

SCELTO

A pilot research-action project about the transition to upper secondary level in Ticino

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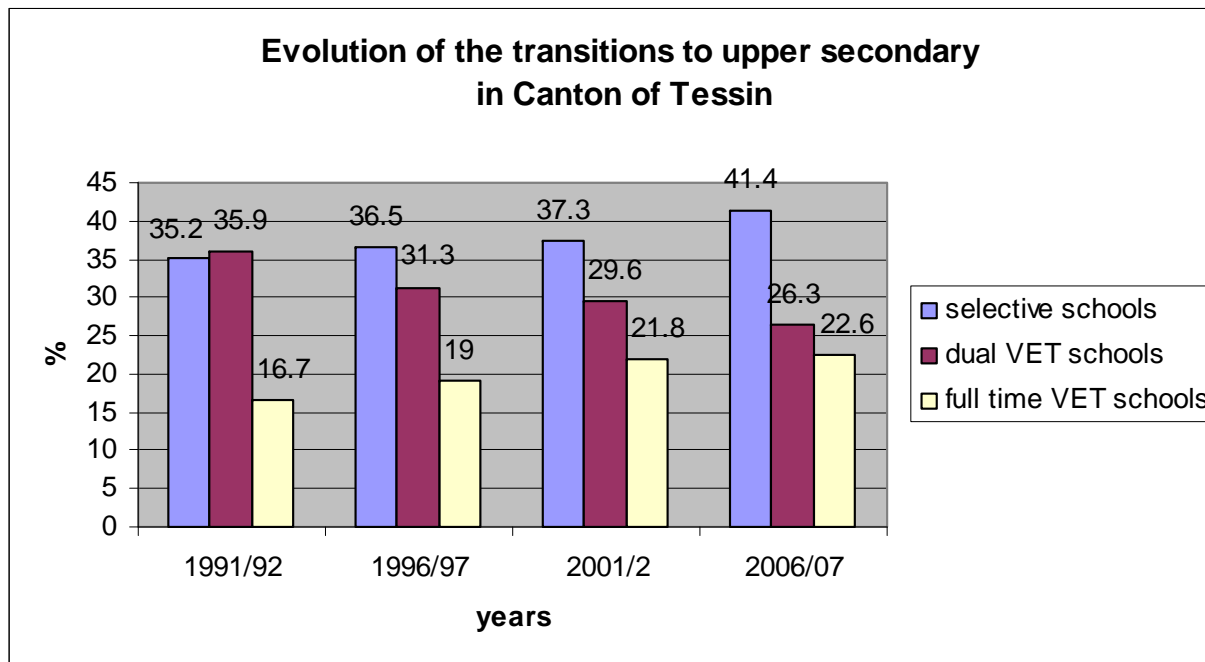
Agenda

- **Overview on the project context**
- **Project objectives**
- **Research: design, methodology**
- **Main results**
- **Next steps**

Context of the project

- **national average: 60% of all students coming out of compulsory education decide to enrol in a VET programme**
- **in the Canton of Ticino, however, the reality is quite different:**
 - in 2007 the proportion of students enrolling in selective schools was 18% higher than the national average;
 - the proportion of students enrolling in vocational schools was 13% lower than the national average (FSO, 2008).

Context of the project



Elab. from "Scuola Ticinese in cifre 2007". USR. P.7.

In the last 15 years:

- selective schools +5%
- full-time VET schools +6%
- dual VET schools -10%

... about the 30% of students in the selective schools abandon this track!

Objectives

- **Wide objective:** to influence on the demand for apprenticeship positions by first drawing the assumption that dual-track VET programmes do not enjoy prestige in the Canton of Ticino and that there is very little awareness of the benefits of dual-track
- **Operative objective:** The project intends to enhance the appeal and the information process about the VET dual track, by devising and later tentatively implementing some experimental strategies
- **Micro objective:** pilot research to explore possible ambits of intervention

Research design 1/2

<i>Phase 1: June 2008</i>						
Sample	<i>Middle school</i>	<i>Students</i>	<i>Parents</i>	<i>Teachers</i>	<i>Guidance counselling offices</i>	<i>School coordinator</i>
	<i>1 (peripheral)</i>	50 (29.1%)	48	3	1	1
	<i>2 (border)</i>	65 (37.8%)	58	1	1	1
	<i>3 (urban)</i>	57 (33.1%)	50	3	1	1
	<i>TOTAL</i>	173	158 ⁹	7	3	3
Survey method		Symmetrical questionnaire			Semi-structured interviews	
Analysis		Quantitative			Qualitative	

Research design 2/2

<i>Phase 2: November 2008</i>		
Sample	<i>Former students</i>	<i>N; %</i>
	<i>Middle school 1</i>	50 (29.1%)
	<i>Middle school 2</i>	65 (37.8%)
	<i>Middle school 3</i>	57 (33.1%)
	<i>TOTAL</i>	173
Survey method	Questionnaire	
Analysis	Quantitative	

Students' and parents' survey (phase1)

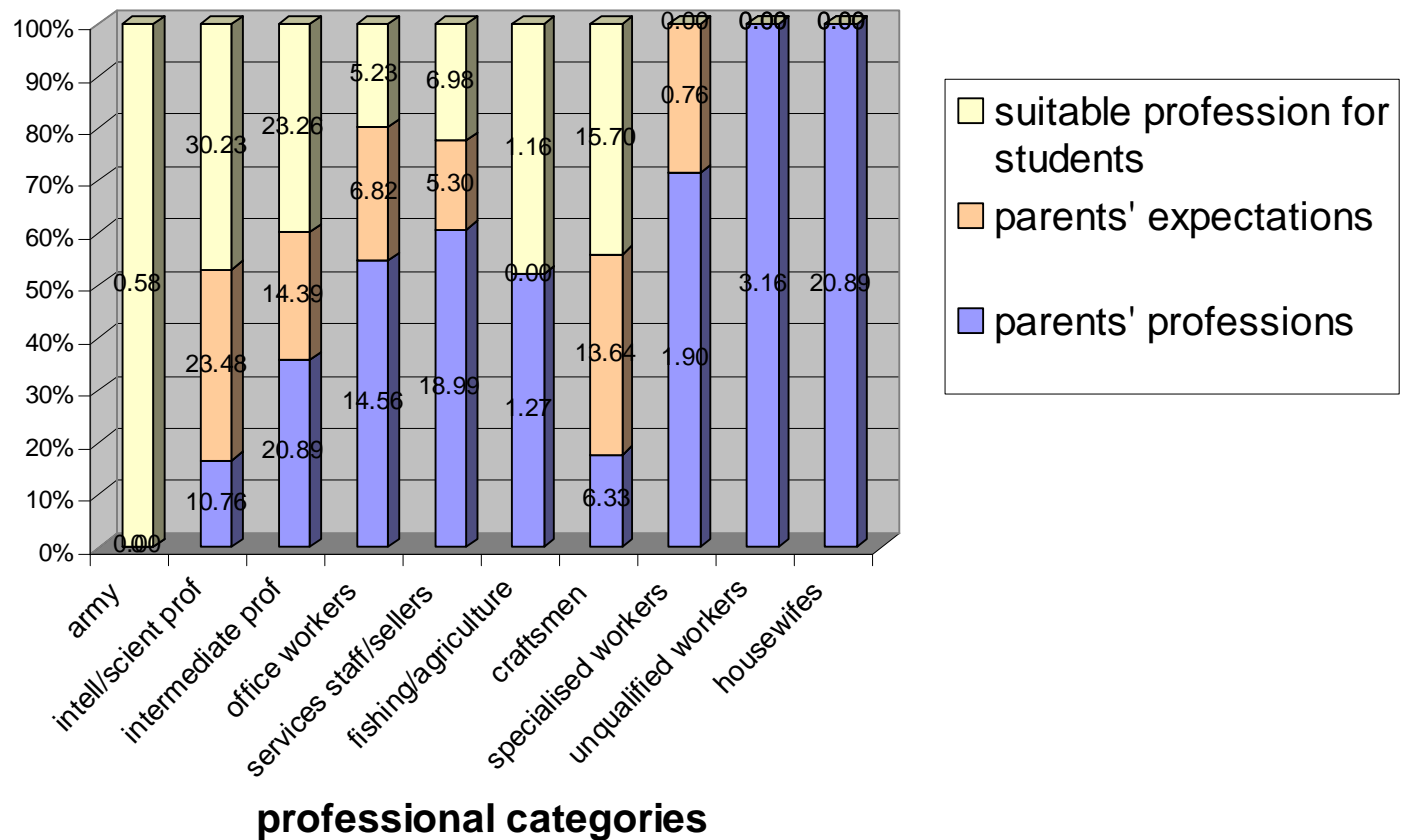
- **Socio-demographic characteristics**
- **Personal perceptions of the ideal occupation**
- **The status of the decision-making process at the end of lower secondary and occupational indecision (Gati, Krausz, Osipow, 1996)**
- **Decisions, options being considered and underlying reasons**
- **Obstacles that could undermine the choice made**
- **Hypothetical backup plan**
- **Level of familiarity with information sources and their perceived usefulness**

Students' survey (phase2)

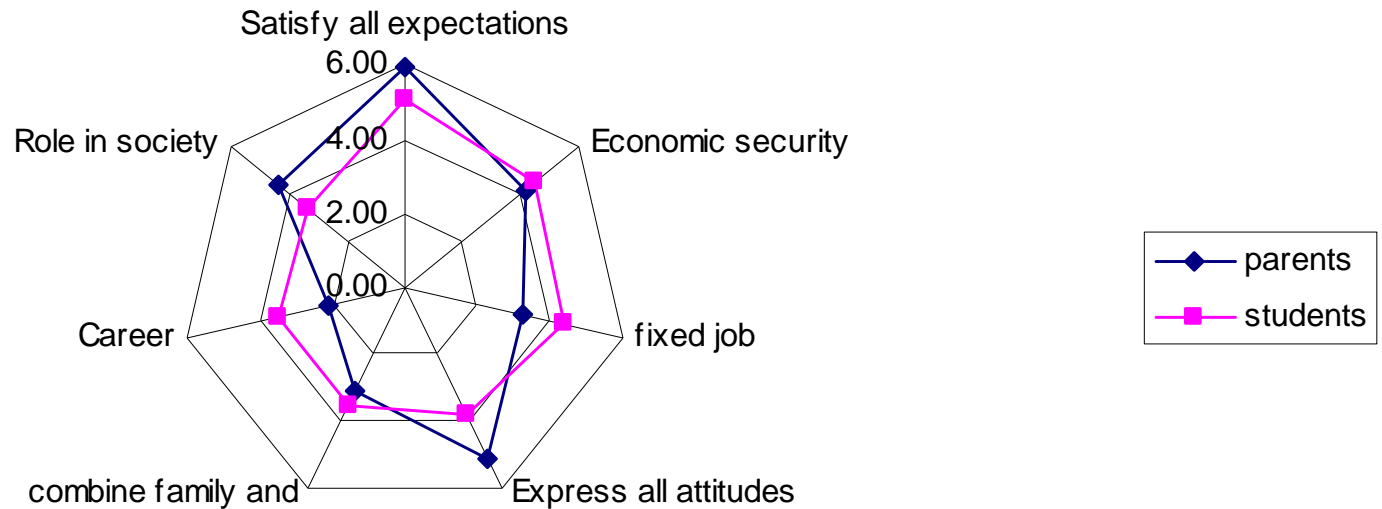
- **Failed attempts and status of the decision-making process one semester after the initial choice was made**
- **Satisfaction about the choice made**
- **Professional representations**

The ideal profession

The ideal profession: parents and students



The role of the profession in life?



First plan

		schools							
		SME1		SME2		SME3		TOTALE	
		N	%	N	%	N	%	N	%
indecisi: ~15%	General schools (1)	15	30.6%	29	44.6%	29	51.8%	73	42.9%
	Full-time VET (2)	3	6.1%	7	10.8%	7	12.5%	17	10.0%
	Dual VET track (3)	17	34.7%	11	16.9%	10	17.9%	38	22.4%
	Repeting the year (4)	0	.0%	2	3.1%	0	.0%	2	1.2%
	Other solutions (5)	5	10.2%	4	6.2%	2	3.6%	11	6.5%
	1/2	1	2.0%	6	9.2%	5	8.9%	12	7.1%
	1/3	3	6.1%	0	.0%	1	1.8%	4	2.4%
	1/4	0	.0%	0	.0%	1	1.8%	1	.6%
	1/5	0	.0%	3	4.6%	0	.0%	3	1.8%
	2/3	3	6.1%	2	3.1%	0	.0%	5	2.9%
	2/5	1	2.0%	0	.0%	1	1.8%	2	1.2%
	2/4	1	2.0%	0	.0%	0	.0%	1	.6%
	3/4	0	.0%	1	1.5%	0	.0%	1	.6%
	3/5	0	.0%	0	.0%	0	.0%	0	.0%

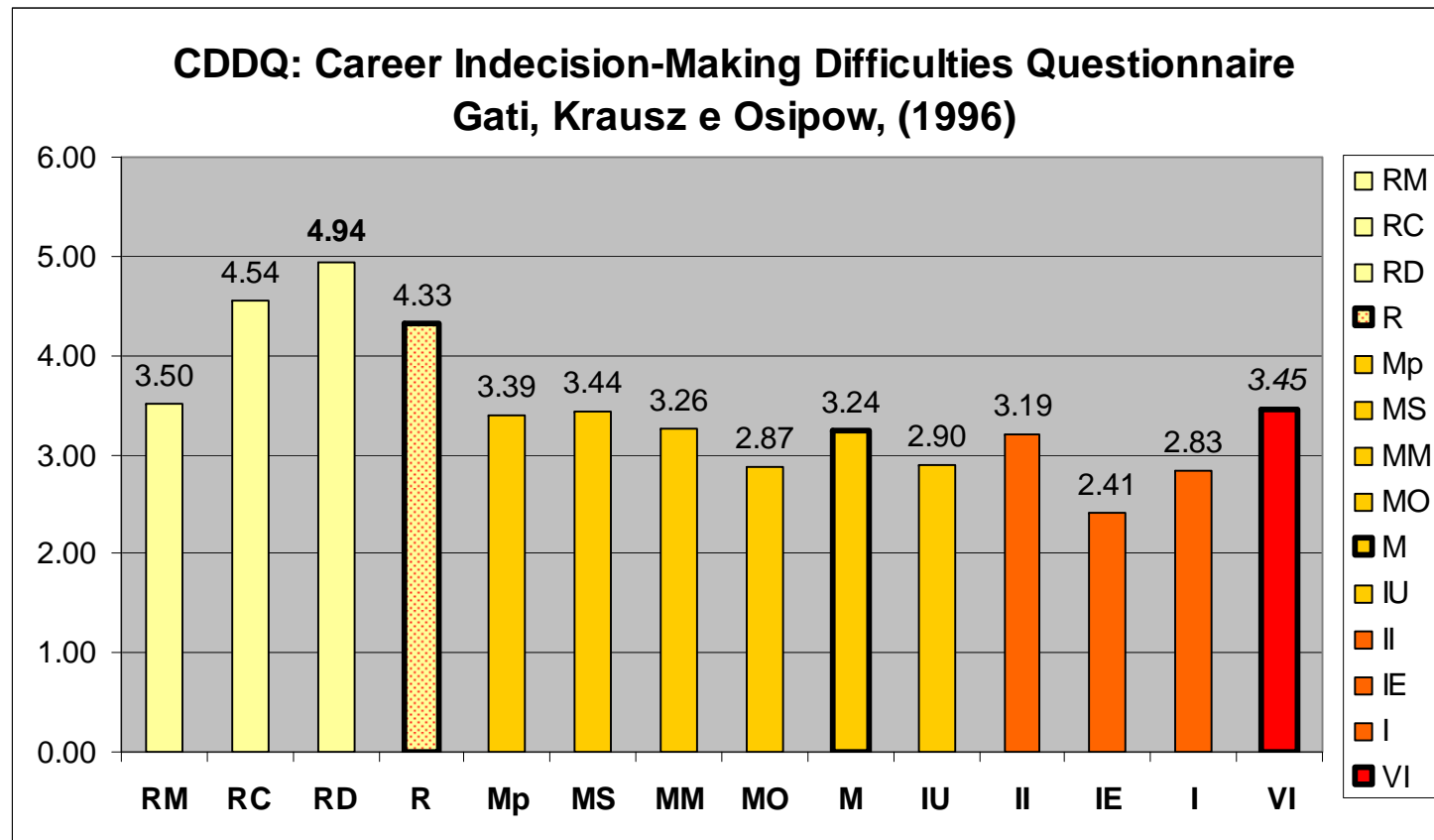
To the question:

“Do you agree with the training choice of you son/daughter?” 100% parents agreed

The backup plan

Tipo_1st_choice BY backup plan						
	BACKUP PLAN					
FIRST CHOICE	<i>SEL. SCHOOLS</i>	<i>FULL TIME VET</i>	<i>DUAL TRACK VET</i>	<i>OTHER SOLUT.</i>	<i>INDECISION</i>	
<i>SEL. SCHOOLS</i>	69.9	11.0	2.7	1.4	15.1	100.0
<i>FULL TIME VET</i>	12.5	31.3	18.8	18.8	18.8	100.0
<i>DUAL TRACK VET</i>	8.3	19.4	44.4	16.7	11.1	100.0
<i>OTHER SOLUTIONS</i>	10.0	10.0	10.0	70.0	0.0	100.0
<i>REPETITION</i>	33.3	0.0	0.0	33.3	33.3	100.0
<i>INDECISION</i>	8.0	8.0	8.0	16.0	60.0	100.0
	36.8	14.1	14.7	13.5	20.9	100.0

Possibile difficulties?



(R) Readiness in details

		Rm	p-value	Rc	p-value	Rd		R	p-value
Total		3.50		4.54		4.94		4.33	
School	School1	3.46	P=0.19 NS	4.25	P=0.349 NS	5.23	P=0.141 NS	4.31	P=0.151 NS
	School2	3.28		4.55		4.64		4.16	
	School3	3.79		4.80		5.03		4.54	
Gender	M	3.74	P=0.045	4.31	P=0.112 NS	5.19	P=0.045	4.41	P=0.314
	F	3.27		4.78		4.69		4.25	
Nationality	foreign	3.62	P=0.638 NS	5.03	P=0.111	5.52	P=0.022	4.72	P=0.019
	Swiss	3.47		4.43		4.80		4.23	
Mother Tongue	Italian	3.58	P=0.257 NS	4.51	P=0.652 NS	4.99	P=0.437 NS	4.36	P=0.509 NS
	Other Language	3.26		4.67		4.76		4.23	
Repetition of year	0	3.53	P=0.526 NS	4.43	P=0.058 NS	4.89	P=0.336 NS	4.28	P=0.188 NS
	1	3.32		5.23		5.23		4.59	
Course typology	2 basic courses	3.33	P=0.554 NS	4.76	P=0.713 NS	5.08	P=0.196 NS	4.39	P=0.872 NS
	1 attitudinal course	3.32		4.39		5.35		4.35	
	2 attitudinal courses	3.60		4.49		4.78		4.29	

(M) Lack of information in details

		Mp	p-value	Ms	p-value	Mm	p-value	Mo	p-value	M	p-value
Total		3.39		3.44		3.26		2.87		3.24	
School	School1	3.57	P=0.11 5 NS	3.29	P=0.21 1 NS	2.99	P=0.07 2 NS	2.56	P=0.165 NS	3.10	P=0.122 NS
	School2	3.01		3.21		3.04		2.81		3.02	
	School3	3.67		3.82		3.75		3.21		3.61	
Gender	M	3.56	P=0.23 4 NS	3.56	P=0.43 7 NS	3.45	P=0.23 1 NS	2.89	P=0.891 NS	3.36	P=0.342 NS
	F	3.22		3.32		3.08		2.85		3.12	
Nationality	foreign	3.63	P=0.42 9 NS	3.74	P=0.33 9 NS	3.42	P=0.60 6 NS	2.95	P=0.763 NS	3.44	P=0.461 NS
	Swiss	3.33		3.36		3.23		2.85		3.19	
Mother Tongue	Italian	3.33	P=0.44 5 NS	3.43	P=0.96 1 NS	3.23	P=0.73 1 NS	2.80	P=0.356 NS	3.20	P=0.567 NS
	Other Language	3.59		3.45		3.36		3.10		3.38	
Repetition of year	0	3.27	P=0.05 4 NS	3.32	P=0.07 0 NS	3.11	P=0.01 1	2.74	P=0.024	3.11	P=0.015
	1	4.07		4.12		4.19		3.62		4.00	
Course typology	2 basic courses	3.72	P=0.49 0 NS	3.74	P=0.56 2 NS	3.46	P=0.79 3 NS	3.03	P=0.693 NS	3.49	P=0.585 NS
	1 attitudinal course	3.38		3.49		3.18		3.00		3.26	
	2 attitudinal courses	3.26		3.31		3.21		2.77		3.14	

(I) Inconsistent Information in details

Total		Iu	p-value	Ie	p-value	Ii	p-value	I	p-value
		2.90		2.41		3.19		2.83	
School	School1	3.03	P=0.190 NS	2.85	P=0.168 NS	2.98	P=0.139 NS	2.95	P=0.338 NS
	School2	2.59		2.20		3.05		2.61	
	School3	3.14		2.25		3.54		2.98	
Gender	M	2.93	P=0.837	2.71	P=0.049	3.32	P=0.309	2.99	P=0.196
	F	2.87		2.11		3.07		2.69	
Nationality	foreign	2.97	P=0.806	3.09	P=0.026	3.42	P=0.370	3.16	P=0.169
	Swiss	2.88		2.24		3.14		2.76	
Mother Tongue	Italian	2.85	P=0.523	2.33	P=0.352	3.20	P=0.885	2.80	P=0.550
	Other Language	3.06		2.66		3.16		2.96	
Repetition of year	0	2.77	P=0.021	2.25	P=0.012	3.14	P=0.271	2.72	P=0.017
	1	3.65		3.32		3.53		3.50	
Course typology	2 basic courses	3.34	P=0.179	2.73	P=0.253	3.30	P=0.594	3.12	P=0.406
	1 attitudinal course	3.04		2.74		2.93		2.90	
	2 attitudinal courses	2.71		2.21		3.24		2.72	

Information sources

Information Source	Did you use this? (% “yes”)	Mean utility perceived (1=useless; 9=useful)	Did you personally asked or look for this? (% “yes”)
<i>Guidance texts</i>	66.90%	5.35	39.0%
<i>Stages</i>	56.40%	5.81	64.4%
<i>Specific website</i>	55.20%	5.33	59.2%
<i>Informative events</i>	55.00%	5.11	42.3%
<i>Enterprises visits</i>	33.10%	4.34	40.8%
<i>Announcements</i>	22.70%	3.44	24.2%

Important actors

- **90% of students have discussed this choice with parents**
- **80% of students have discussed with parents several times**
- **Parents are perceived by their children as the most useful “counsellor”**
- **83% students: the families play a role in the decision
vs. 7% of parents**

Phase 2

<i>Phase1 projects</i>	<i>Real situation (fase2)</i>					
	SEL SCHOO LS	FULL TIME VET	DUAL TRACK VET	REP.	Sol. temp	Altro
SEL. SCHOOLS	92.3%	1.9%	1.9%	3.8%	.0%	.0%
FULL TIME VET	7.7%	84.6%	7.7%	.0%	.0%	.0%
DUAL TRACK VET	.0%	3.6%	78.6%	.0%	3.6%	14.3%
REPETITION	.0%	.0%	.0%	100.0%	.0%	.0%
OTHER SOLUTIONS	11.1%	.0%	.0%	22.2%	.0%	66.7%

Phase 2

- In the second phase the 30% of those who preferred intellectual and scientific profession has decreased to the 15% → They now answered “I don’t know”
- Those who chose a DUAL VET TRACK feel “very well about the choice made” for the 42.9%
- Those who are in the selective schools feel “very well” for the 17.3%

Next steps

- **Definition of some measures to be experimentally implemented:**
 - Organisational and institutional level: in terms of collaboration between guidance counsellors, school coordinators, teachers (qualitative data)
 - Information and training of parents (awareness)
 - Information and training of students about
 - Different possibles *parcours* and professions, mobility
 - How to take a professional/ training choice
 - How to recognise their own competences (avoid under-overstimation)
 - How to design their own career project