

## Introduction

The aim of this project is to increase the quality and the quantity of the counselling activities of all partner schools. In our project, we connected international work with national activities as well. In this way, more students had the opportunity to benefit from the project. For us, the activities carried out during the international mobility that each time lasted only 5 days were not enough. Within the scope of the project, we also planned activities that should be carried out simultaneously in each country. Since there was no time pressure during these activities, we were able to produce higher quality results. These studies were mostly preparations for our international meetings and sometimes they were organized independently.

Although this document provides information about almost all our project activities, it is not the only result and document produced throughout our project. Apart from this document, our main products consist of PowerPoint presentations that are not included here, posts on our Instagram account and videos on our YouTube account. To reach these results, please carefully follow the information on the back cover of the document. In addition, the certificates received by our students for attending personal development courses and Europass Mobility Certificates should be counted among the important products.

During the project, we organized many activities and we shared and discussed the results. This process led us to learn in a permanent way. The completion of the activities within the scope of our project took 36 months with a 12-month extension period. Many thanks to all the teachers and students from Turkey, Romania, Poland, and Bulgaria who supported us in these difficult times.

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**Counselling at Schools**

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There are many types of tests designed to help young people to decide their careers. Most of the tests give specific idea to a young people. So, the main task for each school was to applying a test to students about career planning. Each school applied the test, and we compared the results. We also uploaded the results to eTwinning. Here are the details for each school. We also used the results of these tests to organize company visits in Turkey.

**TURKEY:** The main aim of Erasmus+ is to maintain the project to help students with their career building. This test is planned to determine the areas in which our students' tendency mostly lies. The tests are answered by 23 students at our school. When we look at the results of each student, what is very gratifying is that the students' interests are not limited to only one category. Their interests are divided in multiple directions.

The first part of the test is designed to show their common learning skills. The most prevalent skill is auditory. Rhythmic skills are more widespread among our students. We can also see that in the third part of the test, which shows us that one of the most seen intelligence types is musical. (According to the third part of the test, one of the most common intelligence types is musical) We could appraise one of our student's results as an example. Her most common learning skill is auditory learning with a ratio of %49 and, is followed by experiential learning with %41 ratio. What is fully accurate here is that she is multi-skilled. The result of the whole test group, which consists of 23 students, is also in the same direction, leading with auditory learning in the first place and followed by experiential learning in the second.

The second result we get is about characteristics. There are four categories which are listed as popular, activist, thoughtful and calm. Most of our students are thoughtful according to their answers. 20 students are in the category of being thoughtful and only 3 students' main characteristic is being popular but at the same time being multi-skilled quality is also seen here. One out of the three students that are mostly popular can be a great example for this topic. Her main characteristic's ratio is %70. The second one is being thoughtful with %58 and it is followed by being activist with %49. That means half of her behaviors have the potential to be well-thought and activity focal pointed.

The third outcome we have is about what kind of

intelligence is dominant. The categories are linguistic, social, rational, imaginational, musical, spiritual, kinetic, and natural intelligence. The most common one is social intelligence. The second most seen tendency is musical intelligence which shows us that students' minds are not only filled with rational sciences but also with art, especially music. There is something interesting here about the results. The second test's outcomes showed us that students are mostly thoughtful, which is more likely to be related to spiritual intelligence, but this is not the intelligence type that is mostly seen. That means, our students are thoughtful inside but when it comes to communication and showing their intelligence, they are more social.

The fourth conclusion we have is about the domain students can give their best work at. There are three main categories named as numerical, verbal and counterweight. The most seen domain is counterweighting and the second one is numerical. There is no student that has an extremely low percentage in one of the domains. That means every student has a chance to do any job they choose. These tests are carried out to lead them and show them where they can be more helpful but if they want any other jobs that test results do not offer them to do, they still have the chance to be successful in these specific jobs.

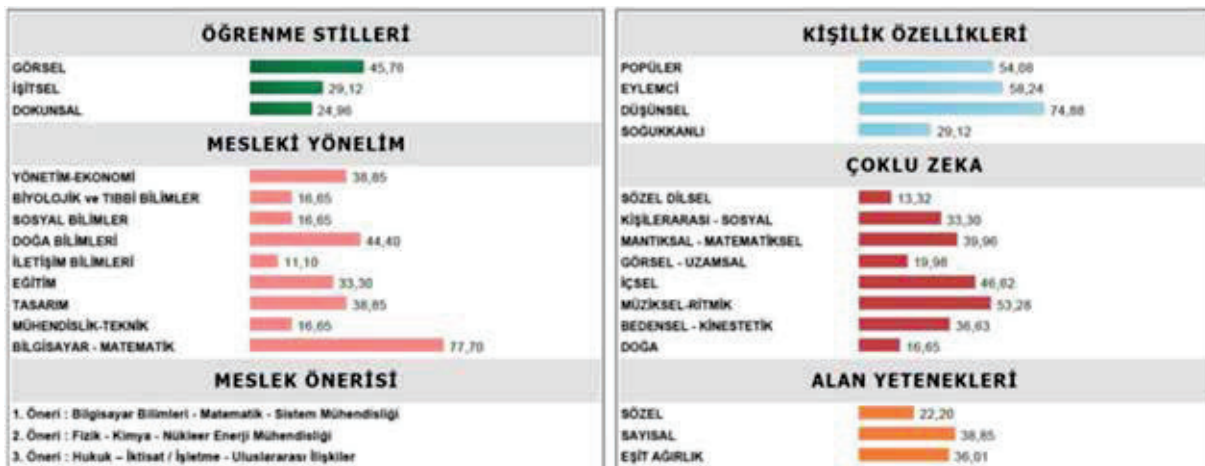
According to all these four different parts of the test and their results, there are job suggestions for each student. The most offered job domains among our group are economy and management. They are followed by neutral (Natural) sciences and education.

Some people think those kinds of tests are not reliable due to being restricted with four or five options being given. At this point, students' opinions are more likely to clarify the trustworthiness of the tests. One of our students, whose time is more restricted to choose a job, wants to be an architect and the first suggested job domain for her is administration. Another student wants to be a doctor and the first suggestion for her is biology.

Tests have restricted options to choose but the results do not rely on what one chooses. They rely on how you think and make your choices. In the end, what we have as a result is that there might be a small chance of deviation but generally the results are reliable and can be a guide for students who are about to choose a career.



## P13 10-2018 APPLYING A TEST FOR THE CAREER (Activity Type: National)



**ROMANIA:** From November 2nd, 2018, to November 23rd, 2018, the coordinator of the Erasmus + Project “Counselling at Schools”, school counsellor Anton Beatrice Alina at High School”Petru Rares” Barlad applied the Holland Interests Questionnaire to 375 pupils from all grades. The age of the students is between 14-19 years. The psychologist Holland has identified six types of personality: realistic, investigative, artistic, social, entrepreneurial (enterprising) and conventional.

**The realistic type (engine) - R – is characterized by** activities involving the use of objects, tools, machines, good motor skills and practical spirit and solving concrete problems. Possible professions: Mechanical engineer, optician, policeman, builder, archaeologist, carpenter, technician.

**The intellectual (investigative) type - I - characterized by** the tendency to solve abstract tasks, to understand and to organize the world, mathematical and scientific skills. Preference to activities involving research, investigation under various forms and in different fields (physical, biological, social, cultural). Reaction to the environment using intelligence, manipulating ideas, words, and symbols. The tendency towards scientific, theoretical tasks (eg reading, algebra, collecting objects) and creative activities such as sculpture, painting, music; the preference to work in an academic or scientific environment the originality and creativity. Possible professions: informatics, anthropologist, biologist, chemist, physicist, computer scientist, system engineer, economist, geographer, geologist, management consultant, pharmacist, psychologist.

**The artistic type (aesthetic) - A – is characterized by** imagination; creativity; independence, origi-

nality, expressiveness artistic. Attraction to less structured activities, which require a solution in a creative way and gives him the possibility of self-expression. Indirect relationship through artistic self-expression. Face the environment using art forms and products. Prefers musical professions, dramatic arts and he does not like activities generally related to males and roles that involve physical work. **Possible professions:** actor, designer in advertising, interior fashion, architect, professor theater, dancer, journalist, photographer, graphic designer, editor.

**Social (supporting) type - S – is interested in activities involving** interpersonal relationships; information, training, development, caring for others. Verbal, social skills; is cooperative, generous, listens and understands the fellows. **Possible professions:** teacher, coach, psychologist, nurse, doctor, policeman, hairdresser, social worker.

**Entrepreneurial type (persuasive) - E -** prefers to work in a team, especially for the purpose of leading, takes the lead. has a spirit of adventure, is dominant, impulsive, persuasive, talkative, extraverted, confident, aggressive and exhibitionist. prefers occupations in sales and management, where he can dominate others. Needs power and the recognition of the qualities by those around. Possible professions: manager, advertising, car salesman, insurance agent, journalist, lawyer, prosecutor, travel agent, public relations.

**Conventional type (conformist) – C -** prefers activities that require orderly, systematized handling of data, information. has secretarial and mathematical skills; is attentive to details. chooses the subordinate roles, accomplishes its goals through conformism. needs the approval of others. Prefer occupations of officials with stable and well-defined business activities.

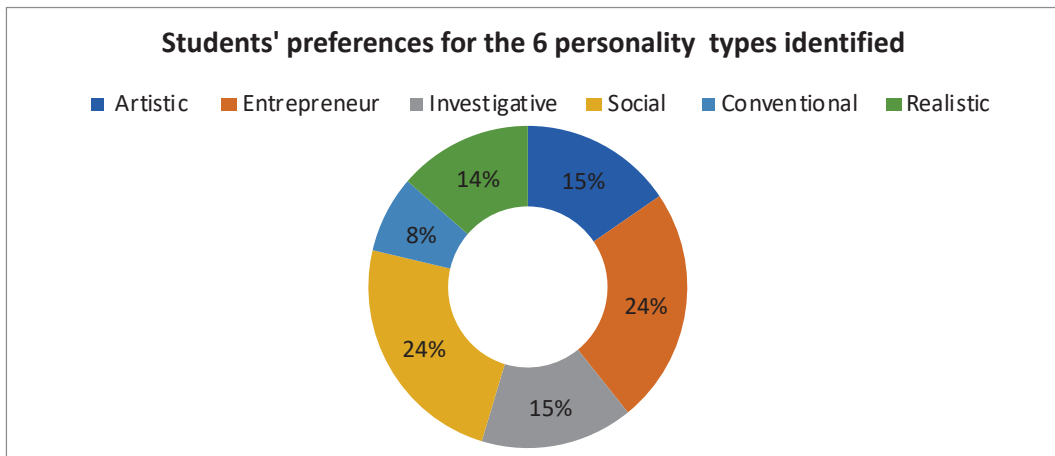


## P13 10-2018 APPLYING A TEST FOR THE CAREER (Activity Type: National)



Attaches particular importance to economic issues and is considered masculine, dominant, rigid, and stable. It has more mathematical qualities than verbal. **Possible**

**professions** are accountant, administrative assistant, cashier, computer operator, financial analyst, secretary, librarian, telephone operator.



**BULGARIA:** We conducted a benchmarking test designed by Y. Kolominsky on the preferred type of future professions based on the self-assessment of 60 students. The students answered 30 questions about the type of specialty and self-assessment program that corresponds to the five types of sciences: creative, humanitarian, technical, agricultural, and engineering. The test is consistent with the age of the students, which coincides with the time of choosing a profession, the time for personal development and self-improvement and the time to make a realistic self-assessment.

The results show that 30% of the students surveyed have a clear understanding of their professional choices and their skills coincide with the requirements of the profession. What needs to be done is to increase their self-confidence. 45% of students have interests in many areas of science and real self-esteem for their own abilities which help them focus on one of the types of science. It is also needed to reinforce their identity and make career choices. 15% of the students who did the test have real self-esteem, but they have difficulties in their career choices.

The students who completed the test are aged 15-19. Age-related results show that 15-year-olds have lower self-esteem and have more difficulties in career choices whereas 19-year-olds have almost self-identity, real self-esteem, and are confident in their career choices.

Areas where students want to develop: 75% of students in humanities - mainly pedagogy and medicine, 10% in information technology, 10% in agriculture

and 5% in economics, tourism. Only 4% want to work individually, 23% in a large team and the other 73% in a small team. The envisaged activities of the project would help students to be more confident in their abilities, to make their career choices according to their skills and interests, increase their self-esteem and their own self-improvement.





## P13 10-2018 APPLYING A TEST FOR THE CAREER (Activity Type: National)

**POLAND:** In our research we used an on-line test made by Polish academics: [www.mlodziwlodzi.pl/kompetencjometr/](http://www.mlodziwlodzi.pl/kompetencjometr/) The test contains 66 questions of different kinds. After responding we receive 6 groups of many professions:

**Group 1:** electrician, engraver, driver, mechanic, optician, pilot, artisan, forester, gardener, farmer...

**Group 2:** anthropologist, astronomer, archeologist, biologist, chemist, surgeon, dentist, philosopher, geologist, geographer, physicist, pharmacist, mathematician, historian... meteorologist, researcher, programmer, political scientist, statistics, sociologist

**Group 3:** vocational counselor, physiotherapist, librarian, hostess, priest, waiter, doctor, speech therapist, masseur, teacher, psychologist, social worker, po-

liceman, lifeguard, nurse, judge, stewardess, trainer...

**Group 4:** lawyer, insurance agent, solicitor, diplomat, adviser, photographer, bookseller, manager, broker, manager, notary, tour leader, entrepreneur, provider, manager

**Group 5:** actor, architect, choreographer, conductor, interior decorator, designer, journalist, photographer, illustrator, composer, painter, musician, writer, fashion designer, artist, director, sculptor, dancer, stylist, make-up artist...

**Group 6:** customs agent, insurance agent, editor, cashier, cost estimate, accountant, notary, legal adviser, receptionist, appraiser, secretary, statistics receiver, bank clerk, office clerk...

We asked 84 students in age 16-17 from 4 different classes to take part in the test:

Class 1A (maths –physics–informatics profile) - 22 boys / 8 girls

Class 2A (maths –physics–informatics profile) - 12 boys / 7 girls

Class 2C (bilingual class) - 2 boys / 13 girls

Class 2E (maths – geography profile) - 5 boys / 15 girls

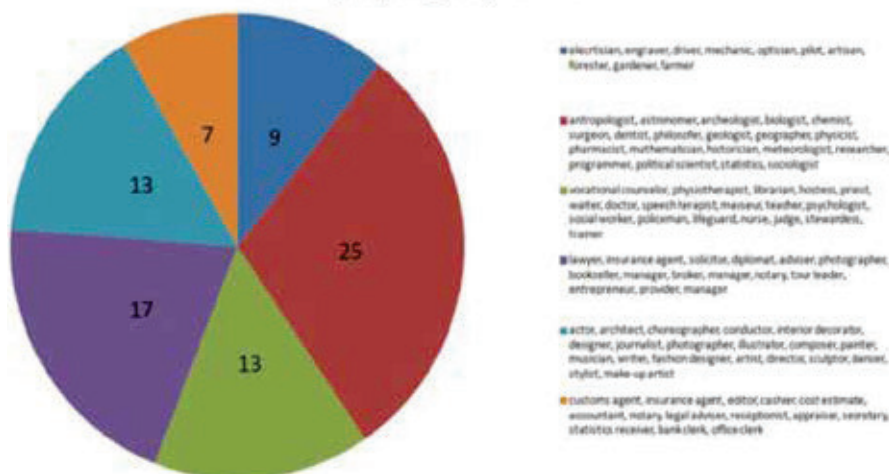
We received the results which basically prove that most students in our school chose the right class for their future career. Students in classes A majoring in mathematics, physics or information technology in the future will work mainly in jobs mentioned in point 2: anthropologist, astronomer, archeologist, biologist, chemist, surgeon, dentist, philosopher, geologist, geographer, physicist, pharmacist, mathematician, historian, meteorologist, researcher, programmer, political scientist, statistics, sociologist.

Students in class C majoring in humanities will

work mainly as a vocational counselor, physiotherapist, librarian, hostess, priest, waiter, doctor, speech therapist, masseur, teacher, psychologist, social worker, policeman, lifeguard, nurse, judge, stewardess, trainer.

Students in class E who specialize in mathematics and geography will also mostly follow a career of a customs agent, insurance agent, editor, cashier, cost estimate, accountant, notary, legal adviser, receptionist, appraiser, secretary, statistics receiver, bank clerk, office clerk.

Number of people in given profession





**TURKEY:** University of Koç was founded in 1993 as a nonprofit and non-government university in Istanbul. Since its establishment, it has become one of the leading universities in Turkey.

To make the right decision about our future university, which is a professional field through to the path on our career, three teachers and 81 students from Cagaloglu Anatolian High school visited “KOÇ”, one of the most prestigious foundation universities in our country, on 23.02.2019.

During our visit, there was a student presentation, explaining the procedures of being admitted to Koç University and the process during education there.

These are the main points that Koç enables its student:

- Except for the law faculty, the language of education is English, which is a beneficial fact for the students wanting to move on their future career abroad.
- This university provides its students many educational and experimental opportunities because it is a university funded by Koç, an eminent firm.
- There are a lot of opportunities for the students who want to be a part of international programs. The university has many agreements with different universities from all around the world.



**ROMANIA:** On November 21st, 2018, 23 students from all levels of the «Petru Rareș» Technological High School, Bârlad and 4 teachers made a study visit at «Alexandru Ioan Cuza» University, in Iasi. The purpose of the study visit was to continue the university studies in accordance with the pupils' personal interests and resources.

«Alexandru Ioan Cuza» University of Iasi is the oldest higher education institution in Romania, continuing, since 1860, a tradition of excellence and innovation in education and research. With 15 faculties, over 25,000 students and over 700 full-time teachers, the university enjoys an important prestige at national and international level, having collaborations with over 500 universities abroad. With the adoption of the

Bologna process, «Alexandru Ioan Cuza» University became the first student-centered higher education institution in Romania.

Preliminary preparation of this study visit was made by contacting The Department for Students and Graduates Services (DSSA). The main tasks of this department are career orientation prior to admission to UAIC and insertion on the labor market and integration into UAIC alumni community.

At the beginning, the students participated in the workshop «How to choose your faculty». The visit continued with the presentation at the multimedia room at «Alexandru Ioan Cuza» University in Iasi. Mrs. Lidia Bonceanu presented on a large screen: the history of «Alexandru Ioan Cuza» University of Iasi, the facul-





## P2 11-2018 UNIVERSITY VISIT (Activity Type: National)

ties, specializations, admission conditions, the accommodation possibilities, the professional insertion of the graduates after the graduation of the undergraduate, masters and doctoral studies. In the second part of the day, the University Museum in Iasi was visited. The museum includes two sections: the Cucuteni Civilization Museum and the Academic Museum.

The visit ended at the Central University Library «Mihai Eminescu» Iasi. This meeting was attended by Evelina Frunzete, a contact person who presented the students the library headquarters, the work schedule, the organization and functioning of the library. Students found out about the existing book fund (over 2 million books), reading rooms (30 halls), library staff (188 employees), King Ferdinand I Foundation, who contributed to the founding of the Central University

Library «Mihai Eminescu» Iasi. The results obtained after participating in the study visit:

- Knowledge of education and training offers in the university environment.
- Presentation of the Erasmus + project «Counseling at Schools» in the university environment.
- Making direct contacts with key people in the field of education.
- Acquisition of historical and cultural information from the region of Moldova.
- Stimulating responsibility in making a personal decision regarding the continuation of studies.
- Encouraging team spirit and mutual respect among students.
- Stimulating lifelong learning.



**POLAND:** ATH, (Akademia Techniczno Humanistyczna – the UNIVERSITY OF TECHNOLOGY AND HUMANITIES), is a university based in Bielsko-Biała. The university is the only institution of this type in the Beskidy region. Currently, the institution has 5 faculties, most of which educate in technical fields such as robotics, automation, and machine building. In addition, candidates can apply for studies at the humanities department.

The Bielsko-Biała university was founded in 2001, and the legal document was the resolution of the Parliament of the Republic of Poland of July 19, 2001, which was later signed by Polish President Aleksander

Kwaśniewski. However, completing the Academy's creation process started four years earlier by the City Council of Bielsko-Biała. The origins of the existence of the university date back to the 1950s, when a research center and a branch of the Lodz University of Technology was established in the city. At the end of the 1980s, the idea of creating an independent university or academy appeared. In 1997 the city council of Bielsko-Biała adopted a document requiring the creation of an independent university.

The engineering and bachelor studies last 7 semesters, and the master's studies are additional three. The university also has the right to educate and confer doc-





toral and postdoctoral degrees. There are five faculties at the university: three technical, one humanistic and one medical.

- Faculty of Mechanical Engineering and Computer Science
- Faculty of Materials, Building and Environmental Engineering
- Faculty of Management and Transport
- Faculty of Humanities and Social Sciences
- Faculty of Health Sciences

On Friday, 23rd of November 25 second grade students of Liceum Ogólnokształcące im. Stefana Żeromskiego in Bielsko-Biała participated in workshops taking place at the University of Technology and Humanities. The visit was organized as a part of ERASMUS+ project held at school. While at the university campus, students visited the Department of Machine Technology and Automation where their host, engineer Kamil Wyrobek presented numerically controlled machine tools and an industrial robot. They got to know how to program such a machine to work properly. They could also look at how the machine drilled holes. After that they were shown a robot from a production belt and learned some facts about its construction and functioning.

The other workshop took place at the Department of Machine Building. Engineer Adam Jabłoński showed them a technomatic software and ran a brief robotic workshop. During the classes on FANUC robot handling and programming, they learned how to quickly give the robot commands to perform. Programming and entering the commands themselves was done by using a special panel, which was very intuitive. Therefore, this activity did not require much knowledge but only experience.

After getting some experience at the practical workshops and demonstrations, the students met friendly staff members who showed them around the campus. They found out plenty of useful information on what the faculties have to offer, which professions the studies prepare their graduates for, and the requirements potential students must fulfil when applying for a place at the university.

The students are fully convinced that visiting the University of Technology and Humanities gave them a good insight into the schools offer. They would like to spend more time on the university grounds and have already planned more visits to check on their of-

fer. As a school- we do hope to start a fruitful cooperation in the future.

### **SOME OF OUR STUDENTS THOUGHT ABOUT THE STUDY TOUR:**

• On Friday, November 23, we went to the University of Technology and Humanities (ATH) in Bielsko-Biała. We saw many interesting things. We learned to program machines. We were also shown robots, which was exciting. We visited the library of the Bielsko-Biała academy, which has the largest collection of books in Bielsko-Biała. It can be used not only by university students, but also by other residents of Bielsko. I highly recommend visiting this university. (Karina T.)

• Our trip to ATH was educational. I am glad I could think about my future life and work. I did not expect such a well-developed academy in Bielsko-Biała. It was an amazing experience for me. (Weronika W.)

• On Friday, November 22, 2018, we went on a science trip to the ATH university with a class. When we entered the university, I was pleasantly surprised that the university is so big. The best attraction was the school library. I did not think that there would be such a well-stocked library in technical studies. There were many interesting copies, places for peaceful rest and shelves with a huge number of books. Although I do not go to technical faculties, I think that this university is a good prospect for students with technical interests. (Jan B.)

• The professors seemed deeply passionate about their work and were happy to welcome us and show us some basics. Each of us found something interesting at the university. The university does not only have attractive courses, but it also has a library and an impressive reading room. In the reading room, you can go through thousands of books, and it is available for everyone! All in all, we were pleased to see life on the campus and learn a little bit about the courses. For sure many of us were inspired by the lecturers and had thought about attending this university. (Olivia O. )

• Although I do not plan to study at any of their faculties, I did not get bored. The trip was great. I could see how some robots work and learn a lot of interesting information about them. What fascinated me the most was the library because I had no idea that we have such a well-equipped one in Bielsko-Biała. I think that the trip was well organized and certainly gave us a lot, es-

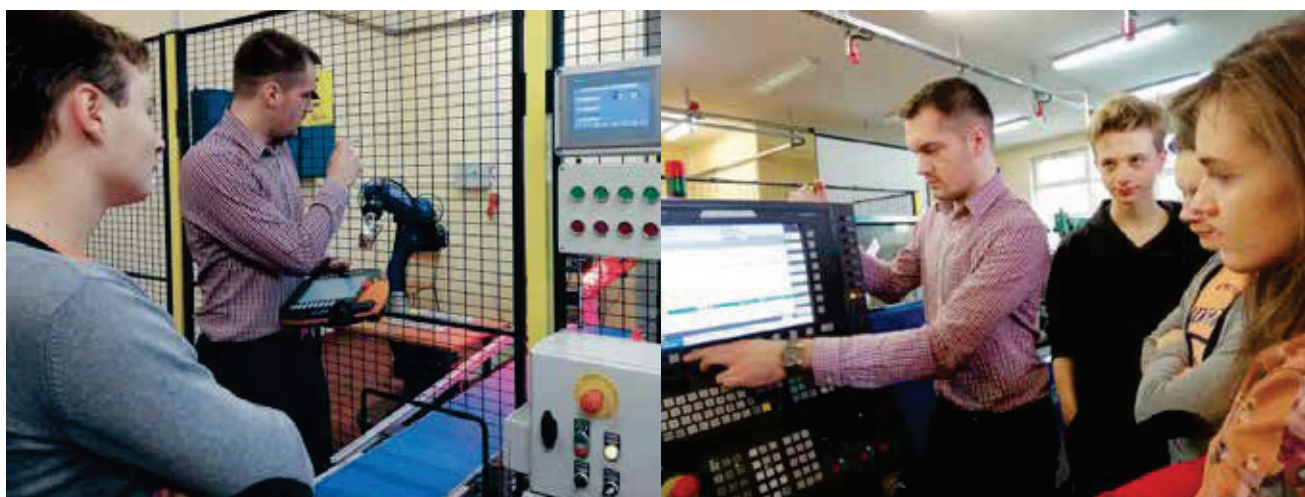


## P2 11-2018 UNIVERSITY VISIT (Activity Type: National)

pecially those who plan to study there. (Karolina F.)

- I was not interested in studying in my hometown as I had not heard high opinions about our local University. Right now, I will consider this option. The school has great courses to offer, and I will have to go to their website to find out more. I got really interest-

ed in the workshops and appreciate the opportunity we were given to visit the place. Well-equipped labs, variety of departments, friendly staff, and a nice campus. I feel completely satisfied with this offer. (Kacper K.)





**B**ULGARIA: On 23.11. 24 students and two teachers visited a University of Economics in Varna. Students were interested to know many things about that university, to look at almost all the facilities at the university and to listen with enthusiasm about everything related to the university and the opportunities it offers. They were introduced with all subjects, their requirements, and the opportunities for realization. The most interesting part was the Erasmus + project center. Students were also overly impressed by the Career Center at the university. The

employees there explained that if someone does not know what to study, they can help them to decide according to their interests. The facilities at the university were impressive: well-equipped rooms, a big library, gym, swimming pool.

Some of them changed their minds and decided to study there. And on 26 November students shared their impression of the visits with their classmates and answered questions, asked by students.

