

Expectations of students towards the project

A total of 38 responses were given by two third-form classes (one from ITCG Niccolini, the other from ITIS Santucci).

1. You start working on this project

All the positive statements prevail, from the one indicating "great interest" to "curiosity and availability" to work. Only 4 students declare themselves "suspicious". However, the total exceeds 100% because maybe some students gave more than one answer.

2. You believe it helpful to talk about the job prospects in this moment of your life

With 52% students state that it is useful / very useful to speak about the work topic at this moment of their life, and if you add the 11% of students who declare themselves partially favourable, it reaches 63%, so the 5% of those who think completely useless the approach to the subject at this age is not very influential.

3. Enhanced knowledge in core subjects – 4 - More skills in core subjects

More than half of the students expect to improve their skills in basic subjects (55%) and, to a lesser extent in the areas of specialisation (50%), but more than a third of them (32%) show themselves cautious and do not feel up to expressing an opinion in one way or another. While an 18% expressed skepticism about a positive impact on school motivation. So these two figures together (32% + 18%), represent the other half of the students we need to keep an eye on, or at least the answers to these two questions, we believe among the fundamental ones, tell us that the content of the project should be carefully screened and assess its effectiveness and validity on the pedagogical (formative aspect) and epistemological (educational aspect). Again we agree that the collaboration with the company does not end up in just guiding students in the choice of their future employment, but that, dealt with in the school context, it proves a useful strategy and an opportunity to motivate learning and improve skills in the disciplines of specialization.

5. Better relationship with classmates – 6. Better relationship with teachers

Still a good percentage of students do not clearly express themselves both as regards their relationship with classmates (26%) and with teachers (29%); on the contrary, more than half said that the collaboration on the project will improve their relationship with both (58% and 50%). However towards the teachers a surprising 22% of answers with which students show disagreement with the statement.

7. Better relationship with company staff

We have here the same response rate (26%) of students who do not express themselves either in one way or another, while their expectations regarding the relationship with the company are clearly positive (61%). This is consistent with what comes out from the subsequent requests: more than half of the students, in fact, expect to gain from the project a greater awareness:

- In the choice of subsequent training or working paths(73%)
- In reflecting on their potential / resources (strengths and weaknesses) (57%)
- In increasing the sense of responsibility (53%) and autonomy (63%)

However one should not underestimate the percentages of the responses of those who have very few expectations in each of these aspects.

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Parents and students

Answers: 28 males 11 females. Total 39 Answers. The questionnaires were given in the same classes.

95% of students is between 15 and 19. Only a student is underage.

PARENTS' DATA

41% of mothers have a secondary school diploma compared to 38% of the fathers; the same percentage (28-26%) have a middle high school diploma; while 8% of fathers is in possession of a degree, just 5% of the mothers; while 13% of fathers have only a primary school-leaving certificate, this does not emerge for mothers.

As a worker, or otherwise in the office sector we have 62% of fathers compared to 31% of mothers who are housewives instead for a 41%. These different data justify the different hours per week of work: more than 36 hours a week for 72% of fathers and 38% of mothers; for none of the parents are expected night shifts at work, but during the day and only minimally.

With 13-10% are indicated the occupations as professional employees of both parents.

The work of both takes place mainly in the city of residence even if with different percentages: 72% of mothers compared with 41% of fathers. Similarly the percentage of the distance from home to the workplace diverges: no mother covers a more than 50 km away, while 52% is equally divided between within and beyond 50 km. The use of one's own car to get to the workplace is prevailing, with a low percentage (8%) for car sharing.

STUDENTS

A. SCHOOL

The answers to the question that asks to speak on the importance of the study: they study to learn new things, understand them and improve their skills; showing their difficulties or show others their skills is not at all or little important. Among the reasons identified for which it is worth studying we find in a decreasing order:

- The consideration to more skills corresponds a professional growth (84%)
- The need for a qualification for a prestigious job or anyway profitable (67%)
- The pleasure that comes from learning new things (31%)

The qualification to which the majority aspires is the diploma of secondary school (59%) that they consider important, along with training, for the profession that they dream of doing. They consider appropriate, in whole or in part, with the same percentage for both content and skills expected, the study of foreign languages, subjects of specialization (Business Administration and Electrical Engineering), the native language and computer science. With lower values we have the scientific subjects, particularly Science.

B. WORK

01. **The vision of the future:** the students seem very attentive towards the labor market and their own future; in fact, only 26% shows a certain indifference to the future, while 69% is a cause for concern: this perhaps is the result of the current labor situation in Italy and Europe that penalizes especially young people looking for a job. In contrast, 64% has a clear vision of the future because it thinks that depends on their choices. In fact, almost all students (87%) say that the experiences of these are useful and important to build their future.

02. **The greatest risk to the future:** 44% of students are afraid of being unemployed, and even 21% of young people are afraid of not having the means of subsistence. These data reflect the underlying pessimism probably due to the very high unemployment rate which affects particularly the young and the situation of hardship and poverty in which many Italian families find themselves. To have a temporary job or not suitable to their qualification and not enjoy a pension are seen as minor risks (around 10%).

03. **Importance of aspects of life.** They are fixed on values greater than 80% : family and career (87%), health (85%), friendship and personal interests (84%), love (82 %) and work (80%). Then we have the study and leisure respectively with 77% and 72%. Less important is the social commitment with 69%. The degree of importance attached to all aspects of life listed is still high. Only the data relating to politics is quite low: 38%.

04. **To find a job is important:** the elements that are perceived to be more important to find a job involve mainly the personal sphere: the ability to communicate (90%), the tenacity (84%) and availability / flexibility (82%) and be enterprising and the ability to work in a team (79%). We observe good results even for factors related to the education of students: foreign language skills (87%), have a good level of education (84%), be competent (82%) and acquire computer skills (77%). There are also components deeply felt such as the support of influential people (the recommendations) (80%), good looks (74%) and luck (70%) who get lower rates but still relevant.

05. **What is decisive in the choice of employment:** there was a great deal of attention to the professional growth (87%), salary (87%) and the stability of the workplace and its flexible working hours (85%). Then the other aspects with percentages slightly lower (in decreasing order: the opportunity to express their skills (84%), the social prestige of the work, interest, relationships with colleagues, autonomy and consistency with the course of study (79%).) The lowest percentage was attributed to the distance from home to work (56%). The need for stability and security are certainly more important than the distance from home to work.

C. THE FUTURE

01. **What kind of job would you choose?** : 46% of students would like to become a professional man, 18% as executive in the private sector, 8% as manager in the public sector. These professions are considered more prestigious and better paid than other professions. To work as an employee in the public and private sectors (5%) is a profession that is not very attractive; to be an entrepreneur (3%) is a profession that receives little success probably because it is considered a more risky profession. In addition, workers (8%), farmers and artisans (3%) have achieved very low percentages perhaps because considered little prestigious, sometimes degrading, and not always well paid. The manual jobs are certainly to be considered as a stopgap for many young people.

02.-0.4. **Are you willing to renounce the family and free time to foster your career?**: Young people prefer a career and fostering it would mean to give up forming a family (77%) and leisure (67%). The figure is not surprising: the project of forming a family at this age is certainly a premature aspect. They give up the free time but to a lesser extent.

03. **Would you be willing to move?**: The propensity to mobility of young people is quite high. In order to have access to the labour market 72% of the students is willing to move elsewhere. 13% of students are opposed to a possible transfer and 13% answer that they do not know. .

Where ?: 41% is willing to move to a European country, 31% even in a country outside Europe. Italy is superseded with the lowest percentages (central Italy 28%, Italy of the North 21%, near the town of residence 21%, 18% in the region of residence and province of residence 13%). No student is willing to move to Southern Italy; this is not a surprise given that this part of Italy does not offer job opportunities even for residents. Preferences go to European countries and outside Europe because they offer more opportunities and job prospects and career.

5. **If you were not able to choose would you accept any job?**: 21% of students would accept any job, the percentage is not high, perhaps because this is only a hypothesis, 36% would accept it only if well-paid. The percentage of students who answered "do not know" is 36%, a sign that the decision is not easy; only 5% said they were not willing to accept any job.

06-07. **Are you informed?** Do you know any associations ...? : The majority of students claims to be informed about offers and job opportunities on their own territory (64%). The percentage of students who know associations, agencies, organizations that deal with work stands at 51%, the data being positive perhaps because the students hear about issues related to work (at home, media ...).