

TÂCKLE

IO1_TACKLE Digital Checklist REPORT



Co-funded by the
Erasmus+ Programme
of the European Union



This project has been funded with support from the European Commission under the Erasmus+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT ID: 2020-1-ES01-KA226-SCH-096256

Context

Introduction.....	2
<i>Parameters of the checklist</i>	2
Checklist development process.....	4
Why go through the checklist?.....	8
Instructions for the administration	9
TACKLE Checklist.....	11
Scoring	18



Introduction

This checklist has been developed as part of the TACKLE project. TACKLE is an Erasmus + Strategic partnership with the objective of improving guidance services of secondary schools with benchmarking and strategic planning tools. The TACKLE tools aim to train and prepare secondary schools and their guidance practitioners to review the guidance activities undertaken and strategically plan and coordinate the necessary actions in order to improve their services and reduce early school leaving.

Parameters of the checklist

After thorough desk research and focus groups with experts in all partners' countries, the TACKLE project team has identified 5 parameters that are important for evaluating career guidance services. The checklist therefore evaluates the following parameters:

1. Services offered - objectives

It refers to the services that the school offers to its' students regarding CG and the continuity of them throughout the cycle of studies. It includes 4 different services:

- a. *Career information* – information related to the world of work that can be useful in the process of career development, including educational, occupational and psychosocial information related to working, study options, work prospects etc.
- b. *Career education*: experiences (school-based and otherwise) that help students acquire and use the knowledge, skills, and attitudes necessary to make decisions about future education and work/ (career management skills*) so as to make work a meaningful, productive, and satisfying part of life.

*Career management skills refer to a whole range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions. CMS, therefore, aims to develop resources and competences in people to better manage their life course, or, to cite the Italian survey response, 'to become protagonists of their life project' – a particularly apt aspiration/metaphor given the implications of 'protean', 'boundaryless', 'portfolio' careers(Arthur and Rousseau 1996¹; Hall and Moss 1998²).

- c. *Career counseling* – support students in their choices, assist them in identifying careers that may be of their interest and get awareness of their skills, competences, interests and self-knowledge. Working with individuals and groups. Mobilising career counseling to prevent school disengagement. It also includes skill assessment, which refers to tests that come in a variety of forms and rely on both quantitative and qualitative methodologies. Skill assessments can help individuals identify and better articulate their unique interests, personality, values, and skills to determine how well they may match with a certain career. Some skills that career assessments could help determine are job-specific skills, transferable skills, and self-management skills (UCDavis HR, 2010³). Career assessments can also provide a window of potential opportunities by helping individuals discover the tasks, experience, education and training that is needed for a career they would want to pursue.

¹ Arthur, M.B., and D.M. Rousseau, eds. 1996. The boundaryless career: A new employment principle for a new organizational era. Oxford: Oxford University Press.

² Hall, D.T., and J.E. Moss. 1998. The new protean career contract: Helping organizations and employees adapt. *Organizational Dynamics* 26, no. 3: 22–37. (12)

³ UCDavis Human Resources. 2010. Retrieved 2012-02-10.

d. *Career resource center* – center/area with materials, resources and personnel delivering career services to individuals and groups, in order to identify careers well suited to their strengths and interests, as well as provide coaching on writing resumes etc. A career resource center (CRC) refers to a physical facility and to the location of materials, resources, and personnel delivering career services to individuals and groups⁴.

Services are also focused to lifelong guidance, ESL prevention and intervention (recognition and intervention when students are at risk of leaving school) and facilitation of transitions within education or from education to labour market

2. Methodologies used

It refers to issues such as the methods that are used, diversity of students, special needs, customized services, progressive interventions.

- a. *Group methods, one-to-one methods, online resources, telephone services etc.*
- b. *Recognition of the diversity of students and their individual needs and adaptation of services to their needs*
- c. *Progressive (from the early years) and ongoing interventions*
- d. *School-based guidance services vs extra-curricular activities – externally based guidance services (in collaboration with local enterprises, NGOs, educational centers, universities etc.)*
- e. *collecting examples of best practices and (exchange of) knowledge, experimental and developmental guidance services and resources*

3. Competence of practitioners/staff

It refers to the skills, training and expertise of the professionals who deliver guidance services.

- a. *Practitioners' professional standards (studies relevant to CG, work experience in CG etc.)*
- b. *Training programs offered to CG practitioners*
- c. *Promotion of professionalization and improvement of qualifications of practitioners*

4. Accessibility and awareness of services

It refers to the access that students have in guidance services, to the visibility of services.

- a. *Ways of promotion of CG services (and specially in situations like Covid, where schools are closed)*
- b. *Communication actions to improve awareness of the relationship between guidance and educational success/ smooth transitions*

5. Quality standards and evaluation of performance

It refers to a set of common principles, guidelines, criteria and tools that are used from schools in order to develop and assure quality and effectiveness in their guidance services.

- a. *Quality standards: technical specifications that helps to clarify what to expect when delivering / using guidance services*
- b. *Measurable indicators: Students' involvement, practitioner competence, service provision and improvement, cost-benefits to individual/society*

⁴ Epstein, S., & Kinsley, K. (2004). The career resource library: Development and management issues. In J. Sampson, R. Reardon, G. Peterson, & J. Lenz (Eds.), *Career counseling and services: A cognitive information processing approach* (pp. 249-266). Belmont, CA: Thomson.

- c. *Data gathering to evaluate the results of the CG services – evaluation of performance (level of satisfaction)*
- e. *Adaptation of services according to feedback from users*

6. Policy and coordination - partnerships

It refers to the national/local regulations that exist in CG and on what extend they are implemented by the schools. Additionally, policy covers the specific strategies, plans and partnerships* to promote CG services and fight against ESL (*including families, the territory, representatives from the world of work, experts in CG, Universities, etc.).

- a. *Strategy and policies: political priority (to which level is implemented in the school), financial resources, policies and strong involvement from other stakeholders, multi-service partnerships*
- b. *Existence of coordination among stakeholders – coordination structures or mechanisms*
- c. *Local adaptation of services and resources in order to apply to the local needs and engage local based community*

Checklist development process

The items developed to evaluate the aforementioned parameters underwent a process of review by all partners and experts in career guidance. After that process several questions changed and merged with others, as it came out that there was overlapping among them. Then, a CIRA process was implemented, where experts evaluated each item in terms of clarity, importance, relevance and accessibility. 15 experts (judges) took part in the process of validating the TACKLE checklist items. The number of judges assessing each item was greater than the minimum number indicated in the Tristan-Lopez (2008) models, exceeding 10 judges in all cases.

The expert assessment concentrated on the content of the item. The index of agreement among the judges and the content validity index for each of the three characteristics (clarity, importance, relevance) are presented in the following table, alongside with the total CVI per item.

Table 1. Content Validity Indexes (CVI) of the initial model

Questions - Items	JUDGES	CLARITY		IMPORTANCE		RELEVANCE		TOTAL CVI	ACCEPTABLE
		Number agreements	i-cvi	Number agreements	i-cvi	Number agreements	i-cvi		
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.	15	13	0,867	15	1,000	15	1,000	0,956	YES
Your school is equipped with an accessible collection of the appropriate material for academic and career guidance (a physical and/or virtual collection, library, center).	15	11	0,733	15	1,000	14	0,933	0,889	YES
Your school offers updated resources on information related to study pathways, the educational system, studying abroad, etc.	15	15	1,000	12	0,800	12	0,800	0,867	YES

Your school offers updated resources on information related to the world of work, information on occupations, internships, work prospects, etc.	15	15	1,000	12	0,800	12	0,800	0,867	YES
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. // Your school's guidance takes into consideration local resources and services.	13	11	0,786	12	0,923	11	0,846	0,852	YES
Your school offers support to students in the decision-making process with actions that allow them to acquire the appropriate knowledge, skills and attitudes.	15	14	0,933	15	1,000	14	0,933	0,956	YES
Your guidance activities promote student's self-knowledge, through the assessment and exploration of interests, attitudes, and values. * Add help for clarification - make they only focus on interests but not attitude or work values.... So they should give themselves a lower score	15	14	0,933	14	0,933	14	0,933	0,933	YES
Your school's guidance activities and projects contribute to students' career management skills (CMS).	15	12	0,800	15	1,000	15	1,000	0,933	YES
One of the aims of your guidance actions is to match students' profiles, interests and motivations with occupations.	15	14	0,933	11	0,733	12	0,800	0,822	YES
Your school refers to a specific CMS framework	15	11	0,733	12	0,800	12	0,800	0,778	NO
Your school offers services for enhancement of students' resilience in dealing with stressful situations like covid	15	14	0,933	12	0,800	8	0,571	0,768	NO
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).	15	14	0,933	14	0,933	14	0,933	0,933	YES
Your school implements skills assessment and development in order to assist students in their CG	15	9	0,600	13	0,867	13	0,867	0,778	NO
Through your CG activities you give attention to motivation and engagement of students to school	15	11	0,733	13	0,867	11	0,733	0,778	NO
Your school offers guidance activities to other involved parties (parents, families) that can directly support your students towards their career path.	15	15	1,000	15	1,000	14	0,933	0,978	YES



Your school has Academic and Career Guidance services and activities for all students that are focused on preventing Early School Leaving (ESL).	15	15	1,000	14	0,933	14	0,933	0,956	YES
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.	15	14	0,933	14	0,933	13	0,867	0,911	YES
Your school has or participates in actions and activities to support the reintegration of an early school leaver in the school environment	15	12	0,800	11	0,733	11	0,733	0,756	NO
The guidance practitioners consider the specific needs of each student in determining the method of guidance that will be used.	14	13	0,867	15	1,000	15	1,000	0,956	YES
The guidance practitioners use diverse delivery approaches according to students' needs/characteristics (i.e. personal, group sessions, via internet, telephone etc.).	14	14	0,933	14	0,933	14	0,933	0,933	YES
Your school implements guidance interventions progressively from a student's first year at the school until s/he graduates.	14	14	0,933	15	1,000	15	1,000	0,978	YES
Your school provides extra-curricular guidance activities actions in collaboration with local NGOs, enterprises etc.	14	14	0,933	14	0,933	13	0,867	0,911	YES
Your school integrates career guidance into curricular activities.	14	13	0,867	13	0,867	11	0,786	0,840	YES
Your school has adapted its guidance methodologies and tools in the Covid-19 pandemic period (i.e. using online tools and platforms).	14	15	1,000	14	0,933	13	0,867	0,933	YES
Your school collects and shares best practices regarding guidance activities, projects, tools, methodologies amongst its own colleagues and others.	14	14	0,933	14	0,933	14	0,933	0,933	YES
There is detailed job description (objectives, functions, tasks) of the guidance practitioners in your school.	14	14	0,933	14	0,933	14	0,933	0,933	YES
The practitioners carrying out the guidance activities and projects in your school have the required competences to provide guidance.	14	13	0,867	14	0,933	14	0,933	0,911	YES
The practitioners carry out the guidance in the school have specialized studies in academic and career guidance and/or are certified practitioners.	115	13	0,867	14	0,933	14	0,933	0,911	YES
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.	15	14	0,933	15	1,000	15	1,000	0,978	YES
The practitioners offering guidance in your school have	15	13	0,867	15	1,000	14	0,933	0,933	YES

received training on tackling Early School Leaving.										
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.	14	14	0,933	14	1,000	13	0,867	0,933	YES	
33. Professional development of your schools' practitioners is competently assessed	14	11	0,733	11	0,733	11	0,733	0,733	NO	
Time and resources devoted to your school's practitioners/staff training are in line with the needs of practitioners.	15	14	0,933	14	0,933	12	0,800	0,889	YES	
Your school's guidance services are easily accessible and well known by your students and their parents.	14	13	0,929	14	1,000	13	1,000	0,976	YES	
Students and their families know who the referral person is regarding guidance services and what kind of activities and projects that can participate in.	14	14	1,000	14	1,000	12	0,923	0,974	YES	
Your school has taken action to increase awareness of the benefits and importance of academic and career guidance among the educational community (staff, students, families, etc.).	14	13	0,929	14	1,000	12	0,923	0,951	YES	
In the COVID-19 pandemic period, your school kept offering guidance by adapting to different means and methodologies (i.e. internet, mails, etc.).	14	13	0,929	13	0,929	13	1,000	0,952	YES	
Your school has a detailed presentation or promotional material of the academic and professional guidance activities for students and their families.	14	13	0,929	13	0,929	13	1,000	0,952	YES	
Your school has common criteria and standards for the delivery of its guidance activities and services.	14	12	0,857	14	1,000	13	0,929	0,929	YES	
Your school evaluates the impact of its Academic and Career Guidance services, i.e. by following up with students.	14	13	0,929	13	0,929	13	0,929	0,929	YES	
The evaluation of guidance services is a part of the quality management plan of the school.	14	13	0,929	13	0,929	12	0,923	0,927	YES	
Your school has as specific evaluation system of its ACG services, such as measurable indicators, collection data process, etc	13	9	0,643	10	0,714	9	0,818	0,725	NO	
The evaluation results of your guidance services are used to improve future performance and effectiveness of the activities and projects.	14	13	0,929	14	1,000	13	0,929	0,952	YES	
Academic and career guidance is among the 5 top priorities for the school management.	14	12	0,857	14	1,000	13	0,929	0,929	YES	
The financial resources for guidance services in your school are enough to meet the set objectives.	14	13	0,929	12	0,857	14	1,000	0,929	YES	

There is enough staff in your school to offer guidance services to all students.	14	12	0,857	13	0,929	12	0,857	0,881	YES
There are mechanisms of internal coordination among staff regarding guidance, so as each staff member is aware of his/her duties.	14	14	1,000	13	0,929	13	0,929	0,952	YES
The role of guidance is clearly defined in the school plan (for example with its own guidance plan) and all staff involved are clear on their individual responsibilities, functions and tasks.	14	12	0,857	12	0,923	11	0,846	0,875	YES
Your school networks with external organizations and individuals that offer academic and career guidance services or come to participate within guidance activities and projects.	14	13	0,929	12	0,923	12	0,923	0,925	YES
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.	14	13	0,929	12	0,923	12	0,923	0,925	YES

According to the analysis of the results, as depicted in table 1, 7 questions were deleted, as the total cvi was lower than 0.80. After the feedback from the three countries it came out an additional question that it seems to be of high importance in career guidance services: "Through your guidance activities, you work specifically to neutralize gender stereotypes". Therefore, the final version of the checklist is composed of 44 questions.

Why go through the checklist?

The aim of the checklist is not to assess your skills and effectiveness in delivering Career Guidance services. It is a tool that will help you evaluate and strategically plan your school's current guidance services. When you have answered all the questions in the checklist, there will be a feedback report focusing on the areas on which you need to take actions for further improvement.

By completing the questionnaire, you will contribute to an organized European effort to tackle early school leaving and to improve guidance services in secondary schools.

Instructions for the administration

Bellow you will see a number of questions concerning Career Guidance and early school leaving. 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

Remember you can choose only one answer for each statement. There is no time limit for the completion of the checklist. After having answering to all questions, you will receive a feedback report.

Please take the time before you start to fill some of the following fields

a. Name of school

Open text field

Country

Spain

Italy

Greece

Other (specify with text)

b. Type of school

Public

Private

Semi-Public

Other

c, Levels of study at your school (multiple response)

Primary

Secondary

Upper secondary/Bachiller

VET

Other

d. How many people work for your organisation in tasks related to guidance?

e. How many of these are guidance practitioners and/or are primarily dedicated to guidance?

f. Your organisation primarily operates in an area of:

More than 1.000.000 people

500.000 to 1.000.000 people

250.000 to 499.999 people....

TACKLE Checklist

a. Services offered- objectives

1.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.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

2. Your school is equipped with an accessible collection of the appropriate material for academic and career guidance (a physical and/or virtual collection, library, center).

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

3.Your school offers updated resources on information related to study pathways, the educational system, studying abroad, etc.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

4. Your school offers updated resources on information related to the world of work, information on occupations, internships, work prospects, etc.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

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. // Your school's guidance takes into consideration local resources and services.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

6. Your school offers support to students in the decision-making process with actions that allow them to acquire the appropriate knowledge, skills and attitudes.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5



7. Your guidance activities promote student's self-knowledge, through the assessment and exploration of interests, attitudes, and values (if you focus only on one of them, you should rate yourself lower)

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

8. Your school's guidance activities and projects contribute to students' career management skills (CMS).

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

9. One of the aims of your guidance actions is to match students' profiles, interests and motivations with occupations.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

10. Through your guidance activities, you work specifically to neutralize gender stereotypes.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

11. 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).

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

12. Your school offers guidance activities to other involved parties (parents, families) that can directly support your students towards their career path

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

13. Your school has Academic and Career Guidance services and activities for all students that are focused on preventing Early School Leaving (ESL).

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

14.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.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

b. Methodologies used

15.The guidance practitioners consider the specific needs of each student in determining the method of guidance that will be used.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

16.The guidance practitioners use diverse delivery approaches according to students' needs/characteristics (i.e. personal, group sessions, via internet, telephone etc.).

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

17.Your school implements guidance interventions progressively from a student's first year at the school until s/he graduates.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

18.Your school provides extra-curricular guidance activities actions in collaboration with local NGOs, enterprises etc.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

19. Your school integrates career guidance into curricular activities.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

20. Your school has adapted its guidance methodologies and tools in the Covid-19 pandemic period (i.e. using online tools and platforms).

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

21. Your school collects and shares best practices regarding guidance activities, projects, tools, methodologies amongst its own colleagues and others

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

c. Practitioners'/CG staff's competences

22. There is detailed job description (objectives, functions, tasks) of the guidance practitioners in your school.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

23. The practitioners carrying out the guidance activities and projects in your school have the required competences to provide guidance.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

3. 24. The practitioners carry out the guidance in the school have specialized studies in academic and career guidance and/or are certified practitioners.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

25. 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.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

26. The practitioners offering guidance in your school have received training on tackling Early School Leaving.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3			4	5

27. 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.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

28. Time and resources devoted to your school's practitioners/staff' training are in line with the needs of practitioners.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

d. Accessibility and awareness of services

29. Your school's guidance services are easily accessible and well known by your students and their parents.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

30. Students and their families know who the referral person is regarding guidance services and what kind of activities and projects that can participate in.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

31. Your school has taken action to increase awareness of the benefits and importance of academic and career guidance among the educational community (staff, students, families, etc.).

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

32. In the COVID-19 pandemic period, your school kept offering guidance by adapting to different means and methodologies (i.e. internet, mails, etc.).

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

33. Your school has a detailed presentation or promotional material of the academic and professional guidance activities for students and their families.

Strongly Disagree	Disagree	Nor Agree Disagree	Neither	Agree	Strongly Agree
1	2	3		4	5

e. Quality standards & Evaluation of performance

34. Your school has common criteria and standards for the delivery of its guidance activities and services.

Strongly Disagree	Disagree	Nor Agree Disagree	Neither	Agree	Strongly Agree
1	2	3		4	5

35. Your school evaluates the impact of its Academic and Career Guidance services, i.e. by following up with students.

Strongly Disagree	Disagree		Nor Agree Disagree	Neither	Agree	Strongly Agree
1	2		3		4	5

36. The evaluation of guidance services is a part of the quality management plan of the school.

Strongly Disagree	Disagree	Nor Agree Disagree	Neither	Agree	Strongly Agree
1	2	3		4	5

37. The evaluation results of your guidance services are used to improve future performance and effectiveness of the activities and projects.

Strongly Disagree	Disagree	Nor Agree Disagree	Neither	Agree	Strongly Agree
1	2	3		4	5

f. Policy and coordination/partnerships

38. Academic and career guidance is among the 5 top priorities for the school management.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

39. The financial resources for guidance services in your school are enough to meet the set objectives.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

40. There is enough staff in your school to offer guidance services to all students.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

41. There are mechanisms of internal coordination among staff regarding guidance, so as each staff member is aware of his/her duties.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

42. The role of guidance is clearly defined in the school plan (for example with its own guidance plan) and all staff involved are clear on their individual responsibilities, functions and tasks.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

43. Your school networks with external organizations and individuals that offer academic and career guidance services or come to participate within guidance activities and projects

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

44. 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.

Strongly Disagree	Disagree	Nor Disagree	Agree	Neither	Agree	Strongly Agree
1	2	3		4		5

Scoring

Each question is answered on a Likert scale 1- 5.

1= Strongly Disagree

2= Disagree

3= Neutral (nor agree neither disagree)

4= Agree

5= Strongly Agree

Scoring table

Parameter	No of items	Raw scores range	Convert to 1-10	Low	Average	High
a. Services offered- objectives	14	14-70	/14	1-3	4-7	8-10
b. Methodologies used	7	7-35	/7			
c. Practitioners'/CG staff's competences	7	7-35	/7			
d. Accessibility and awareness of services	5	5-25	/5			
e. Quality standards & Evaluation of performance	4	4-20	/4			
f. Policy and coordination/partnerships	7	7-35	/7			