

GET

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Häufigkeiten

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

Statistiken

	N	
	Gültig	Fehlend
Country	271	0
Gender	264	7
Age	266	5
Which function do you have in your institution? regular teacher	271	0
Which function do you have in your institution? headmaster	271	0
Which function do you have in your institution? responsible for a group of teachers	271	0
Which function do you have in your institution? responsible for EU-Projects	271	0
Which function do you have in your institution? responsible for information technology (IT)	271	0
Which function do you have in your institution? responsible for timetables	271	0
Which function do you have in your institution? teacher in general education	271	0
Which function do you have in your institution? teacher in vocational education	271	0
Which function do you have in your institution? asisstant of the headmaster	271	0
Which function do you have in your institution? responsible for school projects	271	0
Which function do you have in your institution? responsible for career orientation	271	0
Which function do you have in your institution? responsible for work experience/work placement	271	0
The transition process from school into the world of work should be supported by teachers.	253	18

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Country	2,77	3,00	,825	,681
Gender	1,01	2,00	6,846	46,867
Age	39,98	40,00	9,717	94,422
Which function do you have in your institution? regular teacher	,57	1,00	,496	,246
Which function do you have in your institution? headmaster	,03	,00	,180	,032
Which function do you have in your institution? responsible for a group of teachers	,09	,00	,285	,081
Which function do you have in your institution? responsible for EU-Projects	,07	,00	,262	,069
Which function do you have in your institution? responsible for information technology (IT)	,04	,00	,198	,039
Which function do you have in your institution? responsible for timetables	,04	,00	,189	,036
Which function do you have in your institution? teacher in general education	,10	,00	,300	,090
Which function do you have in your institution? teacher in vocational education	,45	,00	,498	,248
Which function do you have in your institution? asisstant of the headmaster	,09	,00	,290	,084
Which function do you have in your institution? responsible for school projects	,10	,00	,305	,093
Which function do you have in your institution? responsible for career orientation	,06	,00	,236	,056
Which function do you have in your institution? responsible for work experience/work placement	,08	,00	,268	,072
The transition process from school into the world of work should be supported by teachers.	1,57	1,00	,712	,508

Statistiken

	Minimum	Maximum
Country	1	4
Gender	-77	2
Age	0	61
Which function do you have in your institution? regular teacher	0	1
Which function do you have in your institution? headmaster	0	1
Which function do you have in your institution? responsible for a group of teachers	0	1
Which function do you have in your institution? responsible for EU-Projects	0	1
Which function do you have in your institution? responsible for information technology (IT)	0	1
Which function do you have in your institution? responsible for timetables	0	1
Which function do you have in your institution? teacher in general education	0	1
Which function do you have in your institution? teacher in vocational education	0	1
Which function do you have in your institution? asisstant of the headmaster	0	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.	247	24
The transition process from school into the world of work should be supported by enterprises.	238	33
The transition process from school into the world of work should be supported by counsellors.	238	33
The transition process from school into the world of work should be supported by advisers.	241	30
The transition process from school into the world of work should be supported by social workers.	240	31
The transition process from school into the world of work should be supported by the learner himself / herself.	245	26
The transition of learners from school into the world of work is seen as important in my country.	251	20
The transition of learners from school into the world of work is supported by teachers in my country.	252	19
The transition of learners from school into the world of work is supported by the parents in my country.	247	24
The transition of learners from school into the world of work is supported by enterprises in my country.	246	25

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
The transition process from school into the world of work should be supported by parents.	1,71	2,00	,824	,679
The transition process from school into the world of work should be supported by enterprises.	1,78	2,00	,887	,788
The transition process from school into the world of work should be supported by counsellors.	1,79	2,00	,885	,783
The transition process from school into the world of work should be supported by advisers.	1,80	2,00	,933	,871
The transition process from school into the world of work should be supported by social workers.	2,18	2,00	1,046	1,093
The transition process from school into the world of work should be supported by the learner himself / herself.	2,52	3,00	1,010	1,021
The transition of learners from school into the world of work is seen as important in my country.	2,34	2,00	1,012	1,025
The transition of learners from school into the world of work is supported by teachers in my country.	2,02	2,00	,832	,693
The transition of learners from school into the world of work is supported by the parents in my country.	2,15	2,00	,828	,686
The transition of learners from school into the world of work is supported by enterprises in my country.	2,58	3,00	,871	,759

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.	244	27
The transition of learners from school into the world of work is supported by career advisers in my country.	244	27
The transition of learners from school into the world of work is supported by social workers in my country.	243	28
The transition of learners from school into the world of work is supported by the learners in my country.	271	0
In my country the transition of learners into the world of work is supported by other institutions.	254	17
In my country the transition of learners into the world of work is supported by other institutions A:	271	0
In my country the transition of learners into the world of work is supported by other institutions B:	271	0
Combination of practical and theoretical experiences. How well is it done?	256	15
Combination of practical and theoretical experiences. Importance?	252	19
Focusing on the strengths of the learners. How well is it done?	256	15

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
The transition of learners from school into the world of work is supported by job counsellors in my country.	2,49	3,00	,966	,934
The transition of learners from school into the world of work is supported by career advisers in my country.	2,46	2,00	,966	,932
The transition of learners from school into the world of work is supported by social workers in my country.	2,74	3,00	1,045	1,092
The transition of learners from school into the world of work is supported by the learners in my country.	2,19	2,00	1,131	1,279
In my country the transition of learners into the world of work is supported by other institutions.	,31	,00	,465	,217
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?	2,50	3,00	1,017	1,035
Combination of practical and theoretical experiences. Importance?	1,35	1,00	,648	,419
Focusing on the strengths of the learners. How well is it done?	2,55	3,00	,906	,821

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?	250	21
Individual focus on each learner. How well is it done?	256	15
Individual focus on each learner. Importance?	251	20
Focusing individual self-discovery by the learners. How well is it done?	253	18
Focusing individual self-discovery by the learners. Importance?	246	25
Focusing several professions and vocations. How well is it done?	252	19
Focusing several professions and vocations. Importance?	245	26
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	249	22
Matching individual competencies and opportunities with possibilities on the job market. Importance?	247	24
Training of applying and interview situations. How well is it done?	250	21
Training of applying and interview situations. Importance?	248	23
Training of writing cover letters and curriculum vitae. How well is it done?	251	20

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Focusing on the strengths of the learners. Importance?	1,34	1,00	,595	,354
Individual focus on each learner. How well is it done?	2,66	3,00	,944	,891
Individual focus on each learner. Importance?	1,43	1,00	,673	,454
Focusing individual self-discovery by the learners. How well is it done?	2,74	3,00	,883	,779
Focusing individual self-discovery by the learners. Importance?	1,52	1,00	,802	,643
Focusing several professions and vocations. How well is it done?	2,63	3,00	,890	,792
Focusing several professions and vocations. Importance?	1,57	1,00	,747	,558
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	2,75	3,00	,930	,865
Matching individual competencies and opportunities with possibilities on the job market. Importance?	1,40	1,00	,660	,436
Training of applying and interview situations. How well is it done?	2,59	3,00	,971	,942
Training of applying and interview situations. Importance?	1,57	1,00	,739	,546
Training of writing cover letters and curriculum vitae. How well is it done?	2,11	2,00	,944	,892

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?	249	22
Discussions with job experts. How well is it done?	249	22
Discussions with job experts. Importance?	244	27
Discussions with peers. How well is it done?	253	18
Discussions with peers. Importance?	251	20
Which method of learning works for you in your school? individual work vs. collaborative work	256	15
Which method of learning works for you in your school? self-regulated work vs. directed work	251	20
Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person	252	19
Which method of learning works for you in your school? active learner vs. passive learner	255	16
Which method of learning works for you in your school? active teacher vs. passive teacher	250	21
Which method of learning works for you in your school? communicative vs. non-communicative	253	18
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	268	3

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Training of writing cover letters and curriculum vitae. Importance?	1,59	1,00	,804	,647
Discussions with job experts. How well is it done?	2,78	3,00	,942	,888
Discussions with job experts. Importance?	1,59	1,00	,767	,589
Discussions with peers. How well is it done?	2,34	2,00	,809	,654
Discussions with peers. Importance?	1,85	2,00	,809	,654
Which method of learning works for you in your school? individual work vs. collaborative work	3,91	4,00	1,706	2,910
Which method of learning works for you in your school? self-regulated work vs. directed work	2,77	2,00	1,534	2,352
Which method of learning works for you in your school? distance learning (only) vs. learning in the classroom in person	4,92	6,00	1,459	2,129
Which method of learning works for you in your school? active learner vs. passive learner	1,85	1,00	1,179	1,390
Which method of learning works for you in your school? active teacher vs. passive teacher	1,90	1,00	1,143	1,306
Which method of learning works for you in your school? communicative vs. non-communicative	1,56	1,00	,909	,827
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners	,74	1,00	,463	,214

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	3

Statistiken

	N	
	Gültig	Fehlend
Where do you need help or support concerning career orientation or vocational orientation? material about vocations	268	3
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications	268	3
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations	268	3
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	268	3
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters	268	3
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae	268	3
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills	268	3
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills	268	3

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? material about vocations	,54	1,00	,499	,249
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications	,60	1,00	,490	,240
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations	,60	1,00	,491	,241
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	,44	,00	,497	,247
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters	,28	,00	,450	,202
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae	,32	,00	,468	,219
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills	,56	1,00	,497	,247
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills	,54	1,00	,499	,249

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	268	3
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	268	3
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are	271	0
Additional discussion points you see in Career and Vocational Orientation.	271	0
Chances you see in career orientation and vocational orientation: Chances it really offers:	271	0

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills	,44	,00	,498	,248
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	,11	,00	,316	,100
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 UK	30	11,1	11,1	11,1
Germany	40	14,8	14,8	25,8
Turkey	163	60,1	60,1	86,0
Italy	38	14,0	14,0	100,0
Gesamt	271	100,0	100,0	

Gender

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig -77	2	,7	,8	,8
female	104	38,4	39,4	40,2
male	158	58,3	59,8	100,0
Gesamt	264	97,4	100,0	
Fehlend 9	7	2,6		
Gesamt	271	100,0		

Age

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig 0	2	,7	,8	,8
15	1	,4	,4	1,1
16	2	,7	,8	1,9
17	1	,4	,4	2,3
18	1	,4	,4	2,6
23	3	1,1	1,1	3,8
25	3	1,1	1,1	4,9
26	4	1,5	1,5	6,4
27	7	2,6	2,6	9,0
28	7	2,6	2,6	11,7
29	2	,7	,8	12,4
30	7	2,6	2,6	15,0
31	7	2,6	2,6	17,7
32	13	4,8	4,9	22,6
33	6	2,2	2,3	24,8
34	5	1,8	1,9	26,7
35	14	5,2	5,3	32,0
36	6	2,2	2,3	34,2
37	7	2,6	2,6	36,8
38	16	5,9	6,0	42,9
39	8	3,0	3,0	45,9
40	14	5,2	5,3	51,1
41	9	3,3	3,4	54,5
42	10	3,7	3,8	58,3
43	12	4,4	4,5	62,8
44	12	4,4	4,5	67,3
45	11	4,1	4,1	71,4
46	10	3,7	3,8	75,2
47	5	1,8	1,9	77,1
48	11	4,1	4,1	81,2
49	6	2,2	2,3	83,5
50	11	4,1	4,1	87,6
51	4	1,5	1,5	89,1
52	6	2,2	2,3	91,4
53	4	1,5	1,5	92,9
54	4	1,5	1,5	94,4
55	3	1,1	1,1	95,5
56	3	1,1	1,1	96,6
57	2	,7	,8	97,4

Age

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig 58	2	,7	,8	98,1
60	2	,7	,8	98,9
61	3	1,1	1,1	100,0
Gesamt	266	98,2	100,0	
Fehlend 99	5	1,8		
Gesamt	271	100,0		

Which function do you have in your institution? regular teacher

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	116	42,8	42,8	42,8
yes	155	57,2	57,2	100,0
Gesamt	271	100,0	100,0	

Which function do you have in your institution? headmaster

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	262	96,7	96,7	96,7
yes	9	3,3	3,3	100,0
Gesamt	271	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	247	91,1	91,1	91,1
yes	24	8,9	8,9	100,0
Gesamt	271	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	251	92,6	92,6	92,6
yes	20	7,4	7,4	100,0
Gesamt	271	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	260	95,9	95,9	95,9
yes	11	4,1	4,1	100,0
Gesamt	271	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	261	96,3	96,3	96,3
yes	10	3,7	3,7	100,0
Gesamt	271	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	244	90,0	90,0	90,0
yes	27	10,0	10,0	100,0
Gesamt	271	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	149	55,0	55,0	55,0
yes	122	45,0	45,0	100,0
Gesamt	271	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	246	90,8	90,8	90,8
yes	25	9,2	9,2	100,0
Gesamt	271	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	243	89,7	89,7	89,7
yes	28	10,3	10,3	100,0
Gesamt	271	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig no	255	94,1	94,1	94,1
yes	16	5,9	5,9	100,0
Gesamt	271	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	250	92,3	92,3	92,3
yes	21	7,7	7,7	100,0
Gesamt	271	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	135	49,8	53,4	53,4
agree	97	35,8	38,3	91,7
disagree	15	5,5	5,9	97,6
strongly disagree	6	2,2	2,4	100,0
Gesamt	253	93,4	100,0	
Fehlend 0	18	6,6		
Gesamt	271	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	123	45,4	49,8	49,8
agree	80	29,5	32,4	82,2
disagree	37	13,7	15,0	97,2
strongly disagree	7	2,6	2,8	100,0
Gesamt	247	91,1	100,0	
Fehlend 0	24	8,9		
Gesamt	271	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	113	41,7	47,5	47,5
agree	76	28,0	31,9	79,4
disagree	37	13,7	15,5	95,0
strongly disagree	12	4,4	5,0	100,0
Gesamt	238	87,8	100,0	
Fehlend 0	33	12,2		
Gesamt	271	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	113	41,7	47,5	47,5
	agree	72	26,6	30,3	77,7
	disagree	43	15,9	18,1	95,8
	strongly disagree	10	3,7	4,2	100,0
	Gesamt	238	87,8	100,0	
Fehlend	0	33	12,2		
Gesamt		271	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	119	43,9	49,4	49,4
	agree	67	24,7	27,8	77,2
	disagree	40	14,8	16,6	93,8
	strongly disagree	15	5,5	6,2	100,0
	Gesamt	241	88,9	100,0	
Fehlend	0	30	11,1		
Gesamt		271	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	82	30,3	34,2	34,2
	agree	64	23,6	26,7	60,8
	disagree	63	23,2	26,3	87,1
	strongly disagree	31	11,4	12,9	100,0
	Gesamt	240	88,6	100,0	
Fehlend	0	31	11,4		
Gesamt		271	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	47	17,3	19,2	19,2
	agree	70	25,8	28,6	47,8
	disagree	81	29,9	33,1	80,8
	strongly disagree	47	17,3	19,2	100,0
	Gesamt	245	90,4	100,0	
Fehlend	0	26	9,6		
Gesamt		271	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	63	23,2	25,1	25,1
	agree	77	28,4	30,7	55,8
	disagree	74	27,3	29,5	85,3
	strongly disagree	37	13,7	14,7	100,0
	Gesamt	251	92,6	100,0	
Fehlend	0	20	7,4		
Gesamt		271	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	77	28,4	30,6	30,6
	agree	99	36,5	39,3	69,8
	disagree	69	25,5	27,4	97,2
	strongly disagree	7	2,6	2,8	100,0
	Gesamt	252	93,0	100,0	
Fehlend	0	19	7,0		
Gesamt		271	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	58	21,4	23,5	23,5
	agree	106	39,1	42,9	66,4
	disagree	72	26,6	29,1	95,5
	strongly disagree	11	4,1	4,5	100,0
	Gesamt	247	91,1	100,0	
Fehlend	0	24	8,9		
Gesamt		271	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	32	11,8	13,0	13,0
	agree	70	25,8	28,5	41,5
	disagree	113	41,7	45,9	87,4
	strongly disagree	31	11,4	12,6	100,0
	Gesamt	246	90,8	100,0	
Fehlend	0	25	9,2		
Gesamt		271	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	44	16,2	18,0	18,0
	agree	75	27,7	30,7	48,8
	disagree	86	31,7	35,2	84,0
	strongly disagree	39	14,4	16,0	100,0
	Gesamt	244	90,0	100,0	
Fehlend	0	27	10,0		
Gesamt		271	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	46	17,0	18,9	18,9
	agree	77	28,4	31,6	50,4
	disagree	84	31,0	34,4	84,8
	strongly disagree	37	13,7	15,2	100,0
	Gesamt	244	90,0	100,0	
Fehlend	0	27	10,0		
Gesamt		271	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	39	14,4	16,0	16,0
	agree	54	19,9	22,2	38,3
	disagree	80	29,5	32,9	71,2
	strongly disagree	70	25,8	28,8	100,0
	Gesamt	243	89,7	100,0	
Fehlend	0	28	10,3		
Gesamt		271	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	22	8,1	8,1	8,1
	strongly agree	48	17,7	17,7	25,8
	agree	96	35,4	35,4	61,3
	disagree	67	24,7	24,7	86,0
	strongly disagree	38	14,0	14,0	100,0
	Gesamt	271	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	174	64,2	68,5	68,5
	yes	80	29,5	31,5	100,0
	Gesamt	254	93,7	100,0	
Fehlend	-77	17	6,3		
Gesamt		271	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	211	77,9	77,9	77,9
Ä°ÄŸ alanÄ± geniÄŸ olan mesleklerde okul hayatÄ±ndan iÄŸ hayatÄ±na geÄŸiÄŸ daha kÄ±sa sÄ¼rede gerÄŸekleÄŸir.	1	,4	,4	78,2
Ä°ÄŸ bulma sÄ±kÄ±ntÄ±sÄ±	1	,4	,4	78,6
Ä°Äž BULMA KURUMU	1	,4	,4	79,0
Ä°Äž-KUR	3	1,1	1,1	80,1
Ä°ÄžKUR	2	,7	,7	80,8
AÄ°LE VE OKUL	1	,4	,4	81,2
Agentur fÄ¼r Arbeit	3	1,1	1,1	82,3
Ä°bergangsmanagement	1	,4	,4	82,7
Aranan mesleklerden mezun olanlarÄ±n hemen iÄŸe girmesi	1	,4	,4	83,0
Arbeitsamt	2	,7	,7	83,8
BildungsbeÄ¼ro, SchuB	1	,4	,4	84,1
Bundesagentur fÄ¼r Arbeit	2	,7	,7	84,9
Caritas	1	,4	,4	85,2
centri per l'impiego	1	,4	,4	85,6
CIOP, SPORTELLI LOCALI	1	,4	,4	86,0
CONFINDUSTRIA	1	,4	,4	86,3
Connections	1	,4	,4	86,7
CONNECTIONS	1	,4	,4	87,1
CONNEXIONS	8	3,0	3,0	90,0
Eltern	1	,4	,4	90,4
enti di formazione esterni alla scuola	1	,4	,4	90,8
Esta	1	,4	,4	91,1
FAW (bvb-MaÄŸnahme)	1	,4	,4	91,5
HASTANE	1	,4	,4	91,9
Internationaler Bund	1	,4	,4	92,3
JOB CENTRE	3	1,1	1,1	93,4
Job centres	1	,4	,4	93,7
Jobcenter	1	,4	,4	94,1
KALKINMA AJANSI	1	,4	,4	94,5
KOÄž	1	,4	,4	94,8
Kolping	1	,4	,4	95,2

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 Krankenkassen (indirekt weil falsche Zielsetzung)	1	,4	,4	95,6
Maßnahmenträger, z.B. Kolping Bildungswerk	1	,4	,4	95,9
MESLEK DANIÅZMANLARI TARAFINDAN DESTEKLENMELÄ°	1	,4	,4	96,3
MESLEK LÄ°SELERÄ°NE GEREKEN Å-NEM VE Å° Åž ALANININ YARATILMASI Å±ALIÅžMALARI.	1	,4	,4	96,7
Mezun olur olmaz genÅšlere iÅš , es ve ev verilmelidir.	1	,4	,4	97,0
MINISTERO DEL LAVORO	1	,4	,4	97,4
Organize sanayi bÅšlgelerinde Åžzel meslek liseleri aÅšÅ±lmasÅ±	1	,4	,4	97,8
Private Arbeitsvermittler, Bildungsträger	1	,4	,4	98,2
SAÅžLIK BAKANLIÅžI	1	,4	,4	98,5
Schule	2	,7	,7	99,3
TURÄ°ZM	1	,4	,4	99,6
z.B.: Internationaler Bund	1	,4	,4	100,0
Gesamt	271	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	228	84,1	84,1	84,1
.....	1	,4	,4	84,5
Ä-ZEL SEKTÄ-R VE MADDÄ° Ä°MKÄ,NI YETERLÄ° OLAN ÄZHISLAR VARLIKLARINI ÄœRETÄ° ME YÄ-NLENDÄ° RMELÄ° BU KONUDA DEVLET Ä±EÄZÄ°TLÄ° TEÄZVÄ°KLER GETÄ° Ä°ÄZ KUR	1	,4	,4	84,9
Ä°ÄZLETMELER TARAFINDAN DESTEKLENMELÄ°	1	,4	,4	85,2
Ä°TKÄ°B ve KoÄŞ gibi firmalarÄ±n aÄŞtÄ±YÄ± meslek liseleri	1	,4	,4	85,6
Agentur fÄ¼r Arbeit	1	,4	,4	86,0
Arbeiterwohlfahrt	1	,4	,4	86,3
Arbeitsagentur	1	,4	,4	86,7
AWO	1	,4	,4	87,1
Berufsberatung	1	,4	,4	87,5
CONFARTIGIANATO	1	,4	,4	87,8
Connexions	1	,4	,4	88,2
CONNEXIONS	3	1,1	1,1	88,6
FABRÄ°KA	1	,4	,4	89,7
GenÄŒler Ä±ocuk iÄYtikbal geleÄŒek korkusu olmadan ÄŒok cocuk sahibi olmalarÄ± konusunda Ä¶zendirilmelidir.	1	,4	,4	90,0
HALK EÄZÄ°TÄ°M VE MESLEK LÄ°SELERÄ° NÄ°N AÄ±MIÄZ OLDUÄZU KURSLAR	2	,7	,7	90,4
IHK, HK, etc.	1	,4	,4	91,1
IMBSE	1	,4	,4	91,5
JOB CENTRE	7	2,6	2,6	91,9
Job centres	1	,4	,4	94,5
JOB CENTRES	1	,4	,4	94,8
Kendini geliÄYtirecek iÄY makinelerinin yetersizliÄYi	1	,4	,4	95,2
Kommunales Integrationszentrum	1	,4	,4	95,6
MESLEK	1	,4	,4	95,9
Ministerium fÄ¼r Schule und Weiterbildung NRW	1	,4	,4	96,3
				96,7

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	MSW	1	,4	,4	97,0
	Schule	1	,4	,4	97,4
	SOS	1	,4	,4	97,8
	SOSYAL HÄ°METLER	1	,4	,4	98,2
	tbz (Jugendhilfe, Werkstattjahr)	1	,4	,4	98,5
	TOBB	1	,4	,4	98,9
	UNIVERSITA'	1	,4	,4	99,3
	UNIVERSITY CAREER CENTRES	1	,4	,4	99,6
	VALÄ°LÄ°K	1	,4	,4	100,0
	Gesamt	271	100,0	100,0	

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	53	19,6	20,7	20,7
	rather good	69	25,5	27,0	47,7
	rather not good	87	32,1	34,0	81,6
	not good	47	17,3	18,4	100,0
	Gesamt	256	94,5	100,0	
Fehlend	0	12	4,4		
	System	3	1,1		
	Gesamt	15	5,5		
Gesamt		271	100,0		

Combination of practical and theoretical experiences. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	185	68,3	73,4	73,4
	2 - important	49	18,1	19,4	92,9
	3 - less important	15	5,5	6,0	98,8
	4 - unimportant	3	1,1	1,2	100,0
	Gesamt	252	93,0	100,0	
Fehlend	0	16	5,9		
	System	3	1,1		
	Gesamt	19	7,0		
Gesamt		271	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	38	14,0	14,8	14,8
	rather good	75	27,7	29,3	44,1
	rather not good	108	39,9	42,2	86,3
	not good	35	12,9	13,7	100,0
	Gesamt	256	94,5	100,0	
Fehlend	0	12	4,4		
	System	3	1,1		
	Gesamt	15	5,5		
Gesamt		271	100,0		

Focusing on the strengths of the learners. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	180	66,4	72,0	72,0
	2 - important	56	20,7	22,4	94,4
	3 - less important	13	4,8	5,2	99,6
	4 - unimportant	1	,4	,4	100,0
	Gesamt	250	92,3	100,0	
Fehlend	0	18	6,6		
	System	3	1,1		
	Gesamt	21	7,7		
Gesamt		271	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	33	12,2	12,9	12,9
	rather good	72	26,6	28,1	41,0
	rather not good	99	36,5	38,7	79,7
	not good	52	19,2	20,3	100,0
	Gesamt	256	94,5	100,0	
Fehlend	0	12	4,4		
	System	3	1,1		
	Gesamt	15	5,5		
Gesamt		271	100,0		

Individual focus on each learner. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	168	62,0	66,9	66,9
	2 - important	61	22,5	24,3	91,2
	3 - less important	20	7,4	8,0	99,2
	4 - unimportant	2	,7	,8	100,0
	Gesamt	251	92,6	100,0	
Fehlend	0	17	6,3		
	System	3	1,1		
	Gesamt	20	7,4		
Gesamt		271	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	30	11,1	11,9	11,9
	rather good	49	18,1	19,4	31,2
	rather not good	130	48,0	51,4	82,6
	not good	44	16,2	17,4	100,0
	Gesamt	253	93,4	100,0	
Fehlend	0	15	5,5		
	System	3	1,1		
	Gesamt	18	6,6		
Gesamt		271	100,0		

Focusing individual self-discovery by the learners. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	161	59,4	65,4	65,4
	2 - important	49	18,1	19,9	85,4
	3 - less important	30	11,1	12,2	97,6
	4 - unimportant	6	2,2	2,4	100,0
	Gesamt	246	90,8	100,0	
Fehlend	0	22	8,1		
	System	3	1,1		
	Gesamt	25	9,2		
Gesamt		271	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	31	11,4	12,3	12,3
	rather good	70	25,8	27,8	40,1
	rather not good	112	41,3	44,4	84,5
	not good	39	14,4	15,5	100,0
	Gesamt	252	93,0	100,0	
Fehlend	0	16	5,9		
	System	3	1,1		
	Gesamt	19	7,0		
Gesamt		271	100,0		

Focusing several professions and vocations. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	140	51,7	57,1	57,1
	2 - important	75	27,7	30,6	87,8
	3 - less important	26	9,6	10,6	98,4
	4 - unimportant	4	1,5	1,6	100,0
	Gesamt	245	90,4	100,0	
Fehlend	0	23	8,5		
	System	3	1,1		
	Gesamt	26	9,6		
Gesamt		271	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	32	11,8	12,9	12,9
	rather good	50	18,5	20,1	32,9
	rather not good	115	42,4	46,2	79,1
	not good	52	19,2	20,9	100,0
	Gesamt	249	91,9	100,0	
Fehlend	0	19	7,0		
	System	3	1,1		
	Gesamt	22	8,1		
Gesamt		271	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	171	63,1	69,2	69,2
	2 - important	54	19,9	21,9	91,1
	3 - less important	21	7,7	8,5	99,6
	4 - unimportant	1	,4	,4	100,0
	Gesamt	247	91,1	100,0	
Fehlend	0	21	7,7		
	System	3	1,1		
	Gesamt	24	8,9		
Gesamt		271	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	41	15,1	16,4	16,4
	rather good	67	24,7	26,8	43,2
	rather not good	96	35,4	38,4	81,6
	not good	46	17,0	18,4	100,0
	Gesamt	250	92,3	100,0	
Fehlend	0	18	6,6		
	System	3	1,1		
	Gesamt	21	7,7		
Gesamt		271	100,0		

Training of applying and interview situations. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	140	51,7	56,5	56,5
	2 - important	79	29,2	31,9	88,3
	3 - less important	25	9,2	10,1	98,4
	4 - unimportant	4	1,5	1,6	100,0
	Gesamt	248	91,5	100,0	
Fehlend	0	20	7,4		
	System	3	1,1		
	Gesamt	23	8,5		
Gesamt		271	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	78	28,8	31,1	31,1
	rather good	88	32,5	35,1	66,1
	rather not good	64	23,6	25,5	91,6
	not good	21	7,7	8,4	100,0
	Gesamt	251	92,6	100,0	
Fehlend	0	17	6,3		
	System	3	1,1		
	Gesamt	20	7,4		
Gesamt		271	100,0		

Training of writing cover letters and curriculum vitae. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	146	53,9	58,6	58,6
	2 - important	67	24,7	26,9	85,5
	3 - less important	29	10,7	11,6	97,2
	4 - unimportant	7	2,6	2,8	100,0
	Gesamt	249	91,9	100,0	
Fehlend	0	19	7,0		
	System	3	1,1		
	Gesamt	22	8,1		
Gesamt		271	100,0		

Discussions with job experts. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	27	10,0	10,8	10,8
	rather good	62	22,9	24,9	35,7
	rather not good	98	36,2	39,4	75,1
	not good	62	22,9	24,9	100,0
	Gesamt	249	91,9	100,0	
Fehlend	0	19	7,0		
	System	3	1,1		
	Gesamt	22	8,1		
Gesamt		271	100,0		

Discussions with job experts. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	137	50,6	56,1	56,1
	2 - important	75	27,7	30,7	86,9
	3 - less important	27	10,0	11,1	98,0
	4 - unimportant	5	1,8	2,0	100,0
	Gesamt	244	90,0	100,0	
Fehlend	0	24	8,9		
	System	3	1,1		
	Gesamt	27	10,0		
Gesamt		271	100,0		

Discussions with peers. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	38	14,0	15,0	15,0
	rather good	107	39,5	42,3	57,3
	rather not good	92	33,9	36,4	93,7
	not good	16	5,9	6,3	100,0
	Gesamt	253	93,4	100,0	
Fehlend	0	15	5,5		
	System	3	1,1		
	Gesamt	18	6,6		
Gesamt		271	100,0		

Discussions with peers. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	99	36,5	39,4	39,4
	2 - important	94	34,7	37,5	76,9
	3 - less important	54	19,9	21,5	98,4
	4 - unimportant	4	1,5	1,6	100,0
	Gesamt	251	92,6	100,0	
Fehlend	0	17	6,3		
	System	3	1,1		
	Gesamt	20	7,4		
Gesamt		271	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	22	8,1	8,6	8,6
	2	47	17,3	18,4	27,0
	3	43	15,9	16,8	43,8
	4	30	11,1	11,7	55,5
	5	47	17,3	18,4	73,8
	collaborative work	67	24,7	26,2	100,0
Gesamt		256	94,5	100,0	
Fehlend	0	12	4,4		
	System	3	1,1		
	Gesamt	15	5,5		
Gesamt		271	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	64	23,6	25,5	25,5
	2	62	22,9	24,7	50,2
	3	51	18,8	20,3	70,5
	4	31	11,4	12,4	82,9
	5	27	10,0	10,8	93,6
	directed work	16	5,9	6,4	100,0
Gesamt		251	92,6	100,0	
Fehlend	0	17	6,3		
	System	3	1,1		
	Gesamt	20	7,4		
Gesamt		271	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)	10	3,7	4,0	4,0
	2	16	5,9	6,3	10,3
	3	21	7,7	8,3	18,7
	4	19	7,0	7,5	26,2
	5	57	21,0	22,6	48,8
	learning in the classroom in person	129	47,6	51,2	100,0
Gesamt		252	93,0	100,0	
Fehlend	0	16	5,9		
	System	3	1,1		
	Gesamt	19	7,0		
Gesamt		271	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	142	52,4	55,7	55,7
	2	53	19,6	20,8	76,5
	3	30	11,1	11,8	88,2
	4	18	6,6	7,1	95,3
	5	11	4,1	4,3	99,6
	passive learner	1	,4	,4	100,0
Gesamt		255	94,1	100,0	
Fehlend	0	13	4,8		
	System	3	1,1		
	Gesamt	16	5,9		
Gesamt		271	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	126	46,5	50,4	50,4
	2	60	22,1	24,0	74,4
	3	40	14,8	16,0	90,4
	4	15	5,5	6,0	96,4
	5	6	2,2	2,4	98,8
	passive teacher	3	1,1	1,2	100,0
Gesamt		250	92,3	100,0	
Fehlend	0	18	6,6		
	System	3	1,1		
	Gesamt	21	7,7		
Gesamt		271	100,0		

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

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	communicative	162	59,8	64,0	64,0
	2	56	20,7	22,1	86,2
	3	24	8,9	9,5	95,7
	4	7	2,6	2,8	98,4
	5	3	1,1	1,2	99,6
	non-communicative	1	,4	,4	100,0
Gesamt		253	93,4	100,0	
Fehlend	0	15	5,5		
	System	3	1,1		
	Gesamt	18	6,6		
Gesamt		271	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	71	26,2	26,5	26,5
	help needed	196	72,3	73,1	99,6
	3	1	,4	,4	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	122	45,0	45,5	45,5
	help needed	146	53,9	54,5	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	106	39,1	39,6	39,6
	help needed	162	59,8	60,4	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	108	39,9	40,3	40,3
	help needed	160	59,0	59,7	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	151	55,7	56,3	56,3
	help needed	117	43,2	43,7	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	193	71,2	72,0	72,0
	help needed	75	27,7	28,0	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	182	67,2	67,9	67,9
	help needed	86	31,7	32,1	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	117	43,2	43,7	43,7
	help needed	151	55,7	56,3	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	122	45,0	45,5	45,5
	help needed	146	53,9	54,5	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	149	55,0	55,6	55,6
	help needed	119	43,9	44,4	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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	238	87,8	88,8	88,8
	help needed	30	11,1	11,2	100,0
	Gesamt	268	98,9	100,0	
Fehlend	System	3	1,1		
Gesamt		271	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		267	98,5	98,5	98,5
	Angebote für Schüler, die hohe soziale Defizite haben	1	,4	,4	98,9
	EÄÄ°TÄ°M	1	,4	,4	99,3
	FUARLAR, FABRÄ° KALAR, DÄ°ÄZER ÄœLKELERDEKÄ° EÄžÄ° TÄ°MLER	1	,4	,4	99,6
	Motivation der Schüler sich dem Thema zuzuwenden	1	,4	,4	100,0
Gesamt		271	100,0	100,0	

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	214	79,0	79,0	79,0
-	2	,7	,7	79,7
.....	1	,4	,4	80,1
2 stage settimanali durante il periodo scolastico, 15 gg di lavoro guidato durante il periodo estivo post scuola.	1	,4	,4	80,4
Ã" necessario che le imprese tornino a dialogare con le scuole e che dalle scuole escano individui in grado di lavorare	1	,4	,4	80,8
Ã-ÃŸrencilerin bÃŸlÃ¼mlerini kendi yetenekleri ve istekleri doÃŸrultusunda seÃŸmemeleri	1	,4	,4	81,2
Ã-ÃŸrencilerin kendi ÃŸzelliklerine uygun alanÃ± seÃŸmesinde ÃŸzel yeteneklerinin tespit ÃŸekli deÃŸiÃŸtirilmeli	1	,4	,4	81,5
Ã-ÃŸRENCÃ°LERÃ°N Ã° LKÃ-ÃŸRETÃ°MDEN LÃ° SEYE GEÃŸÃ°ÃŸ SÃ°RENCÃ°NDE Ã- ÃŸRENCÃ°LERÃ°N YÃ- NLENDÃ°RÃ°LMELENERÃ° NDE MESLEK TANITIMLARININ YAPILMASI	1	,4	,4	81,9
Ã-ZEL KURSLAR VERÃ° LMESÃ°	1	,4	,4	82,3
Ã°ÃŸ doyumunu ve performansÃ±n artÃ±rlamasÃ±	1	,4	,4	82,7
Ã°ÃŸ piyasasÃ±nda meslek lisesi diplomasÃ± eleman ÃŸalÃŸtÃ±rma zorunluluÃŸu olmalÃ±.	1	,4	,4	83,0
Ã°ÃŸ KAYGISI	1	,4	,4	83,4
Ã°LGÃ° VE YETENEKLERE GÃ-RE MESLEK SEÃŸÃ° LMESESÃ°, MESLEK SEÃŸÃ°MÃ° DERSÃ°NÃ° N OLMAMASI VE MESLEK YÃ-NLENDÃ° RME YAPILMAMASI	1	,4	,4	83,8
Ã°LK OKULDA BAÃŸLANMALI REHBERLÃ°ÃŸE ÃŸOCUK NE OLACAÃŸINI OZAMN KARAR VERMELÃ°.BÃ°Z GEÃŸ KALİYORUZ.	1	,4	,4	84,1

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig Ä°STÄ°HDAMDA PLANLAMA, UYGULAMALI MESLEKÄ° EÄžÄ°TÄ°M VERÄ°LÄ° YORMU, MESLEKÄ° EÄžÄ°TÄ°M Ä- ZELLEÄZMELÄ° MÄ°? BENCE EVET	1	,4	,4	84,5
bÄŕÄ¼milerin popÄ¼leriÄ¼i Äŕn planda kiÄ¼ilik Äŕzellikleri degil	1	,4	,4	84,9
BU KONUDAKÄ° Ä- LÄŕÄœTLERÄ°N VEYA SEÄŕMELERÄ°N YETERSÄ°ZLÄ°ÄžÄ°	1	,4	,4	85,2
Changes in the structure of the school and curricula are necessary	1	,4	,4	85,6
DESTEK	1	,4	,4	86,0
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	,4	,4	86,3
DOVREBBE ESSERE MATERIA OBBLIGATORIA SVOLTA DA PROFESSIONISTI DELL'ORIENTAMENTO E SOGGETTI DEL MONDO IMPRENDITORIALE	1	,4	,4	86,7
EÄ¼itim Sistemindeki sorunlar, ekonomik problemler	1	,4	,4	87,1
eÄ¼itimçilerin dodnanÄ¼msal eksikleri bulunmaktadÄ¼r.	1	,4	,4	87,5
EFFETTUARE INCONTRI CON RAPPRESENTANTI DEL MONDO DEL LAVORO EPSICOLOGI EDE ESPERTI COMUNICAZIONE	1	,4	,4	87,8
Es gibt auch SchÄ¼ler, die kein Praktikum zur Ausbildungsfindung mehr ableisten wollen.	1	,4	,4	88,2

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig FÄcherÄbergreifendes Arbeiten bei der Vorbereitung von Bewerbungen und Berufsauswahlhilfe	1	,4	,4	88,6
iÄyde baÄyarÄ±Ä± olmak mÄ± baÄyarÄ±Ä± olunacak bir iÄy miÄ°?	1	,4	,4	88,9
KENDÄ°LERÄ°NÄ° TANIMAMALARI	1	,4	,4	89,3
KENDÄ°NÄ° TANIMAMA	1	,4	,4	89,7
KiÄyilerin yeteneklerine gÄrre devlette ve Äzel sektÄrde arananÄ±r meÄylekler ve iÄy imkanlarÄ± sunma aranÄ±r insan yetistirme	1	,4	,4	90,0
Lavorare molto sulle capacitÄ	1	,4	,4	90,4
maggiore interazione fra le materie di base (esposizione, modalitÄ di presentazione) e materie di indirizzo	1	,4	,4	90,8
maggiore presenza da parte del mondo del lavoro	1	,4	,4	91,1
Mehr Zeit haben fÄr die einzelnen SchÄler	1	,4	,4	91,5
MESLEK EÄžÄ°TÄ°MDE MESLEKÄ° Ä-ÄžRENME YETERLÄ°LÄ°K EKSÄ° KLÄ°KLERÄ° VE Ä° MKANLAR	1	,4	,4	91,9
MESLEK LÄ°SELERÄ°NDE STAJ Ä-ZEL SÄ-KTERE MUTLAK ZORUNLU Ä±ALIÄžTIRMA OLMALI SÄ°GORTA DEVLET KURUMUNCA KARÄžILANIRSA Ä-ÄžRENCÄ°LER RAHAT	1	,4	,4	92,3
MESLEK LÄ°SELERÄ°NE AYRI KÄ°TAPLAR VE AYRI MÄceFREDAT PROGRAMLARI UYGULANMALI.	1	,4	,4	92,6

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig MESLEKÄ° EÄžÄ°TÄ° MÄ°N Ä-NEMÄ° ANLÄÄžILMIÄž DEÄžÄ°L, MESLEK LÄ°SELERÄ°NE ANLAMSIZCA YANLI BAKILMAKTADIR,	1	,4	,4	93,0
Motivation der SchÄ¼ler	1	,4	,4	93,4
NELLA SITUAZIONE ATTUALE E' MOLTO DIFFICILE ORIENTARE AD UN LAVORO QUANDO LE RICHIESTE DI LAVORATORI SONO MINIME	1	,4	,4	93,7
Noch mehr Praktika	1	,4	,4	94,1
ogni insegnantedovrebbe aiutare gli studenti, ad individuare e costruire percorsi pienamente soddisfacenti in ambito formativ	1	,4	,4	94,5
Potenzialorientierung bei SuS mit Zuwanderungsgeschichte	1	,4	,4	94,8
RAPPORTI CON ASSOCIAZIONI DI CATEGORIA	1	,4	,4	95,2
SI POTREBBERO INSERIRE DEI COLLOQUI PSICOLOGICI E DELLE VALUTAZIONI GRAFOLOGICHE SULLE ATTITUDINI ALLE PROFESSIONI	1	,4	,4	95,6
sinnvolle Nutzung der Lebenszeit (Smartphone, Facebook ... nehmen zu viel Zeit in Anspruch)	1	,4	,4	95,9
STAGES	1	,4	,4	96,3
STAJ Ä°MKANI	1	,4	,4	96,7
TÄœRÄ°ZM MESLEÄžÄ° NÄ°N YÄ-REMÄ°ZDE BÄ°R KARÄ°YER MESLEGÄ° OLARAK GÄ- RÄœLMEYÄ°ÄžÄ°.	1	,4	,4	97,0

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig The policy makers are not intelligently involved in Career Orientation and do not build the curricula properly	1	,4	,4	97,4
TORPÄ°L VE SÄ°YASÄ° KADROLAÄŽMA OLDUÄŽU SÄ°RECE KARÄ°YER VE MESLEKÄ° YÄ°NLENDÄ° RMENÄ°N BÄ°R Ä°ÄZE YARAMADIÄŽI	1	,4	,4	97,8
Turizm sektÄ°rÄ°nde hala nitelikli insan gÄ°cÄ°nÄ°n kanunlarla desteklenmiyor.oluÄ°yu, kariyer mesleÄ°yi olarak gÄ°rÄ°lmemesine sebeptir	1	,4	,4	98,2
UZMANLAÄŽMA VE KALÄ°FÄ°YE ELEMEN	1	,4	,4	98,5
VerstÄ°ndnis der SchÄ°ler wecken, sich mit dem Thema zu befassen	1	,4	,4	98,9
Vorhandensein von AusbildungsplÄ°tzen	1	,4	,4	99,3
YOK	2	,7	,7	100,0
Gesamt	271	100,0	100,0	

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	221	81,5	81,5	81,5
-	1	,4	,4	81,9
.....	1	,4	,4	82,3
Ä°Äž Ä°MKANI YOK	1	,4	,4	82,7
Ä°LGÄ° ALANLARI VE HEDEF BELÄ°RLEME.	1	,4	,4	83,0
Ä°LGÄ°, YETENEK, Ä° STEK	1	,4	,4	83,4
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	,4	,4	83,8
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	,4	,4	84,1
Berufseignung, Berufsfindung	1	,4	,4	84,5
Berufsorientierung kann unnÄ°tig langes Verbleiben in Schule verhindern.	1	,4	,4	84,9
DAHA ÄžOK REHBERLÄ°K GEREKMEKTEDÄ°R. aYRICA BÄ°ZDE REHBERLÄ°K GEÄž KALMAKTA DAHA ERKEN YAAžLARDA DAHA Ä°LK OKULDA REHBERLÄ°K BAÄžLANMAL	1	,4	,4	85,2
Die SchÄ°ler erkennen ihre Stärken und SchwÄ- ächen. Berufsorientierung ist ein lebenslanger Prozess.	1	,4	,4	85,6
EÄžÄ°TÄ°M	1	,4	,4	86,0
Es gibt leider genÄ°gend SchÄ°ler, die es nicht für wichtig erachten, sich frühzeitig zu orientieren. MOTIVATION	1	,4	,4	86,3
Findung von Ausbildungsplätzen, auch wenn die Schulnoten nicht stimmen.	1	,4	,4	86,7
FUNZIONANO COME QUESTO QUESTIONARIO!!!!!!!!!!!!!!!	1	,4	,4	87,1

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

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig Gewinnung von beruflichen Kenntnissen und Fertigkeiten, Entscheidungshilfe für die Berufswahl	1	,4	,4	87,5
HER Â°ÂžE UYGUN Â° NSAN VAR.FAKAT BU Â° NSANLAR Â°LE Â°Âž BÂ° R ARAYA GELEMÂ°YOR.	1	,4	,4	87,8
IL CONTATTO COL MONDO DEL LAVORO E' MOLTO SCARSO ANCHE A LIVELLO DI INFORMAZIONI SULLE RICHIESTE DI FIGURE PROFESSIONALI.	1	,4	,4	88,2
In der Schule sind diese sehr begrenzt	1	,4	,4	88,6
In italia le opportunitÃ offerte sonoscarse. Gli stage di formazione in azienda durante il periodo scolastico sono tra i piÃ¹	1	,4	,4	88,9
It would be very important, if done right.	1	,4	,4	89,3
Kamu ve Â°izel sektÃr SÃ¼rÃ¼Å§Ã¼lerin in mutlaka hem sÃ¼rÃ¼Å§Ã¼lÃ¼k hemde saYIÃ¼k meslek veya ilk yardÃ¼m ve acil bakÃ¼m uygulayacak bÃ¼lÃ¼m.	1	,4	,4	89,7
KENDÂ°NE GÃœVENME VERÂ°LMELÂ° SADECE Â°Âž KUR DEÂžÂ°L OKULLARDA BU EKÂ°PLER KURULUP Â°Âž YERÂ° AÃ¼MA YADA SEKTÂ°RDE GÃœREV ALMADA AKTÂ°F OLM	1	,4	,4	90,0
LABARATUAR	1	,4	,4	90,4
Less theory and more practice in the curricula. Getting rid of useless information and attention focused on what the market a	1	,4	,4	90,8
MESLEKÂ° BÂ°LGÂ° LENDÂ°RME	1	,4	,4	91,1
MESLEKÂ° YÃ¼NLENDÂ°RME 4. SINIFTAN Â°TÂ° BAREN YAPILMALI.	1	,4	,4	91,5

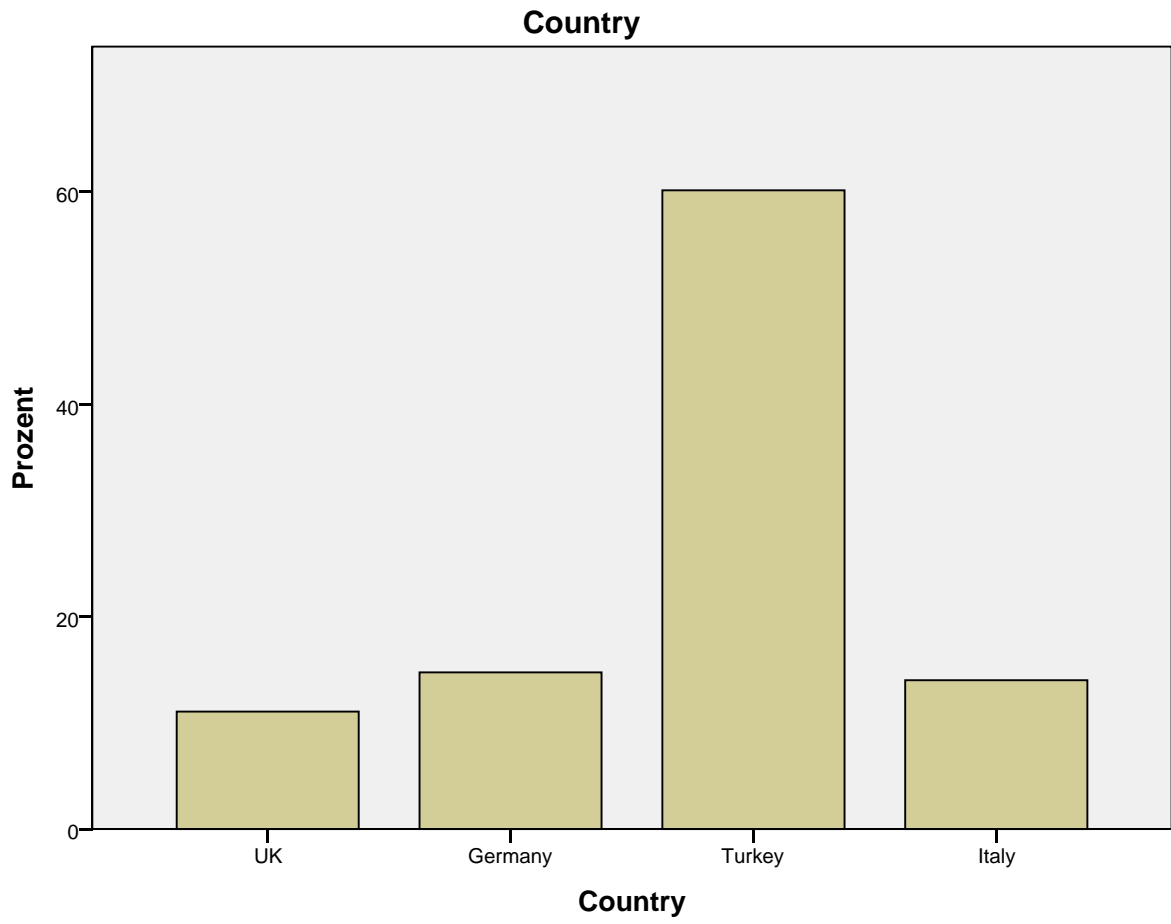
Chances you see in career orientation and vocational orientation: Chances it really offers:

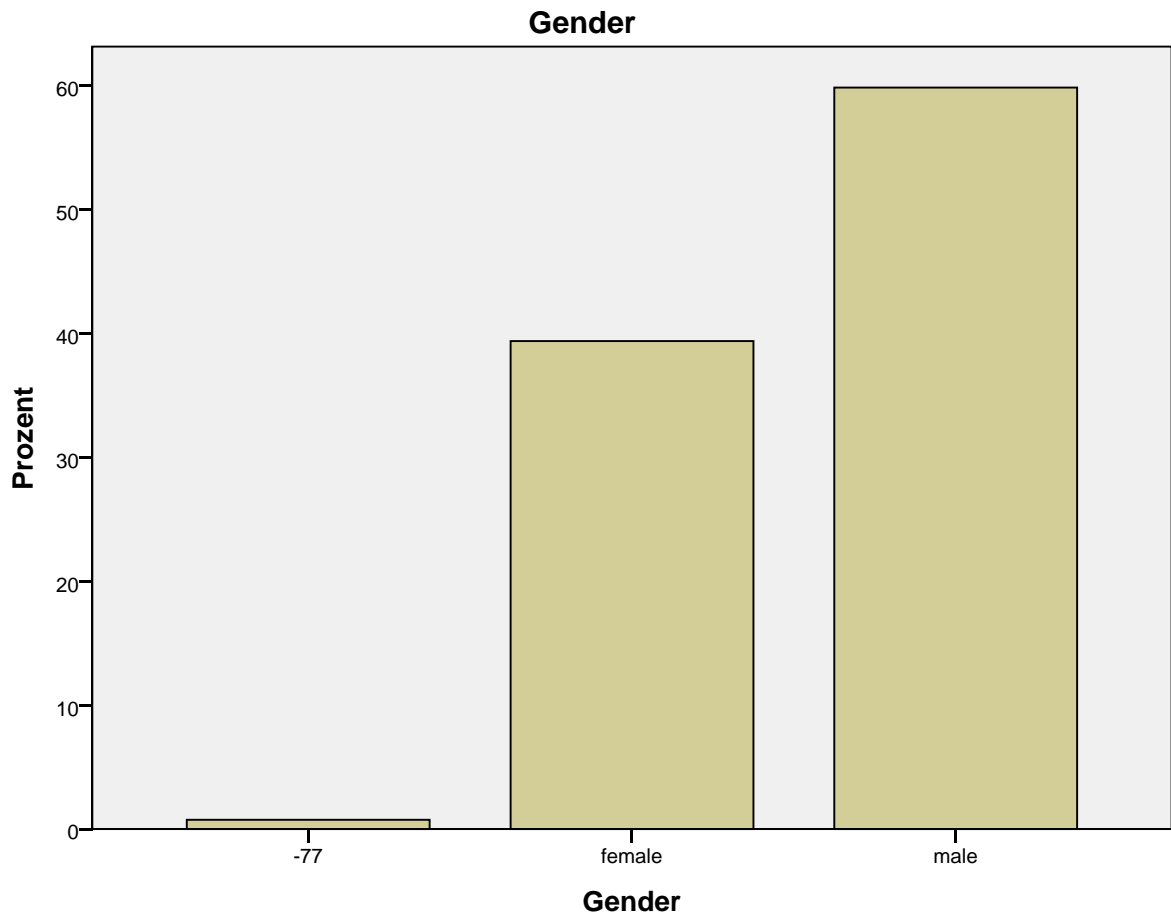
	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig nach der SchÄ¼leranalyse-ein Ausbildung mit AbschlüÄÝ/WeiterbeschÄ¼ftigung im ersten Arbeitsmarkt	1	,4	,4	91,9
non esiste un orientamento professionale organizzato in Italia, fatte salve esperienze sporadiche	1	,4	,4	92,3
okul aile Ä¼ÄÝrenci iÄ¼birlÄ¼yi	1	,4	,4	92,6
olanaklar kÄ¼sÄ¼tlÄ¼yÄ¼llara ve zamana gÄ¼re degiÄ¼mekte	1	,4	,4	93,0
Passgenauere Bewerbungen	1	,4	,4	93,4
POCHE A PARTE GLI STAGE PROPOSTI DALLA SCUOLA	1	,4	,4	93,7
Poche opportunitÄ¼ e gestite non in modo adeguato	1	,4	,4	94,1
Praktika	1	,4	,4	94,5
ricerca e selezioni studenti da parte delle aziende in base al CV e alle competenze nelle materie di indirizzo	1	,4	,4	94,8
SANAYÄ° TARIM GÄ¼BÄ° SEKTÄ¼RLERDE NÄ¼ TELÄ¼KLÄ¼ ELEMEN Ä¼ HTÄ¼YACI	1	,4	,4	95,2
Schutz vor Fehlentscheidungen, bewusste Berufswahl	1	,4	,4	95,6
Sinnvolle Entscheidungen treffen, sinnvolle Zwischenschritte entwickeln	1	,4	,4	95,9
Solo sporadici casi rivolti agli alunni presentati con ottime referenze dalla scuola.	1	,4	,4	96,3
sono molto scarse. Positivi gli stage all'ultimo mese negli istituti tecnici (es. scuola per geometri)	1	,4	,4	96,7
SPORTELLI INFORMAGIOVANI	1	,4	,4	97,0

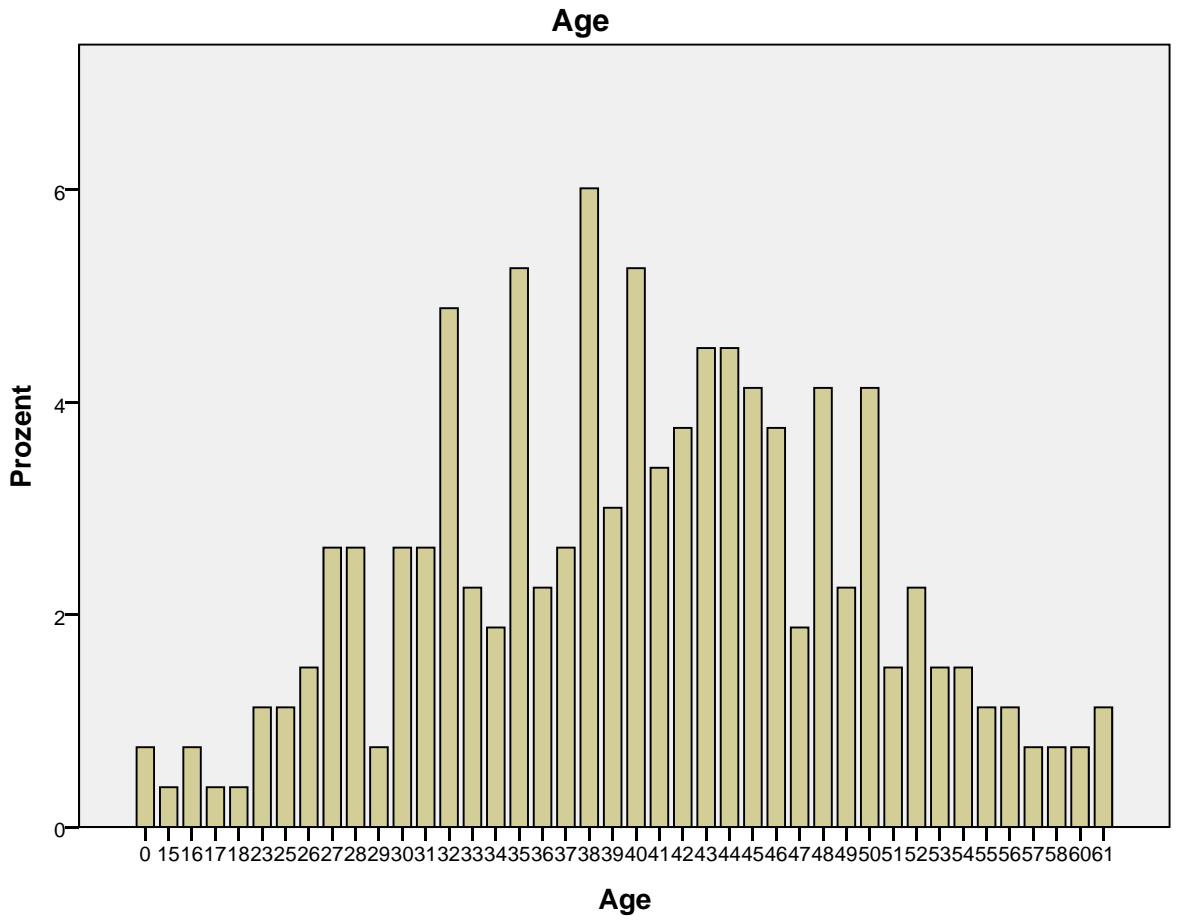
Chances you see in career orientation and vocational orientation: Chances it really offers:

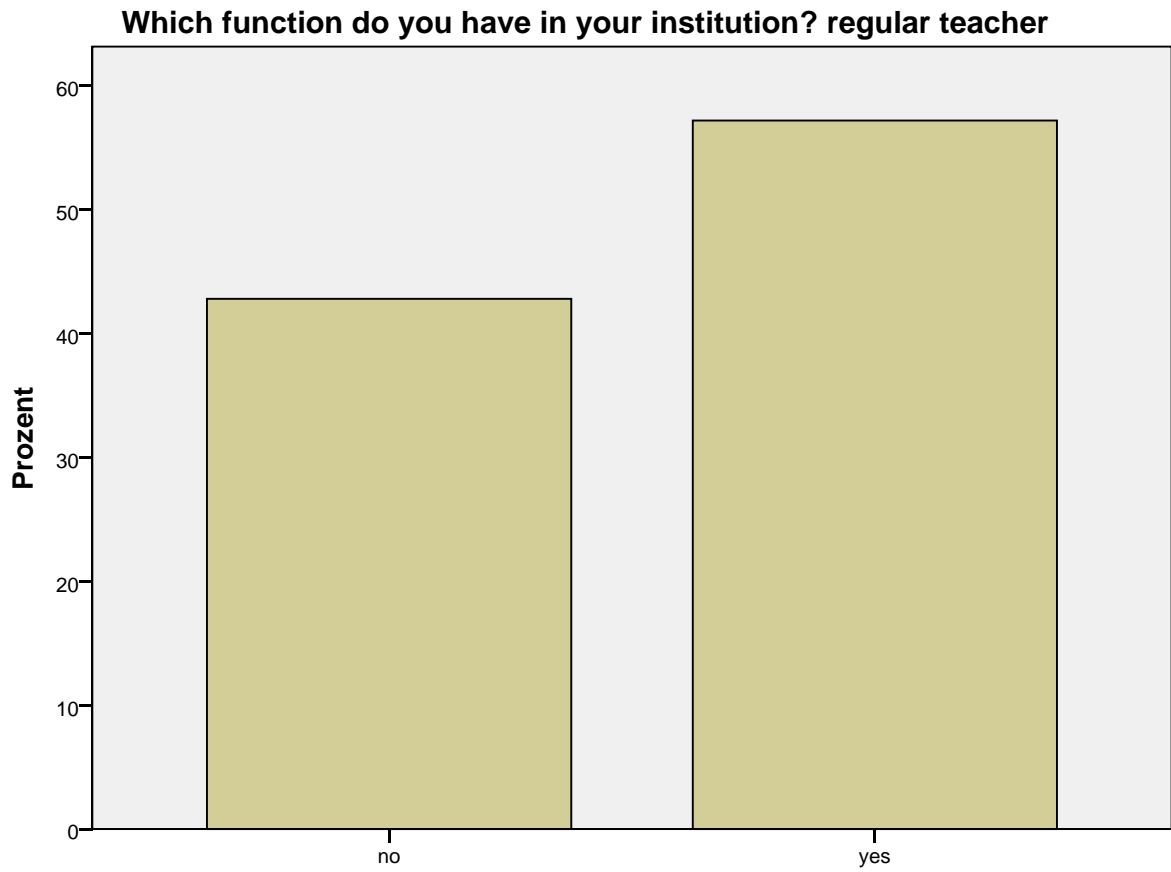
	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig STAGE SCOLASTICI. TIROCINI FORMATIVI (UNIVERSITARI E POST UNIVERSITARI).	1	,4	,4	97,4
TEKNİK BECERİ	1	,4	,4	97,8
TURİZM SEKTÖRÜN YETENEKLİ İNSAN KAYNAĞI İHTİYACI	1	,4	,4	98,2
Turizm Sektöründe nitelikli insan kaynağına olan ihtiyaç mezun öğrencilerimiz için en önemli olanaktır.	1	,4	,4	98,5
UN CONTATTO CON LA REALTA' DEL MONDO DEL LAVORO CON SIMULAZIONI	1	,4	,4	98,9
UZMANLIK ÖKÜ- NEMLER	1	,4	,4	99,3
Verbesserung der schulischen Begleitung von Schülerbetriebspraktika	1	,4	,4	99,6
YOK	1	,4	,4	100,0
Gesamt	271	100,0	100,0	

Balkendiagramm



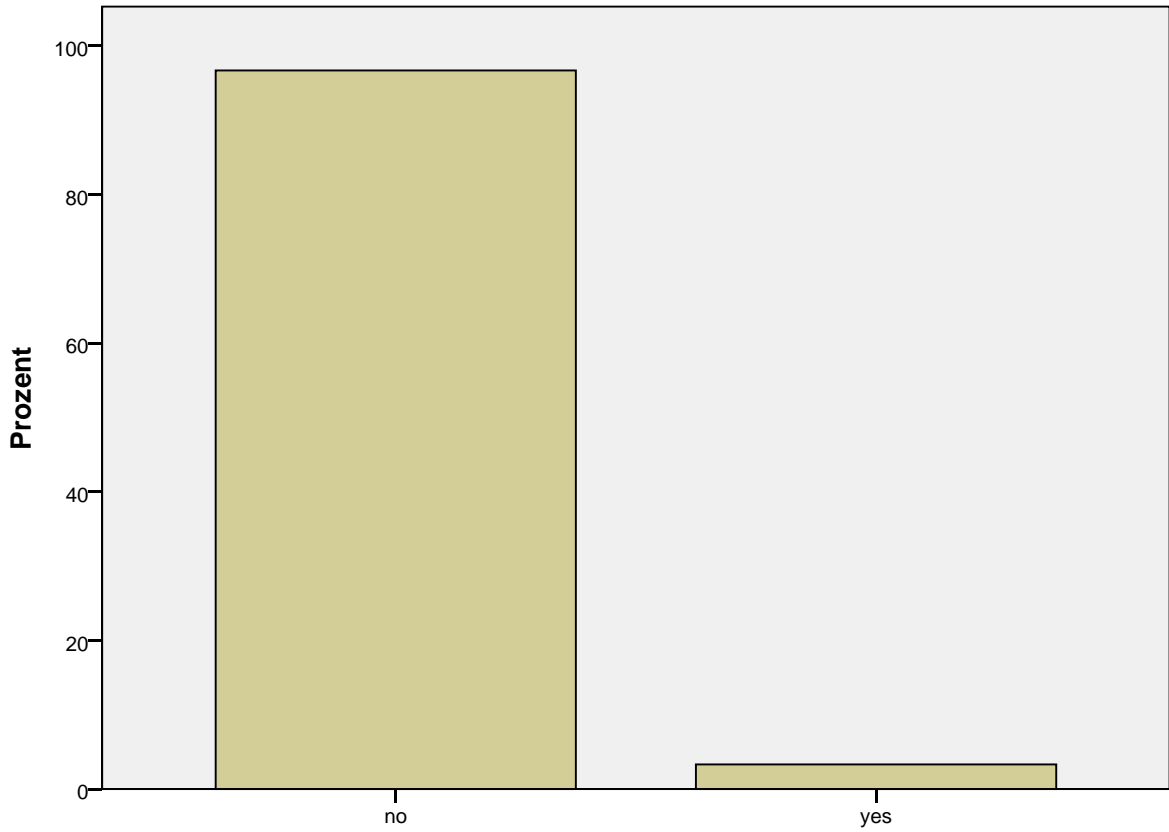






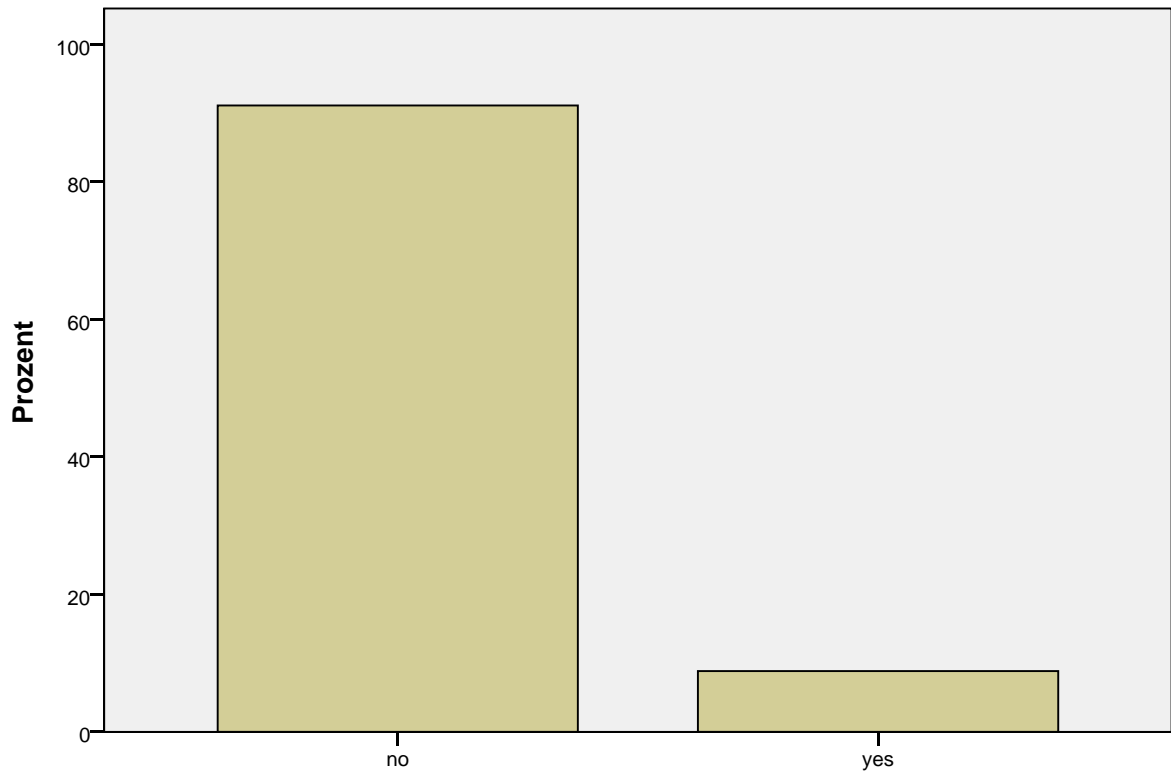
Which function do you have in your institution? regular teacher

Which function do you have in your institution? headmaster



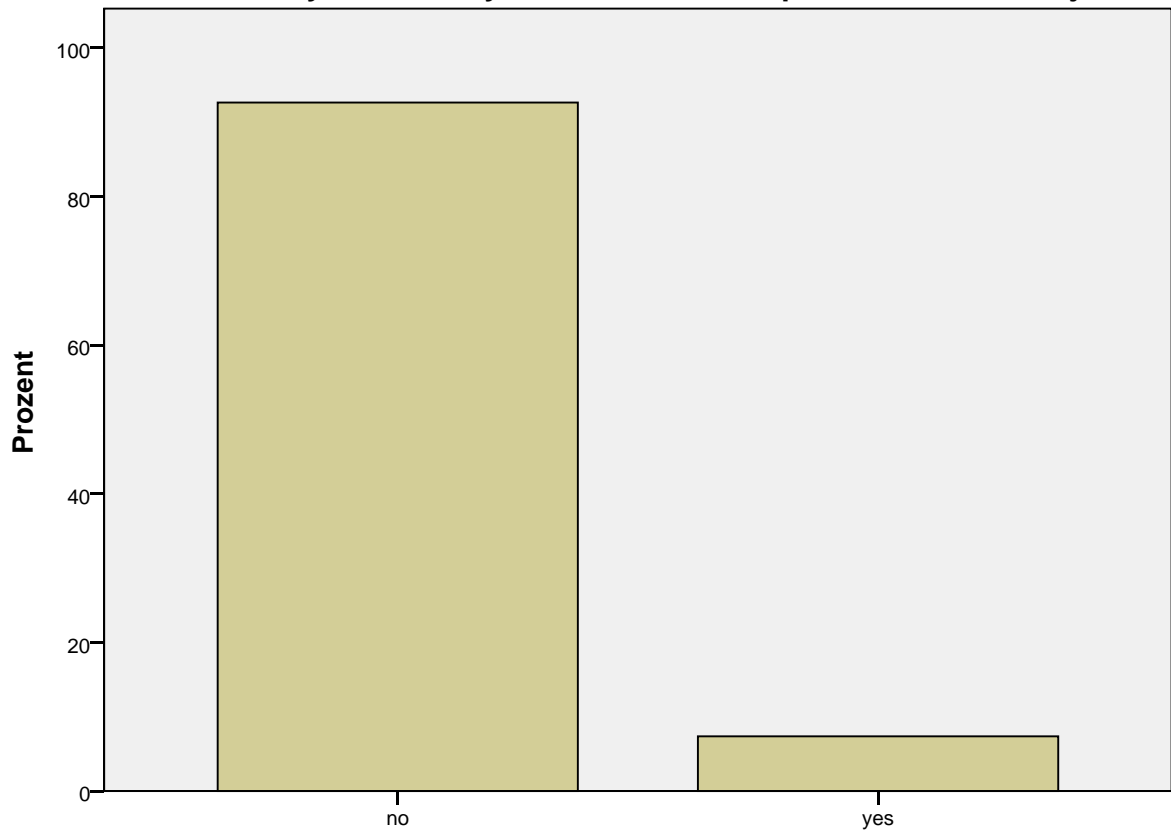
Which function do you have in your institution? headmaster

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



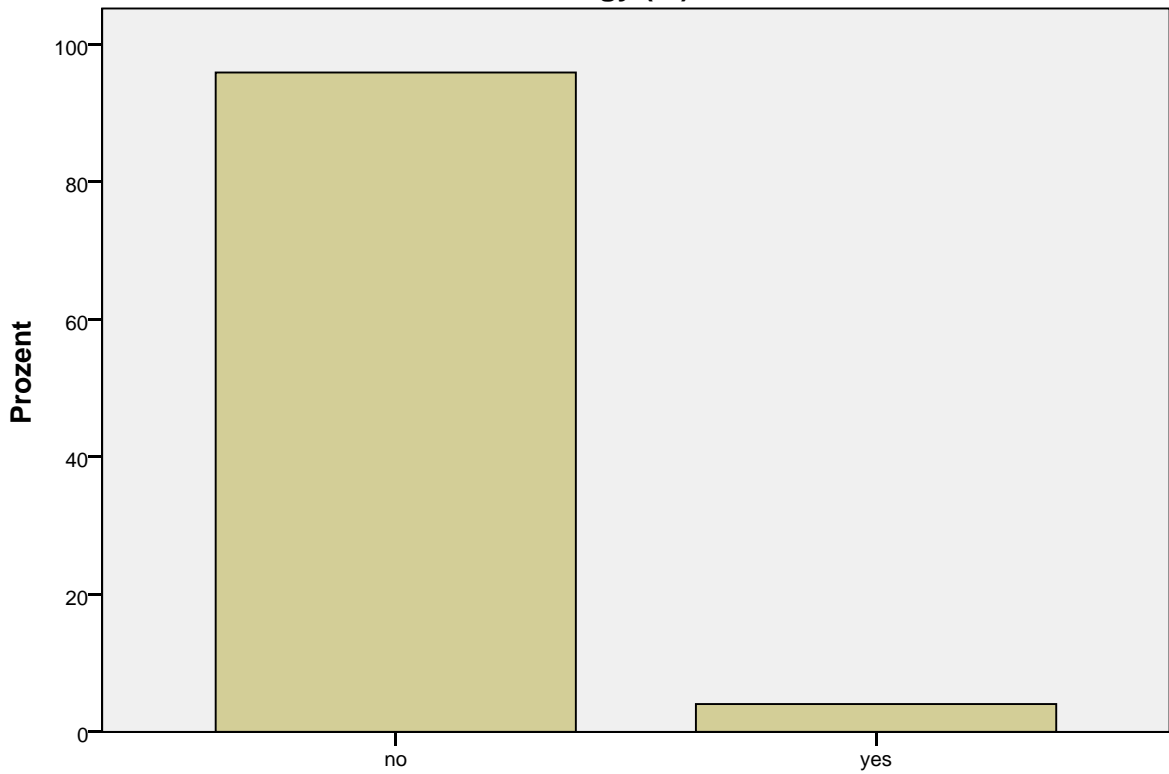
Which function do you have in your institution? responsible for a group of teachers

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



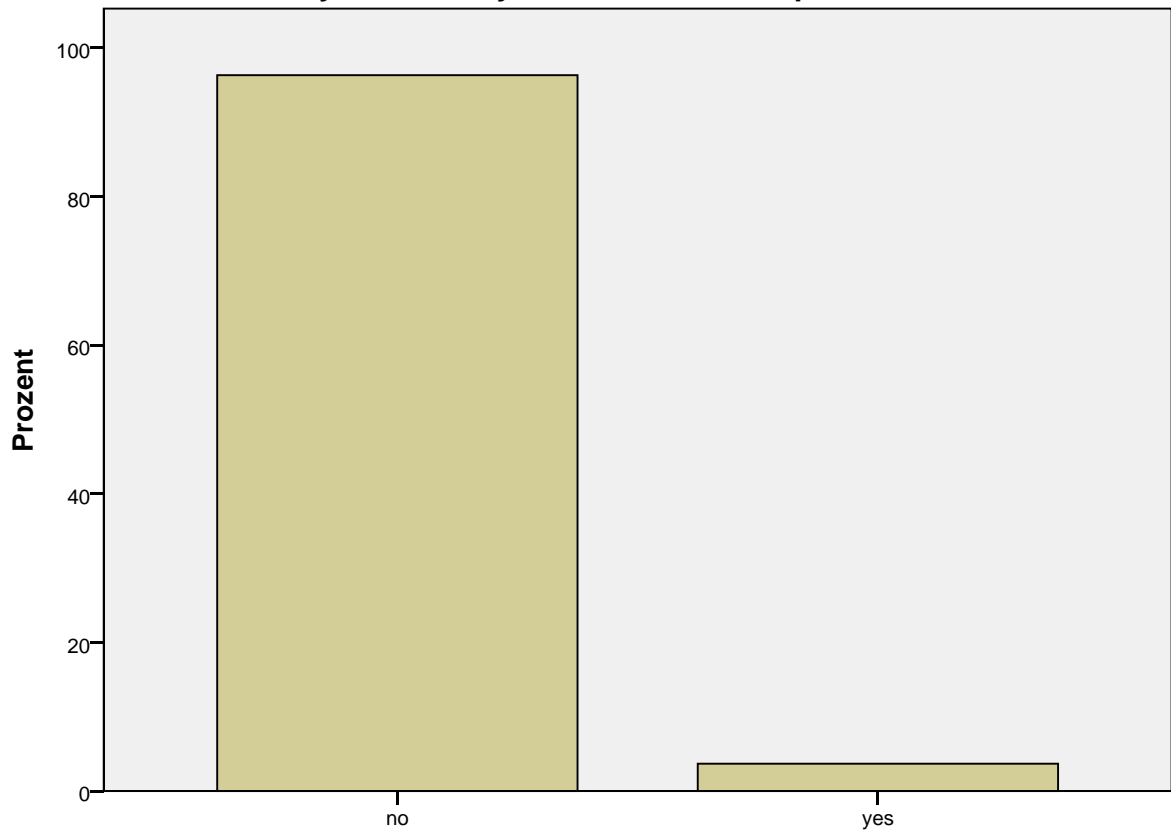
Which function do you have in your institution? responsible for EU-Projects

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



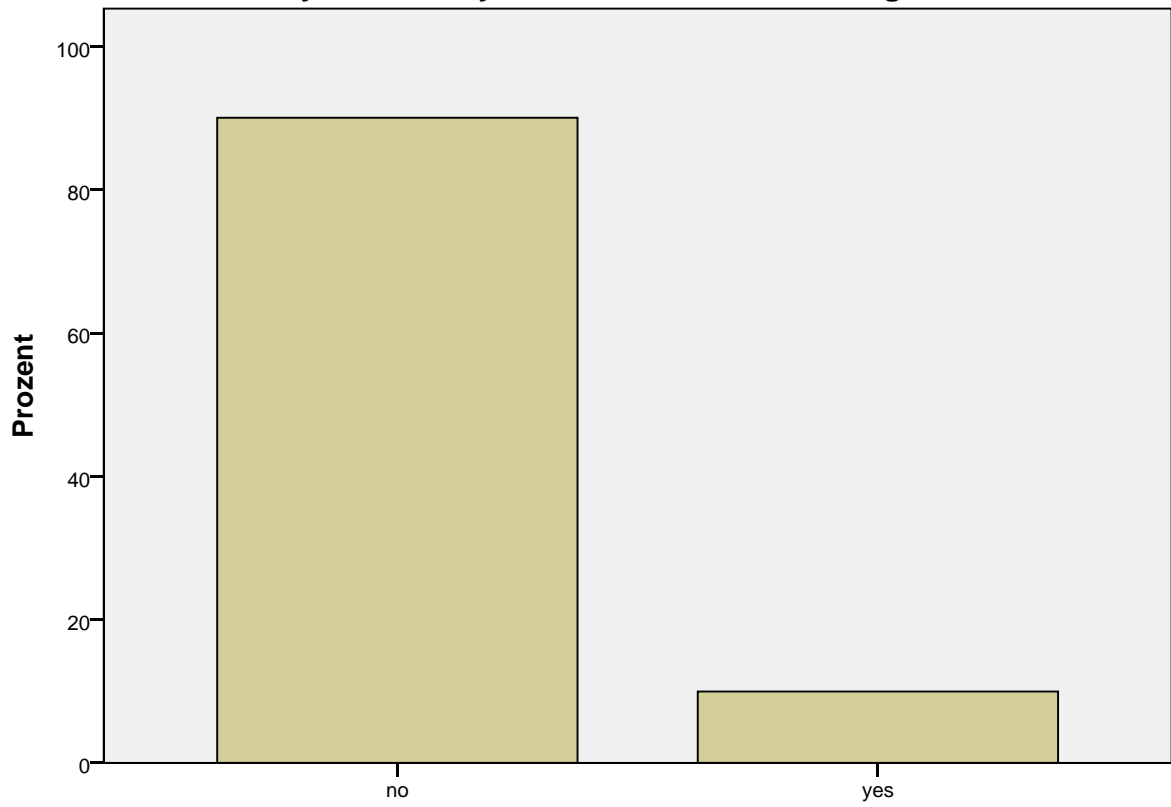
Which function do you have in your institution? responsible for information technology (IT)

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



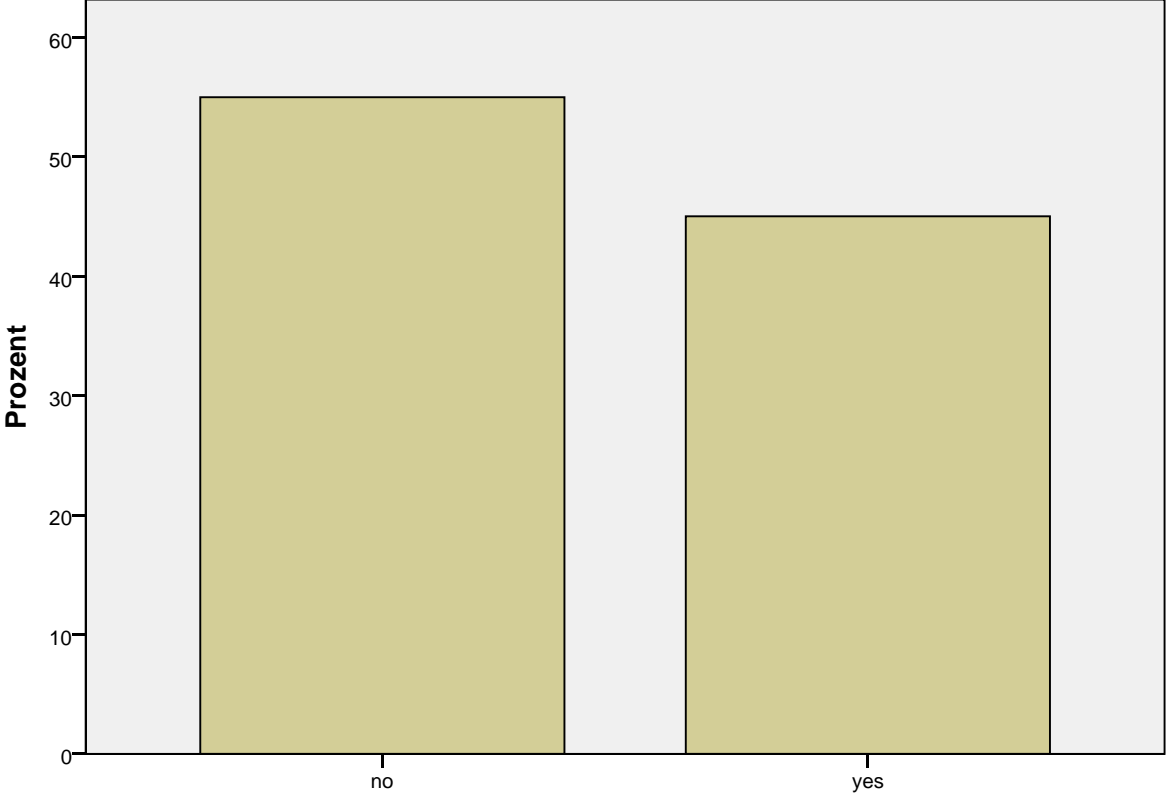
Which function do you have in your institution? responsible for timetables

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



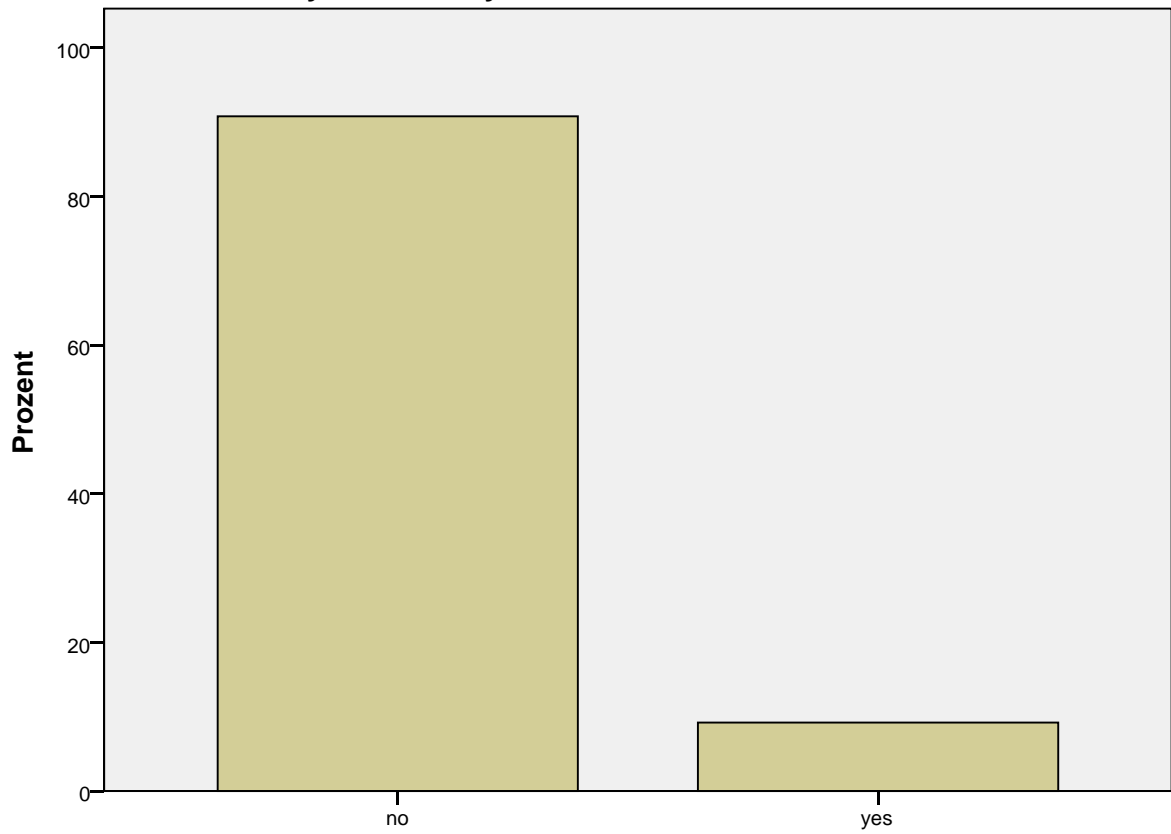
Which function do you have in your institution? teacher in general education

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



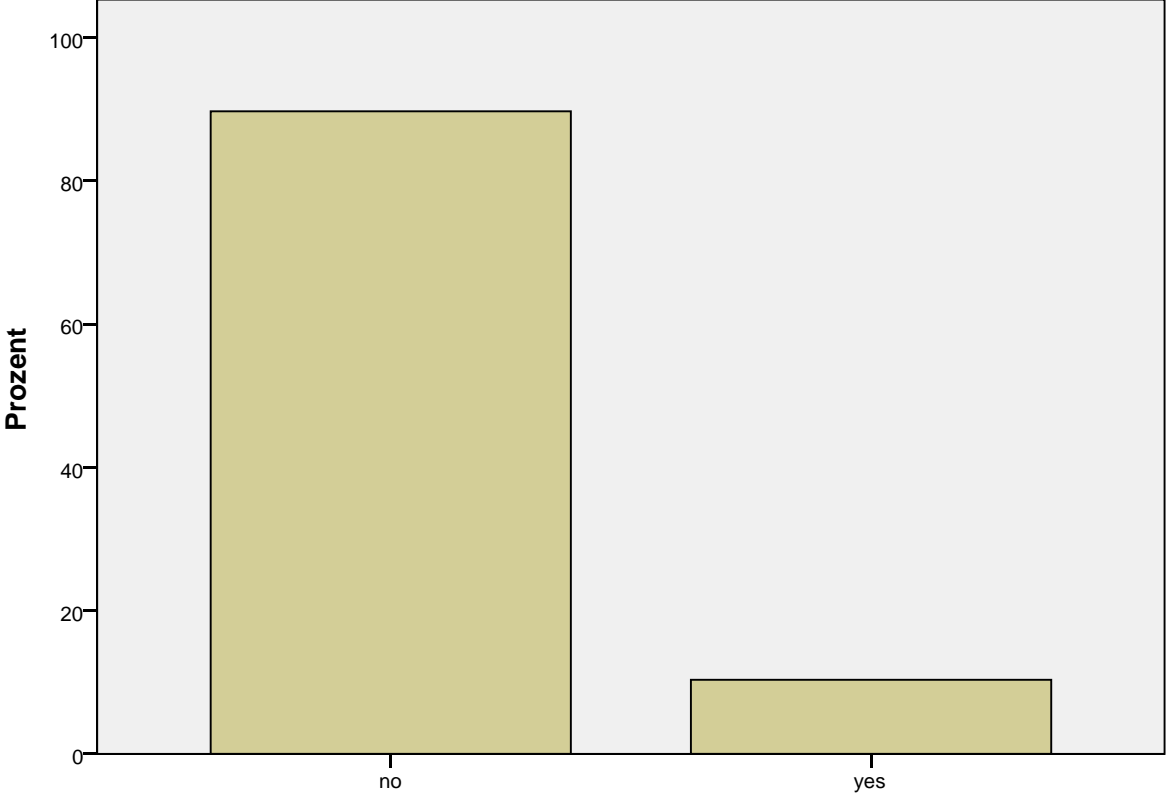
Which function do you have in your institution? teacher in vocational education

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



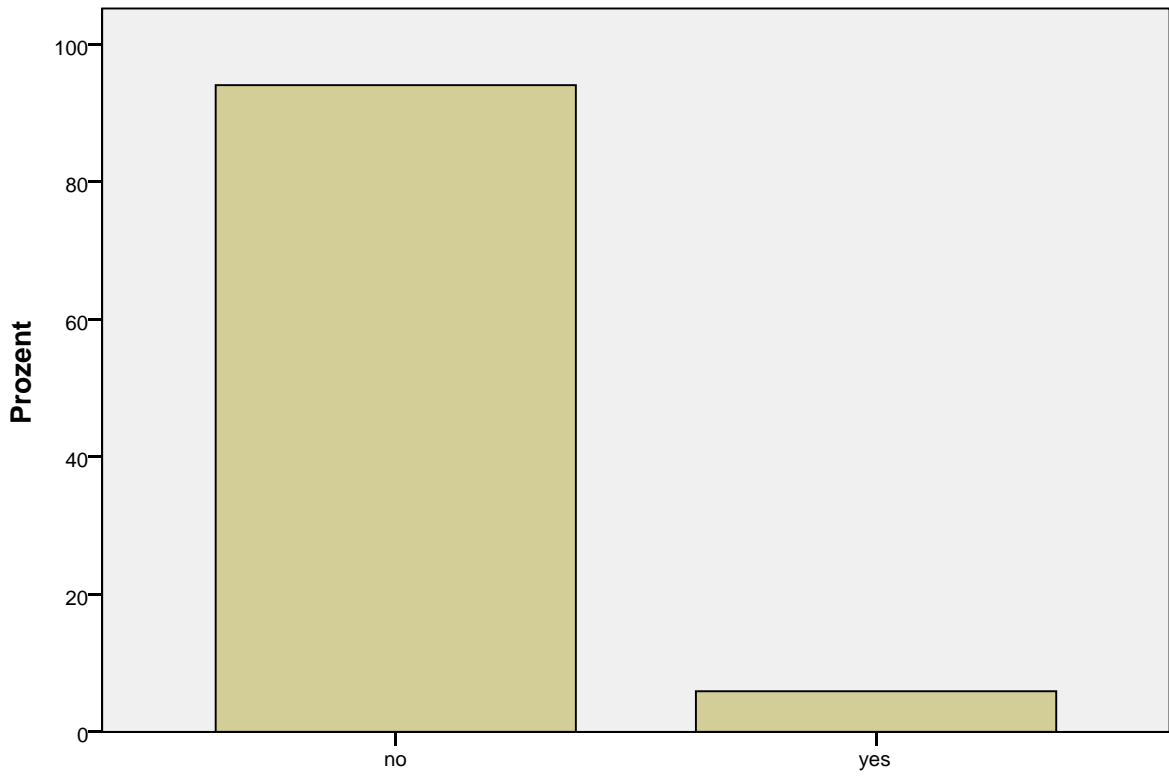
Which function do you have in your institution? asisstant of the headmaster

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



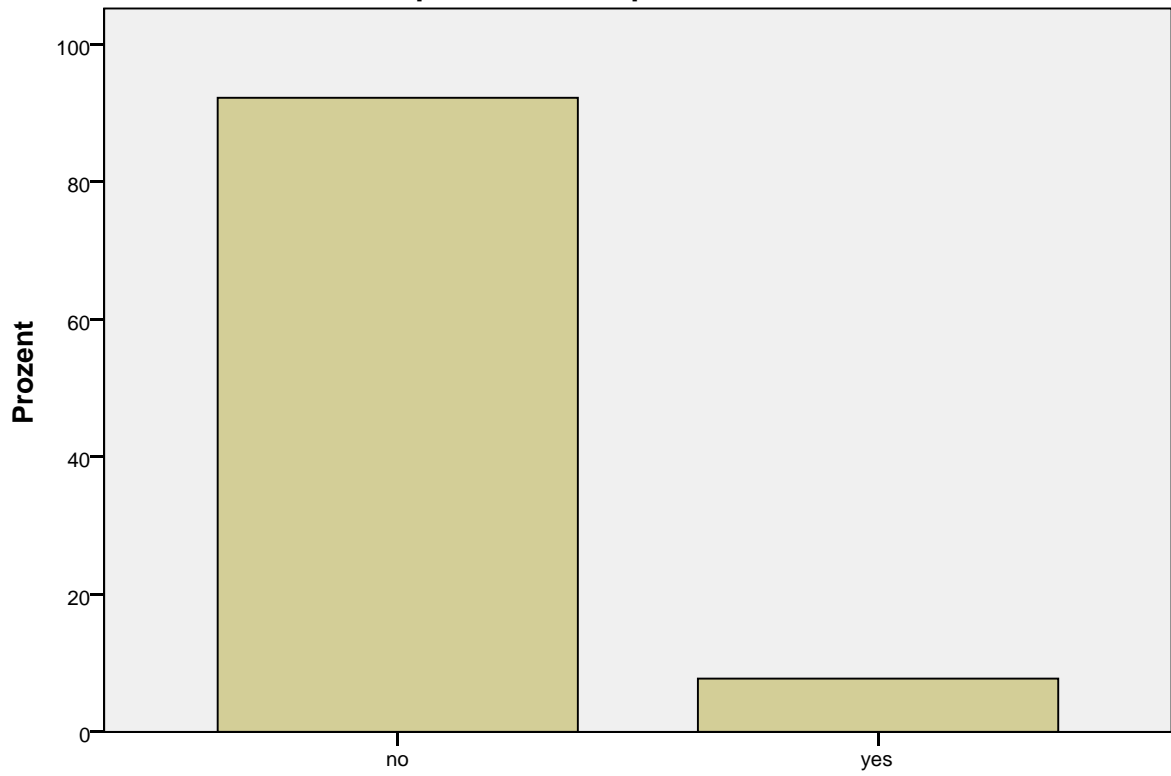
Which function do you have in your institution? responsible for school projects

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



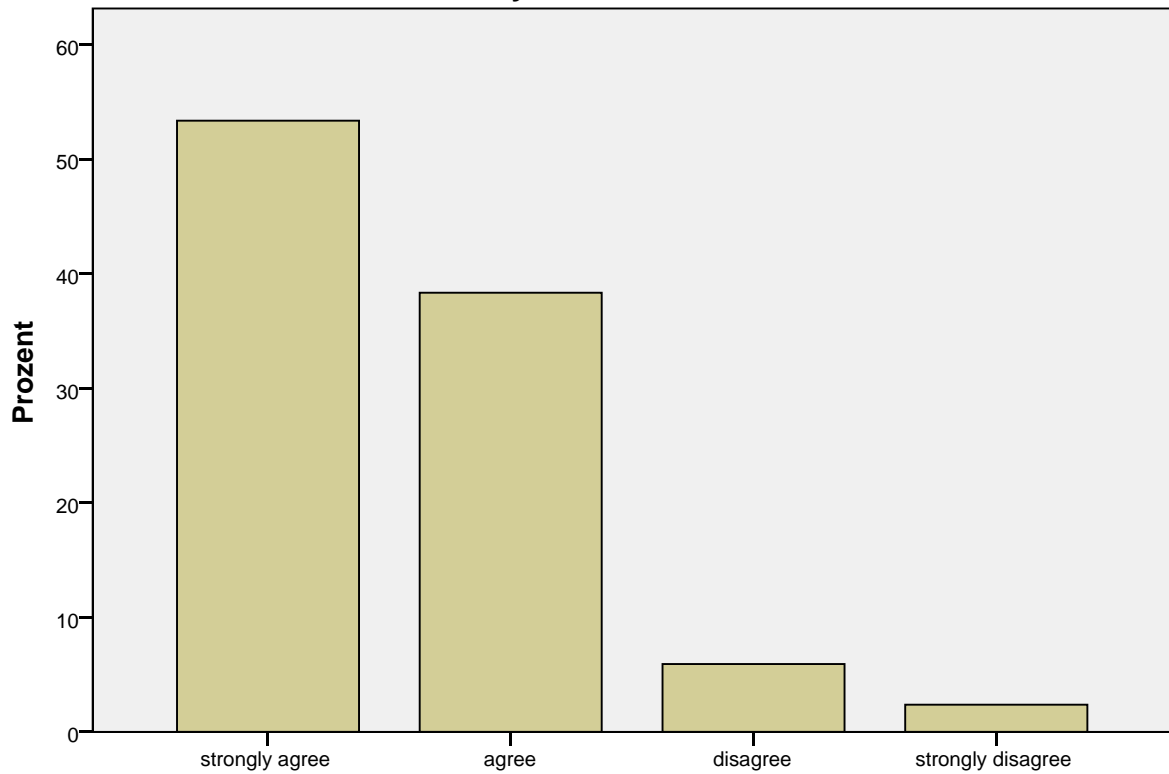
Which function do you have in your institution? responsible for career orientation

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



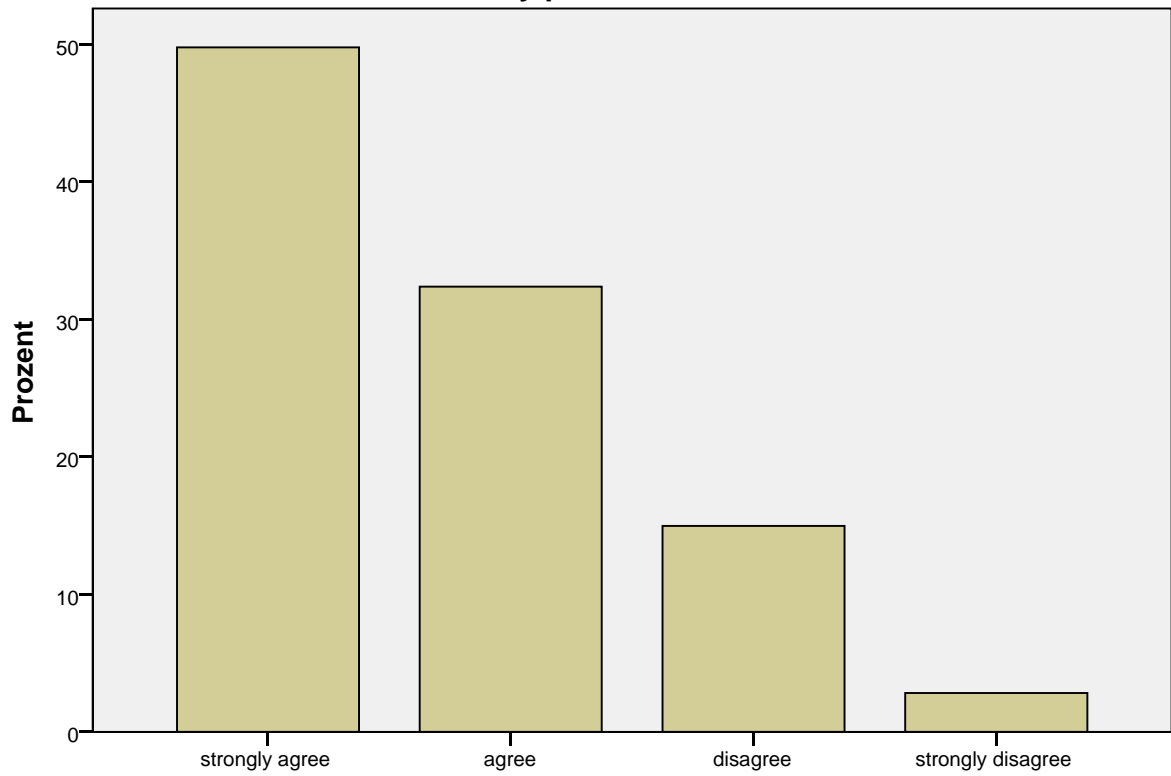
Which function do you have in your institution? responsible for work experience/work placement

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



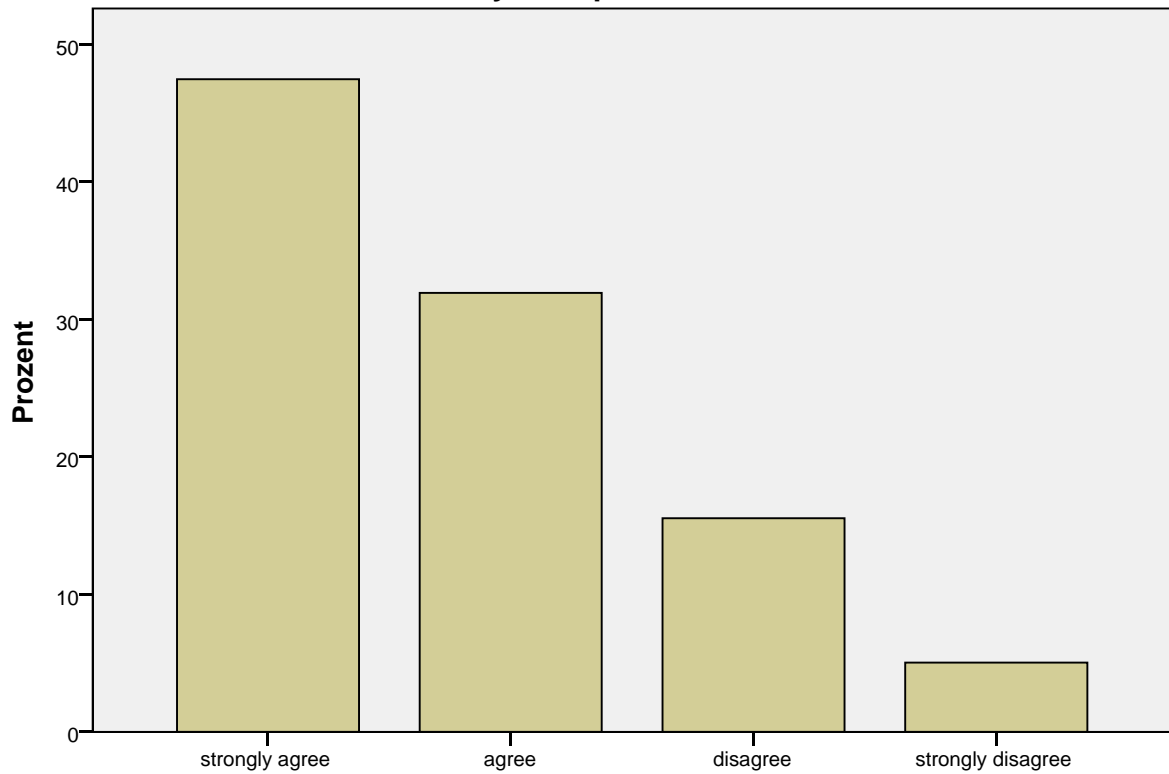
The transition process from school into the world of work should be supported by teachers.

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



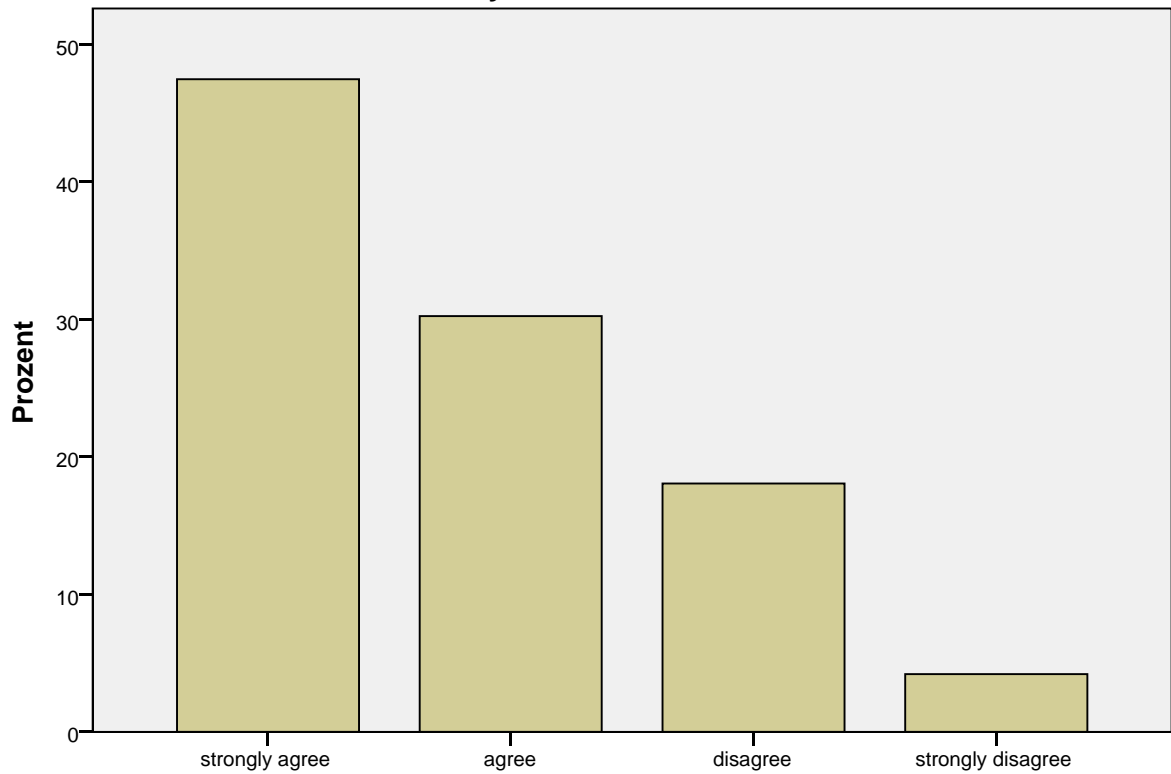
The transition process from school into the world of work should be supported by parents.

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



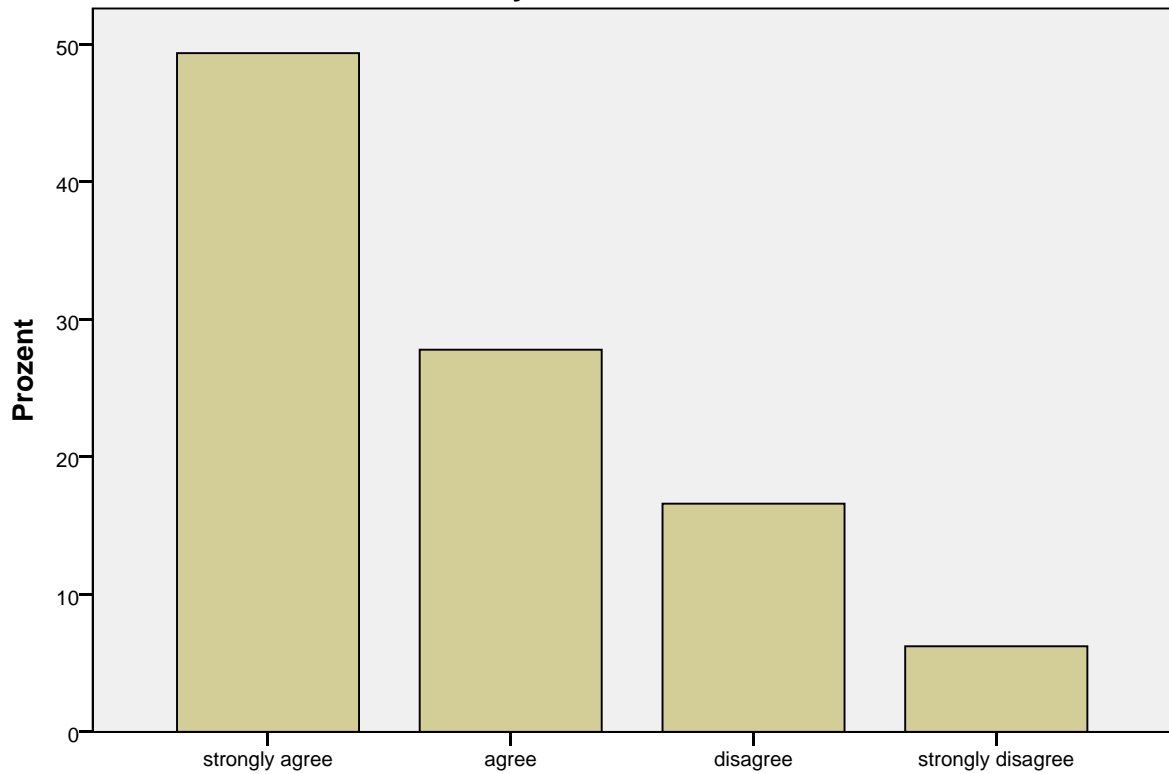
The transition process from school into the world of work should be supported by enterprises.

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



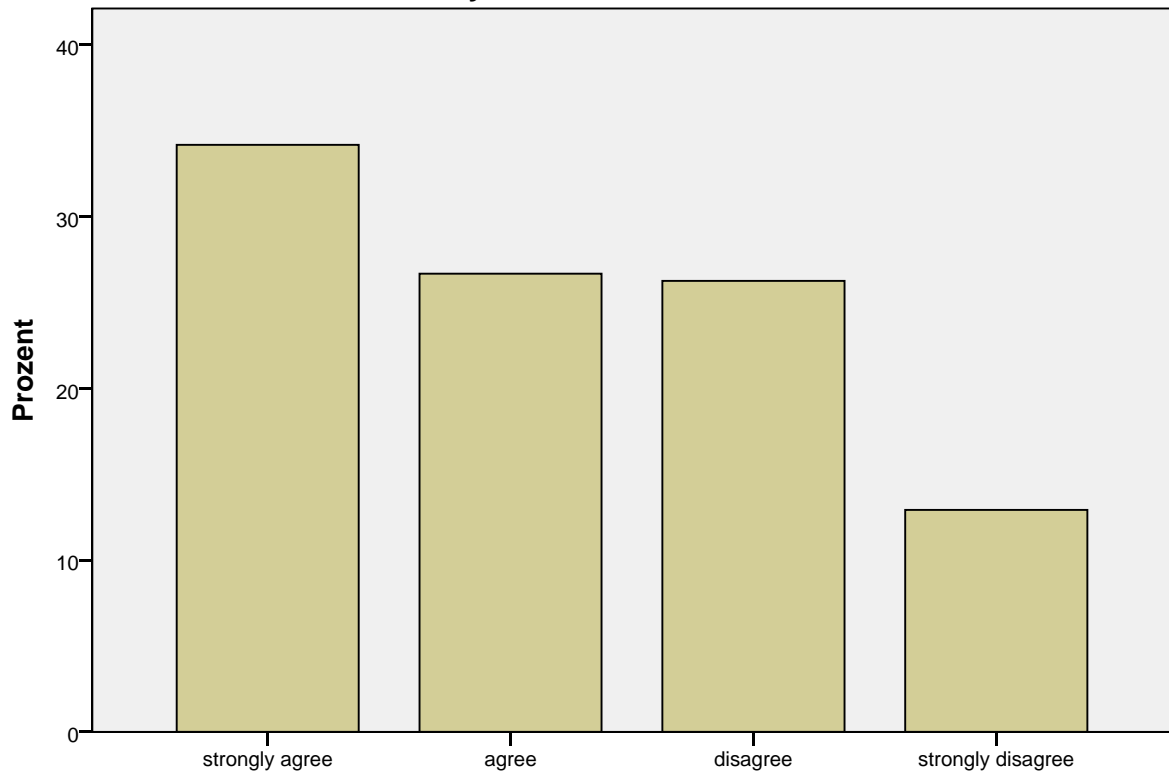
The transition process from school into the world of work should be supported by counsellors.

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



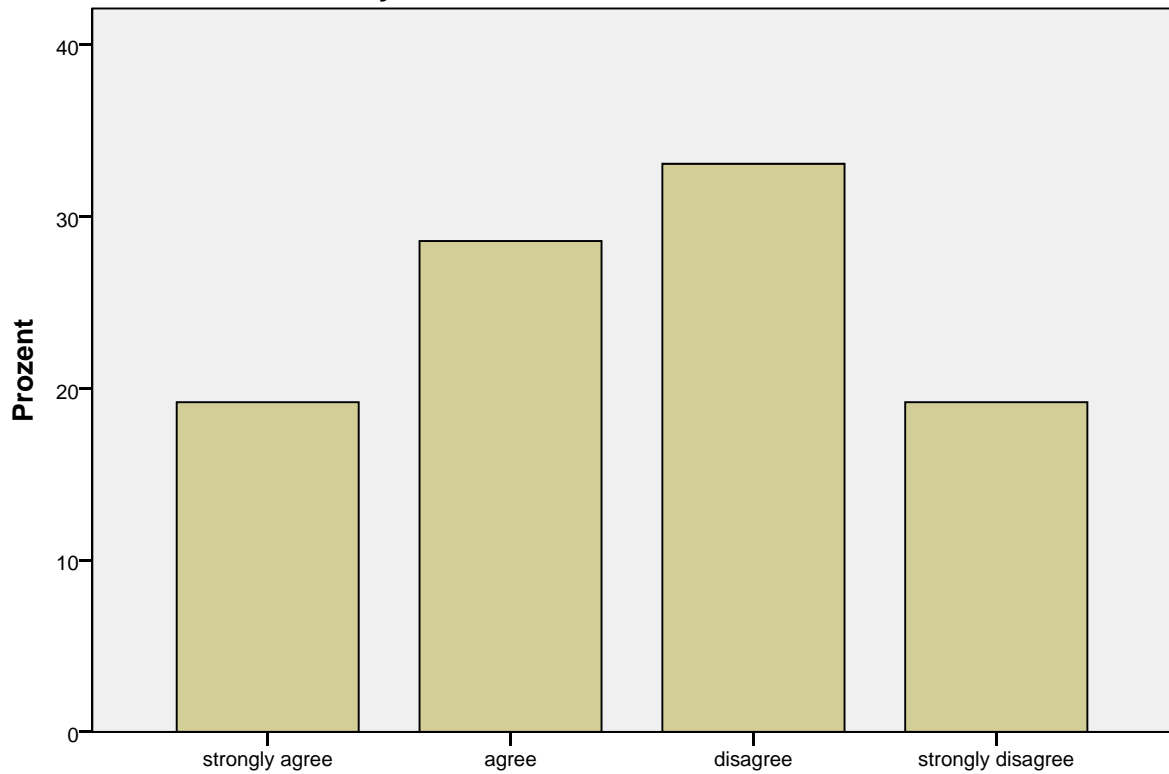
The transition process from school into the world of work should be supported by advisers.

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



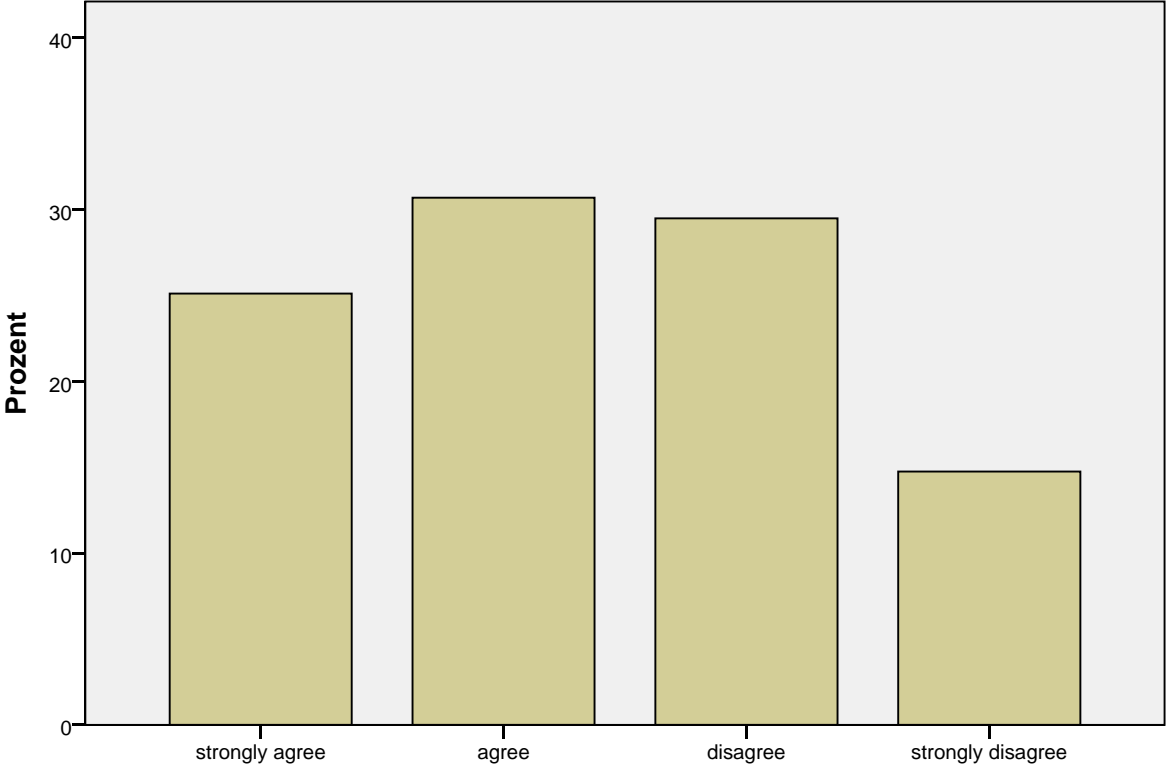
The transition process from school into the world of work should be supported by social workers.

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



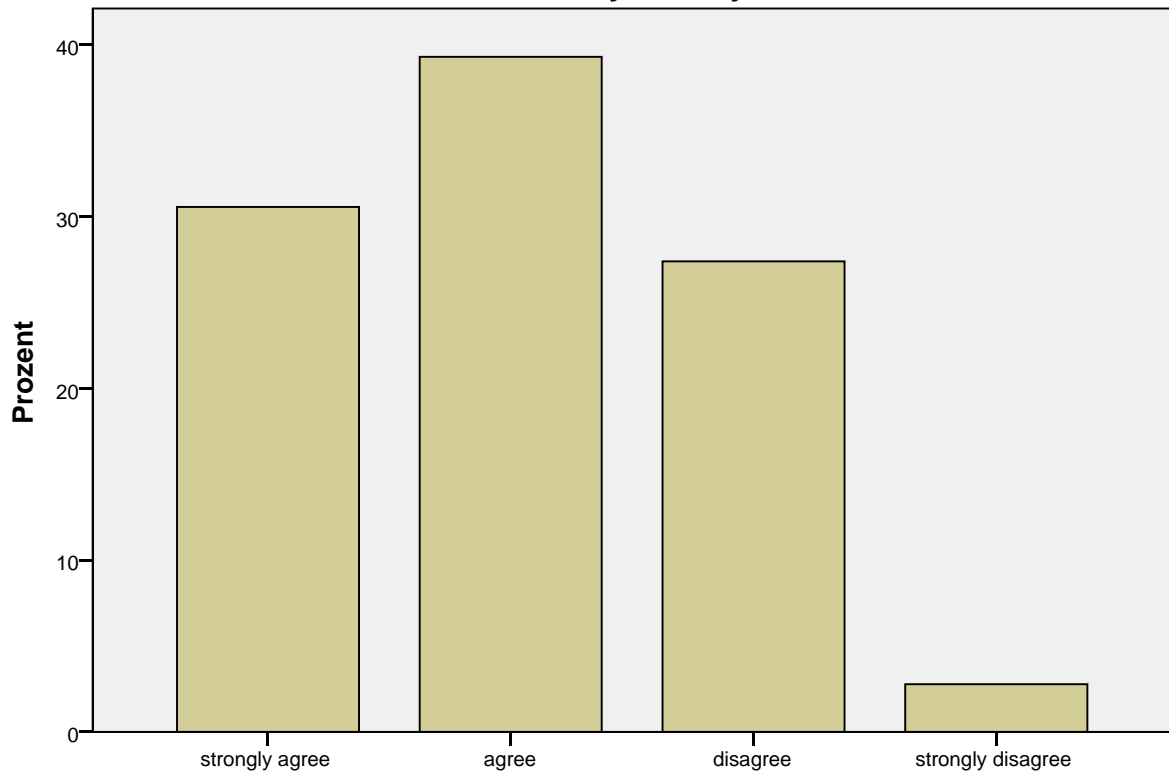
The transition process from school into the world of work should be supported by the learner himself / herself.

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



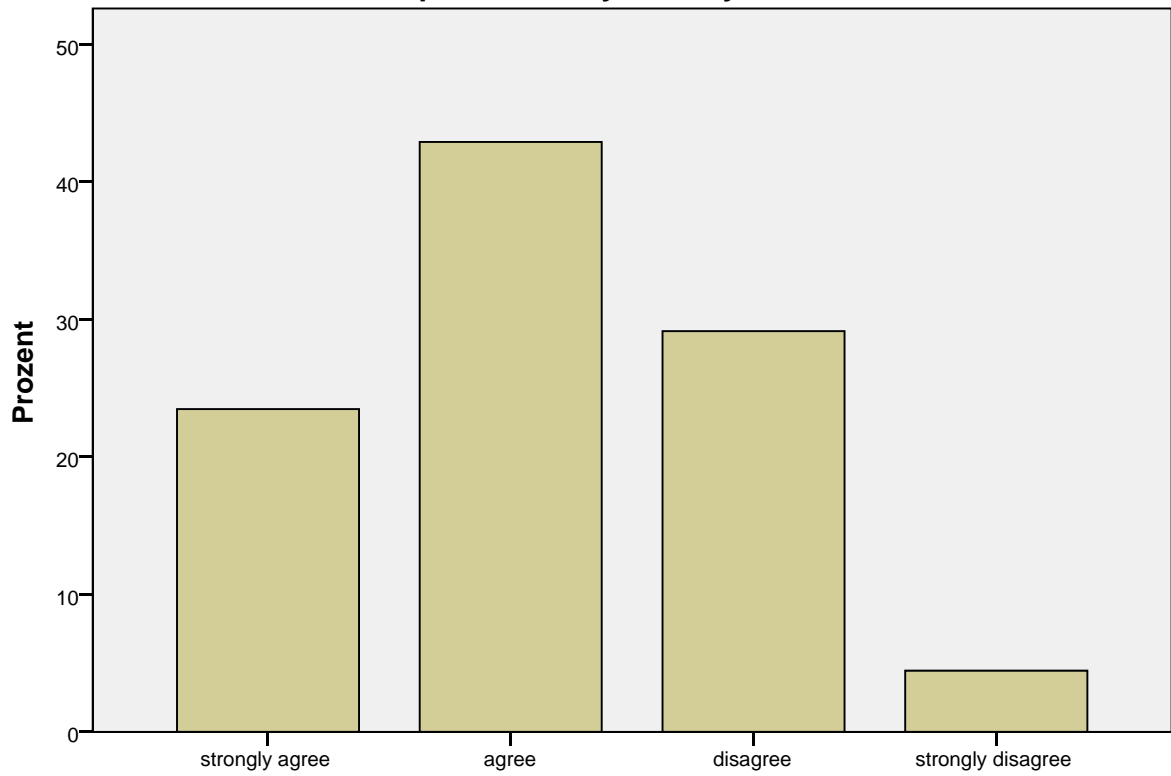
The transition of learners from school into the world of work is seen as important in my country.

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



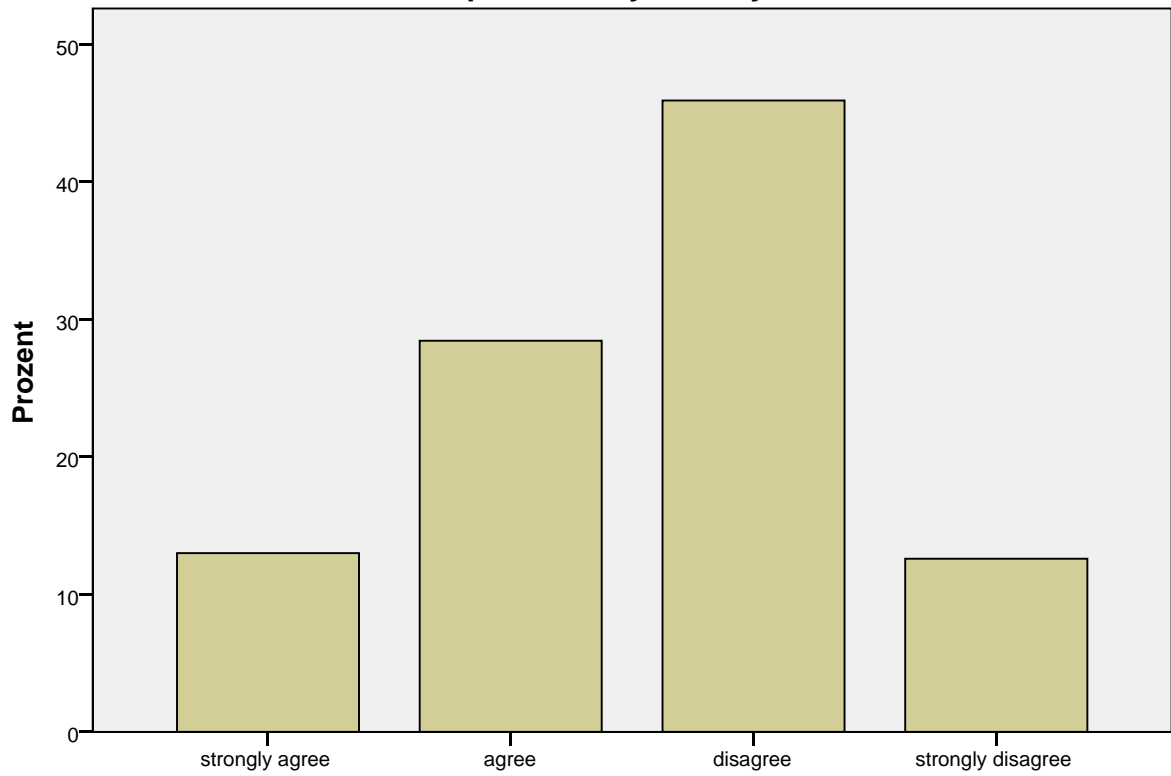
The transition of learners from school into the world of work is supported by teachers in my country.

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



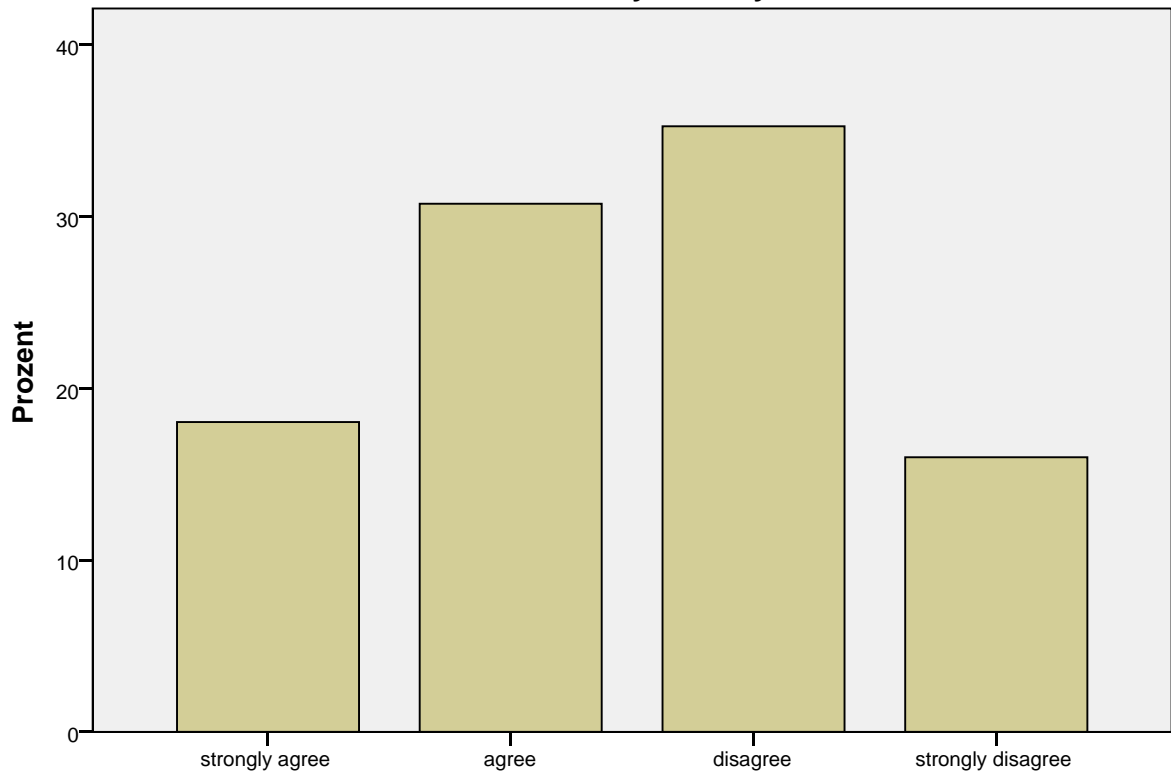
The transition of learners from school into the world of work is supported by the parents in my country.

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



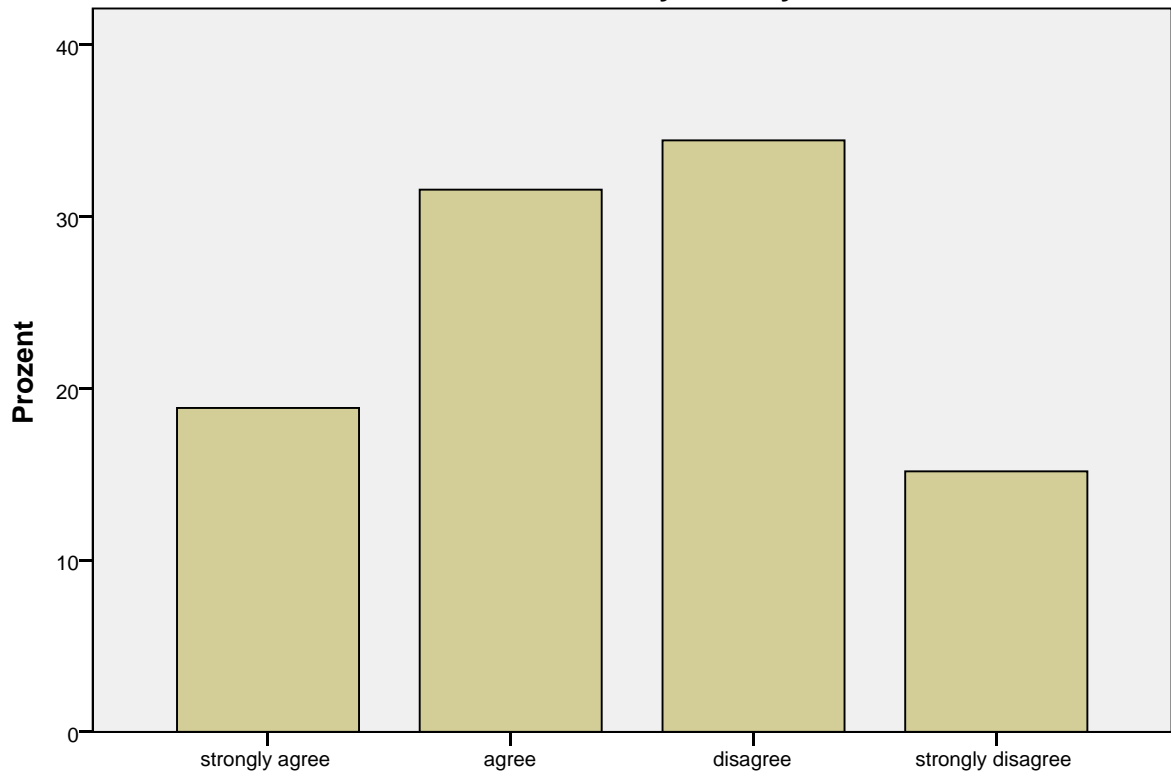
The transition of learners from school into the world of work is supported by enterprises in my country.

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



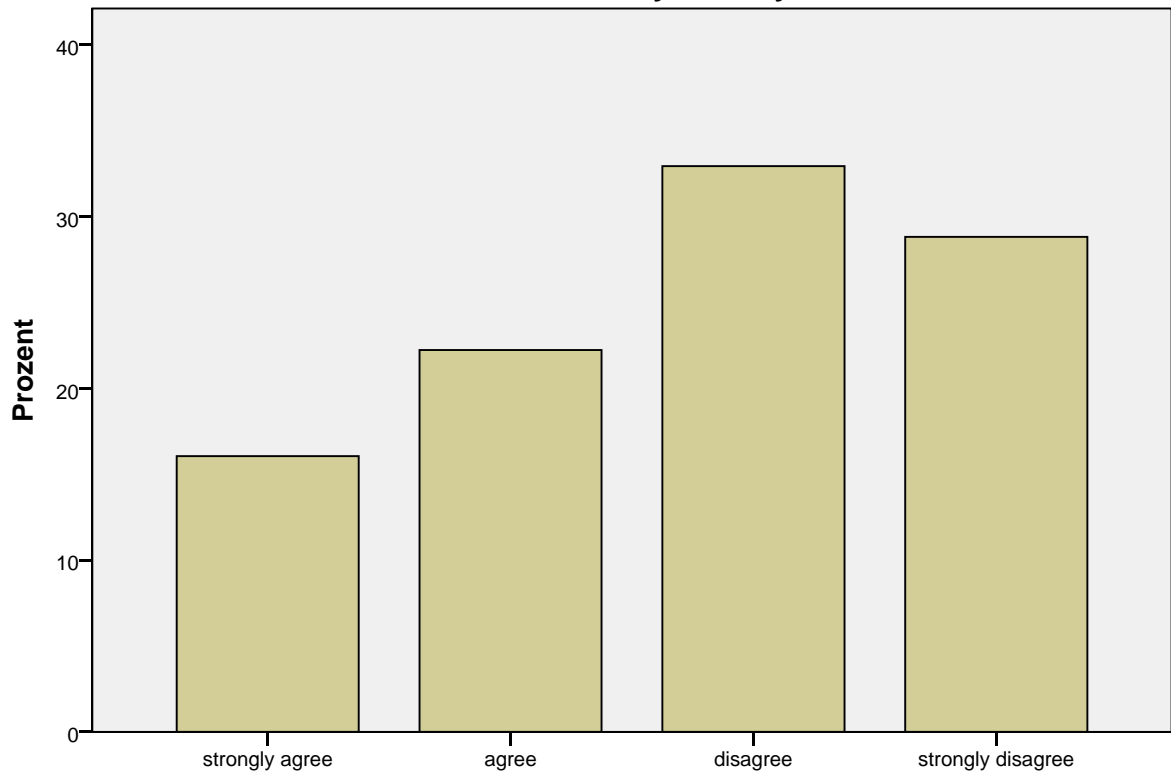
The transition of learners from school into the world of work is supported by job counsellors in my country.

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



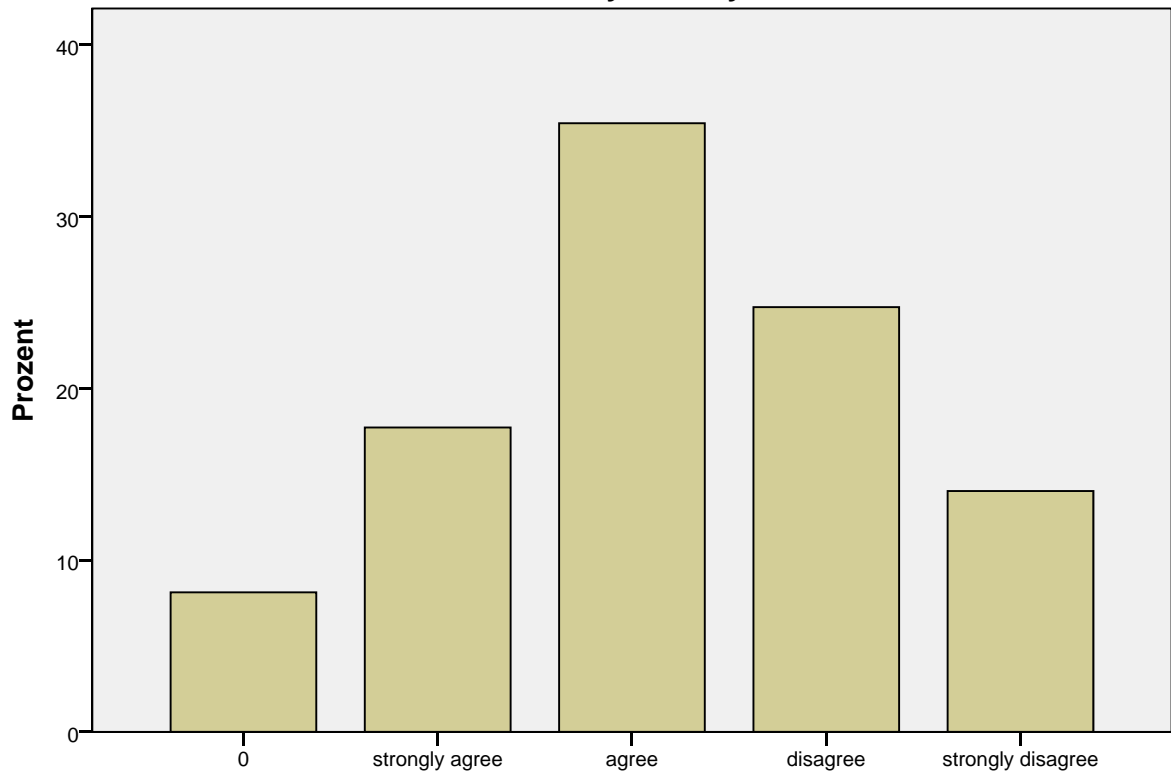
The transition of learners from school into the world of work is supported by career advisers in my country.

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



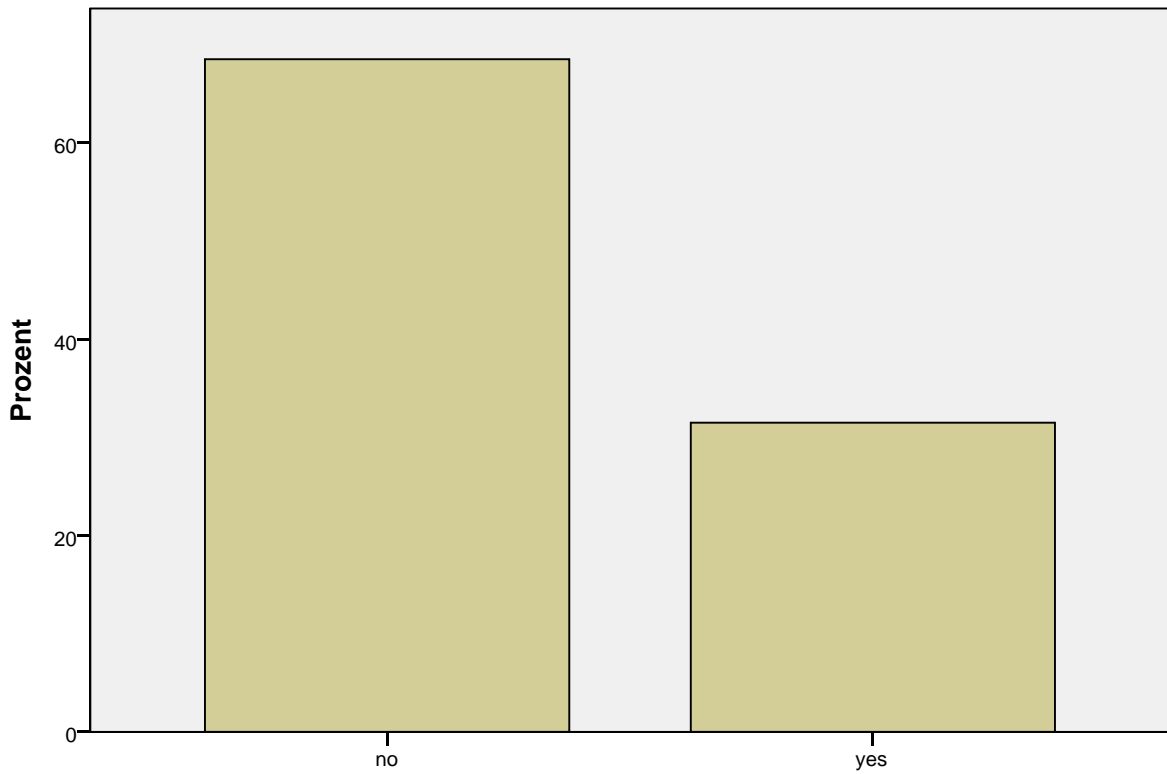
The transition of learners from school into the world of work is supported by social workers in my country.

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



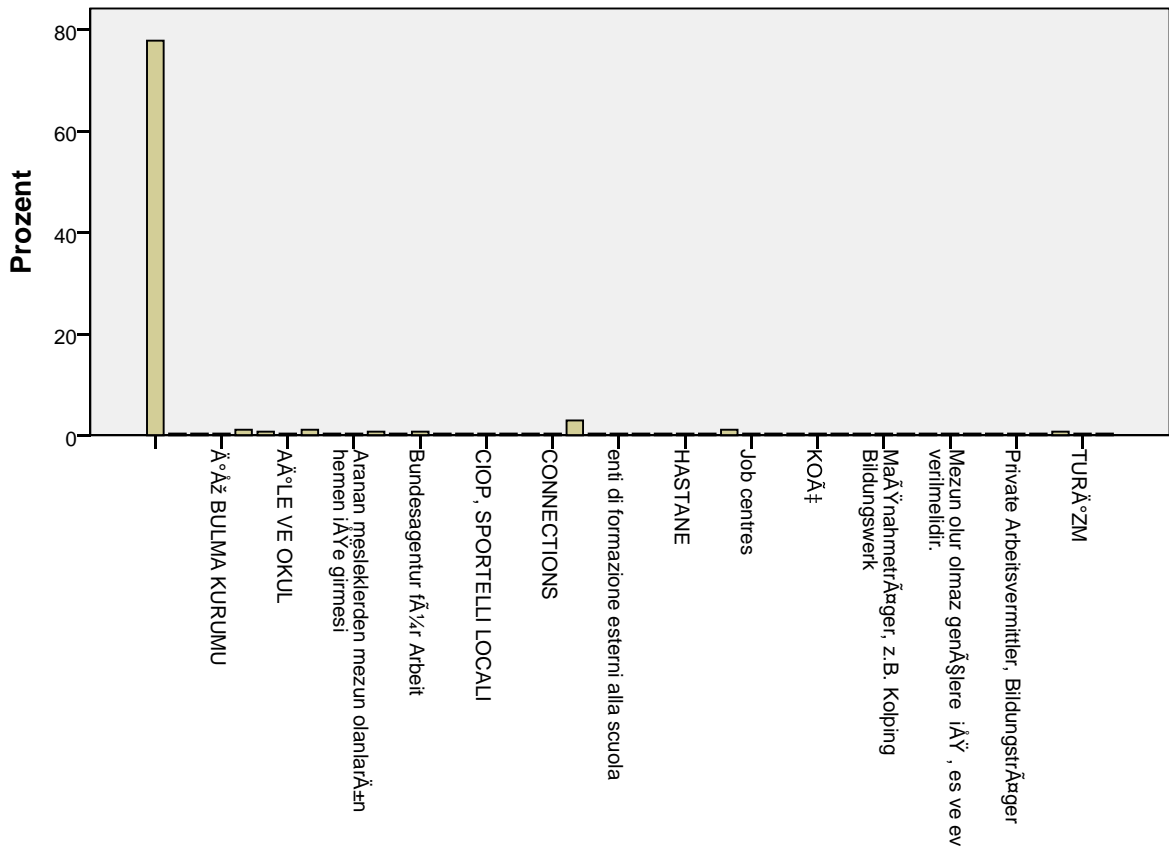
The transition of learners from school into the world of work is supported by the learners in my country.

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

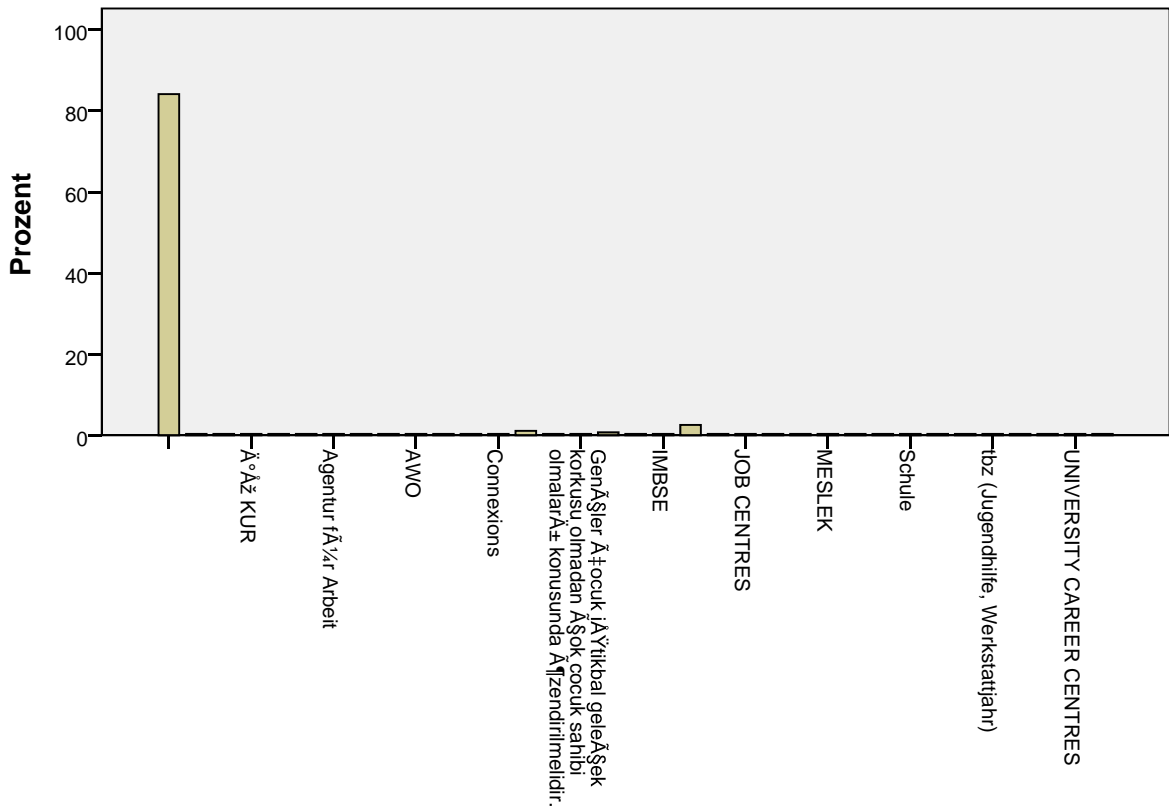


In my country the transition of learners into the world of work is supported by other institutions.

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

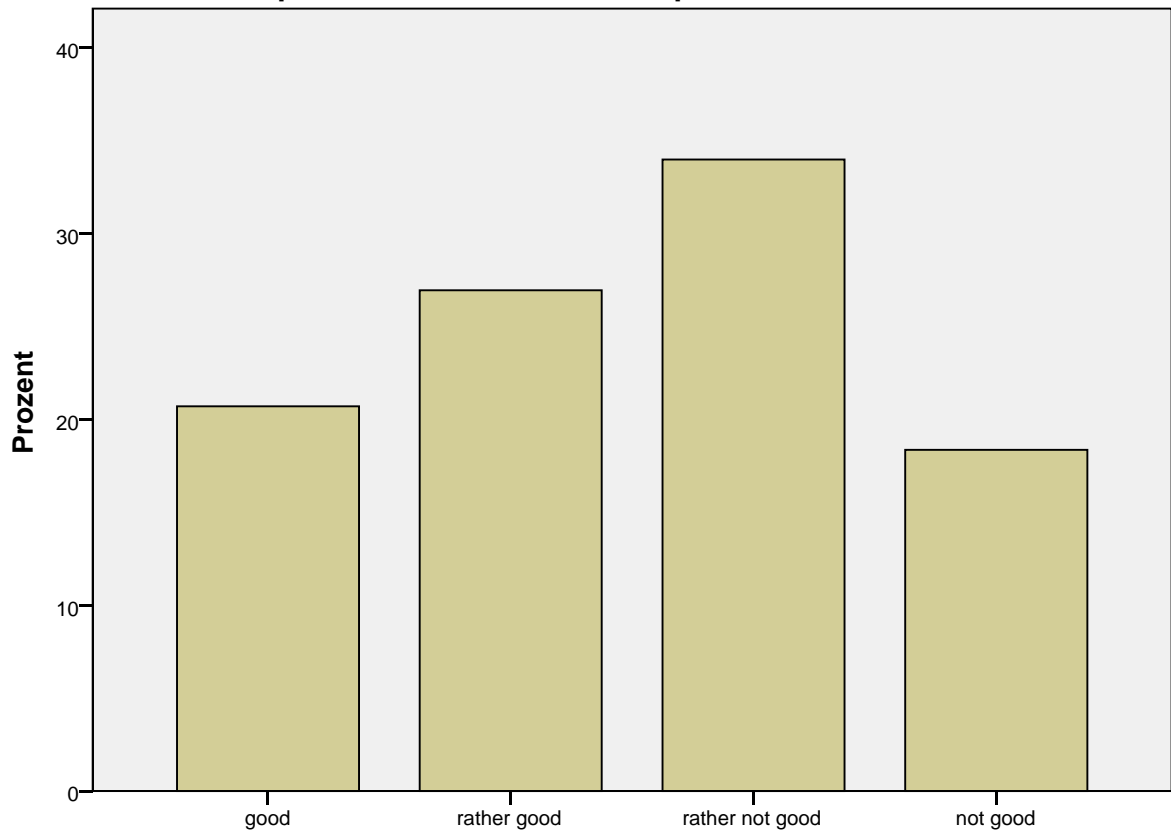


In my country the transition of learners into the world of work is supported by other institutions B:



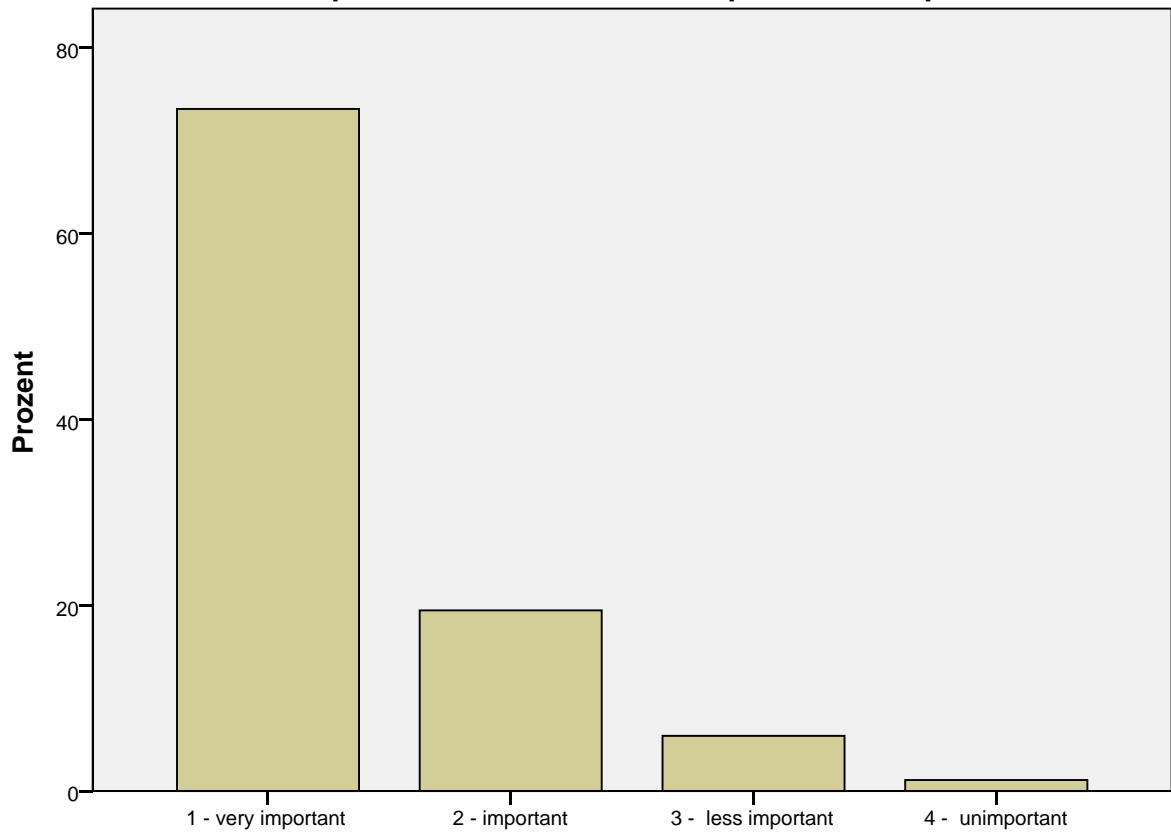
In my country the transition of learners into the world of work is supported...

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



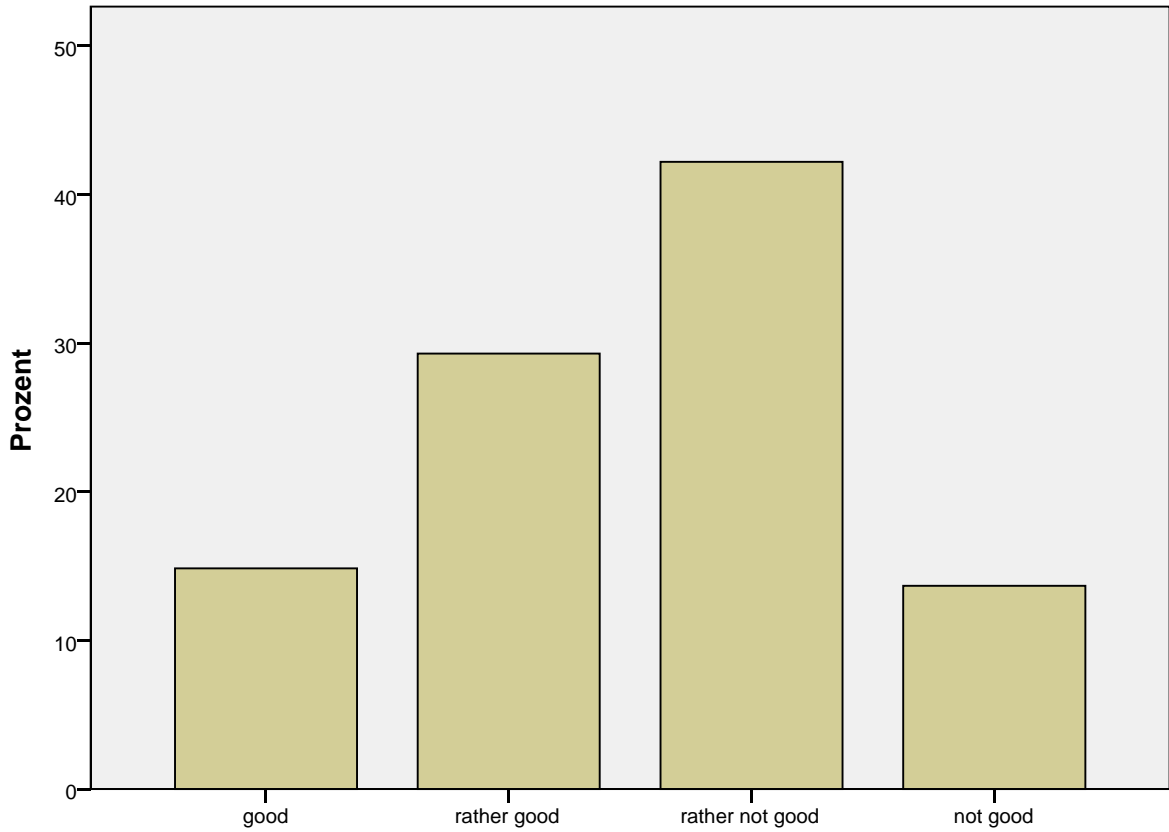
Combination of practical and theoretical experiences. How well is it done?

Combination of practical and theoretical experiences. Importance?



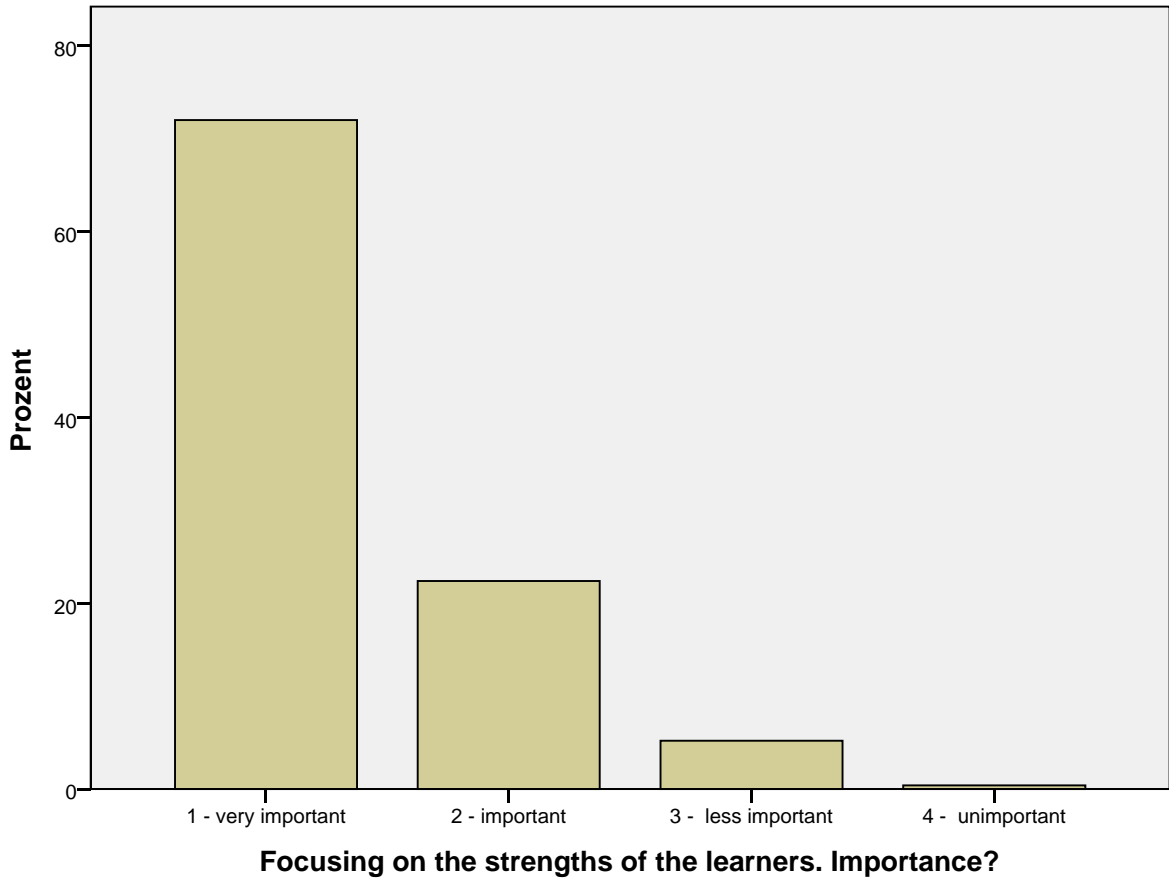
Combination of practical and theoretical experiences. Importance?

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

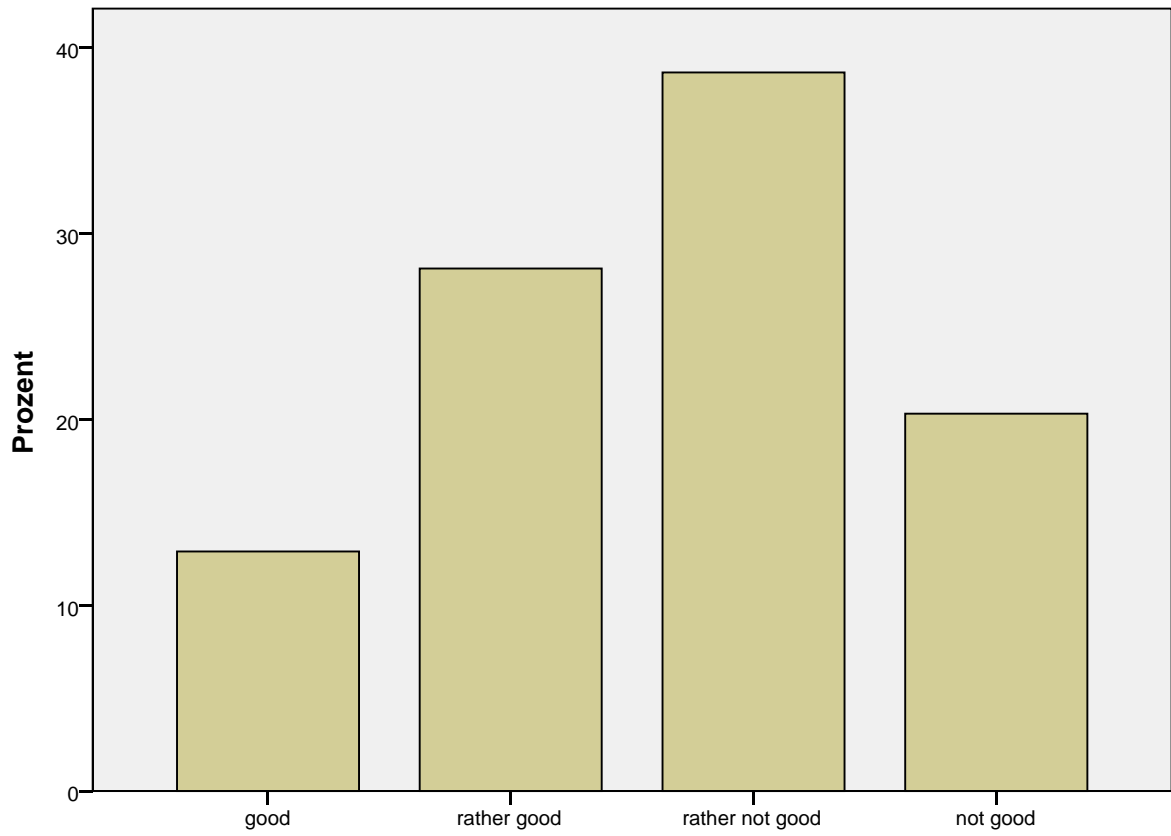


Focusing on the strengths of the learners. How well is it done?

Focusing on the strengths of the learners. Importance?

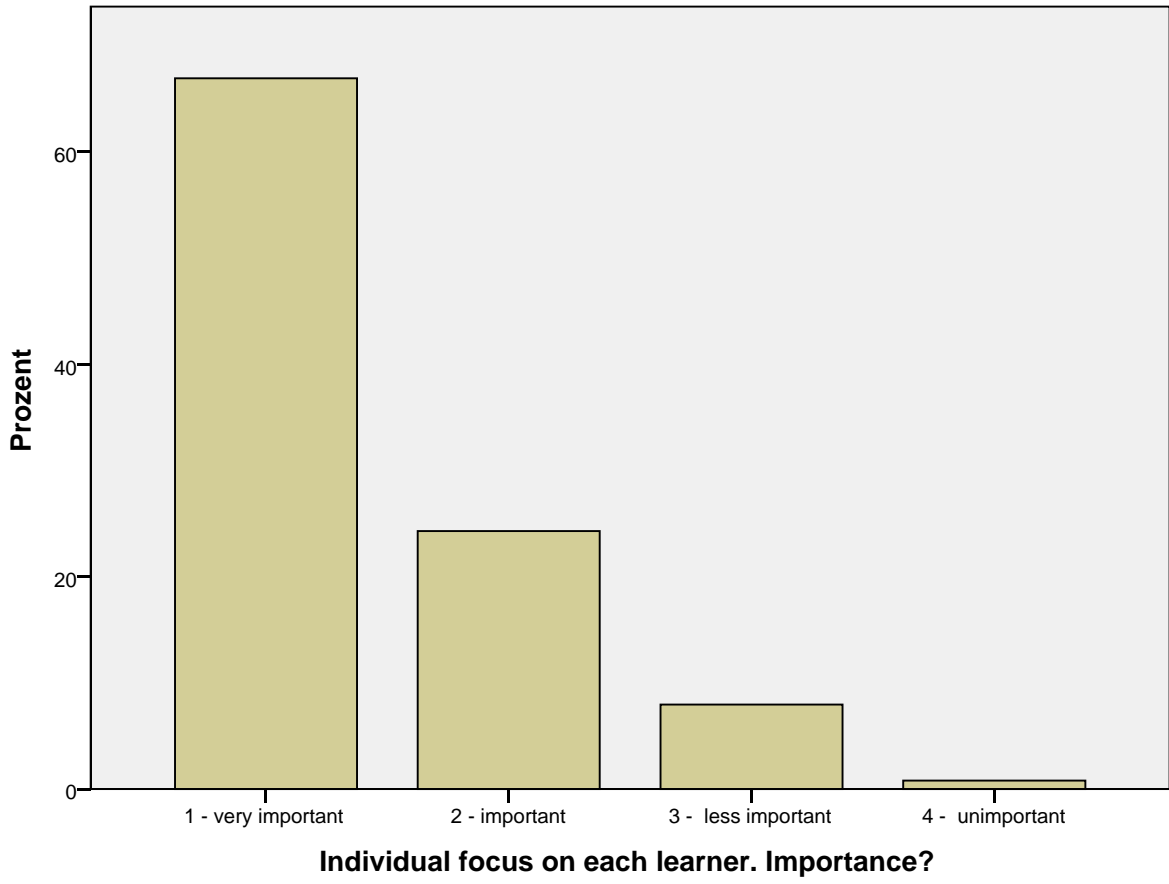


Individual focus on each learner. How well is it done?

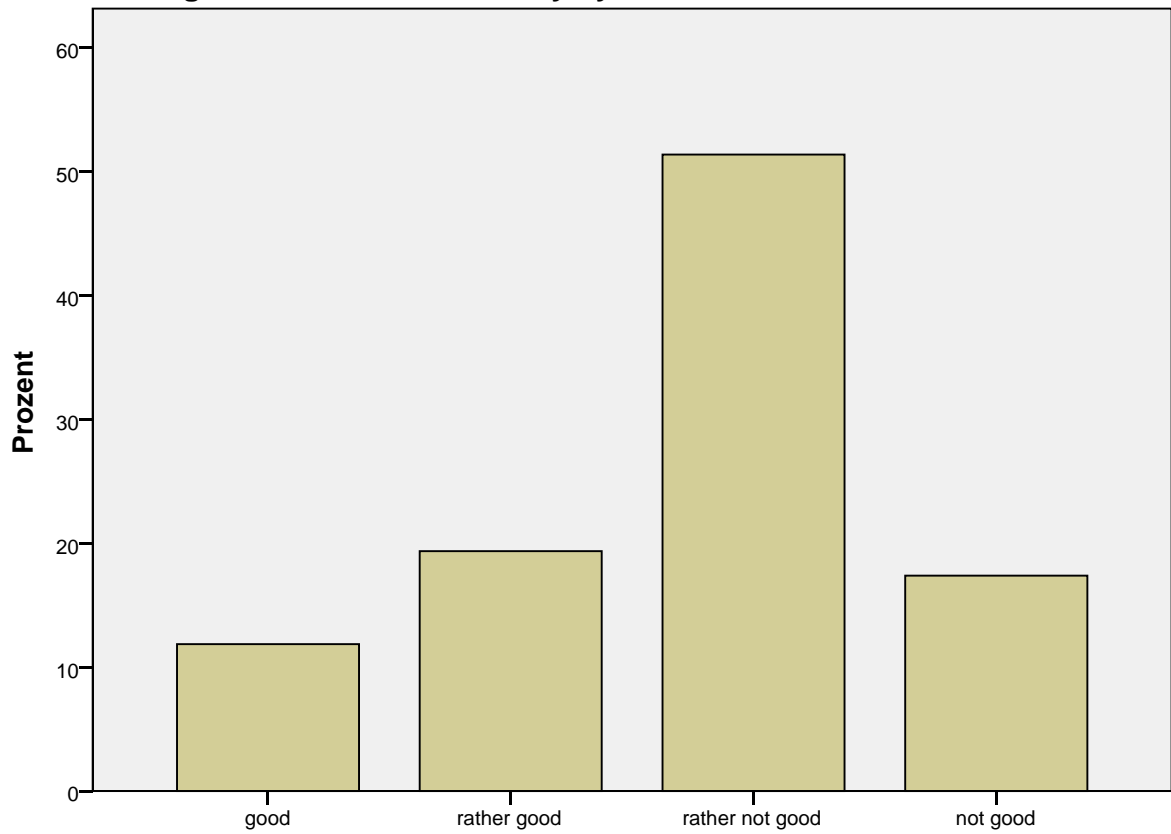


Individual focus on each learner. How well is it done?

Individual focus on each learner. Importance?

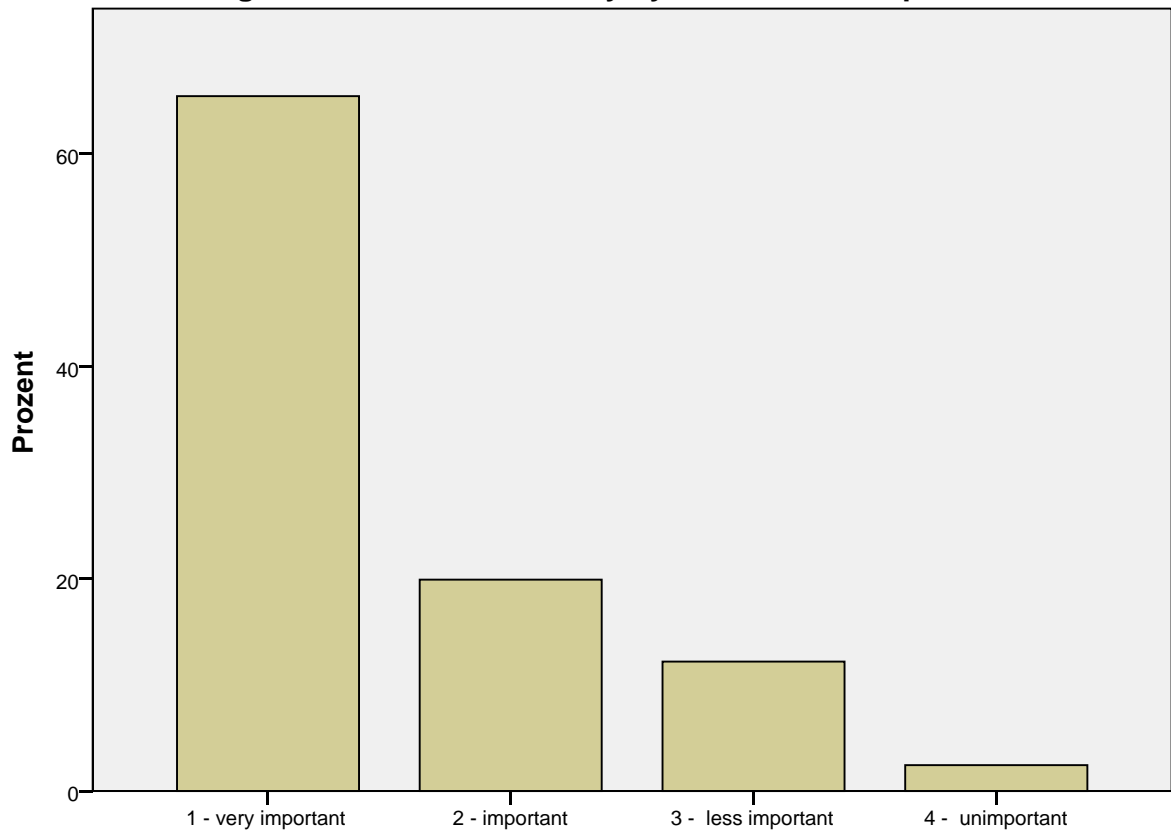


Focusing individual self-discovery by the learners. How well is it done?



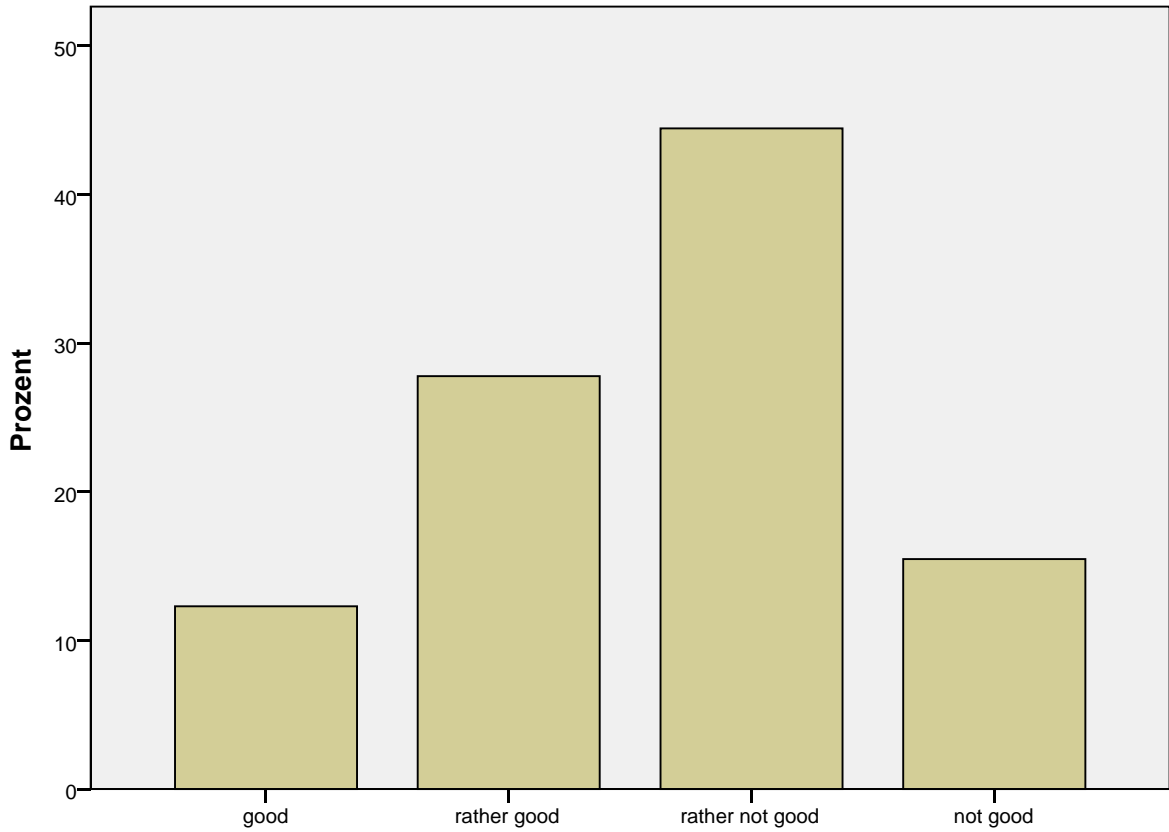
Focusing individual self-discovery by the learners. How well is it done?

Focusing individual self-discovery by the learners. Importance?



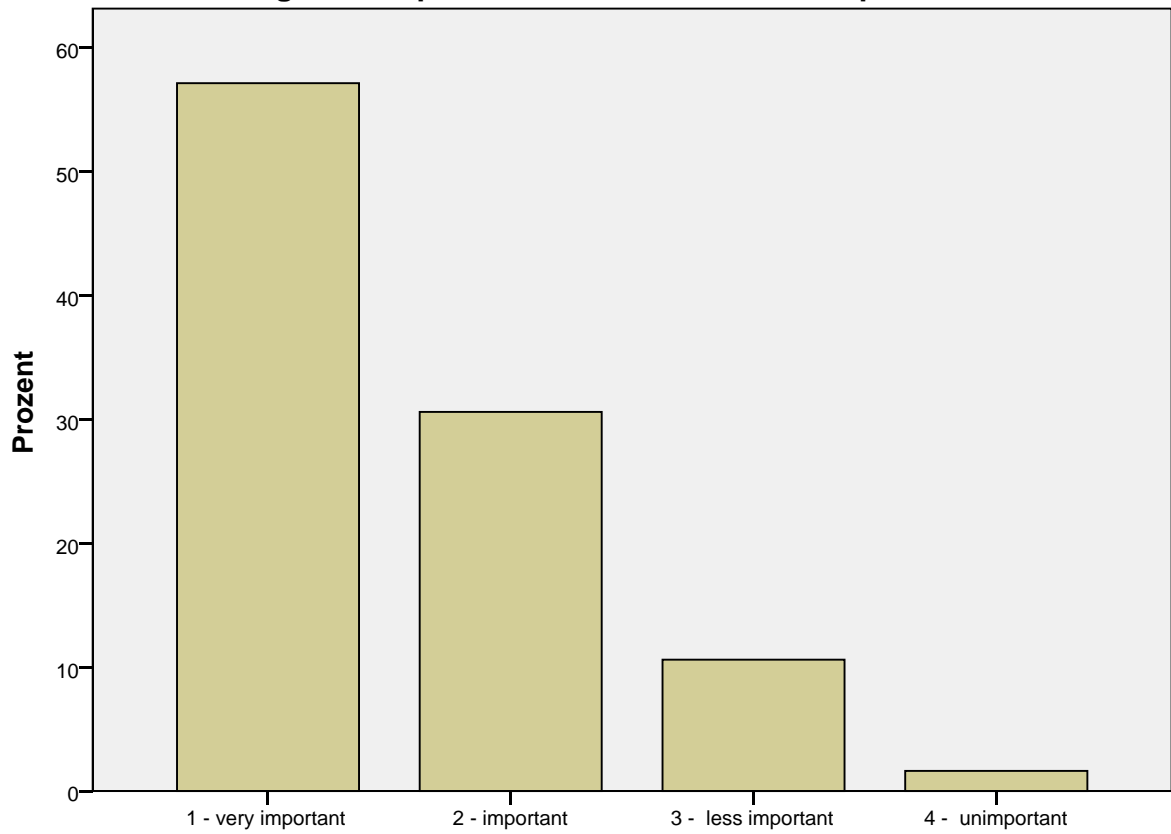
Focusing individual self-discovery by the learners. Importance?

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



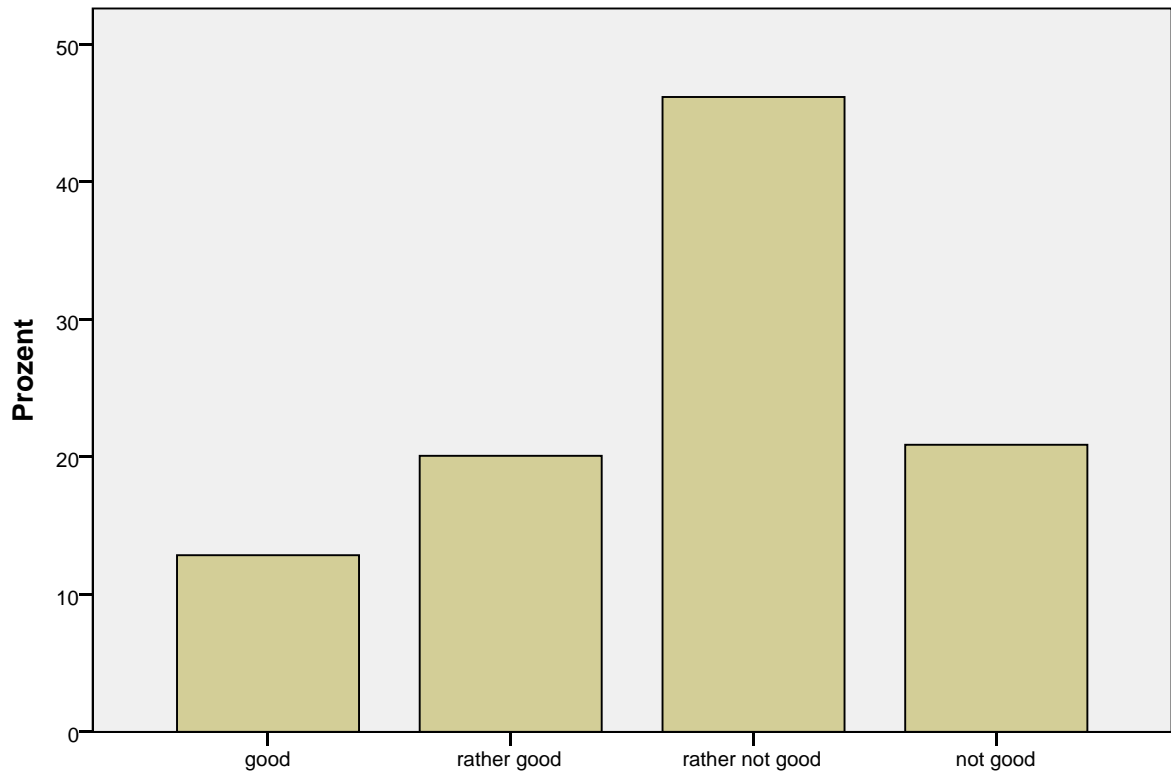
Focusing several professions and vocations. How well is it done?

Focusing several professions and vocations. Importance?



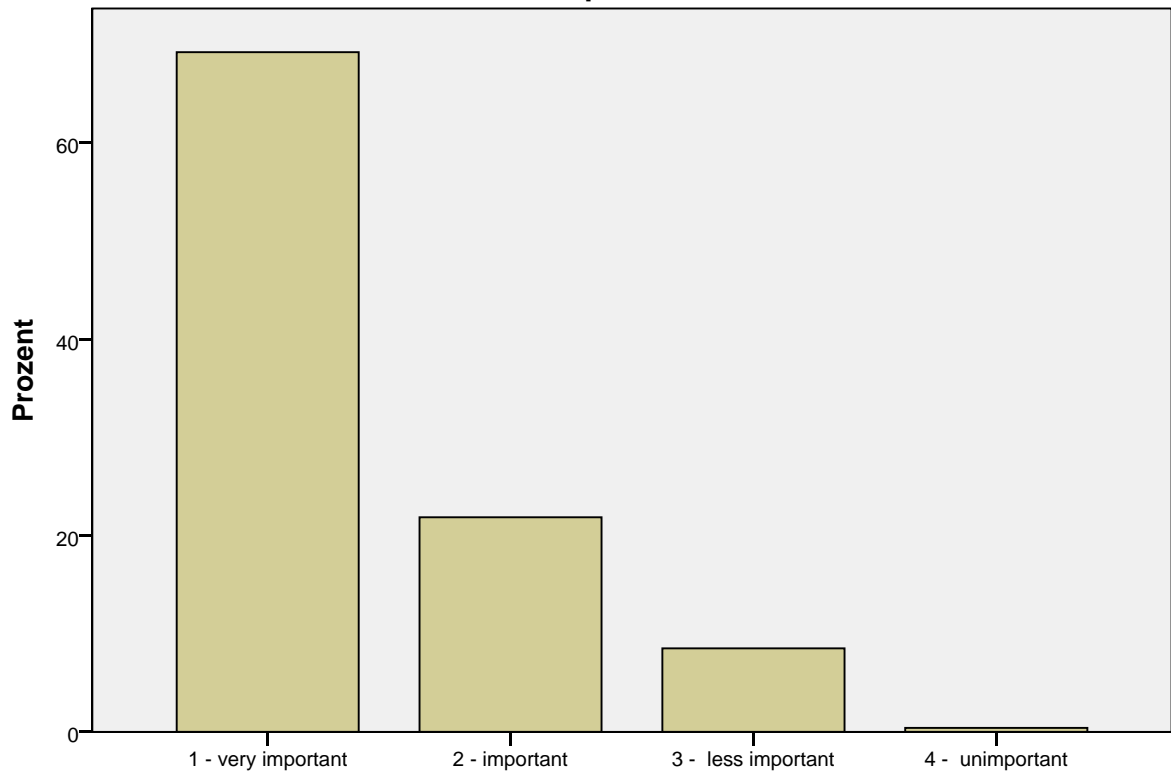
Focusing several professions and vocations. Importance?

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



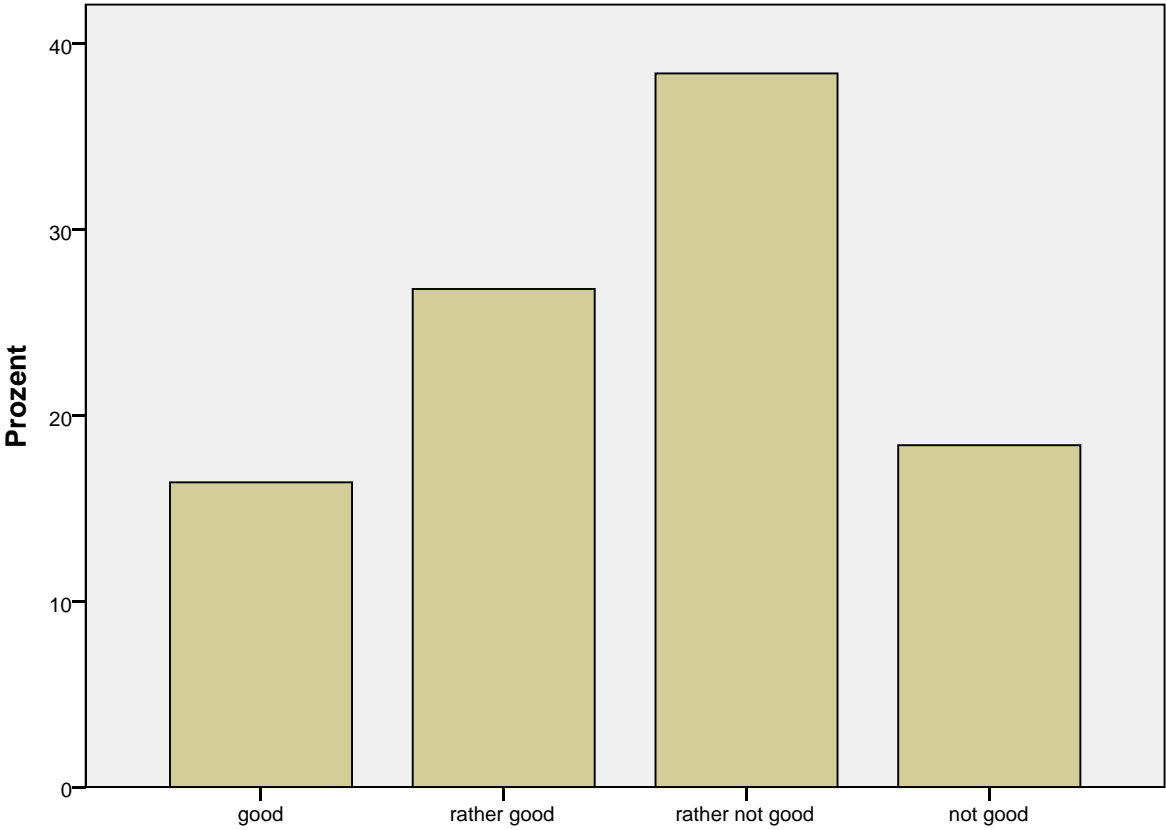
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?

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



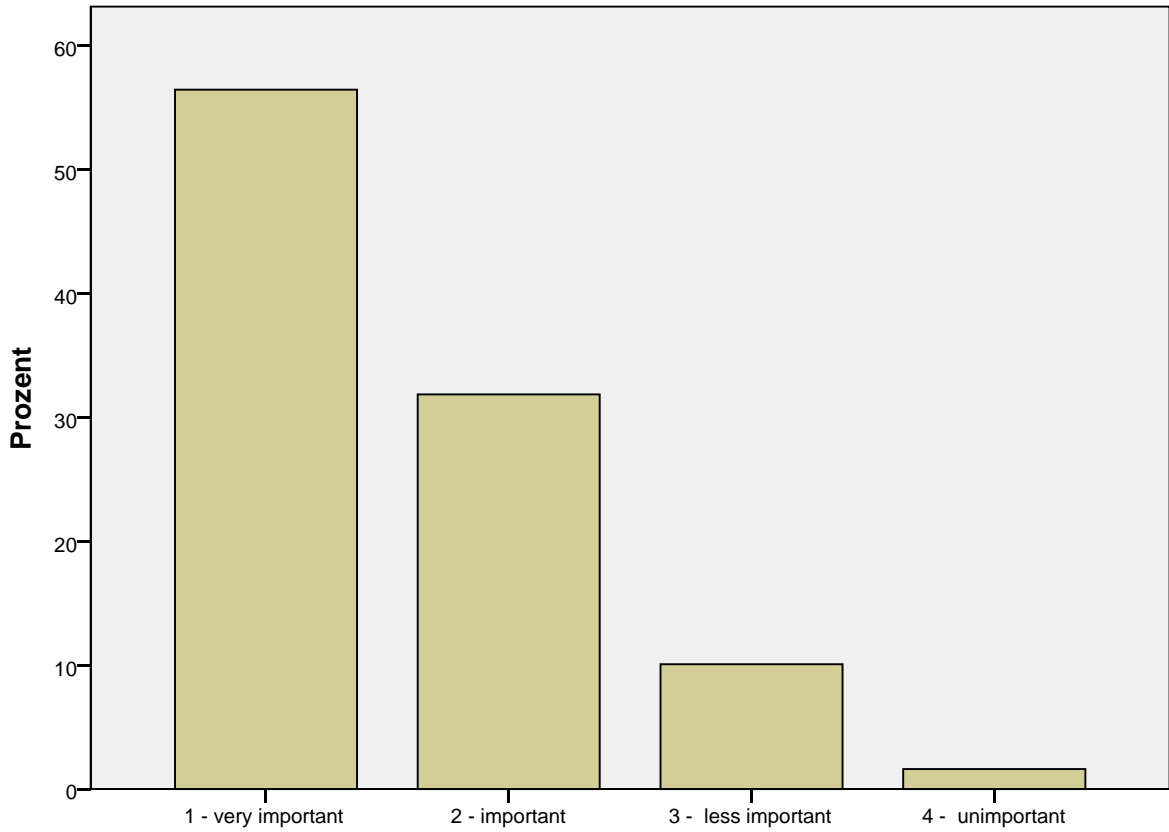
Matching individual competencies and opportunities with possibilities on the job market. Importance?

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



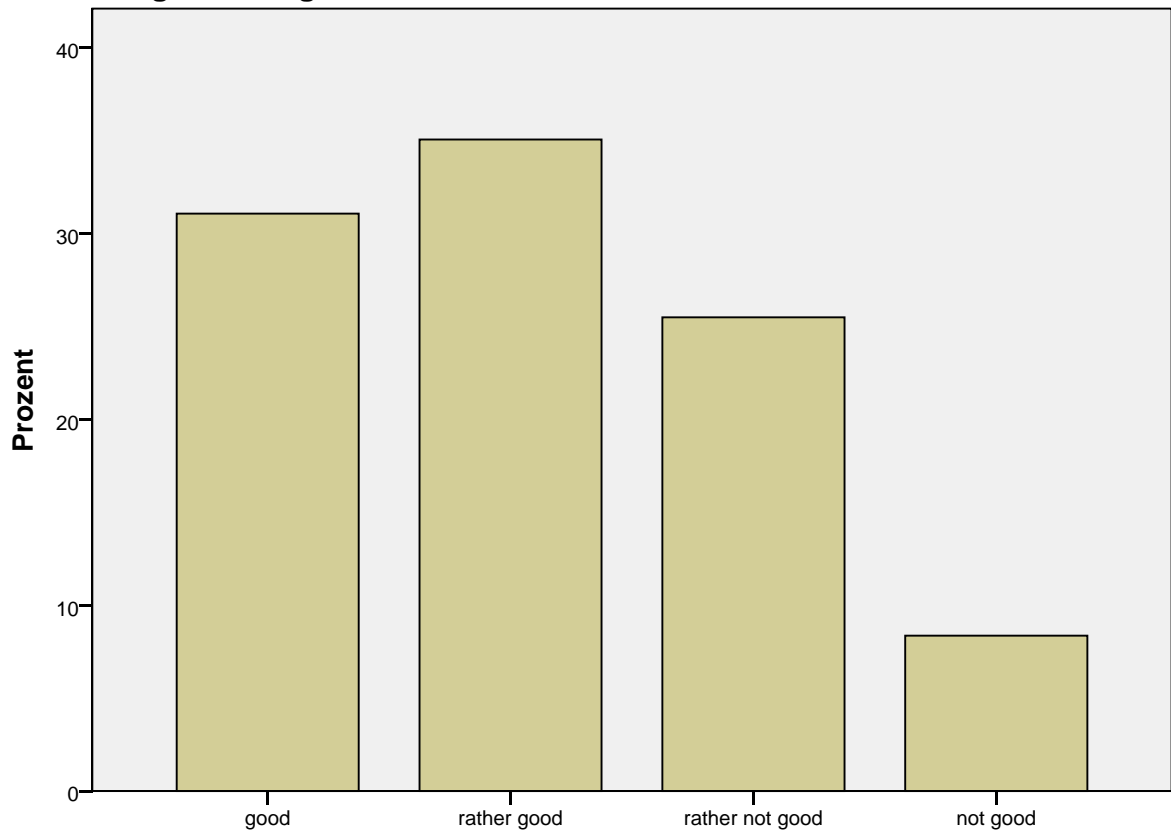
Training of applying and interview situations. How well is it done?

Training of applying and interview situations. Importance?



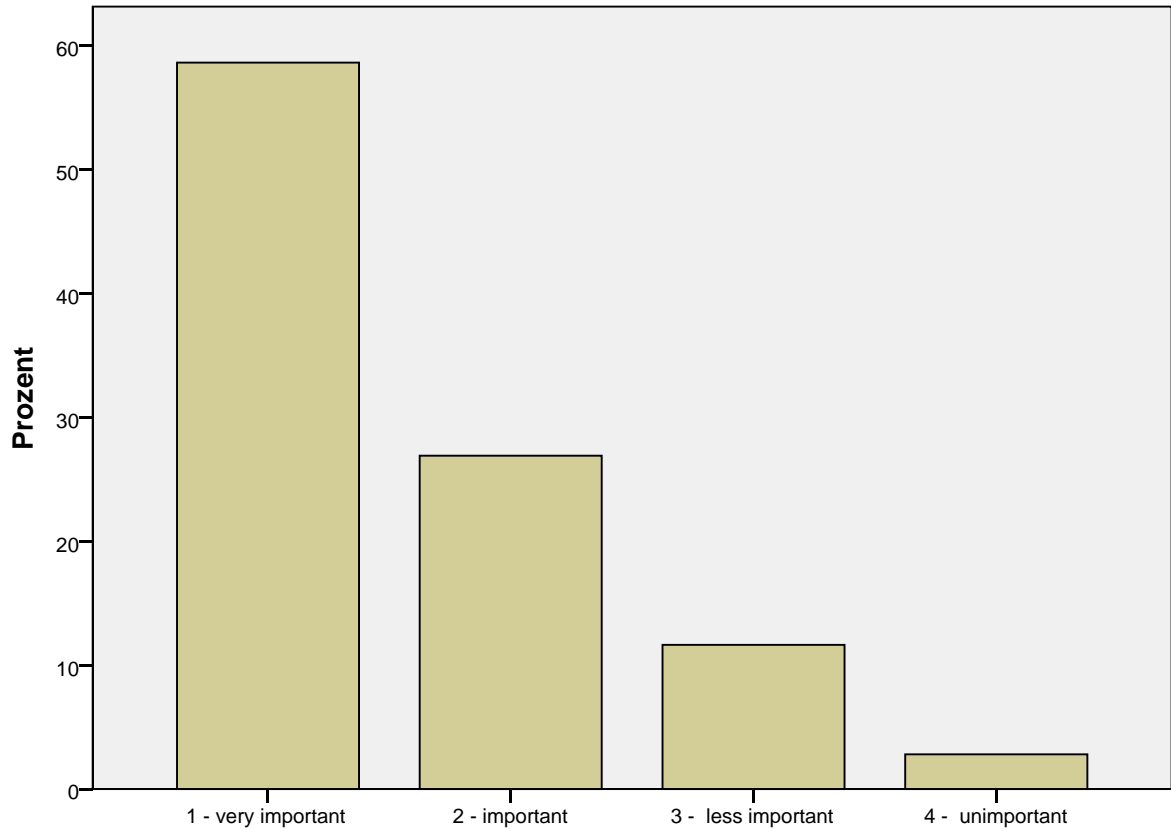
Training of applying and interview situations. Importance?

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



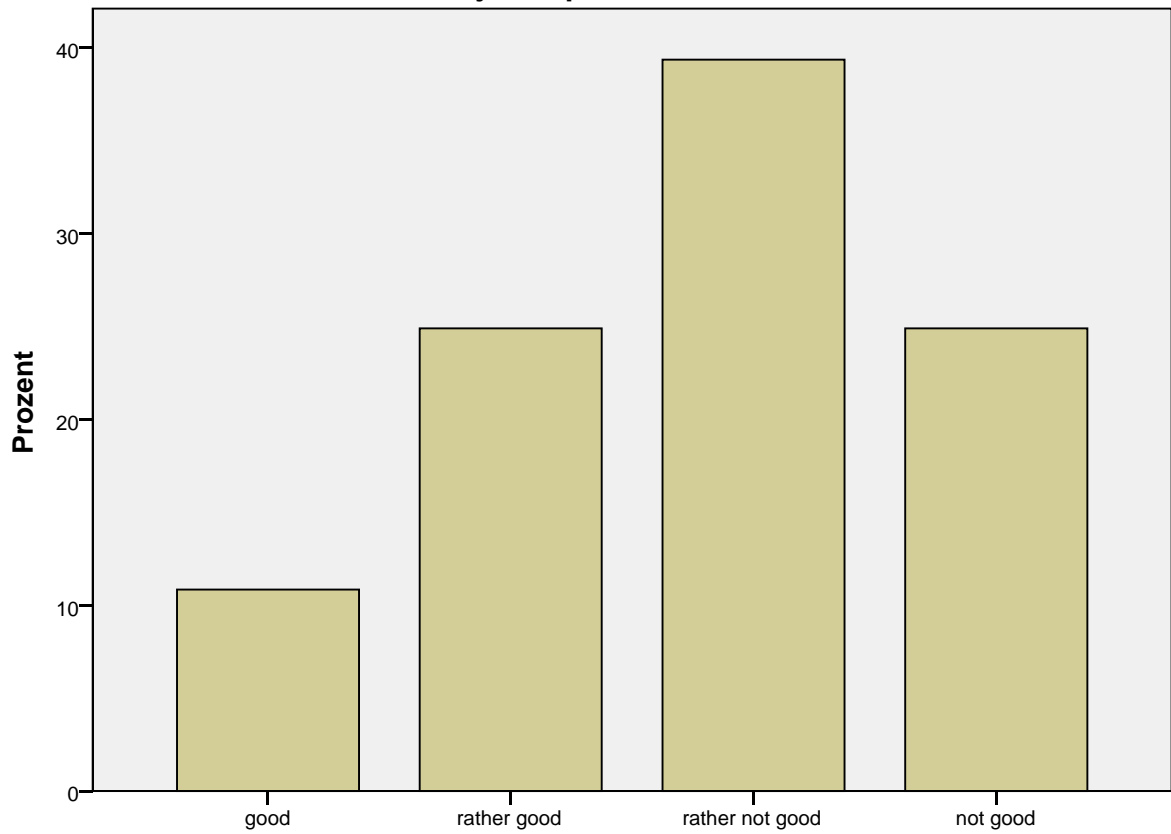
Training of writing cover letters and curriculum vitae. How well is it done?

Training of writing cover letters and curriculum vitae. Importance?

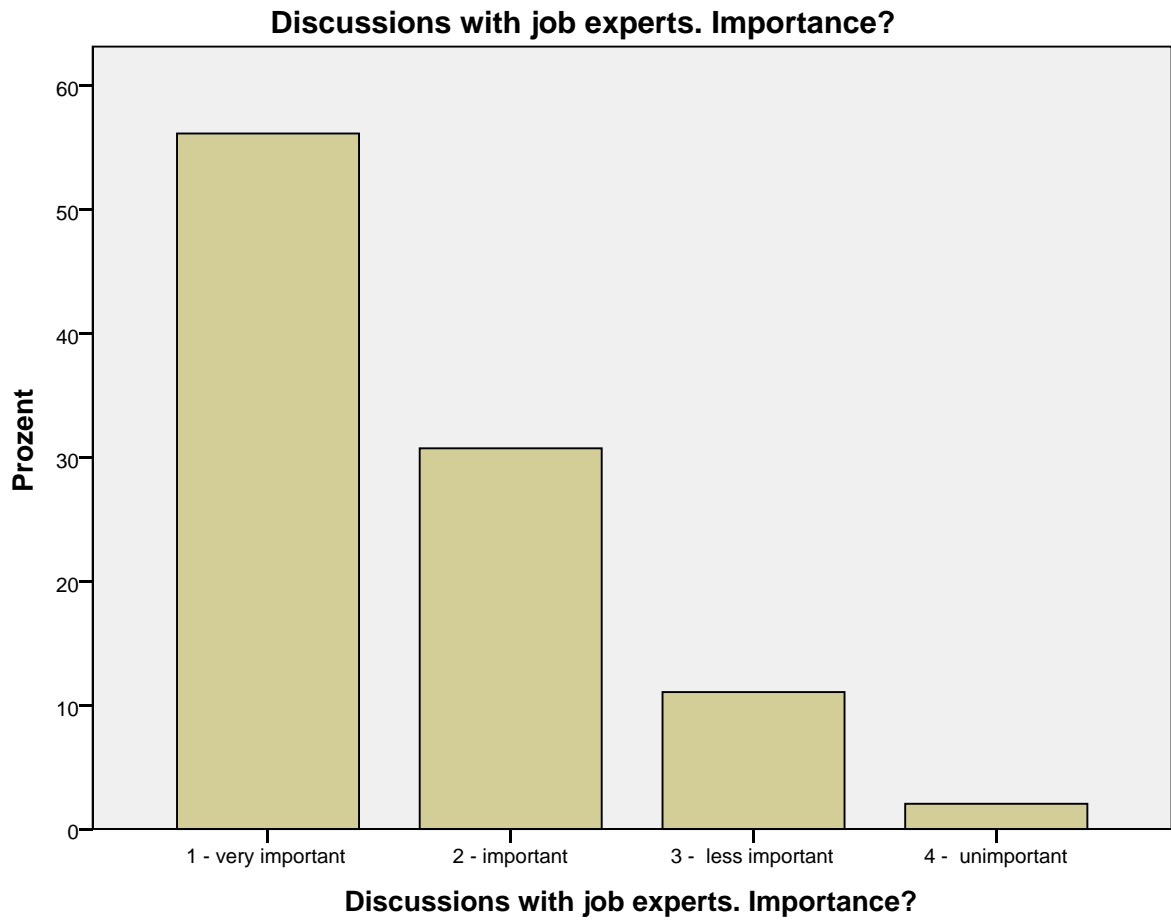


Training of writing cover letters and curriculum vitae. Importance?

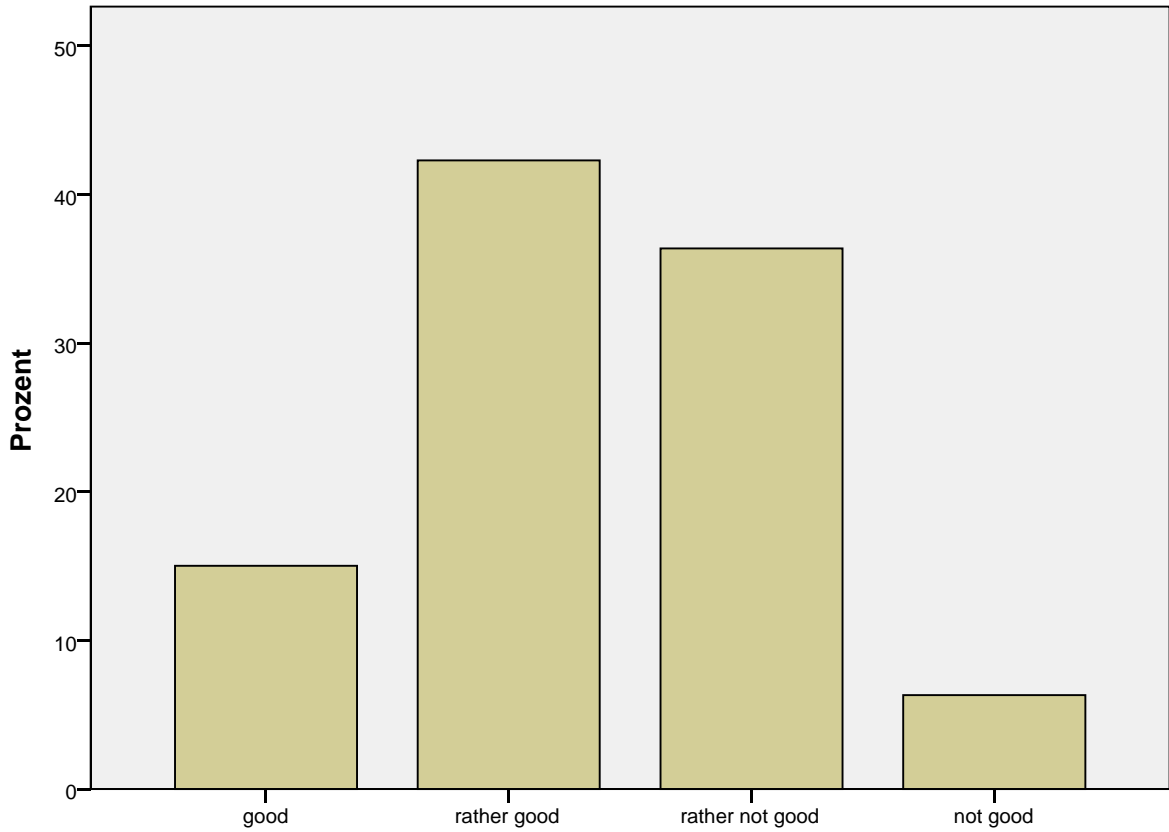
Discussions with job experts. How well is it done?



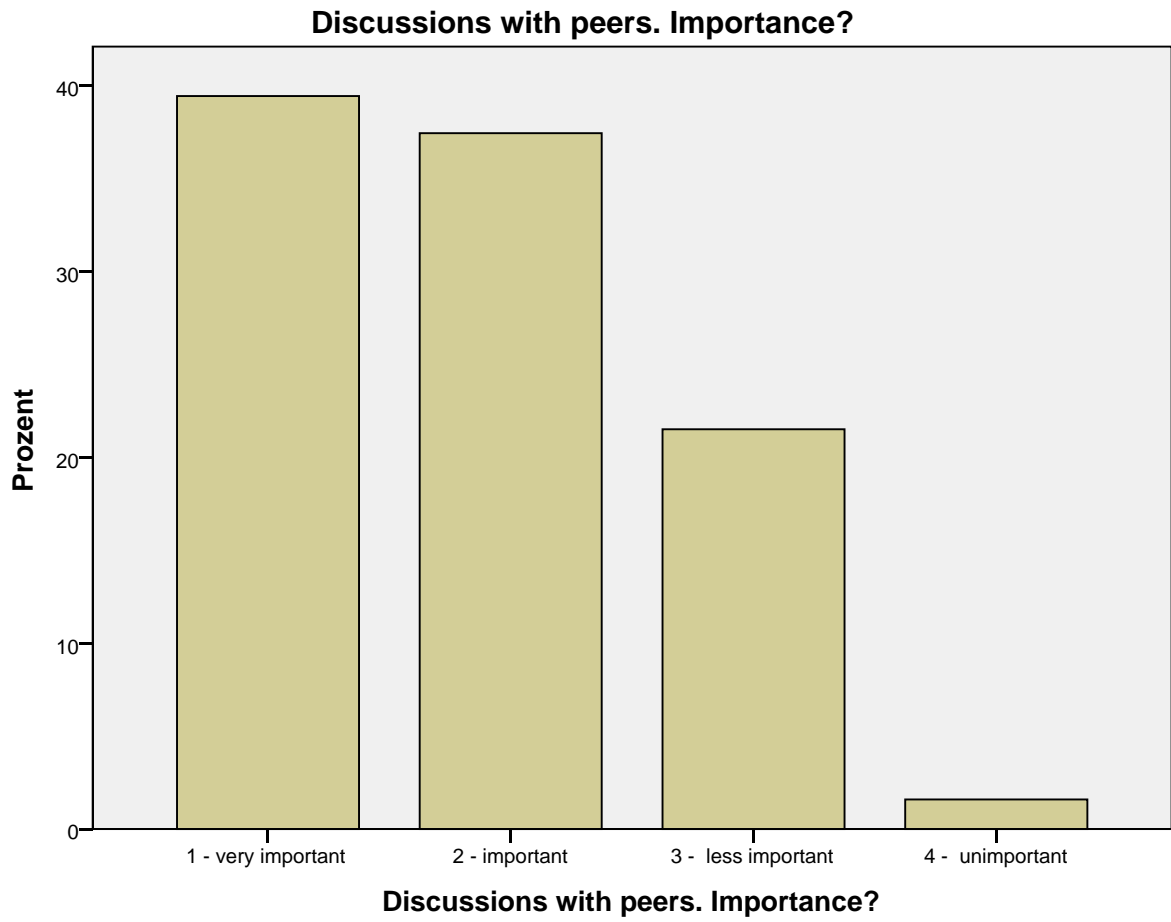
Discussions with job experts. How well is it done?



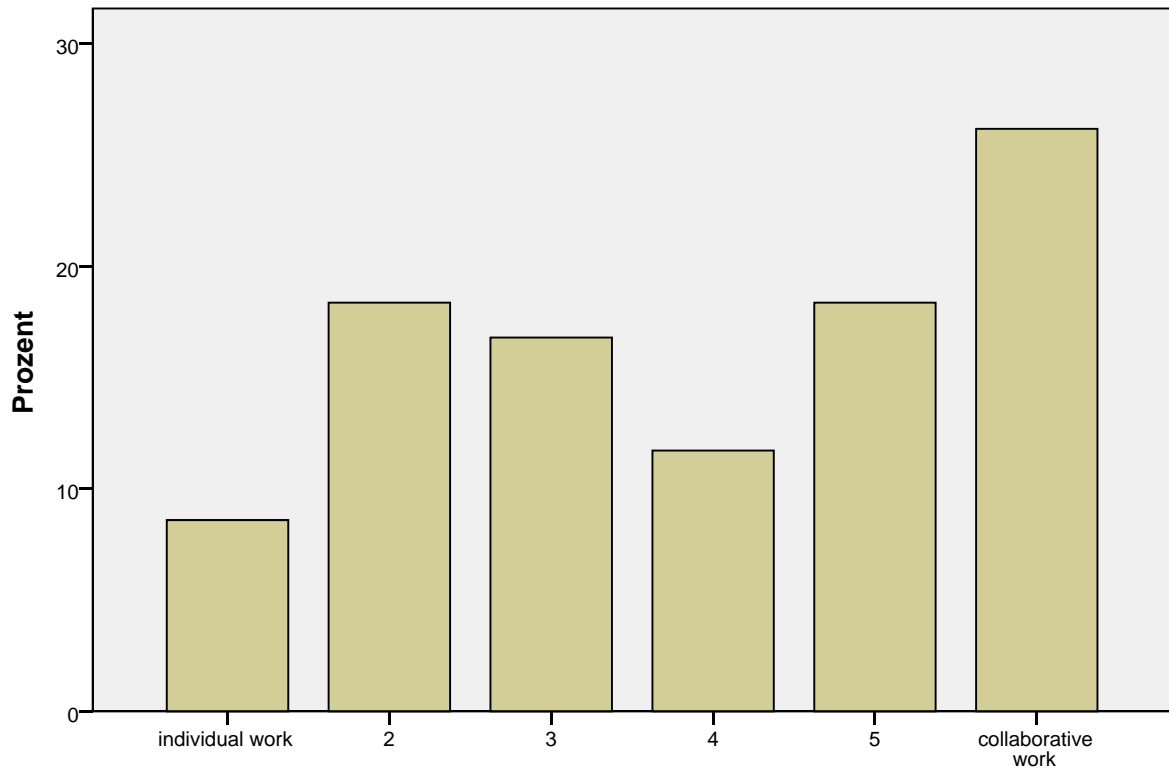
Discussions with peers. How well is it done?



Discussions with peers. How well is it done?

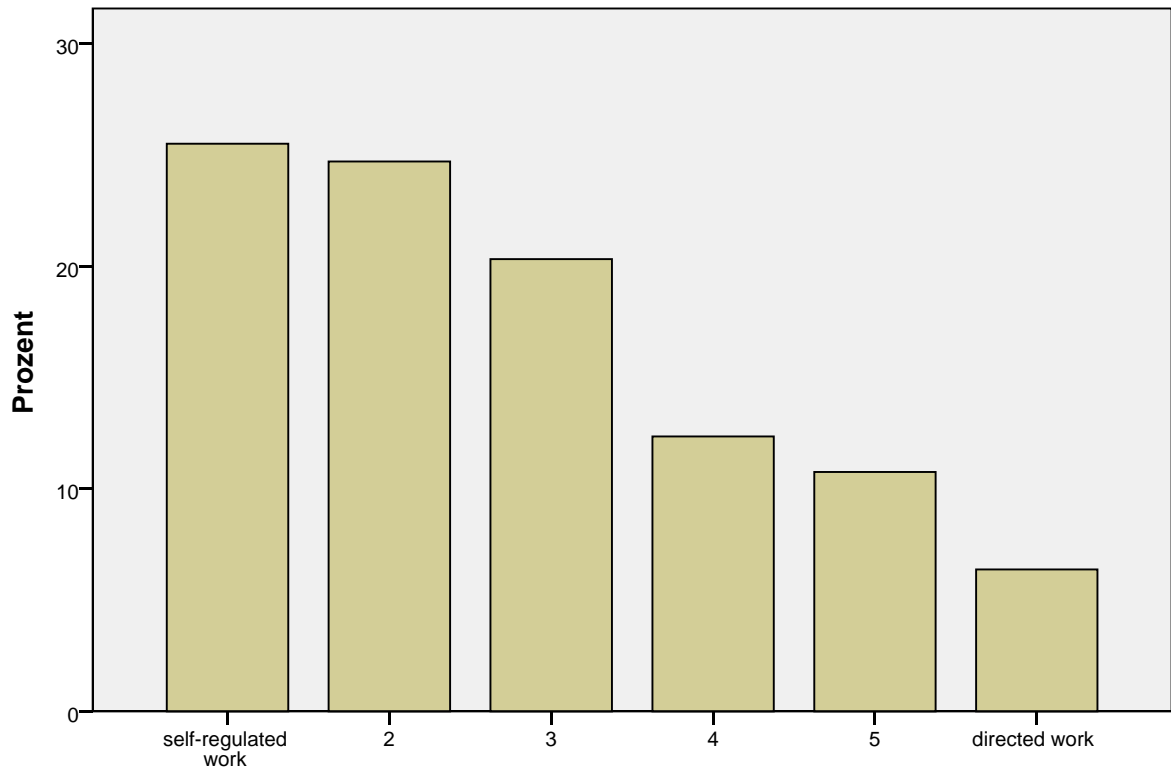


Which method of learning works for you in your school? individual work vs. collaborative work



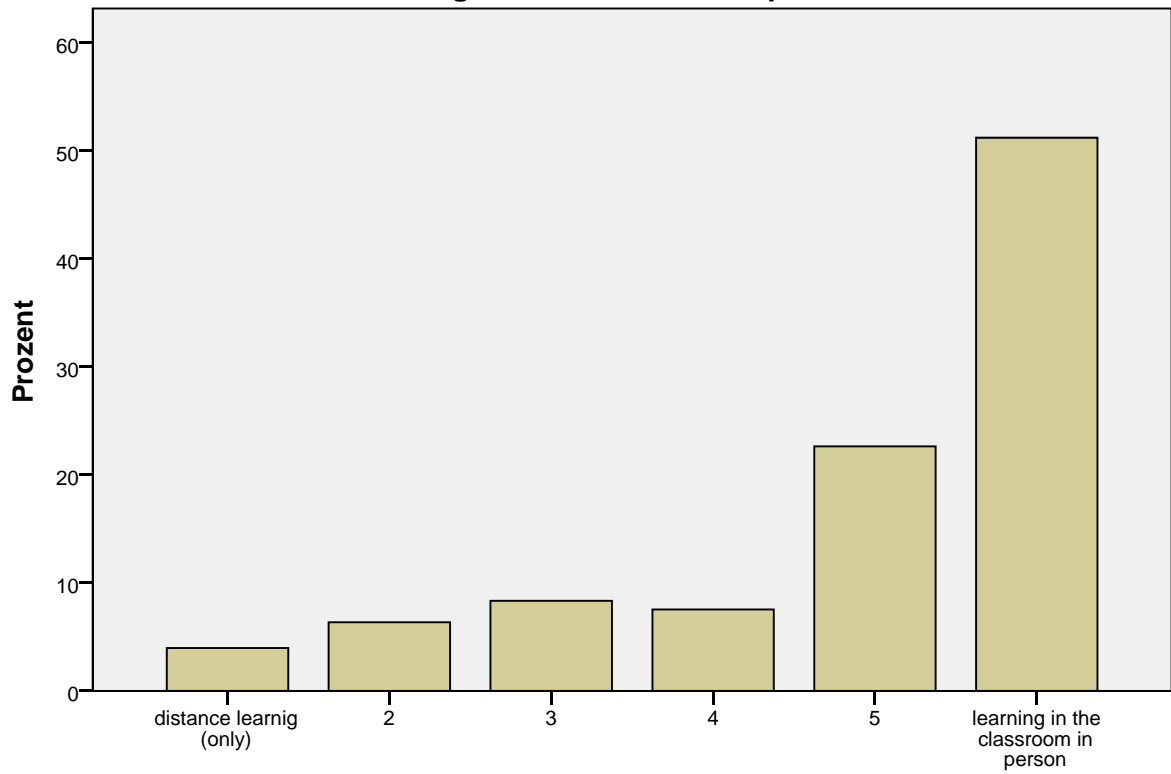
Which method of learning works for you in your school? individual work vs. collaborative work

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



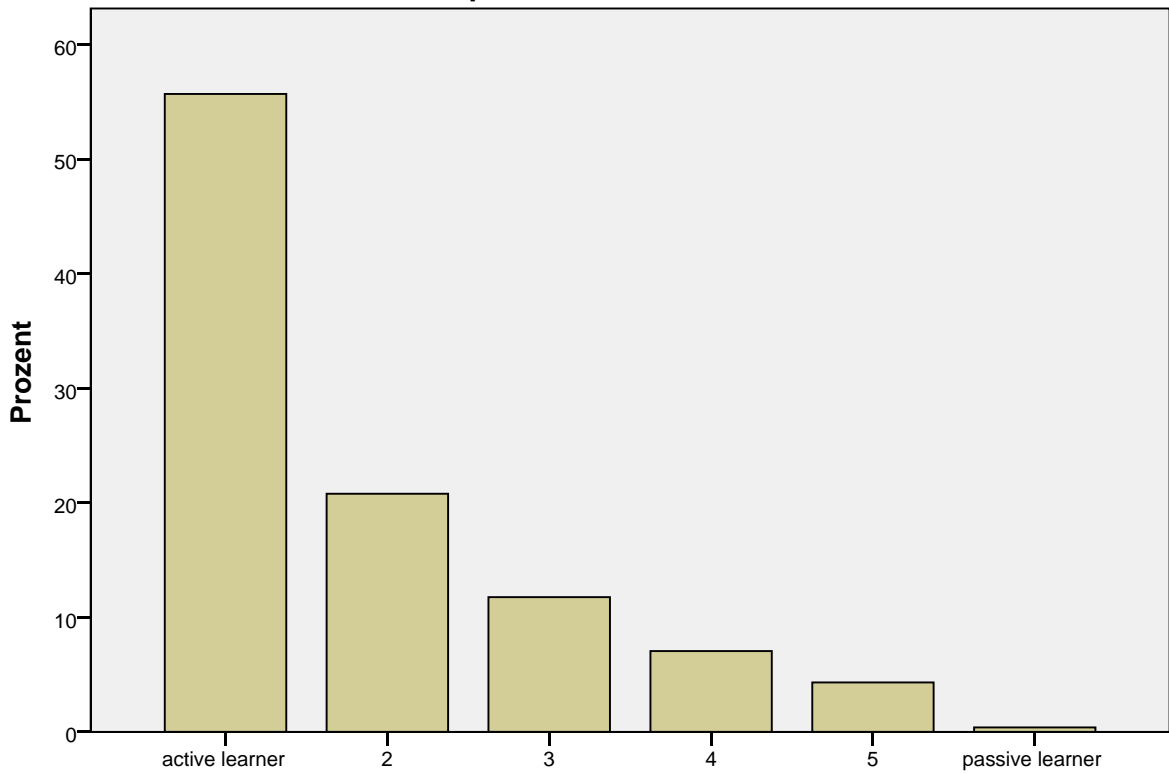
Which method of learning works for you in your school? self-regulated work vs. directed work

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



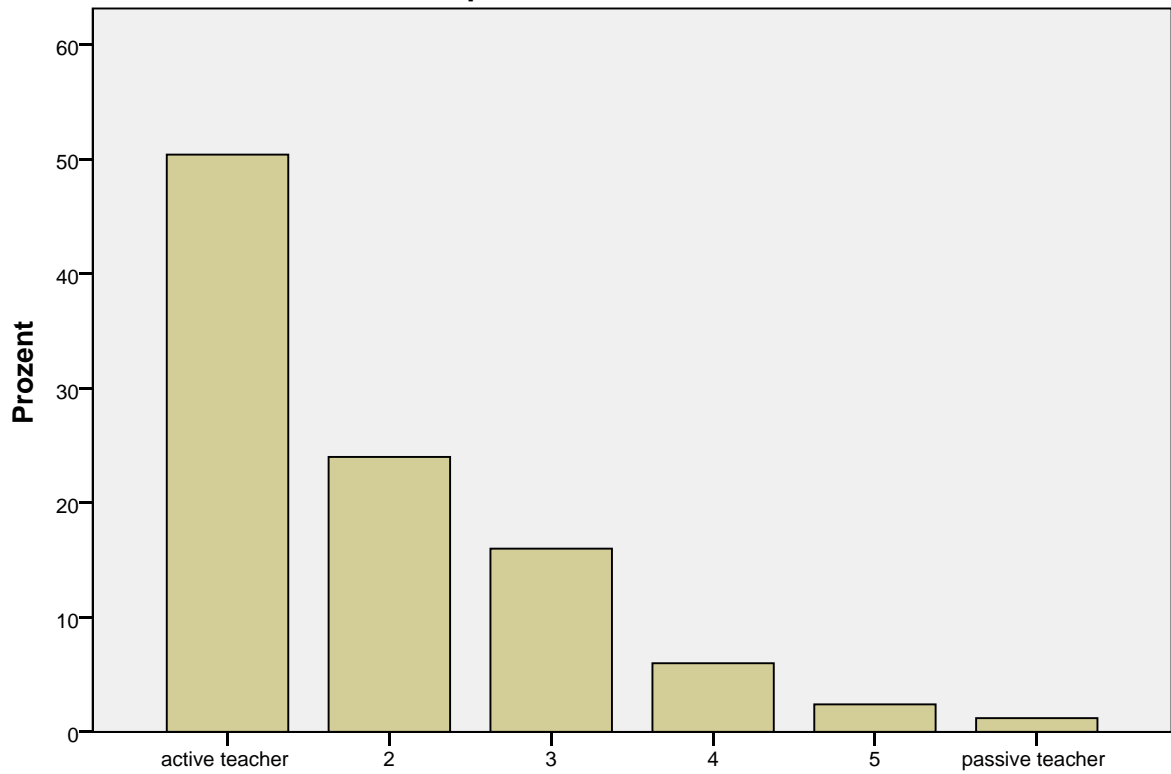
Which method of learning works for you in your school? distance learnig (only) vs. learning in the classroom in person

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



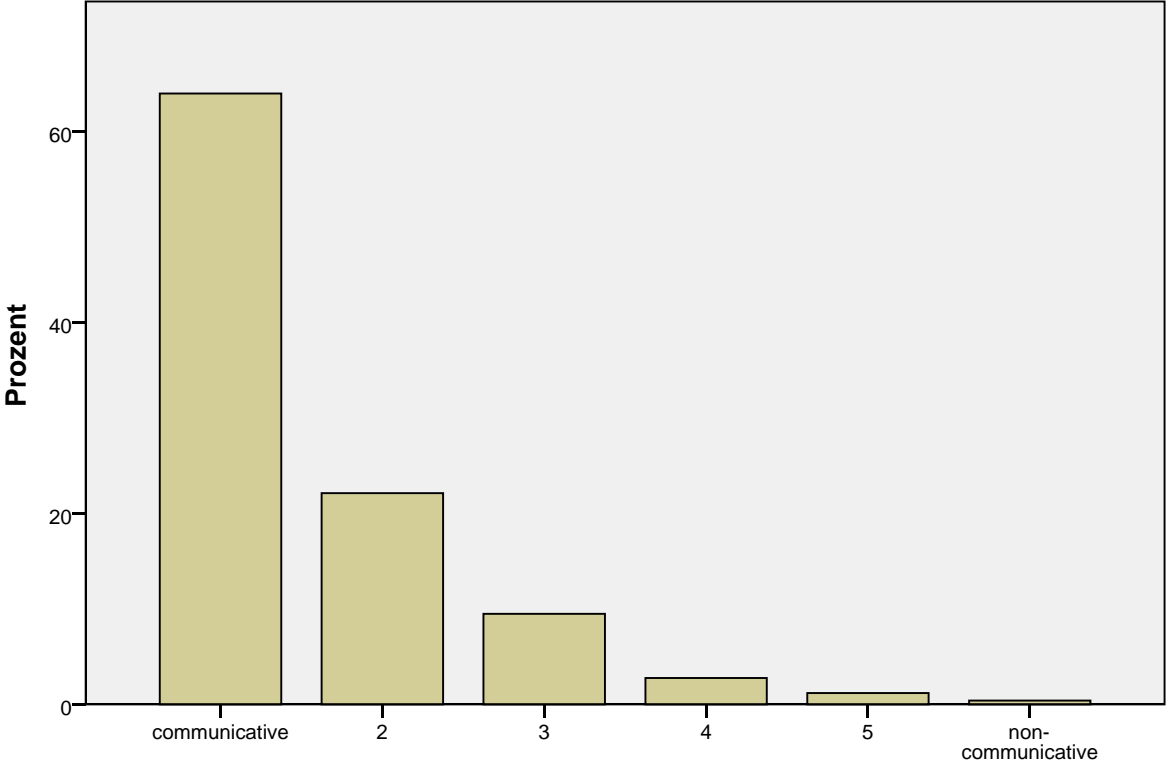
Which method of learning works for you in your school? active learner vs. passive learner

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



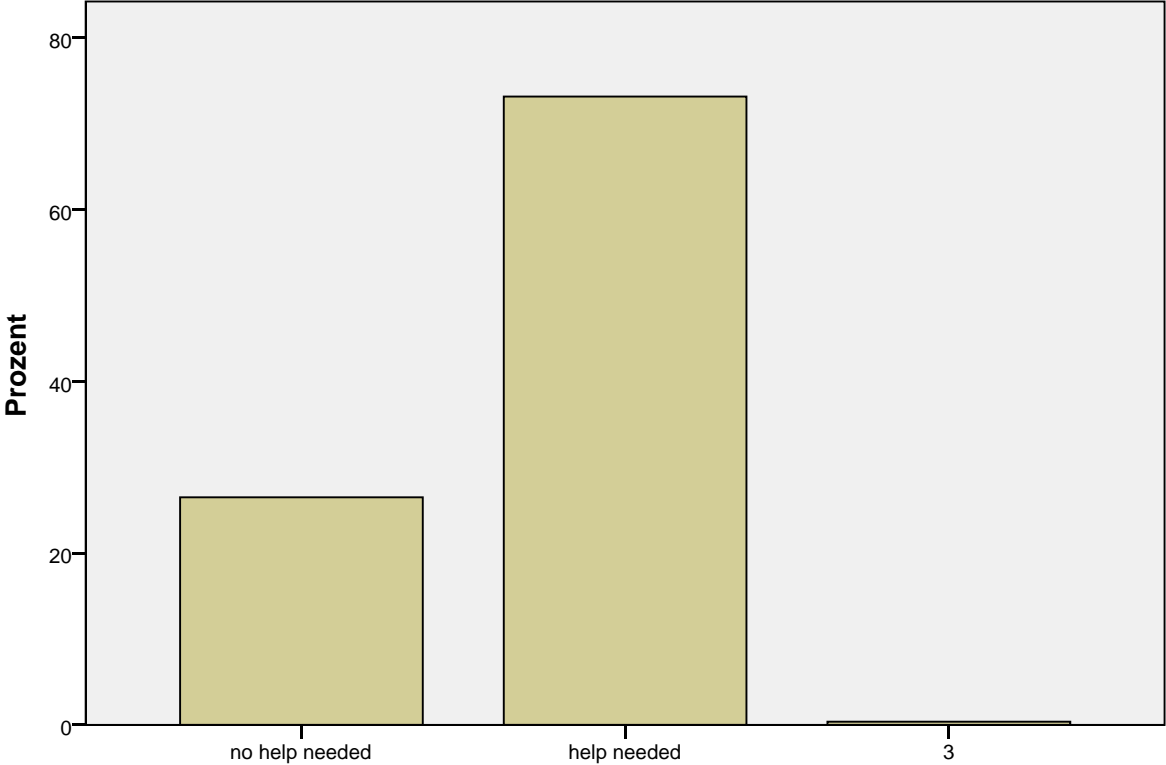
Which method of learning works for you in your school? active teacher vs. passive teacher

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



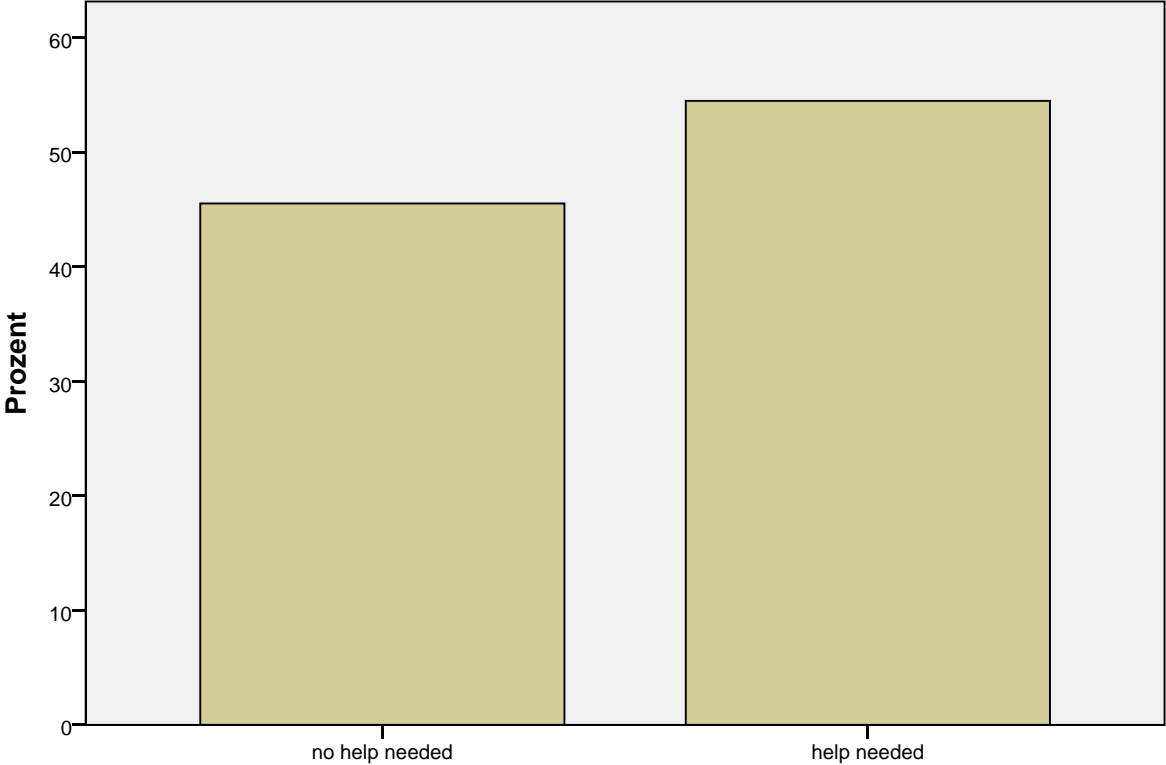
Which method of learning works for you in your school? communicative vs. non-communicative

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



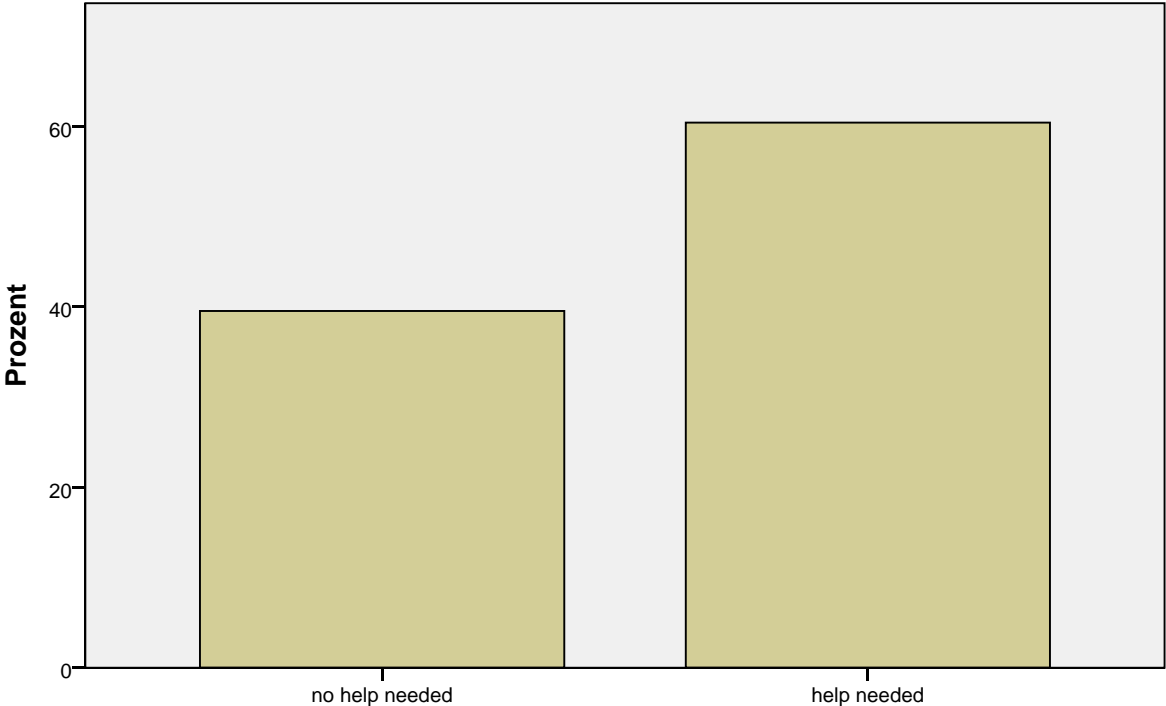
Where do you need help or support concerning career orientation or vocational orientation? discovery of the strengths of the learners

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



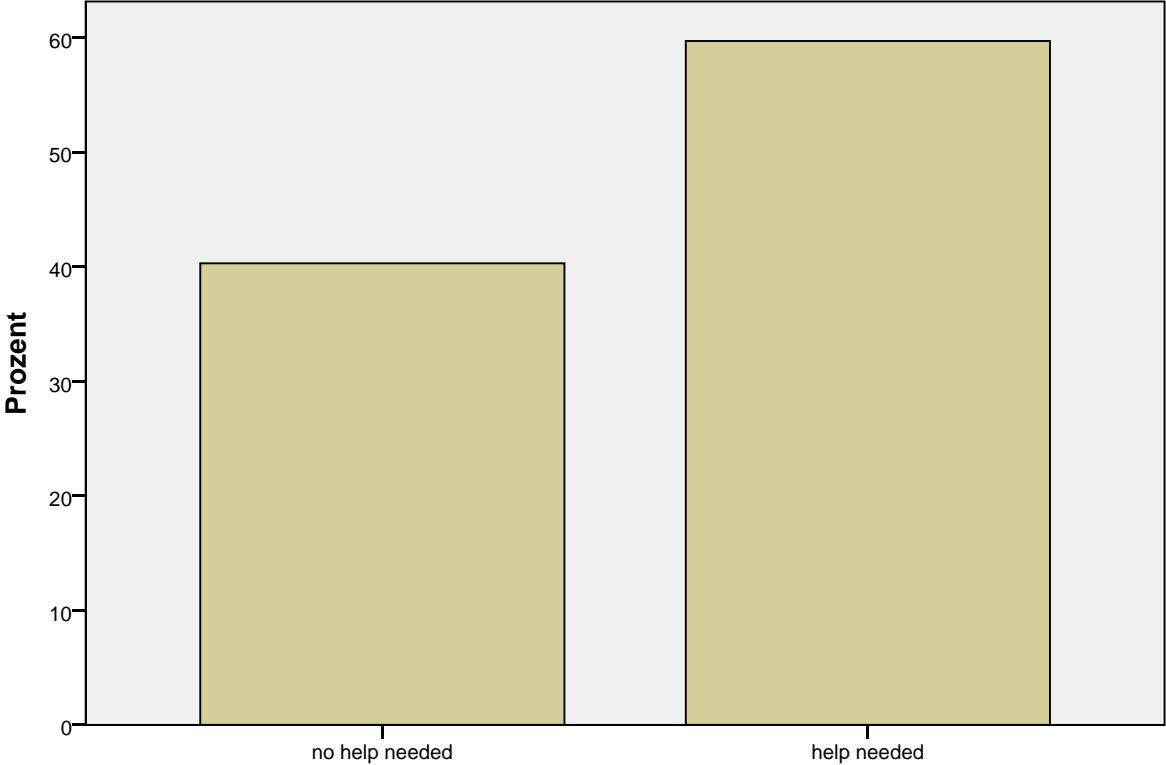
Where do you need help or support concerning career orientation or vocational orientation? material about vocations

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



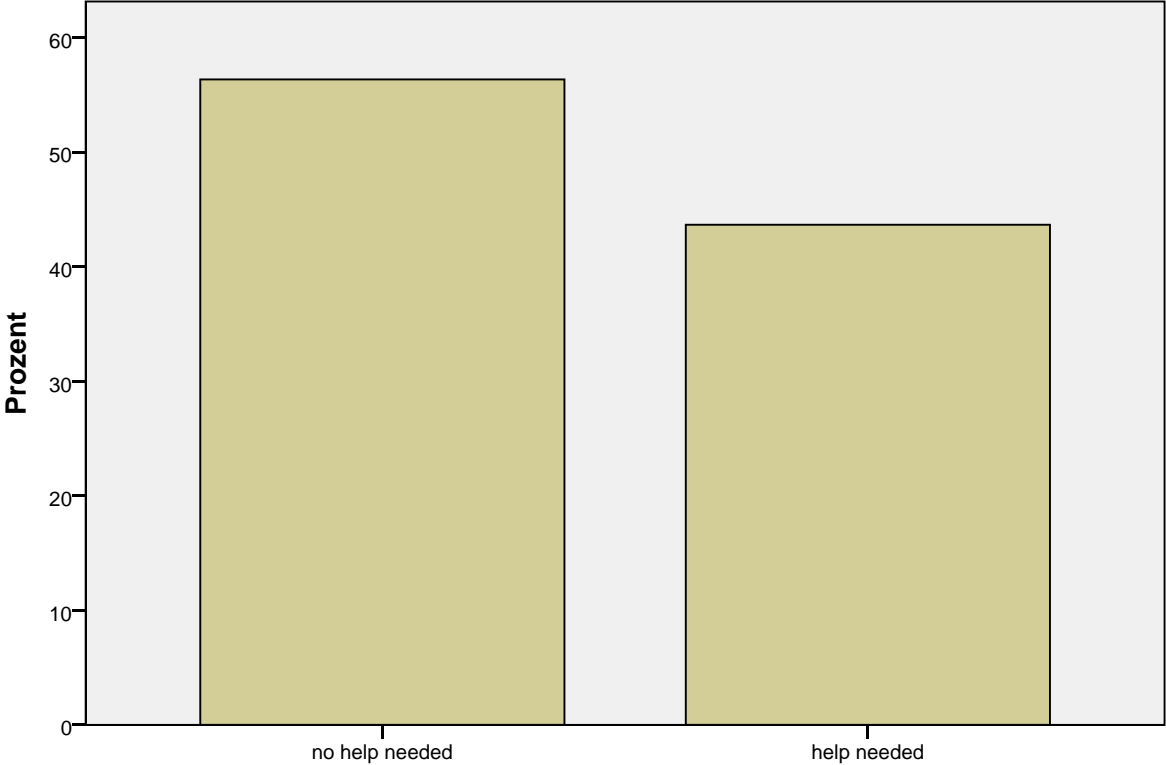
Where do you need help or support concerning career orientation or vocational orientation? material about professions and vocations and requested qualifications

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



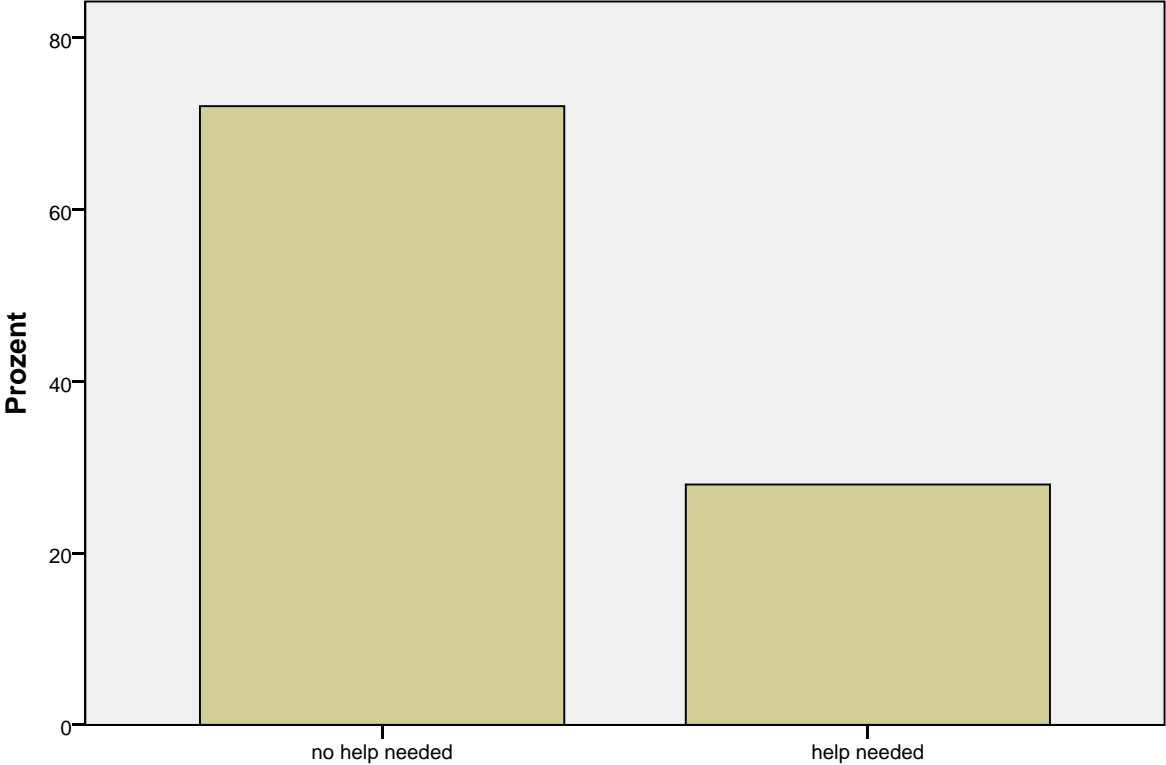
Where do you need help or support concerning career orientation or vocational orientation? design and evaluation of interview situations

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



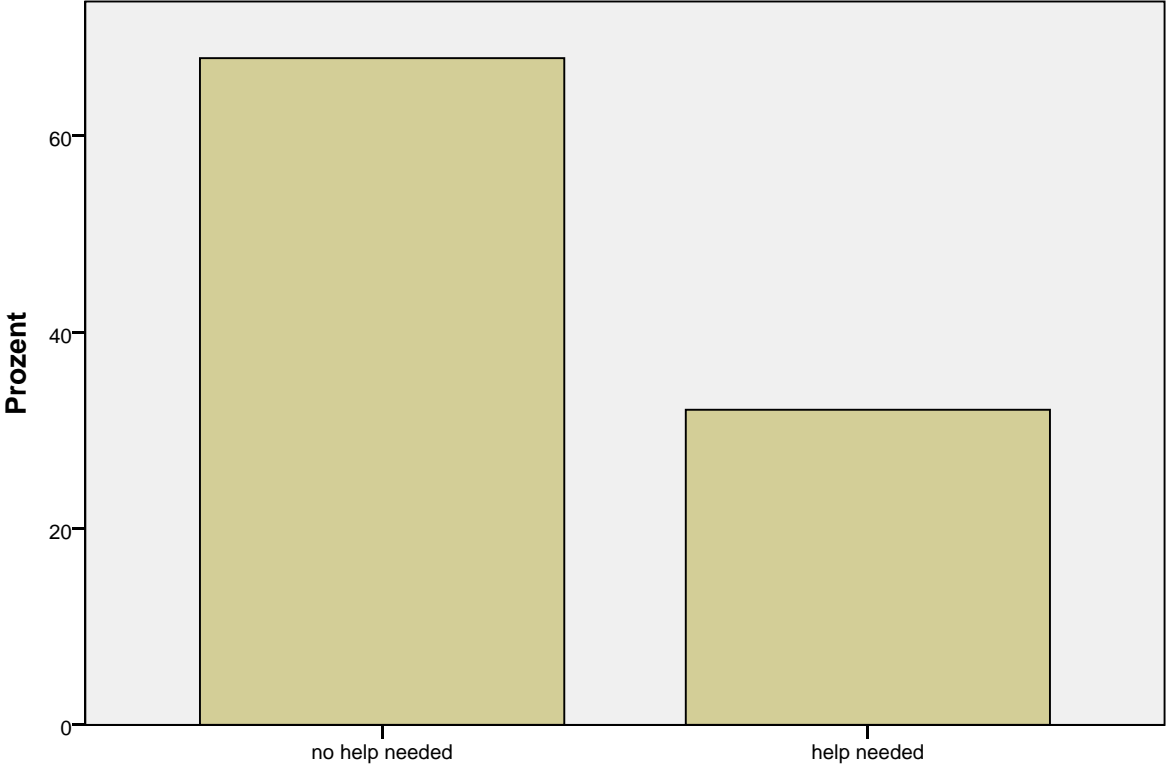
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations

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



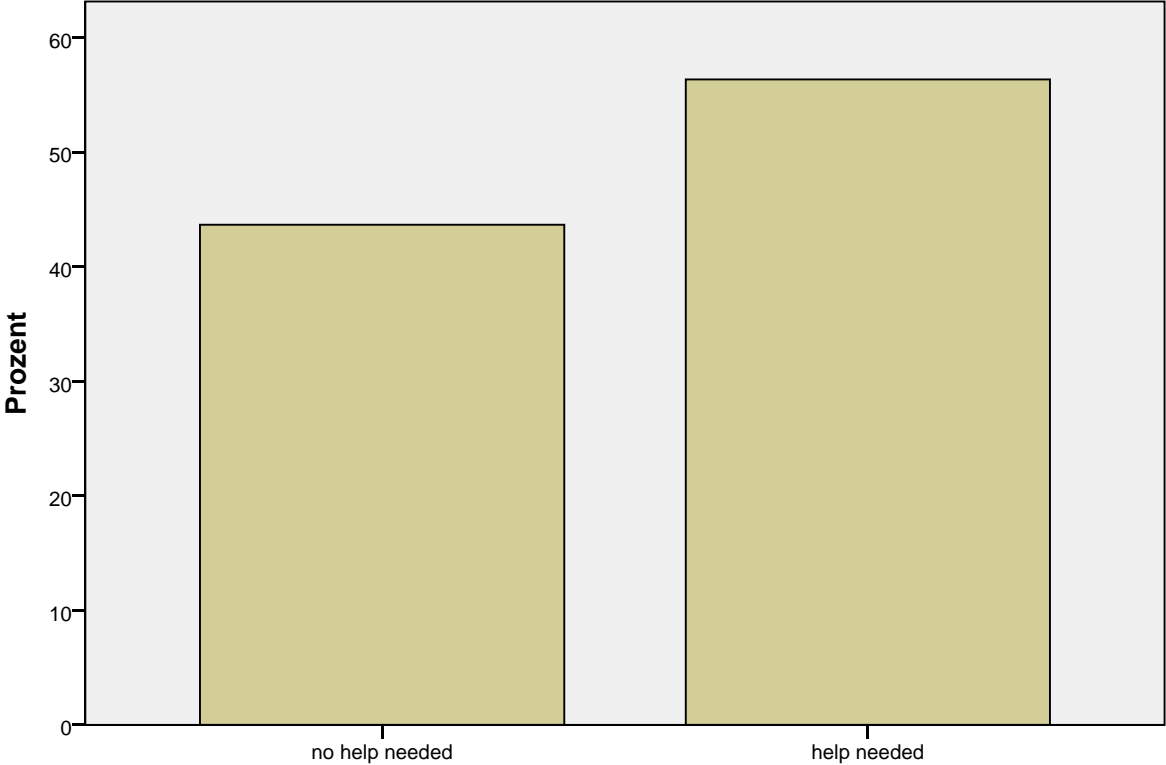
Where do you need help or support concerning career orientation or vocational orientation? designs cover letters

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



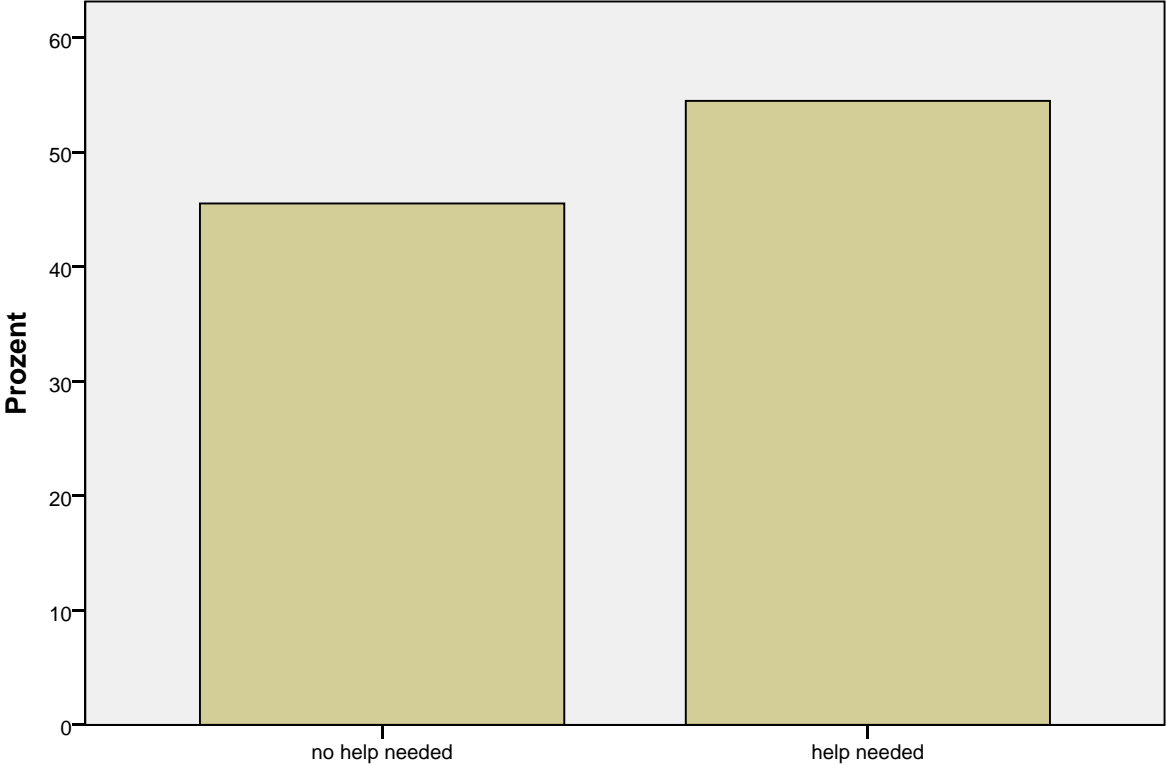
Where do you need help or support concerning career orientation or vocational orientation? elements curriculum vitae

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



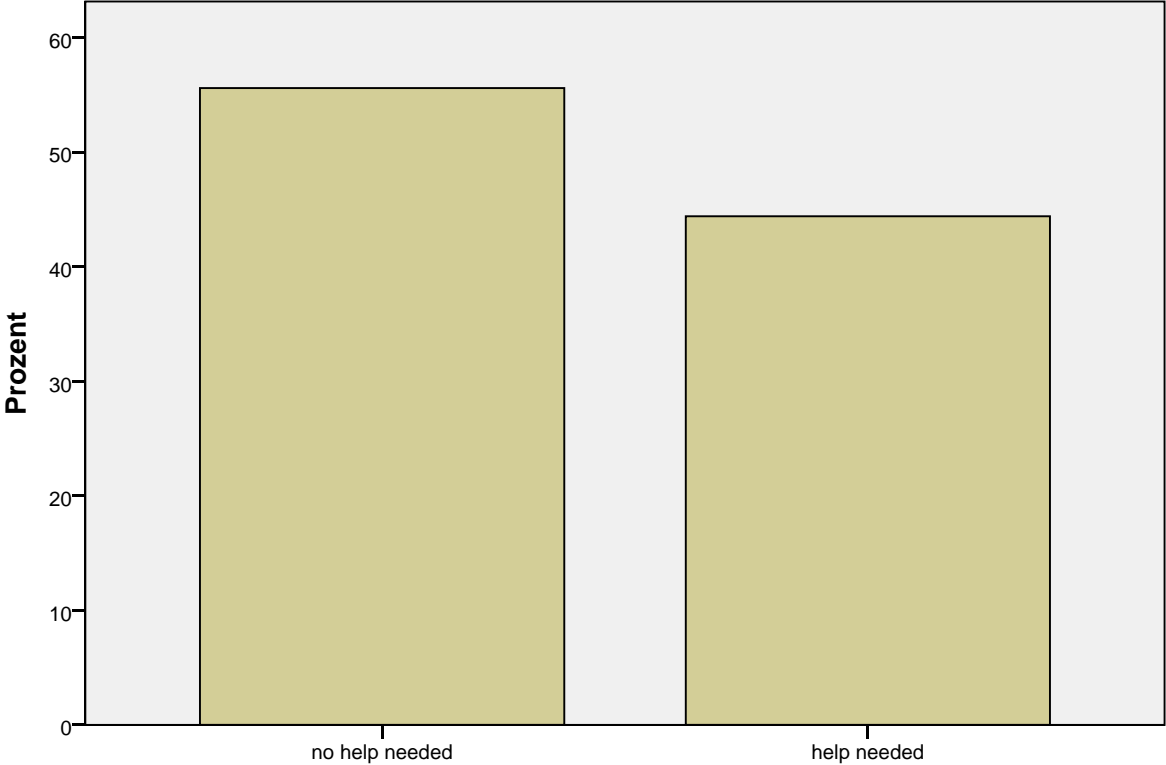
Where do you need help or support concerning career orientation or vocational orientation? evaluation of communication skills

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



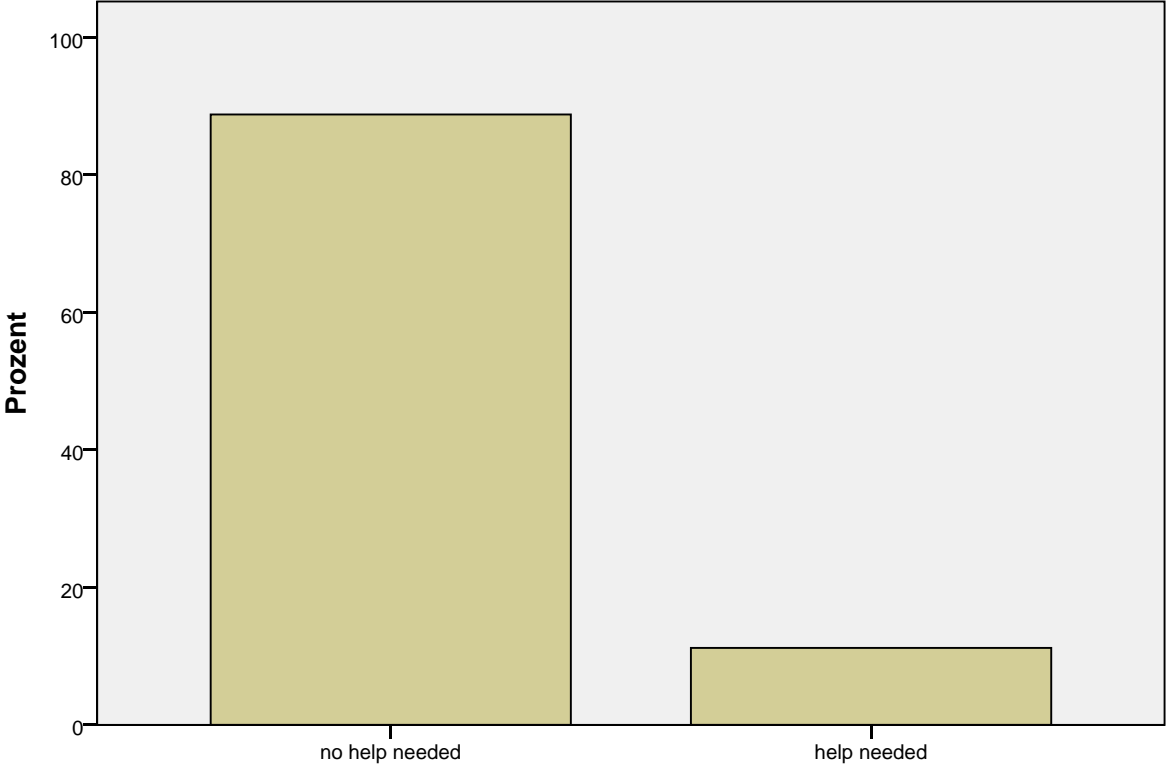
Where do you need help or support concerning career orientation or vocational orientation? evaluation of social skills

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



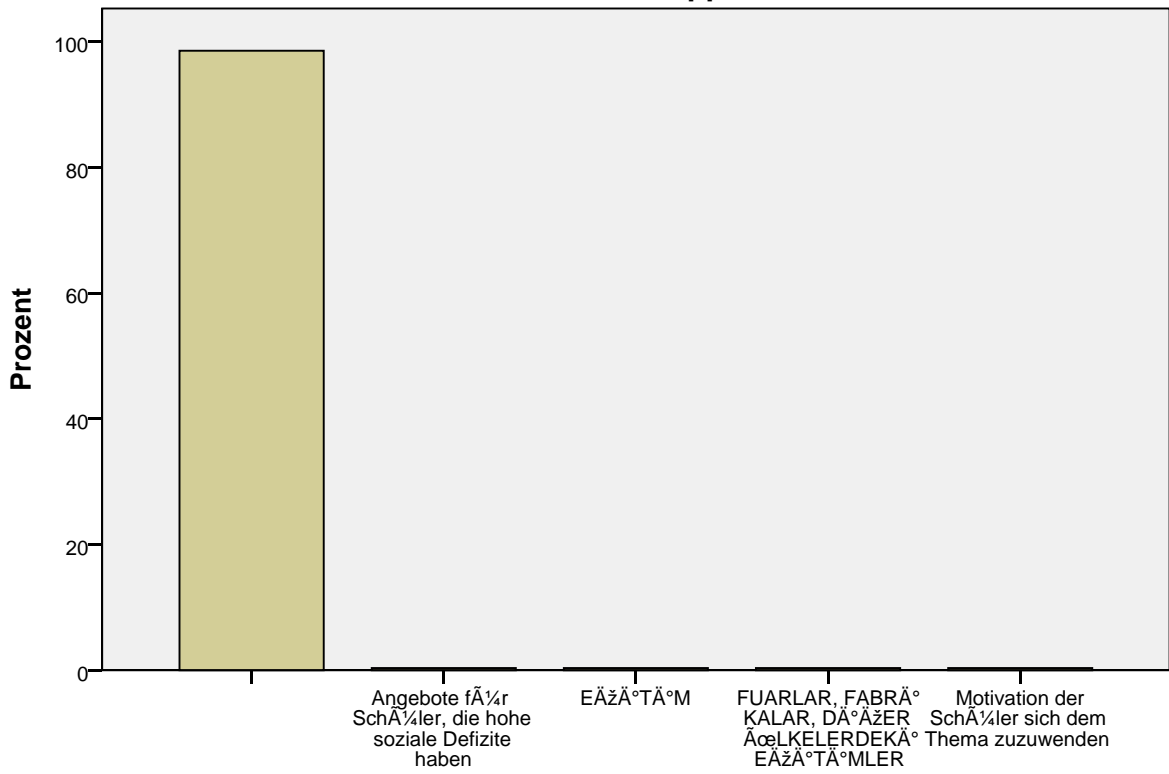
Where do you need help or support concerning career orientation or vocational orientation? evaluation of basic skills

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



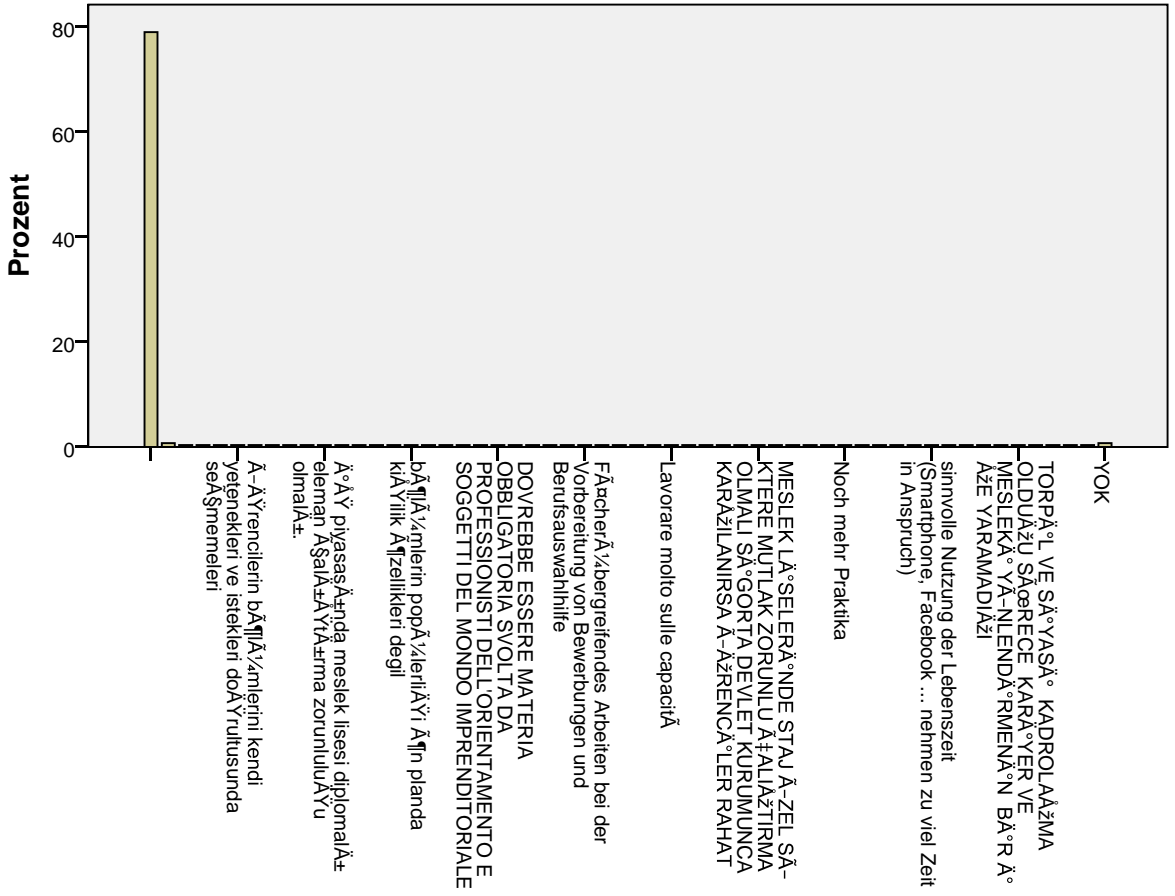
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed

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



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

Additional discussion points you see in Career and Vocational Orientation.



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

