

ANP - SALERNO

# Project MOST

WP2

Initial Research

Field of Survey and Statistical Data

Assessment of Previous Experiences

FACTUM OHG  
Verkehrs- und  
Sozialanalysen

ISPPREF

ITC

Terra di lavoro

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Dell'Educazione

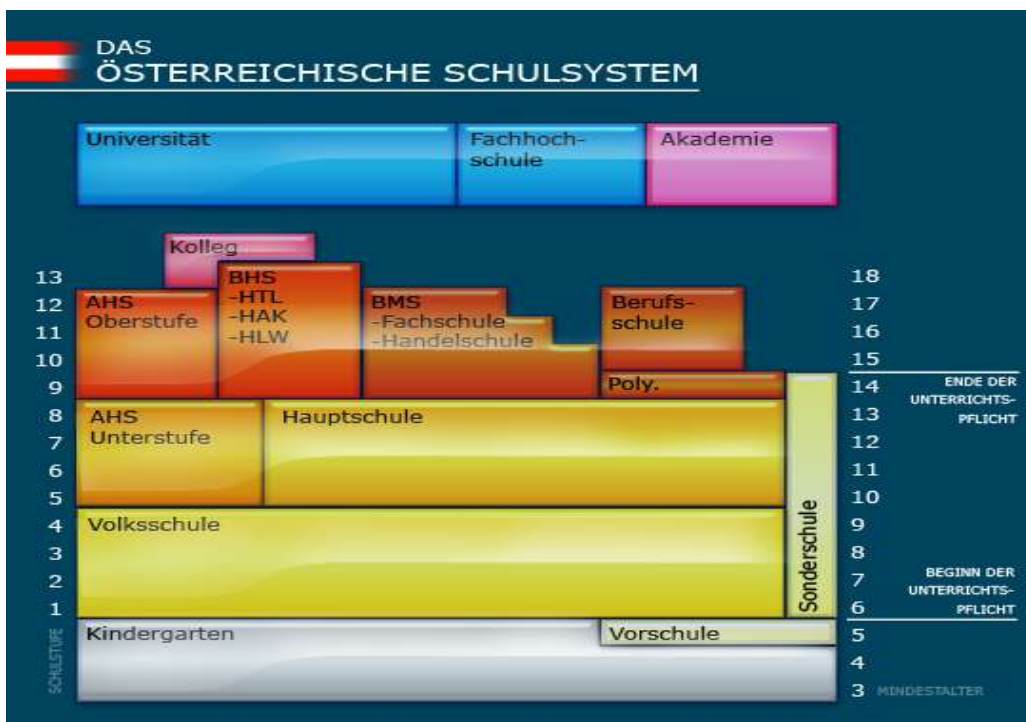
# 1. Data on School System and School Abandonment

FAKTUM

## 1. 1 Austria

The Austrian school system consists of four years elementary school followed by four years lower secondary school I, where children can choose between “HS – Hauptschule” and “AHS – Allgemeinbildende Höhere Schule”. Besides there also exist schools for special needs called “Sonderschulen”. These eight years are followed by upper secondary school or high school, split into another range of different types of schools which are between one to five years long (look at the graph below). With the degree of any upper secondary education, which is a minimum of four years long, you are qualified to study further at academies, colleges or university.

Fig. 1: The Austrian School System



Source:

<http://de.wikipedia.org/w/index.php?title=Datei:SCHULSYSTEM%C3%B6sterreich2.png&filetimestamp=20060322155400>

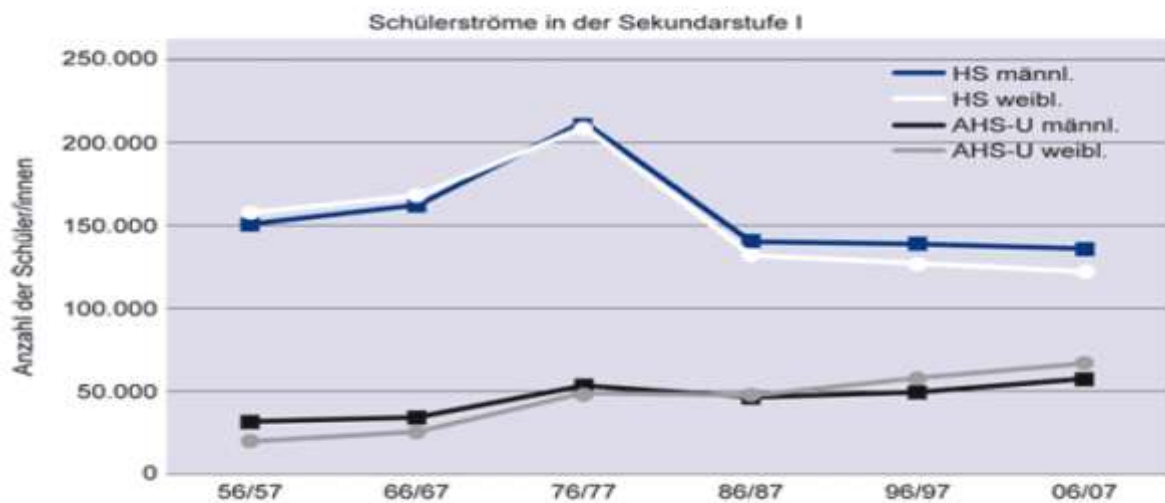
Nine years of school attendance are compulsory.

According to the dropout rate of Austrian students there do not exist any official statistical data. Nevertheless some facts and figures in connection with dropouts, abandonment and repeating class can be found as you will find in the text underneath. Moreover with all the

statistical data there can be done some calculations upon its basis dropout rates can be more or less roughly generated. The results are not always satisfying as we will see later.

The graph below shows that the number of pupils who decide to pick “AHS” as secondary education I is increasing compared to the children who choose “HS”. This development is even stronger pronounced if you draw attention to the female students where the tendencies are obvious from the middle of the eighties on.

Fig. 2: Development of pupils streams in the lower secondary education since 1956/57



Source: Österreichische Schulstatistiken

In the European comparison Austria has quite a low dropout rate (of which more later). According to a report of the Austrian daily newspaper “Die Presse”, the percentage of people who have finished neither their apprenticeship nor any degree from a further going education except elementary school, was around nine percent in the year 2004 and 11 percent 2007. The average of all countries in the European Union is about 15 percent. (Witzmann 2009)

The following table shows the number of pupils who are allowed to ascend to the next grade and on the contrary the ones who are not authorised to move on to the further grade regarding the school year 2007/08. Pupils from the “Polytechnischen Schulen” reach by far the

highest percentage of students who stay down compared to the other types of schools. For most of the attendants of the “PTS” it is their last year of compulsory school.

Tab 1: School successes in the year 2007/08 with different types of education (from elementary to secondary I)

Type of school	Number of pupils at the end of 2007/08 in total <sup>1)</sup>	Pupils who are authorised to ascend to the next grade resp. have finished last grade	Pupils who are <b>not</b> authorised to ascend to the next grade resp. have <b>not</b> finished last grade	Not authorised to ascend resp. not finished last grade in %
Elementary schools (VS)	320.797	319.195	1.602	0,5
Hauptschulen (HS)	248.744	244.724	4.020	1,6
Sonderschulen	13.557	13.215	342	2,5
Polytechnische Schulen (PTS)	20.816	18.938	1.878	9
AHS Unterstufe	115.713	110.872	4.841	4,2

1) Without pupils who left during the school year.

Source: Statistik Austria 2010

Looking at the first four grades of secondary education in “HS” and “AHS” separately, we can state that the higher the grade the higher the rate of pupils who are not allowed to attend the next higher school level. (Statistik Austria 2010)

In this context it might also be interesting to view the figures of the types of schools where Austrian children generally finish their compulsory school attendance, therefore their ninth year. From all pupils who attended 2007/08 the upper secondary education in an “AHS”, 9,1% were not able to gain the authorisation to ascend to the next grade respectively finish their last grade. Taking just the ninth grade (last compulsory school year) isolated into consideration the percentage is much higher. With 12,8% it is the greatest figure compared to the other grades of “AHS”. Thus in the case of the upper classes (from 9. to 13. grade) the percentages of students who did not finish their level with positive credentials decrease with the rising of the school grades which is exactly the opposite of the lower secondary education (first four years after elementary school). (Statistik Austria 2010) As already mentioned above the case with the students who did their last ninth year of school in the PTS is quite similar. “Polytechnische

Schulen" also produced a great number of pupils who did not finish with a certificate. In "BMS" and "BHS" it is even worse. 12% of the students who attend a "BMS" and 10% of the "BHS" attending pupils are not authorised to climb into the next higher school level. An alarming 16,9% of the ninth grade in "Berufsbildenden Mittleren Schulen" and 15,5% in "Berufsbildenden Höheren Schulen" finish their compulsory education without a positive certificate. These jolly high figures in "Berufsbildenden Schulen" are probably due to the fact that loads of pupils try to avoid the PTS. Hence they choose "BMS" or "BHS".

Taking those children into account who refuse going to school or who skip classes, the researching results of Austria are very rare or rather not available. The absence of students is taken down but there is no statistical preparation or analysis. (Veith 2007)

According to Schreiber-Kittl and Schröpfer (2002) different surveys agree on estimated values from 5 – 10 percent of pupils belonging to the active truants. The number of children who count among the school deniers is of course under these 5 – 10%. Refusing going to school and part time class skipping do however interrelate.

Because of the old statistical database (2003/04) it was not possible to calculate the amount of pupils without any graduation of compulsory school or "Hauptschule". The concept of at-risk groups has been invented to draw near to the percentages close to reality.

The group of youngsters without any degree of compulsory school, without positive certificate from the eighth school grade, is unfortunately on the increase. Riepl (2004) notes that beside the general tendencies of getting higher qualifications there is another cohort of pupils who are in the ninth year of education but still find themselves in the "Hauptschule". Riepl calculates a total percentage of 15,9% of students who fall into the described category above in the school year 2001/2002. 4,1% are in their ninth year of education but didn't get further than to the seventh grade of "Hauptschule" or attend the "Sonderschule" (school for special needs) and therefore compose a group that has to face a higher risk of never graduating compulsory school. The new Austrian documentation of school statistical data allows a little more detailed sight on the situation. For example it is now possible to generate the share of the cohort without a positive graduation of the "HS". Hence 14,1% of the pupils who did not manage to end the seventh grade in the "Hauptschule" do not feature another education in the following school year and thus probably leave the educational system without a positive "HS"-graduation. According to Statistik Austria (2009) 1,8% are counted among the "HS"-students without finishing seventh grade and 2,1% without finishing eighth grade. 27,6% of these 2,1% are not registered for any further schooling the next year so they drop out of the

Austrian school system with no degree. But at the same time nearly 20% of the non-successful “HS”-pupils move into the “Polytechnische Schule” and there does not exist any information of how many of these students catch up on their positive “HS”-graduation there. Moreover the lack of information about the percentage of “Sonderschul”-students who finish “HS” anyhow are the reasons that the stake of pupils without any graduation of compulsory school in the cohort still remains unknown and the old approximation procedure including concept of at-risk groups is not obsolete yet. (Steiner 2009)

School statistical data according the dropouts after compulsory school (after nine years of education independently from the graduation) do not exist in Austria. On terms of the new documentation of educational relevant data is theoretically possible but has not been implemented to date.

The official Austrian educational statistic reveals the crossings from lower secondary education to upper secondary education, from “Hauptschule” or “AHS – Unterstufe” to any further forming school. Statistik Austria (2009) state the following: 6,6% of the “HS”-pupils, 1,3% of the “AHS”-pupils and 24,5% of “Sonderschul”-leaving persons did not move on to any further education in the year 2006/07. Put in other words 5,5% of all secondary education I students did not ascend to any upper secondary grade. The part of “HS”-leaving kids with a native language different than German are disproportionately high affected. 15,3% drop out of the school system after the first four school years. (Steiner 2009)

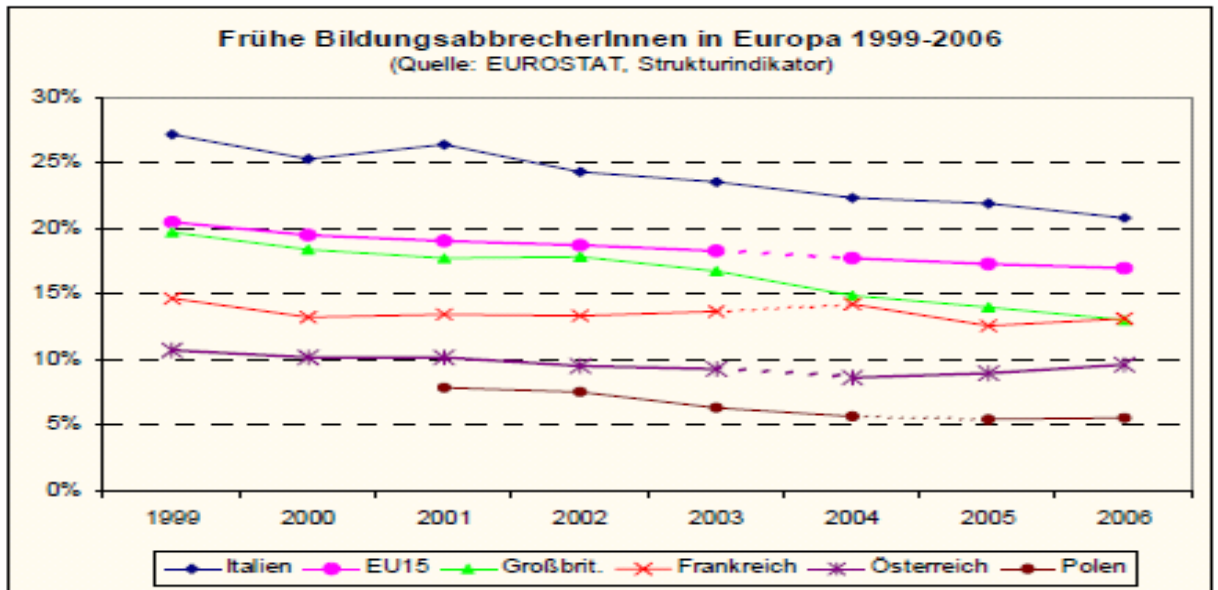
In fact there are a few methods to calculate the percentage of children aged 15 or 16 who drop out of the schooling system after the compulsory years of education. For example using the “Mikrozensus”-surveys, the population statistics, school statistics and apprentice statistics. The results of these procedures are partly not valid and partly quite old (from the Nineties). The latest calculations arise from the PISA-competence measurement 2006. As a result of this the Out-of-School-Population totals up to 6% of the cohort respectively 5000 young people aged 15/16 (age group 1990) belong to the drop-outs. (Steiner 2009)

Some additional data and figures:

In the following illustration early drop-outs are people aged 15 or 18 to 24 without any further degree apart from compulsory school.

The Austrian dropout share is 9,6% (8000 yearly) which is in the European comparison quite low. The EU-15 has a rate of 17% in 2006. Poland reaches very good results (5,6%) quite contrary to Italy with a share of 20,8%.

Fig. 3: Early drop-outs from Austria in comparison to other European countries



Source: Steiner & Wagner (2007)

The table below tells us which socio-demographic characteristics foster dropouts. Shortly summarized the background and the parents play quite a big role. The dropout share of Non-EU-citizens is much higher than the share of Austrians. Pupils whose parents are unemployed, or the educational level is low, face a much higher risk of dropping out early. The same applies to pupils who are raised in town.

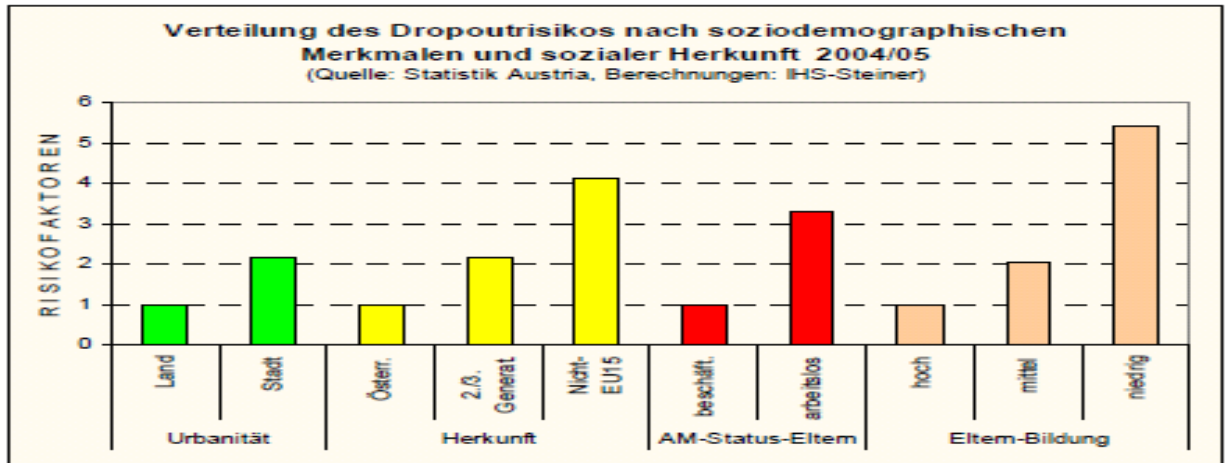
Tab. 2:

Dropout by socio-demographic characteristics		
2004/2005	Characteristic	Dropout share
Urbanism	Country	5,4%
	Town	11,8%
Origin/Background	Austrian	7,2%
	Non-EU-Citizens	29,8%
Employment situation of parents	employed	6,4%
	unemployed	21,1%
Level of education of parents	High	3,1%

Middle	6,4%
Low	16,8%

Source: Steiner, M. & Wagner, E. (2007)

Fig.4: Distribution of risk of drop-outs according to socio-demographic background



Source: Steiner, M. & Wagner, E. (2007)

## 1. 2 Educational system in Greece

The diagram on page 3 shows the Greek Educational System. It makes reference also to the ages of the students.

As you can see from the diagram the age range of the target group chosen for the project MOST (11-16) embraces also the last year of Primary School and the first year of Upper Secondary Education (ISCED 1, 2 and 3).

Since the dropout rate in Primary Education can be considered as negligible, especially when a pupil reach the last year of frequency, with respect to the one in Secondary Education we will concentrate on the data supplied by a research performed by the Pedagogical Institute in 2006 about the phenomenon of students dropout in secondary schools (Gymnasium, Lyceum, Technical Vocational Schools).

Before supplying data on dropout let us supply a general description of the various schools belonging to Secondary Education.

### Compulsory Secondary Education

#### ■ Lower Secondary Schools (*Gymnasio*)

It lasts for three years, and children are admitted when they finish *Dimotiko* (Primary school), usually at the age of 12. Attendance in the last grade of lower Secondary Education reaches 95,1%. The aim of the lower secondary education *Gymnasio* is to promote, in the spirit of the broader purpose of education, the all-around development of the pupils according to their capabilities at this age and the corresponding demands of life.

The following tables presents data referring to Gymnasiums for the school year 2007-2008, that has been provided by the Ministry of Education, Lifelong Learning and Religious Affairs ([www.ypepth.gr](http://www.ypepth.gr)) and the National Statistical Service.

**Table 1.1.a** Gymnasiums, school year 2007-08

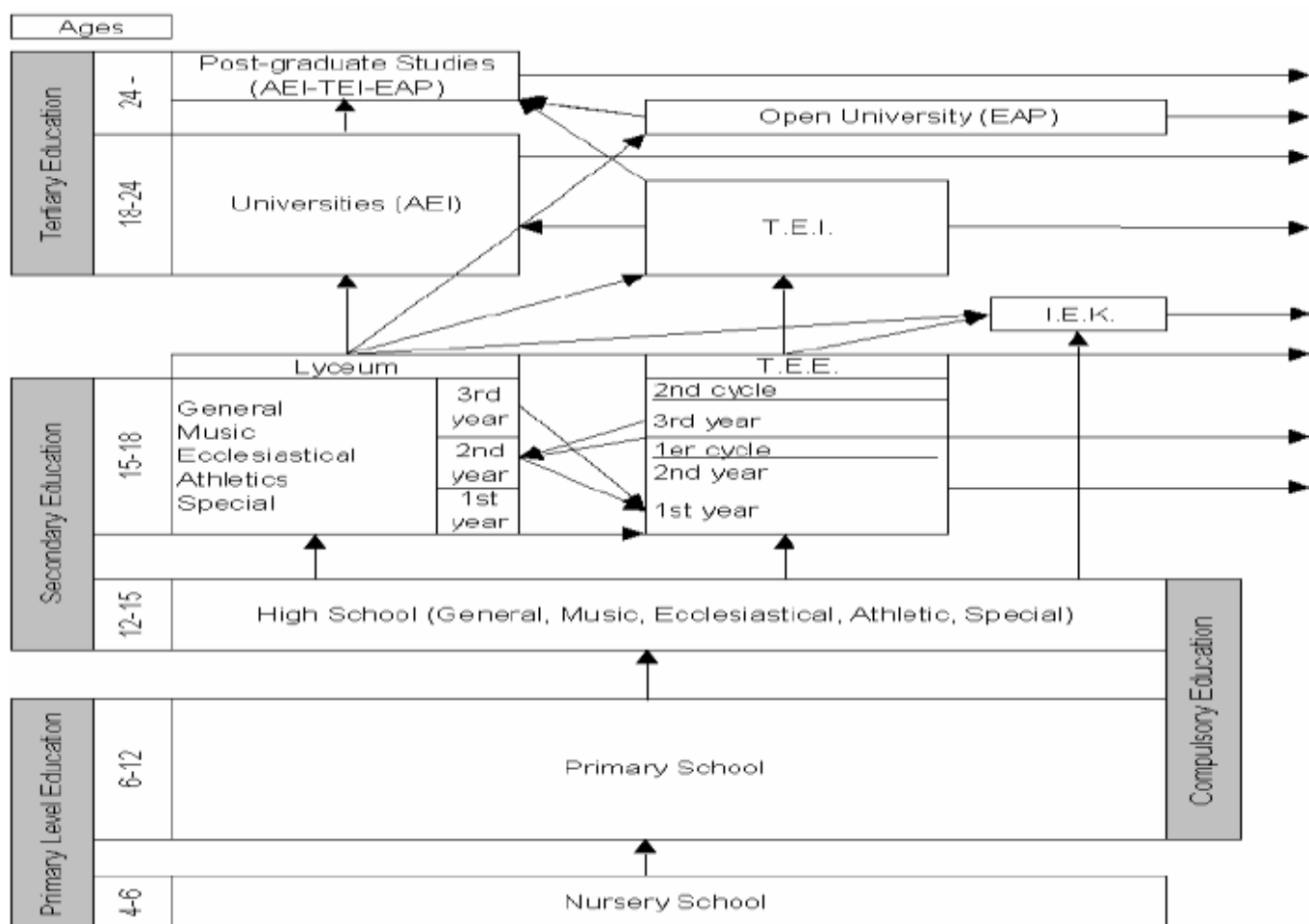
	Public	Private
School units	1.884	110
Students	322.695	18.876
Average number of pupils per school	171	172
Teachers	41.907	2.399

Ratio of pupils to teachers	7,70	7,87
Average number of pupils per classroom	21,50	25,30

Vocational education is not provided at the level of compulsory / lower secondary education in Greece.

There are also some alternative types of Public Compulsory Secondary Education, for which there are not many statistical data available.

# EDUCATIONAL SYSTEM



**Source: Ministry of Education and Religious Affairs**

**Table 1.1.b Alternative Gymnasiums, school year 2007-08**

Type of Gymnasium	School units	Students	Teachers
Experimental	27	*	*
Minority	2	457	88
Intercultural	8	*	*
Ecclesiastic	10	*	*

\* Missing data

## Non-Compulsory Secondary Education

Post-compulsory Education, according to the reform of 1997, consists of two school types:

- Unified Upper Secondary Schools (*Eniaia Lykeia*)

Duration of studies: 3 years.

- Technical Vocational Educational Schools (*TEE*)

Duration of studies: 2 years (a' level) or 3 years (b' level)

To such schools can access students that have finished Gymnasium and have reached usually the age of 15.

### Unified Upper Secondary Schools (*Eniaia Lykeia*)

The Unified Lyceums are divided in various kind of Lyceums, the majority of which are General Lyceums (GL). The aim of the GL is:

- To provide a high level of general knowledge.
- To develop the pupils' abilities, initiative, creativity and critical thinking
- To offer the pupils the knowledge and abilities necessary to continue their studies on to the next level of education.
- To cultivate pupils' skills which will, after specialisation or training, facilitate their access to the labour market.

Some statistic data about GLs are supplied in Table 1.2.a below.

**Table 1.2.a General Lyceums, school year 2007-08**

	Public	Private
School units	1.293	112
Students	224.00	17.649
% female	54%	49,5%
Average number of pupils per school	173	158
Teachers	25.394	2.205
Ratio of pupils to teachers	8,80	8,00
Average number of pupils per classroom	21,10	22,10

There are also some alternative types of Public Non-Compulsory Secondary Education, for which the statistical data are shown below.

**Table 1.2.b Alternative Lyceums, school year 2007-08**

Types of lyceum	School units	Students	Teachers
Vocational	388	49.124	8.734
Experimental	19	*	*
Minority	2	1.001	126
Intercultural	84	*	*
Ecclesiastic	1017	*	*
Vocational schools	84	6.342	1.062

\* Missing data

### 1.2.2 Technical Vocational Educational Schools (TEE)

TEEs aim to combine general education with vocational knowledge. More specifically, the objective of Secondary Vocational Education is to:

- Develop the pupils' abilities, initiative, creativity and critical thinking
- Transmit the required technical and professional knowledge and development of relevant skills.

- Offer pupils the knowledge and abilities necessary to continue their studies at the next level of education.

Some statistic data about GLs are supplied in Table 1.2.a below.

**Table 1.2.c Vocational schools, school year 2007-08**

Vocational lyceums, TEEs, Vocational schools	Public schools	Private schools
School units	927	41
Students	89.986	967
% female	35,1%	41,1%
Average number of pupils per school	97	24
Teachers	17.123	365
Ratio of pupils to teachers	5,26	2,65
Average number of pupils per classroom	15,10	13,40

As you can see from tables 1.1 and 1.2, the number of private schools increase notably in the transition from Compulsory to Non-Compulsory Education (more than 8 times from Gymnasium to TEE and nearly 16 times from Gymnasium to Lyceum).

## Private Education

Apart from public schools, private schools operate in secondary education. They do not belong to the State but are instead established and maintained by individuals or legal entities. No state subsidies apply. Private schools are organized similarly to public schools, follow the current national schedule and curriculum and grant titles equivalent to those of public schools.

Also, private foreign Lower Secondary and Upper Secondary Schools operate that are established by foreigners (individuals or legal entities) or by the competent state authority of a foreign state resulting from bilateral educational agreements that Greece has signed.

The existence of an bilateral agreement is not a substitute for the school's operation license. When a private school is established by a public authority of a foreign state, it is directly supervised and falls under the responsibility of the respective embassy, although its operation is supervised by the Greek Ministry of

Education. Foreign schools – even those that are considered public by the respective country – are included in private education pursuant to the Greek Law.

It is underscored that the teaching of the Greek language is compulsory for all foreign schools, even if they follow exclusively a foreign curriculum.

## **School dropout in Greece (ages 11-16)**

As explained earlier on, eleven years old pupils are still in Primary school but the dropout rate at this age can be considered negligible with respect to the data of secondary education. The school dropout rate in Primary school is nearly zero. Only a small percentage does not enroll at all (mostly Romas and sons of immigrants).

On the contrary, the dropout rate when students are 16 years old, that is when they are in the first year of Non-Compulsory secondary education are much higher than the one in Compulsory secondary education (especially the one concerning the TEE) and must be taken into account by all means.

## **Dropout rate in Lower Secondary Education (Gymnasium)**

From the data resulting from the research of 2006 (survey carried out in 2005) by the Transition Observatory of the Pedagogical Institute, derives that the students dropout in Compulsory Secondary Education is 6,09% (school year 2001-01).

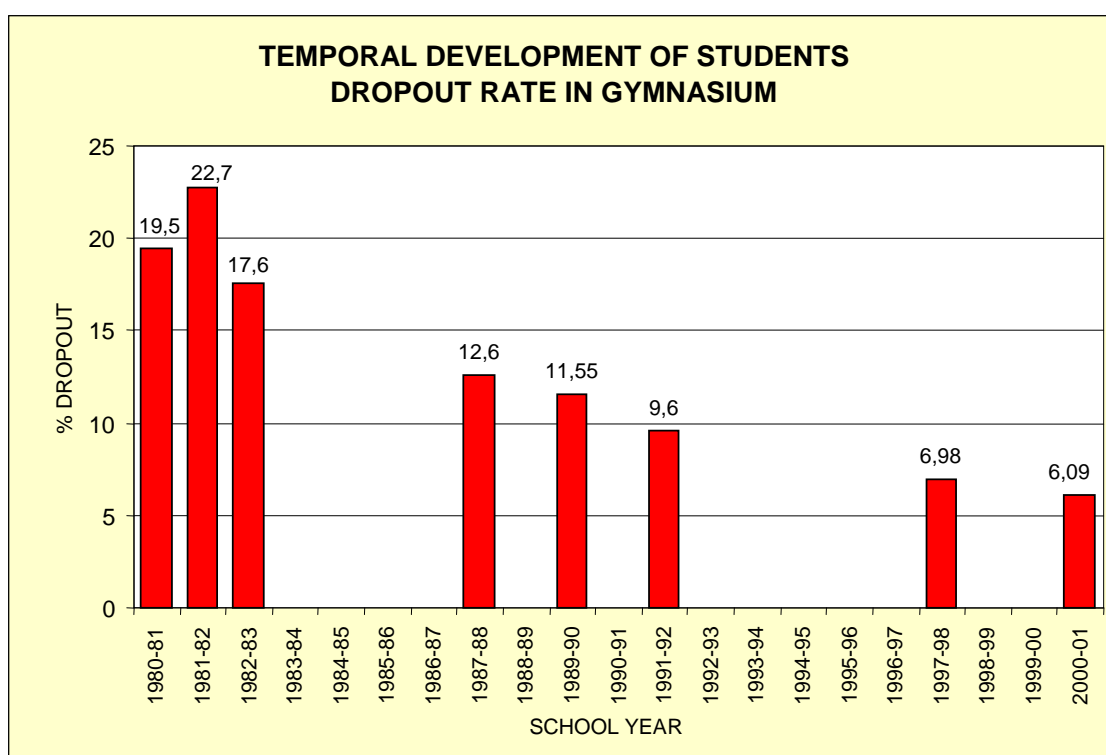
This figure is slightly lower than the one registered in the previous year (6,98%) and has been steadily decreasing with respect to previous values registered in similar surveys carried out in 1994 and 2001. All these surveys were carried out using the same method, that is the “cohort approach” a method for monitoring the progress of a generation of students.

Generally, the students dropout rate shows a remarkable decrease from the beginning of the decade of 1980 until now. Nevertheless, from the confrontation of the outcomes of previous researches with the last one, there seem to be a slowing of the pace of declining of the dropout rate, even if this could be expected when the numbers approach the zero point.

For completeness, we supply the data for the three surveys carried out by the Transition Observatory in Lower Secondary School of Greece.

- **FIRST SURVEY - 1994:**  
First phase: registration of school dropout in Gymnasium for the years 1987-1988, 1989-1990, 1991-1992.  
Second phase: Interviews with a sample of 1.464 youngsters that dropped out of school in Gymnasium
- **SECOND SURVEY - 2001:**  
registration of school dropout in Gymnasium for the year 1987-1988
- **THIRD SURVEY - 2005:**  
registration of school dropout in Secondary schools (Gymnasium, Lyceum, Technical schools) for the year 2000-2001

Table 2.1a Dropout rate of students in Lower Secondary school



The results from the three surveys can be summarized as below (please note that the last survey was extended to the progress of students also in the Upper Secondary school, so some of the results apply to the next paragraph on Dropout rate for 16 year old students.

- The dropout rate in the Gymnasium is now 6,09 % (students' class 2000-2001).

- This rate is lower than the one from the second survey and much lower than the one of the first survey. However, the decreasing rhythm is slowing down.
- Overall, the dropout rate in all secondary schools for students starting Gymnasium on year 2000 is 14%.
- The rate of 14% placed Greece in an average position among the EU-15 state members.
- To achieve the aim set by the Lisbon Council for 2010, the dropout rate for Greece must fall another 4%.
- This task looks quite difficult, owing to the slowing down of the rhythm of the rate fall.

### **Dropout rate in Upper Secondary Education (Lyceum - TEE)**

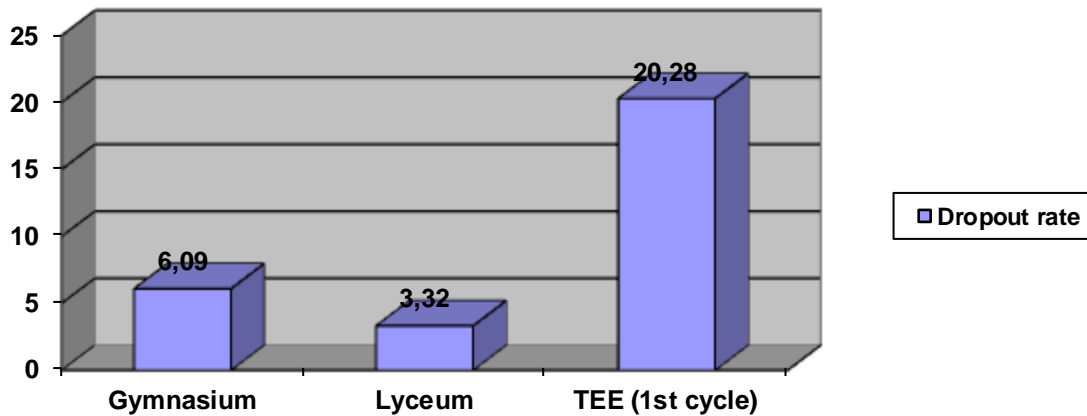
The situation of dropout rate, the state in the two schools of upper secondary education is highly uneven. In the Lyceums the student dropout is quite small (3.32%), while the corresponding figure in TEEs is more than six times bigger (20,28%).

There are no previous surveys based on similar methodology as that used in this investigation, to show the evolution of the dropout rate. But there are signs that in recent years the trend of student dropout is downward.

The value of 20,28% can be considered a reliable figure for the students on the first year of Technical Vocational Schools, because the figure concern only students of the First Cycle (Class I and II – cfr. Educational System).

If we included the students of the Second Cycle, taking into account that after the First Cycle the graduates can use their diploma to negotiate entry into the labor market, the student dropout in both cycles shows that students dropout rate of TEE of the 2000-01 generation rise to 28.81%. This figure is nearly nine times larger than the one for the Unified Lyceum.

Diagram 2.2a



If we consider the total dropout rate in Upper Secondary Education, we find out that the figure is 9,74%.

The calculation is based on the fact that of the total number of students that enrolled in Lyceum or TEE in the school year 2000-01 (119.120), 11.598 did not get the final school certificate of Lyceum or the diploma of the first cycle of TEE. The following table summarize this result, including also the figures for the Gymnasium.

**Table 2.2a Students dropout rate in Diurnal<sup>1</sup> Secondary Education**

	NUMBER OF STUDENTS ENROLLED IN FIRST CLASS THE YEAR 2000-01	DROPOUT RATE	
		Nr.	%
LOWER SECONDARY EDUCATION			
Gymnasium	108.320	6.952	6,09
UPPER SECONDARY EDUCATION			
Lyceum	74.046	2.455	3,32
TEE	45.074	9.143	20,28
TOTAL	119.120	11.598	9,74

### Dropout rate according to the class frequented

In all types of school (Gymnasium, Unified Lyceum and TEE) the dropout phenomenon is more marked in the first class. Such phenomenon is especially pronounced in TEEs, where about 81% of the total of the dropout is due to the students that abandon school in the first class of the first cycle.

The same happens in Gymnasium where nearly 80% of the total dropout is due to pupils that do not show up at all or abandon during the first year of frequency.

In the Unified Lyceum there is more balance, since the value for the first year drops to 59%.

### Dropout rate according to geographic factors

From the confrontation of the dropout rate in Secondary Education by region, we can see that the most unfavourable situation is in the island of Crete, where in all type of schools the rates are over the average

<sup>1</sup> Evening schools are for students of age 18-up, so are not relevant for MOST target group

national value. The situation is adverse also in Southern Aegean, Ionian islands, and Western Greece (whose capital is Patras) where the rates are over the national average for Gymnasium and Lyceum.

On the other side, favourable is the situation in Western Macedonia, Thessalia, Sterea Ellada and Peloponnese, where the dropout is below the national average for the three type of schools.

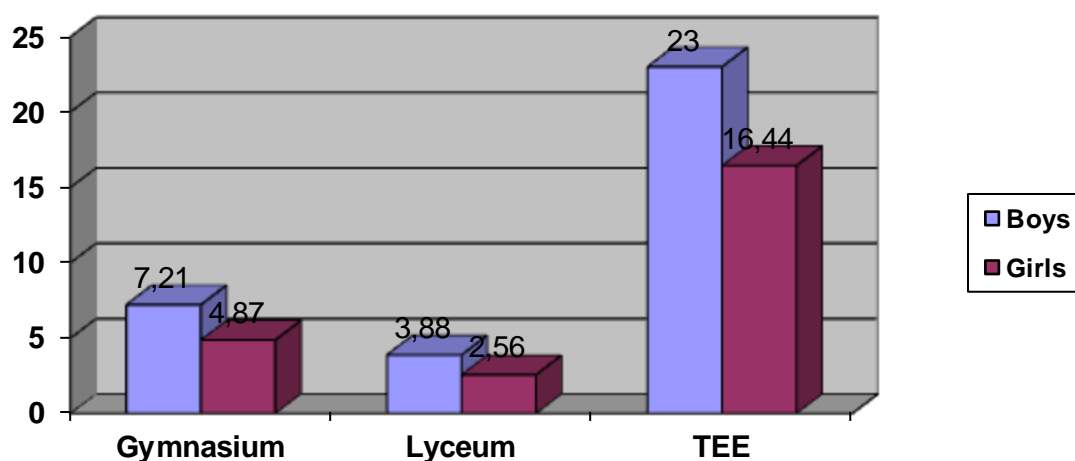
Peculiar is the situation in Eastern Macedonia and Thrace, where is the higher dropout rate of Greece in Gymnasium (9,64%) while there is one of the lowest dropout in Lyceum (2,36%).

Finally, in Attica, the region of Athens, where there is about 1/3 of the student population of Greece in secondary education, the dropout rate is near to the average value, as it was logical to expect.

### Dropout rate for boys and girls

If we compare the dropout rate for the three kind of Secondary schools according to the sex of the students, we see that in all cases the boys show a higher dropout rate than the girls. This trend is consistently true through the years ( at least in the Gymnasium where we have data from previous surveys).

**Diagram 2.5a Students dropout rate according to the sex**

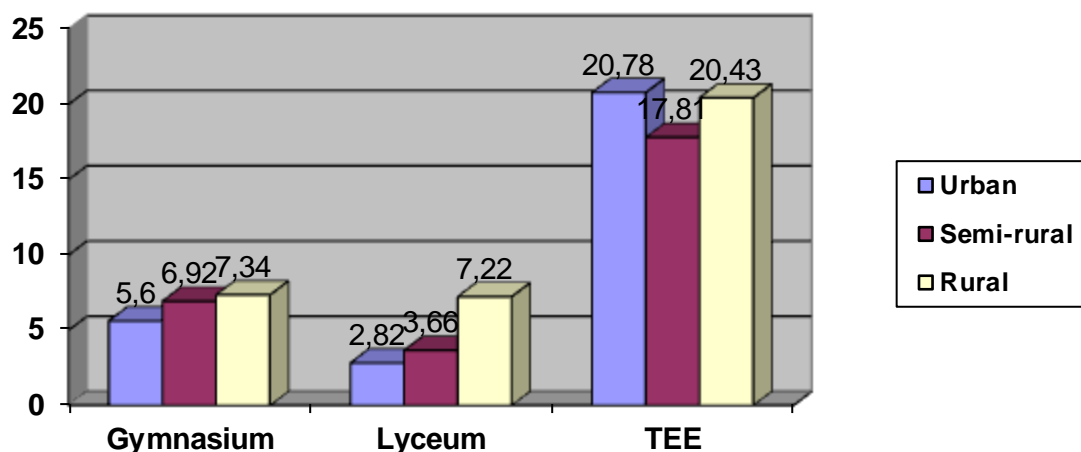


### 2.2 Dropout rate according to urbanization

In all the previous surveys about students school abandonment in Gymnasium, the research found out that the lowest dropout rate was registered in urban areas. The more rural the area, the highest the dropout rate.

This seem to apply, according to the last survey, also to the Lyceum. On the contrary for the TEEs in the urban area there is the highest dropout rate.

**Table 2.6a Students dropout rate according to urbanization**



### Dropout rate in Greece and in the European Union

The student dropout rate for the total of Secondary Education in the last comprehensive survey carried out in Greece (for the students enrolled in the first class of Gymnasium in the school year 2000-01, on average 12 years old pupils) was calculated as about 14%.

This calculation and the indicators of the recent years by Eurostat about the “Early school leavers”, place our country in middle position compared with other European member countries.

The next surveys will show if Greece managed to reach the objective set by the Treaty of Lisbon in 2000 for an average dropout rate of 10%, although such an objective would seem quite difficult due to the slowing down of the percentage reduction with the years.

### 1. 3. ITALY: *School Abandonment*

*Giovanna Celia – ISPPREF*

#### **Introduction**

The phenomenon of school drop occurs in Italy for a long time. During the first half of the twentieth century phenomena such as illiteracy or child labour were widespread and represented everyday life for most of the population. The oldest evidence of institutional intervention against these phenomena is the Royal Decree of 31 October 1923 establishing the rural schools.

**REGIO DECRETO 31 OTTOBRE 1923**, n. 2523 (GU n. 285 PAG. 7049 del 05/12/1923).

From then on there have been many projects on various institutional levels developed to spread education and fight illiteracy first, and then school dropout. The school dispersion in particular is a phenomenon on which there has been put a huge attention of interventions since the 80s.

The fight against school dropout and motivation to the study fits into this line of action that arise in the context of social policies and services. Those actions are carried out by many different private and public social organizations in various areas such as social, psychological, health, community development and education.

The dispersion is a complex phenomenon defined by many factors affecting negatively the smooth running of a student's school activities, thus it is not possible to define it simply with abandonment. It refers rather to a set of causes such as delays, non-admission to the next year, interruptions, irregularities in attendance, etc.. that might result in an advanced exit of the pupil from the school system.

In general, school abandonment is a mixture of reasons accumulating shortcomings of the education system (organizational rigidity, inadequate teaching methods), families with socio-economic disadvantages, and with a poor capacity of educational intervention (low level of socio-economic status, low cultural level, the collapse of the value of school), territorial scale (poor / inadequate services and facilities, absence of aggregation sites), personal factors (social aspirations, the fragility of personality, inadequate motivation for learning) and influence of the peer group. Therefore the abandonment includes both the structural causes as well as the subjective dynamics.

The abandonment is a serious phenomenon that involves the whole community, thus not only the school must be involved into the solutions; in fact negative consequences are important not only for individual destinies, but even for the quality of community life, because school abandonment feeds social disadvantage and juvenile delinquency.

The emphasis on the cogency of the problem and the need to combat it at European level can be find in the White Paper of Delors (1993), that includes school drop-outs among the causes low economic development; indeed the phenomenon concerns mainly young people in conditions of social vulnerability who had not completed basic instruction, thus have great difficulty finding a place in the labour market. Furthermore, school abandonment is considered as an indicator of weakness of the social system regarding the fundamental citizens rights: not only the right to work, but the right to full realization of the person. Since education is considered as a resource of the first magnitude needed to qualify and enhance human capital, the strategy promoted at European level to address the issue focuses on the qualitative development of the education system.

Whatever the interventions of prevention and reduction of dispersion are, a relational approach to teaching arguments that they can not be limited to specific aspects of learning, but should involve individuals in their totality of subjects. The influence of the communicative and relational dimension as well as of the climate on the learning process has been well documented having led to the development of social and emotional educational programs.

With reference to the work of RBS7 (Research for a Better School), four areas of assessment to identify risk factors for premature school dropout have been identified:

**The socio- family area** refers to the situations of family, school and peer groups, i.e. includes those small groups that are more or less integrated.

**The socio-pedagogical area** includes the ability to achieve specific educational standards which are identified as referential models

**The area of physiological and the area of individual - psychopathological** involve biological and neuro-physiological variables (e.g. hyperactivity, dyslexia, disability) including also discomfort, absenteeism, drug abuse and deviant behaviour.

A variable that is considered as the principal key of understanding the school dropout phenomenon is certainly the age: the disorientation that characterizes the adolescent phase of "passage" into the adulthood, render youngsters more susceptible to the abovementioned risk factors.

The school failure can be considered as a manifestation of disturbances more or less severe, transient or permanent during adolescence. The disorientation of the school experience can be extended by the "general to the particular" accompanied by intolerance, resentment, and other signals of distress, all amplified and centred in the training context.

The low expectations that young people feel towards teaching may trigger the behaviour of avoidance to participate in school activities, with the consequence not to provide an adequate return to the students' capacities.

What many teachers define as "laziness" is actually the most obvious symptom of a much deeper problem, which can be outlined as "school suffering". The school and its activities are seen as unnecessary, not in tune with the "knowledge" that the youngster would like to have and with the skills that can give results in everyday life. This suffering is an important indicator that should be considered in future to detect those most at risk of dropping out; what's even more important is that it has to do with a search for other spaces where "learning". Sometimes these spaces can be represented by extracurricular activities, in other cases it is the peer group that represents such an escape, which might involve into a real school abandonment.

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<http://www.scuolaer.it>

### **School LEAVING and THE SUCCESS IN EDUCATION: analysis of a phenomenon**

The objective of this discussion is to investigate what are the most current best practices introduced by the specific projects fighting school dispersion and motivation to study. The best practices are considered all those interventions whose effectiveness has been demonstrated by diffusion and repetition over time.

The analysis of the projects having largest period of renewal disclosed their peculiarity in starting with the most current statistical data and with the analysis of specific territorial needs.

Therefore it was decided to present the argument placed before the analysis of quantitative data and then a qualitative analysis of various types of intervention. Compared to the latter point it was decided to split the action on the basis of "culture" and "values" of which they are carriers. This choice is certainly the

general will of the writer to enter into a constructivist perspective, whereby the culture and values are the elements that pervade and guide objectives, strategies and techniques of each method of intervention.

For that reason it has been decided to present the argument firstly through the analysis of quantitative data and then through a qualitative analysis of various types of intervention. Concerning the latter point, it has been decided to split the interventions on the basis of "culture" and "values" they are promoting. This choice is certainly the general will of the writer to enter into a constructivist perspective, whereby the culture and values are the elements guiding objectives, strategies and techniques of each method of intervention.

### **Brief statistics**

This note will deepen the phenomenon of school dropout in secondary school, first and second grade. It can be said that there are two dimensions of analysis of the phenomenon of school dropout.

The first is that which equates the phenomenon of school dispersion with the number of dropouts recorded during a school year. Given the complexity of variables, either regarding school as well as related to socio-economic context impacting the abandonment of studies, it was considered appropriate focus on indicators of possible causes the phenomenon as based on information available source of ministerial:

- number of repeaters
- number of promoted with debt
- delays accumulated in the course of several years;
- change of the school typology

The latest data available from the survey conducted by the Ministry at all state schools and non-state, referring to the AS 2006/2007, point out an equal number of students missing in lower secondary school level (equal to 2.791) and in secondary level (equal to 44,664), in terms of subscribers, amounting to 0.1% in the first case and 1, 6% in high school.

The second one uses an European key that analyzes the phenomenon nn based of early school leavers indicator, which is constructed using the survey "Labour Force" of the ISTAT. This indicator refers to the

proportion of young people aged 18 to 24 years of age who have finished the only middle school and are outside the system of education-training.

This is an indicator used by the EU to monitoring progress in the increasing competencies of the members countries population, which is in line with the educational objectives expressed by the Lisbon European Council 2000, as defined in the European Education & Training 2010.

According to the latter interpretation, Italy is still in delay despite the improvement seen since 2000; in 2006 the 20.8% of youngsters ended their education after the middle school without attending any training course, against the European average of 15.3%. Italy is preceded only by Spain and Portugal. The EU average fell to 14, 9%, while Finland and Denmark are already below 10% and France, Germany, Holland, UK and Greece are close to the Lisbon aim. Huge number of boys also brought good time in high school (former postponed): nearly one million. Updated data to 2007 show, however, a further step that helps to decrease the distance of Italy than in other countries. The regions with the most evident problems are Valle d'Aosta (29.5%), Campania (28.8%), Sicily (26%) and Puglia (23.9%).

Despite the recent recovery observed by the various member countries, the Commission, in its Communication of 11-12-2007, reiterated the need for constant and important efforts to increase the skills because of the high levels of early school dropout that still characterize EU countries.

School dropout is higher in the early years of secondary and high school. Especially in the early classes in technical schools providing vocational training, the rates of rejection achieve stratospheric levels of 42%. But it is especially in all southern regions that lurks dispersion with values higher than the national averages amounting 30%. This is a sign that the phenomenon is linked to economic and social issues as well as to gender showing that female students are, on average, better than their male companions.

[www.istat.it](http://www.istat.it). Fonte Istat. Indagine sulle forze di lavoro - dati II trimestre – Aprile 2006/2007. Retrived April 2010 from

[www.miur.it](http://www.miur.it). MPI (2008). La dispersione scolastica indicatori di base anno scolastico 2006/2007. Retrived April 2010 from

[http://europa.eu/abc/keyfigures/index\\_it.htm](http://europa.eu/abc/keyfigures/index_it.htm) UE(2004). Fatti e cifre chiave sull'Europa e gli europei – anno 2004. Retrived March 2010 from



As for the quality of student learning in Italy, the latest PISA-OECD survey of 2006 does not show positive signs: the proportion of those who demonstrate poor reading skills increased (26.4%), while the proportion of students with high skills (22.7%) decreased. Similar trends are observed in data related to mathematical skills (32.8%) and the reduction of the percentage of students with advanced skills (19.6%).

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## 1. 4 ITALIAN DATA ON SCHOOL YOUNG LEAVERS

Elisabetta Barone – ANP SALERNO

The problem of early school leavers is a very relevant question for our National system. Nine out of ten new jobs in Europe will require medium or high level qualifications, yet one in seven young people leaves formal education without completing the upper secondary level (Cedefop, 2008a).

Although there has been a clear and growing focus on school drop-out, various definitions exist for early school leaving. The European Union defines early school leavers as 18 to 24 year olds who have only lower secondary level education and are not in further education and training (According to the Eurostat definition, early school leavers are the percentage of the population aged 18-24 with, at most, lower secondary education and not in further education or training. It refers to persons aged 18 to 24 in the following two conditions: the highest level of education or training attained is ISCED 0, 1, 2 or 3c and respondents declared not having received any education or training in the four weeks preceding the survey (numerator). The denominator consist in the total population of the same age group, excluding no answers to the questions ‘highest level of education or training attained’ and ‘participation to education and training’).

Early school leavers are a heterogeneous group, from diverse backgrounds and with varied needs and aspirations.

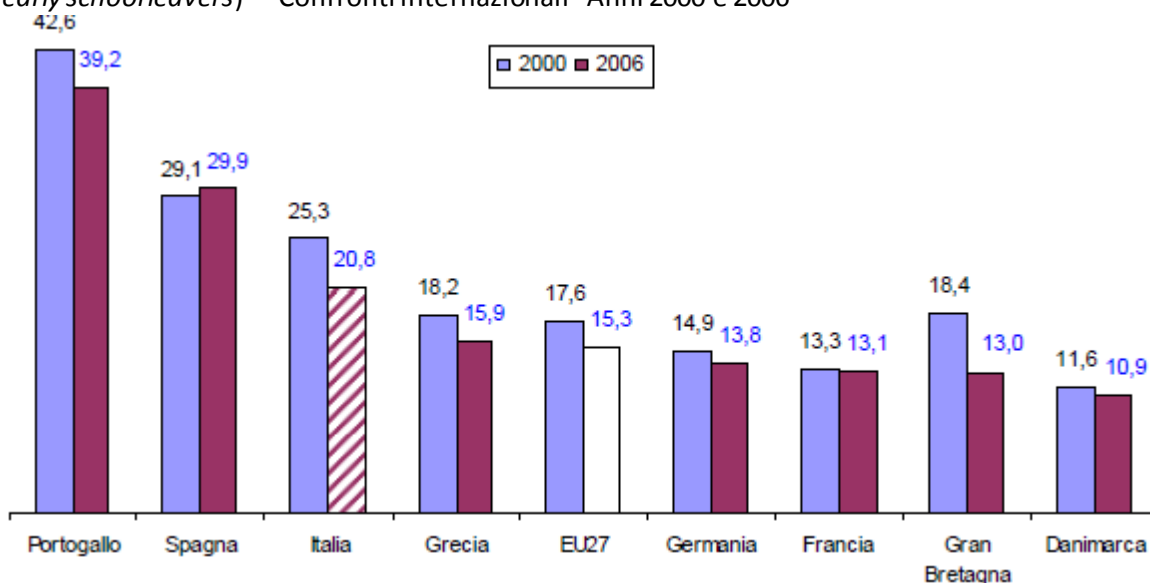
In a statistic study of the Italian Ministry of Education “La dispersione scolastica. Indicatori di base. Anni 2006-2008” published on may 2008, there are indicated two dimensions of the phenomenon of scholastic leavers: the first one consider the phenomenon of scholastic leavers as equal to the number of *drop-outs we can detect during a year*; the second consider the phenomenon using the indicator of the early school leavers, taking the Istat Research “Forze di Lavoro”. This indicator is referred to the number of young leavers between 18 and 24 that have leaved the system of instruction and formation. In this sense, Italy is in a situation of a great retard in Europe: in 2006 the 20,8% of young people have only a certification for primary school without any certification against an European number of 15,3% (Graf.1).

When the Education and training 2010 benchmark was established in 2001 at 10 %, almost one in six young people aged 18-24 were early school leavers. Since then, there has been a reduction in the rate of early school leaving of three percentage points, from 17.6 % in 2000 to 14.8 % in 2007. By 2007, every seventh

person was classified as an early school leaver and around six million young people finished schooling with less than upper secondary education.

In 2007 only six Member States had reached the benchmark target and five of these were already below the target in 2000. Five of these six countries joined the EU in 2004: the Czech Republic, Lithuania, Poland, Slovakia and Slovenia. Finland is the only longer-standing EU country, where the early school leaving rate was below the Lisbon target throughout the reference period. Early school leaving rates are also below the target in Iceland and Norway. The southern European countries Spain, Italy, Malta, and Portugal, followed by Bulgaria and Romania, which recently joined the EU, remain furthest away from the EU benchmark. Some of the greatest reductions in the proportion of early school leavers have been seen in Bulgaria, Cyprus, Malta, Portugal and Slovenia.

Percentuale di 18-24enni con la sola licenza media e non più in formazione (*early school leavers*)\* - Confronti internazionali - Anni 2000 e 2006



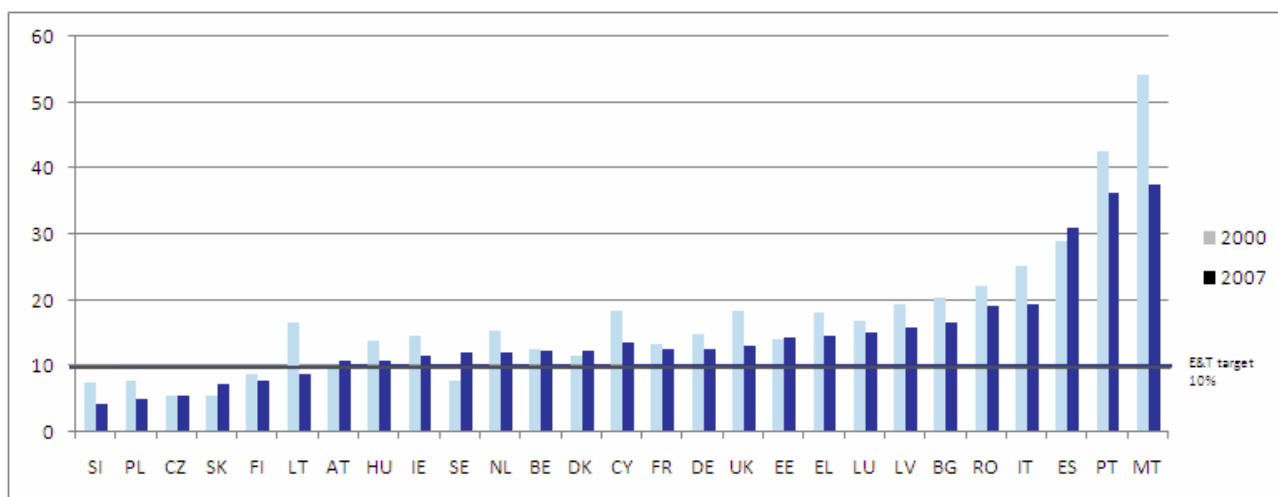
(\*) L'indicatore fa riferimento alla quota di giovani (18-24enni) che hanno conseguito un titolo di studio al massimo ISCED 2 (scuola secondaria di primo grado) e che non partecipano ad attività di educazione/formazione.

Fonte: "Progress towards the Lisbon objectives in education and training" Indicators and benchmarks 2007

The numbers in 2007 show a progress that reduce the distance between Italy and other European countries. The patterns of progress are diverse between EU countries (see Figure 1), and Europe tends to show a north/south divide on this issue (European Commission, 2009b).

In a study published by CEDEFOP in 2010, Guiding at-risk youth through learning to work. Lessons from across Europe, we can read that in November 2009, the level of early school leavers remains high (15.2 % in 2007).

To answer to this crisis situation, policy-makers should utilize targeted interventions that provide support for young people to complete their education and training and to become easily integrated into the labor market. Work towards developing more open and flexible lifelong learning systems that engage all youngsters in formal, non-formal and informal settings should be fostered to remove obstacles to their employment and employability during the economic crisis.



European Commission, 2008

In most European countries, early school leaving is an issue for inner city areas. In France, for example, urban areas with high levels of unemployment and poverty are more likely to have high numbers of drop-outs than other parts of the country. Young people in Austrian towns and cities are twice as likely to drop out early as those in rural regions, with drop-out rates standing at 12 % and 5 % respectively.

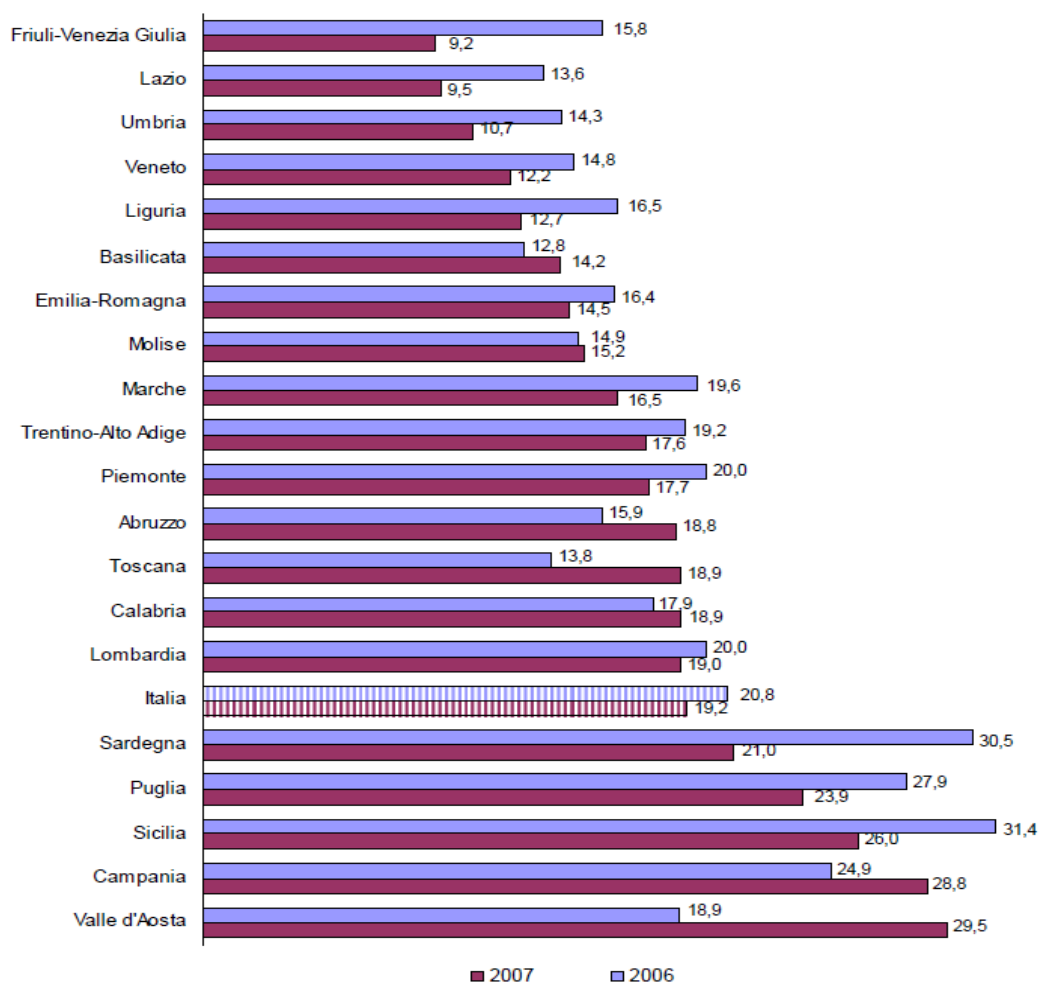
In contrast, young people living in remote rural areas of Romania have lower school completion rates than their peers living in cities. A national study concluded that, at the end of 2006 almost 20 % of pupils in lower secondary schools in rural areas were registered as drop-outs in comparison to only 5.5 % in urban areas (Ministry of Education, Research and Youth, 2008). This trend is also pertinent to small, isolated villages in Hungary.

Other factors impact on disengagement from school, those commonly associated with early school leaving are often related to the individual, the socioeconomic background and the external environment (GHK, 2005). Young people who are not in education, employment or training are disproportionately likely to have experienced poor attainment at school, low motivation, truancy, homelessness, poverty, lack of family support, health problems, special educational needs, disabilities or unemployment in the family. Many have had negative experiences of school and faced issues such as bullying, exclusion, behavioral difficulties, and stress. Some young people from relatively poor backgrounds find it difficult to progress into further education or training as they struggle to cope financially or they feel pressure to begin contributing to family finances. For some young people, finding an opportunity to earn money, by whatever means, becomes a priority over continuing their education or training.

This implies that the school environment (physical, social, school atmosphere) and the teaching staff (expectations, style of delivery, understanding of the needs of and experience in working with marginalised groups) play a part in raising aspirations and supporting school completion. Further, a significant proportion of young people leave school early as a result of disaffection with the system, skills limitations (such as poor basic skills) or due to the lack of availability of alternative forms of learning opportunities (BCA, 2003). Many dropouts, and sometimes their parents too, have low expectations for themselves. They tend to have short-term life plans and cannot envisage a future career pathway, only an extension of their present situation (Stokes, 2000). Some researchers argue that some young people make a conscious 'choice' not to participate, for example, by adopting an 'anti-learning culture' as a means of gaining credibility and status with peers (Spielhofer et al., 2009).

In Italy the Region that have more difficulties are Valle d'Aosta (29,5%), Campania (28,8%), Sicilia (26%), Puglia (23,9%) (Graf. 2).

Graf. 2 - Percentuale di 18-24enni con la sola licenza media e non più in formazione (early school leavers)-ITALIA - Anni 2006 e 2007



Fonte: Istat – Indagine sulle forze di lavoro – Dati II trimestre - Aprile 2006 e 2007

The latest data given by the Ministry of Education, referred to the years 2006-7 show 2.971 students who have leaved the primary school and 44.664 who have leaved the secondary school (0,1% and 1,6%).

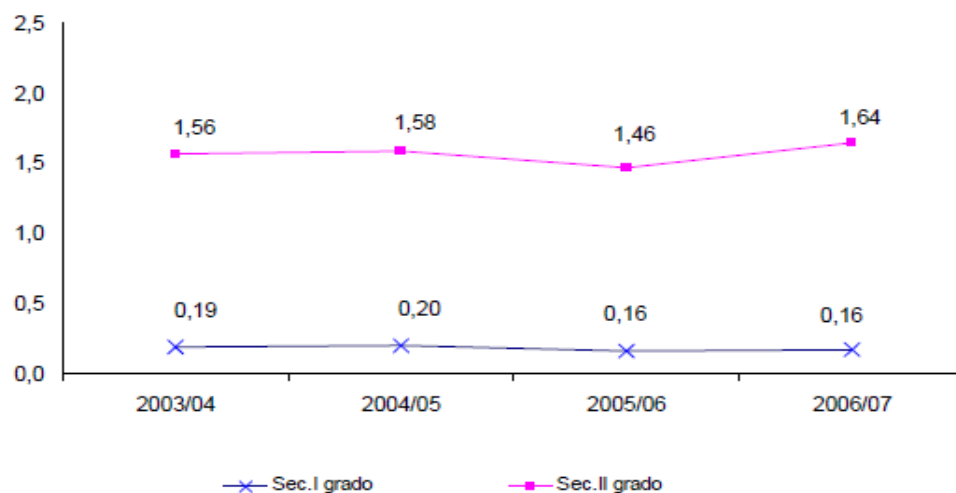
Tab. 1 - Studenti iscritti che hanno abbandonato gli studi \_Scuola secondaria di I e II grado - A.S. 2006/07

	Abbandoni	
	v.a.	per 100 iscritti
<b>Sec.I grado</b>	<b>2.791</b>	<b>0,2</b>
I anno	868	0,2
II anno	876	0,2
III anno	1.047	0,2
<b>Sec.II grado</b>	<b>44.664</b>	<b>1,6</b>
I anno	16.046	2,4
II anno	7.876	1,4
III anno	9.155	1,7
IV anno	8.330	1,7
V anno	3.257	0,7
<i>di cui serali</i>	<i>11.770</i>	<i>13,1</i>
<i>I anno</i>	<i>3.129</i>	<i>23,5</i>
<i>II anno</i>	<i>1.450</i>	<i>15,0</i>
<i>III anno</i>	<i>3.646</i>	<i>15,4</i>
<i>IV anno</i>	<i>2.282</i>	<i>12,0</i>
<i>V anno</i>	<i>1.263</i>	<i>5,3</i>

Ministero della Pubblica Istruzione  
Direzione Generale per gli Studi e la Programmazione e per i Sistemi informativi – Ufficio VII – Servizio Statistico

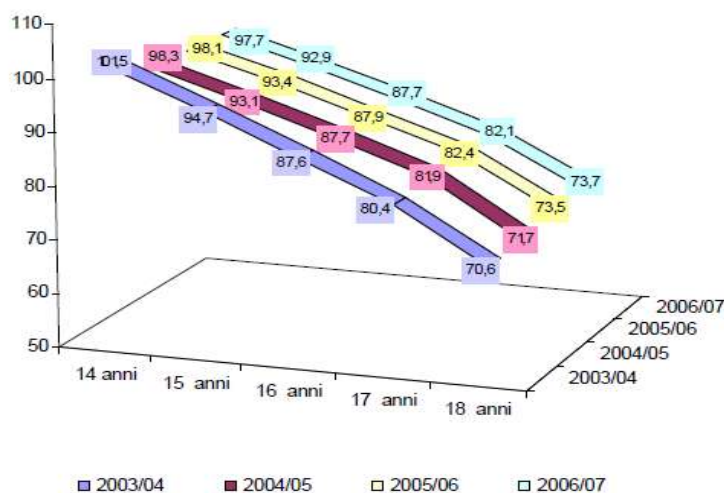
If we compare the data we can understand that the phenomenon of early leavers is very high in the first year of secondary school and less important in the other years.

Graf. 3 – Andamento degli abbandoni scolastici per ordine di scuola (per 100 iscritti) - AA.SS. 2003/04-2006/07



## COMENIUS

Graf.4 – Tassi di scolarità dei giovani di 14-18 anni - AA.SS. 2003/04-2006/07



It's very interesting to note that from a geographic point of view the phenomenon of early school leavers is not typical only of the Southern of Italy but also in the North.

Tab. 3 - Abbandoni per tipo scuola, ripartizione geografica e anno di corso \_Scuola Secondaria di II grado - A.S. 2006/07

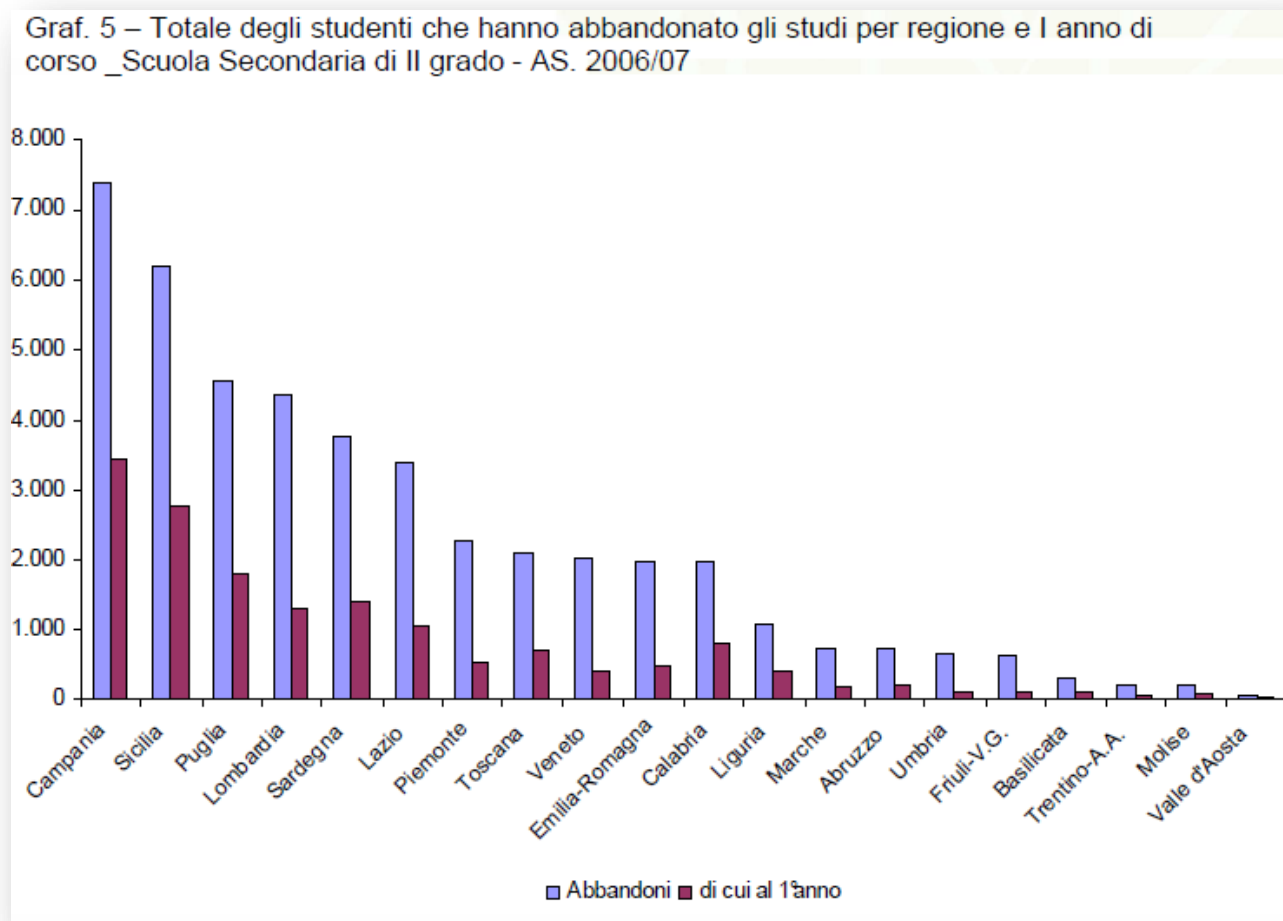
Tipo scuola	Anno di corso					
	Totale	I	II	III	IV	V
Totale sec.II grado	44.664	16.046	7.876	9.155	8.330	3.257
Licei	1.974	508	316	412	432	306
ex Ist. magistrale	1.657	547	295	359	281	175
Ist. Tecnico	19.223	6.088	3.125	4.921	3.238	1.851
Ist. Professionale	20.168	8.185	3.815	3.180	4.116	872
Istruzione Artistica	1.642	718	325	283	263	53
			<i>per 100 iscritti</i>			
Totale sec.II grado	1,6	2,4	1,4	1,7	1,7	0,7
Licei	0,2	0,2	0,2	0,2	0,3	0,2
ex Ist. magistrale	0,8	1,1	0,6	0,8	0,7	0,5
Ist. Tecnico	2,1	2,8	1,7	2,6	1,9	1,1
Ist. Professionale	3,6	5,4	3,2	2,8	4,4	1,1
Istruzione Artistica	1,6	2,8	1,5	1,3	1,4	0,4
			<i>per 100 iscritti</i>			
			<i>v.a.</i>			
<b>Ripartizioni geografiche</b>						
Nord-Ovest	7.777	2.299	1.474	1.824	1.558	622
Nord-Est	4.819	1.068	707	1.318	1.241	485
Centro	6.919	2.054	1.133	1.674	1.452	606
Sud	15.170	6.448	2.633	2.593	2.576	920
Isole	9.979	4.177	1.929	1.746	1.503	624
			<i>per 100 iscritti</i>			
Nord-Ovest	1,3	1,6	1,2	1,5	1,5	0,6
Nord-Est	1,1	1,0	0,8	1,4	1,6	0,7
Centro	1,4	1,7	1,1	1,6	1,6	0,7
Sud	1,9	3,3	1,6	1,6	1,7	0,6
Isole	2,7	4,4	2,5	2,4	2,3	1,0

Tab. 3bis - Abbandoni per ripartizione geografica, tipo scuola e anno di corso (per 100 iscritti) \_ Scuola Secondaria di II grado - A.S. 2006/07

	Anno di corso					
	Totale	I	II	III	IV	V
<b>Nord-Ovest</b>						
Licei	0,2	0,1	0,1	0,2	0,3	0,1
ex Ist. magistrale	0,5	0,6	0,5	0,6	0,6	0,4
Ist. Tecnico	1,5	1,4	1,2	2,2	1,6	0,9
Ist. Professionale	3,1	4,1	2,9	2,7	4,1	1,2
Istruzione Artistica	1,3	1,8	1,6	1,4	0,8	0,2
<b>Nord-Est</b>						
Licei	0,2	0,1	0,1	0,3	0,2	0,2
ex Ist. magistrale	0,3	0,2	0,1	0,6	0,5	0,3
Ist. Tecnico	1,2	0,9	0,7	2,0	1,6	0,8
Ist. Professionale	2,4	2,5	1,9	2,6	4,0	1,3
Istruzione Artistica	1,3	2,0	1,0	0,9	1,7	0,4
<b>Centro</b>						
Licei	0,2	0,2	0,1	0,2	0,2	0,2
ex Ist. magistrale	0,7	0,9	0,7	0,9	0,7	0,3
Ist. Tecnico	1,6	1,5	1,1	2,6	1,8	1,0
Ist. Professionale	3,3	4,4	2,9	2,7	4,3	1,3
Istruzione Artistica	2,0	3,4	1,5	2,2	1,4	0,7
<b>Sud</b>						
Licei	0,2	0,2	0,1	0,2	0,2	0,2
ex Ist. magistrale	0,9	1,5	0,8	0,9	0,7	0,6
Ist. Tecnico	2,4	4,1	2,1	2,6	2,0	1,0
Ist. Professionale	4,1	6,9	3,5	2,8	4,4	0,8
Istruzione Artistica	1,3	2,7	1,1	0,5	1,4	0,1
<b>Isole</b>						
Licei	0,4	0,5	0,3	0,5	0,5	0,3
ex Ist. magistrale	1,2	1,7	1,0	1,1	1,1	0,6
Ist. Tecnico	3,9	6,0	3,7	4,2	2,9	1,7
Ist. Professionale	5,4	8,6	4,9	3,6	5,5	1,1
Istruzione Artistica	2,5	4,6	2,2	2,1	1,8	0,6

In any case the Regions with the higher number of early school leavers are Campania and Sicily, followed from Puglia and Lombardia.

(Graf. 5).



However the data on early school leavers must be compared with the data of the ISFOL. ISFOL's data give us the situation about young who are involved in the Professional Training. In Italy about 100000 young are involved in paths of professional Training financed by the Regions.

If we can answer to the phenomenon of early school leavers, we must reflect also on the percentage of students rejected at the end of the year such as on the percentage of students who haven't pursued a good result at the end of the year in some matters.

## COMENIUS

Tab. 5 - Ripetenti per tipo scuola, ripartizione geografica e anno di corso \_Scuola Secondaria di II grado - A.S. 2006/07

	Anno di corso					
	Totale	I	II	III	IV	V
<i>Tipo scuola</i>		<i>v.a.</i>				
Totale sec.II grado	172.035	56.582	41.040	39.502	25.617	9.294
Licei	27.214	8.455	6.487	7.118	3.834	1.320
ex Ist. magistrale	10.561	4.101	2.486	2.386	1.197	391
Ist. Tecnico	76.555	23.249	17.182	18.180	12.951	4.993
Ist. Professionale	49.898	17.956	12.807	10.127	6.611	2.397
Istruzione Artistica	7.807	2.821	2.078	1.691	1.024	193
		<i>per 100 iscritti</i>				
Totale sec.II grado	6,3	8,5	7,2	7,2	5,3	2,0
Licei	3,0	3,9	3,3	3,9	2,3	0,9
ex Ist. magistrale	4,8	7,9	5,5	5,5	3,0	1,0
Ist. Tecnico	8,2	10,6	9,3	9,7	7,7	2,8
Ist. Professionale	8,9	11,9	10,6	8,9	7,1	3,0
Istruzione Artistica	7,6	11,1	9,4	8,0	5,3	1,3
<i>Ripartizioni geografiche</i>		<i>v.a.</i>				
Nord-Ovest	37.857	12.742	8.977	8.717	5.154	2.267
Nord-Est	25.040	8.443	6.022	5.701	3.478	1.396
Centro	30.012	9.630	7.272	6.774	4.427	1.909
Sud	47.925	15.555	11.136	11.417	7.835	1.982
Isole	31.201	10.212	7.633	6.893	4.723	1.740
		<i>per 100 iscritti</i>				
Nord-Ovest	6,4	8,8	7,2	7,3	5,0	2,4
Nord-Est	5,7	8,0	6,5	6,3	4,5	1,9
Centro	5,9	7,9	6,8	6,5	4,9	2,2
Sud	5,9	8,0	6,7	7,0	5,3	1,4
Isole	8,3	10,8	9,8	9,5	7,3	2,7

## COMENIUS

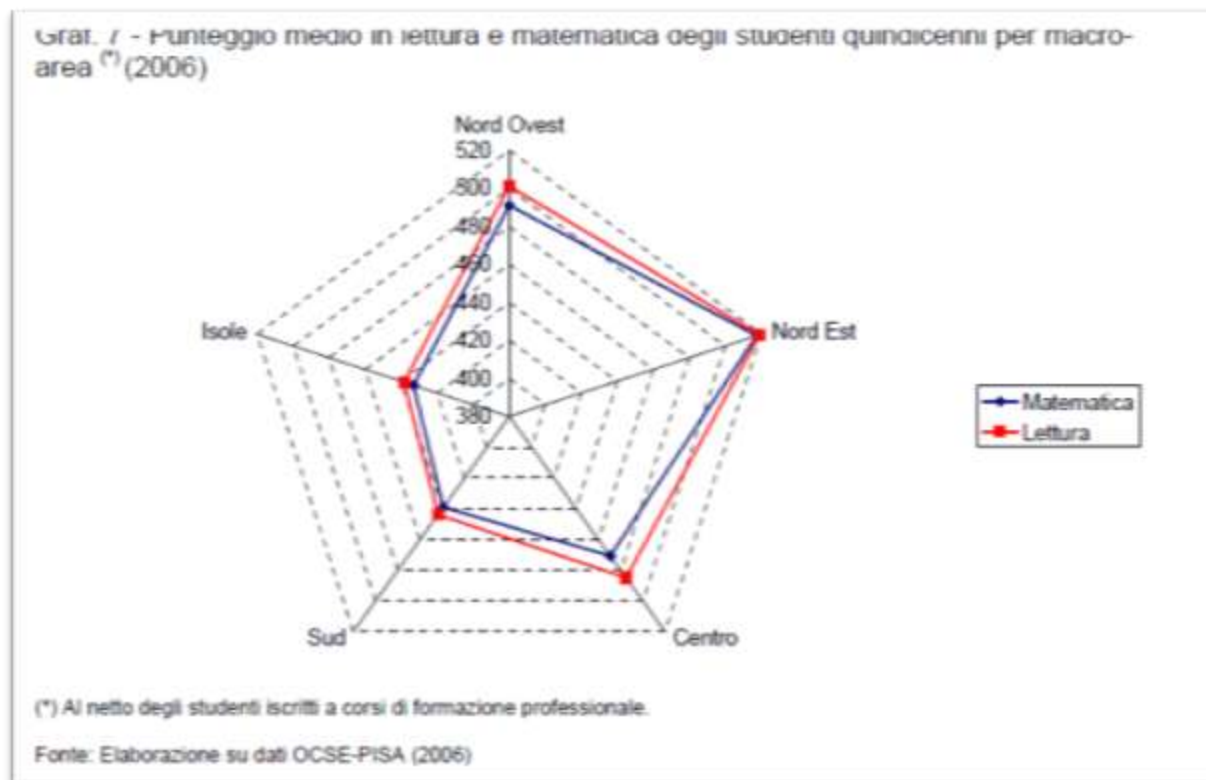
Tab. 7 – Non ammessi all'anno successivo per ripartizione geografica e anno di corso  
\_Scuola Secondaria di I grado - A.S. 2006/07

	Anno di corso			
	Totale	I	II	III
		<i>v.a.</i>		
<b>Sec.I grado <sup>(*)</sup></b>	54.364	19.335	22.105	12.924
Nord-Ovest	13.619	5.215	5.095	3.309
Nord-Est	8.738	3.136	3.332	2.270
Centro	9.017	3.143	3.584	2.290
Sud	11.754	4.371	5.239	2.144
Isole	11.236	3.470	4.855	2.911
		<i>per 100 iscritti</i>		
<b>Sec.I grado <sup>(*)</sup></b>	3,2	3,4	3,9	2,2
Nord-Ovest	3,4	3,8	3,8	2,5
Nord-Est	3,0	3,2	3,4	2,3
Centro	2,9	3,1	3,5	2,2
Sud	2,4	2,8	3,3	1,3
Isole	5,0	4,7	6,4	3,8

(\*) I dati del terzo anno sono relativi ai risultati dell'esame di stato conclusivo del primo ciclo.

Tab. 8 – Non ammessi all'anno successivo per tipo di scuola, ripartizione geografica e anno di corso \_Scuola Secondaria di II grado - A.S. 2006/07

	Anno di corso				
	Totale	I	II	III	IV
		<i>v.a.</i>			
<b>Tipo scuola</b>					
Totale sec. II grado	294.020	119.474	75.590	50.461	48.495
Licei	51.592	18.896	12.809	12.816	7.071
ex Ist. magistrale	18.617	7.809	4.579	3.986	2.243
Ist. Tecnico	129.608	46.560	29.650	31.424	21.974
Ist. Professionale	81.200	40.649	25.222	-	15.329
Istruzione Artistica	13.003	5.560	3.330	2.235	1.878
		<i>per 100 iscritti</i>			
Totale sec. II grado	14,2	18,9	13,7	12,1	10,4
Licei	6,9	8,9	6,6	7,1	4,4
ex Ist. magistrale	10,6	15,5	10,3	9,4	5,8
Ist. Tecnico	17,8	22,4	16,6	17,5	13,5
Ist. Professionale	23,8	29,4	21,9	-	17,5
Istruzione Artistica	16,8	23,2	15,4	14,5	11,5
		<i>v.a.</i>			
<b>Ripartizioni geografiche</b>					
Nord-Ovest	66.124	27.699	17.083	11.303	10.039
Nord-Est	42.194	17.350	10.853	7.287	6.704
Centro	53.309	21.125	13.918	9.493	8.773
Sud	83.691	33.545	20.911	14.171	15.064
Isole	48.702	19.755	12.825	8.207	7.915
		<i>per 100 iscritti</i>			
Nord-Ovest	14,6	19,7	16,2	12,4	10,0
Nord-Est	12,5	16,9	13,6	10,8	8,8
Centro	13,7	17,9	15,5	11,9	10,0
Sud	13,6	18,1	14,8	11,5	10,5
Isole	17,5	22,8	20,8	14,7	12,9



[archivio.pubblica.istruzione.it/mpi/pubblicazioni/2008/allegati/dispersione\\_2007.pdf](http://archivio.pubblica.istruzione.it/mpi/pubblicazioni/2008/allegati/dispersione_2007.pdf) - 2010-03-02

EU labour force survey (the latest EU-level statistical data on early school leavers is from 2007):

[http://www.cedefop.europa.eu/userfiles/115\\_Early%20school%20leavers\\_2009-07-20.xls](http://www.cedefop.europa.eu/userfiles/115_Early%20school%20leavers_2009-07-20.xls)

Cercasi un senso, disperatamente : contributi ed esperienze per il contrasto al disagio giovanile ed alla dispersione scolastica / Ufficio Scolastico Regionale per l'Emilia Romagna ; a cura di Stefano Versari ; presentazione di Lucrezia Stellacci ; contributi di Norberto Bottani ... [et al.] ; interventi ed esperienze di Roberto Ferrari ...[et al.]. - Napoli : Tecnodid, [2006]. - 206 p. ; 24 cm. - (I quaderni dell'Ufficio scolastico regionale per l'Emilia-Romagna)

La dispersione scolastica e formativa: analisi del fenomeno e proposte d'intervento / a cura di AnnaLisa Alviti e Deborah Morgagni. - Milano : Angeli, 2004. - 257 p.

Indagine sulla dispersione scolastica / a cura di Guido Benvenuto, Gianfranco Rescalli, Aldo Visalberghi. - [Scandicci] : La Nuova Italia, 2000. - 320 p.

Partecipazione e dispersione : settimo rapporto di monitoraggio dell'obbligo formativo / ISFOL ; [a cura di Emanuele Crispolti]. - [S.l. : s.n.], stampa 2008 (Roma : IGER). - 373 p.

Quando si sta meglio fuori : indagine multiprospettica sulla dispersione scolastica e formativa / a cura di Franca Emmet. - Napoli : Tecnodid, 2006. - 359 p.

## 1. 5 Italian Data on School abandonment in local areas: Campania

ITC – TERRA DI LAVORO

A series of causes have been detected for school desertion: socio-economic and cultural issues, problems within communication among peers and between teachers/pupils; poor attention on the part of the institutions towards weaker groups; discontinuity between different levels of schools and self-referential of the school (Sesio, Squagli 2004).

The National trend is confirmed in Campania where the situation is quite critical. 50.000 pupils have deserted school in Campania, mainly during the first two years of technical schools (30% abandonment).

The following record is about the pupils who dropped out of secondary school in the year 2006/2007 (x 100 applications).

Campania	Tot 2,4
1 year	4,7
2 year	1,7
3 year	1,8
4 year	1,9
5 year	0,9

According to a survey carried out in 2008, pupils of Caserta seem to “fail” school. Most pupils see school as a poor provider of knowledge and teachers not as “educators”, but rather as “judges” or in the best cases only as “experts of their subjects”.

The following chart shows the number of dropouts at terra di Lavoro in the period 2000-2008

### ITC “TERRA DI LAVORO” - CASERTA

Class/AA. SS.	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
I	5 (0,32)	6 (0,48)	17 (1,7)	1 (0,12)	6 (0,74)	7 (1,03)	2 (0,30)	0	7 (1,27)
II	2 (0,13)	2 (0,16)	5 (0,5)	6 (0,72)	7 (0,87)	4 (0,59)	3 (0,45)	1 (0,15)	5 (0,91)
II	4 (0,26)	3 (0,24)	2 (0,2)	8 (0,96)	10 (1,24)	4 (0,59)	1 (0,15)	3 (0,47)	3 (0,55)

IV	5 (0,32)	1 (0,1)	4 (0,4)	1 (0,12)	4 (0,50)	2 (0,29)	7 (1,08)	4 (0,63)	8 (1,45)
V	2 (0,13)	1 (0,1)	2 (0,2)	1 (0,12)	2 (0,25)	1 (0,15)	1 (0,15)	0	2 (0,36)
Total of pupils	1540	1263	1002	834	806	679	650	638	550

For each class the absolute numbers are reported and in brackets the percentage related to the total number of pupils for each year.

## 1. 6 Romania

### I. The Romanian educational system

Pre primary	Primary	Secondary			Tertiary
		Compulsory		Non compulsory	
3 – 6 years	6 – 10 years	10 – 14 years	14 – 16 years	16 – 18 years	18 – 23 years
Kindergarten	Elementary school	Middle school	High school		University

### II. Curriculum

#### Middle school

Grade \ Subjects	5 <sup>th</sup> grade	6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
Romanian	5	4	4	4
1 <sup>st</sup> foreign language	2-3	2-3	2-3	2-3
2 <sup>nd</sup> foreign language	2	2	2	2
Latin				1
Mathematics	4	4	4	4
Physics		2	2	2
Chemistry			2	2
Biology	1-2	2	2	1-2
History	1-2	1-2	1-2	1-2
Civics	0-1	0-1	1-2	1-2
Geography	1-2	1-2	1-2	1-2
Religion	1	1	1	1
Arts	2-4	2-4	2-4	1-2

## COMENIUS

Sports / Physical education	2-3	2-3	2-3	1-2	
Technology	1-2	1-2	1-2	1-2	
Counselling	1	1	1	1	
Core subjects	23	25	28	28	
Optional classes	1-3	1-3	1-2	1-2	
Classes / week	minimum	24	26	29	29
	maximum	26	28	30	30

### High school – science

Grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Subjects				
Romanian	4	3	3	3
1 <sup>st</sup> foreign language	2	2	2	2
2 <sup>nd</sup> foreign language	2	2	2	2
Mathematics	4	4	4	4
Physics	3	3	3	3
Chemistry	2	2	1	1
Biology	2	2	1	1
History	1	1	1	1
Geography	1	1	1	1
Logic	1			
Psychology		1		
Economy			1	
Philosophy				1

## COMENIUS

Religion	1	1	1	1
Arts	1	1		
Sports / Physical education	1	2	1	1
Information technology	2	1		
Computer science	1	1	4	4
Entrepreneurial education		1		
Core subjects	28	28	25	25
Optional classes	1	1	3-4	3-4
Classes / week	29	29	28-29	28-29

### High school – humanities

Grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Subjects				
Romanian	4	4	4	4
1 <sup>st</sup> foreign language	3	3	3	3
2 <sup>nd</sup> foreign language	2	2	3	3
Latin	1	1	2	1
Universal literature			1	1
Mathematics	2	2		
Physics	2	2		
Chemistry	1	1	1	1
Biology	1	1		
History	2	3	2	2

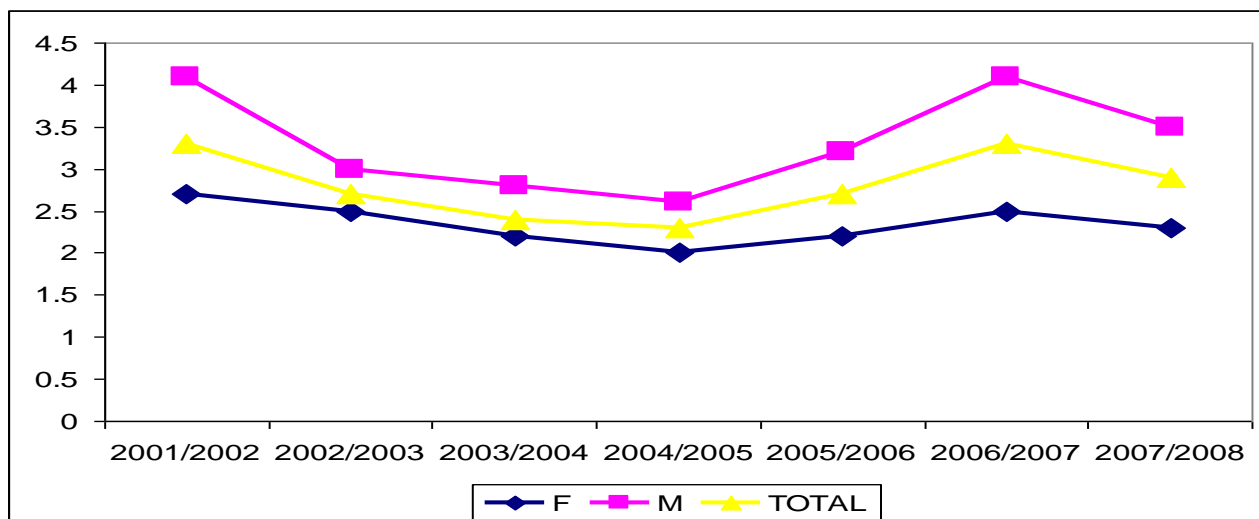
Geography	2	2	1	1
Logic	2			
Psychology		2		
Economy			1	
Sociology			1	
Philosophy				2
Religion	1	1	1	1
Arts	2	1	1	1
Sports / Physical education	1	1	1	1
Information technology	2	1	1	1
Entrepreneurial education		1		
Core subjects	28	28	23	22
Optional classes	1	1	5-6	6-7
Classes /week	29	29	28-29	28-29

### III. School drop out – country report

#### High school

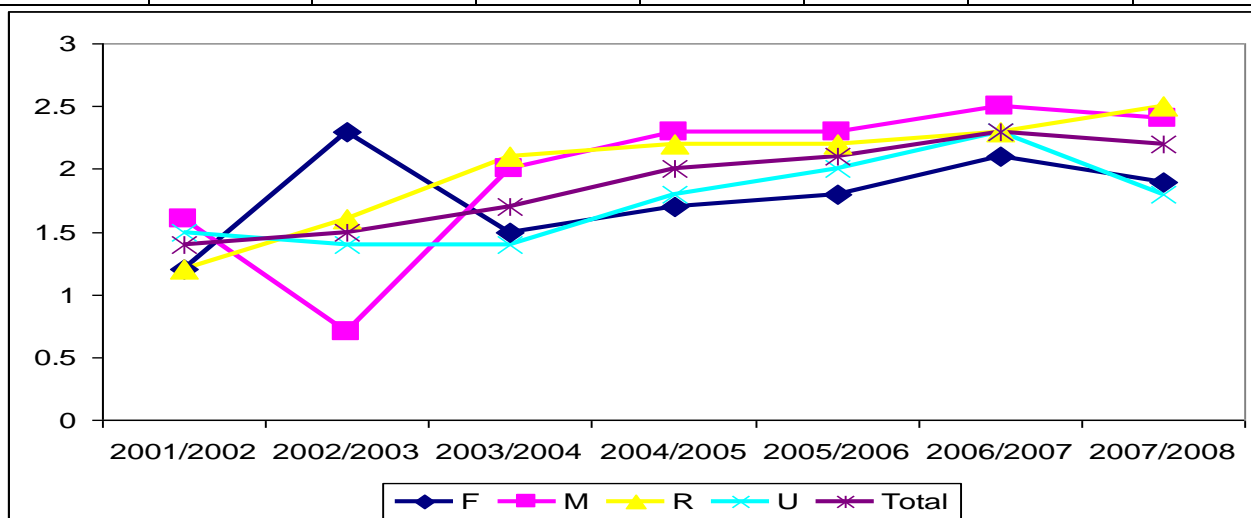
	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
Female	2.7	2.5	2.2	2.0	2.2	2.5	2.3
Male	4.1	3.0	2.8	2.6	3.2	4.1	3.5
Total	3.3	2.7	2.4	2.3	2.7	3.3	2.9

# COMENIUS



## Middle school

	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
Female	1.2	2.3	1.5	1.7	1.8	2.1	1.9
Male	1.6	0.7	2.0	2.3	2.3	2.5	2.4
Rural	1.2	1.6	2.1	2.2	2.2	2.3	2.5
Urban	1.5	1.4	1.4	1.8	2.0	2.3	1.8
Total	1.4	1.5	1.7	2.0	2.1	2.3	2.2



The school dropout is more important in the rural areas and among girls. Main reasons:

- early marriage – the legal age is 16
- adult migration for economic reasons – the parents go to work in Europe (mainly Italy and Spain) and the children are left in Romania, alone or with their grandparents
- early jobs – the children help their parents in agricultural work
- economic reasons – the parents have no money to support their children at school
- educational reasons – the parents have no education, their children will do the same

The school dropout is also important in the 9<sup>th</sup> grade, first year of high school. The main reasons are:

- no or bad professional orientation at the end of the middle school
- long distance from home – especially for pupils coming from rural areas

Starting from September 2010, a new law of education will be in place and the educational system will change as follows:

Pre primary	Primary	Secondary		Tertiary
	Compulsory		Non compulsory	
3 – 6 years	6 – 11 years	11 – 16 years	16 – 18 years	18 – 23 years
Kindergarten	Elementary school	Middle school	High school	University

The aim of this change is to fight school dropout in rural areas: pupils can finish their compulsory education without having to leave their homes.

## 1. 7 Spain

*Pilar Escotorin, Laura García, Maite Aguilar, Carina Rossa*

### 1. INTRODUCTION

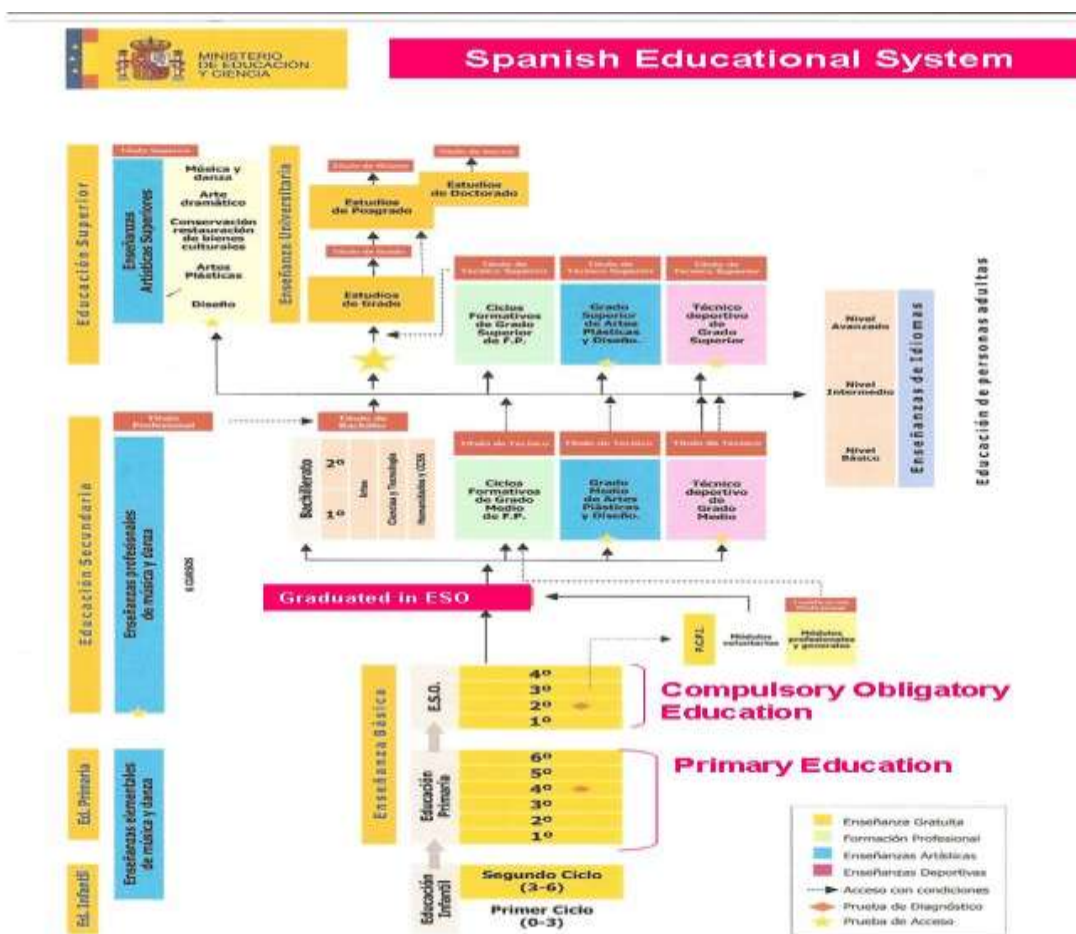
The educational centers in Spain are publics (free), “concertados” (private education with state subsidy) or private.

In the public centers of Spain, the education is free and compulsory between 6 and 16 years.

The students once experienced four years of the compulsory secondary education (ESO, Educación Secundaria Obligatoria) they are graduated in ESO, and they can do two years more of baccalaureate.

The Baccalaureate has three lines: arts; sciences and technology; Humanities education and social sciences.

In the scheme, we can see the map of the Spanish educational system



## 2. NUMBER OF SCHOOL DAYS

The average of number of school days in the first stage of the secondary education is **176 days** and in the second stage of secondary education (general programs), **171 days**, below the average of the OECD (**186** and **184** days respectively) and below the average of the EU-19 (**183** and **182** respectively) (OECD, 2009)

In Spain there is a general school calendar with the “official” holidays (Christmas, holy week and the festive days at national level)

Nevertheless, there are changes in every Autonomous region. There are also, local festive days in every region and also in every town (The celebration of the saint in every town, City Fest, etc.)

Every Department of Education in every Autonomous region has autonomy to define the school calendar. Nevertheless, every region has to fulfill 175 school days that there marks the organic law of Education (LOE, ley orgánica de educación).

## 3. Questions and discussion about holidays and free time in Spain

The length and distribution of the school holidays in Spain is a topic of permanent debate between experts, politicians and the Public Opinion.

From an educational criterion, the question is: it is positive for the pedagogic routine if the pupils have so a long break? The longer holiday's period is **12 weeks in summer**.

On the other hand, there exists criticism that comes from a practical and social criterion: there is a real difficulty of the families to conciliate his work (with holidays periods much more limited) with so prolonged holidays of the children.

During June, July and beginnings of September, many families have to look for help of relatives who could take care of the children; or, they pay a service from someone that can take their charge; or they pay a private service like summer schools (sport, music, etc.) or another activities, organized by professionals. A summer school can cost between 400 - 600 Euros for child a month.

For families with few economic resources and without family network, there are sporadic free alternatives in every city council, nevertheless, that situation do not solve the problem of having the children occupied in constructive activities during the time when the parents work. That situation increases the risk to have children and adolescents on the street.

In the other hand, it is difficult to think that the school can be an alternative also in summer, because the high summer temperatures in Spain make difficult a modification of the school calendar.

### *Example. School calendar in Catalonia 2009-2010*

**PERIOD OF CLASSES 2009-2010**    **September 14 - June 22**

#### **HOLIDAYS:**

- ♦ 23 December, 2009 - 7 January 2010: **Christmas holidays**

- ♦ Of March 29 to 5 april of 2010: **Holidays of holy week**
- ♦ **Two days of local holiday**
- ♦ **Another festive ones** (they are determined by every department of work in every Autonomous Region)
- ♦ Every center can establish **three holiday days** of free disposition, which cannot be consecutive.

#### 4. NUMBER OF PUPILS FOR CLASS

In the first stage of the secondary education, the average of the Spanish public centers belongs to **23.7** pupils for class, in contrast to the private ones that take an average of 26,5 pupils for class.

If we compare, we can see that the average of public centers is similar to the OECD (23,4) and lightly superior to the EU (22.1). The private centers are superior to both averages (OECD, 2009).

#### 5. TIMING: how are the hours of classes distributed in the Spanish school?

The weekly hours established for each of the courses of ESO is 30hrs Weekly. In Spain, the students are in the school between 8 and 17.30 hrs. (aprox.)

According to the report of the OECD 2009, the time dedicated in Spain to the education of the different areas (subjects), for the pupils between 9 and 11 years old, is similar to the averages of the OECD and of the EU.

For the pupils between 12 and 14 years, the time is also similar, but a little superior in mathematics, Social Sciences and Natural Sciences.

For the pupils between 9 and 11 years and between 12 and 14 years, Spain counts with more hours of compulsoryflexible curriculum that the average of the OECD and of the EU.

Nevertheless, with regard the organization of the subjects per hours, Spain doesn't have only one model, because not all the communities have the same official languages. For example in Madrid the official language is spanish, but there exist others communities like Catalonia, Basque country and Galicia that they distribute the hours of education of language between Spanish and the national language (Catalan, Galician, Euskera)

A general division (without local adaptations) of the subjects of ESO in Spain would be the following one:

WEEKLY SCHEDULE OF AREAS AND MATTERS IN THE COMPULSORYSECONDARY EDUCATION				
Areas and matters	1º	2º	3º	4º
Language and Literature	5	4	4	4
Foreign language	3	3	4	3
Mathematics	4	4	3	4
Social sciences, Geography and History	3	3	3	4
Physical education	2	2	2	2
Sciences of the Nature	3	3	-	-

## COMENIUS

WEEKLY SCHEDULE OF AREAS AND MATTERS IN THE COMPULSORY SECONDARY EDUCATION				
Areas and matters	1º	2º	3º	4º
Biology and Geology	-	-	2	3(*)
Physicist and Chemist	-	-	2	3(*)
Plastic and Visual education	2	2	2	3(*)
Ethics -	-	-	-	2
Music	2	2	2	3(*)
Technology	2	2	2	3
religion / or activities of study	1	2	1	2
Optional matters	2	2	2	2
Tutorship	1	1	1	1
<b>Total hrs</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

From: <http://www.educacion.es/cesces/1.4.g.htm>

(\*) Areas and optional matters. The pupil will study only two.

## 6. FOREIGN PUPILS

Another characteristic of the Spanish educational system, it refers to the demographic change that has experimented during the last years.

According to the Spanish department of education (Ministerio de Educación, 2009/2010) in the course 1998-1999 there were in Spain **22.558 pupils** of ESO distributed between the diverse autonomous regions. The increase of foreign pupils has been explosive. In the course 2008-2009 there were **213.530 foreign pupils** studying ESO in Spain.

- ◆ 40.7 % from South America
- ◆ 3.7 % from Central America
- ◆ 0.95 from North America
- ◆ 5.3 % from Asia and Oceania
- ◆ 20.6 % from Africa
- ◆ 28.8 % from the rest of Europe

Another important information is that, **82.7 %** of the foreign pupils in Spain studies in free public centers, 14.2 % in semi-privat education (subsidize, "concertada"), and only 3.1 % in private centers.

Nevertheless, this difference accentuates in some autonomous regions like Castilla-La Mancha (90.8 % foreign studies in public centers) or Melilla (94.3 %).

On the other hand, other autonomous regions present a more homogeneous distribution, like Basque country: **66.9 %** foreign students studies in public centers and **32.4 %** studies in semi privat centers. A similar situation happens in Cantabria with **70.1** (public) % and **28.85%** (subsidize) respectively.

Only a few representations of foreign pupils studies in private schools.

## 7. THE INEQUALITY OF THE EDUCATIONAL SYSTEM

In his extraordinary number of 2006, the magazine of education of the Spanish department of education, dedicated the space to analyze the results of PISA 2003.

An important question was: what are the differences between private and public centers?

In the case of Spain, it is difficult to speak about averages, since every autonomous region has complex realities and different variables that can affect in the success or academic failure.

For example, according to Ferrer, E., Castel J.L. and Ferrer, J. (2006) in Catalonia, the native pupils (that speak Catalan at home) have more superior marks than the foreign pupils. This element, must be taken into consideration for the analysis in Catalonia, but is not applicable, for example to Madrid or Andalusia.

The same authors refer to the inequality of the educational system revealed in PISA 2003. According to this analysis, the success in the academic yield of the students has a clear dependency on his socioeconomic level. That issue, for the authors, put in question the equal opportunity in the Spanish educational system.

## 8. SOCIOECONOMIC LEVEL OF THE EDUCATIONAL CENTERS IN CATALUNYA

PISA 2003 shows that in Catalonia the differences of punctuations there are significantly top in the private centers.

The pupils that study at private centers obtain, of average, approximately 32 points more than the pupils educated in public centers.

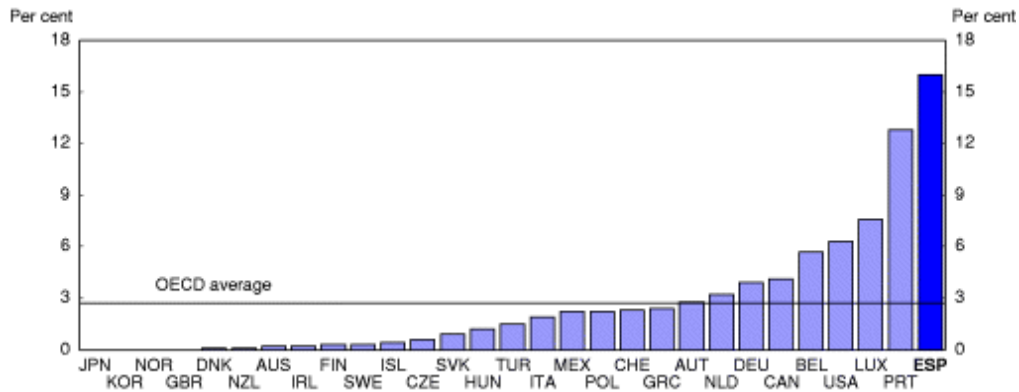
The average of punctuations obtained by the pupils of private centers, in all subjects, are over the average of the OECD countries (500 points). On the other hand, the average of the public centers are located below the average of the OECD (Castel J.L. and Ferrer place for below Ferrer, E., J.2006, p.422)

In Catalonia, the socioeconomic and cultural status of the students shows a high association with the kind of educational center. The families with major occupational status and academic level of the parents, as well as those with a high proportion of educational and cultural resources, tend to take his sons and daughters to private centers.

## 9. SCHOOL FAILURE IN SPAIN

The OECD (2008) shows that: Improving education outcomes needs to be a vital part of Spain's strategy to catch up with the living standards in more advanced OECD countries.

### Repetition rates in lower secondary education across OECD countries<sup>1</sup>



1. School principals were asked what percentage of students in their school repeated a grade at the levels of lower secondary education (ISCED 2) in the previous year of schooling. *Source: OECD, PISA 2006.*

## 10. LINK BETWEEN DROPOUT AND REPETITION RATE AND CHANGE OF STRATEGIES

For OECD (2008) the high school drop out rate is closely related to the very high grade repetition rate, resulting in many pupils leaving school at the age limit of compulsory schooling (16 years) before having completed lower secondary education.

Legislation passed in 2006 (Ley orgánica de educación, LOE) tightened qualification requirements for new teachers substantially. This should help future teachers to cope with diversity in the classroom. Giving existing teachers incentives to acquire similar qualifications as those required of newly hired staff should be considered.

The LOE also strengthened schools' capacity to identify students' learning difficulties early. However, formal grade advancement criteria give equal weight to all subjects, and graduation from lower secondary education requires a pass mark in all subjects. Curricula in the comprehensive secondary school system allow limited room for vocational subjects, although the LOE widened the choice of optional subjects to some extent.

Curricula and grade advancement criteria are likely to discourage vocationally interested pupils. Grade advancement and access conditions to upper secondary education should be limited to those skills that are required in order to benefit from any type of upper secondary education, and room for optional subjects, especially of a vocational nature, should be widened.

**Vocational training can be made more attractive.** The teaching profession should be more widely opened to practitioners. Employers have also complained of graduates' weakness in general competencies, such as written expression and foreign languages. More emphasis on general skills within vocational pathways could also help sustain graduates' employability at more advanced age, strengthening their capacity to acquire new skills. The attractiveness of upper secondary vocational education is also hampered by limited scope for transition into tertiary education. Opportunities for transferring from upper secondary vocational to tertiary education should be improved.

## 11. EDUCATIONAL DROPOUT IN SPAIN

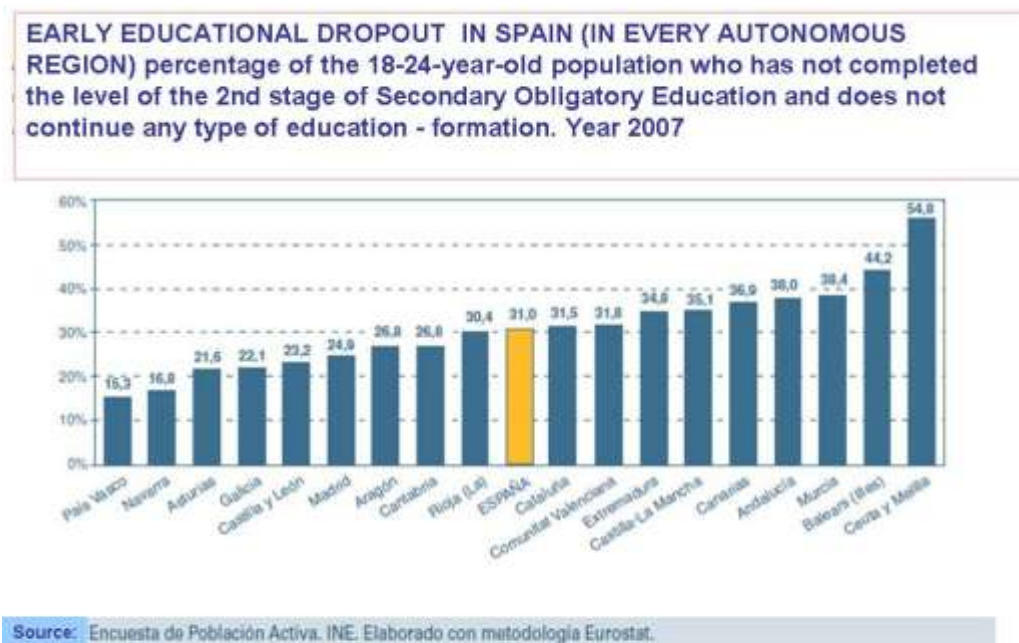
### *Characteristics of measurements*

In Spain, in the course 2008-2009, there were **1.810.298** registered students of ESO.

In accordance with information obtained the year 2007, and According to information of the Spanish Department of Education (2009/2010, p.24), in Spain, the percentage of school dropout in Secondary Compulsory Education is **31 %**.

The autonomous communities with high dropout index are: Ceuta and Melilla (54.8 %); Balearics (44.2 %) and Murcia (38.4 %). On the contrary, the communities with index lower in Spain are the Basque Country (15.3%) and Navarre (16.8 %)

The situation in Spain is not homogeneous; in the grafik we can see the big differences between every Autonomous Region.



For OECD (2008) comment that: the dropout in Spain is unusually elevated for a high income country, constraining access to upper secondary education, where the graduation rate in the vocational stream is low. Dropouts are regrettably strongly correlated with socio economic background.

The number of early drop outs must be lowered and learning outcomes raised in compulsory education.

## 12. POSSIBLE CAUSES OF THESE INDICATORS

Although the topic is complex, the authors coincide that there are many possible causes of the school dropout.

There are: intrinsic variables and extrinsic: the school system, the educational center, the teachers, the familiar context, the social context, the proper student.

On the other hand, the decentralization of the Spanish educational system does that the results of every autonomous region are more and more heterogeneous.

The Study Youth in Spain of 2008 (in Adame and Salvà, 2010) relates some reasons that can explain the reasons for dropout in young population.

Between the fundamental causes: (a) more than 51 % of the young population indicates that «they prefer to work» or that «they found a good work», (b) 16,5 % indicates «proper and familiar economic needs» (c) and 15,6 % subjective causes on themselves.

Adame and Salvà in bibliographical review about this issue, synthesize the principal causes to leave the school.

They say that educational results of the young people can receive influence from:

- The familiar conditions (Coleman, Jenks, Marchesi, Ferrer, Castel).
- The influence of the educational practices: The politics of the center can influence the dropout; also, the positive relations between pupils and teachers reduce the abandonment risk, principally in students of high risk (Rumberger, 2004).
- Influence of the community. To have friends or brothers who also have left the school (Rumberger, 2004).

To illustrate the complexity of the topic, the example of Balearics can be mentioned, one of the communities with major index of school abandonment in Spain.

In an article titled “Early school leaving and the transition to employment in a tourism-based economy. The Balearic case”, Adame and Salvà using the methodology of histories of life with young people who have left the system, they analyze the possible causes of early school abandonment in the young people of Balearics.

The authoresses refer to the big influence that the community exercises in the young people.

Who has friends, relatives who have left the school to be employed, for example at the tourist sector, they have more possibilities of leaving the school, since they think that it is a good alternative and that also it has economic benefits.

On the labor market of Balearics, the tourism, his associate services and the construction, are the driving force of the economy. This situation has facilitated a rapid access to the employment to the young population without academic qualifications.

According to the authoresses, Balearics there is one of the Spanish regions with major employment rates of young people younger than 30 years and the one that there has a minor percentage of persons busy with superior studies.

## 2. Theoretical overview of principles and models on motivation

### 2. 1 Bio-psychosocial model - Cultural Psychology and Community (UNISA)

Mauro Cozzolino, Giovanna Celia, Mirella Di Callisto

#### MODELS FOR “MOTIVATION TO STUDY” EMPOWERMENT AND SCHOOL DROPOUT PREVENTION

School dropout is a complex phenomenon which has been dealt with through several theoretical models both nationally and internationally. Each one is focusing on different parts of the problem like the individual, the various levels of social context, the cognitive aspects, the various aspects of relation, emotion and motivation. Every aspect may affect learning processes and the ensuing results of the pupil.

Here we are dealing with the problem of dropout considering three theoretical models: Cultural Psychology, Psychology of the systemic-relational and Community Psychology. These approaches have in common the general idea that any observed phenomenon can be understood only if it is seen as a complex system. In this complex system, each one makes decisions and is in relationship with each other, creating a new body, very different from both the individual and the sum of its parts. Within this basic concept, different aspects of school dropout and guidelines are emphasized. Below the three approaches, the foundations and choices for action on school dropout and motivation.

#### CULTURAL PSYCHOLOGY AND EDUCATION RELEASE.

In this framework, School is viewed as a matrix of Culture, which influences the formation processes and intervention strategies for dealing with the problem.

Celia, G. & Marsico, G. (2000). La Psicologia Culturale: una Rassegna, *Ricerche in Psicologia*, 24, p. 7-19.

Chiu, C-Y., & Hong, Y-Y. (2006). *Social psychology of culture*. New York: Psychology Press.

Kitayama, S., & Cohen, D. (2007). *Handbook of cultural psychology*. New York: Guilford Press.

Young-Hong, K. (2010). Review of Cultural Psychology. In S. J. Heine (Ed.), *Cultural Psychology*. (p. 231-234). New York: Norton.

The cultural psychology in Italy has defined this phenomenon as "an emotional state not significantly related to type of psychopathological disorders, linguistic or cognitive delay, manifested through a set of dysfunctional behaviors (lower participation, inattention, prevailing attitudes of rejection and disturbance, poor peer relations, absolute lack of critical thinking) that do not allow the person to live properly the class and learn with success, using their full cognitive, emotional relationship".

Mancini, G & Gabrielli, G. (1998). *TVD. Test di valutazione del disagio e della dispersione scolastica*. Trento: Centro Studi Erickson.

Many authors highlight as the basis for school drop-out the difficulties in creating shared spaces for the integration of beliefs and self-narration of the school protagonists.

Cozzolino M. (1997). *Analisi dei pattern di comunicazione non verbale tra insegnante e alunno nel corso di prove cognitive, Quaderni del Dipartimento di Scienze dell'Educazione*, Università di Salerno.

Iannaccone A. (2004), *Transizioni psicosociali ed aspetti critici del percorso formativo*. In B. Logorio (Ed.), *Psicologie e Cultura*, Roma: Edizioni Carlo Amore.

Iannaccone A., Cozzolino M. & Donato D. (1998). *Operational levels and communication's styles in asymmetrical dyads*, Comunicazione al Convegno dell'ISSBD, Università di Berna (CH).

Iannaccone A., Logorio B. (2001). *La Situated Cognition in Italia: stato dell'arte*, *Rivista Svizzera di Scienze dell'Educazione*, p. 53-61.

Creating these spaces means making the narration's process, to ensure that school and students recognize and share social processes that lead to the formation of individual and generation to which it belongs. Compared to this, the authors noted that in recent years school has found itself unprepared in front of social and generational changes and cannot cope with a process that has instead increased the marginal position of children. This has resulted in a school culture where students, their needs and their difficulties are insignificant, leaving little space to aspects of individual diversity.

Bruner, J.S. (2002). *La cultura dell'educazione. Nuovi orizzonti per la scuola*. Milano: Feltrinelli.

Buzzi, C. Cavalli, A. & De Lillo, A. (1997). *Giovani verso il duemila*. Bologna: Il Mulino.

Iannaccone, A., Cozzolino, M. & Forino, F. (2003). *La dispersione scolastica in una prospettiva psicologica culturale : storie di mancata integrazione*. Trento: Centro Studi Erickson.

It is also very important to know that working on student's motivation is a golden rule for school dropout. Every student indeed needs motivation and energy to become part of the complex processes of school learning. In the Cultural Psychology framework, the most important thing for the student is to increase an intrinsic motivational system. The intrinsic motivation, on the contrary, occurs when a pupil gets committed to an activity because he/she finds it stimulating and gratifying, and feels satisfied in his/her competence. His goal is to feel himself able, competent and gratified. The student who is learning the intrinsic motivation is growing up in a context that teaches mastery, that is the need to be competent.

Canestrari, R. & Godino, A. (1997). *Trattato di Psicologia*. Bologna: CLUEB.

Celia, G. & Marsico, G. (2000). La Psicologia Culturale: una Rassegna, *Ricerche in Psicologia*, 24, p. 7-19.

Deci, E.L. (1975). *Intrinsic Motivation*. New York: Plenum Press.

Lewin, K. (1936). *Principles of Topological Psychology*. New York: Mc-Graw-Hill.

What is being proposed by the Cultural Psychology is instead a constructionist approach that identifies the student like protagonist of the construction of the context. In this dynamic process everybody gives an important contribution to the educational process and increase their motivation to take an active position. The ultimate goal of the Cultural model is to promote the integration agreement as "a complex game of negotiation between strains of achievement based on feelings of differentiation, growth, development, independence, unity, on the one hand, and tensions which refer to the needs of association, membership, identification, affiliation, on the other. "

Cesari Lusso, V. (1997). *Quando la sfida viene chiamata integrazione. Percorsi di socializzazione e di personalizzazione di giovani "Figli di emigranti"*. Roma: Carocci.

Tap, P. (1988). *La société pygmalion? Intégration sociale et réalisation de la personne*. Parigi: Dunod.

THE PSYCHOLOGY OF COMMUNITY 'AND THE EDUCATIONAL BACKGROUND  
Community Psychology study the social context and the phenomena connected with it. The Community Psychology setting a new and ambitious general goal to prevent harm. The goal of this approach is to know how the educational process may fight the school failure.

Checchi, D., F.Franzoni, F., Ichino, A. & Rustichini, A. (1999). *College choice and academic performance*. Mimeo, Dipartimento di Economia Politica, Università di Milano Bicocca.

Community Psychology has dealt with school dropout framing this as a sign of the crisis of old models of the institution. The new model proposed by the Community Psychology is based on characteristics centered on the enhancement of the student, the emotional and relational processes between different people in the school system and all those powers that the old system gave no endorsement. More specifically, the new model concept:

- Emphasis on "learning to learn, be open;
- Attention to environmental context;
- Teaching with the trial;
- Flexible structure: there are many ways to teach the same individual;
- Integration of different perspectives, which in turn are carriers of methodologies, techniques and strategies;
- Emphasis on emotions;
- Using the full potential of the human brain;
- Experience in and out of the classroom;
- Encouragement to be active in the community;
- Awareness of the fact that learning is a lifelong process;

- Design to double by the relationship between teacher and student: the teacher changes the learner just as the learner changes the teacher.

Avallone, F. (1989). *Formazione psicosociale*. Roma: La Nuova Italia scientifica.

Coletti M., Facca M., Iacci P., Vinciguera M. (1992). *Le Nuove Forme della Comunicazione: la Multimedialità Interattiva nella Formazione e nell'informazione*. Milano: Sperling & Kupfer.

Quaglino, G.P. (1991). *Tendenze della formazione negli anni novanta*. In D. Forti (Ed.), *Orizzonte Formazione*. Milano: Franco Angeli.

The new model undermines a peripheral position of the students and makes a difference between old teaching and new teaching styles.

Francescato, D., Tomai, M. & Ghirelli, G. (2002). *Fondamenti di Psicologia di Comunità*. Roma: Carocci.

The Community Psychologists think that fighting back school dropout is possible through student's and teacher's motivation. According to Self Determination Theory, they use to work on interaction between social environment and the three individual basic needs: autonomy, belonging and sense of self-efficacy. Feeling part of a team and at the same time being able to achieve their individual goals would be two important skills for the successful work of the teacher and the student.

Alfi, O., Assor, A., & Katz, I. (2004). Learning to allow temporary failure: Potential benefits, supportive practices and teacher concerns. *Journal of Education for Teaching*, 30, 27–41.

Assor, A., & Kaplan, H. (2001). Mapping the domain of autonomy support: Five important ways to enhance or undermine student's experience of autonomy in learning. In A. Efklides, J. Kuhl, & R. Sorrentino (Eds.), *Trends and prospects in motivation research* (pp. 101–120). Dordrecht: Kluwer.

Assor, A., Cohen-Melayev, M., Kaplan, A., & Friedman, D. (2005). Choosing to stay religious in a modern world: Socialization and exploration processes leading to an integrated internalization of religion among Israeli Jewish youth. In M. L. Maehr & S. Karabenick (Eds.), *Advances in motivation and achievement*, 14: Religion and motivation (pp. 105–150). Amsterdam: Elsevier.

Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good but relevance is excellent: Autonomy affecting teacher behaviors that predict students' engagement in learning. *British Journal of Educational Psychology*, 72, 261–278.

Deci, E. L., Eghrari, H., Patrick, B. C., & Leone, D. R. (1994). Facilitating internalization: The self-determination theory perspective. *Journal of Personality*, 62, 119–142.

Deci, E. L., Ryan, R. M., & Williams, G. C. (1996). Need satisfaction and the self-regulation of self-determination perspective. *Educational Psychologist*, 26, 325–346.

Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The learning. *Learning and Individual Differences*, 8, 165–183.

Gracia, T., & Pintrich, P. R. (1996). The effects of autonomy on motivation and performance in the college classroom. *Contemporary Educational Psychology*, 27, 477–486.

Katz, I. & Assor, A. (2007). When Choice Motivates and When It Does Not. *Educational Psychology Review*, 19, 429–442.

Skinner, E. A., & Belmont, M. (1993). Motivation in the classroom: Reciprocal effects of teacher behaviour and student engagement across the school year. *Journal of Educational Psychology*, 85, 571–581.

Moreover, the Community Psychology model of motivation in school dropout is in accordance with the Theory of Emotion Intelligence. The basic principle of this approach is that cognitive and emotional processes interact in all aspects of mental functioning. In particular, positive emotions are essential to create a learning opportunity as well as to increase teachers' and students' motivation.

Assor, A., Kaplan, H., Roth, G., & Kanat-Maymon, Y. (2005). Directly controlling teacher behaviors as predictors of poor motivation and engagement in girls and boys: The role of anger and anxiety. *Learning and Instruction*, 15, 397–413.

Flowerday, T., & Schraw, G. (2003). Effect of choice on cognitive and affective engagement. *Journal of Educational Research*, 96, 207–215.

Gardner, H. (1983). *Formae Mentis: saggio sulla pluralità dell'intelligenza*. Feltrinelli: Milano.

Goleman, D. (1996). *Emotional Intelligence*. BUR: Milano.

Lavinson, H. (1992). *Feedback to Subordinate*. Waltman: Levinson Institute.

Weisinger, H. (1989). *The Critical Edge: How to Criticize up and down the organization and make it pay off*. Boston: Little Brown.

To create motivation in teachers and students, the Community Psychology makes use of techniques and strategies based on two concepts: empowerment and socio-emotional education.

[http://www.agenas.it/agenas\\_pdf/Nota\\_metodologica\\_empowerment.pdf](http://www.agenas.it/agenas_pdf/Nota_metodologica_empowerment.pdf).

Isco I. (1974), Community psychology and community Competent, *American Psychologist*, 29: 607-613.

Wallerstein N. (2006) What is the Evidence on Effectiveness of Empowerment to Improve Health?, Copenhagen, *WHO Regional Office for Europe* (Health Evidence Network report; <http://www.euro.who.int/Document/E88086.pdf>, December 2007 ).

Zimmerman M.A. (2000), "Empowerment theory: Psychological, organizational and community levels of analysis". In J. Rappaport & E. Seidman (Ed.), *Handbook of community psychology*. New York, Kluwer Academic / Plenum Publishers: 43-63.

Assor, A., Kaplan, H., Roth, G., & Kanat-Maymon, Y. (2005). Directly controlling teacher behaviors as predictors of poor motivation and engagement in girls and boys: The role of anger and anxiety. *Learning and Instruction*, 15, 397-413.

Flowerday, T., & Schraw, G. (2003). Effect of choice on cognitive and affective engagement. *Journal of Educational Research*, 96, 207-215.

Gardner, H. (1983). *Fomae Mentis: saggio sull'intelligenza multipla*. Feltrinelli: Milano.  
Goleman, D. (1996). *Intelligenza emotiva*. BUR: Milano.

Pekrun, R. (1992). The Impact of emotions on learning and achievement: Towards a theory of cognitive / motivational Mediators. *Applied Psychology*, 41, 359 to 376.

Pekrun, R. Goetz, T., Titz, W. & Perry, P. (2002). Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. *Educational Psychology*, 37 (2), 91-105.

The most suitable instrument to promote and enhance social emotional skills is teamwork, particularly mixed groups and mixed levels of education.

Francescato, D., Putton, A. & Cudini, S. (2004). *Star bene insieme a Scuola. Strategie per un'educazione socio affettiva dalla materna alla media inferiore*. Roma: Carocci.

Francescato, D. & Tomai, M. (2005). *Psicologia di comunità e mondi del lavoro*. Roma: Carocci.

#### ANALYSIS OF RELATIONS: SYSTEMIC MODEL AT SCHOOL.

With a systemic view, it is possible to delve into the different issues of the subject, focusing particularly on reference systems; thus, chance and emergence cases are overcome. Thus the problematic situation of an individual, whether it is due to behaviour or learning, is a problem for all systems. In turn, the system on individuals acting in a circular mechanism, reciprocity and networks. Therefore, acts on the patterns of balance (homeostatic) of the system that can solve or make situations more complex.

Watzlawick, P., Beavin, J. H. & Jackson, D. D. (1967). *Pragmatics of Human Communication*. New York: W. W. Norton & Co.

Bowen, M. (1979). *Dalla famiglia all'individuo*. Roma: Astrolabio. (Original work published in 1978).

Malagoli Togliatti, M. & Telfener, U. (1991). *Dall'individuo al sistema*. Torino: Bollati Boringhieri.

As for school failure, the problem shifts from the "isolated individual" to "the individual as part of classroom".

Working on drop-in optical systems relies mainly on the study and analysis of the roles, relationships and contexts seen as macro-, meso- and esosystem. The report is identified with the place where the student can find emancipation or exclusion. What is needed therefore is to understand the manner in which the student connects with the class to build a relational system whose development potential is below expectation.

Bronfenbrenner, U. (1979). *The Ecology Human Development. Experiment by Nature and Design*. Cambridge: Harvard University Press.

Cancrini, L. (1974). *Bambini 'diversi' a scuola*. Torino: Bollati Boringhieri.

Pierotti, A., Falaschi, E. & Arcicasa, L. (2005). *I sistemi relazionali nella classe*. Trento: Erickson.

Mancinelli, M. R. (2002). *L'orientamento come promozione all'inserimento occupazionale*. Milano: Hoepli.

White, M. (1992). *La terapia come narrazione*. Roma: Astrolabio.

Starting from the concept of "family myth", the family hand down from generation to generation representations, beliefs, ideas, styles and copying. That specific staff constitute a real "family culture". The family culture influences the present generation at school.

Andolfi, M. (2003). *Manuale di Psicologia Relazionale. La dimensione familiare*. Roma: Accademia di Psicoterapia della famiglia.

Bowen, M. (1979). *Dalla famiglia all'individuo*. Roma: Astrolabio. (Original work published in 1978).

On the basis of this model, the structure of motivation to study is viewed as the result of the strategies and narrative (verbal and nonverbal) that in this respect the family sent to the student. The formation of a locus of control, the capacity to evaluate its work and determine where we need a change to get a good view, the possibility of achieving success, the choice of an impulsive decision style, rather than fatalistic or planned, therefore depends on this family background and above all, how this affects school.

Alfi, O., Assor, A., & Katz, I. (2004). Learning to allow temporary failure: Potential benefits, supportive practices and teacher Concerns. *Journal of Education for Teaching*, 30, 27-41.  
Assor, A., & Kaplan, H. (2001). Mapping the domain of Autonomy support: Five important ways to undermine or enhancement of Autonomy in the student's learning experience. In A. Efklides, J. Kuhl, & R. Sorrentino (Eds.), *Trends and prospects in motivation research* (pp. 101-120). Dordrecht: Kluwer.

Assor, A., Cohen-Melayev, M., Kaplan, A., & Friedman, D. (2005). Choosing to stay religious in a modern world: Socialization and exploration processes leading to an integrated internalization of Religion Among Israeli Jewish youth. In M. L. Maehr & D. Karabenick (Eds.), *Advances in motivation and achievement: Religion and motivation* (pp. 105-150). Amsterdam: Elsevier.  
Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good But relevance is excellent: Autonomy affecting teacher behaviors That predict students' engagement in learning. *British Journal of Educational Psychology*, 72, 261-278.

Atkinson, J.W. (1958). *Motives in Fantasy, Action, and Society*. Princeton, NJ: Van Nostrand.

Katz, I. & Assor, A. (2007). When Choice Motivates and When It Does Not. *Psychology Educational Review*, 19, 429-442.

McClelland, A.D., Atkinson, J.W. Clark, R.A. & Lowell, E.L. (1953). *The Achievement Motive*. Princeton, NJ: Van Nostrand.

When a student is in trouble at school is very important for him to be held by the System. If this is not possible, the student will be left alone in the process. He can start to think about himself as “not able”, “not intelligent”, “not accepted”. It is important for the student to be understood when he is in trouble. The crisis as a changing situation.

Mannini, M. (1998). Per un linguaggio e una terminologia univoca. In E. Morgagni (Ed.) *Adolescenti e Dispersione scolastica*. Roma: Carocci

Marcelli, D. & Bracconier, A. (1999). *Adolescenza e Psicopatologia*. Milano: Masson.

Nicolò, A. M. & Zavattini, G.C. (1992). *L'adolescente e il suo mondo relazionale. Teoria e tecnica psicoanalitica*. Roma: La Nuova Italia Scientifica.

On the basis of these theoretical concepts, it is interesting to talk about application in Systemic-Counselling at school. Systemic-Counselling at school, starting from specific paradigm of reality and human communication, aims to reflect on the meaning of training and aid in schools. Moreover it analyzes the questions most often asked by learners, teachers, parents and/or institutions.

<http://www.iscra.it/iscra/Viewer?cmd=pagina&id=40>

Edelstein, C. (2007). *Il Counseling Sistemico Pluralista. Dalla teoria alla pratica*. Trento: Erickson.

## PRELIMINARY CONCLUSION

On the models examined, we can draw some conclusions about school dropout and how to deal with it.

First, theoretical principles of cultural psychology of communications and systems share the same complex vision about the problem. Choosing this perspective, they offer much more facilities like: de-stigmatization of the drop-out student, sharing responsibility about the problem, assignment of the power to change to all people, many and different tools to work on young drop-outs. Secondly, the three approaches share the idea that the motivation of school dropout is connected to affective, emotional, relational and motivational components. In other words, they reject the division between right hemisphere and left hemisphere and take into account each human behavior as resulting from interaction between emotion and cognition, that is heart and mind.

The connection between emotion and cognition makes up the virtuous circle of self-realization.

Third, these approaches have got similar style of intervention. In fact, they figure out the intervention at first on the adult who's working with the student. An example can be represented by the programs that encourage resources and motivation skills in teachers for changing their work with the class. In addition, a careful analysis of each theoretical model, shows a network full of connection points that highlights the golden rule of motivation. These points can be listed as follows:

- We can reduce a lot of difficulties in educational practice of teachers through the enhancement of emotional and relational aspects.
- The personal and professional experiences of everyone are important for the subject and his community.
- The subject (student, teacher, family, etc ...) is influenced by the context, just as the cultural context and its variables can be changed by the subject.
- The trouble at school may be increased by being not understood, in a time of crisis. Crisis is the time when everyone can bring to light potential, skills and resources that cannot be perceived before.
- An inductive and deductive way of thinking can be useful for the teachers to analyze differently the situation of failure. (from the particular situation to general and from a single case to prototypical situations).
- Elaborating feelings is a different kind of learning.
- Seeing the complexity of problematic situations results in an enhancement of intervention modes and contexts involved.
- It's possible to deal with school problem through a systematic and structured group work.
- The systematic elaboration of the hypotheses of intervention is necessary to manage a socio-cognitive conflict.
- Changing the key-reading helps to achieve a complex picture of the problem and makes sense of the school experience.

- It 's essential to encourage “the sense of belonging” of everyone to the school experience.
- The work of teachers with students (by the couple or by the group) is more effective if it is done through a rewarding experience.
- The satisfaction and sense of self-efficacy are closely related to the development of motivation.

<http://www.giovnacelia.it/?p=84>

In conclusion, the theories of Cultural, Community and Systemic Psychology can be integrated with each other in projects against school dropout. Finally, by agreeing to some theoretical principles and general objectives, it is possible to integrate the specific action of each approach, providing a kaleidoscopic vision/application with respect to the problem which takes into account culture, institutional and community mechanisms and the different levels of the school system.

## ✚ 2.2 Inter-subjectivity as motivational factors - Trans Theoretical Motivational Model and Systemic Approache (ISPREF)

Suzanna Simonova

With regard to motivational aspects and learning, this chapter discusses the results of infant research that shows how human evolution occurs thanks to an innate capacity of the child to relate to other human beings. According to Trevarthen, the child learns new skills within the relationship with the mother first, then with his/her brothers and friends to adapt to the increasingly complex environment. Scientific studies prove the existence of an inherited predisposition in babies to seek human joyful companies that support and promote the development of primary forms of communication towards more sophisticated forms such as language. On the contrary, studies by Lynne Murray and Ed Tronik show reactions of anxiety in children whose mothers have psychological problems (depression, anxiety, stress) that prevent them from responding to the needs of children adequately. With the help of an innovative technique analysing in micro-detail face expressions, the reactions of anxiety and sadness (occurring when mothers are expressionless in an attitude of simulated depression) had been identified unmistakably. For this reason, a prolonged post-partum depression harms a cognitive and communicative development (Trevarthen, 2005). Trevarthen emphasizes that an unhappy adult unable to react adequately to his/her infant, cannot be either a good company or a good teacher (Trevarthen, 2005)!

What counts in terms of our interest is the fact that any cognitive content, including language that the child acquires, is intimately tied to communication with significant persons, because of the need to refer to actions or objects that are of common interest. To understand the impact of this statement on formal learning contexts, we should take a closer look on the intersubjectivity: today the matrix of intersubjectivity is seen as a universal basic need to establish a psychological contact with the others, which permits to share and show empathy with others, entering into their subjective experience. The universality of intersubjectivity and its importance for human life is that it ensures continuity to the species; in fact it contributes to the forming, functioning and cohesion of groups which in turn, protect individuals from their vulnerability. It is almost like the oxygen we breathe, but we never see or think of (Stern, 2005). Also ontogenetically, it has been demonstrated that relationships play an important role in regulating physiological parameters (heart beat, body temperature, blood pressure, hormone levels) (Hofer, 1994).

Our mind, like our personal identity, comes from a continuous communication with other minds. This intersubjective pattern represents, in the human being, a primary motivational system, equal to attachment (the need to keep a physical contact with a significant person who ensures physical survival) and sexual need. It means that the need to bond with other minds is so strong as to affect our behaviour, while each frustration generates a sense of psychic solitude accompanied by anxiety and other negative psycho-physical reactions. Widely known are the devastating effects of stress on health coming from interpersonal conflicts. Social relationships, on the contrary, reduce stress hormones (like cortisol) but they increase the production of well being hormones (like oxytocin) - (e.g., Taylor, Klein, Lewis, Gruenewald, Gurung & Updegraff, 2000).

### **Intersubjectivity and personal identity**

The intersubjective matrix models also our mind and our personal identity through continuous communication with other minds. For this reason the intersubjectivity represents the primary motivational system in humans, like the attachment (the need to maintain physical contact with a significant person to ensure survival) and sexuality. In other words, the need to bind the minds of others is so strong that it affects our behavior: there is a constant search for creating and maintaining relationships, and the frustration of this need creates a sense of loneliness accompanied by mental anxiety and other adverse psychophysical reactions, from which the individual tries to protect.

### **Neurological basis of intersubjectivity**

The intersubjective matrix of humans has a neurological basis; our central nervous system is built to hook up to the others so as to experience their mental life. According to recent discoveries, this process is mediated by “mirror neurons”, which are activated during the observation of a behaviour. The observer makes the experience of the other as if he/she were doing the same action and feeling the same way, pronouncing the same words. Such an invisible simulation of the behaviour of others, allows us not only to coordinate our actions (dancing, washing dishes etc.) but, especially, to understand the others’ intentions. And, in fact, during any communication we react to intentions (rude, polite, interested, friendly, hostile) much more than to the content of the communication. According to Daniel Stern, the reading of intentions is the very essence of the intersubjectivity.

In order to make a distinction between the intersubjectivity and a simple interaction, we need to think about those moments when we directly experience the other, as if we were feeling the same emotion (like involvement in the other's mourning or laughing for a friend's joke). The difference is that intersubjectivity (as a need to create psychic connections) does not require physical contact (required, however, in the case of attachment that is aimed at ensuring the survival). However, but both qualities usually coexist in the interaction and support each other. Still, intersubjectivity does not require intimate ties, and it may also occur between strangers, between two people as well as between large groups.

### **Intersubjectivity in everyday life**

In everyday life, an intersubjective contact can be achieved in different ways and different contexts: with a simple chat you can get an unconscious sync thanks to anatomical structures called adaptive oscillators, which reset automatically in both partners to start out in unison. These mechanisms makes us feel as if we were experiencing the life of others while being well aware of the substantial separation. Intersubjectivity makes participation enjoyable in the performing arts and sports, or any other collective event, because you can directly participate in the experience of the protagonists and this fosters the conviction that others share the same experience as yours. However, there is something else that can explain the huge success of similar events and the protagonists' popularity: the intersubjectivity generates and confirms personal identity strengthening the contact with himself/herself, and intensifying the perception of the real self. Thus the welfare of the person is protected from depression, low self-esteem, and loss of meaning in life.

The intersubjective contact can be unidirectional when the individual is able to understand within himself/herself what the other feels ("I know how you are feeling"). However, none knows that the other knows. Such a situation is predominant in most contexts of life, including the educational sphere. The two-way intersubjectivity combines the minds of people in a double reading, where everyone is able to reconstruct the way in which "I know you know I know." Stern, 2005 is represented in the mind of the other..

There are also specific human situations in which to create an intersubjective matrix, diving into it, is highly functional, such as when tragic events happen (death of partner, loss of job, rejection if school) where the personal identity is threatened producing high levels of anxiety. In such cases the immersion in the intersubjective matrix is necessary to prevent the fragmentation of the self (Stern, 2005).

The power of intersubjectivity stands in the fact that human beings are in constant search of a correspondence of a mind and are attracted to those situations where this is possible, since it helps to establish, maintain and restore the personal identity and cohesion of the self. We need the eyes of others to form and maintain our own identity, thus all similar situations are experienced as extremely pleasant and rewarding. More broadly, the intersubjectivity is not a motivational system in itself, but serving other motivational systems. However, such a high intensity of intersubjectivity refers necessarily to the deepest universal human needs.

### **Intersubjectivity and Learning**

The intersubjective matrix might be introduced intentionally in relationship with students, in order to make learning an inspiring situation. The attention is not paid only to the content of school subjects, which sometimes appear intangible and far from the students' life, but also to the object of common interest i.e. intersubjectivity, around which we organize our minds. In other words, it is theorized that learning is stimulated more in conditions which favour learners to come into contact with the other learners' minds, freely and flexibly, which sustain feelings of closeness, inclusion, and membership (Bruner J.S., 1992; Cole M. in Valle L., 2010).

The key component of the pupil's motivation to study in any cultural context might be found in the intention to participate in activities that have meaning and that are useful to the community. A similar pattern of learning contrasts, according to Trevarthen, with the prevailing models of education in the western world, where the value of what you learn is not always immediately apparent. In these models the transmission of knowledge is generally driven by an expert, or occurs as separate acquisition by the child. Socio-cultural research, however, suggests a school as a 'community of learners (Rogoff, 1994), where the participants, adults and children are asked to collaborate on a common task. This course shifts the focus from the communication sequence 'question-answer-evaluation', to the conversation about 'what to do', aiming at the achievement of common objectives. The role of the adult is transformed from a controller of individual performances within the class into a facilitator of learning within a social process (Rogoff, 2005).

Intersubjectivity as the prerequisite for motivation to study can be outlined also in the Bruner's cultural conception of education (Bruner, 1990, 1996) that sees the core of educational processes in the production of shared meaning (sensemaking). On the other hand, the intersubjective perspective might also enrich the

cognitive approach (focused on the development of information, the categorization of perception and memory) by taking into account the totality of mental processes, which arise within intersubjective matrix.

### **The Transtheoretical Model of Prochaska and DiClemente**

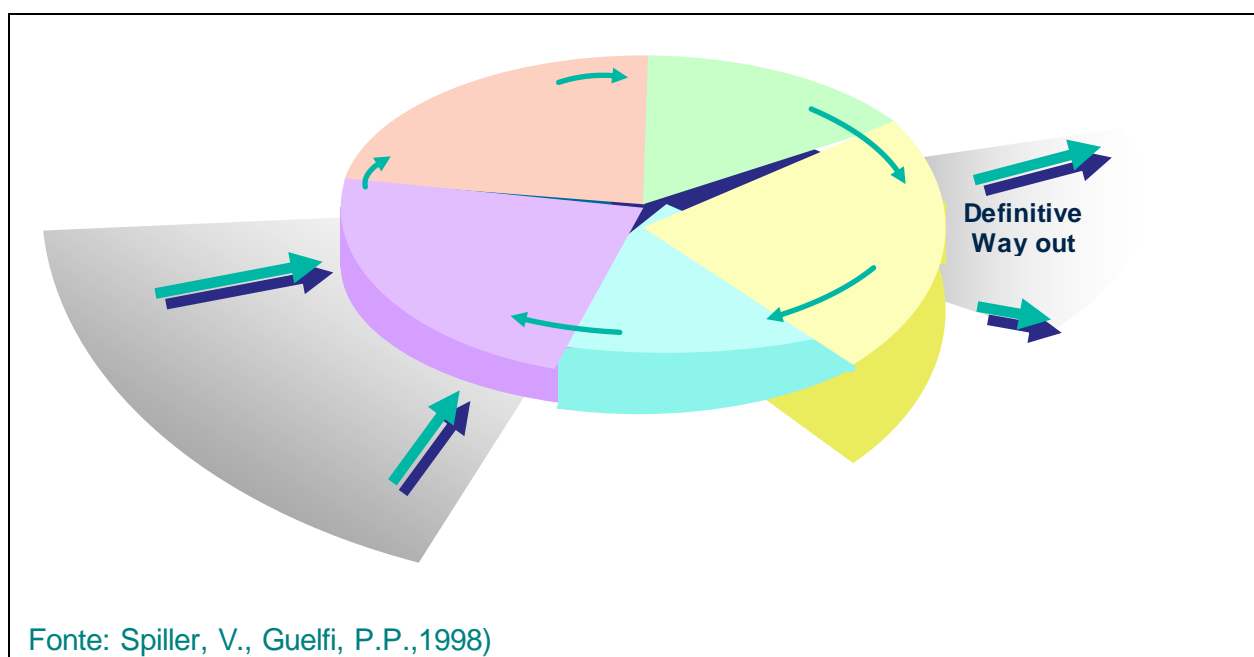
The next section introduces the principles of the Transtheoretical Model (TTM) developed by Prochaska and DiClemente (1983), that finds a deeper meaning and new implication within the framework of the intersubjectivity. The TTM individuates distinctive stages of the mental disposition (cognitive and emotional) that precedes and accompanies behavioural change concerning the achievement of ambitious personal goals (e.g. better school profit). The application of TTM allows an immediate understanding of the interlocutor's (student) attitudes toward improvement of academic achievement. When a teacher develops such an ability to understand the pupil's representations he is facilitated to synchronize rapidly with the pupil, giving in fact the corpse to the intersubjective matrix. Within this, the student's personal identity profile can be enriched with new aspects that generate positive attitudes towards studying and along with it, necessary psychic energies to produce the changes. The main advantage of TTM is that the motivational work can be applied even to students who experience rejection or neglect educational achievement, often based on the sense of alienation and lack of membership in the school context.

Transtheoretical model (TTM) was developed in the early 80' (Prochaska and DiClemente, 1983). It is an integrative theoretical model of behavioural change used to describe the cessation of addictive behaviours and the adoption of health promotion. It was applied to a wide range of behavioural problems in the health field as alcohol abuse, smoking and drugs, weight control, stress management, the use of condoms for protection against HIV (Velicer et al., 1998).

### **The stages of change**

When considering the need of behavioural changes in individuals, the crucial problem usually consists in how to interfere with their existing ideas, opinions and beliefs on a certain issue. In our case, how can students' mental representations of learning (i.e. the way the individual perceives, encodes and records the information) change? According to the TTM, the change is not intended as a single event, but it is defined as a gradual development, involving continuous and dynamic progress through a series of five or six stages (Sutton, 2001, see Figure 1)

Figura 1: Gli stadi del cambiamento



The first stage of **Precontemplation** is characterized by a lack of recognition of the problem. At this stage people do not want to change, they deny the existence of the problem or ignore it, sometimes due to the lack of information, some other time because they avoid an accurate reflection on the consequences of their behaviour. They might also renounce to introduce any change in their current behaviour, because frustrated and suffering from helplessness after previous failed attempts to change (Prochaska et al., 1997).

During the stage of **Contemplation** doubts and contradictions usually start to emerge, indicating some recognition of the problem. The possibility of change is most often postponed and it is not seriously taken into account. However, the opening to assess the costs/benefits relation of a given behaviour can produce a strong ambivalence, without leading to actions in terms of change. Special events and conditions at this stage can provide a decisive drive to get to the next stage.

The stage of the **Determination** (otherwise known as preparation or decision) shows the dividing line between conservatism and openness to change. It is at this stage that the effort to change affects the behaviour. The intention to act is imminent and is often facilitated by the adoption of some purpose, such as acquiring a self-help book or, making arrangements for study together with some friends, etc.. (Prochaska et al., 1997).

The phase of the **Action** snaps with the first real changes in behaviour and lasts for the next six months, where the new pattern is not consolidated yet. A student at this stage may show a regular engagement for some time (do his/her homework to improve the profit). However, the possibility of relapse remains high (Prochaska et al., 1997).

It's just during the phase of the **Maintenance (upkeep)** that the new behaviour, successfully maintained for at least six months, begins to consolidate. There is a continuing need to closely monitor the new pattern to prevent the possibility of a relapse, always lurking, despite increased confidence in its ability to maintain results over time. In practice, this path is rarely linear, because the relapse into the previous stages can occur at any time (return to old patterns of behaviour). In this case an urgent action sustaining a fast return inside the change process is required, before the attitudes of surrender defeat and impotence take place. Usually, the attitudes (thoughts and emotions) regarding the new behavioural pattern are modified before the real change in behaviour occurs.

The work of adults (teachers) in piloting these gradual stages of change in the students should be integrated by the perspective of humanistic, existential, cultural or pro-social approaches to encourage the transmission of universal values.

### **Self-efficacy**

Self-efficacy contributes decisively to the change of behaviour and is defined as the degree of confidence one feels regarding his/her own ability to implement a predetermined behaviour (e.g. studying a number of hours every afternoon, or spend some time at a specific matter). In other words, self-efficacy refers to a set of subjective evaluation of her/his ability to achieve a specific objective in a given time (Bandura 1977, 1982, in Spiller, Guelfi, 1998, Spiller et al., 2009).

This concept raises a lot of attention in education because it was observed that students with a high sense of self-efficacy are more able to face a challenge and consider the success (or the failure) as subject to their control, rather than to the outside (bad luck, fate, teacher's fault). These students are also better able to manage the resistance in opposition to a smooth achievement of the objectives, thanks to their ability to support the strain of mental work by managing successfully emotions of frustration.

The resistance takes its strength from emotions that appear instantly by pushing toward the satisfaction 'here and now' (watching TV, rather than studying, might avoid the effort obtaining an immediate gratification); to resist the temptation requires a good management of automatic reactions and impulses through activating volitional ability to delay immediate satisfaction of needs at later stages. Finalized interventions are needed to help students tackle similar ambivalence of yielding to the pressure of the moment postponing the gratification later. In particular, the interplay among three factors underlying the motivational progress should be considered: cognitive dissonance, self-efficacy and readiness to change (Spiller, Guelfi, 1998).

### **The actions according to the stages of motivation**

Low school results, and even more learning failures, especially if prolonged, have a detrimental effect on the pupil's personal identity and self-image, so that the pupil does not even contemplate any change to improve the situation. Those students, placed in the stage of precontemplation, need more than others to be immersed into intersubjective matrix, where they can be recognized in their uniqueness, reflected in the others' eyes as entire personality with the potential and value beyond school results. Thus, the goal of this phase is to establish a significant and profound psychological contact, non-judgmental but realistic, in order to acknowledge accurately the student's beliefs and opinions and his goals in life. The process can arise within a structured discussion that offers the pupils the opportunity to express their point of view on how he perceives the study, to what extent it represents a problem for him or how it is experienced by his parents. Creating and maintaining psychological contact with the pupil might be, at this delicate stage of distrust, resignation, or refusal, the aim in itself. On the other hand it also represents the opportunity to place doubts into the certainty "that the study is a waste of time", which are stereotyped preconceptions hardly ever based on pondered reflection.

After the impassivity of the first stage, two opposing trends have been found and identified, marking the beginning of the contemplative stage. This phase is marked by cognitive and emotional ambivalence, which the boy wants to get rid of, because it was experienced as unpleasant. To avoid the return to the relative quietness of the previous period, the educator should be able to support this breakthrough understanding its characteristics and peculiarities. In particular, the teacher helps the student examining in detail the pros and cons of his/her general school situation and various alternatives. The student is invited for example to

consider the consequences, present and future, caused by the lack of commitment to school and, vice versa, the benefits that could come from a higher degrees of commitment. The mental representations regarding school are gradually enriched through such explorations, acquiring new significance and attractiveness, which might re-orient the student's goal and behaviour.

At this point the boy enters the stage of determining where it is possible to consider the opportunities provided, at first ignored, personal and tailored to the student, to solve problematic situations. The teacher can also help in making choices, never replacing the student, but asking him/her questions which might stimulate the reflection. In this score, it is possible suggest how to evaluate the appropriateness of the choices through the feeling of being pleased with themselves, that generates enthusiasm and positivity, or being esteemed and respected.

When seeing the first positive behaviours, it is important to investigate both the aspects that have fostered their onset and the factors helping to control the opposite stimuli, thus preventing a relapse into old habits. It takes a lot of support to consolidate the new patterns before they become new automatic reactions, not opposed by a constant temptation to yield back. The teacher should always emphasize the benefit in terms of self-affirmation, prosperity, and peace of mind that come from a similar management, which also confirm the growing emotional autonomy of the student. It is a good practice to reward improvements in a very concrete but also symbolic way.

### **Relationship between stages, change processes and interventions**

To promote the process from the early stages to the subsequent phases, it is essential to respect the timing of various interventions, which must be tuned into to the students' existing emotional and mental processes according to the each motivational stage. For example, inviting a "precontemplator" to seek solutions for his/her school problems, will produce nothing but a further obstinacy on the part of the student in defending his/her choices. Besides, such a behaviour might be perceived by the student as "pushing", which will further discredit the teacher as intrusive and incompetent. It is obvious that such a misunderstanding will lead to a relational impasse, quite the opposite of good intersubjectivity, which the student urgently needs.

The following table groups the selected interventions for each stage according to the prevailing mental conditions (motivational profile) as determined by the relation of the three variables: inner fracture of cognitive dissonance (awareness of the contradictions between his/her current condition and important aspirations, values and ideal goals), self-efficacy and the readiness to change. In fact, the propulsion toward change is fuelled both by the self-efficacy and cognitive dissonance; the latter is high when the real self-image is too far from the ideal image of self (Festinger, 1957, Steele and Liu, 1983).

<b>Stages</b>	<b>Three variables of change</b>	<b>Intervention of choice</b>
<b>Pre-contemplation</b>	<p>Cognitive dissonance inexistent, non-recognition of the problem</p> <p>Self-efficacy is low, prevailing feeling is the impotence concerning a possible change</p> <p>Readiness to change is inexistent</p>	<p>Foster a good relationship and intersubjective matrix</p> <p>Reconstruct, without judging, the actual location of the student</p> <p>Evoke awareness and concerns Provide information</p>
<b>Contemplation</b>	<p>Cognitive dissonance starts to increase resulting in ambivalence ("on the one hand... on the other hand...")</p> <p>Self-efficacy is low, the belief one cannot succeed is prevailing</p> <p>Readiness to change is insufficient</p>	<p>Understanding ambivalence</p> <p>Examine Pros and cons of each alternative</p> <p>Favouring interaction with excellent peers within the intersubjective matrix, in order to increase the feedback on his/her abilities</p>
<b>Determination</b>	<p>Cognitive dissonance is very high requiring a an imminent change</p> <p>Self-efficacy is progressively increasing</p> <p>The readiness to change is increased pushing the person to make choices ("I must now find a way")</p>	<p>Helping to set targets and to determine the choices</p> <p>Develop strategies for overcoming obstacles</p> <p>Modelling sustainable opportunities</p>
<b>Action</b>	<p>Cognitive dissonance decreases according to the action that is undertaken</p> <p>Self-efficacy is high</p> <p>Readiness to change is maximum and the person</p>	<p>Underline and support the existent changes to powered self-efficacy (positive and credible feedback)</p>

	is already introducing the first changes	Auto / reward for successful action Handle temptations and emergencies
<b>Maintenance</b>	Cognitive dissonance is inexistent due to the successful change  Self-efficacy and self-control are high and stable due to the capability of self-control  Readiness to change ceases in relation to the achievement of personal aims	Prevent relapse

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## ✚ 2.3 Prosociality in education (UAB)

### 1. Dal comportamento prosociale al successo scolastico

*Grazia Lombardi, Robert Roche*

*Il ragazzo che percepisce una esclusione sia dal mondo scolastico che da quello dei pari e un ragazzo che rischia di non essere più tra i banchi o se c'è è come se non ci fosse. Successo scolastico è un' espressione di sicuro contrapposta alla "dispersione" e al "drop-out". Ma quali sono gli indicatori che prendiamo in considerazione per valutare il buon funzionamento della scuola e l'educazione dei nostri ragazzi?*

Il rendimento scolastico sembra essere un indicatore preliminare, da considerare isolatamente, ma la condotta degli alunni sembra essere imprescindibile e spesso è la manifestazione della perdita di motivazione e alla dispersione scolastica. Quale significato c'è dietro questo fenomeno?

Proviamo ad esaminare insieme alcuni aspetti: in una recente indagine sull'abbandono scolastico Istituto di Ricerca Internazionale sul Disagio e la Salute in Adolescenza effettuata nel 2007, ad alcuni items sulle modalità con la quale i ragazzi hanno abbandonato la scuola, le risposte erano: numerosi ritardi e molte assenze, la bocciatura. Altri items chiedevano informazioni riguardanti le abitudini quotidiane, il grado di autostima, il comportamento prosociale e antisociale, i network di amicizie, ed alcuni comportamenti a rischio per la propria e l'altrui incolumità.

Dai risultati emersi la fascia dai 17\19 anni seguita dai 14\16 anni, è più a rischio di abbandono, quella che i ricercatori chiamano "momento critico" di transizione tra un ordine di scuola e l'altro (Mian e Fanni Canelles, 2007). [...] Esaminando perché gli studenti perdono la motivazione intrinseca, secondo gli autori in questa fascia d'età gli insegnanti cercano di esercitare più controllo, ma gli studenti hanno bisogno di maggiore autonomia, e le relazioni con loro diventano più impersonali, proprio quando *i giovani hanno bisogno di un maggiore sostegno da parte di adulti che non siano i loro genitori.*

Questi ultimi riferiscono un aumento del confronto sociale fra compagni e più si sale di classe, e più gli studenti sentono che il lavoro richiesto a scuola è noioso e irrilevante [...] (Hurter, 1996, in Lera, M-J., Jensen, K., Josang, F., Buccoliero, E., Szymanska, J. & Timmermans, J., 2007) Tra le variabili: degrado socio-culturale, la scarsa importanza che viene data alla scuola e il limitato coinvolgimento nelle attività scolastiche dei genitori, tuttavia anche lì dove non si riscontra un particolare degrado socio-culturale si registrano bocciature e insuccessi. (Caprara, Gerbino, 2002).

In modo trasversale, entra in gioco l'importanza delle aspettative che la famiglia attribuisce al proprio figlio e l'aspetto "valoriale". E' bene considerare che sia un eccessivo controllo da parte dei genitori, sia un'assenza di controllo sono correlati all'emergere di comportamenti antisociali e di disturbo nell'età scolare. Invece, un ideale positivo della propria famiglia da parte del ragazzo, in relazione al senso di coesione e di protezione tra i membri, influenza in modo positivo il profitto a scuola.. (Lera, M-J., Jensen, K., Josang, F., Buccoliero, E., Szymanska, J. & Timmermans, J.,2007) Il sistema scuola allora che potrebbe formare i ragazzi per promuovere la loro partecipazione al miglioramento della società può rendere visibili alcuni sintomi della sofferenza giovanile e in alcuni casi sostenere queste forme di disagio fino a provocare un autentico drop-out.

Sebbene in tutti i sistemi scolastici occidentali lo "sviluppo di abilità socialmente integrative" sia da lungo tempo una funzione primaria del processo formativo, la ricerca sui processi di classe che contribuisce a promuovere abilità prosociali e comportamenti socialmente responsabili non è stata molto estesa.

Una scuola che parla di bisogni educativi speciali, non può non prendere in considerazione la relazione che intercorre all'interno di un gruppo classe come determinante di un buon adattamento scolastico di tutti i suoi alunni. L'identificazione ed il conformismo con il gruppo dei pari aumenta durante l'adolescenza, per questo motivo le abilità prosociali acquisiscono un'importanza cruciale per l'adattamento scolastico durante questa fase dello sviluppo (Wentzel, 2004; Zsolnai, 2002).

Alcuni studi longitudinali hanno rivelato che i comportamenti prosociali si relazionano positivamente e significativamente con il rendimento scolastico degli adolescenti (Caprara, Barbaranelli, Pastorelli, Bandura y Zimbardo, 2000; Chen *et al.*, 2002; Welsh, Parke, Widaman y O'Neil, 2001; Wentzel, 2003; Wentzel y Caldwell, 1997; Wentzel, McNamara y Caldwell, 2004).

È comprovato che il perseguimento di obiettivi di responsabilità sociale e prosociale da parte degli studenti è legato al loro livello di accettazione sociale da parte dei pari e degli insegnanti, e gli studi mostrano anche che perseguire l'obiettivo di comportarsi in un modo responsabile dal punto di vista sociale e prosociale è fortemente associato alla motivazione allo studio e al successo scolastico (Wentzel, 1996), e gli studenti che perseguono obiettivi multipli sia sociali che scolastici sono quelli che presentano il raggiungimento di risultati migliori (Wentzel, 1996, p. 227).

Recenti ricerche supportano il fatto che gli studenti apprendono meglio quando sono felici, quando si sentono rispettati e qualcuno si prende cura di loro (Noddings, 2005), sentono un legame con la scuola, quando i professori hanno a cuore i loro interessi più significativi (Bryk & Schneider, 2002) e quando hanno un alto livello di auto-efficacia (Dweck, 2006; Glasser, 1998b) (in. Spring 2009, pp. 491–525).

Ad avvalorare ciò un recente studio condotto in Italia ha dimostrato che lì dove prevale l'abitudine a discutere insieme i fatti di antisocialità e di prosocialità, si registra un clima di maggiore sicurezza: minor frequenza degli episodi antisociali e riduzione del disagio individuale e di gruppo. (Campart, Peccenini, Vacatello, 2006, p. 3).

I dati confermano, allora, che il comportamento prosociale oltre a svolgere un ruolo cruciale ai fini di un buon adattamento a scuola e nella vita sociale, favorisce l'appoggio tra i pari e riduce la vulnerabilità e la depressione (Caprara, Barbaranelli, e Pastorelli, 2001, p. 187).

Partendo dalle proposte pedagogiche che seguono il filone teorico sul comportamento prosociale, il Service Learning (Tapia 2009) che presentiamo dopo, può rappresentare un insieme di diversi classi di programmi che entrano nel "dunque" concreto e operativo per far fronte al drop-out.

La partecipazione degli adolescenti a questi programmi si è visto che migliorò l'andamento scolastico soprattutto degli adolescenti a rischio.

"In questa linea lavora ormai da 20 anni l'équipe del prof. Roche Laboratorio de Investigación Prosocial Aplicada (LIPA) de la Universidad Autónoma de Barcelona (UAB), offrendo a tutte le componenti del contesto una proposta di auto-analisi per poter trovare soluzioni creative in un'ottica di ottimizzazione delle proprie abilità prosociali e comunicative.

Per Roche nella vasta gamma di azioni che possono considerarsi prosociali identifica alcune categorie di azioni che possono classificarsi come prosociali (Roche, 1995) come l'aiuto fisico, il servizio físico, l'aiuto verbale, il consolare verbalmente, però anche le azioni del dare e del condividere, la conferma e la valorizzazione dell'altro, l'ascolto profondo, l'empatía, la solidarietà e la presenza positiva e l'unità. [...] la prosocialità non è solo un sistema di pensiero destinato a fortificare la convivenza positiva e solidale degli alunni e del loro ambiente ma anche ad offrire strumenti ai docenti per generare apprendimento a partire dall'applicazione di soluzioni creative [...] (Roche, 2010, p.5) costruendo i saperi, le conoscenze e le

competenze insieme e per mezzo degli studenti, stimolando il pensiero critico e l'autonomia in una prospettiva di apertura e di accoglienza dell'altro.

## 2. Solidary Service Learning

*Carina Rossa*

The pedagogical proposal Service-Learning emerges from a premise: the solidarity can be much more than a content to teach; the solidarity activities carried out by children, adolescents and young people, if planned properly, can be in themselves a kind and source of quality learning.

The service-learning can be defined as "a solidary service intended to meet real and perceived needs of a community, led actively by students (from the planning to review), and articulated intentionally with the contents of learning (curriculum content or training, reflexion, development of skills for citizenship, the work and research)" (Tapia, 2009)

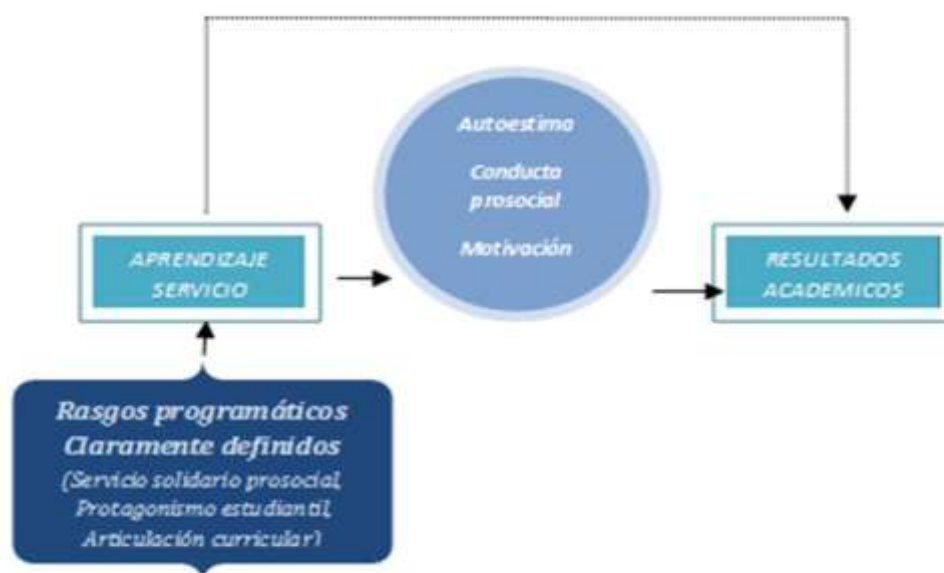
The training in Service-Learning

- ◆ Strengthens the quality of education: because for solving specific problems they need to know more than to solve a test, and because in the field they learn knowledge, attitudes and skills that are not learnt only in books.
- ◆ Educate for citizenship: not only with speeches, but with the practice, without exhaustion in the diagnosis and the complaint, but progressing in the design and implementation of projects that transform the reality.
- ◆ They are inclusive practices: because they encourage the role of all students, even those with different capacities or in terms of the greatest socio-educational vulnerability; because they contribute to overcoming the passivity of a "client" culture, to convert the students from a "target" role in real participants and solidary agents of local development projects.
- ◆ Allow articulate networks between school and community organizations, which facilitates the task of the educational institutions, and allows to offer articulated solutions to common problems, and contributes to the change on views of society no longer looking children and young people as a "problem" or "the hope of tomorrow", but to recognize them as active players and participants in the present.

## COMENIUS

- ◆ Improves academic performance and hits in the inclusion and retention, compared to the "dropout" fruit of a process by which the service-learning triggers the strengthening of "mediators factors" as the self-esteem, pro-social behaviors, motivation and commitment to the own learning. Among the major impacts that show the investigations are shows an improvement in the qualifications and the academic performance: the students who participated in the Service-Learning projects tend to get higher qualifications that non-participants, including an objective evidence, and show positive developments in academics and cognitive tasks.

Numerous investigations indicate that this impact is greater in the students in situation of socio-educational vulnerability. In both, Argentina and Chile, as in other countries, there are numerous pieces of evidence that the institutional projects of Service-Learning impacting positively in the inclusion and school retention.



**Impacto indirecto del aprendizaje servicio en los resultados académicos y factores mediadores (Furco, 2005)**

### 3. Assessment of previous experiences

#### 3.1 Assessment of previous experience in Spain

##### Current practices and project to enhance motivation to study (initiatives – programmes)

Although in Spain the topic of the dropout is a phenomenon in permanent study, the authorities of education have proposed initiatives destined to reduce this phenomenon.

We present a national experience PROA, it is a initiative of Educational Department to reduce dropout and school failure.

Then, we present a local experience, of the Town “Sabadell”, in Catalonia

On the other hand, we have selected one Latin-American experiences, which seem to us there constitute a contribution to the construction of the MOST model.

<b>Current Practice/project 1</b>	Name of the programme: <b>PROA</b> <b>Programas de refuerzo, orientación y apoyo para prevenir el fracaso escolar</b> <i>(Programs of reinforcement, orientation and support to prevent the academic failure)</i>
<b>Key words</b>	<b><i>Development of plans and programs, school absenteeism, motivation to study</i></b>
Geographical location	<b>Spain</b>
Entity promoter	Project of territorial cooperation between Spanish Department of Education and Autonomous regions
More information	<a href="http://www.educacion.es/educacion/comunidades-autonomas/programas-cooperacion/plan-proa.html">http://www.educacion.es/educacion/comunidades-autonomas/programas-cooperacion/plan-proa.html</a>  <a href="http://epic.programaeurosocial.eu/files/9-ficha-completa.pdf">http://epic.programaeurosocial.eu/files/9-ficha-completa.pdf</a>
<b>Dates of realization</b>	2004-2005 onwards
<b>Goals</b>	Three strategic targets: To achieve the access to a quality education for all, to enrich the educational environment and to imply the local community.
<b>Population</b>	<b>Educational centers of Secondary</b> , with pupils in educational disadvantage, associated with his sociocultural environment: families of low cultural level or economically disadvantaged, scarce offer of educational resources, immigrant minorities. Students of primary and secondary. In ESO, <b>students of 1st, 2nd and 3rd of Compulsory Secondary Education</b> with difficulties and problems of learning, with absence of habits

<p><b>How does it operate</b></p>	<p>of work, few motivation for the study, or a poor integration in the group and in the center ESO Programme: Support and reinforcement organized in out-of-school schedule</p> <p>TARGETS:</p> <ul style="list-style-type: none"> <li>* to Promote learning and the academic achievement of these pupils (the acquisition of habits of organization, proposing effective forms of work, skills, etc)</li> <li>* to Improve his social integration, in the group and in the center.</li> <li>* to Facilitate the integration in the Institute.</li> </ul> <p><u>The program develops in two different forms:</u></p> <ul style="list-style-type: none"> <li>* Form A: The accompaniment there it realize monitors accompanists, who are preferably students (ex-students from tha same scholl, university students...)</li> <li>* Form B: Several teachers of the proper center carry out the accompaniment and support</li> </ul>
<p><b>Social Impact /results</b></p>	<p>According to the Spanish education department, the pupils of the program have modified his habits and studyskills.</p> <p>More than 60 % of the managing teams and PROAcoordinators recognize and value “the progress of the social integration of the pupils”.</p> <p>Also it has become possible to improve the regular assistance to class. About 90 % of the implied groups are satisfied bythe program.</p> <p>More than 81% of the professionals involved in the Plan affirm that the absenteeism has diminished “enough or greatly”.</p> <p>All the regional governments, they are taking part in the programme</p>
<p><b>Why has it been a successful experience</b></p>	<ul style="list-style-type: none"> <li>◆ The educational centers must realize organizational and cultural changes for a starting of the plan that guarantees the success.</li> <li>◆ Coordination between the professorship and other external persons (monitors) who attend in the pupils in the planned activities</li> <li>◆ To dedicate time to the discussion of the implantation and coordination</li> <li>◆ Implication of the center, of the families</li> <li>◆ Detection of the needs for the pupils</li> <li>◆ The pupils must enjoyan individualized attention.</li> </ul>
<p><b>Errors or difficulties</b></p>	<ul style="list-style-type: none"> <li>◆ This program needs a high coordination between the public administrations</li> <li>◆ In general the centers do not have a protocol to detect the needs of the context.</li> <li>◆ It is necessaryto integrate the minorities</li> <li>◆ Indicators have not been planned to measure the progress of the pupils.</li> <li>◆ The adaptation of the same plan in different territories makes the evaluation of the plan difficult</li> </ul>

<p><b>Current Practice/project</b></p>	<p>Name of the programm:</p>
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<b>2</b>	<b>POSA-T'HI</b>
<b>Key words</b>	<i>Dropout, motivation, secondary school, alternative education</i>
Geographical location	City Council of Sabadell, Barcelona, Spain
Entity promoter	Department of Education, Sabadell
Person in charge	Yolanda Morales
<b>Dates</b>	2006 onwards
<b>Motivation of this programme</b>	<p>The department of education received information from a institute of professional training located in Sabadell, that detected that many 16-year-old boys and girls, were asking for information and vocational guidance without having finished the compulsory secondary education.</p> <p>Also, from the public institutes they were fixed in the number of pupils who were not graduating.</p> <p>That's why they created the first pilot program in the year 2006.</p>
<b>Population</b>	<p>Student of 16 years old 4º ESO* or 2º, 3º ESO, in the case of student repeating the year</p> <p>*ESO (Compulsory secondary education)</p>
<b>How does it operate</b>	<p>It works in coordination between the department of education and some institutes of the City Council of Sabadell.</p> <p>The first pilot was done by three ESO institutes in 2006; six ESO institutes in 2008-2009; and 12 ESO institutes 2009-2010</p> <p><b>PROCEDURE</b></p> <ol style="list-style-type: none"> <li>1) The institute proposes the candidates, but the program is completely voluntary.</li> <li>2) The pupils come to the program for a derivation from the institute.</li> <li>3) They realize the first meeting at the beginning of April with the institute with the target that the pupils do not escape from them and lose the track on having finished the school course in June.</li> <li>4) Meetings in the education department.</li> <li>5) Achievement of a joint program with the pupils, the families, the institute, social services.</li> <li>6) Search with the pupil of an alternative line of formation. The pupils choose possible five itineraries (entrance examinations to a formative cycle, to repeat the course if they believe that there are possibilities)</li> <li>7) Consultancy for one year, with the target to advice the pupil about activities that he/she</li> </ol>

	can really does. With implication of the family, and the school.
<b>Social Impact</b>	<p>In the course 2008-2009, 342 pupils were derived to the program, 218 cases have continued in the program <b>(63 %)</b></p> <p>The percentage that did not continue the process, was for: changes of domicile (immigrants) or because finally they have decided to continue in the school and to graduate.</p> <p>Of these 218 cases 82 '5 % has formed in the program. They have decided to realize a PQPI (Programme of Initial Qualificació Professional), occupational formation, adults' school or private schools.</p>

<b>Current Practice/project 3</b>	<b>Service-learning and institutional culture – Projects: Community Alarms. Seismic Prevention. FM Radio. Computer use.</b>
<i>Key words</i>	
<b>Geographical location</b>	Junín, Provincia de Mendoza. Argentina
<b>Entity promoter</b>	4-055 School “Presbítero Constantino Spagnolo” Level: Middle / High school with modalities in Economics and Management, Production of Goods and Services, Humanities and Social Sciences.
<b>Contact</b>	<p>Street Nicolás Videla, corner with Belgrano. Junín, Mendoza.</p> <p>Tel/Fax: (02623) 492197</p> <p>E-mail: <a href="mailto:spagnolo4055@yahoo.com.ar">spagnolo4055@yahoo.com.ar</a> <a href="mailto:dge4055@mendoza.edu.ar">dge4055@mendoza.edu.ar</a></p>
<b>Motivation of this programme/ educational problem</b>	The Directorate General of Schools of the Province called for all schools to participate in a contest that had focused staff o school retention. This led to teachers to reorganize the institutional project, in view of dropout prevention. It was aimed to encourage a sense of belonging, both students and teachers, in order to strengthen all the personal dimensions and help solve social problems. The teachers of the institution, considered essential to strengthen basic learning and encourage students to become aware of the usefulness of the learning acquired in solving problems in community life.
<b>Social Context</b>	Given the poverty and marginalization has increased uncertainty with frequent criminal acts and theft in the neighborhoods they inhabit the same students. Also, the school is located in an area of high seismic risk where more than 5,000 earthquakes per year, most are not recorded by humans.
<b>Social Impact</b>	The permanence of the project was made possible by the continuity helped the parents and the general community service project identified as a hallmark of the institution. The latter resulted in increasing retention rates and enrollment.

Theoretical model underlying this experience	<b>Service Learning</b>		
Academic performance of students		<i>Before developing service-learning projects</i>	<i>After developing service-learning projects</i>
	<b>REPETITION</b>	<b>1997: 40%</b>	<b>1998: 13%</b>  <b>1999:7%</b>  <b>2000:5%</b>  <b>2001:3%</b>
	<b>DROPOUT</b>	<b>1997: 35%</b>	<b>2001: 2%</b>
<b>Operation of the teaching team</b>  Participation of teachers in extra-class activities	<b>Before the implementation of service learning projects</b>  <b>Fulfilled</b> the hours proposed in the curriculum structure by 85% (from a total of 101 teachers)	<b>Since the implementation of service learning projects</b>  Teachers have been involved in extracurricular activities to help develop the projects. There has been a major part of the Institution. 70% of teachers. Increased teamwork.	
<b>Satisfaction of the community about the institution/</b>  <b>Family School Relationship</b>	<b>Before the implementation of service learning projects</b>  Parents go only to the meeting parents	<b>Since the implementation of service learning projects</b>  Parents are involved in their children's projects and collaborate with teachers	
Summary Description Project	<p>Each course investigates various community problems and students propose alternative solutions through projects:</p> <p><b>-Community Alarms Project:</b> CommunityAlarms several neighbors connect with each other and has a button that, in some special circumstance, is depressed and triggers a siren. Students connected with the Ministry of Security of the Province and neighborhood entities to collect data about the type of claim or situations that are most commonly produced. They developed an alarm system in which microcontroller 15 are connected neighbors. When one is faced with a pressing emergencybutton located on a central point of the house, and informs the rest of the neighbors with a sound.</p> <p>The Project has organized with the Ministry of Justice and Security and Police Province of Mendoza. The Municipality has been responsible for organizing the various neighborhood meetings. Contacts were established with neighborhood associations in areas where equipment was installed to inform them about their characteristics and their views. The installation of the devices is accompanied by informative lectures, given by students</p>		

concerning ways to combat insecurity from caring attitudes.

**-Seismic Prevention Project:** The eighth-grade students found the lack of procedures to be launched very frequent seismic situations in the region. Brigades were formed, whose main function was to become multipliers of awareness and information. During the planning and execution of the project worked with the Municipality and Civil Defence. The speeches were given the students and their parents with a highly satisfactory level of families.

**-Computer Project:** In 2004 received a donation of obsolete laptops that could be repaired and used in school. After a survey to ascertain the state of computer knowledge in rural areas, students noted the difficulty of students in school, "Dr. Pedro Serpe "to access new Information Technologies and Communication, which helped to widen the gap between computer literacy between those living in urban settings more access to new technologies and who can not access it. Students of the specialty-oriented Electronic Automation addressed to repair and make good computers received. With notebook in place, students of 1st and 2nd took the post of project-oriented booklets prepared to train students in rural school. Turns were responsible for providing, weekly classes to students in school, "Dr. Serpe Pedro".

**FM Radio:** Students in 8th. year are responsible for issuing various programs whose themes revolve around environmental issues and health. They also seek to disseminate artistic expressions of local authors, for which, in Language and Literature, perform the search process, particularly in regional literature. From Social communication is aimed at the realization of radio programs: testing, speech and broadcasting of programs developed. The senior students of the specialty-oriented Electronics Technician in Automation are responsible for the development of transmission equipment. The presence of the FM has set in motion one of the different actors of society. The Municipality has contributed to the acquisition of broadcasting licenses. The Health Center advises students about health issues addressed in the programs. The Public Library provides library materials referred to regional legends and stories. The National University of Cuyo from the Faculty of Philosophy and Words Arts undertook the implementation of the project "Regional Broadcasting Legend", there has also expanded its FM programming.

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### **3. 2 Programmes – examples of good practice in Romania**

**MILK, BREAD AND AN APPLE A DAY** – Each pupil from primary and secondary schools alike, who comes to school is given, once a day, 0.125 l of milk, some bread and an apple. This measure makes children come to school, because for some poor families, this is the only meal children can have.

**SCHOLARSHIPS** – Pupils from rural areas are supported to continue their education – the government offers scholarships and tax reduction as an incentive for students to go to high school in urban areas and to return to the rural area after finishing their studies.

**MONEY FOR HIGH SCHOOL STUDENTS** – high school pupils from both rural and urban areas, whose parents' income is under 40 euros a month, receive a monthly grant. Pupils lose this grant if they miss more than 20 classes and do not have a serious reason for being absent.

### **3. 3 Good practice to answer to the problem of early school leaving in Italy**

Elisabetta Barone – ANP SALERNO

Many reforms have taken, and are taking, place across Europe to transform education and training systems, to meet better the needs of young people who have already dropped out or are at risk of doing so.

A multi-agency approach is central to effective delivery of career guidance and personal, social and academic support for young people. It also prevents the chances of young people 'slipping through the net', or missing out on support appropriate to their needs due to lack of coordination across the range of support services offered.

In the last ten years there have been a lot of interventions realized by the Italian Schools System in order to give a solution to the problem. Above all in the last ten years they have been instituted a number of Resources Center for School Dropout in particularly schools placed in local areas with an high level of dropout, financed by the European Community with the FSE.

However the results are not encouraging if we have still a very high percentage of Scholl's Drop out (20% of desertion for students who are between 14 and 18 years old).

In any case, it need to remember that young people need to be empowered through a relationship which sees them as resourceful individuals. Between good practice we can suggest :

◆ **The actions financed by the European community**

- PON –FSE – 2000-2006 – Misura 3.1 Prevenzione e recupero della dispersione scolastica nella scuola di base nelle aree a massimo rischio di esclusione culturale e sociale.
- PON –FSE – 2007-2013 – Action F 1 and F 2; Action G addressed to students and their parents to give them a new motivation to empower themselves, to improve their knowledge, to learn new competences. Involving parents in their children’s education and development is beneficial, for the child, the parent, the school and the wider community. Support for children to achieve at school decreases the likelihood that they will disengage and, in many cases, establishes a solid foundation for learning throughout life.
- PON – FSE – 2007-2013 – Action B and D addressed to teachers to improve their skills in relationship, in new methodology of didactics; in TIC
- PON – SOS STUDENTI addressed to students to support them in the study of some subject
- LEONARDO addressed to young involved in Professional training
- IVET (initial vocational education and training) The availability of a wider variety of choice may increase young people’s motivation to stay longer in education or to return to formal education.
- VET addressed to young to promote the European mobility and the Education-to-work transition. VET establishments and reintegration programmes can offer real added value, for example by coordinating placements and helping young people to adjust to them. VET is a valued alternative to academic pathways

◆ **The actions financed directly by the government**

- GLID – GRUPPO DI LAVORO INTERDIREZIONALE SULLA DISPERSIONE SCOLASTICA directed by the General Direction of the Ministry for the Student, the Integration, the Participation and the Communication (Obiettivo del Glid è monitorare il fenomeno della **dispersione scolastica** e verificare la possibilità di realizzare una “anagrafe della **dispersione**”).
- SCUOLE APERTE addressed to students who risk to leave earlier the school, who are in difficulty, to support their faith in the school’s system, to improve their competences in

the field of legality, to develop their creativity and their capability to express themselves and to work in team;

- CONCORSI addressed to all students to support the best students and to motivate to improve their skills and competences;
- ALTERNANZA SCUOLA LAVORO (Education-to-work-transition) addressed to students to help them to consider the training on the job an extraordinary way to acquire skills and competences and to offer vocational training as a valued, alternative study path. The education-to-work transition comprises two interrelated elements that help young people take career decisions: the development of career management skills and the opportunity to familiarize oneself with the world of work. This second aspect is important for all young people, though particularly so for those who have been disengaged. ;
- INITIAL TRAINING addressed to teachers who begin to teach to support their work and to improve their skills in the field of the Cooperative learning and in the different needs of the students;

◆ **The actions financed directly by the Regions**

- OFIS addressed to students who have abandoned the school to give them a new opportunity to enter again in a learning path to achieve a professional qualification;
- FORMAZIONE PROFESSIONALE -VOCATIONAL TRAINING can encourage young people to remain in or return to formal education (Cedefop, 2009c). Vocational qualifications usually include on-the-job training, enabling young people to work with employers and build effective relationships, as well as allowing them to learn and practice new skills in an authentic working environment;
- PROGETTO QUALITA' addressed to different schools to empower their organization to answer to students' needs and to improve all the system;
- IMPRESA FORMATIVA SIMULATA (Simucenter Campania). Entrepreneurship education is decisive in assisting young people to develop entrepreneurial skills, attributes and behaviors, as well as developing enterprise awareness and understanding that entrepreneurship represents a career option (Schoof, U, 2006).

◆ **The actions financed directly by the schools**

- DEBT COLLECTION addressed to students who have difficulty to learn different matters or subjects;
- CIC - SUPPORT dispenser addressed to students who have difficulty in relationship with other students, with teachers and in their own life;
- THEATER activity addressed to students to improve their skills in the field of communication; to support their capability to work in team; to help them to be well in themselves and with their friends;
- ORIENTAMENTO Guidance is 'a continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used'.

◆ **The actions financed by others** (Municipality; Foundations; Associations; Enterprise; etc.)

- LEGALITY projects addressed to students who live hardship's experiences, violence;
- INTERCULTURAL projects addressed to Italian and foreigners students to improve their linguistic skills, to learn to recognize and to welcome the differences

**3. 4 Good Practices - Methodology of intervention on early school dropout and motivation to study in Italy**

**Giovanna Celia - ISPPREF**

Current interventions on early school dropout tend to adopt multifactor analysis allowing a better understanding of this complex phenomena. to read the key complex phenomenon. The interventions also take into account regional differences which determine the structure of an intervention focusing on a specific aspect. The latest literature analysis permits to identify different strands of actions, each

characterized by its theoretical and methodological references. The lines below are based on an analysis with respect to the predominant optics of various projects.

### ***The recovery projects***

The recovery projects are widespread throughout the country and aim to promote academic success and facilitate the development of intelligence. The theoretical assumptions are identified in the following key words: education relationship teacher-pupil, multiple intelligence, prevention, early intervention and organization.

It is a kind of indirect intervention based on the improvement of the training quality through upgrading courses for teachers and trainers, which aim is to find innovative strategies to improve the academic performance of pupils. The final effect on a large scale of these interventions is to increase the level of education among the general population.

The specific objectives of this cluster of interventions are primarily related to the following areas:

- harmonization of specific disciplinary knowledge with soft (transversal) skills, especially in the most critical phases of transition from a lower to a higher education;
- motivation to studying through acquisition of effective study methods and through the teaching workshop aiming the creation of tangible products resulting from the active cooperation between teachers and pupils e.g. multimedia products)
- acquisition of team working methods among school teachers

The examples of used activities are the following: front modules, laboratories of technical-scientific area, skills assessment of curricular activities, afternoon recovery activities.

Contini M. (1998), *Dispersione scolastica e professionalità docente*. In E. Morgagni (a cura di), *Adolescenti e dispersione scolastica. Possibilità di prevenzione e recupero*, Roma: Carocci, pp.101-104

[www.divittoriolattanzio.it/manoperriuscire/DocumentiPdf/ProgettoAGGIORNATOper%20presentazione.pdf](http://www.divittoriolattanzio.it/manoperriuscire/DocumentiPdf/ProgettoAGGIORNATOper%20presentazione.pdf)

Project “Una mano per riuscire”

[www.europa.uniroma3.it](http://www.europa.uniroma3.it) 2° piano cittadino legge 285/97 Integrazione anni 2003/2004/2005 Comune di Roma – Dipartimento XI - Assessorato Politiche Educative e Scolastiche. Progetto: La Scuola della Seconda Opportunità.

[www.discola.eu/fasi.htm](http://www.discola.eu/fasi.htm) Project “Dispersione scolastica addio. La professionalità docente per garantire il successo scolastico”

### ***Projects aiming prevention of discomfort***

These projects aim to create opportunities of the involvement of young people into their path of maturation and socialization. The adopted methodology introduces alternative cultural models aiming the recovery of young people social roles and skills, with the purpose to strengthen their identity, to enhance their perceived self-efficacy and to award social group as a resource. The strategies adopted by this cluster of projects are focused on the group and the network, which are considered a fundamental resource for the development of new channels of communication and expression.

The typical goals are school rehabilitation and re-introduction into school circuits, the guaranty of a minimum attendance, the minorities inclusion.

The most commonly used activities to achieve the above objectives are generally expressive and other music-theatre laboratory, sports (especially team games), various recreational activities.

The particularity of some of these projects consists in the mode of the contact with those who dropped-out the school circuit, which is through the activation of street units. For those who are inside the school another mean of prevention is used, which is accompanying measures of *mentoring*.

The *mentoring* program was born in the U.S. in 1987, as an intervention promoted by social policies of the state of New York to support children and families.

*Mentoring* is a type of one by one relationship that is developed between an adult or an young experienced person (*Mentor*), and a youngster (*Mentee*) who has problems during its growth path. It is designed to facilitate the educational, personal and social growth. Once established, such as exclusive and continued relationship, characterized by intimacy and reciprocity, puts a youngster in conditions to acquire awareness and to develop her/his resources. The *mentor* helps the young *mentee* to discover within himself/herself skills and talents so far ignored or underestimated, which are fundamental for a significant social integration. Thus the final scope of the competence transfer from one to another is a real personal *empowerment*.

The mentor's role is essentially that of an significant adult, able to provide a positive role models for the guy in difficulty.

The mentoring relationship has some characteristics that can be summarized as follows:

- The mentor is a rich, full individuality who lives, thus may be a reference to whom is looking his/her way;

- The mentoring relationship does not trigger and does not grow if both players do not invest energy and passion as well as emotional investment;
- The asymmetry of the relationship linked to the differences in experience and age should not result in a vertical type of communication, but push toward the horizontal communication;
- The exchange takes place for free, and usefulness is entirely internal to the relationship. The symbolic exchange is the form of a gift. The gift that is circulating in the service of the bond is conditioned by the bond; the gift creates dependency and bonds introducing persons into the circuit to give-to receive-to exchange reciprocally;
- It is necessary to respect the natural time of the relationship, because precariousness and short-term conditions are contrary to the development of such as process;
- The communication is considered in terms of mutual listening and full assumption of commitments and obligations;
- Patience and perseverance (especially of the *mentee*) are the qualities that allow the learning path that is naturally discontinuous and non-linear.

It is important to note that mentoring is a form of voluntary that excludes professionals - the mentor is chosen among persons outside both the world of training and helping professions - to take advantage of the therapeutic potential of constructive interpersonal relationships.

These features of the program allow to consider it as a form of community service and as an instrument of real action of solidarity. From the above emerges that *mentoring* is acting on individuals (the mentee, the mentor) the organization (the school) and community (the neighbourhood), achieving a clear effect of empowerment.

The prevailing field of application of the model is the school environment aiming in particular the students of primary and secondary schools, which show signs of risk eg. delays, delays in the learning process, irregularities in frequencies that may cause early exits from the school.

This type of intervention has been experienced especially in the South of Italy and in big cities depressed areas. In many cases, those projects focused specifically on immigration targeting the integration of foreign students, which often experience a strong uneasiness caused by communication difficulties, and social-economic disadvantage.

The activities of choice for these particular problems are mentoring, literacy, comparative linguistics, intercultural integration.

Argyle M. (1997), *Le competenze sociali*, Moscovici S. (a cura di), *La relazione con l'altro*, Cortina, Milano.

Dubois D. L., Neville H. A., (1997), *Youth mentoring: investigation of relationship characteristics and perceived benefits*, in "Journal of Community Psychology", 3.

Ferrario M., (1997), *Mentore e rapporto di mentorato: un modello e un punto di vista sull'applicabilità nella società di oggi*, in P. Mottana (a cura di) *Il mentor come antimaestro*, CLUEB, Bologna.

Mc Clanahan W. S., (1997), *Relationship in a career Mentoring Program. Lessons learned from the Hospital Youth Mentoring Program*, P/PV, Philadelphia – Reperibile presso il sito [www.ppv.org](http://www.ppv.org).

Moreno, C. (2010, Marzo). *Educare allo sviluppo promuovendo la crescita personale*. Paper presented at clinics Ruolo dell'Educazione allo Sviluppo nell'offerta formativa per la formazione di cittadini più critici e consapevoli, Napoli, IT.

Moro F. (2003) *Famiglia e scuola. Il recupero dello svantaggio come antidoto contro la dispersione scolastica e il disagio giovanile*. Milano: FrancoAngeli

Gelli, B.R. & Mannarini, T. (2000). *Il Mentoring. Uno strumento contro la dispersione scolastica*. Milano: Carocci.

Walton J. (1998), *Mentoring in mainland Europe and the Republic of Ireland*, Herts TEC – Reperibile presso il sito [www.mentorsforum.com](http://www.mentorsforum.com).

[www.arciserviziocivilenapoli.it](http://www.arciserviziocivilenapoli.it) Progetto "Dispersione scolastica 2" Associazione Progetto Uomo ONLUS

[www.provincia.grosseto.it/scuola/documenti/dispersione\\_rapporto.pdf](http://www.provincia.grosseto.it/scuola/documenti/dispersione_rapporto.pdf) Disagio e dispersione scolastica a Grosseto (2203). Provincia di Grosseto Assessorato alla Pubblica Istruzione.

[www.basilicata.istruzione.it](http://www.basilicata.istruzione.it)

[www.maestriddistrada.net](http://www.maestriddistrada.net)

[www.mediarziniano.it](http://www.mediarziniano.it)

[www.scuoleaperte.com](http://www.scuoleaperte.com)

### **Project aiming relational aspects**

The projects developed around relational issues consider the phenomenon of school dropout in connection with the emotional aspects that are intrinsic to the student. Such programs are quite transversal and

address prevention of drop from the prospective of cultural growth, integration of knowledge, motivation for study based on meaningful and rewarding learning, stimulation of socio-emotional-cultural integration, the capability to identify existential, education, relation and training needs, with the purpose to increase the growth and to strengthen and to empower the pupils' autonomy.

There is also a strong interest toward the dynamics of communication in the school system. The school, in fact, is emphasized as a privileged place for socialization taking the opportunity to integrate the role of teachers in a dual role, emotional and educational, thus overcoming the dichotomy of teacher / person.

This type of intervention is widespread in central and northern Italy, where they have been successfully applied since the 80s.

The main topics are the acquisition of organizational autonomy and sense of responsibility, the ability to work in groups, the capability to relate to the others.

The privileged methods are those that involve the use of the group, peer support (peer support), and socio-affective education.

The peer support is usually applied in any context or situation, shared daily by peers, which presents difficulties and problems. The principle behind this technique consists in the belief that it is easier to understand, vent, discuss and find a solution among the peers, rather than with adults. The peer support applied in schools comes from having found that for children there it is often more easy to confide with their peers than with adults. This methodology allows to develop a system of help and support that integrates into the specific school context.

P. Amerio, F. Borgogno (1975) *Introduzione alla psicologia dei piccoli gruppi*. Torino: Giappichelli Editore

Boda G. (2001), *Life skill e peer education. Strategie per l'efficacia personale e collettiva*, La Nuova Italia, Milano

Catarsi E. (a cura di), *Peer education e formazione dei tutor: un progetto contro il disagio scolastico nell'Empolese Valdelsa* (2002). Tirrenia: Edizioni del Cerro.

Catarsi E. (a cura di), *Promuovere i ragazzi: accoglienza, peer education e orientamento per combattere la dispersione scolastica* (2004) Pisa: Edizioni del Cerro

M. Croce, A. Gnemmi (2003) *Peer education: adolescenti protagonisti nella prevenzione*. Milano: FrancoAngeli

H. Cowie, P. Naylor, L. Talamelli, P. Chauhan, P.K. Smith (2002) Knowledge, Use of and Attitudes Towards Peer Support. *Journal of Adolescence*, 25 (5), pp. 453-467

H. Cowie. R. Olafsson (2000) The Role of Peer Support in Helping the Victims of Bullying in a School with High Levels of Aggression. *School Psychology International*, 21 (1), pp. 79-95

H. Cowie. P. Wallace (2000) *Peer Support in Action*. London: Sage

M. J. Visser (2004) Implementing Peer Support in schools: using a theoretical framework in action research. *Journal of Community & Applied Social Psychology*, 14: 436-454

The socio-affective education finds its theoretical reference in existential and humanistic theories as well as in the community psychology. It proposes the relationships based on empathy and authenticity, in order to facilitate communication in an atmosphere of acceptance and respect. Thus it represents a tool that might contribute to the transition from an authoritarian pedagogical model to an participative model aiming a global personal development. Besides, it sustain the transformation of the classroom from the aggregate of single individuals to the a group able to design, to contain its members and to become a laboratory, where the knowledge is learnt alongside with emotional life.

Typical activity can be identified the time in the circle, which is a meeting where people are gathered in a circle talking freely about themselves, their experiences expressing freely their feelings and learning to accept themselves and others. The primary aims are to develop a deeper self-awareness, to promote mutual understanding, communication and cooperation, to create a good atmosphere of mutual respect.

M. Brinchi, M. Prezza, P. Fioretti Un intervento integrato nell'ecosistema scuola-sanità: l'educazione socioaffettiva e sessuale nelle scuole medie e superiori. In (a cura di) N. De Piccoli, G. Lavanco (2003) *Setting di comunità*. Milano:Unicopli

D. Francescato, A. Putton, S. Cudini (2001) *Star bene insieme a scuola*. Roma: Carocci

M. Maggi (a cura di) *L'educazione socioaffettiva nelle scuole* (2004). Berti Editore

A. Putton (1999) *Empowerment e scuola. Metodologia di formazione nell'organizzazione educativa*. Roma: Carocci

Other activities carried out under this kind of intervention can be identified in the activation of Listening Centres, with the purpose to carry out specific interventions on the individual as well as on the group. The general aim is the containment of distress and the promotion of peoples wellbeing. Frequent is the use of focus groups, which is a technique for detection of the views and attitudes. This technique has been

developed in the forties by Robert K. Merton and is based on discussion among a small group of people invited by one or more moderators. They are invited to talk among themselves on a specific subject that represents the researchers' interest to be investigated in depth.

This mode allows the recovery of the interaction among persons to detect their opinions offering, in the same moment, the possibility to the participants to form a new opinion through the discussion than the one initially expressed. It is also appreciated the fact that people can express themselves through a natural form of communication, communication between peers, with the possibility to recreate a situation similar to the ordinary process of opinion forming.

So far it is one of the main techniques to study in depth the topic of investigation.

Distinguishing features of the focus group:

- The detection is based on the interaction between a group of people
- The presence of one or multiple moderators
- Focus on one specific topic

S. Corrao (2002) *Il focus group*. Milano: FrancoAngeli

Scanavino, S. (2010, Aprile). Prevenire dentro e fuori la scuola. Contro la dispersione, per il successo scolastico e l'inclusione sociale. Paper present at clinics Seminario: *Provaci Ancora Sam!*. Torino, IT.

V. L. Zammuner (2003) *I focus group*. Bologna: Il Mulino

[www.poldo.net](http://www.poldo.net) Progetto "Attivamente"

[http://www.provincia.grosseto.it/scuola/documenti/dispersione\\_rapporto.pdf](http://www.provincia.grosseto.it/scuola/documenti/dispersione_rapporto.pdf) Disagio e dispersione scolastica a Grosseto (2203). Provincia di Grosseto Assessorato alla Pubblica Istruzione.

[www.ufficiopio.torino.it/Attivita-e-progetti/Elenco-completo/Provaci-ancora-Sam](http://www.ufficiopio.torino.it/Attivita-e-progetti/Elenco-completo/Provaci-ancora-Sam)

[www.dm.unito.it/semdidattica/laipolo.pdf](http://www.dm.unito.it/semdidattica/laipolo.pdf)

[www.scuolamartirano.it](http://www.scuolamartirano.it)

[www.comune.torino.it](http://www.comune.torino.it)

### **School orientation interventions**

The intervention strategy is to strengthen the motivation to study by acquiring and developing skills to respond, on the one hand to the need for personal fulfilment and, on the other hand at the requirements of the local market. Such interventions have found wide application in the North and, in a limited way, also in wealthy areas in the South of Italy. The dropout rates in these areas do not correspond to the

development depression, but are rather justified by a vast production system requiring even general and unprepared workers; without this breadth of opportunity, the dispersion would probably show lower rates. Examples of projects undertaken in this direction can be traced in Lombardy (Treviglio, Varese and Milan), Piedmont (Turin), Liguria, Veneto (Bastono del Grappa), Tuscany (Versilia), Sicily (Palermo).

These projects fund experimental work training, qualification of students leaving the school system and integration of education and vocational training.

The measures are oriented to help youngster how to make choices, how to handle the productive and social reality by recognizing and selecting the personal attitudes and interests. The main purpose is to facilitate the acquisition of knowledge and skills, which are useful for the workplace inclusion. Some examples of these activities are represented by: mentoring (among peers), workshops, counselling, work experience, guided visits to companies, educational multimedia and Internet platforms.

The technique of counselling consists in practice of listening - which recently has entered into the Italian school – with the aims to help people deal with personal and school problems.

The professionals, charged with the role of school counsellor, are not only to psychologists but preferentially teachers with special training, which qualifies them as interlocutor operating where special skills are required, like in social relations with pupils, parents, colleagues and with school institution. The range of actions are quite broad and include the awareness enhancement within the group class, the mediation and negotiation of conflict, the guidance for youngsters in making future choices, the management of group dynamics and more<sup>2</sup>.

L. Angelici, D. Bertani (2009) *Free student box*. Psiconline Editore

C. Cappelletti, S. Stranieri (a cura di) *Il counseling professional*. (2001) Roma: Il Veltro Editore

A. Lommatzsc (2001) Counseling nella scuola, ovvero il piacere di insegnare. *Informazione Psicologia Psicoterapia Psichiatria*, n. 41-42, settembre-dicembre/gennaio-aprile 2001, pp. 86-93

A. Maggiolini (2008) *Counseling a scuola*. Milano: FrancoAngeli

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<sup>2</sup> It is important to emphasize that the individual, through the support and encouragement of the counsellor, can develop their skills by learning to carry himself and his goals. Through the acquisition of knowledge about the phenomena of adaptation, influence and manipulation, the youngster can achieve a greater awareness and responsibility in their choices and actions.

[www.orientascuola.it](http://www.orientascuola.it) Contenimento e riduzione della dispersione scolastica

[www.istruzione.lombardia.it](http://www.istruzione.lombardia.it)

[www.icspietrasanta1.it](http://www.icspietrasanta1.it) Progetto "Continua a crescere"

[www.scuolaer.it](http://www.scuolaer.it)

[www.indire.it](http://www.indire.it)

[www.icsantommaso.net](http://www.icsantommaso.net) Progetto "Imparare a volare"

### The prevention of dropout and the promotion of educational success: an analysis of European experiences

The project **Innoschool** assess the current practices in Spain, Italy, Germany and the Netherlands promoting a competition for the collection of best practices for school integration and against the dropout. Despite social and educational systems differences in these countries, all are facing a number of students no longer attending the school. The average of this so-called "band of dispersion" is about alarming 16%. The effects of this defeat are negative both individually and on the social level.

The Leonardo da Vinci - **Res Integra** (Reducing early school leaving by an integrated approach) is a three years initiative ending in 2010 that aims the reduction of school dispersion, the improvement of the orientation, the prevention of youth unemployment by ensuring to youngsters with social, emotional or learning difficulty new opportunities to develop and show their skills.

Shifting the attention on the individual European countries, in particularly on Spain, there is an example of intervention "**Las Americas de Parla**" tackling the fact that one in five students is coming from North Africa, Latin America or Eastern Europe. To promote success of training activities, teaching of environmental knowledge as well as of basic language skills have been carry out.

The project **Belm** made headlines in Germany for its extraordinary commitment to integrate immigrants: in fact nearly 80% of middle school students come from ex-Soviet republics. To provide the best possible care,

the school works in close cooperation with the BIW (Belm Integration Workshop), which is a laboratory with the purpose to help less fortunate young people to enter into the labour market and integrate into society. These objectives are shared with the whole community of Belm, the local youth centre and an organization providing legal assistance to young people.

In the frame of the project **TANDEM**, the students, who had ceased to follow the lessons, receive a particular attention; since 1998 some of these students can meet their requirements directly through the educational workshops for young people.

Still in Germany, there is another project entitled "Back to the Future" which is an initiative of a secondary school in Rütli, within the town of Berlin, where the 85% of the whole school population is not of German derivation. For many students to attend classes regularly is an exception rather than a rule. Since 2001 some educators follow 8 / 10 students at the former apartment of the janitor of the school. During an interview, adolescents must express willingness to participate and stay up to one year.

The communities of Tilburg and 's-Hertogenbosch in the **Netherlands** have encountered a growing number of school dropouts and students suffering from school fatigue. The youngest members of this group were fourteen years old, the oldest were twenty-three, all of them about to leave school because unable or not enough motivated to keep up and finish their education. To combat this phenomenon, a project providing a special training for operators has started. Teachers, tutors and mentors, involved in the project, have attended courses on special motivational techniques and mentoring with the purpose to be able preparing their students to cope with life, rather than educating them in the traditional sense. About half of the 200 adolescents, participating in the program instead of leaving the school, were able to graduate and almost 20% was able to use the offered assistance to find out an adequate job.

The Netherlands has also decided to fight the school dropout with the help of technology. With the implementation of the Platform **National Digital School-Leavers Service**, it has been possible to develop a data base shared by the institutions on students' absence. The school dropout is seen as a major social problem in Holland concerning one student of every seven. The platform, which is part of a proposed education investment against abandonment, should facilitate the achievement of targets set under the Lisbon Strategy, reducing by at least 10% the number of dropouts.

Also the National Youth Council of Ireland aims to reduce by 10% early school leaving within the next two years. The problem, which concerns a young man out of five will be tackled by investments, by measures to curb absenteeism and the abolition of school fees for disadvantaged people. The Anglo-Saxon political world has addressed this issue with various initiatives.

The issue has also entered into the institutional agenda of countries that have a low school dropout rate. Nonetheless Finland and the Scandinavian countries can be considered virtuous realities, they still plan to provide an support to schools; these include recuperation teaching, social services counselling and educational guidance for immigrants.

In extra-European context the Australian Government tried to stem the trend of dropout already ten years ago with a parliamentary inquiry outlining 34 practices / recommendations to be implemented with the purpose to allow students to complete their education.

The dispersion also affects students of nomadic origin. The project **"New tools for the education of nomads"** developed under the Comenius Programme of the European Commission carried out a network of various organizations, schools and public and private institutions in Spain, Portugal, Britain and Romania. The Consortium has created new teaching methods and materials for lessons typically cut on the needs of nomadic groups. As a final product a CD-Rom containing educational software was produced to match a set of learning cards that can be used instead of a computer containing other educational games and ideas.

CISEM, *Contro la dispersione scolastica. Interventi ed esperienze in Italia e in Europa*, in "CISEM/Informazioni", X, 4-5-6, 1994.

Oh W, Rubin KH, Bowker JC, Booth-Laforce C, Rose-Krasnor L, Laursen B. (2008), *Trajectories of Social Withdrawal from Middle Childhood to Early Adolescence*. J Abnorm Child Psychol. Jan 10

McCann, R.A. (1991a), *At-risk students: Defining the problem*. In K.M. Kershner, & J.A. Connolly (Eds.), *At-risk students and school restructuring*, (pp. 12-16). Philadelphia, PA: RBS.

Smink, J., Schargel, F.P. (2004), *Helping Students Graduate: A Strategic Approach to Dropout Prevention*. Larchmont, NY: Eye on Education

[www.bveraad.nl/web/show/id=218250](http://www.bveraad.nl/web/show/id=218250)

[www.nuovapedagogia.com/psicantropos.html](http://www.nuovapedagogia.com/psicantropos.html)

### Communitarian Projects

In this section we want to draw attention to some projects with wide operation involving several European partners and that naturally relate to the issue of school drop precisely addressed in the European context. The projects were summarized according to aspects of our most interesting namely the scope of cooperation, the objectives and methodologies used.

### **Project PSS - Promoting Social Skills**

The project P.S.S. - Promoting Social Skills is funded by the European Union under the Life Long Learning Programme - Comenius and involves five different European countries with many public and private organizations working in the field of political education and training (universities, research centers, training agencies ) and 10 high schools in the same countries.

Overall project objective is to promote and improve social skills of adolescents (seen as key competences for lifelong learning) through a series of experiments carried out directly in the partner schools. All activities will be collected in a guide that will subsequently spread among 300 teachers from across Europe.

The involved schools will participate with their students on the experimentation of activities promoting social skills. In total about 300 students of the 5 participating countries will be directly involved in testing. The project was presented by the Center Bruno Ciari Empoli and is coordinated by the Development Agency EV and involving, local, colleges "E. Fermi "Empoli (Liceo Socio-Pedagogico address) and " Enriques "of Castelfiorentino (Hotel Management).

The European partners of the project are: CFR (Qualification and Career Development Association) in Sofia, Bulgaria, VIA University College, Risskov, Denmark ([www.viauc.com](http://www.viauc.com)) SWSPiZ (Academy of Management), Lodz, Poland ([www.dpf.swspiz.pl](http://www.dpf.swspiz.pl)), Canterbury Christ Church University in Canterbury, United Kingdom ([www.canterbury.ac.uk](http://www.canterbury.ac.uk)).

The project will last from January 2010 to December 2011

### **INTERREG projects**



The INTERREG IVC Programme, approved by European Commission Decision C (2007) 4222 11 / 09/2007, is part of the programming 2007-2013, starts off from the consolidated Program Interreg IIIC and takes a new benchmark dictated by the Lisbon and Gothenburg Agendas.

The distinctiveness of the program is referred not only to the extensive geographic coverage, where all EU regions - with the inclusion of Norway and Switzerland - are eligible, but it is also relied on a new approach of interregional cooperation.

The overall objective of the Program is to improve the effectiveness of the regional development policies in the field of innovation, of economy of knowledge, of the environment and risk prevention. Besides the aim is to contribute to the economic modernization and to the increasing competitiveness of Europe. The exchange of knowledge and good practices, sharing and transfer of experience in regional policies will contribute to achieve this goal.

The Program is divided into two priorities and their sub-themes (third priority is given to technical assistance program), closely related to the Lisbon and Gothenburg agendas:

The Priority 1<sup>st</sup>: the innovation and knowledge economy (ERDF: 176.7 million euros, 55% of the total ERDF contribution) under whose the sub-themes are 1) innovation, research and technological development, 2) entrepreneurship and SMEs; 3) Society of Information, 4) employment, human capital and education; the Priority 2<sup>nd</sup>: Environment and risk prevention (ERDF: 125.3 million Euros, 39% of the total ERDF contribution) which sub-themes are 1) natural and technological hazards (including climate change), 2) water management; 3) waste management, 4) biodiversity and conservation of natural heritage (including air quality), 5) energy and sustainable transport, 6) cultural heritage and landscape.

The INTERREG IVC is primarily configured as a funded program, which focuses specifically on the identification, analysis and exchange of best practices by the government to improve the effectiveness of regional policies / local.

The activities are still ongoing.

<http://www.interreg4c.net/>

### 3. 5 LOCAL GOOD PRACTICES in Campania (Italy)

ITC- TERRADI LAVORO

PAS COURSES SUPPORTED BY REGIONE CAMPANIA HAVE COME INTO BEING TO FIGHT SCHOOL ABANDONMENT. THEY ENVISAGE THE PARTICIPATION OF ALL SUBJECTS INVOLVED, IN A WAY OR ANOTHER, IN EDUCATION/TRAINING, NOT ONLY BY SUPPORTING THE RIGHT TO STUDY BUT ALSO BY CONTRASTING AND SETTING UP RECUPERATION PROGRAMMES FOR SCHOOL DROPPING OUT AND FAILURES.

ORIENTATION AND SCOUTING ARE TWO STRATEGIES USED TO CONTRAST SCHOOL ABANDONMENT AS WELL AS ALTERNATIVE EXPERIMENTAL WAYS OF TRAINING AND EDUCATION MEANT FOR YOUNG SCHOOL DROPOUTS (IN COMPLIANCE WITH THE LAW 15 APRIL 2005, N. 76).

#### 1. SCOUTING AND ORIENTATION

THIS IS A NEW STRATEGY/ACTION CONSISTING IN GETTING IN TOUCH WITH THE FAMILIES AND YOUNG DROPOUTS WITHIN THE COMPULSORY SYSTEM IN THE MOST DEPRAVED AND DEVIANT AREAS. THIS WILL ALLOW AN EASIER DETECTION OF THE YOUNG PEOPLE AND THEIR EDUCATIONAL NEEDS WHICH WILL BECOME ESSENTIAL IN THE IMPLEMENTATION OF ACTIVITIES BY SCHOOL INSTITUTIONS.

#### 2. PAS

- They got the OFFICIAL green light ON MAY 14 2007. They are innovative and their main aim will be to keep within the school system boundaries the young dropouts who have managed to get the middle school diploma but have not applied for any further education.

Aims:

- To ensure reinstatement and educational completion to young people who have left school
- To give the opportunity to acquire new competencies to be reinstated into social life and to complete their studies, also technical competencies to access the working world.
- To Enhance their abilities for choices in such a crucial moment of their life;
- To Ensure interaction between school, training and businesses:
- PAS WILL BE CHARACTERIZED BY TEACHING PATTERNS PLANNED AND DIVIDED INTO TRAINING UNIT CREDITS. INTEGRATION AMONG SCHOOLS, TRAINING INSTITUTIONS AND BUSINESSES IS ENVISAGED AND THE AIM IS TO DEVELOP ALTERNATIVE TEACHING AND LEARNING PROCESSES, LINGUISTICALLY AND METHODOLOGICALLY ENTICING FOR THE YOUNG PEOPLE WHO HAVE LEFT THE EDUCATIONAL WORLD.

### 3. 6 Good Practices in Austria

FAKTUM

Measures of Austrian schools to prevent or to prohibit pupils from leaving the educational system early, from school denying or skipping classes and therefore to reduce the numbers of drop-outs are – due to the complexity of causes – often not explicitly concentrated on the prevention of early school leaving or drop-outs but considerably more oriented to long term changes and improvement on different levels of the system in the interior of the schools, in the school as system and in the surroundings.

Some of these arrangements are listed below:

- ◆ Reducing the number of pupils in one classroom for more Individualisation of the pupils: “Initiative 25+” (BMUK 2007)
- ◆ Extension of the quality of day care: schools have the possibility to undergo voluntarily a quality control of their day care. Main aims of this campaign:
  - Bestow a quality-award for some schools, which consequently represent good-practice-examples for high quality day care.
  - Point out the meaningfulness of further development and initiative progress in connection with day care at school. (BMUK 2009a)
- ◆ Another very important initiative refers to children with another mother tongue than German. Approximately 15% of all pupils in Austria speak another language than German in their everyday life. Some examples for dealing with internationality in Austrian schools:
  - “Intercultural studying” became in the 90ies one of the important educational and teaching principles. By means of that principle reciprocal understanding was aimed to be encouraged, “Intercultural studying” should help to identify differences and commonalities of different cultures and reduce prejudices against foreigners. A broad range of projects has been carried out since then. (Further information under: <http://www.projekte-interkulturell.at/>)
  - Websites from the “Referat für Migration und Schule” provide information and materials in the context of school and migration for teachers and parents. (BMUK 2009b)
- ◆ Another program of the Ministry of Education helps students to find their way through the jungle of jobs and professions and to gain some orientation. In all schools pupils (starting from the fifth

grade) have the possibility to talk to mentors and educational consultants who provide information and individual help for them. Possible issues of such consultations might be the choice of further education and the future career, personal problems, occupational needs and requirements, individual skills, relations between Technology, Economy, Politics and work, legal requirements, collecting practical experience (trainings, excursions...) and many more. On the one hand Austrian schools have the pupils` consulting done by psychologists, educational experts and coaches and on the other hand there is the job-orientation in form of lessons at school which are obligatory in the seventh and eighth grade totalling 32 teaching lessons (one hour a week). (BMUK 2009c)

- ◆ Good-practice-example: Clearing (since 2001)
  - For disabled young people and pupils with special needs
  - Voluntary participation in the last compulsory year
  - Compile an individual profile of ones bents and skills
  - Perspectives, career- and development plan
  - Improvement of local qualification-, employment- and supporting potentials
  - Further information: <http://www.clearing.or.at/?TCONTENT=1>
- ◆ Good-practice-example: “Hauptschul”- classes:
  - “HS”-graduation is the basis of occupational education and qualification
  - Estimated 6-7% per age group without “HS”-degree (plus migrants and asylum seekers)
  - There is place for approx. 2500 people in “HS”-classes a year
  - ESF (European Social Fund in Austria), AMS (Austrian job centre), Vienna schools inspector support these classes
- ◆ Good-practice-example: “JASG”-classes:
  - For young people who cannot find an apprenticeship
  - AMS is the employer
  - What pupils learn at “JASG”-class: Optimisation of the job description, social pedagogic support and training of key-competences, EDV-basics, rhetoric and communication, preparation for further education etc.
  - Aim: Mediation into a regular job- or apprenticeship- relation within 12 months of individual course term. (<http://www.bit.at/referenzen/foerdergeber/jasg-lehrgaenge-nach-dem-jugendausbildungssicherungsgesetz/>)

- Further information: [http://www.jusline.at/Jugendausbildungs-Sicherungsgesetz %28JASG%29.html](http://www.jusline.at/Jugendausbildungs-Sicherungsgesetz%28JASG%29.html)
- ◆ EQUAL-project for disadvantaged youngsters:
  - Initiative from Jugendnetzwerk Salzburg
  - Measures of the project: extensive consulting in context with job choices; courses and seminars to prepare for the job desired; personality stabilising provisions; working on strengths, skills and on communicative competences; individual occupational and personal accompaniment during education; reinforcement of self-confidence through new purchased skills etc.
  - Focus on: fundamental education, technical skills, arts and creative activities
  - Further information: <http://www.bfi-sbg.at/C1256D5D002565C2/CurrentBaseLink/N27AHCVE659PSTRDE>

## 4. Causes for dropouts and school absenteeism

### 3.1 The Austrian situation

Researchers distinguish between two types of school dropouts: on the one hand there are the “academic dismissals” who have to leave school because of insufficient school achievements. Some of them are also called “push-outs”, who are expelled from school because of disciplinary problems. These are the classic dropouts with parents of the uneducated social classes. On the other hand there are the “voluntary withdrawals” who drop out because of manifold issues. This second group mainly consists of intelligent, creative pupils with quite educated parents. They often contend with social isolation and emotionally fade out of school slowly. (Stamm n.s.)

The causes for dropouts are highly complex and enmeshed in an interactive framework of conditions with a variety of backgrounds, experiences and skills. (Riepl 2004) As already mentioned under point 2., the family situation, especially the education level of the parents, as well as their employment situation, the social background, the peer group, generally spoken the whole social setting are main factors which play a role in the context of school dropouts and absence. The results of a study mandated by the Austrian Federal Ministry for Education, Science and Culture in 2005 revealed the following determinants on school absenteeism:

#### ***Peer group:***

- ◆ Organisation of leisure time activities
- ◆ Friendships
- ◆ Frequency of contact with friends outside the school

#### ***Personality of pupil:***

- ◆ Personal Characteristics (aggressiveness, little concept of own achievement)
- ◆ Assessment of challenge, threat and loss
- ◆ Fear of school
- ◆ Self-esteem and self-concept
- ◆ Coping strategies

**School:**

- ◆ Performance appraisal
- ◆ School satisfaction
- ◆ Social integration (interaction between pupil and teacher)
- ◆ Response to school absenteeism

**Family background:**

- ◆ Education level of parents
- ◆ Burdensome incidents and experiences in life
- ◆ School commitment and monitoring

Analyses from Schreiber-Kittl and Schröpfer (2002) such as from Ricking (2003) also attain similar results as described above. They identify the following at-risk groups of pupils for school refusal below:

- ◆ Pupils of socially deprived families
- ◆ Pupils of incomplete families
- ◆ Pupils of families with migration background
- ◆ Pupils with disabilities
- ◆ Children placed back from school attendance
- ◆ Class repeating pupils
- ◆ Pupils who descended from a higher type of school to a lower one
- ◆ Pupils from “Hauptschulen”

Within the scope of the survey of 346 pupils whose school absenteeism placed their positive graduation at risk (Schreiber-Kittl/Schröpfer 2002), they name the following reasons for not showing up at school: 59% said, they didn't get along with one or more teachers, bad school performance is mentioned by 31% and 30% called other, unspecified problems at school. Furthermore the study clarifies the importance of peers.

Friends skipping school persuade pupils to skip together. On the other side there problems with colleagues are also mentioned quite often. Another reason for school absence is illness with 19%.

A very big percentage of school denials (79%) had to repeat a class at least once in the ir school career, which shows that this led to the ultimate turning away from school. (Schreiber-Kittl/Schröpfer 2002)

Reasons for dropouts, from the concerned persons` point of view, in a survey (with 52 respondents) accomplished by Bergmann et al. (2001) are:

- ◆ 53,8% said that they are tired of studying
- ◆ 51,9% wanted to earn money
- ◆ School achievement of 28,8% was insufficient
- ◆ Friends of 19,2% also left school
- ◆ 5,8% stated that they don`t need any further education
- ◆ 38,5% indicated other reasons.

### **Short Summarize**

The resulting reasons from school absenteeism and dropping out suggest the same respectively very similar causes of these two phenomena. In both cases family background, school situation and the peers are determinants, which should not be considered isolated. Mostly stated reasons for dropouts and school denials:

- Excessive demand or bad school performance
- Problems with teachers
- A not further differentiated studying- or school dissatisfaction
- Peers, who encourage as friends or, less frequent but still, through bullying.
- Illness or other personal needs (such as the desire to earn money)
- Parents` attitude which sometimes expect too much of the children or on the other hand might defeat any further school attendance (Riepl 2004)

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## BY ANP - SALERNO

The selected data come from the Department of Education. According to the studies drop outs are compared with graduated in their school performance, family background, social environment, educational expectations. It's underlined the link between early school performance and later high school graduation.

The factors which can cause school drop out are analyzed as well as the fact that dropouts are likely to engage in antisocial behaviours.

The GLID constitutes an observatory of the phenomenon. The GLID examines behavioural, cognitive, demographic factors associated with school drop out.

[Bibliografia sulla dispersione scolastica – WebOpac](http://opac.minori.it/EOSWeb/.../AdvancedSearch.asp?)

[PDF] [La dispersione scolastica Maggio 2008](#)

It contains data from the years 2006/07 with samples of several geographic areas.

... contro una media europea del 15,3% (Graf.1). I dati aggiornati al ... sono state destinate alla prevenzione e recupero della **dispersione scolastica** nel Mezzogiorno ...  
[archivio.pubblica.istruzione.it/mpi/pubblicazioni/2008/allegati/dispersione\\_2007.pdf](http://archivio.pubblica.istruzione.it/mpi/pubblicazioni/2008/allegati/dispersione_2007.pdf) - 2010-03-02 -  
Versione testo

[PDF] [Direzione Generale per lo Studente, l'Integrazione, la ...](#)

... Obiettivo del Glid è monitorare il **fenomeno** della **dispersione scolastica** e verificare la possibilità di realizzare una "anagrafe della **dispersione**". ...  
[archivio.pubblica.istruzione.it/organizzazione/dg\\_studente\\_stato\\_avanzamento\\_lavori.pdf](http://archivio.pubblica.istruzione.it/organizzazione/dg_studente_stato_avanzamento_lavori.pdf) - 2010-03-03 -  
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[PDF] [DOCUMENTO TECNICO Il contesto e il metodo](#)

It develops and estimates a model of school attendance and government decisions

... L'elevamento dell'obbligo di istruzione offre anche strumenti per contrastare il **fenomeno** della **dispersione scolastica** e formativa, che rappresenta uno dei ...  
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[Sito PON Scuola - Fondi Strutturali - Documenti](#)

... l'obiettivo di "migliorare", per quanto possibile, gli interventi in atto,

nell'ottica di una maggiore riduzione del **fenomeno** della **dispersione scolastica**. ...

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#### [PDF] Ministero dell'Istruzione, dell'Università e della Ricerca

... al fine di vigilare sull'assolvimento dell'obbligo di istruzione e prevenire e contrastare il diffuso **fenomeno** della **dispersione scolastica**, sono im ...

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*Research in Emilia Romagna*

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## GLOSSARY OF KEY WORDS

LICEUL TEORETIC "GEORGE CALINESCU" CONSTANTA ROMANIA

### MOTIVATION TO STUDY

Generally speaking, motivation is a desire to achieve a goal, combined with the energy to work towards it. When we refer to studying, motivation means the desire to study and complete the requirements of a course. Motivation can be positive and negative and almost all students will experience the two types of motivation, as well as its loss at different moments during their academic life. Positive motivation is a response which entails enjoyment and optimism about the tasks students are involved in, while negative motivation involves undertaking tasks because there will be undesirable outcomes if they are not completed. ([www.unisanet.unisa.edu.au/motivation](http://www.unisanet.unisa.edu.au/motivation))

### TECHNICAL AND VOCATIONAL SECONDARY SCHOOL

Technical and vocational secondary schools are schools which, apart from the general academic subjects also teach job-specific skills and provide [employment](#)-preparation skills for trained [labor](#), such as [welding](#), [culinary arts](#) and [office management](#).

### SCHOOL DROPOUTS

Individuals who leave school prior to graduation can be defined as school dropouts. With some variation in local circumstances, they are of increasing concern around the world as the educational requirements for full participation in modern societies continue to increase.

Dropout rates have been examined from several perspectives. *Event dropout rates* measure the proportion of students who drop out of school in a single year without completing a certain level of schooling. *Status dropout rates* measure the proportion of the entire population of a certain age who have not completed a certain level of schooling and are not currently enrolled. *Cohort dropout rates* measure dropping out among a single group or [cohort](#) of students over a given period.

Differences in dropout rates are associated with outside factors such as low [socioeconomic](#) status, which can lead to juvenile [delinquency](#) or early marriages, and demographic factors, including gender, race, ethnicity status, immigration status, and geographic location. In some contexts students are confronted with the issue of social acceptance, whereas in other parts of the world dropout rates are negatively determined by the availability of schooling in areas where secondary schooling is not widely available. Completing high school in such circumstances often takes students far from home and from family and community support and so makes dropping out more likely. Another external factor refers to the degree to which schooling is perceived as relevant to the current or future lives of students.

Another strong correlate of early school leaving is the lack of academic success. Students who more often get low grades and fail subjects are more likely to leave school prior to graduation. Students experiencing difficulty meeting the academic demands of the school tend to leave rather than continue in the face of the frustration of failing to achieve good grades.

### **PSYCHO-SOCIAL DISCOMFORT/UNEASINESS**

Psycho-social discomfort/uneasiness is a feeling of worry or hopelessness that, in an academic context, can be triggered by [unsupportive](#) outside conditions and by the failure of students to find positive social relationships in schools and a climate of caring and support of shared purpose and concern between teachers and students and among students. The lack of relevance of school to the current and future lives of students can also generate confusion and uncertainty. All these factors can give students a sense of inferiority or can trigger feelings of loneliness. Furthermore, a student's failure to meet the demands of the school may make them feel incompetent or a failure and can lead to confusion, dissatisfaction, loss of self-esteem and de-motivation.

To combat this, schools have designed programs meant to strengthen the positive relationships in schools and to enhance the prospects for student academic success. Approaches have included improved diagnosis of student abilities and tailoring of instruction to individual students, changing the evaluation processes to recognize student effort, [restructuring](#) school tasks to draw on a wider range of abilities, enhancing [remediation](#) programs to make use of more time for instruction and increasing the use of tutoring and technology to deliver instruction to students whose needs are not met by regular classroom instruction. [Multicultural](#) curricula that include materials and role models from students' own ethnic or cultural



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backgrounds, and programs that make more noticeable <http://www.answers.com/topic/salient> the link between schooling and work can also be used to address the above -mentioned issues. Mentoring programs linking adults and students, the creation of smaller environments in which a small number of students and teachers work on the entire academic program, and the use of older students as peer mentors for younger students can also improve the climate in a school.