

### Summary Evaluation - QUESTIONNAIRES

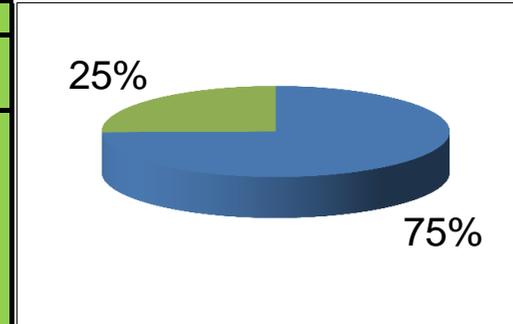
Total Number of respondents:	75		
Sex:	male:	31	41,33%
	female:	43	57,33%
Average age:	45 - 59 / 60 % <small>We didn't ask the age, just agegroups 60 % of the respondents were of agegroup 45 - 59 years old</small>		
Profession:	Teacher in school	67	89,33%
	Trainer/coach in company	0	0,00%
	Others	8	10,67%
Level of education:	70 respondents higher education degree (polytechnics or university level) = 93 %		
Years of work experience:	less than 5 years	3	
	6-10 years	10	
	11-15 years	8	
	more than 15 years	52	
<p><b>Year of work experience</b></p> <ul style="list-style-type: none"> <li>less than 5 years</li> <li>6-10 years</li> <li>11-15 years</li> <li>more than 15 years</li> </ul>			
Type of school/sector/area:	Vocational upper secondary education		Arbeitsbasierend 1

Attention: just list the number of mentions in the selected red area (the resulted ranking will be done by formula calculation itself).

Note:

1. Do the respondents have adequate information about the background/reasons of drop-out in general and during work-based learning?

YES:	56	NO:	19
What information is of most importance and how did they get this information?		What information do they need?	
<p><b>How did they get the information:</b> 1. From student 2. discussion/interview 3. from trustee (social service worker at school) 4. from other teachers 5. from student counsellor 6. from parents</p> <p><b>What information is of most importance:</b> 1. problems in lifecontrol 2. wrong sector of vocational education 3. absence 4. health problems 5. lack of motivation 6. learning difficulties (that are not taken into account in studies)</p>		<p>1. The reasons behind the student's drop out</p> <p>2. What could be done, how should teaching and student support be developed</p> <p>3. The teacher doesn't need any info</p> <p>4. Has the student dropped out for good?</p>	



2. What kinds of problems are present in the daily work with students who are in danger of losing their motivation and dropping out of the system?

**Absence, truancy, irregularity in going to school** (because of these reasons study performance not adequate) 36 respondents mentioned this.

**The student's problems in lifecontrol** (e.g. alcohol abuse, diurnal rhythm is out of ordinary, economical problems, inability to prioritize things, anxiety) 29 respondents mentioned something belonging to this category.

**Lack of motivation, unwillingness to study, laziness** (There were different opinions about the reasons behind the lack of motivation e.g. students don't believe they get a job, the sector of vocational education is wrong, not-interesting) This category got 28 respondents/mentions.

**Health problems, especially mental health problems** - 10 respondent mentioned something belonging to this category

**The teacher (responsible for the studentgroup) doesn't have enough time, resources or skills to handle the situation** (Some of the respondents felt that teacher would be the best person to help students and not e.g. the social service worker, if the teacher would have time to deal with the problems) 10 mentions/respondents

**Learning difficulties, inability to keep up with the group, weak starting level** (problems already in primary education) 7 mentions/respondents

**No persons to support the student** (the home environment not good) 7 mentions/respondents

**Bullying, the student doesn't have friends, he/she is not accepted in the group** - 4 mentions/respondents

3. What kind of teaching / learning environments are exciting / appealing to students and could maybe therefore prevent dropouts?

**Work-based learning methods, functionality in learning** (the respondents mentioned e.g. there should be more on-the-job-learning, there should be real projects/customers in the school, there should be learning environments that are similar to real working environments, more learning by doing). This category got 24 mentions/respondents

**Things related to the group** e.g. how many students there are in the group, smaller groups, support from the group, grouping, team spirit, safe atmosphere, good sense of community. This category got 19 mentions/respondents

**Learning rooms, spaces and properties.** These should be cosier, tidier, transformable, modern, healthy, the students should have possibility to affect how the spaces are. This category got 17 mentions/respondents.

**The needed equipment should be up-to-date, available and in order** (e.g. computers were mentioned as well as machinery and equipment needed in vocational studies, Ipads, cellphones, library, camera etc.). This category got 16 mentions/respondents.

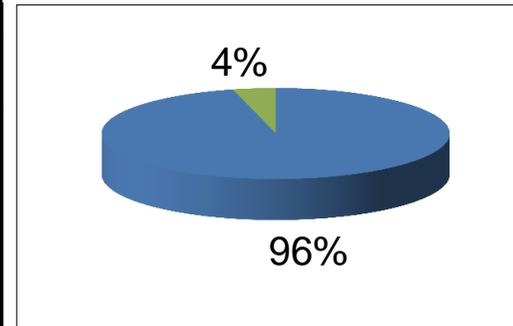
**There should be enough time, resources** to counsel the student, to give support, to give additional teaching, to take into account personal needs etc. The teacher should be more a learning counselor and coach, this is not possible without time. This category got 15 mentions/respondents.

**The teacher should be a professional**, he/she uses variable teaching methods, the teacher is supportive and inspiring. If the teacher is enough of a professional, she/he will create an inspiring learning environment no matter what the circumstances are. This got 10 mentions/respondents.

**There should be a focus on student's needs** (e.g. individuality should be taken into account when considering the learning environments and learning methods) This category got 6 mentions/respondents.

4. Alongside the function as trainer or teacher is it important to have social pedagogical skills?

YES:	72	NO:	3
What could be supported?		Why not?	
<p><b>1. Training and courses (38 respondents)</b> Suggested subjects of training/courses:</p> <ul style="list-style-type: none"> <li>- Psychology, basic knowledge of human behaviour</li> <li>- Special needs education/pedagogics, basic information about learning difficulties</li> <li>- Interaction training for the whole staff</li> <li>- Grouping, how to manage a group</li> <li>- The everyday life of youth</li> <li>- How to teach/counsel students from different cultural backgrounds</li> </ul> <p><b>2. Discussion and sharing of knowledge with colleagues, experts; learning from others (21 respondents)</b> Suggested ways to do this:</p> <ul style="list-style-type: none"> <li>- Benchmarking (to other VET-schools etc.)</li> <li>- mentoring, peer mentoring</li> <li>- co-operative / joint teaching</li> <li>- job shadowing</li> <li>- social media as a tool for sharing</li> <li>- sharing in small groups</li> <li>- reading professional literature, magazines etc.</li> </ul> <p><b>3. Experience, learning on the job and everyday situations (15 respondents)</b></p> <ul style="list-style-type: none"> <li>- more possibilities to gain work experience outside the VET-school (for teachers)</li> <li>- projects</li> <li>- own experiments</li> </ul> <p><b>4. The right type of personality, person (6 mentions)</b></p> <ul style="list-style-type: none"> <li>- you can't learn everything</li> </ul>		<p>I am near retiring age</p> <p>If you have good enough professional skills, you can teach anything related to that. You can manage with "normal" social and pedagogical skills and using "common sense".</p>	



5. What are ways to enhance taking into account the student's individual needs / individuality?

- 1. Small group studies**
- 2. Differentiation**
- 3. Wide range of tasks**
- 4. Personalisation of studies**
- 5. Face-face dialogue with the student**
- 6. Anticipation**

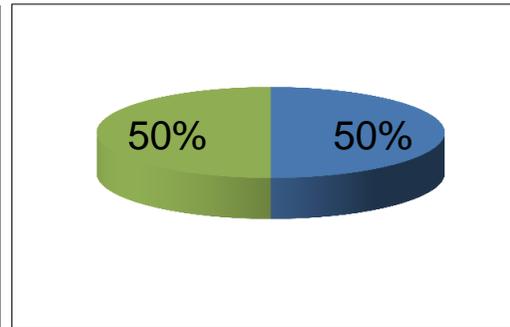
6. How do they motivate their students?

- 1. Connection to own field of study**
- 2. Positive feedback**
- 3. Self-determination of the student**
- 4. Teacher's own example**
- 5. Setting goals (reachable)**

7. Are there different ways to motivate school based and work based students?

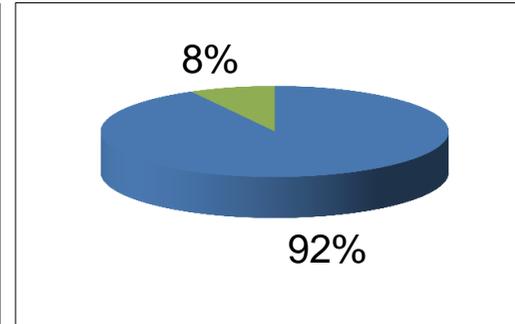
We didn't ask this question in Finland because it wasn't relevant for us.

YES:	1	NO:	1
Discription of these different ways ...	Why not?		



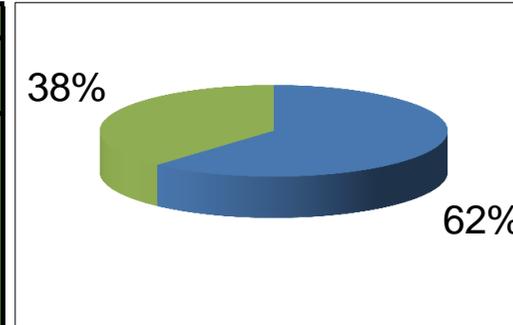
8. Do they update their (teaching) methods/tools?

YES:	69	NO:	6
How often? Which topics?		Why not and what are the main reasons for that?	
<p><b>How often?</b></p> <ul style="list-style-type: none"> <li>- The timerange mentioned varied from daily/continually, at the beginning of new teaching module (5 teaching modules/academic year) to at the beginning of each academic year.</li> </ul> <p><b>Which topics?</b></p> <ul style="list-style-type: none"> <li>- The teachers teach a wide range of subjects (e.g. foreign languages, mainly Swedish and English; Finnish; Mathematics, physics, chemistry; Art and culture; Vocational subjects)</li> <li>- Staying up to date, getting training was mentioned by 66 respondents</li> <li>- Also the following things were mentioned: new ways to teach, new tasks/assignments for the students, new materials, preparing study visits, follow what the city has to offer (e.g. museums), CLIL (Content Language Integrated Learning) - the simultaneous learning of content and English, pair and group work preparations.</li> </ul>		<p>A <b>new</b> teacher, not yet competent enough to update methods/tools, relying on colleagues and modifying their methods when necessary</p> <p>A <b>retiring</b> teacher, relying on routine, too tired to update methods/tools.</p>	



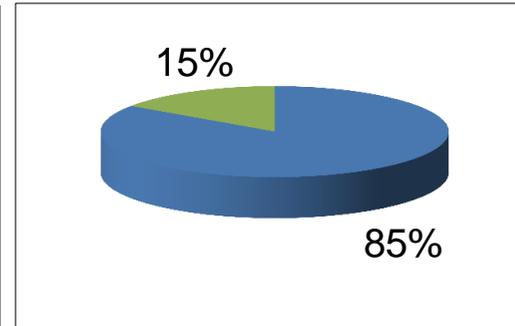
9. Do they need training in some of the methods you mentioned above?

YES:	45	NO:	28
Which thematic contents you suggest?		Why not?	
<p>The list was long. Content suggestions included many things related to teaching, different methods, pedagogics, social media, computer skills, collaboration with other teachers in Finland and abroad. Below some specifications:</p> <p>How to teach/counsel students with health problems or different cultural backgrounds? How to motivate students? Seminars (different suggestions on subjects) Creative methods</p>		<p>Don't need training at the moment, want to concentrate on everyday work Retiring soon, so trust on own routine, want to give opportunity to younger teachers who could benefit more from the training.</p>	
Which form of qualification they suggest?			
workshop	40		
seminar	12		
e-learning	7		
others			
Benchmarking (to other VET-schools etc.), training in class that simulates "normal teaching duties", discussion in own departement in order to develop practices and new ideas.	7		



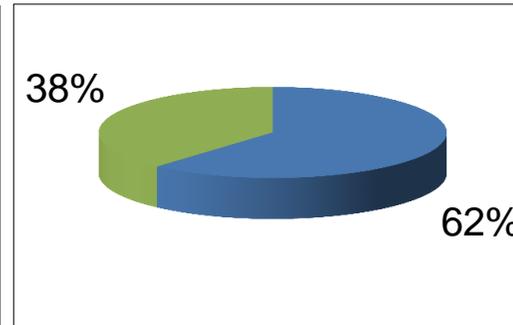
10. Are they well equipped to deal with students who need more or special attention to prevent drop-out?

YES:	60	NO:	11
What kind of equipment do they use?		What kind of equipment do they need to prevent students of dropping out?	
1. Talking (mentioned by 13 respondents) 2. Special education 3. Meeting the student as equal and helping if able to. 4. WinNova's regulations, I follow them 5. Team work (consulting colleagues) 6. Long experience 7. Listening 8. Appreciative Inquiry Method is used		1. Vocational qualification of a special needs teacher 2. Methods to teach and guide a student with special needs 3. Information on learning disabilities	



11. Are there any “best practice” tools and materials they use in training/teaching?

YES:	40	NO:	25
Specification of used materials.....			
1. Listening, discussions, interviews, encouraging, using my own personality, caring. 2. Motivating students, practical approach, concrete aims, integration to vocational subjects, giving more responsibility to students, clear & challenging & concrete & practical materials and teaching 3. Active working methods i.e. working in small groups, learning games and activities, learning while standing, learning through strenghts, projects, study trpis.			



Attention: just list the number of mentions in the selected red area (the resulted ranking will be done by formula calculation itself).

12. Four most important skills that need more special attention when they are dealing with students:

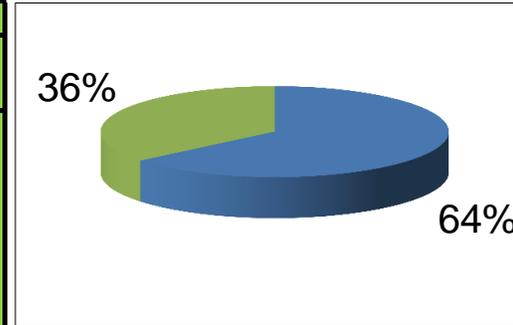
	Resulted ranking	Total Number of mentions	1.	2.	3.	4.
Communication skills	1	32	3	4	5	20
PC / ICT skills	2	11	9	2	0	0
Using social media tools (e.g. facebook) with students or in teaching / guidance	3	10	3	5	1	1
Teaching methods / interesting working methods to be used in class	#NV	35	4	9	12	10
Creativity, enhancing the student's creative skills	#NV	17	1	6	4	6
Entrepreneurship skills, enhancing student's entrepreneurship skills	6	9	2	3	3	1
Dealing with networks, how to get external support, how to cooperate with them (e.g. parents, social workers etc.)	3	23	9	5	6	3
Knowledge about learning disabilities	3	27	6	5	11	5
Developing others / guidance skills	9	8	0	2	3	3
Knowledge about identification of Students at Risk	5	19	6	6	4	3
How to give feedback, evaluation of the student	1	45	9	10	15	11
Guidelines for truancy	4	31	4	8	8	11
Other things, please specify:	13	0	0	0	0	0

More caring, discussions with students, taking care of your own well-being, more demanding assignments, more work-practice (ADHD-students)

Environment

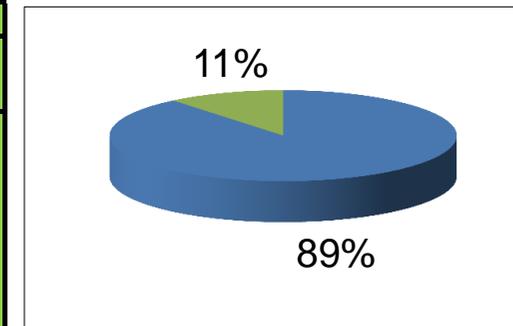
13. Are they aware of the home situation of the students?

YES:	48	NO:	27
		Why not?	
		<b>Access to information:</b> It's against law, it's hard to get information as a normal teacher. Students/parents don't want to give the information (denial, shame) <b>Relevance:</b> It's not relevant. I am not interested	



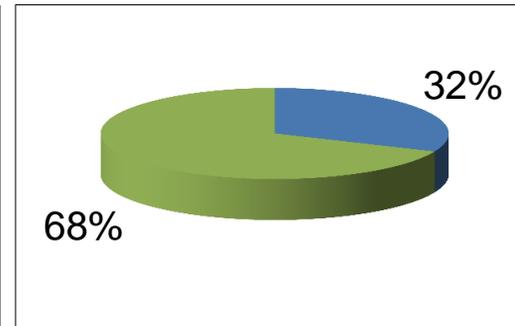
14. Do they talk with students about their social life?

YES:	65	NO:	8
		Why not?	
		<b>Resources:</b> - Lack of time - Starting interviews are meant for that <b>Relevance:</b> - Not relevant to me / my teaching - If problems occur or if I overhear something	



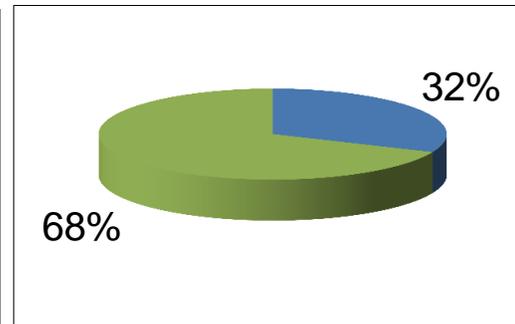
15. Do they have regular contact with the social network of their students?  Students?

YES:	23	NO:	50
With whom?		Why not?	
<ol style="list-style-type: none"> <li>1. Parents/carers</li> <li>2. School social workers/social workers/other authorities</li> <li>3. Child care institutions</li> <li>4. Other teachers (e.g. tutors)</li> </ol>		<p><b>Age:</b></p> <ul style="list-style-type: none"> <li>- my students are all grown-ups</li> </ul> <p><b>Type of communication:</b></p> <ul style="list-style-type: none"> <li>- Communication is occasional/only when needed (when facing problems or difficulties).</li> <li>- Constant communication takes too much time and effort.</li> </ul> <p><b>Relevance:</b></p> <ul style="list-style-type: none"> <li>- Not part of my job or is done by others (class teachers, school social workers etc.)</li> <li>- There is no need for that</li> </ul> <p><b>Other difficulties:</b></p> <ul style="list-style-type: none"> <li>- Parent/carers are not capable of communication.</li> <li>- We as school don't have guidelines for that/It's not common practice.</li> </ul>	



16. Do they need more information about how to deal with the social network?

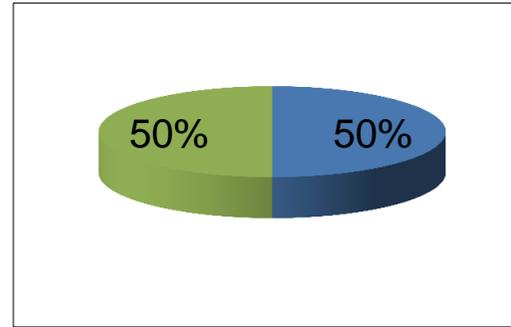
YES:	17	NO:	55
What kind of information?		Why not?	
<ol style="list-style-type: none"> <li>1. More internal co-operation in school, also with other schools and institutions.</li> <li>2. More information on good methods used by other teachers.</li> <li>3. More time</li> <li>4. Education on using social media in teaching.</li> <li>5. More information on student's background</li> </ol>		<p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>- I feel I have all the information, support and skills that I need. The system (co-operation &amp; communication) is on a good basis in our school. I feel my first priority is teaching.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- I don't have time for that</li> </ul>	



17. Is there any contact with the students during their education in school or company?

YES:	1	NO:	1
In what way?		Why not?	

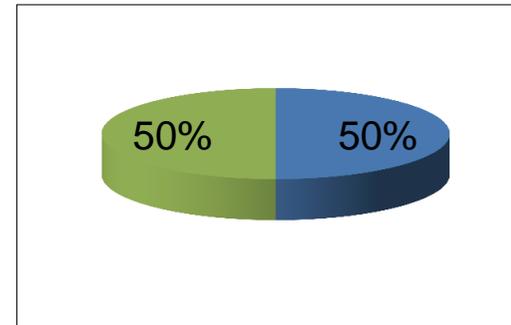
We didn't ask this in Finland



18. Are they satisfied about the current ways of contact?

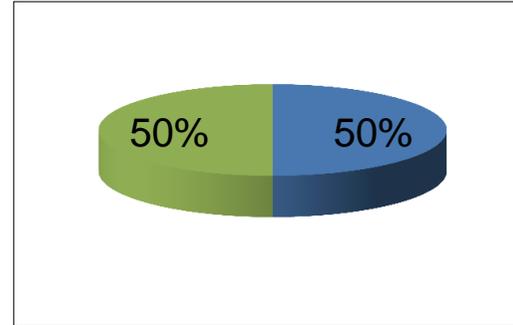
YES:	1	NO:	1
Why?		Why not?	

We didn't ask this in Finland



19. Did they have contact with the school/company in case they thought a student would drop out during work placement at your company? **We didn't ask this in Finland, the question wasn't relevant for us**

YES:	1	NO:	1
What actions were taken to prevent dropping out? Was it successful?		Why not?	

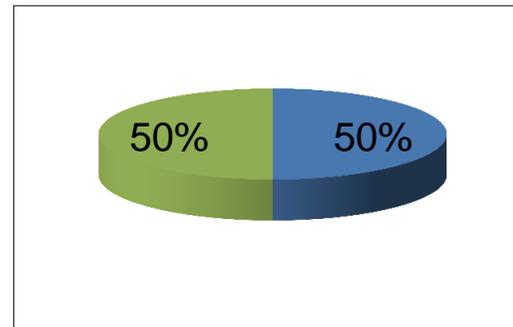


**Special questions for trainers/coaches in companies or/and trainers/coaches in work based education**

**We didn't ask these in Finland, the questions weren't relevant for us**

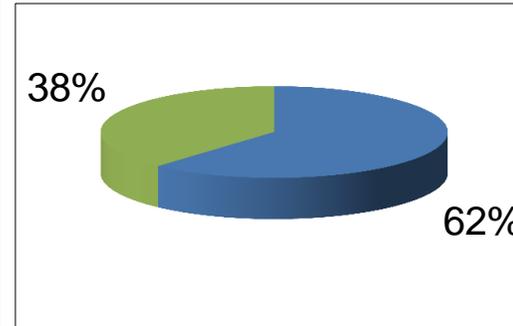
20. Are there any students that you attend/have attended who drop out during work placement in your company?

YES:	1	NO:	1
Which kind of students?			



23. Are they interested to attend on a training programme for VET trainers/ teachers who will be developed in the context of the STAY IN project?

YES:	45	NO:	28
		Why not?	
		<p><b>Age, retiring soon:</b> - I will leave it to younger teachers</p> <p><b>Lack of resources:</b> - time, money</p> <p><b>Motivation:</b> - Motivation for teaching is gone - I don't need that kind of course - Doubt</p>	



24. Are they interested to get further information about the ongoing process in the STAY IN project?

YES:	42	NO:	28
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