



**NATIONAL RESEARCH
ON NEEDS, GAPS, AND GOOD PRACTICES
IN THE FIELD OF ESL PREVENTION
IN ROMANIA**

Project Number 2016-1-IT02-KA201-024610

Legal notice: This project has been funded with support from the European Commission.

This document reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TABLE OF CONTENTS

1. Introduction	3
2. Situational analysis in national context of the partner country	4
2.1 Definition of ESL	5
2.2 Statistics on ESL	8
2.3 Legislation regarding ESL	8
2.4 Stakeholder eco-system for ESL prevention	11
2.5 Use of digital devices to prevent ESL	12
2.6 Summary of the needs and gaps identified	13
3. Good practices	27
4. Soft skills to meet the needs and cover the gaps	17
4.1 Online survey	18
4.2 Interviews	24
4.3 Focus groups	30
4.4 Summary of the findings	33
5. Conclusions and recommendations	54

1.INTRODUCTION

The Project ENABLE aims at developing an innovative ICT-based methodological approach in supporting the Early School Leaving (ESL) prevention.

The project objectives are:

- a) Fostering students in developing and managing informal skills needed for their educational and professional career;
- b) Contributing to the recognition and validation of informal skills;
- c) Increasing students' awareness and responsibility in planning and achieving their own educational goals;
- d) Supporting the building of solid bridges between the world of work and education;
- e) Promoting and improving a critical and effective use of e-Learning technology within educational environment.

The Project starts with a transnational research. The current document represents the results of this research, being one of the project key outcomes.

This *Transnational Needs Analysis Report on ESL* identifies the concrete problems and challenges, as well as the main career-oriented soft skills and competences required by the job markets in the participating countries. It also provides examples of good practices on ESL in the partner countries.

2.SITUATIONAL ANALYSIS IN NATIONAL CONTEXT OF THE PARTNER COUNTRY

In Romania early school leavers come mainly from poor, socially disadvantaged or low education backgrounds and more recently they face depression as a result of either the peer pressure or family breakdown. Some of them belong to vulnerable groups, such as persons with physical and mental disabilities or other special educational needs (SEN). Therefore, such students have dealt with long-term absenteeism, truancy or expulsion. In Romania, in 2016 more than 17.8% of students abandoned school studies. Consequently, it is necessary that an immediate strategy should be implemented by schools (school leaders, teaching and non-teaching staff, learners), parents and families, who should cooperate with external stakeholders and the community, in order to respond adequately to new and complex challenges schools are facing, linked to the increasing diversity in society.

The use of modern technologies is not yet a solution because not all schools in Romania are internet-connected and updated to the latest technologies. A possible solution might be to help students discover their abilities to develop their skills and therefore to integrate themselves within the community

2.1 DEFINITION OF ESL

In the ESL strategy drop-out is defined as : the percentage of young people aged between 18-24 who graduated the middle school (8th grade) at their best and who do not attend any other form of vocational or educational institution.

During the last ten years the ESL ratio in Romania has constantly dropped and the country set out to reach an aim of 11.3% in 2020. Because of the worldwide financial crisis between 2008-2009 the ESL ratio increased, thus the progress from previous years was cancelled. The country remains still vulnerable before external factors, facing emigration of the workforce and the process of ageing. Therefore, the school population leaves the educational system without the necessary skills required by the job market, which generates problems related to the workforce and unemployment, as well as to social cohesion and competitiveness.

The 2020 European strategy has, among other things as objectives the intelligent increase by improving the educational and training levels and the inclusive increase by underlining the ESL as a major risk factor to unemployment, poverty and social exclusion. Likewise, the objective of sustained increase emphasises the efficiency of resources, the sustainability and the competitiveness of the social background affected by the same ESL which will compromise the competitiveness of any economy if not kept under control.

In this sense, the country's challenge is to improve the educational performance of the students in order to attract them towards knowledge. The causes of ESL are multiple and diverse, the ESL ratio being a serious matter. The Ministry of Education is the main actor in formulating and implementing the policy, together with other institutions, such as school inspectorates, NGOs, local authorities, etc.

The groups targeted by the national strategy include children and youths who belong to the 18-24 age group in 2020, children and youth with a low socio-economic status (poor), children and youths from rural areas, Roma children and youths and other marginalised or underrepresented groups. This strategy to reduce ESL suggests four pillars and six representative programs based on preventative, intervention and compensation measures in order to decrease by 2020 the 17.3% ratio to 11.3%.

Also, the strategy has in view ensuring the access of an increased number of students beyond graduating middle school to graduating the obligatory educational level (10th grade).

2.2 Statistics on ESL

In the European Monitoring of Education it is specified that the ESL doubles towards the target point set for Romania of 2020. The Roma people are mainly the ones exposed to the educational poverty and very few of their children have access to a good quality education. It is estimated that approximately 27% of them get education in segregated schools; what is more, there are big gaps between the rural and urban education; thus, in 2016-2017, there were 81.85% of the students from rural area aged 3-6 who were enrolled in schools compared to 97.7% in the urban area. In 2015 the ESL rate was 27.8% in the rural area compared to the urban area where it was only 19.3%, and 5% in the big cities. The greatest value of ESL was recorded in the professional training education which was of 30.5%. As for the high school education, it is only 20% of the students who give up school. The National Agency of Workforce records a percentage of 6.8% and 24% of this percentage being young people under 24 years old; this means that 1 out of 4 Romanians is an unemployed.

Our conclusions as a result of desk research regarding the main factors which determine ESL in Romania are as follows:

FACTORS WHICH INFLUENCE THE STUDENT OR THE FAMILY REGARDING THE NECESSITY FOR EDUCATION

- 1. The low income per family*
- 2. The difficult access to school education in remote areas*
- 3. The involvement of children in seasonal work and in looking after their younger siblings*
- 4. The parents' migration abroad*
- 5. The parents' reduced educational level, especially the mother's education*

6. The way of perceiving the benefits of school attendance in families

7. Health, early marriage, other personal reasons.

FACTORS WHICH INFLUENCE THE EDUCATIONAL OFFER

1. The insufficient school places and the limited availability of the second chance programs, school after school in rural areas and poor communities.

2. The insufficient school places for apprenticeship and training stages,

3. The lack of infrastructure and the poor quality of the vocational education,

4. The lack of correlation between the educational offer and the economic specificity of the area

5. The quality, the processes and educational practices: the teachers' attitudes towards students and vice versa, the teachers' attitudes towards parents and vice versa, the students' behaviour problems

6. The insufficient counselling for students and parents

7. Insufficient budget funds per student

2.3 LEGISLATION REGARDING ESL

Generally, in our country the policy regarding ESL consists in the introduction of measures in order to support the student and their family financially as well as actions to sustain remedial learning activities. The main laws where there have been mentioned these measures of protection are as follows: **Law no. 1/2011**

Art.12 (2)-the government provides social grants for study to students from financially disadvantaged families.

Art. 13 (1)-life-long learning is a right given by law

Art.58 – the program 'School after school'

(2) – activities of remedial learning can be organised based on the partnerships between the local and public authorities and parents' associations.

(4)-the government can give finance to the 'School after School' program for the children and students belonging to the financially disadvantaged groups which is guaranteed by law.

Art. 85 (2) – the government pays for all costs involving high school attendance for students coming from either the rural area or disadvantaged socio- economical groups.

Art.333- the government financially guarantees and sustains the access to education and long-life professional training for: (b) the youth who dropped out the educational system before getting a professional qualification and they do not belong to any type of education or professional training;

(f) the youth and the adults resident in social and economic disadvantaged communities;

(h) the students who are prone to major school failure;

Art. 334(1)-The community centres tasks for long-life learning locally situated are, as follows:

- (i) Remedial type programs in order to get or to fill in the key competences, including educational programs, such as 'The Second Chance' for the youth and adults who dropped out the educational system early.

Art.351 - the Government gives free access to career counselling to all students and people in search for a workplace.

Art. 352- In the light of the present law, the career counselling and orientation include the following types of activities: a) the information process regarding the career choice which refers to all the necessary information procedures of planning, getting and keeping a particular workplace; b) the education concerning the career path which is done in the educational institutions by means of 'counselling and career orientation' curriculum. We

are provided with information about the work market, we develop skills to make choices concerning the education, the training, the labor and the professional life in general, tools in order to plan the career; c) career counselling which helps people to set the goals and to understand the personal educational profile, to make well-informed and responsible decisions for their own actions, to manage their careers and the process of transition in different instances; d) counselling for finding employment, which will help people to have a clear image of their immediate goals regarding the employment, to learn about the necessary abilities to look for a job and get it; e) finding the right workplace which represents the support given to people looking for a job.

ART. 354 –In order to ensure transparency of people’s services and mobility in the European context, MEN and the Ministry of Labor and Social Protection are engaged in all the procedures to integrate Romania within the European networks of long-life counselling.

Governmental Programs:

Money for High school - In accordance with art. 7 from the HG no. 1488/ 2004 regarding the criteria and the financial support given to students within the National Program of social protection , Money for High school’- Financial Support which is mentioned in the National Program ,Money for High school’ is given during the courses including the preparation period of the baccalaureate exam and the exam itself or the practical training in a company

Daily Subsistence Program-The program was introduced as a national program in 2002, and in 2007 some of the expenses from the milk delivery was paid back from European funds. Thus, Romania managed to get back 10.6 million Euros in 2012- 2013. The program is aimed at pre-school children in the public and private kindergartens and it consists in providing children with 200ml milk (UHT) or dairy products, as well as, 80g bread products (rolls, biscuits, crackers)on a daily basis.

In 2009-2010 another program was introduced- **Fruit Supply in Schools**, whose introduction involves not only providing students with fruit but also educating them their importance in their lives. The beneficiaries of this program are the students from the public and private primary and secondary schools. There have been delivered apples for maximum 100 days of schooling and there have been organised visits to farms, competitions and a wide variety of gardening activities within the schools as forthcoming measures.

In 2015 The Government had a new Strategy to support ESL

The pillars and programs

Pillar I – ensuring the access to education and a qualitative education for all children. For this pillar two representative programs are considered: an increased access to care and early education for children – a program, which sets out mainly to strengthen the early education for children, having as purpose preschool graduation (3-6 years old), but also the increase of early educational services supply for the under 3 year olds and also ensuring a qualitative primary and gymnasium education, a program which will focus on developing functional literacy and the students' key competences as well as on strengthening the teachers' continuous training.

Pillar II- ensuring the graduation of obligatory educational levels by all children. Also, within this pillar, there are two representative programs considered. The first one has in view the development of warning systems and early intervention in order to identify the children who are at risk of abandoning school, as well as strengthening and expanding prevention and remedy measures, including the School after school program. The second program has in view the increase of an attractive, qualitative and relevant vocational education, also by expanding the learning opportunities at the workplace. The program will also support the curricular reform of vocational education and teacher training.

Pillar III – The reintegration within the educational system of early school leavers. Within this pillar, there is a program which supports early school leavers, by ensuring the access and participation to The Second Chance Program, but also by improving the quality of the Second Chance program itself.

Pillar IV – Developing the appropriate institutional support. The representative program for this pillar has in view supporting a favourable environment in order to implement, monitor and assess the strategy.

2.4 STAKEHOLDER ECO-SYSTEM FOR ESL PREVENTION

1. Ministry of Education is the central administrative authority for the public school system implementing the decisions regarding educational system. It communicates educational policies to the regional country inspectorates and ensure their realisation and development.

2. The School inspectorate is a local agency that operates under the Ministry of Education. The agency conduct regular supervisory, and ensure the quality of the educational services.

3. Educational Institutions

Public Schools are ensuring the educational services for students in the public school system. When a student starts attending a school, the principal of the school inform the family, the inspectorate, the municipality.

4. Parents and guardians

Every person who has custody of a child shall ensure that the child fulfils their compulsory schooling. If a student doesn't attend school due to the student's guardian the authorities will force the student's guardian to fulfil their obligations.

5. The Child Protection Agency is a government agency that works to ensure that young people have access to influence and welfare. They supports the government to protect the children rights in issue relating to families and also to the civil society.

2.5 USE OF DIGITAL DEVICES TO PREVENT ESL

In 2005 the Ministry of Education launched a financial program to support poor students to buy a computer.

In 2006 they started to introduce the use of technology in order to improve education in public schools

But the use of ICT has not been proved yet effective to increase learners' interest and encourage self-directed learning. Also, teachers need more and more support to integrate the use of technology in their teaching practice, otherwise the ICT equipment may not be used. We can't establish if the use of ICT will have an impact on students' motivation, achievement.

2.6 SUMMARY OF THE NEEDS AND GAPS IDENTIFIED

The number of early school leavers is increasing there are few needs and gaps that can be seen and the main challenges in our country are:

- **Appropriate funding made available to schools;**
- **Competence of teachers to guide and support young people;**
- **Connecting stakeholders in network (regional/provincial vocational training, educational services in and outside schools, social and health care etc.).**
- **Creating a National Registry concerning only the students in risk of ESL**
- Developing soft skills relevant for the students in risk of ESL**
- Developing mentors and councillor for families in need of support**

1.GOOD PRACTICES

TITLE	Stop School Leaving POSDRU/ 181/2.2/S/151377
KEYWORDS	Preventing early school leaving risk, the Second Chance, School after school
LOCATION	<i>The south-east region and Bucharest, Ilfov</i>
PROMOTING ORGANISATION	The Ministry of Education and Fagaras City Hall
DURATION	2014 - 2015
DESCRIPTION	The prevention of early school leaving phenomenon through developing and implementing some action plans, strategies and integrated educational programs for 250 people by a preventative approach and for 150 people by implementing remedy measures from the Central region, South-East region and Bucharest, Ilfov. The general target of the project follows the development and implementation of a pilot program in order to limit and straighten early school leaving within three regions.
RESULTS/IMPACT	Counselling and integration within activities of 685 students and 685 parents. Achieving and implementing a collaborative platform in order to create partnership networks.
INFORMATION/ CONTACT	Petre Angela www.primaria-fagaras.ro

TITLE	Early school leaving prevention and offering support to early school leavers!
KEYWORDS	Abandon; risk;second chance; school after school, family school
LOCATION	The South Region, Wallachia

PROMOTING ORGANISATION	The County School Inspectorate, Teleorman
DURATION	From April 2014-August 2015
DESCRIPTION	Within the project there are two types of activities: remedy and preventative measures, which aim to decrease the early school leaving risk through educational programs and the development of IT skills.
RESULTS/IMPACT	360 students at early school leaving risk motivated to continue studies; 100 counselled parents, 150 people involved in developing early school leaving prevention programs.
INFORMATION/ CONTACT	www.frccf.org.ro

TITLE	Education, the chance to society of knowledge
KEYWORDS	Quality, educational service, knowledge,school leaving
LOCATION	Bucharest, Ilfov
PROMOTING ORGANISATION	The Ministry of Education
DURATION	From 14 April 2014-13 November 2015
DESCRIPTION	The project aims to support through The School Family program the students at risk of school leaving and also the parents. Supporting, through the Second Chance type program the efforts to integrate within the educational system the students who already left school; training the staff involved in the programs addressing the two mentioned

	categories of students.
RESULTS/IMPACT	230 students from vulnerable groups supported in school; 230 parents counselled; 360 youths who already abandoned school involved in the Second Chance program; 150 teachers trained.
INFORMATION/ CONTACT	http://proiecte.pmu.ro Alexandru Preda

2.SOFT SKILLS TO MEET THE NEEDS AND COVER THE GAPS

We distributed 65 paper-based questionnaires to 60 students, aged 15-17, 20 boys, 40 girls and 5 teachers from Gheorghe Lazar National College for the survey on the existing needs, best practices, and soft skills required. We explained the aim of the survey and answered any question they asked. The survey took place in the pupils' classrooms some of them during the morning some of them during the afternoon.

We proposed the semi structured interviews prepared by the Partner from Folkuniversitetet, granting the interviewees an open, safe and trusting atmosphere. We collected personal information on seven interviewees: 5 teachers of Gheorghe Lazar National College and 2 employers, an engineer and a doctor. The interviews took place at school.

The *focus group* took place also in school. A mixed group of 30 stakeholders, teachers and employers, took part in the focus group. They met at Gheorghe Lazar National College in the library. The goals of the focus group were to identify 10 common soft skills, needed to meet the existing needs, and to obtain feedback on the research report.

4.1 SURVEY

The following list of items for open, semi structured interview were addressed during the interview:

- INTRODUCTION AND GENERAL INFORMATION
- SECTION 1. NEEDS
- SECTION 2. BEST PRACTICES
- SECTION 3. SKILLS

1. Socio-demographical data about respondents

2. Factors most influencing the decision to quit school (closed questions)

“What would you advise students to prevent early leaving school?” (Open question)

“What would you advise school to do, to prevent this from happening?” (Open question)

“What would you advise parents to do, to prevent this from happening?”(Open question)

3. Best practices

Measures taken to prevent early school leaving

Measures considered the most effective

List of recognized best practices within preventing early school leaving, known by respondents

4. Soft skills most required on the Romanian labor market (closed question)

Table 1 - Factor influencing the decision to quit school

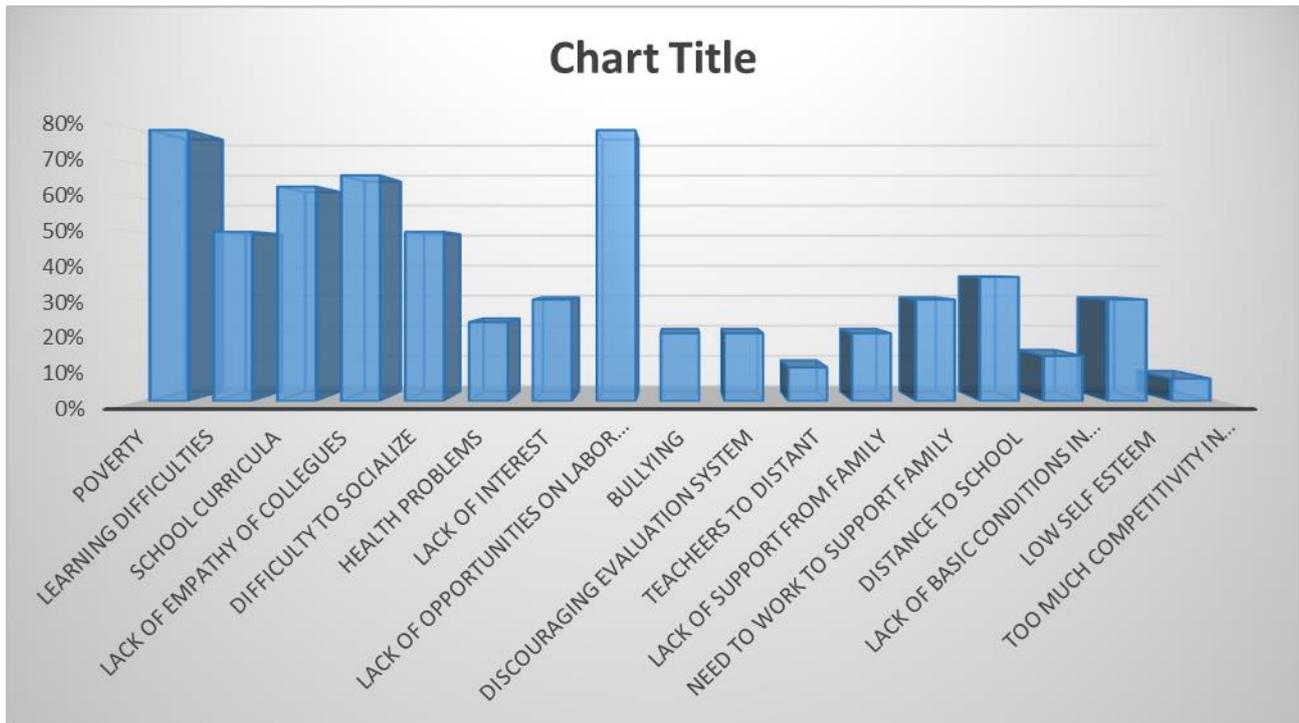


Figure 1: Factors influencing the decision to quit school

The respondents of the survey think that the factors which most influence the decision to quit school are:

- Poverty
- Learning difficulties
- School curricula
- Lack of empathy of colleagues
- Difficulty to socialize
- Health problems
- Lack of interest
- Lack of opportunities on labor market
- Bullying

- Discouraging evaluation system
- Teachers to distant
- Lack of support from family
- Need to work to support family
- Distance to school
- Lack of basic conditions in school
- Low self esteem
- Too much competition in school

The most important of all are poverty and lack of opportunities on labor market.

To the open question “**What would you advise students to prevent early leaving school?**” the respondents answered that the students at risk should:

- Think about the importance of education for future life
- Everything is possible if you have knowledge and you are good in what are you doing
- Ask for teachers, friends or families’ support
- Don’t give up, think carefully before taking a decision
- Follow your skills in choosing the right school
- Be committed in what they are doing
- Think about those young people who would like to but can’t go to school

To the open question “**What would you advise school to do, to prevent this from happening?**” the respondents suggested schools and teachers should:

- listen to students
- be more motivating and motivated
- judge results, not students
- take notice of the first signs of potential early school leaving and react to it immediately and speak to their families
- be aware of different learning needs and encourage students’ interests
- involve students in extra curricular activities
- give students individual support, particularly in cases of “special needs”, identifying their personal strengths and weaknesses

- learn from the mistakes and from the positive experiences of colleagues
- propose funny and pleasant activities
- offer psychological support
- be understanding and supportive
- create an environment to support social learning, active listening and caring observation
- look for common pathways working together with families
- attend training programs to develop professional skills, learn innovative strategies
- promote the extensive use of technology

To the open question “**What would you advise parents to do, to prevent this from happening?**”, the respondents advised parents to:

- Help their children to build their self-esteem
- Seek interaction with school to develop a common strategy to prevent truancy and disruptive behaviors
- Keep in close touch with teachers and head teacher if problems occur
- Be close to their children, listen and help them, spend time with them
- Talk to children to fully understand the situation and identify the causes of any problems at school
- Be satisfied with their children’s results
- Listen to their children and trust them
- Attend student/parents/teachers meetings
- Help them be independent

Students know that the measures the school takes in order to prevent ESL are all of the following:

- attendance tracking and monitoring
- learning support programs
- social and personal development program
- parental program and family support

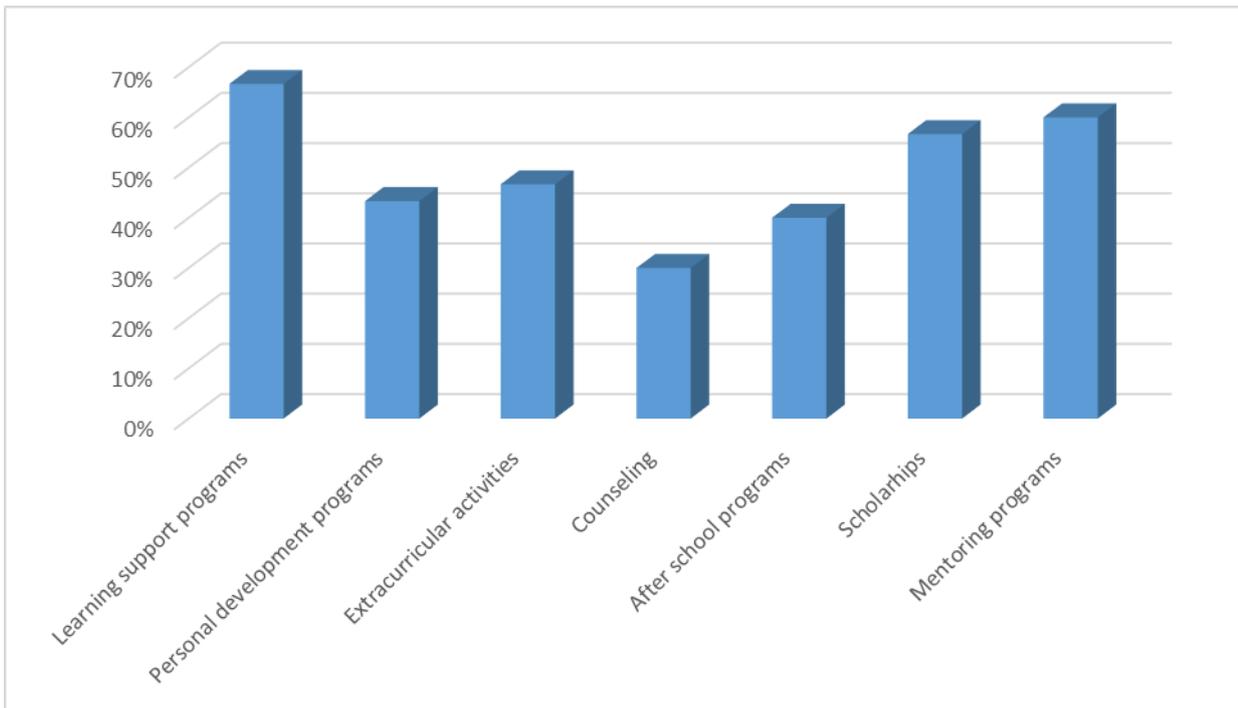


Table 2: Measures to prevent ESL considered most effective

As we can see from table 2, the measures the respondents consider most effective are:

- learning support programs
- mentoring programs
- scholarships
- extracurricular activities
- personal development programs
- extracurricular activities
- after school programs
- counseling

They don't know about best practices within preventing ESL.

In table 3, we can see the soft skills they consider most required on the Romanian labor market :

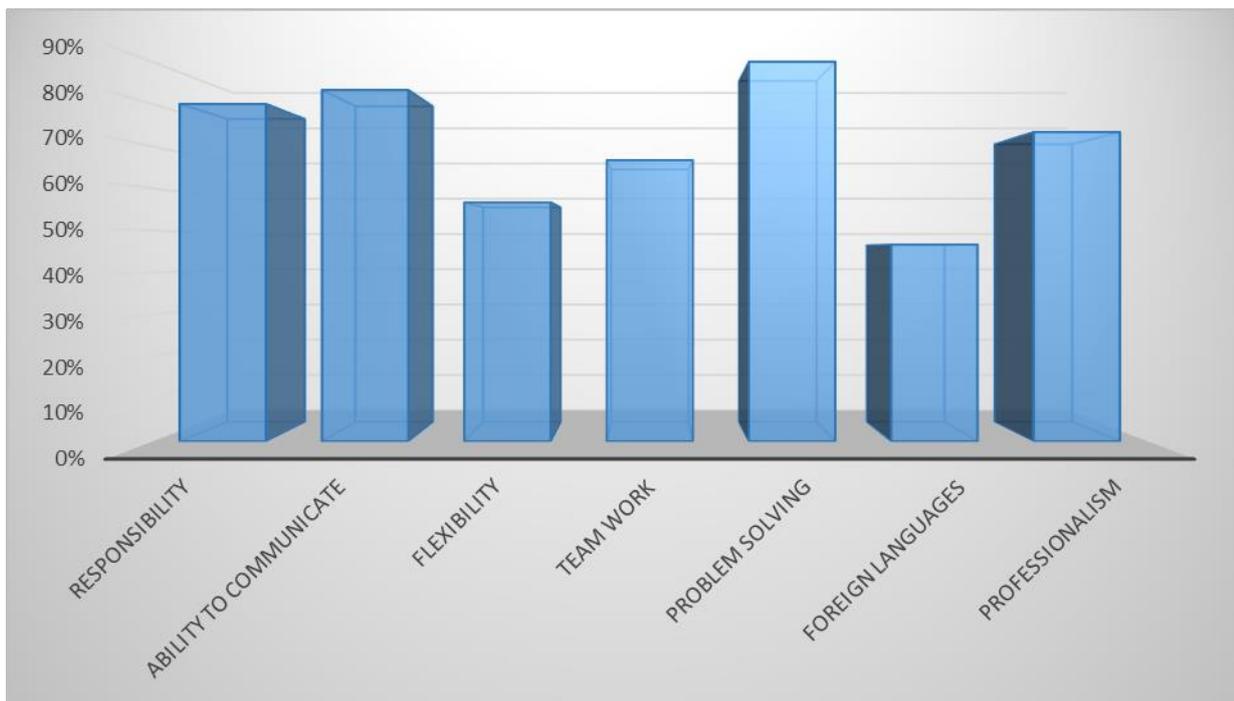


Table 3: Soft skills most required on the Romanian labor market

- problem solving
- ability to communicate
- responsibility
- professionalism
- team work
- foreign languages

4.2 INTERVIEWS

After a short introduction by the interviewer and general information about the interview, there were 3 sections:

Section 1. Needs

1.1 General information on National/regional/organization policy on ESL

1.2 Factors of early school leaving

1.3 What in your opinion are the needs of schools in terms of preventing ESL?

Section 2. Best practices

2.1 Measures taken by schools

2.2 Perception of effectiveness of measures taken

2.3 Ideas for increasing effectiveness

Section 3. Soft skills most required on the labor market in your region/country

Section 1. Needs

1.1 General information on National/regional/organization policy on ESL

The **teachers interviewed** have some general information on the prevention of early school leaving, and on actions and strategies adopted by schools, in particular those actions concerning family support, individual support, learning support, educational counseling, but they didn't have information about the size of the issue of ESL in their school, or on the ESL rate in the past few years. They think the percentage of ESL in their School is 5%, and that isn't far from reality.

One of the teachers interviewed, who comes from previous experiences from another school, explained how different and more serious is the situation, in schools where students come from very poor family. Teachers, propose them any kind of extracurricular activity which can be involving to motivate them not to abandon school.

The **employers interviewed** have no idea of the policies to prevent ESL, and believe that schools and families are responsible for that.

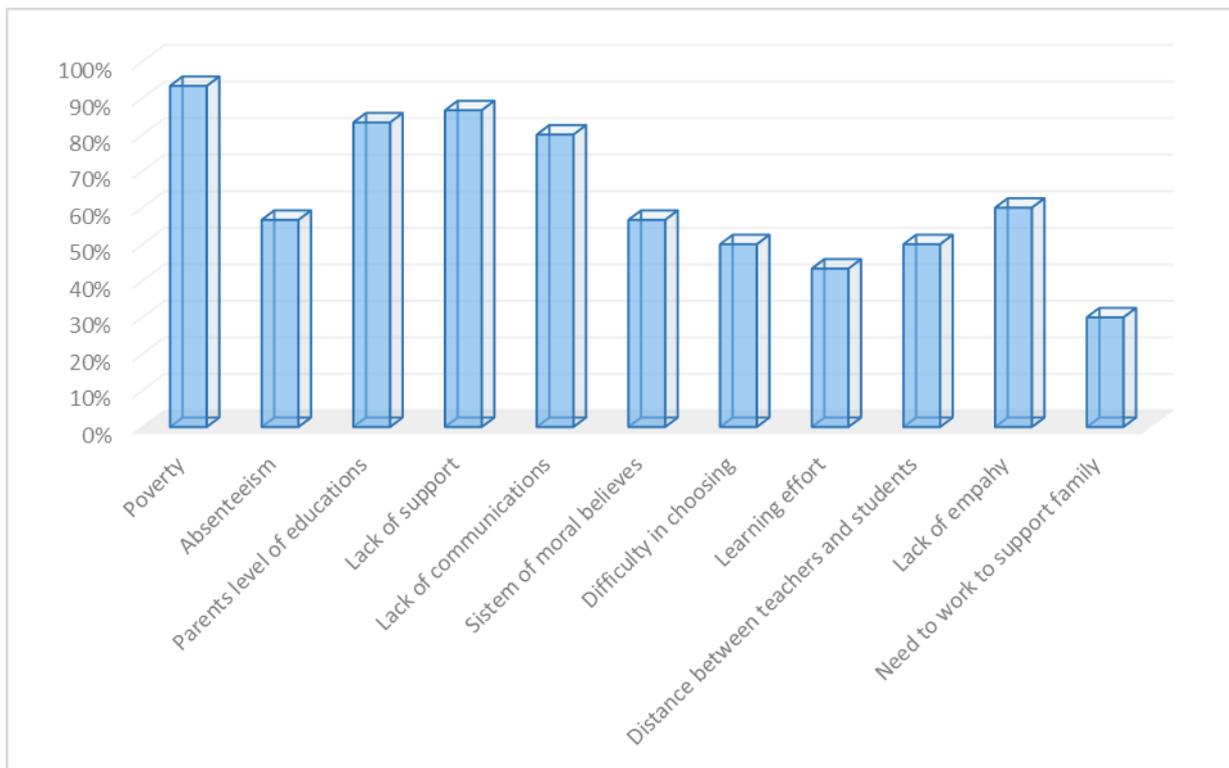


Table 4: Factors which teachers consider most influencing for ESL

As shown in table 4, the factors related to the capacity and competence for studying which the interviewees consider to play a decisive role in ESL are in the following order:

- poverty
- parents level of educations
- lack of support
- lack of communications
- system of moral believes
- lack of empathy
- absenteeism
- difficulty in choosing
- learning effort
- distance between teachers and students

- need to work to support family

With respect to the educational field, the most decisive factors are considered:

- poverty
- parents level of educations
- lack of support
- lack of communications

For the factors concerning orientation on study and career choice, the most relevant factor is considered the satisfaction of choosing.

A particular attention is given to the sense of “I am in the right place”, adjustment skills are both considered relevant factors.

As regards career-orientated learning climate, they indicate the following: personal experiences, ambitions, a safe place, focus on practice and learning from good practice examples.

The employers think that the most decisive factors are related to:

- Career orientated educational program: focus on practice, sharing the experience of success
- Career orientated educational program: focus on developing skills
- Emotional engagement
- Ethics

About the ways schools in Romania address these factors, both teachers and employers indicated the following actions:

- Education counseling
- Attendance tracking and monitoring
- Learning support programs
- Parental program and family support

- Teaching students how to face problems
- Increasing students' motivation, developing their talents
- Improving study skills
- Increasing curiosity

Both teachers and employers think the main need of the school in terms of preventing ESL, is to offer extra courses, such as the management of time, language courses, ITC etc

Section 2. Best practices

2.1 Measures taken by schools

The school takes the following measures for preventing ESL

- The school monitors attendance of the students and informs families if the number of days on which the students are absent is too high: they can't miss more than 25% of school days.
- Parents and families are always kept informed about the situation of their children.
- Some students with emotional and behavioral issues are advised to talk to the school psychologist
- Teachers organize learning support programs, or they let older students help the younger and weaker ones.
- Pupils and parents are involved in school decision.
- Individual learning support, flexible learning pathways, high quality teaching, and learning based on student-focused methods are a substantial part of school policies aimed at reducing ESL
- Extra-curricular activities provide opportunities for young people to develop a sense of belonging and to find out about their skills

2.2 Perception of effectiveness of measures taken

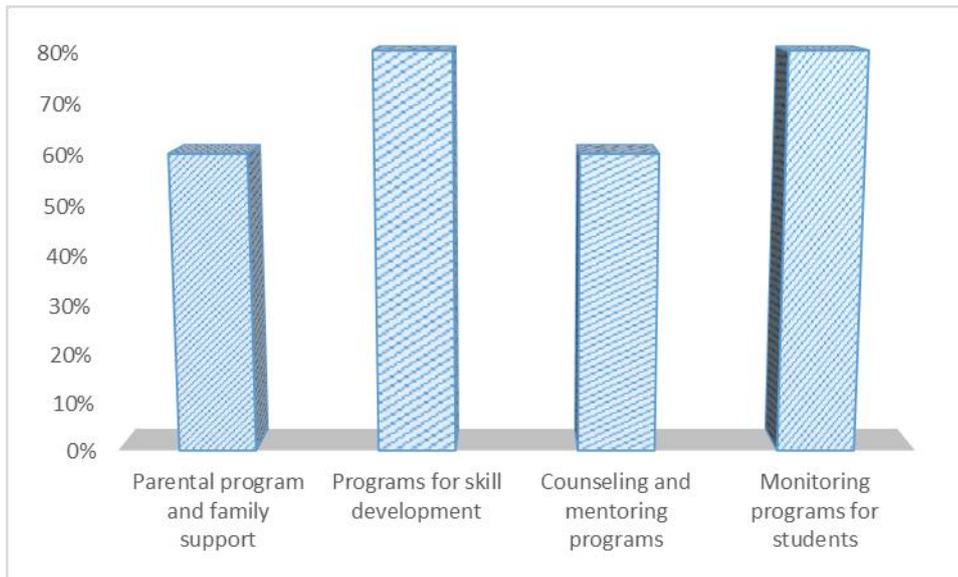


Table 5: Effective measures the school takes in order to prevent ESL

The measures both teachers and employers perceive as effective are (table 5):

- programs for skill development
- monitoring programs for students Learning support programs
- counseling and mentoring programs
- parental program and family support

2.3 Ideas for increasing effectiveness

Employers and teachers' suggestions on what should have been done in the period prior to ESL are the following:

- Motivating students by listening to them
- Developing soft skills
- Decreasing the distance between teachers and students
- Proposing extra curricular activities
- Increasing communication and cooperation among teachers

Section 3. Soft skills required

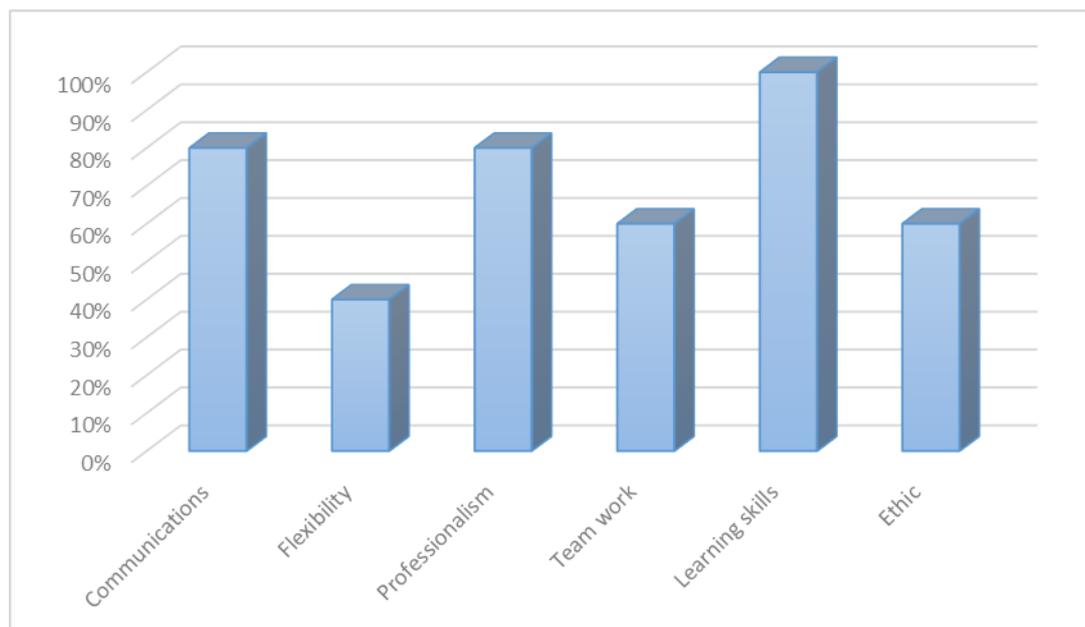


TABLE 6: Soft skills most required on the Romanian labor market according to teachers

According to teachers the soft skills most required on the Romanian labor market are the following:

- learning skills
- communications
- professionalism
- team work
- ethic
- flexibility

According to employers the soft skills most required in the Romanian labor market are the following:

- 1.Responsibility
- 2.Interpersonal skills
- 3.Work ethic

4.3 FOCUS GROUPS

On January 31st 2017 twenty three among teachers, employers, parents and stakeholders met at GHEORGHE LAZAR NATIONAL COLLEGE to obtain feedback on the research report. The participants started with a brief presentation of the findings from the surveys and interviews effected among learners, teachers and employers, and were encouraged to focus on national or regional needs. This is a description of the key issues and points raised during the discussions on the results of the research, along with the varied inputs of participants over the course of the session.

- Preventing early school leaving means to develop students their potential as human beings, and for the future as citizens and as stakeholders in the economy and in our society.
- Young person should have equal access to quality. They also have the right to an inclusive education and to develop his/her full potential. Schools should promote tolerance, mutual respect, equal opportunities, social integration, intercultural understanding and a sense of belonging.
- Quality of education systems also have a strong impact on learners' participation and performance.
- Students' relationships with teachers has positive and long implications for students' academic and social development.
- Wonderful teachers help create wonderful students.

- Schools should offer extra-curricular activities to help students overcome their learning difficulties, improve their study skill, by giving directions without judging them.
- Many students lack experience with effective methods of study;
- Learners should be ensured with career education and guidance, more flexible are available.
- Counseling and psychological support should be provided by the school.
- Educational system has to provide teachers, school leaders and other staff the skills, competences and background knowledge needed to understand possible risk factors that might lead to disengagement or early school leaving.

They all talked about the importance of bringing closer the education system and the labor world. Teachers have to identify soft skills most required to the labor market, to integrate them in the teaching and learning process, in order to develop the future workers with the 'right' competences

The group identified the top 10 soft skills perceived as the most important:

1. Learning skills
2. Responsibility, flexibility
3. Communication skills
4. Self-esteem,
5. Teamwork
6. Professional ethics
7. Problem-solving, conflict management
8. Creativity

9. Positive attitude

10. Hard working

Giving students soft skills could help them to integrate easier into the society.

The Minister of Education need to understand the importance of interpersonal skills for the students and should include them in their curriculum. All participants had the opinion that teachers should integrate in their teaching methods developing soft skills for students.

Creating a smart environment for students will help them to set personal goals for continuous improvement. So, they can explore their own areas of personal and professional development, they can set goals as well as identifying the best tools to achieve these goals. They also can improve their IT skills and learn how to be perseverant.

4.4 SUMMARY OF THE FINDINGS

Soft skills are qualities which depend on each individual and which mainly consist of intellectual and practical acquisitions. They support the individual in facing daily challenges, especially in their jobs after graduation. These are the skills that a pupil needs to use when risking early leaving school and which the teacher needs to discover and develop. Throughout the period spent at school, developing a friendly environment can represent a chance for those risking dropping out of school. A smart environment can offer the student the instruments for self-motivation and reasons to reach career development.

The group identified the top 10 soft skills perceived as the most important:

1. Learning skills
2. Responsibility, flexibility
3. Communication skills
4. Self-esteem,
5. Teamwork
6. Professional ethics
7. Problem-solving, conflict management
8. Creativity
9. Positive attitude
10. Hard working

3.CONCLUSIONS AND RECOMMENDATIONS

The *Transnational Needs Analysis Report on ESL* identifies the concrete problems and challenges: developing soft skills and competences required by the job markets in the participating countries. It also offers good practices experience on ESL in the partner countries.

In our opinion, the main factors contributing to ESL are: socio-cultural family; teaching methods and school facilities; psychological dimension of the students; distance between schools and labor market.

Different actions have been put in place at national and local level to prevent ESL: Financial supporting for poor families, learning programs, etc.

We believe that a very important measure to help the students in risk is to give them the chance to discover themselves and to develop soft-skills into a safe environment learning. The role of teachers is essential, because they have to become mentors and to be close to the student's families and together to force the civil society to care about the future of the labor market and about the future of their world.