



**The QPA method: new ways to support and motivate iVET students at particular risk of ESL, including students with migrant or Roma backgrounds**

**Context analysis for the implementation of the project: synthesis report**

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## Context analysis for the implementation of the project: synthesis report

The context analysis for the implementation of the project has been explored with three questionnaires specially structured and addressed specifically to the directors/headmasters, teachers and students of the schools involved.

The schools samples are Liceo Scientifico L. B. Alberti – Minturno, Istituto d'Istruzione Superiore Paolo Baffi – Fiumicino, Istituto "Sacro Cuore" – Siracusa, Ipssar Tor Carbone Di Roma - Istituto Prof. Le di Stato per l'Enogastronomia e l'Ospitalità Alberghiera "Tor Carbone", Itis Pascal Pascal - Roma, Istituto Tecnico Economico e Liceo Linguistico Europeo Suore Salesiane del Sacro Cuore – Barletta, Cnos-Fap Umbria – Perugia, Istituto Villa Sora/Liceo Scientifico Salesiano - Frascati, Institut Saint-Jean-Baptiste De La Salle - Bruxelles, Institute St. Joseph De La Salle - Auxerre, Institute La Salle Comtal – Barcelona, and Institute La Salle - Tarragona.

The objective of the questionnaire addressed to the **SCHOOL DIRECTORS/HEADMASTERS** was strictly aimed to investigate the school characteristics with particular reference to the presence of immigrants and Roma students of first and second generation in classes. 12 headmasters/directors of the schools involved completed the questionnaire. Specifically, the questionnaire took over the school's data organized in relation to the classes involved, the address, **the number of immigrants and Roma students**, the school dropout rate by analyzing the rate of repetition and of early school leaving, intercultural exchanges of experience, the presence of cultural mediators, planning and programming to optimize the teaching process.

The analysis of the data showed that schools have a total of 8138 students, with an average of 678.17 students per institution, the total presence of 978 immigrants students, with an average of 81.5 students per institution and finally the presence of 15 Roma with an average of 1.25 students per school.

The level of **early school leaving** in the last 3 years has been identified by the rate of repetition and school dropout in relation to the total number of students of the institutions participating.

There were found data of the first and second classes of the courses considered for the school years 2010-2011, 2011-2012 and 2012-2013. In the school year 2010-2011 the first classes of the schools involved have had a repetition rate of 8,45%, an early school leaving rate of 3.87%. The second classes of the schools involved have had a repetition rate of 6.82% and an early school leaving rate of 2.51%. In the school year 2011-2012, the first classes of the schools involved have had a repetition rate of 9.90% and an early school leaving rate of 4.94%. The second class of the schools involved have had a repetition rate of 6.89% and an early school leaving rate of 3.83%. Finally, in the school year 2012-2013, the first classes of the schools involved have had a repetition rate of 7.91% and an early school leaving rate of 4.30%. The second class of the schools involved have had a repetition rate of 6.42% and an early school leaving rate of 2.23%.

The rates of repetition and school dropout, distributed per school year, are listed below in Table 1.

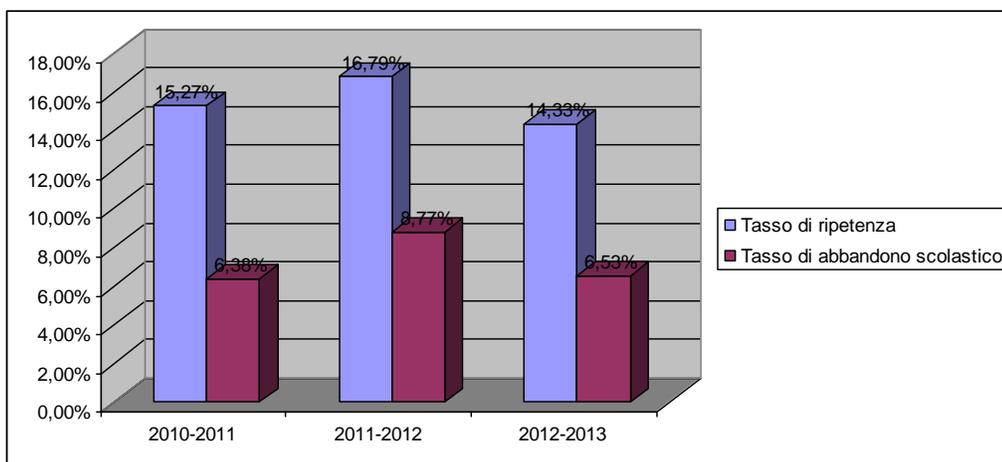


Table n. 1 **The rates of repetition and school dropout, distributed per school year**

In relation to **exchanges of intercultural experiences** it was found that during the school year 2010/2011, 66.67% of the institutions has activated welcoming support to students in the first classes and 50.00% in the second class. This data is also confirmed for the school year 2011/2012 and for the school year 2012/2013. Institutions that have activated at least one intercultural laboratory and / or socialization during the school years 2010/2011 and 2011/2012 for the first and second classes were 66.67%, however for s.y. 2012/2013 the percentage drops to 58.33%.

Institutions that have implemented at least one activity with the presence of **intercultural mediators** during the school year 2010/2011 were 41.67% relatively to the first class and 33.33% for the second class. In the school year 2011/2012 there were 41.67% for the first classes and 50.00% for the seconds. Finally, in the school year 2012-2013 it was 33.33% for the first classes and 41,67% for the second classes.

**Planning and programming to optimize the teaching and learning process** have revealed that 12 out of 12 school headmasters/directors have emphasized the importance of stimulating motivation to learn, 12 out of 12 school headmasters/directors have emphasized the importance of teaching learning strategies, 12 out of 12 school headmasters/directors emphasized the importance of the identifying the difficulties in learning, 11 out of 12 school headmasters/directors have emphasized the importance of self-regulation in learning and at last 9 out of 12 school headmasters/directors have emphasized the importance of the effect of the use of electronic games on the capacity to be attentive and concentrated during the lessons.

The objective of the questionnaire for **TEACHERS** was aimed to investigate the problems that hinder the development of the key competence "learn to learn", the fundamental cross-cutting skill in process of teaching and learning.

The questionnaires were filled out by 106 teachers of the participating schools (Table 2).

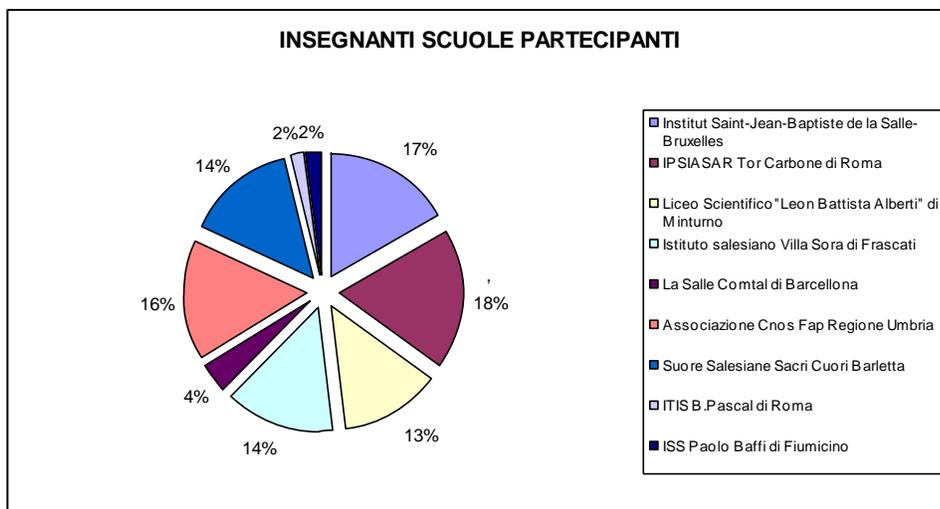


Table 2 Teachers of the participating schools

The subject/teaching areas of the teachers participants are divided into linguistic area, technical area, historical-anthropological, scientific area and teaching assistants (Table 3).

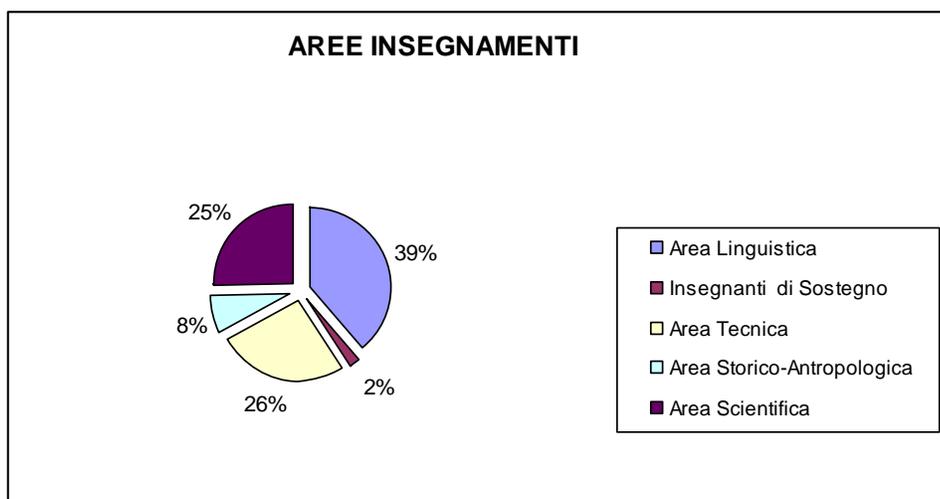


Table 3 Subject/teaching areas

Specifically, the questionnaire showed the **student difficulties related to the teaching and learning processes**, considering two indices: the first refers to the **classroom management**, and the second **the perception of the teacher about the difficulties of their students**.

Analysis of the data on the questionnaires shows that to the item *Difficulty in keeping the attention during lessons* 15,09% of the teachers answered that it is a very frequent difficulties for their students. To the item *Lack of motivation to learn* 20,75% of the teachers answered that it is a very frequent difficulties for their students. To the item *Student's difficulties in making questions to the teacher* only 5,66% of teachers answered that it is a very frequent difficulties for their students. To the item *Memorizing without understanding* 14,15% of the teachers answered that it is a very frequent difficulty for their students. To the item *Difficulty in taking notes* 27,36% of the teachers answered that it is a

very frequent difficulty for their students. To the item *Scarce commitment to study* 36,79% of the teachers answered that it is a very frequent difficulty for their students. To the item *Difficulties in doing homework* 18.87% of teachers answered that it is a very frequent difficulty for their students. To the item *Frequently annoyed by classmates during the lessons* 15,09% of the teachers answered that it is a very frequent difficulty for their students.

From the analysis of the items may be found some indexes.

1) In particular, an index can be found in ***the classroom management*** with respect to the item:

- Students' difficulties in keeping attention during the lesson,
- Student's difficulties in making questions to the teacher,
- Frequently the students are annoyed by classmates during the lessons.

The index shows that 11, 94 of the teachers have difficulty in managing the class.

2) Another index is identifiable in ***the perception of the teacher about the difficulties of their students related to the learning process*** referring to:

- Lack of motivation to learn,
- Memorizing without understanding,
- Difficulty in taking notes,
- Scarce commitment to study
- Difficulties in doing homework.

The index found that 23.58% of the teachers have the perception of a frequent difficulties for their students.

The objective of the questionnaire for **STUDENTS** was aimed to investigate **learning difficulties**.

The questionnaires, distributed to the various schools involved, were completed by 617 students (Table 4).

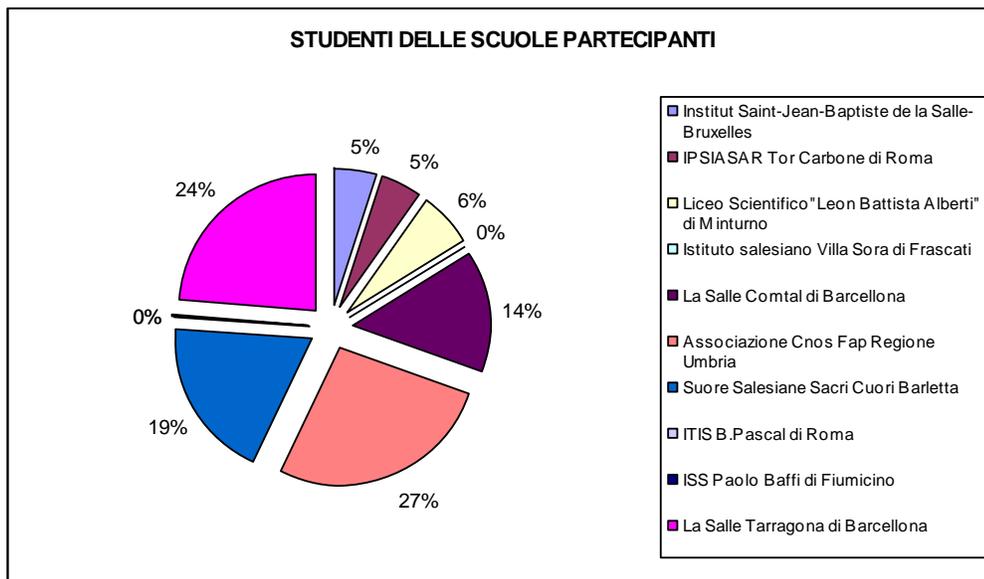


Table 4 Number of students of the school involved.

Specifically, the questionnaire showed the **student difficulties related to the teaching and learning processes**, from which it was possible to detect the self-perception that students have from their learning processes.

Analysis of the data shows that to the item *I have difficulties in paying attention to the lesson*, 8.03% of students answered yes, 49.92% no and 42.05% sometimes. To the item *It is difficult for me to take notes*, 11.24% answered yes, 65.49% no and 23.27% sometimes. To the item *I have difficulties in understanding the teacher's lesson*, 7.22% answered yes, 55.22% no and 37.56% sometimes. To the item *The teacher speaks a low voice, and therefore I distract myself easily*, 9.47% answered yes, 65.17% no and 25.36% sometimes. To the item *The teaching is boring and I lose the enthusiasm*, 21.35% answered yes, 39.97% no and 38.68% sometimes. To the item *I memorize the lesson without understanding it*, 10.27% answered yes, 55.22% no and 34.51% sometimes. To the item *My classmates distract me during the lesson*, 19.10% answered yes, 31.78% no and 49.12% sometimes. To the item *I do not have a good learning method*, 26.00% answered yes, 49.92% no and 24.08% sometimes. To the item *The teacher does not make the concept map and the summary after each lesson*, 26.16% answered yes, 46.07% no and 27.77% sometimes. To the item *I don't use adequate learning strategies*, 20,55% answered yes, 49.60% no and 29.86% sometimes. To the item *I do not do my homework because I think is useless*, 11.72% answered yes, 67.74% no and 20.55% sometimes. To the item *I do not go over the lesson again*, 20,55% answered yes, 45.43% no and 34.03% sometimes. To the item *I can not find a sense in learning*, 14.93% answered yes, 63.24% no and 21.83% sometimes. Finally the item *The teacher hurries to be able to complete the program, but I can not follow, I need time*, 20.22% answered yes, 48.31% no and 31.46% at times.

Overall, from the analysis of the questionnaire showed a positive self-perception of the students. Significant for our work and for the implementation of the QPA method, is that the percentage of students who do not go over the lesson again is 45.43%.

The percentage of students who think they do not have a good learning method, however, is 49.92%.

The percentage of students who do not use adequate learning strategies is 49.60%.

Finally, the percentage of students who do not do homework because they consider it useless is 67.74%.

## CONCLUSIONS

From the analysis of the surveys results is confirmed that on the learning processes have relevant incidence the characteristics of the cognitive processes, the socio-economic contexts and the emotional factors.

It was necessary to inquire, in order to define the starting situation, the master data relevant for the purposes of research; difficulties in making sense of the need to "learn to learn"; the barriers identified as relevant to the learning processes.

There were confirmed the complexity and problematic faced by an educational institution that wants to improve the conditions to implement the learning processes. The presence of students in the classes involved from other countries, the consideration of the experiences of intercultural pedagogy and didactics implemented, the data relating to the phenomenon of early school leaving, declined in various ways (repeat years, school dropout), all of which are reducible to specific indicators, strongly correlated, and not be explained independently.

The conclusion, necessarily provisional, that can be drawn from the analysis of the needs highlighted (difficulties, obstacles, perception of them by the students themselves) suggests plausible application of a methodology of research and work which can investigate the "correlation" mentioned above, and can also introduce improvements elements of a strategy to reduce the phenomenon of the human resources depletion.

It is important to emphasize the need for teachers to intercept all those factors of failure that impact on learning outcomes: lack of desire to study, indifference or boredom, dissatisfaction, relationship conflicts, personal marginalization experiences even in classroom group, mismatch. In many cases we are in presence of multifactorial causes, a sum of variables of generative nature, environmental, subjective.

Strengthening the coaching methodology for the students and their personal needs to develop the key cross-cutting competence "learn to learn", as has been said before, is an essential prerequisite in the teaching/learning processes.