

EUROPEAN PROGRAMS LEONARDO DA VINCI PARTNERSHIP

WELCOME TO THESSALONIKI !! 5TH MEETING !!



European programs Leonardo da Vinci Partnership

9th SEK Thessalonikis



VGS PROPOSALS

GREECE

VOCATIONAL GUIDANCE IN GREECE EXISTS IN SECONDARY SCHOOLS AND SENIOR HIGH SCHOOLS.

DURING THE LAST TWO YEARS THERE HAVE BEEN MANY PILOTING ACTIVITIES FOR A BETTER CHOICE OF SPECIALTY - CAREER.

A. GENERAL AND VOCATIONAL SENIOR HIGH SCHOOLS 1(6)

1. THERE IS A TWO HOUR LESSON PER WEEK IN THE FIRST GRADE FOR SCHOOL VOCATIONAL GUIDANCE.

2. CAREER EDUCATION PROGRAMS WHICH SUPPORT AND HELP THE STUDENTS' VOCATIONAL ORIENTATION, ARE BEING IMPLEMENTED

A. General and Vocational senior High Schools 2(6)

3. PERIODICAL VISITS OF THE VGS ADVISOR IN SCHOOLS OR PRESCHEDULED STUDENTS' VISITS IN THE VGS ADVISOR'S OFFICE EVEN OUTSIDE THE SCHOOL 'S WORKING TIMETABLE.

AT THE BEGINNING OF THE SCHOOL YEAR THE VGS ADVISOR VISITS THE FIRST GRADE IN SENIOR HIGH SCHOOL.

A. General and Vocational senior High Schools 3(6)

IN FEBRUARY AND AT THE END OF THE SCHOOL YEAR THE VGS ADVISOR VISITS THE THIRD GRADE OF THE SENIOR HIGH SCHOOL.

THE ADMINISTRATION OF THE SENIOR HIGH SCHOOL CALLS THE VGS SCHOOL ADVISOR AND THEY EXAMINE THE FOLLOWING ISSUES:

A. General and Vocational senior High Schools 4(6)

ISSUES EXAMINED AMONG OTHERS

THE CORRECT CHOICE OF SPECIALTY DIRECTION

THE CORRECT COMPLETION OF THE COMPUTERIZED FORM

THE STUDENTS' SELF AWARENESS

THE CREATION OF CV

THE ART OF THE INTERVIEW

PERSONAL PORTFOLIO

INDIVIDUAL COUNSELING

EFFORT OF SHIELDING THEIR CAREER PROFILE

A. General and Vocational senior High Schools 5(6)

4. SECOND GRADE STUDENTS' SUPPORT WITHIN THE SCOPE OF THE SCHOOL VOCATIONAL GUIDANCE , IN COLLABORATION WITH THE HIGHER EDUCATION BY UTILIZING MENTORS FOR MOST DIRECT AND COMPLETE EDUCATION. MENTORING ENABLES STUDENTS TO GAIN BETTER UNDERSTANDING OF THEIR SUBJECT, INSPIRES ,MOTIVATES AND EVEN ENCOURAGES THEM.

A. General and Vocational senior High Schools 6(6)

5. I ADOPT A WORKING PLACE ACCORDING TO MY SPECIALIZATION FOR EPAL AS PART OF A PILOT ACTIVITY ONLY FOR THE SCHOOLS OF THESSALONIKI.

B. AT SECONDARY SCHOOLS 1(2)

1. THERE IS A TWO HOUR LESSON PER WEEK IN THE THIRD GRADE CONCERNING VOCATIONAL GUIDANCE.

2. CAREER DAYS

3, STUDENTS IN THE THIRD GRADE OF HIGH SCHOOL AS WELL AS HIGH SCHOOL STUDENTS' HAVE INDIVIDUAL COUNSELING.

B. AT SECONDARY SCHOOLS 2(2)

FINALLY PARENTS WITH STUDENTS EITHER IN THE THIRD
GRADE OF SECONDARY SCHOOL OR THE FIRST GRADE OF
SENIOR HIGH SCHOOL ARE INFORMED BY THE VGS ADVISOR
ABOUT THE STUDENTS' BEST VOCATIONAL GUIDANCE.

CAREER DEVELOPMENT INSTRUCTIONS 1(3)

VOCATIONAL GUIDANCE TESTS

CAREERSCOPE : LOOKING INSIDE- LOOKING OUTSIDE-
LOOKING AROUND

CAREER CROSSROADS : PERSONAL CAREER PLANNING
SYSTEM

I AM ON TOP OF MY CAREER: I FIND MY WAY FIGHTING
UNEMPLOYMENT

MOBILITY GUIDE

CAREER DEVELOPMENT INSTRUCTIONS 2(3)

- PERSONAL SKILLS FILE
- PROTFOLIO CONSISTS OF THE FOLLOWING
PAGES:
 - INTRODUCTION
 - COMMUNICATION IN MOTHER LANGUAGE
 - COMMUNICATION IN FOREIGN LANGUAGES

CAREER DEVELOPMENT INSTRUCTIONS 3(3)

- MATHEMATICAL ABILITY AND KNOWLEDGE OF
SCIENCE AND TECHNOLOGY
- DIGITAL COMPETENCE
- LEARNING HOW TO LEARN
- SOCIAL SKILLS, SKILLS OF ACTIVE CITIZENSHIP
- SENSE OF INITIATIVE AND ENTREPRENEURSHIP
- CULTURAL AWARENESS AND EXPRESSION



VOCATIONAL GUIDANCE TESTS



The Real Game Is;

It is an innovative interactive electronic 'game' of life skills and career development. The central element of the game is role-playing. It is a team or individual game with the coordination of a teacher / advisor



In which countries exists the Real Game



WWW.REALGAME.COM

Real Game :

A imagining trip in your future!

In the game you travel into the future using your imagination and then you return to present time ...

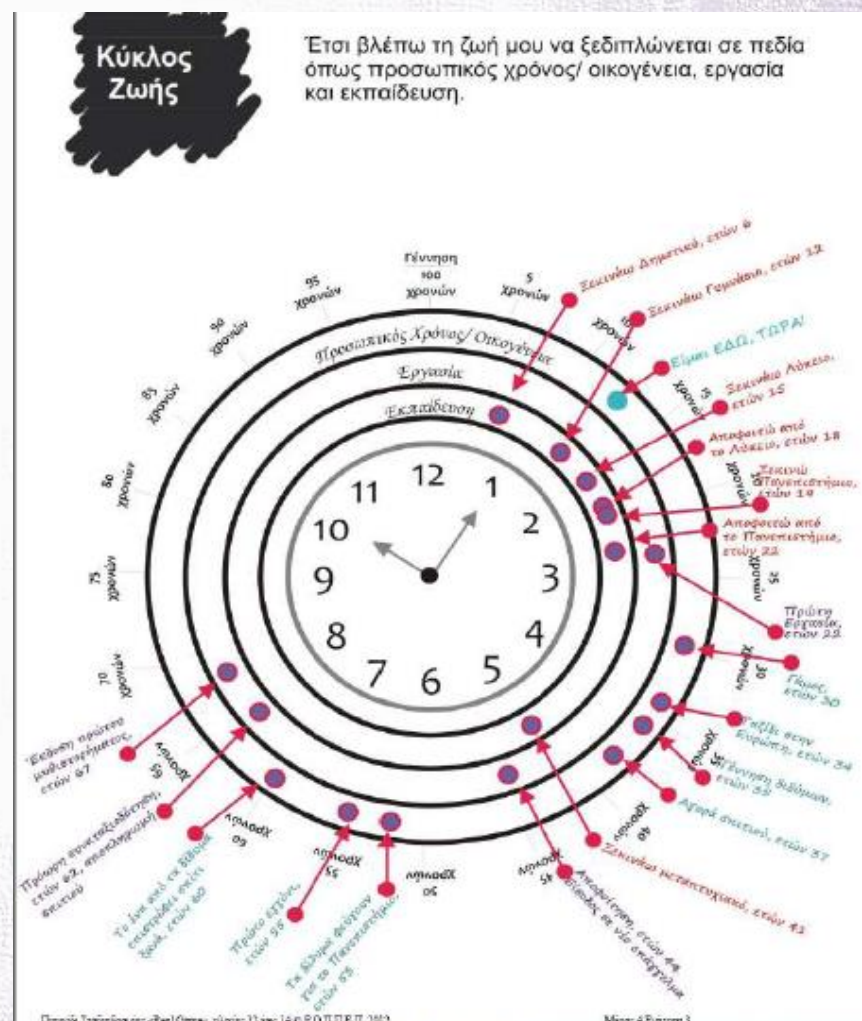
Your journey will take 15-25 hours or more Depending on the time you devote to it.

What you will "see" and "experience" in the future, will change the way you see the present and plan the future

The 5 basic principles of Real Game

- ❑ Like all the games, the Real Game has the its terms and basic principles:
- ❑ The Change is constant
- ❑ Learning is Lifelong
- ❑ Concentrate on the journey
- ❑ Access to your allies
- ❑ Follow your heart

Indicative activities of Real Game!



Turkey

VGS PROPOSALS

- *Vocational counselling (guidance) system must be more common and should be brought to a condition which is conforming to the requirements of the age by renewing itself.
- *In Turkey, Vocational guidance is being done at the 8th and 9th class.
- * Vocational guidance which is more important for a human life must be done in the earlier period of life.

Turkey

VGS PROPOSALS

*Vocational guidance is performed in one hour in the weekly lesson plan as part of vocational guidance. One hour in a week is not enough for this important issue so the number of the vocational guidance lessons must be increased.

*Some seminars and conferences must be given to the families. Moreover, vocational guidance platforms must be formed via internet. Social media should be utilized actively.

Turkey

VGS PROPOSALS

* When it is taken into account that the most important issues in vocational guidance are recognition of personal characteristics, identification of individual expectations, and introductions of the professions, the number of questionnaires about personal characteristics and individual expectations conducted to the students must be increased. As a result of questionnaires, an individual guidance must be done to the students whose personal characteristics are not coincided to their expectations.

Turkey

VGS PROPOSALS

* Vocational guidance at the 9th class are being done according to students' academic success so the students choose some fields that are not coincided to their characteristics and expectations. And they can change their field only when they failed at 10th class. This method must be changed. Instead of it, a flexible system must be chosen which enable the students to bring their individual capability and expectations into the forefront.

* The number of the counsellors at school must be increased.

*The field teachers must be trained to increase their capability about vocational guidance.

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Rumania

VGS proposals

- ❑ organization of 1 hour per week for personal development;
- ❑ assessment of intellectual potential tests / questionnaires;
- ❑ explanation of economic and social processes (family, economy, job, salary, property, money);
- ❑ practical application of knowledge activities, training;
- ❑ dissemination of new economic ideas;
- ❑ presentation and explanation of professions;
- ❑ Organizing visits Job Shadow Day.

Bulgaria

VGS proposals

Professional guidance classes – included into lessons' plans are:

Meetings: Parents – Students – Consultants compulsory meetings / presentation of professions, demands, realization, income and further training /

Tests: students' skills and competence evaluation tests;

Portfolio of student's development monitoring – information about student's professional orientation development – personality potential tests, interest and preferences, meetings held, etc;

Vocational school and high education acknowledgement – professions' credit points acknowledgement'.

Bulgaria

VGS proposals

Practice: professional competence classes involving activities regarding the different professions;

Specialists' Qualification and Re-qualification – each school should have carrier consultant.

Database - Online tests for professional guidance, including students' skills and competence evaluation tests (developed by professionals in the different areas of occupation)

Polish VGS proposals

Here are our ideas how to improve vocational guidance.

There is the need to build a better system of vocational guidance. In this system two kind of sectors: educational (schools and other responsible institutions) and business (companies) must cooperate efficiently. The business sector must give information about the need for professional workers of particular skills, and the educational sector must train the necessary professionals. There must be a special institution mediating between the two sectors and it must find the ways of linking the needs of the labour market and possibilities of professional development offered by educational institutions.

Polish VGS proposals

If the guidance system is to work better, there is the need to:

- create a system of checking learners' predispositions for particular jobs,
- create different materials concerning students' professional career planning,
- Educate and prepare professionals – teachers - to the role of career advisors,
- enable easier access to the system of guidance services,
- create and develop data bases of exchanging information and dialogue,
- improve cooperation between educational institutions and companies on the labour market.

**Thank you
for your attentions**