

```

USE ALL.
COMPUTE filter_$=(Country_no = 3).
VARIABLE LABELS filter_$ 'Country_no = 3 (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	163	0
Gender	159	4
Age	160	3
Which function do you have in your institution? regular teacher	163	0
Which function do you have in your institution? headmaster	163	0
Which function do you have in your institution? responsible for a group of teachers	163	0
Which function do you have in your institution? responsible for EU-Projects	163	0
Which function do you have in your institution? responsible for information technology (IT)	163	0
Which function do you have in your institution? responsible for timetables	163	0
Which function do you have in your institution? teacher in general education	163	0
Which function do you have in your institution? teacher in vocational education	163	0
Which function do you have in your institution? asisstant of the headmaster	163	0
Which function do you have in your institution? responsible for school projects	163	0
Which function do you have in your institution? responsible for career orientation	163	0
Which function do you have in your institution? responsible for work experience/work placement	163	0
The transition process from school into the world of work should be supported by teachers.	149	14

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Country	3,00	3,00	,000	,000
Gender	1,63	2,00	,485	,235
Age	37,03	38,00	8,534	72,835
Which function do you have in your institution? regular teacher	,45	,00	,499	,249
Which function do you have in your institution? headmaster	,04	,00	,203	,041
Which function do you have in your institution? responsible for a group of teachers	,10	,00	,307	,094
Which function do you have in your institution? responsible for EU-Projects	,01	,00	,078	,006
Which function do you have in your institution? responsible for information technology (IT)	,01	,00	,110	,012
Which function do you have in your institution? responsible for timetables	,01	,00	,078	,006
Which function do you have in your institution? teacher in general education	,02	,00	,135	,018
Which function do you have in your institution? teacher in vocational education	,43	,00	,497	,247
Which function do you have in your institution? asisstant of the headmaster	,14	,00	,349	,122
Which function do you have in your institution? responsible for school projects	,01	,00	,110	,012
Which function do you have in your institution? responsible for career orientation	,01	,00	,078	,006
Which function do you have in your institution? responsible for work experience/work placement	,00	,00	,000	,000
The transition process from school into the world of work should be supported by teachers.	1,55	1,00	,748	,560

Statistiken

	Minimum	Maximum
Country	3	3
Gender	1	2
Age	15	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	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	0
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.	143	20
The transition process from school into the world of work should be supported by enterprises.	135	28
The transition process from school into the world of work should be supported by counsellors.	135	28
The transition process from school into the world of work should be supported by advisers.	138	25
The transition process from school into the world of work should be supported by social workers.	137	26
The transition process from school into the world of work should be supported by the learner himself / herself.	142	21
The transition of learners from school into the world of work is seen as important in my country.	147	16
The transition of learners from school into the world of work is supported by teachers in my country.	148	15
The transition of learners from school into the world of work is supported by the parents in my country.	143	20
The transition of learners from school into the world of work is supported by enterprises in my country.	142	21

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
The transition process from school into the world of work should be supported by parents.	1,56	1,00	,728	,530
The transition process from school into the world of work should be supported by enterprises.	1,84	2,00	,940	,884
The transition process from school into the world of work should be supported by counsellors.	1,81	2,00	,894	,798
The transition process from school into the world of work should be supported by advisers.	1,93	2,00	1,008	1,017
The transition process from school into the world of work should be supported by social workers.	2,06	2,00	1,013	1,026
The transition process from school into the world of work should be supported by the learner himself / herself.	2,61	3,00	1,037	1,076
The transition of learners from school into the world of work is seen as important in my country.	2,51	3,00	1,075	1,156
The transition of learners from school into the world of work is supported by teachers in my country.	1,99	2,00	,861	,741
The transition of learners from school into the world of work is supported by the parents in my country.	2,01	2,00	,876	,768
The transition of learners from school into the world of work is supported by enterprises in my country.	2,46	3,00	,928	,860

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.	141	22
The transition of learners from school into the world of work is supported by career advisers in my country.	140	23
The transition of learners from school into the world of work is supported by social workers in my country.	140	23
The transition of learners from school into the world of work is supported by the learners in my country.	163	0
In my country the transition of learners into the world of work is supported by other institutions.	150	13
In my country the transition of learners into the world of work is supported by other institutions A:	163	0
In my country the transition of learners into the world of work is supported by other institutions B:	163	0
Combination of practical and theoretical experiences. How well is it done?	153	10
Combination of practical and theoretical experiences. Importance?	149	14
Focusing on the strengths of the learners. How well is it done?	152	11

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
The transition of learners from school into the world of work is supported by job counsellors in my country.	2,45	3,00	1,045	1,092
The transition of learners from school into the world of work is supported by career advisers in my country.	2,51	3,00	1,056	1,115
The transition of learners from school into the world of work is supported by social workers in my country.	2,54	3,00	1,062	1,128
The transition of learners from school into the world of work is supported by the learners in my country.	2,22	2,00	1,227	1,506
In my country the transition of learners into the world of work is supported by other institutions.	,25	,00	,436	,190
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?	2,62	3,00	1,064	1,132
Combination of practical and theoretical experiences. Importance?	1,42	1,00	,728	,529
Focusing on the strengths of the learners. How well is it done?	2,62	3,00	,990	,979

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.	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	4
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?	147	16
Individual focus on each learner. How well is it done?	152	11
Individual focus on each learner. Importance?	147	16
Focusing individual self-discovery by the learners. How well is it done?	149	14
Focusing individual self-discovery by the learners. Importance?	142	21
Focusing several professions and vocations. How well is it done?	150	13
Focusing several professions and vocations. Importance?	145	18
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	146	17
Matching individual competencies and opportunities with possibilities on the job market. Importance?	145	18
Training of applying and interview situations. How well is it done?	147	16
Training of applying and interview situations. Importance?	145	18
Training of writing cover letters and curriculum vitae. How well is it done?	147	16

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Focusing on the strengths of the learners. Importance?	1,34	1,00	,614	,377
Individual focus on each learner. How well is it done?	2,72	3,00	1,011	1,022
Individual focus on each learner. Importance?	1,44	1,00	,694	,481
Focusing individual self-discovery by the learners. How well is it done?	2,80	3,00	,944	,892
Focusing individual self-discovery by the learners. Importance?	1,49	1,00	,797	,635
Focusing several professions and vocations. How well is it done?	2,76	3,00	,946	,895
Focusing several professions and vocations. Importance?	1,68	1,00	,807	,651
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	2,85	3,00	,971	,943
Matching individual competencies and opportunities with possibilities on the job market. Importance?	1,45	1,00	,697	,485
Training of applying and interview situations. How well is it done?	2,79	3,00	,953	,907
Training of applying and interview situations. Importance?	1,66	2,00	,766	,586
Training of writing cover letters and curriculum vitae. How well is it done?	2,15	2,00	,946	,895

Statistiken

	Minimum	Maximum
Focusing on the strengths of the learners. Importance?	1	4
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	4
Training of applying and interview situations. How well is it done?	1	4
Training of applying and interview situations. Importance?	1	4
Training of writing cover letters and curriculum vitae. How well is it done?	1	4

Statistiken

	N	
	Gültig	Fehlend
Training of writing cover letters and curriculum vitae. Importance?	145	18
Discussions with job experts. How well is it done?	147	16
Discussions with job experts. Importance?	142	21
Discussions with peers. How well is it done?	150	13
Discussions with peers. Importance?	148	15
Which method of learning works for you in your school? individual work vs. collaborative work	153	10
Which method of learning works for you in your school? self-regulated work vs. directed work	148	15
Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person	149	14
Which method of learning works for you in your school? active learner vs. passive learner	152	11
Which method of learning works for you in your school? active teacher vs. passive teacher	148	15
Which method of learning works for you in your school? communicative vs. non-communicative	152	11
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	161	2

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Training of writing cover letters and curriculum vitae. Importance?	1,70	1,00	,851	,724
Discussions with job experts. How well is it done?	2,94	3,00	,967	,935
Discussions with job experts. Importance?	1,59	1,00	,809	,655
Discussions with peers. How well is it done?	2,34	2,00	,858	,736
Discussions with peers. Importance?	1,80	2,00	,788	,621
Which method of learning works for you in your school? individual work vs. collaborative work	4,20	5,00	1,819	3,307
Which method of learning works for you in your school? self-regulated work vs. directed work	2,29	2,00	1,331	1,772
Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person	5,05	6,00	1,481	2,194
Which method of learning works for you in your school? active learner vs. passive learner	1,64	1,00	1,125	1,266
Which method of learning works for you in your school? active teacher vs. passive teacher	1,86	1,00	1,201	1,442
Which method of learning works for you in your school? communicative vs. non-communicative	1,52	1,00	,990	,980
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	,74	1,00	,440	,194

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	1	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	1	6
Which method of learning works for you in your school? active learner vs. passive learner	1	6
Which method of learning works for you in your school? active teacher vs. passive teacher	1	6
Which method of learning works for you in your school? communicative vs. non-communicative	1	6
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	161	2
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications	161	2
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations	161	2
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	161	2
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters	161	2
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae	161	2
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills	161	2
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills	161	2

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? material about vocations	,59	1,00	,493	,243
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications	,60	1,00	,492	,242
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations	,62	1,00	,487	,237
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	,39	,00	,490	,240
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters	,29	,00	,453	,205
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae	,33	,00	,471	,222
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills	,53	1,00	,500	,250
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills	,52	1,00	,501	,251

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	161	2
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	161	2
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are	163	0
Additional discussion points you see in Career and Vocational Orientation.	163	0
Chances you see in career orientation and vocational orientation: Chances it really offers:	163	0

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills	,47	,00	,501	,251
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	,16	,00	,369	,136
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 Turkey	163	100,0	100,0	100,0

Gender

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig female	59	36,2	37,1	37,1
male	100	61,3	62,9	100,0
Gesamt	159	97,5	100,0	
Fehlend 9	4	2,5		
Gesamt	163	100,0		

Age

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig 15	1	,6	,6	,6
16	2	1,2	1,3	1,9
17	1	,6	,6	2,5
18	1	,6	,6	3,1
23	3	1,8	1,9	5,0
25	3	1,8	1,9	6,9
26	4	2,5	2,5	9,4
27	7	4,3	4,4	13,8
28	4	2,5	2,5	16,3
29	2	1,2	1,3	17,5
30	6	3,7	3,8	21,3
31	7	4,3	4,4	25,6
32	9	5,5	5,6	31,3
33	4	2,5	2,5	33,8
34	5	3,1	3,1	36,9
35	11	6,7	6,9	43,8
36	3	1,8	1,9	45,6
37	6	3,7	3,8	49,4
38	13	8,0	8,1	57,5
39	7	4,3	4,4	61,9
40	12	7,4	7,5	69,4
41	3	1,8	1,9	71,3
42	7	4,3	4,4	75,6
43	5	3,1	3,1	78,8
44	5	3,1	3,1	81,9
45	5	3,1	3,1	85,0
46	5	3,1	3,1	88,1
47	3	1,8	1,9	90,0
48	2	1,2	1,3	91,3
49	3	1,8	1,9	93,1
50	2	1,2	1,3	94,4
51	1	,6	,6	95,0
52	2	1,2	1,3	96,3
54	1	,6	,6	96,9
55	1	,6	,6	97,5
56	1	,6	,6	98,1
57	1	,6	,6	98,8
58	1	,6	,6	99,4
61	1	,6	,6	100,0

Age

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig Gesamt	160	98,2	100,0	
Fehlend 99	3	1,8		
Gesamt	163	100,0		

Which function do you have in your institution? regular teacher

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	89	54,6	54,6	54,6
yes	74	45,4	45,4	100,0
Gesamt	163	100,0	100,0	

Which function do you have in your institution? headmaster

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	156	95,7	95,7	95,7
yes	7	4,3	4,3	100,0
Gesamt	163	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	146	89,6	89,6	89,6
yes	17	10,4	10,4	100,0
Gesamt	163	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	162	99,4	99,4	99,4
yes	1	,6	,6	100,0
Gesamt	163	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	161	98,8	98,8	98,8
yes	2	1,2	1,2	100,0
Gesamt	163	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	162	99,4	99,4	99,4
yes	1	,6	,6	100,0
Gesamt	163	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	160	98,2	98,2	98,2
yes	3	1,8	1,8	100,0
Gesamt	163	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	93	57,1	57,1	57,1
yes	70	42,9	42,9	100,0
Gesamt	163	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	140	85,9	85,9	85,9
yes	23	14,1	14,1	100,0
Gesamt	163	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	161	98,8	98,8	98,8
yes	2	1,2	1,2	100,0
Gesamt	163	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	162	99,4	99,4	99,4
yes	1	,6	,6	100,0
Gesamt	163	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	163	100,0	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	86	52,8	57,7	57,7
agree	48	29,4	32,2	89,9
disagree	11	6,7	7,4	97,3
strongly disagree	4	2,5	2,7	100,0
Gesamt	149	91,4	100,0	
Fehlend 0	14	8,6		
Gesamt	163	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	82	50,3	57,3	57,3
agree	43	26,4	30,1	87,4
disagree	17	10,4	11,9	99,3
strongly disagree	1	,6	,7	100,0
Gesamt	143	87,7	100,0	
Fehlend 0	20	12,3		
Gesamt	163	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	63	38,7	46,7	46,7
agree	40	24,5	29,6	76,3
disagree	23	14,1	17,0	93,3
strongly disagree	9	5,5	6,7	100,0
Gesamt	135	82,8	100,0	
Fehlend 0	28	17,2		
Gesamt	163	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	63	38,7	46,7	46,7
	agree	41	25,2	30,4	77,0
	disagree	25	15,3	18,5	95,6
	strongly disagree	6	3,7	4,4	100,0
	Gesamt	135	82,8	100,0	
Fehlend	0	28	17,2		
Gesamt		163	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	62	38,0	44,9	44,9
	agree	37	22,7	26,8	71,7
	disagree	26	16,0	18,8	90,6
	strongly disagree	13	8,0	9,4	100,0
	Gesamt	138	84,7	100,0	
Fehlend	0	25	15,3		
Gesamt		163	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	53	32,5	38,7	38,7
	agree	36	22,1	26,3	65,0
	disagree	35	21,5	25,5	90,5
	strongly disagree	13	8,0	9,5	100,0
	Gesamt	137	84,0	100,0	
Fehlend	0	26	16,0		
Gesamt		163	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	23	14,1	16,2	16,2
	agree	45	27,6	31,7	47,9
	disagree	38	23,3	26,8	74,6
	strongly disagree	36	22,1	25,4	100,0
	Gesamt	142	87,1	100,0	
Fehlend	0	21	12,9		
Gesamt		163	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	35	21,5	23,8	23,8
	agree	33	20,2	22,4	46,3
	disagree	48	29,4	32,7	78,9
	strongly disagree	31	19,0	21,1	100,0
	Gesamt	147	90,2	100,0	
Fehlend	0	16	9,8		
Gesamt		163	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	49	30,1	33,1	33,1
	agree	57	35,0	38,5	71,6
	disagree	36	22,1	24,3	95,9
	strongly disagree	6	3,7	4,1	100,0
	Gesamt	148	90,8	100,0	
Fehlend	0	15	9,2		
Gesamt		163	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	46	28,2	32,2	32,2
	agree	58	35,6	40,6	72,7
	disagree	31	19,0	21,7	94,4
	strongly disagree	8	4,9	5,6	100,0
	Gesamt	143	87,7	100,0	
Fehlend	0	20	12,3		
Gesamt		163	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	26	16,0	18,3	18,3
	agree	41	25,2	28,9	47,2
	disagree	58	35,6	40,8	88,0
	strongly disagree	17	10,4	12,0	100,0
	Gesamt	142	87,1	100,0	
Fehlend	0	21	12,9		
Gesamt		163	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	34	20,9	24,1	24,1
	agree	35	21,5	24,8	48,9
	disagree	47	28,8	33,3	82,3
	strongly disagree	25	15,3	17,7	100,0
	Gesamt	141	86,5	100,0	
Fehlend	0	22	13,5		
Gesamt		163	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	31	19,0	22,1	22,1
	agree	36	22,1	25,7	47,9
	disagree	44	27,0	31,4	79,3
	strongly disagree	29	17,8	20,7	100,0
	Gesamt	140	85,9	100,0	
Fehlend	0	23	14,1		
Gesamt		163	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	31	19,0	22,1	22,1
	agree	32	19,6	22,9	45,0
	disagree	47	28,8	33,6	78,6
	strongly disagree	30	18,4	21,4	100,0
	Gesamt	140	85,9	100,0	
Fehlend	0	23	14,1		
Gesamt		163	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	18	11,0	11,0	11,0
	strongly agree	25	15,3	15,3	26,4
	agree	52	31,9	31,9	58,3
	disagree	39	23,9	23,9	82,2
	strongly disagree	29	17,8	17,8	100,0
	Gesamt	163	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	112	68,7	74,7	74,7
	yes	38	23,3	25,3	100,0
	Gesamt	150	92,0	100,0	
Fehlend	-77	13	8,0		
Gesamt		163	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	144	88,3	88,3	88,3
Ä°Äÿ alanÄ± geniÄÿ olan mesleklerde okul hayatÄ±ndan iÄÿ hayatÄ±na geÄŸiÄÿ daha kÄ±sa sÄ¼rede gerÄŸekleÄÿir.	1	,6	,6	89,0
Ä°Äÿ bulma sÄ±kÄ±ntÄ±sÄ±	1	,6	,6	89,6
Ä°Äž BULMA KURUMU	1	,6	,6	90,2
Ä°Äž-KUR	3	1,8	1,8	92,0
Ä°ÄžKUR	2	1,2	1,2	93,3
AÄ°LE VE OKUL	1	,6	,6	93,9
Aranan mesleklerden mezun olanlarÄ±n hemen iÄÿe girmesi	1	,6	,6	94,5
HASTANE	1	,6	,6	95,1
KALKINMA AJANSI	1	,6	,6	95,7
KOÄŸ	1	,6	,6	96,3
MESLEK DANIÄZMANLARI TARAFINDAN DESTEKLENMELÄ°	1	,6	,6	96,9
MESLEK LÄ°SELERÄ°NE GEREKEN Ä-NEM VE Ä° Äž ALANININ YARATILMASI ÄŸALIÄZMALARI.	1	,6	,6	97,5
Mezun olur olmaz genÄŸlere iÄÿ , es ve ev verilmelidir.	1	,6	,6	98,2
Organize sanayi bÄŸlilerinde ÄŸzel meslek liseleri aÄŸÄ±lmasÄ±	1	,6	,6	98,8
SAÄžLIK BAKANLIÄžİ	1	,6	,6	99,4
TURÄ°ZM	1	,6	,6	100,0
Gesamt	163	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	149	91,4	91,4	91,4
.....	1	,6	,6	92,0
Ä-ZEL SEKTÄ-R VE MADDÄ° Ä°MKÄ°NI YETERLÄ° OLAN ÄZHISLAR VARLIKLARINI Ä°RETÄ° ME YÄ-NLENDÄ° RMELÄ° BU KONUDA DEVLET Ä°EÄZÄ°TLÄ° TEÄZVÄ°KLER GETÄ° Ä°ÄZ KUR	1	,6	,6	92,6
Ä°ÄZLETMELER TARAFINDAN DESTEKLENMELÄ°	1	,6	,6	93,3
Ä°TKÄ°B ve KoÄŞ gibi firmalarÄ±n aÄŞtÄ±YÄ± meslek liseleri	1	,6	,6	93,9
FABRÄ°KA	1	,6	,6	94,5
GenÄŞler Ä±ocuk iÄYtikbal geleÄŞek korkusu olmadan ÄŞok cocuk sahibi olmalarÄ± konusunda Ä±lendirilmelidir.	1	,6	,6	95,1
HALK EÄZÄ°TÄ°M VE MESLEK LÄ°SELERÄ° NÄ°N Ä±MIAZ OLDUÄZU KURSLAR	1	,6	,6	95,7
Kendini geliÄYtirecek iÄY makinelerinin yetersizliÄYi	1	,6	,6	96,9
MESLEK	2	1,2	1,2	97,5
SOSYAL HÄ°METLER	1	,6	,6	98,2
TOBB	1	,6	,6	98,8
VALÄ°LÄ°K	1	,6	,6	99,4
Gesamt	163	100,0	100,0	100,0

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	29	17,8	19,0	19,0
	rather good	39	23,9	25,5	44,4
	rather not good	46	28,2	30,1	74,5
	not good	39	23,9	25,5	100,0
	Gesamt	153	93,9	100,0	
Fehlend	0	8	4,9		
	System	2	1,2		
	Gesamt	10	6,1		
Gesamt		163	100,0		

Combination of practical and theoretical experiences. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	104	63,8	69,8	69,8
	2 - important	30	18,4	20,1	89,9
	3 - less important	12	7,4	8,1	98,0
	4 - unimportant	3	1,8	2,0	100,0
	Gesamt	149	91,4	100,0	
Fehlend	0	12	7,4		
	System	2	1,2		
	Gesamt	14	8,6		
Gesamt		163	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	26	16,0	17,1	17,1
	rather good	36	22,1	23,7	40,8
	rather not good	60	36,8	39,5	80,3
	not good	30	18,4	19,7	100,0
	Gesamt	152	93,3	100,0	
Fehlend	0	9	5,5		
	System	2	1,2		
	Gesamt	11	6,7		
Gesamt		163	100,0		

Focusing on the strengths of the learners. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	107	65,6	72,8	72,8
	2 - important	31	19,0	21,1	93,9
	3 - less important	8	4,9	5,4	99,3
	4 - unimportant	1	,6	,7	100,0
	Gesamt	147	90,2	100,0	
Fehlend	0	14	8,6		
	System	2	1,2		
	Gesamt	16	9,8		
Gesamt		163	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	21	12,9	13,8	13,8
	rather good	41	25,2	27,0	40,8
	rather not good	49	30,1	32,2	73,0
	not good	41	25,2	27,0	100,0
	Gesamt	152	93,3	100,0	
Fehlend	0	9	5,5		
	System	2	1,2		
	Gesamt	11	6,7		
Gesamt		163	100,0		

Individual focus on each learner. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	98	60,1	66,7	66,7
	2 - important	34	20,9	23,1	89,8
	3 - less important	14	8,6	9,5	99,3
	4 - unimportant	1	,6	,7	100,0
	Gesamt	147	90,2	100,0	
Fehlend	0	14	8,6		
	System	2	1,2		
	Gesamt	16	9,8		
Gesamt		163	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	20	12,3	13,4	13,4
	rather good	24	14,7	16,1	29,5
	rather not good	71	43,6	47,7	77,2
	not good	34	20,9	22,8	100,0
	Gesamt	149	91,4	100,0	
Fehlend	0	12	7,4		
	System	2	1,2		
	Gesamt	14	8,6		
Gesamt		163	100,0		

Focusing individual self-discovery by the learners. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	96	58,9	67,6	67,6
	2 - important	25	15,3	17,6	85,2
	3 - less important	18	11,0	12,7	97,9
	4 - unimportant	3	1,8	2,1	100,0
	Gesamt	142	87,1	100,0	
Fehlend	0	19	11,7		
	System	2	1,2		
	Gesamt	21	12,9		
Gesamt		163	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	18	11,0	12,0	12,0
	rather good	35	21,5	23,3	35,3
	rather not good	62	38,0	41,3	76,7
	not good	35	21,5	23,3	100,0
	Gesamt	150	92,0	100,0	
Fehlend	0	11	6,7		
	System	2	1,2		
	Gesamt	13	8,0		
Gesamt		163	100,0		

Focusing several professions and vocations. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	75	46,0	51,7	51,7
	2 - important	45	27,6	31,0	82,8
	3 - less important	22	13,5	15,2	97,9
	4 - unimportant	3	1,8	2,1	100,0
	Gesamt	145	89,0	100,0	
Fehlend	0	16	9,8		
	System	2	1,2		
	Gesamt	18	11,0		
Gesamt		163	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	17	10,4	11,6	11,6
	rather good	30	18,4	20,5	32,2
	rather not good	57	35,0	39,0	71,2
	not good	42	25,8	28,8	100,0
	Gesamt	146	89,6	100,0	
Fehlend	0	15	9,2		
	System	2	1,2		
	Gesamt	17	10,4		
Gesamt		163	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	96	58,9	66,2	66,2
	2 - important	34	20,9	23,4	89,7
	3 - less important	14	8,6	9,7	99,3
	4 - unimportant	1	,6	,7	100,0
	Gesamt	145	89,0	100,0	
Fehlend	0	16	9,8		
	System	2	1,2		
	Gesamt	18	11,0		
Gesamt		163	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	17	10,4	11,6	11,6
	rather good	34	20,9	23,1	34,7
	rather not good	59	36,2	40,1	74,8
	not good	37	22,7	25,2	100,0
	Gesamt	147	90,2	100,0	
Fehlend	0	14	8,6		
	System	2	1,2		
	Gesamt	16	9,8		
Gesamt		163	100,0		

Training of applying and interview situations. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	72	44,2	49,7	49,7
	2 - important	53	32,5	36,6	86,2
	3 - less important	17	10,4	11,7	97,9
	4 - unimportant	3	1,8	2,1	100,0
	Gesamt	145	89,0	100,0	
Fehlend	0	16	9,8		
	System	2	1,2		
	Gesamt	18	11,0		
Gesamt		163	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	44	27,0	29,9	29,9
	rather good	49	30,1	33,3	63,3
	rather not good	42	25,8	28,6	91,8
	not good	12	7,4	8,2	100,0
	Gesamt	147	90,2	100,0	
Fehlend	0	14	8,6		
	System	2	1,2		
	Gesamt	16	9,8		
Gesamt		163	100,0		

Training of writing cover letters and curriculum vitae. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	75	46,0	51,7	51,7
	2 - important	43	26,4	29,7	81,4
	3 - less important	22	13,5	15,2	96,6
	4 - unimportant	5	3,1	3,4	100,0
	Gesamt	145	89,0	100,0	
Fehlend	0	16	9,8		
	System	2	1,2		
	Gesamt	18	11,0		
Gesamt		163	100,0		

Discussions with job experts. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	15	9,2	10,2	10,2
	rather good	28	17,2	19,0	29,3
	rather not good	55	33,7	37,4	66,7
	not good	49	30,1	33,3	100,0
	Gesamt	147	90,2	100,0	
Fehlend	0	14	8,6		
	System	2	1,2		
	Gesamt	16	9,8		
Gesamt		163	100,0		

Discussions with job experts. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	83	50,9	58,5	58,5
	2 - important	38	23,3	26,8	85,2
	3 - less important	17	10,4	12,0	97,2
	4 - unimportant	4	2,5	2,8	100,0
	Gesamt	142	87,1	100,0	
Fehlend	0	19	11,7		
	System	2	1,2		
	Gesamt	21	12,9		
Gesamt		163	100,0		

Discussions with peers. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	26	16,0	17,3	17,3
	rather good	59	36,2	39,3	56,7
	rather not good	53	32,5	35,3	92,0
	not good	12	7,4	8,0	100,0
	Gesamt	150	92,0	100,0	
Fehlend	0	11	6,7		
	System	2	1,2		
	Gesamt	13	8,0		
Gesamt		163	100,0		

Discussions with peers. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	61	37,4	41,2	41,2
	2 - important	57	35,0	38,5	79,7
	3 - less important	28	17,2	18,9	98,6
	4 - unimportant	2	1,2	1,4	100,0
	Gesamt	148	90,8	100,0	
Fehlend	0	13	8,0		
	System	2	1,2		
	Gesamt	15	9,2		
Gesamt		163	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	18	11,0	11,8	11,8
	2	21	12,9	13,7	25,5
	3	13	8,0	8,5	34,0
	4	16	9,8	10,5	44,4
	5	30	18,4	19,6	64,1
	collaborative work	55	33,7	35,9	100,0
Gesamt		153	93,9	100,0	
Fehlend	0	8	4,9		
	System	2	1,2		
	Gesamt	10	6,1		
Gesamt		163	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	56	34,4	37,8	37,8
	2	34	20,9	23,0	60,8
	3	32	19,6	21,6	82,4
	4	14	8,6	9,5	91,9
	5	9	5,5	6,1	98,0
	directed work	3	1,8	2,0	100,0
Gesamt		148	90,8	100,0	
Fehlend	0	13	8,0		
	System	2	1,2		
	Gesamt	15	9,2		
Gesamt		163	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)	9	5,5	6,0	6,0
	2	4	2,5	2,7	8,7
	3	11	6,7	7,4	16,1
	4	12	7,4	8,1	24,2
	5	24	14,7	16,1	40,3
	learning in the classroom in person	89	54,6	59,7	100,0
Gesamt		149	91,4	100,0	
Fehlend	0	12	7,4		
	System	2	1,2		
	Gesamt	14	8,6		
Gesamt		163	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	105	64,4	69,1	69,1
	2	18	11,0	11,8	80,9
	3	14	8,6	9,2	90,1
	4	10	6,1	6,6	96,7
	5	4	2,5	2,6	99,3
	passive learner	1	,6	,7	100,0
Gesamt		152	93,3	100,0	
Fehlend	0	9	5,5		
	System	2	1,2		
	Gesamt	11	6,7		
Gesamt		163	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	82	50,3	55,4	55,4
	2	29	17,8	19,6	75,0
	3	22	13,5	14,9	89,9
	4	9	5,5	6,1	95,9
	5	3	1,8	2,0	98,0
	passive teacher	3	1,8	2,0	100,0
Gesamt		148	90,8	100,0	
Fehlend	0	13	8,0		
	System	2	1,2		
	Gesamt	15	9,2		
Gesamt		163	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	communicative	110	67,5	72,4	72,4
	2	18	11,0	11,8	84,2
	3	15	9,2	9,9	94,1
	4	6	3,7	3,9	98,0
	5	2	1,2	1,3	99,3
	non-communicative	1	,6	,7	100,0
	Gesamt	152	93,3	100,0	
Fehlend	0	9	5,5		
	System	2	1,2		
	Gesamt	11	6,7		
Gesamt		163	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	42	25,8	26,1	26,1
	help needed	119	73,0	73,9	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	66	40,5	41,0	41,0
	help needed	95	58,3	59,0	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	65	39,9	40,4	40,4
	help needed	96	58,9	59,6	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	61	37,4	37,9	37,9
	help needed	100	61,3	62,1	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	98	60,1	60,9	60,9
	help needed	63	38,7	39,1	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	115	70,6	71,4	71,4
	help needed	46	28,2	28,6	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	108	66,3	67,1	67,1
	help needed	53	32,5	32,9	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	75	46,0	46,6	46,6
	help needed	86	52,8	53,4	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	77	47,2	47,8	47,8
	help needed	84	51,5	52,2	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	85	52,1	52,8	52,8
	help needed	76	46,6	47,2	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	135	82,8	83,9	83,9
	help needed	26	16,0	16,1	100,0
	Gesamt	161	98,8	100,0	
Fehlend	System	2	1,2		
Gesamt		163	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	161	98,8	98,8	98,8
EÄžÄ°TÄ°M	1	,6	,6	99,4
FUARLAR, FABRÄ° KALAR, DÄ°ÄžER ÄœLKELEKÄ° EÄžÄ° TÄ°MLER	1	,6	,6	100,0
Gesamt	163	100,0	100,0	

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	130	79,8	79,8	79,8
-	1	,6	,6	80,4
.....	1	,6	,6	81,0
Ä-ÄYrencilerin bÄ¶lÄ¼mlelerini kendi yetenekleri ve istekleri doÄYrultusunda seÄ¶memeleri	1	,6	,6	81,6
Ä-ÄYrencilerin kendi Ä¶zelliklerine uygun alanÄ± seÄ¶mesinde Ä¶zel yeteneklerinin tespit ÄYekli deÄYiÄYtirilmeli	1	,6	,6	82,2
Ä-ÄZRENÇÄ°LERÄ°N Ä° LKÄ-ÄZRETÄ°MDEN LÄ° SEYE GEÄ¶Ä°ÄZ SÄœREÇÄ°NDE Ä- ÄZRENÇÄ°LERÄ°N YÄ- NLENDÄ°RÄ°LMELEÄ° NDE MESLEK TANITIMLARININ YAPILMASI	1	,6	,6	82,8
Ä-ZEL KURSLAR VERÄ° LMESÄ°	1	,6	,6	83,4
Ä°ÄY doyumü ve performansÄ±n artÄ±rÄ±lmasÄ±	1	,6	,6	84,0
Ä°ÄY piyasasÄ±nda meslek lisesi diplomasÄ± eleman Ä¶salÄ±ÄYtÄ±rma zorunluluÄYü olmalÄ±.	1	,6	,6	84,7
Ä°ÄZ KAYGISI	1	,6	,6	85,3
Ä°LGÄ° VE YETENEKLERE GÄ-RE MESLEK SEÄ¶Ä° LMEMESÄ°, MESLEK SEÄ¶Ä°MÄ° DERSÄ°NÄ° N OLMAMASI VE MESLEK YÄ-NLENDÄ° RME YAPILMAMASI	1	,6	,6	85,9
Ä°LK OKULDA BAÄZLANMALI REHBERLÄ°ÄZE Ä¶OCUK NE OLACAÄZINI OZAMN KARAR VERMELÄ°.BÄ°Z GEÄ¶ KALİYORUZ.	1	,6	,6	86,5
Ä°STÄ°HDAMDA PLANLAMA, UYGULAMALI MESLEKÄ° EÄZÄ°TÄ°M VERÄ°LÄ° YORMU.MESLEKÄ° EÄZÄ°TÄ°M Ä- ZELLEÄZMELÄ° MÄ°? BENCE EVET	1	,6	,6	87,1
bÄ¶lÄ¼mlelerin popÄ¼lerliÄYi Ä¶n planda kiÄYilik Ä¶zellikleri degil	1	,6	,6	87,7

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig BU KONUDAKÄ° Ä- LÄ±ÄœTLERÄ°N VEYA SEÄ±MELERÄ°N YETERSÄ°ZLÄ°ÄžÄ°	1	,6	,6	88,3
DESTEK	1	,6	,6	89,0
DEVLETÄ°N PLANLAMA VE YÄ-NLENDÄ°RMESÄ° YETERSÄ°Z.Ä°HTÄ° YACIN Ä-N GÄ- RÄœLMESÄ° VE ONA GÄ-RE YÄ-NLENDÄ° RME YAPILMASI.	1	,6	,6	89,6
EÄYitim Sistemindeki sorunlar, ekonomik problemler	1	,6	,6	90,2
eÄYitimçilerin dodnanÄ±msal eksikleri bulunmaktadÄ±r.	1	,6	,6	90,8
iÄYde baÄYarÄ±Ä± olmak mÄ± baÄYarÄ±Ä± olunacak bir iÄY miÄ°?	1	,6	,6	91,4
KENDÄ°LERÄ°NÄ° TANIMAMALARI	1	,6	,6	92,0
KENDÄ°NÄ° TANIMAMA	1	,6	,6	92,6
KiÄYilerin yeteneklerine gÄ¶re devlette ve Ä¶zel sektÄ¶rde arananÄ±r meÄYlekler ve iÄY imkanlarÄ± sunma aranÄ±r insan yetistirme	1	,6	,6	93,3
MESLEK EÄžÄ°TÄ°MDE MESLEKÄ° Ä-ÄžRENME YETERLÄ°LÄ°K EKSÄ° KLÄ°KLERÄ° VE Ä° MKANLAR	1	,6	,6	93,9
MESLEK LÄ°SELERÄ° NDE STAJ Ä-ZEL SÄ- KTERE MUTLAK ZORUNLU Ä±ALIÄžTIRMA OLMALI SÄ°GORTA DEVLET KURUMUNCA KARÄžILANIRSA Ä- ÄžRENCÄ°LER RAHAT	1	,6	,6	94,5
MESLEK LÄ°SELERÄ°NE AYRI KÄ°TAPLAR VE AYRI MÄœFREDAT PROGRAMLARI UYGULANMALI.	1	,6	,6	95,1

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig MESLEKÄ° EÄŽÄ°TÄ° MÄ°N Ä-NEMÄ° ANLÄÄŽILMÄŽ DEÄŽÄ°L, MESLEK LÄ°SELERÄ°NE ANLAMSIZCA YANLI BAKILMAKTADIR, STAJ Ä°MKANI	1	,6	,6	95,7
TÄœRÄ°ZM MESLEÄŽÄ° NÄ°N YÄ-REMÄ°ZDE BÄ°R KARÄ°YER MESLEGÄ° OLARAK GÄ- RÄœLMEYÄ°ÄŽÄ°.	1	,6	,6	96,3
TORPÄ°L VE SÄ°YASÄ° KADROLAÄŽMA OLDUÄŽU SÄœRECE KARÄ°YER VE MESLEKÄ° YÄ-NLENDÄ° RMENÄ°N BÄ°R Ä°ÄŽE YARAMADIÄŽI	1	,6	,6	96,9
Turizm sektÄ°rÄ°nde hala nitelikli insan gÄ°cÄ°nÄ°n kanunlarla desteklenmiyor oluÄ°yu, kariyer mesleÄ°yi olarak gÄ°rÄ°lmemesine sebep tir	1	,6	,6	97,5
UZMANLAÄŽMA VE KALÄ°FÄ°YE ELEMEN	1	,6	,6	98,2
YOK	2	1,2	1,2	98,8
Gesamt	163	100,0	100,0	100,0

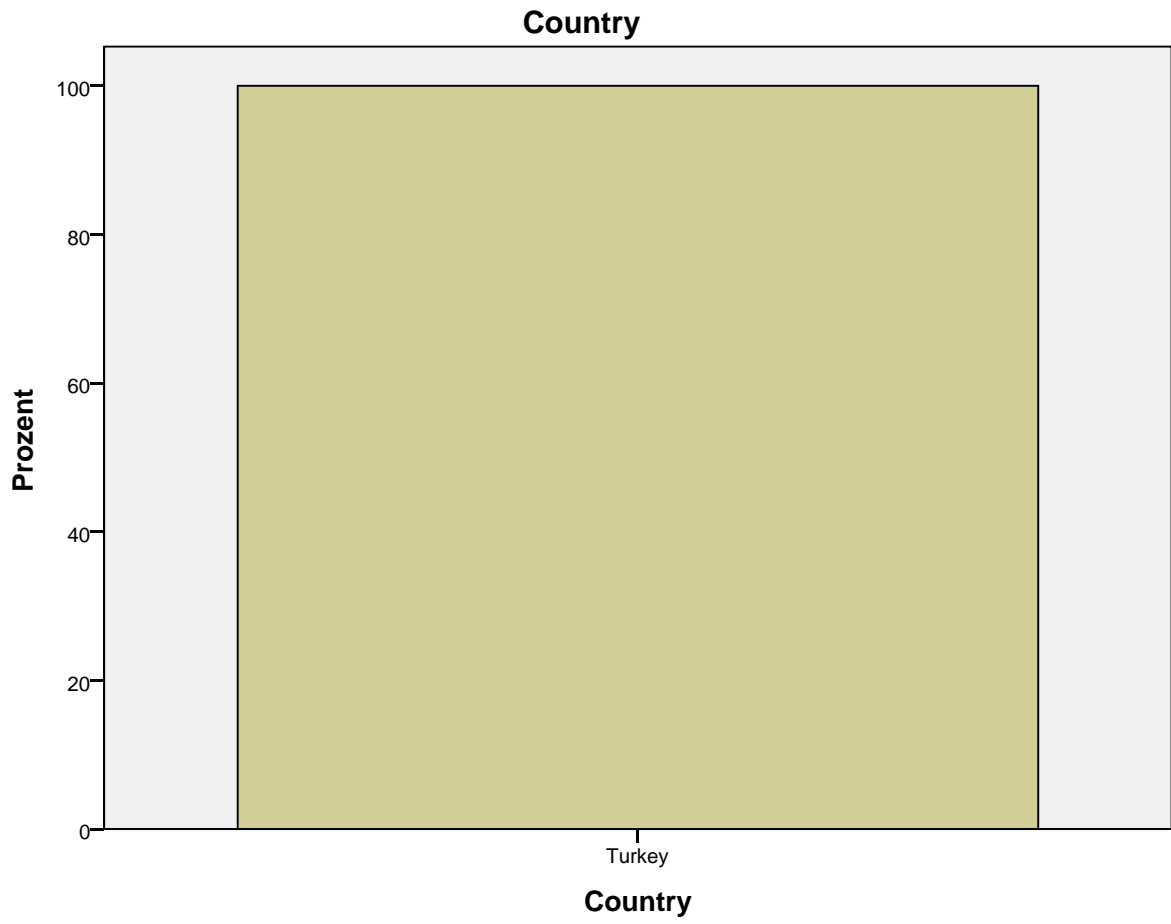
Chances you see in career orientation and vocational orientation: Chances it really offers:

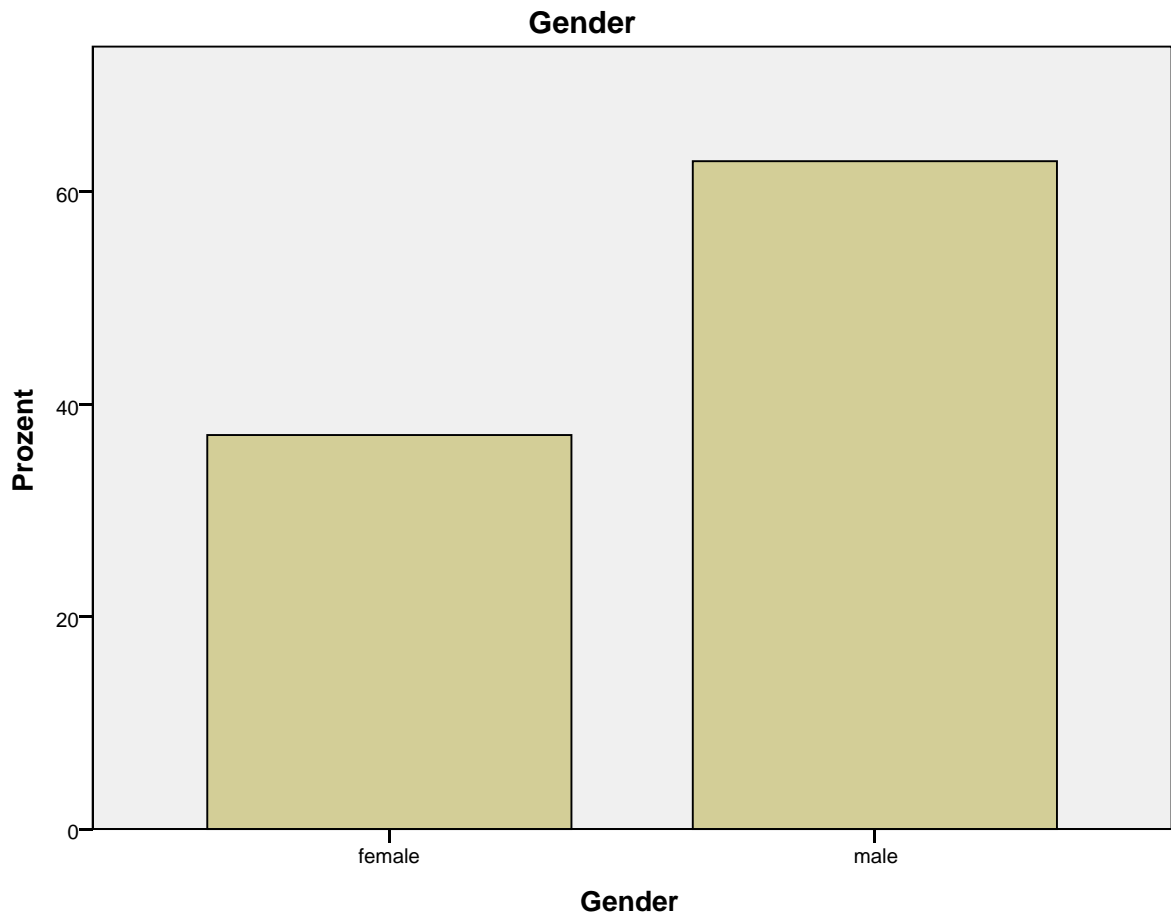
	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	141	86,5	86,5	86,5
.....	1	,6	,6	87,1
Ä°Äž Ä°MKANI YOK	1	,6	,6	87,7
Ä°LGÄ° ALANLARI VE HEDEF BELÄ°RLEME.	1	,6	,6	88,3
Ä°LGÄ°, YETENEK, Ä° STEK	1	,6	,6	89,0
Ä°YÄ° TANITIM YAPILIP Ä°YÄ° MESLEK EDÄ°NÄ° LÄ°RSE NÄ°TELÄ°KLÄ° ELEMEN SIKINTISI OLMAZ,KALKINMA SÄ°REKLÄ°LÄ°K GÄ- STERÄ°R.	1	,6	,6	89,6
BÄ°R MESLEÄžE O GÄ°NÄ°N KOÄžULLARIYLA AÄ°LE Ä°ÄžRENCÄ°YÄ° YÄ- NLENDÄ°RÄ°P BASKI YAPIYOR, Ä°DARECÄ° LER Ä°ÄžRENCÄ°LERÄ° KARARLARINI ETKÄ°LÄ° YOR	1	,6	,6	90,2
DAHA ÄžOK REHBERLÄ°K GEREKMEKTEDÄ°R. aYRICA BÄ°ZDE REHBERLÄ°K GEÄž KALMAKTA DAHA ERKEN YAÄžLARDA DAHA Ä°LK OKULDA REHBERLÄ°K BAÄžLANMAL	1	,6	,6	90,8
EÄžÄ°TÄ°M	1	,6	,6	91,4
HER Ä°ÄžE UYGUN Ä° NSAN VAR.FAKAT BU Ä° NSANLAR Ä°LE Ä°Äž BÄ° R ARAYA GELEMÄ°YOR.	1	,6	,6	92,0
Kamu ve Äžzel sektÄ°r SÄ°rÄ°ÄžÄ°lerinin mutlaka hem sÄ°rÄ°ÄžÄ°lÄ°k hemde saYIÄ±k meslek veya ilk yardÄ±m ve acil bakÄ±m uygulayacak bÄ°lÄ°m.	1	,6	,6	92,6
KENDÄ°NE GÄ°VENME VERÄ°LMELÄ° SADECE Ä°Äž KUR DEÄžÄ°L OKULLARDA BU EKÄ° PLER KURULUP Ä°Äž YERÄ° AÄ±MA YADA SEKTÄ°RDE GÄ°REV ALMADA AKTÄ°F OLM	1	,6	,6	93,3
LABARATUAR	1	,6	,6	93,9
MESLEKÄ° BÄ°LGÄ° LENDÄ°RME	1	,6	,6	94,5
MESLEKÄ° YÄ°NLENDÄ° RME 4. SINIFTAN Ä°TÄ° BAREN YAPILMALI.	1	,6	,6	95,1

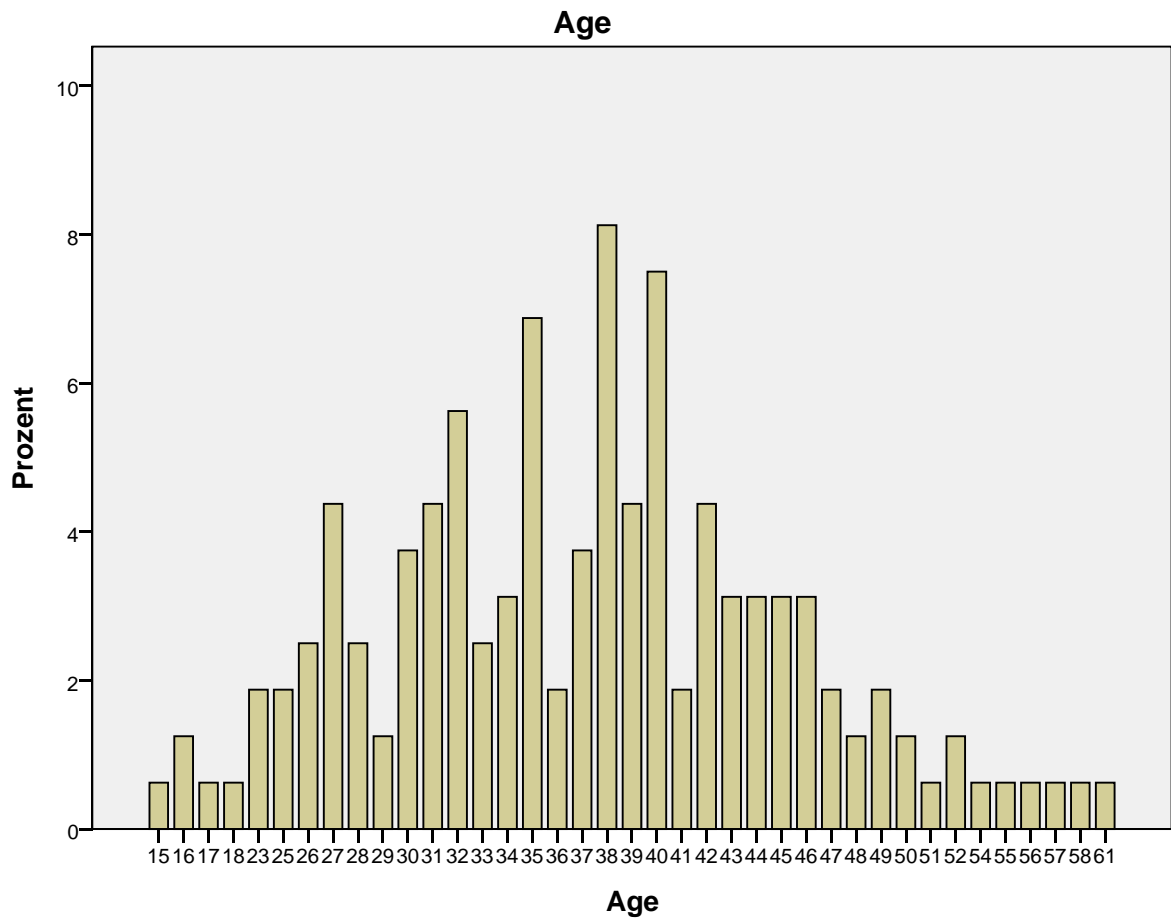
Chances you see in career orientation and vocational orientation: Chances it really offers:

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig okul aile Ğġġrenci iġġbirliġġi	1	,6	,6	95,7
olanaklar kġsġtlġ yġllara ve zamana gġre deġġmekte	1	,6	,6	96,3
SANAYġ TARIM GġBġ SEKTġRLERDE Nġ TELġKLġ ELEMEN ġ HTġYACI	1	,6	,6	96,9
TEKNġK BECERġ	1	,6	,6	97,5
TURġZM SEKTġRġceNġ YETENEKLġ ġNSAN KAYNAġI ġHTġYACI	1	,6	,6	98,2
Turizm Sektġrġnġ nitelikli inġan kaynaġna olan aġġ mezun ġġrencilerimiz iġin en ġnemli olanaktġr.	1	,6	,6	98,8
UZMANLIK ġOK ġ-NEMLġDġR	1	,6	,6	99,4
YOK	1	,6	,6	100,0
Gesamt	163	100,0	100,0	

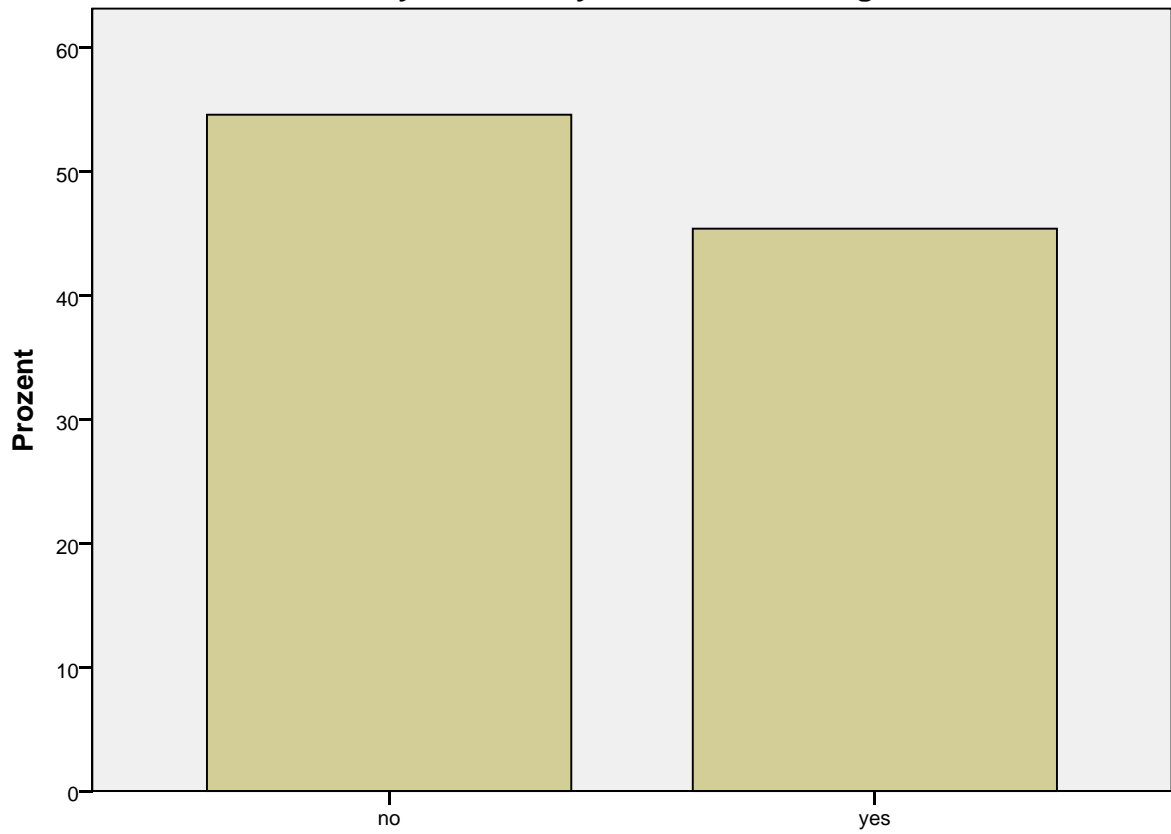
Balkendiagramm





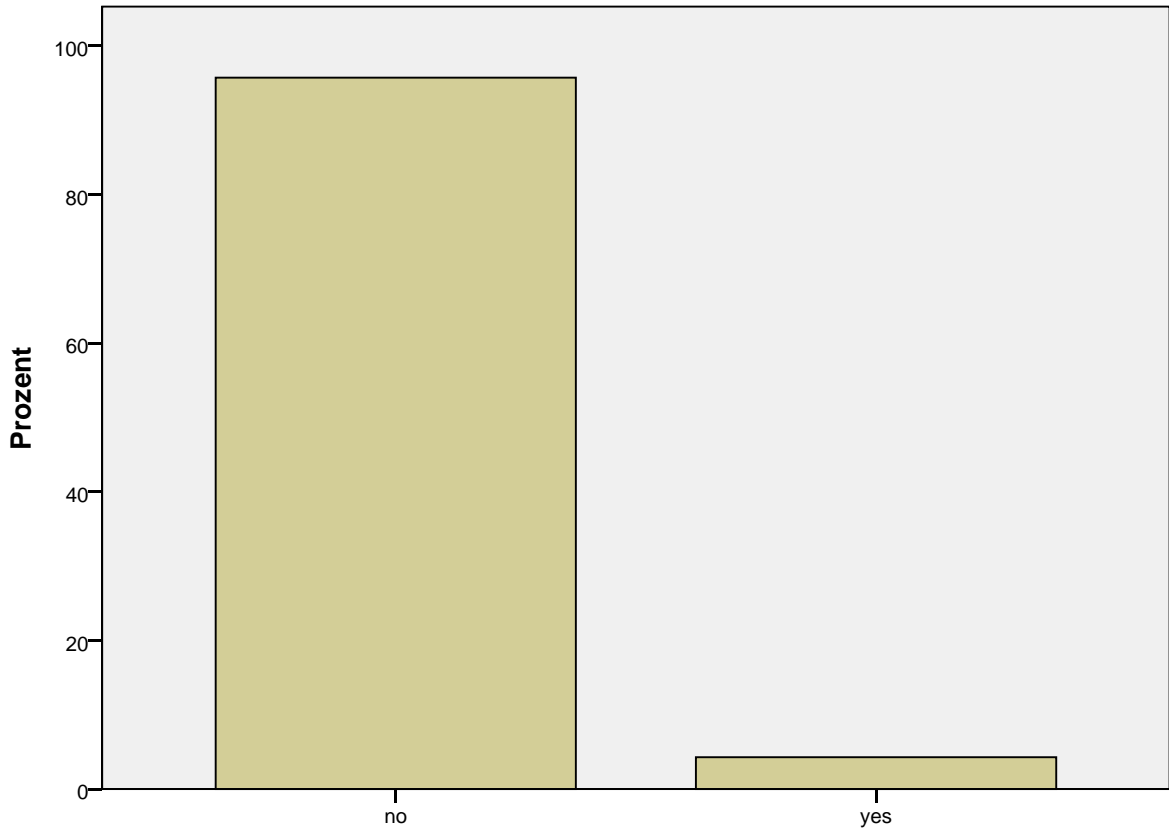


Which function do you have in your institution? regular teacher



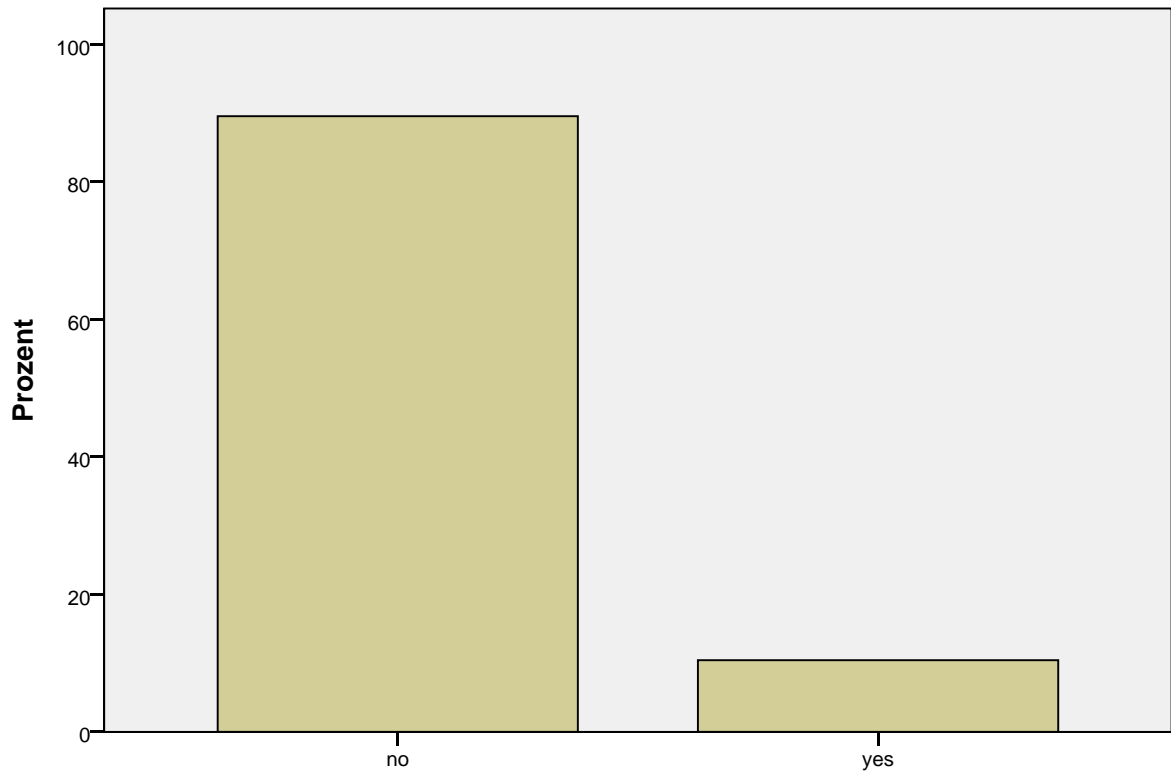
Which function do you have in your institution? regular teacher

Which function do you have in your institution? headmaster



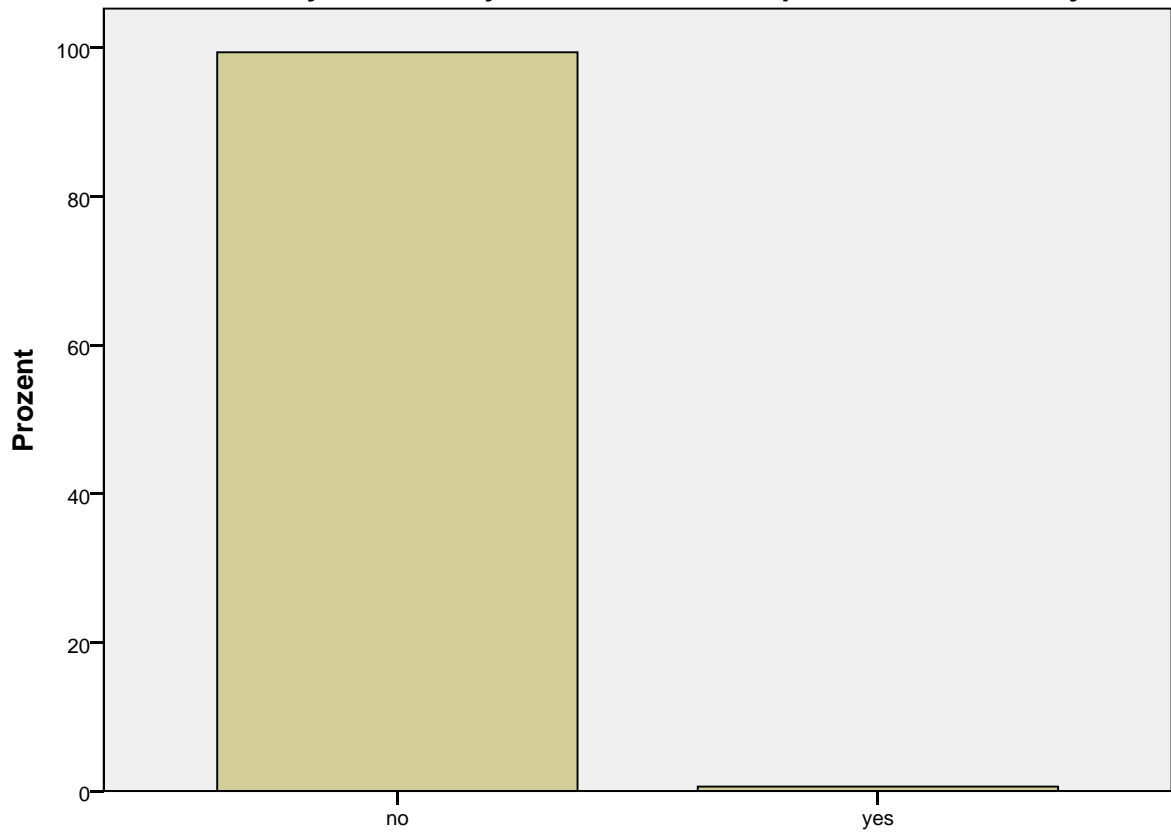
Which function do you have in your institution? headmaster

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



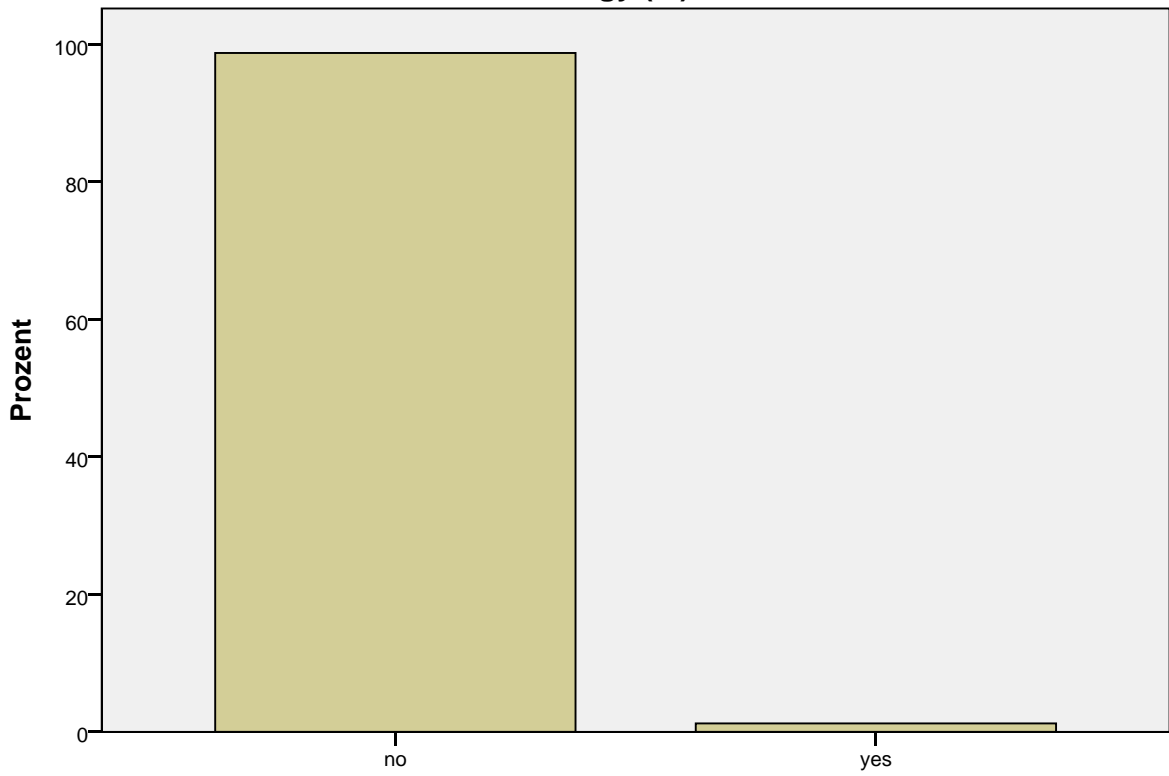
Which function do you have in your institution? responsible for a group of teachers

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



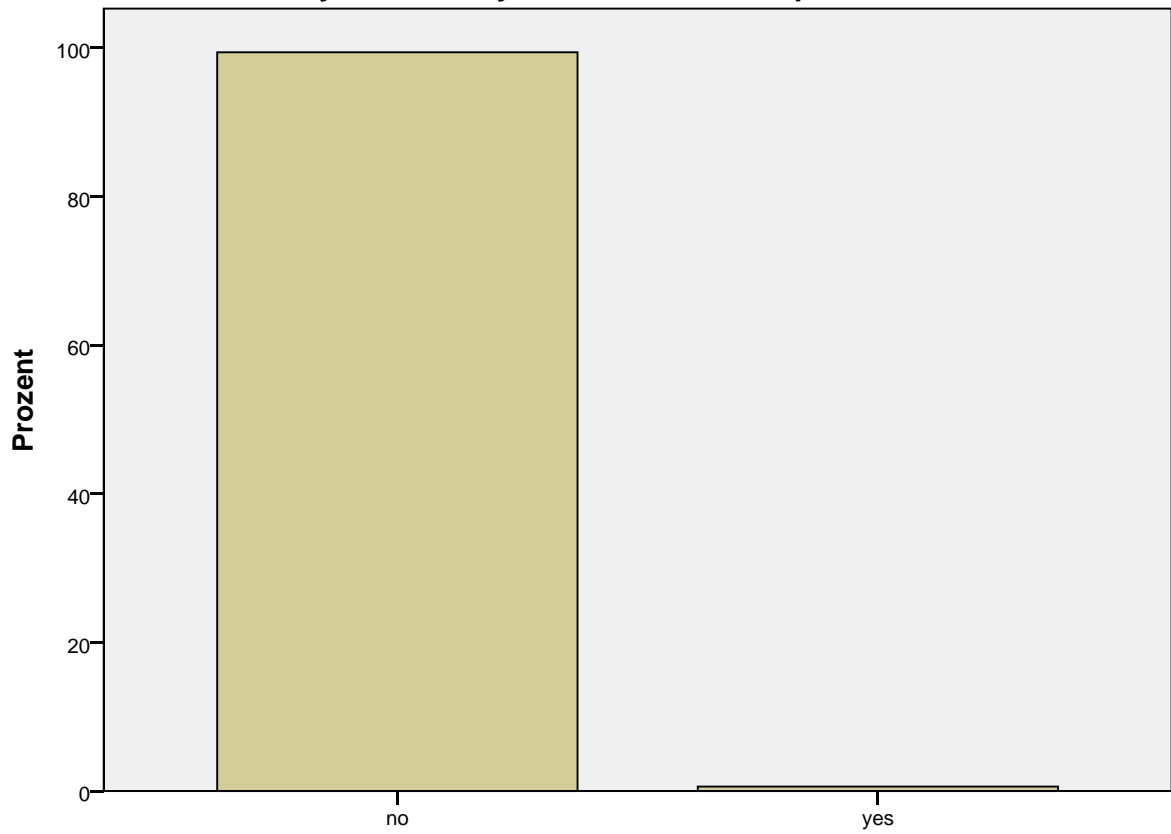
Which function do you have in your institution? responsible for EU-Projects

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



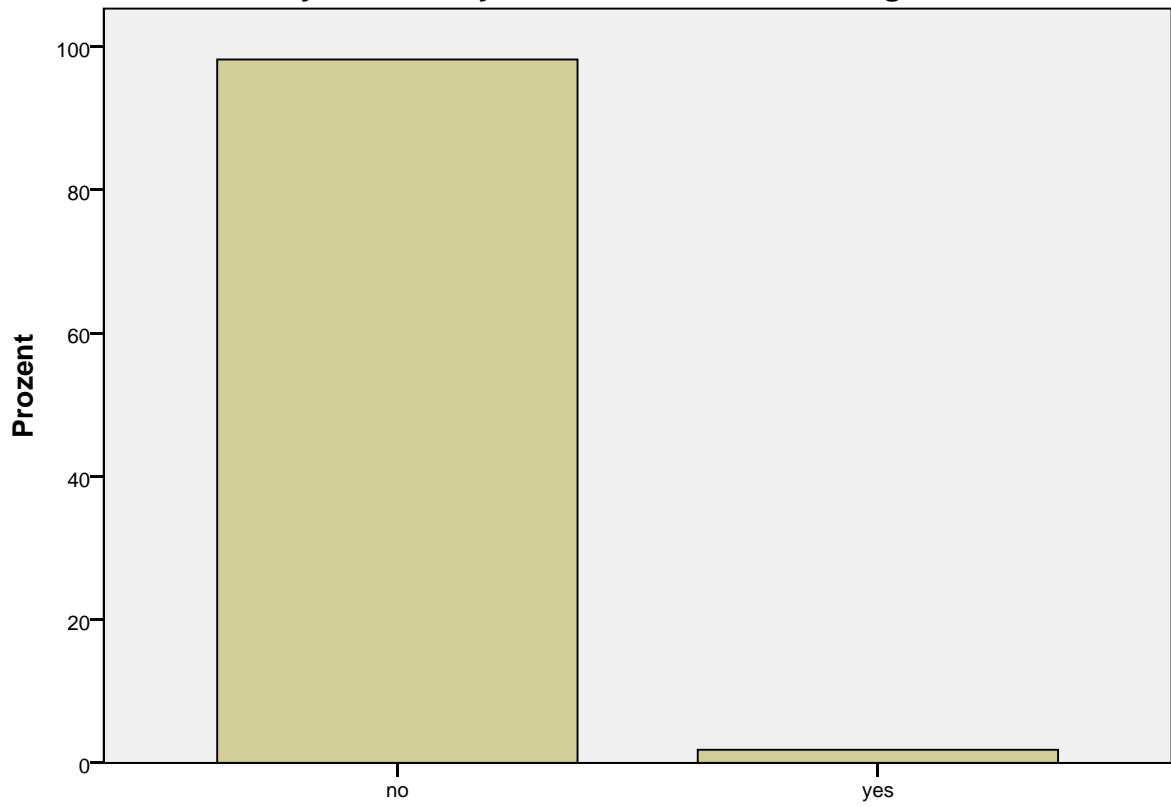
Which function do you have in your institution? responsible for information technology (IT)

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



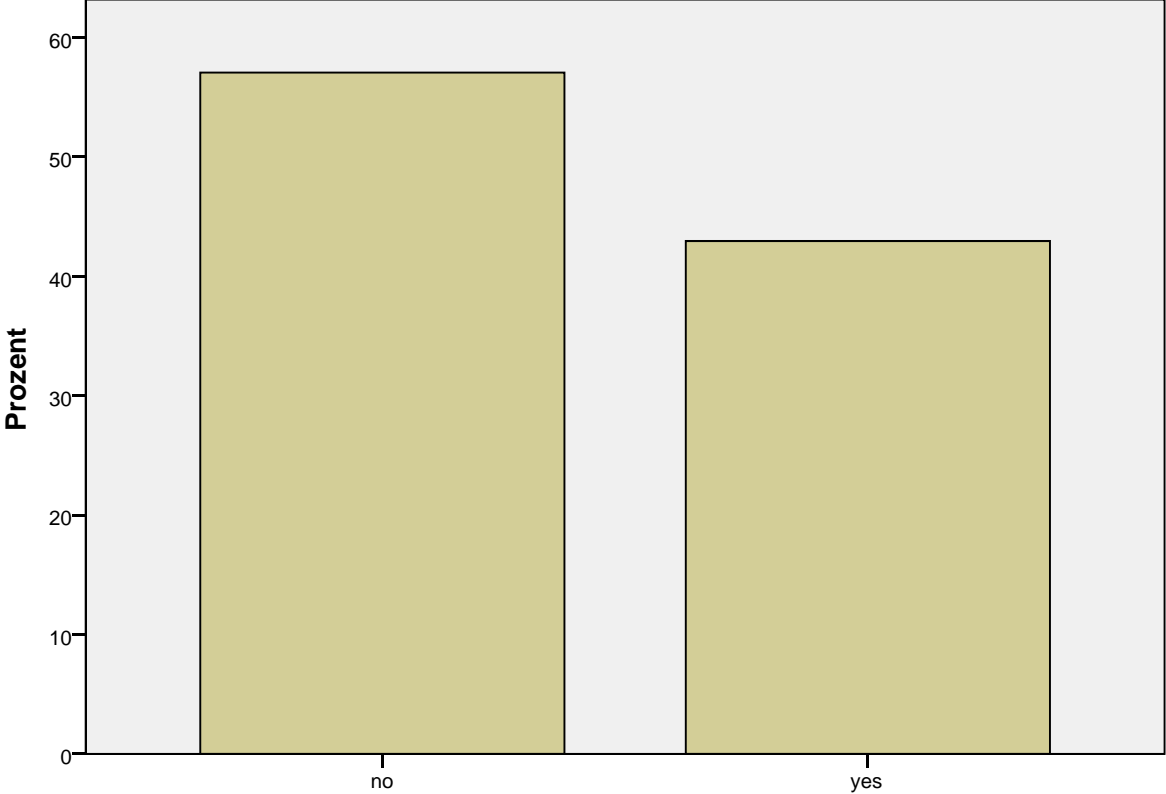
Which function do you have in your institution? responsible for timetables

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



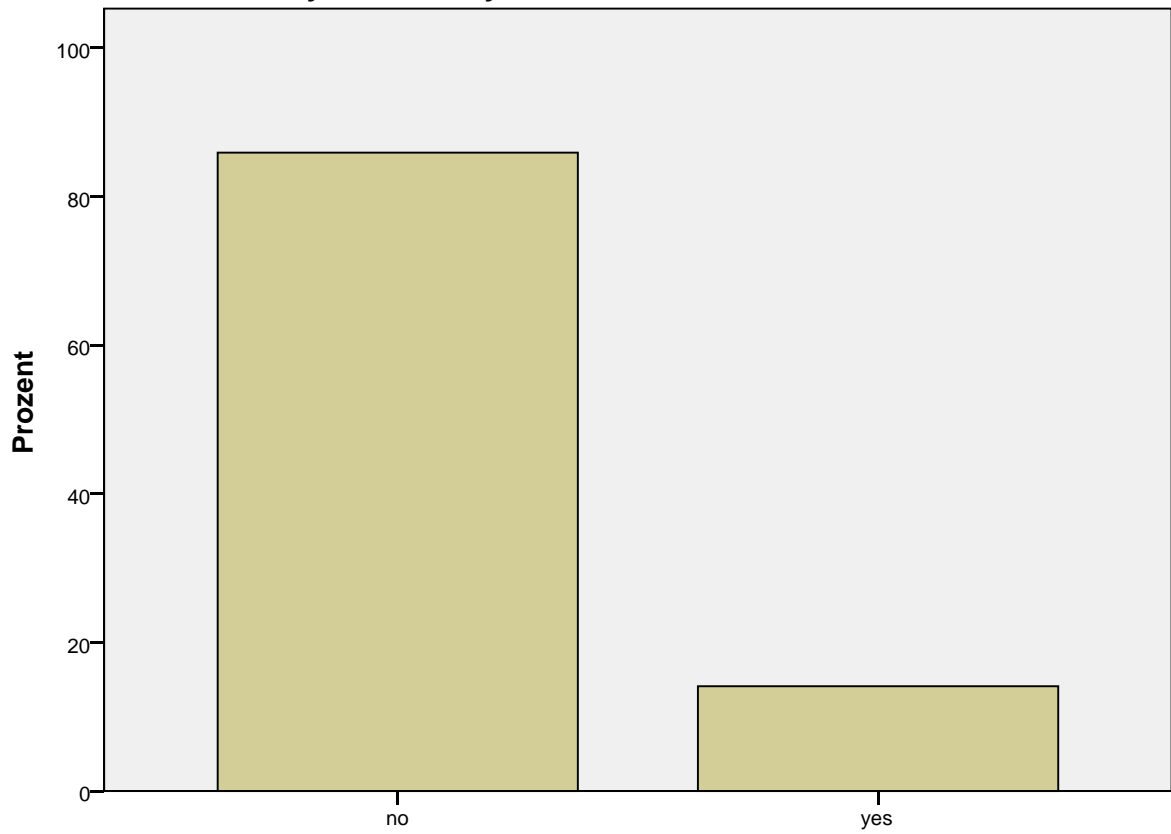
Which function do you have in your institution? teacher in general education

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



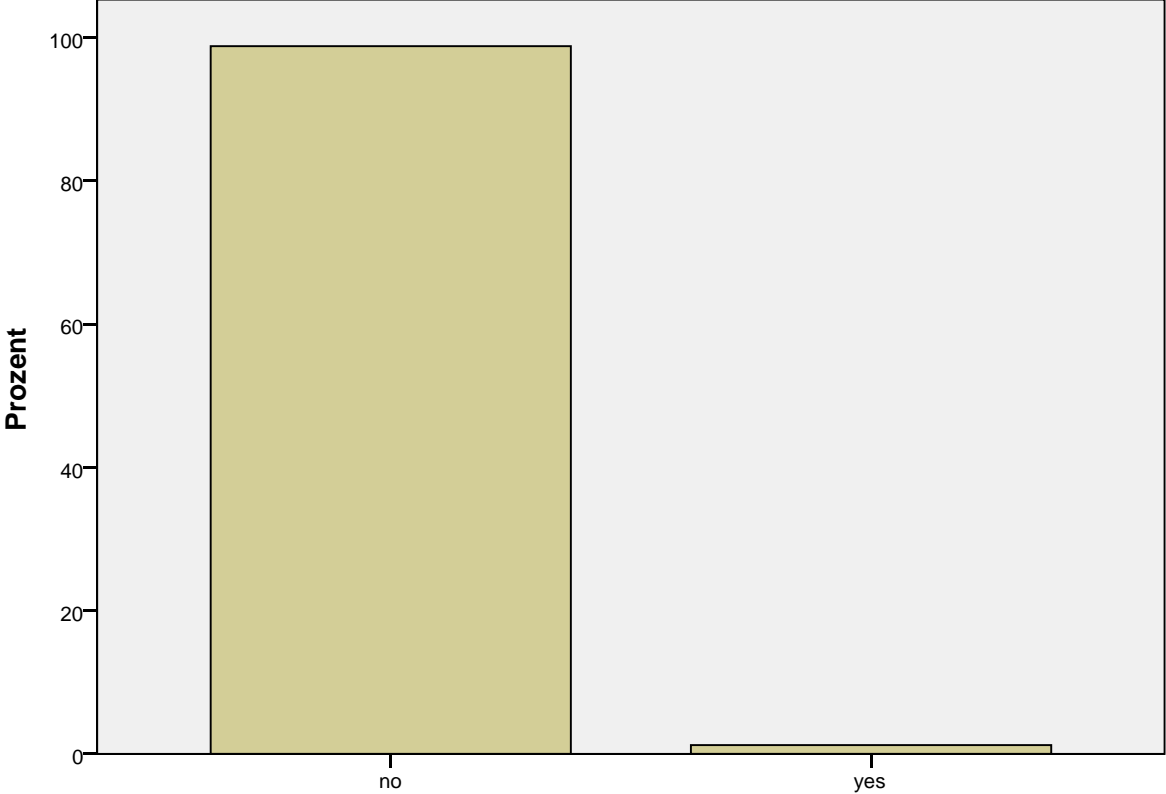
Which function do you have in your institution? teacher in vocational education

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



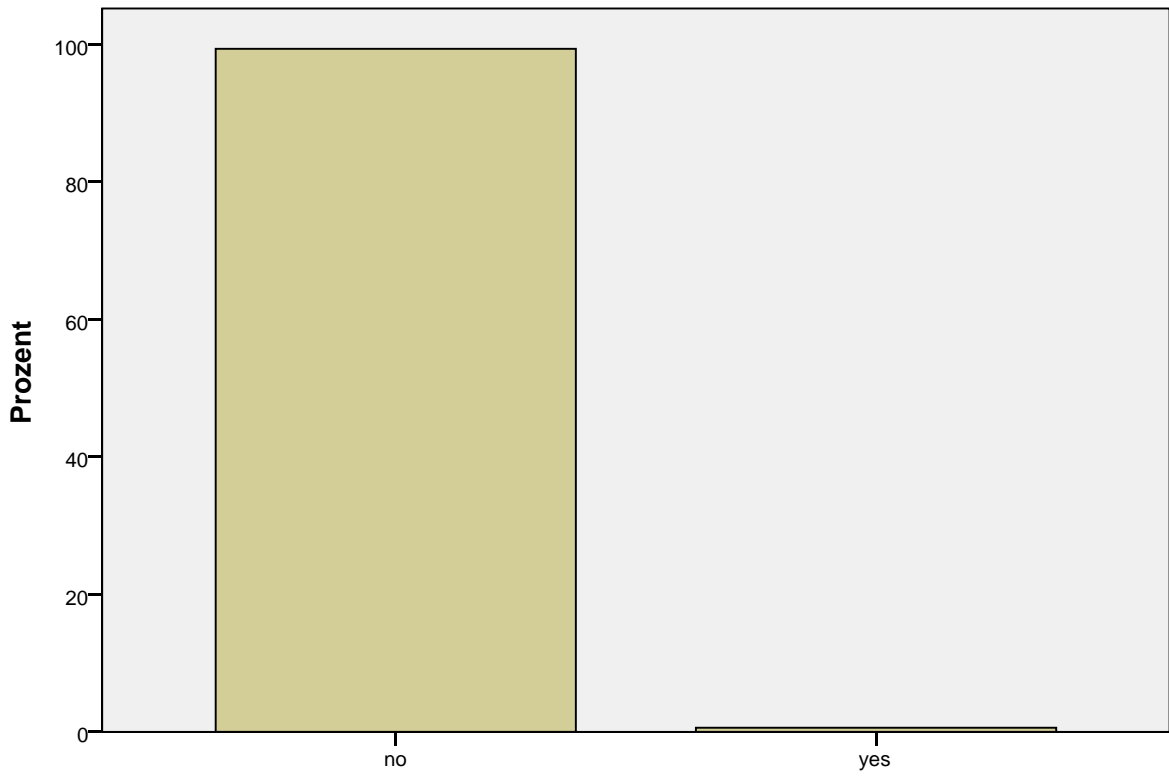
Which function do you have in your institution? asisstant of the headmaster

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



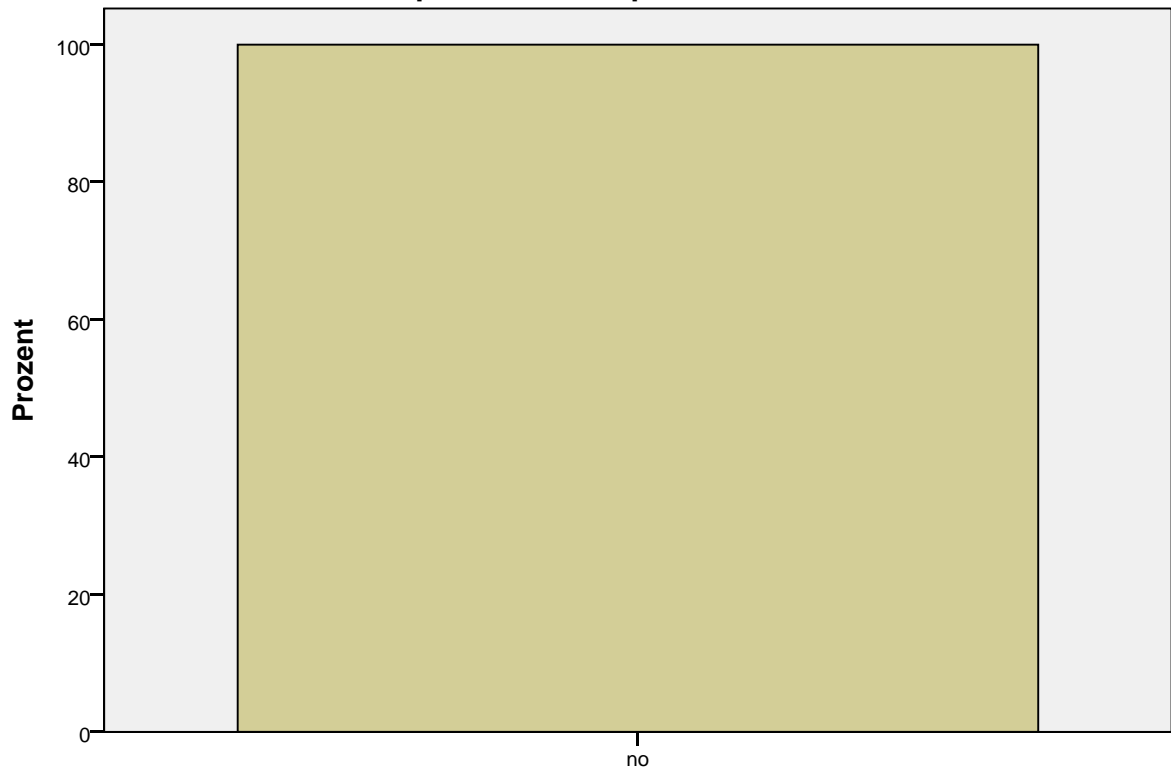
Which function do you have in your institution? responsible for school projects

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



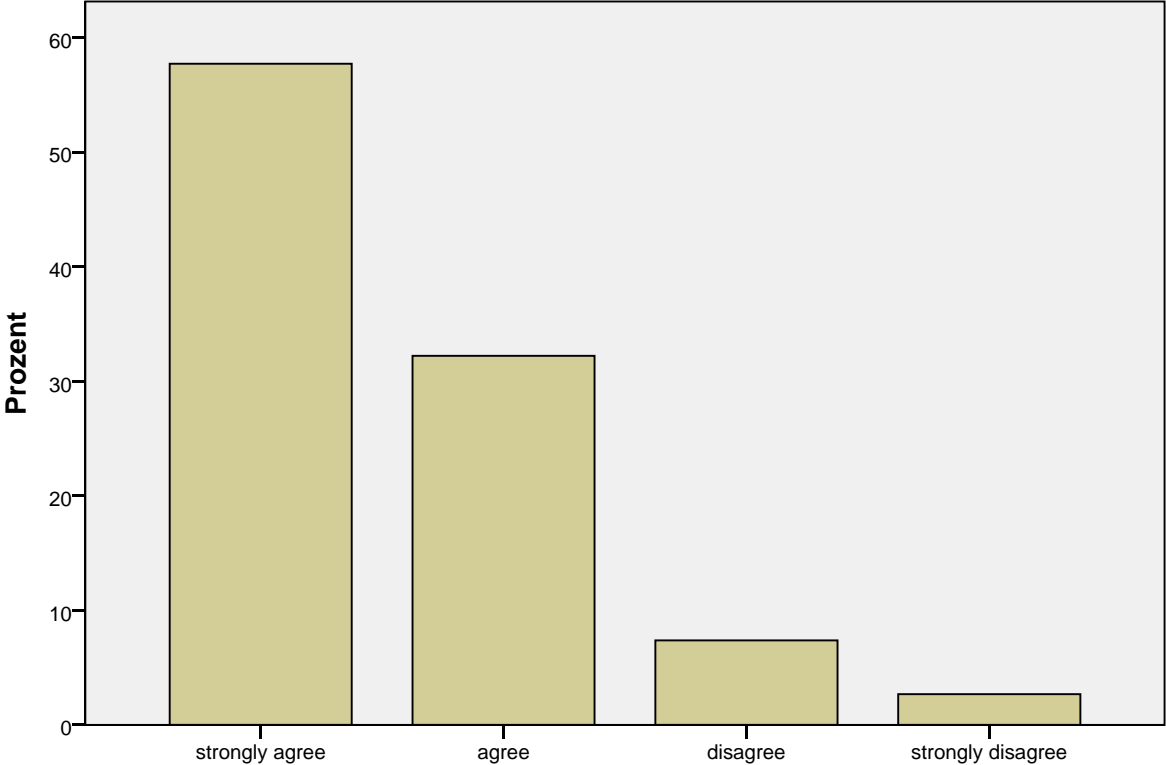
Which function do you have in your institution? responsible for career orientation

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



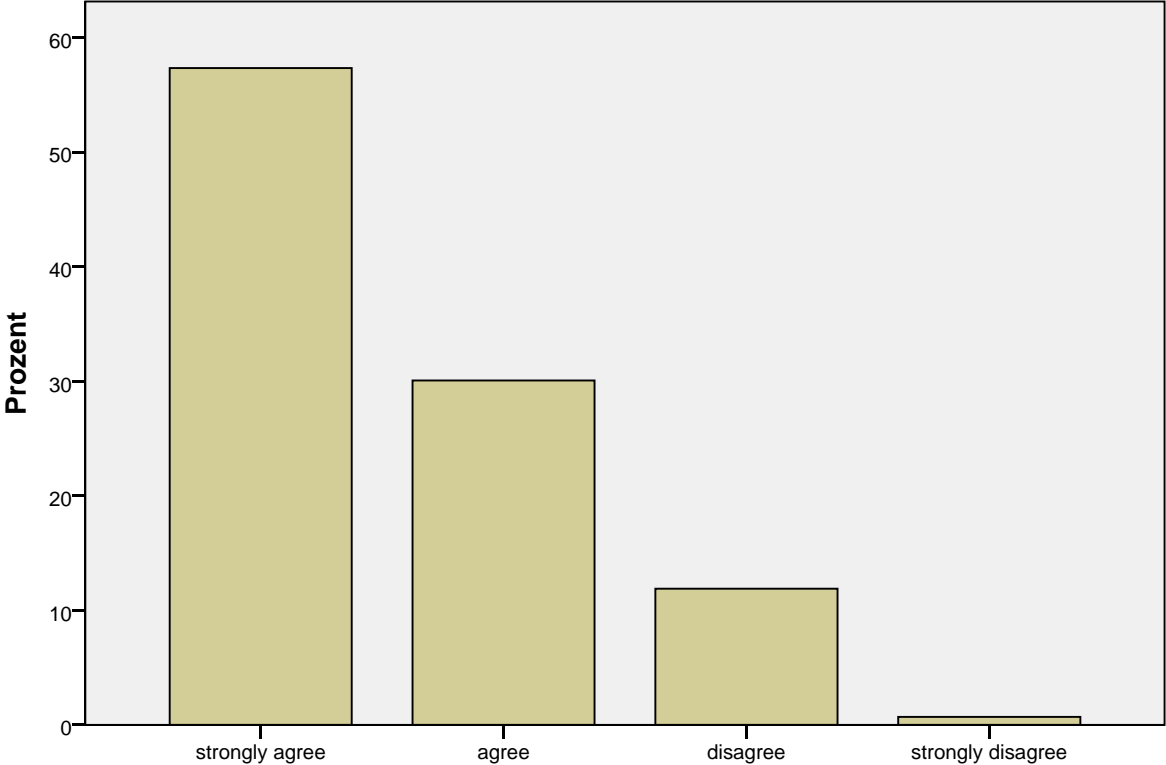
Which function do you have in your institution? responsible for work experience/work placement

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



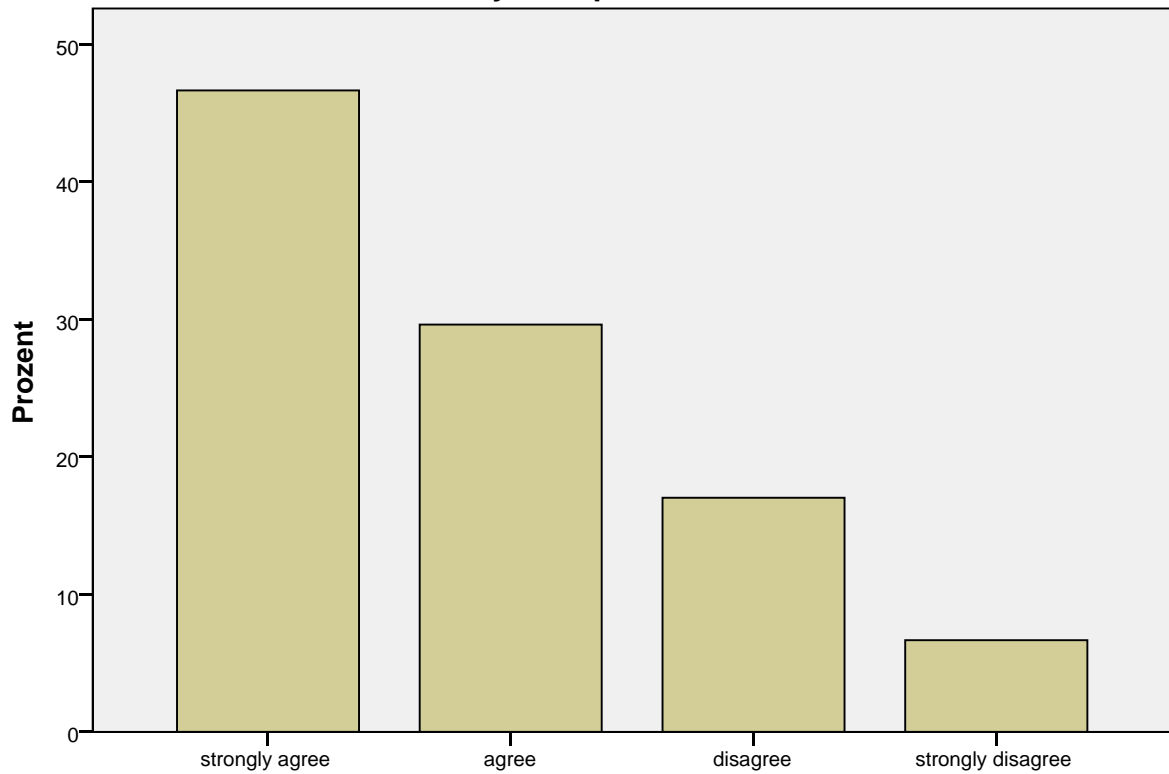
The transition process from school into the world of work should be supported by teachers.

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



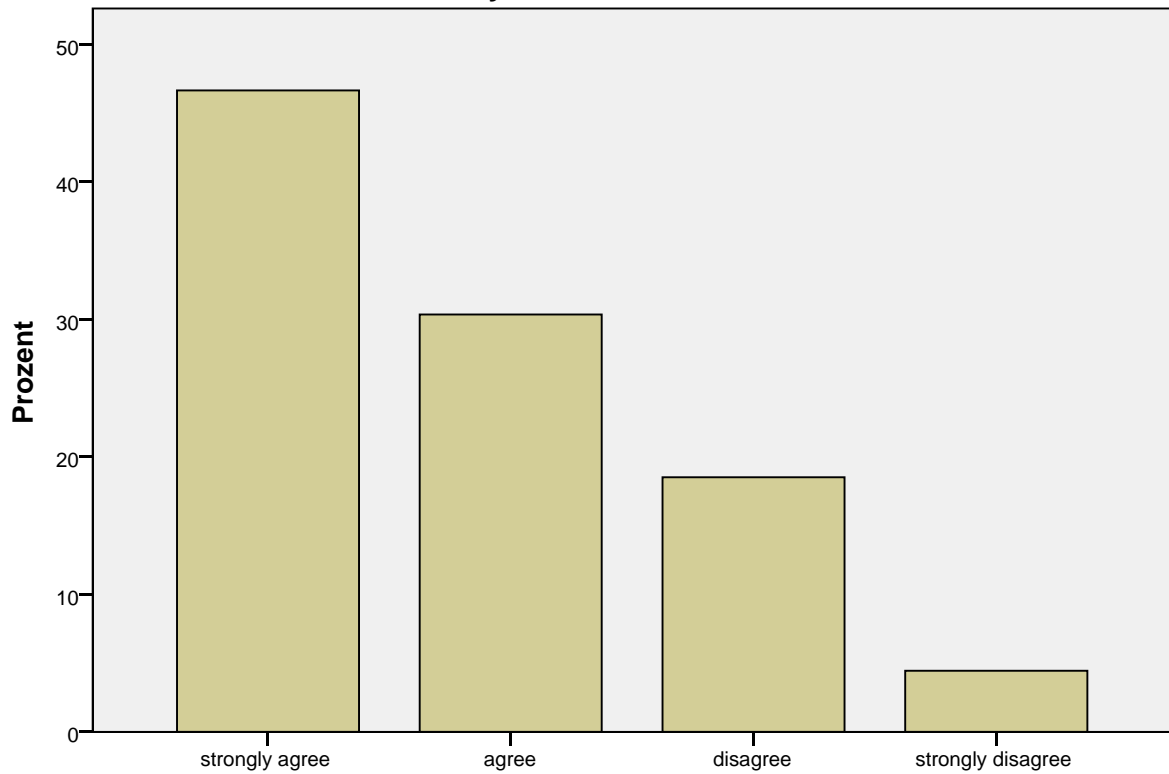
The transition process from school into the world of work should be supported by parents.

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



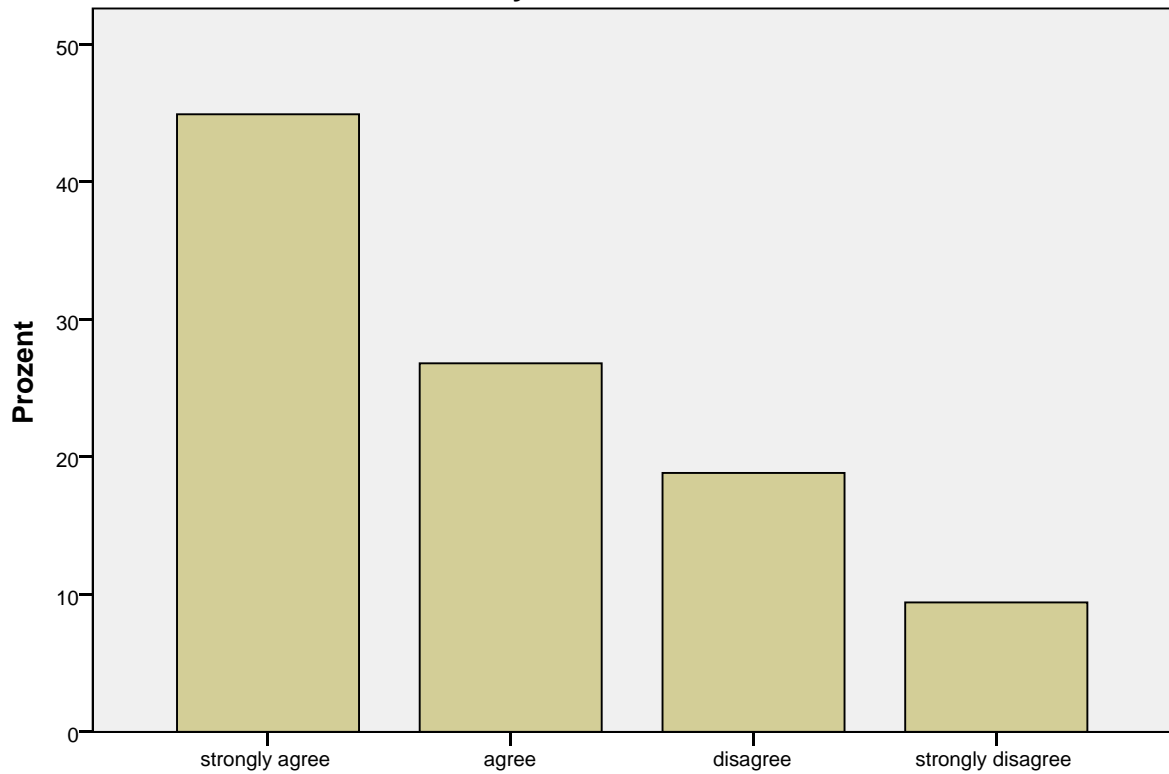
The transition process from school into the world of work should be supported by enterprises.

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



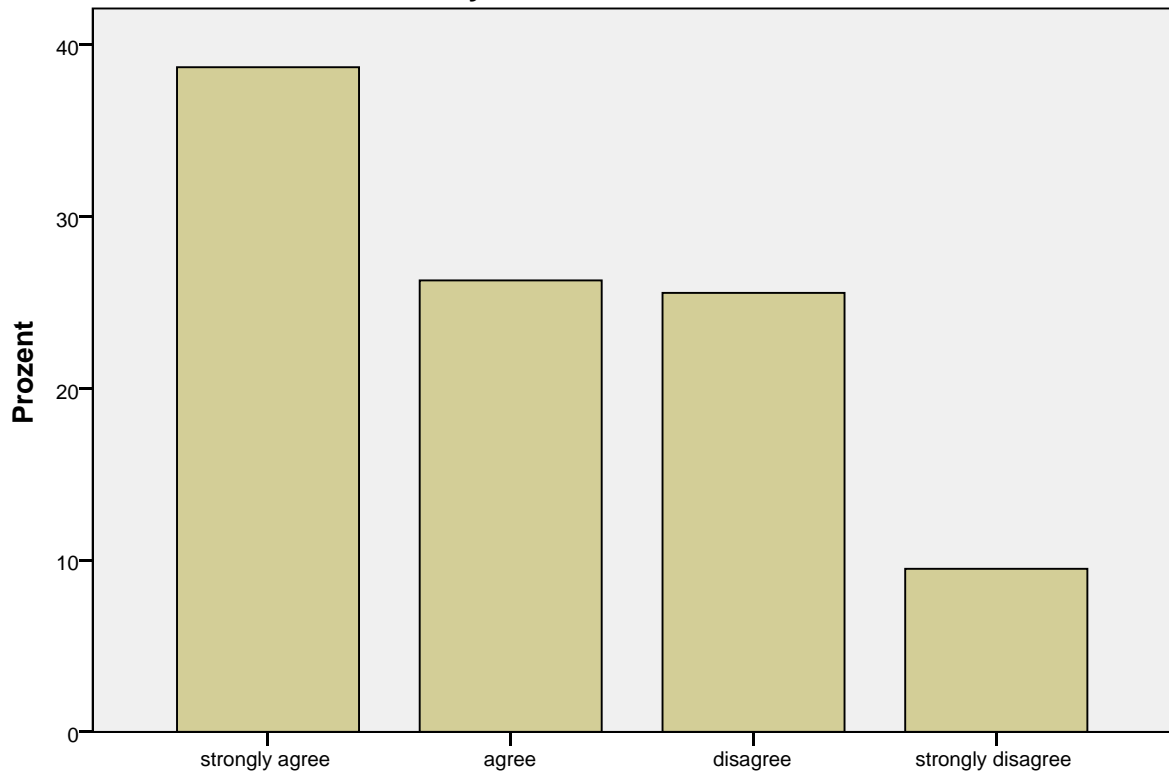
The transition process from school into the world of work should be supported by counsellors.

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



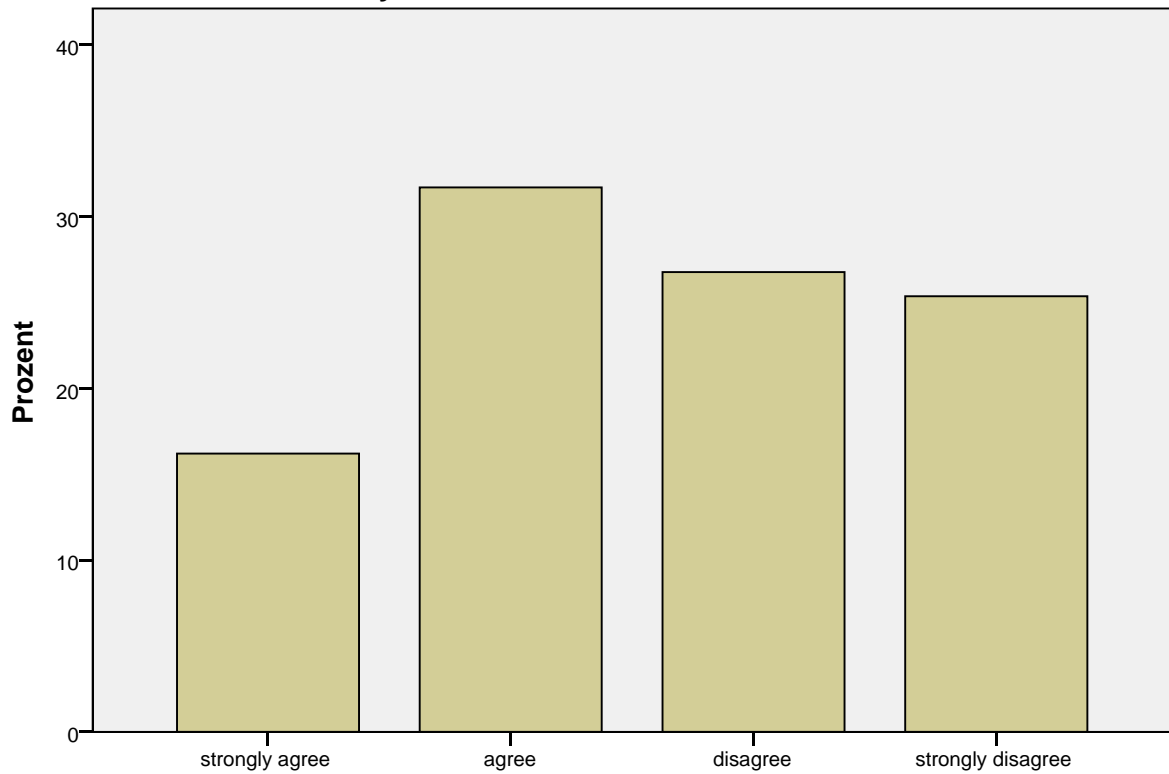
The transition process from school into the world of work should be supported by advisers.

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



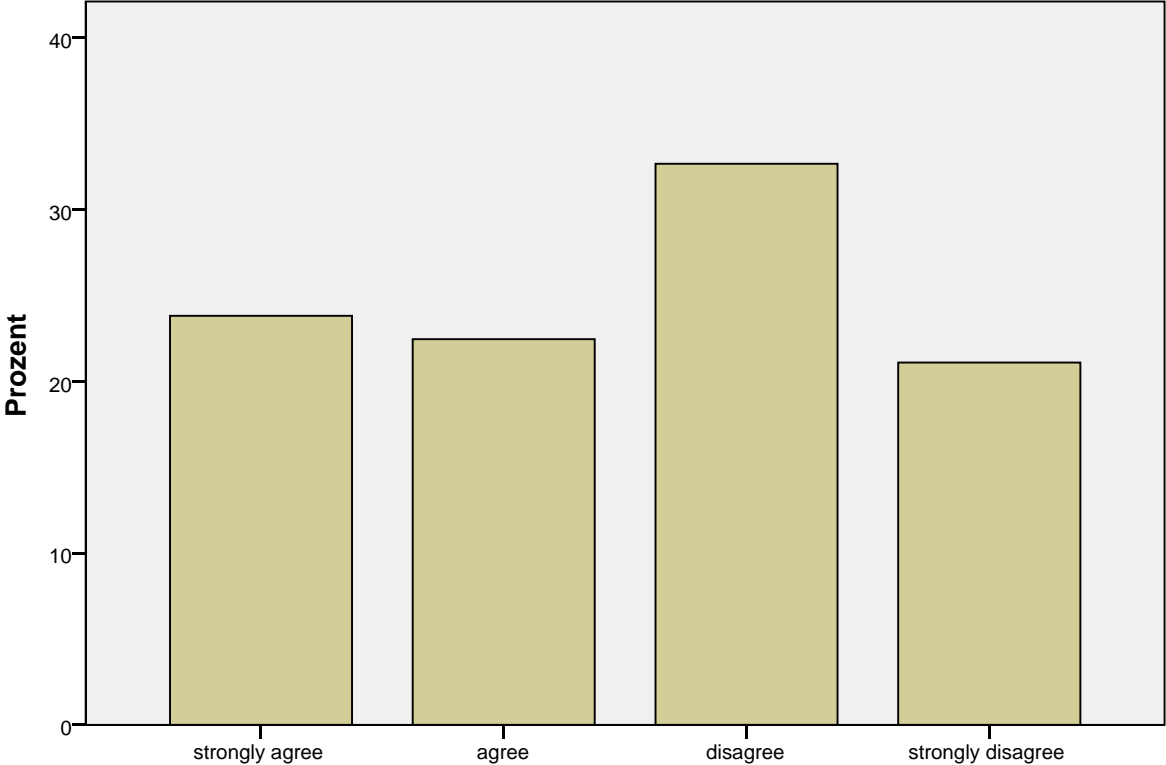
The transition process from school into the world of work should be supported by social workers.

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



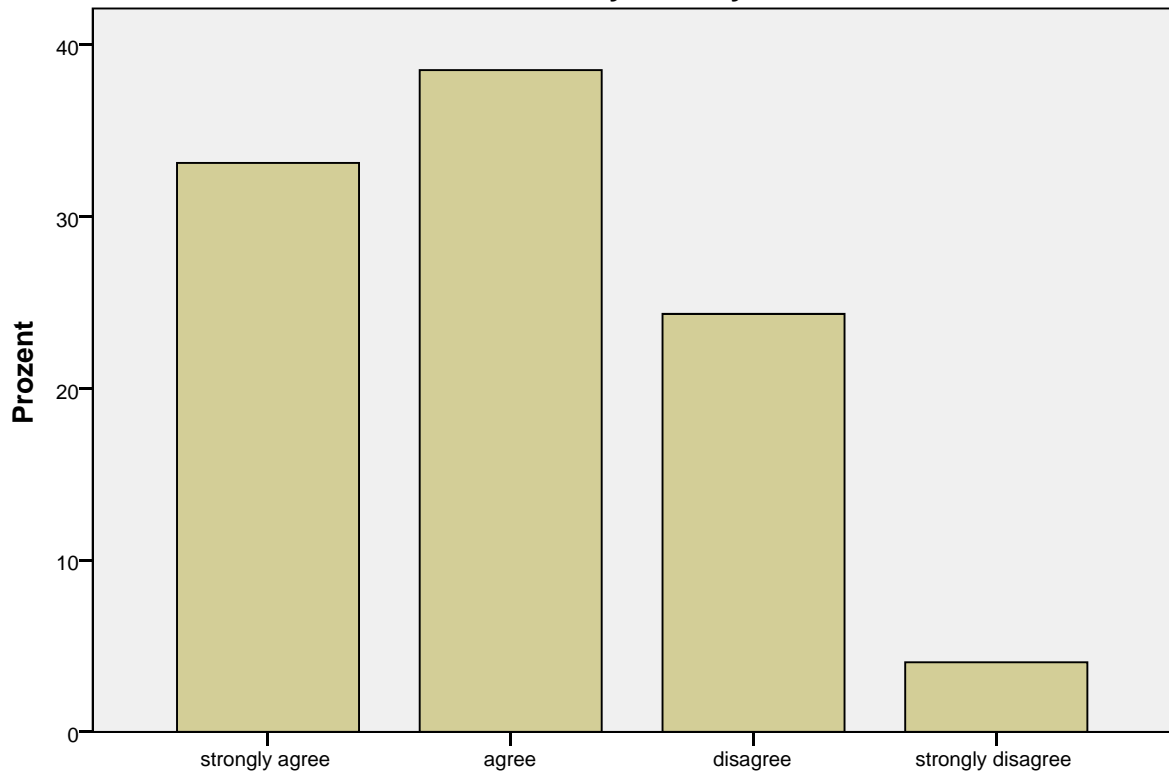
The transition process from school into the world of work should be supported by the learner himself / herself.

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



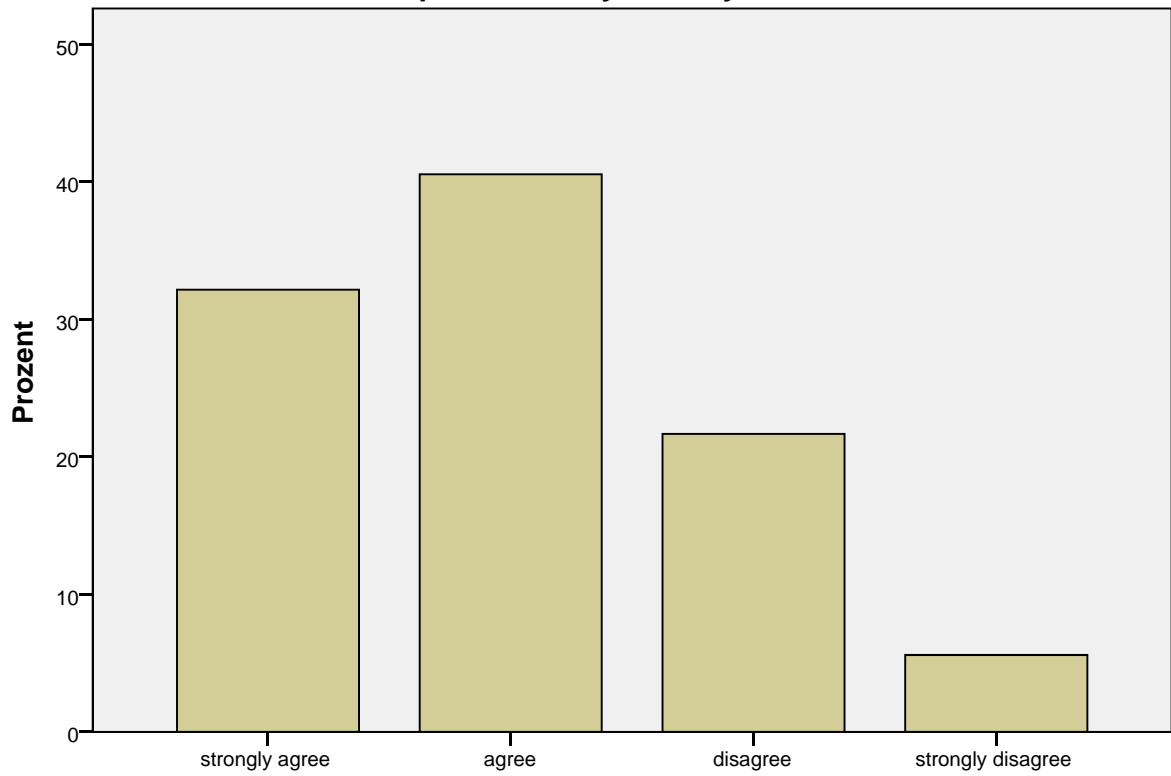
The transition of learners from school into the world of work is seen as important in my country.

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



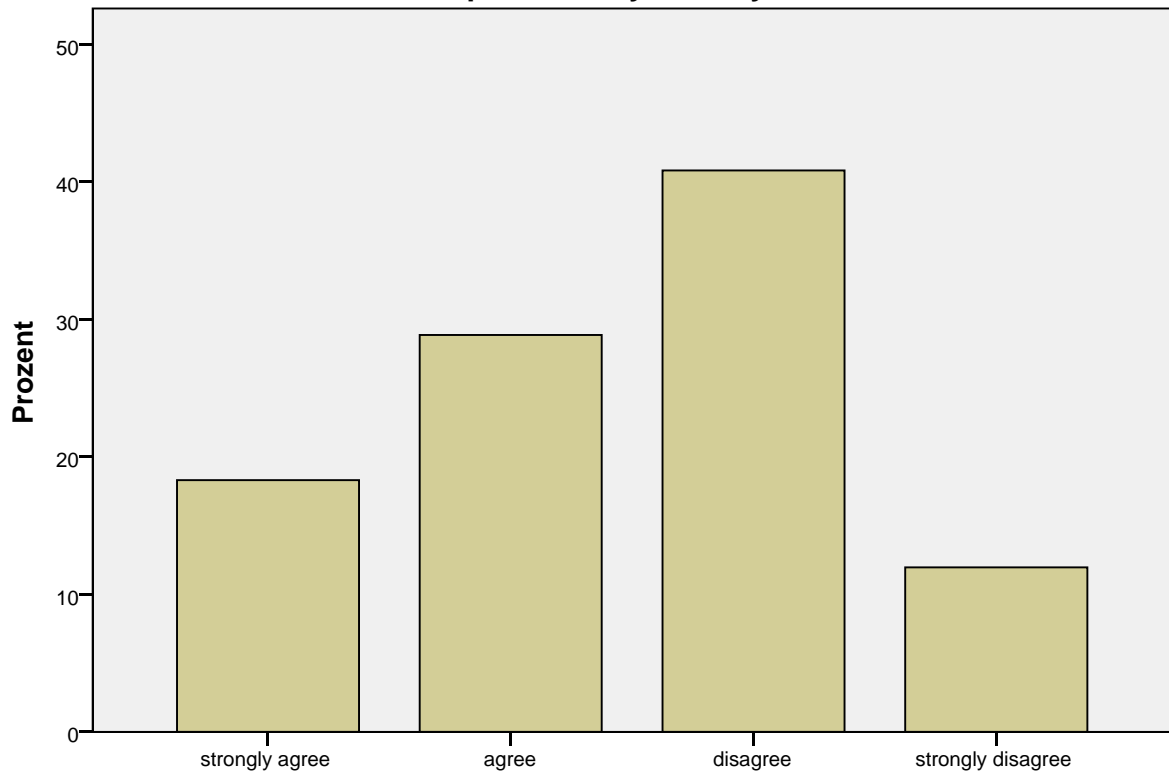
The transition of learners from school into the world of work is supported by teachers in my country.

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



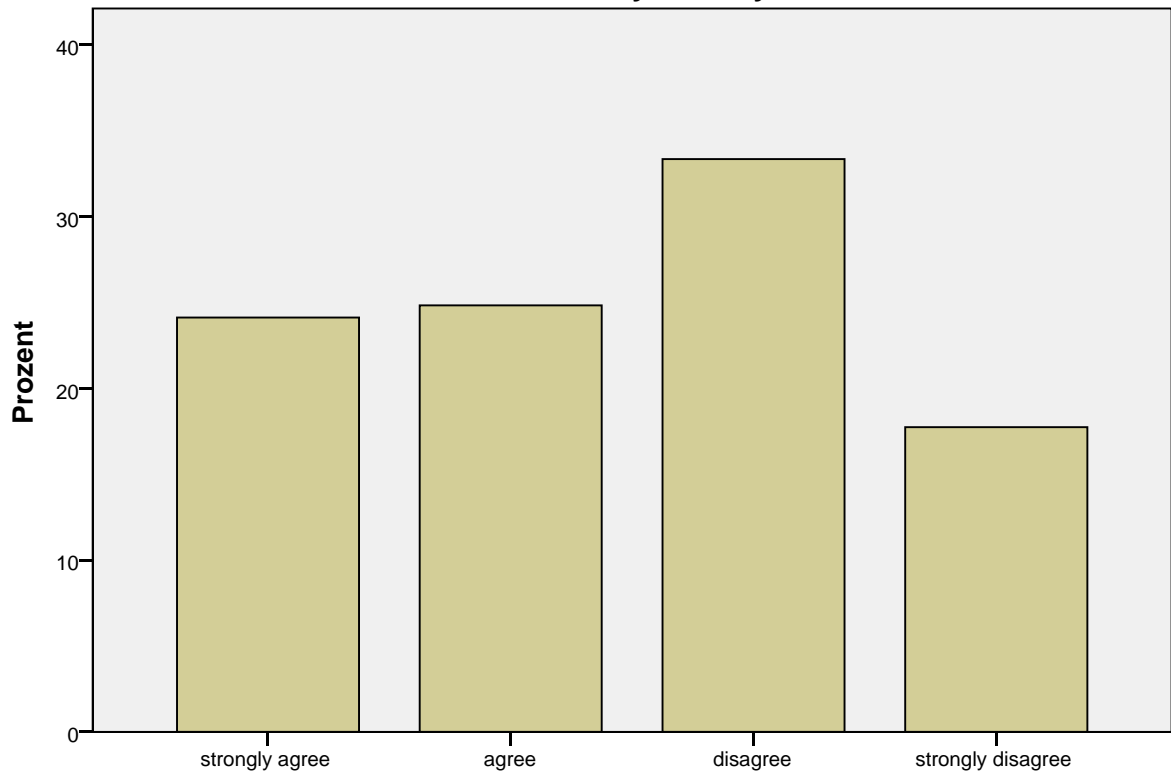
The transition of learners from school into the world of work is supported by the parents in my country.

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



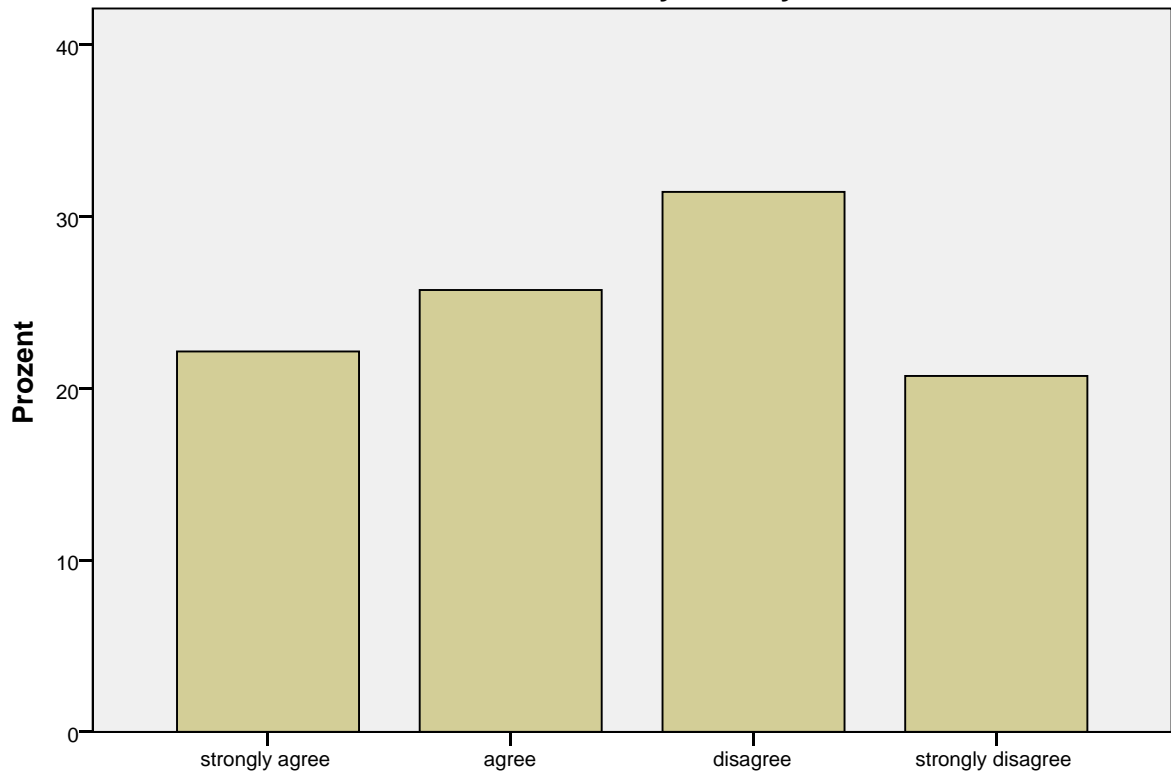
The transition of learners from school into the world of work is supported by enterprises in my country.

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



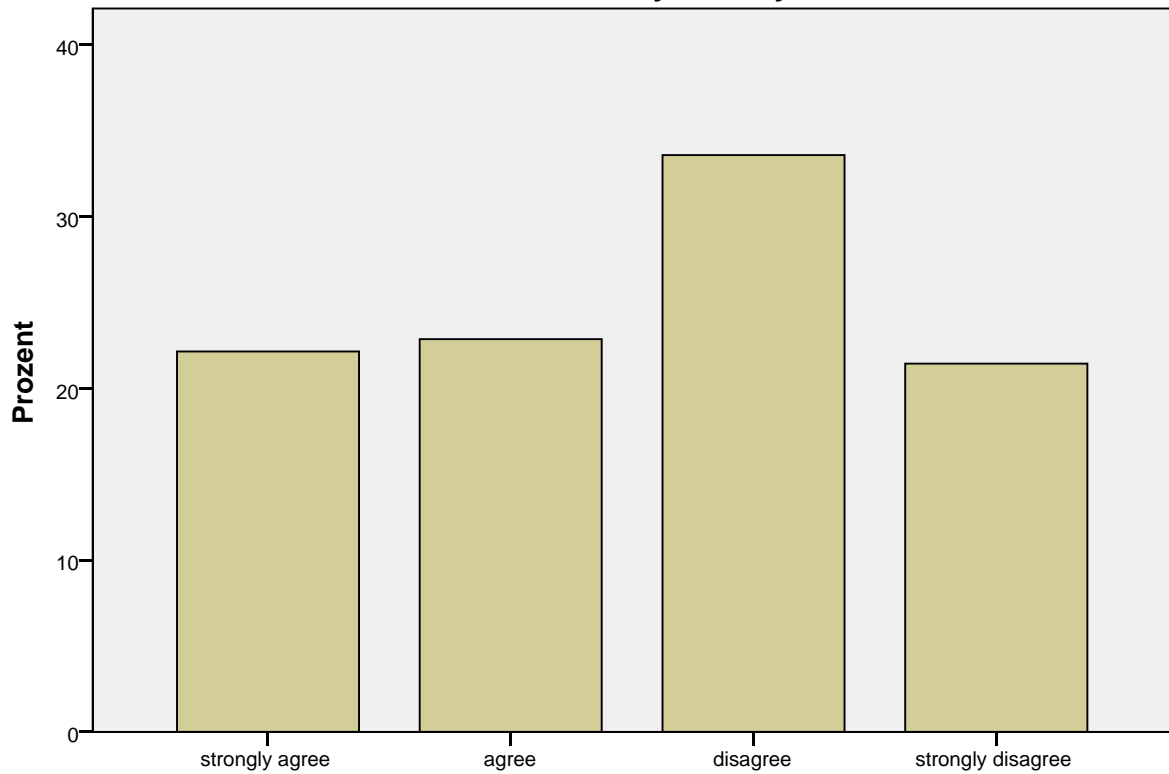
The transition of learners from school into the world of work is supported by job counsellors in my country.

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



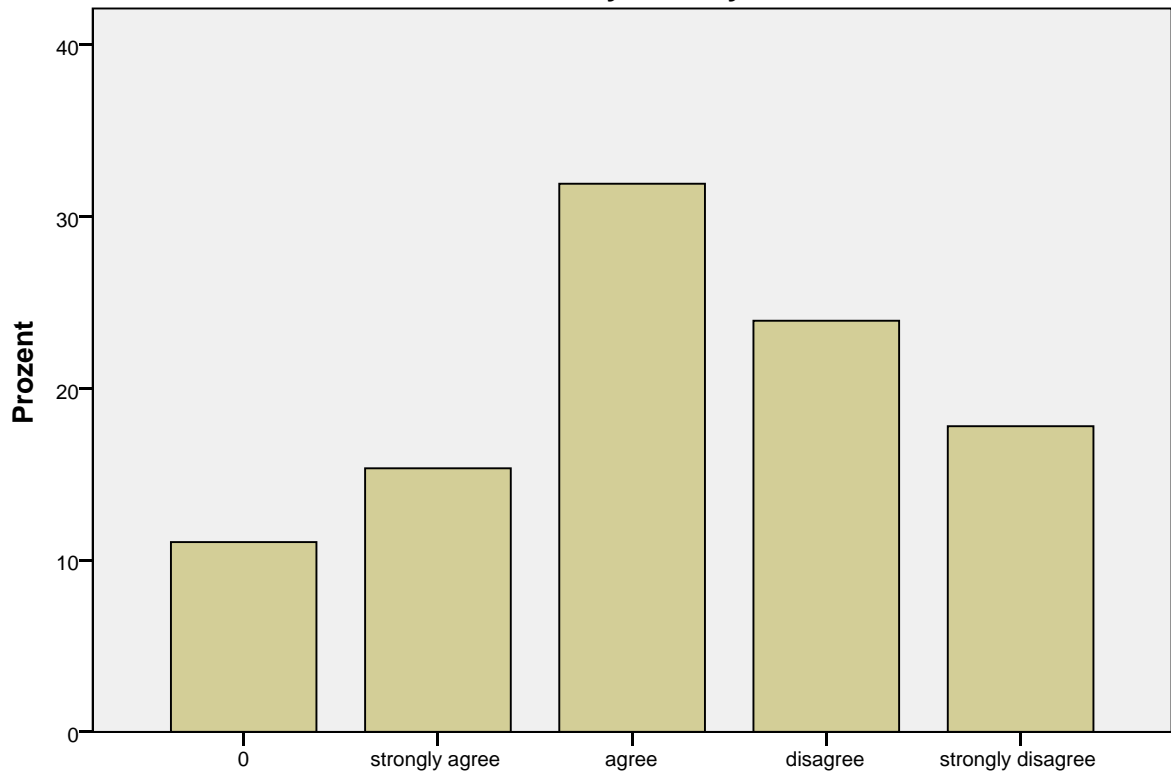
The transition of learners from school into the world of work is supported by career advisers in my country.

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



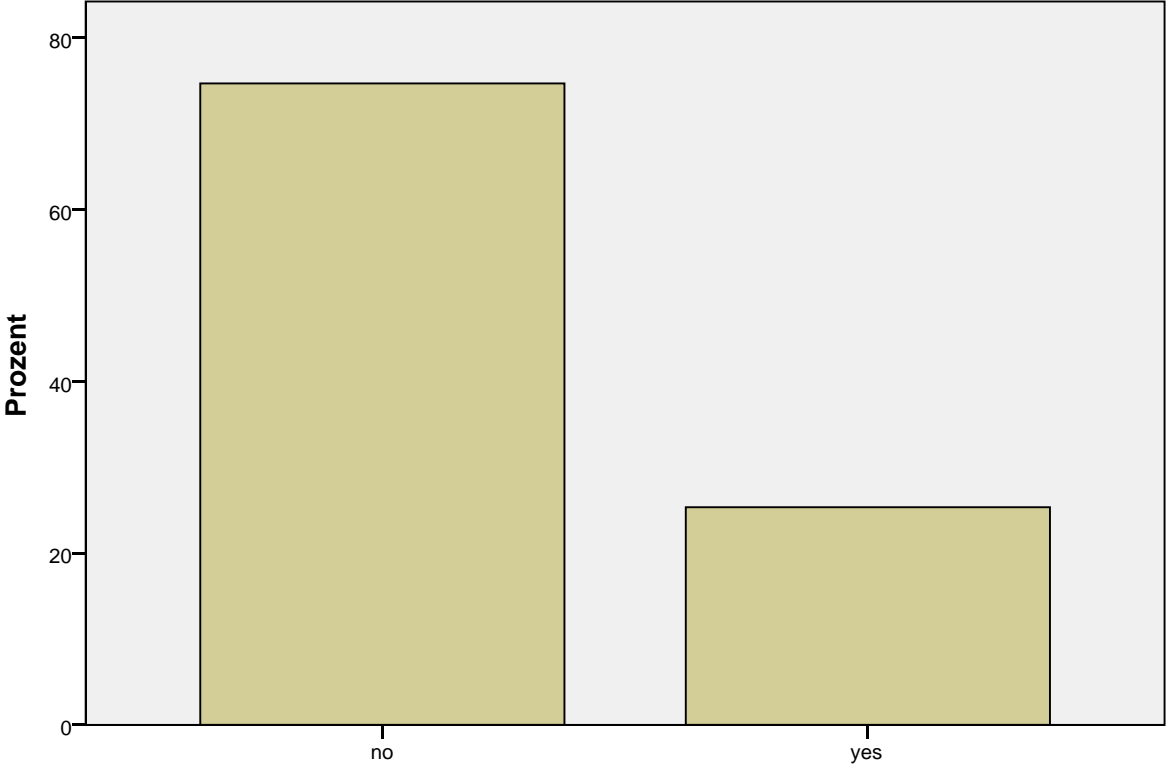
The transition of learners from school into the world of work is supported by social workers in my country.

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



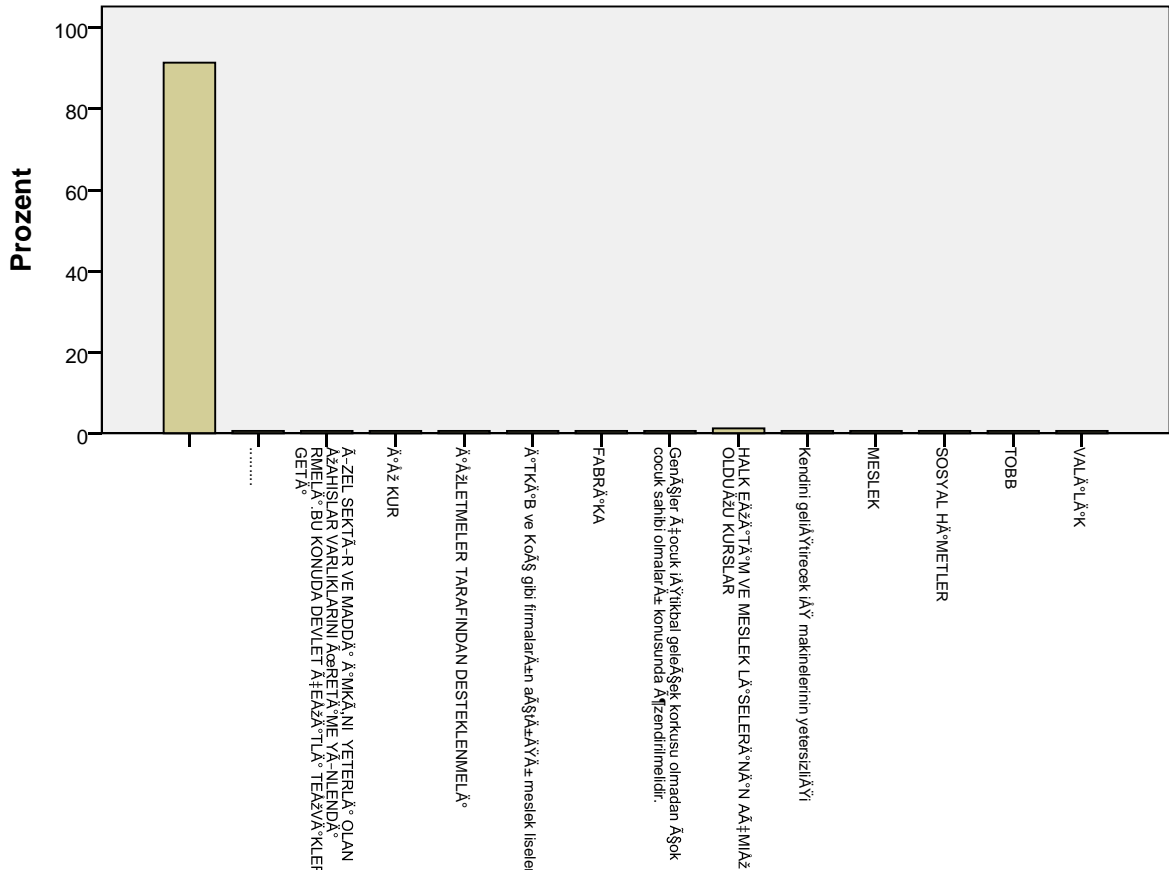
The transition of learners from school into the world of work is supported by the learners in my country.

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

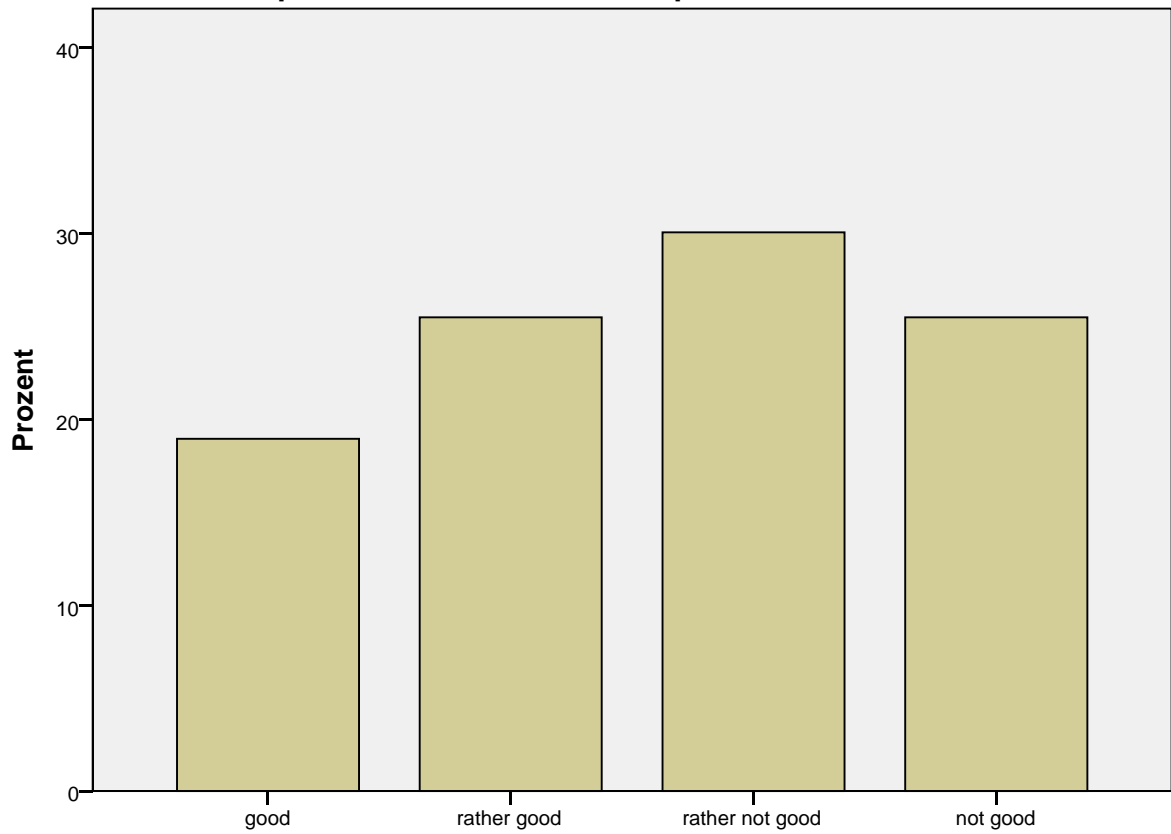


In my country the transition of learners into the world of work is supported by other institutions.

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

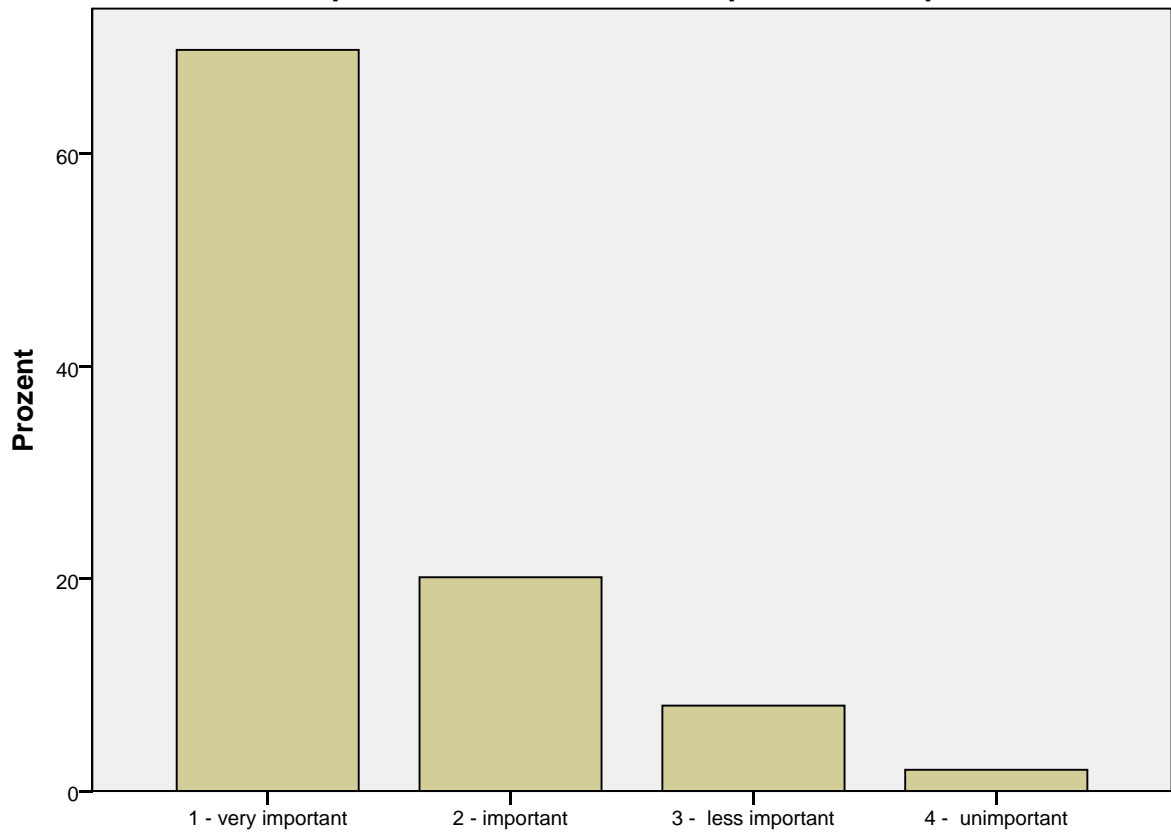


Combination of practical and theoretical experiences. How well is it done?



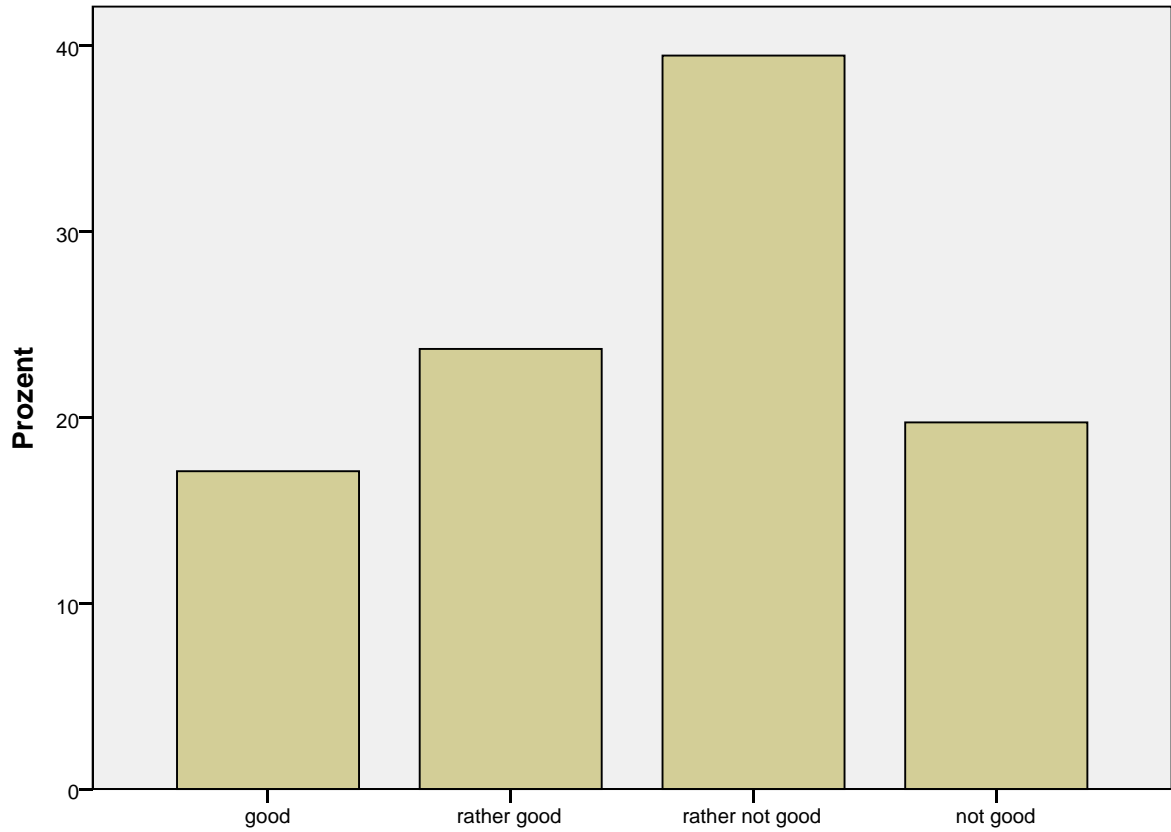
Combination of practical and theoretical experiences. How well is it done?

Combination of practical and theoretical experiences. Importance?



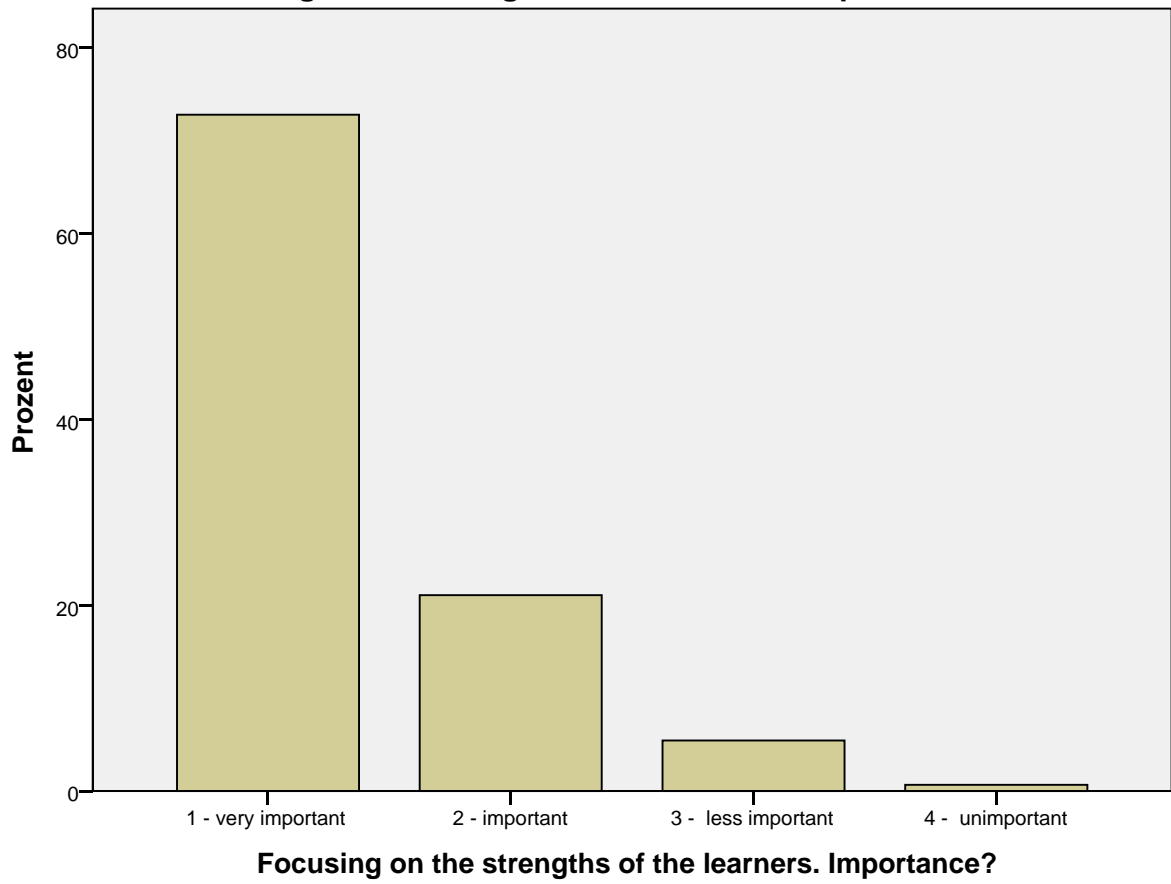
Combination of practical and theoretical experiences. Importance?

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

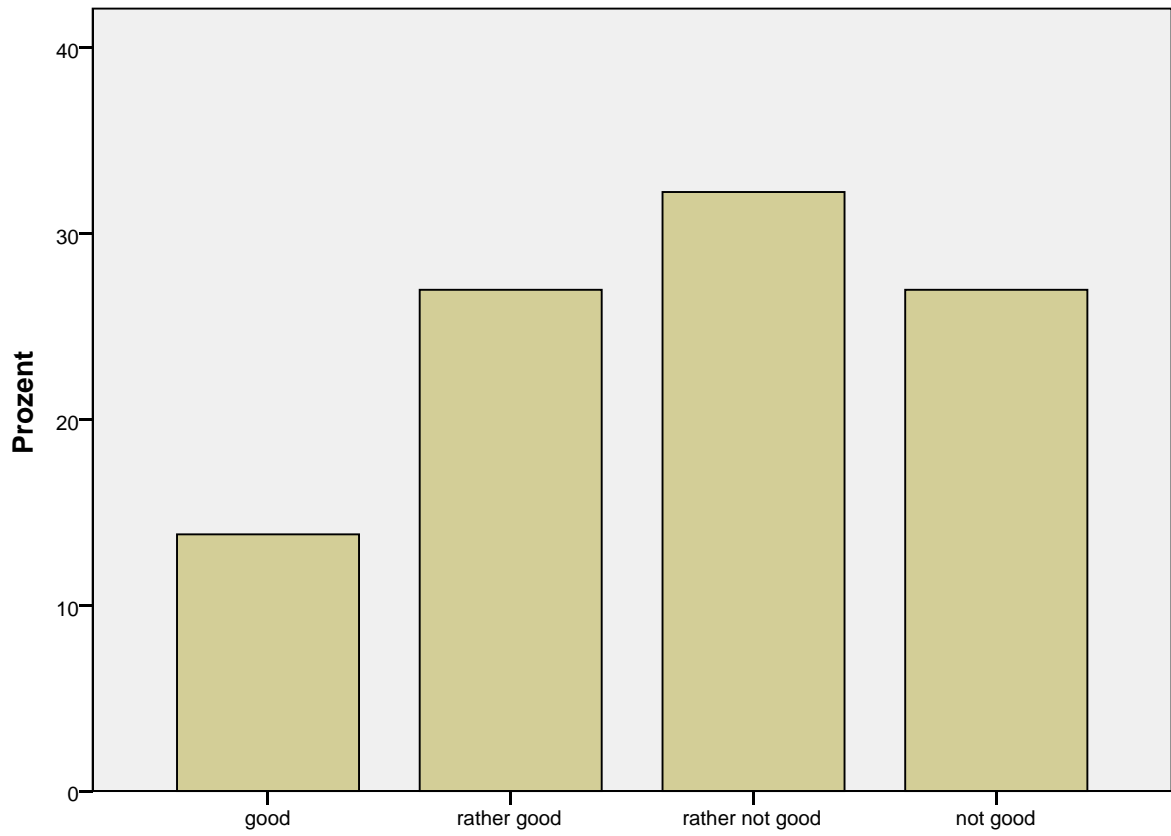


Focusing on the strengths of the learners. How well is it done?

Focusing on the strengths of the learners. Importance?

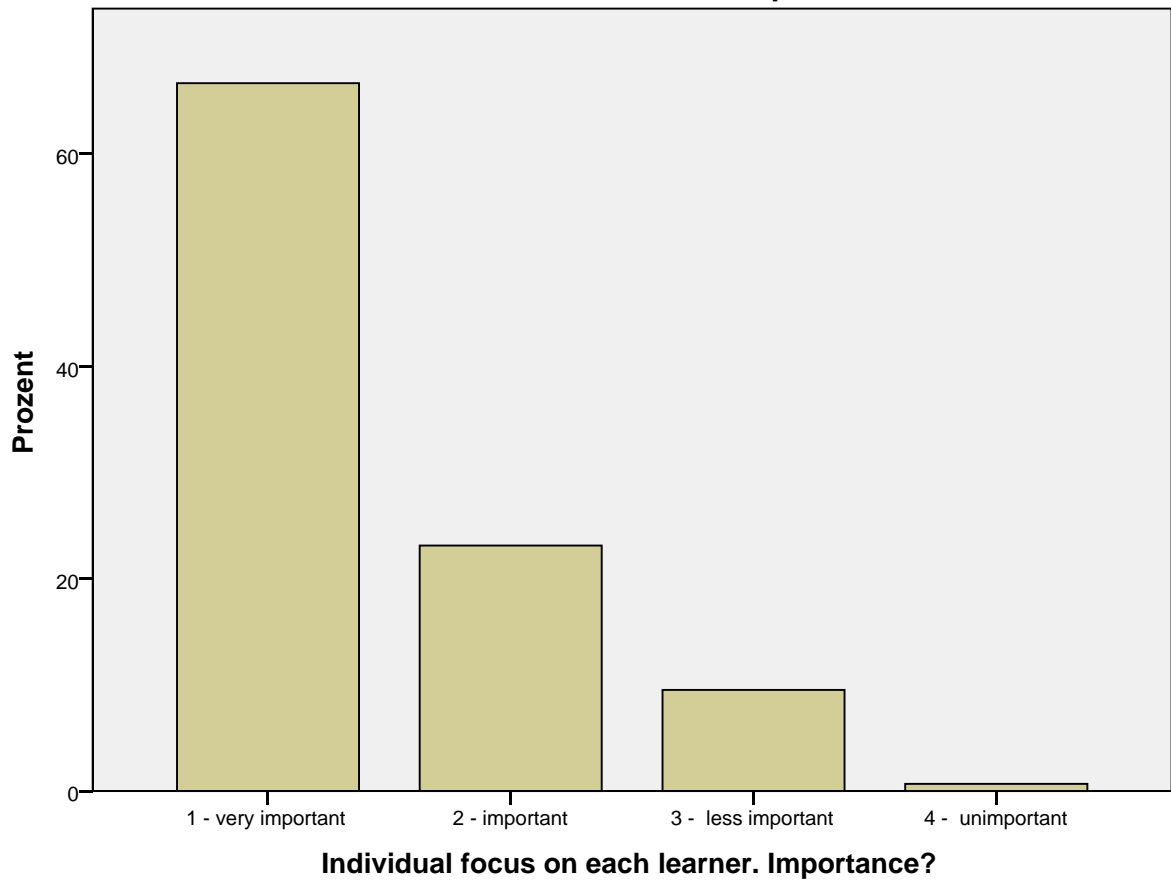


Individual focus on each learner. How well is it done?

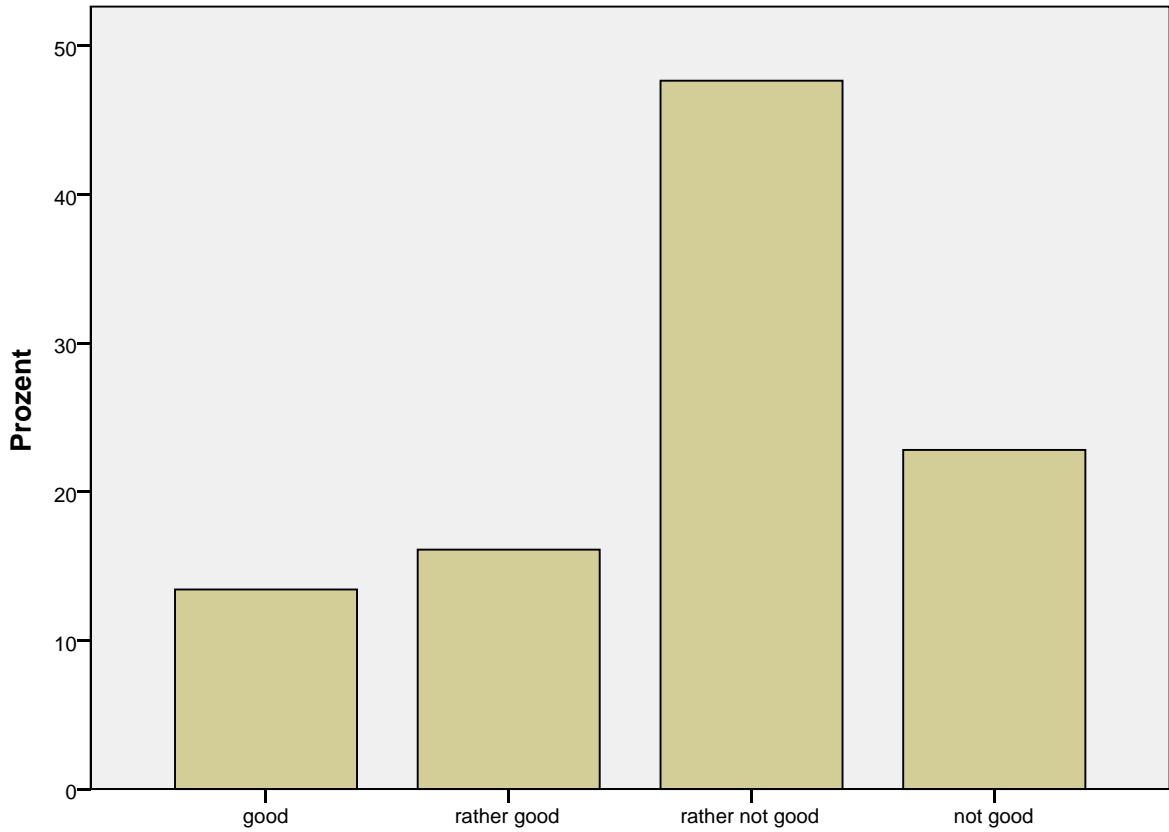


Individual focus on each learner. How well is it done?

Individual focus on each learner. Importance?

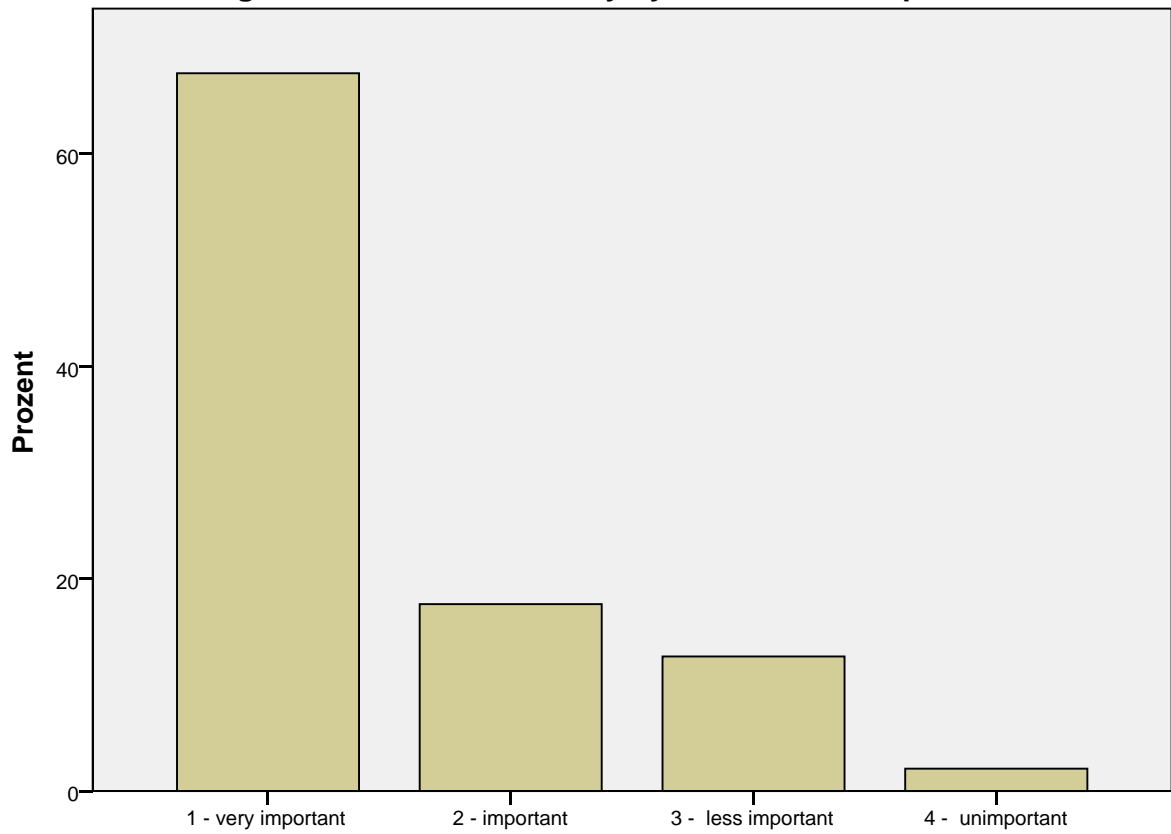


Focusing individual self-discovery by the learners. How well is it done?



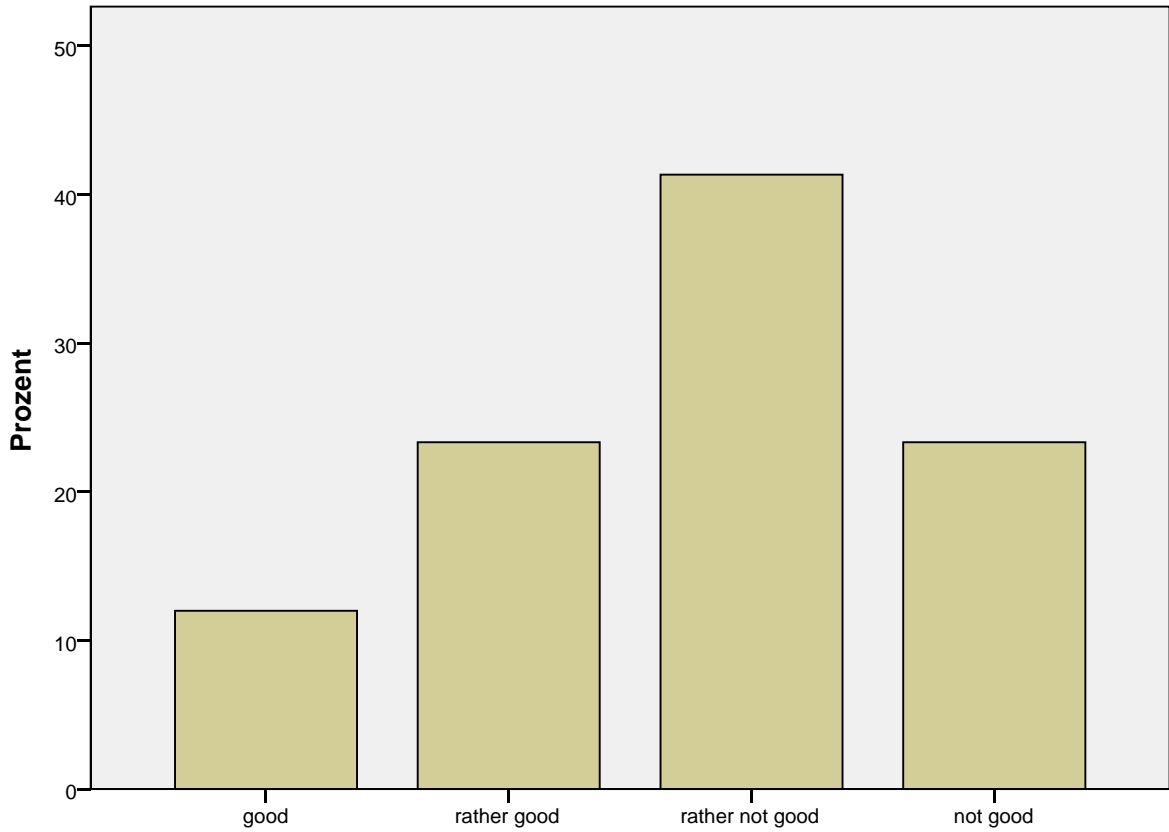
Focusing individual self-discovery by the learners. How well is it done?

Focusing individual self-discovery by the learners. Importance?



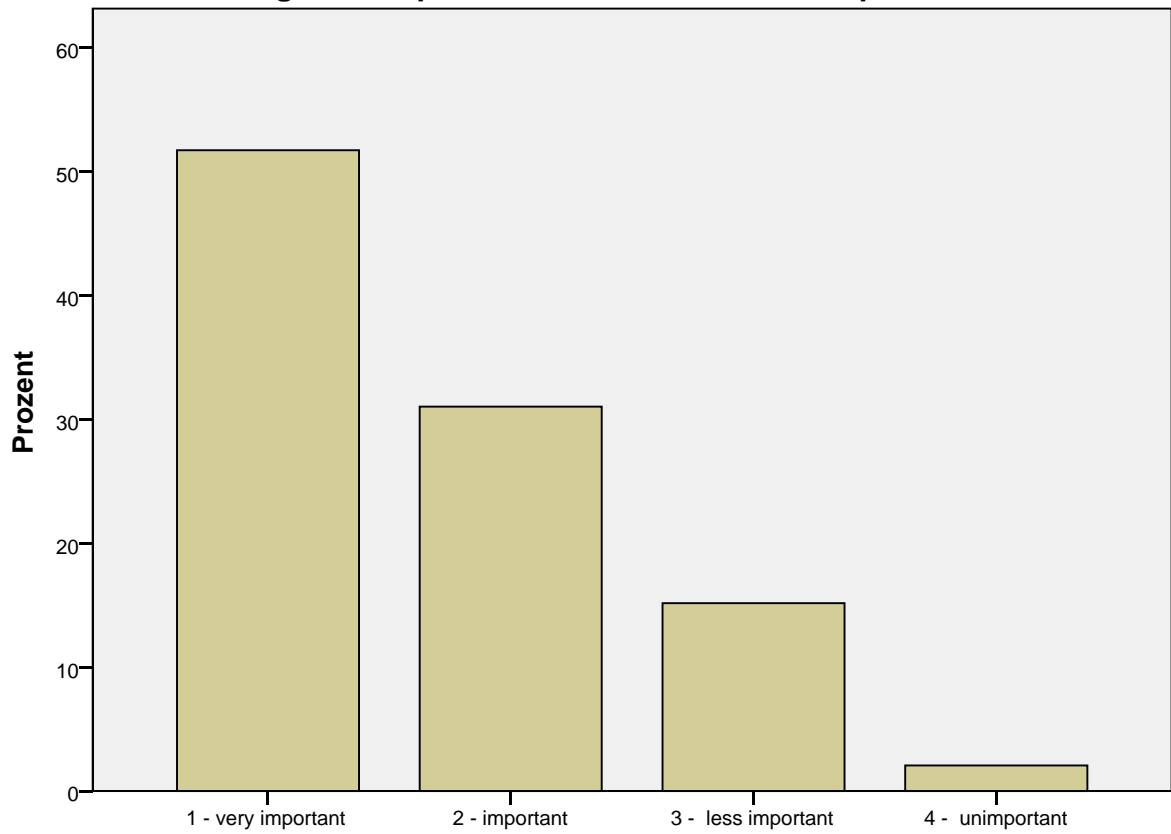
Focusing individual self-discovery by the learners. Importance?

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



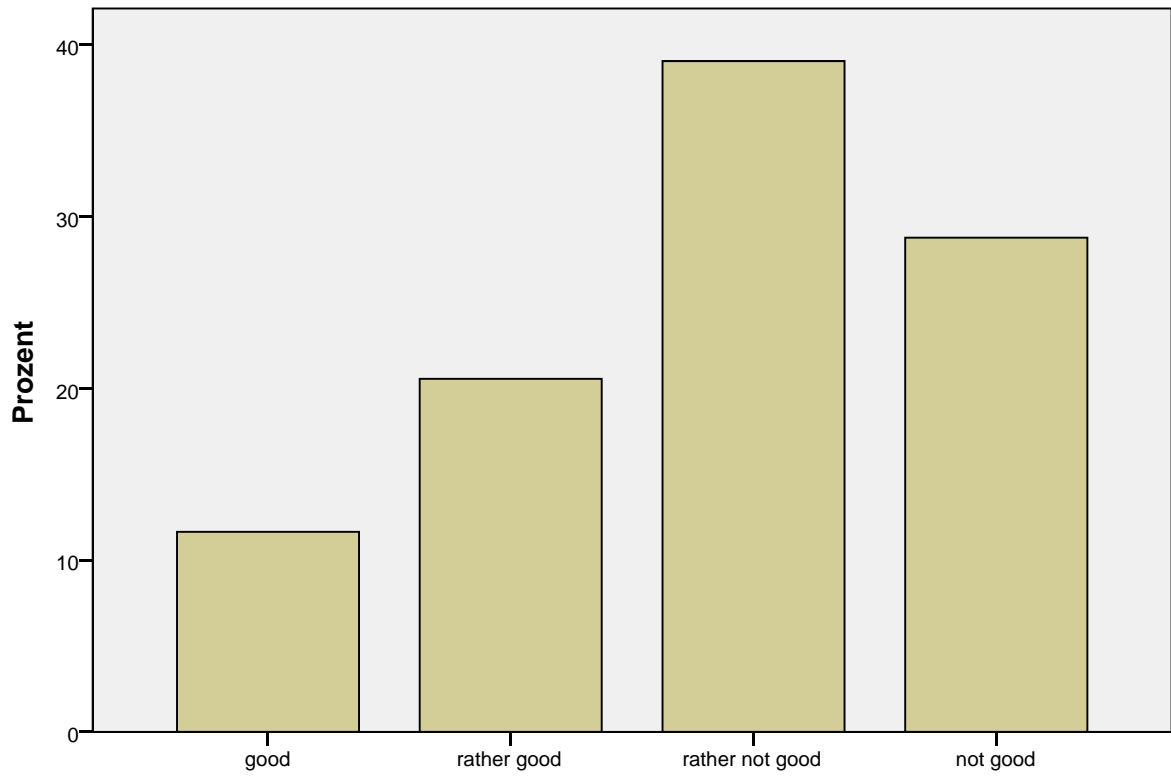
Focusing several professions and vocations. How well is it done?

Focusing several professions and vocations. Importance?



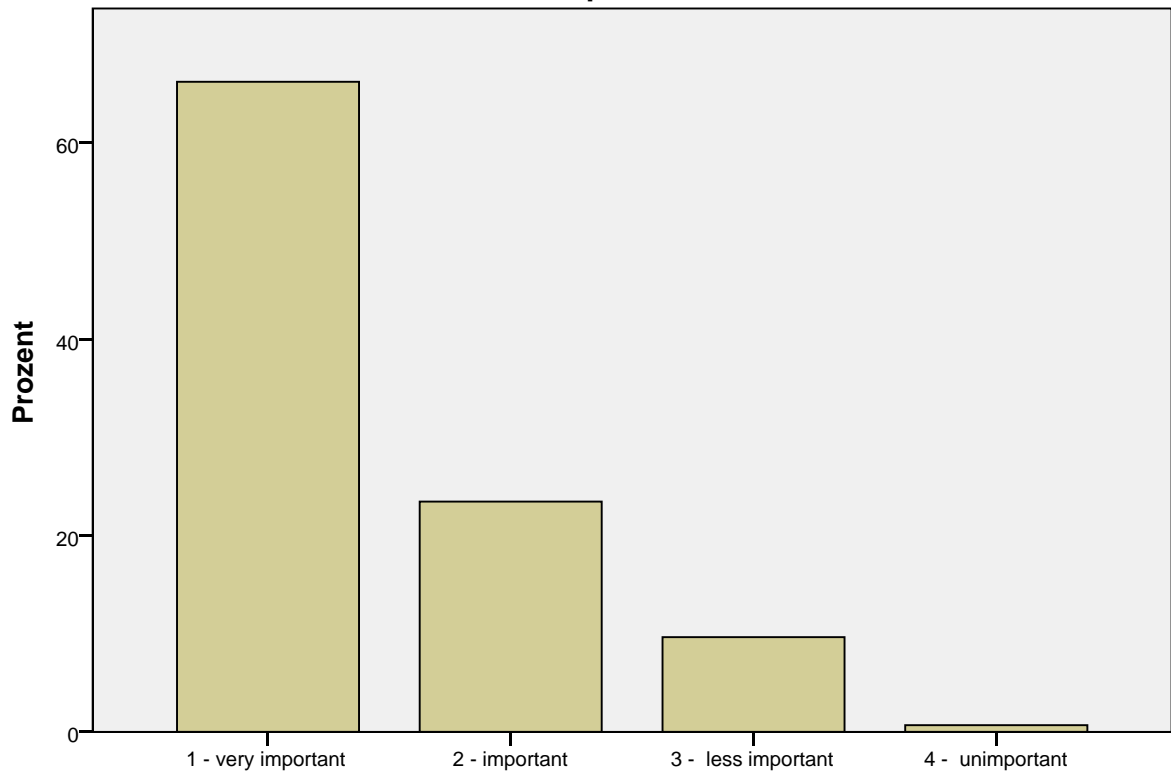
Focusing several professions and vocations. Importance?

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



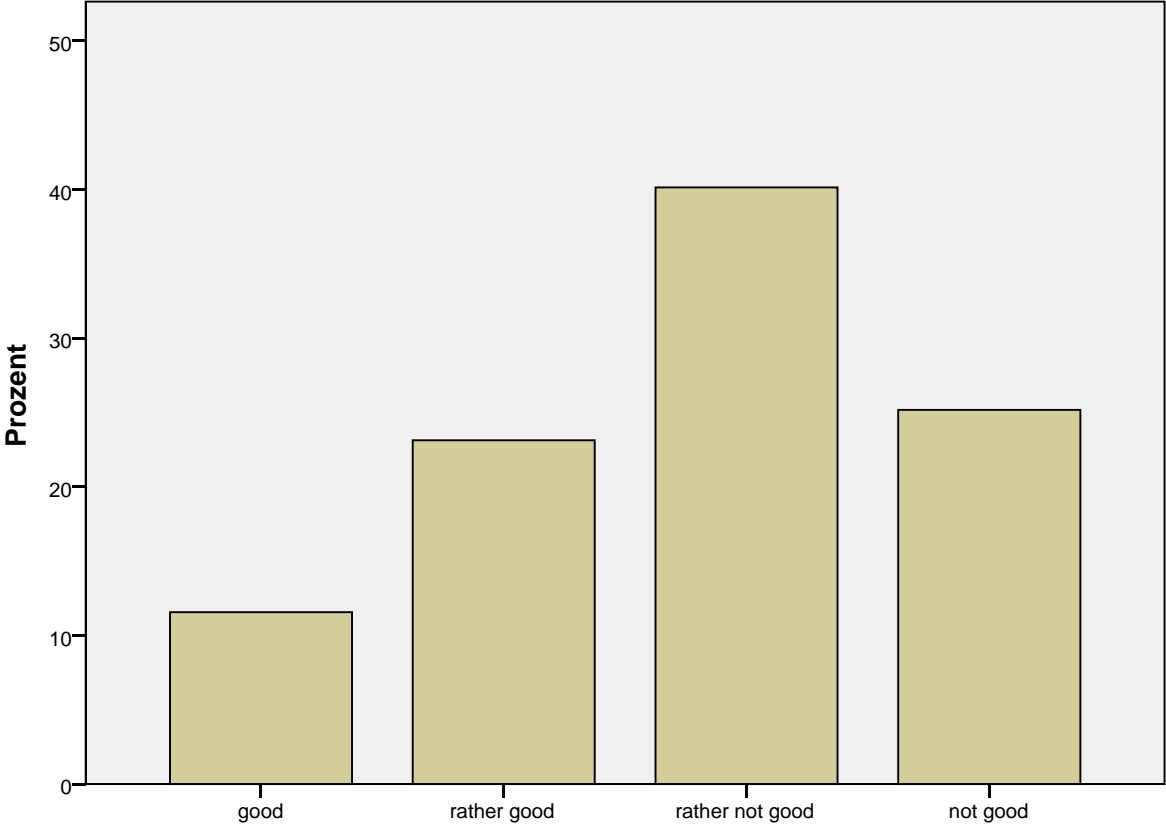
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?

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



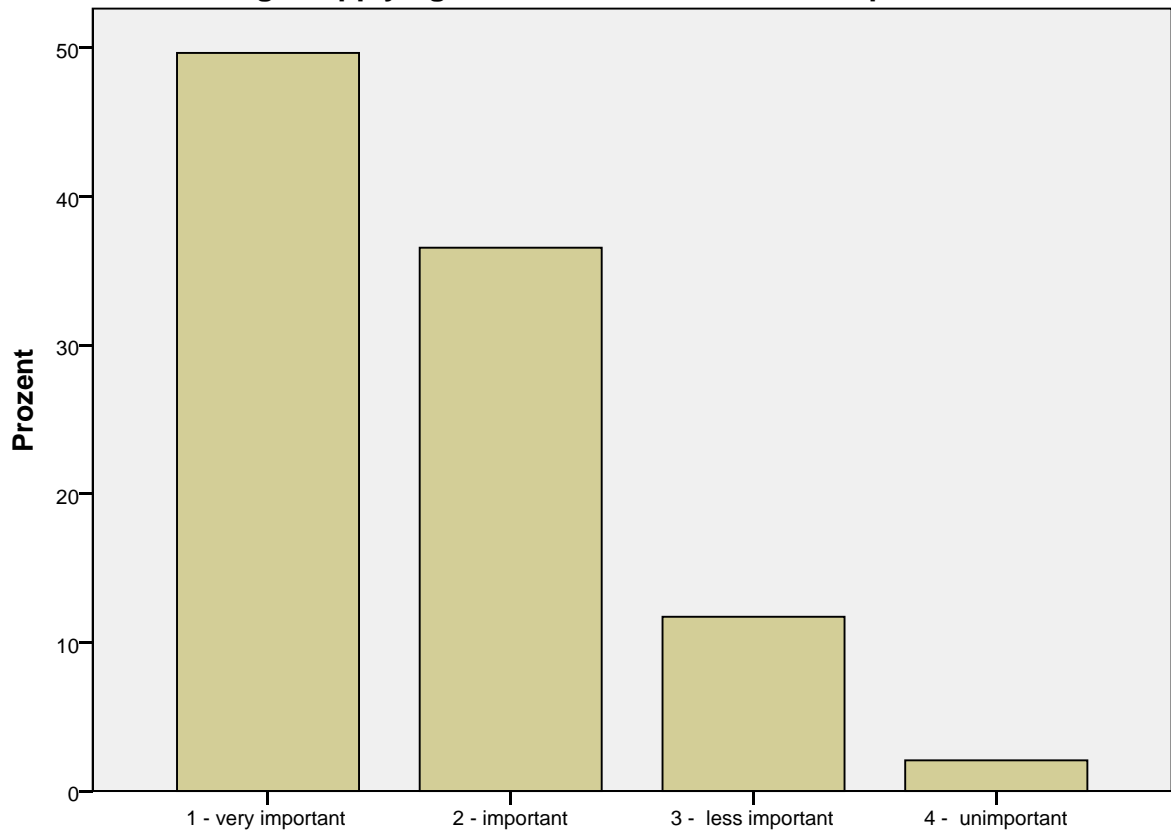
Matching individual competencies and opportunities with possibilities on the job market. Importance?

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



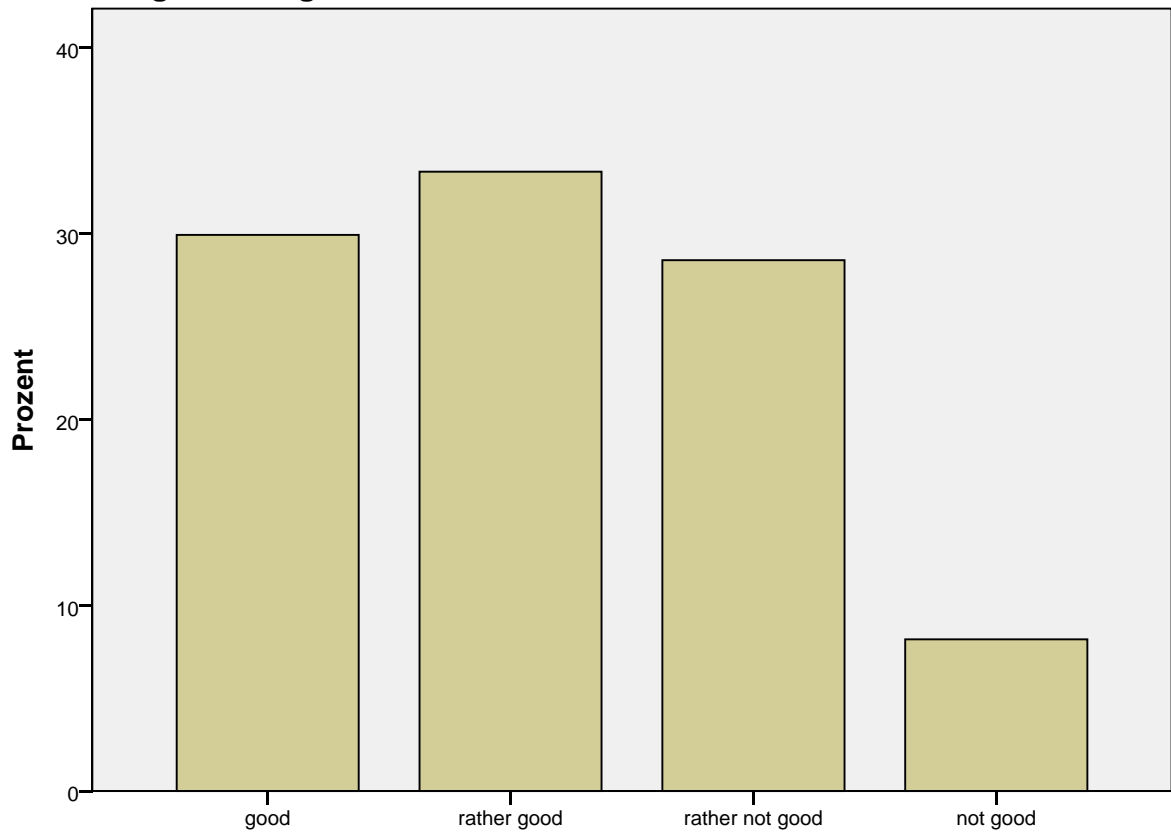
Training of applying and interview situations. How well is it done?

Training of applying and interview situations. Importance?



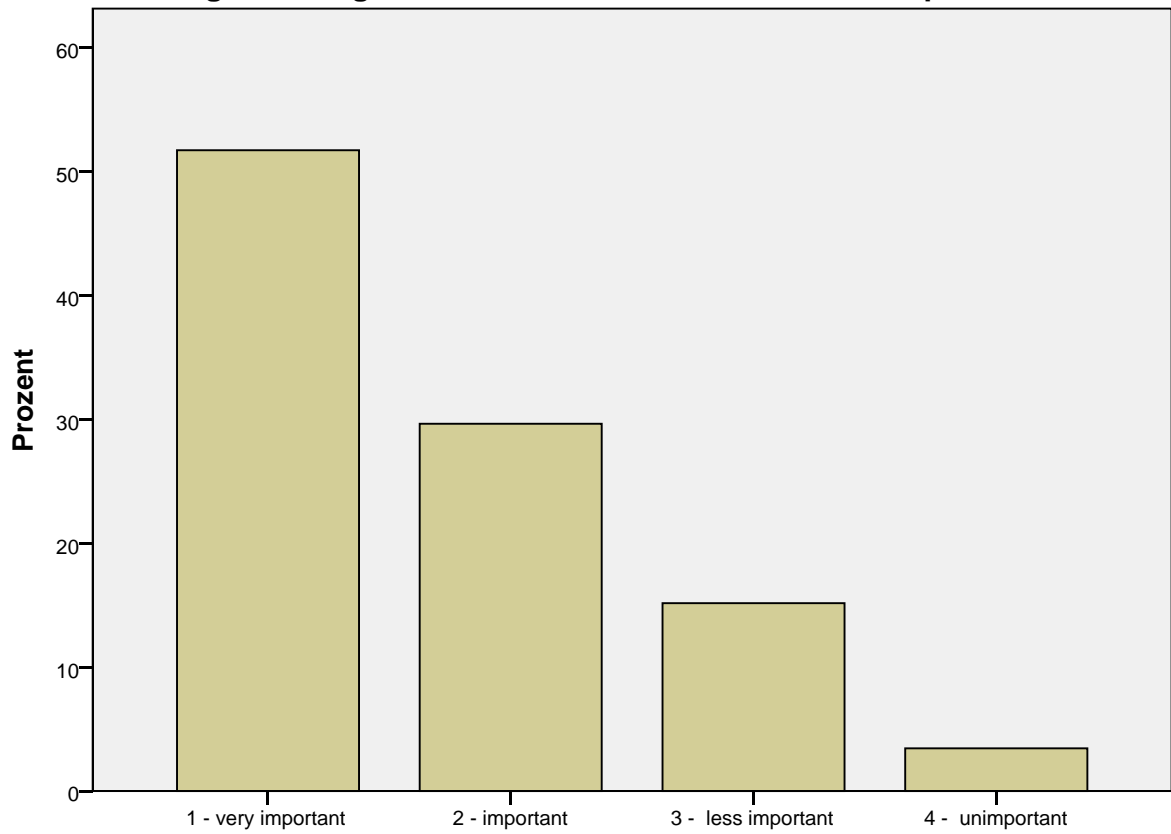
Training of applying and interview situations. Importance?

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



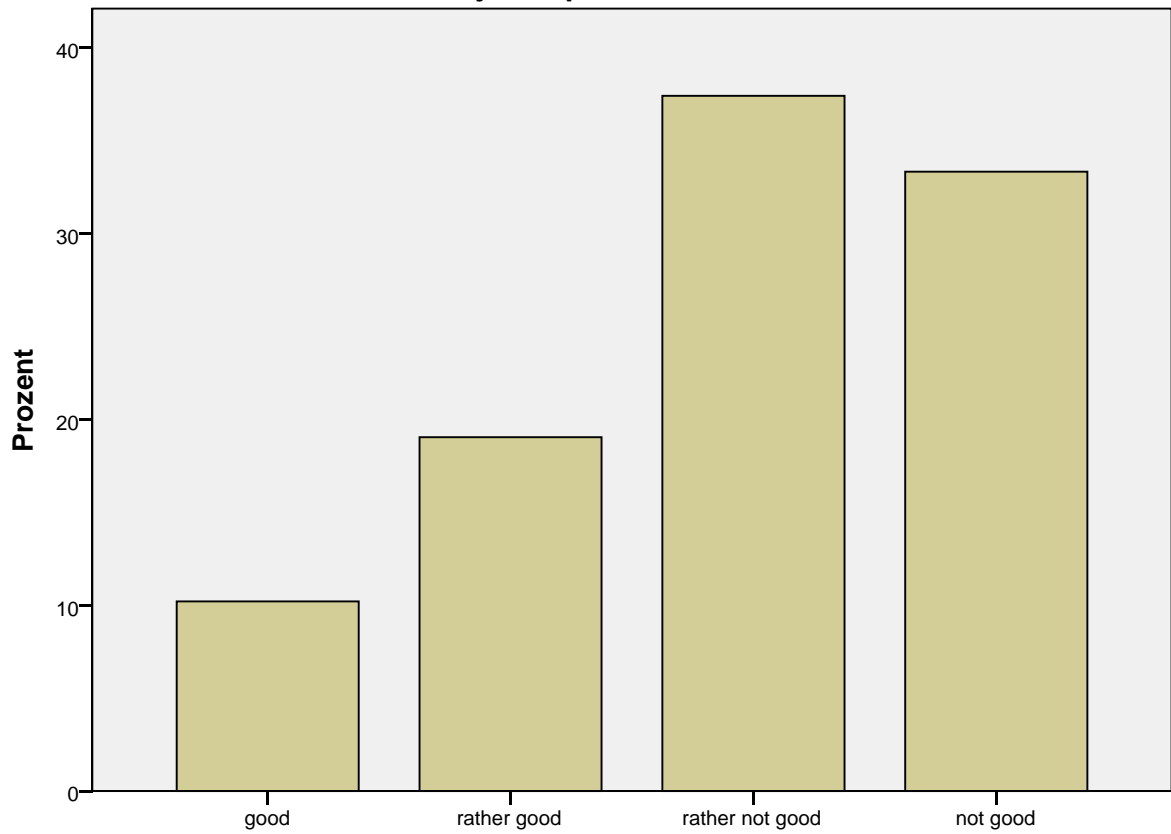
Training of writing cover letters and curriculum vitae. How well is it done?

Training of writing cover letters and curriculum vitae. Importance?

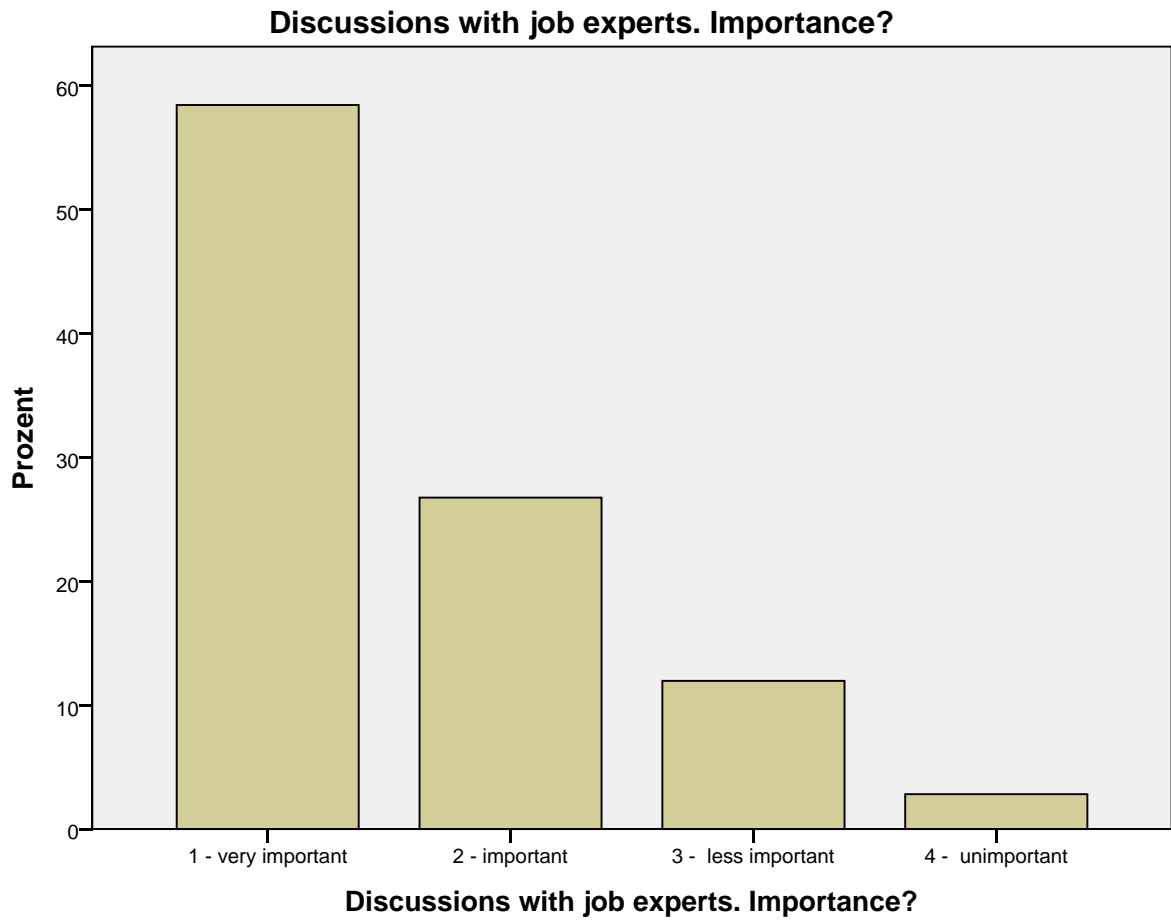


Training of writing cover letters and curriculum vitae. Importance?

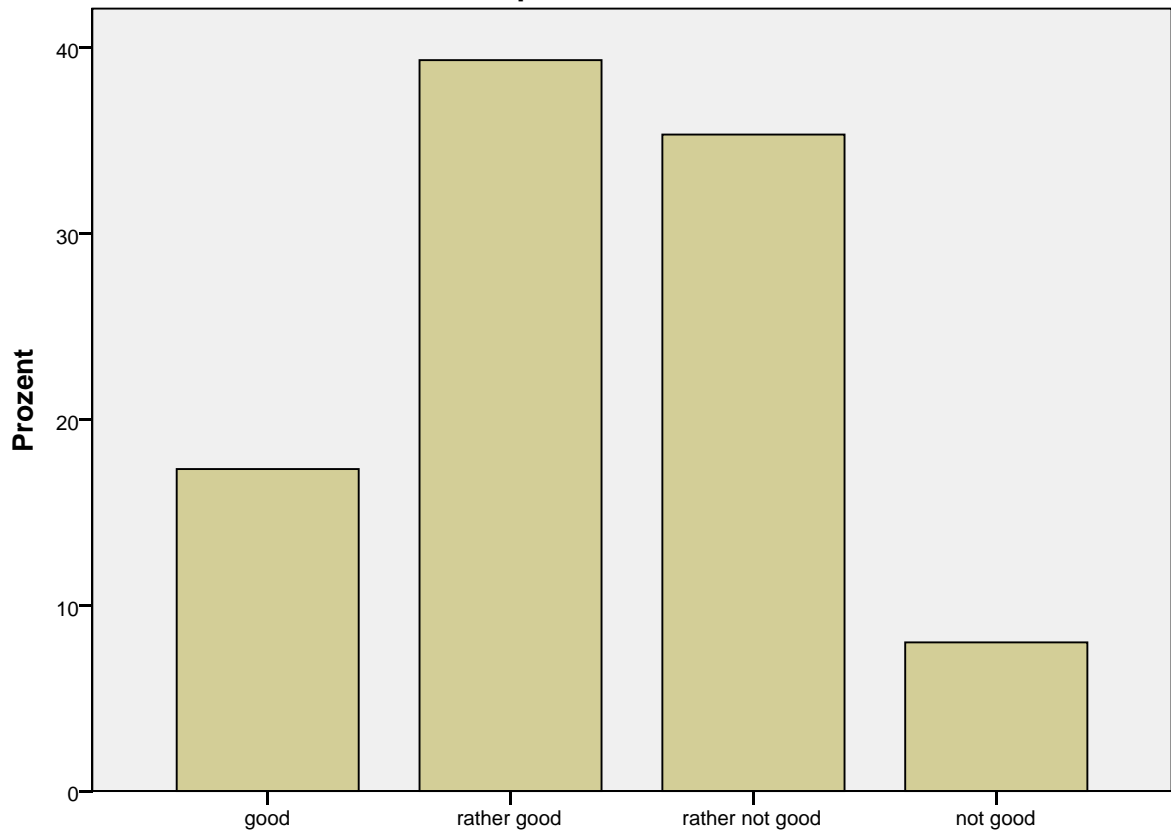
Discussions with job experts. How well is it done?



Discussions with job experts. How well is it done?

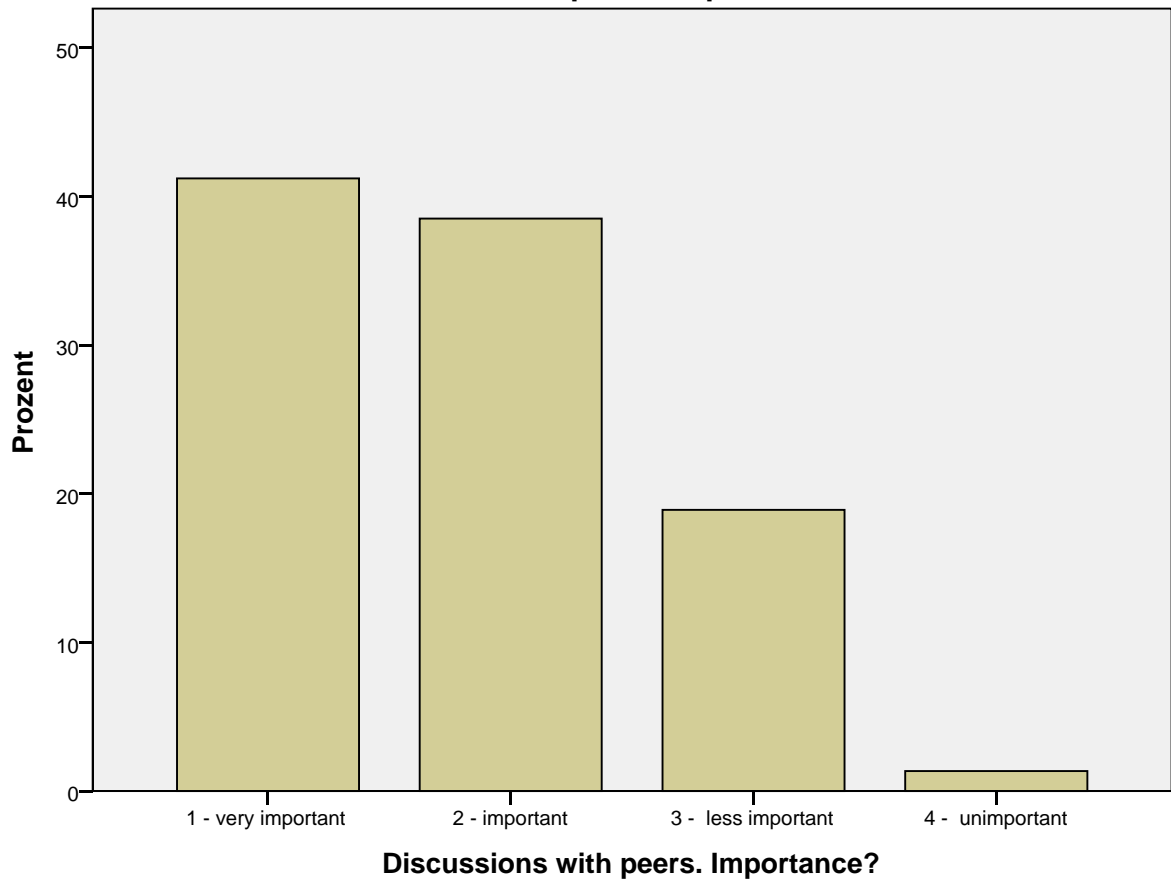


Discussions with peers. How well is it done?

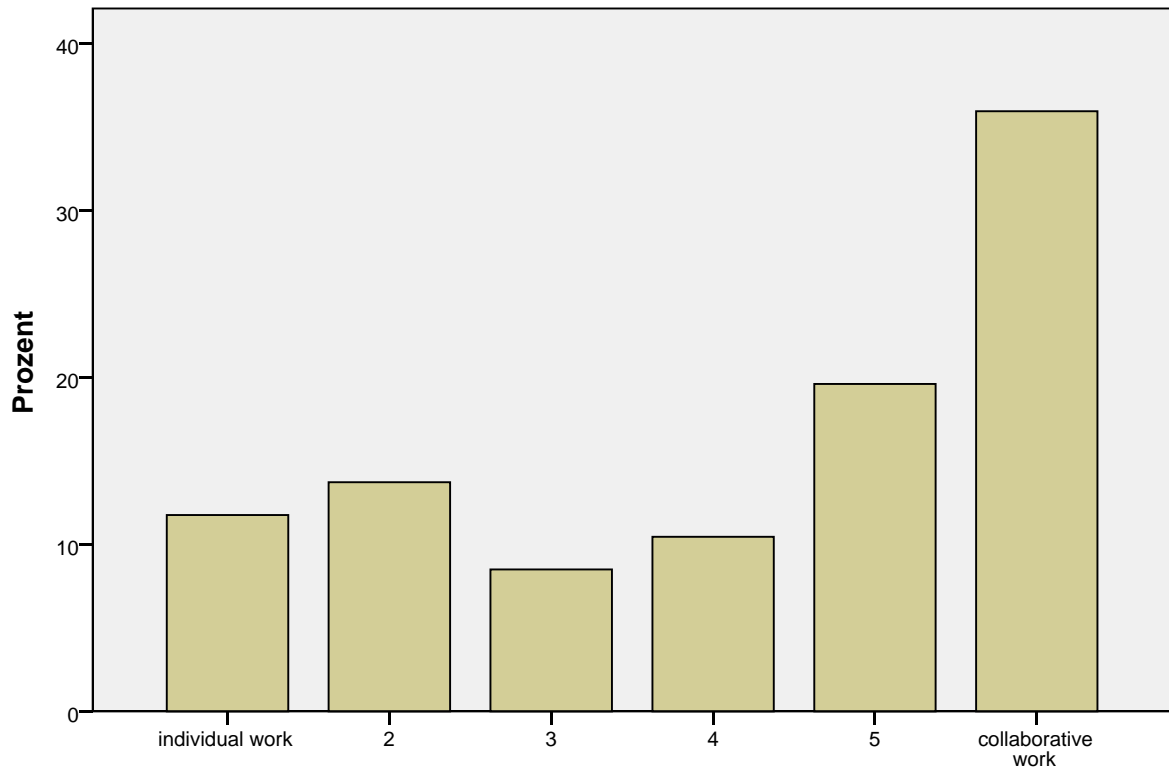


Discussions with peers. How well is it done?

Discussions with peers. Importance?

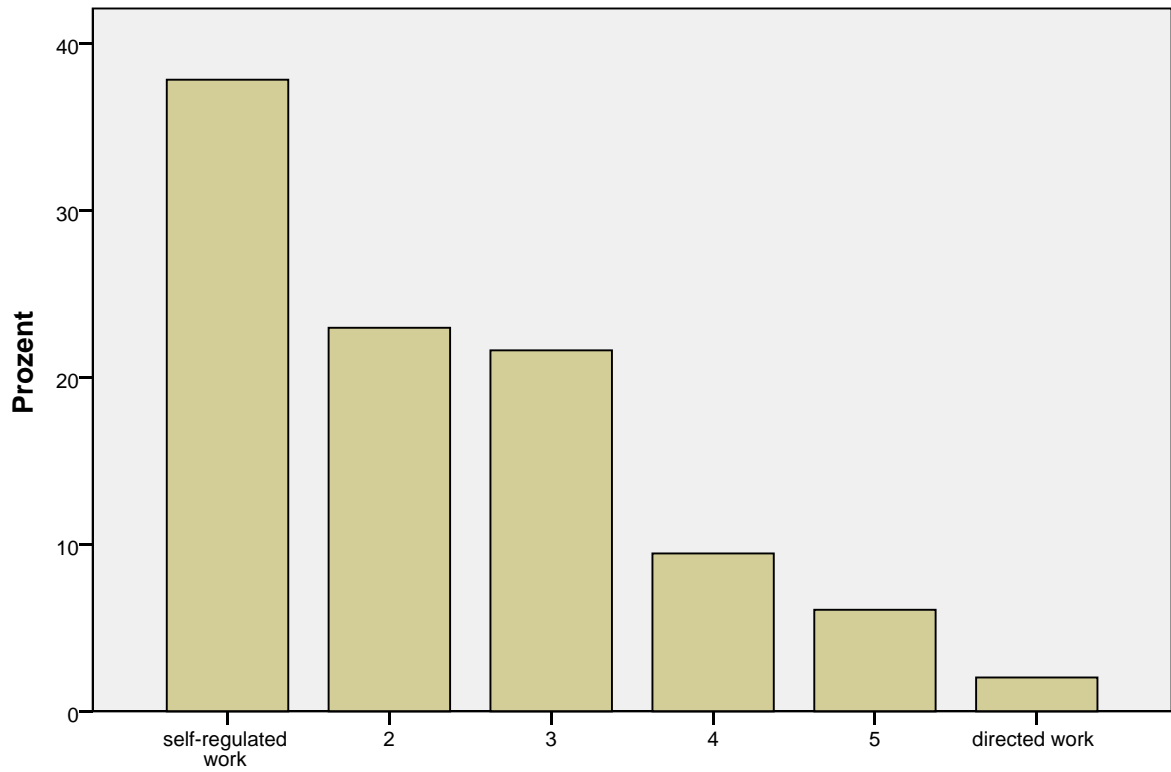


Which method of learning works for you in your school? individual work vs. collaborative work



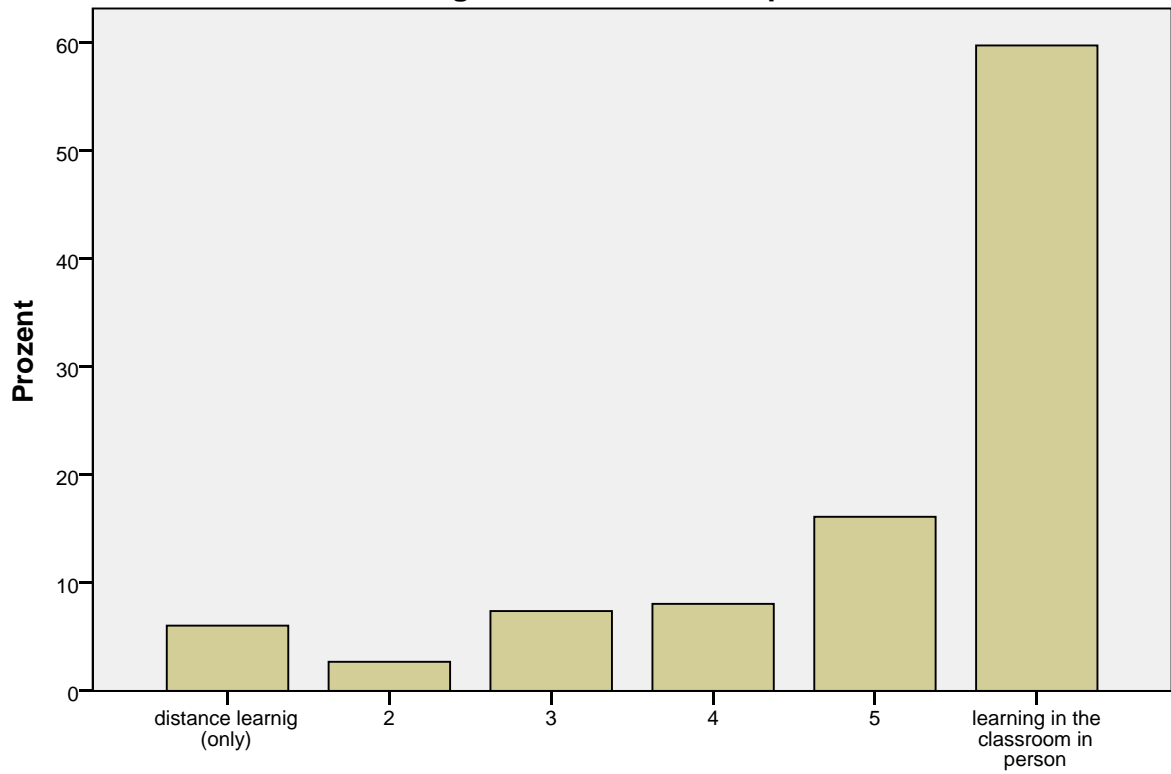
Which method of learning works for you in your school? individual work vs. collaborative work

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



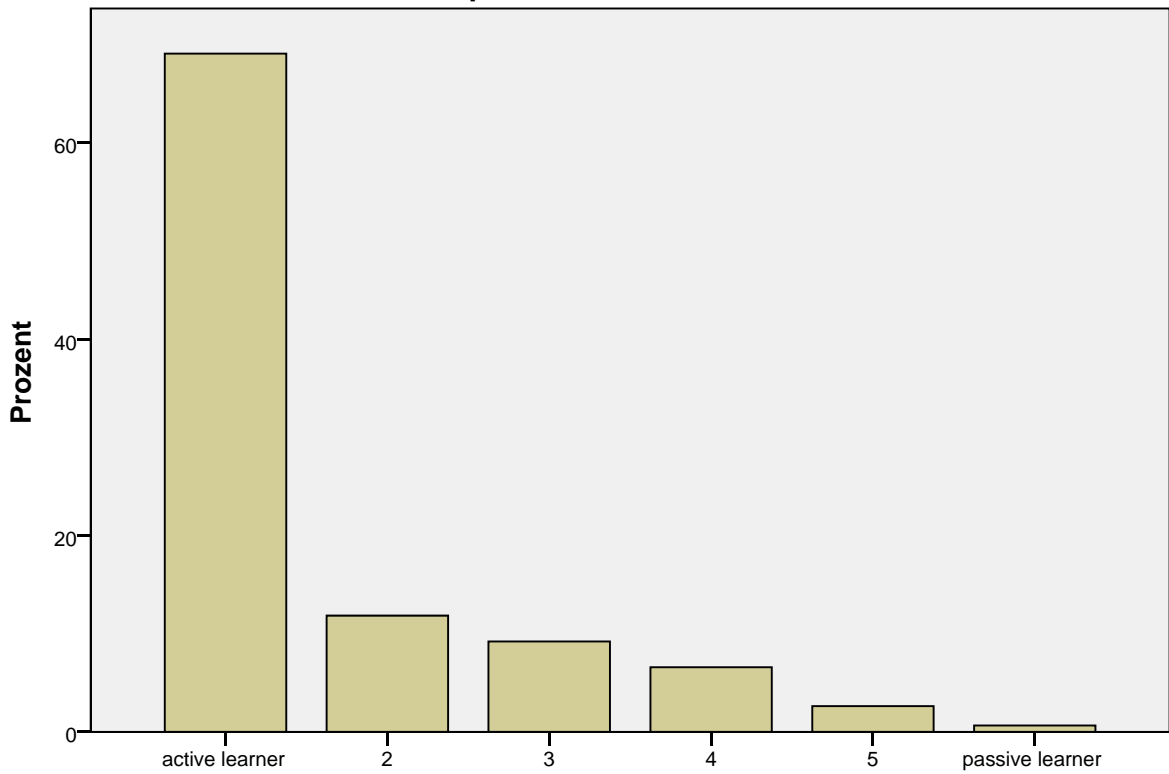
Which method of learning works for you in your school? self-regulated work vs. directed work

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



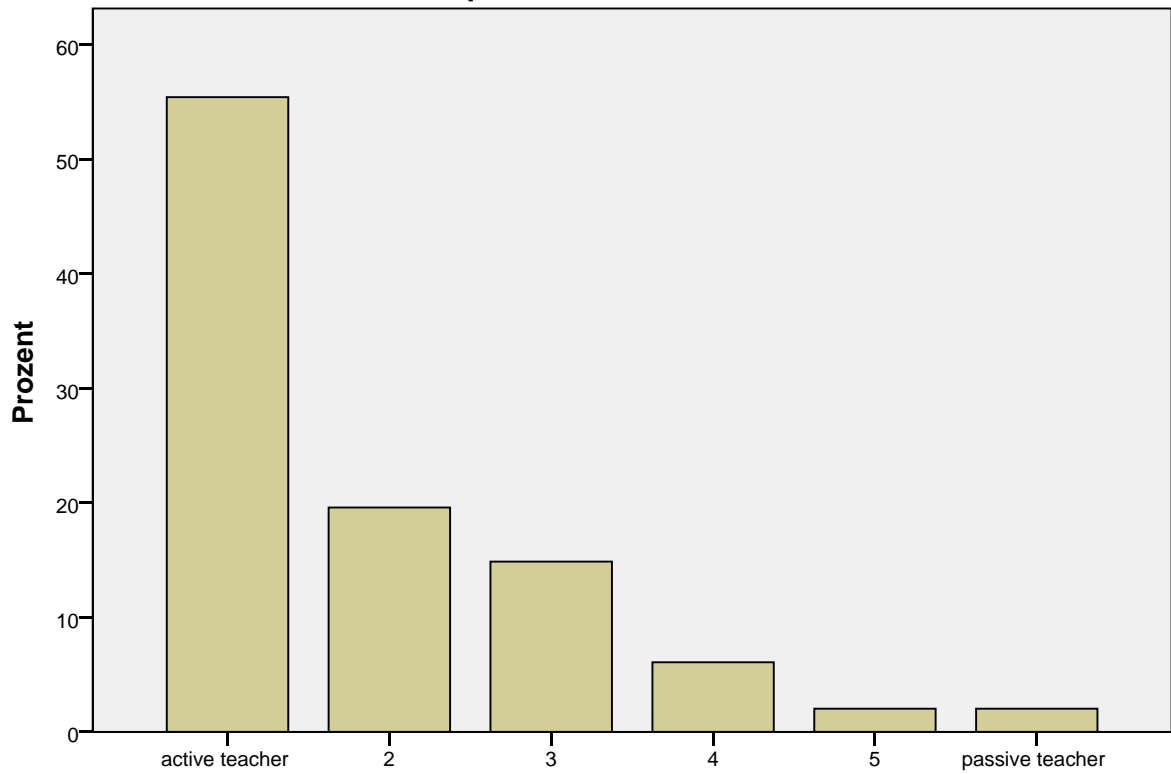
Which method of learning works for you in your school? distance learnig (only) vs. learning in the classroom in person

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



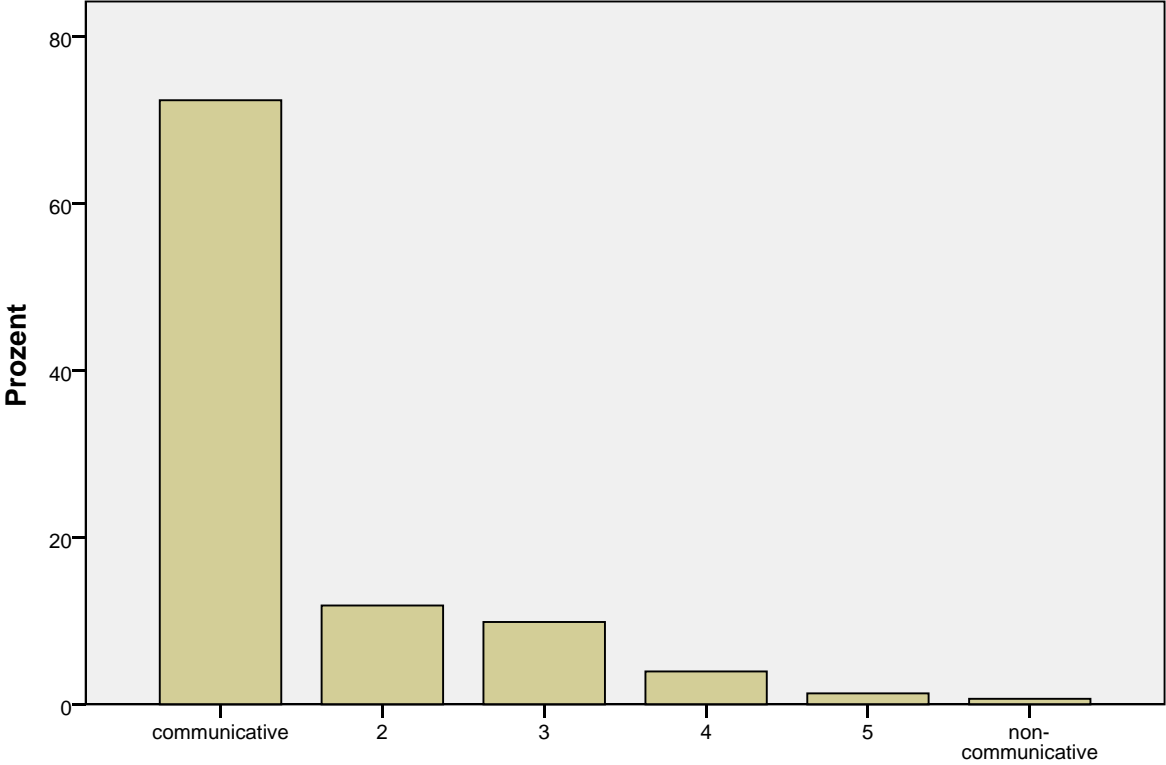
Which method of learning works for you in your school? active learner vs. passive learner

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



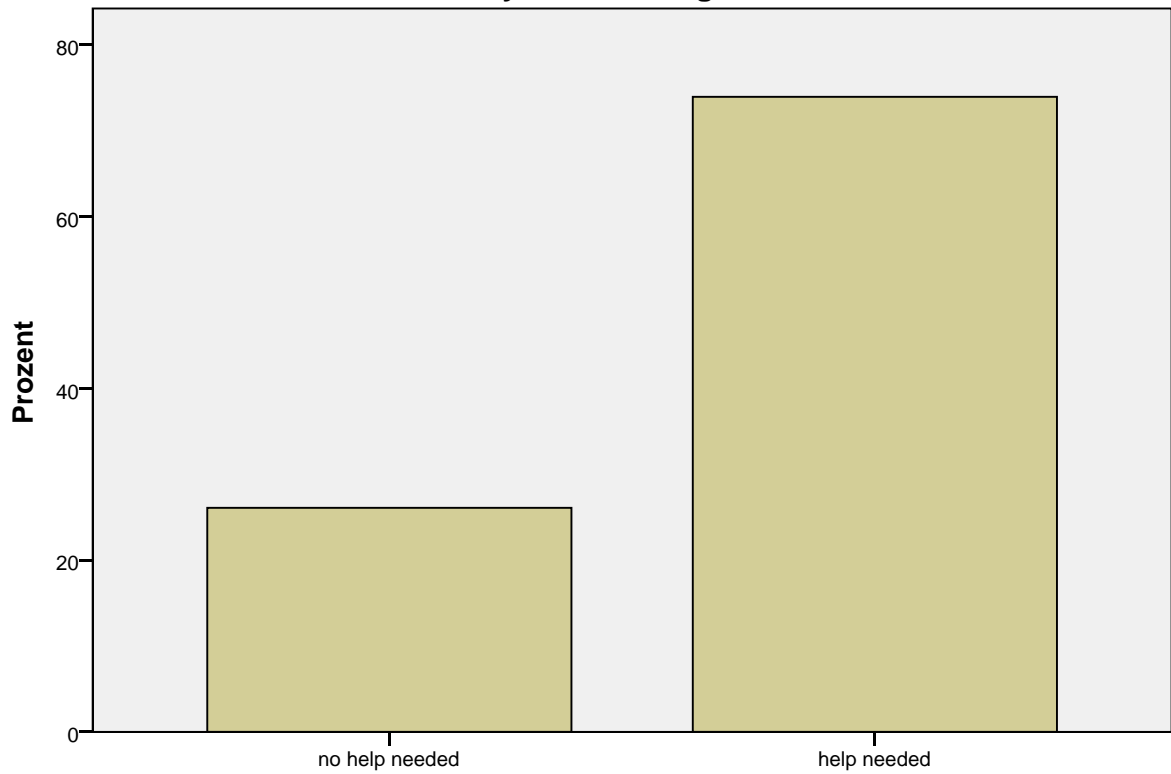
Which method of learning works for you in your school? active teacher vs. passive teacher

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



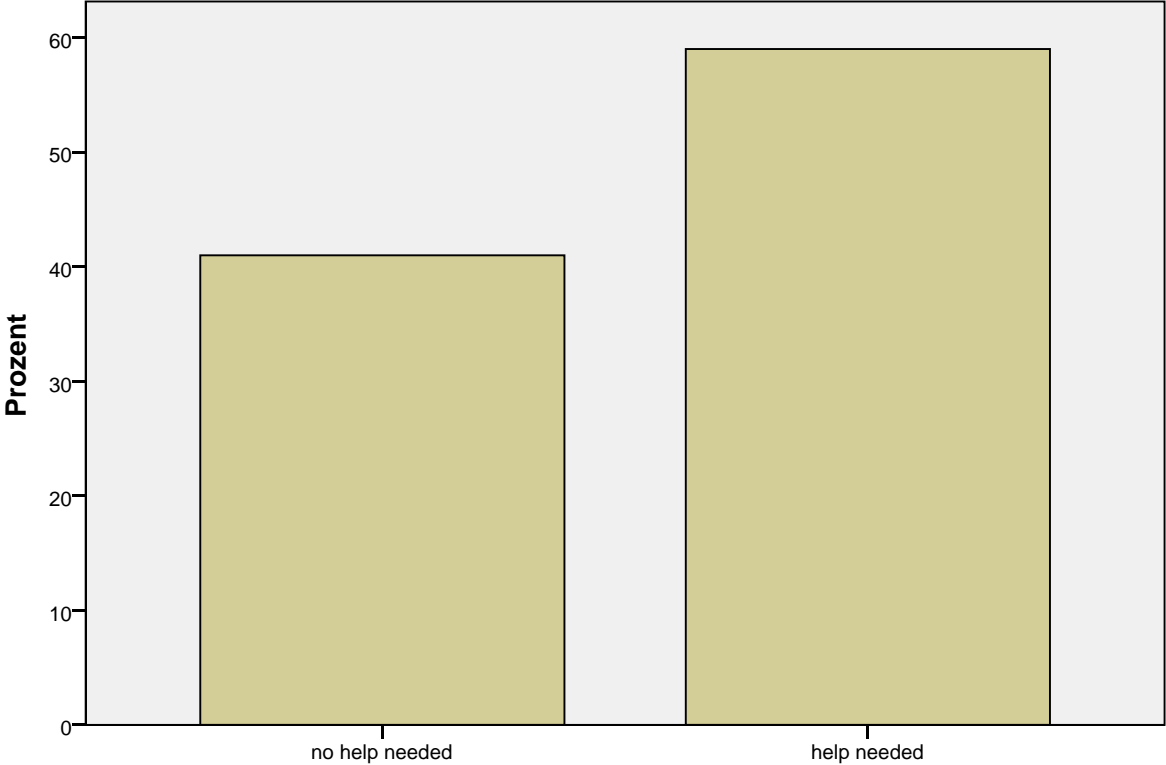
Which method of learning works for you in your school? communicative vs. non-communicative

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



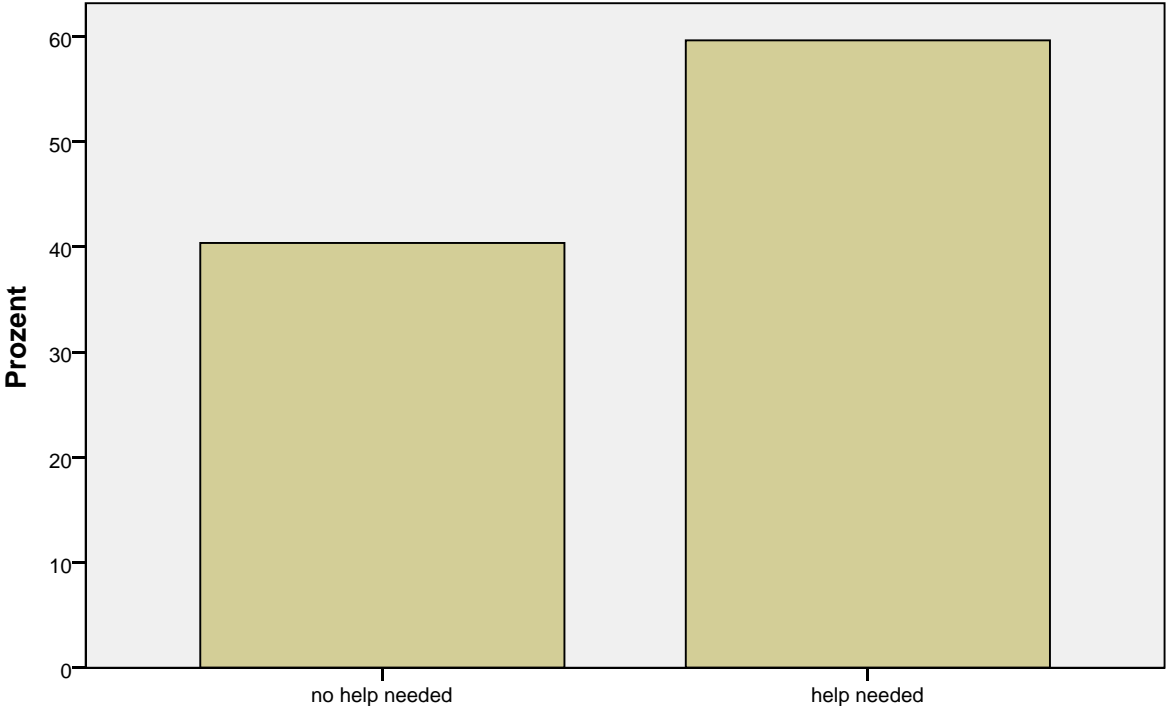
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners

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



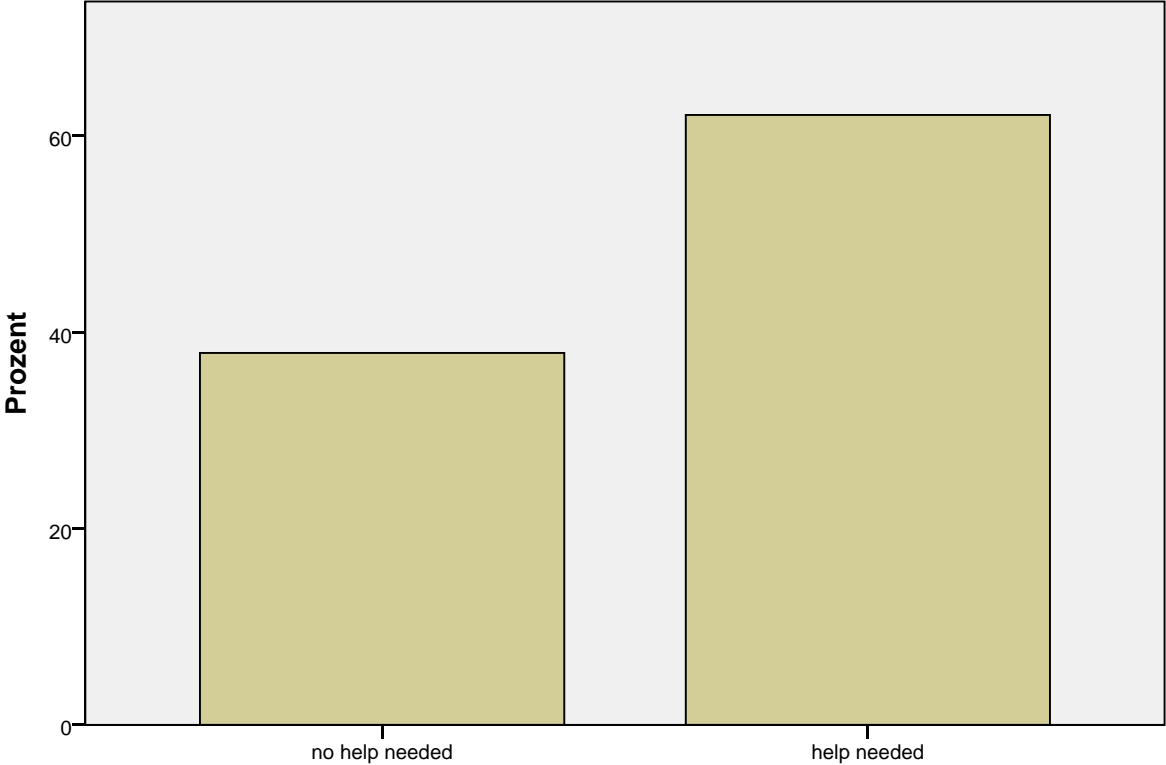
Where do you need help or support concerning career orientation or vocational orientation? material about vocations

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



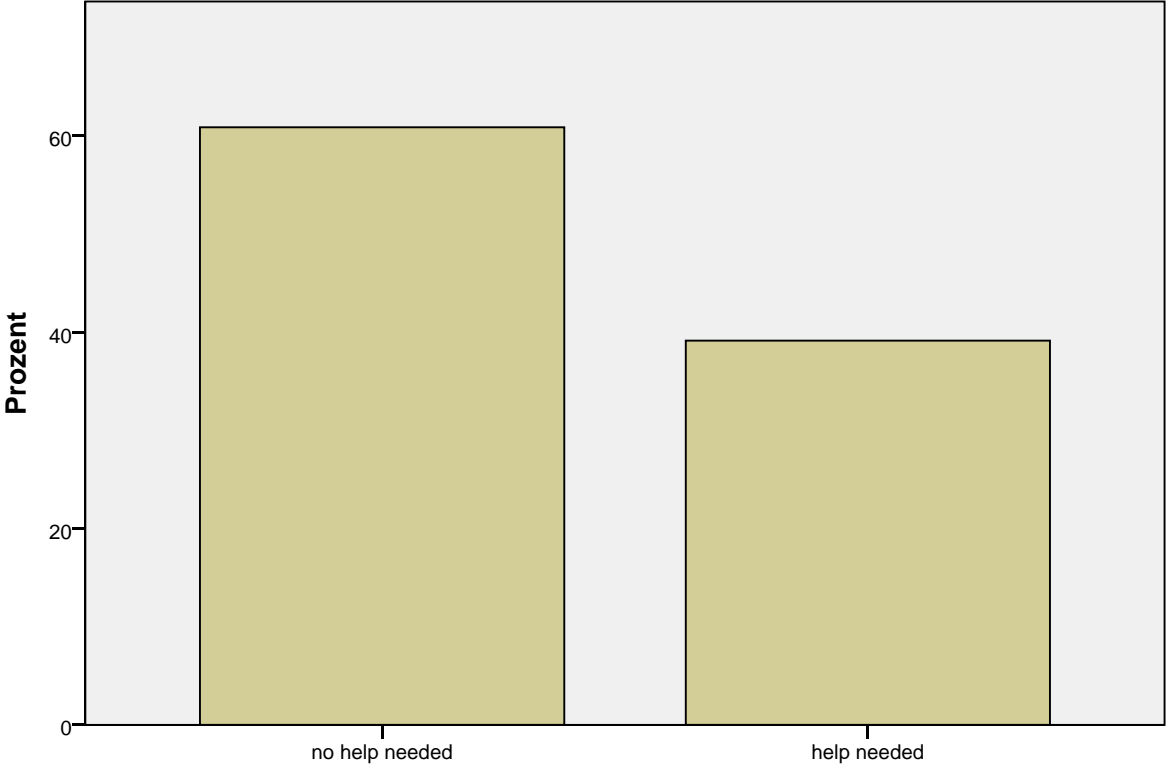
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications

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



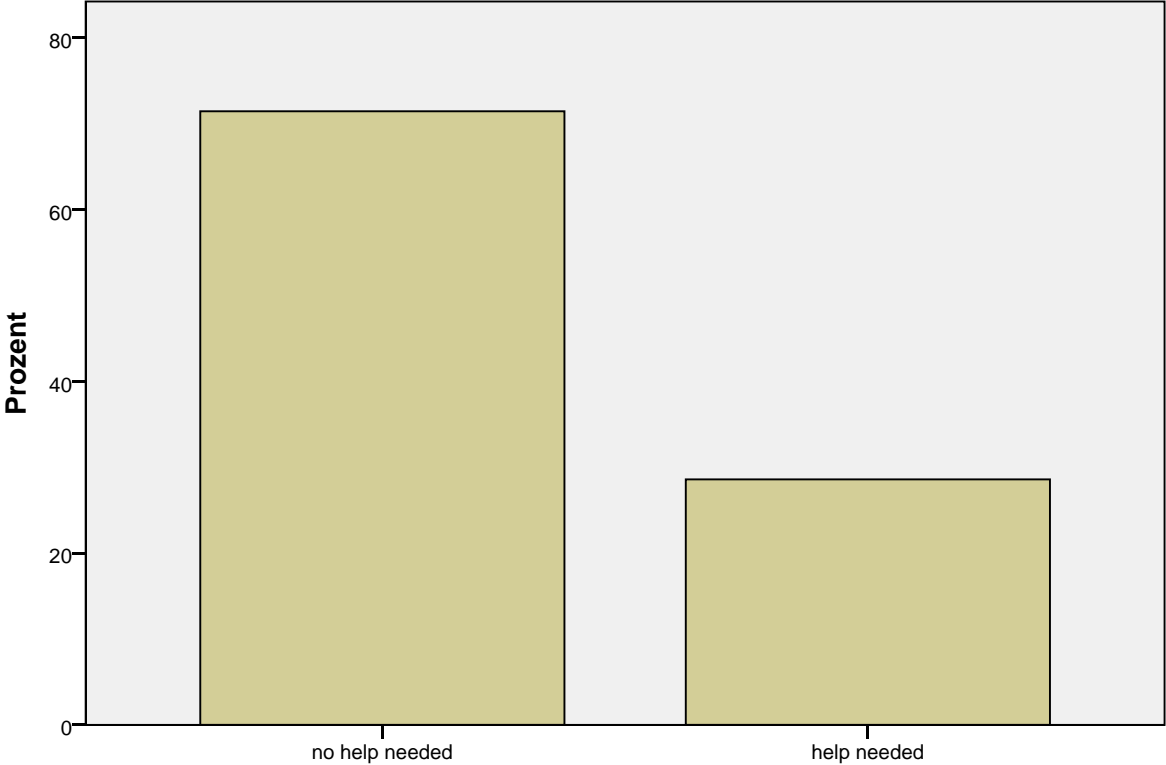
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations

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



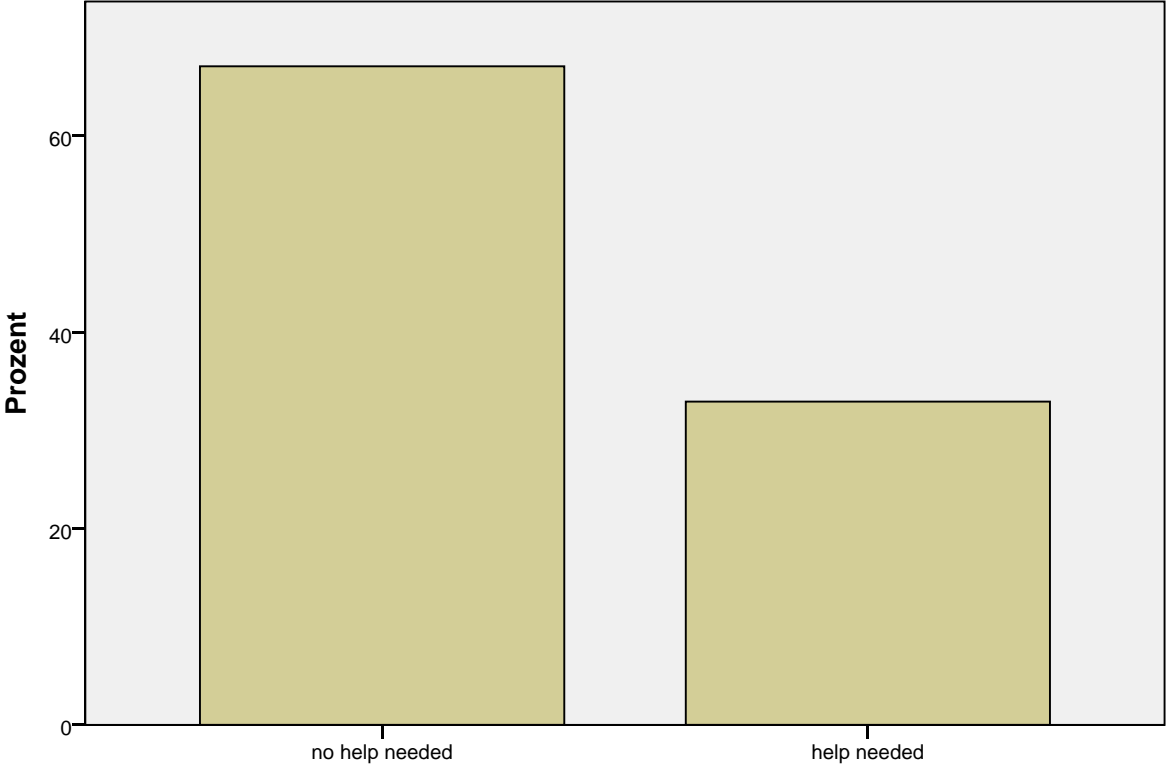
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations

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



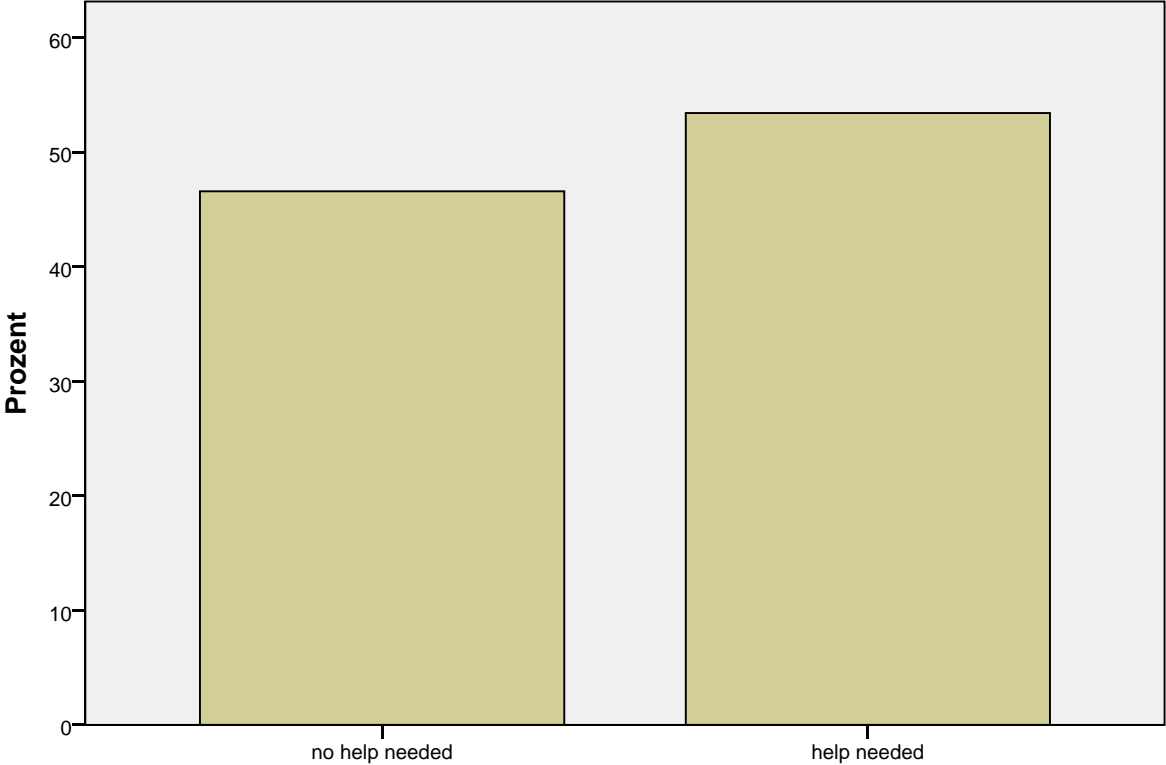
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters

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



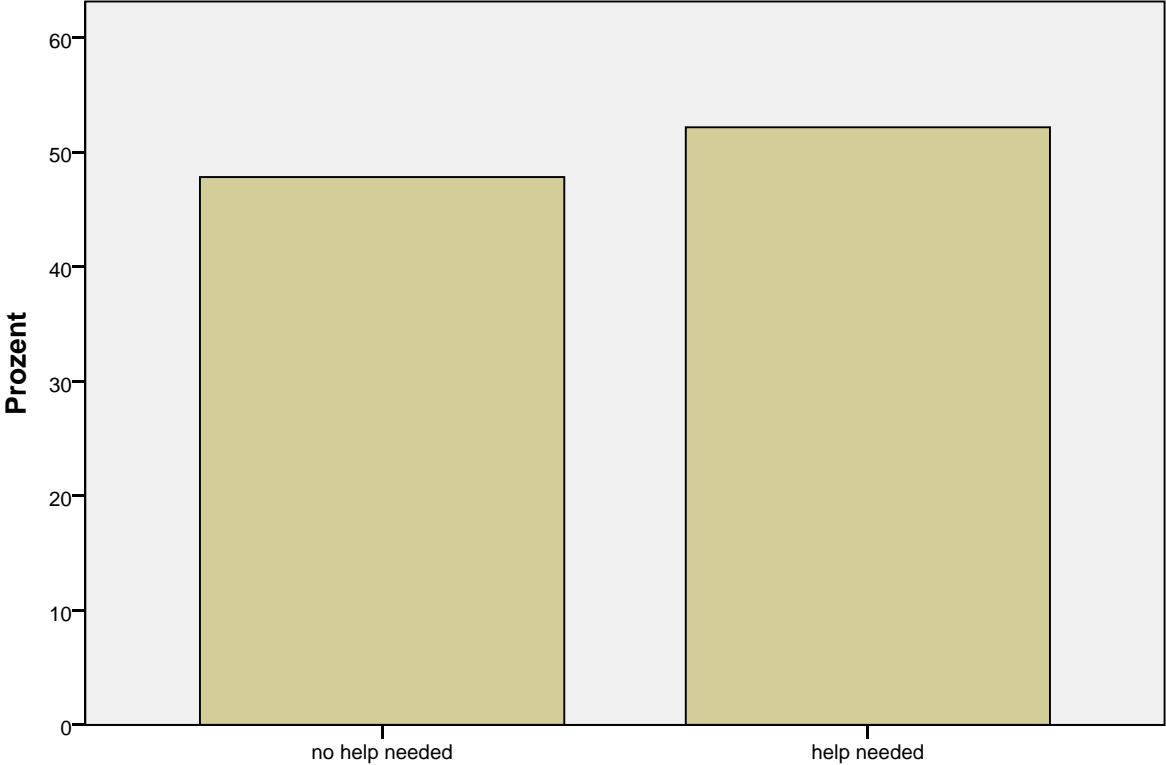
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae

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



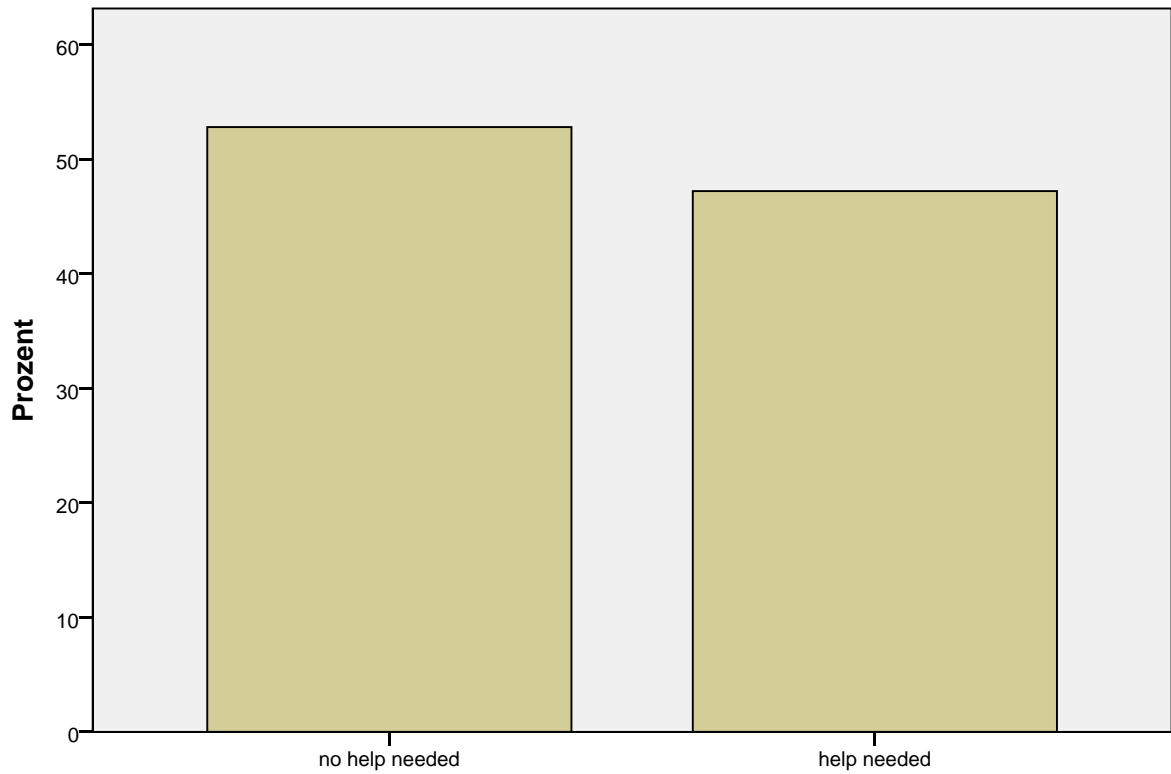
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills

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



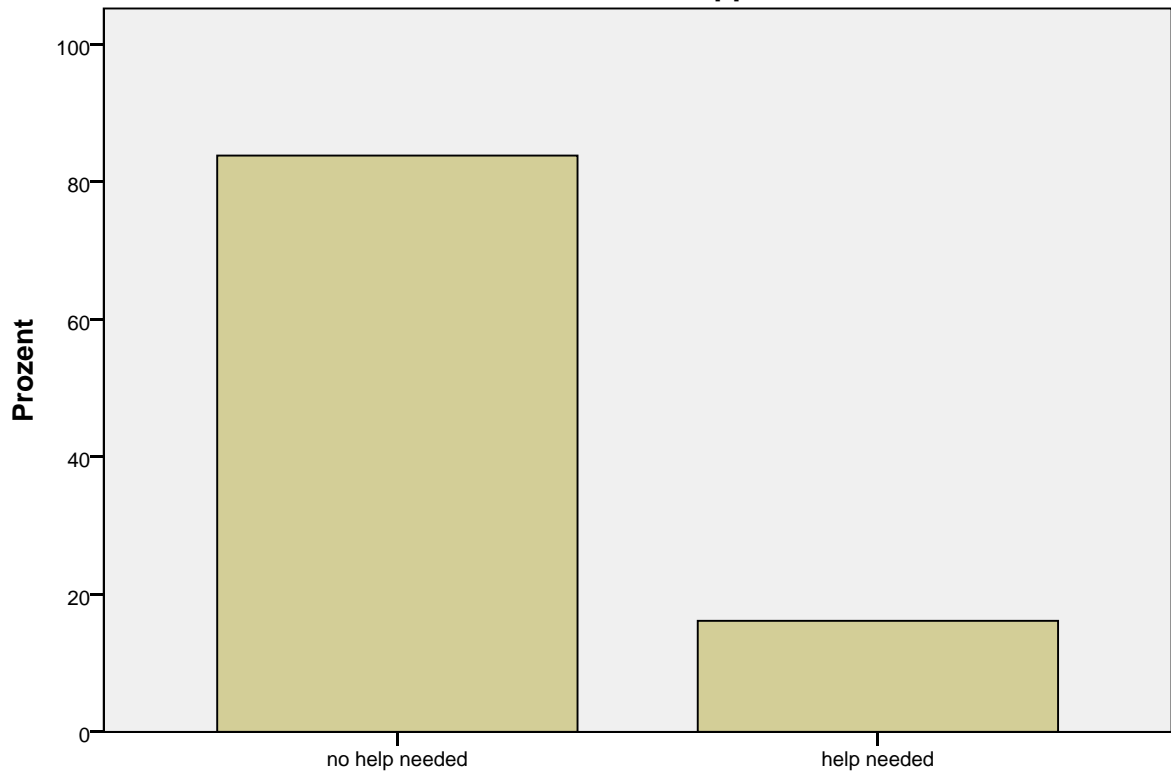
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills

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



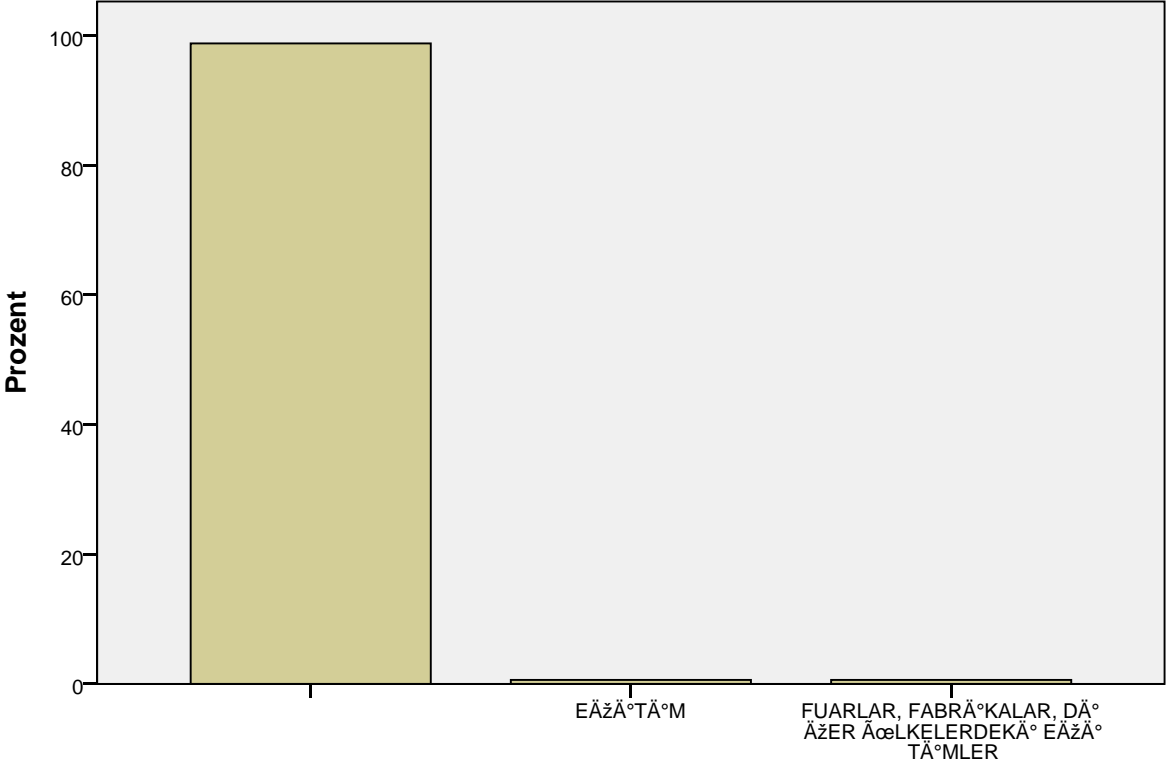
Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills

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.

