



Final outcome of the analysis

INTRODUCTION

The Partnership project on which the Transfer of Innovation is based developed as a final result the “Analysis about problems and difficulties of guidance in VET” (available in the www.goodguidance.eu internet site). The real situation of beneficiaries in terms of problems and difficulties of guidance have been verified with an analysis in any school/sector before to transfer the innovative method of guidance at sectorial and geographical level in the participating Countries.

The analysis was made with questionnaires and interviews. The partners submitted the questionnaires at geographical level to students, trainers/trainers and parents. The partners interviewed a sample of students, trainers/trainers and parents to deepen the analysis on the collected problems and difficulties of students in VET.

HIGHLIGHTS of the analysis

The highlights of the analysis is divided in two sections: questionnaires and interviews. The first part point out the main differences between the questionnaires answers of students, teachers/trainers and parents in regard to specific topics relevant for the project development (choice, expectation, drop out, difficulties, etc.). The elaborated data refers to the European dimension of the partnership (5 Countries).

The second part stress out the main causes of the students problems and difficulties in guidance as they are perceived by students, trainers/trainers and parents in each Country: Italy, Romania, France, Latvia, Netherlands.

QUESTIONNAIRES

General aspects

Q 9+10 Students choice VS expectation

The 81% of students find out the present training in line with his/her own expectations about it. **The 19% is not satisfied about the training** because of: the 30% expected a different training course, the 18% did not have a different choice, the **15% received a wrong guidance information** and the 14% expected an easier training. Teachers/Trainers and parents answers are in line with students ones but while trainers think that unsatisfied students had an unreal expectation about themselves and their potentialities (28%), they expected a different training course (27 %), they did not have a different choice (14%) and they **received a wrong guidance information (13%)**; parents think that their sons/daughters did not have a choice (33%), had unrealistic expectations about the course or their potentialities (18%) and received wrong guidance information (21%).

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Families point out the forced choice of the training of their sons/daughters, decrease the influence of expectations and increase the effects of a wrong guidance information into the choice of their sons/daughters training.

Q 11 + 12 +16 Students difficulties VS guidance efficiency

The 87% of teachers/trainers think that students met a lot and few difficulties in guidance and the other 13% does not state any difficulty. The same average apply also to special needs students. This data differ a lot from the students perception, as only 50% of them stated difficulties in guidance. 79% of teachers/trainers think that students feel enough guided during the course, while for the 21% of them students are not guided enough. The 67% of teachers/trainers evaluate the guidance activities at school positively, **while only the 4% find them not useful enough** (against 13% of students); the 28% of teachers/trainers point out the absence of a guidance counselor at school. **39% of parents think that students met a lot and few difficulties in guidance** and that the other 61% does not figure out any difficulty for their sons/daughters. The percentage increase for special need students, where 61% of parents think they have difficulties in guidance. 78% of parents think that their sons/daughters feel enough guided during the course but 22% of them does not feel the same. The 59% of parents evaluate the guidance activities at school positively, **while the 13% find them not useful enough**. The 27% of parents point out the absence of a guidance counselor at school.

Q 17 + 22 Personal meaning of guidance

32% of students think that working on guidance helps to confirm the professional choice, the 22% to know the professional sector of the training, the 14% to know better themselves, the 12% to know better the labor market, the 10% to have better relationship with the others and the **5% think that it does not help them**. **The 5% of students think that guidance does not prepare at all for their professional, personal and social life**. The 63% of them think that guidance prepare them enough, and the 30 % think that guidance is not good enough to prepare them for their future. Trainers/teachers and parents agree with the students answers. Elsewhere, the 40% of them think that guidance prepare them enough, and the 55 % think that guidance is not good enough to prepare them for their future.

Q 18 + 19 drop out

The 60% of teachers/trainers think that some of their students are going to change their training (against the 13% of students real intention to change training). This data state a gap of communication and comprehension between students and teachers/trainers. They think that students want to change for an higher level training curricula (11%) – against the 30% answers of students on this opportunity, for a lower one (16%) - students rate on this opportunity is 10%; for a curricula of the same level (29%) and **24% of them are planning to leave the school**.

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From the other side, **the 10% of parents think that their sons/daughters are going to change their training.** This data states a good communication and comprehension between students and parents.

Gender aspects

Q 7 + 13 stereotypes VS gender

The majority of the students does not think that there are trainings more suitable for boys or girls (68%). **The other 32% of them think that some training is more suitable for boys and for girls.** The majority of the teachers/trainers and parents does not think that there are trainings more suitable for boys or girls (68%). **The other 22% of them think that some training is more suitable for boys and for girls.** The 80% of parents think that the training of their sons/daughters is suitable for both boys and girls. The outcome of the question is that there are stereotypes about professions and jobs in both sexes.

Q 14 difficulties VS gender

The 8% of students think they have difficulties in guidance because of their gender, while the 92% does not think so. Teachers/trainers and parents agree with the students about the lack of difficulties in guidance related with gender.

Special needs aspects

Q 21 difficulties VS special needs

The 70% of teachers/trainers think that the special needs students' needs are taken into account by them, while the 28% of their needs are not taken enough into account; they think to do not take into account only the 2% of the students' needs (against the 12% of the special needs students and parents answer rate). The collected data show the urgency of an higher attention towards the special needs students' difficulties. Only the 50% of students thought that their needs are taken into account by trainers/trainers.

Q 11 + 15 special needs VS teachers/trainers

The 60% of special needs students meet difficulties of guidance in the training according to students and parents opinions (for mainstream students the percentage decrease to 40%). **Furthermore, the 31% of special needs students think they have particular difficulties in guidance because of their needs,** while the 69% of them does not state any difficulty related to their needs. The 43% of trainers/trainers and parents think that special needs students encounter particular difficulties in guidance because of their needs, stressing out an higher perception of the special needs students real difficulties.

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INTERVIEWS

The interviews analyzed the following aspects with a sample of students, trainers/teachers and parents before and during the actual students' training, pointing out difficulties faced by students and solutions to the analyzed problems: the representation of the jobs, the guidance for the professional and personal project, stereotypes deconstruction, motivation of students, gender, special needs.

ITALY

Before the training

Students do not have a real perception of the professions covered by the training courses. The choices are often conveyed by parents and peer group on arguments related to gender, economic and career conditions related to the profession rather than the real interests and what they are inclined to do. Furthermore, the choices are constrained to the training offer of the territory; it does not always correspond to the wishes of the students. They find difficult to realize the importance of training aspects not directly related to professional practice (eg, mathematics, computer science, economics, english, etc.). Special needs students are forced to choose training courses where there are specific paths or support for special needs.

During the training

Some student understand the profession only when they try it (during the training course and the practice in enterprises) because they are not used to abstract reasoning and to gather information relevant for the understanding of the real work chosen (working environment, hours, etc.). Professionalism is achieved only through laboratory activities and internships. They do not understand the importance of key and transversal competences, especially if not tangible and used in daily practice.

Solutions for the analyzed problems might be:

Before the training: interviews with professionals; greater guidance information about time aspects, work environment, compatibility of the profession with specific characteristics/limits, profession requirements, etc.; seminars for parents and students with professional testimonials; greater clarity in the explanation of the courses with particular emphasis on the importance of the theoretical subjects; experiment laboratory activities to support the choice

During the training: review of convictions through interview and filling in the diary of the internship experience; guidance interviews and empowerment activities; guidance interviews and support services in finding work after defining the specific needs and potential of the student with difficulties.

Latvia

Before the training

Students with special educational needs are not properly prepared for professional studies as they require new social skills and appropriate basic knowledge. Sometimes parents decide to send their children to school to get profession that their children are not interested in. In other cases SEN students have no other choice and enough finances to go long distance to school where he would like to study.

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During the training

Needs of SEN students entering professional education are increasingly complex and unique. During the training some students fail to have their needs and capabilities successfully assessed and this sometimes results in drop out and further serious consequences for their emotional and professional development.

Solutions for the analyzed problems might be:

Before the training: Improvement of cooperation with families already in primary school, before entering vocational/professional classes, increase of community acceptance of people with disabilities, equal educational obligations for all SEN students in special primary schools to skip diverse level of knowledge and skills, provide adequate attention to issues of student' s future and encouragement they need.

During the training: Obligation to give balanced and broad coverage of experience appropriate for every student for his professional life, close evaluation and monitoring of each student' s learning progress, support from career consultant, psychologist, medical staff and other support personnel, close cooperation with parents.

France

Before the training

Young people and adults figure out the lack of work on guidance as well as on the previous school and with the external guidance counselors who don't know very well the paths and jobs in the agricultural sector. The adults say that the guidance is often made considering the students' school's results more than considering the choices of the students.. The students say that they had to fight against their family and/or teachers wishes who want to drive them to stay in the general paths and not to join vocational ones. Some of them say that the apprentice way of learning is depreciated.

During the training

The pupils point out the lack of availability of their tutors, the out of date documents of the school, and the non taking in account of their learning difficulties. The difficulties pointed by girls are linked to the lack of guidance and to the relation between girls and boys (to prove more their competences). Adults point out the lack of the geographical mobility of the students, the big heterogeneity of the school levels of the students who drive to non motivation and drop out. Women point out more the lack of time for guidance, the reality of individual weakness (social and family) and the sexed and activity sectors stereotyped representations.

Solutions for the analyzed problems might be:

Before the training: The parents' supports, the fact to have agricultural roots, the short training periods organized by the school, the open days, works on farms during the summer the personal networks , the human size of the school and the jobs opportunities related to the studies. The relationship between colleagues of vocational schools and of the national education.

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During the training: pupils' determination, specific schools hours on guidance, meetings with previous students, jobs' salons, professional days, training periods abroad, the boarding school, the gender diversity, the inclusion week, the modulation of the training paths, the training periods, the work on self confidence, the diversity in the class to help to discredit stereotypes of any sorts and the sense given to the subjects learned linked to the future jobs.. The importance of the extra 1/3 time to support special needs students.

Netherlands

Before the training

Students don't have enough insight in their skills and competences, so it's difficult to choose a training or profession in which they can be successful. They don't know what suits them, and there is lack of professional guidance. Furthermore students don't have a good perception about employability and if there is enough work in the area where they live or want to live. They need more practical information from professionals from employment- agencies, employers, job counselors etc. The network in schools to support their students is not good enough yet.

Special needs students find problems in starting a (suitable) training, because the assessments before the trainings need improvement.

During the training

Students learn more about their competences and the trainings (especially) in internships and practical trainings. Most of them grow in their personal and professional development. Some students have motivation problems, because they are not aware of all the theoretical information they need to learn for a profession. They like to work 'hands on' but pay not enough attention to their schoolwork. Students need extra support to get more motivated.

In the schools there is guidance for the students and there are professional counselors. Still, sometimes the problems of students are not recognized. This leads to dropping out of school.

Solutions for the analyzed problems might be:

Before the training: Professional guidance for student to get to know their skills and competences in order to make the right choice for a training or profession. Support for students and their parents which need more attention. Using good instruments like tests, interviews and assessments to get the right information. More information for student and their parents about trainings and jobs by a professional network of teachers, mentors, job-counselors and employers. When students are better aware of their competences, the trainings and the labor market they have a better chance to finish their school with a diploma and find a job.

During the training: Proceeding good guidance of professionals and reviewing on expectations of students and how they develop in their practical trainings and schoolwork. Provide support for students in their personal and professional development. Include the parents by giving them information about the school and trainings, including them in the development of their child and asking them to be supportive. Students can gather information about their future jobs by interviewing employers, employees, other students. Also

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they can use websites and social media to find more information about their future jobs and employability. Before the finish their training they need to be trained in how to find and apply for a job.

Romania-Arad

Before the training

The students don't have a realistic representation of the job, because most of them ended up in their training courses after computer repartition or because they had friends in that school, they are not really motivated because the training wasn't their choice. That happens also because they don't have enough information about their future training. Most of them were influenced by peers or family, few of them received professional guidance in this area and state that their present training is suitable both for boys and girls, they don't think that their present training is suitable just for one gender, most of them don't have gender stereotypes.

During the training

Some of the students feel that their present training is not suitable for them and see the guidance classes as useful, it is perceived as a good point. Most of them prove lack motivation because they say that they ended up in the wrong training course. The students become gradually aware of the requirements of their chosen profession. They state that there is a very little practice, too much theory. The gender is sometimes an issue due to their type of training (e.g. Mechanic), others don't see gender as an issue.

Solutions for the analyzed problems might be:

Before the training:

More guidance from all teachers, not only from school counselor. They should be encouraged to take part in open days organized by training institutions, visit schools and workshops prior to making up their mind as to what profession to choose. They also need more involvement and guidance from career counselors.

During the training:

More guidance from all teachers, not only from school counselor. The teachers and trainers should closely evaluate and monitor each student's learning progress; the students also need support from career consultants, psychologists and a close cooperation with their parents.

Romania-Bistrita

Before the training

Students are not generally aware of what practical training really means and of the implications the profession they have chosen might have. They just have a general idea, maybe incurred by their family, friends or former teachers. They have some guidance from former teachers or from other sources, but they do not know what that profession is really like. Some of the students state that they have chosen their profession themselves, but they are not able to tell much about it. Only a few of them are really interested in

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the domain their chosen profession belongs to. There are however some students who have just followed their family advice when choosing the profession.

During the training

The students become gradually aware of the requirements of their chosen profession. Consequently, they get acquainted with it by following the theoretical classes as well as the training practice in special labs, workshops or enterprises, thus coping with their profession in a more or less realistic environment. This leads to most of them coming to love it, some just to like it while others decide to change or quit. They claim the scarcity of information they have acquired or been exposed to prior to their training.

Solutions for the analyzed problems might be:

Before the training:

More information available for the students and their families and more guidance from teachers, tutors and career counselors. They should be encouraged to take part in open days organized by training institutions, visit schools and workshops prior to making up their mind as to what profession to choose. They also need more involvement and guidance from career counselors.

During the training:

The teachers and trainers should closely evaluate and monitor each student's learning progress; the students also need support from career consultants, psychologists and a close cooperation with their parents.

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