



Rotary Club di Terni

IIS PROFESSIONALE TECNICO  
COMMERCIALE  
"CASAGRANDE CESI" TERNI  
**ALFEC**



Leonardo da Vinci

Progetto  
P2P  
Peer Tutoring

# "PEER TUTORING" PROJECT

Started in 2010-11 by the Higher Professional Technical Institute "Cesi Casagrande" in Terni, one of the biggest schools of the area (about 1,200 students), a school that has a long tradition in the education to values and law, the project "Peer Tutoring" concerns teenagers ranging from 14 to 19, and aims at outlining a model of educational counselling aimed at promoting the development of values of our young people and the call to leadership, inspired by the new philosophy of Peer Education, ie making use of the best, often underestimated, qualities of our best young people, which can serve as a change prompt and an example for their peers. The model outlines strategies to prevent distress and promote well being while providing assistance in school work with afternoon support to studies. All this, under the mentoring of teachers. These activities, besides inspiring relations of solidarity between young people, allow a lot of children with good skills to make themselves useful to the more fragile, while at the same time letting them test their tutorial skills, developing a spirit of service, empathic skills and relational competence, valuable qualities in a time when the Italian school system seems to be undergoing a severe crisis of identity, which outline forms of youth distress, such as disengagement, vandalism, bullying, addiction to alcohol, smoking and other phenomena that have a profound effect on the development of the social and productive context.

It's just the large-scale spreading of these issues that has driven the design staff to act on large numbers, involving a large percentage of children (almost 20% of the total school population), in the belief that the trend towards negative values can be significantly offset only if the "army of the good" will prevail upon the others, to take possess of the school environment and make it a place for growth and promotion of values.

The project, presented in 2011 with a public initiative that involved the whole social and educational local context, has concluded its third year in May with the awarding of the children who have distinguished themselves in the project activities. It is documented in three videos posted on Youtube at: [Video 2013](#), [Video 2011](#), [Video 2010](#), was placed as a focus project in the wider European project "Empowerment" and is now at the core of the new European Leonardo project "P2P Peer Tutoring". The next project aims at transferring the model developed along these three years of experimentation at European level in partnership with The Henri Coanda Inspectoratul al Judetului Sibiu, Romania; the Istanbul Arnavutkoy District Directorate of National Education, Turkey; the Province of Perugia; the schools: Henry Coanda, Romania - Jean Monnet, Ostuni, Italy - Mamak Kiz Teknik Ve Meslek Lisesi, Turkey; the social cooperative Frontiera lavoro, Perugia – the Opal organization, Ankara, Turkey.

A detailed presentation of the project, the pedagogical values that inspired it, of the results of the first years of experimentation are accompanied by an analysis of the context that make its basis and motivational support.

## INSPIRING TEACHING VALUES

To promote educational success and to be effective, a school must be designed to effectively support the growth of teenagers. There are three stakeholders involved in this process: family, school, peers. The project is supported by theoretical models that investigate the main dynamics involving teachers and students as people, as bearers of past experiences and subjects in which cognitive, relational and emotional are interrelated; it wants to give directions aimed at developing educational strategies to promote increased levels of motivation not only in students but also in teachers and parents; influence the way of reading and ordering reality. The school is felt, therefore, as a research place where professionalism and involvement are important resources to increase well-being and educational success and ensure a "healthy" school environment where education-communication relationships between the actors of the school system can generate change.

## THE PROJECT

According to this project younger students of the first class are sided throughout the school year by a group of "Tutors", older students who, with the support of tutor teachers, follow their younger mates. These activities, besides encouraging relations of solidarity between young people, allow many students with good academic skills to make themselves useful to more fragile ones, while at the same time testing their tutoring skills and developing commitment, empathy and social competences, particularly valuable at a time when the Italian school seems to be undergoing a severe crisis of identity, in which emerge worrying forms of youth distress, such as the seemingly innocuous "Internet addiction", vandalism, bullying, a term in vogue, which includes various forms of disrespect for the common thing and for other people.

The school is called, beside its educational function, to compensate for the deficiencies of a family which is increasingly unable to bear the task of educating their children alone. People who have been working in schools with passion for a long time have found that the best antidote to take away followers to this form of real "educational emergency" is to engage young people in a range of positive activities that enhance leadership skills

and at the same time promote the growth of values, involving children in training their peers, making them active players of school life, developing their sense of responsibility and that rare "competence" of sensitivity, empathy, which consists in identifying oneself and sharing someone else's joys, passions and problems; patiently sneak through the cracks of youth influenceability and act as a counterweight to the power of fatal attraction towards transgression, group ideology, flattening on a reality of non-values, whose effects begin to dramatically affect daily life and of which we are frightened witnesses. The whole society is called to support the school in its effort to subtract the younger generation to the growing cultural impoverishment by avoiding to underestimate its extent and the impact this will have more and more on the evolution of society as a whole.

The wonderful energy and great physical and moral imagination of our young people can and should be valued and encouraged to result in a vital impulse to "positive doing", which corresponds today to that "wellness of the person" which keeps it free from the corrosive action of deviant ideologies and dependencies of various nature and destructive potential. It is only in view of a real support to the development of teen personality that we can ask our young people to optimistically face the perspective of a job which is harder and harder to find, a delayed in time autonomy and an increasingly volatile and demanding labor market.

Within the school universe another problem has long been underestimated, the extent of which has a strong influence on the above: the teacher's stress. Increasingly worrying signs highlight the difficulties of the teachers' universe, dealing with the turbulent one of teens, constantly changing. The burn-out syndrome begins to affect everyday life with devastating effects on education and the need for "team working" is finding its way even among teachers.

### THE ORGANIZATIONAL LEVEL

The Peer Tutoring project was developed with a clear **organizational structure**:

- a project team, responsible for defining the general methodological and organizational plan, the monitoring and final evaluation, in partnership with the Rotary Club of Terni, local authorities and local associations;
- groups of tutor students for each first and second class (14 to 16), each coordinated by a teacher, involved both in organizing and in experimenting operating paths;
- active involvement of the Headmaster and his staff for support to implementation, development and dissemination of the project

The **operating procedures** can be summed up as follows:

- meetings with local stakeholders (line committees)
- preparatory meetings of the tutor teachers (senior)
- preparatory meetings of the tutor students (junior)
- subdivision of junior tutors into groups, assigning each group to a class, with the coordination of one student and one or two teachers a group for the activities taking place during the morning
- gathering availability of students willing to do study support activities in the afternoon (for individuals or small groups)
- organizational and monitoring meetings with the mentoring of members of Rotary Club
- customer satisfaction questionnaires to get feedback on the positivity of the actions implemented
- making and maintaining a blog on the school site (Inx.casagrande-cesi.it - "Tutor's Blog") for the circulation of information and visibility of the project.
- Inclusion of the project within the European Leonardo project "P2P Peer Tutoring" in partnership with schools in Turkey, Italy and Romania.
- Dissemination at local, national and international level by means of newspapers, videos, multimedia, personal contacts

### CONTENTS

- Research and experimentation of behavioral strategies among peers to improve the quality of life in school, increase the possess of values in students, promote correct and fair behavior of respect to persons and things, promote a sense of self-efficacy and leadership, social, coping and decision making skills
- Identification of teaching and educational peer strategies for the recovery of knowledge, the promotion of academic success and the growth of self-esteem.

### RESULTS OF THE FIRST THREE YEARS OF PROJECT

The project, started in 2010-11, has gradually increased its impact on the school's life in the following years (11/12-12/13-13/14):

- the junior tutors involved in tutoring activities has reached the number of 300 (25% of the school population)
- the junior tutors engaged in study support afternoon activities has reached the number of 100
- the number of the senior tutors represents one third of the total of teachers
- there have been conferences and seminars with the participation of students, teachers and local stakeholders (2010/2011/2013)
- 3 final videos have been created and published on Youtube for the documentation and dissemination of the project principles and activities

The impact on the school was significant and characterized by

- an initial amalgamation -though incomplete-of the two school populations, which made in the course of previous year as two opposing groups of supporters, a phenomenon that unfortunately characterizes the whole school situation in the province
- the improvement, even partial, of the school climate in general, with a containment of bullying difficult to quantify in statistical terms, since this phenomenon, as reported on extensive studies, is generally submerged, not reported and can be understood and modified only if the teachers are assisted and supported in the observation and intervention by students, with the design of strategies to disqualify deviant behavior and the joint creation of a positive value climate
- improved levels of efficiency and lower rates of repeating ( although causes not related to the effect of the project may have contributed to this decrease):

	CI I Casag	CI I Cesi	CI II Casag	CI II Cesi	CI III Casag	CI III Cesi	CI IV Casag	CI IV Cesi
<b>2010-11</b>								
Failure rates	30%	10%	19%	2%	13%	17%	13%	4%
<b>A.S. 2011-12</b>								
Failure rates	27%	13,7%	16%	12,3%	2%	11,6%	10%	2%
<b>A.S. 2012-13</b>								
Failure rates	17%	6%	9%	2%	7%	11,76%	8%	4%

- the gradual formal involvement of local components related to the project for the creation of an inter-institutional network aimed at promoting wellness in the school environment, at the integration of the weakest at risk of exclusion / marginalization
- the approval a new TOI (Transfer of innovation) Leonardo project centered on the project for the dissemination of the developed strategies and their promotion at an international level

The project design is based on an analysis of the school and local context of the "Casagrande Cesi," which makes the motivational basis and necessary support thereof.

#### THE SCHOOL CONTEXT

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", "Accountancy" "Employee in tourist offices", "Graphic Designer" and, since 2000, "Hotel catering and reception".

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 land poor but rich in potentially exploitable resources, 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.

The School currently has 1,200 students, of which 750 of the Professional branch, 450 of the Technical one. The percentage of presence of foreign students is very high compared to the ISTAT ratio [Gli alunni stranieri nel sistema scolastico italiano. A.s. 2007/2008](#) and represents 15% of all pupils (16% for the Professional, 13% for the Technical –the percentage of foreigners in the town of Terni is 8%, vs. 10% at regional level); in the school there are about 19 different ethnic groups. The percentage of students with disabilities is, for the professional, almost 7% (much higher than 2% at secondary school level, both regional and national (Agnelli Foundation study [Gli alunni con disabilità nella scuola italiana](#)), but similar to the percentage of people with disabilities in the Region of Umbria and in the town of Terni), 1.5% for the Technical Branch. 70% of students live 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 are joined by only two years and 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. The school environment emphasizes the need to create a positive atmosphere, with a strong sense of belonging by all components, to allow the optimal placement of all the children and the development of values that supports the student once plunged into academic/ higher education or the labour market.

#### 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, 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 [Ecosistema urbano 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. Party 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 diseconomy, 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.

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.



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 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

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.

The decrease in the commercial sector signals the loss of

**Titoli di studio richiesti**  
valori assoluti anno 2010 - provincia di Terni

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

\*I 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

**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, INTELLETTUALI 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%)

(63.9%), 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.