

TACKLE DIGITAL CHECKLIST

INSTRUCTIONS

Bellow you will see a series questions concerning the Career Guidance programme and activities of your school. Please read each statement carefully and select the answer that best describes your opinion. For each statement there are 5 possible responses on a scale from 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree:

1 = Strongly Disagree

2 = Disagree

3 = Nor Agree neither Disagree

4 = Agree

5 = Strongly Agree

Services offered - objectives	Response scale				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The career guidance actions applied by your school has among its aims to promote students' information on self-knowledge, Career Management Skills, further studies, work prospects, job trends etc.	1	2	3	4	5
Your school is equipped with an accessible collection of the appropriate material for academic and career guidance (a physical and/or virtual collection, library, centre).	1	2	3	4	5
Your school offers updated resources on information related to study pathways, the educational system, studying abroad, etc.	1	2	3	4	5
Your school offers updated resources on information related to the world of work, information on occupations, internships, work prospects, etc.	1	2	3	4	5
The information, advice and guidance provided in your school is wide ranging including local contextual information, but also national and international context and resources that is adapted to students' interests and needs.	1	2	3	4	5
Your school offers support to students in the decision-making process with actions that allow them to acquire the appropriate knowledge, skills and attitudes.	1	2	3	4	5
Your guidance activities promote student's self-knowledge, through the assessment and exploration of interests, attitudes, and values.	1	2	3	4	5
Your school's guidance activities and projects contribute to students' career management skills (CMS).	1	2	3	4	5
One of the aims of your guidance actions is to match students' profiles, interests, and motivations with occupations.	1	2	3	4	5
Through your guidance activities, you work specifically to neutralize gender stereotypes.	1	2	3	4	5
Your guidance actions facilitate transitions from education to professional training or job market, including coaching and preparation of students to make the next step and search for further opportunities (i.e. writing resumes, applying for studies, interviews).	1	2	3	4	5
Your school offers guidance activities to other involved parties (parents, families) that can directly support your students towards their career path.	1	2	3	4	5

Your school has Academic and Career Guidance services and activities for all students that are focused on preventing Early School Leaving (ESL).	1	2	3	4	5
If a practitioner in your school identifies a student in danger of leaving school, your school has as a specific protocol or guidelines to follow.	1	2	3	4	5

Methodologies used	Response scale				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The guidance practitioners consider the specific needs of each student in determining the method of guidance that will be used.	1	2	3	4	5
The guidance practitioners use diverse delivery approaches according to students' needs/characteristics (i.e. personal, group sessions, via internet, telephone etc.).	1	2	3	4	5
Your school implements guidance interventions progressively from a student's first year at the school until s/he graduates.	1	2	3	4	5
Your school provides extra-curricular guidance activities actions in collaboration with local NGOs, enterprises etc.	1	2	3	4	5
Your school integrates career guidance into curricular activities.	1	2	3	4	5
Your school collects and shares best practices regarding guidance activities, projects, tools, methodologies amongst its own colleagues and others.	1	2	3	4	5

Competences of practitioners/staff	Response scale				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The practitioners carrying out the guidance activities and projects in your school have the required competences to provide guidance.	1	2	3	4	5
The practitioners carry out the guidance in the school have specialized studies in academic and career guidance and/or are certified practitioners.	1	2	3	4	5
Your school gives enough opportunities for its guidance practitioners and staff to participate in lifelong training programs or other activities that aim to develop their knowledge and skills.	1	2	3	4	5
The practitioners offering guidance in your school have received training on tackling Early School Leaving.	1	2	3	4	5
Your school has a commitment to human resources dedicated to guidance that allows for the continuity, sustainability and continuous improvement of the guidance programme of the school.	1	2	3	4	5
Time and resources devoted to your school's practitioners/staff' training are in line with the needs of practitioners.	1	2	3	4	5

Accessibility and awareness of services	Response scale				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Your school has taken actions to increase awareness of the benefits and importance of career guidance and to make known and easily accessible the guidance services of the school to the students and their families.	1	2	3	4	5
Students and their families know who the referral person is regarding guidance services and what kind of activities and projects they can participate in.	1	2	3	4	5
In the COVID-19 pandemic period, your school kept offering guidance services by adapting to different means and methodologies (i.e. internet, mails, etc.).	1	2	3	4	5

Quality standards and evaluation of performance	Response scale				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Your school has common criteria and standards for the delivery of its guidance activities and services.	1	2	3	4	5
Your school evaluates the impact of its Academic and Career Guidance services, i.e. by following up with students.	1	2	3	4	5
The evaluation of guidance services is a part of the quality management plan of the school.	1	2	3	4	5
The evaluation results of your guidance services are used to improve future performance and effectiveness of the activities and projects.	1	2	3	4	5

Policy and coordination - partnerships	Response scale				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Academic and career guidance is among the 5 top priorities for the school management.	1	2	3	4	5
The financial resources for guidance services in your school are enough to meet the set objectives.	1	2	3	4	5
There is enough staff in your school to offer guidance services to all students.	1	2	3	4	5
The role of guidance is clearly defined in the school plan (for example with its own guidance plan) and there is internal coordination among all staff of career guidance who are aware on their individual responsibilities, objectives, functions and tasks.	1	2	3	4	5
Your school networks with external organizations and individuals that offer academic and career guidance services or come to participate within guidance activities and projects.	1	2	3	4	5
In your school the task of building and supporting collaborations with other external stakeholders (families, professionals, companies, labour associations, etc.) is clearly defined and assigned.	1	2	3	4	5