

GUIDE TO PREVENT AND COMBAT THE EARLY SCHOOL LEAVING



ERASMUS PROJECT +

"MOTIVATED CHILDREN IN A EUROPEAN SCHOOL"

NR. 2018-1-RO01-KA101-048361

03.09.2018 - 02.11.2019

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## 1. CAUSES AND EFFECTS OF SCHOLARSHIP

An authentic and functional education settles in the family, then has continuity in kindergarten and school through the professional body, which by its very existence represents the power of the example.

School dropout is the abandonment of the education system and any relations with the school, before obtaining a professional qualification. Those who drop out are those who have missed a lot or have behavioral disorders for which they have been previously punished, according to the Internal Order Regulations of each school. Leaving school is more problematic when it comes to terminal classes, because both the bidder and the education system, as well as the beneficiary, the student, have spent enough resources to reach a point where the financial and spiritual efforts of both parties did not materialize. Unfortunately, the school began to be no longer perceived as the basic pillar of society in certain hierarchies, being considered as a waste of time that does not ensure a future, preferring the immediate material gain. And all this leaves, as I mentioned earlier, from home, from the family, thus forming a vicious circle.

## CAUSES OF EARLY SCHOOL LEAVING

In Romania, the Ministry of Education uses two definitions of school dropout. The Regulation on the Organization and Functioning of the Pre-university Education Units (ROFUIP) presented by the Ministry of Education specifies that "the student who does not attend the day courses of a class in compulsory education, exceeding more than two years the age of the respective class, is in the situation of school dropout." The second definition used by the Ministry of Education and the National Institute of Statistics is the rate of school dropout calculated as the difference between the number of students enrolled at the beginning of the school year and the one at the end of the same school year and expressed as a percentage ratio to by the number of students enrolled at the beginning of the school year.

The causes of school dropout are diverse and innumerable, their origin being economic or social. We are talking specifically about the inadequacy of the student to the learning activity carried out in the school environment, but also of the inadequacy of the school to the internal factors: biological, psychological and external: economic, cultural.

Leaving school early is the result of a cocktail of internal causes such as school immaturity, emotional instability, behavioral disorders, etc. and external (of economic nature: poor family situation, lack of clothes and shoes, living conditions, family split, lack of teaching aid).

Specific causes:

- The material difficulties of the family, especially in the case of large, disorganized families, lacking resources, who have problems in ensuring the adequate clothing for all children and sometimes feel the need for labor (either in the field or in the household). The disorganization of the family leads to material difficulties. Factors such as alcoholism, divorce or family violence are signs of abandonment. Also, other representative factors may be the excessively permissive family climate, or the lack of authority of the parents, the despotic attitude or, on the contrary, indifferent to those who should provide a template the perfect behavior for the smooth integration into society and life.

- The educational model offered by parents and siblings. Most often, students who do not want to study come from families where parents have a maximum of eight classes. There are, of course, exceptions. The educational model offered by the brothers has a much greater influence. Families with older siblings who dropped out of school early tend to reproduce the pattern even for younger siblings.

- Entering the labor market. Even if we talk about temporary jobs, such as working day or weekend, or if we reach extremes and mention begging or prostitution, activities that are at the limit of the law, these are risk factors that usually lead to leaving the school at the expense of these activities that generate immediate profit.

- The doubtful quality environment that has influence in the case of students with a weak, traumatized psychic or who wish to escape from the patterns of the imposed family model. Surrounding is a negative factor that can cause the student to consume alcohol, to smoke, to miss school, to seize undesirable objects by stealing.

- Educational factors: refusal to comply with school rules, low motivation in relation to the school, teachers' mistakes (conflict management, attitude and relationship, competence or authority), unsatisfactory integration in the class, quality of relationships with teachers or colleagues.

- The phenomenon of school dropout is quite common and widespread in the case of the Roma population, as it is related to traditions, customs that are sanctified, without regard to the deprivation of education and the effects that this can have. They encourage early marriage, which is also found in many rural areas and impede the continuation of education. Of course, in this direction, the emergence of a child is a clear impediment to further education. Or, on the contrary, thinking positive, can be a determining factor in wishing you more for him.

- Belonging to a vulnerable social environment where at home unfavorable conditions to support the school path.

- Parental leave home leads to school dropout, as children are unattended or under-supervised.

## STUDENTS

- they do not like school, they do not attract and / or motivate them - they have discipline problems, behavior

- friends have abandoned or avoided them, have low self-esteem and confidence

- have a low degree of involvement.

## THE FAMILY

- Low, non-existent or inefficient financial capacity

- Defective family life

- Lack of involvement of parents, disability of not knowing the Romanian language or not being their mother tongue

- Decreased expectations of parents or inefficiencies or abuse on their part

## THE COMMUNITY

- The existence of areas where criminal activity is increased and difficult to keep under control
- Lack of community support for school
- The absence of a good collaboration in both directions, of type school-community network
- Lack of community support services.

## THE EFFECTS OF EARLY SCHOOL LEAVING

Early school dropout is problematic both for the individual himself, as an entity, and for the entire society he is a part of. Just like in the domino game, when a piece falls, it triggers a series of chain reactions.

The effects have serious consequences not only for the young people concerned, but also for the education expenses already invested in the respective persons in order to reach a prosperous end for all, namely the successful insertion in the labor market and the transformation of each entity in a part of a functional and coherent society. Not to mention the ability to integrate into European and global competition systems.

There are young people who finish school before completing compulsory education, or people who have completed compulsory education but have not obtained a qualification to continue. They will not have the professional qualification necessary for integration into society and can successfully represent the future unemployed.

The long-term effects of school dropout are reflected, as I said earlier, on social development and economic growth. In order to be able to advance economically, the base is in the skilled labor force, and the school dropout represents a failure of the social integration of the individual. With the increase of the qualification level of the person decreases the probability of remaining unemployed.

If this is the reality of today, what is the prospect of tomorrow?

For those who have dropped out of education there are a number of programs to return to the educational system for completing studies. One of these is low-frequency education. Another possibility would be evening education or distance learning. Another option for the unemployed is the participation in different vocational training courses, where enrollments have increased significantly

Sociologists believe that leaving school is a social problem from which it has a set of consequences with lasting consequences. It is demonstrated with the help of different sets of research that those who drop out of school do not have a chance to even have an income in the labor market, but they are not likely to be integrated. Those who gave up the book are more dependent on aid programs than the rest of the population.

A student who chooses to leave the education system will, in a relatively short time, endure the overwhelming effects of his decision. The low purchasing power and extremely calculated lifestyle that inevitably accompany minimal or almost non-existent incomes bring with them more stress, disappointment and frustration than most teens can imagine at first glance.

Juvenile delinquency is another consequence of the phenomenon of school dropout and represents a totality of behaviors that violate the legal norm and belong to minors.

In short: an alarming rise in the number of unskilled workers, high pressures on the social protection system that supports non-integrated / out-of-school people, delinquency rate, exploitation of minors, implicitly black work are just some of the direct consequences of the abandonment of the educational system. to students, and this only diminishes the potential chances of success of local companies and scares them away, also alienating foreign investors.

The state budget is the first victim affected by the phenomenon of potential mass abandonment of the education system. The direct impact is extremely concrete: a person who has graduated only a few classes has the greatest chance of becoming socially assisted or slipping on the delinquency of juvenile delinquency than a high school or vocational school graduate.

Unfortunately, we can see the tendency of graduates of 12 classes, who did not promote the baccalaureate, to try to access on the spot the aid offered by the state for the simple reason that it is much easier and represents a gain acquired without any effort.

Each individual who appeals to the state money (social / unemployment assistance deducts from the budget several hundred euros per year.

But the budget has to suffer and indirectly: an unqualified individual will not obtain any income or will obtain small incomes, so the taxes collected from him will be reduced.

Automatically, its expenses will not be at a high level, as a result, the contributions of such a person have no way to positively influence the economy.

For several years, the state has also offered a series of social programs for keeping students in educational establishments. Some of these are: the "Euro 200" program which helps to purchase personal computers, the different types of scholarships, school supplies, the settlement of transport expenses for students from rural areas, etc., the "Bani de liceu" program.



## 2. THE ROLE OF EDUCATION IN TRAINING THE PERSONALITY OF YOUTH

Since ancient times, people have been accompanied by education, its importance increasing with each generation. Education is the foundation of the life of any human being through which thought, lifestyle, perception of the world, preservation of social, but also spiritual values could be developed. Education transforms, influences and develops, shapes the human personality, thus being able to influence the way people look at us: both positively and negatively from the environment in which they live, their surroundings and other external factors.

Education has its origin in the development environment of the individual and in his perceptions about the world, because they will accompany him throughout his existence. Education accompanies us throughout life. In order for an individual to have the opportunity to receive a normal and correct education, he or she must grow up in a family that offers him or her worthy models to follow, parents who are involved in school work, support and support. encourage the child.

Without education we cannot integrate into today's society, which is in a continuous change. The need for adaptation is so strong that it pushes us to all possible means by which education can be produced, both at the micro level (family, school, church) and at the macro level (society).

The personality of each individual is developed by education, and with it the spiritual but also the psychological side.

The most important role in the education of each individual, together with the school, is played by the family. From here it all starts: perception about life, lifestyle, faith, as well as morality and conduct. Thus, the environment in which the child will grow up will have an imminent impact on his or her psychic development.

The first educators to help with the education are the parents. The importance of this education, like that of the school, spreads on all sides of the personality of the child, depending on the particularities of age, but of the individual ones. The child's needs increase as the child develops. The development of a person's personality begins when the person in question is capable of making choices, because a man who knows how to go in one direction knows and why he chose to go in that direction, that's education, when you know why you do one thing and you know how to do one thing.

Education allows the human being to develop his or her physical and intellectual capacities, moral and aesthetic feelings and attitudes, in order to achieve optimum social responsibility and integration as a citizen.

From the time the child starts school until its completion, a close relationship with the parents regarding its development towards adult life must be maintained.

Not only the child, but also the parents go through different stages that undergo various psychological tests, so it is beneficial to involve parents in the educational work of the school.

Together with the family, the school plays a very important role in the education process, as well as in the development of the personality. The teacher must know the conditions of the family life where the child lives. This is achieved by visiting the family, to know the living conditions, the activity and the rest. The relationship between parents and children, as well as the family climate, in general, are good reasons for the normal physical and mental development of the child.

School cannot teach everything to the individual, and education is not based solely on school, although many attribute it strictly to the school. Parents have the obligation to ensure that there are the necessary conditions for a positive education both at school, through their involvement in the activities of the students and at home, where the child feels protected.

Parents who are involved in school work experience various opportunities to contribute to the education of children and become themselves motivated to continue their education.

Their participation in the educational activities of the school is an opportunity for adults to share their skills and interests, which contributes to creating a positive relationship with their children and the school, as well as to developing their own self-esteem and self-confidence, and on the other hand, involvement with other parents in the community creates greater opportunities and networks of involvement, strengthens social relations and can increase the feeling of control over the living environment. Schools can benefit from the moral, informational and economic support of families and the community.

The community offers a wide variety of important resources that schools and families can more easily use for the good of the children. Also, community participation in decision making can take the following forms: setting priorities, planning and executing programs, participating in sharing benefits within the institution, participating in monitoring and evaluating projects.

It has been shown that in schools where the community exists and becomes involved, it becomes a rich source of raw materials that can be used to make the teaching-learning process more reality-related and deeper. Communities also provide the environment and context that can reinforce values, culture and learning in school. When these first two institutions (the family and the school) form a team, the school becomes a real force in the society, by promoting an integral and continuous development of the children.

To achieve this, schools "must become more sensitive, responsible, child-centered and in close connection with the community and family."

Education does not end with the completion of studies but covers the entire existence of the individual.

Education unifies all stages of education: pre-school education, primary education, secondary education, high school education, university education, post-university education;

The ultimate goal of education is to enhance the quality of life.

Teachers should know how to capitalize on students' various learning experiences, find ways, ways to capitalize on their own learning experiences. As students feel valued, gain confidence, learn to communicate with others, they have the opportunity to learn genuinely and deeply, about a topic and to clarify their own values and attitudes toward knowledge,

internalizing a continuum between what what they learn in school and what they learn in other contexts, non-formal or informal.

Education is the basis of all the processes that lead us to the status of a civilized human being, belonging to a community, developing at the same time the spiritual side.

Not everyone has access to the same level of education. Not all the information we receive from the outside environment develops our thinking and behavior positively. There are many providers of education: school, church, society, media, family. Education exists in all areas of daily life, even among the people we live with and from whom we have something to learn.

We would not be what we are today if the environment in which we lived and developed throughout our lives, from childhood to adulthood, would not have been beneficial, and there would have been no balance between its components. define personality.

### 3. THE ROLE OF CAREER EDUCATION

If to orientate means to educate then you cannot educate attitudes, interests, and character traits if you do not orient each person in the direction indicated by the specific trait of his personality. And this is the essence of career guidance. Career is the whole of professions, trades, occupations, social, family roles, functions, work experiences, leisure, hobbies - it is life itself. All the events that happen to us, from birth to the end of life, affect our life / career. Therefore, it is essential that career guidance take place from school and focus on sound theoretical knowledge and emotional development of young people.

Career education is an essential support point in professional development and evolution, especially in light of the macroeconomic and social evolution of the last decades. The speed with which the moves move forces a rapid adaptation to increasingly diverse and challenging professional situations. At present, it has become necessary for each professionally active person to need more specialization to cope with instability, but also competitiveness in the labor market.

The specialization, obtained from the obligatory studies, basic or optional, can be completed by specialization or improvement and qualification courses. It is important, therefore, for this specialization to take place, for young people to be aware that only so can they have a stable future in a world of instabilities.

Lately, young people seem to understand more the need for specialization of any kind and in any field as a key to their professional future. However, there is yet another category of people who are reluctant to this training process, namely those who deny their benefits, claiming that basic training is sufficient, and performance is achieved only through their own experience of various work tasks or specialization at work.

Of this latter category, usually, people who do not know what they want to do after finishing their studies are usually included. And if this is natural at 14-16 years, it becomes worrying at the age of 18 or when the young person completes a cycle of specialization. That is why young people need to abuse access to career counseling so that they understand:

1. That education helps them to be in a position to choose a career

2. That every young person has professional skills towards a certain field so that they can be oriented in a positive way.

Also, young people should know that the profession can be viewed also from an economic, sociological or psychological point of view:

- **From an economic point of view**, the career represents a succession of professional positions occupied by a person, as a result of the professional training and merits.
- **From a sociological point of view**, the career mirrors a series of roles played by a person in the socio-economic life.
- **From a psychological point of view**, career choice is influenced by a person's aptitudes, interests, values, needs, previous experience and aspirations.

An effective career counseling program addresses all these three aspects and is generally based on the individualized approach of each beneficiary, but also on the use of appropriate principles, methods and tools. There is of course also the option of group counseling, carried out with other young people. It aims to address issues of common interest to all present.

#### Career Counseling Stages

A career counseling program involves several stages:

- Vocational evaluation (on the basis of the analysis of the abilities, interests, values, personality of the person);
- reviewing career options (underlining the opportunities on the labor market);
- setting career goals (through self-knowledge acquisitions in the first two stages);
- drawing up an action plan to achieve these objectives.

He is also responsible for career planning, viewed as a process by which a young person outlines his career path, finding goals and interests that can thank him. Young people should also be aware that the career path is adjustable, that no job should be eternal and that they can and should continually update their knowledge in order to be competitive on the

labor market at any time. The ever-changing educational / occupational offer demands this kind of flexibility from the young, and career counseling can make young people more aware of this.

The development of career management skills must be started in childhood, continued in adolescence, youth, but also in adulthood, throughout the professional life

For young people looking for a career path there are programs that are based on a psychological approach, focusing on identifying areas and types of activities suitable for that person, sometimes benefiting from the involvement of people with experience in the targeted areas.

The career consultant can provide support if:

- you want to know your potential, skills and defining traits
- you want to enhance your skills, learn how to relate better or organize your time
- Are you looking for a job
- are you preparing for a job interview or writing the documents required for the job (CV, letter of intent, letter of thanks)
- you do not know which profession best suits you
- you want to know to which educational institution you can orient yourself after the completion of the educational cycle in which you are
- you are interested in knowing more about a particular profession, institution or labor market
- you want to learn how to deal with deadlines

Also, orientation activities should take into account the education of young people in five areas of competence: self-knowledge; occupational information; decision making; planning; problem solving.

Vocational counseling should be focused on the needs of the student. It will encourage the active attitude of the student by:

- promoting the "Help yourself" principle;
- promoting the self-evaluation system;
- tracking the progress made at the student level.

There are, however, other solutions complementary to career counseling whereby young people can get acquainted with the job offer, employment styles, interviews, etc. These are:

- Professional orientation magazines;
- Press: newspapers, magazines with employment offers;
- Private agencies for recruitment and placement of human resources
- Employment and vocational training agencies (career counseling centers for the unemployed);
- Internet;
- Job fairs.

Regardless of which path is followed (assisted counseling or self-taught counseling), an important role in finding a professional path is the objective self-assessment which involves:

1. The student knows his professional potential and what he can do with it to obtain maximum material advantages.
2. Can talk 10 minutes about what he knows or likes to do.
3. Can explain why he is interested in certain things.
4. Knows how to exemplify some initiatives he has had in his field of interest.

On the other hand, evaluation, of any kind, has the following essential benefits:

1. Carrying out an objective SWOT analysis;



2. Establishing the scale of personal values;
4. Identifying the role that the values that we lead our lives play;
5. Establishing career interests and goals
6. Identifying the development potential.

## 4. MEASURES TO PREVENT SCHOOL LEAVE

The key conditions for preventing early school leaving can be summarized in five areas strictly interconnected with each other:

- 1. School management
- 2. Support for students
- 3. Teachers
- 4. Family
- 5. Involvement of stakeholders

### 1. SCHOOL MANAGEMENT

The competence and efficiency of the school leadership helps to create an educational environment of cooperation that involves the whole school and to which the connection with the local community is added.

School managers are those who encourage the initiative of teachers in identifying and managing cases of risk of school dropout. In addition, the managers set as the main objectives of the institutional management the prevention and combating of the absenteeism and the school dropout. In this way, a unitary and efficient thinking is ensured at the level of the whole school unit.

### • 2. SUPPORT FOR STUDENTS

Students must be supported. This includes emotional and psychological support for addressing problems (stress, depression, post-traumatic disorders) and risk behaviors. Therefore, in every school facing the phenomenon of school dropout there should be:

- Mechanisms for early detection of school dropout risk: Early signs of dropping out of school, including school absenteeism and inappropriate behavior, should be quickly detected. These signs include: lack of attention, disinterest, staying behind.
- Quick identification of learning difficulties: By benefiting from support to recover the lost material for different reasons or to keep up with the progress of the program in the classroom, students can reach "equal" with their peers, which would remove the

feeling of frustration and isolation. Developing an individual support plan, agreed with the student and his / her family, setting clear and achievable goals, can be very useful.

- Active participation of students in school life: Students should feel part of the school as they feel part of their family. The responsibility of this kind determines the increase of the attachment to the school and to all the activities carried out here. This can be achieved by engaging in various extracurricular activities and European projects where children work together, become friends and learn to promote school as a result of their work.

- Interactive and non-formal learning is essential for increasing students' interest in school. Although it may seem superficial or out of the context of the school curriculum, non-formal learning is what helps students feel valuable even when they have educational deficiencies, it makes them responsible through play, makes them "grow" without feeling the pressure of maturation.

- Education and career guidance. Children do not always know what they want and therefore need specialized guidance. Knowing their skills, intellectual possibilities, teachers, leaders, counselors and family can work on guiding them towards a certain job, which only motivates the children.

- **3. TEACHERS**

The motivation of the teachers is at least as important as the motivation of the students. Therefore, they need:

- Efficient management. Just as students need guidance from teachers, so do teachers need guidance from school leadership and school / ministry inspectorates. It is, however, an efficient and one-way mentoring (in the sense that teachers need to be understood, to the extent that they also need to understand). The management of the school must facilitate the communication of the teachers with the families of the students and be in the position of mediator.

- Peer-to-peer learning. Training in schools to develop and promote a culture of peer-to-peer learning (among teachers as well as students) and peer observation.

- Training courses, including through European projects. The world is changing permanently and at the same time with it and the approach of the teaching act that must be permanently modernized.

- Teambuliding. Teachers need free time, but also quality time together to put together strategies, to come up with short-, medium- and long-term partnership ideas, to "sparkle".

- 4. FAMILY

-Involvement of parents. An involved parent means, most of the times, an involved child. Although often passive, too busy, parents need to be involved in school life.

-Education as shared responsibility: The family must know that the responsibility of education is shared between parents and school and that there must be communication and cooperation between the two.

-Participation in school decision-making and school life. Whether it is parent meetings or just a phone call, parents need to know and participate in school life. It is more difficult to separate yourself from an environment with which you have nothing in common than from one where you have put your soul and where your involvement has paid off.

- Parent education. Often, the decision of the children to leave school is due to the lack of interest from the family which, in turn, is made up of members without education. However, in a school that can offer a wide range of educational possibilities, parents' education can be realized in parallel with that of the students.

- 5. INVOLVEMENT OF INTERESTED PARTIES

The school is not just about students, teachers and parents. The school is also about all the other agents of the socio-economic life who can get involved in order to make the educational activity more interesting and more motivating for young people. Social workers, youth services and organizations, social workers, psychologists, nurses and other therapists, child protection services, specialists, policemen, unions, businesses, intercultural mediators,

migrant associations, NGOs and other community organizations. from the sports environment etc. Cooperation with these partners can contribute to the vitalization and diversification of the educational act, to the motivation of young people and, finally, to the attractiveness of education for young people which is the ultimate goal in the fight for the prevention and combating of school dropout.

## WHAT IT MEANS TO BE A TEACHER

There are countless situations where, for countless reasons, not only students are careless about school, but also teachers. In most cases, the reasons are absolutely objective: family, personal health, exhaustion, lack of motivation, etc. However, the tenure exam is not just a job interview but a long-term commitment. A commitment that makes teachers some educational actors, a phrase in which the term "actor" can have many meanings, including that, when in front of the class, the teacher plays a role. It is often difficult and frustrating, but it is one of those situations where you cannot ask the other person to be in some way if you do not show them how or if you do not start, first.

## THE ROLE OF TEACHER ON THE CLASSROOM SCENE

In order for the interpretation of the role of teacher to be successful, several essential conditions must be observed:

1. To like to be this kind of actor, that is to say that no matter how angry you go home from school, until tomorrow you will pass because you don't see yourself doing anything else.
2. Be prepared. No one is omniscient, but children often believe that teachers are traveling encyclopedias. And that drives them to try to be. That is why teacher life is a lifelong learning. The moment you stop training is the moment you stop being a teacher.
3. Don't show off. No one should know better than a teacher who means to "let go of him." In the role it must seem that you do not make concessions, to be rigorous and flexible, but somewhere, in itself, every teacher must admit that if Brâncuși was upset on the stone, we would never have had the „Kiss Gate”.

4. Be creative. Children need models and usually models are unpredictable, impressive, overwhelming. To be such a man, you must have the courage to go out of print.

5. Be serious. Apparently, madness and seriousness exclude one another, but in reality it is not so. To be serious means to have a plan, to keep your word, to keep up the work, to make an effort. To make pupils feel that you want to help them.