Bullying and dropout

Bullying and the phenomenon of early school leaving

2017 Telefono Azzurro Doxa survey run on a sample of 1,500 adolescents from secondary schools revealed that 35% of the interviewed admitted of being bullied in lunch or class breaks in corridors and bathrooms.

Furthermore, bullying would be the reason why 160,000 teenagers do not go to school every day thus increasing the phenomenon of early school leaving.

Dropout

-The clause "school dropout" means the final exit of a student from a specific training process;

-School dropout is a factor contributing to social exclusion, because those who leave school prematurely risk unemployment.
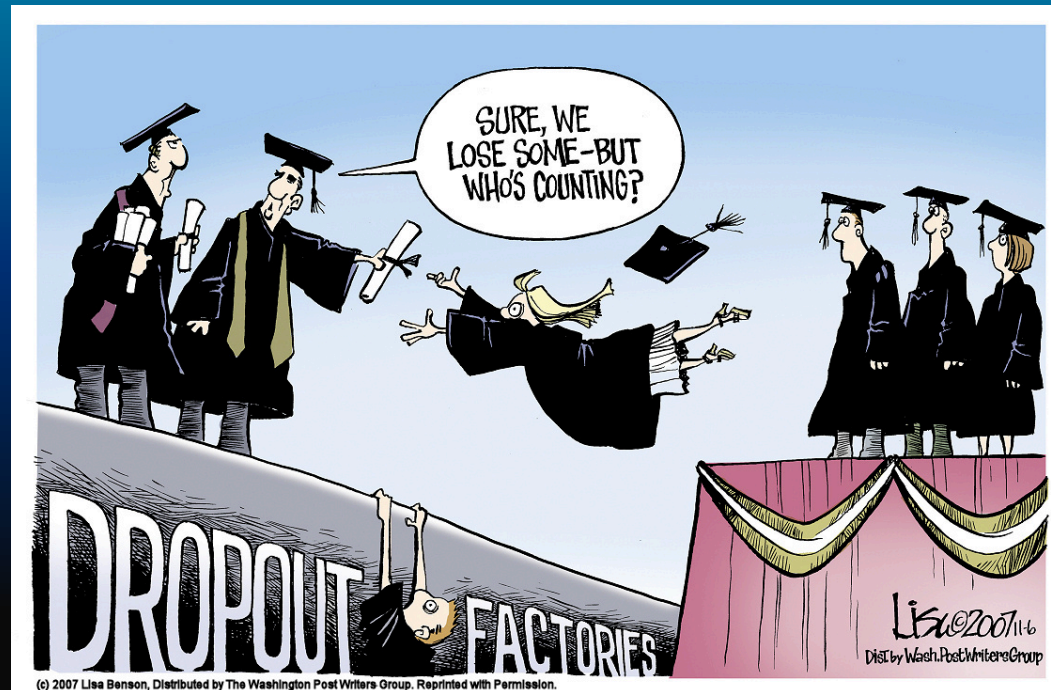
The statistics

In the OCSE area Italy is the last country for education of young people. The national average, is 52.8 % against 73.7 % in Europe. More specifically:

19.7 % of young people (16-29 years) and 26.36 % of adults (30-54 years) have poor reading skills;

Even school dropout is widespread: 17.75 % of young people under 25, lower only than Spain.

Concurrent causes of Early School Leaving

Inadequate locations, disadvantaged or low-educated families, individual motivations (such as anxiety or lack of interest) together with bullying events are the most common causes of dropping out.   A low level of education means precluding chances of building a better future, with heavy consequences on the social and integration of the person.

What can we do to tackle with dropout?

School dropout is one of the causes of poverty in Italy. We can face it by:

-offering financial contributions to build adequate buildings and to support low-income families.

-promoting extracurricular sports activities for children, so that they stay away from the road.

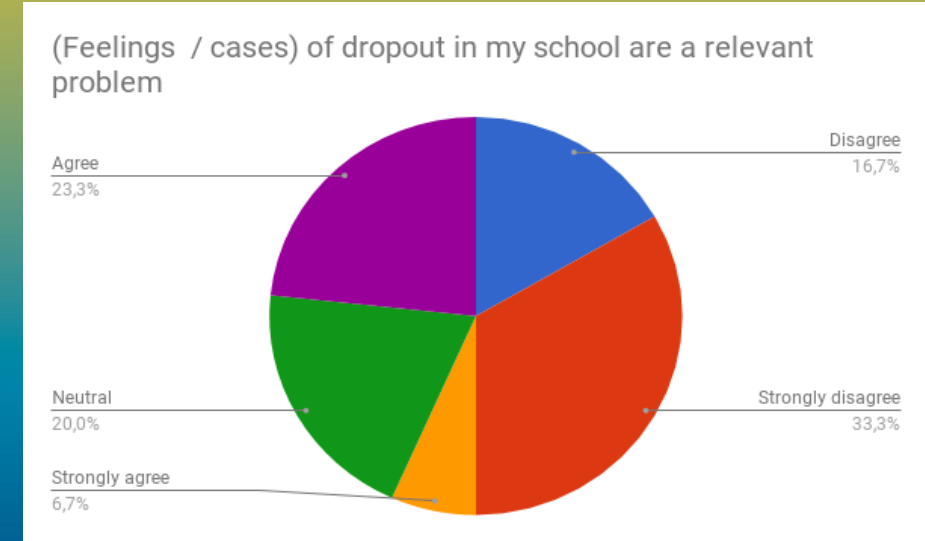-creating help/desk for bullied.
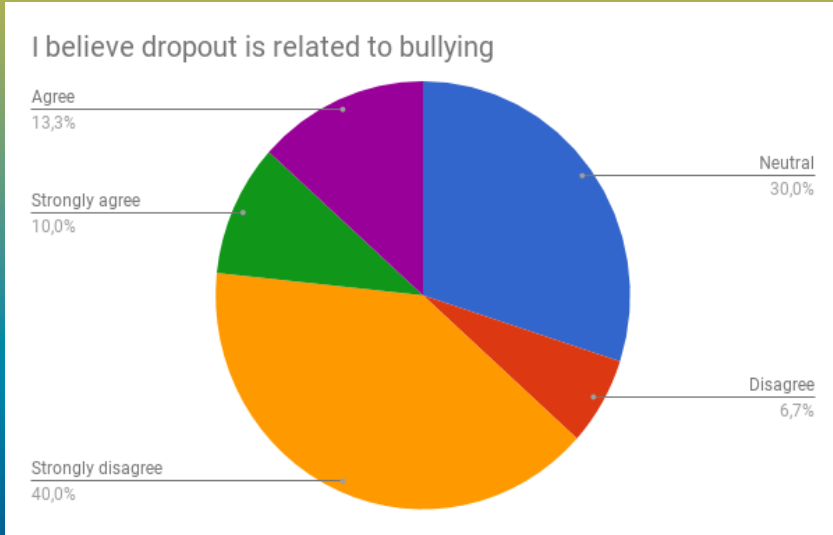
What can the school do?

- Favouring emotional, social, physical and intellectual well-being state

- Activating bullying prevention policies.

- Educating to feeling and affectivity starting from proportion Emotions: Knowledge = Affectivity: Knowing

- Establishing networks of schools in synergy with the families, law enforcement agencies and local NGOs.

The promotion of welfare status must, therefore, represent an essential element of the school curriculum for the educational success of the students, for the full realization of the right to study in order to prevent early school leaving.
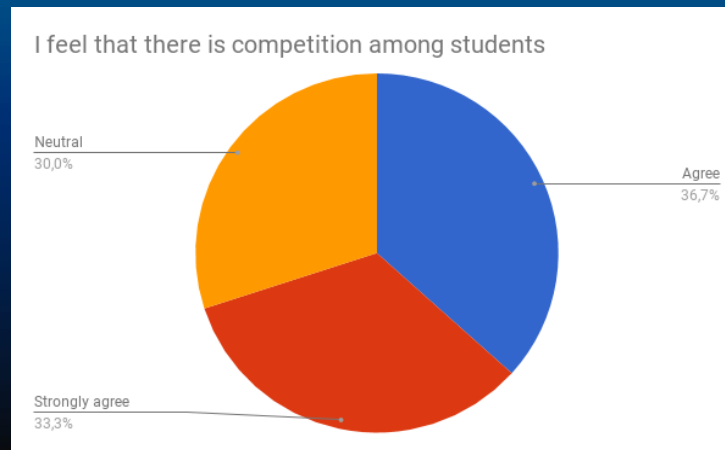
Our school survey results:

There is not a high consciousness of the issue from the students' point of view

I believe dropout is related to bullying

Agree
13,3%

Strongly agree
10,0%

Strongly disagree
40,0%

Neutral
30,0%

Disagree
6,7%

(Feelings / cases) of dropout in my school are a relevant problem

Agree
23,3%

Neutral
20,0%

Strongly agree
6,7%

Disagree
16,7%

Strongly disagree
33,3%

worsened by competition

I feel that there is competition among students

Neutral
30,0%

Agree
36,7%

Strongly agree
33,3%

A sense of unadequacy and/or lack of interest is present

Students like educational programs
- Agree 23,3%
- Neutral 50,0%
- Strongly agree 13,3%
- Disagree 13,3%
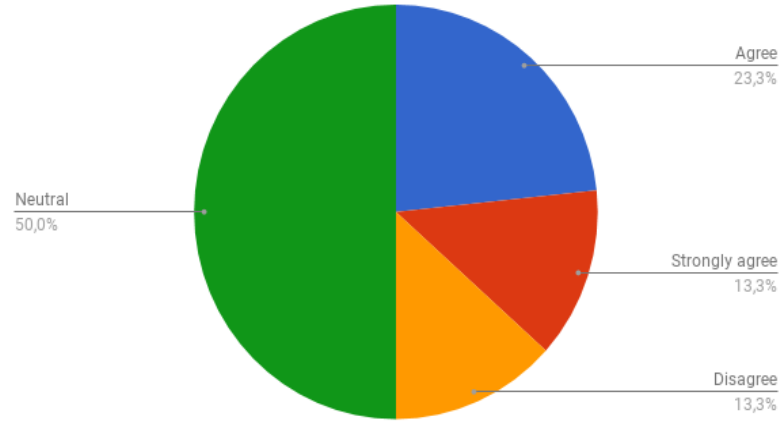
Educational programs are so demanding that students don't have free time for other activities.
- Strongly agree 3,3%
- Strongly disagree 10,0%
- Agree 23,3%
- Disagree 30,0%
- Neutral 33,3%
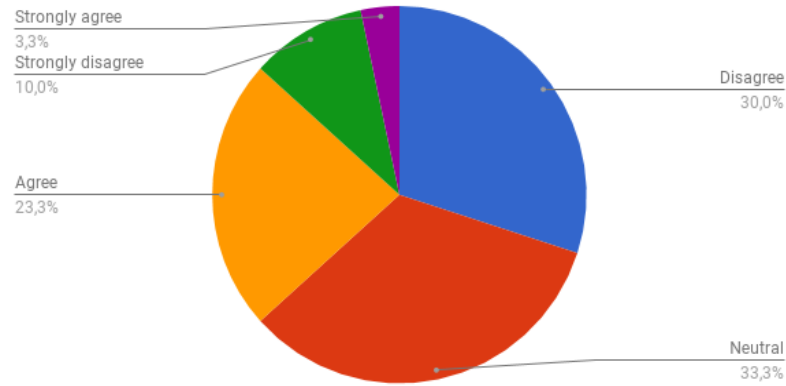
I think that final exams are difficult.
- Disagree 3,3%
- Neutral 16,7%
- Agree 43,3%
- Strongly agree 36,7%
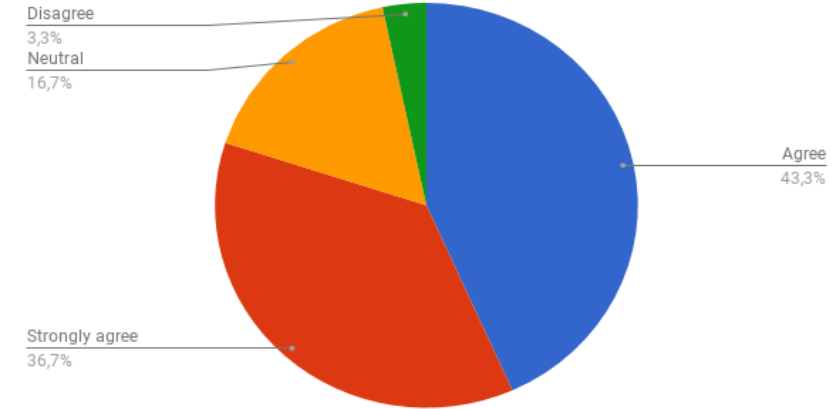
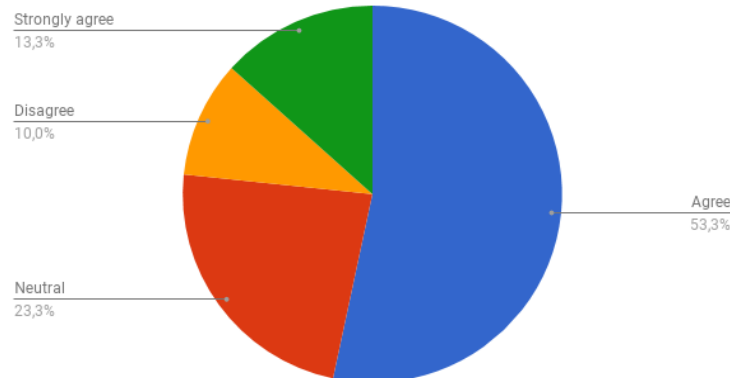## However school environment is not really perceived as a menace

Accessing the school is difficult (transport)
- Disagree 10,0%
- Strongly agree 3,3%
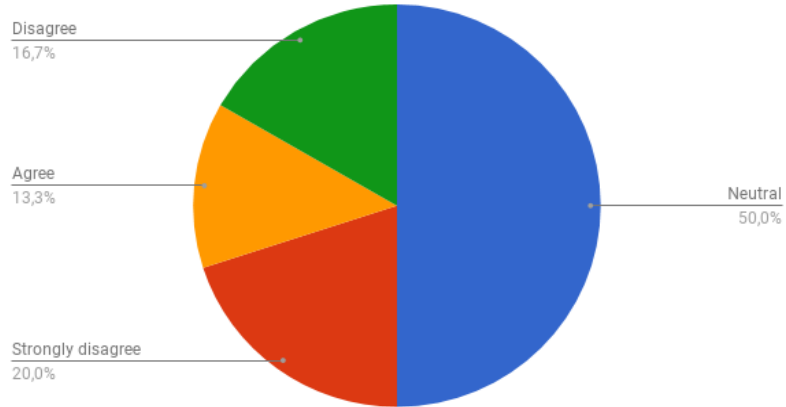- Agree 13,3%
- Strongly disagree 16,7%
- Neutral 56,7%
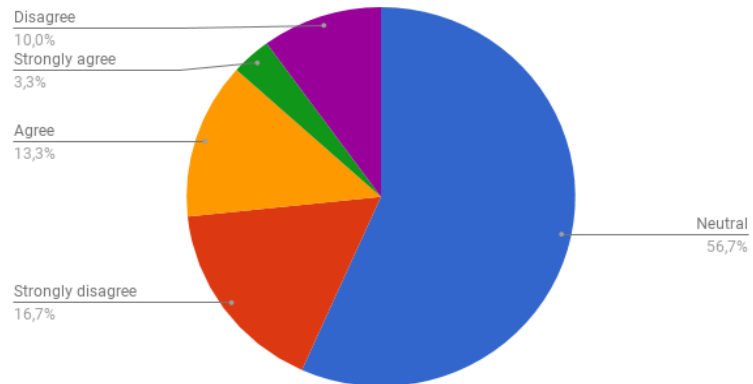
Teachers are likeable by students
- Strongly agree 13,3%
- Disagree 10,0%
- Agree 53,3%
- Neutral 23,3%

There is a fair application of the school rules.
- Strongly agree 26,7%
- Disagree 6,7%
- Agree 33,3%
- Neutral 33,3%
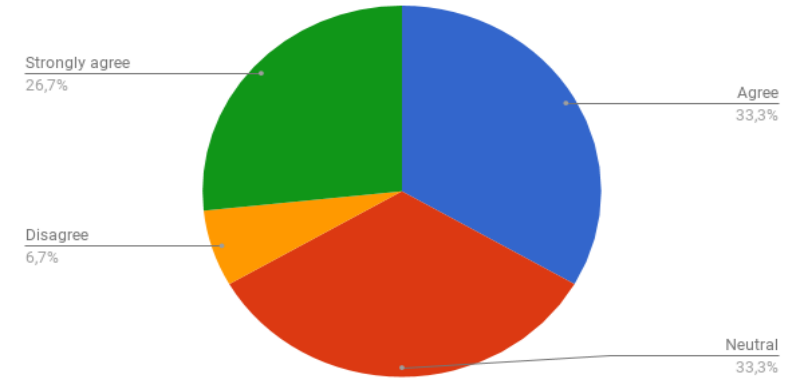
Only a low rate recognizes cases of bullying

In my school there is violence and bullying.

- Disagree 16,7%
- Agree 13,3%
- Strongly disagree 20,0%
- Neutral 50,0%

I found new friends or groups at school
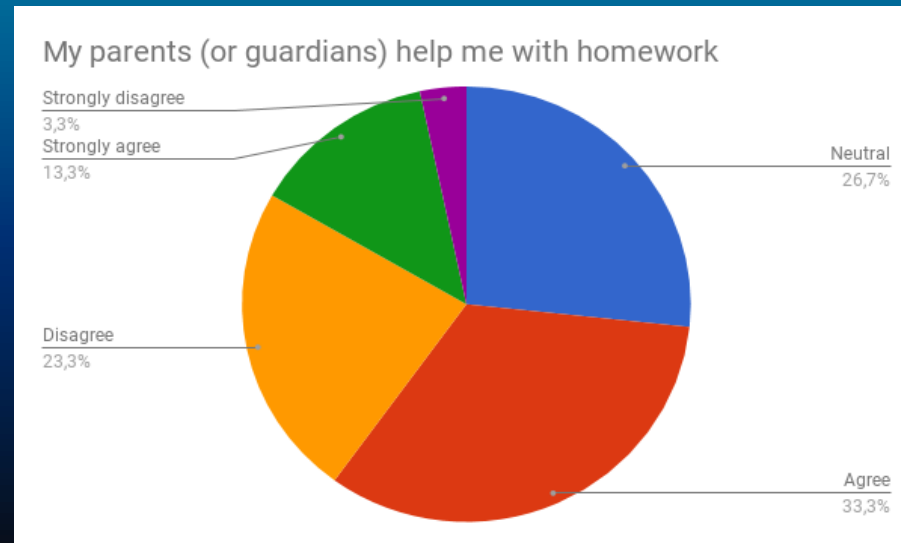
- Disagree 10,0%
- Neutral 20,0%
- Strongly agree 26,7%
- Agree 43,3%
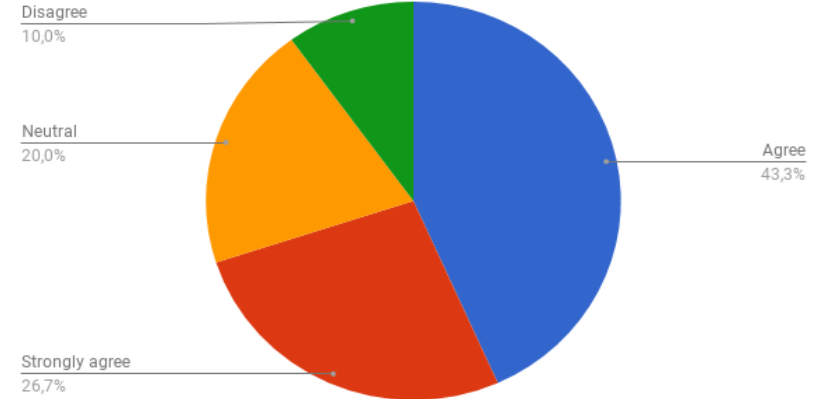
and teachers are not trusted at all

Students trust teachers

- Disagree 13,3%
- Neutral 40,0%
- Agree 30,0%
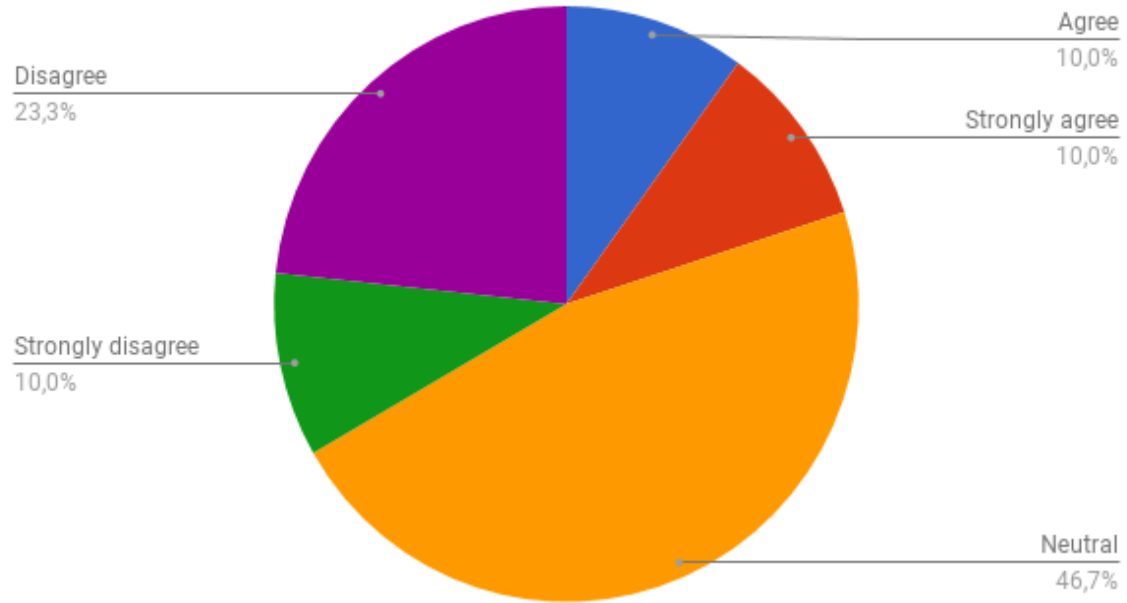- Strongly agree 16,7%
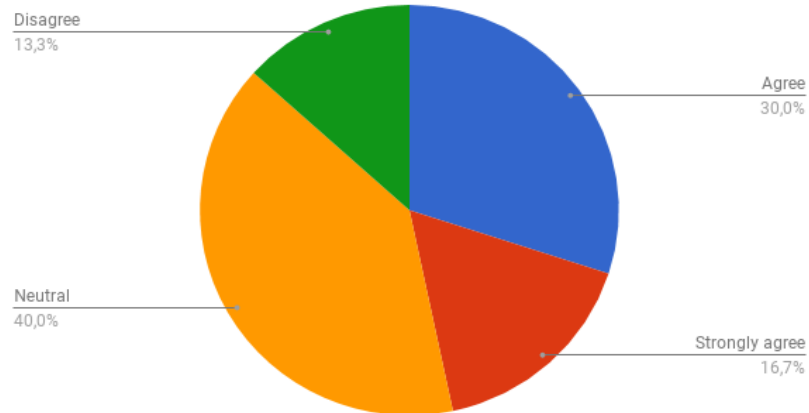
Family issues are relevant
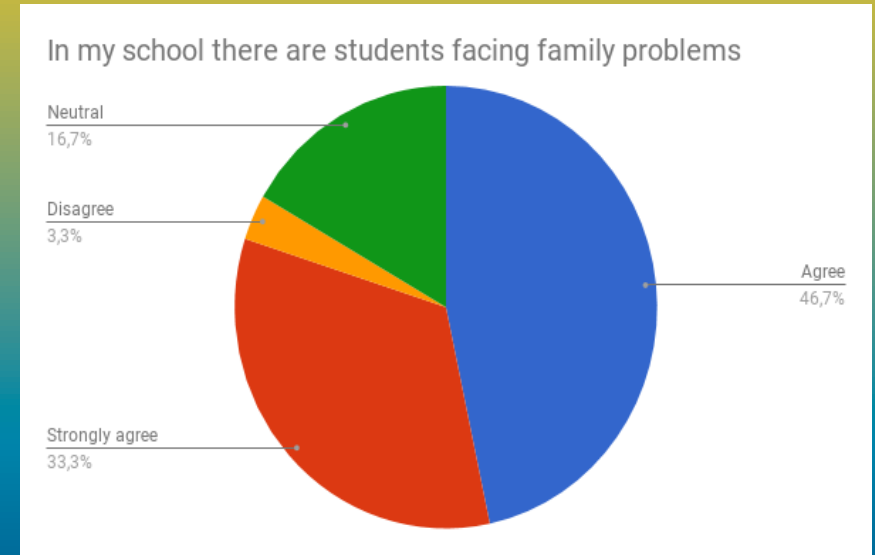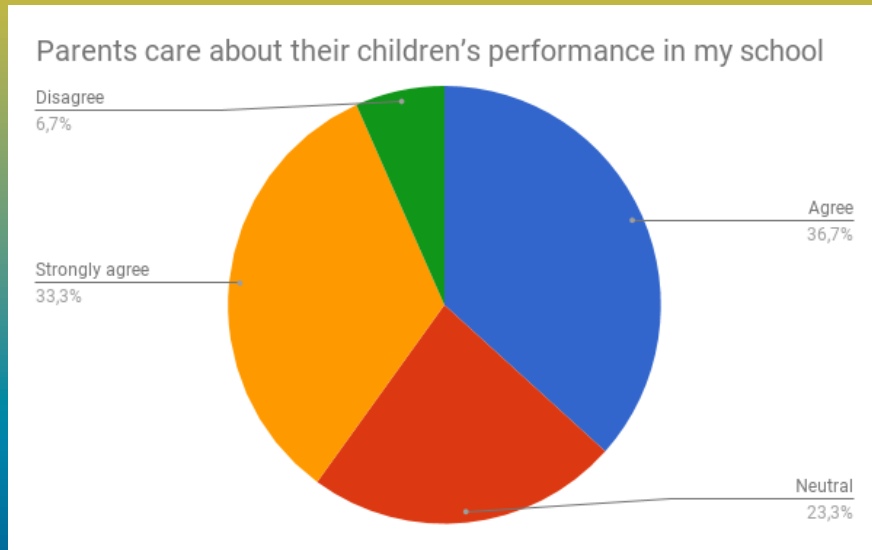
They are quite disillusioned about their future

I think that there are prospects for my future after school

- Agree 10,0%
- Strongly agree 10,0%
- Disagree 23,3%
- Strongly disagree 10,0%
- Neutral 46,7%

I believe that school and later on university will help me to find a job easily

- Agree 10,0%
- Strongly disagree 16,7%
- Disagree 36,7%
- Neutral 26,7%
- Strongly agree 10,0%
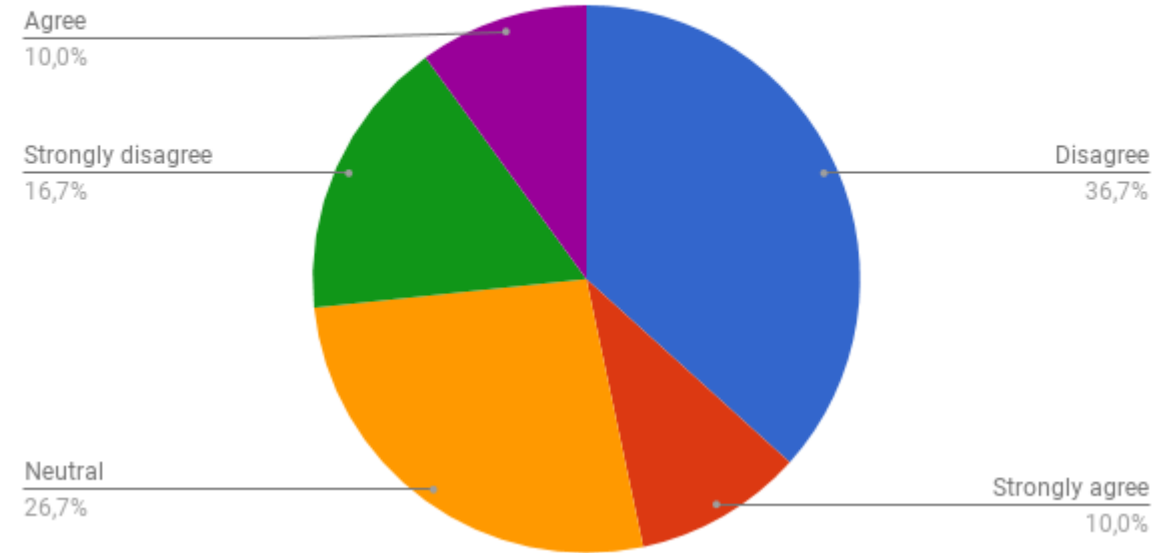
Actions

Over the years, our school has been dealing with dropout by adopting strategies to activate protective factors and identify underlying problems by

- food education courses sports competitions, as a life habit;
- road education projects as a means to dialogue on rules, behavior, harmful substances, group dynamics;
- education in awareness and legality in the use of technologies (paths ... in the web) through illustrative and demonstrative activities, meetings with experts, guided tours, research and group work, establishment of a web community in order to make students and teachers on the subjects of the constitution, citizenship and security;
- participation in competitions organized by various clubs such as Rotary, Lions, Kiwanis, Fidapa.

The teaching staff has agreed to identify and implement, for the students in difficulty, the most effective ways to reinforce the motivation to study, to fill the gaps, to stimulate their interests also through models and learning tools closer to the sensitivity and attitudes of each of them; has favored the active involvement of all the school components in the planned actions, with particular attention to parents and other territorial subjects, with the aim of realizing a real "Educational Alliance".