

```

USE ALL.
COMPUTE filter_$=(Country_no = 1).
VARIABLE LABELS filter_$ 'Country_no = 1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
FREQUENCIES VARIABLES=Country_no QS1_gender QS2_age QS3_1 QS3_2 QS3_3 QS3_4
  QS3_5 QS3_6 QS3_7 QS4_1 QS4_2 QS4_3 QS5_1 QS5_2 QS5_3 QS5_4 QS5_5 QS5_6 QS
  5_7 QS5_8 QS6_1 QS6_2 QS6_3 QS7_1 QS7_2 QS7_3 QS7_4 QS7_5 QS7_6 QS7_7 QS7_8
  QS7_9 QS7_10 QS7_11 QS7_12
  QS7_13 QS8 QS10 QS11_1 QS11_2 QS11_3 QS11_4 QS11_5 QS11_6 QS11_7 QS11_8 QS1
  1_9 QS11_10 QS12_1 QS12_2 QS12_3 QS12_4 QS12_5 QS12_6 QS12_7 QS12_8 QS12_9
  QS12_10 QS13_1_1 QS13_1_2 QS13_2_1 QS13_2_2 QS13_3_1 QS13_3_2 QS13_4_1 QS13
  _4_2 QS13_5_1 QS13_5_2
  QS13_6_1 QS13_6_2 QS13_7_1 QS13_7_2 QS13_8_1 QS13_8_2 QS13_9_1 QS13_9_2 QS1
  3_10_1 QS13_10_2 QS14_1 QS14_2 QS14_3 QS14_4 QS14_5 QS14_6 QS14_7 QS14_8 QS
  14_9 QS14_10 QS14_11 QS14_12 QS15 QS16
  /STATISTICS=STDDEV VARIANCE MINIMUM MAXIMUM MEAN MEDIAN
  /BARChart PERCENT
  /ORDER=ANALYSIS.

```

Häufigkeiten

[DatenSet1] C:\Users\mbeutner\Desktop\Daten SPSS COR-VET students - final 1
7-07-2013.sav

Statistiken

| | N | |
|---|--------|---------|
| | Gültig | Fehlend |
| Country | 165 | 0 |
| Gender | 163 | 2 |
| Age | 163 | 2 |
| The transition process from school into the world of work should be supported by teachers. | 163 | 2 |
| The transition process from school into the world of work should be supported by parents. | 162 | 3 |
| The transition process from school into the world of work should be supported by enterprises. | 162 | 3 |
| The transition process from school into the world of work should be supported by counsellors. | 163 | 2 |
| The transition process from school into the world of work should be supported by advisers. | 163 | 2 |
| The transition process from school into the world of work should be supported by social workers. | 163 | 2 |
| The transition process from school into the world of work should be supported by the learner himself / herself. | 159 | 6 |
| How important is the transition process from school into the world of work? | 163 | 2 |
| How important is it to support the job decision of the learners? | 162 | 3 |
| How important is it to provide information on future job opportunities? | 162 | 3 |
| The transition of learners from school into the world of work is seen as important in my country. | 163 | 2 |
| The transition of learners from school into the world of work is supported by teachers in my country. | 163 | 2 |
| The transition of learners from school into the world of work is supported by the parents in my country. | 162 | 3 |

Statistiken

| | Mittelwert | Median | Standardabweichung | Varianz |
|---|------------|--------|--------------------|---------|
| Country | 1,00 | 1,00 | ,000 | ,000 |
| Gender | 1,40 | 1,00 | ,491 | ,241 |
| Age | 16,99 | 17,00 | 1,934 | 3,741 |
| The transition process from school into the world of work should be supported by teachers. | 1,60 | 1,00 | ,734 | ,539 |
| The transition process from school into the world of work should be supported by parents. | 1,65 | 1,00 | ,867 | ,751 |
| The transition process from school into the world of work should be supported by enterprises. | 1,99 | 2,00 | ,830 | ,689 |
| The transition process from school into the world of work should be supported by counsellors. | 2,10 | 2,00 | ,911 | ,830 |
| The transition process from school into the world of work should be supported by advisers. | 1,89 | 2,00 | ,801 | ,642 |
| The transition process from school into the world of work should be supported by social workers. | 2,34 | 2,00 | ,964 | ,929 |
| The transition process from school into the world of work should be supported by the learner himself / herself. | 1,57 | 1,00 | ,767 | ,589 |
| How important is the transition process from school into the world of work? | 1,60 | 1,00 | ,900 | ,810 |
| How important is it to support the job decision of the learners? | 1,75 | 2,00 | ,827 | ,684 |
| How important is it to provide information on future job opportunities? | 1,69 | 1,00 | 1,000 | 1,000 |
| The transition of learners from school into the world of work is seen as important in my country. | 2,23 | 2,00 | ,940 | ,884 |
| The transition of learners from school into the world of work is supported by teachers in my country. | 2,07 | 2,00 | ,758 | ,575 |
| The transition of learners from school into the world of work is supported by the parents in my country. | 1,83 | 2,00 | ,806 | ,649 |

Statistiken

| | Minimum | Maximum |
|---|---------|---------|
| Country | 1 | 1 |
| Gender | 1 | 2 |
| Age | 14 | 30 |
| The transition process from school into the world of work should be supported by teachers. | 1 | 4 |
| The transition process from school into the world of work should be supported by parents. | 1 | 4 |
| The transition process from school into the world of work should be supported by enterprises. | 1 | 4 |
| The transition process from school into the world of work should be supported by counsellors. | 1 | 4 |
| The transition process from school into the world of work should be supported by advisers. | 1 | 4 |
| The transition process from school into the world of work should be supported by social workers. | 1 | 4 |
| The transition process from school into the world of work should be supported by the learner himself / herself. | 1 | 4 |
| How important is the transition process from school into the world of work? | 1 | 4 |
| How important is it to support the job decision of the learners? | 1 | 4 |
| How important is it to provide information on future job opportunities? | 1 | 6 |
| The transition of learners from school into the world of work is seen as important in my country. | 1 | 4 |
| The transition of learners from school into the world of work is supported by teachers in my country. | 1 | 4 |
| The transition of learners from school into the world of work is supported by the parents in my country. | 1 | 4 |

Statistiken

| | N | |
|--|--------|---------|
| | Gültig | Fehlend |
| The transition of learners from school into the world of work is supported by enterprises in my country. | 163 | 2 |
| The transition of learners from school into the world of work is supported by job counsellors in my country. | 162 | 3 |
| The transition of learners from school into the world of work is supported by career advisers in my country. | 163 | 2 |
| The transition of learners from school into the world of work is supported by social workers in my country. | 160 | 5 |
| The transition of learners from school into the world of work is supported by the learners in my country. | 165 | 0 |
| In my country the transition of learners into the world of work is supported by other institutions. | 161 | 4 |
| In my country the transition of learners into the world of work is supported by other institutions A: | 165 | 0 |
| In my country the transition of learners into the world of work is supported by other institutions B: | 165 | 0 |
| What do you want to do after leaving school? I'd like to start an apprenticeship. | 162 | 3 |
| What do you want to do after leaving school? I'd like to work immediately. | 163 | 2 |

Statistiken

| | Mittelwert | Median | Standardabweichung | Varianz |
|--|------------|--------|--------------------|---------|
| The transition of learners from school into the world of work is supported by enterprises in my country. | 2,43 | 2,00 | ,882 | ,777 |
| The transition of learners from school into the world of work is supported by job counsellors in my country. | 2,50 | 3,00 | ,843 | ,711 |
| The transition of learners from school into the world of work is supported by career advisers in my country. | 2,35 | 2,00 | ,774 | ,599 |
| The transition of learners from school into the world of work is supported by social workers in my country. | 2,60 | 3,00 | ,973 | ,946 |
| The transition of learners from school into the world of work is supported by the learners in my country. | 1,56 | 1,00 | ,799 | ,638 |
| In my country the transition of learners into the world of work is supported by other institutions. | ,19 | ,00 | ,391 | ,153 |
| In my country the transition of learners into the world of work is supported by other institutions A: | | | | |
| In my country the transition of learners into the world of work is supported by other institutions B: | | | | |
| What do you want to do after leaving school? I'd like to start an apprenticeship. | 2,56 | 3,00 | ,984 | ,969 |
| What do you want to do after leaving school? I'd like to work immediately. | 2,42 | 2,00 | 1,018 | 1,036 |

Statistiken

| | Minimum | Maximum |
|--|---------|---------|
| The transition of learners from school into the world of work is supported by enterprises in my country. | 1 | 4 |
| The transition of learners from school into the world of work is supported by job counsellors in my country. | 1 | 4 |
| The transition of learners from school into the world of work is supported by career advisers in my country. | 1 | 4 |
| The transition of learners from school into the world of work is supported by social workers in my country. | 1 | 4 |
| The transition of learners from school into the world of work is supported by the learners in my country. | 0 | 4 |
| In my country the transition of learners into the world of work is supported by other institutions. | 0 | 1 |
| In my country the transition of learners into the world of work is supported by other institutions A: | | |
| In my country the transition of learners into the world of work is supported by other institutions B: | | |
| What do you want to do after leaving school? I'd like to start an apprenticeship. | 1 | 4 |
| What do you want to do after leaving school? I'd like to work immediately. | 1 | 4 |

Statistiken

| | N | |
|---|--------|---------|
| | Gültig | Fehlend |
| What do you want to do after leaving school? I'd like to do a work placement. | 162 | 3 |
| What do you want to do after leaving school? I'd like to go to another school/college /professional course. | 163 | 2 |
| What do you want to do after leaving school? I'd like to go to university. | 163 | 2 |
| What do you want to do after leaving school? I'd like to find more information about jobs and my career. | 161 | 4 |
| What do you want to do after leaving school? I'd like to stay at home with family. | 161 | 4 |
| What do you want to do after leaving school? I'd like to volunteer. | 161 | 4 |
| What do you want to do after leaving school? I'd like to have a gap year. | 163 | 2 |
| What do you want to do after leaving school? I'd like to open up a business. | 163 | 2 |
| What do you want to do after leaving school? I'm going to start military service. | 159 | 6 |
| What do you want to do after leaving school? Other: | 86 | 79 |
| What do you want to do after leaving school? Other ... | 165 | 0 |
| How do you rate your chances of getting an apprenticeship after school? | 160 | 5 |

Statistiken

| | Mittelwert | Median | Standardabweichung | Varianz |
|---|------------|--------|--------------------|---------|
| What do you want to do after leaving school? I'd like to do a work placement. | 2,42 | 2,00 | ,832 | ,692 |
| What do you want to do after leaving school? I'd like to go to another school/college /professional course. | 1,82 | 2,00 | ,867 | ,752 |
| What do you want to do after leaving school? I'd like to go to university. | 1,36 | 1,00 | ,654 | ,428 |
| What do you want to do after leaving school? I'd like to find more information about jobs and my career. | 1,65 | 1,00 | ,794 | ,630 |
| What do you want to do after leaving school? I'd like to stay at home with family. | 3,06 | 3,00 | 1,032 | 1,066 |
| What do you want to do after leaving school? I'd like to volunteer. | 2,22 | 2,00 | ,887 | ,787 |
| What do you want to do after leaving school? I'd like to have a gap year. | 2,77 | 3,00 | 1,057 | 1,118 |
| What do you want to do after leaving school? I'd like to open up a business. | 2,24 | 2,00 | 1,047 | 1,097 |
| What do you want to do after leaving school? I'm going to start military service. | 3,06 | 3,00 | 1,033 | 1,066 |
| What do you want to do after leaving school? Other: | 2,71 | 3,00 | 1,216 | 1,479 |
| What do you want to do after leaving school? Other ... | | | | |
| How do you rate your chances of getting an apprenticeship after school? | 2,91 | 3,00 | 1,246 | 1,552 |

Statistiken

| | Minimum | Maximum |
|---|---------|---------|
| What do you want to do after leaving school? I'd like to do a work placement. | 1 | 4 |
| What do you want to do after leaving school? I'd like to go to another school/college /professional course. | 1 | 4 |
| What do you want to do after leaving school? I'd like to go to university. | 1 | 4 |
| What do you want to do after leaving school? I'd like to find more information about jobs and my career. | 1 | 4 |
| What do you want to do after leaving school? I'd like to stay at home with family. | 1 | 4 |
| What do you want to do after leaving school? I'd like to volunteer. | 1 | 4 |
| What do you want to do after leaving school? I'd like to have a gap year. | 1 | 4 |
| What do you want to do after leaving school? I'd like to open up a business. | 1 | 4 |
| What do you want to do after leaving school? I'm going to start military service. | 1 | 4 |
| What do you want to do after leaving school? Other: | 1 | 4 |
| What do you want to do after leaving school? Other ... | | |
| How do you rate your chances of getting an apprenticeship after school? | 1 | 6 |

Statistiken

| | N | |
|---|--------|---------|
| | Gültig | Fehlend |
| How do you rate your chances of getting a job after school? | 160 | 5 |
| Which factors below contributed to your answer above? my knowledge | 164 | 1 |
| Which factors below contributed to your answer above? my education | 164 | 1 |
| Which factors below contributed to your answer above? my self confidence | 164 | 1 |
| Which factors below contributed to your answer above? my social competencies | 164 | 1 |
| Which factors below contributed to your answer above? the vocational and career orientation at school | 164 | 1 |
| Which factors below contributed to your answer above? my social/cultural background | 164 | 1 |
| Which factors below contributed to your answer above? knowing the right people | 164 | 1 |
| Which factors below contributed to your answer above? my grades | 163 | 2 |
| Which factors below contributed to your answer above? other aspects | 103 | 62 |
| Which factors below contributed to your answer above? own reason | 165 | 0 |

Statistiken

| | Mittelwert | Median | Standardabweichung | Varianz |
|---|------------|--------|--------------------|---------|
| How do you rate your chances of getting a job after school? | 2,78 | 3,00 | 1,386 | 1,920 |
| Which factors below contributed to your answer above? my knowledge | 1,60 | 1,00 | ,757 | ,573 |
| Which factors below contributed to your answer above? my education | 1,60 | 1,00 | ,715 | ,511 |
| Which factors below contributed to your answer above? my self confidence | 1,75 | 2,00 | ,762 | ,581 |
| Which factors below contributed to your answer above? my social competencies | 1,87 | 2,00 | ,722 | ,522 |
| Which factors below contributed to your answer above? the vocational and career orientation at school | 2,23 | 2,00 | ,988 | ,977 |
| Which factors below contributed to your answer above? my social/cultural background | 2,24 | 2,00 | ,784 | ,615 |
| Which factors below contributed to your answer above? knowing the right people | 2,54 | 3,00 | ,949 | ,900 |
| Which factors below contributed to your answer above? my grades | 2,05 | 2,00 | ,894 | ,800 |
| Which factors below contributed to your answer above? other aspects | 2,54 | 2,00 | 1,127 | 1,270 |
| Which factors below contributed to your answer above? own reason | | | | |

Statistiken

| | Minimum | Maximum |
|---|---------|---------|
| How do you rate your chances of getting a job after school? | 1 | 6 |
| Which factors below contributed to your answer above? my knowledge | 1 | 4 |
| Which factors below contributed to your answer above? my education | 1 | 4 |
| Which factors below contributed to your answer above? my self confidence | 1 | 4 |
| Which factors below contributed to your answer above? my social competencies | 1 | 4 |
| Which factors below contributed to your answer above? the vocational and career orientation at school | 1 | 4 |
| Which factors below contributed to your answer above? my social/cultural background | 1 | 4 |
| Which factors below contributed to your answer above? knowing the right people | 1 | 4 |
| Which factors below contributed to your answer above? my grades | 1 | 4 |
| Which factors below contributed to your answer above? other aspects | 1 | 4 |
| Which factors below contributed to your answer above? own reason | 1 | 4 |

Statistiken

| | N | |
|--|--------|---------|
| | Gültig | Fehlend |
| How important are the following factors in getting an orientation about future vocation, job and career? my knowledge | 163 | 2 |
| How important are the following factors in getting an orientation about future vocation, job and career? my education | 162 | 3 |
| How important are the following factors in getting an orientation about future vocation, job and career? my self confidence | 163 | 2 |
| How important are the following factors in getting an orientation about future vocation, job and career? my social competencies | 163 | 2 |
| How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school | 162 | 3 |
| How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background | 163 | 2 |
| How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people | 163 | 2 |
| How important are the following factors in getting an orientation about future vocation, job and career? my grades | 163 | 2 |

Statistiken

| | Mittelwert | Median | Standardabweichung | Varianz |
|--|------------|--------|--------------------|---------|
| How important are the following factors in getting an orientation about future vocation, job and career? my knowledge | 1,29 | 1,00 | ,541 | ,293 |
| How important are the following factors in getting an orientation about future vocation, job and career? my education | 1,43 | 1,00 | ,629 | ,396 |
| How important are the following factors in getting an orientation about future vocation, job and career? my self confidence | 1,55 | 1,00 | ,668 | ,446 |
| How important are the following factors in getting an orientation about future vocation, job and career? my social competencies | 1,73 | 2,00 | ,738 | ,544 |
| How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school | 1,86 | 2,00 | ,808 | ,652 |
| How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background | 1,93 | 2,00 | ,847 | ,718 |
| How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people | 2,10 | 2,00 | ,934 | ,872 |
| How important are the following factors in getting an orientation about future vocation, job and career? my grades | 1,86 | 2,00 | ,942 | ,887 |

Statistiken

| | Minimum | Maximum |
|--|---------|---------|
| How important are the following factors in getting an orientation about future vocation, job and career? my knowledge | 1 | 3 |
| How important are the following factors in getting an orientation about future vocation, job and career? my education | 1 | 3 |
| How important are the following factors in getting an orientation about future vocation, job and career? my self confidence | 1 | 3 |
| How important are the following factors in getting an orientation about future vocation, job and career? my social competencies | 1 | 4 |
| How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school | 1 | 4 |
| How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background | 1 | 4 |
| How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people | 1 | 4 |
| How important are the following factors in getting an orientation about future vocation, job and career? my grades | 1 | 4 |

Statistiken

| | N | |
|--|--------|---------|
| | Gültig | Fehlend |
| How important are the following factors in getting an orientation about future vocation, job and career? other aspects | 93 | 72 |
| How important are the following factors in getting an orientation about future vocation, job and career? own reason | 165 | 0 |
| Combination of practical and theoretical experiences. How well is it done? | 164 | 1 |
| Combination of practical and theoretical experiences. Importance? | 156 | 9 |
| Focusing on the strengths of the learners. How well is it done? | 164 | 1 |
| Focusing on the strengths of the learners. Importance? | 158 | 7 |
| Individual focus on each learner. How well is it done? | 163 | 2 |
| Individual focus on each learner. Importance? | 160 | 5 |
| Focusing individual self-discovery by the learners. How well is it done? | 164 | 1 |
| Focusing individual self-discovery by the learners. Importance? | 158 | 7 |
| Focusing several professions and vocations. How well is it done? | 164 | 1 |
| Focusing several professions and vocations. Importance? | 159 | 6 |

Statistiken

| | Mittelwert | Median | Standardabweichung | Varianz |
|--|------------|--------|--------------------|---------|
| How important are the following factors in getting an orientation about future vocation, job and career? other aspects | 2,66 | 3,00 | 1,088 | 1,185 |
| How important are the following factors in getting an orientation about future vocation, job and career? own reason | | | | |
| Combination of practical and theoretical experiences. How well is it done? | 2,23 | 2,00 | ,931 | ,866 |
| Combination of practical and theoretical experiences. Importance? | 1,56 | 1,00 | ,655 | ,429 |
| Focusing on the strengths of the learners. How well is it done? | 2,29 | 2,00 | ,858 | ,736 |
| Focusing on the strengths of the learners. Importance? | 1,61 | 1,00 | ,730 | ,533 |
| Individual focus on each learner. How well is it done? | 2,38 | 2,00 | ,904 | ,817 |
| Individual focus on each learner. Importance? | 1,69 | 1,00 | ,824 | ,679 |
| Focusing individual self-discovery by the learners. How well is it done? | 2,31 | 2,00 | ,924 | ,854 |
| Focusing individual self-discovery by the learners. Importance? | 1,81 | 2,00 | ,853 | ,728 |
| Focusing several professions and vocations. How well is it done? | 2,26 | 2,00 | ,864 | ,747 |
| Focusing several professions and vocations. Importance? | 1,76 | 2,00 | ,868 | ,753 |

Statistiken

| | Minimum | Maximum |
|--|---------|---------|
| How important are the following factors in getting an orientation about future vocation, job and career? other aspects | 1 | 4 |
| How important are the following factors in getting an orientation about future vocation, job and career? own reason | | |
| Combination of practical and theoretical experiences. How well is it done? | 1 | 4 |
| Combination of practical and theoretical experiences. Importance? | 1 | 4 |
| Focusing on the strengths of the learners. How well is it done? | 1 | 4 |
| Focusing on the strengths of the learners. Importance? | 1 | 3 |
| Individual focus on each learner. How well is it done? | 1 | 4 |
| Individual focus on each learner. Importance? | 1 | 4 |
| Focusing individual self-discovery by the learners. How well is it done? | 1 | 4 |
| Focusing individual self-discovery by the learners. Importance? | 1 | 4 |
| Focusing several professions and vocations. How well is it done? | 1 | 4 |
| Focusing several professions and vocations. Importance? | 1 | 4 |

Statistiken

| | N | |
|---|--------|---------|
| | Gültig | Fehlend |
| Matching individual competencies and opportunities with possibilities on the job market. How well is it done? | 164 | 1 |
| Matching individual competencies and opportunities with possibilities on the job market. Importance? | 160 | 5 |
| Training of applying and interview situations. How well is it done? | 163 | 2 |
| Training of applying and interview situations. Importance? | 159 | 6 |
| Training of writing cover letters and curriculum vitae. How well is it done? | 163 | 2 |
| Training of writing cover letters and curriculum vitae. Importance? | 158 | 7 |
| Discussions with job experts. How well is it done? | 161 | 4 |
| Discussions with job experts. Importance? | 157 | 8 |
| Discussions with peers. How well is it done? | 164 | 1 |
| Discussions with peers. Importance? | 158 | 7 |
| Where do you need help or support concerning career orientation or vocational orientation? finding my strengths | 165 | 0 |
| Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation | 165 | 0 |

Statistiken

| | Mittelwert | Median | Standardabweichung | Varianz |
|---|------------|--------|--------------------|---------|
| Matching individual competencies and opportunities with possibilities on the job market. How well is it done? | 2,40 | 2,00 | ,945 | ,892 |
| Matching individual competencies and opportunities with possibilities on the job market. Importance? | 1,79 | 2,00 | ,817 | ,668 |
| Training of applying and interview situations. How well is it done? | 2,31 | 2,00 | ,886 | ,784 |
| Training of applying and interview situations. Importance? | 1,80 | 2,00 | ,825 | ,681 |
| Training of writing cover letters and curriculum vitae. How well is it done? | 2,23 | 2,00 | ,877 | ,769 |
| Training of writing cover letters and curriculum vitae. Importance? | 1,75 | 2,00 | ,844 | ,713 |
| Discussions with job experts. How well is it done? | 2,36 | 2,00 | ,926 | ,857 |
| Discussions with job experts. Importance? | 1,63 | 1,00 | ,779 | ,606 |
| Discussions with peers. How well is it done? | 2,15 | 2,00 | ,780 | ,609 |
| Discussions with peers. Importance? | 1,75 | 2,00 | ,844 | ,713 |
| Where do you need help or support concerning career orientation or vocational orientation? finding my strengths | ,71 | 1,00 | ,456 | ,208 |
| Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation | ,64 | 1,00 | ,481 | ,231 |

Statistiken

| | Minimum | Maximum |
|--|---------|---------|
| Matching individual competencies and opportunities with possibilities on the job market. How well is it done? | 1 | 4 |
| Matching individual competencies and opportunities with possibilities on the job market. Importance? | 1 | 4 |
| Training of applying and interview situations. How well is it done? | 1 | 4 |
| Training of applying and interview situations. Importance? | 1 | 4 |
| Training of writing cover letters and curriculum vitae. How well is it done? | 1 | 4 |
| Training of writing cover letters and curriculum vitae. Importance? | 1 | 4 |
| Discussions with job experts. How well is it done? | 1 | 4 |
| Discussions with job experts. Importance? | 1 | 4 |
| Discussions with peers. How well is it done? | 1 | 4 |
| Discussions with peers. Importance? | 1 | 4 |
| Where do you need help or support concerning career orientation or vocational orientation? finding my strengths | 0 | 1 |
| Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation | 0 | 1 |

Statistiken

| | N | |
|---|--------|---------|
| | Gültig | Fehlend |
| Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications | 165 | 0 |
| Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market | 165 | 0 |
| Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations | 165 | 0 |
| Where do you need help or support concerning career orientation or vocational orientation? writing cover letters | 165 | 0 |
| Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae | 165 | 0 |
| Where do you need help or support concerning career orientation or vocational orientation? communication skills | 165 | 0 |
| Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.) | 165 | 0 |

Statistiken

| | Mittelwert | Median | Standardabweichung | Varianz |
|---|------------|--------|--------------------|---------|
| Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications | ,67 | 1,00 | ,471 | ,222 |
| Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market | ,57 | 1,00 | ,497 | ,247 |
| Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations | ,55 | 1,00 | ,499 | ,249 |
| Where do you need help or support concerning career orientation or vocational orientation? writing cover letters | ,42 | ,00 | ,495 | ,245 |
| Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae | ,53 | 1,00 | ,501 | ,251 |
| Where do you need help or support concerning career orientation or vocational orientation? communication skills | ,45 | ,00 | ,499 | ,249 |
| Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.) | ,59 | 1,00 | ,493 | ,243 |

Statistiken

| | Minimum | Maximum |
|---|---------|---------|
| Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications | 0 | 1 |
| Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market | 0 | 1 |
| Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations | 0 | 1 |
| Where do you need help or support concerning career orientation or vocational orientation? writing cover letters | 0 | 1 |
| Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae | 0 | 1 |
| Where do you need help or support concerning career orientation or vocational orientation? communication skills | 0 | 1 |
| Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.) | 0 | 1 |

Statistiken

| | N | |
|--|--------|---------|
| | Gültig | Fehlend |
| Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.) | 165 | 0 |
| Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed | 165 | 0 |
| Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are | 165 | 0 |
| Additional discussion points you see in Career and Vocational Orientation. | 165 | 0 |
| Chances you see in career orientation and vocational orientation: Chances it really offers: | 165 | 0 |

Statistiken

| | Mittelwert | Median | Standardabweichung | Varianz |
|--|------------|--------|--------------------|---------|
| Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.) | ,52 | 1,00 | ,501 | ,251 |
| Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed | ,04 | ,00 | ,202 | ,041 |
| Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are | | | | |
| Additional discussion points you see in Career and Vocational Orientation. | | | | |
| Chances you see in career orientation and vocational orientation: Chances it really offers: | | | | |

Statistiken

| | Minimum | Maximum |
|--|---------|---------|
| Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.) | 0 | 1 |
| Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed | 0 | 1 |
| Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are | | |
| Additional discussion points you see in Career and Vocational Orientation. | | |
| Chances you see in career orientation and vocational orientation: Chances it really offers: | | |

Häufigkeitstabelle

Country

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------|------------|---------|------------------|---------------------|
| Gültig UK | 165 | 100,0 | 100,0 | 100,0 |

Gender

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------------|------------|---------|------------------|---------------------|
| Gültig female | 98 | 59,4 | 60,1 | 60,1 |
| male | 65 | 39,4 | 39,9 | 100,0 |
| Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend 9 | 2 | 1,2 | | |
| Gesamt | 165 | 100,0 | | |

Age

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------|------------|---------|---------------------|------------------------|
| Gültig | 14 | 4 | 2,4 | 2,5 | 2,5 |
| | 15 | 11 | 6,7 | 6,7 | 9,2 |
| | 16 | 54 | 32,7 | 33,1 | 42,3 |
| | 17 | 61 | 37,0 | 37,4 | 79,8 |
| | 18 | 18 | 10,9 | 11,0 | 90,8 |
| | 19 | 6 | 3,6 | 3,7 | 94,5 |
| | 20 | 2 | 1,2 | 1,2 | 95,7 |
| | 21 | 1 | ,6 | ,6 | 96,3 |
| | 22 | 1 | ,6 | ,6 | 96,9 |
| | 23 | 2 | 1,2 | 1,2 | 98,2 |
| | 24 | 1 | ,6 | ,6 | 98,8 |
| | 26 | 1 | ,6 | ,6 | 99,4 |
| | 30 | 1 | ,6 | ,6 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 99 | 2 | 1,2 | | |
| Gesamt | 165 | 100,0 | | | |

The transition process from school into the world of work should be supported by teachers.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 88 | 53,3 | 54,0 | 54,0 |
| | agree | 55 | 33,3 | 33,7 | 87,7 |
| | disagree | 18 | 10,9 | 11,0 | 98,8 |
| | strongly disagree | 2 | 1,2 | 1,2 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

The transition process from school into the world of work should be supported by parents.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 91 | 55,2 | 56,2 | 56,2 |
| | agree | 45 | 27,3 | 27,8 | 84,0 |
| | disagree | 18 | 10,9 | 11,1 | 95,1 |
| | strongly disagree | 8 | 4,8 | 4,9 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

The transition process from school into the world of work should be supported by enterprises.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 52 | 31,5 | 32,1 | 32,1 |
| | agree | 63 | 38,2 | 38,9 | 71,0 |
| | disagree | 43 | 26,1 | 26,5 | 97,5 |
| | strongly disagree | 4 | 2,4 | 2,5 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

The transition process from school into the world of work should be supported by counsellors.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 50 | 30,3 | 30,7 | 30,7 |
| | agree | 57 | 34,5 | 35,0 | 65,6 |
| | disagree | 46 | 27,9 | 28,2 | 93,9 |
| | strongly disagree | 10 | 6,1 | 6,1 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

The transition process from school into the world of work should be supported by advisers.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 58 | 35,2 | 35,6 | 35,6 |
| | agree | 69 | 41,8 | 42,3 | 77,9 |
| | disagree | 32 | 19,4 | 19,6 | 97,5 |
| | strongly disagree | 4 | 2,4 | 2,5 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

The transition process from school into the world of work should be supported by social workers.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 35 | 21,2 | 21,5 | 21,5 |
| | agree | 60 | 36,4 | 36,8 | 58,3 |
| | disagree | 46 | 27,9 | 28,2 | 86,5 |
| | strongly disagree | 22 | 13,3 | 13,5 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

The transition process from school into the world of work should be supported by the learner himself / herself.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 94 | 57,0 | 59,1 | 59,1 |
| | agree | 42 | 25,5 | 26,4 | 85,5 |
| | disagree | 21 | 12,7 | 13,2 | 98,7 |
| | strongly disagree | 2 | 1,2 | 1,3 | 100,0 |
| | Gesamt | 159 | 96,4 | 100,0 | |
| Fehlend | 0 | 6 | 3,6 | | |
| Gesamt | | 165 | 100,0 | | |

How important is the transition process from school into the world of work?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 104 | 63,0 | 63,8 | 63,8 |
| | 2 - important | 29 | 17,6 | 17,8 | 81,6 |
| | 3 - rather important | 22 | 13,3 | 13,5 | 95,1 |
| | 4 - less important | 8 | 4,8 | 4,9 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

How important is it to support the job decision of the learners?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|----------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 75 | 45,5 | 46,3 | 46,3 |
| | 2 - important | 57 | 34,5 | 35,2 | 81,5 |
| | 3 - rather important | 25 | 15,2 | 15,4 | 96,9 |
| | 4 - less important | 5 | 3,0 | 3,1 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

How important is it to provide information on future job opportunities?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|------------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 96 | 58,2 | 59,3 | 59,3 |
| | 2 - important | 34 | 20,6 | 21,0 | 80,2 |
| | 3 - rather important | 23 | 13,9 | 14,2 | 94,4 |
| | 4 - less important | 6 | 3,6 | 3,7 | 98,1 |
| | 5 - rather unimportant | 2 | 1,2 | 1,2 | 99,4 |
| | 6 - unimportant | 1 | ,6 | ,6 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

The transition of learners from school into the world of work is seen as important in my country.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 43 | 26,1 | 26,4 | 26,4 |
| | agree | 53 | 32,1 | 32,5 | 58,9 |
| | disagree | 53 | 32,1 | 32,5 | 91,4 |
| | strongly disagree | 14 | 8,5 | 8,6 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

The transition of learners from school into the world of work is supported by teachers in my country.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 36 | 21,8 | 22,1 | 22,1 |
| | agree | 84 | 50,9 | 51,5 | 73,6 |
| | disagree | 38 | 23,0 | 23,3 | 96,9 |
| | strongly disagree | 5 | 3,0 | 3,1 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

The transition of learners from school into the world of work is supported by the parents in my country.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 64 | 38,8 | 39,5 | 39,5 |
| | agree | 65 | 39,4 | 40,1 | 79,6 |
| | disagree | 29 | 17,6 | 17,9 | 97,5 |
| | strongly disagree | 4 | 2,4 | 2,5 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

The transition of learners from school into the world of work is supported by enterprises in my country.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 24 | 14,5 | 14,7 | 14,7 |
| | agree | 64 | 38,8 | 39,3 | 54,0 |
| | disagree | 56 | 33,9 | 34,4 | 88,3 |
| | strongly disagree | 19 | 11,5 | 11,7 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

The transition of learners from school into the world of work is supported by job counsellors in my country.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 22 | 13,3 | 13,6 | 13,6 |
| | agree | 52 | 31,5 | 32,1 | 45,7 |
| | disagree | 73 | 44,2 | 45,1 | 90,7 |
| | strongly disagree | 15 | 9,1 | 9,3 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

The transition of learners from school into the world of work is supported by career advisers in my country.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 22 | 13,3 | 13,5 | 13,5 |
| | agree | 70 | 42,4 | 42,9 | 56,4 |
| | disagree | 63 | 38,2 | 38,7 | 95,1 |
| | strongly disagree | 8 | 4,8 | 4,9 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

The transition of learners from school into the world of work is supported by social workers in my country.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 23 | 13,9 | 14,4 | 14,4 |
| | agree | 51 | 30,9 | 31,9 | 46,3 |
| | disagree | 53 | 32,1 | 33,1 | 79,4 |
| | strongly disagree | 33 | 20,0 | 20,6 | 100,0 |
| | Gesamt | 160 | 97,0 | 100,0 | |
| Fehlend | 0 | 5 | 3,0 | | |
| Gesamt | | 165 | 100,0 | | |

The transition of learners from school into the world of work is supported by the learners in my country.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|--------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | 0 | 5 | 3,0 | 3,0 | 3,0 |
| | strongly agree | 87 | 52,7 | 52,7 | 55,8 |
| | agree | 52 | 31,5 | 31,5 | 87,3 |
| | disagree | 18 | 10,9 | 10,9 | 98,2 |
| | strongly disagree | 3 | 1,8 | 1,8 | 100,0 |
| | Gesamt | 165 | 100,0 | 100,0 | |

In my country the transition of learners into the world of work is supported by other institutions.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------|------------|---------|---------------------|------------------------|
| Gültig | no | 131 | 79,4 | 81,4 | 81,4 |
| | yes | 30 | 18,2 | 18,6 | 100,0 |
| | Gesamt | 161 | 97,6 | 100,0 | |
| Fehlend | -77 | 4 | 2,4 | | |
| Gesamt | | 165 | 100,0 | | |

In my country the transition of learners into the world of work is supported by other institutions A:

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|--|------------|---------|---------------------|------------------------|
| Gültig | 139 | 84,2 | 84,2 | 84,2 |
| Colegiul National Stefan cel Mare , Casa Judeteana de Pensii | 1 | ,6 | ,6 | 84,8 |
| connections | 5 | 3,0 | 3,0 | 87,9 |
| Connections | 3 | 1,8 | 1,8 | 89,7 |
| CONNECTIONS | 5 | 3,0 | 3,0 | 92,7 |
| Connexions | 2 | 1,2 | 1,2 | 93,9 |
| CONNEXIONS | 6 | 3,6 | 3,6 | 97,6 |
| CONNEXIONS / JOB CENTRE | 1 | ,6 | ,6 | 98,2 |
| PROSPECTS UNIVERSITY CAREER CENTRE | 1 | ,6 | ,6 | 98,8 |
| The specific field of work | 1 | ,6 | ,6 | 99,4 |
| VONNEXIONS | 1 | ,6 | ,6 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

In my country the transition of learners into the world of work is supported by other institutions B:

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-------------------------------------|------------|---------|---------------------|------------------------|
| Gültig | 140 | 84,8 | 84,8 | 84,8 |
| CAREER ADVISORS | 1 | ,6 | ,6 | 85,5 |
| JOB CENTERE | 1 | ,6 | ,6 | 86,1 |
| job centre | 4 | 2,4 | 2,4 | 88,5 |
| Job centre | 1 | ,6 | ,6 | 89,1 |
| Job Centre | 3 | 1,8 | 1,8 | 90,9 |
| JOB CENTRE | 11 | 6,7 | 6,7 | 97,6 |
| Job centres | 1 | ,6 | ,6 | 98,2 |
| Job Centres | 1 | ,6 | ,6 | 98,8 |
| Universities | 1 | ,6 | ,6 | 99,4 |
| UNIVERSITY CAREER ADVICE CENTRES | 1 | ,6 | ,6 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

What do you want to do after leaving school? I'd like to start an apprenticeship.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 26 | 15,8 | 16,0 | 16,0 |
| | agree | 52 | 31,5 | 32,1 | 48,1 |
| | disagree | 52 | 31,5 | 32,1 | 80,2 |
| | strongly disagree | 32 | 19,4 | 19,8 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'd like to work immediately.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 37 | 22,4 | 22,7 | 22,7 |
| | agree | 47 | 28,5 | 28,8 | 51,5 |
| | disagree | 52 | 31,5 | 31,9 | 83,4 |
| | strongly disagree | 27 | 16,4 | 16,6 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'd like to do a work placement.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 24 | 14,5 | 14,8 | 14,8 |
| | agree | 58 | 35,2 | 35,8 | 50,6 |
| | disagree | 68 | 41,2 | 42,0 | 92,6 |
| | strongly disagree | 12 | 7,3 | 7,4 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'd like to go to another school/college /professional course.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 71 | 43,0 | 43,6 | 43,6 |
| | agree | 57 | 34,5 | 35,0 | 78,5 |
| | disagree | 28 | 17,0 | 17,2 | 95,7 |
| | strongly disagree | 7 | 4,2 | 4,3 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'd like to go to university.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 119 | 72,1 | 73,0 | 73,0 |
| | agree | 32 | 19,4 | 19,6 | 92,6 |
| | disagree | 10 | 6,1 | 6,1 | 98,8 |
| | strongly disagree | 2 | 1,2 | 1,2 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'd like to find more information about jobs and my career.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 85 | 51,5 | 52,8 | 52,8 |
| | agree | 52 | 31,5 | 32,3 | 85,1 |
| | disagree | 20 | 12,1 | 12,4 | 97,5 |
| | strongly disagree | 4 | 2,4 | 2,5 | 100,0 |
| | Gesamt | 161 | 97,6 | 100,0 | |
| Fehlend | 0 | 4 | 2,4 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'd like to stay at home with family.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 18 | 10,9 | 11,2 | 11,2 |
| | agree | 27 | 16,4 | 16,8 | 28,0 |
| | disagree | 44 | 26,7 | 27,3 | 55,3 |
| | strongly disagree | 72 | 43,6 | 44,7 | 100,0 |
| | Gesamt | 161 | 97,6 | 100,0 | |
| Fehlend | 0 | 4 | 2,4 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'd like to volunteer.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 36 | 21,8 | 22,4 | 22,4 |
| | agree | 66 | 40,0 | 41,0 | 63,4 |
| | disagree | 46 | 27,9 | 28,6 | 91,9 |
| | strongly disagree | 13 | 7,9 | 8,1 | 100,0 |
| | Gesamt | 161 | 97,6 | 100,0 | |
| Fehlend | 0 | 4 | 2,4 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'd like to have a gap year.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 26 | 15,8 | 16,0 | 16,0 |
| | agree | 36 | 21,8 | 22,1 | 38,0 |
| | disagree | 51 | 30,9 | 31,3 | 69,3 |
| | strongly disagree | 50 | 30,3 | 30,7 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'd like to open up a business.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 49 | 29,7 | 30,1 | 30,1 |
| | agree | 51 | 30,9 | 31,3 | 61,3 |
| | disagree | 38 | 23,0 | 23,3 | 84,7 |
| | strongly disagree | 25 | 15,2 | 15,3 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? I'm going to start military service.

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 16 | 9,7 | 10,1 | 10,1 |
| | agree | 32 | 19,4 | 20,1 | 30,2 |
| | disagree | 38 | 23,0 | 23,9 | 54,1 |
| | strongly disagree | 73 | 44,2 | 45,9 | 100,0 |
| | Gesamt | 159 | 96,4 | 100,0 | |
| Fehlend | 0 | 6 | 3,6 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? Other:

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-------------------|------------|---------|---------------------|------------------------|
| Gültig | strongly agree | 21 | 12,7 | 24,4 | 24,4 |
| | agree | 16 | 9,7 | 18,6 | 43,0 |
| | disagree | 16 | 9,7 | 18,6 | 61,6 |
| | strongly disagree | 33 | 20,0 | 38,4 | 100,0 |
| | Gesamt | 86 | 52,1 | 100,0 | |
| Fehlend | 0 | 79 | 47,9 | | |
| Gesamt | | 165 | 100,0 | | |

What do you want to do after leaving school? Other ...

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---|------------|---------|---------------------|------------------------|
| Gültig | 148 | 89,7 | 89,7 | 89,7 |
| Art school | 1 | ,6 | ,6 | 90,3 |
| Go in a cruise | 1 | ,6 | ,6 | 90,9 |
| Go to London. | 1 | ,6 | ,6 | 91,5 |
| I have already left school. I had a gap year, in which I started work, but then continued to work. | 1 | ,6 | ,6 | 92,1 |
| I will be an househusband | 1 | ,6 | ,6 | 92,7 |
| I'D LIKE DO PRACTICE MORE. | 1 | ,6 | ,6 | 93,3 |
| I' d like to go to niveristy and in the same time to work in part-time job. | 1 | ,6 | ,6 | 93,9 |
| I'd like to go in another city. | 2 | 1,2 | 1,2 | 95,2 |
| I'd like to go in another town | 1 | ,6 | ,6 | 95,8 |
| I'd like to go in another town. | 1 | ,6 | ,6 | 96,4 |
| I'd like to move out. | 1 | ,6 | ,6 | 97,0 |
| I'd like to visit other countries. | 1 | ,6 | ,6 | 97,6 |
| play tennis | 2 | 1,2 | 1,2 | 98,8 |
| Start a family | 1 | ,6 | ,6 | 99,4 |
| Travel around the world. | 1 | ,6 | ,6 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

How do you rate your chances of getting an apprenticeship after school?

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------------------------|------------|---------|---------------------|------------------------|
| Gültig | | | | |
| very good opportunities | 21 | 12,7 | 13,1 | 13,1 |
| good opportunities | 40 | 24,2 | 25,0 | 38,1 |
| rather good opportunities | 54 | 32,7 | 33,8 | 71,9 |
| rather poor opportunities | 27 | 16,4 | 16,9 | 88,8 |
| poor opportunities | 13 | 7,9 | 8,1 | 96,9 |
| very poor opportunities | 5 | 3,0 | 3,1 | 100,0 |
| Gesamt | 160 | 97,0 | 100,0 | |
| Fehlend | 0 | 5 | 3,0 | |
| Gesamt | 165 | 100,0 | | |

How do you rate your chances of getting a job after school?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|---------------------------|------------|---------|---------------------|------------------------|
| Gültig | very good opportunities | 30 | 18,2 | 18,8 | 18,8 |
| | good opportunities | 43 | 26,1 | 26,9 | 45,6 |
| | rather good opportunities | 50 | 30,3 | 31,3 | 76,9 |
| | rather poor opportunities | 16 | 9,7 | 10,0 | 86,9 |
| | poor opportunities | 11 | 6,7 | 6,9 | 93,8 |
| | very poor opportunities | 10 | 6,1 | 6,3 | 100,0 |
| | Gesamt | 160 | 97,0 | 100,0 | |
| Fehlend | 0 | 5 | 3,0 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? my knowledge

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 90 | 54,5 | 54,9 | 54,9 |
| | high extent | 53 | 32,1 | 32,3 | 87,2 |
| | rather high extent | 18 | 10,9 | 11,0 | 98,2 |
| | rather low extent | 3 | 1,8 | 1,8 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? my education

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 85 | 51,5 | 51,8 | 51,8 |
| | high extent | 61 | 37,0 | 37,2 | 89,0 |
| | rather high extent | 16 | 9,7 | 9,8 | 98,8 |
| | rather low extent | 2 | 1,2 | 1,2 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? my self confidence

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 71 | 43,0 | 43,3 | 43,3 |
| | high extent | 65 | 39,4 | 39,6 | 82,9 |
| | rather high extent | 26 | 15,8 | 15,9 | 98,8 |
| | rather low extent | 2 | 1,2 | 1,2 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? my social competencies

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 54 | 32,7 | 32,9 | 32,9 |
| | high extent | 79 | 47,9 | 48,2 | 81,1 |
| | rather high extent | 30 | 18,2 | 18,3 | 99,4 |
| | rather low extent | 1 | ,6 | ,6 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? the vocational and career orientation at school

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 44 | 26,7 | 26,8 | 26,8 |
| | high extent | 59 | 35,8 | 36,0 | 62,8 |
| | rather high extent | 40 | 24,2 | 24,4 | 87,2 |
| | rather low extent | 21 | 12,7 | 12,8 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? my social/cultural background

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 29 | 17,6 | 17,7 | 17,7 |
| | high extent | 72 | 43,6 | 43,9 | 61,6 |
| | rather high extent | 57 | 34,5 | 34,8 | 96,3 |
| | rather low extent | 6 | 3,6 | 3,7 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? knowing the right people

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 26 | 15,8 | 15,9 | 15,9 |
| | high extent | 50 | 30,3 | 30,5 | 46,3 |
| | rather high extent | 61 | 37,0 | 37,2 | 83,5 |
| | rather low extent | 27 | 16,4 | 16,5 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? my grades

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 48 | 29,1 | 29,4 | 29,4 |
| | high extent | 72 | 43,6 | 44,2 | 73,6 |
| | rather high extent | 30 | 18,2 | 18,4 | 92,0 |
| | rather low extent | 13 | 7,9 | 8,0 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? other aspects

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 22 | 13,3 | 21,4 | 21,4 |
| | high extent | 33 | 20,0 | 32,0 | 53,4 |
| | rather high extent | 18 | 10,9 | 17,5 | 70,9 |
| | rather low extent | 30 | 18,2 | 29,1 | 100,0 |
| | Gesamt | 103 | 62,4 | 100,0 | |
| Fehlend | 0 | 62 | 37,6 | | |
| Gesamt | | 165 | 100,0 | | |

Which factors below contributed to your answer above? own reason

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|--------|--|------------|---------|---------------------|------------------------|
| Gültig | | 158 | 95,8 | 95,8 | 95,8 |
| | experience | 1 | ,6 | ,6 | 96,4 |
| | my character or personality | 1 | ,6 | ,6 | 97,0 |
| | my money | 1 | ,6 | ,6 | 97,6 |
| | My parents | 1 | ,6 | ,6 | 98,2 |
| | school | 1 | ,6 | ,6 | 98,8 |
| | the unemployment rate in my country | 1 | ,6 | ,6 | 99,4 |
| | your relations | 1 | ,6 | ,6 | 100,0 |
| | Gesamt | 165 | 100,0 | 100,0 | |

How important are the following factors in getting an orientation about future vocation, job and career? my knowledge

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 123 | 74,5 | 75,5 | 75,5 |
| | high extent | 33 | 20,0 | 20,2 | 95,7 |
| | rather high extent | 7 | 4,2 | 4,3 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

How important are the following factors in getting an orientation about future vocation, job and career? my education

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 104 | 63,0 | 64,2 | 64,2 |
| | high extent | 46 | 27,9 | 28,4 | 92,6 |
| | rather high extent | 12 | 7,3 | 7,4 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

How important are the following factors in getting an orientation about future vocation, job and career? my self confidence

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 89 | 53,9 | 54,6 | 54,6 |
| | high extent | 58 | 35,2 | 35,6 | 90,2 |
| | rather high extent | 16 | 9,7 | 9,8 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

How important are the following factors in getting an orientation about future vocation, job and career? my social competencies

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 70 | 42,4 | 42,9 | 42,9 |
| | high extent | 69 | 41,8 | 42,3 | 85,3 |
| | rather high extent | 22 | 13,3 | 13,5 | 98,8 |
| | rather low extent | 2 | 1,2 | 1,2 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 60 | 36,4 | 37,0 | 37,0 |
| | high extent | 69 | 41,8 | 42,6 | 79,6 |
| | rather high extent | 28 | 17,0 | 17,3 | 96,9 |
| | rather low extent | 5 | 3,0 | 3,1 | 100,0 |
| | Gesamt | 162 | 98,2 | 100,0 | |
| Fehlend | 0 | 3 | 1,8 | | |
| Gesamt | | 165 | 100,0 | | |

How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 57 | 34,5 | 35,0 | 35,0 |
| | high extent | 67 | 40,6 | 41,1 | 76,1 |
| | rather high extent | 32 | 19,4 | 19,6 | 95,7 |
| | rather low extent | 7 | 4,2 | 4,3 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 51 | 30,9 | 31,3 | 31,3 |
| | high extent | 56 | 33,9 | 34,4 | 65,6 |
| | rather high extent | 44 | 26,7 | 27,0 | 92,6 |
| | rather low extent | 12 | 7,3 | 7,4 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

How important are the following factors in getting an orientation about futurevocaton, job and career? my grades

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 73 | 44,2 | 44,8 | 44,8 |
| | high extent | 52 | 31,5 | 31,9 | 76,7 |
| | rather high extent | 26 | 15,8 | 16,0 | 92,6 |
| | rather low extent | 12 | 7,3 | 7,4 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

How important are the following factors in getting an orientation about futurevocaton, job and career? other aspects

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | very high extent | 18 | 10,9 | 19,4 | 19,4 |
| | high extent | 22 | 13,3 | 23,7 | 43,0 |
| | rather high extent | 27 | 16,4 | 29,0 | 72,0 |
| | rather low extent | 26 | 15,8 | 28,0 | 100,0 |
| | Gesamt | 93 | 56,4 | 100,0 | |
| Fehlend | 0 | 72 | 43,6 | | |
| Gesamt | | 165 | 100,0 | | |

How important are the following factors in getting an orientation about futurevocaton, job and career? own reason

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|--------|--|------------|---------|---------------------|------------------------|
| Gültig | | 158 | 95,8 | 95,8 | 95,8 |
| | hobby | 1 | ,6 | ,6 | 96,4 |
| | my ability to use my knowledge into practice | 1 | ,6 | ,6 | 97,0 |
| | my character or personality | 2 | 1,2 | 1,2 | 98,2 |
| | My parents | 1 | ,6 | ,6 | 98,8 |
| | my personality | 2 | 1,2 | 1,2 | 100,0 |
| | Gesamt | 165 | 100,0 | 100,0 | |

Combination of practical and theoretical experiences. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 39 | 23,6 | 23,8 | 23,8 |
| | rather good | 65 | 39,4 | 39,6 | 63,4 |
| | rather not good | 43 | 26,1 | 26,2 | 89,6 |
| | not good | 17 | 10,3 | 10,4 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Combination of practical and theoretical experiences. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 82 | 49,7 | 52,6 | 52,6 |
| | 2 - important | 62 | 37,6 | 39,7 | 92,3 |
| | 3 - less important | 11 | 6,7 | 7,1 | 99,4 |
| | 4 - unimportant | 1 | ,6 | ,6 | 100,0 |
| | Gesamt | 156 | 94,5 | 100,0 | |
| Fehlend | 0 | 9 | 5,5 | | |
| Gesamt | | 165 | 100,0 | | |

Focusing on the strengths of the learners. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 27 | 16,4 | 16,5 | 16,5 |
| | rather good | 78 | 47,3 | 47,6 | 64,0 |
| | rather not good | 43 | 26,1 | 26,2 | 90,2 |
| | not good | 16 | 9,7 | 9,8 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Focusing on the strengths of the learners. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 85 | 51,5 | 53,8 | 53,8 |
| | 2 - important | 50 | 30,3 | 31,6 | 85,4 |
| | 3 - less important | 23 | 13,9 | 14,6 | 100,0 |
| | Gesamt | 158 | 95,8 | 100,0 | |
| Fehlend | 0 | 7 | 4,2 | | |
| Gesamt | | 165 | 100,0 | | |

Individual focus on each learner. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 25 | 15,2 | 15,3 | 15,3 |
| | rather good | 73 | 44,2 | 44,8 | 60,1 |
| | rather not good | 43 | 26,1 | 26,4 | 86,5 |
| | not good | 22 | 13,3 | 13,5 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

Individual focus on each learner. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 82 | 49,7 | 51,2 | 51,2 |
| | 2 - important | 49 | 29,7 | 30,6 | 81,9 |
| | 3 - less important | 25 | 15,2 | 15,6 | 97,5 |
| | 4 - unimportant | 4 | 2,4 | 2,5 | 100,0 |
| | Gesamt | 160 | 97,0 | 100,0 | |
| Fehlend | 0 | 5 | 3,0 | | |
| Gesamt | | 165 | 100,0 | | |

Focusing individual self-discovery by the learners. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 33 | 20,0 | 20,1 | 20,1 |
| | rather good | 66 | 40,0 | 40,2 | 60,4 |
| | rather not good | 46 | 27,9 | 28,0 | 88,4 |
| | not good | 19 | 11,5 | 11,6 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Focusing individual self-discovery by the learners. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 68 | 41,2 | 43,0 | 43,0 |
| | 2 - important | 59 | 35,8 | 37,3 | 80,4 |
| | 3 - less important | 24 | 14,5 | 15,2 | 95,6 |
| | 4 - unimportant | 7 | 4,2 | 4,4 | 100,0 |
| | Gesamt | 158 | 95,8 | 100,0 | |
| Fehlend | 0 | 7 | 4,2 | | |
| Gesamt | | 165 | 100,0 | | |

Focusing several professions and vocations. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 31 | 18,8 | 18,9 | 18,9 |
| | rather good | 73 | 44,2 | 44,5 | 63,4 |
| | rather not good | 46 | 27,9 | 28,0 | 91,5 |
| | not good | 14 | 8,5 | 8,5 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Focusing several professions and vocations. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 77 | 46,7 | 48,4 | 48,4 |
| | 2 - important | 49 | 29,7 | 30,8 | 79,2 |
| | 3 - less important | 27 | 16,4 | 17,0 | 96,2 |
| | 4 - unimportant | 6 | 3,6 | 3,8 | 100,0 |
| | Gesamt | 159 | 96,4 | 100,0 | |
| Fehlend | 0 | 6 | 3,6 | | |
| Gesamt | | 165 | 100,0 | | |

Matching individual competencies and opportunities with possibilities on the job market. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 30 | 18,2 | 18,3 | 18,3 |
| | rather good | 61 | 37,0 | 37,2 | 55,5 |
| | rather not good | 50 | 30,3 | 30,5 | 86,0 |
| | not good | 23 | 13,9 | 14,0 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Matching individual competencies and opportunities with possibilities on the job market. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 70 | 42,4 | 43,8 | 43,8 |
| | 2 - important | 56 | 33,9 | 35,0 | 78,8 |
| | 3 - less important | 31 | 18,8 | 19,4 | 98,1 |
| | 4 - unimportant | 3 | 1,8 | 1,9 | 100,0 |
| | Gesamt | 160 | 97,0 | 100,0 | |
| Fehlend | 0 | 5 | 3,0 | | |
| Gesamt | | 165 | 100,0 | | |

Training of applying and interview situations. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 32 | 19,4 | 19,6 | 19,6 |
| | rather good | 62 | 37,6 | 38,0 | 57,7 |
| | rather not good | 55 | 33,3 | 33,7 | 91,4 |
| | not good | 14 | 8,5 | 8,6 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

Training of applying and interview situations. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 69 | 41,8 | 43,4 | 43,4 |
| | 2 - important | 57 | 34,5 | 35,8 | 79,2 |
| | 3 - less important | 29 | 17,6 | 18,2 | 97,5 |
| | 4 - unimportant | 4 | 2,4 | 2,5 | 100,0 |
| | Gesamt | 159 | 96,4 | 100,0 | |
| Fehlend | 0 | 6 | 3,6 | | |
| Gesamt | | 165 | 100,0 | | |

Training of writing cover letters and curriculum vitae. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 36 | 21,8 | 22,1 | 22,1 |
| | rather good | 66 | 40,0 | 40,5 | 62,6 |
| | rather not good | 49 | 29,7 | 30,1 | 92,6 |
| | not good | 12 | 7,3 | 7,4 | 100,0 |
| | Gesamt | 163 | 98,8 | 100,0 | |
| Fehlend | 0 | 2 | 1,2 | | |
| Gesamt | | 165 | 100,0 | | |

Training of writing cover letters and curriculum vitae. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 77 | 46,7 | 48,7 | 48,7 |
| | 2 - important | 48 | 29,1 | 30,4 | 79,1 |
| | 3 - less important | 29 | 17,6 | 18,4 | 97,5 |
| | 4 - unimportant | 4 | 2,4 | 2,5 | 100,0 |
| | Gesamt | 158 | 95,8 | 100,0 | |
| Fehlend | 0 | 7 | 4,2 | | |
| Gesamt | | 165 | 100,0 | | |

Discussions with job experts. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 35 | 21,2 | 21,7 | 21,7 |
| | rather good | 48 | 29,1 | 29,8 | 51,6 |
| | rather not good | 63 | 38,2 | 39,1 | 90,7 |
| | not good | 15 | 9,1 | 9,3 | 100,0 |
| | Gesamt | 161 | 97,6 | 100,0 | |
| Fehlend | 0 | 4 | 2,4 | | |
| Gesamt | | 165 | 100,0 | | |

Discussions with job experts. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 85 | 51,5 | 54,1 | 54,1 |
| | 2 - important | 47 | 28,5 | 29,9 | 84,1 |
| | 3 - less important | 23 | 13,9 | 14,6 | 98,7 |
| | 4 - unimportant | 2 | 1,2 | 1,3 | 100,0 |
| | Gesamt | 157 | 95,2 | 100,0 | |
| Fehlend | 0 | 8 | 4,8 | | |
| Gesamt | | 165 | 100,0 | | |

Discussions with peers. How well is it done?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|-----------------|------------|---------|---------------------|------------------------|
| Gültig | good | 34 | 20,6 | 20,7 | 20,7 |
| | rather good | 76 | 46,1 | 46,3 | 67,1 |
| | rather not good | 49 | 29,7 | 29,9 | 97,0 |
| | not good | 5 | 3,0 | 3,0 | 100,0 |
| | Gesamt | 164 | 99,4 | 100,0 | |
| Fehlend | 0 | 1 | ,6 | | |
| Gesamt | | 165 | 100,0 | | |

Discussions with peers. Importance?

| | | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---------|--------------------|------------|---------|---------------------|------------------------|
| Gültig | 1 - very important | 76 | 46,1 | 48,1 | 48,1 |
| | 2 - important | 51 | 30,9 | 32,3 | 80,4 |
| | 3 - less important | 26 | 15,8 | 16,5 | 96,8 |
| | 4 - unimportant | 5 | 3,0 | 3,2 | 100,0 |
| | Gesamt | 158 | 95,8 | 100,0 | |
| Fehlend | 0 | 7 | 4,2 | | |
| Gesamt | | 165 | 100,0 | | |

Where do you need help or support concerning career orientation or vocational orientation? finding my strengths

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 48 | 29,1 | 29,1 | 29,1 |
| help needed | 117 | 70,9 | 70,9 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 59 | 35,8 | 35,8 | 35,8 |
| help needed | 106 | 64,2 | 64,2 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 54 | 32,7 | 32,7 | 32,7 |
| help needed | 111 | 67,3 | 67,3 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 71 | 43,0 | 43,0 | 43,0 |
| help needed | 94 | 57,0 | 57,0 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 75 | 45,5 | 45,5 | 45,5 |
| help needed | 90 | 54,5 | 54,5 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? writing cover letters

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 96 | 58,2 | 58,2 | 58,2 |
| help needed | 69 | 41,8 | 41,8 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 78 | 47,3 | 47,3 | 47,3 |
| help needed | 87 | 52,7 | 52,7 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? communication skills

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 90 | 54,5 | 54,5 | 54,5 |
| help needed | 75 | 45,5 | 45,5 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.)

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 67 | 40,6 | 40,6 | 40,6 |
| help needed | 98 | 59,4 | 59,4 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.)

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 80 | 48,5 | 48,5 | 48,5 |
| help needed | 85 | 51,5 | 51,5 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|-----------------------|------------|---------|---------------------|------------------------|
| Gültig no help needed | 158 | 95,8 | 95,8 | 95,8 |
| help needed | 7 | 4,2 | 4,2 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|------------------------------------|------------|---------|---------------------|------------------------|
| Gültig | 164 | 99,4 | 99,4 | 99,4 |
| Specific tailored interview advice | 1 | ,6 | ,6 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

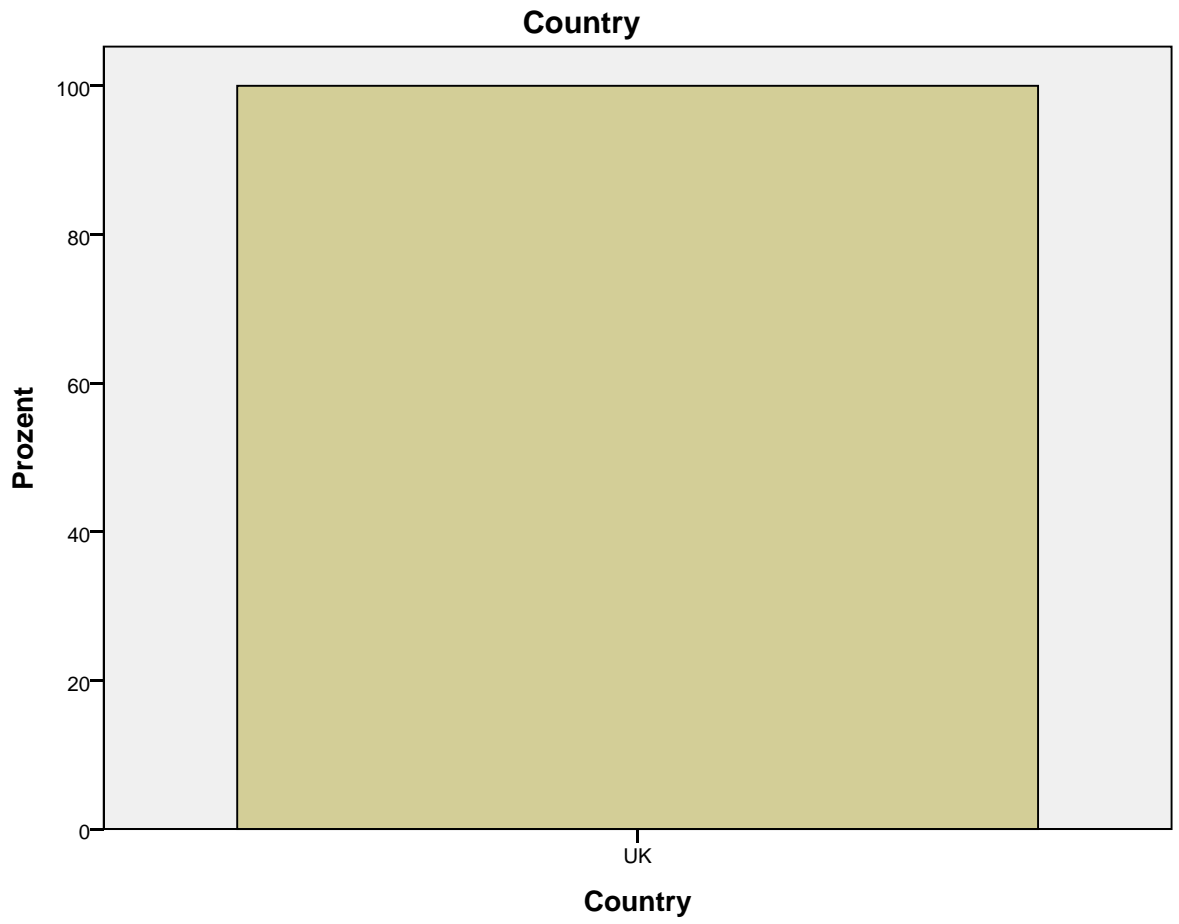
Additional discussion points you see in Career and Vocational Orientation.

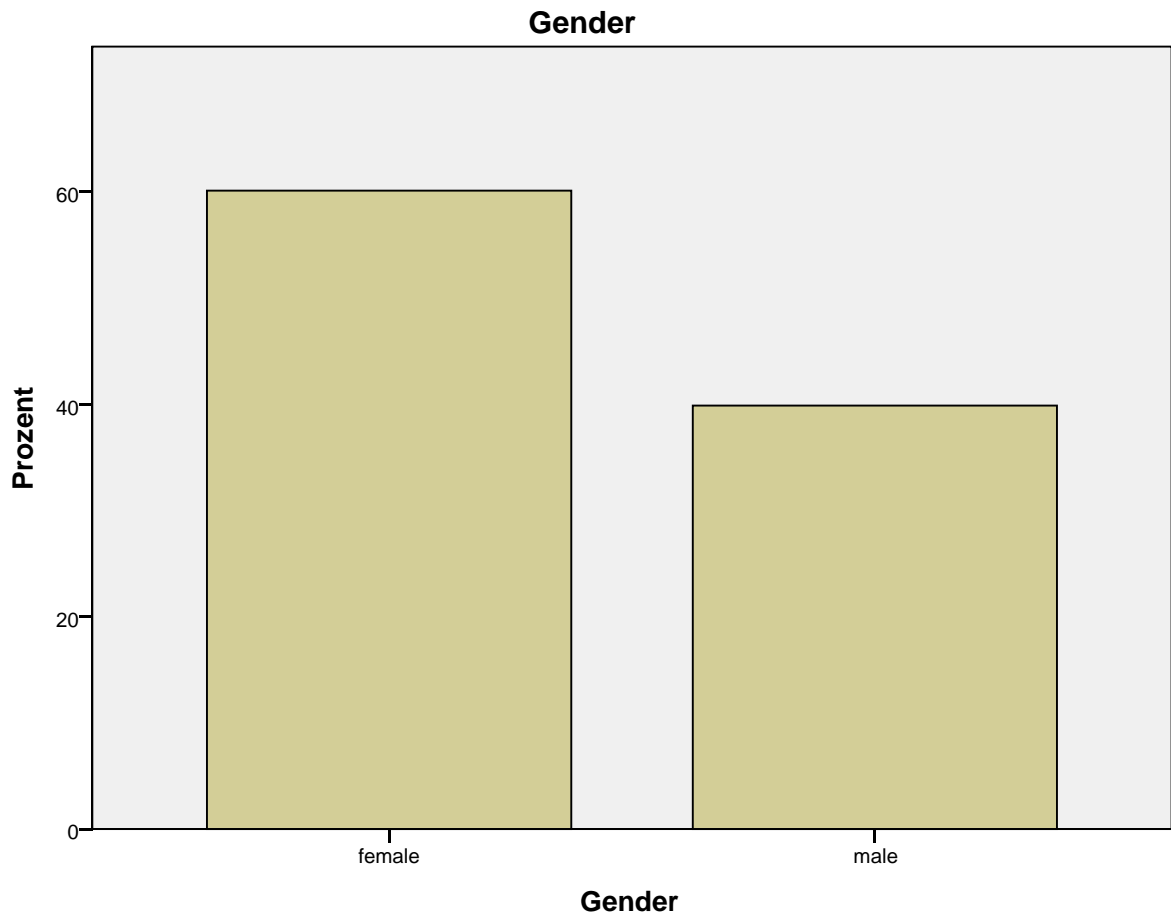
| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---|------------|---------|---------------------|------------------------|
| Gültig | 150 | 90,9 | 90,9 | 90,9 |
| communication problems | 1 | ,6 | ,6 | 91,5 |
| employee-boss relationship | 1 | ,6 | ,6 | 92,1 |
| Future vocation and a piece of advice for this think. | 1 | ,6 | ,6 | 92,7 |
| information about our experience | 2 | 1,2 | 1,2 | 93,9 |
| information about our knowledge | 1 | ,6 | ,6 | 94,5 |
| information about people | 2 | 1,2 | 1,2 | 95,8 |
| Interview technique can be integrated with language studies | 1 | ,6 | ,6 | 96,4 |
| Not offered | 1 | ,6 | ,6 | 97,0 |
| parents support | 1 | ,6 | ,6 | 97,6 |
| self confidence | 2 | 1,2 | 1,2 | 98,8 |
| university | 2 | 1,2 | 1,2 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

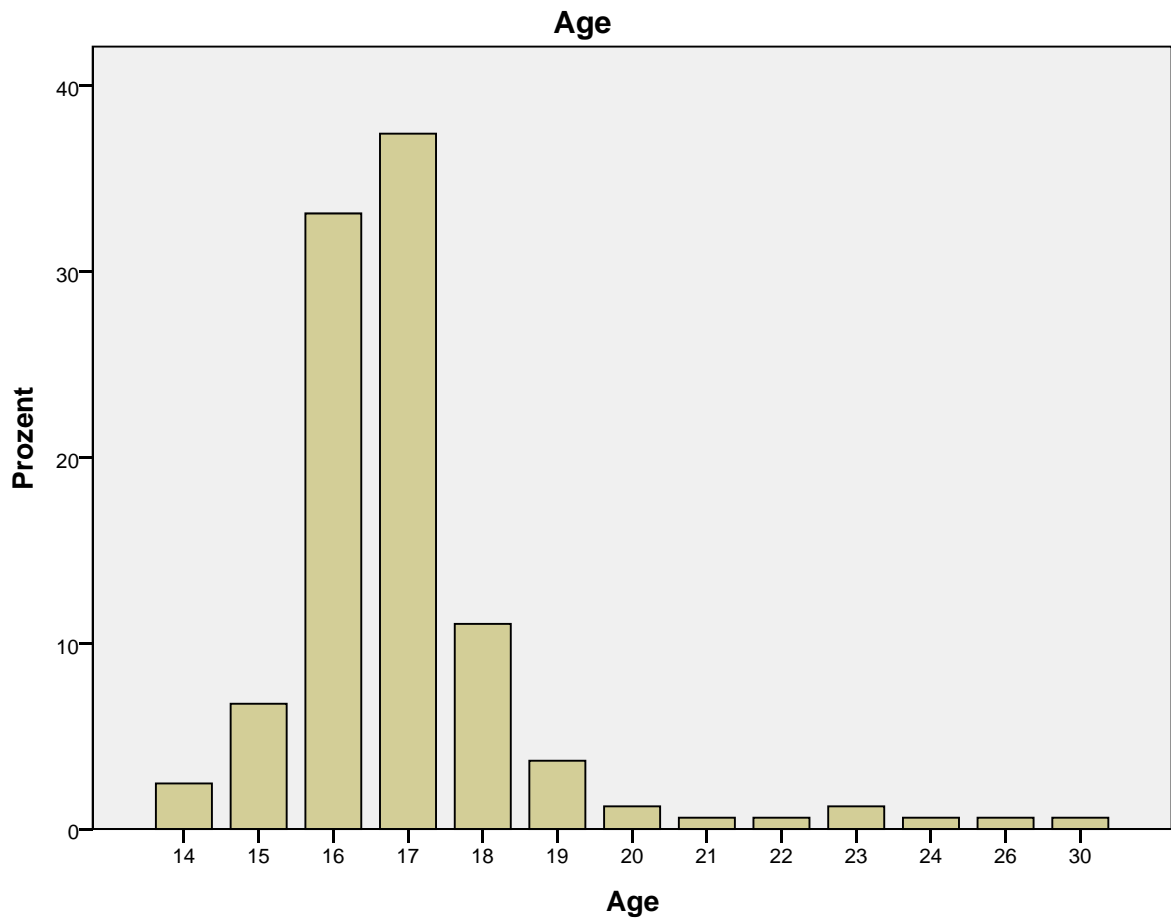
Chances you see in career orientation and vocational orientation: Chances it really offers:

| | Häufigkeit | Prozent | Gültige Prozente | Kumulierte Prozente |
|---|------------|---------|---------------------|------------------------|
| Gültig | 142 | 86,1 | 86,1 | 86,1 |
| Broadens the mind and reveals what is really out there. Having experts in their field come into school to talk to kids also. | 1 | ,6 | ,6 | 86,7 |
| communications | 1 | ,6 | ,6 | 87,3 |
| CURRENTLY LIMITED | 1 | ,6 | ,6 | 87,9 |
| few chances | 1 | ,6 | ,6 | 88,5 |
| good | 1 | ,6 | ,6 | 89,1 |
| good chances if you are ready and capable to do something | 1 | ,6 | ,6 | 89,7 |
| great chances | 1 | ,6 | ,6 | 90,3 |
| I can see a lot of chances for me because I can do a lot of things that society need. | 1 | ,6 | ,6 | 90,9 |
| low | 2 | 1,2 | 1,2 | 92,1 |
| medicine | 1 | ,6 | ,6 | 92,7 |
| money | 3 | 1,8 | 1,8 | 94,5 |
| None | 1 | ,6 | ,6 | 95,2 |
| None at the moment | 1 | ,6 | ,6 | 95,8 |
| not existent | 1 | ,6 | ,6 | 96,4 |
| Not good | 1 | ,6 | ,6 | 97,0 |
| NOT GOOD IN LONDON WITH HIGH UNEMPLOYMENT | 1 | ,6 | ,6 | 97,6 |
| Not many at the moment! | 1 | ,6 | ,6 | 98,2 |
| Optimistic | 1 | ,6 | ,6 | 98,8 |
| There are not very much chances in career orientation and vocational orientation. only if you are extremely good prepared for | 1 | ,6 | ,6 | 99,4 |
| very low chances | 1 | ,6 | ,6 | 100,0 |
| Gesamt | 165 | 100,0 | 100,0 | |

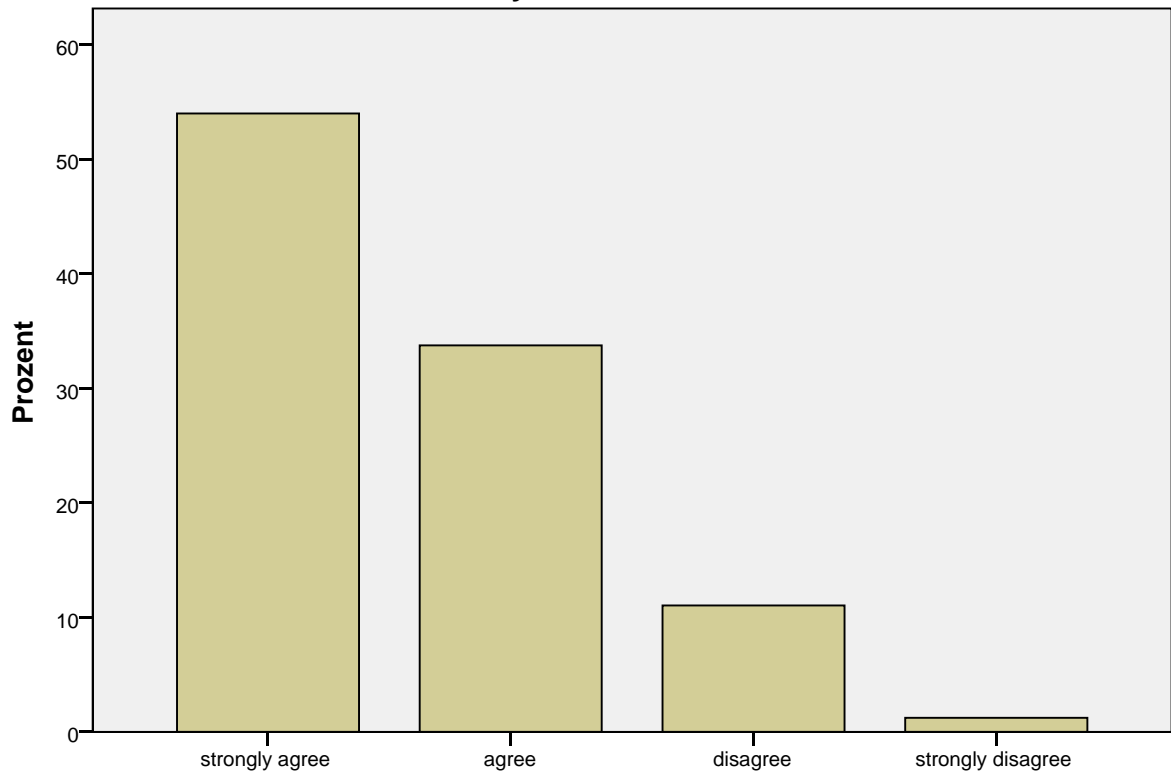
Balkendiagramm





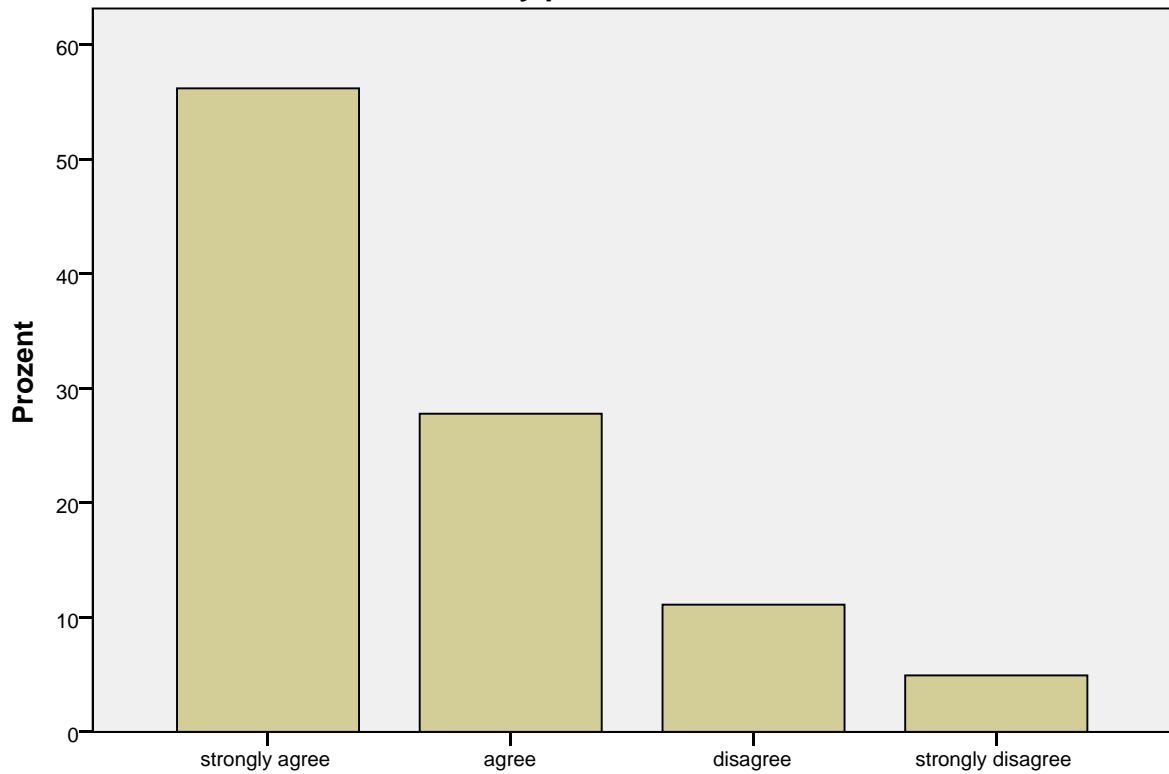


The transition process from school into the world of work should be supported by teachers.



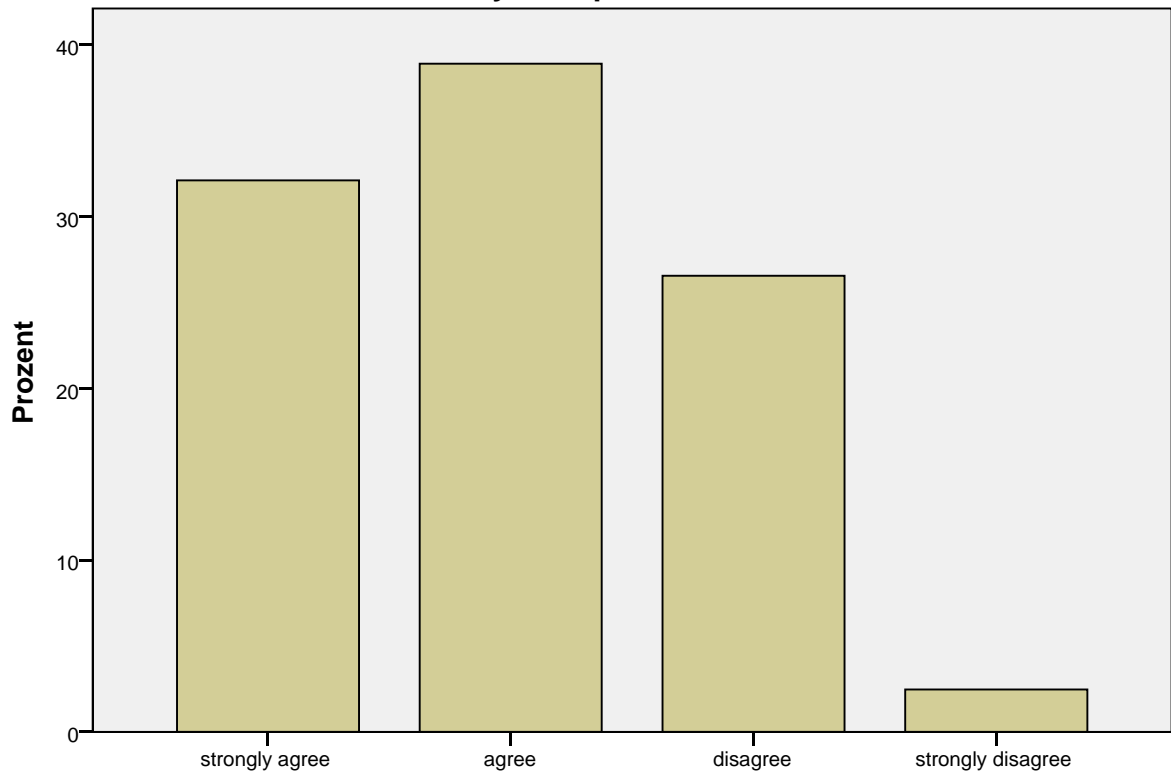
The transition process from school into the world of work should be supported by teachers.

The transition process from school into the world of work should be supported by parents.



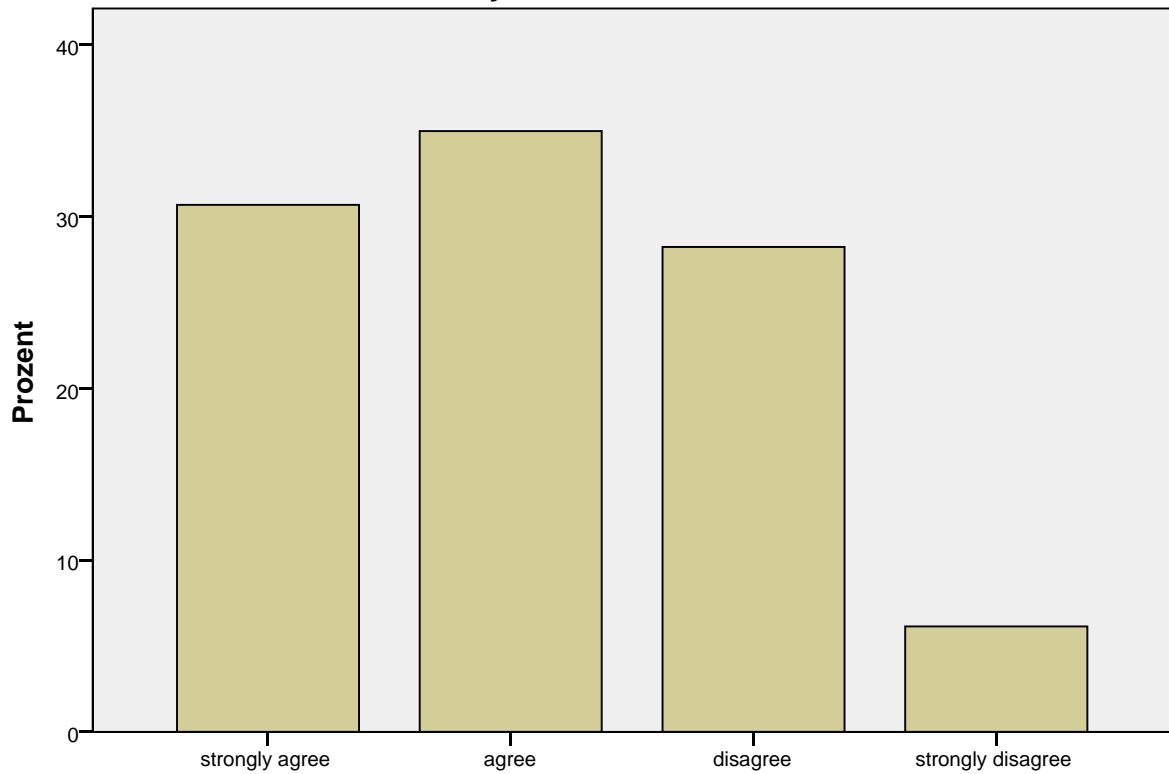
The transition process from school into the world of work should be supported by parents.

The transition process from school into the world of work should be supported by enterprises.



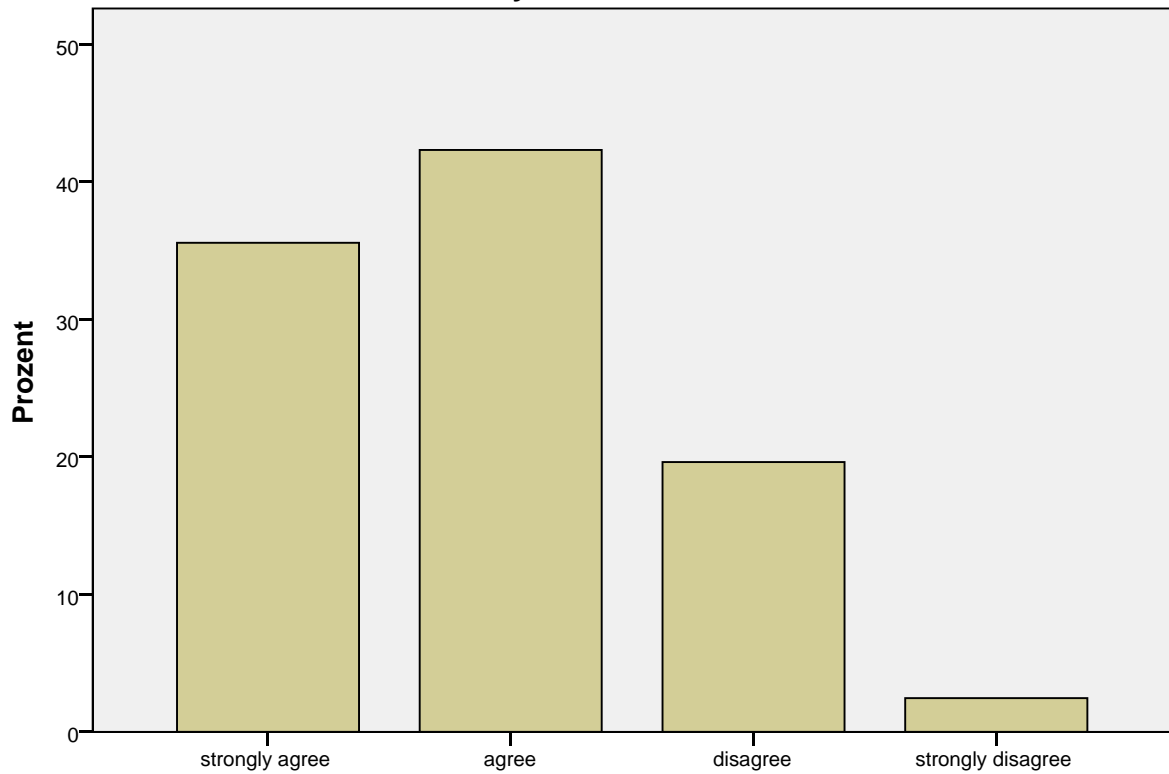
The transition process from school into the world of work should be supported by enterprises.

The transition process from school into the world of work should be supported by counsellors.



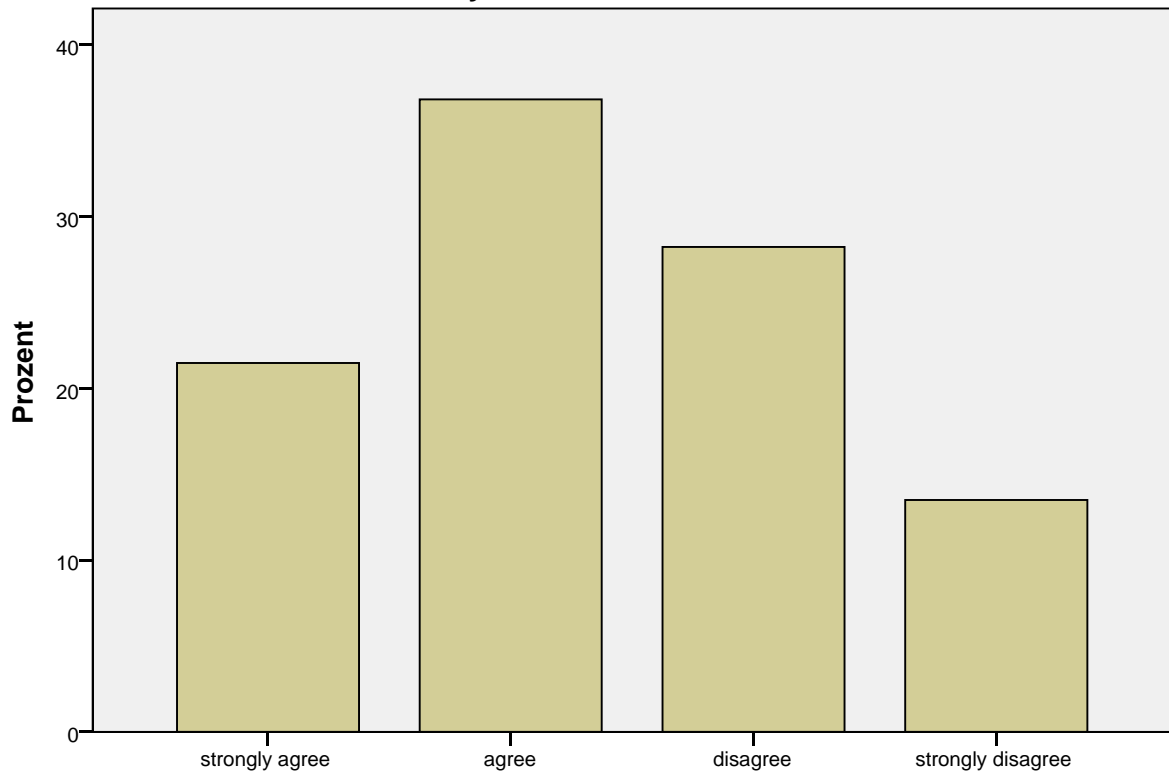
The transition process from school into the world of work should be supported by counsellors.

The transition process from school into the world of work should be supported by advisers.



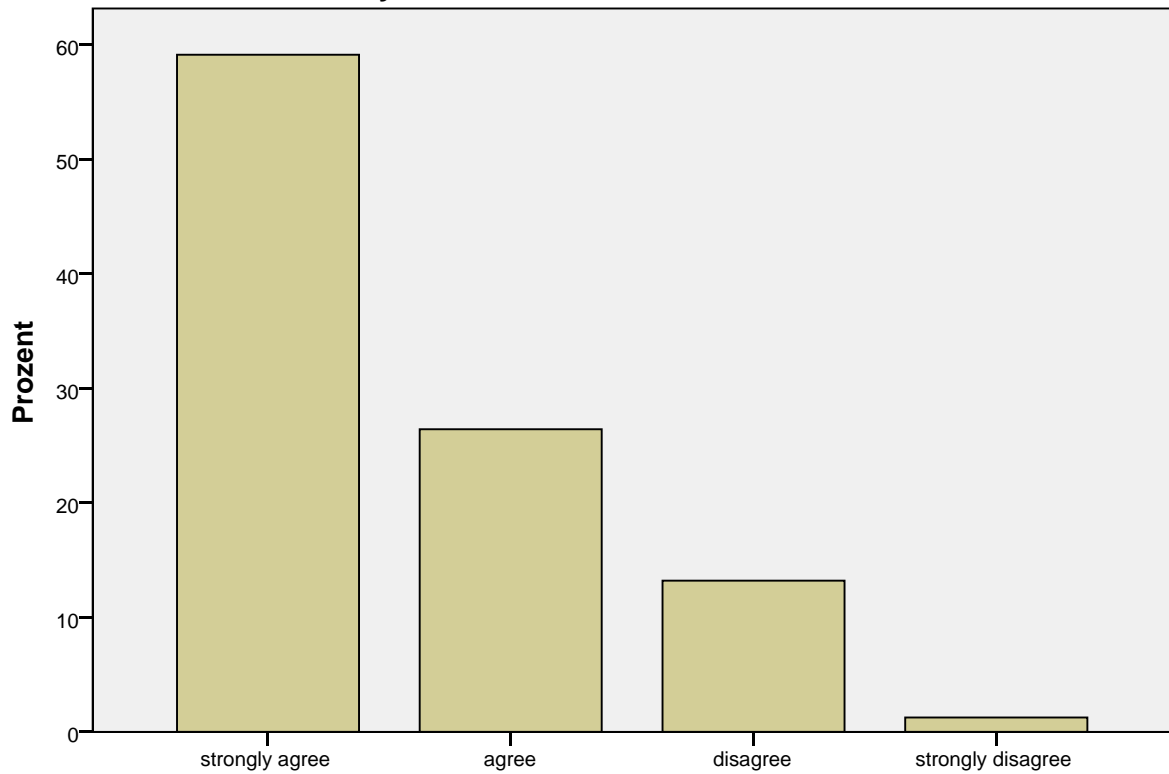
The transition process from school into the world of work should be supported by advisers.

The transition process from school into the world of work should be supported by social workers.



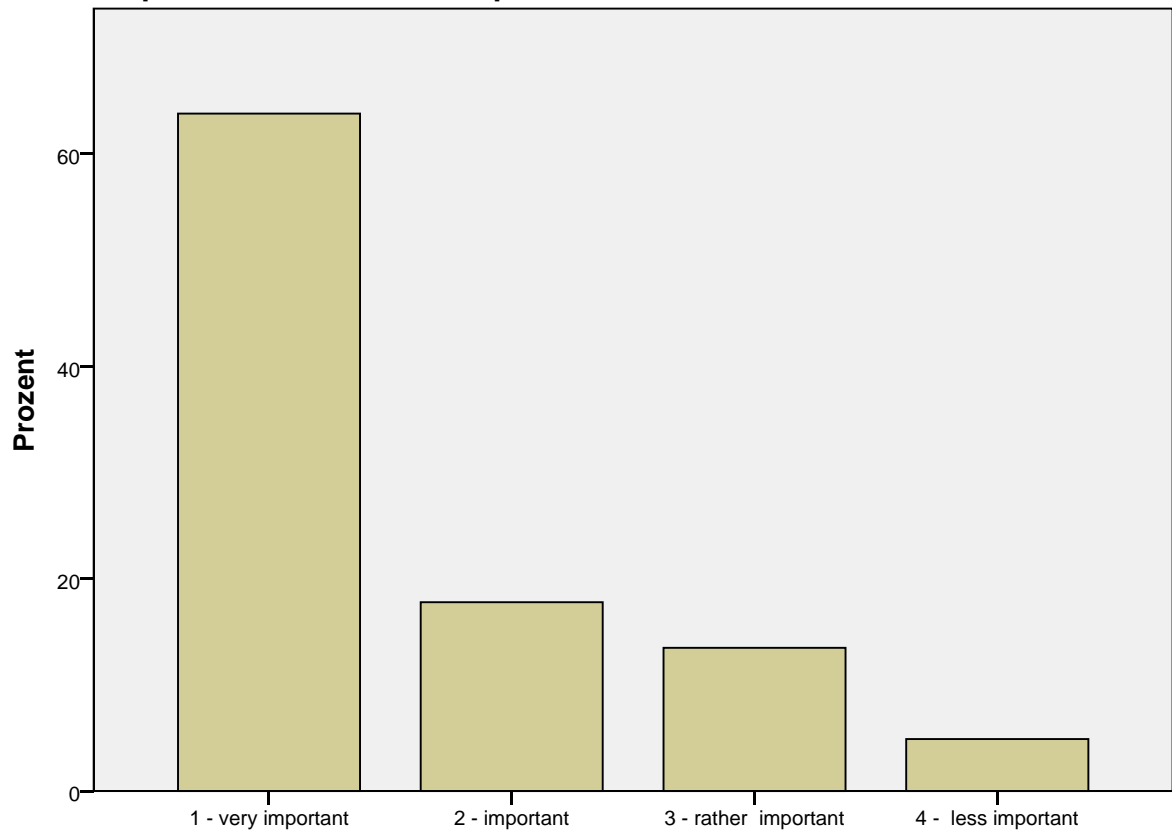
The transition process from school into the world of work should be supported by social workers.

The transition process from school into the world of work should be supported by the learner himself / herself.



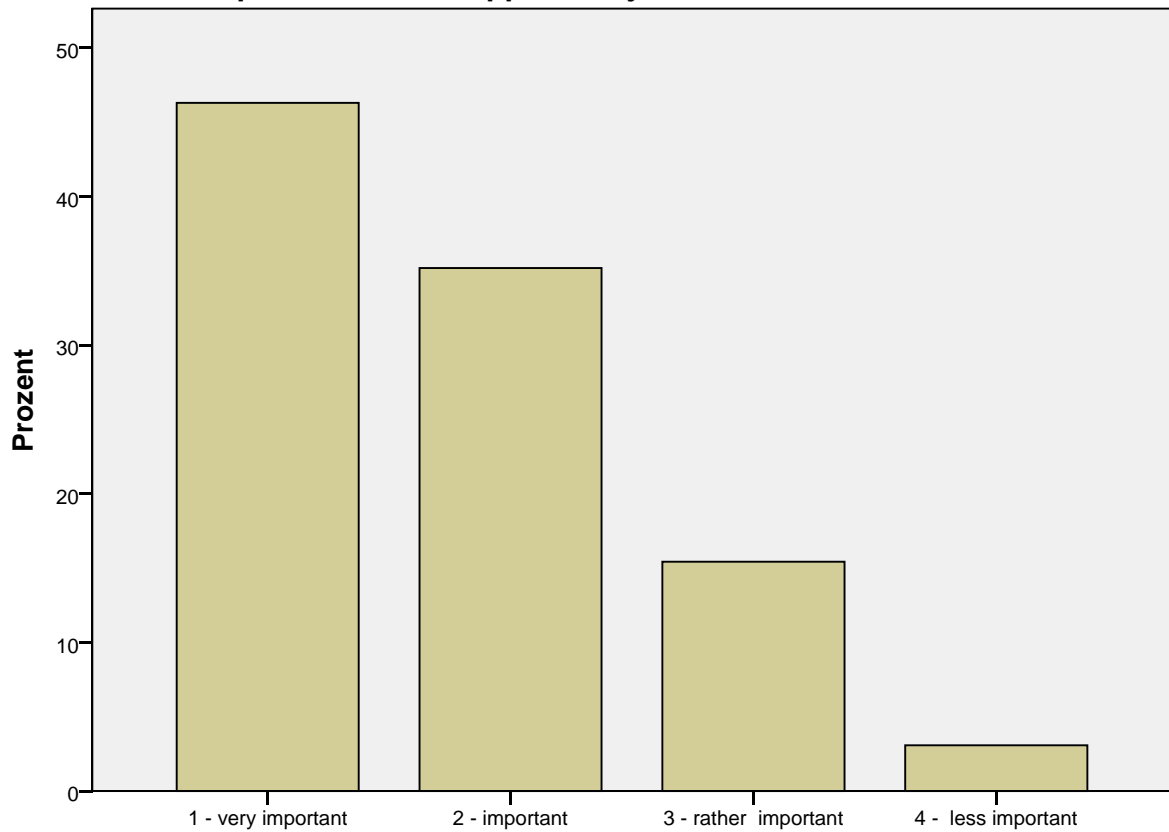
The transition process from school into the world of work should be supported by the learner himself / herself.

How important is the transition process from school into the world of work?



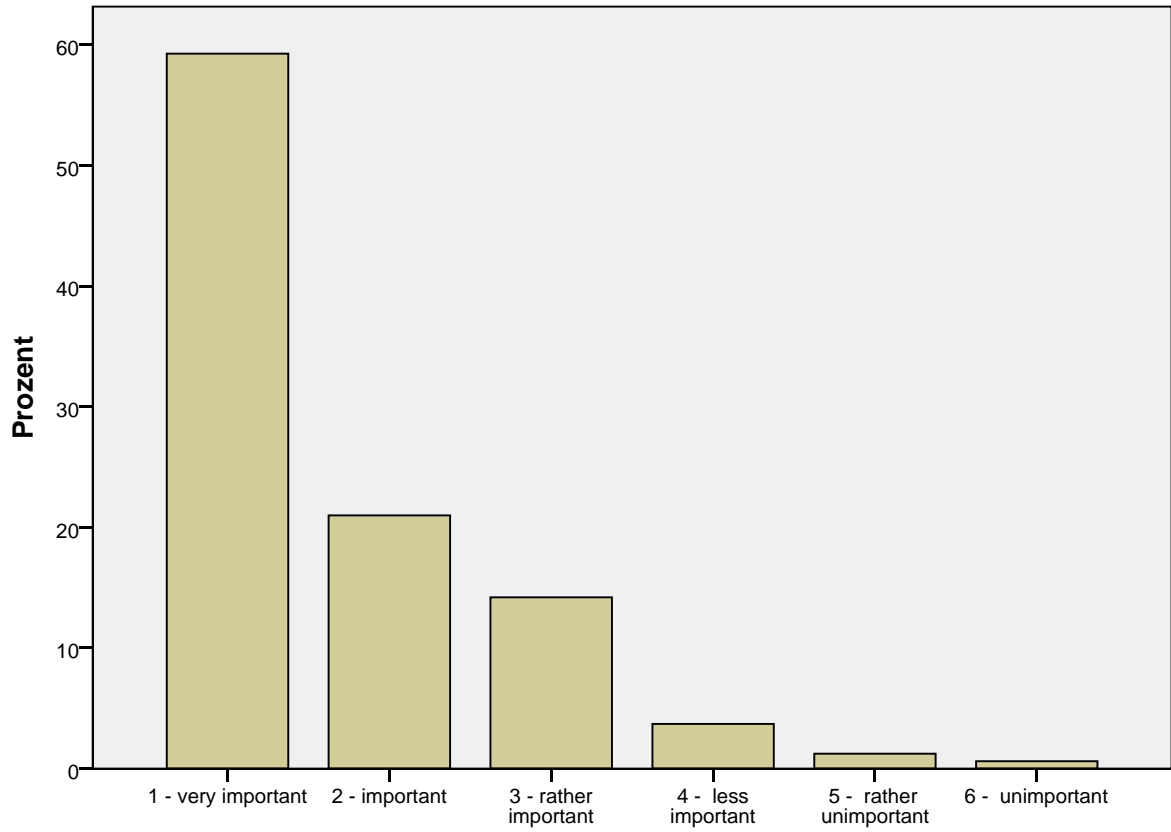
How important is the transition process from school into the world of work?

How important is it to support the job decision of the learners?



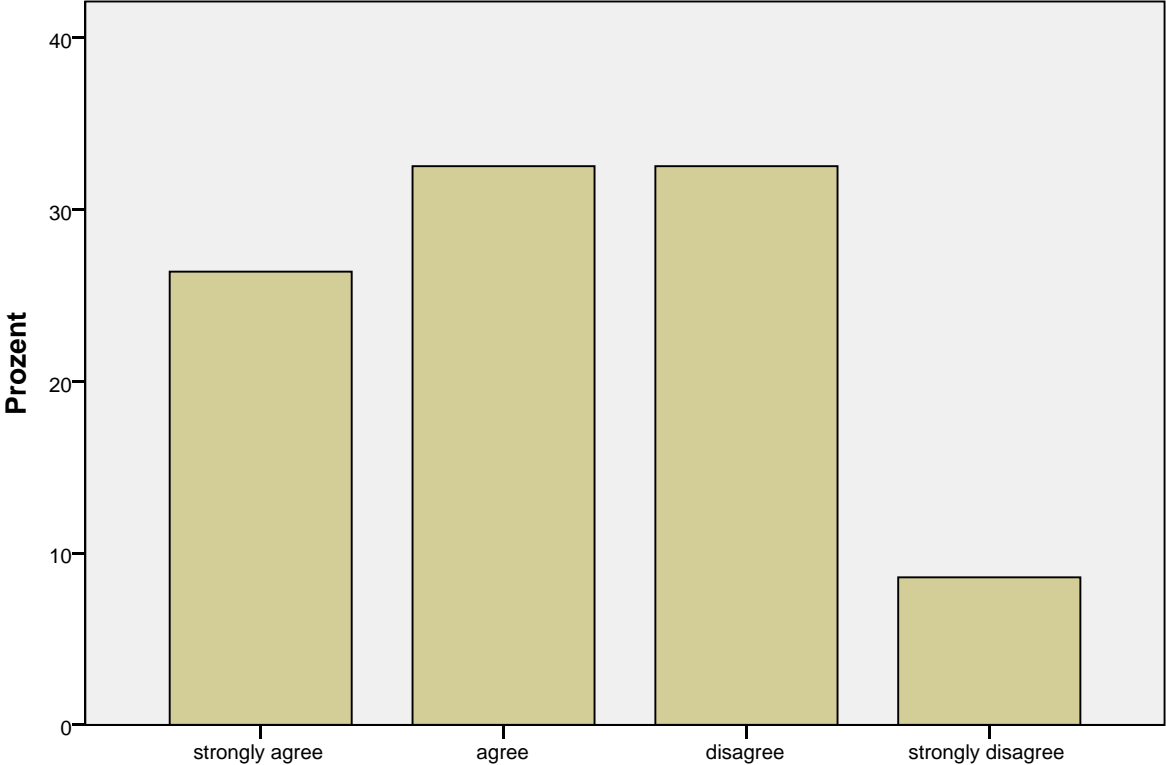
How important is it to support the job decision of the learners?

How important is it to provide information on future job opportunities?



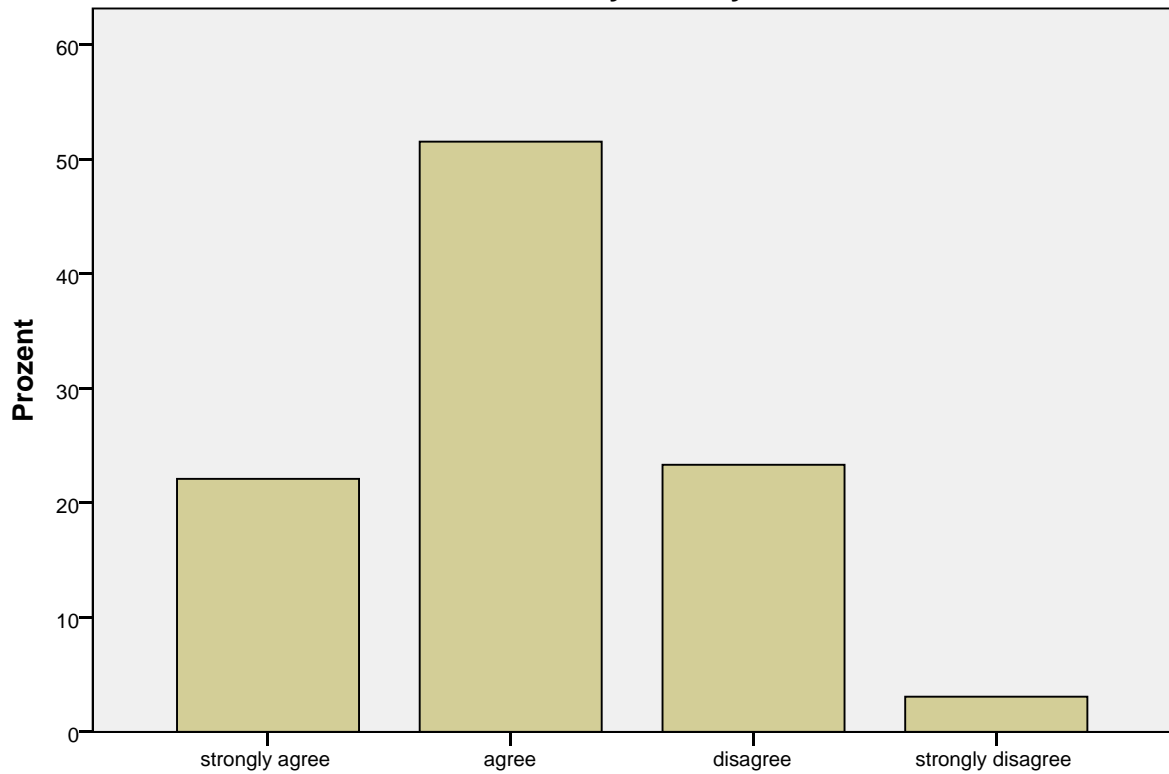
How important is it to provide information on future job opportunities?

The transition of learners from school into the world of work is seen as important in my country.



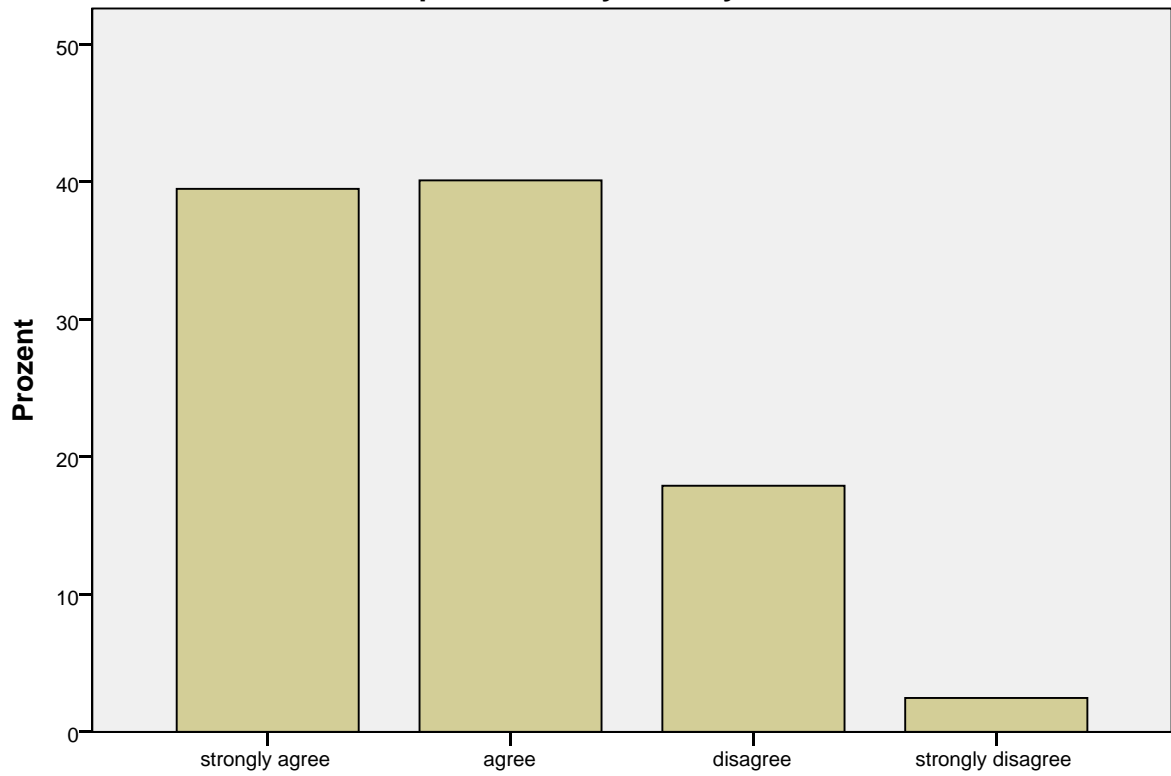
The transition of learners from school into the world of work is seen as important in my country.

The transition of learners from school into the world of work is supported by teachers in my country.



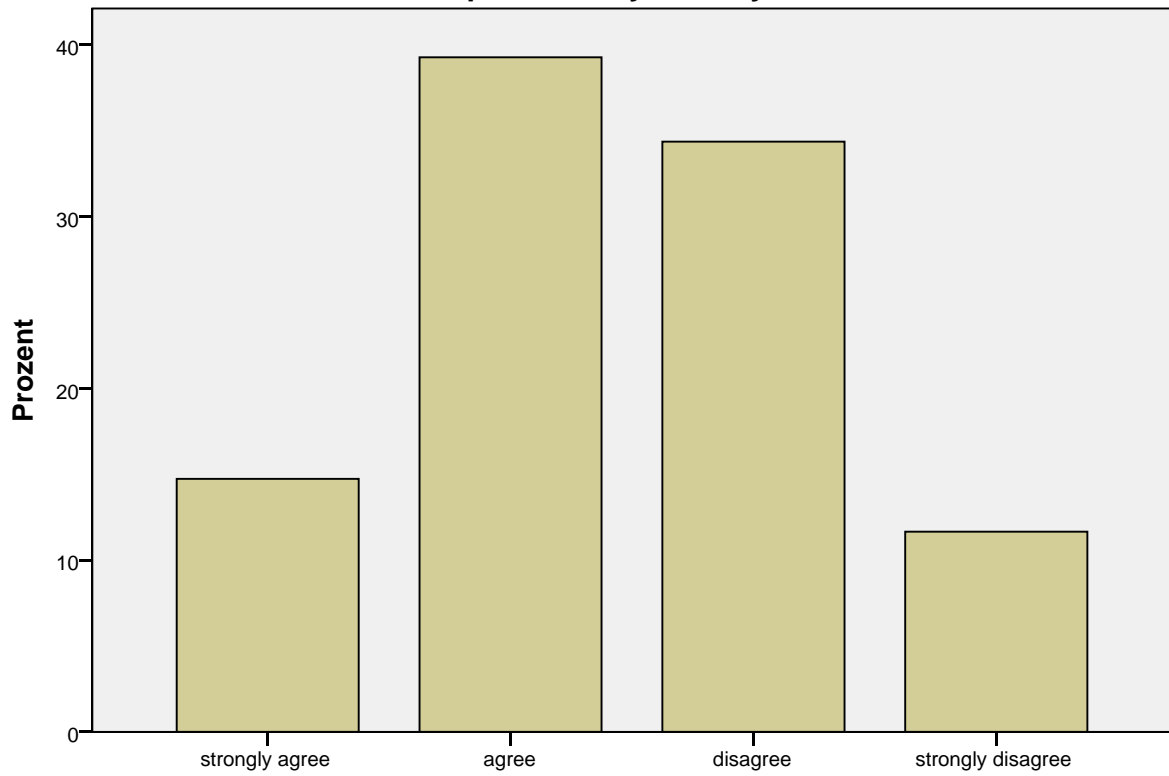
The transition of learners from school into the world of work is supported by teachers in my country.

The transition of learners from school into the world of work is supported by the parents in my country.



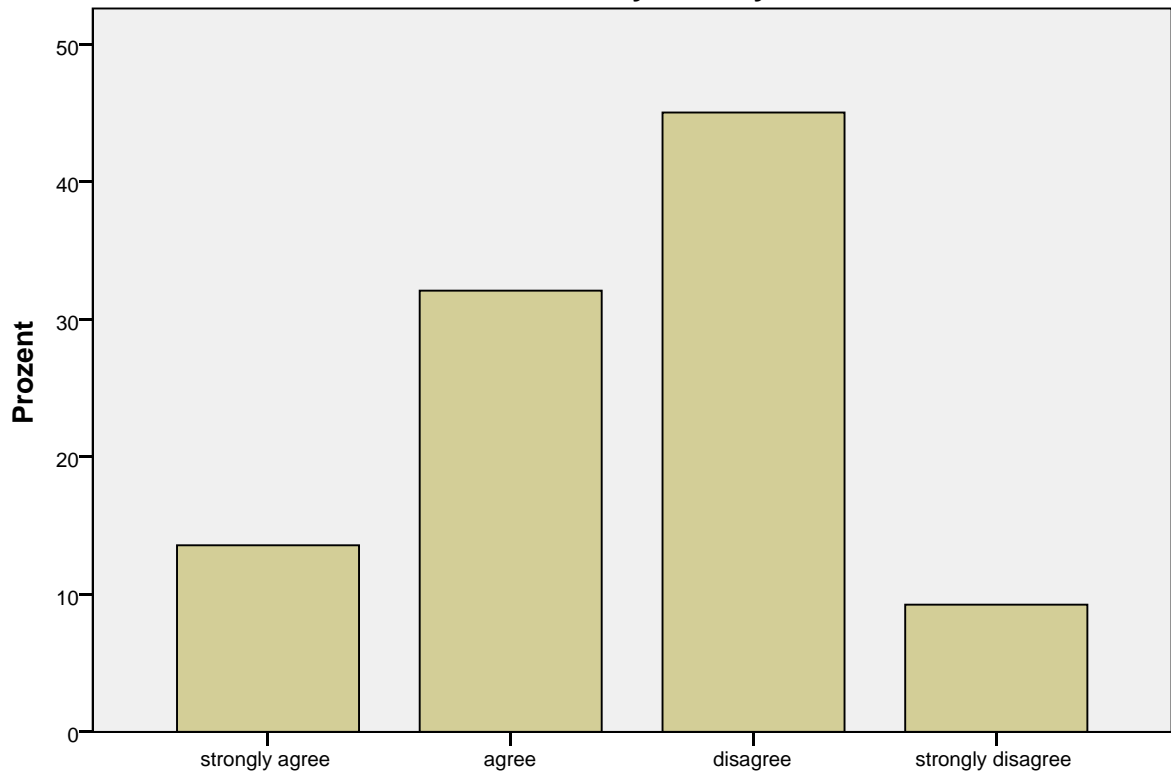
The transition of learners from school into the world of work is supported by the parents in my country.

The transition of learners from school into the world of work is supported by enterprises in my country.



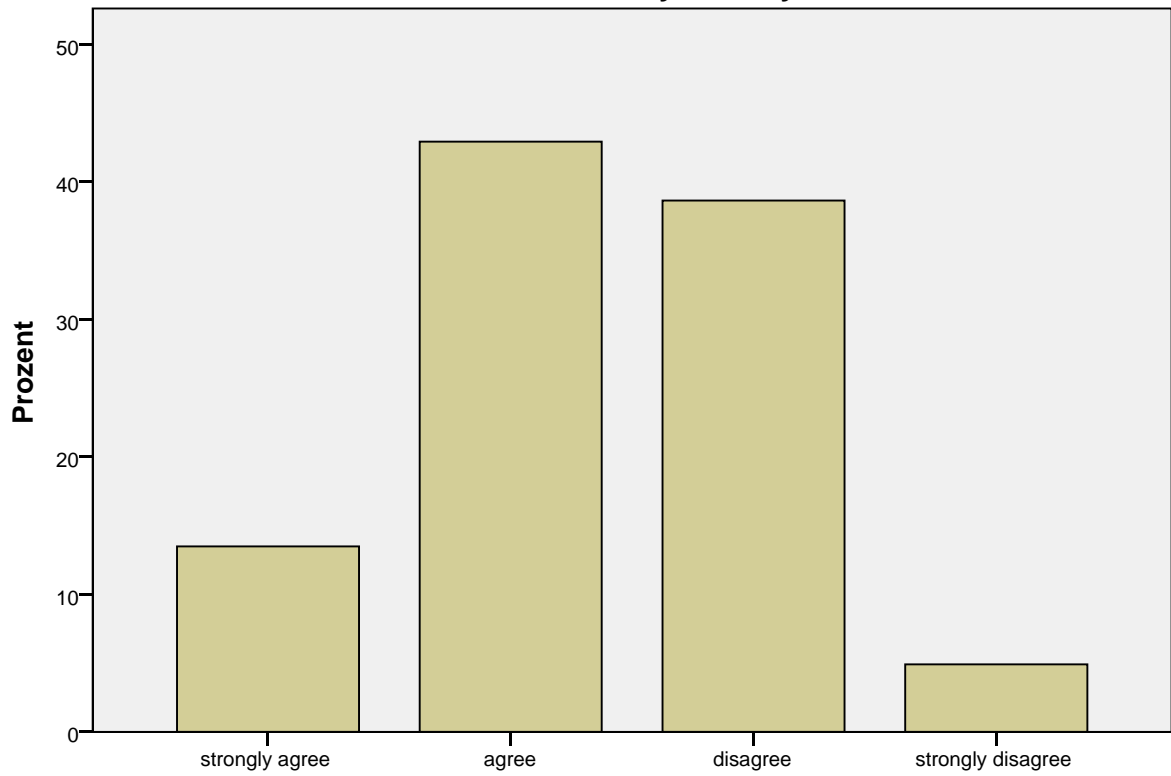
The transition of learners from school into the world of work is supported by enterprises in my country.

The transition of learners from school into the world of work is supported by job counsellors in my country.



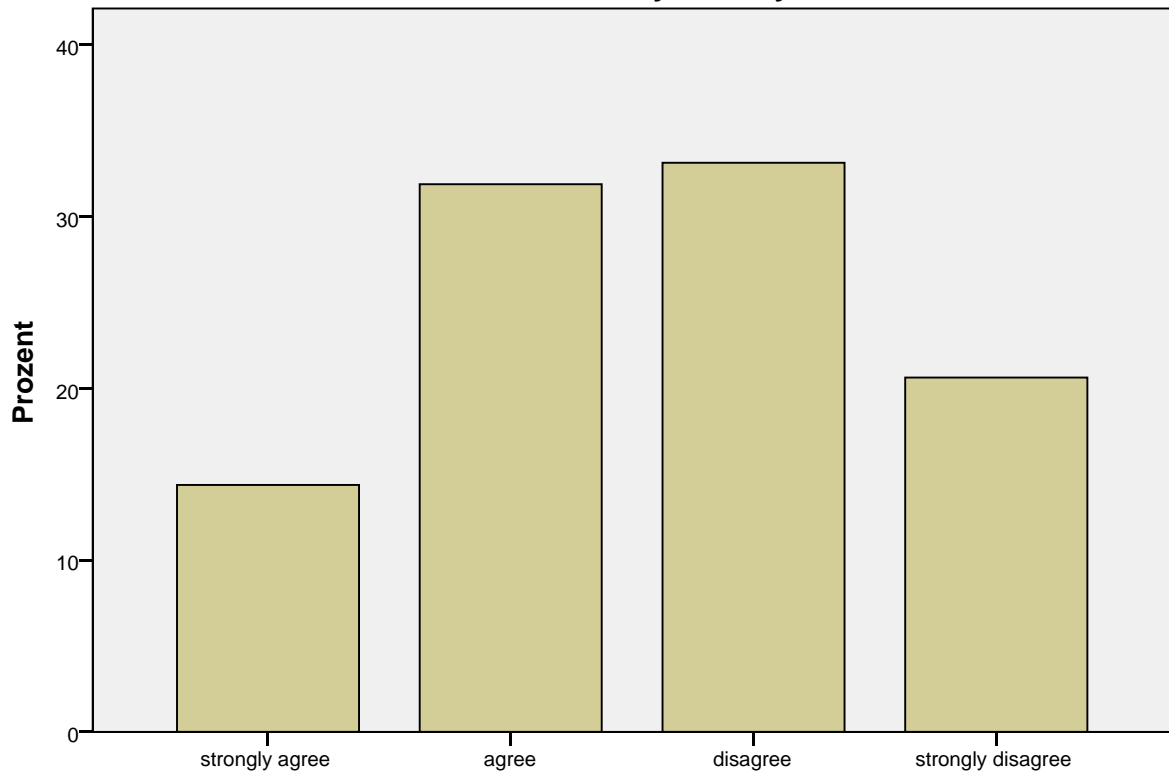
The transition of learners from school into the world of work is supported by job counsellors in my country.

The transition of learners from school into the world of work is supported by career advisers in my country.



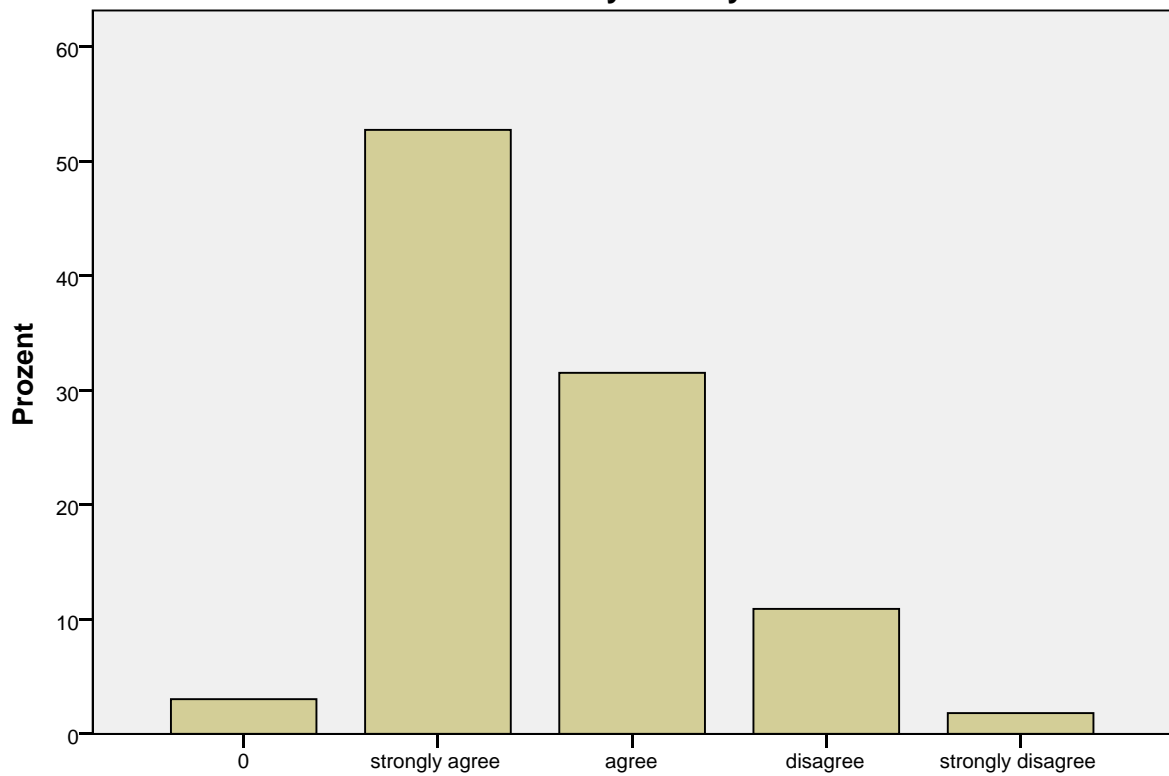
The transition of learners from school into the world of work is supported by career advisers in my country.

The transition of learners from school into the world of work is supported by social workers in my country.



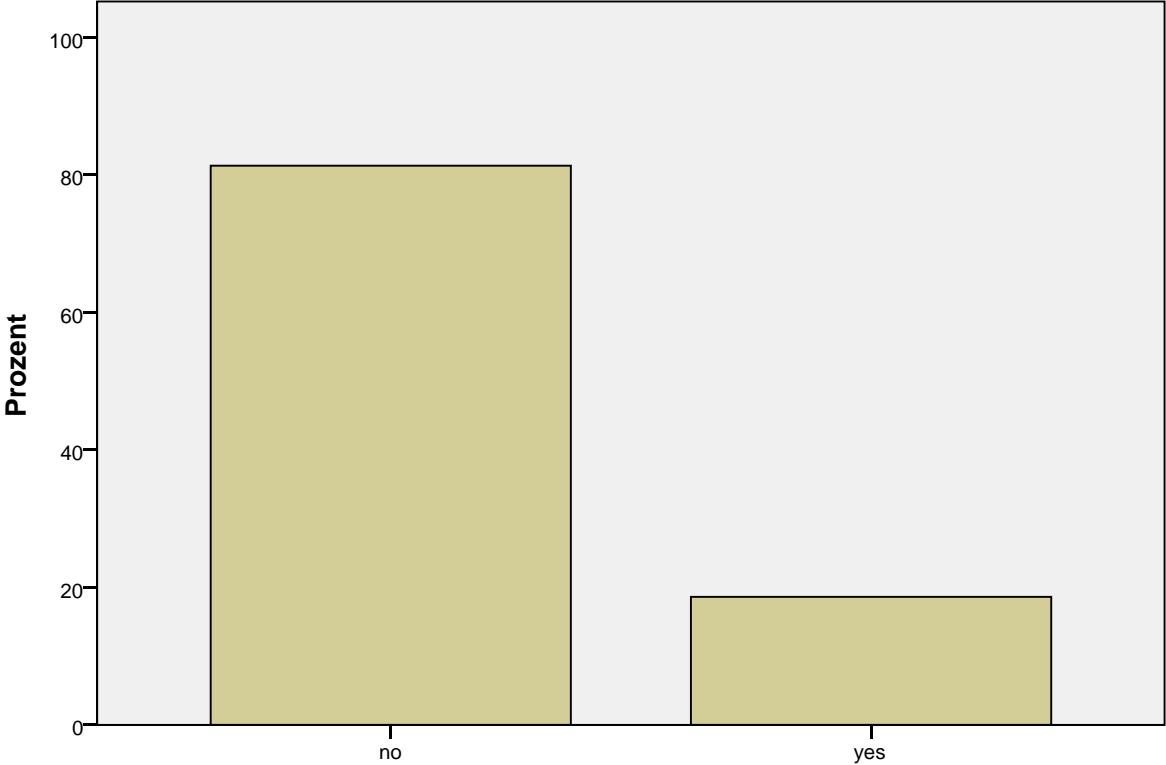
The transition of learners from school into the world of work is supported by social workers in my country.

The transition of learners from school into the world of work is supported by the learners in my country.



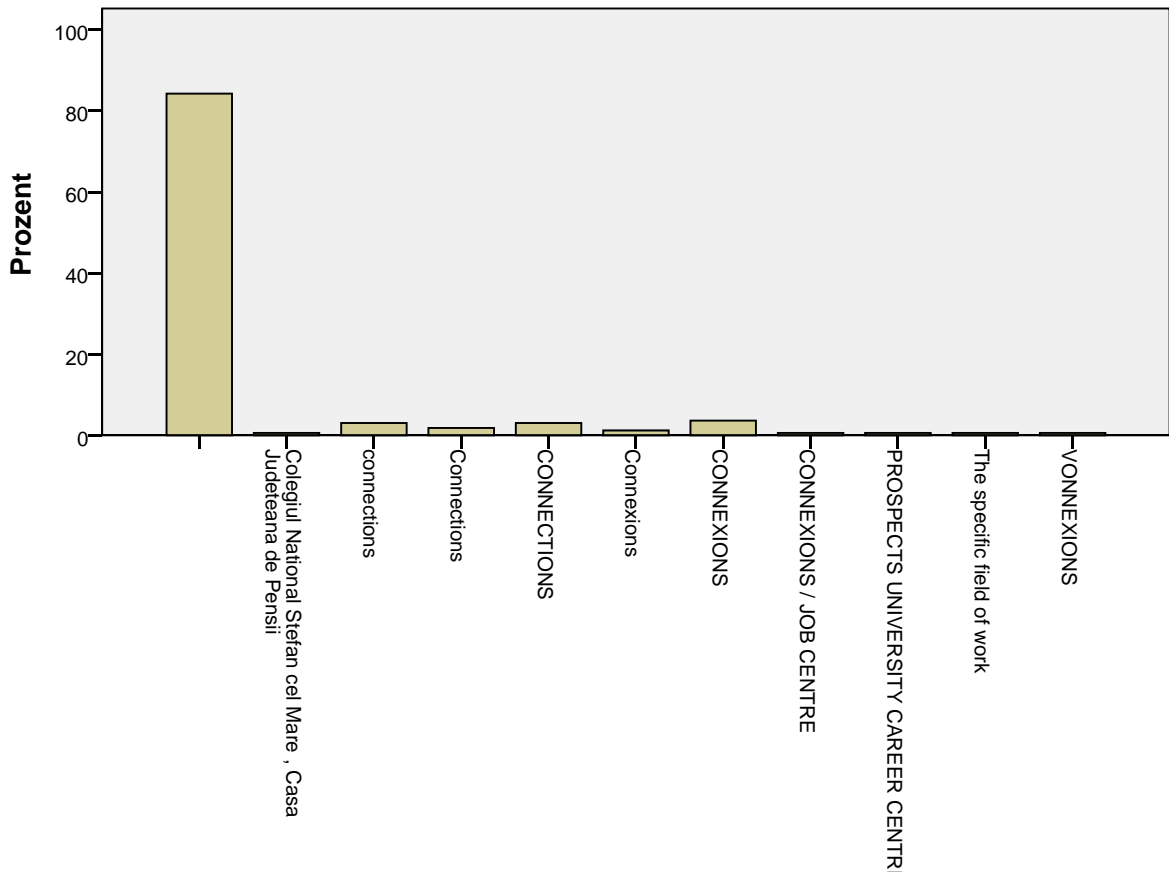
The transition of learners from school into the world of work is supported by the learners in my country.

In my country the transition of learners into the world of work is supported by other institutions.

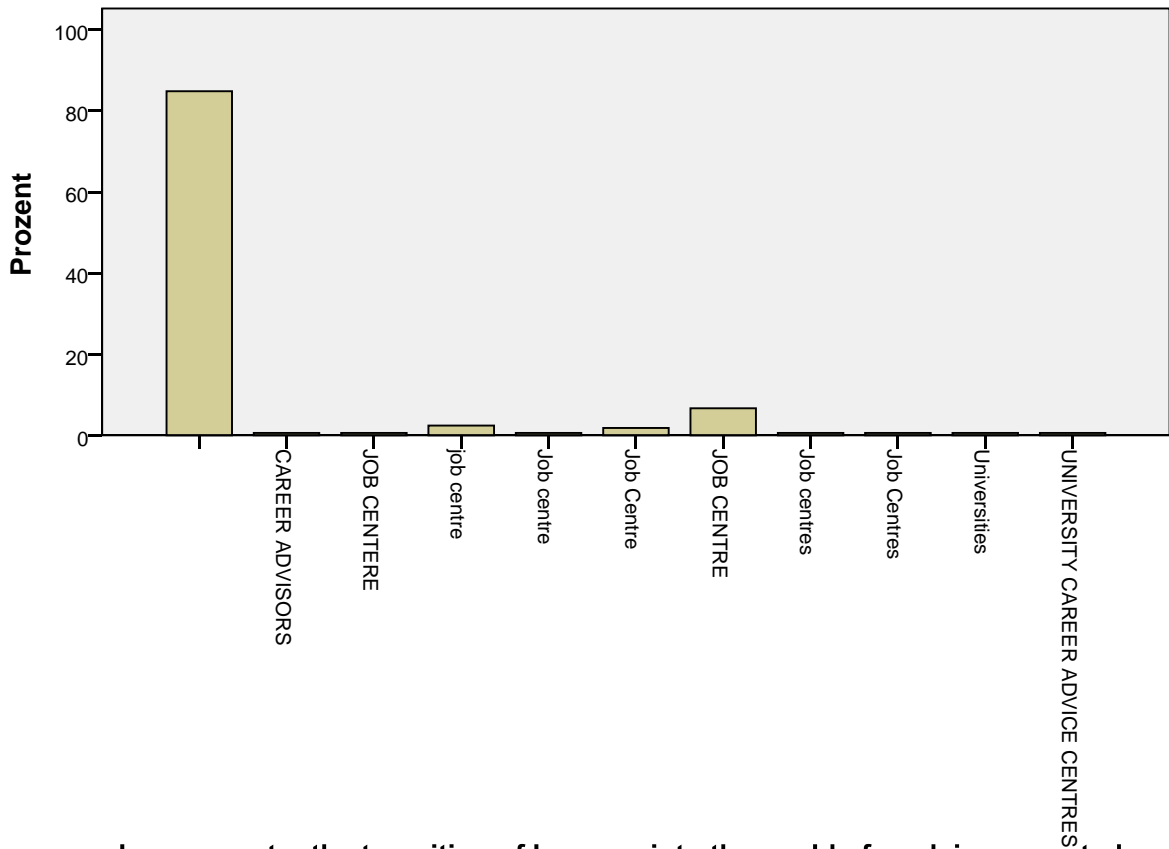


In my country the transition of learners into the world of work is supported by other institutions.

In my country the transition of learners into the world of work is supported by other institutions A:

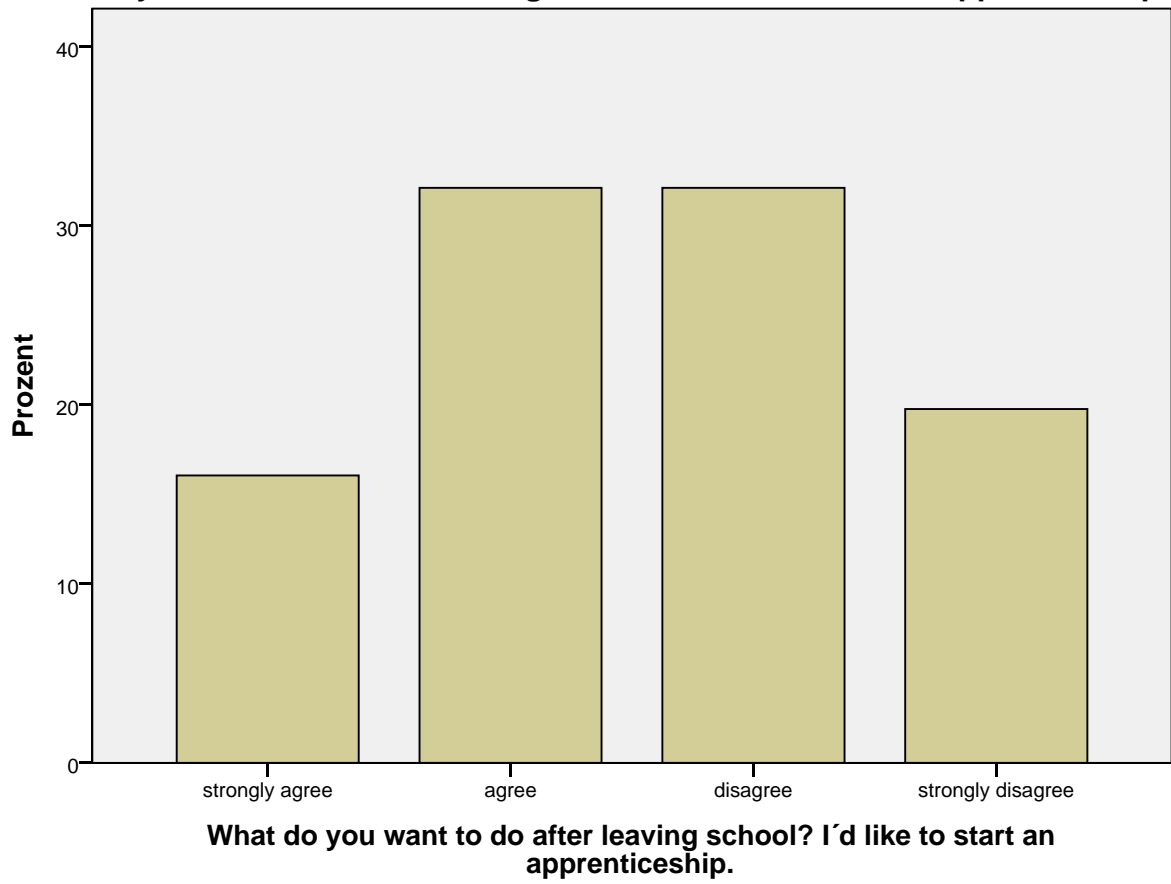


In my country the transition of learners into the world of work is supported by other institutions B:

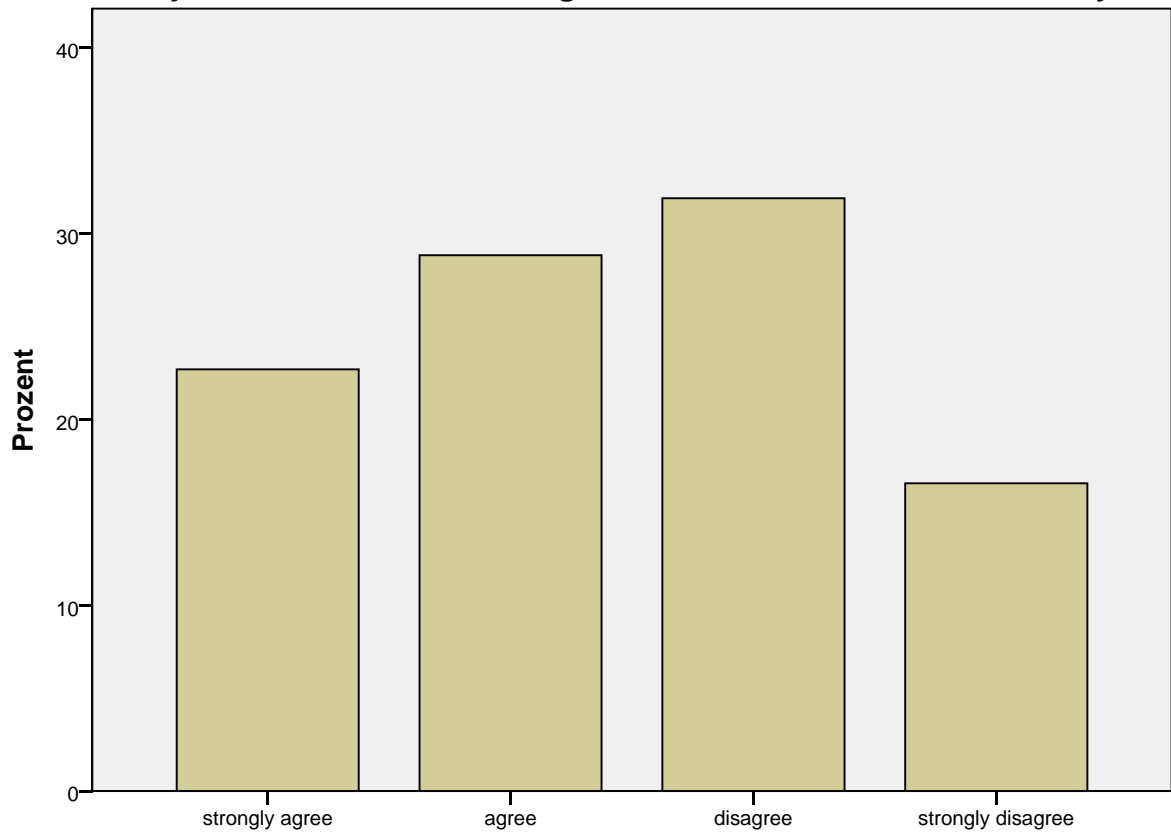


In my country the transition of learners into the world of work is supported...

What do you want to do after leaving school? I'd like to start an apprenticeship.

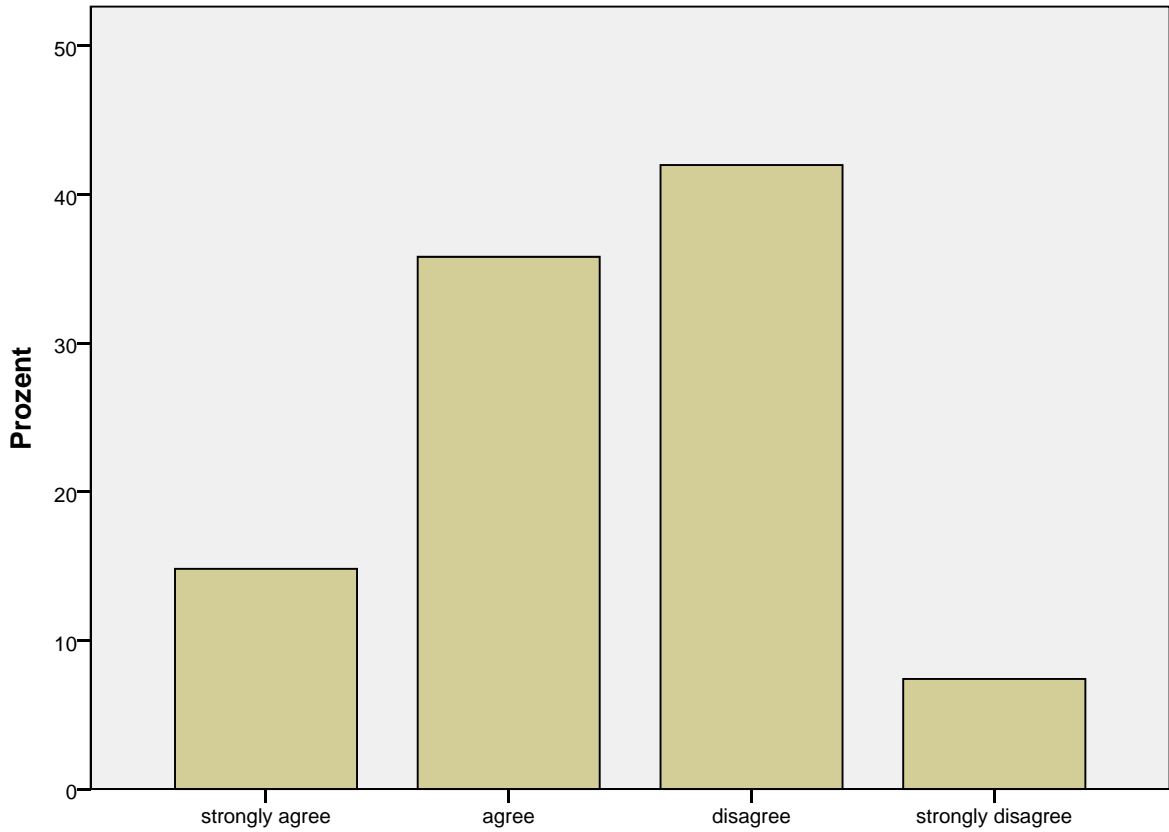


What do you want to do after leaving school? I'd like to work immediately.



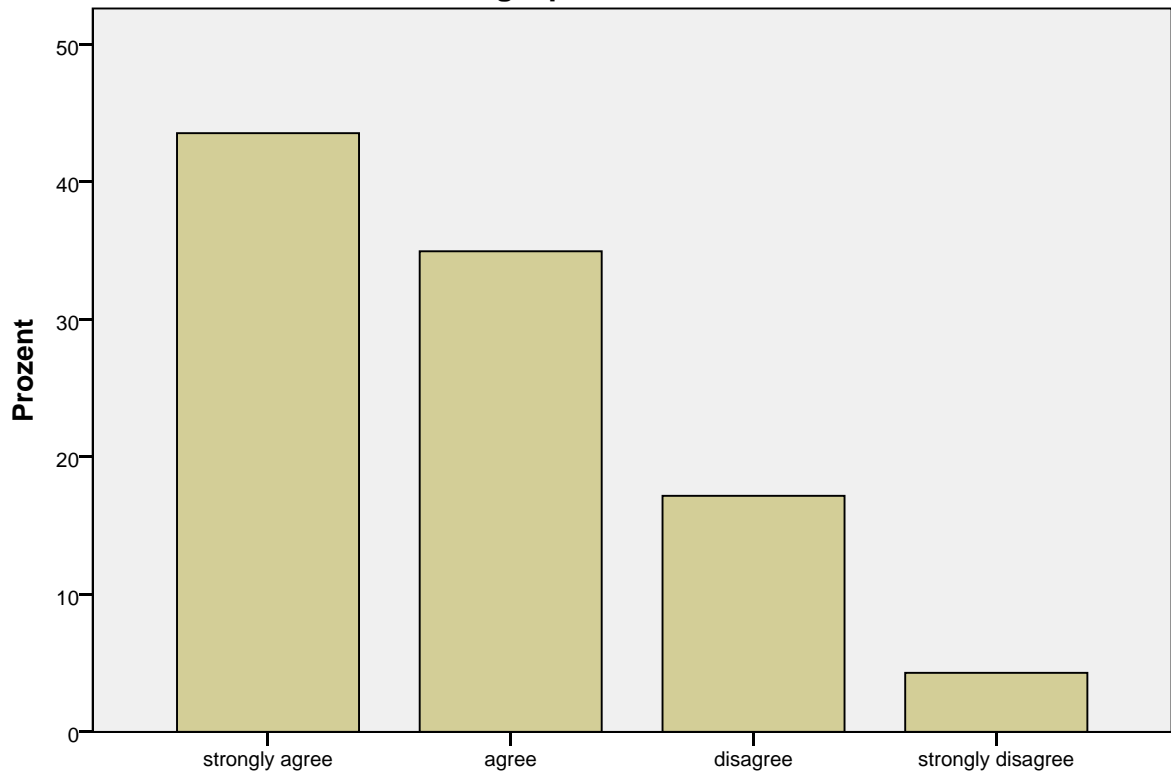
What do you want to do after leaving school? I'd like to work immediately.

What do you want to do after leaving school? I'd like to do a work placement.



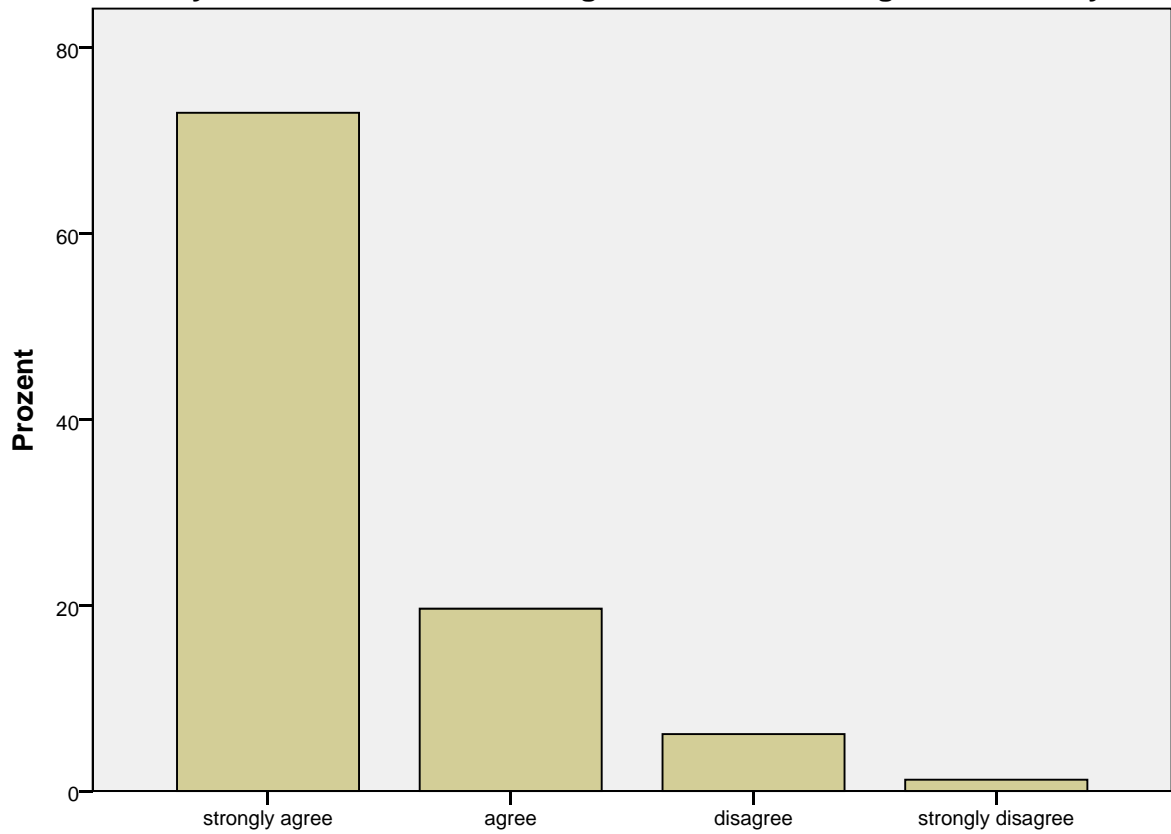
What do you want to do after leaving school? I'd like to do a work placement.

What do you want to do after leaving school? I'd like to go to another school/college /professional course.



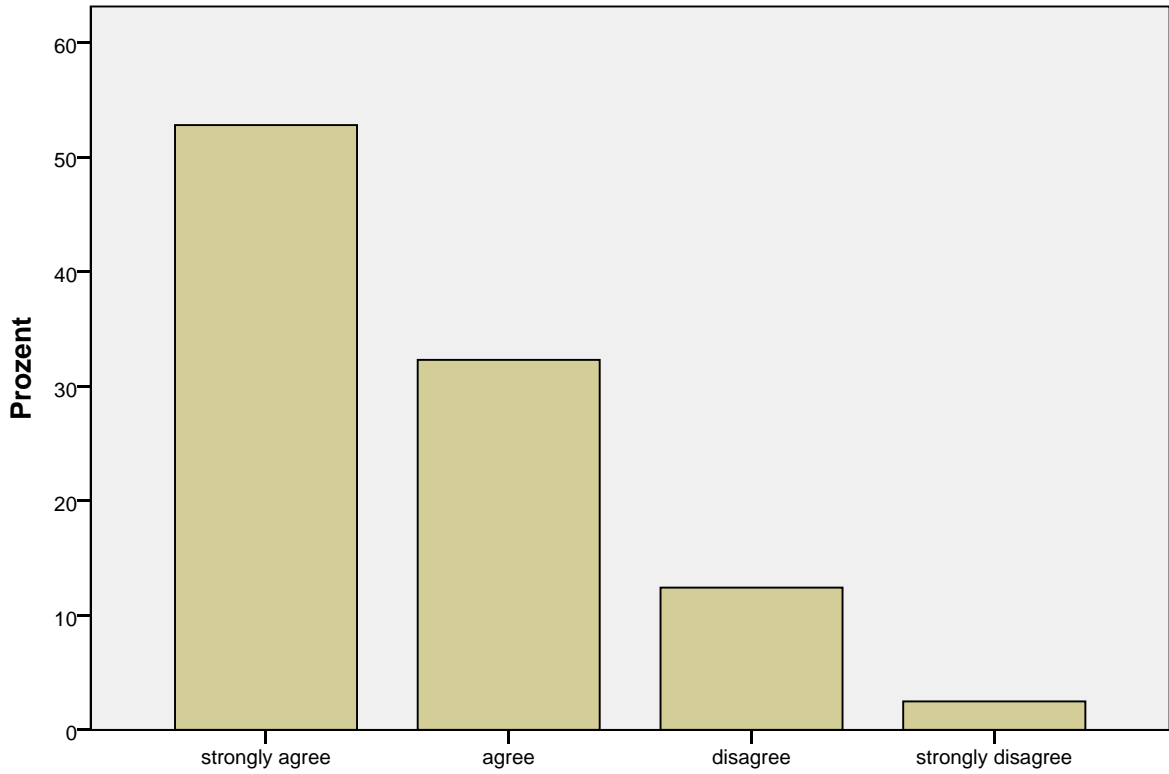
What do you want to do after leaving school? I'd like to go to another school/college /professional course.

What do you want to do after leaving school? I'd like to go to university.



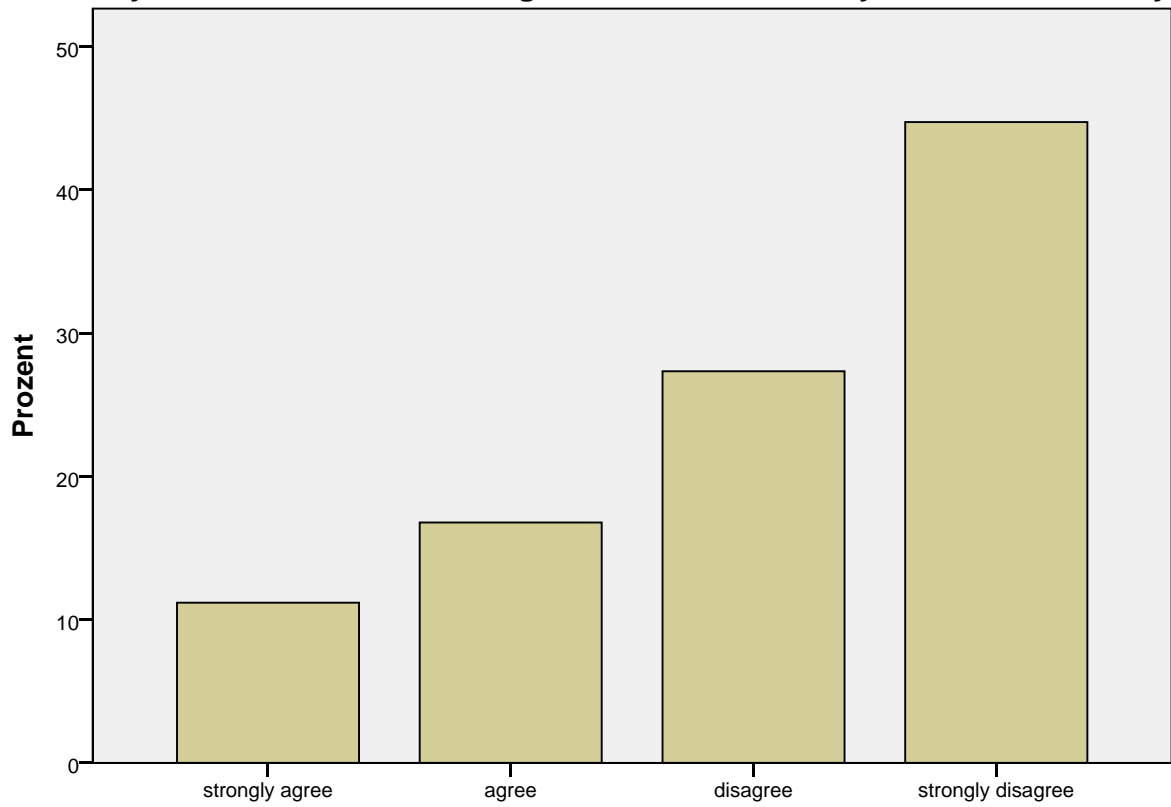
What do you want to do after leaving school? I'd like to go to university.

What do you want to do after leaving school? I'd like to find more information about jobs and my career.



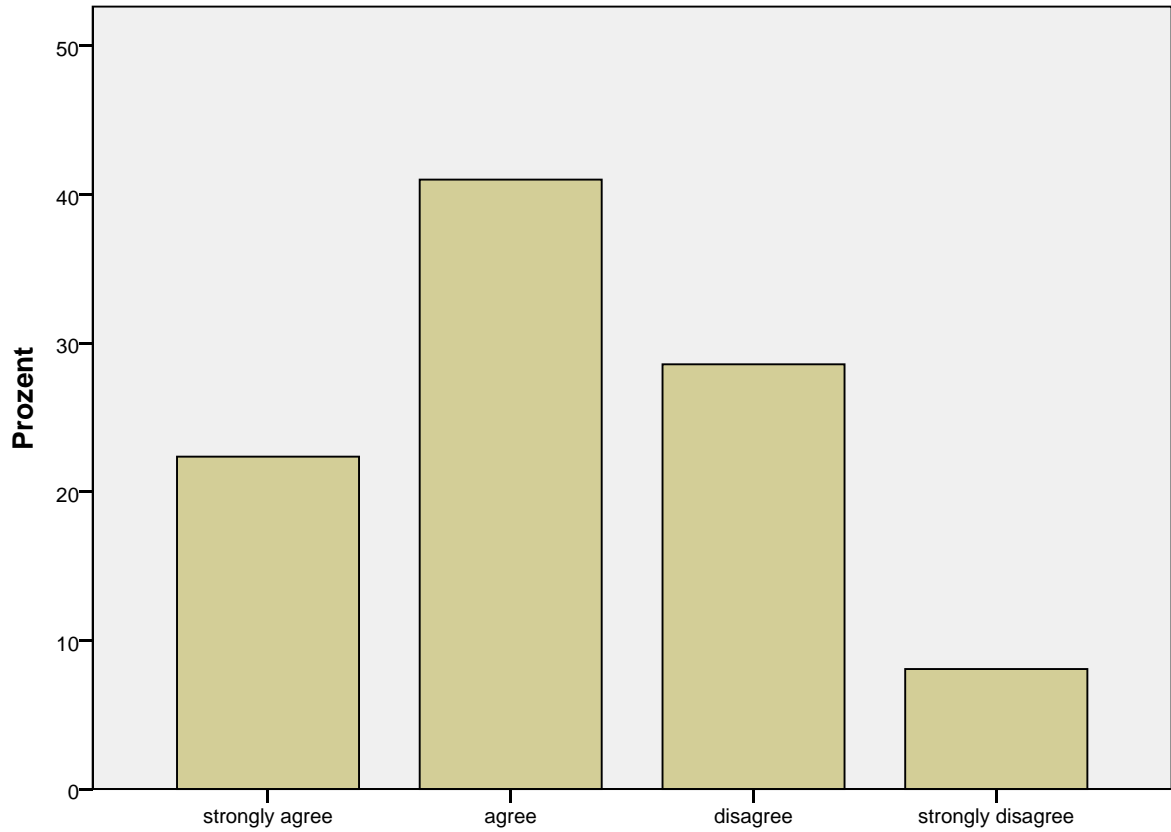
What do you want to do after leaving school? I'd like to find more information about jobs and my career.

What do you want to do after leaving school? I'd like to stay at home with family.



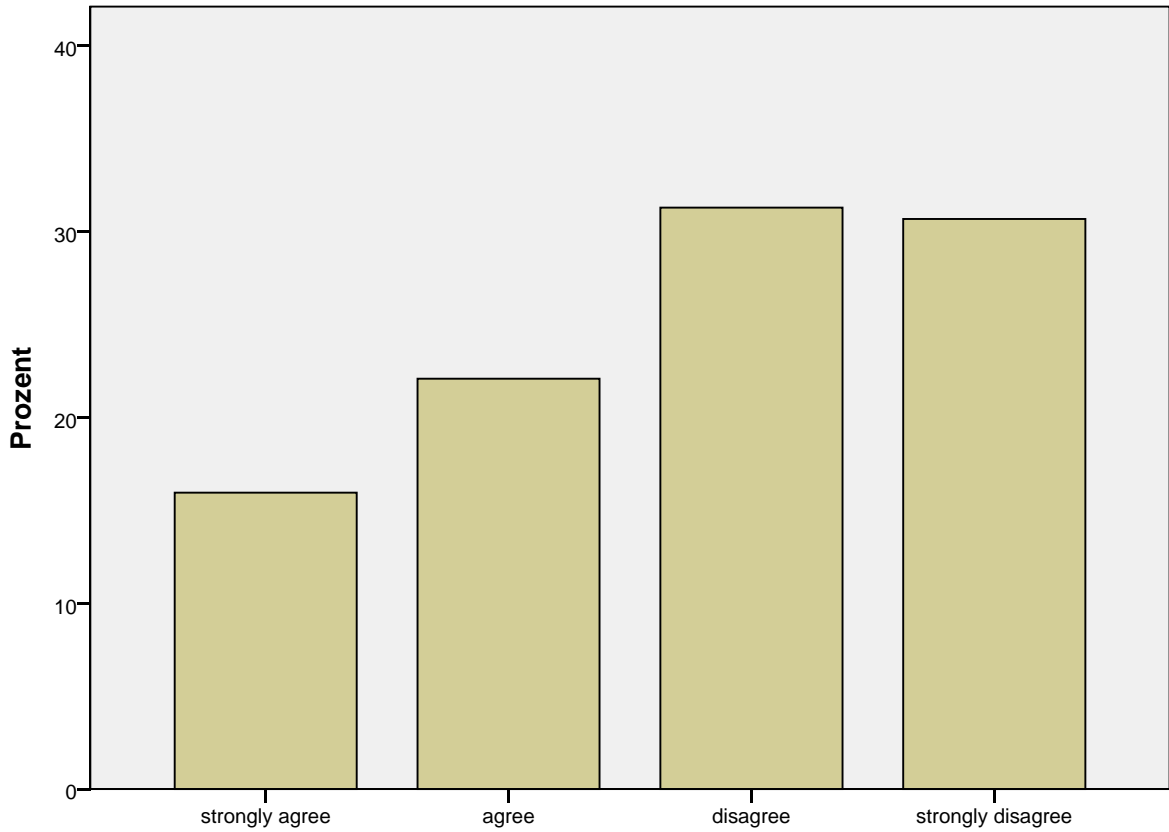
What do you want to do after leaving school? I'd like to stay at home with family.

What do you want to do after leaving school? I'd like to volunteer.



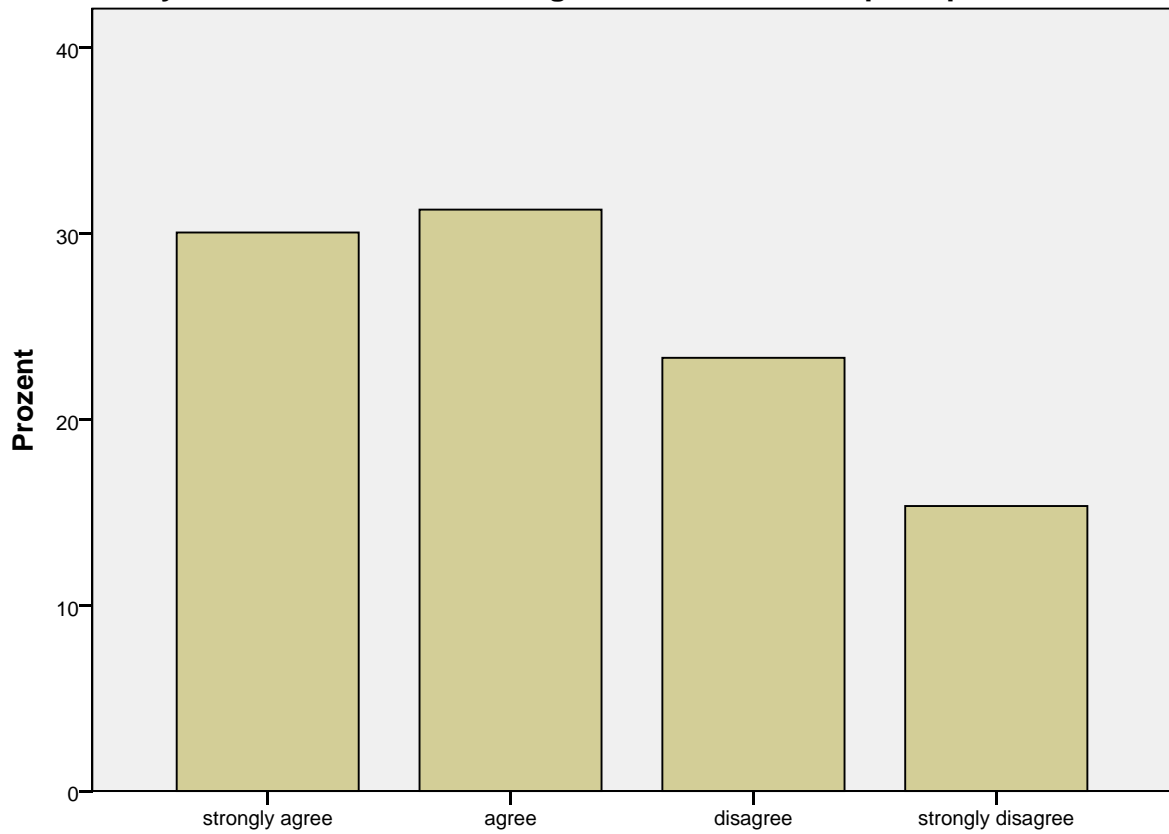
What do you want to do after leaving school? I'd like to volunteer.

What do you want to do after leaving school? I'd like to have a gap year.



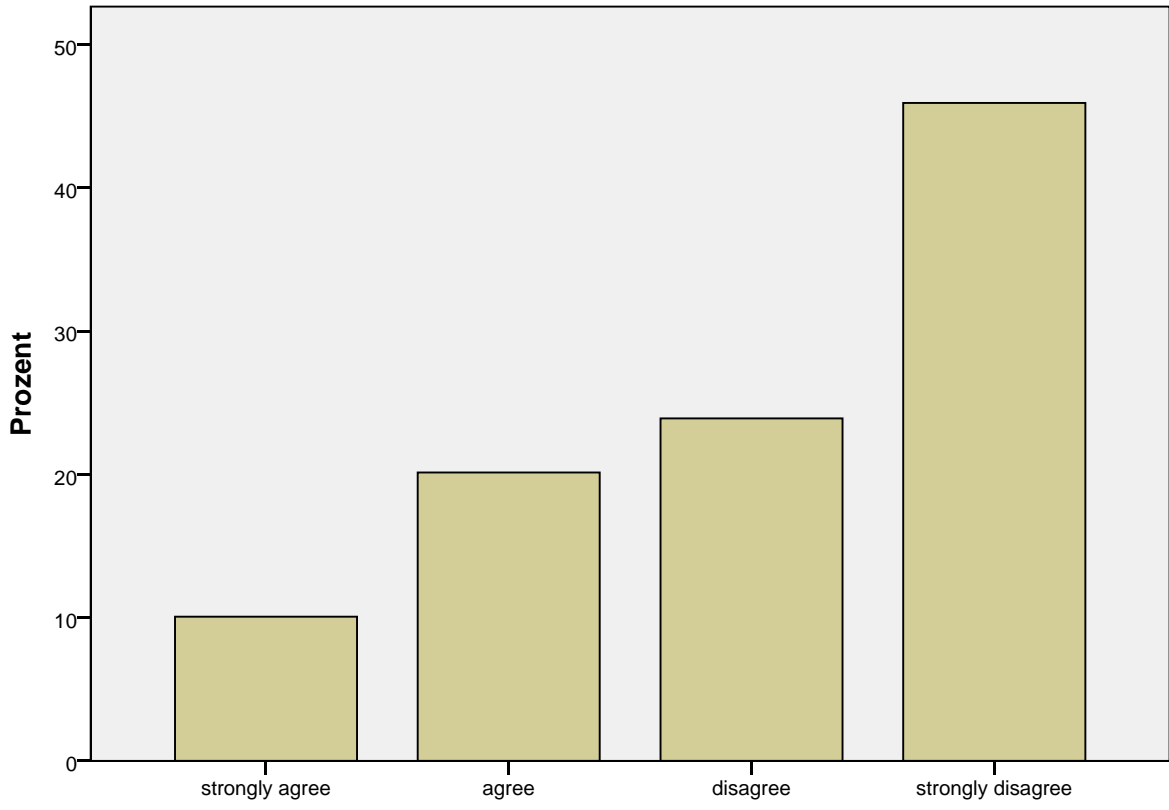
What do you want to do after leaving school? I'd like to have a gap year.

What do you want to do after leaving school? I'd like to open up a business.



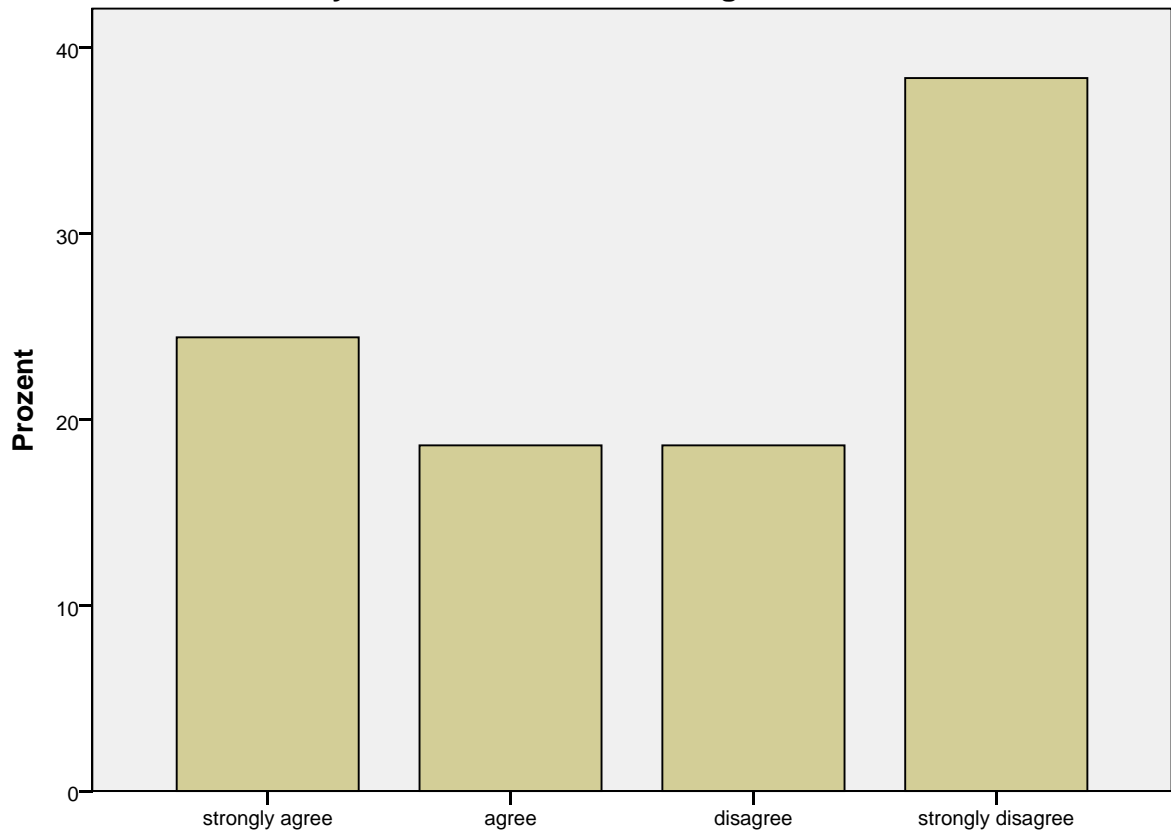
What do you want to do after leaving school? I'd like to open up a business.

What do you want to do after leaving school? I'm going to start military service.



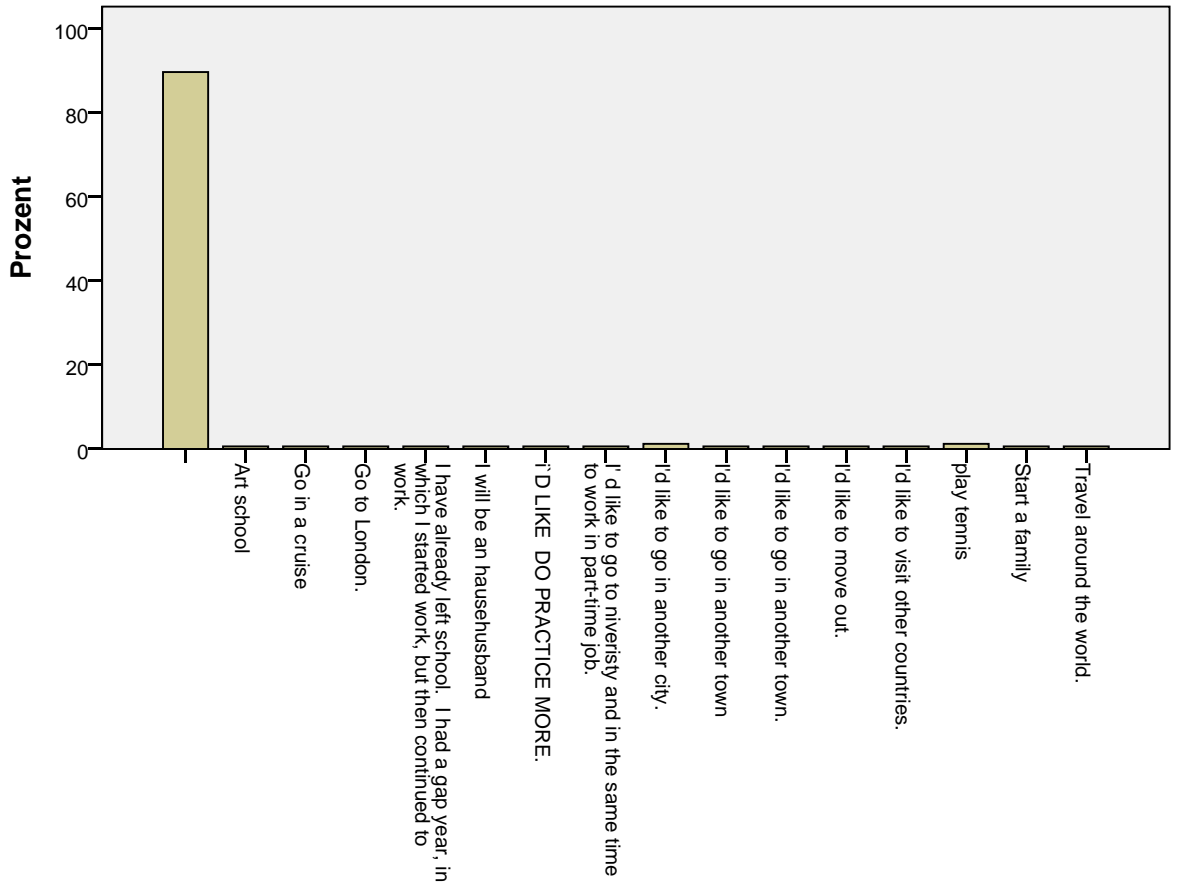
What do you want to do after leaving school? I'm going to start military service.

What do you want to do after leaving school? Other:

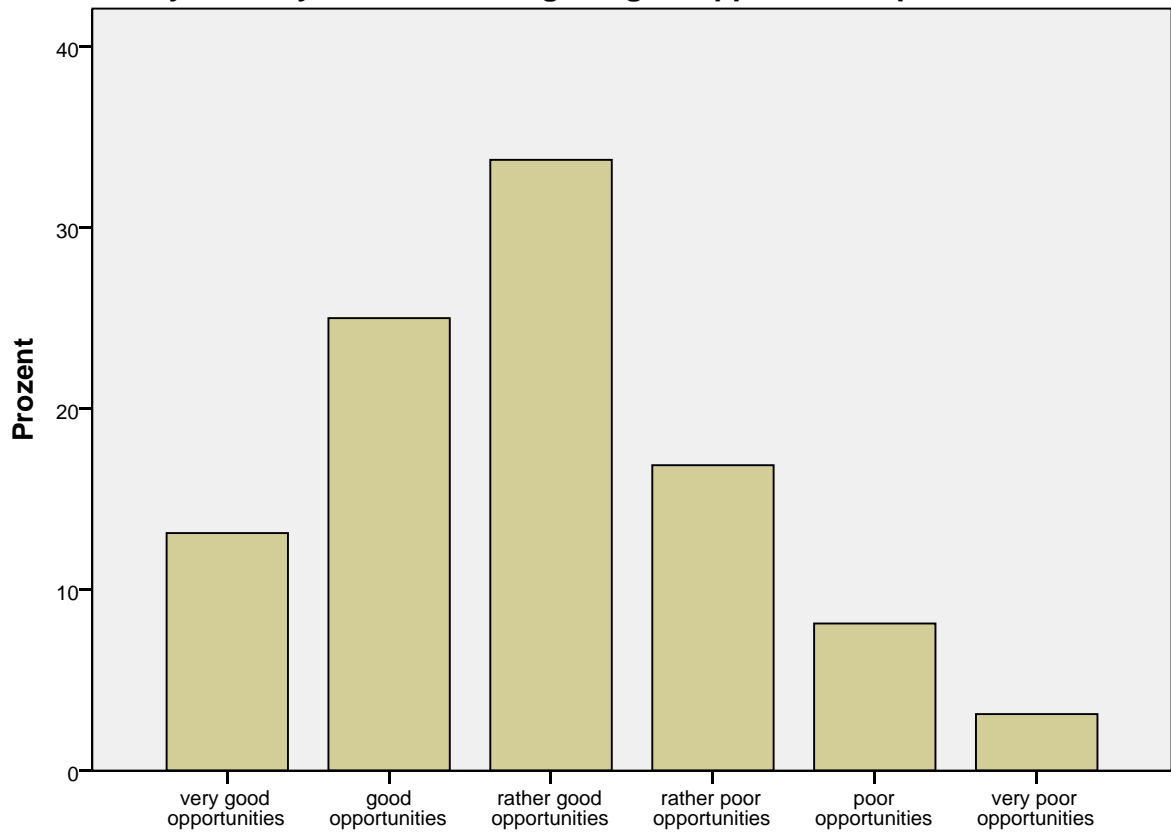


What do you want to do after leaving school? Other:

What do you want to do after leaving school? Other ...

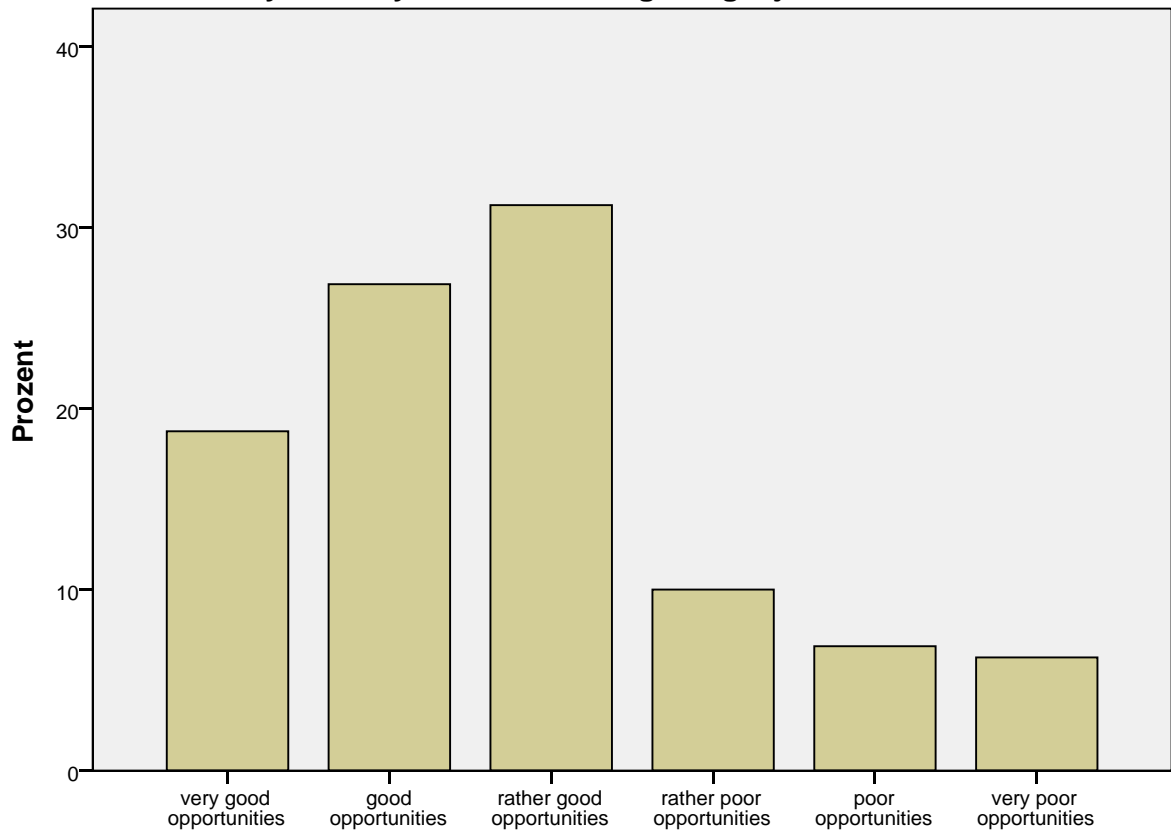


How do you rate your chances of getting an apprenticeship after school?



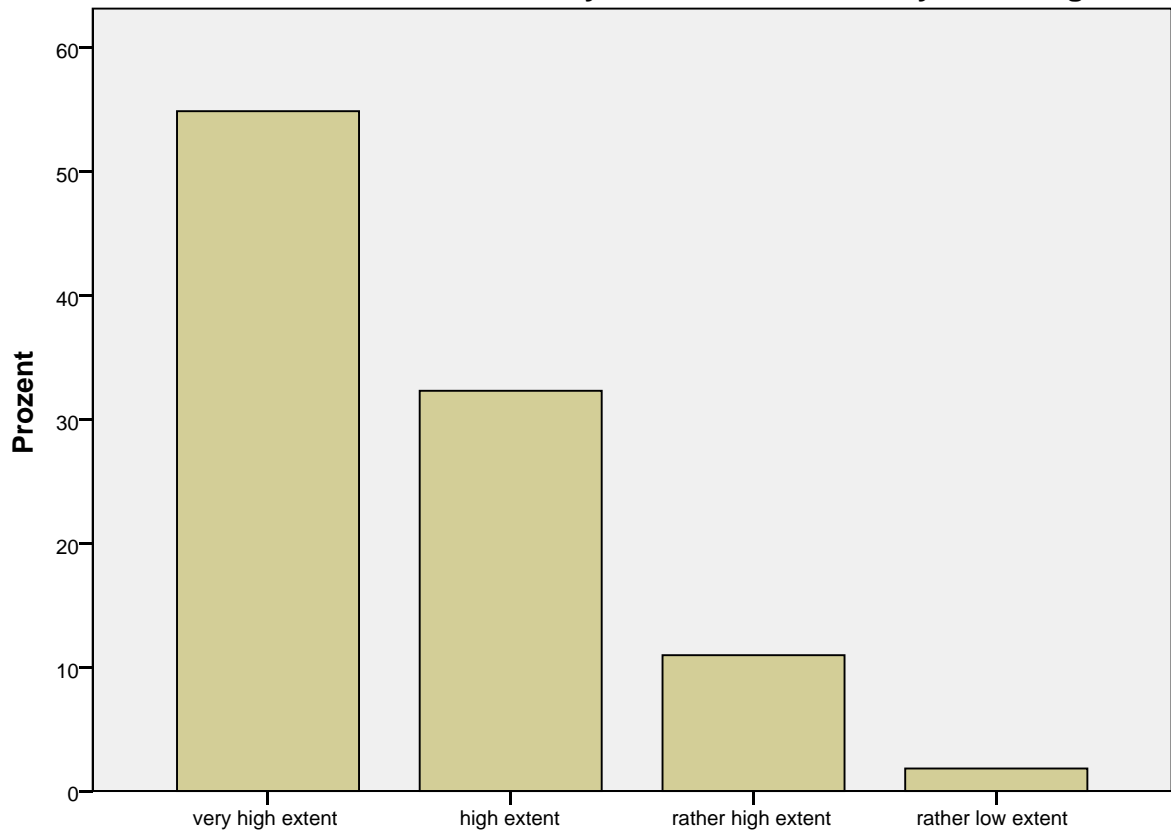
How do you rate your chances of getting an apprenticeship after school?

How do you rate your chances of getting a job after school?



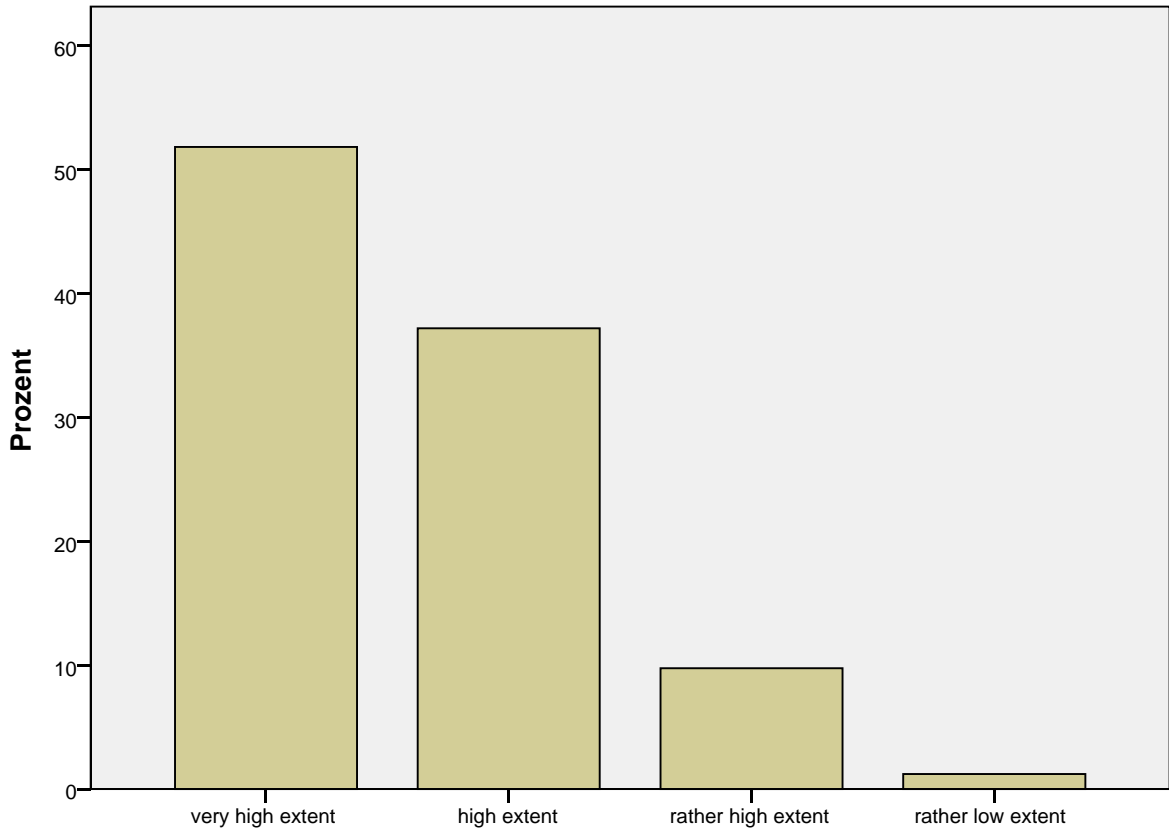
How do you rate your chances of getting a job after school?

Which factors below contributed to your answer above? my knowledge



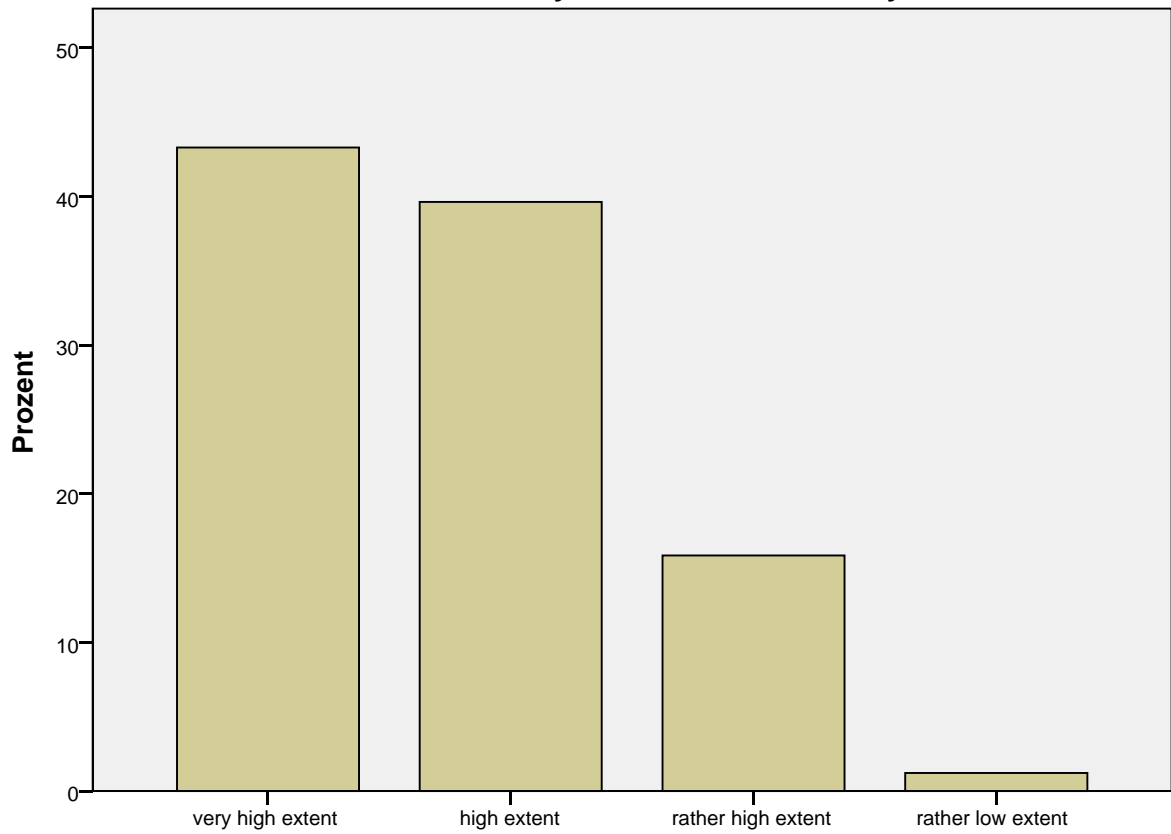
Which factors below contributed to your answer above? my knowledge

Which factors below contributed to your answer above? my education



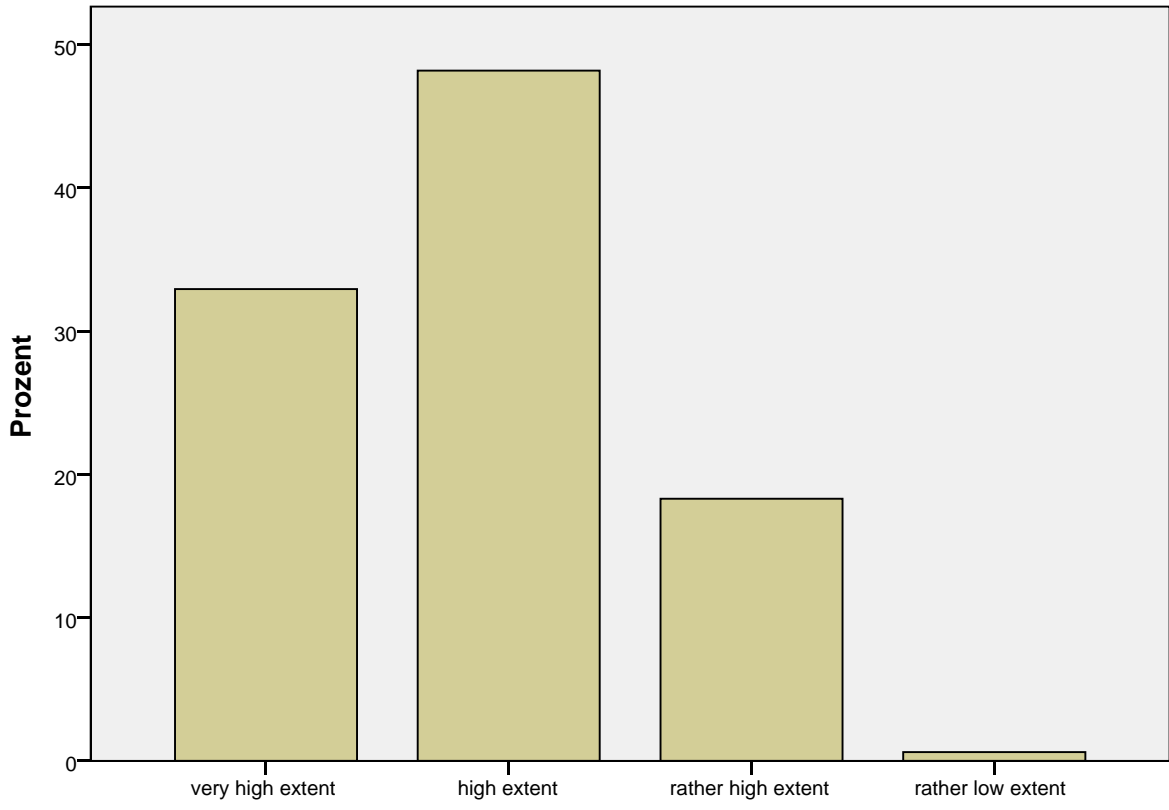
Which factors below contributed to your answer above? my education

Which factors below contributed to your answer above? my self confidence



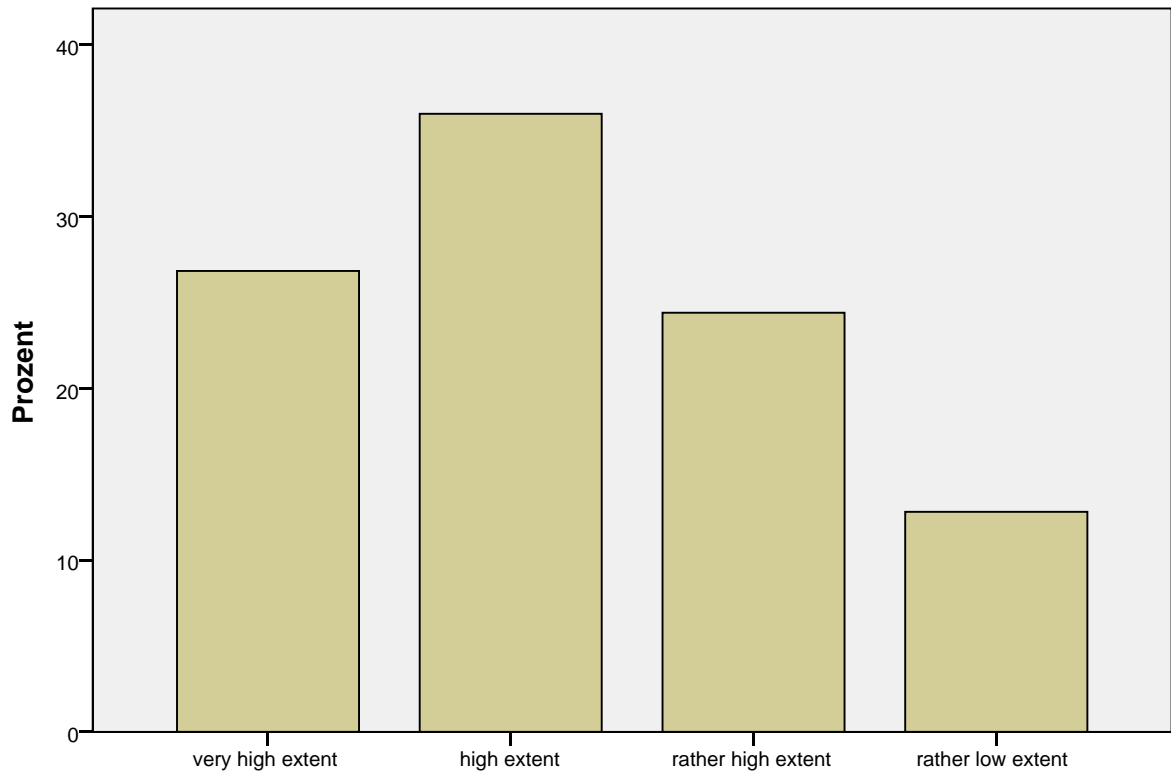
Which factors below contributed to your answer above? my self confidence

Which factors below contributed to your answer above? my social competencies



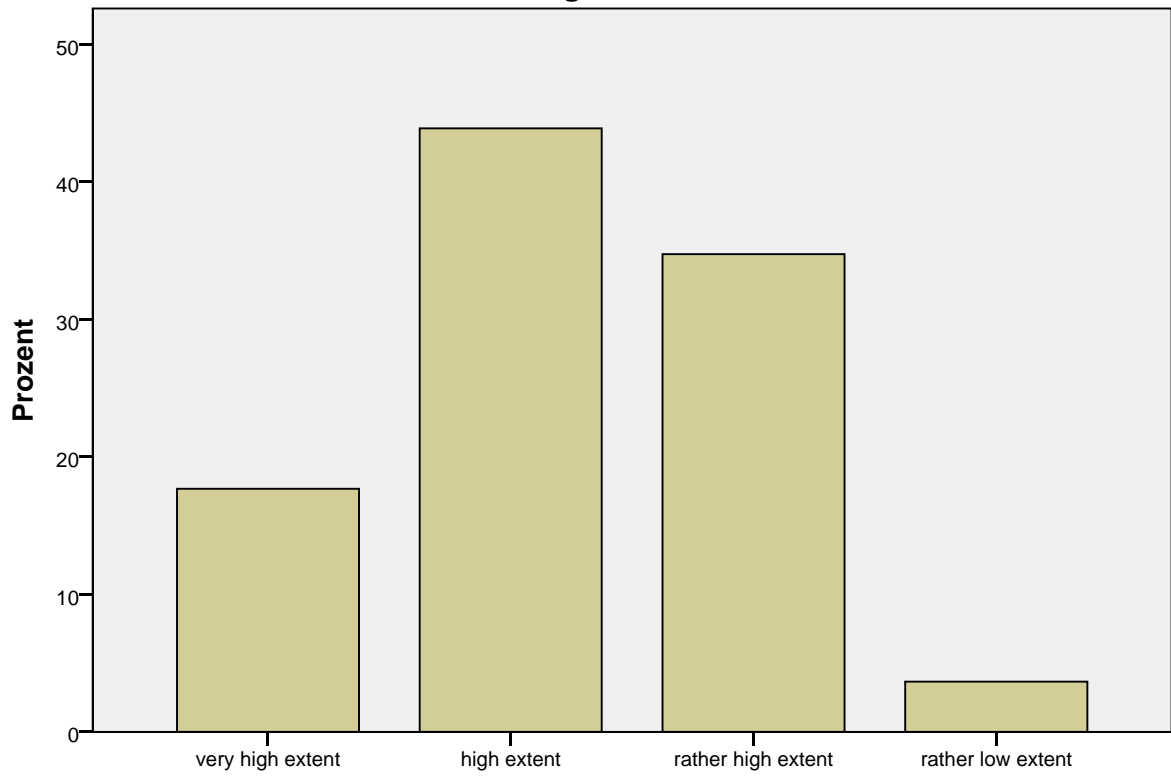
Which factors below contributed to your answer above? my social competencies

Which factors below contributed to your answer above? the vocational and career orientation at school



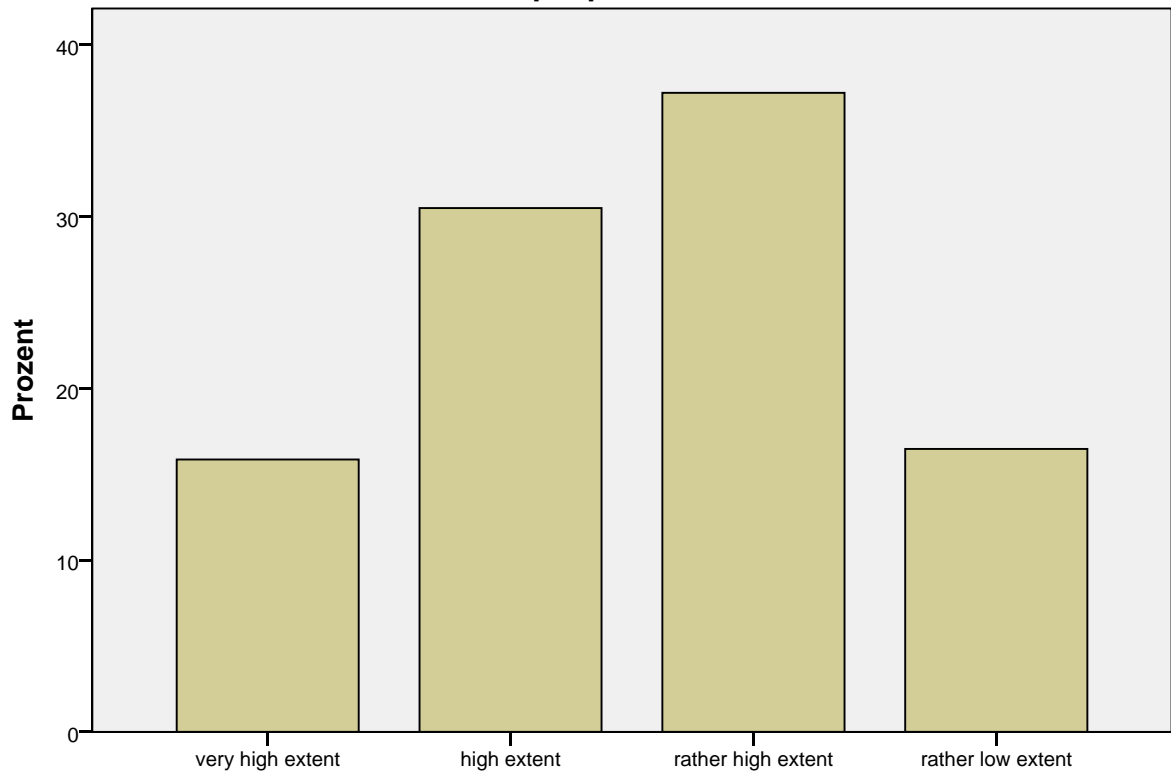
Which factors below contributed to your answer above? the vocational and career orientation at school

Which factors below contributed to your answer above? my social/cultural background



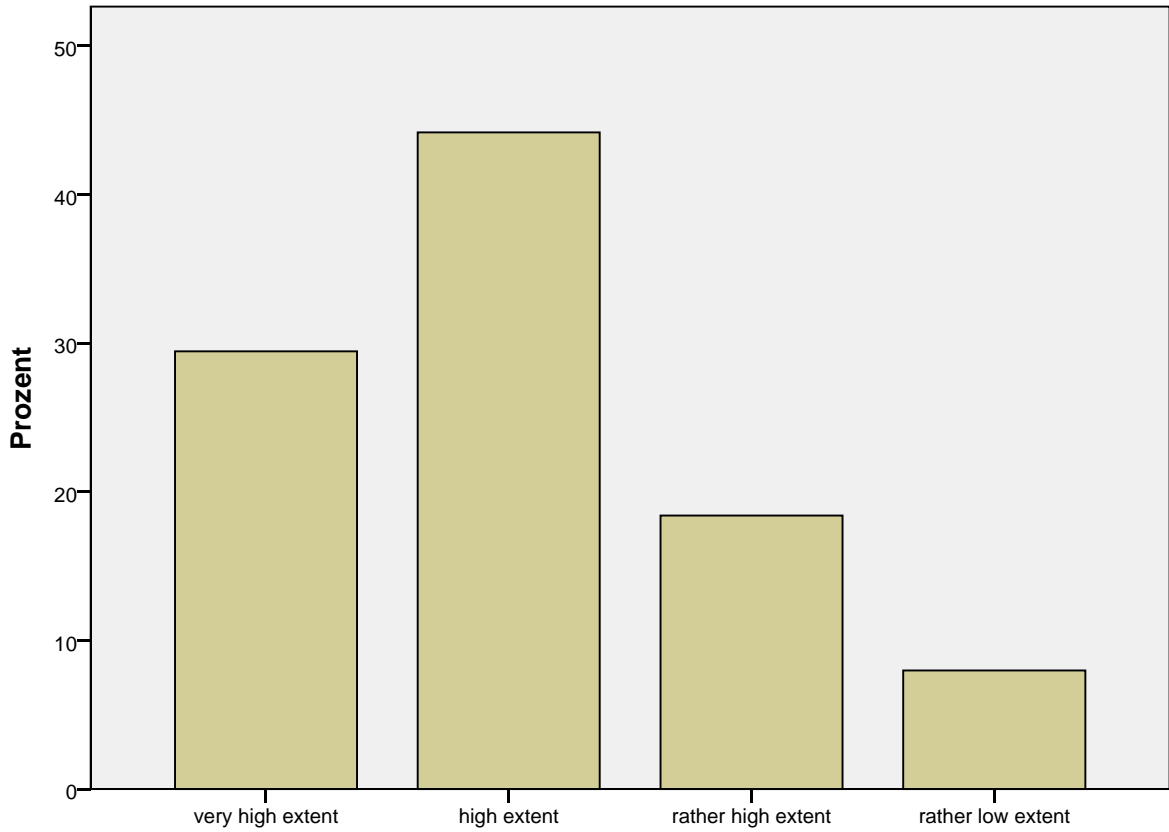
Which factors below contributed to your answer above? my social/cultural background

Which factors below contributed to your answer above? knowing the right people



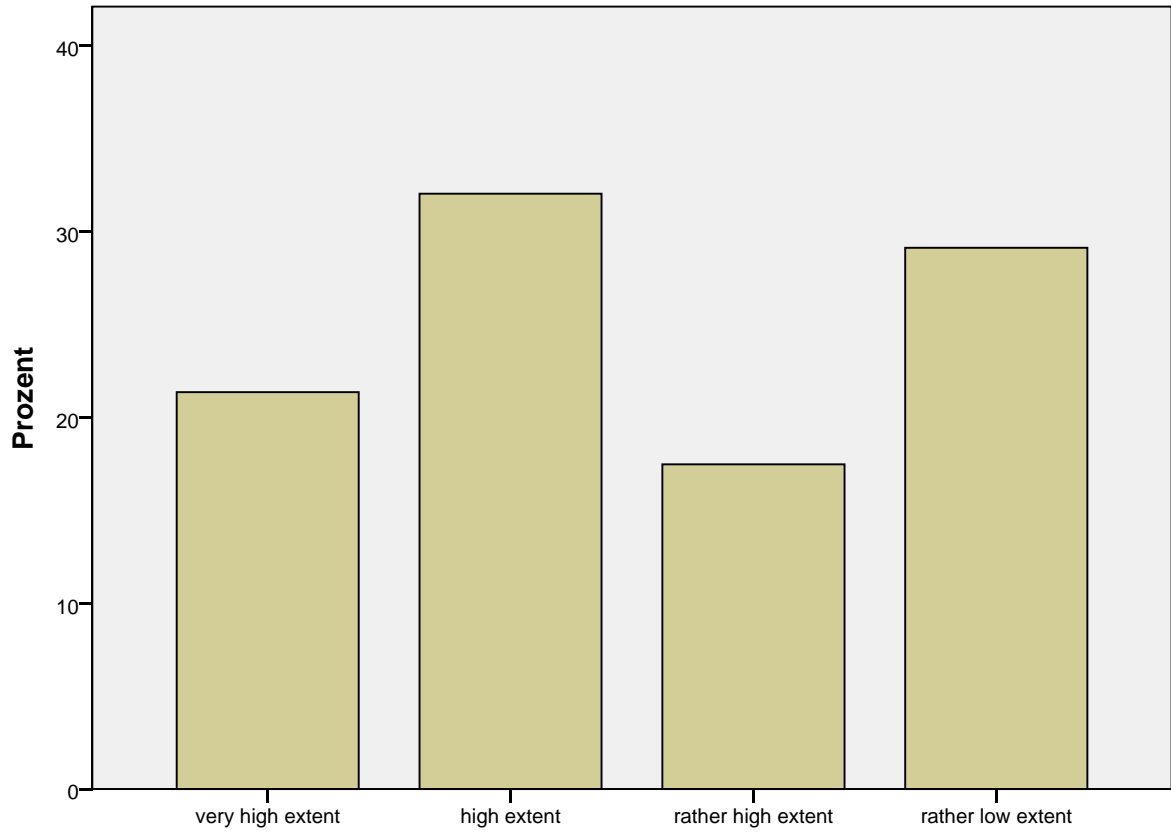
Which factors below contributed to your answer above? knowing the right people

Which factors below contributed to your answer above? my grades



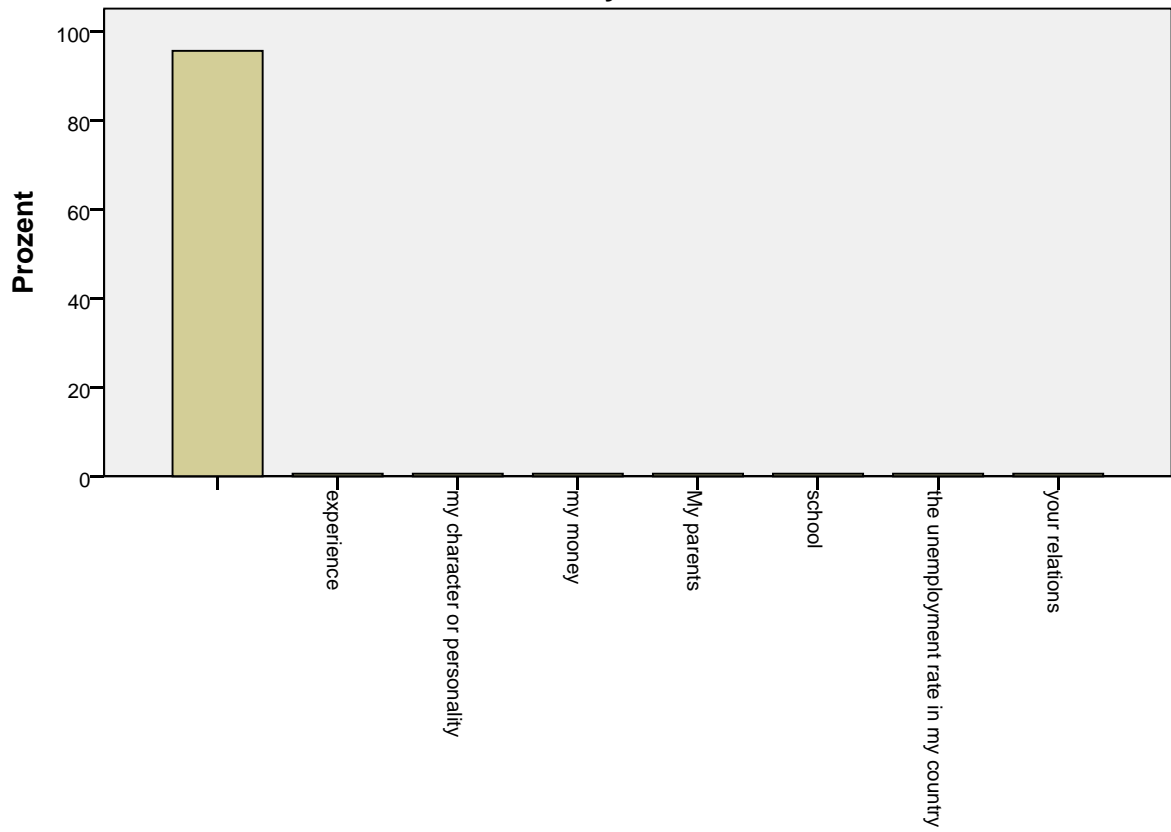
Which factors below contributed to your answer above? my grades

Which factors below contributed to your answer above? other aspects



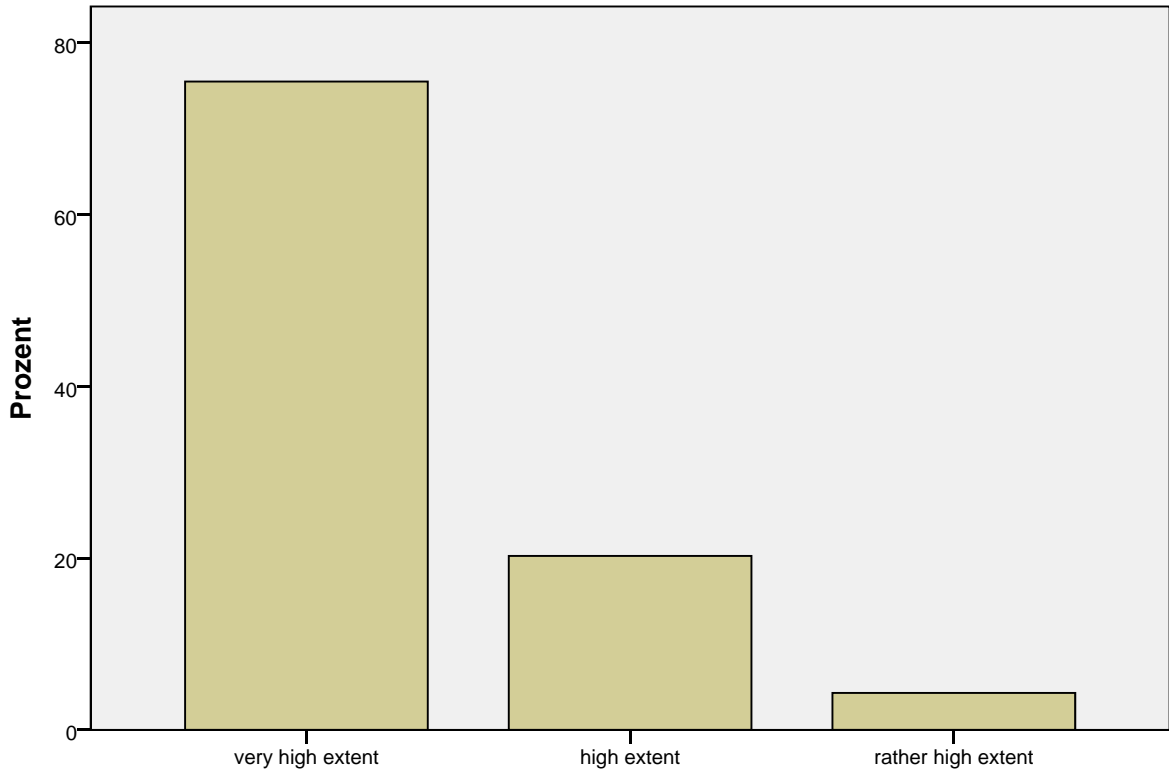
Which factors below contributed to your answer above? other aspects

Which factors below contributed to your answer above? own reason



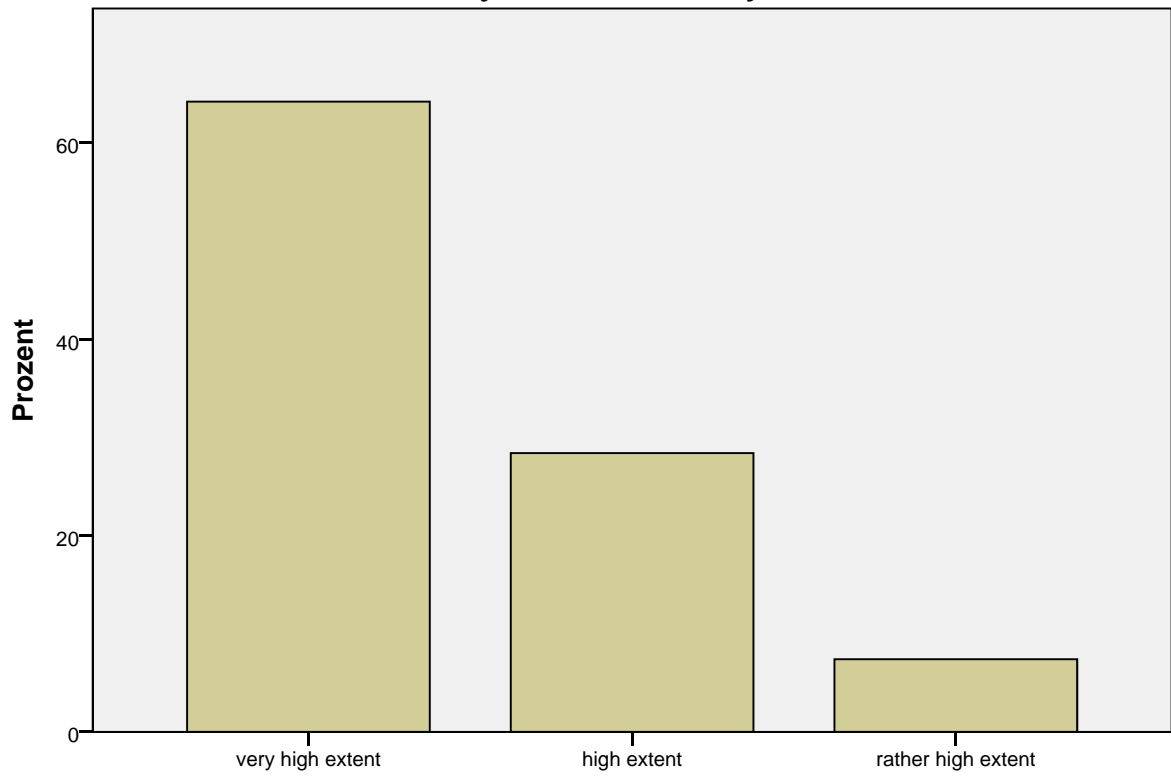
Which factors below contributed to your answer above? own reason

How important are the following factors in getting an orientation about future vocation, job and career? my knowledge



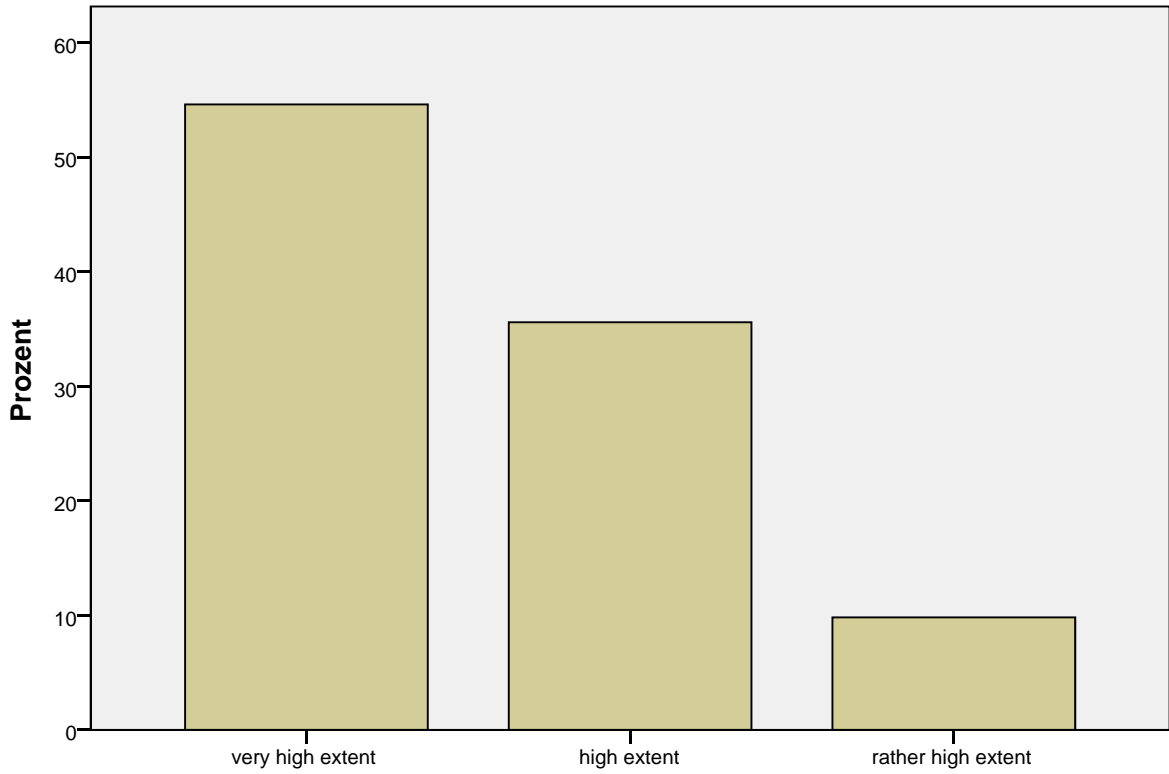
How important are the following factors in getting an orientation about future vocation, job and career? my knowledge

How important are the following factors in getting an orientation about future vocation, job and career? my education



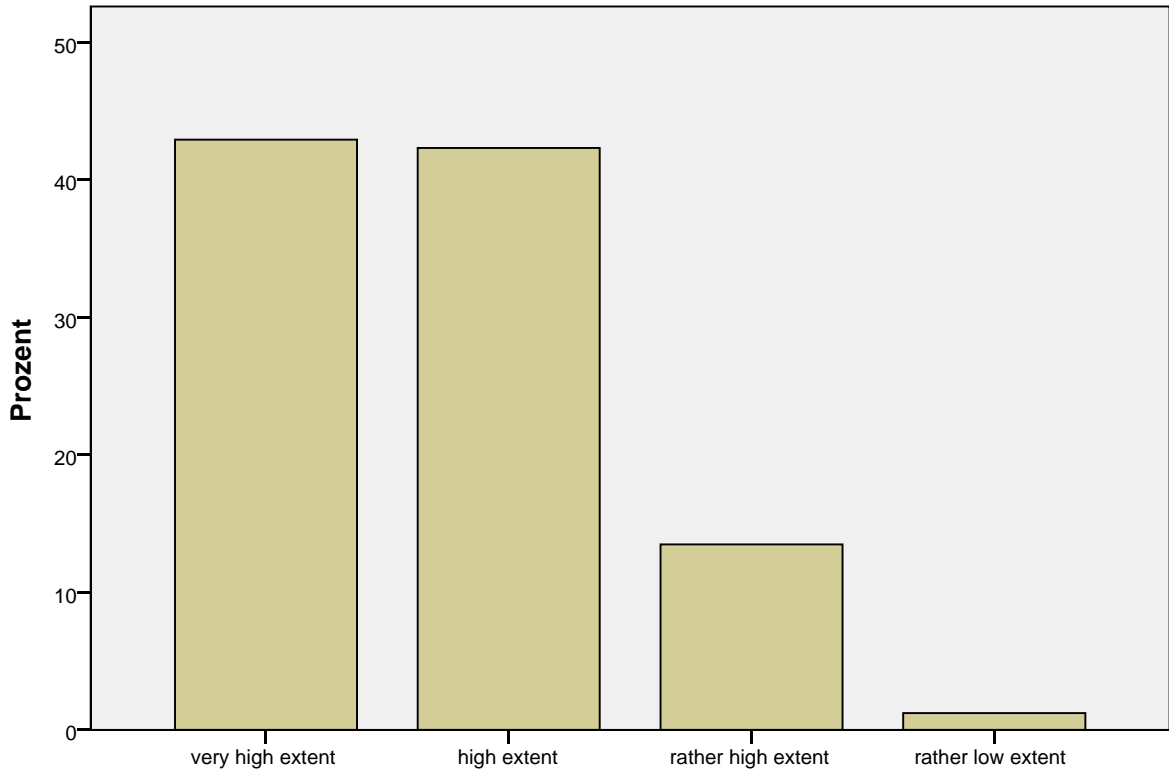
How important are the following factors in getting an orientation about future vocation, job and career? my education

How important are the following factors in getting an orientation about future vocation, job and career? my self confidence



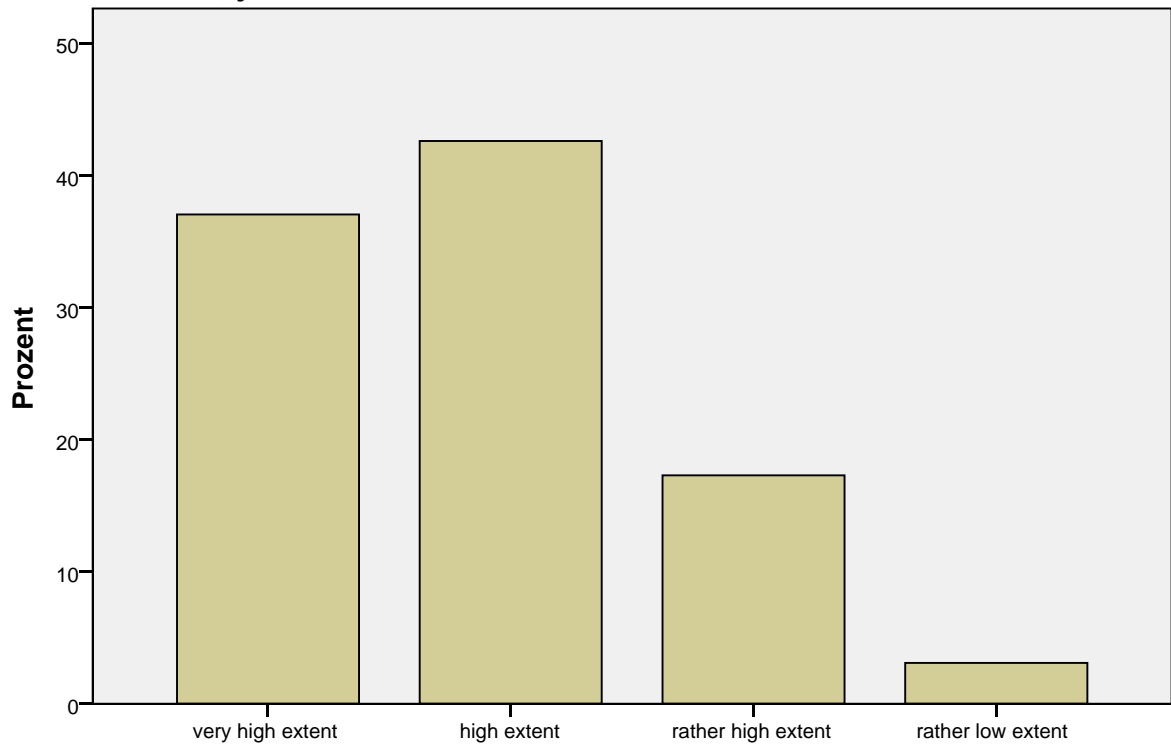
How important are the following factors in getting an orientation about future vocation, job and career? my self confidence

How important are the following factors in getting an orientation about future vocation, job and career? my social competencies



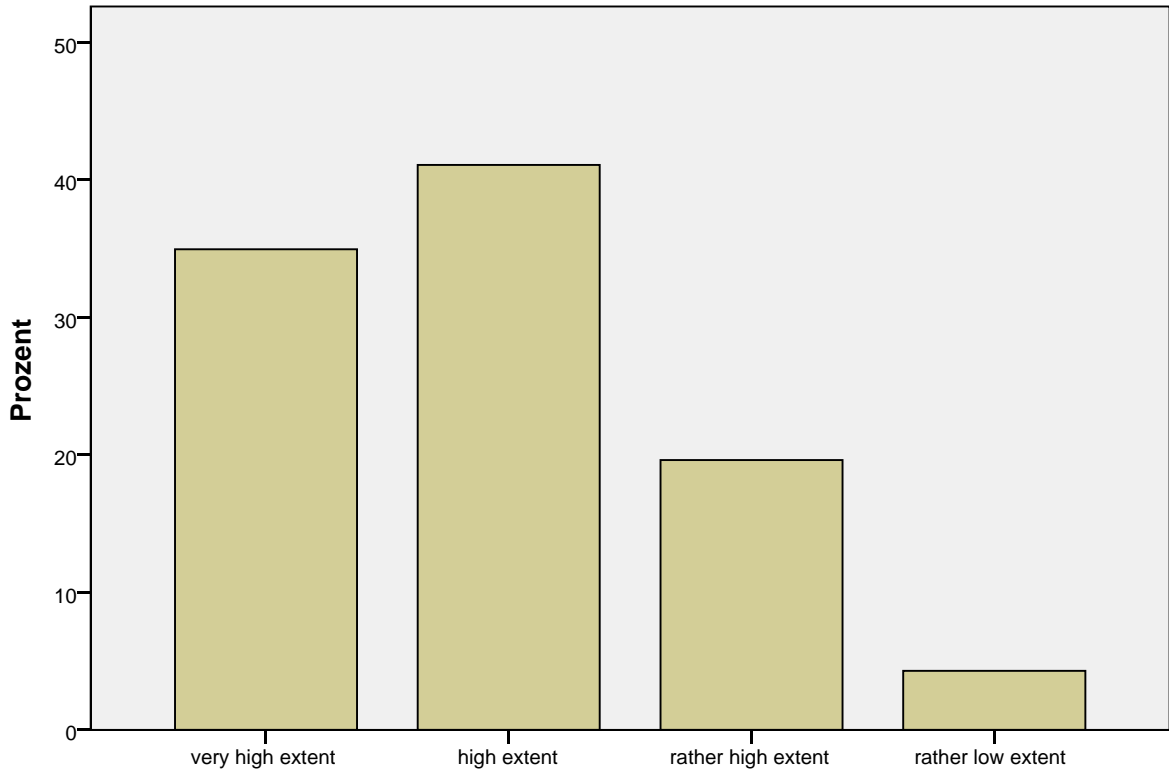
How important are the following factors in getting an orientation about future vocation, job and career? my social competencies

How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school



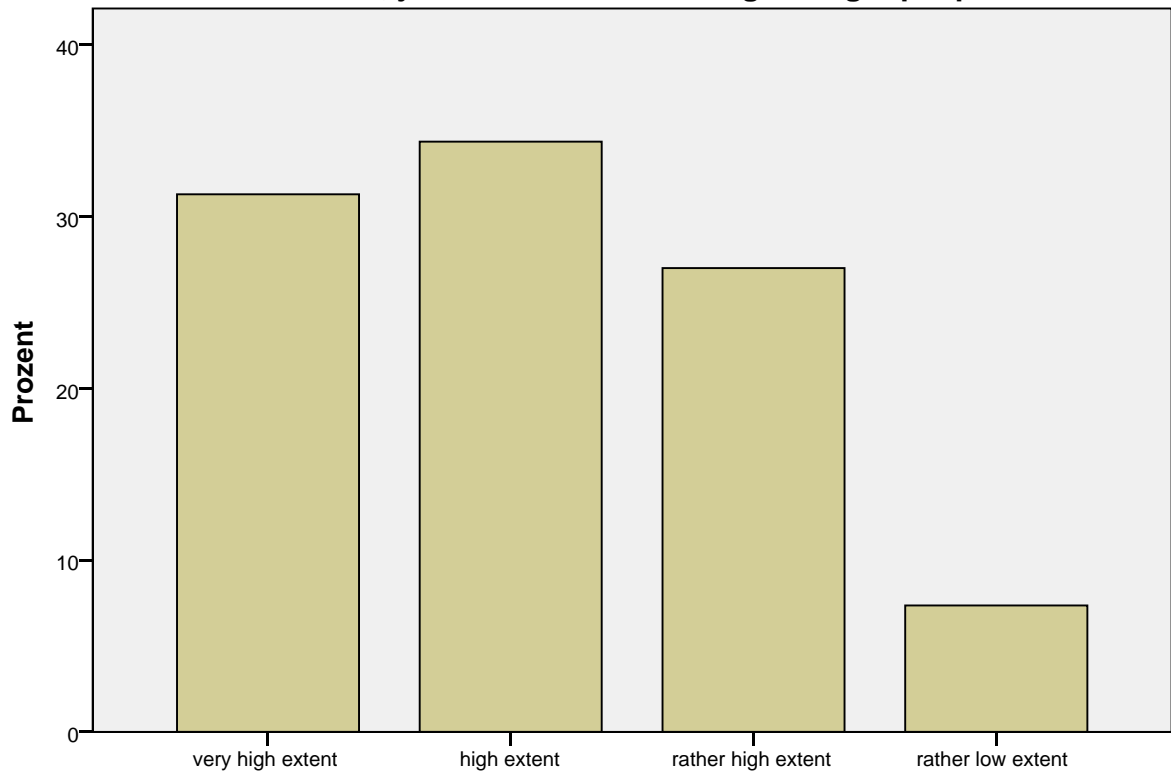
How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school

How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background



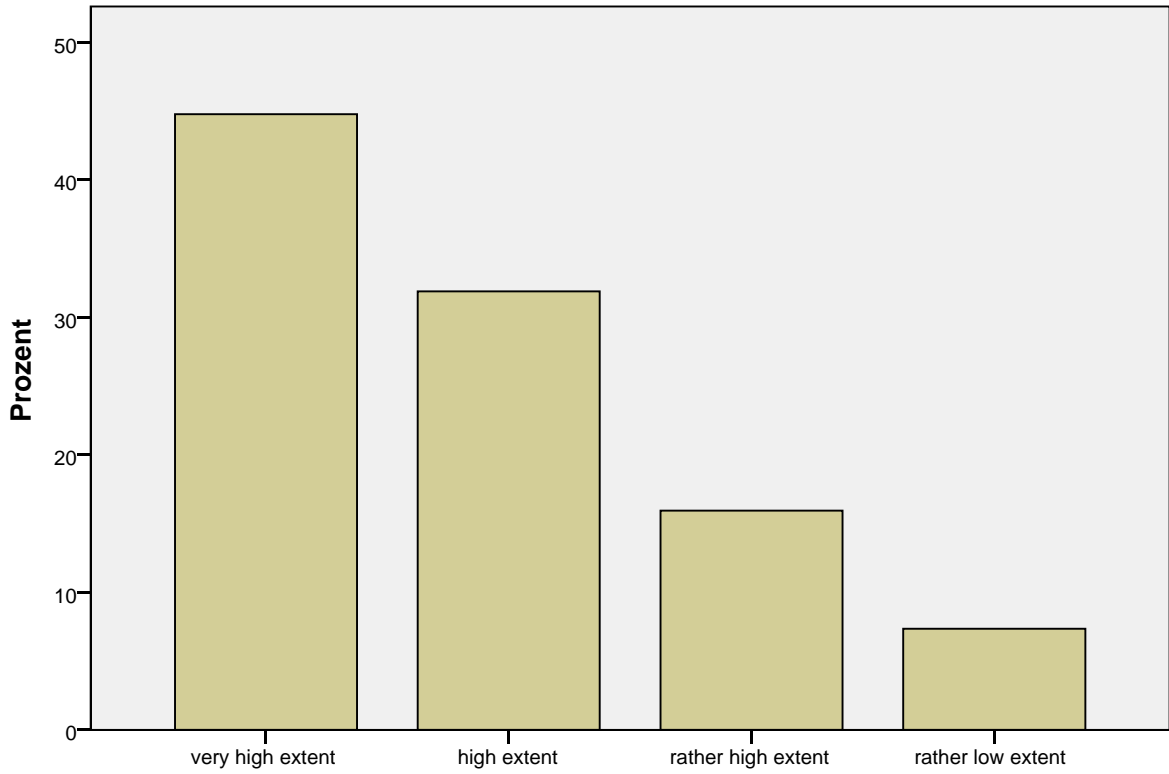
How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background

How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people



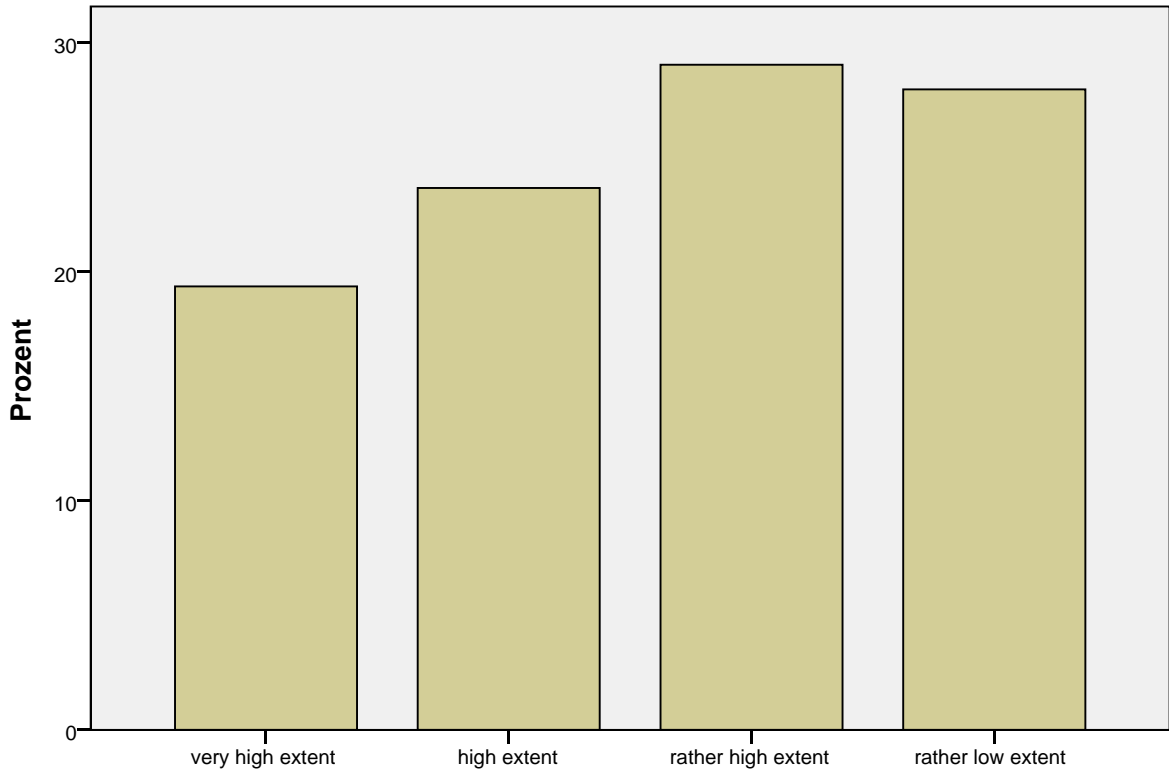
How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people

How important are the following factors in getting an orientation about future vocation, job and career? my grades



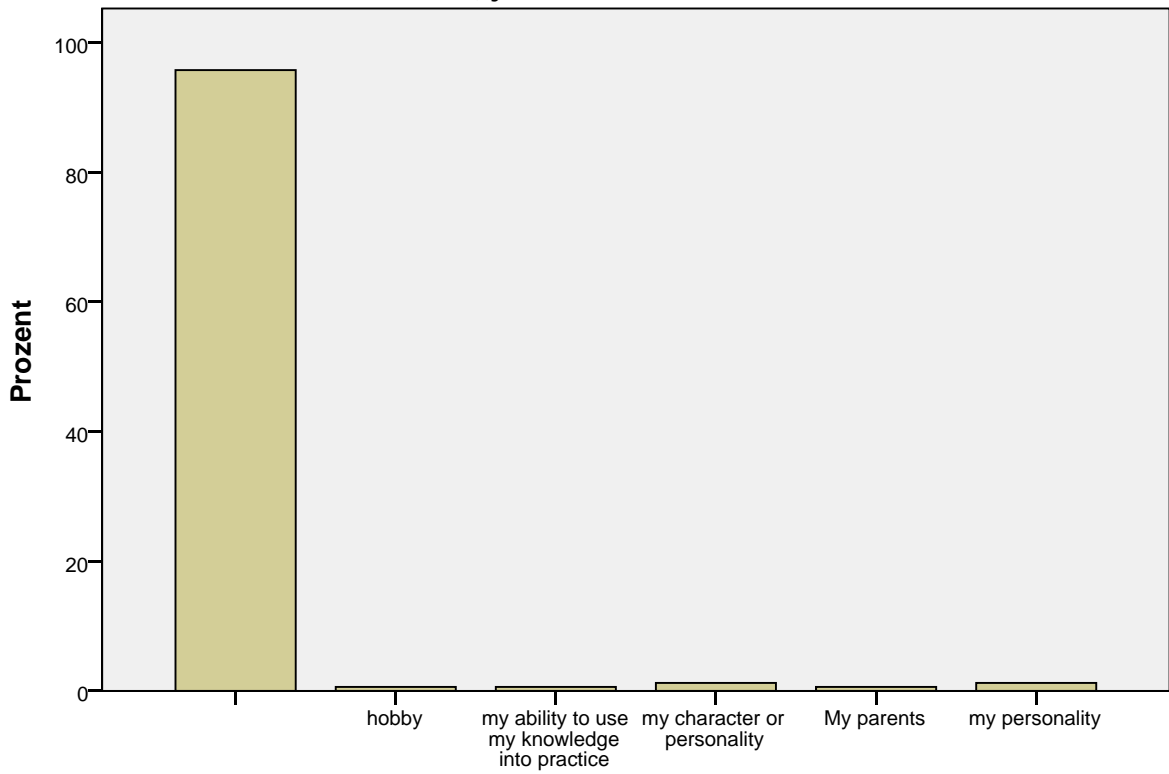
How important are the following factors in getting an orientation about future vocation, job and career? my grades

How important are the following factors in getting an orientation about future vocation, job and career? other aspects



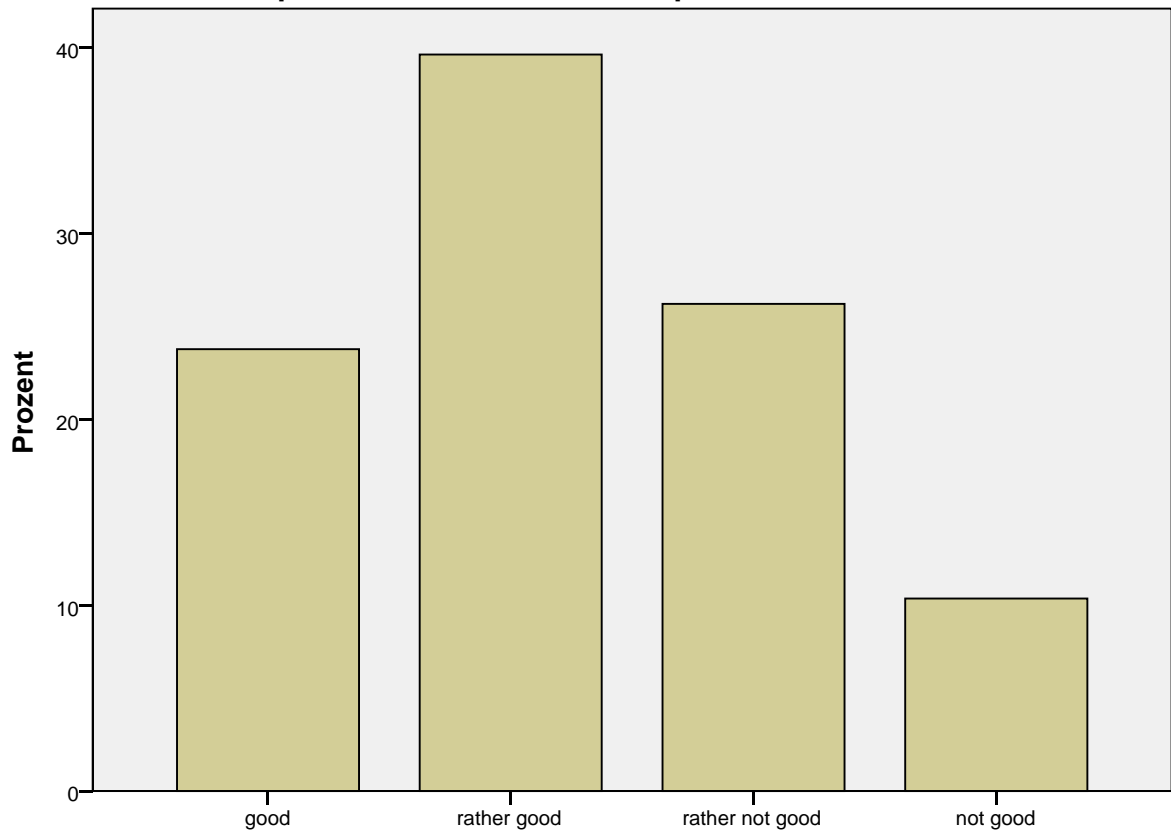
How important are the following factors in getting an orientation about future vocation, job and career? other aspects

How important are the following factors in getting an orientation about future vocation, job and career? own reason



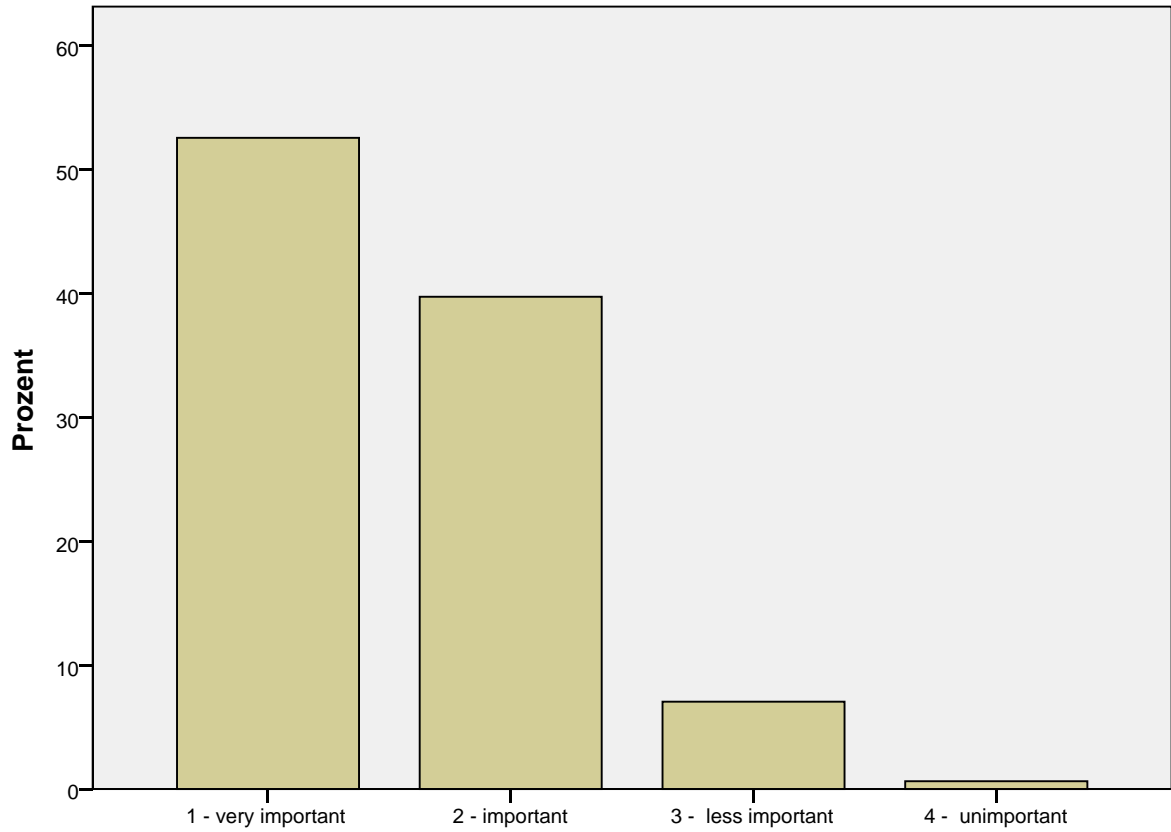
How important are the following factors in getting an orientation about future vocation, job and career? own reason

Combination of practical and theoretical experiences. How well is it done?



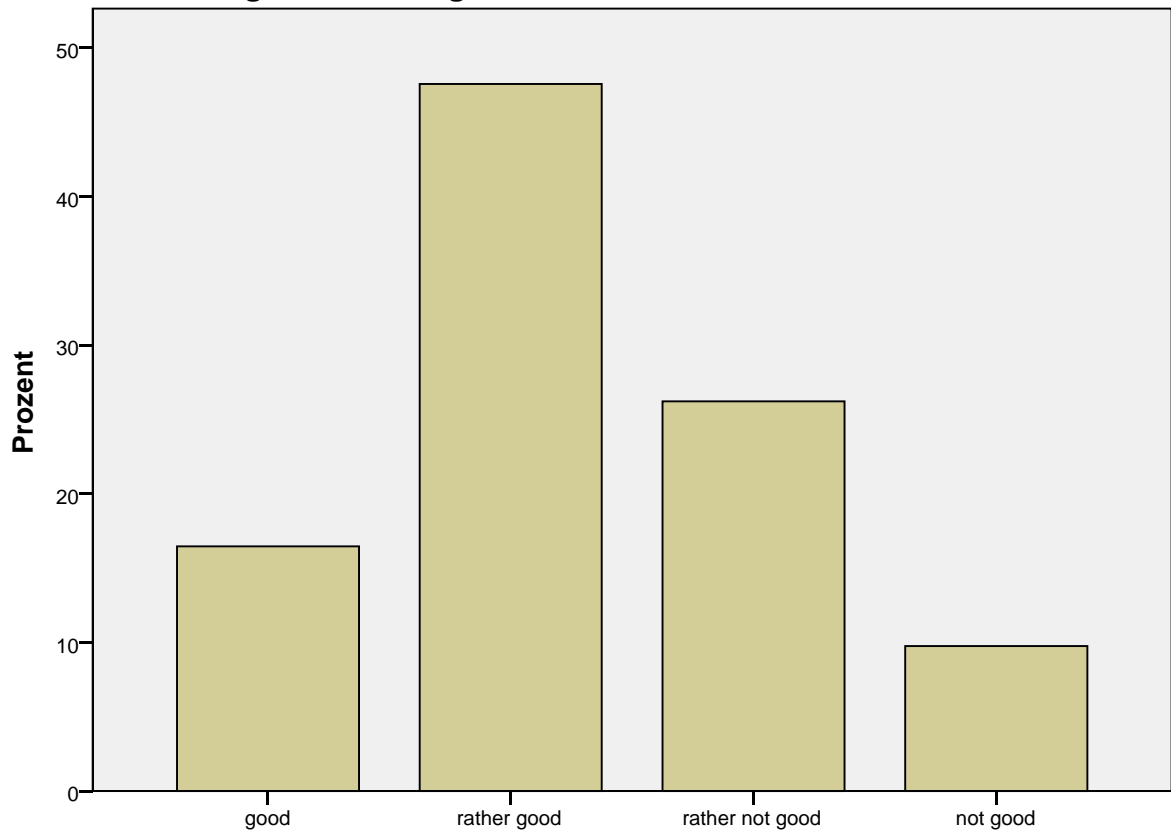
Combination of practical and theoretical experiences. How well is it done?

Combination of practical and theoretical experiences. Importance?



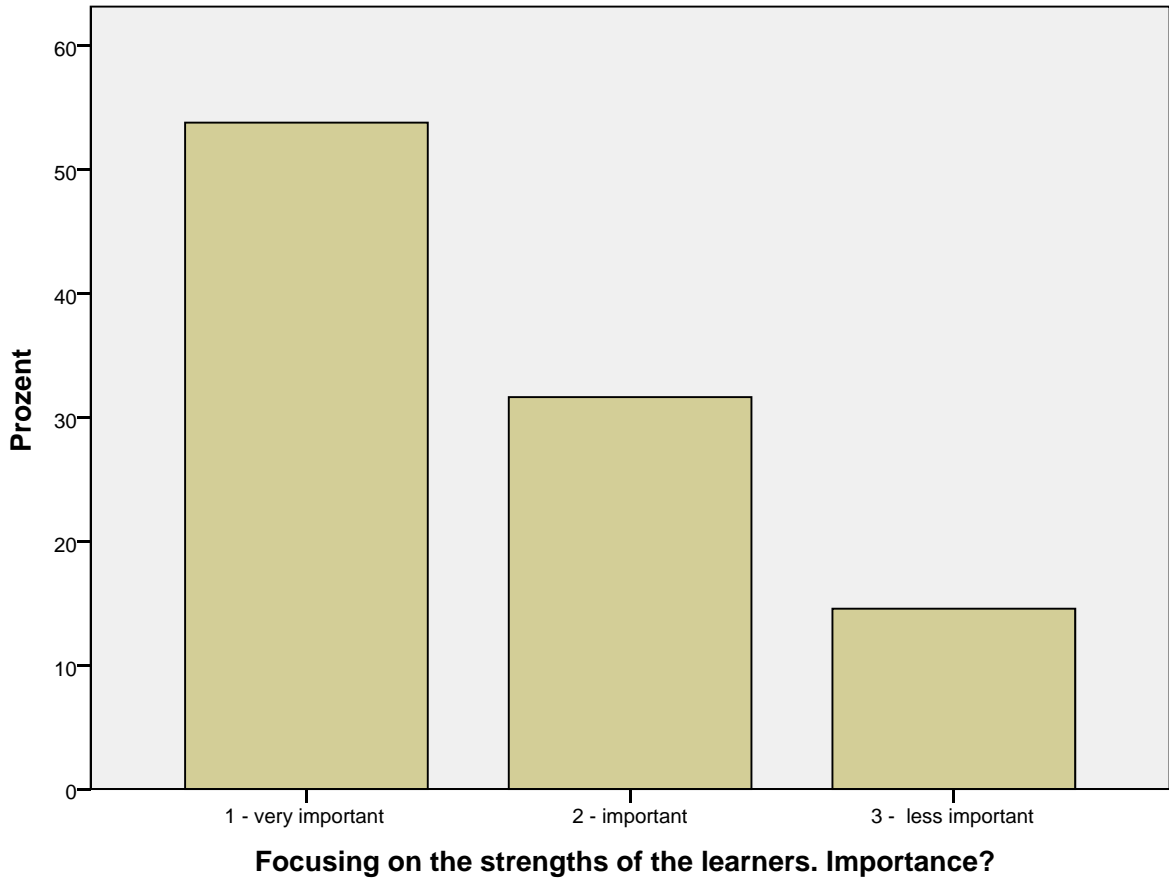
Combination of practical and theoretical experiences. Importance?

Focusing on the strengths of the learners. How well is it done?

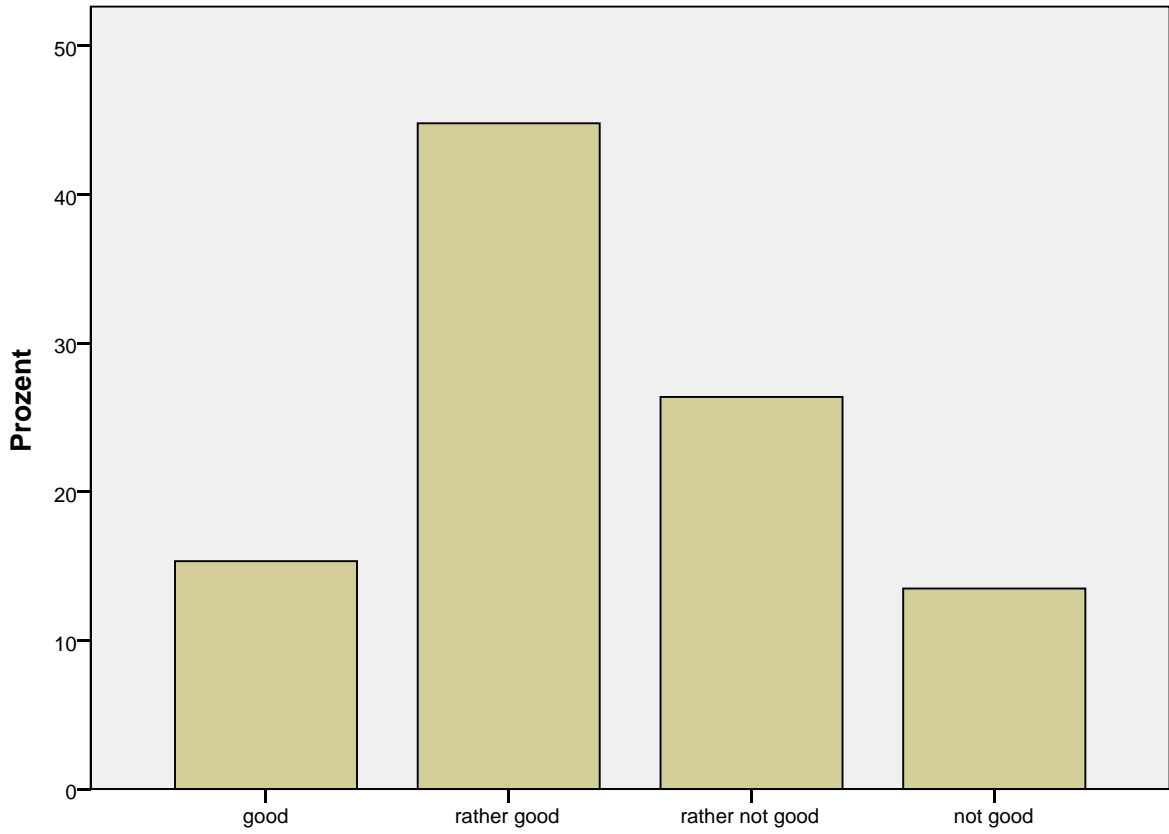


Focusing on the strengths of the learners. How well is it done?

Focusing on the strengths of the learners. Importance?

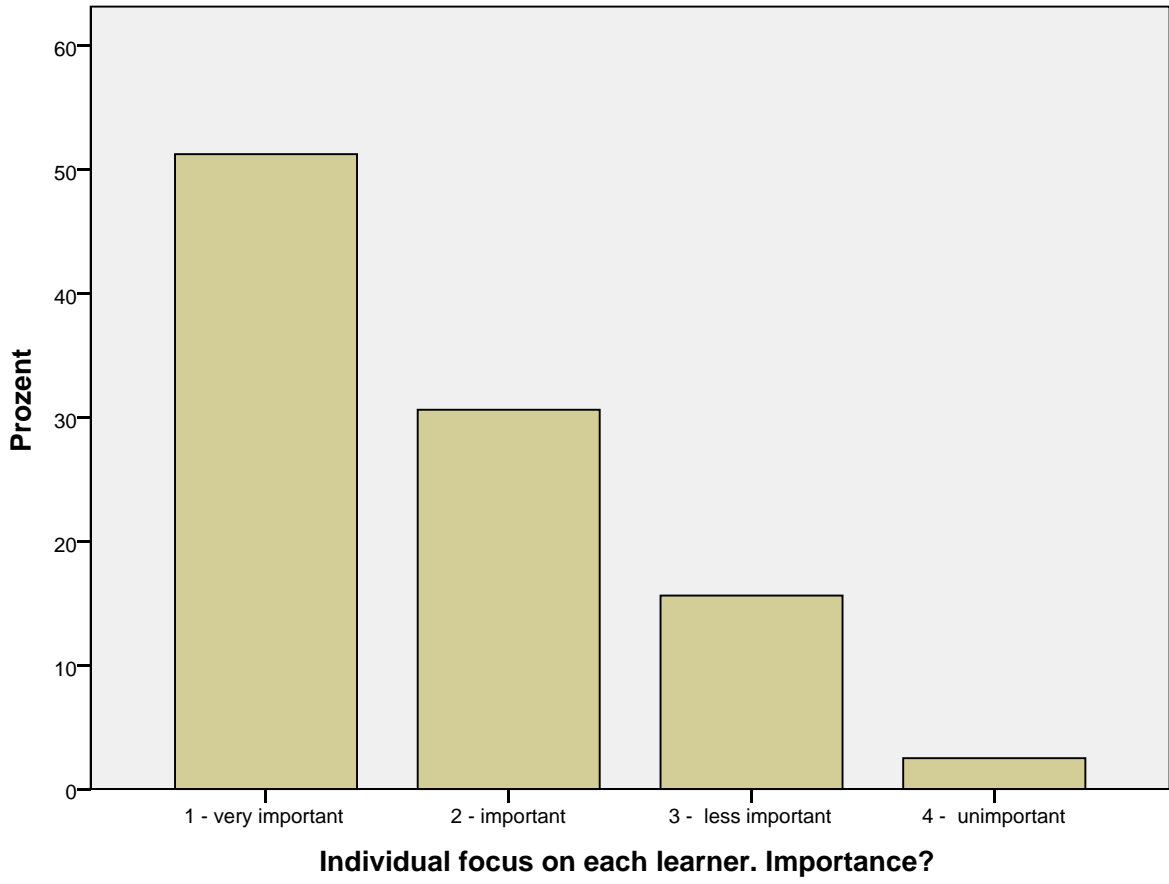


Individual focus on each learner. How well is it done?

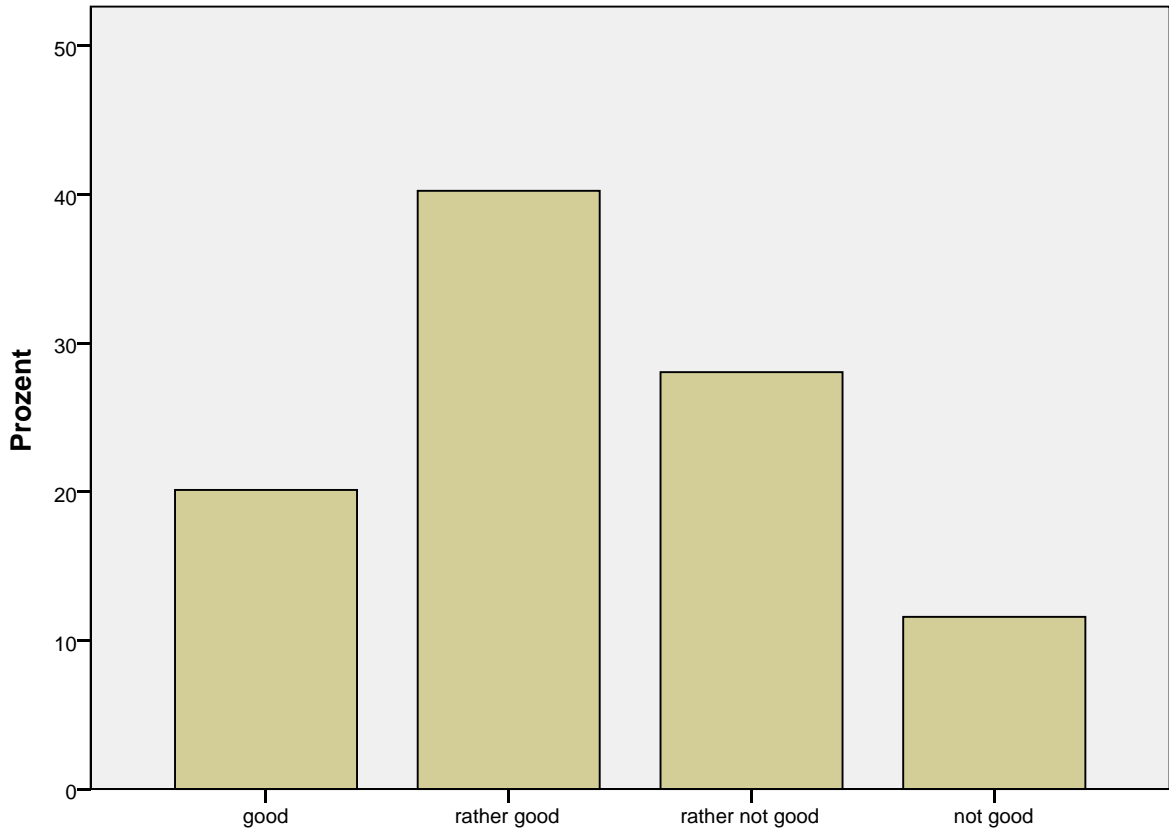


Individual focus on each learner. How well is it done?

Individual focus on each learner. Importance?

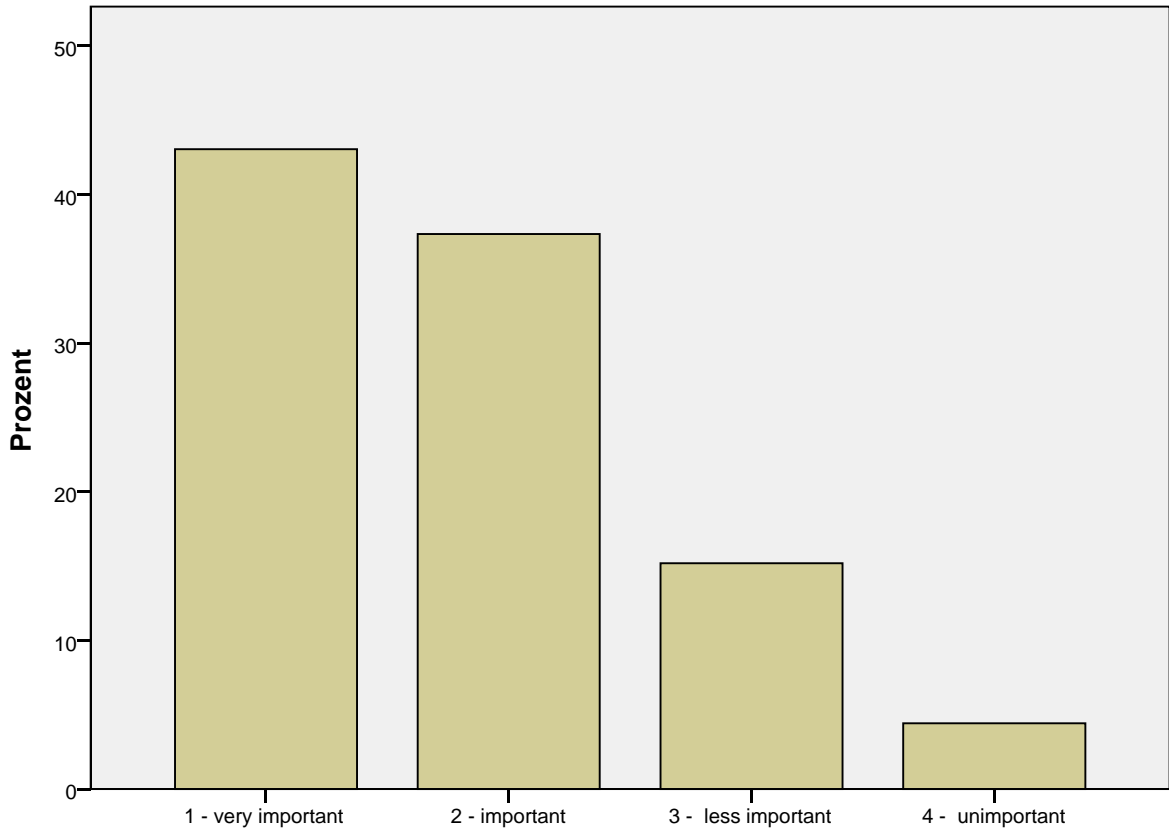


Focusing individual self-discovery by the learners. How well is it done?



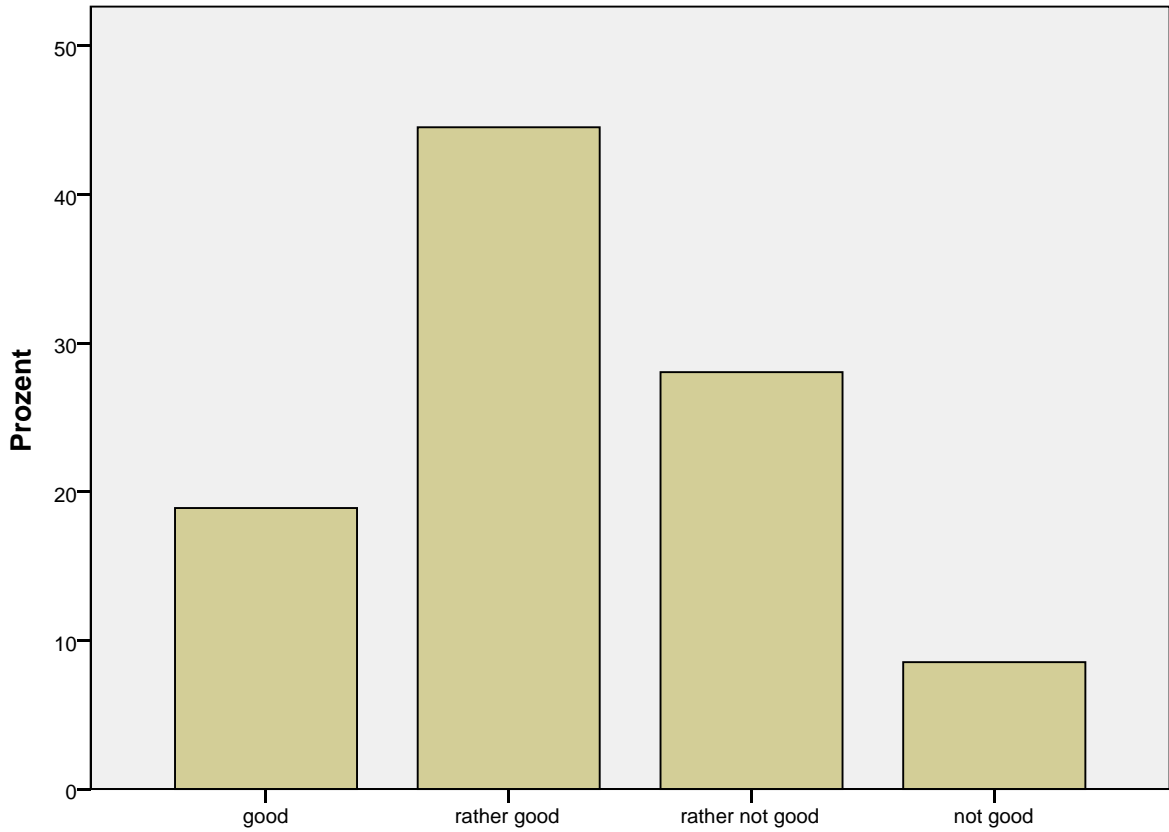
Focusing individual self-discovery by the learners. How well is it done?

Focusing individual self-discovery by the learners. Importance?



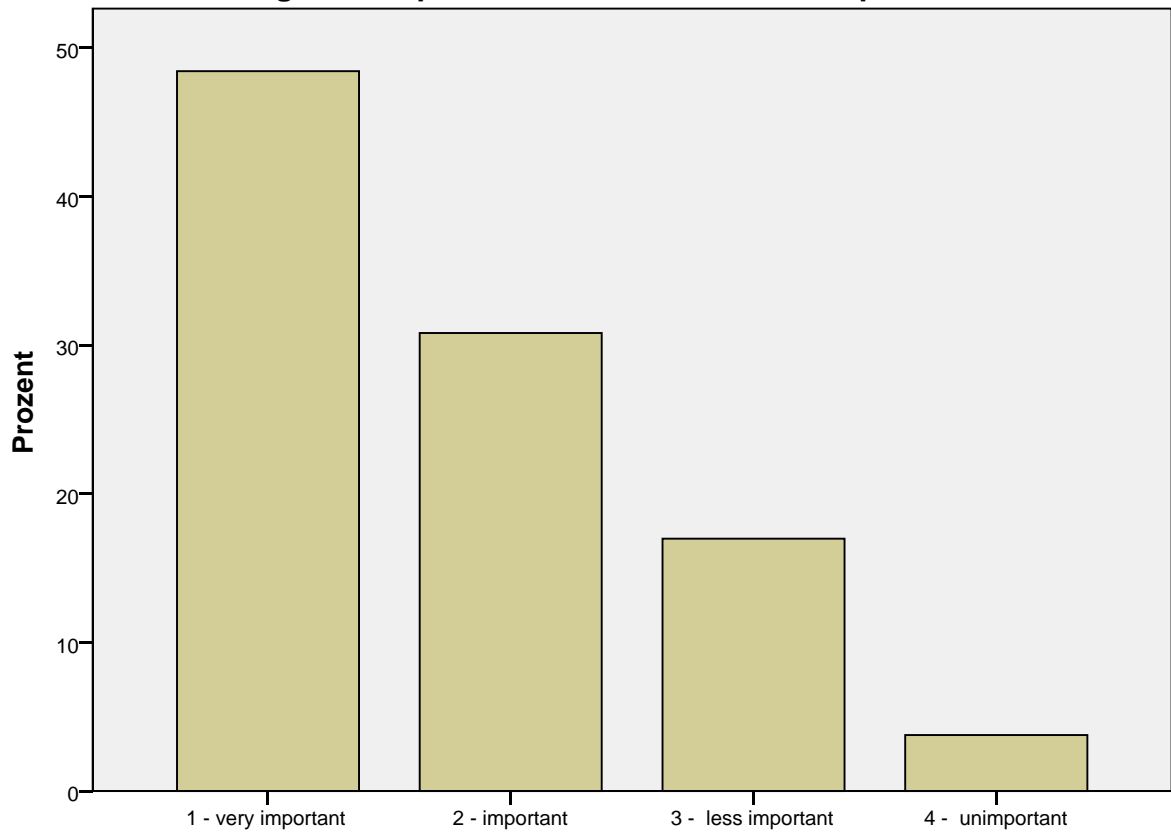
Focusing individual self-discovery by the learners. Importance?

Focusing several professions and vocations. How well is it done?



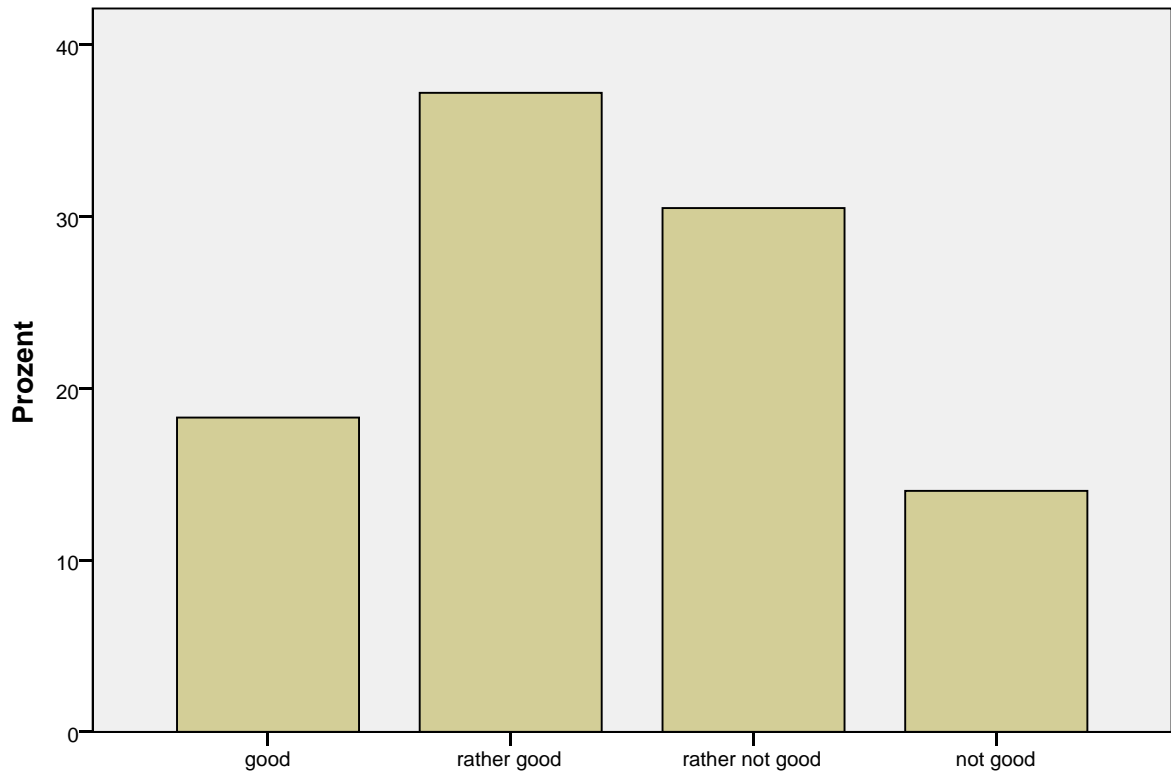
Focusing several professions and vocations. How well is it done?

Focusing several professions and vocations. Importance?



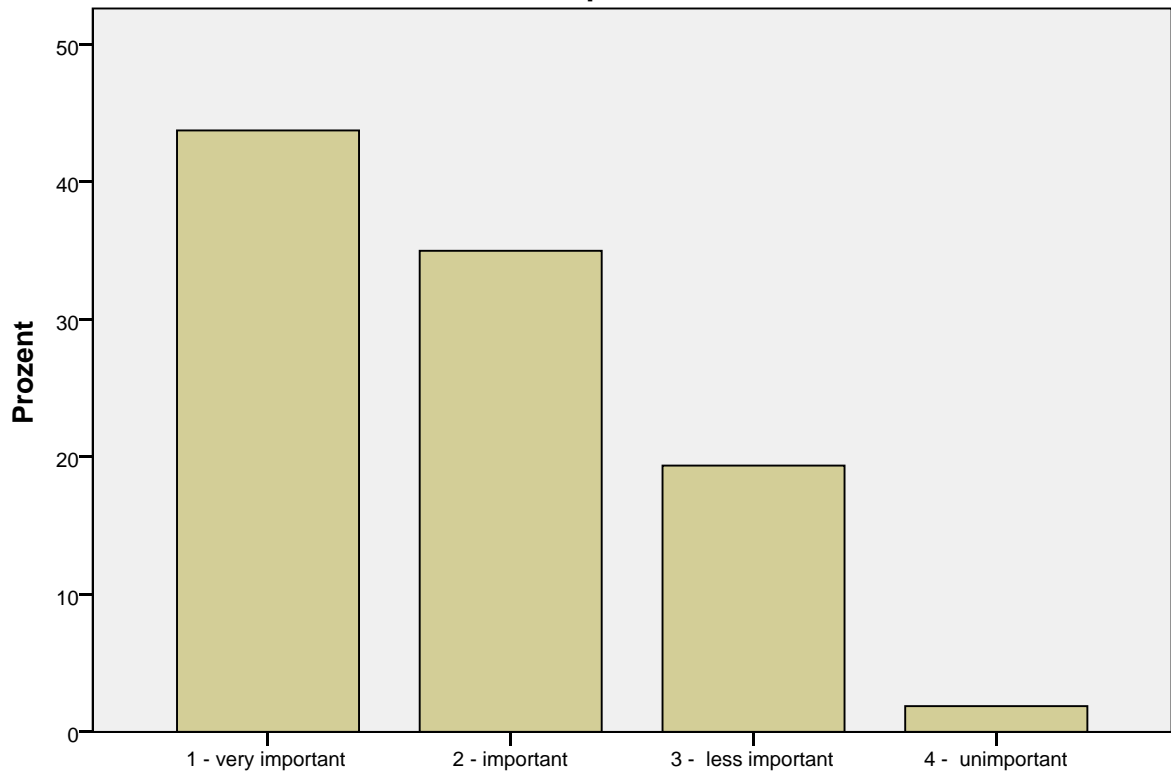
Focusing several professions and vocations. Importance?

Matching individual competencies and opportunities with possibilities on the job market. How well is it done?



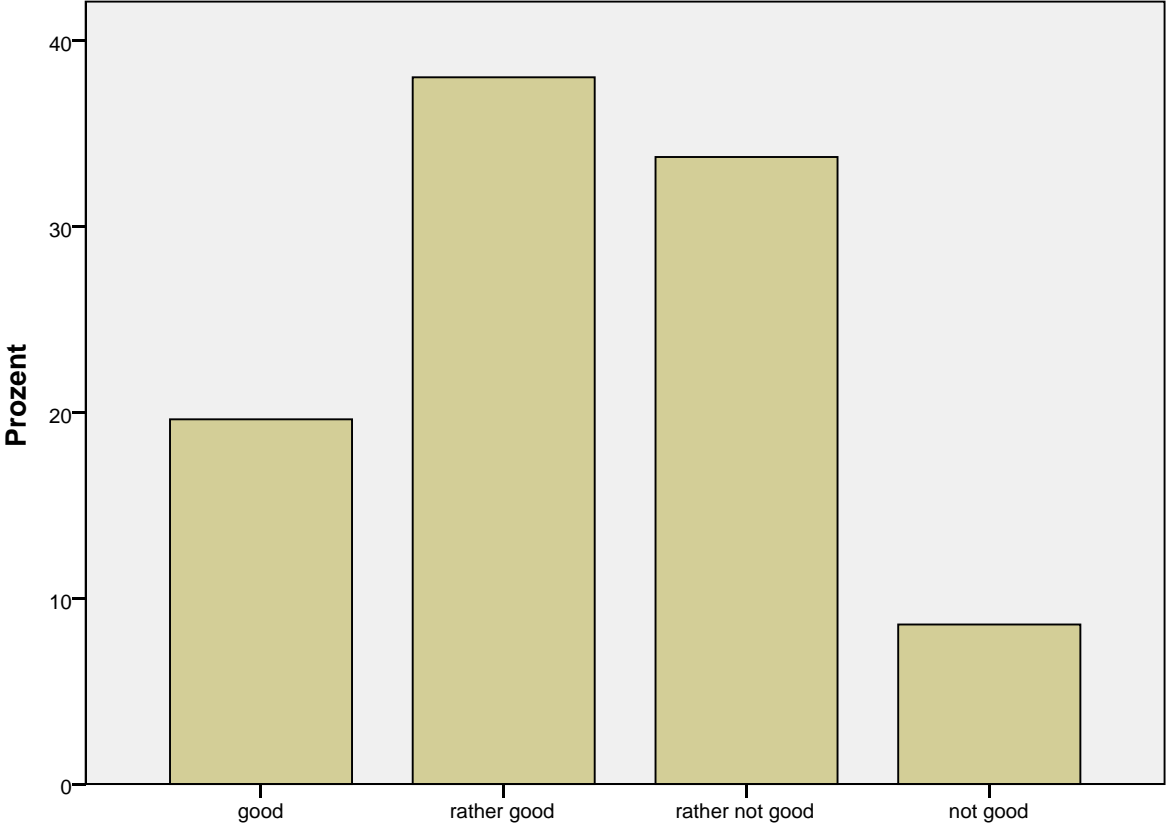
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?

Matching individual competencies and opportunities with possibilities on the job market. Importance?



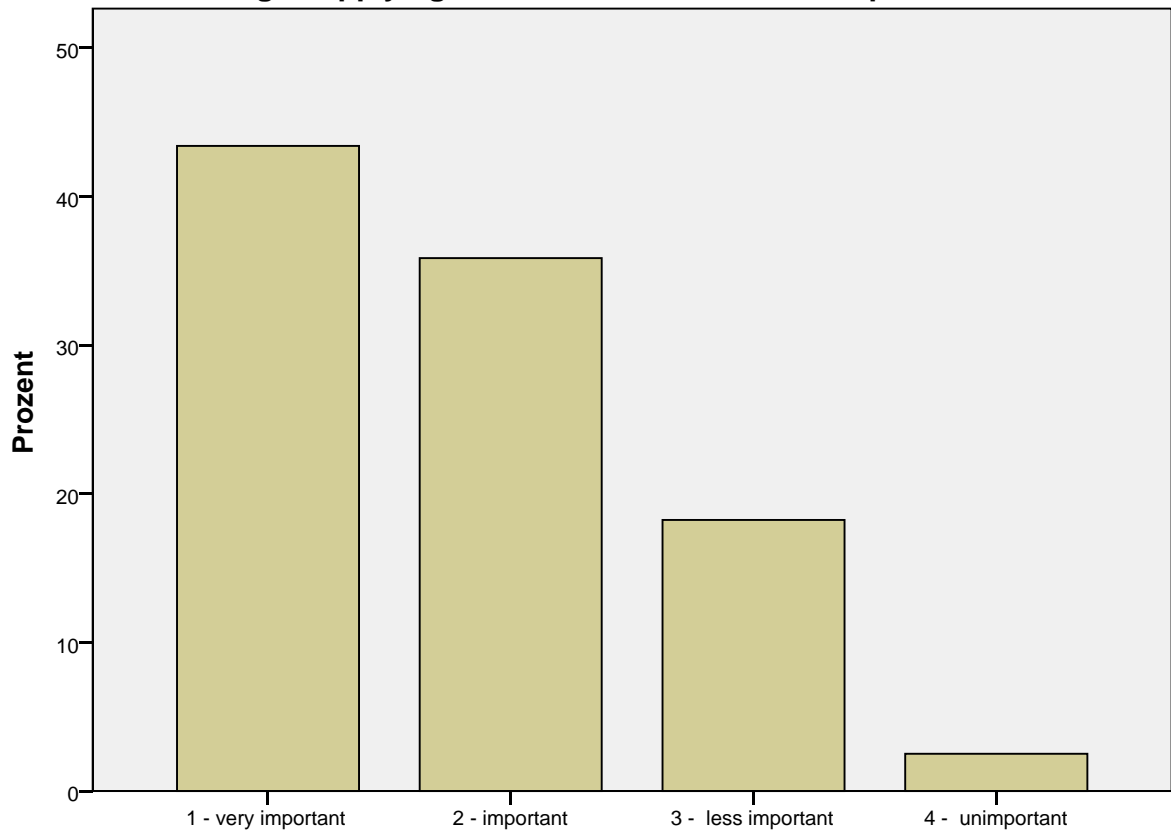
Matching individual competencies and opportunities with possibilities on the job market. Importance?

Training of applying and interview situations. How well is it done?



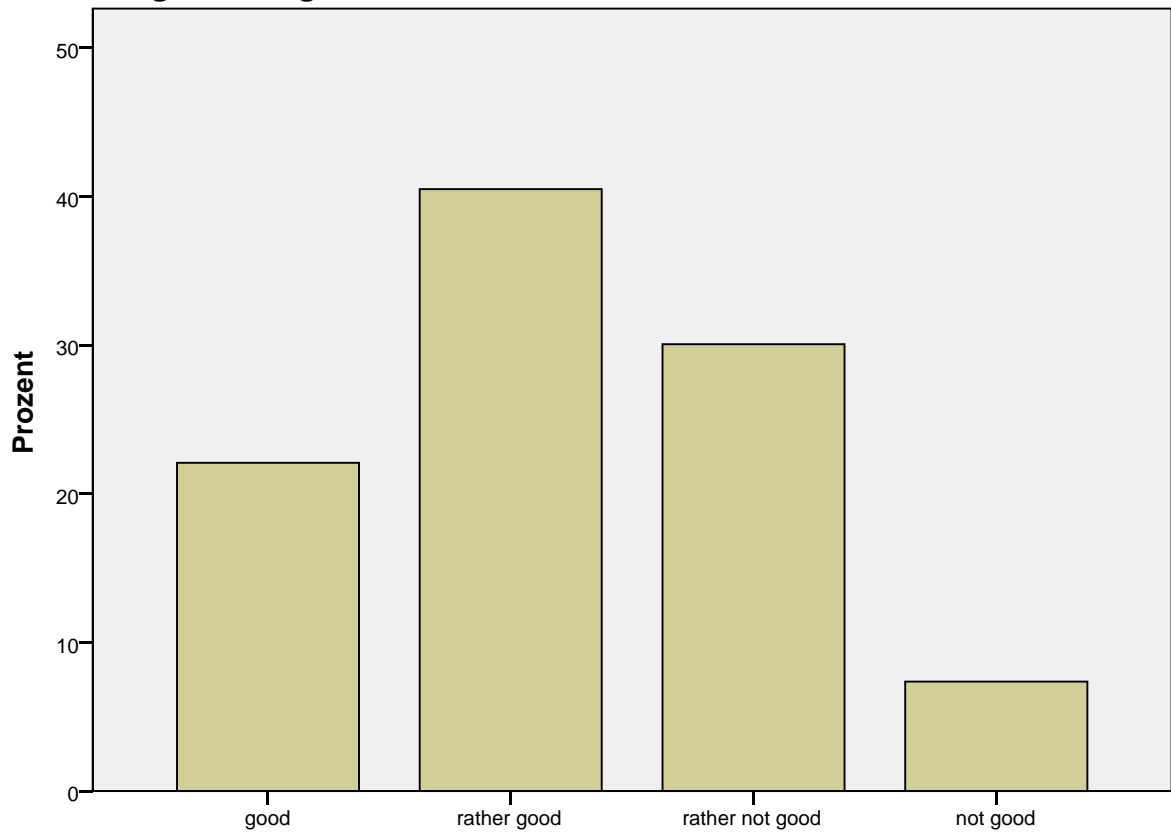
Training of applying and interview situations. How well is it done?

Training of applying and interview situations. Importance?



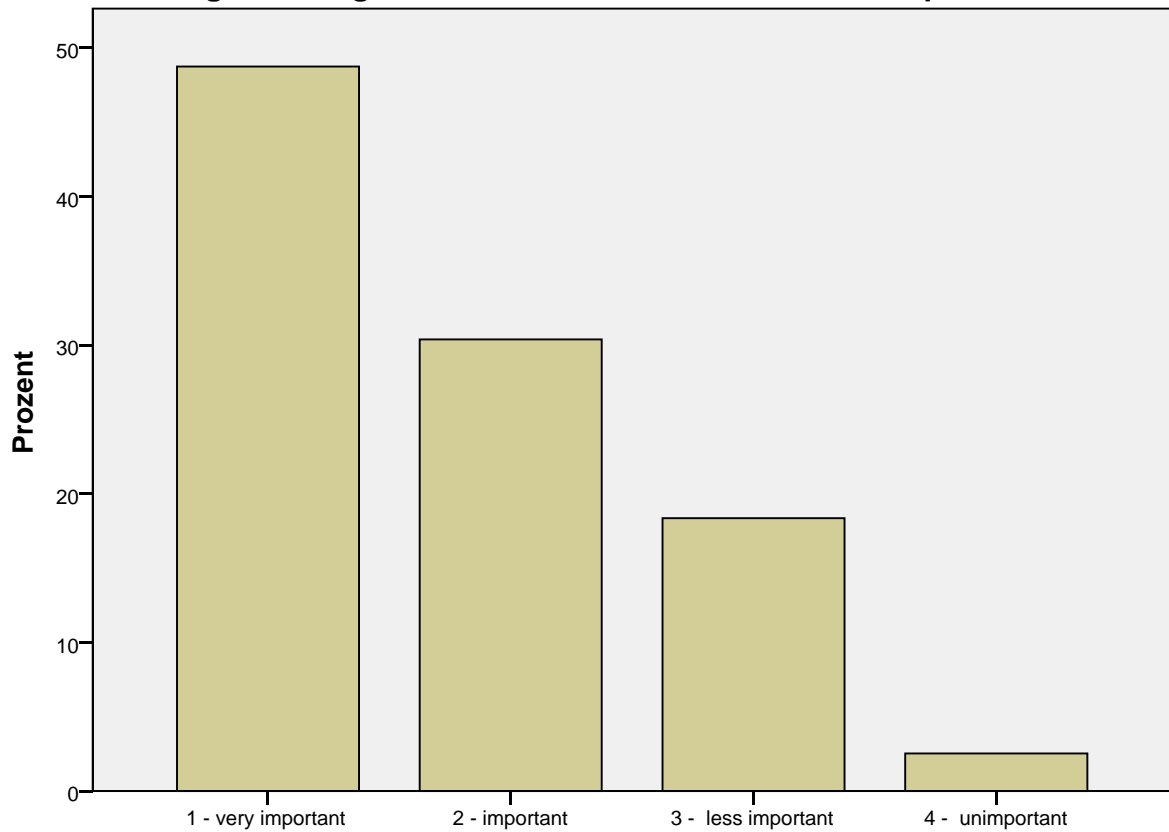
Training of applying and interview situations. Importance?

Training of writing cover letters and curriculum vitae. How well is it done?



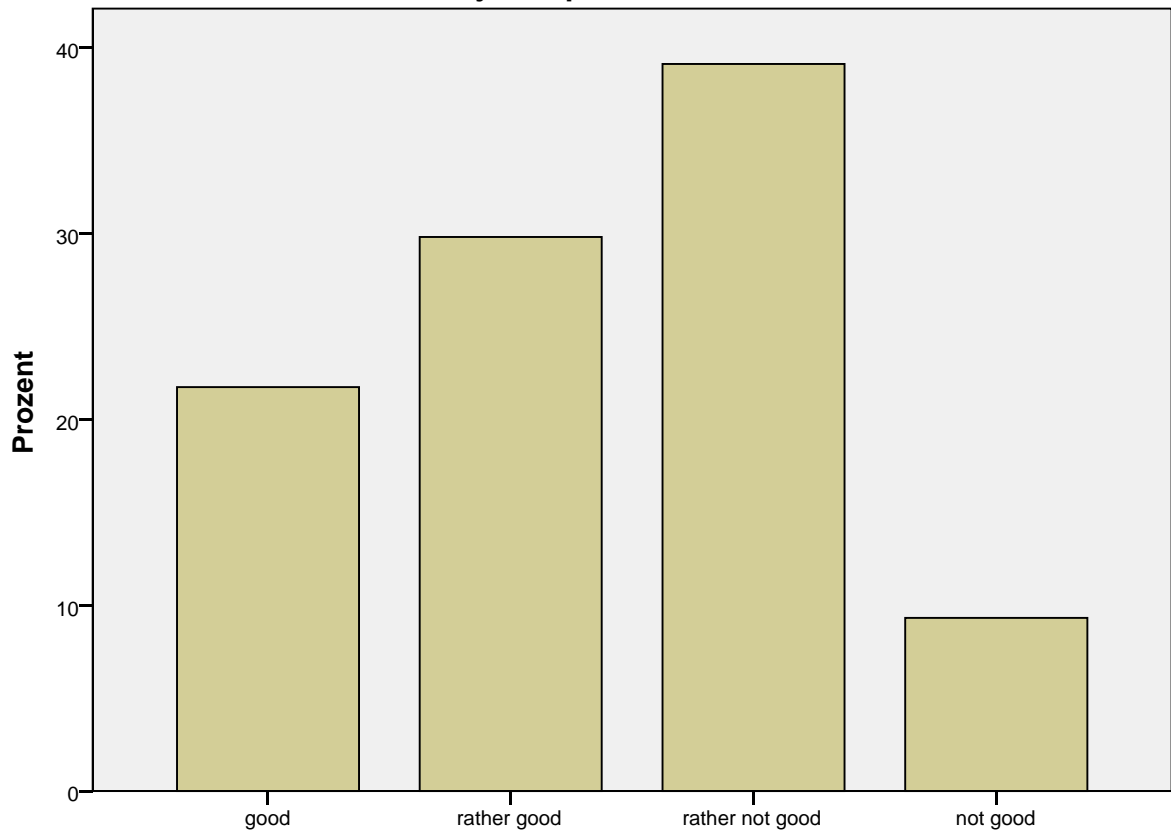
Training of writing cover letters and curriculum vitae. How well is it done?

Training of writing cover letters and curriculum vitae. Importance?

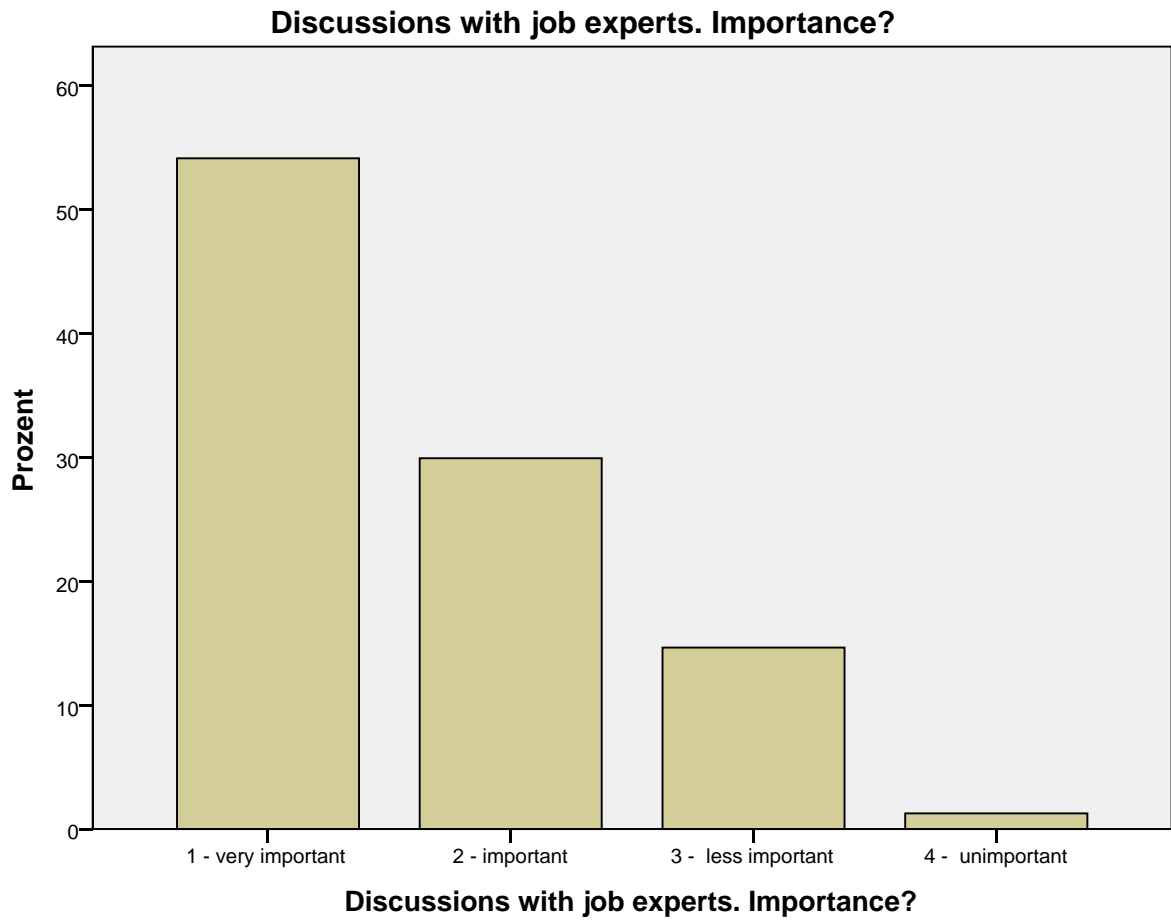


Training of writing cover letters and curriculum vitae. Importance?

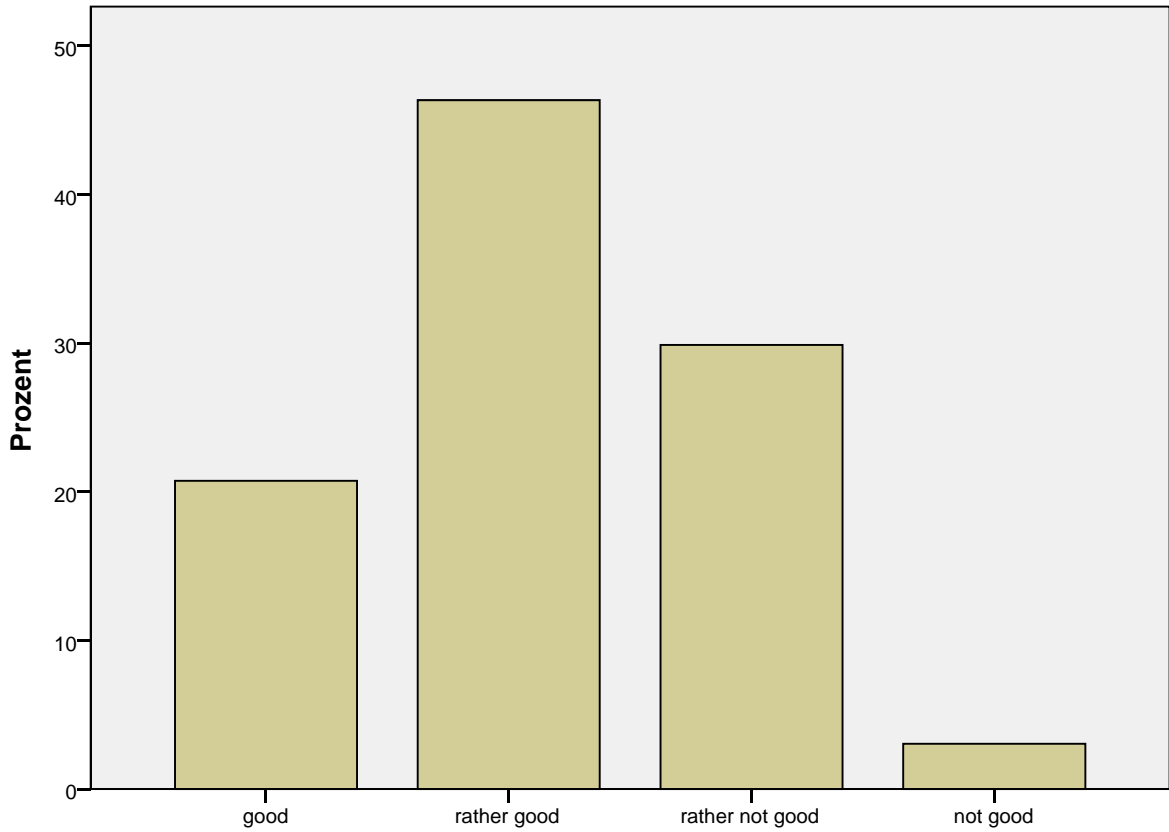
Discussions with job experts. How well is it done?



Discussions with job experts. How well is it done?

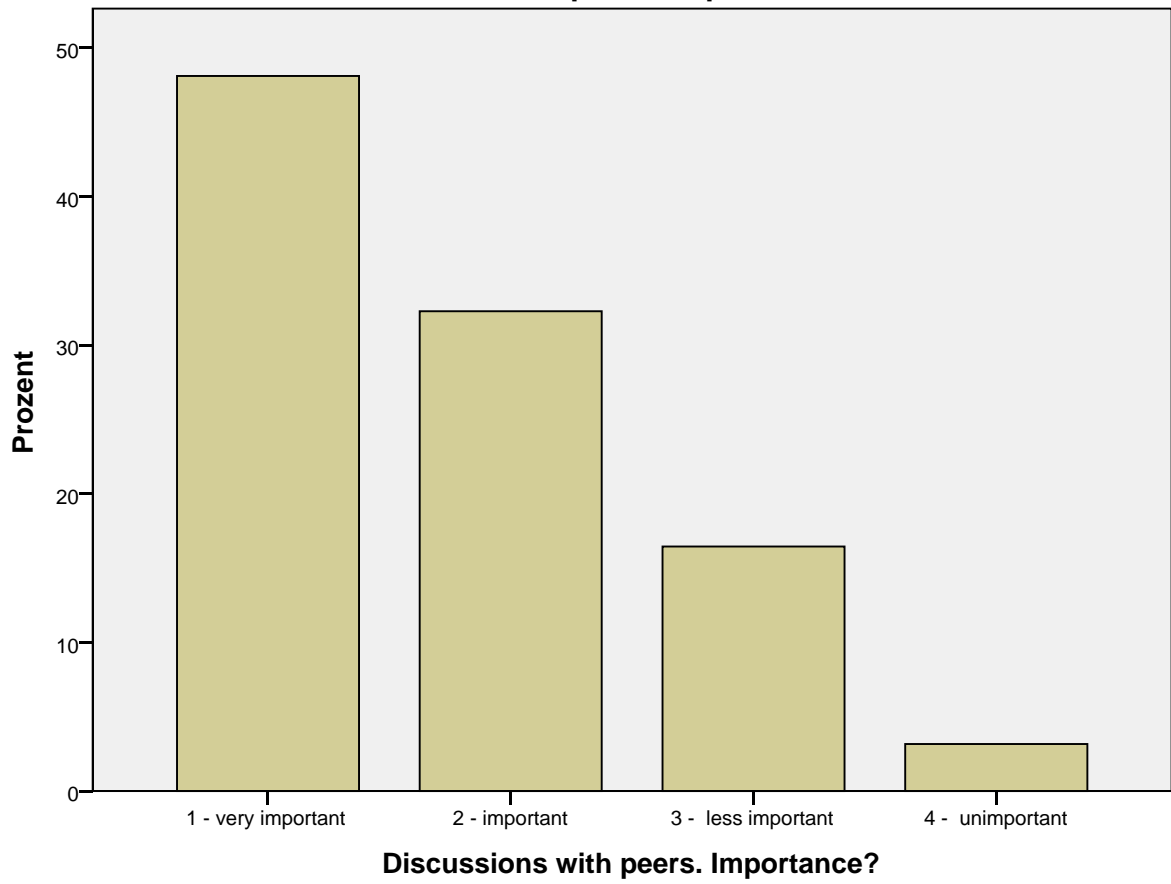


Discussions with peers. How well is it done?

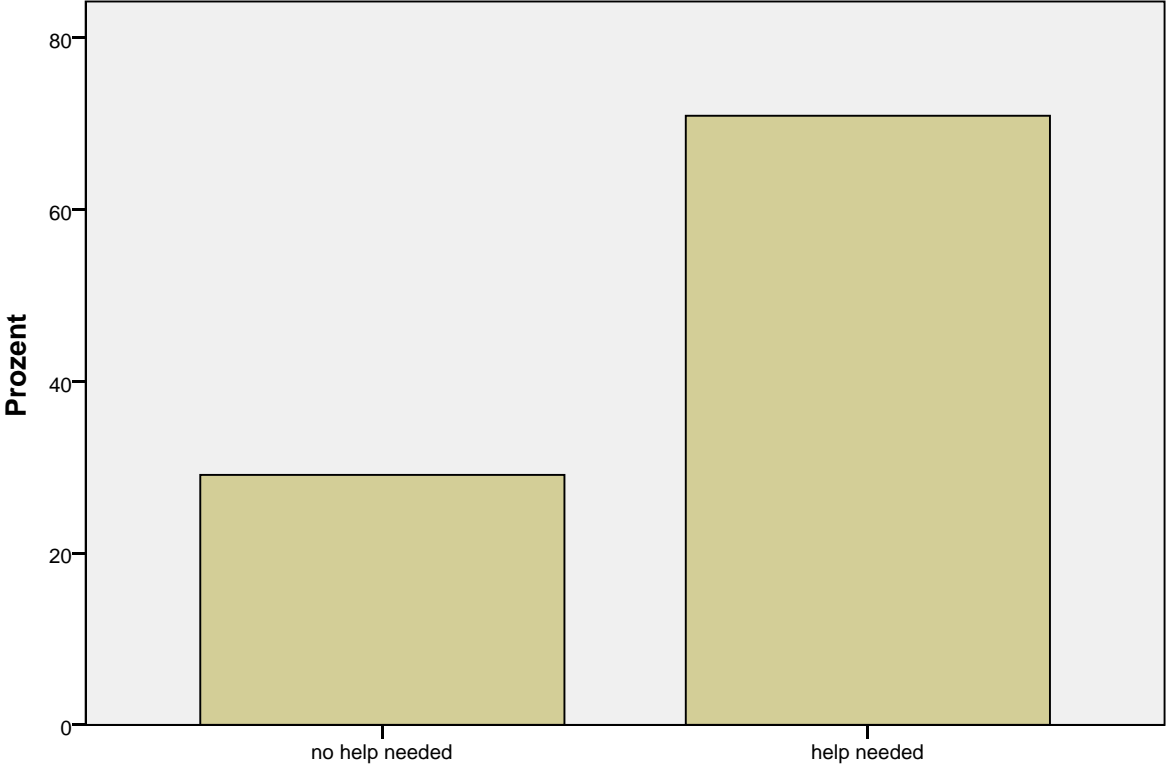


Discussions with peers. How well is it done?

Discussions with peers. Importance?

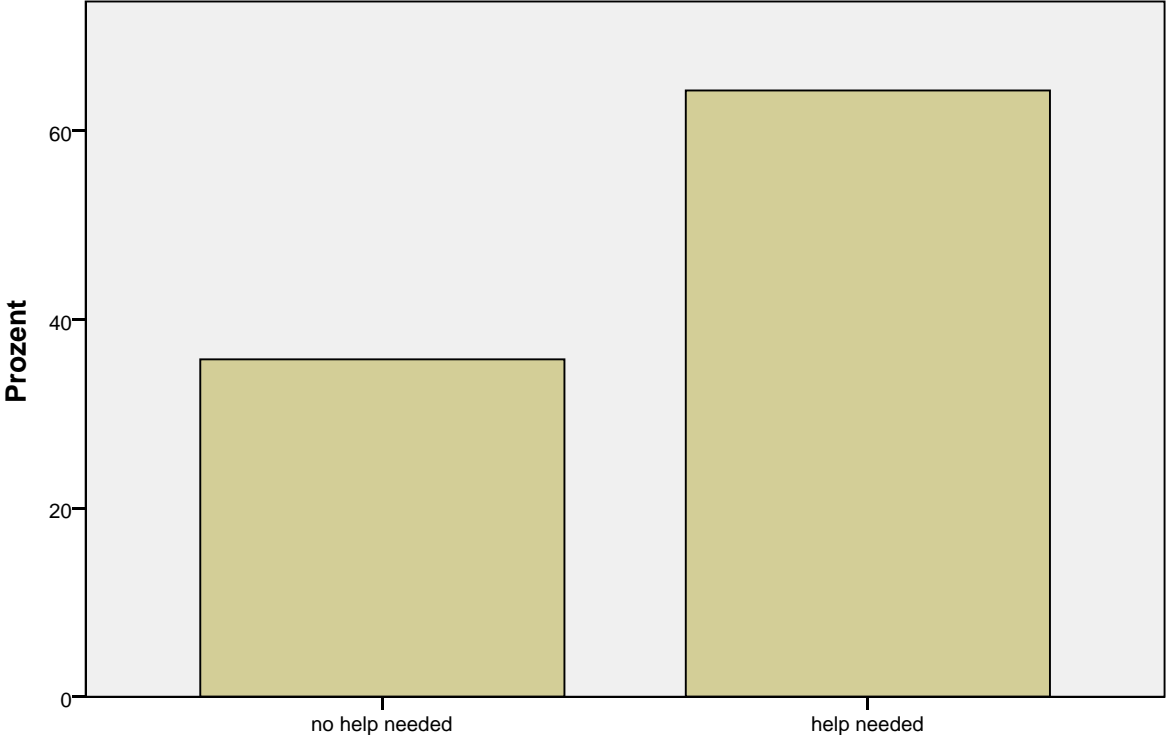


Where do you need help or support concerning career orientation or vocational orientation? finding my strengths



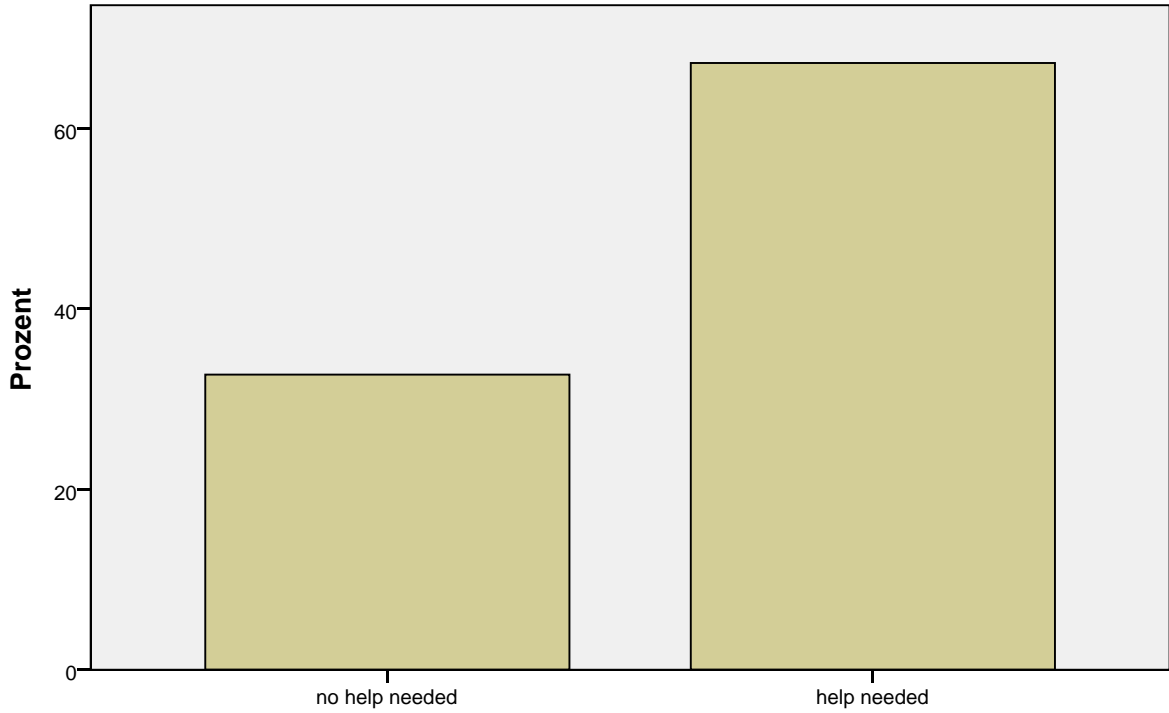
Where do you need help or support concerning career orientation or vocational orientation? finding my strengths

Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation



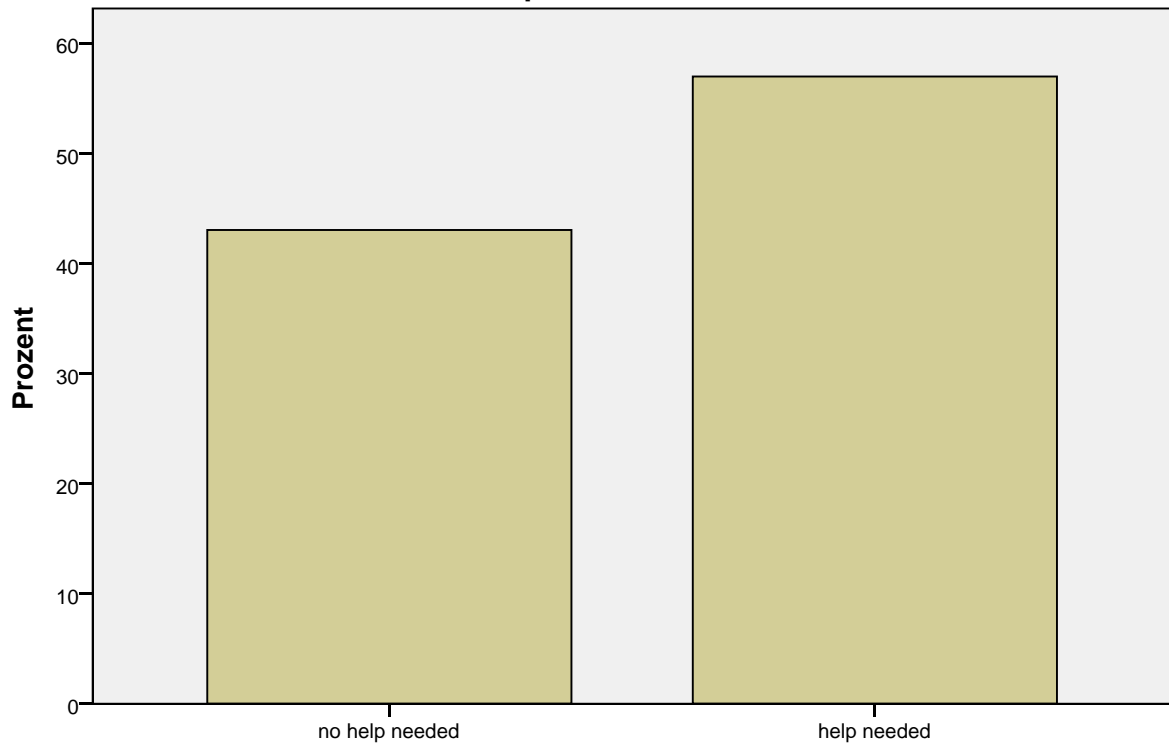
Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation

Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications



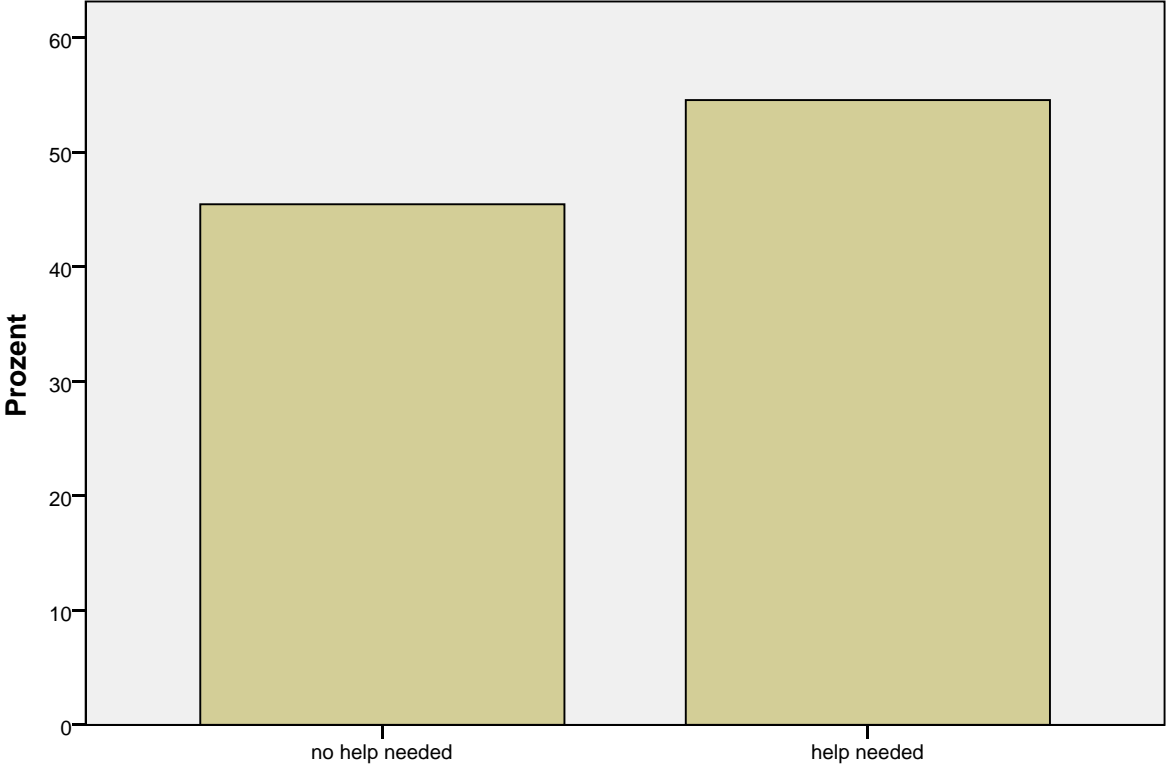
Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications

Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market



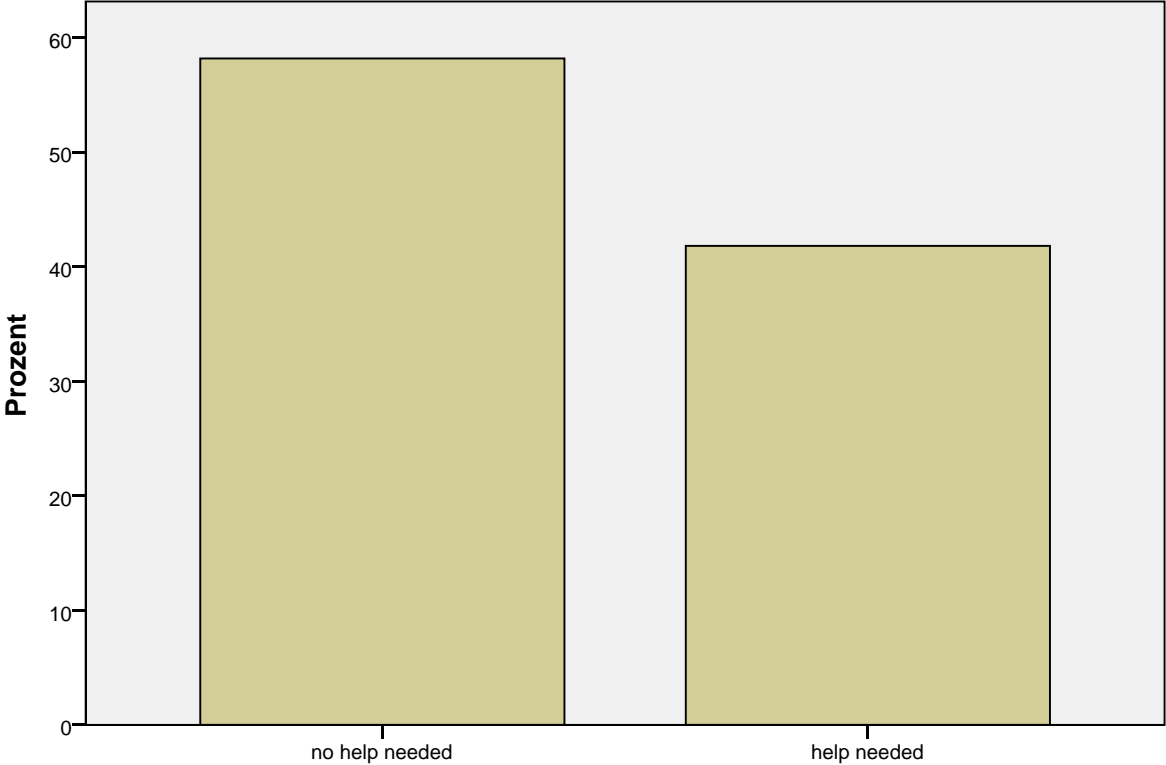
Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market

Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations



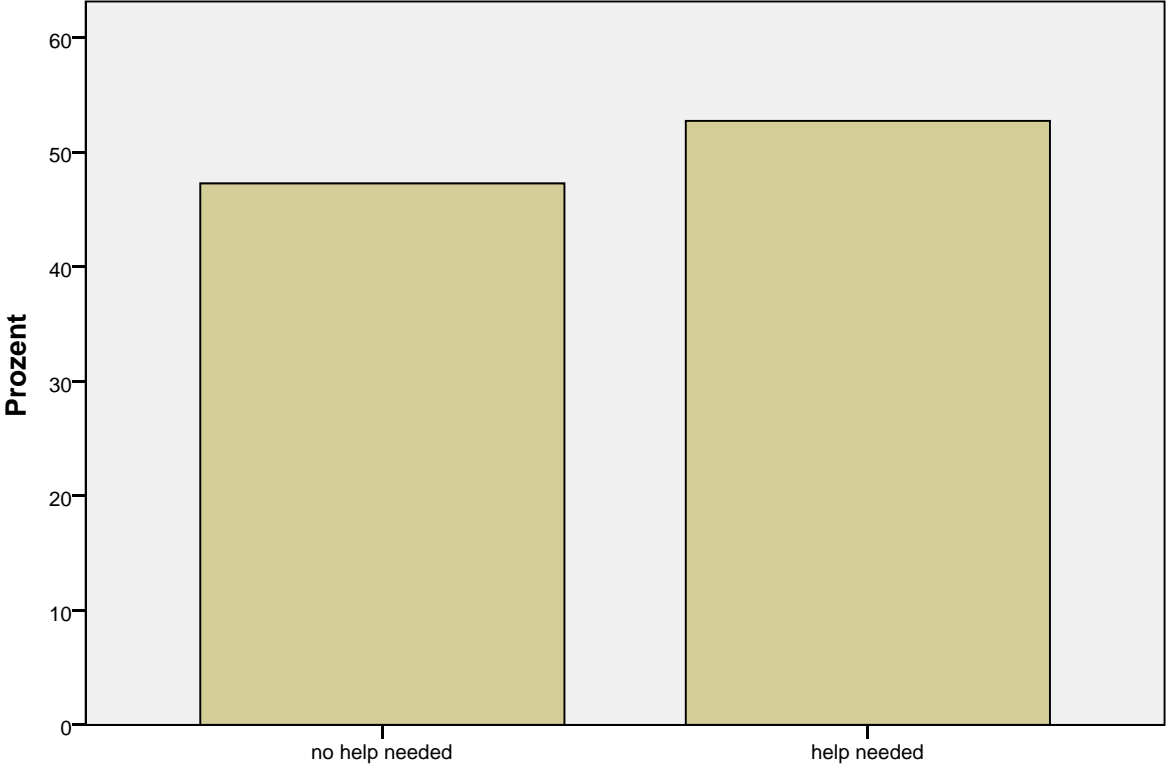
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations

Where do you need help or support concerning career orientation or vocational orientation? writing cover letters



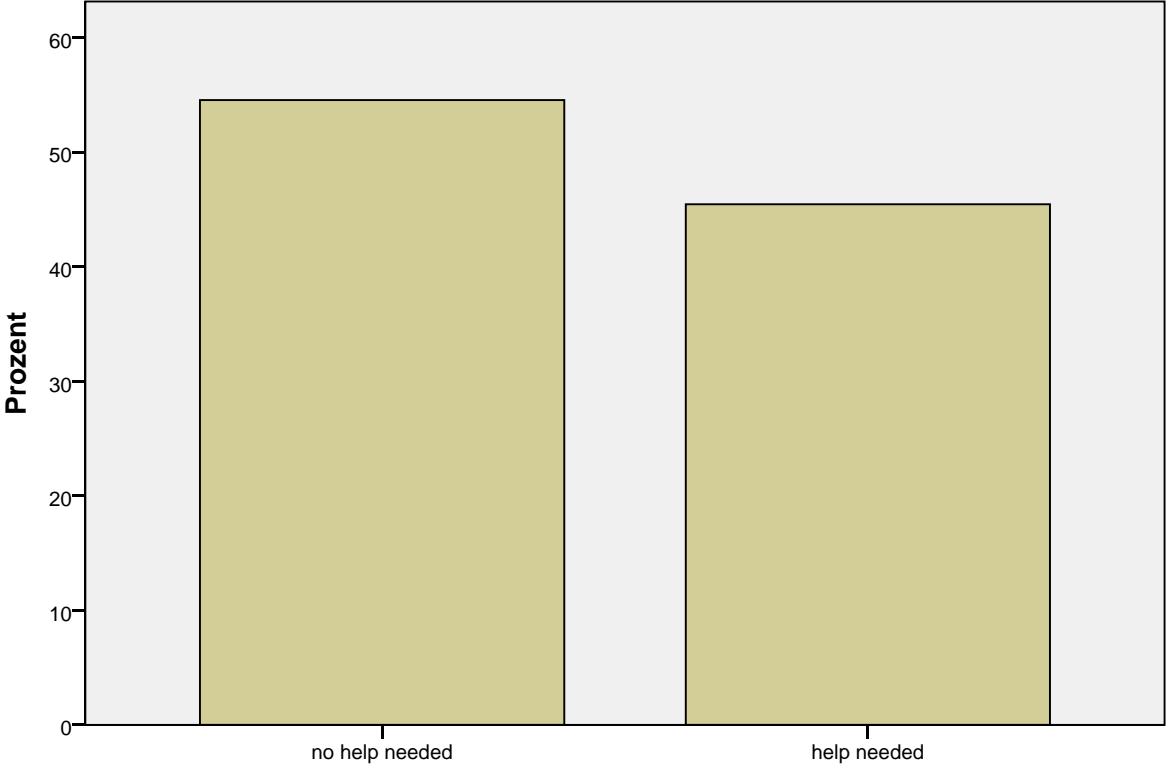
Where do you need help or support concerning career orientation or vocational orientation? writing cover letters

Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae



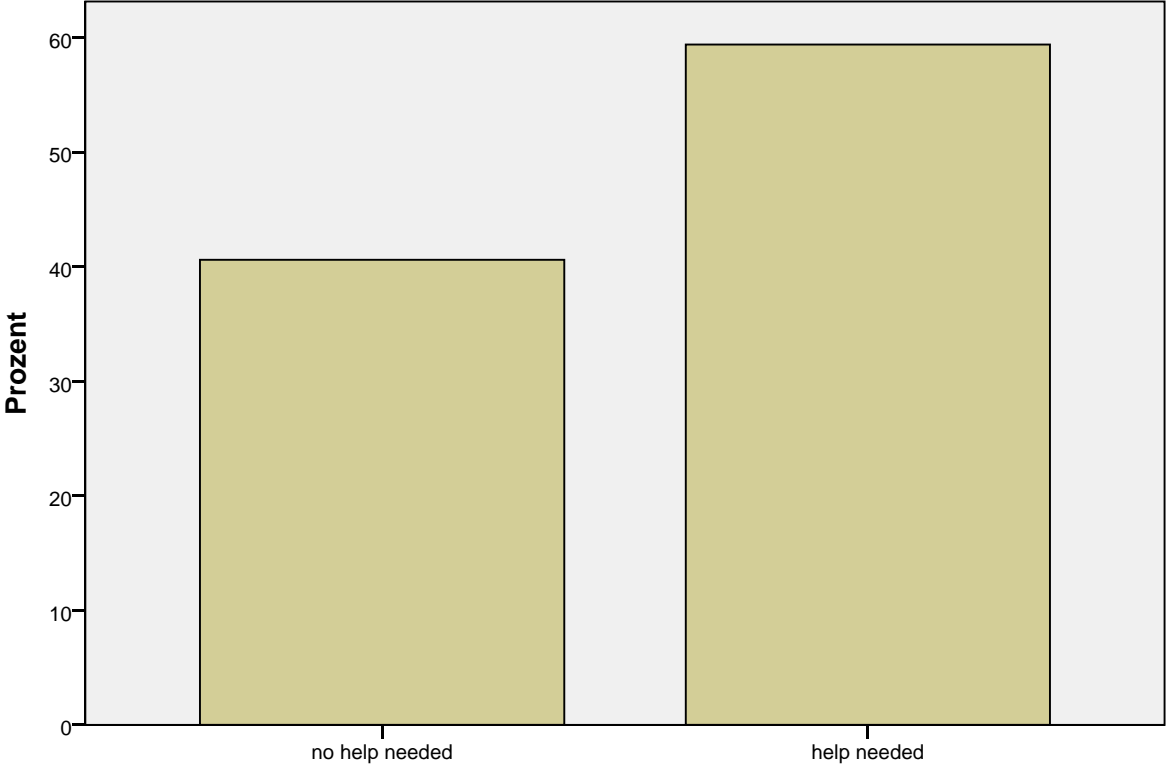
Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae

Where do you need help or support concerning career orientation or vocational orientation? communication skills



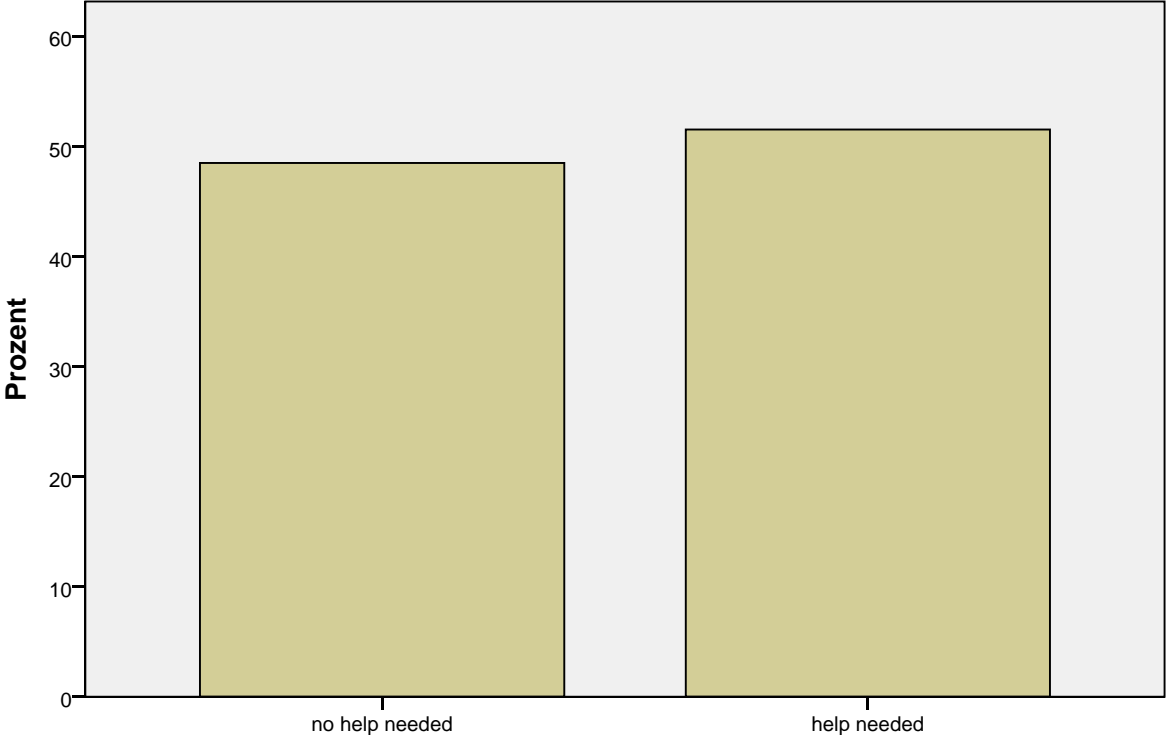
Where do you need help or support concerning career orientation or vocational orientation? communication skills

Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.)



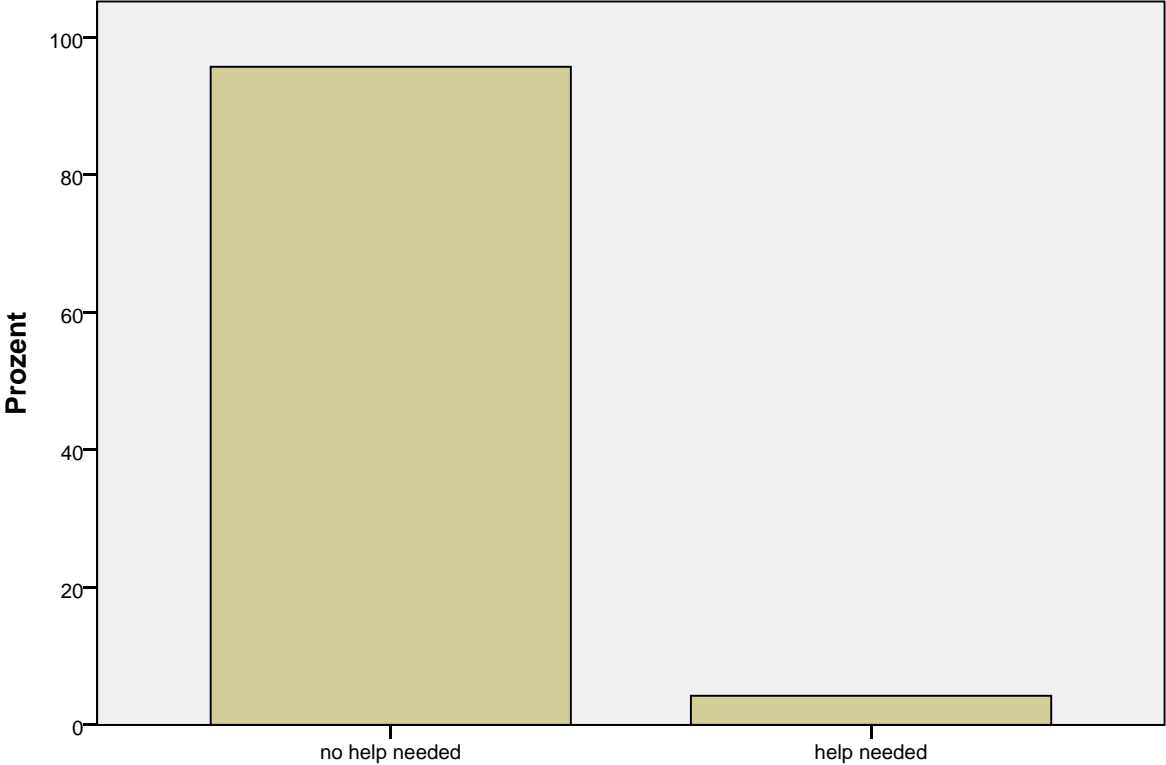
Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.)

Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.)



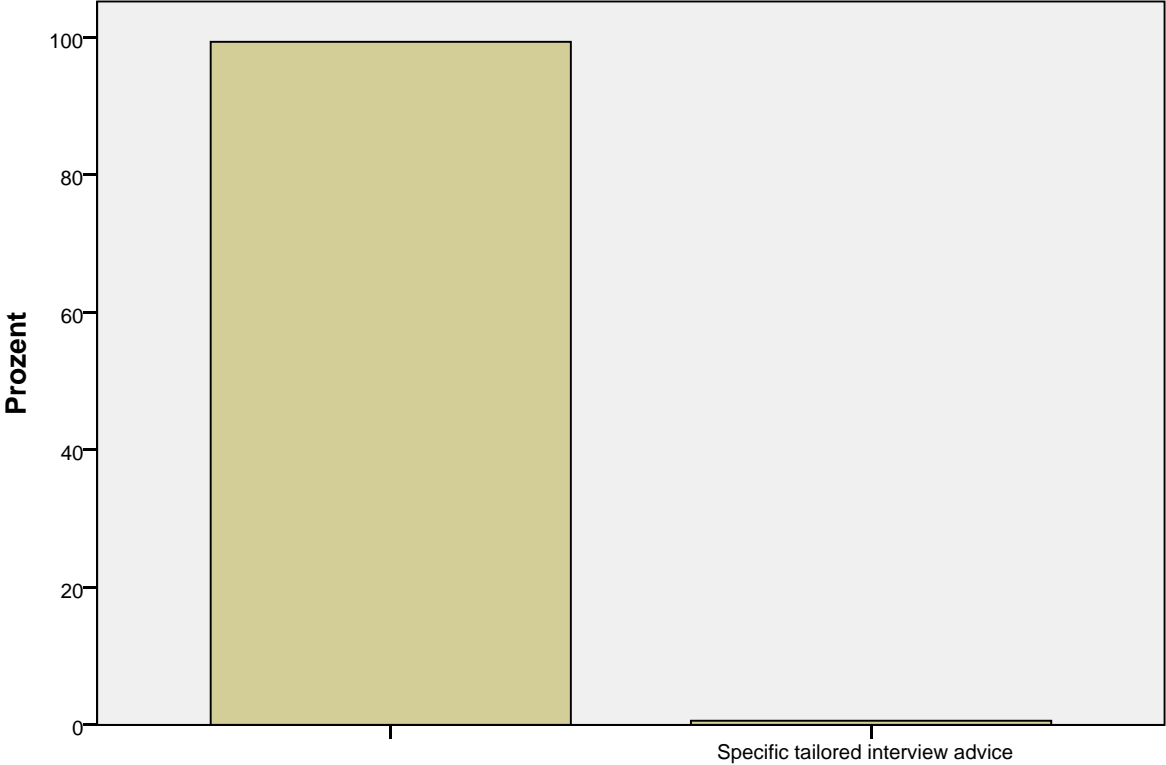
Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.)

Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed



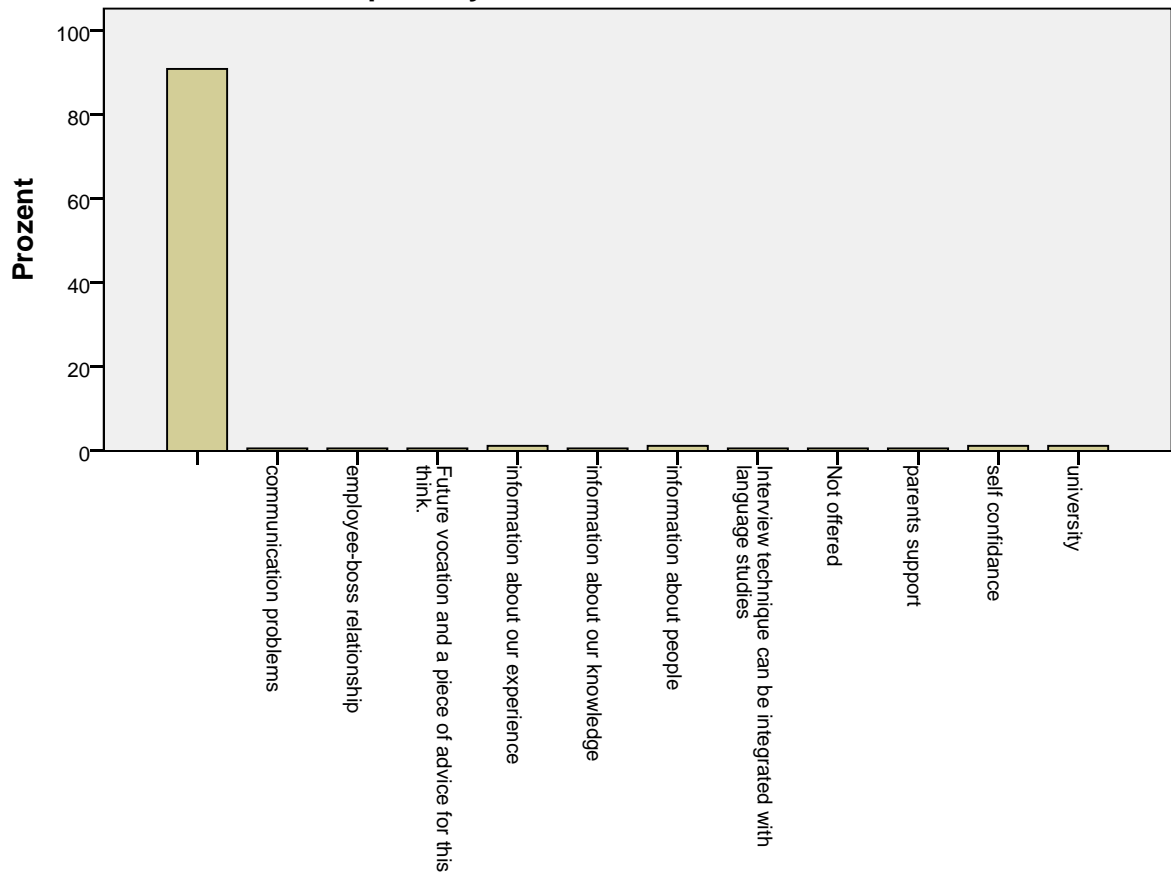
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed

Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are

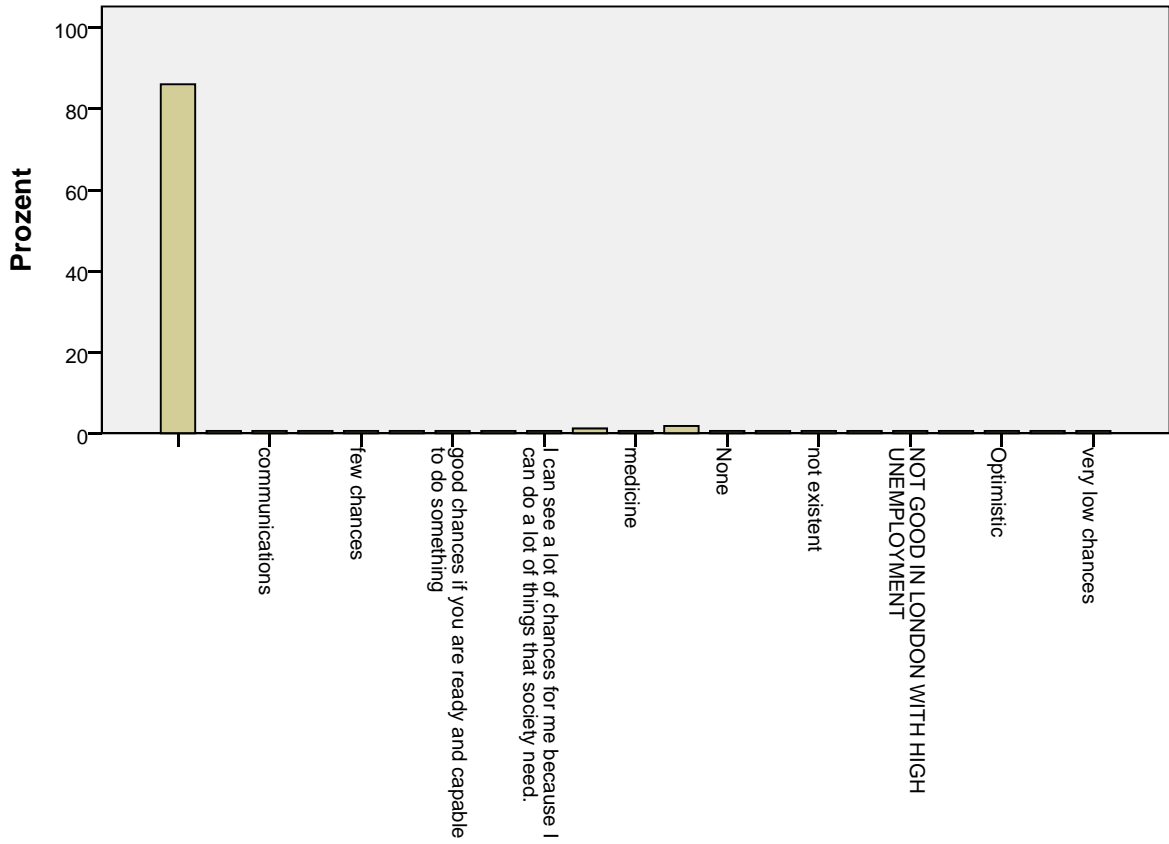


Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are

Additional discussion points you see in Career and Vocational Orientation.



Chances you see in career orientation and vocational orientation: Chances it really offers:



Chances you see in career orientation and vocational orientation: Chances