

```

USE ALL.
COMPUTE filter_$=(Country_no = 2).
VARIABLE LABELS filter_$ 'Country_no = 2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
FREQUENCIES VARIABLES=Country_no QT1_gender QT2_age QT3_1 QT3_2 QT3_3 QT3_4
  QT3_5 QT3_6 QT3_7 QT3_8 QT3_9 QT3_10 QT3_11 QT3_12 QT4_1 QT4_2 QT4_3 QT4_4
  QT4_5 QT4_6 QT4_7 QT5_1 QT5_2 QT5_3 QT5_4 QT5_5 QT5_6 QT5_7 QT5_8 QT6_1 QT
  6_2 QT6_3 QT7_1_1 QT7_1_2
  QT7_2_1 QT7_2_2 QT7_3_1 QT7_3_2 QT7_4_1 QT7_4_2 QT7_5_1 QT7_5_2 QT7_6_1 QT7
  _6_2 QT7_7_1 QT7_7_2 QT7_8_1 QT7_8_2 QT7_9_1 QT7_9_2 QT7_10_1 QT7_10_2 QT8_
  1 QT8_2 QT8_3 QT8_4 QT8_5 QT8_6 QT9_1 QT9_2 QT9_3 QT9_4 QT9_5 QT9_6 QT9_7 Q
  T9_8 QT9_9 QT9_10 QT9_11
  QT9_12 QT10 QT11
  /STATISTICS=STDDEV VARIANCE MINIMUM MAXIMUM MEAN MEDIAN
  /BARCHART PERCENT
  /ORDER=ANALYSIS.

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Häufigkeiten

[DatenSet1] C:\Users\mbeutner\Desktop\Daten SPSS COR-VET teacher - final en
d - 17-07-2013.sav

Statistiken

	N	
	Gültig	Fehlend
Country	40	0
Gender	40	0
Age	40	0
Which function do you have in your institution? regular teacher	40	0
Which function do you have in your institution? headmaster	40	0
Which function do you have in your institution? responsible for a group of teachers	40	0
Which function do you have in your institution? responsible for EU-Projects	40	0
Which function do you have in your institution? responsible for information technology (IT)	40	0
Which function do you have in your institution? responsible for timetables	40	0
Which function do you have in your institution? teacher in general education	40	0
Which function do you have in your institution? teacher in vocational education	40	0
Which function do you have in your institution? asisstant of the headmaster	40	0
Which function do you have in your institution? responsible for school projects	40	0
Which function do you have in your institution? responsible for career orientation	40	0
Which function do you have in your institution? responsible for work experience/work placement	40	0
The transition process from school into the world of work should be supported by teachers.	38	2

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Country	2,00	2,00	,000	,000
Gender	-2,33	2,00	17,357	301,251
Age	43,33	45,00	12,252	150,122
Which function do you have in your institution? regular teacher	,68	1,00	,474	,225
Which function do you have in your institution? headmaster	,03	,00	,158	,025
Which function do you have in your institution? responsible for a group of teachers	,15	,00	,362	,131
Which function do you have in your institution? responsible for EU-Projects	,10	,00	,304	,092
Which function do you have in your institution? responsible for information technology (IT)	,10	,00	,304	,092
Which function do you have in your institution? responsible for timetables	,03	,00	,158	,025
Which function do you have in your institution? teacher in general education	,20	,00	,405	,164
Which function do you have in your institution? teacher in vocational education	,73	1,00	,452	,204
Which function do you have in your institution? asisstant of the headmaster	,00	,00	,000	,000
Which function do you have in your institution? responsible for school projects	,18	,00	,385	,148
Which function do you have in your institution? responsible for career orientation	,25	,00	,439	,192
Which function do you have in your institution? responsible for work experience/work placement	,23	,00	,423	,179
The transition process from school into the world of work should be supported by teachers.	1,58	2,00	,500	,250

Statistiken

	Minimum	Maximum
Country	2	2
Gender	-77	2
Age	0	61
Which function do you have in your institution? regular teacher	0	1
Which function do you have in your institution? headmaster	0	1
Which function do you have in your institution? responsible for a group of teachers	0	1
Which function do you have in your institution? responsible for EU-Projects	0	1
Which function do you have in your institution? responsible for information technology (IT)	0	1
Which function do you have in your institution? responsible for timetables	0	1
Which function do you have in your institution? teacher in general education	0	1
Which function do you have in your institution? teacher in vocational education	0	1
Which function do you have in your institution? asisstant of the headmaster	0	0
Which function do you have in your institution? responsible for school projects	0	1
Which function do you have in your institution? responsible for career orientation	0	1
Which function do you have in your institution? responsible for work experience/work placement	0	1
The transition process from school into the world of work should be supported by teachers.	1	2

Statistiken

	N	
	Gültig	Fehlend
The transition process from school into the world of work should be supported by parents.	38	2
The transition process from school into the world of work should be supported by enterprises.	37	3
The transition process from school into the world of work should be supported by counsellors.	38	2
The transition process from school into the world of work should be supported by advisers.	37	3
The transition process from school into the world of work should be supported by social workers.	38	2
The transition process from school into the world of work should be supported by the learner himself / herself.	38	2
The transition of learners from school into the world of work is seen as important in my country.	38	2
The transition of learners from school into the world of work is supported by teachers in my country.	38	2
The transition of learners from school into the world of work is supported by the parents in my country.	38	2
The transition of learners from school into the world of work is supported by enterprises in my country.	38	2

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
The transition process from school into the world of work should be supported by parents.	1,26	1,00	,446	,199
The transition process from school into the world of work should be supported by enterprises.	1,43	1,00	,502	,252
The transition process from school into the world of work should be supported by counsellors.	1,71	1,50	,802	,644
The transition process from school into the world of work should be supported by advisers.	1,32	1,00	,580	,336
The transition process from school into the world of work should be supported by social workers.	1,89	2,00	,894	,799
The transition process from school into the world of work should be supported by the learner himself / herself.	2,61	3,00	,946	,894
The transition of learners from school into the world of work is seen as important in my country.	2,03	2,00	,677	,459
The transition of learners from school into the world of work is supported by teachers in my country.	2,11	2,00	,649	,421
The transition of learners from school into the world of work is supported by the parents in my country.	2,32	2,00	,574	,330
The transition of learners from school into the world of work is supported by enterprises in my country.	2,53	3,00	,647	,418

Statistiken

	Minimum	Maximum
The transition process from school into the world of work should be supported by parents.	1	2
The transition process from school into the world of work should be supported by enterprises.	1	2
The transition process from school into the world of work should be supported by counsellors.	1	3
The transition process from school into the world of work should be supported by advisers.	1	3
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
The transition of learners from school into the world of work is seen as important in my country.	1	3
The transition of learners from school into the world of work is supported by teachers in my country.	1	3
The transition of learners from school into the world of work is supported by the parents in my country.	1	3
The transition of learners from school into the world of work is supported by enterprises in my country.	1	4

Statistiken

	N	
	Gültig	Fehlend
The transition of learners from school into the world of work is supported by job counsellors in my country.	38	2
The transition of learners from school into the world of work is supported by career advisers in my country.	38	2
The transition of learners from school into the world of work is supported by social workers in my country.	38	2
The transition of learners from school into the world of work is supported by the learners in my country.	40	0
In my country the transition of learners into the world of work is supported by other institutions.	38	2
In my country the transition of learners into the world of work is supported by other institutions A:	40	0
In my country the transition of learners into the world of work is supported by other institutions B:	40	0
Combination of practical and theoretical experiences. How well is it done?	37	3
Combination of practical and theoretical experiences. Importance?	38	2
Focusing on the strengths of the learners. How well is it done?	38	2

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
The transition of learners from school into the world of work is supported by job counsellors in my country.	2,39	2,00	,790	,624
The transition of learners from school into the world of work is supported by career advisers in my country.	2,03	2,00	,677	,459
The transition of learners from school into the world of work is supported by social workers in my country.	2,50	3,00	,862	,743
The transition of learners from school into the world of work is supported by the learners in my country.	2,53	3,00	1,086	1,179
In my country the transition of learners into the world of work is supported by other institutions.	,61	1,00	,495	,245
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:				
Combination of practical and theoretical experiences. How well is it done?	2,65	3,00	,857	,734
Combination of practical and theoretical experiences. Importance?	1,53	1,00	,647	,418
Focusing on the strengths of the learners. How well is it done?	2,63	3,00	,675	,455

Statistiken

	Minimum	Maximum
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	3
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:		
Combination of practical and theoretical experiences. How well is it done?	1	4
Combination of practical and theoretical experiences. Importance?	1	3
Focusing on the strengths of the learners. How well is it done?	1	4

Statistiken

	N	
	Gültig	Fehlend
Focusing on the strengths of the learners. Importance?	37	3
Individual focus on each learner. How well is it done?	38	2
Individual focus on each learner. Importance?	38	2
Focusing individual self-discovery by the learners. How well is it done?	38	2
Focusing individual self-discovery by the learners. Importance?	38	2
Focusing several professions and vocations. How well is it done?	38	2
Focusing several professions and vocations. Importance?	38	2
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	37	3
Matching individual competencies and opportunities with possibilities on the job market. Importance?	36	4
Training of applying and interview situations. How well is it done?	38	2
Training of applying and interview situations. Importance?	38	2
Training of writing cover letters and curriculum vitae. How well is it done?	38	2

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Focusing on the strengths of the learners. Importance?	1,43	1,00	,647	,419
Individual focus on each learner. How well is it done?	2,79	3,00	,777	,603
Individual focus on each learner. Importance?	1,45	1,00	,602	,362
Focusing individual self-discovery by the learners. How well is it done?	2,84	3,00	,638	,407
Focusing individual self-discovery by the learners. Importance?	1,71	2,00	,732	,536
Focusing several professions and vocations. How well is it done?	2,63	3,00	,751	,563
Focusing several professions and vocations. Importance?	1,58	2,00	,552	,304
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	2,89	3,00	,774	,599
Matching individual competencies and opportunities with possibilities on the job market. Importance?	1,53	1,00	,654	,428
Training of applying and interview situations. How well is it done?	2,03	2,00	,854	,729
Training of applying and interview situations. Importance?	1,47	1,00	,557	,310
Training of writing cover letters and curriculum vitae. How well is it done?	1,84	2,00	,916	,839

Statistiken

	Minimum	Maximum
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	3
Focusing individual self-discovery by the learners. How well is it done?	1	4
Focusing individual self-discovery by the learners. Importance?	1	3
Focusing several professions and vocations. How well is it done?	1	4
Focusing several professions and vocations. Importance?	1	3
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	3
Training of applying and interview situations. How well is it done?	1	4
Training of applying and interview situations. Importance?	1	3
Training of writing cover letters and curriculum vitae. How well is it done?	1	4

Statistiken

	N	
	Gültig	Fehlend
Training of writing cover letters and curriculum vitae. Importance?	38	2
Discussions with job experts. How well is it done?	38	2
Discussions with job experts. Importance?	38	2
Discussions with peers. How well is it done?	38	2
Discussions with peers. Importance?	38	2
Which method of learning works for you in your school? individual work vs. collaborative work	37	3
Which method of learning works for you in your school? self-regulated work vs. directed work	37	3
Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person	38	2
Which method of learning works for you in your school? active learner vs. passive learner	37	3
Which method of learning works for you in your school? active teacher vs. passive teacher	36	4
Which method of learning works for you in your school? communicative vs. non-communicative	37	3
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	40	0

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Training of writing cover letters and curriculum vitae. Importance?	1,45	1,00	,602	,362
Discussions with job experts. How well is it done?	2,66	3,00	,815	,664
Discussions with job experts. Importance?	1,89	2,00	,689	,475
Discussions with peers. How well is it done?	2,21	2,00	,777	,603
Discussions with peers. Importance?	2,08	2,00	,749	,561
Which method of learning works for you in your school? individual work vs. collaborative work	3,11	3,00	1,173	1,377
Which method of learning works for you in your school? self-regulated work vs. directed work	3,92	4,00	1,278	1,632
Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person	4,87	5,00	1,143	1,307
Which method of learning works for you in your school? active learner vs. passive learner	2,97	3,00	1,301	1,694
Which method of learning works for you in your school? active teacher vs. passive teacher	2,67	2,00	1,121	1,257
Which method of learning works for you in your school? communicative vs. non-communicative	2,00	2,00	,850	,722
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	,75	1,00	,588	,346

Statistiken

	Minimum	Maximum
Training of writing cover letters and curriculum vitae. Importance?	1	3
Discussions with job experts. How well is it done?	1	4
Discussions with job experts. Importance?	1	3
Discussions with peers. How well is it done?	1	4
Discussions with peers. Importance?	1	3
Which method of learning works for you in your school? individual work vs. collaborative work	1	5
Which method of learning works for you in your school? self-regulated work vs. directed work	1	6
Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person	1	6
Which method of learning works for you in your school? active learner vs. passive learner	1	5
Which method of learning works for you in your school? active teacher vs. passive teacher	1	5
Which method of learning works for you in your school? communicative vs. non-communicative	1	5
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	0	3

Statistiken

	N	
	Gültig	Fehlend
Where do you need help or support concerning career orientation or vocational orientation? material about vocations	40	0
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications	40	0
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations	40	0
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	40	0
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters	40	0
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae	40	0
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills	40	0
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills	40	0

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? material about vocations	,33	,00	,474	,225
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications	,35	,00	,483	,233
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations	,48	,00	,506	,256
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	,23	,00	,423	,179
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters	,10	,00	,304	,092
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae	,10	,00	,304	,092
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills	,38	,00	,490	,240
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills	,48	,00	,506	,256

Statistiken

	Minimum	Maximum
Where do you need help or support concerning career orientation or vocational orientation? material about vocations	0	1
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications	0	1
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations	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? designs cover letters	0	1
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae	0	1
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills	0	1
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills	0	1

Statistiken

	N	
	Gültig	Fehlend
Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills	40	0
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	40	0
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are	40	0
Additional discussion points you see in Career and Vocational Orientation.	40	0
Chances you see in career orientation and vocational orientation: Chances it really offers:	40	0

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills	,33	,00	,474	,225
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	,10	,00	,304	,092
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? evaluation of basic skills	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 Germany	40	100,0	100,0	100,0

Gender

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig -77	2	5,0	5,0	5,0
female	15	37,5	37,5	42,5
male	23	57,5	57,5	100,0
Gesamt	40	100,0	100,0	

Age

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig 0	2	5,0	5,0	5,0
28	1	2,5	2,5	7,5
32	1	2,5	2,5	10,0
35	1	2,5	2,5	12,5
36	2	5,0	5,0	17,5
41	4	10,0	10,0	27,5
42	1	2,5	2,5	30,0
43	4	10,0	10,0	40,0
44	3	7,5	7,5	47,5
45	4	10,0	10,0	57,5
46	2	5,0	5,0	62,5
48	5	12,5	12,5	75,0
49	1	2,5	2,5	77,5
50	1	2,5	2,5	80,0
52	3	7,5	7,5	87,5
53	1	2,5	2,5	90,0
55	1	2,5	2,5	92,5
60	2	5,0	5,0	97,5
61	1	2,5	2,5	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? regular teacher

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	13	32,5	32,5	32,5
yes	27	67,5	67,5	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? headmaster

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	39	97,5	97,5	97,5
yes	1	2,5	2,5	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? responsible for a group of teachers

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	34	85,0	85,0	85,0
yes	6	15,0	15,0	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? responsible for EU-Projects

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	36	90,0	90,0	90,0
yes	4	10,0	10,0	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? responsible for information technology (IT)

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	36	90,0	90,0	90,0
yes	4	10,0	10,0	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? responsible for timetables

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	39	97,5	97,5	97,5
yes	1	2,5	2,5	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? teacher in general education

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	32	80,0	80,0	80,0
yes	8	20,0	20,0	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? teacher in vocational education

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	11	27,5	27,5	27,5
yes	29	72,5	72,5	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? asisstant of the headmaster

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	40	100,0	100,0	100,0

Which function do you have in your institution? responsible for school projects

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	33	82,5	82,5	82,5
yes	7	17,5	17,5	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? responsible for career orientation

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	30	75,0	75,0	75,0
yes	10	25,0	25,0	100,0
Gesamt	40	100,0	100,0	

Which function do you have in your institution? responsible for work experience/work placement

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	31	77,5	77,5	77,5
yes	9	22,5	22,5	100,0
Gesamt	40	100,0	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	16	40,0	42,1	42,1
agree	22	55,0	57,9	100,0
Gesamt	38	95,0	100,0	
Fehlend 0	2	5,0		
Gesamt	40	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	28	70,0	73,7	73,7
agree	10	25,0	26,3	100,0
Gesamt	38	95,0	100,0	
Fehlend 0	2	5,0		
Gesamt	40	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	21	52,5	56,8
	agree	16	40,0	100,0
	Gesamt	37	92,5	100,0
Fehlend	0	3	7,5	
Gesamt		40	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	19	47,5	50,0
	agree	11	27,5	78,9
	disagree	8	20,0	100,0
	Gesamt	38	95,0	100,0
Fehlend	0	2	5,0	
Gesamt		40	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	27	67,5	73,0
	agree	8	20,0	94,6
	disagree	2	5,0	100,0
	Gesamt	37	92,5	100,0
Fehlend	0	3	7,5	
Gesamt		40	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	16	40,0	42,1
	agree	11	27,5	71,1
	disagree	10	25,0	97,4
	strongly disagree	1	2,5	100,0
	Gesamt	38	95,0	100,0
Fehlend	0	2	5,0	
Gesamt		40	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	6	15,0	15,8	15,8
	agree	9	22,5	23,7	39,5
	disagree	17	42,5	44,7	84,2
	strongly disagree	6	15,0	15,8	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	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	8	20,0	21,1	21,1
	agree	21	52,5	55,3	76,3
	disagree	9	22,5	23,7	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	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	6	15,0	15,8	15,8
	agree	22	55,0	57,9	73,7
	disagree	10	25,0	26,3	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	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	2	5,0	5,3	5,3
	agree	22	55,0	57,9	63,2
	disagree	14	35,0	36,8	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	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	2	5,0	5,3	5,3
	agree	15	37,5	39,5	44,7
	disagree	20	50,0	52,6	97,4
	strongly disagree	1	2,5	2,6	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	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	5	12,5	13,2	13,2
	agree	15	37,5	39,5	52,6
	disagree	16	40,0	42,1	94,7
	strongly disagree	2	5,0	5,3	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	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	8	20,0	21,1	21,1
	agree	21	52,5	55,3	76,3
	disagree	9	22,5	23,7	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	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	5	12,5	13,2	13,2
	agree	13	32,5	34,2	47,4
	disagree	16	40,0	42,1	89,5
	strongly disagree	4	10,0	10,5	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	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	2	5,0	5,0	5,0
strongly agree	4	10,0	10,0	15,0
agree	13	32,5	32,5	47,5
disagree	13	32,5	32,5	80,0
strongly disagree	8	20,0	20,0	100,0
Gesamt	40	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	15	37,5	39,5	39,5
yes	23	57,5	60,5	100,0
Gesamt	38	95,0	100,0	
Fehlend -77	2	5,0		
Gesamt	40	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	18	45,0	45,0	45,0
Agentur für Arbeit	3	7,5	7,5	52,5
Überbergangsmanagement	1	2,5	2,5	55,0
Arbeitsamt	2	5,0	5,0	60,0
Bildungsberatung, SchulB	1	2,5	2,5	62,5
Bundesagentur für Arbeit	2	5,0	5,0	67,5
Caritas	1	2,5	2,5	70,0
Eltern	1	2,5	2,5	72,5
Esta	1	2,5	2,5	75,0
FAW (bvb-Maßnahme)	1	2,5	2,5	77,5
Internationaler Bund	1	2,5	2,5	80,0
Jobcenter	1	2,5	2,5	82,5
Kolping	1	2,5	2,5	85,0
Krankenkassen (indirekt weil falsche Zielsetzung)	1	2,5	2,5	87,5
Maßnahmeträger, z.B. Kolping Bildungswerk	1	2,5	2,5	90,0
Private Arbeitsvermittler, Bildungsträger	1	2,5	2,5	92,5
Schule	2	5,0	5,0	97,5
z.B.: Internationaler Bund	1	2,5	2,5	100,0
Gesamt	40	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	27	67,5	67,5	67,5
Agentur für Arbeit	1	2,5	2,5	70,0
Arbeiterwohlfahrt	1	2,5	2,5	72,5
Arbeitsagentur	1	2,5	2,5	75,0
AWO	1	2,5	2,5	77,5
Berufsberatung	1	2,5	2,5	80,0
IHK, HK, etc.	1	2,5	2,5	82,5
IMBSE	1	2,5	2,5	85,0
Kommunales Integrationszentrum	1	2,5	2,5	87,5
Ministerium für Schule und Weiterbildung NRW	1	2,5	2,5	90,0
MSW	1	2,5	2,5	92,5
Schule	1	2,5	2,5	95,0
SOS	1	2,5	2,5	97,5
tbz (Jugendhilfe, Werkstattjahr)	1	2,5	2,5	100,0
Gesamt	40	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig good	4	10,0	10,8	10,8
rather good	10	25,0	27,0	37,8
rather not good	18	45,0	48,6	86,5
not good	5	12,5	13,5	100,0
Gesamt	37	92,5	100,0	
Fehlend 0	3	7,5		
Gesamt	40	100,0		

Combination of practical and theoretical experiences. Importance?

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig 1 - very important	21	52,5	55,3	55,3
2 - important	14	35,0	36,8	92,1
3 - less important	3	7,5	7,9	100,0
Gesamt	38	95,0	100,0	
Fehlend 0	2	5,0		
Gesamt	40	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	1	2,5	2,6	2,6
	rather good	15	37,5	39,5	42,1
	rather not good	19	47,5	50,0	92,1
	not good	3	7,5	7,9	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Focusing on the strengths of the learners. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	24	60,0	64,9	64,9
	2 - important	10	25,0	27,0	91,9
	3 - less important	3	7,5	8,1	100,0
	Gesamt	37	92,5	100,0	
Fehlend	0	3	7,5		
Gesamt		40	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	3	7,5	7,9	7,9
	rather good	7	17,5	18,4	26,3
	rather not good	23	57,5	60,5	86,8
	not good	5	12,5	13,2	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Individual focus on each learner. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	23	57,5	60,5	60,5
	2 - important	13	32,5	34,2	94,7
	3 - less important	2	5,0	5,3	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	3	7,5	7,9	7,9
	rather good	2	5,0	5,3	13,2
	rather not good	31	77,5	81,6	94,7
	not good	2	5,0	5,3	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Focusing individual self-discovery by the learners. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	17	42,5	44,7	44,7
	2 - important	15	37,5	39,5	84,2
	3 - less important	6	15,0	15,8	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	3	7,5	7,9	7,9
	rather good	11	27,5	28,9	36,8
	rather not good	21	52,5	55,3	92,1
	not good	3	7,5	7,9	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Focusing several professions and vocations. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	17	42,5	44,7	44,7
	2 - important	20	50,0	52,6	97,4
	3 - less important	1	2,5	2,6	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	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	2	5,0	5,4	5,4
	rather good	7	17,5	18,9	24,3
	rather not good	21	52,5	56,8	81,1
	not good	7	17,5	18,9	100,0
	Gesamt	37	92,5	100,0	
Fehlend	0	3	7,5		
Gesamt		40	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	20	50,0	55,6	55,6
	2 - important	13	32,5	36,1	91,7
	3 - less important	3	7,5	8,3	100,0
	Gesamt	36	90,0	100,0	
Fehlend	0	4	10,0		
Gesamt		40	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	12	30,0	31,6	31,6
	rather good	14	35,0	36,8	68,4
	rather not good	11	27,5	28,9	97,4
	not good	1	2,5	2,6	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Training of applying and interview situations. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	21	52,5	55,3	55,3
	2 - important	16	40,0	42,1	97,4
	3 - less important	1	2,5	2,6	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	16	40,0	42,1	42,1
	rather good	15	37,5	39,5	81,6
	rather not good	4	10,0	10,5	92,1
	not good	3	7,5	7,9	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Training of writing cover letters and curriculum vitae. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	23	57,5	60,5	60,5
	2 - important	13	32,5	34,2	94,7
	3 - less important	2	5,0	5,3	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Discussions with job experts. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	3	7,5	7,9	7,9
	rather good	12	30,0	31,6	39,5
	rather not good	18	45,0	47,4	86,8
	not good	5	12,5	13,2	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Discussions with job experts. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	11	27,5	28,9	28,9
	2 - important	20	50,0	52,6	81,6
	3 - less important	7	17,5	18,4	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Discussions with peers. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	7	17,5	18,4	18,4
	rather good	17	42,5	44,7	63,2
	rather not good	13	32,5	34,2	97,4
	not good	1	2,5	2,6	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Discussions with peers. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	9	22,5	23,7	23,7
	2 - important	17	42,5	44,7	68,4
	3 - less important	12	30,0	31,6	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Which method of learning works for you in your school? individual work vs. collaborative work

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	individual work	3	7,5	8,1	8,1
	2	9	22,5	24,3	32,4
	3	11	27,5	29,7	62,2
	4	9	22,5	24,3	86,5
	5	5	12,5	13,5	100,0
	Gesamt	37	92,5	100,0	
Fehlend	0	3	7,5		
Gesamt		40	100,0		

Which method of learning works for you in your school? self-regulated work vs. directed work

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	self-regulated work	1	2,5	2,7	2,7
	2	5	12,5	13,5	16,2
	3	7	17,5	18,9	35,1
	4	10	25,0	27,0	62,2
	5	11	27,5	29,7	91,9
	directed work	3	7,5	8,1	100,0
	Gesamt	37	92,5	100,0	
Fehlend	0	3	7,5		
Gesamt		40	100,0		

Which method of learning works for you in your school? distance learnig (only) vs. learning in the classroom in person

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	distance learnig (only)	1	2,5	2,6	2,6
	2	1	2,5	2,6	5,3
	3	2	5,0	5,3	10,5
	4	5	12,5	13,2	23,7
	5	18	45,0	47,4	71,1
	learning in the classroom in person	11	27,5	28,9	100,0
	Gesamt	38	95,0	100,0	
Fehlend	0	2	5,0		
Gesamt		40	100,0		

Which method of learning works for you in your school? active learner vs. passive learner

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	active learner	4	10,0	10,8	10,8
	2	13	32,5	35,1	45,9
	3	6	15,0	16,2	62,2
	4	8	20,0	21,6	83,8
	5	6	15,0	16,2	100,0
	Gesamt	37	92,5	100,0	
Fehlend	0	3	7,5		
Gesamt		40	100,0		

Which method of learning works for you in your school? active teacher vs. passive teacher

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	active teacher	4	10,0	11,1	11,1
	2	15	37,5	41,7	52,8
	3	9	22,5	25,0	77,8
	4	5	12,5	13,9	91,7
	5	3	7,5	8,3	100,0
	Gesamt	36	90,0	100,0	
Fehlend	0	4	10,0		
Gesamt		40	100,0		

Which method of learning works for you in your school? communicative vs. non-communicative

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	communicative	9	22,5	24,3	24,3
	2	22	55,0	59,5	83,8
	3	4	10,0	10,8	94,6
	4	1	2,5	2,7	97,3
	5	1	2,5	2,7	100,0
	Gesamt	37	92,5	100,0	
Fehlend	0	3	7,5		
Gesamt		40	100,0		

Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	12	30,0	30,0	30,0
	help needed	27	67,5	67,5	97,5
	3	1	2,5	2,5	100,0
	Gesamt	40	100,0	100,0	

Where do you need help or support concerning career orientation or vocational orientation? material about vocations

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	27	67,5	67,5	67,5
	help needed	13	32,5	32,5	100,0
	Gesamt	40	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no help needed	26	65,0	65,0	65,0
help needed	14	35,0	35,0	100,0
Gesamt	40	100,0	100,0	

Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no help needed	21	52,5	52,5	52,5
help needed	19	47,5	47,5	100,0
Gesamt	40	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	31	77,5	77,5	77,5
help needed	9	22,5	22,5	100,0
Gesamt	40	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no help needed	36	90,0	90,0	90,0
help needed	4	10,0	10,0	100,0
Gesamt	40	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no help needed	36	90,0	90,0	90,0
help needed	4	10,0	10,0	100,0
Gesamt	40	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no help needed	25	62,5	62,5	62,5
help needed	15	37,5	37,5	100,0
Gesamt	40	100,0	100,0	

Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no help needed	21	52,5	52,5	52,5
help needed	19	47,5	47,5	100,0
Gesamt	40	100,0	100,0	

Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no help needed	27	67,5	67,5	67,5
help needed	13	32,5	32,5	100,0
Gesamt	40	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	36	90,0	90,0	90,0
help needed	4	10,0	10,0	100,0
Gesamt	40	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	38	95,0	95,0	95,0
Angebote für Schüler, die hohe soziale Defizite haben	1	2,5	2,5	97,5
Motivation der Schüler sich dem Thema zuzuwenden	1	2,5	2,5	100,0
Gesamt	40	100,0	100,0	

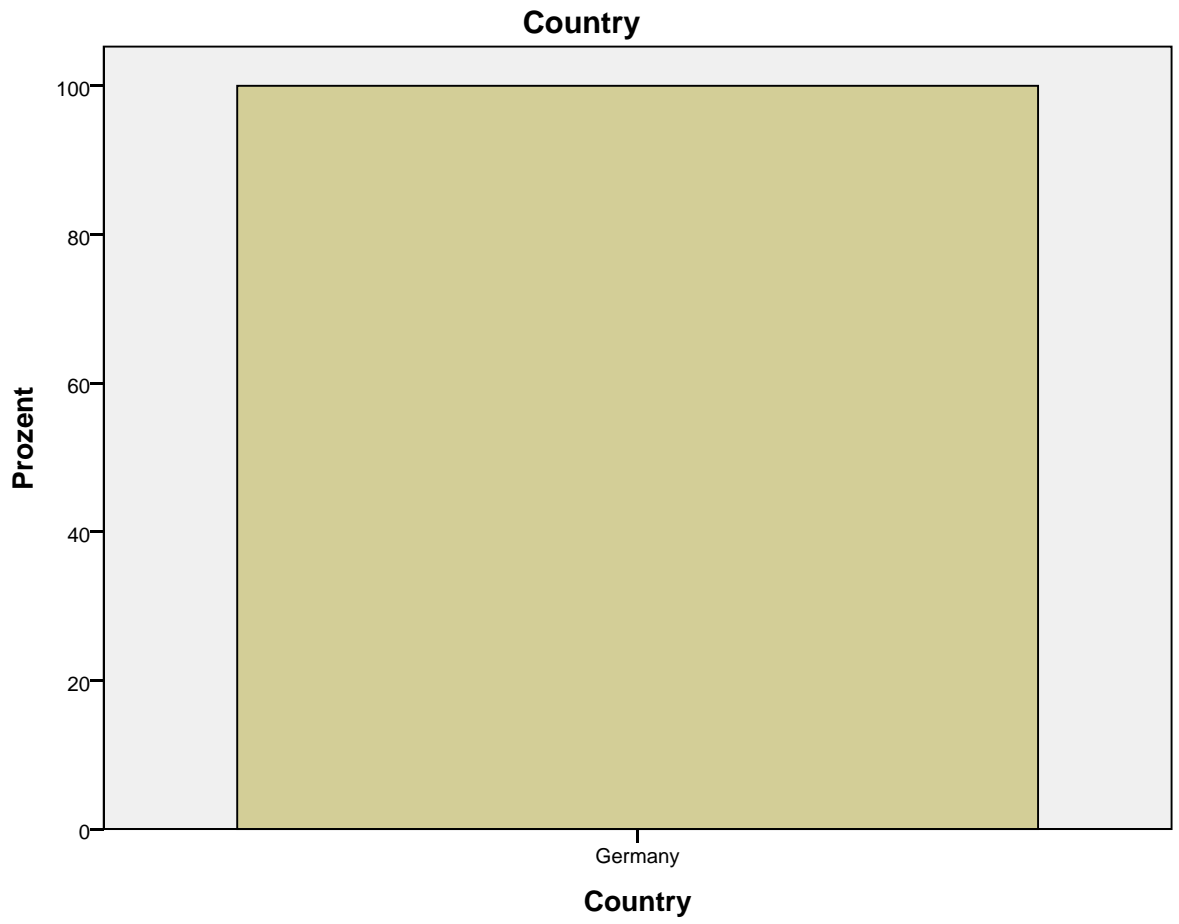
Additional discussion points you see in Career and Vocational Orientation.

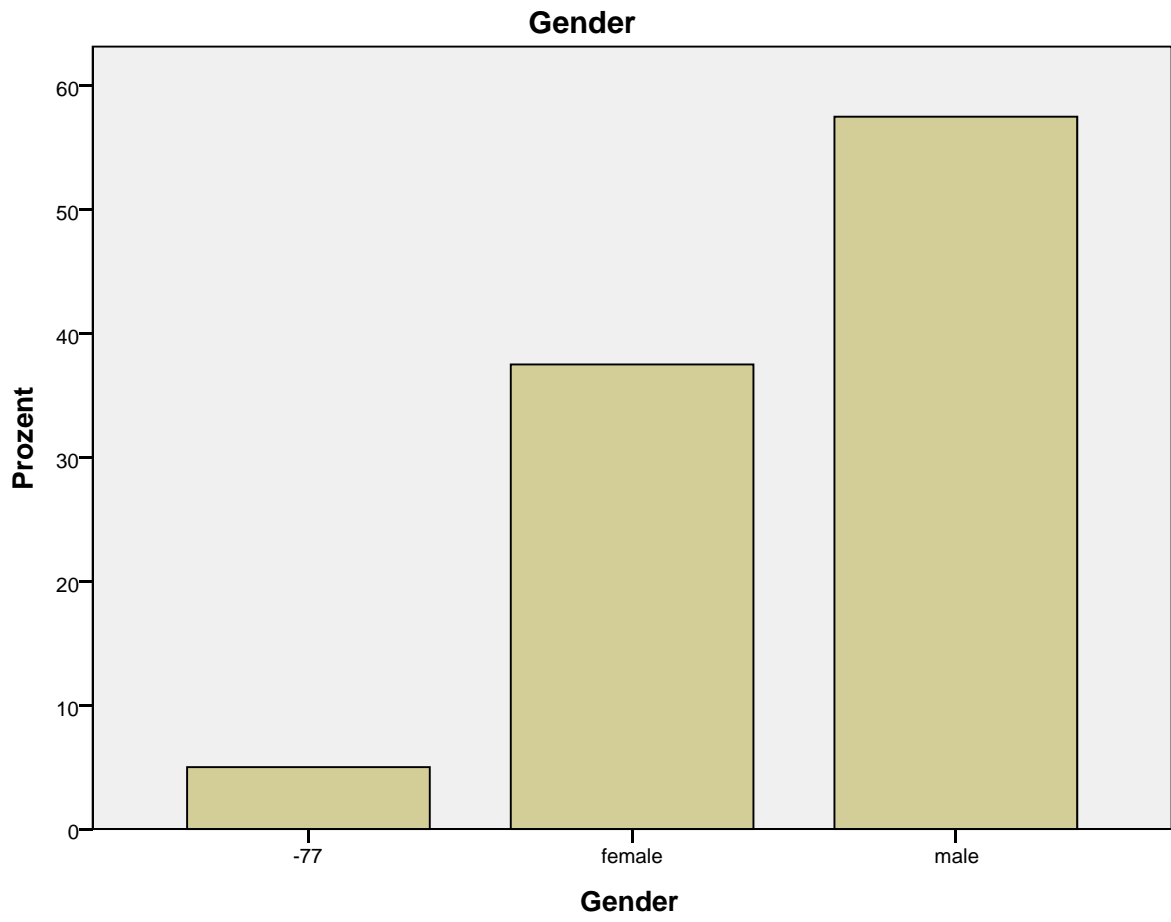
	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	30	75,0	75,0	75,0
-	1	2,5	2,5	77,5
Es gibt auch SchÃ¼ler, die kein Praktikum zur Ausbildungsfindung mehr ableisten wollen.	1	2,5	2,5	80,0
FÃ¼rcherÃ¼bergreifendes Arbeiten bei der Vorbereitung von Bewerbungen und Berufsauswahlhilfe	1	2,5	2,5	82,5
Mehr Zeit haben fÃ¼r die einzelnen SchÃ¼ler	1	2,5	2,5	85,0
Motivation der SchÃ¼ler	1	2,5	2,5	87,5
Noch mehr Praktika	1	2,5	2,5	90,0
Potenzialorientierung bei SuS mit Zuwanderungsgeschichte	1	2,5	2,5	92,5
sinnvolle Nutzung der Lebenszeit (Smartphone, Facebook ... nehmen zu viel Zeit in Anspruch)	1	2,5	2,5	95,0
VerstÃ¤ndnis der SchÃ¼ler wecken, sich mit dem Thema zu befassen	1	2,5	2,5	97,5
Vorhandensein von AusbildungsplÃtzen	1	2,5	2,5	100,0
Gesamt	40	100,0	100,0	

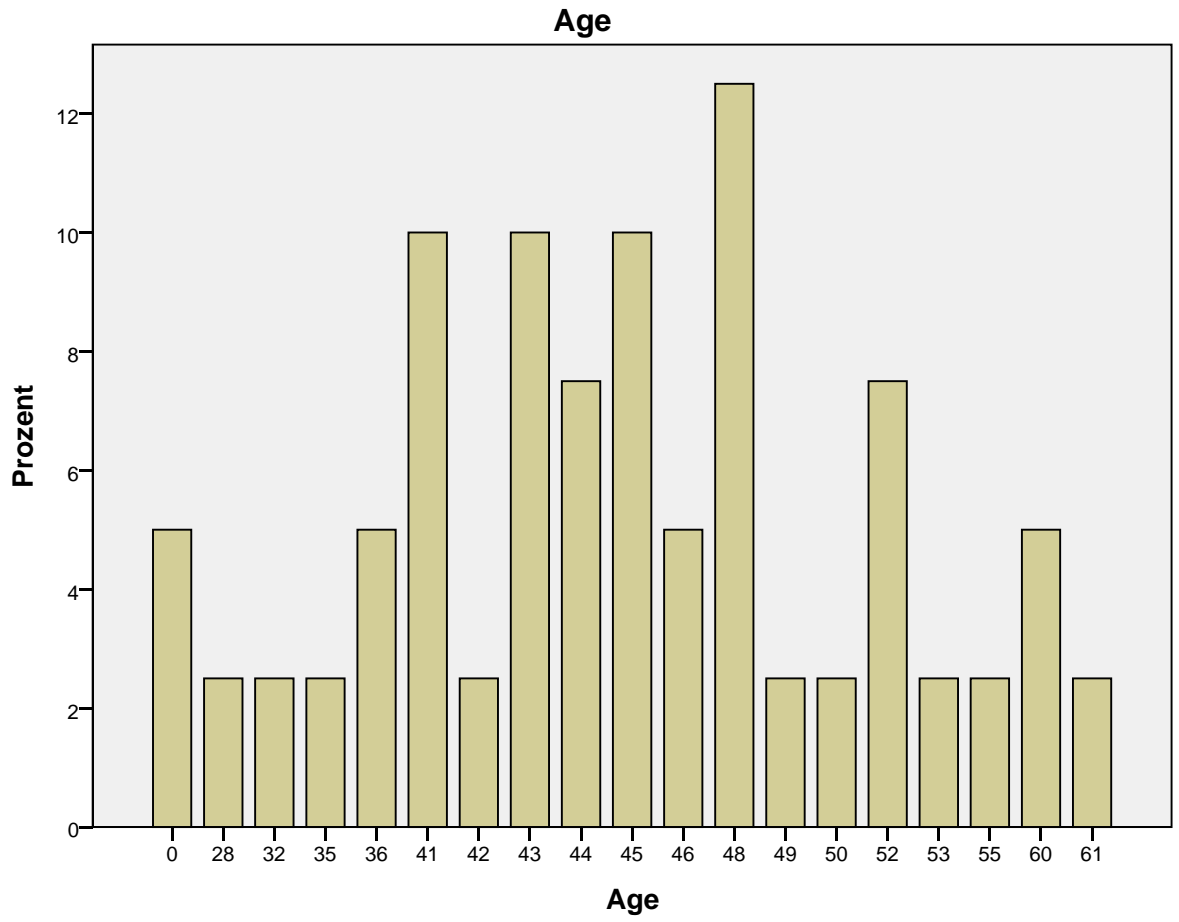
Chances you see in career orientation and vocational orientation: Chances it really offers:

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	26	65,0	65,0	65,0
-	1	2,5	2,5	67,5
Berufseignung, Berufsfindung	1	2,5	2,5	70,0
Berufsorientierung kann unnötig langes Verbleiben in Schule verhindern.	1	2,5	2,5	72,5
Die Schüler erkennen ihre Stärken und Schwächen. Berufsorientierung ist ein lebenslanger Prozess.	1	2,5	2,5	75,0
Es gibt leider genügend Schüler, die es nicht für wichtig erachten, sich frühzeitig zu orientieren. MOTIVATION	1	2,5	2,5	77,5
Findung von Ausbildungsplätzen, auch wenn die Schulnoten nicht stimmen.	1	2,5	2,5	80,0
Gewinnung von beruflichen Kenntnissen und Fertigkeiten, Entscheidungshilfe für die Berufswahl	1	2,5	2,5	82,5
In der Schule sind diese sehr begrenzt	1	2,5	2,5	85,0
nach der Schüleranalyse-ein Ausbildung mit Abschluss/Weiterbeschäftigung im ersten Arbeitsmarkt	1	2,5	2,5	87,5
Passgenauere Bewerbungen	1	2,5	2,5	90,0
Praktika	1	2,5	2,5	92,5
Schutz vor Fehlentscheidungen, bewusste Berufswahl	1	2,5	2,5	95,0
Sinnvolle Entscheidungen treffen, sinnvolle Zwischenschritte entwickeln	1	2,5	2,5	97,5
Verbesserung der schulischen Begleitung von Schülerbetriebspraktika	1	2,5	2,5	100,0
Gesamt	40	100,0	100,0	

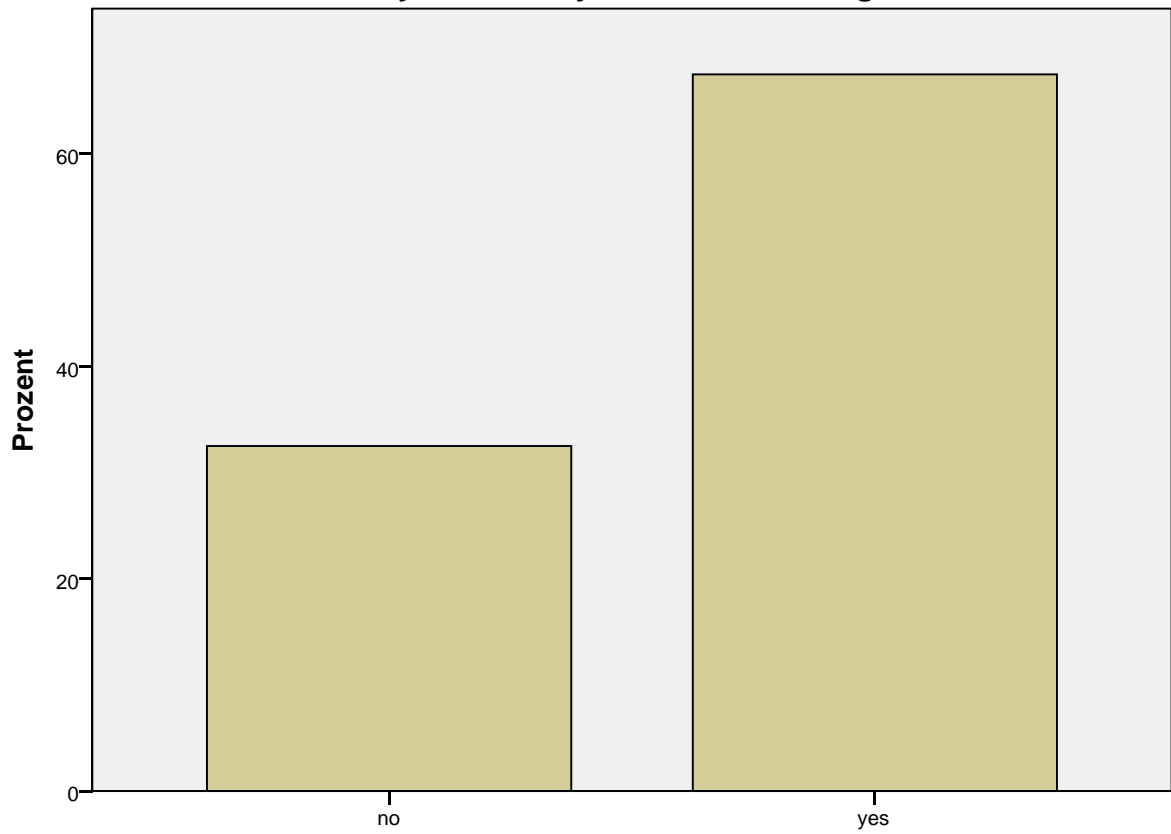
Balkendiagramm





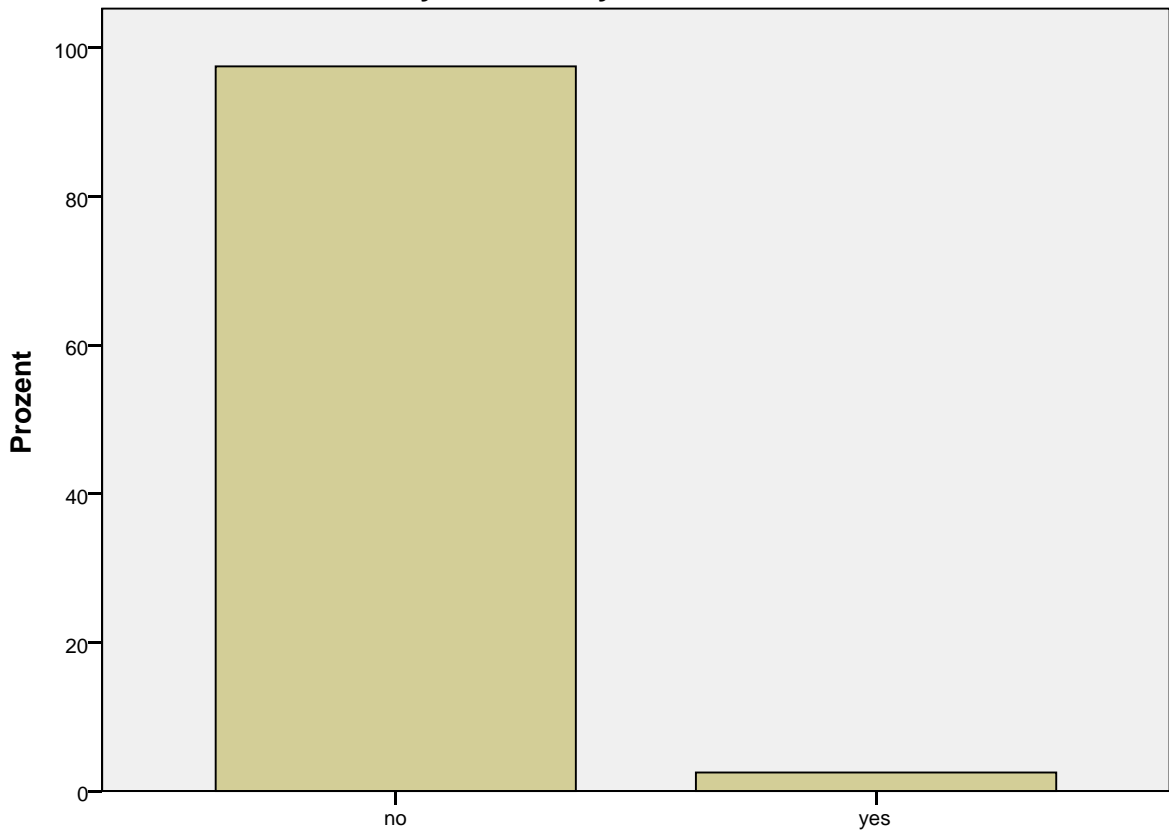


Which function do you have in your institution? regular teacher



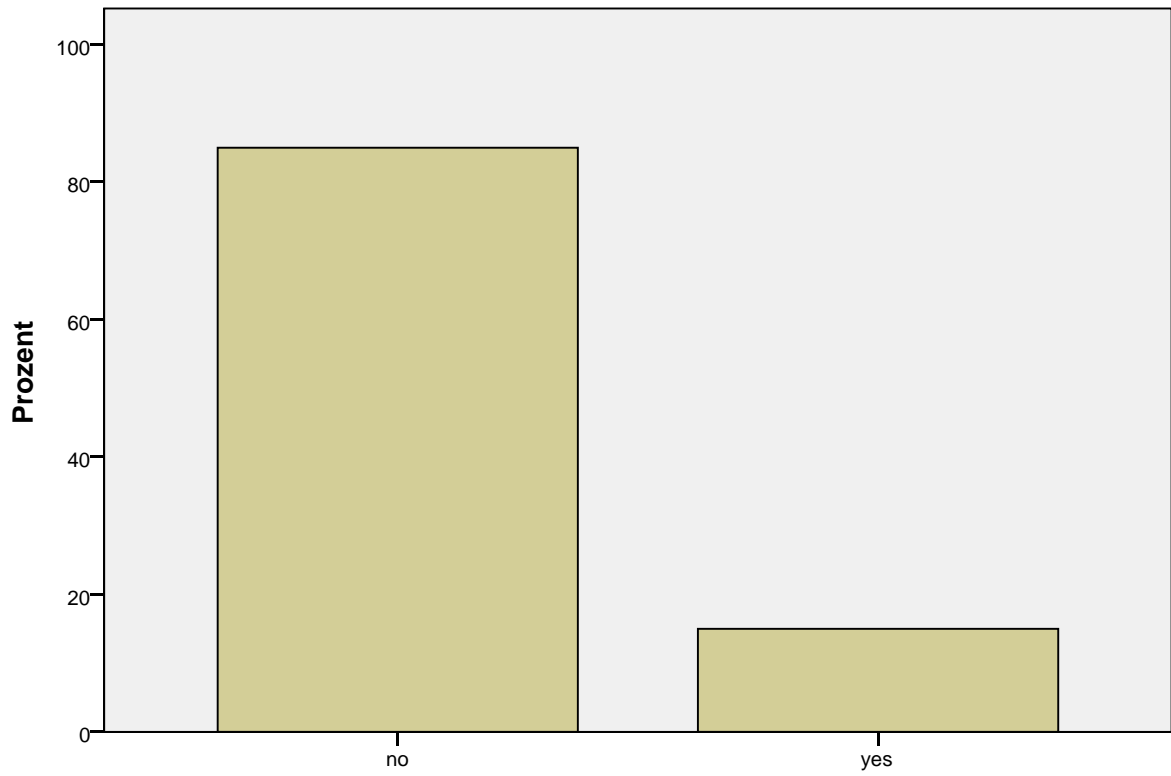
Which function do you have in your institution? regular teacher

Which function do you have in your institution? headmaster



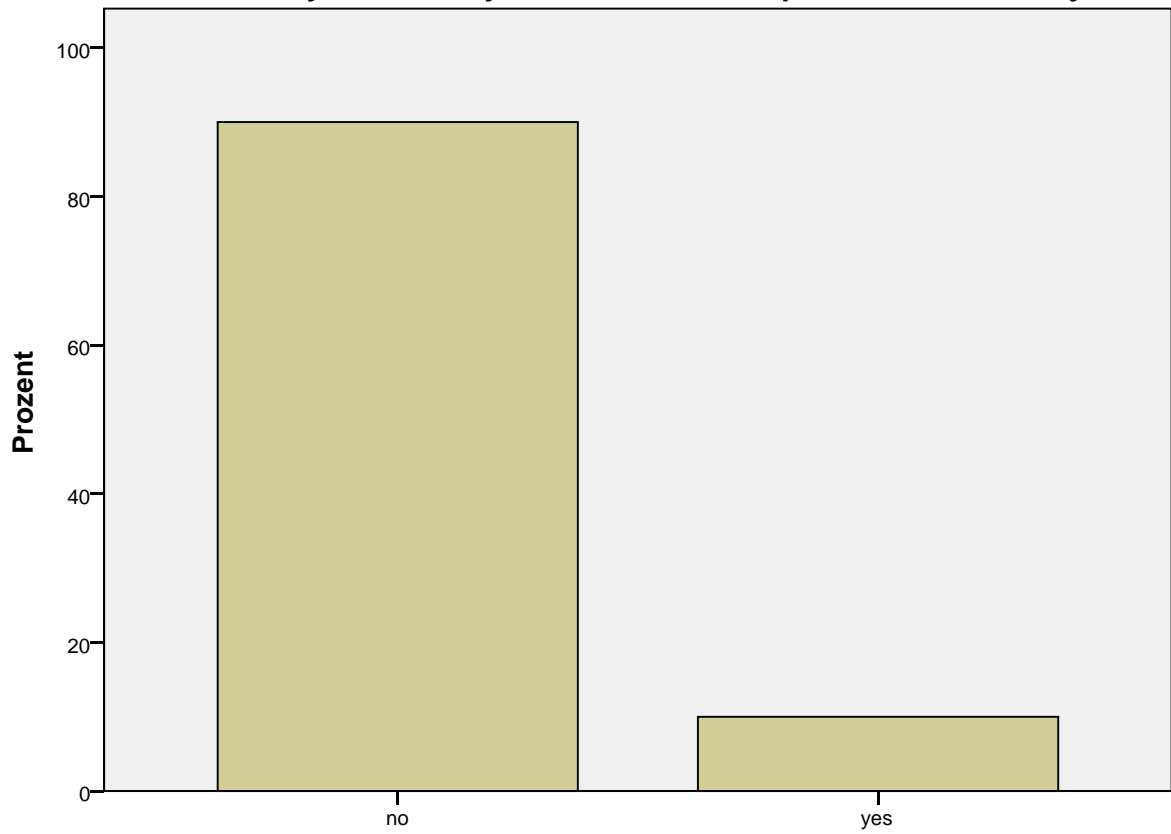
Which function do you have in your institution? headmaster

Which function do you have in your institution? responsible for a group of teachers



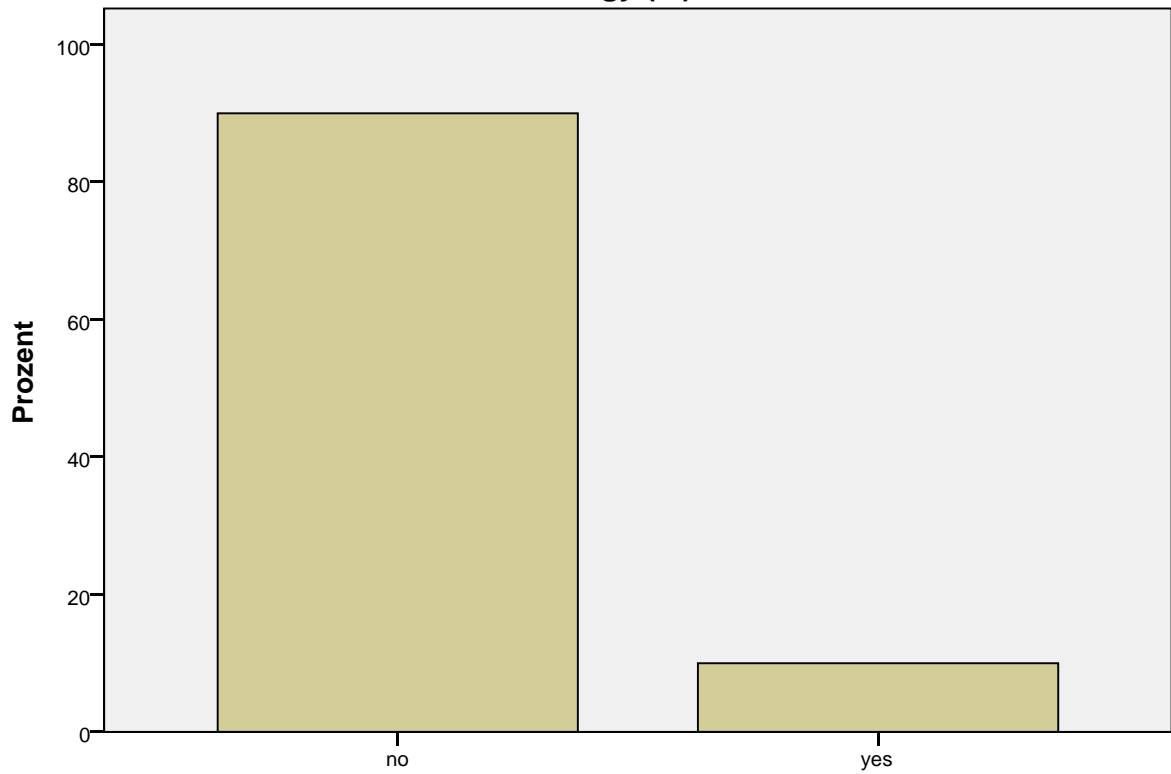
Which function do you have in your institution? responsible for a group of teachers

Which function do you have in your institution? responsible for EU-Projects



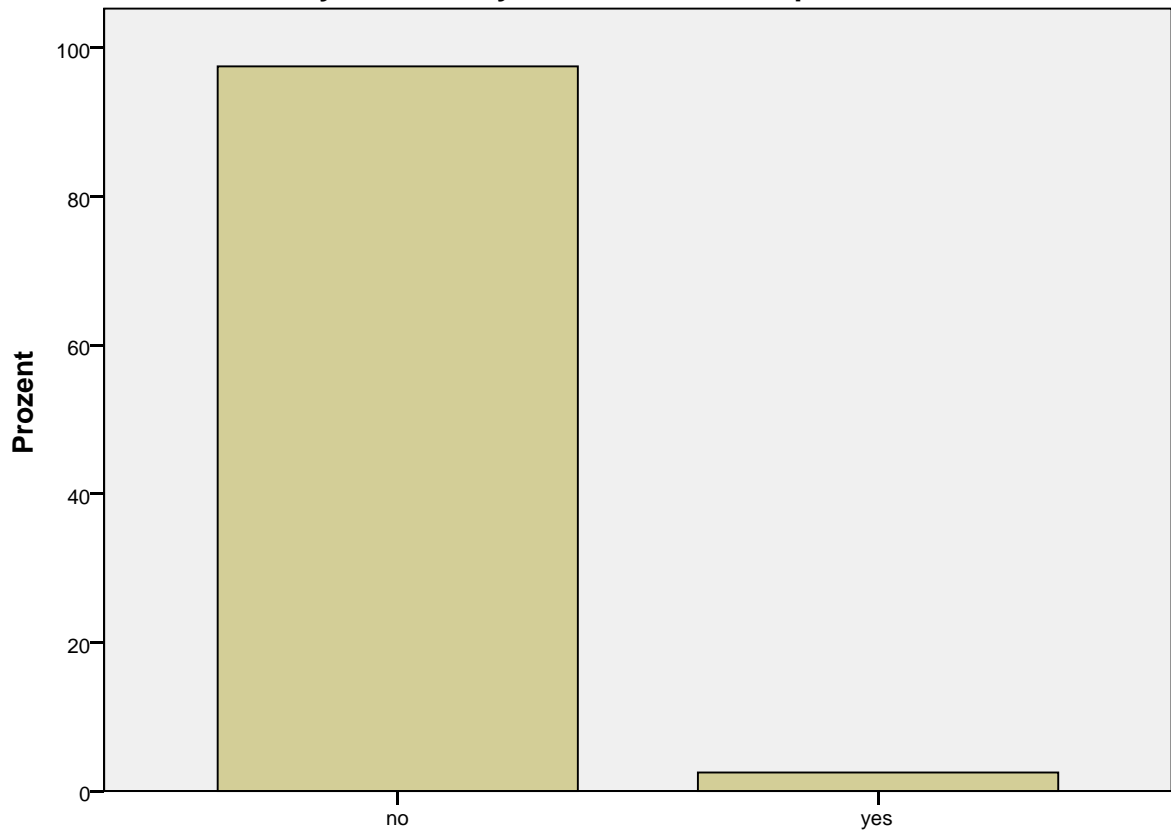
Which function do you have in your institution? responsible for EU-Projects

Which function do you have in your institution? responsible for information technology (IT)



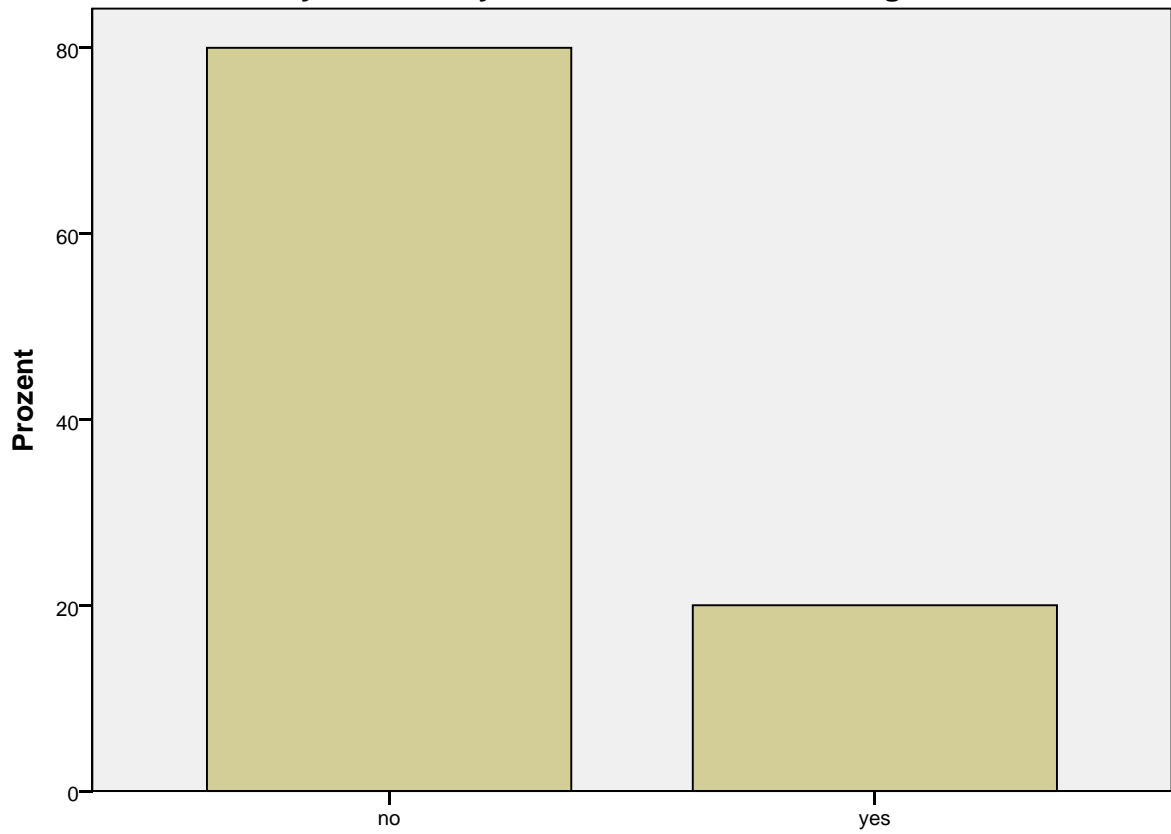
Which function do you have in your institution? responsible for information technology (IT)

Which function do you have in your institution? responsible for timetables



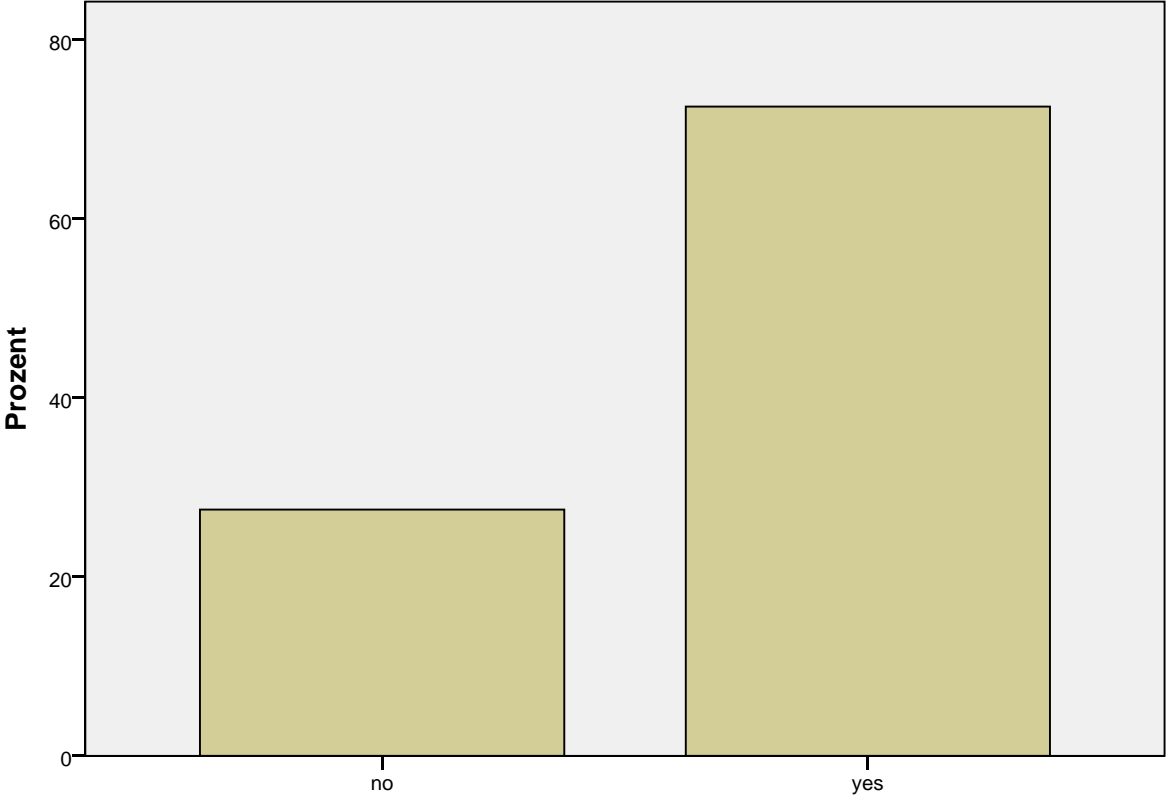
Which function do you have in your institution? responsible for timetables

Which function do you have in your institution? teacher in general education



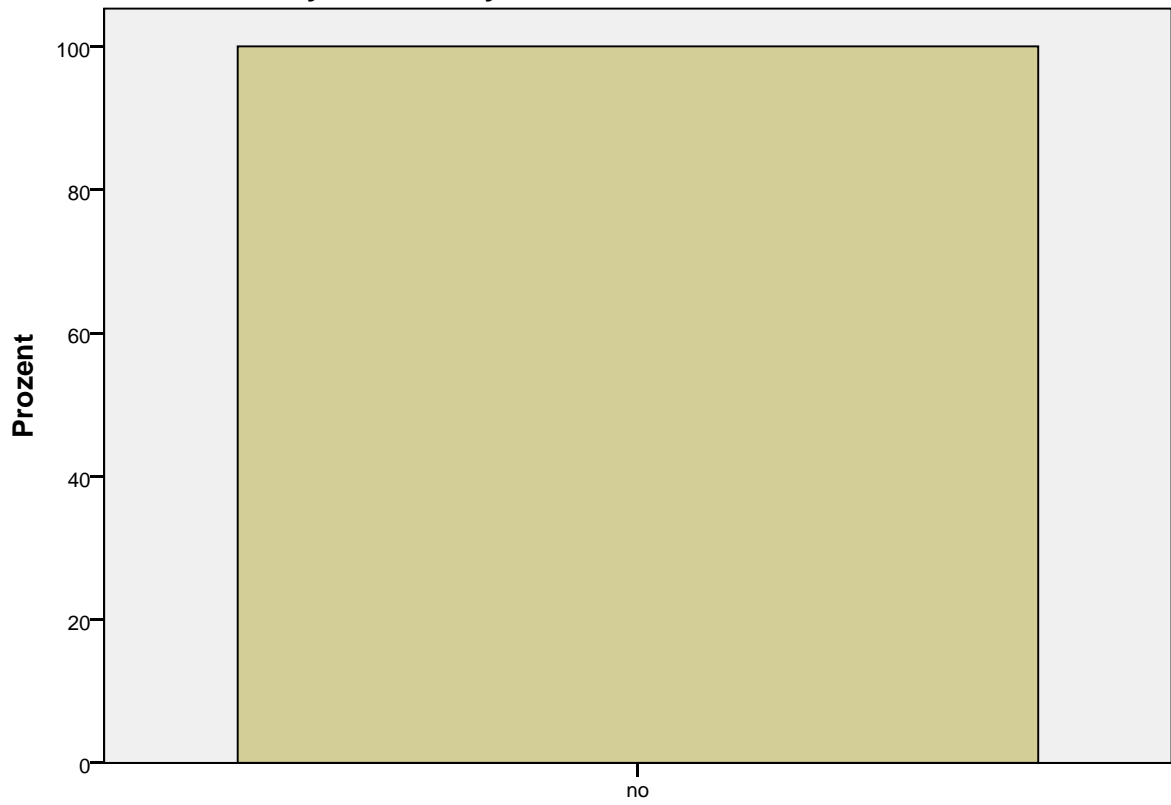
Which function do you have in your institution? teacher in general education

Which function do you have in your institution? teacher in vocational education



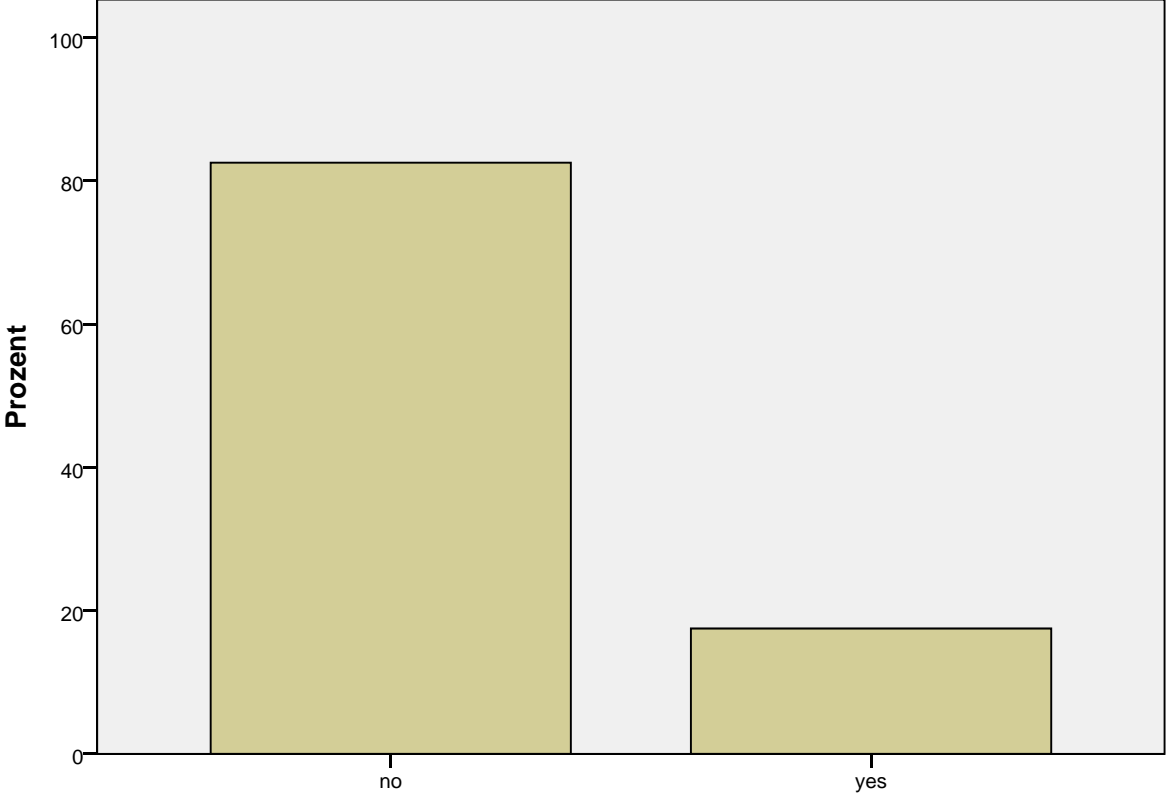
Which function do you have in your institution? teacher in vocational education

Which function do you have in your institution? asisstant of the headmaster



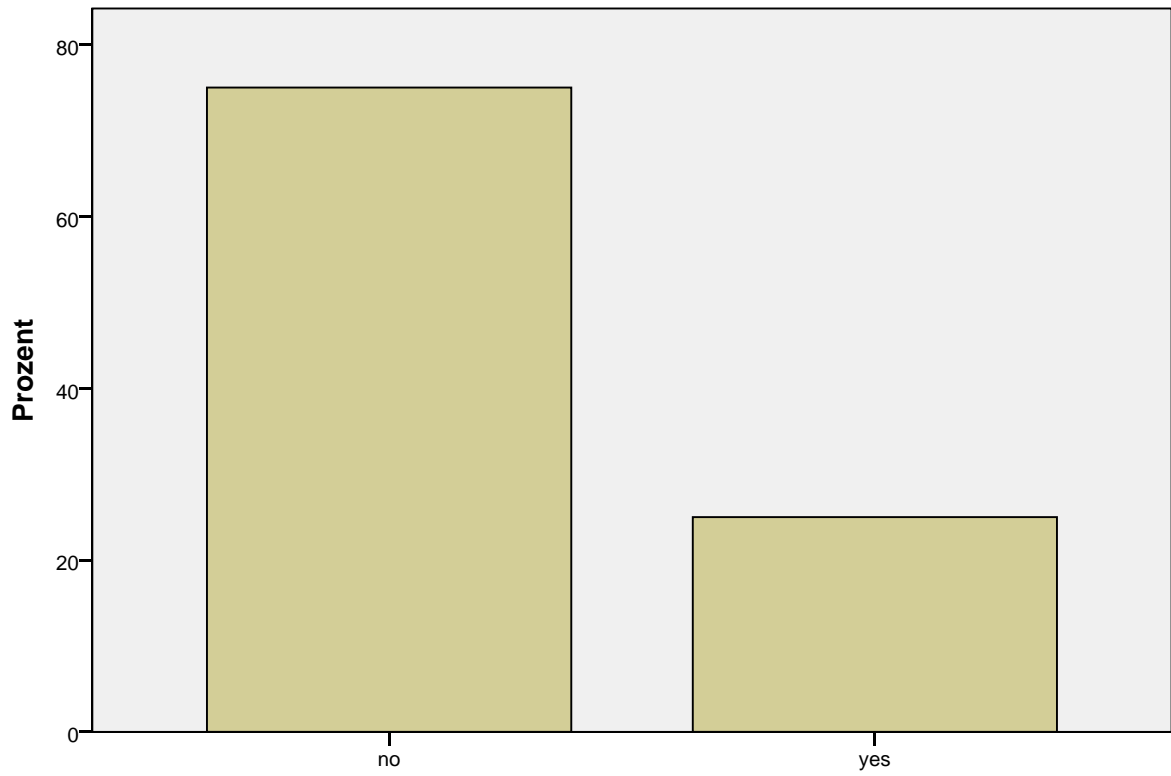
Which function do you have in your institution? asisstant of the headmaster

Which function do you have in your institution? responsible for school projects



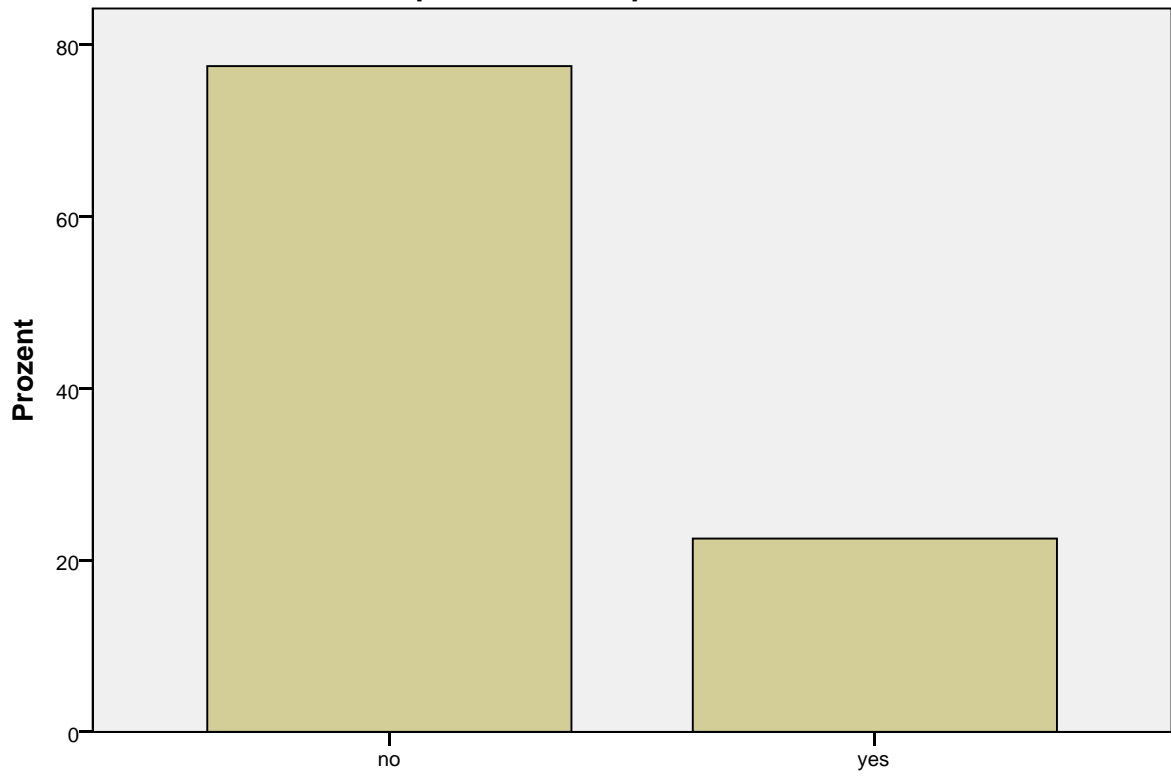
Which function do you have in your institution? responsible for school projects

Which function do you have in your institution? responsible for career orientation



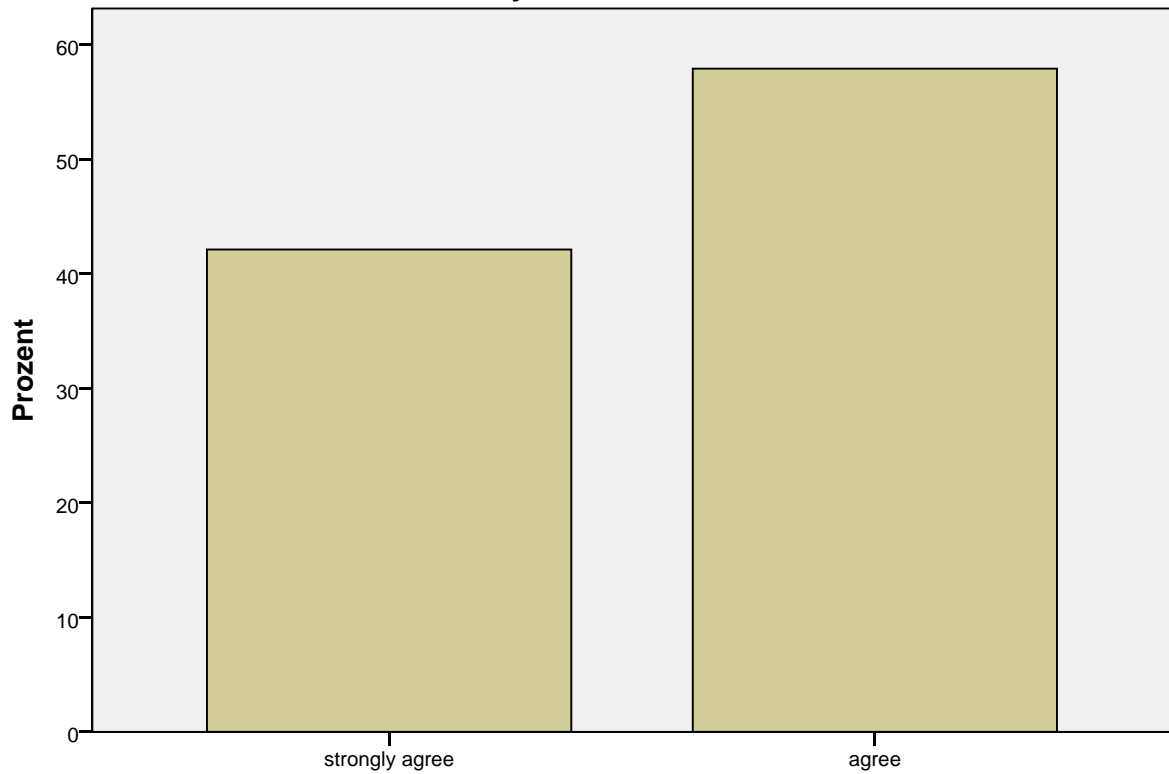
Which function do you have in your institution? responsible for career orientation

Which function do you have in your institution? responsible for work experience/work placement



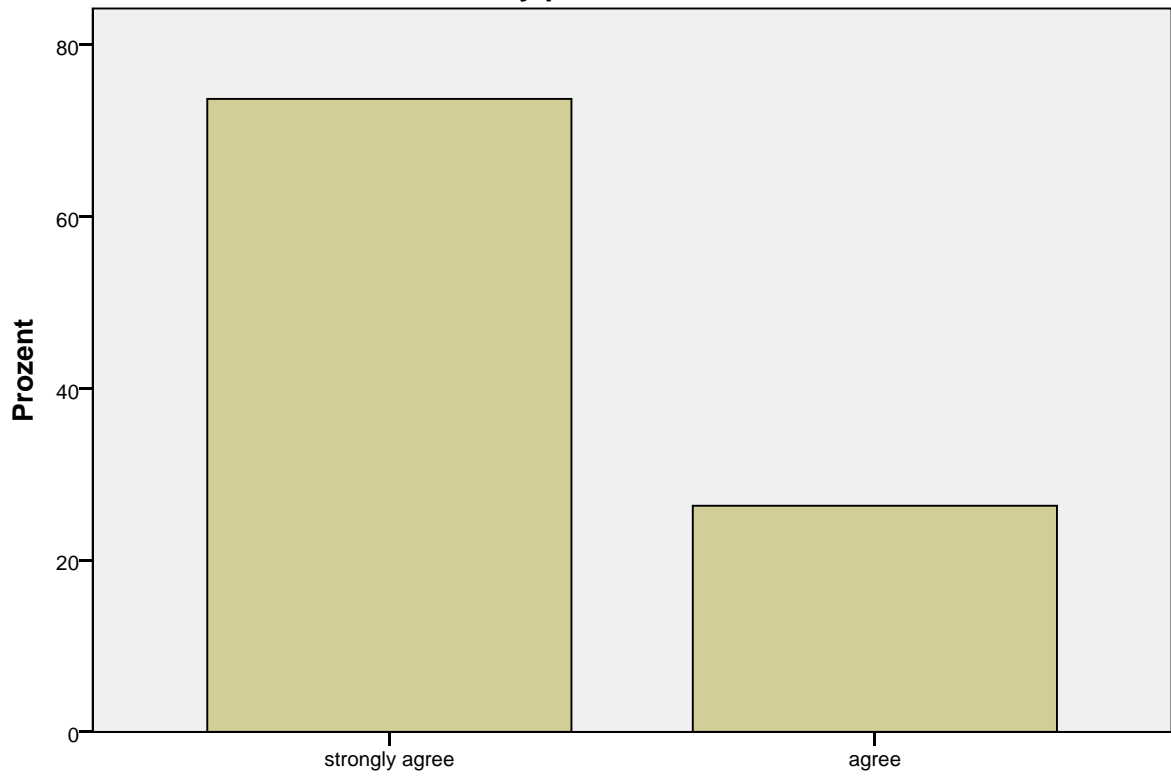
Which function do you have in your institution? responsible for work experience/work placement

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



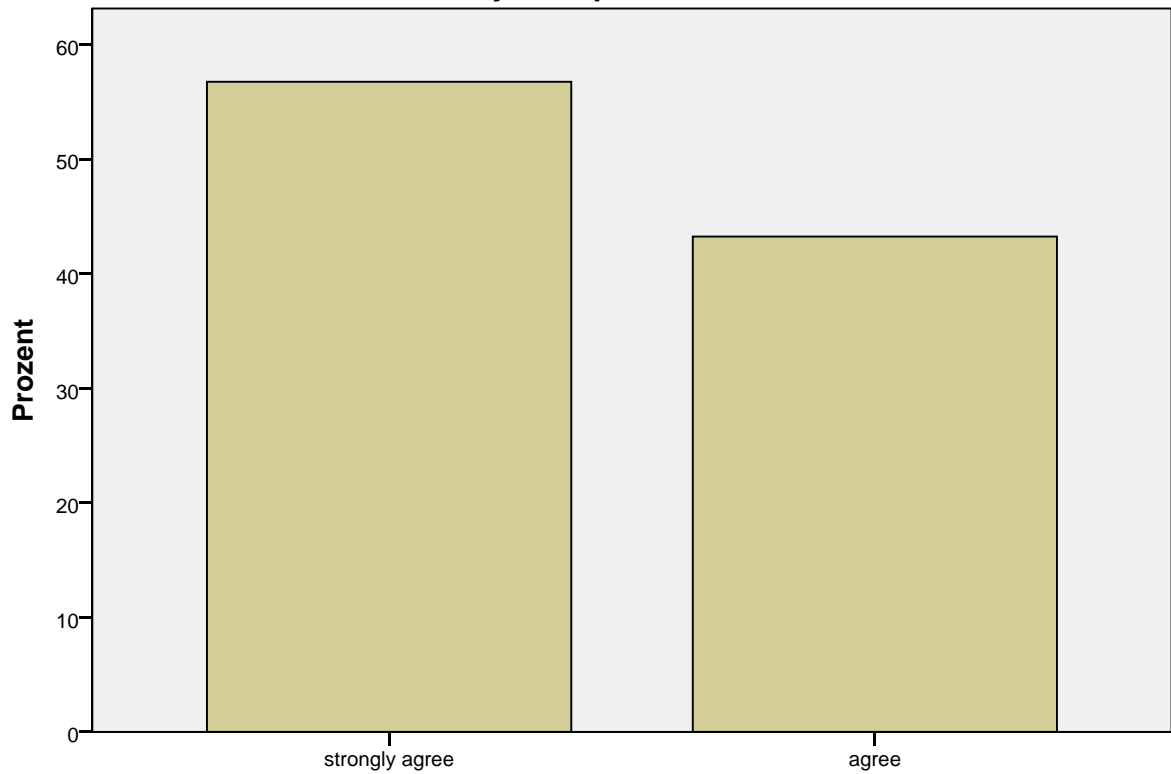
The transition process from school into the world of work should be supported by teachers.

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



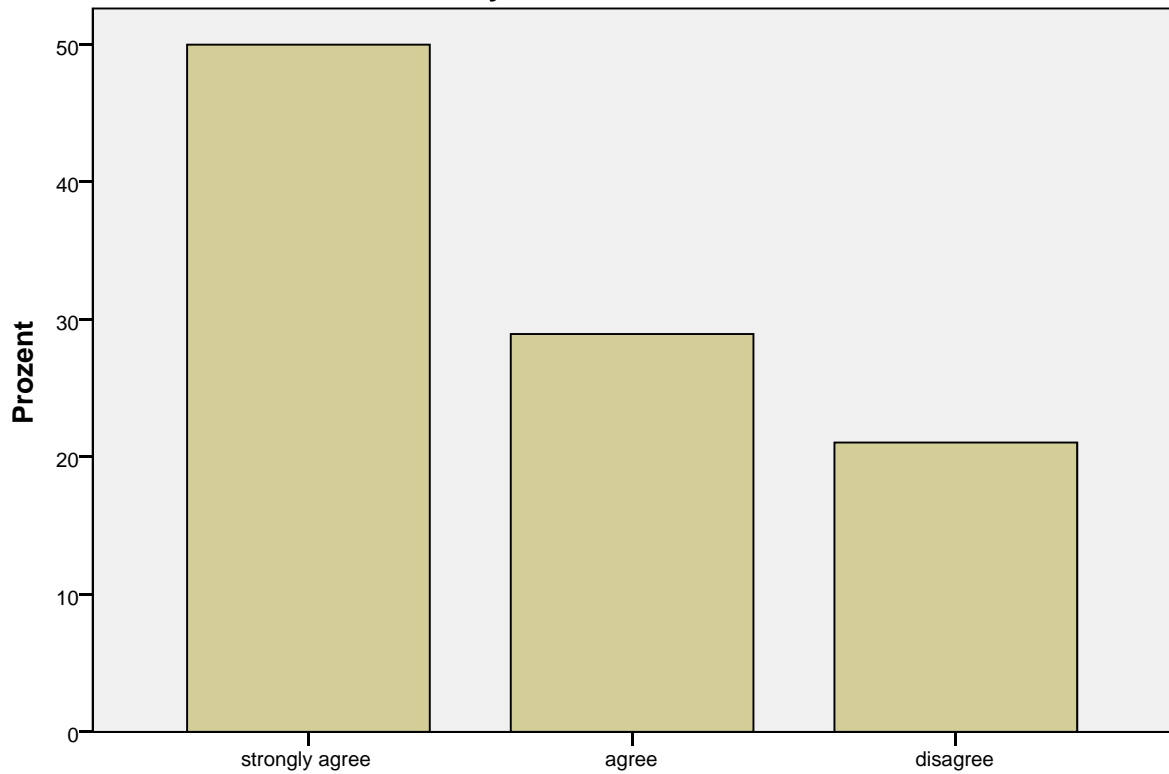
The transition process from school into the world of work should be supported by parents.

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



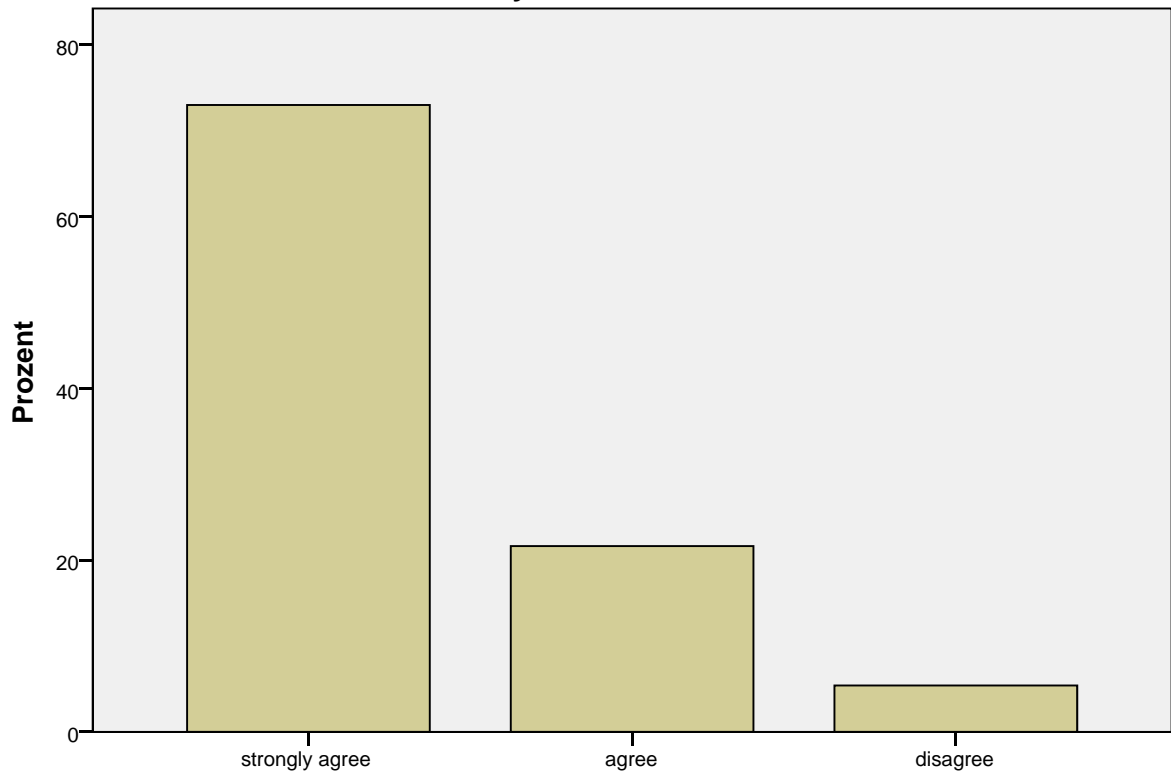
The transition process from school into the world of work should be supported by enterprises.

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



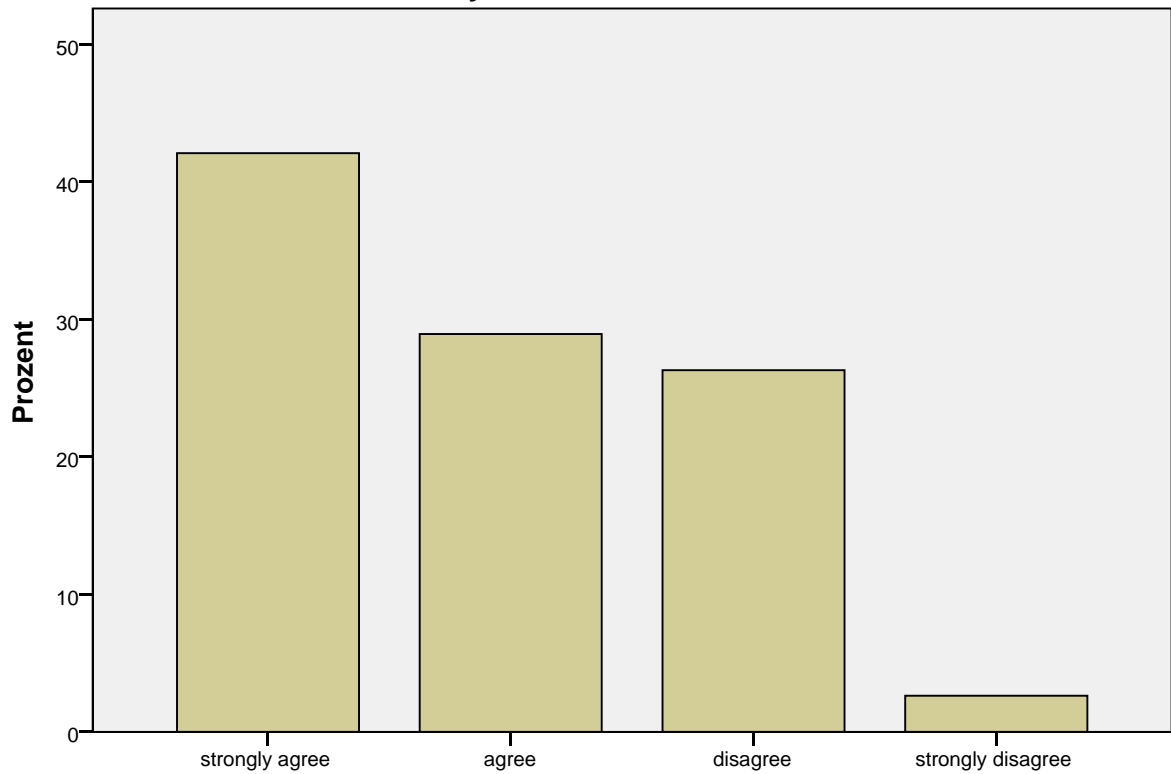
The transition process from school into the world of work should be supported by counsellors.

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



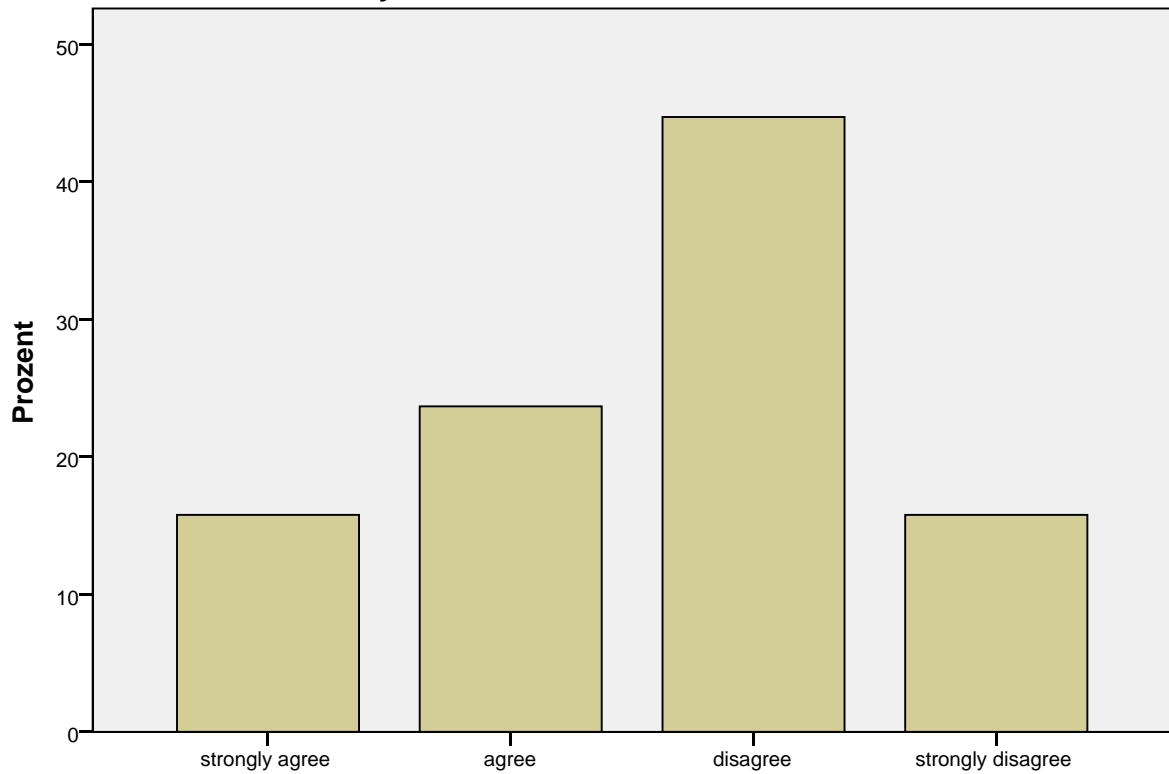
The transition process from school into the world of work should be supported by advisers.

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



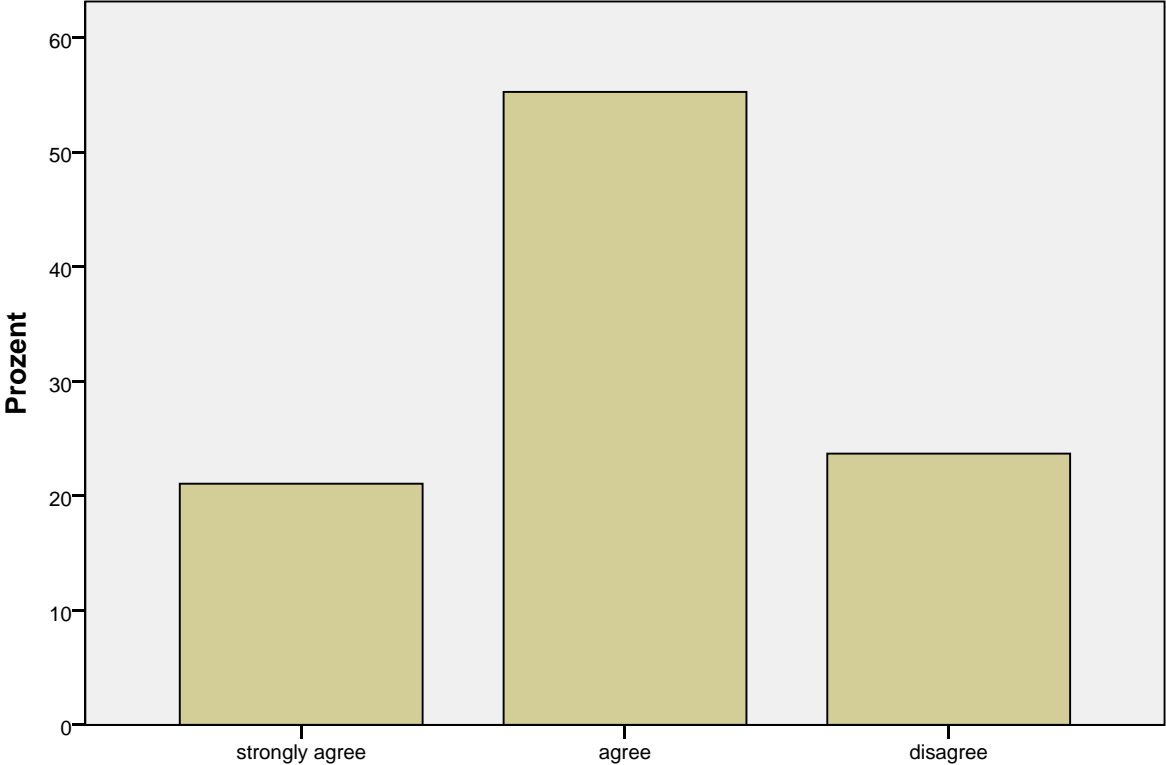
The transition process from school into the world of work should be supported by social workers.

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



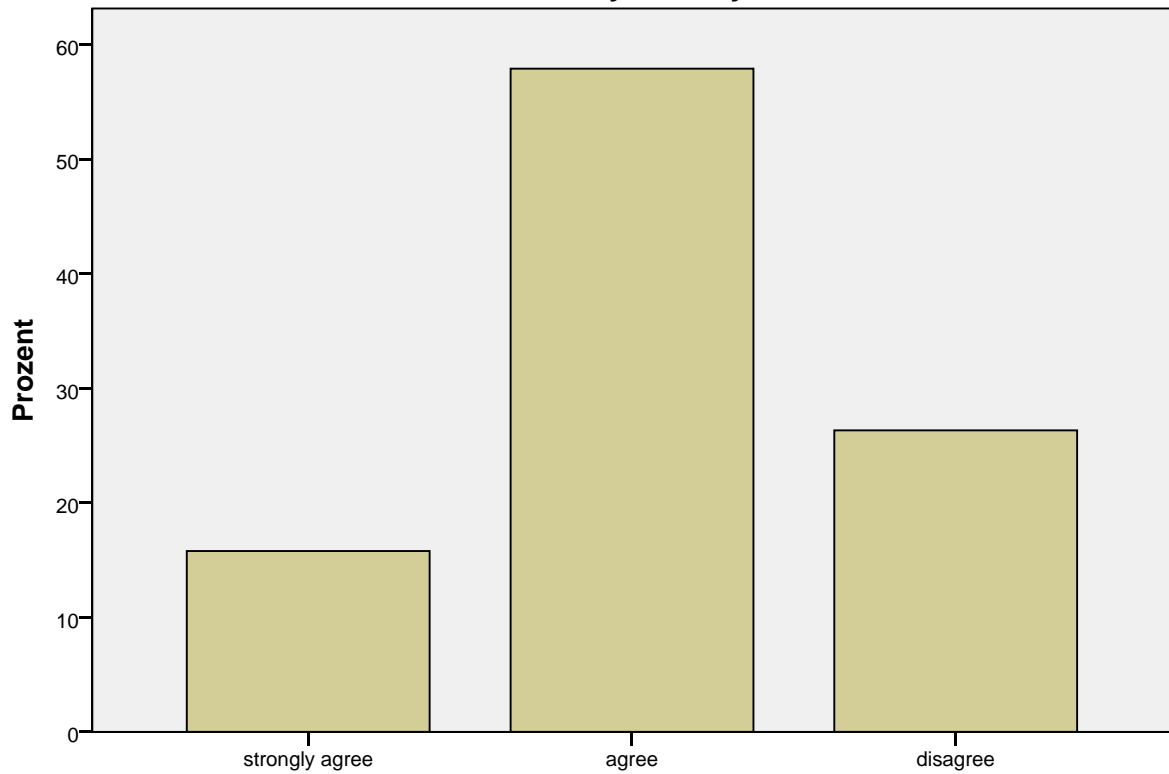
The transition process from school into the world of work should be supported by the learner himself / herself.

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



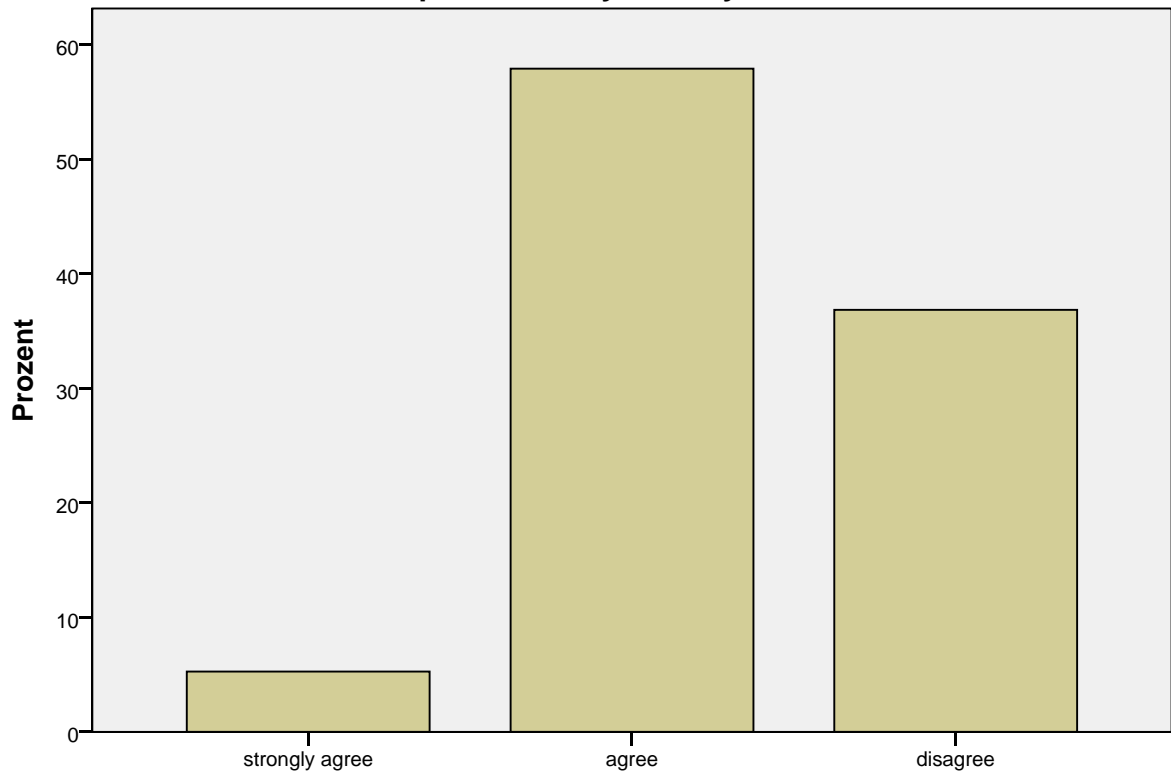
The transition of learners from school into the world of work is seen as important in my country.

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



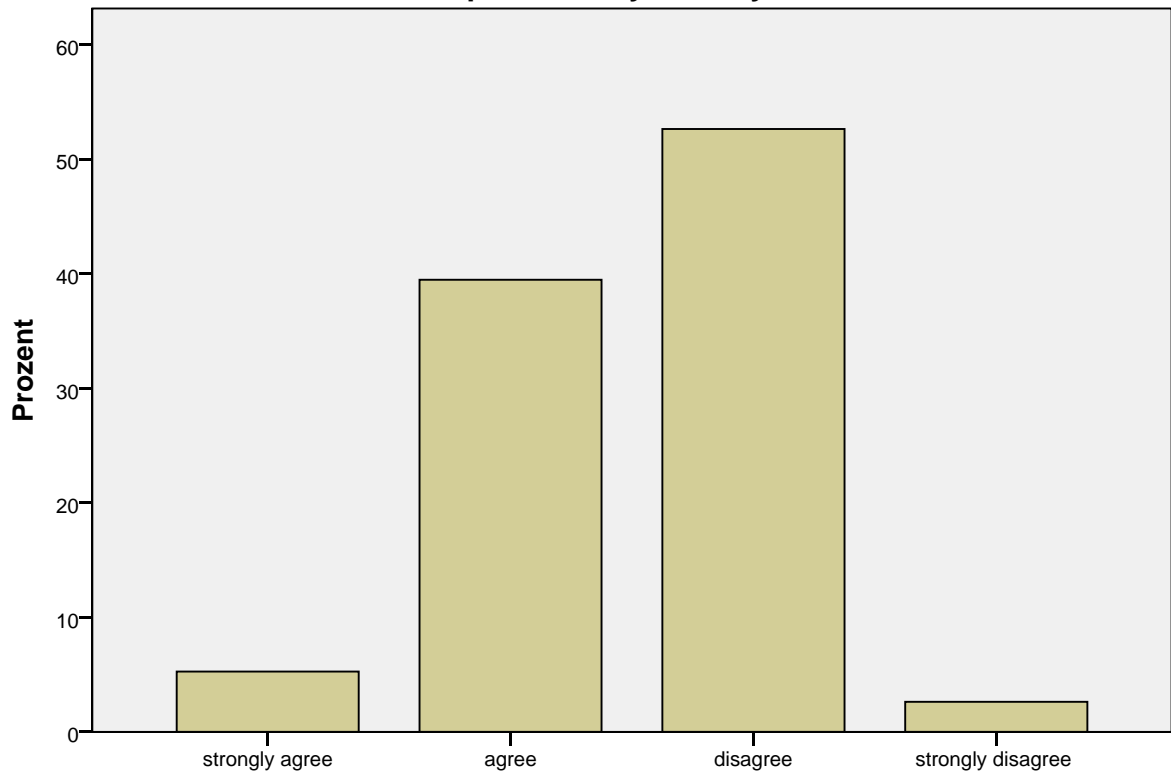
The transition of learners from school into the world of work is supported by teachers in my country.

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



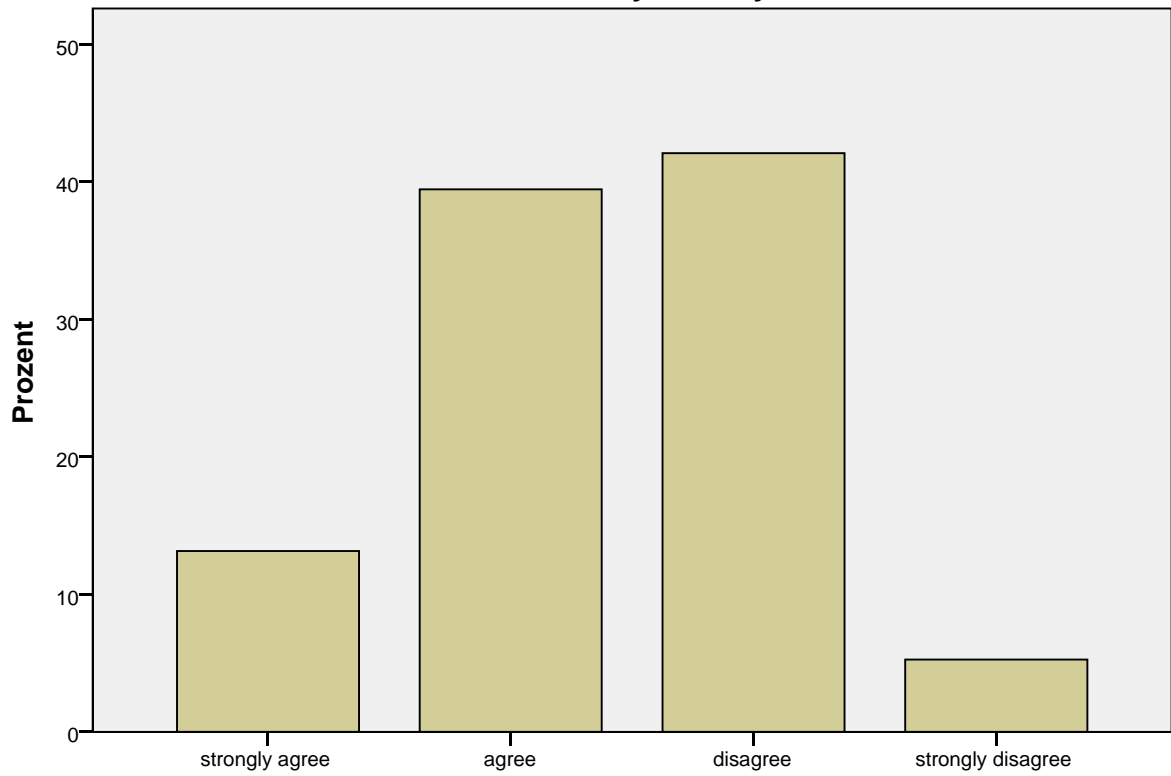
The transition of learners from school into the world of work is supported by the parents in my country.

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



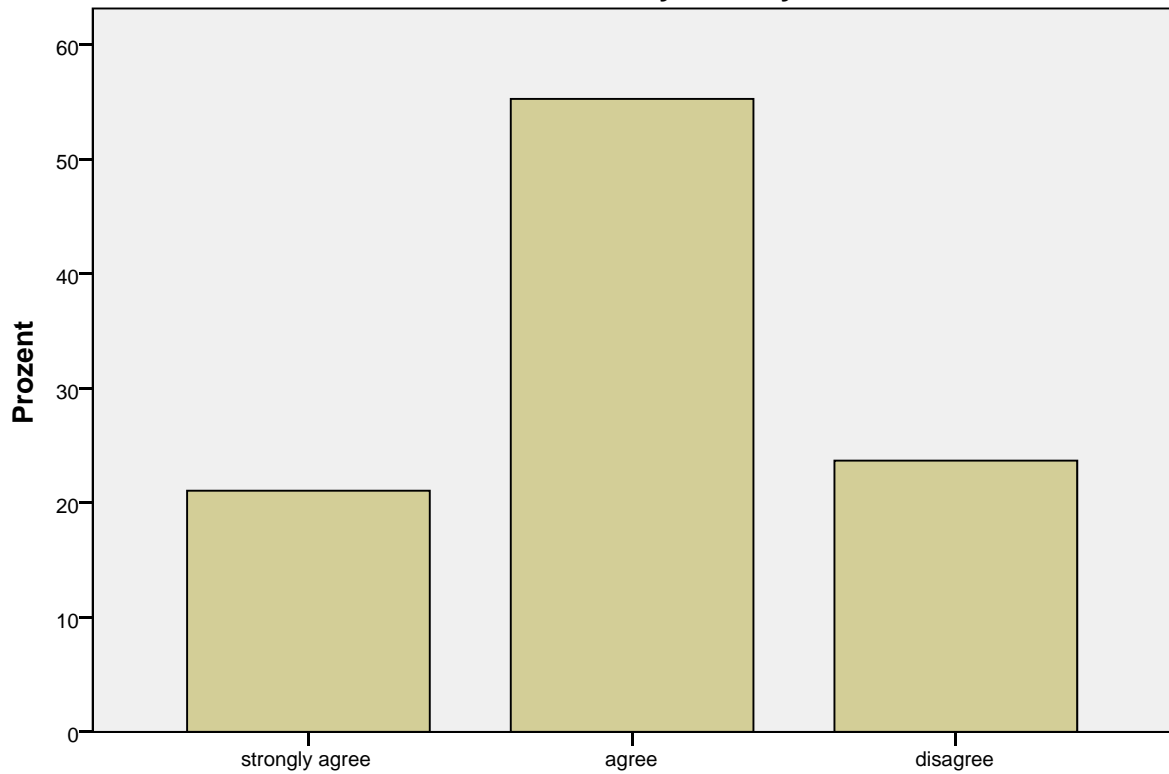
The transition of learners from school into the world of work is supported by enterprises in my country.

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



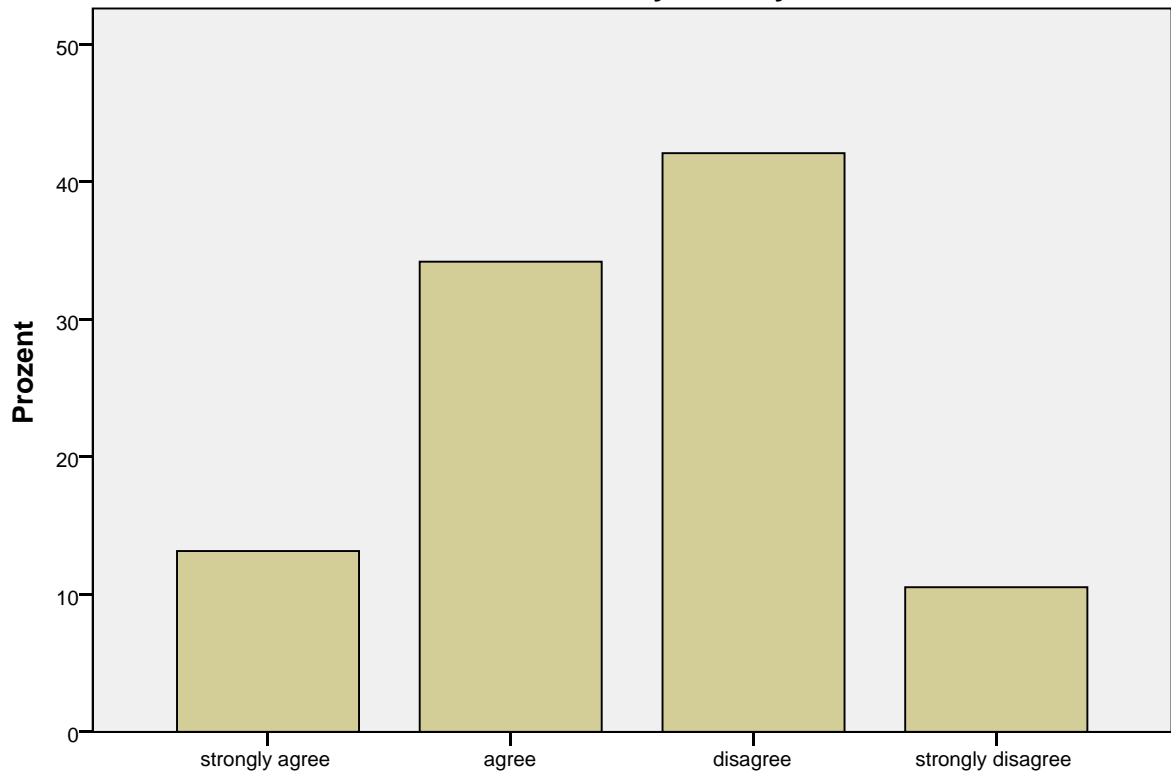
The transition of learners from school into the world of work is supported by job counsellors in my country.

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



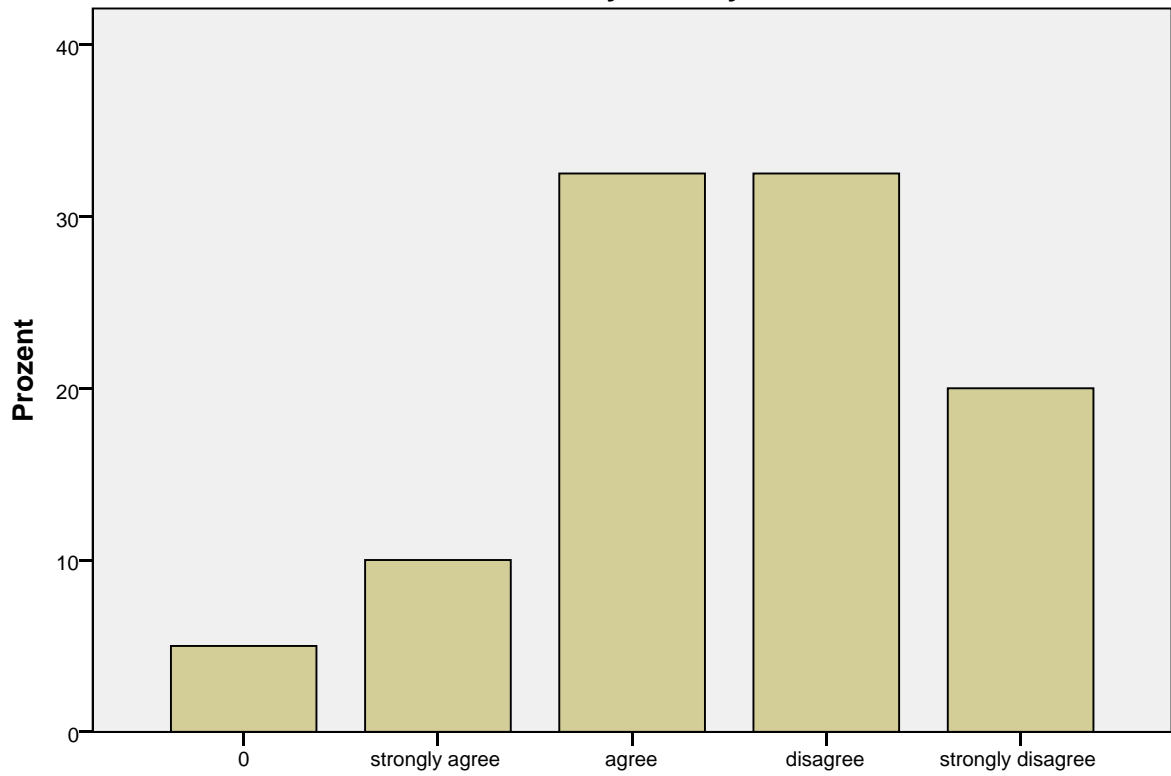
The transition of learners from school into the world of work is supported by career advisers in my country.

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



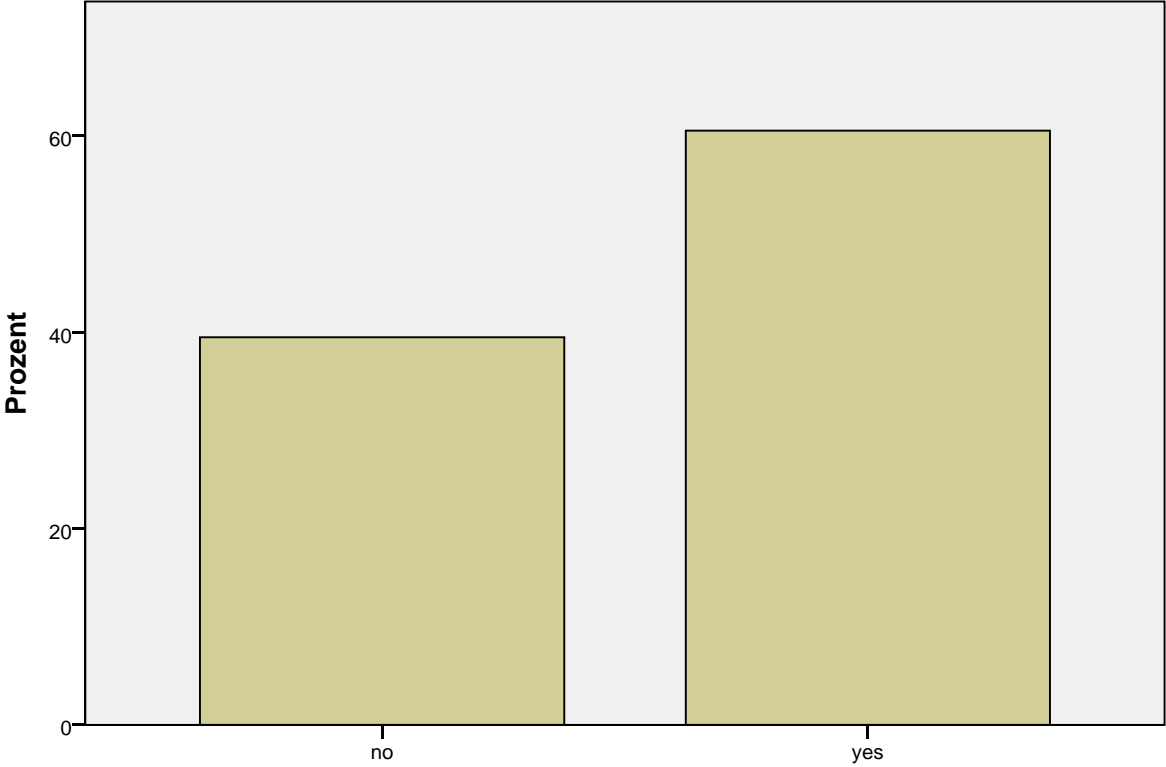
The transition of learners from school into the world of work is supported by social workers in my country.

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



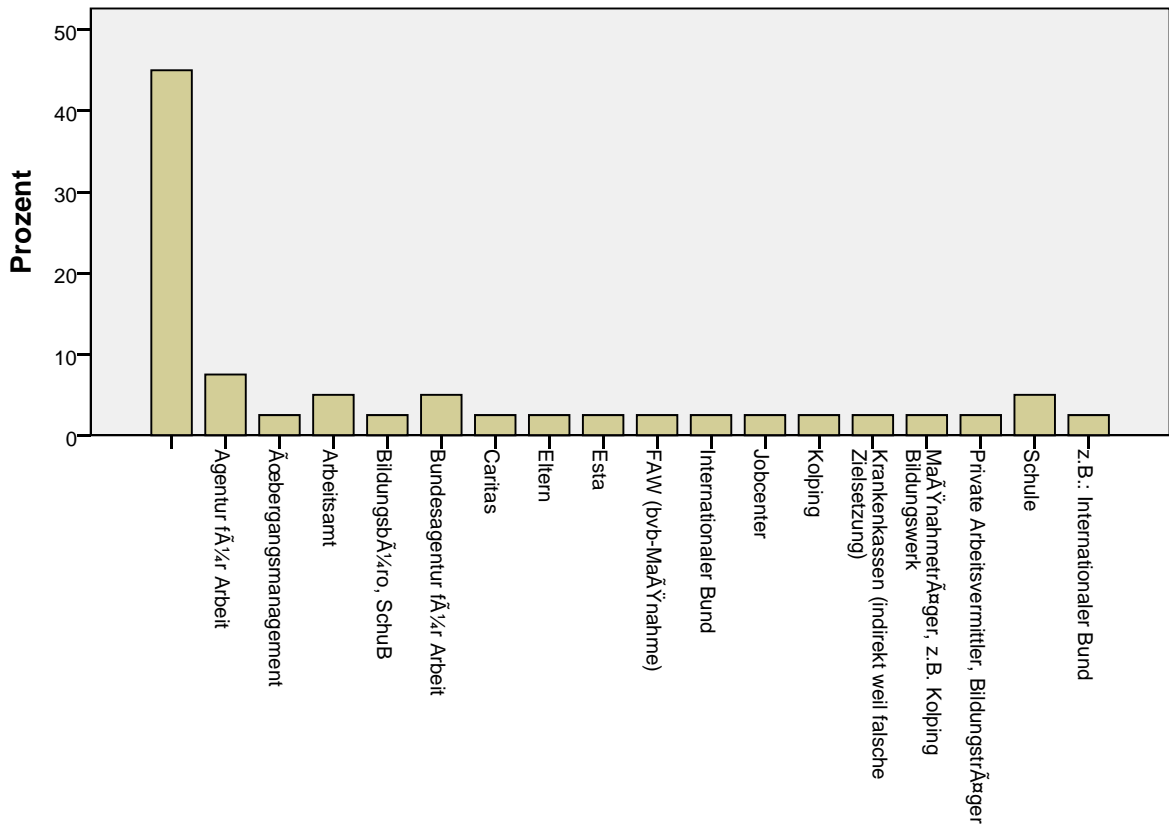
The transition of learners from school into the world of work is supported by the learners in my country.

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



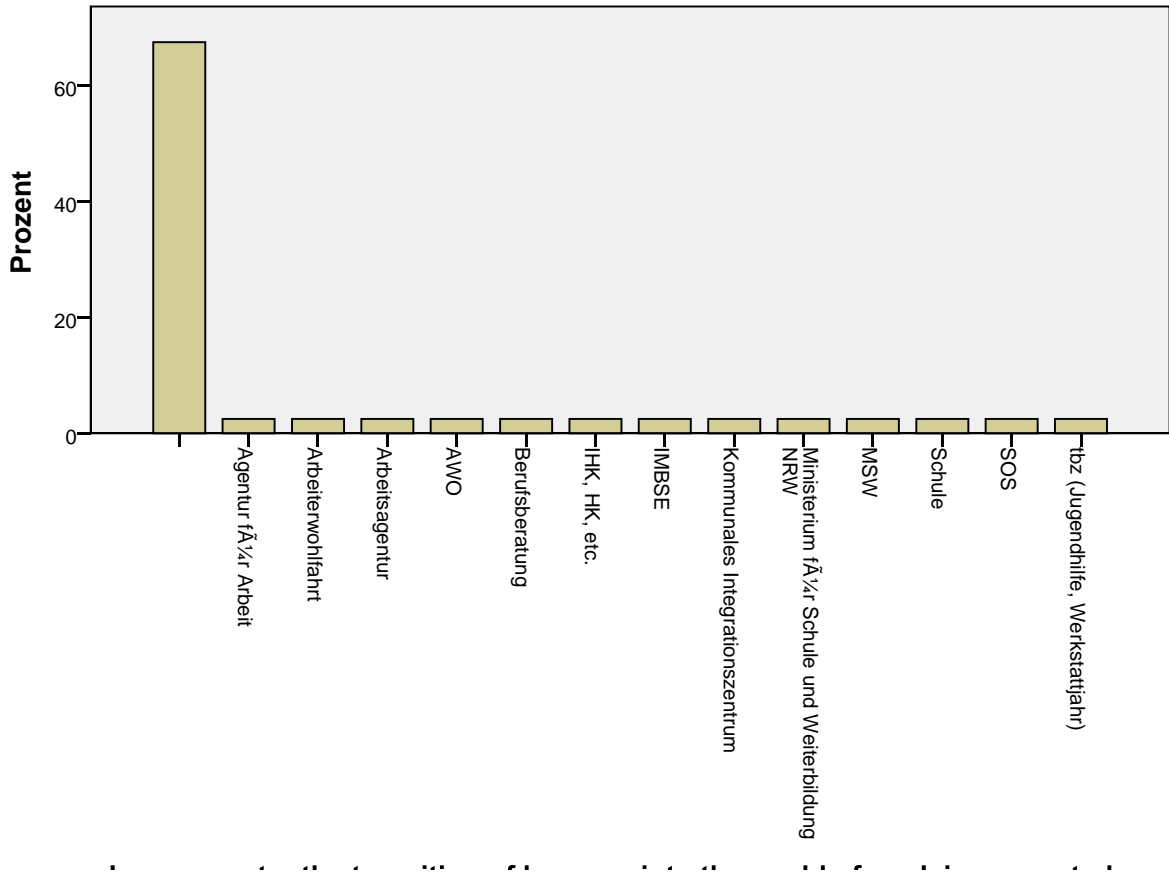
In my country the transition of learners into the world of work is supported by other institutions.

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

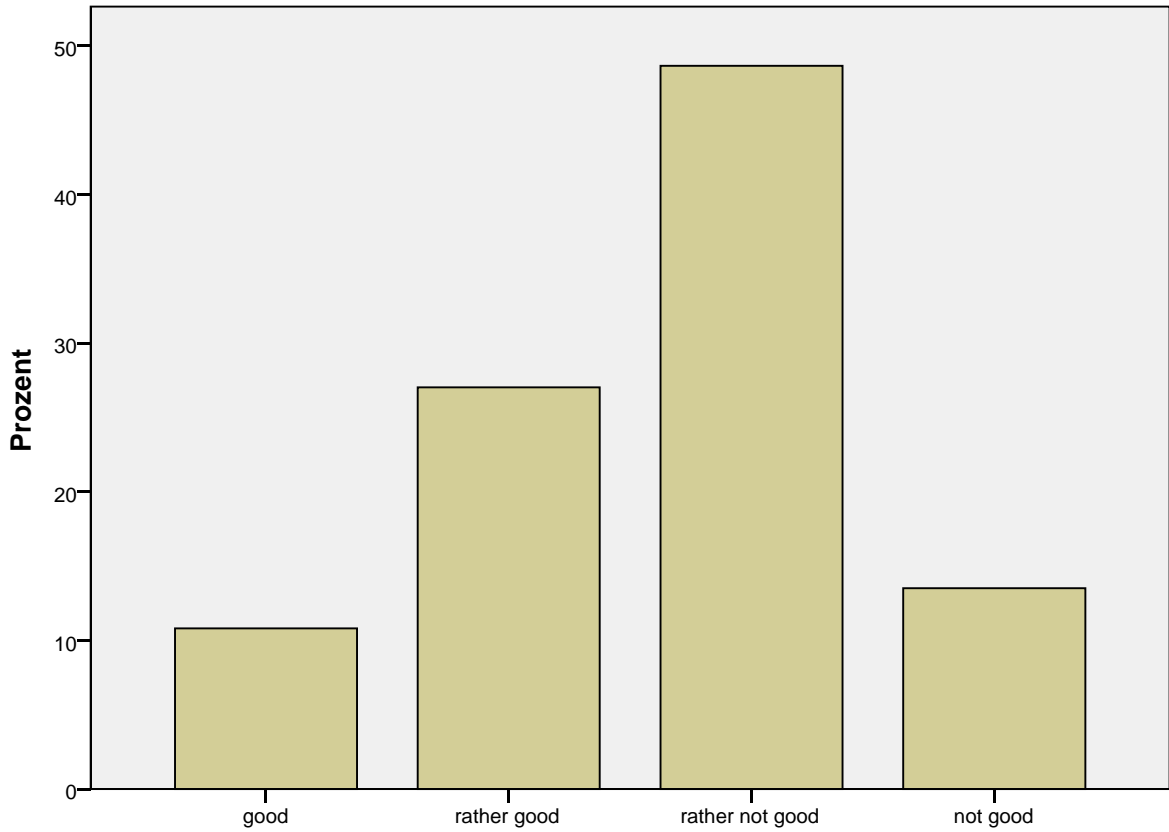


In my country the transition of learners into the world of work is supported

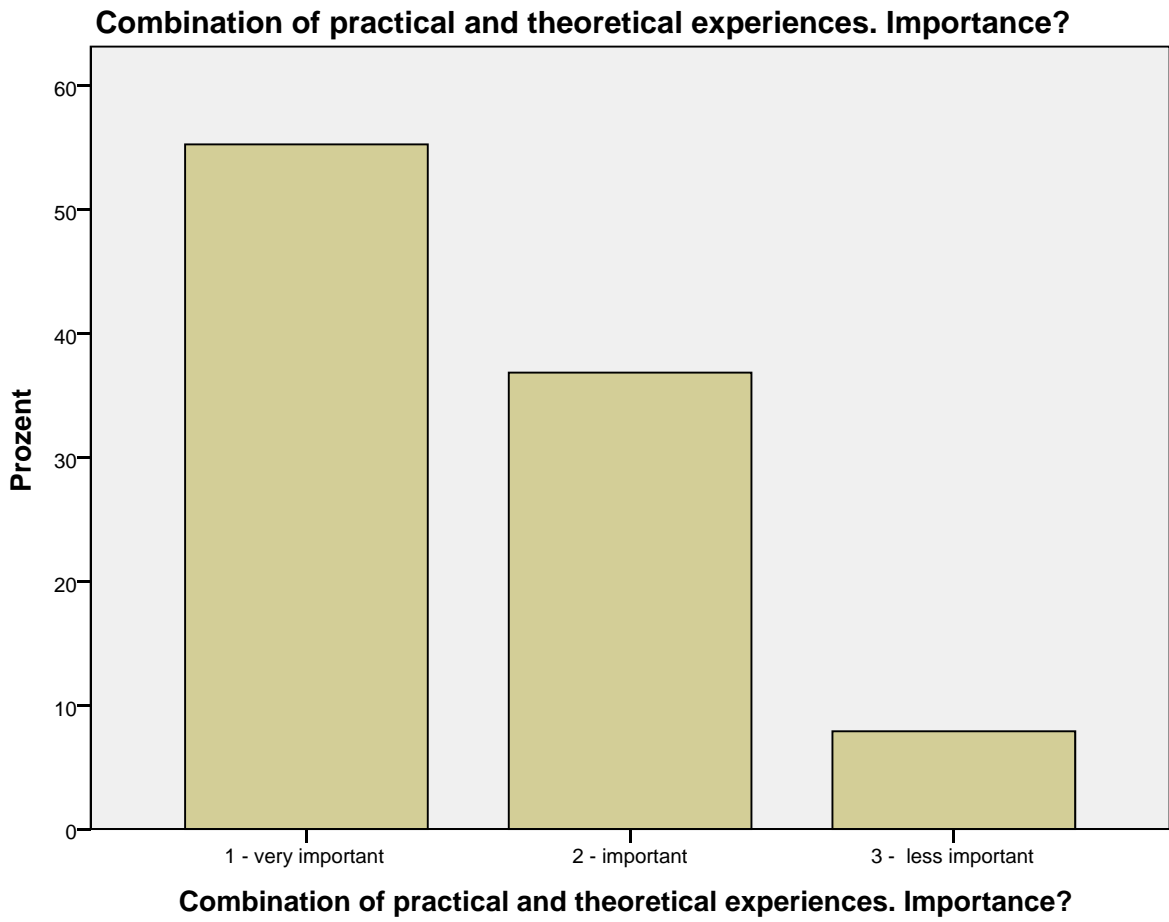
In my country the transition of learners into the world of work is supported by other institutions B:



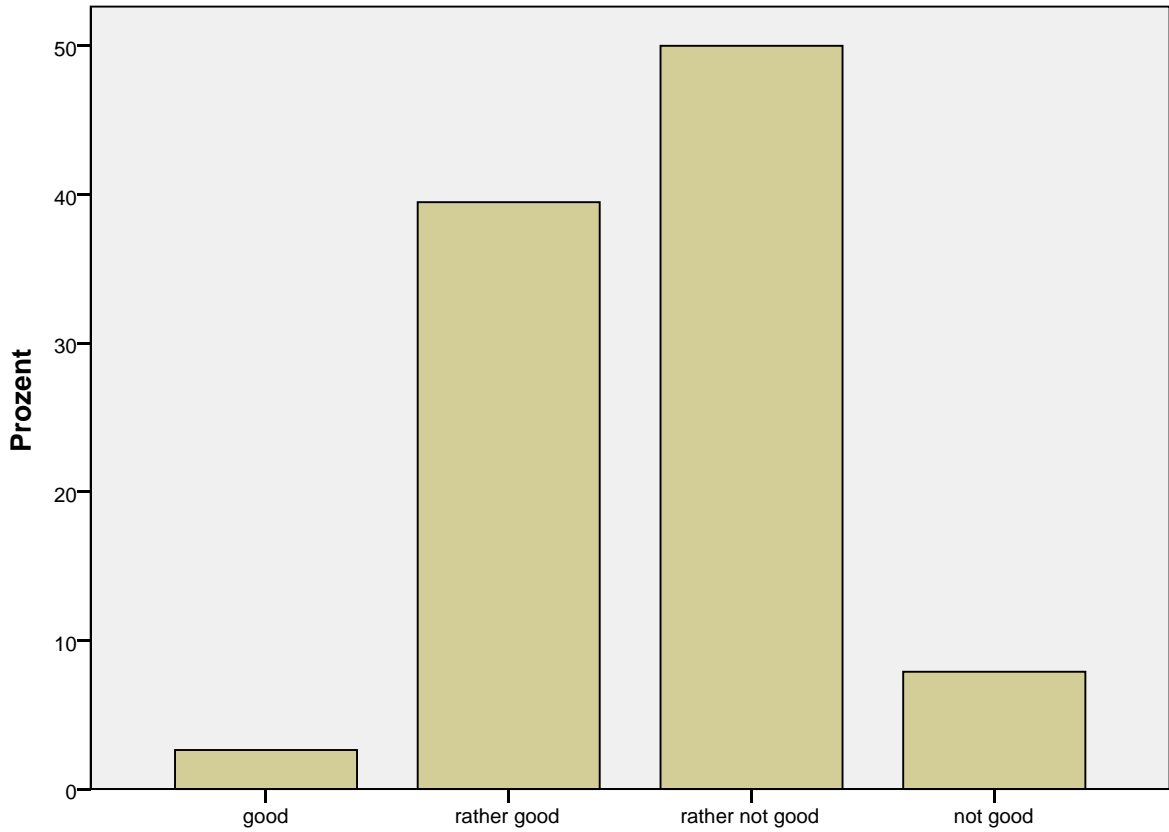
Combination of practical and theoretical experiences. How well is it done?



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

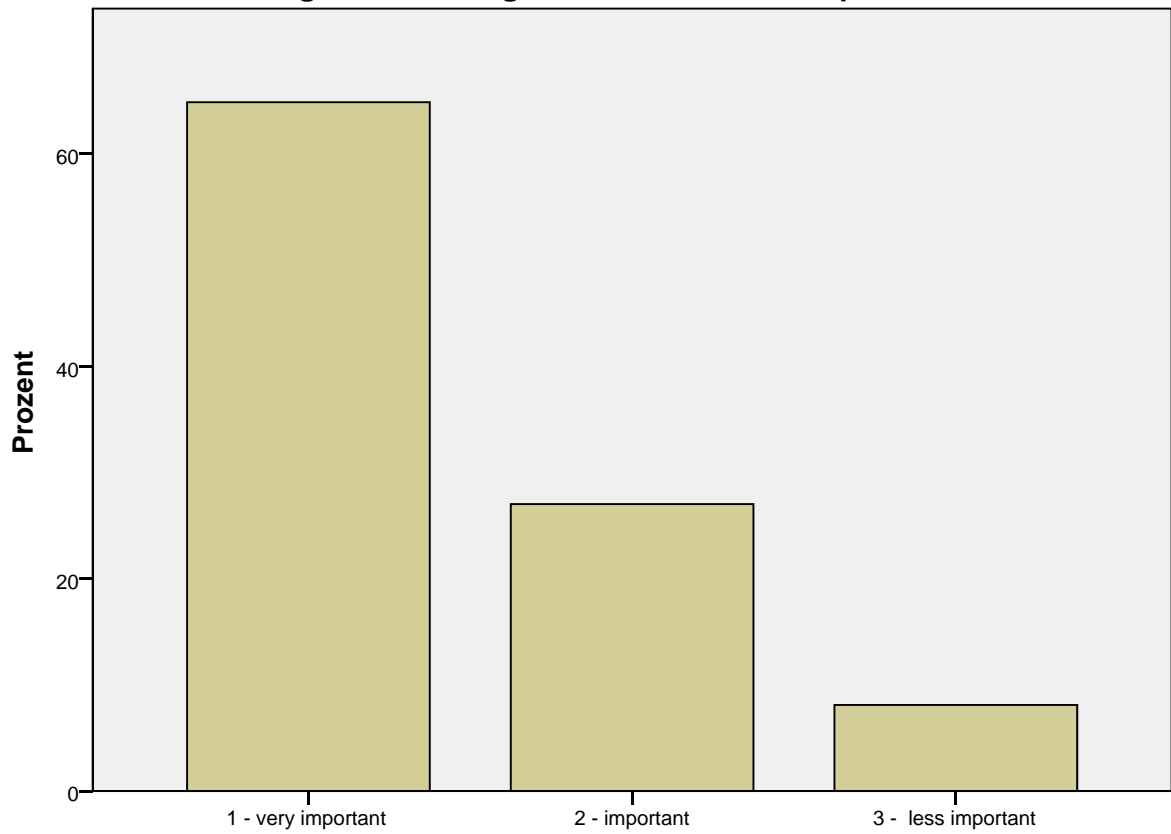


Focusing on the strengths of the learners. How well is it done?



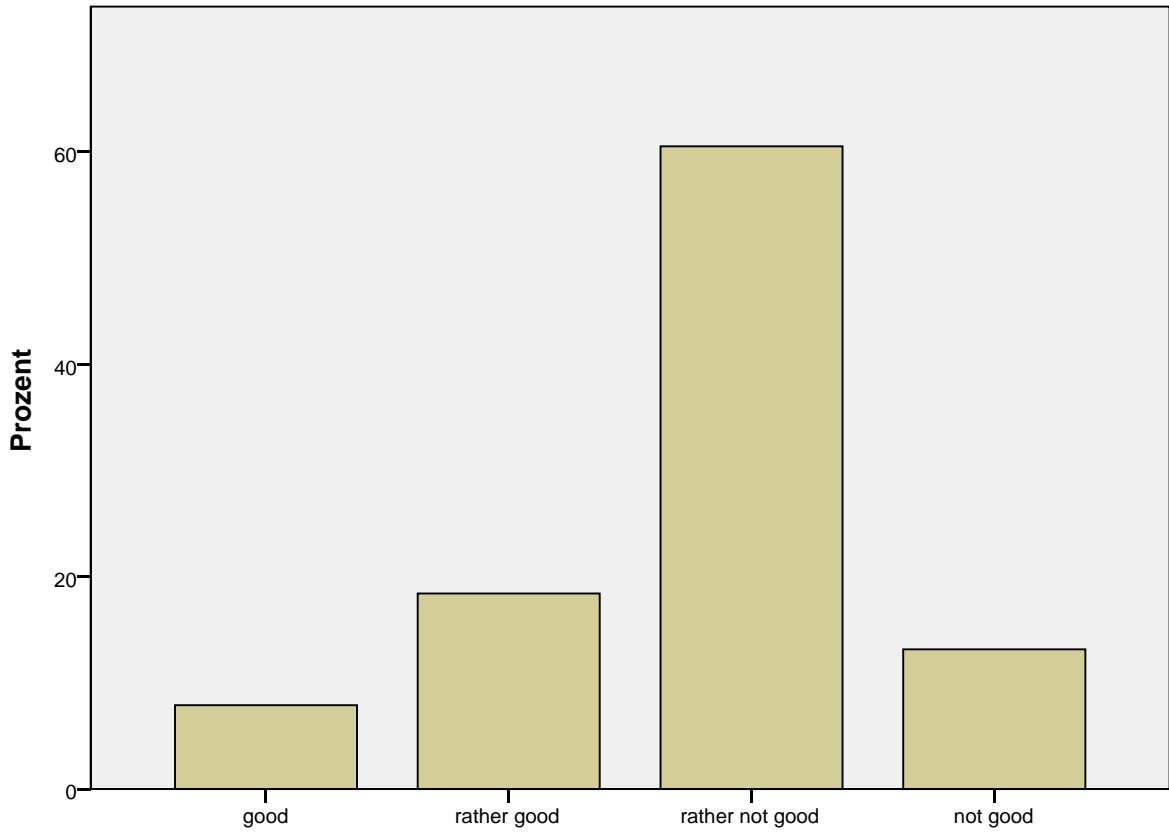
Focusing on the strengths of the learners. How well is it done?

Focusing on the strengths of the learners. Importance?



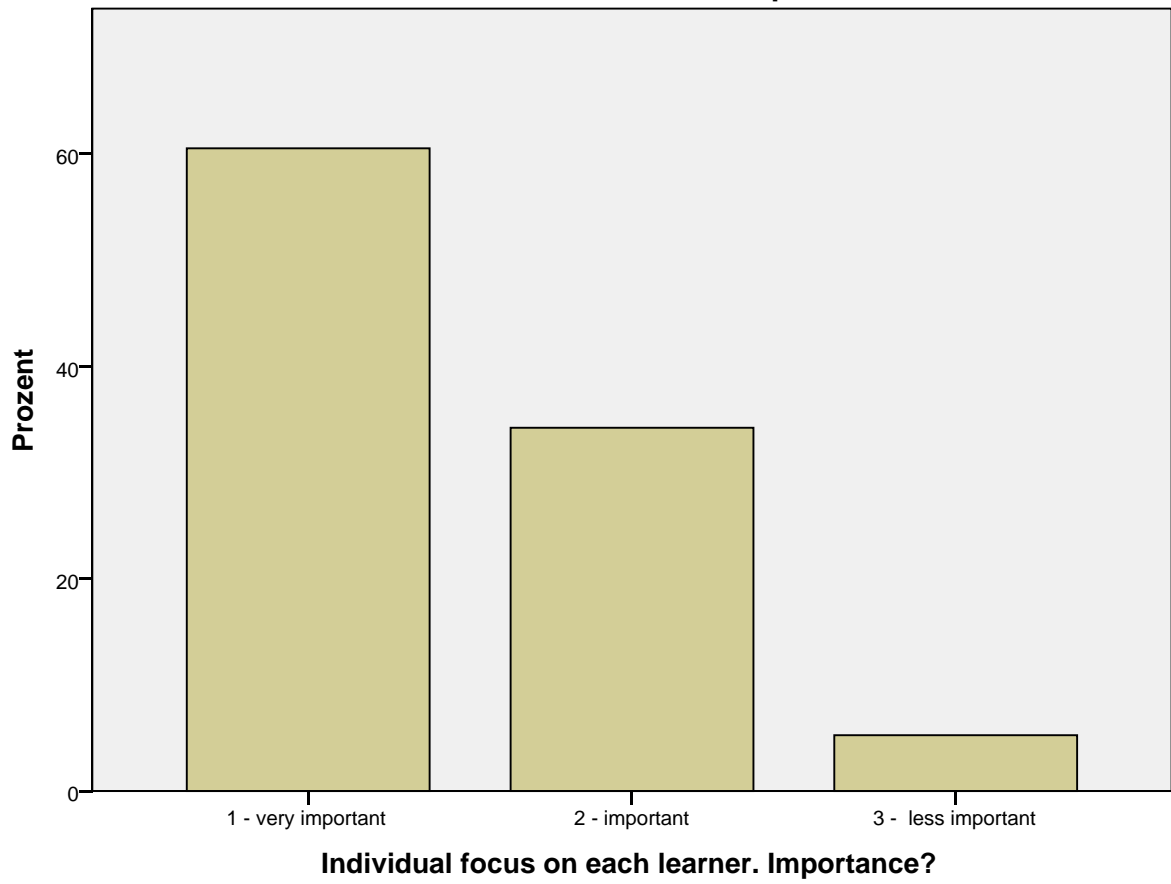
Focusing on the strengths of the learners. Importance?

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

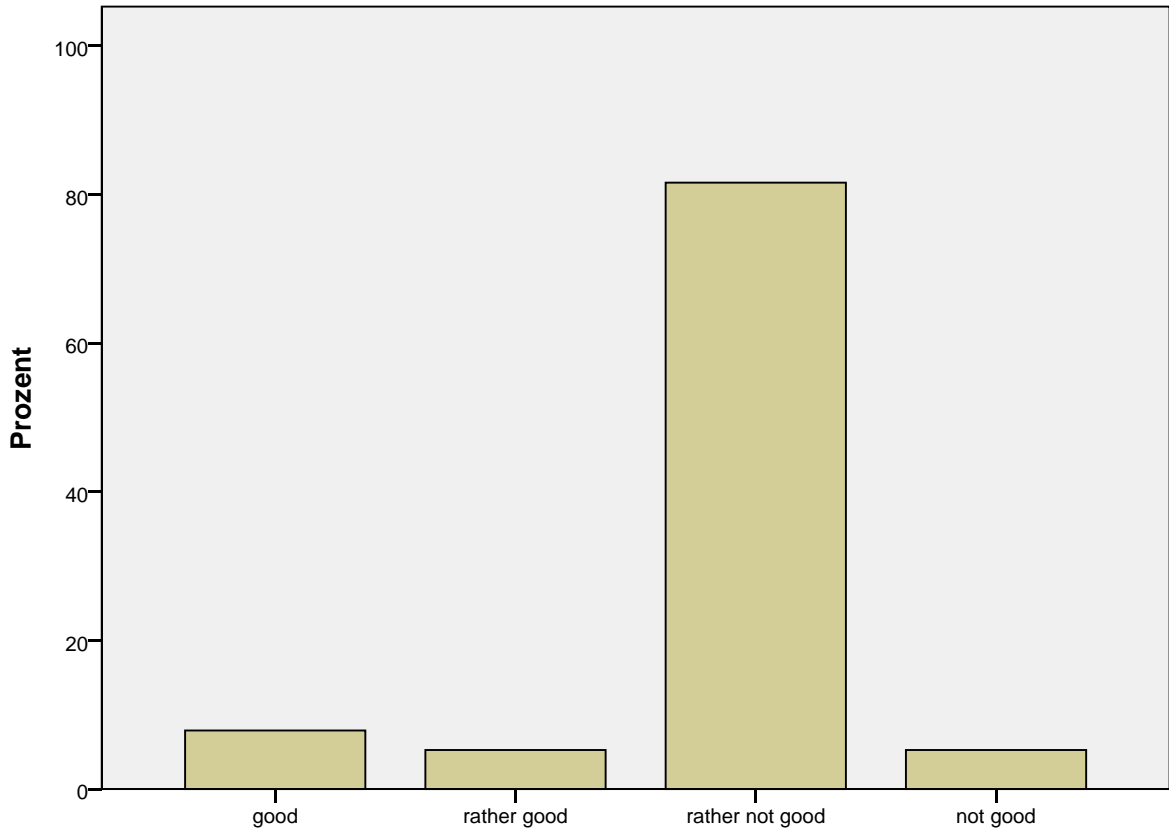


Individual focus on each learner. How well is it done?

Individual focus on each learner. Importance?

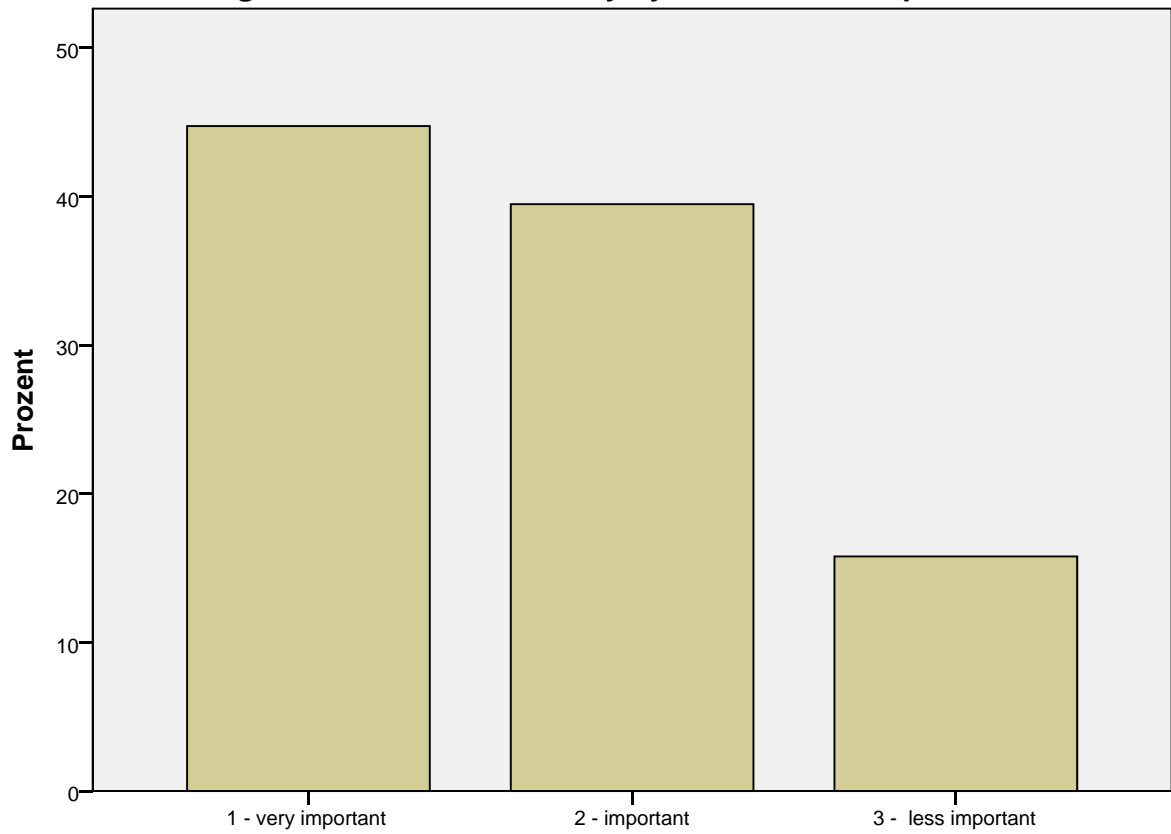


Focusing individual self-discovery by the learners. How well is it done?



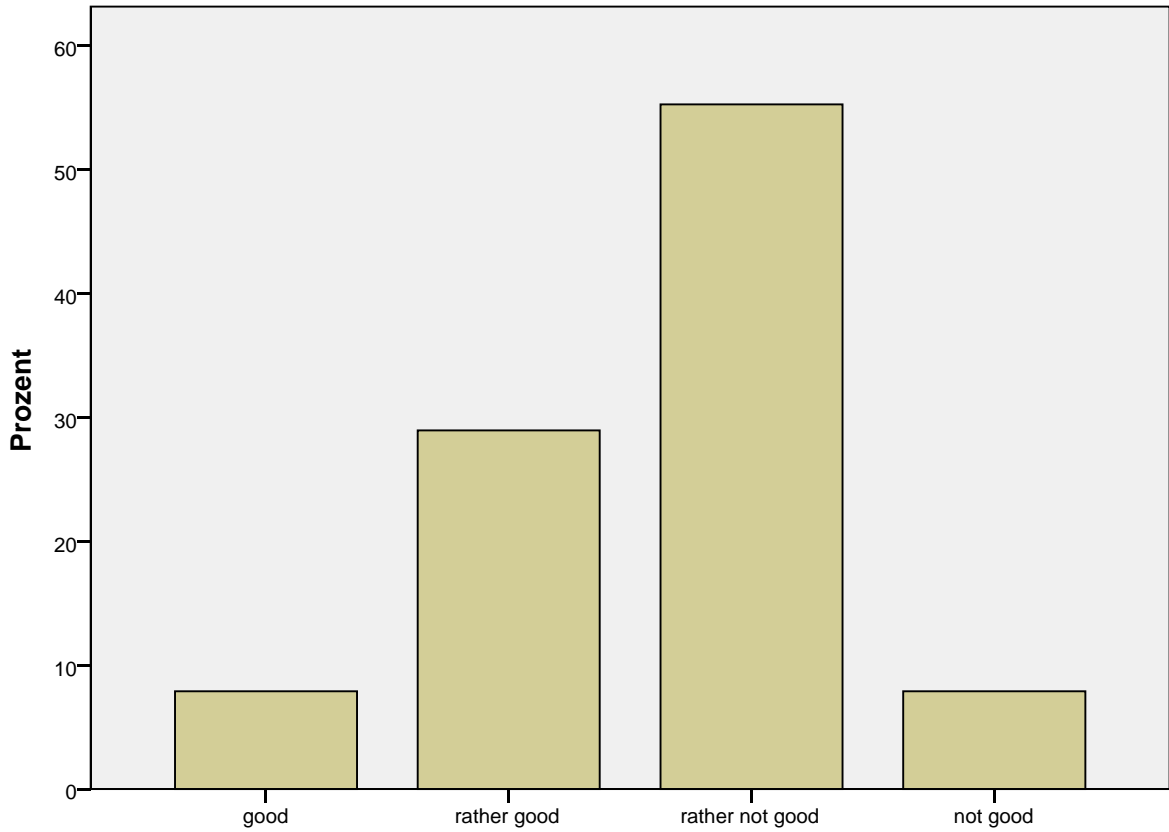
Focusing individual self-discovery by the learners. How well is it done?

Focusing individual self-discovery by the learners. Importance?



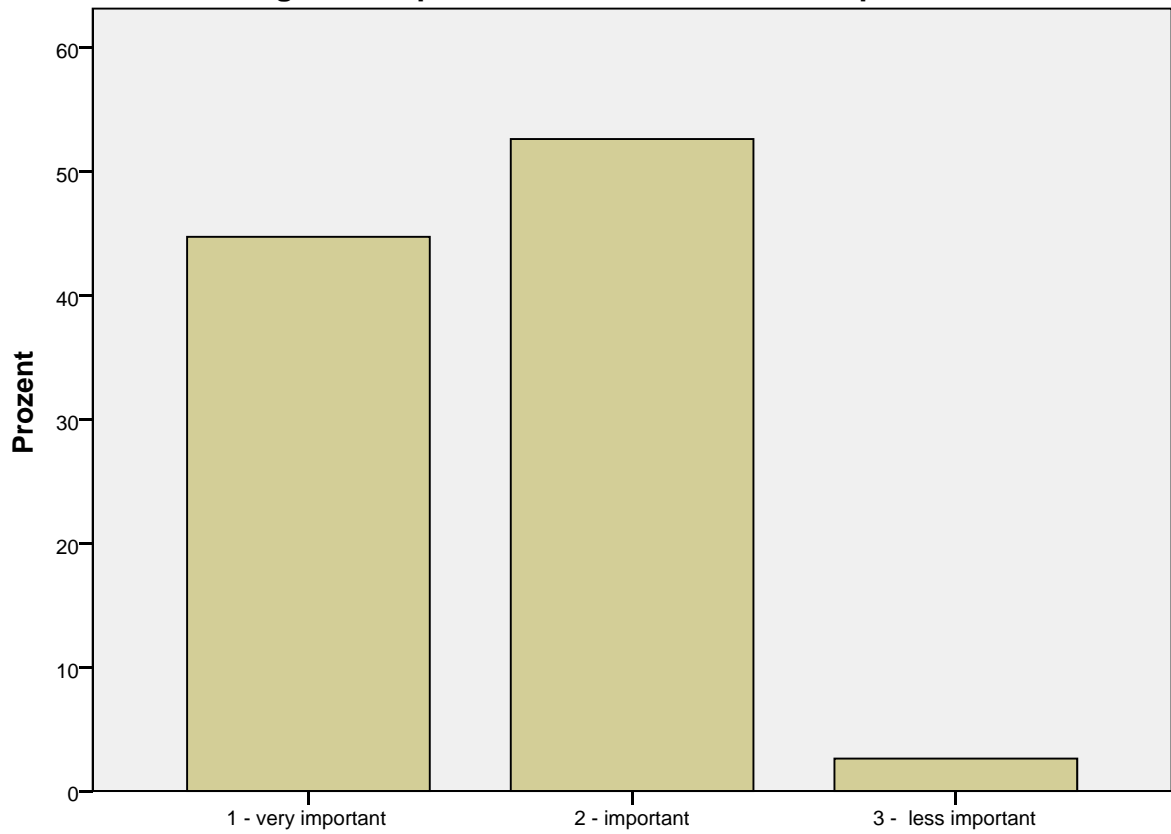
Focusing individual self-discovery by the learners. Importance?

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



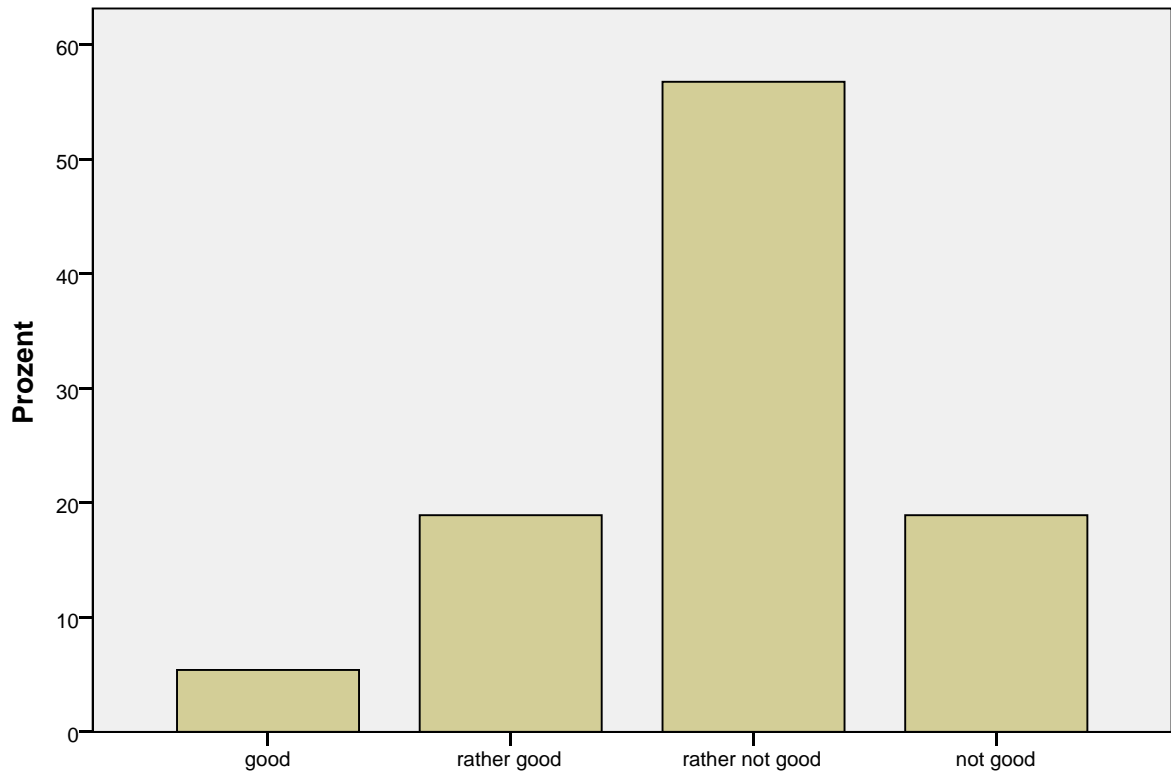
Focusing several professions and vocations. How well is it done?

Focusing several professions and vocations. Importance?



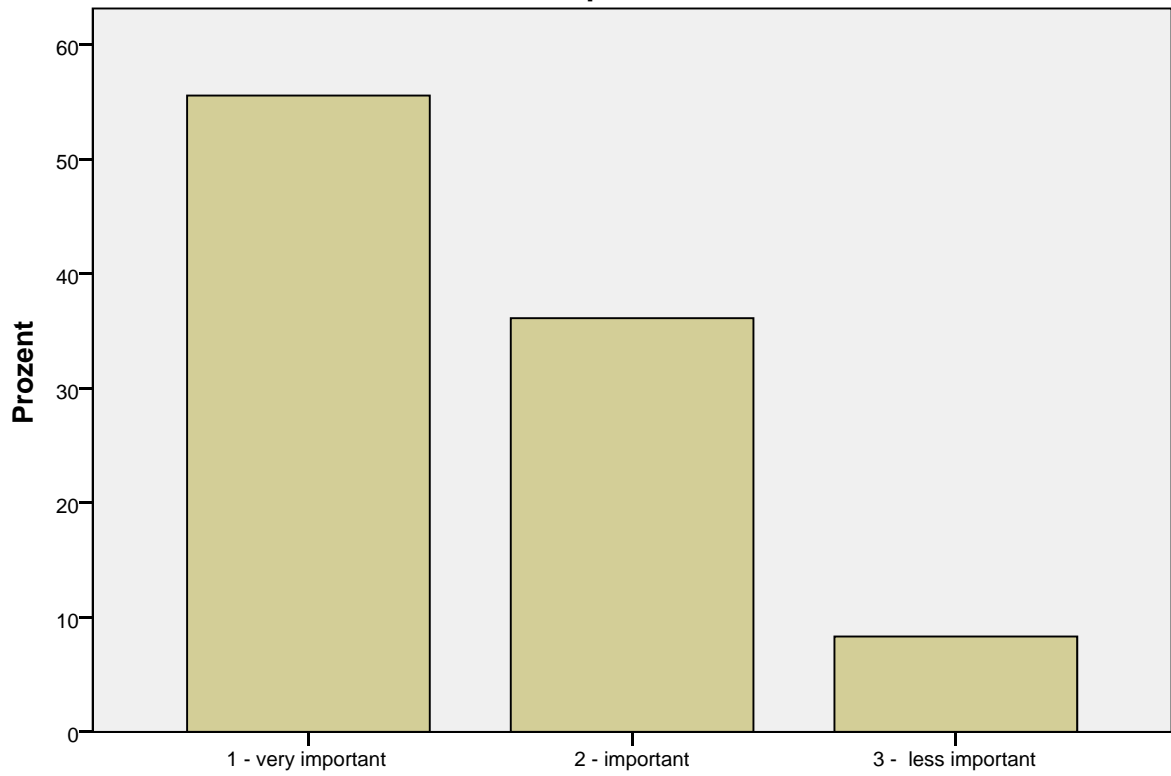
Focusing several professions and vocations. Importance?

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



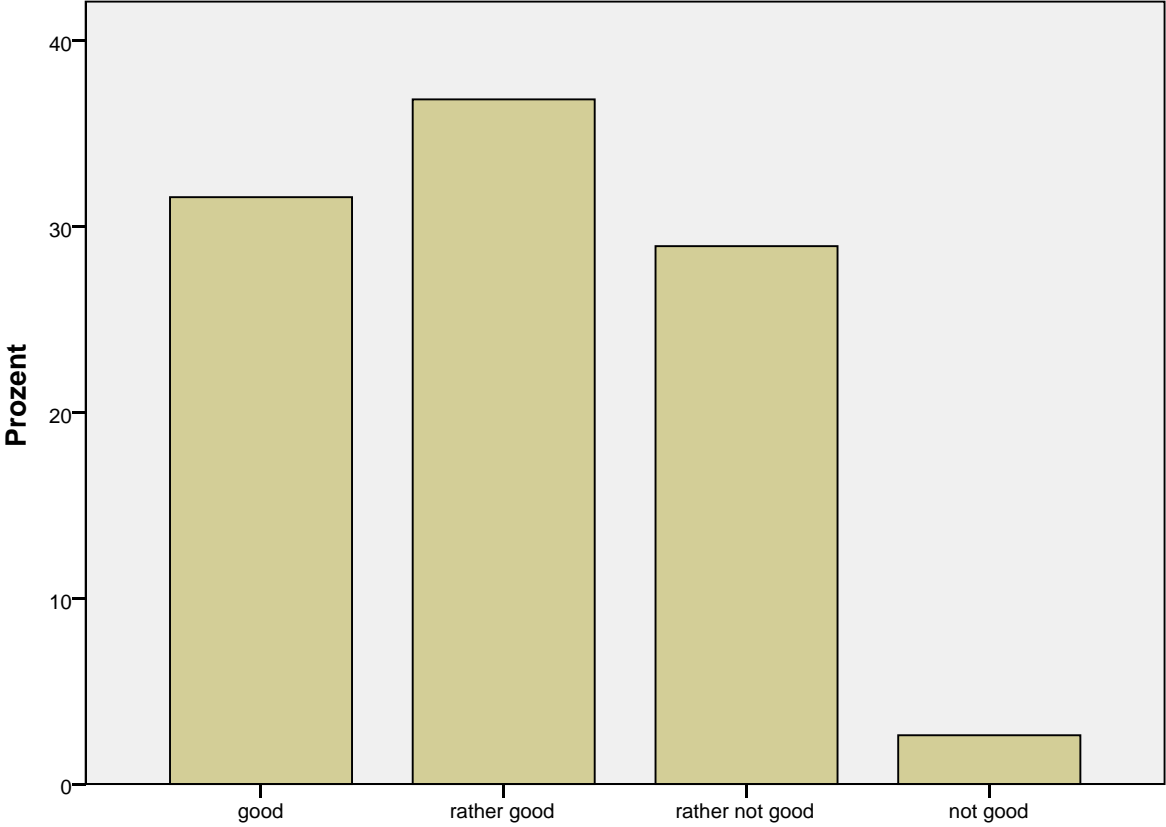
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?

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



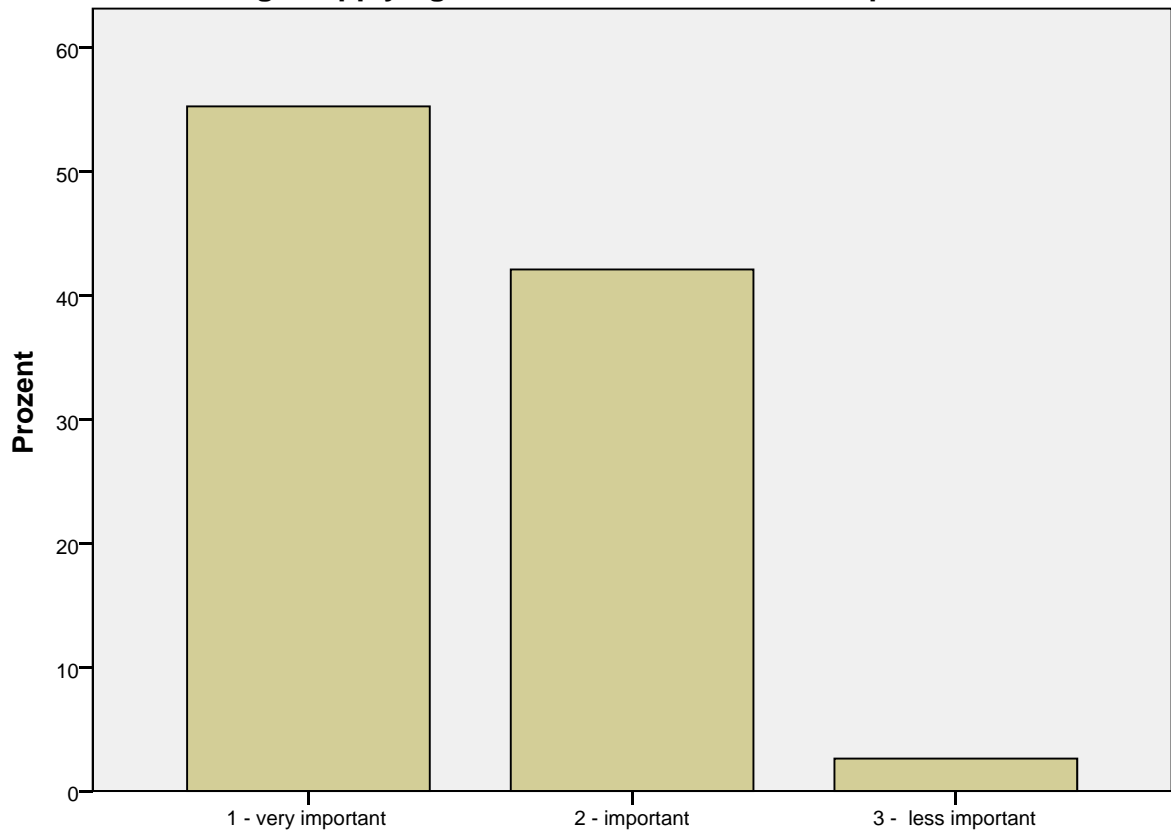
Matching individual competencies and opportunities with possibilities on the job market. Importance?

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



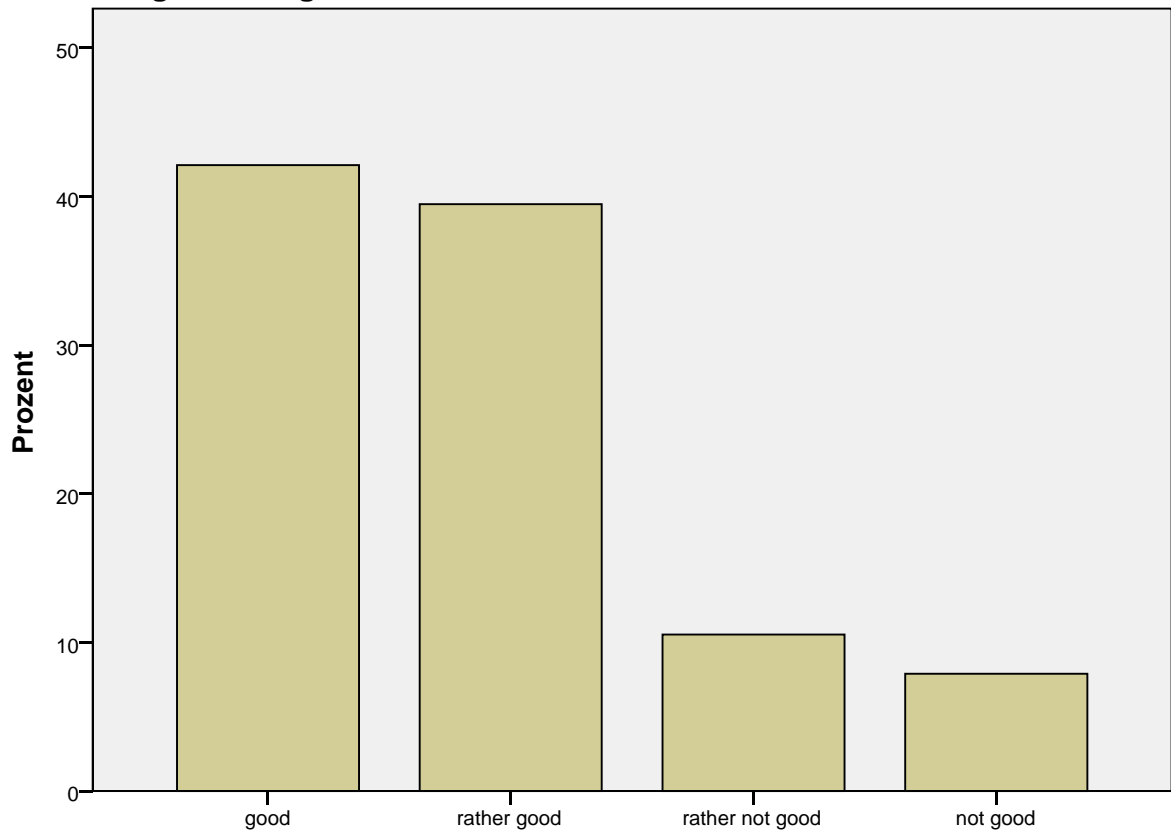
Training of applying and interview situations. How well is it done?

Training of applying and interview situations. Importance?



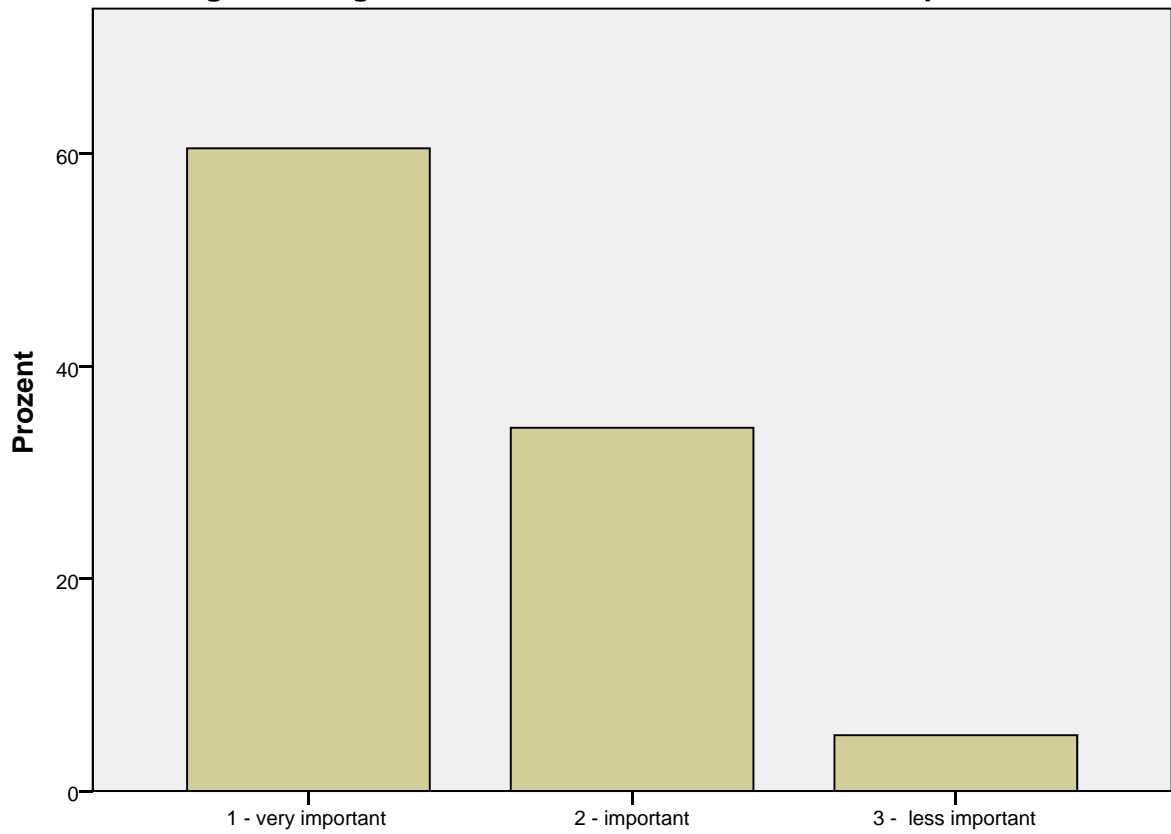
Training of applying and interview situations. Importance?

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



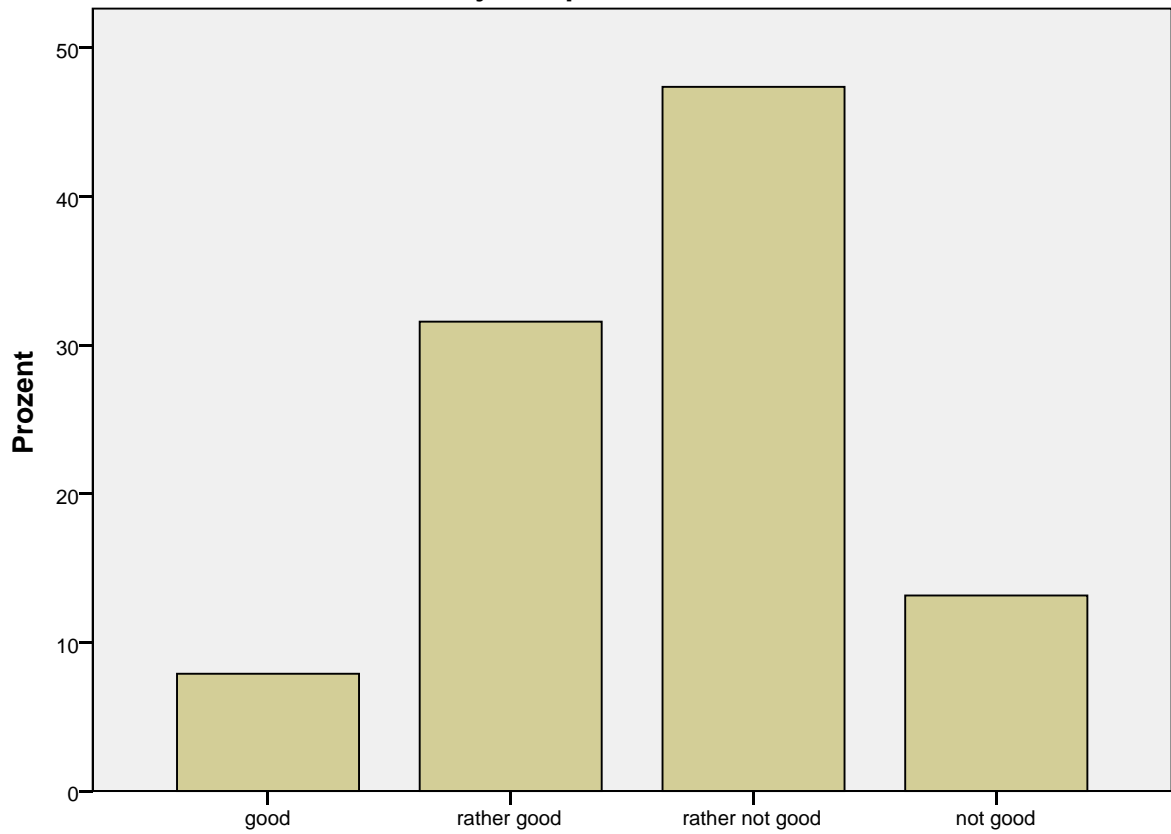
Training of writing cover letters and curriculum vitae. How well is it done?

Training of writing cover letters and curriculum vitae. Importance?

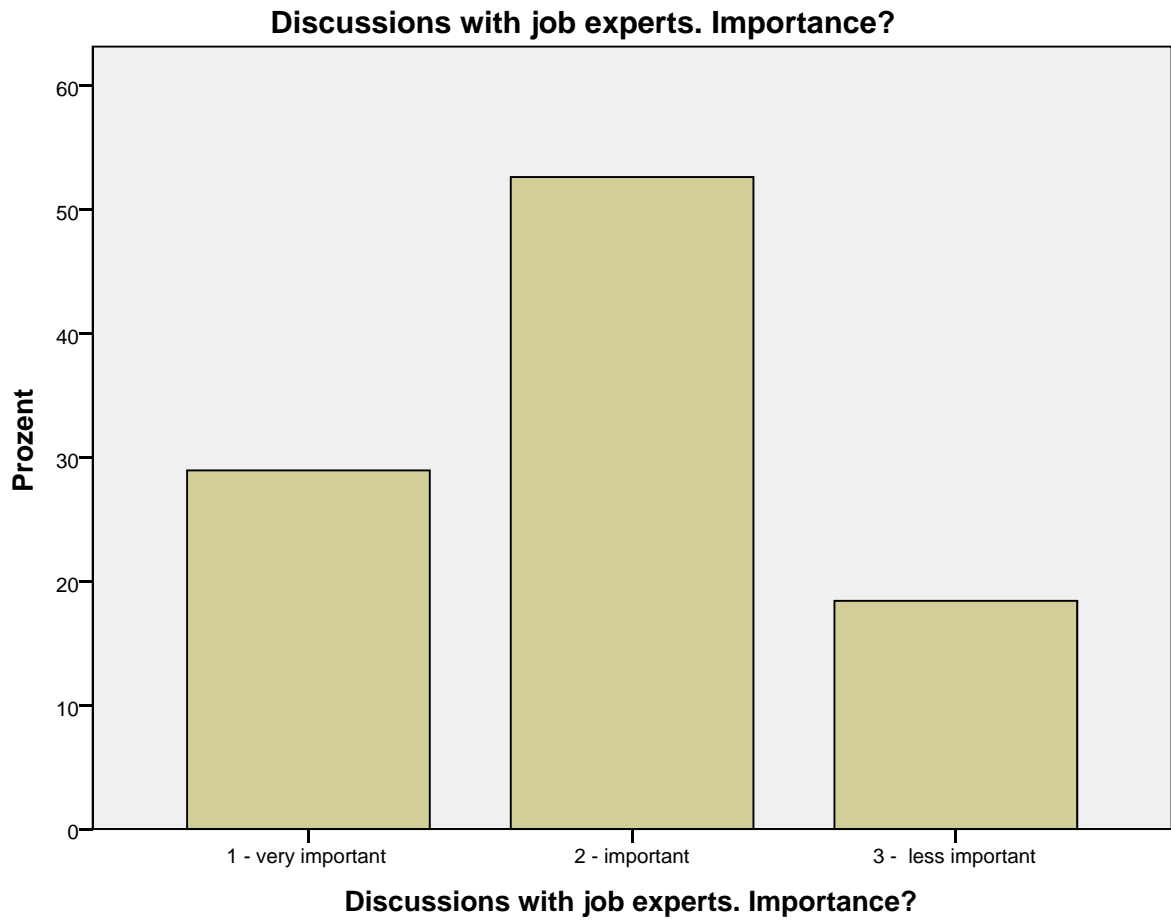


Training of writing cover letters and curriculum vitae. Importance?

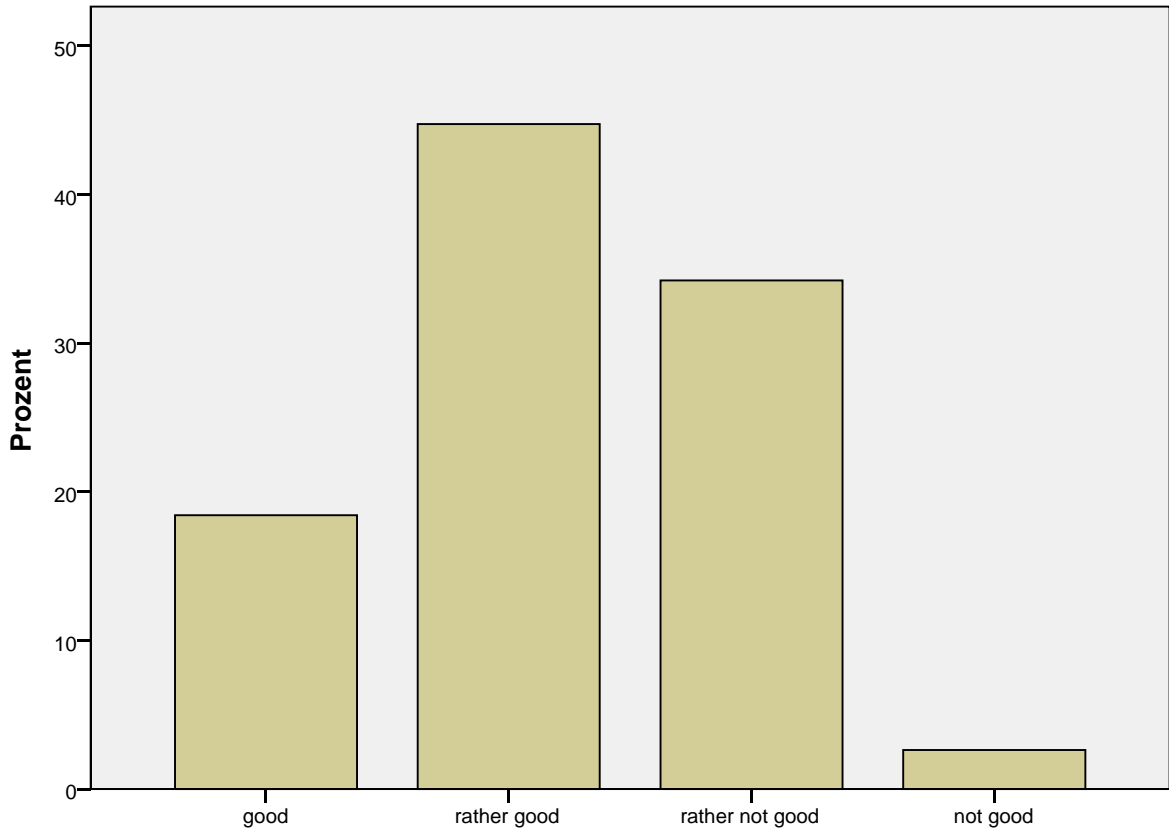
Discussions with job experts. How well is it done?



Discussions with job experts. How well is it done?

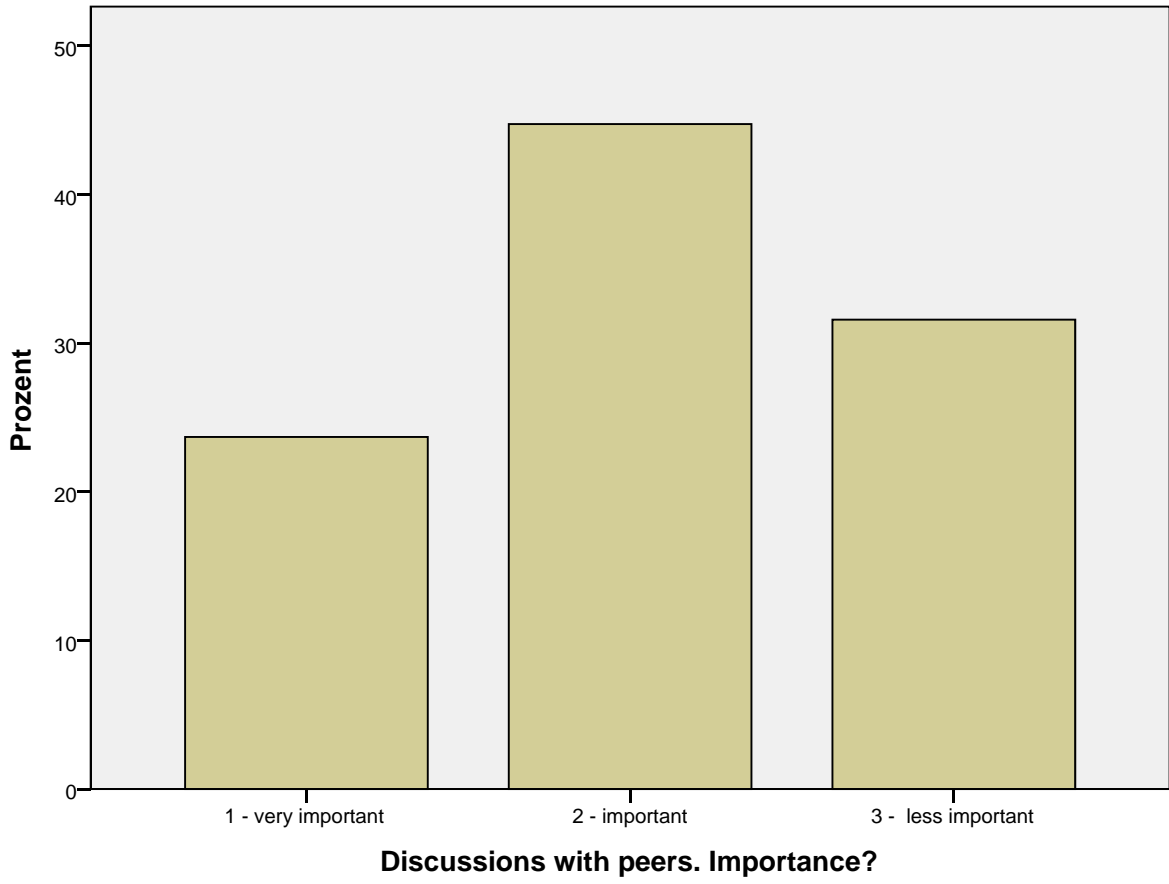


Discussions with peers. How well is it done?

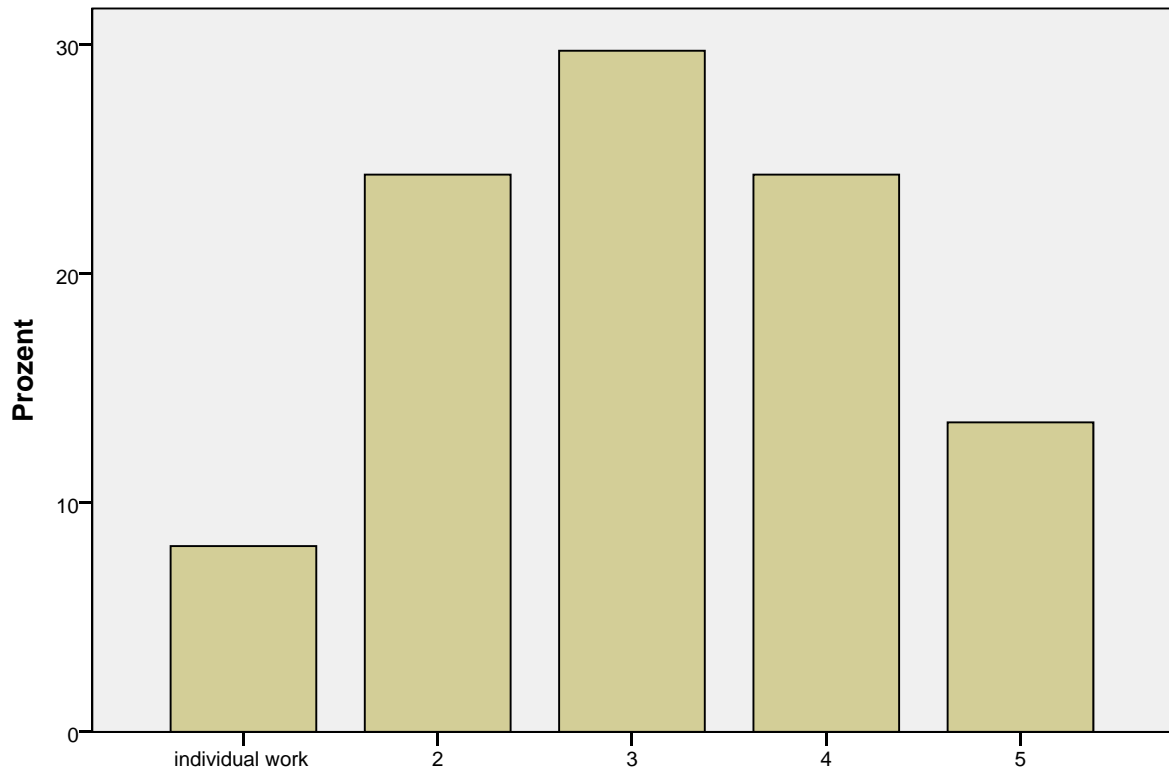


Discussions with peers. How well is it done?

Discussions with peers. Importance?

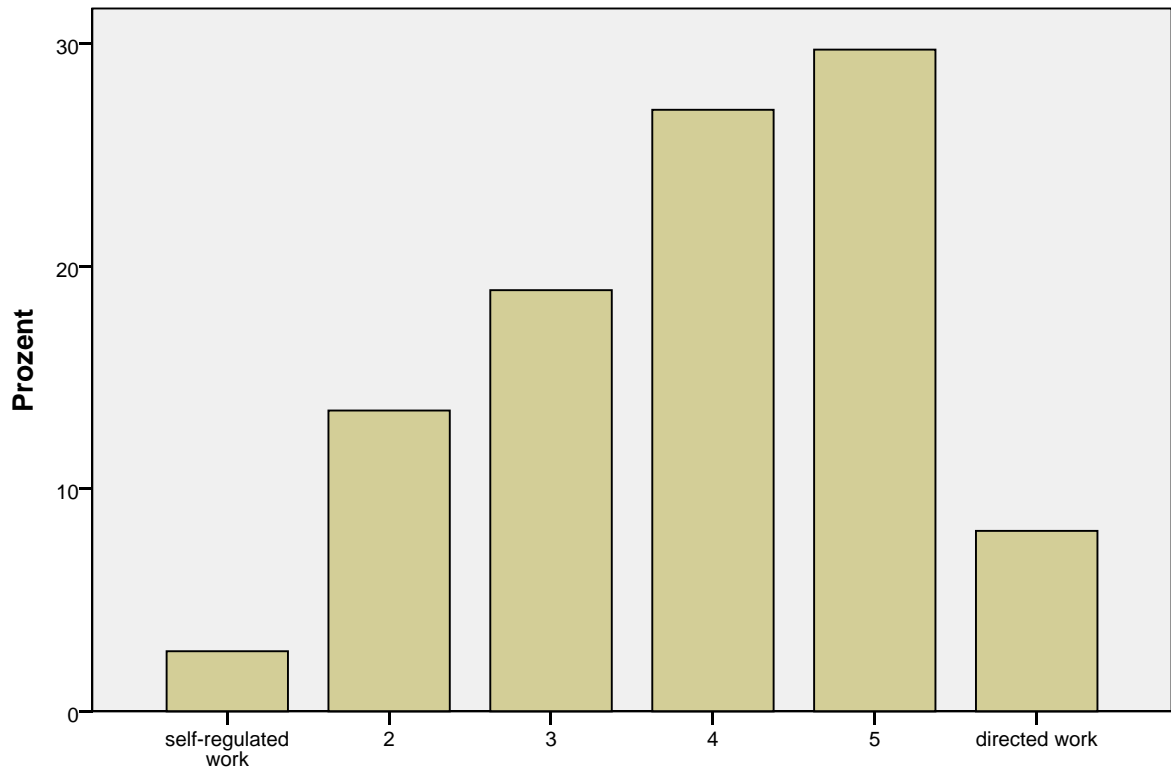


Which method of learning works for you in your school? individual work vs. collaborative work



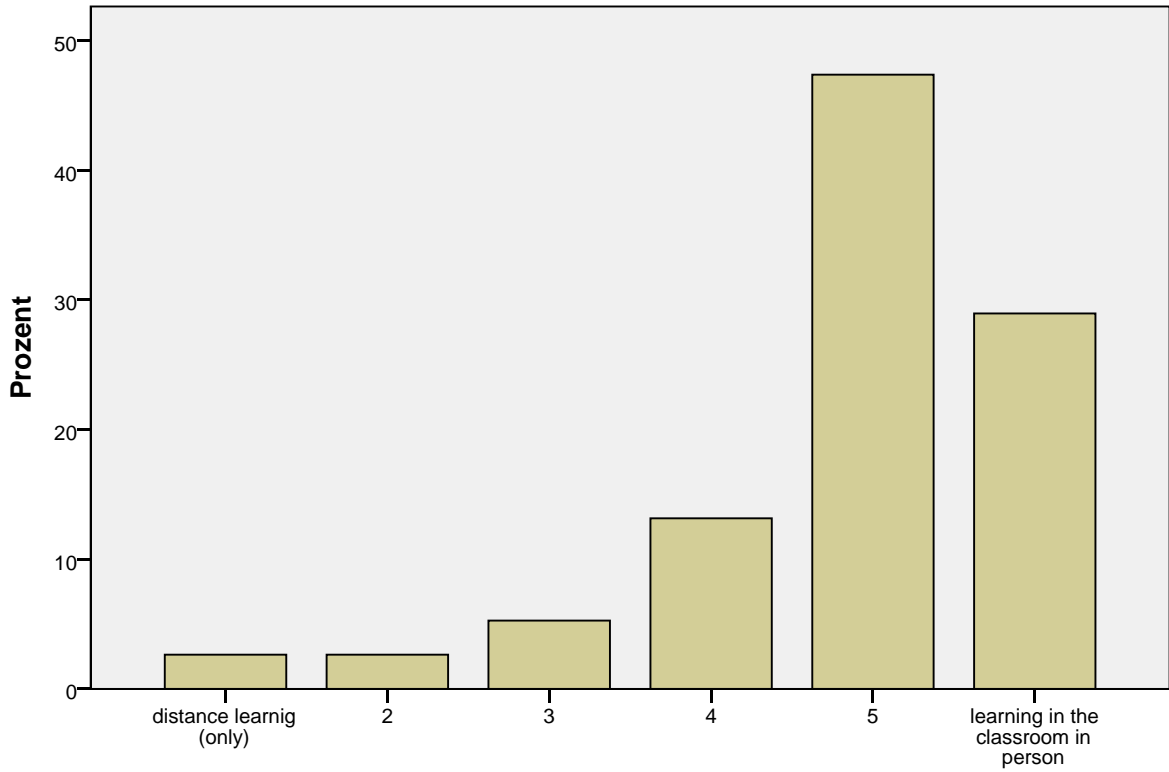
Which method of learning works for you in your school? individual work vs. collaborative work

Which method of learning works for you in your school? self-regulated work vs. directed work



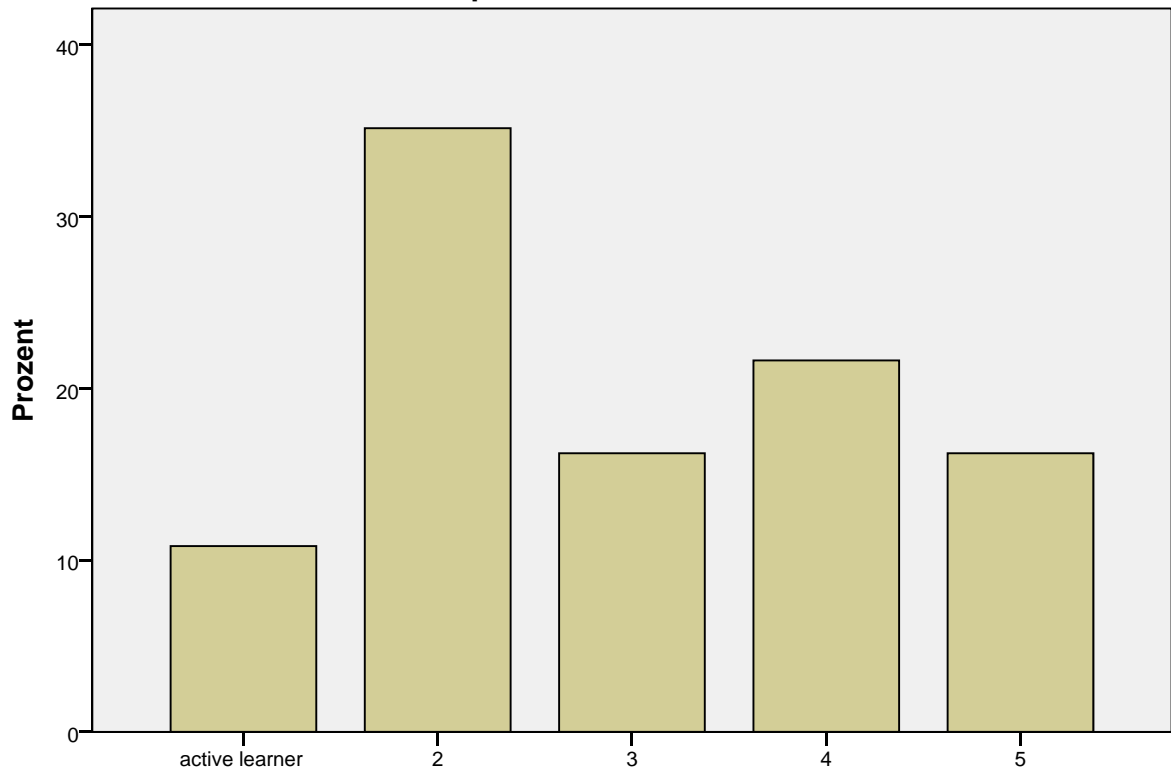
Which method of learning works for you in your school? self-regulated work vs. directed work

Which method of learning works for you in your school? distance learnig (only) vs. learning in the classroom in person



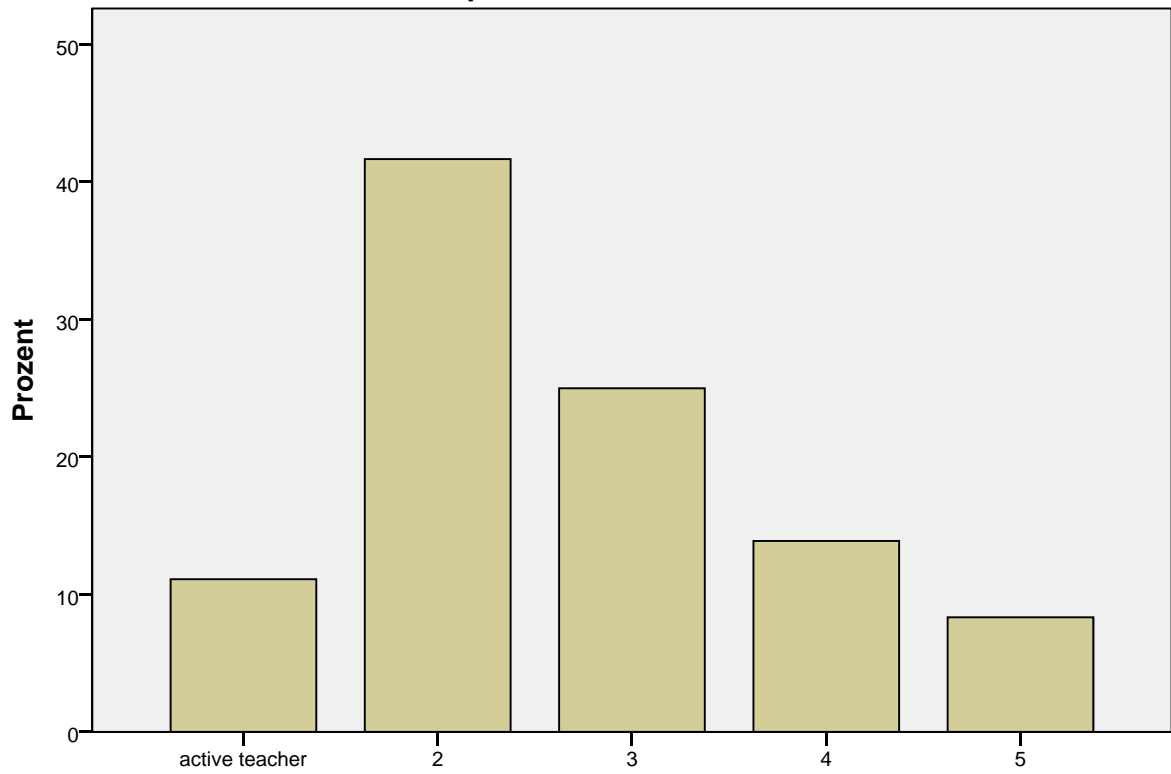
Which method of learning works for you in your school? distance learnig (only) vs. learning in the classroom in person

Which method of learning works for you in your school? active learner vs. passive learner



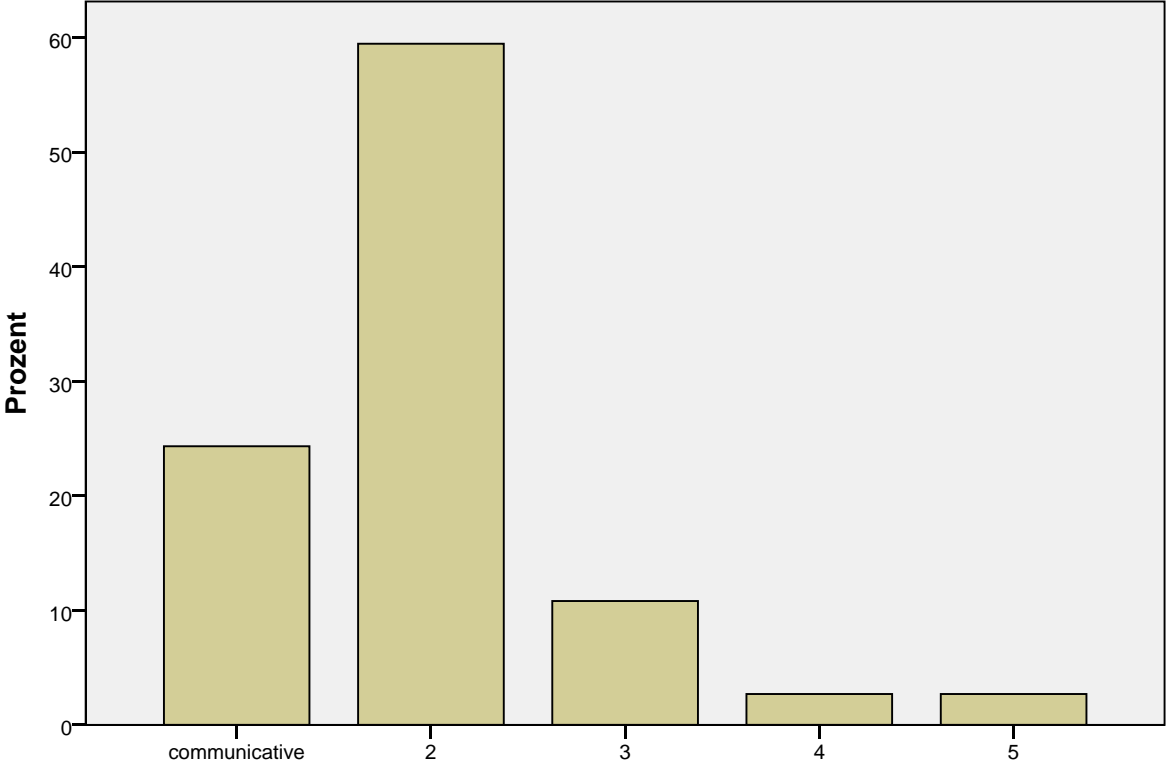
Which method of learning works for you in your school? active learner vs. passive learner

Which method of learning works for you in your school? active teacher vs. passive teacher



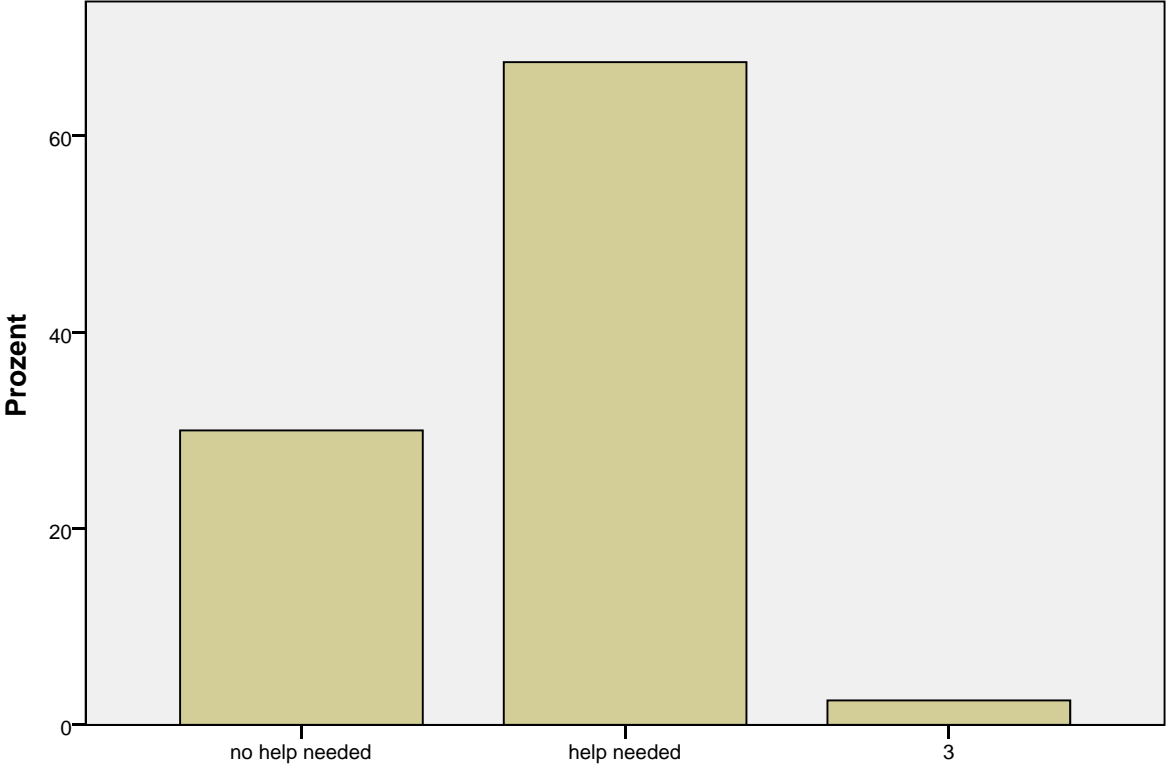
Which method of learning works for you in your school? active teacher vs. passive teacher

Which method of learning works for you in your school? communicative vs. non-communicative



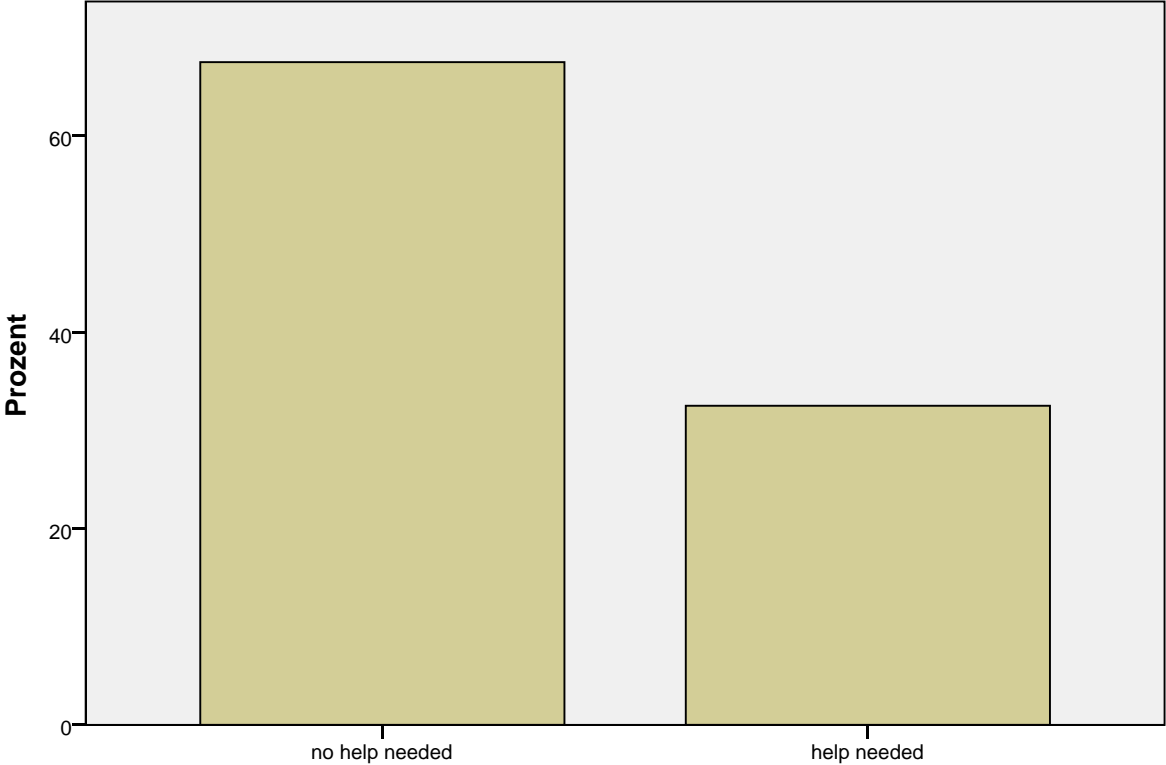
Which method of learning works for you in your school? communicative vs. non-communicative

Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners



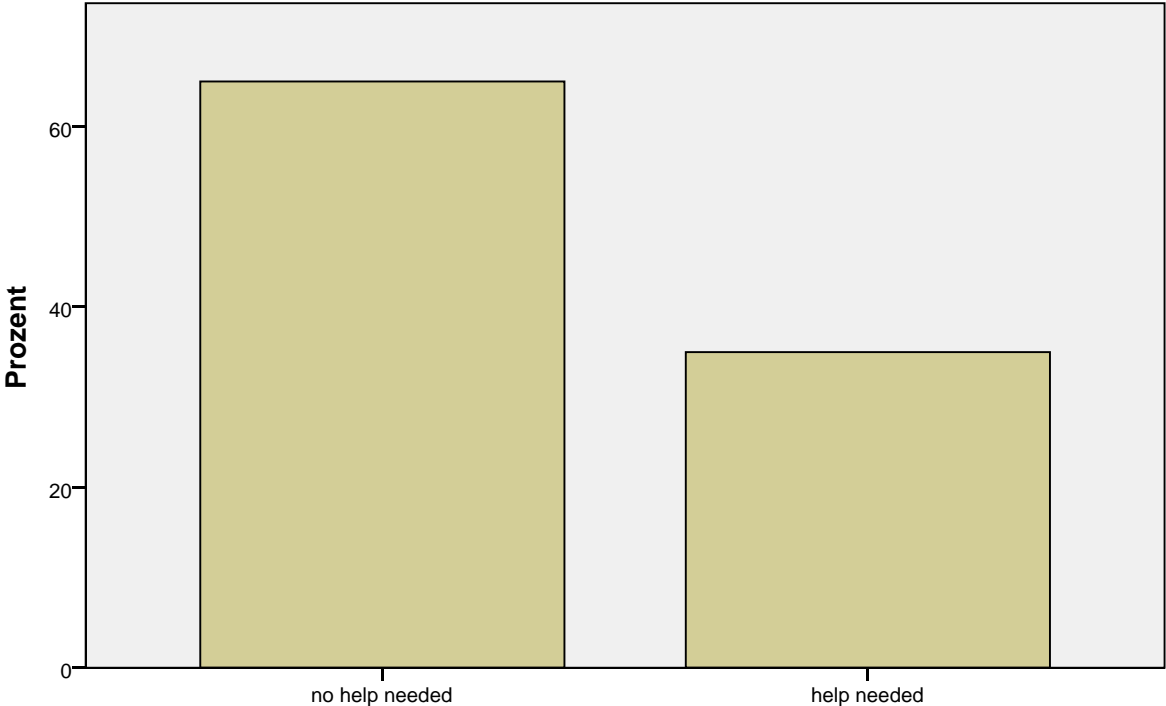
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners

Where do you need help or support concerning career orientation or vocational orientation? material about vocations



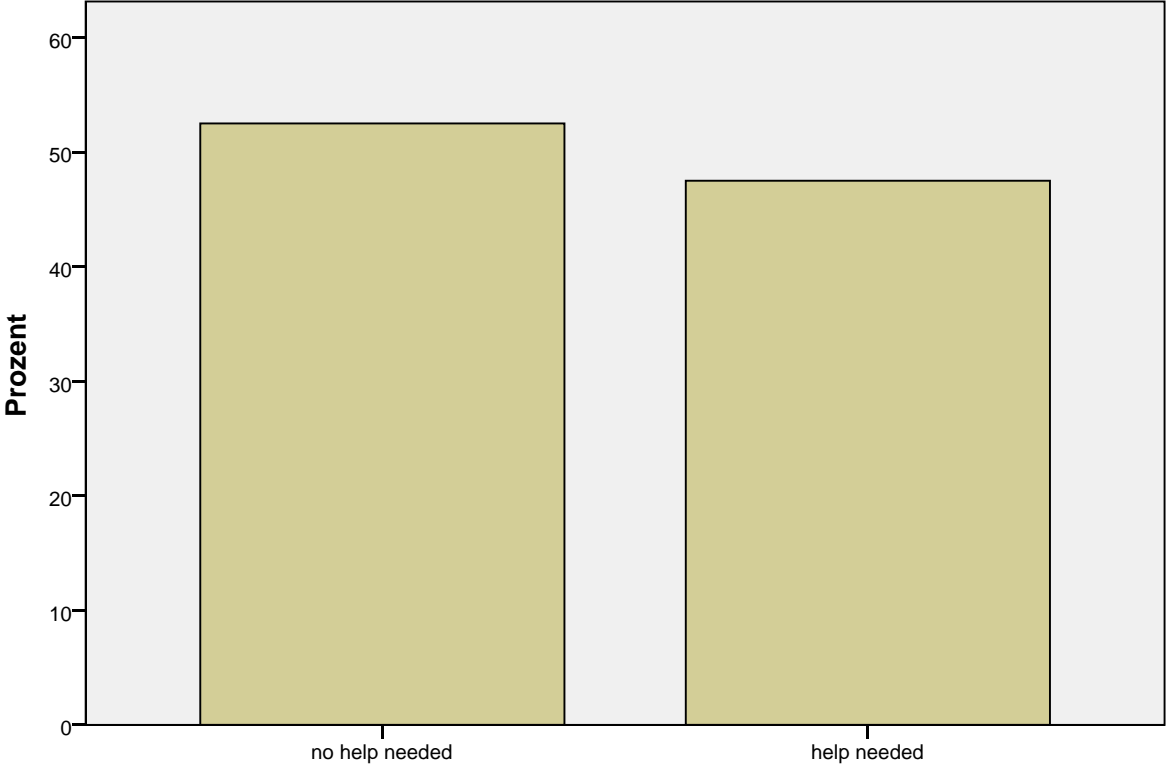
Where do you need help or support concerning career orientation or vocational orientation? material about vocations

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



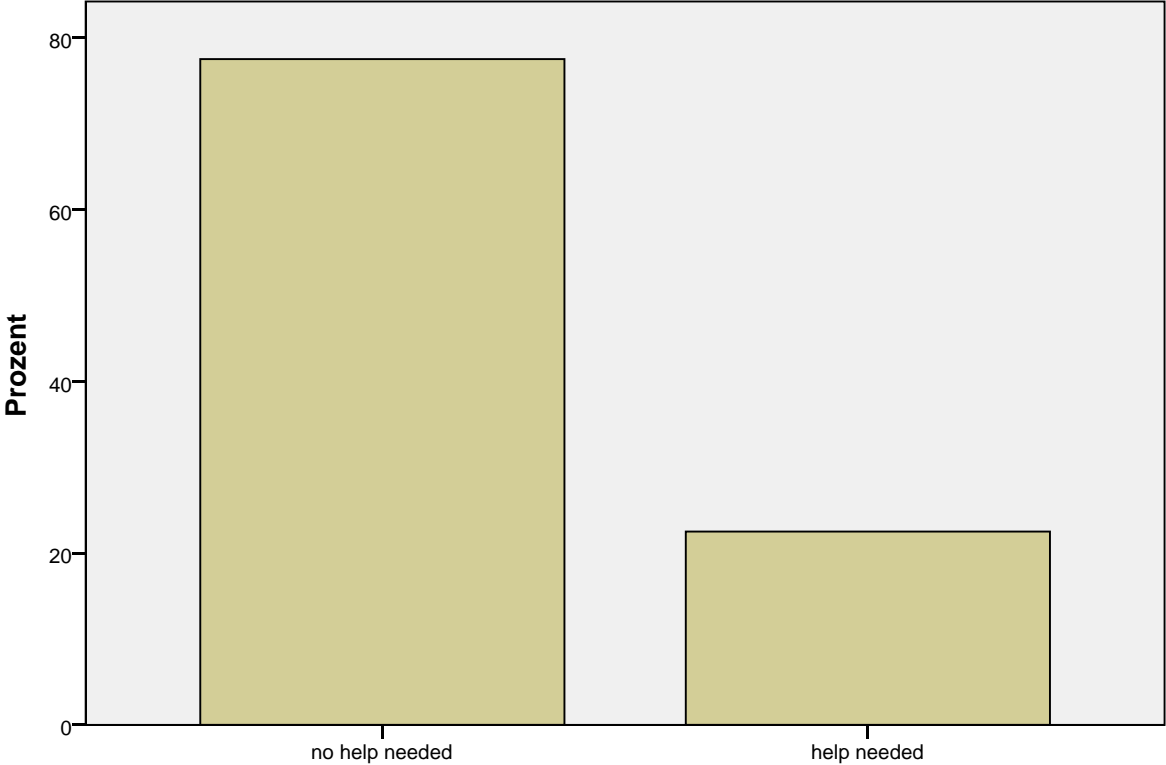
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications

Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations



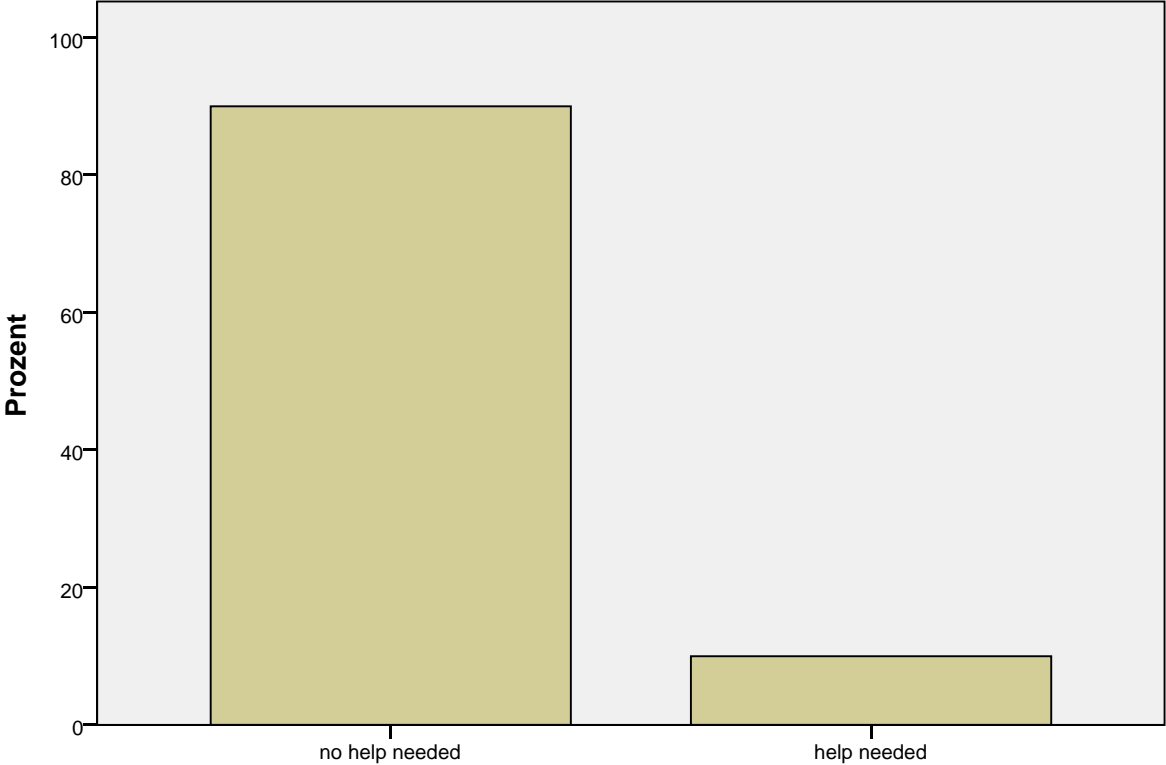
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations

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



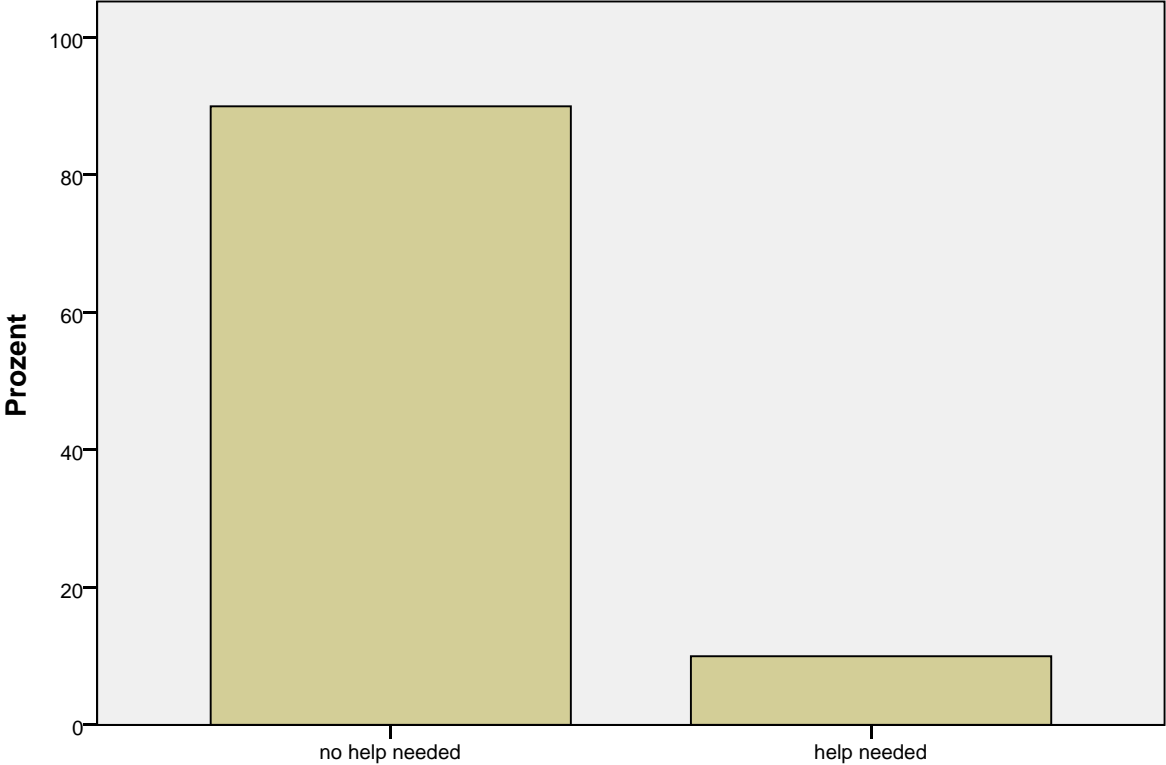
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations

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



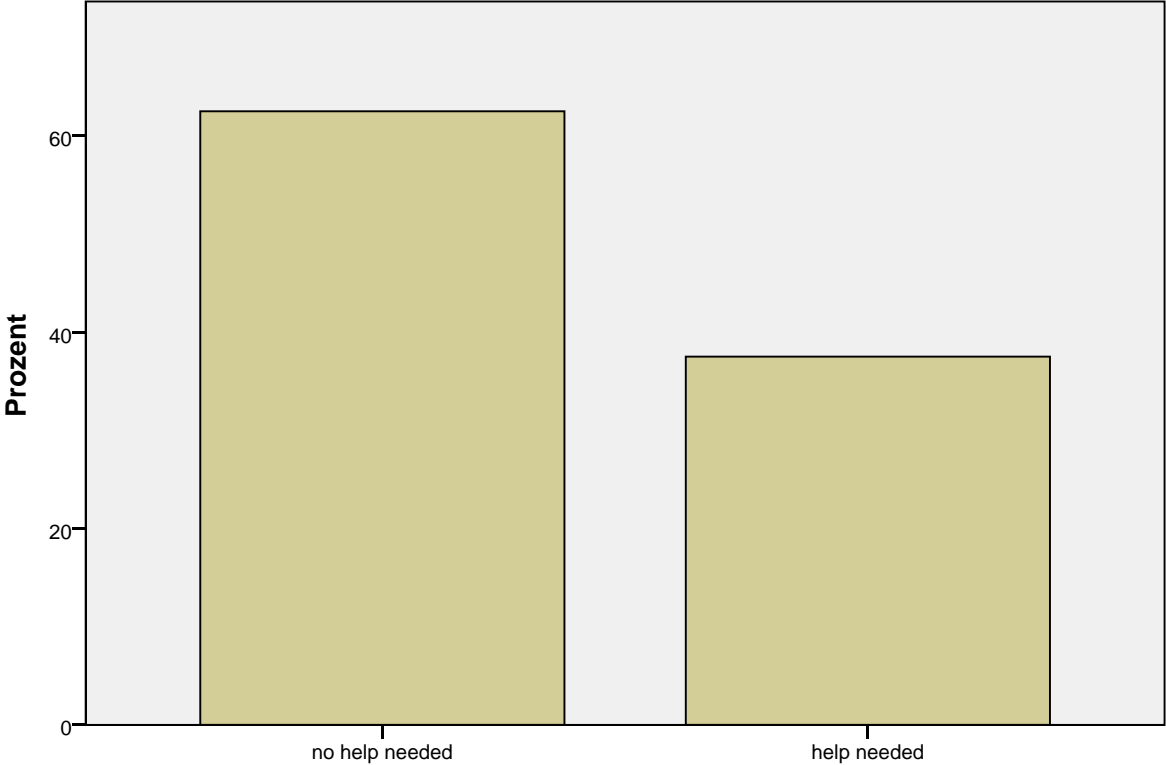
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters

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



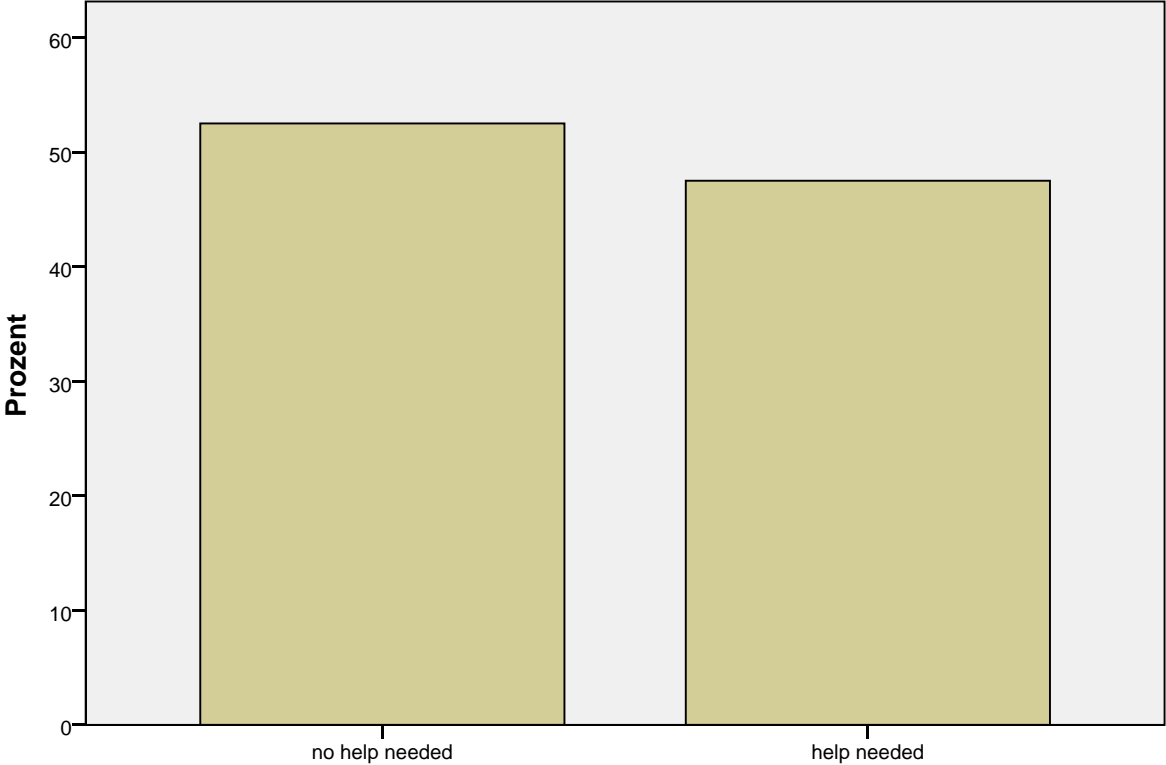
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae

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



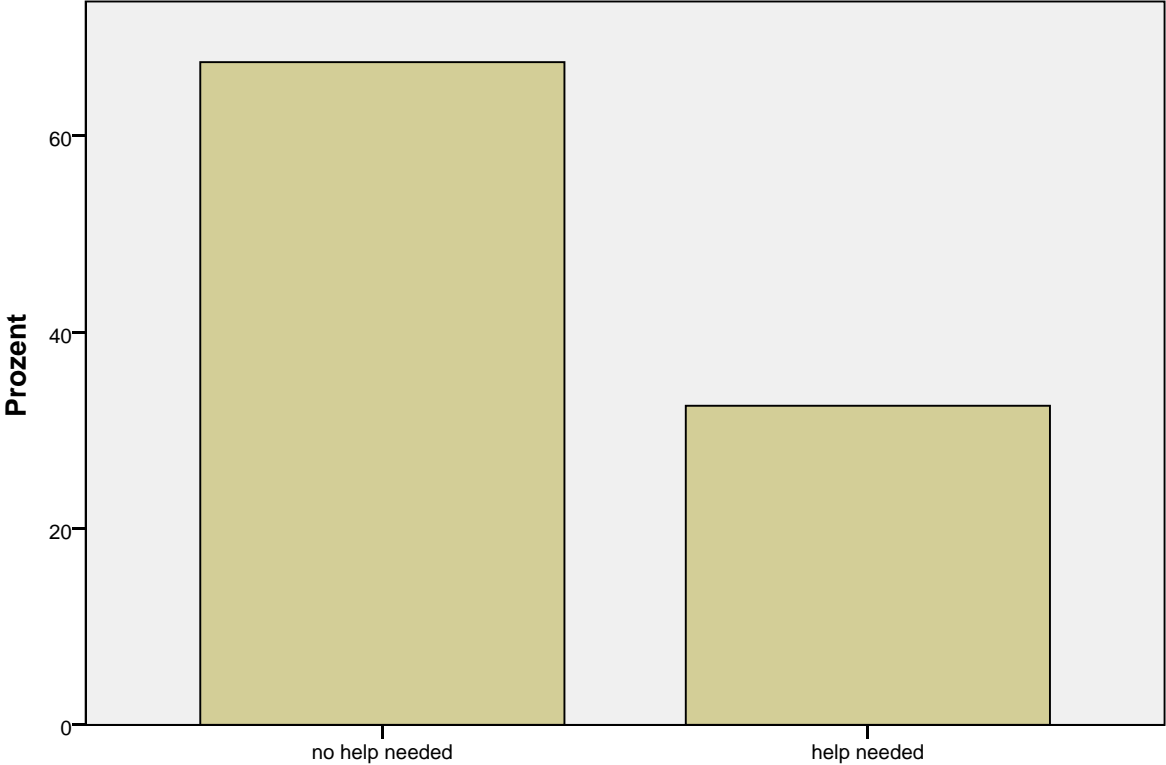
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills

Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills



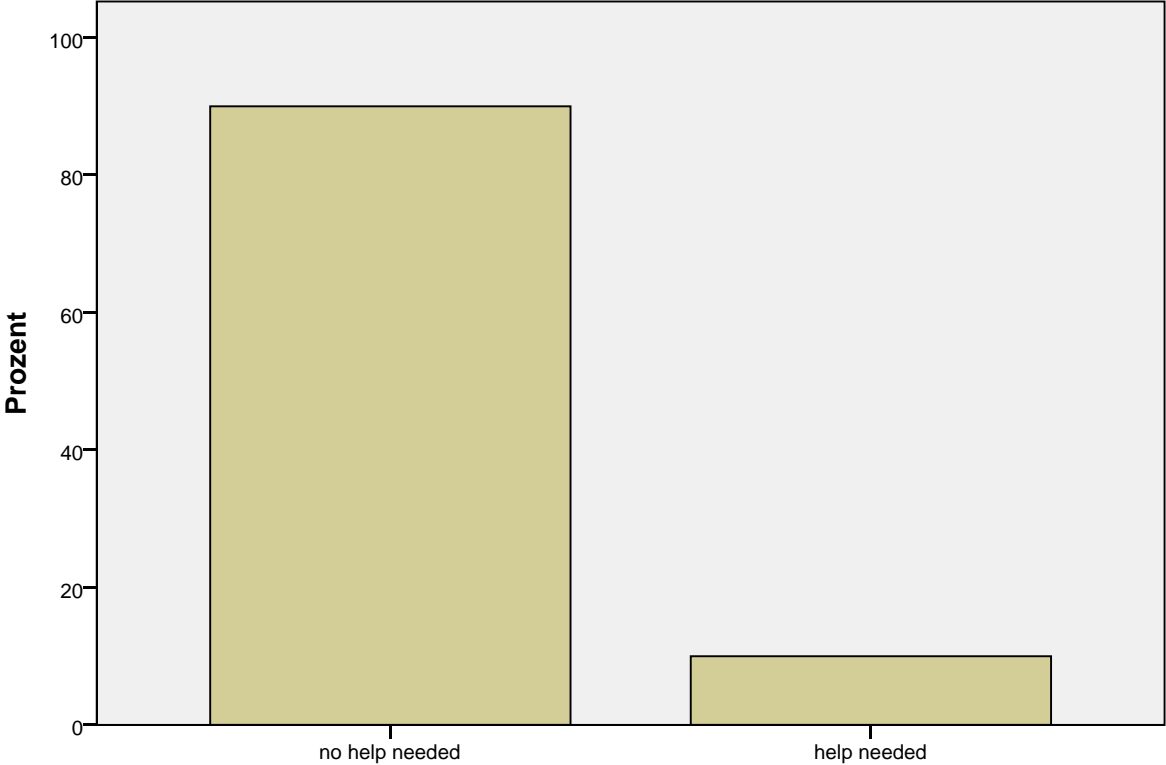
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills

Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills



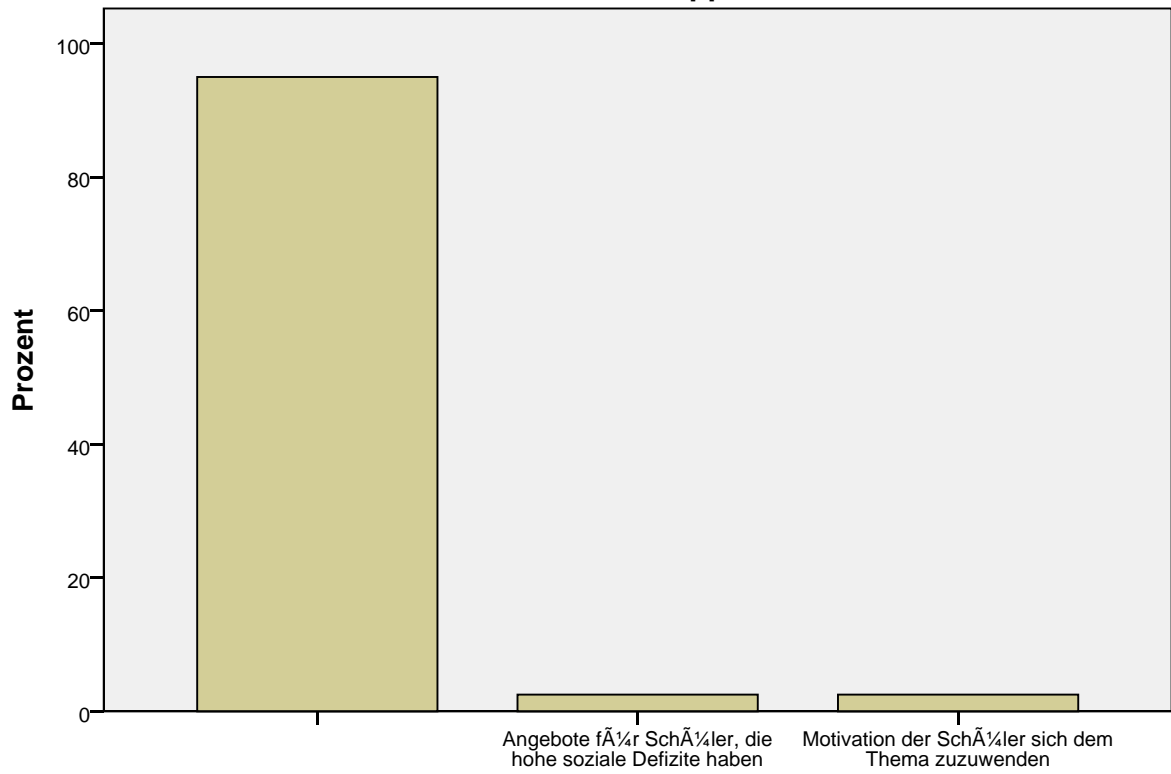
Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills

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



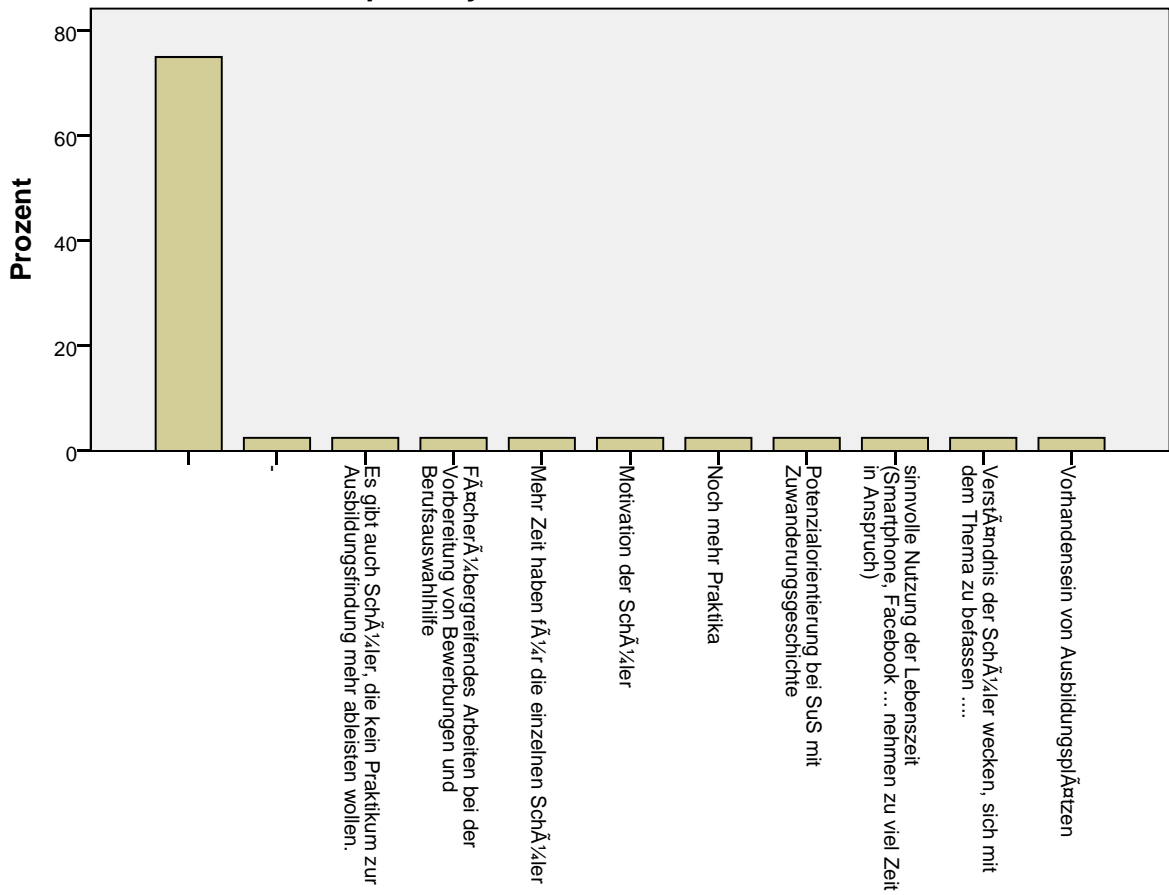
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed

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

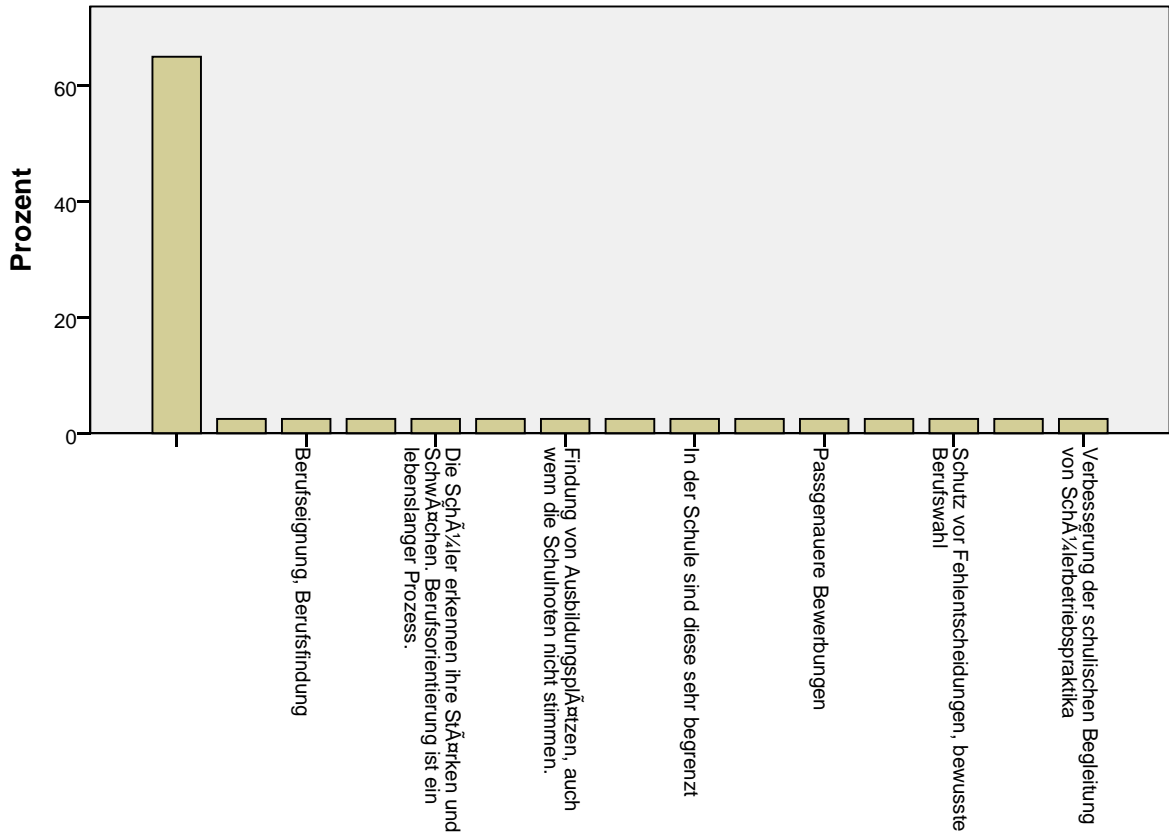


Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are

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