



Expert meeting

“From social exclusion to social inclusion - the role of education”

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I NVALSI

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INVALSI

Institutional tasks:

- ❑ the **system evaluation** (evaluation and monitoring of educational assessments, school-management, didactic projects, pedagogical practices, e.g.);
- ❑ the **evaluation in order to assess the skills and the learning achievements of school children;**
- ❑ among other, the **aim to point out the factors that cause the social and the educational exclusion (drop-out, educational disengagement, disaffection),**

The problem

Drop-out is a very complex phenomena not only for determining causes; the problems are also strictly connected with the different ways in which it is showing:

- ❑ unsuccessful passage from a grade up to another
- ❑ evading compulsory school
- ❑ leaving school
- ❑ repeating school year
- ❑ failing at school
- ❑ non attendance school, or poor attendance school.

Data

Some information with the aim to frame the problem:

Indicator	
Non evaluated pupils in the assignment of the term's marks (including evading compulsory school and leaving school)	
Level/grade school	Non evaluated pupil percentage
Primary school (from Grade I up to Grade 5)	0,1%
Secondary school (from Grade 6 up to Grade 8)	0,4%
High school (from Grade 9 up to Grade 13)	2,1 %

Source: *Indagine campionaria sulla dispersione nelle scuole statali. Notiziario statistico a.2004* (Drop out public school – sample research)

Data

Indicator	
The school delay (Pupils who have higher age as regard to school grade)	
Level/grade school	The percentage of pupils in school delay (average for school years)
Primary school (from Grade 1 up to Grade 5)	3,1%
Secondary school (from Grade 6 up to Grade 8)	9,3%
High school (from Grade 9 up to Grade 13)	34%

Source: *MIUR – DG Studi e programmazione. I RISULTATI SCOLASTICI. LA SELEZIONE SCOLASTICA. IL CAPITALE UMANO*

Data

Some information with the aim to frame the problem:

Indicator	
Not attending school students – 2004-05 (* this study is not a longitudinal research)	
I Year– pupils' number	V Year– pupils' number
Licei scientifici - 128.527	Licei scientifici - 81.550
Istituti professionali - 143.456	Istituti professionali - 77.383
Licei classici - 61.355	Licei classici - 39.208

Source: *MIUR* – La scuola statale di secondo grado. Sintesi dei dati

Data

Indicator	
Registered students' number (* this study is not a longitudinal research)	
I Year– pupils' number	V Year– pupils' number
Licei scientifici - 132.144	Licei scientifici - 87.099
Istituti professionali - 133.283	Istituti professionali - 79. 990
Licei classici - 61.549	Licei classici - 42.043

Fonte: *MIUR – Sedi, alunni, classi, dotazioni organiche del personale della scuola statale. Anno sc.2005-2006*

Data

Indicator

Global school population (* this study is not a longitudinal research)

The students' average number for classroom during the **I year of the high school** is **24**. Whereas during the **V year the average number decreases at 19 students** for classroom – 5 students less.

About the presence of extra Europe students, they are 8 during the I year of high school and 2,4 during the V year.

Source: *INVALSI* - Progetto Pilota 3 - Rilevazione delle attività svolte dalle Istituzioni scolastiche - Rapporto di ricerca valutativa. Questionario

A global reading of the data permits to resume that in Italy drop-out is:

❑ not so wide in primary and secondary school (grade 1 up to grade 8) because it's a compulsory cycle school;

❑ relevant during high school (second cycle school is not compulsory). This cycle is not yet reformed.

The new law about compulsory training (not scholastic) for students' 18 years old will become current in 2007.

Other aspects

- non attendance school, or poor attendance school
- no-good results in the evaluation
- “waterfall system” - Youngster who fail in general secondary education may be reoriented to technical education, and if they failing in technical education may be reoriented to vocational education.



All these aspects considered as a whole could be called
“submerged drop-out”.

Most important current problems 1

From the Study about the System Evaluation – 2004 INVALSI – that considered all the population's school, it was possible to point out:

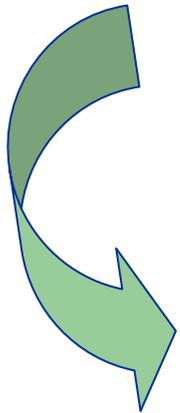
- *The socio-economic and cultural area*: in particular two aspects influence the phenomenon in all the grades, orders and levels schools:



Family socio-economic status
Family literacy

Most important current problems 2

❑ *The school factors* area, relevant elements are:



(primary school) lack of school structure

(secondary school) poor flexibility of curricula and extra-curricula activities;

(high school) poor flexibility of curricula and extra-curricula activities (20.5%) and a lack of training opportunities for teaching staff (12.9%)

Most important current problems 3

1. Lack of base literacy
2. Insufficient career advice and guidance
3. Disaffection
4. No educational support at home
5. Poor parents involvement in school life
6. Too much work at home
7. Difficulties to find the pace study
8. Problems about transitional points in the education system
9. Inability in having learning style. Difficulties in learning to learn
10. Problems in relationship with peers
11. High parental expectations
12. School delay and repeating year system
13. Poor didactic and pedagogical continuity between lower and upper secondary school
14. Low level of parental socio - economic status

from a Study of EURI SPES (Institute of Politic and Social Studies) (2002)

Most important current problems 4

The INVALSI national research IDE (Study about disaffection and drop-out) moved from Eurispes factors. The focus was on the first two years of higher education, where disaffection and drop-out increased. The data obtained shows three strictly connected areas:

The area of teaching interaction meant as the way in which the teacher mediates knowledge to the students, the relationships between teachers and students and the peer relationship.

The area of evaluation of learning meant as specific way of assessment and feedback

The area of organization and sharing of criteria, meant as a common planning and self-evaluation, with special reference to relationships between school and family.

Strategies

National /systems awareness

- ❑ About the need for robust evaluative data on the impact of interventions addressing issues of student disengagement
- ❑ About the need to have reliable data on the extent of the problem at a national levels:

Intervention policy creating a data base management total system to inquire the drop-out phenomenon as an organic whole

INVALSI could specify up-to-date indicators thanks to current projects and researches

A nationwide study on conditions and factors of absenteeism, disengagement and early school leaving should be conducted

Strategies

National /systems awareness 2

- About the need to “future proof” initiatives

The pursuance of the new Educational law is carrying out only for the 1st Grade up to 8th Grade

The reform provide the possibility to bridge the gap between the different types of academic education, strengthening transition stages within the educational system.

Another element of the reform is the work-related learning, including the provision of work placement as a part of general education.

Strategies

Local level

- About the importance of local responses to local needs:

The fundamental elements of national educational system are: the wide schools self-government and the regional devolution.



Using local resources of local community and involving different social partners it is possible to put into action different types of projects at school

All the local projects may involved single school or schools networks in co-operation with local bodies, universities and regional or local school offices

Strategies

Pupil level 1

- *About the importance of students being able to determine the pace of their learning allowing them to make choices when they are ready:*
- Pupil's motivation has to become the 1st aim of pedagogical practices, giving special attention to **relationship difficulties between peers and teachers**.
- The making use of **portfolio as assessment of skills and experiences** may have three aims: to increase self-efficacy, to improve self-evaluation, to find one's educational/vocational guidance.
- **The development of students' learning style** could permit to go over the lack of self management skills (of course, this kind of strategies involves training opportunities for teaching staff.)

Pupil level 2

- ❑ *About the need for effective forms of guidance to ensure that students are making the right choices:*

At an operational level the following interventions should be found to be successful **strategies and interventions**:

- that increase the school "ability to receive" at the beginning of school year
- that facilitate didactic and pedagogical continuity between lower and upper secondary school
- about career counselling and guidance

Pupil level 3

- *About the benefits of individualised learning routes with action plans for pupil and schools:*

Differentiated learning policy:

the provision of a flexible, diversified curriculum with a skills-based, rather than a subject-based approach to develop individualised learning pathways and real potential of pupils (Individual Educational Plan).

Pupil level4

□ *About the importance of active parent involvement:*

- The adoption of ITC support registration system with the aim to publish the school diary on-line, facilitating parental hint.
- Active involvement of parents is possible through extra-curricular activities, or creating groups of parents or raising the parental school delegation into the institutions.

In short

- ❑ **to study “how” and “how much” these phenomena arise.**



The IDE project could be considered as an experimental method and proof (a pilot study).

The research strategy used was the study of cases. The study consisted of a broader project carried out through a combination of quantitative and qualitative methods

For data gathering and analysis, a triangulation of results was carried out to obtain a multi-perspective frame of reference,

