



IIS  
PROFESSIONALE E TECNICO COMMERCIALE  
"A. CASAGRANDE"  
"F. CESI"  
TERNI



Leonardo da Vinci



# EMPOWER.MENT PROJECT

II ASSESSMENT REPORT  
DIMENSION E



## DIMENSION E – RESULTS, ANALYSIS, IMPROVEMENT

### E1 RESULTS

#### E1.1 Information and data, way of collecting and processing information-results on the school capacity of attraction

##### E1.1.1 Context analysis

##### E1.1.1.1 Analysis of the local context

113,000 inhabitants, with a percentage of "over 65s" of 25%, Terni owes to foreigners (8% mainly concentrated in the age group 25-45) the containment of this percentage, which would otherwise be even greater. The structure of the average family in Terni has greatly changed: formerly stable institution, now much more dynamic (families which are created, split or come to an end), is increasingly characterized by single persons, not only widows and elderly as at the end of the 90s but also young and single people, or by cohabiting families not bound by special ties of affection or parental. **This phenomenon has a very negative effect on the development of teens personality and calls the school to partly replace the parental function, with all the problems that this entails.** The Municipality of Terni has a vast network of associations ([Associazioni giovanili Terni](#)) and volunteering ([Associazioni di volontariato](#)), but stands out nationally for juvenile delinquency, combined with bullying, which has attracted the attention of the police and the entire local community.

Regarding **the environment**, (data from Provincial Permanent Observatory on environmental and health problems -University of Perugia Department of surgery and public health-Chair of Hygiene-Terni), the territory is characterized by **environmental pollution of which a large part of responsibility is borne by citizens**: Terni is one of the first cities in Italy for vehicular traffic (66 cars x 100 inhabitants). 75% of the diseases is due to smog and wrong ways of life, as

- **cigarette smoking**, whose role in causing lung cancer is certain
  - **eating habits**, both in relation to the quality of food (diet rich in animal fats, mainly meat, low in fiber) and to the cooking method (meat excessively grilled; high consumption of smoked products).
  - use and customs of the household, such as heating oil -kerosene instead of gas, the combustion of plastics in non-secure environment, the disproportionate use of private vehicles, consumption of beverages in disposable bottles with a consequent increase in the amount of waste. Low tendency to sorting rubbish. The most worrying situation common to many Italian towns remains, however, that of fine particles. At "Le Grazie" in Terni (where the headquarters of the school is located) there is the most consistently out of control situation, with values always above 90 g / m<sup>3</sup>, when the limit value for the protection of human health (MD 60/02 ) is a daily average of 50 g / m<sup>3</sup>. PM10 in the Terni basin originates mainly from traffic (53%) and industries (42%), while the contribution of thermal heating and incineration give a marginal contribution (4% and 1%).
- With regard to **pedestrian areas** Terni offers 153 square meters of road surface for pedestrians per 100 inhabitants, compared to 33 mq/100 inh. national average of provincial capitals. The usable urban green spaces per capita is 11 where 5 is the value as sq.m./inhabitant of required minimum usable green, good data, vanified by pollution from vehicles.

27th in 2010 Urban Ecosystem [Urban ecosystem 2010](#) for energy policies, for the introduction of economic incentives and measures for energy conservation and the ninth for reduced per capita consumption of electricity with 987 kWh/inhabitant than the national average of 1200 kWh/inh, has a still insufficient rate of differentiated rubbish

collection (around 31%) and an excessive amount of municipal solid waste (580 kg/inhabitant/year). The new project of separate collection of rubbish of the municipality aims at reaching 45% within the year, 65% by 2012. Other initiatives concerning the protection of the urban ecosystem are: the inauguration of the newly public fountain of mineral water in "Le Grazie" park, which will help reduce pollution by plastic; a collaboration between the Province of Terni, Confesercenti, Confcommercio, Novamont and Ceplast "Project Eco-shopping" for the spread of bio-eco-friendly shoppers. Partly from the idea of a student of "F. Cesi," with the ASM, the City Council and the USP of Terni, the project Eco schools' net has been active in schools since 2009, so far allowed permitting the collection of 20,471 kg of paper, 2,701 pounds of plastic and 1,909 pounds of glass and aluminum, for a total of 25,081 kg of RD.

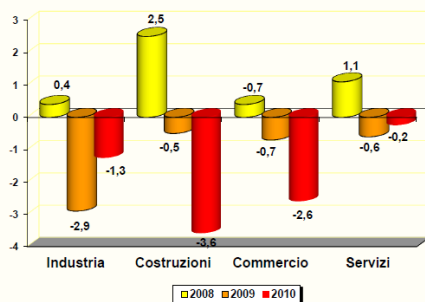
Much of what can be done to improve the ecosystem depends on the citizens, who must make health a resource and not a dis-economy, taking specific responsibility for controlling the authorities but also by doing themselves what they ask others to do. Businesses, from small to large, should take very great responsibility, being able to make considerable changes in relation to the production of pollutants and waste, to energy saving, the recovery and transportation of materials, and more.



### Sistema Informativo Excelsior

#### SALDI OCCUPAZIONALI

Variazioni % per settore di attività in provincia di Terni



Fonte: Unioncamere - Ministero del Lavoro, Sistema Informativo Excelsior, 2008-2010

As you can see, the question is to undertake a great effort that moves in two directions, a cultural one that develops knowledge and responsibility and a political one, which involves all those involved in various ways locally and starts a virtuous cycle of respect by everybody. **The school is strongly implicated as co-trainer, with the family, of the future players in improvement of the ecosystem.**

What emerged from the analysis of the context leads to **the need to impact heavily on the new generations to develop a sense of respect for people and environment** that is severely lacking. The data shows that, if it is true that some of the responsibility must be attributed to local governments, it is even more true that these are, however, expression of a population with this type of mentality. Unfortunately, the data on the increase in juvenile delinquency, vandalism and bullying are not encouraging and require immediate and decisive educational interventions.

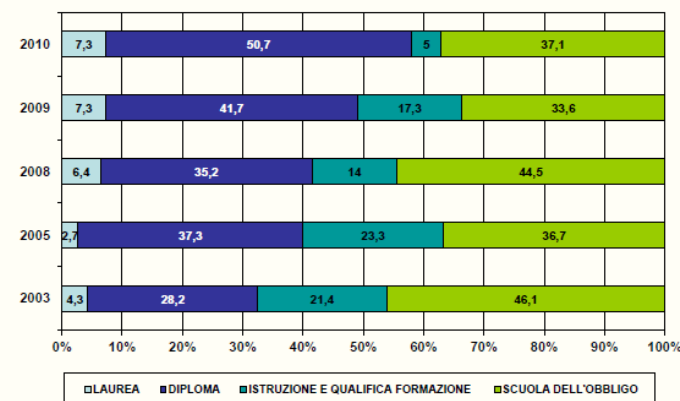
The photograph of the **professional requirements of the area** and the **employment perspectives** in the near future is given by the Excelsior Information System (Unioncamere / Ministry of Labour / ESF/Chamber of Commerce of Terni [Sistema Excelsior](#)), which detects a trend, already highlighted in past years, but now more pronounced, of growth in the services sector, including trade and catering, which employs nearly 65% of employed people (employment growth in 2011, however, affects only the advanced services sector and information to businesses and public utilities) at the expense of industry, which barely keeps 35% of the labor market, supported last year by the construction sector, which is currently in crisis; the key economic sectors Terni are: construction, trade, industry (especially small realities with 1-9 employees, who have not benefited from the social safety laws) show signs of extreme hardship for two years.



### Sistema Informativo Excelsior

#### CARATTERISTICHE DELLE ASSUNZIONI

Titoli di studio richiesti  
ultimi sette anni - provincia di Terni



Fonte: Unioncamere - Ministero del Lavoro, Sistema Informativo Excelsior, 2003-2010

Titoli di studio richiesti valori assoluti anno 2010 – provincia di Terni		
LIVELLO DI ISTRUZIONE	INDIRIZZO	N°
Universitario		150
	ingegneria	30
	Altri indirizzi	120
Secondario e post-secondario		1.030
	amministrativo-commerciale	270
	turistico-alberghiero	130
	meccanico	100
	agrario-alimentare	50
	altri indirizzi	70
Istruzione professionale di Stato	indirizzo non specificato	410
		100
	Indirizzo meccanico	30
	indirizzo socio-sanitario	40
	altri indirizzi	30
Scuola dell'obbligo		750
<b>TOTALE ASSUNZIONI</b>		<b>2.030</b>

\*Valori assoluti arrotondati alle decine. A causa di questi arrotondamenti, i totali possono non coincidere con la somma dei singoli valori.

Fonte: Unioncamere – Ministero del Lavoro, Sistema Informativo Excelsior, 2010

Terni, highlight as a primary competence for technical professions the ability to work independently (78.8%), then to solve problems (63.1%), to teamworking (58.4%), to manage relationships with customers (46.3%), communication skills (41.6%), coordination (32.2) and, in the order administrative skills (30.2%), manual (25.1%), ICT (23.1%-this figure, far inferior to the national level, it justified by the lack of modernization of business services in the area), creative skills (14.1%). With regard to skilled jobs in business services what matters most is the ability to manage relationships with customers (73.9%), teamwork (63.9%), independence (34%) communication skills (30.7% ) and, of course, the manual skills (42.2%) (Table 13.1 Excelsior Terni pag36 2010).

The above sets the "Casagrande Cesi" in first position as educational institution of a strategic part of the school population that goes to cover a wide and diverse sector of employment, which requires solid skills but, perhaps even most, transversal skills that the project intends to promote.

The decrease in the commercial sector signals the loss of purchasing power of the population and the crisis that currently involves the whole area, local as national. The trend of bank deposits and loans emphasizes a strong contraction of the first than the latter in the last decade, signaling a worrying situation of debt (source: Bank of Italy). With regard to the profiles the market requires, the area indicates a low demand for graduates (which has also risen from 3-4% to 6-7%) and a strong increase in the demand for school-leavers (42% in 2009 to 51% in 2010). The the most popular qualifications are in Business Administration- (26%), hotel and tourism (13%) and mechanical. Worth noting is the emergence of the socio-health branch (4%) for vocational education. As for the university, in the various faculties of the University Pole of Terni were registered in 2009-10 just under 1,000 students, growing from ten years ago, when the University Polo was born in Terni, which is undergoing a crisis and reorganization. The most popular degrees are: Economy (60) and Engineering (30). A highly significant data is the skills businesses consider essential for work. As you can see, the social abilities account for almost more than the technical ones.

The data reported in

## QUALI COMPETENZE VALGONO UN LAVORO?

**LE COMPETENZE TRASVERSALI CONTANO PIÙ DI QUELLE TECNICHE**  
Capacità di lavorare in team e di svolgere autonomamente i compiti assegnati sono le competenze più richieste. Meno rilevanti le abilità informatiche, linguistiche e amministrative

Rispetto alle altre professioni, valgono di più la.....

**PER LE PROFESSIONI SCIENTIFICHE, INTELETTUALI E TECNICHE:**

Capacità di risolvere i problemi (57%)
Abilità nel gestire rapporti con clienti (53%)
Capacità di comunicazione (51%)
Competenze informatiche (36%)

**PER LE PROFESSIONI OPERAIE**

Abilità manuali (71%)
Capacità di lavorare in autonomia (48%)
Capacità di risolvere problemi (41%)
Abilità creative e di Ideazione (17%)

### E1.1.1.2 Analysis of the school context

#### History of the school

The "F. Cesi," first Technical Institute in Umbria in 1860 after the unification of Italy, was initially made up of the sections of “Agrimensura”, scientific and administrative sections, has gradually come to the organization that characterized it before the present reform, with two branches: “Giuridico-Economico-Aziendale” and “Programmers”. The reform has redesigned this structure providing the new branch "Administration, Finance and Marketing," "Enterprise Information Systems" (computer) and "Tourism". The "Casagrande" was founded in 1930/31 as “Regia”(we still had a Monarchy at that time) vocational secondary school, over the years became a Commercial Technical School (1959/60) and later (1961) Professional Institute, adding "Correspondents in Foreign Language", "Accountant "" employee in tourist offices ", " Graphic Designer "and, since 2000," Alberghiero". The school has always been characterized by the effort to acquire the latest facilities to get in step with the times and offer the city the professionals that it requires. With the crisis of the big steel company and the challenge of globalization, the country has attempted conversion paths entering the circuit of local dislocation of corporations; the local economy aims at the development of small enterprises, which in turn have to face the challenge of a "global" competition and requires both "brains" to develop strategies and organizational strategies suited to the revival of a poor but rich in potentially exploitable resources land, and of operating forces to implement them. **Unfortunately, despite the many declarations of intent, the sector that could pull the local economy, tourism, has never taken off properly.**

Many resources are invested by the school in the study and creation of projects to enable children to develop skills appropriate to the demands of the territory, to which it is connected by a network of synergies: those with the University and the economic world, with which over time has been woven a dense mesh of collaborating forms to delineate orientation training courses. The history of the school-work project, one of the most important ones, has its roots in the first, far experiments for internships and conferences in the 80s, to arrive to business simulations, national projects networking with local schools, businesses, public agencies, private, media centers, banks: activities aimed at achieving the educational objectives required to enable students both to enter the labour market and to go on with their studies.

#### E1.1a Number and type of students

The School currently has

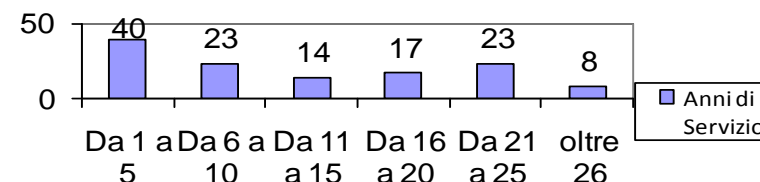
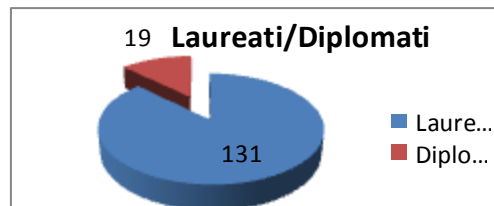
2010-11 1200 students		2011-12 1185 students		2012-13 1.155 students	
750 Professional Casagrande	450 Technical Cesi	712 Professional Casagrande	473 Technical Cesi	685 Professional Casagrande	470 Technical Cesi

The percentage of presence of foreign students is very high and represents 15% (Cesi 2012/13) and 16% (Casagrande 12/13) of all pupils (the percentage of foreigners at national level and in the town of Terni was in 2011 8%, vs. 13% at regional level-[Alunni con citt. non italiana 10-11](#)); in the school there are about 18 different ethnic groups. The percentage of students with disabilities is, for the professional, almost 6% (much higher than 2% at secondary school level, both regional ([Umbria](#)) and national , but similar to the percentage of people with disabilities in the Region of Umbria and in the town of Terni), 2% (10/11), 1,5%(11/12) for the Technical Branch. 70% of students reside in the municipality, 30% come from neighboring towns or farther.

As can be seen from the data, the school offers a very mixed sample of users with different needs. In addition, the two schools, joined for three years, still need time to blend their respective populations, and try and solve the problems related to the integration of groups of students at risk of exclusion, such as immigrants and students with disabilities.

### E1.1aa Composition of School Board per qualification/age- Stability of teachers with reference to permanent personnel only

Upper school graduates	19
University graduates	131

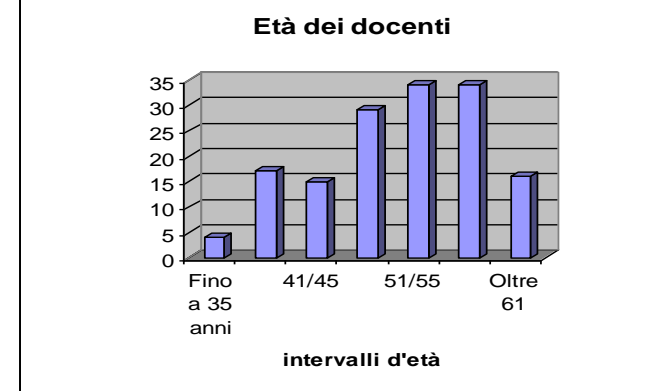


### Composition of Teachers' Board per age

Up to 35	4
36/40	17
41/45	15
46/50	29
51/55	34
56/60	34
Over 61	16

Within the school there is a stability of teachers permitting continuity in the educational courses in order to reach EOP objectives. Besides, the teachers' commitment is proved by the low requests for transfers or employments outside the school. The new teachers are linked to the activation of new courses (social-health and hotel reception). The new staff has to complete a year of probation in the school, assisted by a tutor teacher of the same subject; this choice is made by the Headmaster. At

the end of the year new teachers are evaluated by the Evaluation Committee during an interview.

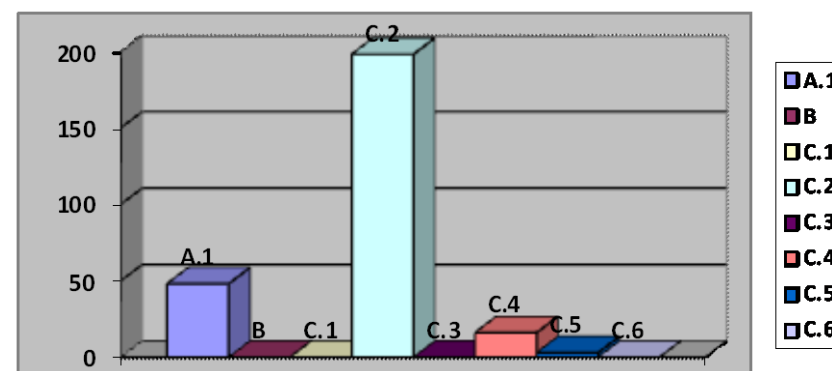
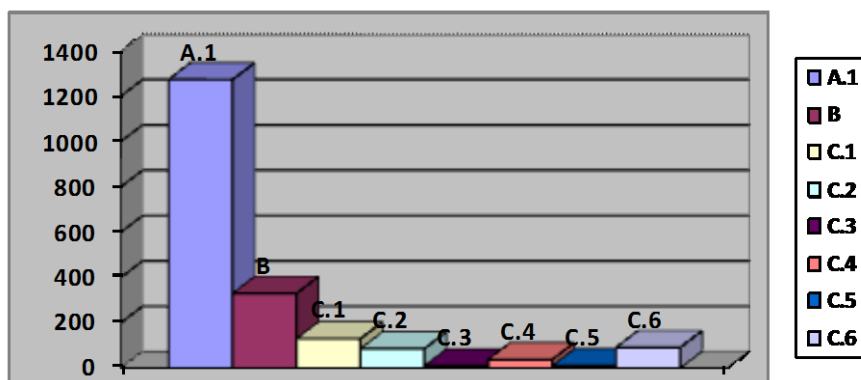


### ABSENCES OF TEACHING PERSONNEL

TYPE OF ABSENCE	Permanent staff	Temporary staff
<b>A.1</b> Paid illness/days	<b>1273</b>	<b>48</b>
<b>B</b> Illness>11days n.events	<b>33</b>	
<b>C.1</b> Law 104	<b>130</b>	
<b>C.2.D</b> Parental leave for illness son/daughter (Women)	<b>85</b>	<b>198</b>
<b>C.2.U</b> Parental leave for illness son/daughter (Men)	<b>1</b>	
<b>C.3</b> Training	<b>10</b>	
<b>C.4</b> Paid permissions	<b>38</b>	<b>16</b>
<b>C.5</b> Strikes	<b>11</b>	<b>3</b>
<b>C.6</b> Unpaid absences	<b>91</b>	

The monthly collection of data relating the teachers' absences shows the following distribution. As regards the type B absence, 11 days per event (min) have been taken into account.

Absences of permanent teachers  
Absences of temporary teachers

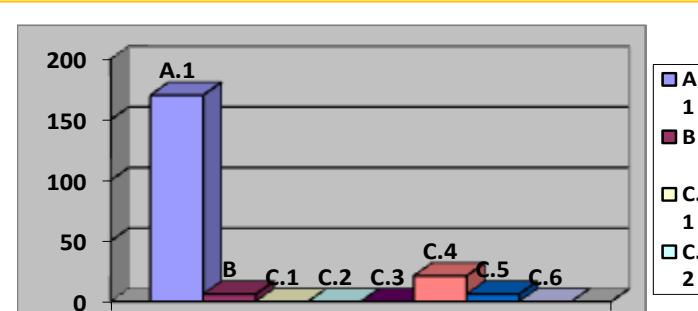
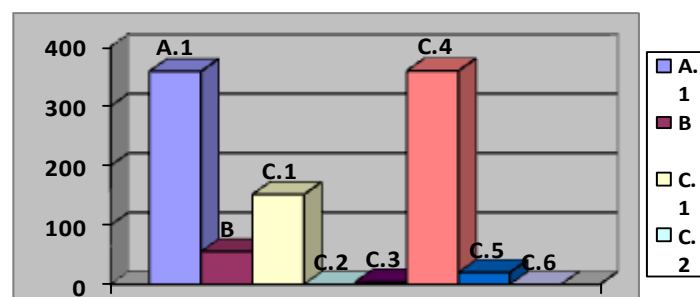


#### E1.1ab Absences ATA

The monthly collection of data relating to ATA staff absences shows the following distribution. As regards the absence of type B, this means number of events: 11 days for event (minimum) have been considered.

Absences ATA permanent staff  
Absences ATA temporary staff

ASSENZE DEL PERSONALE ATA		
Type of absence	Permanent staff	Temporary staff
A.1 Paid illness/days	358	170
B Illness>11days n.events	5	6
C.1 Law 104	151	
C.2.D Parental leave for son/daughter illness (women)		
C.2.U Parental leave for son/daughter illness (Men)		
C.3 Training	4	
C.4 Paid permissions	359	21
C.5 Strikes	20	6
C.6 Unpaid absences		



### E1.1b Capacity of attraction of stakeholders based on fundraising or conventions with public/private entities

#### Fundraising

Funding under article 9	Convention with Province Council for basic literacy in the Italian language for immigrants	ASL4/Province of Terni / USR protocol for the inclusion of disabled students	ASL4 protocol for the promotion of wellness in schools and the reduction of early school-leaving/teachers' training	Funding of Umbria Region by decree " save-precarious " projects interventions aimed at integrating and improving educational service systems	Financing Savings Bank Foundation for Wireless Network / Rotary-School Partnership Project Peer Tutoring
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#### Conventions for internships:

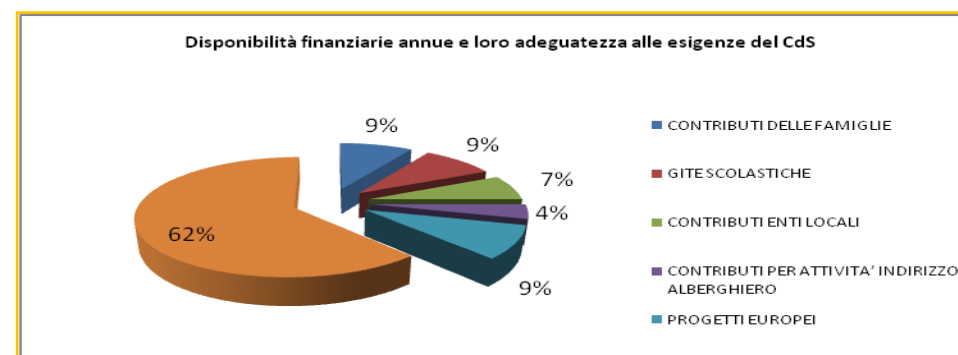
INPS / City of Terni / Province of Terni / Municipalities of Cottanello-Arrone	Professional Studies in the Province: at least 30 studies	Companies in the area: at least 20	Tourist agencies: at least 30	Insurance agencies: at least 20	Accommodation facilities: at least 6 (Hotels), at least 30 (bars-cafes), at least 30 (restaurants / trattorias / pizzerias)
Pastry laboratories: at least 6	Supermarkets: 2	Chamber of Commerce of Terni	Provincial Labor Direction	Public Library of Terni	Agreements for the free supply of raw materials for the hotel course for the organization of events
ASM	Confesercenti / Confartigiani	API (Association of Small Businesses)	Trade Unions	ONLUS: at least 6	

#### Final Account

It is a document which highlights the results obtained with the various management operations and prove the behavior of the governing body of the school, aims met with the presentation of the final account, which may end with a balance, competence financial surplus or deficit.

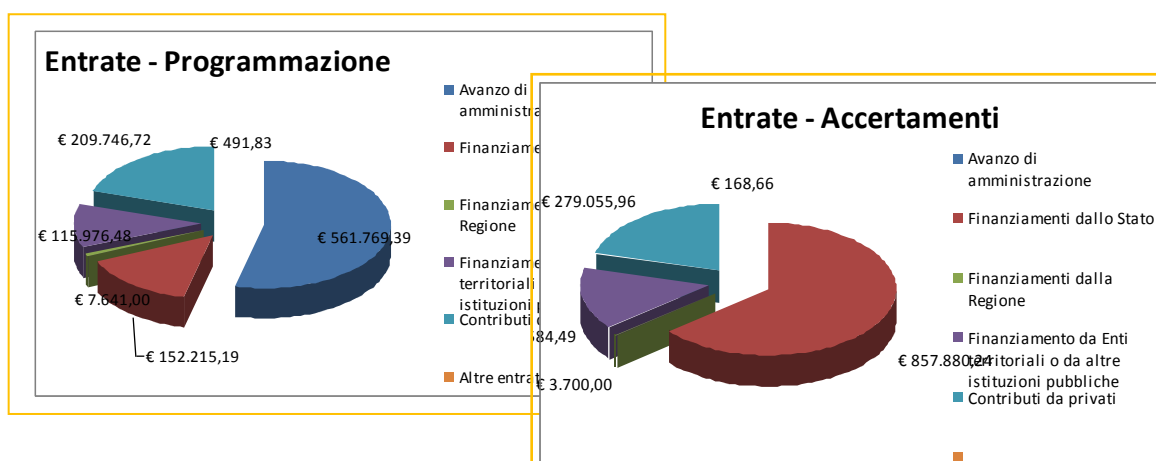
#### a. Annual financial availability and adequacy to the school needs

description	%
CONTRIBUTIONS OF FAMILIES	9%
SCHOOL TRIPS	9%
CONTRIBUTIONS FROM LOCAL AUTHORITIES	7%
CONTRIBUTIONS FOR HOTEL COURSE	4%
EUROPEAN PROJECTS	9%
STATE FUNDING	62%
TOTALE	100%

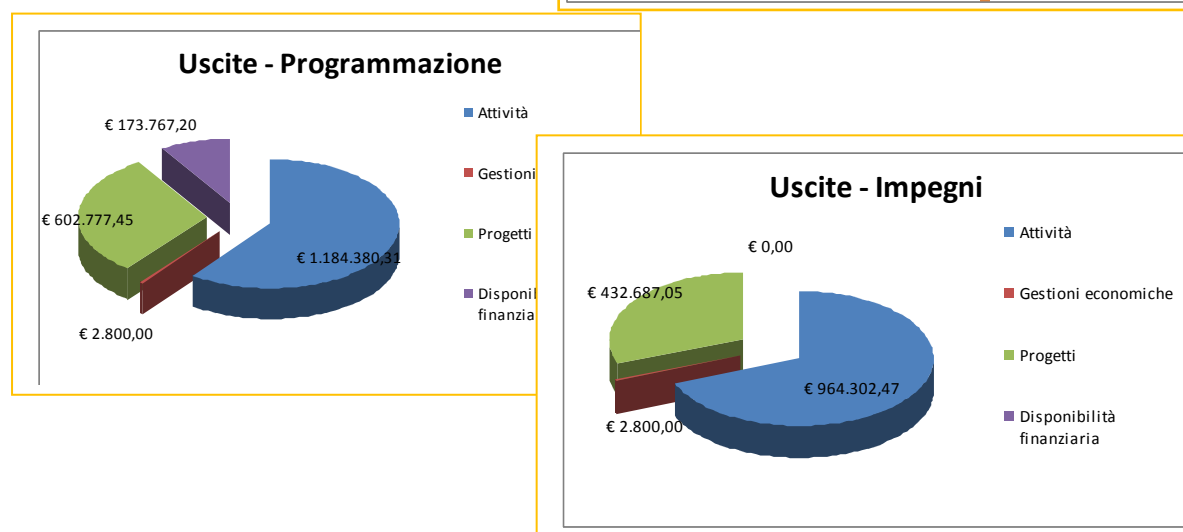


The Italian school, and our school in particular, is in financial distress resulting from the failure to collect a number of credits schools have from the State, to meet commitments and expenses actually incurred. Schools should be relieved from expenses of which it has no control: a large expense is made by short replacement of staff since the original budget is often not enough.

Financial Year 2010	Situation on 31/12	
REVENUES	Planned	Final
Administration surplus	€ 620.335,61	
State funding	€ 857.880,24	€ 857.880,24
Region funding	€ 3.700,00	€ 3.700,00
Funding by other local public institutions or entities	€ 202.584,49	€ 202.584,49
Funding from private entities	€ 279.055,96	€ 279.055,96
Other revenues	€ 168,66	€ 168,66
TOTAL REVENUES	€ 1.963.724,96	€ 1.343.389,35



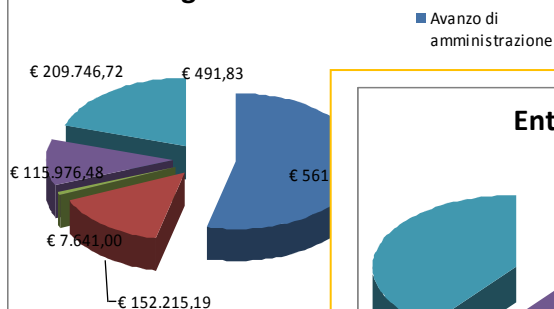
EXPENSES	Planned	Final
Administration	€ 211.546,18	€ 177.088,50
Educational costs	€ 131.223,00	€ 100.120,56
Staff costs	€ 834.011,37	€ 679.676,21
Investment costs	€ 7.599,76	€ 7.417,20
Activities	€ 1.184.380,31	€ 964.302,47
Economic management	€ 2.800,00	€ 2.800,00
Projects	€ 602.777,45	€ 432.687,05
Available funding	€ 173.767,20	€ -
TOTAL EXPENSES	€ 1.963.724,96	€ 1.399.789,52



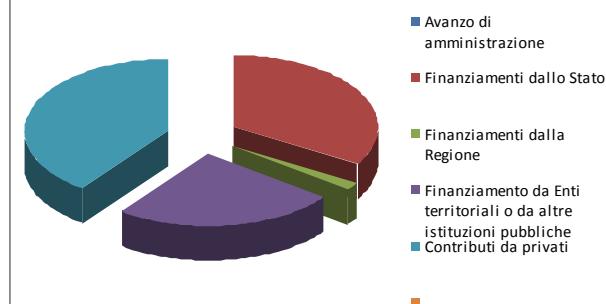
Financial Year 2011	Situation on 30/10	
REVENUES	Planned	Final
Administration surplus	€ 561.769,39	€ -
State funding	€ 152.215,19	€ 152.215,19
Region funding	€ 7.641,00	€ 7.641,00
Funding by other local public institutions or entities	€ 115.976,48	€ 112.476,48
Funding from private entities	€ 209.746,72	€ 179.580,22
Other revenues	€ 491,83	€ 491,83
<b>TOTAL REVENUES</b>	<b>€ 1.047.840,61</b>	<b>€ 452.404,72</b>

EXPENSES	Planned	Final
Administration	€ 131.282,42	€ 63.572,19
Educational costs	€ 106.143,50	€ 53.876,19
Staff costs	€ 229.404,23	€ 216.734,68
Investment costs	€ -	€ -
Activities	€ 466.830,15	€ 334.183,06
Economic management	€ -	€ -
Projects	€ 371.089,81	€ 257.150,46
Reserve fund	€ 1.200,00	
Available funding	€ 208.720,65	€ -
<b>TOTAL EXPENSES</b>	<b>€ 1.047.840,61</b>	<b>€ 591.333,52</b>

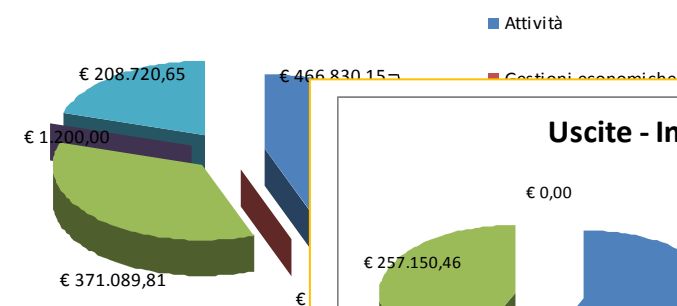
### Entrate - Programmazione



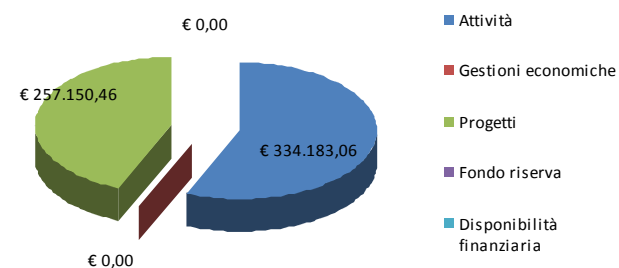
### Entrate - Accertamenti



### Uscite - Programmazione



### Uscite - Impegni



### E1.1.1c **Capacity of attraction of stakeholders based on customer satisfaction questionnaires**

#### E1.1.1c1 Teaching staff

The analysis of the questionnaires has highlighted the following areas, which indicate the need for changes:

- a) 83% of teachers requires better valorization of their work
- b) need for greater sharing of objectives, educational strategies, evaluation criteria (50% of teachers believe that decisions about teaching are not made collectively or only partially) and communication between teachers (71%)
- c) need for better circulation of information within the school (77%)
- d) need for more constructive relationships with families
- e) need to improve the organization of remedial courses, inadequate for 64% of teachers
- f) improvement of environmental conditions (hygiene, order, etc.), deficient according to 58%

The analysis of the questionnaires (11-12) has showed a strong improvement in some areas, while others indicate the need for improvement actions:

- a) there is still need for greater sharing of objectives, teaching strategies, evaluation criteria, since only 67% of teachers believe that decisions regarding teaching are taken jointly (percentage still better than the previous 50%)
- b) 71% of teachers believe that there is circulation of information within the school
- c) 65% of teachers believe the relationship with families is positive
- d) 67% of the teachers consider the organization of remedial courses valid
- e) 56% of the teachers consider the orientation activities implemented by the school valid
- f) 75% of teachers are satisfied with the environmental conditions (hygiene, order, etc.).

#### E1.1.1c2 ATA Staff

The analysis of questionnaires (10-11) shows strong dissatisfaction in all areas, up to 100% of opinion that their work is not valued, the only positive opinions are about the relationship with children (62% positive) and the free movement of the disabled in school (69%). It should be noted that this position is historically established and manifests a personal animosity of all against all; in spite of this, action has to be taken to heal these divisions, which have a very negative impact on the school climate as a whole.

The analysis of the questionnaires (11-12) shows lack of motivation by ATA (Administrative/technical personnel) in participating in the survey in order to improve the service. Positive opinions, from the very few completed questionnaires concern the relationship, both with children and teachers (80% positive), while they are not satisfied with the training or the level of involvement in school projects.

#### E1.1.1c3 Students

The questionnaires (10-11) included four possible answers: YES-IN-PART-NO I DO NOT KNOW. The students are quite satisfied with the training the school assures them (57% Cesi fully/38% in part - Casagrande 44% fully 47% in part). (From this point on the first results quoted refer to Technical Cesi, the second ones to Professional Casagrande,

where the differences are minimal, the average percentage is quoted). With regard to their relationship with the teachers nearly all students think they are trained and professional (45% fully, 52% and 47% in part). The problems arise when one considers the relational aspect: only 18% think that they know really how to make the subject interesting (65% in part); 23% think they are impartial and fair in the assessment (52% in part); 26% think that they know how to valorise their students (60% and 53% in part), 34% feel them attentive to their problems (57% and 52% in part). 50% and 38% of students feel they have difficulty in their study even if they study (but 13% and 21% admit candidly to study very little), but this commitment, translated in time, is less than two hours a day (62% to Cesi -75% to Casagrande).

As regards respect for rules only 25% believe students have it: the majority (72%) of children admits there is little or no respect for rules. **Bullying seems under control, since 89% and 80% respectively believe not to have suffered from forms of derision or marginalization.**

Rather high values concerning appreciation for context services and projects that the school organizes: Stage (56% and 73% of satisfaction); Guided tours and excursions (59%); Reception (56% and 42%); Postgraduate qualification (56%-almost eliminated by the cuts implemented by the aforementioned reform); high popularity for the management of cooking workshops, reception, lounge bar (77%), gym (73% and 55%), minor satisfaction for remedial activities (39% -47%), ongoing and outgoing guidance (32% -44% and 23% -34%), management of computer labs (32% and 45%), science (38% and 20% ), Library (23% and 13%, though this figure is outdated because the library was reopened to full use in the school year 10-11, then after the administration of the questionnaires mentioned).

As for the relationship with other educational components, the levels of availability and attention to the needs of children are: the Headmaster (33% full-37% in part), vicars (32% in full-34%), Secretarial staff (28% in full-37%) of caretakers (33% in full-39%), technicians (56% full-29% in part).

Little attention is believed to be given to environmental hygiene conditions (80% in part-not at all).

77% and 59% believe that the school favours the integration and exploitation of disabled and foreign students (64% and 58%). The flow of information is deemed accurate by 35% of the students, in part by 42%, 17% at all.

The questionnaires (11-12) included four possible answers: MUCH, YES, LITTLE, NO. 967 students completed the questionnaire, 83% of the school population. Students are **satisfied with the teaching the school provides them** (12% Much/68% Yes). As to their relationship with teachers, 65% (11% much/54% yes) considers them to be available and attentive to the problems of students and 47% believe they evaluate students fairly and justly.

**53% think teachers know how to make their subject really interesting**, 41% partly, 64% think the remedial activities offered by the school are good. 24% thinks he/she has difficulties in the study, even if they work hard, 17% candidly admits to work little. 64% regularly use the school website, 21% of the students know the POF, and **54% know the rules of the school and the "co-responsibility agreement"**, while the plan and evacuation procedures are known by 72%.

Over **80% of the students believe that the rules are respected by students**, **bullying** is under control, since 90% reports to have suffered no forms of derision or marginalization (although 10% is not to be undervalued). 72% think the **information guidance activities** to the choice of university courses/work are positive, 64% believe the information activities to guide the choice of the courses at the end of the two years are valid, and over 82% believe alternation school-to-work and other training activities for guidance significant.

Quite **high values relating to the satisfaction with context services, the projects and extra-activities the school organizes**: managing cooking workshops, reception, lounge bar (90%), fitness (78%), management of computer labs (62%), science (48%), the library (53%), hospitality (79%), acquisition of ECDL (65%), certification of languages (81%), music band (38%) , legal education (61%). As for the **relationship with the other components of school**, the level of availability and attention to the needs of the children are: Headmaster (52%), vicars (55%) secretarial staff (54%) caretakers (58% ), technicians (73%). Only 36% are satisfied with the environmental and hygiene conditions

#### E1.1.1c4 Families

The families (10-11) are more satisfied than students with the preparation the school provides them (60% Cesi fully/34% in part - Casagrande 54% full y-38% in part). (From this point on the first results quoted refer to Technical Cesi, the second ones to Professional Casagrande, where the differences are minimal, the average percentage is quoted). With regard to their relationship with the teachers they think they are almost all trained and professional (60% strongly, 31% in part), 56% feel them attentive to their children's problems (38% and 33% in part), few think that they are too strict or permissive (10%), only 8% reports relationship difficulties of children with teachers and very few (4%) report forms of exclusion / marginalization.

A non-significant sample of parents answered the questionnaires (11-12): 156 parents of pupils at Casagrande, and 52 parents of pupils at Cesi. The families are more satisfied than their children of the preparation the school provides them (88% Cesi - 83%Casagrande). As to their relationship with teachers almost all parents consider them attentive to the problems of their children (90%), and few think that they are too strict or permissive (10%), only 13% report difficulties in the relationship of children with teachers, and 15% report forms of exclusion/marginalization or ridicule by other students; 88% thinks remedial activities proposed by the school are valid. Career information and education guidance activities are significant for more than 80% of parents: for example, the activity of school/work alternation has the approval of 92% of parents.

94% believe the school promotes the integration and enhancement of disabled and foreign students. 71% of parents know and use the school website and 61% of parents know the EOP (Educational Offer Plan), the school regulations and the "co-responsibility agreement". Values are significant in relation to **satisfaction with the services and projects the School organizes**: extracurricular activities (92%), reception (97%); functional operation of laboratories (92%). As for the **relationship with the other components** of the school, the level of availability and attention to the needs of families are: Headmaster (90%), vicars (90%) secretarial staff (91%), support staff (94 %). The schedule of interviews with teachers (87%) are adequate. **Environmental and hygiene conditions** are less critical than reported by the children, 79% of parents are satisfied.

### E1.2/3 Information and data, way of collecting and processing of information-results on the school internal efficacy and effectiveness of context services

The data on the levels of failure and suspension of judgment are collected at the end of scrutiny operations and analyzed over the last Teachers' Board meeting in June. All data relating the perceptions of students, teachers, families and staff ATA are collected through the administration of annual customer satisfaction questionnaires (May), which are also examined and evaluated by the Teachers' Board in June. Instead, the data and information relating to the local feedback on the employability of graduating students and their choices after graduation is collected via telephone survey and processed in a database to be renewed every two years

#### E1.2a Advancement in the career of students and levels of learning achieved

Levels of learning achieved, failure rates and travel times for students

The total dropout rate is low: 6% for the Technical (increased if compared to the 2,5% of previous year), 3% for the Professional (slightly down in comparison with 3,5% of last year). If dropout rate is not high, non-admission rate is rather high, especially for Casagrande, while Cesi has had an important decrease if compared with last year. The rates of failure and suspension of judgment regarding the school years 2009-10 and 1010-11 in both schools are shown in the following tables:

School Year 2009/10														
SCHOOL	Tot.stud.	Tot.scrut	Retir/transf	%	Admitted	%	Not admitted	%	Susp.judg.	%	Adm.july	%	Not adm. july	%
Casagrande	824	795	29	3,5%	494	62,1%	132	16,6%	169	21,3%	162	96%	7	4%
Cesi	449	438	11	2,5%	275	62,8%	63	14,4%	100	22,8%	100	100%	0	0
Total	1.273	1.233	40	3,1%	769	62,4%	195	15,8%	269	21,8%	262	97%	7	3%

Casagrande	Tot.stud.	Tot.scrut	Retir/transf	%	Admitted	%	Not admitted	%	Susp.judg.	%	Adm.july	%	Not adm. july	%
First classes	195	186	9	4,6%	75	40,3%	55	29,57%	56	30,9%	52	93%	4	7%
Second classes	197	188	9	4,6%	88	46,8%	39	20,74%	61	31%	58	95%	3	5%
Third classes	146	140	6	4,1%	119	85%	21	15,00%		0%				
Fourth classes	146	143	3	2%	81	56,6%	10	6,99%	52	36,4%	52	100%		
Fifth classes	140	138	2	1,4%	131	95%	7	5,07%		0%				
Total	824	795	29	3,5%	494	62,1%	132	16,6%	169	21,2%	162	96%	7	4%

Cesi	Tot.stud.	Tot.scrut	Retir/transf	%	Admitted	%	Not admitted	%	Susp.judg.	%	Adm.july	%	Not adm. july	%
First classes	124	119	5	3,2%	61	50,8%	27	22,50%	32	26,7%	32	26,7%		
Second classes	116	114	2	1,7%	63	55,2%	15	13,16%	36	31,6%	36	31,6%		
Third classes	92	89	3	3,2%	52	58,4%	12	13,48%	25	28%	25	28%		
Fourth classes	61	60	1	1,6%	45	75,0%	8	13,33%	7	11,7%	7	11,7%		
Fifth classes	56	55	1	1,8%	54	98,2%	1	1,82%	0	0				
Totale	449	437	12	2,5%	275	62,8%	63	14,38%	100	22,8%	100	22,8%		

School Year 2010/11														
SCHOOL	Tot.stud.	Tot.scrut	Retir/transf	%	Admitted	%	Not admitted	%	Susp.judg.	%	Adm.july	%	Not adm. july	%
Casagrande	757	734	23	3%	459	62,5%	142	19,35%	132	17,98%	129	98%	3	2%
Cesi	434	409	25	5,8%	281	68,7%	36	8,80%	92	22,49%	92	100%	0	0%
Totale	1.1917	1.143	48	4%	740	64,7%	178	15,57%	224	19,60%	221	99%	3	1%

Casagrande	Tot.stud.	Tot.scrut	Retir/transf	%	Admitted	%	Not admitted	%	Susp.judg.	%	Adm.july	%	Not adm. july	%
First classes	164	157	7	4,27%	59	37,58%	58	36,94%	40	25,48%	39	98%	1	3%
Second classes	164	157	7	4,27%	64	40,76%	30	19,11%	63	40,13%	62	98%	1	2%
Third classes	163	161	2	1,23%	139	86,34%	22	13,66%						
Fourth classes	128	122	6	4,69%	76	62,30%	17	13,93%	29	23,77%	28	97%	1	3%
Fifth classes	138	137	1	0,72%	121	88,32%	15	10,95%						
Totale	757	734	23	3,04%	459	62,53%	142	19,35%	132	17,98%	129	98%	3	2%

Cesi	Tot.stud.	Tot.scrut	Retir/transf	%	Admitted	%	Not admitted	%	Susp.judg.	%	Adm.july	%	Not adm. july	%
First classes	79	74	5	6,33%	43	58,11%	7	9,46%	24	32,43%	24	100%	0	0%

Second classes	107	100	7	6,54%	71	71,00%	2	2,00%	27	27,00%	27	100%	0	0%
Third classes	110	104	6	5,45%	65	62,50%	18	17,31%	21	20,19%	21	100%	0	0%
Fourth classes	83	77	6	7,23%	54	70,13%	3	3,90%	20	25,97%	20	100%	0	0%
Fifth classes	55	54	1	1,82%	48	88,89%	6	11,11%						
Totale	434	409	25	5,76%	281	68,70%	36	8,80%	92	22,49%	92	100%	0	0%

#### School Year 2011/12

ISTITUTO	Tot.stud.	Tot.scrut	Retir/transf	%	Admitted	%	Not admitted	%	Susp.judg	%	Adm.july	%	Not adm. july	%
Casagrande	709	682	27	3,81%	466	68,33%	91	13,34%	125	18,33%	122	97,60%	3	2,40%
Cesi	475	455	20	4,21%	314	69,01%	42	9,23%	98	21,54%	97	98,98%	1	1,02%
Totale	1184	1137	47	3,97%	780	68,60%	133	11,70%	223	19,61%	219	98,21%	4	1,79%

Casagrande	Tot.stud.	Tot.scrut	Retir/transf	%	Admitted	%	Not admitted	%	Susp.judg	Perc	Adm.july	%	Not adm. july	%
Classi prime	192	185	7	3,65%	85	45,95%	51	27,57%	49	26,49%	47	95,92%	2	4,08%
Classi seconde	126	118	8	6,35%	60	50,85%	19	16,10%	39	33,05%	39	100%		0,00%
Classi terze	141	137	4	2,84%	135	98,54%	2	1,46%						
Classi quarte	144	136	8	5,56%	85	62,50%	14	10,29%	37	27,21%	36	97,3%	1	2,70%
Classi quinte	106	106	0	0,00%	101	95,28%	5	4,72%						
Totale	709	682	27	3,81%	466	68,33%	91	13,34%	125	18,33%	122	97,60%	3	2,40%

Cesi	Tot.stud.	Tot.scrut	Retir/transf	%	Admitted	%	Not admitted	%	Susp.judg	Perc	Adm.july	%	Not adm. july	%
Classi prime	109	102	7	6,42%	60	58,82%	14	13,73%	27	26,5%	27	100%	0	0%
Classi seconde	77	73	4	5,19%	45	61,64%	9	12,33%	19	26,03%	19	100%	0	0%
Classi terze	118	112	6	5,08%	66	58,93%	13	11,61%	33	29,46%	33	100%	0	0%
Classi quarte	89	87	2	2,25%	66	75,86%	2	2,30%	19	21,84%	18	95%	1	5%
Classi quinte	82	81	1	1,22%	77	95,06%	4	4,94%						
Totale	475	455	20	4,21%	314	69,01%	42	9,23%	98	21,54%	97	98,98%	1	1,02%

#### E1.2c/E1.3 Students' opinions on teaching, training and other context services

The students' views on teaching and learning activities are detected by the answers given in customer satisfaction surveys, which show that (the first results quoted refer to the Technical Cesi, the second to the Professional Casagrande, where the differences are minimal, the average datum is quoted)

- the students are satisfied with the preparation the school provides them (57% Cesi fully/38% in part - Casagrande 44% fully 47% in part).
- regarding the relationship with the teachers, almost all think they are trained and professional (45% strongly, 52% Cesi, 47% Casagrande in part).
- 23% think they are impartial and fair in the assessment (52% in part);
- 26% think that they know how to value their students (60% and 53% in part);
- 34% feel them attentive to their problems (57% and 52% in part).
- The problems arise when one considers the relational aspect: only 18% think they know really to make the subject interesting (65% in part)
- 50% and 38% feel they have difficulty in the study even if they study
- 13% and 21% admit candidly to study little, but this commitment, translated in time, is less than two hours a day (62% Cesi -75% Casagrande).

Rather high satisfaction values with context services and the projects the School organizes:

- Stage (56% and 73% of satisfaction);
- Guided tours and excursions (59%);
- Reception (56% and 42%);
- Postgraduate qualification (56%-almost eliminated by the cuts implemented by the aforementioned reform);
- High satisfaction with the management of the kitchen laboratories, reception, lounge bar (77%),
- High satisfaction with the gym management (73% and 55%),
- minor satisfaction for remedial activities (39% -47%),
- even less for ongoing and outgoing guidance (32% -44% and 23% -34%),
- poor for the management of computer labs (32% and 45%), of scientific (38% and 20%) labs and for the Library (23% and 13%, though this figure is outdated because the library was reopened to full use after these questionnaires).
- 77% and 59% believe that the favours the integration and exploitation of disabled and foreign students (64% and 58%)
- access times to secretarial services are not considered so adequate (38% strongly, 32% in part)
- As for the relationship with other educational components, the levels of availability and attention to the needs of children are:

Head of School (33% full-37% in part)	vicars (32% full-34% in part)	secretarial staff (28% full-37% in part)	caretakers (33% full-39% in part)	technicians (56% full-29% in part).
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- Little attention is deemed to be given to hygiene (in toilets) and environmental conditions (80% in part-for nothing.)). The flow of information is deemed accurate by 35% of the students, in part by 42%, 17% at all.

## E1.4 External efficacy of the school

### E1.4a Placement of school graduates in the labor market / times of placement / correspondance between job/training received /opinion of school leavers on training received and the school as a whole

The data bank on the professional-school outcomes of students graduated from the Technical Cesi made in a decade shows that the school has provided students with an easy entry into the labor market (average employment one year after graduation at around 30%) or at the university (the increased rate of access to university stands out in this regard, from a modest 30% in 2001 to peaks of 80%).

#### Survey 2002 (sample 77%)

- 62% of school-leavers 98/99 (72 out of 115) works  
Has a temporary job (44%)/has a permanent job (47%) (9% is unemployed)- 29% chooses University
- 51% of school-leavers 99/00 (51 out of 101) works  
Has a temporary job (56%)/ has a permanent job (35%) (11% is unemployed)- 38% chooses University
- 57% of school-leavers 2000/01 (57 out of 124) works  
Has a temporary job (62%)/ has a permanent job (28%) (10% is unemployed)- 41% chooses University
- Survey 2003 (sample 91.5%)
- 44% of school-leavers 2001-02 (57 out of 130 intervistati) works  
Has a temporary job (55%)/ has a permanent job (12%)/non risponde (22%) (11% is unemployed)- 45% chooses University

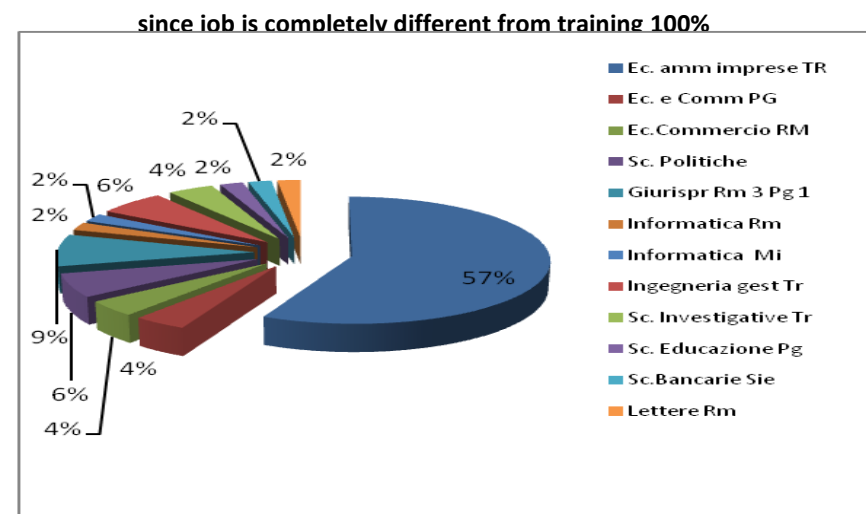
Il 38% of school-leavers <b>2002/03</b> (53 out of 140) works	Survey <b>2005</b> (sample 84%) 1 year ½ from diploma
Has a temporary job (61%)/ has a permanent job (22%)/non risponde (13.5%) (Il 3.5% is unemployed)-	<b>Il 58% chooses University</b>
Il 37% of school-leavers <b>2003/04</b> (28 out of 75) works	Survey <b>2006</b> (sample 99%) 2 years from diploma
Has a temporary job (71%)/ has a permanent job (29%) (Il 2.6% is unemployed)-	<b>Il 60% chooses University</b>
Il 20% of school-leavers <b>2004/05</b> (18 out of 90) works	1 year from diploma
Has a temporary job (80%)/ has a permanent job (20%) (Il 3% is unemployed)-	<b>L'80% chooses University</b>
Il 29% of school-leavers <b>2005/06</b> (23 out of 80) works	Survey <b>2007</b> (sample 98%) 1 year from diploma
Has a temporary job (69%)/ has a permanent job (29%) (Il 2% is unemployed)-	<b>Il 69% chooses University</b>
Il 32% of school-leavers <b>2006/07</b> (29 out of 89) works	Survey <b>2008</b> (sample 100%) 1 year from diploma
Has a temporary job (67%)/ has a permanent job (33%) (Il 5% is unemployed)-	<b>Il 63% chooses University</b>
Il 22% of school-leavers <b>2007/08</b> (15 out of 67) works	Survey <b>2009</b> (sample 97%) 1 year from diploma
Has a temporary job ( <b>71%</b> )/ has a permanent job ( <b>29%</b> ) (Il 3% is unemployed)-	<b>Il 75% chooses University</b>

Besides the above observations the survey has taken into consideration the duties performed, the type of contract at the time of employment, the **correspondence between employment and training** and the most popular universities.

Usefulness of training for the job      **yes**      **5**      **no**      **10**

University faculty chosen

Economics and business administration Terni	28
Economics and business administration PERUGIA	2
Economics and business ROME	2
Political science	3
Law ROME 3 PERUGIA 1	4
ICT ROME	1
ICT MILAN	1
ENGINEERING Terni	3
Investigation Terni	2
Education science Perugia	1



Banking Siena

1

Letters Rome

1

Turism Assisi

1

Is there correspondence between university curricula and Cesi curricula?

YES 45 90% No 5 10% FACULTY DIFFERENT FROM TRAINING RECEIVED 100%

Inadequacy of training

0%

Greatest match: Economics/ Law/English language/ICT

Suggestions arisen from the survey: enhance practical application of knowledge for job/ Law: strengthen Constitution and Civil Code Articles

Mathematics: Strengthen integrals and matrix / more financial calculation / axes / functions / ICTon: enter CAD / English: strengthen institutions / economic-financial lexicon/grammar

The investigation on Professional Casagrande was made during school year 2009-10 by examining 37% of a reduced sample of graduates (in total 223 of whom 22 of 2004-05, 41, 05-06, 51, 06-07 and 07-08 and 45, 64, 08-09 ). Of these, 74% is occupied mainly in the hospitality industry (57%).

#### E1.4b Opinion of employers on the preparation of graduate students

The school has not yet implemented a structured system to receive feedback from employers on the preparation of graduates. Informal opinions have been collected only about graduates from Federico Cesi, which show ability in getting organized, in applying the knowledge received in different contexts, including solving problems independently, demonstrating good social skills and ability to team-working.

## E2 ANALYSIS AND IMPROVEMENT

### E2.1 1 Are the processes of analysis and improvement effective, efficient, flexible / adaptable to new needs / contexts?

Analysis processes are effective and transferable for analysis completeness (context analysis) and comparison with regional / national data. They are conducted and reviewed by the staff, who identifies improvement actions to be implemented. The problem arises in the process of involvement of the various stakeholders in the improvement phase, in which some critical points stand out:

E2.1a Difficulty of teamworking by all stakeholders, which produces slowing of the information and operational flow

E2.1b Attitude of "closure" from local stakeholders, who consider the school an "ivory tower" divorced from reality, despite the many conventions and efforts of the school to link up with the same

E2.1c Reduced fund raising for the reasons mentioned above / for reduction of school staff looking for funding

E2.1d Lack of motivation to change by a significant proportion of teaching staff / ATA

E2.1e Difficulty in managing and publishing information in paper form within school

E2.1f Reluctancy of teaching staff / ATA / students / families to consult the information via the website

E2.1g Increased number of students in classes / number of disabled students / immigrants in the face of reductions in staff and hours of simultaneously

E2.1g Constant reduction / delays in delivering public funding

### E2.1a Mode of management of analysis and improvement processes (how the school analyzes data to look for improvement opportunities)

Part of the data is examined and assessed by DS / CD / CC in the final stage of the year:

- Students' results/outcomes of remedial courses
- Projects/Commissions results

The financial aspect is examined and assessed by CI / RSU (Institute bargaining)

A part is in charge of the Instrumental Functions

The organizational-administrative part of the offices is monitored and evaluated by DSGA / RSU (Institute bargaining)

E2.1b **information and data considered for the improvement activity** (Attractiveness / internal efficiency / effectiveness of services context / external effectiveness) (cfr E1).

The data considered for the improvement activity are:

E2.1b.1 analysis of the local context (E1.1.1.1), which illustrates the need for a series of educational activities that the school has begun for the containment of youth problems and the increase in the perceived well-being in school (see policies B2.2a4) and the connection with the world of work (see policies B2.2d/e)

E2.1b.2 Analysis of the school context (E1.1.1.2), which illustrates the need to continually improve the integration of foreign/disabled children (see politics B2.2a4) and lower failure rates ( cfr.B2.a1/2/3)

E2.1b.3 Number and type of users (E1.1a) Despite the crisis that technical colleges and some professional encounter in attracting users, the school manages to maintain the number of students constant, while the type varies with the changing of the migration process and the rise in recognized hardship cases.

E1.1b.4 capacity of attraction of the school towards local stakeholders based on funding or contracts with public or private entities. The school has implemented a series of actions to increase fundraising, which shows attention towards the school (cfr.E1.1b), but always falls short of the requirements emerged.

E1.1b.5 capacity of attraction of the school towards the school stakeholders (see E1.1.1c). The school has implemented a series of actions to improve the climate within the school between the various components: the results of the customer satisfaction questionnaires show that much remains to be done and that the activated strategies are just the beginning of a plan of real renewal of the school.

E1.1b.6 information and data, collection and processing procedures, and results regarding the internal effectiveness of the school and context services (cfr.E1.2 / 3). The tables relating to the advancement in the career of students and levels of learning reached highlight one of the most critical issues evident in the school. The strategies activated up to now with forms of tutoring have only acted in part on the data presented, making appreciate modest improvements:

S.Y 2009-10	CI I Casagr	CI I Cesi	CI II Casagr	CI II Cesi	CI III Casagr	CI III Cesi
Non admitted	30%	22,5%	20,74	13%	15%	13,48%
S.Y.. 210-11						
Non admitted	37%	9,46%	19%	2%	14%	4%
S.Y.. 2011-12						
Non admitted	28%	13,73%	16%	12%	1,5%	11,6%

As to context services significant appreciation is expressed , except for the management of remedial activities managed by teachers / progress and output guidance activities, and management of computer labs.

E1.1b.7 Placement of graduates in the labor market/ time of placement / correspondence employment/training received / opinion of graduates on the school training received and the school as a whole (cfr.E1.4a) The analysis of databank on the professional school outcomes of graduates highlights good feedback for Technical Cesi, which stands

however still at 2009 survey of. Informal surveys indicate the criticality of the two years following the placement of graduates in relation to the economic crisis. The school still reserves the right to repeat the telephone survey to obtain data updated to 2010/11.

E2.1c **improvement opportunities identified and corrective /improvement activities undertaken** during last school year except the ones taken as a result of review, shown in in A3.1.c)

E2.1c.1 support remedial afternoon activities managed by peers / activities for the improvement of school climate run by peers (Peer Tutoring)

E2.1c.1 meetings between the various internal stakeholders (teachers / students) to improve the school climate

E2.1.c.2 Involvement of local stakeholders in Line Committees and meetings and increase of conventions

E2.1c .3 Interactivity and completeness of online information (school website)

E2.1c.4 construction of site under the new legislation

E2.1c.5 Computerization of paper documentation and forms for teachers and students

E2.1c.6 Energy saving measures and environmental protection (reduction in the consumption of paper / recycled paper / recycling of various materials even in classes)

E2.1.2 Quality school assessment (mandatory Empower-ment requirement) (indicate whether and how the school is making the assessment of quality)

The school makes self-assessment of quality through the mentioned analyses. Technical Cesi also had an external evaluation with ISO/OSI certification until 2009, following the amalgamation of the two Institutes Cesi-Casagrande

E2.2 Is the solution of problems / critical points and implementation of corrective and preventive actions effective?

E2.2.1 mode of management of problems (eg, sudden or temporary unavailability of a teacher, a classroom, office temporarily not accessible due to unavailability of staff) if and how the causes are sought to identify appropriate corrective actions to avoid recurrence. Unpredictable contingent difficulties for which no cause can be searched:

a) absences of teachers (duly justified): teachers absent for a period of less than 15 days are replaced with other teachers available / in co-presence / which gave the bank-time availability; for absences exceeding 15 days teachers must be appointed from outside the school / in particular situation using time flexibility

b) sudden unavailability of a classroom: finding of classroom / replacement structure or use of common areas (Library / Media Room / Auditorium)

c) temporarily unavailable secretary: ATA internal staff turnover

E2.2.2 corrective actions undertaken during the last year and their effectiveness

The Time Bank and the use of time flexibility have allowed the school to handle critical situations not foreseeable/ predictable with a guarantee of minimum service.

## SW ANALYSIS

DIM	Strength points	Weakness points
E	<ul style="list-style-type: none"> <li>Tangible progress and improvements from the questionnaires of customer satisfaction as to all aspects of the school as a whole, both by students and families, and by teachers</li> <li>Adherence to local requirements in the training of professionals required</li> <li>Emphasis on projects for the development of computer, problem solving and communicative skills</li> <li>Emphasis on integration projects of students with disabilities / foreign students</li> <li>"Heroic" commitment of an insufficient number of teachers</li> <li>Emphasis on remedial activities implemented by students and on the development of motivational strategies (peer tutoring)</li> <li>Optimal working of some context services: Stage / Guided tours / workshops / library</li> </ul>	<ul style="list-style-type: none"> <li>✓ Marginality of the school in its ability to act in the territory: prevalence of stereotypes in the choice of secondary curriculum by middle school students (requirement of professionals offered by the school vs. standardized choice by middle school students)</li> <li>✓ Need to promote further projects for the development of communicative-relational skills</li> <li>✓ Limits in fund raising for insufficient commitment of teaching staff</li> <li>✓ Need to improve the functioning of Class Councils / remedial courses managed by the teachers</li> <li>✓ Over-selectivity of the school (failure rates)</li> <li>✓ Need for the improvement of some context services: remedial activities/ input and ongoing guidance / management of computer labs</li> <li>✓ Need for the improvement of some front office services</li> <li>✓ Need to systematize data-bank of graduate choices at both schools</li> <li>✓ Need to improve the connection with the territory</li> <li>✓ Poor relationship with families</li> </ul>

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