



**UNICEF** **ITALIA,**  
**L'abbandono scolastico**  
*(Dropping out)* a cura di Giulia  
**P. Di Nicola, Demian, Teramo**  
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Under the aegis of UNICEF, a team of experts have written a book presenting research on the drop out rate for schools in the Abruzzo Region. Focusing on how the dropout rate fuels juvenile delinquency, the book offers remarkable considerations about schools policy strategies which could be adopted to prevent young people from leaving school too early. In an effort to help address the problem, the authors administered a questionnaire to students who had already dropped out to discover the motivations for their decision. The interviewees complained that school communities acted as a microcosm promoting extreme competition with no room for student achievement, promotion and self-esteem. Clearly, students who leave school are entrapped in a process of disengagement from social life too. Young people who drop out of school are unlikely to have the minimum skills and credentials necessary to function in today's increasingly complex society and technological workplace. Moreover, the questionnaire's answers indicated that students' positive recollections of school time dealt with "recreation-time" (recess), school trips or personal relationships; activities which are not standard in educational objectives. Among the reasons for dropping out the book reports both personal factors and school problems such as IQ, economic and cultural backgrounds of student's family and the difficulty of interpersonal

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relationships. However, the main obstacle in achieving a successful school career is in the failed teaching-learning process that involves negative relationships between teachers and students, and the missing connection between what students learn at school and real life.

Among youth who drop out a new figure is coming out, that of students who do not have particular problems at home neither at school, but they want to have a good job soon since schools are seen as "parking orbit" and the education system fails to prepare students for success in the world of work. Comparing international dropout prevention programs, the book's solid research offers a powerful combination of psychological and sociological approaches, pedagogical perspectives and policy strategies to prevent students from dropping out of school.

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