TENDENCIES OF THE PROFESSIONAL GUIDANCE OF YOUNGSTERS IN ROMANIA

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The Romanian education system still does not encourage youngsters to discover their skills in time so that they could be more oriented towards profession than towards faculty. Most students tend to apply to the Academy of Economic Studies, the Institute of Polytechnics, or the University of Bucharest, forgetting or not knowing that other options are available. In addition, most students who opt for the Academy of Economic Studies often do this as a result of indecision and do not distinguish between the different faculties inside it.

This project is meant, firstly, to analyse the extent to which high-school students are informed and decided upon their professional options. Subsequently, this project will establish the need for more information when making the choice for the future profession.

Secondly, this project includes a sociologic experiment made at the "Grigore Moisil" high-school in Bucharest, namely a career information campaign, whose main objectives are showing students that there are more options to take into consideration than the three "standard" universities and also offering extensive and reliable information upon some traditional and other new professions in our country.

"The main hope of a nation lies in the proper education of its youth."
Erasmus

Motivation

Most people find that, after upper graduation, they tend to be interested in something else than their specialization. The direct cause of this situation is that there are hardly any programs to support high-school students in making their choice of profession and university. As a result, most students choose a faculty without taking into account their future after graduating or without knowing even the most elementary notions about the profession they will have to perform.

We consider that children should be oriented towards their future profession since intermediate school with more material concern than the eternal question: "What do you want to be when you grow up?" Furthermore, our own experience as high-school students has proved that there is a strong need for more information and concern regarding one's future development. It is

also in our belief that the choice a young person makes when graduating from high-school is likely to affect his/her entire life. We do not necessarily criticise the administrators and teachers in high-schools, although we cannot help noticing the difference between our education system and the western ones, as well as the increasing difficulty with which people, after graduating, find satisfactory employment. In the continuous change that our country goes through at the moment, not to mention the future affiliation to higher standards, we believe that a stronger concern for students' future is necessary.

Having all these in mind, the aim of this project is to provide some social management tools needed when developing a national career information campaign.

For high quality project management it is possible to elaborate criteria for giving a verdict under uncertainty, having the following two hypotheses, which are necessary for the statistical computations:

1.   the short-term estimates of cost reduction and schedule improvement are from approximate beta distributions

2.   in the long-run, the estimates will adhere to the central limit theorem and will approximate a normal distribution.
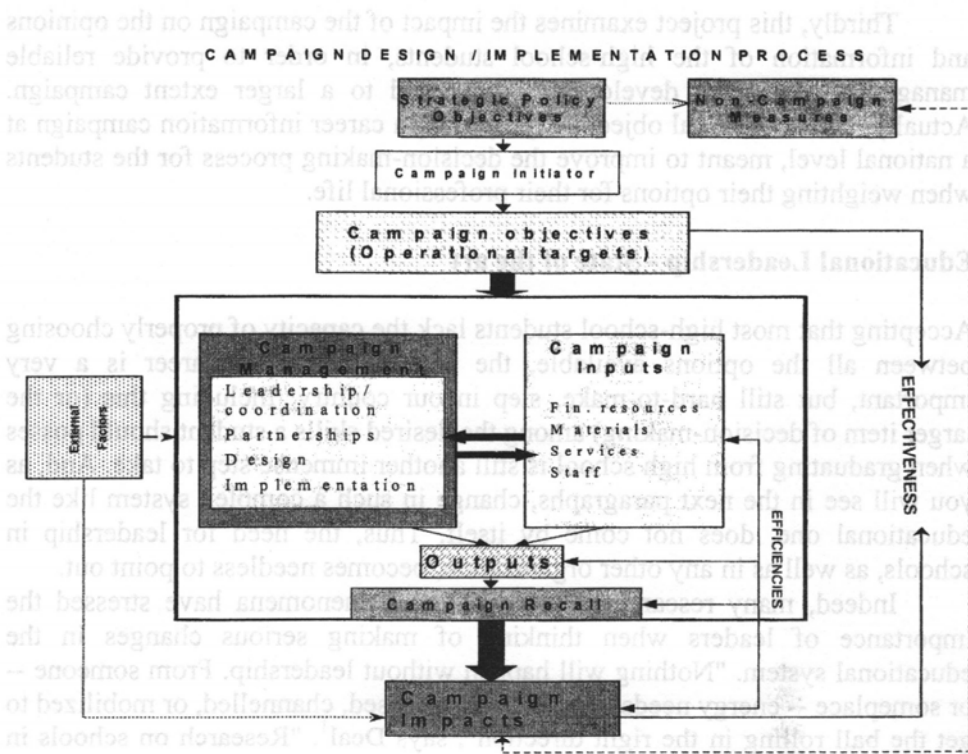
A considerable error may be induced by these assumptions. The long-run situation is difficult to evaluate through empirical studies, since the project is non-repetitive. Consequently, the practice enforced to statistics a particular approach to project management, recommended by the international statistics bodies.

Objectives

The statistical process of the project management area has the intention to manage the project process in order to achieve its objectives, both in terms of quantitative and qualitative ones. In order to do this, the project is quantitatively administered using quality and performance process objectives.

Firstly, we may take into consideration all the various elements of the project design and implementation process that will have to be analysed (showed by Figure 1*). The project objectives and any other operational targets are influenced by the wider strategic policy objectives, because any project is developed and implemented in the context of a wider course of action.

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* University of Westminster, CAF, Tapestry project, 2001

CAMPAIGN DESIGN / IMPLEMENTATION PROCESS

Strategic Policy Objectives

Non-Campaign Measures

Campaign initiator

Campaign objectives (Operational targets)

Campaign Management
Leadership / coordination
Partnerships
Design
Implementation

External Factors

Campaign Inputs
Fin. resources
Materials
Services
Staff

Outputs

Campaign Recall

Campaign Impacts

EFFECTIVENESS

EFFICIENCIES

Figure 1. Project design and implementation process

This project is meant, firstly, to analyse the extent to which high-school students are informed and decided upon their professional options. Subsequently, this project will establish the need for more information when making the choice for the future profession.

Secondly, this project includes a sociologic experiment made at the "*Grigore Moisil*" high-school in Bucharest, namely a career information campaign, whose main objectives are showing students that there are more options to take into consideration than the three "standard" universities and also offering extensive and reliable information upon some traditional and other new professions in our country.

Furthermore, the project wanted to test the impact of such an information campaign on the relationships and system of thought of all involved in the teaching activity. Another related point was to observe how a radical change in vision is welcomed, perceived and followed in a Romanian school, taking into account the fact that, without a strong and capable leader having the vision embodied in his/her principle system, it is very difficult to implement a major change in the complex organism that is the educational system.

Thirdly, this project examines the impact of the campaign on the opinions and information of the high-school students, in order to provide reliable management tools for developing a new and to a larger extent campaign. Actually, this is out final objective: proposing a career information campaign at a national level, meant to improve the decision-making process for the students when weighting their options for their professional life.

Educational Leadership - State of the art

Accepting that most high-school students lack the capacity of properly choosing between all the options available, the course of his/her career is a very important, but still hard-to-make, step in our country. Including this (or the larger item of decision-making) among the desired skills a student should posses when graduating from high school is still another immense step to take. And, as you will see in the next paragraphs, change in such a complex system like the educational one, does not come by itself. Thus, the need for leadership in schools, as well as in any other organization, becomes needless to point out.

Indeed, many researchers in educational phenomena have stressed the importance of leaders when thinking of making serious changes in the educational system. "Nothing will happen without leadership. From someone -- or someplace -- energy needs to be created, released, channelled, or mobilized to get the ball rolling in the right direction", says Deal[1]. "Research on schools in the last couple of decades leads to the interpretation that schools can develop as places for excellent teaching and learning, but left to their own devices many of them will not"[2]. As Glatter[3] points out, "there has too often been an assumption that you only need to introduce an innovation for it to be effectively absorbed by the institution". As Block maintains, *leaders are needed to translate intentions into reality.*

Researchers have also reported the importance of effective school-based leadership (Duttweiler & Hord, 1987; Fullan, 1985; Rutherford, 1985), and effective district-level leadership in bringing about change and improvement (Coleman & LaRocque, 1990; Hill, Wise, & Shapiro, 1989; Jacobson, 1986; Muller, 1989; Murphy, Hallinger, & Peterson, 1985; Paulu, 1988). The challenge for these leaders is to provide teaching/learning conditions and school and district structures (curricular, organizational, physical) that enable students to function effectively and develop the attributes necessary for lifelong learning, independent living, and participation as a contributing member of society. School improvement efforts to realize these outcomes will be enhanced by the vision and leadership of many individuals, internal and external to the system.

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[1] Deal, T.E. (1990). Foreword of T. Sergiovanni's Value-added leadership: How to get extraordinary performance in schools (V-IX).
[2] Wimpelberg, R.K. (1987). The dilemma of instructional leadership and a central role for central office, 100
[3] Glatter, R. (1987). The role of school leaders in the introduction of school improvement, 61.

These individuals will include school board members, superintendent and other central office staff, principals, lead/mentor teachers, parents and community representatives, and others at the regional and state levels.

Targeting the principal as a leader of change, studies in the U.S.A. have focused on what effective principals do. Leithwood and Montgomery 1 found that "effective" principals were proactive in nature and took steps to secure support for change efforts on behalf of their students. Stallings and Mohlman2 indicated that principals who were particularly effective in programme implementation went out of their way to be helpful to teachers and staff, were constructive in criticism they provided, and explained their reasons for suggesting behaviour changes. They shared new ideas, set good examples by being on time or staying late when necessary, were well prepared, and cared for the personal welfare of their teachers.

To prepare students for the 21st century and beyond, a future that is expected to be quite different from the present, educators and their communities are rethinking their responsibilities. Yesterday's expectation of students was that they would learn to recall information; today and tomorrow students and all citizens will be required to perform complex tasks. That is why school leaders must give primary attention to outcomes as a way of thinking about how the school should do its work. Rethinking "fundamental changes in expectations for student learning, in the practice of teaching, and in the organization and management of public schools"3 is the current focus of educational reform.

Most children assume that knowledge just happens to them, that some parent like seer hands it to them as if it were "a peanut butter and jelly sandwich"4. This image is clearly not similar to that proposed for new student outcomes. If schools are to move from Sizer's image of imparting knowledge to passive students to that depicting students engaged in the design and management of their own learning, major shifts must occur in the way schools operate and learning is organized.

The key factor of the movement is the classroom teacher, and as Elmore suggests, "it is patently foolish to expect individual teachers to be able to learn and apply the ideas ... by themselves. In studying and critiquing the New Futures Experience, which attempted systemic change in behalf of disadvantaged youth, Wehlage, Smith, and Lipman[5] observed that teachers need to be supported in their efforts with extensive staff development activities. One of their conclusions is that *leadership is essential to the process of holistic* school change, so that such needs are provided for.

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[1] Leithwood, K. & Montgomery, D. (1982). Administrative leadership and effective small-rural schools: A comparative case study.

[2] Stallings, J. & Mohlman, G. (1981). School policy, leadership style, teacher change and student behaviour in eight elementary schools.

[3] Elmore, R.F. (1992). Why restructuring alone won't improve teaching. Educational Leadership, 1.

[4] Sizer, T.R. (1984). Horace's compromise: The dilemma of the American high school, 3.

[5] Wehlage, G., Smith, G., & Lipman, P. (1992). Restructuring urban schools: The new futures experience, 3.

It may seem redundant to make the point again about the need for leadership. However, the abundant publications and presentations on shared or participatory decision making, and school- or site-based management, seem to have led many educational practitioners to assume that leadership should become diffused, not highly visible, and not well identified as responsibilities for particular persons. As we shall see, the need for persons to fill the role and functions of leaders continues to be a requirement in the restructuring efforts of the nineties.

In his assessment of the essentiality of leadership, Murphy[1] maintains that "the one substance area where change efforts converge is ... leadership". This is not surprising, Murphy says, because leadership is "the coin of the realm in virtually all reform reports". Changes of practice can best be nurtured by leadership and some writers believe that realizing systemic change is akin to what leaders already know about implementing multiple, intertwined school improvement efforts, with the caution that restructuring is "incredibly more massive and complex" (Harvey & Crandall, 1988, p. 15).

Similarly, Anderson (1991) observes that since effective schools projects typically were constituted of multiple innovations, principals' roles in the context of such multiple change efforts provide understandings that can be translated to the development and emergence of broad-based leadership for restructuring projects. There are efforts under way already to ascertain how the effective schools correlate, "leadership and monitoring will change as the ... structures of schools are altered"4. We enter this new era of reform with considerably more organizational, political, and technical sophistication than we have had heretofore, but let us keep in mind that change is technically simple and socially complex.

Campaign description

If we are to see what the impact of an information campaign is, we have to perform two measurements: the first is before the campaign and the second after the campaign. This process, however, is more complex than at a first look. For this reason, there must be some steps that should be followed in a logical sequence, in order to achieve our current purpose:

1. Problem Awareness
2. Accepting Responsibility
3. Options Perception
4. Options Evaluation
5. Making a Choice
6. Experimental behaviour

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[1] Murphy, J. (1991). The effects of the educational reform movement on departments of educational leadership, 54.

7.   Habitual behaviour

To make their meaning clearer, they are represented in the following scheme*. What is to be noticed, though, is that each step of this process is not only influenced by the campaign, but also by other external factors.
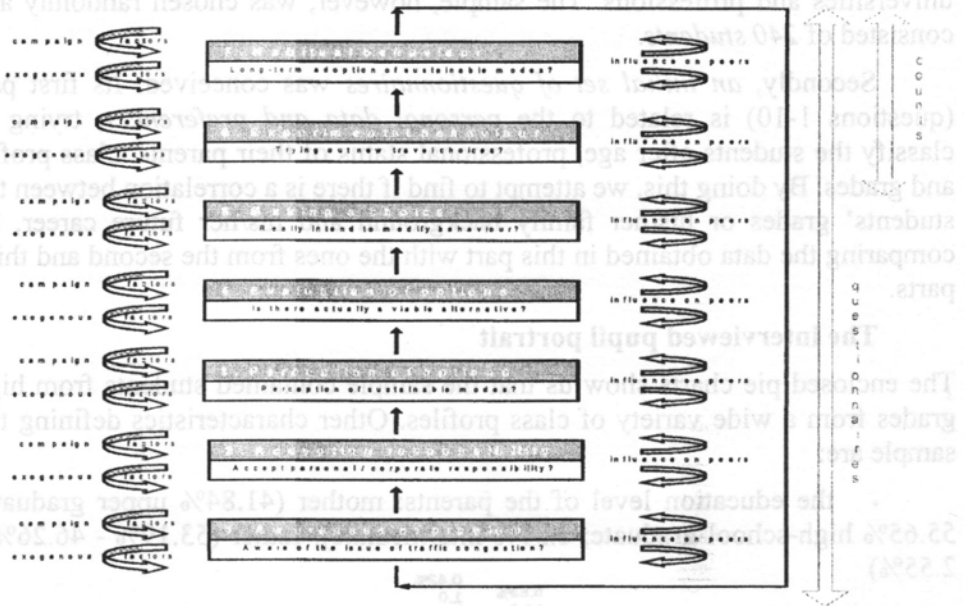

Figure 2. Information campaign steps

Phase 1: Before-campaign evaluation

This initial step aims:

➢   *to measure:* the degree of information held by the high-school students about their future profession;

their awareness of information need; what kind of information they request so as to decide their career path on their own.

➢   *to provide* the needed *feedback* in the development of our orientation campaign.

The means used to accomplish the objectives presented above are described in the following paragraphs.

* CAF, Tapestry Project, DGTREN, 2000-2003

Firstly, in order to have the best representation of the statistical population of Bucharest's students, we have chosen the following high-schools from: *"Virgil Madgearu"* and *"Grigore Moisil"*, taking into consideration their *location* (one is situated in the central part of the city and the other in the peripheral part) and their *profile* (one is of economic orientation and the other is theoretical). We directed our attention towards the *11th and 12th grades*, since we considered they are the ones that needed mostly the information about universities and professions. The sample, however, was chosen randomly and consisted of *240 students*.

Secondly, *an initial set of questionnaires* was conceived. Its first part (questions 1-10) is related to the *personal data and preferences*, trying to classify the students after age, professional status of their parents, class profile and grades. By doing this, we attempt to find if there is a correlation between the students' grades or his/her family background and his/her future career, by comparing the data obtained in this part with the ones from the second and third parts.

The interviewed pupil portrait

The enclosed pie charts show us that the sample contained students from high grades from a wide variety of class profiles. Other characteristics defining the sample are:

- the education level of the parents: mother (41.84% upper graduate; 55.65% high-school graduate; 2.51% intermediate); father (53.19% - 46.26% - 2.55%)
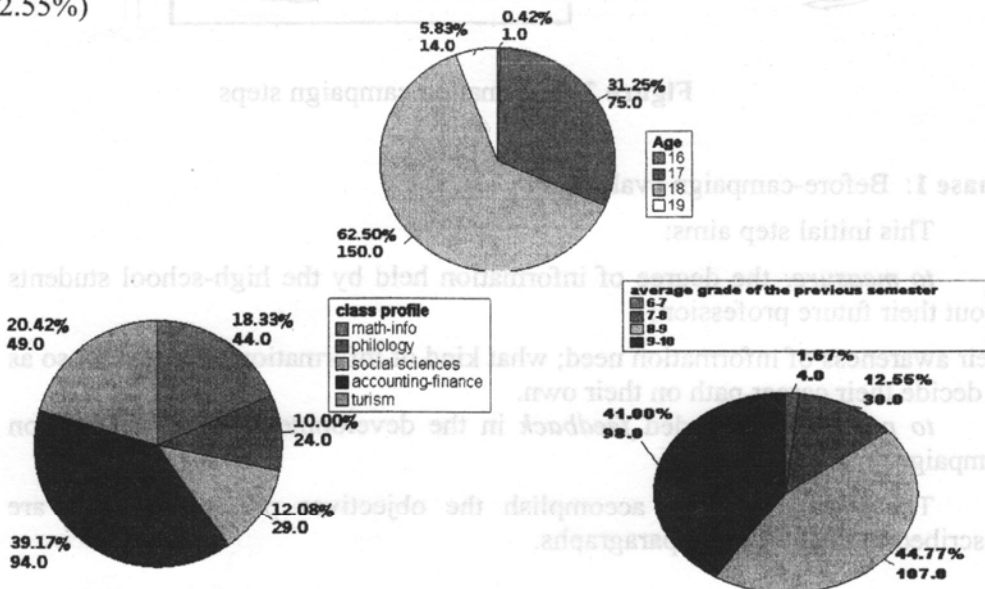

Figure 3. Sample structure according to age, class profile and the average grade of the previous semester

180

- parents' occupation: most students have parents that are employees (79.75% mother, 73.16% father)
  - the daily expenditure of the student: less than 50,000 lei for the majority
  - 53.75% have no extracurricular activities which proves either a lack of time or money, most probably the first, considering also the above point, or just a reserve towards such activities, due, most likely, to the Romanian mentality in this respect.

The second part of the questionnaire (questions 11-20) regards the students past and present professional concerns, namely the professional experience (if any), the reasons for choosing a specific profession, along with the activities involved by it – the ability to provide several examples of workplaces, skills, acquaintances in that field.

Another point of interest was to know if they had visited such a workplace.
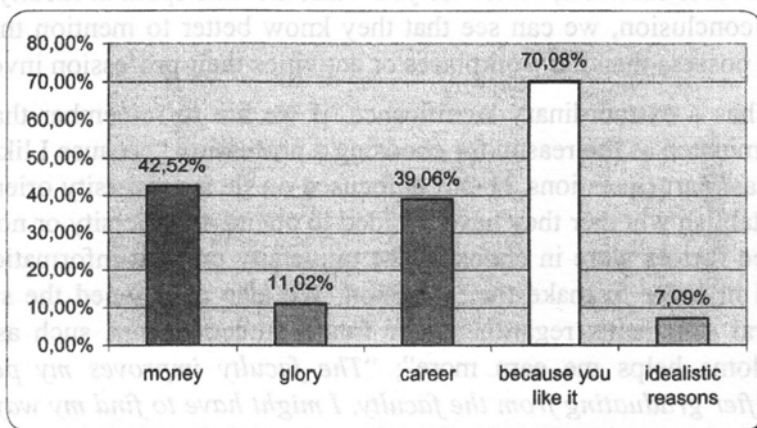
Figure 4. Motivation hierarchy in choosing a profession

At this stage, we can make a correlation between the students' background and their future employment. An outstanding majority wants to go to university, fact that can be explained by their parents' education: more than half have at least one parent that graduated from a university. However, almost half of them haven't yet chosen their profession and, bearing in mind that two thirds from our sample were 12th grade students, this is quite concerning.

Studying the reasons on which they based their decision, it is encouraging that the main reason is that they like it, since we all know that the most important point in being able to succeed in a specific profession is the passion for it. However, the second most important reason is money and from our debates with the students the question of money is essential to them. In fact, many of them go to faculty because it increases their chances to have better wages (see the affirmations in the third part).

A fact worth of noting is that the idealistic reasons are the least preferred for choosing a professional path in life, which is quite a concerning fact, if we presume that this might be the reason for choosing teaching, for example.

To our surprise, the students have a fairly good knowledge in what the activities, examples of workplaces and skills needed for their chosen profession were concerned. To the greatest extent, they were able to provide them in almost 50% of the cases. Still, roughly 30%, respectively 16.54%, didn't know what their profession involves, in terms of their activities and the examples of workplaces, which really questions the reliability of their decision, not to mention the available information to make their decision.

Half of them didn't know exactly where they could work, as a member of their profession, or knew only a small number of options, meaning that either they don't have enough information or that they have the information, but didn't make a good choice (the existence of a place where to practise what you were trained for is essential, otherwise you waist the time spent in faculty).

As a conclusion, we can see that they know better to mention the skills they should possess than the workplaces or activities their profession involves

This has a extraordinary significance, if we are to remember that most students nominated as the reason for choosing a profession "because I like it".

The last part (questions 21-26) is focused on their university orientation, trying to establish whether they have decided to attend a university or not, what the influence factors were in choosing the university or what information they still needed in order to make their decision. We also questioned the students about several statements regarding their future student status, such as: "The faculty diploma helps me earn more"; *"The faculty improves my personal image"; "After graduating from the faculty, I might have to find my way about another field of activity"; "The faculty offers me a safe future".*
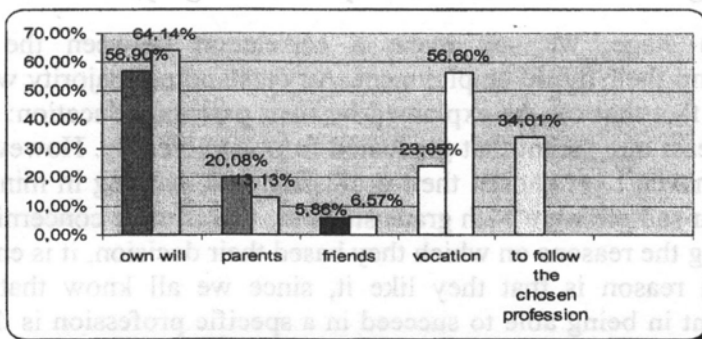
Figure 5. Motivation in choosing the high school and the faculty. The bright colors represent the figures for high-school and the light colors represent the figures for university

Analysing the questionnaires, we found that *only 1.25%[1]* don't want to attend an university. From those who do want, just 16.81% (40 students), haven't decided yet which faculty to choose. For the remaining percent, comparing the influencing factors for choosing the faculty and the high school, we drew up the following bar chart. An obvious change is the difference in the percentage the vocation has. Furthermore, in choosing the faculty, *the students prove to be more independent and to rely more on their own will.* Just a third of the students chose to attend a faculty according to the already chosen profession. And that brings us to the most stressed issue in our project: *choosing a profession is far more important than choosing a faculty to attend and, in fact, the first step in choosing a career.* Therefore, we set as an objective in our campaign to modify their perception on the steps necessary to take in order to decide one's future. The findings about the information still needed by those undecided yet also helped us in designing the course of action during the 5-day campaign.
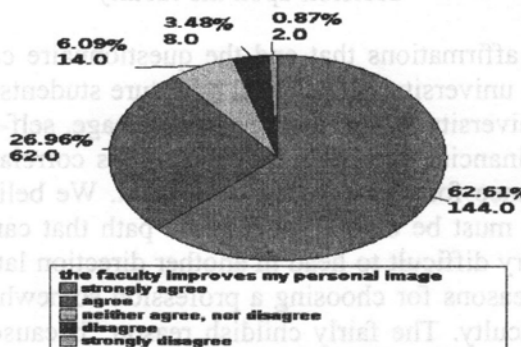

Figure 6. Agreement on improving image
by going to the faculty

Another interesting issue we have noticed is that there is no direct correlation between the grade and the determination regarding the faculty they should attend. In other words, both students from 11th grade and 12th grade showed to be pretty determined in this respect[2]. This, on the other hand, must not be taken as granted, since we already have seen that almost 50% were incapable of providing 3 activities, examples of workplaces and skills characterizing their chosen line of work.

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[1] 3 out of 240.

[2] 63.15% for the 11th graders, respectively 95.17% for the 12th grade students.
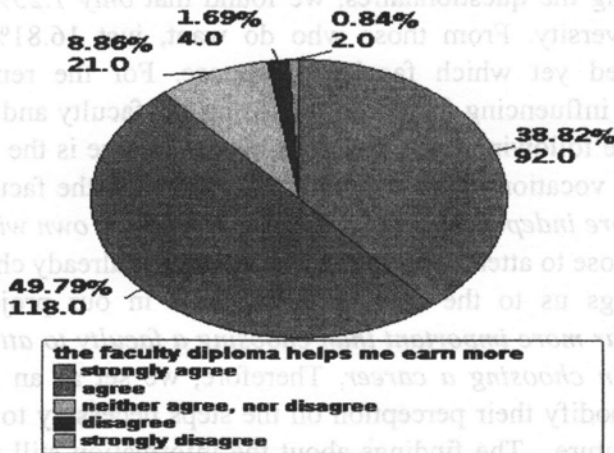
Figure 7. Agreement on how earning possibility affect the
decision upon the faculty

The set of affirmations that end the questionnaire can help us build an image of how the university is perceived by future students. It is without doubt that they go to university for personal reasons (image, self-esteem – see Figure 6), but also for financial ones (see Figure 7). This correlates with the second reason as importance for choosing the profession. We believe that along with this reason, there must be others for taking a path that can change one's life, since it can be very difficult to head in another direction later. It is also worthy of note that the reasons for choosing a profession somewhat differ from those for choosing a faculty. The fairly childish reason "because I like it" tends to transform itself into a more mature and objective perspective on life. Even if the faculty seems not to bestow a material support, many students still want to attend a faculty, because, in our country, a diploma provides a better personal image. It is deceiving, as the basis of the decision of attending a faculty should be whether it can offer a safe future. Anyway, this attitude that hasn't been altered by the harsh conditions of our current society should be promoted and supported with money (scholarships) and available workplaces for future students and graduates.

In the end of our analysis, we tried to establish some associations between the different characteristics defining our sample. In order to study their relations, we used the chi-square test provided by the SPSS. In the case of our questionnaire, we have drawn the following conclusions[1]:

• There is an association between the grade and making the decision to choose a profession. This statistically obtained conclusion comes to confirm our own practical observations. However, the association is fairly weak, as only a

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[1] We used a 95% confidence interval.

majority slightly over 50% was already decided which profession to practice (the 12th grade) and approximately the same amount could not make this choice at the 11th grade.

• A strong significance level regarding the association of the grade with the decision of selecting a university to attend. If at the 11th grade, only about 2/3 of the pupils had already made up the minds, at the 12th grade, this percentage increases dramatically to 96%.

• Indeed, replacing the grade with the average mark of the previous semester, we can see that the variables are independent. Regardless of their marks, the pupils seem to have made their choice about the university they would like to attend.

• The performance during the high school is somewhat related to the mother's education level. Thus, the dominant conclusion is a pupil's performance is greater when the education level of the mother is superior, as opposed to low and medium. This might be the consequence of the fact that mothers are more often involved in their children's long-term education.

• Most of the pupils who have decided what their future profession will be are disagreeing with the statement 'After faculty I might have to pursue another professional orientation'. In this case there is a very strong association between the variables. Furthermore, the association grows stronger when the pupils are asked to tell their opinion about wanting after faculty a career in another field than the one in which they were trained.

Phase 2: the initiation and development of the information campaign

The followed objectives in this second step were:

➢ to make students aware of the importance of making long-term decisions that suit their personality and professional ambitions

➢ to raise their information interest

➢ to encourage a professional orientation rather than an academic one

➢ to build a close relationship between the counselling offices and students

➢ to raise teachers' interest in building a good communication inside high schools (between teachers, between students and teachers, as well as between teachers and counsellors).

The aim of the steps for managing the project's sub-processes is to measure the performances of the sub-processes:

a. Deciding on the measure and the analytical techniques, which will be used to statistically manage the particular process, involves:

1. Defining the measures and analytical techniques to be used in the statistical management of the sub-processes;

185

2. Operational definitions of the measures, of the exact points during the project when they will be collected, along with the definition of their validation method;
3. Tracking the measures, with the purpose of measuring the project's quality and performance.

During the first phase, we can choose among the following statistical measures:

- Requirements volatility;
- Coverage and efficiency of peer reviews;
- Test coverage and efficiency;
- Training effectiveness, using percentage of training completed and tests scores;
- Reliability;
- Percentage of total effort in different stages of the project

b. Employ the statistical methods to understand variation, making use of the techniques selected at the previous step

In order to create and maintain an understanding of the variances of a particular sub-process, we may have in view one of the following:

1. Data collection in order to verify special causes of variation;
2. Natural bounds of process performance, including control charts, confidence classes for the parameters of distributions, prediction intervals, for future outcomes;
3. Analyse the cause of variation using: fishbone diagrams, designed experiments, control charts.

c. Supervise the performance of the selected sub-process to facilitate the assessment of their ability to satisfy their quality and process-performance objectives and identify corrective actions if needed.

The objectives of this step include

1. Ascertain statistically the process conduct expected from the sub-process;
2. Evaluate the probability with which the process will reach its quality and performance objectives;
3. Act counteractively, using the statistical analysis of the process performance.

The campaign took place in the week *10-14 of March 2003* at the "Grigore Moisil" high school. Our contact there was the counsellor from the psychology cabinet, which was very enthusiastic about the project and helped us establish further contacts with the professors. The teachers proved to be receptive to our initiative and supportive.

The campaign had actually 3 steps:

1. several *posters* were placed throughout the high school to make our presence known; we also distributed *leaflets* which had the purpose of arising their awareness
2. we organized *focus groups* at the 12th and 11th grades to discuss matters related to professional orientation
3. we held a *meeting* with guests from different professions where students and teachers were also invited.

The information campaign made a distinction between the 11th and the 12th grades, since the former were more interested in receiving career counselling, most being still undecided concerning their future career. The latter, however, showed more determination to maintain their choices and they were interested more in information about universities and the various faculties in a certain field. They have, still, one thing in common: we noticed *a strong tendency to think about universities first,* overlooking the multitude of professions, which are suited to their personal abilities. Another means was also used, in order to achieve the campaign's objectives: *the debate* organized in the fourth day, which was actually the peak of the 5-day campaign. Its *purpose* was to offer the students more credible and concrete examples of people who have a successful career. The meeting was held in a 40-seat laboratory and lasted for 2 hours. Four guests were invited to share their life experience and talk about the difficulties they faced on their way towards success. They represent four distinct domains of the professional life, namely law (lawyer), public relations (sales representative), public transport (project manager with training in engineering) and education (university professor). Each talked for about 15 minutes, presenting briefly the path they followed to get to the present status. All of our guests developed a strong communication with the audience, which proved to be much more co-operative than expected. Such matters like *good learning habits are essential to a fast reorientation; knowing your strengths is building your future; it is important to respect yourself and your job; you should better focus on a domain in which you are better than all the others* were brought into the discussion, giving actually the different methods and views of the guests on education.

Phase 3: final evaluation

The objectives at this level were to evaluate the impact of the information campaign and to use it as a starting point in the development of a larger-scale management plan in education

To see if there have been any modifications, after the project was over, we have to make the same measurements as before the project. The 'after' survey should also include questions on project recall. This time, only the people who can remember the project, its message and where they have seen or heard it are

tested. The change cannot be thought as the result of the project if there is no recall of the project, even if attitudinal change took place. We distributed the final questionnaires to a previously selected sample of students that we all agree were the most representative for our final purpose. The selection was made using the following criteria:

- most of the classes that took part at the meeting and focus groups
- a greater number of 11th classes because, judging from the result of the initial questionnaires, they proved to be the ones that needed most our attention and support
- they must have also completed the initial set of questionnaires.

The feedback was quite amazing and, in fact, *represents the basis of our analysis of the development of the information campaign*, the tools used to develop it and the impact it had on the students at "Grigore Moisil" high school. It also proved to be incredibly helpful in creating the plan of a larger-scale campaign that we suggest in the third part of our project. The first questions were again trying to measure the degree of information they had about their chosen profession, along with seeing if their perception of university life and choice changed. By doing this, we expected to see what the influence of our orientation campaign was on their decision-making process. This is what we have learned:

- Very few students chose their profession as a direct consequence of our efforts[1].
- *The knowledge level increased substantially on the subject of the characteristics of the selected occupation*[2].
- The number of students who are still not decided has risen[3]. Now, this conclusion can be looked at in two very different ways: one in which we can conclude that the objective of our campaign of raising their information interest has not been achieved, meaning that we were unable to help them decide. Still, the other way of looking at this situation is that we have provided them with plenty of information on various academic possibilities, thus enlarging their choices. The decision then rests in their hands.
- A quite puzzling inference we have also made is related to the above item, in that the number of students willing to submit to more than one faculty has decreased.

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[1] Only 3 out of 120.
[2] From a mean of 48% of students giving all the 3 examples to approximately 65%.
[3] If the percentage belonging to the initial questionnaires is of 16.81%, the percentage in the final questionnaires is of 26.05%.

- They no longer strongly agree with the statement: "The faculty improves my personal image"[1].
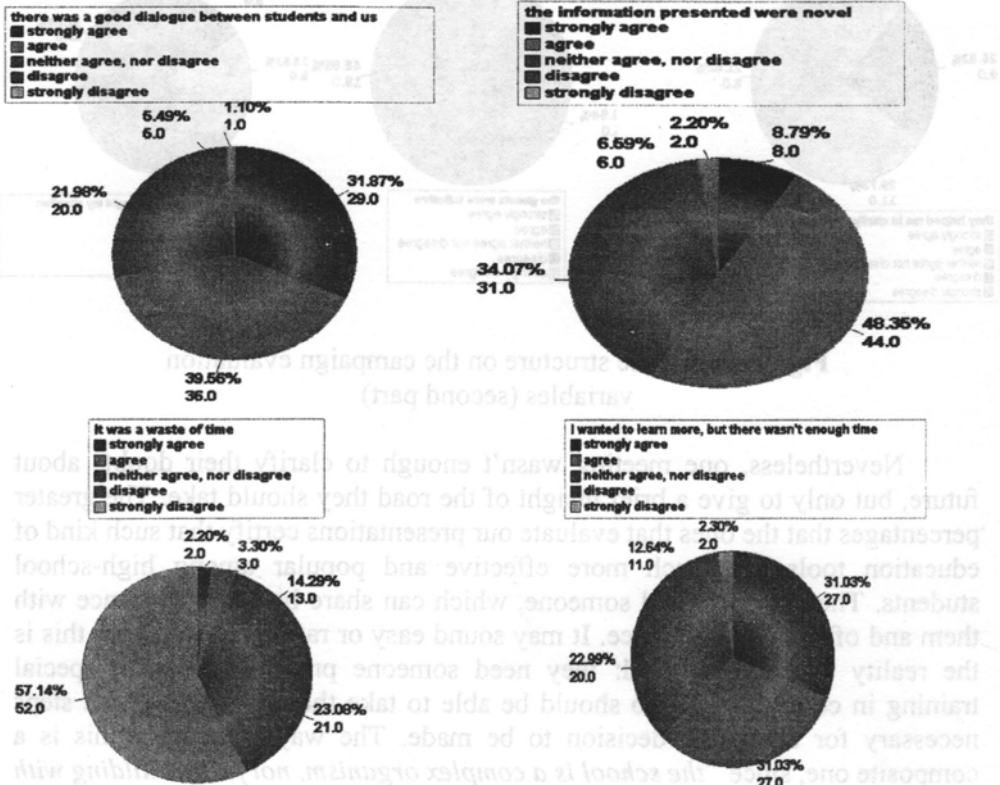

Figure 8. Sample structure according to the campaign evaluation variables (first part)

The questionnaire also had in view for students to rank the tools used in this campaign, so as to give us a reliable feedback and some ideas of improvements. We were pleased to find out that 79.17% out of the total of 120 students interviewed learned about it. Out of this percentage more than half remembered our poster, leaflets. Some 39.36% out of the interviewees took part in our debate. Even though our guests were of different age, they all had the same vision on the essentialness of making a choice and they were able to convey this opinion to their audience. The dialogue between generations proved very productive and the answers of the guests aimed at solving the students' problems and, as the charts show, they succeeded quite well.

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[1] From 62.61% in the initial questionnaires to 55.46% in the final ones.
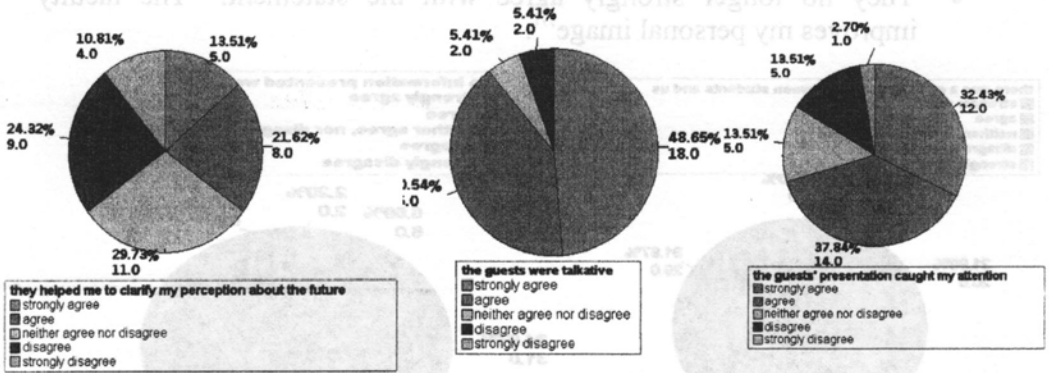
Figure 9. Sample structure on the campaign evaluation variables (second part)

Nevertheless, one meeting wasn't enough to clarify their doubts about future, but only to give a brief insight of the road they should take. The greater percentages that the ones that evaluate our presentations certify that such kind of education tools are much more effective and popular among high-school students. The students need someone, which can share his/her experience with them and offer them an advice. It may sound easy or rather obsolete, but this is the reality we have noticed: they need someone professional, with special training in counselling, who should be able to take them through all the steps necessary for a reliable decision to be made. The way to achieve this is a composite one, since *"the school is a complex organism, not just a building with people inside"*. This is what the next chapter of our project will try to attain: *making a radical change in the educational system*.

All in all, an overwhelming majority agreed that *this campaign was necessary and needs to be repeated[1]*. And, in fact, the first conclusive evidence of the impact of our efforts was to see some students coming to the psychology cabinet, after we mentioned it as being helpful, to ask for advice. Of course, it could be done even better, that is have up-to-date information, carefully selected and well distributed to affect the targeted students, but also good knowledge about all the aspects of the professional life. The key point is that, at their age, their most immediate need is of reliable counselling which must start as soon as possible from their freshman year. Our campaign attained this goal for a percentage of almost 20% of the students who had heard about it.
One thing, however, needs to be stressed at this point. Although we initiated this campaign, the true and genuine change in the education system, at least in what the career decision-making is concerned, will be achieved only by a combination

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[1] 74.47% strongly agreed that it was necessary and 64.21% strongly agreed that it would be a good idea to be performed again.

of the efforts of the Ministry of Education and Research and, most importantly, of the teachers and director of each and every high-school. That is where educational leadership becomes essential.

As an overall conclusion we can state that not only the family is responsible for the professional guidance of the young generation, but also the society has an overwhelming responsibility. The school system and the authorities have also an important role to sustain the young generation to be informed of all possibilities for professional development of the youngsters.

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Anexa 1

Campanie de informare profesională a elevilor

A.S.E București. organizează un chestionar în legătură cu gradul de informare a elevilor din licee cu privire la opțiunile profesionale. Te rugăm să răspunzi cu atenție la următoarele întrebări și te asigurăm că informațiile furnizate vor rămâne confidențiale. Marchează cu 'X' răspunsurile la întrebări și SCRIE CU MAJUSCULE în spațiile punctate.

1. Completează următoarele casete privind datele personale:
a) Vârsta :
 ❑ 14 ❑ 15 ❑ 16 ❑ 17 ❑ 18 ❑ 19 ❑ 20
b) Sexul :
          ❑ M   ❑ F
c) Anul de studiu :
 ❑ Cls. a IX-a ❑ Cls. a X-a ❑ Cls. a XI-a ❑ Cls. a XII-a ❑ Cls. a XIII-a
d) Profilul clasei :
❑ Matematică-informatică ❑ Matematică-fizică ❑ Filologie   ❑ Chimie-biologie
❑ Fizică-chimie   ❑ Limbi străine   ❑ Științe sociologice ❑ Altul................
e) Nota medie a semestrului anterior :
     ❑ 5-6   ❑ 6-7   ❑ 7-8   ❑ 8-9   ❑ 9-10
f) Pe parcursul liceului, performanțele tale au fost :
     ❑ foarte bune ❑ bune ❑ medii ❑ scăzute ❑ foarte scăzute

2. Care este nivelul studiilor părinților ?
Mama ❑ -superior (facultate)   Tata ❑ -superior (facultate)
   ❑ -mediu (liceu)   ❑ -mediu (liceu)
   ❑ -gimnaziu   ❑ -gimnaziu

3. Specifică nr. de membri ai familiei tale:
    ❑ 2   ❑ 3   ❑ 4   ❑ 5   ❑ >5

4. Care este ocupația părinților ?
Mama ❑ salariat   ❑ salariat
         Tata
   ❑ patron   ❑ patron
   ❑ lucrător pe cont propriu   ❑ lucrător pe cont propriu
   ❑ șomer   ❑ șomer
   ❑ pensionar   ❑ pensionar

5. Care este materia ta preferată ? ....

De ce ? (Principalul motiv) ....

6. Care este materia cea mai detestată ? ....

De ce ? (Principalul motiv) ....

7. Menționează motivele alegerii liceului : (Alege răspunsurile potrivite)
❑ Propria voință ❑ Părinții ❑ Prietenii ❑ Înclinația spre domeniu ❑ Întâmplarea
❑ Altele ....

8. Cât cheltuiești pe zi (în medie) ? (Alege răspunsul potrivit)
 ❑ < 50.000 lei ❑ 50.000 – 100.000 lei ❑ 100.000 – 150.000 lei ❑ >150.000 lei

9. Ce activități extrașcolare practici ? (Alege răspunsurile potrivite)
❑ Sport de performanță ❑ Muzică (chitară sau orice alt instrument, vocal, ❑ Pictură sau sculptură
        formație)
❑ Informatică   ❑ Dans profesionist   ❑ Cursuri limbi străine
❑ Membru al unui club ❑ Voluntar   ❑ Nici una

10. Ce hobby-uri ai ? (Alege răspunsurile potrivite)

- ❑ Ascult muzică
- ❑ Citesc
- ❑ Jocuri pe calculator și internet

- ❑ Desenez
- ❑ Mă întâlnesc cu prietenii
- ❑ Teatru, film, operă
- ❑ Puzzle-uri, asamblez diferite modele
- ❑ Mă uit la televizor
- ❑ Merg în cluburi și discoteci
- ❑ Colecționez diverse obiecte
- ❑ Alte hobby-uri ....
- ❑ Dansez
- ❑ Merg pe role
- ❑ Integrame, rebusuri

11. Ești angajat(ă) ?

- ❑ Da
- ❑ Nu

Dacă DA, continuă cu întrebarea 12; dacă NU, continuă cu întrebarea 13.

12. Câte ore lucrezi pe zi ?

- ❑ < 4
- ❑ 4 –8
- ❑ > 8

13. Ți-ai ales deja profesia ?

- ❑ Da
- ❑ Nu

Dacă da, continuă cu întrebarea următoare. Dacă răspunsul e negativ, continuă cu întrebarea 20.

14. Care sunt motivele alegerii profesiei ? (Alege răspunsurile potrivite)

- ❑ Banii
- ❑ "Glorie"
- ❑ Carieră
- ❑ Pentru că îți place
- ❑ Din motive idealiste

15. Numește, te rugăm, cel puțin trei activități implicate de profesia aleasă.

1)...
2)...
3)...

16. Numește, te rugăm, cel puțin trei locuri de muncă posibile pentru profesia aleasă ?

1)...
2)...
3)...

17. Cîte persoane cunoști personal din domeniul profesiei alese ? ....

18. Ai vizitat vreodată un loc de muncă din domeniul profesiei alese ?

- ❑ Da
- ❑ Nu

19. Ce aptitidini sunt necesare după părerea ta pentru practicarea profesiei alese ?

1)...
2)...
3)...

20. Vrei să dai la facultate ?

- ❑ Da
- ❑ Nu

Dacă da, continuă cu întrebarea 22. Dacă răspunsul e negativ, continuă cu următoarea întrebare.

21. Dacă nu, de ce nu ?

- ❑ Motive financiare
- ❑ Vreau să mă angajez
- ❑ Nu cred că am șanse să intru la facultate
- ❑ Altul..............

Vă mulțumim pentru colaborare. Următoarele întrebări sunt pentru cei care au răspuns afirmativ la întrebarea 20.

22. Te-ai hotărât la ce facultate vrei să dai ?

- ❑ Da
- ❑ Nu

Dacă răspunsul e negativ, continuă cu întrebarea 24.

23. Care sunt factorii care te-au influențat în alegerea facultății ?

- ❑ Propria voință
- ❑ Prietenii
- ❑ Părinții
- ❑ Înclinație spre domeniu
- ❑ Disciplina școlară cu rezultate maxime
- ❑ O situație materială bună
- ❑ Pentru a urma profesia aleasă
- ❑ Profesorul unei anumite discipline
- ❑ Alt motiv..............

24. Dacă nu te-ai hotărât asupra facultății, de ce informații ai nevoie ca să te hotărăști ?
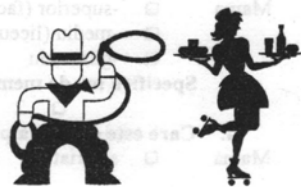
- ❑ Materiile date la admitere
- ❑ Obiectele care se studiază în facultate
- ❑ Domeniile în care poți profesa după absolvire
- ❑ Cum se prezintă piața muncii în acel domeniu
- ❑ Nr. de locuri pentru admitere
- ❑ Concurența

25. Vrei să dai la mai multe facultăți ?

❑ Da   ❑ Nu   ❑ Nu știu

Care anume ?

....
....
....

26. În final te rugăm să ne spui care este opinia ta privind următoarele afirmații:

	Acord total	Acord parțial	Nici acord, nici dezacord	Dezacord parțial	Dezacord total
Diploma de facultate mă ajută să câștig mai mult					
Facultatea îmi oferă siguranța zilei de mâine					
Facultatea asigură o imagine personală mai bună					
Viața de student e plăcută					
Dacă sunt student nu fac armată					
Facultatea îmi oferă doar cunoștiințe teoretice					
După facultate voi căuta de lucru în orice domeniu, nu numai în domeniul în care mi-am luat diploma, ceea ce contează e să mă angajez					
După facultate s-ar putea să-mi doresc o carieră în alt domeniu					
După facultate s-ar putea să fiu nevoit să mă reorientez profesional					
Voi începe să lucrez din timpul facultății					

Vă mulțimim și vă urăm SUCCES!