Creativity: Painting, Graphic, Architecture, Interior Architecture, Decoration, Teaching etc.

Competition: Professions in Art and Science

Cooperation: Co-operation in some professions is indispensable. For example; Medicine, Engineering, Teaching. In some professions it may be that there is no co-operation.

For example; Pharmacy, Tailoring, Cooking etc.

Alteration: Journalism, Diplomacy, Marketing, Archeology, Inspectorate, Tourism Guidance etc.

Regular Life: In the Public Sector, in the office work, in the laboratory etc.

Leadership: It is possible to come to the position of leadership and management in every profession.

Earnings: Everyone who works wants to earn income that will last a comfortable life. However, for some people it can be even more important to get high profits. It is not possible to limit this to professions only. The factors such as the accumulation, performance, effort, environment etc. are more effective.

Becoming a Celebrity: Various art branches, theater, cinema, television, journalism, authorship, etc.

PERSONALITY TYPES

Realistic:

They give importance to using objects, tools, machines, animals in a systematic way. They prefer manual works. They enjoy using tools and machines, producing plants and animals, but they do not like social relations, mental activities. Their mechanical and athletic abilities, their interests to open air are evolved. They give importance to concrete and reasonableness proposals, money, power, and status. They are shy, sincere, balanced and practical people.

Searching:

They enjoy dealing with abstract concepts, systematically monitoring them to understand and control physical, biological, and social events. They refrain from convincing and engaging in social contact. They define themselves as having academic skills and mentally strong. Their main interests are scientific work. They are people who can think analytically, who have critical attitude, who are curious, logical, behaving independently, working methodically.

Traditionalist:

They like to be interested in the data and manipulate them systematically such as keeping a record, filing the writing, copying the manuscripts and arranging them according to a previously determined plan and like to use a computer. They avoid from uncertain, unstructured, research type activities. Office work, computing-related activities are the main interests of these people. Their major abilities are computation and perception of detail. They are self-supervised, defending, resourceful, strict, obedient, organized, patient, practical people.

Sociable:

They prefer activities aimed at informing, educating and developing others. They give importance to acquire skills in interpersonal relations. Their skills are weak in manual technical work. They like to help others. They are the people who understand others, have the ability to teach, and have weak mechanical and scientific abilities. They are cooperative, helpful, idealistic, persuasive, responsible, courteous and understanding.

Enterprising:

They prefer activities aimed at influencing people to gain economic interest or to achieve the goals of an institution. They avoid from activities aimed at observing, working on symbolic data, or being systematic. They give importance to improve leadership, interpersonal communication and persuasion skills. They are devoid of scientific skills. They are the people who are adventurous, argumentative, self-interested, energetic, daring, self-confident, chatty people who get what they want. A person who knows the values closely can tend to the professions where they can easily find suitable jobs and positions to them and prepare himself / herself during the training according to the requirements of those positions.

Career Guidance Lesson Plans

ABILITIES

Ability can be defined as the power to learn, the power to be able to use of a particular education. The ability expresses the part of developed through the interaction of the innate possession latent power with the environment to be able to learn a behaviour, information or a skill and the part of ready for new learning. Thus, by looking at the skills someone has developed up to a certain age, it is predicted how much he/she can benefit from a new educational process.

While one person learns to deal with numbers quickly, another one can quickly learn to play a musical instrument. There are many professions that require different skills at different levels in working life. While choosing a profession or a training program that prepares a profession, a person has to think about how much and what type of skill he/she has and he/she should search the work field in which he/she can use the ability he/she has most.

ABILITIES AND PROFESSIONS:

Verbal Ability: Social Sciences, Linguistics, Other Human Sciences, etc.

Digital Skill: Basic Sciences, Medicine, Health Sciences, Engineering etc.

Figure Space Capability: Construction, Machinery, Map Cadastre, Geodesy Photogrammetry Engineering, Architecture, Industrial Design, Graphics, Design, Dentistry, Dental Technician etc.

VALUES

The aim of the human behaviours is to satisfy some needs. People expect satisfaction from professional activities that cover about one third of their life. The expected satisfaction at the end of the professional activities is often called professional value. It has been mentioned that the interest is a concept expressing the happiness experienced during the making of certain activities. However interest includes satisfaction from the essence of the activity, and the value is satisfaction from the environment in which the activity is done and the social awards it brings.

For example, a person may be curious about the causes of a natural phenomenon and can do research to explain it. It is interest if the effort he/she has attempted to find the cause of the event and if the result he/she has reached makes the person happy, and the person is always willing to do such work. As a result of this scientific study, this person who has obtained important findings can be rewarded; he can be given a high paid job, his reputation can be spread around and popular. However, these factors that motivate the person are the satisfaction obtained from the result more than the essence of the study. The answers that someone gives to questions such as "What do I work for ", "What do I expect from my job and life?" reflects the professional values of that person. These answers can be "To improve my skills", "To do activities i like and to be happy" or "To make a lot of money and be rich" ... etc.

Interests are our personality type that plays a role more in tendency to one of the profession fields. But the values are generally influential in the choice of job or position in a certain profession. As known, there are many different jobs and positions in a certain profession, and they can respond to different needs of individuals at different levels.

A person who knows the values closely can tend to the professions where they can easily find suitable jobs and positions to them and prepare himself / herself during the training according to the requirements of those positions.



Career Guidance Lesson Plans

ACTIVITY :8

WHICH PROFESSION IS MY PERSONAL QUALITY SUITABLE FOR?

TIME REQUIRED : 40 MINUTES

RESOURCES: FORM-5 (WHICH PROFESSION IS MY PERSONAL QUALITY SUITABLE FOR?)

FORM-6 (THE LIST OF QUALITIES OF SAMPLE PROFESSIONS)

FORM-7 (CLEAR QUALITIES OF PERSONALITY TYPES)

AIMS:

- He/she gets information about the personality traits required by the professions he is interested in.

DELIVERY

Hand out Form-5 to each of the young people. Ask the students to read the form and circle the activities they like doing, and which are suitable for their personality types.

Form-6, is compiled related to professions that are chosen as suitable for the lessons the students choose, is given to the students and they are asked to examine them.

The list of qualities of sample professions is given for 8 professions in Form-2. You can also define the qualities related to different professions which are suitable for the lessons students choose by using the resources of some official institutions* and universities.

Students are asked to select a profession they are interested in and to write on the paper what personal characteristics the profession requires.

Students are given Form-7 and are asked to write their personal qualities after reviewing.

Students are asked which profession may be suitable for them according to their personality qualities and answers are received.

Students are asked to write the personality qualities and personality qualities that the profession they are interested in requires on a paper and share them with the class.

Students are asked to question whether they have the qualities of the professions they're thinking of choosing in the future and whether they have chosen the right options. Students who are at the lesson and school that are unsuitable for their choice are advised to apply to the school guidance service together with their families.

KEY LEARNING POINTS

To emphasize the importance of knowing the personal qualities, personality qualities that the professions they are interested in require and choosing the appropriate lesson and school.

Career Guidance Lesson Plans

FORM-5

WHICH PROFESSION IS MY PERSONAL QUALITY SUITABLE FOR?

1. Standing
2. Using hands
3. Reading books
4. Thinking
5. Producing new ideas
6. Implementing instructions
7. Repeating the same action consistently
8. Analyzing, synthesizing, commenting
9. Criticizing
10. Convincing people
11. Writing
12. Being tidy
13. Being able to stay under heavy smell
14. Being able to work in a high volume environment
15. Working in open air
16. Working in closed areas
17. Being in dirty, greasy environments
18. Dressing smart
19. Wearing certain clothes
20. Helping
21. Dealing with children
22. Listening to others
23. Working with electronic tools
24. Dealing with colors
25. Dealing with musical instruments
26. Painting pictures
27. Drawing diagrams, figures
28. Meeting new people
29. Dealing with animals
30. Dealing with sports, using body
31. Calculating
32. Being in a high place
33. Enjoying the sea
34. Travelling
35. Moving
36. Talking
37. Working at night
38. Sleeping irregularly
39. Buying and selling
40. Managing people
41. Using creativity
42. Dealing with money
43. Researching
44. Doing an experiment
45. Working with patients and disabled people
46. Working alone
47. Imagining (dreaming)
48. Being interested in history
49. Working with machines
50. Dealing with social events
51. Dealing with politics
52. Using voice
53. Organizing the venue
54. Connecting logical links between events
55. Playing with words
56. Being tolerant
57. Being consistent
58. Being patient
59. Taking responsibility
60. Dealing with numbers
61. Dealing with Mathematics
62. Solving physics problems
63. Collecting attention to certain points
64. Being interested in esthetics
65. Working in a job that requires manual eye coordination.

Career Guidance Lesson Plans

FORM-6

THE LIST OF QUALITIES OF SAMPLE PROFESSIONS

ECONOMIST

1. Dealing with numbers
2. Dealing with social events
3. Analyzing, synthesizing, commenting
4. Working with others
5. Thinking creatively
6. Calculating
7. Reading

PILOT

1. Dealing with machines
2. Being cool(calm), being able to collect attention at a certain point
3. Hand-eye coordination
4. Implementing instructions
5. Being in a high place
6. High sound environment
7. Working with others

MECHANICAL ENGINEER

1. Thinking creatively
2. Dealing with numbers
3. Drawing diagrams, figures
4. Dealing with machines
5. Using hands
6. Being in dirty, greasy environments
7. Dealing with Maths
8. Dealing with Physics

CONSTRUCTION ENGINEER

1. Thinking creatively
2. Drawing diagrams, figures
3. Dealing with numbers
4. Dealing with Maths
5. Dealing with Physics
6. Behaving carefully and as responsible
7. Travelling
8. Working with others
9. Working in open air

PSYCHOLOGIST

1. Connecting logical links between events
2. Playing with words
3. Producing ideas
4. Thinking
5. Talking
6. Being consistent
7. Being patient

8. Being tolerant
9. Taking responsibility
10. Using creativity
11. Working with others
12. Helping
13. Listening
14. Dealing with social events
15. Working in closed areas

PSYCHOLOGIST

1. Thinking creatively
2. Drawing diagrams, figures
3. Using hands
4. Dealing with Physics, Chemistry, Biology
5. Having interest in esthetics
6. Being able to work under heavy smell

ARCHAEOLOGIST

1. Dealing with history
2. Working in open air
3. Working with others
4. Researching
5. Analyzing, synthesizing, commenting
6. Reading

CLASS TEACHER

1. Standing for a long time
2. Reading books
3. Creating new ideas
4. Writing
5. Being tidy
6. Enjoying to take care of kids
7. Listening
8. Working with others
9. Using voice
10. Being tolerant

Career Guidance Lesson Plans

FORM – 7

Clear Characteristics of Holland's Personality Types

Personality Type	Clear Characteristics	Dominant requests/activities	Typical Professions
REALISTIC	Patient and tolerant, practical, materialist, masculine, anti-social, sincere, natural, loyal, their insight and achievement motive is not developed much.	-Works that require muscle activity, motor coordination -Works in open air -Mechanic, systematic Works. Activities related to objects, things, machines and animals	Automobile repair, Technician for every kind of vehicle, Electrician, Engineering, professions related to Agriculture, Forestry, Marine, Physical Education Teachers
SEARCHING	Intellectual, having analytical thinking, rational, critical, rigorous, the methodist, independent, shy, introvert (doesn't like being popular)	-Observing analytically -Works in open air -Scientific Works -Searching physical, biological and cultural phenomenons	Biolog Geneticist, Mathematician Chemist Physicist, Research Analyst Astronaut, Anthropologist Medical Technician
CREATIVE	Their enthusiasm and excitement is unbalanced. Visionary(imaginative), impulsive, complicated, intuitive, independent, emotional, sensitive and impressive	Esthetical activities The activities that are not passionate, independent and systematic Creating artistic activities and products Independent, creative works	Author, Artist, Actor, Theatre Player/teacher, Musician, Composers, Decorator, Architect
SOCIABLE	Helpful, responsible, cooperative socially, having empathy, friendly, sincere, patient, kind, understanding	Activities which provide togetherness with people Helping and developing etc others by educating Convincing and conducting others	Social service specialists, Rehabilitation consultants, Psychologist, Psychological counselor, Public relations specialist, University teachers, Teachers
ENTERPRISING	Extrovert, energetic, self-confident, enterprising, impulsive, persuasive, impatient, curious, adventurous, optimistic, sociable, talkative	Activities to persuade others Social, entertaining activities Organized activities	Seller(dealer), Sales representative, Broker, Manager(skipper,coach), Politician, Lawyer
TIDY	Careful, rigorous, submissive, consistent, non-flexible, tidy, loyal, conscientious, self-controlled, lack of imagination, balanced,	Systematic and rule-based activities Systematic works related to objects Keeping records, calculating Using data processing machines	Bank teller, Librarian, Postman, Accountant, Bookseller, Finance staff



Career Guidance Lesson Plans

ACTIVITY: 9

WORK TYPES

TIME REQUIRED : 40 MINUTES

RESOURCES: FORM-8

AIMS:

•To identify the type of jobs that can be done after secondary school

DELIVERY

The teacher asks the students what types of work that they would like to do after secondary school and answers are written on the board.

Form-8 is given to the teacher for information.

The content of the works written on to the board (financial profit, working conditions, etc.) is explained by the students.

The group interaction continues with questions similar to the following:

- Do you think of leaving school after secondary school and working in these jobs? Why?
- How do choosing these jobs affect your future? Why?
- Is it necessary to get a clear education(training) for the works that can be done after high school? Why? From where?

KEY LEARNING POINTS

- To emphasize the importance of Apprenticeships and Non-Formal Education Centers for work that can be done straight after high school

Career Guidance Lesson Plans

FORM-8

PROFESSIONAL AREAS AND PROFESSIONAL BRANCHES RELATED TO THEM IN APPRENTICESHIP AND NON-FORMAL EDUCATION CENTERS

Wood Work: Wood carving, wooden yacht and boat manufacturing, carpentry, furniture, furniture frame, surface treatments.

Wooden Bodywork(ing): Wooden Bodywork(ing)

Keymaking and Locksmith: Keymaking and Locksmith

Shoe and Saddlery Technology: Shoe manufacturing, bags, saddlery

Chandelier Manufacturing: Chandelier Manufacturing

Hair: Men's babering, hairdressing

Glass Technology: Glass product business and glass product production

Floristry: Floristry

Skin Care and Beauty: Skin Care and Beauty

Leatherworking: Leatherworking

Casting Technology: Foundry

Hand weaving: Hand weaving

Electric-Electronic Technology: Computer Technical Services, Winding, Office Machines Technical Service, Electrical plumbing, Panel Board, Electromechanical Carrier Maintenance, Industrial Maintenance and Repair, Image and Sound Systems, Security systems, Communication Systems, Automation Systems, High Voltage Systems.

Photography: Photography

Gas and Plumbing Technology: Heating and Natural Gas Internal plumbing, Heating and Gas Burning Equipment Service, Heating and Sanitary Plumbing, Central Heating.

Ship Building: Ship Building

Clothing Production Technology: Child Clothing Modelist, Leather Clothes, Men's Clothing Modeling, Tailoring for men, Underwear Modeling, Women's

Clothing Modeling, Tailoring for women, Cutting, Model Machinism

Construction Technology: Wood Joinery and Coating, Reinforced Concrete Blacksmithing, Reinforced Concrete Molding and Roofing, Painting and Surface Preparation, Masonry, Map and Cadastre, PVC Joinery Production and Installation, Restoration, Plastering, Construction Technical Drawing (Architecture), Construction Technical Painting (Static).

Paper Technology: Paper production

Accommodation Services: Floor Staff, Front Office Staff

Dry Cleaning: Dry Cleaning

Jewelery Technology: Jewelery (Gold Silver Processing), Showcase Jewelery

Machine Technology: Industrial Molding, Industrial Modeling, Milling, Machine Painting, Grinding and Toolmaking, Metalworking, Turning.

Printing Technology: Printing, Prepress, Postpress

Marbling and Ornamental Quarrying: Marbling and Ornamental Quarrying

Metal Works: Steel Constructivism, Heat Process, Welding, Metal Joinery, Metal Sheet Processing (Copper), Sheet Metal Works, Agricultural Machinery Repair and Maintenance.

Motor Vehicle Technology: Diesel Engine Fuel Pump And Injector Setting, Maintenance and Repair of Work Machines, Maintenance and Repair of Motor Vehicles LPG Systems, Frontal Adjustment and Tire, Automotive Painting, Automotive Electrics, Automotive Electro Mechanics, Automotive Body, Automotive Mechanics.

Career Guidance Lesson Plans

FORM-8

PROFESSIONAL AREAS AND PROFESSIONAL BRANCHES RELATED TO THEM IN APPRENTICESHIP AND NON-FORMAL EDUCATION CENTERS

Plastic Work: Plastic Processing.

Advertising Signboard Work:
Advertising Signboard Work

Watchmaking: Watch repairing

Sales Personnel: Sales Personnel of Shoes, Leather and By-Products, Sales Personnel of Electrical-Electronic Materials, Sales Personnel of Clothing and Clothing Accessories, Canteen Business, Sales Personnel of Construction Materials, Sales Personnel of Stationery and Books, Sales Personnel of Fruit and Vegetables, Sales Personnel of Furniture, Sales Personnel of Auto Spare Parts, Sales Personnel of Clock/watch-Electric Appliances And Electronic Tools, Sales Personnel of Industrial Machinery, Sales Personnel of Delicatessen Grocery and Food Markets, Sales Personnel of Water and Marine Products, Sales Personnel of Agricultural products, Sales Personnel of Medical Devices and Supplies.

Ceramic: China Decorating, Model and Mold Preparation, Ceramic Decorating, Ceramic Styling.

Cooling and Air Conditioning: Cooling and Air Conditioning

Textile: Weaving, Filature, Knitting, Textile Finishing.

Catering Services: Cooking, Bartending, Meat and meat products processing, Pastry-Sweets and Confectionery, Service Staff, Milk and Dairy Processing.

Marbling and Ornamental Quarrying:
Marbling and Ornamental Quarrying

Metal Works: Steel Constructivism, Heat Process, Welding, Metal Joinery, Metal Sheet Processing (Copper), Sheet Metal Works, Agricultural Machinery Repair and Maintenance.

Motor Vehicle Technology: Diesel Engine Fuel Pump And Injector Setting, Maintenance and Repair of Work Machines, Maintenance and Repair of Motor Vehicles LPG Systems, Frontal Adjustment and Tire, Automotive Painting, Automotive Electrics, Automotive Electro Mechanics, Automotive Body, Automotive Mechanics.



Career Guidance Lesson Plans

ACTIVITY : 10

WHICH AREA(FIELD)-WHICH PROFESSION?

TIME REQUIRED : 40 MINUTES

RESOURCES: A LIST OF OPTIONAL LESSONS THAT WILL BE IMPLEMENTED IN HIGH SCHOOLS

*New arrangements for different school types can be done by considering school types in this activity.

AIMS:

- To explain the relationship between the professions and options that can be chosen

DELIVERY

The list of options is written onto the board or its A3 print is hung onto the board.

Students are asked what lessons they want to choose and they are asked to share them with the class.

The group interaction continues with questions similar to the following:

- Which courses may be relevant to which occupations?
- What profession do you think you should choose in the future?
- Is there a relation between the profession you are thinking of choosing and the courses ?
- Are the courses you have chosen and the profession you think of choosing in the future compatible with each other?
- What happens if you do not choose a vocational course related to the profession you're thinking of choosing in years 10,11 and 12?

A similar explanation is given to the students:

"If the profession you think of having is related to the courses you will choose, there is not a problem. But if the profession you think you have in the future is not related to the courses you will choose, you have to revise your decision again and realistically.

KEY LEARNING POINTS

- To emphasize the importance of knowing which courses & path to take to reach which profession.



Career Guidance Lesson Plans

ACTIVITY : 11

VALUATION AND PROFESSION

TIME REQUIRED : 40 MINUTES

RESOURCES: FORM-10(PROFESSIONAL VALUES LIST)

*New arrangements for different school types can be done by considering school types in this activity.

AIMS:

TO EXPLAIN THE ROLE OF PROFESSIONAL VALUES IN THE CHOICE OF PROFESSION.

DELIVERY

Students are given Form-10 (Professional Values List) and are asked to review the list on the form.

When thinking about a profession, ask which of the values in the list are more important?

The spaces next to the values on the form can be used to rank, from 1 to 10 in order of importance.

Students are asked to determine which of the professions they choose to pursue are appropriate to their occupational values.

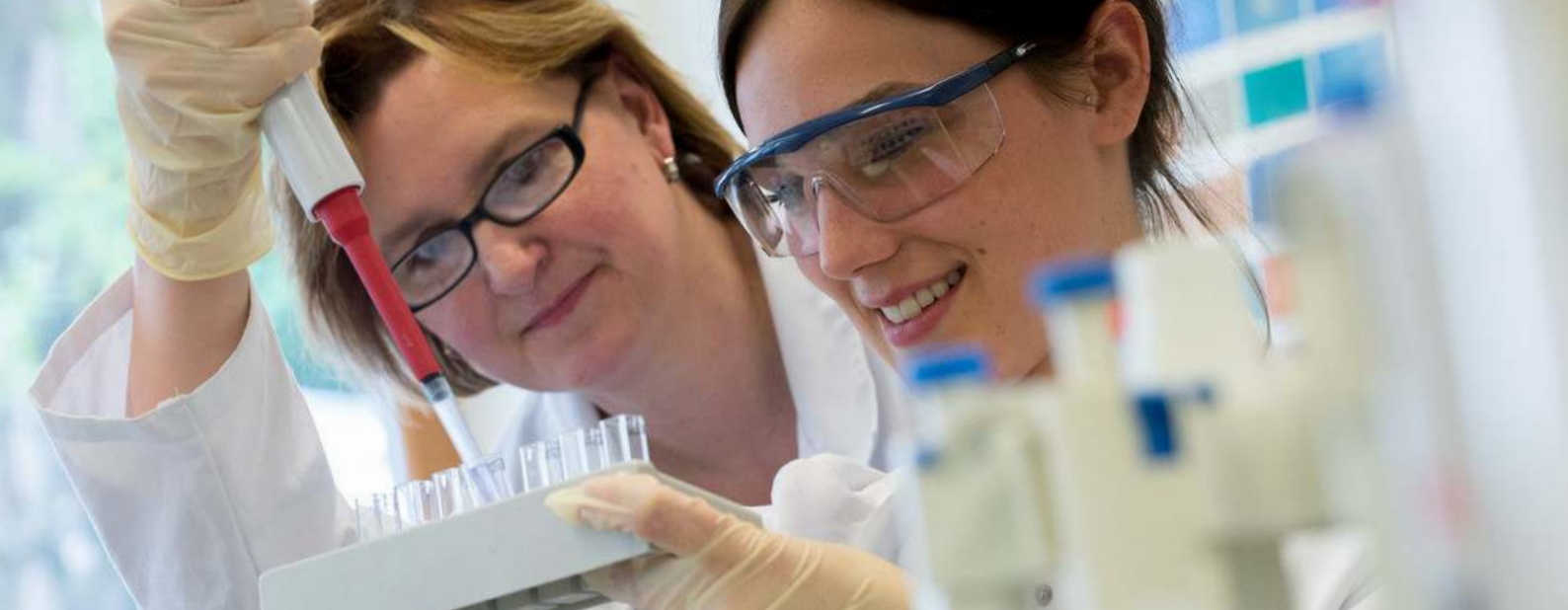
Students are asked to share their thoughts with the rest of the class

The group interaction continues with similar questions below.

- Which profession did you choose?
- What happens if you choose a profession that does not fit your professional values?

KEY LEARNING POINTS

To emphasize the importance of the effects of values on occupational choice.



Career Guidance Lesson Plans

ACTIVITY : 12

PROFESSIONAL SATISFACTION

TIME REQUIRED : 40 MINUTES

RESOURCES: FORM-10(PROFESSIONAL VALUES LIST)

*New arrangements for different school types can be done by considering school types in this activity.

PROFICIENCY FIELD: EDUCATIONAL AND PROFESSIONAL DEVELOPMENT

AIMS:

- To recognize the relation between professional satisfaction and professional value, interest, talent and personality qualities.

DELIVERY

Students are given the definition about job satisfaction similar to the following:

"Job satisfaction is the consistency between success and determination in the profession and the person's interest, talent, value and personality qualities. It can be said that job or occupational satisfaction is achieved if the expectations of the person and the possibilities provided by the profession and the job are appropriate "

Students are asked what else influences job satisfaction apart from people's interest, ability, value and personality characteristics. The answers are written on the board.

In addition to the answers given by the pupils, other factors influencing the following occupational satisfaction are also read to the pupils and they are asked to discuss:

- The fact that professional activities are interesting for the individual,
- Being appropriate of the physical condition of the working environment
- Good human relations in the working environment,
- The level of earnings provided,
- Given authority and responsibility,
- Daily working time,
- Competition and the possibility of oneself,
- Opportunity to find work.

It is important to get the students feedback on what they see as important factors in relation to job satisfaction. Get the students to identify which factors they see as relevant.

KEY LEARNING POINTS

- To emphasize the satisfaction from the job they will do in the future will be related to their interests, abilities, personality types and values.

Career Guidance Lesson Plans

FORM-10

LIST OF PROFESSIONAL VALUES

D TO THEM IN APPRENTICESHIP AND NON-FORMAL EDUCATION CENTERS

.....Innovation (producing new things) Social insurance
.....Professional developmentSecurity
.....Life-long learningAdventure
.....CreativityExcitement
..... Overcoming Mental difficultiesPrestige
.....Overcoming Physical difficultiesRecognition
.....Moral values Content
..... Using technology Reputation/fame
..... promotion in the profession	
..... Professional success	
..... Working with people	Niles&Harris-Bowlsbey(2002),
..... Team work	www.quintessentialcareers.com
.....Equality	
.....Problem solving	
.....Responsibility	
.....Salary	
..... Independent work	
.....Leadership	
.....Compensation for errors	
.....Sensitivity	
..... Competition	
..... Helping others	
..... Work and home life Balance	
.....Regular life	
..... Living in a place of your choice	
..... Allow personal time	
.....Friendship	
.....Working with the community	
.....Flexibility during working hours	
..... Safety of working place	
..... .. Physical conditions	



SURVEY

BULGARIA-TÜRKİYE-GREECE



Erasmus+

BULGARIA

Result of Teachers Survey

- 20 - Bulgaria (Academic High School)
- 20 - Bulgaria (Vocational High School)

	Yes	No	Partly
Do you think your students were fully informed before choosing their options and joining your school/college?	95% 85%	0% 5%	5% 10%
Does your school/college support vocational development and professional qualifications	90% 95%	0% 0%	10% 5%
Have you done work with your students on interests and abilities relating to careers?	75% 85%	10% 5%	15% 10%
Do you think your students are well informed of the different paths to future career choices?	80% 85%	0% 0%	20% 10%
Do you have enough information on vocational courses available, and the careers these could lead to?	30% 90%	5% 0%	65% 10%
Do you feel confident advising students about different vocations when asked?	70% 100%	0% 0%	30% 0%
Do you receive training around careers advice for students?	30% 90%	25% 0%	45% 10%
Would you be interested in training on vocational guidance and career planning if it were organised?	50% 85%	10% 0%	40% 15%
How would you prefer to receive information around different qualifications and courses available?	Careers service <ul style="list-style-type: none"> • 20% • 90% Internet <ul style="list-style-type: none"> • 65% • 5% Employment Centre <ul style="list-style-type: none"> • 15% • 5% Other <ul style="list-style-type: none"> • 0% • 0% 		

BULGARIA

<p>How would your students prefer to receive information around different qualifications and courses available</p>	<p>Brochure</p> <ul style="list-style-type: none">• 24%• 13% <p>Seminar</p> <ul style="list-style-type: none">• 28%• 16% <p>Career days</p> <ul style="list-style-type: none">• 20%• 47% <p>University visit</p> <ul style="list-style-type: none">• 24%• 24% <p>Work visit</p> <p>Other</p> <ul style="list-style-type: none">• 4%• 0%
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BULGARIA

Results of the Students Survey

The number of students who took part was

- 100 - Academic High School
- 100 - Vocational High School

	Yes	No	Partly
Were you fully informed before choosing your options and joining your school/ college?	85% 72%	5% 4%	10% 24%
Before you chose this course did you receive careers guidance based on your own personality, skills and interests?	55% 66%	33% 4%	12% 30%
Did you receive enough information about the different career paths open to you?	48% 66%	22% 6%	30% 28%
Were you aware of the wide range of vocational courses on offer?	55% 54%	30% 18%	15% 28%
Do you know what your interests, skills and abilities are, and how they relate to future careers?	67% 84%	25% 4%	8% 12%
Do you get enough careers guidance now?	47% 76%	33% 8%	20% 16%
How would you prefer to receive information on future career paths and qualifications?	Brochure <ul style="list-style-type: none"> • 7% • 11% Seminar <ul style="list-style-type: none"> • 20% • 7% Career day <ul style="list-style-type: none"> • 5% • 24% University visit <ul style="list-style-type: none"> • 35% • 33% Websites <ul style="list-style-type: none"> • 8% • 20% Other <ul style="list-style-type: none"> • 25% • 5% 		
Do you know what you would like to do in the future?	78% 70%	2% 2%	20% 28%

BULGARIA

What are your career goals?	<p>Not sure</p> <ul style="list-style-type: none">• 25%• 10% <p>A Job not related to my studies</p> <ul style="list-style-type: none">• 23%• 4% <p>A Job related to my studies</p> <ul style="list-style-type: none">• 32%• 48% <p>Own business</p> <ul style="list-style-type: none">• 20%• 38%
Are there any barriers affecting your future career plans?	<p>I Can't afford my preferred career</p> <ul style="list-style-type: none">• 13%• 8% <p>I don't know what I'm good at</p> <ul style="list-style-type: none">• 30%• 32% <p>I don't know what to do</p> <ul style="list-style-type: none">• 52%• 36% <p>My family would not approve of my plans</p> <ul style="list-style-type: none">• 5%• 24%

BULGARIA

Result of Parents Survey The number of parents who took part was:

- 20 - Academic High School
- 20 - Vocational High School

	Yes	No	Partly
Do you think that sixth form/college options match your child's interests and abilities?	83% 80%	10% 0%	7% 20%
Do you take an active role helping your child decide their future options and which path to take?	83% 70%	7% 0%	10% 30%
Did you receive support or guidance from your child's school whilst they were choosing their future options?	77% 70%	10% 3%	13% 27%
Did you have enough information about careers or vocations before your child chose their options?	60% 67%	27% 0%	13% 33%
Was your child fully involved in choosing their options?	80% 67%	13% 0%	7% 33%
Were your child's choices based on their interests and abilities?	60% 80%	23% 0%	17% 20%
Do you have enough information around future vocational options and careers your child could choose?	73% 67%	17% 0%	10% 33%
Where did you go to find information about sixth form and/or vocational options?	School/college <ul style="list-style-type: none"> • 56% • 48% Internet <ul style="list-style-type: none"> • 27% • 40% Brochure <ul style="list-style-type: none"> • 10% • 6% Other <ul style="list-style-type: none"> • 7% • 6% 		
If they were held, would you have gone to information events for parents about further education and vocational options?	70% 63%	23% 0%	7% 37%

BULGARIA

How would you prefer to receive information around different qualifications and courses available	<p>Brochure</p> <ul style="list-style-type: none">• 27%• 21% <p>Seminar</p> <ul style="list-style-type: none">• 10%• 21% <p>Careers days</p> <ul style="list-style-type: none">• 17%• 35% <p>Uni visit</p> <ul style="list-style-type: none">• 43%• 15% <p>Other</p> <ul style="list-style-type: none">• 39%• 8%
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TÜRKİYE

Result of Teachers Survey

- 20 - Turkey (Academic High School)
- 20 - Turkey (Vocational High School)

	Yes	No	Partly
Do you think your students were fully informed before choosing their options and joining your school/college?	5% 7.9%	55% 33%	40% 59.1%
Does your school/college support vocational development and professional qualifications	30% 46.4%	40% 12.7%	30% 40.9%
Have you done work with your students on interests and abilities relating to careers?	40% 23.3%	40% 33.4%	20% 43.3%
Do you think your students are well informed of the different paths to future career choices?	25% 10.4%	15% 64.45%	60% 25.15%
Do you have enough information on vocational courses available, and the careers these could lead to?	20% 12.9%	30% 46.7%	50% 40.4%
Do you feel confident advising students about different vocations when asked?	35% 38.7%	25% 10.1%	40% 51.2%
Do you receive training around careers advice for students?	10.5%	80% 74.35%	20% 15.15%
Would you be interested in training on vocational guidance and career planning if it were organised?	65% 61.2%	15% 20.5%	20% 18.3%
How would you prefer to receive information around different qualifications and courses available?	Careers service <ul style="list-style-type: none"> • 30% • 45.9% Internet <ul style="list-style-type: none"> • 45% • 31.1% Employment Centre <ul style="list-style-type: none"> • 10.5% Other <ul style="list-style-type: none"> • 25% • 12.5% 		

TÜRKİYE

How would your students prefer to receive information around different qualifications and courses available

Brochure

- 25%
- 9.8%

Seminar

- 15%
- 23.7%

Career days

- 20%
- 34.55%

University visit

- 25%
- 19.55%

Work visit

Other

- 5%
- 12.4%

Did not answer|

- 10%

TÜRKİYE

Results of the Students Survey

The number of students who took part was :

- 100 - Academic High School
- 100 - Vocational High School

	Yes	No	Partly	Don't Know
Were you fully informed before choosing your options and joining your school/ college?	26.5% 27.8%	27.5% 30.75%	46% 41.45%	
Before you chose this course did you receive careers guidance based on your own personality, skills and interests?	11.2% 26.25%	72.5% 41.75%	16.3% 32%	
Did you receive enough information about the different career paths open to you?	11.2% 31.65%	59.2% 27.55%	29.6% 40.8%	
Were you aware of the wide range of vocational courses on offer?	21.4% 38.2%	57.1% 35.6%	21.5% 26.2%	
Do you know what your interests, skills and abilities are, and how they relate to future careers?	29% 56.2%	22.5% 15.1%	48.5% 28.7%	
Do you get enough careers guidance now?	5.2% 27.75%	67.3% 35.25%	27.5% 37%	
How would you prefer to receive information on future career paths and qualifications?	Brochure <ul style="list-style-type: none"> • 4% • 2.2% Seminar <ul style="list-style-type: none"> • 9.4% • 15.65% Career day <ul style="list-style-type: none"> • 2.5% • 4.3% University visit <ul style="list-style-type: none"> • 71.4% • 55.4% Websites <ul style="list-style-type: none"> • 6.4% • 6% Other <ul style="list-style-type: none"> • 6.3% • 16.45% 			
Do you know what you would like to do in the future?	32.6% 68.75%	16.4% 9%	51% 22.25%	

TÜRKİYE

<p>What are your career goals?</p>	<p>Not sure</p> <ul style="list-style-type: none">• 26%• 9.4% <p>A Job not related to my studies</p> <ul style="list-style-type: none">• 2%• 12.55% <p>A Job related to my studies</p> <ul style="list-style-type: none">• 55.6%• 50.3% <p>Own business</p> <ul style="list-style-type: none">• 16.4%• 27.75%
<p>Are there any barriers affecting your future career plans?</p>	<p>I Can't afford my preferred career</p> <ul style="list-style-type: none">• 6.1%• 3.15% <p>I don't know what I'm good at</p> <ul style="list-style-type: none">• 30.6%• 23.7% <p>I don't know what to do</p> <ul style="list-style-type: none">• 27.5%• 24.15% <p>My family would not approve of my plans</p> <ul style="list-style-type: none">• 8.1%• 7.35% <p>Did Not Answer</p> <ul style="list-style-type: none">• 27.7%• 41.65% <p>Other</p> <ul style="list-style-type: none">• I'm Socially anxious,• All of the above• I don't know how to improve,• I have difficulty achieving qualifications• I'm bad at stuff

TÜRKİYE

Result of Parents Survey

The number of parents who took part was:

- 20 - Academic High School
- 20 - Vocational High School

	Yes	No	Partly	DK
Do you think that sixth form/college options match your child's interests and abilities?	75% 73.3%	3.4%	25% 23.3%	
Do you take an active role helping your child decide their future options and which path to take?	87.5% 70%	5% 5%	12.5% 25%	
Did you receive support or guidance from your child's school whilst they were choosing their future options?	6.2% 19.8%	68.8% 45.5%	25% 34.7%	
Did you have enough information about careers or vocations before your child chose their options?	50% 58.3%	12.5% 6.6%	37.5% 35.1%	
Was your child fully involved in choosing their options?	62.5% 64%	6.3% 10%	31.2% 26%	
Were your child's choices based on their interests and abilities?	81.2% 68.4%	5%	18.8% 26.6%	
Do you have enough information around future vocational options and careers your child could choose?	50% 65%	12.5% 5%	37.5% 30%	
Where did you go to find information about sixth form and/or vocational options?	School/college <ul style="list-style-type: none"> • 12.5% • 32.5% Internet <ul style="list-style-type: none"> • 62.5% • 39.5% Brochure <ul style="list-style-type: none"> • 12.5% • 2.7% Other <ul style="list-style-type: none"> • 12.5% • 25.3% 			
If they were held, would you have gone to information events for parents about further education and vocational options?	50% 45%	25% 23.4%	25% 31.6%	

TÜRKİYE

How would you prefer to receive information around different qualifications and courses available

Brochure

- 12.5%
- 20%

Seminar

- 25%
- 48.3%

Careers days

- 1.7%

Uni visit

- 12.5%
- 18.3%

Other

- 50%
- 11.7%

GREECE

Results of Teachers Survey

- 20 – Greece (Academic High School)
- 20 – Greece (Vocational High School)

	Yes	Partly	No
Do you think your students were fully informed before choosing their options and joining your school/college?	45% 50%	35% 40%	20% 10%
Does your school/college support vocational development?	50% 75%	40% 20%	10% 5%
Have you done work with your students on interests and abilities relating to careers?	50% 80%	35% 20%	15% 0%
Do you think your students are well informed of the different paths to future career choices?	30% 25%	45% 65%	25% 10%
Do you have enough information on further education vocational courses available, and the careers these could lead to?	30% 30%	55% 70%	15% 0%
Do you feel confident advising students about different vocations when asked?	35% 25%	40% 65%	25% 10%
Do you receive training around careers advice for students?	20% 25%	40% 5%	40% 70%
Would you be interested in training on vocational guidance and career planning if it were organized?	45% 85%	40% 10%	15% 5%

GREECE

<p>How would you prefer to receive information around different qualifications and courses available?</p>	<p>Careers service</p> <ul style="list-style-type: none"> • 30% • 65% <p>Employment centre</p> <ul style="list-style-type: none"> • 25% • 20% <p>Internet</p> <ul style="list-style-type: none"> • 25% • 10% <p>Other</p> <ul style="list-style-type: none"> • 20% • 5%
<p>How would your students prefer to receive information around different qualifications and courses available</p>	<p>Brochure</p> <ul style="list-style-type: none"> • 15% • 10% <p>Seminar</p> <ul style="list-style-type: none"> • 20% • 10% <p>Careers days</p> <ul style="list-style-type: none"> • 35% • 35% <p>Visits to Universities</p> <ul style="list-style-type: none"> • 25% • 45% <p>Other</p> <ul style="list-style-type: none"> • 5% • 0%

GREECE

Results of Parents Survey

The number of students who took part was:

- 30 – Greek Academic High School
- 30 – Greek Vocational High School

Do you think that sixth form/ college options match your child's interests and abilities?	Yes 27% 30%	Partly 40% 50%	No 33% 20%
Do you take an active role helping your child decide their future options and which path to take?	Yes 40% 54%	Partly 27% 23%	No 33% 23%
Did you receive support or guidance from your child's school whilst they were choosing their future options?	Yes 33% 33%	Partly 37% 40%	No 30% 27%
Did you have enough information about careers or vocations before your child chose their options?	Yes 24% 40%	Partly 43% 57%	No 33% 3%
Was your child fully involved in choosing their options?	Yes 37% 40%	Partly 40% 60%	No 23% 0%
Were your child's choices based on their interests and abilities?	Yes 64% 93%	Partly 13% 7%	No 23% 0%
Do you have enough information around vocational options and careers your child could choose?	Yes 50% 33%	Partly 17% 53%	No 33% 14%

GREECE

<p>Where did you go to find information about sixth form and vocational options?</p>	<p>Schools/Colleges 10% 43%</p> <p>Internet 50% 30%</p> <p>Brochures 13% 7%</p> <p>Other 33% 33%</p>
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<p>If they were held, would you have gone to information events for parents about further education and vocational options?</p>	<p>Yes 27% 47%</p>	<p>Partly 20% 20%</p>	<p>No 53% 33%</p>
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<p>How would you prefer to receive information around different qualifications and courses available.</p>	<p>Brochure 20% 17%</p> <p>Seminar 13% 23%</p> <p>Careers days 37% 37%</p> <p>Visits to Universities 23% 13%</p> <p>Other 7% 10%</p>
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GREECE

Results of Students Survey

The number of students who took part was:

- 100 - Academic High School
- 100 - Vocational High School

Were you fully informed before choosing your options and joining your school/ college?	Yes 36% 56%	Partly 42% 34%	No 22% 10%
Before you chose this course did you receive careers guidance based on your own personality, skills and interests?	Yes 30% 34%	Partly 32% 32%	No 38% 34%
Did you receive enough information about the different career paths, including vocational courses?	Yes 32% 44%	Partly 40% 40%	No 28% 16%
Are you aware of the wide range of vocational courses on offer?	Yes 38% 52%	Partly 32% 38%	No 30% 10%
Do you know what your interests, skills and abilities are, and how they relate to future careers?	Yes 62% 64%	Partly 30% 28%	No 8% 8%
Do you get enough careers guidance now?	Yes 50% 44%	Partly 36% 48%	No 14% 8%
Do you know what you would like to do in the future?	Yes 40% 50%	Partly 42% 36%	No 18% 14%

GREECE

<p>How would you prefer to receive information on future career paths and qualifications?</p>	<p>Brochure 8% 6%</p> <p>Seminar 18% 22%</p> <p>Careers days 8% 12%</p> <p>Visits to Universities 16% 26%</p> <p>Websites 44% 30%</p> <p>Other 6% 4%</p>
<p>What are your career goals?</p>	<p>I would like to start my own business 18% 6%</p> <p>I would like to get a job related to my studies 38% 64%</p> <p>I would like to get a job not related to my studies 6% 4%</p> <p>I am not sure 38% 26%</p>



evaluation



SUNGGESTIONS

It is important for the society to raise awareness about the prevention of grade repetition, dropout and improving the situation of children who are out of formal education. To ensure this, the following measures should be taken:

An Internet portal should be created, which aims to provide information on the subject and raise awareness, and to share good practices applied to prevent grade repetition and drop-out.

In order to ensure the participation of the society in the education process, a board of trustees should be formed in which all stakeholders will take part.

Ensuring cooperation between relevant institutions on the subject can yield positive and effective results in the prevention of grade repetition and drop-out. To achieve this, the following measures are recommended:

- Institutional communication and cooperation mechanisms regarding the problem should be established between the provincial organizations of the ministries.
- In the vocational training of teachers, the knowledge, skills and attitudes that should be possessed about grade repetition, school dropout, children out of education and training should be gained.

Collaboration should be made with academic staff who conduct research on the subject at universities in educational activities for grade repetition, drop-out and children out of formal education.

It is considered important to ensure that teachers and administrators, who have a key role in preventing grade repetition and drop-out, are trained quantitatively and qualitatively to contribute to the solution of the problem. In order to achieve this, the following suggestions are thought to be useful.

In order to ensure that guidance services are provided effectively to all students in general and especially to children who repeat grades, the functionality of guidance services should be increased and the required guidance teachers should be employed considering the possible future situation.

The job description and roles of the guidance counselor in high schools should be redefined in identifying and monitoring students at risk of grade repetition and drop-out, and taking necessary precautions.

In the context of the Policies Regarding the Strategic Role of the School for the Solution of the Problem, the following measures are recommended to be taken in order to give the school a more strategic role:

- A reward-based system should be preferred by reorganizing the functions of disciplinary committees.
- Legal and organizational arrangements should be made to provide counseling, guidance and education services to families within the framework of school guidance services.
- It should be rearranged in a way to ensure more and more qualified participation of the family in the education and training process.
- Legal and organizational arrangements should be made in schools to monitor the academic success of all students and to offer compensatory education

- It is important to develop policies that will provide academic and psychological support for students in the problem of grade repetition and drop-out. It is considered beneficial to take the following measures in order to reduce psychological, social, educational and economic problems and to prevent the problem before it arises:
- A system should be established to identify and monitor students at risk of repetition and drop-out in education and training services, and to take precautions regarding repetition and dropout. Arrangements should be made to ensure that students with low academic achievement within the scope of risk are provided with study and make-up education services related to the courses and subjects they failed.
- • Extracurricular activities should be applied to develop social behaviors especially for students in pre-adolescence and adolescence period.
- • An Internet portal containing lecture videos, question solutions and exercises should be prepared to support students in a virtual environment for courses with low success rates.

School Level Policy Recommendations

The role and importance of schools, which are a micro-system in the prevention of grade repetition and drop-out, is extremely large. Based on this, in order to prevent the problem, qualities such as the school's psychosocial climate, physical conditions, education and training activities at the school, family participation and institutional characteristics of the school are important in terms of supporting the development of students and ensuring a positive youth development. In this context, the implementation of the following suggested policies may have positive results in terms of preventing the problem and empowering students.

- Adaptation programs should be applied to students during the transition from secondary school to secondary education. It is important for students to be informed about the different features of secondary education from the eight-year basic education and to inform them about the rules for passing grades.
- Findings from studies conducted in the European countries have shown that family participation in school has many positive results. In this context, family involvement is a variable associated with academic success, negative behaviors and school dropout. From this point of view, activities should be organized to ensure effective communication and cooperation that will strengthen the participation of the family in the school.
- Family participation should not be limited to parent meetings held at the school, but family visits should be provided by school administrators and teachers.
- All students should be given the opportunity to participate in social, cultural and sportive activities organized at the school.

Strategy and Policies

In order to prevent grade repetition, drop-out and student absenteeism, national, regional, local and school-level strategies and policies should be developed and measures should be taken. It is possible to list the strategies and policies to be formed for this purpose as follows.

1. National plans and programs (regulations, guidelines, training of teachers) should be developed.
2. With the prepared regulations and directives, teams should be formed to deal with the related problem in schools and education directorates.
3. Cooperation should be made with the representatives of the organizations operating in the labor market for the employment of graduates from public schools. In this context, regional vocational education institutions should be opened in regions where school dropouts are intense.
4. Integrity should be ensured between vocational high schools and regional vocational education institutions.
5. Support of other organizations operating in the public and private sectors should be sought to prevent early leaving.
6. Community centers and voluntary associations spread across the country should be encouraged to carry out prevention and rehabilitation projects
7. For students who want to leave school and return again, their knowledge and skills can be increased by opening improvement and development classes

Conclusion

The most effective actions to prevent grade retention, absenteeism and drop-out are within the school system itself. Necessary legal arrangements should be made by educational institutions and innovative proposals should be developed. However, they should not be a top-down imposition. Investing in human resources that will seriously deal with these issues should be made. Systematic training should be given to the education directorates and the personnel who will participate in this study at school level, good examples and practices should be shared, and the annual plans of the schools should be reviewed. For these, a network should be established between education directorates and schools.

Improving school services alone is not enough to combat these problems. It is necessary for teachers to develop social and cultural policies that will make them feel supported in the process of solving the problem. For this purpose, studies should be carried out to create a sense of community in schools. At the same time, sensitivity towards the problem and its effects should be increased among all institutions of the society, local governments and media organizations.

It is very important to establish cooperation between schools and local, regional and national professional organizations. In the current situation, while theoretical knowledge is given to children in schools, the opportunities to apply this knowledge in real business environments are not offered at a sufficient level. Theoretical education given in schools should be able to be translated into practice in workplaces.



MEETINGS

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Project channel. Please click on the link for the promotion of the professions within the scope of the project.

LINK

https://www.youtube.com/channel/UCmhHncKsJN_Z5pvU_NHGBPw

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IMPACT

The project will have an important impact on educators who are actively involved in the project: the exchange of experiences, new educational methods, contrasting strategies, etc.. And it will also serve to improve the quality of school education and to gain better cooperation between institutions of the European Union.

Those trainers who do not take an active part in the project will be influenced through meetings and seminars in which the teachers are involved. This diffusion among members of each institution will cause the impact of this project have an effect on the quality of the collective education of students as well as the skills of teachers in motivating their students and mastering some latest new innovative teaching methods which have been proved to be successful.

Bringing this experience to other schools in the partner countries will become an added value for its organizers. The disclosure of each local and regional community, by means of specific documents developed within the framework of this project, conferences and meetings with other educational entities and the dissemination through the media (written press and project website) will ensure the results to be spread to an even wider social network, contributing to present a common educational vision within the diversity of a united Europe.

The learning partnership hopes that the results and experience of the project can effectively contribute to improving the access of students to all levels of education and culture as it is the key to preventing the risk of exclusion, ensuring and increasing participation in employment opportunities and access to all resources, goods and services. The schools will be thought as attractive living places not the places where have to go as obligatory for students. Teachers will gain more competences to attract the students to lessons and also in class management. Consequently, the number of students who fail in certain subjects will decrease and the number of those who drop out from school will also decrease considerably.



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