

Co-building a Good Guidance



Education and Culture DG

Lifelong Learning Programme



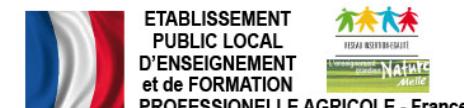
Analysis of Problems and Difficulties of Guidance in VET



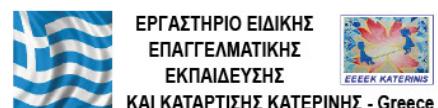
FORMAZIONE
PROFESSIONALE
ALBA-BAROLO
S.c.a.r.l. - Italy



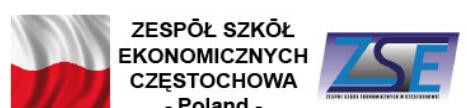
KIIPULASÄÄTIÖ
KIIPULAN
AMMATTIOPISTO
- Finland -



ETABLISSEMENT
PUBLIC LOCAL
D'ENSEIGNEMENT
et de FORMATION
PROFESSIONNELLE AGRICOLE - France



ΕΡΓΑΣΤΗΡΙΟ ΕΙΔΙΚΗΣ
ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ
ΕΚΠΑΙΔΕΥΣΗΣ
ΚΑΙ ΚΑΤΑΡΤΙΣΗΣ ΚΑΤΕΡΙΝΗΣ - Greece



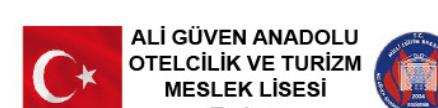
ZESPÓŁ SZKÓŁ
EKONOMICZNYCH
CZĘSTOCHOWA
- Poland -



GRUPUL ȘCOLAR
AGRICOL
BISTRITA
- Romania -



GRUP ȘCOLAR
"FRANCISC NEUMAN"
ARAD
- Romania -



ALİ GÜVEN ANADOLU
OTELÇİLİK VE TURİZM
MESLEK LİSESİ
- Turkey -

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

EEEK 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

EEEK 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

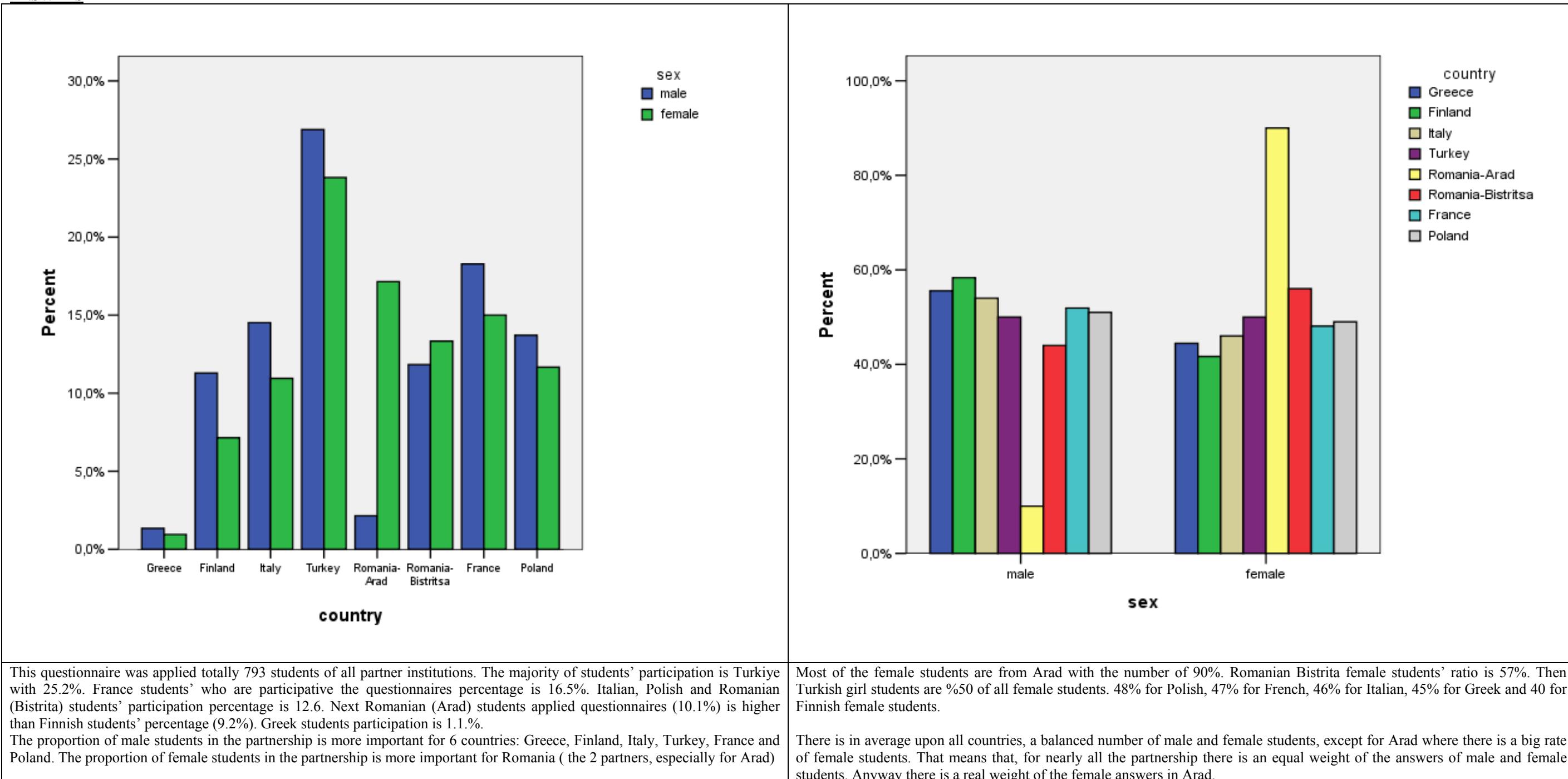
QUESTION DESCRIPTION

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



QUESTION

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

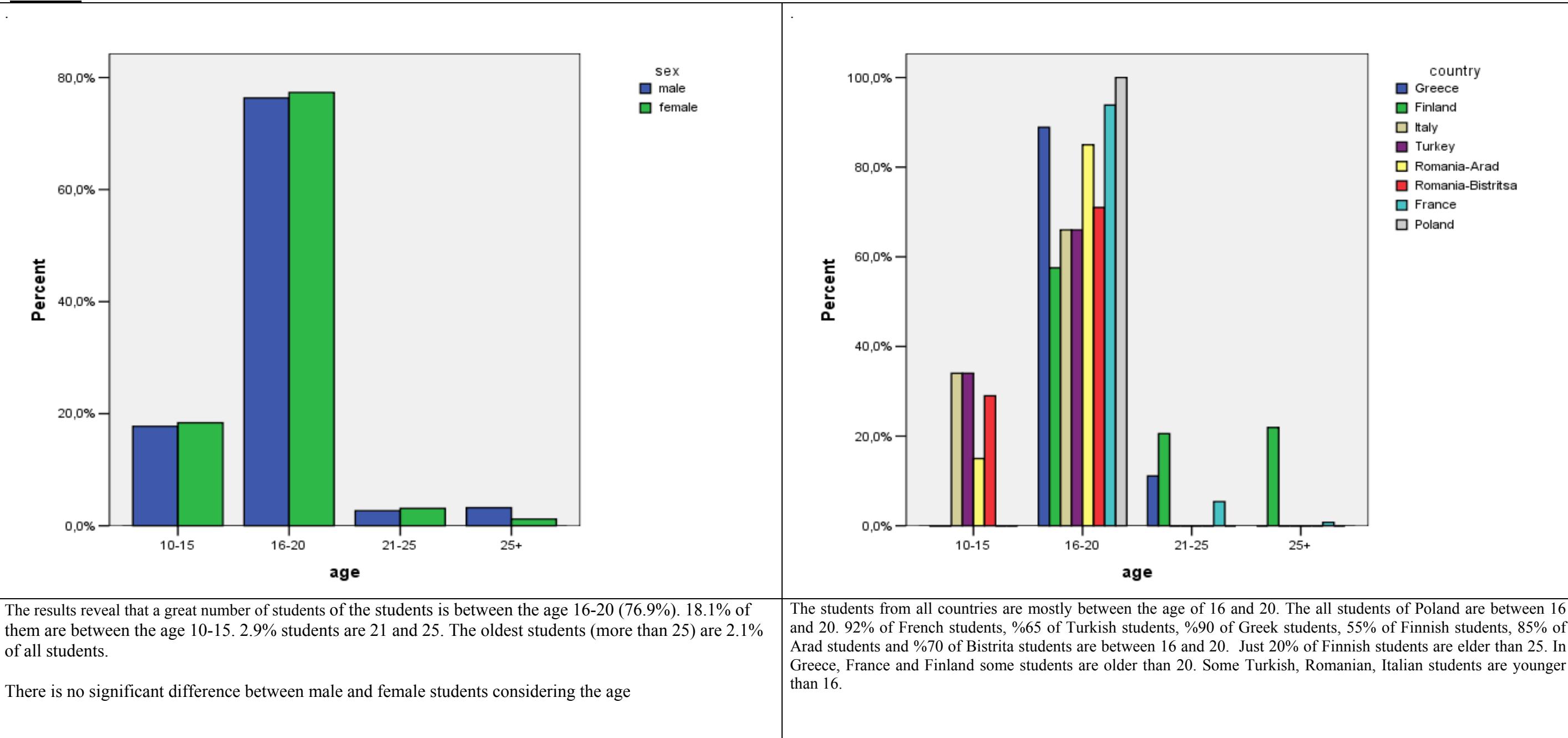
QUESTION DESCRIPTION

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



QUESTION

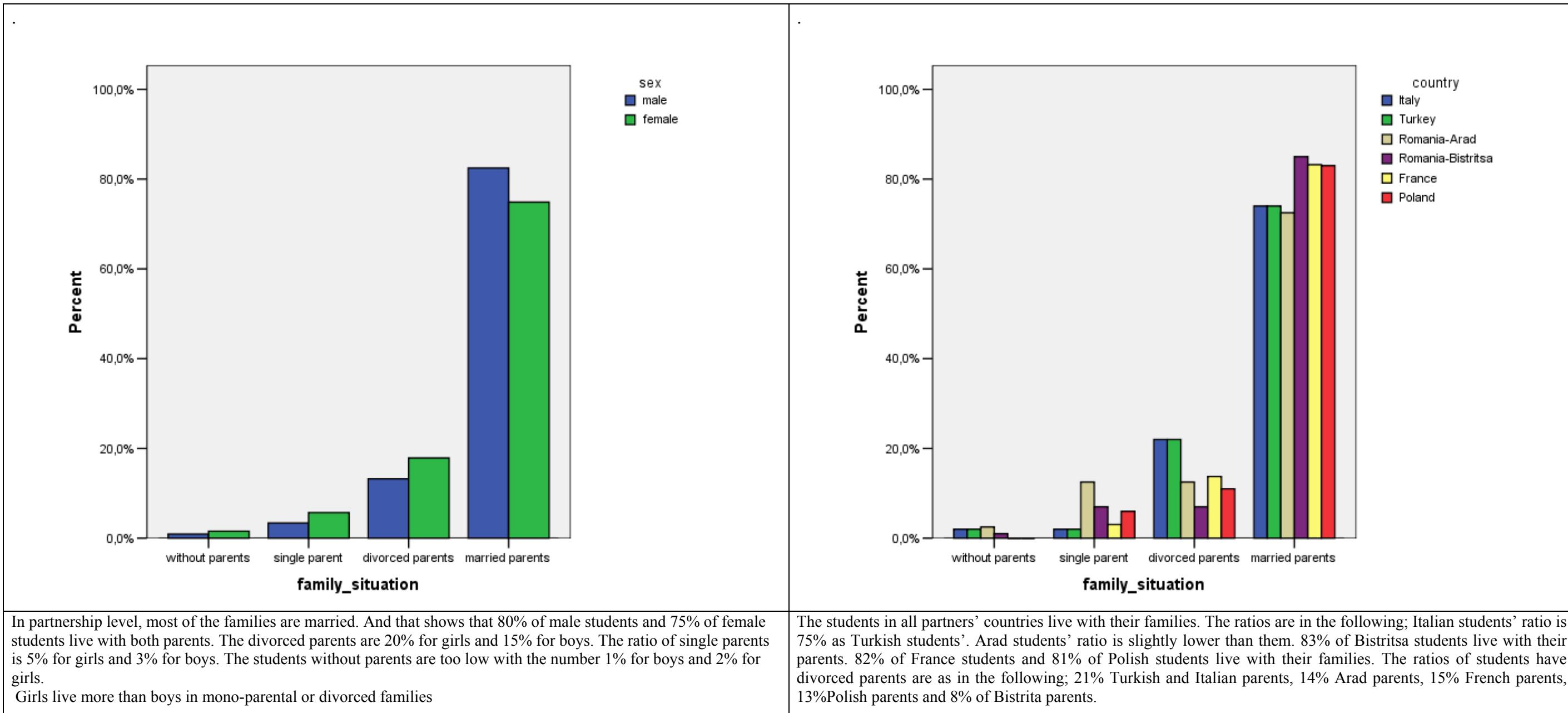
Family situation: single parent, parents divorced, parents married, without parents

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.



QUESTION

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

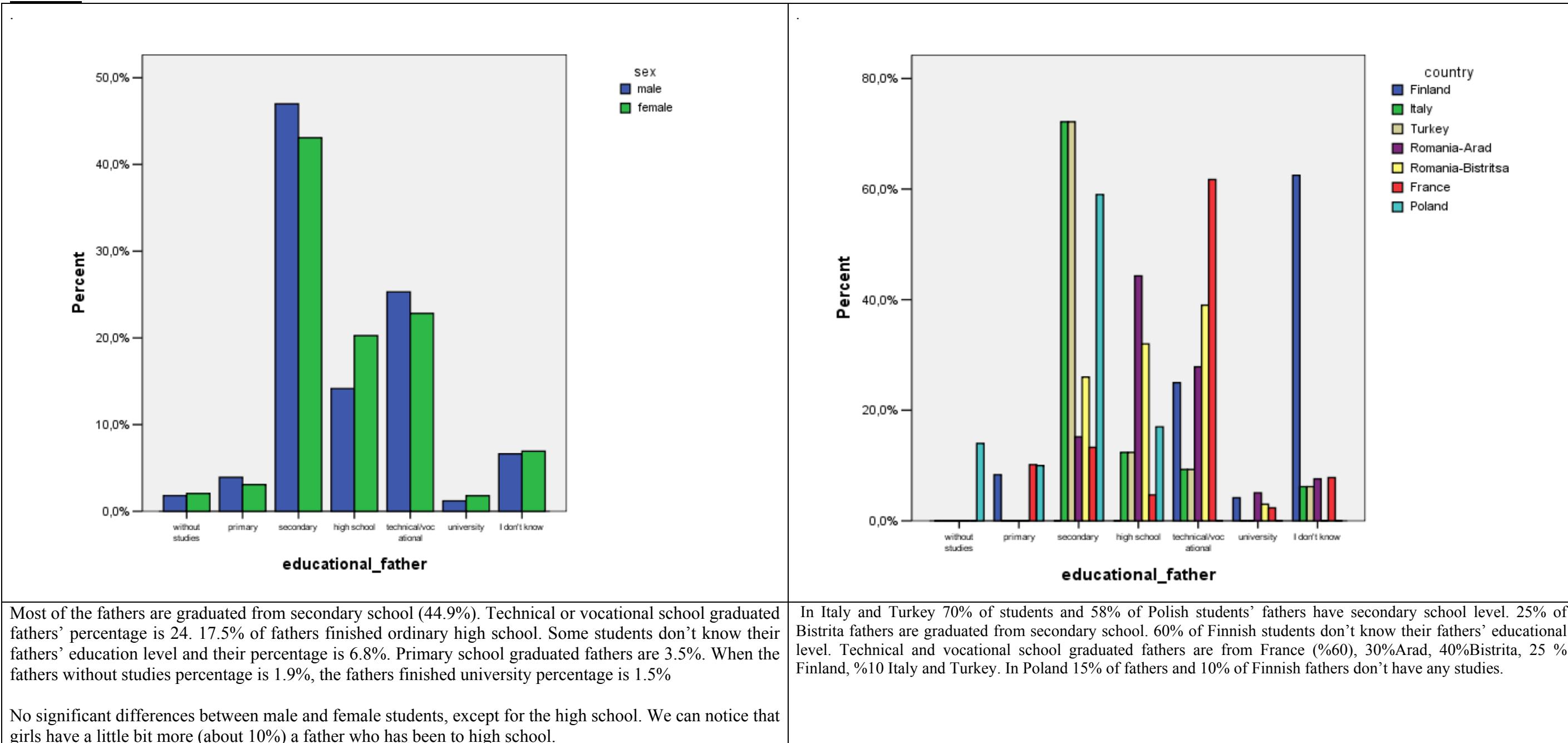
QUESTION DESCRIPTION

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



QUESTION

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

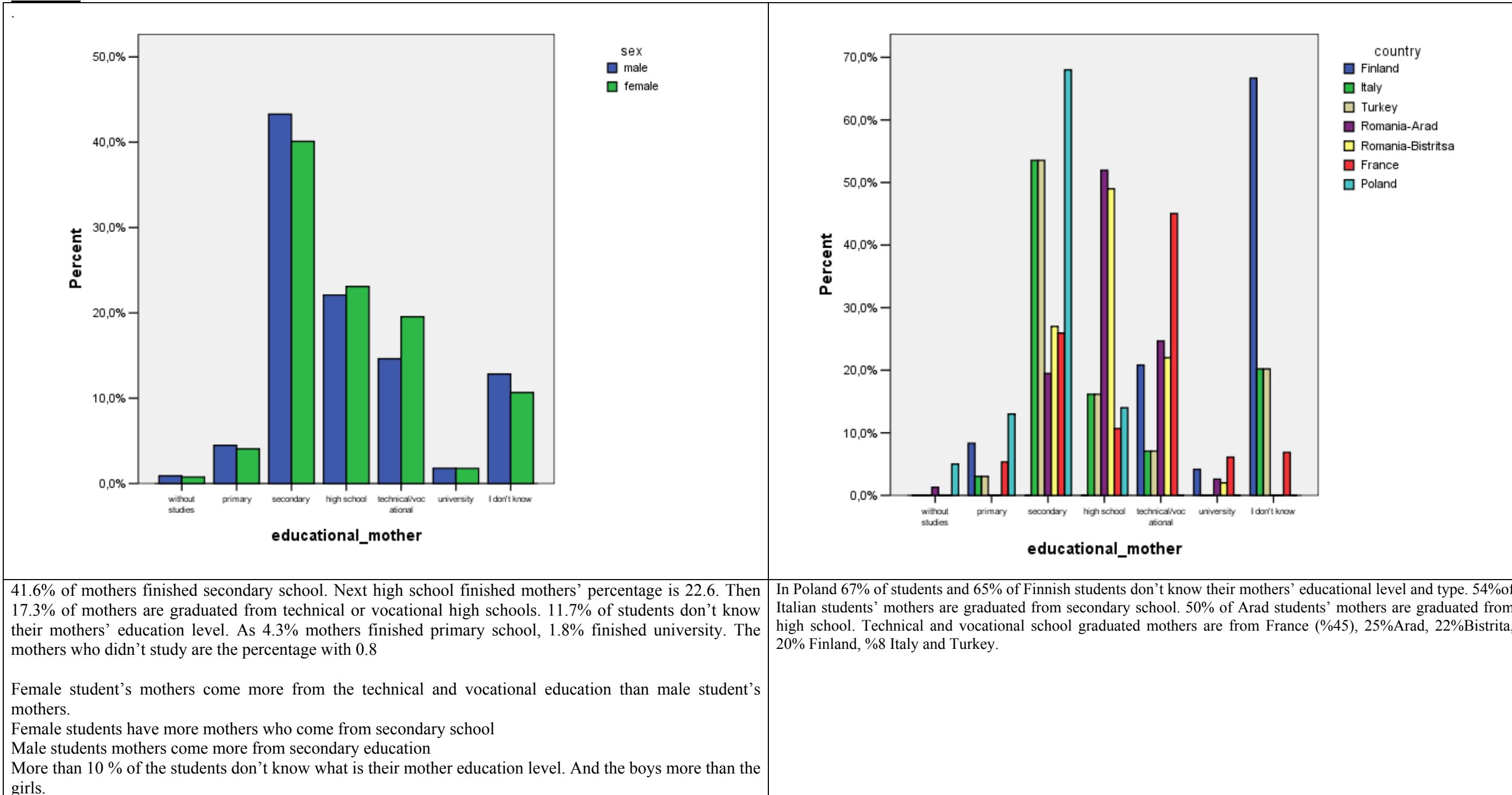
QUESTION DESCRIPTION

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



QUESTION

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

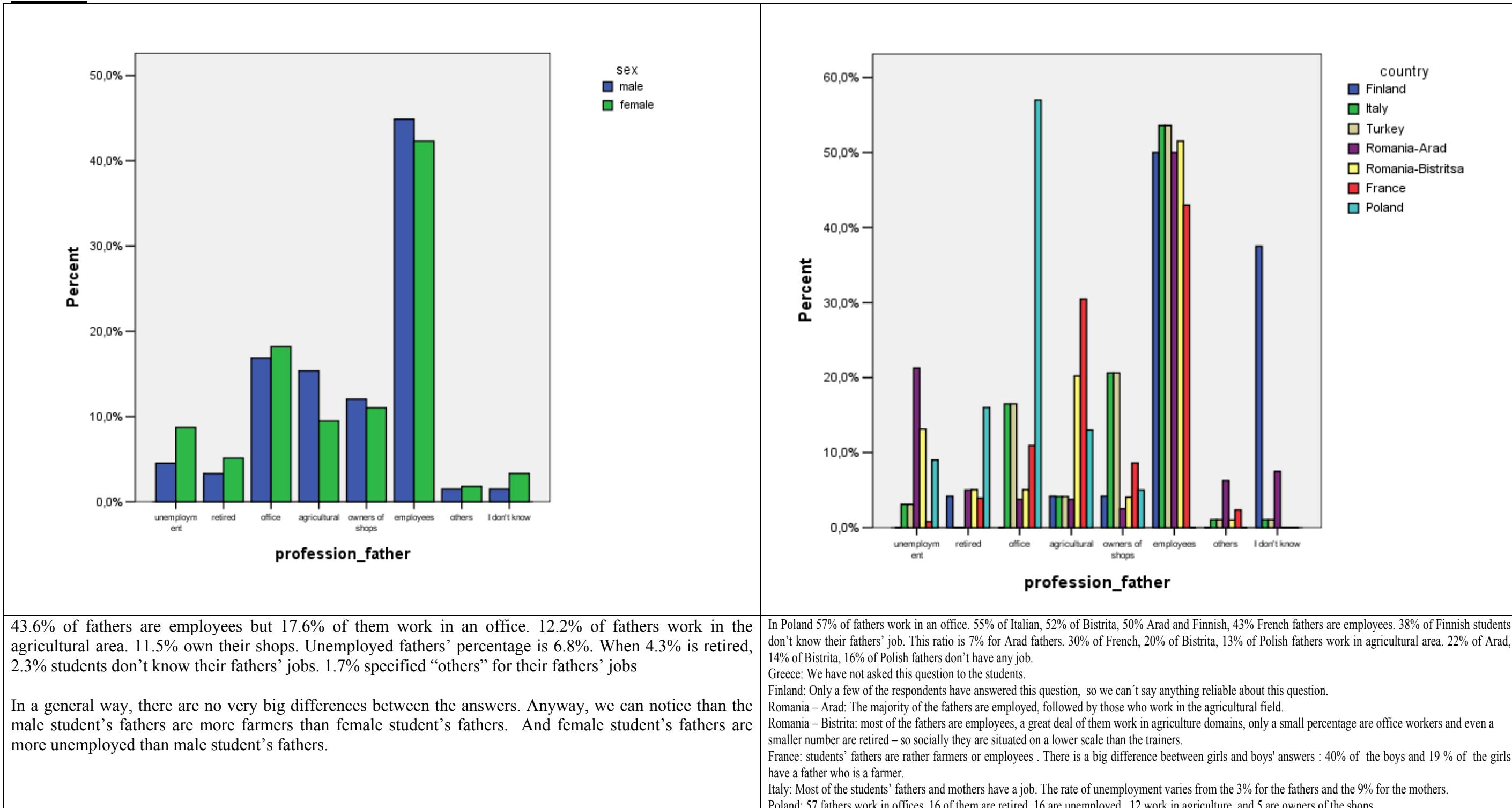
QUESTION DESCRIPTION

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



QUESTION

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

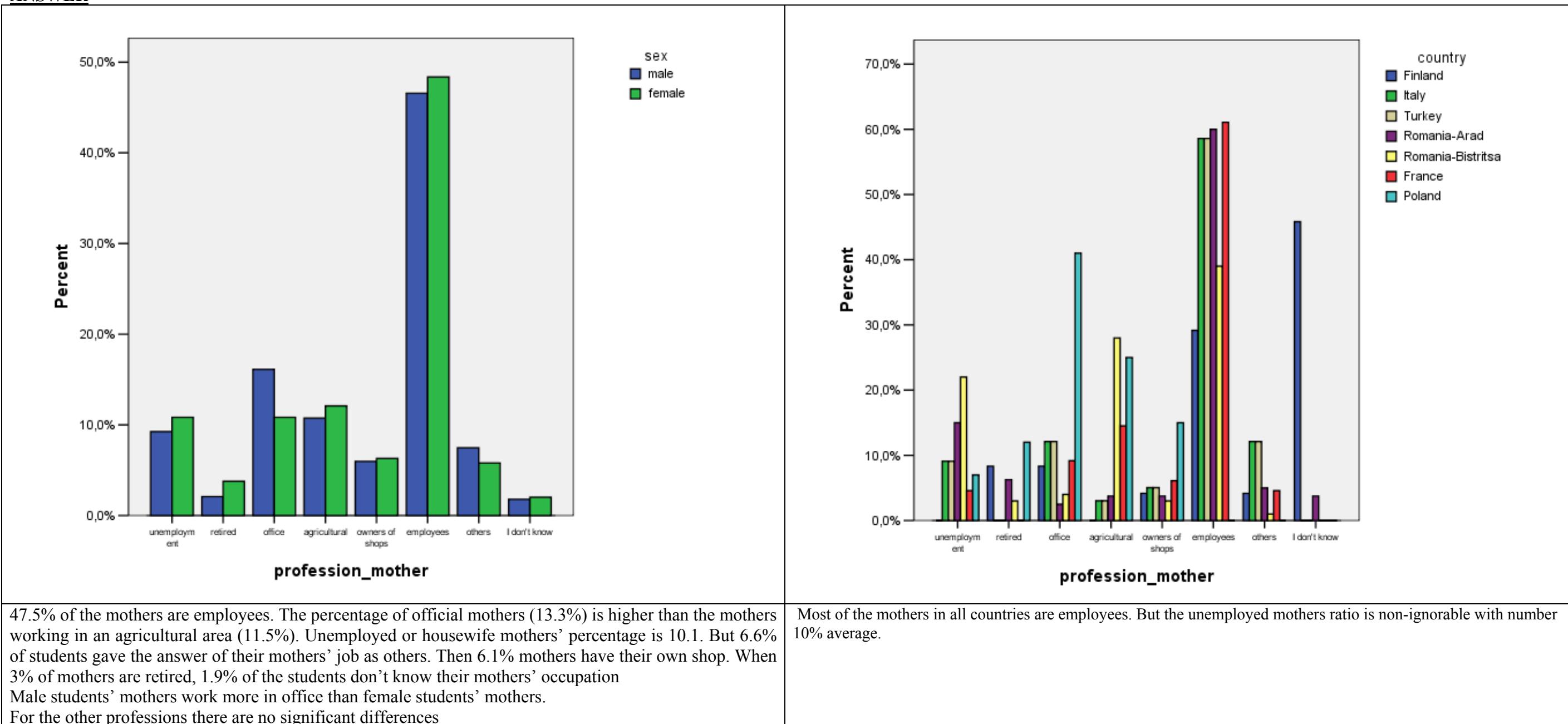
QUESTION DESCRIPTION

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

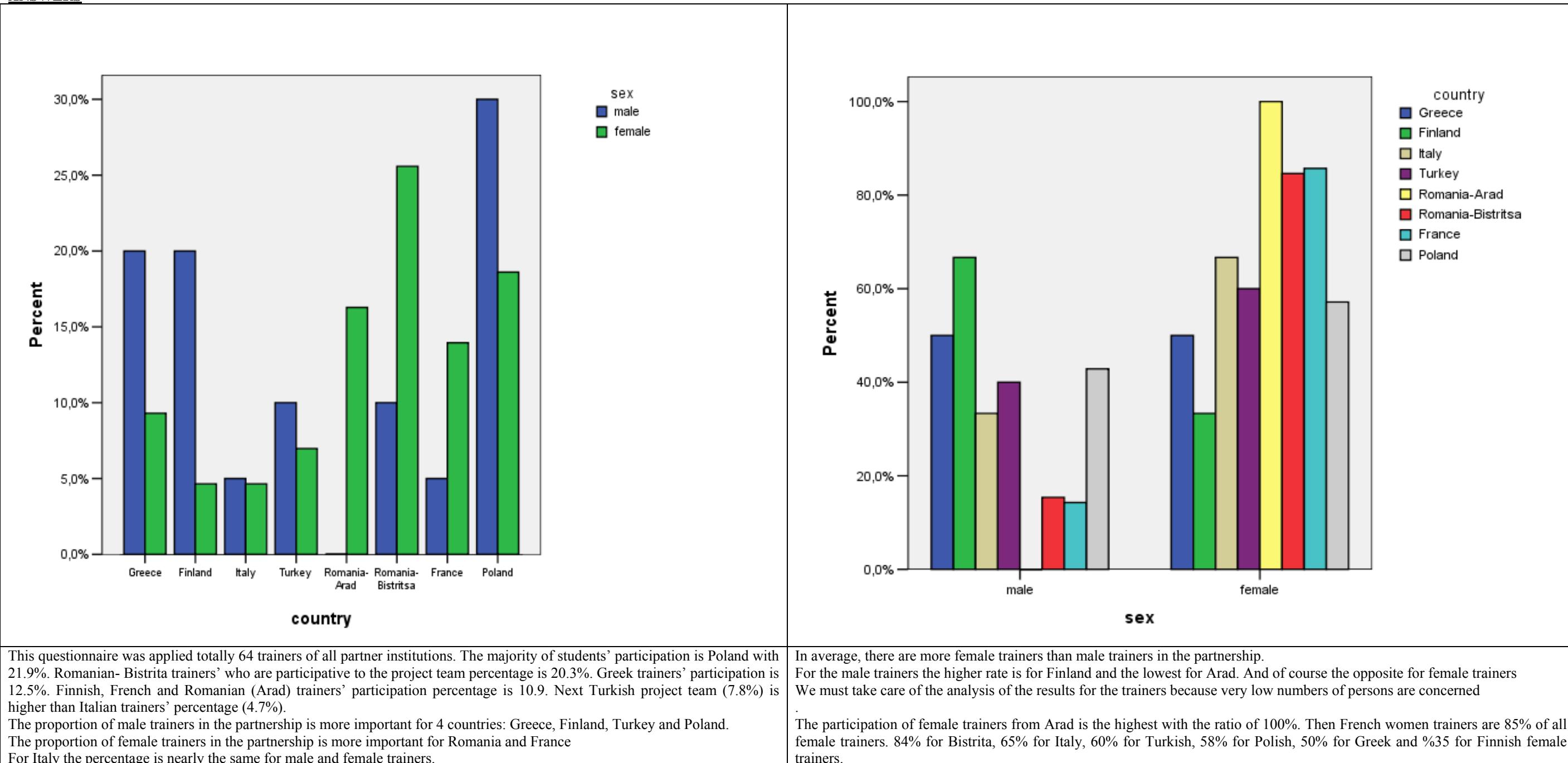
QUESTION DESCRIPTION

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



QUESTION

Age: 21 to 30 31 – 40 41 – 50 50 +

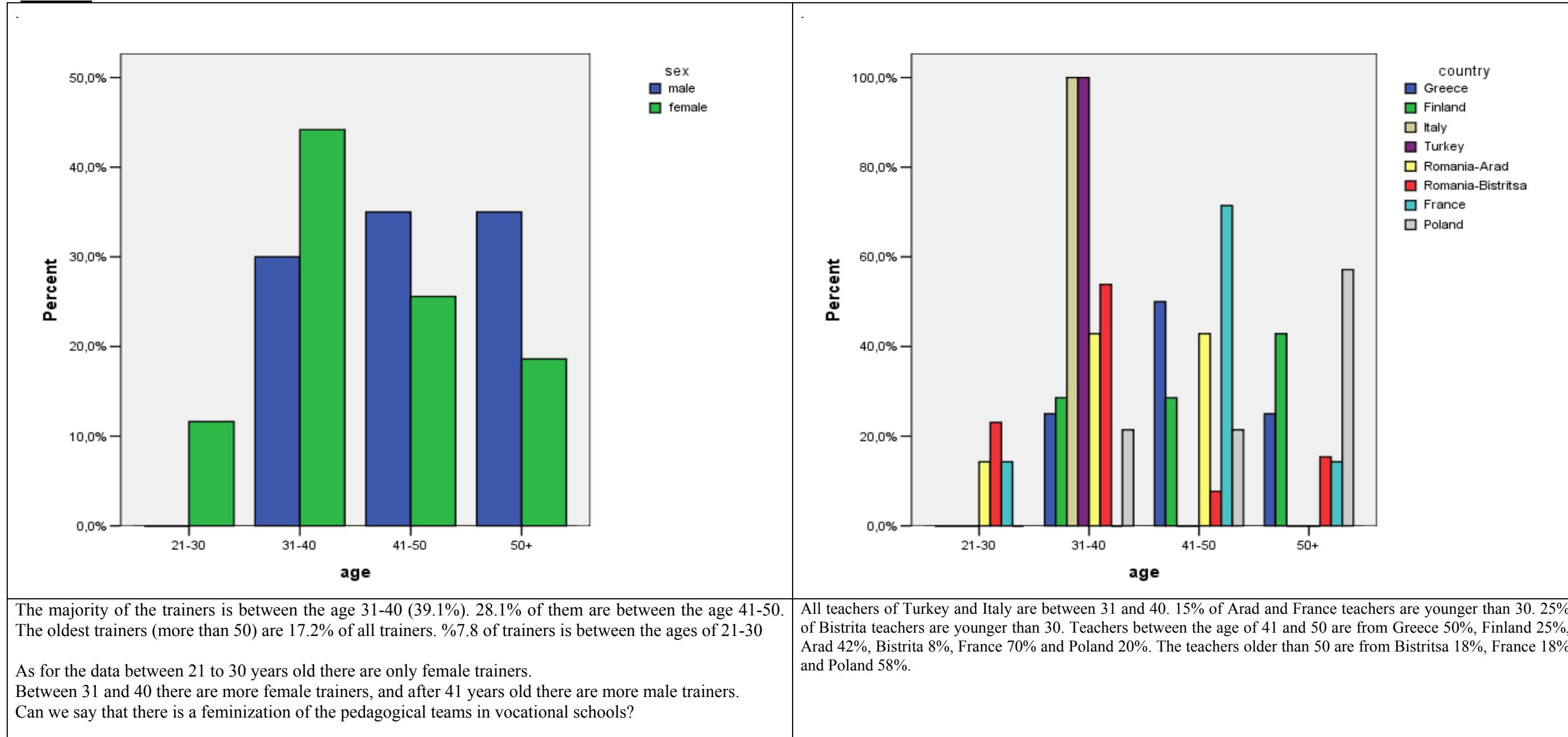
QUESTION DESCRIPTION

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



QUESTION

Family situation: single, divorced, married

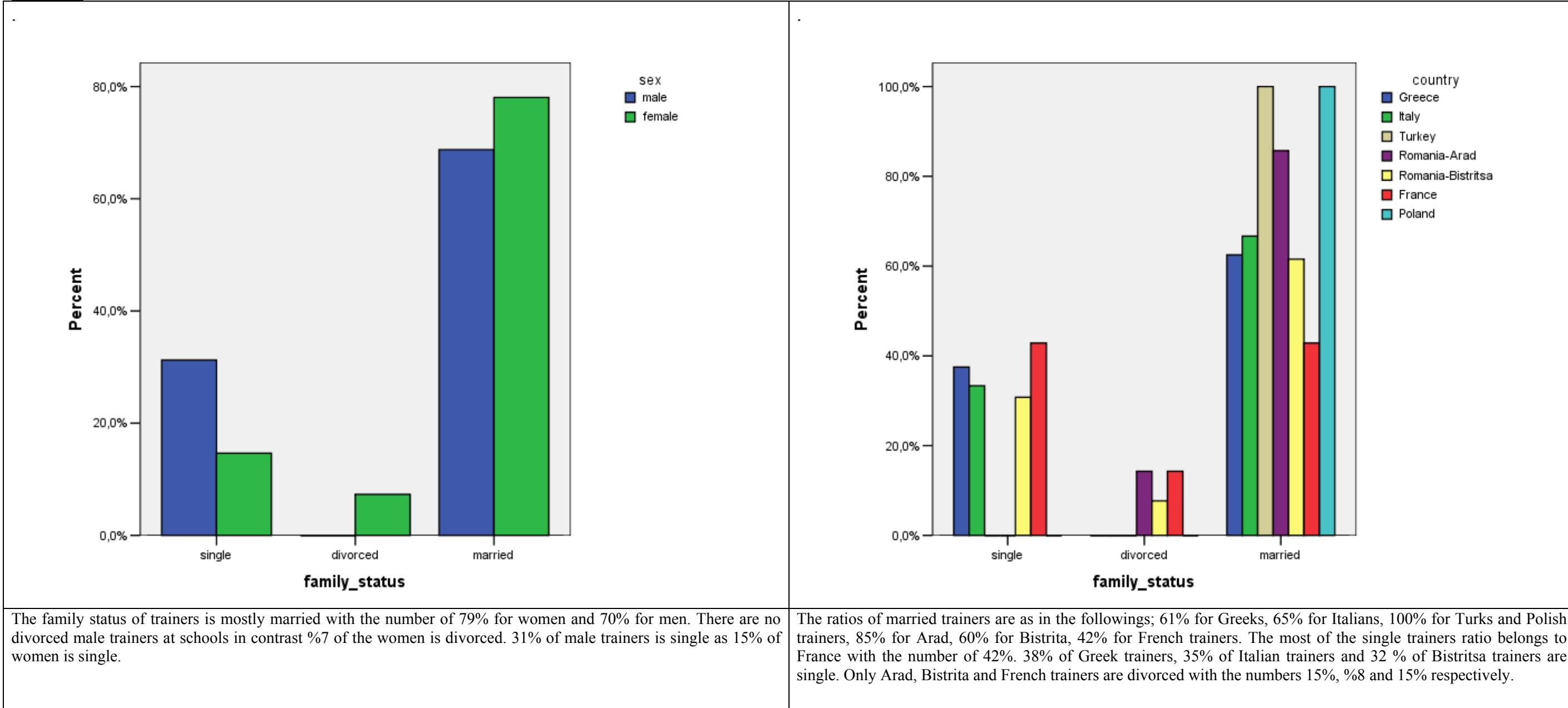
QUESTION DESCRIPTION

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



QUESTION

Educational: primary, secondary, technical or vocational, university

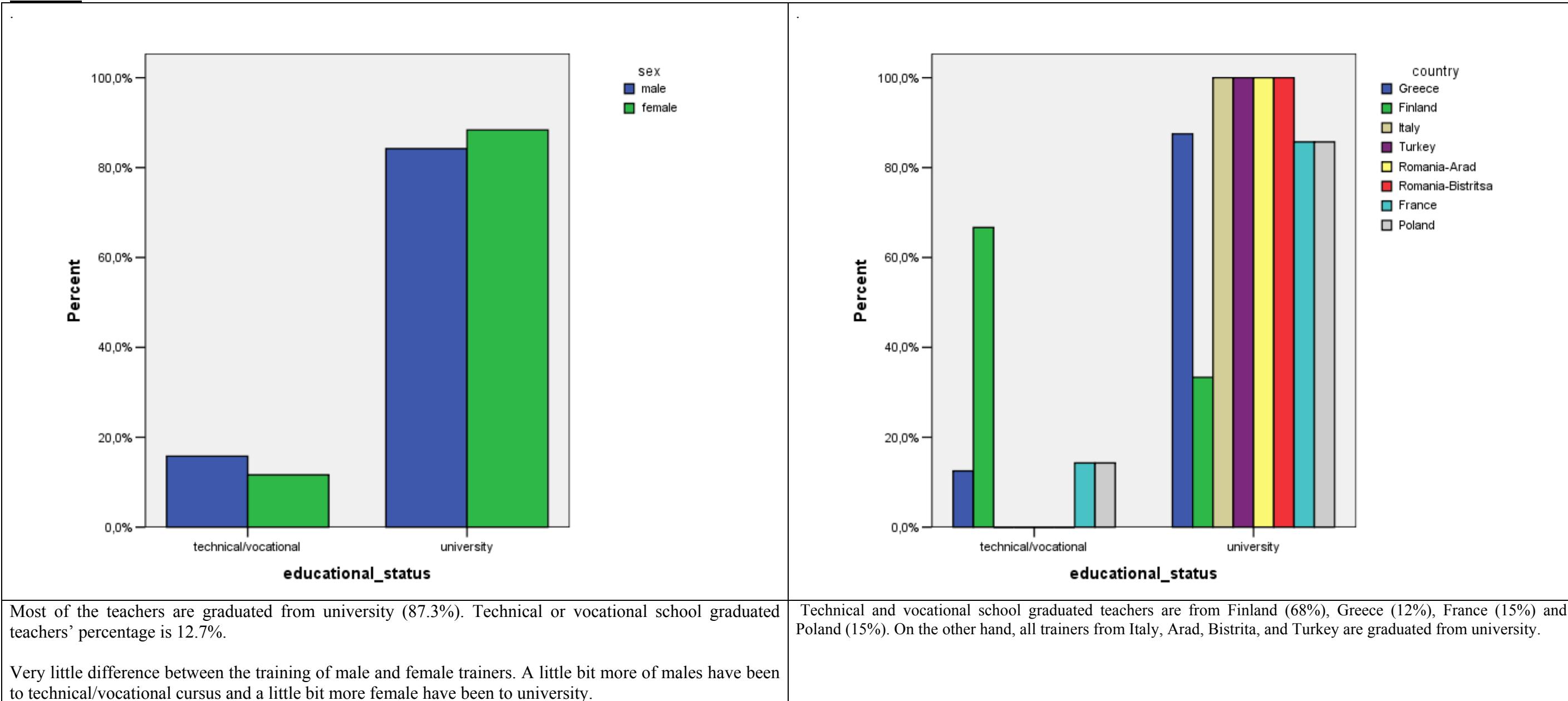
QUESTION DESCRIPTION

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



QUESTION

guidance qualification: seminars degree nothing

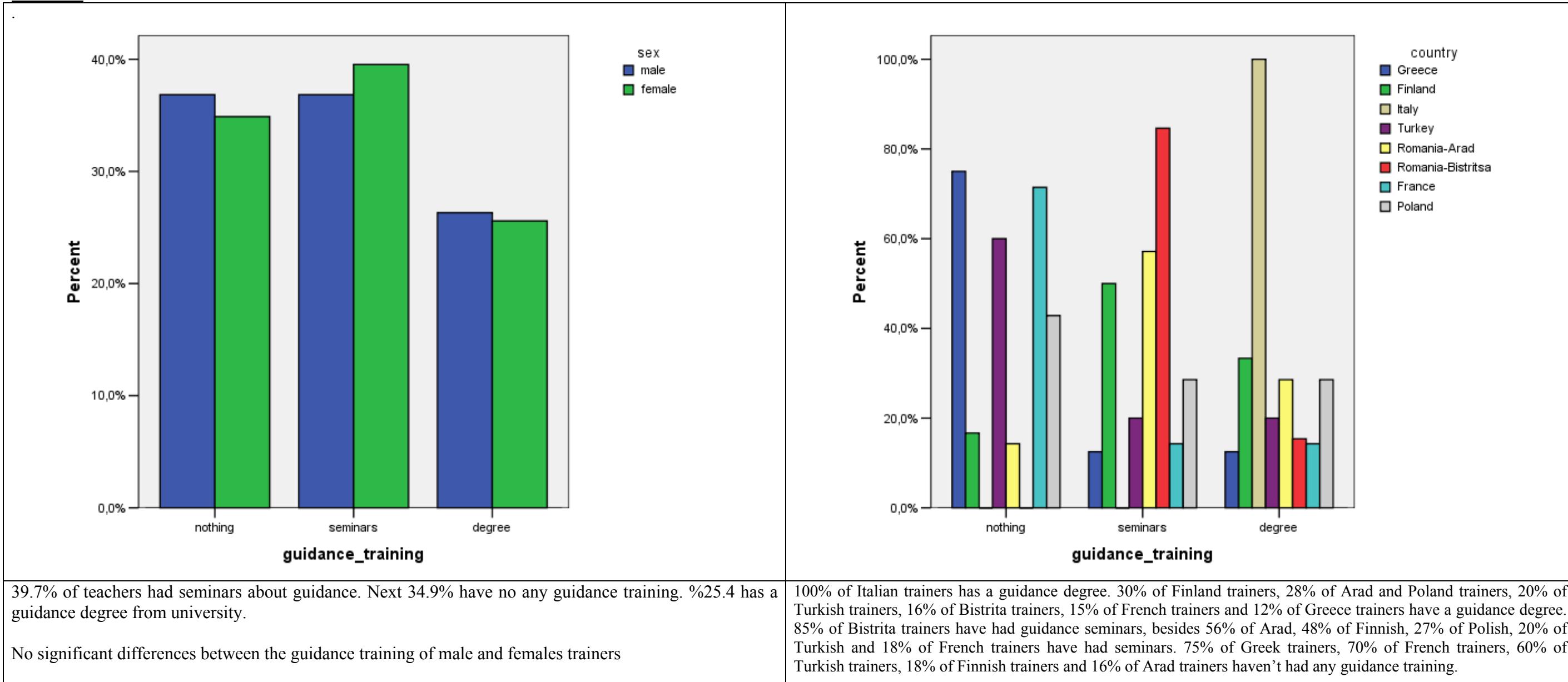
QUESTION DESCRIPTION

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



QUESTION

special needs training: yes no

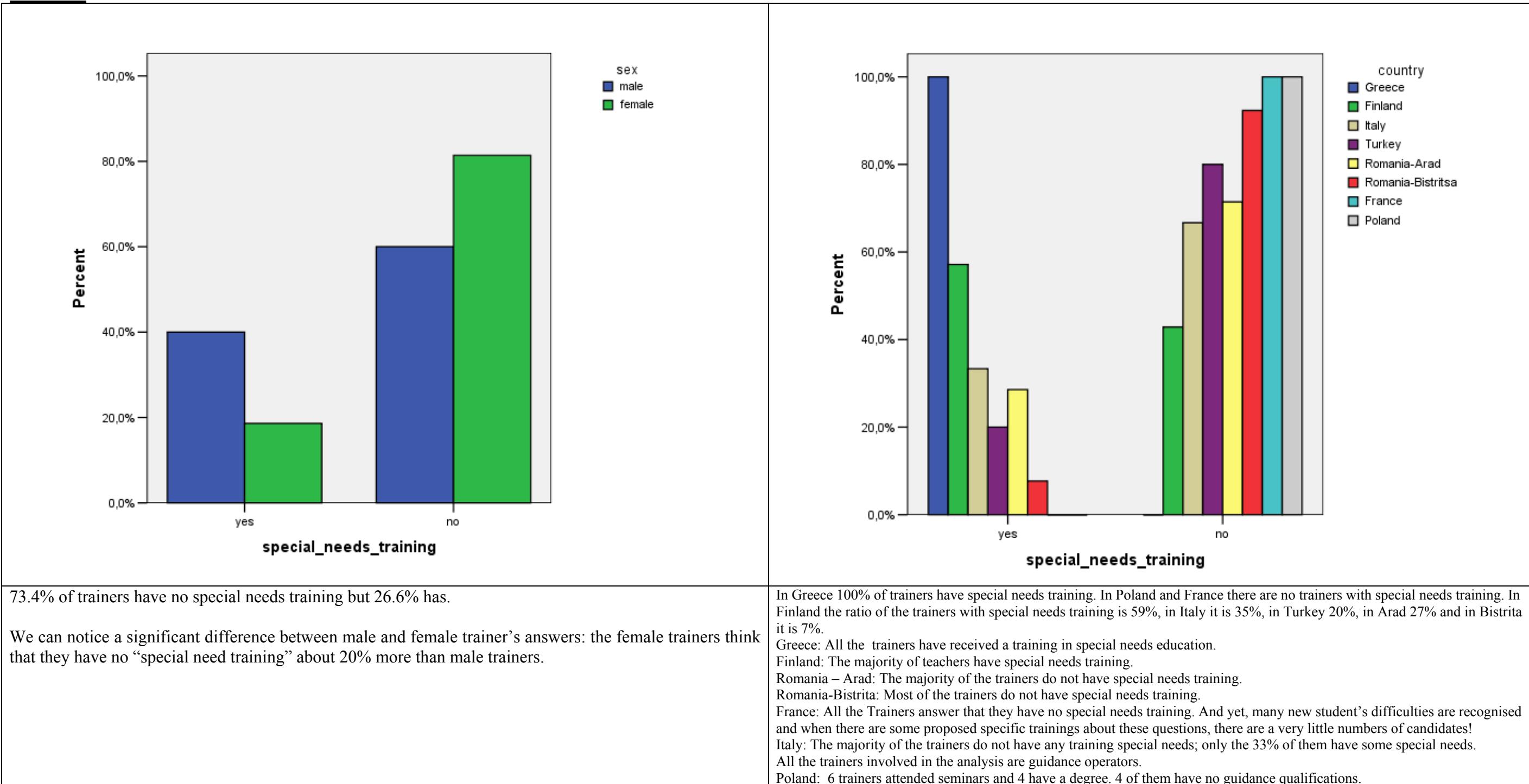
QUESTION DESCRIPTION

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



QUESTION

Profession: trainer teacher guidance operator guidance counselor

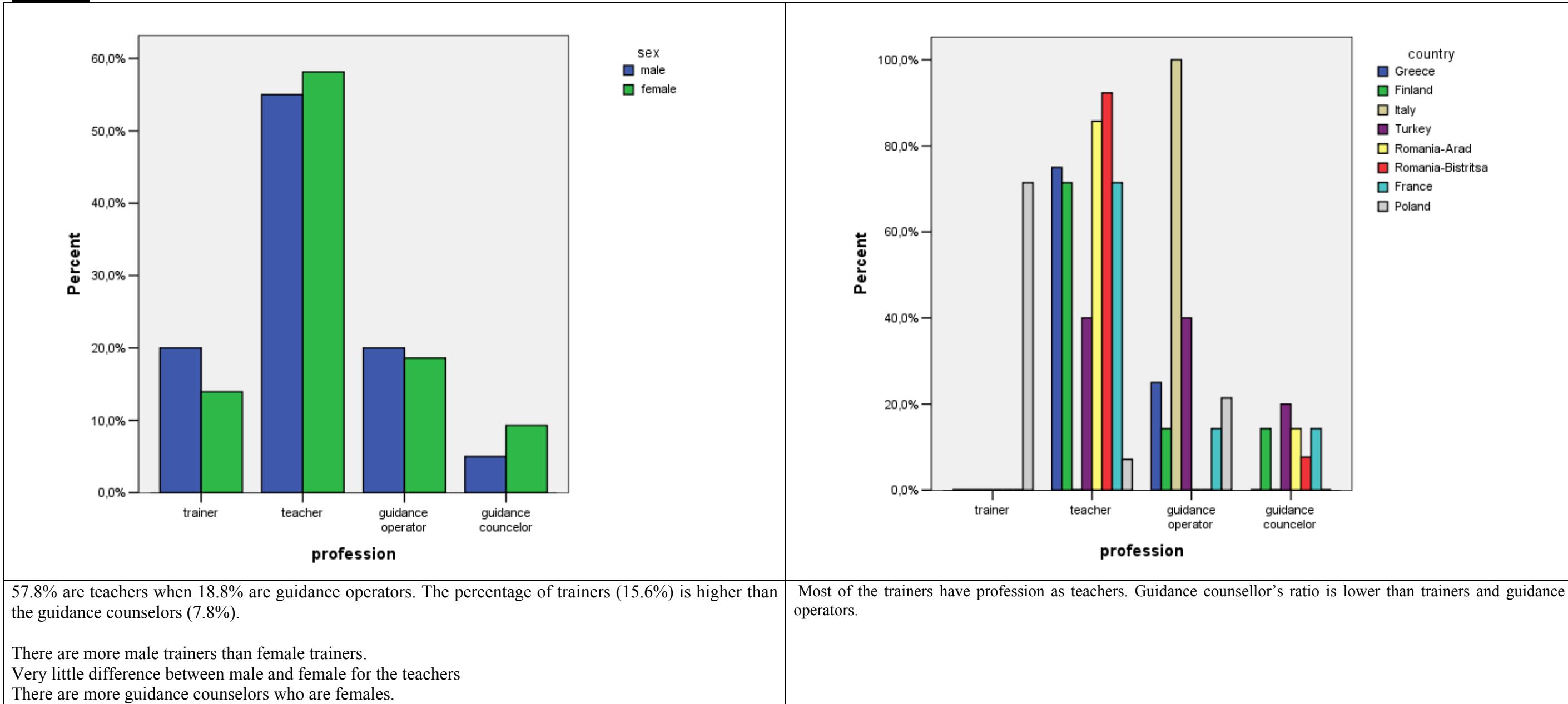
QUESTION DESCRIPTION

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



QUESTION

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

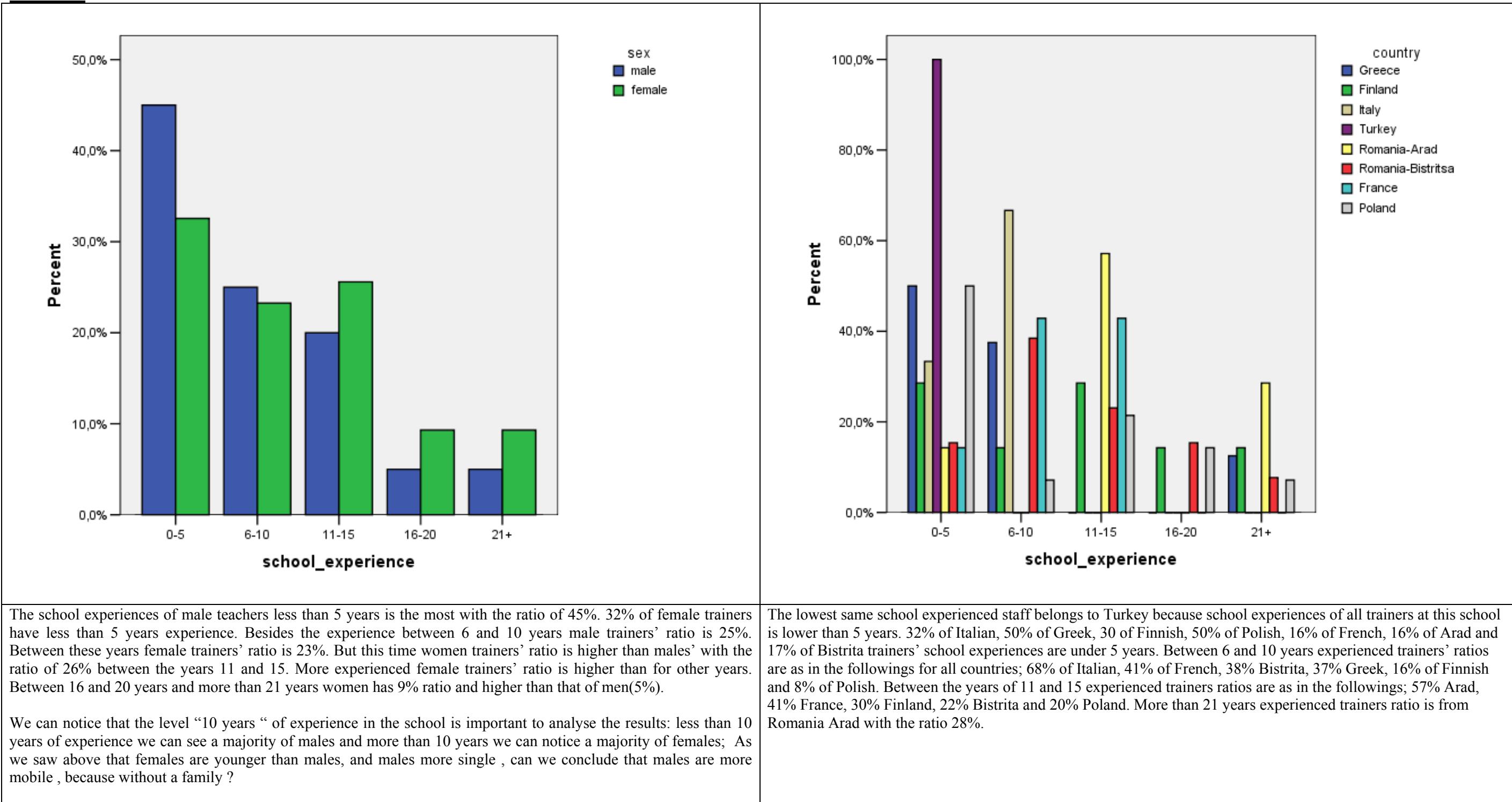
QUESTION DESCRIPTION

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



QUESTION

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

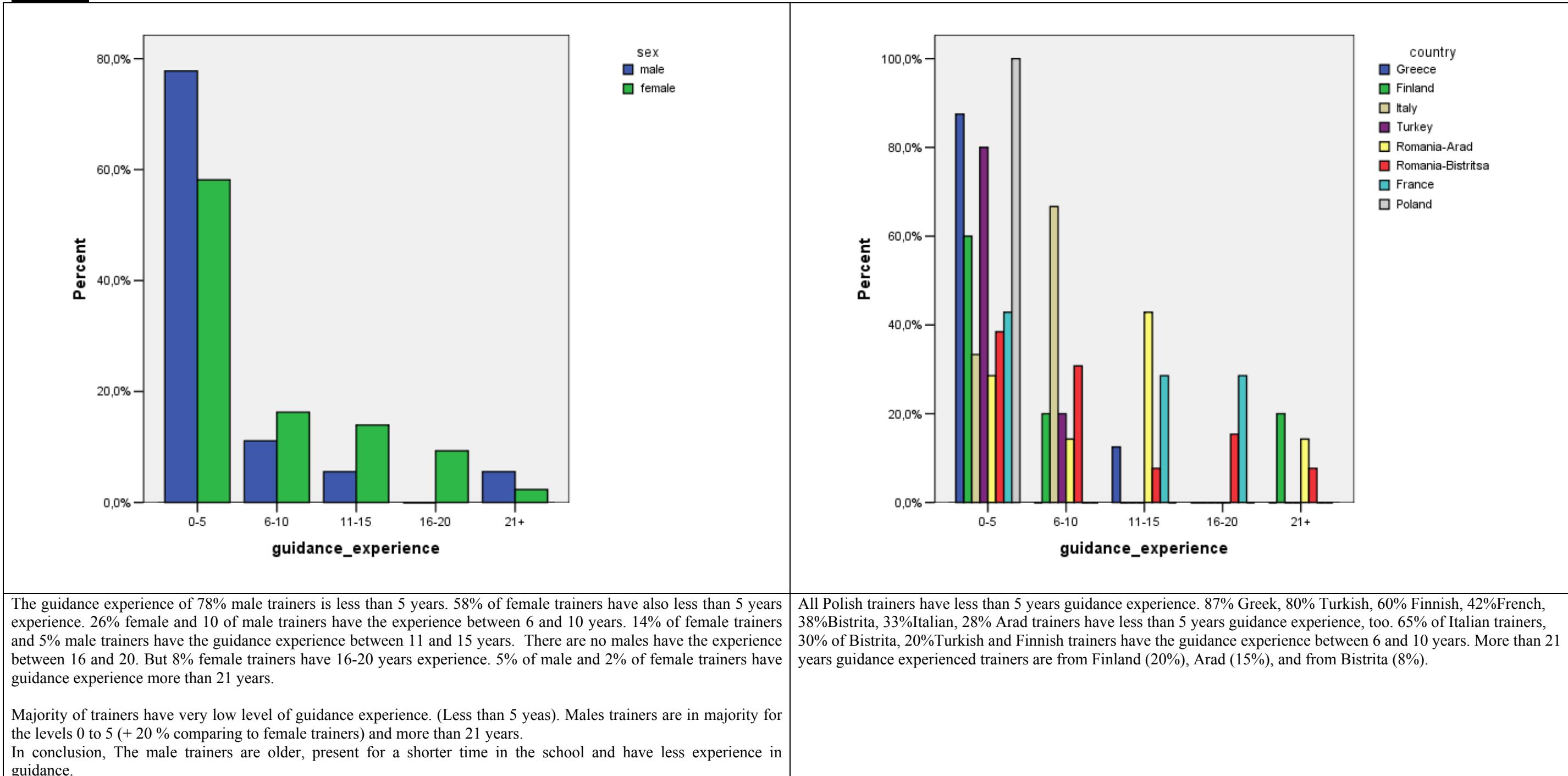
QUESTION DESCRIPTION

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



Analysis of the questionnaire

QUESTION NUMBER 1 for students

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

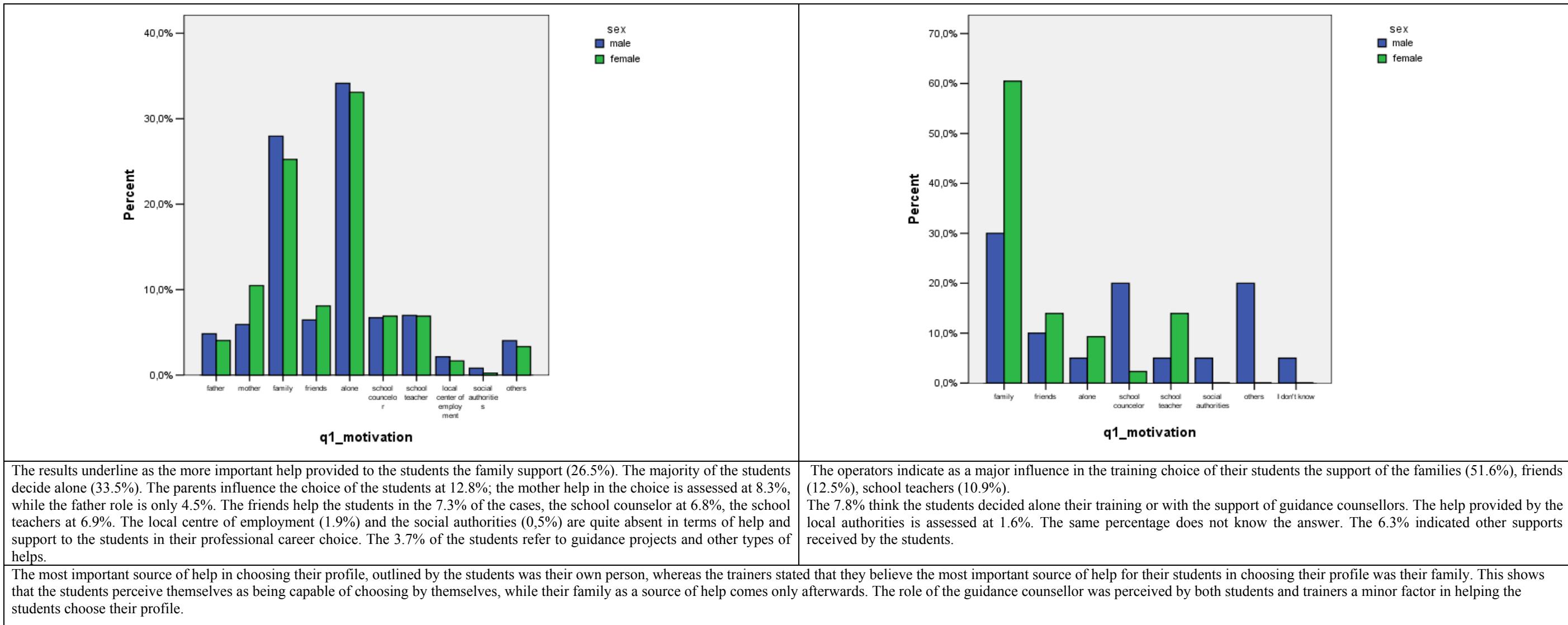
- A father
- B mother
- C family
- D friends
- E alone
- F school counselor
- G school teacher
- H local center of employment
- I social authorities
- J others, specify _____

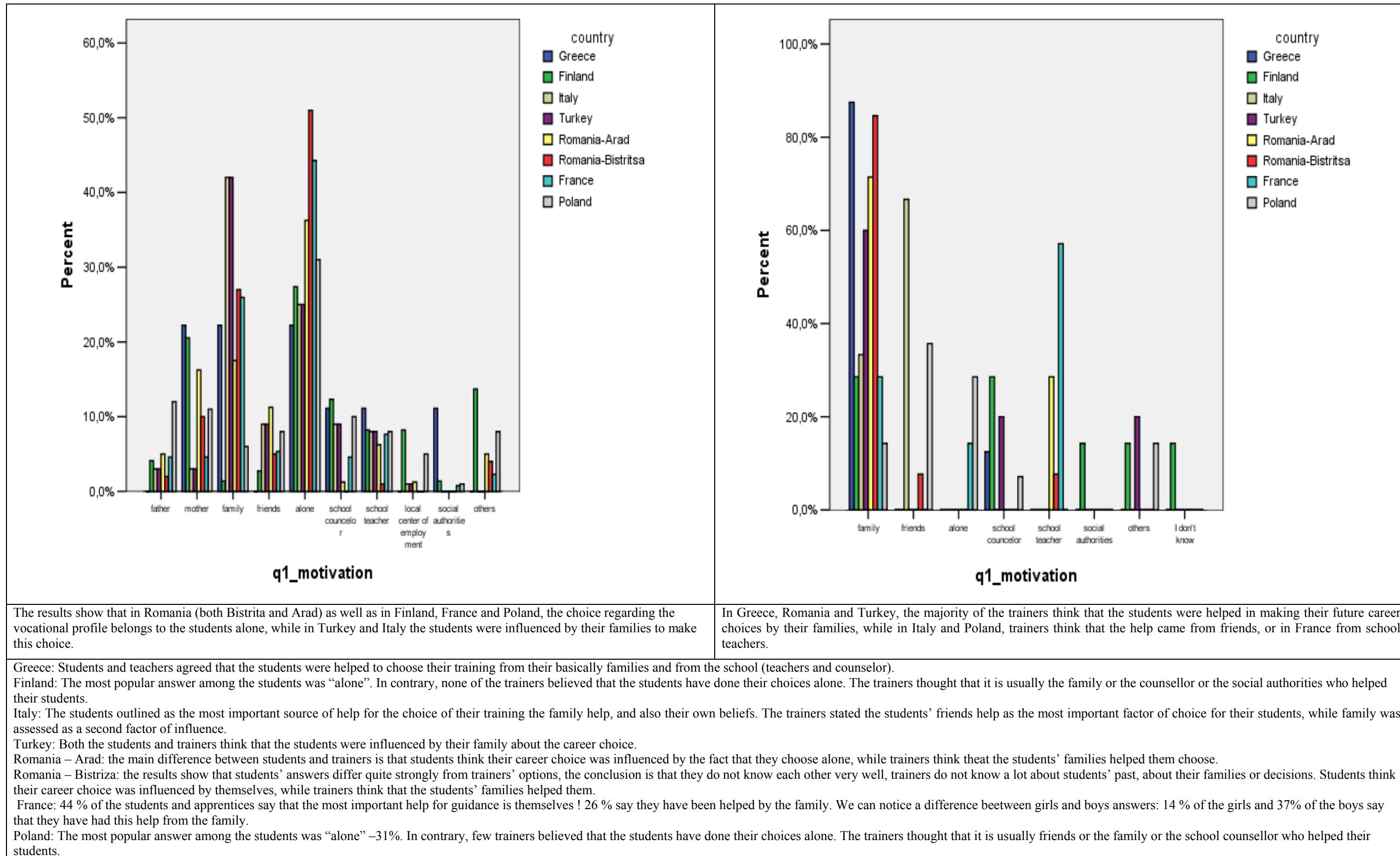
QUESTION DESCRIPTION

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.





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.
---	---	---	---	---	------

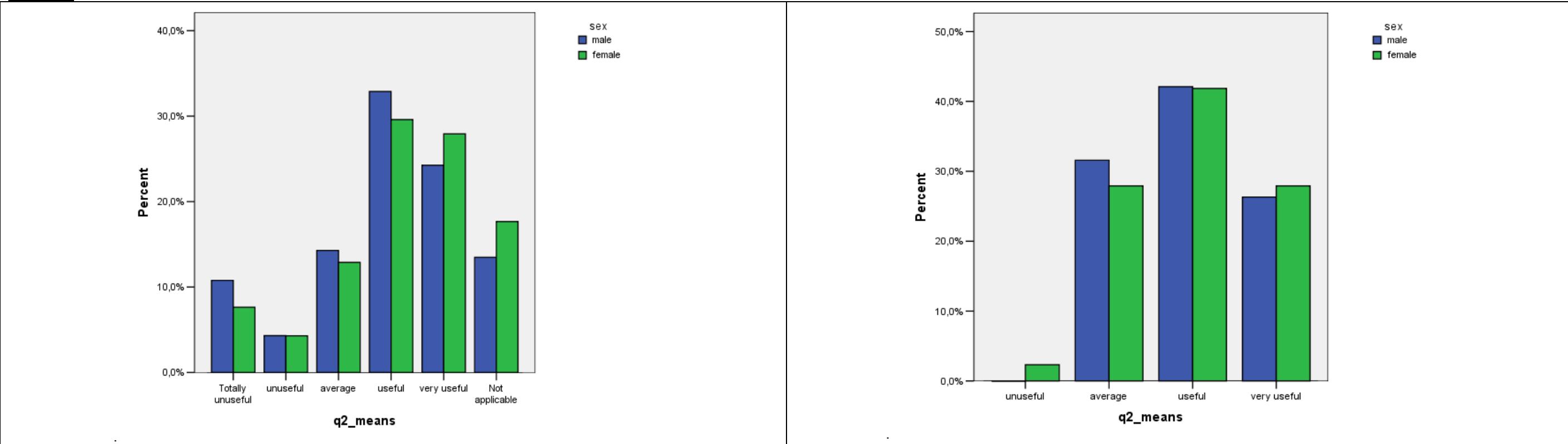
DESCRIPTION OF THE QUESTION

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 there 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 team has got a "classroom approach" instead of students who have a "personnal approach"?

No significant differences between males and females answers.

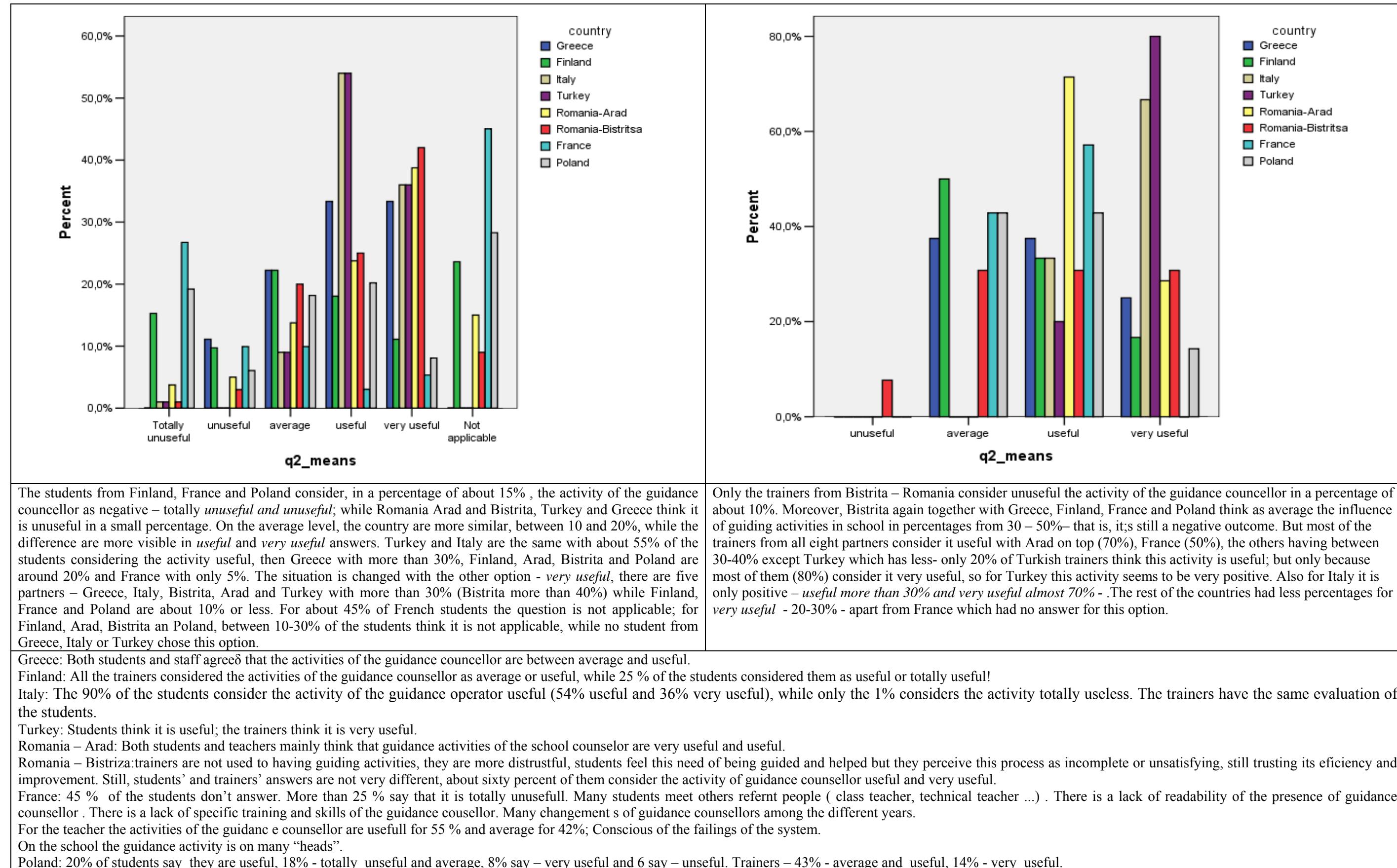
All the trainers answered and 12 à 15 % of students don't answer. (non available)

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.



QUESTION NUMBER 3 for students

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

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

QUESTION DESCRIPTION

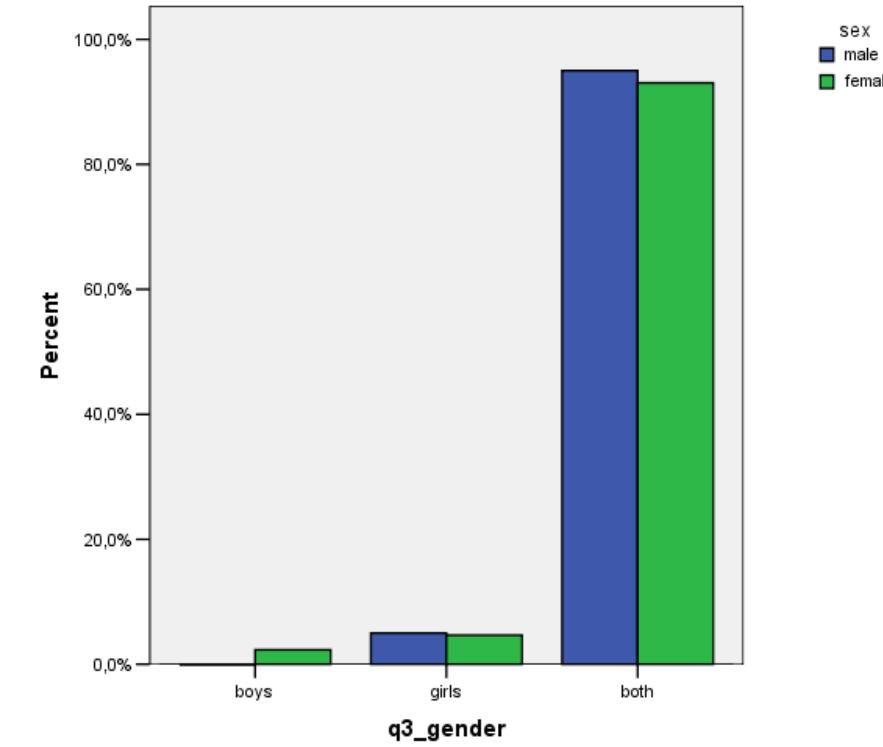
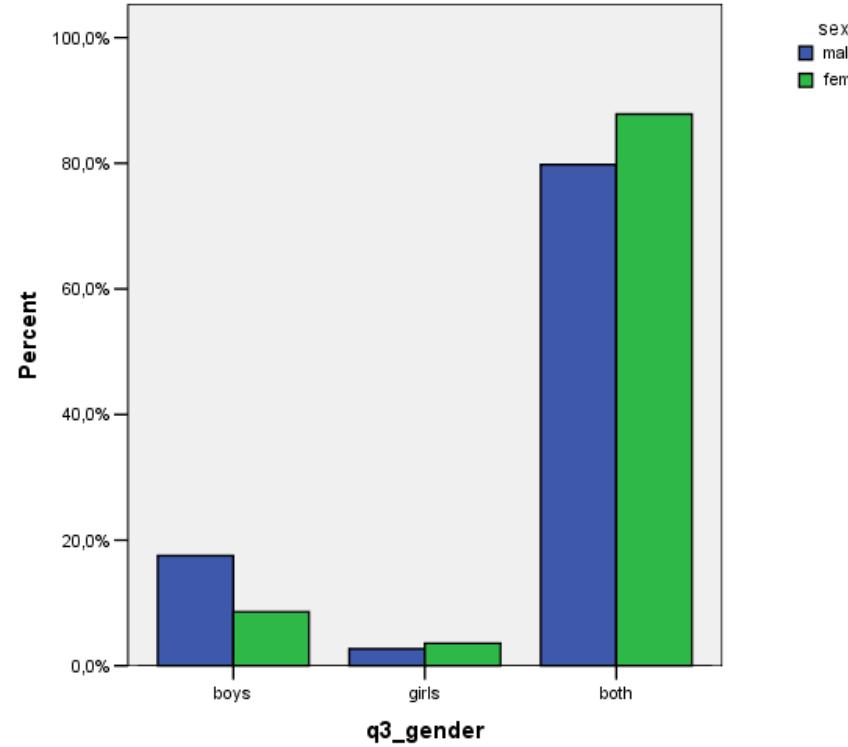
The question number 3 wants to find out if the students think that the training they are following and if the trainers think that the training their pupils are following is better for boys or girls or both of them.

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.

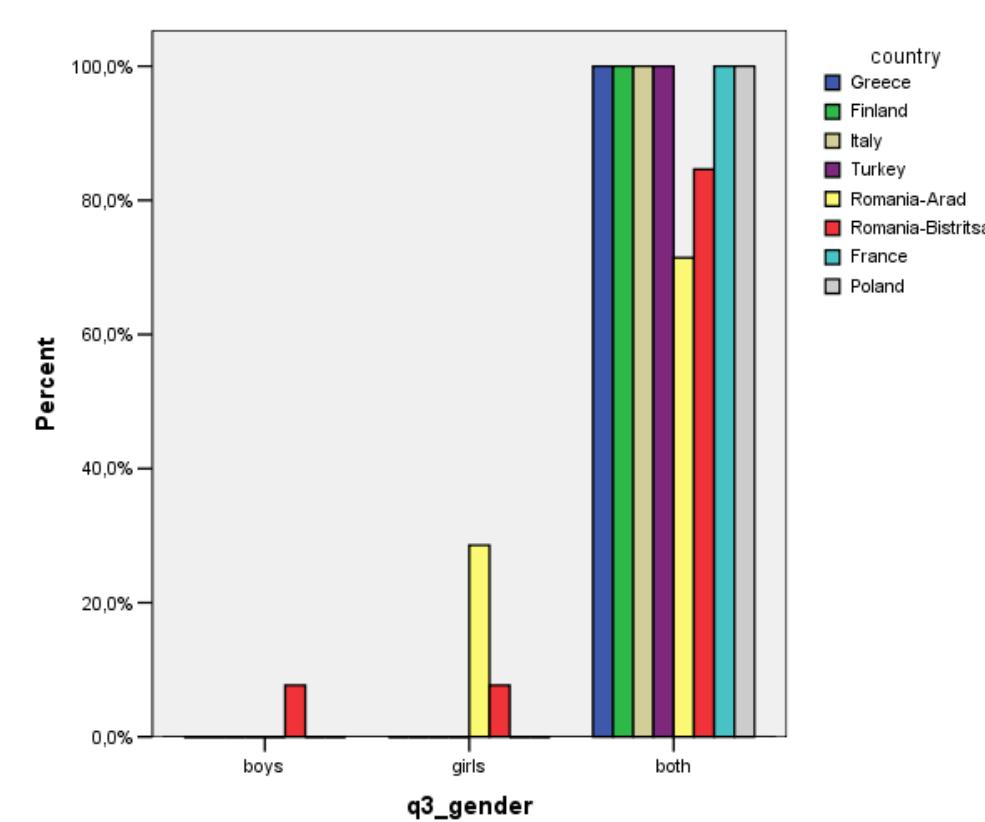
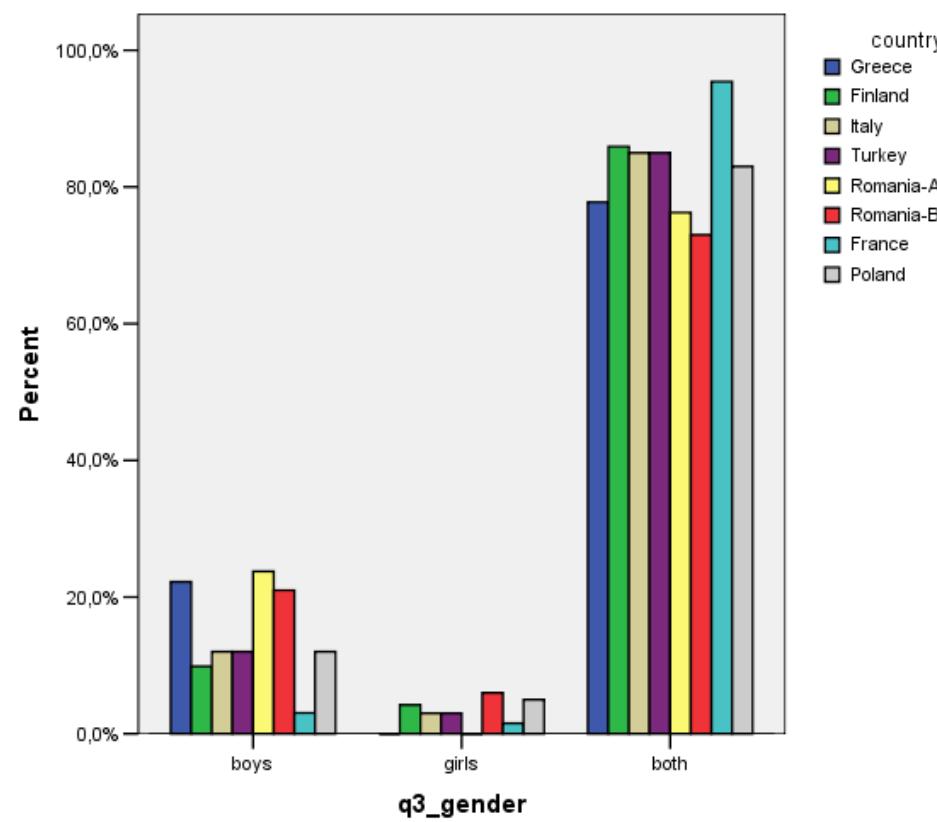
Concerning the answer "better for boys": The male students are the target group who seem to have the highest level of this "sexed representation" of the training: 17,52 % for the boys against 8,59 % for the students girls, 2,33 % of the female trainers and 0% of the male trainers choose this answer.

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



As for this question we can see a relative homogeneity among 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.

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 trainings are fit for both girls and boys alike.

Romania – Bistrita: 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.
---	---	---	---	---	------

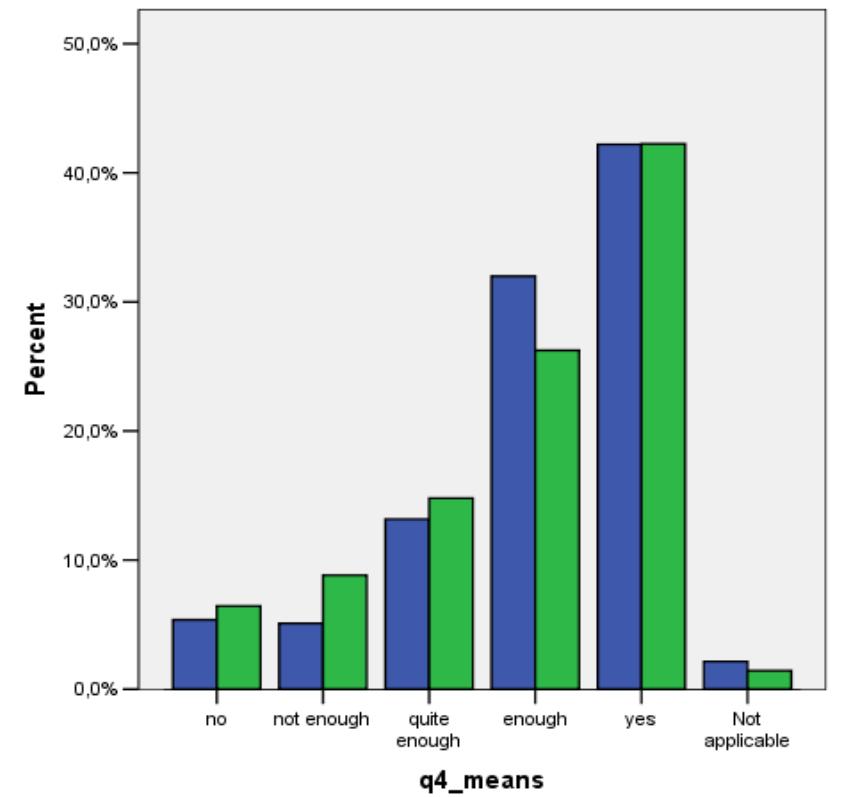
DESCRIPTION OF THE QUESTION

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 fairs, 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.

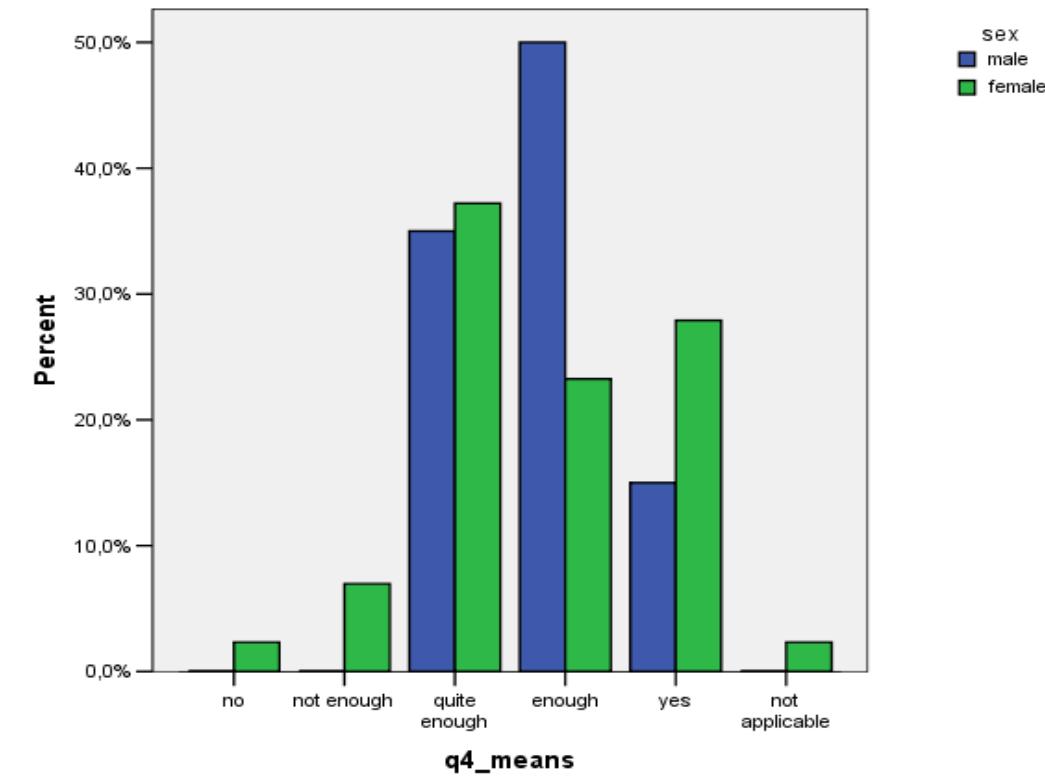
ANSWER



The results reveal that 42.2% of the students received *much information* and other 43 % have positive answers (28.9% percent said they had *enough* information and 14% *quite enough*). Only 13% are not satisfied with the quantity of the information they got (7.1% *didn't receive enough* information and 5.9% said they received *no information at all*). For 1.8% of the students the question is *not applicable*. Females and males are satisfied of the quantity of informations provided. No significant differences between male an female students answers

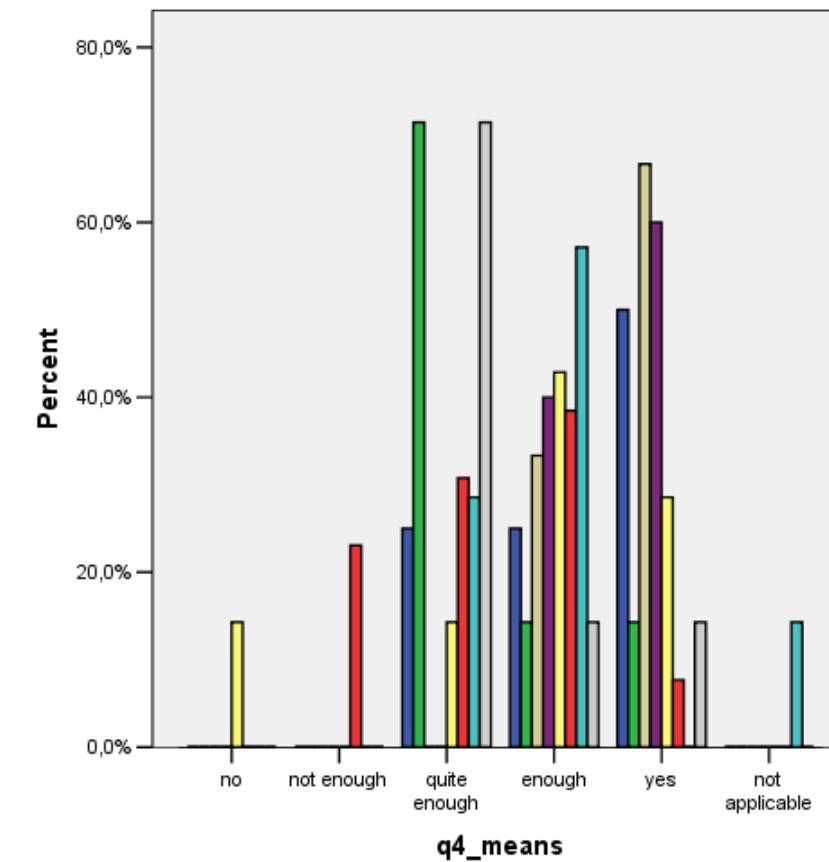
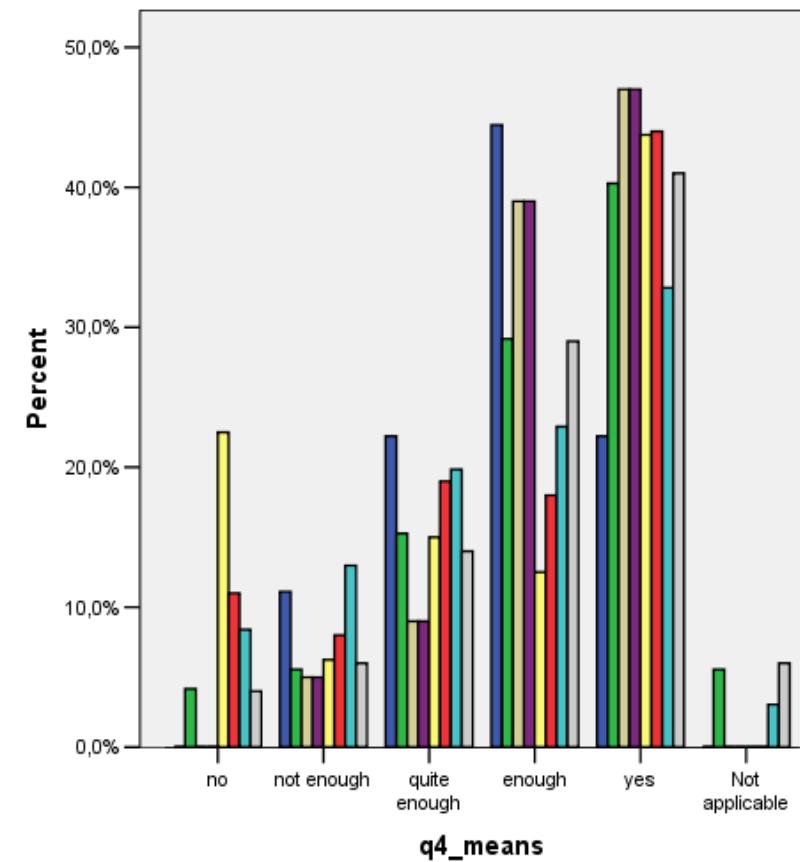
Both students and trainers answered positively regarding the amount of information about the present training or school – about 40% of them said *quite enough or enough*. The same with the negative aspect, less than 10% of both trainers and students think that they have *no information or not enough*. More than 40% of the students said they received very much information while the trainers who answered in this way represent only up to 25%. A very small percent of both categories think this question is not applicable (1.8% and 1.6%).

percent of both categories think this question is not applicable (1.8% and 1.9%). For the answer “yes”, the female trainers have the rate of 25% , and the female students 40 %; The students are satisfied and answer “yes” for more than 40% and the trainers for less than 30% !



The results reveal that 23.4% of the students received *much information* and other 68.8 % have positive answers (31.3% said students had *enough* information and 37.5% *quite enough*). Only 6.3% are not satisfied with the quantity of the information their students had got (4.7% *didn't receive enough* information and 1.6% said they received *no information at all*). For 1.6% of the trainers the question is *not applicable*, they might not have the information about students in order to answer this question.

A very big difference between male and females answers.
For the answer “enough” the males answer with the rate of 50 % and there is a gap of about 26% less for females.
The answers of the females are on the different possible answers . the males are on the whole satisfied.



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

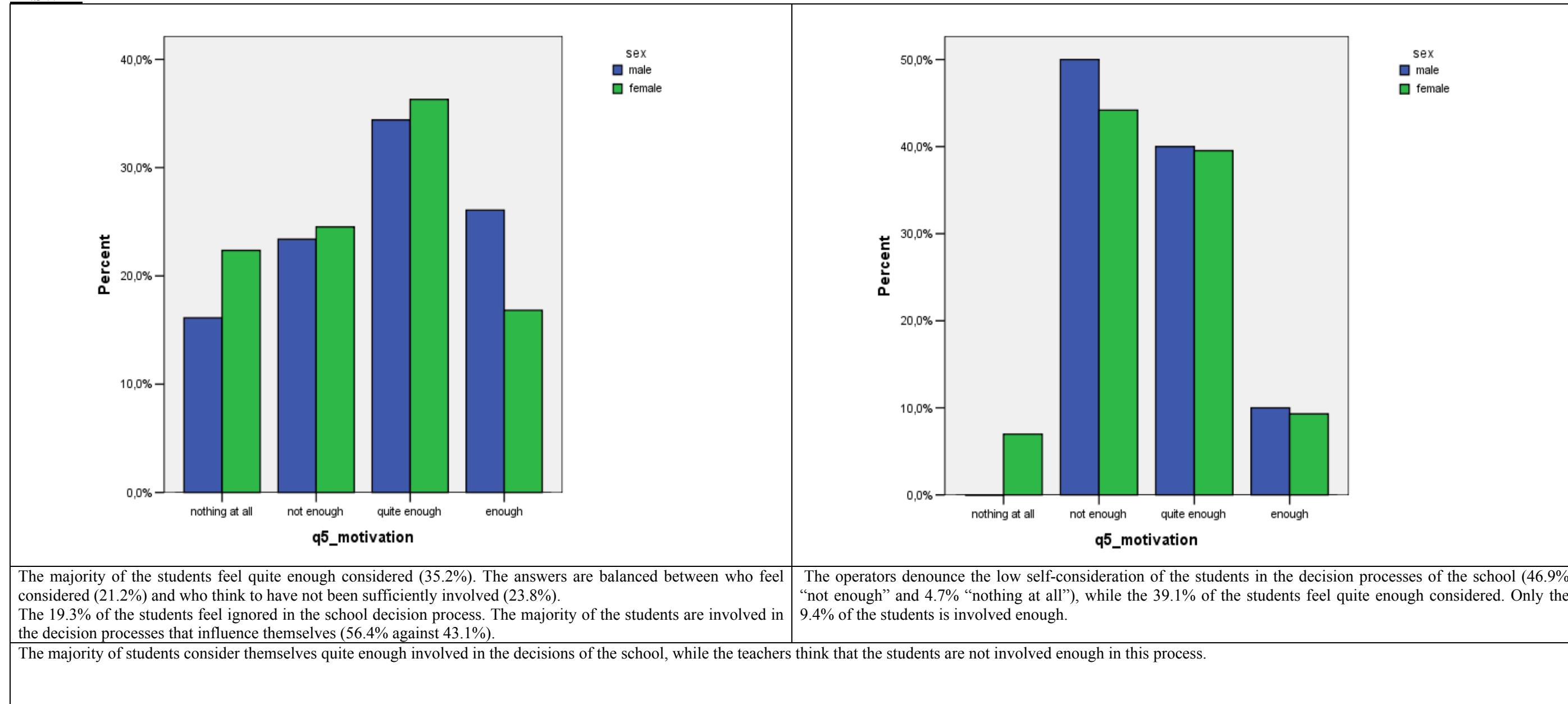
QUESTION DESCRIPTION

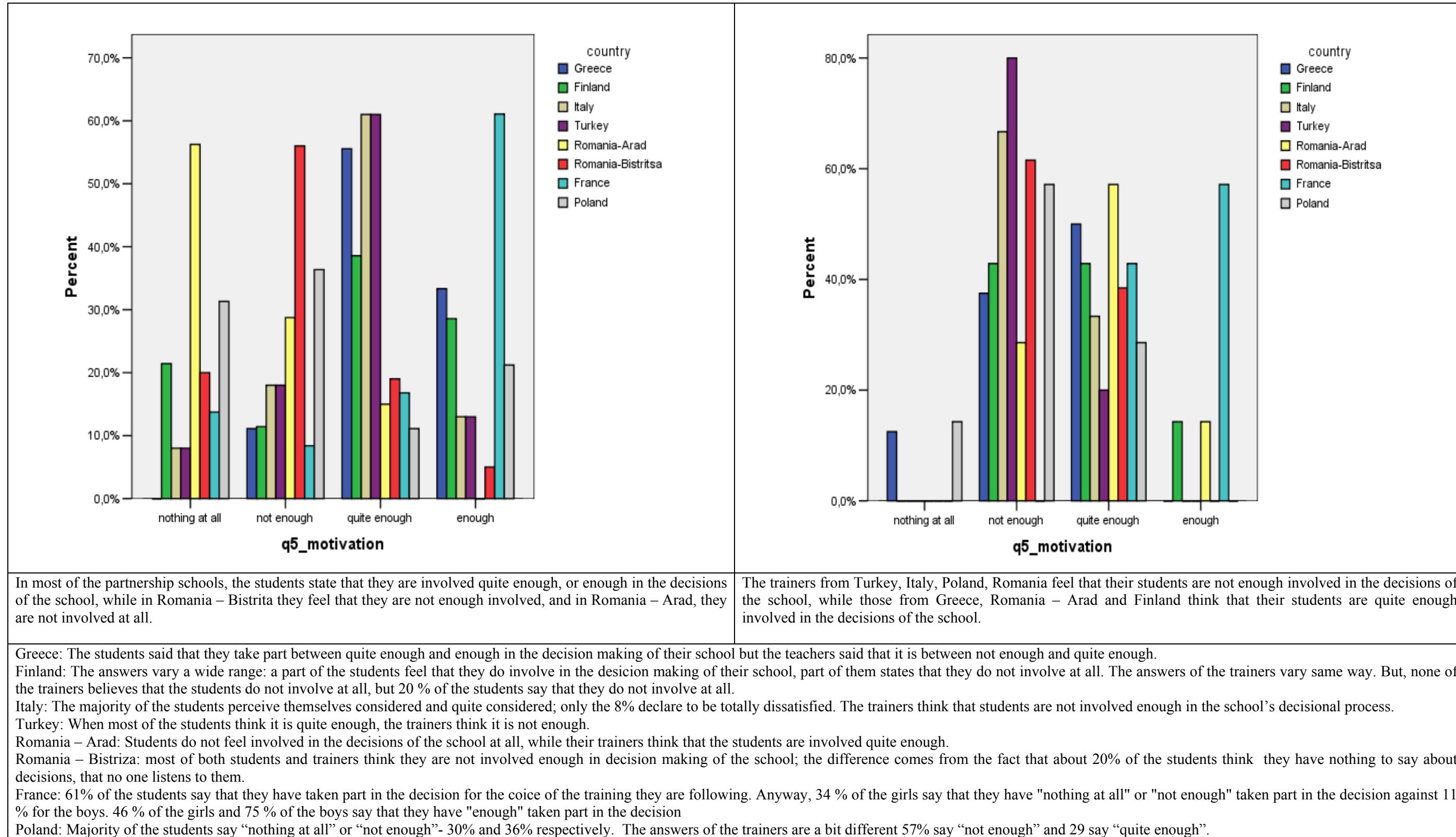
The question analyses the involvement of the students in the decision process of their school.

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





QUESTION NUMBER 6 for students

6 - Are you going to change your qualifications?

No	Yes				
1	2	3	4	5	n.a.

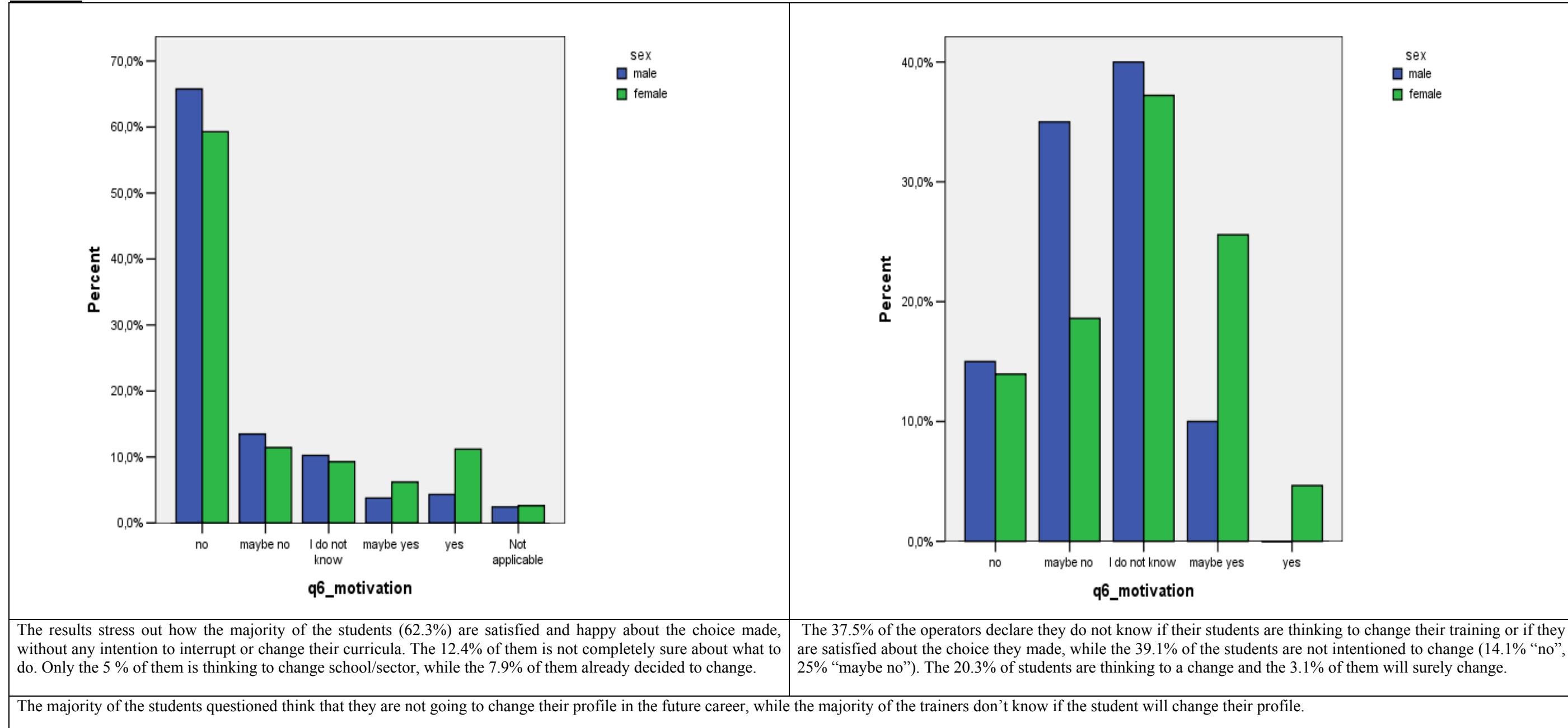
QUESTION DESCRIPTION

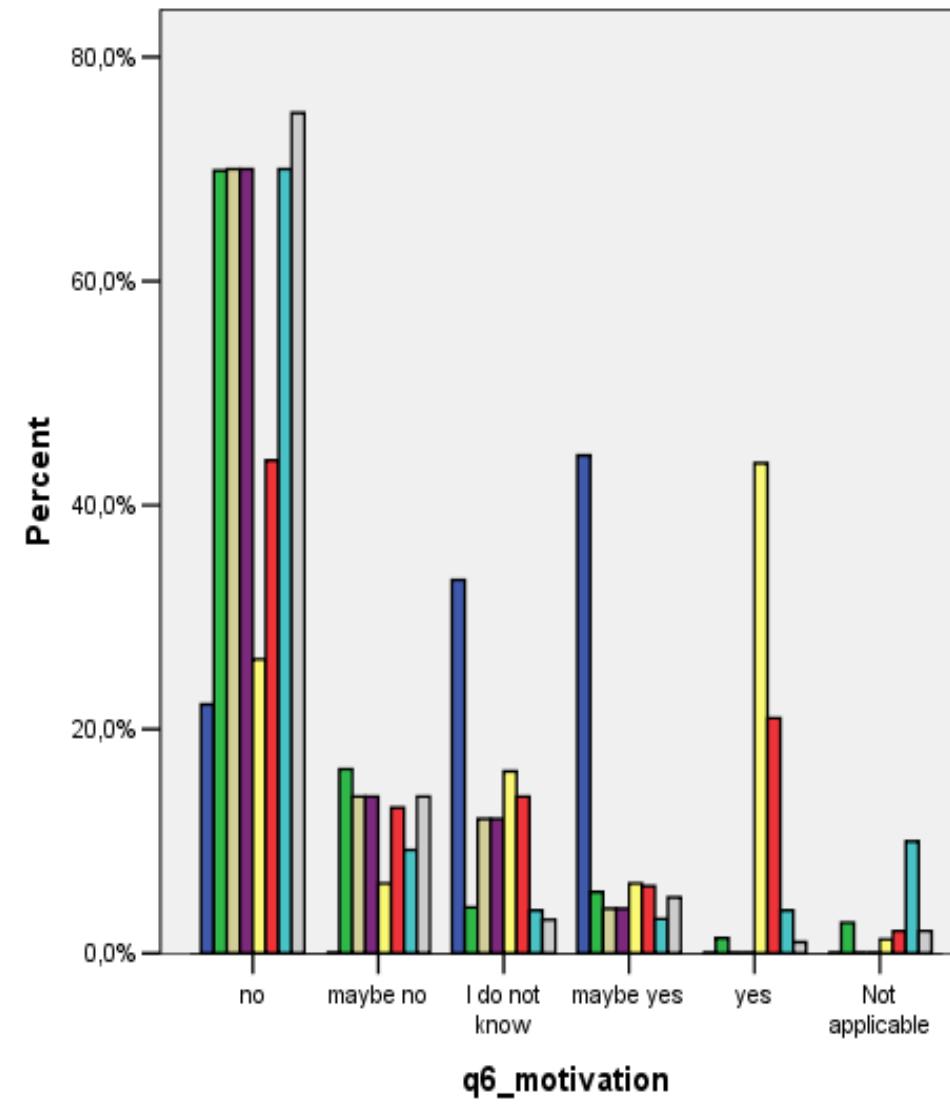
The students are questioned about their intention to change training/school career.

OBJECTIVE

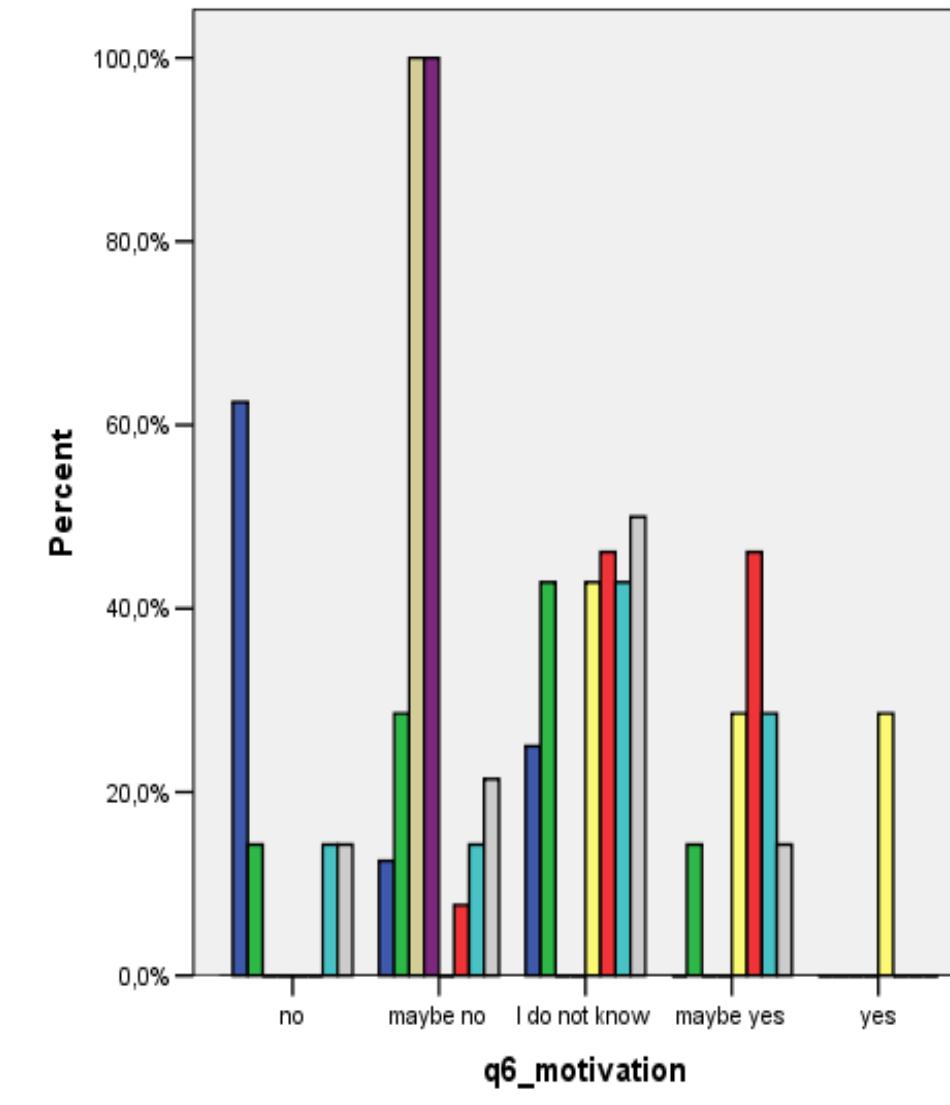
The objective is to analyse if the students are satisfied about their school career or if they are evaluating to change it because it does not match the idea they had at the moment of the choice.

ANSWER




q6_motivation

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.


q6_motivation

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 – Bistritz: students and trainers gave quite different answers, trainers tend to be uncertain, they made use 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 DESCRIPTION

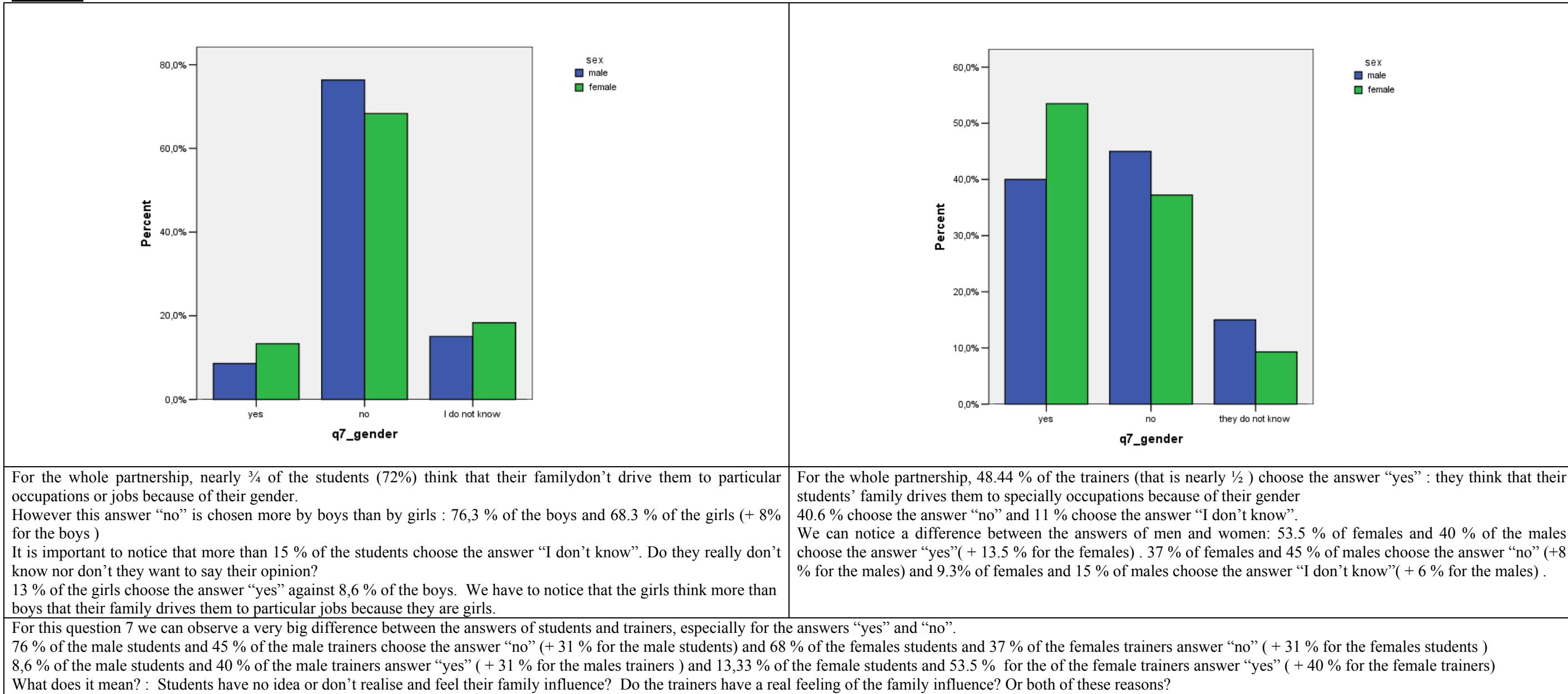
The question 7 wants to find out if the pupils think that their family drives them to particular activities or jobs because they are a boy or a girl, as well as the opinion of the trainers about the same matter.

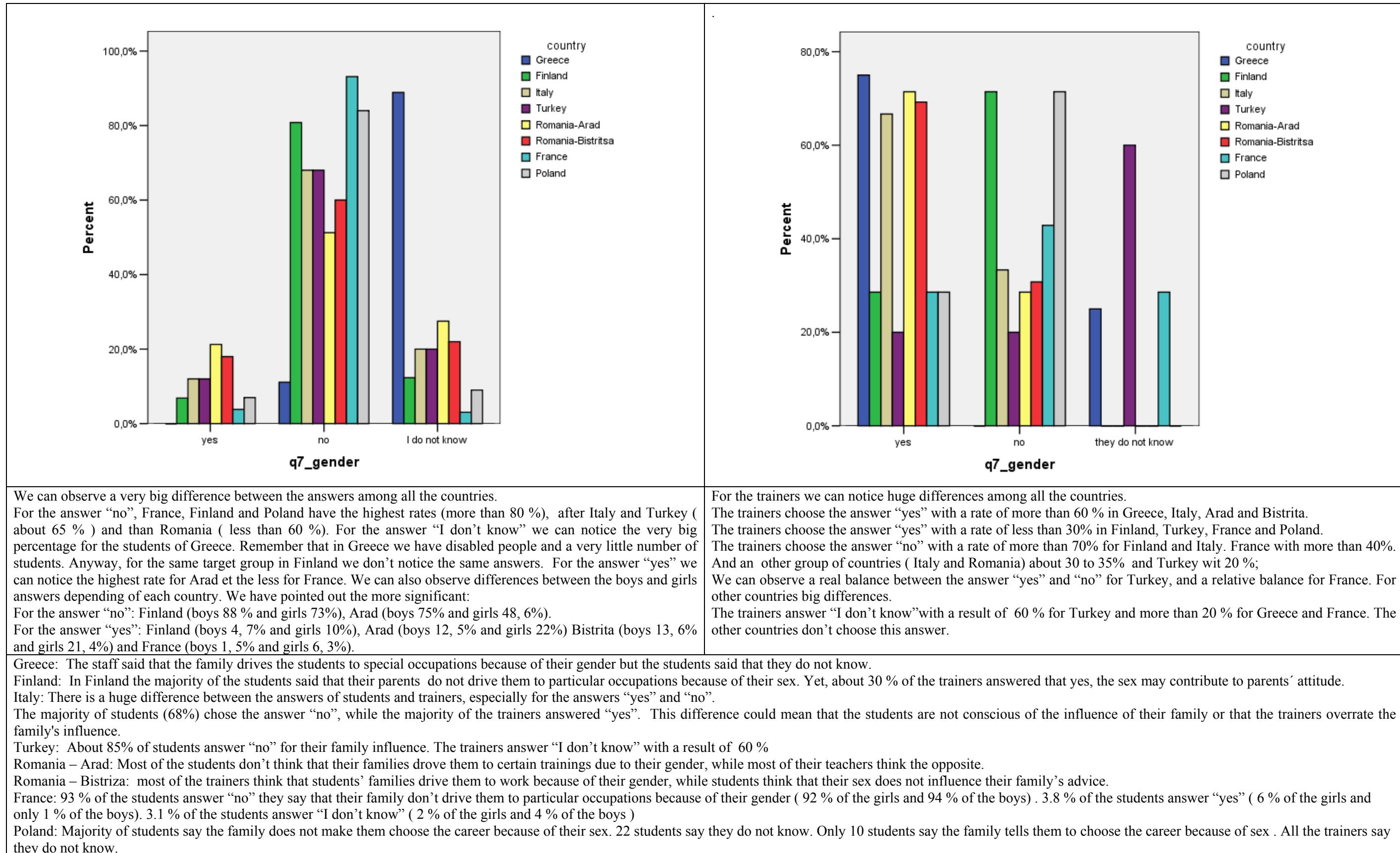
OBJECTIVE

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





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

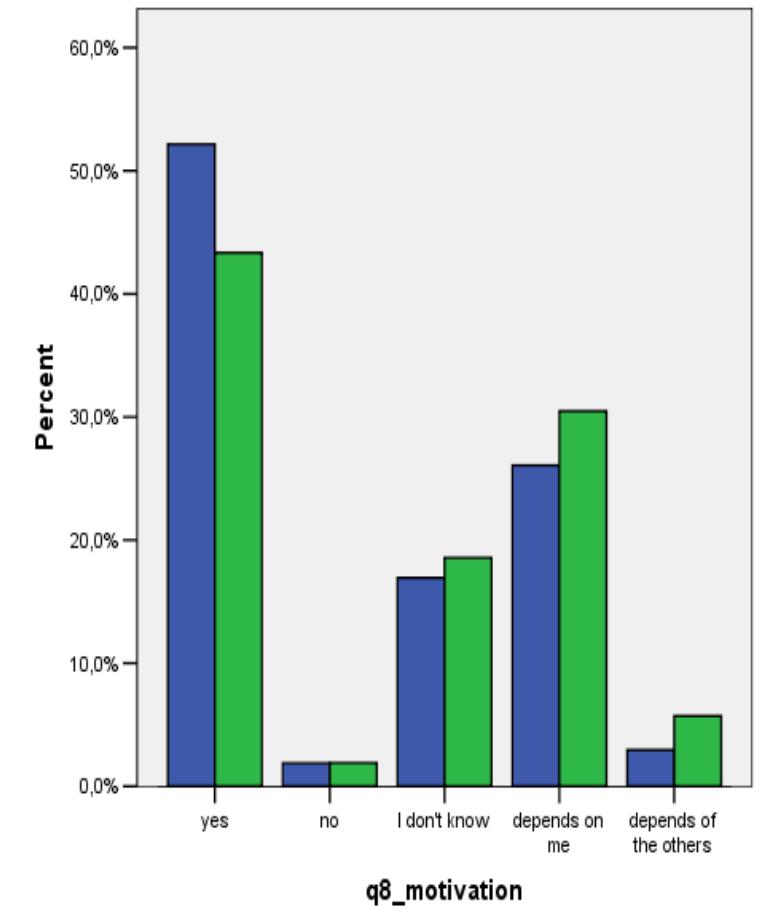
QUESTION DESCRIPTION

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.

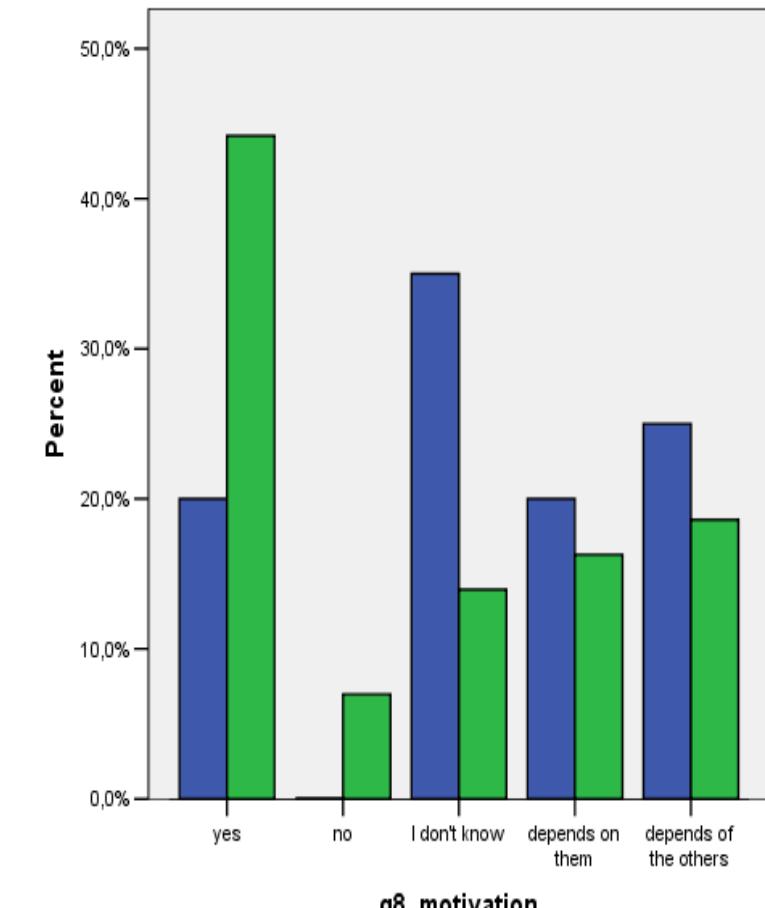
ANSWER



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

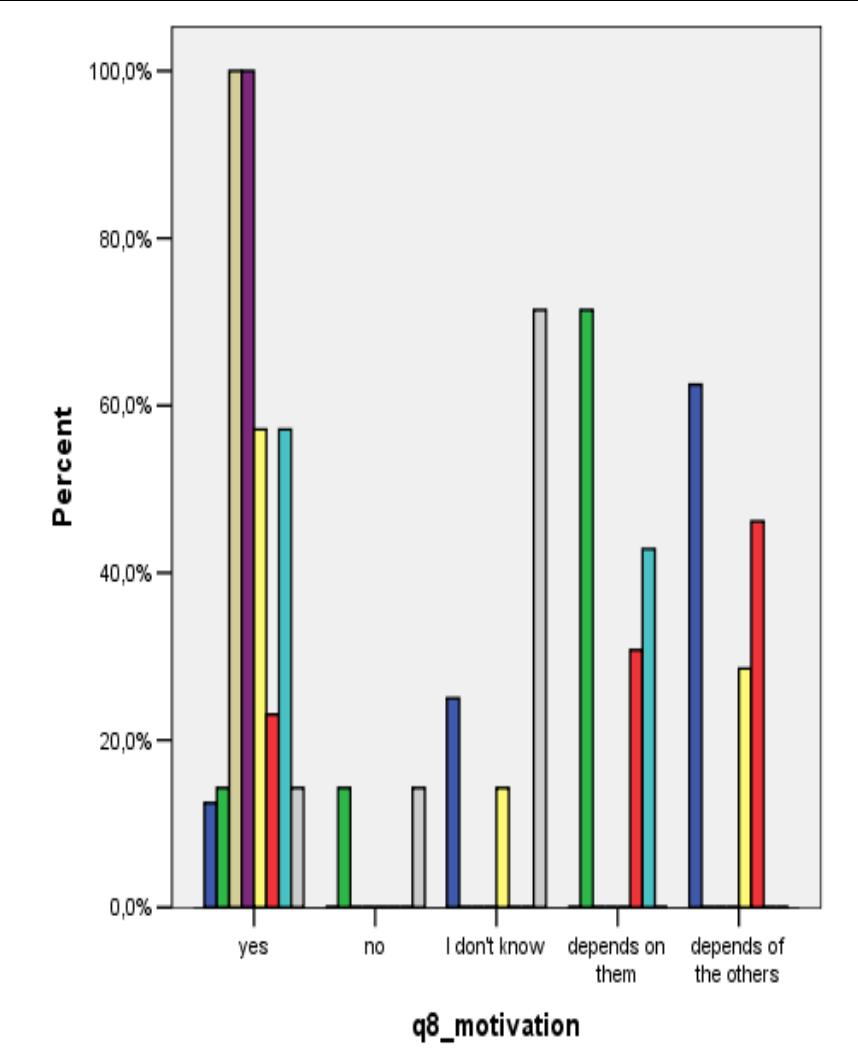
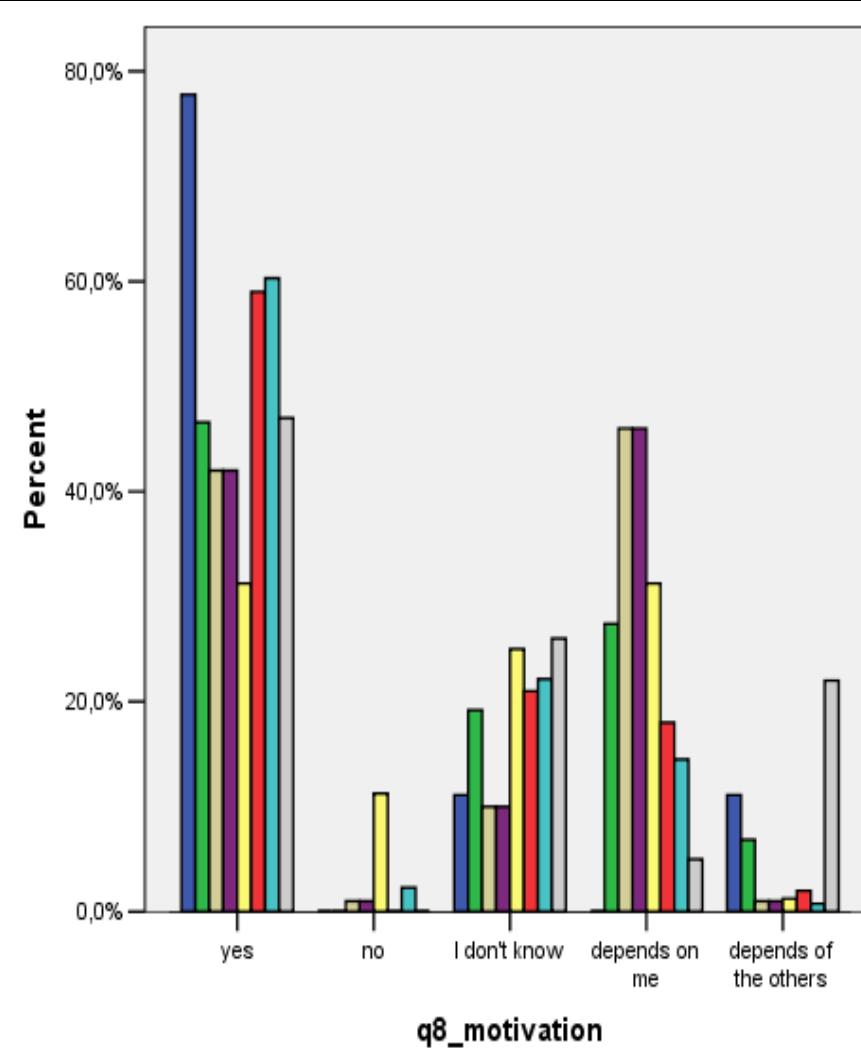


The majority of the students think to have good possibilities to enter in the labour market at the end of the chosen training (47.5%). They understand the incidence of their selves their professional career (28.4%). Some students link the insertion in the labour market to external conditions (4.4%) or do not foresee possibilities (1.9%). It is significant that the 17.8% of the students couldn't answer the question.

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.

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.



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.

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 – Bistrita: 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

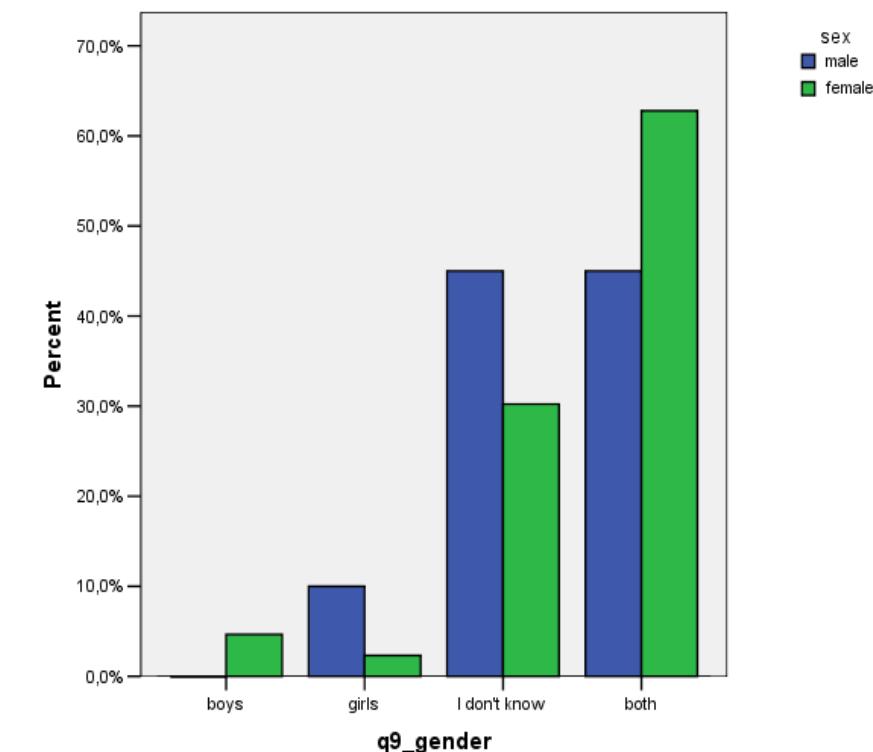
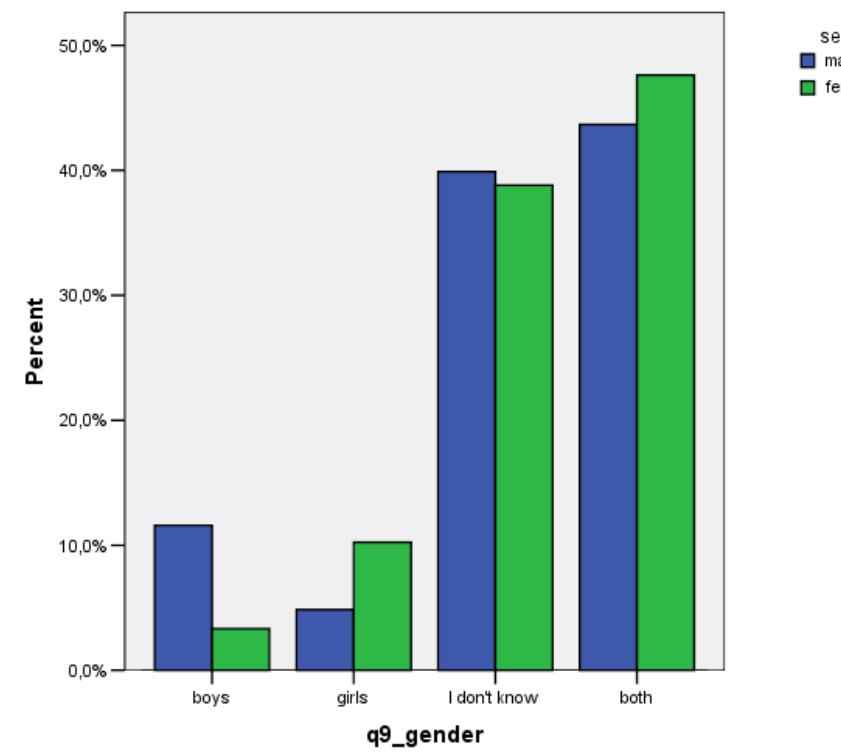
QUESTION DESCRIPTION

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.

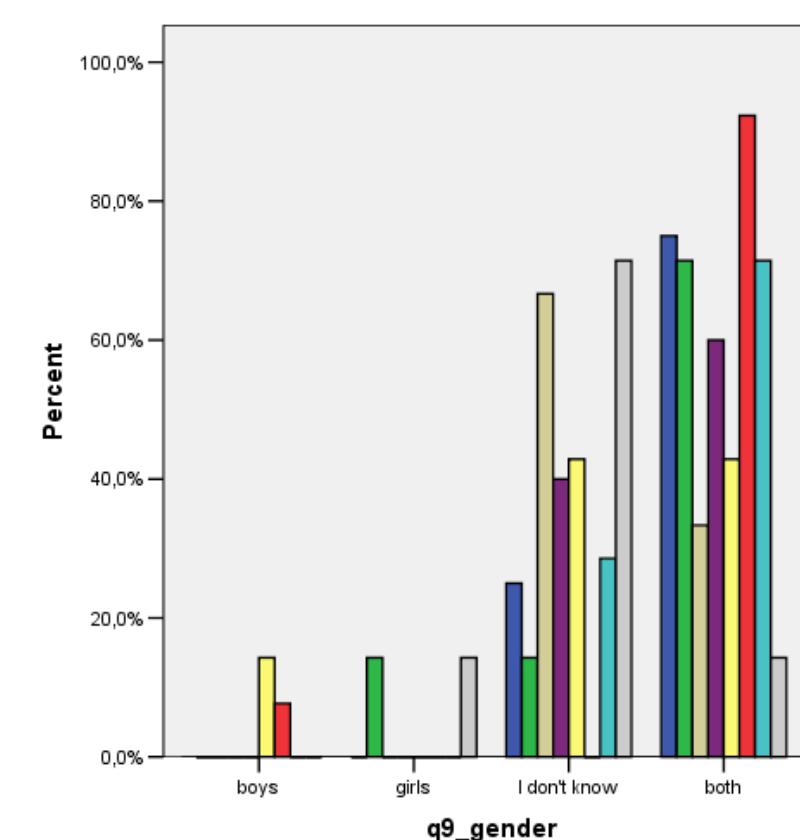
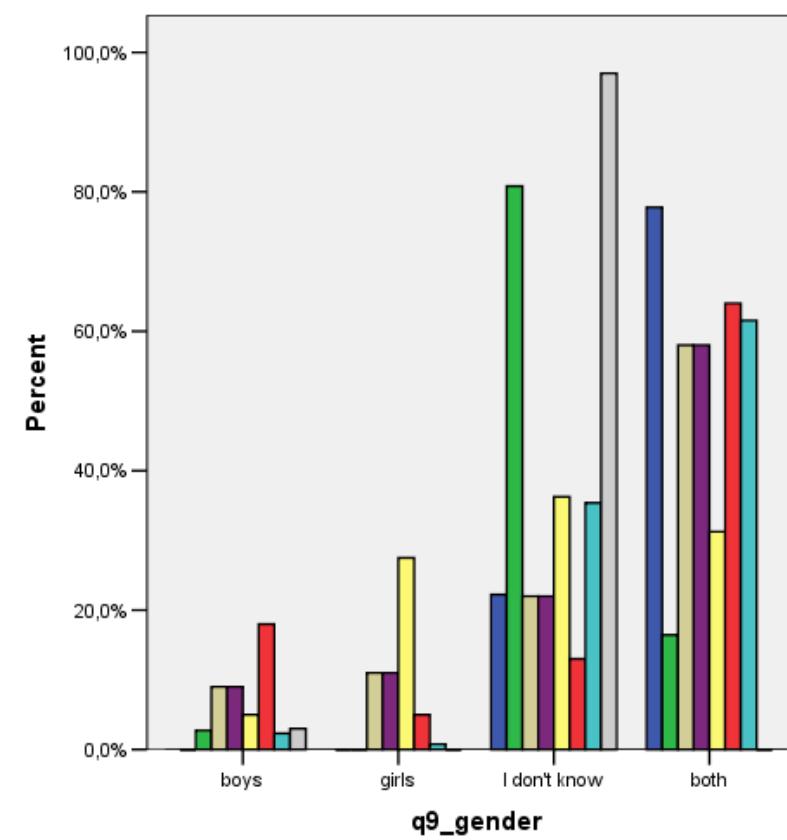
For the answers "girls" and "boys", the answers of males and females are completely at the opposite. For the answer "girls" male students have a lower rate than female students, and male trainers have a higher rate than female trainers.

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.

For the whole partnership, 57,8 % of the trainers (that is more than half), say that their students have chosen this career because "both" girls and boys are doing it. (45 % of the men and 62,8 % of the women).

However, 34,4 % of the trainers answer "I don't know". (45 % of the men and 30,2 % of the women) So, for the answer "I don't know" and "both", we can notice a difference of 15 % between the answers of males and females trainers. The male trainers have more difficulties to answer about the reason of the choice of their students and the female trainers think more that their students have chosen this career because it is done by "both" of the genders.

4,7 % of the trainers answer that their students have chosen this career because it is mainly done by girls (10 % of the men and 2,3 % of the women) and 3,1 % because it is done by boys (0 % of the men and 4,7 % of the women). So one male upon ten think that their students have chosen this career because it is done by girls.



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 and 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.

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' 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 NUMBER 10 for students

1	2	3	4	5	n.a.
---	---	---	---	---	------

QUESTION NUMBER 10 for trainers

1	2	3	4	5	n.a.
---	---	---	---	---	------

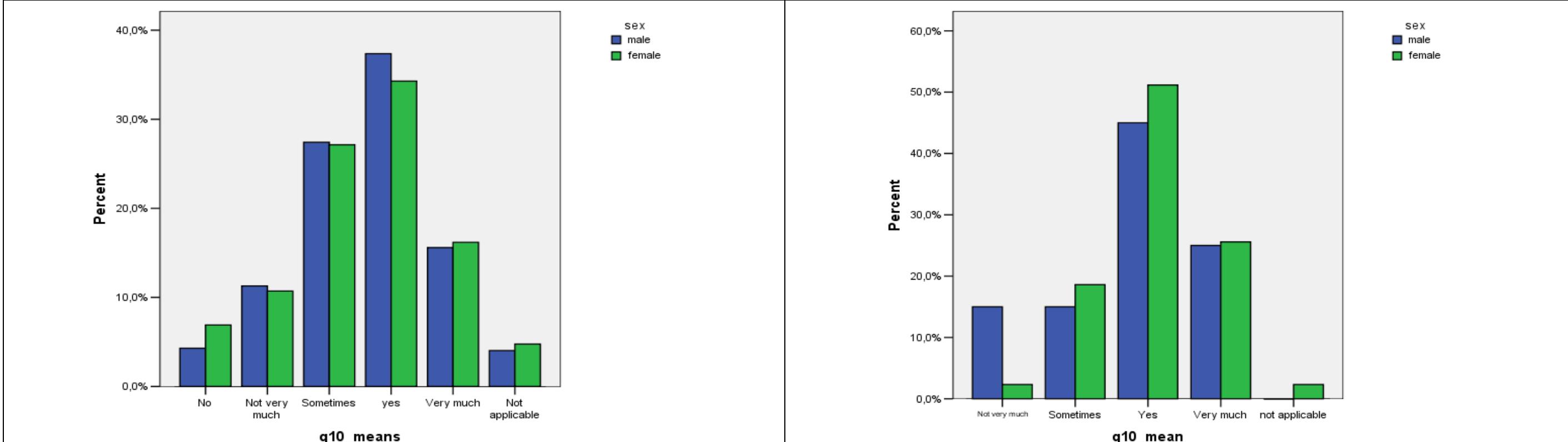
DESCRIPTION OF THE QUESTION

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.

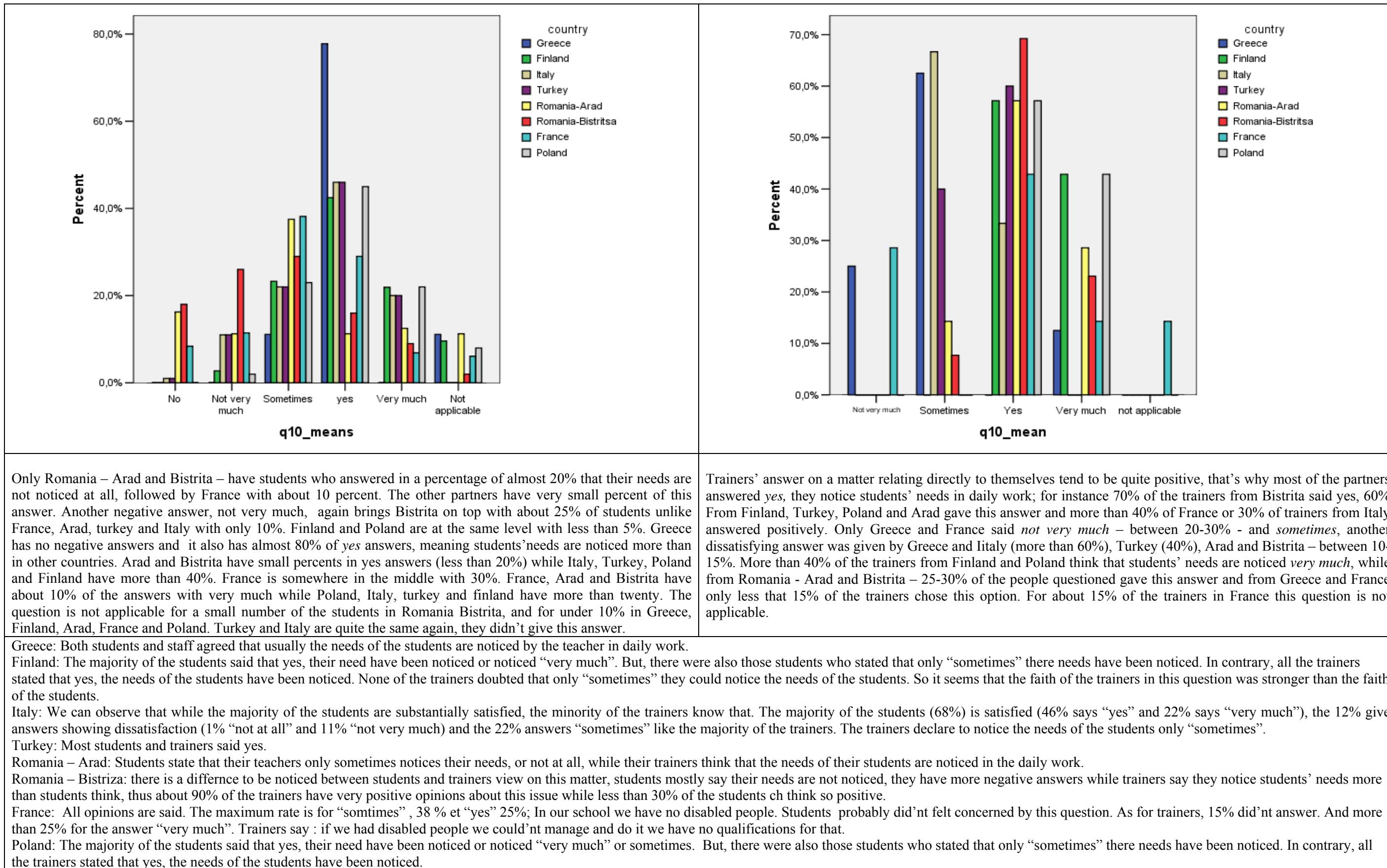
No significant differences between males and females answer

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

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 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, specify _____

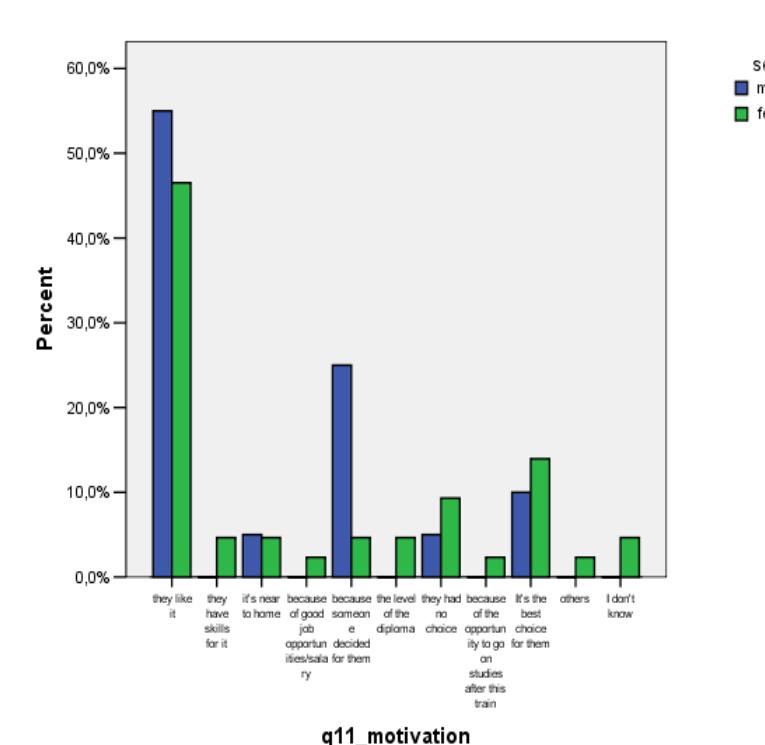
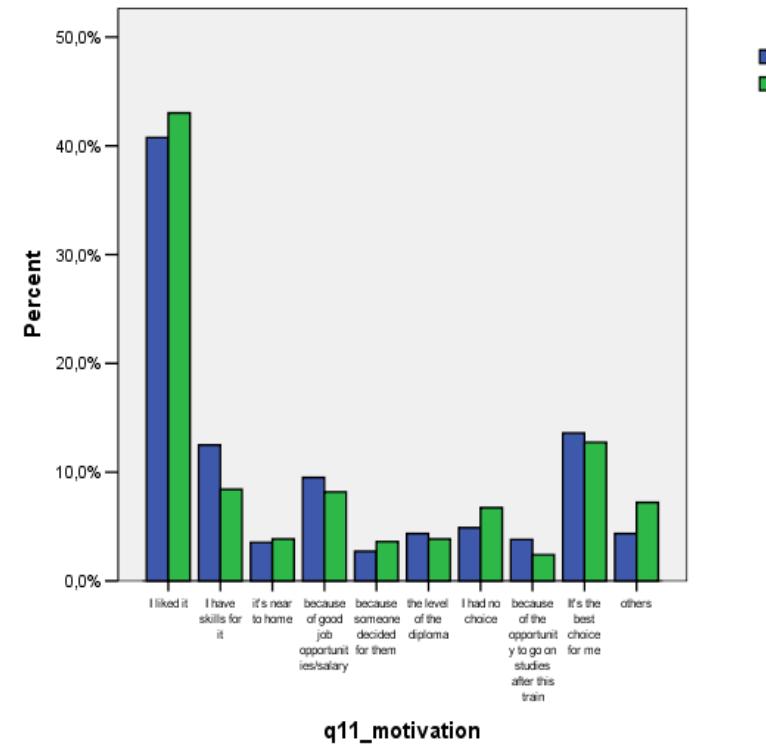
QUESTION DESCRIPTION

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 in 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.

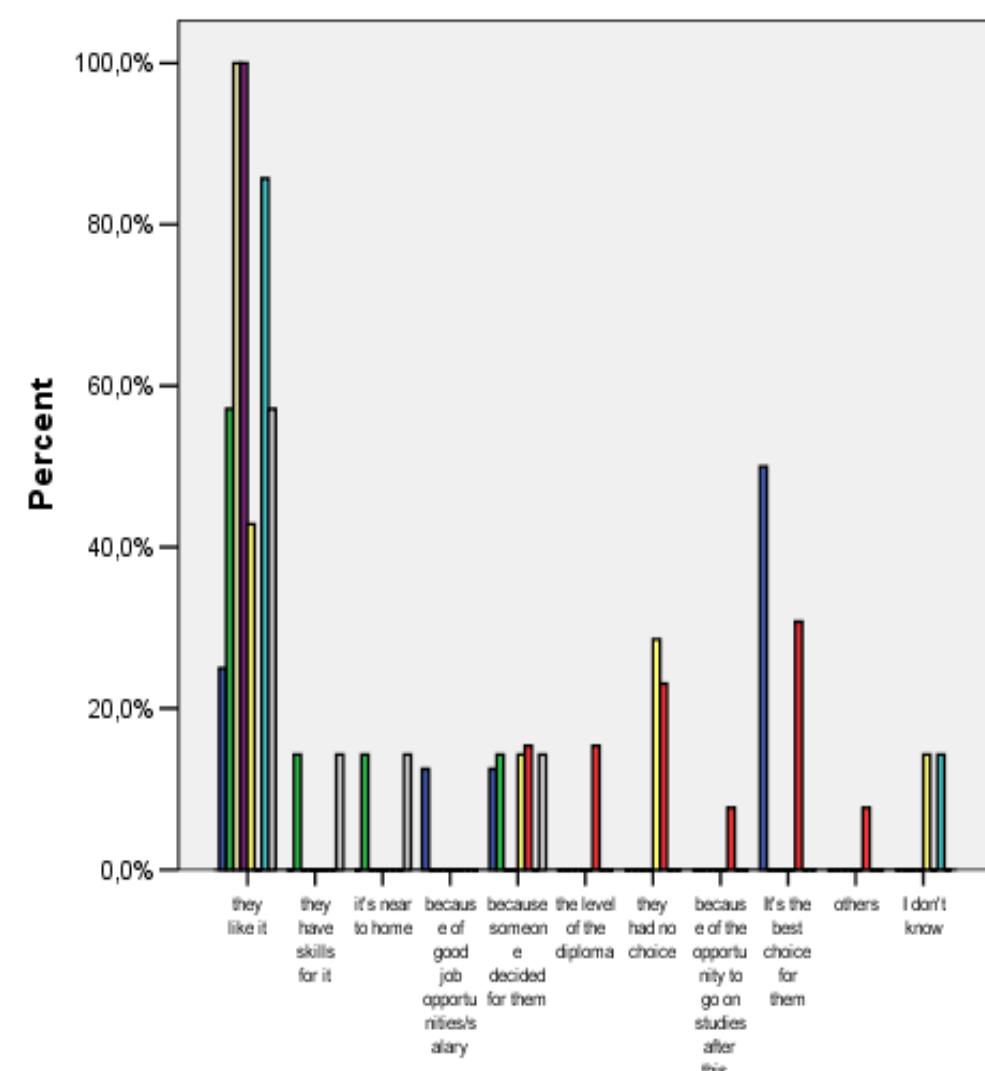
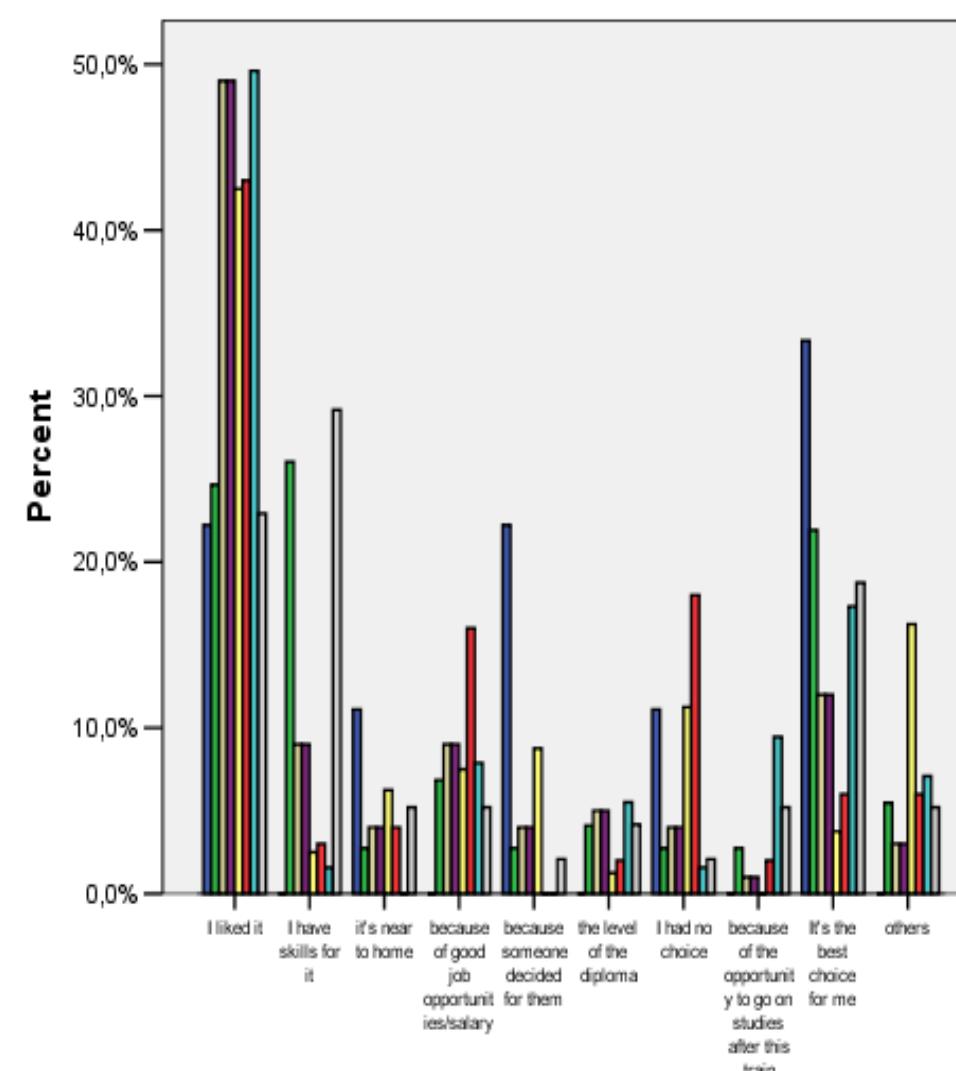
From the 48.4% of the trainers the students chose their training because they liked it. The 1.6% indicates the opportunity to find a good job/salary as the choice factor. The same percentage applies to the possibility to continue their studies after the training and to the not specified other reasons.

The 3.1% think the choice of the students influenced by the level of the study diploma/certificate. The same percentage is not able to provide an answer to the question.

The 4.7% indicate as geographical proximity of the school to the students' home the major factor of influence, while the same percentage thinks the choice is made taking into account the personal characteristic of the students.

The 12.5% indicate the choice as the best one the students could make, while the 7.8% did not have other options. The 10.9% of them is sure that someone else chose the school for the students.

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 – Bistritz: 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 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.

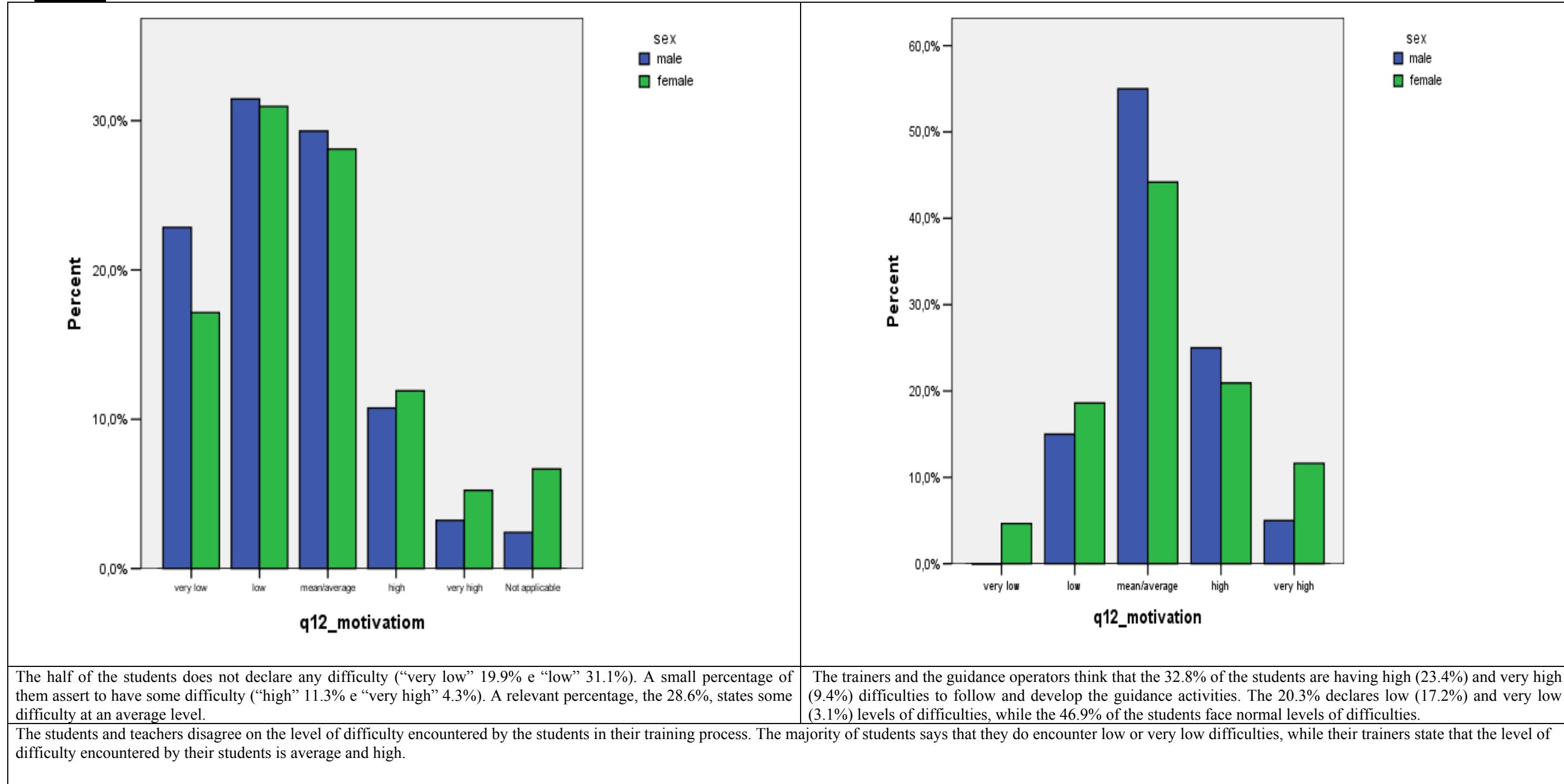
QUESTION DESCRIPTION

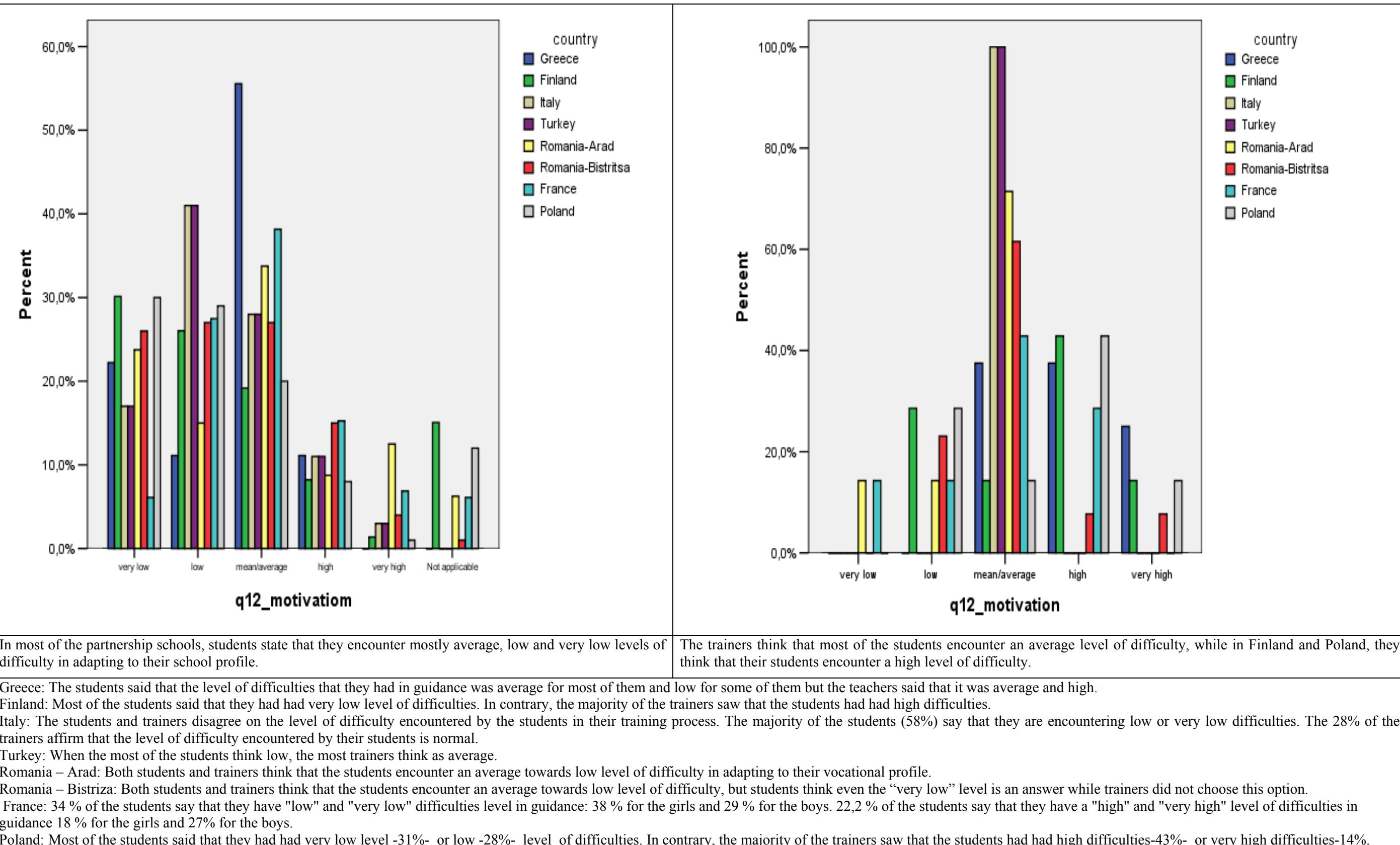
The question wants to understand the level of difficulties of the students in their training/school career.

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 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 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.
---	---	---	---	---	------

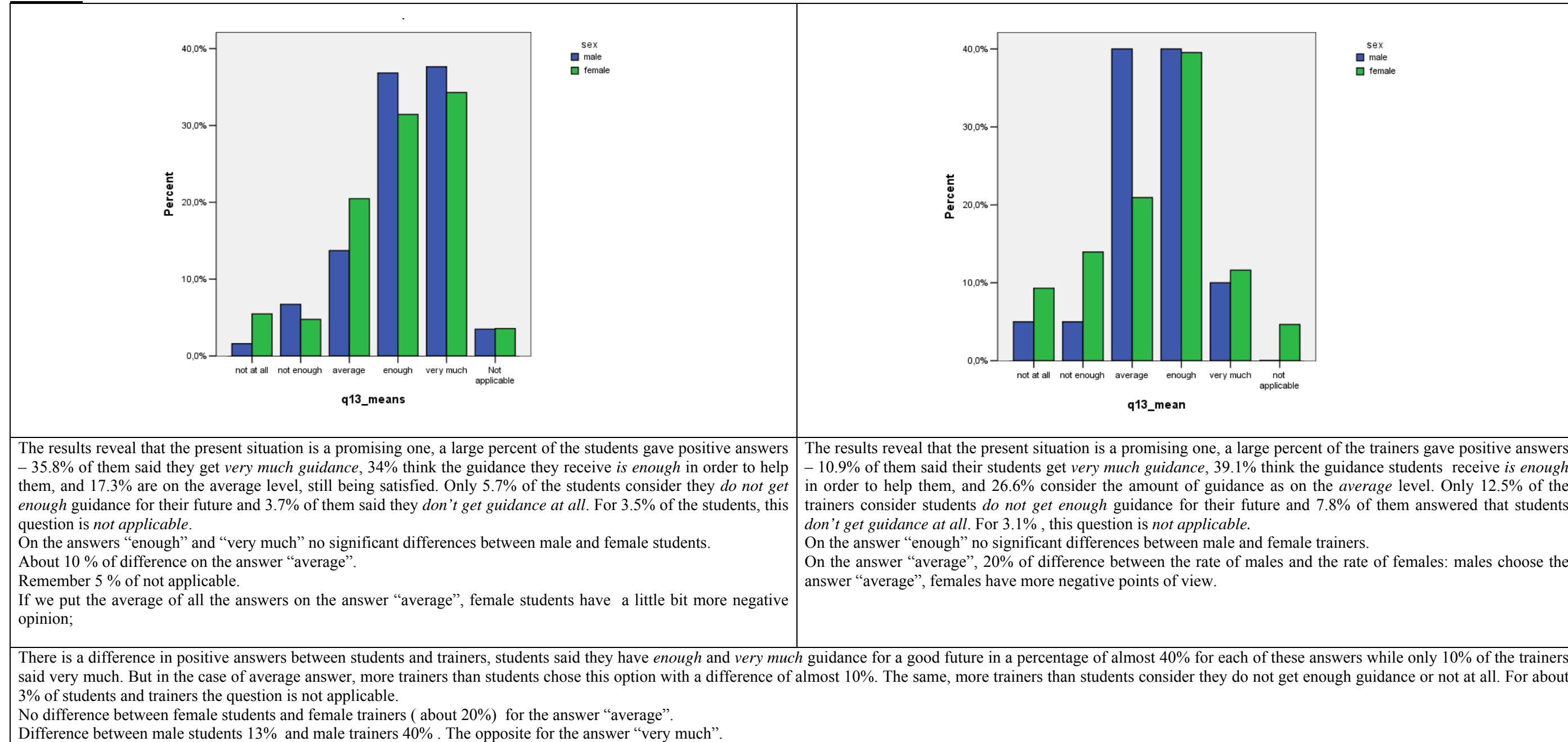
QUESTION DESCRIPTION

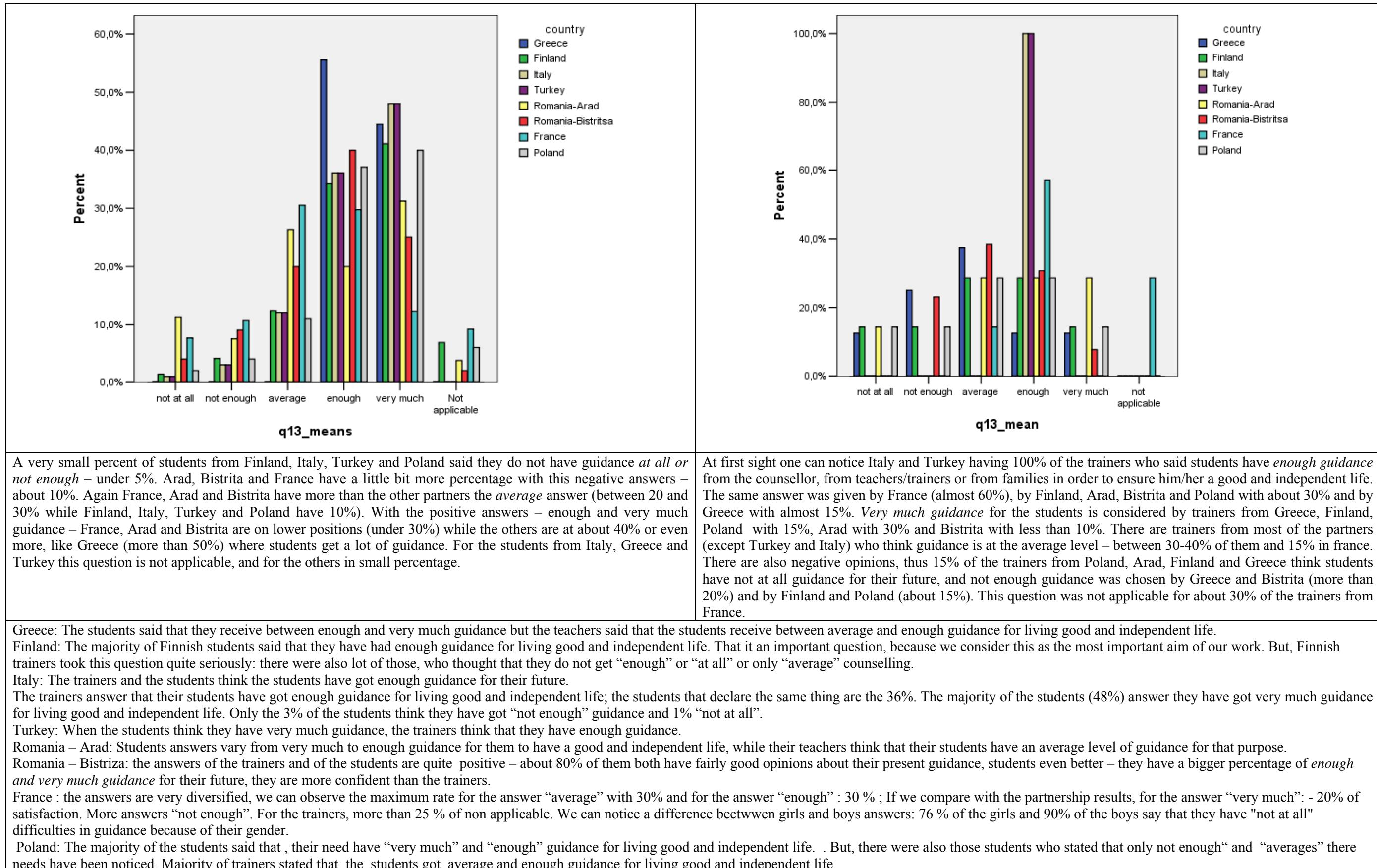
Question number 13 tries to point out whether students have enough guidance from the counsellor, from teachers/trainers or from families in order to ensure him/her a good and independent life. The answers range *from not at all guidance, to not enough, average, enough to very much guidance*.

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





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

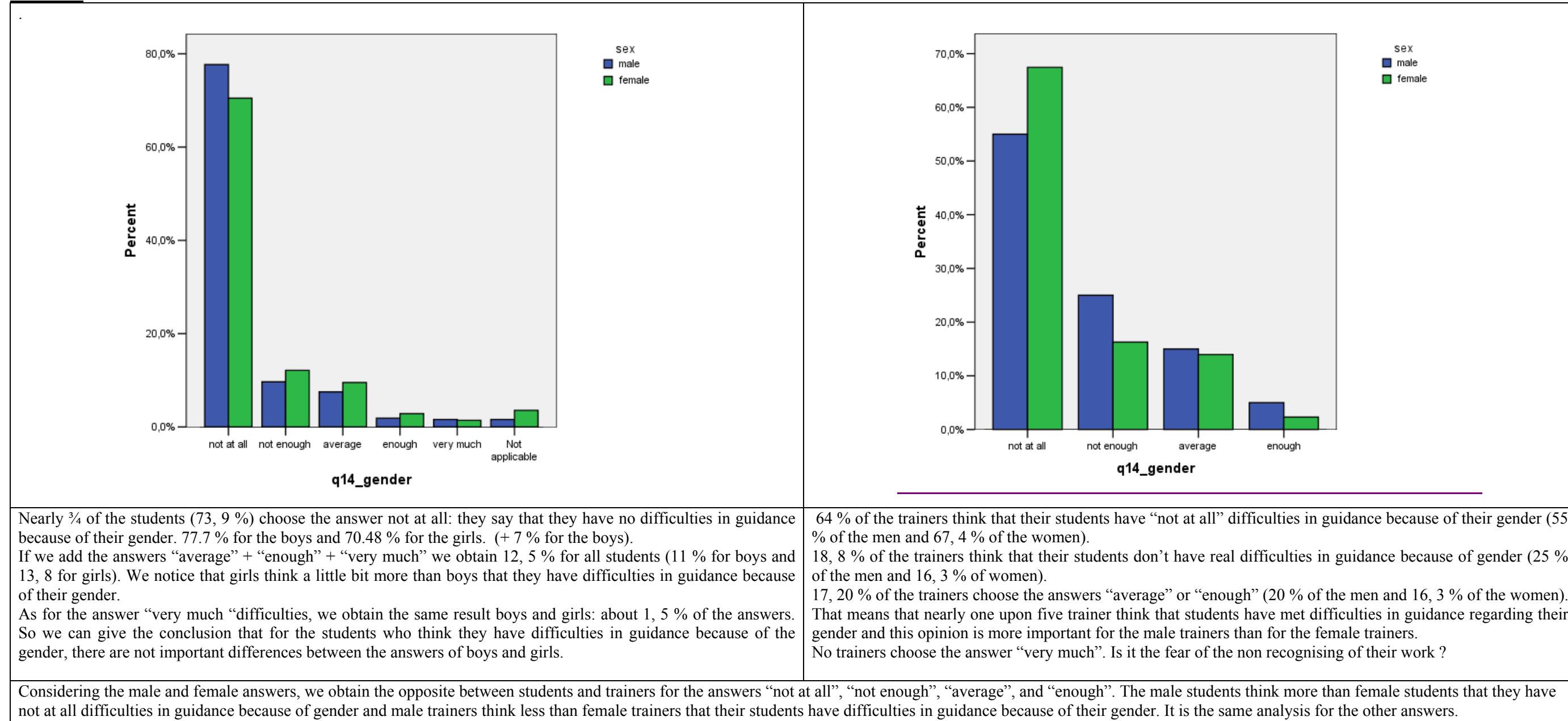
The question 14 wants to find out if the students have special difficulties in guidance because of their gender.

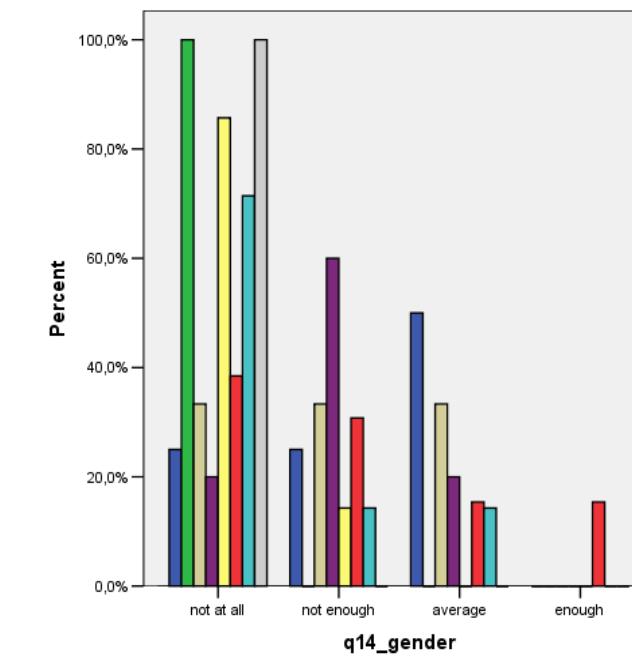
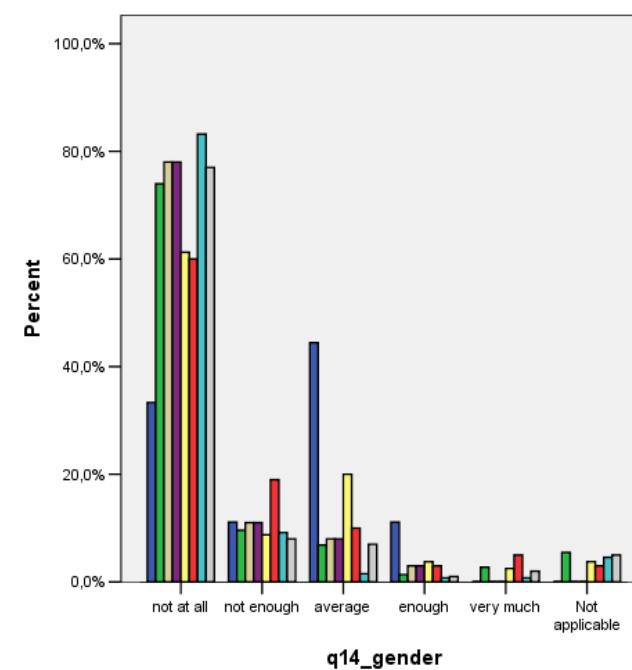
OBJECTIVE

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





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"

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 students think that they do not encounter difficulties in guidance due to their gender, and thier teachers think the same.

Romania – Bistrita: 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 beetwen 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

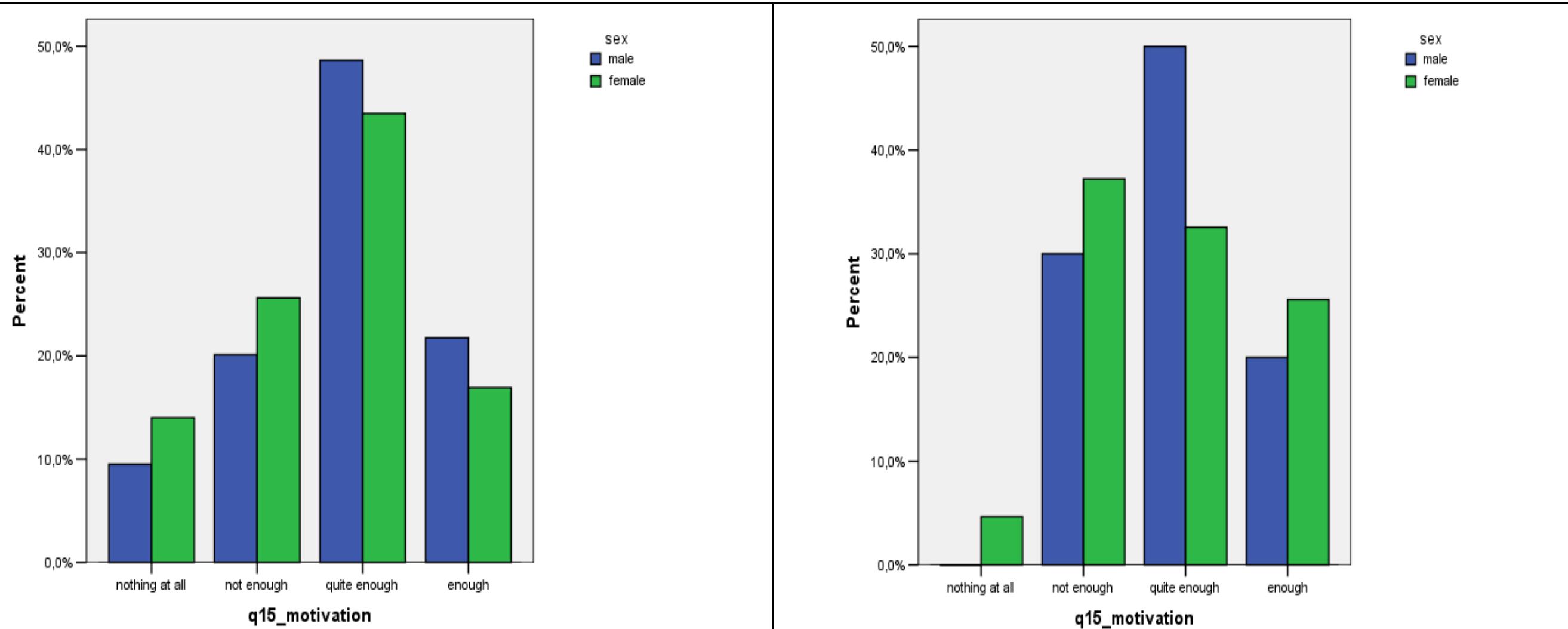
QUESTION DESCRIPTION

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.

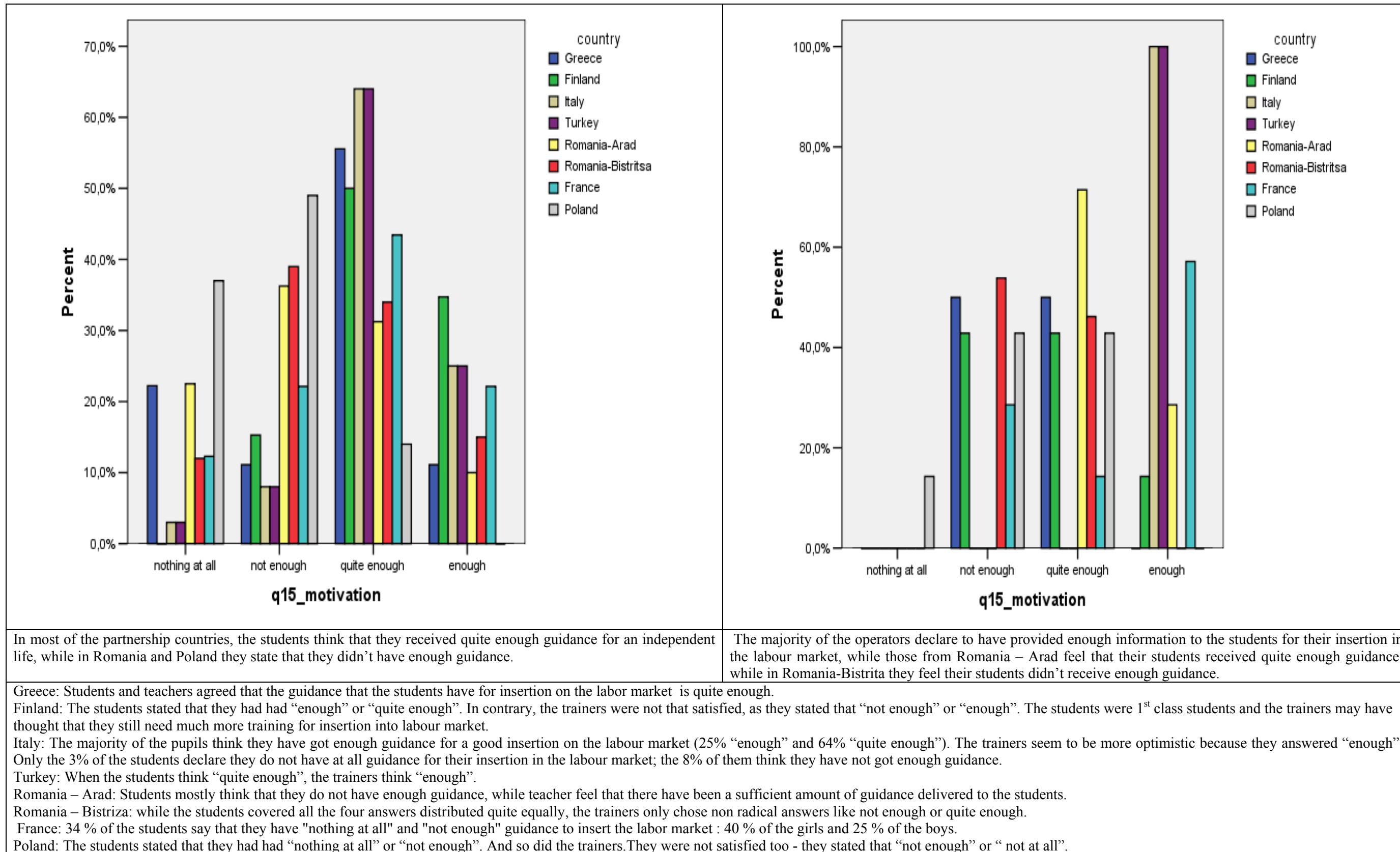
ANSWER



The majority of the students consider the guidance activities “quite enough” useful (45.3%), the 19.0% state them as “enough” useful. The 22.7% consider the guidance received not enough useful and the 11.7% state it as not useful. The causes of the partial failure of the guidance activities for the insertion in the labour market can be the ineffective actions carried out and the difficulty to understand them. The analysis involved some students of the first training years, when the guidance activities are more oriented to the choice of the school, without taking in consideration the insertion in the labour market.

The two respondent groups are divided: part of the students and of the trainers feels that the students have got quite enough guidance for a good insertion on the labour market, while the other part consider the opposite, not enough.

The majority of the operators declare to have provided enough information to the students for their insertion in the labour market (39.1% “quite enough” and 23.4% “enough”). The 34.4% stress out the inefficient guidance information, while for the 3.1% the students did not receive any information.



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 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.
---	---	---	---	---	------

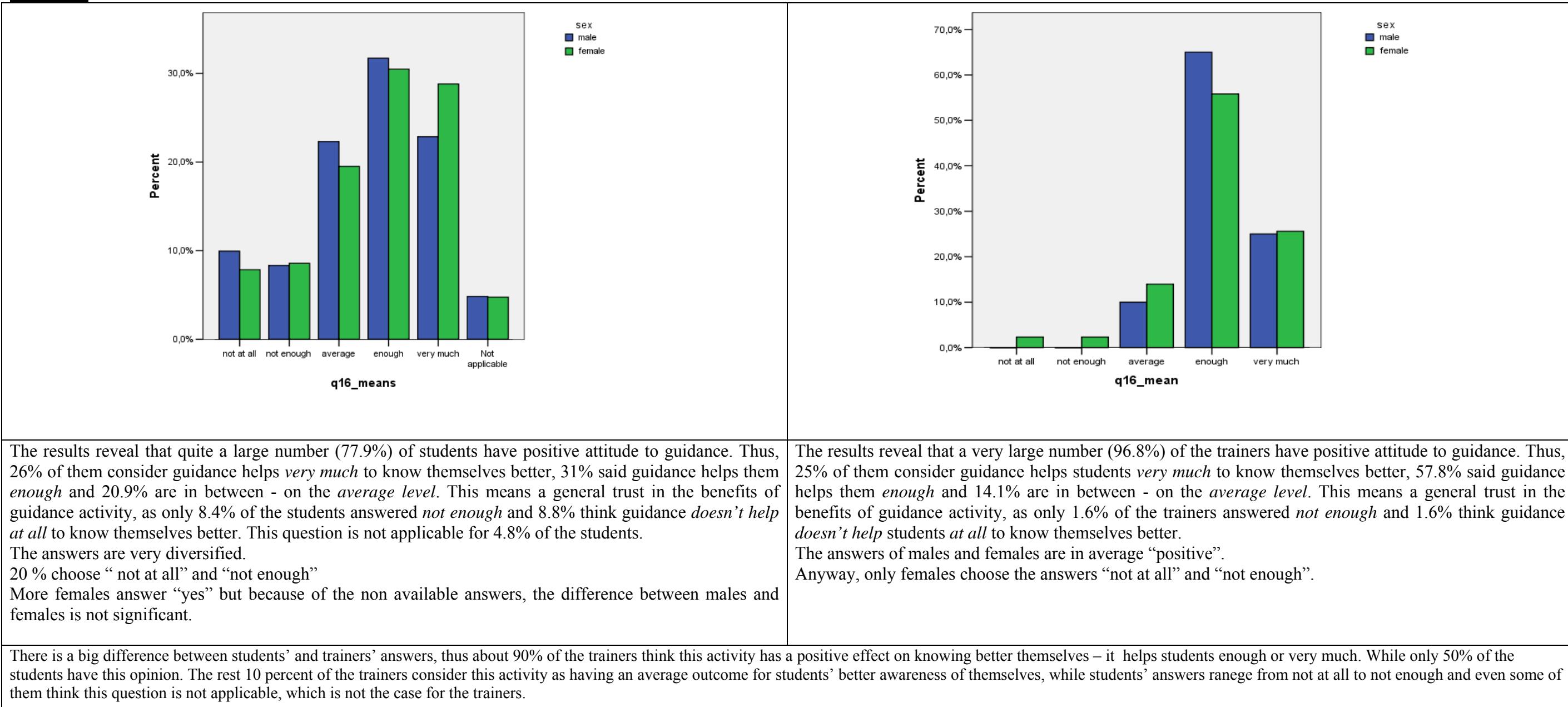
QUESTION DESCRIPTION

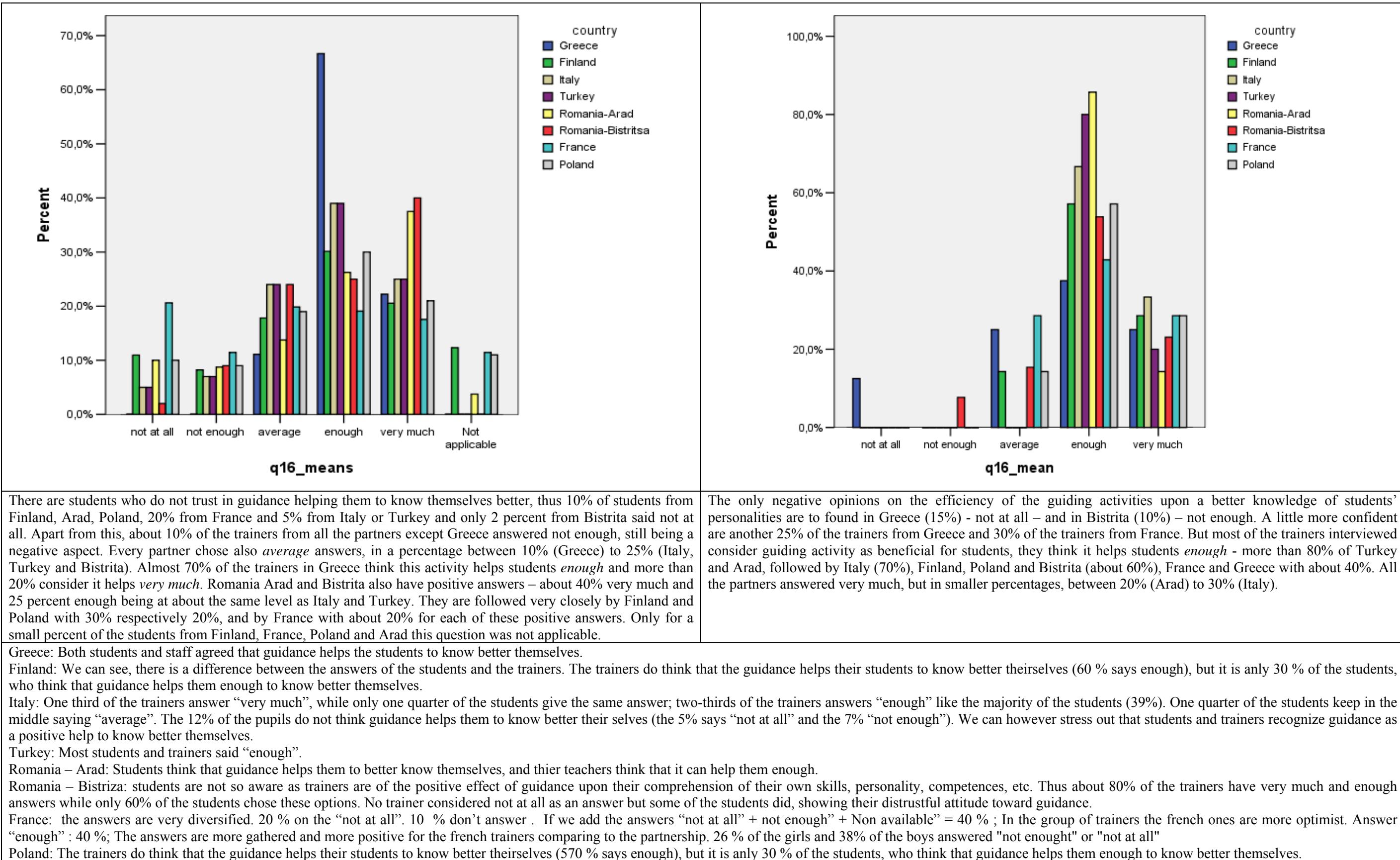
Question number 16 tries to reveal students' opinion regarding the importance of guidance and its influence on their knowledge about themselves, helping them to be aware better of their own needs, skills, competences and appropriateness with the labour market requirements. The answers begin from *not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





QUESTION NUMBER 17 for students

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

- a. class teacher
- b. guidance counselor
- c. practical training / mentors
- d. guidance materials (flyers, websites, etc.)
- e. others

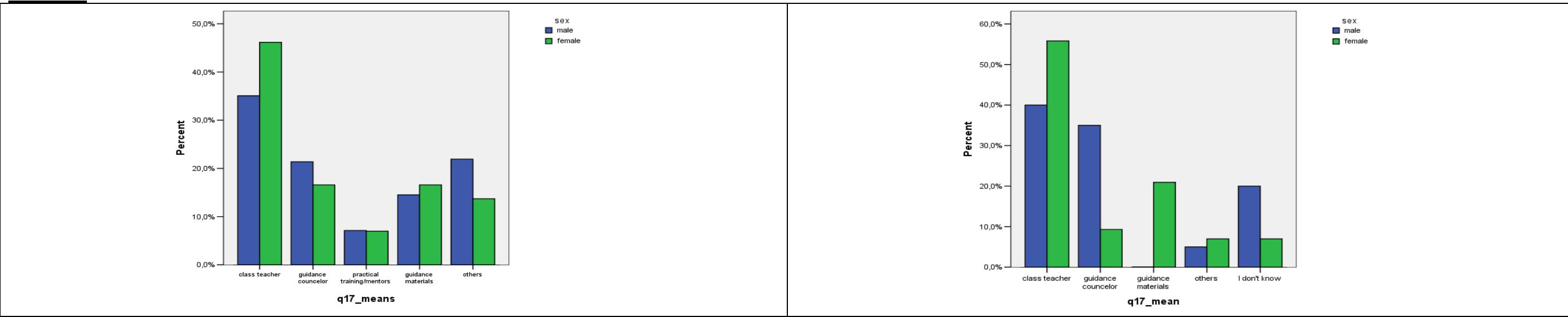
QUESTION DESCRIPTION

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



The results reveal that a great deal of the students (40.4%) received the information about the training they are following from their former *class teacher* who is generally the only person who usually applies guiding activities on students in school, besides *guidance counsellor* who is the option of only 18.5% of the students. Still, many students have been guided by *materials* they got/have been presented to them (15.5%) and only 6.9% of them got the information from *practical mentors or training*. 17.3% of the students received the information from *other kind of sources*.

Female students choose more the answer "class teacher"

Male students choose more "others"

A very little rate for the practical training/mentors for both males and females.

The results reveal that a great deal of the students (50%) received the information about the training they are following from their former *class teacher* who is generally the only person who usually deals with guiding activities for students in school, besides *guidance counsellor* who is the option of only 17.2% of the students. Still, many students have been guided by *materials* they got/have been presented to them (15.6%) and only 6.3% of them got the information from *other kind of sources*. 10.9 of the trainers *do not know* how their students got the information about their present school and training.

20 % of the male trainers don't know! (5 % of the female trainers)

Males do trust more the counsellors and the female more the class teacher and the guidance materials.

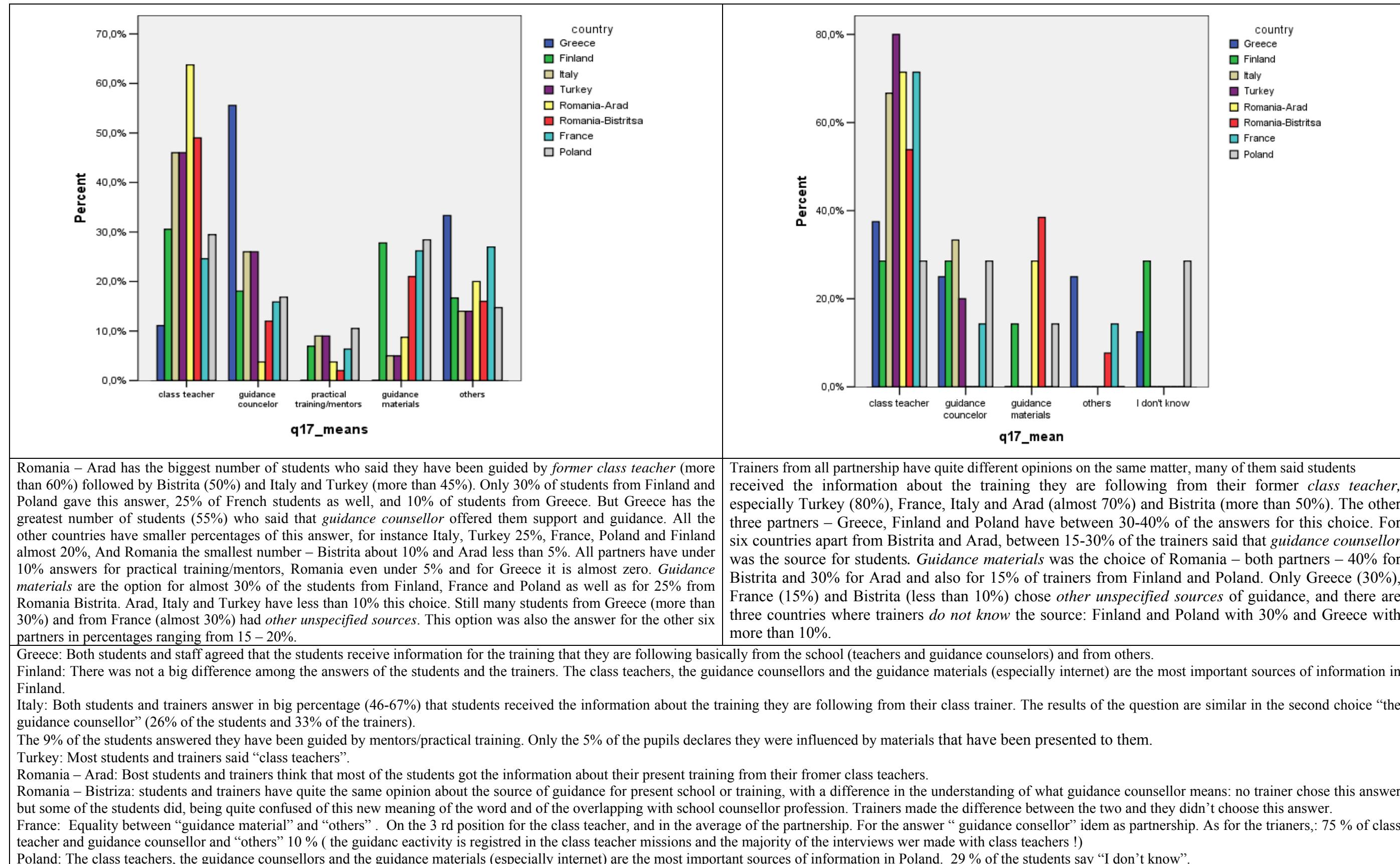
No trainers answer practical training/ mentors!

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 *class teacher*. They are quite similar with the second choice, that of *guidance counsellor*, the difference between them is only 1.3%. only students answered they have been guided by *mentors/practical training* (less than 10%), no trainer chose this answer. But both students and trainers say that about 15% of the guidance was given by *materials* 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 *other kind of sources*. There are also trainers – about 10% - who are not familiar with the source of students' guidance.

The bigger differences are on the answers "guidance counsellor" and "guidance materials".

Many male trainers say that they don't know, no students! Every student has got an opinion!

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.



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

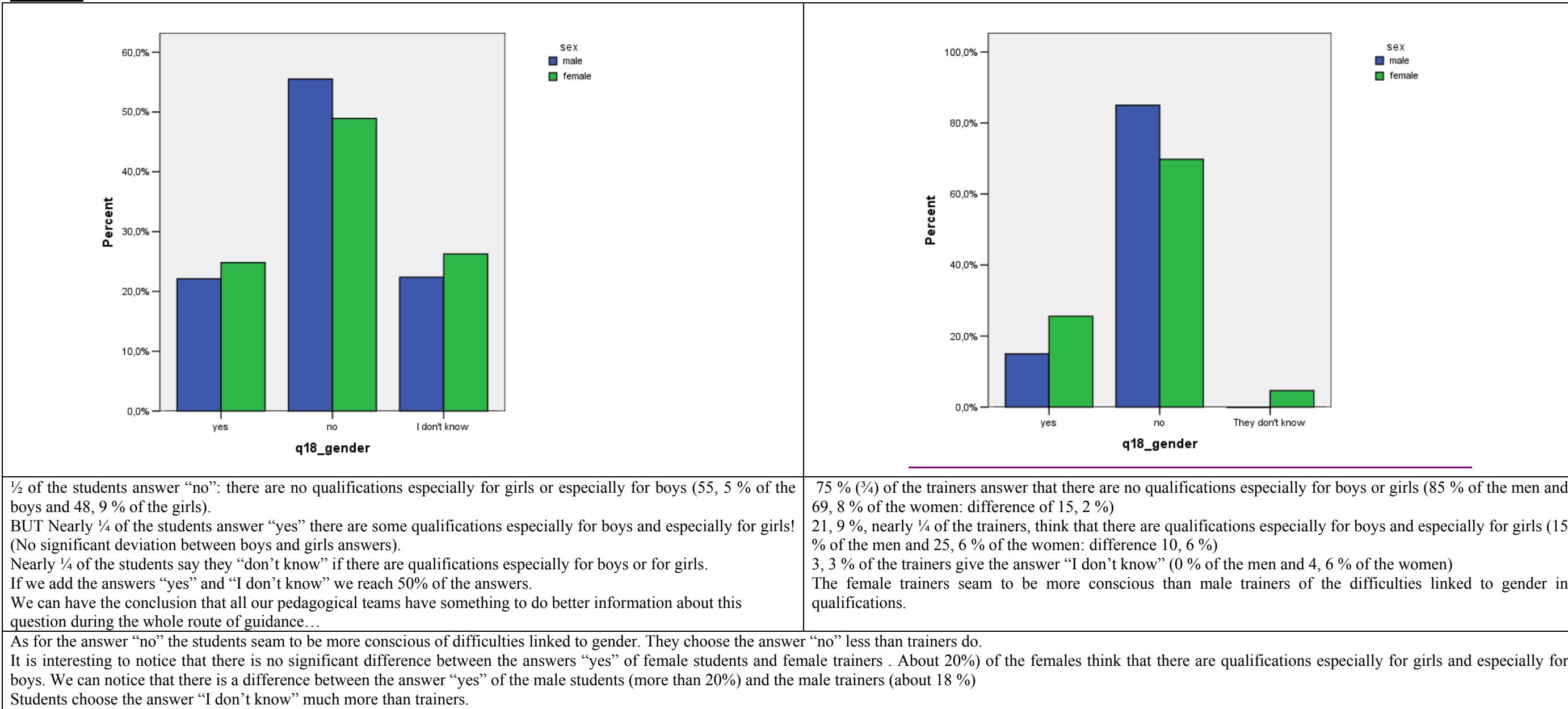
The question 18 wants to find out if the students and trainers think there are qualifications especially for boys or for girls.

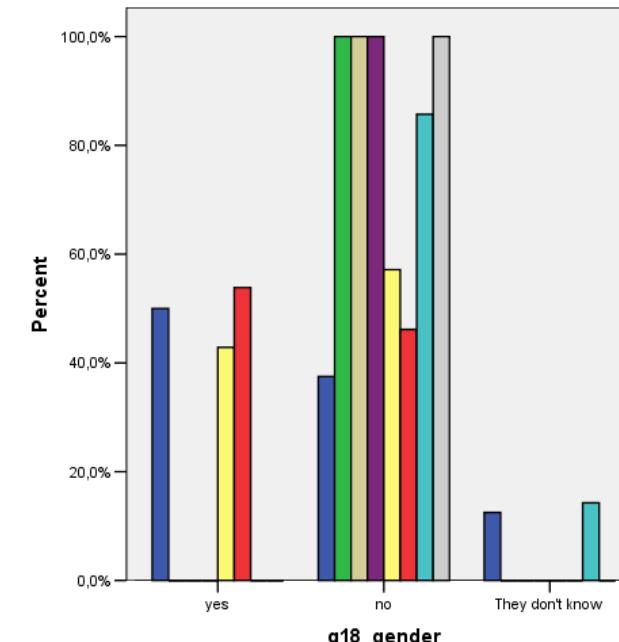
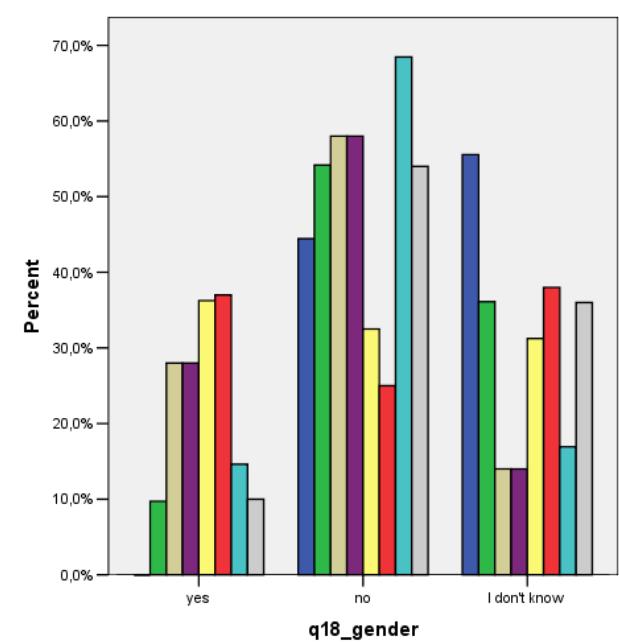
OBJECTIVE

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





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 2 partners. The average rate of the other partners is around 50%.

More than 1/3 of the students of 5 countries (Greece, Finland, Arad, Bistrita, 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.

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 devideed 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 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.
---	---	---	---	---	------

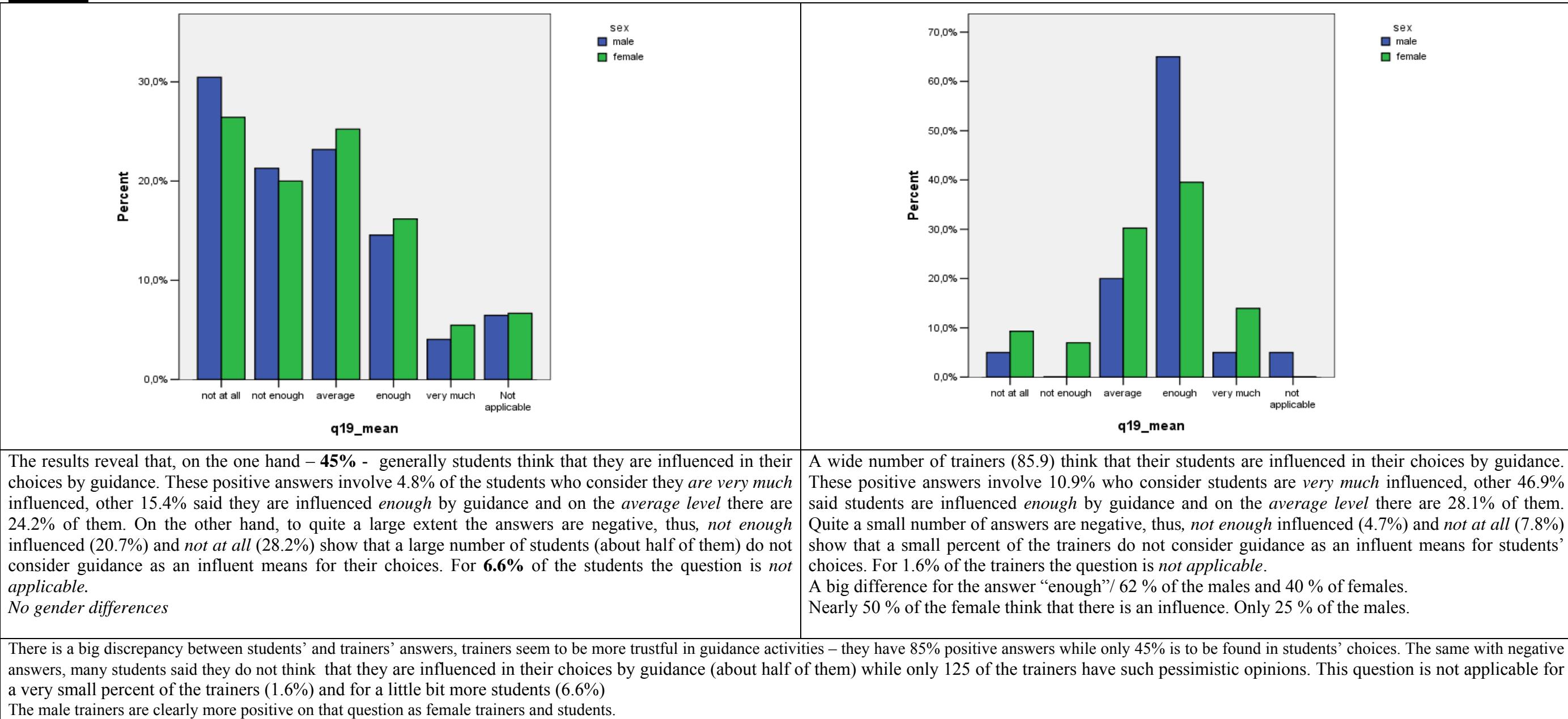
QUESTION DESCRIPTION

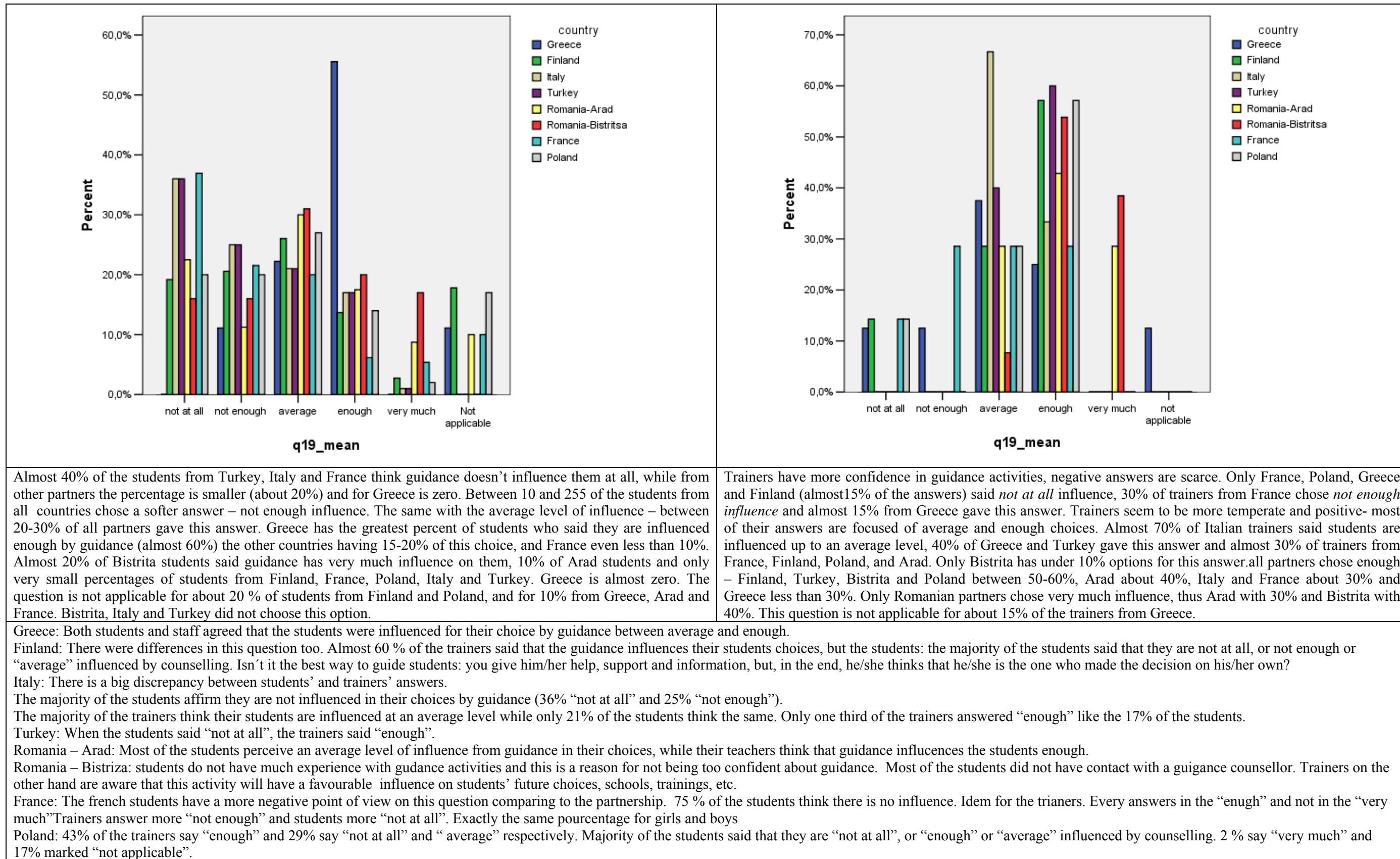
Question number 19 tries to find out if students think they are influenced or not by guidance in the choices they make. It also reveals the extent of students' awareness of guidance being present and influencing their life. The students have the options of *not at all being influenced*, *not enough influence*,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





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 _____

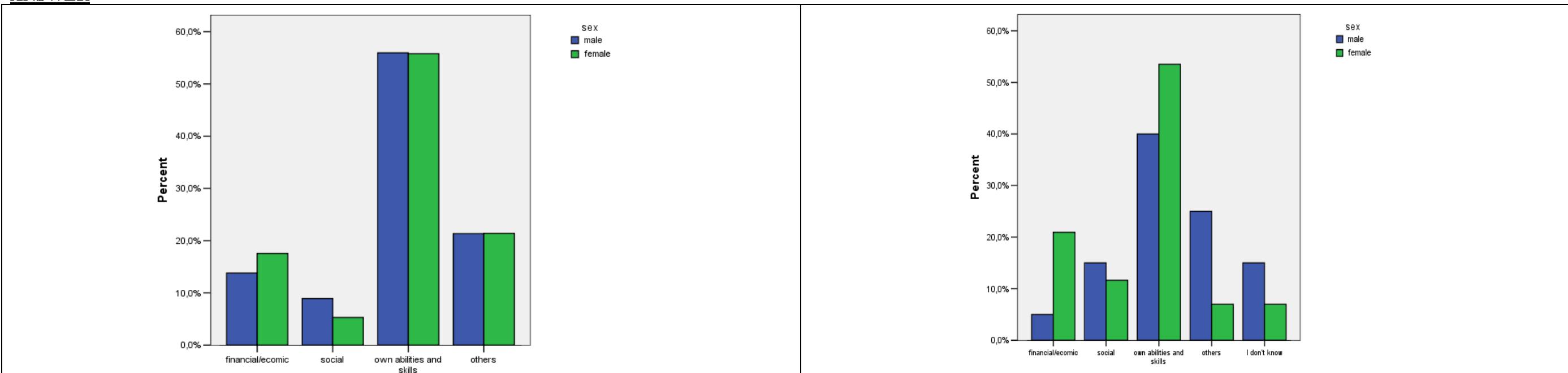
QUESTION DESCRIPTION

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



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 *financial/economic* reason. Most of the students - 55.5% - said the most important factor was their own *abilities and skills* matching the requirements of a certain training or career. Only 6.9% of them chose *social* reason as an answer and the other 21.2% mentioned *other factors* which influenced them.

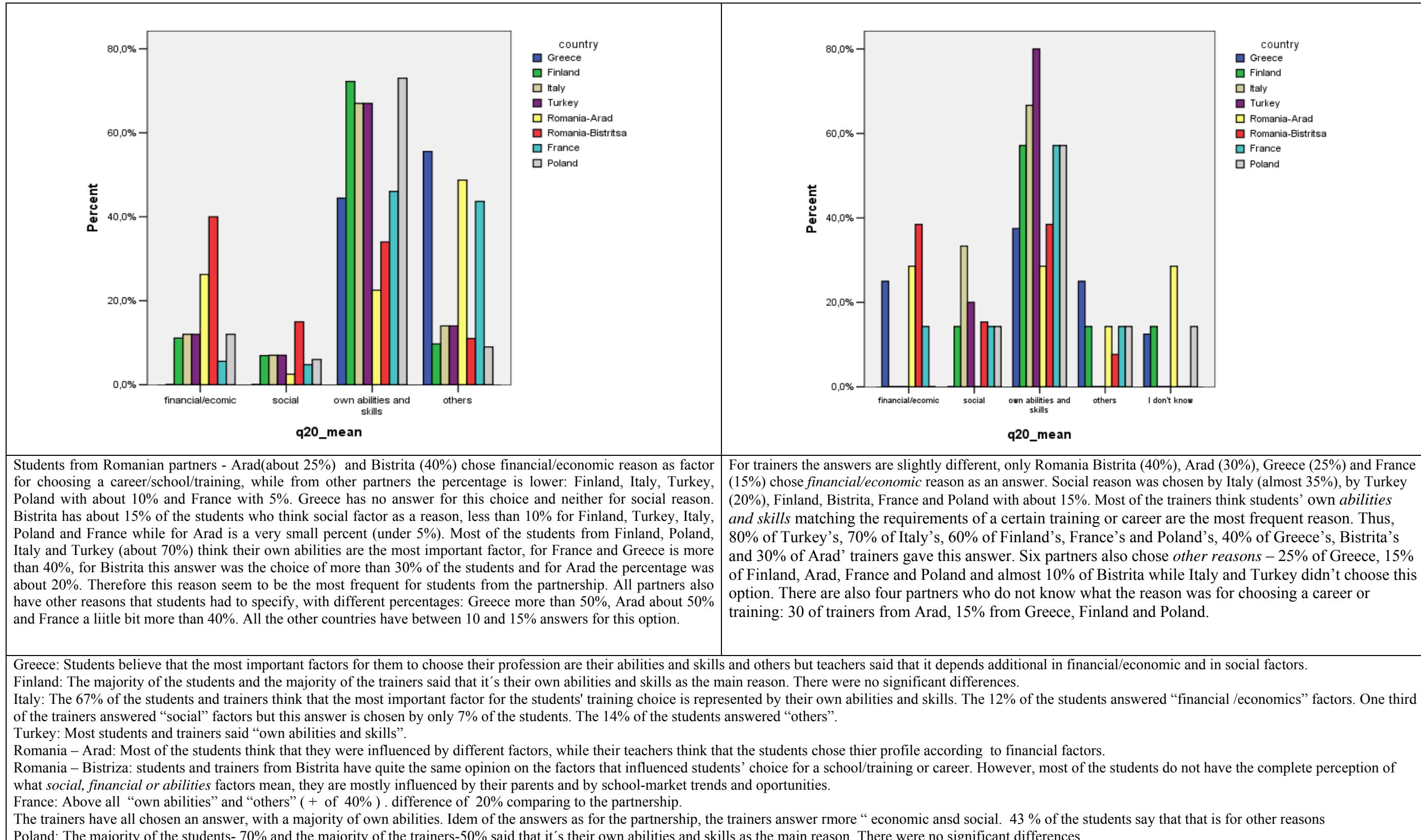
No gender differences

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 *financial/economic* reason. Most of the students - 50% - said the most important factor was their own *abilities and skills* matching the requirements of a certain training or career. Only 12.5% of them chose *social* reason as an answer while an equal number (12.5%) mentioned *other factors* who influenced them. 9.4 of the trainers have no information about this matter and answered *I don't know*.

Male trainers are more on the answer "others" and "I don't know".

Financial motivation and own abilities are more chosen by females.

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 *financial or economic*. More trainers (12%) than students (only 7%) chose *social reason* as an influencing factor. About half of the interviewed students and trainers said that the *abilities and skills* were the reason for choosing a training or school. More than 20% of the students chose *other factors* 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 and 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".



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)

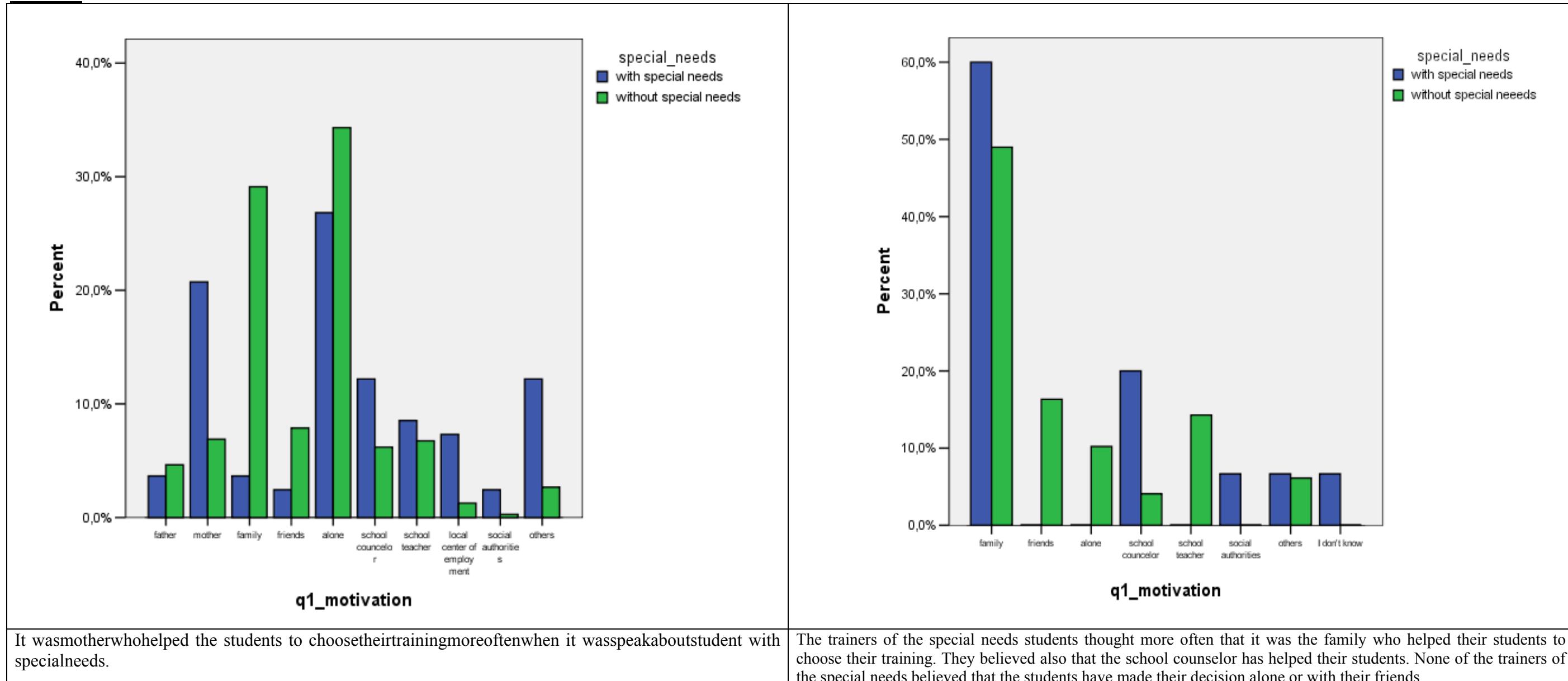
- A father
- B mother
- C family
- D friends
- E alone
- F school counselor
- G school teacher
- H local center of employment
- I social authorities
- J others, specify _____

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

ANSWER



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.
---	---	---	---	---	------

QUESTION NUMBER 2 for trainers

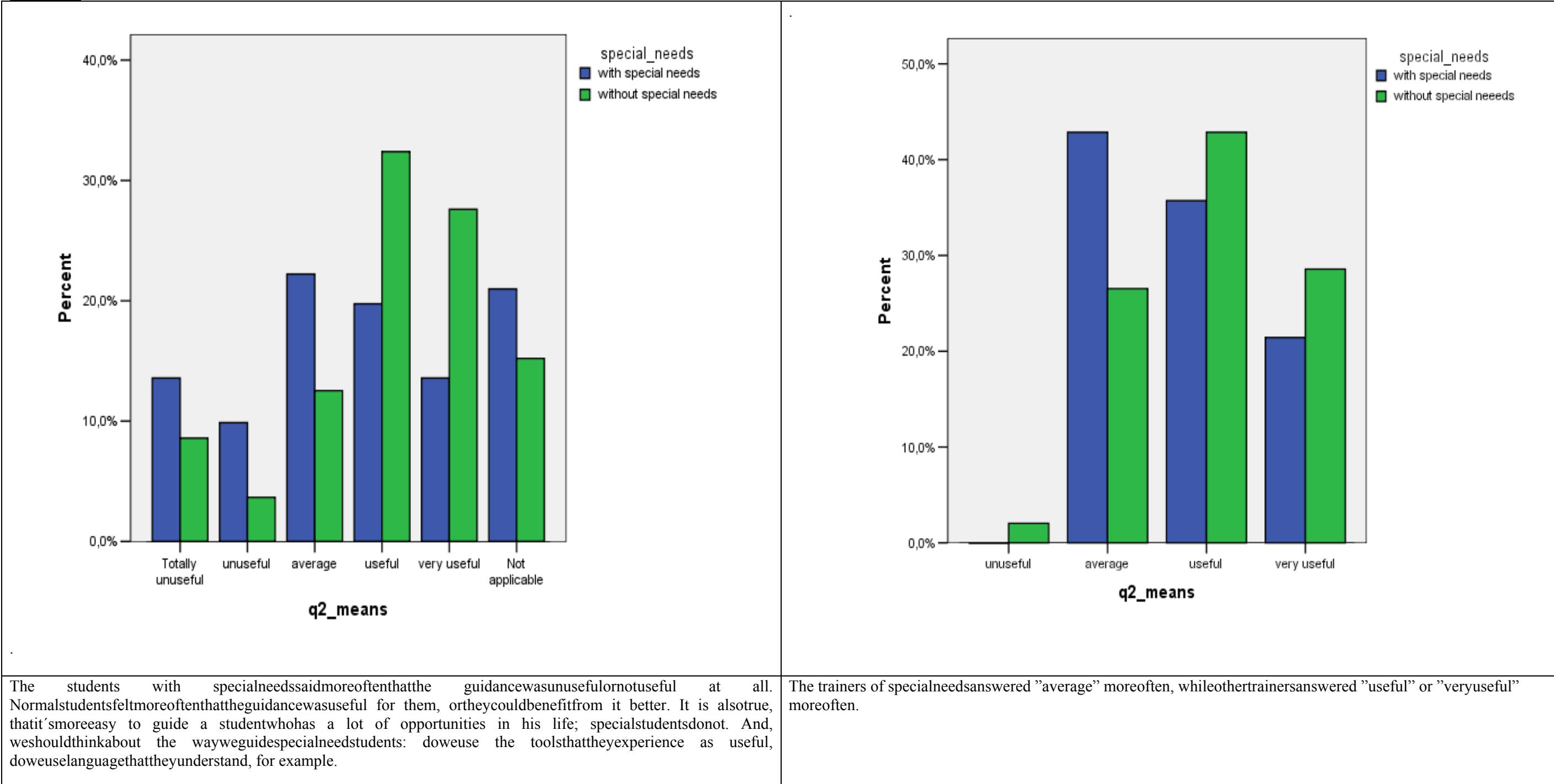
2 - How do you assess or evaluate the activities of guidance in your school?

Not useful

Useful

1	2	3	4	5	n.a.
---	---	---	---	---	------

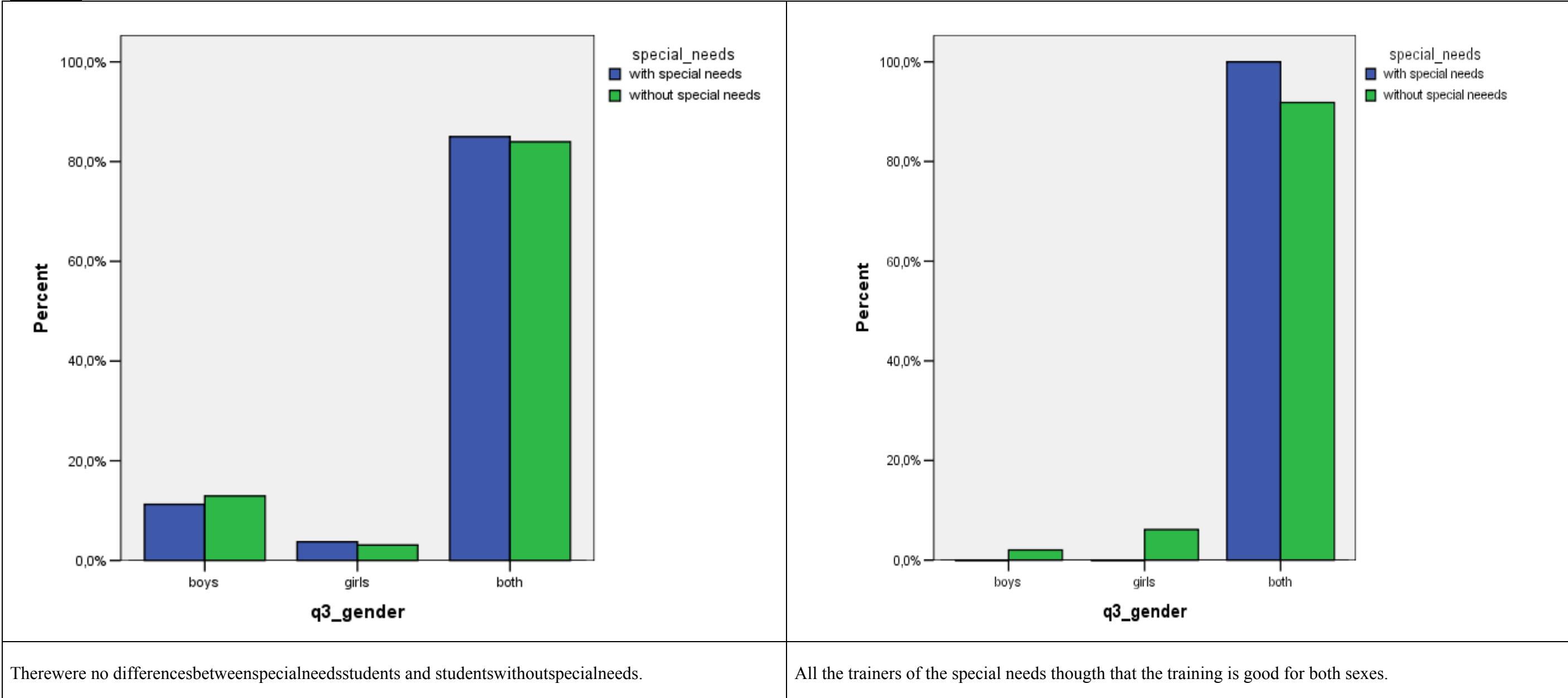
ANSWER



QUESTION NUMBER 3 for students

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

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

ANSWER


QUESTION NUMBER 4 for students

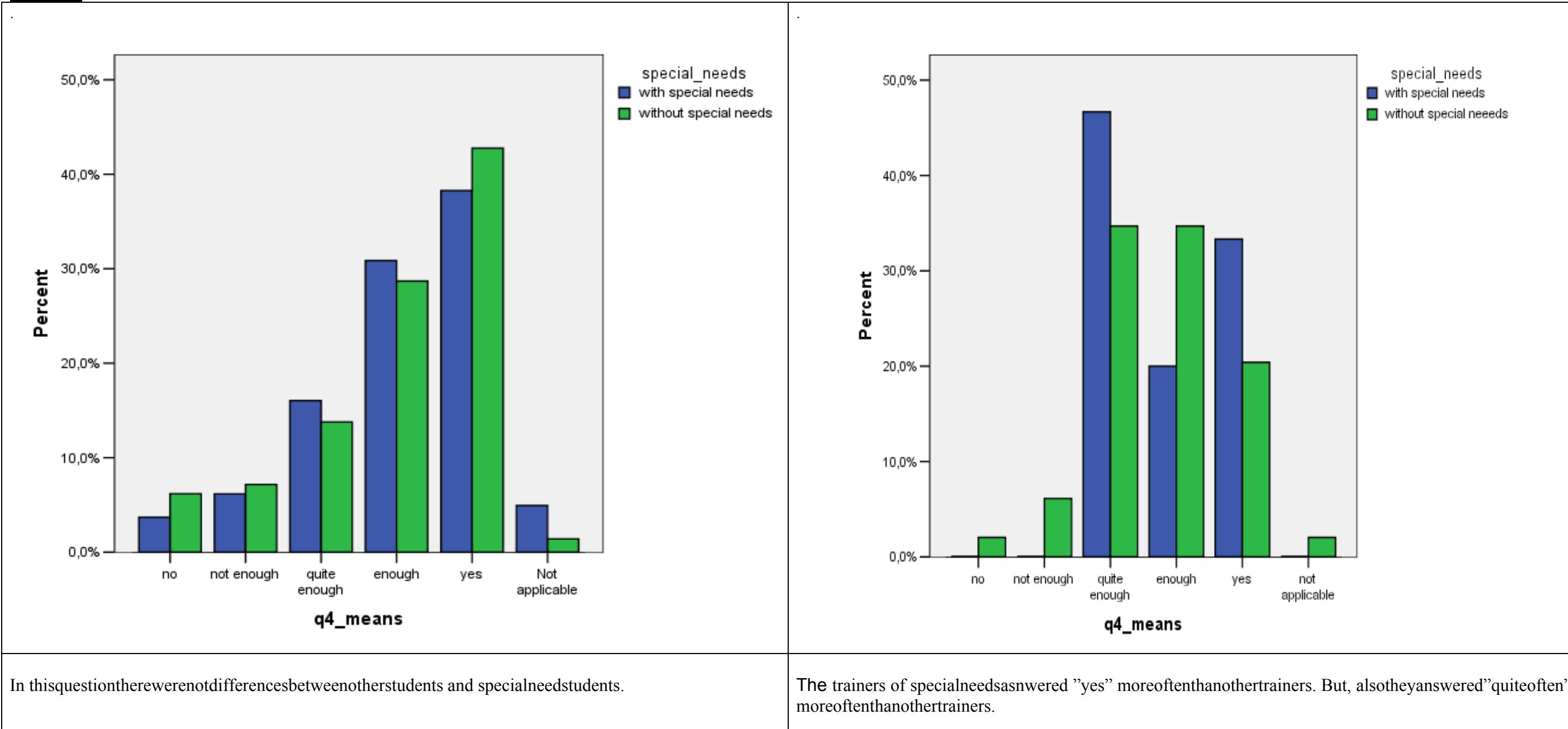
4 - Did you receive enough information for your choice?

No

Yes

1	2	3	4	5	n.a.
---	---	---	---	---	------

ANSWER

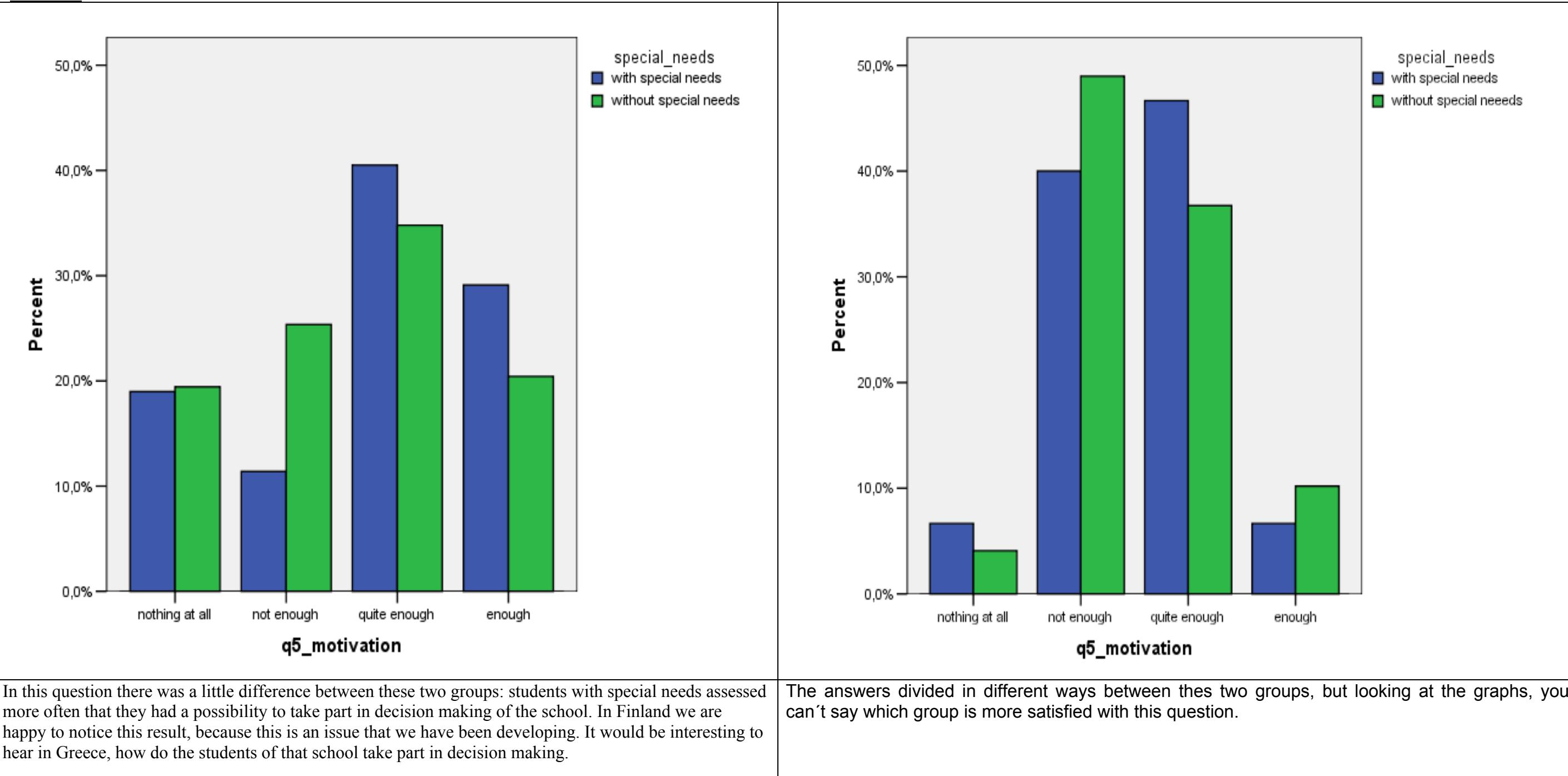


QUESTION NUMBER 5 for students

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



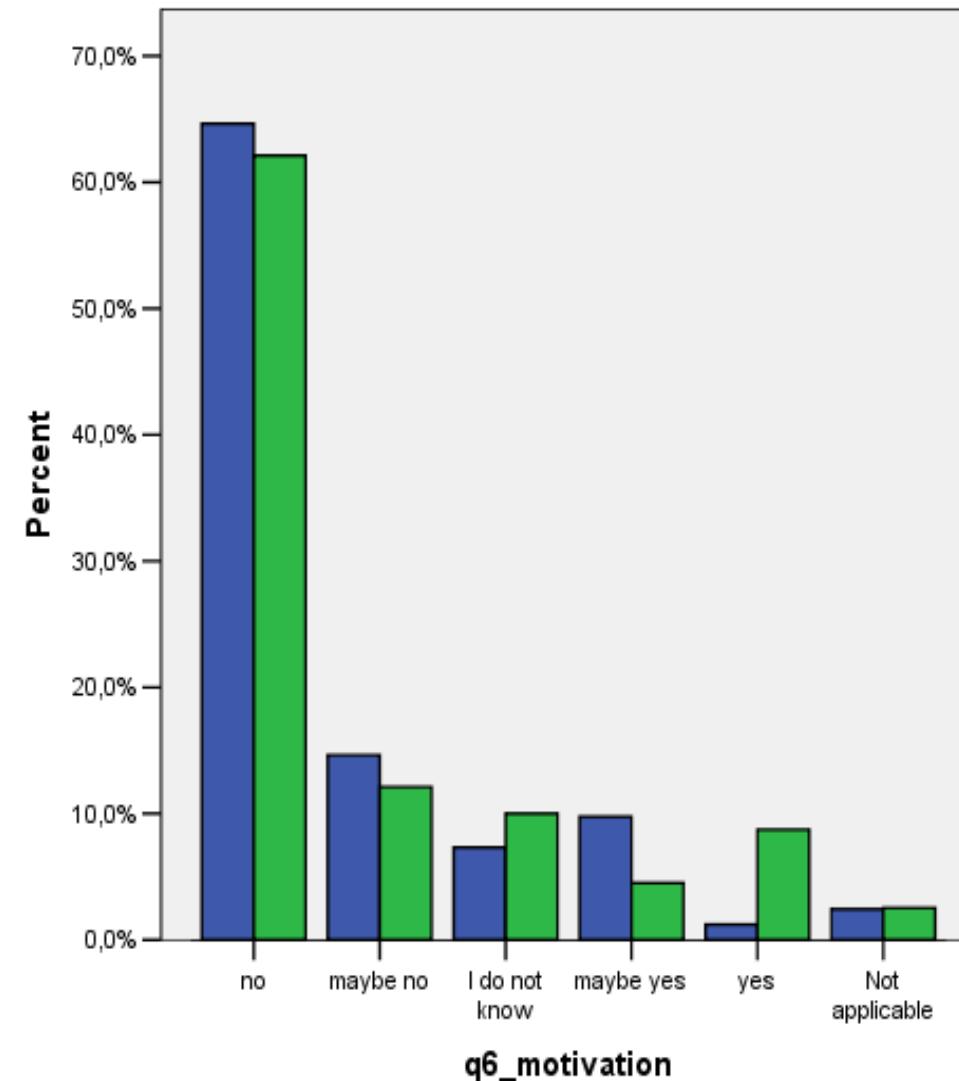
QUESTION NUMBER 6 for students

6 - Are you going to change your qualifications?

No Yes

1	2	3	4	5	n.a.
---	---	---	---	---	------

ANSWER



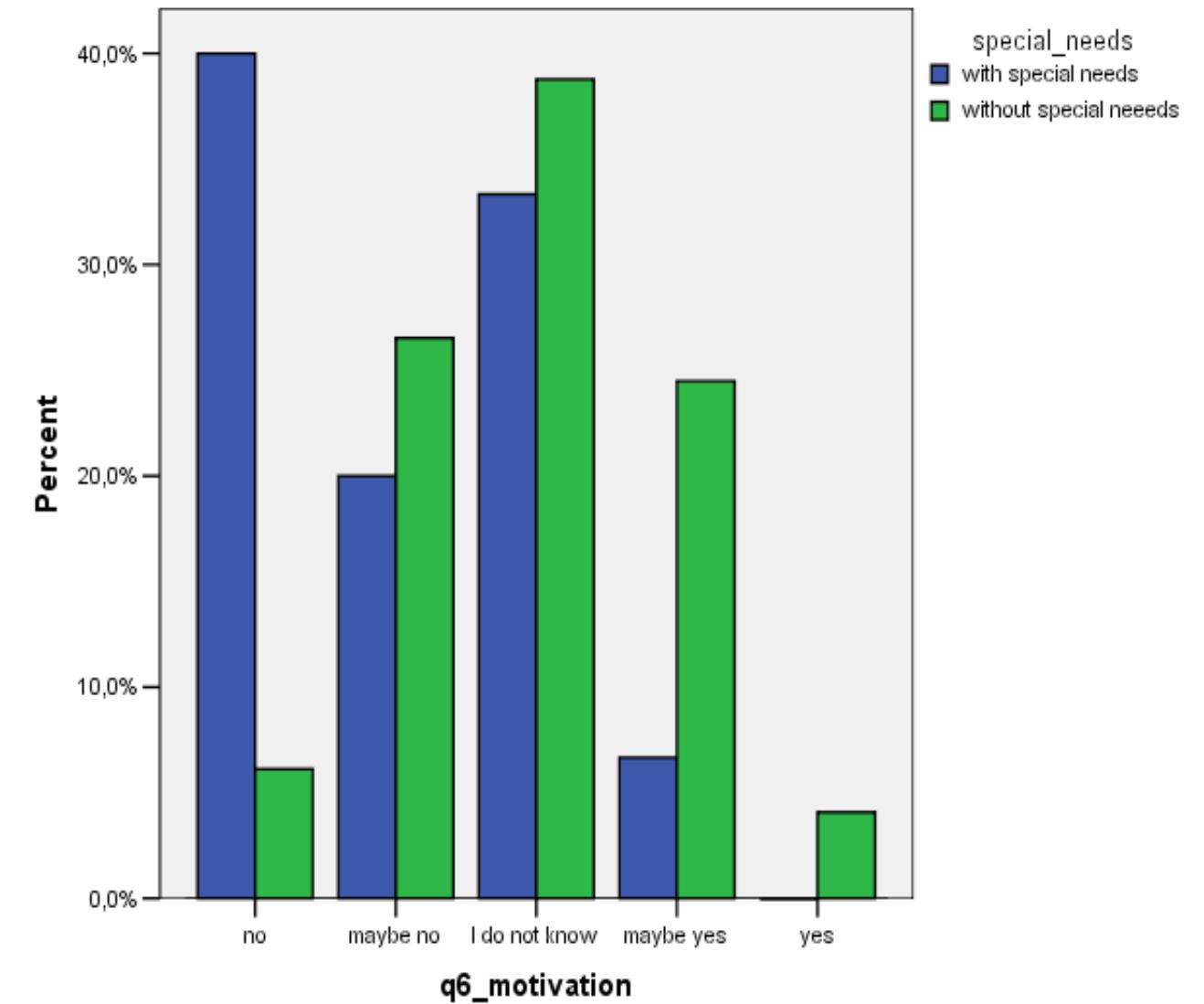
In this question there were not noticeable differences between other students and special need students. A majority of the all students were not going to change their qualifications.

QUESTION NUMBER 6 for trainers

6 - Are your students going to change their qualifications?

No Yes

1	2	3	4	5	n.a.
---	---	---	---	---	------



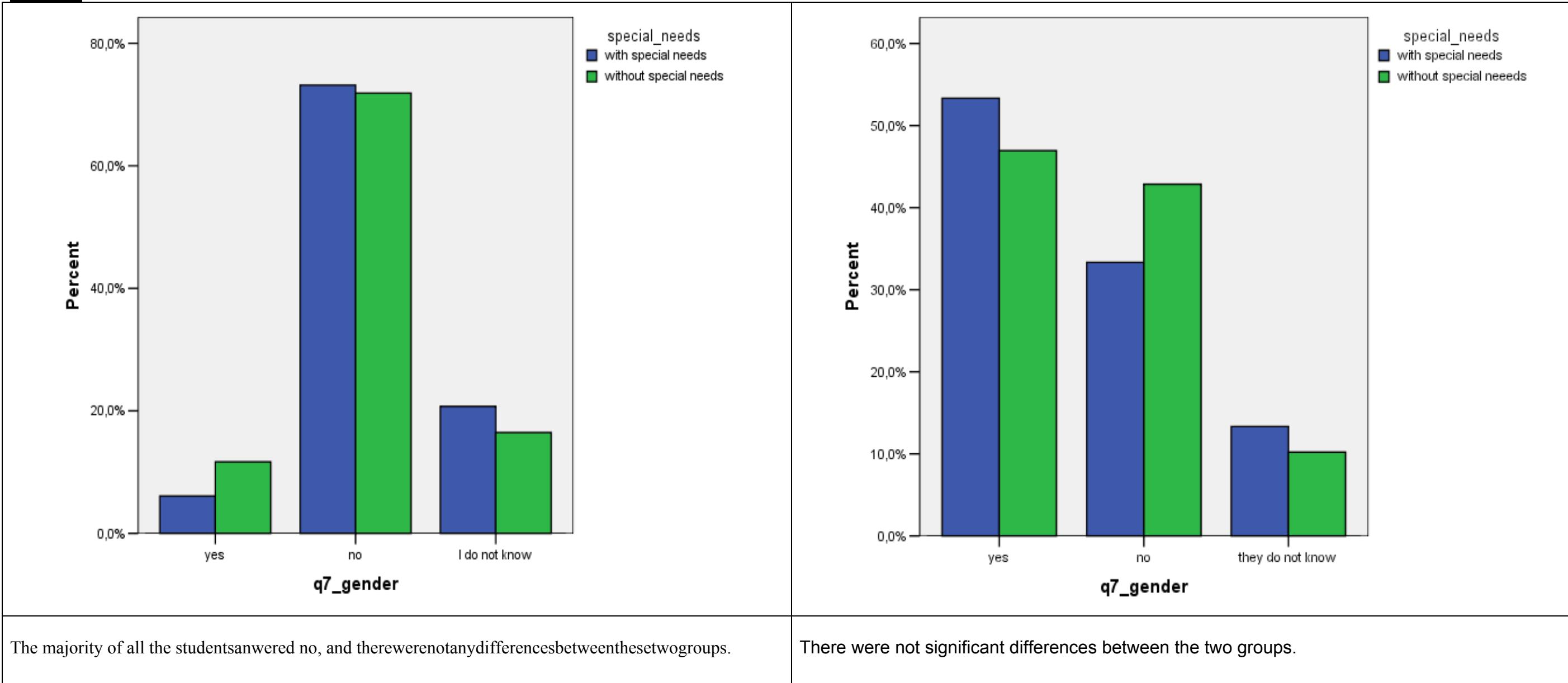
The trainers of special needs did not believe that their students would change their qualifications. But, many of them also answered "I don't know".

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



QUESTION NUMBER 8 for students

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

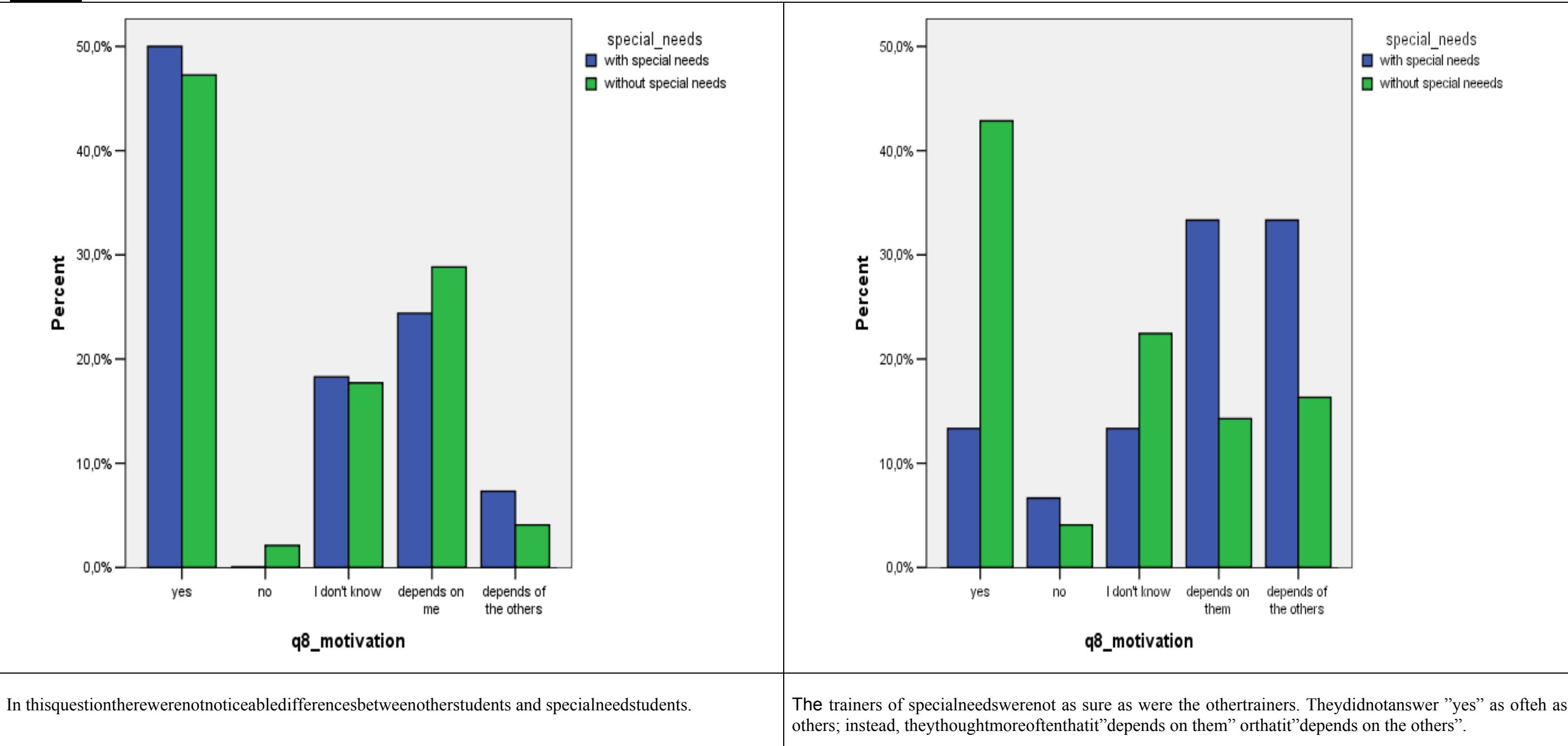
- A yes
- B no
- C depends on me
- D depends of the others
- E I don't know

QUESTION 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

ANSWER

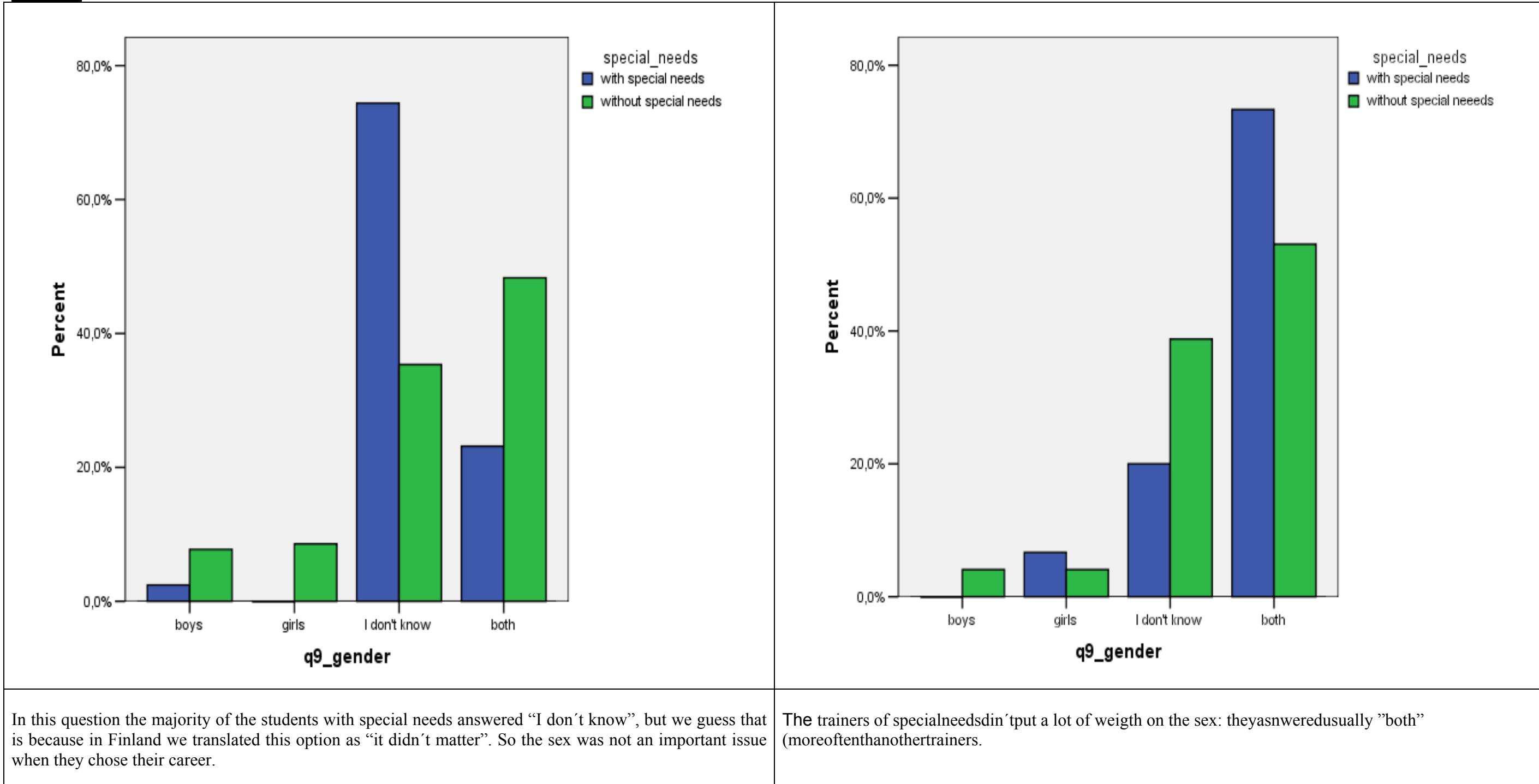


QUESTION NUMBER 9 for students

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.

The trainers of special needs didn't put a lot of weight on the sex: they answered usually "both" (more often than other trainers).

QUESTION NUMBER 10 for students

10 - Have your needs been noticed by the teacher in daily work?

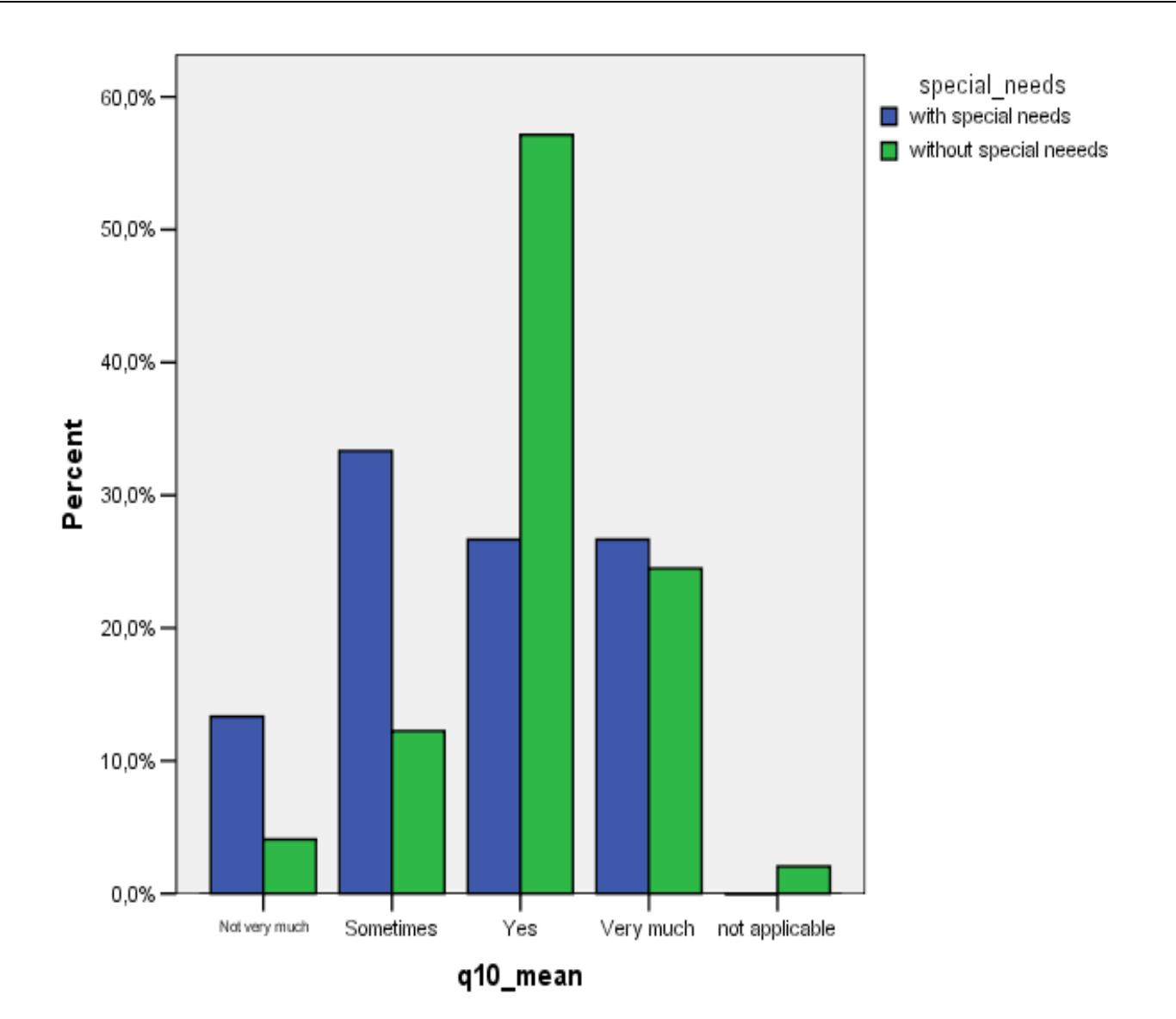
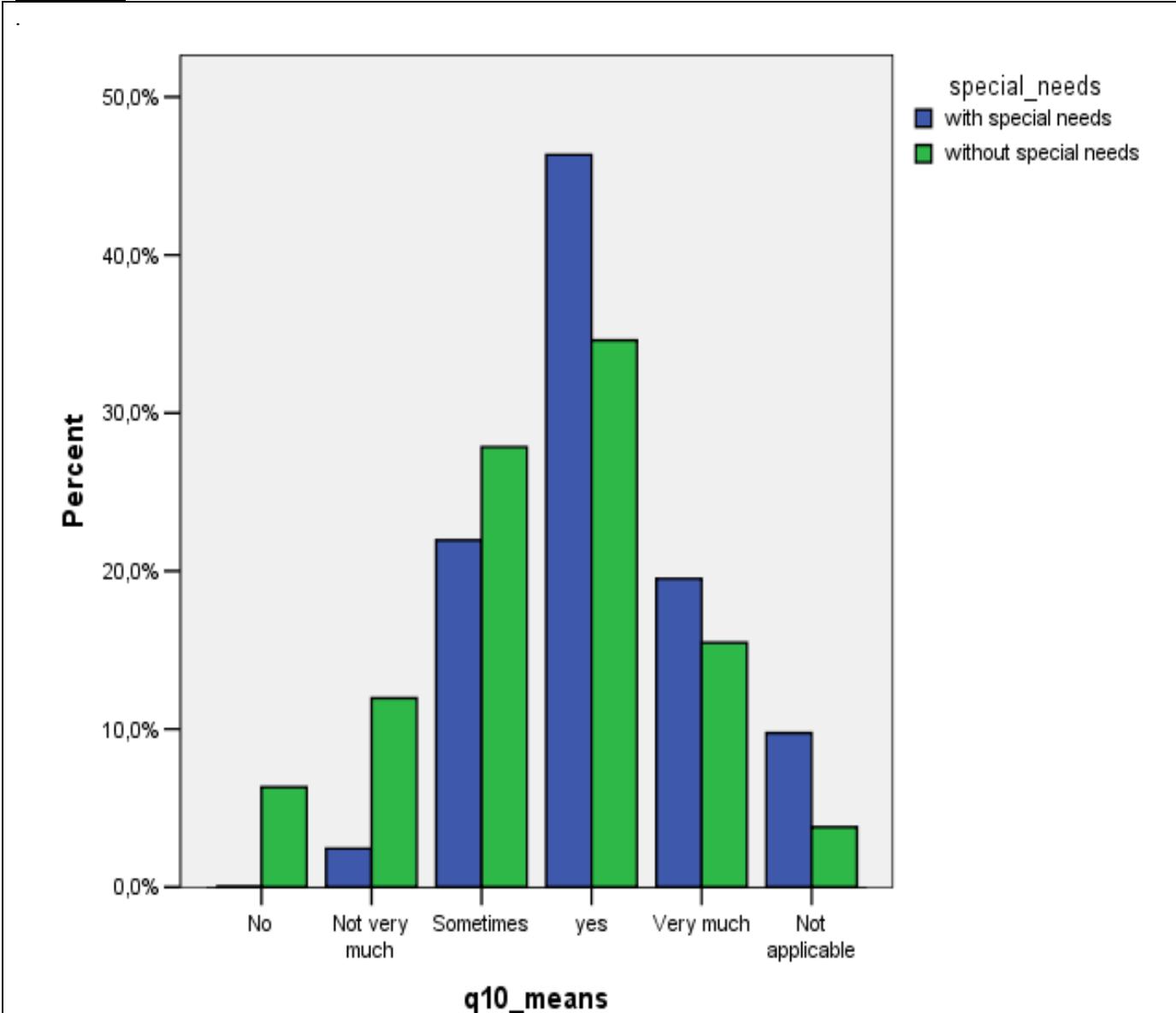
1	2	3	4	5	n.a.
---	---	---	---	---	------

QUESTION NUMBER 10 for trainers

10 - Do you notice the needs of your students in daily work?

1	2	3	4	5	n.a.
---	---	---	---	---	------

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.

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)

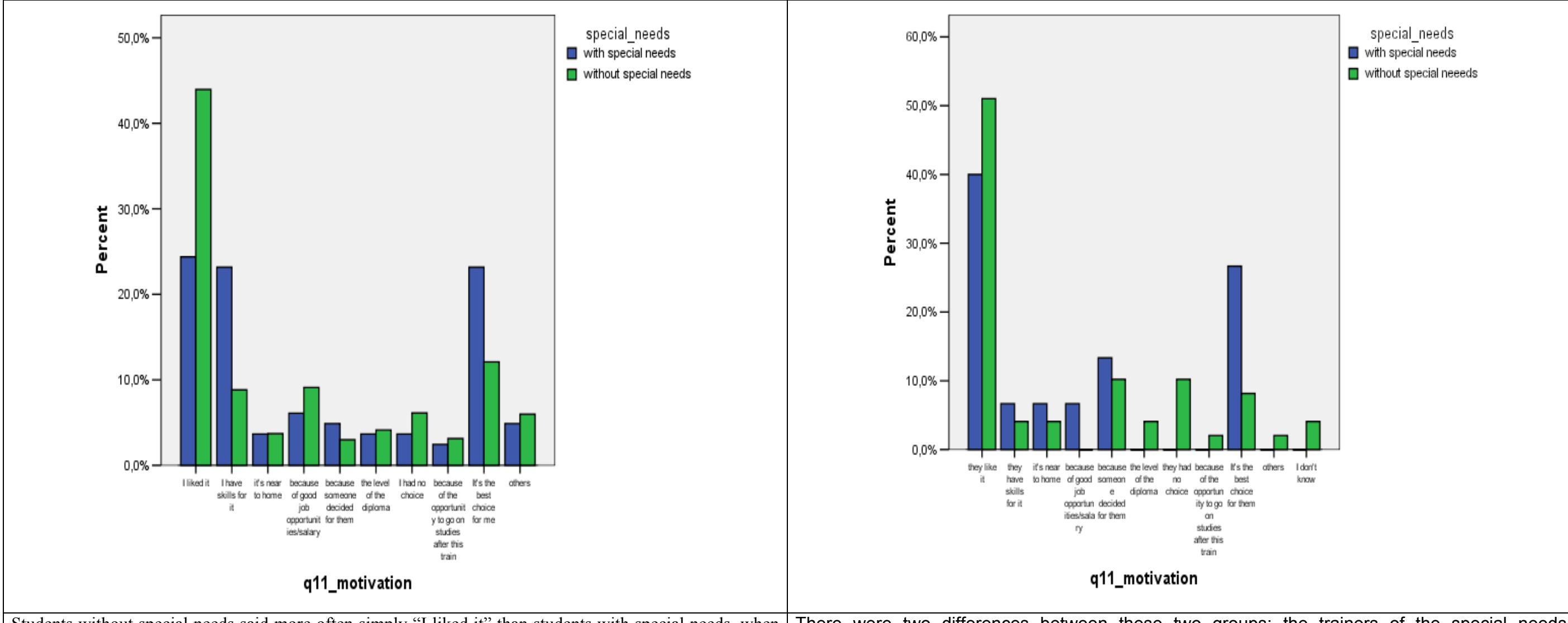
- A you liked it
- B you have skills for it
- C it's near to home
- D because of good job opportunities / salary
- E because someone decide for me
- F the level of the diploma
- G I had no choice
- H because of the opportunity to go on studies after this training
- I It's the best choice for me
- J others,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

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, specify _____
- 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?

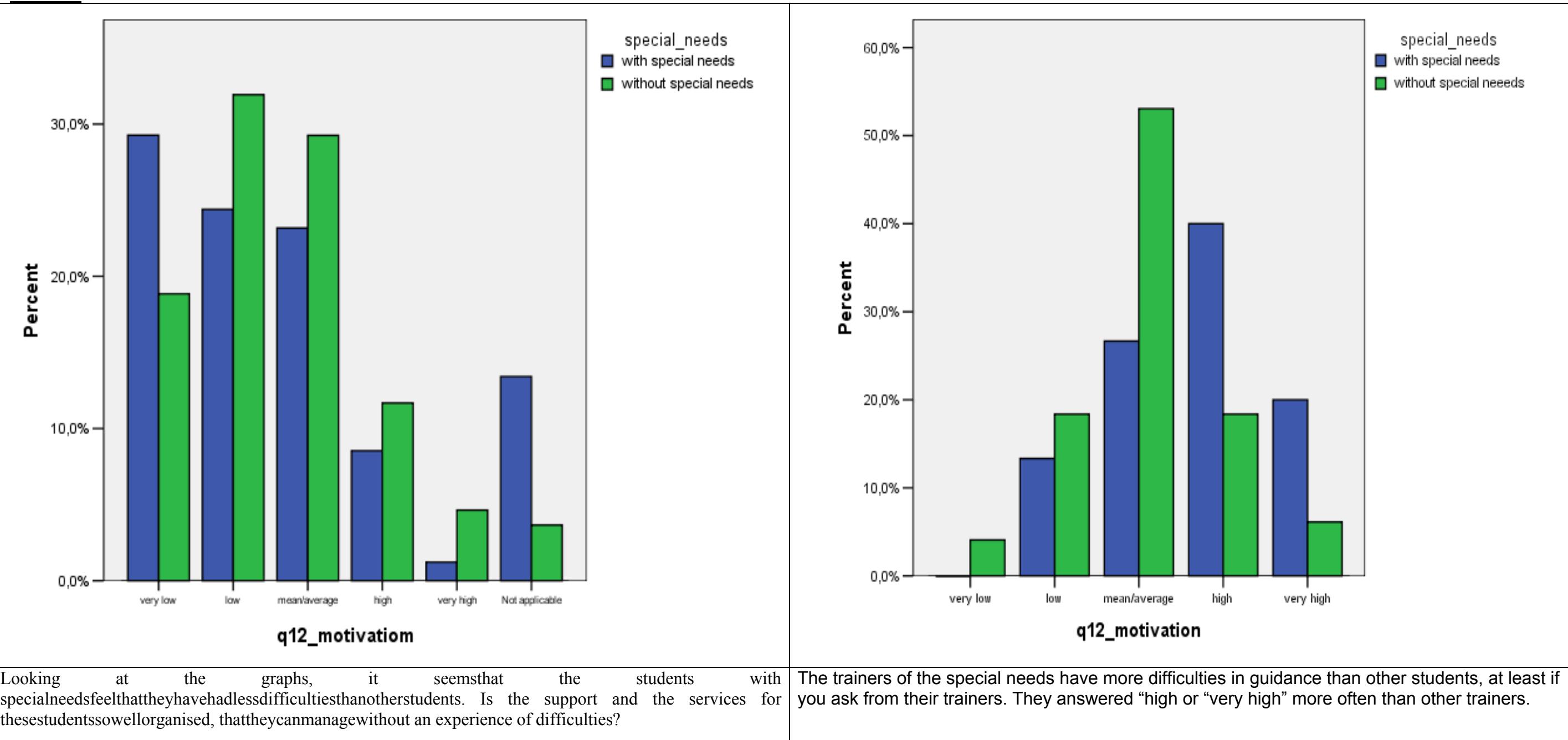
Low	High				
1	2	3	4	5	n.a.

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.

ANSWER



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.
---	---	---	---	---	------

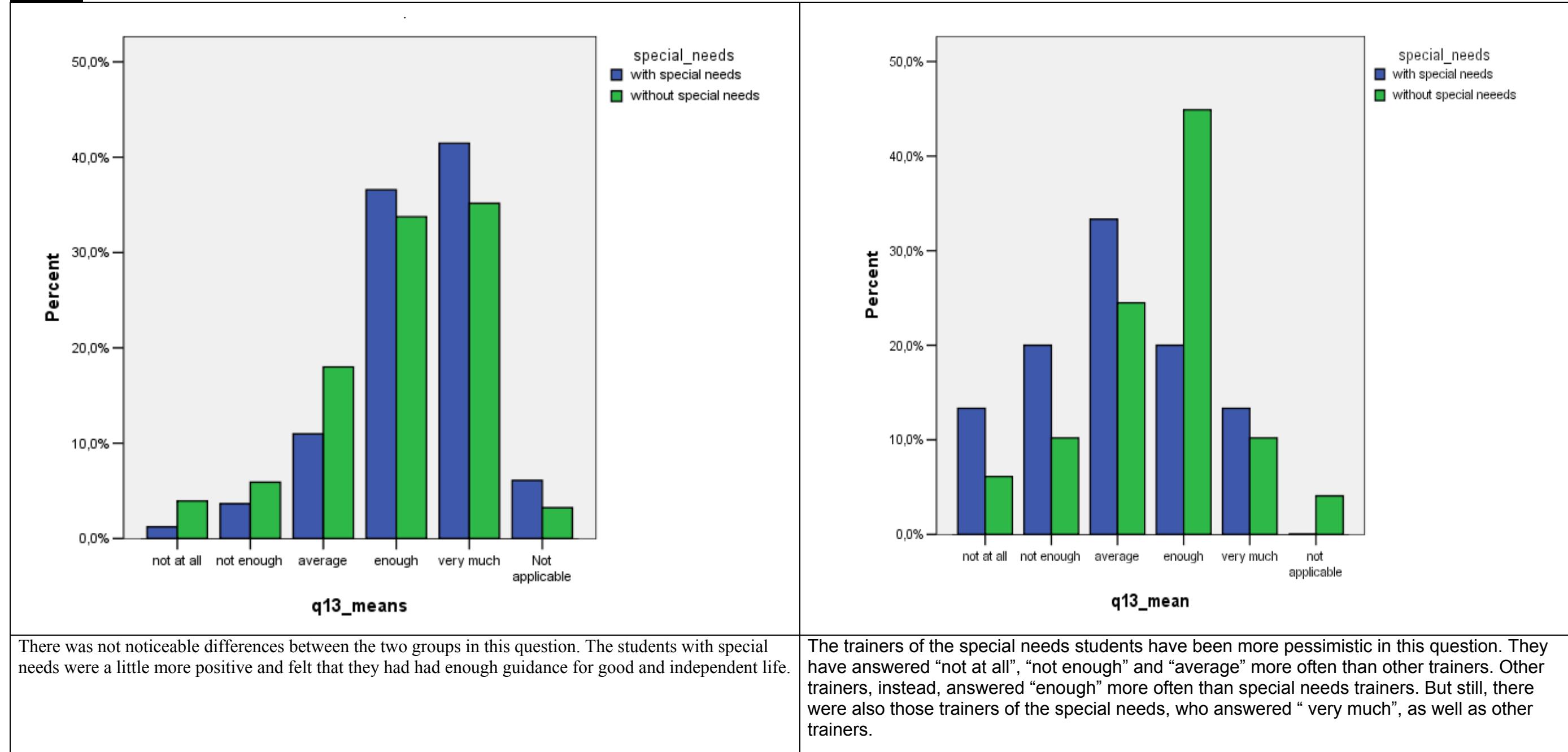
QUESTION NUMBER 13 for trainers

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

Not enough Enough

1	2	3	4	5	n.a.
---	---	---	---	---	------

ANSWER



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.
---	---	---	---	---	------

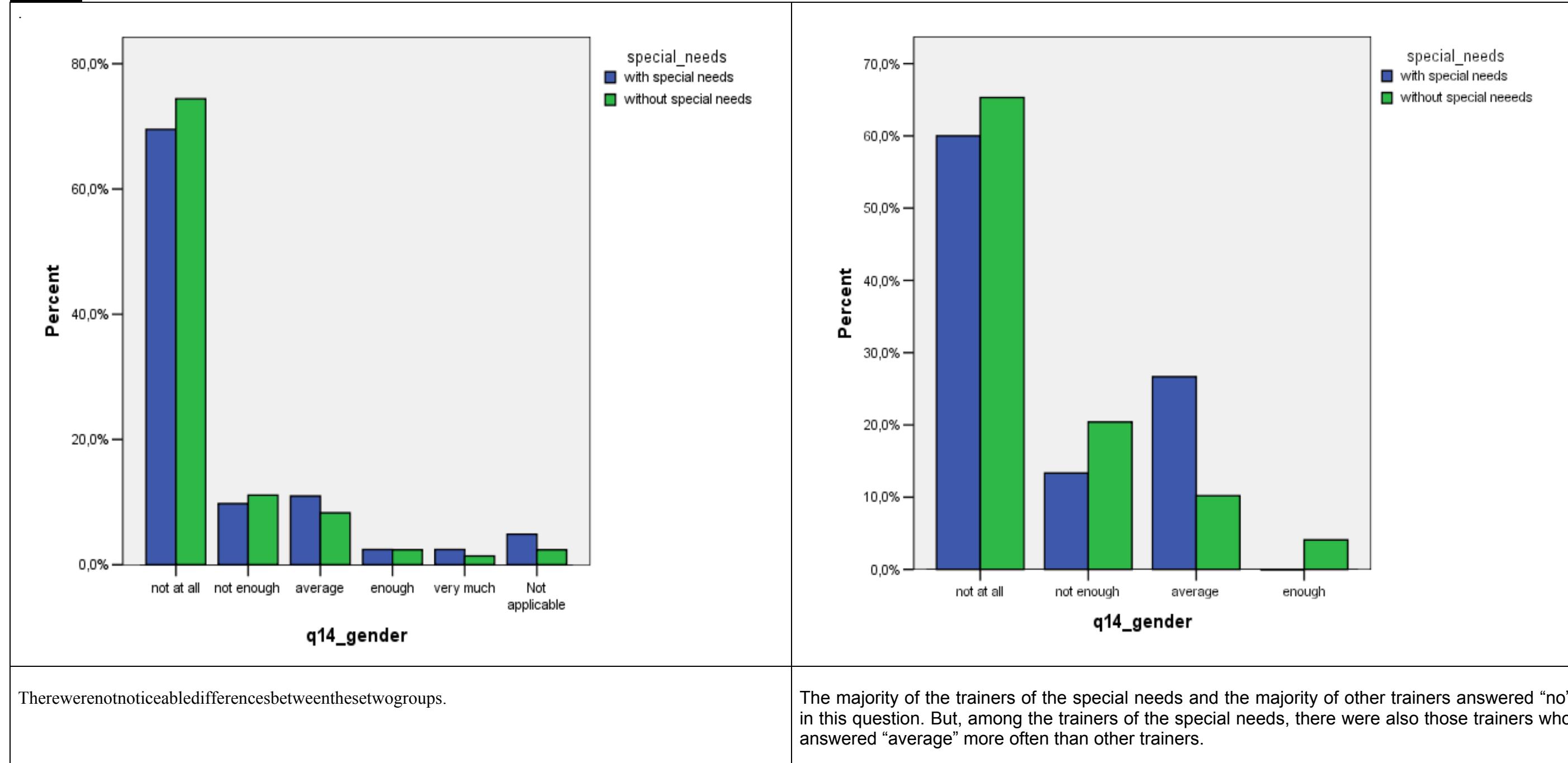
QUESTION NUMBER 14 for trainers

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.
---	---	---	---	---	------

ANSWER

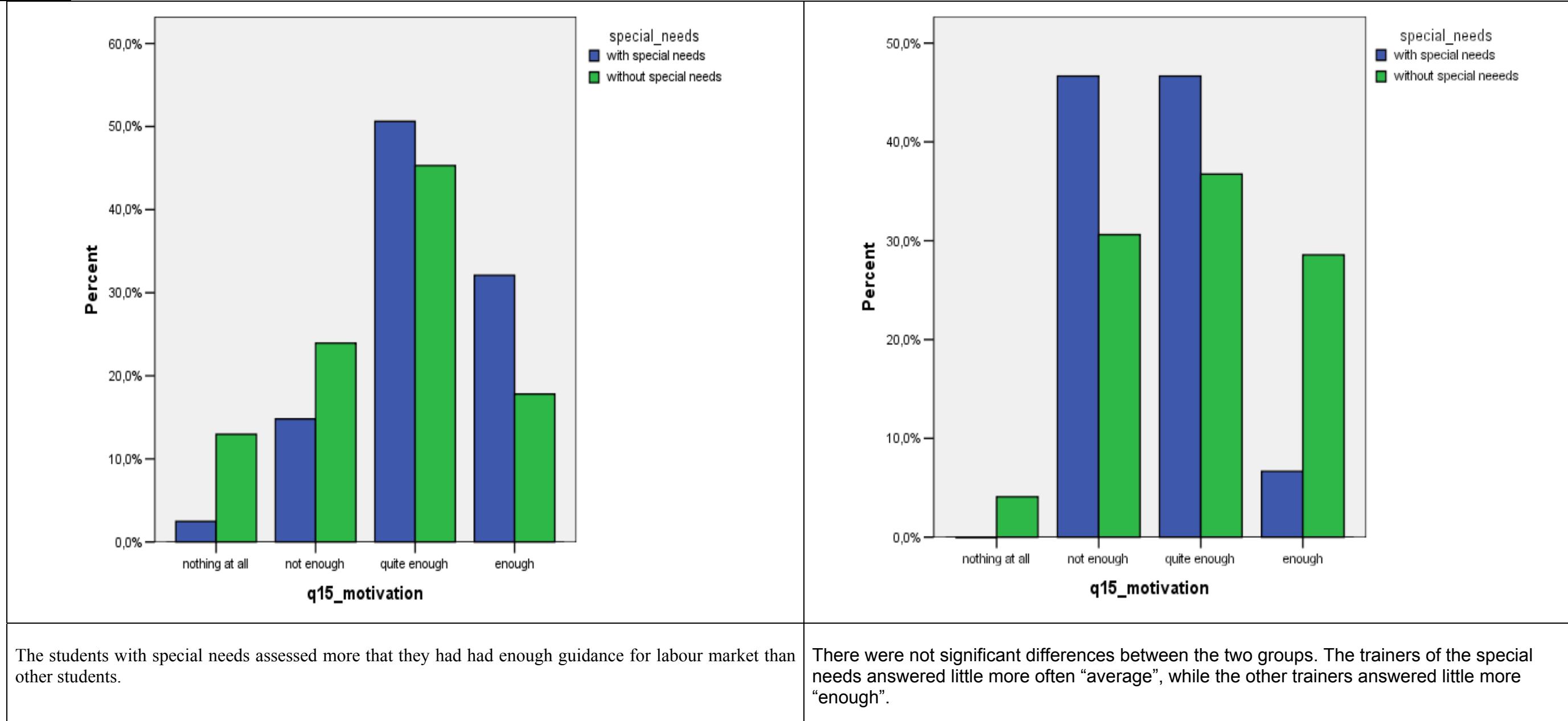


QUESTION NUMBER 15 for students

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



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.
---	---	---	---	---	------

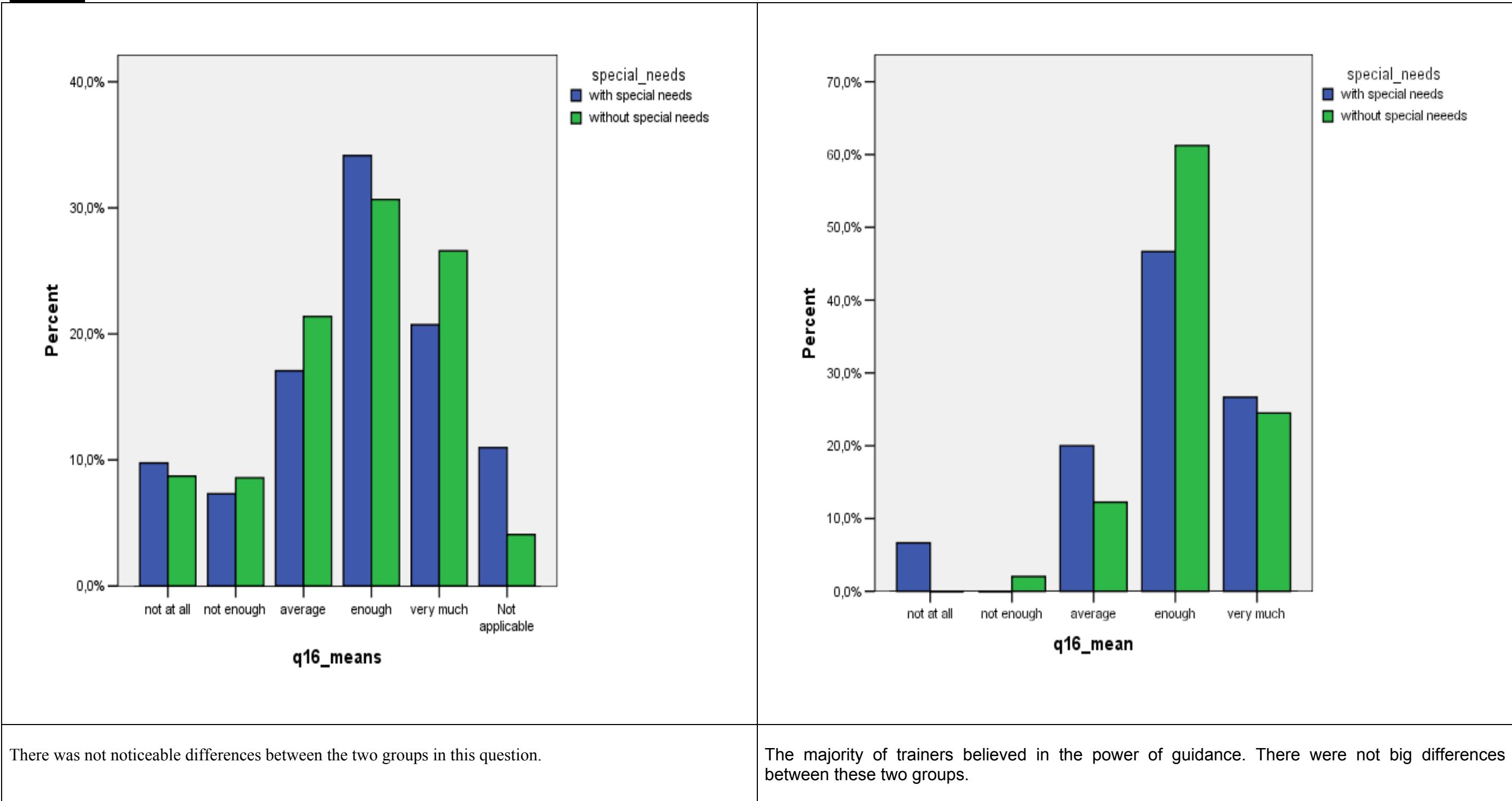
QUESTION NUMBER 16 for trainers

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

No Yes

1	2	3	4	5	n.a.
---	---	---	---	---	------

ANSWER

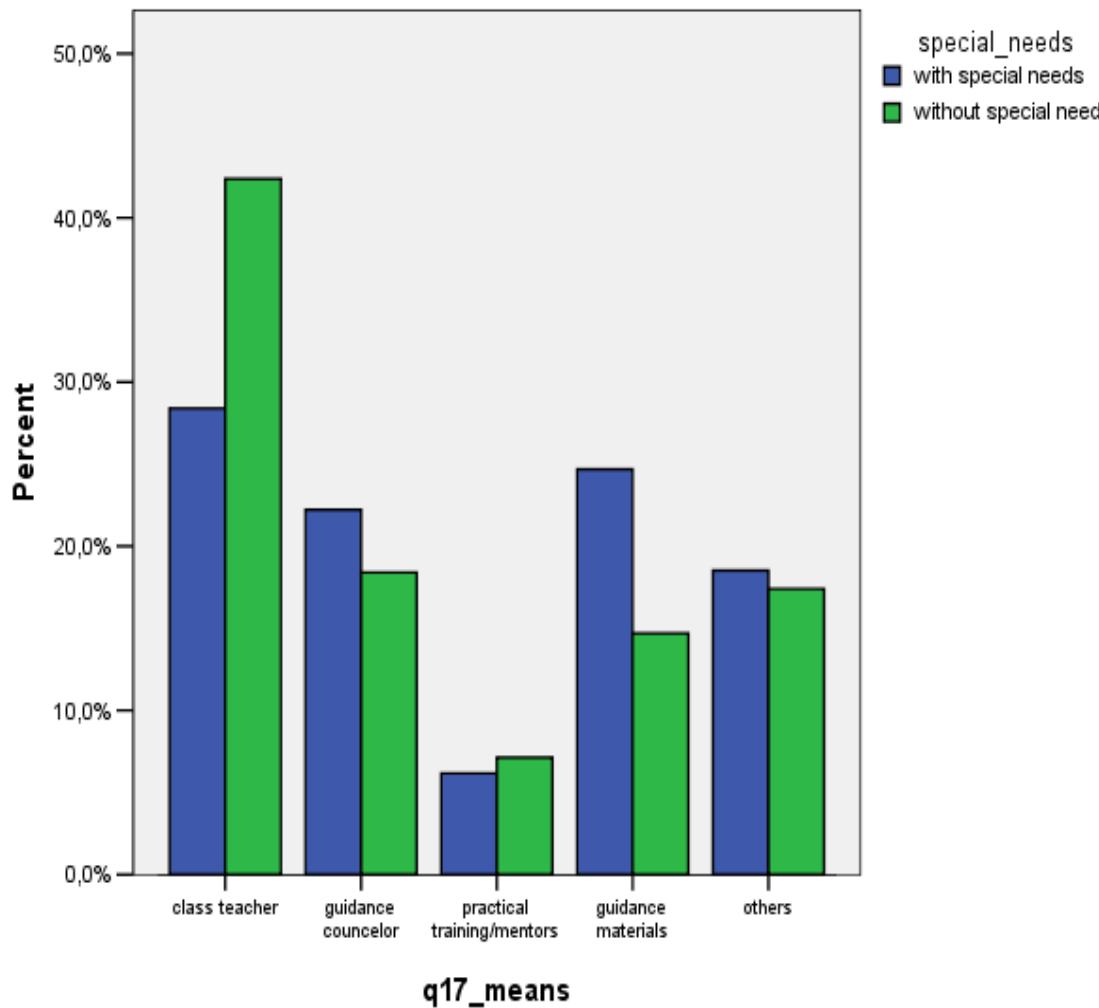


QUESTION NUMBER 17 for students

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

- a. class teacher
- b. guidance counselor
- c. practical training / mentors
- d. guidance materials (flyers, websites, etc.)
- e. others

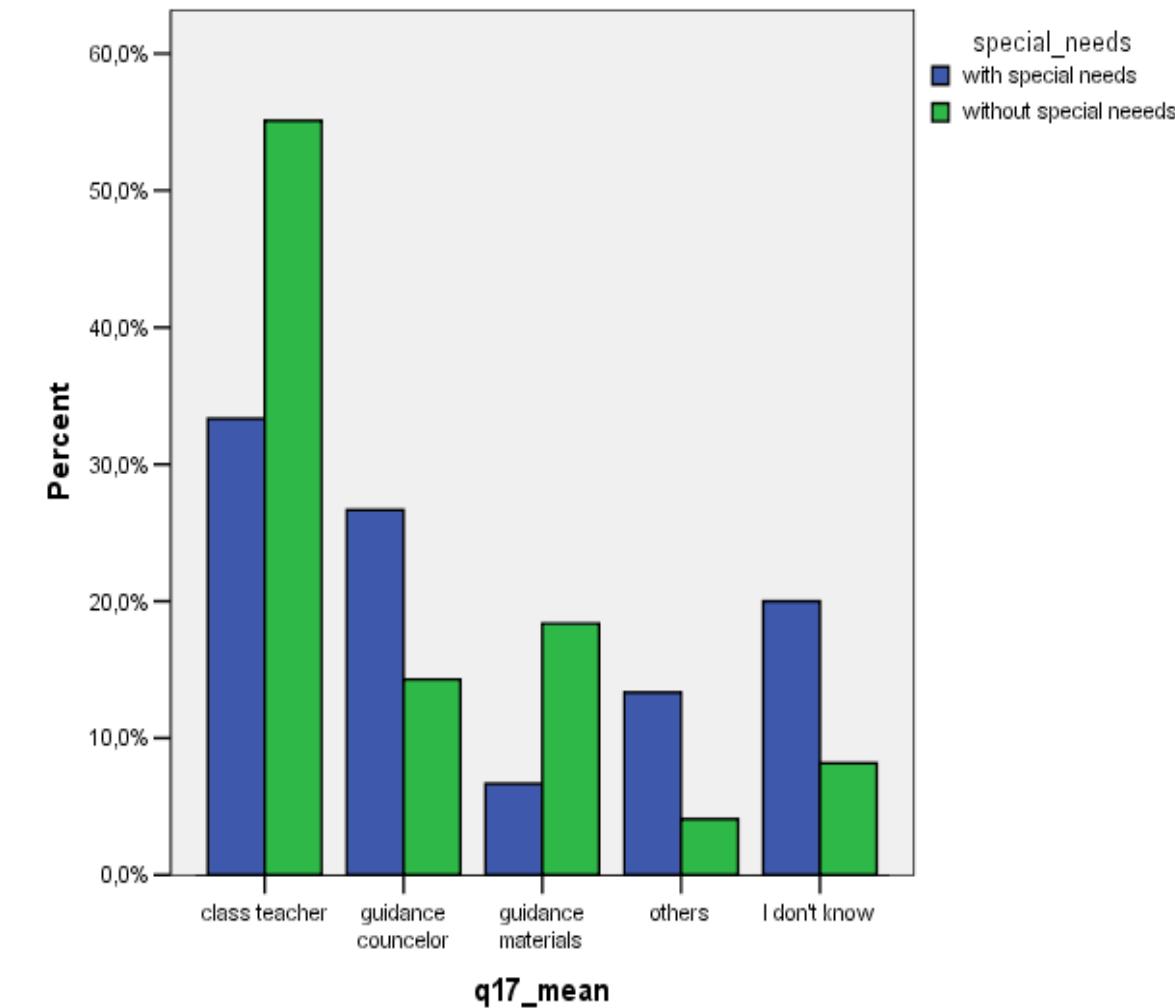
ANSWER



QUESTION NUMBER 17 for trainers

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

- a. class teacher
- b. guidance counselor
- c. practical training / mentors
- d. guidance materials (flyers, websites, etc.)
- e. others
- f. I don't know



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.

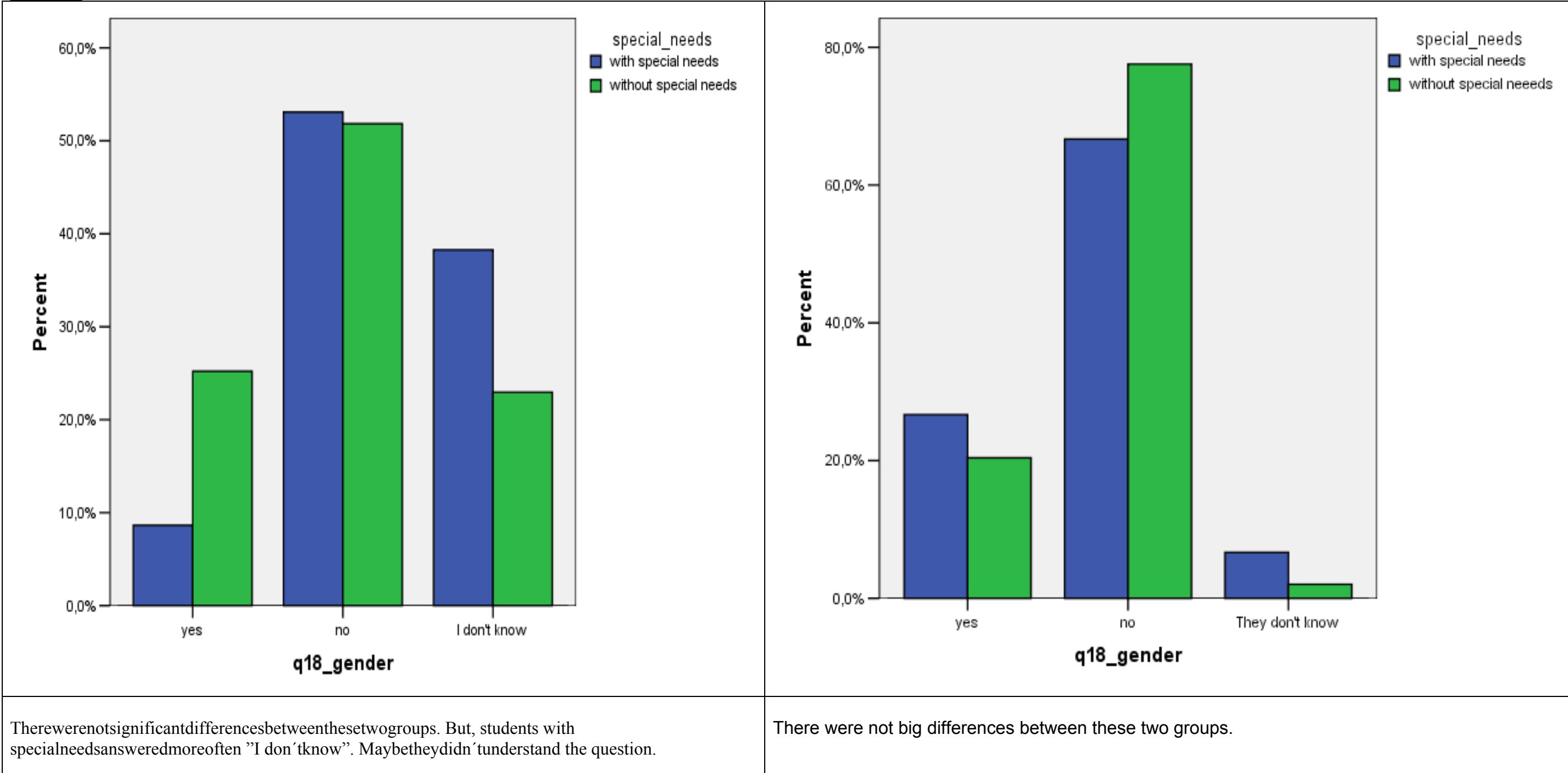
The trainers of the special needs students thought that their students have got the information from guidance counselors and others (maybe social authorities, employment offices, health care...) more often than other trainers. Instead, they thought that class teachers have helped their students less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



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.
---	---	---	---	---	------

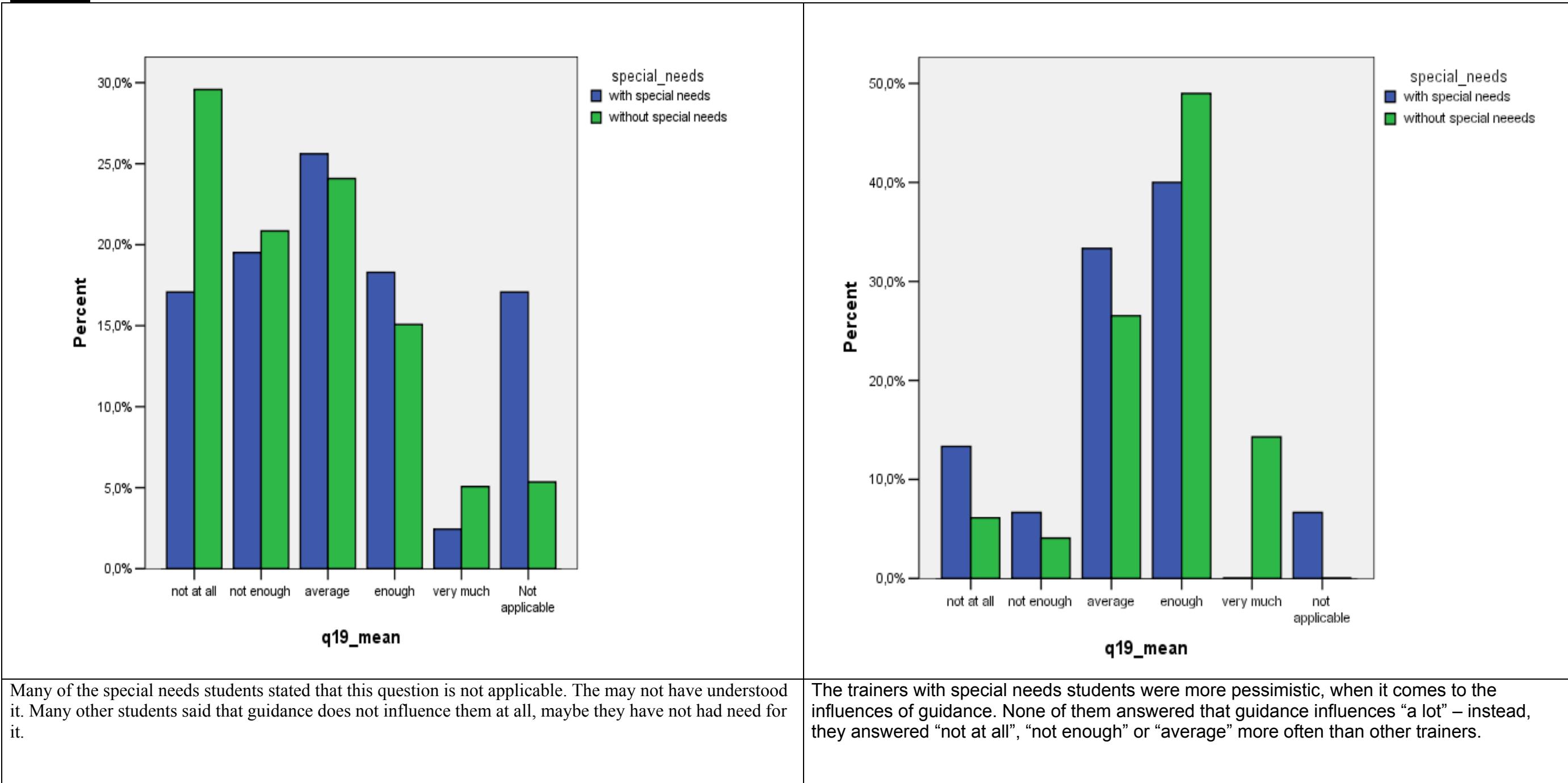
QUESTION NUMBER 19 for students

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

No Yes

1	2	3	4	5	n.a.
---	---	---	---	---	------

ANSWER



QUESTION NUMBER 20 for students

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

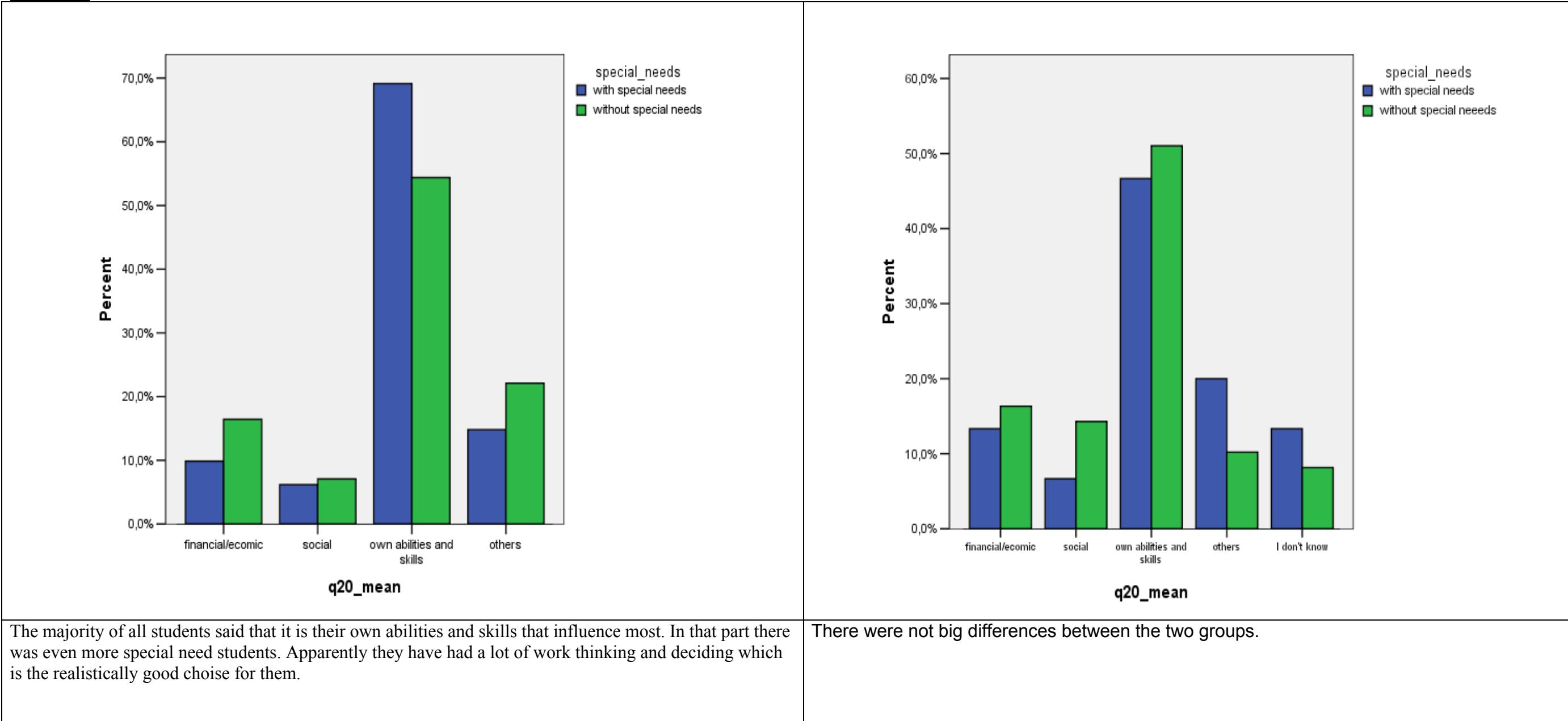
- a. financial / economic
- b. social
- c. own abilities and skills
- d. others, specify _____

QUESTION 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

ANSWER



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.