

```

USE ALL.
COMPUTE filter_$=(Country_no = 4).
VARIABLE LABELS filter_$ 'Country_no = 4 (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.

```

## Häufigkeiten

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

### Statistiken

	N	
	Gültig	Fehlend
Country	38	0
Gender	35	3
Age	37	1
Which function do you have in your institution? regular teacher	38	0
Which function do you have in your institution? headmaster	38	0
Which function do you have in your institution? responsible for a group of teachers	38	0
Which function do you have in your institution? responsible for EU-Projects	38	0
Which function do you have in your institution? responsible for information technology (IT)	38	0
Which function do you have in your institution? responsible for timetables	38	0
Which function do you have in your institution? teacher in general education	38	0
Which function do you have in your institution? teacher in vocational education	38	0
Which function do you have in your institution? asisstant of the headmaster	38	0
Which function do you have in your institution? responsible for school projects	38	0
Which function do you have in your institution? responsible for career orientation	38	0
Which function do you have in your institution? responsible for work experience/work placement	38	0
The transition process from school into the world of work should be supported by teachers.	36	2

### Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Country	4,00	4,00	,000	,000
Gender	1,60	2,00	,497	,247
Age	48,51	49,00	6,419	41,201
Which function do you have in your institution? regular teacher	,89	1,00	,311	,097
Which function do you have in your institution? headmaster	,00	,00	,000	,000
Which function do you have in your institution? responsible for a group of teachers	,00	,00	,000	,000
Which function do you have in your institution? responsible for EU-Projects	,03	,00	,162	,026
Which function do you have in your institution? responsible for information technology (IT)	,03	,00	,162	,026
Which function do you have in your institution? responsible for timetables	,05	,00	,226	,051
Which function do you have in your institution? teacher in general education	,11	,00	,311	,097
Which function do you have in your institution? teacher in vocational education	,34	,00	,481	,231
Which function do you have in your institution? asisstant of the headmaster	,03	,00	,162	,026
Which function do you have in your institution? responsible for school projects	,13	,00	,343	,117
Which function do you have in your institution? responsible for career orientation	,11	,00	,311	,097
Which function do you have in your institution? responsible for work experience/work placement	,21	,00	,413	,171
The transition process from school into the world of work should be supported by teachers.	1,86	2,00	,798	,637

### Statistiken

	Minimum	Maximum
Country	4	4
Gender	1	2
Age	32	61
Which function do you have in your institution? regular teacher	0	1
Which function do you have in your institution? headmaster	0	0
Which function do you have in your institution? responsible for a group of teachers	0	0
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	1
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	4

### Statistiken

	N	
	Gültig	Fehlend
The transition process from school into the world of work should be supported by parents.	36	2
The transition process from school into the world of work should be supported by enterprises.	36	2
The transition process from school into the world of work should be supported by counsellors.	35	3
The transition process from school into the world of work should be supported by advisers.	36	2
The transition process from school into the world of work should be supported by social workers.	35	3
The transition process from school into the world of work should be supported by the learner himself / herself.	35	3
The transition of learners from school into the world of work is seen as important in my country.	36	2
The transition of learners from school into the world of work is supported by teachers in my country.	36	2
The transition of learners from school into the world of work is supported by the parents in my country.	36	2
The transition of learners from school into the world of work is supported by enterprises in my country.	36	2

### Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
The transition process from school into the world of work should be supported by parents.	2,33	2,00	,793	,629
The transition process from school into the world of work should be supported by enterprises.	1,64	1,50	,762	,580
The transition process from school into the world of work should be supported by counsellors.	1,71	2,00	,893	,798
The transition process from school into the world of work should be supported by advisers.	1,72	2,00	,779	,606
The transition process from school into the world of work should be supported by social workers.	2,71	3,00	,825	,681
The transition process from school into the world of work should be supported by the learner himself / herself.	2,71	3,00	,825	,681
The transition of learners from school into the world of work is seen as important in my country.	2,36	2,00	1,073	1,152
The transition of learners from school into the world of work is supported by teachers in my country.	2,64	3,00	,639	,409
The transition of learners from school into the world of work is supported by the parents in my country.	2,44	2,00	,735	,540
The transition of learners from school into the world of work is supported by enterprises in my country.	2,94	3,00	,715	,511

### Statistiken

	Minimum	Maximum
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
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
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.	36	2
The transition of learners from school into the world of work is supported by career advisers in my country.	36	2
The transition of learners from school into the world of work is supported by social workers in my country.	35	3
The transition of learners from school into the world of work is supported by the learners in my country.	38	0
In my country the transition of learners into the world of work is supported by other institutions.	36	2
In my country the transition of learners into the world of work is supported by other institutions A:	38	0
In my country the transition of learners into the world of work is supported by other institutions B:	38	0
Combination of practical and theoretical experiences. How well is it done?	36	2
Combination of practical and theoretical experiences. Importance?	35	3
Focusing on the strengths of the learners. How well is it done?	36	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.	2,81	3,00	,951	,904
The transition of learners from school into the world of work is supported by career advisers in my country.	2,78	3,00	,866	,749
The transition of learners from school into the world of work is supported by social workers in my country.	3,51	4,00	,612	,375
The transition of learners from school into the world of work is supported by the learners in my country.	1,84	2,00	,886	,785
In my country the transition of learners into the world of work is supported by other institutions.	,14	,00	,351	,123
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?	1,72	1,50	,849	,721
Combination of practical and theoretical experiences. Importance?	1,14	1,00	,355	,126
Focusing on the strengths of the learners. How well is it done?	2,22	2,00	,797	,635

### 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	4
The transition of learners from school into the world of work is supported by social workers in my country.	2	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	2
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?	36	2
Individual focus on each learner. How well is it done?	36	2
Individual focus on each learner. Importance?	36	2
Focusing individual self-discovery by the learners. How well is it done?	36	2
Focusing individual self-discovery by the learners. Importance?	36	2
Focusing several professions and vocations. How well is it done?	36	2
Focusing several professions and vocations. Importance?	35	3
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	36	2
Matching individual competencies and opportunities with possibilities on the job market. Importance?	36	2
Training of applying and interview situations. How well is it done?	35	3
Training of applying and interview situations. Importance?	35	3
Training of writing cover letters and curriculum vitae. How well is it done?	36	2

### Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Focusing on the strengths of the learners. Importance?	1,50	1,00	,609	,371
Individual focus on each learner. How well is it done?	2,42	2,00	,937	,879
Individual focus on each learner. Importance?	1,69	2,00	,786	,618
Focusing individual self-discovery by the learners. How well is it done?	2,56	3,00	,939	,883
Focusing individual self-discovery by the learners. Importance?	1,81	1,00	1,009	1,018
Focusing several professions and vocations. How well is it done?	2,17	2,00	,811	,657
Focusing several professions and vocations. Importance?	1,51	1,00	,781	,610
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	2,31	2,50	,980	,961
Matching individual competencies and opportunities with possibilities on the job market. Importance?	1,36	1,00	,683	,466
Training of applying and interview situations. How well is it done?	2,51	3,00	1,147	1,316
Training of applying and interview situations. Importance?	1,71	1,00	,893	,798
Training of writing cover letters and curriculum vitae. How well is it done?	2,11	2,00	1,090	1,187

### 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	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
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	4
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?	36	2
Discussions with job experts. How well is it done?	36	2
Discussions with job experts. Importance?	36	2
Discussions with peers. How well is it done?	36	2
Discussions with peers. Importance?	36	2
Which method of learning works for you in your school? individual work vs. collaborative work	36	2
Which method of learning works for you in your school? self-regulated work vs. directed work	36	2
Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person	36	2
Which method of learning works for you in your school? active learner vs. passive learner	36	2
Which method of learning works for you in your school? active teacher vs. passive teacher	36	2
Which method of learning works for you in your school? communicative vs. non-communicative	35	3
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	37	1

### Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Training of writing cover letters and curriculum vitae. Importance?	1,69	1,00	,920	,847
Discussions with job experts. How well is it done?	2,31	2,00	1,037	1,075
Discussions with job experts. Importance?	1,58	1,00	,770	,593
Discussions with peers. How well is it done?	2,33	2,00	,828	,686
Discussions with peers. Importance?	2,31	2,00	,856	,733
Which method of learning works for you in your school? individual work vs. collaborative work	3,56	3,00	1,206	1,454
Which method of learning works for you in your school? self-regulated work vs. directed work	2,69	2,00	1,283	1,647
Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person	5,06	6,00	1,308	1,711
Which method of learning works for you in your school? active learner vs. passive learner	1,31	1,00	,749	,561
Which method of learning works for you in your school? active teacher vs. passive teacher	1,31	1,00	,577	,333
Which method of learning works for you in your school? communicative vs. non-communicative	1,11	1,00	,323	,104
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	,62	1,00	,492	,242

### Statistiken

	Minimum	Maximum
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
Which method of learning works for you in your school? individual work vs. collaborative work	2	6
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	2	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	3
Which method of learning works for you in your school? communicative vs. non-communicative	1	2
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	0	1



Statistiken

	N	
	Gültig	Fehlend
Where do you need help or support concerning career orientation or vocational orientation? material about vocations	37	1
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications	37	1
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations	37	1
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	37	1
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters	37	1
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae	37	1
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills	37	1
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills	37	1

**Statistiken**

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? material about vocations	,46	,00	,505	,255
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications	,73	1,00	,450	,203
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations	,54	1,00	,505	,255
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	,51	1,00	,507	,257
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters	,24	,00	,435	,189
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae	,38	,00	,492	,242
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills	,62	1,00	,492	,242
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills	,38	,00	,492	,242

### 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	37	1
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	37	1
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are	38	0
Additional discussion points you see in Career and Vocational Orientation.	38	0
Chances you see in career orientation and vocational orientation: Chances it really offers:	38	0

**Statistiken**

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills	,30	,00	,463	,215
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	,00	,00	,000	,000
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	0
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 Italy	38	100,0	100,0	100,0

#### Gender

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig female	14	36,8	40,0	40,0
male	21	55,3	60,0	100,0
Gesamt	35	92,1	100,0	
Fehlend 9	3	7,9		
Gesamt	38	100,0		

### Age

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	32	1	2,6	2,7	2,7
	36	1	2,6	2,7	5,4
	38	1	2,6	2,7	8,1
	39	1	2,6	2,7	10,8
	41	1	2,6	2,7	13,5
	42	1	2,6	2,7	16,2
	43	1	2,6	2,7	18,9
	44	2	5,3	5,4	24,3
	45	1	2,6	2,7	27,0
	46	3	7,9	8,1	35,1
	47	2	5,3	5,4	40,5
	48	3	7,9	8,1	48,6
	49	1	2,6	2,7	51,4
	50	5	13,2	13,5	64,9
	52	1	2,6	2,7	67,6
	53	3	7,9	8,1	75,7
	54	3	7,9	8,1	83,8
	55	1	2,6	2,7	86,5
	56	2	5,3	5,4	91,9
	57	1	2,6	2,7	94,6
	58	1	2,6	2,7	97,3
	61	1	2,6	2,7	100,0
	Gesamt	37	97,4	100,0	
Fehlend	99	1	2,6		
Gesamt		38	100,0		

### Which function do you have in your institution? regular teacher

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no	4	10,5	10,5	10,5
	yes	34	89,5	89,5	100,0
	Gesamt	38	100,0	100,0	

### Which function do you have in your institution? headmaster

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no	38	100,0	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	38	100,0	100,0	100,0

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	37	97,4	97,4	97,4
yes	1	2,6	2,6	100,0
Gesamt	38	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	37	97,4	97,4	97,4
yes	1	2,6	2,6	100,0
Gesamt	38	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	36	94,7	94,7	94,7
yes	2	5,3	5,3	100,0
Gesamt	38	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	34	89,5	89,5	89,5
yes	4	10,5	10,5	100,0
Gesamt	38	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	25	65,8	65,8	65,8
yes	13	34,2	34,2	100,0
Gesamt	38	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	37	97,4	97,4	97,4
yes	1	2,6	2,6	100,0
Gesamt	38	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	86,8	86,8	86,8
yes	5	13,2	13,2	100,0
Gesamt	38	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	34	89,5	89,5	89,5
yes	4	10,5	10,5	100,0
Gesamt	38	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	30	78,9	78,9	78,9
yes	8	21,1	21,1	100,0
Gesamt	38	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	12	31,6	33,3	33,3
agree	19	50,0	52,8	86,1
disagree	3	7,9	8,3	94,4
strongly disagree	2	5,3	5,6	100,0
Gesamt	36	94,7	100,0	
Fehlend 0	2	5,3		
Gesamt	38	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	4	10,5	11,1	11,1
	agree	19	50,0	52,8	63,9
	disagree	10	26,3	27,8	91,7
	strongly disagree	3	7,9	8,3	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	2	5,3		
Gesamt		38	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	18	47,4	50,0	50,0
	agree	14	36,8	38,9	88,9
	disagree	3	7,9	8,3	97,2
	strongly disagree	1	2,6	2,8	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	2	5,3		
Gesamt		38	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	17	44,7	48,6	48,6
	agree	14	36,8	40,0	88,6
	disagree	1	2,6	2,9	91,4
	strongly disagree	3	7,9	8,6	100,0
	Gesamt	35	92,1	100,0	
Fehlend	0	3	7,9		
Gesamt		38	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	16	42,1	44,4	44,4
	agree	15	39,5	41,7	86,1
	disagree	4	10,5	11,1	97,2
	strongly disagree	1	2,6	2,8	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	2	5,3		
Gesamt		38	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	2	5,3	5,7	5,7
	agree	12	31,6	34,3	40,0
	disagree	15	39,5	42,9	82,9
	strongly disagree	6	15,8	17,1	100,0
	Gesamt	35	92,1	100,0	
Fehlend	0	3	7,9		
Gesamt		38	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	3	7,9	8,6	8,6
	agree	9	23,7	25,7	34,3
	disagree	18	47,4	51,4	85,7
	strongly disagree	5	13,2	14,3	100,0
	Gesamt	35	92,1	100,0	
Fehlend	0	3	7,9		
Gesamt		38	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	10	26,3	27,8	27,8
	agree	9	23,7	25,0	52,8
	disagree	11	28,9	30,6	83,3
	strongly disagree	6	15,8	16,7	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	2	5,3		
Gesamt		38	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	2	5,3	5,6	5,6
	agree	10	26,3	27,8	33,3
	disagree	23	60,5	63,9	97,2
	strongly disagree	1	2,6	2,8	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	2	5,3		
Gesamt		38	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	3	7,9	8,3	8,3
	agree	16	42,1	44,4	52,8
	disagree	15	39,5	41,7	94,4
	strongly disagree	2	5,3	5,6	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	2	5,3		
Gesamt		38	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	1	2,6	2,8	2,8
	agree	7	18,4	19,4	22,2
	disagree	21	55,3	58,3	80,6
	strongly disagree	7	18,4	19,4	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	2	5,3		
Gesamt		38	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	2	5,3	5,6	5,6
	agree	14	36,8	38,9	44,4
	disagree	9	23,7	25,0	69,4
	strongly disagree	11	28,9	30,6	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	2	5,3		
Gesamt		38	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	3	7,9	8,3	8,3
	agree	9	23,7	25,0	33,3
	disagree	17	44,7	47,2	80,6
	strongly disagree	7	18,4	19,4	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	2	5,3		
Gesamt		38	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	agree	2	5,3	5,7	5,7
	disagree	13	34,2	37,1	42,9
	strongly disagree	20	52,6	57,1	100,0
	Gesamt	35	92,1	100,0	
Fehlend	0	3	7,9		
Gesamt		38	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	5,3	5,3	5,3
strongly agree	11	28,9	28,9	34,2
agree	17	44,7	44,7	78,9
disagree	7	18,4	18,4	97,4
strongly disagree	1	2,6	2,6	100,0
Gesamt	38	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	31	81,6	86,1	86,1
yes	5	13,2	13,9	100,0
Gesamt	36	94,7	100,0	
Fehlend -77	2	5,3		
Gesamt	38	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	33	86,8	86,8	86,8
centri per l'impiego	1	2,6	2,6	89,5
CIOP, SPORTELLI LOCALI	1	2,6	2,6	92,1
CONFINDUSTRIA	1	2,6	2,6	94,7
enti di formazione esterni alla scuola	1	2,6	2,6	97,4
MINISTERO DEL LAVORO	1	2,6	2,6	100,0
Gesamt	38	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	36	94,7	94,7	94,7
CONFARTIGIANATO	1	2,6	2,6	97,4
UNIVERSITA'	1	2,6	2,6	100,0
Gesamt	38	100,0	100,0	

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	18	47,4	50,0	50,0
	rather good	11	28,9	30,6	80,6
	rather not good	6	15,8	16,7	97,2
	not good	1	2,6	2,8	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

**Combination of practical and theoretical experiences. Importance?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	30	78,9	85,7	85,7
	2 - important	5	13,2	14,3	100,0
	Gesamt	35	92,1	100,0	
Fehlend	0	2	5,3		
	System	1	2,6		
	Gesamt	3	7,9		
Gesamt		38	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	7	18,4	19,4	19,4
	rather good	15	39,5	41,7	61,1
	rather not good	13	34,2	36,1	97,2
	not good	1	2,6	2,8	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

**Focusing on the strengths of the learners. Importance?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	20	52,6	55,6	55,6
	2 - important	14	36,8	38,9	94,4
	3 - less important	2	5,3	5,6	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	6	15,8	16,7	16,7
	rather good	14	36,8	38,9	55,6
	rather not good	11	28,9	30,6	86,1
	not good	5	13,2	13,9	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

**Individual focus on each learner. Importance?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	17	44,7	47,2	47,2
	2 - important	14	36,8	38,9	86,1
	3 - less important	4	10,5	11,1	97,2
	4 - unimportant	1	2,6	2,8	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	5	13,2	13,9	13,9
	rather good	12	31,6	33,3	47,2
	rather not good	13	34,2	36,1	83,3
	not good	6	15,8	16,7	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

**Focusing individual self-discovery by the learners. Importance?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	19	50,0	52,8	52,8
	2 - important	8	21,1	22,2	75,0
	3 - less important	6	15,8	16,7	91,7
	4 - unimportant	3	7,9	8,3	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	8	21,1	22,2	22,2
	rather good	15	39,5	41,7	63,9
	rather not good	12	31,6	33,3	97,2
	not good	1	2,6	2,8	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		



**Focusing several professions and vocations. Importance?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	22	57,9	62,9	62,9
	2 - important	9	23,7	25,7	88,6
	3 - less important	3	7,9	8,6	97,1
	4 - unimportant	1	2,6	2,9	100,0
	Gesamt	35	92,1	100,0	
Fehlend	0	2	5,3		
	System	1	2,6		
	Gesamt	3	7,9		
Gesamt		38	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	10	26,3	27,8	27,8
	rather good	8	21,1	22,2	50,0
	rather not good	15	39,5	41,7	91,7
	not good	3	7,9	8,3	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	27	71,1	75,0	75,0
	2 - important	5	13,2	13,9	88,9
	3 - less important	4	10,5	11,1	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	10	26,3	28,6	28,6
	rather good	5	13,2	14,3	42,9
	rather not good	12	31,6	34,3	77,1
	not good	8	21,1	22,9	100,0
	Gesamt	35	92,1	100,0	
Fehlend	0	2	5,3		
	System	1	2,6		
	Gesamt	3	7,9		
Gesamt		38	100,0		

**Training of applying and interview situations. Importance?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	19	50,0	54,3	54,3
	2 - important	8	21,1	22,9	77,1
	3 - less important	7	18,4	20,0	97,1
	4 - unimportant	1	2,6	2,9	100,0
	Gesamt	35	92,1	100,0	
Fehlend	0	2	5,3		
	System	1	2,6		
	Gesamt	3	7,9		
Gesamt		38	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	14	36,8	38,9	38,9
	rather good	9	23,7	25,0	63,9
	rather not good	8	21,1	22,2	86,1
	not good	5	13,2	13,9	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

**Training of writing cover letters and curriculum vitae. Importance?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	20	52,6	55,6	55,6
	2 - important	9	23,7	25,0	80,6
	3 - less important	5	13,2	13,9	94,4
	4 - unimportant	2	5,3	5,6	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

**Discussions with job experts. How well is it done?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	9	23,7	25,0	25,0
	rather good	13	34,2	36,1	61,1
	rather not good	8	21,1	22,2	83,3
	not good	6	15,8	16,7	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

**Discussions with job experts. Importance?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	20	52,6	55,6	55,6
	2 - important	12	31,6	33,3	88,9
	3 - less important	3	7,9	8,3	97,2
	4 - unimportant	1	2,6	2,8	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

**Discussions with peers. How well is it done?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	5	13,2	13,9	13,9
	rather good	17	44,7	47,2	61,1
	rather not good	11	28,9	30,6	91,7
	not good	3	7,9	8,3	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

**Discussions with peers. Importance?**

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	7	18,4	19,4	19,4
	2 - important	13	34,2	36,1	55,6
	3 - less important	14	36,8	38,9	94,4
	4 - unimportant	2	5,3	5,6	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	2	7	18,4	19,4	19,4
	3	14	36,8	38,9	58,3
	4	5	13,2	13,9	72,2
	5	8	21,1	22,2	94,4
	collaborative work	2	5,3	5,6	100,0
Gesamt		36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	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	6	15,8	16,7	16,7
	2	13	34,2	36,1	52,8
	3	7	18,4	19,4	72,2
	4	7	18,4	19,4	91,7
	5	2	5,3	5,6	97,2
	directed work	1	2,6	2,8	100,0
Gesamt		36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	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	2	3	7,9	8,3	8,3
	3	3	7,9	8,3	16,7
	4	2	5,3	5,6	22,2
	5	9	23,7	25,0	47,2
	learning in the classroom in person	19	50,0	52,8	100,0
Gesamt		36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	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	28	73,7	77,8	77,8
	2	7	18,4	19,4	97,2
	5	1	2,6	2,8	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	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	27	71,1	75,0	75,0
	2	7	18,4	19,4	94,4
	3	2	5,3	5,6	100,0
	Gesamt	36	94,7	100,0	
Fehlend	0	1	2,6		
	System	1	2,6		
	Gesamt	2	5,3		
Gesamt		38	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	communicative	31	81,6	88,6	88,6
	2	4	10,5	11,4	100,0
	Gesamt	35	92,1	100,0	
Fehlend	0	2	5,3		
	System	1	2,6		
	Gesamt	3	7,9		
Gesamt		38	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	14	36,8	37,8	37,8
	help needed	23	60,5	62,2	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	20	52,6	54,1	54,1
	help needed	17	44,7	45,9	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	10	26,3	27,0	27,0
	help needed	27	71,1	73,0	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	17	44,7	45,9	45,9
	help needed	20	52,6	54,1	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	18	47,4	48,6	48,6
	help needed	19	50,0	51,4	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	28	73,7	75,7	75,7
	help needed	9	23,7	24,3	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	23	60,5	62,2	62,2
	help needed	14	36,8	37,8	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	14	36,8	37,8	37,8
	help needed	23	60,5	62,2	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	23	60,5	62,2	62,2
	help needed	14	36,8	37,8	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	26	68,4	70,3	70,3
	help needed	11	28,9	29,7	100,0
	Gesamt	37	97,4	100,0	
Fehlend	System	1	2,6		
Gesamt		38	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	37	97,4	100,0	100,0
Fehlend	System	1	2,6		
Gesamt		38	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	100,0	100,0	100,0

**Additional discussion points you see in Career and Vocational Orientation.**

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	26	68,4	68,4	68,4
2 stage settimanali durante il periodo scolastico, 15 gg di lavoro guidato durante il periodo estivo post scuola.	1	2,6	2,6	71,1
È necessario che le imprese tornino a dialogare con le scuole e che dalle scuole escano individui in grado di lavorare	1	2,6	2,6	73,7
DOVREBBE ESSERE MATERIA OBBLIGATORIA SVOLTA DA PROFESSIONISTI DELL'ORIENTAMENTO E SOGGETTI DEL MONDO IMPRENDITORIALE	1	2,6	2,6	76,3
EFFETTUARE INCONTRI CON RAPPRESENTANTI DEL MONDO DEL LAVORO EPSCOLOGI EDE ESPERTI COMUNICAZIONE	1	2,6	2,6	78,9
Lavorare molto sulle capacità	1	2,6	2,6	81,6
maggiore interazione fra le materie di base (esposizione, modalità di presentazione) e materie di indirizzo	1	2,6	2,6	84,2
maggiore presenza da parte del mondo del lavoro	1	2,6	2,6	86,8
NELLA SITUAZIONE ATTUALE E' MOLTO DIFFICILE ORIENTARE AD UN LAVORO QUANDO LE RICHIESTE DI LAVORATORI SONO MINIME	1	2,6	2,6	89,5
ogni insegnante dovrebbe aiutare gli studenti, ad individuare e costruire percorsi pienamente soddisfacenti in ambito formativo	1	2,6	2,6	92,1
RAPPORTI CON ASSOCIAZIONI DI CATEGORIA	1	2,6	2,6	94,7
SI POTREBBERO INSERIRE DEI COLLOQUI PSICOLOGICI E DELLE VALUTAZIONI GRAFOLOGICHE SULLE ATTITUDINI ALLE PROFESSIONI	1	2,6	2,6	97,4

**Additional discussion points you see in Career and Vocational Orientation.**

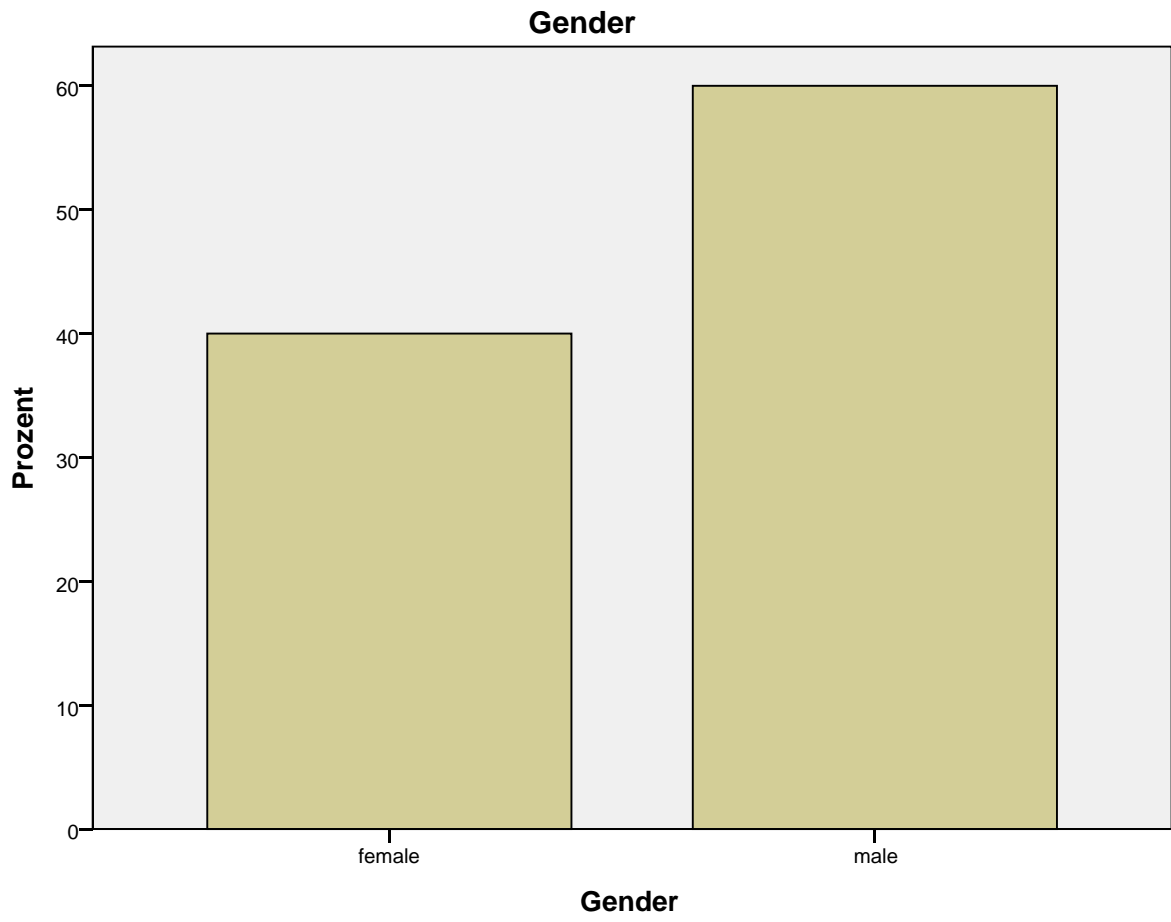
	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig STAGES	1	2,6	2,6	100,0
Gesamt	38	100,0	100,0	

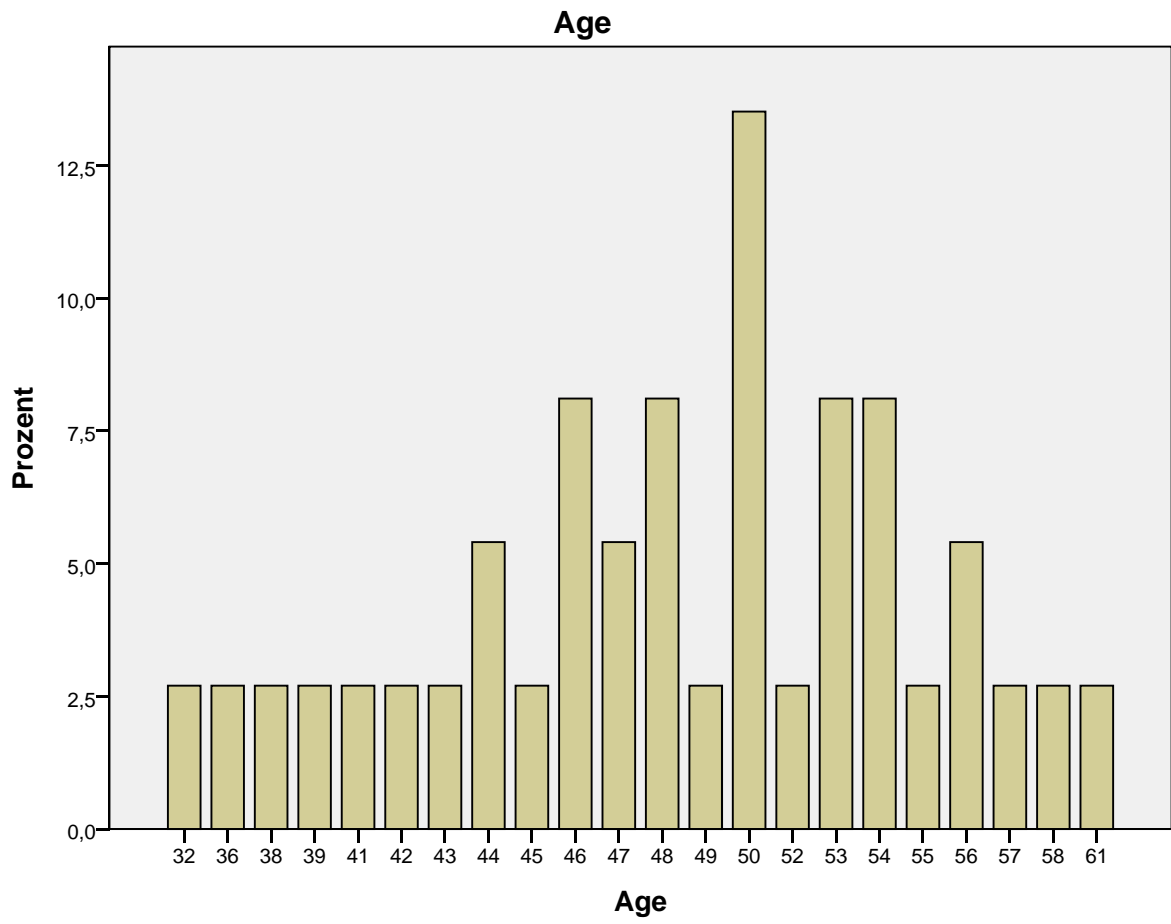
**Chances you see in career orientation and vocational orientation: Chances it really offers:**

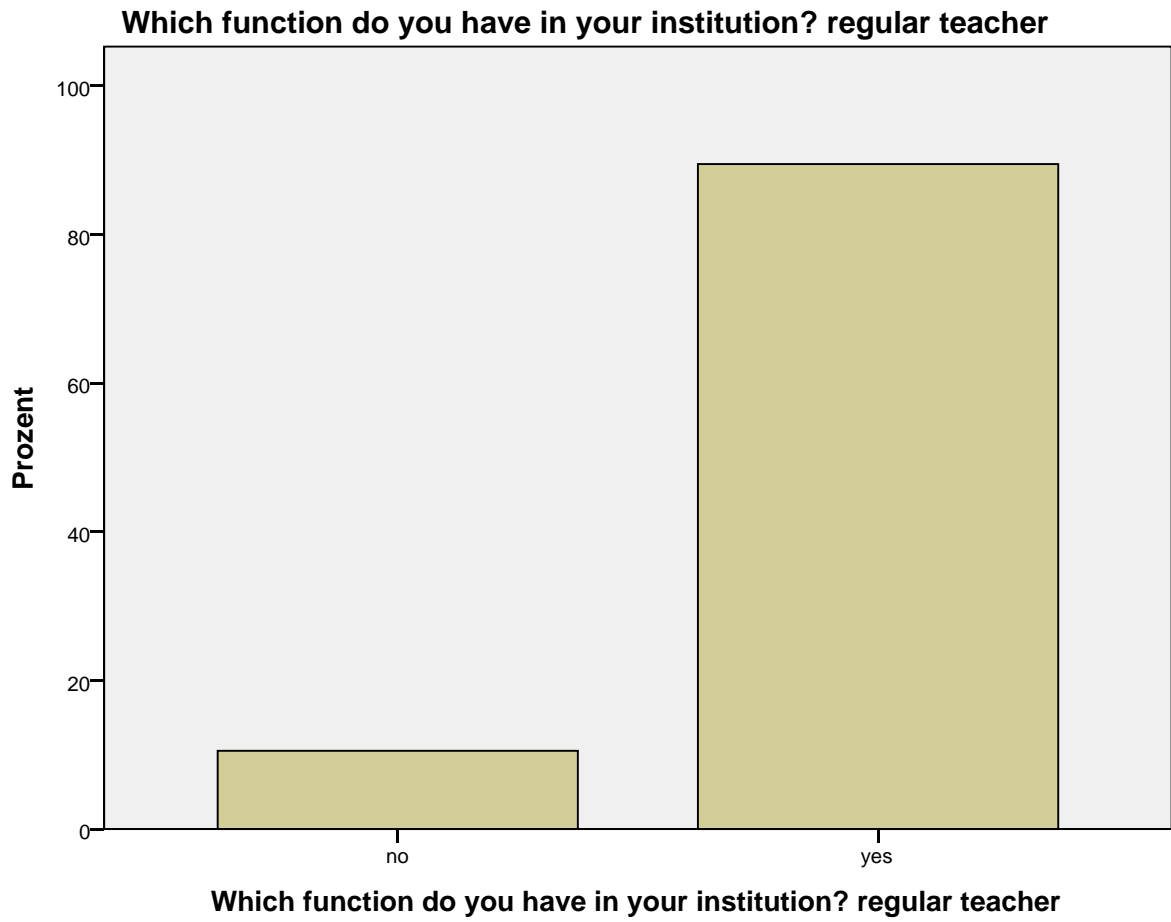
	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	26	68,4	68,4	68,4
FUNZIONANO COME QUESTO QUESTIONARIO!!!!!!!!!!!!!!!	1	2,6	2,6	71,1
IL CONTATTO COL MONDO DEL LAVORO E' MOLTO SCARSO ANCHE A LIVELLO DI INFORMAZIONI SULLE RICHIESTE DI FIGURE PROFESSIONALI.	1	2,6	2,6	73,7
In italia le opportunità offerte sono scarse. Gli stage di formazione in azienda durante il periodo scolastico sono tra i più	1	2,6	2,6	76,3
non esiste un orientamento professionale organizzato in Italia, fatte salve esperienze sporadiche	1	2,6	2,6	78,9
POCHE A PARTE GLI STAGE PROPOSTI DALLA SCUOLA	1	2,6	2,6	81,6
Poche opportunità e gestite non in modo adeguato	1	2,6	2,6	84,2
ricerca e selezioni studenti da parte delle aziende in base al CV e alle competenze nelle materie di indirizzo	1	2,6	2,6	86,8
Solo sporadici casi rivolti agli alunni presentati con ottime referenze dalla scuola.	1	2,6	2,6	89,5
sono molto scarse. Positivi gli stage all'ultimo mese negli istituti tecnici (es. scuola per geometri)	1	2,6	2,6	92,1
SPORTELLI INFORMAGIOVANI	1	2,6	2,6	94,7
STAGE SCOLASTICI. TIROCINI FORMATIVI (UNIVERSITARI E POST UNIVERSITARI).	1	2,6	2,6	97,4
UN CONTATTO CON LA REALTA' DEL MONDO DEL LAVORO CON SIMULAZIONI	1	2,6	2,6	100,0
Gesamt	38	100,0	100,0	

**Balkendiagramm**



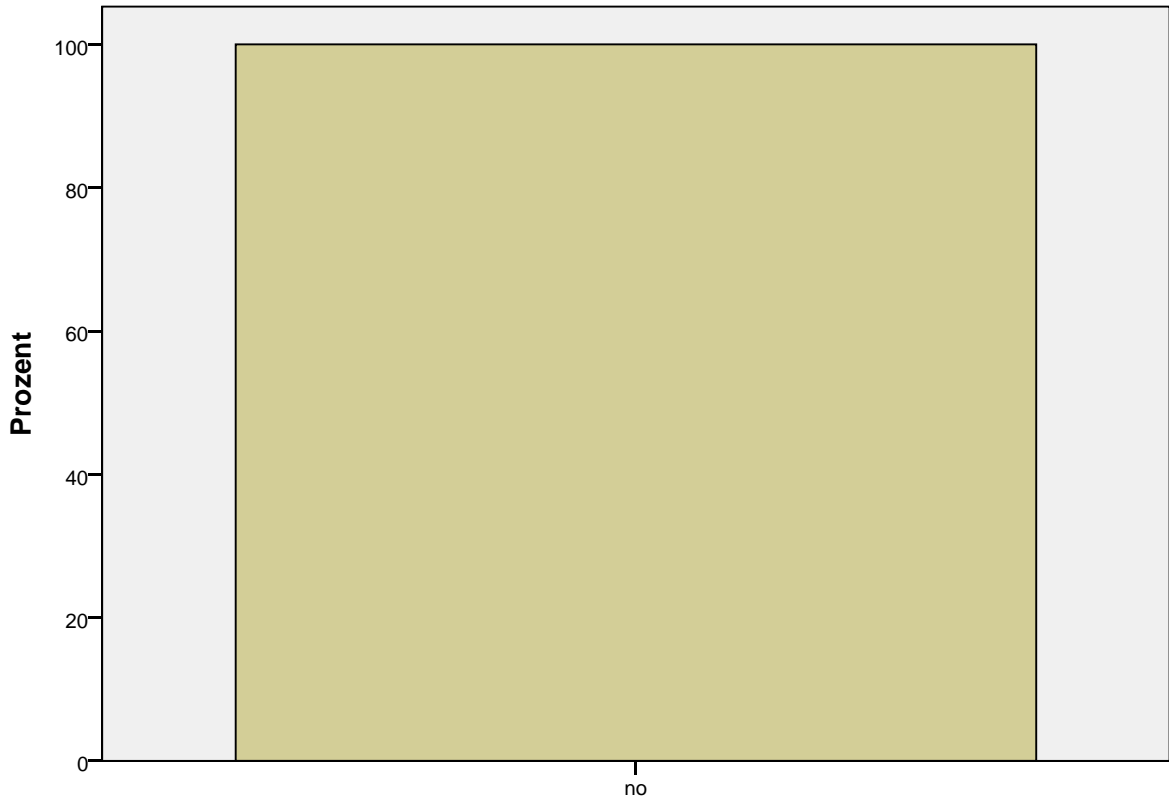






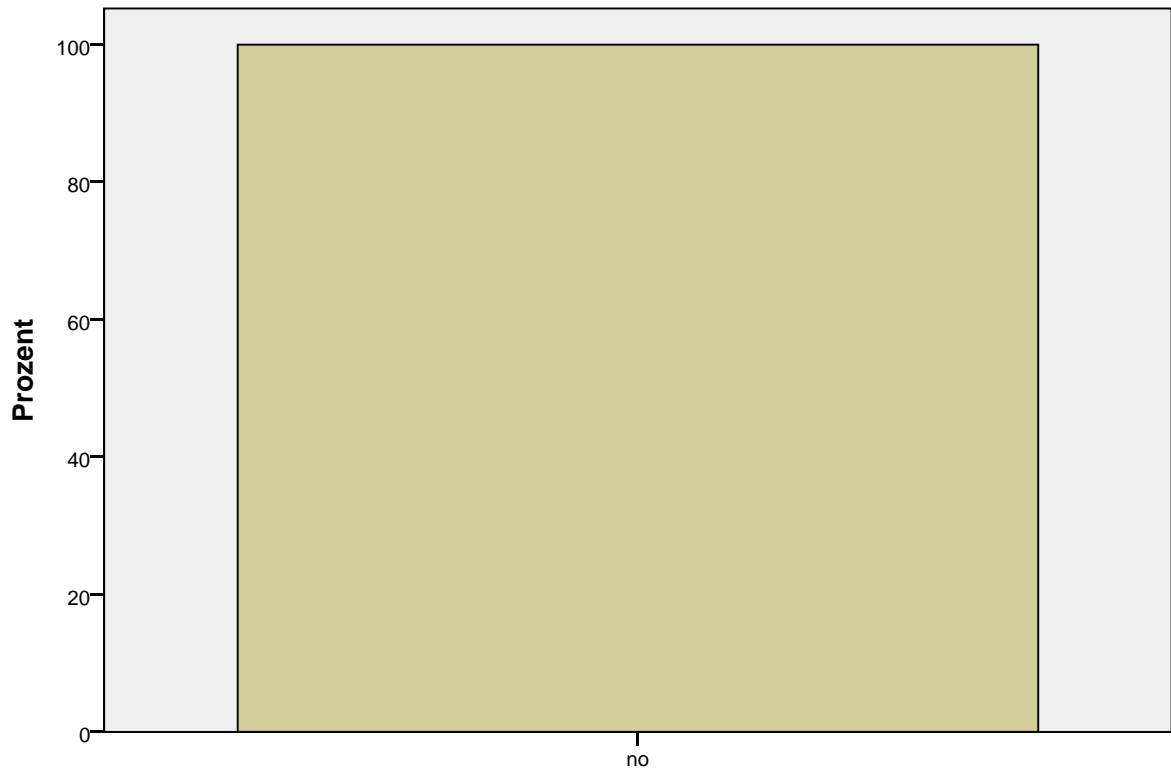


**Which function do you have in your institution? headmaster**



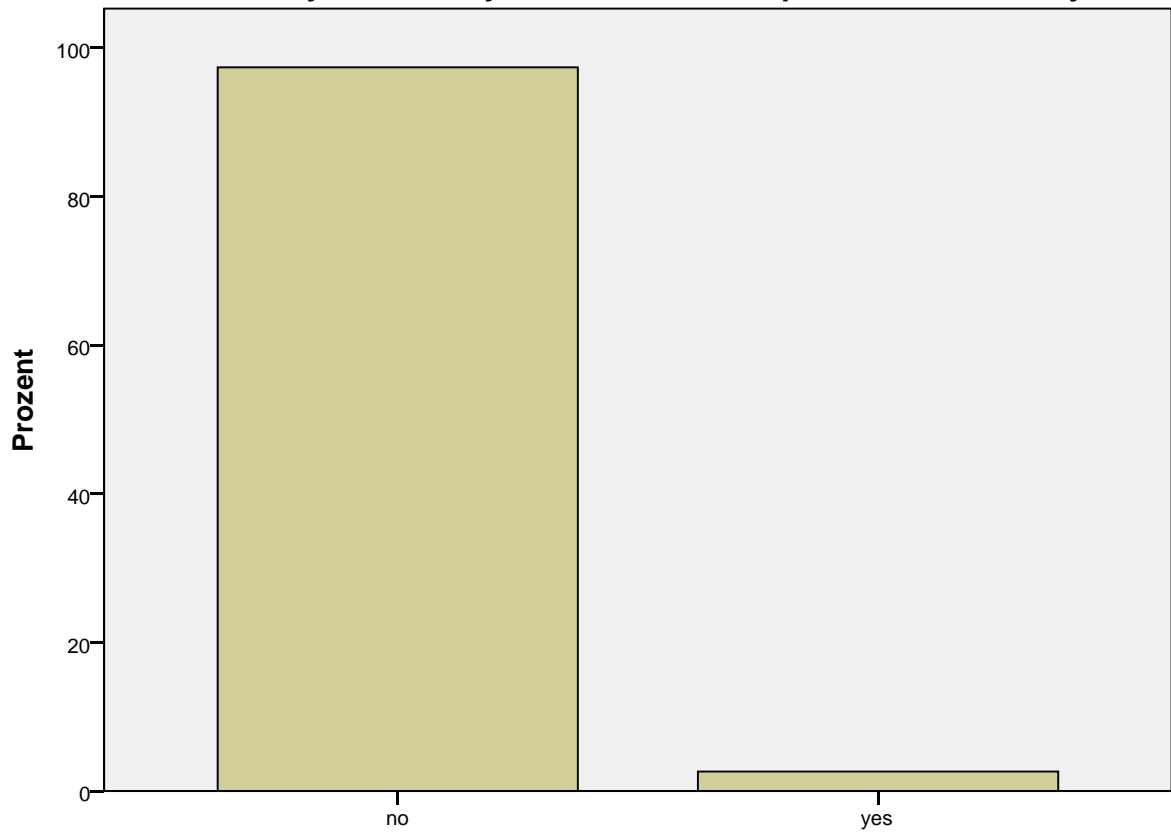
**Which function do you have in your institution? headmaster**

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



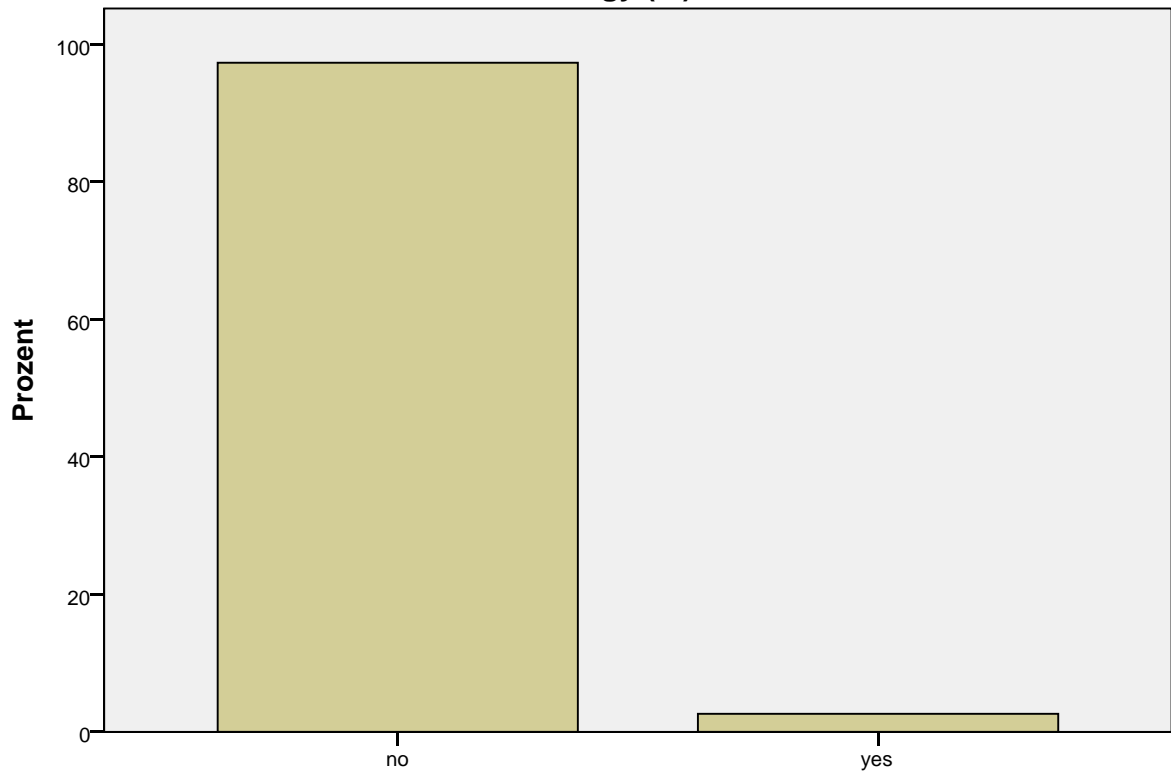
**Which function do you have in your institution? responsible for a group of teachers**

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



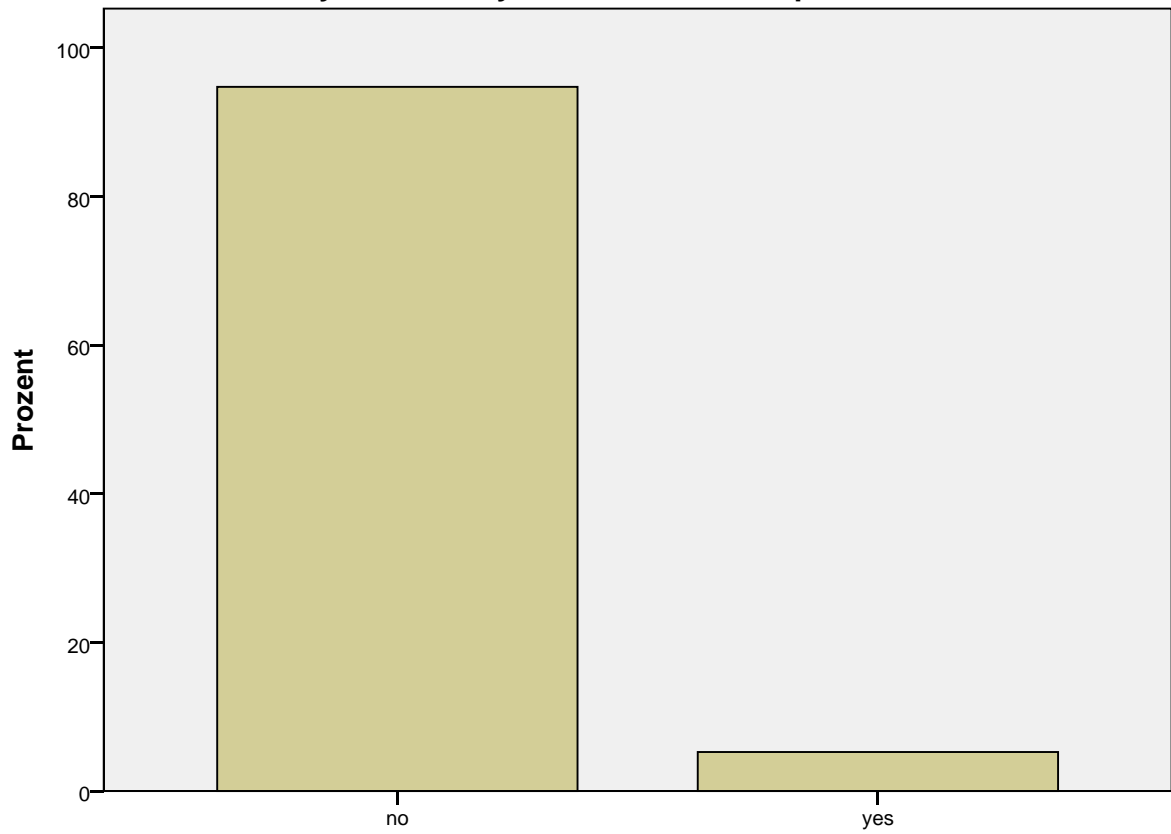
**Which function do you have in your institution? responsible for EU-Projects**

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



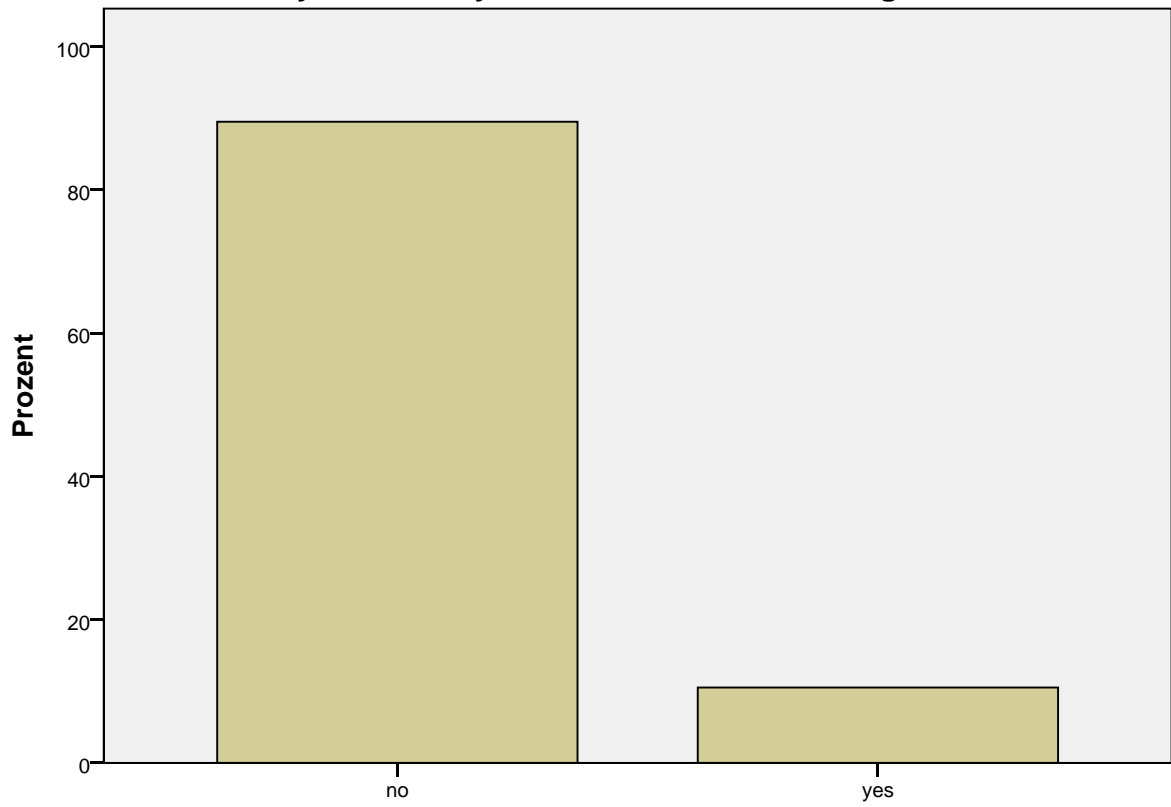
**Which function do you have in your institution? responsible for information technology (IT)**

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



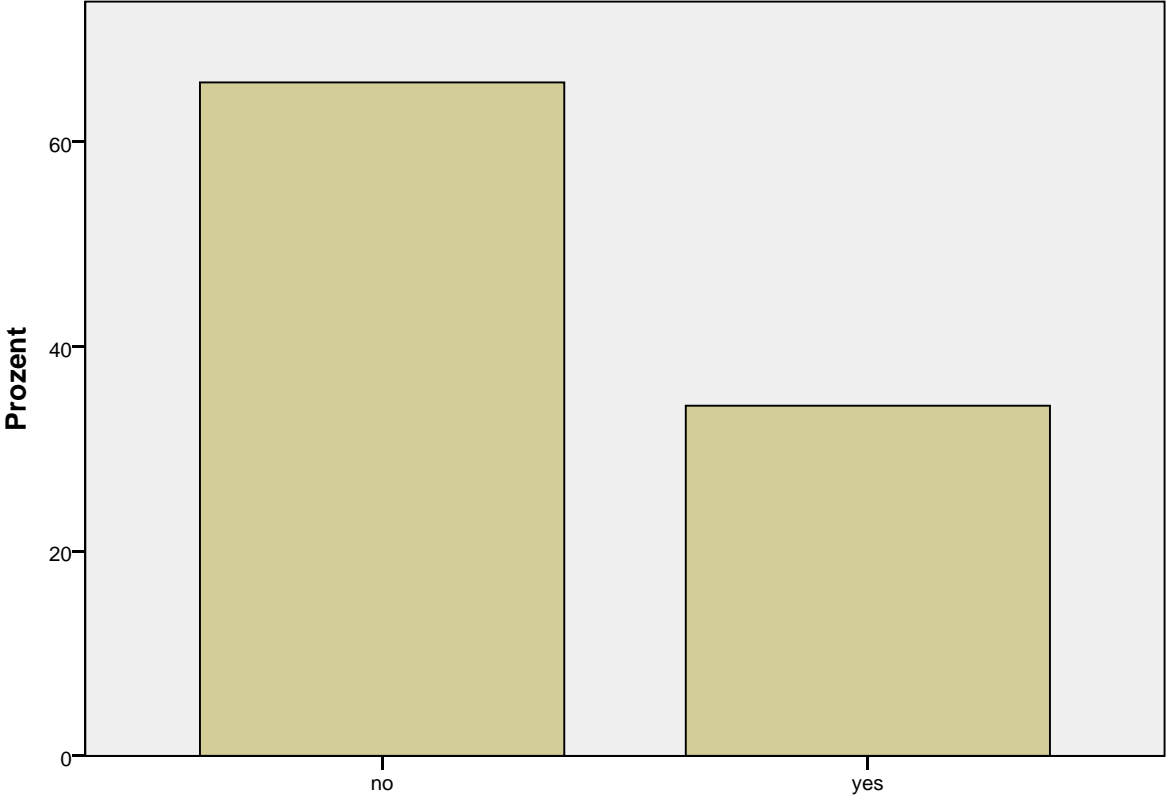
**Which function do you have in your institution? responsible for timetables**

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



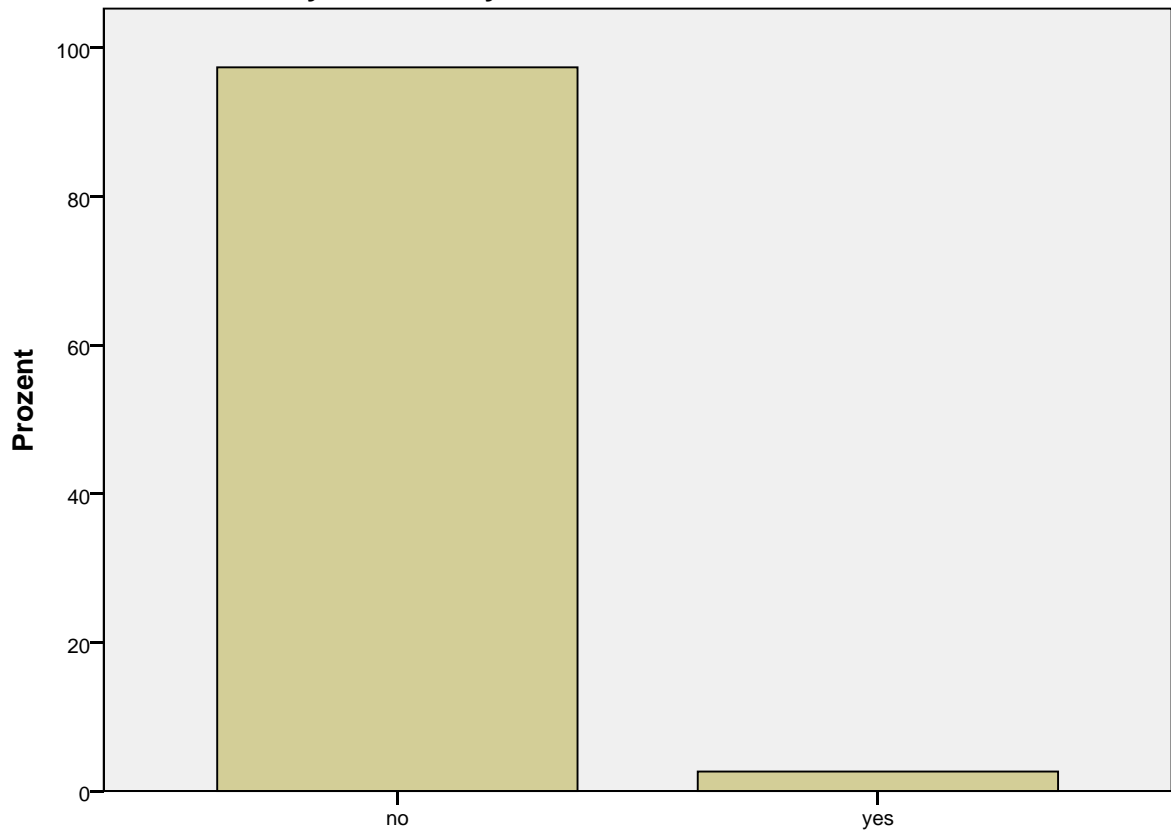
**Which function do you have in your institution? teacher in general education**

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



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

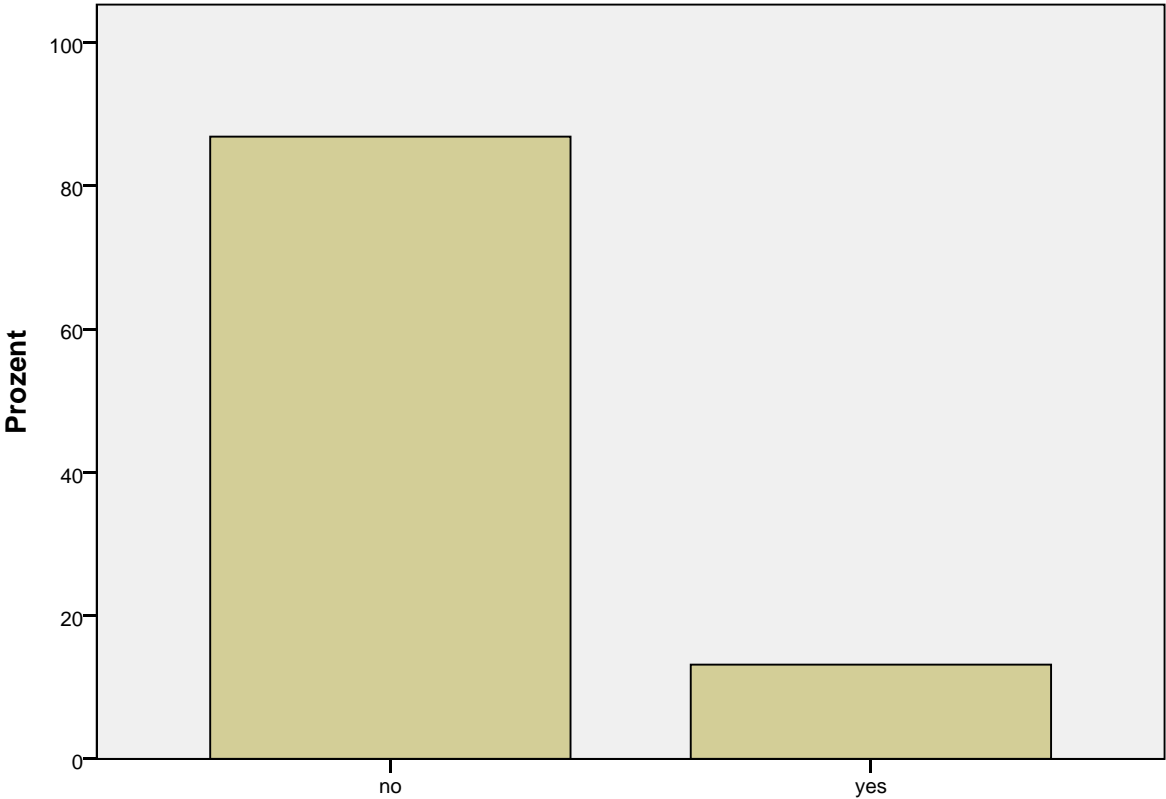
**Which function do you have in your institution? asisstant of the headmaster**



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

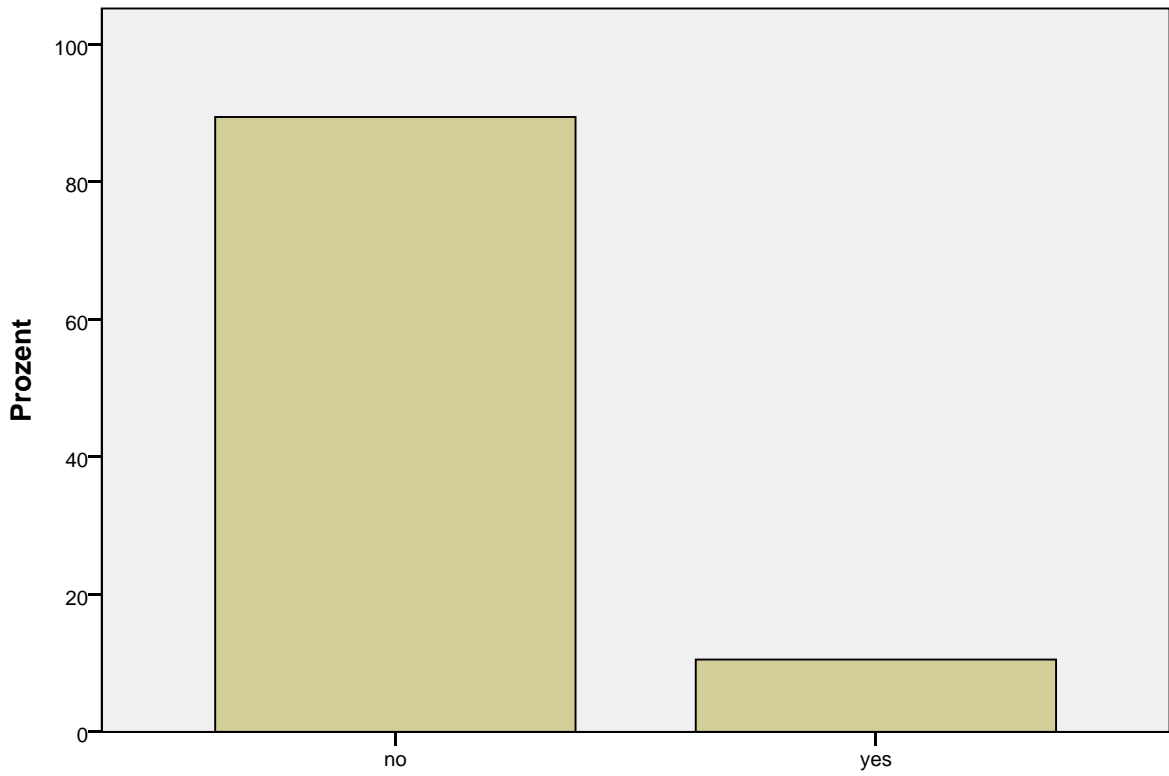


**Which function do you have in your institution? responsible for school projects**



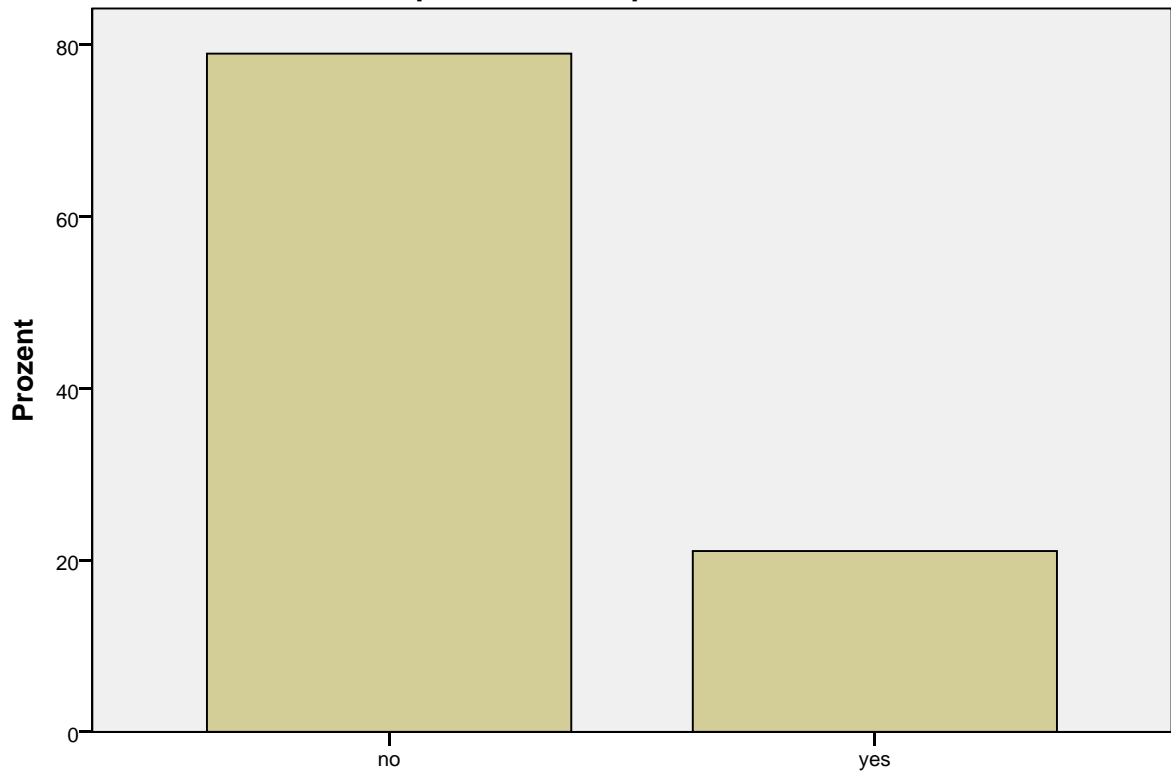
**Which function do you have in your institution? responsible for school projects**

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



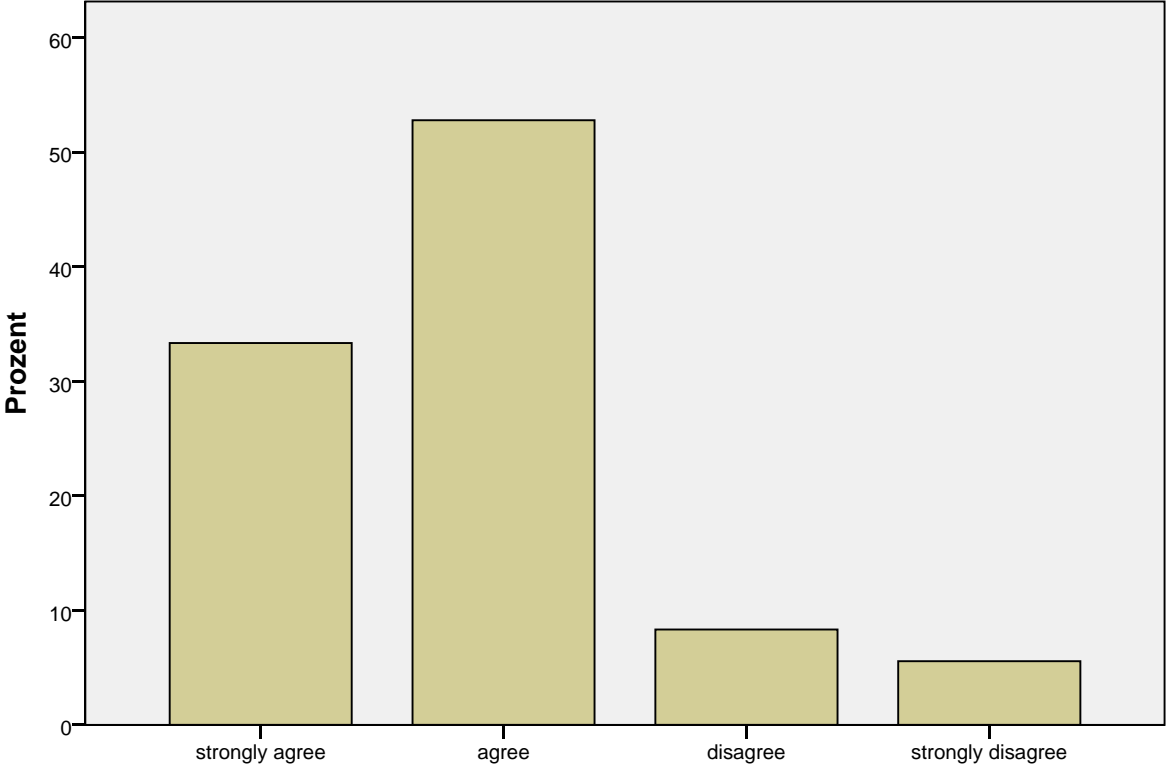
**Which function do you have in your institution? responsible for career orientation**

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



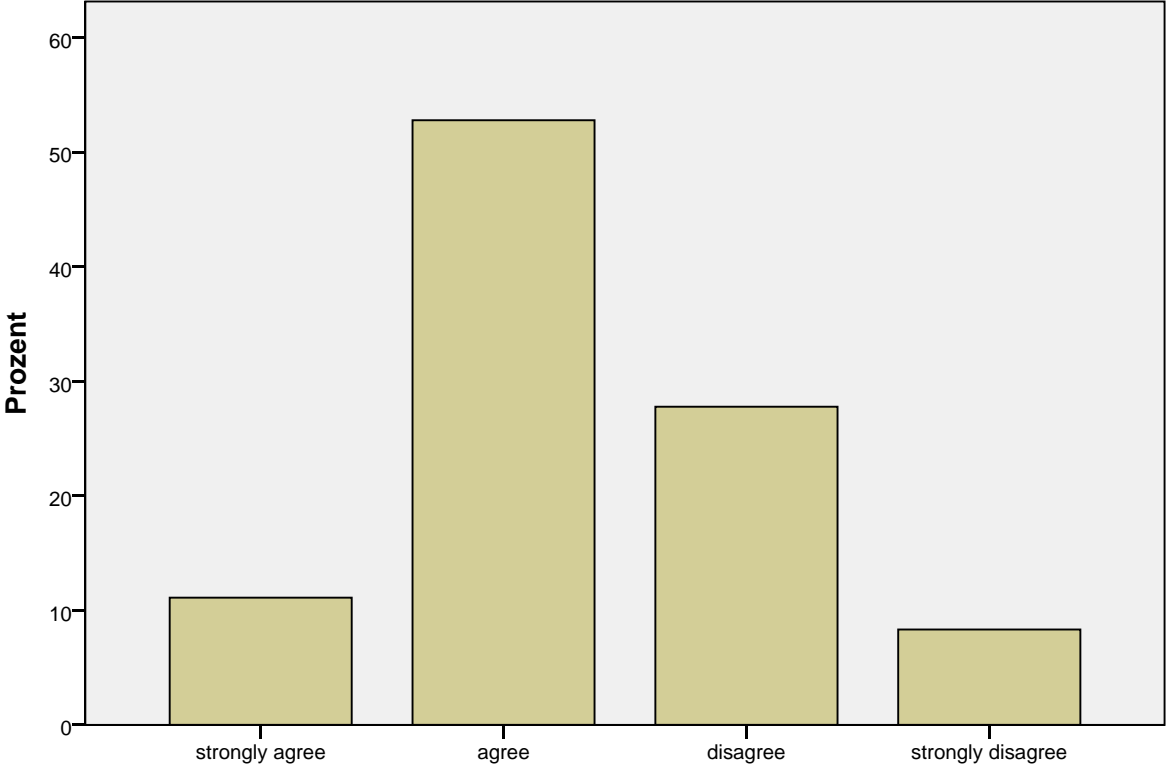
**Which function do you have in your institution? responsible for work experience/work placement**

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



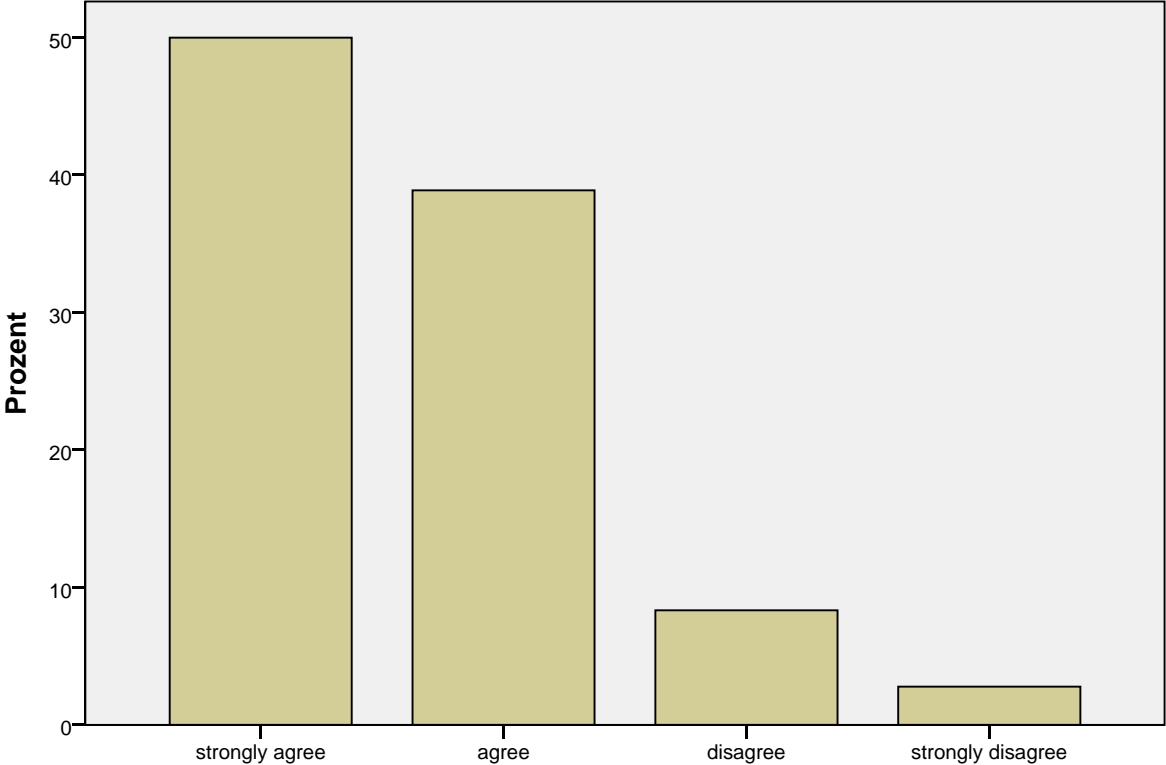
**The transition process from school into the world of work should be supported by teachers.**

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



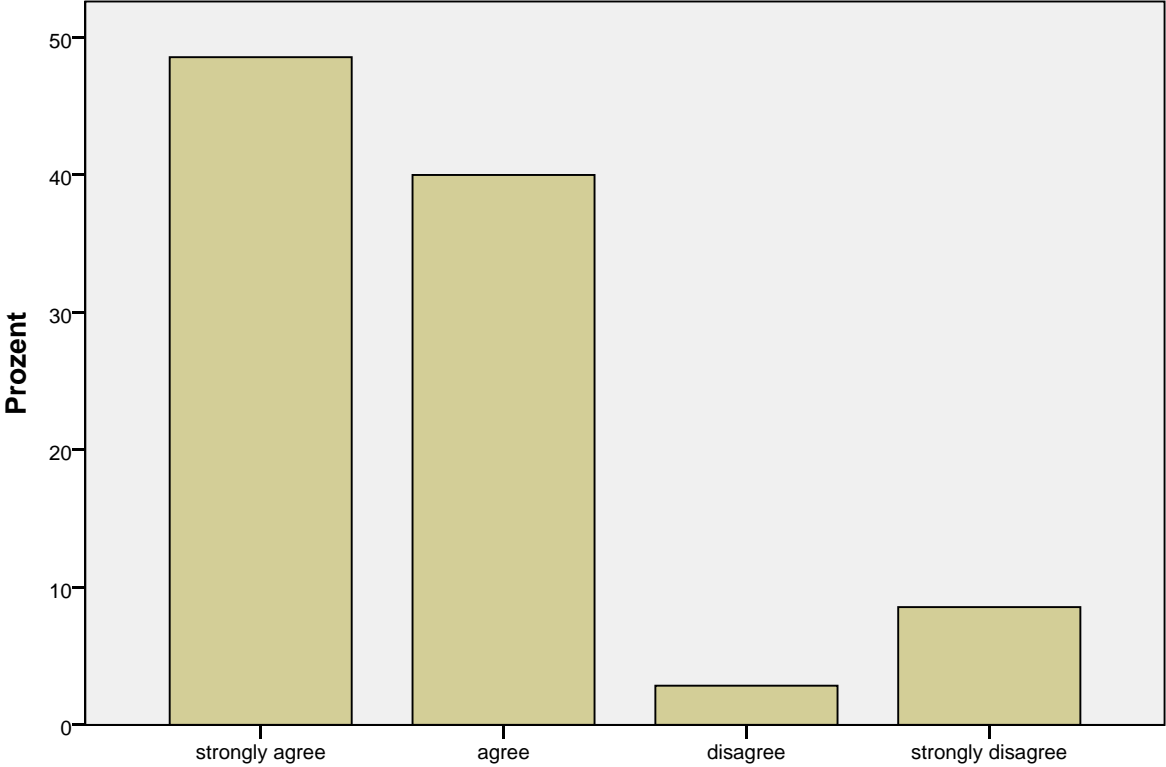
**The transition process from school into the world of work should be supported by parents.**

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



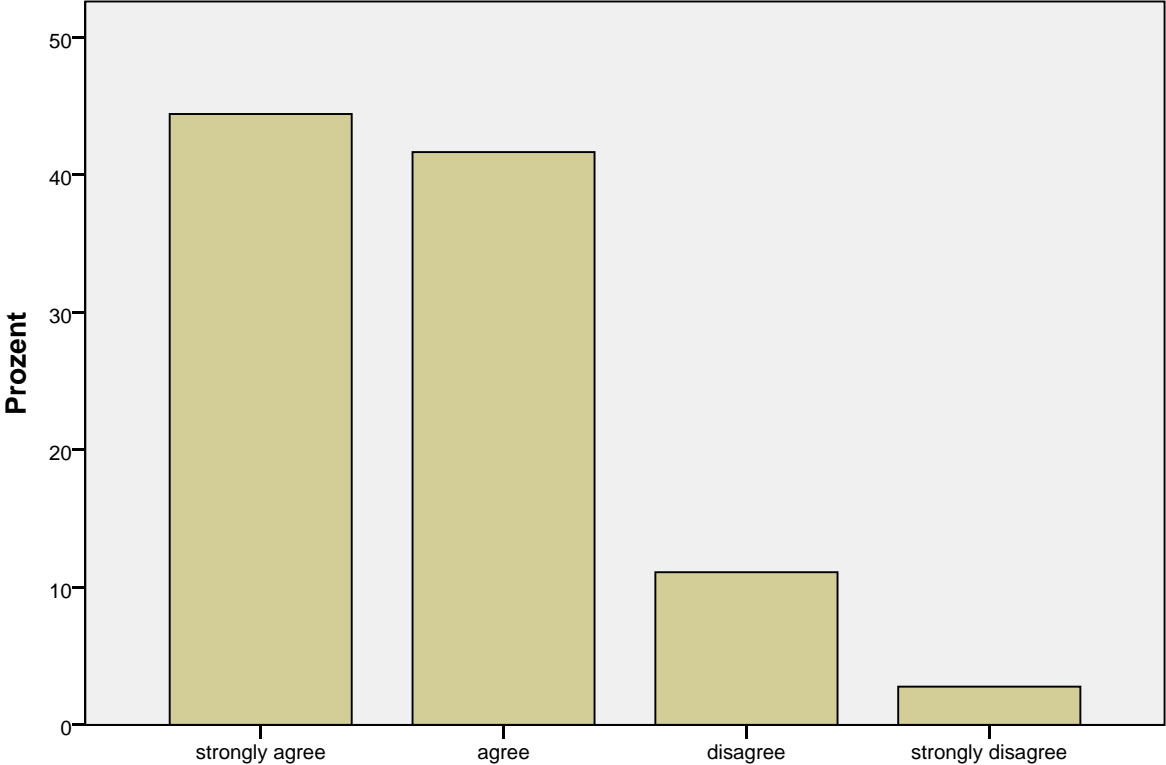
**The transition process from school into the world of work should be supported by enterprises.**

**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.**

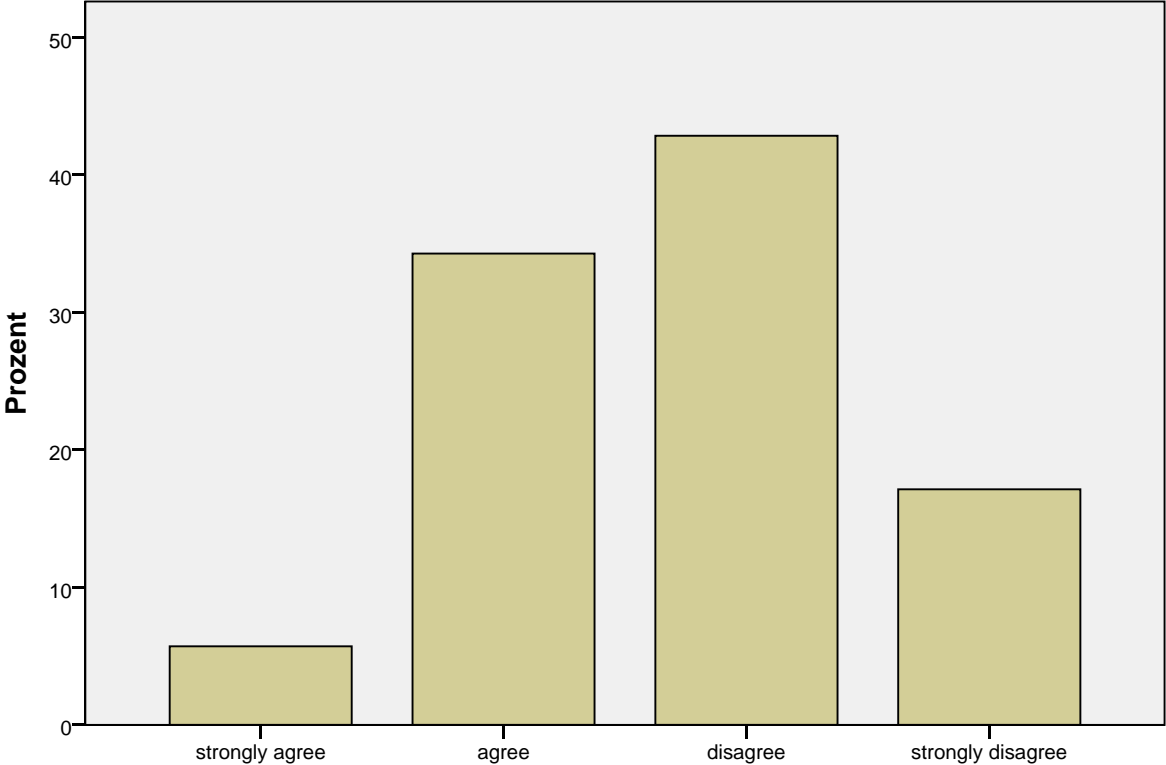
**The transition process from school into the world of work should be supported by advisers.**



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

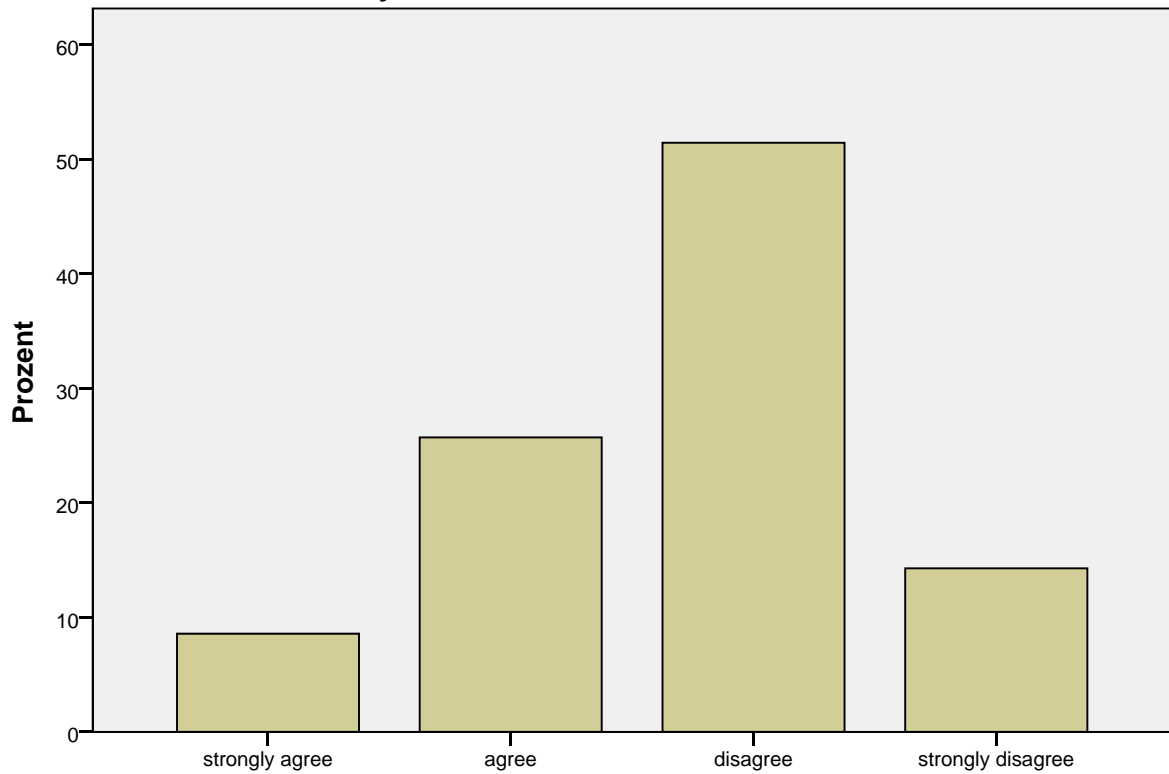


**The transition process from school into the world of work should be supported by social workers.**



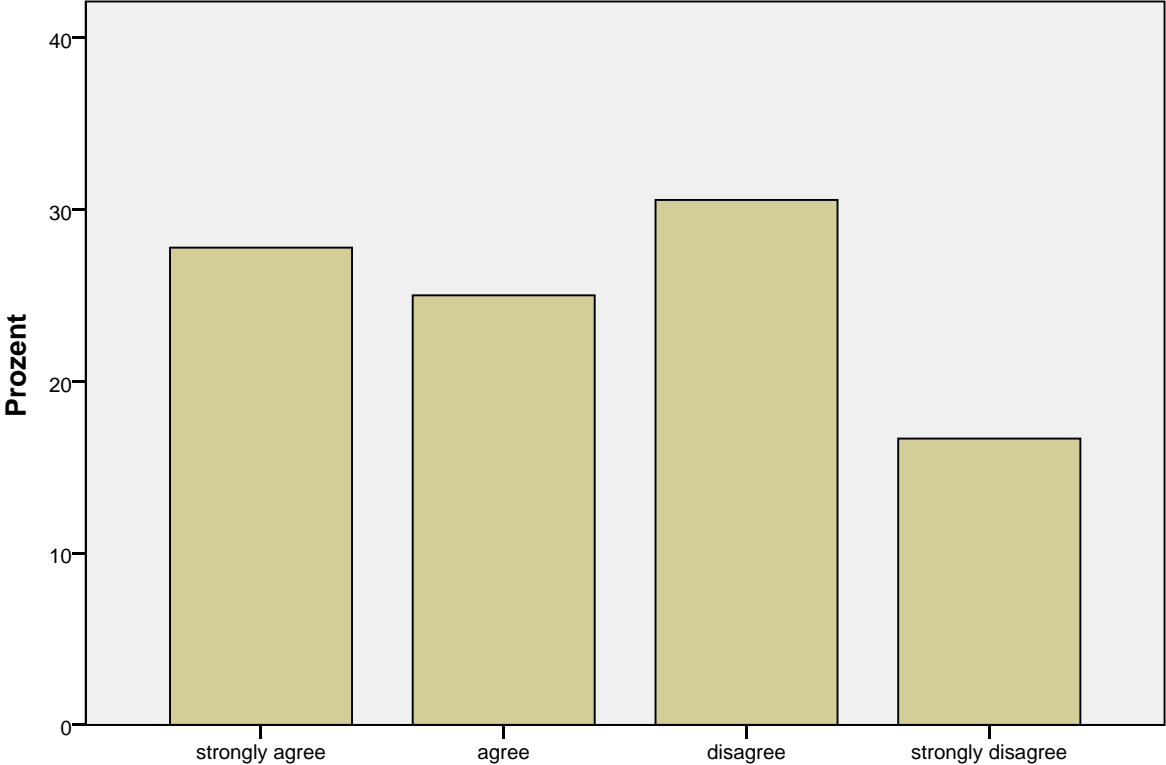
**The transition process from school into the world of work should be supported by social workers.**

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



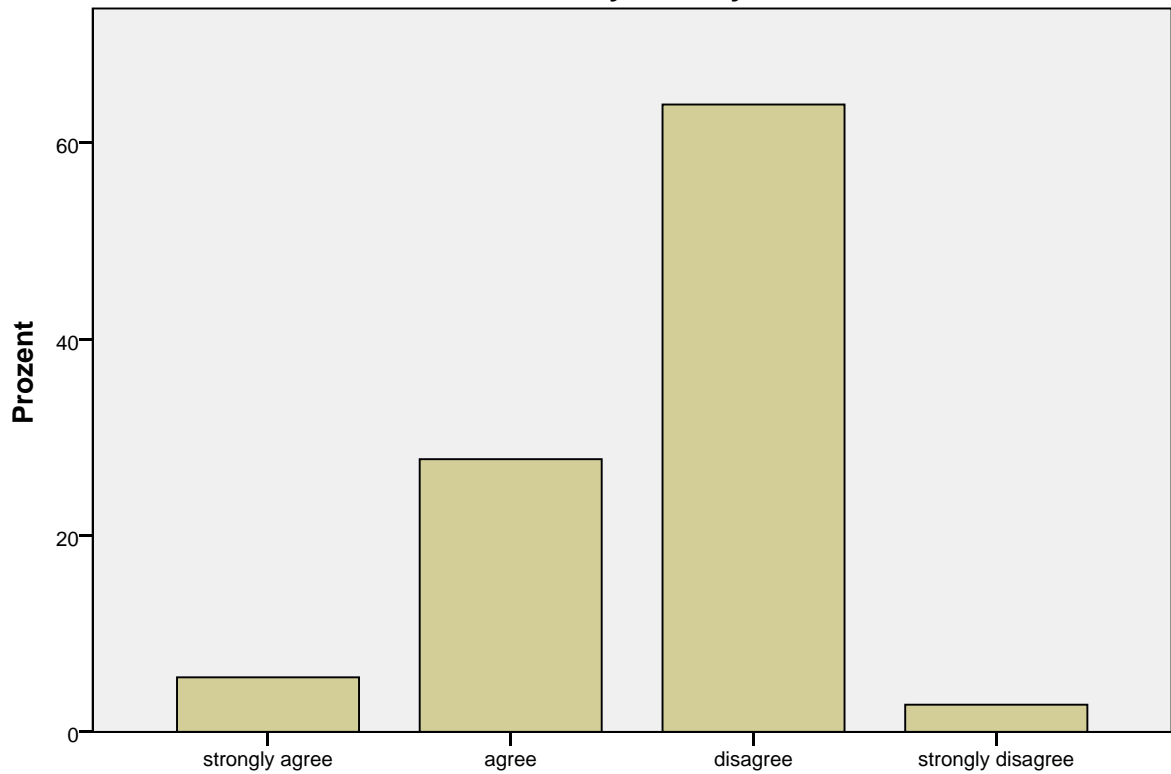
**The transition process from school into the world of work should be supported by the learner himself / herself.**

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



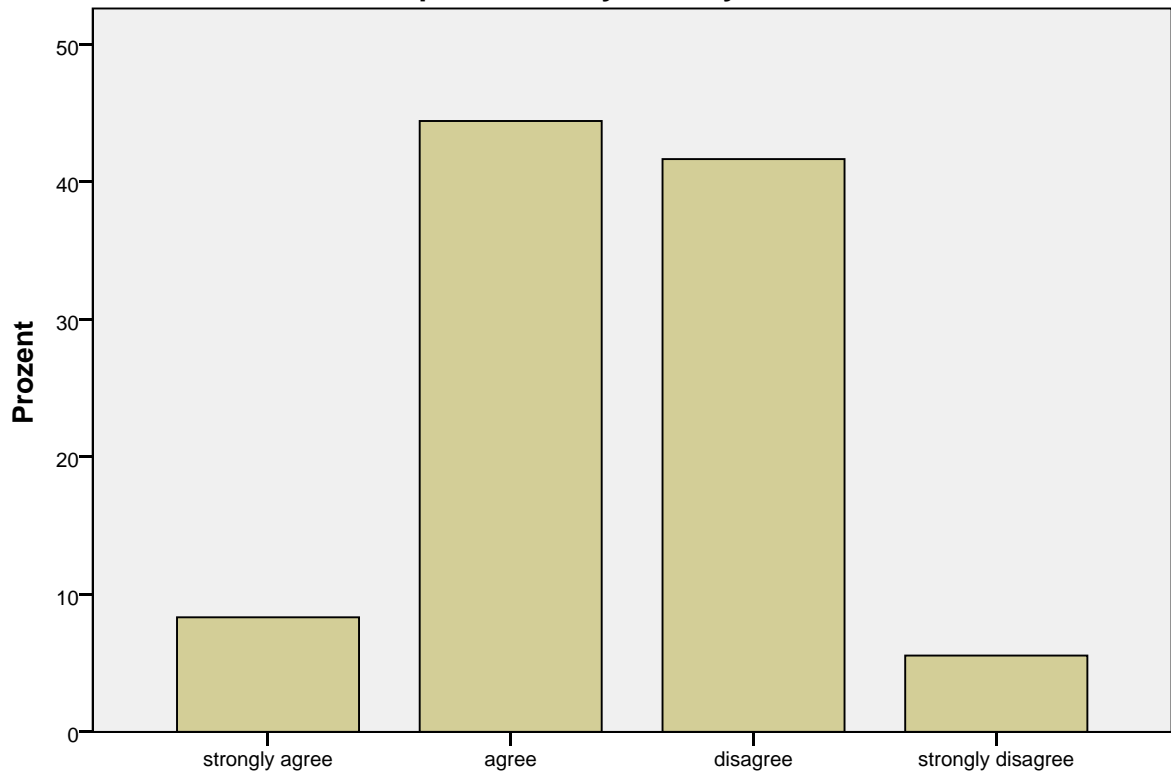
**The transition of learners from school into the world of work is seen as important in my country.**

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



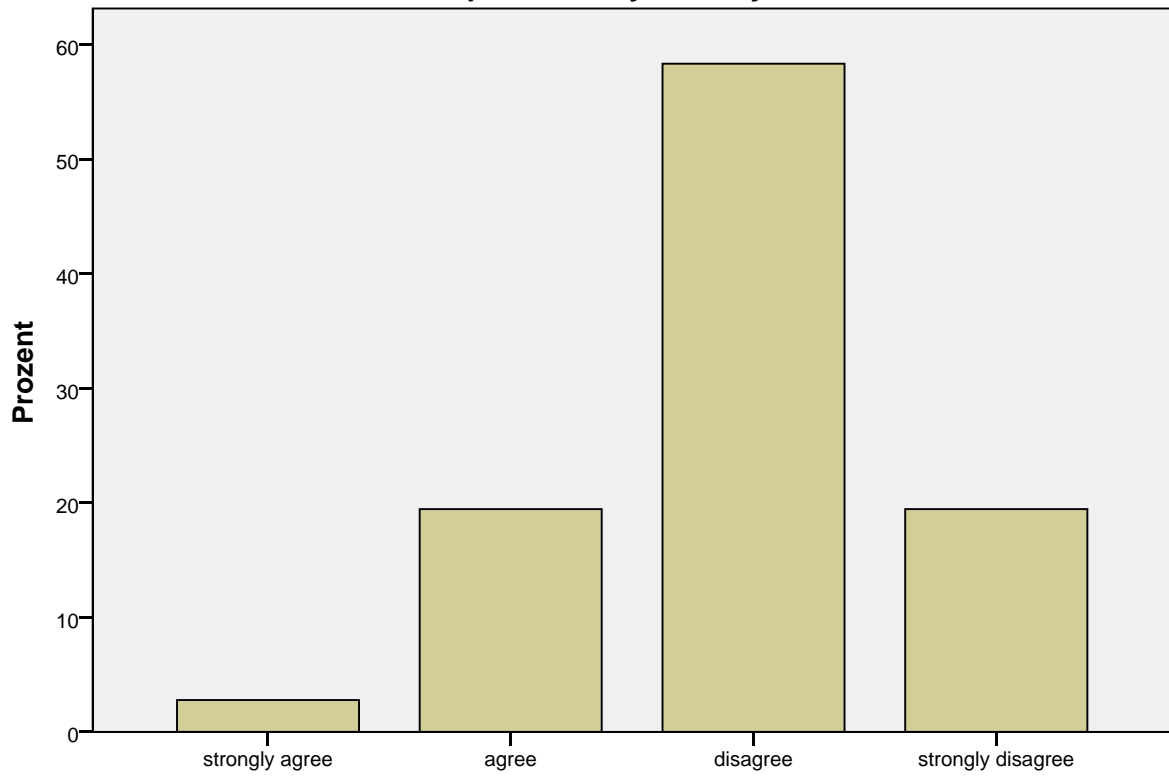
**The transition of learners from school into the world of work is supported by teachers in my country.**

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



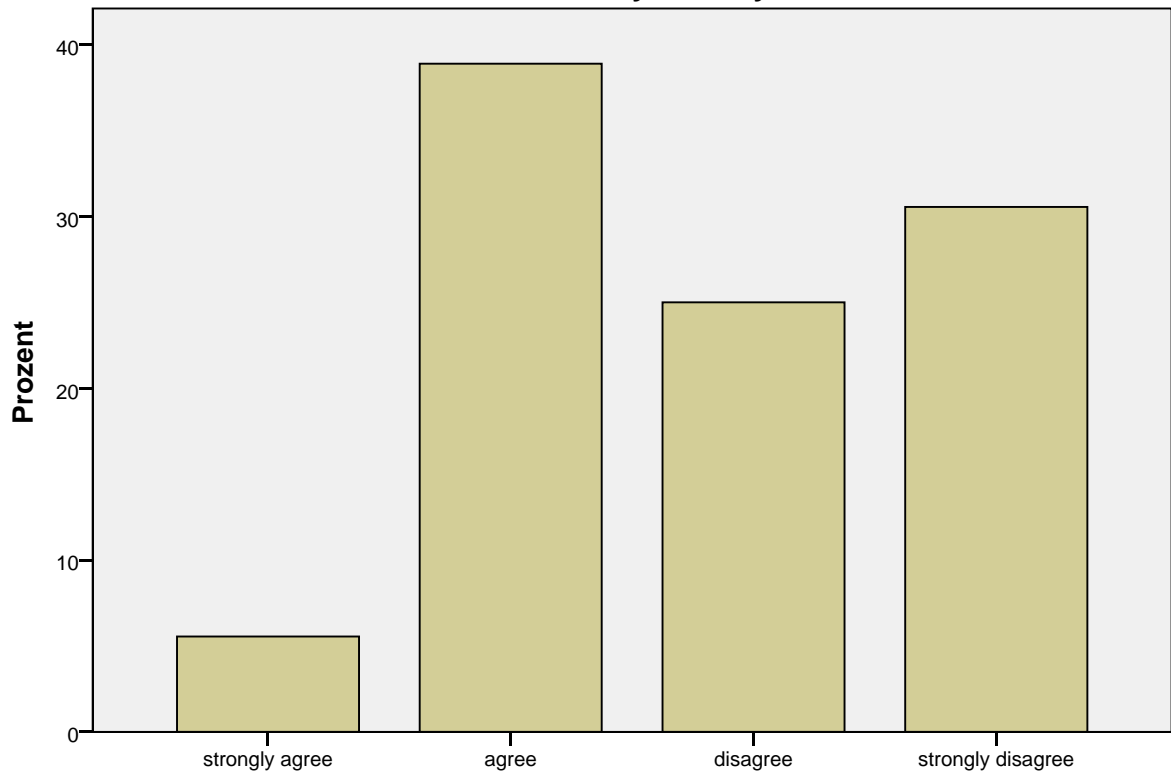
**The transition of learners from school into the world of work is supported by the parents in my country.**

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



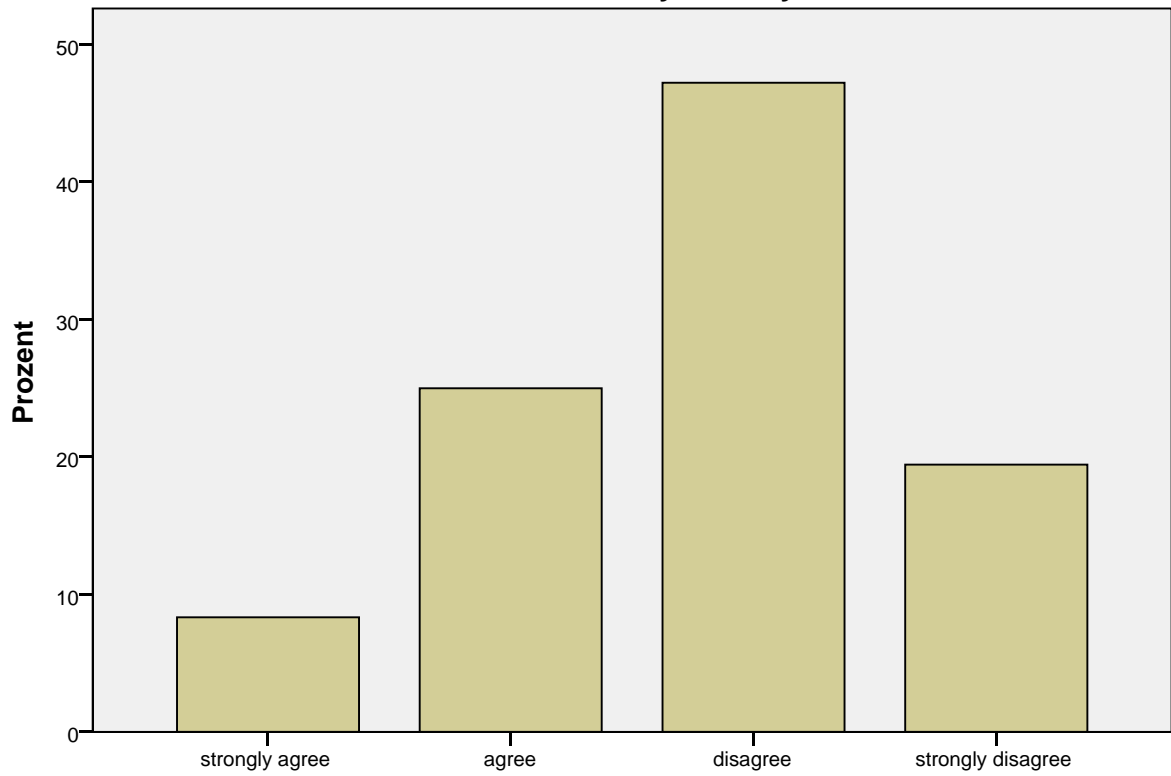
**The transition of learners from school into the world of work is supported by enterprises in my country.**

**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.**

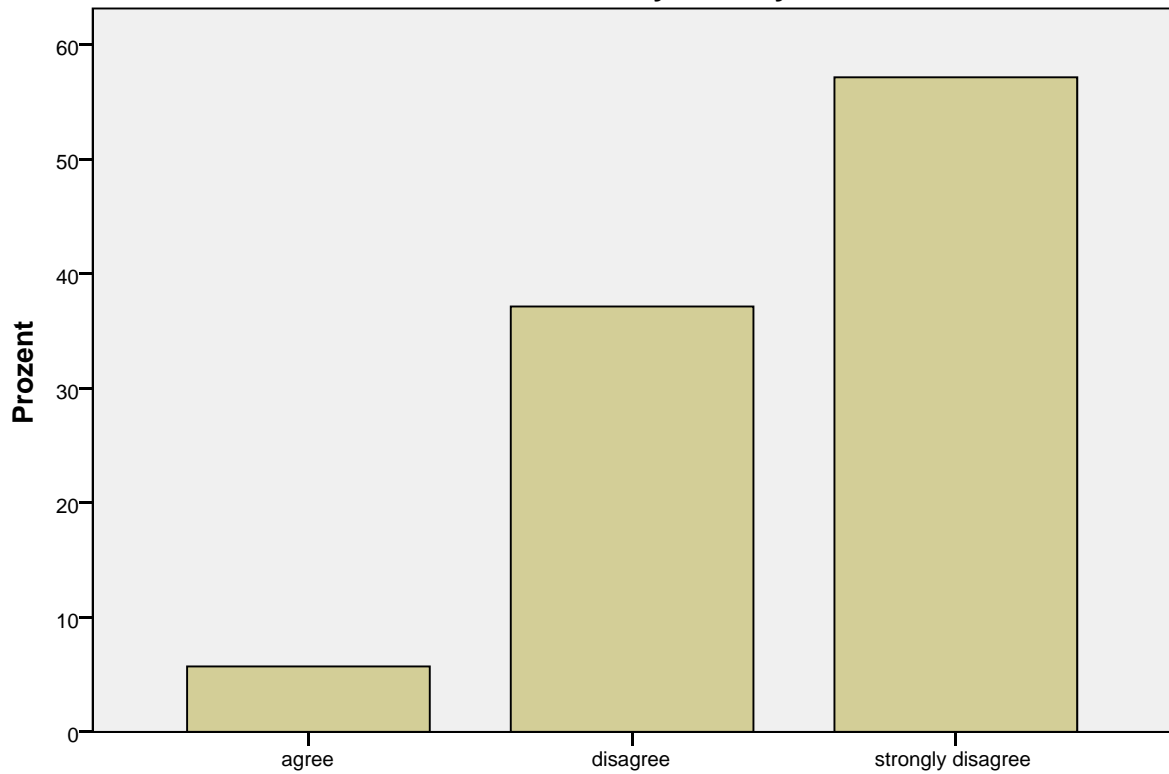
**The transition of learners from school into the world of work is supported by career advisers in my country.**



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

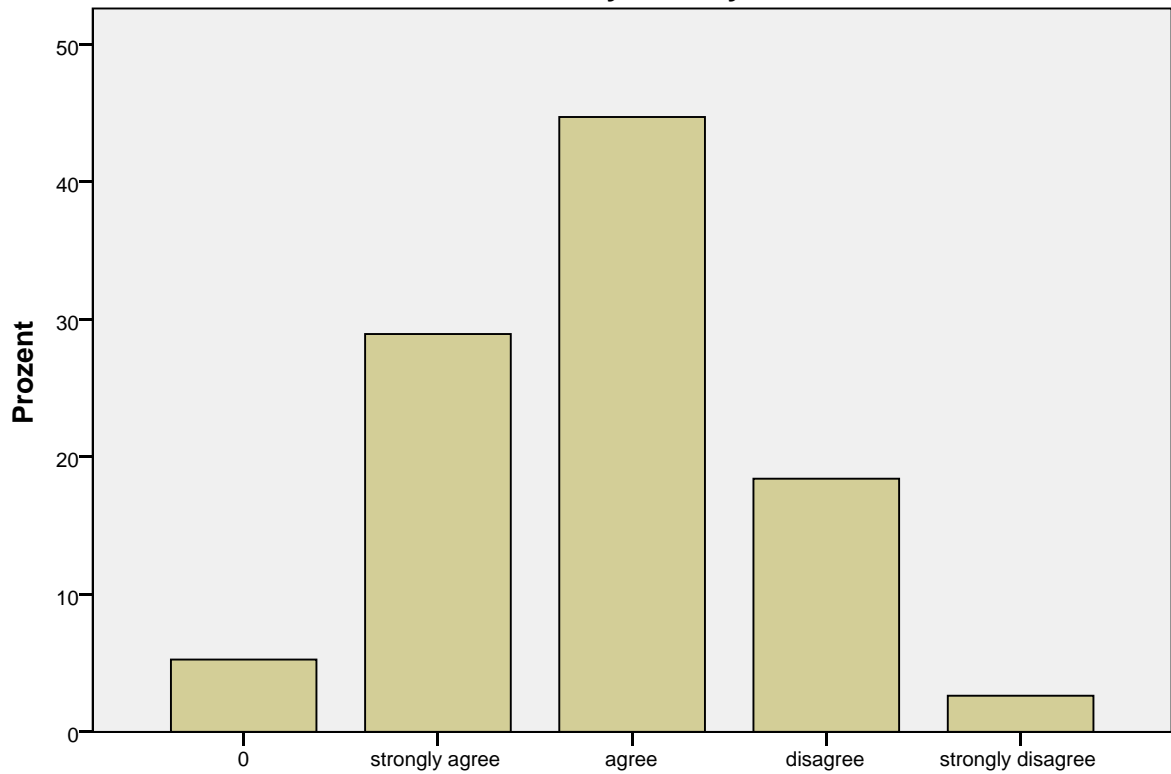


**The transition of learners from school into the world of work is supported by social workers in my country.**



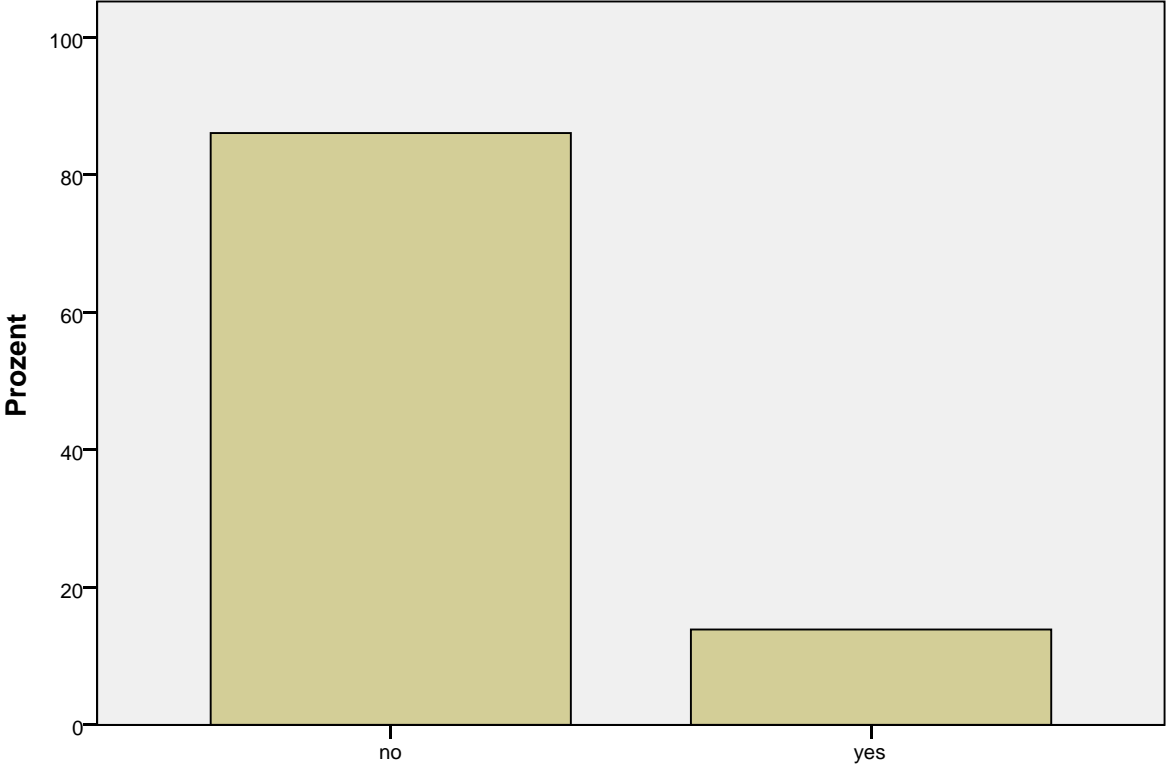
**The transition of learners from school into the world of work is supported by social workers in my country.**

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



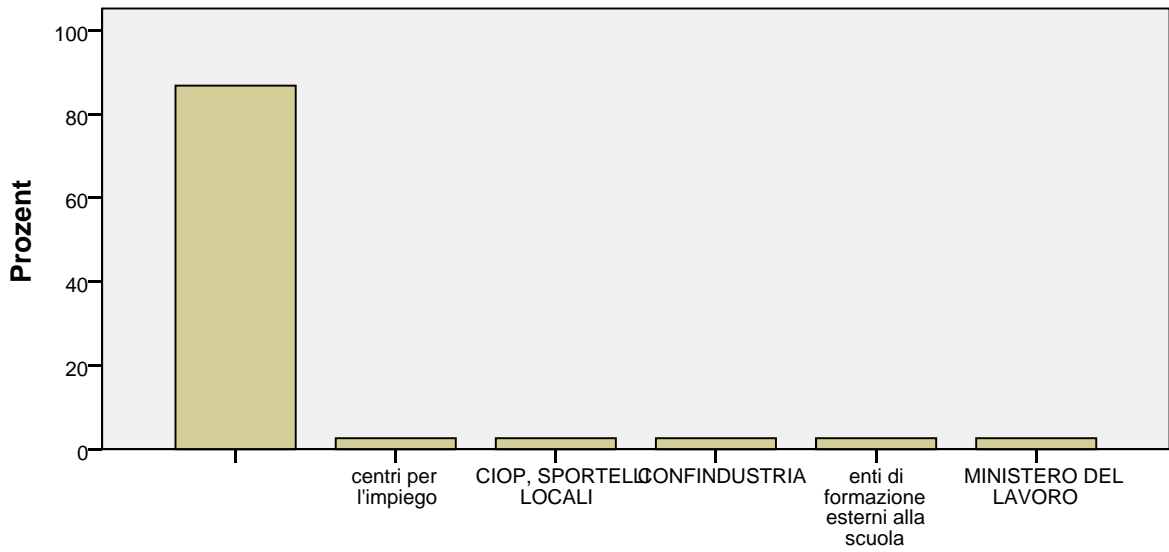
**The transition of learners from school into the world of work is supported by the learners in my country.**

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



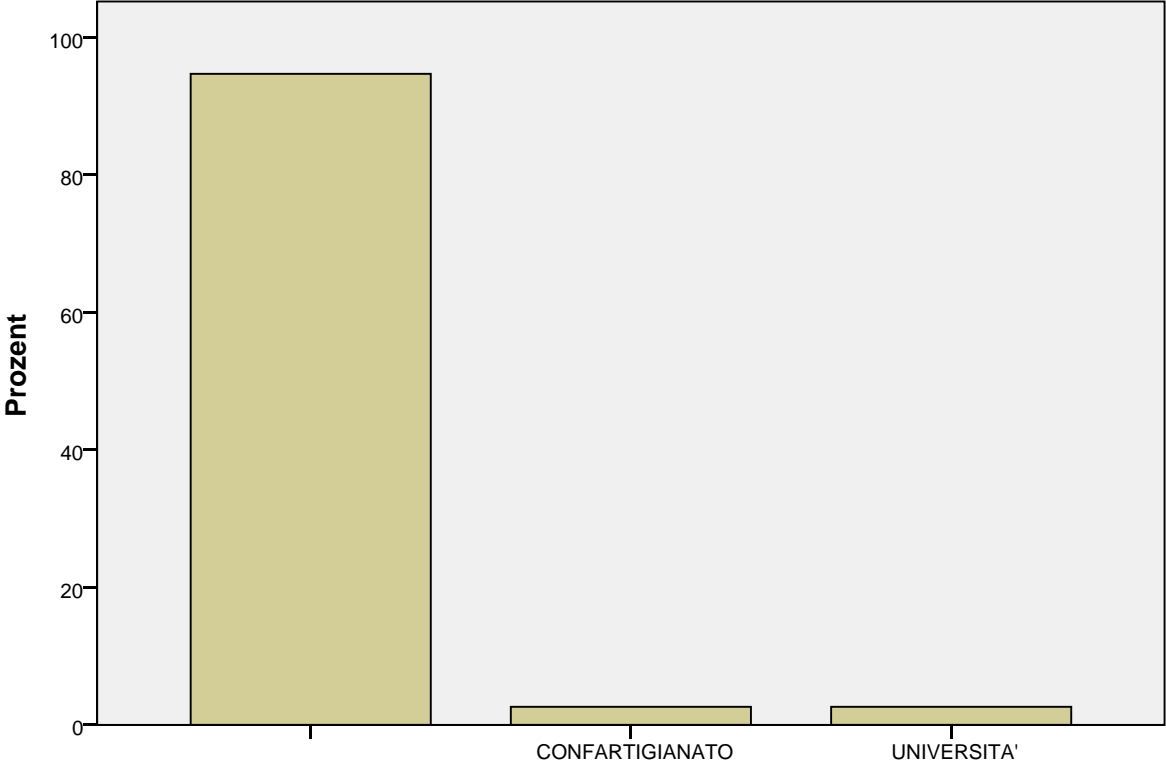
**In my country the transition of learners into the world of work is supported by other institutions.**

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



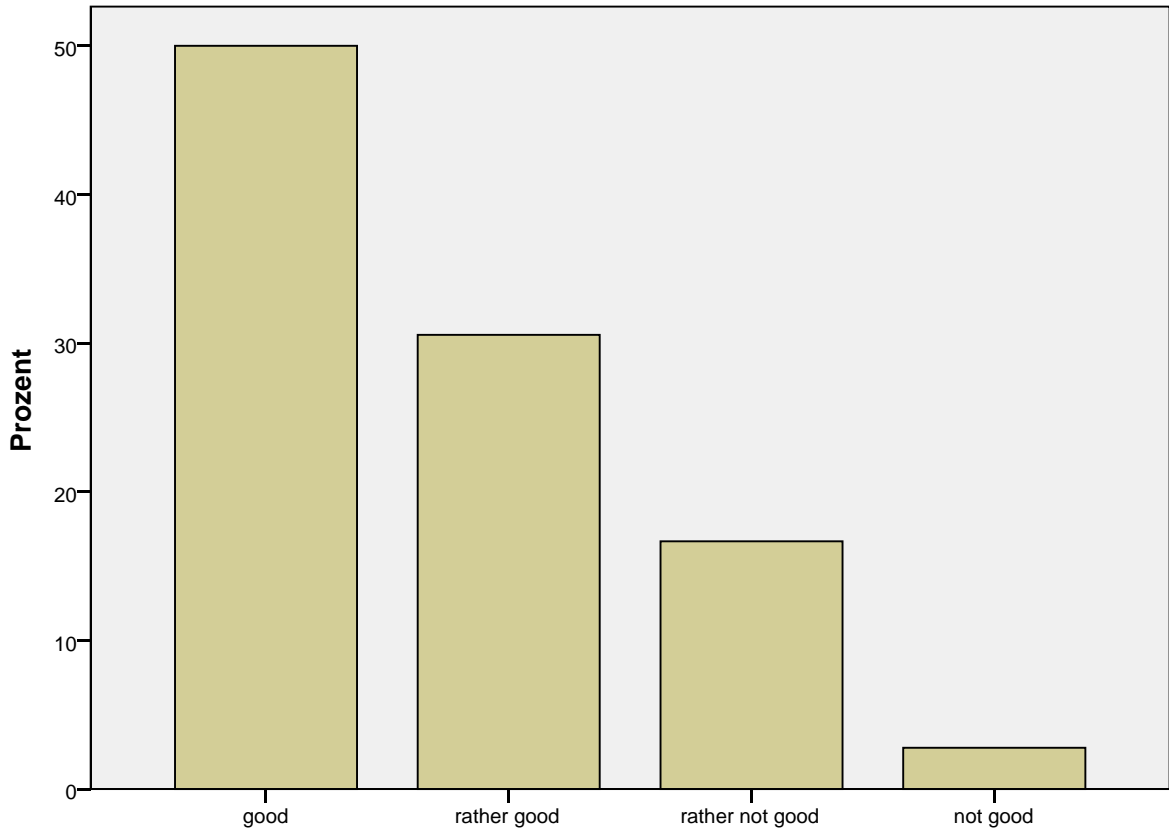
**In my country the transition of learners into the world of work is supported by other institutions A:**

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



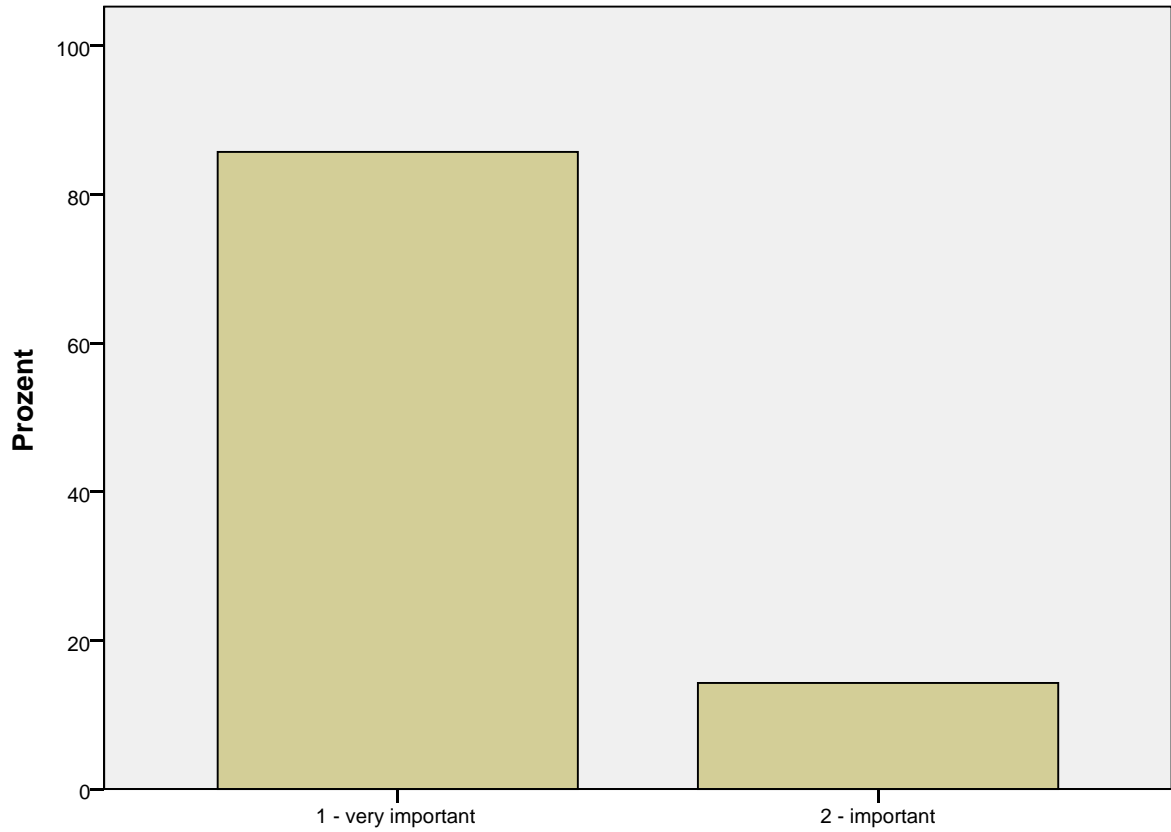
**In my country the transition of learners into the world of work is supported by other institutions B:**

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



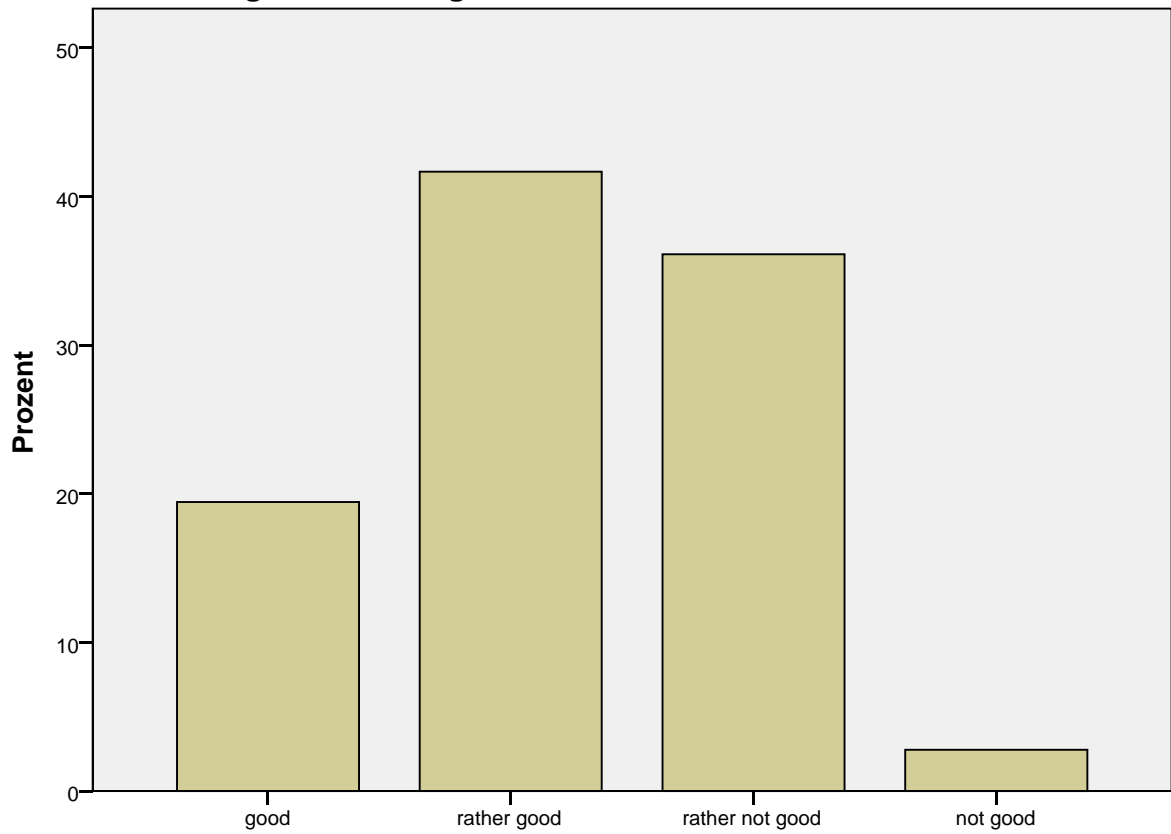
**Combination of practical and theoretical experiences. How well is it done?**

**Combination of practical and theoretical experiences. Importance?**



**Combination of practical and theoretical experiences. Importance?**

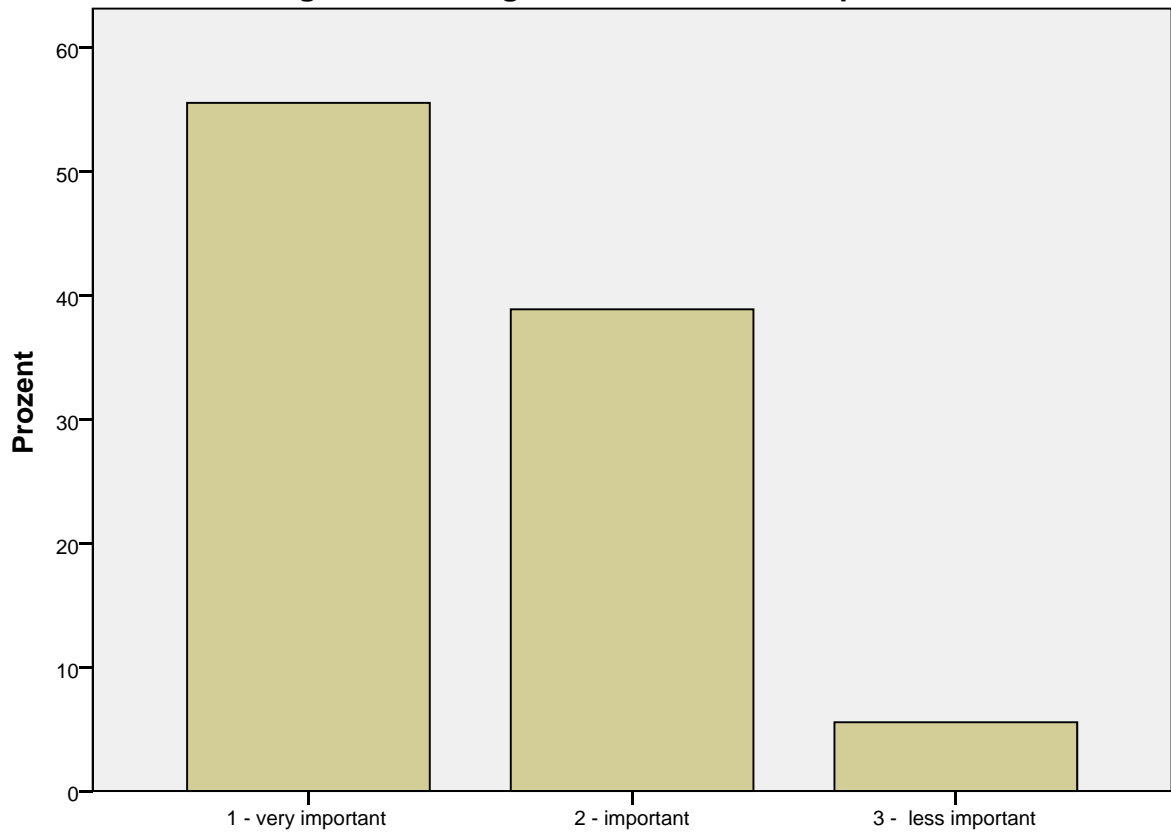
**Focusing on the strengths of the learners. How well is it done?**



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

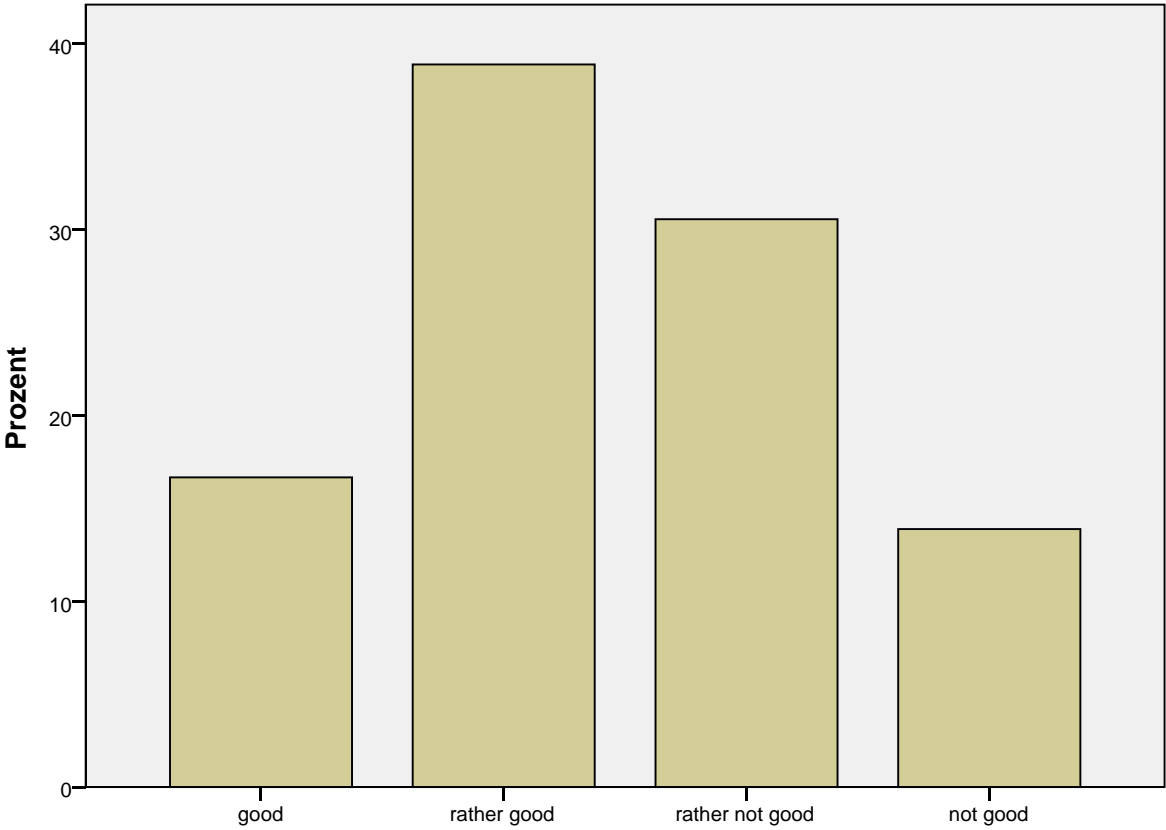


### Focusing on the strengths of the learners. Importance?



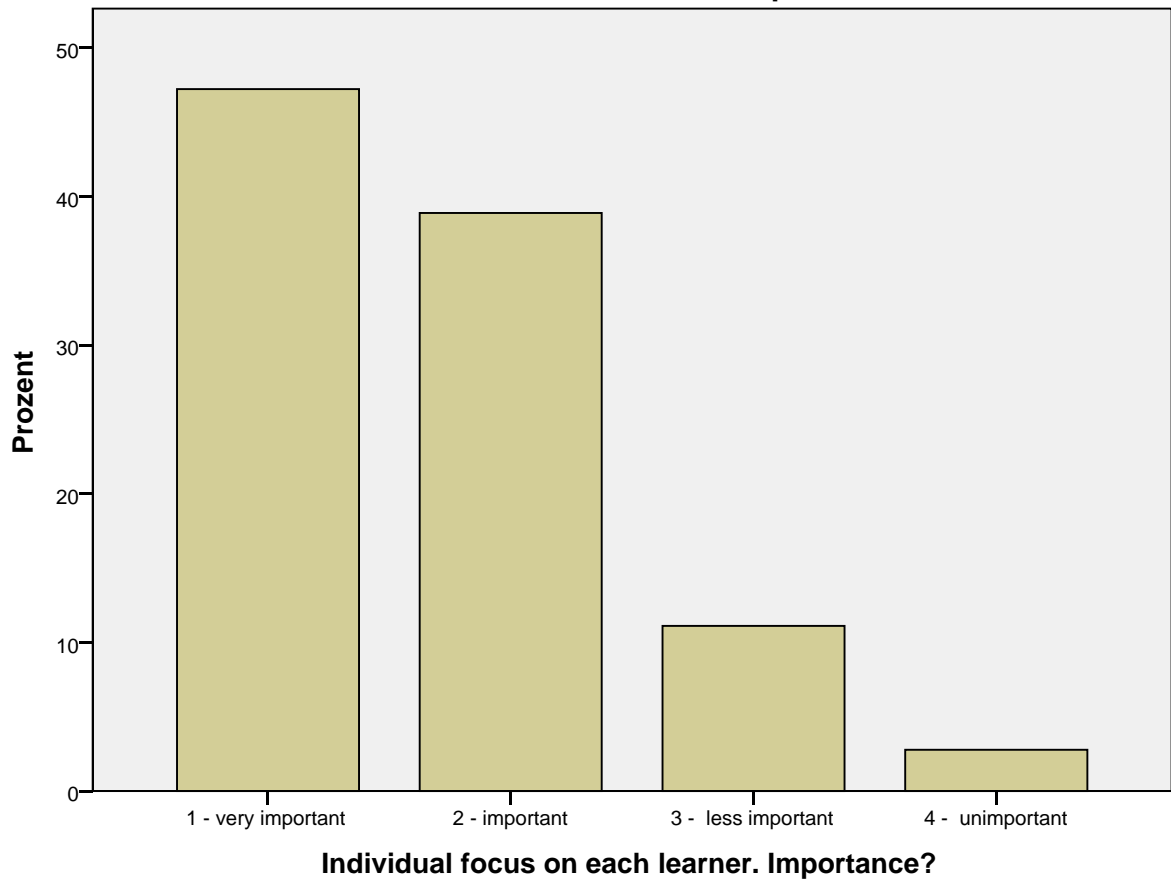
### Focusing on the strengths of the learners. Importance?

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

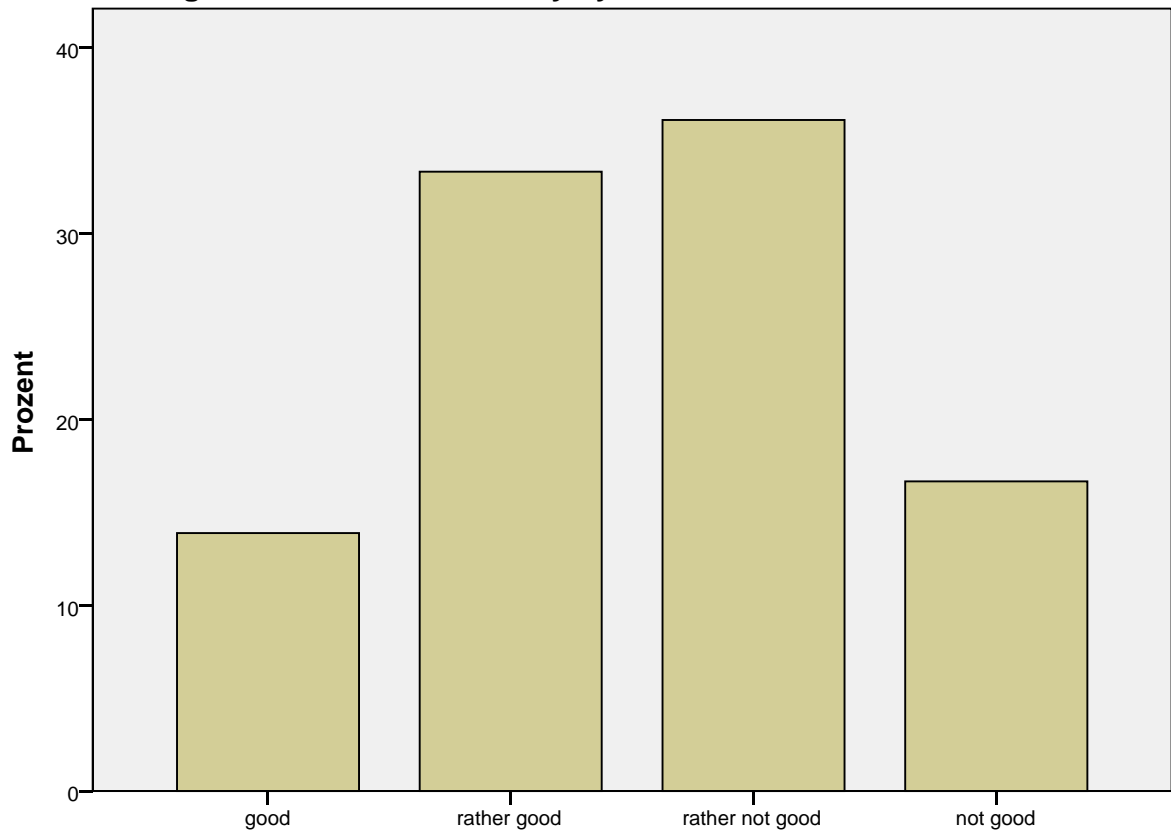


**Individual focus on each learner. How well is it done?**

### Individual focus on each learner. Importance?

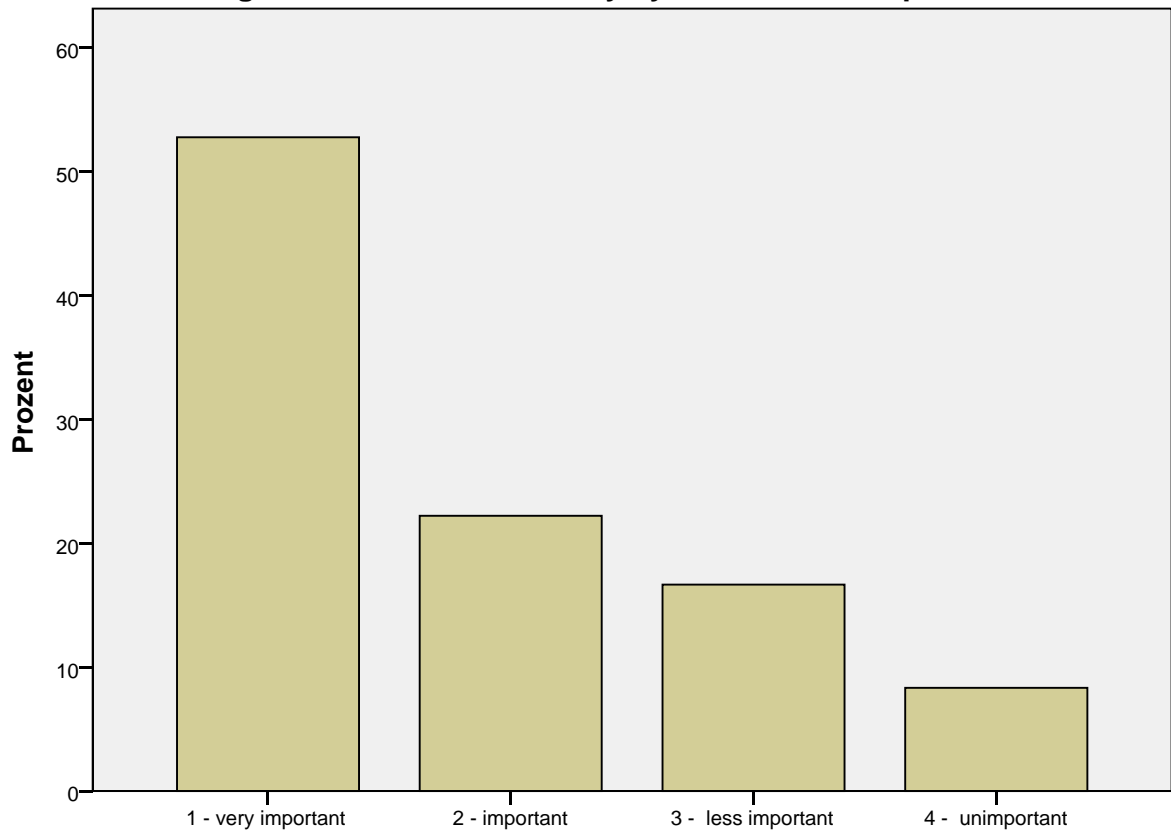


**Focusing individual self-discovery by the learners. How well is it done?**



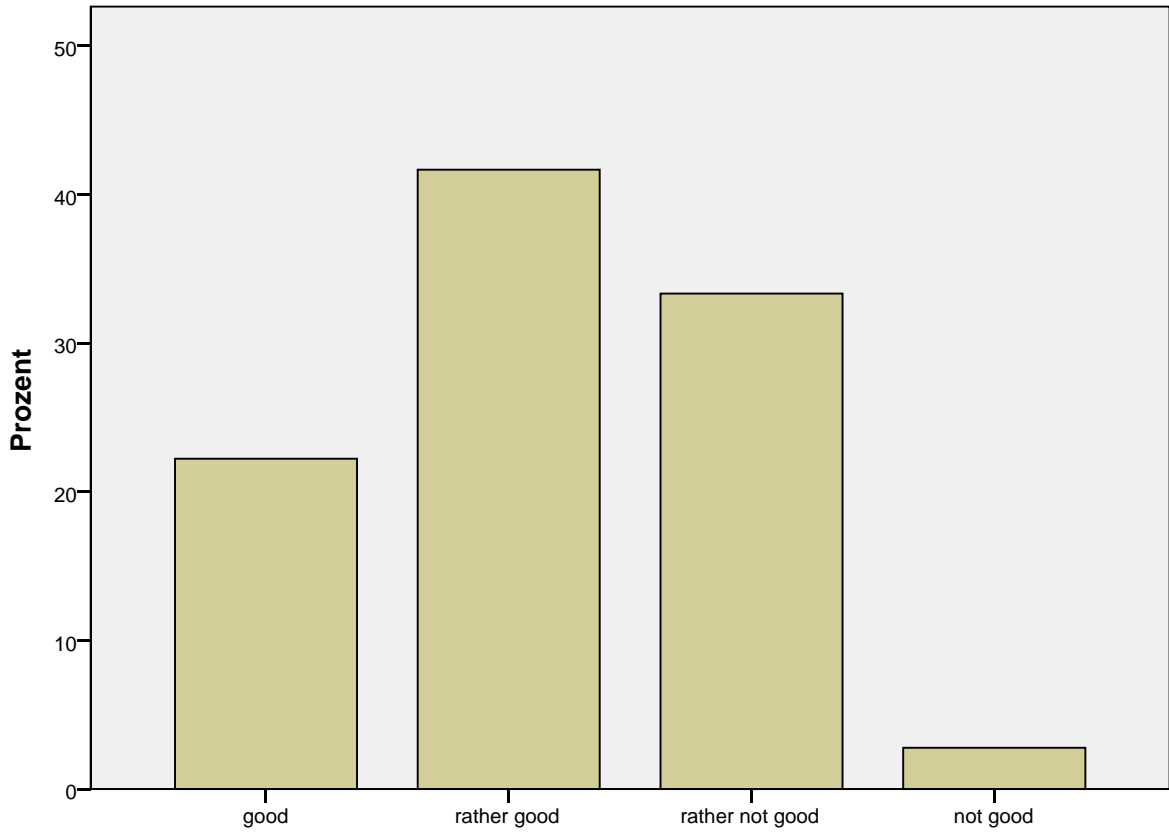
**Focusing individual self-discovery by the learners. How well is it done?**

**Focusing individual self-discovery by the learners. Importance?**



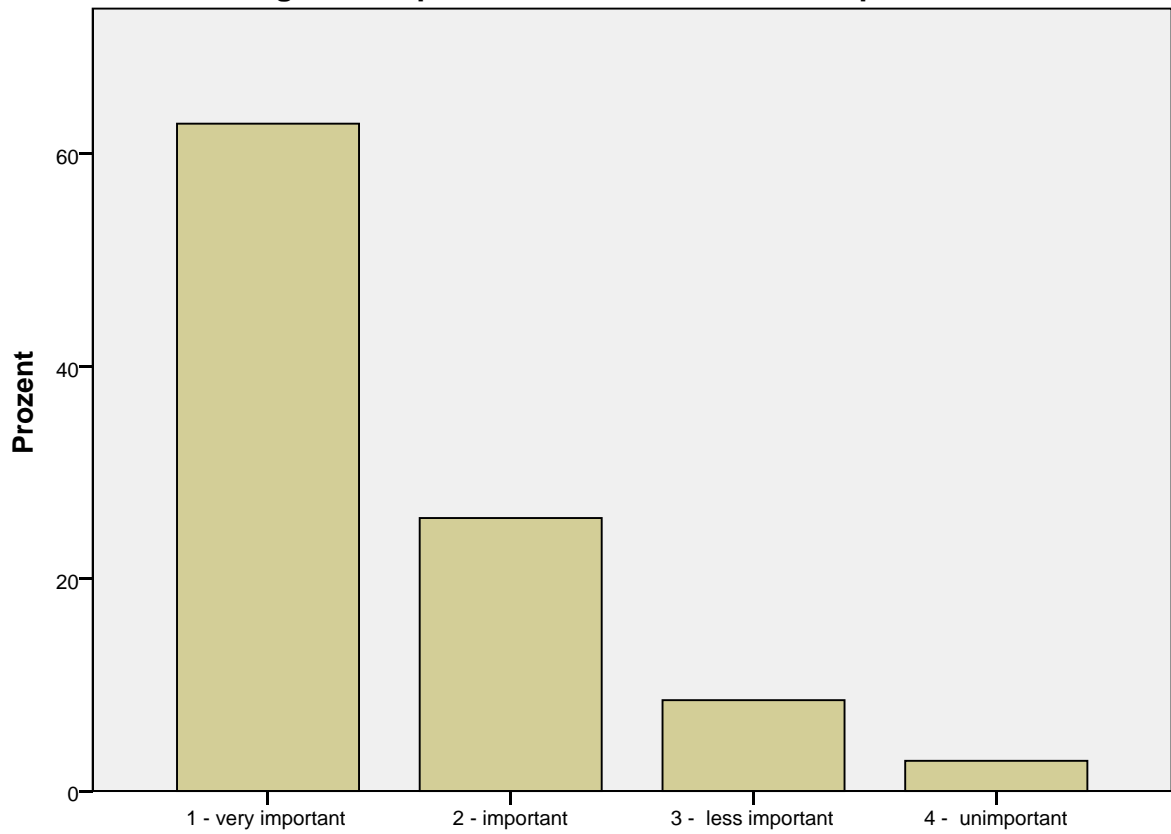
**Focusing individual self-discovery by the learners. Importance?**

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



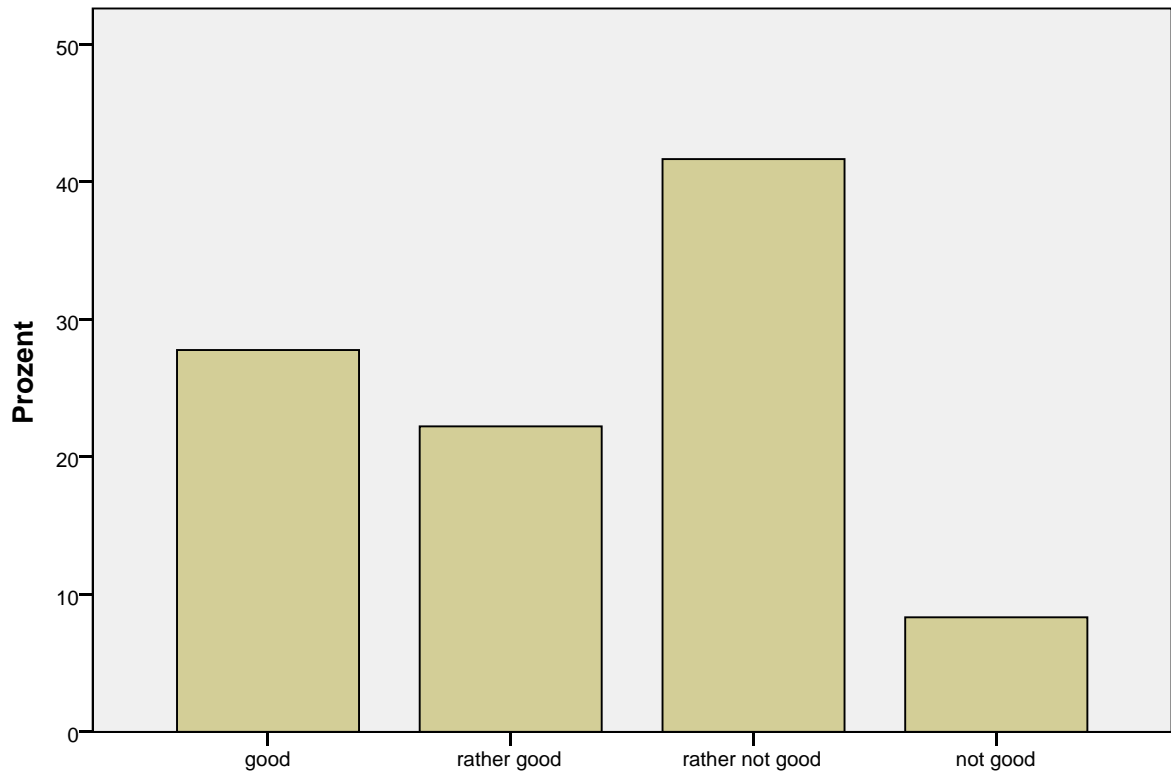
**Focusing several professions and vocations. How well is it done?**

**Focusing several professions and vocations. Importance?**



**Focusing several professions and vocations. Importance?**

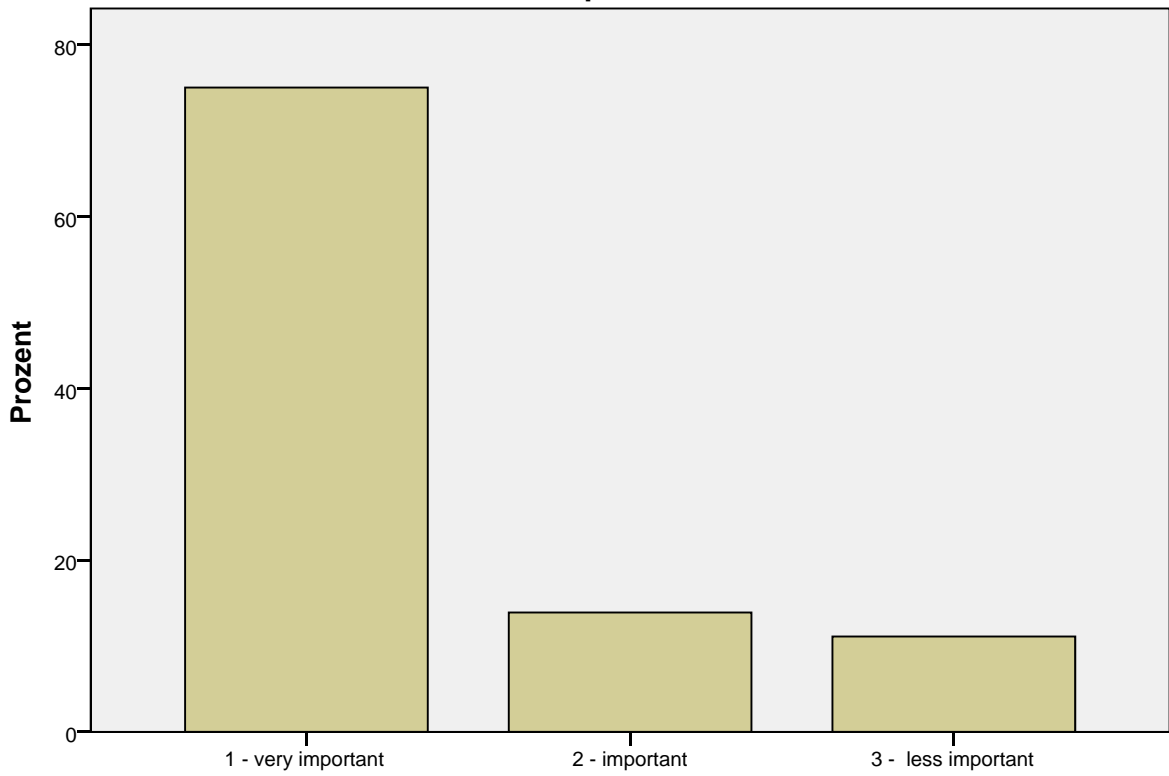
**Matching individual competencies and opportunities with possibilities on the job market. How well is it done?**



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

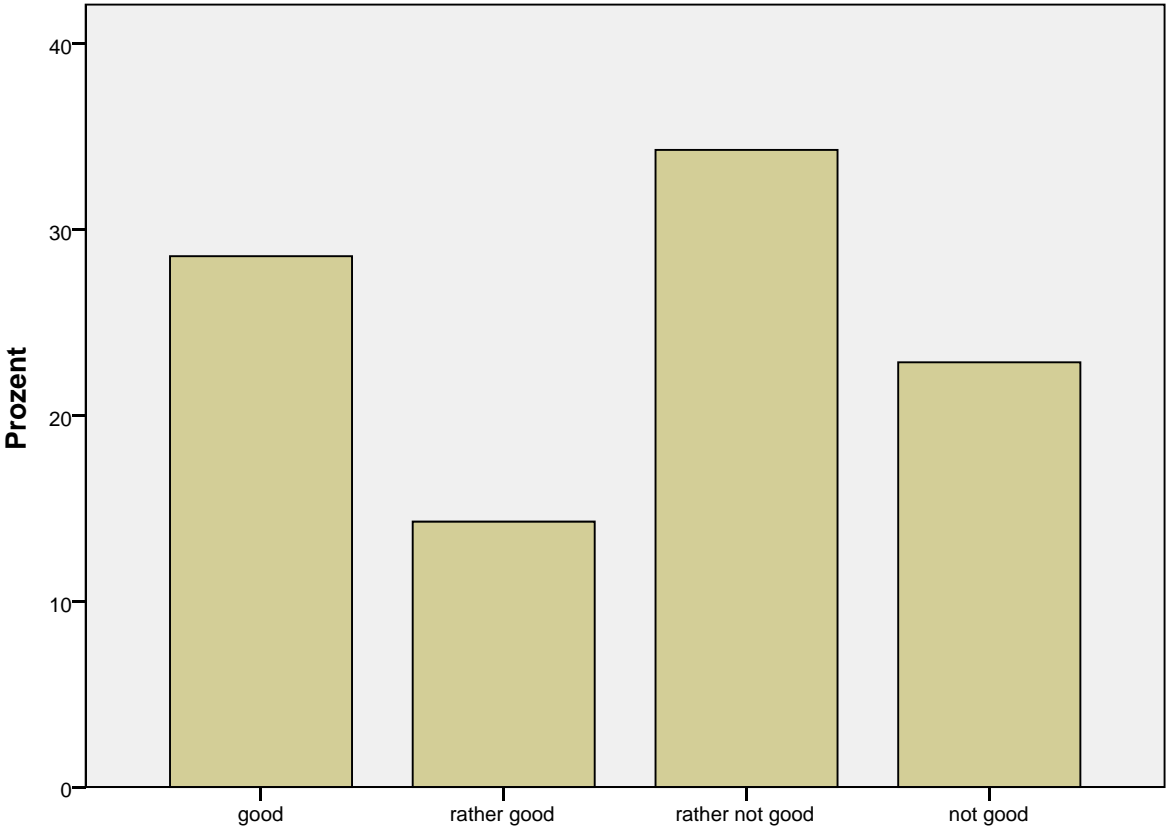


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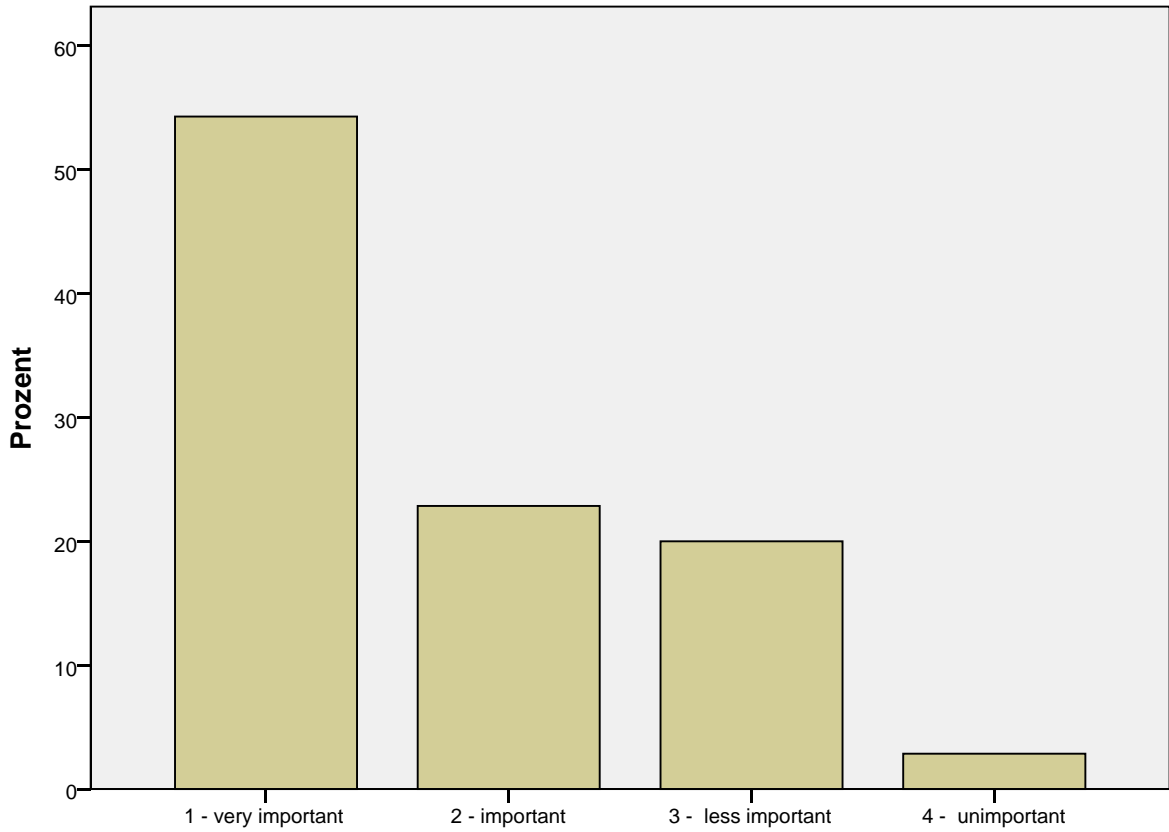
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**Training of applying and interview situations. How well is it done?**



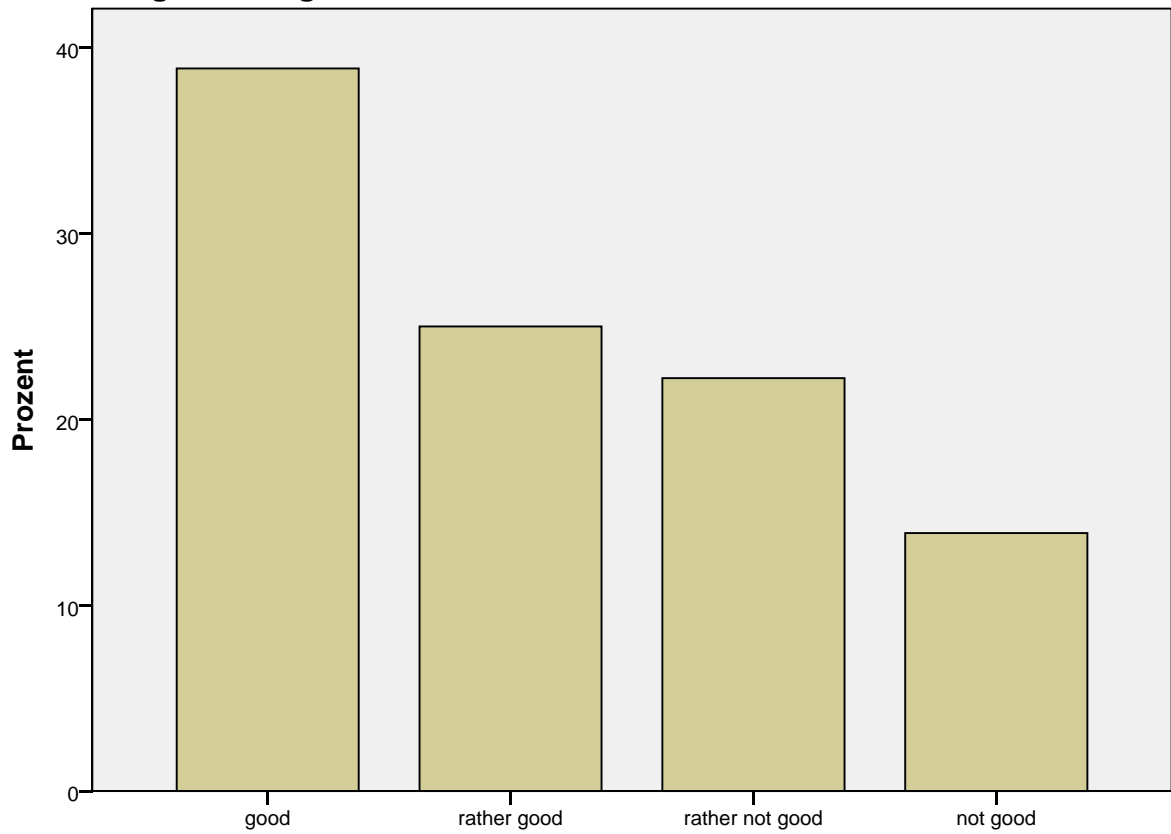
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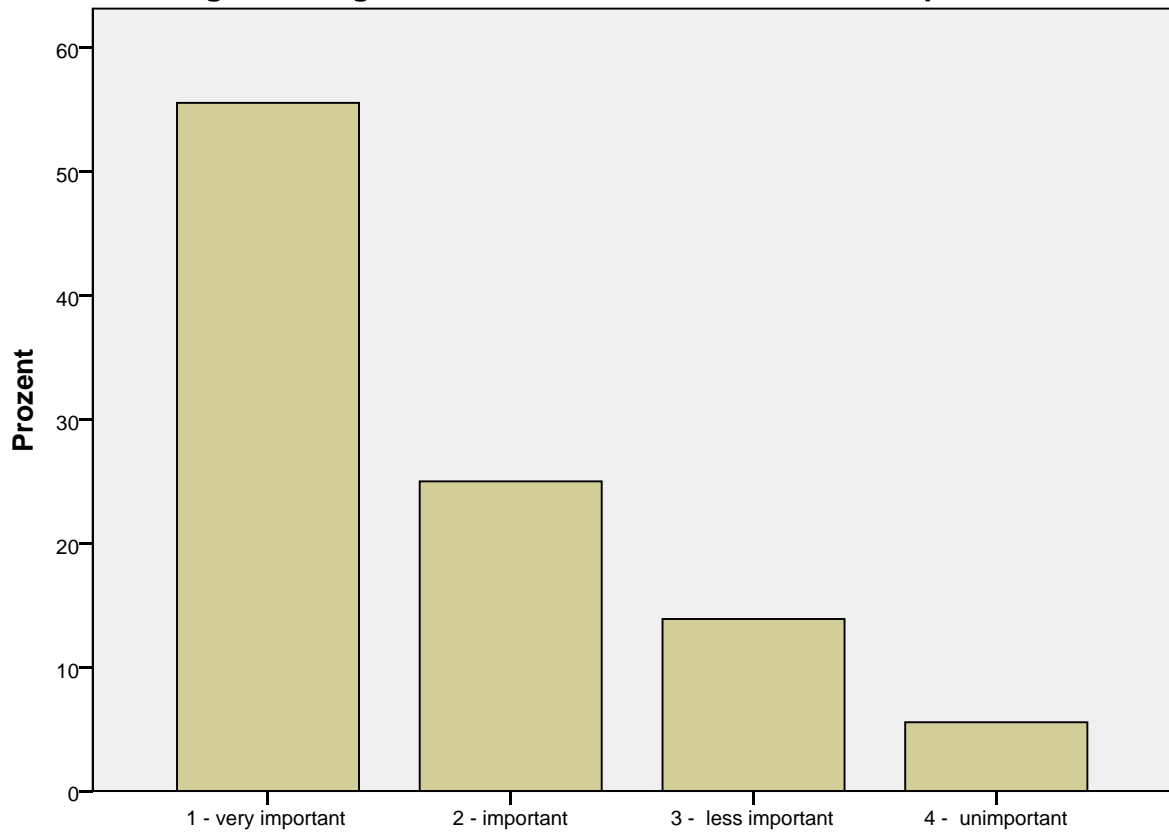
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**Training of writing cover letters and curriculum vitae. How well is it done?**



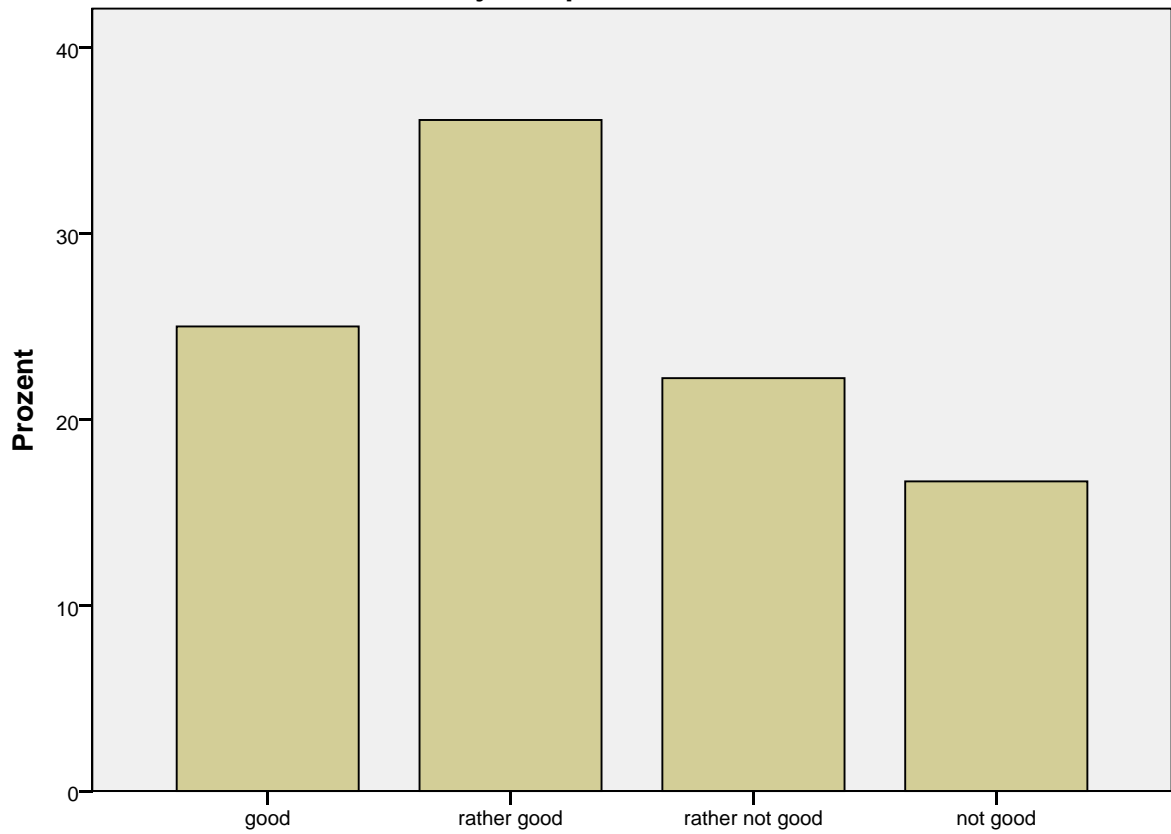
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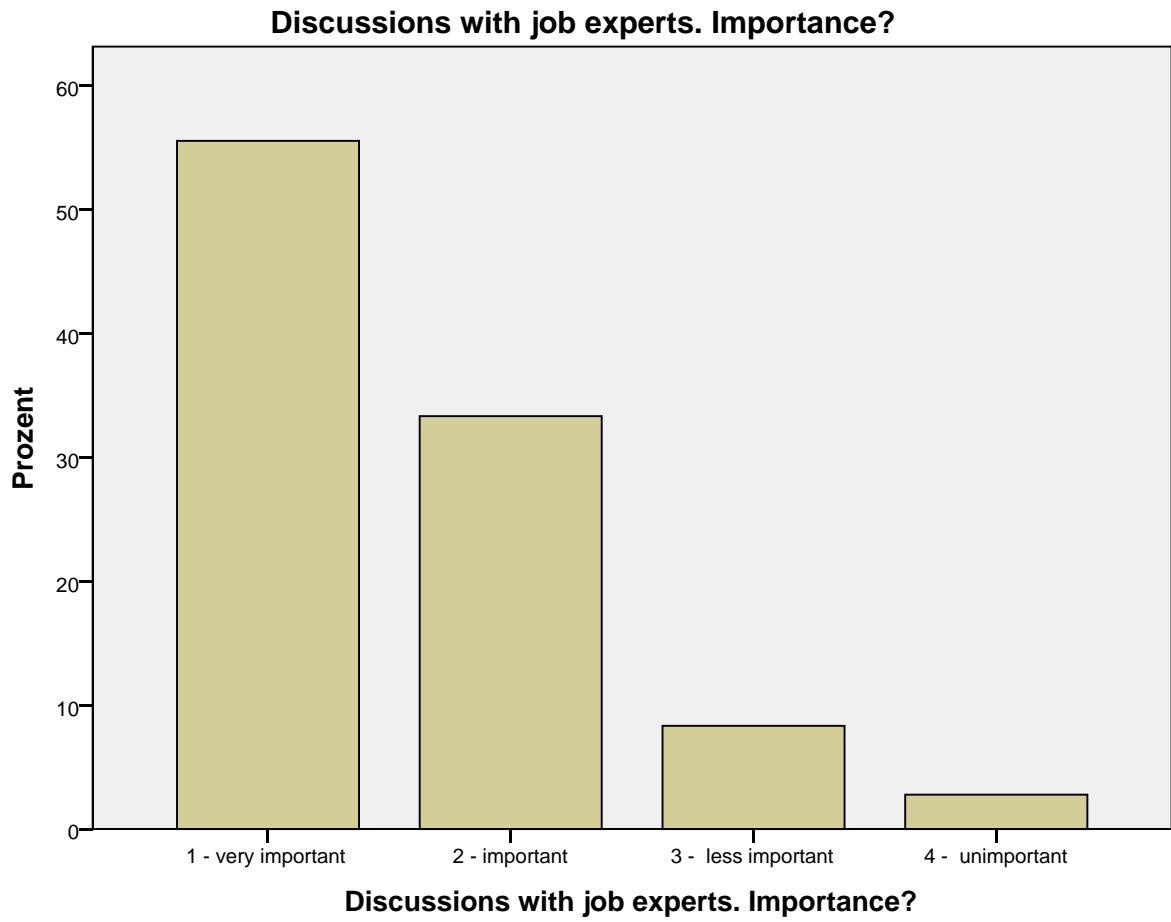


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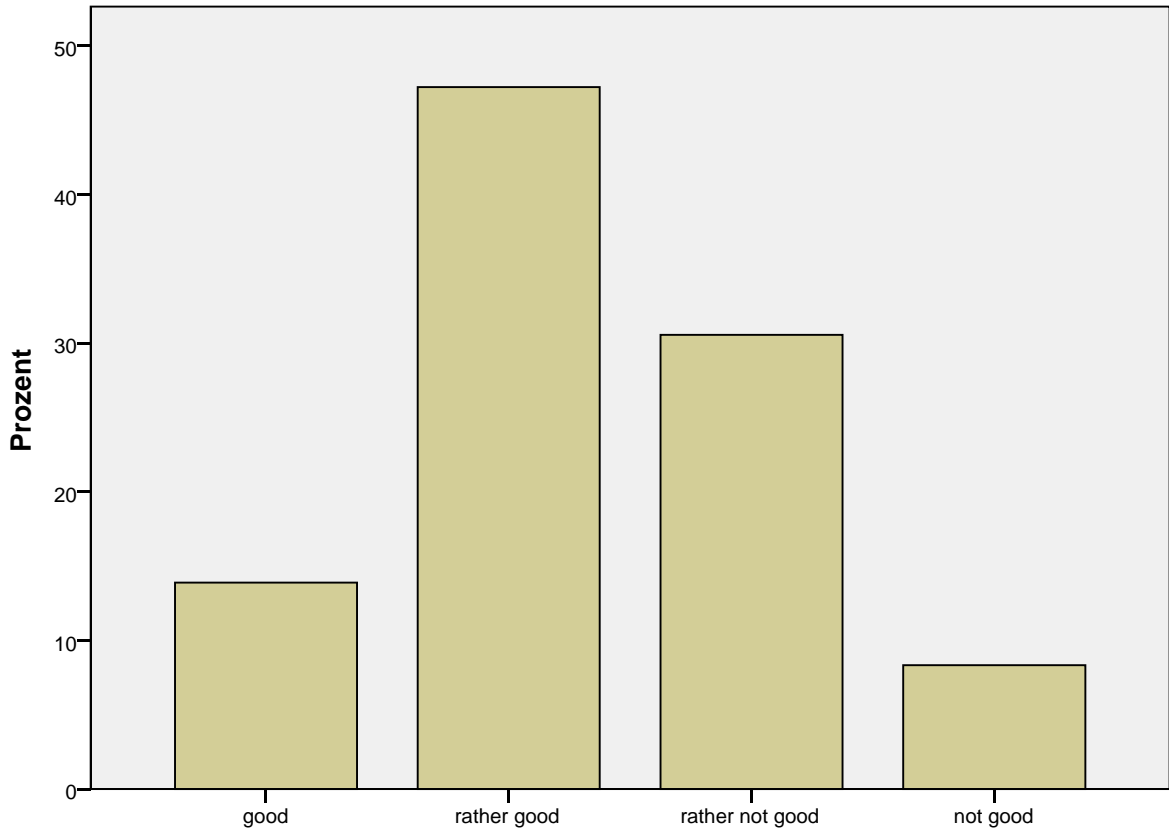
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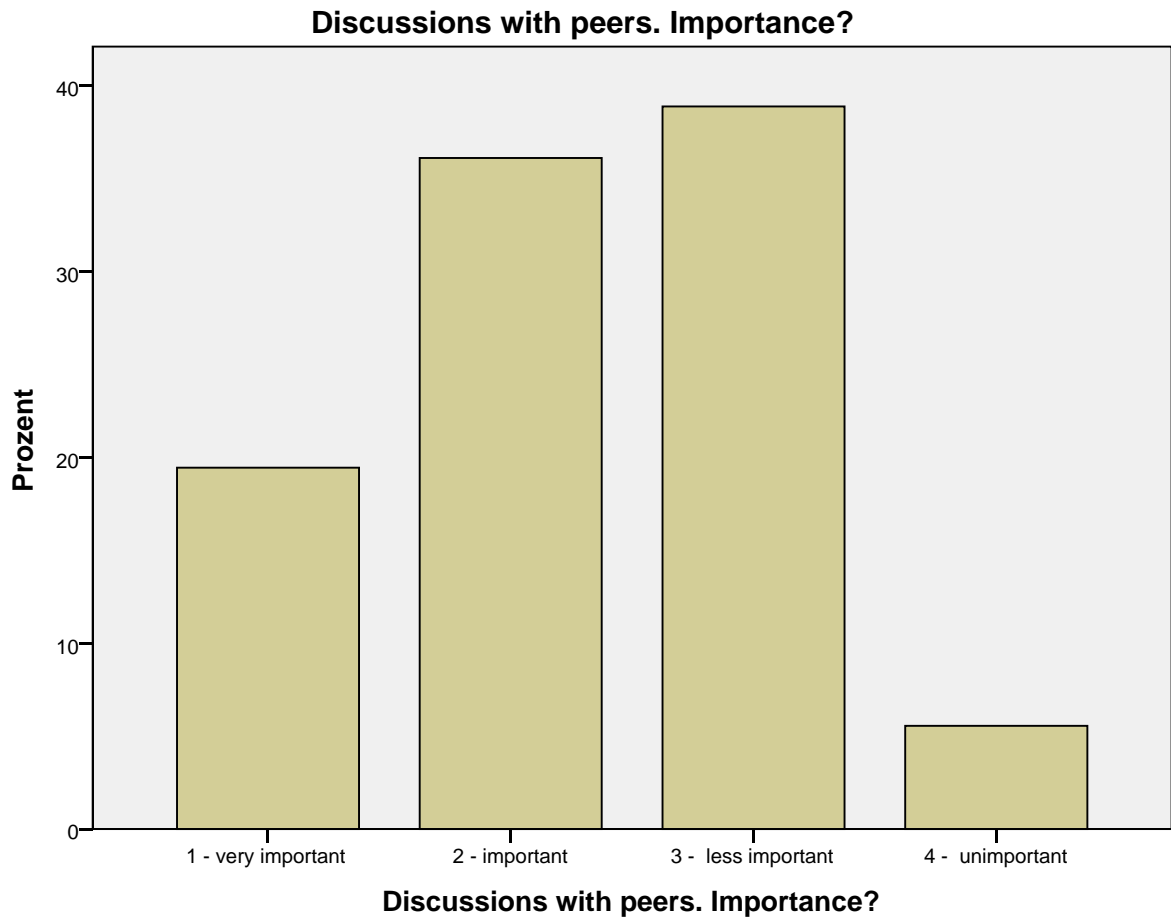


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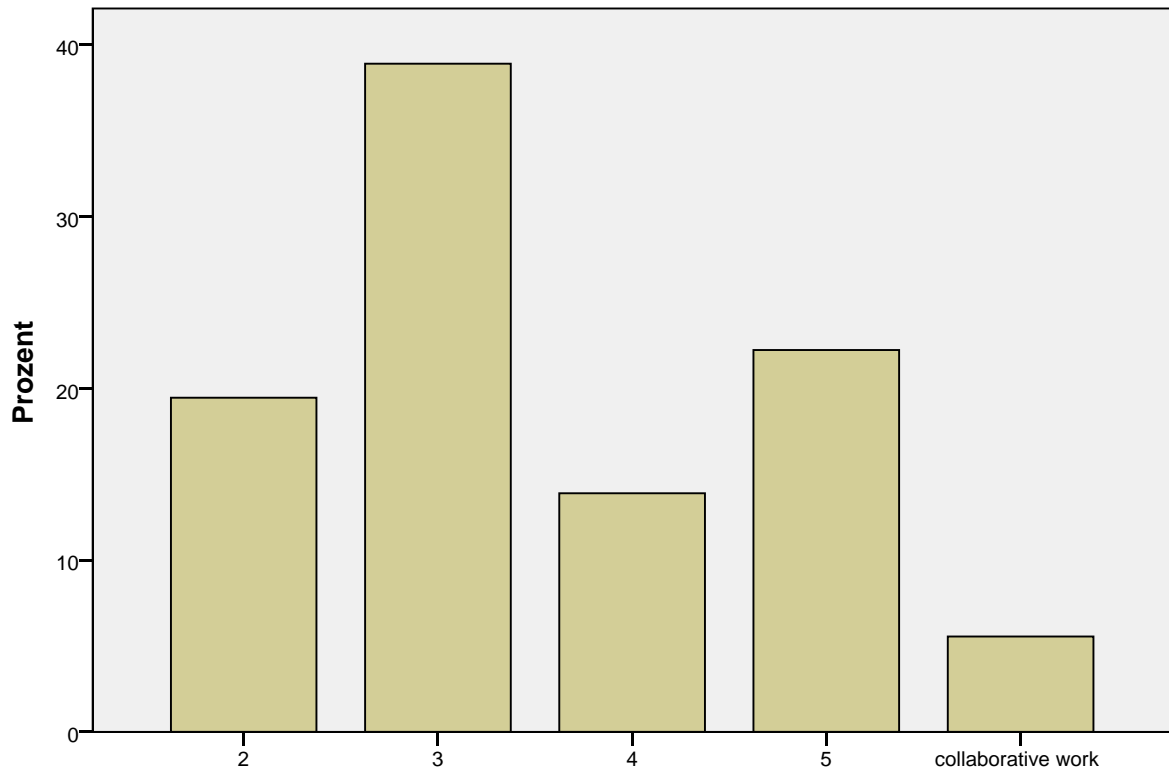


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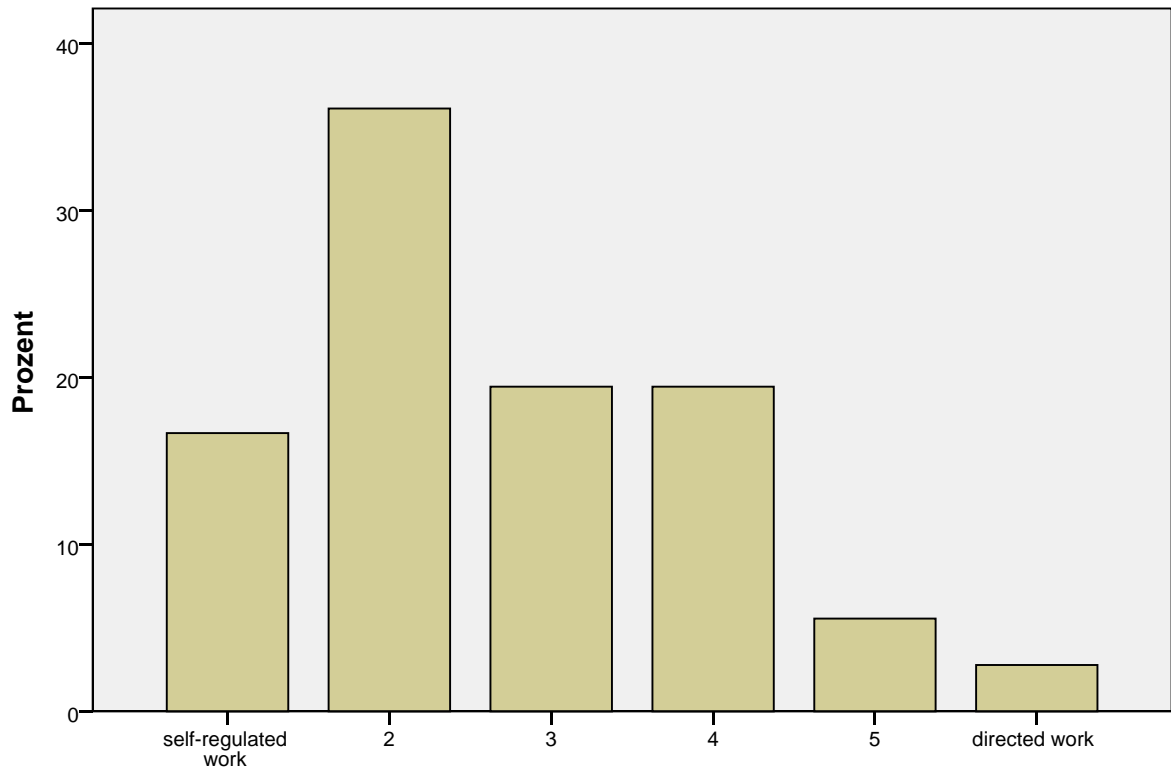


**Which method of learning works for you in your school? individual work vs. collaborative work**



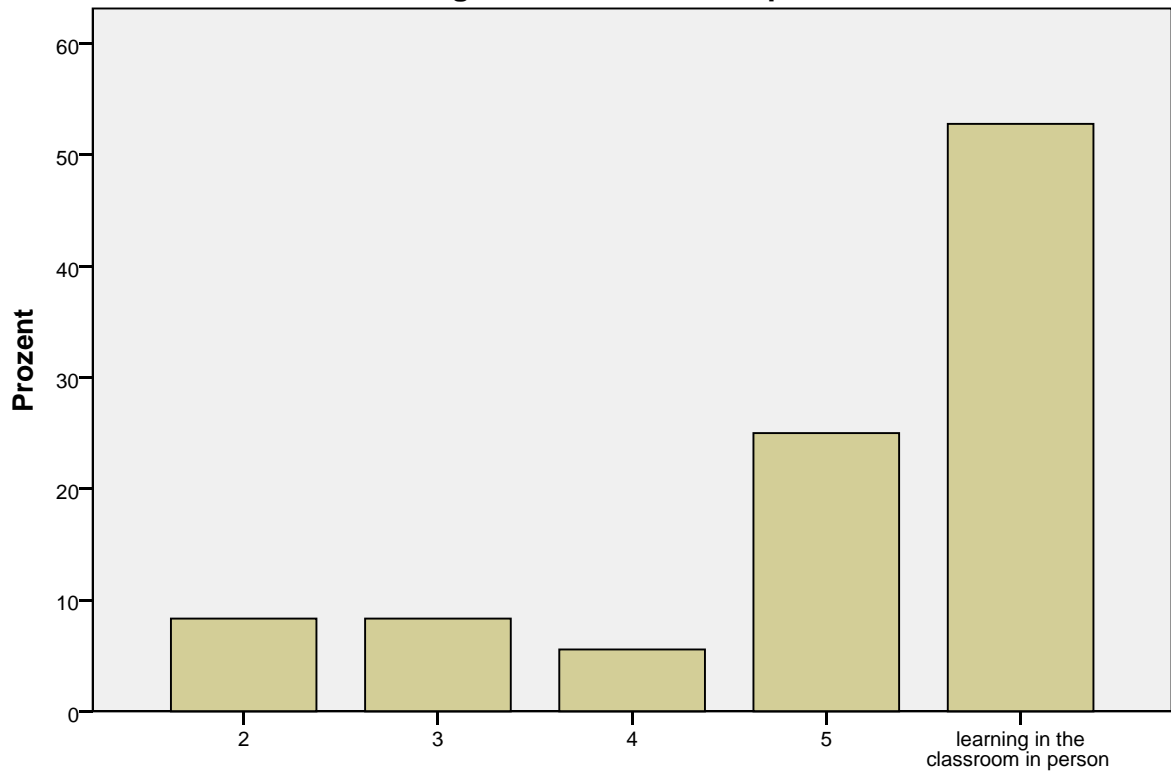
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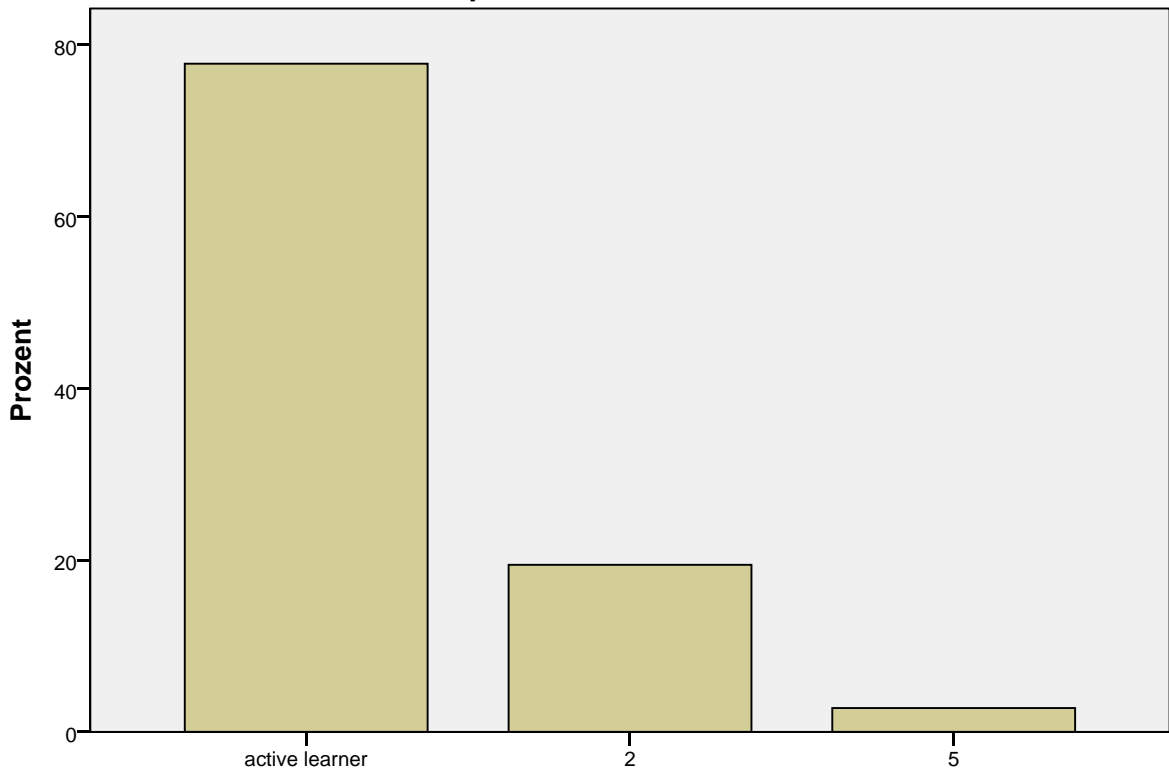
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**Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person**



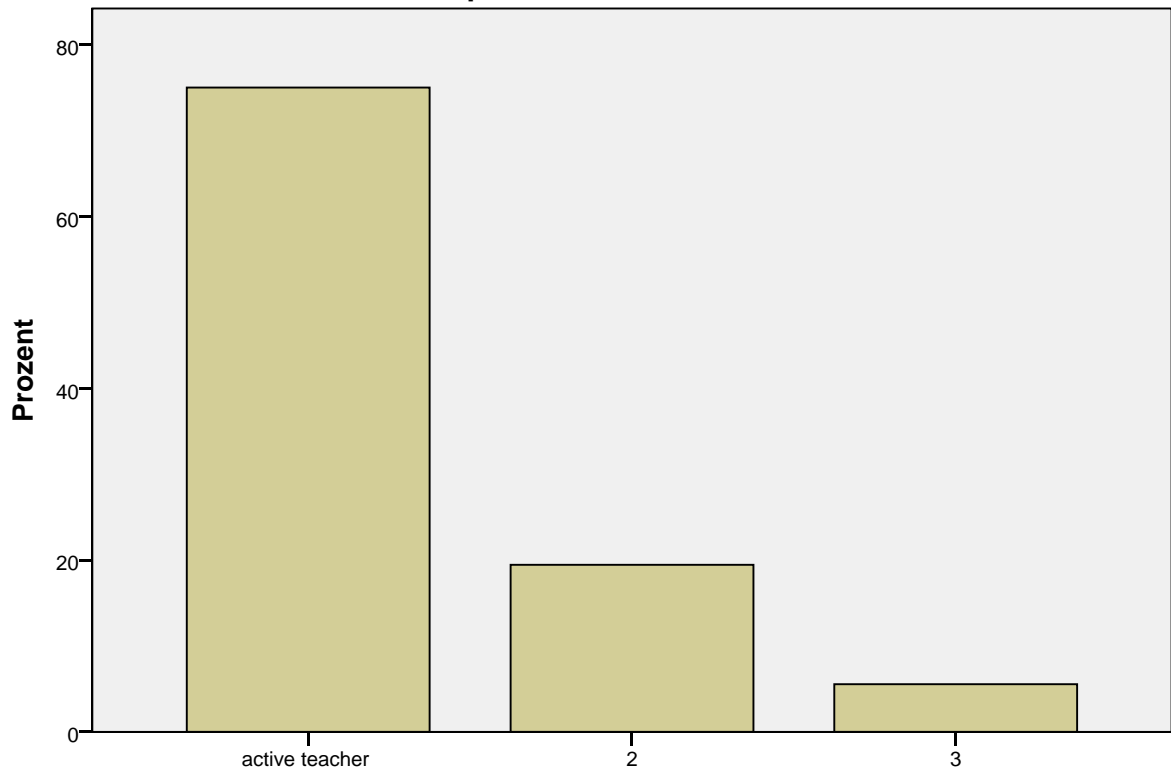
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**Which method of learning works for you in your school? active learner vs. passive learner**



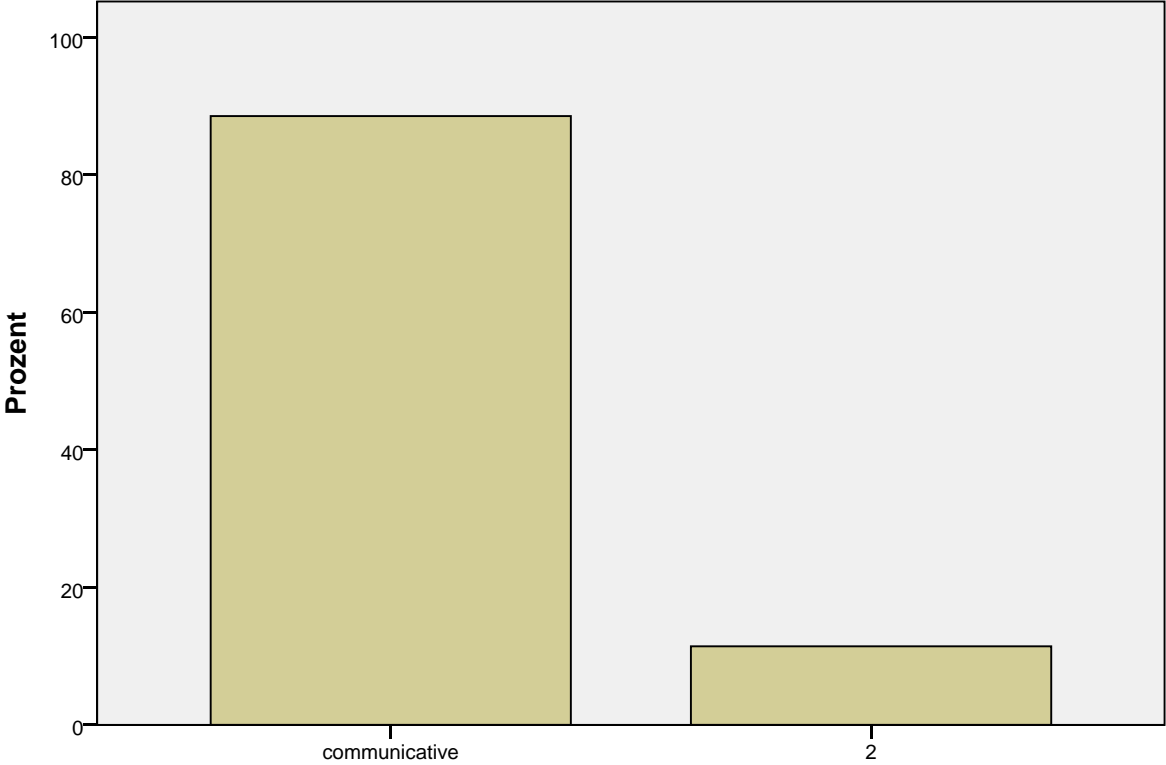
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**Which method of learning works for you in your school? active teacher vs. passive teacher**



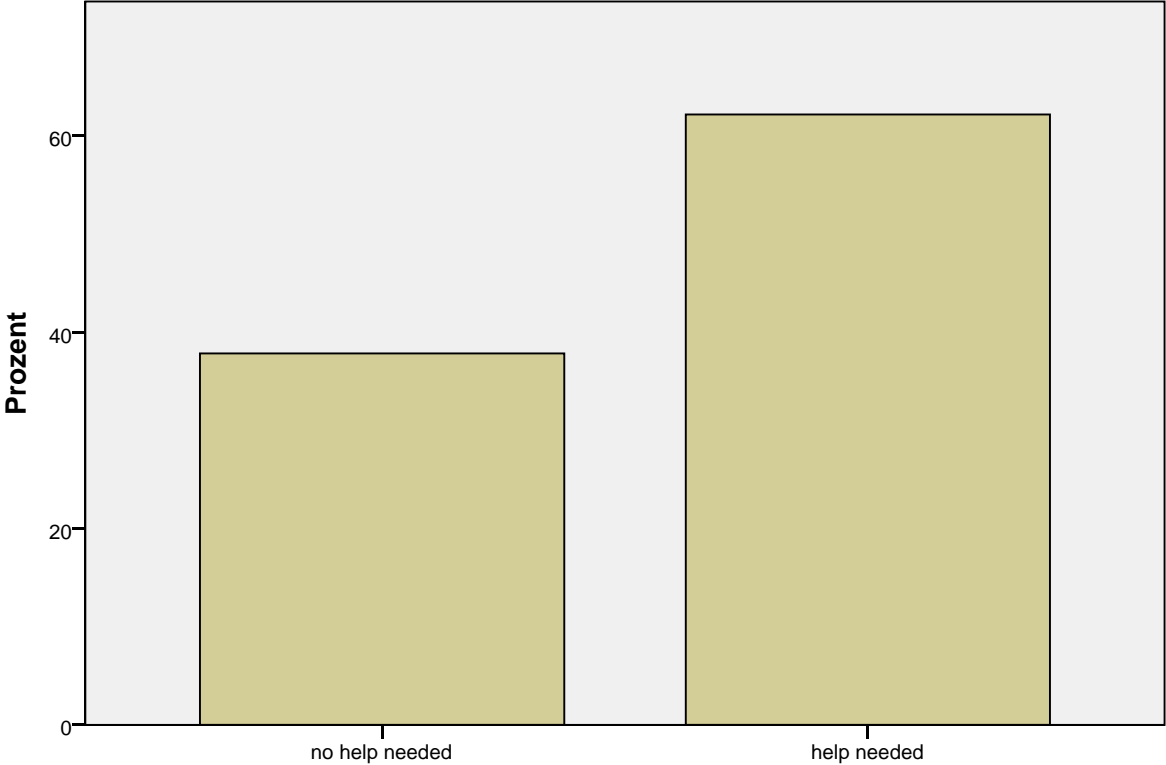
**Which method of learning works for you in your school? active teacher vs. passive teacher**

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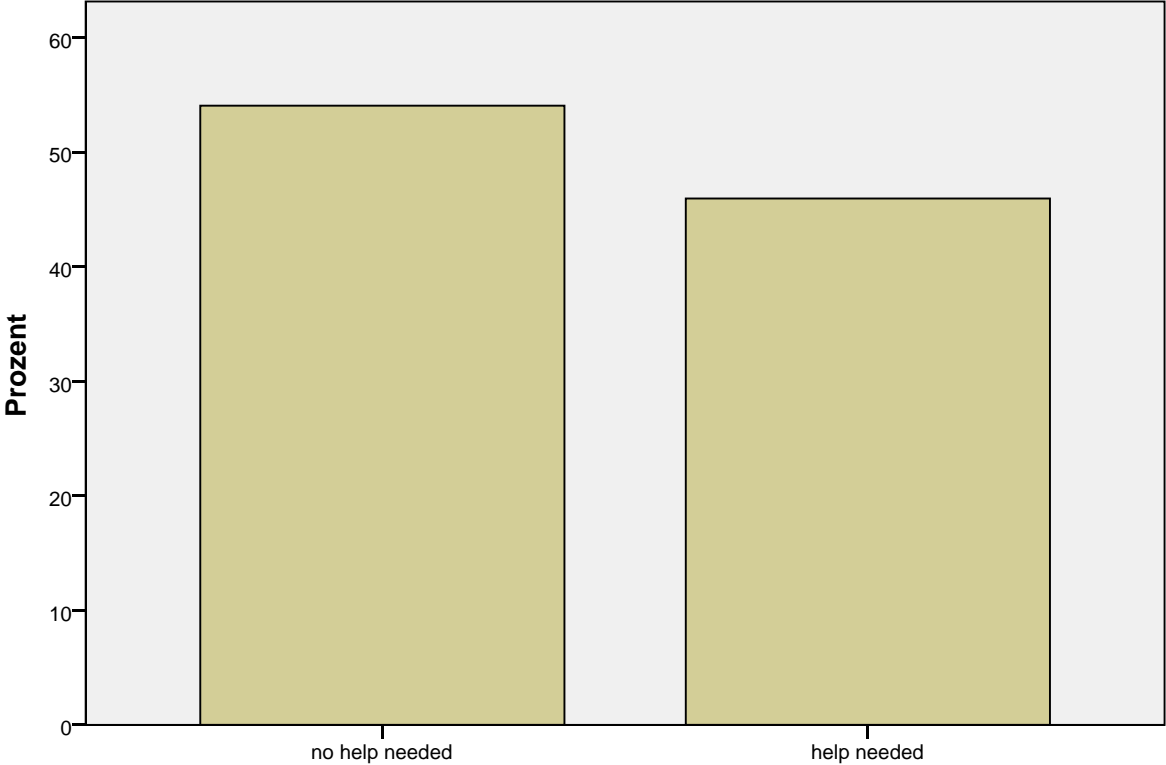
**Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners**



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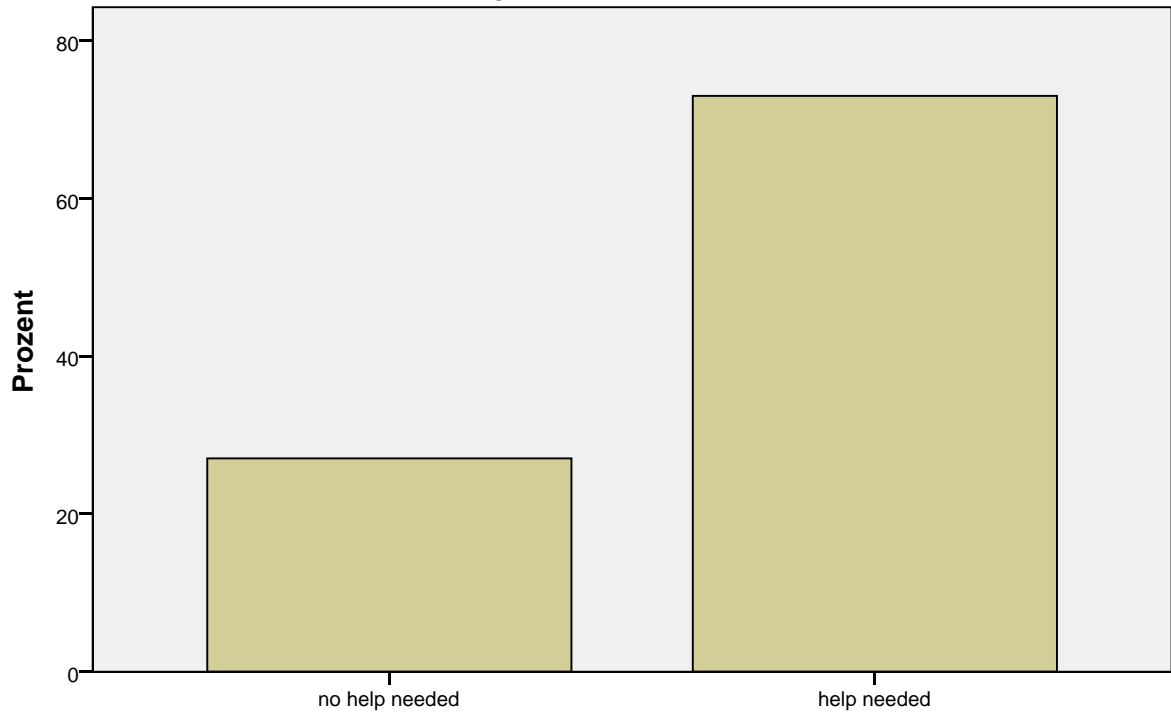


**Where do you need help or support concerning career orientation or vocational orientation? material about vocations**



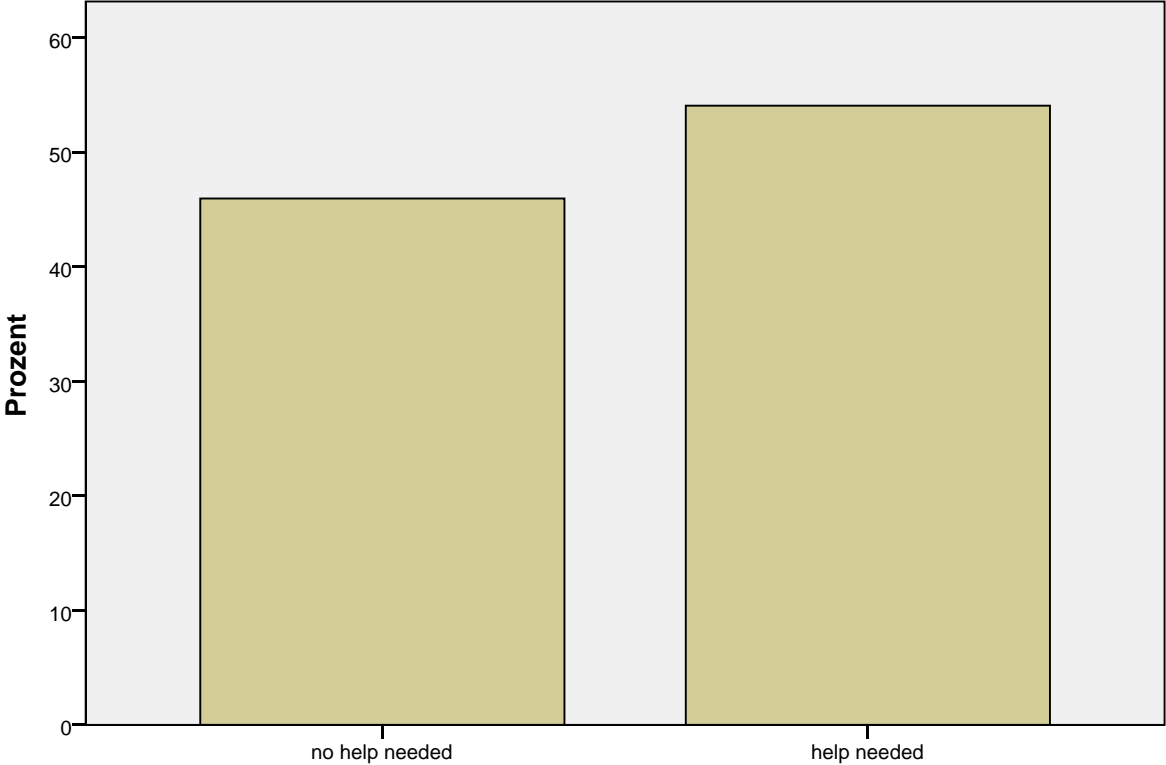
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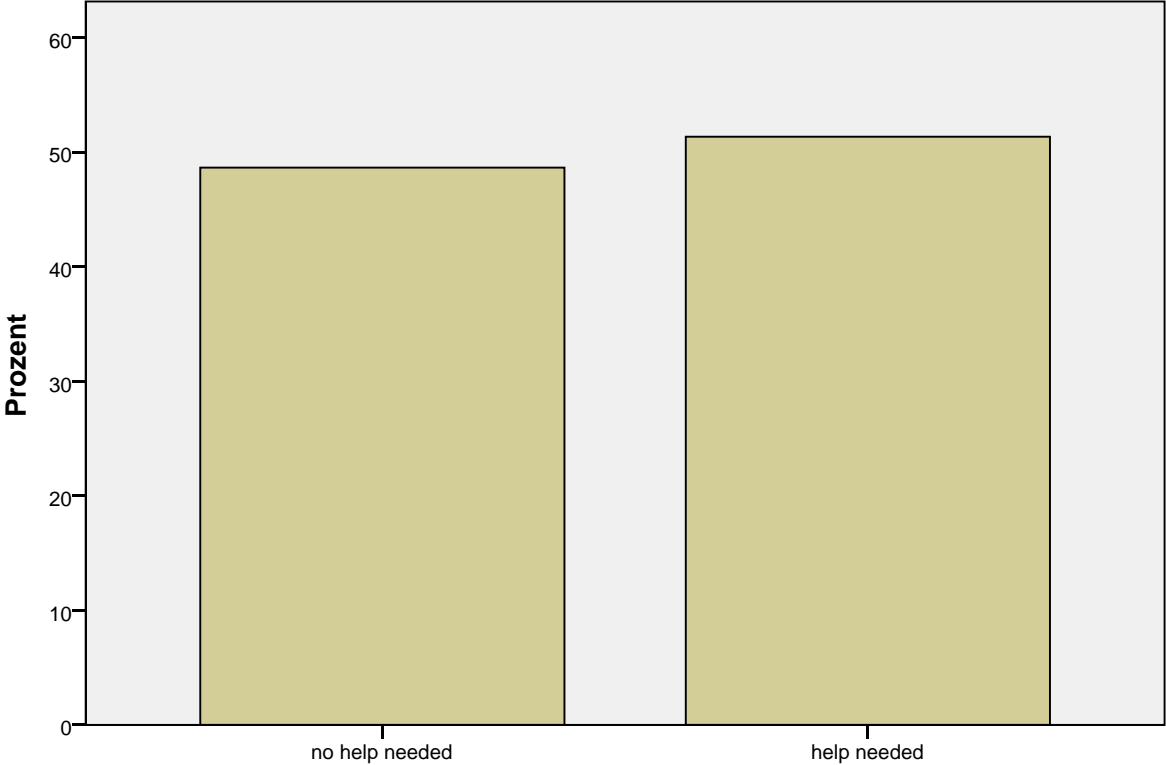
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**Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations**



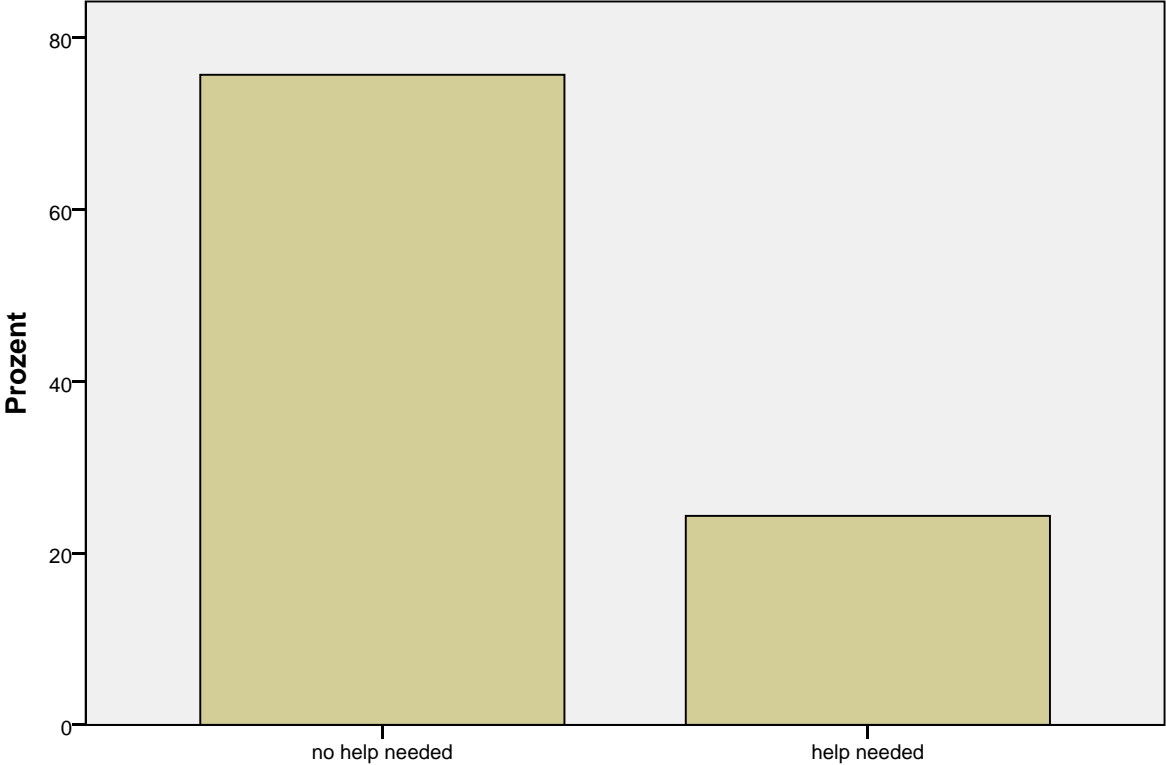
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**Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations**



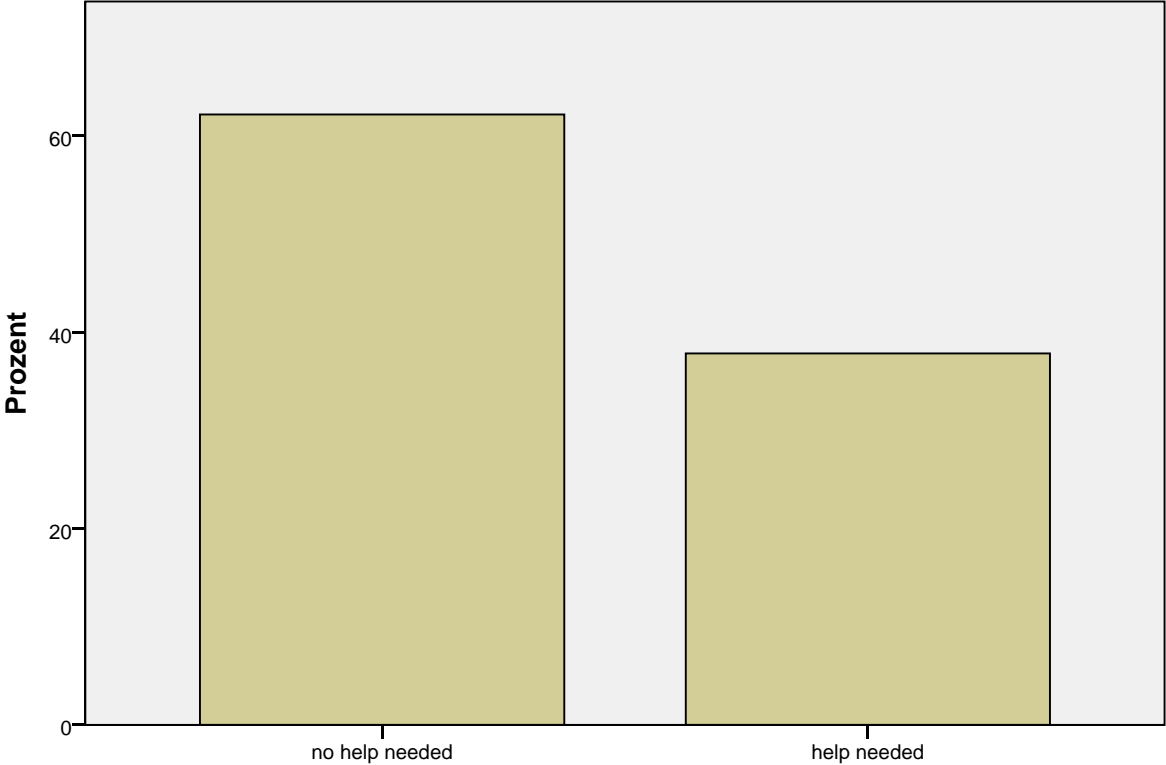
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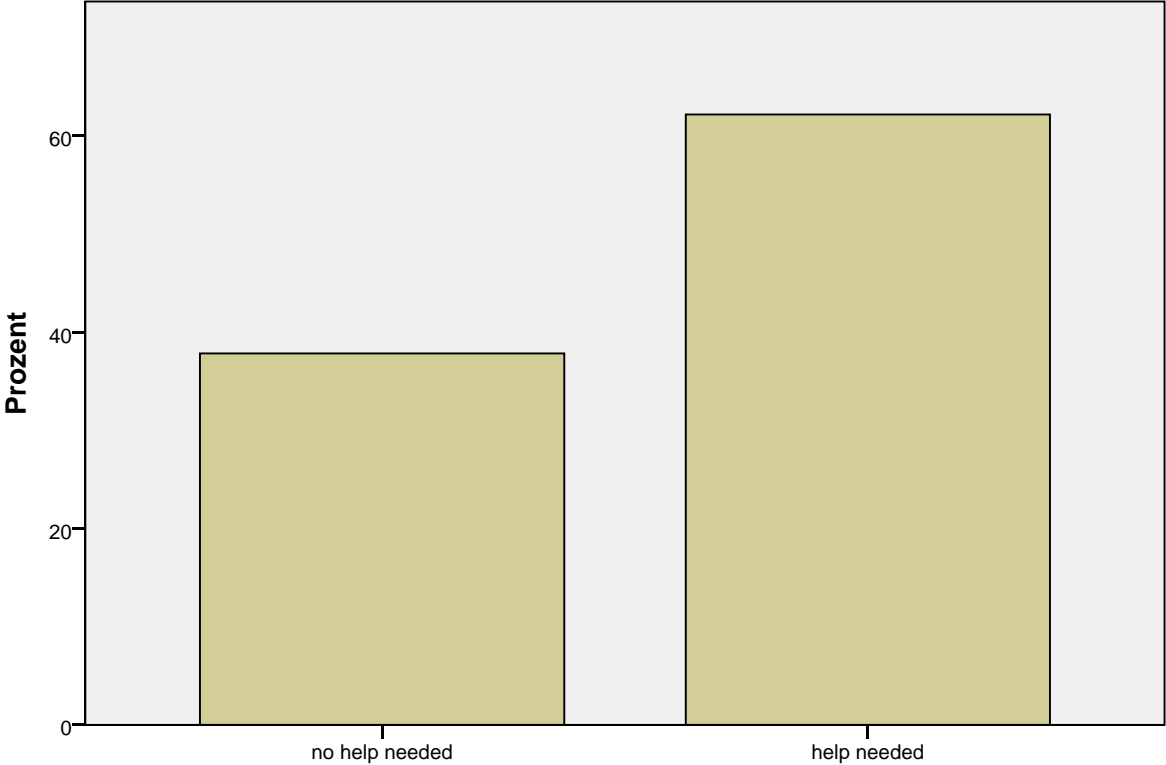
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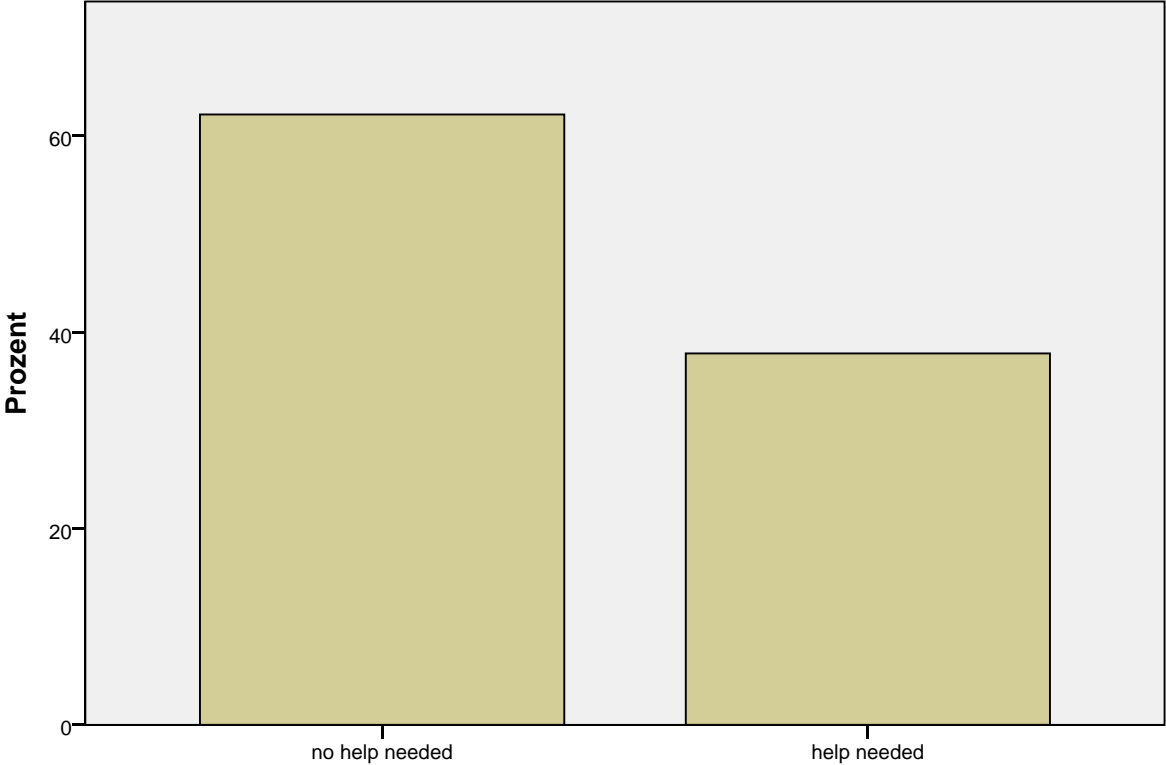
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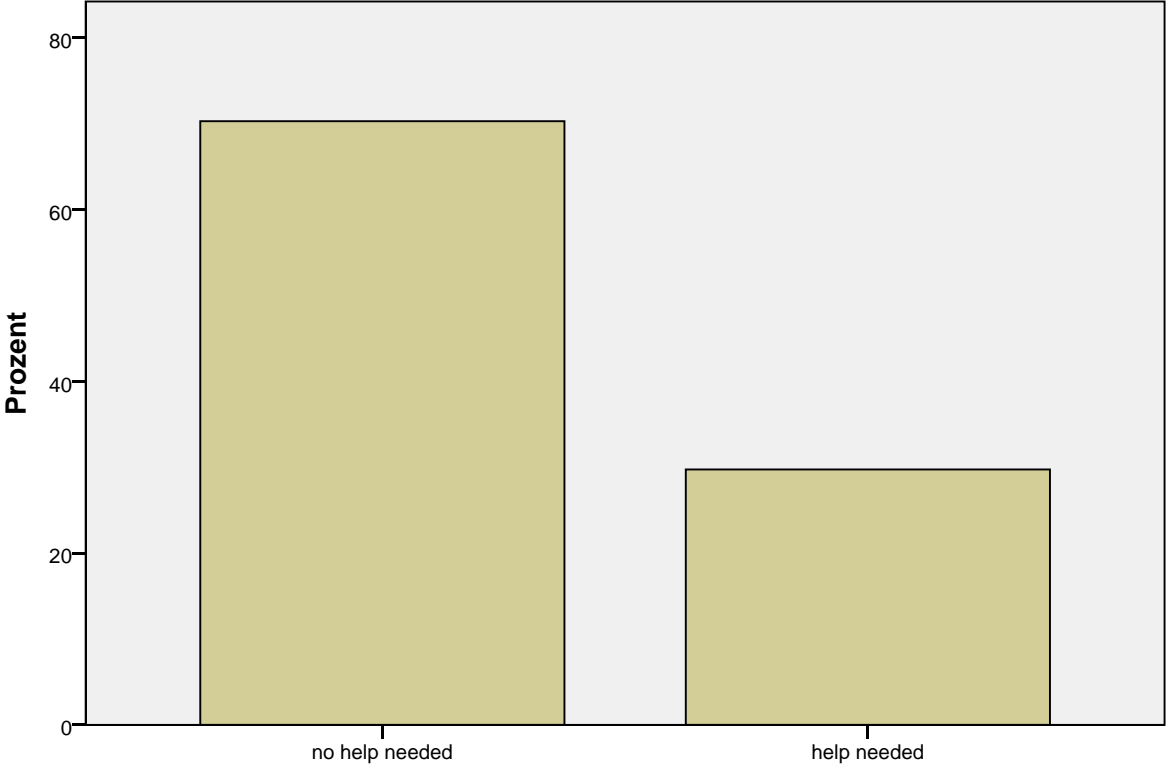
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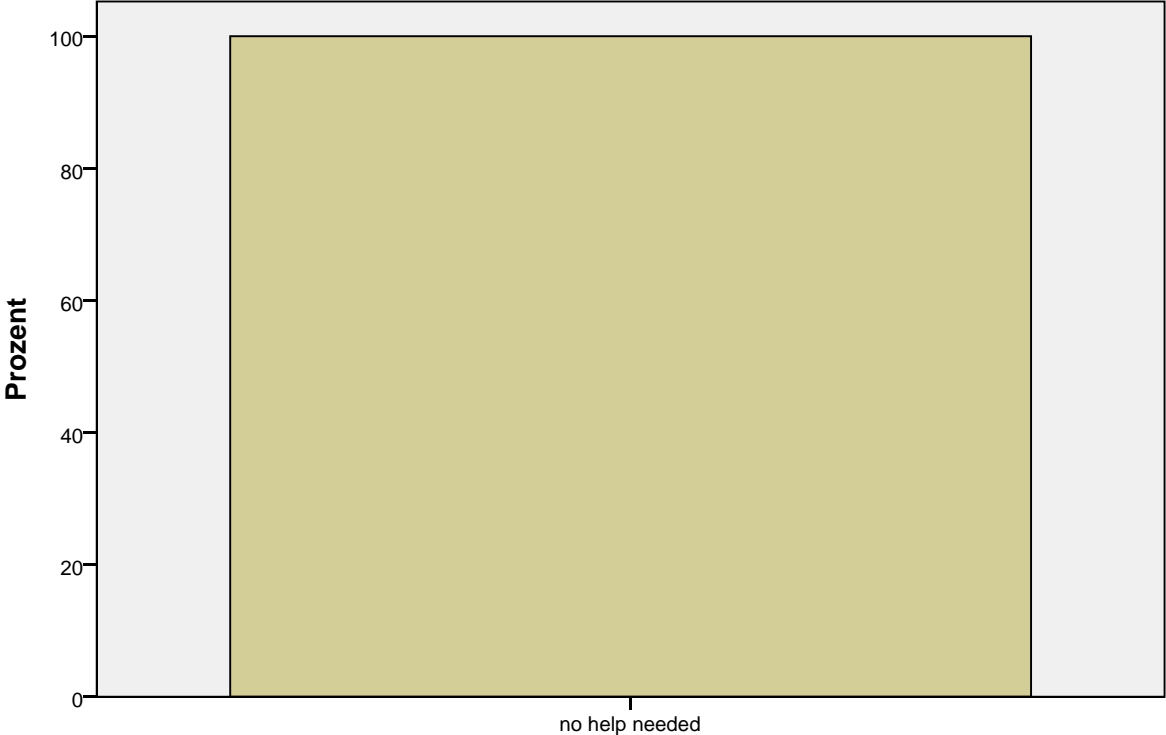


**Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills**



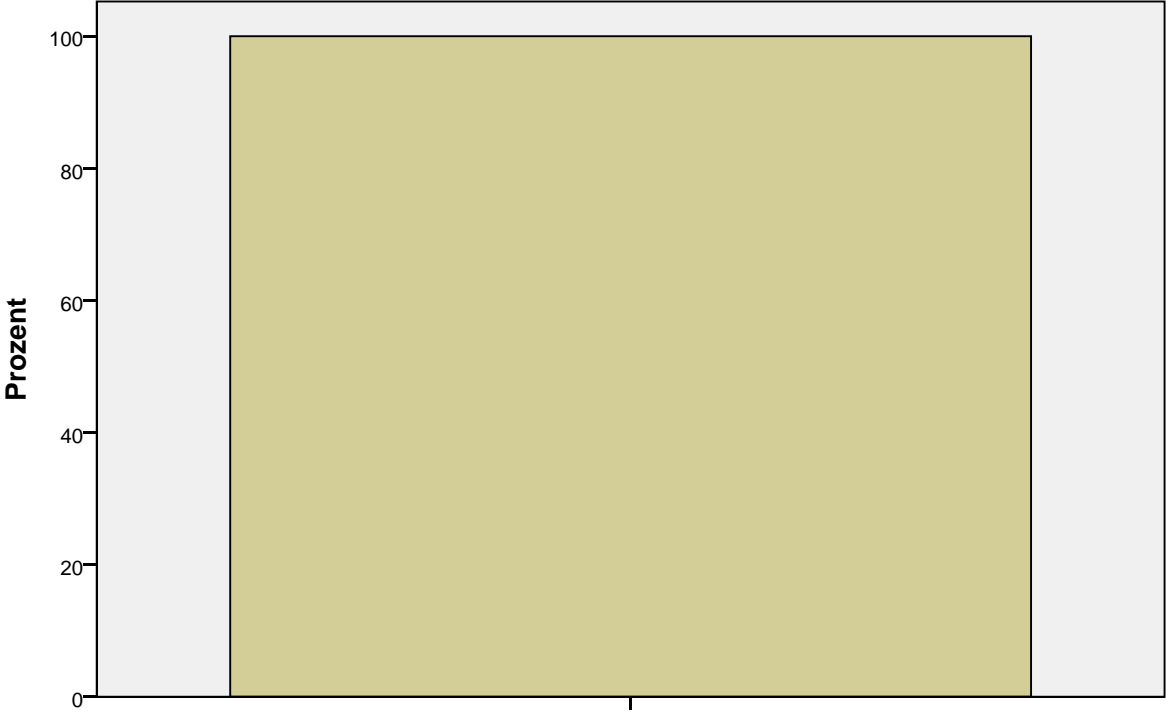
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**Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed**



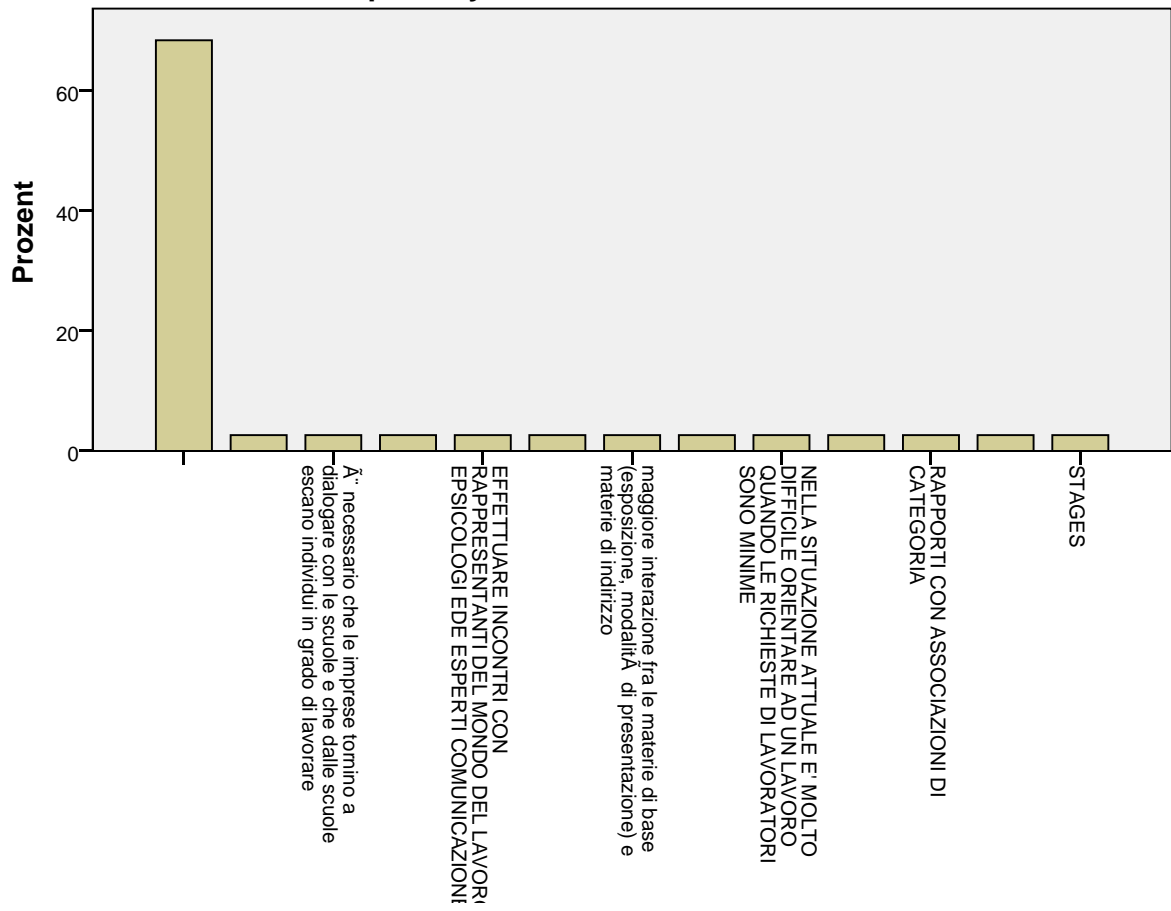
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## Additional discussion points you see in Career and Vocational Orientation.



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

