



Motivation in Vocational Education

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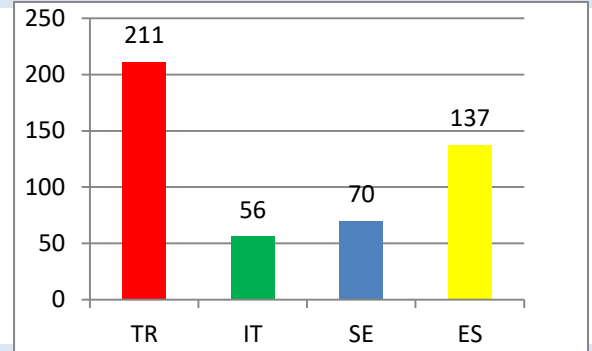
RESULTS OF MOTIVATION SURVEY IN VOCATIONAL EDUCATION



IISS
FRANCESCO ORIOLI

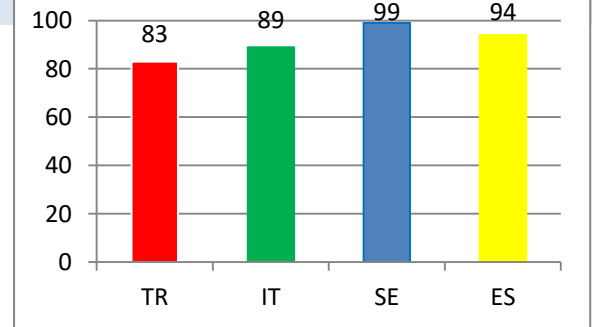
1 %

TR	211	Anket cevaplayan öğrenci sayısı.
IT	56	Numero di risposte dello studente.
SE	70	Number of student answers.
ES	137	Número de respuestas de los alumnos.



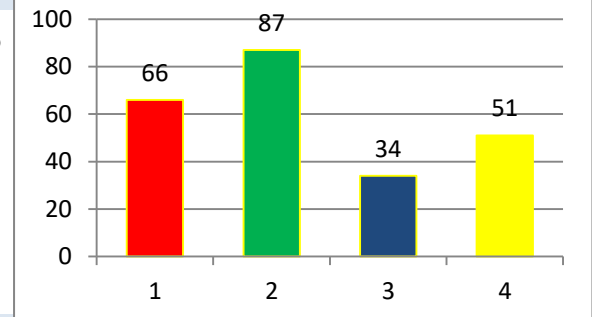
B1-1 % İÇSEL MOTİVASYON ANKETİ

TR	83	Mesleki Eğitim almayı isteyerek mi seçtiniz?
IT	89	Hai deciso di prendere volontariamente la scuola professionale?
SE	99	Have you decided to take Vocational Education Training(VET) willingly?
ES	94	Fue decisión tuya la elección del ciclo formativo?



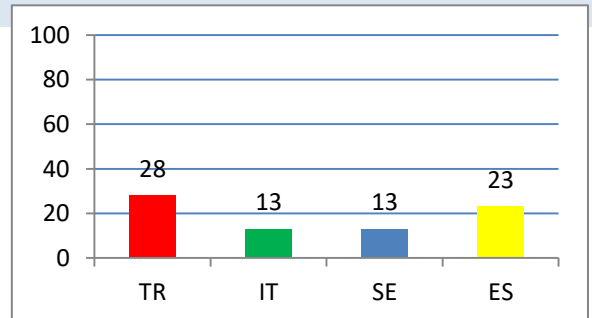
2 %

TR	66	Mesleki Eğitim almayı seçmenizde aileniz etkili oldu mu?
IT	87	la tua famiglia è stata efficace nella decisione di scelta della scuola professionale?
SE	34	Has your family been effective in your decision to choose VET?
ES	51	Tu familia ha participado activamente en tu decisión de elegir el ciclo formativo?



3 %

TR	28	Mesleki Eğitim almayı seçmenizde ailenizin sosyo-ekonomik durumu etkili oldu mu?
IT	13	Lo stato socio-economico della tua famiglia ha inciso nella decisione della scelta della scuola professionale?
SE	13	Has your family's socio-economic status been effective in your decision to choose VET?
ES	23	Ha influido el estado socioeconómico de tu familia en tu decisión de elegir el ciclo formativo?



4 %

TR 66

Mesleki Eğitim almayı seçmenizde ailenizin beklentisi ve sizin hakkınızdaki düşünceleri etkili oldu mu?

Le aspettative ed i pensieri della tua famiglia riguardo a te sono stati decisivi nella scelta della scuola professionale?

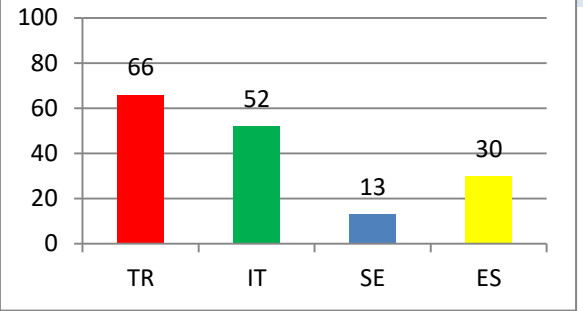
IT 52

SE 13

Have your family's expectations and thoughts about you been effective in your decision to choose VET?

ES 30

Las expectativas de tu familia sobre ti han sido influido en su decisión de elegir este ciclo formativo?



5 %

TR 36

Mesleki Eğitim almayı seçmenizde arkadaşlarınızın ve çevrenizin etkisi oldu mu?

I tuoi amici ed il tuo ambiente hanno avuto un impatto sulla tua scelta dell'istituto?

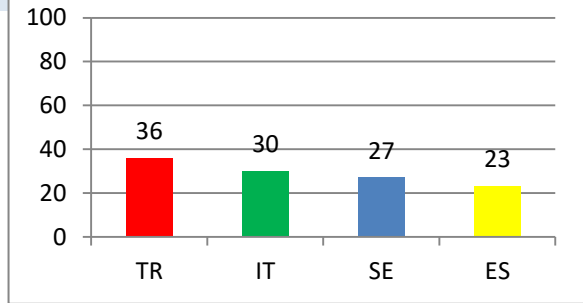
IT 30

SE 27

Have your friends and your environment had an impact on your choice of VET?

ES 23

Han tenido tus amigos y tu entorno influencia en tu elección de estudiar este ciclo formativo?



6 %

TR 63

Mesleki Eğitim almayı seçmenizde aldığınız notların etkisi oldu mu?

I tuoi voti scolastici hanno avuto qualche impatto sulla scelta della tipologia d'istituto?

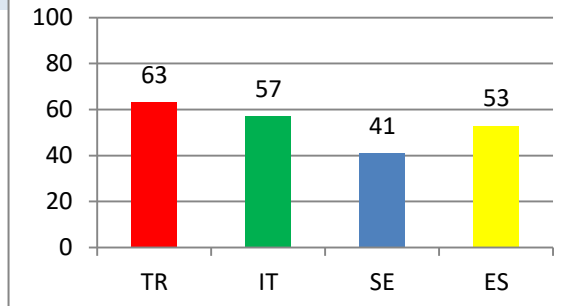
IT 57

SE 41

Have your school grades had any impact on your choice of VET?

ES 53

Tus calificaciones escolares han influido en tu elección del ciclo formativo?



7 %

TR 57

Mesleki Eğitim almayı seçmeden önce mesleği yapanlardan meslek hakkında bilgi aldınız mı?

Pensi di aver effettuato la scelta che desideravi?

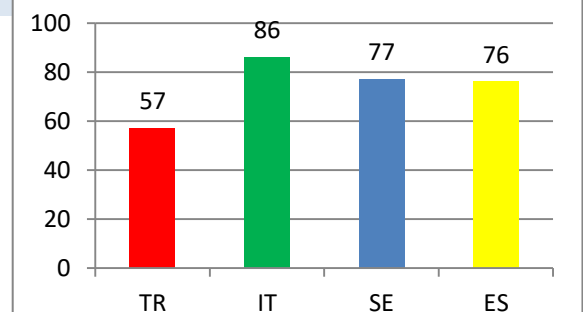
IT 86

SE 77

Do you think that you searched for the vocational field you wanted to study before registering a vocational school?

ES 76

Analizaste otros ciclos Formativos para tomar una decisión antes de elegir este ciclo formativo?



8 %

TR 65

Mesleki Eğitim almayı seçmeden önce mesleğin yeteneklerinize uygunluğu hakkında değerlendirme yaptınız mı?

Hai valutato l'idoneità della professione alle tue capacità prima di scegliere?

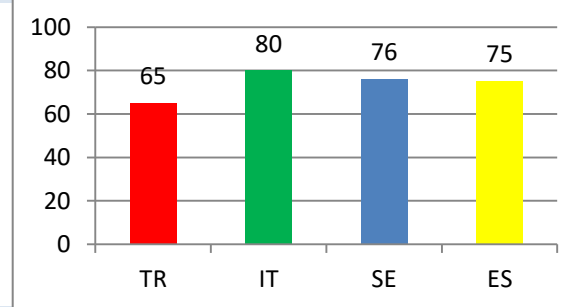
IT 80

SE 76

Have you assessed the suitability of the profession to your skills before choosing to take VET?

ES 75

Has evaluado la adecuación de la profesión a tus habilidades antes de elegir el ciclo formativo?



9 %

TR 70

Mesleki Eğitim almayı seçmenizde mesleğin toplumdaki yeri etkili oldu mu?

La percezione della professione è stata efficace nella scelta della formazione professionale?

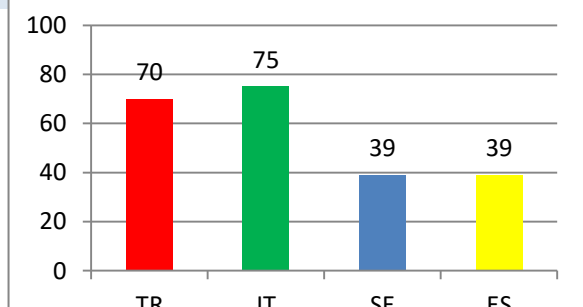
IT 75

SE 39

Has the perception of the profession in society been effective in your choice of vocational training?

ES 39

La percepción de la profesión en la sociedad ha influido en tu elección del ciclo formativo?



10 %

TR 62

Mesleki Eğitim almayı seçmenizde mesleğin getirdiği gelir etkili oldu mu?

IT 73

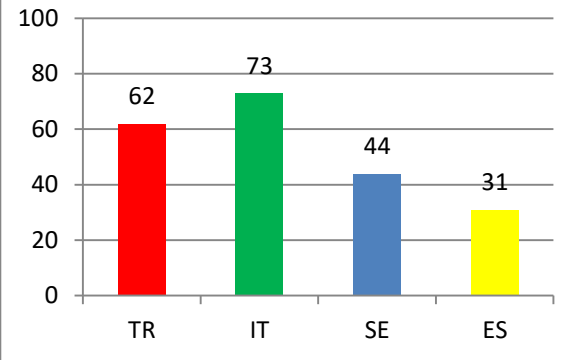
Le domande per la professione è stato un aspetto importante nella scelta?

SE 44

Has the income of the profession been effective in your choice of vocational training?

ES 31

Los ingresos de la profesión han influido en tu elección del ciclo formativo?



11 %

TR 55

Mesleki Eğitim almayı seçmenizde mesleğe olan talep etkili oldu mu?

IT 79

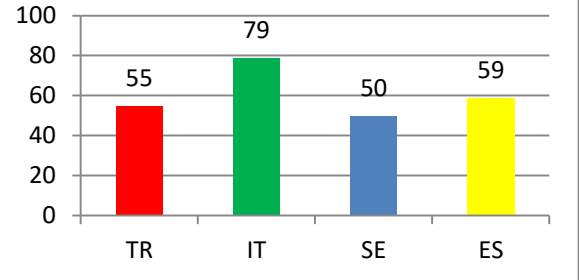
Le possibilità di lavoro nel settore è stato un aspetto importante nella scelta?

SE 50

Has the demand for the profession been effective in your choice of vocational training?

ES 59

Ha influido la demanda de trabajo en la profesión en tu elección del ciclo formativo?



12 %

TR 71

Mesleki Eğitim almayı seçmenizde mesleğin iş bulma imkanları etkili oldu mu?

IT 45

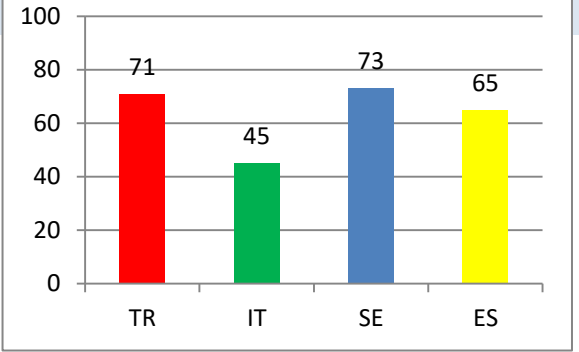
Il reddito della professione è stato un aspetto che hai considerato nella scelta?

SE 73

Has the employment opportunities of the profession been effective in your choice of vocational training?

ES 65

Las oportunidades de empleo de la profesión han influido en tu elección del ciclo formativo?



13 %

TR 79

Mesleki Eğitim almayı seçmenizde mesleğin ilerleme imkanları etkili oldu mu?

IT 68

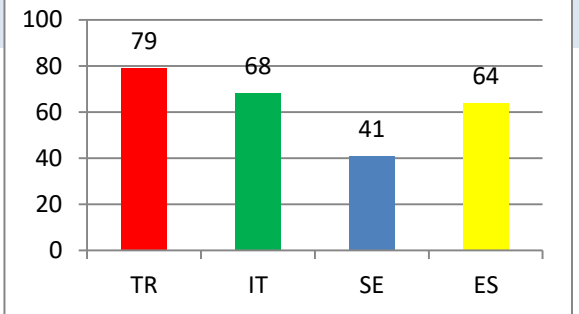
le opportunità di avanzamento di carriera della professione è stato un aspetto importante nella scelta?

SE 41

Have the opportunities for progression of the profession been effective in your choice of VET?

ES 64

Las oportunidades de progresión de la profesión han influido en tu elección del ciclo formativo?



14 %

TR 79

Mesleki Eğitim almayı seçmenizde mesleğin avantajları ve dezavantajları etkili oldu mu?

IT 43

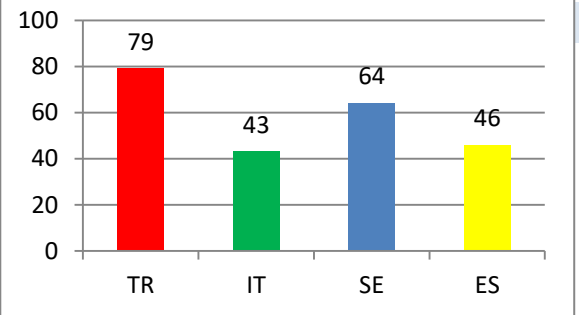
I vantaggi e gli svantaggi nella professione sion been effective in your choice of vocational training?

SE 64

Have the advantages and disadvantages of the profession been effective in your choice of vocational training?

ES 46

Las ventajas y desventajas de la profesión han influido en tu elección del ciclo formativo?



15 %

TR 81

Mesleki Eğitim almayı seçmenizde mesleki konulara olan ilginiz etkili oldu mu?

IT 89

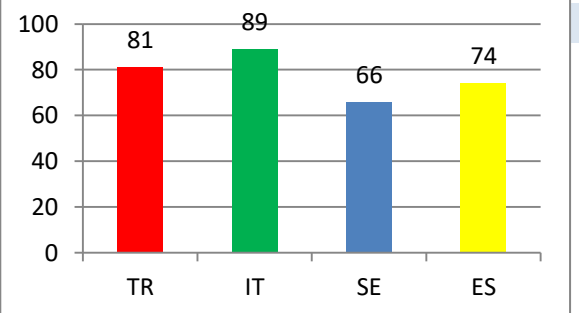
Il tuo interesse per le questioni professionali è stato influente nella scelta dell'istituto professionale?

SE 66

Has your interest in professional matters been influential in your choice of VET?

ES 74

Tu interés en asuntos profesionales ha influido en tu elección del ciclo formativo?



16 %

TR 62

Mesleki Eğitim almayı seçmenizde mesleğin iş güvencesi etkili oldu mu?

IT 50

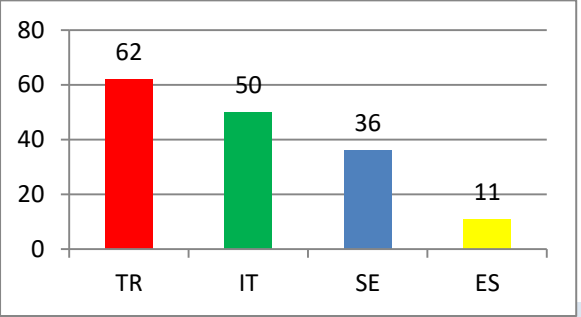
La sicurezza sociale della professione è stata efficace nella scelta della formazione professionale?

SE 36

Has the social security of the profession been effective in your choice of vocational training?

ES 11

Ha influido la seguridad social de la profesión en tu elección del ciclo formativo?



17 %

TR 26

Aile bireylerinizde seçtiğiniz mesleği icra eden var mı?

IT 50

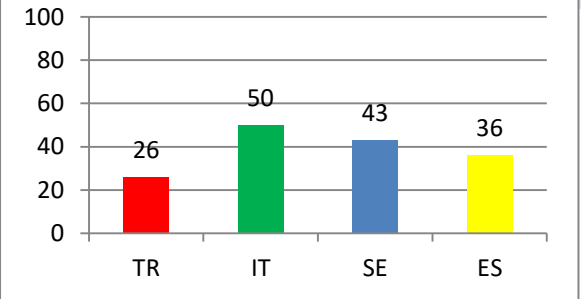
Ci sono familiari che hanno il lavoro legato al tuo campo professionale?

SE 43

Are there any family members that have a job related to your vocational field?

ES 36

Hay algún miembro de tu familia que tenga un trabajo relacionado con el campo profesional del ciclo formativo?



18 %

TR 49

Cevabınız Evet ise bu durum Mesleki Eğitim almayı seçmenizde etkili oldu mu?

IT 23

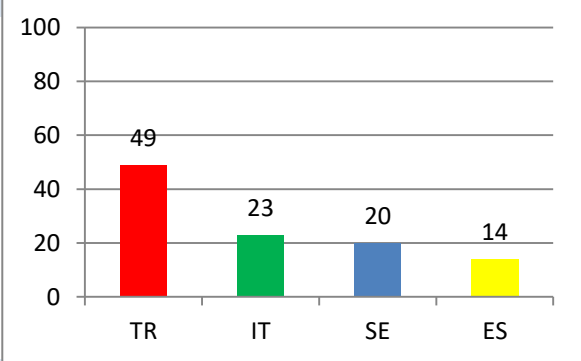
Se sì, sei stato influenzato dal familiare che ha un lavoro legato al tuo campo professionale nella scelta della scuola?

SE 20

If Yes, have you been influenced by the family member who has a job related to your vocational field while choosing to take VET?

ES 14

En caso afirmativo, ¿te ha influido el miembro de la familia que tiene un trabajo relacionado con el ciclo formativo?



19 %

B2-DIŞAL MOTİVASYON ANKETİ-1

TR 78

Aldığım mesleki eğitim ile ilgili başarılı olduğumu düşünüyorum.

IT 70

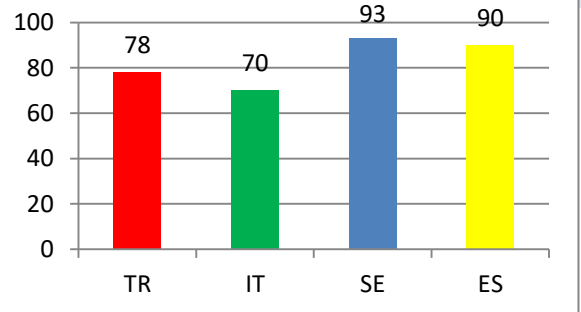
Penso di avere successo nella formazione professionale che ottengo.

SE 93

I think that I am successful in vocational training I get.

ES 90

Creo que me va bien en el ciclo formativo.



20 %

B2-2

TR 90

Aldığım mesleki eğitim ile ilgili sorumluluğa sahibim.

IT 18

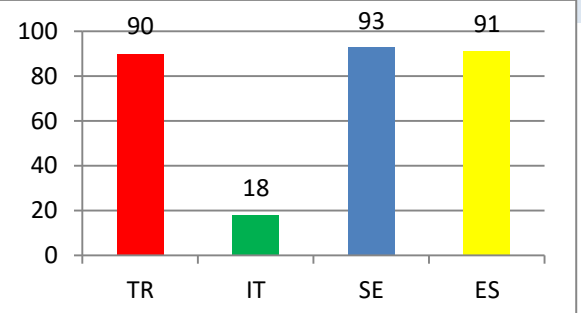
Sono responsabile per la formazione professionale che ottengo.

SE 93

I am responsible for the vocational training I get.

ES 91

Asumo mis responsabilidades respecto al ciclo formativo que estoy estudiando.



21 %

B2-3

TR 65

Aldığım mesleki eğitim ile ilgili arkadaşlarım ve çevrem beni takdir eder.

IT 91

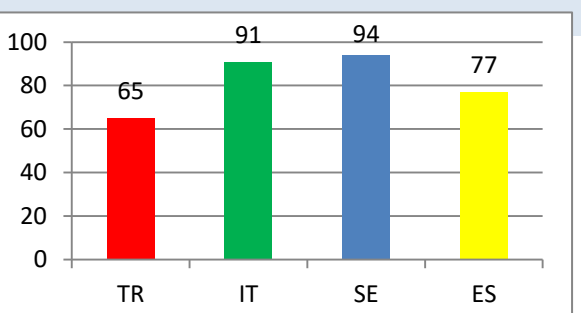
I miei amici ed il mio ambiente sociale mi apprezzano per il diploma e gli studi che affronto.

SE 94

My friends and my social environment appreciate me about the vocational education I get.

ES 77

Mis amigos y mi entorno social me aprecian en relación al ciclo formativo que estoy estudiando.



22 % B2-4

TR 87

Aldığım mesleki eğitim ile ilgili öğrenme ve kendimi geliştirme konusunda istekliyim.

IT 79

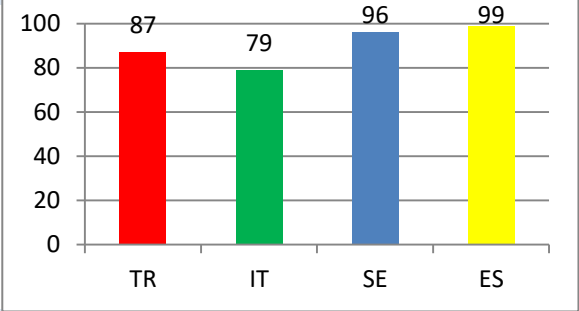
Sono disposto a conoscere l'Istruzione professionale e a migliorare le mie conoscenze.

SE 96

I am willing to learn about the vocational education I get and to improve myself.

ES 99

Estoy dispuesto a aprender y a mejorar en relación al ciclo formativo que estoy estudiando.



23 % B2-5

TR 77

Aldığım mesleki eğitim ile ilgili öğrendiklerim beni heyecanlandırıyor.

IT 60

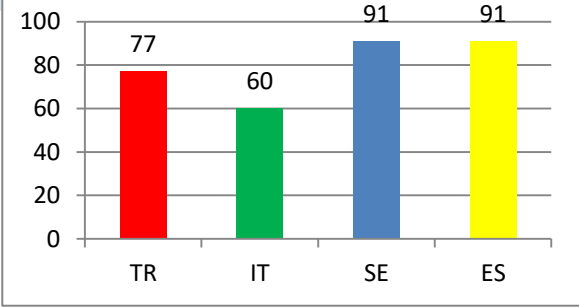
Ciò che apprendo sulla mia formazione professionale mi piace.

SE 91

What I learn about my vocational training excites me.

ES 91

Lo que aprendo sobre mi ciclo formativo me gusta.



24 % B2-6

TR 79

Aldığım mesleki eğitim ile ilgili kendimi şanslı/mutlu hissediyorum.

IT 82

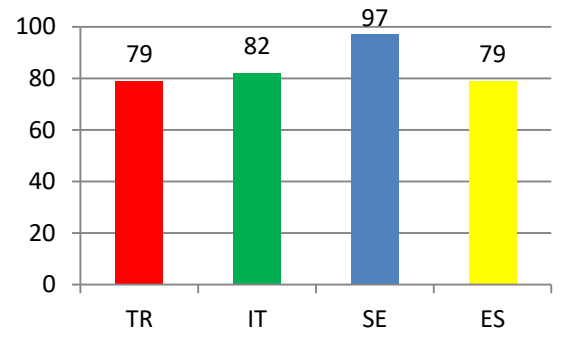
Mi sento fortunato/felice della formazione professionale che svolgo.

SE 97

I feel lucky / happy about the vocational training I get.

ES 79

Me siento feliz con el ciclo formativo que estoy estudiando.



25 % B2-7

TR 88

Yapacağım mesleğin önemli bir iş olduğuna inanıyorum.

IT 80

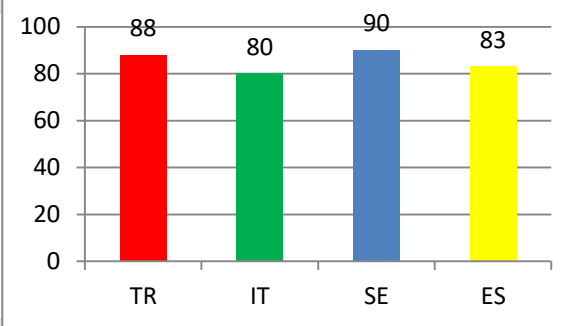
Credo che la professione, che farò in questo ambito sia un'impresa importante.

SE 90

I believe that the profession, I will do, is an important business.

ES 83

Creo que la profesión, a la que me dedicaré, es un trabajo importante.



26 % B2-8

TR 86

Yapacağım mesleğin saygın olduğuna inanıyorum.

IT 86

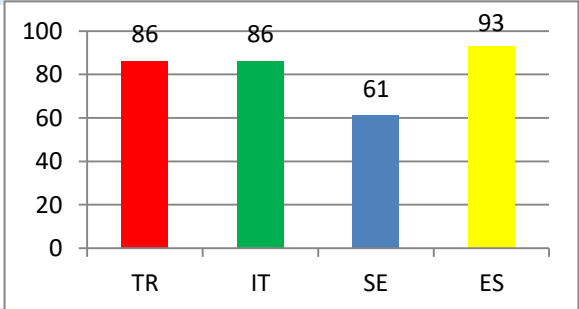
Credo che la professione, che farò in questo ambito sia rispettata.

SE 61

I believe that the profession, I will do, is respected.

ES 93

Creo que la profesión a la que me dedicaré es un trabajo respetado socialmente.



27 % B2-9

TR 79

Aldığım mesleki eğitim ile ilgili üst öğrenim yapmak istiyorum.

IT 62

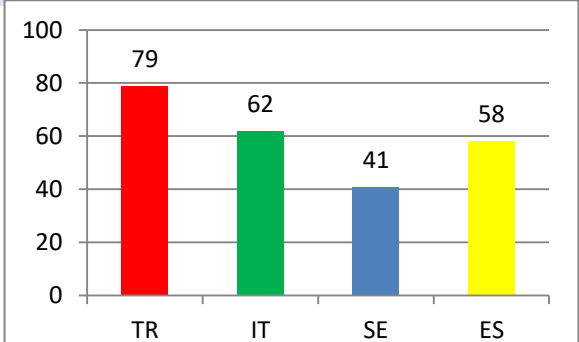
Voglio andare in un istituto di istruzione superiore per migliorare il mio campo professionale.

SE 41

I want to go on a higher education institution about my vocational field.

ES 58

Quiero ir a una institución de educación superior sobre mi campo profesional.



28 % B2-10

TR 75

İleride aldığım mesleki eğitim ile ilgili çalışmak ya da iş yeri açmak istiyorum.

IT 75

Mi piacerebbe lavorare in un posto o avviare la mia attività in relazione al mio campo professionale.

SE 71

I would like to work in a workplace or start up my own business related to my vocational field in the future.

ES 79

Me gustaría trabajar para una empresa o iniciar mi propio negocio relacionado con mi campo profesional en el futuro.

29 % **MOTİVASYON PROBLEMLERİ ANKETİ (B3-1)**

TR 63

Eğitim ortamının araç, gereç ve donanım olarak yeterli olduğunu düşünüyorum.

IT 75

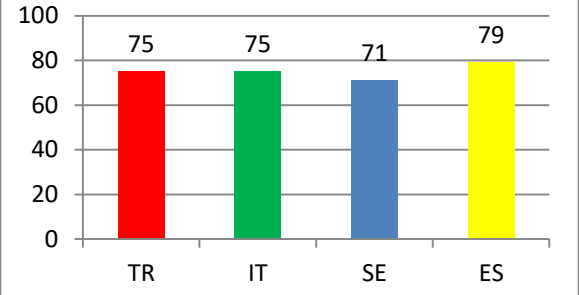
Penso che il mio ambiente educativo sia adeguato in termini di strumenti e attrezzature.

SE 73

I think that my educational environment is adequate in terms of tools and equipment.

ES 70

Creo que mi entorno educativo es adecuado en términos de material y equipamiento.



30 % B3-2

TR 79

Eğitim ortamının fiziksel şartlarının uygun olduğunu düşünüyorum.

IT 70

Penso che le condizioni fisiche del mio ambiente educativo siano appropriate.

SE 79

I have the opportunities to improve myself in my educational environment.

ES 71

Creo que las condiciones físicas de mi entorno educativo son apropiadas.

31 % B3-3

TR 76

Eğitim ortamımda kendimi geliştirebilecek imkanlara sahibim.

IT 89

Ho l'opportunità di migliorare me stesso nel mio ambiente educativo.

SE 76

[I have the opportunities to improve myself in my educational environment.

ES 93

Tengo la oportunidad de superarme en mi entorno educativo.

32 % B3-4

TR 69

Eğitim ortamımda olumlu bir atmosfer var.

IT 77

Ho un'atmosfera positiva nel mio ambiente educativo.

SE 86

I have a positive atmosphere in my educational environment.

ES 93

Tengo un buen ambiente en mi entorno educativo.

33 % B3-5

TR 87

Arkadaşlarım ile ilişkilerim iyidir.

IT 80

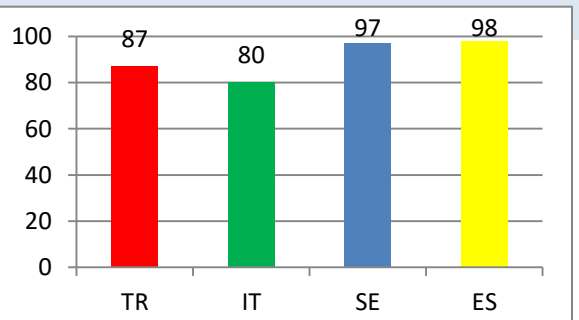
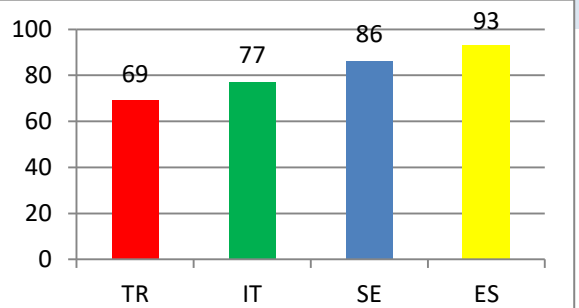
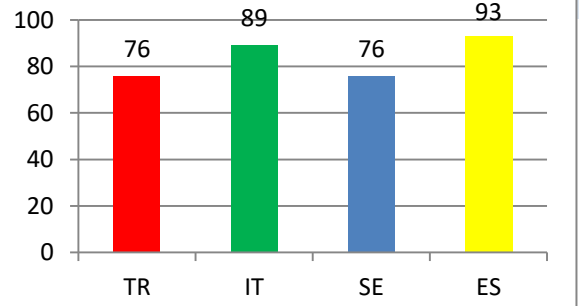
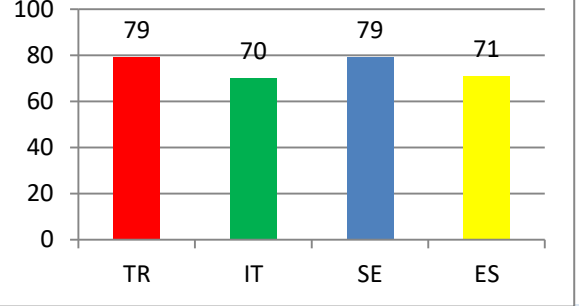
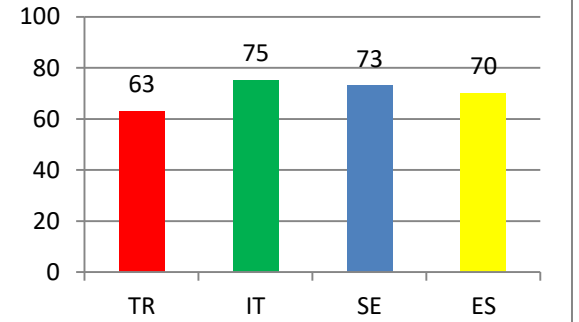
Ho relazioni positive con i miei amici.

SE 97

I have positive relationships with my friends.

ES 98

Tengo relaciones positivas con mis compañeros.



34 % B3-6

TR 64

Aldığım mesleki eğitim ile ilgili sunulan staj imkanlarının yeterli olduğunu düşünüyorum.

Penso che le attività di tirocinio offerte dalla formazione professionale che svolgo siano sufficienti.

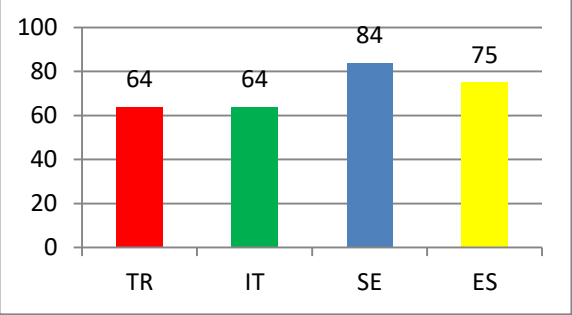
IT 64

SE 84

I think the internship opportunities offered for the vocational training I get are sufficient.

ES 75

Creo que las oportunidades de formación en empresas ofrecidas para el ciclo formativo son suficientes.



35 % B3-7

TR 45

Aldığım mesleki eğitim ile ilgili yapılan etkinliklerin (konferans, iş yeri ziyareti vb.) yeterli olduğunu düşünüyorum.

Penso che le attività (conferenze, visite ai luoghi di lavoro, ecc.) relative alla formazione professionale che svolgo siano sufficienti.

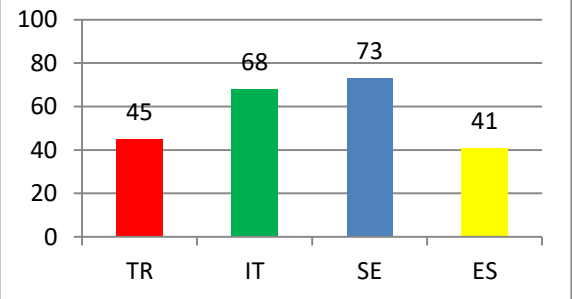
IT 68

SE 73

I think that the activities (conferences, work place visits etc.) related to the vocational training I get are sufficient.

ES 41

Creo que las actividades (conferencias, visitas a lugares de trabajo, etc.), relacionadas con el ciclo formativo, que recibo son suficientes.



36 % B3-8

TR 80

Ailemin aldığım mesleki eğitim ile ilgili tutumu ve desteği beni mutlu ediyor.

L'atteggiamento e il sostegno della mia famiglia riguardo all'istruzione professionale che svolgo mi rende felice.

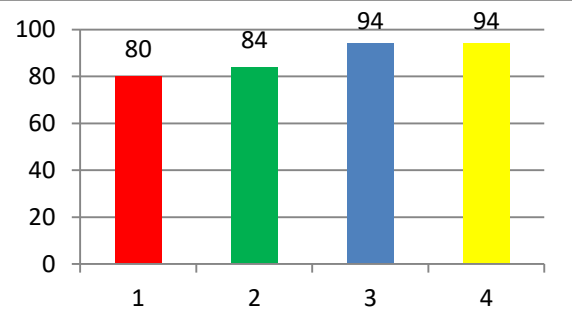
IT 84

SE 94

The attitude and support of my family regarding the vocational education I get makes me happy.

ES 94

Me siento satisfecho por la actitud y el apoyo de mi familia con respecto a mis estudios del ciclo formativo.



37 % B3-9

TR 63

İdareci ve öğretmenlerimin tutum ve davranışları beni onurlandırır.

L'atteggiamento ed il comportamento dei miei insegnanti e degli amministratori della mia scuola mi onorano.

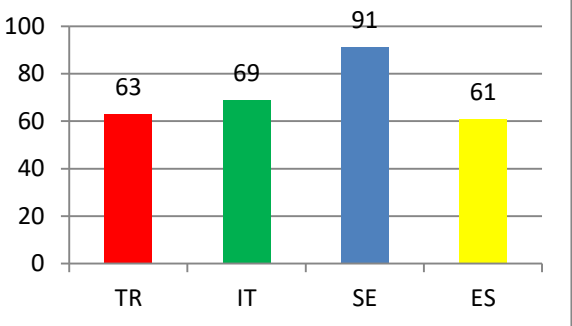
IT 69

SE 91

The attitude and behavior of my teachers and the school administrators honor me.

ES 61

La actitud y el comportamiento del profesorado y la administración del Instituto me resultan satisfactorios.



38 % B3-10

TR 75

Arkadaşlarımın ve çevremın aldığım mesleki eğitim ile ilgili olumlu düşünceleri beni gururlandırıyor.

Sono orgoglioso dei pensieri positivi dei miei amici e dell'ambiente sociale riguardo all'istruzione professionale che svolgo.

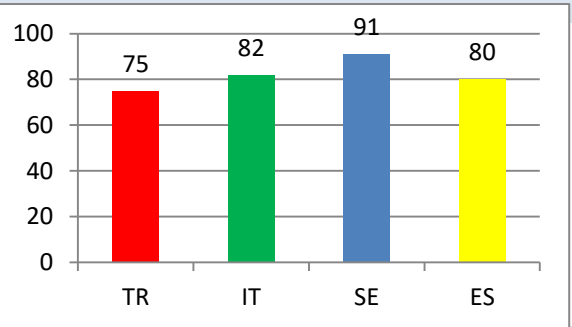
IT 82

SE 91

[I am proud of the positive thoughts of my friends and social environment about the vocational education I get.

ES 80

Estoy orgulloso de los pensamientos positivos de mis amigos y del entorno social sobre el ciclo formativo que estoy estudiando.



39 % B4-1

TR 34

Mezun olduktan sonra uzun süre işsizlik yaşayabileceğimi düşünüyorum.

Penso che potrò affrontare i problemi di disoccupazione dopo la laurea per un lungo periodo.

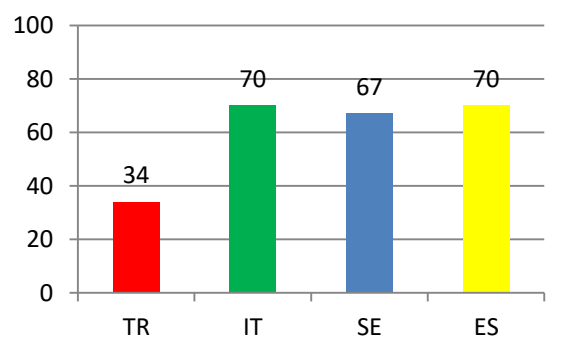
IT 70

SE 67

I think that I may confront unemployment problems after graduation for a long time.

ES 70

Pienso que me podré enfrentar a problemas derivados de un prolongado periodo de desempleo una vez obtenido el título del ciclo formativo.



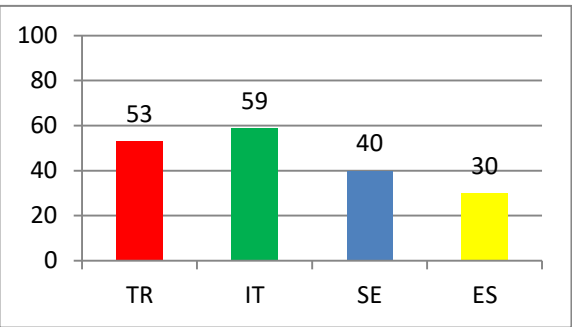
40 % B4-2

TR 53 **Aldığım mesleki eğitimin dünya standartlarına uygun olduğunu düşünmüyorum.**

IT 59 Penso che la mia formazione professionale non sia in linea con gli standard mondiali.

SE 40 I think that my vocational training isn't in line with world standards.

ES 30 Creo que mi formación en el ciclo formativo no está en línea con los estándares mundiales.



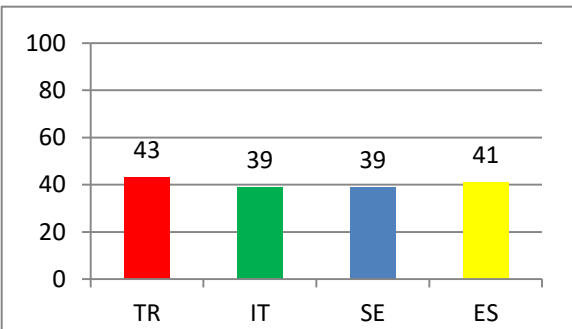
41 % B4-3

TR 43 **Mesleki eğitim almayı seçmemde gerçekçi bir yönlendirme alamadığımı düşünüyorum.**

IT 39 Penso di non poter ottenere un orientamento realistico nella mia scelta di formazione professionale.

SE 39 I think that I couldn't get a realistic orientation in my choice of vocational training.

ES 41 Creo que no pude obtener una orientación realista para la elección del ciclo formativo.



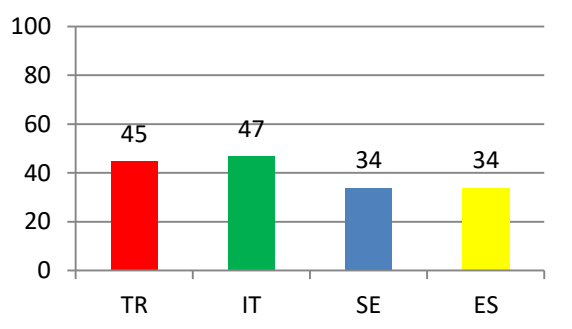
42 % B4-4

TR 45 **Mesleki eğitim almayı seçmemde mesleki becerilerimin değerlendirilmediğini düşünüyorum.**

IT 47 Penso che le mie capacità professionali non siano state valutate nella mia scelta di formazione professionale.

SE 34 I think my professional skills were not evaluated in my choice of vocational training.

ES 34 Creo que mis habilidades profesionales no fueron evaluadas en mi elección del ciclo formativo.



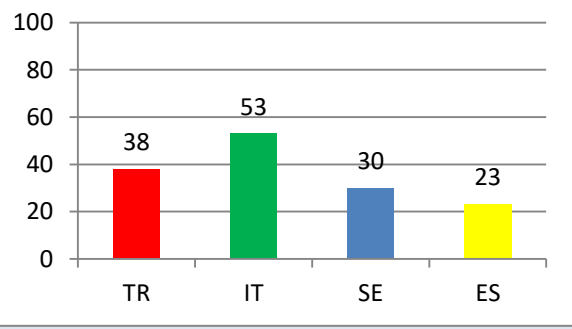
43 % B4-5

TR 38 **Bu mesleği başarılı bir şekilde icra etme konusunda kendime güvenmiyorum.**

IT 53 Non mi fido a svolgere con successo la professione nel mio campo vocazionale.

SE 30 I do not trust myself to perform the profession on my vocational field successfully.

ES 23 No confío en mí mismo para ejercer la profesión en mi campo profesional con éxito.



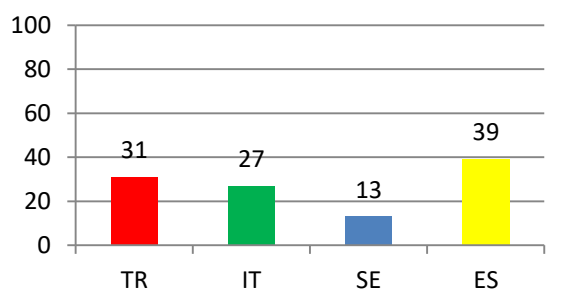
44 % B4-6

TR 31 **Bu mesleğin getirileri konusunda beklentim düşük.**

IT 27 Le mie aspettative sui guadagni di questa professione sono basse.

SE 13 My expectations about the earnings of this profession are low.

ES 39 Mis expectativas sobre el sueldo que cobraré en esta profesión son bajas.



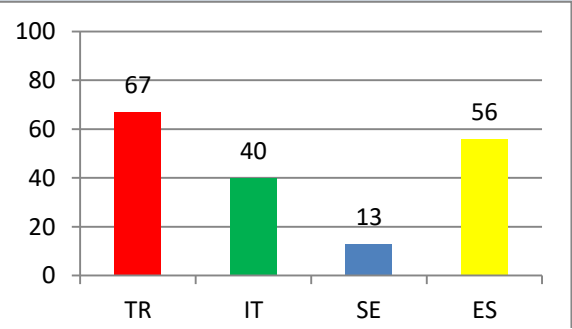
45 % B4-7

TR 67 **Sistemde yapılan değişiklikler beni olumsuz olarak etkiliyor.**

IT 40 I frequenti cambiamenti nel sistema educativo mi influenzano negativamente.

SE 13 Frequent changes in the education system affect me negatively.

ES 56 Los cambios frecuentes en el sistema educativo me afectan negativamente.



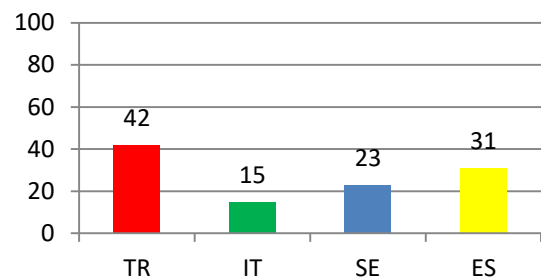
46 % B4-8

TR 42 **Mesleki eğitim kapsamında öğrendiklerim beni heyecanlandırmıyor.**

IT 15 Ciò che ho imparato nell'ambito della formazione professionale non mi entusiasma.

SE 23 What I have learned within the scope of vocational training does not excite me.

ES 31 Lo que he aprendido hasta ahora en el ámbito de la ciclo formativo no me entusiasma.



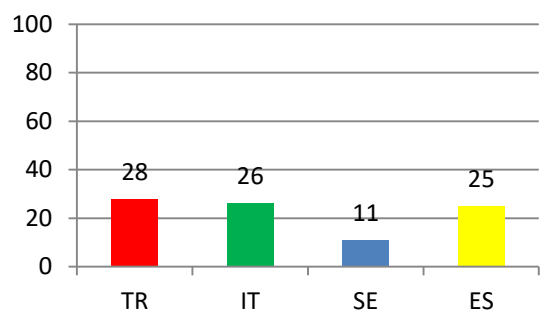
47 % B4-9

TR 28 **Mesleki eğitim kapsamında öğrendiklerim ilgimi çekmiyor.**

IT 26 Non mi interessa ciò che ho appreso nell'ambito della formazione professionale.

SE 11 I am not interested in what I have learned within the scope of vocational training.

ES 25 No me interesa lo que he aprendido en el ámbito del ciclo formativo.



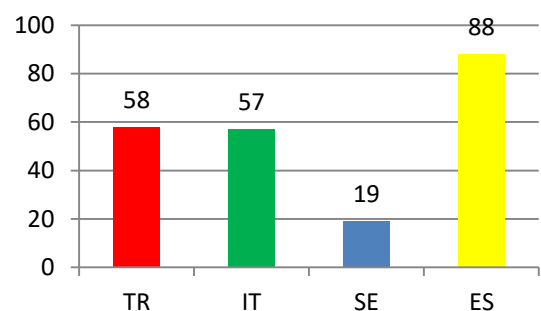
48 % B4-10

TR 58 **Gelecekle ilgili kaygılarım var.**

IT 57 Ho preoccupazioni per il futuro.

SE 19 I have concerns about the future.

ES 88 Me preocupa mi futuro.



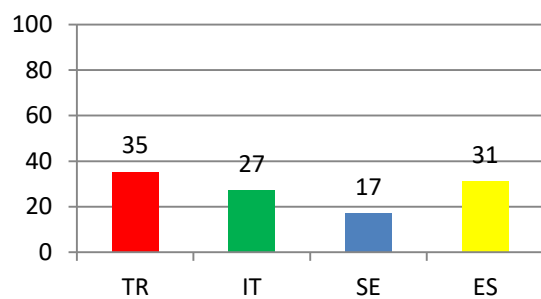
49 % B4-11

TR 35 **Eğitim ortamımda kendimi geliştirebilecek imkanlara sahip değilim.**

IT 27 Non ho l'opportunità di migliorare me stesso nel mio ambiente educativo.

SE 17 I do not have the opportunities to improve myself in my educational environment.

ES 31 No tengo la oportunidad de superarme en mi entorno educativo.



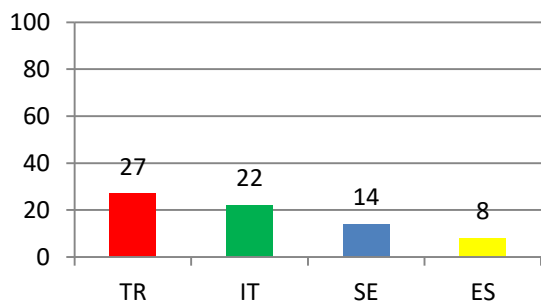
50 % B4-12

TR 27 **Aldığım Mesleki eğitimi değiştirmeyi ya da bırakmayı düşünüyorum.**

IT 22 Sto pensando di cambiare o abbandonare la formazione professionale che svolgo.

SE 14 I am thinking about changing or quitting the vocational training I get.

ES 8 Estoy pensando en cambiar o abandonar el ciclo formativo que estoy estudiando.



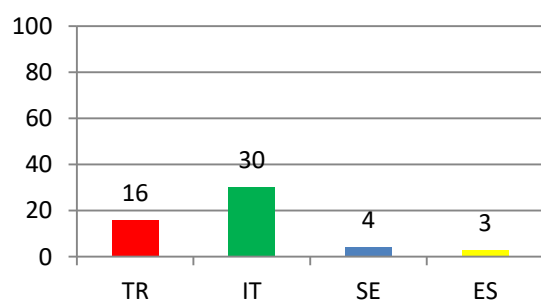
51 % B4-13

TR 16 **Mesleki eğitim almayı ailemin zorlaması ile seçtim.**

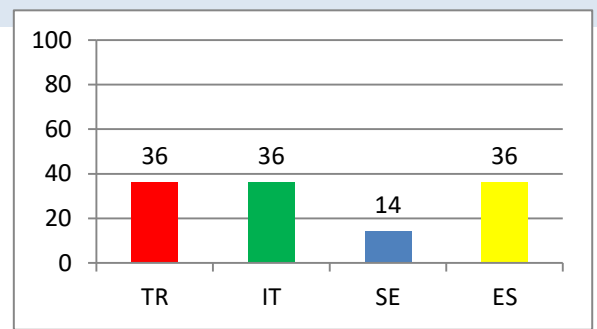
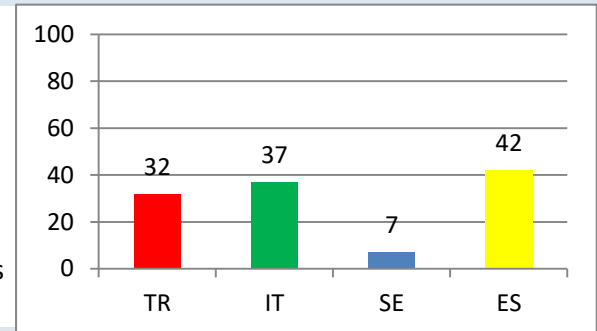
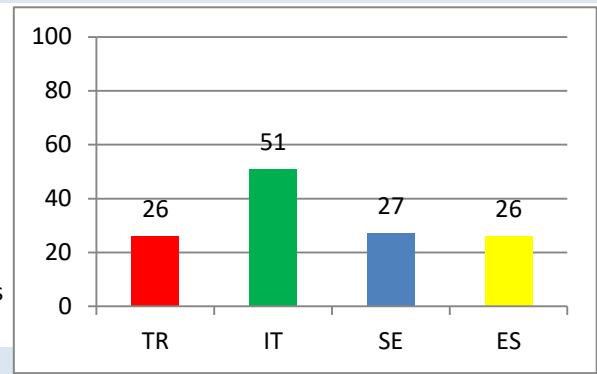
IT 30 I miei genitori mi hanno costretto a scegliere la formazione professionale.

SE 4 My parents have forced me to choose vocational training.

ES 3 Mis padres me han obligado a elegir el ciclo formativo.



52	%	B4-14	
TR	26	Diğer eğitim seçenekleri sosyo-ekonomik olarak zorlayacağı için mesleki eğitim almayı tercih ettim.	
IT	51	Ho preferito avere una formazione professionale perchè altre opzioni educative sarebbero difficile da affrontare dal punto di vista socio-economico.	
SE	27	I preferred to have vocational training because other educational options would be hard to afford socio-economically.	
ES	26	Prefiero estudiar un ciclo formativo porque otras opciones educativas serían difíciles de costear socioeconómicamente.	
53	%	B4-15	
TR	32	Akademik olarak diğer eğitim seçeneklerini tercih edemediğim için mesleki eğitim alıyorum.	
IT	37	Ho scelto di ottenere una formazione professionale perchè non potevo scegliere altre opzioni educative a causa del mio fallimento scolastico.	
SE	7	I chose to get vocational training because I couldn't choose other educational options because of my academic failure .	
ES	42	Escogí estudiar el ciclo formativo porque no podía elegir otras opciones educativas debido a mi nivel académico.	
54	%	B4-16	
TR	36	Mesleki becerime göre değil akademik durumuma göre mesleki eğitim alıyorum.	
IT	36	Sto seguendo una formazione professionale in base al mio stato accademico, non alle mie capacità professionali.	
SE	14	I am having vocational training according to my academic status, not to my professional skills.	
ES	36	Estudio un ciclo formativo de acuerdo con mi nivel académico, no con mis habilidades profesionales.	



OVERALL ANALYSIS AND THE ACTIVITIES THAT SUPPORT STUDENT MOTIVATION

Overall analysis was discussed and evaluated during the Italy short-term joint staff training events.

We found several areas where the countries received similar answers, but also areas where there were large differences. We chose to focus on the differences and try to find the reasons for them in order to be able to create activities that can strengthen the motivation for studying vocational education in each country."

The survey named "Motivation in Vocational Education" was carried out in all partner vocational schools in Turkey, Italy, Spain and Sweden. The data of the survey has been demonstrated on a single graph and the results of the survey can be summarized as follows.

In all the partner schools except Sweden, it has been seen that the vocational school preferences of the participant students have been effected by the socio-economic situation of the families, expectations of friends and social environment, and students' former academic success and grades. Specifically, Turkish participant students have been seen that they have been more likely effected by the influence of their former academic success and former grades because of the education system and by job guarantee than the other participant students in partner schools. It has been considered that since the social security is under guarantee of the states in other Italy, Spain and Sweden, the participant students might not have influenced by the effect of job guarantee as much as Turkish participant students on their preferences of vocational schools. However, in Italian partner school, it has been seen that the influence of the family has more likely effected the participant students' preferences on vocational school.

The results have shown that internal motivation of the participant students in all the involved schools are high (83%-99%). On the other hand, the level of their external motivation has seemed over 70% depending on the physical environment, enough equipment, apprenticeship opportunities, attitude of the family and social environment and etc.

The motivation problems of the participant students differentiates from one country to another. The rate of the Turkish participant students who think that they will have difficulty in getting a job after a long time from the graduation is the lowest (34%) while it is 70% in Italy, Sweden and Spain. The highest rate of the ones who are not confident that they will not carry out the job successfully seems in Italian partner school (53%) while it is 38% among Turkish participant students. The rate of participant students who are anxious for their future seems to be lowest in Swedish partner school (19%) while the rate is over 57% in all the involved schools. The expectations for the benefits of the vocational field seems to be highest among Swedish participant students (87%) while it seems about 60-70% in other partner schools. The changes in the educational systems of the countries has negatively influenced the participant students at the rate of 13% in Sweden, 40% in Italy, 56% in Spain and 67% in Turkey. This result can be explained by the frequent and unplanned changes without considering the ideas of all the stakeholders in the education system of the countries because of political issues. The results have shown that the 14% of participant students have started vocational education according to their former academic success not to their vocational skills in Sweden. This rate has measured as 36% in all the other involved schools. The rate of the participant students who are thinking of changing or giving up the vocational field that they have already studied is 27% in Turkey, 22% in Italy, 14% in Sweden, and 8% in Spain. According to the results, each involved school is responsible for planning and carrying out activities which support students' motivation.

ACTIVITIES THAT SUPPORT AND INCREASE STUDENT MOTIVATION:

TURKEY (ANTALYA MESLEKİ VE TEKNİK ANADOLU LİSESİ)

The project team has evaluated the survey results during a meeting with the school principle. The following activities below has been planned to support and increase students' motivation.

- 1.** In order to increase students' internal motivation, students need to know the vocational fields in our school and the content of the vocational classes. They also need to know clearly the job opportunities when they graduate from these fields. For this reason, introductory facilities especially for the 9th grades will be held by all vocational departments in our school actively. Sub-fields under the main vocational fields, the optional courses and their content will be introduced to the 10th grade students as well.
- 2.** As the survey results have indicated that the students' external motivation depends on mainly the influence of the physical environment and social relationship. In order to increase students' external motivation:
 - a) Physical environment of the school will be got better. (better cleaning facilities, basic renovation or restoration Works)
 - b) Better workshop facilities, more practical activities in the workshops.
 - c) More positive and supportive attitudes within the relationship among the administrators, teachers and students
 - d) The number of the seminars and the number of the students who participate in the seminars held under the scope of the "Back to School Project" by ANTEMDER "Entrepreneurship Days", and "Personal Evolution".
 - e) ISKUR (Turkish Employment Agency) will be asked to give seminars to 12th grade students about finding a job, applying for a job, job interviews and CV preparation.
- 3.** In order to support and motivate the students who want to continue upper-education institutes (universities),
 - a) After-school and weekend courses which were held to support students for the university entrance exam will be checked regularly and continued.
 - b) Trips to the universities and university promotion fairs will be held.
 - c) Successful students who are studying for the university entrance exam seriously will be supported by the teachers for solutions of the questions and the administration will support them providing suitable quiet places for studying.

4. According to the survey results, it has revealed that 36% of Turkish participant students are not happy with the apprenticeship facilities. In order to decrease this rate, students' occupational skills, preferences, appropriateness of the workplace, transportation facilities etc. will be taken into consideration more carefully while determining apprenticeship places.

5. According to the survey results, 27% of Turkish participant students wants to give up or change the vocational field that they have already studied. Group or individual guidance meetings will be organized for these students by the school guidance service.

6. According to the survey results, it has revealed that 67% of Turkish participant students have complaints about the frequent changes in the education system. The administrators in the Directory of National Education will be informed about the results.

7. According to the survey results, 45% of Turkish participant students has indicated that their occupational skills are not taken into consideration while choosing a vocational field and they have to choose vocational fields according to their former grades and academic success. Since this situation is related to education system and regulations, the administrators in the Directory of National Education will be informed about the results.

SPAIN ANALYSIS AND THE ACTIVITIES THAT SUPPORT STUDENT MOTIVATION

In which areas have "Spanish" student's higher motivation factors compared to other countries in the project?

Our students feel satisfied with the Vocational Training Specialty they have freely chosen, which therefore do not intend to change or abandon. They consider that this decision will allow them to succeed in the labor market in the coming years. In addition, according to them, the educational environment they enjoy plays an important role in their continuous apprenticeship and acquisition of competencies, since it is the most appropriate one for teaching and developing friendly relations.

In which areas have "Spanish" pupil's lower motivation factors compared to other countries in the project?

The students think that there should be more activities organized for them in order to complement the curricular contents, such as conferences and visits to companies. When they had to evaluate the behavior and attitude of teachers and school administrators we found that the Spanish students gave a lower punctuation to them compared to students from other nationalities participating in the survey.

A significant low motivation factor appeared within Spanish students when they were asked about salaries. They are not very enthusiastic about the low income their future profession will maybe provide.

What can we learn from other countries to increase our motivation factor?

The Turkish center is very good at encouraging its students to progress. (Question 7) We have learnt from them that students can be motivated if they realize that their current work constitutes an important step to continue their training and achieve even more ambitious goals.

From the Swedish center we have learnt (Question 37) that the attitude and behavior of teachers could improve. Students' perception of this attitude is important for their motivation. We should learn from the Swedish center how they manage the changes in the educational system (Question 45) to not adversely affect their students.

We have been impressed by the relationship the Turkish center has with their alumni. It would be very good for the Spanish students' motivation to improve this relationship as well. A stronger contact with previous student promotions would offer our current students a valuable reference point for their professional future.

What activities can we do to increase motivation?

In our institute, the first-year students come from different places and have different degrees. They do not know each other, so it is very important to carry out social activities at the beginning of the school year, which would lead to create a cohesive group. Class group activities, former students' talks, and visits to companies are also examples of initiatives that help in achieving these goals, as well as provide our students knowledge about their future professions and keep them motivated.

What is the desired effect from these activities?

Feeling integrated in a human group with the same objectives and having to overcome the same challenges helps enormously in the learning process. Getting in touch with companies helps students to understand that what they are learning is practical and useful in the very near future.