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The relationship teacher-pupil as a resource in the transitions school and school dropout prevention.

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ABSTRACT

In the relational experiences it is by the adult who is dependent the performance of the report and its intensity. These experiences are fundamental in the development of personality and academic skills, helping the student to face major evolutionary transitions in the school. If the teacher will show willing and able to read and respond appropriately to the messages and demands of the child, he will improve development of social relationships with peers, the academic skills such as attention, motivation, self-esteem, emotional intelligence and self-regulation. The adult must be able to communicate acceptance and emotional warmth, offer help, regulate the child's behavior.

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Introduction

The relationship is defined as a series of interactions that occur between two individuals, relatively limited in duration, influenced by those of the past and in turn affect the future ones [1]. The relations between a child and a parent or teacher are not constituted only by the interactions or the individual characteristics of the two entities; are not determined only by the temperament, the communication skills or intelligence of one of the two participants, but as dyadic systems, have their own identity [2]. They include the characteristics of the individuals involved, both biological character of personality, their evolutionary history and also items that belong purely to the report, what Bowlby [3] indicates as a representation that the subjects of the report; also they include feedback elements, essential to ensure that they operate, and provide for the exchange of information between individuals regarding the perception of self and other. The teacher-pupil relations have effects on school outcomes and adaptation of the preschool child in the early years of primary school and beyond [4,5] as a direct expression of the context, and the children are more competent and they adapt better when they are supported both by this, that the same relationships [6]. In particular, in the first years of school, the teacher establishes a special relationship with the children, often becoming surrogate parents [7]; it has to deal with both teaching and their care. Especially in the early years of primary school, every child is deeply convinced that I have a special relationship with the teacher, it requires the approval and research physical contact, and implements a number of strategies to achieve it. With time, however, even the relationship with the teacher, such as that between parent and child, can take several folds: some can be intimate and loving, more distant and formal with different consequences on the process of adaptation.

The relational aspects of the teaching-learning process, fundamental for the development of a school personality [8],

affect the school adjustment of the child who is no longer evaluated only from the efficiency point of view or the level of school learning. The school presents him a series of "challenges" determined not only by the simple transmission of knowledge but also from interpersonal relationships. Both require the subject a form of adaptation must therefore consider all the aspects that influence what happens in the classroom: the perception of the school, the psychological and emotional reactions, participation or disengagement from the same class of activity, performance and advances in the field of knowledge. To measure the adaptation there are no fixed parameters within each age level, but are delineated by the interaction of the characteristics of the school environment and social, emotional and behavioral child in that context and in that moment. In fact, every year they change both the environmental demands school is the child's ability to respond: it is the results obtained by the children in this area to become "indicators" of their own adaptation, indicating if the child has adapted or less to the school context [9]. In the circular perspective, adaptation achieved or not in the course of a school year becomes in turn a factor of protection or risk for the following school year. When the child returns to school already he has a picture of this and, in the group class, plays a role determined by what happened the previous year, by its adaptation outcomes. With the progress of the school years the requests made to children they are becoming more demanding, and these are added to those of previous years that must continue to meet. Among these there remain those related to the need to have satisfying relationships with peers and teachers, who will continue unchanged or change over time. The ability to meet this challenge relational, is an important protective factor against variables such as performance and positive interaction with peers.

In the school and in the evolutionary history of a subject, the transition from elementary school to the media is a special

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moment for different reasons; the same initial phase of adolescence itself constitutes a transitional period in which they occur many developments in various fields and in rapid succession. There are new challenges and new discoveries, vulnerability and tension: some teenagers live this stage quietly and without excessive problems, others find it difficult. The pre-adolescence is a period with many facets, in which you are engaged on several fronts; it takes a maturation process; there is an evolution in intellectual functioning and in moral thinking and the relationship with the parents takes on a different look and life: through psychosexual development, it adds new dimensions. All these forms of development are not independent and affect, with all their complexity, on the persons relationship with itself and with others, and should be integrated in the image that the individual has of himself and others with whom it interacts. Also all new problems and new situations arise simultaneously, and often suddenly, before a boy or a girl holds the psychological tools they need to combat them effectively. It may happen that the person experiences a sense of disorientation and difficulty of managing change. Despite the many changes this is not, however, a period of break with the past, for which remains a degree of continuity, as for all the moments and processes of human development. At this particular time, that the individual lives, it adds a considerable change, the entry into a new school environment. On the one hand there is a more demanding school environment where the teacher has more and more positions of authority and leadership, on the other the pupil, bearer of new needs for growth, affirmation of the self, of knowledge, of the conquest of space, of autonomy, of independence. In this context, the teachers constitute, together with the parents, another category called "adult prominent" in the daily life of a preteen [10]. In this complex and intricate panorama, the teaching-learning process it appears undoubtedly more difficult, because the teacher feels more invested, than that of primary school, of the "instructor" role. His role seems more moved now, towards the transmission of knowledge from that of "curing", and it may happen that their excessive concern about aspects "of content" of education, lead the teacher to neglect the aspects of relationship they are the medium through which he realizes the learning [11]. With the transition to high school, in the childrens the aesthetic harmony is less : in the teenage years the person becomes disharmonious and communicates with her body forming a sense of incompleteness. The reflection on the affective components of school failure highlights many reasons of the difficult relationship between the adolescent and school learning and also puts light on the potential of the school of to be, just in response to specific problems of this age, do not place of emergency and of headquarters of problems but place for their successful elaboration: the school can thus help both to better understand the learning difficulties that to rethink the meaning and the recovery modes. The teenager is engaged, just in the years of high school, in a long and complex operation to shift, from an identity and a belonging to the world of childhood, to an adult identity and social. This process implies the need for him to separate oneself from objects, feelings, and childish behavior, to gain autonomy, with the abandon of the privileges and ancient certainties, for to find new definitions of themselves, of their abilities and of their relationship. The need to separate and be autonomous and, conversely, the fear of abandonment, the desire for freedom and the search for the addiction, the push to grow and of the childhood the

regressive longing these are the emotional poles between which the adolescents struggle. For the student it is primarily the need to experiment, to test their skills and find a place and a role in the context in which he lives, and then the need to create and produce something in which to recognize , something that can be evaluated by others for be approved and appreciated for putting an image enhancement and appropriateness of oneself. In these situations it emerges especially the adolescents need to find partners who will help him to reflect and to verify the fragile structures of identity gradually achieved that postpone self-images, evaluation, selection criteria and judgment. The peer group, the natural focus of adolescent relationships, cannot effectively fulfill this reference function, which requires an asymmetrical relationship with an adult who has gone through and solved adolescence; even just the family, which remains the key forum for adolescent development. The school of teenager fits into this story of transformation and transition, pulls their requests to the vital task of everyone to grow and become "another", and proposes a scenario where the teenager can play and prove himself. The school events are interwoven then with those of life, the process of personal growth interferes with the school learning and the school itself acquires meaning and value becoming gymnasium where potential to develop and train its new form. The secondary school in short, is a field of experience particularly significant precisely in relation to processes, to its dynamics and to the needs of adolescence: it is the place where you need to prove themselves, confront the difficulties, to expose themselves to the judgment, produce results assessable, obtain an evaluation by a competent adult and authoritative. It is also a social context with a peer group within which find a place, role and social identity, and with significant adult figures but not emotionally involved and meaningful as the parents.

The objectives

The object of this research concerns the understanding of the phenomenon and the means to counter the school leavers . The phenomenon in Italy has dimensions up to completion of secondary school level but accelerates in the first two years of upper secondary school, reaching a peak between the second and third years. According to literature ,the students who do not complete high school are referred as school leavers. The failure to complete secondary school is the basis for the drop-out phenomenon, according to the indication of OECD (Organisation for Economic Co-operation and Development) that so classifies young people between 18-25 years with no educational secondary school. The phenomenon has both spatial variability, influenced by the cultural context and the school success, that among several orders of secondary school, concentrating in the professional segment of the training, conditioning the choices available on the labor market. In the Italian context, the phenomenon is typically preceded by the rejection (sometimes repeated) and / or by transfer to other schools or other types of schools: however, in the absence of appropriate longitudinal data it is difficult to quantify these dimensions. Little we know of the late re-entry phenomenon in secondary school, through the segment of private schools "for many years in one."

Our research tries to analyze the relative effectiveness of the actions taken to counter this, by mapping the existence of initiatives both from the educational institution point of view and from the point of view of voluntary bodies, on a well-defined territory, correlating the existence of the same actions with the school participation.

For this purpose it is necessary to define with great precision the reference population and the territorial scope of research (to minimize the spill-over effects between areas: students who enroll / transfer outside the chosen, or who come from outside the box). In the case of the population it would be ideal should choose it based on age (for example 12-18 years old, as the population most at risk of neglect), and to identify a representative sample of the target population (say at least forty schools), assigning randomly intervention (in such a way that half of the schools experience some form of intervention and another half not) and follow the results over time. Of particular valuation difficulties would be the phenomenon of transfer of pupils to other schools / address, being this plausibly not random self-selection

The students, in the transition from one school level to another, they need to learn a set of rules and different behaviors, fit into a group class and interact with new teachers. It is important that the school adopts a number of strategies that can enable a pupil to cope successfully with the school experience: is fundamental the educational continuity for teachers; the transitions can be of vertical type (occur in time) and horizontal (between different settings) (Fig.1).

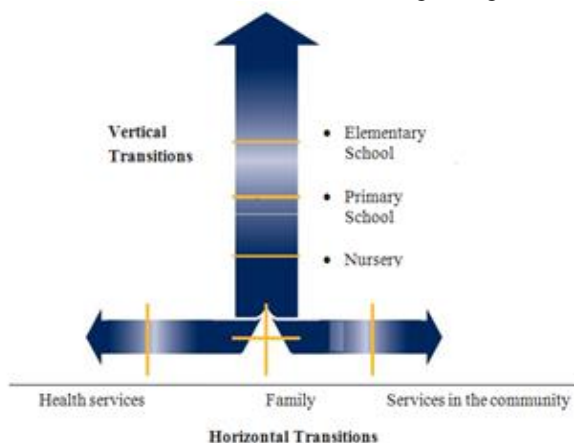


Figure 1. Horizontal and Vertical Transitions.

Often schools, services and the family do not share information on the student: the greater the connection between school, services, family and "more soft" will be the transition. When programs are shared between the different school levels, the services, the family and the students experience less stress and show greater progress in school. For some students, the transition from one context to another, from one activity to another, from one school to another degree, is often brutally and can interfere with the ability of students to realize their potential. The CONTINUITY EDUCATIONAL can guarantee optimum passage during transitions [12] because it allows you to maintain a certain stability in the rules and learned behaviors. Educational continuity constitutes a bridge in evolutionary transitions, which can be guaranteed by the quality of the learning experience; teacher training; curriculum aligned between the different degrees; assessment of prerequisites and of pupils' learning [13]. About 48% of children who pass from the nest to the kindergarten experience have difficulties in following deliveries, work independently, communicate their needs and work with the peer group.

Among the effective educational practices to promote educational continuity, there are various forms of communication with the family, such as phone calls, meetings with families, visits from the children to the new school [14,15]. Among the possible BARRIERS THAT HINDER

THE CONTINUITY EDUCATIONAL you can have to consider the bureaucracy, the appointment times for teachers and assignment to classes, the absence of horizontal and vertical transitions programming. Finally, the time, which to treat the educational continuity is considered 'extra' compared to the other courses.

In Italy, the orientation is part of the institutional activity of all educational institutions and is an integral part of educational curricula as well as the entire education and training process. During the last year of middle school, institutions are required to put in place initiatives to guide young people in the choice of education and career path, which will have to make once you pass the exam at the end of eighth grade. Subsequently, in the path of the secondary school degree and, in particular, during the last two years of the course, institutions are required to organize preparedness activities to the choice to be made at the end of the studies (eg. The informations regard the type university studies, the professional training courses post-diploma and the jobs market, the characteristics of the production / professionals sectors; the visits to universities, etc). The initiatives and the time dedicated to them are the responsibility of individual schools and therefore difficult to standardize. The IDVEW (Institute for Development Vocational Education Workers), in its Report Guidance presented in 2012 on the previous year's data, made on a sample of 3,274 schools (3,274 schools of the sample which has acceded to Isfol survey, 3,012 are statal schools. The 33% of the sample is made up of institutes of secondary education of first instance, 46.5% of upper secondary schools of the second degree, 20% from all-encompassing institution, have highlighted how the vast majority of guidance activities It had taken place within the Institutes and consisted mainly of the orientation of teaching, group discussions, individual interviews action of information and guidance Outside activities were organized mainly by upper secondary schools of second degree: participation in days dedicated to the meeting with the companies (job meeting), lounges, career days, "open days". The report showed that, despite the orientation culture was became part of the education system, the service orientation in schools had not yet systemic nature, but occasionally, mainly due to the scarcity of resources, both economic and human . It also emerged not the widespread networking with other local services, in particular employment services and information centers.

One of the most important changes introduced by Law 107 of 2015 is the elaboration of the new TYPTO (Three Year Plan Training Offer) because of its three-year .

Taking into account the role of the head teacher outlined in dell'art.25 of Legislative Decree. 165 of 2001, dell'art.396 of Legislative Decree. 297 of 1994 and the changes introduced by Law 107, the preparation of a new plan of training should to show in theory, compared to the past, the new procedural process, set in paragraph 14 of law 107, which reshapes the role of the head teacher and the one of the governing bodies involved in the plan definition . In this context, the head teacher becomes just an autocratic organ of addressing function to the faculty, technical and operational body of the school, with responsibilities for teaching and educational functioning proposing a change of gear than in the past because guidelines for the activities of the school and the management decisions and administration are no longer defined by the school council, the steering body for

excellence, which is responsible ultimately of approving the plan.

We are thus witnessing a process that includes three complementary steps to achieve a single purpose: the school administrator for the addresses, the teaching staff for the elaboration of the plan, the school board for approving.

The unified management of the educational institution and of financial and material resources, the powers of direction, the coordination and development of human resources are the hinges by which the executive action implements the objectives. The latter belong to two areas that intersect, the area of teaching and of the organization; from an operational point of view the second area acting in support of the first right to organize "school activities in an efficient and effective educational criteria" (paragraph 2 of article 25). We aims to create "a school open, as a permanent research laboratory, testing and educational innovation, a school geared toward education for active citizenship, to ensure the right to education, equal opportunities for educational success and life-long education of citizens "(paragraph 1 law 107). At the top of the new regulatory system they are placed the essential principles which should aim the provision of training, raising levels of education and skills of female students and students, countering socio-cultural and territorial inequalities, prevent and recover abandonment and early school leavers , in compliance with the educational, cultural and professional of different levels of education. The student profile, defined in the national guidelines for the different types of schools or decrees and directives of vocational and technical institutions, stands as a point of reference, as well as other educational objectives, referred to in paragraph 7 of the law that educational institutions are called upon to identify as priorities, and become the mirror of the educational achievement made explicit in the three-year plan. .

About the addresses, a good leader will prioritize the creation of "interventions to ensure the quality of educational processes and the collaboration of cultural, professional resources, social and economic of the territory, for the exercise of academic freedom, understood also as freedom of research and of methodology and of teaching innovation, for the exercise of the freedom of educational choice of families and for the implementation of the right to learning by pupils "as stipulated in article 25 paragraph 3 D.Lgs.165 2001

In order to facilitate schools, in curriculum design, with regard to the planning of alternation initiatives aimed at facilitating the school-work transition, the Ministry of Education has launched a public consultation in March 2013, addressed to school staff: the document is intitled " building together the school-work." In it she explores the most important issues concerning the implementation of pathways in reference areas, the territorial alliances, the joint planning, the organization, the implementation, the evaluation of learning, the certification, the evaluation of the project, financial resources. In particular, the proposal sees the alternation the starting point for the development of regional networks between schools and training institutions, businesses and other economic actors and the third sector.

Methods

You need to rebuild both the government assistance that private interventions as opposed to the abandonment in order to analyze the effectiveness of actions taken,. They belong to the first type of the recovery courses promoted by the schools, often made of the time of the chair spaces not fully used, or

with the funds of special projects, and / or local authority that typically make use of agreements with actors of the third sector such as social cooperatives.

Belong to the second type the afternoon activities that are intended to support the schooling of students from disadvantaged family backgrounds, including migrants.

Is an intervention aimed at testing a personalized accompaniment function , aimed at students who, having difficulty in the transition from middle school to high school and / or insertion in upper secondary education, foreshadow training programs at risk of dispersal, to which have participated 31 boys and girls. .

The trial of this intervention involved the guidance centers (T. G.E. - Tutoring Guidance Enhanced) and T.S.E. (Tutoring Service Enhanced). The project is entitled : participate in the construction of an audiovisual input in high school and a) after contacting the pupils of the secondary school before the end of the school year, allows you to accompany them in the transition between the two study cycles and open the way to build the relationship of custom mentoring that will accompany them during the following school year; b) engage students of the school in an empowerment function to younger peers ,that is functional; in addition to helping the new peers entries (a form of horizontal mentoring based on the concept of peer education); to review critically, on a personal level, their insertion experience (failures, risks, etc.) planning various details of personnel training continued

With this initiative has been made available to the school system a tutoring service enhanced, made by operators of guidance centers, in close collaboration with faculty representatives of the middle and high schools. The first phase of the intervention takes the form of action to orient the deck in a phase of breaking and training experience criticality (with particular reference to the summer period) and as a socio-educational methodology to take charge; the second phase, which corresponds to the recovery of the training process of the student, provides a personalized of tutoring mode in progress during the first two years of high school.

The spirit of the project T.G.E. and T.S.E. it is to offer to students, defined "at risk", the paths to do experiment with different relationships with adults who are part of the educational world. A path like that is not, and is not intended as, nor a replica of what you do in school as a laboratory activities (many schools provide courses of cinema, theater, visual arts in general), nor a consulting activities in group that in territories concerned is already carried out by psychologists of the regional centers. The experience can be for some children an additional resource, in the event that the school environment has exhausted the available resources and where relations with adults and with the institution for a number of issues have become rigid and relegated to roles hard to transform, and the possibilities for continuation of training viewed as distant and uninteresting.

The advantage of building a set (in "technical education" sense but also in the sense of cinema, in this case) that is at the boundary between inside and out, gives the opportunity to the participants to experience new roles, look at the world of education with other eyes, but above all to experience, in a business that sees them protagonists, where their skills, are aimed at a visible product very quickly. Who takes care of teenagers he knows that the variable time / result is crucial if you connect to the motivation. The boys involved in T.G.E.

and T.S.E., building in just over four months the conditions to produce a product have certainly satisfied their "thirst" for immediate results, strongly linking them to their active role and not to external locus variable, as sometimes it happens in evaluate activity results in a long period. Also the creation of a real final work with a professional guide, and then confronting with a figure strongly focused on the implementation of specific objectives have certainly allowed to test a context very close to that work, thus verifying their suitability / inadequacy of certain skills or attitudes and translate these into training needs.

Thanks to the use of the Ruler method, pioneered by a group of psychologists at Yale University, [16], it was possible to improve school life, proposing the 'introduction into the school of a new bond between rational intelligence and emotional intelligence, that is, one that allows us to understand the emotional states of ourselves and others. Ruler is in fact an acronym for Recognizing, Understanding, Labeling, Expressing and Regulating Emotion and pushes, in fact, to recognize emotions in themselves and in others, to understand the causes and consequences, define them with a more extensive vocabulary, express them appropriately in different contexts, manage them to achieve their objectives. The method comes to Italy thanks to the interest of the Ministry of Education and the University of Florence, finding application, for the first time in Europe, in a Tuscan school. Meyer and Salovey [17] identified emotional intelligence as an essential part of human cognitive abilities. First, the emotions were considered a minor mental phenomenon, if not a disorder in cognitive processes, to be repressed in the workplace and in schools. A real turning point came in the nineties, with the psychiatrist studies of Damasio [18] on people who, due to brain damage, while maintaining their IQs, they had lost the ability to feel emotion. Not only they were unable to understand the motivations of others, but for them it was difficult to even take logical decisions quickly: no emotions no longer sensed the right choice. For Damasio, therefore, our intelligence cannot function properly without the unconscious input coming from the "emotional brain." Later, the MRI showed that the prefrontal area of the brain, the seat of reasoning, and the limbic, site of primary emotions, are linked by key nerve bundles and exchange data constantly. In summary, we believe we are "cold reasoners", but in reality, we have a silent emotional guide, who shows us the way to go. Help students and teachers to think about their emotions, learning to manage them, it can therefore be of great help in school life.

During the school year 2014-15, the RULER Method for Emotional Education, teaching in schools was for the first time in Italy implemented in two Florentine institutions to work Lab PER, (Laboratory of Psychology, Emotions & Research), spin off of the University of Florence in partnership with the Yale Center for Emotional Intelligence.

The Ruler method, applied especially in schools to try to create a balance in the classroom, both between pupils and between pupils and teachers, offers a variety of activities and tools, that, where they have been applied, have led on average, an increase of 11% in yields of 19% and a commitment of 17 % drop in behavior issues: improving the climate in the classroom, encouraging participation, empathy and trust between people, while doing decrease bullying, use of alcohol and drugs, anxiety, hyperactivity and distraction. And if in the nursery you will get the fastest results, students become active

in the higher part of the project, offering reflections and suggestions of great creativity and depth.

The first tool used is the "Emotional contract", which undertake in writing ,kids, teachers and parents to give due importance to what they try to create an environment of better life.

The second tool is used Mood Meter, and is a sort of Cartesian graph to keep in the classroom. His two axes correspond to the two main components of an emotional state: the energy that you feel that you have and the status of your mood. On it, every day, teachers and students place their names, to let others know about onself emotional state. Teachers, sharing their emotions with students, using breathing exercises, and, if needed, also a short walk, try to take the class in an intermediate state, in a good mood and moderate energy, to avoid both indifference and the excess of excitement. They are then examined the "meta-moments", ie the moments when everyone thinks, finding the best words, over their emotions, over their causes, what will result to remain in a certain mood. It is a key stage in which they develop strategies to improve the reflective practices and decision making skills and problem management of emotions.

As can be seen from Fig.2 is a Cartesian graph has over the x axis sensations, divided into pleasant and unpleasant, and the y-axis energy, divided between low and high.

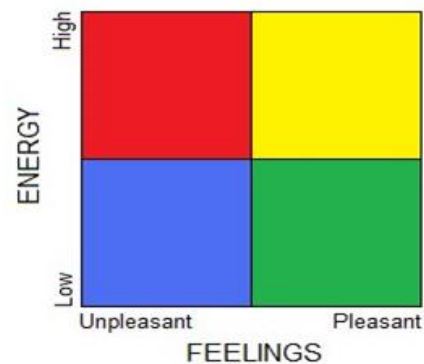


Figure 2. Mood Meter.

Every emotional state has its own color:

- **Blue:** unpleasant sensations, and low energy. And 'the worst state of total apathy and negativity;
- **Red:** unpleasant sensations, but high energy. And 'the state that indicates excessive arousal;
- **Yellow:** good feelings and high energy. And 'the best condition, as opposed to blue;
- **Green:** pleasant feelings, but low energy.

The method provides for each student and teacher to indicate every day his mood and look, throughout the day, reaching a balance and agreement (Fig. 3).



Figure 3. The Emotions Diagram.

The blueprint is a questionnaire of Mood Meter designed to resolve conflicts. If two fighting students, the teacher will ask to each of them to answer questions from the blueprint, so

explaining the emotional reasons for the conflict. The responses of one will then be made known to the other, and this will allow both to understand the opponent's point of view. In schools the blueprint brings the bullies and their victims to reflect on the reasons and consequences of their behavior. The data demonstrate that aggression and hostility are significantly reduced.

Results

The successful experience of exploitation and social success and the risks of failure, destabilization and frustration run daily on school scene. The building itself, adolescent primary commitment, is intertwined with the educational tasks in a report that can be of good synergy if the school experience provides elements of construction and confirmation, but the stark contrast if educational outcomes appear to threaten security and emerging vital roles. The relationship between the demands of high school and the reality of adolescent condition is complex and contradictory: on the one hand the characters of thought, reached the maximum development of cognitive skills, the freedom of abstraction, to the taste of thinking, and to formulate hypotheses, and seem the best basis for a strong intellectual engagement, on the other hand the intense adolescent centering on himself, the massive investment on its own emotional reality and the clash between the knowledge and the emotional truth pose a heavy burden on possibility of a happy convergence between schoolwork and urgent development. Probably a necessary condition because this convergence to occur effectively is that the teenager can feel the school as an opportunity for positive self-testing, the site of recognition and of confirmation of the necessary elements to the gradual conquest of new identities. The current reality of adolescents contains problematic elements with respect to the relationship with school education. First we find of the adolescent an psychological fragility that is definitely linked to a life increasingly complex, with a plurality of sources of values and ideas and with a lack of strong references guidance with principles of authority and sanctity so vague and elusive as to be non-existent, and with a strong presence in popular educational attitudes and a maternal declination strained mainly understand and reassure. All this produces a rich personality structures, articulate and intense, but probably vulnerable in terms of determination and resistance to frustration. The same set of conditions causes another significant character we call existential pragmatism often indicating a realistic approach to life, concrete and disenchanting, more of an instrumental and functionalist consideration as a guideline for the investment of themselves and of their resources. This leads young people to look for correspondence between their effort and the resulting gain and find motivation especially in what glimpsed with safety as a means of real personal enrichment. Another important feature, related to the previous ones, is the particular time perspective of adolescents, which is revealed in a flattening of the time on a larger dimension of this and dilated. In response to the pluralism of the experiences, of the models, of the memberships and of the possible external determinations, the subjects adolescents seem to find a time in which it is possible to determine and control the conditions of their own existence, and to be protagonists of an adventure though and daily routine: choose so this time, the ordinary dimension of life, anchoring to a newspaper that allows to retrieve a subjective central threatened by social complexity.

One of the main benchmarks that the European Commission uses to measure the progress made by States members of the industry "Education and Training" is the percentage of young people between 18 and 24 who leave school early or the training, and that the Commission wanted among the main goals of improvement in its strategy for 2020: reduce below 10% the proportion of early school leaving.

The study has been addressed in the new annual publication edited by Eurydice Italy, entitled *The fight premature abandonment of the education and training courses: Strategies, Policies and Measures*, with an update on the dropout rate in European countries registered by the European Commission in 2014.

The school leaving is still strongly related to the condition of poverty and social exclusion, as a latter, that unites all the countries globally, albeit slow and steady decline.

The project designed to counter this phenomenon may provide 5 different stages in each of which you will be asked to contribute actively by students.

STEP 1: The launch of the project. The group of students identified by schools participating in the trial; the initiative is presented in a collective meeting (activation of working groups to carry out a series of video "themed" to be presented and value in a final event) and are activated some motivational devices to promote a commitment to the project by the participants. After this first introductory moment, the group of students began working actively with tutors of the guidance centers and the expert who serves as support to the creation and editing of the videos made by the pupils.

STEP 2: The work at school. The activities of the project continues by to sub-groups with meetings at the individual membership schools students. The meetings are designed to create the conditions to make the video to be presented to the final event; are proposed by the tutors some instrumental workshop activities aimed at this goal which define work rules, the distribution of the roles, the assign operational task, to establish verification procedures, etc. with the overall aim of strengthening the students on some soft skills which still constitute an essential prerequisite for bringing forward positively their training.

STEP 3; The summer **job**. With the conclusion of the school year, the project continues its activities at the Orientation Center and other ad hoc found spaces, with the aggregation of some sub-groups, by the individual membership schools. The meetings are always aimed at the realization of the movie

STEP 4: The accompaniment function. On a personal level, students follow any guidance issues such as post-middle school choice or the re-orientation in the upper primary, in close collaboration with teachers and representatives of the Regional Centre, with psychologists who work at the schools. The mentoring relationship that operators have built with the boys and girls through participation in the project continues in the startup phase of the new school year, that for students in the eighth grade is also the moment of entry into the new course of study. Tutors and teachers of the school are developing specific ways of involvement of the investigating team in host activities planned for the first classes.

STEP 5: The final event. Bridge Intervention, ends, after the phase of integration in the new cycle of studies, by organizing a launch event for movies made by the different groups and their related awards, valuing each video for a specific aspect.

Conclusions

The early leaving from education and training pathways is

the focus today of the European and national educational policies. It is a crucial aspect, which is used to evaluate the education system of a state of health. Just there have been significant improvements in Italy: the percentage of young people who leave school early, that not achieve the diplomas of the second degree, or vocational training certificates, fell from 19.2% in 2009 to 15% in 2014. It is highlight that, the early school leaving has different effects on student population by gender, and especially depending on the status of citizen born abroad or native. In Italy, 34.4% of students who do not follows diplomas of higher secondary or vocational training, were born abroad, while among native students the figure is del14,8% . Data both higher than the European average, which is respectively 22.7% and 11%. A similar consideration for the gender distribution with Italian percentage, which is 20.2% for males, and 13.7% for females, marking an equally negative figure than the European average (13.6% males, 10 , 2% females)

As well as Italy, the countries with strong gender inequalities are: Cyprus, Estonia, Spain, Latvia, Portugal and Iceland. The greater propensity to early school leaving by male students in our country is particularly evident in the most disadvantaged areas. In Italy, policies to tackle early school leaving are not yet included in a comprehensive strategy, although some steps have been taken to strengthen intergovernmental cooperation and to bring together all the structural and systemic measures already implemented to date, in collaboration with other subjects concerned (family, government ministries, local authorities and third sector associations).

Important are systemic measures, which revolve around the objective of inclusion, such as raising the age of compulsory education and training, and the consequent establishment of the national system of registers of the students, the reorganization of the education system and vocational training, with the definition of organic connections between the paths of vocational schools and ET courses (Education and training) regional, until the reorganization of education of adults, not forgetting the special attention that our country has always been aimed at the education and early childhood care.

It is important that the educational continuity is specially normed: if a student goes through an evolutionary transition so brutal, he and his family can experience high levels of stress that can lead to further difficulties. It 'important that teachers can develop programs that facilitate the horizontal and vertical transitions: to do this, they must be trained to the specific needs of the pupil and to the continuous and open communication with other professionals and with family.

To date, and, pending a more defined figure of the transition / orientation of the *tutor* under national guidelines for lifelong guidance of the Ministry of Education in February 2014, at the level of school guidance the activities have been carried out by teachers " *Referrals for the orientation* ", appointed annually by the school manager. Pending the published document on the definition of standards of guidance services and of the skills of the operators, as announced in the Guidelines National on the inter-institutional orientation, the Referrals for guidance are currently not required to follow a specific training: the their competences may be already in their possession, but they are mostly gained on a voluntary basis, through training courses of various kinds, and rarely on the school institute initiative of

belonging. Mostly their activities consist in organizing non-curricular activities for students and families; in the achieve individual type actions, such as "listening points"; in the maintain the relations with the outside. To date, in the school environment, the services dedicated to the school-work transition have been put in place, mainly in the context of projects with specific funds ,or are delegates to the initiative of individual schools or teachers .

The ability of a report to act as a mechanism that promotes the acquisition of skills is also valid in the context of the school environment. Pianta [19] points out the importance of taking the relational processes in the environment of the class as a support to the development of academic skills. Knowing how to interpret stimuli and react to them, providing an accurate and well-timed feedback on performance, and support the child in frustration periods related to problem solving are all processes that characterize well-functioning adult-child systems. Only a few authors have considered some aspects of adaptation school placing itself in a research perspective based on the study of the teacher-pupil relationship, and what's more, almost all studies are moving from the perception that the teacher has of the report and not from that of pupil. Pianta [20] shows that the teacher-pupil relationships function are forms of protection against risk. The students at risk of rejection or at sending to special programs, which then do not get these results, are those who have more intimate relationships with their teachers, in contrast to the confrontational nature of the report of those who are actually rejected or sent to special programs. The teacher-pupil relationship is essential in the learning process and overall of school adjustment. For this to happen are indispensable teacher the abilities to organize learning activities and interact in order to meet the student needs. We are therefore faced with a relational perspective that is considered basic because you can realize the learning: the interactive exchanges between teachers and students act reciprocally on the sense of self in relation to school performance and to more general adaptation in this context . Crucial will be the contribution of the "school psychologist" in order to monitor this relationship and intervene in situations considered at risk, given the implications that the early school leaving, which also stems from bad situations adapted to the school context, has on choices and "roads" that the adolescent tends to take.

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