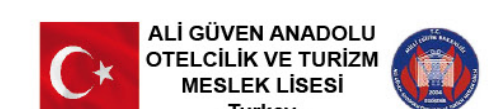
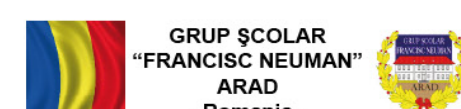
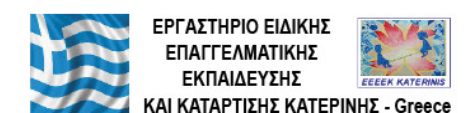
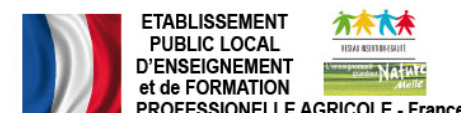


Co-building a Good Guidance



Analysis of Problems and Difficulties of Guidance in VET



This project has been founded by the European Commission



INTRODUCTION

The partnership is formed by 8 VET schools working on guidance and professional training in the following European Countries: Italy, Finland, France, Greece, Romania, Poland, Turkey. The target groups of the project are the students in Initial Vocational Training (including special needs students), the guidance operators and the trainers of the partners.

Partnership aims

The partnership, established in the Contact Seminar of Bordeaux, held in 2008, wanted to solve a series of problems analysed with the students, trainers, guidance operators of the participating schools in the focus groups and interviews carried out by each partner in the application phase.

Partners

Italy

Formazione Professionale Alba Barolo S.c.a.r.l. (APRO) is a centre of initial vocational training for students aged between 13 and 16 in the following sectors: mechanics, electric and automation industry, fashion and clothing, hairstyling and beauty, hotel and restaurant services.

Finland

Kiipula Vocational College (KVC) is a centre of vocational education and a development centre of special education. The school offers studies for students with special needs in the following sectors: culture, tourism, catering and domestic services, natural resources and the environment, natural sciences, social services, health and sports, technology, communications and transport, social sciences, business and administration. Education in KVC aims at providing the students, aged between 16 and 18 years, the tools to a good life and the route to the working life.

France

The **Vocational Secondary School and Apprentice Centre of Melle** is training students aged between 13 and 21 years in the following fields: agricultural production, environment, laboratories and management.

Greece

EEEEK Katerinis is a vocational school which is preparing students with special needs aged between 14 and 22 years for the insertion in the labour market. The programme of the school contains units of general lessons (language, maths, etc) and laboratories of cooking, gardening, autonomous living and candle making.

Romania - Arad

The aim of the **Francisc Neuman Vocational School** is to assure access to education to all young people and to promote an educational offer to students aged between 14 and 19 in the following fields: technological branch, exploitation of natural resources and environment protection, services branch, textile and leather industry, aesthetics and human body hygiene.

Romania - Bistrita

The **Vocational Agricultural High School Group of Bistrita** is an old traditional school which serves the entire county of Bistrita - Nasaud providing classes in high school, vocational school and post-diploma to students aged between 14 and 19 years old in several fields: agriculture, horticulture, food industry, tourism, economy and mechanic.

Poland

The **Complex of Economics School** is a vocational school located in the city of Czestochowa, in the south of Poland. Its students, aged between 16 and 20 years, carry out the basics of starting a business; learning about the functioning of the market; enterprises, sales, purchase, financial management; legal and tax issues, accounting, statistics and other economic related subjects.

Turkey

The **Ali Güven Anatolia Hotel Management and Tourism Vocational High School** has been educating since 2003 and it is the only tourism vocational high school in Eskişehir. The ages of the students are between 14 and 20. The school period is 4 years. The students have more English hours than other high school students. They learn German and vocational English.

Problems analysed

The main problem to cope with is poor passion for the job demonstrated by the students involved in initial vocational training, which is caused by their lack of motivation when they had to choose the training career, mostly because of guidance errors. Sometime the pupils receive wrong guidance. The causes appeared to be linked with the criteria of evaluation of the students' possibilities, which are mainly based on the progress at school of the students. When the students finish the lower secondary school, they usually know in which school they should go, but they do not know which profession they can do. Furthermore, it is difficult to interact with the students for the guidance operators of the upper secondary schools because it is difficult to find and develop specific tools for guidance settled for each target of students. With the students with special needs the guidance plays an important role as they are moving towards the transition to the vocational education. The guidance at comprehensive schools is often continued in form of preparatory education lasting from one year to even two years. Otherwise, it is difficult to organise individual meetings with students. There is no school time scheduled for this purpose.

It is hard to organise guidance in the classrooms because the expressed needs vary from student to student. For this reason, it is not easy to involve each student in the guidance activities. Every partner expressed a common problem concerning the different levels of participation and motivation of the students of each class. While some students participate to the proposed activities, another part of the class is not interested. Furthermore, the pedagogical approach, used in the individual meetings, cannot be used in the classroom.

The students do not have enough information about: the training profiles, the risks of the professions and the criteria of selection of the job. They have a wrong perception of some job because many professions are subjected to stereotypes and prejudices. The trainers do not guide girls and boys in the same way. They do not encourage them when they would like to choose a job which is made traditionally by the other sex.

The students reject guidance because it is difficult to understand the offer and the channels of guidance. There is a difficulty to know the services of guidance of the territory and in some area of the partnership there is a poor diffusion for those.

The students find difficult to imagine what they want to do in their future because they do not know their personal wishes/attitudes, having a poor attitude to analyze themselves. They do not will to "play the game" because the tools/instruments used in the guidance activities are not very effective.

The guidance with special needs students phases similar challenges. A more intensive, personalized and holistic approach to guidance and assistance in the second transition would carry the student to the next level i.e. to vocational studies. The risk in the transition phase is that students (mainstream or special needs students) drop out entirely from school.

Furthermore, the families do not stimulate their children and sometimes they are not interested in their school progress.

The problems analyzed in the guidance sector have a strong influence also in the didactic field, analyzed by the partners but not included in the partnership activities which focus mainly in guidance. The poor passion for the job makes it more difficult to involve the students in the classroom and laboratory activities, improving the difficulties to make classes for the trainers.

Furthermore than the problems shared among the partners as common difficulties of their students and trainers, every partner stressed out specific problems linked to their specific target groups.

Italy

The students of the school, aged between 14 and 18 years, come from disadvantaged social, family, group and clan backgrounds. They come from the town of Alba and from the rural areas located around the city. The 30% of the students do not have the Italian nationality. There are almost 30 students with special didactic and guidance needs.

The students have a poor knowledge of themselves. They find difficult to imagine themselves in the future. They do not receive a lot of control and motivation from their families. They use the time at their disposal to satisfy their immediate needs, finding difficult to plan their formative year.

They form informal spontaneous groups, which are set up and broke up without standard rules. They find difficult to join structured associations due to the lack of rules, whose they accept with a lot of difficulties.

The formative period it is the unique time when they have to accept the rules; they can be pressed to think about their life and their opportunities. They can build their professional future.

They should enter mentally in the professional family of the courses of study they are making.

The project can motivate the students of the school to think properly to their future, to their professions and insertion in the labour market. They will have the chance to know different people and different point of views about the same things, professions, job. The guidance staff of the school will get the chance to discover different tools, instruments, materials used by the guidance operators of the other partners.

Finland

Kiipula Vocational College (KVC) train students with the following special needs:

- Disabilities in conceptualizing, attentiveness and in ability to concentrate.
- Linguistic disabilities
- Conduct and social disorders
- Mild delay in development
- Severe delay in development
- Long-term psychological condition
- Long-term physical condition
- Learning disabilities related to autism and asberger syndromes
- Difficulties in motoric functions and in moving
- Hearing impairment
- Defect of vision
- Other reason which requires special education
- No diagnosis

KVC offers initial vocational study programmes and preparatory and rehabilitative guidance and training. The school is always on the lookout for modern teaching methods for different learning styles. Teaching is based on practical projects and work-based learning. Studying is organized in small groups to enable the personal guidance when needed.

In this specific project Kiipula Vocational College brings in the strong expertise in the field of vocational education for students with special needs. In Kiipula the guidance is based on the 24hour method i.e. the education is not limited in the classroom or guidance at the working place. It covers all the areas and time of student's life during the studies. The curriculum is implemented 24 hours / day. The needs of students in special vocational education have become more demanding over the past years. At the same time the requirements of working life are becoming more demanding.

For the student to become an employee and professional requires holistic approach and vision both from the college and trainers. The student will be met as physical – psychological – social – entity, and a person who has his own way of conceptualize life.

France

Even if the trainers work on guidance, many things are done but not coordinated. Guidance is made by specialised class, by sector; there is a real lack of structuring of this sort of action. There is no particular time devoted to guidance. Students do not feel really helped, they have very personal needs, questions, and they would like to obtain answers adapted to their personal needs. Girls and boys are not especially guided the same way, trainers, families and students often have a not proper picture of the jobs: they often think that jobs have “sex”: some of them would like to choose a job and they do not select it due to gender stereotypes.

As for the external partnership, the trainers says that the persons in charge of guidance in the different organisations outside the school do not know properly the different sectors and diplomas of agriculture and sometimes provide wrong information to the pupils.

As the same time, the guidance's external partners are aware that they have a lack of knowledge about agriculture in general: sectors, jobs; they often think that agricultural schools are aimed only to prepare pupils to be farmers. They have to learn more about the different levels of trainings and the different jobs of the sector.

Greece

EEEEK Katerinis trains students with the following special needs:

- mental disability;
- physical disability;
- autism;
- psychological, emotional and social deficit.

The most difficult part of their studies is the definition of the profession they can do. So, the school has to provide good guidance, with the assistance of the specified teacher of guidance. Another problem is the real insertion of the students in the Labour Market. The vocational school wants to enhance the opportunities of the students with special needs, by improving their personnel development, employability and preparation for social and labour integration (for the students who are able to be involved in real job activities).

In special needs education a different guidance is carried out. The guidance operators use different approaches with each type of user. The partnership should be a good opportunity to compare the guidance among different educational systems to understand what it is provided for people with and without special needs. All the participants should try to find out how the guidance should be better for students with and without special needs and if there should be a method to provide the equal and real guidance for all. The special needs schools should be integrated with all the others types of school, and all the students with and without disabilities should be integrated in the same team.

Romania - Arad

The trainees of the Vocational School Francisc Neuman Arad (most of them, aprox 50%), proceed from poor families of the rural area, with low income or even jobless. The access to primary and basic high-school education in Romania is both compulsory and free of charge (up to the 10th year of education at age 16). However, even if the families are exempted to pay school taxes in the period of compulsory education, there are additional costs that low-income families cannot afford (e.g. clothes, shoes, stationery, alternative books, transport, etc.). In many cases, the poorer families cannot afford the additional expenses of their child's education and some children suffer, and are forced to abandon the school. After the 10th year of education, the schools charge the fees for books and stationery, which further discourages lower-income families from sending their children to attend school. The children of single parents suffer emotional and behavioural problems and experience feelings of loss and anger.

In the same time, the number of children whose parents work abroad is increasing, and Francisc Neuman Vocational School have also a large amount (aprox 10-15%) of pupils left home alone by their parents. Some of these students develop behavioural problems that make them easy victims of abuse or delinquency. The lack of parental care/guidance has in some cases negative effects resulting in school abandon and social problems.

Romania - Bistrita

The students, aged 14-19 years old, come mostly from the rural area of the county and also from the town. Many students cannot understand their needs and skills or they find it difficult to become aware of their professional future. Therefore they need a very well structured guidance done by someone who knows them, who understands their social and economic status, their competence and the opportunities of the labor market.

At the moment, the trainers can develop guidance activities in the classes of form-teaching, with the help of a guidance operator. The guidance provided to the students is not well-organized because of lack of time, knowledge, tools or experience. The form-teachers try to guide their students as well as they can in order that the students should have a better opportunity to get involved in the market and find an appropriate job.

Our school has good relationships with different companies and institutions where students can develop working skills during their apprenticeship period in various fields: Sanitary and Veterinary Public Body, hotels and restaurants, auto-service garages, hair-styling saloons, food-industry companies.

This partnership will allow everybody involved in the project (students, trainers, guidance operators) to become aware of the tools, instruments, strategies and methods that our partners use in guidance, in order to identify those peculiar aspects that could be appropriate for the students in our school.

Poland

Although the school is located in big city the majority of the students come from rural areas. Some of them are at risk of social exclusion due to the high rate of unemployment in the villages they live in.

The school co-operates with a number of local employers – banks, tax offices, small business, ensuring apprenticeship placements for its students. Over recent years, the school has been developing co-operation with partners from outside Poland, including the teacher exchange project and apprenticeship placements through Leonardo da Vinci programme.

The School appreciates the importance of vocational counselor's assistance employing a career guidance specialist whose main goal is to offer young people opportunities to acquire skills in active and flexible planning of their career development, acquiring knowledge and skills needed in the transition from education to the labour market, finding jobs or starting their own business.

The participation in the Partnership Project helps the trainers / career guidance specialist to offer better services to students, thanks to the improved knowledge and skills needed to work in the transition from education to the labour market. The project helps school youth, school leavers, some youth threatened with marginalization and social exclusion to take the right decisions in their career development and career planning.

Turkey

The school is located in a disadvantaged area. It is in the suburb of the city. The students come from villages and towns of Eskişehir. Immigrant students from East part of Turkey and Bulgaria study also at school. Most of the students come from separated families with a low economical income. They have to work after school in order to help their family budget. Some of them live in dormitories of other schools or in student hostels. Most of them live at their relatives' homes. The school accepts students by the High School Entrance exam. The overall score of the exam is not as high as in other schools'. The pupils start school with a low entrance point. They are selected by an interview of the vocational trainers at school. They are able of being a service staff but most of them have learning difficulties. They have difficulty in cultural classes despite being good at vocational area. They feel incapable and mostly need guidance help. They have fear about their future and they do not want to get higher education. The last year, only 4 students went to 4 years faculty among 50 students. Some of them do not believe in the advantages of school due to their families' pressure. Ten students leave the school every year.

According to the interview results, the biggest reason why they choice this school is to earn money in the summer practice to help the family budget and to have a pocket money.

The ages of the students are between 14 and 20. The school period is 4 years. The students have more English hours than other high school students. They learn German and vocational English.

The school needs to increase the social and cultural competences of the trainers, guidance operators and students. The partnership can give to our students more knowledge about different cultures and professions. The staff can increase the level of the guidance services offered to the students.

Objectives and purpose

The specific objective (purpose) of the partnership is to improve students' personnel development, employability and preparation for integration into the Labour Market. In order to reach the purpose of the project, three results have to be achieved: to improve pupils' motivation and involvement in guidance and training; to improve trainers' skills/tools/materials for a better guidance; to improve gender equity in guidance. The achievement of the objectives and results of the project leads, as general objectives, to the improvement of the students' involvement in training and to the improved quality of the school environment of teaching.

The main aim of training students with special need is to increase their ability to complete their activities with the minimum help of the staff and to work as part of a team for their integration.

The partnership defined three different strategies to achieve the objectives and to solve the selected problems. The partnership is going to work on the four dimensions of guidance: formative, informative, counselling, inclusion into the labour market. While each partner works directly on the formative guidance, the other three sectors of guidance are developed in cooperation with the local partners of each school.

The two partners from Finland and Greece work on the same subjects of the entire partnership focusing on special need guidance and how these more intensive guidance practices and methods could be adjusted and used with mainstream students.

The partnership planned 7 international meetings. The first two meetings are divided in two parts: a formative/training section and a project implementation section. The other meetings are defined to manage and evaluate the project, while the final conference takes place in the final meeting.

1st Strategy

The **first strategy** improves the quality and dimension of the analysis about the problems and difficulties of guidance. The partners' staff receives training on Project Cycle Management in the first meeting. The training enables each partner to use the same project planning and management methodology and to define the criteria needed to set up a wider analysis. The partners' staff learns how to manage a focus group and an interview, how to manage the project, how to monitor and evaluate the project. The training is provided with front lessons, workshops, group of works.

Each partner develops the analysis of the problems and difficulties of the guidance means and instruments used inside his vocational school, involving students, trainers, guidance operators. The analysis focuses mainly on the good and "bad" practices developed by each partner in order to find out what is working properly and what is not working properly in guidance. The analysis is carried out with questionnaires, interviews and focus groups.

The state of work of the partnership is evaluated in the second meeting with groups of work and plenary meetings. In the second meeting the partners' staff receives an advanced training on Project Cycle Management. The partners learn how to elaborate the data collected into the problems and objectives trees, the Logical Framework Matrix, the Strategy Analysis.

The final results of the analysis are shared by the partnership in the third meeting. Each partner presents the work done in a specific work group. Since the beginning of the project the partners share the material collected and analyzed with the internet platform settled up for this purpose. The final outcome of the partnership analysis forms the content of this publication.

2nd Strategy

The **second strategy** improves the know-how about the means, instruments, regulations, local partnership used in the guidance activities of each partner.

The regulations of the Public Authorities and the organization of the local partners who are working on guidance with each school are shared among the partners in the meetings. A specific working group is settled for this purpose. The partners share the material using a critical approach, focusing on the good and "bad" practices developed by each regional/local system in order to find out what is working and what is not working properly and to propose possible improvements.

The means and the instruments used in the guidance activities of each school are shared among the partners using the same critical approach.

In the first meeting (implementation section), the partners define the criteria needed to set up the inventory of tools and instruments used in the guidance activities. The approach used by the partners include meetings, working groups, laboratories, workshops and the presentation of the work done in the final plenary session.

The inventory prepared by each partner is evaluated by the partnership in the second meeting (implementation section) with specific working groups (one for the means and one for the instruments) and in the plenary meetings.

The final results of the inventory are shared by the partnership in the third meeting. Each partner presents the work done during a specific working group. *The partnership inventory and the inventory of each partner are available in the internet site of the project www.goodguidance.eu.*

Since the beginning of the project the partners share the material collected and analyzed with the internet platform settled up for this purpose.

The first two strategies, developed in the first year of the project, allow the partners to share material and information about guidance in VET; to share a common method of work for the project managers, the guidance operators and trainers; to start working in team for the achievement of the project results.

3rd Strategy

The **third strategy**, developed in the second year of the project, allow the staff of the partners to work for the definition of new common products of guidance in VET; to continue working in team for the achievement of the project results.

The third strategy enhances the cooperation among the partners and the students of each school with the launch of the international contest about guidance.

The students of each partner, in cooperation with the guidance and training staff, develop a new tool/instrument for the description of a profession in a specific sector using the visual arts (photography, video) as a mean of expression, creating innovative material to be used in the guidance activities of the partners.

In the fourth meeting the partners define the regulations of the contest and prepare the information material for the launch of the initiative. The partners set up a specific didactic unit to assure the active involvement and participation of the training staff of each school into the preparatory and implementation activities of the contest. The partners prepare the material in the working groups, workshops and laboratories held in the meeting.

Since the beginning of the preparatory activities, the partners share the material with the internet platform settled up for this purpose.

Each partner launches the international contest about guidance using the material defined in the fourth meeting.

Once the students will have done the new tools/instruments, the partnership analyses the method of definition of each new tool/instrument in order to prepare a scheme of the steps needed to set it up.

The material elaborated by each partner is shared with the partnership in the fifth meeting with working groups and workshops.

The partners analyze each new tool/instrument, finding out the best method used for the definition of the final outcome and the best parts of each method.

Depending on the material elaborated in the working groups, the partnership plans the follow up of the project, which can lead to a new Leonardo da Vinci project of transfer or development of innovation.

In the sixth meeting, the partnership selects one winner for each partner, defines the common method to describe the professions and continue to plan the follow up of the partnership project.

The work done by the winners are published in the internet platform of the project and the local, regional and national media will be informed on the occasion in each participating country.

In the seventh meeting the partnership select one winner of the international contest among the eight winners of the partners. The partners' staff show the presentation of the project results, the news tools/instruments developed by the students, the common tool/instrument defined by the partnership, the winner of the international contest. The final conference take place in the last day of the meeting.

The products developed by the students of each partner are available in the internet site of the project www.goodguidance.eu.

The project includes the themes of creativity and innovation, according to the European Year 2009 of creativity and innovation. The use of the visual arts to define new tools of guidance, joined to the active involvement of the students in the project, lead to the improvement of the students' creativity and to the innovative products developed by each school (involving students, trainers, guidance operators).

The project reflects the European Year 2010 for Combating Poverty and Social Exclusion, increasing the passion for the job of the students and the knowledge about their own future into the Labour Market.

QUESTIONNAIRES

In order to have a thorough analysis of the problems encountered by each partner regarding professional orientation of the students, an analysis questionnaire was elaborated. The partners defined a common questionnaire in the first two meetings, making it applicable to mainstream and special needs students and trainers. The questionnaire was adapted to the trainers keeping the same questions of the students, as they are seen by the trainers.

The questionnaire addresses the topics of professional guidance, and it consists of 4 distinct parts:

1. Identification (questions about age, gender and family)
2. Motivation (questions about the vocational training of students)
3. Tools (questions about the efficiency and effectiveness of vocational guidance in schools and about the tools used for that purpose)
4. Gender equity (questions about gender aspects)

The questionnaire is formed by 20 questions, more than the identification part (7 questions), divided as follow:

- 7 questions about motivation (number 1, 5, 6, 8, 11, 12, 15)
- 8 questions about tools (number 2, 4, 10, 13, 16, 17, 19, 20)
- 5 questions about gender (number 3, 7, 9, 14, 18)

The partners decided to mix the questions of the questionnaires in order to get more realistic and uninfluenced answers.

The partners submitted the questionnaires to 793 students and 64 trainers. The results of the questionnaires analysis is explained by graphs and descriptions, which help to understand the outcome of the partnership analysis for every guidance topic.

The description of the questionnaires results starts with the identification of the two target groups of the analysis: students and trainers. The identification data of both beneficiaries are explained in detail in two different sections, starting from the students. The graphs can be read as follow:

- The first graph shows the result of the students, stressing out the differences between boys and girls (the description below the graph explain its percentages and the gender outcome)
- The second graph shows the result of the students, stressing out the main differences among the partners (the description below the graph explain its percentages)

The second identification section of the trainers can be read in the same way as explained above.

As far as the other three parts of the analysis (*motivation, tools, gender*), every question is explained with the description of it, the objective and the results.

The results are divided in different sections:

- The first graph shows the result of the students, stressing out the differences between boys and girls (the description below the graph explain its percentages and the gender outcome)
- The second graph shows the result of the trainers, stressing out the differences between boys and girls (the description below the graph explain its percentages and the gender outcome)

The common description below the two graphs compares the main differences outlined by the students and trainers toward the same question.

- The third graph shows the result of the students, stressing out the main differences among the partners (the description below the graph explain its percentages)
- The fourth graph shows the result of the trainers, stressing out the main differences among the partners (the description below the graph explain its percentages)

Analysis of Identification Part - STUDENTS

QUESTION

COUNTRY

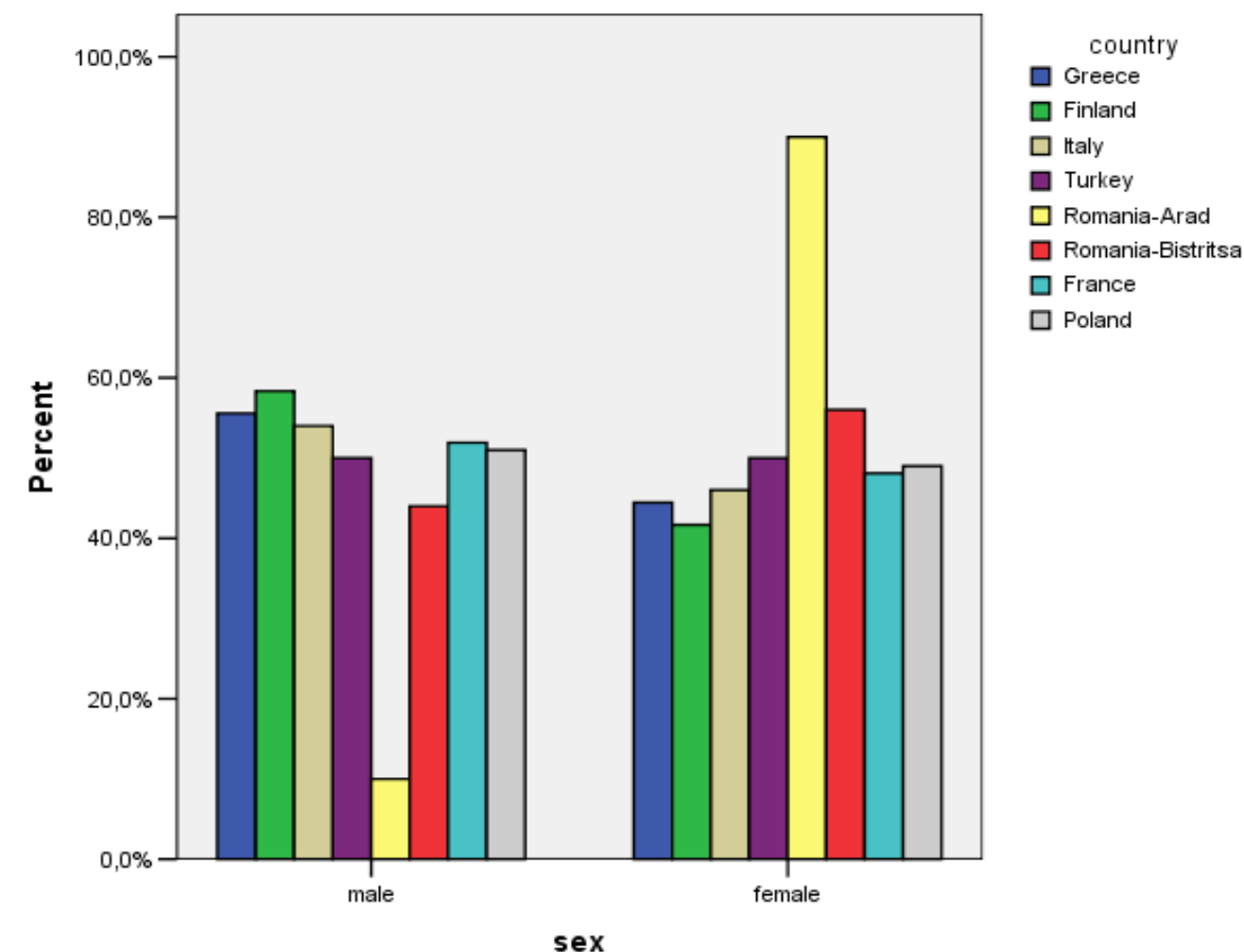
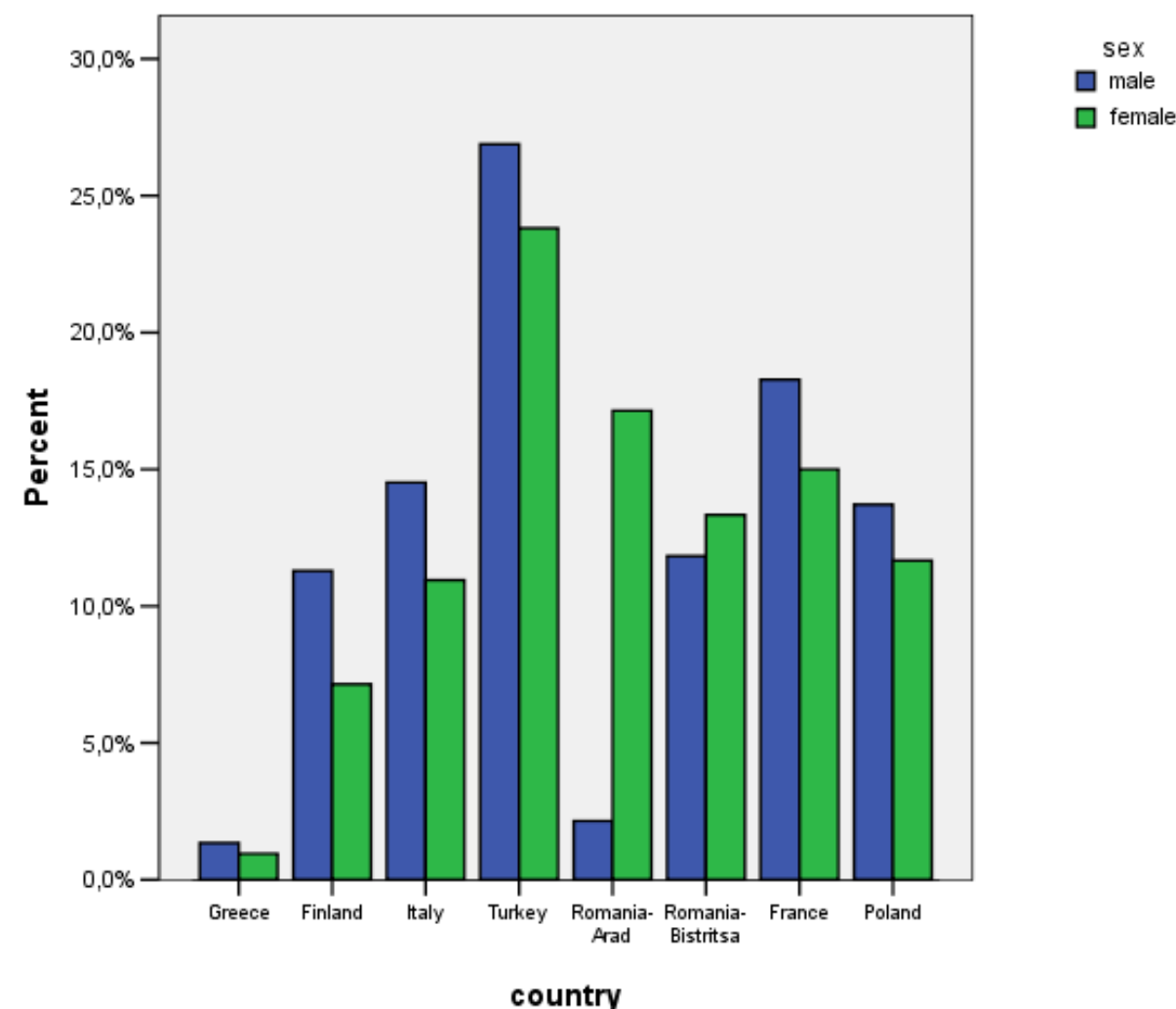
QUESTION DESCRIPTION

Country question reveals what the number of students of partners' countries who answered the questionnaires are.

OBJECTIVE

The aim of this question is to specify the country range of students in school.

ANSWERS



This questionnaire was applied totally 793 students of all partner institutions. The majority of students' participation is Turkiye with 25.2%. France students' who are participative the questionnaires percentage is 16.5%. Italian, Polish and Romanian (Bistrita) students' participation percentage is 12.6. Next Romanian (Arad) students applied questionnaires (10.1%) is higher than Finnish students' percentage (9.2%). Greek students participation is 1.1%.

The proportion of male students in the partnership is more important for 6 countries: Greece, Finland, Italy, Turkey, France and Poland. The proportion of female students in the partnership is more important for Romania (the 2 partners, especially for Arad)

Most of the female students are from Arad with the number of 90%. Romanian Bistrita female students' ratio is 57%. Then Turkish girl students are %50 of all female students. 48% for Polish, 47% for French, 46% for Italian, 45% for Greek and 40 for Finnish female students.

There is in average upon all countries, a balanced number of male and female students, except for Arad where there is a big rate of female students. That means that, for nearly all the partnership there is an equal weight of the answers of male and female students. Anyway there is a real weight of the female answers in Arad.

QUESTION

Age: 10 to 15 16 to 20 21 to 25 25 +

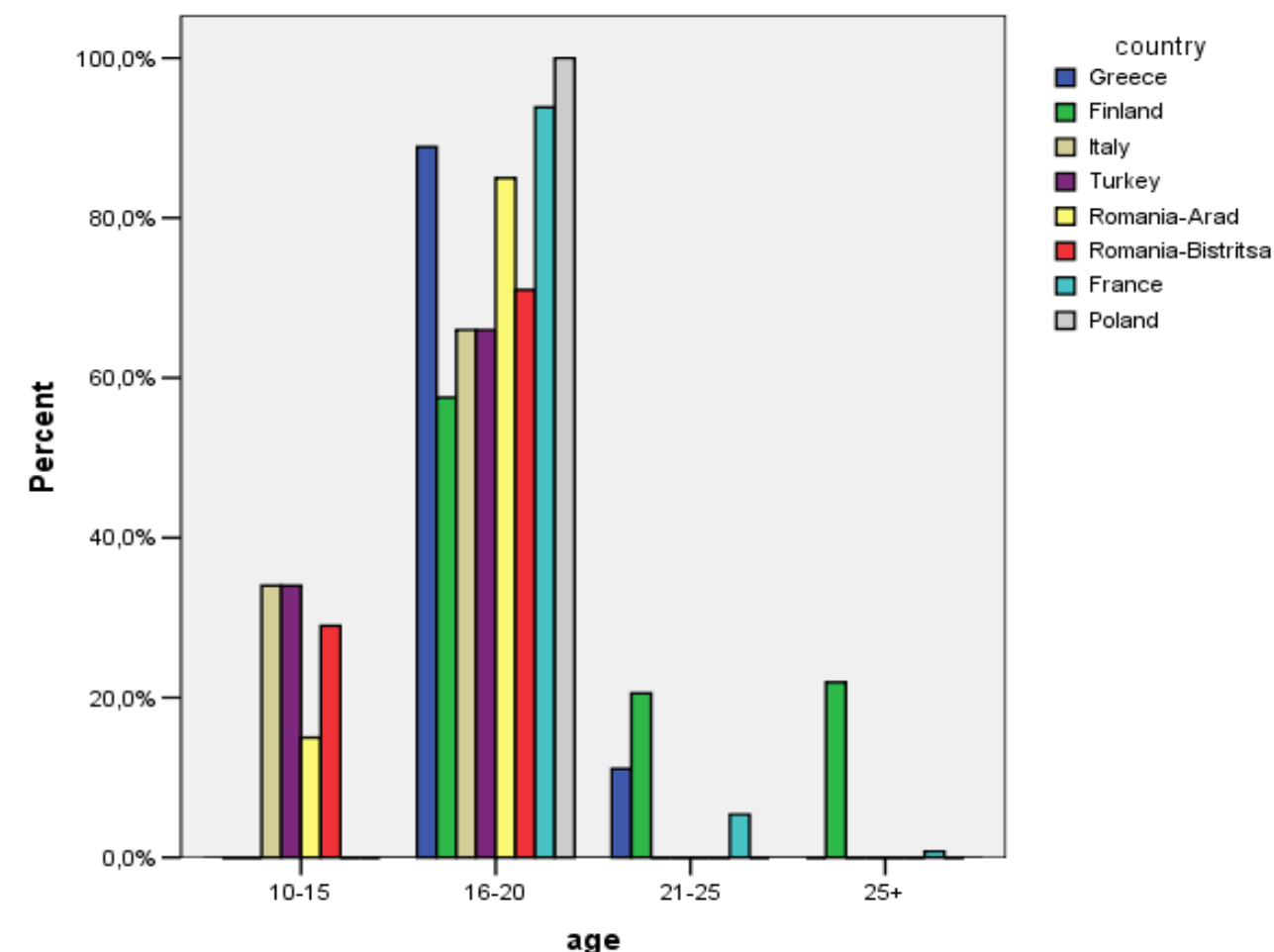
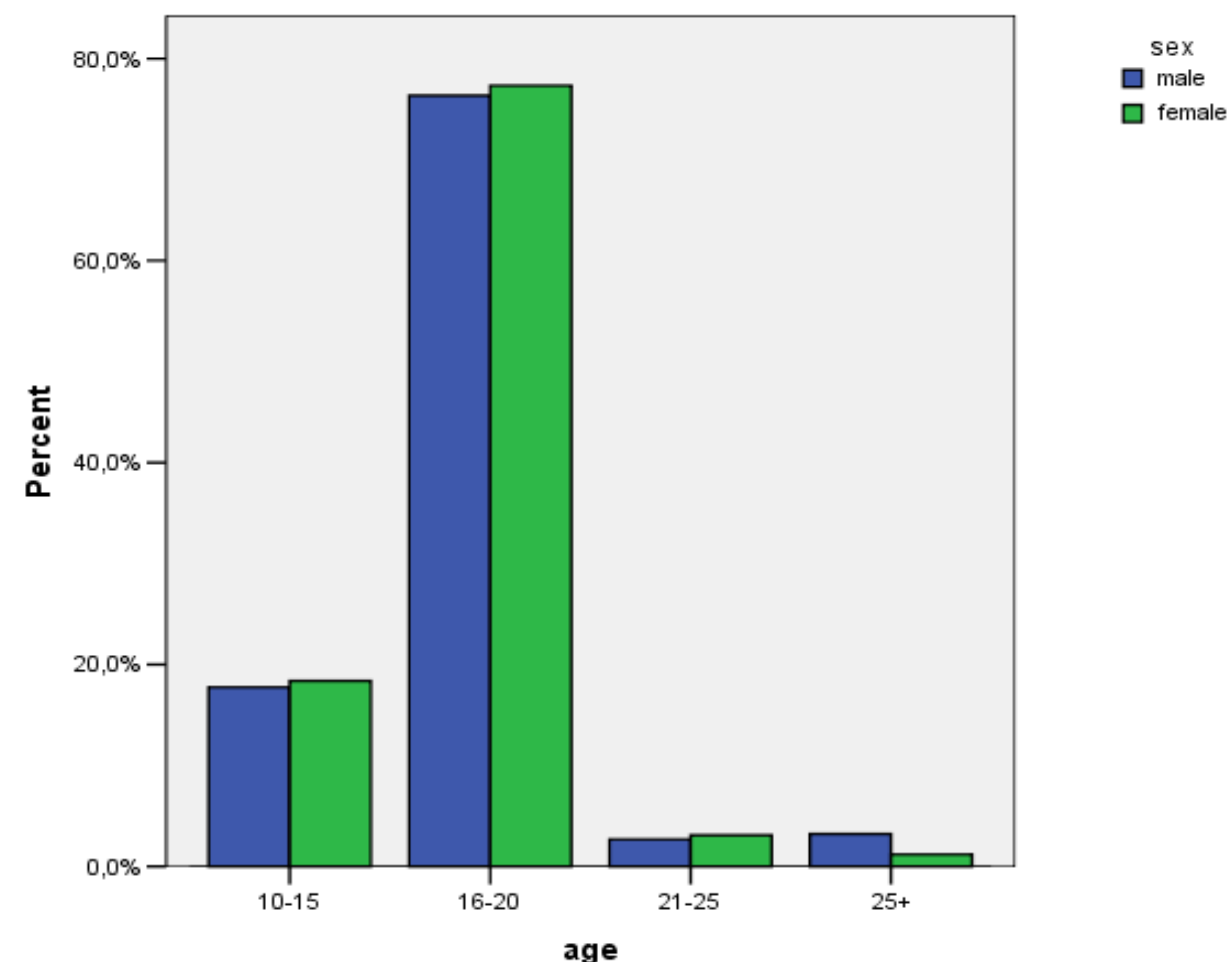
QUESTION DESCRIPTION

Age question reveals what is the age density of the students who answered the questionnaire.

OBJECTIVE

The aim of this question is to specify the ages of students in school.

ANSWER



The results reveal that a great number of students of the students is between the age 16-20 (76.9%). 18.1% of them are between the age 10-15. 2.9% students are 21 and 25. The oldest students (more than 25) are 2.1% of all students.

There is no significant difference between male and female students considering the age

The students from all countries are mostly between the age of 16 and 20. The all students of Poland are between 16 and 20. 92% of French students, %65 of Turkish students, %90 of Greek students, 55% of Finnish students, 85% of Arad students and %70 of Bistritsa students are between 16 and 20. Just 20% of Finnish students are elder than 25. In Greece, France and Finland some students are older than 20. Some Turkish, Romanian, Italian students are younger than 16.

QUESTION

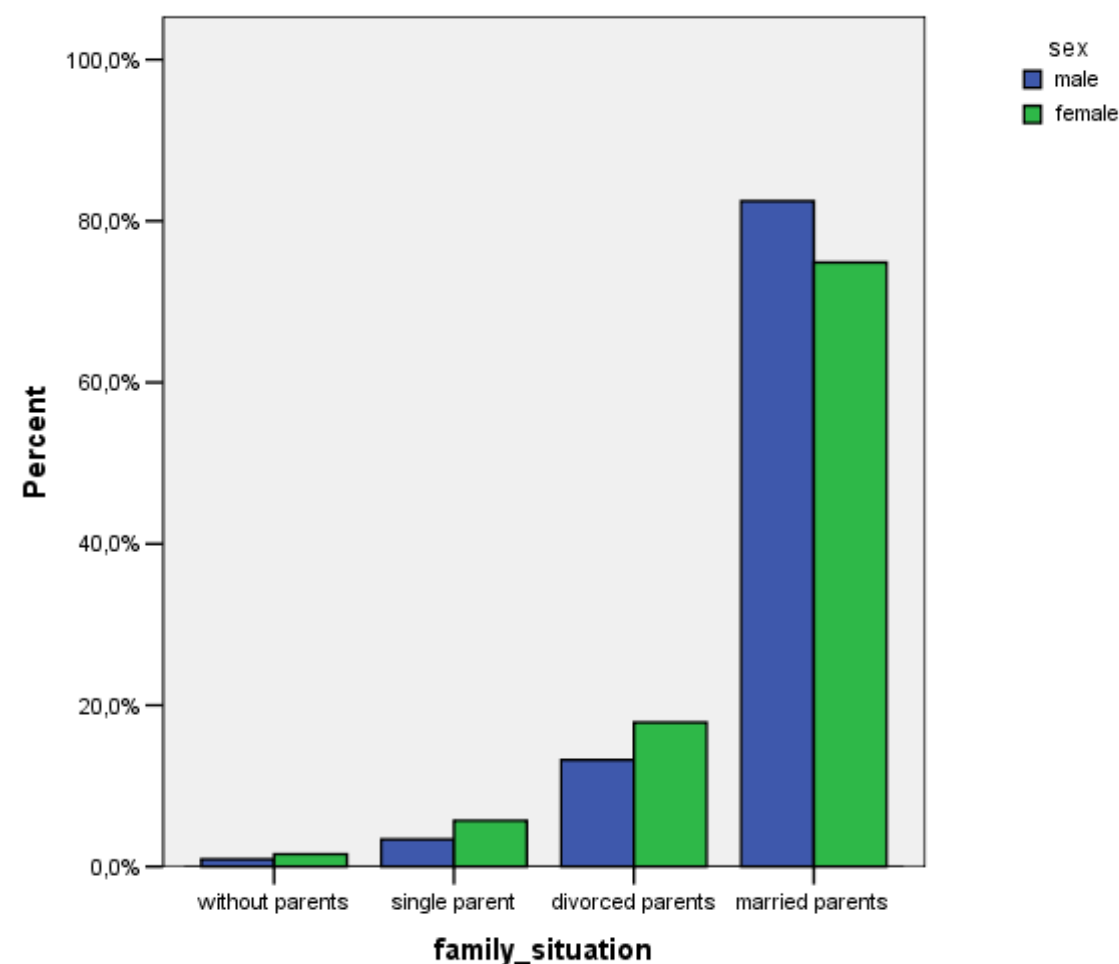
Family situation: single parent, parents divorced, parents married, without parents

QUESTION DESCRIPTION

Family question reveals what type family students live in their daily life after school.

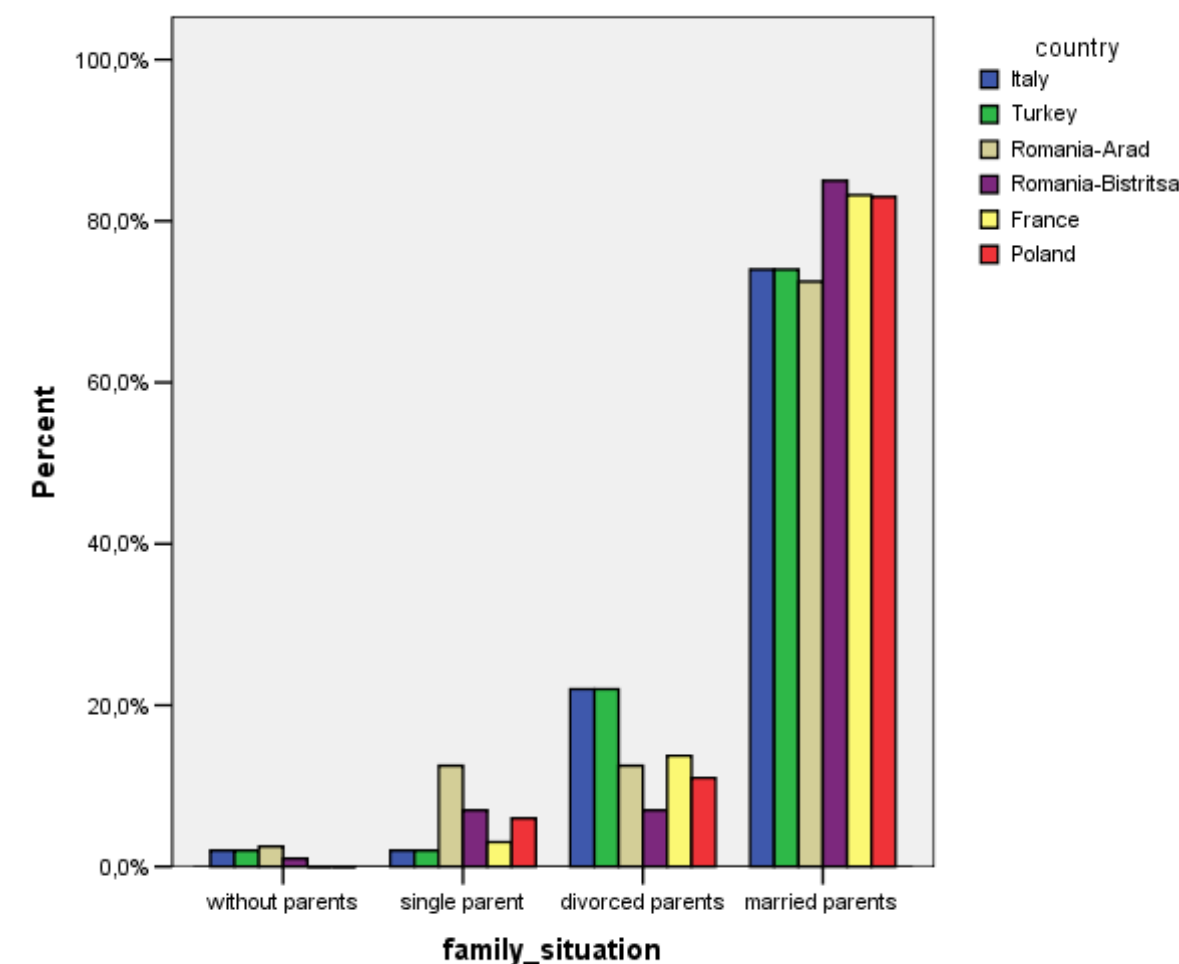
OBJECTIVE

The aim of the family question is to specify students family types.



In partnership level, most of the families are married. And that shows that 80% of male students and 75% of female students live with both parents. The divorced parents are 20% for girls and 15% for boys. The ratio of single parents is 5% for girls and 3% for boys. The students without parents are too low with the number 1% for boys and 2% for girls.

Girls live more than boys in mono-parental or divorced families



The students in all partners' countries live with their families. The ratios are in the following; Italian students' ratio is 75% as Turkish students'. Arad students' ratio is slightly lower than them. 83% of Bistritsa students live with their parents. 82% of France students and 81% of Polish students live with their families. The ratios of students have divorced parents are as in the following; 21% Turkish and Italian parents, 14% Arad parents, 15% French parents, 13% Polish parents and 8% of Bistritsa parents.

QUESTION

Educational: - Father: primary, secondary, high school, without studies, technical or vocational, university, I don't know

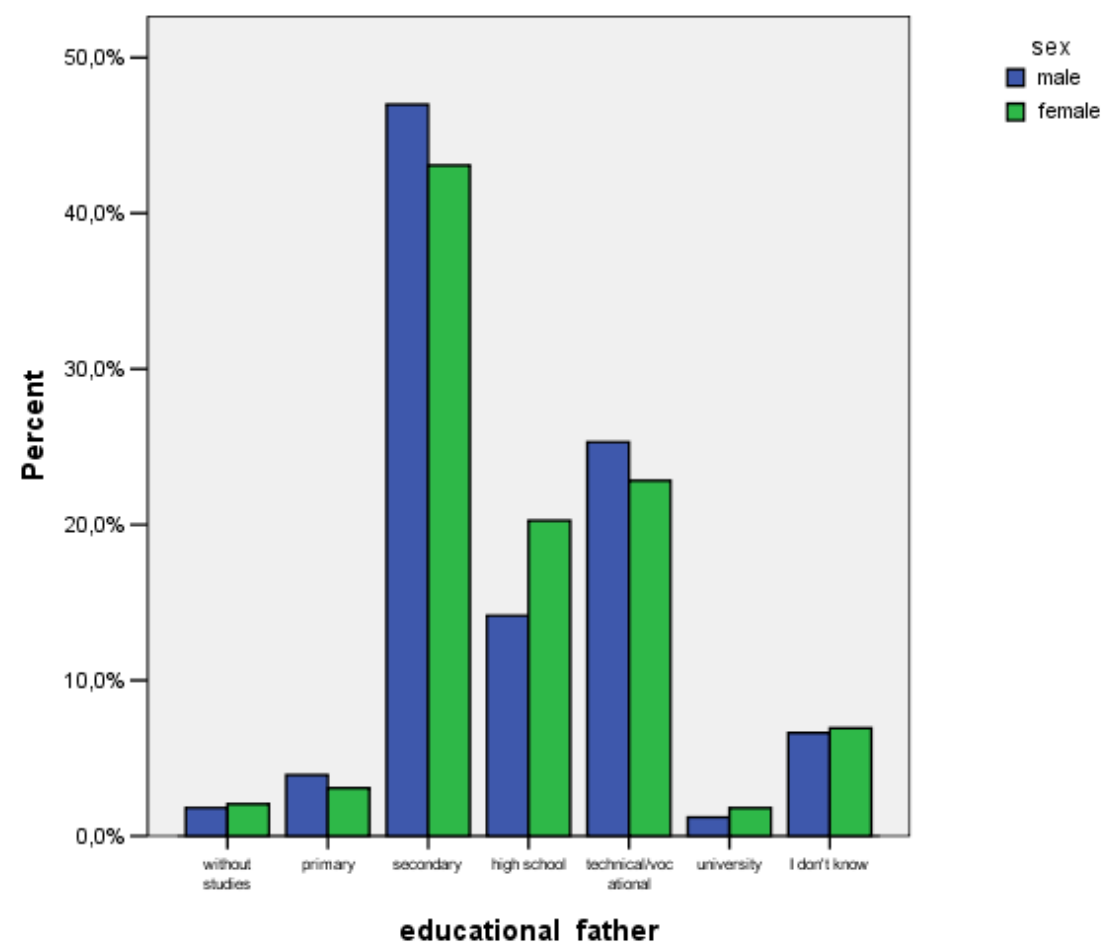
QUESTION DESCRIPTION

Father's education question reveals what type education students' fathers have.

OBJECTIVE

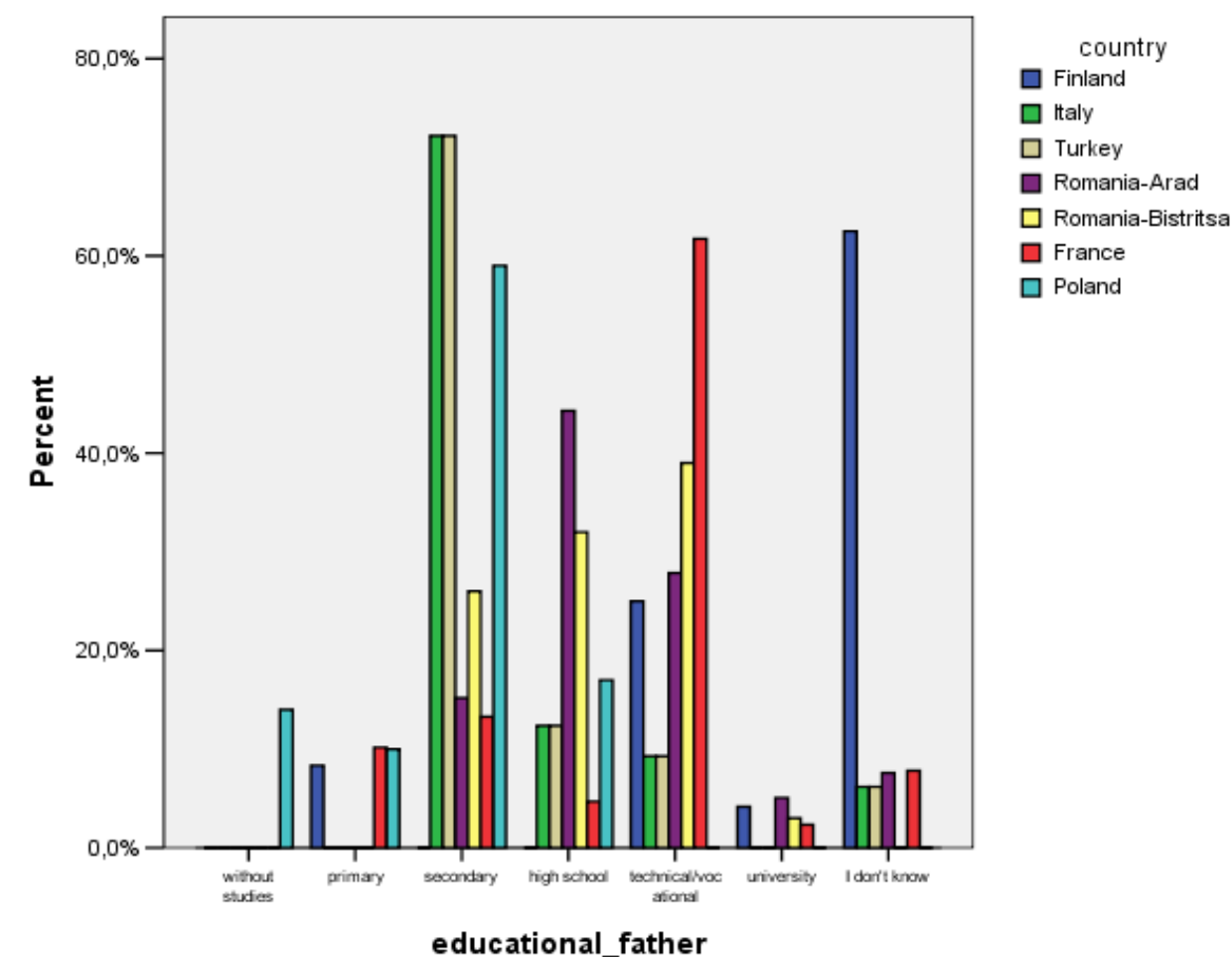
The aim of the education question is to specify students' fathers education levels and types.

ANSWER



Most of the fathers are graduated from secondary school (44.9%). Technical or vocational school graduated fathers' percentage is 24. 17.5% of fathers finished ordinary high school. Some students don't know their fathers' education level and their percentage is 6.8%. Primary school graduated fathers are 3.5%. When the fathers without studies percentage is 1.9%, the fathers finished university percentage is 1.5%

No significant differences between male and female students, except for the high school. We can notice that girls have a little bit more (about 10%) a father who has been to high school.



In Italy and Turkey 70% of students and 58% of Polish students' fathers have secondary school level. 25% of Bistrita fathers are graduated from secondary school. 60% of Finnish students don't know their fathers' educational level. Technical and vocational school graduated fathers are from France (%60), 30%Arad, 40%Bistrita, 25 % Finland, %10 Italy and Turkey. In Poland 15% of fathers and 10% of Finnish fathers don't have any studies.

QUESTION

Educational: - Mother: primary, secondary, high school, without studies, technical or vocational, university, I don't know

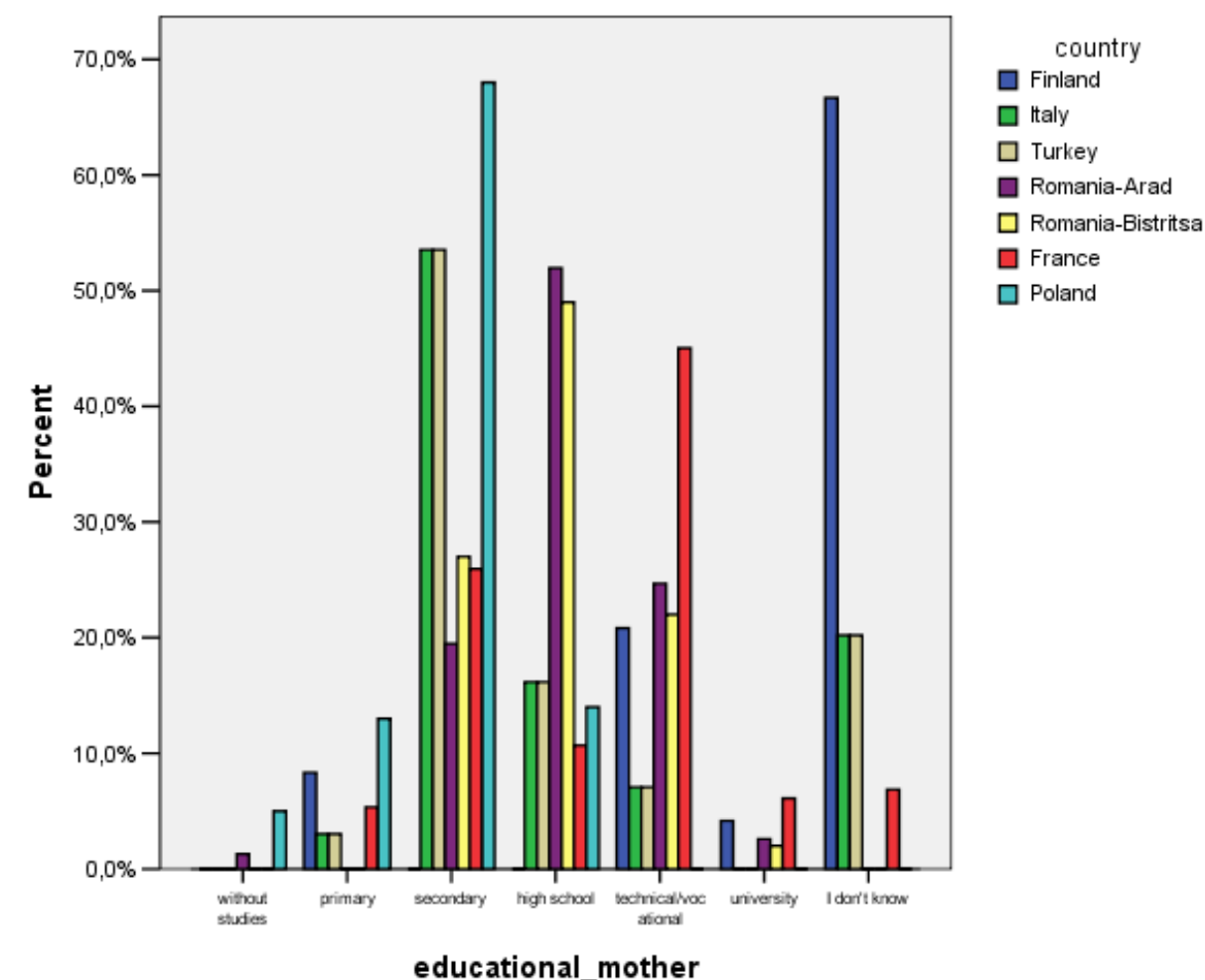
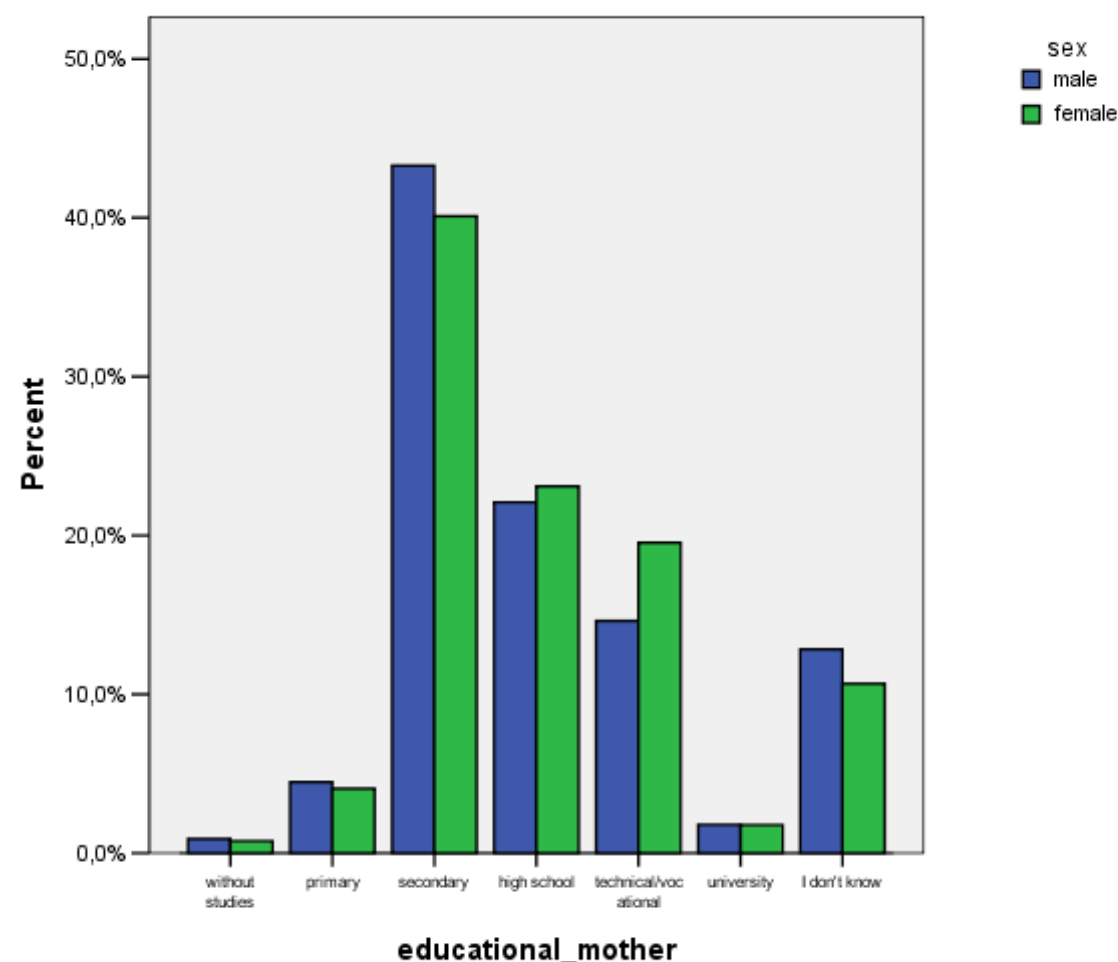
QUESTION DESCRIPTION

Mother's education question reveals what type education students' mothers have.

OBJECTIVE

The aim of the education question is to specify students' mothers training types.

ANSWER



41.6% of mothers finished secondary school. Next high school finished mothers' percentage is 22.6. Then 17.3% of mothers are graduated from technical or vocational high schools. 11.7% of students don't know their mothers' education level. As 4.3% mothers finished primary school, 1.8% finished university. The mothers who didn't study are the percentage with 0.8

Female student's mothers come more from the technical and vocational education than male student's mothers.

Female students have more mothers who come from secondary school

Male students mothers come more from secondary education

More than 10 % of the students don't know what is their mother education level. And the boys more than the girls.

In Poland 67% of students and 65% of Finnish students don't know their mothers' educational level and type. 54% of Italian students' mothers are graduated from secondary school. 50% of Arad students' mothers are graduated from high school. Technical and vocational school graduated mothers are from France (%45), 25%Arad, 22%Bistrita, 20% Finland, %8 Italy and Turkey.

QUESTION

Profession: - Father: agricultural, owners of shops, employees, office, unemployment, retired, others, I don't know

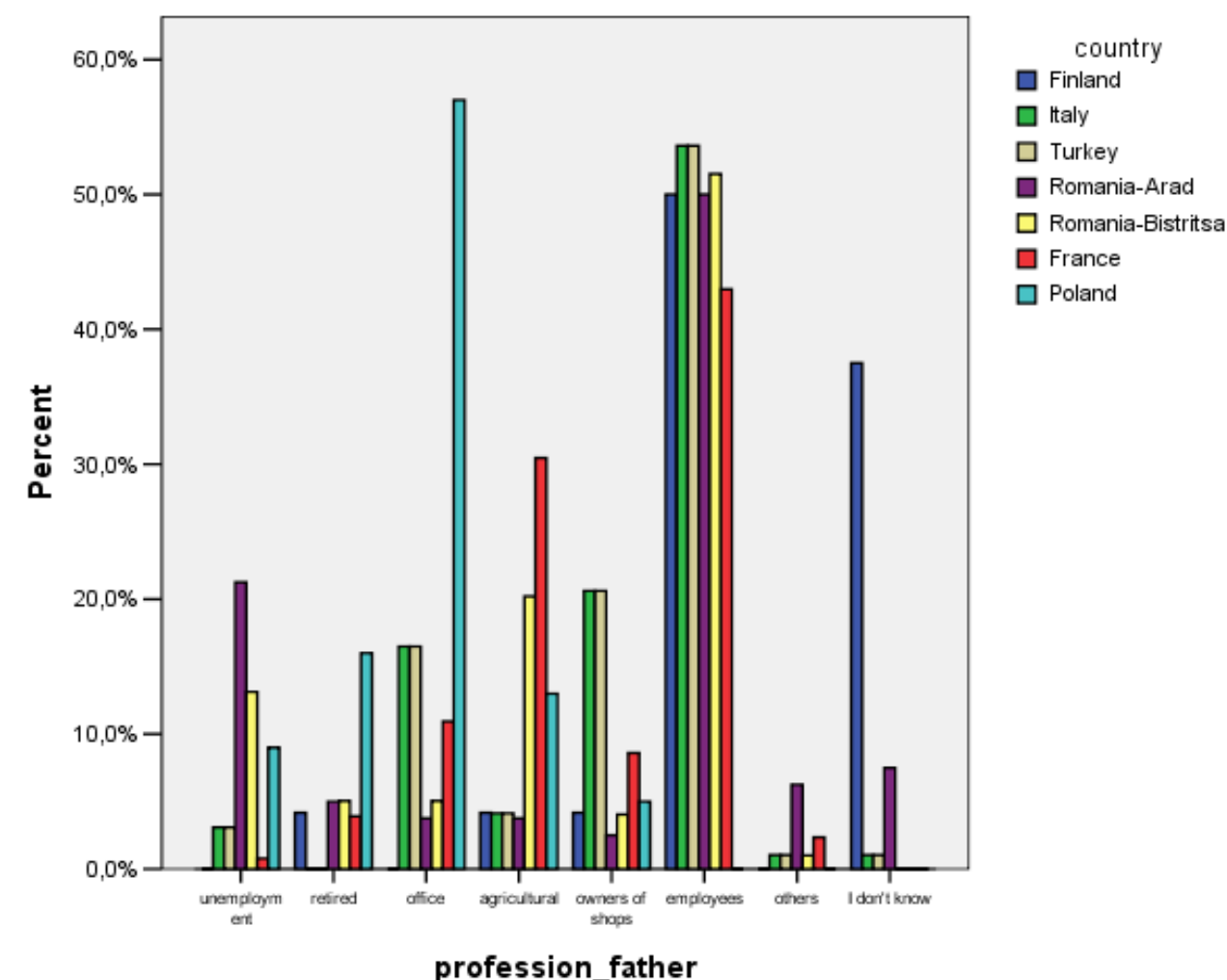
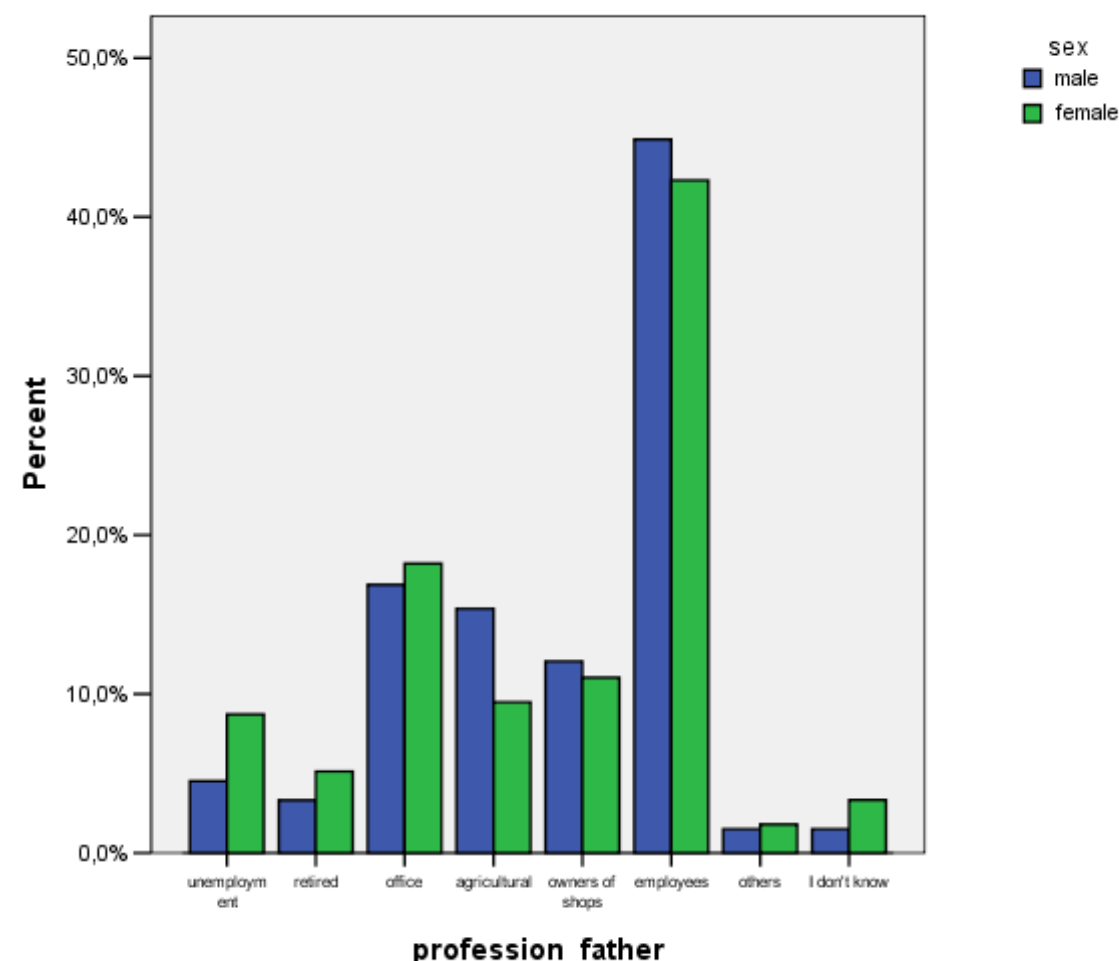
QUESTION DESCRIPTION

Father's profession question reveals what type profession students' fathers have.

OBJECTIVE

The aim of the profession question is to specify students' fathers jobs.

ANSWER



43.6% of fathers are employees but 17.6% of them work in an office. 12.2% of fathers work in the agricultural area. 11.5% own their shops. Unemployed fathers' percentage is 6.8%. When 4.3% is retired, 2.3% students don't know their fathers' jobs. 1.7% specified "others" for their fathers' jobs

In a general way, there are no very big differences between the answers. Anyway, we can notice that the male student's fathers are more farmers than female student's fathers. And female student's fathers are more unemployed than male student's fathers.

In Poland 57% of fathers work in an office. 55% of Italian, 52% of Bistrita, 50% Arad and Finnish, 43% French fathers are employees. 38% of Finnish students don't know their fathers' job. This ratio is 7% for Arad fathers. 30% of French, 20% of Bistrita, 13% of Polish fathers work in agricultural area. 22% of Arad, 14% of Bistrita, 16% of Polish fathers don't have any job.

Greece: We have not asked this question to the students.

Finland: Only a few of the respondents have answered this question, so we can't say anything reliable about this question.

Romania – Arad: The majority of the fathers are employed, followed by those who work in the agricultural field.

Romania – Bistrita: most of the fathers are employees, a great deal of them work in agriculture domains, only a small percentage are office workers and even a smaller number are retired – so socially they are situated on a lower scale than the trainers.

France: students' fathers are rather farmers or employees. There is a big difference between girls and boys' answers: 40% of the boys and 19% of the girls have a father who is a farmer.

Italy: Most of the students' fathers and mothers have a job. The rate of unemployment varies from the 3% for the fathers and the 9% for the mothers.

Poland: 57 fathers work in offices, 16 of them are retired, 16 are unemployed, 12 work in agriculture, and 5 are owners of the shops.

QUESTION

Profession: - Mother: agricultural, owners of shops, employees, office, unemployment, retired, others, I don't know

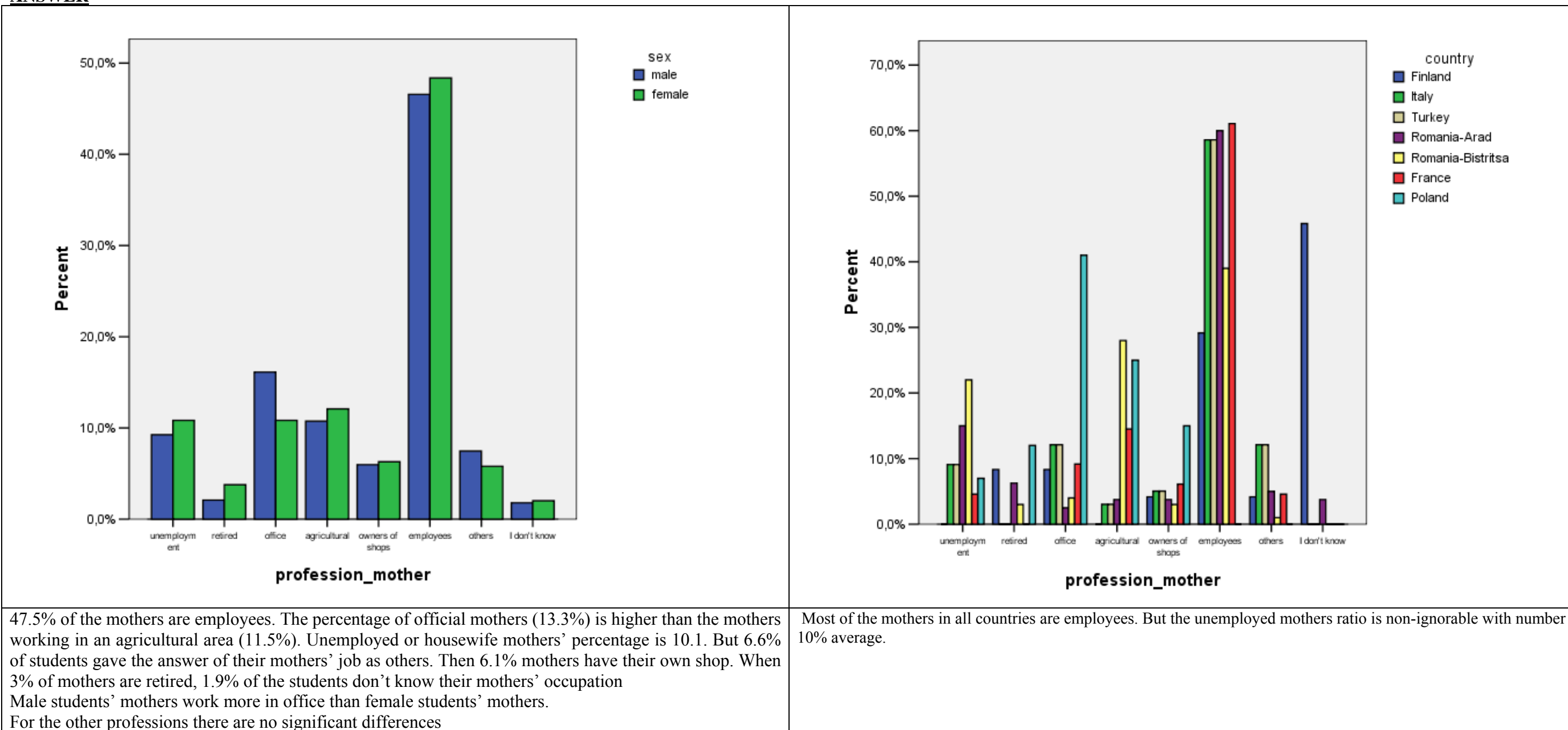
QUESTION DESCRIPTION

Mother's profession question reveals what type profession students' mothers have.

OBJECTIVE

The aim of the profession question is to specify students' mothers jobs.

ANSWER



Analysis of Identification Part - TRAINERS

QUESTION

COUNTRY

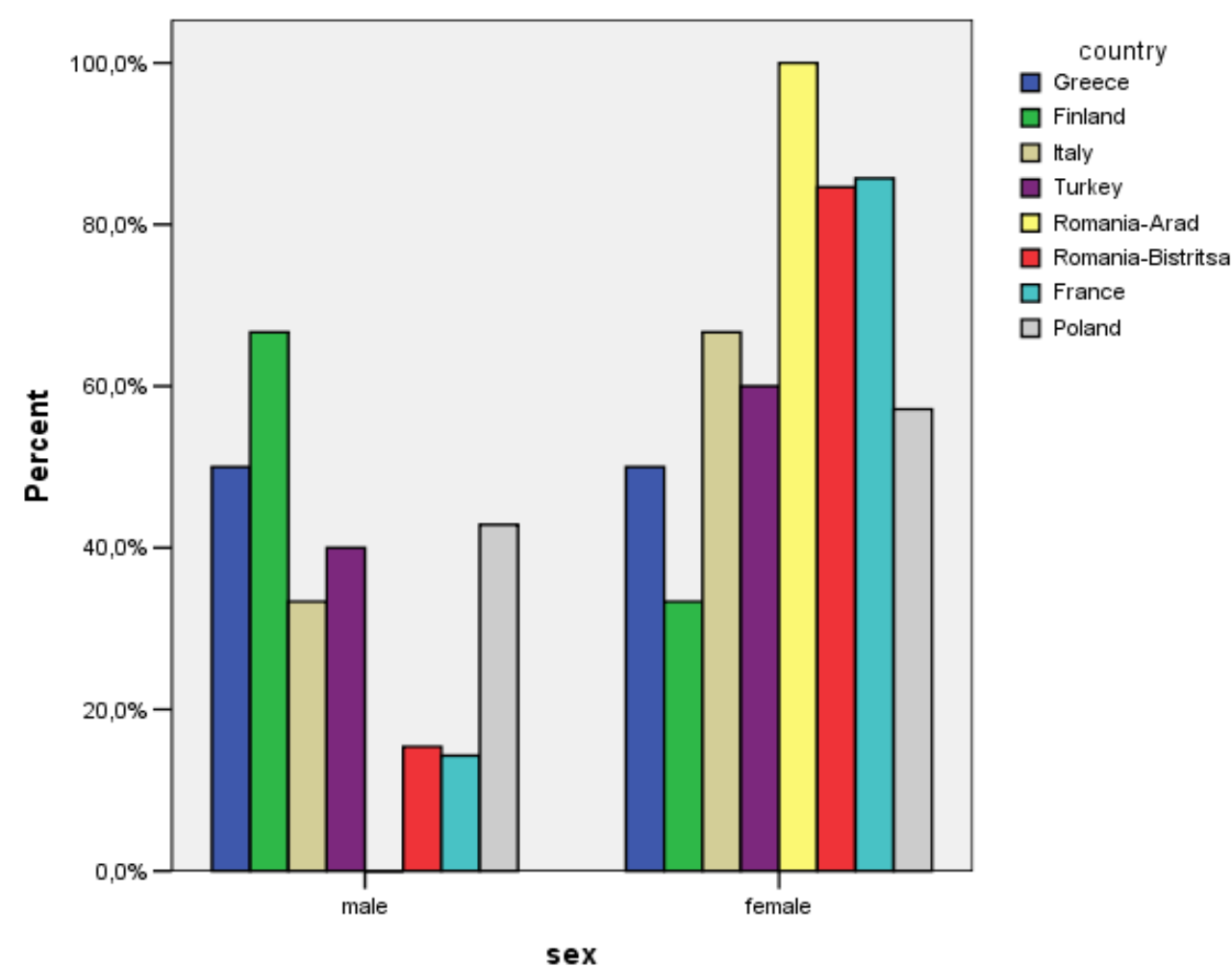
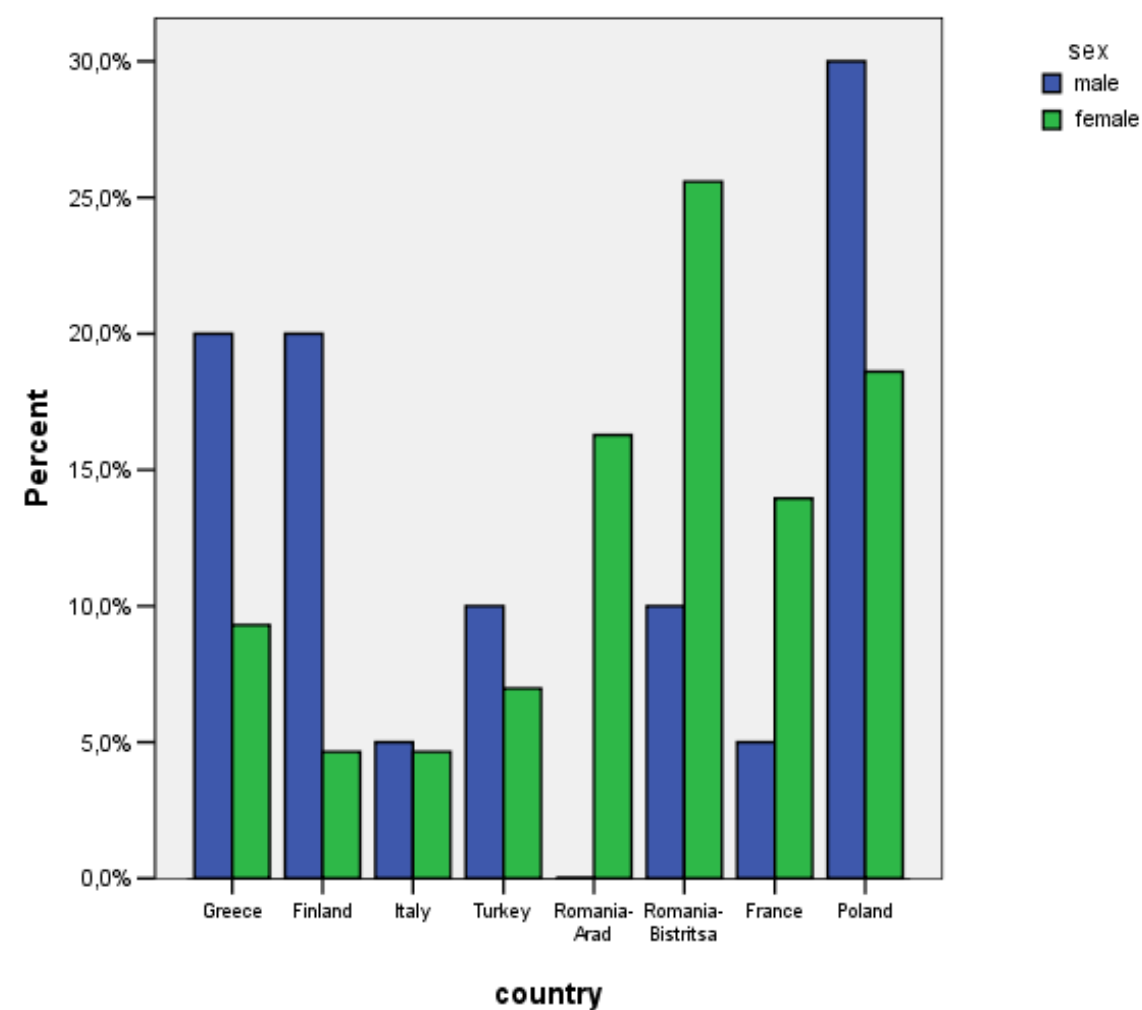
QUESTION DESCRIPTION

Country question reveals what the number of trainers of partners' countries who answered the questionnaires are.

OBJECTIVE

The aim of this question is to specify the country range of trainers in school.

ANSWERS



This questionnaire was applied totally 64 trainers of all partner institutions. The majority of students' participation is Poland with 21.9%. Romanian- Bistrita trainers' who are participative to the project team percentage is 20.3%. Greek trainers' participation is 12.5%. Finnish, French and Romanian (Arad) trainers' participation percentage is 10.9. Next Turkish project team (7.8%) is higher than Italian trainers' percentage (4.7%).

The proportion of male trainers in the partnership is more important for 4 countries: Greece, Finland, Turkey and Poland.

The proportion of female trainers in the partnership is more important for Romania and France

For Italy the percentage is nearly the same for male and female trainers.

In average, there are more female trainers than male trainers in the partnership.

For the male trainers the higher rate is for Finland and the lowest for Arad. And of course the opposite for female trainers. We must take care of the analysis of the results for the trainers because very low numbers of persons are concerned

The participation of female trainers from Arad is the highest with the ratio of 100%. Then French women trainers are 85% of all female trainers. 84% for Bistrita, 65% for Italy, 60% for Turkish, 58% for Polish, 50% for Greek and %35 for Finnish female trainers.

QUESTION

Age: 21 to 30 31 – 40 41 – 50 50 +

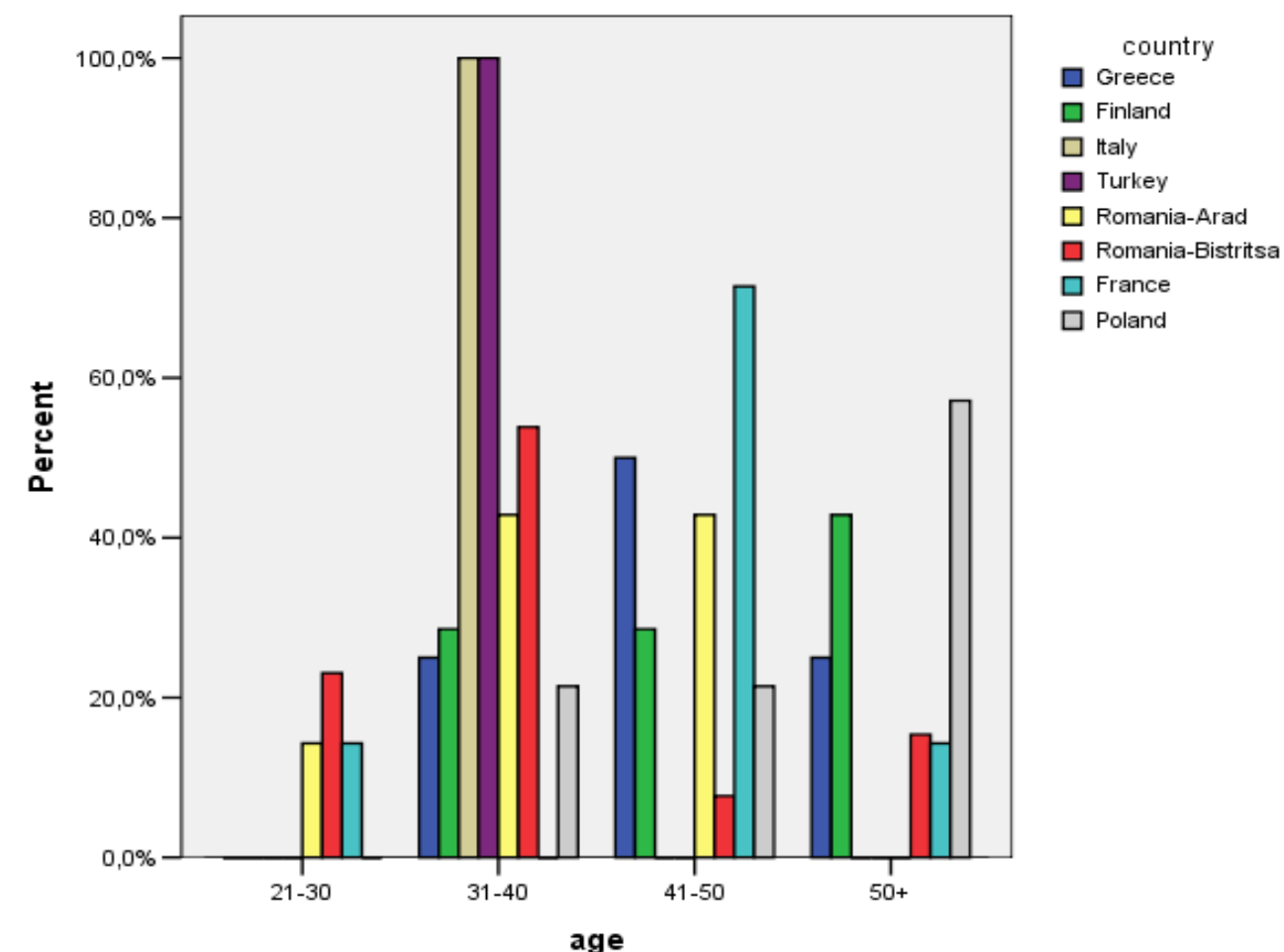
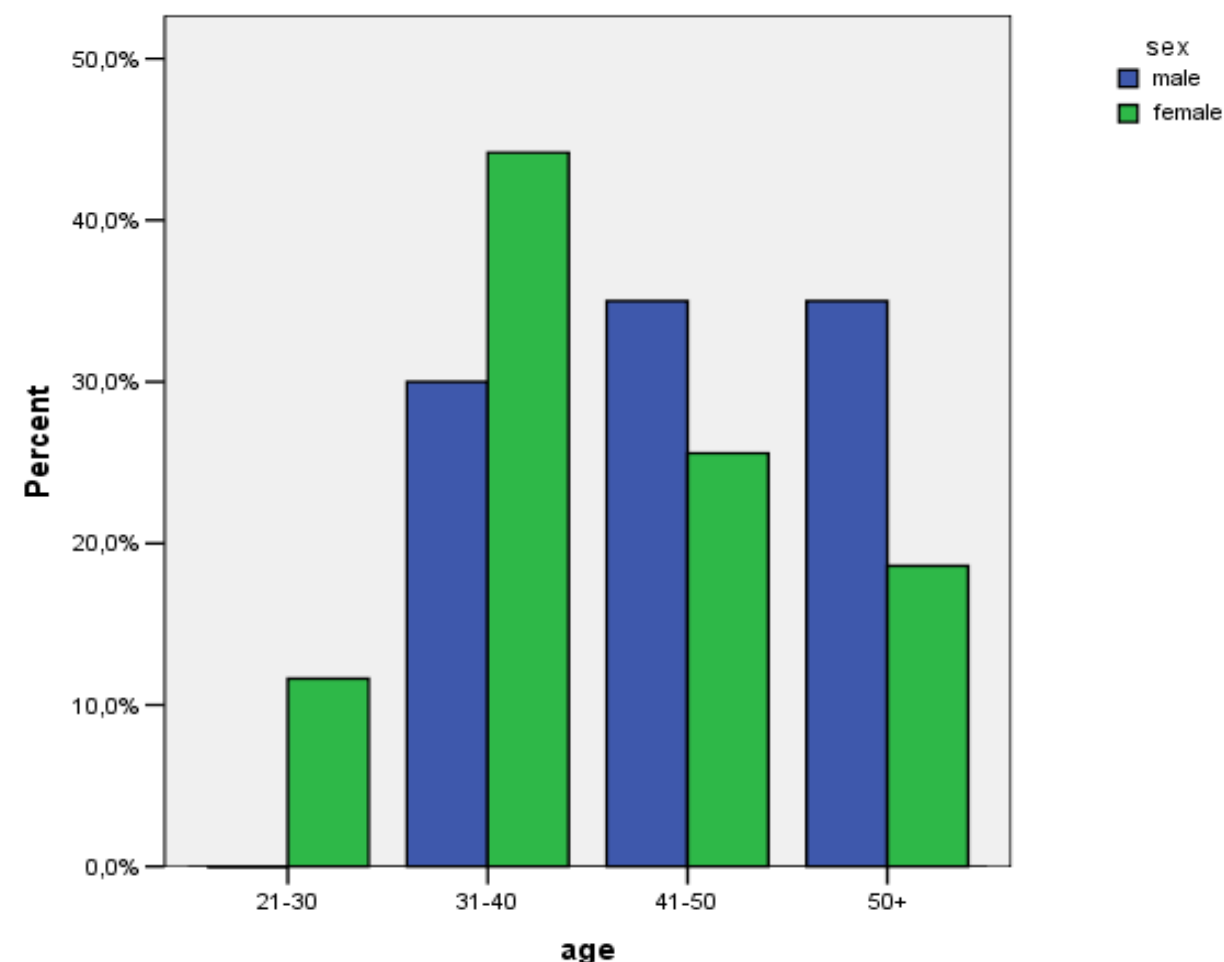
QUESTION DESCRIPTION

Age question reveals what is the age density of the trainers who answered the questionnaire.

OBJECTIVE

The aim of this question is to specify the ages of the trainers in school.

ANSWER



The majority of the trainers is between the age 31-40 (39.1%). 28.1% of them are between the age 41-50. The oldest trainers (more than 50) are 17.2% of all trainers. %7.8 of trainers is between the ages of 21-30

As for the data between 21 to 30 years old there are only female trainers.

Between 31 and 40 there are more female trainers, and after 41 years old there are more male trainers.

Can we say that there is a feminization of the pedagogical teams in vocational schools?

All teachers of Turkey and Italy are between 31 and 40. 15% of Arad and France teachers are younger than 30. 25% of Bistrita teachers are younger than 30. Teachers between the age of 41 and 50 are from Greece 50%, Finland 25%, Arad 42%, Bistrita 8%, France 70% and Poland 20%. The teachers older than 50 are from Bistritsa 18%, France 18% and Poland 58%.

QUESTION

Family situation: single, divorced, married

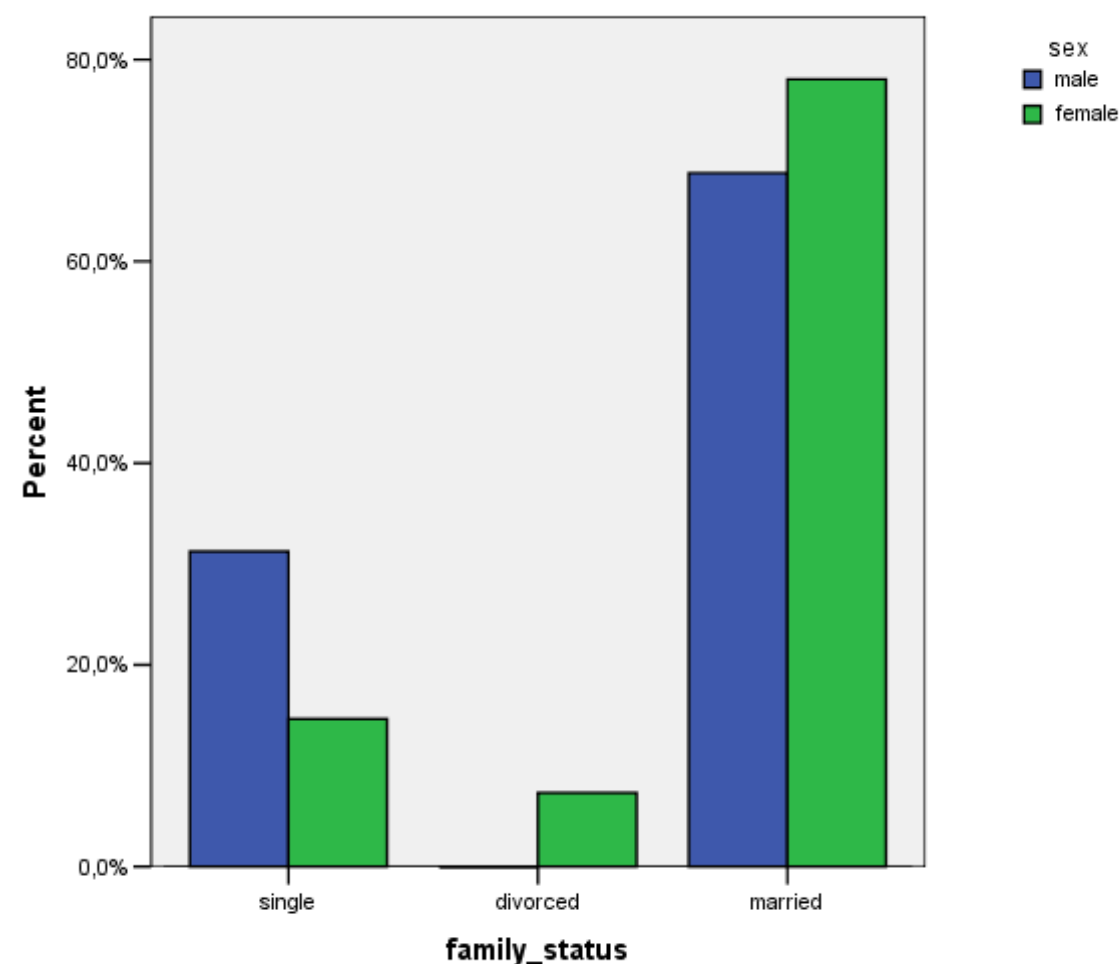
QUESTION DESCRIPTION

Family questions reveal what type family trainers live in their daily life.

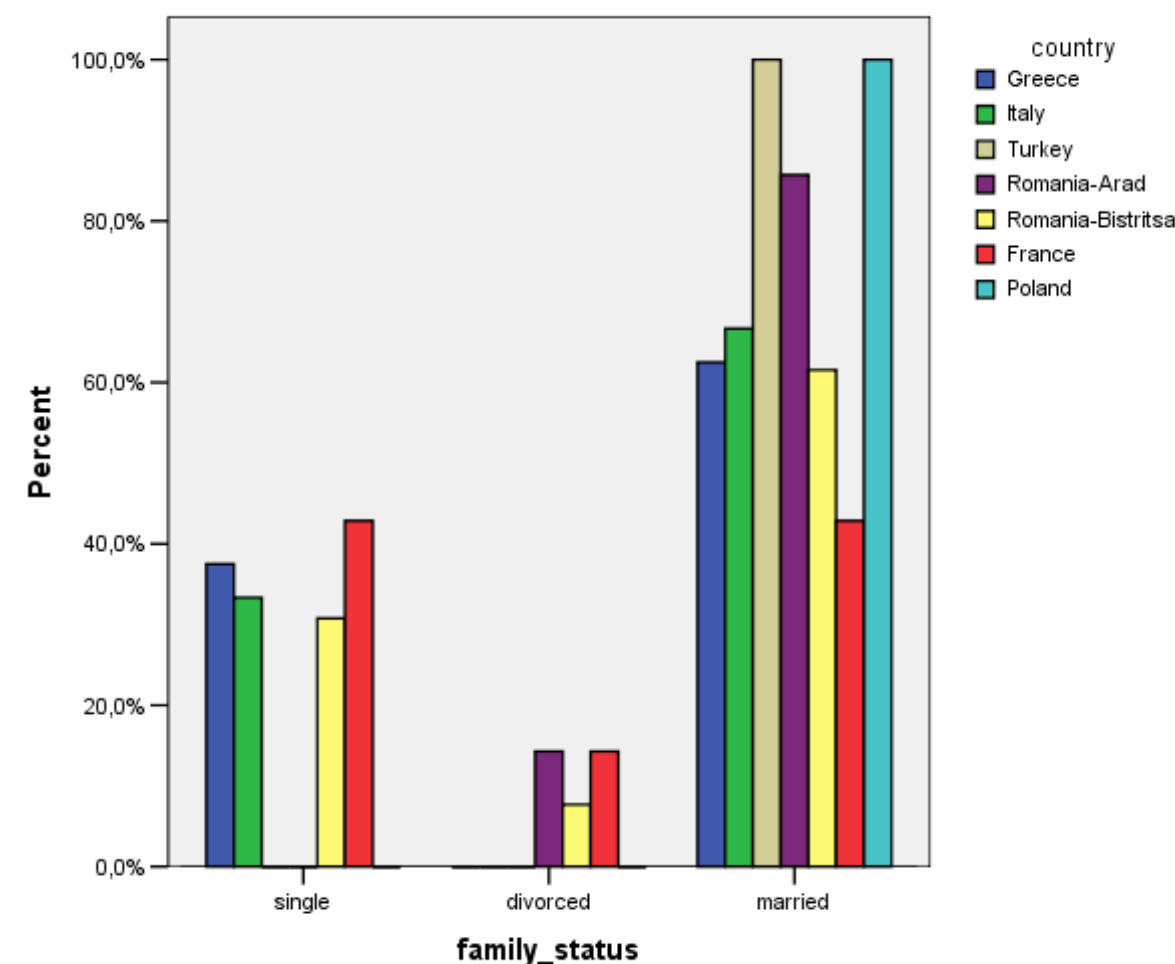
OBJECTIVE

The aim of the family questions is to specify trainers family types.

ANSWER



The family status of trainers is mostly married with the number of 79% for women and 70% for men. There are no divorced male trainers at schools in contrast %7 of the women is divorced. 31% of male trainers is single as 15% of women is single.



The ratios of married trainers are as in the followings; 61% for Greeks, 65% for Italians, 100% for Turks and Polish trainers, 85% for Arad, 60% for Bistrita, 42% for French trainers. The most of the single trainers ratio belongs to France with the number of 42%. 38% of Greek trainers, 35% of Italian trainers and 32 % of Bistritsa trainers are single. Only Arad, Bistrita and French trainers are divorced with the numbers 15%, %8 and 15% respectively.

QUESTION

Educational: primary, secondary, technical or vocational, university

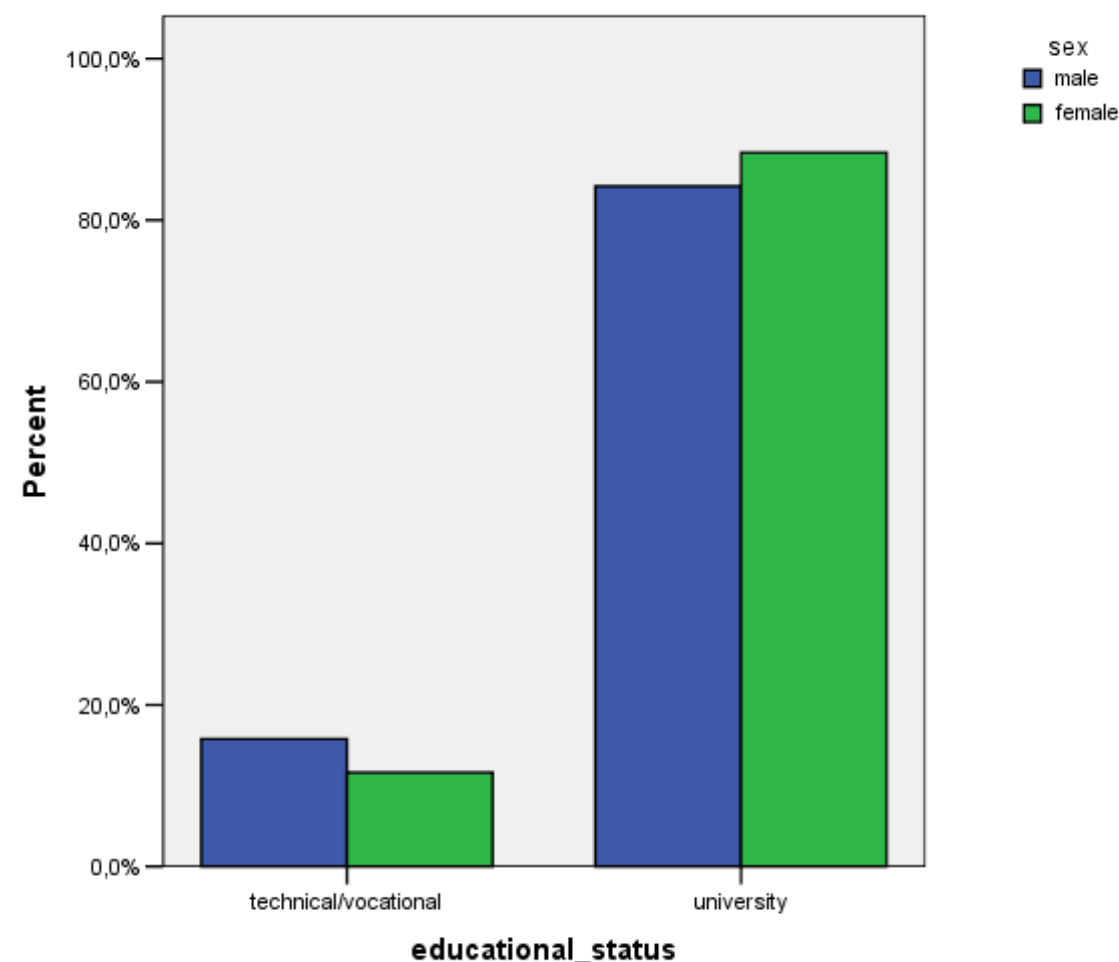
QUESTION DESCRIPTION

Trainers' educational status question reveals what type education trainers have.

OBJECTIVE

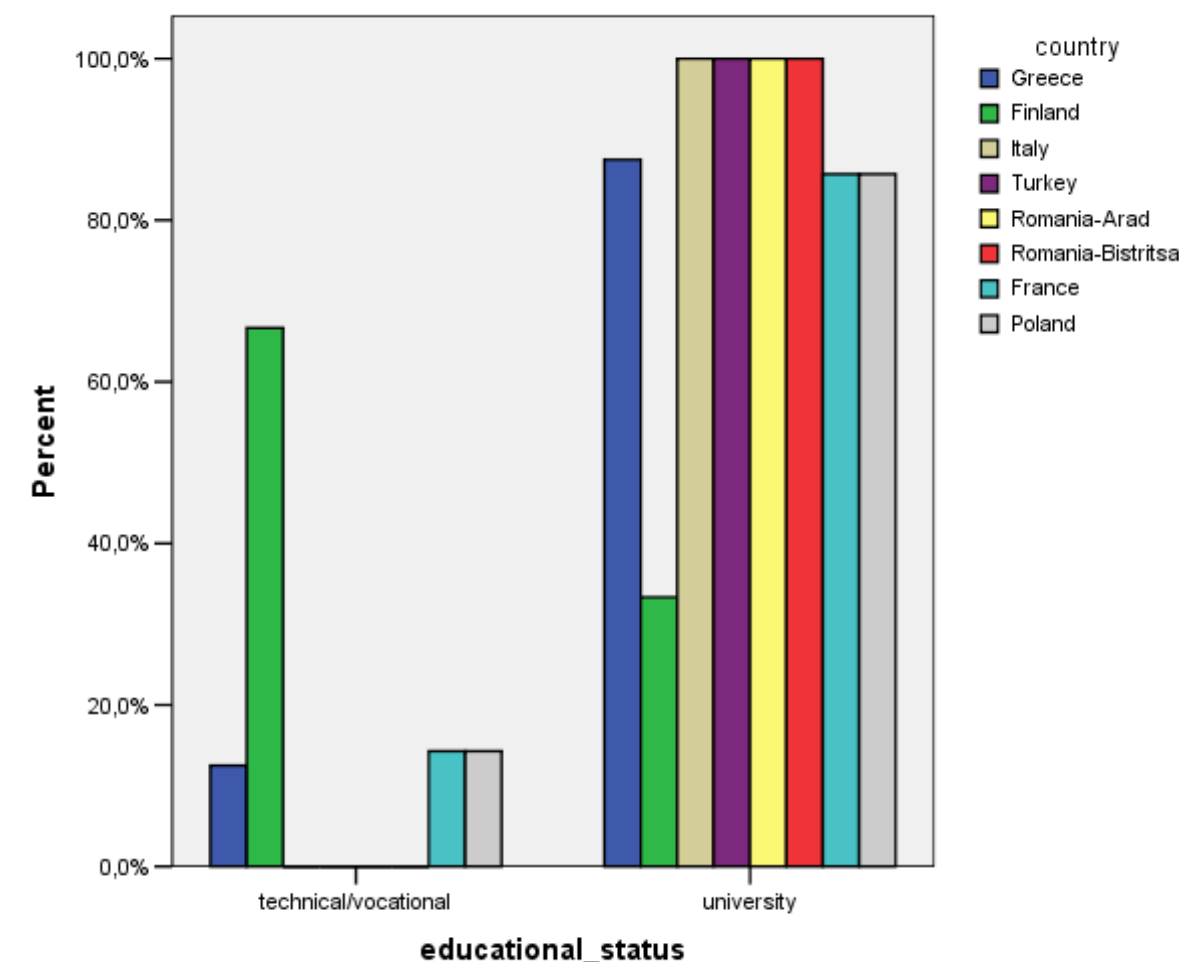
The aim of the education question is to specify trainers' education levels and types.

ANSWER



Most of the teachers are graduated from university (87.3%). Technical or vocational school graduated teachers' percentage is 12.7%.

Very little difference between the training of male and female trainers. A little bit more of males have been to technical/vocational cursus and a little bit more female have been to university.



Technical and vocational school graduated teachers are from Finland (68%), Greece (12%), France (15%) and Poland (15%). On the other hand, all trainers from Italy, Arad, Bistrita, and Turkey are graduated from university.

QUESTION

guidance qualification: seminars degree nothing

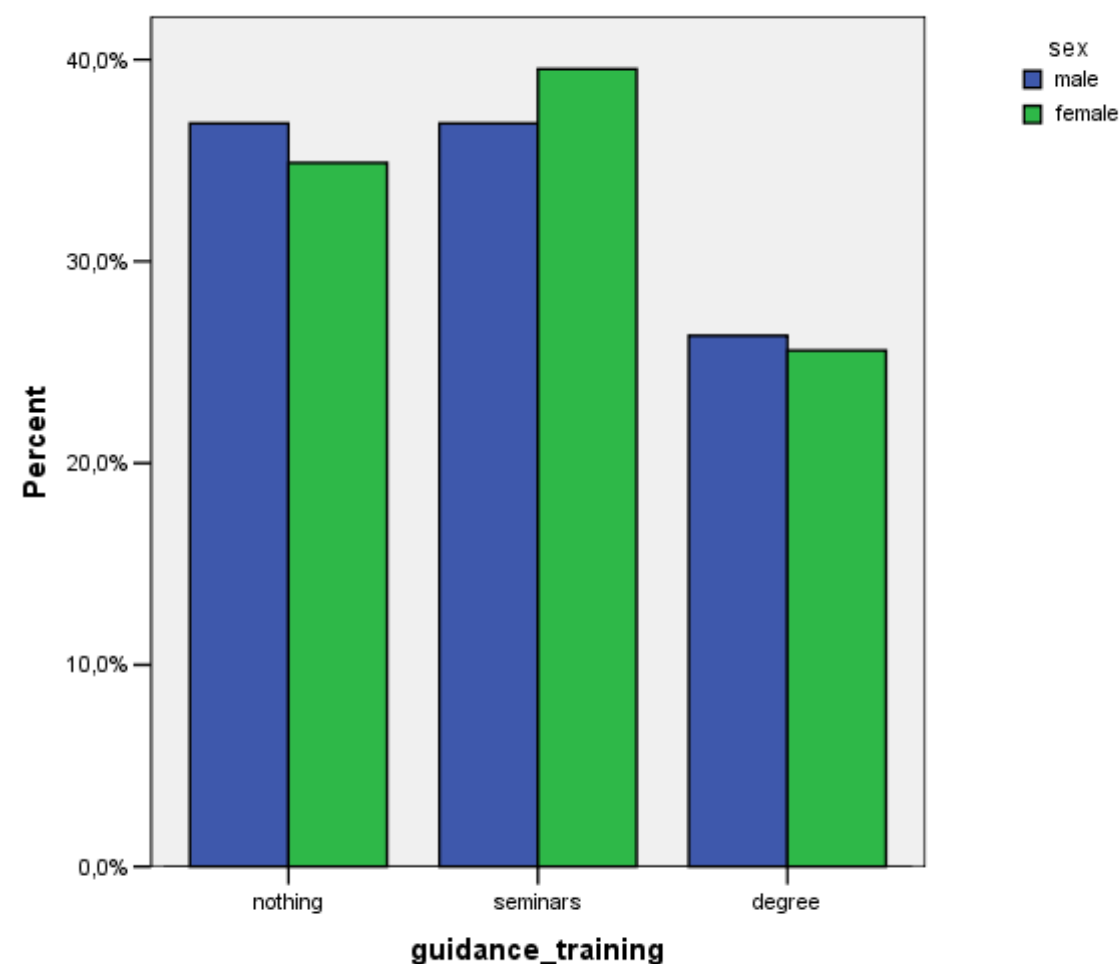
QUESTION DESCRIPTION

Trainers' guidance training question if the trainers have any guidance training what kind of it is.

OBJECTIVE

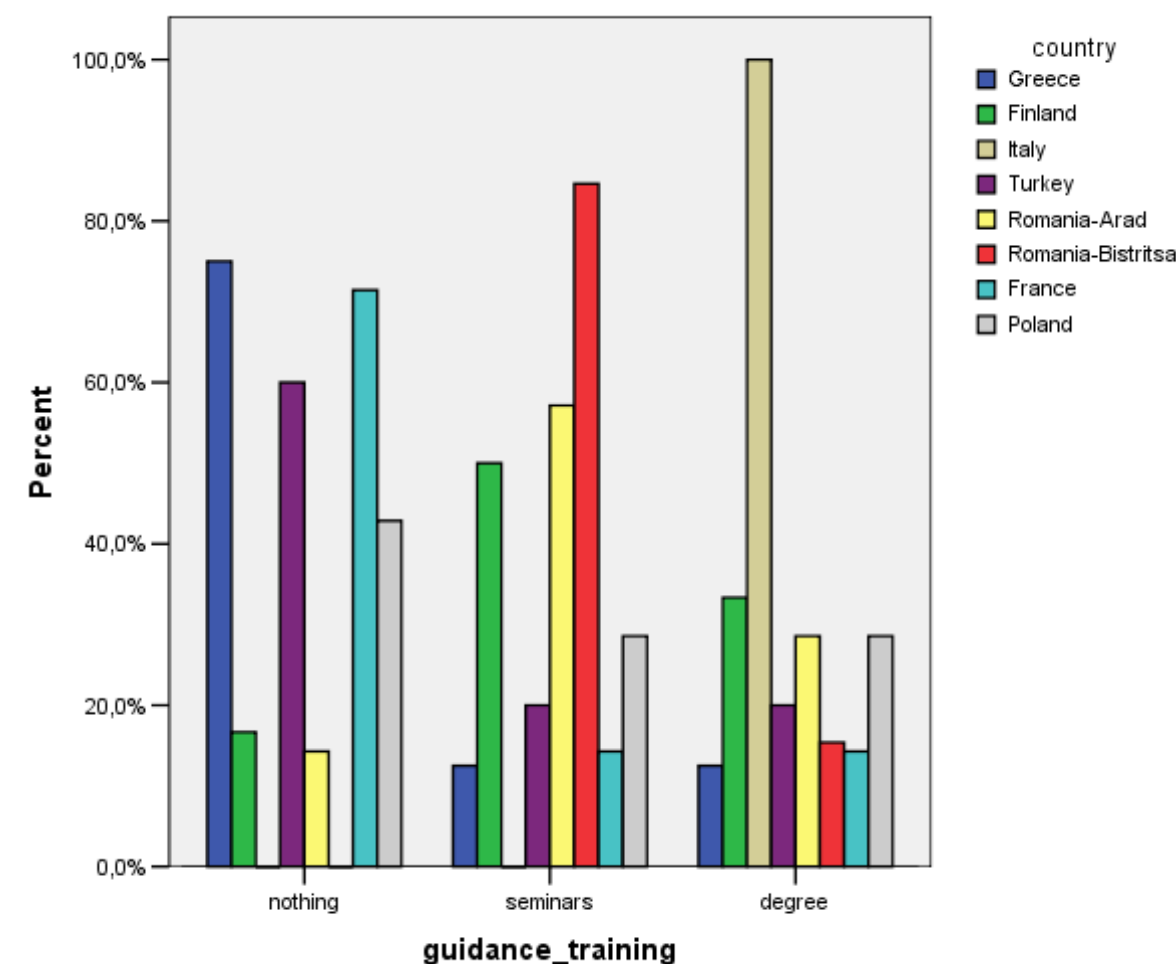
The aim of the education question is to specify trainers' guidance training types.

ANSWER



39.7% of teachers had seminars about guidance. Next 34.9% have no any guidance training. %25.4 has a guidance degree from university.

No significant differences between the guidance training of male and females trainers



100% of Italian trainers has a guidance degree. 30% of Finland trainers, 28% of Arad and Poland trainers, 20% of Turkish trainers, 16% of Bistrita trainers, 15% of French trainers and 12% of Greece trainers have a guidance degree. 85% of Bistrita trainers have had guidance seminars, besides 56% of Arad, 48% of Finnish, 27% of Polish, 20% of Turkish and 18% of French trainers have had seminars. 75% of Greek trainers, 70% of French trainers, 60% of Turkish trainers, 18% of Finnish trainers and 16% of Arad trainers haven't had any guidance training.

QUESTION

special needs training: yes no

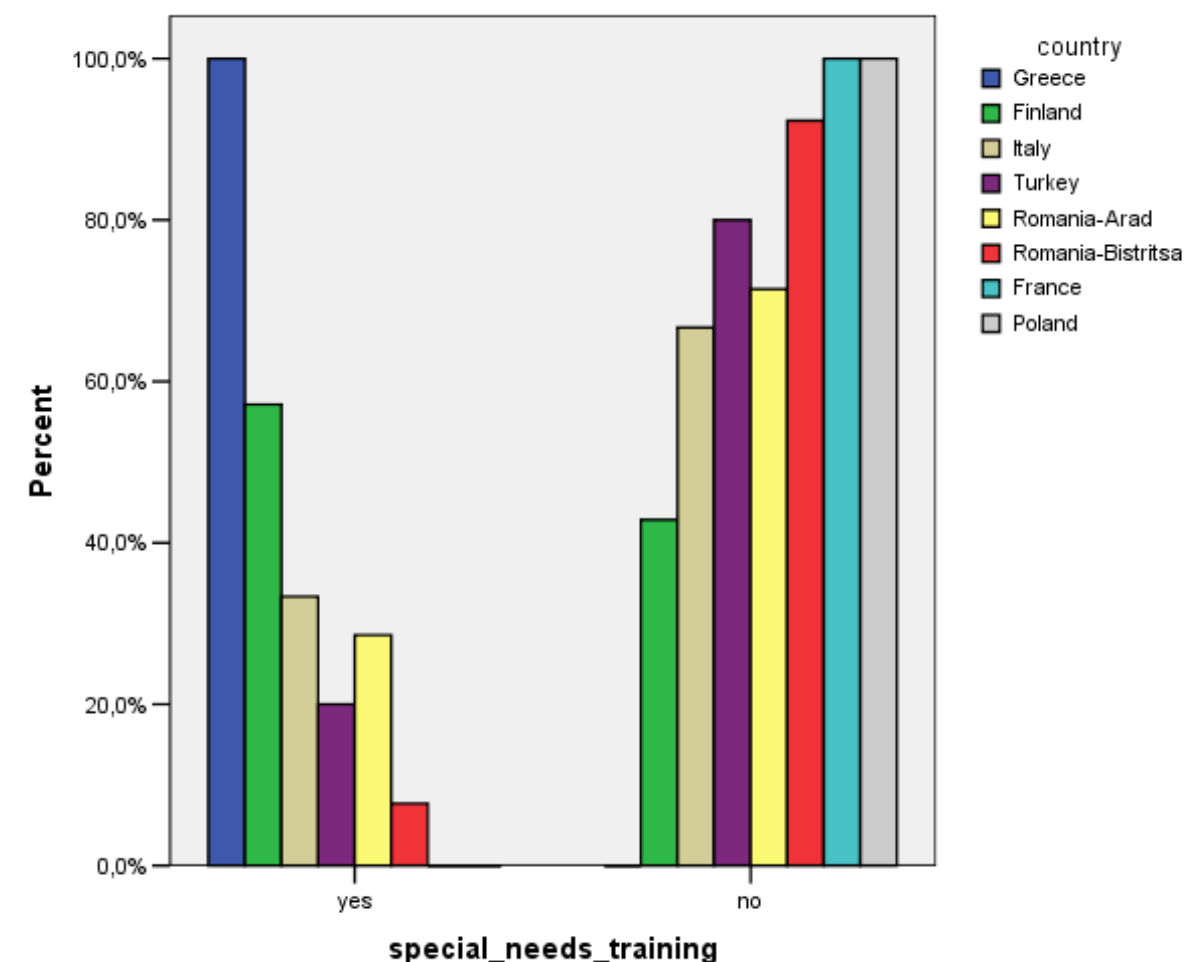
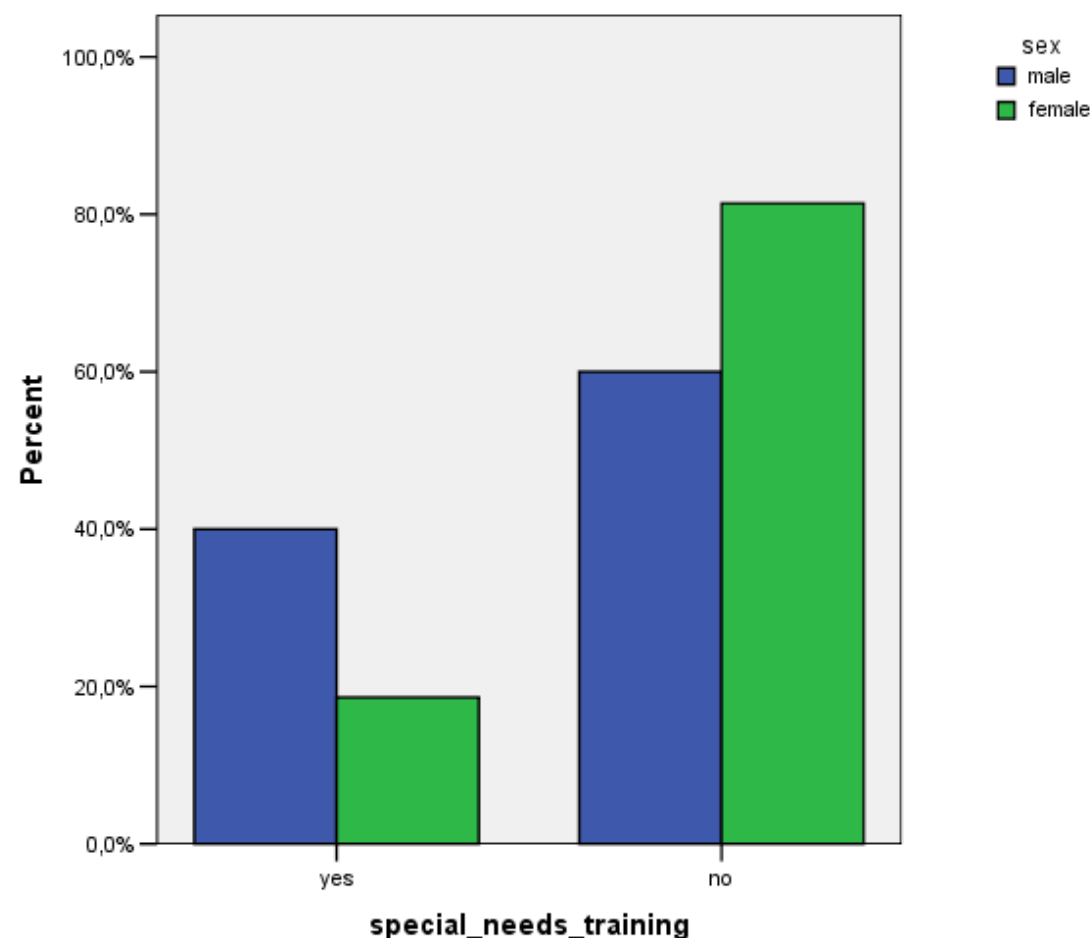
QUESTION DESCRIPTION

Trainers' special needs training question reveals if the trainers have any special training what kind of it is.

OBJECTIVE

The aim of the profession question is to specify how many teachers carry out this type of training at schools.

ANSWER



73.4% of trainers have no special needs training but 26.6% has.

We can notice a significant difference between male and female trainer's answers: the female trainers think that they have no "special need training" about 20% more than male trainers.

In Greece 100% of trainers have special needs training. In Poland and France there are no trainers with special needs training. In Finland the ratio of the trainers with special needs training is 59%, in Italy it is 35%, in Turkey 20%, in Arad 27% and in Bistrita it is 7%.

Greece: All the trainers have received a training in special needs education.

Finland: The majority of teachers have special needs training.

Romania – Arad: The majority of the trainers do not have special needs training.

Romania-Bistrita: Most of the trainers do not have special needs training.

France: All the Trainers answer that they have no special needs training. And yet, many new student's difficulties are recognised and when there are some proposed specific trainings about these questions, there are a very little numbers of candidates!

Italy: The majority of the trainers do not have any training special needs; only the 33% of them have some special needs.

All the trainers involved in the analysis are guidance operators.

Poland: 6 trainers attended seminars and 4 have a degree. 4 of them have no guidance qualifications.

QUESTION

Profession: trainer teacher guidance operator guidance counselor

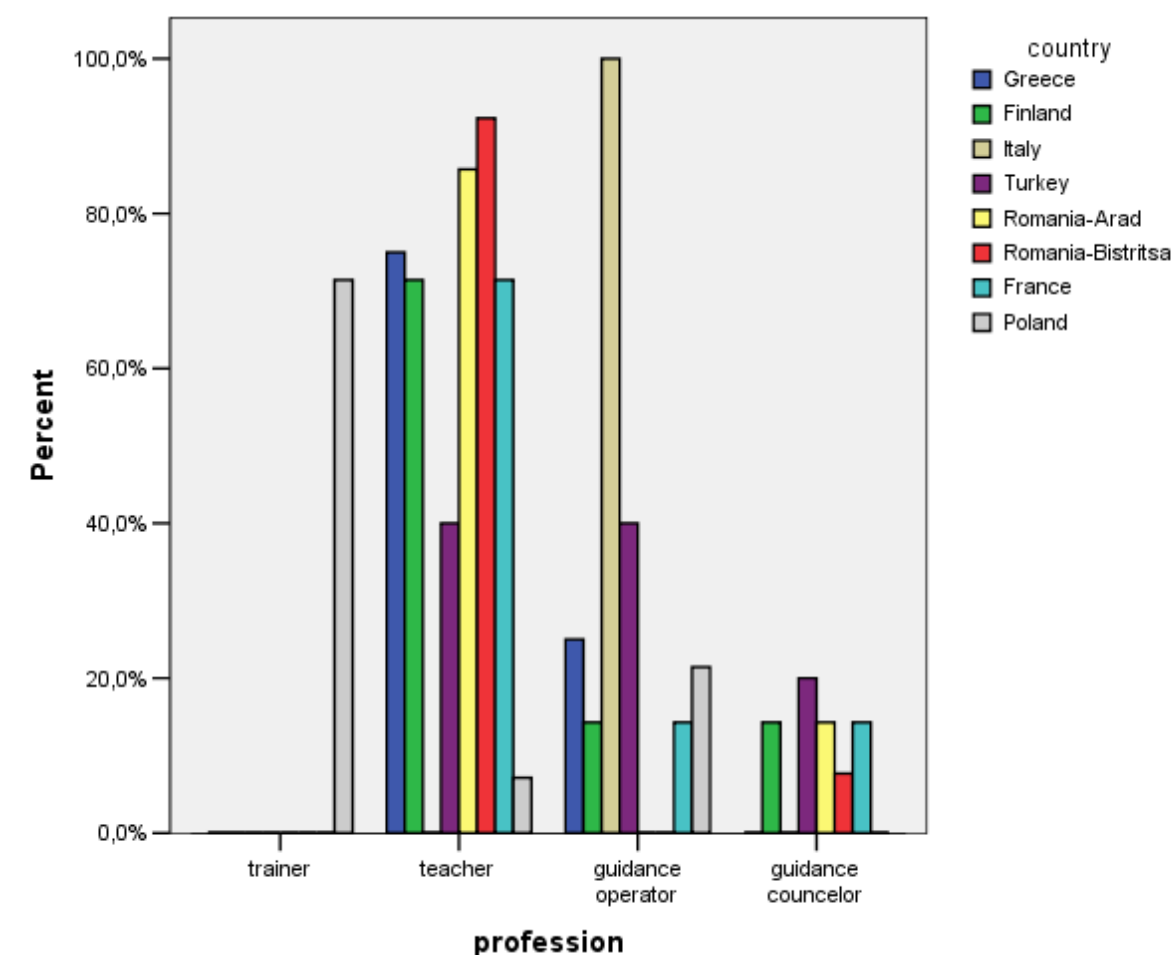
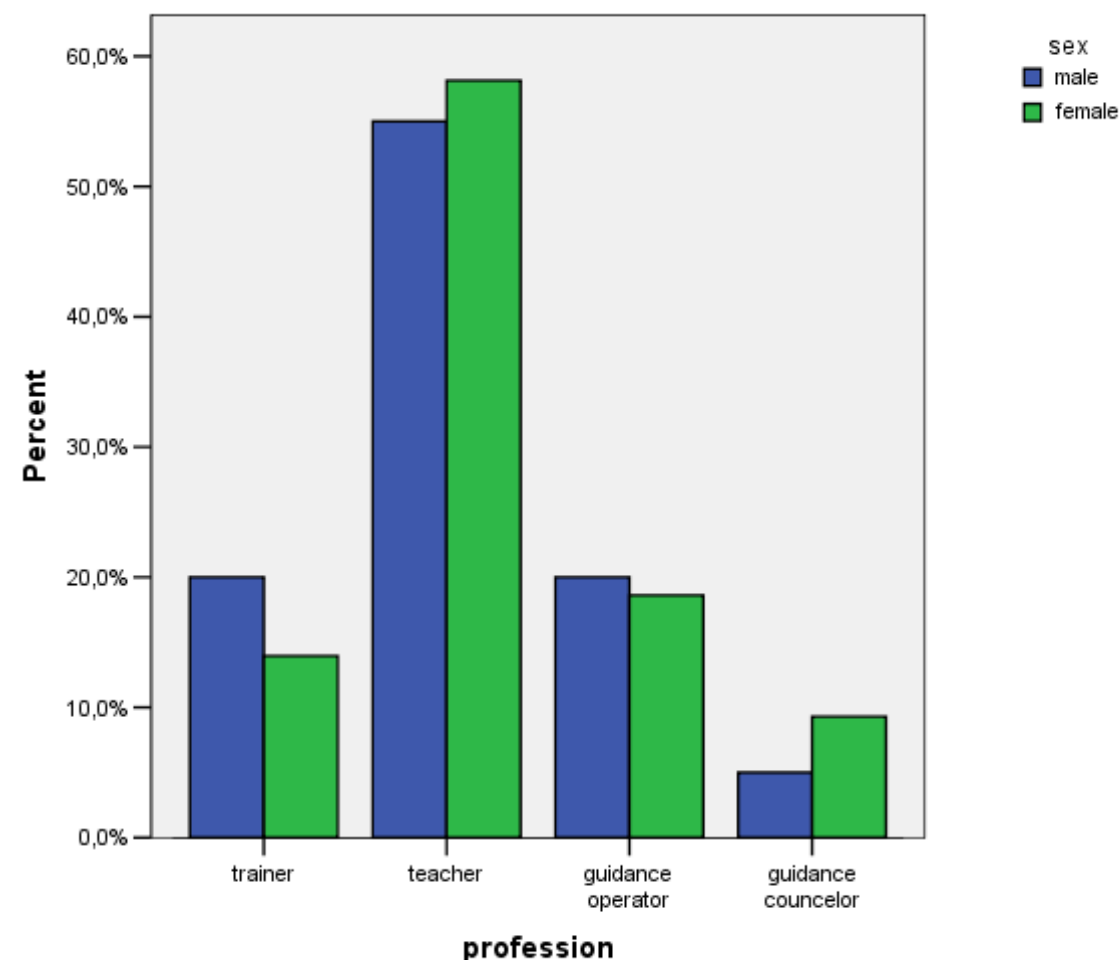
QUESTION DESCRIPTION

Trainers' profession question reveals the type of work of the questioned trainers.

OBJECTIVE

The aim of the profession question is to specify the type of training made by the trainers at schools.

ANSWER



57.8% are teachers when 18.8% are guidance operators. The percentage of trainers (15.6%) is higher than the guidance counselors (7.8%).

There are more male trainers than female trainers.

Very little difference between male and female for the teachers

There are more guidance counselors who are females.

Most of the trainers have profession as teachers. Guidance counsellor's ratio is lower than trainers and guidance operators.

QUESTION

Age of experience in school: 0 – 5 6 – 10 11 – 15 16 – 20 21 +

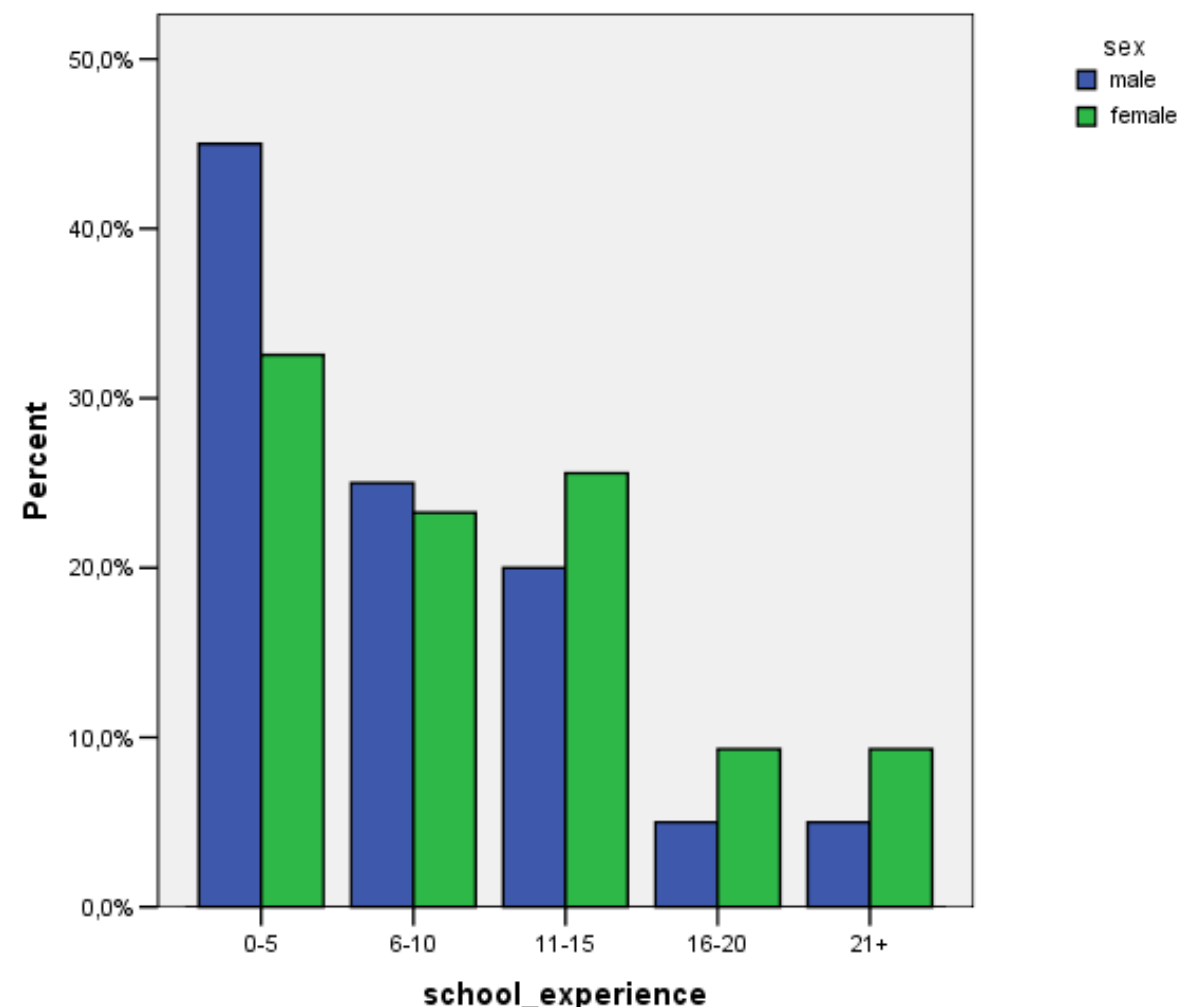
QUESTION DESCRIPTION

Trainers' school experience question reveals how long experience of the trainers have.

OBJECTIVE

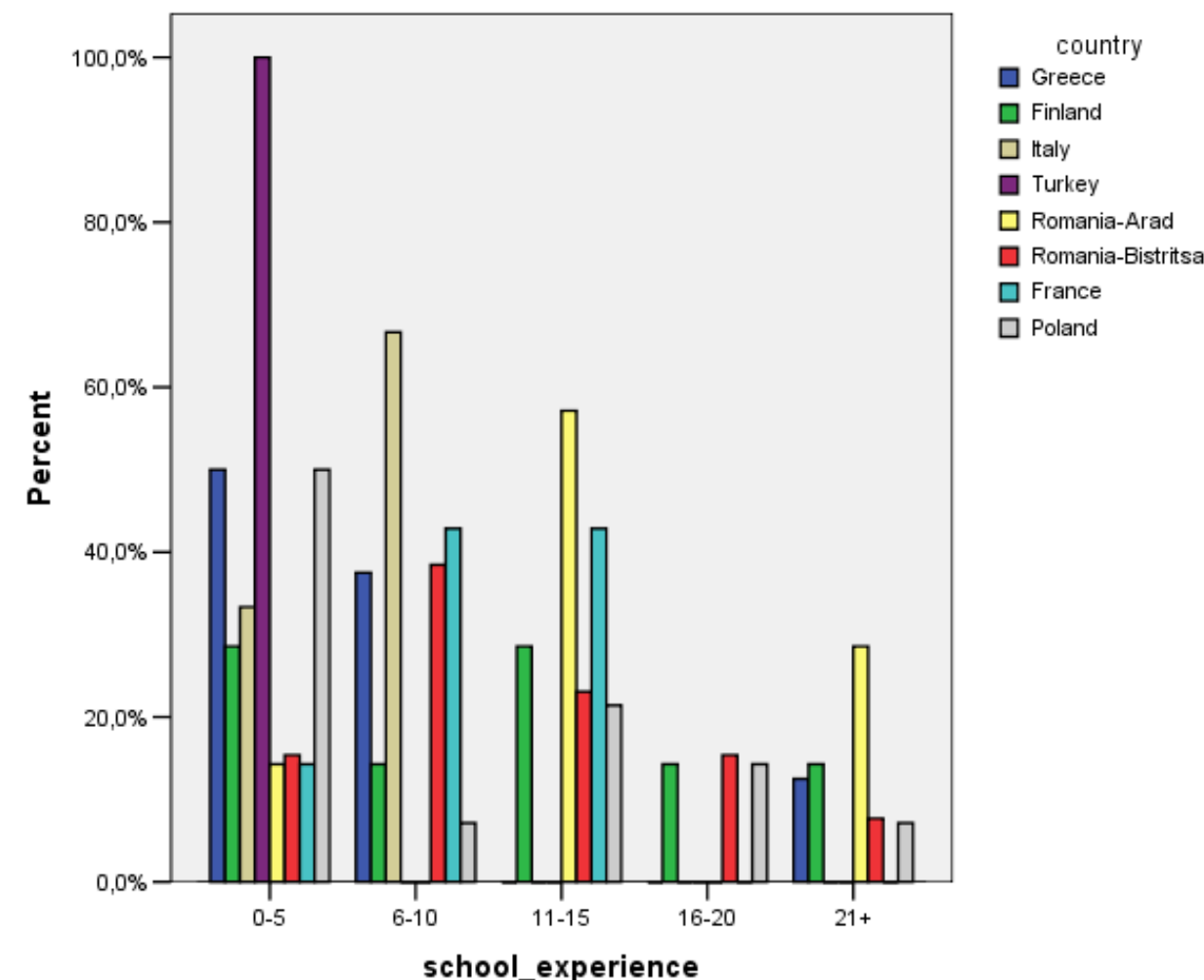
The aim of the school experience question is to specify trainers' experiences.

ANSWER



The school experiences of male teachers less than 5 years is the most with the ratio of 45%. 32% of female trainers have less than 5 years experience. Besides the experience between 6 and 10 years male trainers' ratio is 25%. Between these years female trainers' ratio is 23%. But this time women trainers' ratio is higher than males' with the ratio of 26% between the years 11 and 15. More experienced female trainers' ratio is higher than for other years. Between 16 and 20 years and more than 21 years women has 9% ratio and higher than that of men(5%).

We can notice that the level "10 years " of experience in the school is important to analyse the results: less than 10 years of experience we can see a majority of males and more than 10 years we can notice a majority of females; As we saw above that females are younger than males, and males more single , can we conclude that males are more mobile , because without a family ?



The lowest same school experienced staff belongs to Turkey because school experiences of all trainers at this school is lower than 5 years. 32% of Italian, 50% of Greek, 30 of Finnish, 50% of Polish, 16% of French, 16% of Arad and 17% of Bistrita trainers' school experiences are under 5 years. Between 6 and 10 years experienced trainers' ratios are as in the followings for all countries; 68% of Italian, 41% of French, 38% Bistrita, 37% Greek, 16% of Finnish and 8% of Polish. Between the years of 11 and 15 experienced trainers ratios are as in the followings; 57% Arad, 41% France, 30% Finland, 22% Bistrita and 20% Poland. More than 21 years experienced trainers ratio is from Romania Arad with the ratio 28%.

QUESTION

Age of experience in guidance: 0 – 5 6 – 10 11 – 15 16 – 20 21 +

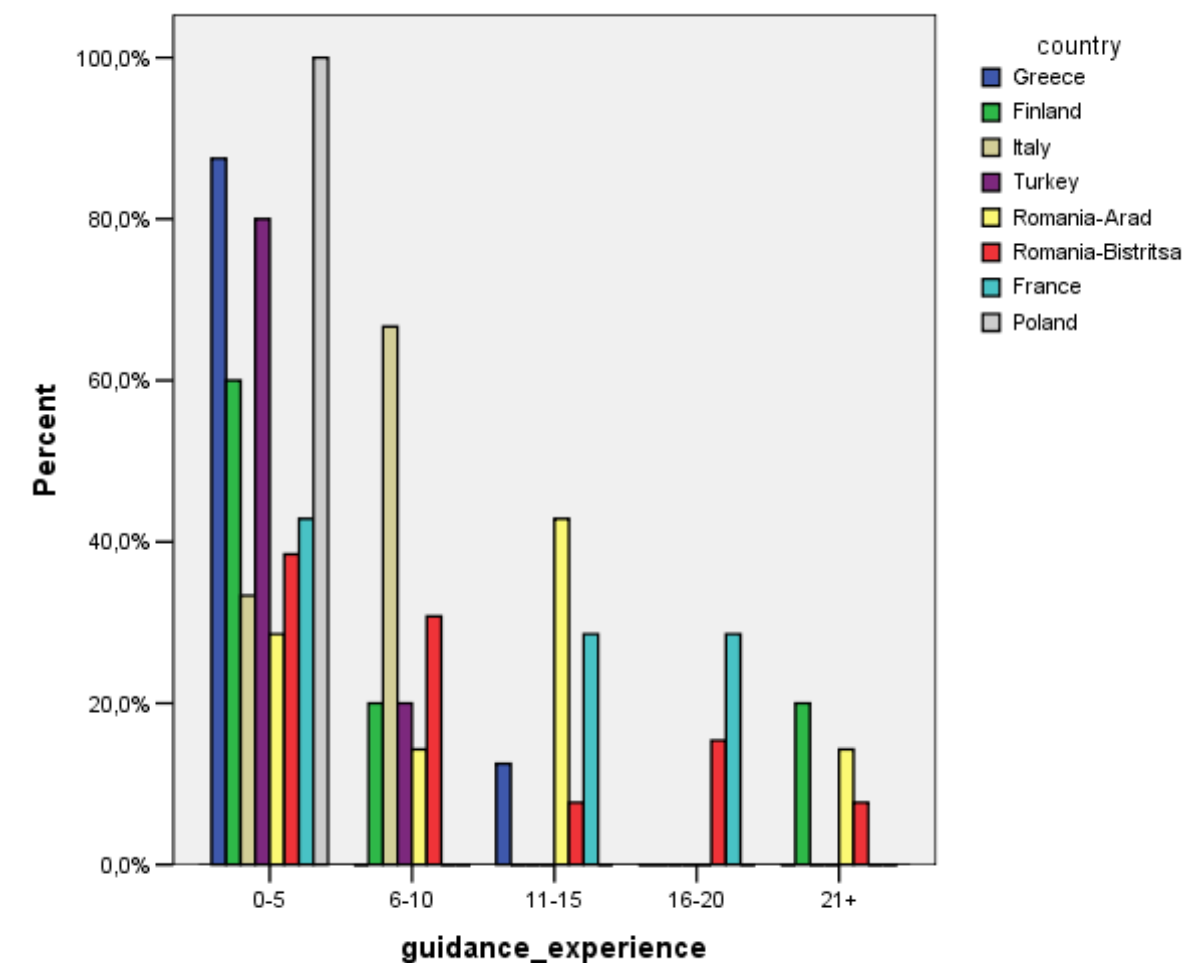
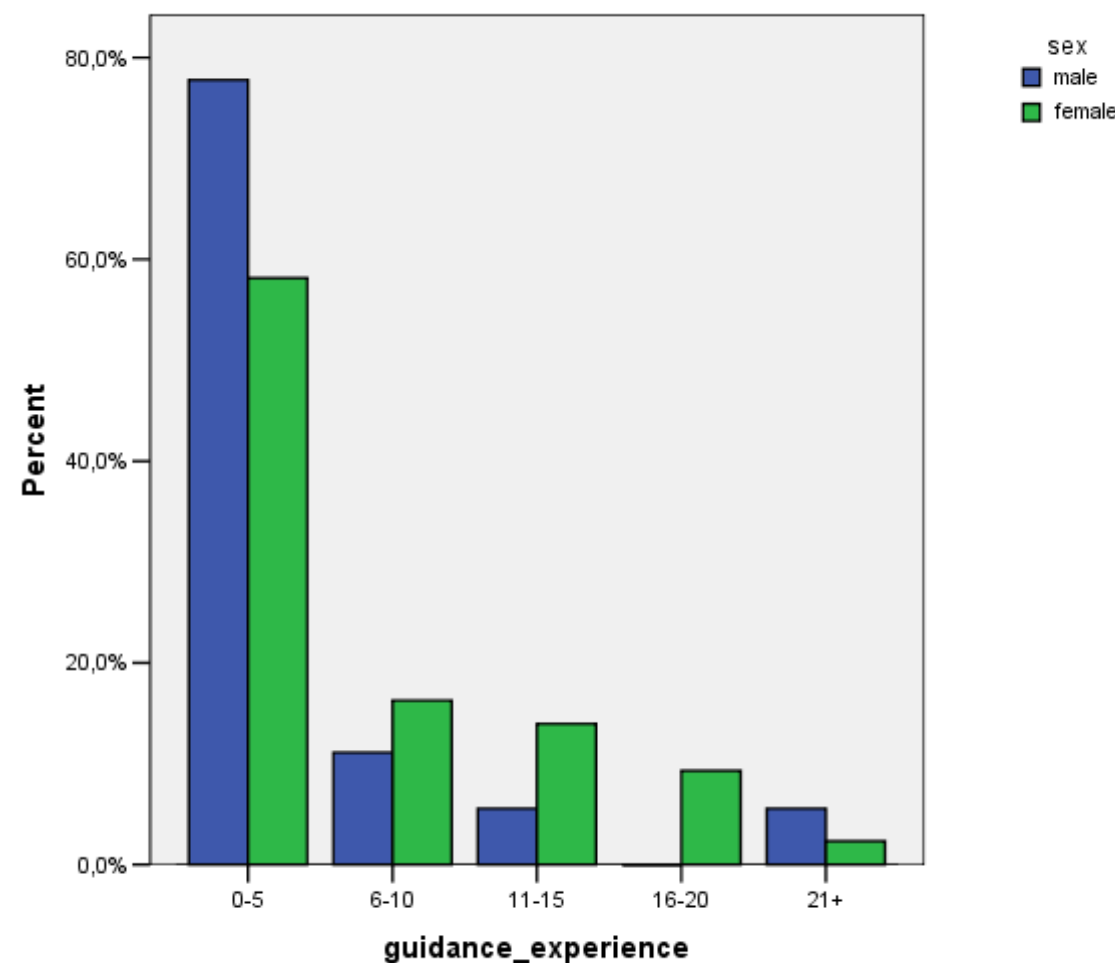
QUESTION DESCRIPTION

Trainers' guidance experience question reveals how long guidance experience of the trainers has.

OBJECTIVE

The aim of the guidance experience question is to specify trainers' guidance experiences.

ANSWER



The guidance experience of 78% male trainers is less than 5 years. 58% of female trainers have also less than 5 years experience. 26% female and 10 of male trainers have the experience between 6 and 10 years. 14% of female trainers and 5% male trainers have the guidance experience between 11 and 15 years. There are no males have the experience between 16 and 20. But 8% female trainers have 16-20 years experience. 5% of male and 2% of female trainers have guidance experience more than 21 years.

Majority of trainers have very low level of guidance experience. (Less than 5 years). Males trainers are in majority for the levels 0 to 5 (+ 20 % comparing to female trainers) and more than 21 years.

In conclusion, The male trainers are older, present for a shorter time in the school and have less experience in guidance.

All Polish trainers have less than 5 years guidance experience. 87% Greek, 80% Turkish, 60% Finnish, 42% French, 38% Bistrita, 33% Italian, 28% Arad trainers have less than 5 years guidance experience, too. 65% of Italian trainers, 30% of Bistrita, 20% Turkish and Finnish trainers have the guidance experience between 6 and 10 years. More than 21 years guidance experienced trainers are from Finland (20%), Arad (15%), and from Bistrita (8%).

Analysis of the questionnaire

QUESTION NUMBER 1 for students

1 - Who helped you to choose this school or training? (one choice)

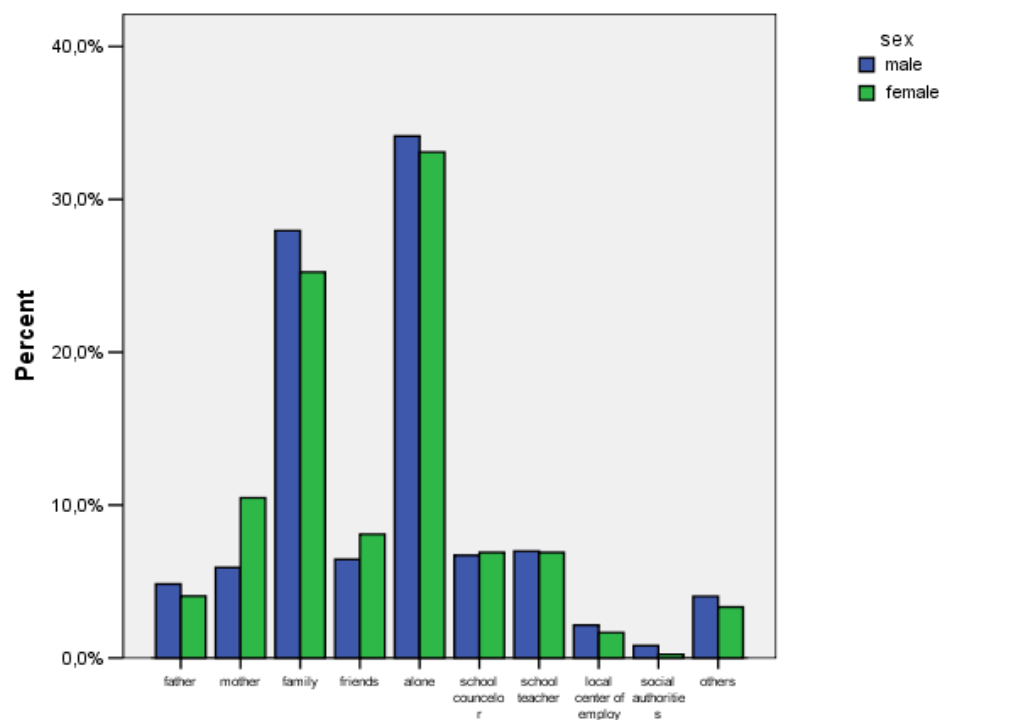
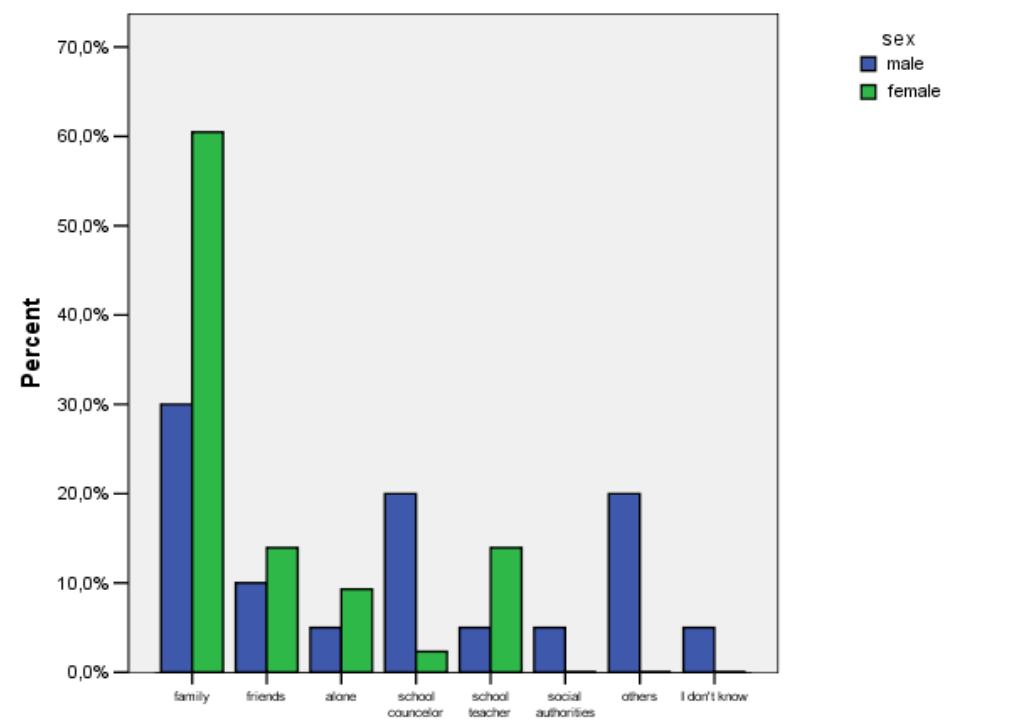
- A father
- B mother
- C family
- D friends
- E alone
- F school counselor
- G school teacher
- H local center of employment
- I social authorities
- J others, specify _____

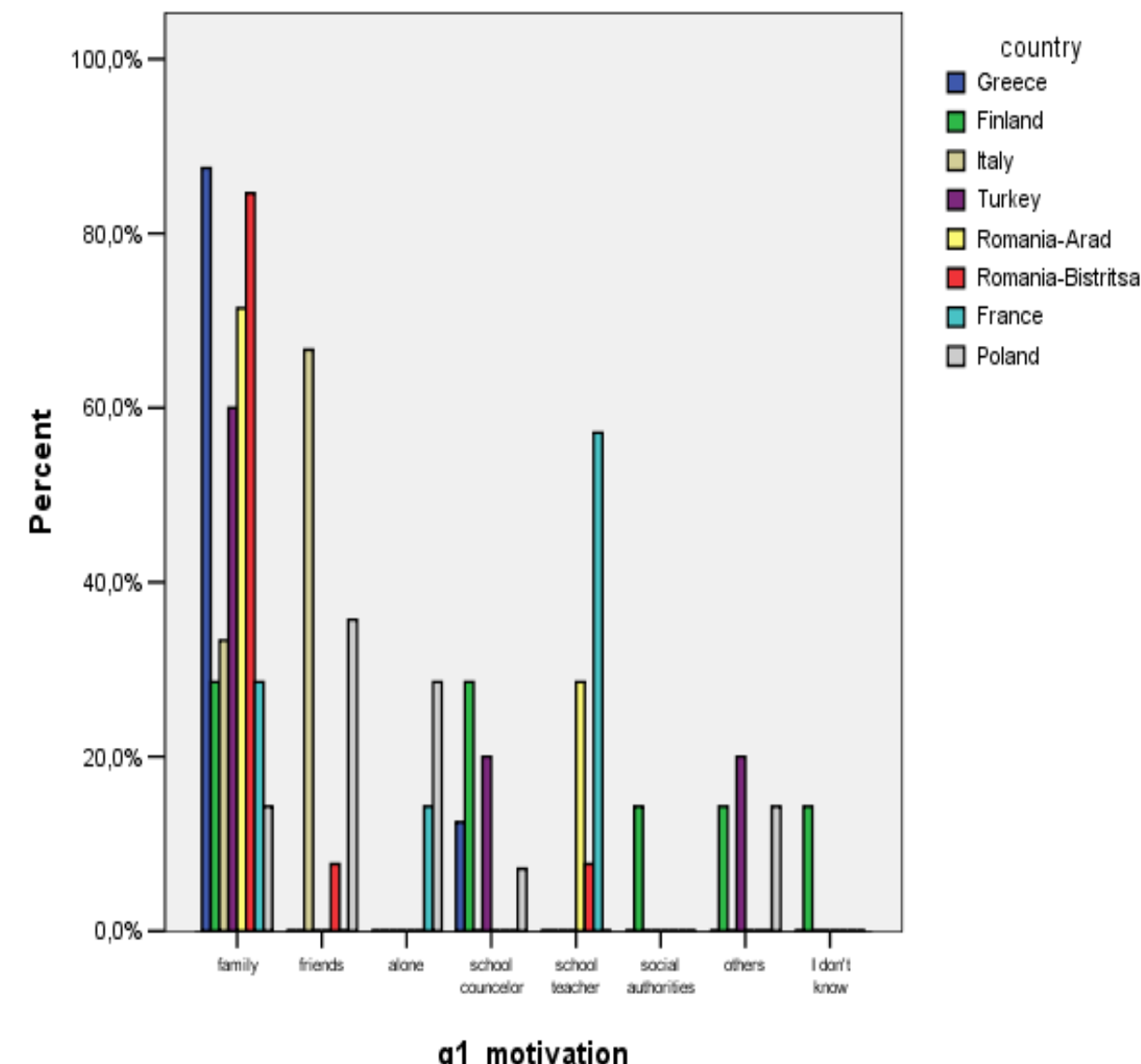
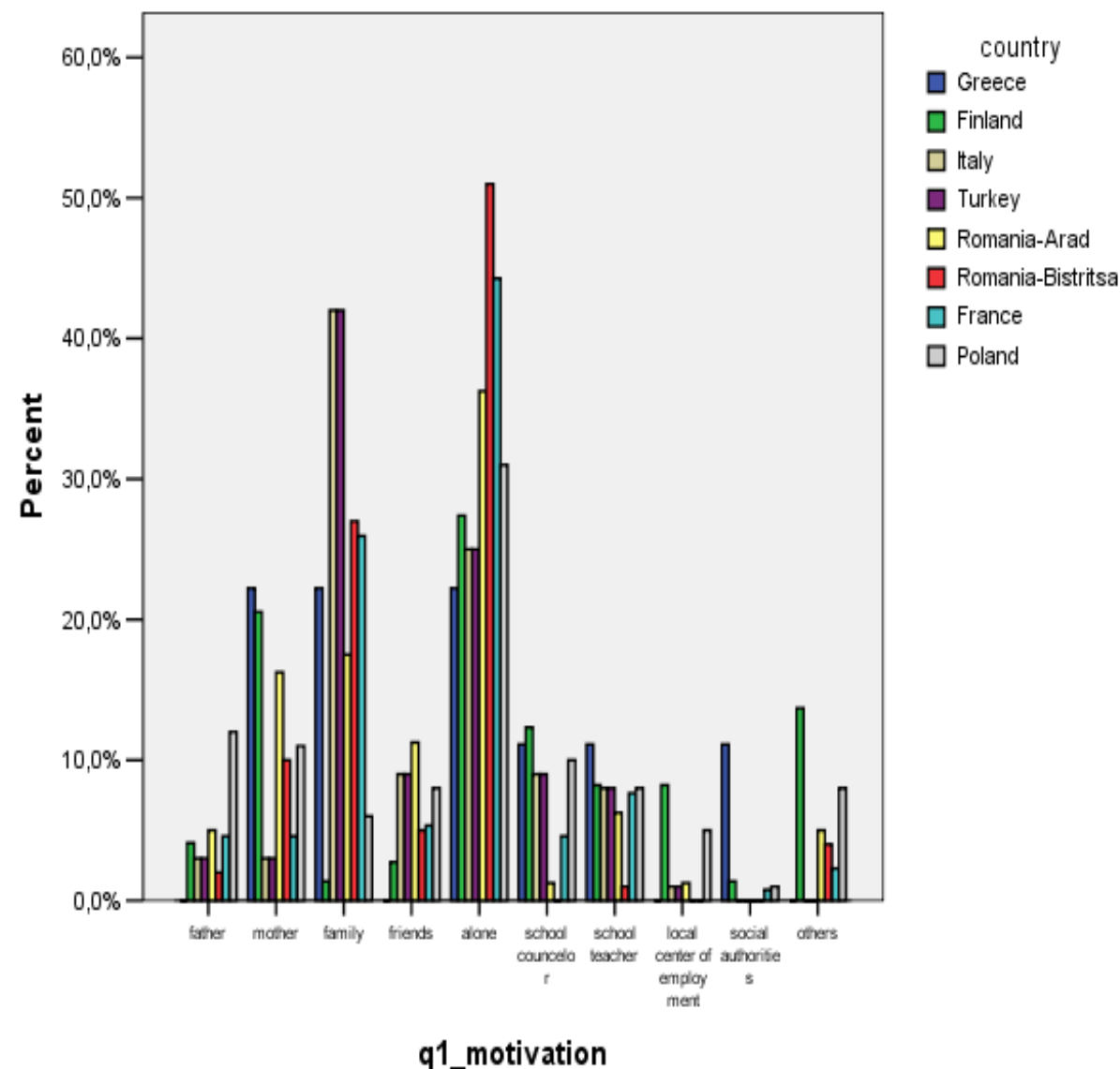
QUESTION DESCRIPTION

The question wants to figure out who helped the students in the choice of their training, stressing out the influence of parents, family, friends, guidance operators and counsellors, projects or if the choice was made by their selves.

OBJECTIVE

The objective is to understand the influences of the different persons who live and work in daily contact with the students, including their peer group and the guidance operators, in their training career choice.

 <p>q1_motivation</p>	 <p>q1_motivation</p>
<p>The results underline as the more important help provided to the students the family support (26.5%). The majority of the students decide alone (33.5%). The parents influence the choice of the students at 12.8%; the mother help in the choice is assessed at 8.3%, while the father role is only 4.5%. The friends help the students in the 7.3% of the cases, the school counselor at 6.8%, the school teachers at 6.9%. The local centre of employment (1.9%) and the social authorities (0,5%) are quite absent in terms of help and support to the students in their professional career choice. The 3.7% of the students refer to guidance projects and other types of helps.</p>	<p>The operators indicate as a major influence in the training choice of their students the support of the families (51.6%), friends (12.5%), school teachers (10.9%). The 7.8% think the students decided alone their training or with the support of guidance counsellors. The help provided by the local authorities is assessed at 1.6%. The same percentage does not know the answer. The 6.3% indicated other supports received by the students.</p>
<p>The most important source of help in choosing their profile, outlined by the students was their own person, whereas the trainers stated that they believe the most important source of help for their students in choosing their profile was their family. This shows that the students perceive themselves as being capable of choosing by themselves, while their family as a source of help comes only afterwards. The role of the guidance counsellor was perceived by both students and trainers a minor factor in helping the students choose their profile.</p>	



The results show that in Romania (both Bistrita and Arad) as well as in Finland, France and Poland, the choice regarding the vocational profile belongs to the students alone, while in Turkey and Italy the students were influenced by their families to make this choice.

In Greece, Romania and Turkey, the majority of the trainers think that the students were helped in making their future career choices by their families, while in Italy and Poland, trainers think that the help came from friends, or in France from school teachers.

Greece: Students and teachers agreed that the students were helped to choose their training from their basically families and from the school (teachers and counselor).

Finland: The most popular answer among the students was "alone". In contrary, none of the trainers believed that the students have done their choices alone. The trainers thought that it is usually the family or the counsellor or the social authorities who helped their students.

Italy: The students outlined as the most important source of help for the choice of their training the family help, and also their own beliefs. The trainers stated the students' friends help as the most important factor of choice for their students, while family was assessed as a second factor of influence.

Turkey: Both the students and trainers think that the students were influenced by their family about the career choice.

Romania – Arad: the main difference between students and trainers is that students think their career choice was influenced by the fact that they choose alone, while trainers think that the students' families helped them choose.

Romania – Bistritza: the results show that students' answers differ quite strongly from trainers' options, the conclusion is that they do not know each other very well, trainers do not know a lot about students' past, about their families or decisions. Students think their career choice was influenced by themselves, while trainers think that the students' families helped them.

France: 44 % of the students and apprentices say that the most important help for guidance is themselves ! 26 % say they have been helped by the family. We can notice a difference between girls and boys answers: 14 % of the girls and 37% of the boys say that they have had this help from the family.

Poland: The most popular answer among the students was "alone" –31%. In contrary, few trainers believed that the students have done their choices alone. The trainers thought that it is usually friends or the family or the school counsellor who helped their students.

QUESTION NUMBER 2 for students

2 - How do you assess or evaluate the activities of the guidance counselor?
Not useful Useful

1	2	3	4	5	n.a.
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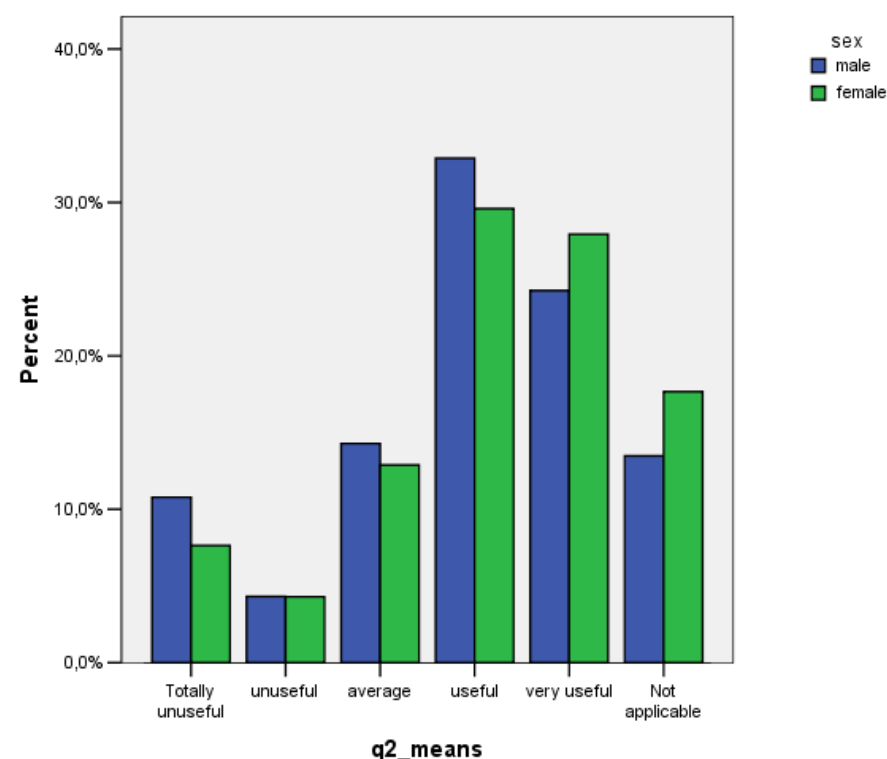
DESCRIPTION OF THE QUESTION

Question number two tries to reveal whether the students and trainers find useful or not the activity of guidance counsellor, how they evaluate or asses this activity in school. they have a wide range of answers from negative to positive - from *totally unuseful*, to *unuseful*, *average*, *useful*, *very useful* and *not applicable*.

OBJECTIVE

The aim of this question is to understand and observe the relationship between students and the guidance counsellor in school, to see if they have already had some guiding activities and if these activities were efficient and pleasant for the students, to see if students and trainers consider the meetings and the advice received useful or not for their career.

ANSWER



The results reveal that a great number of students (57.3%) consider as positive the activity of the guidance counsellor, of which 26.1% very useful and 31% useful; a smaller percent of 9,1% of the students think this activity is *totally unuseful* or *unuseful* (4.3%). 13.5% of them consider the activity of the counsellor as on the average level. For 15.8% of them this question is *not applicable*, they do not know about the activity of guidance counsellor.

From totally unuseful to useful, we can notice a majority of male students.

Is it because female students are more satisfied of the answers they obtained ? Why ? Is ther a different level of satisfaction between males and females?

Anyway, considering the number of non available answers the differences between the answers is not very much significant.

While a very small percentage of the trainers think the activity of the guidance counsellor is unuseful (1,6%), the students are more distrustful, having a negative opinion 13.4% of them. 29.7% of the trainers consider the guidance activity in school as on the *average* level and the students again are in a less percentage of only 13.5%. Still, a great number of students (57.3%) and of trainers (68.3%) consider as positive the activity of the guidance counsellor - *useful and very useful*. For 15.8% of the students this question is *not applicable* while the trainers have not chosen this option.

The students have a more negative point of view perhaps because the pedagogical tem has got a “ classroom approach” instead of students who have a “ personnal approach ?

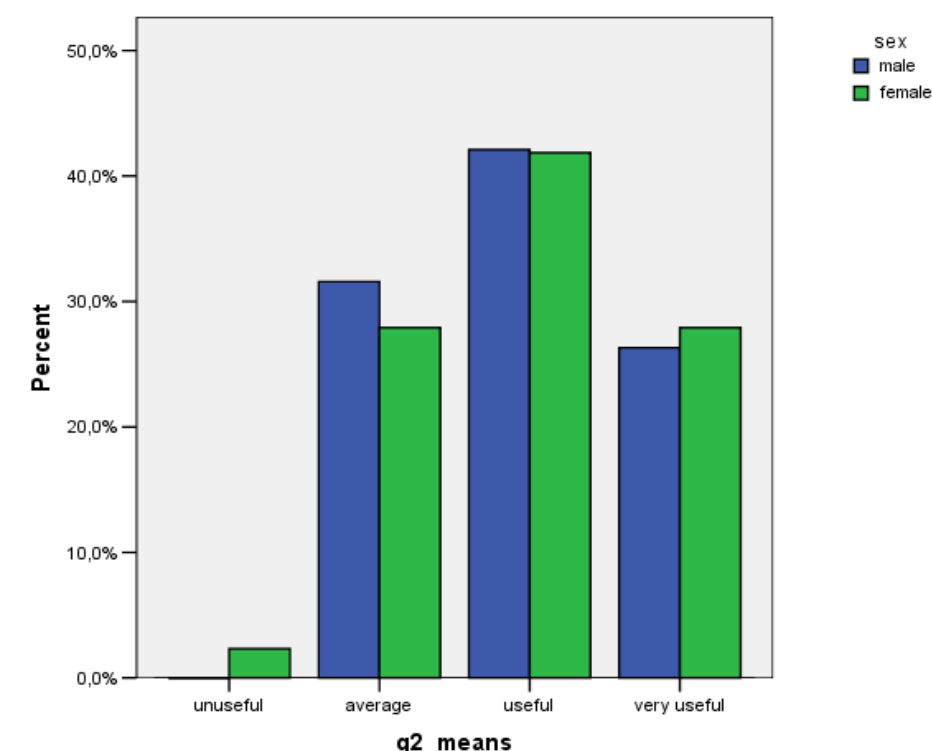
No significant differences between males and females answers.

All the trainers answered and 12 à 15 % of students don't answer. (non available)

QUESTION NUMBER 2 for trainers

2 - How do you assess or evaluate the activities of guidance in your school?
Not useful Useful

1	2	3	4	5	n.a.
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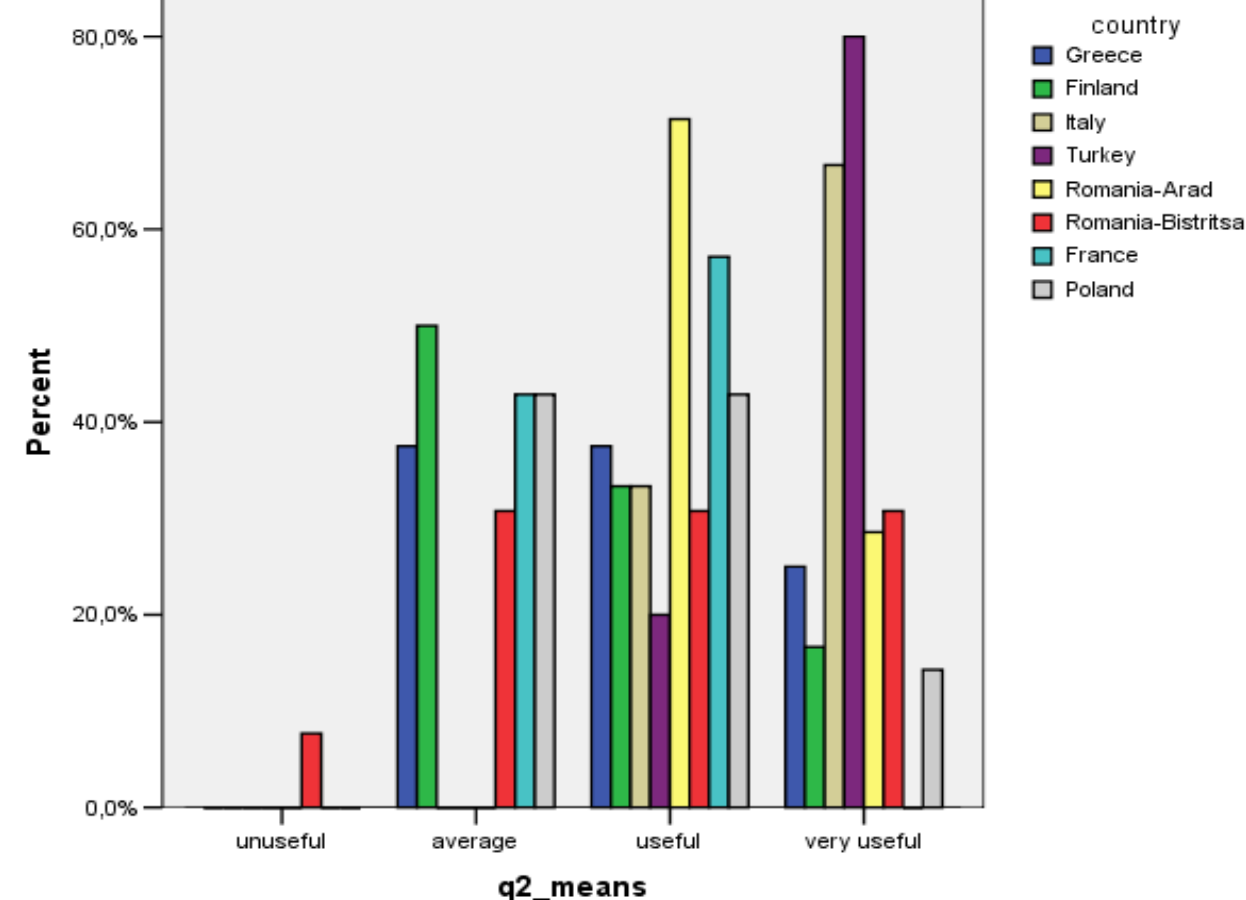
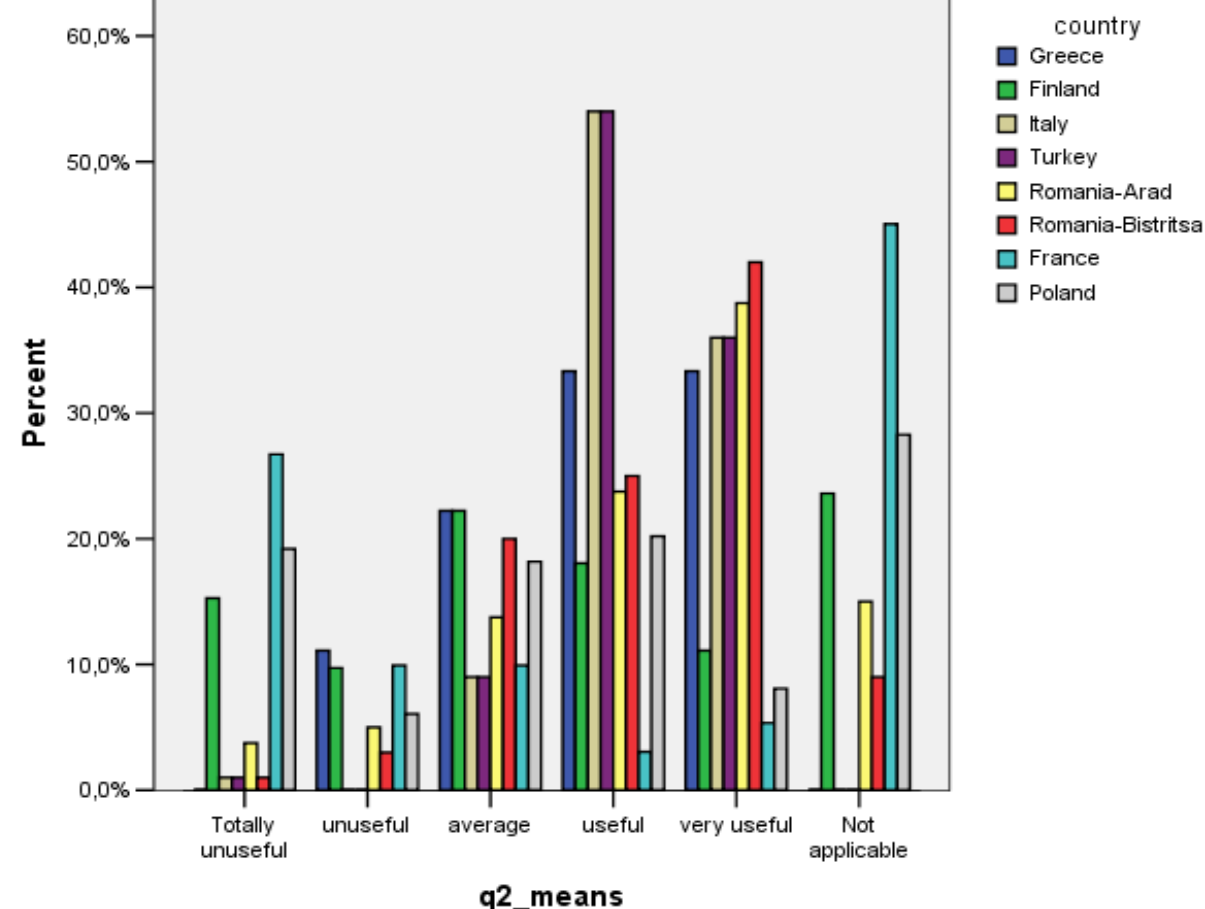


The results reveal that a great number of trainers (68.3%) consider as positive the activity of the guidance counsellor, of which 26.6% think this activity is *very useful* and 40.6% *useful*; a very small percent (1.6%) of the trainers think this activity is *unuseful* while 29.7% of them consider the guidance activity in school as on the *average* level.

Male and females trainers think that the activities of the guidance counsellor is useful for more than 40 %.

No male trainers think that it is unuseful.

We can wonder about the answers “average”: between 25 et 30 %: the pedagogical team is conscious of the non answers they provide to the students? That there is a progress margin? The pedagogical team hasn't got answers to their own questions? Or they don't agree with the counsellor answers ? No significant answers between males and females trainers.



The students from Finland, France and Poland consider, in a percentage of about 15% , the activity of the guidance counsellor as negative – totally *unuseful and unuseful*; while Romania Arad and Bistrita, Turkey and Greece think it is unuseful in a small percentage. On the average level, the country are more similar, between 10 and 20%, while the difference are more visible in *useful* and *very useful* answers. Turkey and Italy are the same with about 55% of the students considering the activity useful, then Greece with more than 30%, Finland, Arad, Bistrita and Poland are around 20% and France with only 5%. The situation is changed with the other option - *very useful*, there are five partners – Greece, Italy, Bistrita, Arad and Turkey with more than 30% (Bistrita more than 40%) while Finland, France and Poland are about 10% or less. For about 45% of French students the question is not applicable; for Finland, Arad, Bistrita an Poland, between 10-30% of the students think it is not applicable, while no student from Greece, Italy or Turkey chose this option.

Only the trainers from Bistrita – Romania consider unuseful the activity of the guidance counsellor in a percentage of about 10%. Moreover, Bistrita again together with Greece, Finland, France and Poland think as average the influence of guiding activities in school in percentages from 30 – 50%– that is, it's still a negative outcome. But most of the trainers from all eight partners consider it useful with Arad on top (70%), France (50%), the others having between 30-40% except Turkey which has less- only 20% of Turkish trainers think this activity is useful; but only because most of them (80%) consider it very useful, so for Turkey this activity seems to be very positive. Also for Italy it is only positive – *useful more than 30% and very useful almost 70%* - .The rest of the countries had less percentages for *very useful* - 20-30% - apart from France which had no answer for this option.

Greece: Both students and staff agreed that the activities of the guidance counsellor are between average and useful.

Finland: All the trainers considered the activities of the guidance counsellor as average or useful, while 25 % of the students considered them as useful or totally useful!

Italy: The 90% of the students consider the activity of the guidance operator useful (54% useful and 36% very useful), while only the 1% considers the activity totally useless. The trainers have the same evaluation of the students.

Turkey: Students think it is useful; the trainers think it is very useful.

Romania – Arad: Both students and teachers mainly think that guidance activities of the school counselor are very useful and useful.

Romania – Bistritsa: trainers are not used to having guiding activities, they are more distrustful, students feel this need of being guided and helped but they perceive this process as incomplete or unsatisfying, still trusting its efficiency and improvement. Still, students' and trainers' answers are not very different, about sixty percent of them consider the activity of guidance counsellor useful and very useful.

France: 45 % of the students don't answer. More than 25 % say that it is totally unuseful. Many students meet others referent people (class teacher, technical teacher ...) . There is a lack of readability of the presence of guidance counsellor . There is a lack of specific training and skills of the guidance counsellor. Many changement s of guidance counsellors among the different years.

For the teacher the activities of the guidanc e counsellor are usefull for 55 % and average for 42%; Conscious of the failings of the system.

On the school the guidance activity is on many "heads".

Poland: 20% of students say they are useful, 18% - totally unuseful and average, 8% say – very useful and 6 say – unuseful. Trainers – 43% - average and useful, 14% - very useful.

QUESTION NUMBER 3 for students

3 - Do you think that your present training is better for?

- a. boys
- b. girls
- c. both

QUESTION DESCRIPTION

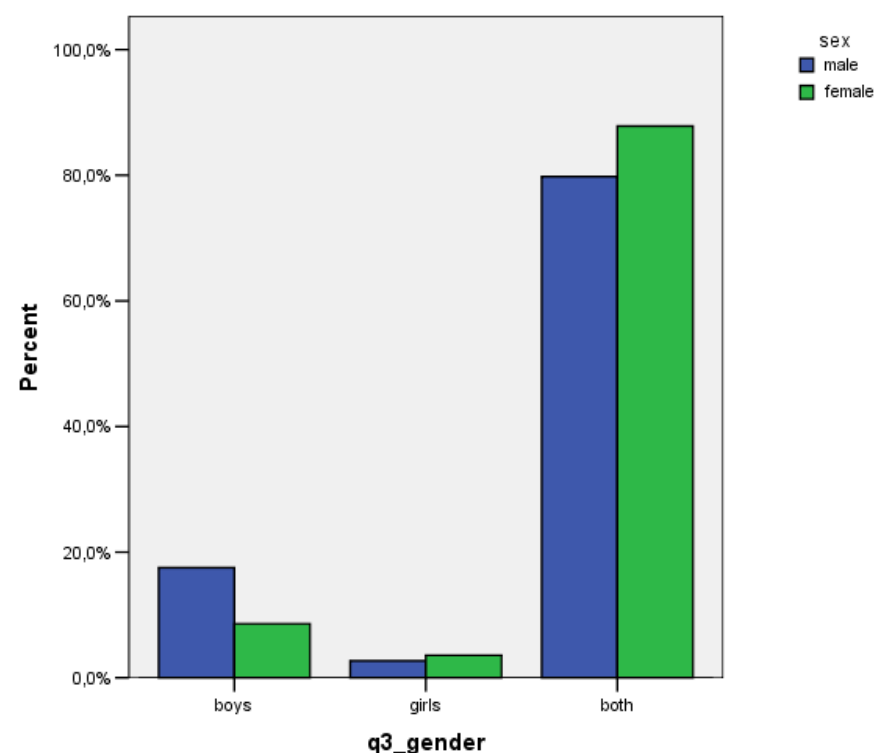
The question number 3 wants to find out if the students think that the training they are following and if the trainers think that the training their pupils are following is better for boys or girls or both of them.

OBJECTIVE

The aim of the question is to have a representation of the feeling of girls and boys concerning the training they are following. That representation can give a picture of how they live this present training. Do they have difficulties because they are girls or boys? Or do they feel fine?

The aim of the question is to have a representation of the feeling of the women and men of the pedagogical team concerning the training their students are following. That representation can give a picture of how they think their students are living the present training. Do they think that students have or not difficulties because they are girls or boys?

ANSWER



For the whole partnership, the large majority of the students think that the training they are following is for both girls and boys (84 %). However, we can notice that there is a significant difference between girls and boys answers: 87,8 % for the girls and 79,8 % for the boys (+ 8% for the girls) .

3 % of the students think that the training they are following is better for girls.

12,8 % of the students think that the training they are following is better for boys: The boys twice more than girls: :17, 5 % for the boys and 8, 6 % for the girls.

To understand better these results, we should have to cross these data with the subjects and professional sectors taught in each school.

The trainers think more than the pupils that the training is better for “both” girls and boys: 93.75 % for the trainers and 84 % for the pupils . By this analysis, the pupils seem to have a more “sexed representation” of the training they are following than trainers.

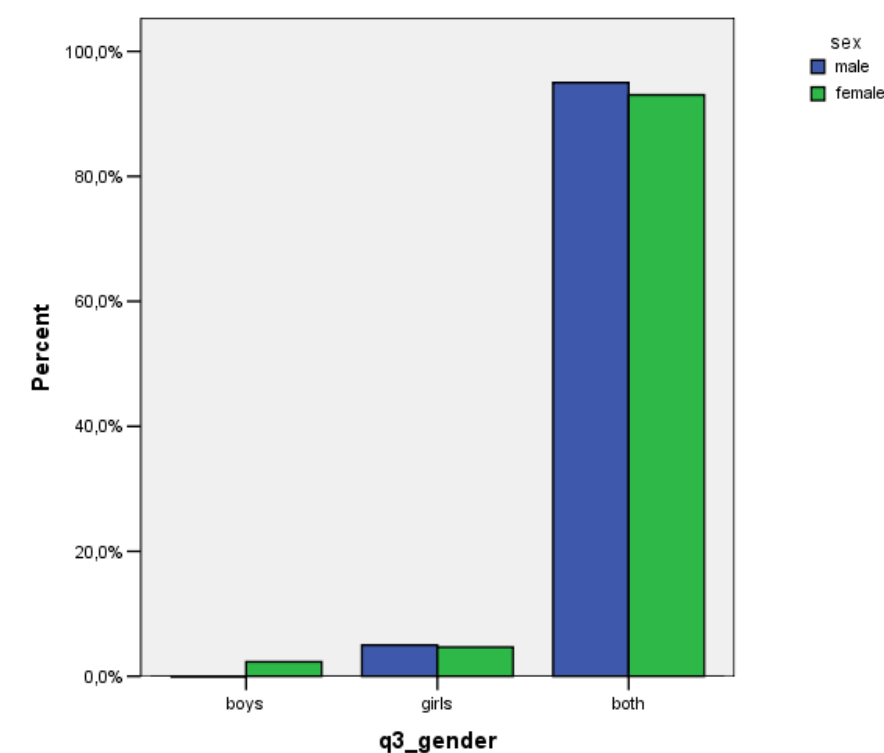
Concerning the answer “ better for boys” : The male students are the target group who seem to have the highest level of this “sexed representation” of the training : 17,52 % for the boys against 8,59 % for the students girls, 2,33 % of the female trainers and 0% of the male trainers choose this answer.

There are little differences between pupils and trainers answers concerning the answer “better for girls”: 2, 7 % for the male students, 3.58% for the female students, 4,65 % for female trainers and 5 % for the male trainers. (Twice more for the male trainers than for the male students).

QUESTION NUMBER 3 for trainers

3 - Do you think that the present training of your students is better for?

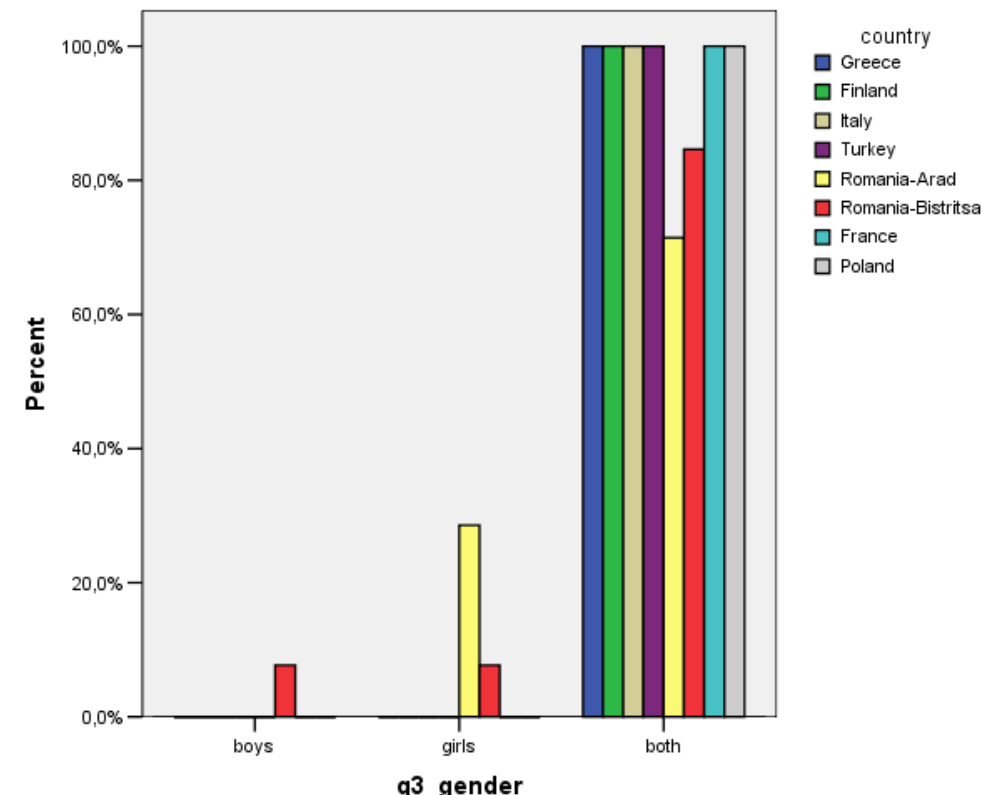
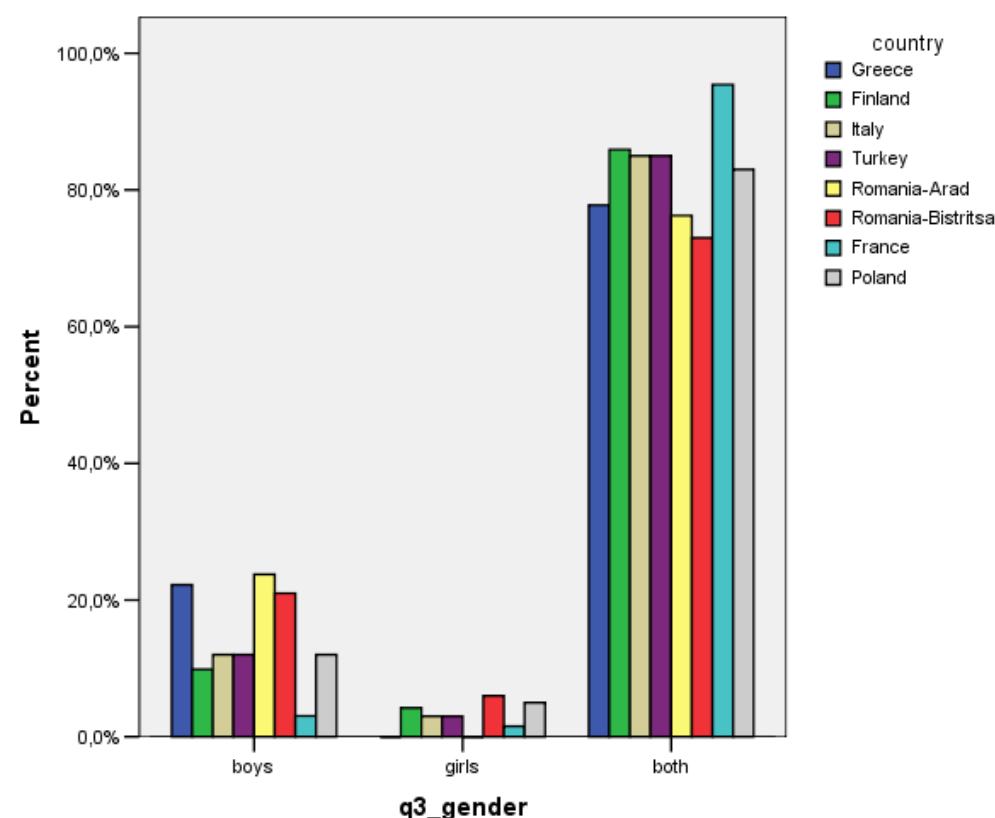
- a. boys
- b. girls
- c. both



For the whole partnership, the very large majority of the trainers (93, 75 %) think that the training their students are following is for “both” girls and boys. There is no significant difference between the men and women answers.

4, 69% of the trainers answer that the training is better for girls. No significant difference between men and women answers.

1, 56 % of the trainers answer that the training is better for boys (2, 33 % of the women and 0 % of the men).



As for this question we can see a relative homogeneity belong countries for the 3 possible answers of the students : boys, girls and both. However we can notice within each answer some significant differences
For all the countries the students think that the training they are following is better for boys (little level France, high level for Greece, Arad and Bistrita
For the answer “both”, France is at the higher level (about 90 %) Finland, Italy, Turkey and Poland (more than 80 %) and Greece Arad and Bistrita (around 75%) For this answer “both”, the 2 partners of Romania have similar results.
For the answer “both” we can observe differences between the countries for the girls and boys answers (deviation from 13 % to 40 %) : For example : Italy (75,9 % of boys and 95,6% of girls), Greece (60% of boys and 100% of girls), Finland (80,5 % of boys and 93 % of girls), Poland (76,5 % of boys and 89,8 % of girls), Bistrita (52,3 % of boys and 89,3 % of girls) and the complete opposite for Arad (87,5 % of boys and 75 % of girls). No significant difference for France.

All the trainers of Greece, Finland, Italy, Turkey, France and Poland think that the training their students are following is better for “both” of the students girls and boys.
Arad and Bistrita the two Romanian partners have a more “sexed” representation of the training: more than 25 % of the trainers in Arad think that the training is better for girls (we must remember that the trainings are specialised in textile) and about 7 % of the trainers of Bistrita think that the training is better for boys and about 7 % think that the training is better for girls.

Greece: They both believe that the present training is better for both boys and girls.
Finland: All the trainers said that the training is better for both the girls and the boys. This was also the opinion of the majority of the students (more than 80 %).
Italy: The trainers think more than pupils that the training is better for “both” girls and boys: 100 % for the trainers and 85 % for the pupils. By this analysis, trainers and students do not seem to have a “sexed representation” of the trainings.
Turkey: More than 80% of the students think that their training is better for “both” girls and boys. 100 % of the trainer think that the training is better for both.
Romania – Arad: Students and teachers think that their present tarinings are fit for both girls and boys alike.
Romania – Bistriza: large percent of students and trainers think the same, that their present training is for both boys and girls. Still some of the students and of the trainers said only for boys or only for girls.
France: 95% of the students think that the training they are following is better for “both” girls and boys. No significant difference between girls and boys answers. 3% of the students think the training is better for boys . 2% of the female students and 1% of the male students think that the training is better for girls.
100 % of the trainer think that the training is better for both.
Poland: Majority of students-85%- say the training they follow is suitable for both sexes. others think it is more suitable for girls or for boys. All the trainers say it is suitable for both sexes.

QUESTION NUMBER 4 for students

4 - Did you receive enough information for your choice?

No			Yes		
1	2	3	4	5	n.a.

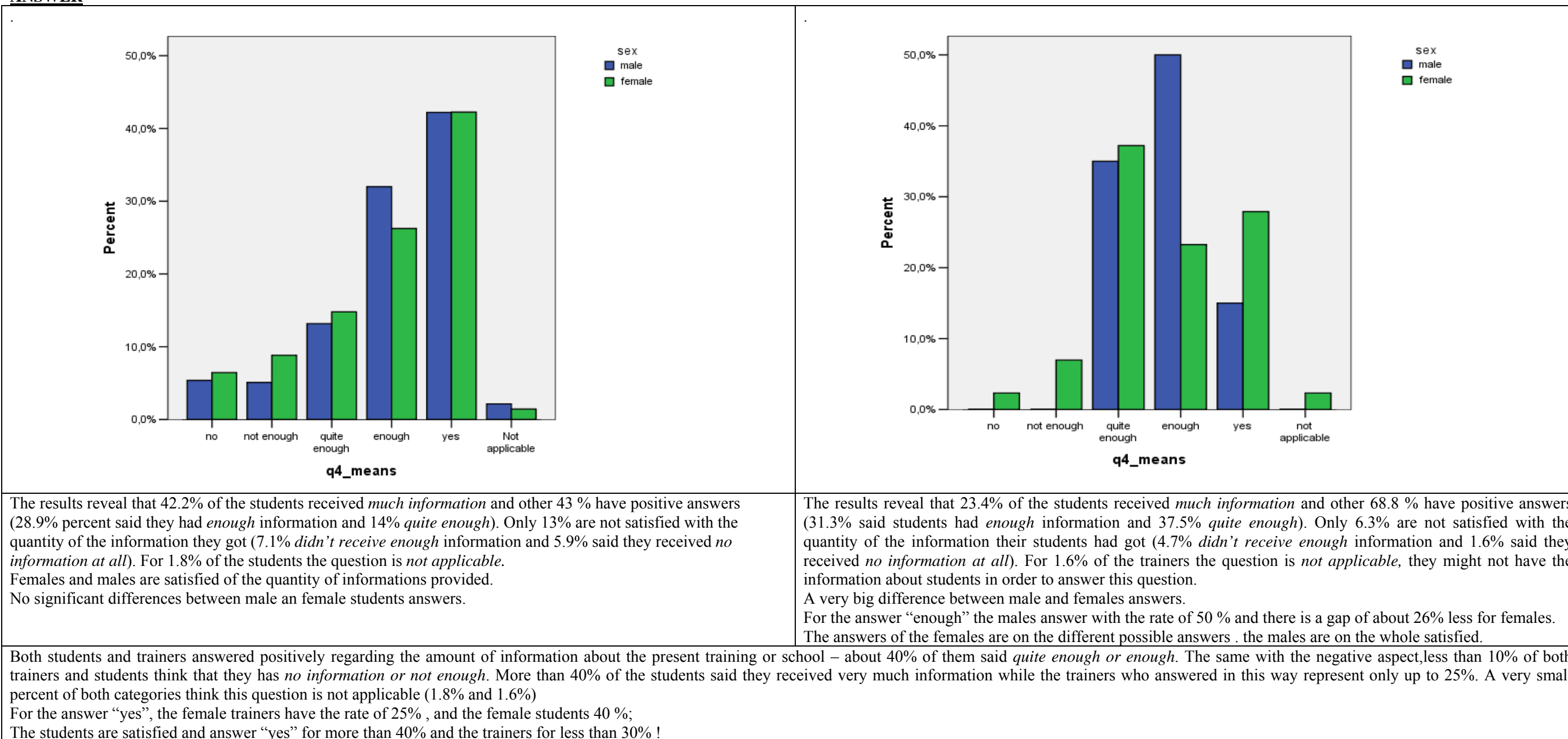
DESCRIPTION OF THE QUESTION

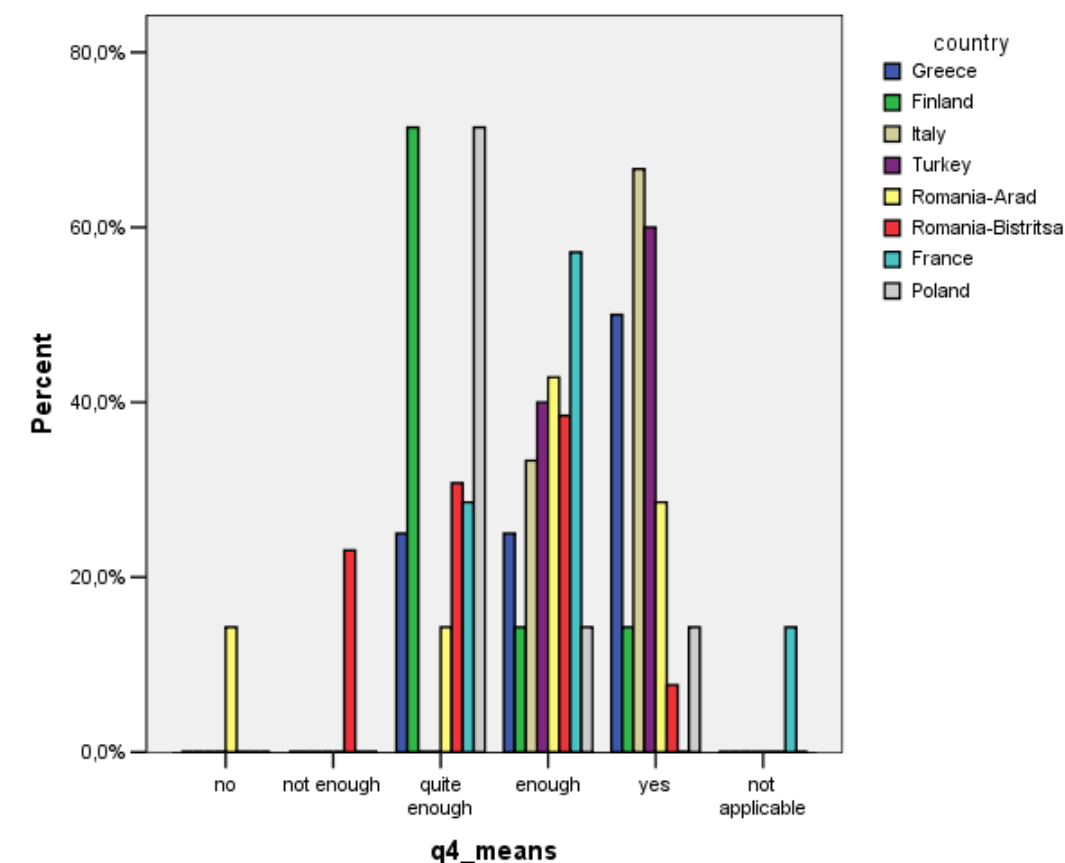
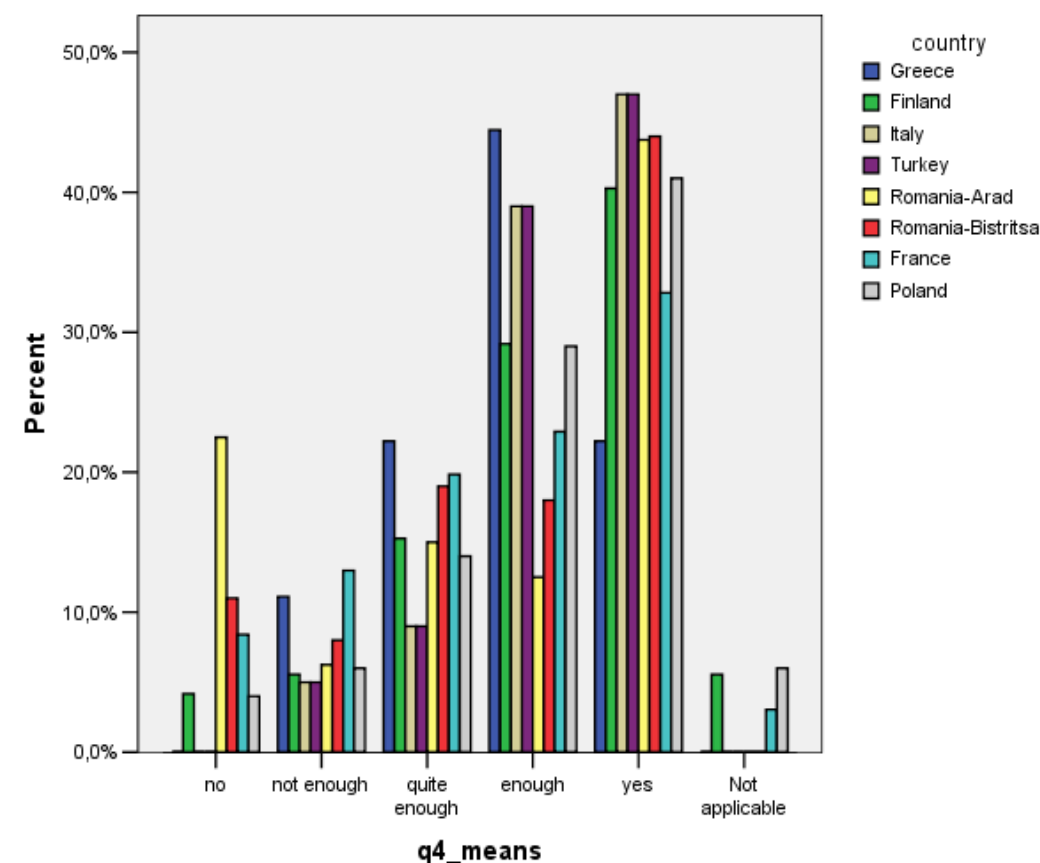
Question number 4 wants to find out if students have received enough information for the choice of their present school and training. This information could have been provided by former teachers/school, educational fares, brochures, visits in schools, etc. The answers are from *no information at all*, *to not enough*, *quite enough*, *enough*, and *yes* – a lot of information received.

OBJECTIVE

The aim of this question is to understand if students had the opportunity to get the information they need when choosing a future training and how much information they received as a support for their choice. There are students who had some information about the school/training they were going to choose but also some students who accidentally made their choice, without knowing anything or too little about their future qualification.

ANSWER





Students from Arad answered in a greater number (more than 20%) they had no information, unlike other partners – Poland, France, Finland and Bistrita Romania- where the percentage is under 10%, or Italy and Turkey where no students gave this answer. Students from all countries who didn't have enough information for training are at about 10% or under. Positive answers like *quite enough* show that Greece, Bistrita and France are at about 20%, Poland, Arad and Finland at 15% and Turkey or Italy at 10%. Answers like *enough* and *yes*, a lot of information bring Italy and Turkey on top with more than 40%. The other partners as well had good percentage of positive answers, between 30 and 40%, the average of enough and very much information answers. Only for three countries – Finland, France and Poland, in a small percent of about 5% this question is not applicable.

Only trainers from Romania answered negatively: Arad – more than 15% said *no* guidance at all, and Bistrita – where about 25% of the trainers answered *not enough*. About 70% of the trainers from Finland and Poland said *quite enough* while in Bistrita, Arad, Greece and France only 15-30% chose this answer. Italy and Turkey have no negative opinion about previous guiding activities, they only said *enough* – almost 40% of the trainers and *yes*, *very much* guidance – about 60% of them. The other partners also have positive opinions on this question, Arad and Bistrita about 40% said *enough*, France almost 60%, Greece about 25% and Finland with Poland have only 15% this answer. Greece also has 50% of the trainers who think students had very much guidance, while Arad has only 30%, Finland and Poland about 15% and Bistrita has the less – under 10%. This question was not applicable only for about 15% of the trainers from France. Thus, Turkey and Italy have the most trust in guiding activities, followed by Greece, France, Poland, Arad and Finland and Bistrita.

Greece: Both students and staff agreed that the students receive enough information for their choice.

Finland: The majority of the students said that they had had enough information for their choice. But, about 70% of the teachers answered that they had had “quite Enough”, so that it would have been better if they would have had more.

Italy: Both students and trainers answered positively regarding the amount of information about the present training or school (48% of them said quite enough or enough). Only the 5% of the students is not satisfied with the quantity of information they have got and answered “not enough”. The 47% of the students said they received much information.

Turkey: Most students and trainers said yes.

Romania – Arad: Most of the students received information about their choice, while their teachers' opinions about the level of information of their students are divided between enough information and no information at all.

Romania – Bistrita: students differ from trainers to a small extent in the negative aspect, they had the experience, they know it was not good or not at all, trainers tend to soften the problem. But the difference is even bigger in positive answers, where a great amount of the students said they had previous guidance but trainers are aware of this matter in small percent. The issue is that trainers do not know enough about students or about their previous experiences.

France: is in the average of the answers of the whole partnership. The students are satisfied. There is no answer “yes” of the french teachers! On the answers “enough” and “quite enough” France is at the same level as the male teachers of the partnership! An importance of the answers “non available”! No negative position for the trainers.

Poland: The majority of trainers – say students got quite enough information for their choice and, 14% of trainers say - enough and yes respectively. 41% of Students' say yes, 29 – enough, 14% say quite enough, but 6% say not enough, 4% say they didn't get any information and 6% marked not applicable.

QUESTION NUMBER 5 for students

5 - Do you take part in the decision making of your school ?

- A enough
- B quite enough
- C not enough
- D nothing at all

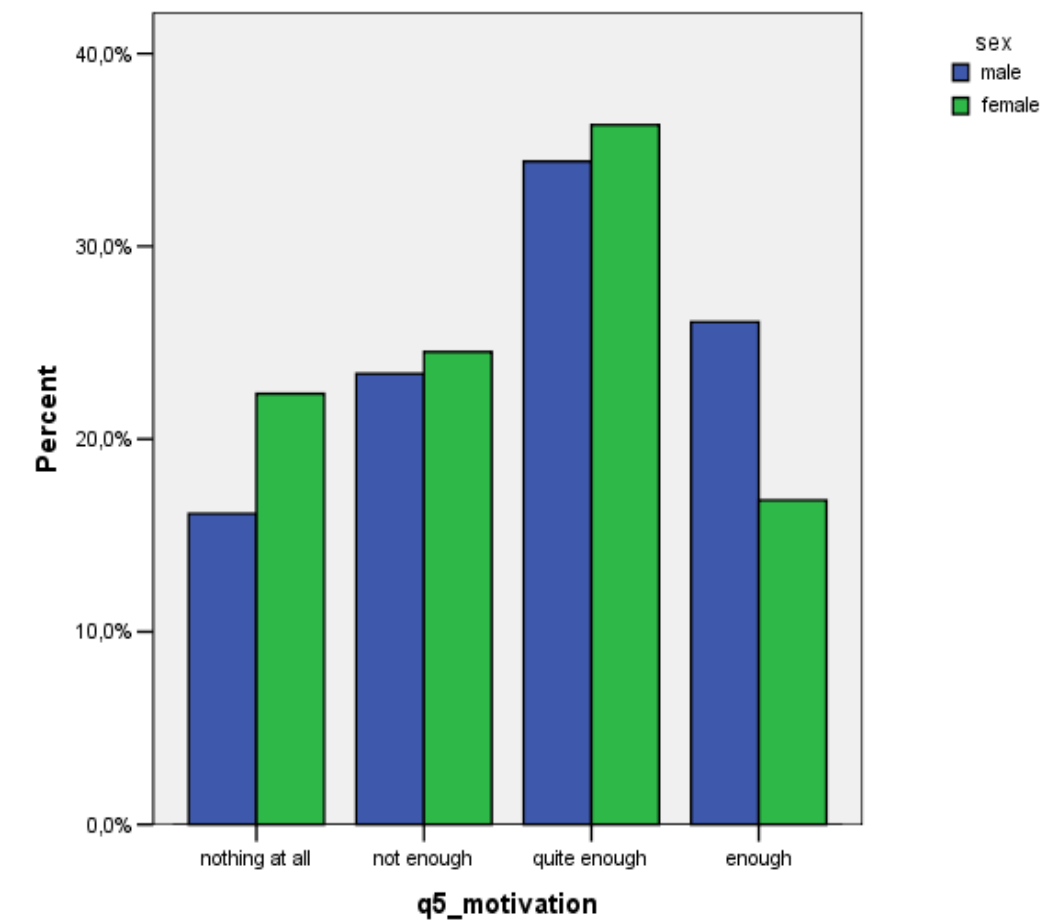
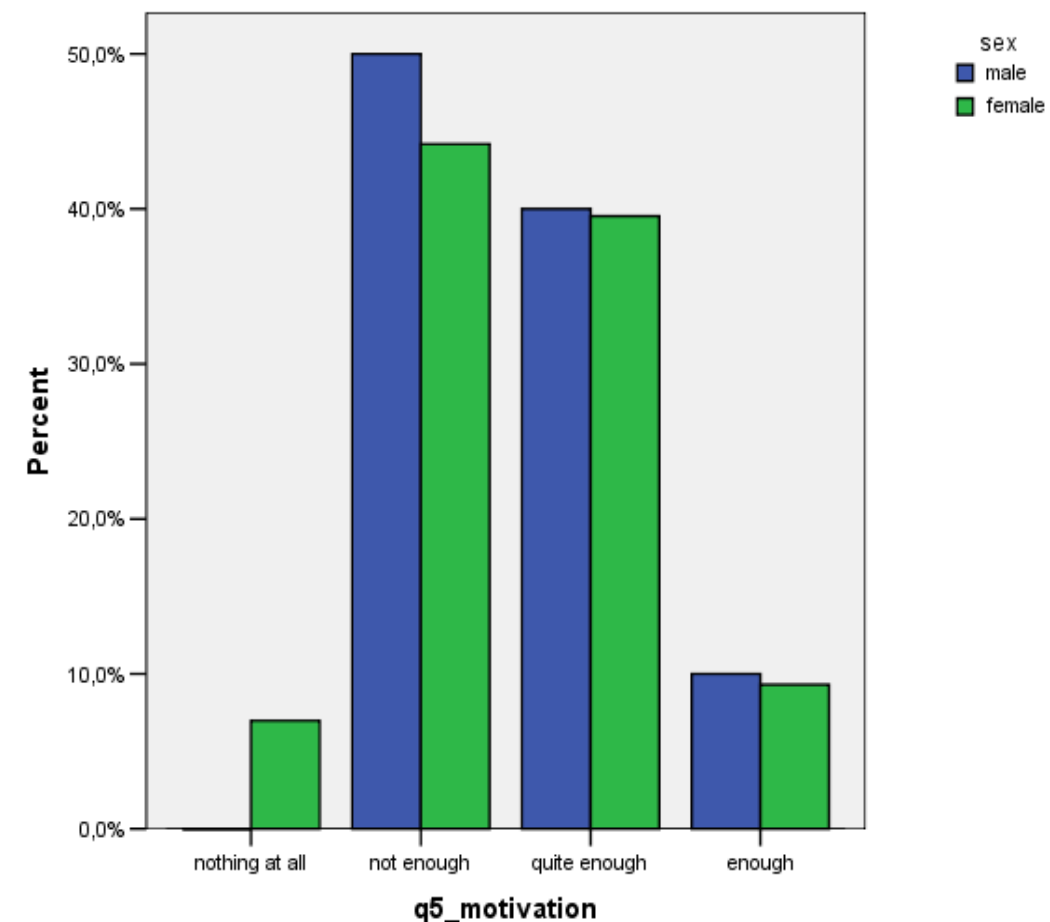
QUESTION DESCRIPTION

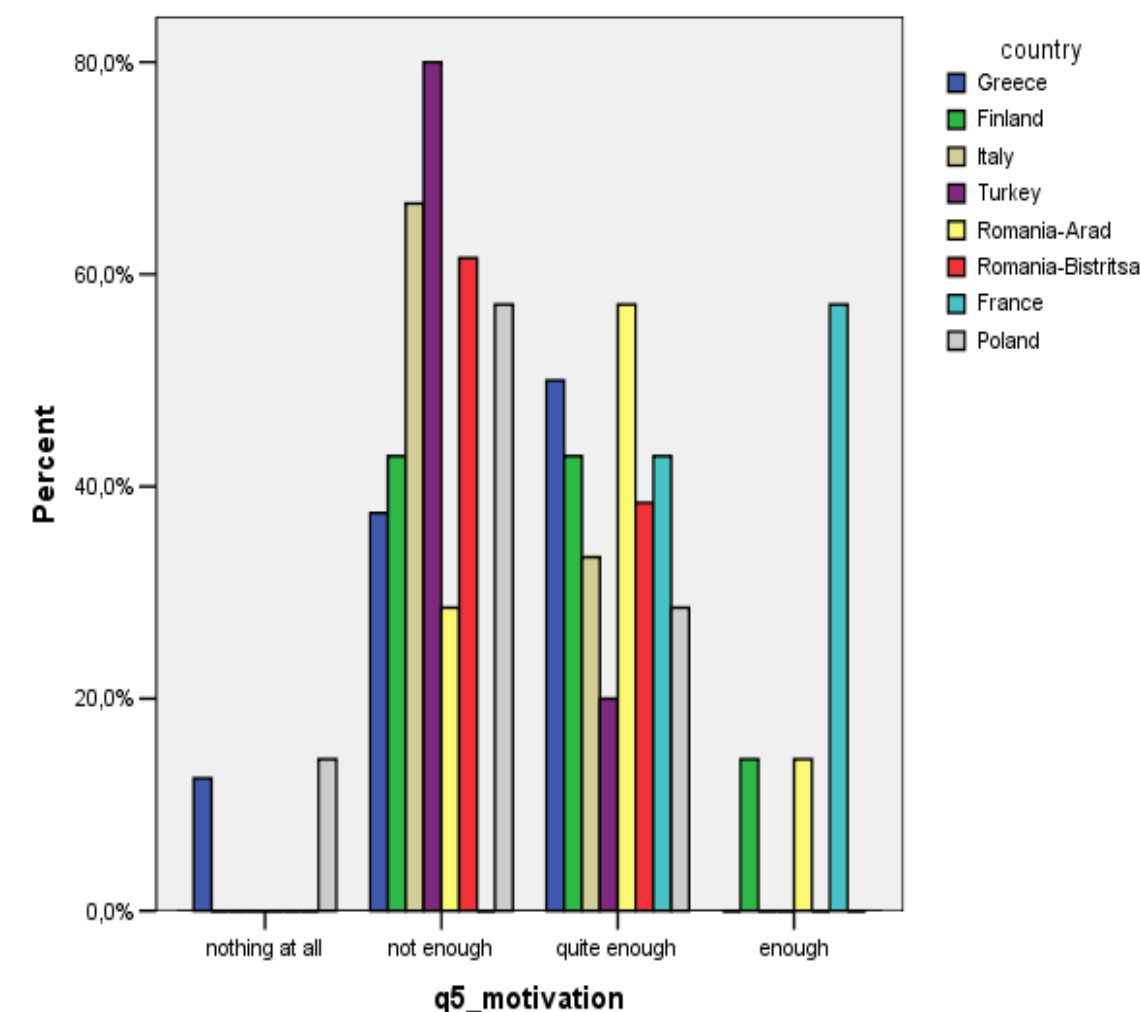
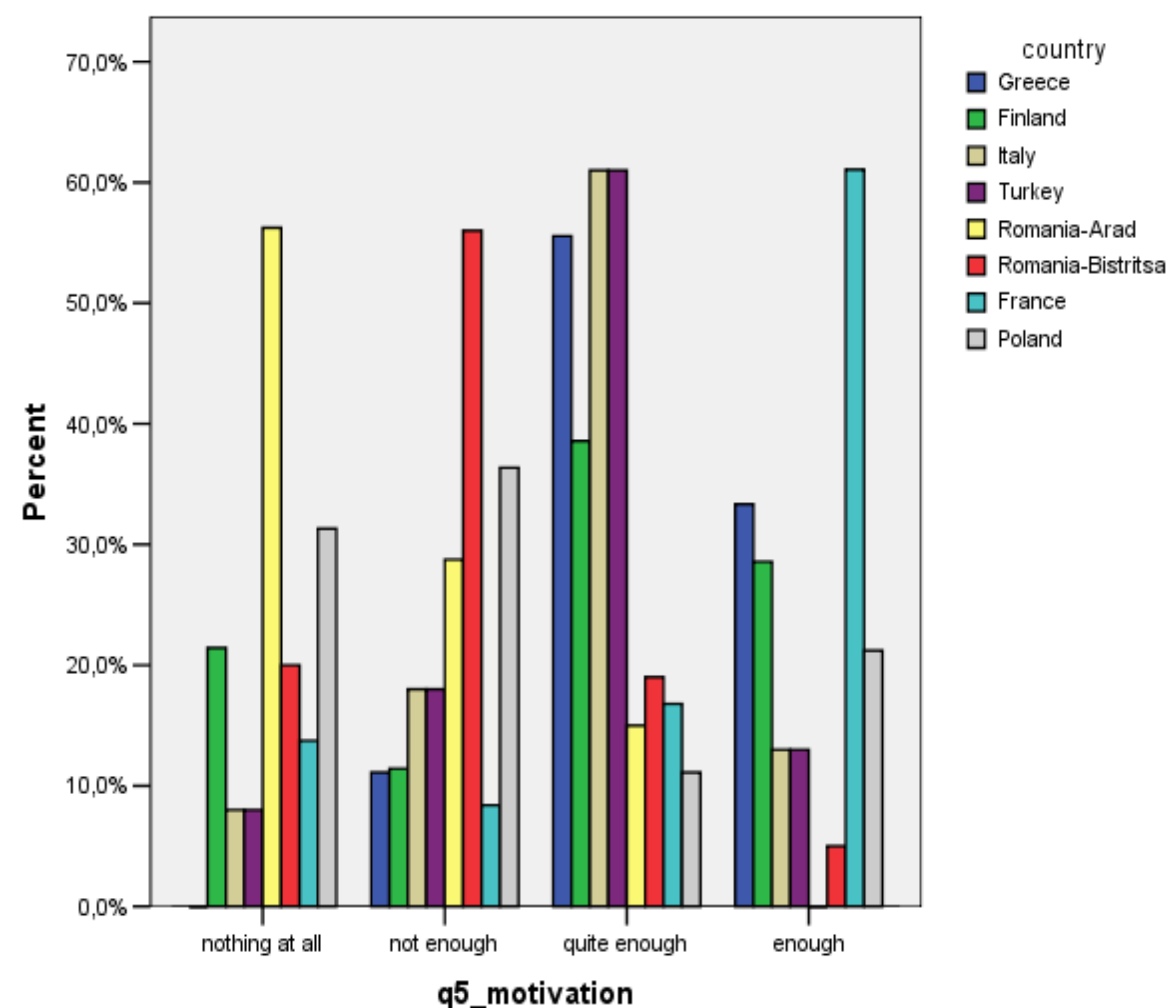
The question analyses the involvement of the students in the decision process of their school.

OBJECTIVE

The objective is to understand if the students feel included in the decisions about the school activities, also in terms of advices about new ideas and activities proposed. The question is important also to figure out how the students understand the school rules and punishments, as well as to state their efficiency.

ANSWER

 <table><tr><th>q5_motivation</th><th>male (%)</th><th>female (%)</th></tr><tr><td>nothing at all</td><td>16,0</td><td>22,2</td></tr><tr><td>not enough</td><td>23,8</td><td>24,6</td></tr><tr><td>quite enough</td><td>34,4</td><td>36,2</td></tr><tr><td>enough</td><td>26,2</td><td>17,0</td></tr></table>	q5_motivation	male (%)	female (%)	nothing at all	16,0	22,2	not enough	23,8	24,6	quite enough	34,4	36,2	enough	26,2	17,0	 <table><tr><th>q5_motivation</th><th>male (%)</th><th>female (%)</th></tr><tr><td>nothing at all</td><td>0,0</td><td>7,0</td></tr><tr><td>not enough</td><td>50,0</td><td>44,0</td></tr><tr><td>quite enough</td><td>40,0</td><td>39,6</td></tr><tr><td>enough</td><td>10,0</td><td>9,4</td></tr></table>	q5_motivation	male (%)	female (%)	nothing at all	0,0	7,0	not enough	50,0	44,0	quite enough	40,0	39,6	enough	10,0	9,4
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<p>The majority of the students feel quite enough considered (35.2%). The answers are balanced between who feel considered (21.2%) and who think to have not been sufficiently involved (23.8%).</p> <p>The 19.3% of the students feel ignored in the school decision process. The majority of the students are involved in the decision processes that influence themselves (56.4% against 43.1%).</p>	<p>The operators denounce the low self-consideration of the students in the decision processes of the school (46.9% “not enough” and 4.7% “nothing at all”), while the 39.1% of the students feel quite enough considered. Only the 9.4% of the students is involved enough.</p>																														
<p>The majority of students consider themselves quite enough involved in the decisions of the school, while the teachers think that the students are not involved enough in this process.</p>																															



In most of the partnership schools, the students state that they are involved quite enough, or enough in the decisions of the school, while in Romania – Bistritsa they feel that they are not enough involved, and in Romania – Arad, they are not involved at all.

The trainers from Turkey, Italy, Poland, Romania feel that their students are not enough involved in the decisions of the school, while those from Greece, Romania – Arad and Finland think that their students are quite enough involved in the decisions of the school.

Greece: The students said that they take part between quite enough and enough in the decision making of their school but the teachers said that it is between not enough and quite enough.

Finland: The answers vary a wide range: a part of the students feel that they do involve in the decision making of their school, part of them states that they do not involve at all. The answers of the trainers vary same way. But, none of the trainers believes that the students do not involve at all, but 20 % of the students say that they do not involve at all.

Italy: The majority of the students perceive themselves considered and quite considered; only the 8% declare to be totally dissatisfied. The trainers think that students are not involved enough in the school's decisional process.

Turkey: When most of the students think it is quite enough, the trainers think it is not enough.

Romania – Arad: Students do not feel involved in the decisions of the school at all, while their trainers think that the students are involved quite enough.

Romania – Bistritsa: most of both students and trainers think they are not involved enough in decision making of the school; the difference comes from the fact that about 20% of the students think they have nothing to say about decisions, that no one listens to them.

France: 61% of the students say that they have taken part in the decision for the choice of the training they are following. Anyway, 34 % of the girls say that they have "nothing at all" or "not enough" taken part in the decision against 11 % for the boys. 46 % of the girls and 75 % of the boys say that they have "enough" taken part in the decision

Poland: Majority of the students say "nothing at all" or "not enough"- 30% and 36% respectively. The answers of the trainers are a bit different 57% say "not enough" and 29 say "quite enough".

QUESTION NUMBER 6 for students

6 - Are you going to change your qualifications?

No			Yes		
1	2	3	4	5	n.a.

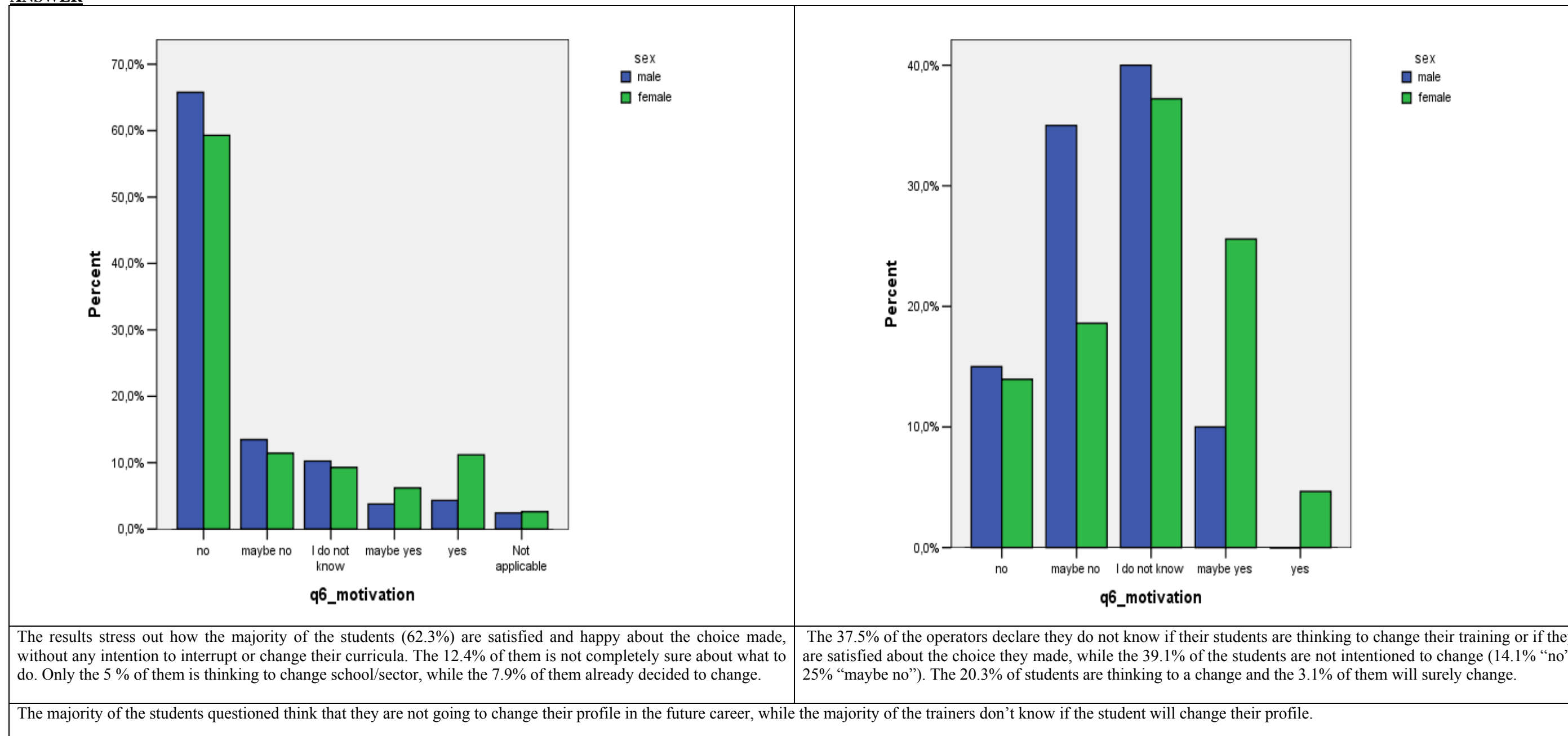
QUESTION DESCRIPTION

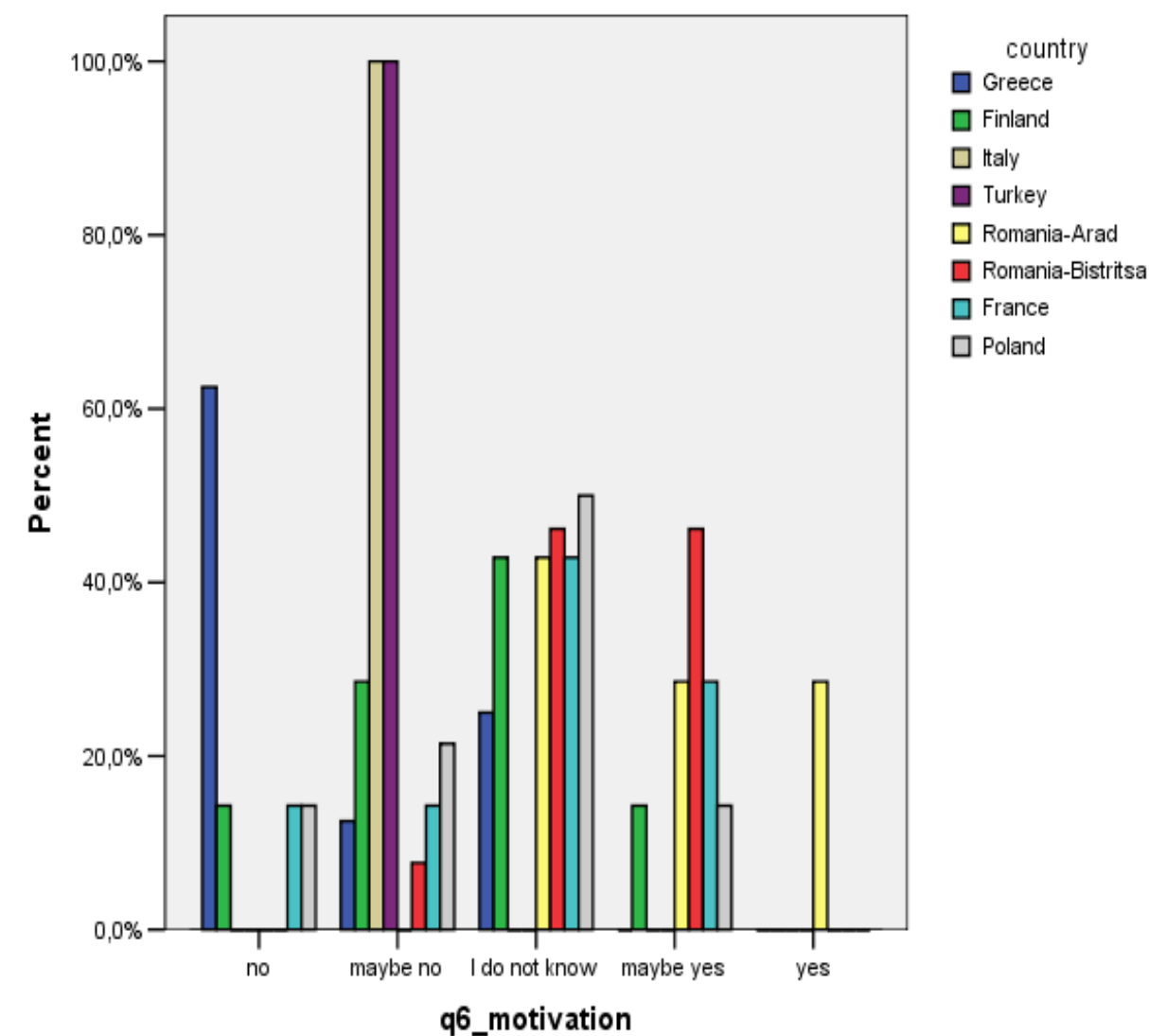
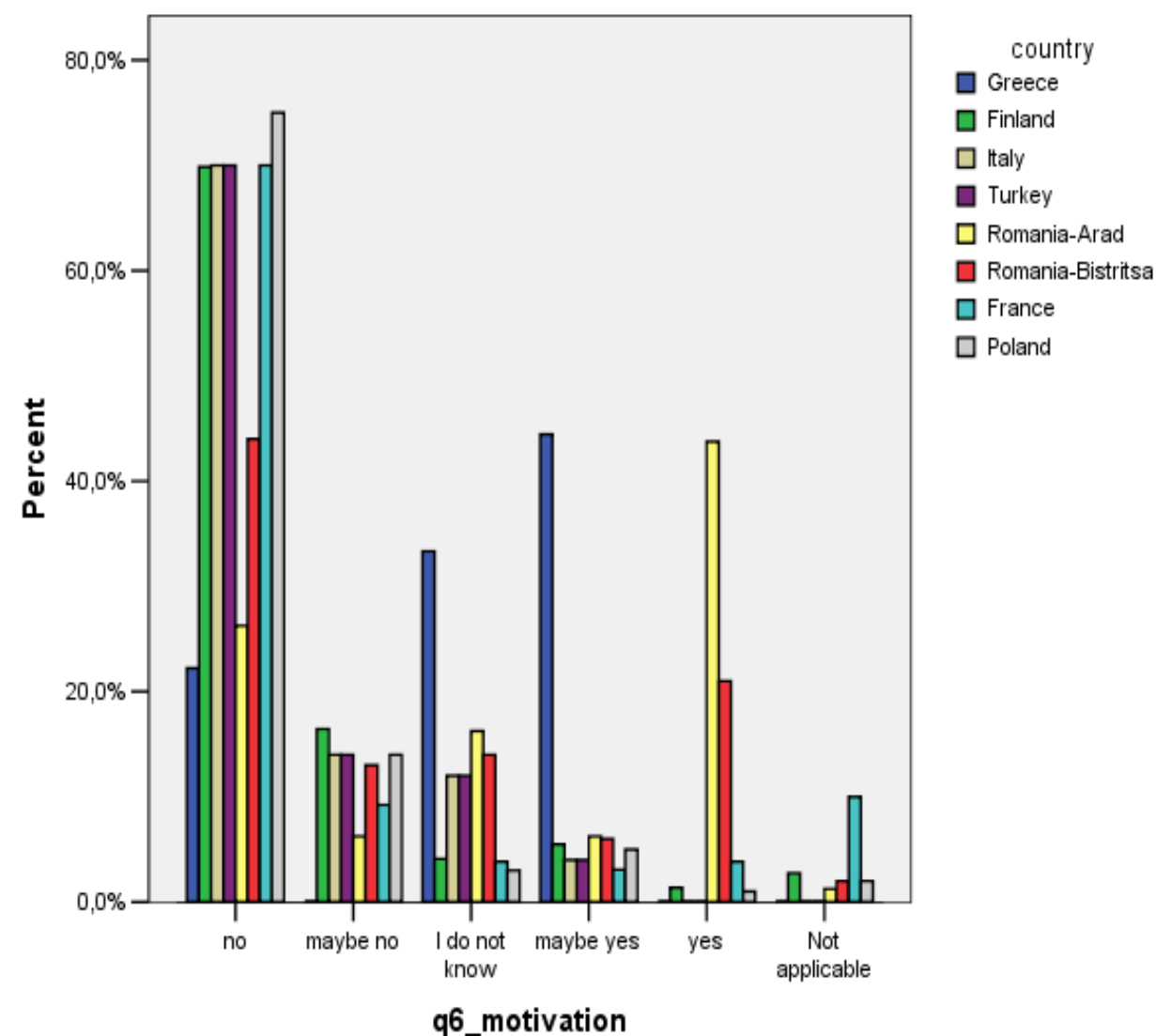
The students are questioned about their intention to change training/school career.

OBJECTIVE

The objective is to analyse if the students are satisfied about their school career or if they are evaluating to change it because it does not match the idea they had at the moment of the choice.

ANSWER





The results stress out that the majority of the students (62.3%) are satisfied and happy about the choice made in most of the partnership countries, while in Romania- Arad, students think that they will change their profile later in life, and in Greece, they think it maybe possible.

In Turkey and Italy, trainers think that there is a slight chance that their students will change their profiles, and in Greece they think the students won't change their profiles, while in the other countries the majority of the trainers don't know what will happen to their students.

Greece: A few students are thinking to change their qualifications but the teachers said that they will not do it.

Finland: The majority of the Finnish students said no. But their trainers were not so sure; many of them thought that the students might, or they were not sure about this.

Italy: The majority of the students think that they are not going to change their training profile. The trainers do not think the student will change their profile

Turkey: When students think it is no, the most of the trainers think it is maybe no.

Romania – Arad: Both students and trainers feel that the students will change their profile.

Romania – Bistritsa: students and trainers gave quite different answers, trainers tend to be uncertain, they made used of “maybe” answers, while a part of the students definitely said “yes” and a greater part said definitely “no”; again trainers seems not to know students’ intentions very well.

France: 70 % of the students say that they don't want to change their qualifications. Anyway 7% answer "may be yes" or "yes"

Poland: The majority of the Polish students said no- 75%. Only 3% say yes. But their trainers were indecisive – 50% say “I do not know” and 14% and 21% say- no and maybe no respectively.

QUESTION NUMBER 7 for students

7 - Do you think that your family drives you to particular occupations, jobs because you are a girl or a boy?

- a. yes
- b. no
- c. I don't know

QUESTION NUMBER 7 for trainers

7 - Do you think that the family of your students drives them to specially occupations, jobs because they are boys or girls?

- a. yes
- b. no
- c. I don't know

QUESTION DESCRIPTION

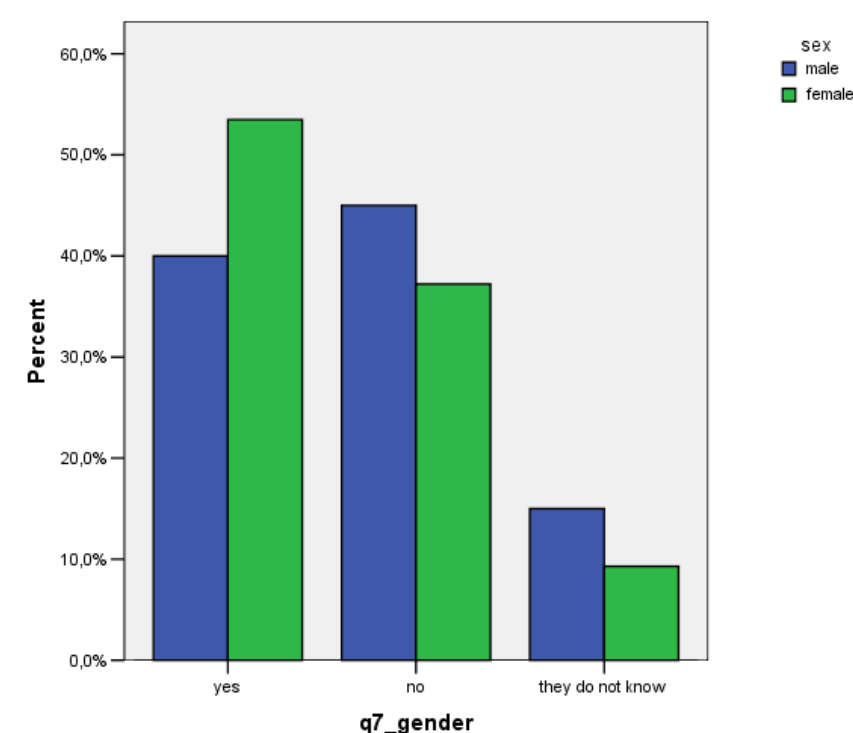
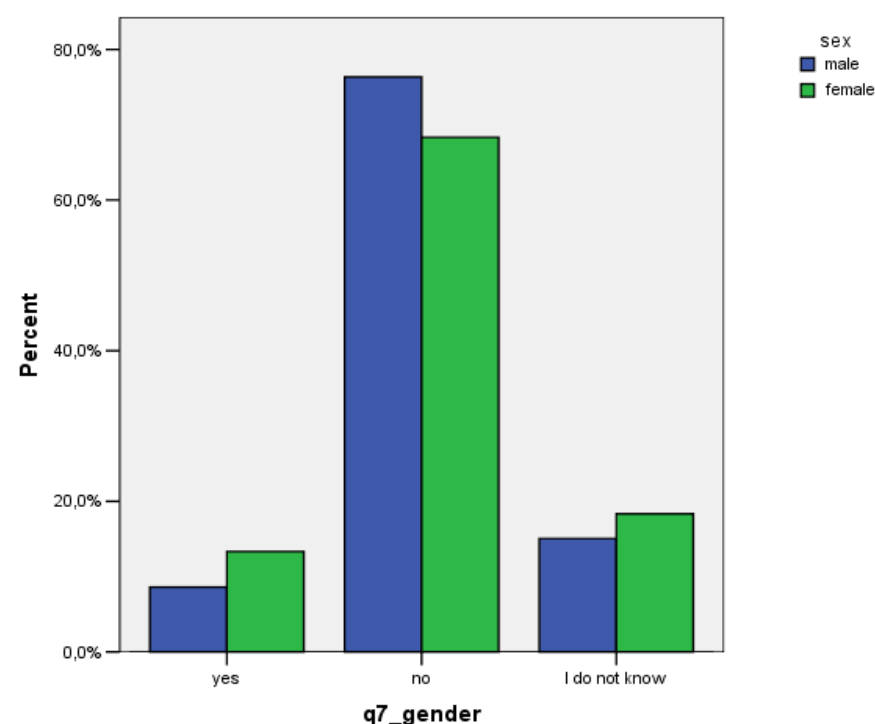
The question 7 wants to find out if the pupils think that their family drives them to particular activities or jobs because they are a boy or a girl, as well as the opinion of the trainers about the same matter.

OBJECTIVE

The aim of the question is to get a representation of the feeling of the students and trainers concerning the way of thinking of their family. At first that means:

- Do they know what families think about the occupations and jobs and the repartition of the men and women roles in the society?
- Do they think that families have a gendered representation of the jobs?
- And finally do they think that families have influenced the students to choose one particular job because of their gender?

ANSWER



For the whole partnership, nearly $\frac{3}{4}$ of the students (72%) think that their family don't drive them to particular occupations or jobs because of their gender.

However this answer "no" is chosen more by boys than by girls : 76,3 % of the boys and 68.3 % of the girls (+ 8 % for the boys)

It is important to notice that more than 15 % of the students choose the answer "I don't know". Do they really don't know nor don't they want to say their opinion?

13 % of the girls choose the answer "yes" against 8,6 % of the boys. We have to notice that the girls think more than boys that their family drives them to particular jobs because they are girls.

For the whole partnership, 48.44 % of the trainers (that is nearly $\frac{1}{2}$) choose the answer "yes" : they think that their students' family drives them to specially occupations because of their gender

40.6 % choose the answer "no" and 11 % choose the answer "I don't know".

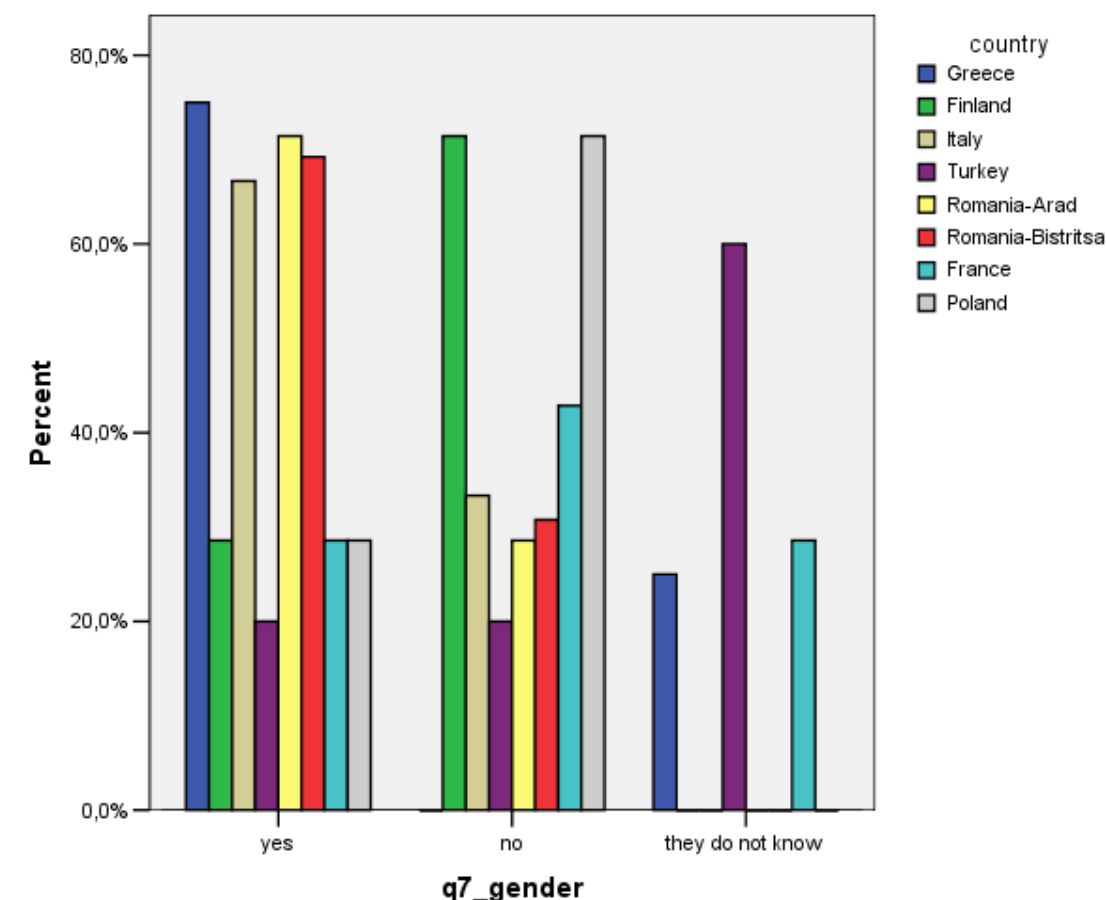
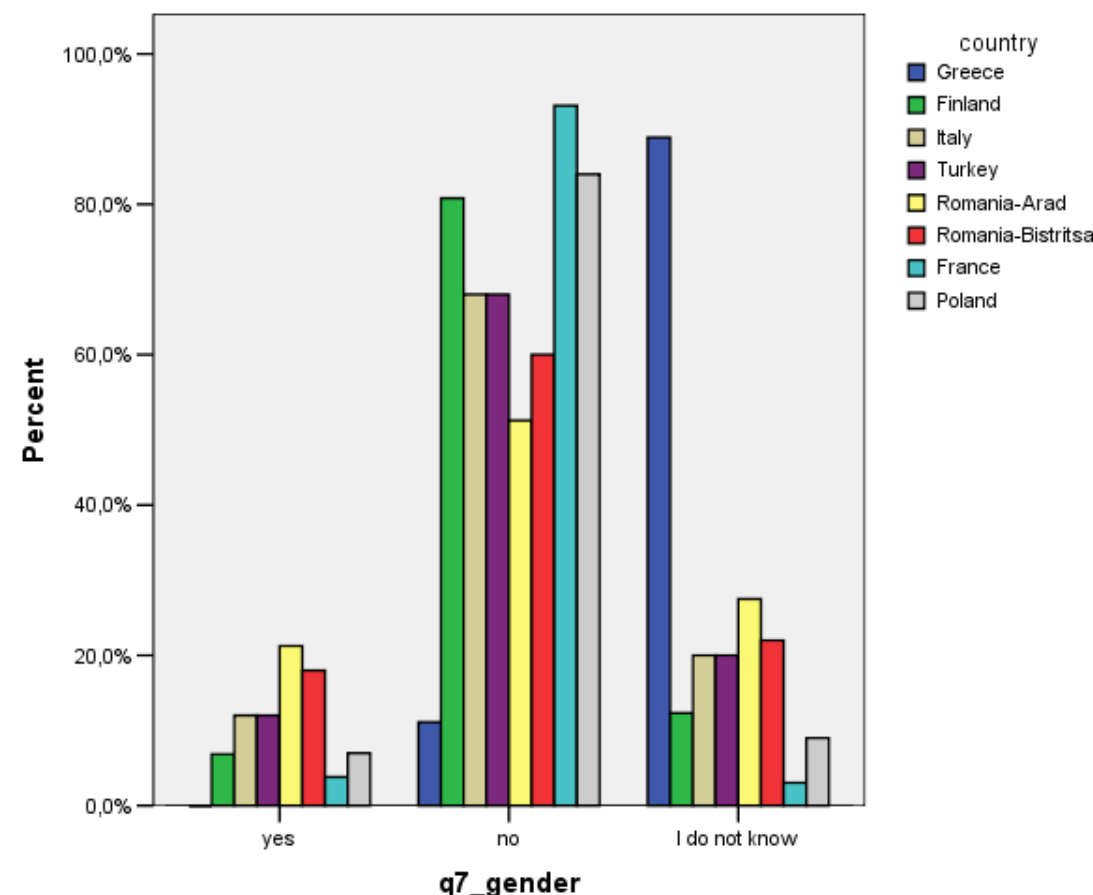
We can notice a difference between the answers of men and women: 53.5 % of females and 40 % of the males choose the answer "yes"(+ 13.5 % for the females) . 37 % of females and 45 % of males choose the answer "no" (+8 % for the males) and 9.3% of females and 15 % of males choose the answer "I don't know"(+ 6 % for the males) .

For this question 7 we can observe a very big difference between the answers of students and trainers, especially for the answers "yes" and "no".

76 % of the male students and 45 % of the male trainers choose the answer "no" (+ 31 % for the male students) and 68 % of the females students and 37 % of the females trainers answer "no" (+ 31 % for the females students)

8,6 % of the male students and 40 % of the male trainers answer "yes" (+ 31 % for the males trainers) and 13,33 % of the female students and 53.5 % for the of the female trainers answer "yes" (+ 40 % for the female trainers)

What does it mean? : Students have no idea or don't realise and feel their family influence? Do the trainers have a real feeling of the family influence? Or both of these reasons?



We can observe a very big difference between the answers among all the countries.

For the answer “no”, France, Finland and Poland have the highest rates (more than 80 %), after Italy and Turkey (about 65 %) and than Romania (less than 60 %). For the answer “I don’t know” we can notice the very big percentage for the students of Greece. Remember that in Greece we have disabled people and a very little number of students. Anyway, for the same target group in Finland we don’t notice the same answers. For the answer “yes” we can notice the highest rate for Arad et the less for France. We can also observe differences between the boys and girls answers depending of each country. We have pointed out the more significant:

For the answer “no”: Finland (boys 88 % and girls 73%), Arad (boys 75% and girls 48, 6%).

For the answer “yes”: Finland (boys 4, 7% and girls 10%), Arad (boys 12, 5% and girls 22%) Bistrita (boys 13, 6% and girls 21, 4%) and France (boys 1, 5% and girls 6, 3%).

For the trainers we can notice huge differences among all the countries.

The trainers choose the answer “yes” with a rate of more than 60 % in Greece, Italy, Arad and Bistrita.

The trainers choose the answer “yes” with a rate of less than 30% in Finland, Turkey, France and Poland.

The trainers choose the answer “no” with a rate of more than 70% for Finland and Italy. France with more than 40%.

And an other group of countries (Italy and Romania) about 30 to 35% and Turkey wit 20 %;

We can observe a real balance between the answer “yes” and “no” for Turkey, and a relative balance for France. For other countries big differences.

The trainers answer “I don’t know” with a result of 60 % for Turkey and more than 20 % for Greece and France. The other countries don’t choose this answer.

Greece: The staff said that the family drives the students to special occupations because of their gender but the students said that they do not know.

Finland: In Finland the majority of the students said that their parents do not drive them to particular occupations because of their sex. Yet, about 30 % of the trainers answered that yes, the sex may contribute to parents’ attitude.

Italy: There is a huge difference between the answers of students and trainers, especially for the answers “yes” and “no”.

The majority of students (68%) chose the answer “no”, while the majority of the trainers answered “yes”. This difference could mean that the students are not conscious of the influence of their family or that the trainers overrate the family's influence.

Turkey: About 85% of students answer “no” for their family influence. The trainers answer “I don’t know” with a result of 60 %

Romania – Arad: Most of the students don’t think that their families drove them to certain trainings due to their gender, while most of their teachers think the opposite.

Romania – Bistrita: most of the trainers think that students’ families drive them to work because of their gender, while students think that their sex does not influence their family’s advice.

France: 93 % of the students answer “no” they say that their family don’t drive them to particular occupations because of their gender (92 % of the girls and 94 % of the boys) . 3.8 % of the students answer “yes” (6 % of the girls and only 1 % of the boys). 3.1 % of the students answer “I don’t know” (2 % of the girls and 4 % of the boys)

Poland: Majority of students say the family does not make them choose the career because of their sex. 22 students say they do not know. Only 10 students say the family tells them to choose the career because of sex . All the trainers say they do not know.

QUESTION NUMBER 8 for students

8 - Do you think you will have the chance to find a job related with your qualification?

- A yes
- B no
- C depends on me
- D depends of the others
- E I don't know

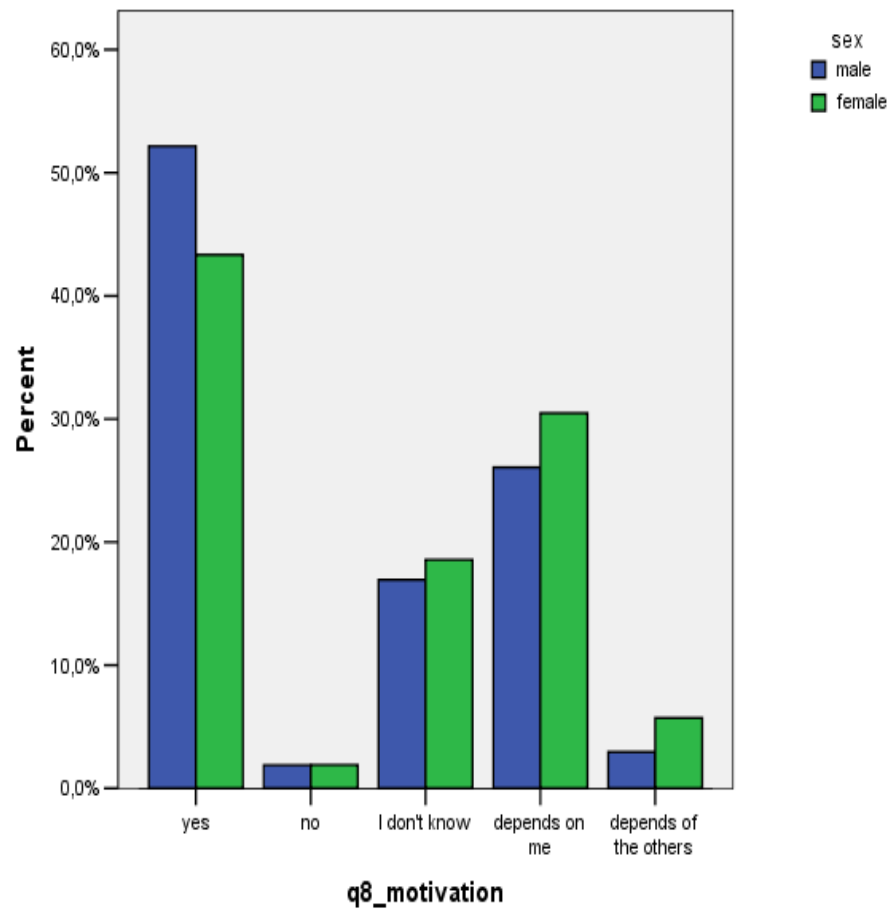
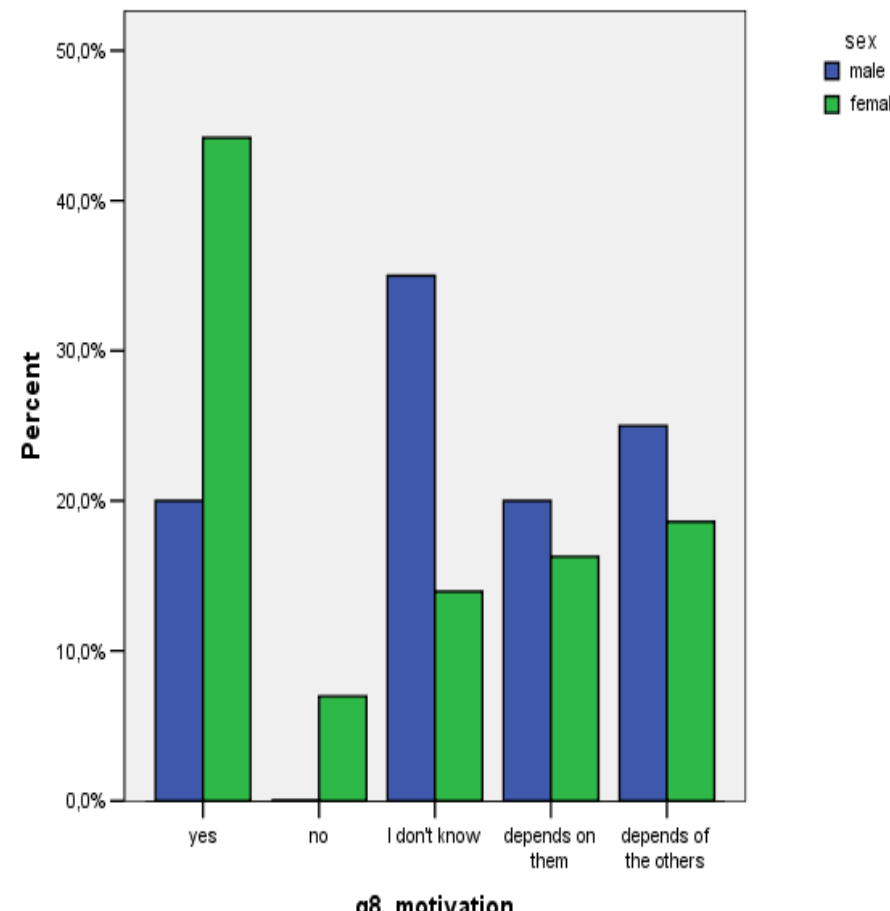
QUESTION DESCRIPTION

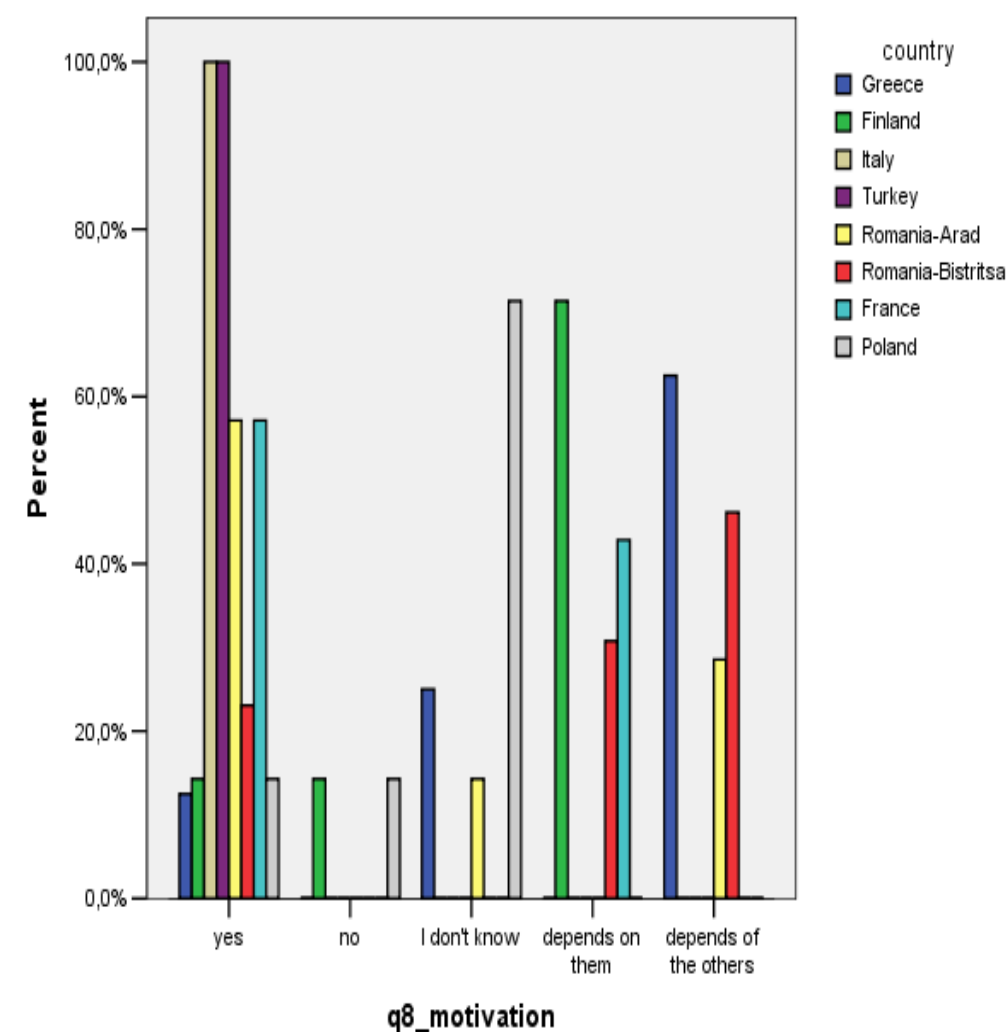
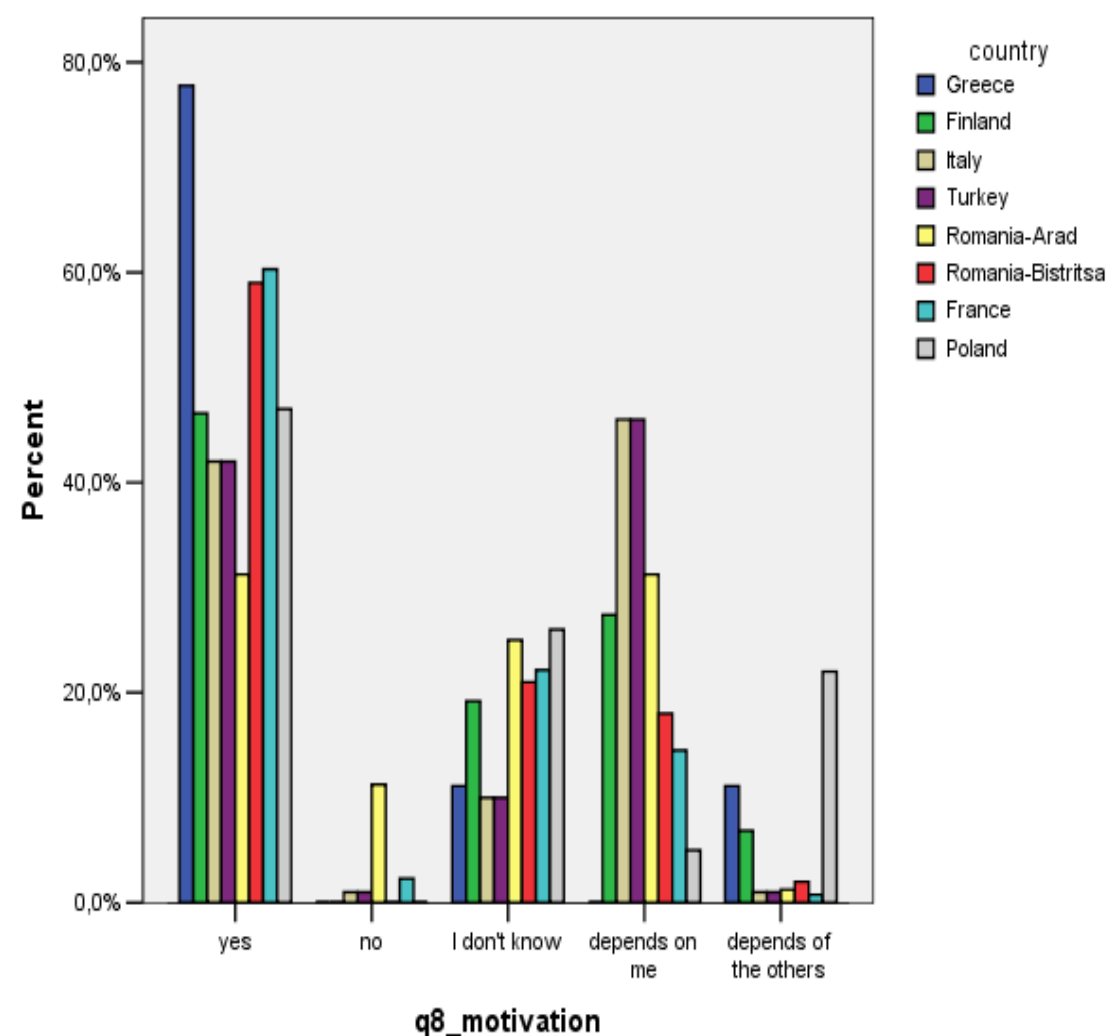
The students and the trainers are asked about the possibility to find a job related to the training career at the end of the school.

OBJECTIVE

The objective is to understand how the students and trainers are aware of the real and updated conditions of the work market, in particular referring to the professional profile of the training career developed. Furthermore, the question wants to state if the students' future insertion in the labour market depends on: their abilities and skills, their selves, other external conditions.

ANSWER

 <table><caption>Student Responses Data</caption><thead><tr><th>q8_motivation</th><th>male (%)</th><th>female (%)</th></tr></thead><tbody><tr><td>yes</td><td>52,0</td><td>43,0</td></tr><tr><td>no</td><td>2,0</td><td>2,0</td></tr><tr><td>I don't know</td><td>17,0</td><td>18,0</td></tr><tr><td>depends on me</td><td>26,0</td><td>30,0</td></tr><tr><td>depends of the others</td><td>3,0</td><td>6,0</td></tr></tbody></table>	q8_motivation	male (%)	female (%)	yes	52,0	43,0	no	2,0	2,0	I don't know	17,0	18,0	depends on me	26,0	30,0	depends of the others	3,0	6,0	 <table><caption>Trainer Responses Data</caption><thead><tr><th>q8_motivation</th><th>male (%)</th><th>female (%)</th></tr></thead><tbody><tr><td>yes</td><td>20,0</td><td>44,0</td></tr><tr><td>no</td><td>0,0</td><td>7,0</td></tr><tr><td>I don't know</td><td>35,0</td><td>14,0</td></tr><tr><td>depends on them</td><td>20,0</td><td>16,0</td></tr><tr><td>depends of the others</td><td>25,0</td><td>18,0</td></tr></tbody></table>	q8_motivation	male (%)	female (%)	yes	20,0	44,0	no	0,0	7,0	I don't know	35,0	14,0	depends on them	20,0	16,0	depends of the others	25,0	18,0
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<p>The majority of the students think to have good possibilities to enter in the labour market at the end of the chosen training (47.5%). They understand the incidence of their selves their professional career (28.4%). Some students link the insertion in the labour market to external conditions (4.4%) or do not foresee possibilities (1.9%). It is significant that the 17.8% of the students couldn't answer the question.</p>	<p>The 35.9% of the operators is sure about the possibility of the students to find a job related with their studies, the 20.3% state as influencing conditions the external conditions which are affecting the labour market. The same percentage of them is not able to give an answer. The 18.8% answered “depends on the students”. Only the 4.7% of the trainers and guidance operators do not think possible for the students to find a job related with their studies.</p>																																				
<p>The answers of students and trainers show that there are not many differences between them concerning the future job that the students will find. Both students and trainers think that the students will find a job in the field they train in. Secondly, students feel that is up to them to find a job, which shows internal motivation, while teachers think that it depends on others if their students find a job or not. This shows that the teachers think that the external condition of the labour market will influence their students' future career choice.</p>																																					



The majority of the students think to have good possibilities to enter in the labour market at the end of the chosen training (47.5%), while in Turkey and Italy, the students think that is up to them to find a proper job with their qualifications.

In Turkey, Italy, France and Romania-Arad, the trainers mostly think that their students will find a job in their qualification, while in Poland the teachers don't know, and in Romania-Bistritsa, the trainers think that if their students should find a job depends on others, while in Finland think that it depends mostly on the students.

Greece: Most of the students answered that they will have the chance to find a job related with their qualification, but most of the teachers said that it depends on the others.

Finland: The majority of the students said "yes" or "depends on me". Their trainers agreed. But, for the trainers, the option "depends on them" /their activities, motivation, skills) was much more important.

Italy: The answers of students and trainers show that there are not many differences between them concerning the future job that the students are expected to find. Both students and trainers think that the students will find a job in the field they train in.

Turkey: Half the students think it depends on themselves, other half think it is "yes". On the other hand trainers said yes.

Romania – Arad: Both students and trainers mostly think that students will eventually get a job related to their vocational profile, and that it depends on the students to do that.

Romania – Bistritsa: trainers mostly think that it depends on others for the students to find a job, while students are more optimistic, thinking that they will certainly find a job, some trainers and students think that it depends on students themselves; more than that, neither students nor trainers answered "no".

France: 60% of the students say that they will have a chance to find a job related with their qualifications. We can notice a difference between girls and boys answers : 52 % of the girls and 68% of the boys say that they will have this chance to find a job related to their qualifications. As for the answer "it depends on me" : 24 % of the girls and 6% of the boys choose this answer. Are the girls more aware of their responsibility to act, or of the difficulties they will probably meet ?

Poland: The majority of the students said "yes"-49% or "I do not know"-25%. Their trainers didn't agree for them the option – it depends on them was more important –71%.

QUESTION NUMBER 9 for students

9 - You have chosen your career because it is mostly done by:

- a. boys
- b. girls
- c. both
- d. I don't know

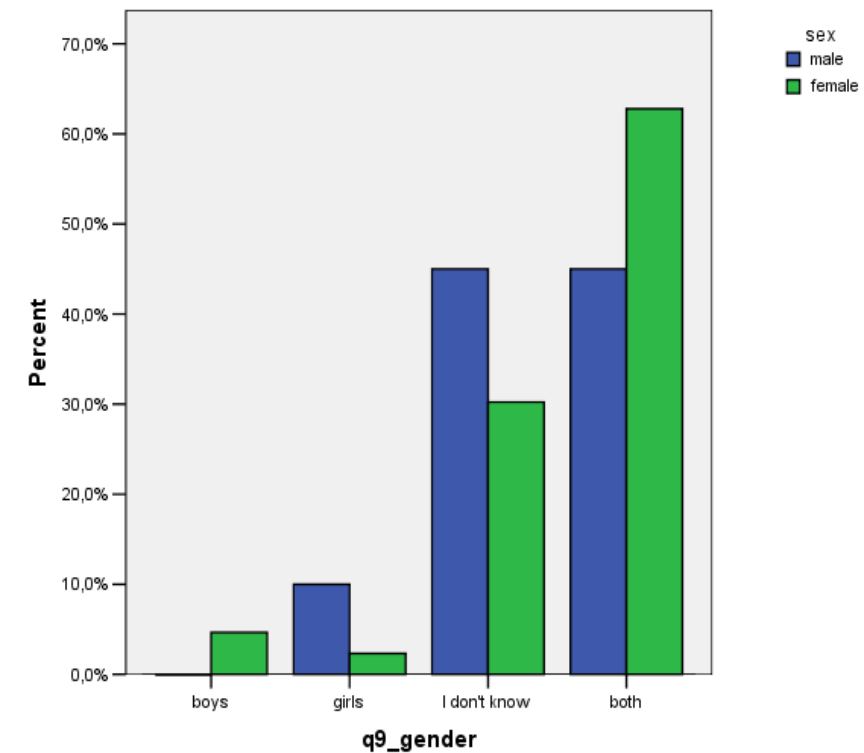
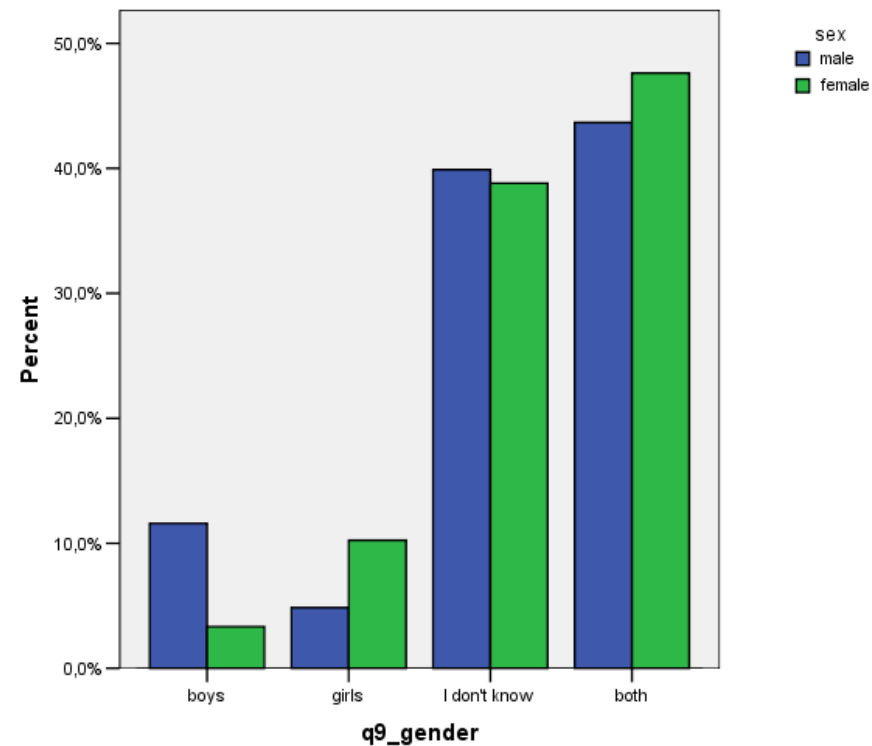
QUESTION DESCRIPTION

The question 9 wants to find out if the students have chosen their career because it is mostly done by boys, girls or both of them. At the same time the question for the trainers wants to state their understanding of the students feeling.

OBJECTIVE

The aim of the question is to find out if the students have information about this subject, and if they have taken it in account and in the background, if the students know who is doing the job (boys or girls) they have planned to do.

ANSWER



For the whole partnership, near half of the students (45, 7 %) say they have chosen this career because both girls and boys are doing it.

However, 39, 4 % answer “I don’t know”. The explanation could be because they have no information about this, they don’t care about it or because they don’t understand very well why we ask them this question or they don’t understand the question ?! It could be as well because this criteria was not important for their choice. Further investigation should be interesting.

It is interesting to notice that 11,6 % of the boys tell that they have chosen this career because it is mostly done by boys, and that 10,2 % of the girls tell they have chosen this career because it is mostly done by girls. So, we obtain about the same result for both genders. So one girl upon ten and one boy upon ten think they have chosen a career corresponding with their own gender.

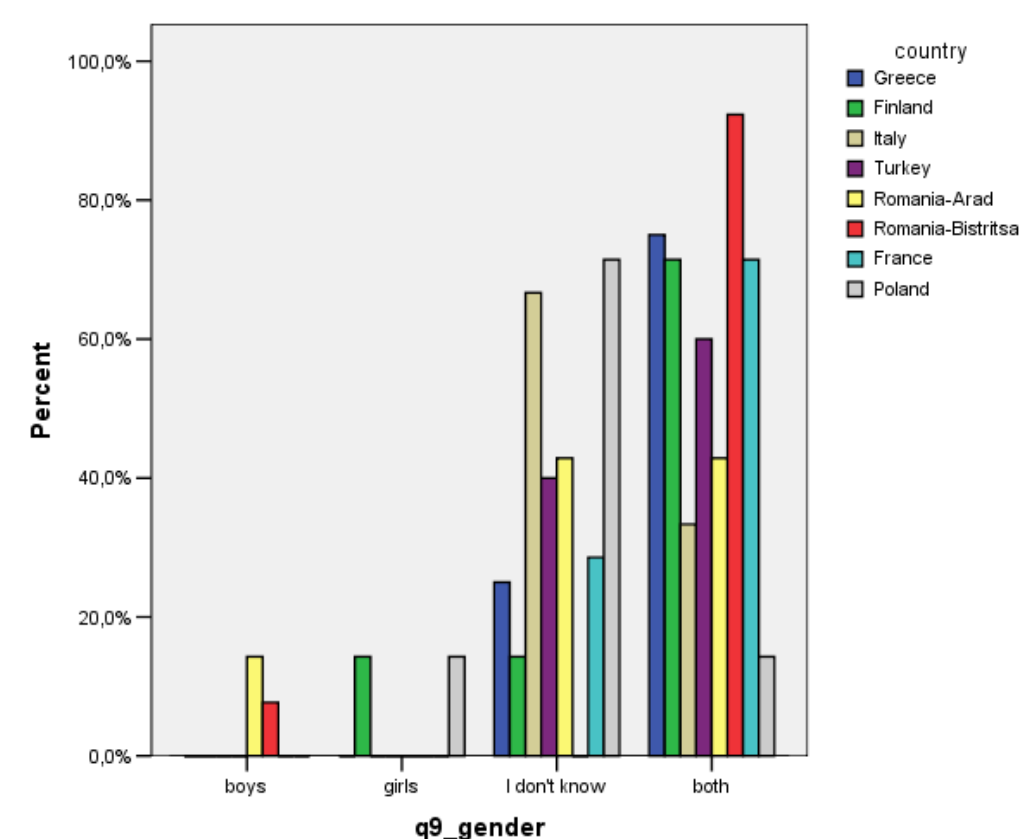
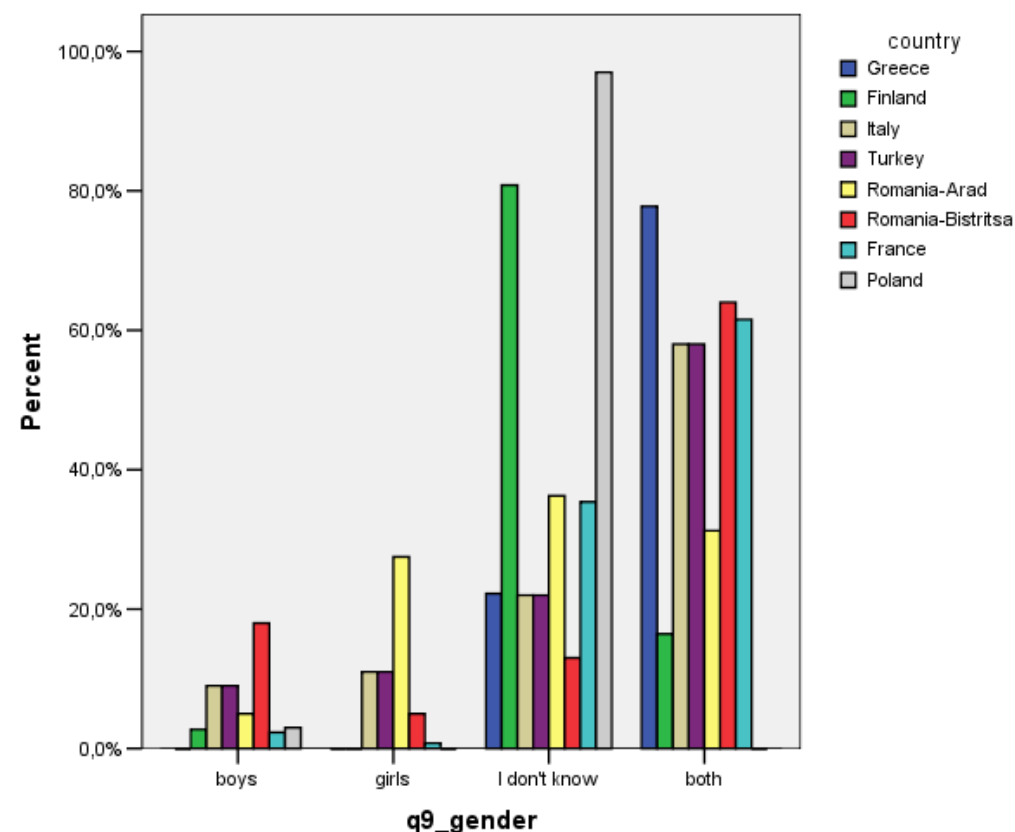
We can observe the same tendency in the answers of students and trainers, the majority of the answers are for “both” and “I don’t know”.

Anyway, males answer more “I don’t know” than females and females answer more “both” than males.

The differences between males and females answers are much more important for the trainers.

For the answers “girls” and “boys”, the answers of males and females are completely at the opposite. For the answer “girls” male students have a lower rate than female students, and male trainers have a higher rate than female trainers.

For the answer “boys” male students have a really higher rate than females students and male trainers have a lower (about 0%) rate than females trainers.



We can observe a big difference between the answers among the different countries. The main tendency of the answers is for both except for Finland and Arad: 80 % of the students of Greece answer “both”. The second group of countries answers both at a rate about 60 % (Italy, Turkey, Bistrita et France). Arad answers “both” about 30 % and Finland about 20 %.. The main tendency for “I don’t know” is about 30 % with differences: Finland and Poland have the highest rate (around 80 %). Arad and France around 35 % , then Greece, Italy and Turkey around 20 % and finally Bistrita around 10 %.

For the answer “girls” the highest rate is for Arad, less important one for Greece.

For the answer “boys” the highest rate is for Bistrita and the less important one for Greece as well.

As for the gender analysis country by country, we can observe big differences between girls and boys answers. For example : Italy (14, 8 % of the boys say that they have chosen this career because it is mainly done by boys and 15, 2 % of the girls say that they have chose this career because it is mainly done by girls), Finland (4, 8 % and 0 %), Arad (25 % and 34, 7 %), Bistrita (40 % and 8, 9 %)

In an average analysis, the girls choose more the answer “both” than boys (except for Greece). And the deviation (between the answers of boys and girls) can reach nearly 30 % for bistrita and Arad for example.

We can observe big differences between the results of the different countries. The general tendency is for the choice of the answers “both” and “I don’t know”

For the answer “both”: Bistrita has got the highest rate (around 90 %), then Greece, Finland and France (around 70 %), then Turkey (nearly 60 %), then Italy and Arad (around 40 %) and Poland (around 15 %)

As for the answer “I don’t know”, Italy and Poland have the highest rates (more than 60 %) then Turkey and Arad (around 40%), France and Greece (around 25 %) and finally Finland (around 15 %). Concerning the very high level of certain countries we are wondering if the question has been understood very well and the same way among the different countries and if the trainers didn’t want to tell their opinion on this question.

Arad and Bistrita are the only country to choose the answer “boys” and Finland and Poland the only countries to choose the answer “girls” (around 18 %).

Greece: They both believe, that the students have chosen their training because it is mostly been done by both.

Finland: Actually, in Finland we translated this answer “I don’t know” into Finnish as “it does not matter”. So, the majority of the respondents argued that it is not an important issue at all if the job is done by male or by female!

Italy: We can observe the same tendency in the answers of students and trainers, the majority of the answers are “both” and “I don’t know”.

Turkey: About 60% of the students answer that they have chosen this career because it is made by both girls and boys. Nearly 60% of trainers answer “both”.

Romania – Arad: For our students and teachers the gender factor in students’ choices in their trainings, the fact that the training is mostly done by one gender or the other is not an important factor.

Romania – Bistrita: almost all trainers think that students chose their career because it is done by both genders, while students’s answers cover all four options, including girls, boys, “i don’t know”; still, most of them, about 60% also chose “both” genders as a reason for career.

France: 61% of the students answer that they have chosen this career because it is made by both girls and boys. Anyway 35% say that “they don't know”: why don't they answer both ? is it because they don't dare to say that they have a sexed representation of the jobs ? Or because they didn't ask any question about that ? We can notice a difference between girls and boys answers 41% of the girls and 29 % of the boys say that they don't know. Around 70 % of the trainers answer “both” and around 25 % say “I don’t know”.

Poland: 63% chose the career for both sexes. 32% marked the option “I don't know. 3% marked for boys and 2% marked for girls. The trainers marked – 83% - both and 17% - “I don't know”.

QUESTION NUMER 10 for students

10 - Have your needs been noticed by the teacher in daily work?
Not at all Very much

1	2	3	4	5	n.a.
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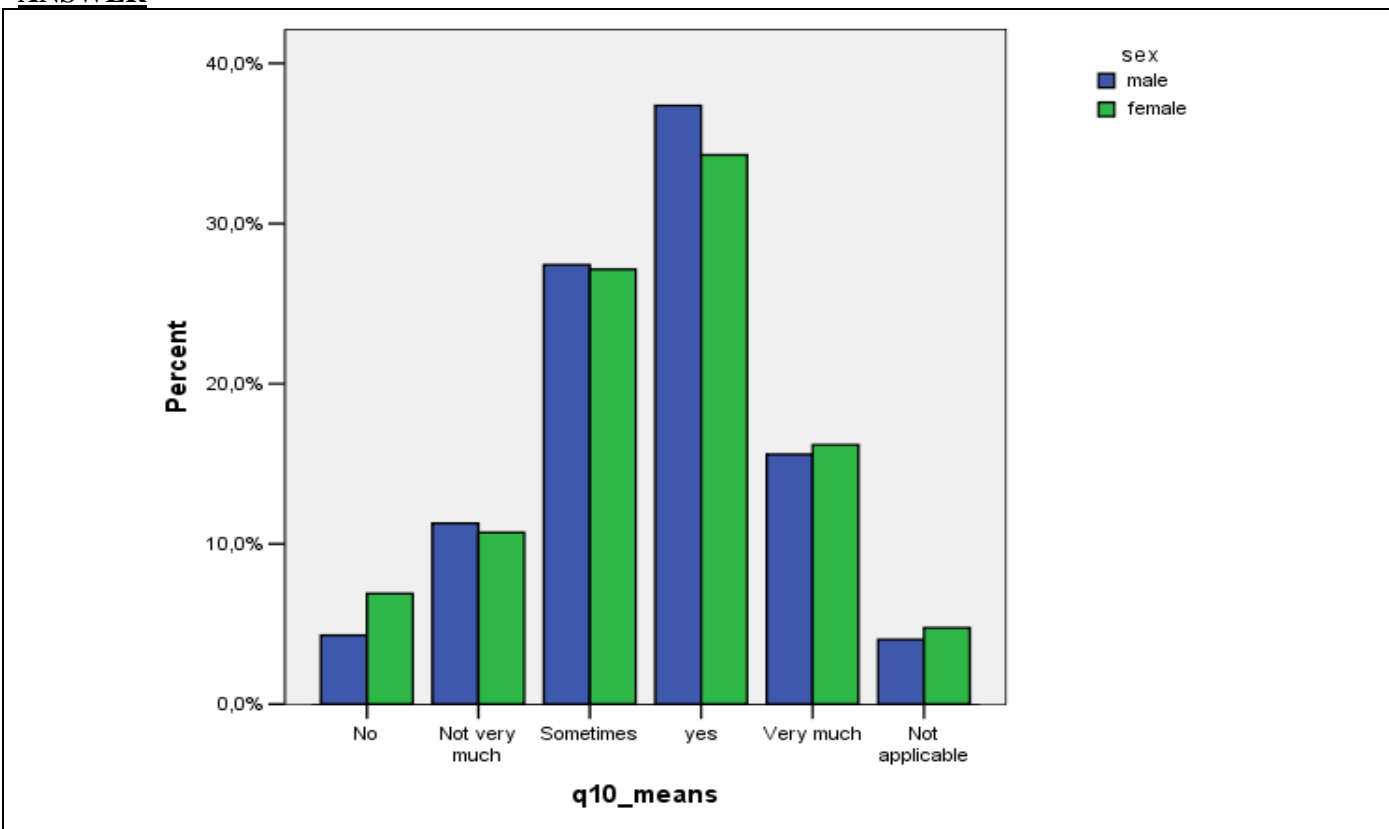
DESCRIPTION OF THE QUESTION

Question number 10 tries to reveal how close the relationship between students and teachers is in daily work, by stressing whether students' needs have been noticed or not by their teachers/trainers and to what extent - *not at all, not very much, sometimes, yes (average answer), very much or not applicable*.

OBJECTIVE

The aim of this question is to understand the kind of relationship between teachers and students, how close they are and how well they know each other, as an important background for the efficiency and better results of guiding activities, of understanding one another, of trust between trainer and trainee, a situation that could prepare students for future guidance, could either help or prevent students from efficient guidance.

ANSWER



The results reveal that only 15.9% of the students consider their needs have been *very much noticed* by teachers in daily work, and 35.8 % said *yes*, their needs have been noticed *quite enough*. 27.2% of the students consider their needs only *sometimes were noticed* and understood by teachers, and only a relatively small number (16.7%) are dissatisfied with their relationship with the teachers – 11% said *not very much* and 5.7% consider their *needs haven't been noticed at all*. For 4.4% of them this question is *not applicable*, they consider they had no needs that must be noticed by their teachers.

No significant differences between males and females answers.

There are some differences between the way students perceive trainers' care for their needs and the very opinion of the trainers. Thus, more trainers (25%) than students (16%) answered *very much*, and *yes*, they notice student's needs is again a difference of about 15%, so trainers have a better opinion about their attitude on this matter. In the case of *sometimes* and *not very much* options, the outcome is viceverse, as it is a negative aspect for trainers so the percentage of their answers is lower than that of the students. More than that, no trainers considered he/she didn't notice students' needs at all, while about 6% of the students gave this answer. For a small amount of students and trainers this question is not applicable.

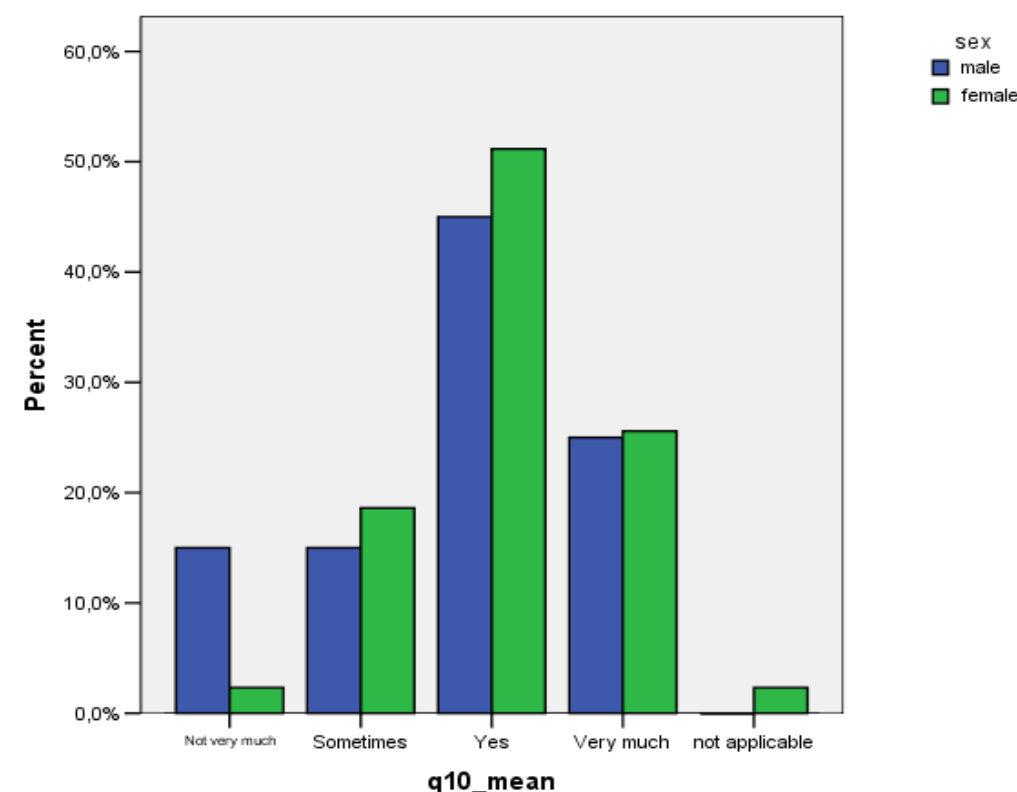
If we add the answers "yes" and "very much", we can observe a difference between female trainers and female students (- 20%). Idem for the males.

The female students and the male trainers have a more negative opinion: 18 % of female students, 3 % of female trainers and 15 % of male students and 30% of male trainers are not satisfied.

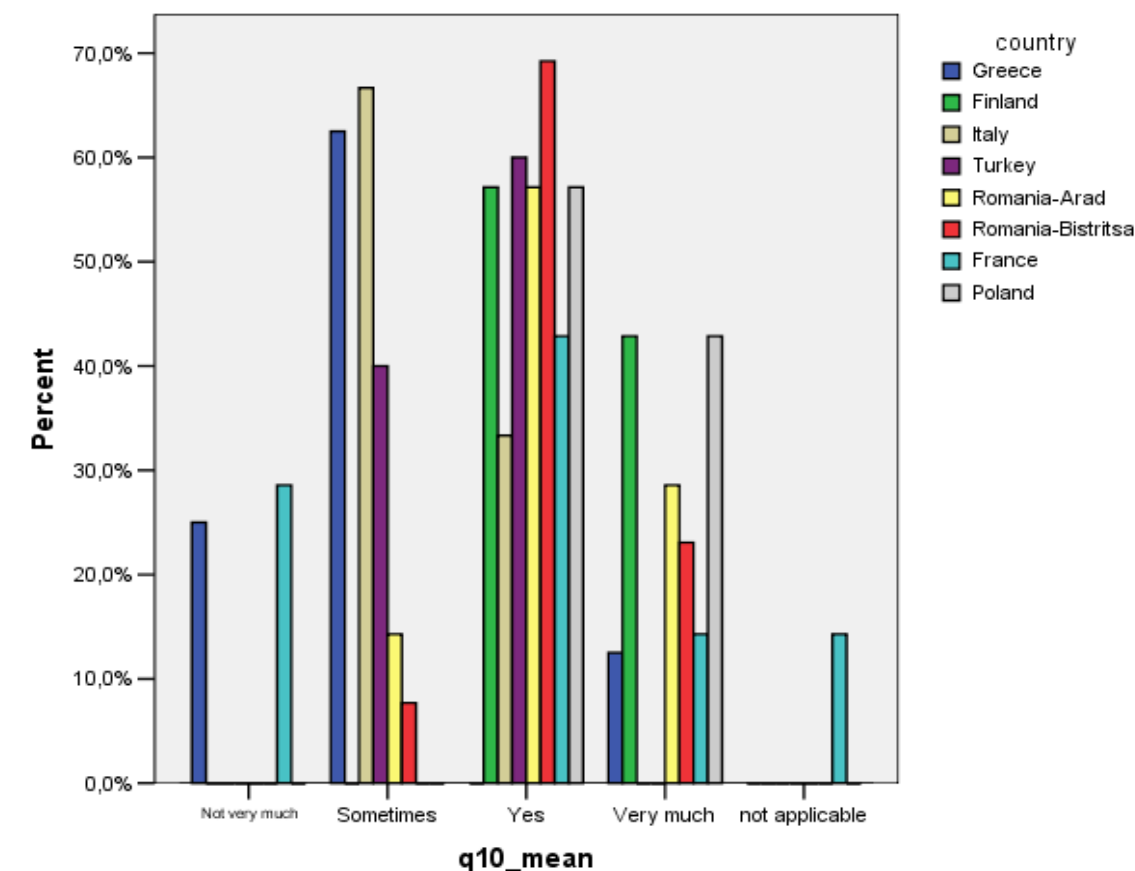
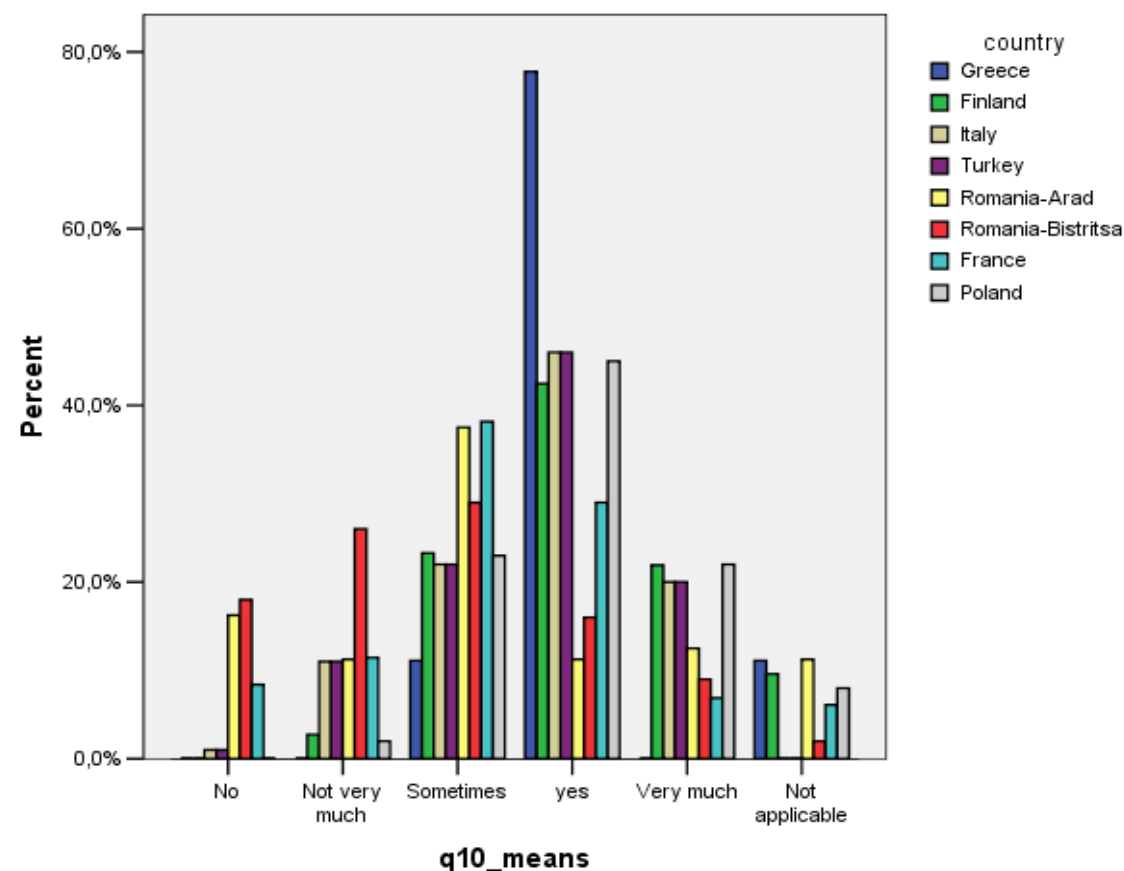
QUESTION NUMER 10 for trainers

10 - Do you notice the needs of your students in daily work?
Not at all Very much

1	2	3	4	5	n.a.
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The results reveal that 25% of the trainers consider they notice students' needs *very much* in daily work, and 50 % said they *usually* notice their needs, 17.2% consider they only *sometimes* notice students' needs, and only a small number of trainers (6.3%) answered they *rarely* notice their needs – for 1.6% of them this question is *not applicable*. We can notice a difference on the answer "not very much": we observe a gap of + 10 % for the males' answers.



Only Romania – Arad and Bistritsa – have students who answered in a percentage of almost 20% that their needs are not noticed at all, followed by France with about 10 percent. The other partners have very small percent of this answer. Another negative answer, not very much, again brings Bistritsa on top with about 25% of students unlike France, Arad, Turkey and Italy with only 10%. Finland and Poland are at the same level with less than 5%. Greece has no negative answers and it also has almost 80% of *yes* answers, meaning students' needs are noticed more than in other countries. Arad and Bistritsa have small percents in *yes* answers (less than 20%) while Italy, Turkey, Poland and Finland have more than 40%. France is somewhere in the middle with 30%. France, Arad and Bistritsa have about 10% of the answers with *very much* while Poland, Italy, Turkey and Finland have more than twenty. The question is not applicable for a small number of the students in Romania Bistritsa, and for under 10% in Greece, Finland, Arad, France and Poland. Turkey and Italy are quite the same again, they didn't give this answer.

Trainers' answer on a matter relating directly to themselves tend to be quite positive, that's why most of the partners answered *yes*, they notice students' needs in daily work; for instance 70% of the trainers from Bistritsa said *yes*, 60% from Finland, Turkey, Poland and Arad gave this answer and more than 40% of France or 30% of trainers from Italy answered positively. Only Greece and France said *not very much* – between 20-30% - and *sometimes*, another dissatisfying answer was given by Greece and Italy (more than 60%), Turkey (40%), Arad and Bistritsa – between 10-15%. More than 40% of the trainers from Finland and Poland think that students' needs are noticed *very much*, while from Romania - Arad and Bistritsa – 25-30% of the people questioned gave this answer and from Greece and France only less than 15% of the trainers chose this option. For about 15% of the trainers in France this question is not applicable.

Greece: Both students and staff agreed that usually the needs of the students are noticed by the teacher in daily work.

Finland: The majority of the students said that *yes*, their need have been noticed or noticed "very much". But, there were also those students who stated that only "sometimes" there needs have been noticed. In contrary, all the trainers stated that *yes*, the needs of the students have been noticed. None of the trainers doubted that only "sometimes" they could notice the needs of the students. So it seems that the faith of the trainers in this question was stronger than the faith of the students.

Italy: We can observe that while the majority of the students are substantially satisfied, the minority of the trainers know that. The majority of the students (68%) is satisfied (46% says "yes" and 22% says "very much"), the 12% give answers showing dissatisfaction (1% "not at all" and 11% "not very much") and the 22% answers "sometimes" like the majority of the trainers. The trainers declare to notice the needs of the students only "sometimes".

Turkey: Most students and trainers said *yes*.

Romania – Arad: Students state that their teachers only sometimes notices their needs, or not at all, while their trainers think that the needs of their students are noticed in the daily work.

Romania – Bistritsa: there is a difference to be noticed between students and trainers view on this matter, students mostly say their needs are not noticed, they have more negative answers while trainers say they notice students' needs more than students think, thus about 90% of the trainers have very positive opinions about this issue while less than 30% of the students think so positive.

France: All opinions are said. The maximum rate is for "sometimes", 38% et "yes" 25%; In our school we have no disabled people. Students probably didn't feel concerned by this question. As for trainers, 15% didn't answer. And more than 25% for the answer "very much". Trainers say: if we had disabled people we couldn't manage and do it we have no qualifications for that.

Poland: The majority of the students said that *yes*, their need have been noticed or noticed "very much" or sometimes. But, there were also those students who stated that only "sometimes" there needs have been noticed. In contrary, all the trainers stated that *yes*, the needs of the students have been noticed.

QUESTION NUMBER 11 for students

11 - Why did you choose your training? (one choice)

- A you liked it
- B you have skills for it
- C it's near to home
- D because of good job opportunities / salary
- E because someone decide for me
- F the level of the diploma
- G I had no choice
- H because of the opportunity to go on studies after this training
- I It's the best choice for me
- J others, specifcy _____

QUESTION NUMBER 11 for trainers

11 - Why did they choose their training? (one choice)

- A you liked it
- B you have skills for it
- C it's near to home
- D because of good job opportunities / salary
- E because someone decide for me
- F the level of the diploma
- G I had no choice
- H because of the opportunity to go on studies after this training
- I It's the best choice for me
- J others, specifcy _____
- K I don't know

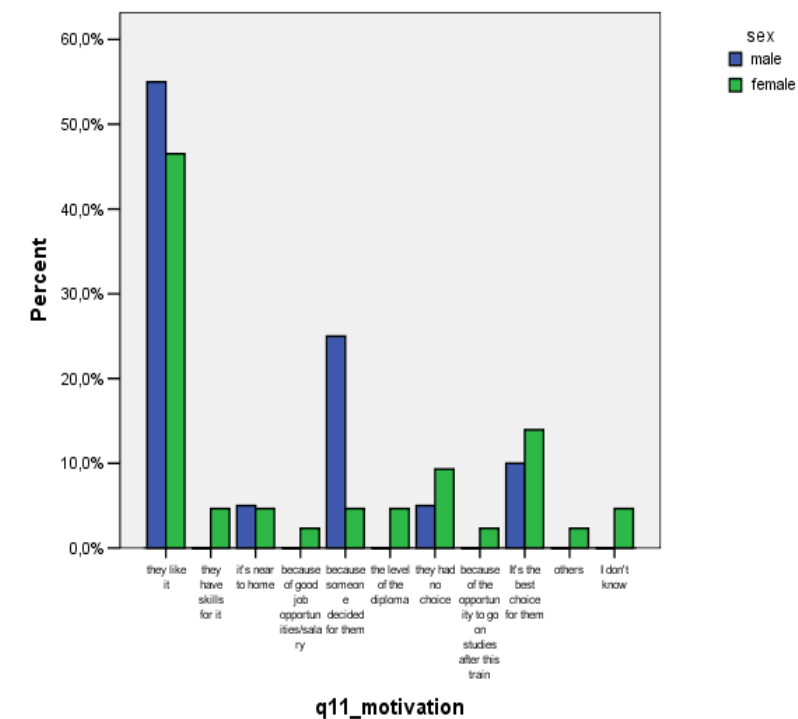
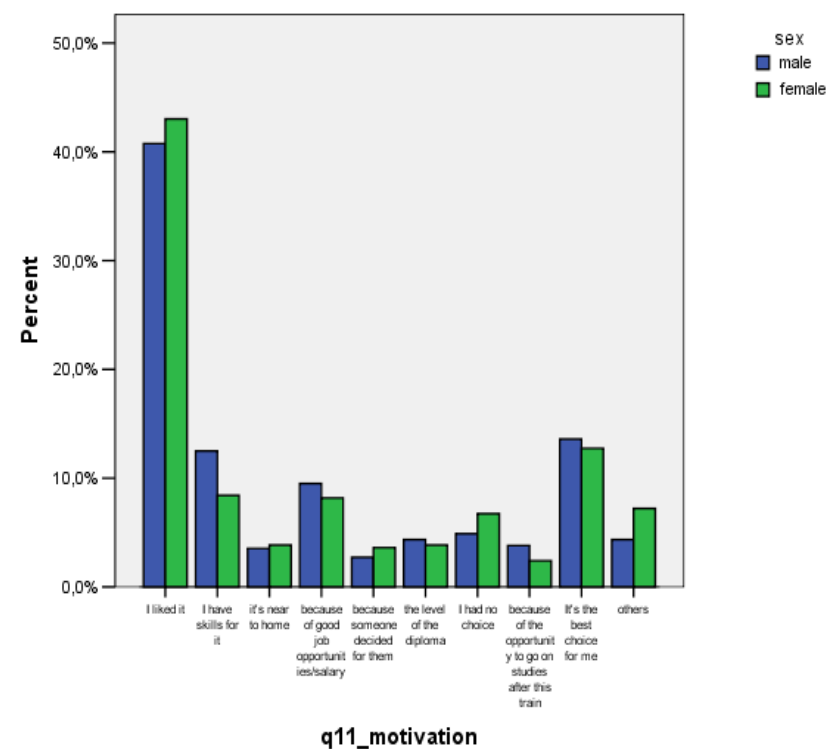
QUESTION DESCRIPTION

The question analyses the most important factor taken in consideration by the students in the choice of their training career.

OBJECTIVE

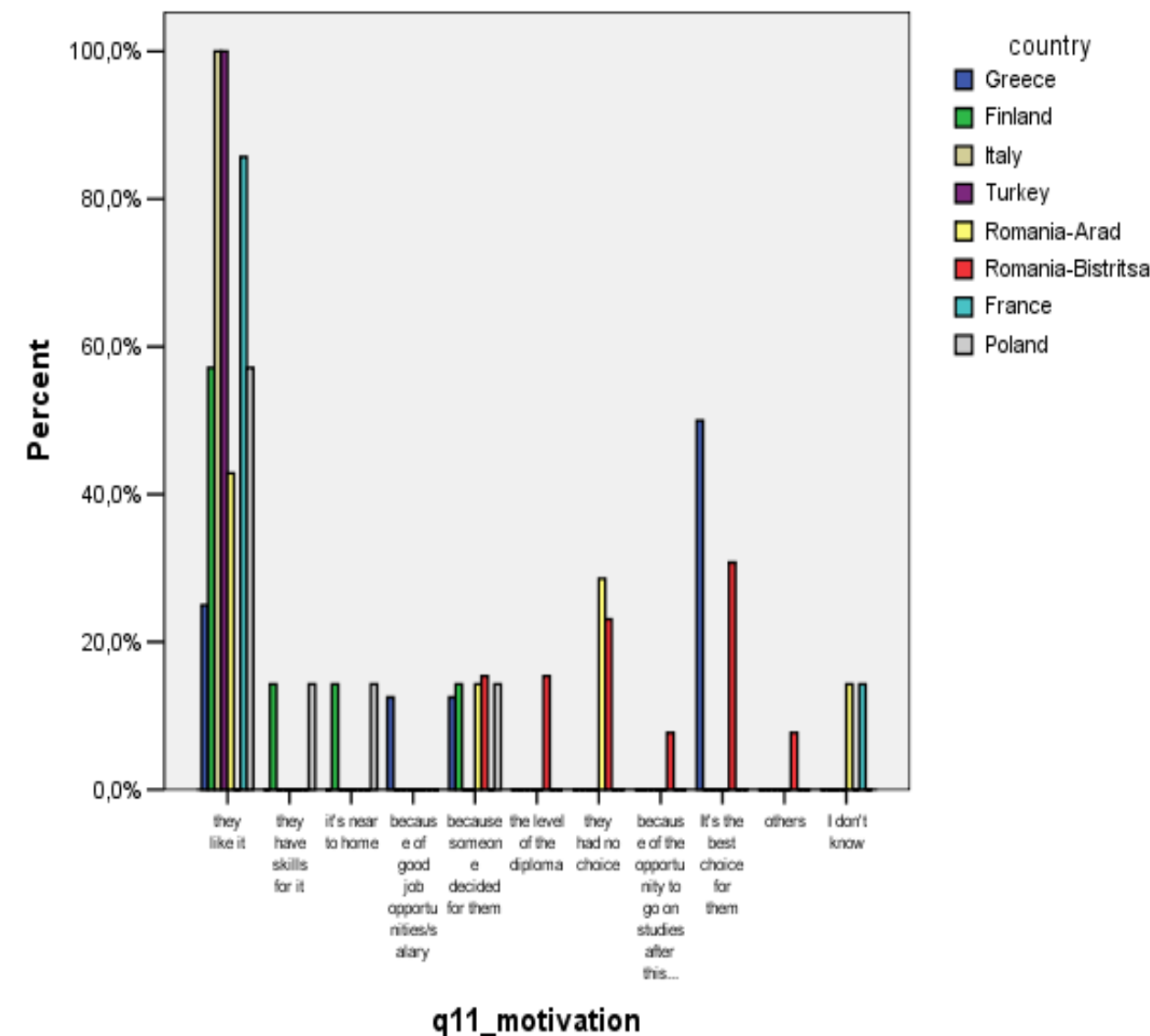
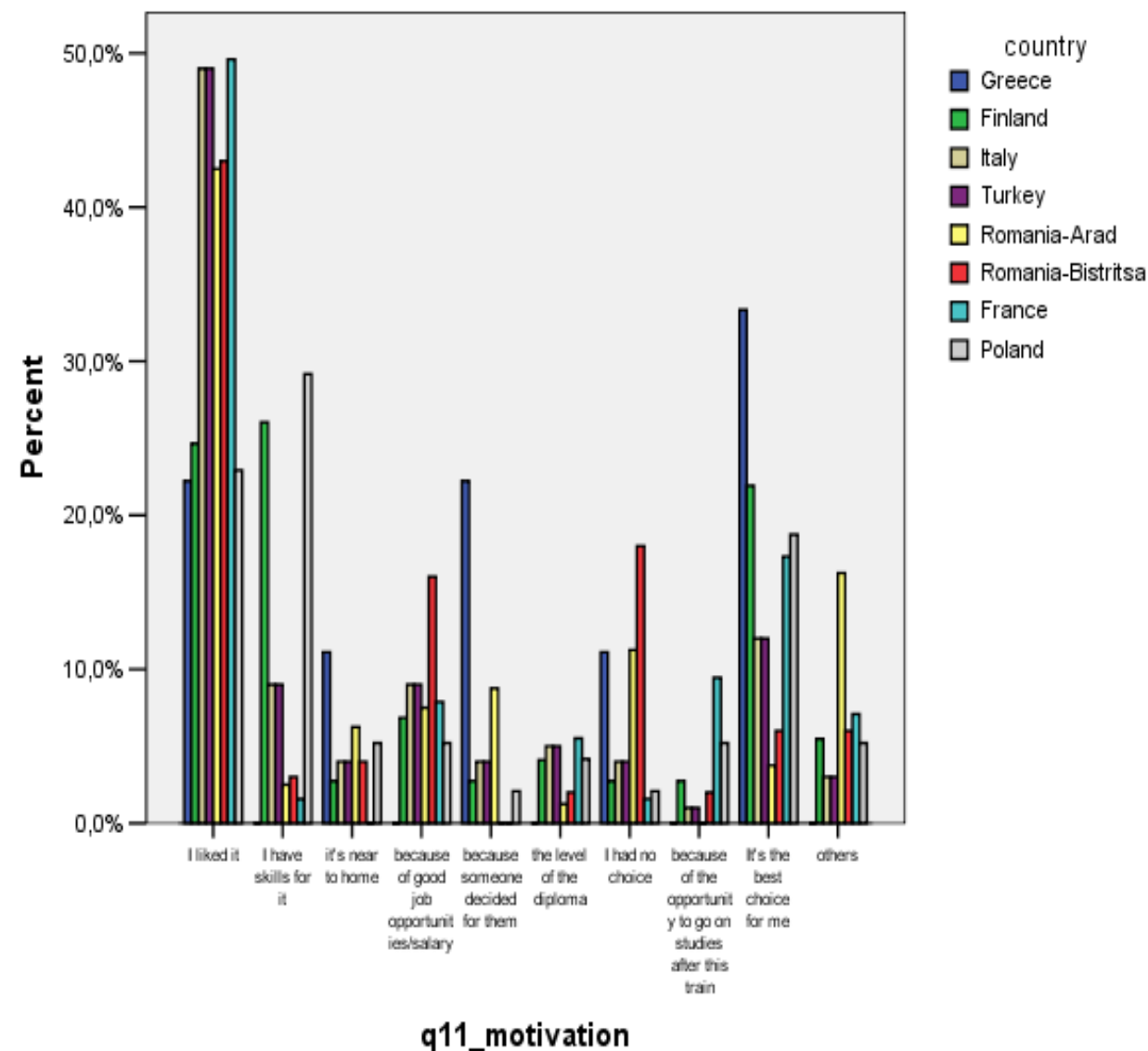
The objective is to stress out how the choice of the students was based on the personal consciousness about their selves or driven by other factors.

ANSWER



The majority of the students chose their training because they were interested on it ("I liked it" 41.5%). It is important to stress out the link of their choice with their personal abilities ("it is the best choice for me" 13.1% and "I have the skills for it" 10.2%). The 8.7% of the students chose the training thinking about the possibility to have a good job and salary. Many answers point out geographical problems ("it is near to home" 3.7%) and self-choice limits ("someone decided for me" 3.2% and "I had no choice" 5.8%). The 4 % of them chose the training because of the level of the diploma. The 3% evaluated the opportunity to go on studies after the training. The 5.8% did not specify the reason of their choice.

Both students and trainers think that the students chose their present training because they liked it, and secondly, that because it was the best choice for them. In the third place, the students chose their profiles because they consider they have skills for it, while their trainers consider that a less important factor, and they consider that the students chose their profiles because someone else decided for them.



Most of the partnership students state that they liked the profile when choosing it, while in Finland and Poland the majority state that their choices were made because they had skills for it. In Greece, the students think that it was the best choice for them.

The partnership trainers' perception on the reason why their students chose their profiles is similar to the students' statements. In Romania, trainers think that their students chose their profiles because they had no choice. These two schools are the only ones with that answers from trainers.

Greece: Students and teachers agreed that the students chose their qualification because it was the best choice and the students liked it.

Finland: There were not big differences between students and trainers. Many of the students and the majority on the trainers thought simply that "they liked it". But, the majority of the students argued that they had skills for it. Some of the trainers agreed.

Italy: Both students and trainers think that the students chose their present training because they liked it.

The 12% of the students answers that they were forced in the selection of the school ("it's near at home", "someone decided for me", "I have no choice"). The 12% of them declared "It's the best choice for me". It is considerable that the 9% of the students chose their training because of opportunities and salary related to the job.

Turkey: The trainers and the students have common opinion.

Romania – Arad: Both students and trainers think that the students chose their present training because they liked it, and also because they had no other choice.

Romania – Bistritsa: the main difference between trainers and students is that almost half of the students said they like their present training and no trainer gave this answer. The answer of the other half of the students overlap mostly with those of the trainers'. But still differ in some way which underline the difference of vision and of understanding the reason for education.

France: Nearly 50% of the students say that they have chosen this training because they "like it" : 41 % of the girls and 54 % of the boys chose that answer.

Poland: Nearly 50% of the students say that they have chosen this training because they "like it"- 21% and they "have skills for it"-27. The majority on the trainers-57% thought simply that "they liked it".

QUESTION NUMBER 12 for students

12 - What level of difficulties do you or did you meet in guidance?

Low				High	
1	2	3	4	5	n.a.

QUESTION DESCRIPTION

The question wants to understand the level of difficulties of the students in their training/school career.

OBJECTIVE

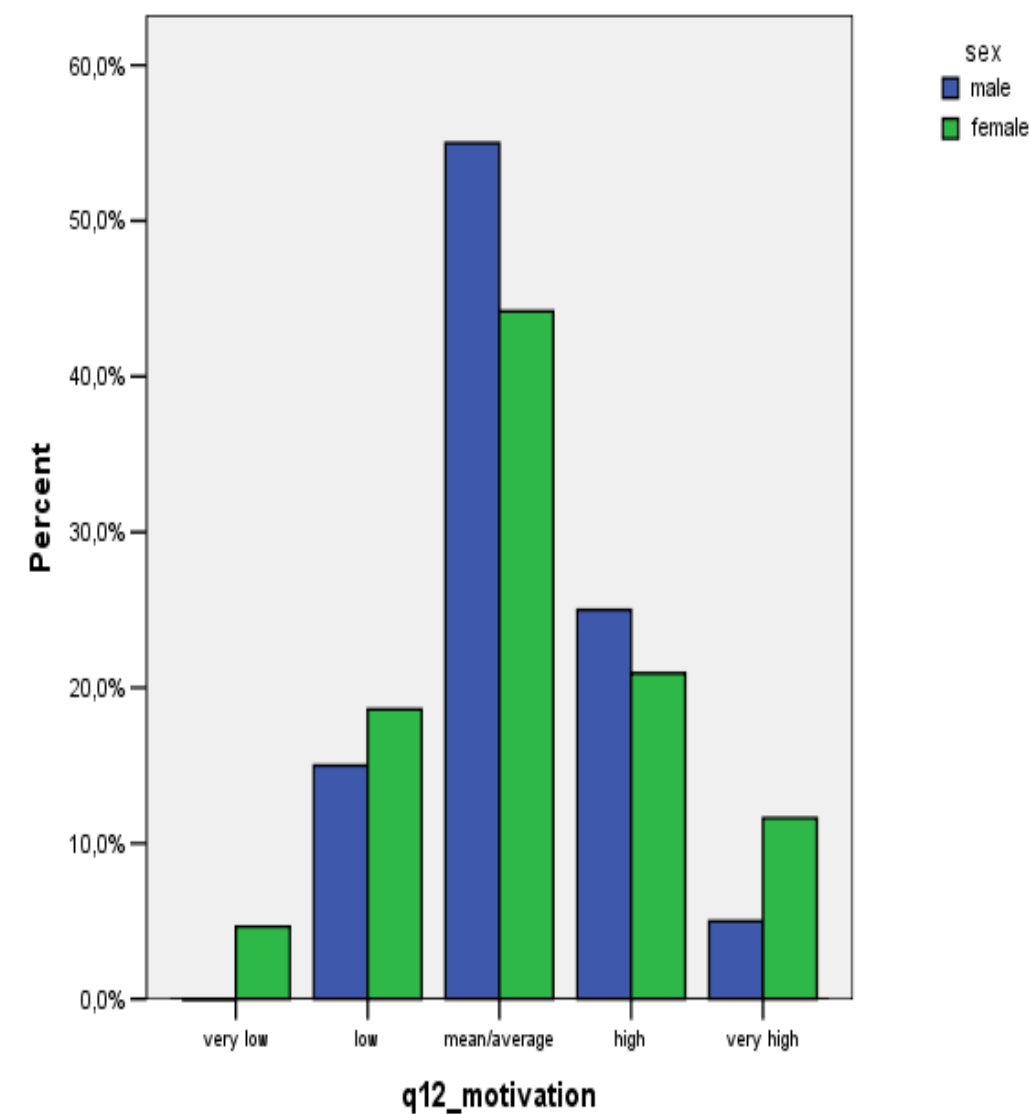
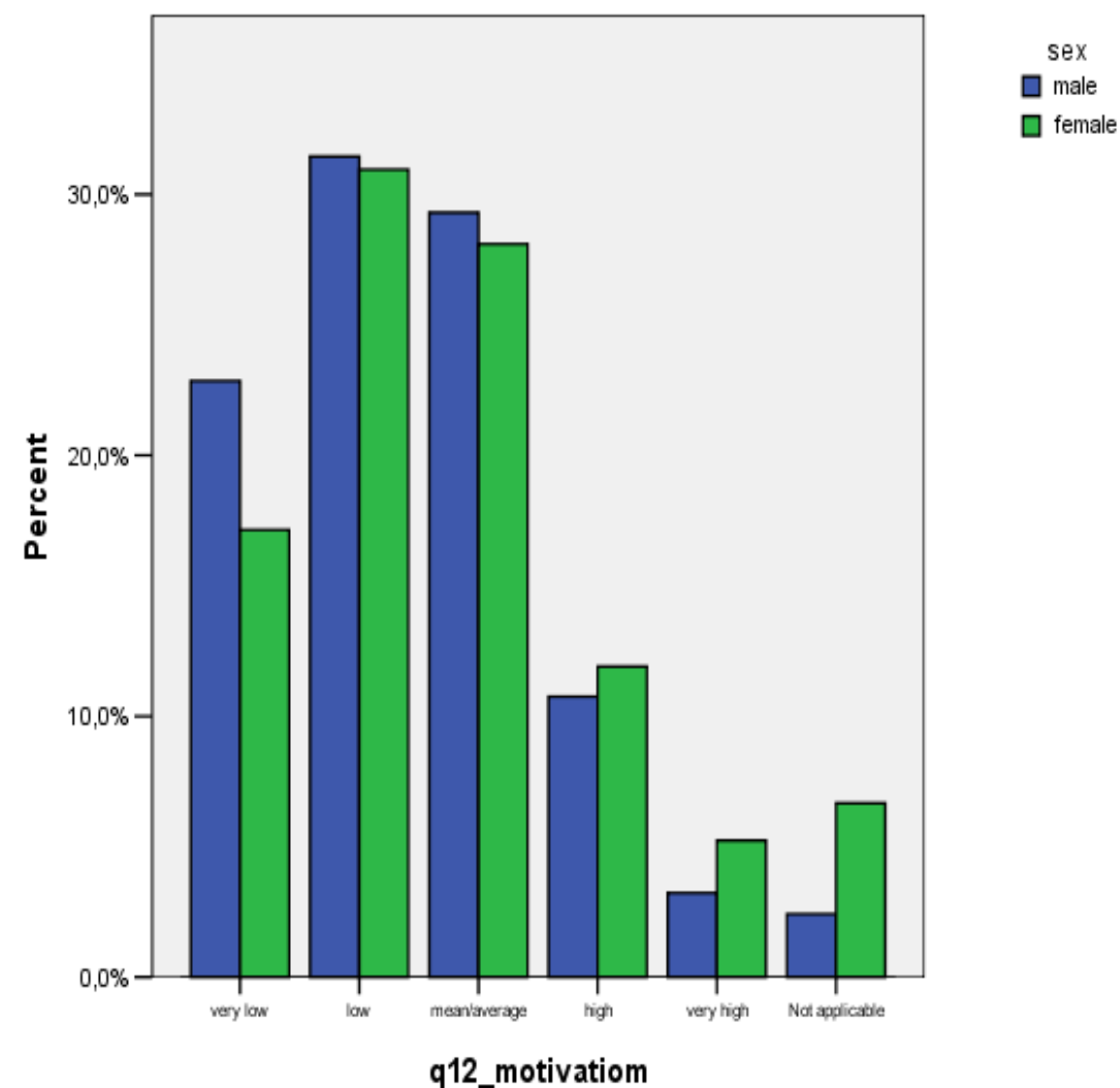
The objective is to stress out if the students have difficulties to attend the classes and to follow the chosen training.

ANSWER

QUESTION NUMBER 12 for trainers

12 - What level of difficulties do they or did they meet in guidance?

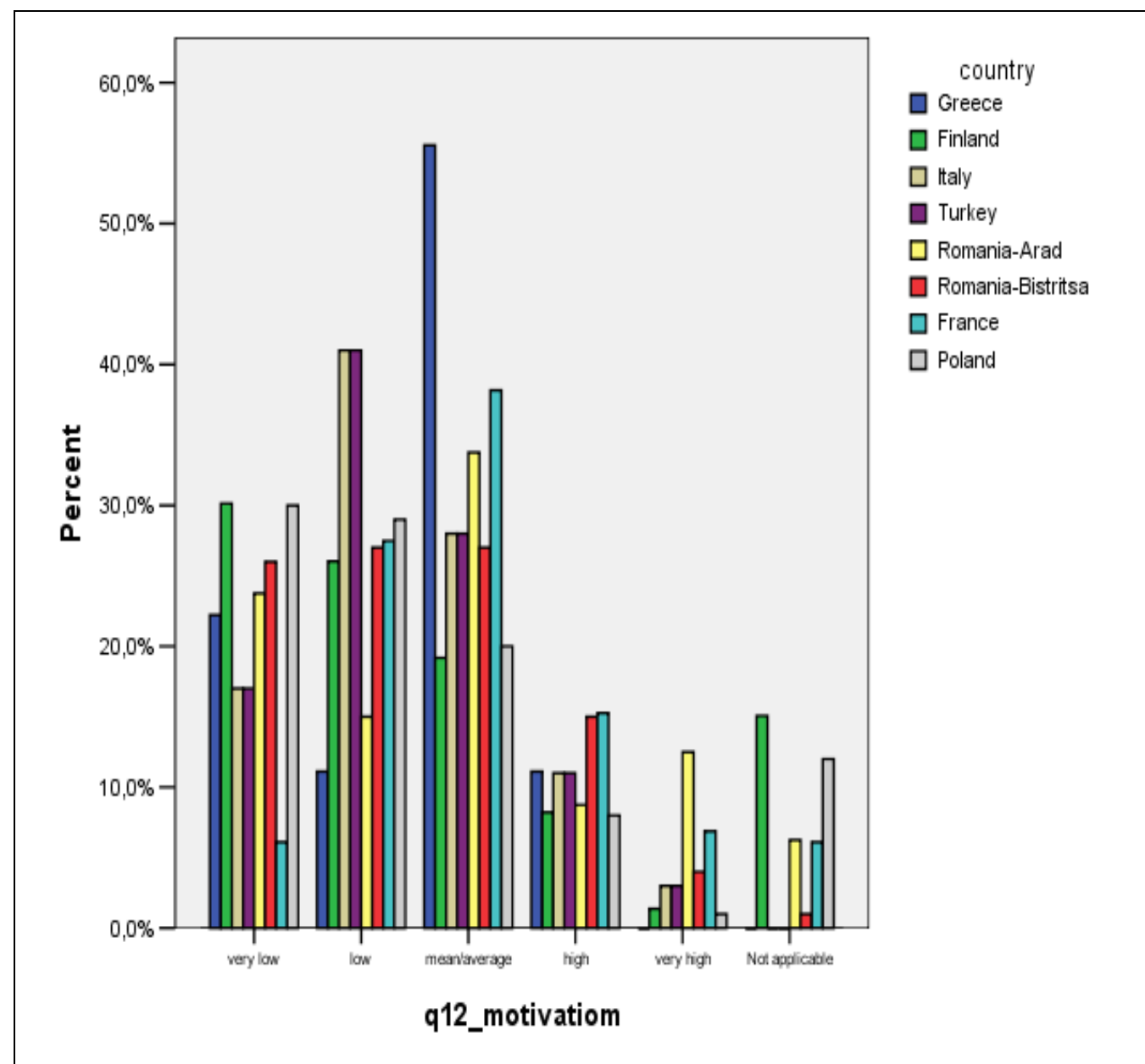
Low				High	
1	2	3	4	5	n.a.



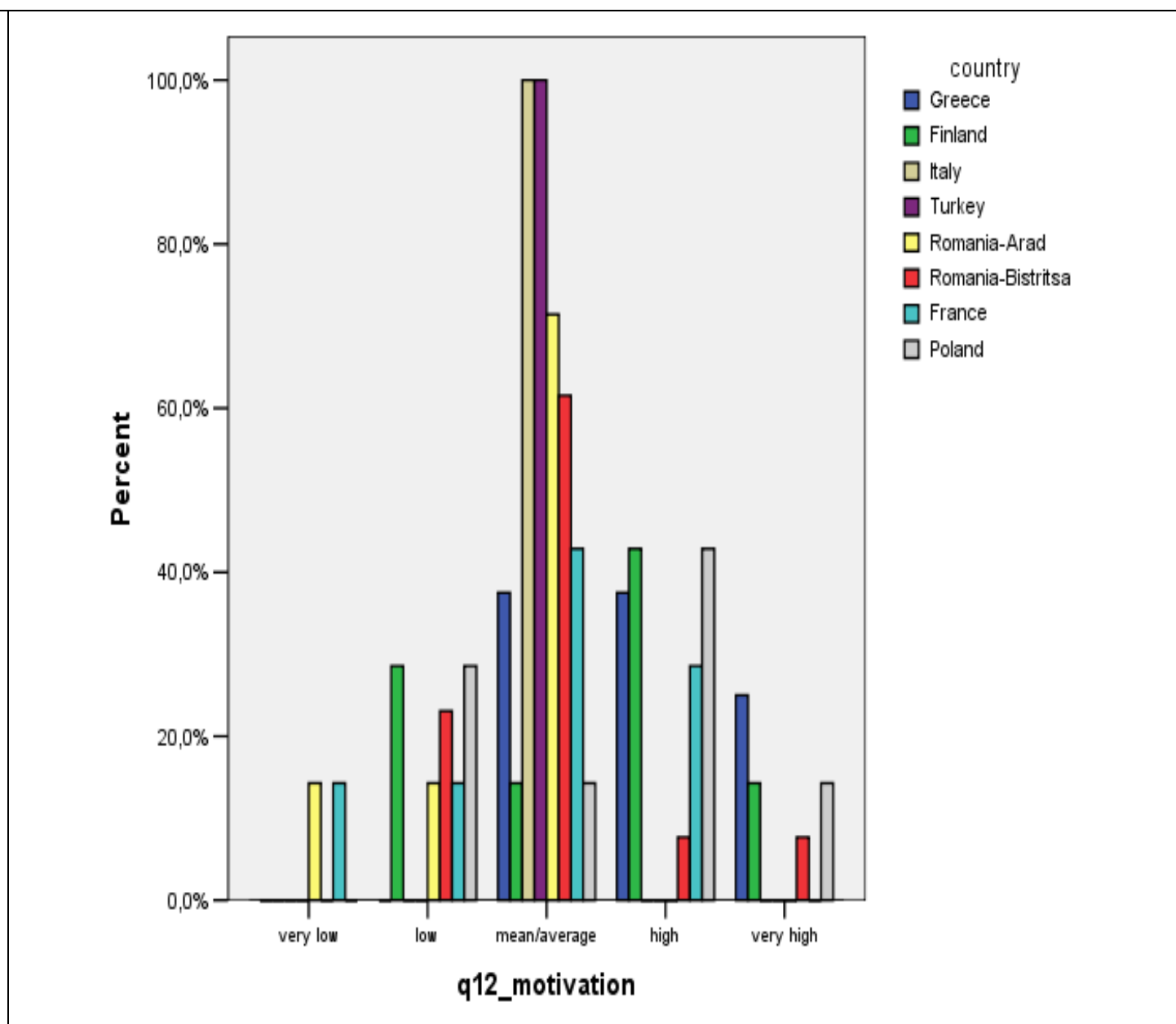
The half of the students does not declare any difficulty (“very low” 19.9% e “low” 31.1%). A small percentage of them assert to have some difficulty (“high” 11.3% e “very high” 4.3%). A relevant percentage, the 28.6%, states some difficulty at an average level.

The students and teachers disagree on the level of difficulty encountered by the students in their training process. The majority of students says that they do encounter low or very low difficulties, while their trainers state that the level of difficulty encountered by their students is average and high.

The trainers and the guidance operators think that the 32.8% of the students are having high (23.4%) and very high (9.4%) difficulties to follow and develop the guidance activities. The 20.3% declares low (17.2%) and very low (3.1%) levels of difficulties, while the 46.9% of the students face normal levels of difficulties.



In most of the partnership schools, students state that they encounter mostly average, low and very low levels of difficulty in adapting to their school profile.



The trainers think that most of the students encounter an average level of difficulty, while in Finland and Poland, they think that their students encounter a high level of difficulty.

Greece: The students said that the level of difficulties that they had in guidance was average for most of them and low for some of them but the teachers said that it was average and high.

Finland: Most of the students said that they had had very low level of difficulties. In contrary, the majority of the trainers saw that the students had had high difficulties.

Italy: The students and trainers disagree on the level of difficulty encountered by the students in their training process. The majority of the students (58%) say that they are encountering low or very low difficulties. The 28% of the trainers affirm that the level of difficulty encountered by their students is normal.

Turkey: When the most of the students think low, the most trainers think as average.

Romania – Arad: Both students and trainers think that the students encounter an average towards low level of difficulty in adapting to their vocational profile.

Romania – Bistritza: Both students and trainers think that the students encounter an average towards low level of difficulty, but students think even the “very low” level is an answer while trainers did not choose this option.

France: 34 % of the students say that they have "low" and "very low" difficulties level in guidance: 38 % for the girls and 29 % for the boys. 22,2 % of the students say that they have a "high" and "very high" level of difficulties in guidance 18 % for the girls and 27% for the boys.

Poland: Most of the students said that they had had very low level -31%- or low -28%- level of difficulties. In contrary, the majority of the trainers saw that the students had had high difficulties-43%- or very high difficulties-14%.

QUESTION NUMBER 13 for students

13 - Have you got enough guidance for living good and independent life?

Not enough		Enough			
1	2	3	4	5	n.a.

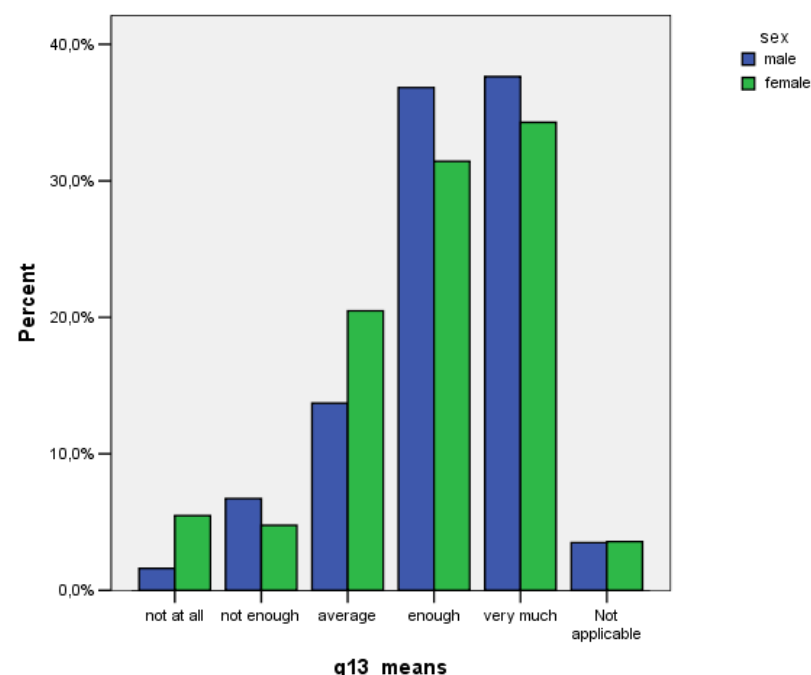
QUESTION DESCRIPTION

Question number 13 tries to point out whether students have enough guidance from the counsellor, from teachers/trainers or from families in order to ensure him/her a good and independent life. The answers range *from not at all guidance, to not enough, average, enough to very much guidance*.

OBJECTIVE

The aim of this question is to understand if students presently have the premises of reaching a good life in the future. There is a close relation between the quantity and quality of guidance they receive at the moment and in the future and their chance to succeed in life. The choice of the appropriate training means that students can become good professionals and the help and guidance with the insertion into the labour market can make him/her become independent financially secured.

ANSWER



The results reveal that the present situation is a promising one, a large percent of the students gave positive answers – 35.8% of them said they get *very much guidance*, 34% think the guidance they receive *is enough* in order to help them, and 17.3% are on the average level, still being satisfied. Only 5.7% of the students consider they *do not get enough* guidance for their future and 3.7% of them said they *don't get guidance at all*. For 3.5% of the students, this question is *not applicable*.

On the answers “enough” and “very much” no significant differences between male and female students.

About 10 % of difference on the answer “average”.

Remember 5 % of not applicable.

If we put the average of all the answers on the answer “average”, female students have a little bit more negative opinion;

There is a difference in positive answers between students and trainers, students said they have *enough* and *very much* guidance for a good future in a percentage of almost 40% for each of these answers while only 10% of the trainers said very much. But in the case of average answer, more trainers than students chose this option with a difference of almost 10%. The same, more trainers than students consider they do not get enough guidance or not at all. For about 3% of students and trainers the question is not applicable.

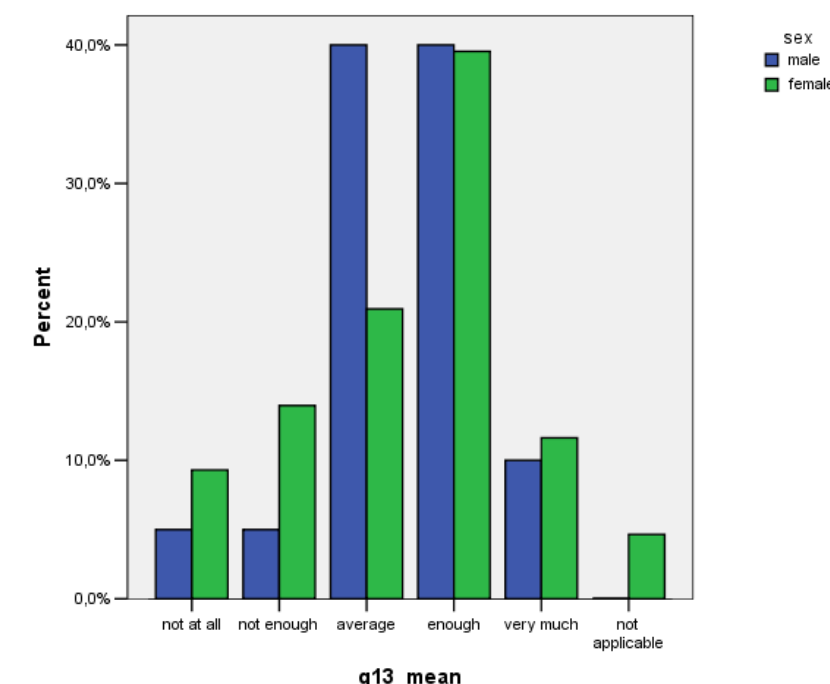
No difference between female students and female trainers (about 20%) for the answer “average”.

Difference between male students 13% and male trainers 40% . The opposite for the answer “very much”.

QUESTION NUMBER 13 for trainers

13 - Have your students got enough guidance for reaching good and independent life?

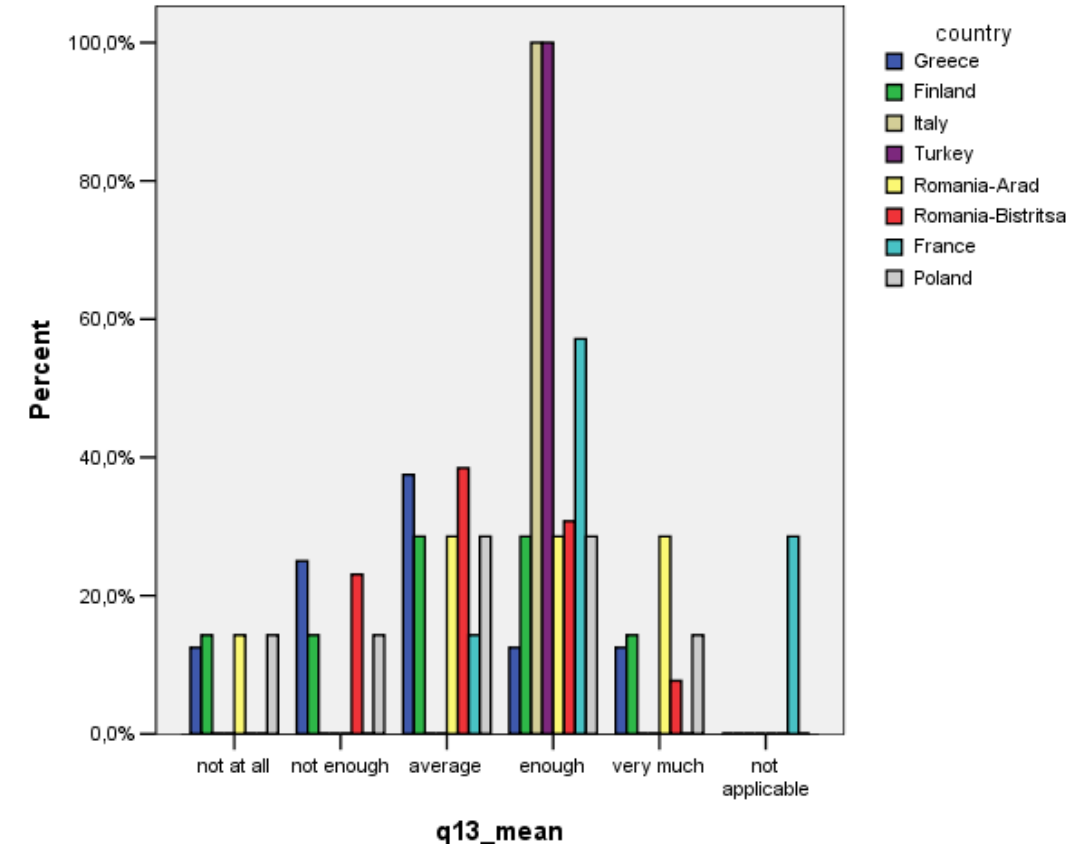
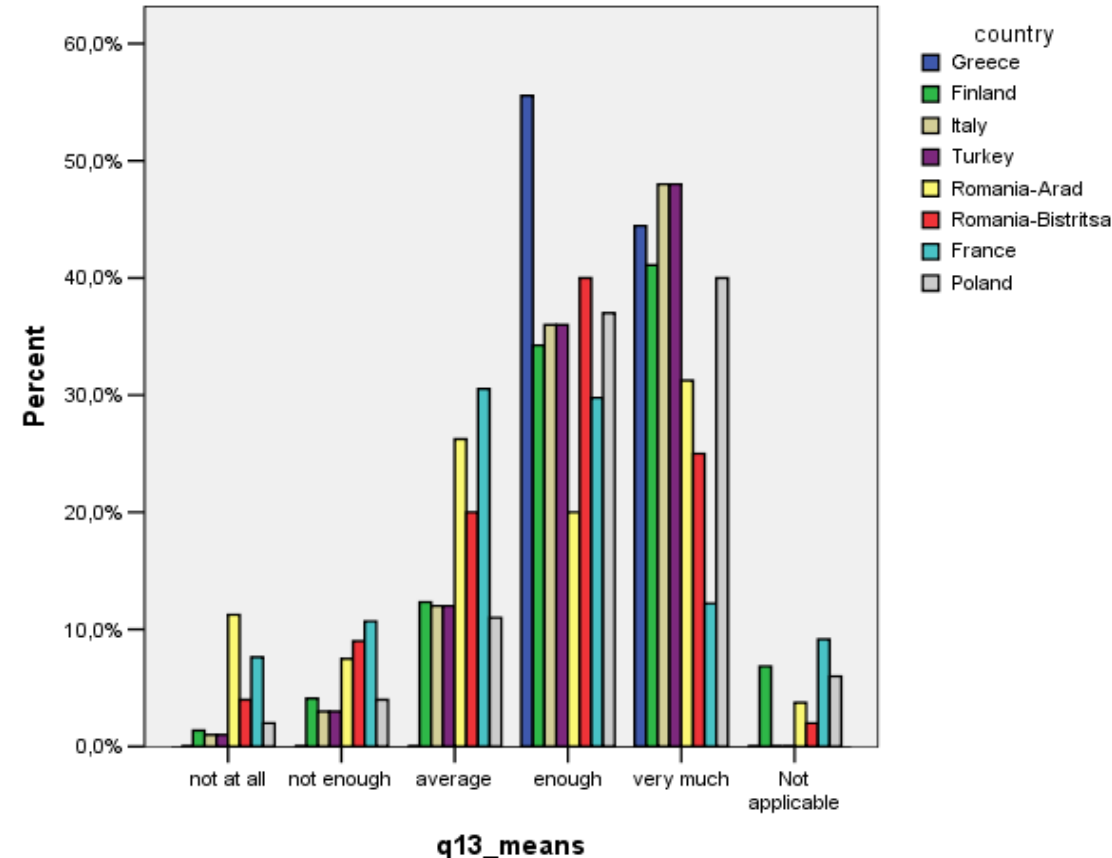
Not enough		Enough			
1	2	3	4	5	n.a.



The results reveal that the present situation is a promising one, a large percent of the trainers gave positive answers – 10.9% of them said their students get *very much guidance*, 39.1% think the guidance students receive *is enough* in order to help them, and 26.6% consider the amount of guidance as on the *average* level. Only 12.5% of the trainers consider students *do not get enough* guidance for their future and 7.8% of them answered that students *don't get guidance at all*. For 3.1% , this question is *not applicable*.

On the answer “enough” no significant differences between male and female trainers.

On the answer “average”, 20% of difference between the rate of males and the rate of females: males choose the answer “average”, females have more negative points of view.



A very small percent of students from Finland, Italy, Turkey and Poland said they do not have guidance *at all or not enough* – under 5%. Arad, Bistrita and France have a little bit more percentage with this negative answers – about 10%. Again France, Arad and Bistrita have more than the other partners the *average* answer (between 20 and 30% while Finland, Italy, Turkey and Poland have 10%). With the positive answers – enough and very much guidance – France, Arad and Bistrita are on lower positions (under 30%) while the others are at about 40% or even more, like Greece (more than 50%) where students get a lot of guidance. For the students from Italy, Greece and Turkey this question is not applicable, and for the others in small percentage.

At first sight one can notice Italy and Turkey having 100% of the trainers who said students have *enough guidance* from the counsellor, from teachers/trainers or from families in order to ensure him/her a good and independent life. The same answer was given by France (almost 60%), by Finland, Arad, Bistrita and Poland with about 30% and by Greece with almost 15%. *Very much guidance* for the students is considered by trainers from Greece, Finland, Poland with 15%, Arad with 30% and Bistrita with less than 10%. There are trainers from most of the partners (except Turkey and Italy) who think guidance is at the average level – between 30-40% of them and 15% in France. There are also negative opinions, thus 15% of the trainers from Poland, Arad, Finland and Greece think students have not at all guidance for their future, and not enough guidance was chosen by Greece and Bistrita (more than 20%) and by Finland and Poland (about 15%). This question was not applicable for about 30% of the trainers from France.

Greece: The students said that they receive between enough and very much guidance but the teachers said that the students receive between average and enough guidance for living good and independent life.

Finland: The majority of Finnish students said that they have had enough guidance for living good and independent life. That it an important question, because we consider this as the most important aim of our work. But, Finnish trainers took this question quite seriously: there were also lot of those, who thought that they do not get “enough” or “at all” or only “average” counselling.

Italy: The trainers and the students think the students have got enough guidance for their future.

The trainers answer that their students have got enough guidance for living good and independent life; the students that declare the same thing are the 36%. The majority of the students (48%) answer they have got very much guidance for living good and independent life. Only the 3% of the students think they have got “not enough” guidance and 1% “not at all”.

Turkey: When the students think they have very much guidance, the trainers think that they have enough guidance.

Romania – Arad: Students answers vary from very much to enough guidance for them to have a good and independent life, while their teachers think that their students have an average level of guidance for that purpose.

Romania – Bistrita: the answers of the trainers and of the students are quite positive – about 80% of them both have fairly good opinions about their present guidance, students even better – they have a bigger percentage of *enough and very much guidance* for their future, they are more confident than the trainers.

France : the answers are very diversified, we can observe the maximum rate for the answer “average” with 30% and for the answer “enough” : 30 % ; If we compare with the partnership results, for the answer “very much”: - 20% of satisfaction. More answers “not enough”. For the trainers, more than 25 % of non applicable. We can notice a difference beetwwen girls and boys answers: 76 % of the girls and 90% of the boys say that they have "not at all" difficulties in guidance because of their gender.

Poland: The majority of the students said that , their need have “very much” and “enough” guidance for living good and independent life. . But, there were also those students who stated that only not enough“ and “averages” there needs have been noticed. Majority of trainers stated that the students got average and enough guidance for living good and independent life.

QUESTION NUMBER 14 for students

14 - Do you think that you have difficulties in guidance because you are a boy or a girl?

No	Yes				
1	2	3	4	5	n.a.

QUESTION NUMBER 14 for trainers

14 - Do you think that your students have difficulties in guidance because they are boys or girls?

No	Yes				
1	2	3	4	5	n.a.

QUESTION DESCRIPTION

The question 14 wants to find out if the students have special difficulties in guidance because of their gender.

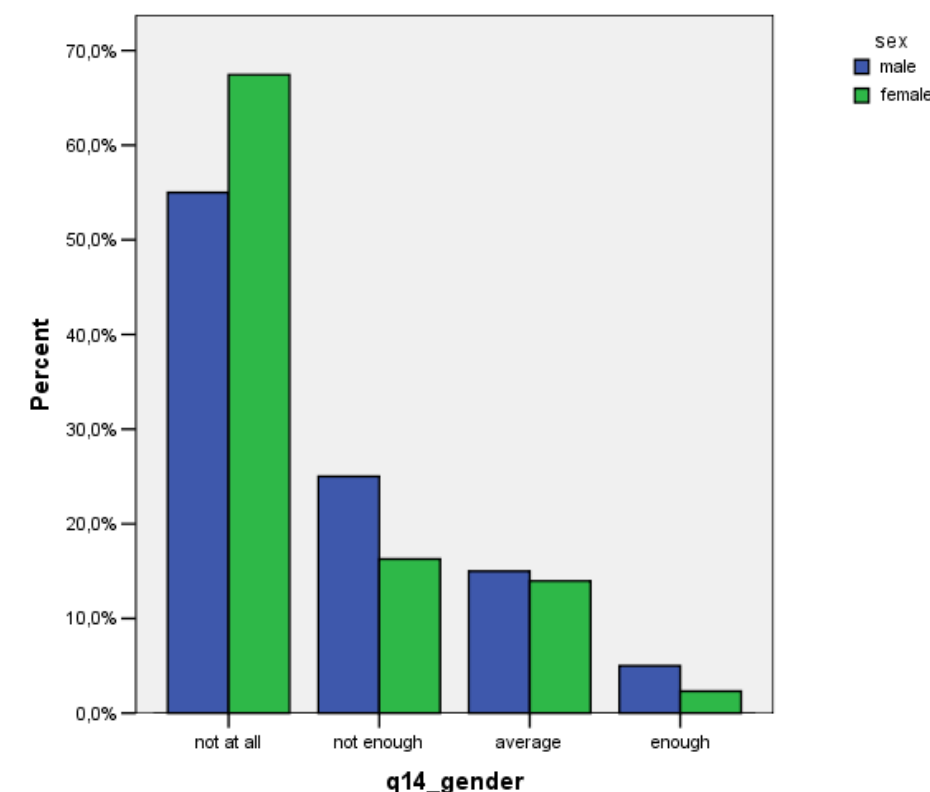
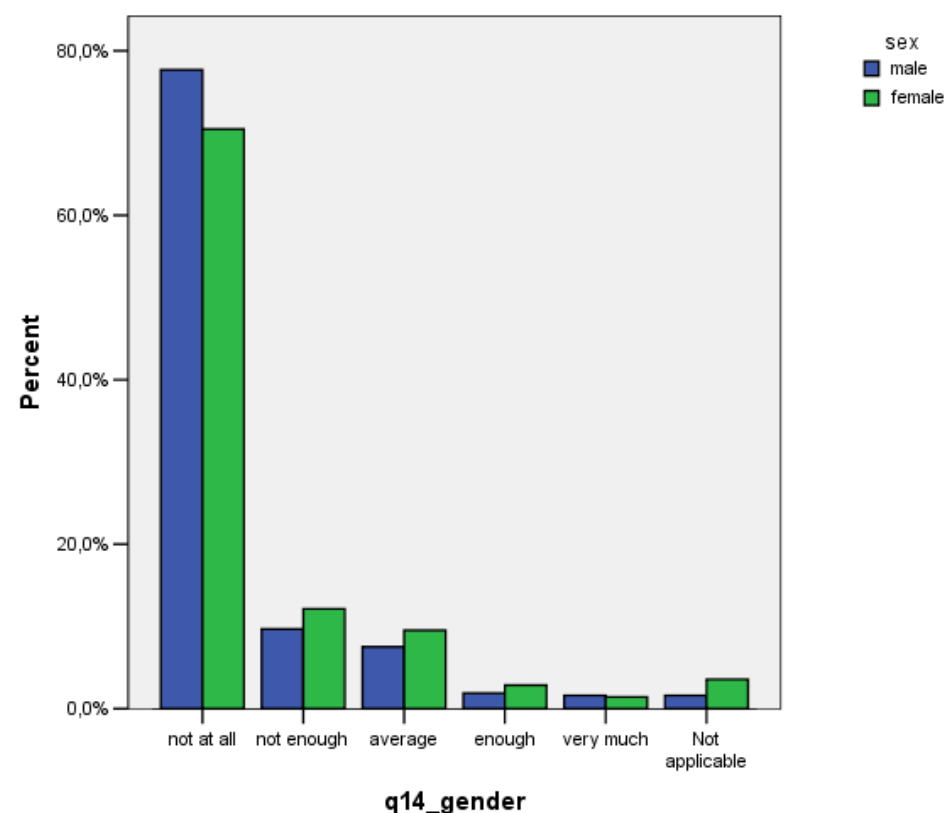
OBJECTIVE

The aim of the question is to know if the students have the feeling of having special difficulties in guidance because of their gender. At first that means, do they have difficulties in guidance? And in a second way, did they analyse that these difficulties come from the fact they are a boy or a girl?

And we must take in account these other questions: is it really easy to realise, to say and to write that they have difficulties in guidance? And further more that these difficulties come from their gender? To be pointed out as victims?

The same topics are analysed under the point of view of the trainers.

ANSWER



Nearly $\frac{3}{4}$ of the students (73, 9 %) choose the answer not at all: they say that they have no difficulties in guidance because of their gender. 77.7 % for the boys and 70.48 % for the girls. (+ 7 % for the boys).

If we add the answers “average” + “enough” + “very much” we obtain 12, 5 % for all students (11 % for boys and 13, 8 for girls). We notice that girls think a little bit more than boys that they have difficulties in guidance because of their gender.

As for the answer “very much” “difficulties, we obtain the same result boys and girls: about 1, 5 % of the answers. So we can give the conclusion that for the students who think they have difficulties in guidance because of the gender, there are not important differences between the answers of boys and girls.

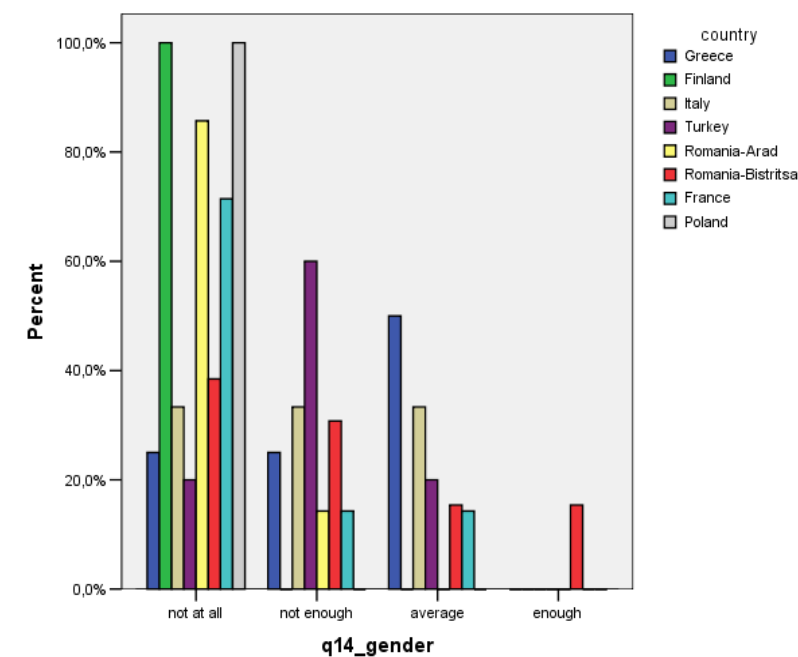
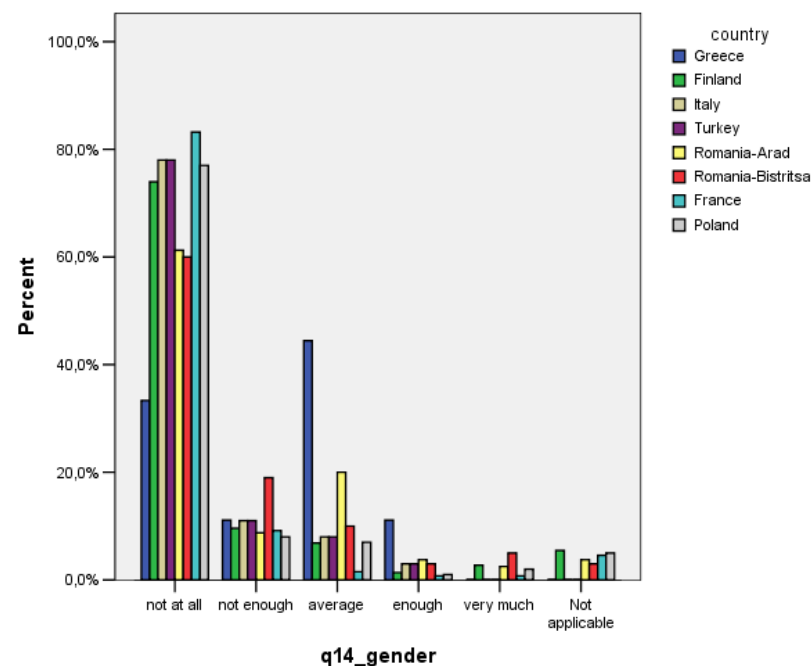
Considering the male and female answers, we obtain the opposite between students and trainers for the answers “not at all”, “not enough”, “average”, and “enough”. The male students think more than female students that they have not at all difficulties in guidance because of gender and male trainers think less than female trainers that their students have difficulties in guidance because of their gender. It is the same analysis for the other answers.

64 % of the trainers think that their students have “not at all” difficulties in guidance because of their gender (55 % of the men and 67, 4 % of the women).

18, 8 % of the trainers think that their students don’t have real difficulties in guidance because of gender (25 % of the men and 16, 3 % of women).

17, 20 % of the trainers choose the answers “average” or “enough” (20 % of the men and 16, 3 % of the women). That means that nearly one upon five trainer think that students have met difficulties in guidance regarding their gender and this opinion is more important for the male trainers than for the female trainers.

No trainers choose the answer “very much”. Is it the fear of the non recognising of their work ?



We can notice a relative homogeneity of the answers.

The first group of countries (Finland, Italy, Turkey, France and Poland) choose the answer “not at all” around 70 to 80 % . The second group is Romania (Bistrita and Arad) who choose this answer around 60%. Greece is the last country with about 35 % of the students who choose this answer “not at all”.

In average for all the countries, one student upon ten choose the answer “not enough”, except for Bistrita (one upon five)

In average for all countries, 10 % of the students choose the answer “average”, except for Greece (40%) and and Arad (20%);

As for the answer “enough” the higher rate is for Greece and the other countries have very similar results.

As for the answer “very much” , even if the results are very low, the higher rates are for Bistrita, Finland and Arad.

As for the gender analysis country by country, : We noticed some results as significant, for example :

Italy : 3,7 % of the boys and 13 % of the girls choose the answer “average” , Greece : 40 % of the boys and 50 % of the girls and Finland : 11,9 % of the boys and not applicable for the girls .

Arad : 87, 5 % of the boys and 58, 3 % of the girls choose the answer “not at all”

Bistrita : 9 % of the boys and 1, 8 % of the girls choose the answer “very much”

We can notice significant differences among the different countries.

As for the answer “not at all”: the first group of countries (Finland, Arad and Poland) reach the rate between 90 % and 100%; The second group is France with 70% ; The third group (Italy and Bistrita) is reaching 35 to 40% and the last one Greece and Turkey (about 20%).

As for the answer “not enough” the highest rate is for Turkey and the lower is for Arad and France.

As for the answer “average” the highest rate is for Greece and the lowest for Poland and Arad.

The only country who choose the answer “enough” is Bistrita.

No trainers choose the answer very much.

We have noticed that Italy has very balanced results (1/3 not at all, 1/3 not enough an 1/3 average.)

Greece: They both believe that the students don not have enough difficulties in their guidance because of their gender.

Finland: There may be difficulties in guidance of the special needs students, and there may be a plenty of reasons to that, but the sex of the student is not one of them. That was the opinion of our students and trainers, too.

Italy: The majority of the students (89%) think that they do not have any kind of difficulties in guidance because of their gender (78% answers “not at all” and 11% “not enough”). The two third of the trainers gave the same answers. The 8% of the students and one third of the trainers answer “average”.

Turkey: Around 80% of the students think that they don't have any difficulties in guidance because they are a girl or a boy. 60% trainers choose the answer “not enough”.

Romania – Arad:

Romania – Arad: Most of the stundents think that they do not encounter difficulties in guidance due to their gender, and thier teachers think the same.

Romania – Bistriza: most of the students(60%) and a part of the trainers(40%) said they do not have difficulties in guidance at all, and another part of them said not enough difficulties. Students, unlike trainers, used all the options as their answers.

France: 83% of the students think that they don't have any difficulties in guidance because they are a girl or a boy. We can notice a difference beetwwen girls and boys answers: 76 % of the girls and 90% of the boys say that they have "not at all" difficulties in guidance because of their gender.

If we add the answers “average”, “enough” and “very much”, we don’t notice significant differences between males and females students answers.(5% and 6%) .

The trainers think more than students that students have difficulties in guidance because of their gender (around 70% of answer “not at all” and about 15% of “average”).

Poland: Majority of students say they have no problems related in guidance because they are a boy or a girl. 9% say they have had few difficulties and 1% marked “not applicable”. Half of the trainers say students have no difficulties related to their sex. 33% say they have had few. 17% say students have had many difficulties.

QUESTION NUMBER 15 for students

15 - Have you got enough guidance for insertion on the labor market?

- A enough
- B quite enough
- C not enough
- D nothing at all

QUESTION DESCRIPTION

The question wants to verify if the students received enough guidance helps for the insertion in the labour market.

OBJECTIVE

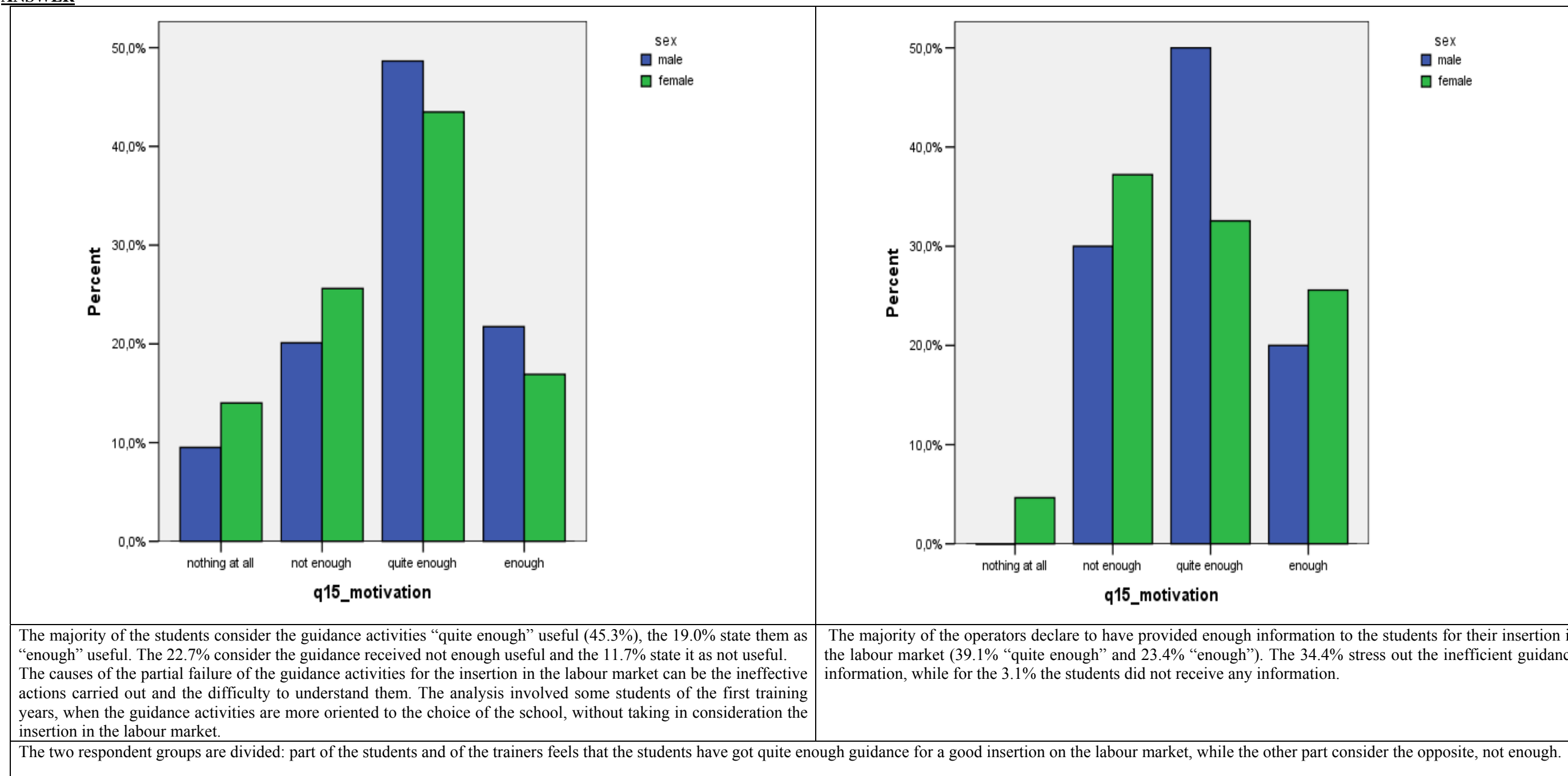
The objective is to underline the perception of the students about the guidance activities and to understand if they consider them useful for the insertion in the labour market.

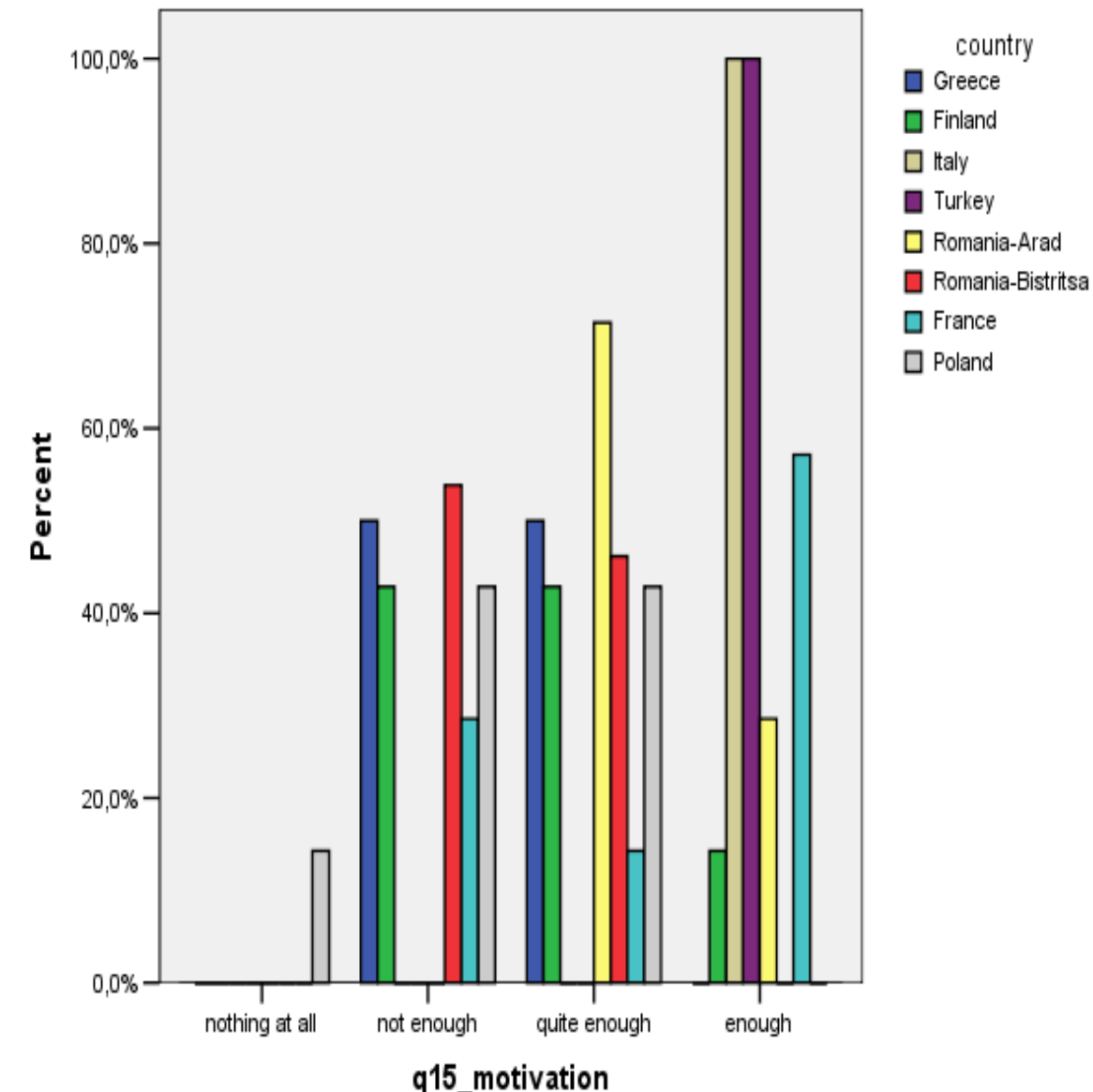
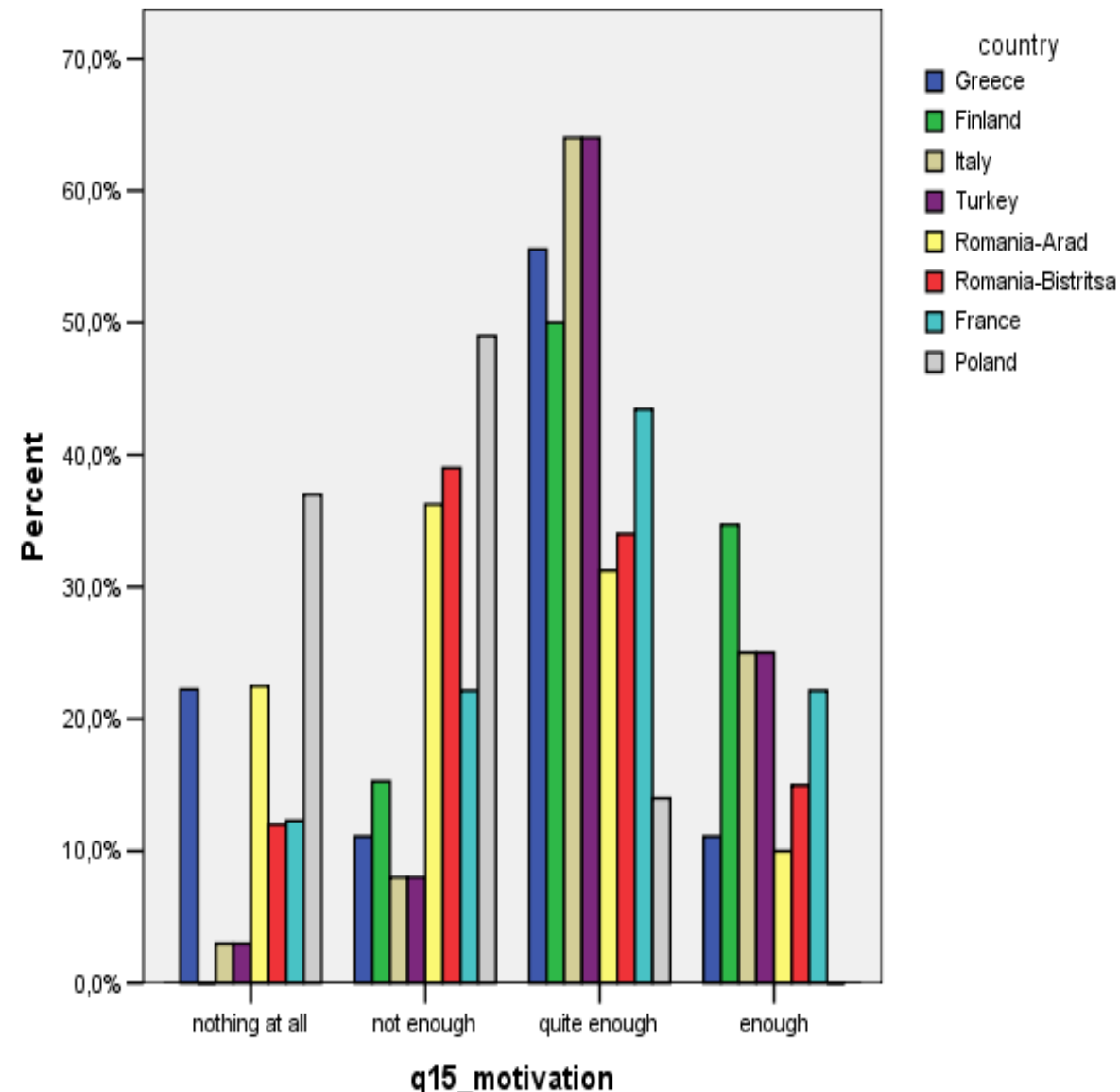
ANSWER

QUESTION NUMBER 15 for trainers

15 - Have your students got enough guidance for insertion on the labor market?

- A enough
- B quite enough
- C not enough
- D nothing at all





In most of the partnership countries, the students think that they received quite enough guidance for an independent life, while in Romania and Poland they state that they didn't have enough guidance.

The majority of the operators declare to have provided enough information to the students for their insertion in the labour market, while those from Romania – Arad feel that their students received quite enough guidance, while in Romania-Bistritsa they feel their students didn't receive enough guidance.

Greece: Students and teachers agreed that the guidance that the students have for insertion on the labor market is quite enough.

Finland: The students stated that they had had "enough" or "quite enough". In contrary, the trainers were not that satisfied, as they stated that "not enough" or "enough". The students were 1st class students and the trainers may have thought that they still need much more training for insertion into labour market.

Italy: The majority of the pupils think they have got enough guidance for a good insertion on the labour market (25% "enough" and 64% "quite enough"). The trainers seem to be more optimistic because they answered "enough". Only the 3% of the students declare they do not have at all guidance for their insertion in the labour market; the 8% of them think they have not got enough guidance.

Turkey: When the students think "quite enough", the trainers think "enough".

Romania – Arad: Students mostly think that they do not have enough guidance, while teacher feel that there have been a sufficient amount of guidance delivered to the students.

Romania – Bistritsa: while the students covered all the four answers distributed quite equally, the trainers only chose non radical answers like not enough or quite enough.

France: 34 % of the students say that they have "nothing at all" and "not enough" guidance to insert the labor market : 40 % of the girls and 25 % of the boys.

Poland: The students stated that they had had "nothing at all" or "not enough". And so did the trainers. They were not satisfied too - they stated that "not enough" or "not at all".

QUESTION NUMBER 16 for students

16 - Do you think that guidance helps you to know better yourself?

No				Yes	
1	2	3	4	5	n.a.

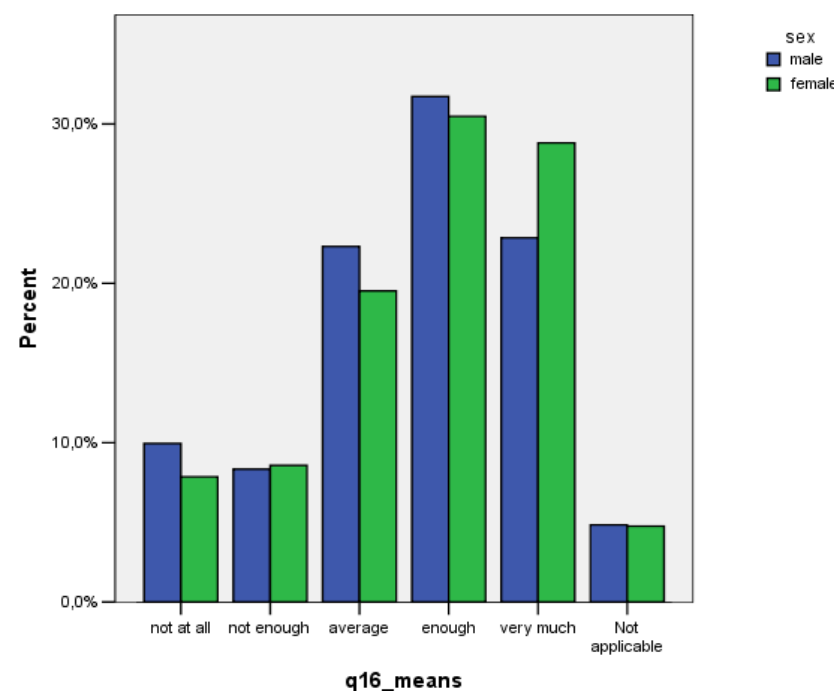
QUESTION DESCRIPTION

Question number 16 tries to reveal students' opinion regarding the importance of guidance and its influence on their knowledge about themselves, helping them to be aware better of their own needs, skills, competences and appropriateness with the labour market requirements. The answers begin from *not at all*, *not enough*, *to average*, *enough* and *very much*.

OBJECTIVE

The aim of this question is to understand what students think about guidance activity, if they trust its efficiency, if they think this will help them to a better insight and deeper apprehension of their own personality, special features or needs, and specific characteristics.

ANSWER



The results reveal that quite a large number (77.9%) of students have positive attitude to guidance. Thus, 26% of them consider guidance helps *very much* to know themselves better, 31% said guidance helps them *enough* and 20.9% are in between - on the *average level*. This means a general trust in the benefits of guidance activity, as only 8.4% of the students answered *not enough* and 8.8% think guidance *doesn't help at all* to know themselves better. This question is not applicable for 4.8% of the students.

The answers are very diversified.

20 % choose “not at all” and “not enough”

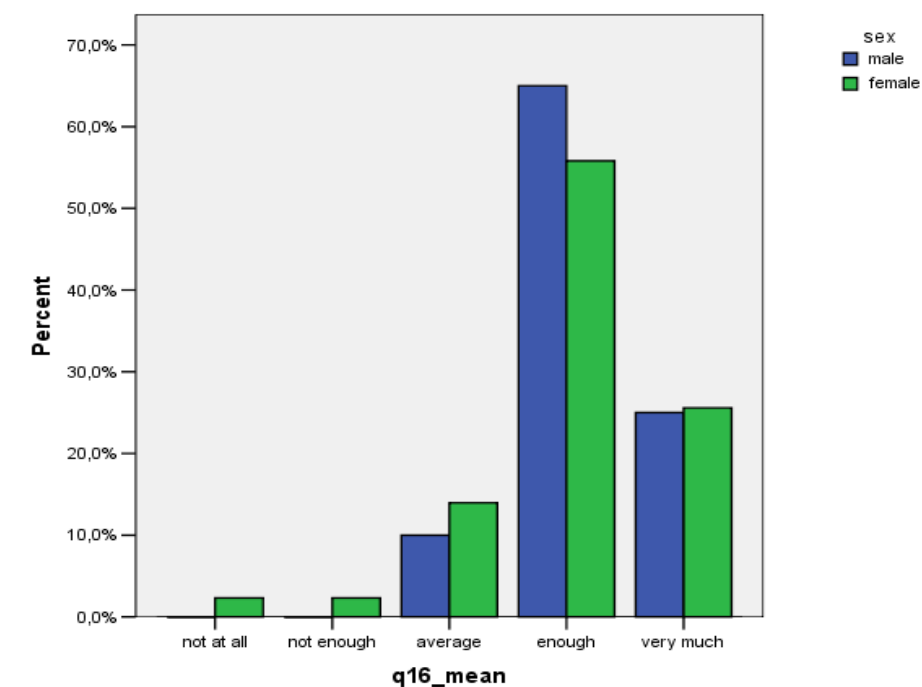
More females answer “yes” but because of the non available answers, the difference between males and females is not significant.

There is a big difference between students' and trainers' answers, thus about 90% of the trainers think this activity has a positive effect on knowing better themselves – it helps students enough or very much. While only 50% of the students have this opinion. The rest 10 percent of the trainers consider this activity as having an average outcome for students' better awareness of themselves, while students' answers range from not at all to not enough and even some of them think this question is not applicable, which is not the case for the trainers.

QUESTION NUMBER 16 for trainers

16 - Do you think that guidance helps your students to know better their selves?

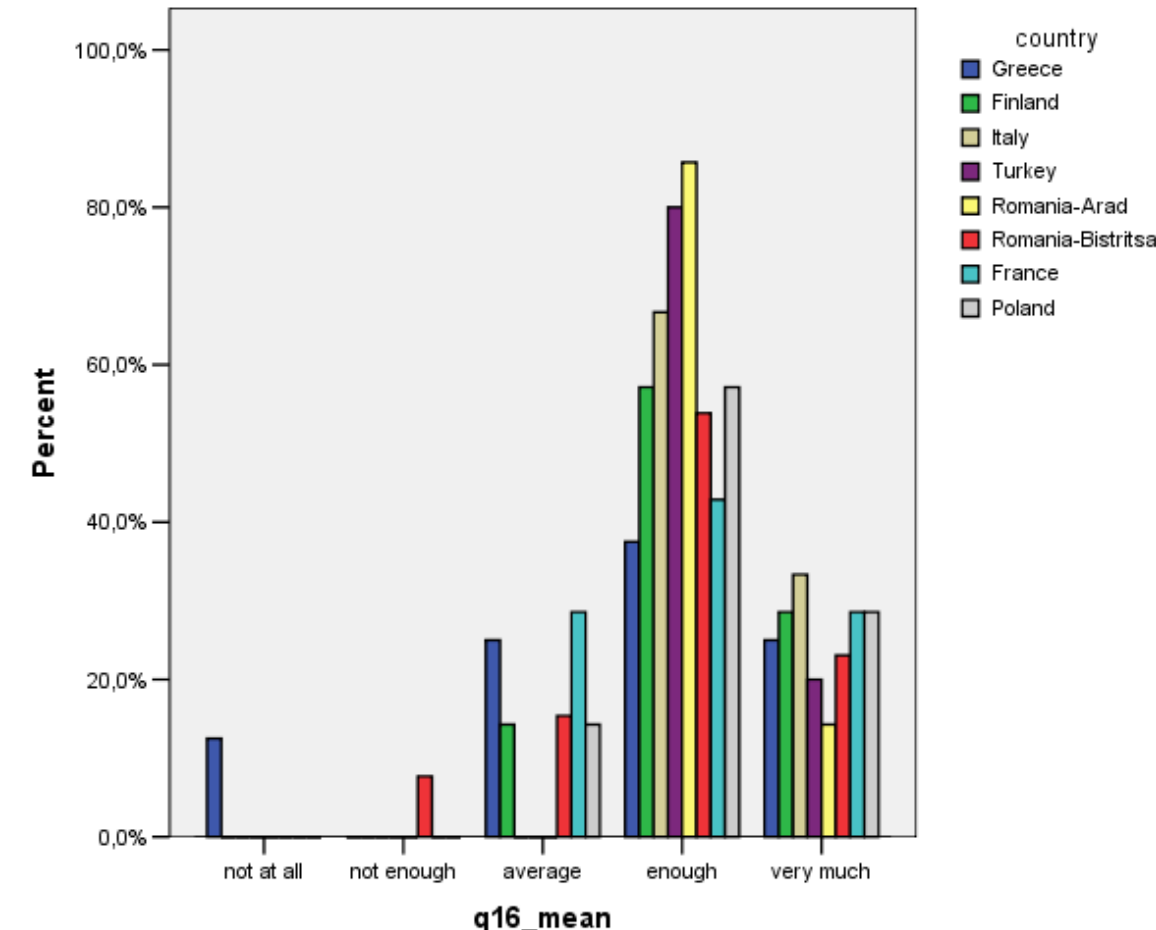
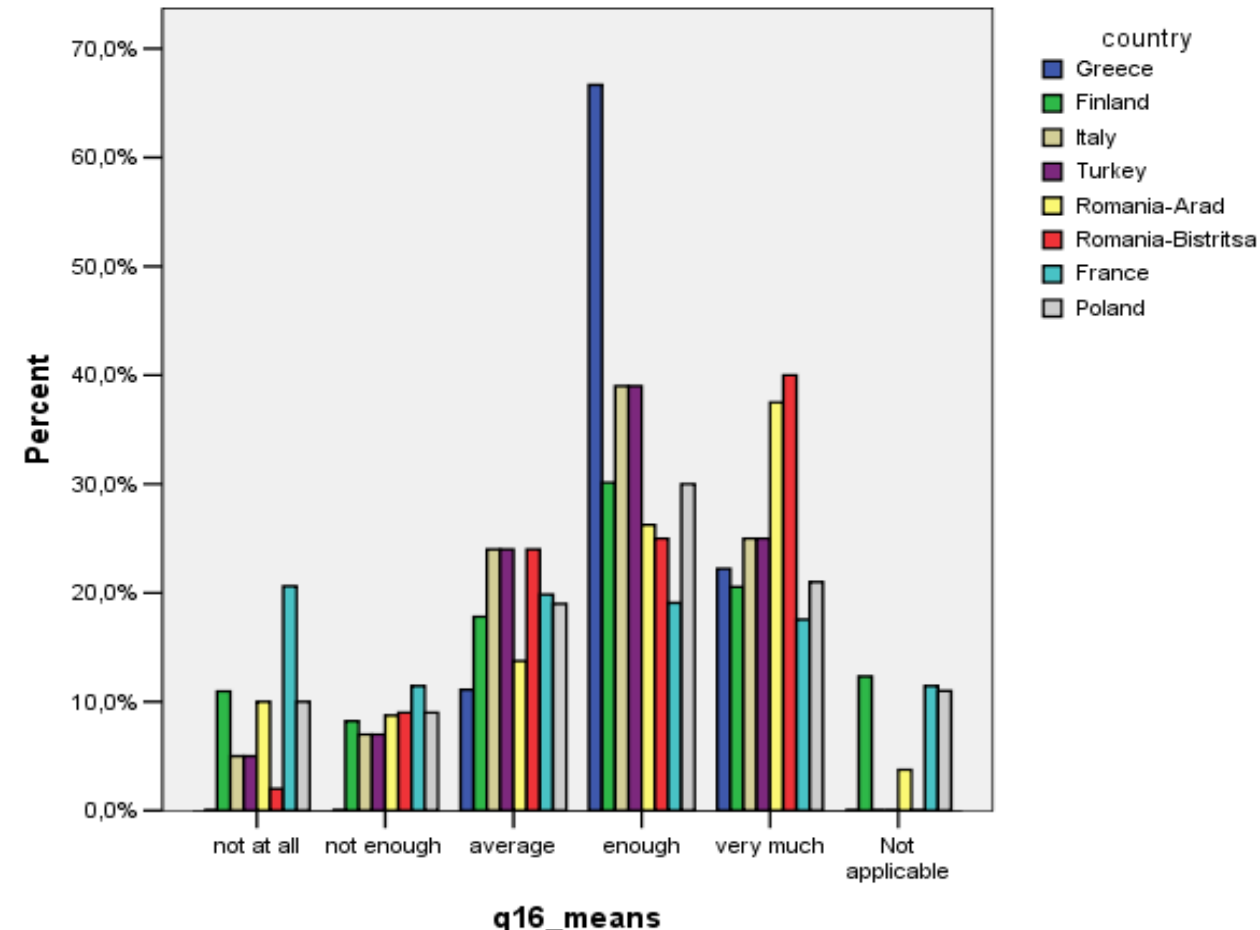
No				Yes	
1	2	3	4	5	n.a.



The results reveal that a very large number (96.8%) of the trainers have positive attitude to guidance. Thus, 25% of them consider guidance helps students *very much* to know themselves better, 57.8% said guidance helps them *enough* and 14.1% are in between - on the *average level*. This means a general trust in the benefits of guidance activity, as only 1.6% of the trainers answered *not enough* and 1.6% think guidance *doesn't help* students *at all* to know themselves better.

The answers of males and females are in average “positive”.

Anyway, only females choose the answers “not at all” and “not enough”.



There are students who do not trust in guidance helping them to know themselves better, thus 10% of students from Finland, Arad, Poland, 20% from France and 5% from Italy or Turkey and only 2 percent from Bistritsa said not at all. Apart from this, about 10% of the trainers from all the partners except Greece answered not enough, still being a negative aspect. Every partner chose also *average* answers, in a percentage between 10% (Greece) to 25% (Italy, Turkey and Bistritsa). Almost 70% of the trainers in Greece think this activity helps students *enough* and more than 20% consider it helps *very much*. Romania Arad and Bistritsa also have positive answers – about 40% very much and 25 percent enough being at about the same level as Italy and Turkey. They are followed very closely by Finland and Poland with 30% respectively 20%, and by France with about 20% for each of these positive answers. Only for a small percent of the students from Finland, France, Poland and Arad this question was not applicable.

The only negative opinions on the efficiency of the guiding activities upon a better knowledge of students' personalities are to be found in Greece (15%) - not at all – and in Bistritsa (10%) – not enough. A little more confident are another 25% of the trainers from Greece and 30% of the trainers from France. But most of the trainers interviewed consider guiding activity as beneficial for students, they think it helps students *enough* - more than 80% of Turkey and Arad, followed by Italy (70%), Finland, Poland and Bistritsa (about 60%), France and Greece with about 40%. All the partners answered very much, but in smaller percentages, between 20% (Arad) to 30% (Italy).

Greece: Both students and staff agreed that guidance helps the students to know better themselves.

Finland: We can see, there is a difference between the answers of the students and the trainers. The trainers do think that the guidance helps their students to know better themselves (60 % says enough), but it is only 30 % of the students, who think that guidance helps them enough to know better themselves.

Italy: One third of the trainers answer “very much”, while only one quarter of the students give the same answer; two-thirds of the trainers answers “enough” like the majority of the students (39%). One quarter of the students keep in the middle saying “average”. The 12% of the pupils do not think guidance helps them to know better their selves (the 5% says “not at all” and the 7% “not enough”). We can however stress out that students and trainers recognize guidance as a positive help to know better themselves.

Turkey: Most students and trainers said “enough”.

Romania – Arad: Students think that guidance helps them to better know themselves, and thier teachers think that it can help them enough.

Romania – Bistriza: students are not so aware as trainers are of the positive effect of guidance upon their comprehension of their own skills, personality, competences, etc. Thus about 80% of the trainers have very much and enough answers while only 60% of the students chose these options. No trainer considered not at all as an answer but some of the students did, showing their distrustful attitude toward guidance.

France: the answers are very diversified. 20 % on the “not at all”. 10 % don't answer . If we add the answers “not at all” + not enough” + Non available” = 40 % ; In the group of trainers the french ones are more optimist. Answer “enough” : 40 %; The answers are more gathered and more positive for the french trainers comparing to the partnership. 26 % of the girls and 38% of the boys answered "not enough" or "not at all"

Poland: The trainers do think that the guidance helps their students to know better theirselves (570 % says enough), but it is only 30 % of the students, who think that guidance helps them enough to know better themselves.

QUESTION NUMBER 17 for students

17 - How did you get the information about training you are following?

- class teacher
- guidance counselor
- practical training / mentors
- guidance materials (flyers, websites, etc.)
- others

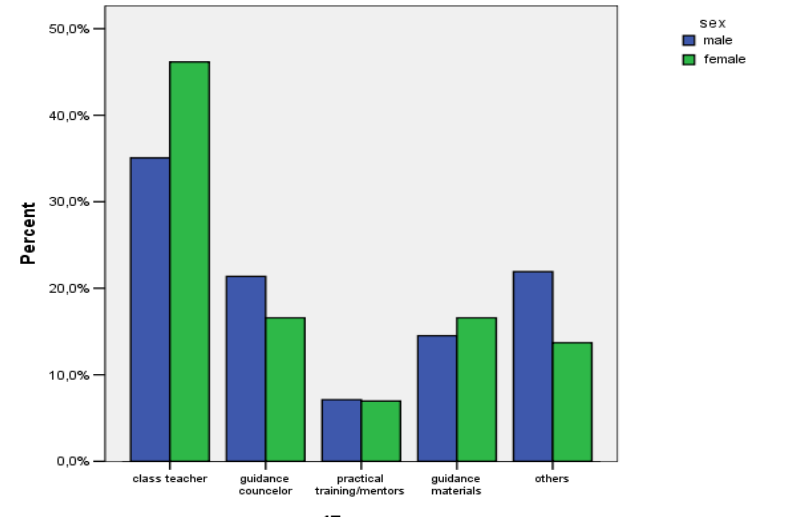
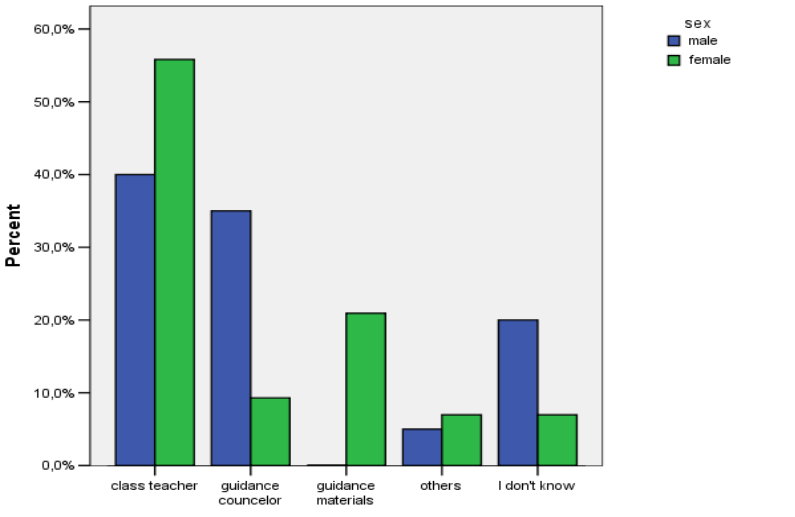
QUESTION DESCRIPTION

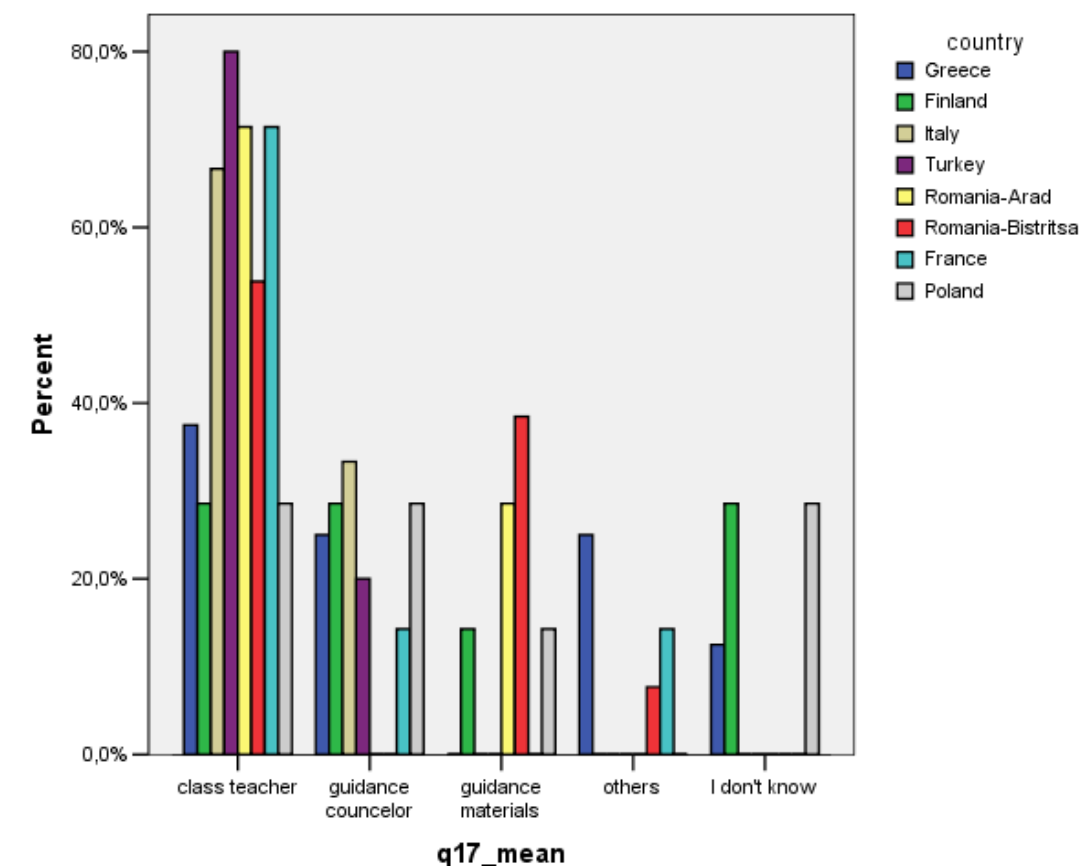
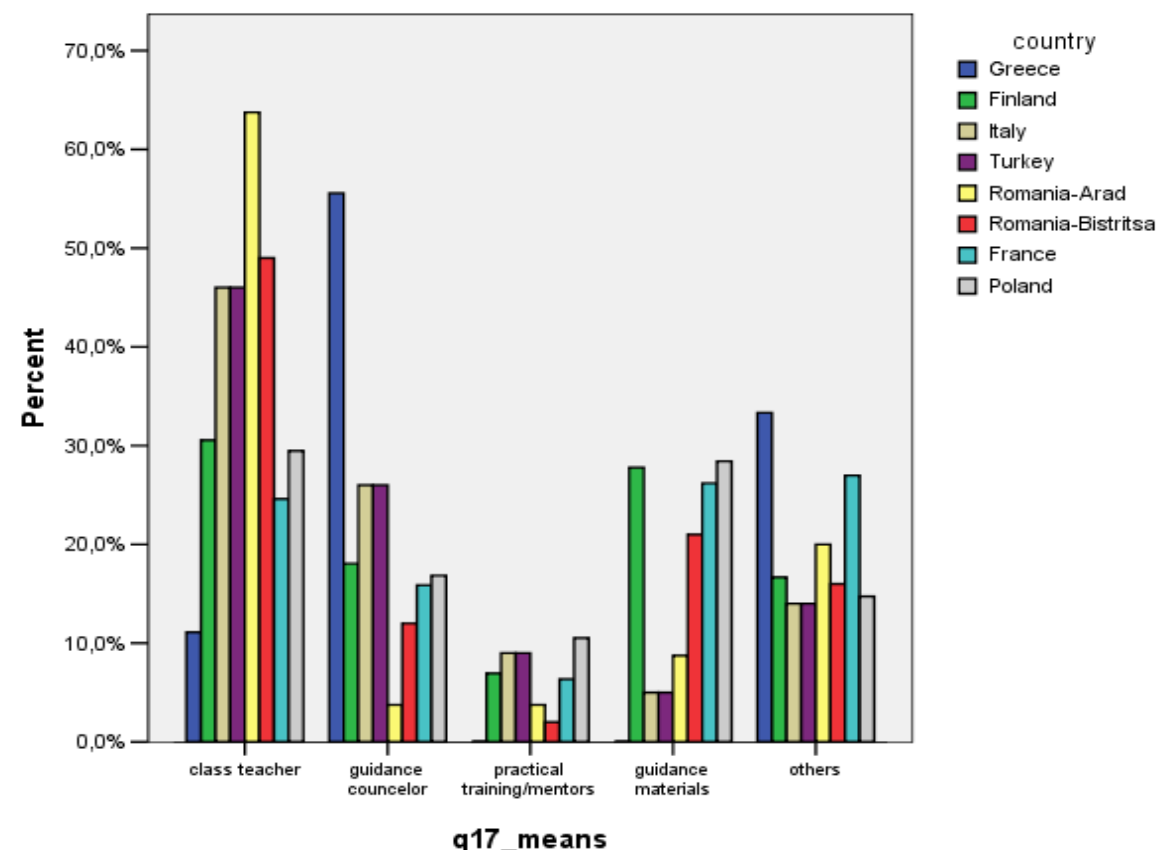
Question number 17 tries to reveal the means and sources of support and influence of students when choosing a training, school and career. They had to answer if they got the information about their present training from their *former class teacher*, or *guidance counsellor*, from *practical mentors/training*, from *specific advertising materials like flyers, posters, brochures* or from *other sources* in some other way that they must specify if the case be.

OBJECTIVE

The aim of this question is to find out the most influent and more frequent sources and means by which students chose their school or training and apply this to their present guidance and future choices for their career, for the change of qualification or for insertion in the labour market, etc. It is also a good way to notice who did this guidance activity before or if someone did it or not.

ANSWER

 <table><caption>Student Data (q17_means)</caption><thead><tr><th>Source</th><th>Male (%)</th><th>Female (%)</th></tr></thead><tbody><tr><td>class teacher</td><td>35.0</td><td>46.0</td></tr><tr><td>guidance counselor</td><td>21.0</td><td>16.0</td></tr><tr><td>practical training/mentors</td><td>7.0</td><td>7.0</td></tr><tr><td>guidance materials</td><td>14.0</td><td>16.0</td></tr><tr><td>others</td><td>22.0</td><td>13.0</td></tr></tbody></table>	Source	Male (%)	Female (%)	class teacher	35.0	46.0	guidance counselor	21.0	16.0	practical training/mentors	7.0	7.0	guidance materials	14.0	16.0	others	22.0	13.0	 <table><caption>Trainer Data (q17_mean)</caption><thead><tr><th>Source</th><th>Male (%)</th><th>Female (%)</th></tr></thead><tbody><tr><td>class teacher</td><td>40.0</td><td>56.0</td></tr><tr><td>guidance counselor</td><td>35.0</td><td>9.0</td></tr><tr><td>guidance materials</td><td>0.0</td><td>21.0</td></tr><tr><td>others</td><td>5.0</td><td>7.0</td></tr><tr><td>I don't know</td><td>20.0</td><td>7.0</td></tr></tbody></table>	Source	Male (%)	Female (%)	class teacher	40.0	56.0	guidance counselor	35.0	9.0	guidance materials	0.0	21.0	others	5.0	7.0	I don't know	20.0	7.0
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<p>The results reveal that a great deal of the students (40.4%) received the information about the training they are following from their former <i>class teacher</i> who is generally the only person who usually applies guiding activities on students in school, besides <i>guidance counsellor</i> who is the option of only 18.5% of the students. Still, many students have been guided by <i>materials</i> they got/have been presented to them (15.5%) and only 6.9% of them got the information from <i>practical mentors or training</i>. 17.3% of the students received the information from <i>other kind of sources</i>.</p> <p>Female students choose more the answer “class teacher”</p> <p>Male students choose more “others”</p> <p>A very little rate for the practical training/mentors for both males and females.</p>	<p>The results reveal that a great deal of the students (50%) received the information about the training they are following from their former <i>class teacher</i> who is generally the only person who usually deals with guiding activities for students in school, besides <i>guidance counsellor</i> who is the option of only 17.2% of the students. Still, many students have been guided by <i>materials</i> they got/have been presented to them (15.6%) and only 6.3% of them got the information from <i>other kind of sources</i>. 10.9 of the trainers <i>do not know</i> how their students got the information about their present school and training.</p> <p>20 % of the male trainers don't know! (5 % of the female trainers)</p> <p>Males do trust more the counsellors and the female more the class teacher and the guidance materials.</p> <p>No trainers answer practical training/ mentors!</p>																																				
<p>Both students and trainers answered in quite big percentage (40-50%) that students received the information about the training they are following from their former <i>class teacher</i>. They are quite similar with the second choice, that of <i>guidance counsellor</i>, the difference between them is only 1.3%. only students answered they have been guided by <i>mentors/practical training</i> (less than 10%), no trainer chose this answer. But both students and trainers say that about 15% of the guidance was given by <i>materials</i> that have been presented to them. There is also a difference in students' and trainers' answers about other sources – while 17 percent of students gave this answer, only 6% of the trainers said students got the information from <i>other kind of sources</i>. There are also trainers – about 10% - who are not familiar with the source of students' guidance.</p> <p>The bigger differences are on the answers “guidance counsellor” and “guidance materials”.</p> <p>Many male trainers say that they don't know, no students! Every student has got an opinion!</p> <p>Big difference for the answer “other” and “I don't know” (the answer are at the opposite). Big importance of the “class teacher” for both male and female teachers.</p>																																					



Romania – Arad has the biggest number of students who said they have been guided by *former class teacher* (more than 60%) followed by Bistrita (50%) and Italy and Turkey (more than 45%). Only 30% of students from Finland and Poland gave this answer, 25% of French students as well, and 10% of students from Greece. But Greece has the greatest number of students (55%) who said that *guidance counsellor* offered them support and guidance. All the other countries have smaller percentages of this answer, for instance Italy, Turkey 25%, France, Poland and Finland almost 20%, And Romania the smallest number – Bistrita about 10% and Arad less than 5%. All partners have under 10% answers for practical training/mentors, Romania even under 5% and for Greece it is almost zero. *Guidance materials* are the option for almost 30% of the students from Finland, France and Poland as well as for 25% from Romania Bistrita. Arad, Italy and Turkey have less than 10% this choice. Still many students from Greece (more than 30%) and from France (almost 30%) had *other unspecified sources*. This option was also the answer for the other six partners in percentages ranging from 15 – 20%.

Trainers from all partnership have quite different opinions on the same matter, many of them said students received the information about the training they are following from their *former class teacher*, especially Turkey (80%), France, Italy and Arad (almost 70%) and Bistrita (more than 50%). The other three partners – Greece, Finland and Poland have between 30-40% of the answers for this choice. For six countries apart from Bistrita and Arad, between 15-30% of the trainers said that *guidance counsellor* was the source for students. *Guidance materials* was the choice of Romania – both partners – 40% for Bistrita and 30% for Arad and also for 15% of trainers from Finland and Poland. Only Greece (30%), France (15%) and Bistrita (less than 10%) chose *other unspecified sources* of guidance, and there are three countries where trainers *do not know* the source: Finland and Poland with 30% and Greece with more than 10%.

Greece: Both students and staff agreed that the students receive information for the training that they are following basically from the school (teachers and guidance counselors) and from others.

Finland: There was not a big difference among the answers of the students and the trainers. The class teachers, the guidance counsellors and the guidance materials (especially internet) are the most important sources of information in Finland.

Italy: Both students and trainers answer in big percentage (46-67%) that students received the information about the training they are following from their class trainer. The results of the question are similar in the second choice “the guidance counsellor” (26% of the students and 33% of the trainers).

The 9% of the students answered they have been guided by mentors/practical training. Only the 5% of the pupils declares they were influenced by materials that have been presented to them.

Turkey: Most students and trainers said “class teachers”.

Romania – Arad: Bost students and trainers think that most of the students got the information about their present training from their fromer class teachers.

Romania – Bistriza: students and trainers have quite the same opinion about the source of guidance for present school or training, with a difference in the understanding of what guidance counsellor means: no trainer chose this answer but some of the students did, being quite confused of this new meaning of the word and of the overlapping with school counsellor profession. Trainers made the difference between the two and they didn’t choose this answer.

France: Equality between “guidance material” and “others”. On the 3 rd position for the class teacher, and in the average of the partnership. For the answer “ guidance consellor” idem as partnership. As for the trianers,: 75 % of class teacher and guidance counsellor and “others” 10 % (the guidanc eactivity is registred in the class teacher missions and the majority of the interviews wer made with class teachers !)

Poland: The class teachers, the guidance counsellors and the guidance materials (especially internet) are the most important sources of information in Poland. 29 % of the students say “I don’t know”.

QUESTION NUMBER 18 for students

18 - Do you think that there are some qualifications especially for boys and especially for girls?

- a. yes
- b. no
- c. I don't know

QUESTION DESCRIPTION

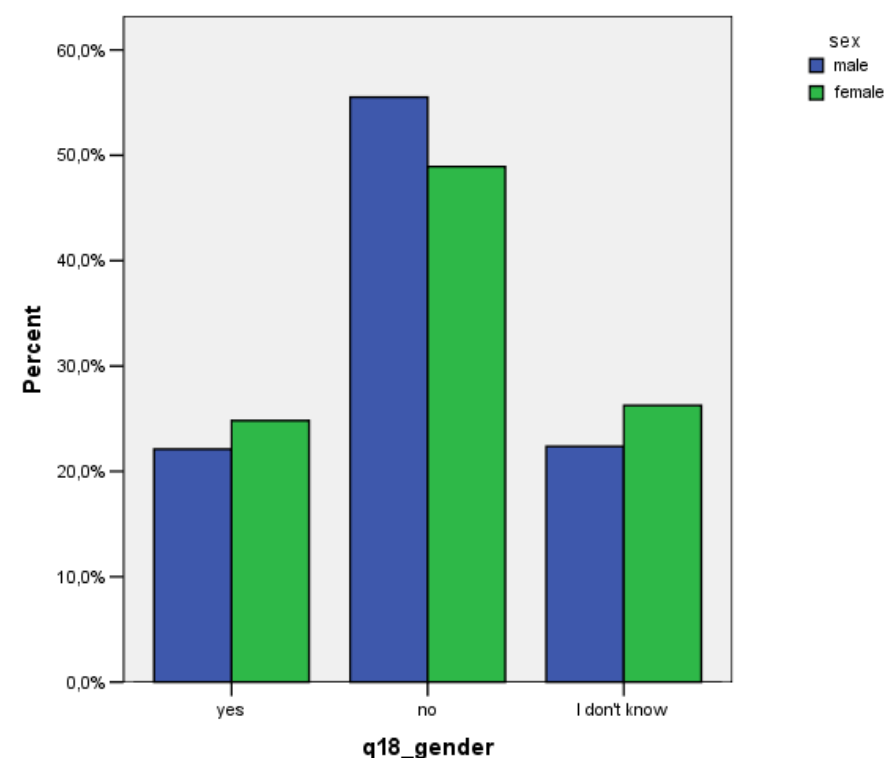
The question 18 wants to find out if the students and trainers think there are qualifications especially for boys or for girls.

OBJECTIVE

The aim of the question is to understand the way of thinking of the students and trainers: do they have a gendered representation of the qualifications, of the diploma? This question gives further information to the question 3 which is about training. The diploma is directly linked to the job and to the insertion in the labour market, and so to the respective place and role that the boys and the girls will have in the society.

So it is very important to know more about what students and trainers think... and perhaps further more to act if needed. That means, if the students don't allow themselves to explore qualifications they know as traditionally much more done by the other gender than them, that the pedagogical team could help them even if they are a gender minority in their cursus for the diploma they really want to reach. At another side, the trainers have to help the students to explore qualifications they know as traditionally much more done by the one or the other sex, and to guide the student even if he or she has chosen a gender minority cursus or diploma.

ANSWER



½ of the students answer “no”: there are no qualifications especially for girls or especially for boys (55, 5 % of the boys and 48, 9 % of the girls).

BUT Nearly ¼ of the students answer “yes” there are some qualifications especially for boys and especially for girls! (No significant deviation between boys and girls answers).

Nearly ¼ of the students say they “don’t know” if there are qualifications especially for boys or for girls.

If we add the answers “yes” and “I don’t know” we reach 50% of the answers.

We can have the conclusion that all our pedagogical teams have something to do better information about this question during the whole route of guidance...

As for the answer “no” the students seem to be more conscious of difficulties linked to gender. They choose the answer “no” less than trainers do.

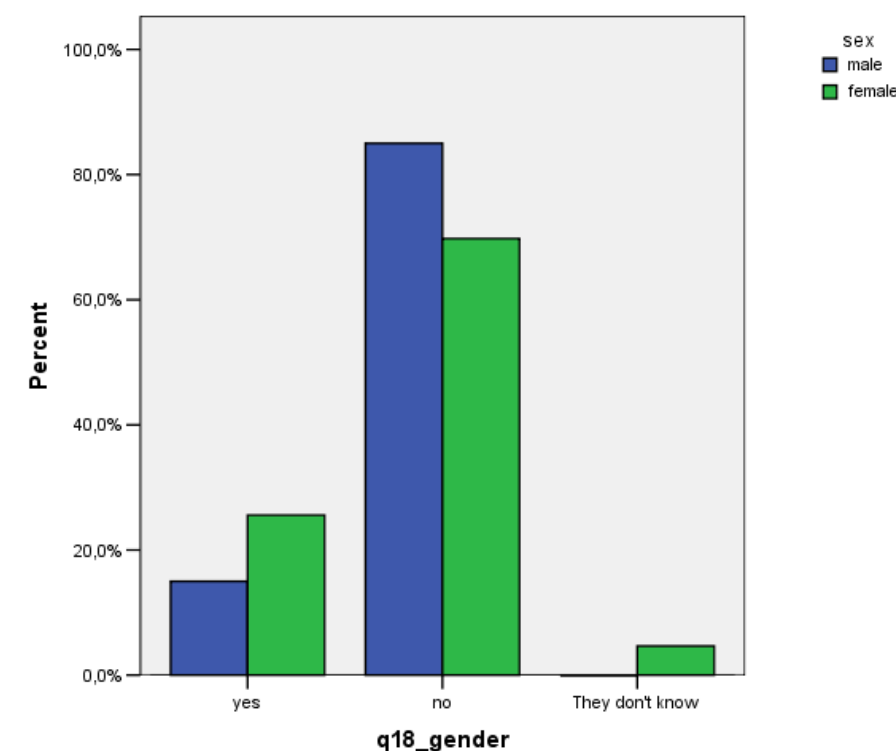
It is interesting to notice that there is no significant difference between the answers “yes” of female students and female trainers . About 20%) of the females think that there are qualifications especially for girls and especially for boys. We can notice that there is a difference between the answer “yes” of the male students (more than 20%) and the male trainers (about 18 %)

Students choose the answer “I don’t know” much more than trainers.

QUESTION NUMBER 18 for students

18 - Do you think that there are some qualifications especially for boys and especially for girls?

- a. yes
- b. no
- c. I don't know

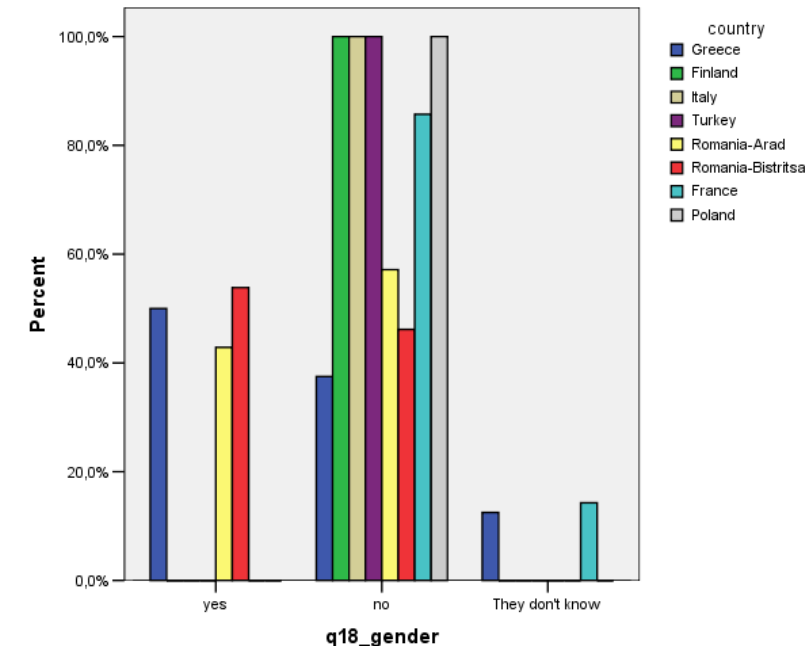
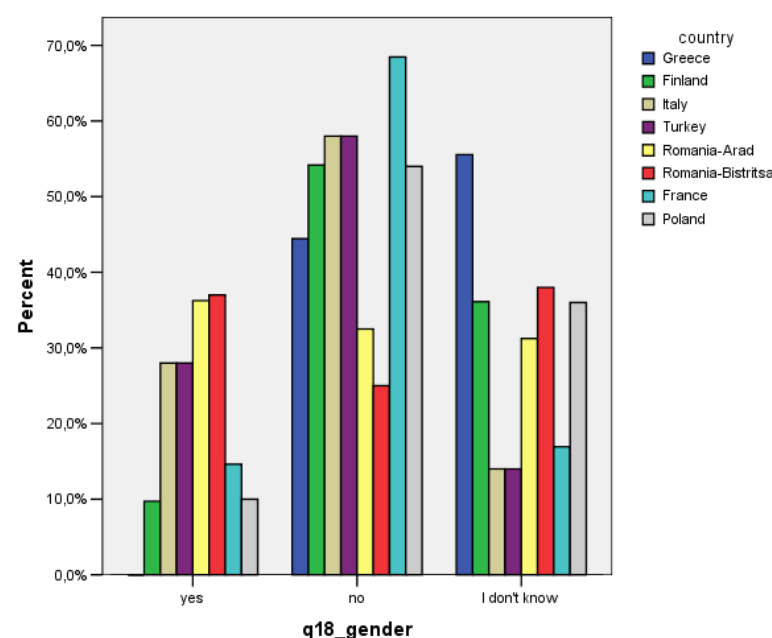


75 % (¾) of the trainers answer that there are no qualifications especially for boys or girls (85 % of the men and 69, 8 % of the women: difference of 15, 2 %)

21, 9 %, nearly ¼ of the trainers, think that there are qualifications especially for boys and especially for girls (15 % of the men and 25, 6 % of the women: difference 10, 6 %)

3, 3 % of the trainers give the answer “I don’t know” (0 % of the men and 4, 6 % of the women)

The female trainers seem to be more conscious than male trainers of the difficulties linked to gender in qualifications.



We can notice significant differences between the results of the different countries.

As for the answer “yes”, the first group of countries (Arad and Bistrita) choose this answer with rate of 35%. The second group of countries (Italy and Turkey) chooses this answer with the rate of nearly 30%. The third group of countries (Finland France and Poland) chooses this answer with rate of about 10%.

As for the answer “no” the higher rate is reached by France (about 65%) and the lower by Bistrita (around 25%) that means 40 % of differences between these to partners. The average rate of the other partners is around 50%.

More than 1/3 of the students of 5 countries (Greece, Finland, Arad, Bistita, Poland) choose the answer “I don’t know”. The lower rate reached is for Italy and Turkey (around 15%)

As for the results by country, we can see differences between answers of boys and girls:

For the answer “yes”: Italy (25,9 % of the boys and 30,4% of the girls), Finland (7 % of the boys and 13,8 % of the girls), and the opposite for Arad (50 % of the boys and 34,7 of the girls) and Bistrita (45,4 % of the boys and 30,4 % of the girls).

For the answer “no”: Greece (60 % of the boys and 25 % of the girls), Finland (61, 9 % of the boys and 44, 8 % of the girls), Poland (60, 8 % of the boys and 46, 9 % of the girls) and the opposite for France (64, 1 of the boys and 73 % of the girls).

For a better analysis and a better comprehension of these differences, all these results should worthy be analysed further and crossed with many other data of the questionnaire.

We can notice significant differences between the answers of the different countries.

As for the answer “no”: the trainers of Finland , Italy, Turkey and Poland answer “no” with a rate of 100%; Then France wit a rate more then 80%; then Greece and the 2 partners of Romania answer between 38 et 55%.

The trainers of Greece and Romania answer “yes” with a rate around 45%. Other countries don’t choose this answer.

The trainers of Greece and France answer “I don’t know” with a rate around 15%; Other countries don’t choose this answer.

Greece: The staff said that there are special qualifications for boys and girls usually and the students disagreed with them, but in this question half of both trainers and students answered that they do not know.

Finland: The majority of the students and 100 % of the trainers said that no, there are not qualifications especially for girls or for boys.

Italy: It is interesting to notice that all the trainers answered “no” like the majority of the students (58%). The 28% of the students answered that there are some qualifications especially for boys or girls; the 14% of them answered “I don't know”.

Turkey: 60 % of the students say that there is no qualification especially for girls or especially for boys. 100% of the trainers say that there are not qualifications especially for girls or especially for boys.

Romania – Arad: The majority of our students think that there are trainings for boys or girls only, followed by those who disagree, and by those who don’t know, while their teachers do not think that there are qualifications only for boys or girls.

Romania – Bistrita: trainers share their opinion between yes and no almost equally, while students also showed their lack of experience in professions or gender issues, that is, they also answered “I don’t know”.their answers are divided at a certain balance between the three answers.

France: 68,5 % of the students say that there is not qualifications especially for girls or especially for boys. 13 % of the girls and 21 % of the boys students say that they don't know !

More than 80% of the trainers say that there are not qualifications especially for girls or especially for boys. About 15 % say that they “don’t know”.

Poland: Majority of students say there are jobs suitable only for boys or girls. 32% say they “do not know,” and 19% say there are not such jobs. 83% of the trainers say there are such jobs and 17% say “I don't know.”

QUESTION NUMBER 19 for students

19 - Do you think that you are influenced in your choices by guidance?

No	Yes	
1	2	3
4	5	n.a.

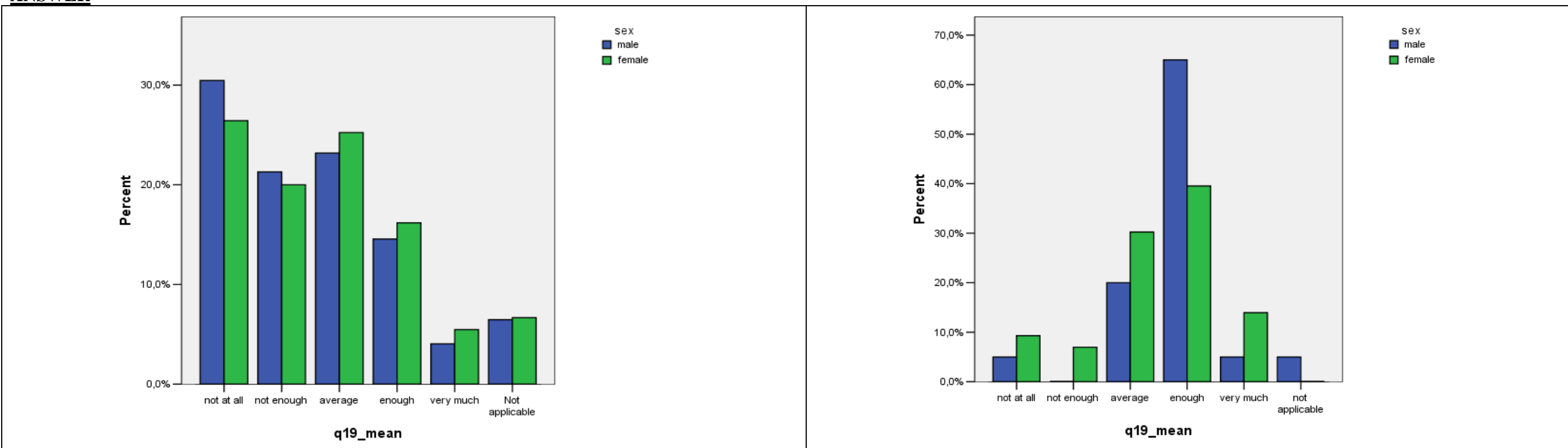
QUESTION DESCRIPTION

Question number 19 tries to find out if students think they are influenced or not by guidance in the choices they make. It also reveals the extent of students' awareness of guidance being present and influencing their life. The students have the options of *not at all being influenced*, *not enough influence*, *average level of influence*, *influenced enough* and *very much*.

OBJECTIVE

The aim of this question is to reveal the influence that guidance activity in general has upon students' present or future choices. It is very important that students should consider guidance as an important issue that helps them and guides them in better and more appropriate choices for school, trainings, career, jobs ,etc.

ANSWER



The results reveal that, on the one hand – **45%** - generally students think that they are influenced in their choices by guidance. These positive answers involve 4.8% of the students who consider they *are very much* influenced, other 15.4% said they are influenced *enough* by guidance and on the *average level* there are 24.2% of them. On the other hand, to quite a large extent the answers are negative, thus, *not enough* influenced (20.7%) and *not at all* (28.2%) show that a large number of students (about half of them) do not consider guidance as an influent means for their choices. For **6.6%** of the students the question is *not applicable*.

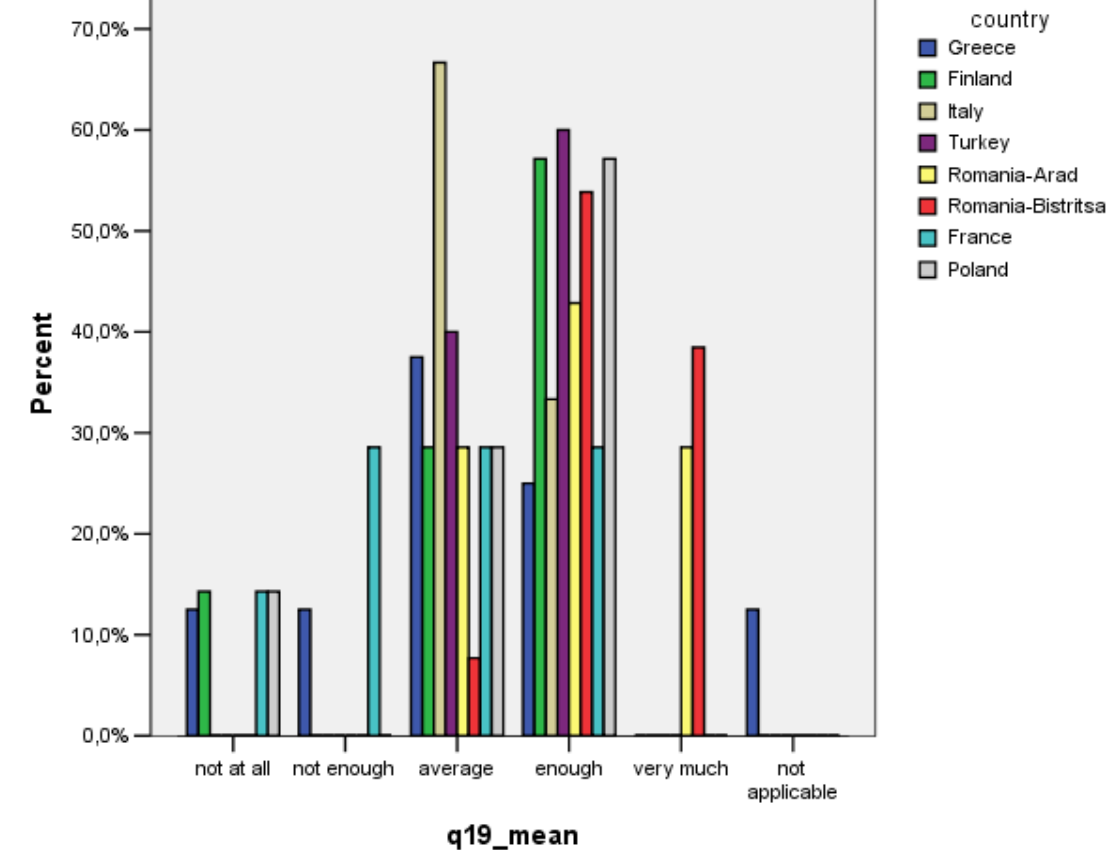
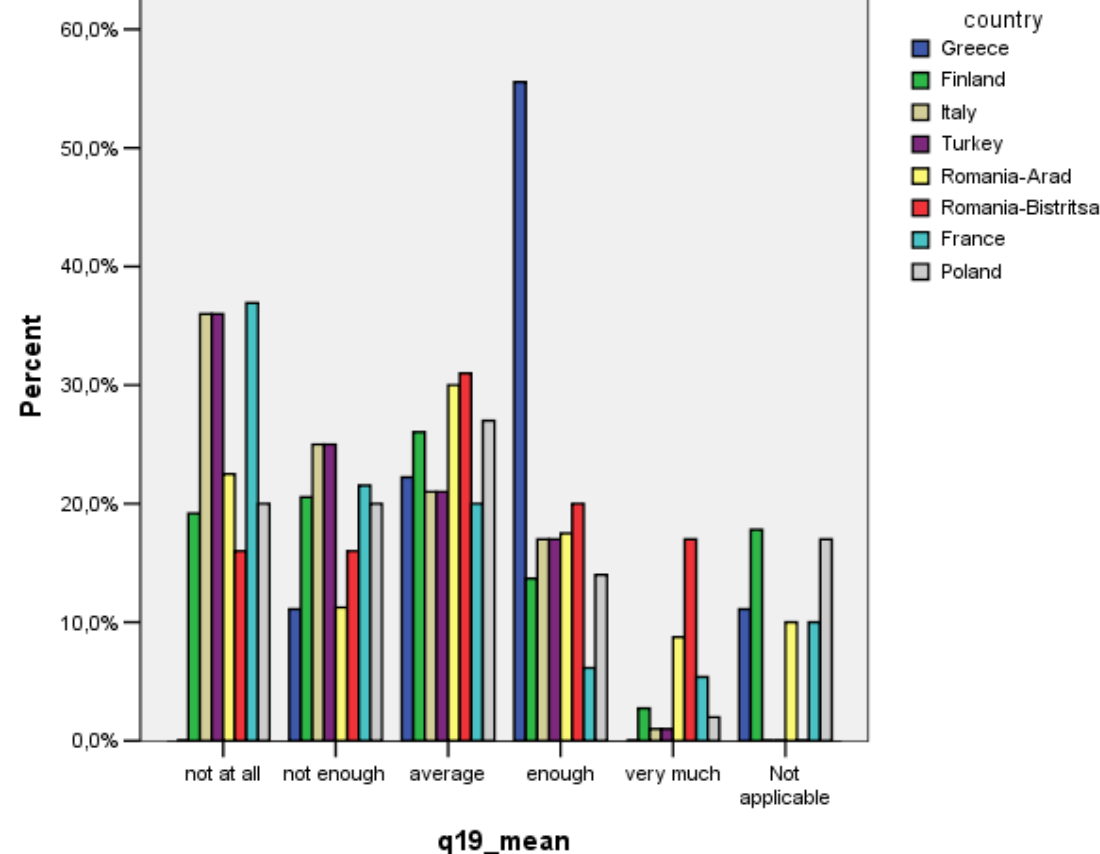
No gender differences

A wide number of trainers (85.9) think that their students are influenced in their choices by guidance. These positive answers involve 10.9% who consider students are *very much* influenced, other 46.9% said students are influenced *enough* by guidance and on the *average level* there are 28.1% of them. Quite a small number of answers are negative, thus, *not enough* influenced (4.7%) and *not at all* (7.8%) show that a small percent of the trainers do not consider guidance as an influent means for students' choices. For 1.6% of the trainers the question is *not applicable*.

A big difference for the answer “enough”/ 62 % of the males and 40 % of females. Nearly 50 % of the female think that there is an influence. Only 25 % of the males.

There is a big discrepancy between students' and trainers' answers, trainers seem to be more trustful in guidance activities – they have 85% positive answers while only 45% is to be found in students' choices. The same with negative answers, many students said they do not think that they are influenced in their choices by guidance (about half of them) while only 125 of the trainers have such pessimistic opinions. This question is not applicable for a very small percent of the trainers (1.6%) and for a little bit more students (6.6%)

The male trainers are clearly more positive on that question as female trainers and students.



Almost 40% of the students from Turkey, Italy and France think guidance doesn't influence them at all, while from other partners the percentage is smaller (about 20%) and for Greece is zero. Between 10 and 255 of the students from all countries chose a softer answer – not enough influence. The same with the average level of influence – between 20-30% of all partners gave this answer. Greece has the greatest percent of students who said they are influenced enough by guidance (almost 60%) the other countries having 15-20% of this choice, and France even less than 10%. Almost 20% of Bistrita students said guidance has very much influence on them, 10% of Arad students and only very small percentages of students from Finland, France, Poland, Italy and Turkey. Greece is almost zero. The question is not applicable for about 20 % of students from Finland and Poland, and for 10% from Greece, Arad and France. Bistrita, Italy and Turkey did not choose this option.

Trainers have more confidence in guidance activities, negative answers are scarce. Only France, Poland, Greece and Finland (almost 15% of the answers) said *not at all* influence, 30% of trainers from France chose *not enough influence* and almost 15% from Greece gave this answer. Trainers seem to be more temperate and positive- most of their answers are focused of average and enough choices. Almost 70% of Italian trainers said students are influenced up to an average level, 40% of Greece and Turkey gave this answer and almost 30% of trainers from France, Finland, Poland, and Arad. Only Bistrita has under 10% options for this answer. all partners chose enough – Finland, Turkey, Bistrita and Poland between 50-60%, Arad about 40%, Italy and France about 30% and Greece less than 30%. Only Romanian partners chose very much influence, thus Arad with 30% and Bistrita with 40%. This question is not applicable for about 15% of the trainers from Greece.

Greece: Both students and staff agreed that the students were influenced for their choice by guidance between average and enough.

Finland: There were differences in this question too. Almost 60 % of the trainers said that the guidance influences their students choices, but the students: the majority of the students said that they are not at all, or not enough or "average" influenced by counselling. Isn't it the best way to guide students: you give him/her help, support and information, but, in the end, he/she thinks that he/she is the one who made the decision on his/her own?

Italy: There is a big discrepancy between students' and trainers' answers.

The majority of the students affirm they are not influenced in their choices by guidance (36% "not at all" and 25% "not enough").

The majority of the trainers think their students are influenced at an average level while only 21% of the students think the same. Only one third of the trainers answered "enough" like the 17% of the students.

Turkey: When the students said "not at all", the trainers said "enough".

Romania – Arad: Most of the students perceive an average level of influence from guidance in their choices, while their teachers think that guidance influences the students enough.

Romania – Bistrita: students do not have much experience with guidance activities and this is a reason for not being too confident about guidance. Most of the students did not have contact with a guidance counsellor. Trainers on the other hand are aware that this activity will have a favourable influence on students' future choices, schools, trainings, etc.

France: The french students have a more negative point of view on this question comparing to the partnership. 75 % of the students think there is no influence. Idem for the trainers. Every answers in the "enough" and not in the "very much" Trainers answer more "not enough" and students more "not at all". Exactly the same pourcentage for girls and boys

Poland: 43% of the trainers say "enough" and 29% say "not at all" and "average" respectively. Majority of the students said that they are "not at all", or "enough" or "average" influenced by counselling. 2 % say "very much" and 17% marked "not applicable".

QUESTION NUMBER 20 for students

20 - Which was the most important factor for choosing your professional training? (one choice)

- a. financial / economic
- b. social
- c. own abilities and skills
- d. others, specify _____

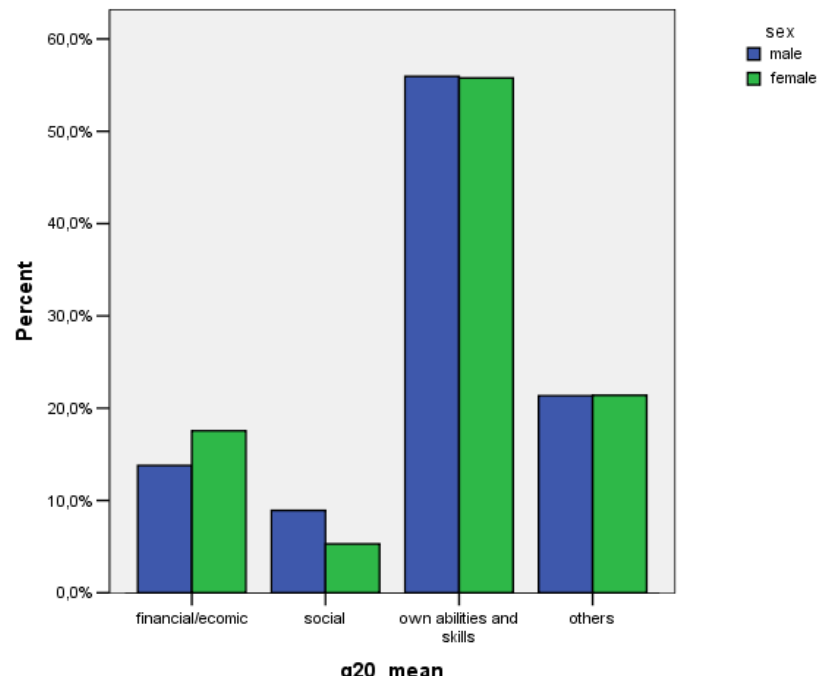
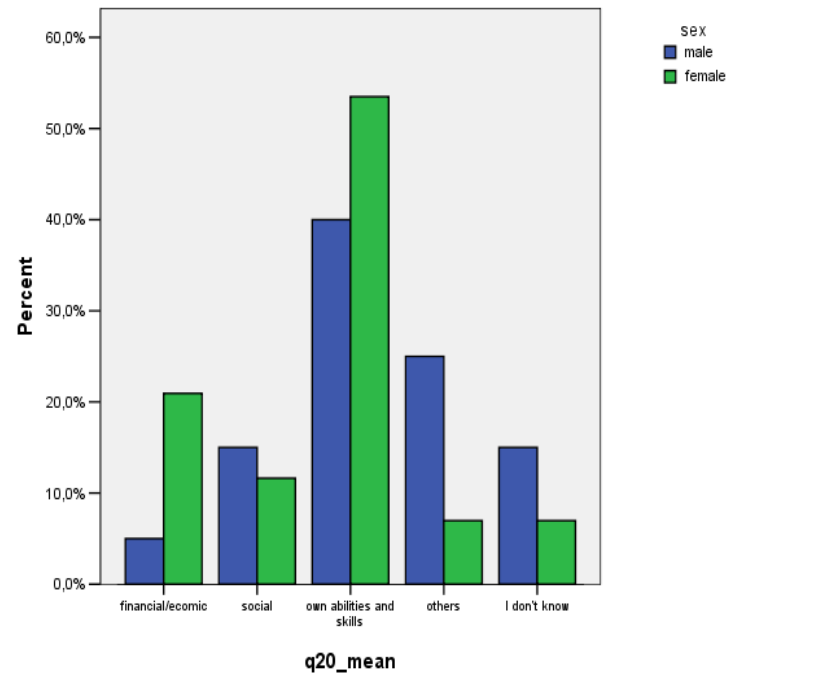
QUESTION DESCRIPTION

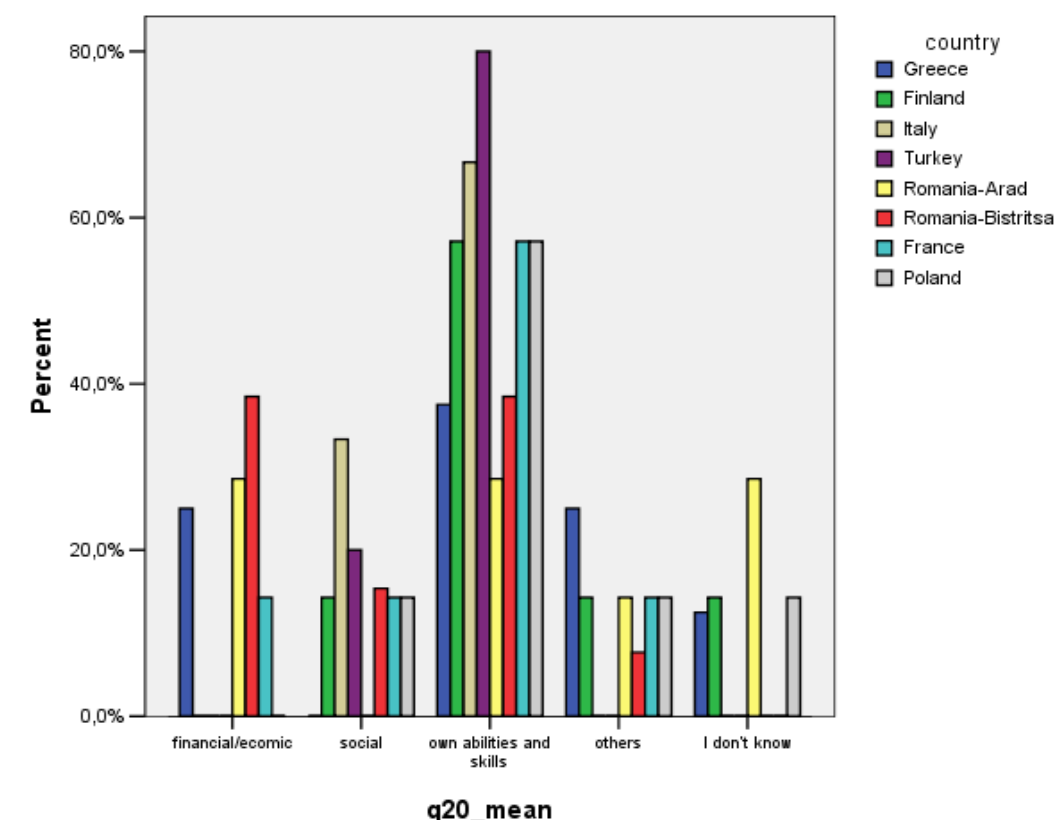
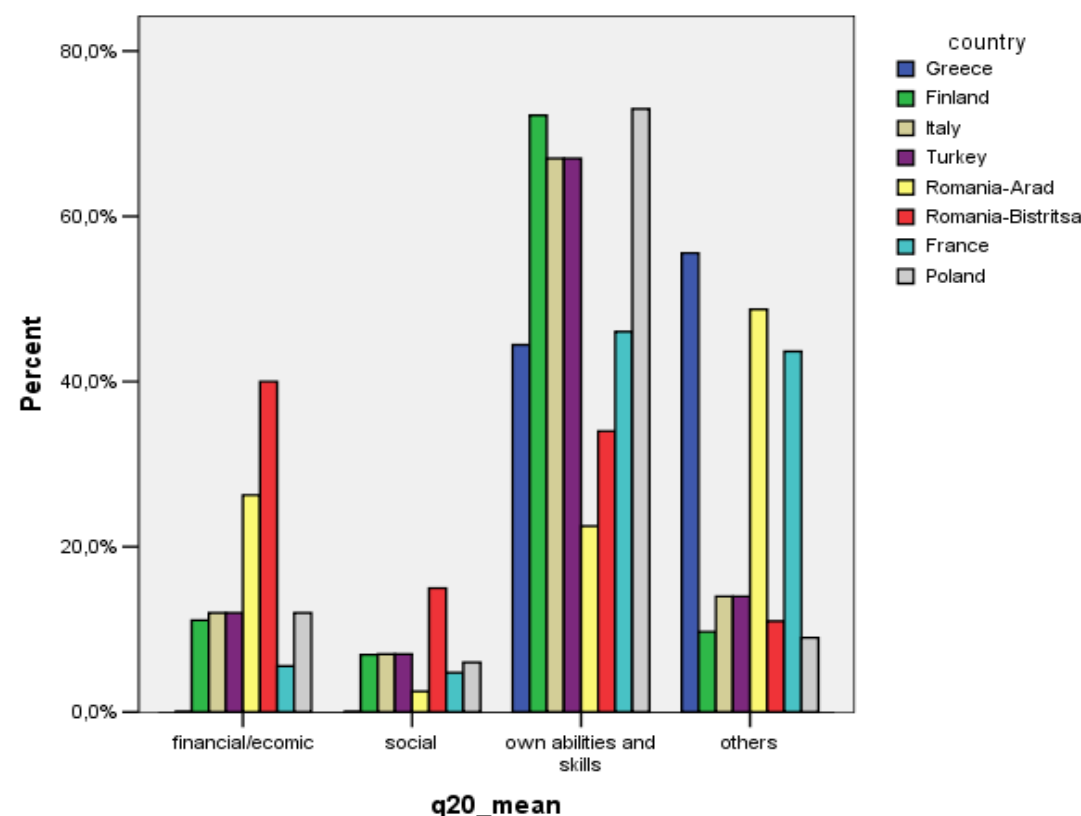
Question number 20 tries to find out which was the most important factor that influenced students' choice of their training/school. It tries to point out what mostly drives students' motivation and what is the main purpose or cause for choosing one specific qualification. Their options are: *financial/economic reasons*, *social motivation*, *their own abilities and skills* or some *other factor* that they must specify.

OBJECTIVE

The aim of this question is to reveal which are the most important reasons/factors for a student when choosing a training, school or future career. The guiding counsellor can take into account all these financial, social, skills influences when helping students in guidance activity.

ANSWER

	
<p>The results reveal that student's motivation for choosing certain training is quite different, involving 15.6% of the students who chose their qualification because of <i>financial/economic</i> reason. Most of the students - 55.5% - said the most important factor was their own <i>abilities and skills</i> matching the requirements of a certain training or career. Only 6.9% of them chose <i>social</i> reason as an answer and the other 21.2% mentioned <i>other factors</i> which influenced them.</p> <p>No gender differences</p>	<p>The results reveal that student's motivation for choosing certain training is quite diverse, involving 15.6% of the students who chose their qualification because of <i>financial/economic</i> reason. Most of the students - 50% - said the most important factor was their own <i>abilities and skills</i> matching the requirements of a certain training or career. Only 12.5% of them chose <i>social</i> reason as an answer while an equal number (12.5%) mentioned <i>other factors</i> who influenced them. 9.4 of the trainers have no information about this matter and answered <i>I don't know</i>.</p> <p>Male trainers are more on the answer "others" and "I don't know".</p> <p>Financial motivation and own abilities are more chosen by females.</p>
<p>A comparison between students and trainers shows at first glance that they have quite the same opinions on which was the most important factor that influenced students' choice of their training/school. About 15% of both students and trainers said that the reason is <i>financial or economic</i>. More trainers (12%) than students (only 7%) chose <i>social reason</i> as an influencing factor. About half of the interviewed students and trainers said that the <i>abilities and skills</i> were the reason for choosing a training or school. More than 20% of the students chose <i>other factors</i> that they had to specify as an answer, while only 12.5% of the trainers gave this option. There are also trainers who do not know the reason of students' choice – almost 10% of them. Abilities an skills is the answer which have the higher rate of answers as well as for students and trainers. The female trainers have less answer "others comparing to students answers. The male trainers answer more "social".</p>	



Students from Romanian partners - Arad(about 25%) and Bistrita (40%) chose financial/economic reason as factor for choosing a career/school/training, while from other partners the percentage is lower: Finland, Italy, Turkey, Poland with about 10% and France with 5%. Greece has no answer for this choice and neither for social reason. Bistrita has about 15% of the students who think social factor as a reason, less than 10% for Finland, Turkey, Italy, Poland and France while for Arad is a very small percent (under 5%). Most of the students from Finland, Poland, Italy and Turkey (about 70%) think their own abilities are the most important factor, for France and Greece is more than 40%, for Bistrita this answer was the choice of more than 30% of the students and for Arad the percentage was about 20%. Therefore this reason seem to be the most frequent for students from the partnership. All partners also have other reasons that students had to specify, with different percentages: Greece more than 50%, Arad about 50% and France a little bit more than 40%. All the other countries have between 10 and 15% answers for this option.

For trainers the answers are slightly different, only Romania Bistrita (40%), Arad (30%), Greece (25%) and France (15%) chose *financial/economic* reason as an answer. Social reason was chosen by Italy (almost 35%), by Turkey (20%), Finland, Bistrita, France and Poland with about 15%. Most of the trainers think students' *own abilities and skills* matching the requirements of a certain training or career are the most frequent reason. Thus, 80% of Turkey's, 70% of Italy's, 60% of Finland's, France's and Poland's, 40% of Greece's, Bistrita's and 30% of Arad' trainers gave this answer. Six partners also chose *other reasons* – 25% of Greece, 15% of Finland, Arad, France and Poland and almost 10% of Bistrita while Italy and Turkey didn't choose this option. There are also four partners who do not know what the reason was for choosing a career or training: 30 of trainers from Arad, 15% from Greece, Finland and Poland.

Greece: Students believe that the most important factors for them to choose their profession are their abilities and skills and others but teachers said that it depends additional in financial/economic and in social factors.

Finland: The majority of the students and the majority of the trainers said that it's their own abilities and skills as the main reason. There were no significant differences.

Italy: The 67% of the students and trainers think that the most important factor for the students' training choice is represented by their own abilities and skills. The 12% of the students answered "financial /economics" factors. One third of the trainers answered "social" factors but this answer is chosen by only 7% of the students. The 14% of the students answered "others".

Turkey: Most students and trainers said "own abilities and skills".

Romania – Arad: Most of the students think that they were influenced by different factors, while their teachers think that the students chose thier profile according to financial factors.

Romania – Bistriza: students and trainers from Bistrita have quite the same opinion on the factors that influenced students' choice for a school/training or career. However, most of the students do not have the complete perception of what *social, financial or abilities* factors mean, they are mostly influenced by their parents and by school-market trends and oportunities.

France: Above all "own abilities" and "others" (+ of 40%) . difference of 20% comparing to the partnership.

The trainers have all chosen an answer, with a majority of own abilities. Idem of the answers as for the partnership, the trainers answer rmore " economic ansd social. 43 % of the students say that that is for other reasons

Poland: The majority of the students- 70% and the majority of the trainers-50% said that it's their own abilities and skills as the main reason. There were no significant differences.

QUESTIONNAIRE ANALYSIS APPENDIX - STUDENTS WITH AND WITHOUT SPECIAL NEEDS COMPARED

In our data we had answers also from special needs students. The amount of them is approximately 10 % of the total sample. We have special needs students in Finland and in Greece.

The students with special needs were quite young, as were the students without special needs. But still, especially in Finland the students with special needs may also be older – they may for example be students, who have had problems with their mental illness and who are attending vocational school later in adult age.

In Finland we considered it inappropriate to ask a lot of questions about students' backgrounds and families, so it is not very informative to write about those. But, speaking about the questions, we found these interesting results, when we were comparing students with and without special needs.

In this chapter the results of the comparative analysis between mainstream and special needs students are shown. The analysis does not consider the differences among Countries/partners as the previous chapter, being the differences of beneficiaries strictly defined by the target groups of each partner.

The identification part of the analysis explained in the previous chapter already include both categories of beneficiaries (mainstream and special needs students), so the analysis shown in this chapter starts from the question number 1.

Every question is explained with the description of the answer made by students and trainers, without explaining again the question, the objective and the results.

The graphs are divided in two sections for every question:

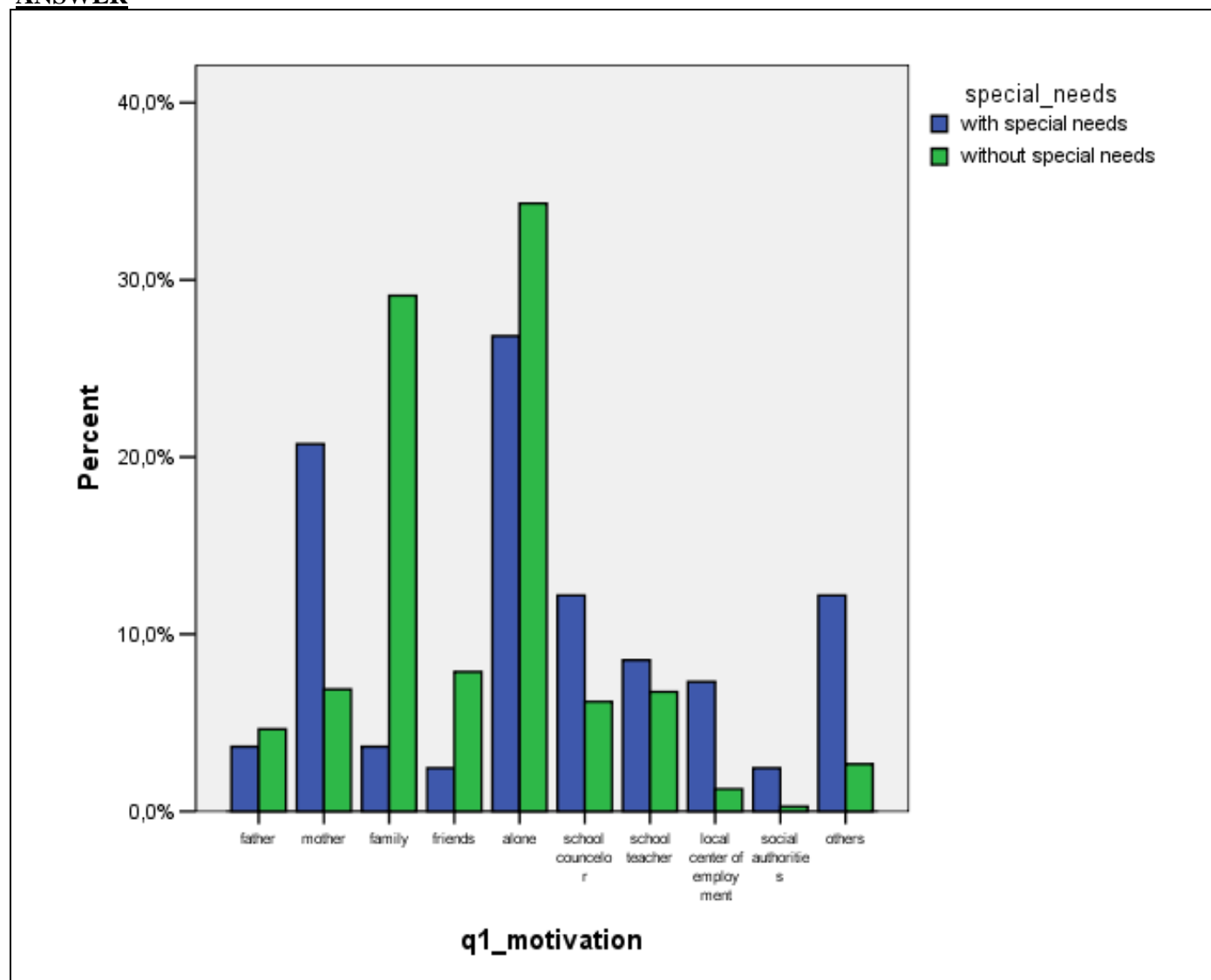
- The first graph shows the result of the students, stressing out the differences between mainstream and special needs students;
- The second graph shows the result of the trainers, stressing out the differences between mainstream and special needs trainers.

QUESTION NUMBER 1 for students

1 - Who helped you to choose this school or training? (one choice)

- A father
- B mother
- C family
- D friends
- E alone
- F school counselor
- G school teacher
- H local center of employment
- I social authorities
- J others, specify _____

ANSWER

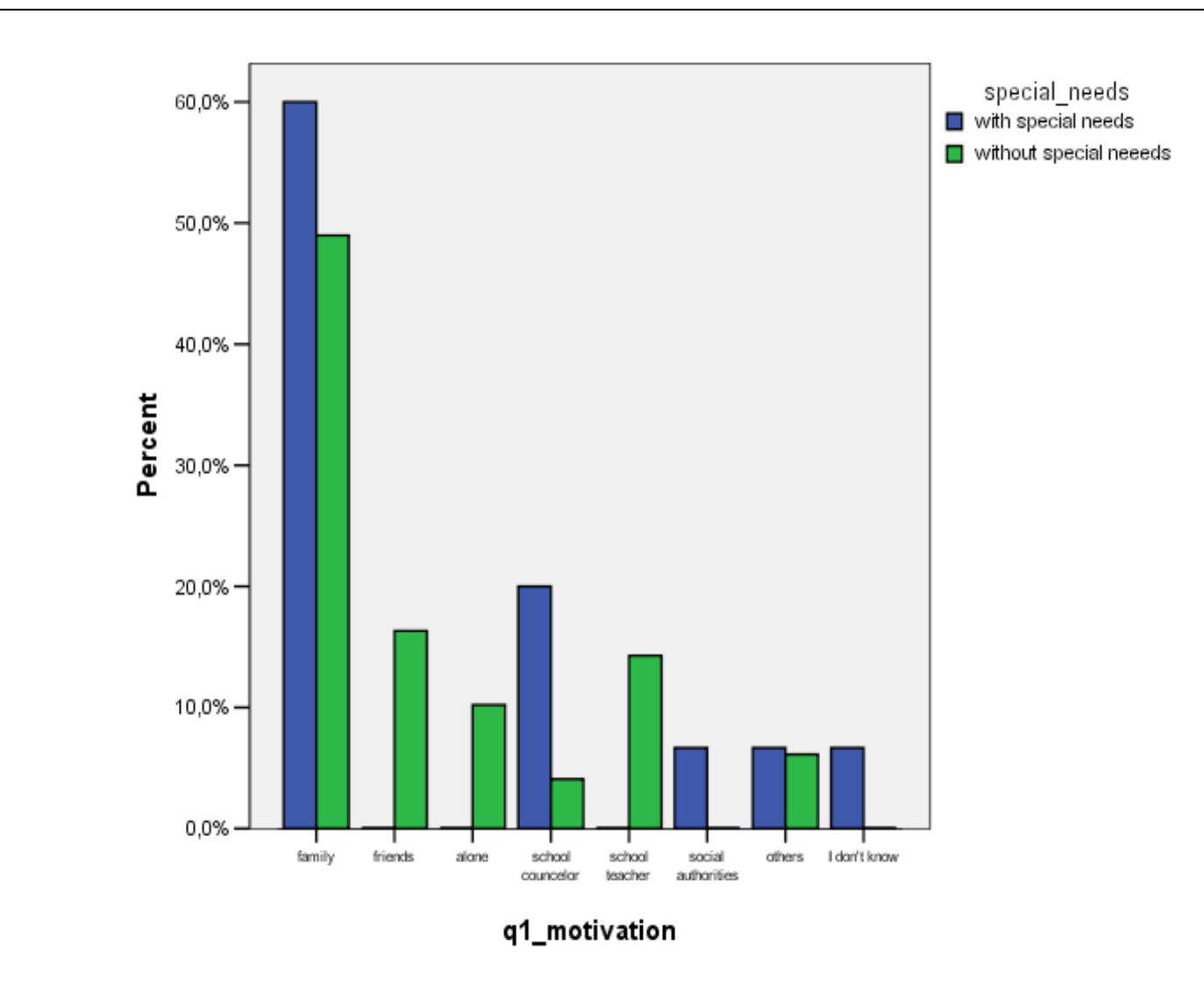


It was mother who helped the students to choose their training more often when it was speak about student with special needs.

QUESTION NUMBER 1 for trainers

1 - Who helped your students to choose this school or training? (one choice)

- A father
- B mother
- C family
- D friends
- E alone
- F school counselor
- G school teacher
- H local center of employment
- I social authorities
- J others, specify _____
- K I don't know



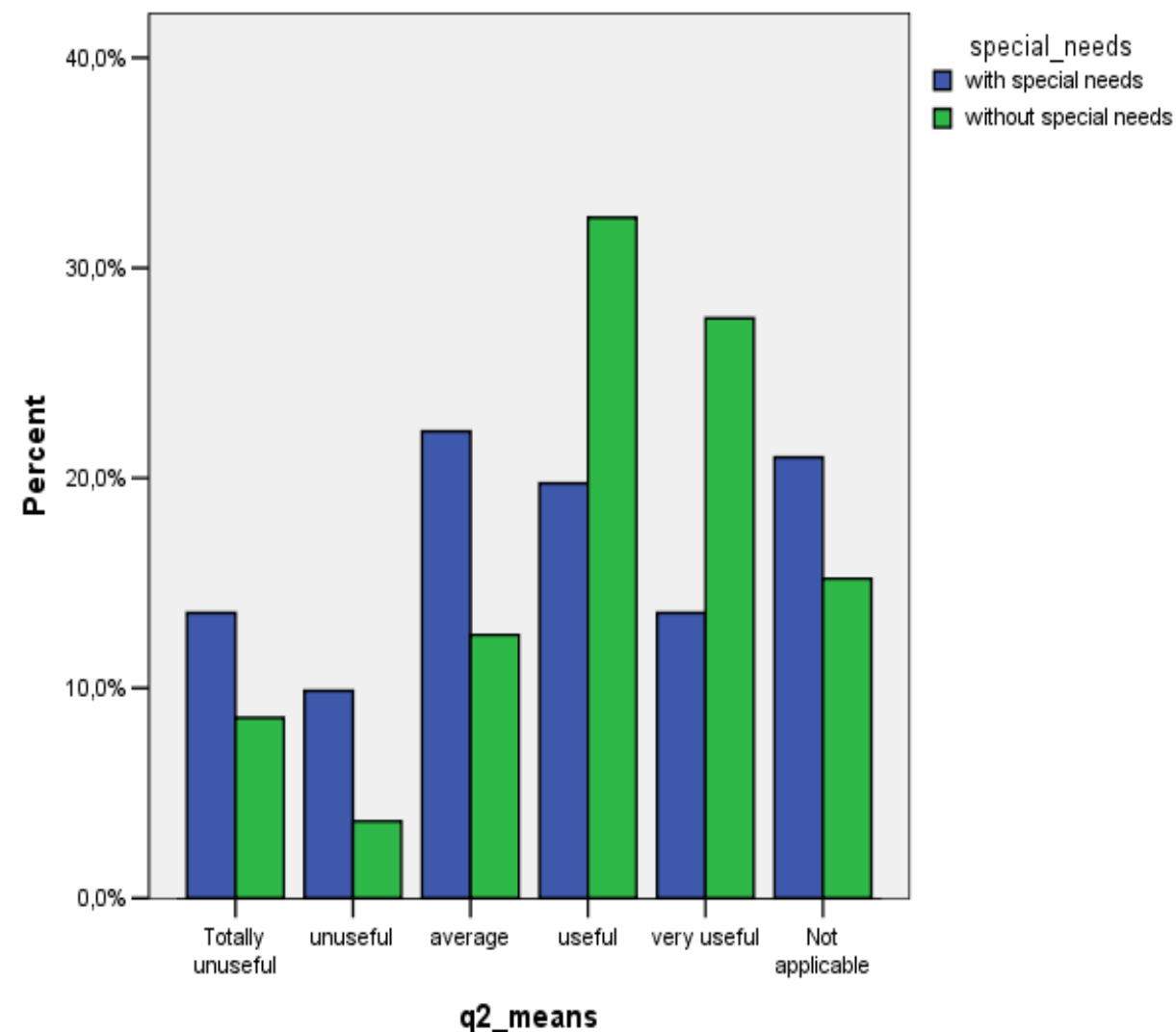
The trainers of the special needs students thought more often that it was the family who helped their students to choose their training. They believed also that the school counselor has helped their students. None of the trainers of the special needs believed that the students have made their decision alone or with their friends.

QUESTION NUMBER 2 for students

2 - How do you assess or evaluate the activities of the guidance counselor?
Not useful Useful

1	2	3	4	5	n.a.
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ANSWER

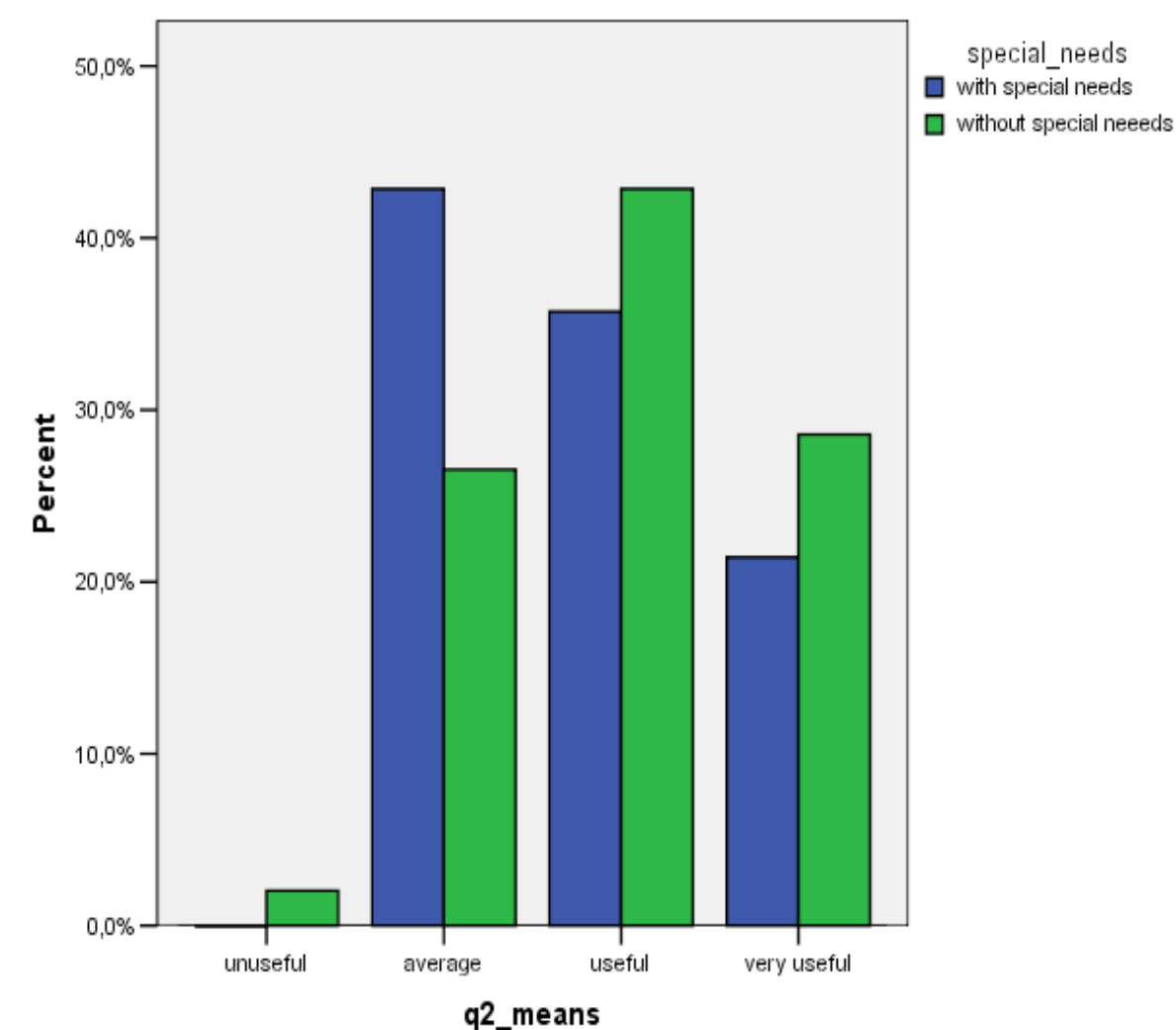


The students with special needs said more often that the guidance was unuseful or not useful at all. Normal students felt more often that the guidance was useful for them, or they could benefit from it better. It is also true, that it's more easy to guide a student who has a lot of opportunities in his life; special students do not. And, we should think about the way we guide special needs students: do we use the tools that they experience as useful, do we use a language that they understand, for example.

QUESTION NUMBER 2 for trainers

2 - How do you assess or evaluate the activities of guidance in your school?
Not useful Useful

1	2	3	4	5	n.a.
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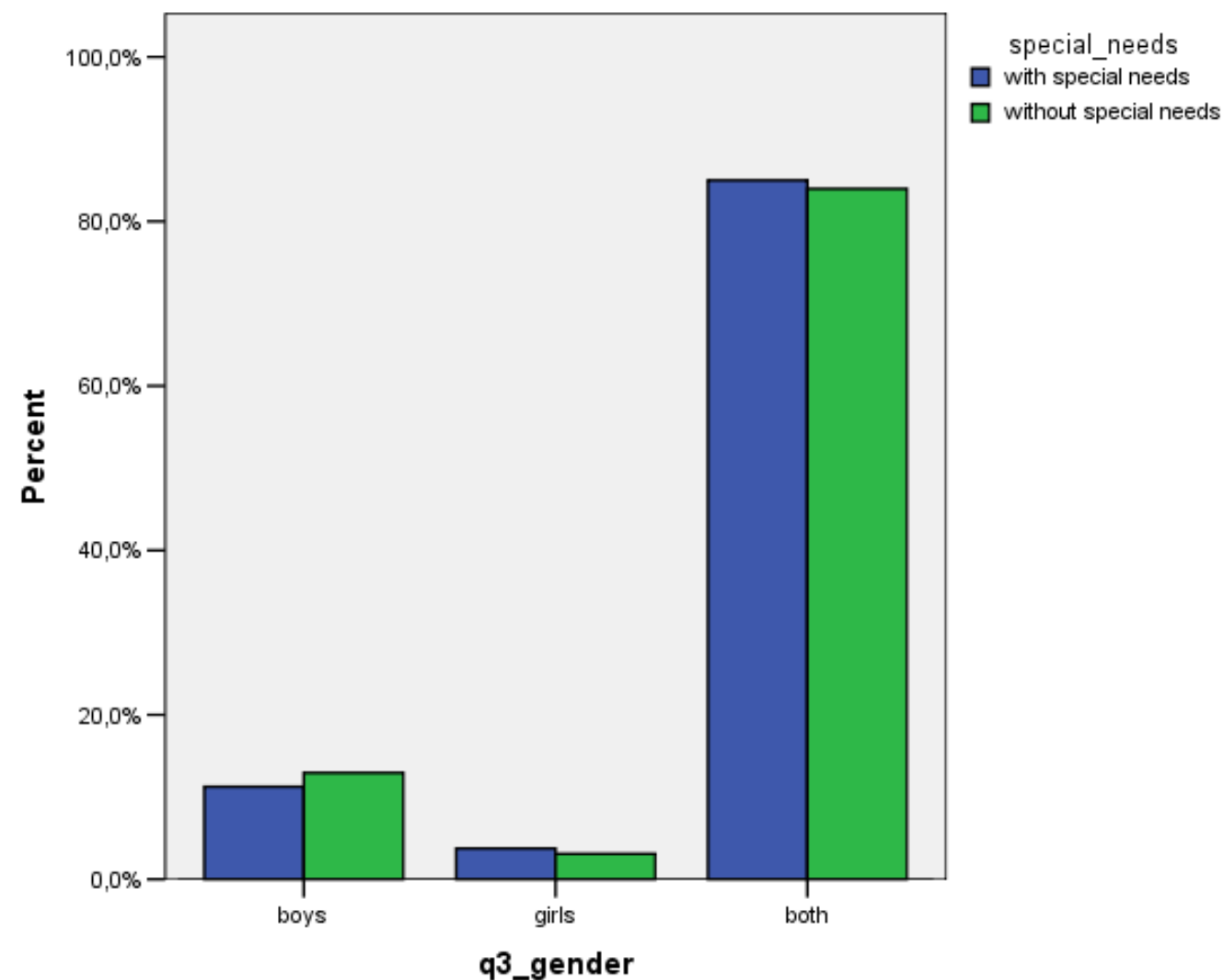
The trainers of special needs answered "average" more often, while other trainers answered "useful" or "very useful" more often.

QUESTION NUMBER 3 for students

3 - Do you think that your present training is better for?

- a. boys
- b. girls
- c. both

ANSWER

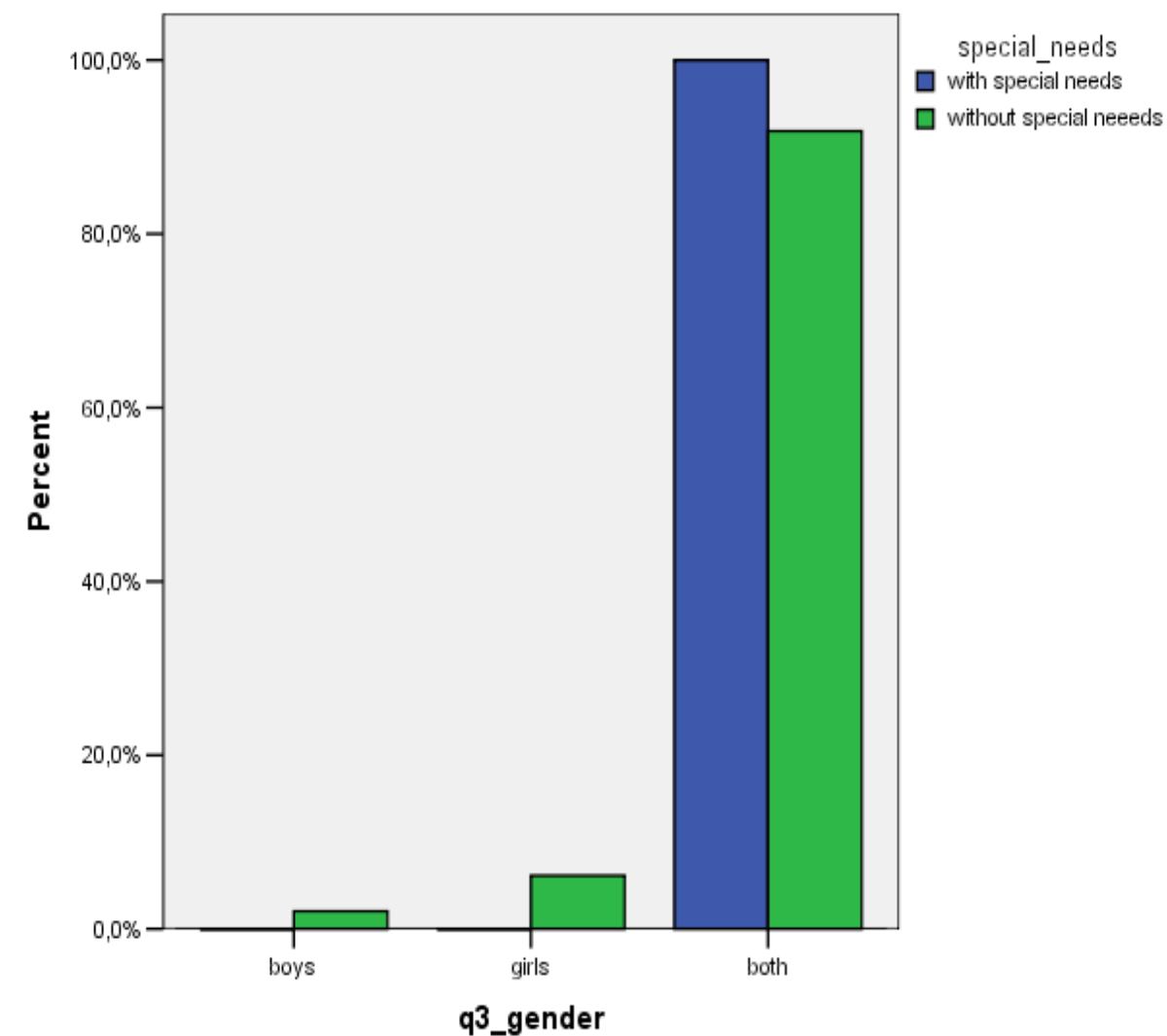


There were no differences between special needs students and students without special needs.

QUESTION NUMBER 3 for trainers

3 - Do you think that the present training of your students is better for?

- a. boys
- b. girls
- c. both



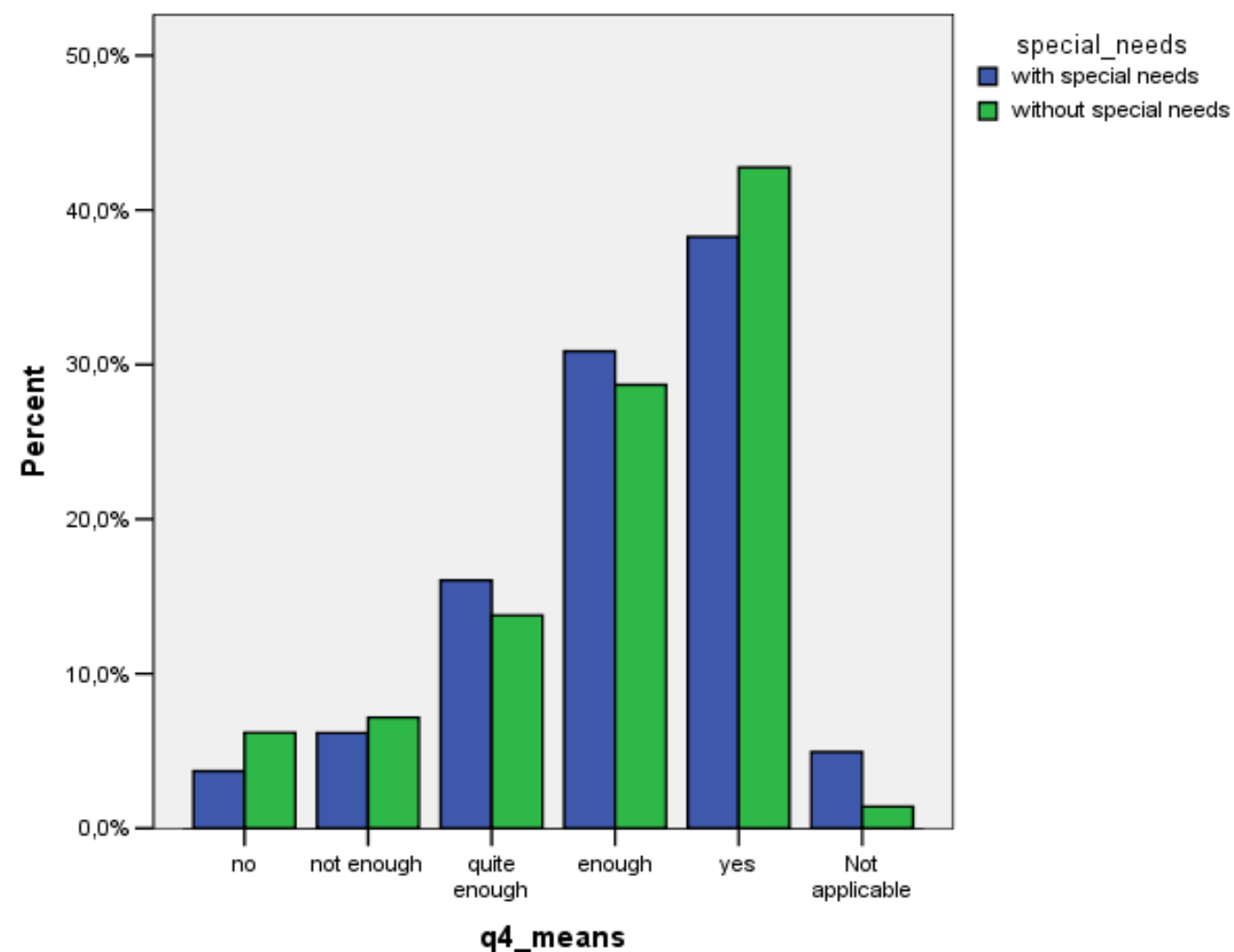
All the trainers of the special needs thought that the training is good for both sexes.

QUESTION NUMBER 4 for students

4 - Did you receive enough information for your choice?

No			Yes		
1	2	3	4	5	n.a.

ANSWER

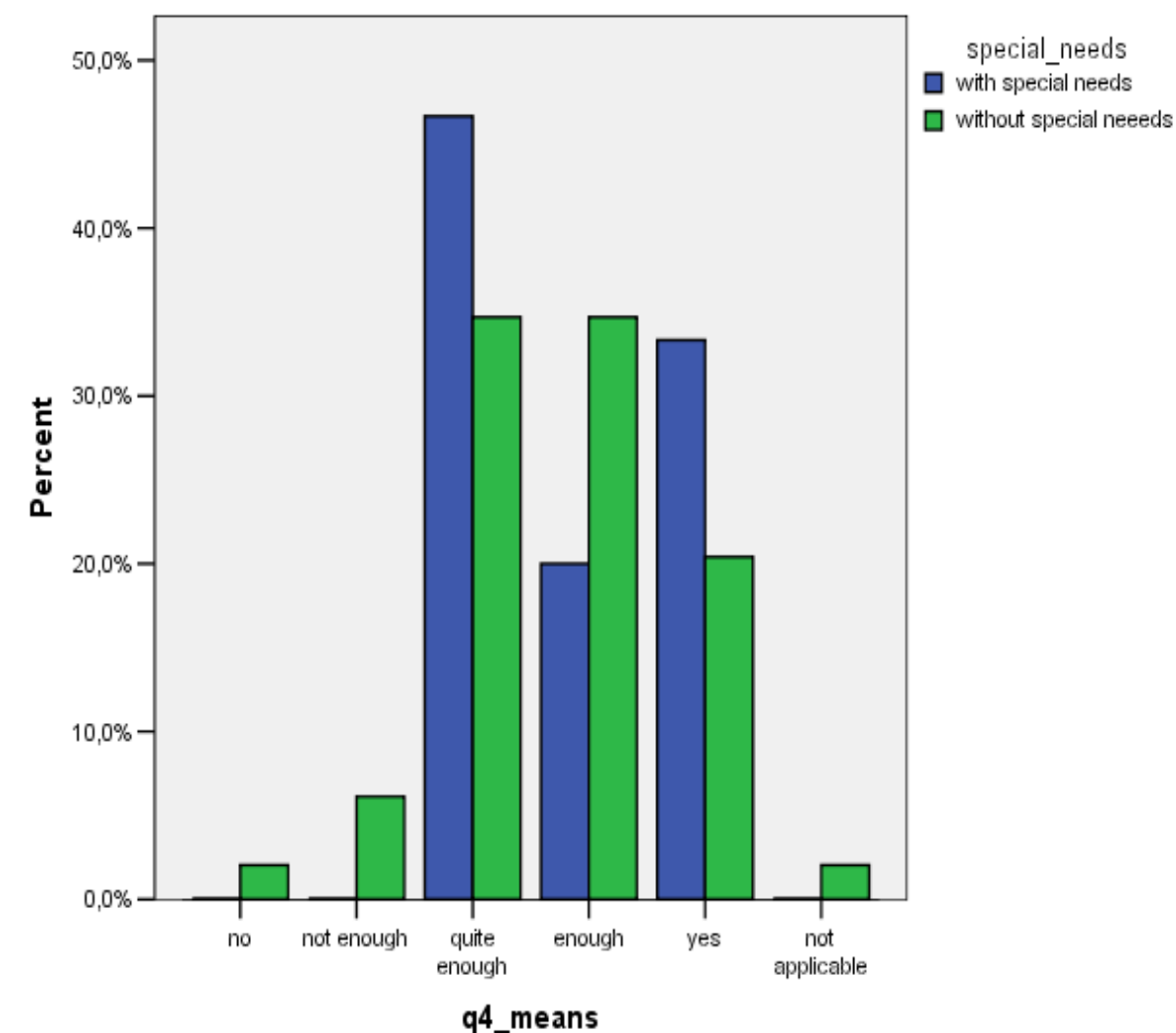


In this question there were no differences between other students and special need students.

QUESTION NUMBER 4 for students

4 - Did they receive enough information for their choice?

No			Yes		
1	2	3	4	5	n.a.



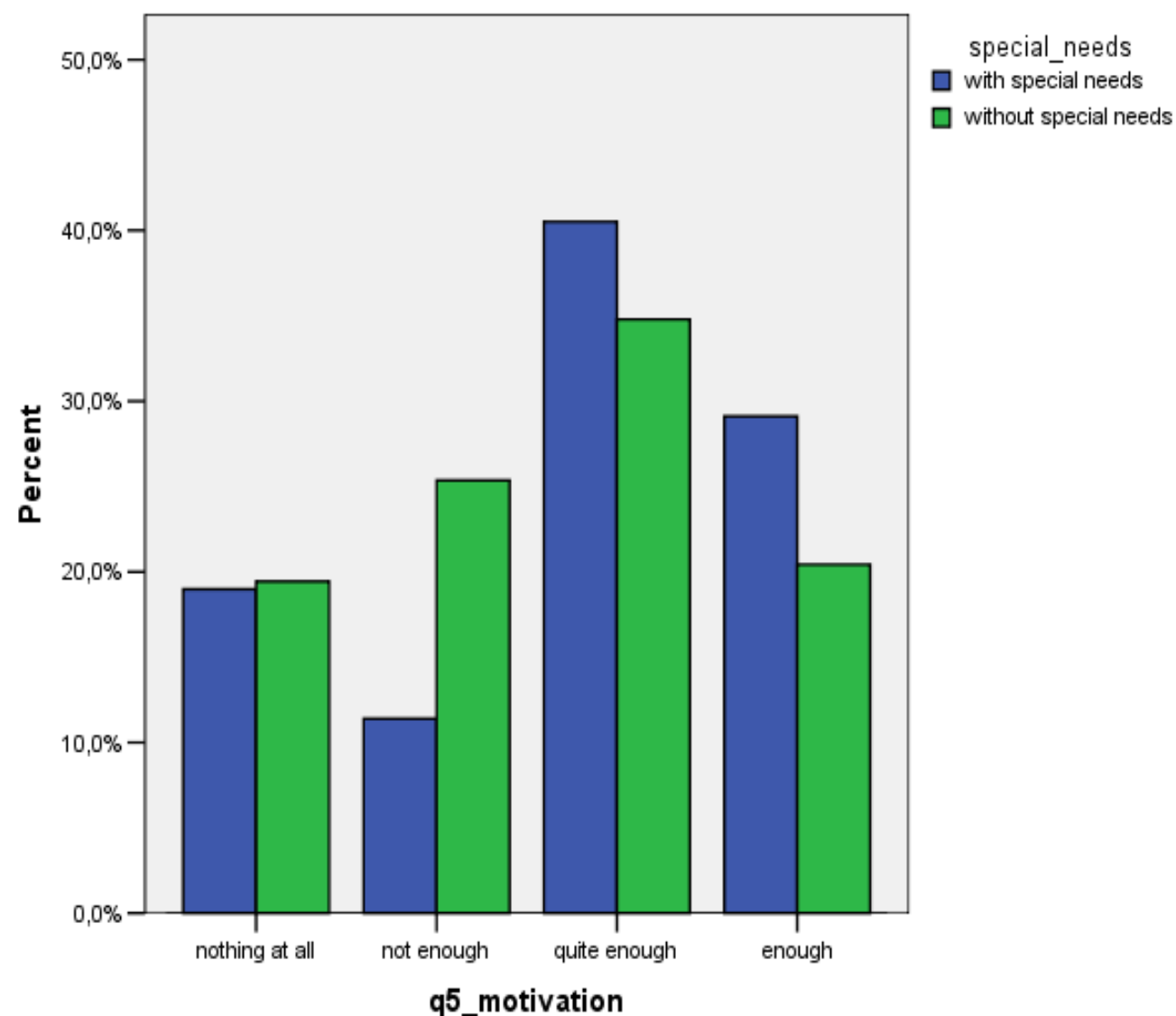
The trainers of special needs answered "yes" more often than other trainers. But, also they answered "quite often" more often than other trainers.

QUESTION NUMBER 5 for students

5 - Do you take part in the decision making of your school ?

- A enough
- B quite enough
- C not enough
- D nothing at all

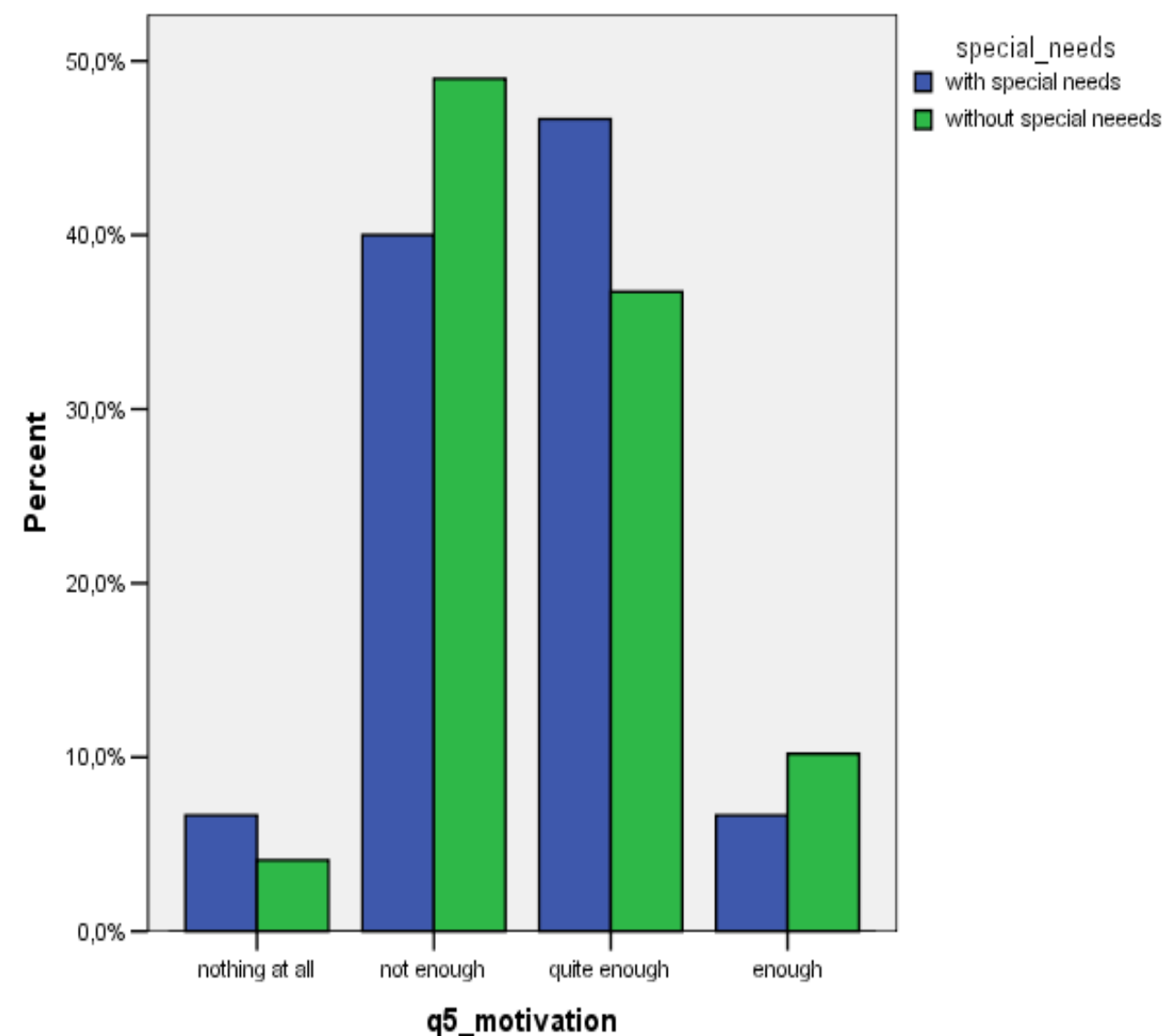
ANSWER



QUESTION NUMBER 5 for trainers

5 - Do they take part in the decision making of their school?

- A enough
- B quite enough
- C not enough
- D nothing at all



In this question there was a little difference between these two groups: students with special needs assessed more often that they had a possibility to take part in decision making of the school. In Finland we are happy to notice this result, because this is an issue that we have been developing. It would be interesting to hear in Greece, how do the students of that school take part in decision making.

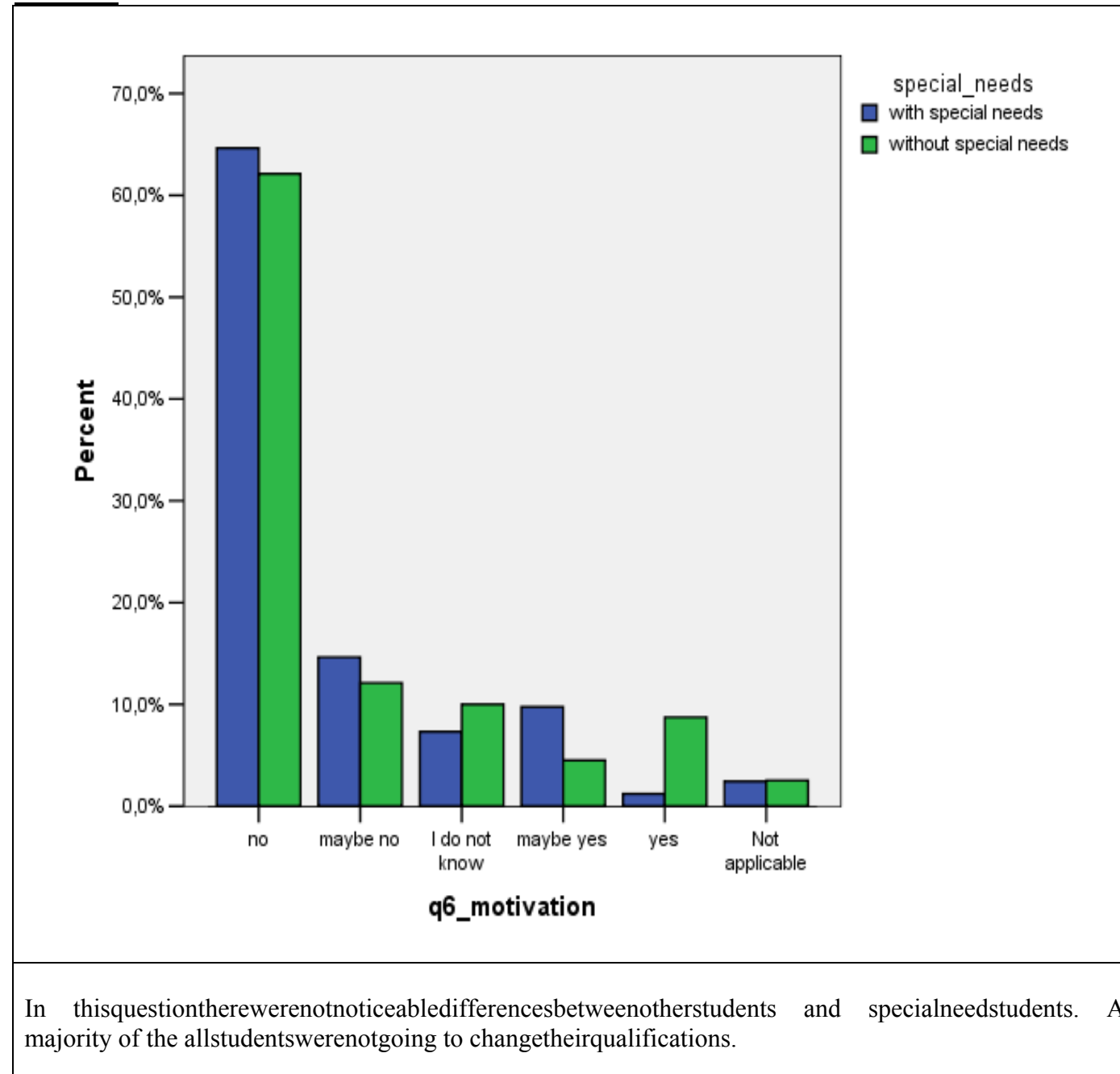
The answers divided in different ways between these two groups, but looking at the graphs, you can't say which group is more satisfied with this question.

QUESTION NUMBER 6 for students

6 - Are you going to change your qualifications?

No			Yes		
1	2	3	4	5	n.a.

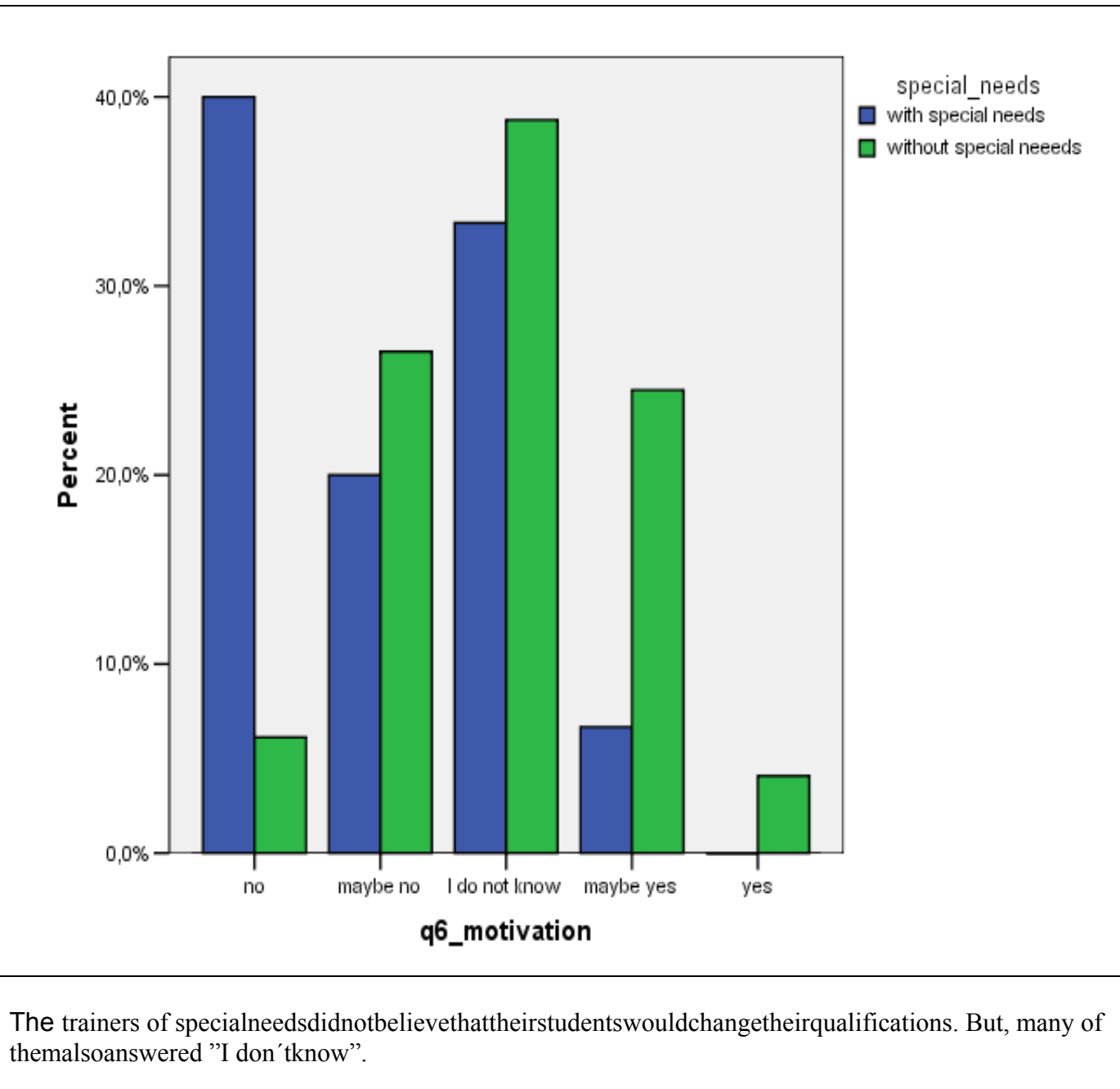
ANSWER



QUESTION NUMBER 6 for trainers

6 - Are your students going to change their qualifications?

No			Yes		
1	2	3	4	5	n.a.

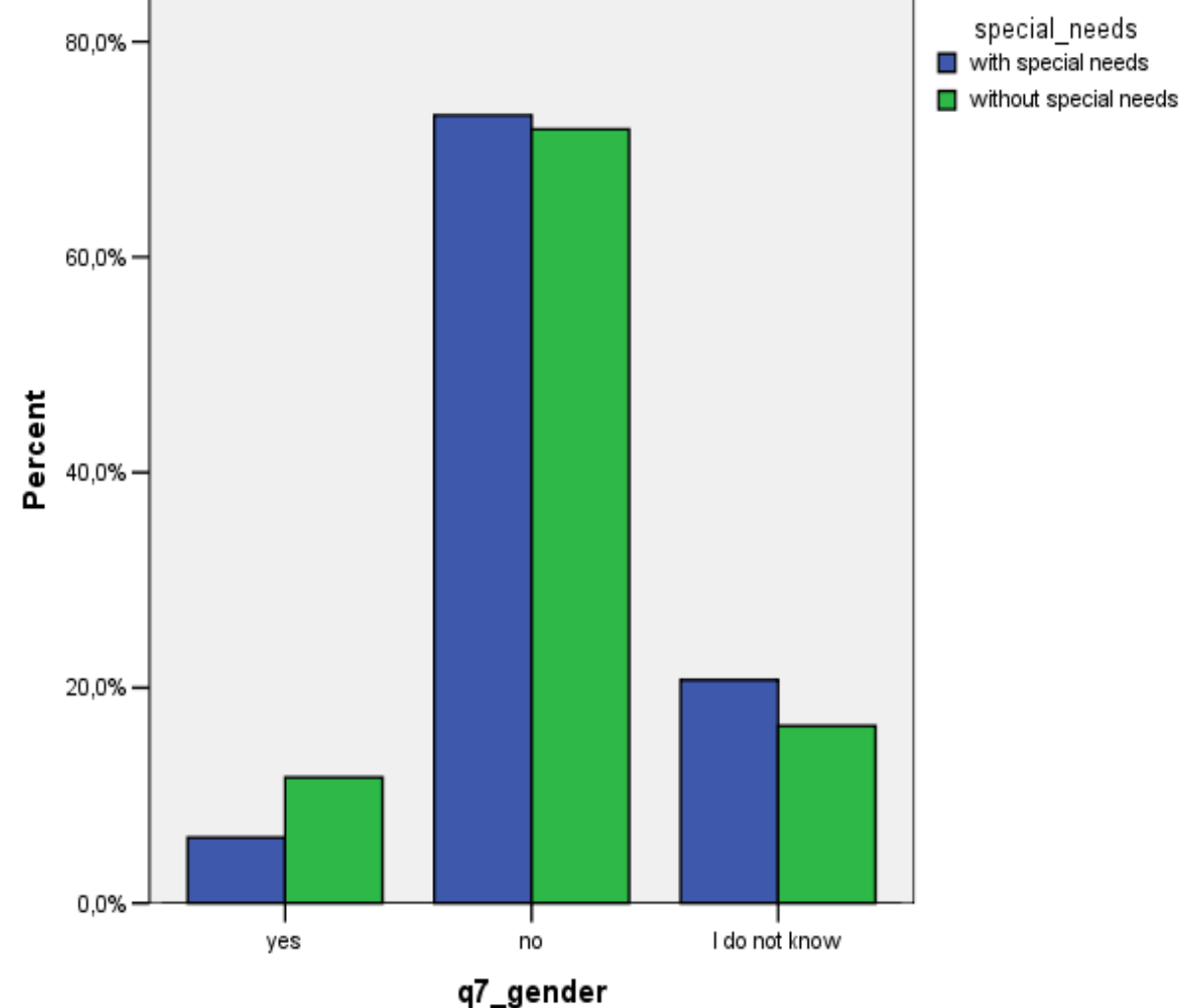


QUESTION NUMBER 7 for students

7 - Do you think that your family drives you to particular occupations, jobs because you are a girl or a boy?

- a. yes
- b. no
- c. I don't know

ANSWER

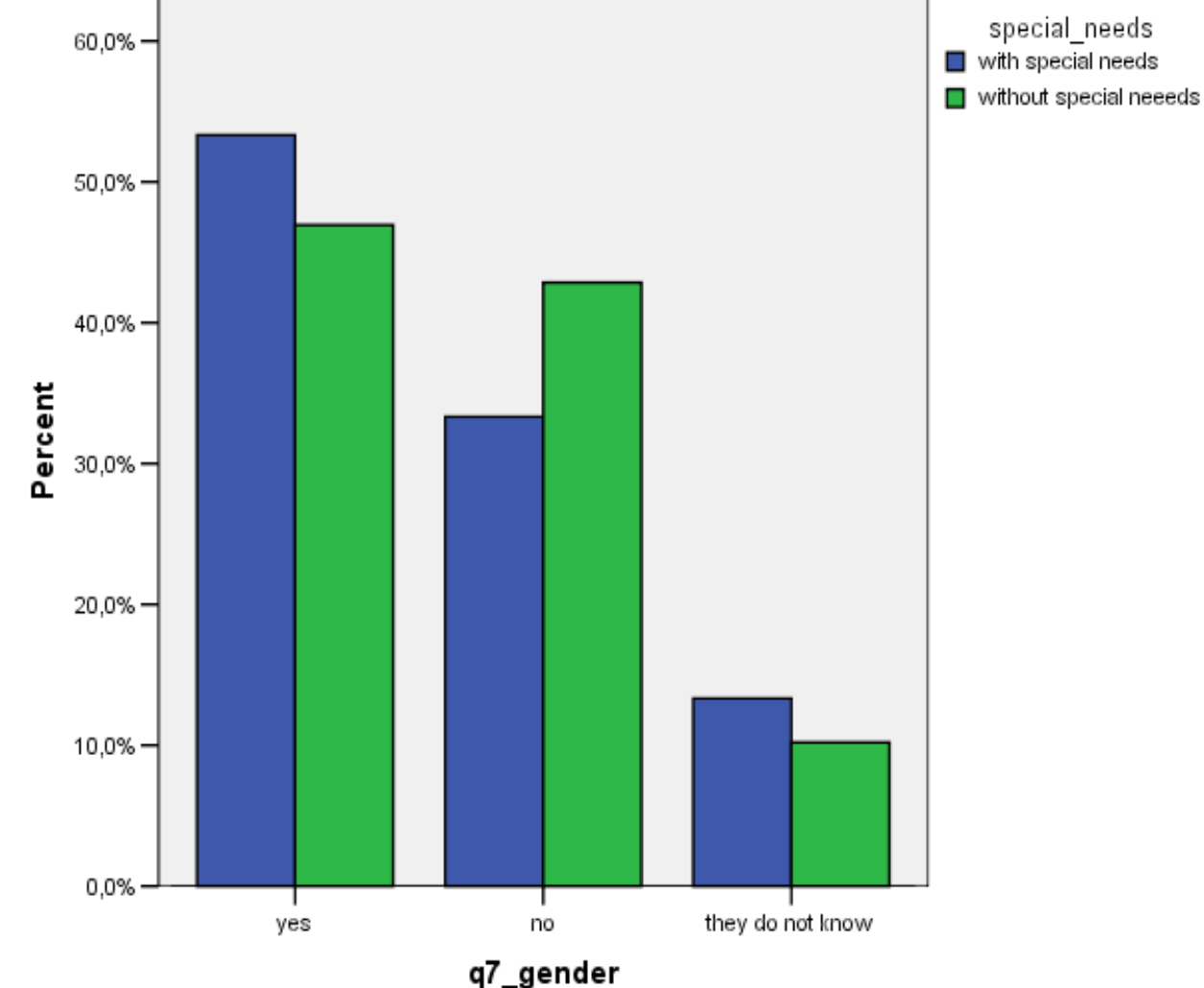


The majority of all the students answered no, and there were not any differences between these two groups.

QUESTION NUMBER 7 for trainers

7 - Do you think that the family of your students drives them to specially occupations, jobs because they are boys or girls?

- a. yes
- b. no
- c. I don't know



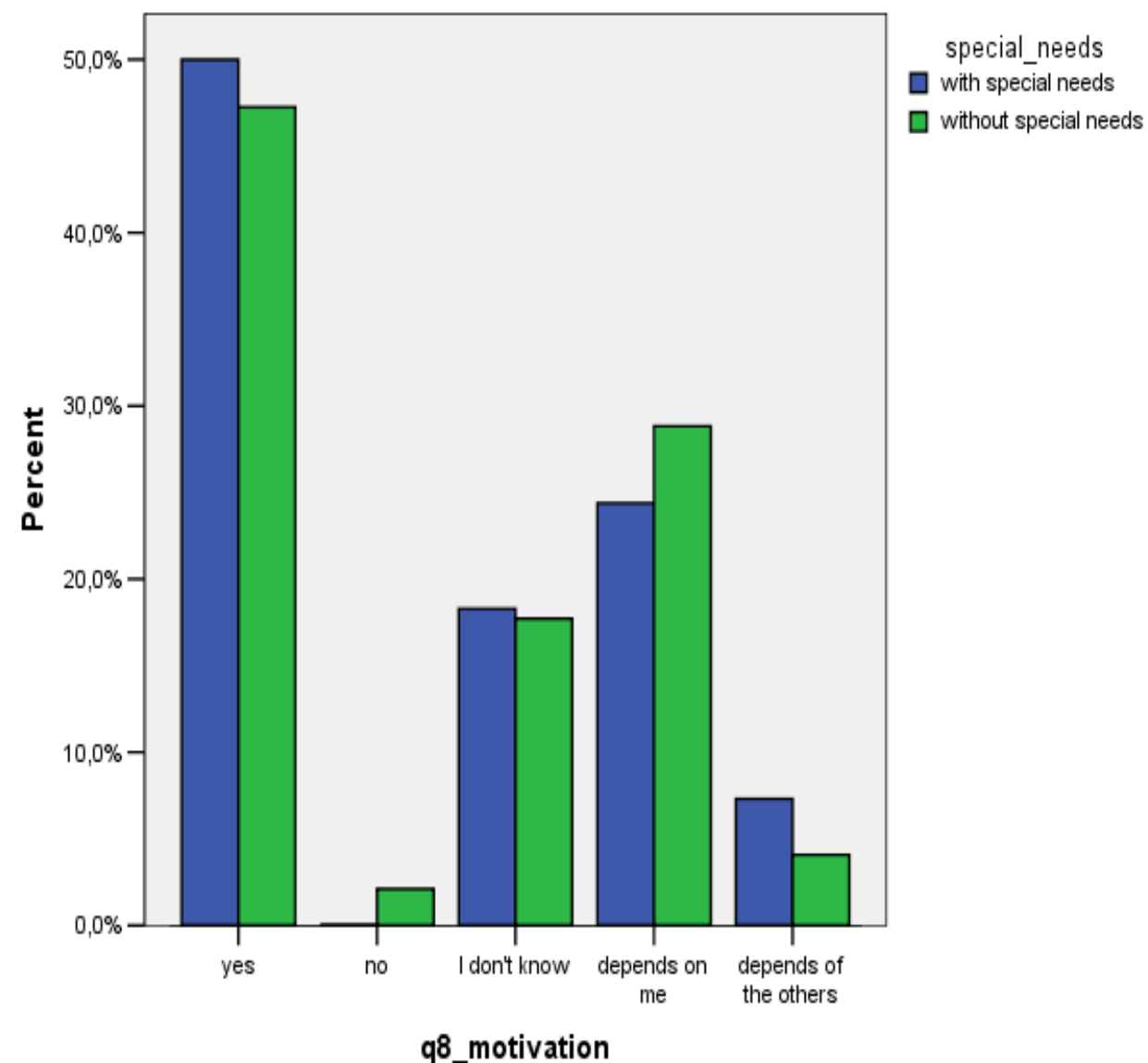
There were not significant differences between the two groups.

QUESTION NUMBER 8 for students

8 - Do you think you will have the chance to find a job related with your qualification?

- A yes
- B no
- C depends on me
- D depends of the others
- E I don't know

ANSWER

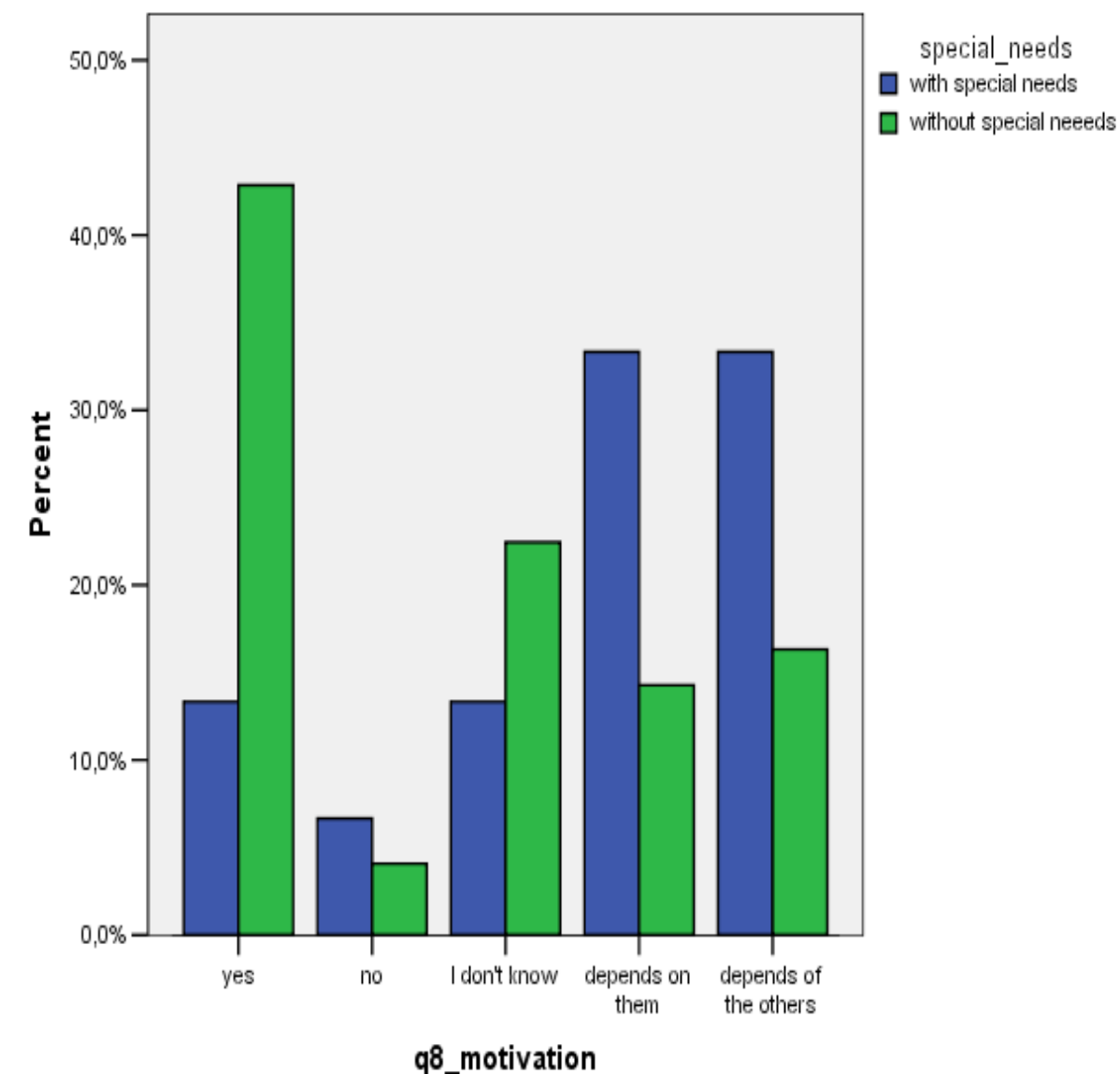


In this question there were not noticeable differences between other students and special need students.

QUESTION NUMBER 8 for trainers

8 - Do you think they will have the chance to find a job related with their qualification?

- A yes
- B no
- C depends on me
- D depends of the others
- E I don't know



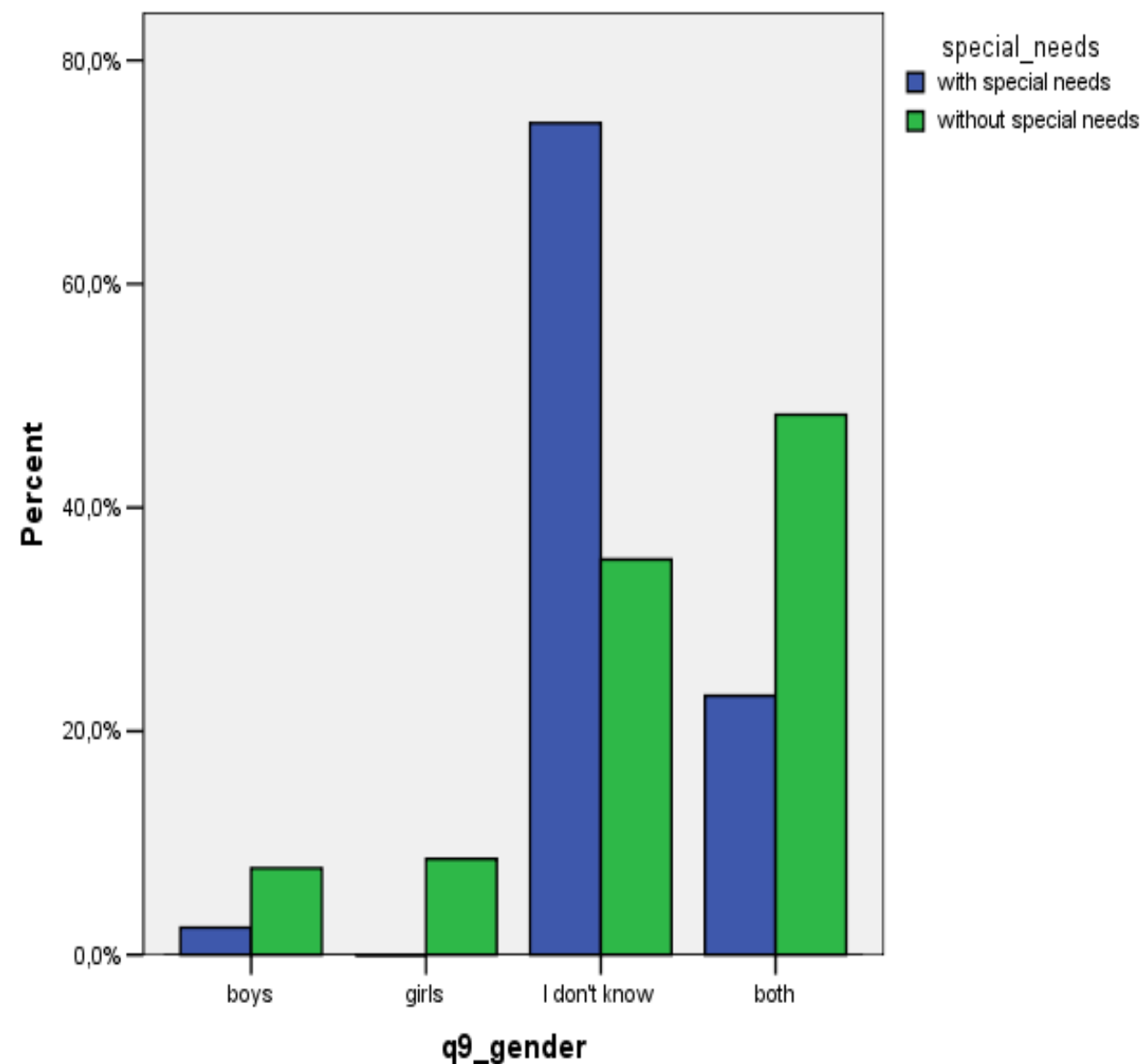
The trainers of special needs were not as sure as were the other trainers. They did not answer "yes" as often as others; instead, they thought more often that it "depends on them" or that it "depends on the others".

QUESTION NUMBER 9 for students

9 - You have chosen your career because it is mostly done by:

- a. boys
- b. girls
- c. both
- d. I don't know

ANSWER

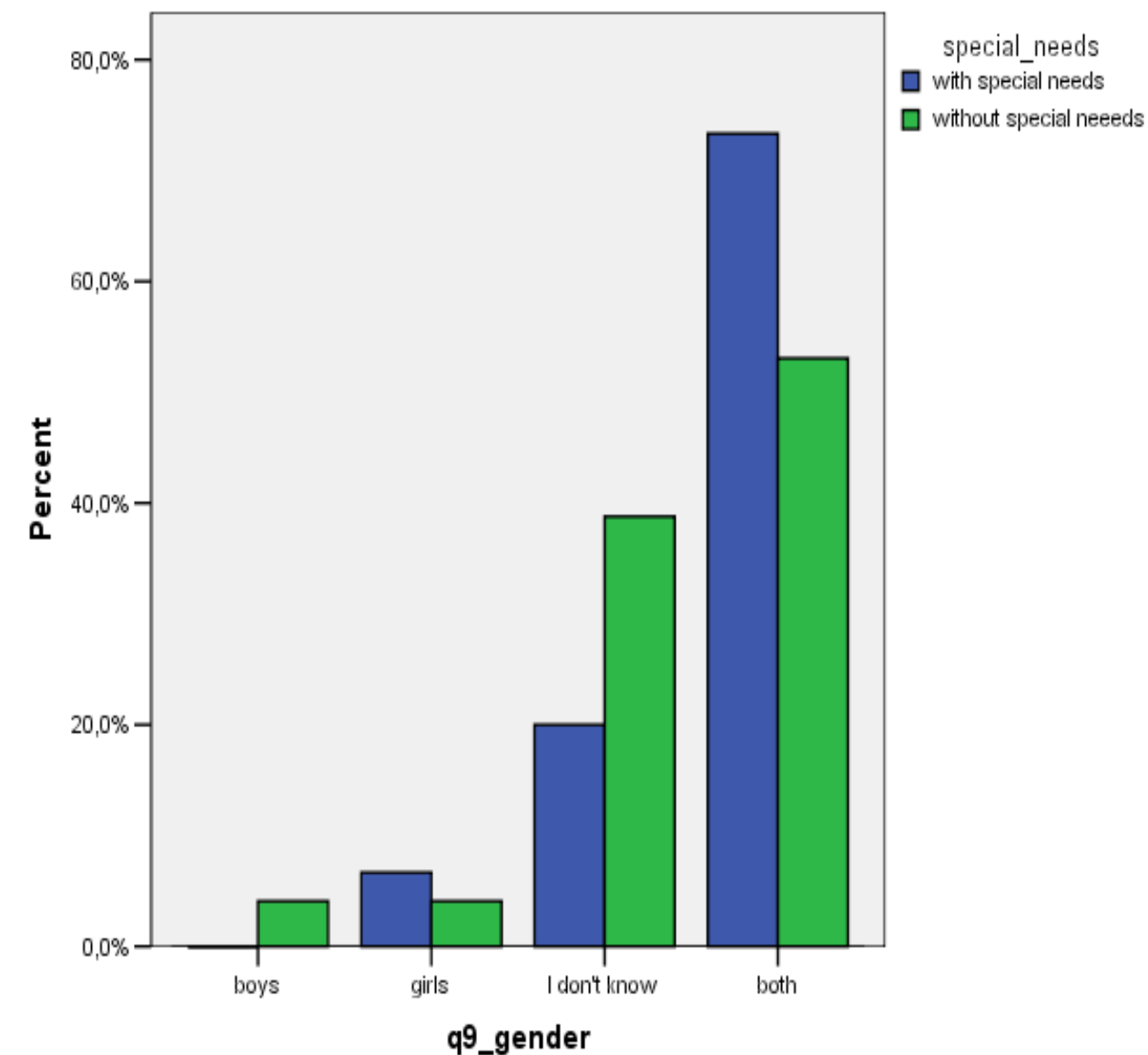


In this question the majority of the students with special needs answered “I don't know”, but we guess that is because in Finland we translated this option as “it didn't matter”. So the sex was not an important issue when they chose their career.

QUESTION NUMBER 9 for trainers

9 - Did your students choose their career because it is mostly done by

- a. boys
- b. girls
- c. both
- d. I don't know



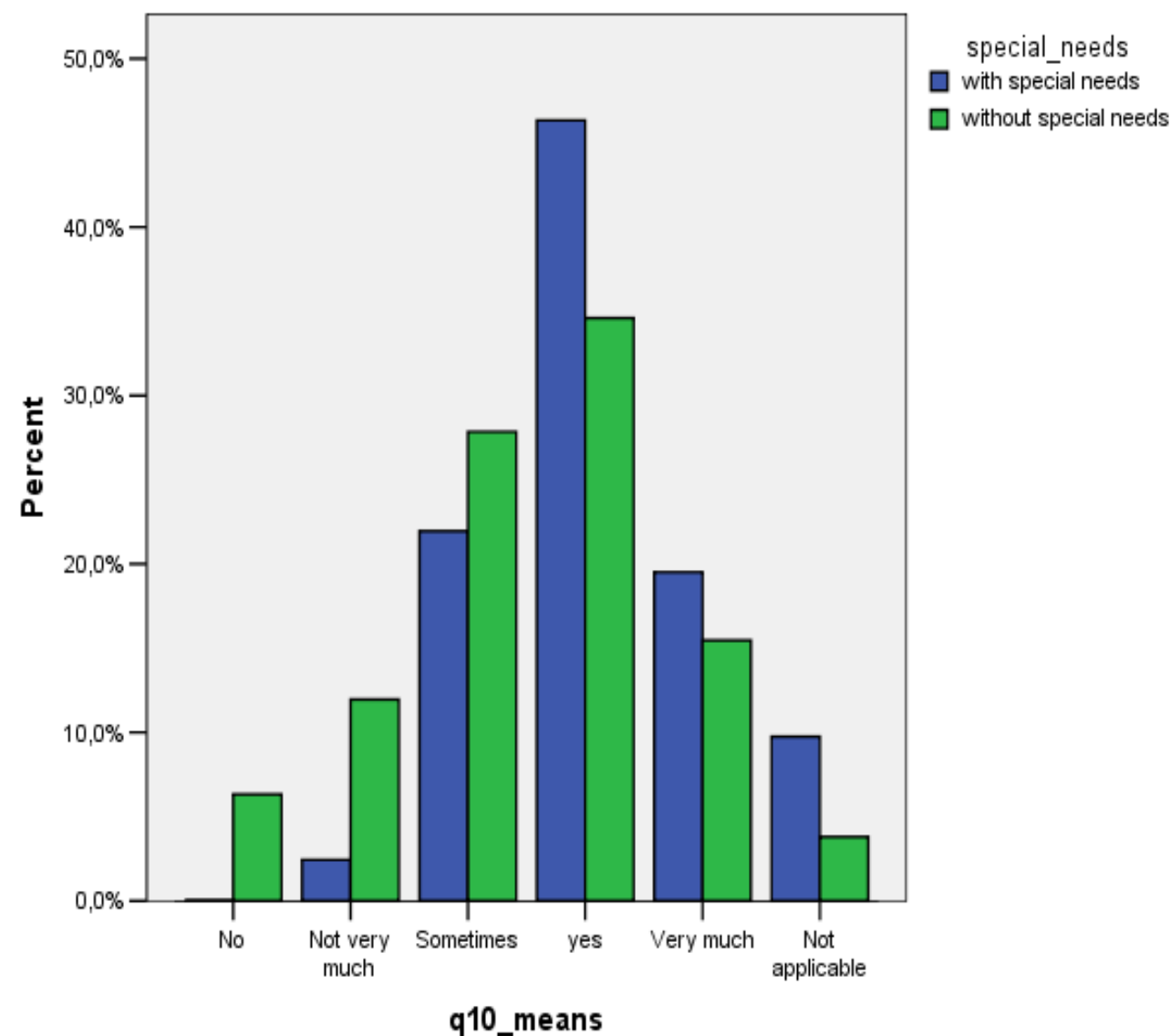
The trainers of specialneedsdin'tput a lot of weight on the sex: they answered usually "both" (more often than other trainers).

QUESTION NUMER 10 for students

10 - Have your needs been noticed by the teacher in daily work?
Not at all Very much

1	2	3	4	5	n.a.
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ANSWER

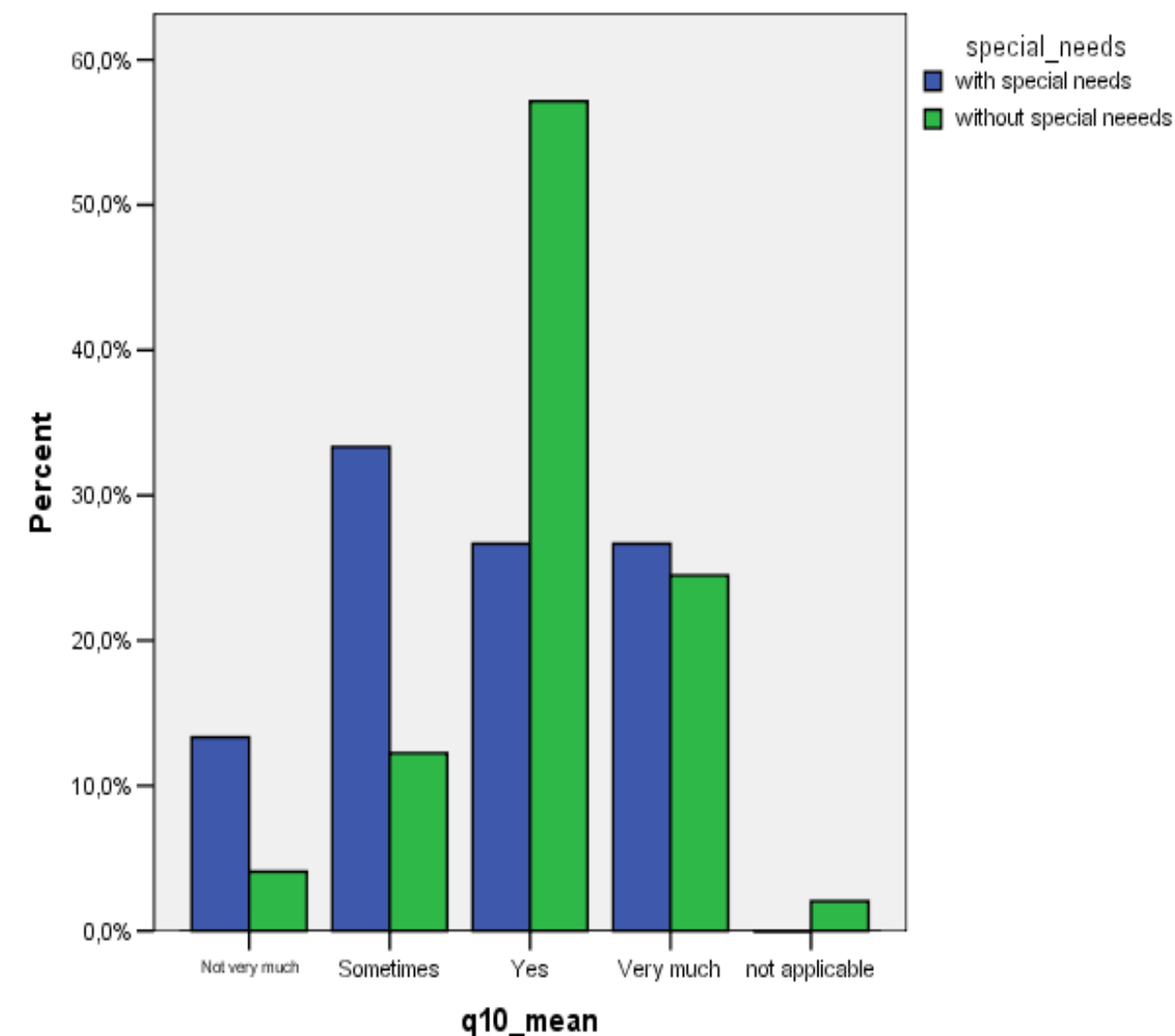


The majority of students with special needs assessed that yes, their needs had been noticed. Other students said a little more often that their needs had not been noticed at all or had not been noticed very much.

QUESTION NUMER 10 for trainers

10 - Do you notice the needs of your students in daily work?
Not at all Very much

1	2	3	4	5	n.a.
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The result of this question is surprising. The trainers of special needs said more often "not very much" or "sometimes" than other trainers. Besides, other trainers answered "yes" more often than special needs trainers. We don't know the explanation for this.

QUESTION NUMBER 11 for students

11 - Why did you choose your training? (one choice)

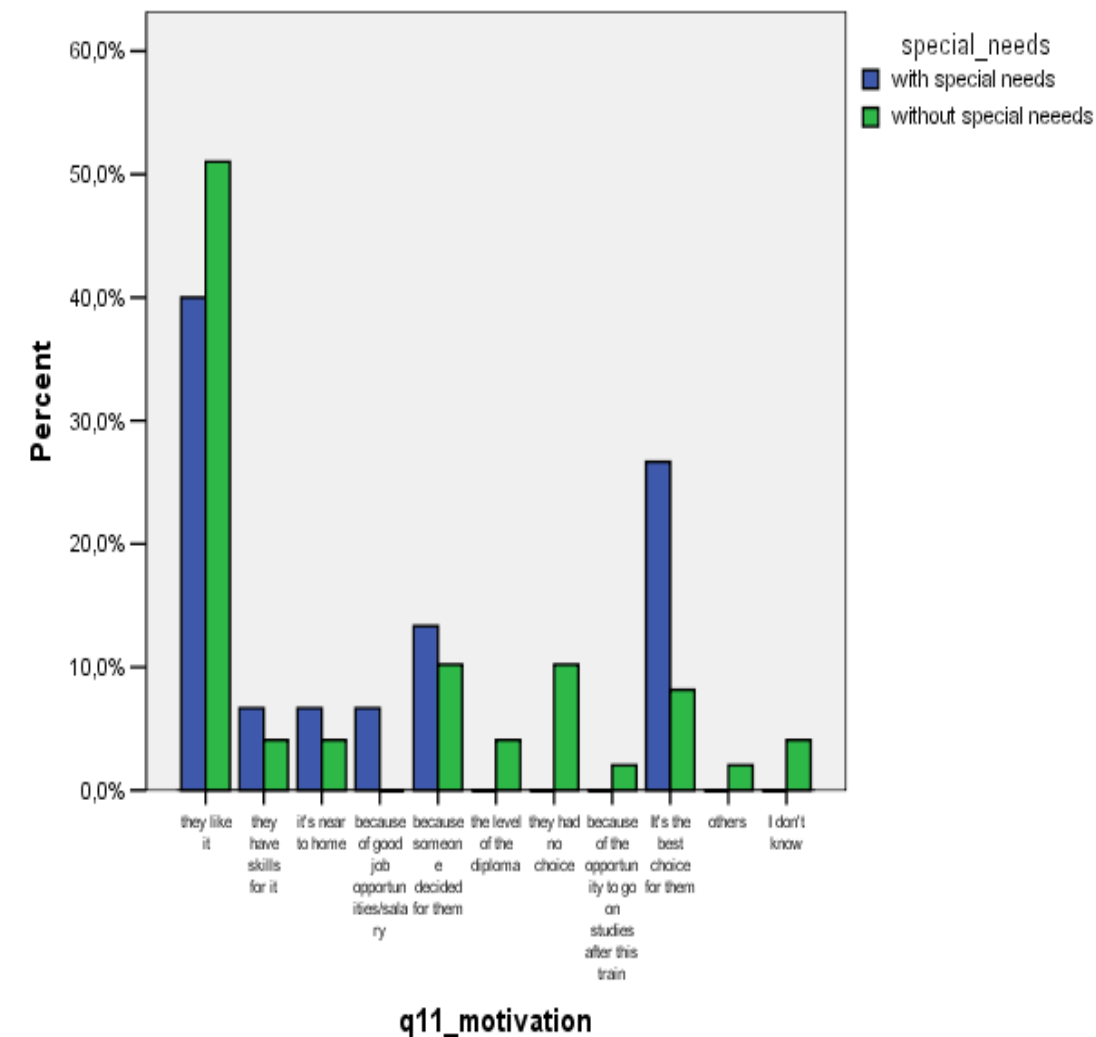
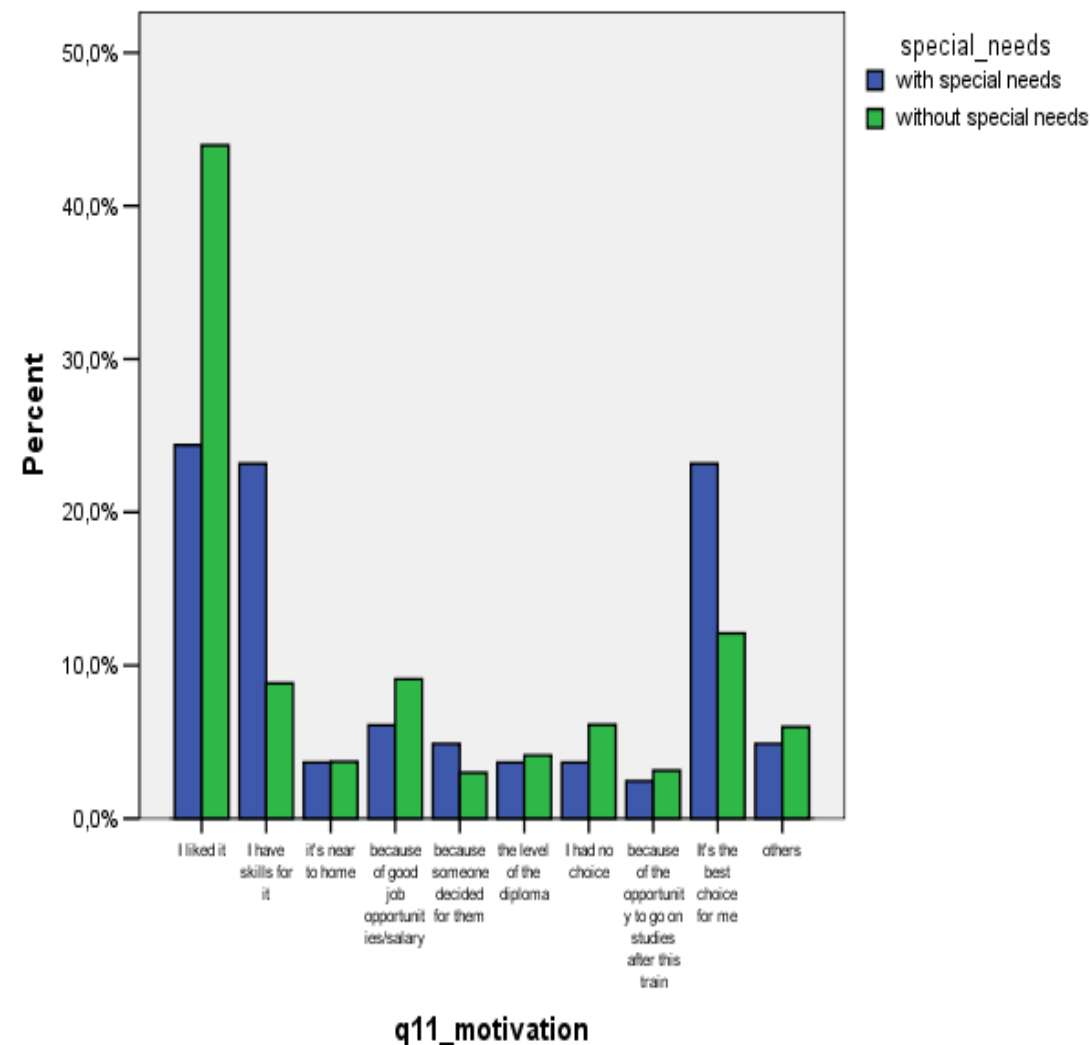
- A you liked it
- B you have skills for it
- C it's near to home
- D because of good job opportunities / salary
- E because someone decide for me
- F the level of the diploma
- G I had no choice
- H because of the opportunity to go on studies after this training
- I It's the best choice for me
- J others, specifcy _____

QUESTION NUMBER 11 for trainers

11 - Why did they choose their training? (one choice)

- A you liked it
- B you have skills for it
- C it's near to home
- D because of good job opportunities / salary
- E because someone decide for me
- F the level of the diploma
- G I had no choice
- H because of the opportunity to go on studies after this training
- I It's the best choice for me
- J others, specifcy _____
- K I don't know

ANSWER



Students without special needs said more often simply “I liked it” than students with special needs, when we asked the reasons why did they choose their training. Students with special needs, they do not have that kind freedom of choice, but they have to make a choice that is “best choice for me” (more often than other students).

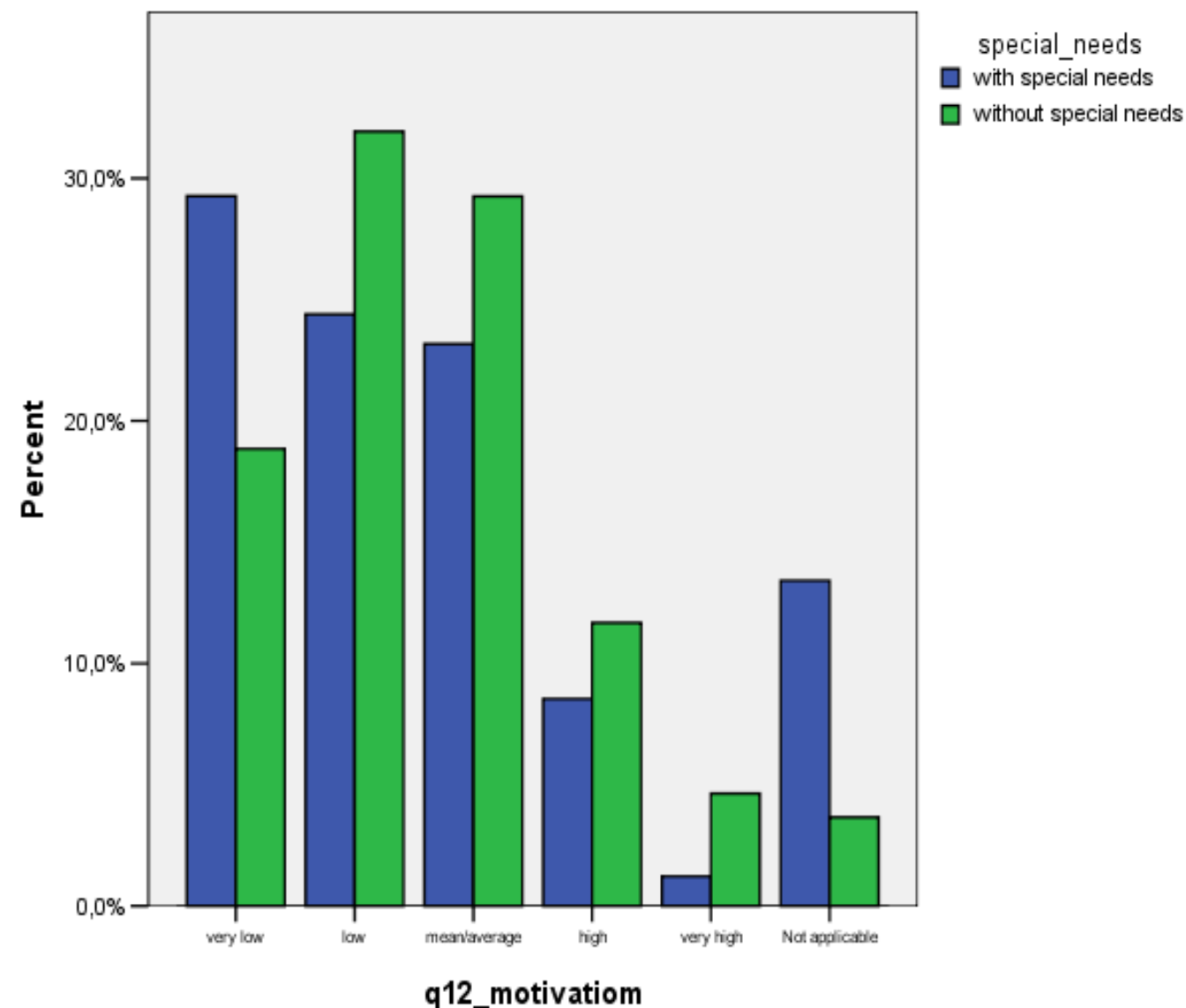
There were two differences between these two groups: the trainers of the special needs answered more often “ it's the best choice for them”. Answering this, they may have thought the difficulties, the illnesses and the handicaps those students have. Instead, other trainers answered more often “they liked it” than the trainers of the special needs.

QUESTION NUMBER 12 for students

12 - What level of difficulties do you or did you meet in guidance?

Low			High		
1	2	3	4	5	n.a.

ANSWER

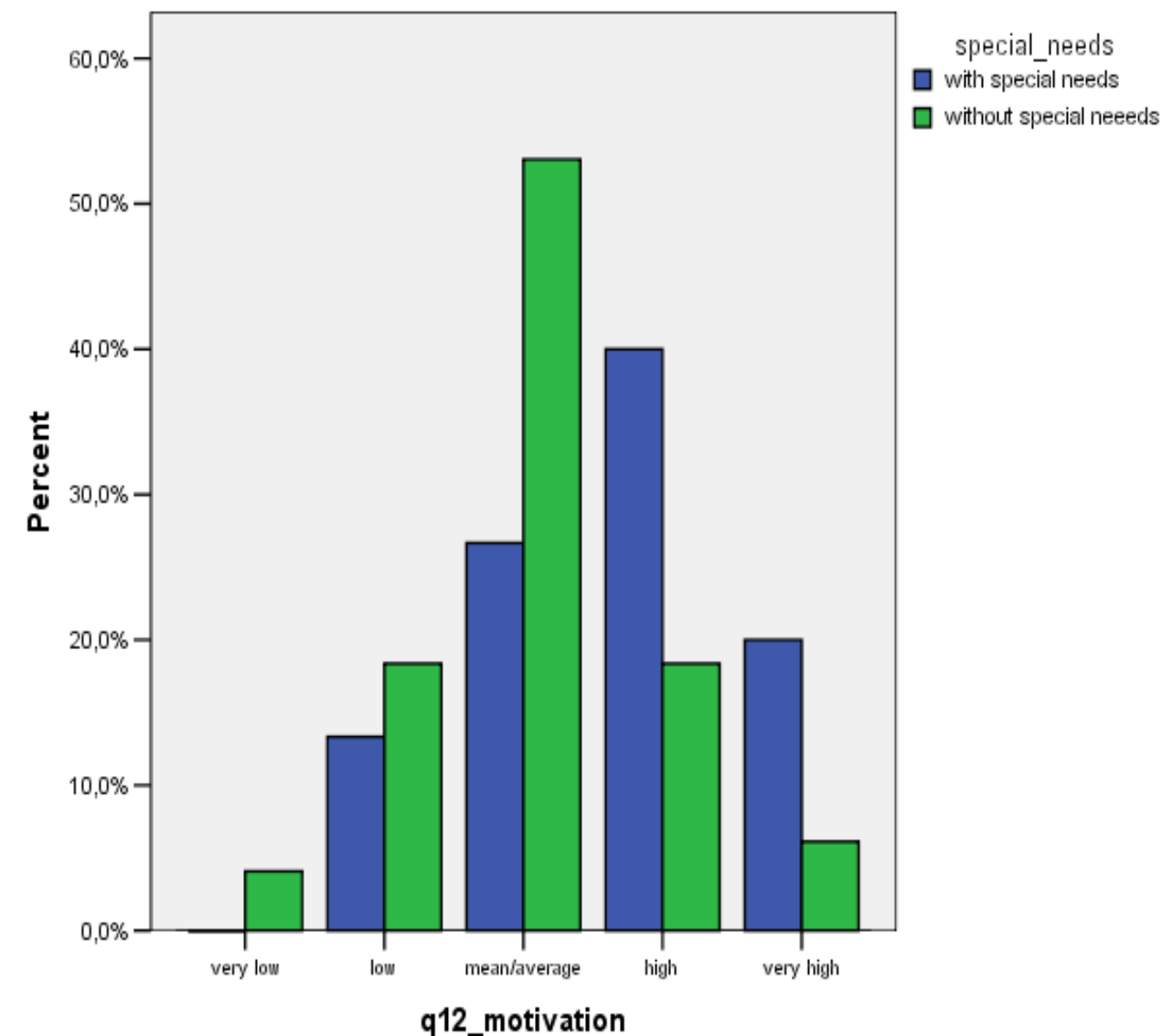


Looking at the graphs, it seemsthat the students with specialneedsfeelthattheyhavehadlessdifficultiesthanotherstudents. Is the support and the services for thesestudentsowellorganised, thattheycanmanagewithout an experience of difficulties?

QUESTION NUMBER 12 for trainers

12 - What level of difficulties do they or did they meet in guidance?

Low			High		
1	2	3	4	5	n.a.



The trainers of the special needs have more difficulties in guidance than other students, at least if you ask from their trainers. They answered "high or "very high" more often than other trainers.

QUESTION NUMBER 13 for students

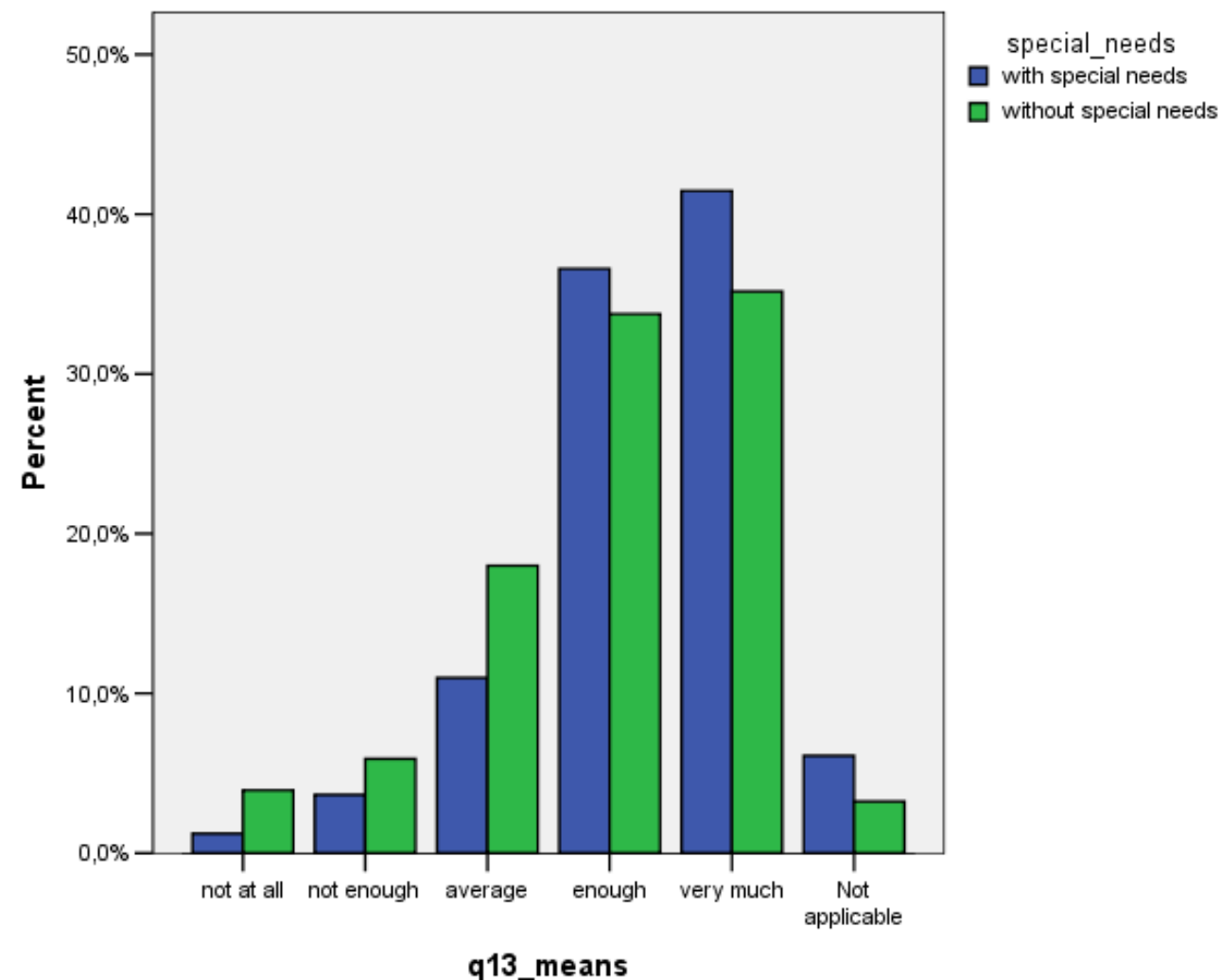
13 - Have you got enough guidance for living good and independent life?

Not enough

Enough

1	2	3	4	5	n.a.
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ANSWER



There was not noticeable differences between the two groups in this question. The students with special needs were a little more positive and felt that they had had enough guidance for good and independent life.

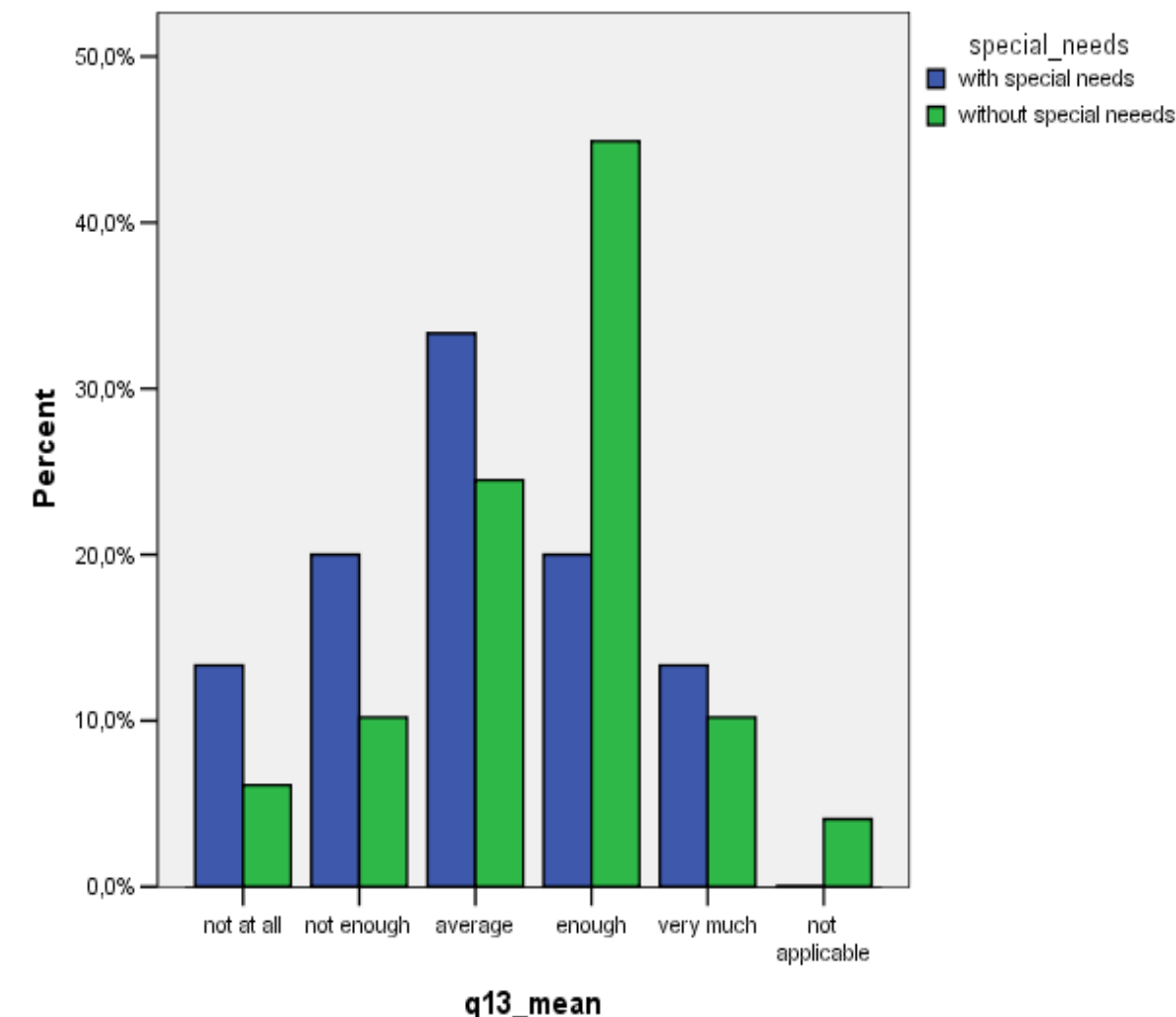
QUESTION NUMBER 13 for trainers

13 - Have your students got enough guidance for reaching good and independent life?

Not enough

Enough

1	2	3	4	5	n.a.
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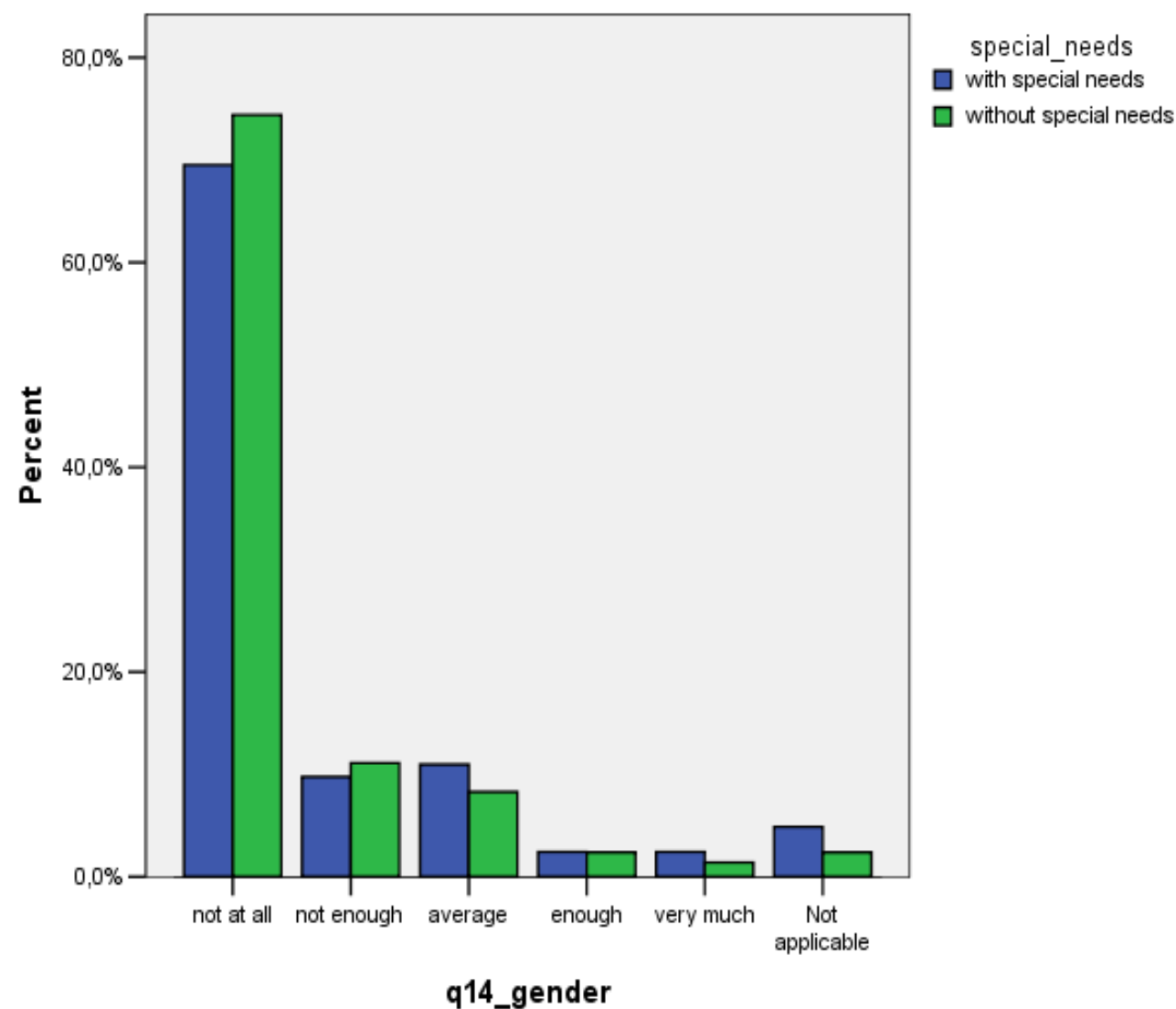
The trainers of the special needs students have been more pessimistic in this question. They have answered "not at all", "not enough" and "average" more often than other trainers. Other trainers, instead, answered "enough" more often than special needs trainers. But still, there were also those trainers of the special needs, who answered "very much", as well as other trainers.

QUESTION NUMBER 14 for students

14 - Do you think that you have difficulties in guidance because you are a boy or a girl?

No			Yes		
1	2	3	4	5	n.a.

ANSWER

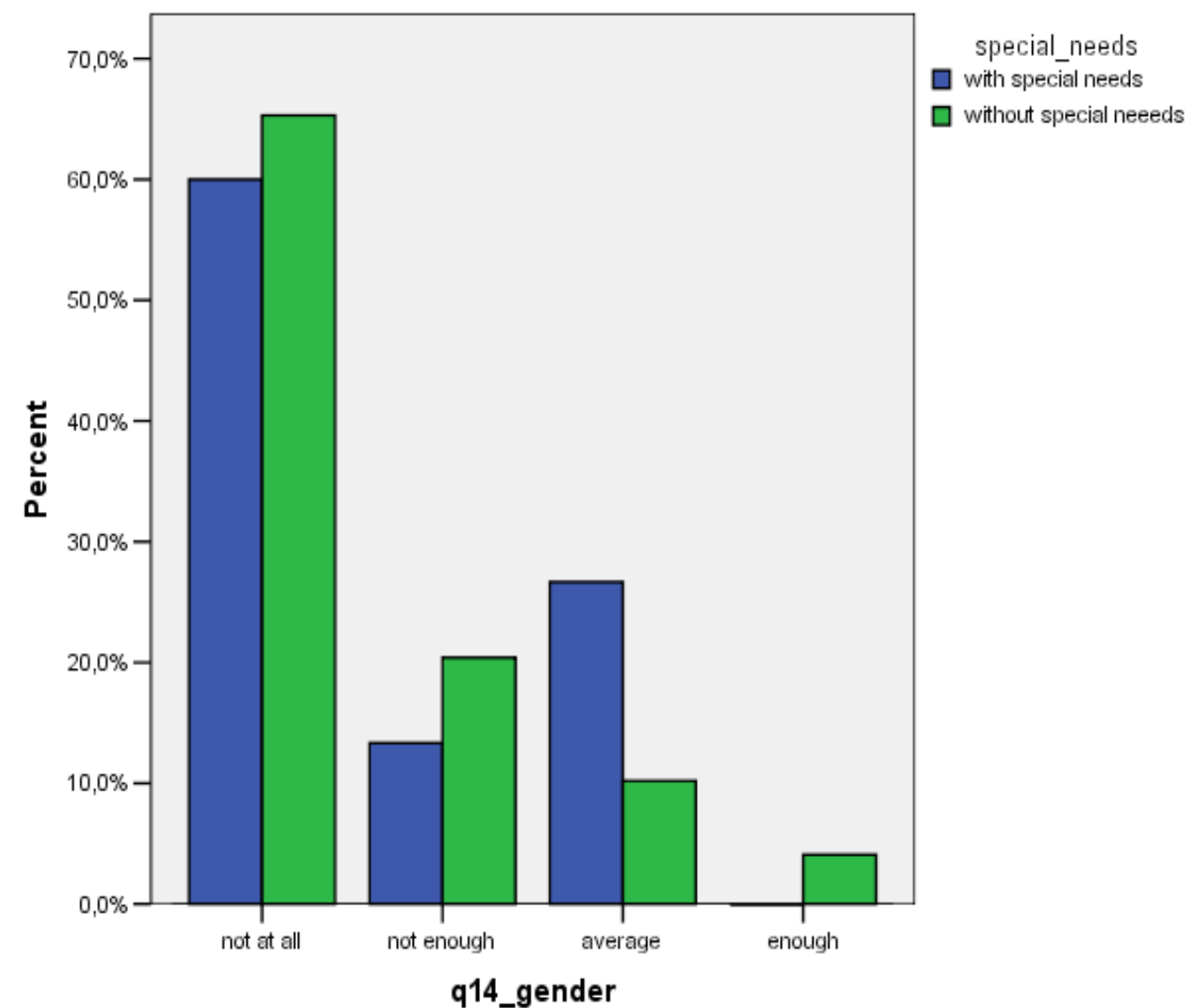


There were not noticeable differences between these two groups.

QUESTION NUMBER 14 for trainers

14 - Do you think that your students have difficulties in guidance because they are boys or girls?

No			Yes		
1	2	3	4	5	n.a.



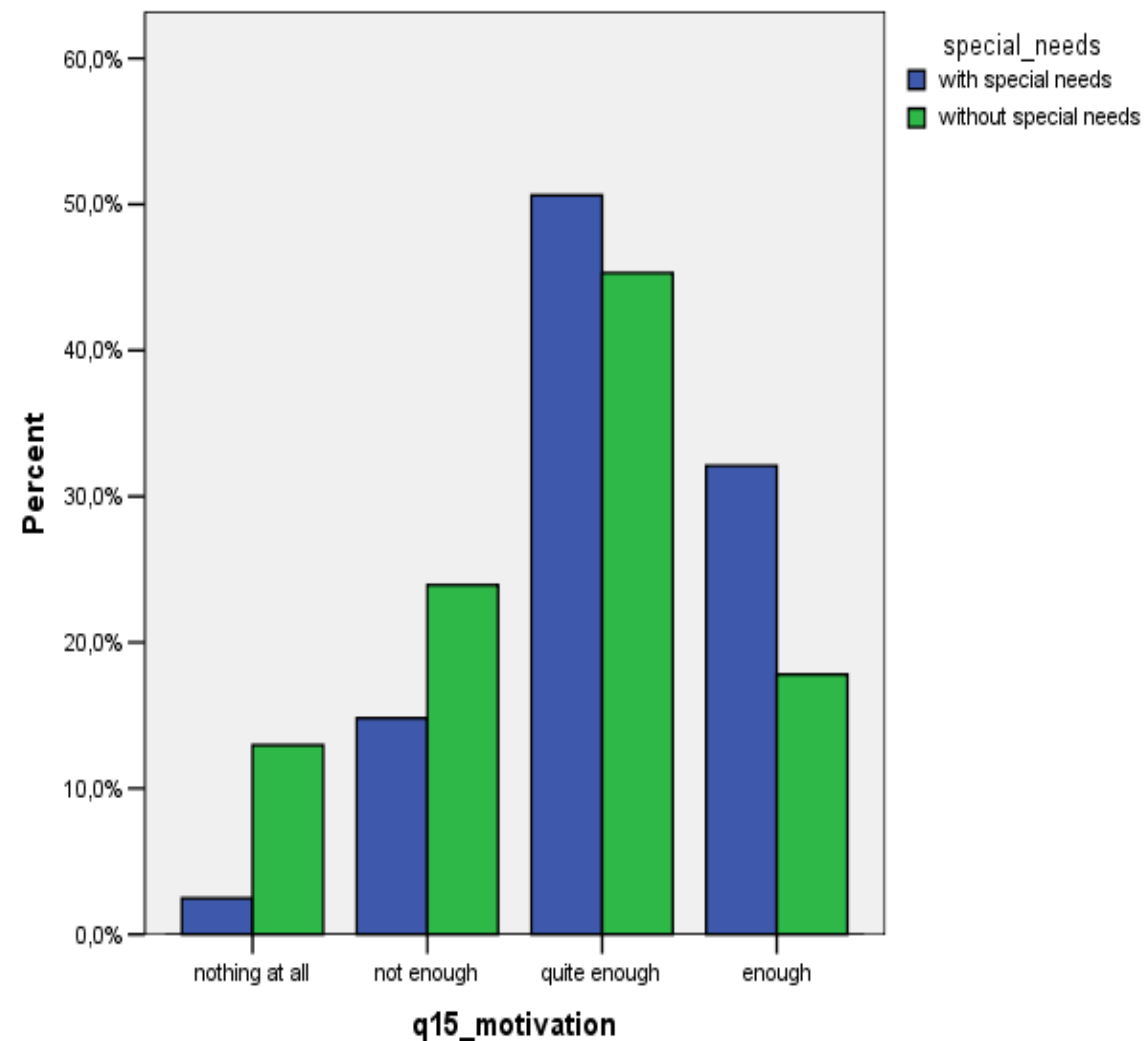
The majority of the trainers of the special needs and the majority of other trainers answered "no" in this question. But, among the trainers of the special needs, there were also those trainers who answered "average" more often than other trainers.

QUESTION NUMBER 15 for students

15 - Have you got enough guidance for insertion on the labor market?

- A enough
- B quite enough
- C not enough
- D nothing at all

ANSWER

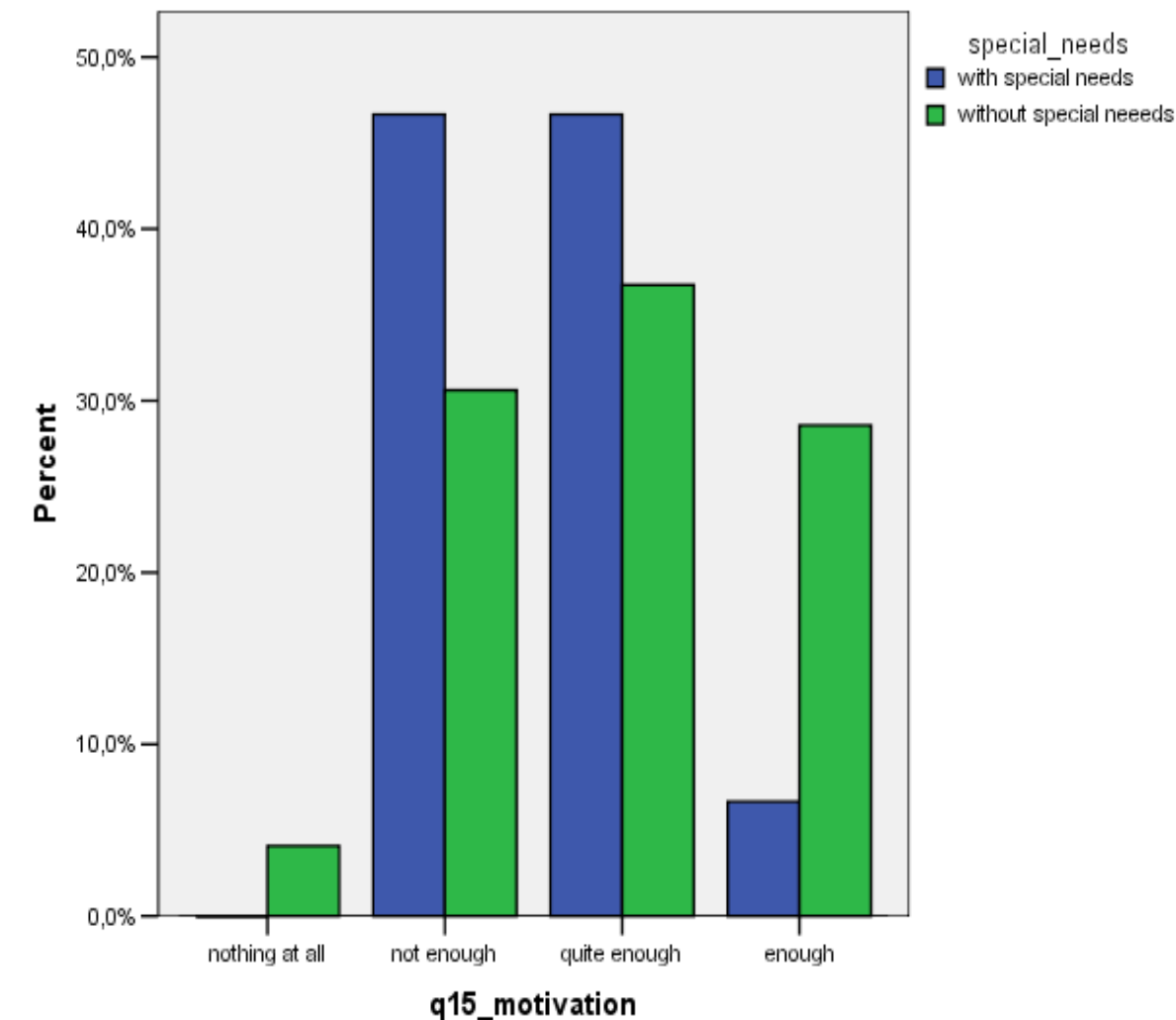


The students with special needs assessed more that they had had enough guidance for labour market than other students.

QUESTION NUMBER 15 for trainers

15 - Have your students got enough guidance for insertion on the labor market?

- A enough
- B quite enough
- C not enough
- D nothing at all



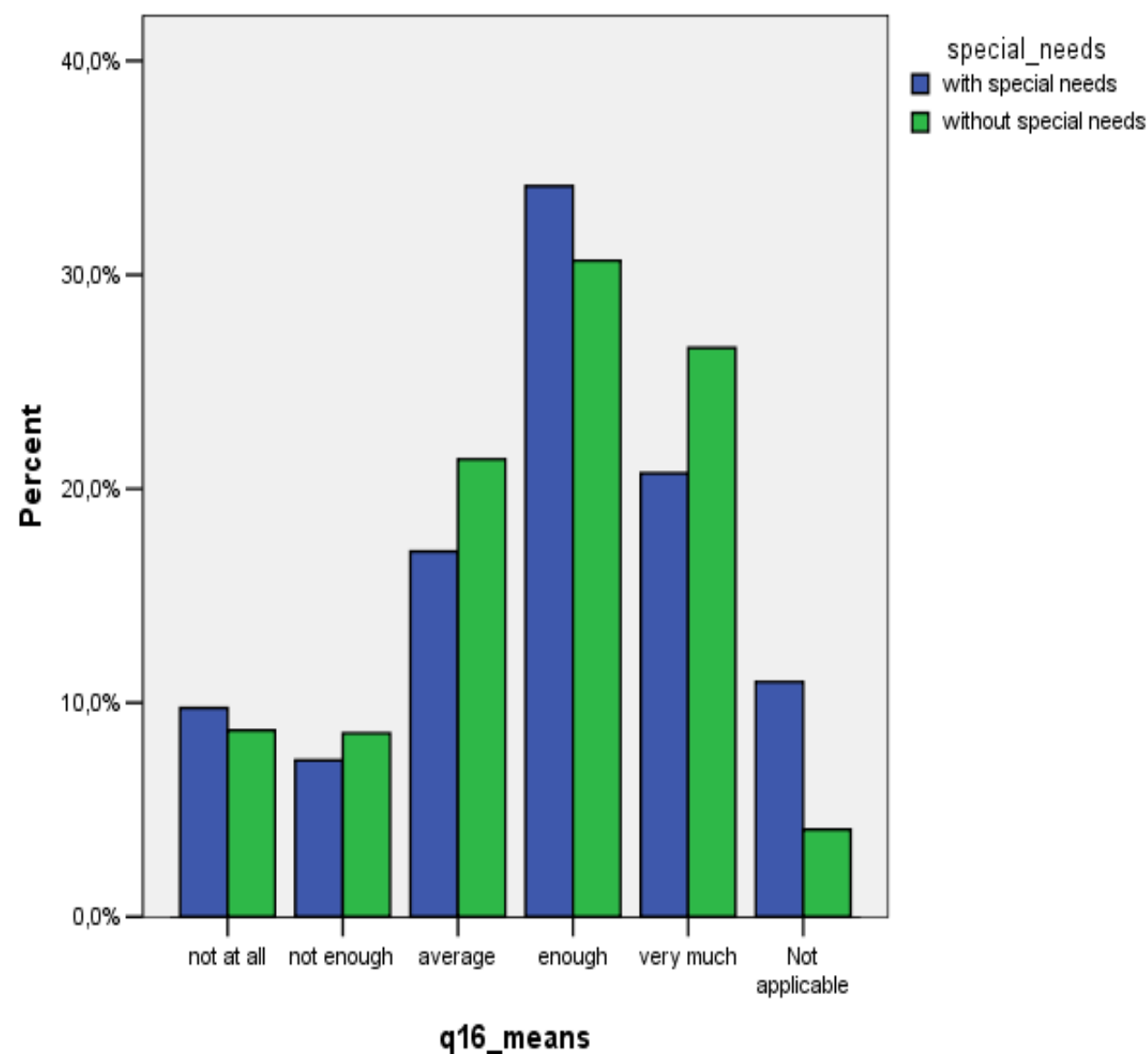
There were not significant differences between the two groups. The trainers of the special needs answered little more often "average", while the other trainers answered little more "enough".

QUESTION NUMBER 16 for students

16 - Do you think that guidance helps you to know better yourself?

No			Yes		
1	2	3	4	5	n.a.

ANSWER

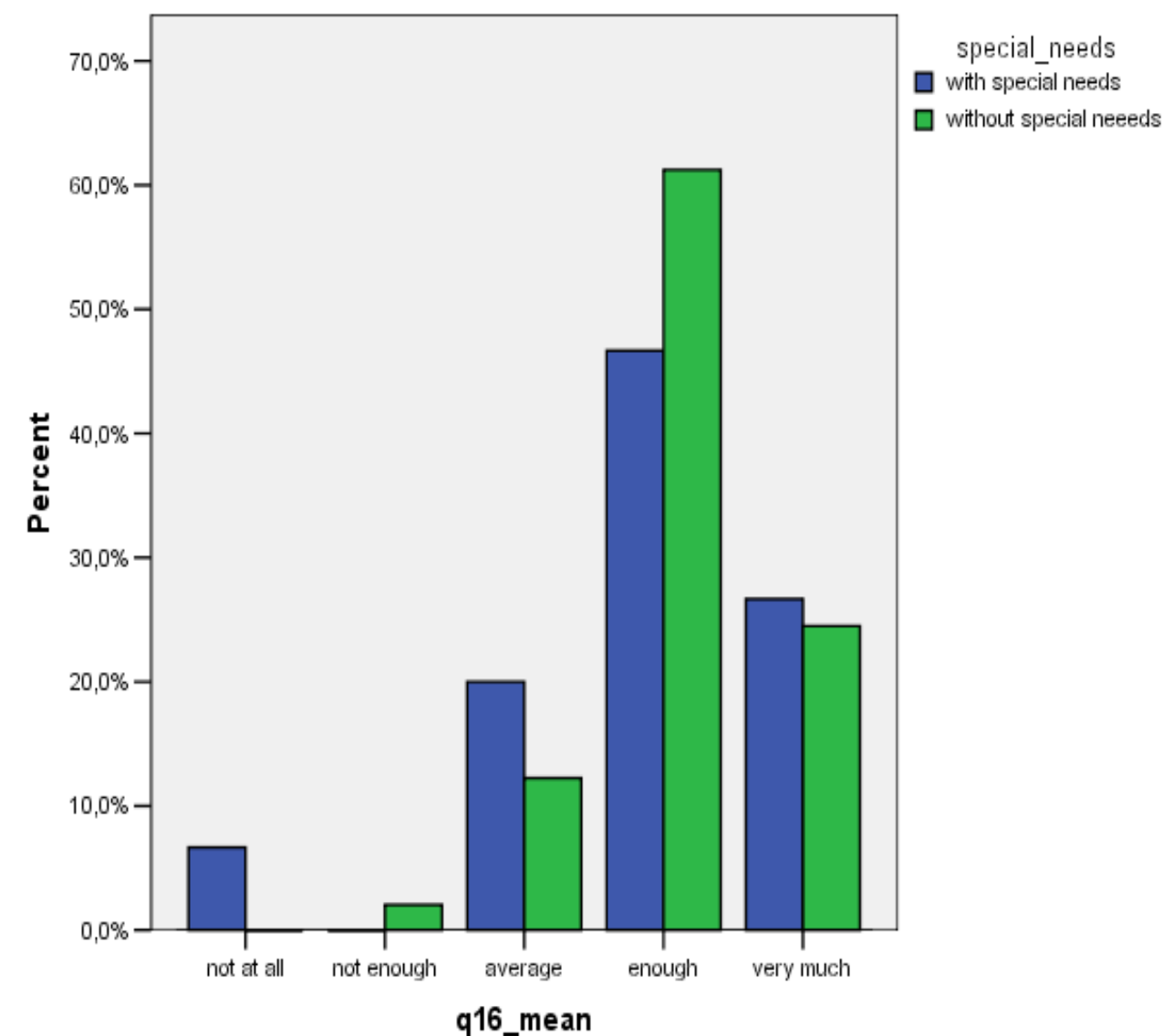


There was not noticeable differences between the two groups in this question.

QUESTION NUMBER 16 for trainers

16 - Do you think that guidance helps your students to know better their selves?

No			Yes		
1	2	3	4	5	n.a.



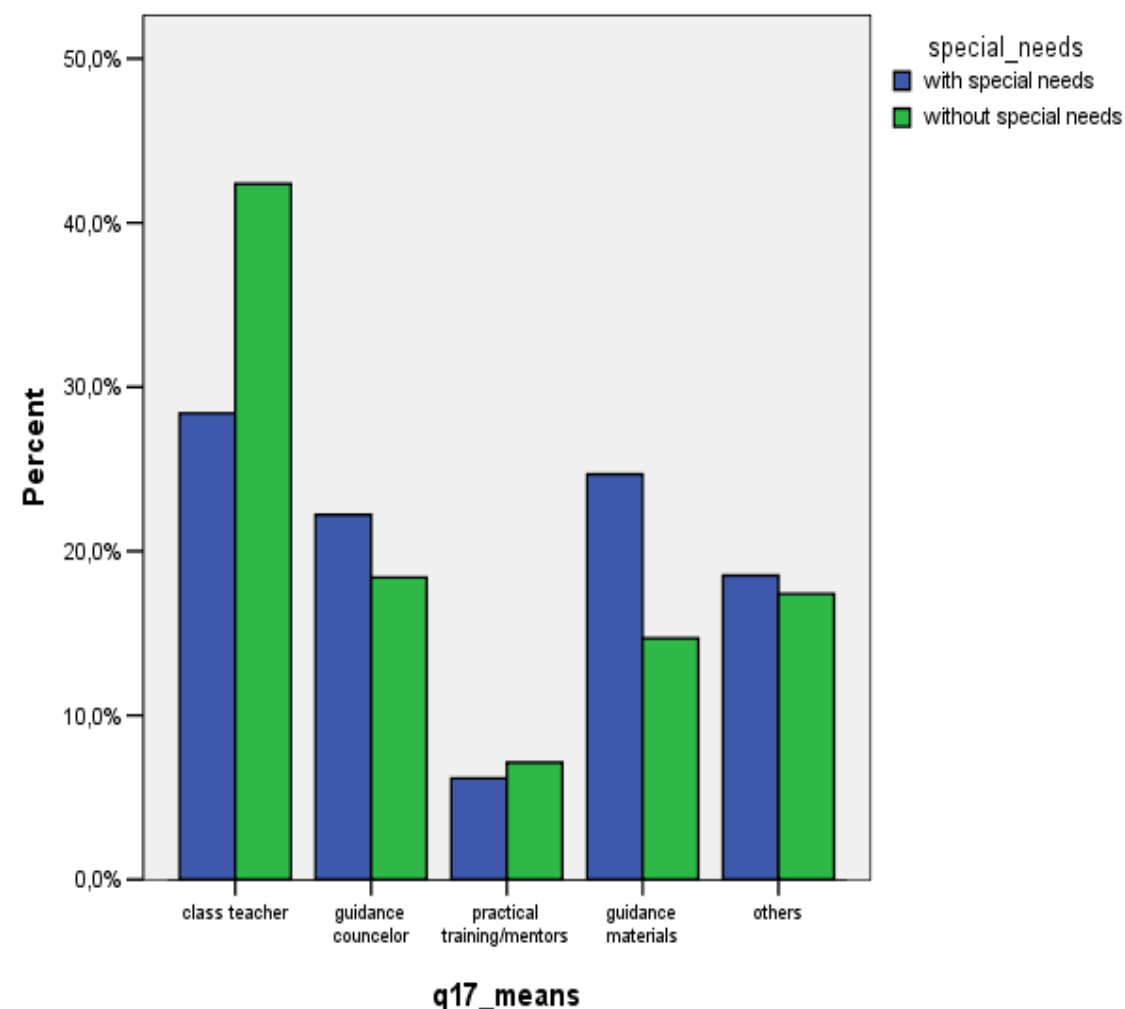
The majority of trainers believed in the power of guidance. There were not big differences between these two groups.

QUESTION NUMBER 17 for students

17 - How did you get the information about training you are following?

- class teacher
- guidance counselor
- practical training / mentors
- guidance materials (flyers, websites, etc.)
- others

ANSWER

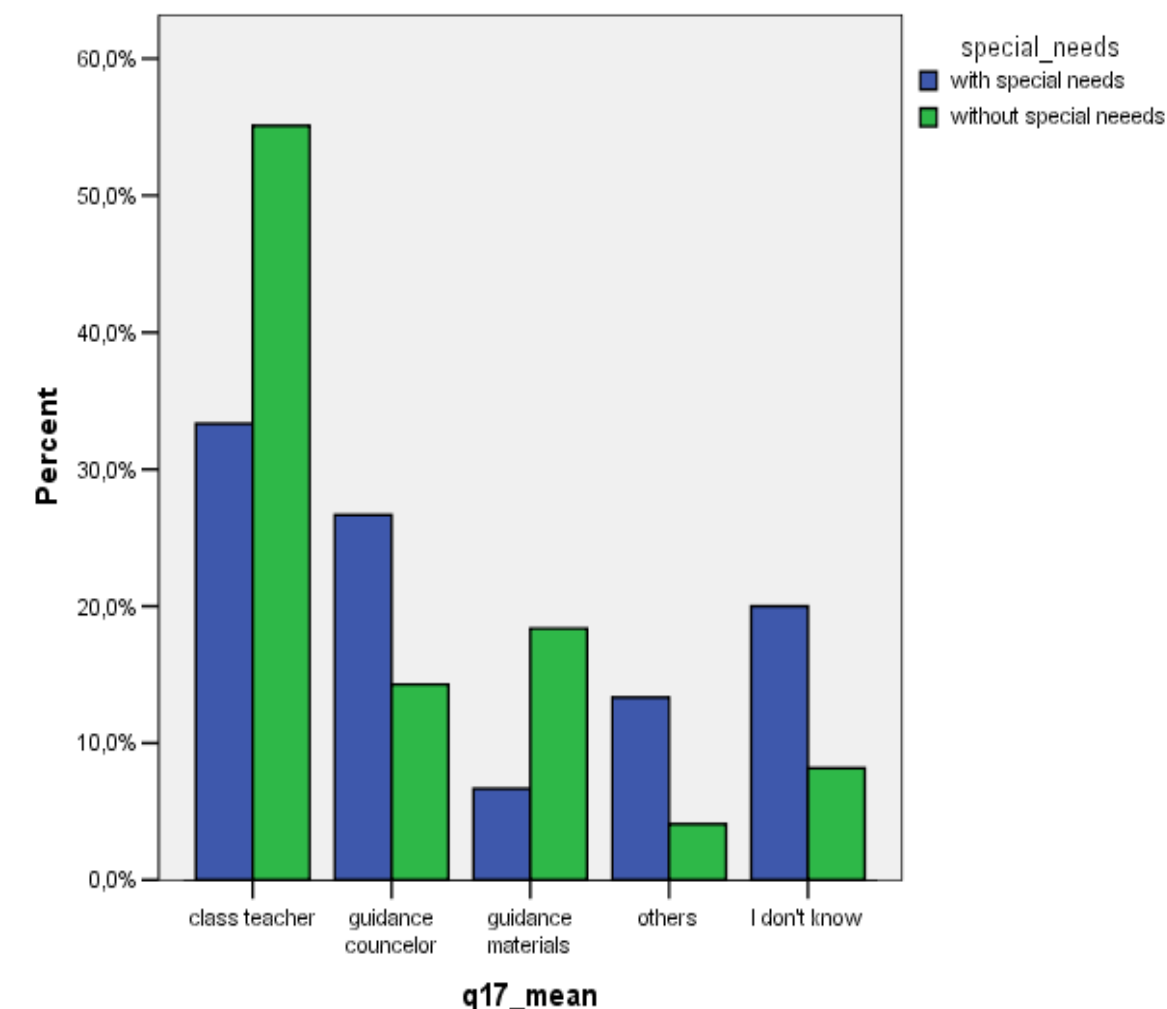


There were some differences between special need students and others – e.g. other students had more often got information from their class teachers . But there is no clear explanation for these differences.

QUESTION NUMBER 17 for trainers

17 - How did they get the information about training they are following? (one choice)

- class teacher
- guidance counselor
- practical training / mentors
- guidance materials (flyers, websites, etc.)
- others
- I don't know



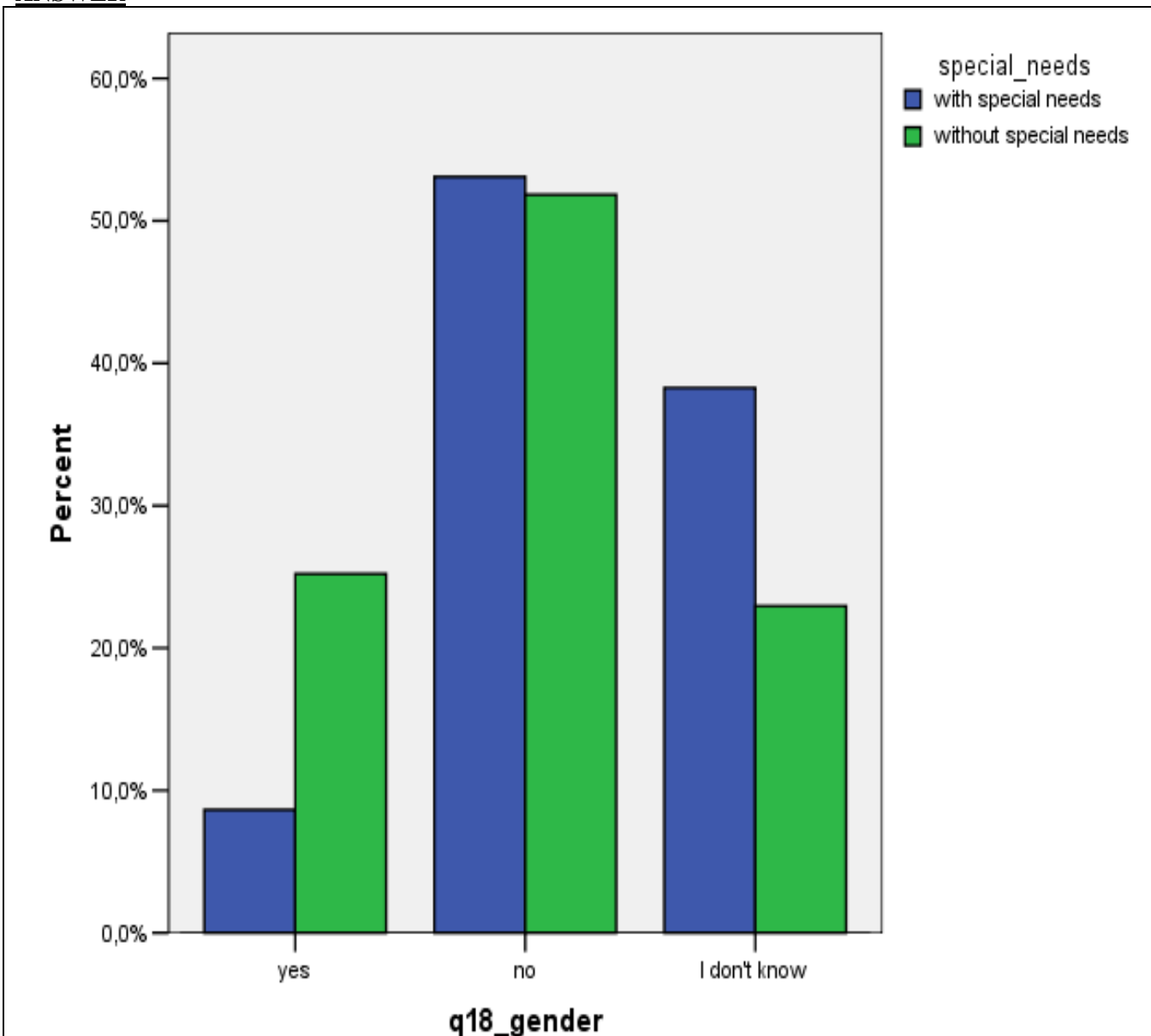
The trainers of the special needs students thought that their students have got the information from guidance counselors and others (maybe social authorities, employment offices, health care...) more often than other trainers. Instead, they thought that class teachers have helped their students less than other trainers did.

QUESTION NUMBER 18 for students

18 - Do you think that there are some qualifications especially for boys and especially for girls?

- a. yes
- b. no
- c. I don't know

ANSWER

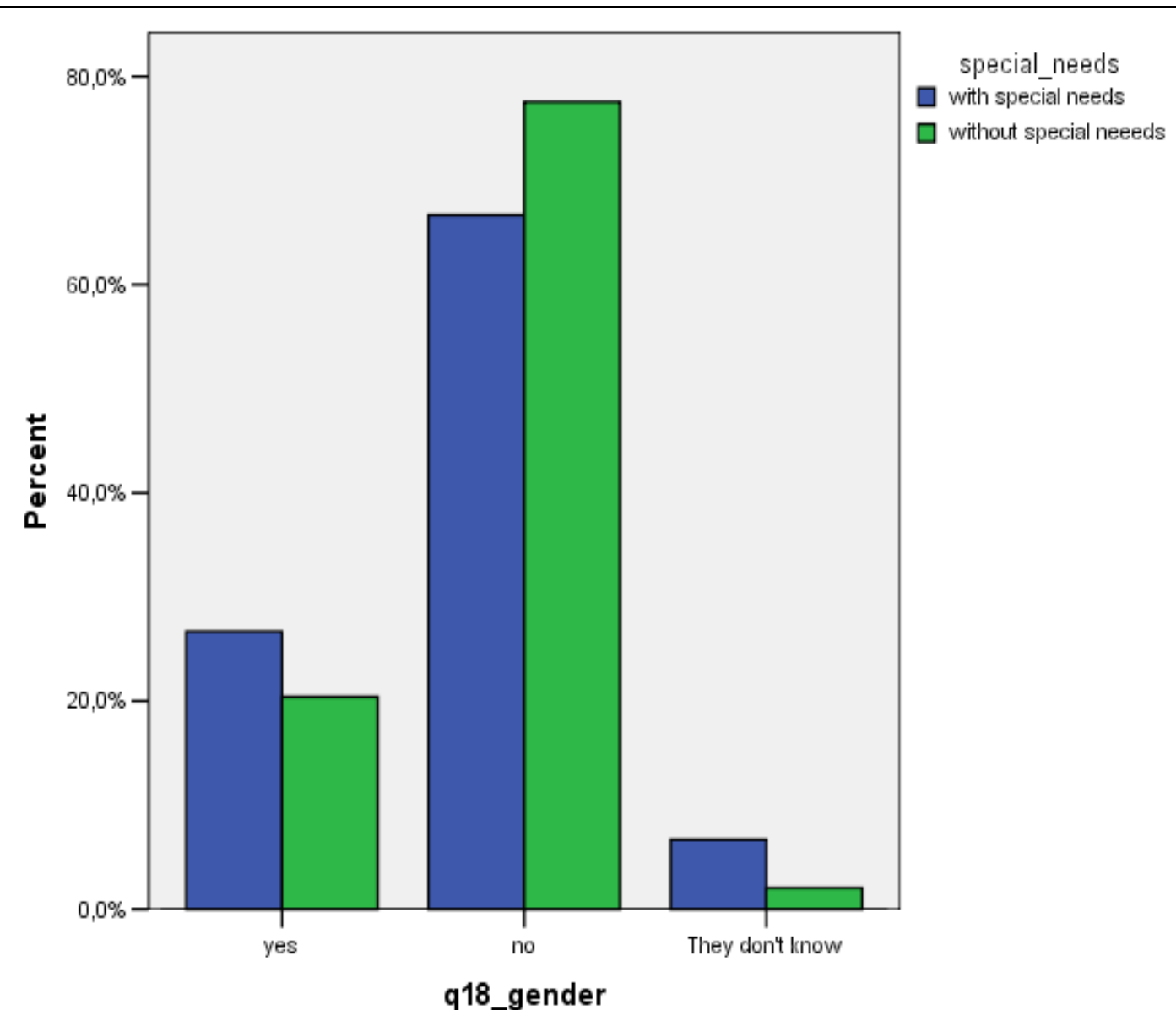


There were not significant differences between these two groups. But, students with special needs answered more often "I don't know". Maybe they didn't understand the question.

QUESTION NUMBER 18 for students

18 - Do you think that there are some qualifications especially for boys and especially for girls?

- a. yes
- b. no
- c. I don't know



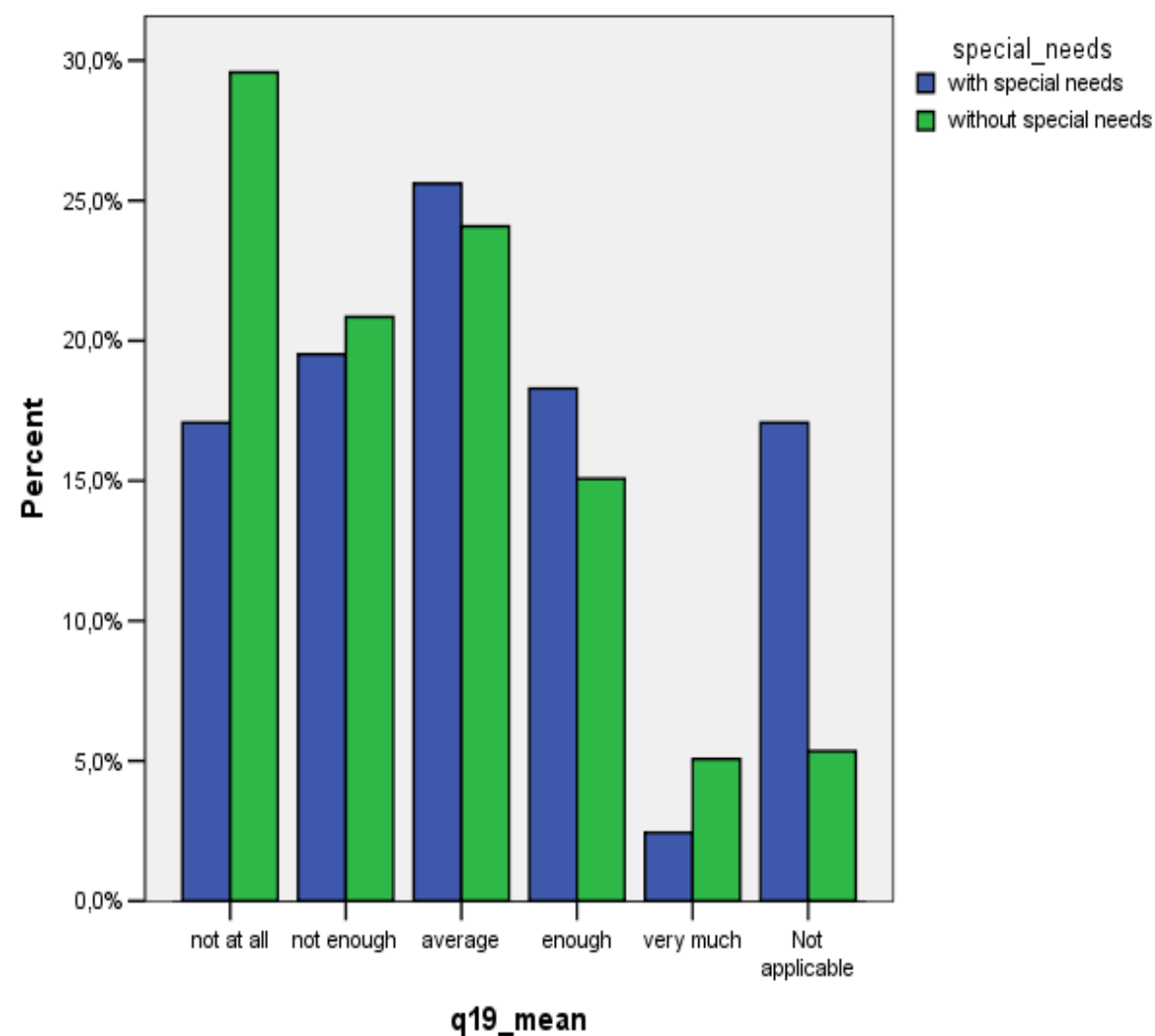
There were not big differences between these two groups.

QUESTION NUMBER 19 for students

19 - Do you think that you are influenced in your choices by guidance?

No	Yes	
1	2	3
4	5	n.a.

ANSWER

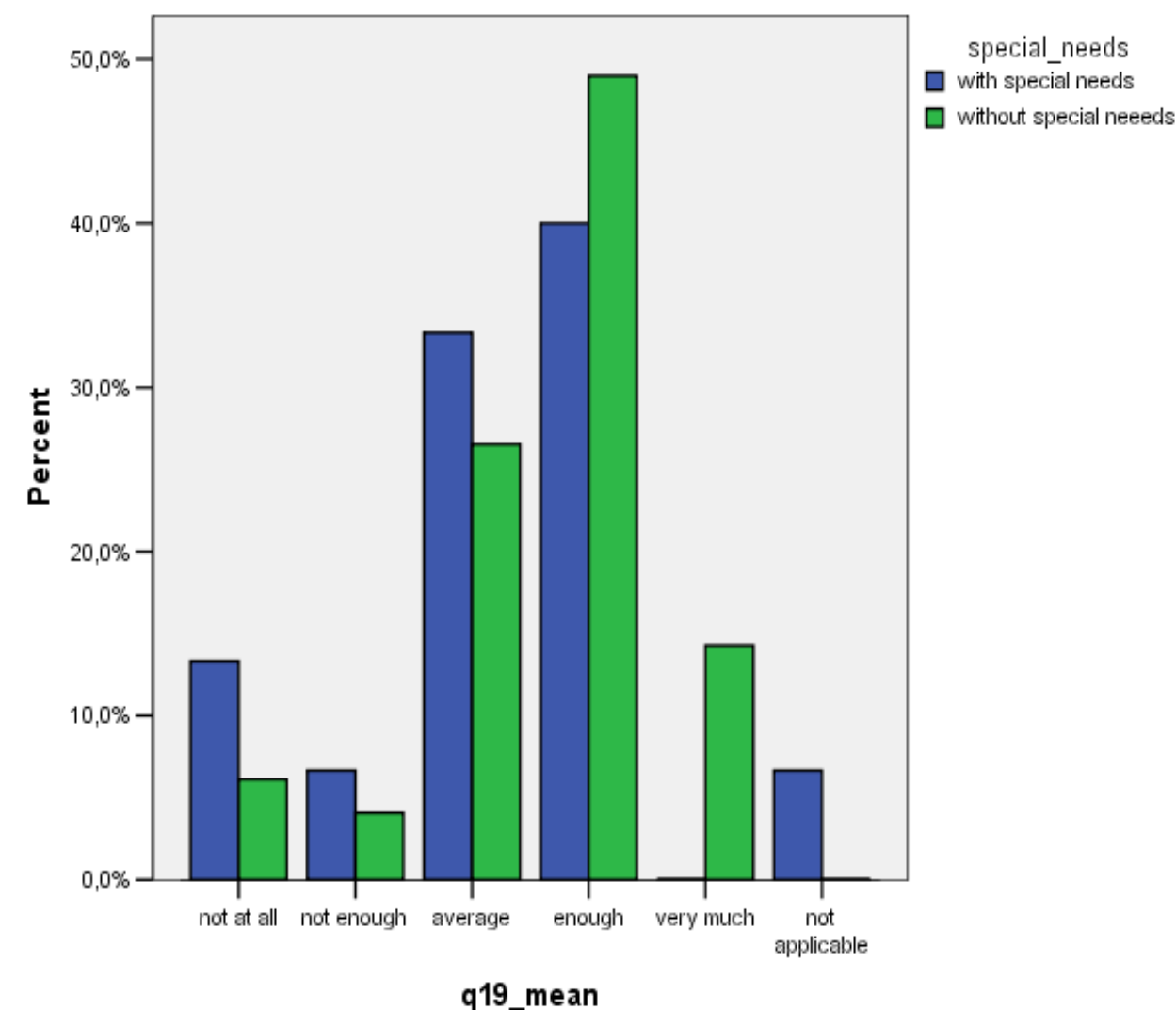


Many of the special needs students stated that this question is not applicable. They may not have understood it. Many other students said that guidance does not influence them at all, maybe they have not had need for it.

QUESTION NUMBER 19 for students

19 - Do you think that your students are influenced in their choices by guidance?

No	Yes	
1	2	3
4	5	n.a.



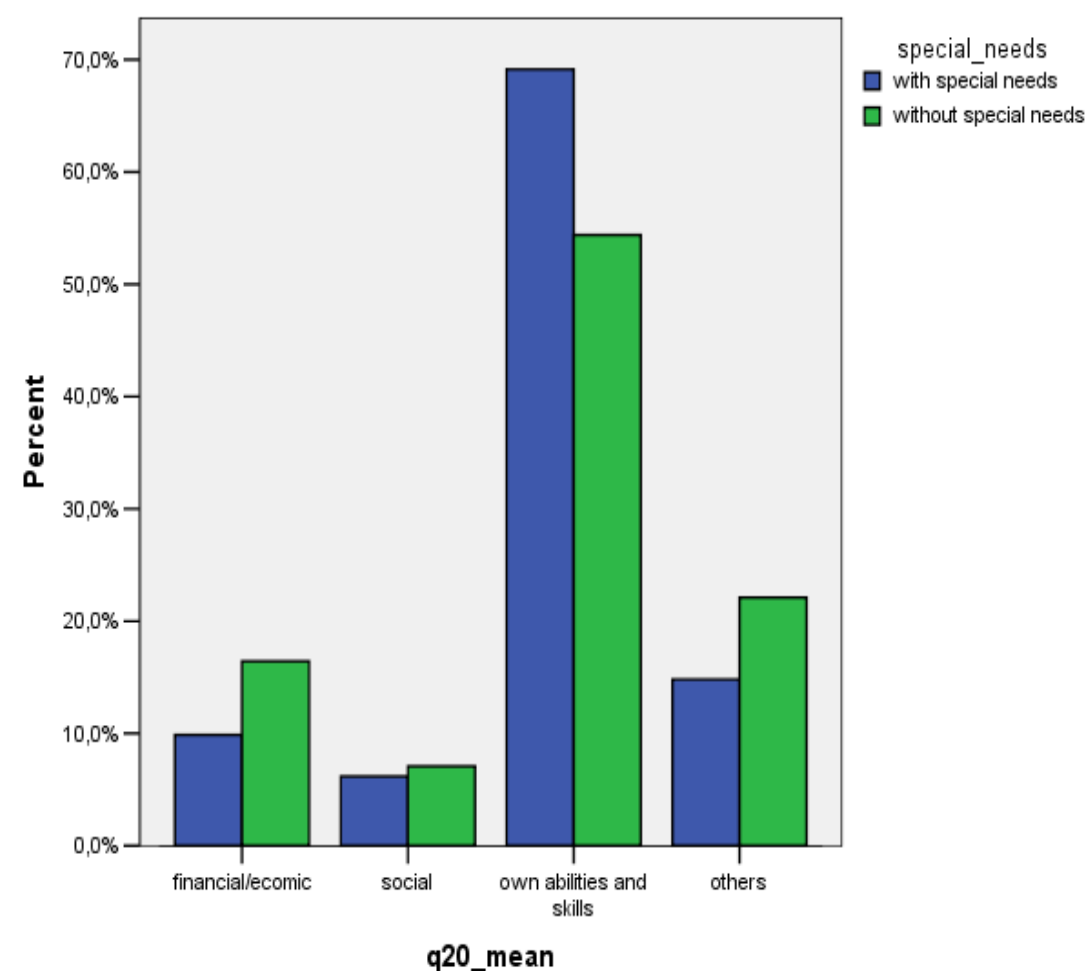
The trainers with special needs students were more pessimistic, when it comes to the influences of guidance. None of them answered that guidance influences “a lot” – instead, they answered “not at all”, “not enough” or “average” more often than other trainers.

QUESTION NUMBER 20 for students

20 - Which was the most important factor for choosing your professional training? (one choice)

- a. financial / economic
- b. social
- c. own abilities and skills
- d. others, specify _____

ANSWER

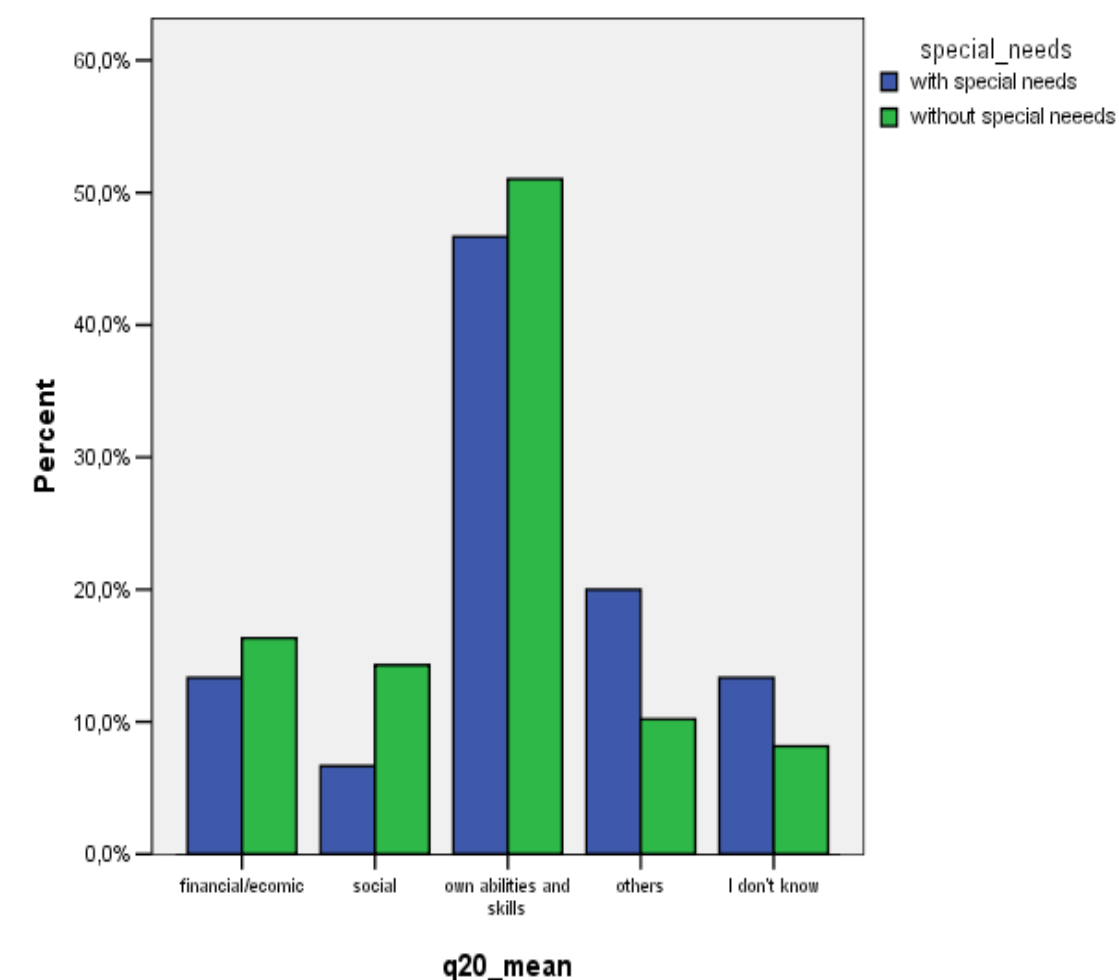


The majority of all students said that it is their own abilities and skills that influence most. In that part there was even more special need students. Apparently they have had a lot of work thinking and deciding which is the realistically good choice for them.

QUESTION NUMBER 20 for students

20 - Which was the most important factor for your students for choosing their professional training? (one choice)

- a. financial / economic
- b. social
- c. own abilities and skills
- d. others, specify _____
- e. I don't know



There were not big differences between the two groups.

INTERVIEWS AND FOCUS GROUP

INTRODUCTION

The partnership carried out training about Project Cycle Management in the first three meetings. The Project Cycle Management plus its related techniques, such as the GOPP (Goal Oriented Project Planning) and the Logical Framework (LFA - Logical Framework Approach), are now widely used as project design tools. Used successfully in many different situations, both in Europe and the rest of the world, PCM is an established methodology for project planning and design. The distinguishing feature of Project Cycle Management is the special attention that addresses to the definition of the objectives and results that a project must achieve to meet the actual needs of beneficiaries, through the use of participatory approach.

The participatory approach means the active involvement of potential beneficiaries in the different phases of a plan, since its conception.

The participatory approach is based on the following fundamental **PRINCIPLES**:

- Involvement of people as subjects and not as objects
- Respect for the knowledge and skills of the place
- Ensure influence on the decisions and not the mere involvement
- It is a learning process rather than an outcome
- It is an attitude rather than a set of technical skills

OBJECTIVES of the participatory approach:

- Empowerment
- Capacity building
- Effectiveness
- Efficiency

The coordinator trained the partners on basic tools of the P.C.M. technique: stakeholders analysis, strategy analysis, collection and definition of problems/difficulties, problems tree, objective tree, Logical Framework Matrix, general objectives, purpose, results, activities, indicators of achievement, sources of the indicators, external conditions.

The second part of the training focused on the identification of problems and difficulties, taking into account the usual revelation of absent solutions which hide real problems and difficulties, the technique of funnelling to deepen the analysis of too general problems. The partnership was trained on communication skills: gathering ideas (problems), mirroring, encouraging, drawing people out, paraphrasing, balancing, making space, stacking, tracking, intentional silence, common ground.

The training received enabled the partners to have some basic common method of work in order to carry out the interviews and the focus groups with the beneficiaries involved in the analysis (with questionnaires). The partners used a common guideline to carry out the focus groups with restricted groups of beneficiaries (students and trainers).

The partners followed the same scheme of the questionnaires in the development of the interviews, involving at least the 20% of the questioned beneficiaries.

The questions of the questionnaires gave the opportunity to the beneficiaries to select only one answer, without any space for comments or details about the causes of possible problems.

The aim of the interviews was to deepen the analysis on the main areas of analysis of the questionnaires: motivation and involvement, means and instruments of guidance, gender.

The partners carried out the interviews with the intent to reveal as many problems and difficulties as possible in order to elaborate their own problems tree. The interviews allowed the partners to communicate with the beneficiaries and to collect their problems and difficulties.

The partners elaborated their own problems tree with the data collected and analysed in the interviews, linking the problems in a cause/effect relationship.

The coordinator supported the partners in the elaboration of the problems trees, checking the logical relations among the problems and validating the final version of the tree. Later, the partners verified again the elaborated material with the beneficiaries, applying the participatory approach, in two focus groups (one with the students and one with the trainers). The partners explained to them the work which had been done, the problems and difficulties analysed, the links among the problems, deepening, if necessary, the analysis in some unclear part of the problems tree.

Once the partners got the approval of the problems tree by the beneficiaries, they shared the materials with the other partners in order to verify if there was a common ground of problems/difficulties.

The partners elaborated a common problems tree in the third meeting. The partnership decided to insert in the common problems tree 38 problems which were noticed at least by 5 partners.

ANALYSIS

The main problem analysed by the partners reveal how the students have problems to find appropriate jobs after the end of their studies. The students don't know what to do in the future and express fear to enter in the labour market. Furthermore, students are unlikely to reach a good and independent life and they are not usually planning their future career. The main cause of these problems is the poor motivation of the students. Why should the students not be motivated?

A part of the target group would like to change training because the present training is not appropriate for them after a while. Furthermore, they express a general fear of not finding a job, condition that increase their confusion about the training they are following.

The present training of the students is not appropriate for them after a while because they don't clearly know the links between the course and the job they want to do. Furthermore, the difficulty to know the information about the occupations and the poor knowledge of the students from the family increase the doubts of the students about their training.

The students' fear of not finding a job is generated by the lacks of experience in the work environment, as well by the difficulty to understand aspects linked to professions and labour market. The difficulty for the parents to have access to information about guidance decrease the support they might give to their sons in relation with jobs, labour market, professions and courses. From the other side, sometimes the trainers notice a difficult communication with parents.

The difficult correlation between education and labour market caused by the weak links existing between the two sectors and by the difficulty for the vocational training to follow the needs of the labour market, increase the difficulties for students, families and trainers about the knowledge of professions, occupations and working life. The little support from the local Authorities increases these difficulties. How the students can understand the links between the course and the job they want to do if schools and enterprises are so far away from each other? Are the trainers the only responsible of this hard task or should they need the help of the enterprises? Have the trainers to wait the help of local Authorities or should they find other solutions?

Sometimes the students have difficulties to understand the necessity and importance of a school training to do a professional career. This problem can increase their difficult understanding of the aspects linked to professions and labour market and to the course they are attending. The causes of the problem should be searched in the guidance field, which is going to be analysed later on.

Another cause of the students' poor motivation is the difficulty to think about their career choice, a problem which affected many students before to start their actual training. Why? The students feel difficult to get involved in the decision about the class and the school, sometimes because they have a poor motivation, other times because they are just not allowed to be involved in the school life. Furthermore, the teachers and trainers do not recognise the situations when and where the students need guidance. Sometimes the personnel don't recognize the need of guidance, other times the trainers notice students' needs inefficiently. These problems influence also the fear of the students to find a job and their satisfaction about the training they are doing.

The teachers expressed the difficulty in adapting the information in order to meet the students' needs as the main cause of their difficulties. The causes should be searched in the difficulty to get the proper training and to receive support from the local Authorities.

The teachers' difficulty to notice the students' needs is increased by the poor motivation of the students, whom sometimes do not really know themselves, their wishes, their attitudes. The difficulty to talk with them and with their families make the trainers work harder.

The poor motivation of the trainers, caused by difficulty to find time and money for guidance and by prejudices and poor interest of the trainers, increase the difficulty to carry out specific and new trainings for them and do not help the students' needs revelation process. Also the difficulty in communication with the student's families is increased by the passive attitude of the trainers.

The poor motivation of the trainers avoids the students to think about guidance, also because sometimes they feel embarrassed to speak about themselves.

This situation of difficulty for the students causes also a difficulty for them to think about the necessity and importance of their school training to do a professional career in their future.

Another cause of the difficulty for the students to think about their career choice is generated by the difficulty of students to recognize the guidance they need, which increases their fear of not finding a job and their doubts about the training they are following. The causes of this problem should be searched in the poor motivation of students, in the difficulty of trainers to adapt the information in order to meet their needs, in the difficulty to talk with students and their families, sometimes because of poor education of students' parents. The weak self-knowledge of the students increases these problems.

CONCLUSIONS

The questionnaire itself was a great tool to collect more information about the counselling needs of the students, and a great deal of valuable information was collected. For the school counselor, this tool helped her to better organize the career orientation classes, and also to focus more on the self development issues stressed out by the students. It made the teachers involved in the project more attentive to the needs of the students.

Also, the questionnaire could be used with every new generation coming to our school, to better know our new students and to better adjust our counselling and career guidance to their needs. The questionnaire could also be transformed in a tool suitable for every school, and all the school counselors, trainers or class teachers could apply it to their students.

The analysis is useful to listen and understand pupils in normal situation because generally the trainers talk to the students only when there are some problems or difficulties.

For the majority of the schools the analysis and the interviews are the only feedback from the students and could be important to understand their point of view. Often the tools and the programs don't take in the right consideration how the target group lives these.

The project is useful to compare different strategies, solutions, approaches used in the different countries. Specially useful is the exchange of the practices and the approaches using with special needs students and in gender equity because the experience of the schools specialized in these themes is a very important support for the others who have this kind of exigence but there are not their expertise. Not always the exchange it's a real change of tools, instruments or other material but only talk with other specialist and technical about the ordinary problems that we affront everyday could be an important support to analyze in different way with really benefits.