**PREMISE**

Since education with its different levels is widespread in society, the individual is required to follow each educational step and attain, when possible, a university degree. During the school years, when the need for a “complete” education is taken for granted, there must be a reason to drop out of school. Work and learning appear interconnected and the education of citizens in modern times is attributed to schools (as formal education) and training people means trusting the public institutions and the individual’s ability to take responsibility over a lifelong education.

**AIMS AND METHOD**

This paper aims to highlight the link between disadvantage, poverty, school dropout and a low level of education, underlying the need to attribute social and individual importance to the ability to “master” a work regardless of educational credentials. The school is an agency of secondary socialization, but in teaching and learning the whole social context comes first and this presence is so subtle that those who are involved in it do not feel it. This educational immersion is independent of any type of knowledge transmitted and assimilated (Bauman 2002, p. 157). Bateson (2001) calls it “protolearning” which connects with secondary education. This educational immersion is independent of any type of knowledge transmitted and assimilated (Bauman 2002, p. 157). Bateson (2001) calls it “protolearning” which connects with secondary education, rarely controlled and managed by teachers. We will analyze Italian and European statistical data to confirm our hypothesis that the “schizophrenic traits” found in young people may be interpreted as signs of a post-modernity which, according to Bauman, has “normalized” what Bateson considered contrary to mankind’s evolutionary equipment, in fact, the post-modern human being cannot live without their ability to modify the alternatives they are exposed to in second learning processes (which Bateson calls third degree processes).

**ITALIAN AND EUROPEAN DATA**

2010 data regarding school dropout (Graphic 1) show that Malta, Portugal, Spain, Italy and Romania are the first places among the European nations.

**CONCLUSIONS**

School dropout or dispergere (“dispersion”) comes from the Latin words disperdere (“disperse”), which means scattering and, spreading here and there, and - not from the word disperso (“to disperse”), that is removing from a specific location. In this sense, early school dropout, with its consequent low levels of education, should be regarded as an anomaly of the training process. Such failure is due to an individual dispersion during the school years (they do have, indeed, a choice) and to the school system inability to meet the needs of the school population with an adequate training. Post-modern man will be successful if he is fast not only in acquiring new models but also in getting rid of old ones. Studying and teaching are for Margaret Mead processes at the base of the transmission of knowledge. Early school leaving is influenced by educational factors, by individual circumstances and by socio-economic conditions. This is not an isolated event, but a process. School dropout is influenced by background situations, individual circumstances and socioeconomic conditions. Often pupils quit school during the first years because of early failures and a growing disaffection. Transitions between schools and between different educational levels are particularly difficult for pupils at risk of quitting school. Mismatches between education, training curricula and labour market needs can increase the risk of educational failure as pupils lack prospects within their chosen educational pathway (Varriale, 2010). Responding to the different learning styles of pupils and helping teachers to address the variable needs of mixed ability groups of students is still a challenge for schools. Personalised and flexible learning arrangements are especially important for those prefer “learning by doing” and are motivated by active forms of learning (European Commission, 2011, p. 5).

The real task of the school is to develop the intellectual capacities of individuals beyond the content itself. Selection does not concern people having good academic results; Independently from the type, school plays a fundamental role in determining the level of social maladjustment of individuals. The failure of mismatches is a measure of the non-renewal of the school in terms of democratization and professionalism (Bonanza, 1996). The true aim of school is to develop individuals’ intellectual abilities beyond contents. Its intrinsic goal is giving conceptual tools to all, especially those showing deficiencies.

**REFERENCES**


Keywords: low level of education, disadvantage, school dropout, secondary socialization.

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