



TOPIC: GUIDANCE FOR UNIVERSITY AND VOCATION/CAREER PLANNING



General Info (C1)

All our partners joined our first project meeting on time. 3 teachers and 7 students from each participating country came to Istanbul. It was an intensive and tightly structured program. We learned so much from each other and from the project activities. We also found time to visit some important museums around our school (Topkapı and Hagia Sophia) and had a party last night.

Because it was our first project meeting, we had planned it for 7 days which is 2 days longer than our meetings in Romania and Poland. We had the opportunity to do many activities such as presentations about the counselling system in each school, preparing videos, visiting companies according to students' interests, visiting a university and inviting professionals to the school.

Counselling in Turkey (C1-1a) In Turkey, in the 1950s, with the impact of the USA education system, Guidance and Research Centres began to be founded. In 1965, under the name of Ankara University, Educational Psychology and Guidance undergraduate program was founded, psychological counsellors were appointed to some schools in 1970 and after 1980, undergraduate programs were founded in most of the universities...

High schools in Turkey are expected to have at least 1 school counsellor for 500 students. As an example, in Cağaloğlu Anadolu High School we have 2 school counsellors for 950 students. As school counsellors we work from 9 to 3 every weekday. We do not have a specific field of teaching although we go to classes for group guidance and counselling. But mostly we see students in our room individually. Most of the School Counsellors graduated from the «Guidance and Psychological Counselling» departments of universities. Rarely the philosophy, sociology, and psychology graduates work as School Counsellors. As school counsellors during our day, we listen to students, write reports, inform other students, teachers, or parents. Also working with statistics is one of our other main time-consuming activity.

Class guidance teachers are different than school counsellors. «Class guidance teacher» could be chosen

from any teacher by school administration. They have one hour «guidance lesson» every week. Class guidance teachers focus on their class, and they are a good resource for a school counsellors. When they have a problem, the first-person students can go is the «Class guidance teacher». At most of the high schools in Turkey we have one-hour guidance lesson a week. Class guidance teachers must attend these lessons. There is a book (curriculum) a teacher must follow.

Student-school counsellor meetings have privacy. We do not inform any administrative staff or parents about personal problems unless the problems are serious. This is important to gain students' trust. In general, we tend to see students as grownups. Any student with any problem can visit us, at any time. Visiting counselling services is voluntary. Students can visit counselling service whenever they want. When a student needs help about any problem with friends, teachers, other students etc. it is helpful to visit counselling services. Also the development of some students who need special support such as ADHD is followed by counselling service.

Career planning is quite a comprehensive subject but at a high school, as school counsellors, we do some practical activities related to career planning: For example, inviting a professional to school, applying career tests, arranging university visits, informing stu-

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dents about scholarship programs, doing seminars on university, work, and business life etc... Last year for students, the most interesting activities were operation room visits (30 students), informing 12th grades about university exams and the seminar of efficient study methods (190 students), informing 11th grades about career planning (180 students), university day with the attendance of 11 Universities, career tests for all 10th and 12th grades (360 students), informing prep, 9th, 10th, and 11th grades about addiction (700 students) (technology, smoking, drug abuse, alcohol, healthy life)...

The yearly plan differs from year to year and from school to school. As most of our students are interested in medical schools, we are working closely with

medical schools. We organize some special activities. One of them is One Day at Medical School for 11th graders who want to study at medical schools. And we also should mention about operating room observation activities. University visits for all 11th graders is another important practical activity of this year. Career tests for all 10th and 12th grades is among our plans. Also, career fair is one of the routine activities in our school.

When we consider problems at our school we can see that about %40 of problems are personal problems such as family, friends, symptoms of depression etc. And about %60 of problems are academic problems such as exam results, university preparation process, efficient studying methods...





Counselling in Poland (C1-1b) In Poland, The School Vocational Counselling Program covers all activities undertaken by the school to properly prepare students for the choice of profession and further education. The School Vocational Guidance System enables the student to acquire the knowledge and skills necessary to get to know themselves, their professional predispositions, the labor market, and the rules governing it, as well as planning their own education and career.

Main Tasks of The School Under SVCP is coordinating the actions taken by the school to prepare students for choice of profession, direction, and level of further education. Supporting students in; determining their own professional predispositions and talents, making the right decisions when choosing a future profession, direction and level of vocational training adequate to individual possibilities and predispositions, determining the professional opportunities of students with specific psychophysical restrictions and indicating the type of employment appropriate for them, providing them with information about health contraindications to perform some professions.

Providing students with current information on; the diversity and specificity of professions on the market, educational pathways necessary for their implementation and educational offer of secondary and higher schools. Preparing parents to effectively support children in making educational and professional decisions, psychoeducation, individual counseling, involving parents as representatives of various professions in information activities at school and cooperation with institutions supporting SVCP.

Objectives of the program are; activating and raising teachers' competence to provide orientation and counseling vocational at school, developing students' cognitive activity towards proper self-assessment of psychophysical possibilities, students learn about their own personality in determining professional usefulness, preparing students to construct realistic educational and career plans, shaping informed decisions in choosing a profession and school, activating students to meet different professional groups, inspiring students to learn about education directions and educational requirements in secondary and higher schools, developing teamwork skills and shaping proper social relations, exploring the labor market, getting to know the professions of the future, familiarizing parents with the issues of child's professional development, activat-

ing parents in the child's upbringing process regarding the choice of profession and proper secondary school, encouraging students to gain professional experience (eg, slingshot in volunteering) and conducting individual and group career counseling.

Activities in the field of vocational counseling in grades I-VI are carried out by educators, teachers, school counsellor and school psychologist. They cover the following areas: knowing yourself, interests, leisure activities, hobbies, skills, getting to know the professions, my future, who I want to be in the future. Activities in the field of vocational counseling in classes VII and VIII of the primary school provide 20 teaching hours divided into two years of education (10 hours in class VII and 10 hours in class VIII), and in the high school 10 hours in the entire education cycle per class.

Classes are run by a career counselor and are designed to help students and their parents make an informed decision about their further education path and choose their future profession.

The program covers the following areas of activity; working with individual students, working with a class group, cooperation with parents, cooperation with teachers, educators as well as a pedagogue and psychologist.

Classes on career counseling consist of the implementation of four thematic areas such as "Let us get to know each other". In this area, students recognize their strengths, weaknesses, passions, interests, values, abilities, and skills. They will learn what motivation, creativity and entrepreneurship are and their importance in creating their own vision of the future. "Getting to know the professions". This area will help students gain knowledge about the types of professions they meet and the characteristics of each profession. Students will develop their information on the role of a good employee and the importance of work in human life. They will learn about sources of information about further education. They learn the importance of self-presentation. "Educational market: In this area, students learn about the education system in Poland and the educational offers of secondary and higher schools. They will receive knowledge on how to plan their own educational path, bearing in mind their own resources. They will also learn the basic tools of coping with stress and unexpected difficulties, as well as how to plan and manage time efficiently. "Choice of school and career planning": In this area, students will



learn how to write application documents and make a correct, effective self presentation. They choose the further educational and vocational path according to their resources.

Suggested working methods are; mini lectures, meetings with representatives of various professions, trips aimed at getting to know different types of professions, participation of students in the Job Fair, - individual consultations in the field of vocational counseling, activating methods (storm brainstorming, discussion), test methods (questionnaires, surveys, tests), audiovisual methods, (educational videos, multimedia programs, internet resources), social skills training, - talks, - interviews, games and plays.

The forms of work with students will be dominated by the workshop form. The workshop classes are used to awaken the awareness necessary for planning career development, they are used to self-knowledge and determination of professional predispositions, they improve skills in interpersonal communication and cooperation, they teach the skills of editing application documents (CV, cover letter). The classes will also observe and diagnose the need for additional individual or group advisory activities.



Counselling; Bulgaria (C1-1c) «Hristo Botev» Secondary School– Kubrat is a school of 120 years of existence, traditions and culture of education and upbringing of adolescents. The school employs highly qualified pedagogical specialists who are motivated to convey their knowledge and skills, to realize different initiatives, to support the construction of successful personalities.

Pedagogical specialists striving for development and improvement can take different roles, to convey various information, to learn different methods, to follow rules and laws and to build and follow their principles. This makes it possible to convey part of themselves to others (students and parents), to assist

students in their social and career guidance and to offer different norms of behavior.

The role of the school psychologist as a pedagogical specialist is specific – to work with students, teachers, and parents. School rules require students to be disciplined, accountable, to allocate their time, to be motivated to learn, and other learning activities. At the same time, they meet their first friends, change their understanding of justice, honor, friendship, and love. They face real fears and betrayals.

The school meets the students with many different people whom they see as different role models. It is therefore important that students know that there is a person in school – the school psychologist – with



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whom to share their relations, understandings, experiences, emotions – personal excitement, joys, anxieties, anger – and any other problems. This on the one hand gives students security, on the other- they are heard, as their secrets remain preserved, this person will direct them, will support them, will give them the opportunity to realize their own behavior and attitude.

Teachers know that at school students learn not only the school subjects, but also, they support the formation of qualities in students (such as discipline, responsibility, tolerance); values-which become part of relationships; social contacts, life and professional activities and duties; skills – for teamwork, communication, self-control, care, and responsibility for their own and others life. The school psychologist is always at the disposal of the teacher – to support them, to be part in their responsibilities; To be a mediator in communicating teacher-student-parent and to direct this communication, after preliminary examination/individual or group/for the place of each student in the class, for their interests and abilities, for the specificity of the age of the child or the family relationships in which they grow and live.

Thus, the communication of a teacher-student is beneficial, students are directed to certain extracurricular activities. They are motivated to attend school, to increase their success and feel safe, accepted, supported. In the teachers individual conversations, the

school psychologist with students, clarifies several problems of morality, analyses specific situations, reveals negative manifestations, and looks for the reasons for their occurrence and the way to overcome them. This also helps in the student's career orientation – to see their strengths and weaknesses, which motivates them to achieve higher results and to work on their own growth.

The organization of the overall pedagogical process also includes the student-parent-teacher relationship. The adolescents themselves carry strictly individual qualities, built based on family education, physical and mental development, and ability to perceive the world. It is important not to miss age characteristics, ethnic and religious affiliation, even the financial condition of the family. School psychologist is part of this relationship, with its constant communication with students, teachers, and parents. This facilitates the creation of favorable conditions for a successful orientation of the students, suitable for everyone and at the same time agreeing with the individual needs and characteristics of each student, as well as with the values and potential of the individual generations.

In summary, the role of pedagogical professionals/ teachers and psychologists at school is to build successful and confident people who can choose, to argue positions, not to be afraid to look at the world in themselves and others.





Counselling Activities in Romania (C1-1d) In Romania, the counseling and school guidance offices were established by the order of the Ministry of the Education and Science in 1991. Also, in 1994 was formulated the sheet of school counselor which specifies the duties of the school counselor and the regulation on the organization and functioning of the County Centers for Psycho-pedagogical Assistance and the Inter-School Offices for Psycho-Pedagogical Assistance was formulated.

At each county level there is a County Center for Psycho-pedagogical Assistance. This center coordinates all the psycho-pedagogical assistance offices in the county. To establish a psycho-pedagogical assistance office in a school, 800 pupils or 400 pre-school children are required. A school counselor performs 18 hours in this school, 4 hours of teaching and 14 hours of counselling.

Counselling services can be for: Students (Individual and Group), Parents (Individual and Group) and Teachers (Individual and Group). The responsibilities of a school counselor in a Romanian school are; to evaluate personal features such as skills, performances, interests, values, and personality traits, to support students in prevention of personal problems, personality development, solving personal problems, decision making, gender identity, social abilities, health educa-

tion, use of free time, to motivate and help students / students to participate in international programs exchange / mobility, to select, manage, interpret evaluation techniques for individual or group administration, to offer up-to-date information on career, education and in areas such as: education and training, occupational information, employment opportunities, others (health, leisure ...), to consult with parents about the academic performance of their children, to collaborate with staff from Hygiene and Health Centers Prophylaxis, to collaborate with staff from local employment agencies and training, to support and provide methodological assistance and guidance for teachers.

As for working methods, a school counselor uses: monitoring, case studies, observations, interviews, questionnaires, psychological tests, anamnesis, psycho-pedagogical analysis of the person's activity, portfolios.

Group counselling is possible to work with a group of 5 to 12 students, in a classroom. The advantages of this activity are it facilitates learning; promotes desirable social behaviors; promotes its own personality; manifestation of empathy; several rules of communication are respected; can address topics such as: communication, personal success, learning style, leisure time, personal care, sexual life, prevention of drug use, etc.



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Counselling pupils with special educational needs is also an important task. For this category of students, the school counselor evaluates the student from an intellectual point of view (intelligence, memory, attention); favors the pupil's social adaptation to school; contributes to the student's emotional stability; collaborates with the student's family; makes the necessary adjustments together with class teachers, works for the adaptations of the physical and pedagogical environment (individualized curriculum).

Counselling parents is a part of counselling. Parents can use the counseling and school guidance services for various situations, such as: School life of the child: school results, number of absences, preferred subjects, relationships with colleagues; child's free time: child's concerns, parent involvement in child's free time activities; knowledge of parenting and counseling strategies for a good child-parent relationship; providing specialized support for career counseling, choosing the future profession, psychological counseling for behavioral and emotional issues encountered in a child's life.

Teachers need the support from counselling services as well. Teachers can use counseling and school guidance services to have a better understanding of the student from a biological, psychological, and social point of view; for class management guidelines; better collaboration with the student's family; to acquire new methods and working tools (practical activities, exercises); Knowledge of training and professional training.

In Romania, a school counselor is involved in educational projects for vulnerable students, such as: home alone - a program for students with parents going abroad, stop domestic violence - discussing the situation at home with the child and taking legal action to stop the violence, developing life skills among students- developing critical thinking, independent living skills, positive discipline techniques for parents - acquiring techniques by which parents can get to know their children better and can work better with them, career counseling with social partners, involvement in various volunteer activities, students who are at risk of dropping out of school, students with poor learning outcomes, students who are addicted to alcohol, drugs, or tobacco.

Visiting Boğaziçi University (C1-2) Boğaziçi University is one of the highest quality universities in Turkey. It aims to enrich education with innovative and creative approaches, strengthen the culture of science and research to become one of the leading research

universities in the world. It is Boğaziçi University's vision to guide the students to make their future better shaped. Their mission is to educate and prepare individuals, who can think outside of the box, appreciate ethical values, be aware of environmental and global issues, have the ability of solving any sudden problems and are capable of leading.

For the Erasmus+ Project, we can add so many reasons as well as the abundance of opportunities for foreign students to choose this university. Boğaziçi University was visited on 07.12.2018, the 5th day of the Counselling at Schools in Turkey as a part of the project. Firstly, the departments, the success, and the importance of history of the Boğaziçi University was told to us in the presentation. In addition to its academic achievements, we were also told about its social achievements and activities. After the presentation, the South Campus was toured, and the students were informed about the faculty buildings.

Being a student at Boğaziçi University is a goal for everyone. Because of that, this visit was so beneficial for us. We asked everything in our minds and learned so many things from the competent students. We witnessed so many beautiful things on campus during the tour. For example, the view and the environmental areas of the university were spectacular, and the attitude and behaviors of the students were so mature. It is obvious that they care about nature so much and protect it.

Boğaziçi University is not just a university where students go and attend classes. It has a campus life in the center of the city that so many universities do not. It was nice to see the students having fun and not seeing the university as just an ordinary university. Also, the speech about minor diplomas that students can get was highly informative.

Famous people, who graduated from Boğaziçi University and do different kinds of jobs in different areas which were not their profession, had told us in the presentation and it enabled us to look at the university from another perspective.

One of the most salient characteristics of the university is that the students do not come to this university just because of its education. This university's history dates to incredibly old times like its clubs. When you come to Boğaziçi University, it is nearly impossible not to join a club, because there are lots of different clubs which you will absolutely get interested in.

Company visits (C1-3) Istanbul is one of the biggest cities in Europe. During our visit in Istanbul, we worked hard to use the opportunities possible in Istanbul.



bul. This way we contacted to many different workplaces. Students are divided into groups, and they had the opportunity to visit the workplaces suits their interests and skills.

İkizler Shoe Factory and FLO Test Laboratory:

The factory we visited is named İkizler Shoe Factory and it is in İkitelli, in Istanbul. The factory is built on three floors. On the first floor, we saw the process of a piece of leather becoming a pair of shoes. There is really a lot of work there to do. Every little detail is made by another person. There are people making the main structure for the shoes, people who design the shoes and workers who make every shoe number draft different. Every shoe in this factory is made of leather and most of the shoes here are boots. On the second floor we saw the leather being treated. People fire the leather here to relax it and then they turn it into a usable material. On the third floor there is a showroom where you can see all the models they have. All of them are made in the size 37. Wholesalers from all around the world come here, see the models, and decide whether they want this model to be in process for their own company or not. We think the main income our students can get from this factory is that it is never easy to earn the money you need to continue your life and if it seems to be easy, there is something wrong going on there.

The second place we visited was a shoe labora-

tory. Here we learned what tests were carried out on the shoes. Hundreds of tests must be carried out until any shoe reaches the wearer. Chemical tests as well as quality tests are done in this laboratory. This contributes to R & D and innovation. The first thing that comes to mind when it comes to shoes is fashion and it is thought that the employees in this industry are always engaged in fashion, but hundreds of professionals' work in the shoe industry. During the visit to the shoe factory and R & D and innovation laboratory, the students expanded their horizons in many areas and gained new experiences. The shoe factory and R & D innovation laboratory have shown how we can cover the background of any industry and have provided new experiences.

During our visits to İkizler Shoe Factory and Flo Shoe Lab we saw how the shoes were made and how the product quality and product health security was checked and confirmed. We saw how much work is needed for a product also in the background because normally we just think about the surface of an industry and it is much simpler when we think like that, but we saw that it is not like that. We learned how hard it is to stand up in an industry and work hard to stay in that position. It was an important visit for us to be able to see the front and the back side of a work that has been done.



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Visiting Volvo: We visited the main office of Volvo responsible for the operations in Turkey and Middle East. The main aim of our Volvo visit was to inform the students about jobs. Volvo Car Turkey is in Ümraniye, Istanbul. At Volvo, we were welcomed by Moris Bayar who is the sales director of Volvo Turkey. We saw the room employees go, when they wanted to take a break and went to the biggest room which most of the employees work in. They all have their own spaces and there are some small rooms for the times people want to work alone without any kind of noise. We were informed about the company in the meeting room. He mentioned how Volvo Turkey improved itself through past years and what their goals are. Volvo is one of the biggest car companies all around the world in the last 21 years. They are leading the luxury and premier segment in Turkey. Also, it is an eco-friendly company.

They are willing to produce electrical cars in 2020 and end the usage of fossil oil.

Other than talking about company's willingness to do's and already done's, he also made an inspirational speech which was about some mottos that we all should relate to, such as "follow your dreams, do what you love, wake up to everyday with two goals: a goal which is realistic and a goal which is not likely to happen". After that efficient and inspirational speech, we were informed about the positions that employees work and where they work. We had a short tour around the company and at the end of the visit we all realized that this visit fulfilled its main aim.



Süreyyapaşa Hospital Visit: While other groups are visiting Shoe Factory and Volvo our third group was visiting a hospital. To be able to visit the hospital we had to take the permission a long time ago. We were able to make all correspondence on time and get permission to visit the hospital for our project meeting.

In Istanbul there are two public hospitals specializing in chest problems. The one we visited was the biggest one. People who have infectious illnesses and cannot breathe easily go to chest hospitals. We learned that these kinds of hospitals are built near green areas, so the amount of oxygen helps patients to breathe easily. We saw many pine trees around the hospital.

During our visit we have found opportunity to talk to many professions and get important information in several areas. We were affected by the communication skills of the doctors a lot. We did not expect that we would be greeted by the hospital's chief physician. We learned that communication between doctors and patients is also especially important.

After a small talk in the conference room as small groups we saw the operation rooms and the intensive care units. We also saw how they isolate patients with infectious diseases. For many of us it was the first and only experience.



Hosting a Professional: (C1-4) To get a professional opinion about career planning, we invited a successful businesswoman Yeşim Vardar to our school. She graduated from Saint Benoit High School and then Boğaziçi University Political Science and International Relations faculty. She speaks English and French very well. She started her career at the foreign trade department of Akbank, one of the leading banks in Turkey. Her mother was also a banker; that is why a bank was not an unfamiliar place for her. She thought that banking was the best choice for her to develop her career. After a few years, she was promoted to assistant manager and then she became the manager, and she formed her own team. She took part in a project which aimed at centralizing operations, and she attended many conferences. Customer Transactions was also

one of the important parts of her job. She worked in Akbank for many years, and she retired last year. She has no regrets about being a banker. She always tried to do her best and improve herself.

Based on her experiences, she made many suggestions to us. She thinks that time management is important in every part of our lives, especially in our work life. We should be punctual all the time, otherwise we may hinder others' works as well. We need to be disciplined and fulfill our responsibilities. The other important thing is teamwork. As human beings, we live in societies, we need to cooperate with others. The members evaluate situations from different point of views so they can make high quality decisions together or overcome the problems together and they should always respect each other. In addition, analytical and

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language skills are also important. Everybody should speak at least two foreign languages. She suggested Chinese, German, Spanish, depending on our interests, but English as a must. We should always read articles or newspapers to be up to date and have an idea about global issues. She thinks that visiting other countries also would be beneficial for us. She emphasized that there are lots of opportunities in banks for people who

have different professions. For example, even a civil engineer can work in a bank.

She really impressed us with her ideas, suggestions, and speech. As the Erasmus Team we are grateful. We express our sincere thanks to our honorable guest Yeşim Vardar.



THE PROCESS OF DECISION MAKING FOR YOUNG PEOPLE: (C1-5)





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Our school's guidance counselor, Mustafa Tunç, gave a seminar about the problems encountered in making decisions in all career steps from high school to the later stages of life and the methods of solving these problems.

First, he stated that it is important to be able to separate our skills and interests. According to him interests are the things we like, and it is ok to be interested in many different fields as young people. But when it comes to skills the situation is quite different. Skills are about the professional life, and when we are talking about a skill, we are talking about something which people can pay you for. Many people have only 1-2 skills. People do not pay us for our interests, but they pay us for our skills.

Before making your decision be sure you like the type of job (it means you are interested) and if you are doing the job that you are interested you can be happy with it. Then it is important to perform your duties about your job professionally, it means you are skillful about it, and you can be successful at it. The third thing we must add is our priorities. A priority can be family, money, spare time, respect or etc. For example, if your family is the priority, you do not apply for a job required to work for long hours.

Before making our decision, we can search for the information we need. It is important to use internet.

Internet gives us very general idea and untested truths. Career tests are also useful. They give you an idea and name of job. School counsellors and psychologists give you general information. Experienced people from the field (experts) give you special information. At the end you will make your decisions by yourself but do not forget to consider your family's idea because they know you since your childhood.

According to Mr. Tunç, it is important to make your decision when you are young. Because in later ages even you make your decision you may not have the energy to move forward. So high school years are the best times to make your career decisions.

Mr. Tunç said that during the university education it is crucial to learn some additional skills. Everyone gets the diploma at the end. And most of the time for a decent job the diploma may not be enough. During your university years, reading a lot, learning a new software and a new language, travelling abroad, building friendships, learning effective communication skills, working on your creativity and leadership skills, and applying for exchange programs such as Erasmus+ may bring a difference to your career.

What is waiting for you when you are graduated from the university? You may continue with your family business. Another option is working for the government or private companies. You may start your own



job or continue studying. (Master and PhD programs) The thing is each type of decision requires a different type of preparation. So, it is important to make your decision as early as you can.

Before making an application, it is important to compare your interests, skills, and priorities with the job's requirements. Then you must apply to everywhere related. Do not use only internet, talk to employer face to face whenever you find the chance. Also ask help from your family, friends, and other close environment to find a job. You already have a network you can benefit from.

Mr. Tunç gave us some greatly beneficial unwritten rules of work life. He emphasized that as a newly graduated person in our first job application, it is important from which university we are graduated. But as an experienced worker/officer in our second job or job application we see no one is interested in which university and department we are graduated from. People start to care about our performance. So, we should not work only for a good university. We should work to be a better person in every way.

At the end of the seminar, he said that there is no perfect job on earth. We must continue learning and gaining experience every day. Our first job can be seen as our second university. This way we may be aware of our long-term goals. Being aware of our long-term goals is not always easy. Realizing some of our aims take exceptionally long time. We may need long years' experience, desire, motivation, good connection with people around us, trust, and ideals. These types of jobs are such as politics (being a member of parliament), art (being a famous musician), business (creating a worldwide brand) ...

WHAT DID PARTICIPANTS THINK? We could not end the meeting without a questionnaire. At the end of our meeting, we send all participants a questionnaire consisted of 10 questions. From the 48 answers by the teachers and students as we see our meeting in Istanbul was beneficial and satisfying. Our students prepared a powerpoint presentation from the answers and presented it in our next meeting in Romania.

10. Please rate the quality of project activities during the project meeting in Istanbul?

