



Erasmus+
Strategic partnership for ensuring
personal life management for better work
perspectives in disadvantaged regions



**Erasmus+ Strategic partnership
for ensuring personal life management for better
work perspectives in disadvantaged regions
(MotivAction)**

SITUATION ANALYSIS

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INTRODUCTION AND THEORETICAL FRAMEWORK

Motivation is presented in the social sciences (Hayes, Orrell, 2003, p. 273) together with emotion and cognition as the significant determinants of human conscious behavior. Most people have a few reasons or motives that cause their daily actions and behavior. For example they decide to go to school or work instead to see a movie.

It is important to elaborate on the explanations on the main basic concepts related to human motivation. There should be stated the differences between needs and motives on one hand and instincts and beliefs on the other. All of them are motivational structures but each of them determines differently human behavior.

Instincts are innate (e.g. instinct to survive), while beliefs are acquired through social learning and education. Beliefs are affirmations about realities that are presented in a way considered to be true and there is no other need to be tested against reality. Beliefs can be positive or negative (e.g. “the world outside is a good, supportive place” - positive or “the outside world is a scary, destructive place” - negative). Instincts and beliefs are part of the motives.

Motives are drivers of behavior, unlike needs that have the specificity of signaling a physiological or psychological imbalance within the body. Motives are oriented toward objectives, while needs are oriented towards immediate satisfaction of the imbalance. Needs and motives together sustain social development of the individual.

The content of the motive (different needs, cognition, emotion, reward or punishment, etc) outlines the types of motivation that explains human behavior. In this way motivation was oriented either to external results (e.g. image, money etc), either toward internal incentives (e.g. satisfaction, happiness, knowledge discovery). And these were considered human aspirations to achieve different objectives, aspirations that explained why people tended to develop certain actions.

Studies have shown that on long term only internal motivation brings satisfaction, although at a first glimpse it seems that external rewards justify most of human motivation for behavior. But it was also emphasized that in achieving short and medium time objectives external motivation based on alternation of reward and punishment brought performances.

In 1985 Deci and Ryan developed the self-determination theory to explain human motivation. They appreciated that following external reward per se is neither positive, nor negative so it should be used in motivating people. They also highlight that one has to pay also attention to

the fact that excessive concentration on external reward can distract people from internal effort and interfere with self realization.

In the self-determination theory Kasser and Ryan (1993) also stated that objectives can have different effects upon wellness – some are sustaining its achievement, some are diminishing it. They consider that internal objectives (e.g. self-development, happiness and community involvement) represent a high reward because they satisfy basic needs like autonomy, competence, connection. These are the motivations that young people is desirable to develop.

On the other hand external objectives (e.g. financial success, self-image) can be productive at the beginning but they do not satisfy directly the basic needs of competence and autonomy. These are fulfilled indirectly through positive social feedback from the others. Namely if young people are valued by the others for having financial success they will be motivated by high salaries or scholarships to achieve their objective. If nobody values them they will not be motivated anymore by the reward, no matter how high this will be.

In the motivational schemata the objective represents the translated reality of the individual aspiration and desire. It is important that the person chooses and internalizes the objective. This means that a teenager that realizes what he/she wants to do will be more motivated to achieve that objective than when he/she pursues the dreams of their parents or tutors.

Settling an objective that is valuable and achievable is beneficial for teenagers' well-being as they become internally motivated and they learn about what they want, what satisfies their needs and how they achieve it. Anyway even a borrowed objective (from peers or parents) is better than no objective. As no objective is no achievement and no motivation for action.

METHODOLOGICAL FRAMEWORK

Objectives of our studies.

Main objective: The main objective of the project was to enhance teenagers' motivation for self development through continuing education, developing entrepreneur ability or specializing in a profession.

The subordinate objectives that targeted the main aim were the following:

1. To identify the types of school and social activities that teenagers are involved in.
2. To appreciate the level of self-esteem through teenagers' opinions (self-reports).
3. To emphasize the main categories of motivations and objectives that teenagers from the target groups have.
4. To detect the social networks that teenagers adhere to.
5. To spot the attitude toward work and the career perspectives of the teenagers included within the target group.

Studied dimension within our study.

In order to sustain the personal-development and self-fulfillment of the teenagers' that participated in the project it was needed to have a more accurate view of their environment. So a self-reported questionnaire was developed centered on the following domains: activities that teenagers usually take part in, perceived self-esteem, perceived self-efficacy, motivation and objectives, social network, work attitudes and job perspective, school and social involvement and of course factual data.

Activities

In order to have a good understanding of activities that teenagers used to have, we orient our research interest on two dimension: school activities and extra school or informal activities. In this regards, int terms of school activities our aims was oriented towards the perception of the general school context operationalized on teacher-pupils interaction as well as towards the specific activities that pupils used to have in school. More than that pupils evaluation of usefulness and importance of activities and their future plans are others important points on our analyze based on activities of teenagers.

Perceived self-esteem, perceived self-efficacy

Within this section the aim was to see overall evaluation of the self of the teenagers (self-esteem) and also to see what they know about their abilities and their possibilities to influence the events in their life (self-efficacy).

Self-esteem represents the opinion that one has about himself/herself and it can be positive or negative, accurate or mistaken. This overall evaluation can be highly influenced by the general disposition of the person in the moment of evaluation – if the disposition is positive and the evaluation will be more likely positive and the same for negative dispositional state. And the dispositional state is influenced both by the general environment and the personality of the individual.

A low self-esteem means that one thinks the others are better than him/her, and a high self-esteem means that one thinks nobody is better than him/her. The bad thing is that people with low self-esteem never realize which are their qualities and to not take action to do anything as they feel that it is pointless as all other would do that thing better than them. High self-esteem is associated with much confidence in self and in others, so they take action all the time.

Self-efficacy is more related to psychology and is a concept that was introduced by Albert Bandura (1994) and it is a belief that one can influence events that affect one's life and have a control over the way these events are experienced. Self-efficacy can be a belief that one can succeed in a task even if objective evaluation says he/she has no chances. Within this section there were examined the beliefs and opinions related to one's image, abilities and attitude (positive or negative) toward self, other people and reality.

Motivation and objectives

The section dedicated to motivation and objectives included information related to the role models that a teenager has, past experiences related to achievement of important objectives, self-evaluation of own motivation to achieve a goal and medium time objectives or the role played by a mentor. In order to identify the specific motivation of our respondents we choose to give the possibilities to our respondents to express their specific own motivation and objectives. That methodological choice has as result the use of multiple open questions for this section of the questionnaire.

Social network

Social network analyze was considered one important dimension of our concept operationalization . In order to identify how social capital could be in relation with some specific activities, motivations, objectives or even self-esteem, we consider investigate the profile of our respondents in terms of social network resources including persons from diferents domains as: Medicine, law, public sector, finance, business, religion or education.

Work

This dimension of our concept was operationalized using the next variables: desire time for each daily activity, perception of work activity, profile of the ideal job and not the least the personal main abilities as well weaknesses related to the labor of market. In order to analyze these variable and the variation that exist between them, we decide to use the Likert scale as part of our research instruments.

Studied population and the involved countries in our study.

Our study was oriented toward the European teenagers. In this regard, our sample was intially based on 603 responses and after a content analyses of our responses, 7 responses were dropped out. The final volume of the sample was 596 subjects including 243 males (42.4%) and 330 females (57.6%).. The studied population was centered on teenagers with the age between 12 and 20 with a mean of age equal with 15,76 and a standard deviation at 1,62

The countries where the questionnaires were applied were:, Hungary (Csongrád and Békés counties), Germany (Düsseldorf region), Slovenia (Eastern and Western Slovenia). In Hungary we applied 306 questionnaires, in Germany were applied 113 questionnaires and in Slovenia were 144 questionnaires. In Hungary the volume of the sample was 306 teenagers including 124 males (40.5%) and 182 females (59.5%). In Germany the volume was 113 teenagers including 52 males (46%) and 61 females (54%). In Slovenia were 144 subjects including 65 males (45.1%) and 79 females (54.9%). In each country we selected high, medium and low profile school in order to assure high level of representativeness of our responses. In term of age mean for each country our sample was based on followed subsample: In Germany the mean of age was 13,60 age, in Hungary the average age was 16 age and in Slovenia the average was 16,72 age old.

Data collection and statistical analyze

The way the data was collected was the application of an online questionnaire in the schools chosen according to the selection criterion. The collection of the data was made with the help of partners in each country. They selected the schools and facilitated the application of the questionnaires in them. The selection of school was based on the performance criteria. From each country the local partners selected school with high, middle and low performance results.

The questionnaire was applied online using the QuestionPro platform. The questionnaires were translated into each language and the students applied in their native language. Open questions have been translated by the English-language partners from each country and sent to the research coordinators from West University Timisoara which centralized all the data.

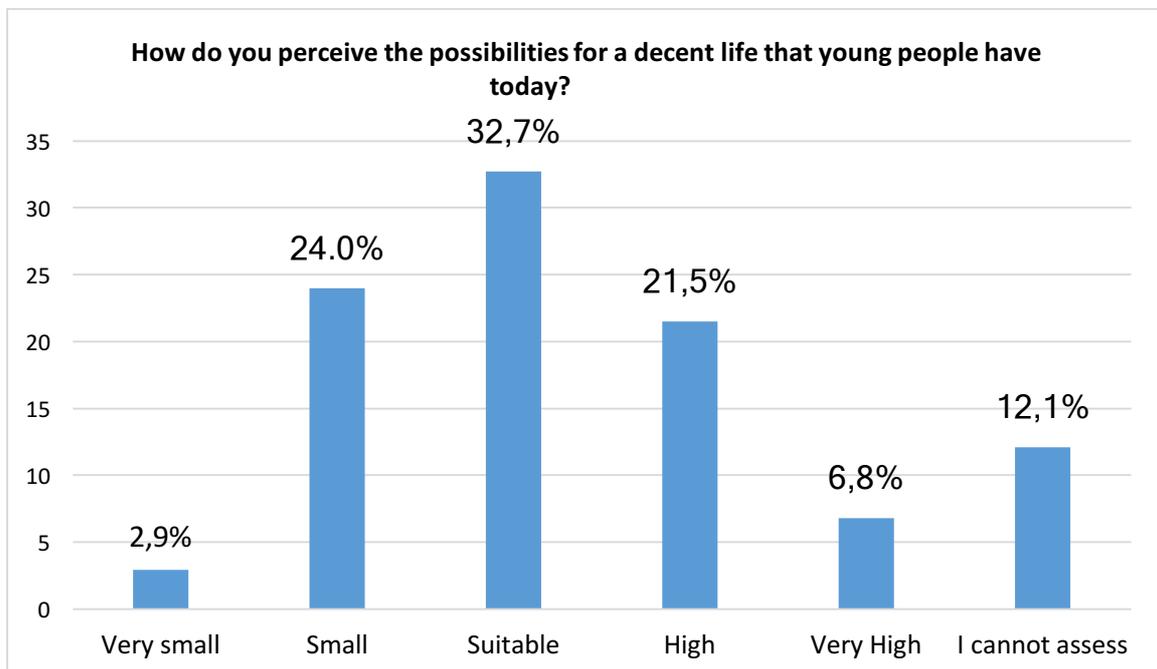
For data analysis we used the SPSS software, in which we used various types of analysis according with specificity of data. In this regards for numerical data we use frequency analysis or crosstabs and correlation in order to identify the variation between the variable. The string variables obtained from open question was a special treatment before being analysed. We categorized the string analyse and then its were transformed in numerical variables according with their categories. Before the anaalyse the database was clened and irrelevant responses were dropped out.

RESULTS

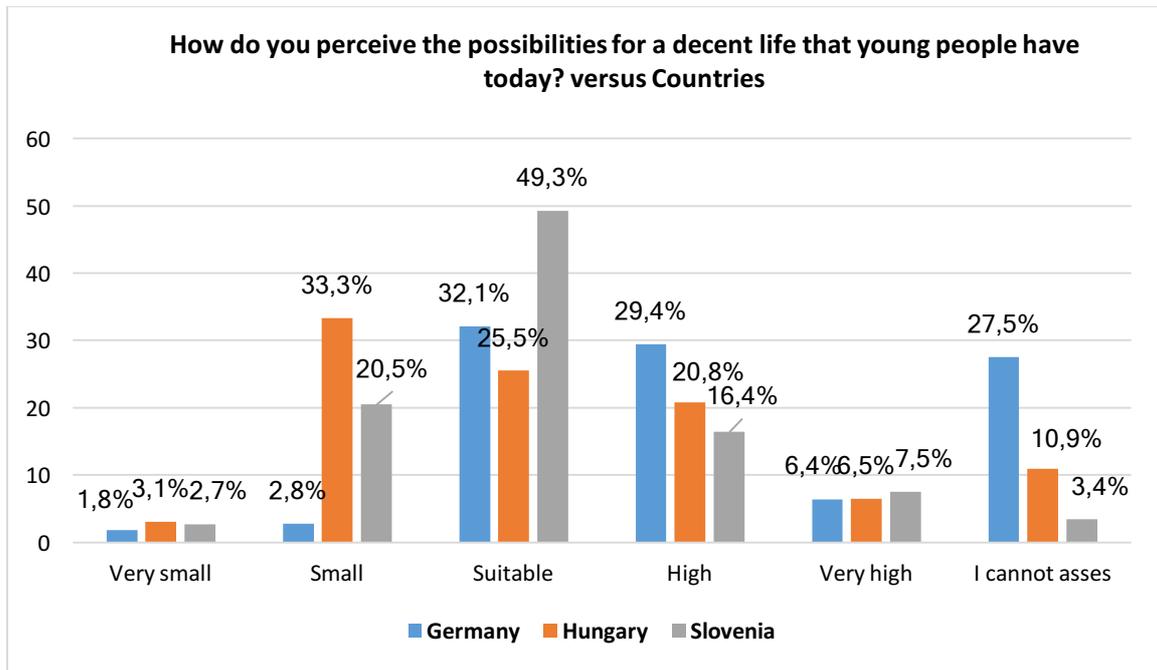
As a main characteristic of the group, the pupils that answered the questionnaire are related to lifespan at the age of late adolescence or emerging adulthood when they are expected to decide related to their future life. They must become more responsible and move from their home in order to attend a college or to prepare for and start a job.

This is a difficult process in which they have to detach from their environment and make proper decision for their future. Assumed decisions can lead to successful career and job satisfaction, while unfortunate decisions can lead to low self-esteem, anxiety, withdrawal and lack of action for a period, sometimes even years.

Among the paths that can lead to a successful transition to adulthood is enhancing adolescent's motivation for action and strengthening their decision making process to lead to assumed decisions.



Related to the possibilities for a future decent life there can be noticed that on average the distribution is expectable into a Gauss bell curve. As a general conclusion the adolescents are confident in having the possibility of achieving a future decent living. At the age of adolescence there is a high degree of hope in a future full of possibilities.



On a distribution on countries there can be noticed that the perceived possibilities are similar among all countries in the first and the fifth centile, meaning that few of the respondents from every country consider that there are very small or very high possibilities to live a decent life, with the highlight that the percentage of the ones with hope in a better future are higher no matter the country.

It is needed to be emphasized that what we have assessed here is the perception of young people over a living possibility, and this perception is made of the data they had access to. If the data that are presented to them show a different reality, a more accurate one they can gain hope in a better future living.

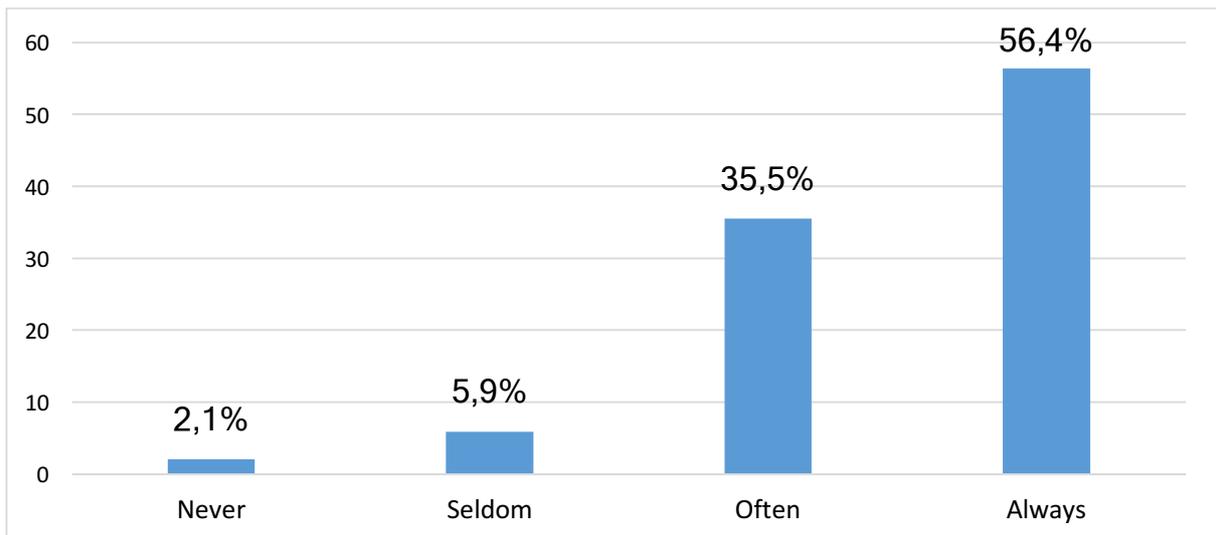
There is an interesting distribution along the middle of the interval on countries regarding the possibilities for a future decent life. The better economical and social development in Germany is correctly assessed by the young people as most of the answers are distributed on the choices suitable (32,1%) and high (29,4%). This means that young people have a strong belief that they will achieve a good to high level of living in their adulthood in the country they live in. On the opposite pole we find Hungary where the highest percentage of responses (33,3%) is registered on the small possibilities of having a good life in the future, followed by a suitable life (25,5%). The percentages drop with more than 10% (33,3% to 20,8%) in the category if perception of a future high possibility for a decent life at the students from Hungary. In Slovenia there is registered a distribution in gaussian bell meaning that most of the young people consider that they will have a

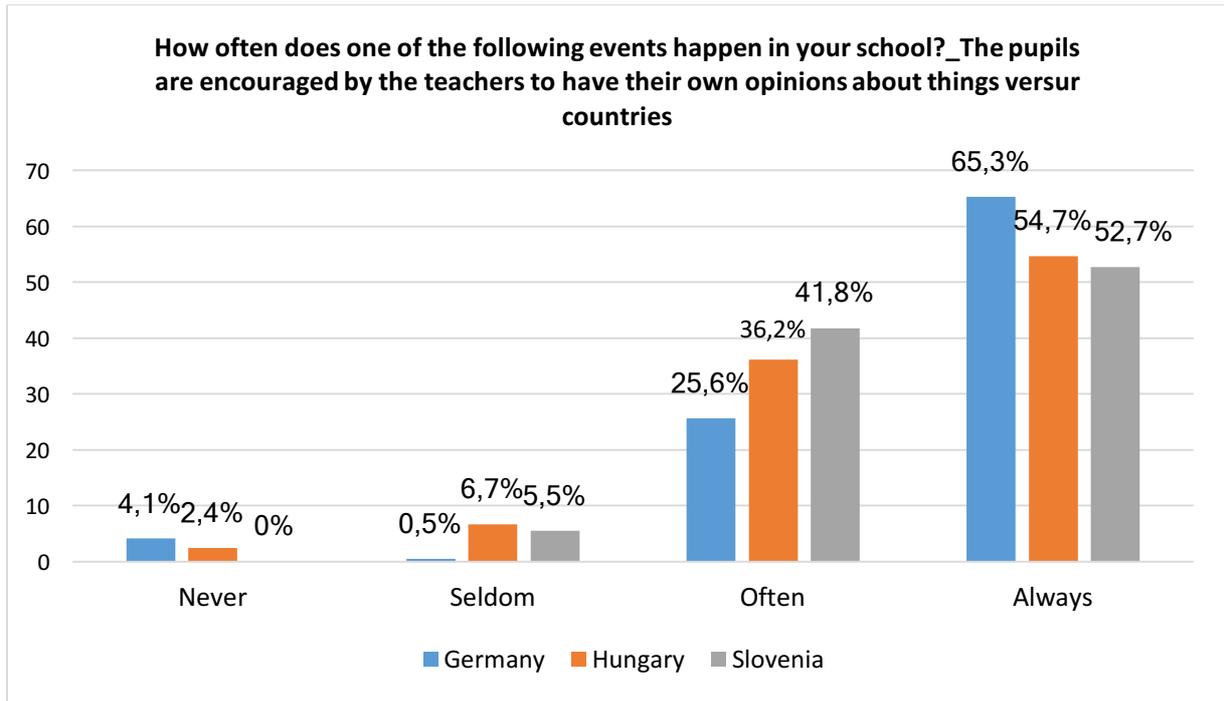
suitable decent life in the future (49,3%), and few consider that the possibility is small (20,5%) and fewer (16,4%) have high hopes for a future good life.

Taking into consideration all the above mentioned arguments we can conclude that in Germany young people have a good perception of their future possibilities and a correction related to their perception is not necessary, in Hungary it is needed a intervention enhance their knowledge related to their future possibilities (economically and socially) to have a better life as adults and in Slovenia the subject can be tackled but it is not compulsory.

The following questions are related to the school system and the teacher intervention related to subjects and the way pupils can express their opinions and perceive their learning process.

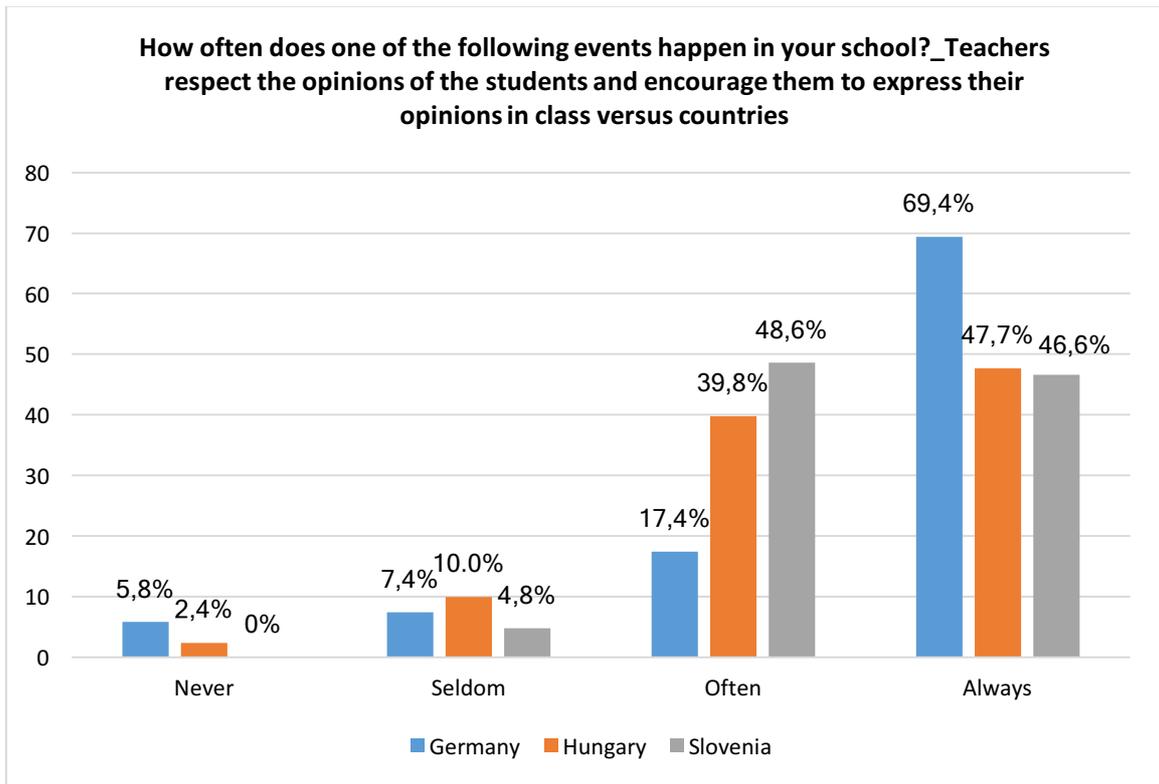
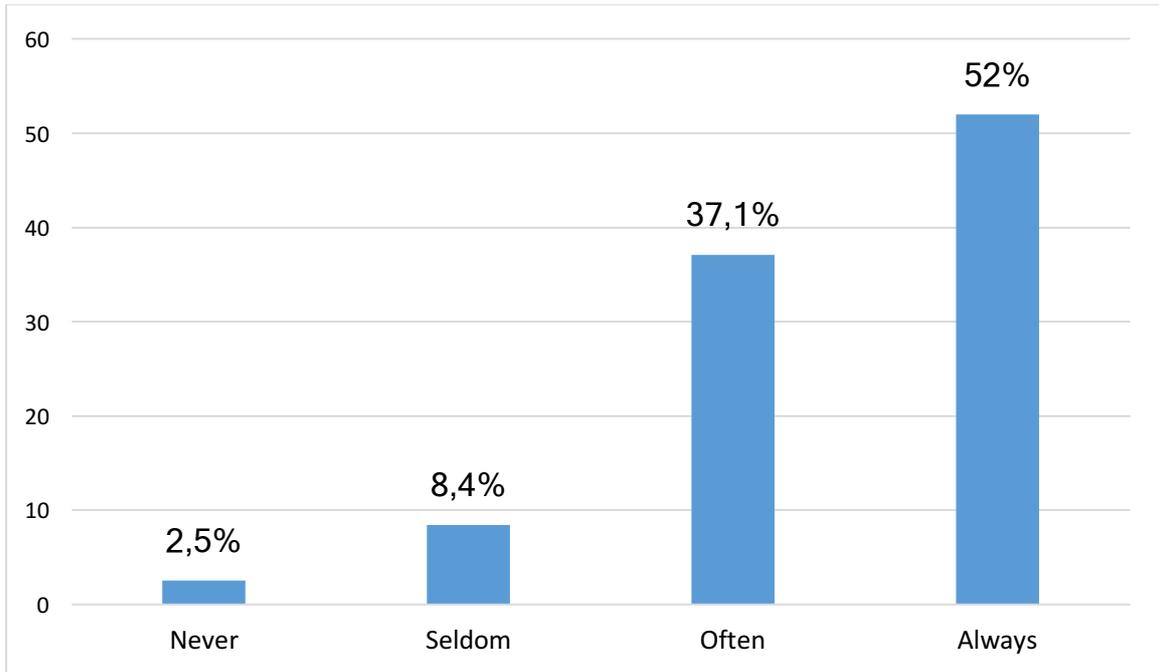
How often does one of the following events happen in your school? The pupils are encouraged by the teachers to have their own opinions about things





At the general view there can be noticed that students perceive that they are encouraged by their teachers to often or always express their opinions about things. At a closer look on countries there can be noticed that the percentage of pupils that consider that they are always encouraged to express their opinions are over 50 percent for every country in the study and the one for often is over 25%. This means that in most of the cases (more than 77%) the pupils perceive their learning process as being a supportive one for their individual development and they can learn by expressing their own opinions.

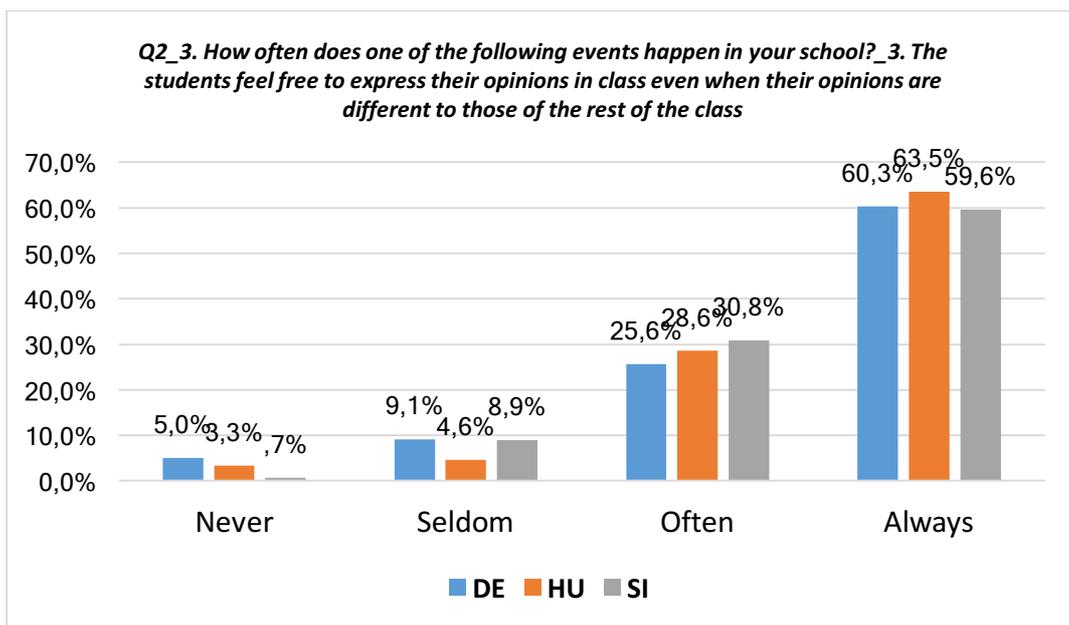
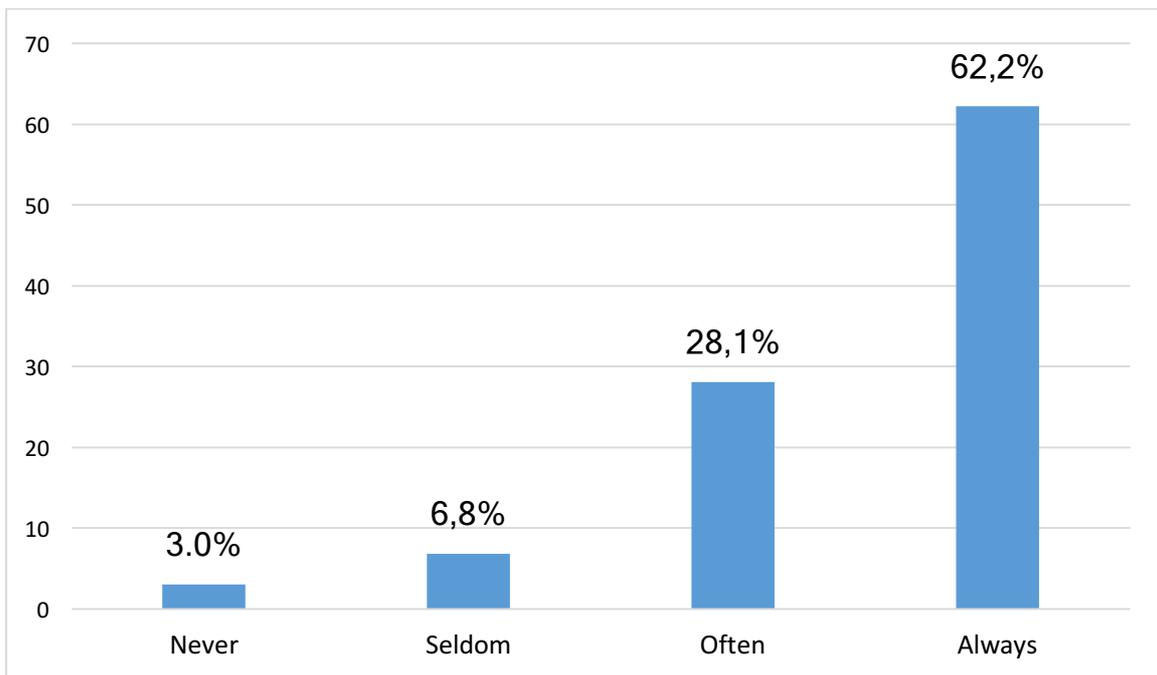
Q2_2. How often does one of the following events happen in your school? Teachers respect the opinions of the students and encourage them to express their opinions in class



The idea of freedom of speech and learning by including the new ideas into their own knowledge is enhanced by the next answers of the students where a similar percent (62%) of the interviewed students consider that they can express their opinions in all the learning environments

(the percentage varying from 69,4% in Germany to 46,6% in Slovenia). Another 37% consider that they can express their opinions in most of the situations (the percentage varying from 48,6% in Slovenia to 17,4% in Germany). The average percent shows that more than 80% of the pupils have a positive image of their own development and voice into the learning process.

Q2_3. How often does one of the following events happen in your school?_3. The students feel free to express their opinions in class even when their opinions are different to those of the rest of the class

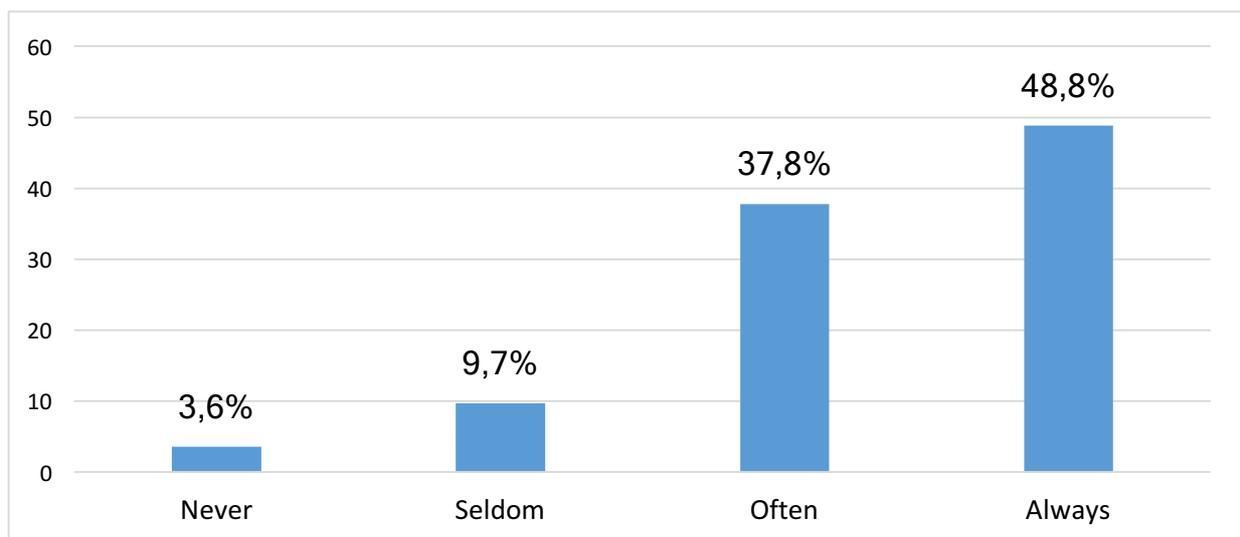


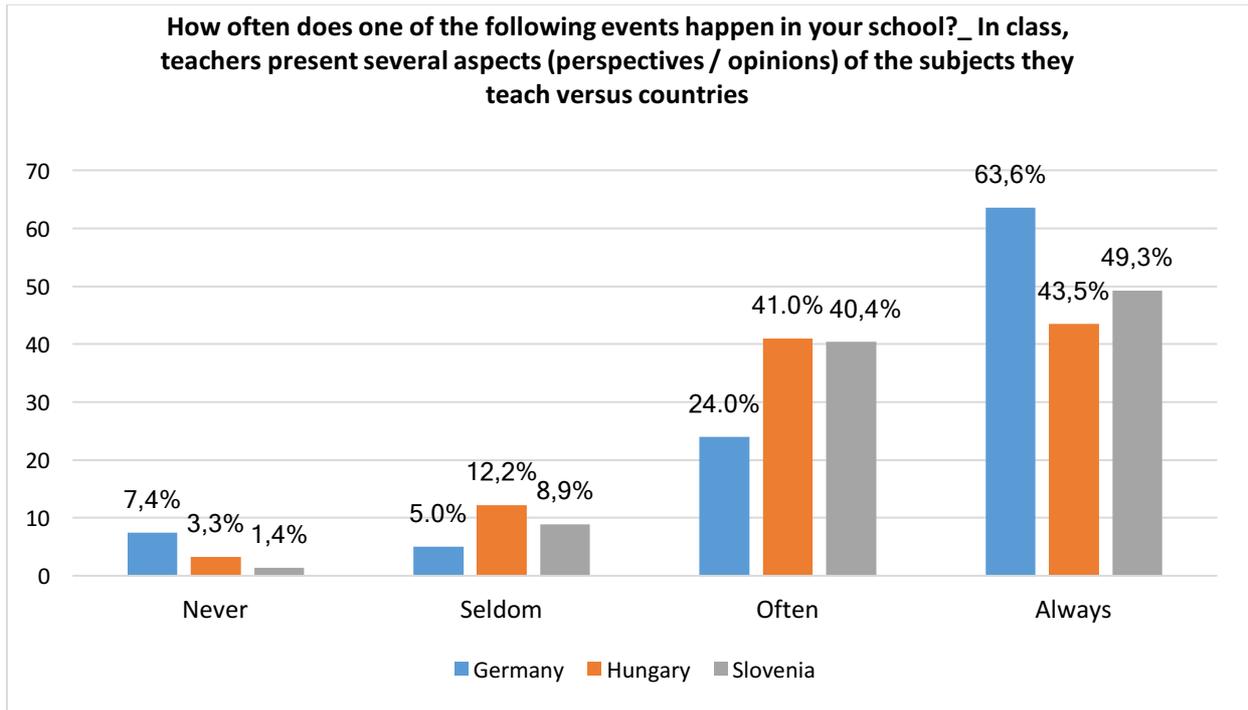
One aspect that concerns the learning process is related to the time when the student's opinion is not in accordance the rest of the class. We wanted to see if the learning environment created by the school and the teachers is perceived by the pupil as being safe enough that he/she can express their opinion. We found clustering of the answers in the area always (62,2%) and often again (28,1%). This distribution is in accordance with the previous answers that show that in all the countries respondents perceive the school environment as being a safe and positive one for their educational development.

Related to pupils' trust in sustaining their own opinion regardless if it is not congruent to the rest of the class or the teacher the most comfortable feel the Hungarian pupils (63,5%, reporting that they always do this and 38,6% that it happens often), followed by German pupils (60,3% always, 25,6 often), On average in the two countries almost all the pupils (more than 90%) are comfortable with expressing their own opinions.

An interesting fact can be noticed in Slovenia where many students did not answer this question so the percentage of students only 5% reporting that they can always express their opinion during classes regardless if they agree with the others or not. At this question only 45,4% of the pupils answered.

Q2_4. How often does one of the following events happen in your school?_ In class, teachers present several aspects (perspectives / opinions) of the subjects they teach

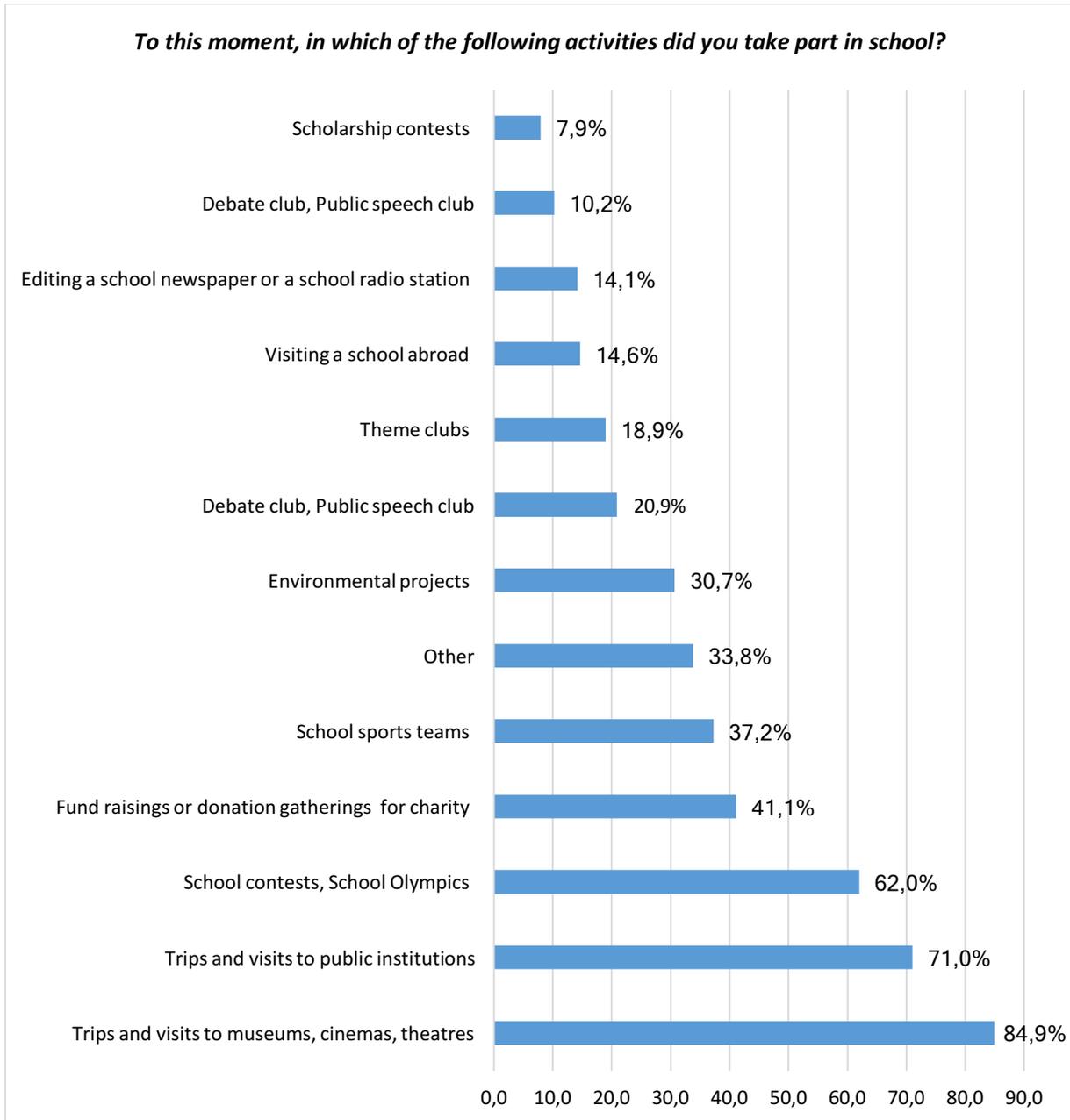




Related to teachers' competence pupils perceive them as good facilitators, in more than 80% of the cases pupils perceive that their teachers are able to offer them different perspectives on the subject they teach and can help them learn by presenting the information in different ways. On countries the best opinion about their teachers is reported by the German pupils (63,3% consider that their teachers always present several perspectives on the subject) followed by Slovenian (49,3%) and Hungarians (43,5%). We can notice in all countries almost half of the students consider their teachers at the highest level of professionalism regarding their courses.

Q3. To this moment, in which of the following activities did you take part in school?

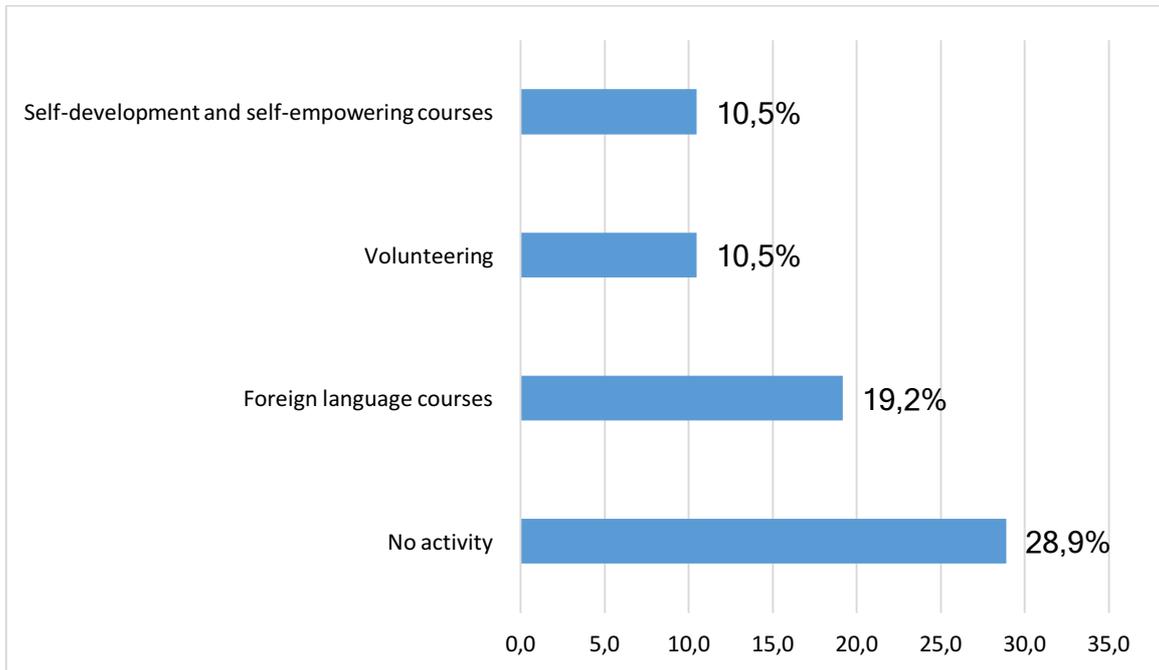
With these questions we aimed to emphasize the preferences for volunteer activities that are so needed for the pupils future development. There were presented the activities that the pupils have chosen themselves to participate in.



*Only the affirmative answers were taken into consideration

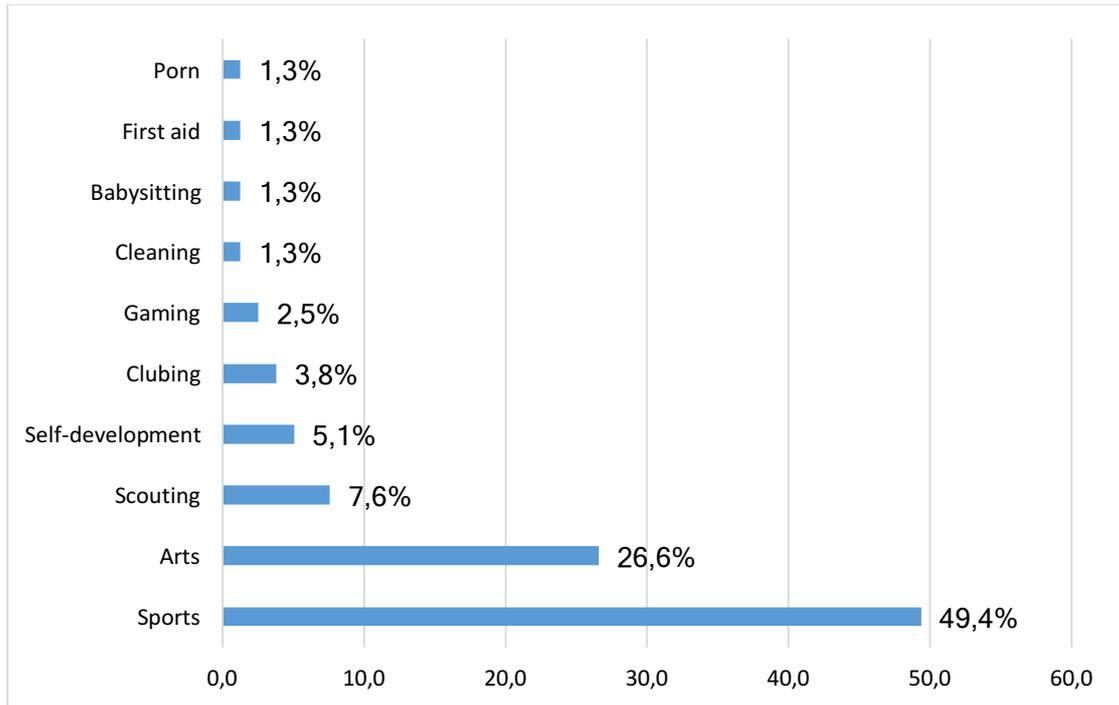
From the table above there can be noticed the fact that pupils invest with trust the educational environment and the activities that are proposed almost exclusively by schools as their top five choices are related to activities like trips and visits to museums, cinemas, theatres (84,9%), trips and visits to the public institutions (71%) and school contests and school Olympics (62%) and school sport teams (37,2%). There is only one activity that is oriented to community that is fund raising and charity (41,1%). This shows a strong component of helping behavior at pupils that can be enhanced and developed through training.

Q4. To this moment, in which of the following activities did you take part outside the school? (1,2,3,5)

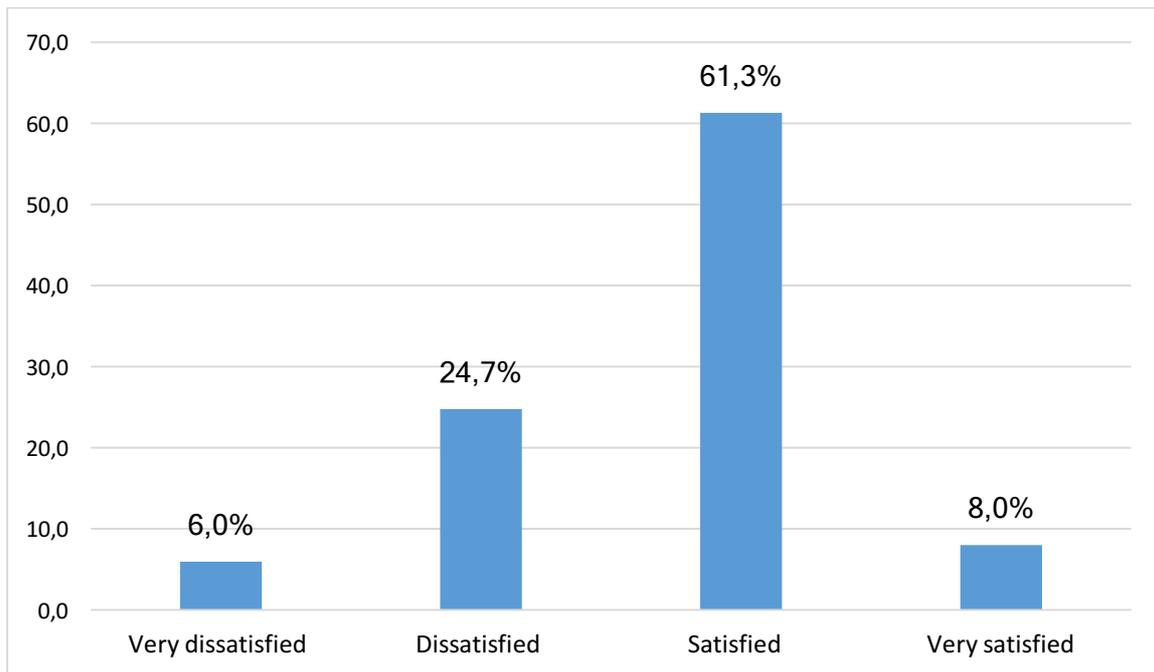


Q4. To this moment, in which of the following activities did you take part outside the school? (4-Other activities)

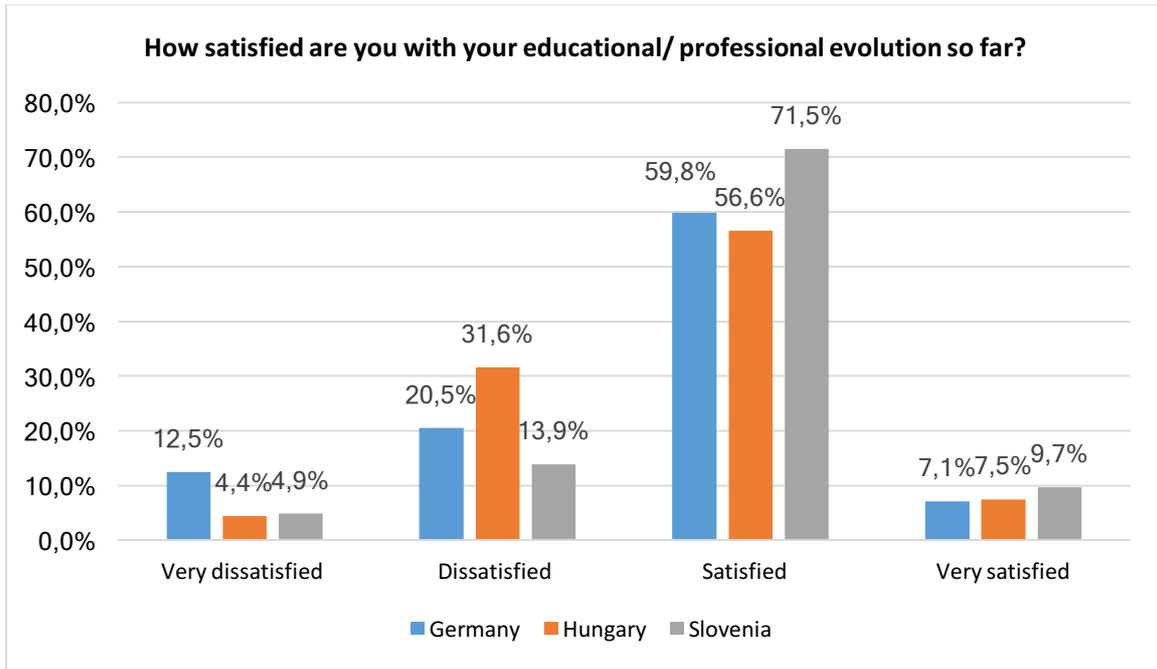
From the of the pupils there can be seen that they are willing to participate outside the formal environment for classes of sports (49,4,9%) and arts (26,6%) and less for self-development which attracted only 5% of the pupils.



Q5. How satisfied are you with your educational/ professional evolution so far?



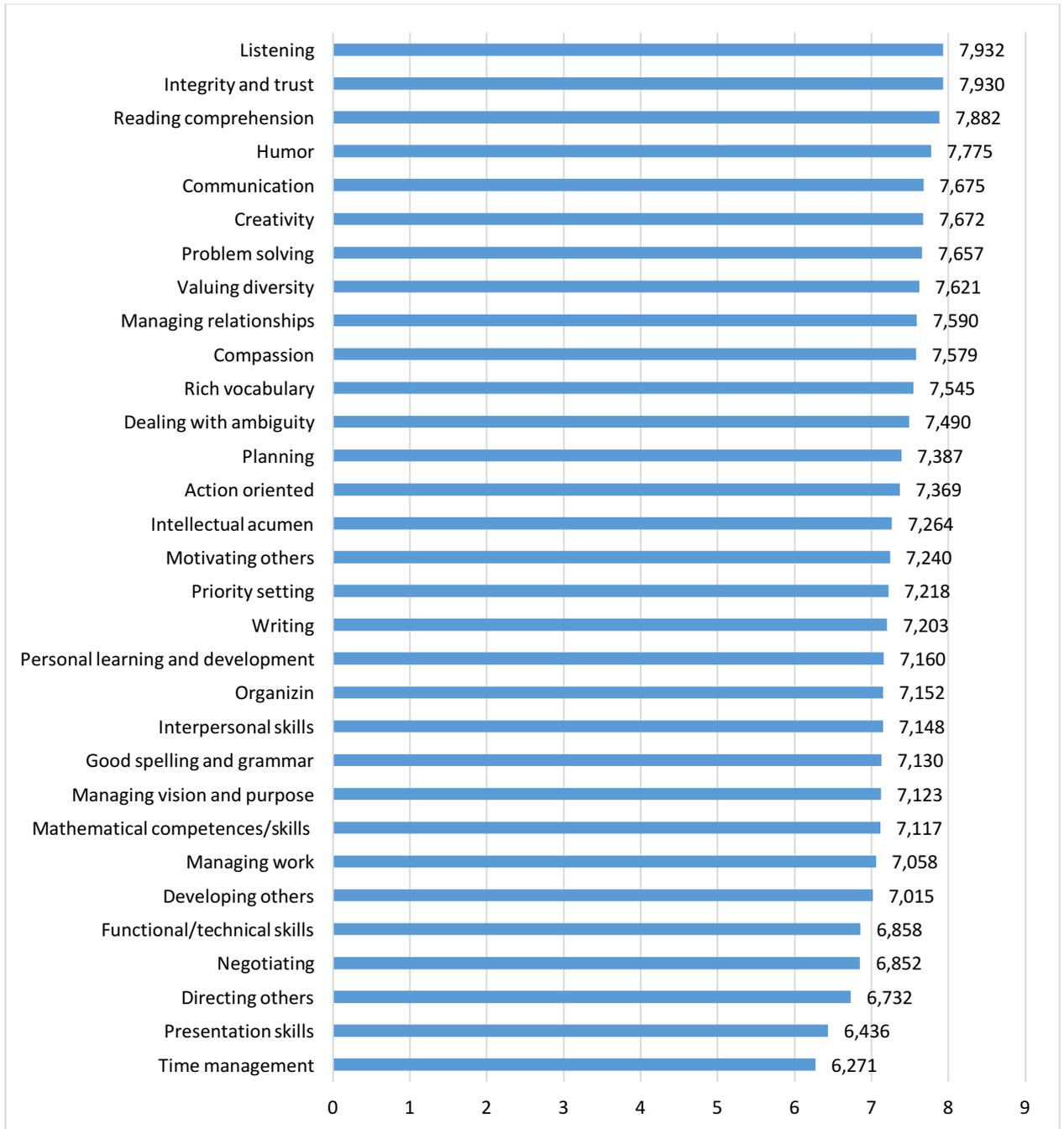
From the ghraph above there can be noticed the fact that most of the students declare themselves satisfied with their educational development (61,3%) but they know they are not at their highest potential. They did not declare themselves self-sufficient with their development, so their awareness is a good sign that they are willing to accept to educational formal or informal activities that could help them.



When looking at the situation on countries there can be noticed the fact that the highest levels of satisfaction reported by pupils are in Slovenia (71,5%), followed by Germany (59,8%) and Hungary (56,6%).

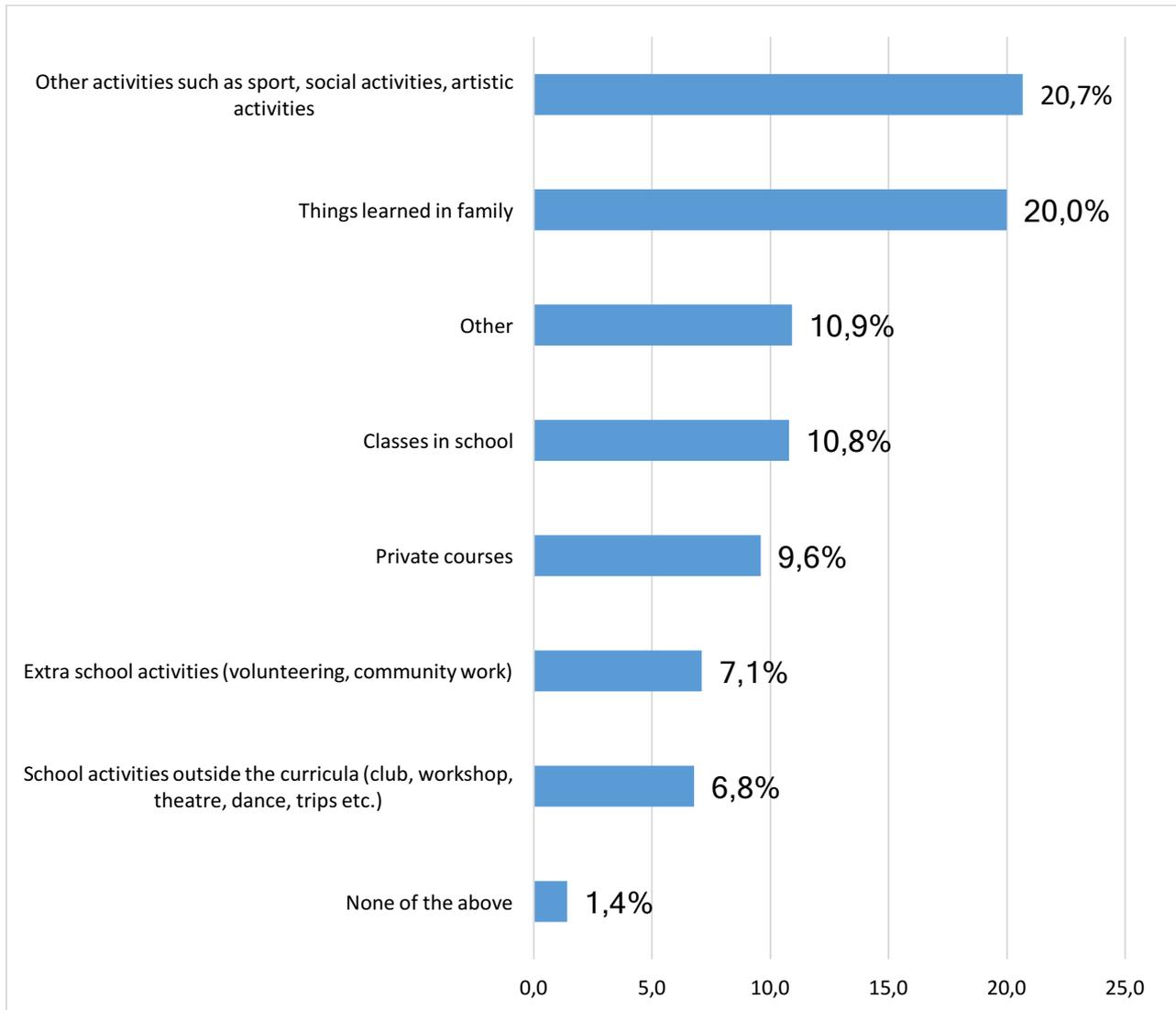
Q6. How do you evaluate you level of competencies, on a scale from 1 to 10 (1 = minimum level of competencies, 10 = maximum)- *MEAN*

Pupils in all investigated countries consider themselves as having acquired competencies – an average between 7 and 8 on a scale of 10 is a high score. These competencies are related to humanistic subjects reporting on the first places competencies like (listening average 7.93, communication 7.67, creativity 7.67 and rich vocabulary 7.45) than the ones related to exact sciences (problem solving 7.65, dealing with ambiguity 7.49 and planning 7.38) and to character traits (like integrity and trust 7.93, humor 7.75 and compassion 7.57) and social skills (managing relationships 7.59) .



These abilities that are well perceived by the pupils can be used when choosing the methods used in training like for example: they all would enjoy to listen to a story that is about integrity and trust, full of humor that has a conclusion that clarifies a problem – like decision making process for a teenager.

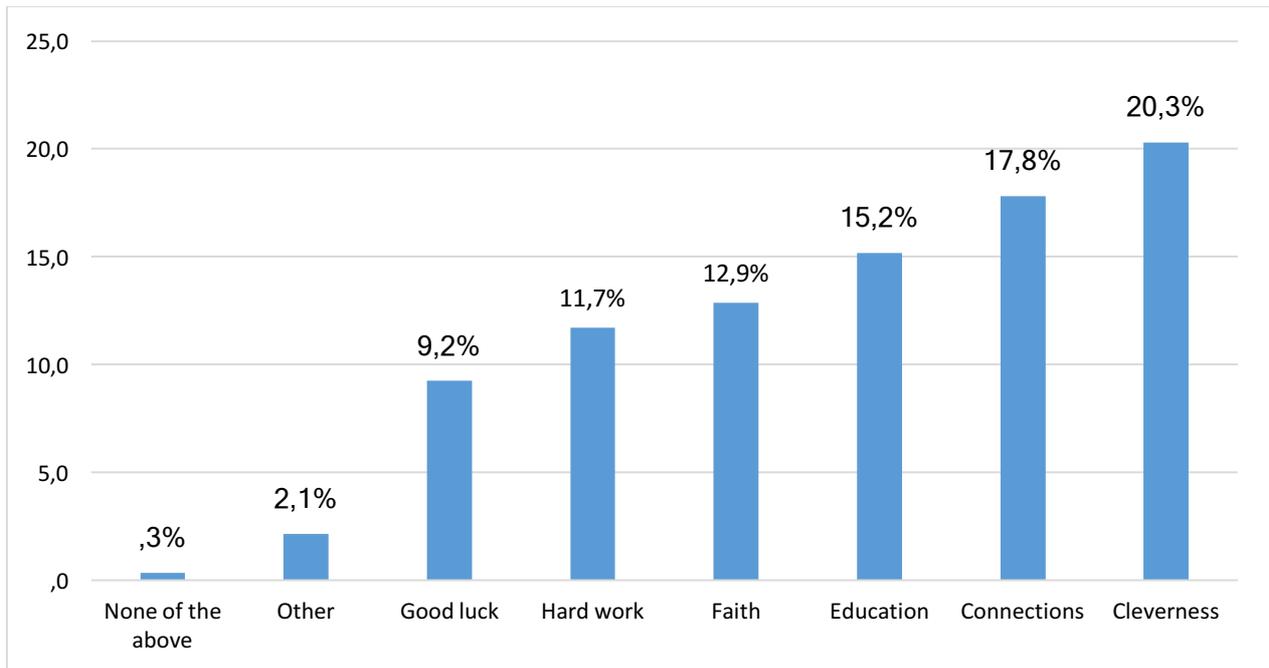
Q7. Which of the current activities do you consider to be most useful for your professional future? Choose the two most important.



*Only the affirmative answers were taken into consideration

Related to present activities that could be useful for them for their future profession we could notice that in almost half of the cases (40,7%), the first two positions are occupied by other activities like sport and artistic activities (20,7%) and other things learned in the family (20%). The conclusion is that pupils are not very aware of the link between what educational activities they have in school and their future professions. This is why we recommend to enhance this link in training activities.

Q8. What do you consider to be the most important thing to be successful in life?

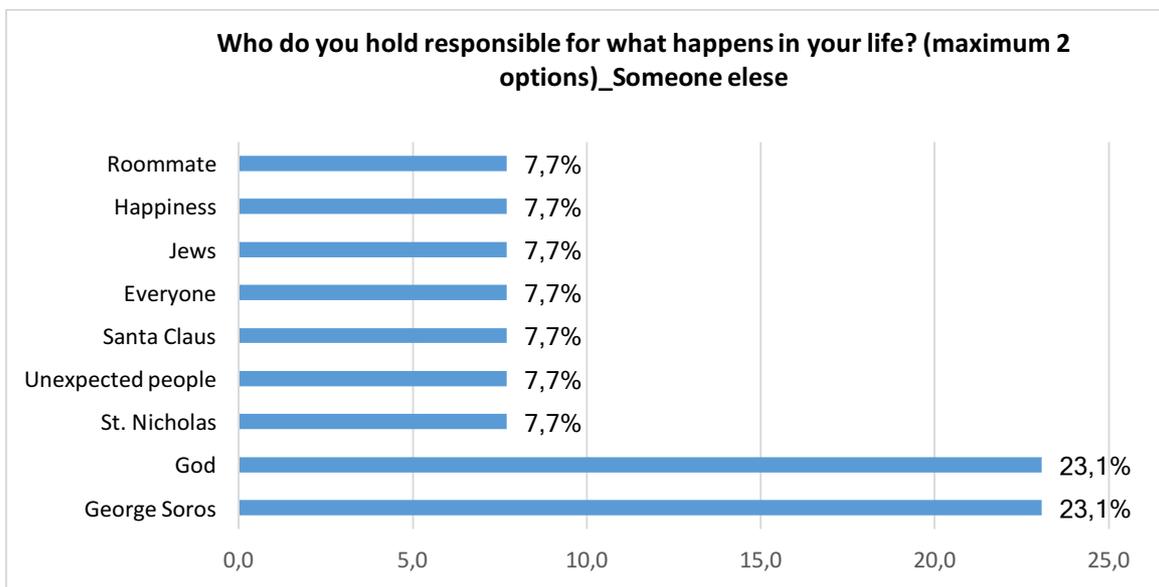
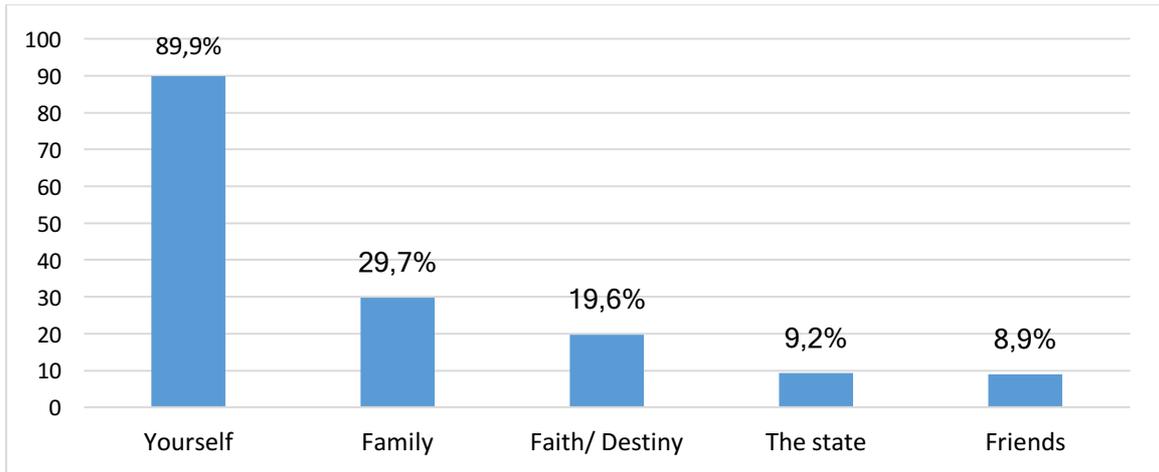


*Only the affirmative answers were taken into consideration

When looking to the things that are considered to be most important to be successful in life there can be seen that on the first and the third position there is cleverness (20,3%) and education (15,2%) that are in the power of the pupil to develop, in other words controllable by him. Faith that is also a personal ability is on the fourth position 12,9% of the pupils considering it as important for success. They also consider an social uncontrollable factor to be important and this is connections, that is on the second place (17,8%). As a general conclusion pupils consider that future success is mostly in their power.

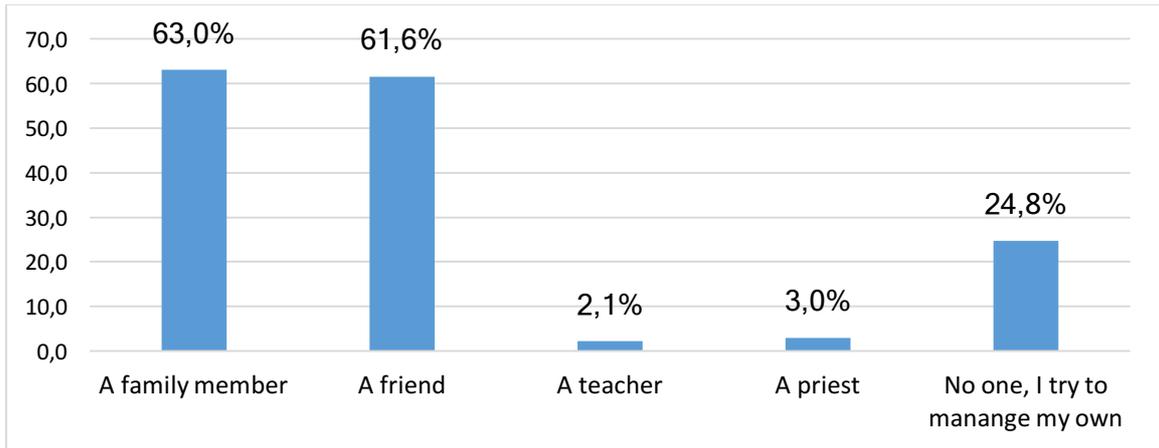
Q9. Who do you hold responsible for what happens in your life? (maximum 2 options)

In almost all the cases (89,9%) pupils consider themselves responsible for their future success achievement, on the second place being their family (29,7%).

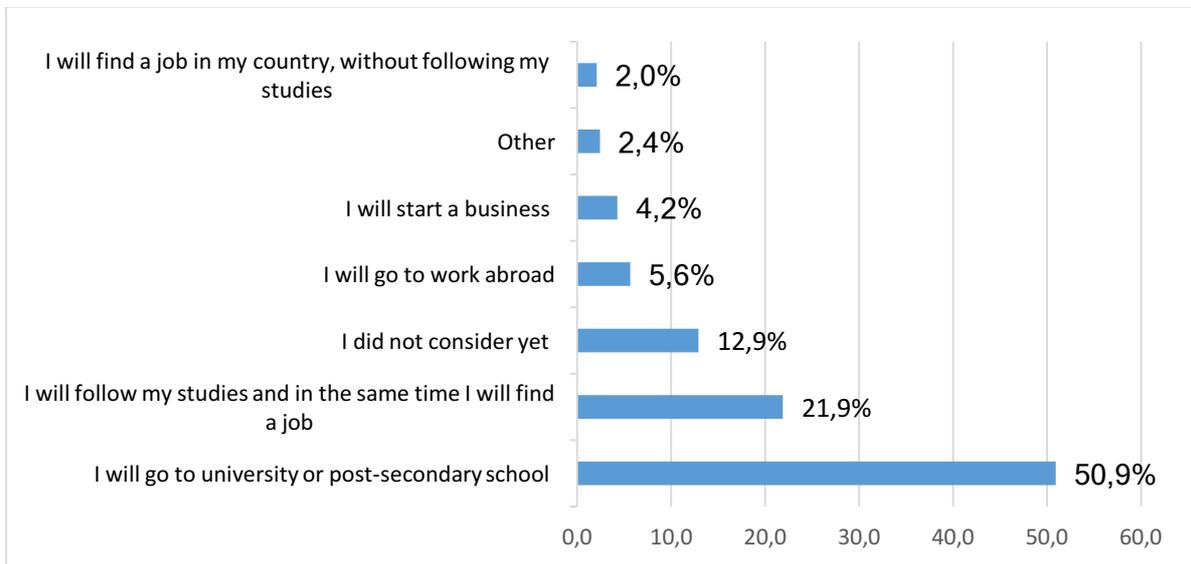


Q10. Who are the first persons you turn to when you are in trouble? (maximum 2 options)

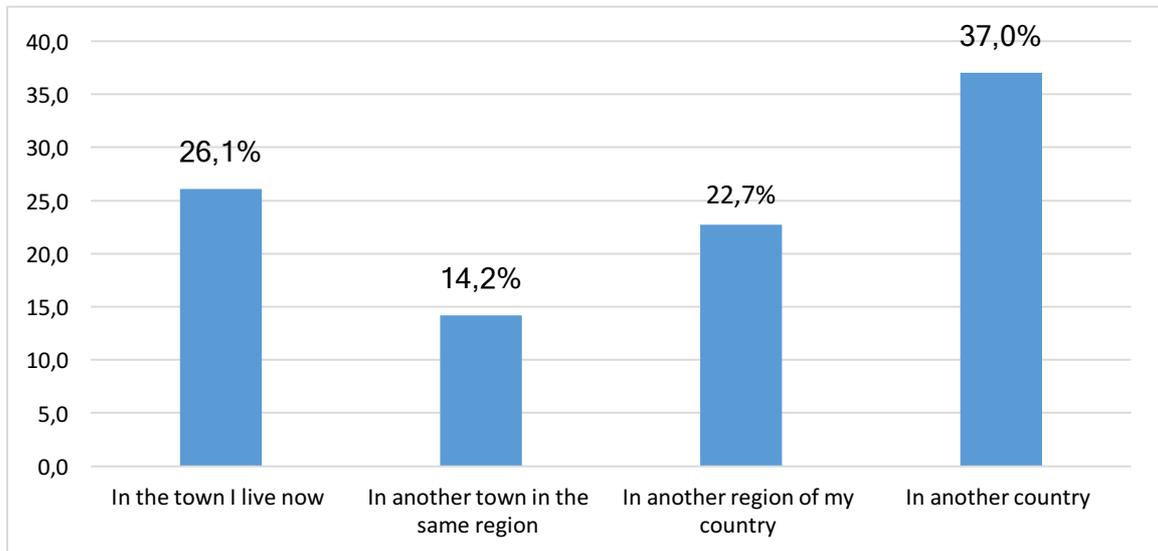
As expected in most of the cases pupils consider that the most reliable person is a member of the family (63%). What is concerning, is the fact that almost as important (61,6%) is a close friend that might be also a peer and not an adult that is preoccupied by the pupil well being and to help him/her. We recommend to develop the pupils trust in significant adults among them like their teachers that are more entitled to help them in difficult situations than a friend of the same age.



Q11. What will you do after you graduate what you are studying?

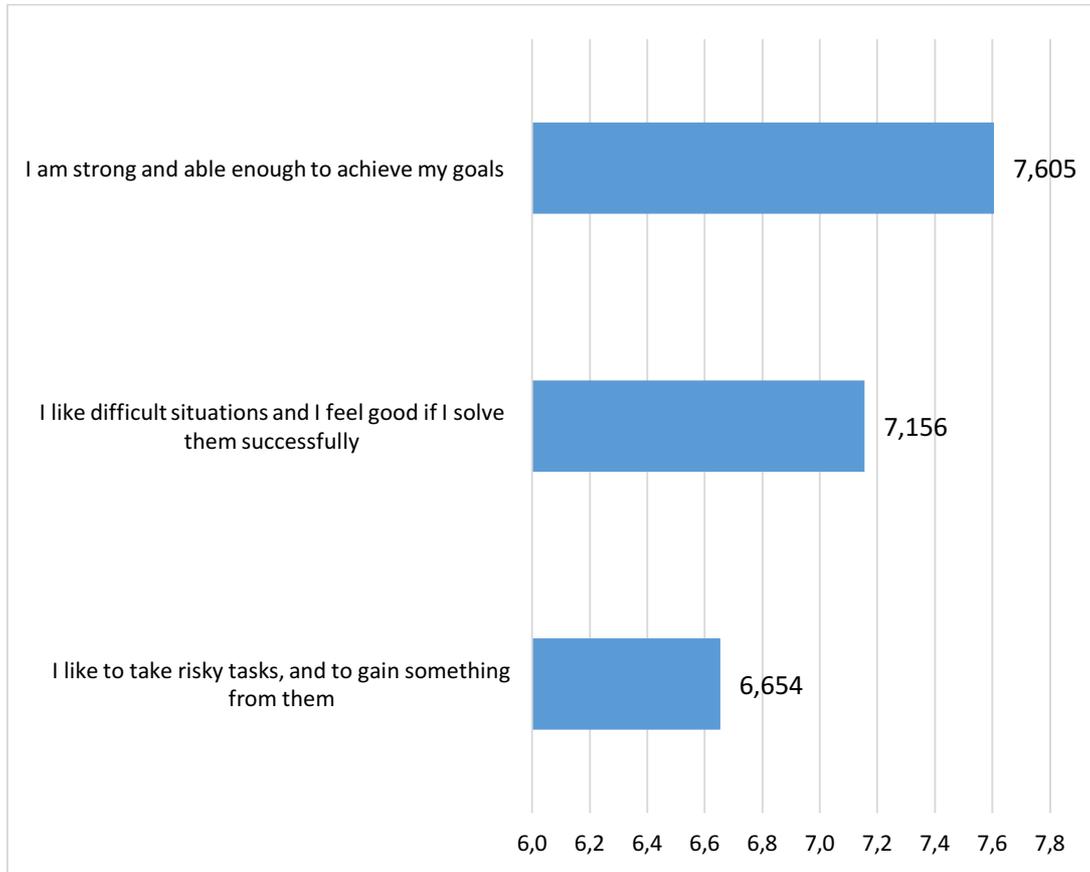


As seen in the above table almost 70% of the pupils have the declared intention to attend following degree in education. As we are dealing with students with good socio-economic status more than a half of the total (50,9%) will only study at the university or college and only 21,9% will have to take a job during the studying period.

Q12. Where do you think that you will live in 10 years?

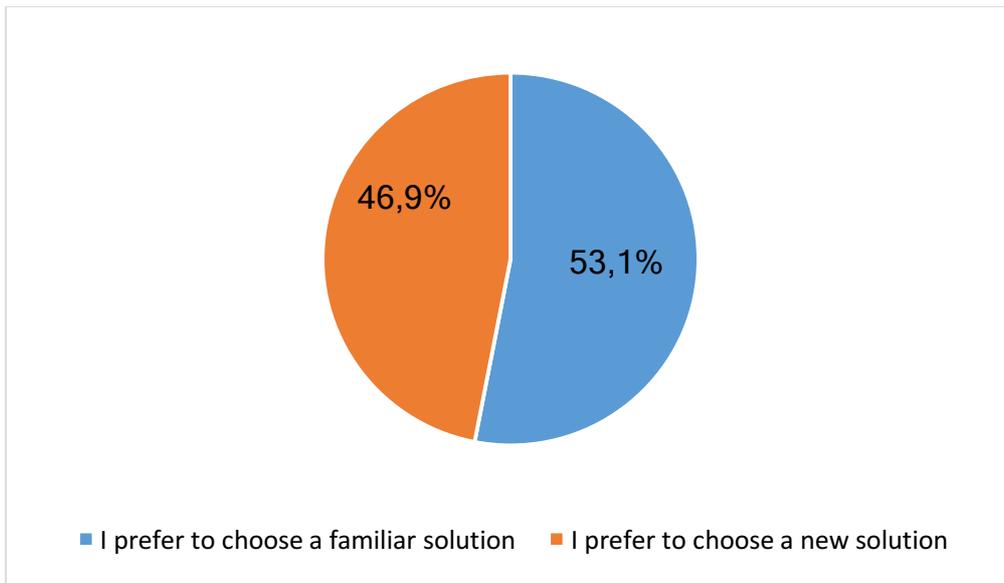
Most of the questioned pupils have nothing against moving from the region they were brought up, only 26,1% of them see themselves in the same town in a ten years time, 37% being ready to move even in another country.

Q13. We are interested in some things about you. On a scale from 1 to 10, where 1 stands for "in very low degree" and 10 for "in very high degree", how well do the following statements apply to you?



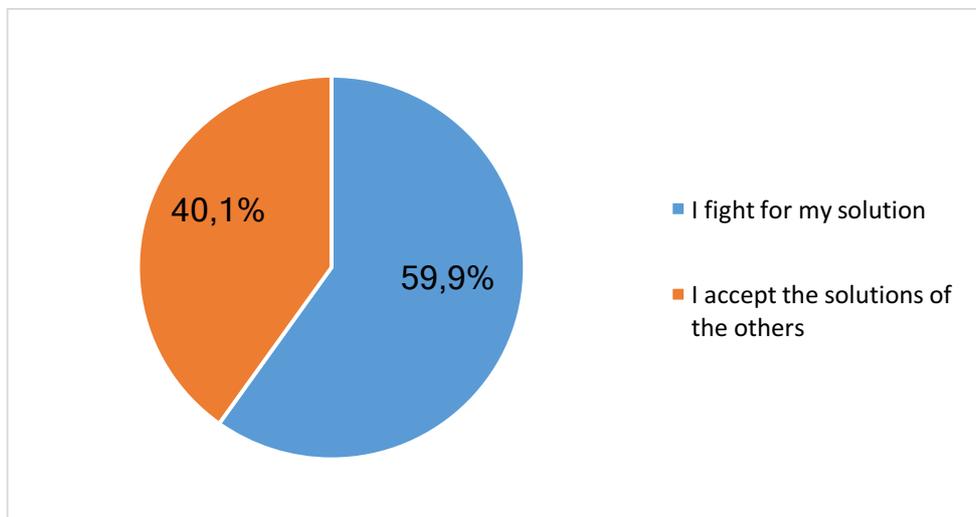
On a scale of ten points most of the questioned pupils have placed their answers related their self-evaluation between 7 and 8 that is in the first quartile, meaning that they consider they are ready to face difficult situations and they consider that they are able to achieve their goals in a proportion of more than 71% of the cases.

Q14. When you face a new situation, what would you do?



When confronted with a new situation half of the pupils (53,1%) stay in the comfort zone. What is an interesting result is the fact that almost half of the pupils (46,9%) are willing to try a new solution, fact that sustains that they have the availability to adapt and accept change.

Q15. When a decision is made to apply / carry out a solution, what would you do?



In most of the cases (59,9%) pupils have trust in their own decisions as they are willing to sustain their decisions and fight for them.

Q16. When you think about yourself, what do you consider to be your advantage in front of your mates, your strong feature which helps you very much in life?

There were targeted strengths and weaknesses in the way are self-evaluated by the pupils. In this way we can drive some conclusions related to the perceived personal needs for development from the perspective of the student. In this regard Q 16 was built on four main dimensions:

- (1) **Personal autonomy/motivation related skills/competencies** (self-reliance, wisdom, I always say what I think, creativity, strength, discipline, motivation, determination, dependable, more confident, miscellaneous, would like to work, willness, reasonably at school, would like to work, confidence in case of problems, honesty, faith, assertiveness, can assert myself, ambitious, obstinacy, fair, fight for my goals, power, artistic, disciplined, trustworthy, perfectionism, punctuality, successful, diligent, craftsmanship, commitment, adventurous, persistence, cooperation and empathy, decided, responsible, able to work in groups, daring, sense of purpose, always led on feet, good communication, farseeing, mature, guidance, leadership, communication work, outspoken and honest, engaging, resourcefull, unbiased, connections, money management, thoughtness, level-headed, logic, decided, transparency, loyalty, hard-working, establishing relationships, diligence)

In the area of personal autonomy/motivation related skills there were included all the dimensions that are related to self-esteem, motivation for achievement, goal setting, values (loyalty, honesty etc), communication skills, leadership and management, social skills, creativity, hard-working, responsible. These are skills that could help the individual coping with social and work situation.

We found a pretty good knowledge –both self-knowledge and self-evaluation of personal autonomy and motivation related skills at the students within the project. Related to this subject we recommend to *improve* their abilities, meaning to insert in trainings sessions of *goal setting at professional and personal level* and *strengthening personal values*.

One of the aspects that we really want to emphasize in particular related to autonomy is wisdom that is considered a general ability to make good, independent, responsible decisions at cognitive and emotional level relating to personal values. You could use this part as a closure to your trainings focusing on the process of decision making for a personal development plan starting from personal values and taking into consideration cognitive related skills and emotional regulation.

- (2) **Cognitive related competencies/skills** (good at math, good arithmetic, photographic memory, Solve problems quickly, flexibility, humor, fun, I can read well, I am smart, I am educated, math, comprehension, strategies, technically gifted, to be able to take criticism, cooking, baking, write stories, skilled, direct, critical, learn quickly, another sight of

difficult things, save money, secure background, open-minded, paying attentions, optimism, I can easily navigate, fast perception, practical, critical sense, imaginative, intelligent, open thinking, solving mistakes, IT knowledge, strong family background (white-collar family), flexibility, realist, talent, logic, systematic, planning skills, judgement, exactitude, inventiveness, German, English (subjects), languages, clever, intelligent, clever).

Related to the cognitive related competences/skills we found that students are aware of their thinking skills, problem solving and level of intelligence. That is a result of exercising them continuously at school. We found little evidence about memory skills – exercising logic memory and mnemo-schemata and general strategies of learning.

In this regard we recommend enhancing the cognitive skills related to *problem solving and critical thinking* that are cognitive abilities required in the higher levels of the educational system (high-school and college education). As we do not have to focus anymore on individual learning styles as the learning is focused on the specific material of the educational subject and not on the student's style, we also strongly recommend *to develop more learning strategies for structuring the material and and mnemo-schemata*.

We noticed that pupils have mentioned school subjects like Math and Languages that are their strong points, fact that means that they have a deep knowledge and cognitive interest for subjects. Within trainings can be used exercises – like and mnemo-schemata that even strengthens their learning on different subjects.

(3) Emotional related competencies/skills (kindness, help, not shy, that they understand me, That they're always there for me. That I can tell them anything. Good listener, friendly, good friend, being there for each other, nice, helpful, good with other people problems, funny, good at bargaining, way of approach, endure much, grateful, calm, compassion, supportive family and friends, merriness, not interrupting others, tennis, sympathy, find solutions without fighting, quiet, connections, luck, humane, selective pessimism, ardent, I'm not so ticklish, tolerance, acceptance, extraverted, lovable, blonde and blue eyes, charisma, spontaneity, self-criticism, insight into human nature, manipulation, love, Patience, secrecy, ability to improvise, compassion, tidiness, temperament, dexterous, fierceness)

Although considered a common field emotions and emotional vocabulary was pretty poorly represented by the questioned subjects. The main ideas that we found were related to joy and happiness, helping behavior and some ideas of emotional self regulation through personal

knowledge (only reported but there was no variety of emotions that could show a recognition of emotions) and recognizing emotions in others.

The recognition of own emotion is the first step for developing emotional regulation that is so important for managing both day emotions to day and difficult situations. The variety of emotions or emotional states expressed by the teenagers is reduced (to joy, happiness, love, compassion) and the emotional regulation strategies are reduced to sustaining others and even in some cases manipulation.

Having into consideration the above mentioned conclusions we recommend into trainings *development of emotional vocabulary and emotional regulation strategies* for the pupils involved in the project.

(4) Motric related skills/competencies (sportiness, martial arts, I am small, I stand by things, sportiness, horseback riding, swimming, running, athletic, bigger, athletic, my size, tall, dancing, sing, karate, futbol, ventriloquism, fast reaction, fixing things, extreme sports, nice hair, pretty eyes, nice physique).

Although sports is part of their objects we found few references to sports and motric related skills, most of them being the expression of personal hobbies. We have to mention that we did not find much evidence of motric activities that are considered personal strengths but in the area of their role models or people that they admire there can be noticed that most personalities are gifted people that are active even in the field of sports or in music.

As there can be concluded that the pupils have small knowledge of their motric skills we recommend to have a section in training dedicated to identification of motric skills that can be considered their strength in future orientation toward a practical profession.

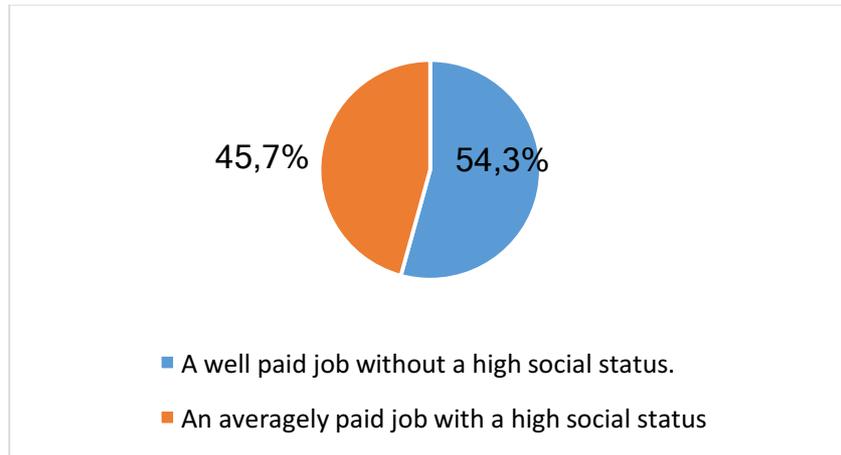
(5) Difficulty at self-evaluation – there were coded the situation where there was either no reply, or replies that referred to a different subject.

Beside the fact that it might be an opposite behavior we consider that in these situations the lack of answers is also related to a poor knowledge of self and personal qualities and also a difficulty in evaluating their own strengths. This is why we recommend in training *a section learning to discover their own strengths related to school* (autonomy skills and cognitive related skills) *and profession* (autonomy skills, motric skills, emotion related skills and cognitive related skills).

The pretty large number of answers that were either I do not know either left blank which was the same thing show the fact that pupils do not exercise very often self evaluation related to their own strengths.

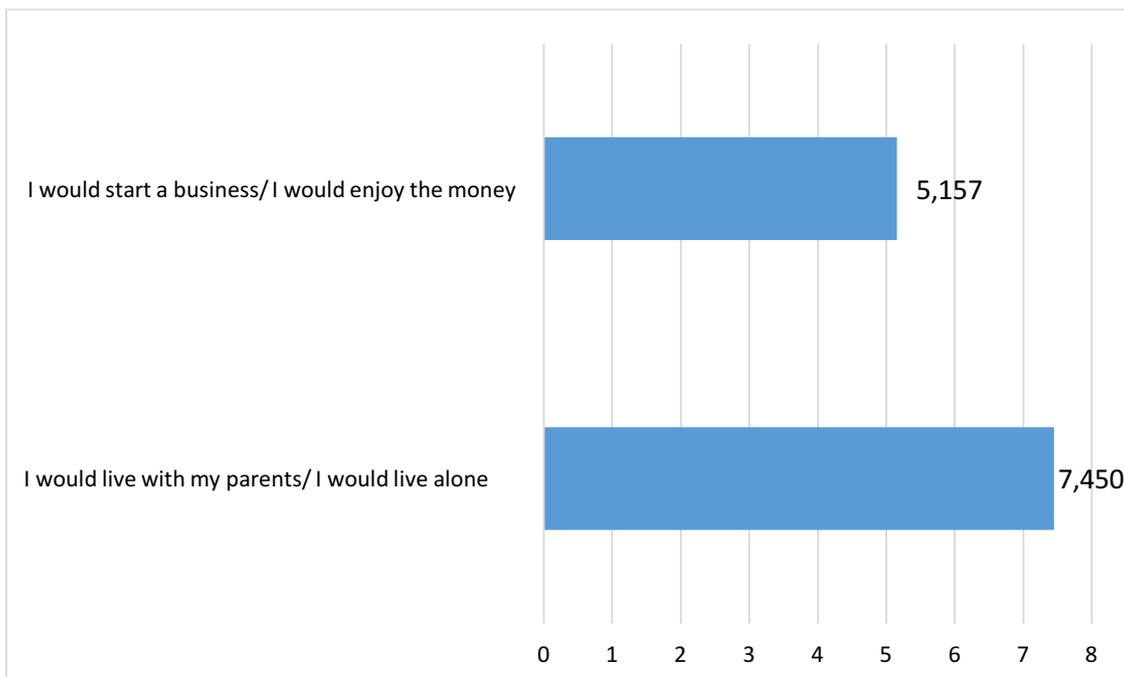
One important thing that they should be learned into the trainings is the fact that every human being is unique and every human being has his/her own strengths that in a particular domain gives them an advantage related other mated of the same age.

Q17. What is most appealing about professional achievements?



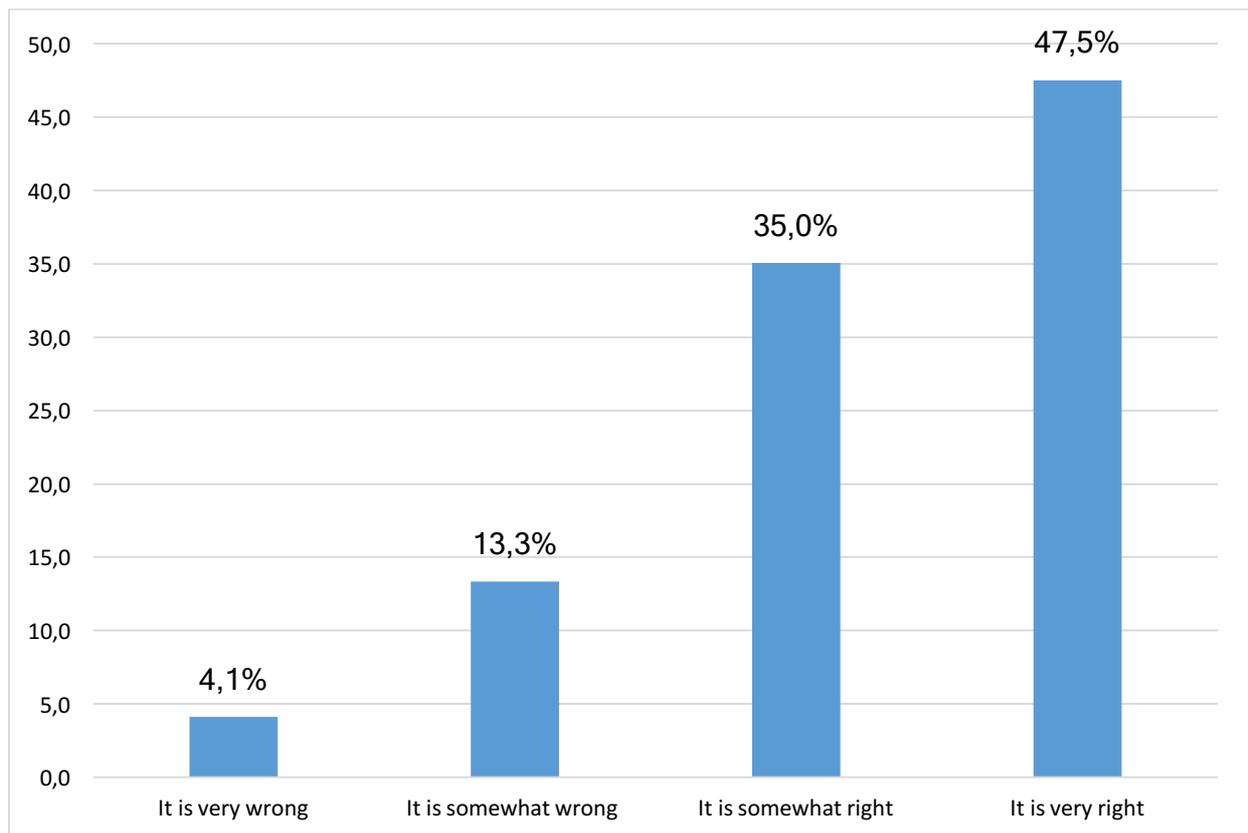
As the results show pupils do not know what to choose for their future – a well paid job without high social status (45,7%) or an averagely paid job with high social status (54,3%), the results being close to 50% for each choice.

Q18. If you had sufficient means to act according to your wish, what would you do?



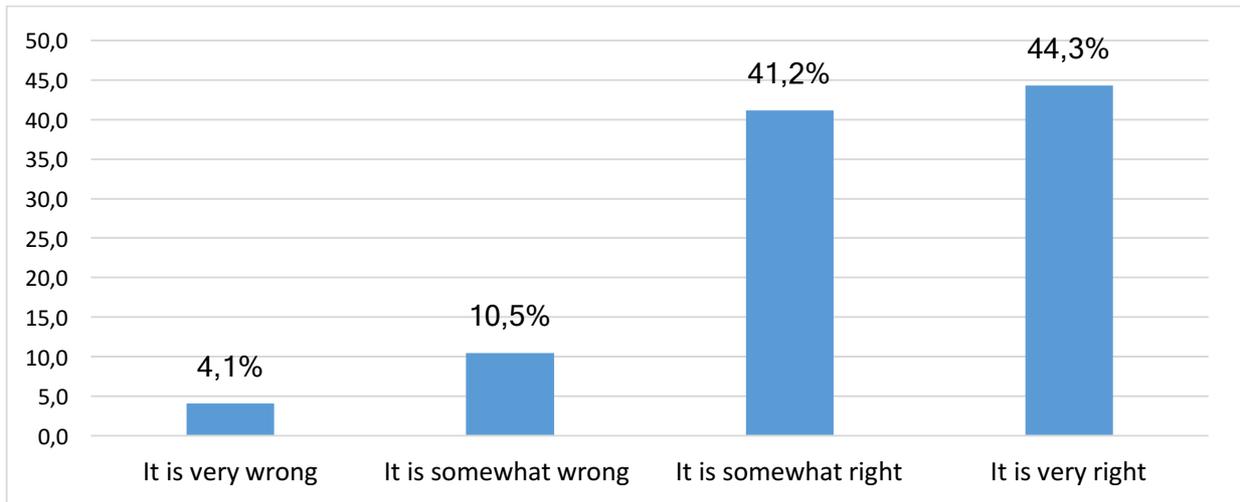
As it can be seen in the above table pupils are inclined to value more an investment in their immediate comfort (using the money to live alone or with their parents $m=7,45$) rather than to give up their comfort for a better future through entrepreneurship (I would start a business $=5,15$).

Q19. Let's suppose that a person who succeeds after a long waiting period, expresses his/her joy by laughing, yelling and hugging people. What do you think:



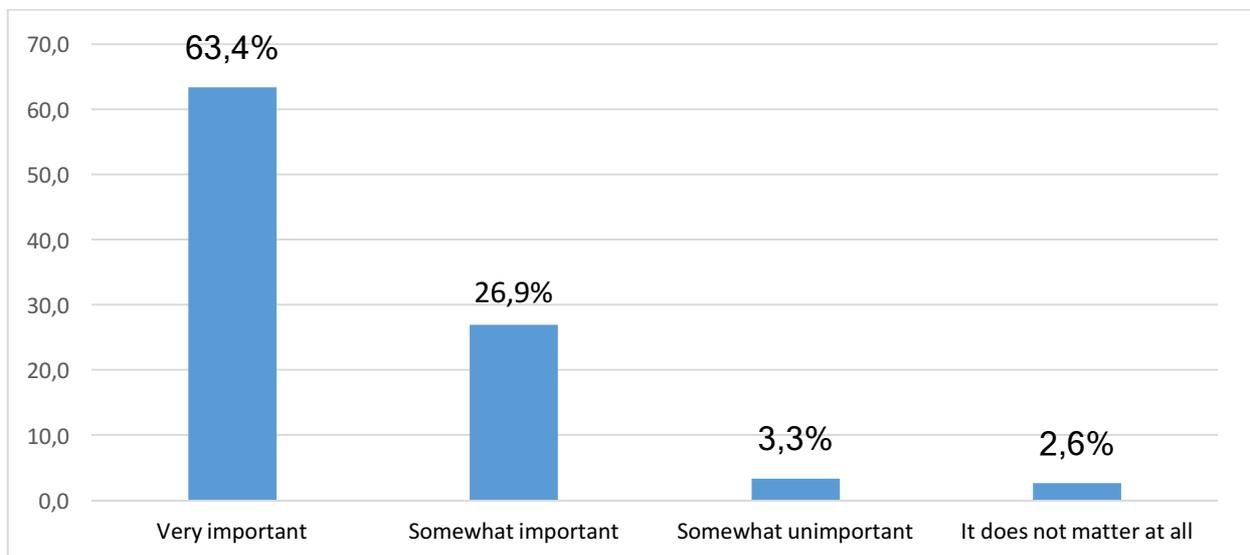
Almost all (47,5% consider it very right and 35% consider it right) of the pupils consider expressing emotions to be a good thing and accept this at other people. Expressing emotions and recognizing emotion in others is a good premise for emotional intelligence that is important for a good adaptation to social environment.

Q20. Let's suppose that a person finds every day at least one thing that makes him/her happy and he/she express it. What do you think:



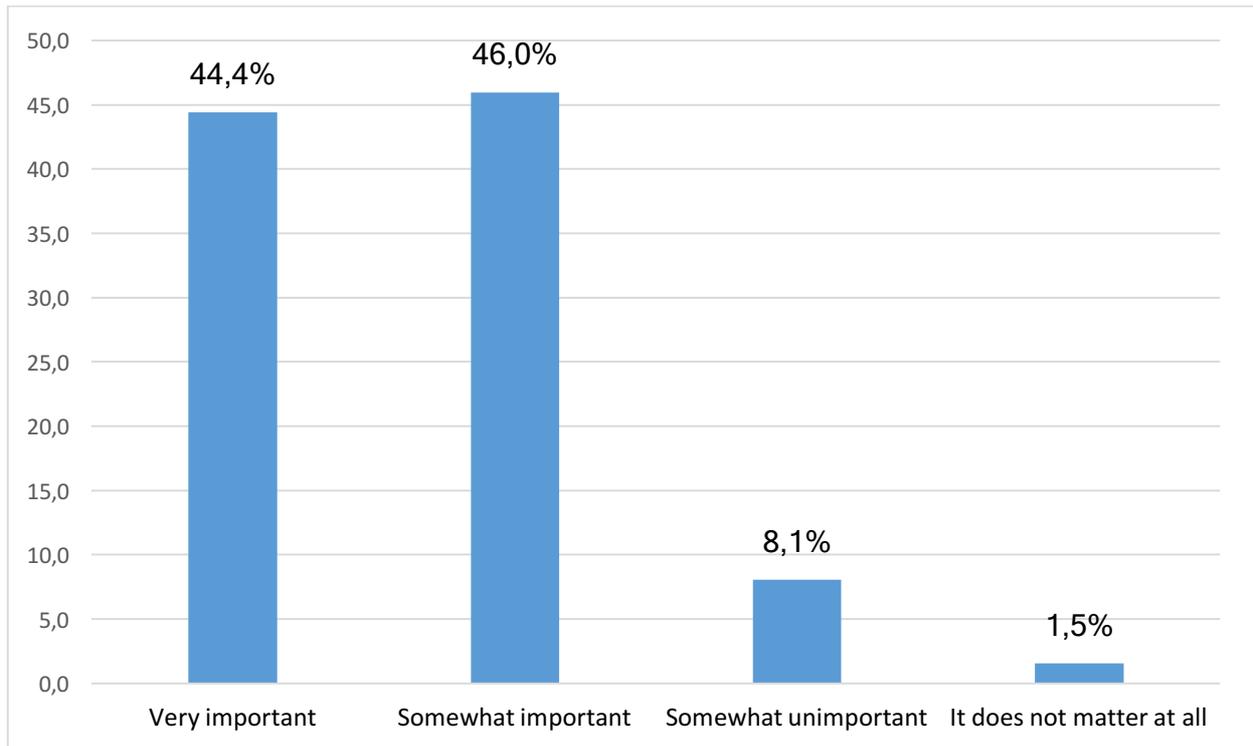
Day to day motivation is considered by almost all the questioned pupils as being important, a percentage of 85,5% considering it very right and somewhat right. Because of that we recommend to include in the trainings some exercises for positive thinking.

Q21.1. How important is for you _to be accepted in the group of friends and in the circles that you attend?



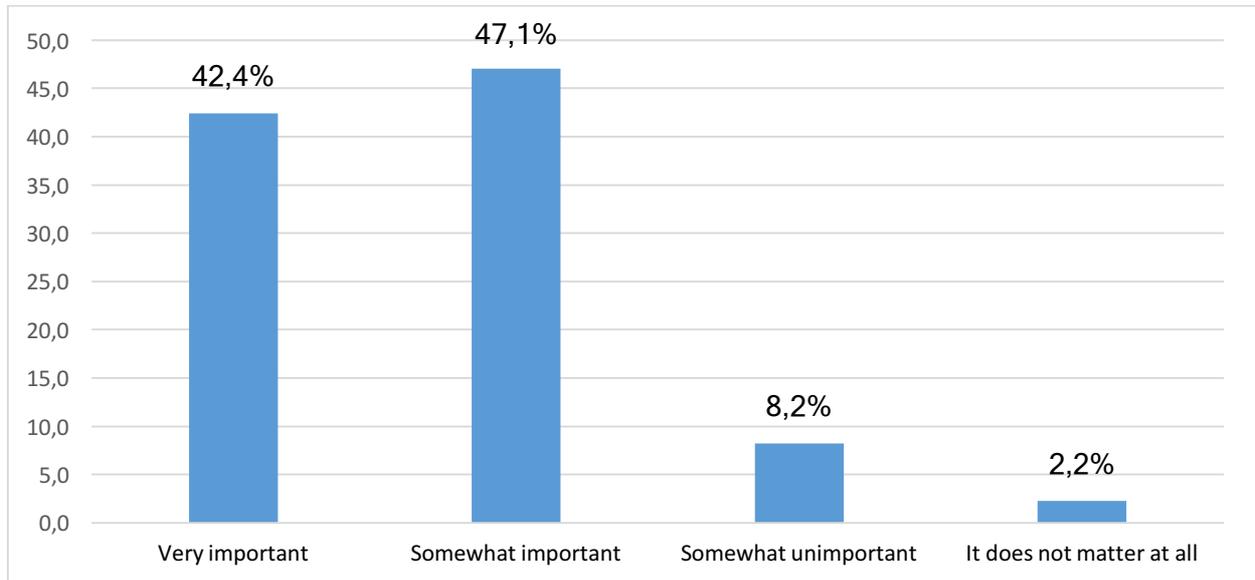
Being accepted by the peering groups is more than important for all the pupils 63,4% considering it very important and 26,9% considering it important. In this regard it is important that pupils have peering groups that have activities that are prosocial and based on positive values like: truth, kindness, intellectual performance.

Q21.2. How important is for you _to be polite and obedient to the adults around you?



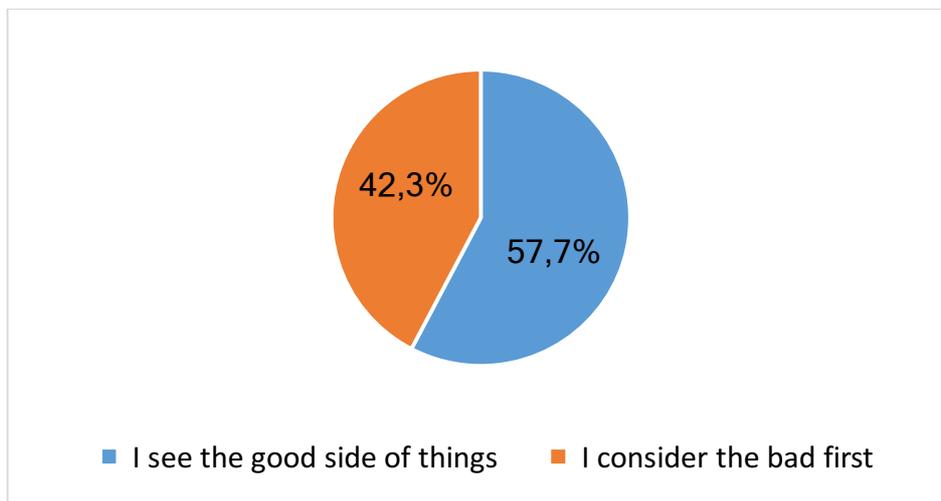
Pupils consider that it is important almost in a percentage of 90% (somehow important - 46% and very important - 44,4%) to be polite and obedient with the adults around them. This is a good indicator that they will participate (even if at the beginning out of politeness and obedience) at trainings if recommended by the significant adults around them.

Q21.3. How important is for you_ to accomplish well and in time your tasks for school or for other activities that you are involved in (such as sports, volunteering etc.)



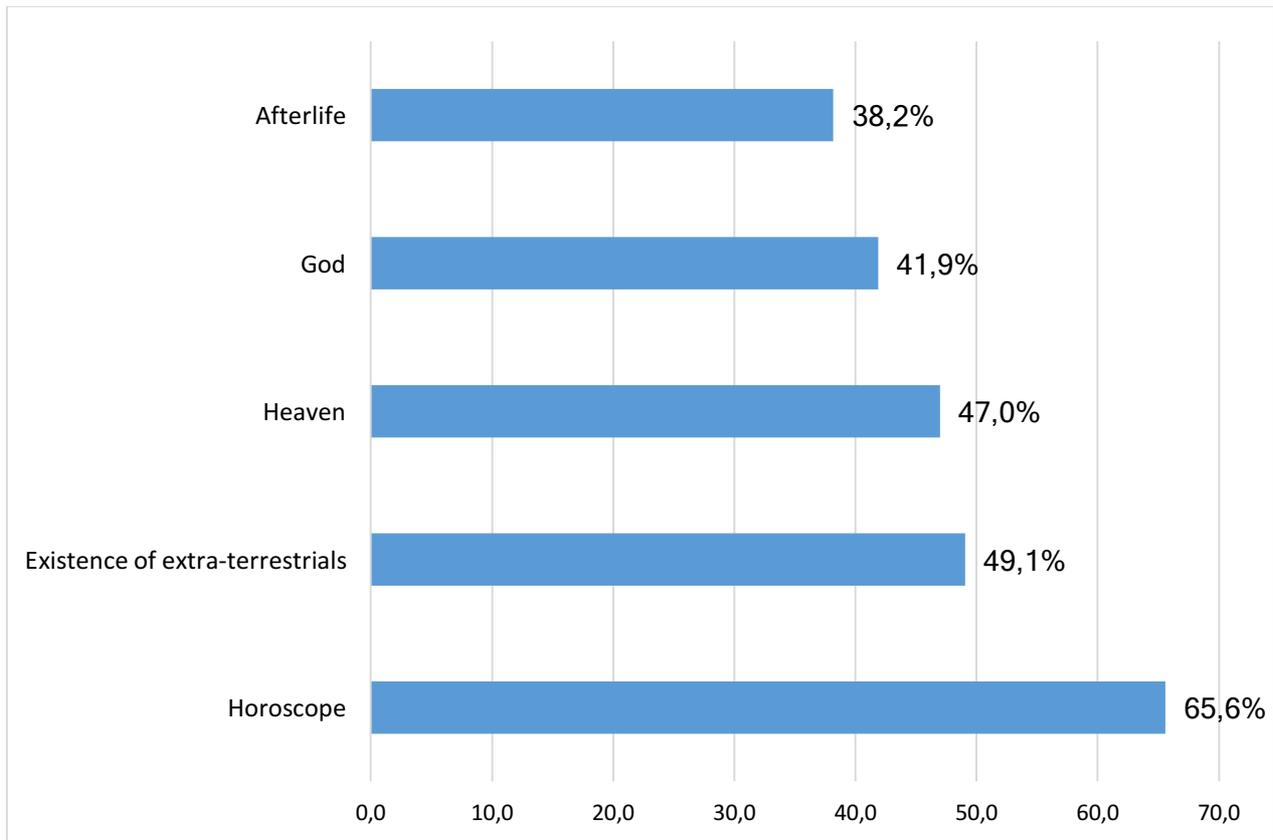
In the table above there can be observed that for almost half of the pupils that participated into the study (47,1%) is important and for another 42,4% is compulsory to accomplish their school tasks fact that can lead to the idea that these pupils are motivated by performance in educational activities.

Q22. Do you usually see the good side of things or you consider the bad first?



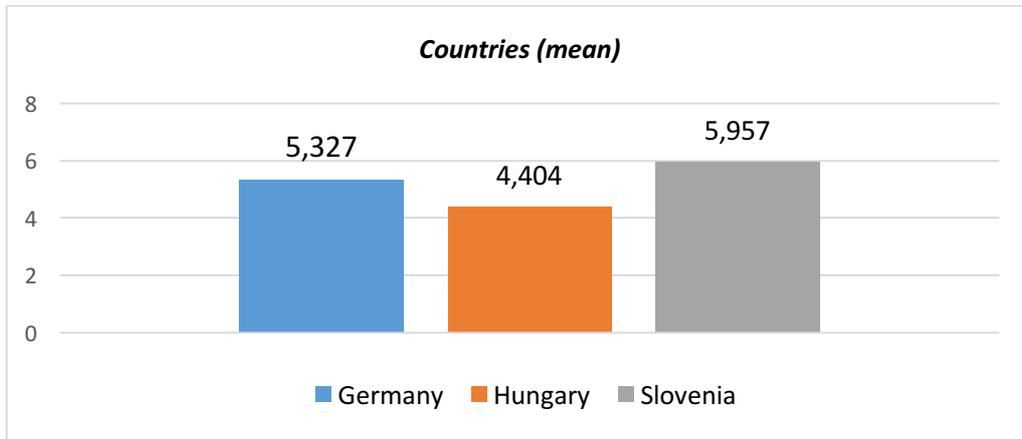
As can be observed from the chart most of the pupils (57,7%) are oriented towards emphasizing the positive side of reality. Still there is a high number (42,3%) that have a negative thinking and this is another argument to introduce activities for positive thinking into the trainings so that these students learn to look at the positive side of facts.

Q23. Do you believe or not in:



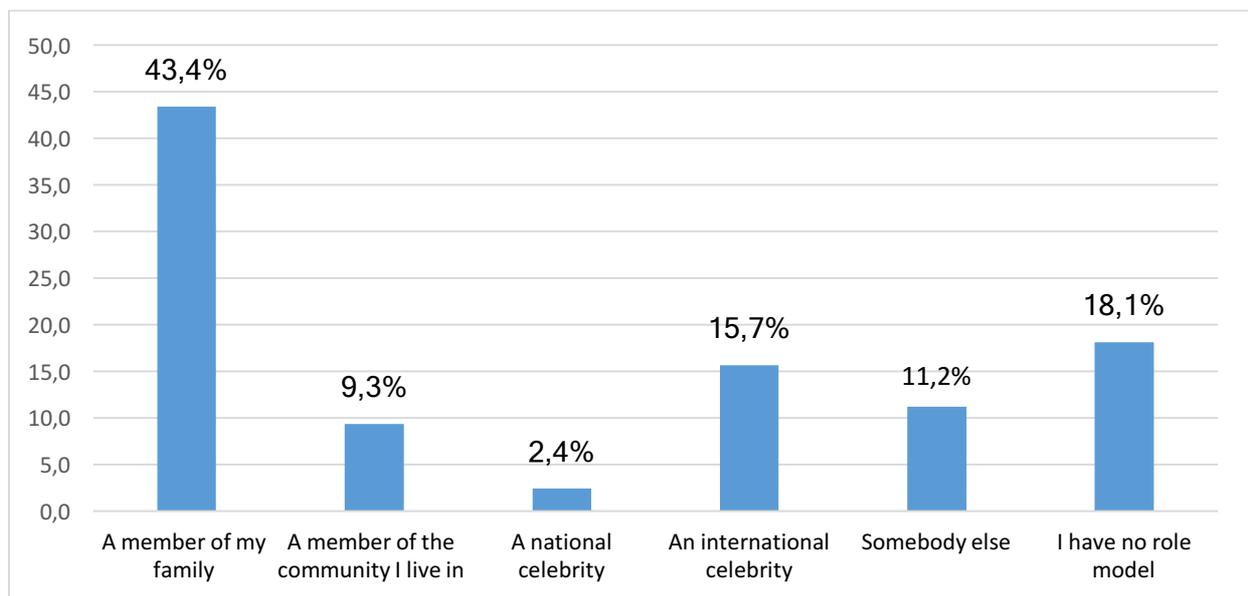
As can be noticed from the above table pupils invest with the highest degree of trust from the external control – the horoscope (mark 65,6 out of 7) and the existence of extra-terrestrials (mark 49,1 out of 7). This leads to the idea that for pupils are important the facts that are promoted through media as out all the presented sources, the two that are on the first place are nowadays very present in media.

Q24. On a scale from 1 to 10, how important is God in your life, 1 standing for totally unimportant and 10 for very important.



There can be noticed that religiousness is on the fourth place with an mean of 4,1 out of 7, fact that is maintained when looking at the distribution on countries where the most religious are teenagers in Slovenia (m=5,9)

Q25. Who is your role model that inspires you most in your life? (it can be any person from parents to actors or political figures)



Most of the pupils, 43,4% consider that they should follow members from their family as role models, and are not interested about other members of the national and international community.

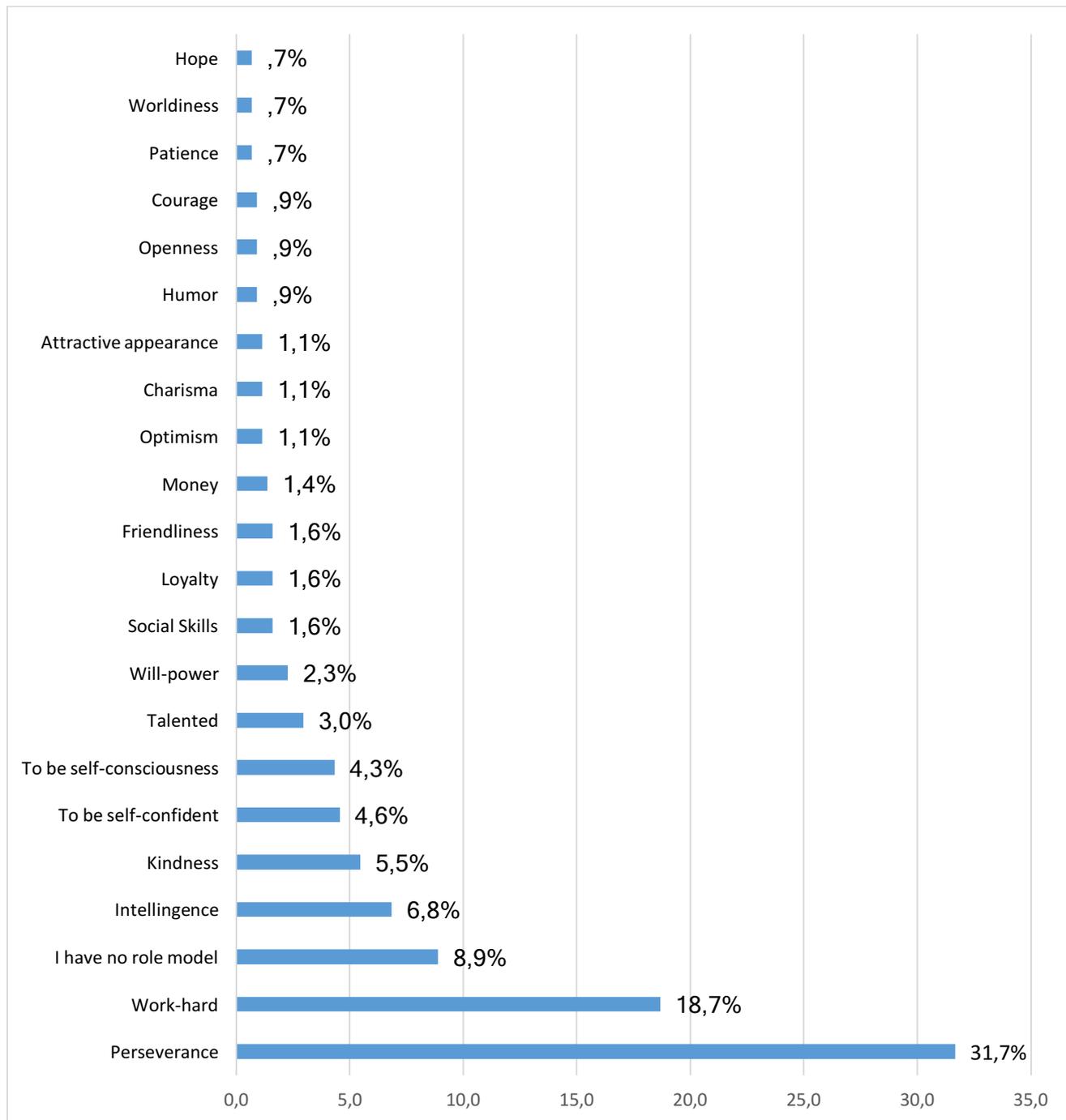
Beside choosing someone close to them like a family member (parents, other relatives, close friends etc) the pupils mentioned the names of personalities that are known for their talent

related to motoric skills. We refer to football players (eg Lionel Messi), or chefs, or music player (rappers etc.), or divinity (God or Jesus) or contemporary made man (like a you tube influencer).

What we can detect as common thread at personalities that are not divinity or family is that all these men are self-made men, who started from a non-friendly environment and made it to the top. This is probably related with the fact that the pupils that choose these role models are the ones that are coming from a poor socio-economic environment.

The life-stories of their role-models can successfully be used as motivational stories. In order to be efficient the motivational stories about perseverance and success have to be similar to the possibilities of achievement of the trainees.

Q26. Which qualities do you consider that helped your role model to become a successful personality?



When thinking of qualities that make a person successful the pupils choose perseverance (31,7%) and hard-work (18,7%). These are motivational traits that should be enhanced through training activities.

In most of the cases the qualities mentioned in the field of role model abilities that assured them success were the ones related to cognitive abilities and motivation or autonomy (smart

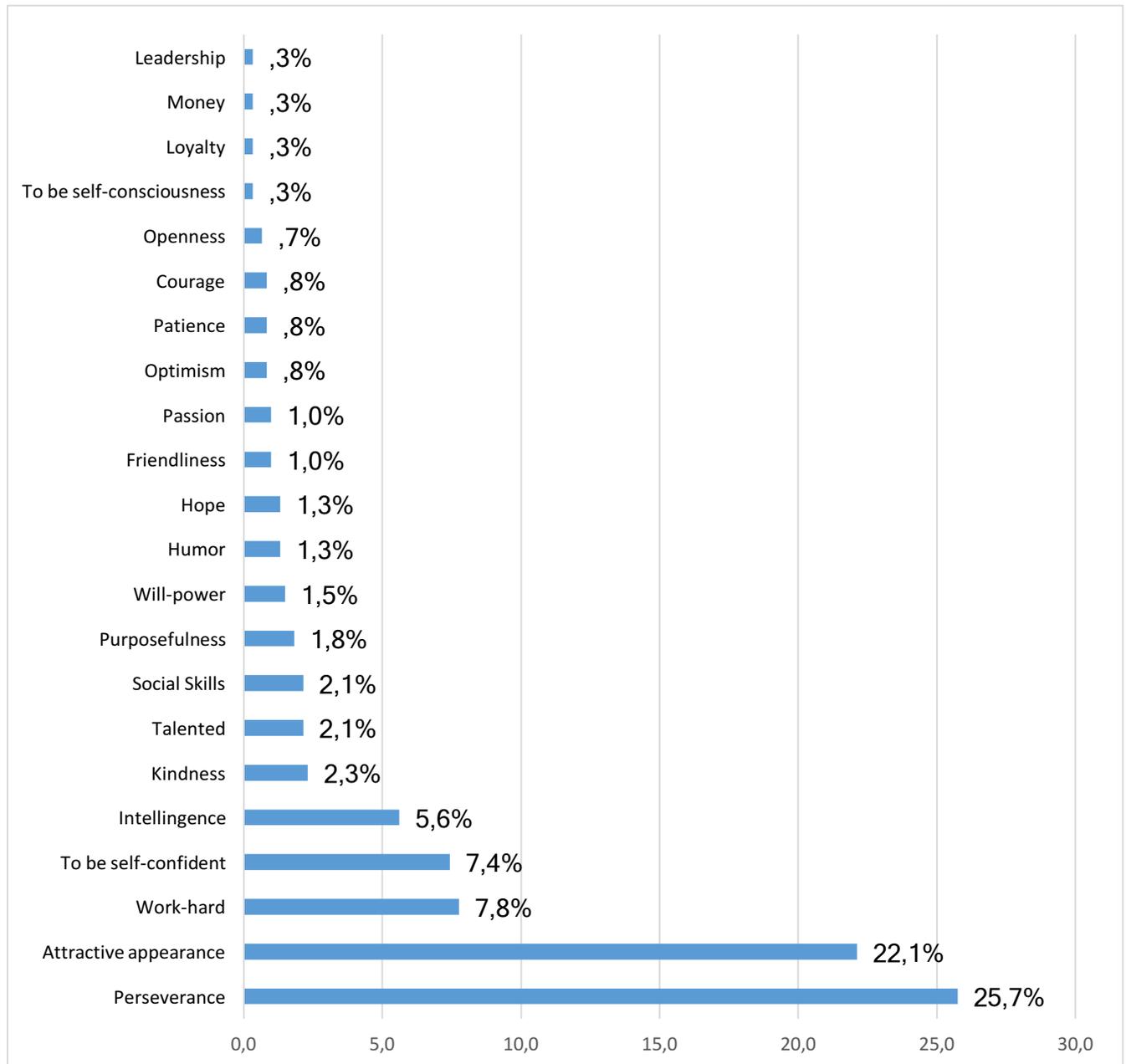
/cleverness, loyalty, trust, courage, persistence, will-power, self-confidence, talent, hard-work, nice, hard work, hope, sacrifice,).

This shows a good knowledge of the needed psychical processes that are involved in achieving success. Most of the described qualities are related to internal locus of control. That means that for the pupils that answered the questionnaire success can be achieved by them, and the way to it is controllable. The next step is to develop them into their own life.

It was interesting that there were some qualities that can be considered out of the control of the pupils (money, luck), meaning that although they are aware that there are parts of achieving success that are out of the personal control, they do not focus on them with priority.

There is less evidence related to negative emotion like anxiety or self-sacrifice. This can either be related either to a poor anticipation of possible emotions related to a situation because the lack of knowledge on emotions, or to ignoring the negative emotions related to gaining success as a mechanism of protection.

Q27. Which of your personal qualities do you consider that will help yourself to become successful as your role model?



As expected, pupils want to become perseverant (25,7%) and hard-working (7,8%) persons in order to become one day someone’s role model but hard-work is on the third place, on the second being attractive appearance (22,1%). The willingness to maintain an attractive appearance is related to their age and the fact that they think they will not change their appearance once they get older.

When confronted with becoming a role model the pupils structured their answers into social motivation (self-confident, social relations, helpful, affectionate, commitment, kind , funny,

ambition, diligent, persistence, leadership, patience, desire, assertiveness) and skills – cognitive and motric (smart, positive thinking, learning, education, skills, creativity, intelligence, positive thinking, hard work, determination, clever, athletic, manual dexterity).

Starting from the above mentioned ideas we can see that the pupils see themselves primarily socially integrated and then as a kind of profession. In this regard our recommendation is to enhance the mentioned social skills like assertiveness, diligence persistence, patience, through the trainings that you provide.

Q28. On which circumstance (occasion) did you feel your best in the last 2 years? Please motivate your answer.

Given the openness of the question, which also required the reasoning of the answer, a quantitative exploitation could not be achieved. As such, we have used speech analysis and have exploited qualitatively these responses. We identified the main trends and quoted typical answers for them. The degree of detail is higher for the first group of responses (Germany), so that the other groups identify the specificity elements, because the major categories were approximately the same, although with contrasting weights.

GERMANY

The answers to the questionnaire show a certain diversity, depending on the level of individual maturity of the respondents, the personal values, the degree of dependence / independence expressed through the relations with the family, respectively with persons outside the family, etc.

A first category of answers is the one in which family attachment is obvious. Sometimes it is expressed almost completely (*with my family because she's my everything*). Sometimes it is expressed in more precise contexts, as a rule of relaxation. The most commonly encountered situations concern family personal anniversaries, holidays - Christmas, Easter - spent with family (*First of all, like Christmas, when the family is together, because I think it's nice to celebrate with the family*) (*Christmas, because that's when my whole family was with me*), holiday experiences with family, etc. There are also answers that mark the happy solving of some dramatic situations (*That my brother finally wanted to have contact with us again*).

A particular case of the above category is the one in which the respondents clearly express that they felt best with the family in their home country other than the one they live in now (*Spending time with my family in Turkey*) one of the answers being very tremendous in this sense

(when I was in my native country, because I was away from this country. and everything is better in my home country).

Another category is where respondents associate family context with friends, as a joint bidder for the most enjoyable moments experienced in the last 2 years. As a rule, these answers are more general and express the need for protection, safety, but also recognition and appreciation on the part of others (*I have felt very comfortable with family and friends because they are always there for me*).

There are quite a number of responses that show the satisfaction of time spent with the boyfriend (*my boy-friend*) or girlfriend (*my girl-friend*) (*I felt most comfortable when I was by my boyfriend because I like him*), sometimes as a refuge family tensions (*At my girlfriend's, because I had a conflict with my parents*), emphasizing the tendency towards independence, with the discovery and cultivation of couple life.

A third category identifies moments of maximum positive experience with some sporting, artistic or educational achievements, often as a result of positive appreciations from coaches or teachers (*When I Wanted to Give My Coach To Me: 'You've Come a long way, do you really want to give up? '*), or - again - to thank parents, or see himself appreciated in the eyes of his parents (*When I have learned and my work has paid off, I feel good because I know that my parents are proud of me*).

Then there are very varied responses without being part of a specific type, that evokes precise moments and contexts, usually circumscribed to youth experiences, games, money, etc., but also to work at school or at work (*at work because I feel free*), or social involvement (*I felt most comfortable at an event against child labor, because there could be a great life for children who are poor*).

Other responses are, on the contrary, much more elusive. Some of them evoke the desire for freedom (*living in freedom*), others the need for privacy or the option of solitude (*I felt most comfortable at home alone because I like to be alone*). There are also some answers that defy the curiosity of the questioner (*I felt most comfortable when I was*), but also answers that reveal the monotony of life or the inability of some to enjoy, to live memorable moments.

However, ***the dominant feature of the answers given by the German respondents is that they feel the best in their family and with their friends***. The other contexts are rather secondary, even marginal.

HUNGARY

The answers to the questionnaires applied in Hungary proved to be significantly different. First of all, many of the Hungarian respondents demonstrated, in their answers, a further maturity. Often texts are convincingly elaborated and argued.

Second, surprisingly high are the responses that link their most enjoyable experiences, school experiences, good learning outcomes, successful examinations or tests, teachers' appraisals, and so on. More than half of the valid answers fall into this category (*when I had enough time to learn and I worked hard to get better marks and results*); (*When I got a mark A particularly with laudation at the end of the school year*); (*When after a failure I succeed in the next attempt at school or during my hobbies*); (*When I got the first prize at the end of a county math contest, it did not happen with my every day, so I was glad*).

The other categories identified to the German respondents are also found in the Hungarians, but with much smaller weights: remarkable moments with friends, seldom in the family or with friends and family. There are also respondents who have lived memorable moments when they have won in sports competitions (*In my studies and sport achievements*) or during artistic or hobby activities (*On singing lessons!*), (*Horse riding, drawing*), or given by social involvement (*when I could help someone, and I could bring happiness into someone's life*), (*When I Can Help*). There are not a few answers or unanswered answers (*I do not remember*), (*I do not know*) but also relative defiant answers (*When I drank a jar of beer during 5 seconds*), (*Let it pass!*), (*Blablablabla*).

Instead, there are other types of responses that show satisfaction to personal success (*When I paid attention of people around me*), the joy of being able to influence others (*When I convinced the 4th grade theologian He accepted from me that God does not exist*), or the pleasure of contradictory discussions with intelligent persons (*Good question. Maybe during disputes when I can take issue with an intelligent person*). Even some political options and attitudes (*FIDESZ - a Hungarian party supported by many citizens – have won the elections. Hurray*).

The answers provided by the Hungarian respondents reveal strong preoccupations for school success, appreciation of the work done, good training for a successful career, etc. leaving much less room for interpersonal relationships, family relations or friends. Responses are much more self-centered, self-image oriented and demonstrating, convincing, influencing.

SLOVENIA

Respondents in the Slovenian sample gave the most diverse answers, some remarkably mature, some schoolyard, others with a marked desire to pander. The share of non-responses is

low. The Slovenian sample appears to be a remarkable heterogeneity, reflecting a wide range of attitudes and experiences.

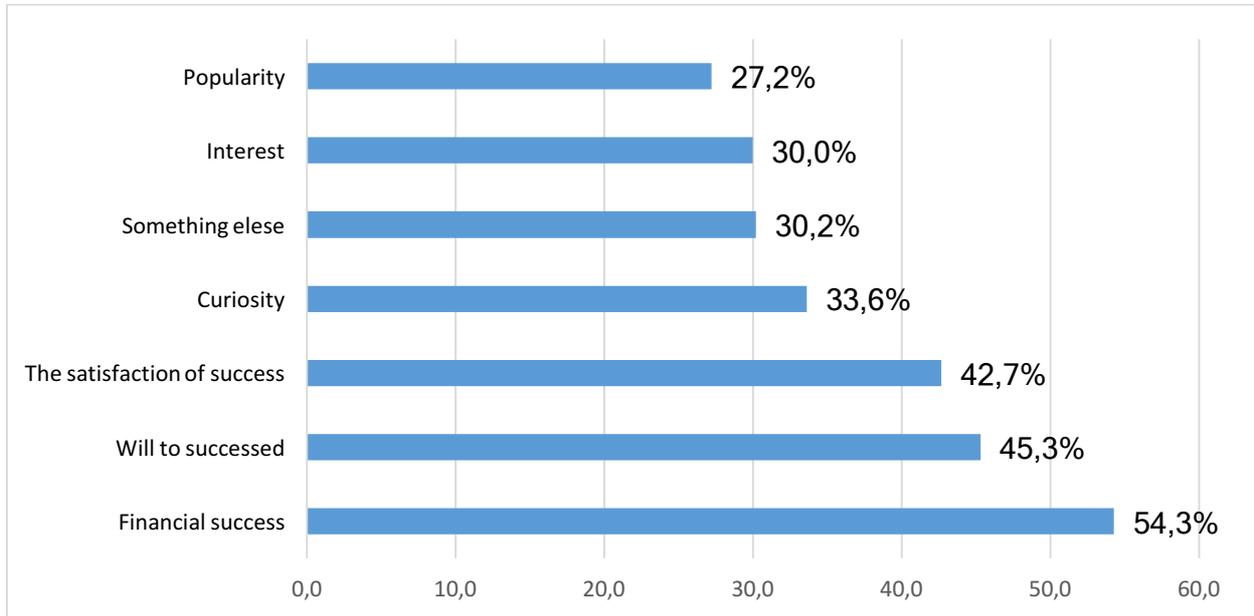
Moments of fulfillment at school or in connection with school are often evoked, more than in the case of German respondents, but significantly less than the Hungarians. Moreover, they are often duplicated by explanations that put them in context of a group, lived with colleagues and friends (*When the boy asked me out, I felt desirable. When I got new friends, I felt accepted and stronger*). Besides, this is perhaps the feature that best reflects the answers given by Slovenians: the pleasure of being with colleagues and friends. The living together of memorable moments is done in different contexts (*Among friends, because I love the company and I feel relaxed and accepted*), but quite often within the formal structures that work under the aegis of the school / church (scouts, choir, oratorio etc.): (*Socializing with scouts. In the core team we are very open, and therefore, despite work, we enjoy very much*). This pleasure of being together with friends / colleagues often exceeds references to family, which often appear (*At family gatherings where I felt the part of something extremely important*), or those related to learning achievements or competitions. Even sports-related responses are often related to contextual grouping (in team sports).

A bigger part of the Slovenian respondents, compared to those in the other countries, gave self-centered answers (*Leader, a company of good friends*), bold, uninhibited answers (*I always felt the best, I'm at the best of these situations*), (*When it was necessary to perform, present because I'm at best in these situations*), (*every weekend when we pub crawl*), (*Moving to a better place*), some targeting legality limitations (*Hooks and Cocaine*), (*I felt the best in Canada because marijuana is legalized there and, consequently, people are more friendly*), (*when I was drunk like "mamba"*).

There are also many responses to achievements in sports, music, arts, and video games (*I was a bit lucky and I won a specific weapon in the video game*).

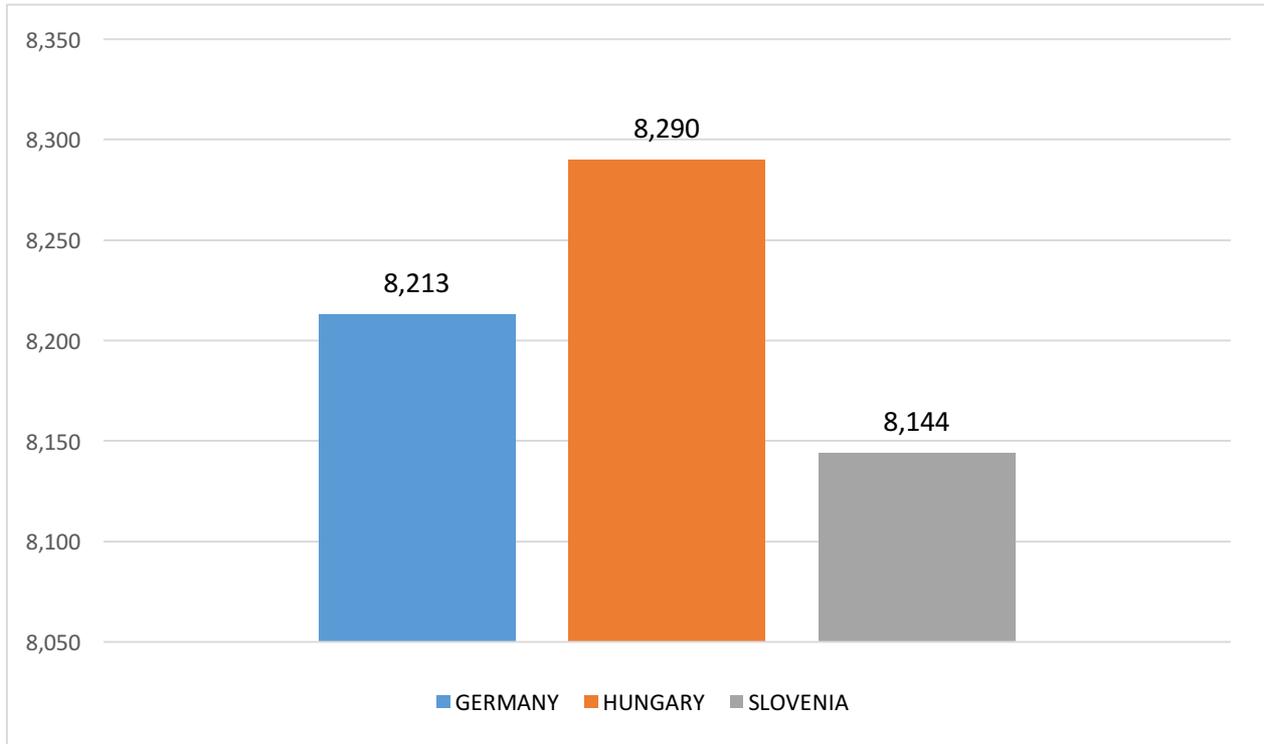
Some answers are complex and well-grounded, even if they are contradictory as meanings (*In the company of people who accept me, in a relaxed and carefree atmosphere and in nature, alone, without obligation, worries, enjoying the moment*) (*When being accepted by a new group – both at school and outside of it*), (*making new friends and engaging in various programs and communities*), (*When I listened to myself, changed schooling program and succeeded. Here I feel much better and see myself in this profession in the future*).

Q29. Pick from the following reasons those which you consider to be relevant when you start doing something.



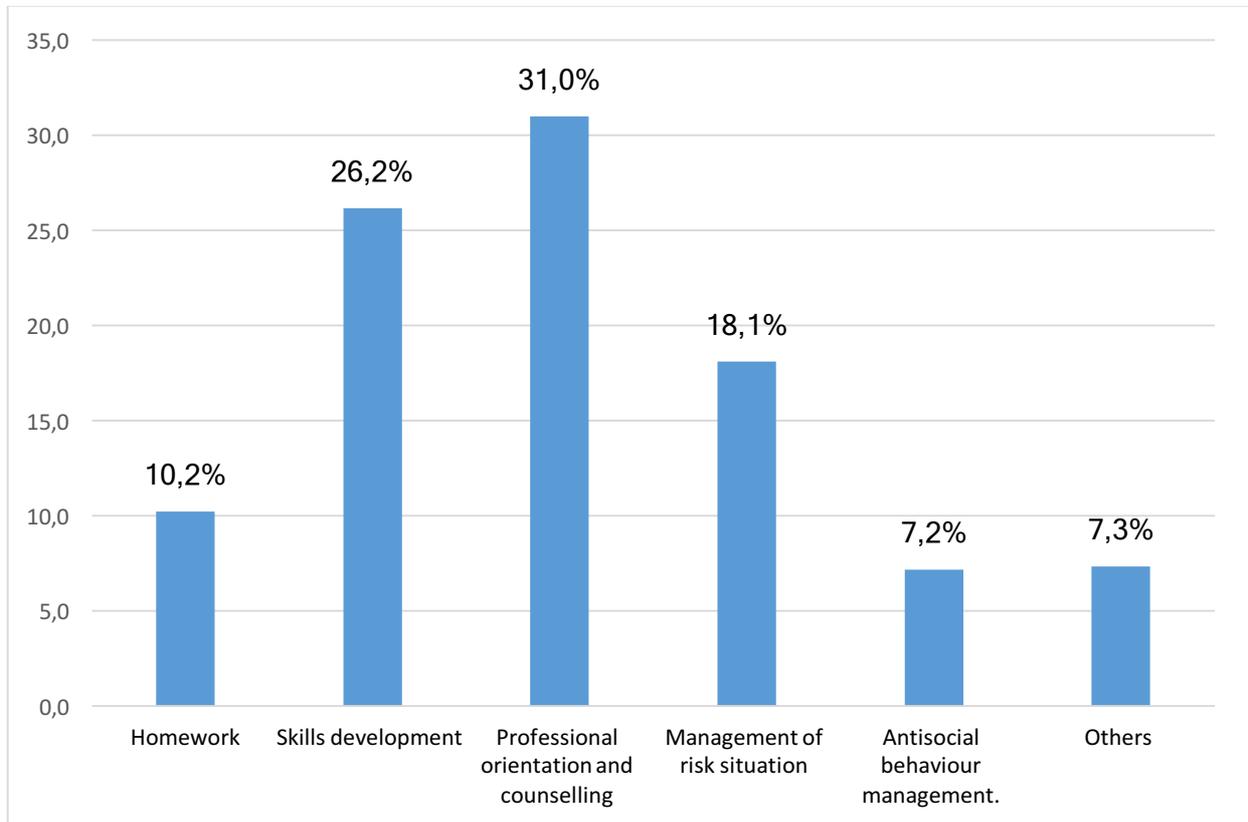
Pupils from all the countries consider financial success as being a strong motivator (average 54,3), closely followed by the will to succeed (average 45,3) that is related to getting social recognition.

Q31. How motivated you are to achieve this goal? Pick a mark for your level of motivation on a scale from 1 to 10, where 1 stands for totally unmotivated and 10 for highly motivated:



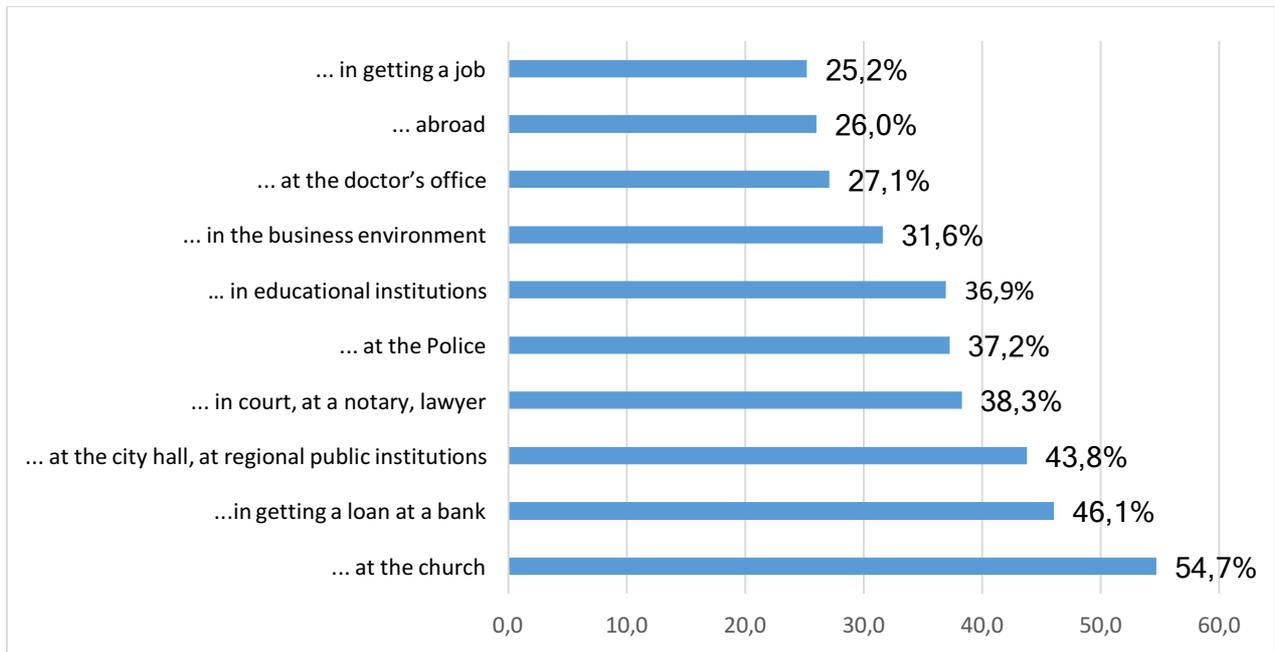
When reporting self motivation on a scale from 1 to 10 all the pupils feel that they can well mobilize their inner resources for success, the differences being not significant (for Hungarian pupils $m=8.28$, for German pupils $m=8.21$ and for Slovenian pupils $m=8.14$).

Q32. A mentor is a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school. Considering that you have the opportunity to have the support of a mentor person. Please let us know in which situation would you need his/her support



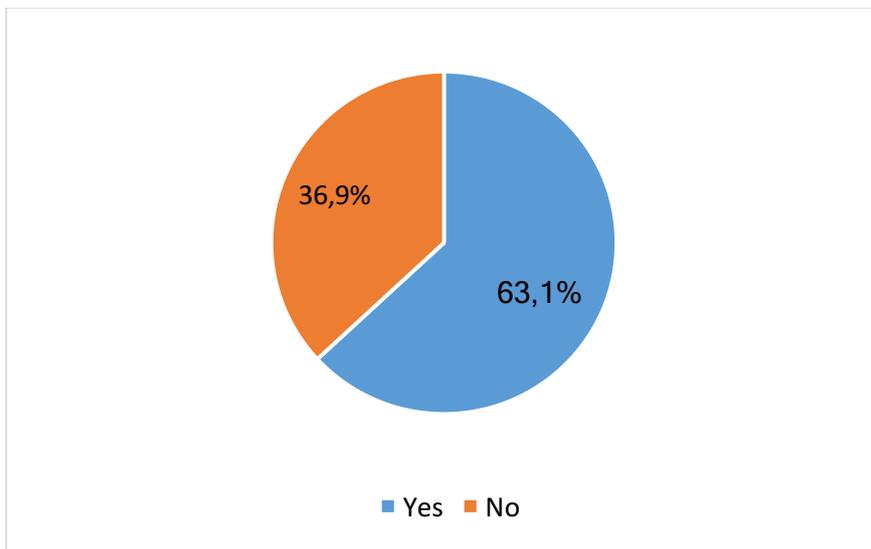
When perceiving the points where they need guidance, pupils consider that they should use advice for professional orientation and counselling (31%), skills development (26,2%), on the third place being management of risk situations (18,1%). This report sustains one more time the need for a career plan on medium and long term introduced in the trainings.

Q33. Your family has connections / acquaintances you can rely on?



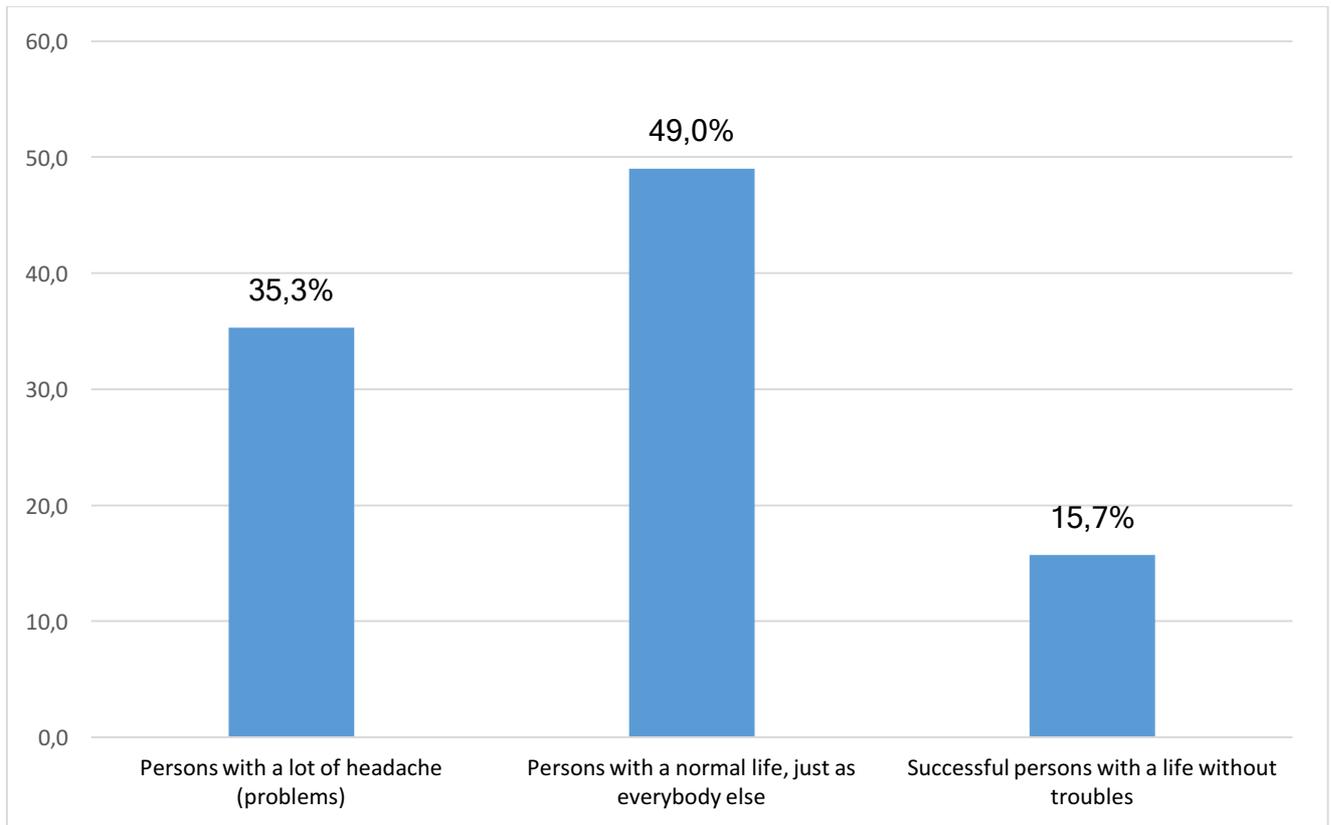
The perceived influence of the pupils' family into the community is seen related to the main institutions that assure community environment – the church (54,7%), the bank (46,1%) and the city hall and public institutions (43,8%).

Q34. Do you know a business persons (in person)?



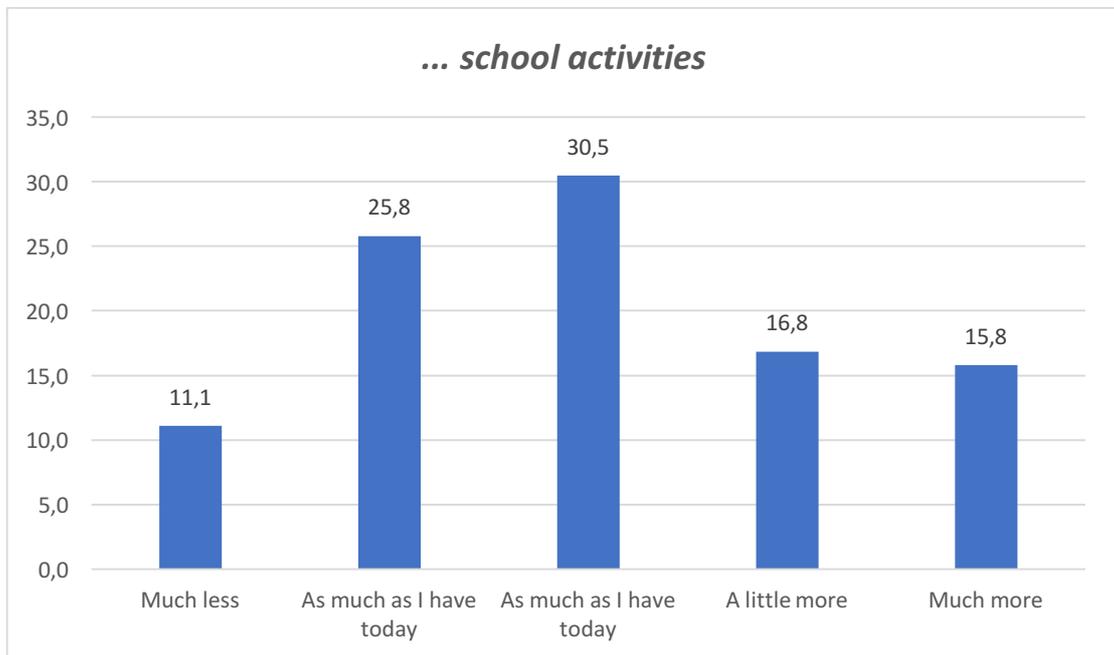
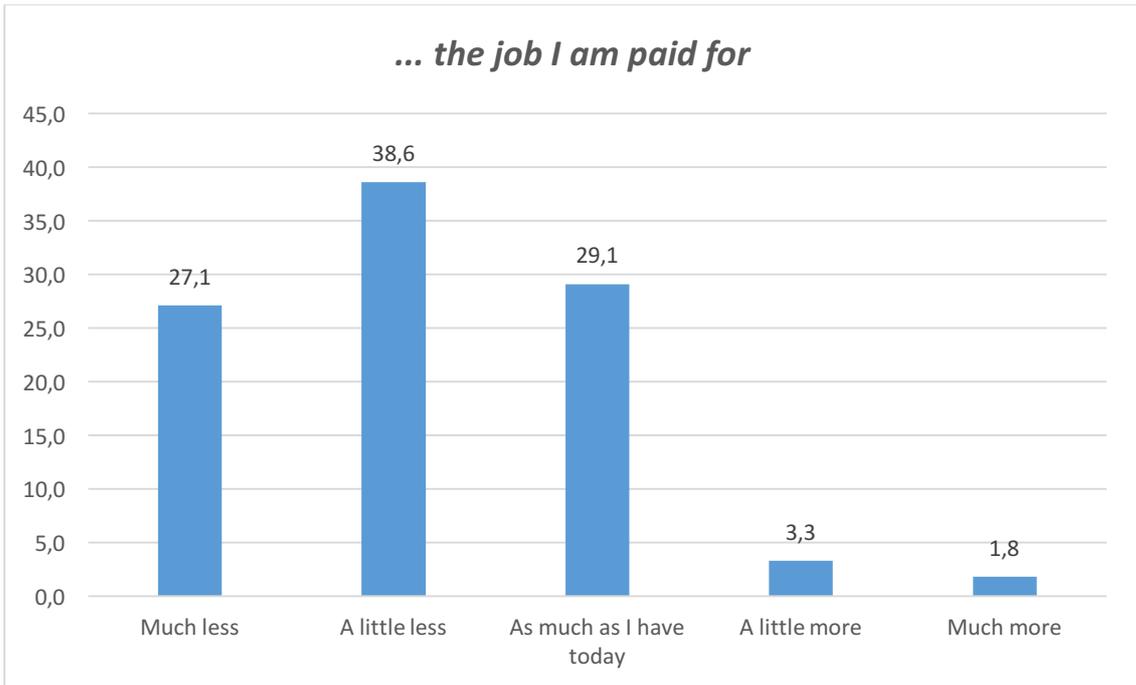
Most of the questioned pupils (63,1%) do personally know a business person that means that they are familiar with the business community.

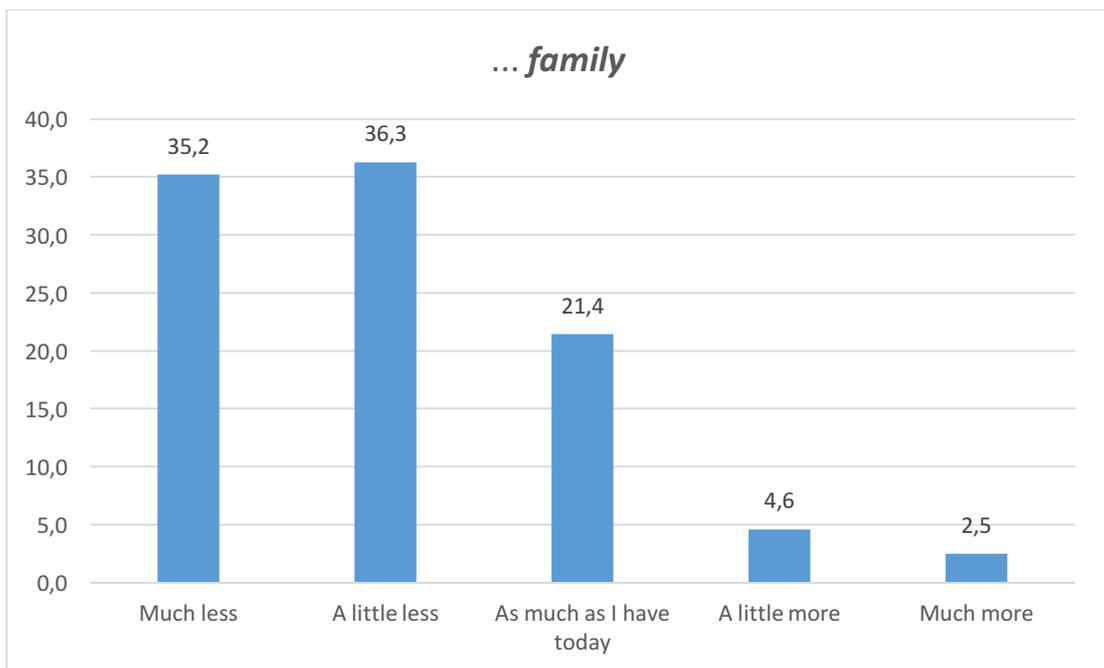
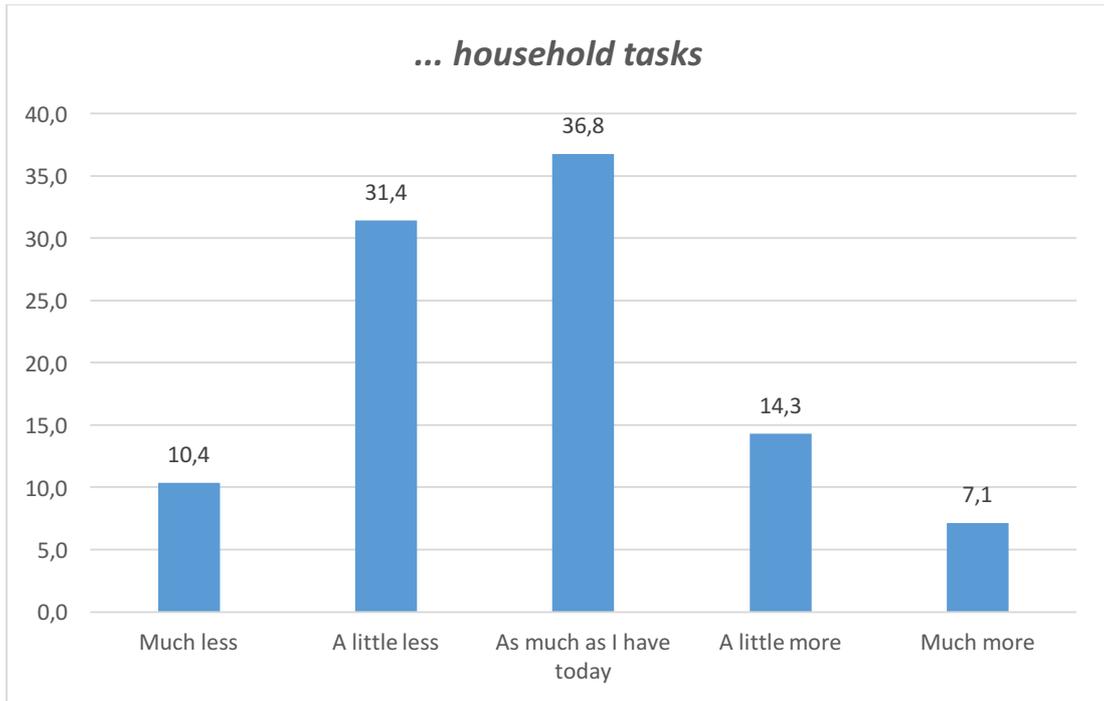
Q35. From your point of view, these businesspersons could be considered:

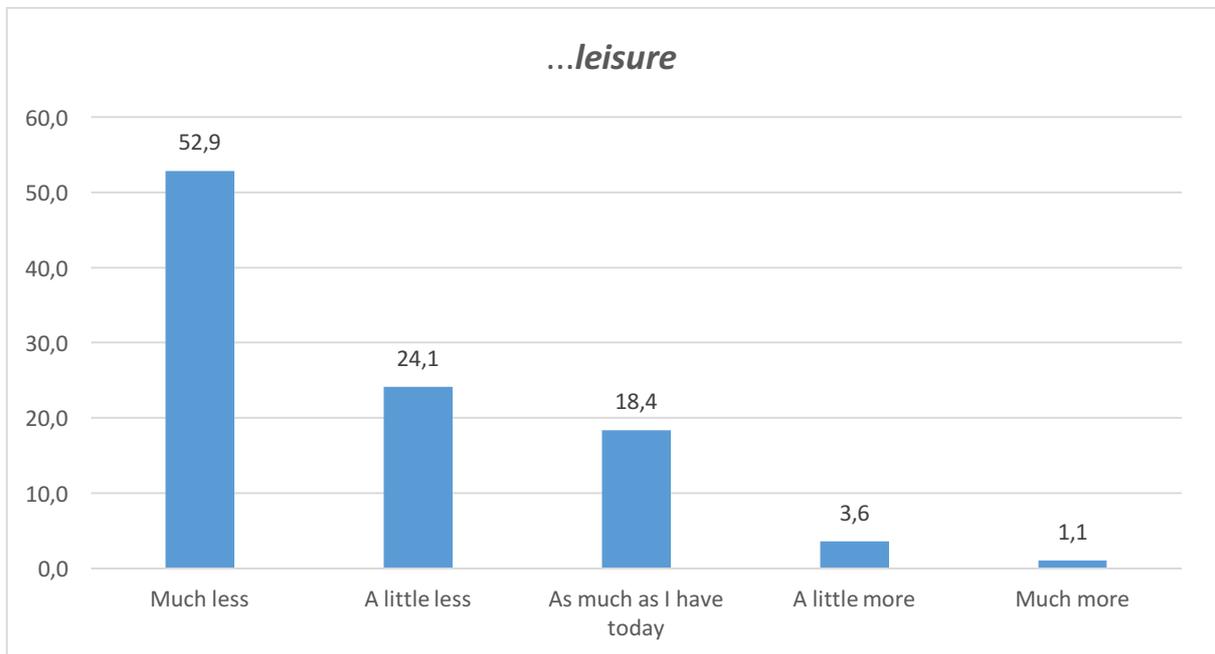
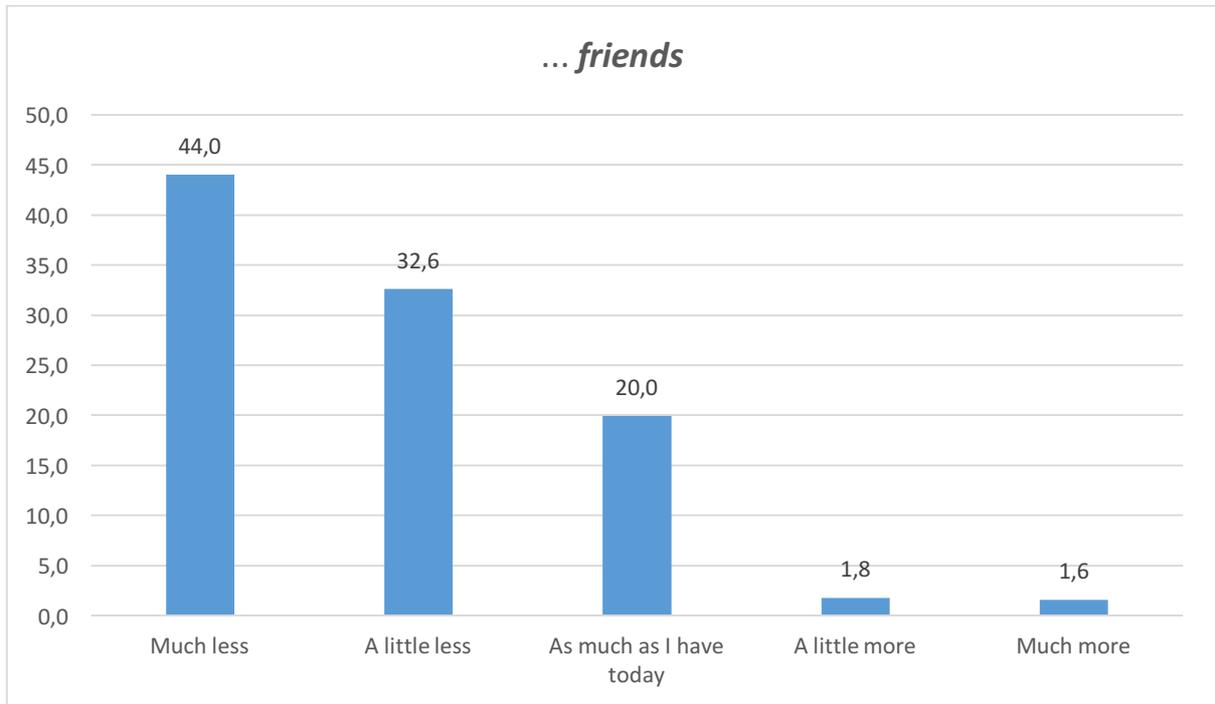


Regarding the trouble that is given by an own business the opinions of the pupils are divided as the percentages are close between the ones that consider that there is no additional trouble to have a business (49%) and the ones that consider it a real trouble (35,3%). This shows the need for more information related to the business environment and its responsibilities.

Q36. Imagine that you could change the way you spend your leisure time according to you needs and desires. Please tell us for which of the following situations you need more time, for which you need less and for which you need as much as you have at the moment.

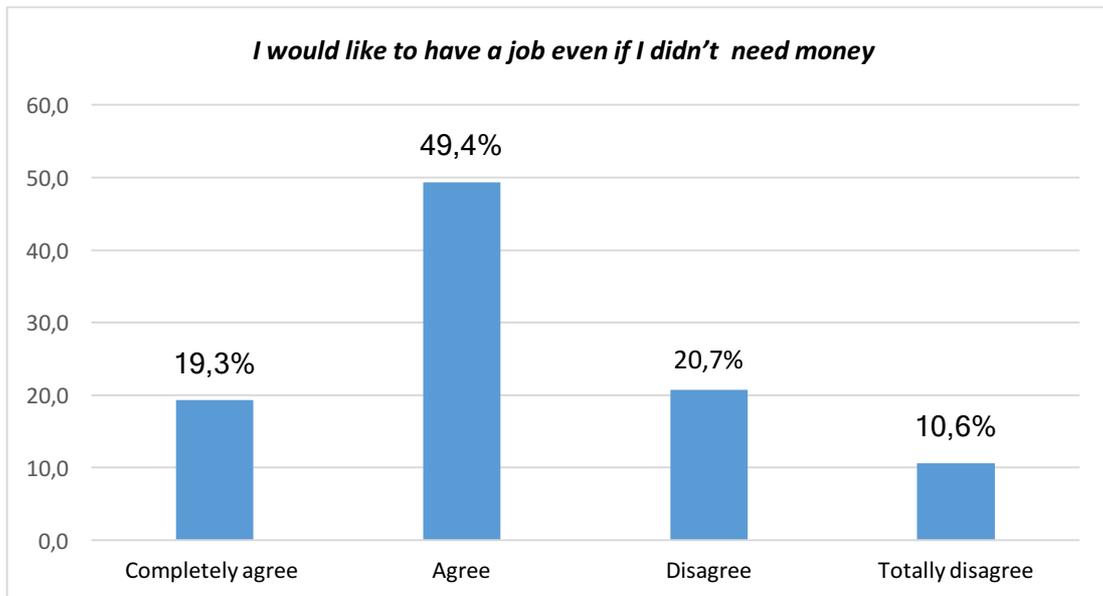
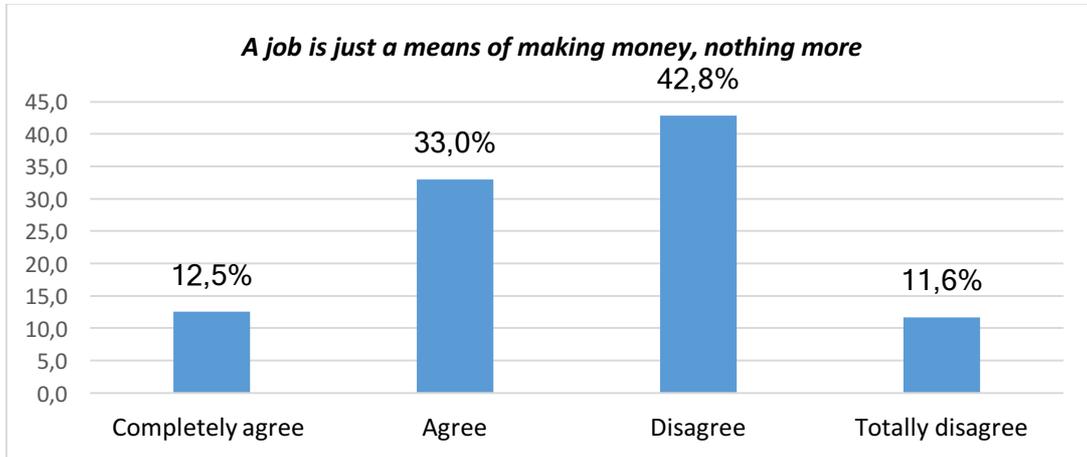






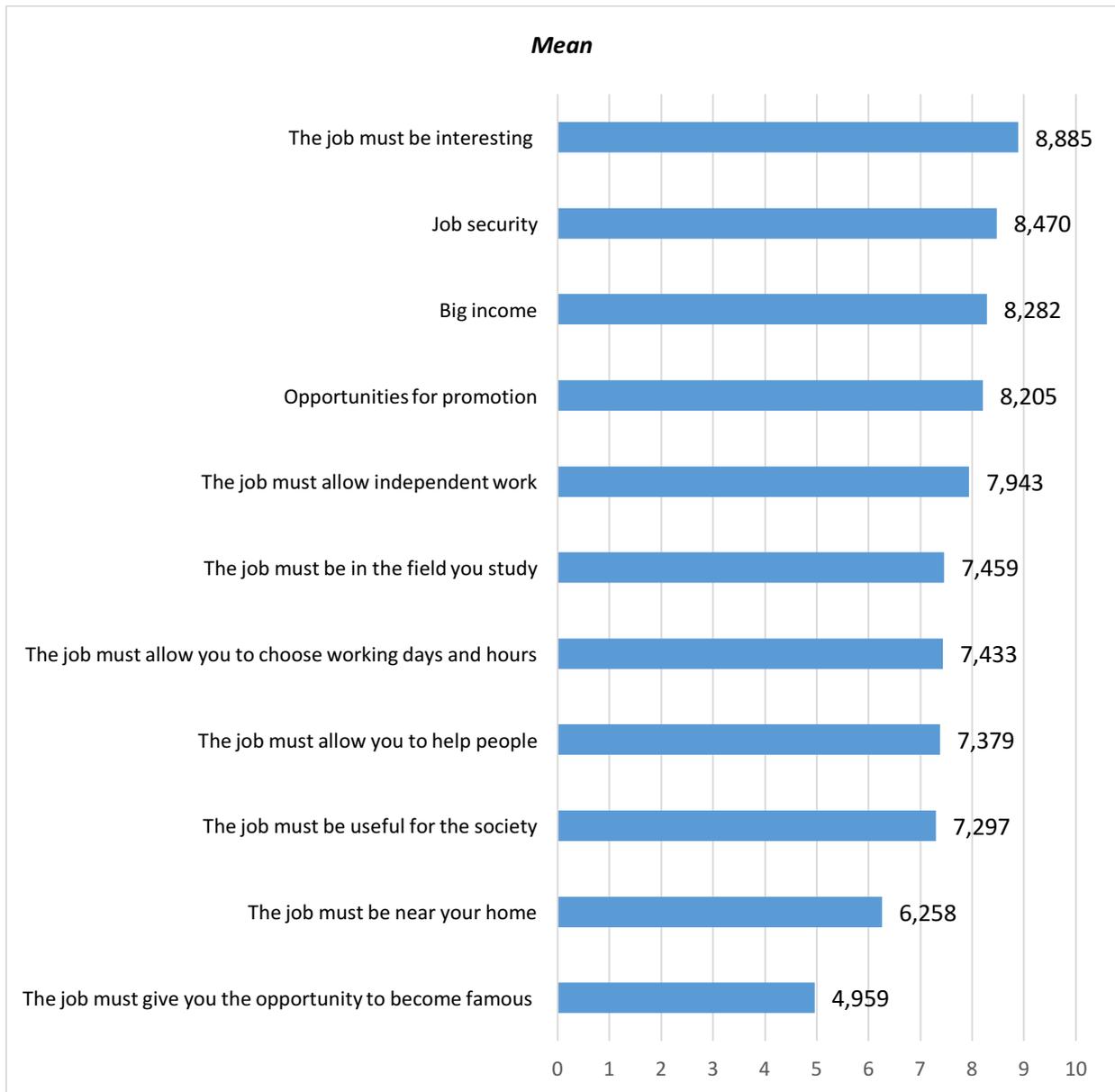
Pupils report that they want that the time spent for work, school tasks, family and friends remains unchanged as they are satisfied with it. They also reported that they will need much less time for leisure. The conclusion is that pupils are pretty satisfied with their present time management among the activities they normally have.

Q37. How much you agree or disagree with the following statements about work in general:



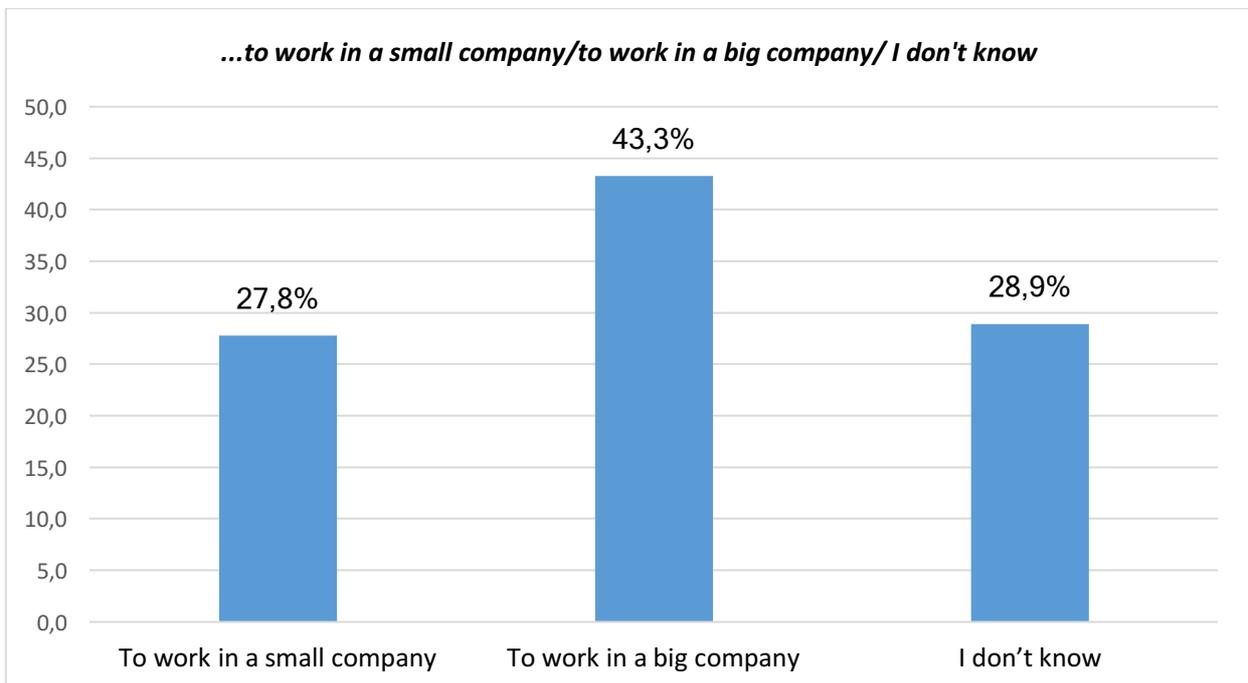
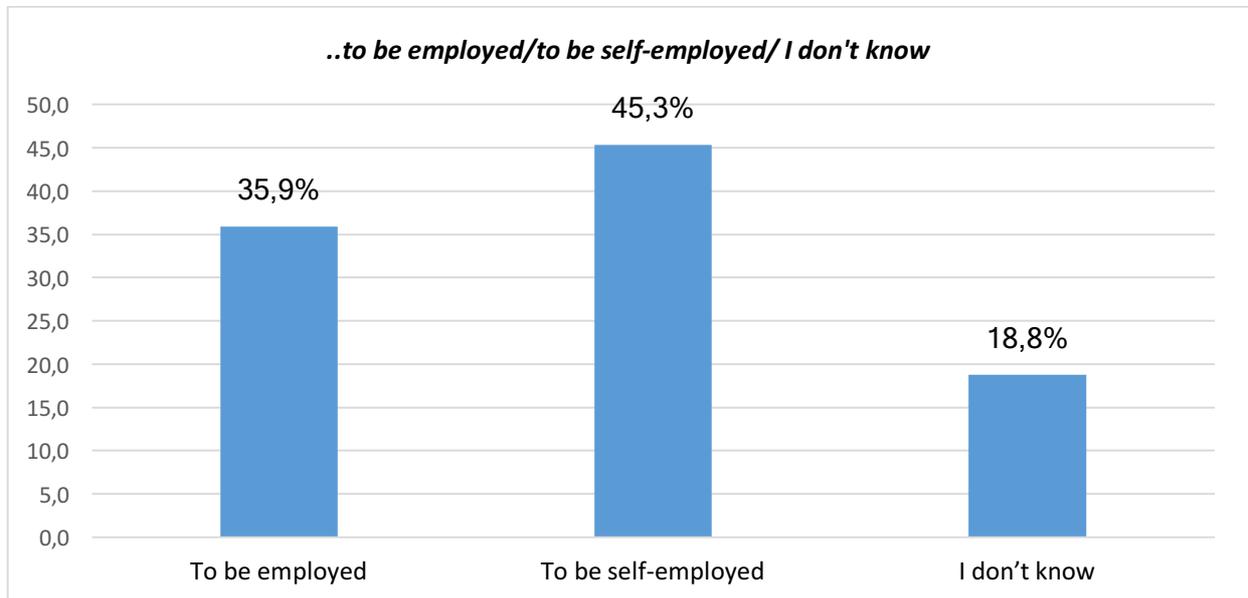
As reported pupils consider the job more important than the money it can bring them, as they are motivated by the activity they develop.

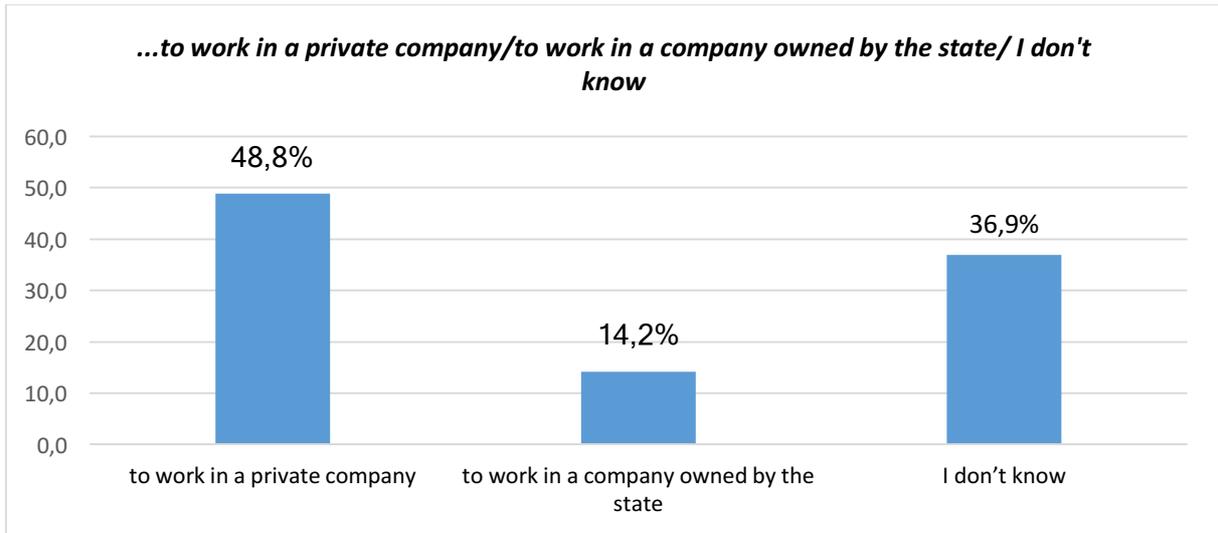
Q38. In your opinion, how important are the following statements for a job:



Related to the job the first three positions are related to an exciting job (m=8.88), job security (m=8.47) and big income (m=8.28). In conclusion the main reasons for having a job is it's the degree of interest in the field they (internal motivator) and job security and big income (external motivators).

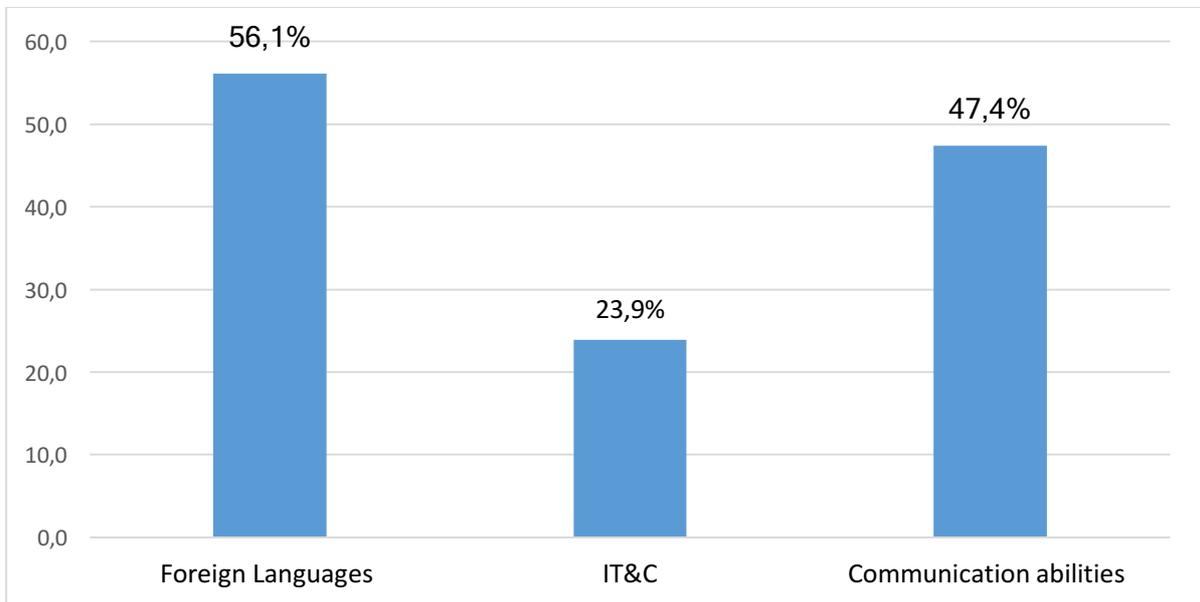
Q39. Supposing that you worked and you could choose between various jobs, which would you choose?





When asked for their projections related to preferences for a job the majority reported that they would like to be self-employed (45,3%), to work at a large (43,3%), private company (48,8%). The large number of pupils that do not know (36,9%) if they want to work in a company owned by the state or a private one, sustains again the idea that the pupils need information on entrepreneurship, business environment and career plan development.

What are the abilities you need to have in order to get the job you wish?



Related to transversal competencies pupils consider that the most important competence they acquired is speaking foreign languages.

41.1. Main ability, ambition, volition, power, endurance, respectful, drawings and maths, clever, crafting, ingenuity, persistence, diligence, adaptability, leadership, concentration, creativity, empathy., speaking/communication skills, intelligence, flexibility

41.2. Weakness – eagerness, self-critical, subjects- languages, lazy, tiredness, perfectionism, patience, doubt, lazy, negative thinking, social fobia, bad time management, procrastination, tendentiousness, unsocial, adjustability, organized, determination

Both ability and weakness – diligence, intelligence, persistence, empathy, communication skills

In targeting the career they want to follow the adolescents that participate at the activities in most of the cases refer to cognitive skills as abilities (like ingenuity, communication skills, clever). When talking about weaknesses, they include as well cognitive difficulties, emotional weaknesses and negative character traits. In all we can conclude that there is a more accurate knowledge regarding the weaknesses than the strengths regarding a future career.

One interesting aspect refers to the fact that a part of the pupils consider the same ability as being their strength and their weakness, like for example persistence, empathy, communication skills,

In all we can conclude that the knowledge about their own abilities for a future profession is more limited than the one related to their weaknesses. This sustain previous conclusions that within the training there should be included aspects related to self-evaluation.

Q42. What are the two most important things you need in order to follow the career you wish?

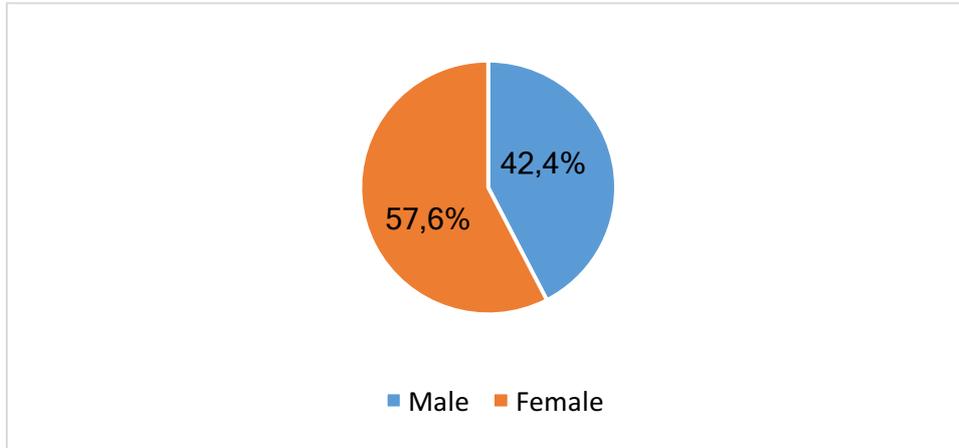
- Good grades, volition, happiness, self-reliance, self-confidence, cleverness, creativity, achievements, courage, power, though, draw well, speak languages flulently, patience, creativity, remain strong, hard work, being disciplined, organization, education, imagination, computer literacy, reliability, action, ambition, relationships, will-power, support, diligence, courage, positive attitude, motivation, support, goals, experience, study, education, study, learning

At the level of understanding what they need for their future educational development we have discovered that pupils are pretty aware of what they need to do in order to have success in their future actions in the field of education. They mentioned cognitive related skills and also motivational factors. One aspect that emerges from the reports is that pupils perceive as more easier to obtain success in sciences, like math, where they know exactly what to do, than in languages that is also perceived as needed, but more difficult to achieve.

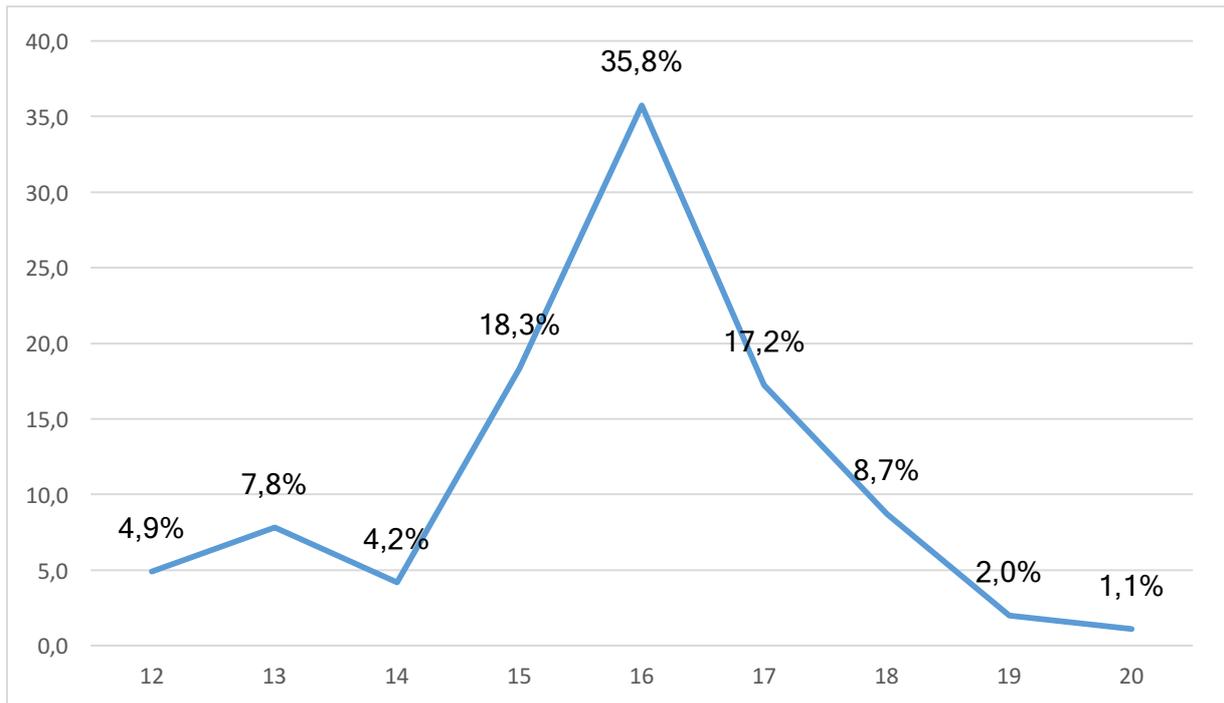
The interventions related to educational objectives at pupils should refer more to development of cognitive skills (like learning schemata, positive thinking, problem solving skills) and also emotional regulation (recognition and regulation of emotions).

FACTUAL DATA

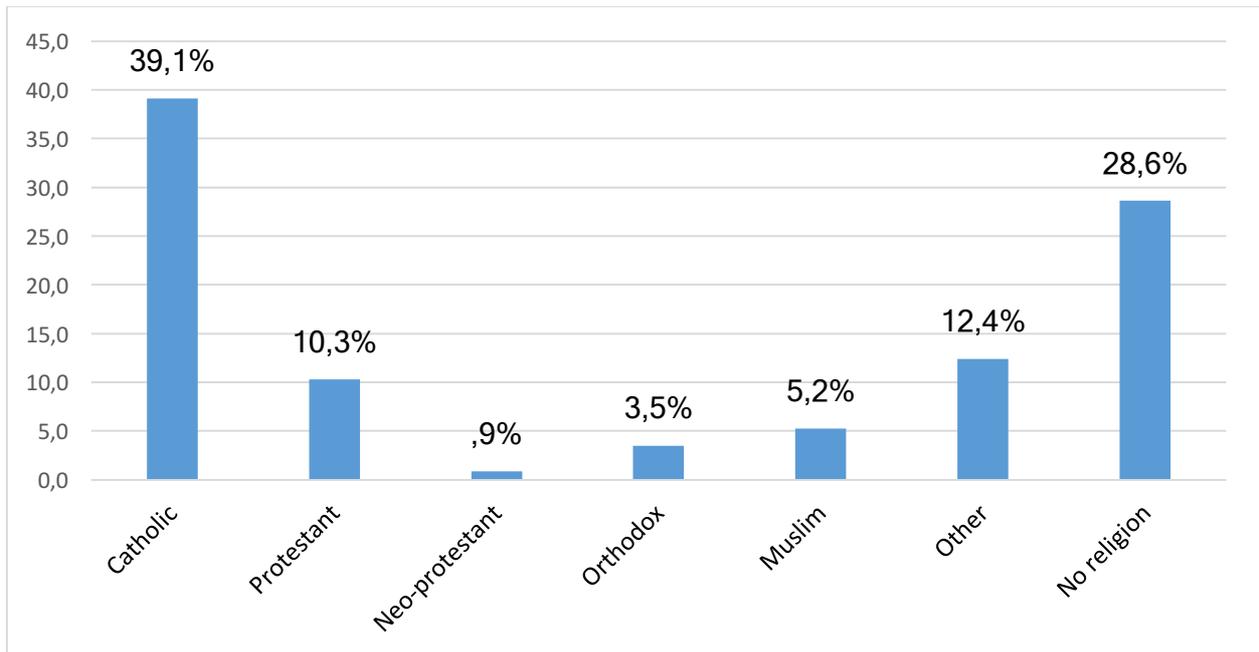
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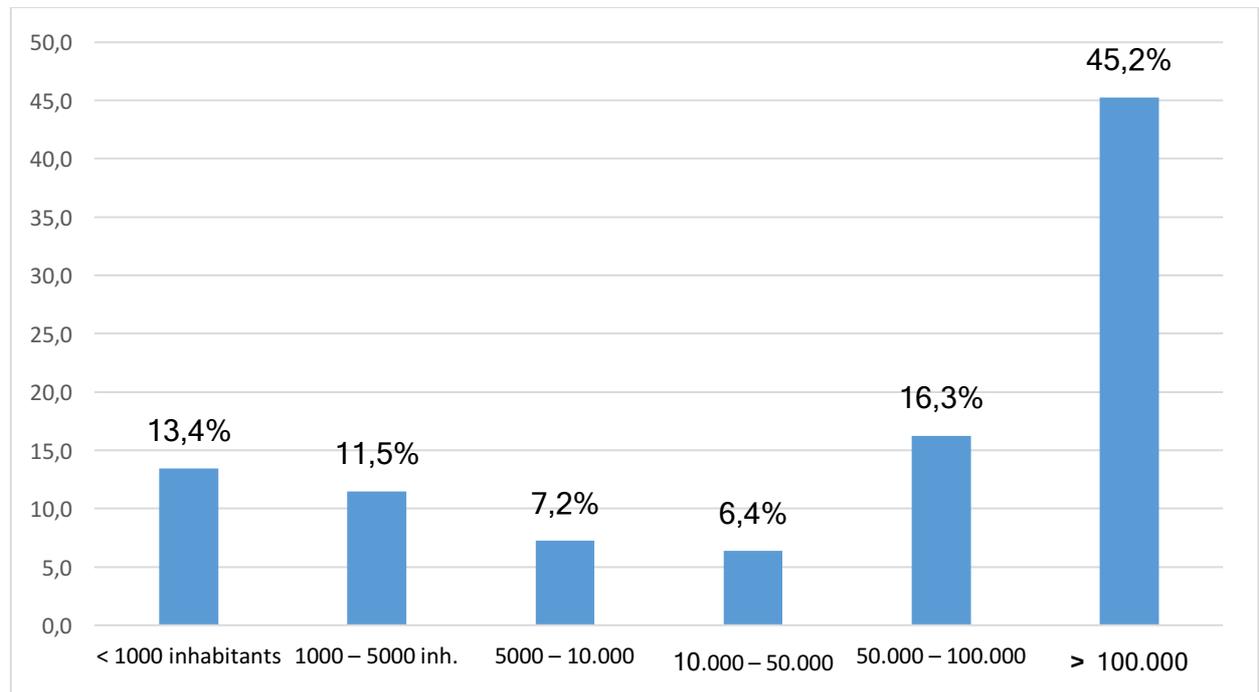
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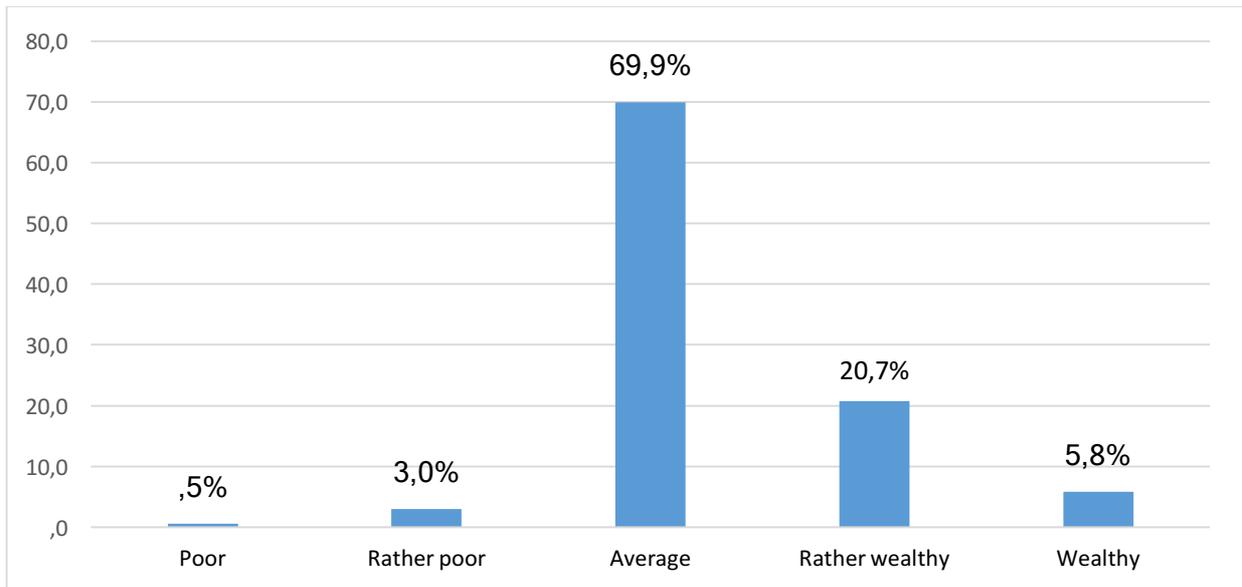
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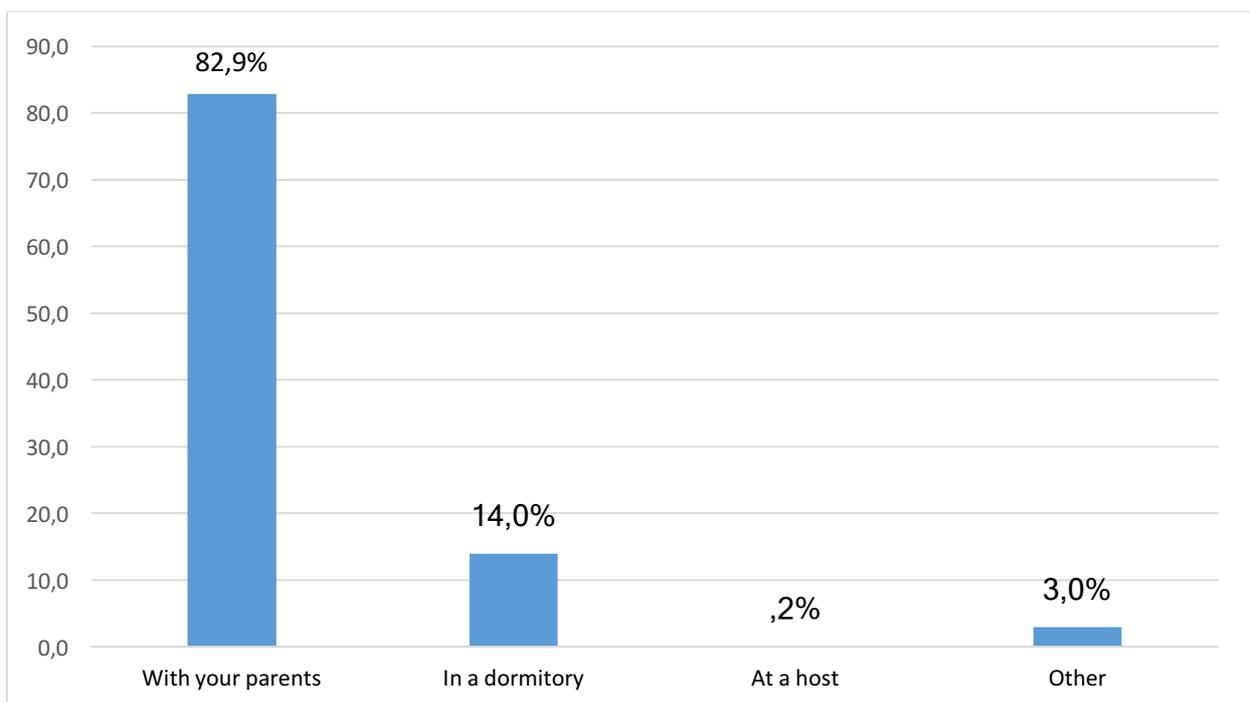
LIVING PLACE:



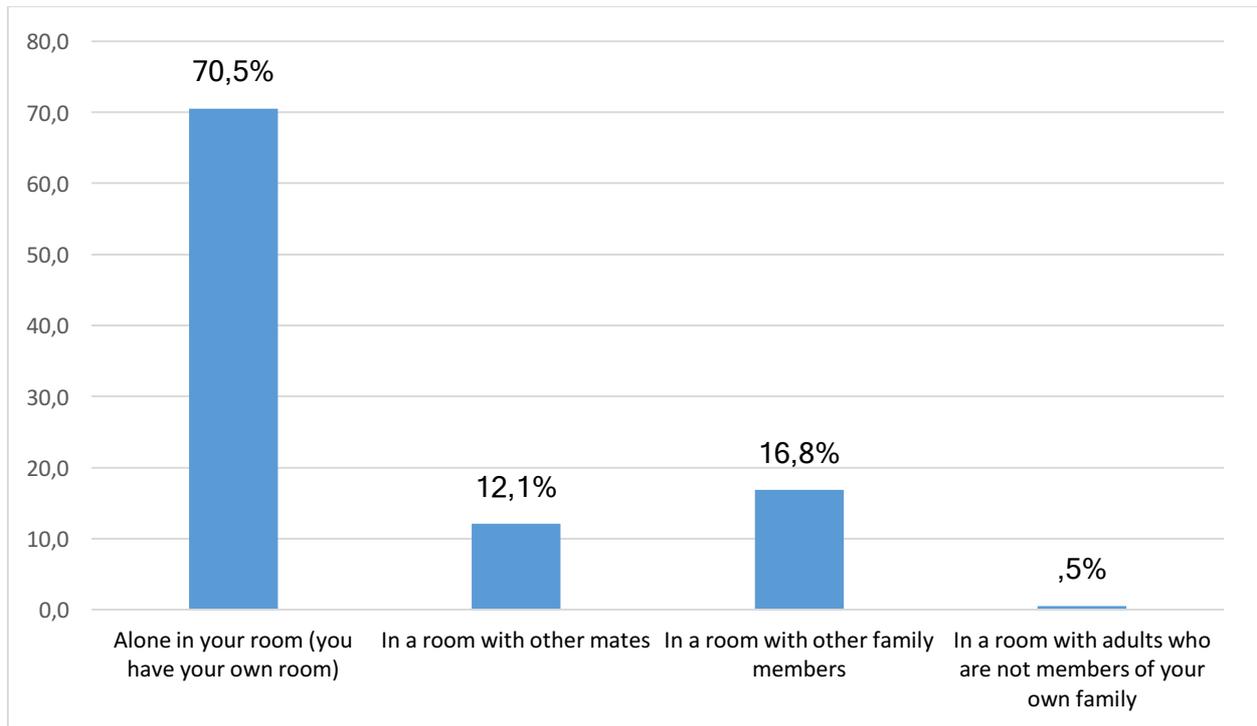
FAMILY'S LIVING STANDARD:



WHEN YOU GO TO SCHOOL DURING THE WEEK, YOU LIVE:



WHERE YOU LIVE, YOU ARE:



GENERAL CONCLUSIONS

The questions were developed to gather pupils' opinions related to their educational and social present environment and their future expectations. The answers represent a state in which there are several aspects that can be addressed in order to enhance the pupils hope and trust in their future development in the educational, social and political environment they live in.

Related to pupils perception on their future life we can conclude that in Germany young people have a good perception of their future possibilities and a correction related to their perception is not necessary, in Hungary it is needed a intervention enhance their knowledge related to their future possibilities (economically and socially) to have a better life as adults and in Slovenia the subject can be tackled but it is not compulsory.

The questions that aimed to emphasize the way pupils perceive the school environment led to the conclusions that there is a positive perception of school environment (the learning process is good, and the teachers are facilitators highly trained in the field they are teaching) that is sustainable for their future development.

Pupils have the tendency to invest with trust the educational environment and the activities that are proposed almost exclusively by schools as their top five choices are related to activities like trips and visits to museums, cinemas, theatres, trips and visits to the public institutions and school contests and school Olympics and school sport teams. There is only one activity that is oriented to community that is fund raising and charity. This shows a strong component of helping behavior at pupils that can be enhanced and developed through training.

Related to methods that can be used in the trainings on the hierarchy of competencies that they reported there can be emphasized presenting motivational stories related to people that have as character traits like integrity and trust, humor and compassion, building a plan of action that they will share with the others, using ambiguity to extract unexpected solution to cognitive, emotional and social problems.

When questioned about the activities that could be useful for them for their future profession, we could notice that in almost half of the cases are activities outside the school like sport, arts or other activities made with their families. The conclusion is that pupils are not very aware of the link between what educational activities they have in school and their future professions. Therefore, we recommend enhancing this link in training activities. Most of the questioned pupils consider a future success is in their power and they are responsible for achieving it.

As expected in most of the cases pupils consider that the most reliable person is a member of the family. On the second place is a close friend that he/she will call if they are in trouble. We recommend developing the pupils trust in significant adults among them like their teachers that are more entitled to help them in difficult situations than a friend of the same age.

Two thirds of the pupils questioned see themselves continuing their education through university and college and they are willing to move from their home town.

Most of the pupils have a good self esteem and consider that they can achieve their goals and have the means to pursue and achieve them in more than 70% of the cases. For this reason we consider that they should be sustained in trainings to learn how to settle proper goals for their development.

Almost half of the pupils are willing to try new solutions when confronted with problems, and this shows their willingness to come out of the comfort zone and to adapt and accept changes. In this regard it would be useful to enhance in trainings the importance being open to changes – as it is a premise for personal development a growth.

In most of the cases pupils have trust in their own decisions as they are willing to sustain their decisions and fight for them. In this regard they should be helped through trainings with developing a proper decision-making process.

As the results show pupils do not know what to choose for their future – a well-paid job without high social status or an averagely paid job with high social status. Therefore we recommend that to include in trainings a section of career development plan management on medium and long term.

Funding a positive thing to be excited about every day is considered important by more than 85% of the pupils, so we recommend to include in the trainings some exercises for positive thinking. This way they learn how to look for the positive side of life events. One more argument for introducing activities oriented towards positive thinking is the fact that over 40% of the pupils report a negative thinking.

The first two chosen places regarding qualities that make a person successful are perseverance and hard-work. These are motivational traits that should be enhanced through training activities. Pupils reported as external motivators financial success and will to succeed that is related to getting social recognition.

When perceiving the points where they need guidance, pupils consider that they should use advice for professional orientation and counselling, skills development and management of risk

situations. This report sustains one more time the need for a career plan on medium and long term introduced in the trainings.

Although students report that they know business persons, there is a lack of knowledge related to the responsibilities of the business environment and entrepreneurship. Pupils need more information in this area in order to take informed decisions like starting their own business. Pupils are satisfied with their present time management among the activities they normally have. As reported pupils consider the job more important than the money it can bring them, as they are motivated by the activity they develop.

The main reasons for having a job is it's the degree of interest in the field they (internal motivator) and job security and big income (external motivators).

Regarding the preferences for a job the majority reported that they would like to be self-employed, to work at a large, private company. The large number of pupils that do not know if they want to work in a company owned by the state or a private one, sustains again the idea that the pupils need information on entrepreneurship, business environment and career plan development.

APPENDIX

Q1. How do you perceive the possibilities for a decent life that young people have today?

- | | |
|---------------|--------------------|
| 1. Very small | 4. High |
| 2. Small | 5. Very high |
| 3. Suitable | 6. I cannot assess |

Activities

Q2. How often does one of the following events happen in your school?

	Never	Seldom	Often	Always
1. The pupils are encouraged by the teachers to have their own opinions about things	0	1	2	3
2. Teachers respect the opinions of the students and encourage them to express their opinions in class	0	1	2	3
3. The students feel free to express their opinions in class even when their opinions are different to those of the rest of the class	0	1	2	3
4. In class, teachers present several aspects (perspectives / opinions) of the subjects they teach	0	1	2	3

Q3. To this moment, in which of the following activities did you take part **in school**?

	Yes	No
1. Theme clubs (e.g. web-design club, chess club)	1	0
2. School sports teams	1	0
3. Fund raisings or donation gatherings for charity	1	0
4. Debate club, Public speech club	1	0
5. Students councils	1	0
6. School contests, School Olympics	1	0
7. Scholarship contests	1	0
8. Environmental projects (e.g. cleaning of the city park, advertising bicycle walks, promotion of recycling)	1	0
9. Trips and visits to public institutions, factories or other sites important for the community	1	0
10. Trips and visits to museums, cinemas, theatres, philharmonic, opera, ballet	1	0
11. Editing a school newspaper or a school radio station	1	0

12. Visiting a school abroad	1	0
13. Other	1	0

Q4. To this moment, in which of the following activities did you take part **outside the school**?

- | | |
|---|-----------------------------|
| 1. Volunteering | 3. foreign language courses |
| 2. Self-development and self-empowering courses | 4. Other activity..... |
| | 5. No activity |

Q5. How satisfied are you with your educational/ professional evolution so far?

- | | |
|----------------------|-------------------|
| 1. Very dissatisfied | 3. Satisfied |
| 2. Dissatisfied | 4. Very satisfied |

Q6. How do you evaluate you level of competencies, on a scale from 1 to 10 (1 = minimum level of competencies, 10 = maximum)

	Minimum level Maximum level									
1 Compassion	1	2	3	4	5	6	7	8	9	10
2 Humor	1	2	3	4	5	6	7	8	9	10
3 Integrity and trust	1	2	3	4	5	6	7	8	9	10
4 Interpersonal skills	1	2	3	4	5	6	7	8	9	10
5 Listening	1	2	3	4	5	6	7	8	9	10
6 Managing relationships	1	2	3	4	5	6	7	8	9	10
7 Managing vision and purpose	1	2	3	4	5	6	7	8	9	10
8 Motivating others	1	2	3	4	5	6	7	8	9	10
9 Negotiating	1	2	3	4	5	6	7	8	9	10
10 Personal learning and development	1	2	3	4	5	6	7	8	9	10

11 Valuing diversity	1	2	3	4	5	6	7	8	9
	10								
12 Developing others	1	2	3	4	5	6	7	8	9
	10								
13 Directing others	1	2	3	4	5	6	7	8	9
	10								
14 Managing work	1	2	3	4	5	6	7	8	9
	10								
15 Organizing	1	2	3	4	5	6	7	8	9
	10								
16 Planning	1	2	3	4	5	6	7	8	9
	10								
17 Priority setting	1	2	3	4	5	6	7	8	9
	10								
18 Time management	1	2	3	4	5	6	7	8	9
	10								
19 Presentation skills	1	2	3	4	5	6	7	8	9
	10								
20 Writing	1	2	3	4	5	6	7	8	9
	10								
21 Reading comprehension	1	2	3	4	5	6	7	8	9
	10								
22 Communication	1	2	3	4	5	6	7	8	9
	10								
23 Rich vocabulary	1	2	3	4	5	6	7	8	9
	10								
24 Good spelling and grammar	1	2	3	4	5	6	7	8	9
	10								
25 Creativity	1	2	3	4	5	6	7	8	9
	10								
26 Dealing with ambiguity	1	2	3	4	5	6	7	8	9
	10								
27 Problem solving	1	2	3	4	5	6	7	8	9
	10								
28 Functional/technical skills	1	2	3	4	5	6	7	8	9
	10								
29 Intellectual acumen	1	2	3	4	5	6	7	8	9
	10								

30 Mathematical competences/skills (can do simple calculative tasks)	1	2	3	4	5	6	7	8	9
	10								
31 Action oriented	1	2	3	4	5	6	7	8	9
	10								

Q7. Which of the current activities do you consider to be most useful for your professional future? Choose the two most important.

1. Classes in school
2. School activities outside the curricula (club, workshop, theatre, dance, trips etc.)
3. Extra school activities (volunteering, community work)
4. Private courses
5. Things learned in family
6. Other activities such as sport, social activities, artistic activities
7. Other
8. None of the above

First option.....

Second option.....

Q8. What do you consider to be the most important thing to be successful in life?

- | | |
|----------------|----------------------|
| 1. Hard work | 5. Cleverness |
| 2. Good luck | 6. Education |
| 3. Faith | 7. Other |
| 4. Connections | 8. None of the above |

First option.....

Second option.....

Third option.....

Q9. Who do you hold responsible for what happens in your life? (*maximum 2 options*)

- | | |
|------------------|--------------|
| 1. Yourself | 5. The State |
| 2. Family | 6. Somebody |
| 3. Friends | else..... |
| 4. Faith/Destiny | |

Q10. Who are the first persons you turn to when you are in trouble? (*maximum 2 options*)

- | | |
|--------------------|--------------------------------------|
| 1. A family member | 5. A specialist |
| 2. A friend | 6. No one, I try to manage on my own |
| 3. A teacher | |
| 4. A priest | |

Q11. What will you do after you graduate what you are studying?

1. I will go to university or post-secondary school
2. I will follow my studies and in the same time I will find a job
3. I will find a job in my country, without following my studies
4. I will go to work abroad

5. I will start a business
6. Other
7. I did not consider yet

Q12. Where do you think that you will live in 10 years?

1. In the town I live now
2. In another town in the same region
3. In another region of my country
4. In another country

Self esteem – self efficacy

Q13. We are interested in some things about you. On a scale from 1 to 10, where 1 stands for "in very low degree" and 10 for "in very high degree", how well do the following statements apply to you?

	In very low degree / in very high degree									
1. I like difficult situations and I feel good if I solve them successfully	1	2	3	4	5	6	7	8	9	10
2. I like to take risky tasks, and to gain something from them	1	2	3	4	5	6	7	8	9	10
3. I am strong and able enough to achieve my goals	1	2	3	4	5	6	7	8	9	10

Q14. When you face a new situation, what would you do?

1. I prefer to choose a familiar solution
2. I prefer to choose a new solution

Q15. When a decision is made to apply / carry out a solution, what would you do?

1. I fight for my solution
2. I accept the solutions of the others

Q16. When you think about yourself, what do you consider to be your advantage in front of your mates, your strong feature which helps you very much in life?

1.
2.
3.

Q17. What is most appealing about professional achievements?

1. A well paid job without a high social status.
2. An averagely paid job with a high social status

Q18. If you had sufficient means to act according to your wish, what would you do?

1. I would live with my parents 1 2 3 4 5 6 7 8 9 10 I would live alone
2. I would start a business 1 2 3 4 5 6 7 8 9 10 I would enjoy the money

Q19. Let's suppose that a person who succeeds after a long waiting period, expresses his/her joy by laughing, yelling and hugging people. What do you think:

- | | |
|-------------------------|-------------------------|
| 1. It is very wrong | 3. It is somewhat right |
| 2. It is somewhat wrong | 4. It is very right |

Q20. Let's suppose that a person finds every day at least one thing that makes him/her happy and he/she express it. What do you think:

- | | |
|-------------------------|-------------------------|
| 1. It is very wrong | 3. It is somewhat right |
| 2. It is somewhat wrong | 4. It is very right |

Q21. How important is for you:

	Very important	Somewhat important	Somewhat unimportant	It does not matter at all
1. to be accepted in the group of friends and in the circles that you attend?	1	2	3	4
2. to be polite and obedient to the adults around you?	1	2	3	4
3. to accomplish well and in time your tasks for school or for other activities that you are involved in (such as sports, volunteering etc.)	1	2	3	4

Q22. Do you usually see the good side of things or you consider the bad first?

- | | |
|----------------------------------|-----------------------------|
| 1. I see the good side of things | 2. I consider the bad first |
|----------------------------------|-----------------------------|

Q23. Do you believe or not in:

	YES	NO
1. Afterlife		
2. God		
3. Heaven		
4. Existence of extra-terrestrials		
5. Horoscope		

Q24. On a scale from 1 to 10, how important is God in your life, 1 standing for totally unimportant and 10 for very important.

Totally unimportant 1 2 3 4 5 6 7 8 9 10 Very important

Motivation and objectives

Q25. Who is your role model that inspires you most in your life? (it can be any person from parents to actors or political figures)

1. A member of my family (father, mother, grandfather, grandmother, sister, brother etc.)
2. A member of the community I live in (a business person, a specialist in some field, a teacher, a member of a public institution)
3. A national celebrity (actor, singer, writer, director from your country)
4. An international celebrity (actor, singer, writer, director from another country)
5. Somebody else.....
6. I have no role model

Q26. Which qualities do you consider that helped your role model to become a successful personality? (*Mention two*)

1.
2.

Q27. Which of your personal qualities do you consider that will help yourself to become successful as your role model? (*Mention two*)

1.
2.

Q28. On which circumstance (occasion) did you feel your best in the last 2 years? Please motivate your answer.

1.

Q29. Pick from the following reasons those which you consider to be relevant when you start doing something. (Pick 2 reasons and put them down according to their relevance.)

- | | |
|--------------------------------|------------------------|
| 1. curiosity | 5. popularity |
| 2. interest | 6. financial success |
| 3. will to succeed | 7. something else..... |
| 4. the satisfaction of success | |

First option.....

Second option.....

Q30. What are the main goals you wish to achieve this year?

1.
2.
3.

Q31. How motivated you are to achieve this goal? Pick a mark for your level of motivation on a scale from 1 to 10, where 1 stands for totally unmotivated and 10 for highly motivated:

Completely unmotivated 1 2 3 4 5 6 7 8 9 10 highly motivated

- Q32. A mentor is a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school. Considering that you have the opportunity to have the support of a mentor person. Please let us know in which situation would you need his/her support
1. Homework
 2. Skills development
 3. Professional orientation and counselling
 4. Management of risk situation
 5. Antisocial behaviour management.
 6. Others

Social Network

- Q33. Your family has connections / acquaintances you can rely on?

	Yes	No	I don't know/ I don't answer
1. ... at the doctor's office	1	0	99
2. ... in court, at a notary, lawyer	1	0	99
3. ... at the city hall, at regional public institutions	1	0	99
4. ... at the Police	1	0	99
5. ...in getting a loan at a bank	1	0	99
6. ... in getting a job	1	0	99
7. ... in the business environment	1	0	99
8. ... abroad	1	0	99
9. ... at the church	1	0	99
10. ... in educational institutions	1	0	99

- Q34. Do you know a businesspersons (*in person*)?

1. Yes
2. No

- Q35. From your point of view, these businesspersons could be considered:

1. Persons with a lot of headache (problems)
2. Persons with a normal life, just as everybody else
3. Successful persons with a life without troubles

Work

Q36. Imagine that you could change the way you spend your leisure time according to you needs and desires. Please tell us for which of the following situations you need more time, for which you need less and for which you need as much as you have at the moment.

	Much more	A little more	As much as I have today	A little less	Much less
1. ...the job I am paid for	5	4	3	2	1
2. ... school activities	5	4	3	2	1
3. ...household tasks	5	4	3	2	1
4. ...family	5	4	3	2	1
5. ..friends	5	4	3	2	1
6. ...leisure	5	4	3	2	1

Q37. How much you agree or disagree with the following statements about work in general:

	Completely agree	Agree	disagree	Totally disagree
1. A job is just a means of making money, nothing more	4	3	2	1
2. I would like to have a job even if I didn't need money	4	3	2	1

Q38. In your opinion, how important are the following statements for a job:

	Totally unimportant										very important									
1. Job security	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
2. Big income	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
3. Opportunities for promotion	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
4. The job must be interesting	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
5. The job must allow independent work	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

6. The job must allow you to help people	1	2	3	4	5	6	7	8	9	10
7. The job must be useful for the society	1	2	3	4	5	6	7	8	9	10
8. The job must allow you to choose working days and hours	1	2	3	4	5	6	7	8	9	10
9. The job must be in the field you study	1	2	3	4	5	6	7	8	9	10
10. The job must be near your home	1	2	3	4	5	6	7	8	9	10
11. The job must give you the opportunity to become famous	1	2	3	4	5	6	7	8	9	10

Q39. Supposing that you worked and you could choose between various jobs, which would you choose?

1. to be employed	or	1. to be self-employed	1 I don't know
2. to work in a small company		2. to work in a big company	2 I don't know
3. to work in a private company		3. to work in a company owned by the state	3 I don't know

Q40. What job would you like to have?

1.
2.
3.

Q41. What is your main ability for the career you wish to follow? What is your weakness, the feature you wish to improve?

1. Main ability.....
2. Weakness.....

Q42. What are the two most important things you need in order to follow the career you wish?

1.
2.

Q43. What are the abilities you need to have in order to get the job you wish?

1. Foreign Languages
2. IT&C
3. Communication abilities
4. Other

Factual data

Q44. Gender

1. M

2. F

Q45. Age....

Q46. Religion

1. Catholic

2. Protestant

3. Neo-protestant

4. Orthodox

5. Muslim

6. Other

7. No religion

Q47. Living Place

1. < 1000 inhabitants

2. 1000 – 5000 inh.

3. 5000 – 10.000

4. 10.000 – 50.000

5. 50.000 – 100.000

6. > 100.000

Q48. What is your school profile.....

Q49. Average grade for your last year.....

Q50. Your father's profession.....

Q51. Your mother's profession.....

Q52. Number of siblings

Q53. Does your family own any of the following:

1. TV

2. DVD Player

3. Computer/laptop

4. Game station (Play station, Xbox, Sega, Nintendo)

5. Cable TV

6. Internet connection

7. Library with more than 100 books

8. Car

9. Smart phone

Q54. Considering your family's living standard, you may say that your family is

- | | |
|----------------|-------------------|
| 1. Poor | 4. Rather wealthy |
| 2. Rather poor | 5. Wealthy |
| 3. Average | |

Q55. When you go to school during the week, you live:

1. With your parents
2. In a dormitory
3. At a host
4. Other.....

Q56. Where you live, you are:

1. Alone in your room (you have your own room)
2. In a room with other mates
3. In a room with other family members
4. In a room with adults who are not members of your own family