



NEEDS ANALYSIS

A synthetic report about the educational needs, to go towards a common pedagogical model

project **2013-1-IT1-LEO05-04042**

"PEER TO PEER TUTORING: TRANSFERRING SUCCESSFUL METHODOLOGY AND LEARNING STRATEGY TO REDUCE DROP-OUTS IN Ivet"



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On the basis of the first meeting held at "IIS Casagrande-Cesi" on October 8, 2013, in order to collect data photographing the status of Upper Secondary Schools (15-19 year-olds) in all partner countries taking into account the European level of the project and all the transfer activities, it seems appropriate to make a picture of the major forms of youth distress on a national/regional scale, for each partner country.

This activity of survey inside Partner Schools, developed by questionnaires targeted on students, their parents and teachers, is strictly connected with the desk research on the same topic.

The portrait from questionnaires submitted to STUDENTS
The sample per Country: Italy Umbria: 125; Italy Puglia: 125; Romania: 60;
Turkey: 150

School CASAGRANDE CESI; Umbria - ITALY

The picture portrays a student population feeling well at school (quest.1) socializing well with peers (quest2).

The area of discomfort, however, is significant (22%) and not to be underestimated; almost similar percentage considers their mates just acquaintances (14 %).

Question 3 highlights instead the worrying relationship of no confidence students have towards their teachers, judged for 44% of teachers not always up to the task . The emotional and family problems are the ones that most affect our kids (quest4) .

One third of the children believe that 50% of them **smoke** , about half that smoking concerns 20% of the school population, only 7% know children who do not smoke. As to the **use of drugs** boys report that only 45% use none, 46 % is divided between those who think that 1 of 5 (20%) or 10 (10 %) makes use of them, a worrying 9% believes them to be 1 of 2 (50 %) the vast majority indicating hashish as most used drug. The situation is almost the same for the **consumption of alcohol**.

As for **bullying**, nearly 20 % believes that bullies are 1 of 2 (7%) or 1 of 5 (13%), slightly higher than the percentage of online bullying, which indicates the phenomenon as very worrying, especially as half of the children spend more than two hours a day on **social network** sites and a very worrying 40% spends money on **online gaming**. Even **eating disorders** invest in some percentage 40% of the school population.

If they need help, however, more than 40% asks their family, many their friends, almost none teachers ! The average motivation is that they trust most their family, with friends they feel more at ease.

School JEAN MONNET; Puglia - ITALY

With regards to staying well in school more than two thirds of the entire population showed a positive environment.

Pupils are at ease with their peers, but 25% of them find some problems with the teachers or with peers.

As far as the relationship with the teachers , a good half of the pupils treats them as parents, and see in them a point of reference and support for their education.

Almost a third of the surveyed students has family problems, both related to the precariousness of the family unit and for the internal dynamics of the family.

According to students' responses, more than half of the student population of the first two years of the institute makes use of cigarettes. 5% of students interviewed think that 50 % of the population of teenagers in the Institute makes use of drugs. Following the 17%, considering that 20 out of 100 kids use them. The percentage of those who think that 50% of kids in the school drink alcohol usually is equal to 10 % of the students interviewed, followed by 18% relative to 20% of alcohol intake. 28% of respondents think that the incidence of bullying at school is 10%. 62% of students think that half of the school population uses social networks for more than 2 hours a day. Cyber Bullying is not perceived as a relevant phenomenon. About Gambling on line 15% think that the 10% has this habit.

Although half of the respondents think that the problem of eating disorders is not present in the school, a percentage of 38 % consider existing , although with a

significance of 10%.

41% of the students surveyed consider their parents as reference points necessary to face the difficult times of growth.

School HENRI COANDA; Sibiu - ROMANIA

About wellness at school 88% of the entire population of the school gives positive answers, saying that their classmates are friends (88%) and that the relationship with the teachers are very good, 82% of the students treats them as parents. 17% of the students consider their teachers as people who are not always up to the task.

27% of the surveyed students has family problems. 30% of the students refers to the sentimental problems, because they do not always define their feelings.

35% of them makes use of cigarettes, (1-10), but 12 % does not smoke.

87% of students interviewed think that nobody use of drugs.

37% of students think that nobody from the school drink alcohol usually, 25 % of the students interviewed, know 1-5 colleagues that drink alcohol.

Bullying and eating disorders are not considered relevant by the most part of the students, such as gambling on line.

45% of the students considers that it is a very small number of the students that commit acts of bullying against peers. 30% of respondents think that nobody commit act of bullying at school.

38% of students knows 1-10 classmates that use social networks for more than 2 hours a day.

73% of the interviewed students considers their parents as reference points necessary to face the difficult times of growth. They know how to find a solution for everything and have experience.

MAMAK Girls' Technical and Vocational School - TURKEY

47 % of the students said they feel well at school. 43 % of them told they sometimes feel uncomfortable.

Most students with a rate of 88 % think their classmates are friends.

85 % of the students think teachers give a valid support. Most of them tell the teachers shows interest to their questions or problems whenever they need.

46 % of the students told that the main problem a teenager has to face is sentimental problems because of conflicts in romantic relationships and of emotional upheavals.

About eventual addiction phenomena, most of the students with a rate of 37 % tells none of their friends smoke cigarette.

95 % of them tell none of their friends uses drugs.

73 % of the students tell none of their classmates drink alcohol.

59 % of the students do not have a classmate who bullies others. On the other hand, 18 % thinks half of their classmates bully their mates.

About the use of social network the most common opinion, with 30 % rate, is that 50 % of the classmates use social network for more than 2 hours

73 % of them say none of their classmates play online games

60 % of the students tell none of their classmates have eating disorders whereas 18 % of them says half of them have this problem.

63 % of the students says when they need help, they ask preferably to their parents and 19 % says they share it with their friends.

The portrait from questionnaires submitted to PARENTS:
The sample per Country: Italy Umbria: 60; Italy Puglia: 119; Romania: 60;
Turkey: 150

School CASAGRANDE CESI; Umbria - ITALY

Very different is the view that parents have of their children: apart from their learning difficulties, which would cover about one fifth of the children, the distress in relationships with peers invests another fifth (confirmed by the fifth that sees them as mere acquaintances and not friends of their children), as well as that with the teachers, while the fear that they acquire bad habits rises to a quarter. With regard to the area of distress and youthful transgression: less than a fifth think that they do not smoke. As for the use of drugs while children report that 55% makes to some extent use of them, the parents feel that this percentage is lower (30%), the same situation as to the consumption of alcohol.

As for bullying, parents perceive the phenomenon in a very lighter way (more than 80 % believe there is none, the percentage increases to 90% in relation to bullying online. Where they can instead control, about 70 % of parents believe that the half (40%) or a third (30 %) of children spend more than two hours a day on social networks and underestimate the number who spend money on online gaming (20% against 40 % of children). Eating disorders too are perceived as less common (20% against 40 % of children).

80% of parents believe decisive the support of fellow students in the resolution of their children problems.

As for the relationship with teachers, while four fifths of parents feel that they put kids at ease, appraise them and understand their problems, one fifth does not, but only 40 % are willing to provide suggestions.

School JEAN MONNET; Puglia - ITALY

With regard to the problems that can affect their children , the parents' responses seem quite heterogeneous , with only a few percentage points of difference between the various responses.

Almost two-thirds of parents consider their children as friends of their classmates, meeting them even outside of the school; 27% of parents said that their children attend school mates only.

33% of parents think that half of the children attending the Institute of their children smoke cigarettes.

More than two thirds think that among their children's mates there are no cases of drug addiction. Not much different are the rates of problem related to alcohol use.

Almost two- thirds of respondents do not believe bullying is a problem within the reality of adolescents.

35% of parents are aware that half of the teenagers of the same age of their children spend more than two hours a day connected to social networks. The use of social networks by young people , however, does not suggest, according to 89% of parents, that it means an element of bullying and discrimination.

With regard to the support that classmates can offer their children, 28% gives an important value to this report , in an intermediate position between zero and a maximum level of support is placed 35% of the views of parents.

86% of parents believe that their children are at ease with their teachers.

With regard to the teachers' increasing of teenagers' value , the parents retain almost the same percentage (83%) of positive feedback. The parents notice gratification and acknowledgment of the efforts made by their children by teachers.

The parents said that there is an attitude of understanding students by teachers for 81% . According to 19%, however, there are some problems.

Invited to give some advice they think that teachers are up to their role, with proven experience in "seizing" aspects of the character of each student, or, it is not their task to give advice to teachers.

School HENRI COANDA; Sibiu - ROMANIA

64% answered that there is no problems to confront their children to school but 18% think that their children reveal learning problems, due to the complexity of the subjects.

92% of parents considers their children as friends of their classmates

32% of parents think that 1-2 smoke cigarettes, followed by 46 % who think that only 1-5 smokes

55 % do not consider it an element of in the life of their children's mates.

Bullying seems them not relevant

34 % considers that 1-10 students have this problem.

25% of parents believe that this habit is common to 1-2 adolescents.

Eating disorders seems to be not relevant.

With regard to the support that classmates can offer their children, most, 87% are satisfied with the support their children have from colleagues.

100% of parents believe that their children are at ease with their teachers.

With regard to the teachers' increasing of teenagers' value, the parents (100%) retain of positive feedback and that there is an attitude of understanding of the problems of students by teachers for 97%.

Invited to give some advice to teachers of their children, 92% responded negatively, that is, they think that teachers are up to their role.

MAMAK Girls' Technical and Vocational School - TURKEY

55 % of the parents tell that their child has adaptation, success, absenteeism problems.

64 % of them tell their son/daughter's mate are friends.

41 % of the parents think that none of the classmate smokes.

75 % of the parents say none of the classmates uses drug.

70 % of the parents think none of the classmate drink alcohol.

Most of the parents think there is no bullying in the classroom while 20 % thinks half of them bully others.

43 % of the parents think none of the classmates use social network and Most of the parents think there is no bullying through social network.

Most of the parents think there is no one in the classroom who plays online or spend much money.

54 % of the parents think there is no eating disorder whereas 17 % thinks half of them have this problem.

77 % of them think their child feels at ease with teaching staff.

Most of them think the teachers understand their child's problems. 38 % said they do not understand him/her. They told the child is timid to contact with teachers.

The parents did not mention any suggestion to their son/daughter's teachers.

**The portrait from questionnaires submitted to TEACHERS:
The sample per Country: Italy Umbria: 15; Italy Puglia: 15; Romania: 30;
Turkey: 30**

School CASAGRANDE CESI; Umbria - ITALY

The questionnaire was submitted to 15 teachers.

The most part of the interviewed teachers have been in the Institute from 5 to 10 years. From the analysis of the responses provided by the teachers, the area that appears to be most problematic in the course of their work is the relationship with the families of students and with the students. If teachers need to share something with someone about a problem, asking for a support, they interact with their colleagues and with headmasters and its staff. Many teachers provided more than one reply. All the teachers receive requests from other colleagues. All the teachers are acquainted that in their School strategies of Peer Education have been adopted and they are surely available to experiment additional activities in this field.

School JEAN MONNET; Puglia - ITALY

It is clear, from the teachers interviewed, that they are quite stable in the Institute.

the area that appears to be most problematic in the course of their work is the relationship with the families of students (36%) , followed by that of the relationship with colleagues (22 %)

If teachers need to share something with someone about a problem / support , 43% of teachers will appeal to colleagues at the Institute , followed by 25 % that will appeal to the Headmaster

63% of teachers receive requests from other colleagues

As far as the adoption of strategies of Peer Education in school , 60 % say they use them, especially in periods of the learning activities in which they carry out in-depth and recovery in the training courses for the students, in activities of counseling or peer education on affectivity, in teaching in the classroom, laboratory type , in which more able pupils support those most deficient, in facing issues of sex education (project "emotionally").

90 % of teachers are interested in experimenting strategies of peer education among their students.

School HENRI COANDA; Sibiu - ROMANIA

83% of teachers surveyed has over 10 years experience in education, in the school.

From the analysis of the responses provided by the teachers , the area that appears to be most problematic in the course of their work is the relationship with the families of students (60%), followed by that of the relationship with students (26 %).

If teachers need to share something with someone about a problem /support, 43% of teachers will appeal to headmaster of the school, followed by 34 % that will appeal to the colleagues.

100% of teachers receive requests from their colleagues.

56 % say they use peer education methodology.

89 % of teachers are interested in experimenting strategies of peer education among their students. Young people often find it difficult to obtain clear and correct information on issues that concern them such as sex, sexuality, substance use, reproductive health, HIV/AIDS and STIs.

73% of the teachers are interested to be informed about the Peer Education for

the reasons which are mentioned up, but 27% are not interested in this subject.

MAMAK Girls' Technical and Vocational School - TURKEY

38 % of the teachers have teaching experience for over 10 years whereas 26 % of the teachers have been teaching between 1 and 5 years.

27 % of them tells the most important problem is relationship with students and teaching is the second most common answer.

37 % of the teachers needs advice/support of his/her colleagues, 22 % asks friends or acquaintances.

83 % of the teachers told they receive requests for support from their colleagues.

87 % of the teachers says peer education is not applied at school.

77 % of the teachers would like to test strategies of "peer education" among the students and 23 % is not volunteer.

Appendix: the questionnaires

Questionnaire for students

1. How do you feel at school?

- well
- sometimes uncomfortable
- badly
 - very badly, I would prefer not to go

Why? Try and give a reason for your answer in two lines:

2. Your classmates are:

- friends
- acquaintances
- hostile people

Why? Try and give a reason for your answer in two lines:

3. Your teachers are:

- a valid support
- educators not always up to their task
- hostile people

Why? Try and give a reason for your answer in two lines:

4. Which is the main problem a teenager has to face in your opinion?

- family problems
- sentimental problems
- economic problems
- others _____

Why? Try and give a reason for your answer in two lines:

5. Do you know, among your classmates, people who:

smoke cigarettes?

If you do, how many 50%; 20%; 10%; none

use drugs?

If you do, how many 50%; 20%; 10%; none

Which drugs do they use? _____

drink alcohol regularly

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If you do, how many 50%; 20%; 10%; none

bully their mates

If you do, how many 50%; 20%; 10%; none

use social networks for more than two hours a day

If you do, how many 50%; 20%; 10%; none

use social networks to bully their mates

If you do, how many 50%; 20%; 10%; none

play on line, or with other means, spending much money

If you do, how many 50%; 20%; 10%; none

suffer from eating disorders

If you do, how many 50%; 20%; 10%; none

6. If you need help, who do you ask mainly?

my parents or one of them

my brother/sister

a friend

a teacher

other _____

Why? Try and give a reason for your answer in two lines:

Questionnaire for Parents

Thanking you for your cooperation, we kindly ask you to let one of your **parents** answer the following questions. If your mother or father cannot understand the questions well, try and explain them.

1. What kind of problems do you think your son/daughter may meet while attending school? (you can choose more than one answer)

- Learning difficulties
- Inconveniences in his/her relationship with classmates
- Inconveniences in his/her relationship with teachers
- Getting bad habits; if so, which ones?

Other _____

Why? Try and give a reason for your answer in two lines:

2. You feel your son/daughter's mates are:

- friends
- acquaintances
- hostile people

Why? Try and give a reason for your answer in two lines:

3. Do you know if among your son/daughter's mates there are boys/girls who

Smoke sigarettes?

If they do, how many 50%; 20%; 10%; none

use drugs?

If they do, how many 50%; 20%; 10%; none

Which drugs do they use? _____

drink alcohol regularly

If they do, how many 50%; 20%; 10%; none

bully their mates

If they do, how many 50%; 20%; 10%; none

use social networks for more than two hours a day

If they do, how many 50%; 20%; 10%; none

use social networks to bully their mates

If they do, how many 50%; 20%; 10%; none

play on line, or with other means, spending much money

If they do, how many 50%; 20%; 10%; none

suffer from eating disorders

If they do, how many 50%; 20%; 10%; none

4. How much do you think the support from his/her classmates may be useful for your son/daughter? Give a mark from 0 to 5, ticking the box below

none

0	1	2	3	4	5
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max

5. Do you think your son/daughter feels at ease with his/her teachers?

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Yes No

Why? Try and give a reason for your answer in two lines:

6. Do you think your son/daughter's teachers valorize him/her?

Yes No

Why? Try and give a reason for your answer in two lines:

7. Do you think your son/daughter's teachers understand his/her problems?

Yes No

Why? Try and give a reason for your answer in two lines:

8. Would you like to give any educational suggestions to your son/daughter's teachers?

Questionnaire for Teachers

Please, inform us about your gender : MAN WOMAN

How long have you been teaching?

- 1 year
- for 1 to 5 years
- for 5 to 10 years
- for over 10 years

Which area, among the following, do you feel gives you most problems in carrying out your job? (you may give more than one answer identifying the order. Indicate with 1 the most distressing area)

- Relationship with students
- Relationship with colleagues
- Relationship with other personnel in the school
- Relationship with families
- Teaching
- Other _____

When you need for advice/support, who do you ask?

- My colleagues in the school
- Friends who do the same job in other schools
- Friends or acquaintances
- The Headmaster
- The headmaster's staff
- Nobody, I try and find the solution by myself
- Other _____

Do you receive requests for support from your colleagues?

Yes No

If you do, what type of requests?

Are strategies of peer education applied in your school?

Yes No

If they are, how?

Would you like to test strategies of "peer education" among your students?

Yes No

Do you wish to supply other cues on the matter?
