

šoli«, ki je raziskoval potencial prostovoljstva kot alternativnega pedagoškega pristopa. Naši rezultati, pri katerih uporabljamo podatke, ki smo jih pridobili s kvalitativno eksperimentalno študijo med tridesetimi zgodnjimi osipniki v Sloveniji, kažejo, da so še posebej participativni, fleksibilni in dinamični pedagoški pristopi, ki temeljijo na željah in potrebah mladih ljudi, učinkovitejši kot tradicionalni pedagoški pristopi. Zato je tudi prostovoljstvo lahko uspešen pristop v primeru, da si zgodnji osipniki sami izberejo aktivnosti glede na svoje preference.

Ključne besede: zgodnji osip, alternativni pedagoški pristopi, participativni kurikulum, prostovoljstvo.

Re-engaging Early School Leavers for Success at School: Meeting the Needs of Youth with Alternative Educational Approaches

Reducing early school leaving is one of the key educational priorities in the European Union. Since the pedagogical approaches used in schools are identified as one of the significant factors that affect the early school leaver, the article deals with the alternative pedagogical approaches that have been shown in practice to be successful in re-engaging early school leavers. The article is based on the results of the international project Success at School, which explored the potential of volunteering as the alternative pedagogical approach. Our results, using the data from the qualitative experimental study among the thirty early school leavers in Slovenia, suggest that especially the participative, flexible and dynamical educational approaches that are based on the preferences and needs of young people are more effective than traditional pedagogical approaches. Therefore, volunteering can also be a successful approach in the case that early school leavers are free to choose the activities according to their preferences.

Key words: early school leaving, alternative pedagogical approaches, participative curriculum, volunteering.

Bénédicte Halba

Prostovoljstvo – alternativna pedagoška strategija za boj proti zgodnjemu osipništvu ter povečevanju uspeha v šoli

Prostovoljstvo je bilo kot priložnostno in neformalno učenje uradno priznано z Evropskim letom prostovoljstva (2011). Od lizbonskega (2000) in kopenhagenskega procesa (2002) dalje je vrsta evropskih projektov izpostavila, da so lahko prostovoljske izkušnje pripoznane kot glavni primer obogatitve neformalnega in normalnega učenja. V članku smo skušali pokazati, da je prostovoljstvo lahko tudi alternativna pedagoška strategija

za boj proti zgodnjemu osipništvu – s ponovnim vključevanjem učencev, tako tistih, ki imajo težave v šoli in se z njimi tako lažje spoprijemajo, kot tistih, ki so že osipniki. Po evropski strategiji za boj proti zgodnjemu osipništvu in oceni njenega vpliva na nacionalno raven v članku pojasnimo, kako prostovoljstvo prispeva k socialni vključenosti in bogati človeški kapital. Na koncu članka so predstavljene tudi ugotovitve enega od Comenius-projektov, ki se izvaja v šestih evropskih državah (Velika Britanija, Francija, Bolgarija, Italija, Portugalska in Slovenija).

Ključne besede: zgodnje osipništvo, uspeh v šoli, prostovoljstvo, socialni kapital, človeški kapital, formalno, neformalno in priložnostno učenje, kompetence

Volunteering – an alternative pedagogical strategy to combat Early School Leaving and to enhance Success at School

Volunteering was officially recognised as informal and non-formal learning with the European Year of Volunteering (2011). Since the Lisbon process (2000) and the Copenhagen process (2002), several European projects have underlined how a voluntary experience could be considered as a main example to enrich non-formal and normal learning. We intend to show in our article that volunteering may also be an alternative pedagogical strategy to struggle against Early School Leaving (ESL) by re-engaging pupils facing difficulties at school or those who have already dropped out. After briefly outlining the European strategy to struggle against ESL, and its impact on a national level, the article explains how volunteering enhances social inclusion and enriches human capital. Finally, the article makes the link with education by presenting the findings of a Comenius project, the *Success at School thanks to a volunteering project* (SAS) implemented in 6 EU countries (UK, France, Bulgaria, Italy, Portugal and Slovenia) and its experimentation in France.

Key words: early school leaving, Success at School, volunteering, social capital, human capital, formal, non-formal and informal learning, competences.

Polona Pečnik

Jezikovni položaj v raziskovalni in pedagoški dejavnosti Univerze v Ljubljani

Na področju slovenskega znanstvenega jezika se glede jezika predavanj in objavljanj izostruje pogled na rabo in posledično položaj jezikov. Jezikovna politika se na nedomišljeno in neurejeno prepletanje rabe slovenskega in angleškega jezika ter čedalje večjo oziroma pogostejšo rabo angleškega