



Co-funded by the  
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# SURVEY ANALYSIS IN THE FIELD OF CAREER GUIDANCE

To find out the specifics of activities in career guidance  
and identify the main problems.

# ANALYSIS OF THE QUESTIONNAIRES FOR CAREER GUIDANCE PROVIDERS

The questionnaires have been successfully submitted to Professionals from the schools (teachers) of:

- Comprehensive Institute Salvatorelli-Moneta Marsciano
- Comprehensive Institute Mameli-Magnini Deruta
- Comprehensive Institute Ciuffelli Einaudi Todi
- CNOS FAP Regione Umbria
- Secondary School Terni

And to Professionals from Guidance Service of:

- Frontiera Lavoro Soc. Coop.
- Employment Centre Perugia
- Municipality of Marsciano
- Municipality of San Venanzo.

The questionnaires have been shared through e-mail, our Website and our Facebook Page, indicating the target requested.

# The profile of the analysed sample

We collected 50 questionnaires from operators of the career guidance service, of which 78% compiled by women and 22% by men.

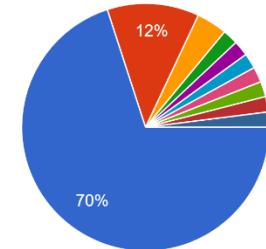
The average age of respondents is 50 years.

The majority of operators work in the education sector (70%), or in Associations (12%). In fact, 76% is a teacher or tutor.

The years of experience in the field are on average 11.98 and their professional experience derives mainly from individual studies or experience on the field.

3. Luogo di lavoro

50 risposte

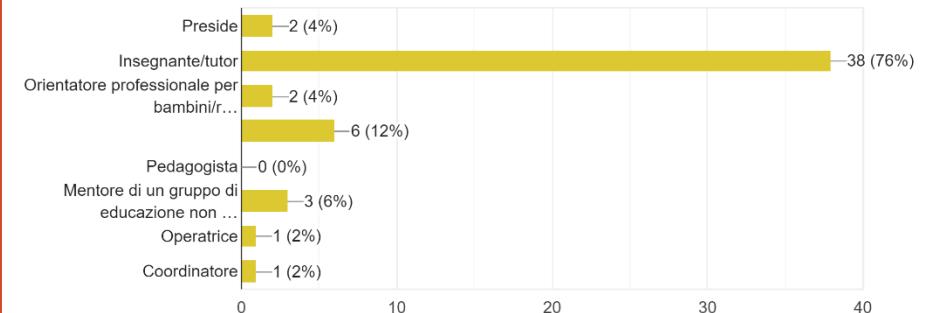


- Istituto di istruzione
- Associazione
- Cooperativa sociale
- Servizio Comunale di inserimento la...
- Cooperativa sociale
- Servizio pubblico
- Centro per l'Impiego
- formatore

▲ 1/2 ▼

4. Posizione lavorativa ricoperta

50 risposte



# The competencies of a Career Guidance Provider

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The skills or competences considered most important that an operator should possess are:

- motivational skills (30 people)
- knowledge of the opportunities of the territory (30 people)
- interpersonal and communication skills (27 people)

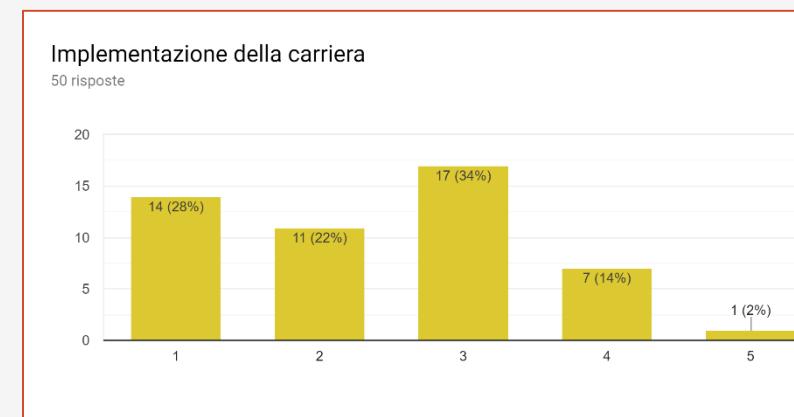
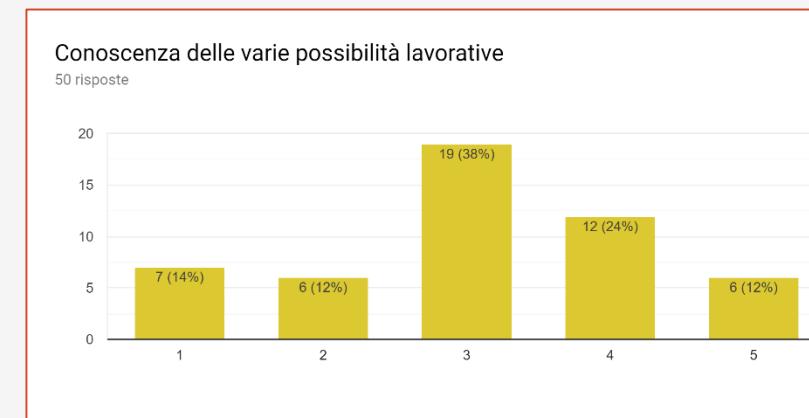
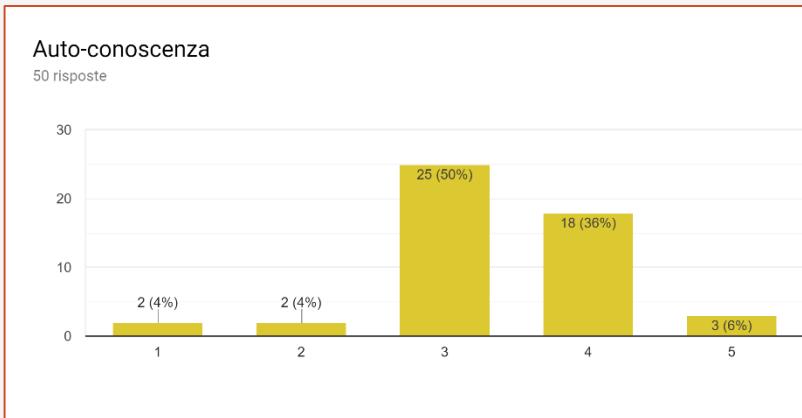
The competences that the interviewed operators believe they need to reinforce are:

- knowledge of the contractual rules and labour regulations (24 people)
- knowledge of information sources and management of information systems (21 people)
- knowledge of local opportunities (16 people)
- motivational skills (16 people).

# The clients' skills and competencies to improve

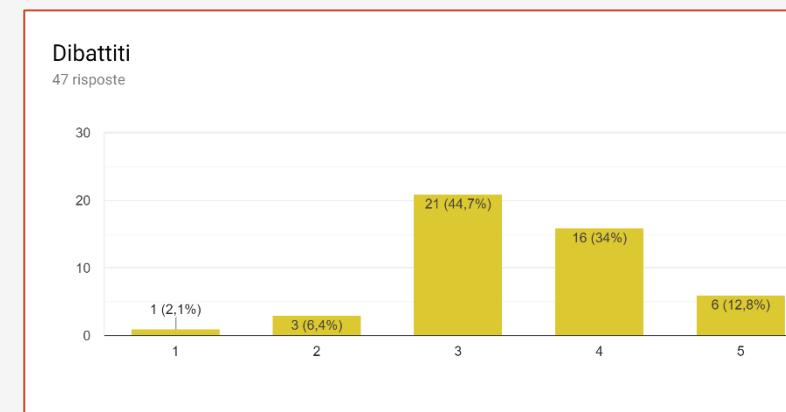
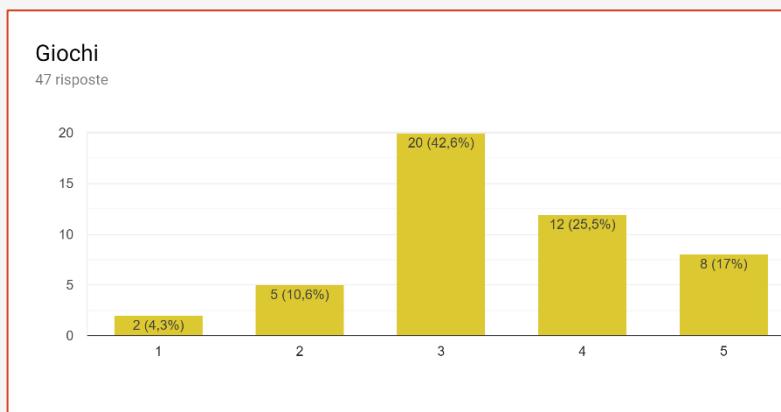
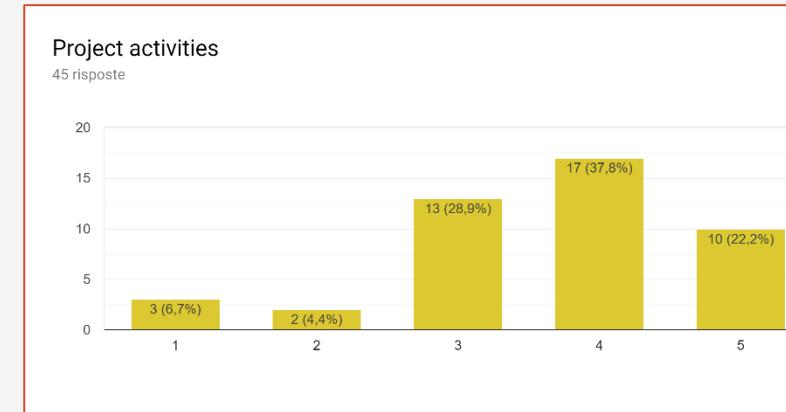
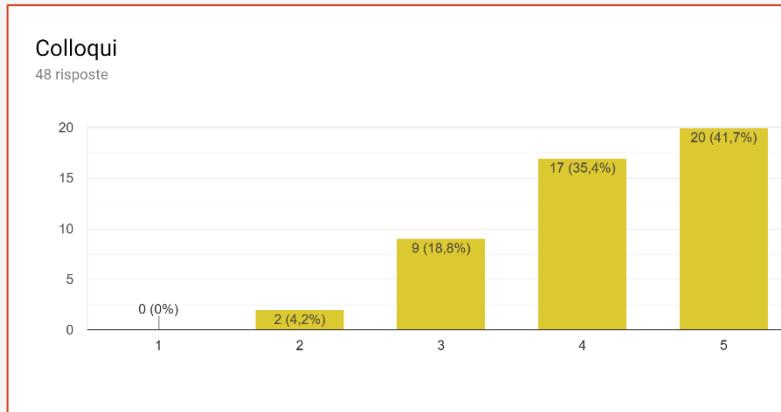
The skills that are most strengthened with the orientation path are **self-knowledge** and the **knowledge of various job opportunities**.

The most difficult to achieve is the **implementation of the career**.



# The methods used for the career guidance service

**Interviews** and **project activities** are the most successful methods used for the career guidance service. The most popular methods are: **interviews** (48 choices), **games** and **debates** (both indicated by 47 people).



# The Factors that restrict the provision of the CG services

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The factors that restrict at most the provision of the career guidance service are:

- 1 the lack of awareness on the part of the business world and other organizations;
- 2 the lack of tools and products enhancing the efficiency of the orientation service (manuals, films, games, tests, etc.);
- 3 the scarce availability of public funding.

# Information Sources and Networks for CG Service operators

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The main external **information sources** for guidance service operators are:

- sites related to the world of work and education/university,
- newsletters from specific websites
- specific training courses for professional development.

None of the respondents belong to an international guidance network; many refer to the MIUR (Ministry of Education) or are part of territorial vocational training centres (CNOS FAP) or national associations of counselors (ASNOR).

## Conclusions and Observations

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From the answers gathered, we highlight that some answers are dictated by the fact that **the prevalence of the interviewees is a teacher or tutor**, in particular we believe that the identified need to strengthen the knowledge of the contractual and labour legislation may be a need more related to the guidance sector in the school, and not to the professional guidance service in the strict sense.

# ANALYSIS OF THE QUESTIONNAIRES FOR STUDENTS AND BENEFICIARIES OF THE CAREER GUIDANCE SERVICE

The questionnaires have been successfully submitted to students from the schools of:

- Comprehensive Institute Salvatorelli-Moneta Marsciano
- Comprehensive Institute Mameli-Magnini Deruta
- Comprehensive Institute Ciuffelli Einaudi Todi
- CNOS FAP Regione Umbria
- Secondary School Terni

And to Beneficiaries from Guidance Service of:

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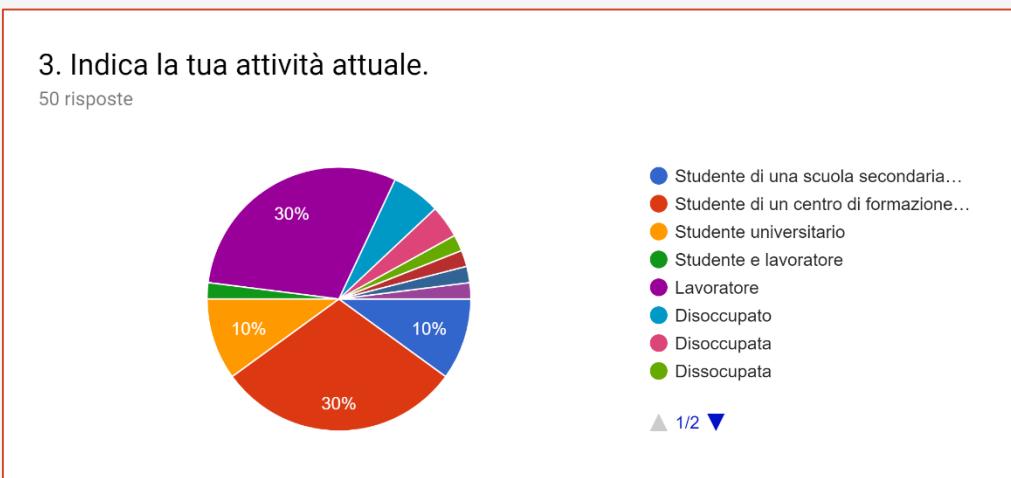
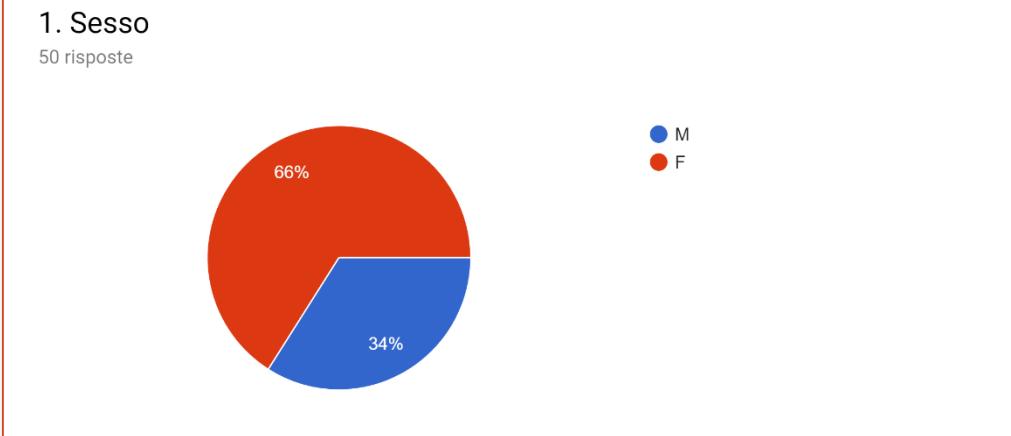
The questionnaires have been shared through e-mail, our Website and our Facebook Page, indicating the target requested.

# The profile of the analysed sample

We collected 50 questionnaires from students or clients of the career guidance service, of which 66% compiled by women and 34% by men.

The average age of respondents is 21.92 years.

Most of them are workers (30%) or students of a vocational training centre (30%).

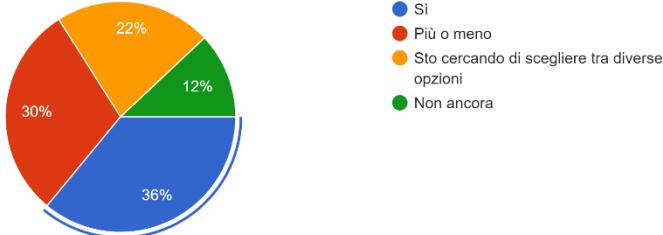


# The profile of the analysed sample

Most respondents declare they know what they want to do in the future, only 12% do not know yet what they will do, while 22% are trying to choose between different options.

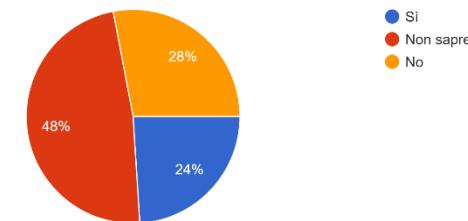
4. Sai cosa vorrai fare in futuro?

50 risposte



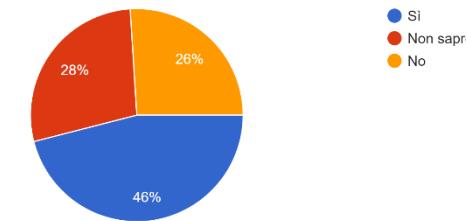
5. Hai bisogno di assistenza nella tua scelta professionale/nel progettare la tua carriera?

50 risposte



6. Hai la possibilità di parlare con dei professionisti riguardo il proseguimento degli studi, la scelta del...one o la pianificazione del tuo futuro?

50 risposte



In fact, only 24% of respondents say they need assistance in planning their careers.

46% of them say they would have the possibility to talk with professionals about the continuation of their studies, the choice of profession or the planning of their future, 26% of them say they do not have the chance, while the remaining 28% are not informed about it.

## The figures or factors that influence or are helpful in the professional choice

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The figures or factors that primarily influence or are helpful in the professional choice are:

- 1 parents or family members,
- 2 friends
- 3 information on the web.

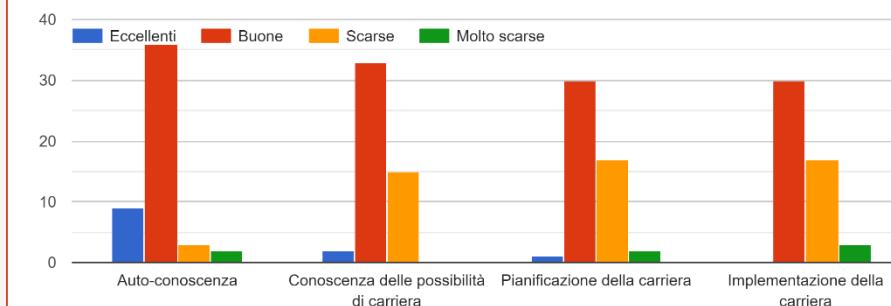
## The competencies of the beneficiaries of career guidance service

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The best self-assessed competencies for building a career are:

- self-knowledge
  - knowledge of career possibilities
- The most difficult is:
- career implementation

8. Come valuti le tue conoscenze ed abilità nelle seguenti attività?



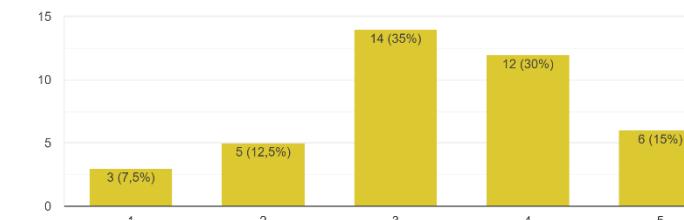
# The most popular and helpful activities helping to choose a profession

The most popular activities helping to choose a profession are: **occupational experience visits, intensive vocational activities, seminars and lectures** for career guidance issues and **career guidance during lessons of other subjects**.

The most helpful are: **intensive vocational activities** (practice, volunteering, etc.), **seminars and lectures** and **occupational experience visits**.

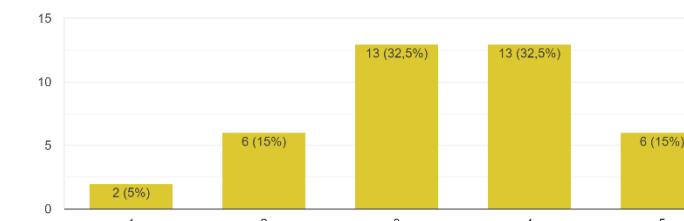
Average rate:  
3,325

Brevi esperienze occupazionali (esecuzione di determinati compiti in un particolare ambiente di lavoro)  
40 risposte



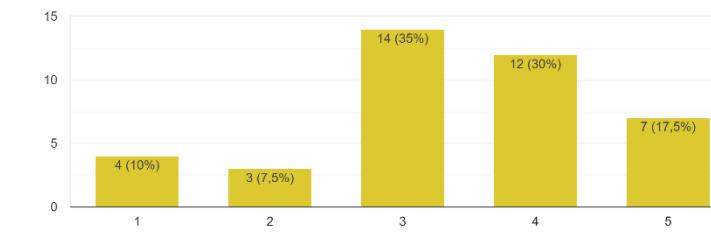
Average rate:  
3,375

Seminari e lezioni in materia di orientamento professionale  
40 risposte



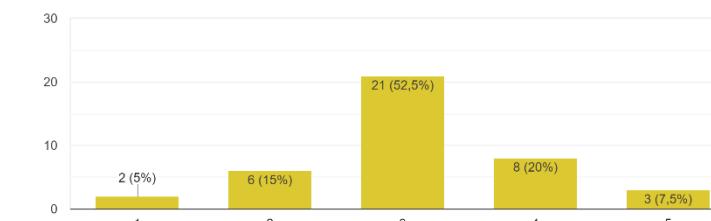
Average rate:  
3,375

Attività professionali (tirocini, volontariato...)  
40 risposte



Average rate:  
3,1

Orientamento professionale nell'ambito di lezioni di altre materie  
40 risposte



## Expectations and wishes for CG provision

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The respondents indicate they would need more opportunities for **comparison with experts or workers** in the professional sector in which they would like to specialize, but also for more **work experience** in the field within the education path, as well as to learn more about the different opportunities available to implement their professional training/career, maybe even going abroad.

## Conclusions and Observations

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From what emerged from the questionnaires, the respondents expressed the need to be included in job experience paths that allow them to know and experience for the first time the labour market.

Although our school system has accepted and implemented the career guidance activity for the outgoing classes and in the crucial moments in which the students are facing important choices, it has not yet understood the importance of the "school-work alternation" as a formative moment of growth for the student.

In fact, all the interviewees would like to experience "work" to increase their professional and human skills; something that no school or academic approach can give them, if not to try a real work experience.