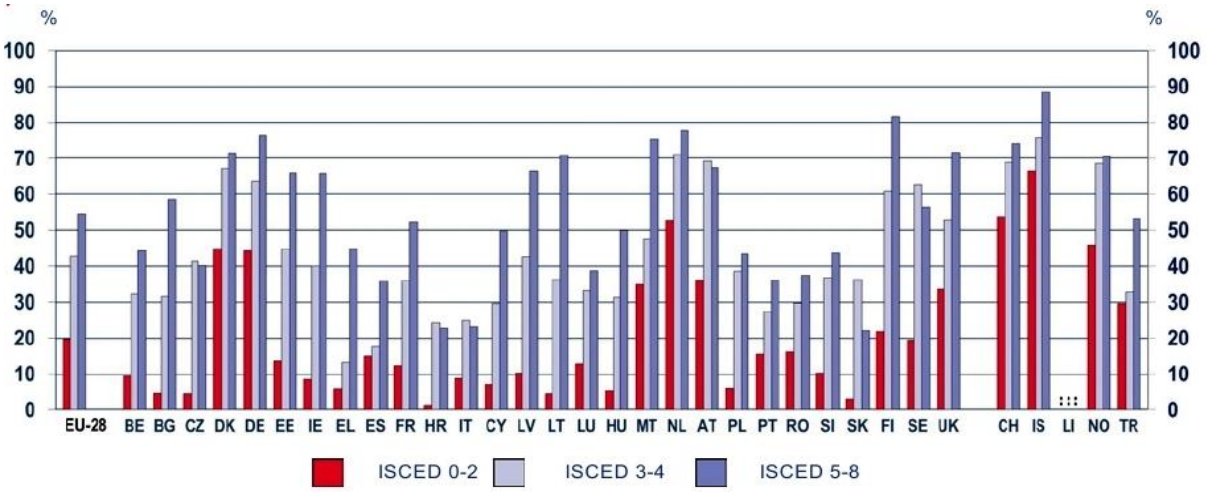
Rano napuštanje obrazovanja i treninga kao društveni problem

Povezanost između pohađanja obrazovnih programa i zapošljivosti je odveć dokazana u brojnim međunarodnim analizama.

1. Prikaz: Stopa zaposlenosti osoba starosti između 15-24 godine u odnosu na nivo obrazovanja, 2013, %



Izvor: Eurydice-CEDEFOP 2014 49. (Eurostat EU-LFS)

Dvadeset osam ministarstava u EU je prihvatilo da postigne cilj da rano napuštanje školovanja bude svedeno ispod 10% do 2020 godine. Definicija koja se u Uniji koristi za rano napuštanje školovanja obuhvata osobe od 18-24 godine sa maksimalno 3c nivoom u Međunarodnoj standardnoj klasifikaciji zanimanja (ISCED), i da trenutno ne učestvuju u bilo kom obrazovanju ili treningu – kao posebno ranjiva grupa na tržištu rada.

Odabir izvora koji govore o ovoj temi:

Network of experts in social sciences of education and training (NESSE) (2010): *Early school leaving. Lessons from research for policy makers*. An independent expert report submitted to the European Commission. http://www.nesetweb.eu/sites/default/files/early-school-leaving-report.pdf

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http://oktataskepzes.tka.hu/content/documents/CroCooS/Final%20research%20report_Early%20school%20leaving%20policies_Crocoos.pdf

Ključna reč: analiza situacije

Posledice i ciljevi u svetlu brojki

Evropska Komisija očekuje da zemlje članice pripreme nacionalne strategije koje se bave ranim napuštanjem obrazovanja i treninga sprovodeći sistsmske mere kako bi se postigli EU ciljevi. Trenutna stopa ranog napuštanja školovanja je 11,1% do 2014.

Razlozi za rano napuštanje škole mogu varirati od ličnih (nizak nivo veština ili smetnje u razvoju, itd) do problema koji su socijalne prirode (siromaštvo, kulturne razlike, itd), ali u svakom slučaju dokazano je da nastavnici i škola imaju veliki uticaj na ovaj problem. Koji god da razlog stoji iza ovog problema njegov teret jednako pritiska i pojedinca i društvo. Nezaposlenost se povezuje i sa pogoršanjem zdravlja, npr. sa stopom ljudi koji pate od depresije. Ali takođe kasni izlazak na tržište rada sa niskom zaradom i time plaćanjem nižih poreza izaziva dodatan trošak za društvo koje će evenutalno morati da osigura i značajna socijalna davanja. Postoje određene procene o tome koliko košta dodatno školovanje. "Za jednu godinu dodatnog školovanja za jednog učenika je potrebno izdvojiti više od 70.000€ novca od životnog prihoda". Prema Eurostatovom istraživanju radne snage (LSF) u populaciji sa niskim obrazovnim nivoom nivo nezaposlenosti je bio gotovo dvostruko veći (41%) u odnosu na celokpunu populaciju maldih (23,5%) tokom 2013.

Odabir izvora koji govore o ovoj temi:

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Ključne reči: analiza situacije, razlozi za osipanje

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Prilog

Sample – Early Warning System, documentation for classroom teachers

Student Name	2007-2008: Days Absent	2008-2009: Days Absent	Negative Behavior Comments	Math Grade 3/1/2008	Math Grade 6/1/2008	Literacy Grade 3/1/2008	Literacy Grade 6/1/2008	Reading Level 6/1/08	PSSA 2008 Math	PSSA 2008 Reading
Student A	53	0	10	D	D	F	F	5	Proficient	Basic
Student B	36	2	7	B	D	D	D	6	Basic	Basic
Student C	14	0	1	C	B	C	C	6.5	Basic	Proficient
Student D	5	1	6	C	B	D	C	7	Basic	Basic
Student E	18	0	7	C	C	D	F	5.5	Below Basic	Below Basic
Student F	29	2	1	D	C	D	D	6	Below Basic	Below Basic
Student G	6	0	8	D	D	F	D	5.5	Below Basic	Below Basic
Student H	46	2	3	B	B	D	F	5.5	Basic	Below Basic
Student I	41	0	4	D	C	D	D	3.5	Below Basic	Below Basic
Student J	17	0	1	B	B	C	D	2	Below Basic	Below Basic
Student K	61	4	7	C	F	D	C	7	Below Basic	Basic
Student L	24	0	10	F	F	C	D	6.5	Below Basic	Basic
Student M	18	0	2	B	D	D	C	3.5	Below Basic	Below Basic
Student N	3	0	6	B	B	B	C	7	Basic	Basic
Student O	2	1	5	C	D	D	D	5.5	Basic	Basic
Student P	15	1	4	D	D	F	D	5.5	Basic	Below Basic
Student Q	15	1	10	C	D	D	D	6.5	Below Basic	Below Basic
Student R	6	0	1	D	D	D	D	3	Below Basic	Below Basic
Student S	16	1	4	D	D	D	D	5	Below Basic	Below Basic
Student T	15	0	7	C	F	D	D	6	Below Basic	Basic
Student U	18	0	6	C	D	D	D	6.5	Below Basic	Below Basic
Student V	23	0	7	C	F	C	F	6	Below Basic	Below Basic
Student X	16	0	6	C	F	D	D	6.5	Basic	Basic
Student Y	18	1	3	B	C	D	D	6.5	Basic	Basic
Student Z	4	0	7	C	C	D	D	6.5	Proficient	Below Basic
Student AA	42	2	1	D	C	D	D	5.5	Below Basic	Below Basic
Student AB	13	0	2	D	D	D	C	4	Below Basic	Below Basic
Student AC	8	0	2	D	D	D	D	2	Below Basic	Below Basic
Student AD	22	1	8	C	F	D	D	6	Below Basic	Below Basic
Student AE	50	1	0	D	D	C	C	4.5	Below Basic	Below Basic
Student AF	18	0	6	C	C	F	D	5	Below Basic	Below Basic
Student AG	1	0	3	NG	D	NG	D	6	Below Basic	Basic

Source: Iver, M. A., Mac Iver, D. J. 2009 23.

TOOL 15 – student follow-up data sheet

Key Data for an "Early Warning System" with

On- and Off-Track Indicators That Become

the Basis for Tiered Interventions

Purpose: This tool provides various ways to analyze school data related to students who are in danger of falling off-track, students who are slumping and entering a danger zone, and students who are firmly on-track. By knowing the number of all students in each category it is possible to see which groups of students need help, and to make some estimates about the kind of help that can be targeted to their unique circumstances. While our example uses first-time ninth graders, this analysis can also be done beneficially for students in all other grades – 6, 7, 8 and 10 especially. It is also useful to disaggregate the information, especially by gender.

Foundation: Matching interventions with need is the most important part of an Early Warning System. The essential first step is to systematically understand how many students are in each category in each school. The second step is to look at the absolute numbers and determine what is feasible given the capacity in the school and community.

Inventory One: In Danger of Falling Off-Track In the Past Semester					
	Missed 5-9 days of school	Had 2 or more in-school suspensions	Had C or D average	Received one F in a core academic subject	
All students					
First-time 9th graders					
Students who are repeating a grade					

Students who are two or more years overage for grade					
Inventory Two: Fallen Off-Track In the Past Semester					
	Missed 10 or more days of school	Had 3 or more in-school suspensions	Had 1 or more out-of-school suspensions	Received two or more Fs in a core academic subject	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
Inventory Three: Academic Slumping Coupled with Attendance Slumping Number of students with a C or D average, with multiple days missed in a specific time period					
	C/D average	0-4 days missed	5-9 days missed	10-19 days missed	20+
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
Inventory Four: On-Track for Success Number of students with an A or B average, 95% or higher attendance, and no suspensions					
	A or B average	95% attendance	No in- or out-school suspensions		
All students					
First-time 9th graders					
Students who are repeating a grade					

Students who are two or more years overage for grade					
All of our examples are for a 9th grade early warning system. Use a similar approach to analyze grades 6, 7, 8 and 10.					
The charts below are ways to collect the needed data					
ATTENDANCE. Number of students with this number of missed days in a specific time period	0-4 days	5-9 days	10-19 days	20+ days	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
BEHAVIOR - IN-SCHOOL SUSPENSIONS. Number of students with this number of in-school suspensions in a specific time period	0-1	2-3	4-5	6+	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					

BEHAVIOR - OUT-OF-SCHOOL SUSPENSIONS. Number of students with this number of out-of-school suspensions in a specific time period	0-1	1	2	3	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
ACADEMIC FAILURE. Number of students with this number of Fs in a specific time period	1	2	3	4	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					
ACADEMIC FAILURE. Number of students with an F in English, mathematics or both in a specific time period	1	2	3	4	
All students					
First-time 9th graders					
Students who are repeating a grade					
Students who are two or more years overage for grade					

Source: Guidance, resources and tools to help your community and your schools raise graduation rates and better prepare young people for success. Robert Balfanz and Joanna Hornig Fox from the Everyone Graduates Center at the Johns Hopkins University School of Education and by John M. Bridgeland and Mary Bruce of Civic Enterprises

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