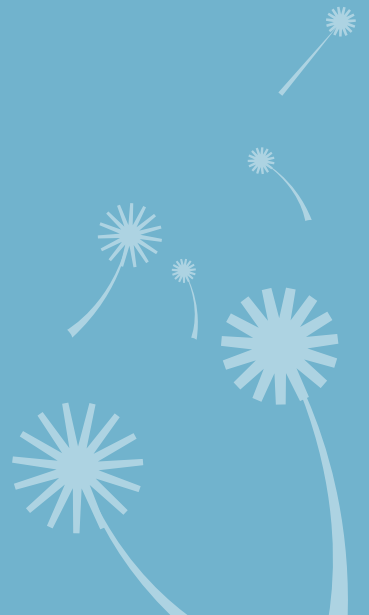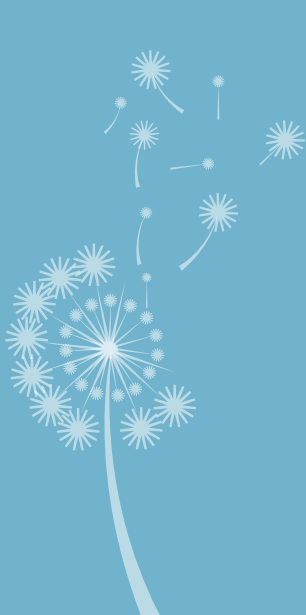# EUMOSCHOOL

Emotional Education for Early School Prevention

Desk Research, Analysis of online questionnaires and interviews

ROMANIA
Developed by
RWCT

INDEX

a) Early school leaving in Romania

A diagnostic study on early school leaving in rural Romania (Fundatia Soros, 2011) which was conducted in 42 schools identified numerous factors that contribute to early school leaving (overwhelmingly, however, of socio-economic nature), and concluded that parents and teachers have the biggest impact on children, which is why their engagement in reducing absence from school and drop-out should be the most significant; they should provide attractive school activities so that the students find the school attractive and enjoy their time in school.

A national level study conducted by Save the Children Romania in 2016 found that while 48% of the children are aware of the meaning of the term 'bullying', only 13% of those children learnt about the meaning of the phenomenon in an educational context, while their main sources of information remain the Internet (35%) and television (30%). As for exclusion from groups, 39% of the children stated that another child had asked someone not to play or talk with them. Insofar as physical violence and humiliation are concerned, 84% of the children had witnessed a child threatening another one, and the same percentage witnessed a child being humiliated by another child. The report presents data which indicates that bullying is treated superficially in educational contexts in Romania, and sometimes the teachers encourage bullying instead of stopping it. However, the report does not relate experiences of bullying to drop-out.

b) Existing Emotional Education practices in the school system in Romania

In the National Strategy for the Prevention of Early School Leaving (2015), there is acknowledgement of the fact that early school leaving may be caused by personal problems, health- or emotion-related issues. Among the strategies to prevent early school leaving (ESL), school level and individualised measures are called for to develop students' 'resistance' to the risk of ESL, which is determined by social, cognitive and emotional difficulties.

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In the recently launched national level project entitled 'Romanian Secondary Education Project' (ROSE), among the eligible activities that the grantee schools may initiate to reduce ESL and increase academic attainment are activities meant to develop students' social-emotional skills.

c) Statistics about Early School Leaving in Romania

The study conducted by a team of researchers from the Babes-Bolyai University of Cluj-Napoca (unpublished) looked at pre-primary, primary and secondary school teachers' attitudes and beliefs about children's and students' emotional and behavioural issues, and found that:

a) between 5-15% of children in Romanian schools and kindergartens show some risk of developing emotional and / or behavioural problems;

b) teachers are aware and accept that they need to intervene actively in early prevention of such problems;

c) approximately 70% of the teachers support the idea that training programmes would have a positive impact on their classroom practice.

In 2013, as compared to the EU-28 average of 11.9%, the rate of Romanian early school leavers was 17.3 %. Although this figure was 1.1 percentage points lower than in 2010, it was well above the 15.9% recorded in 2008. Romania aims to reduce its ESL rate to 11.3% by 2020 (European Commission, 2013).
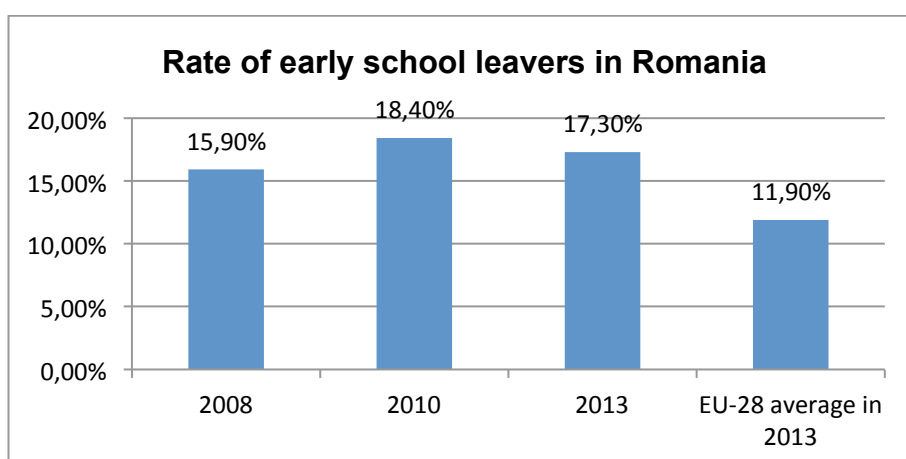
Part of the information regarding the international field are collected in the common international reseach.

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Online Questionnaire Results

Emotional Education

Total answers collected:	100

1. As far as you remember, was Emotional Education part of your initial teacher education?*

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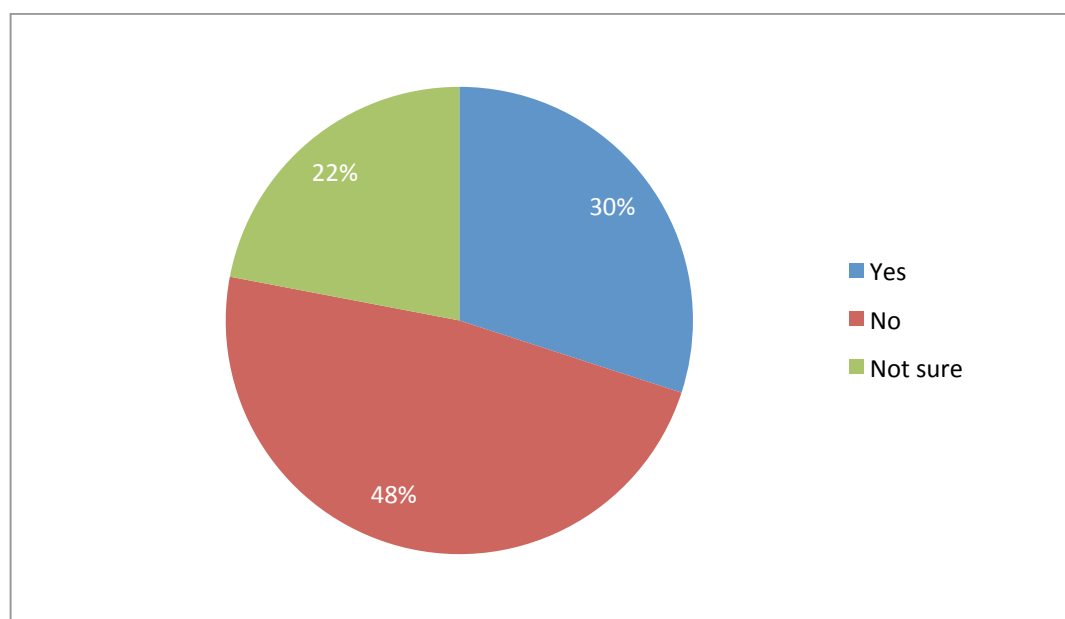
2. Please choose the following scale that describes your situation as far as Emotional Education is concerned:*

a) I am confident that I do my best to provide for my students Emotional Education.
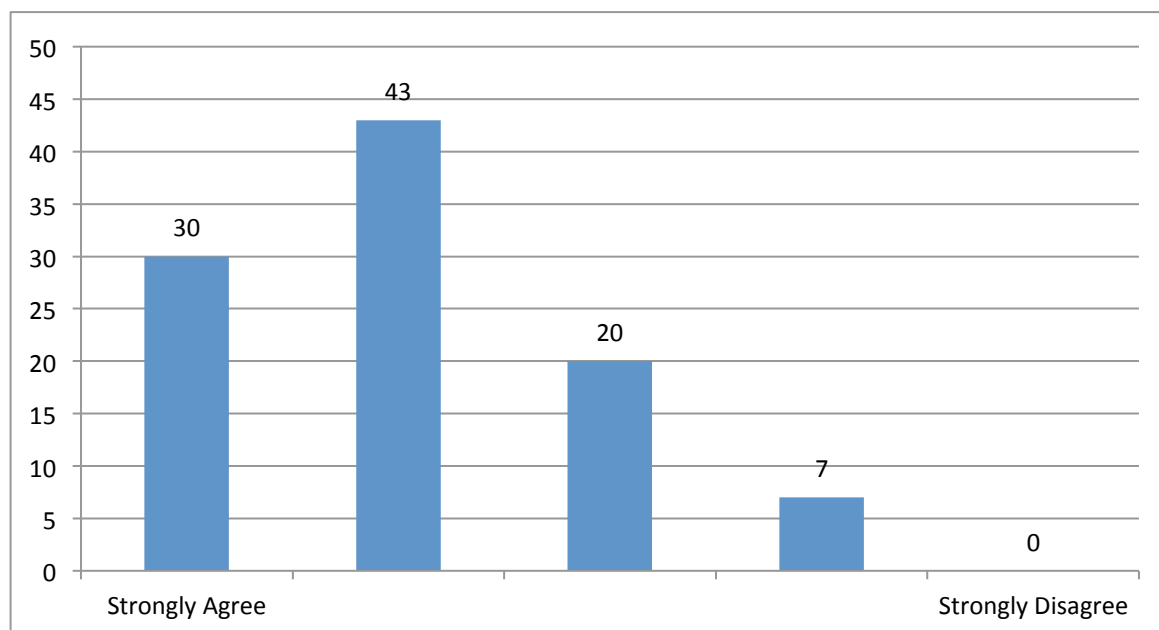
b) I have completed a professional development programme in Emotional Education recently, and I am confident that I do my besto to provide for my studens Emotional Education.
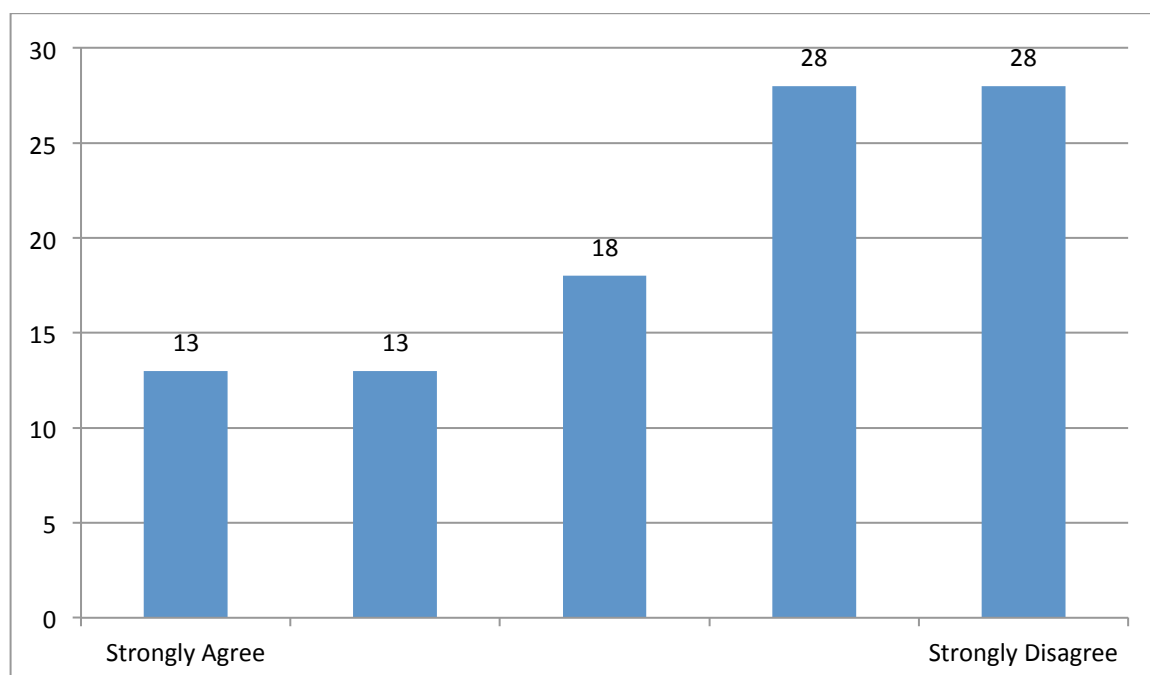
c) I have completed a professional development program in Emotional Education Recently, and – as I would like to learn more – I am seeking new programmes in Emotional Education to participate in.
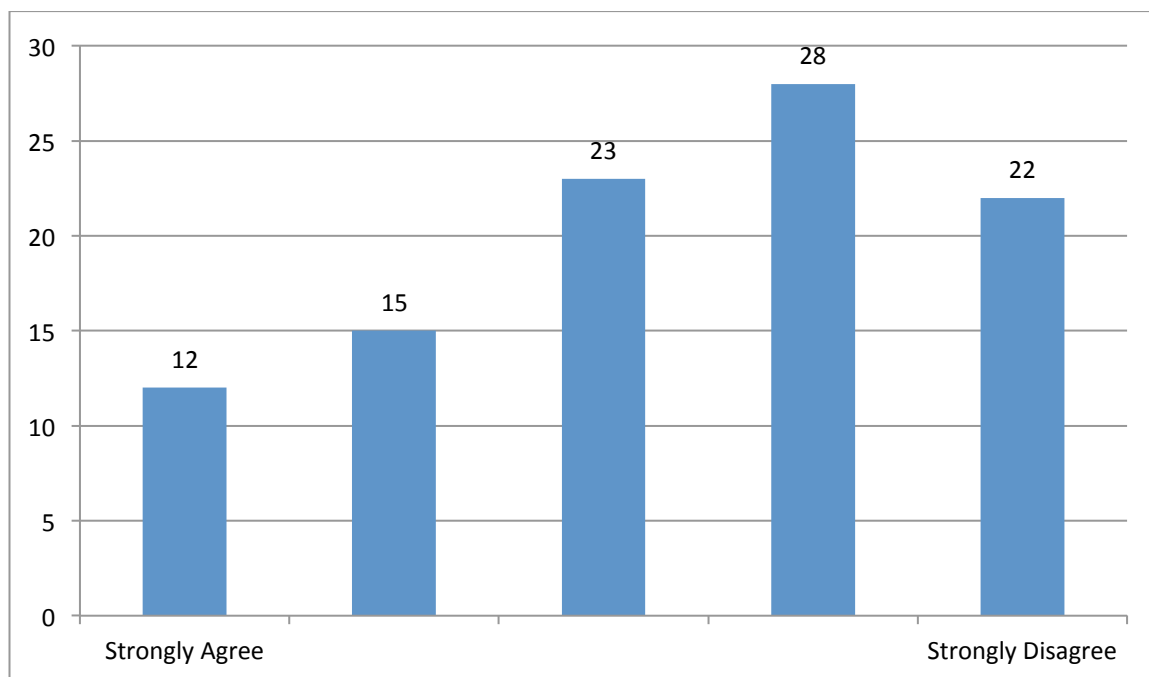
d) I haven't participated in a professional development programme in Emotional Education, but I'd like to do so in the near future.

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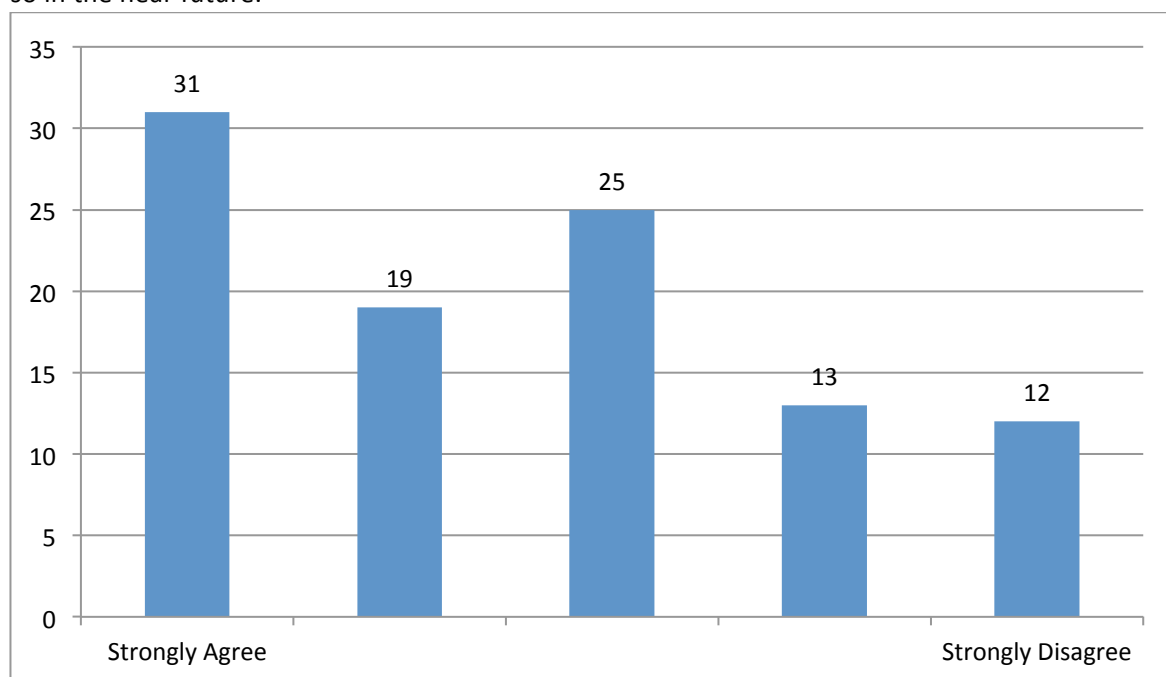
e) I haven't participated in a professional programme in Emotional Education, and I do not intend to do so in the near future.
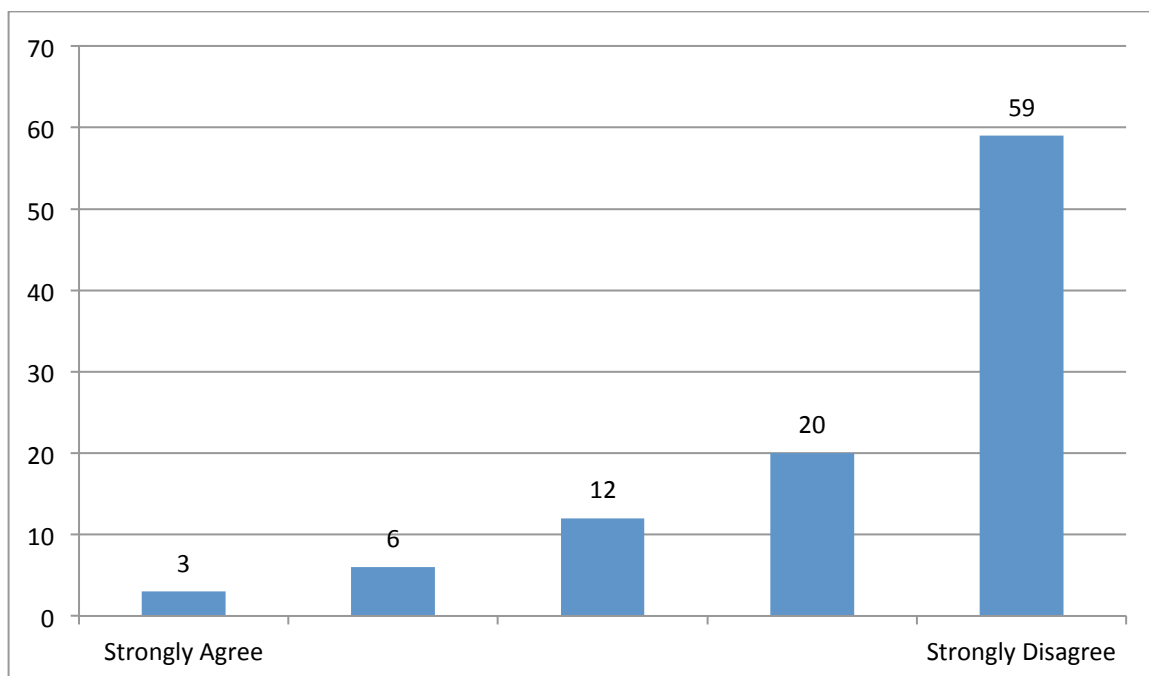
f) I haven't participated in a professional programme in Emotional Education, and I would only to do so if my superior told me to.

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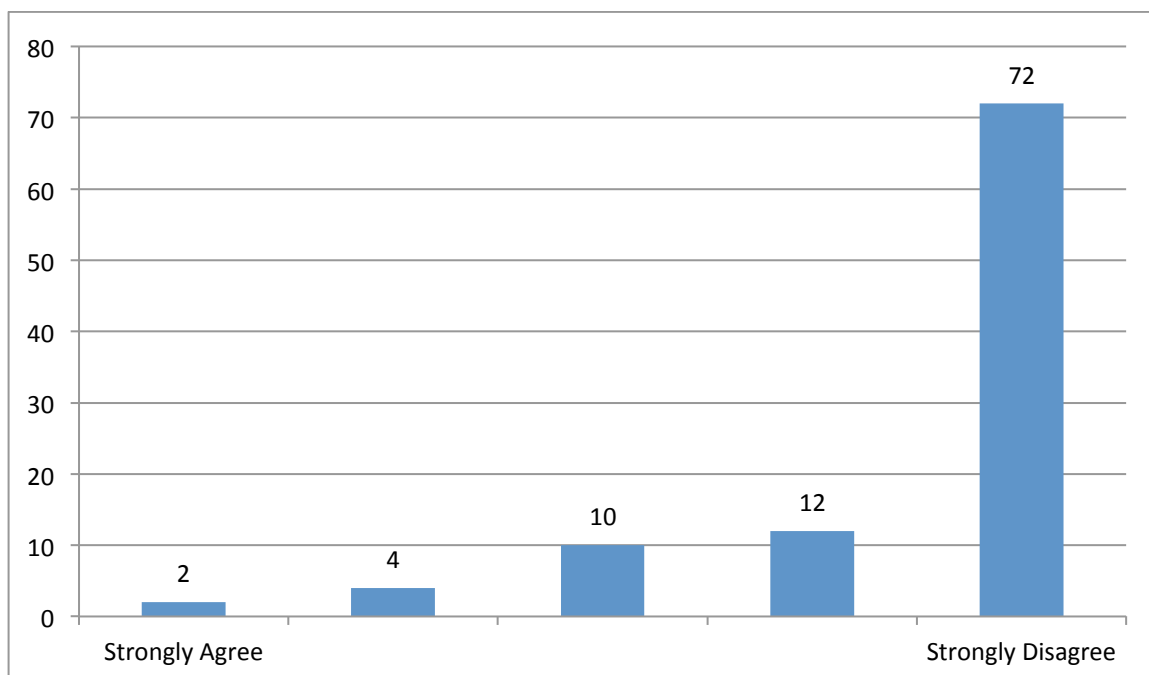
g) Emotional Education is not part of my job.
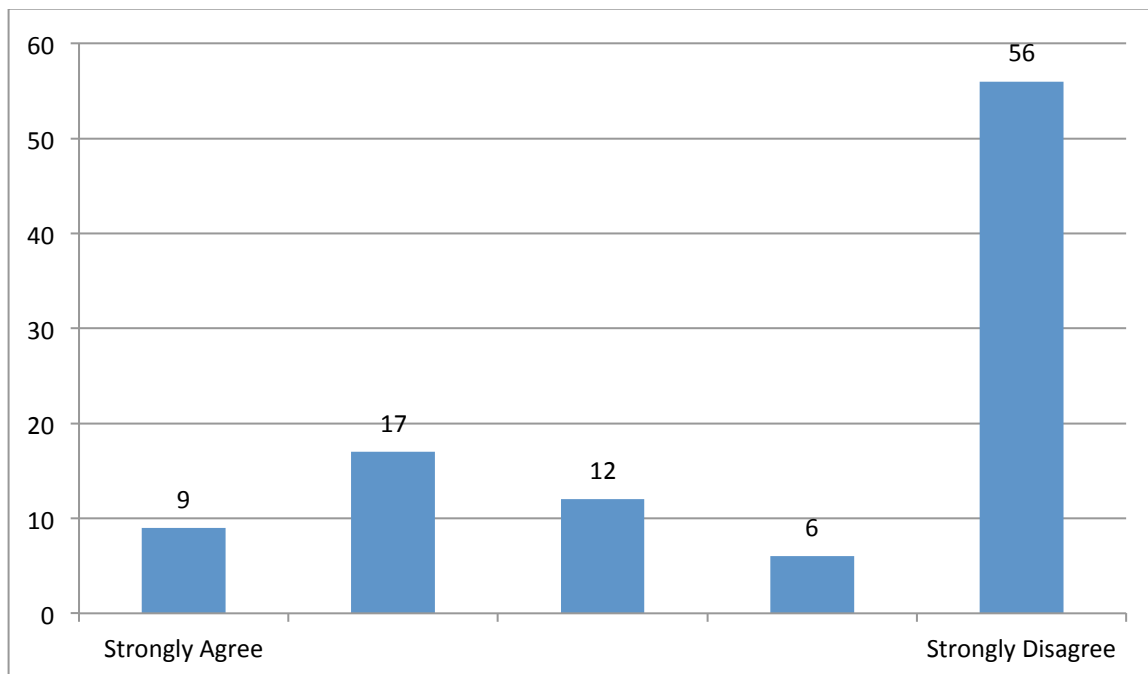
3. Please use the following scale to indicate how much you agree with the following statements:*

a) Emotional Education is an important part of all teachers work
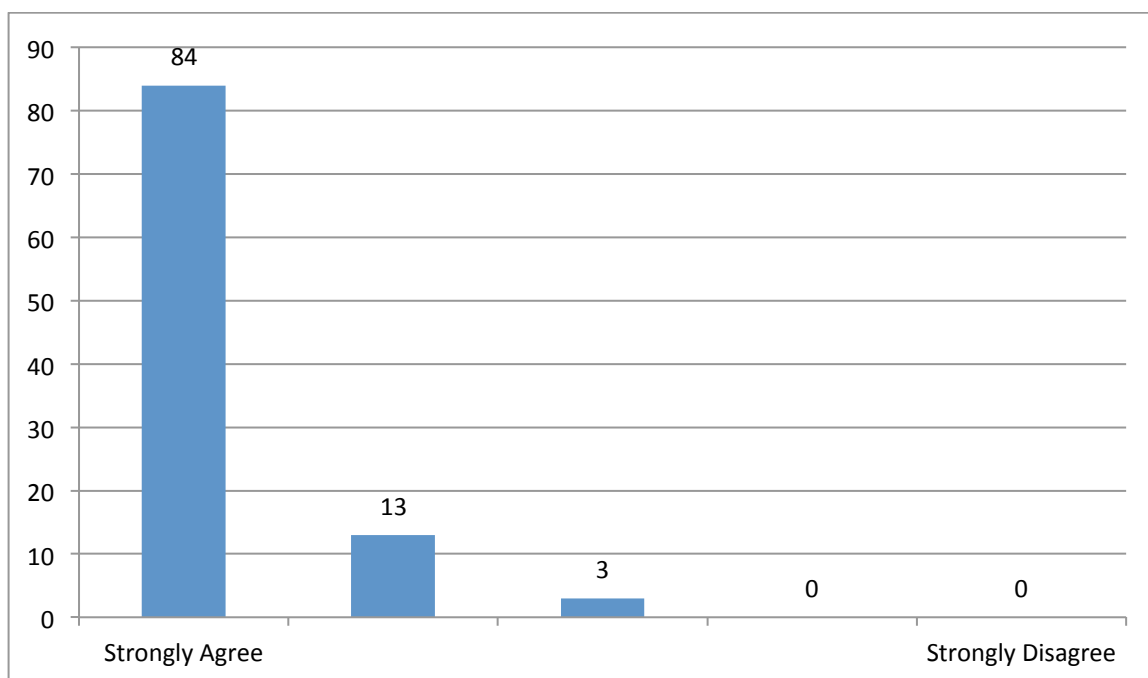
b) Emotional Education is an important part of head teachers work
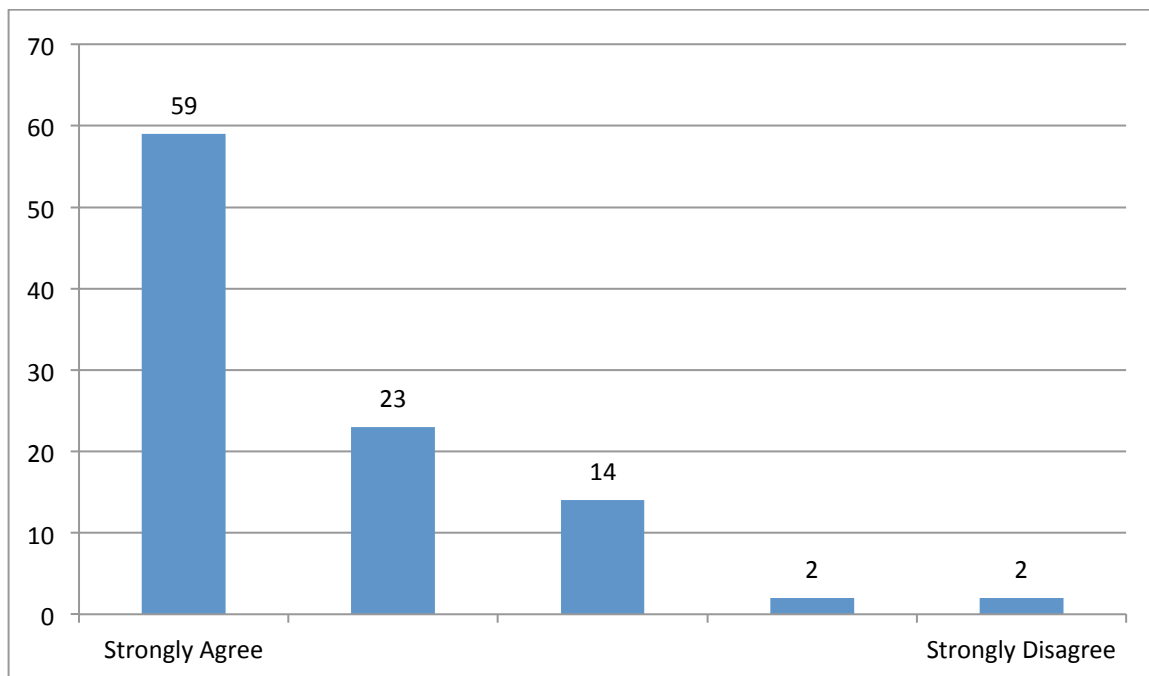
c) Emotional Education supports improved learning performance of pupils.

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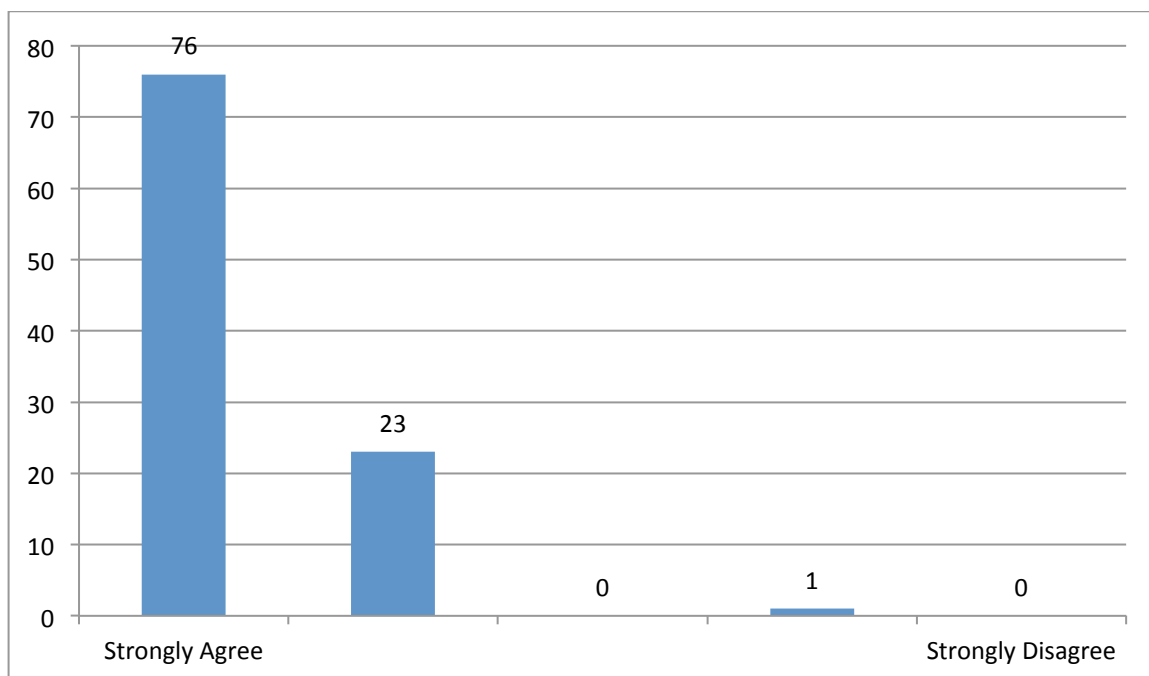
d) Emotional Education contributes to prevent drop-out pupils

e) Emotional distress causes learning difficulties.

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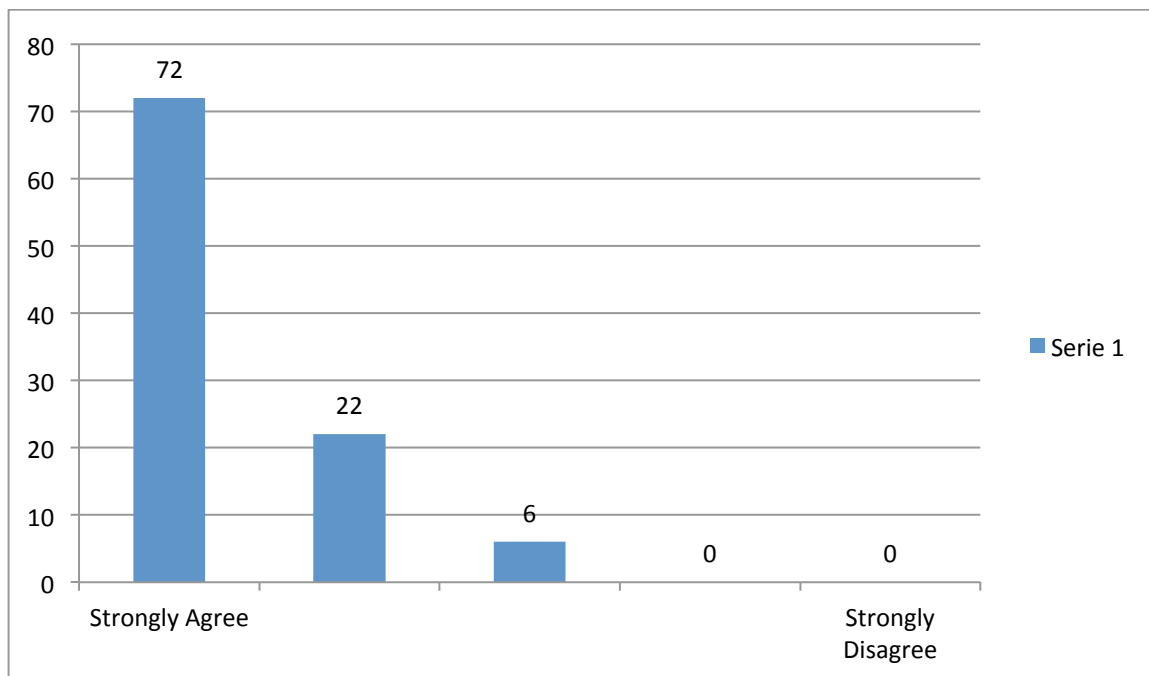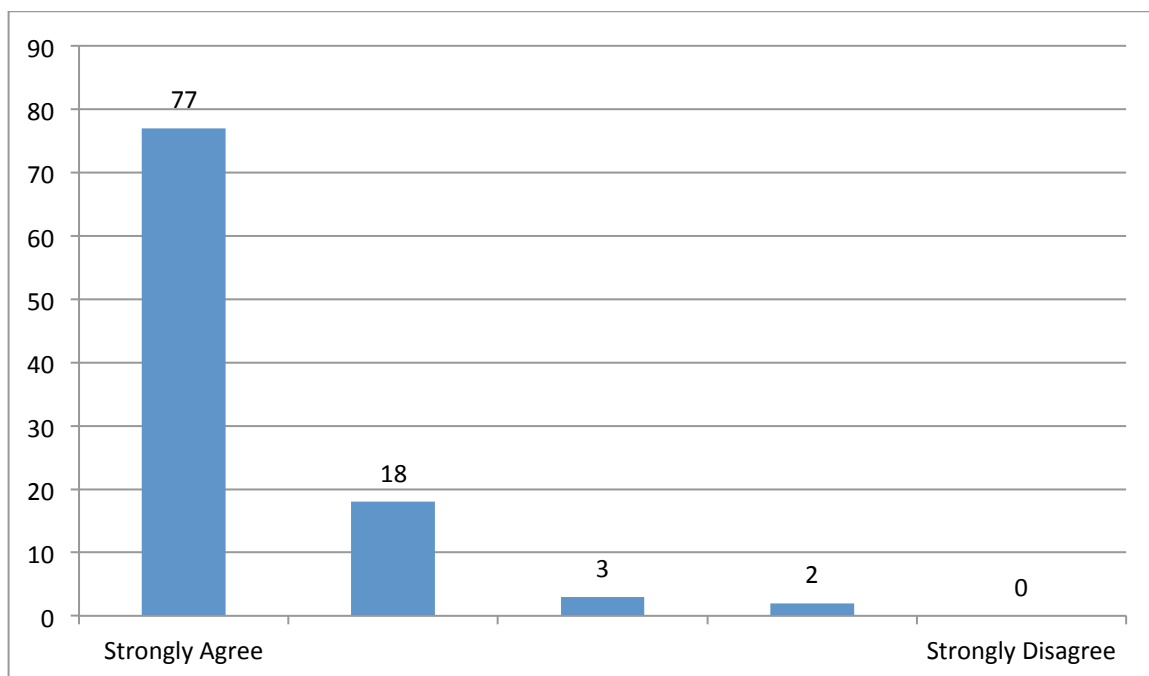
f)   Emotional Education should be dealt with during out-of-classe period.
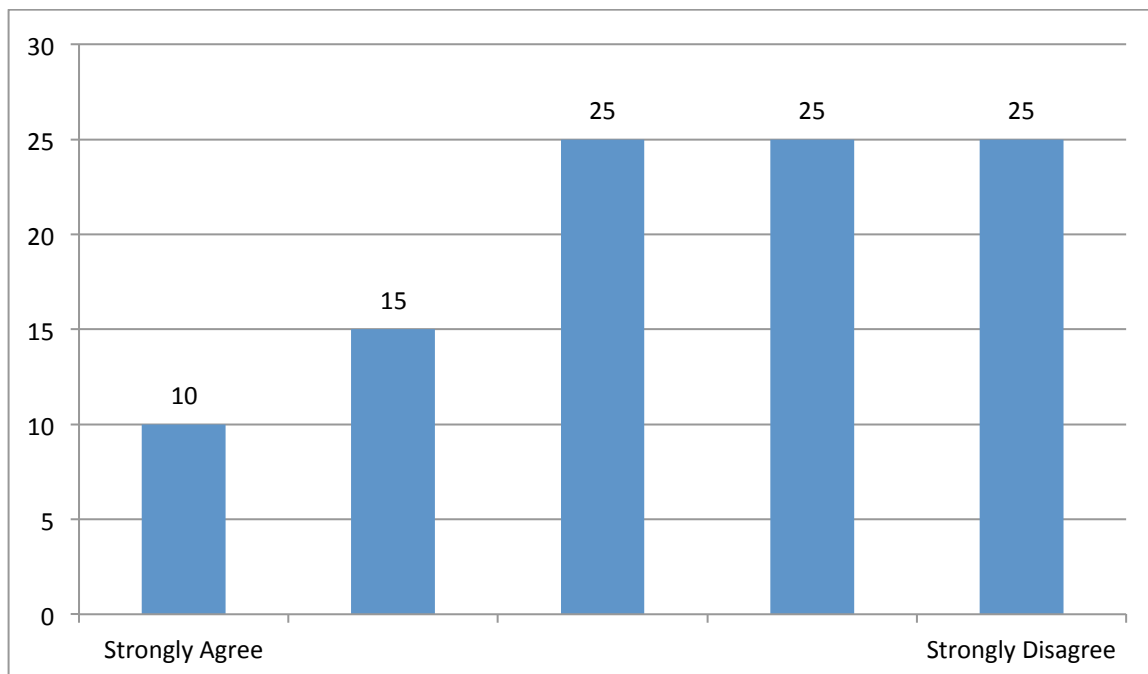
4. Please use the following scale (5 - Strongly Agree; 1 – Strongly disagree) to give more information on who you feel is most responsible for Emotional Education:*

a)   Schools
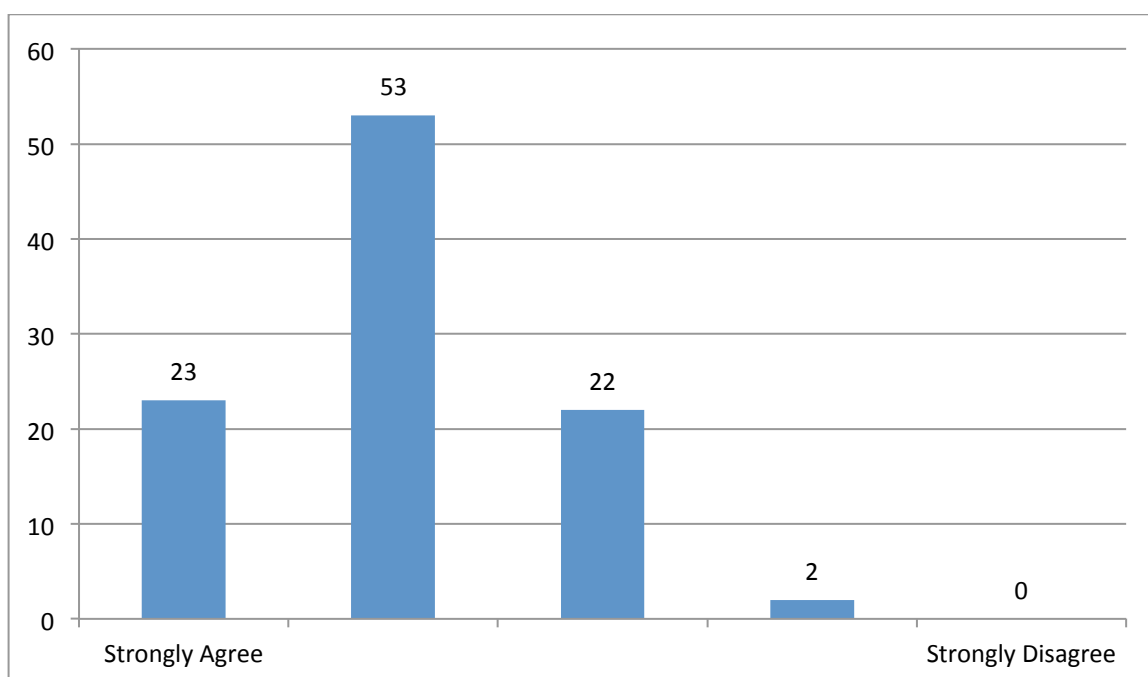
b) Families

c) Kindergarten

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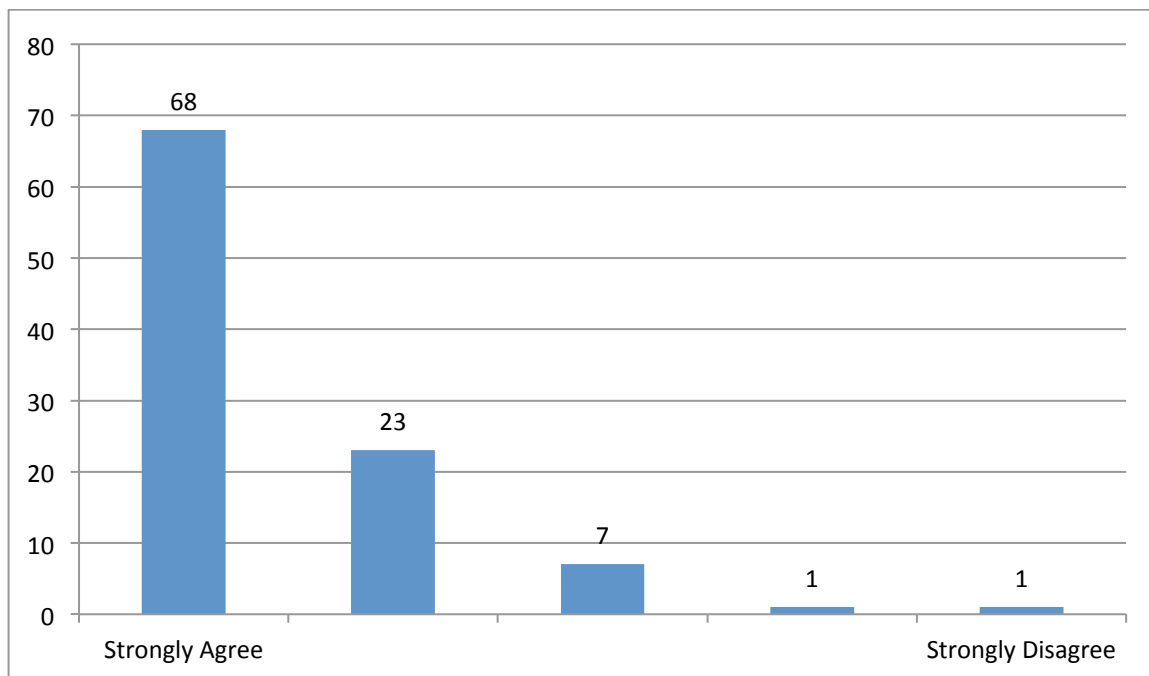
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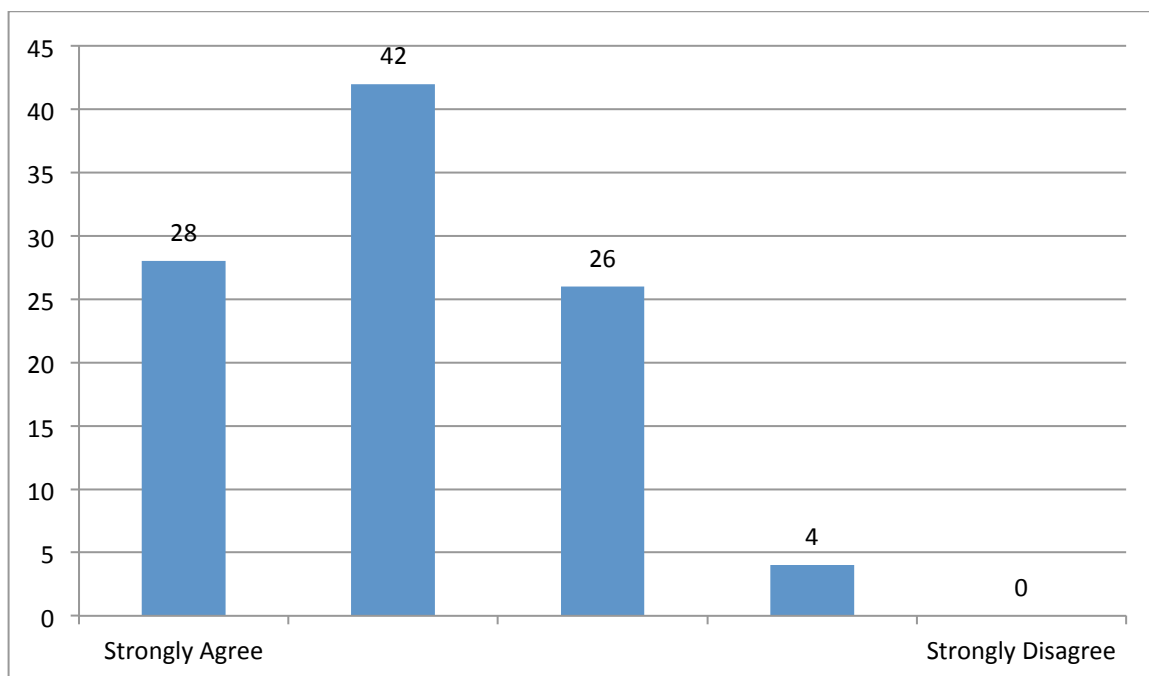
d) Government
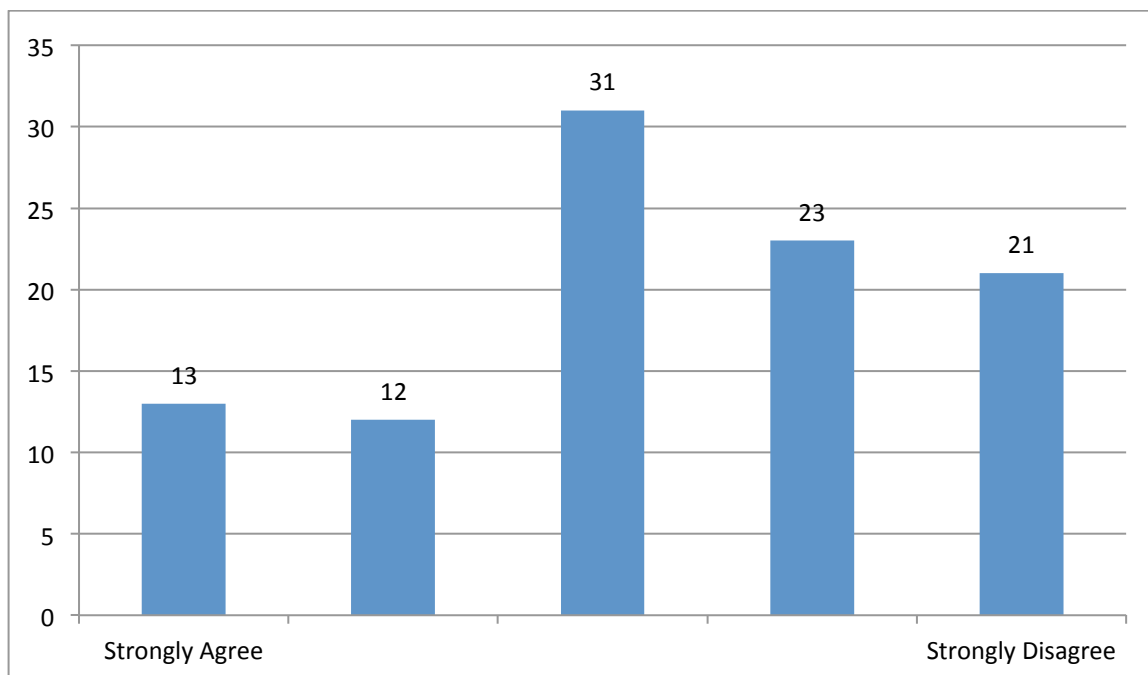
5. How much do you think the following competences is part of the Emotional Intelligence? 1- not at all > 5 very much:*

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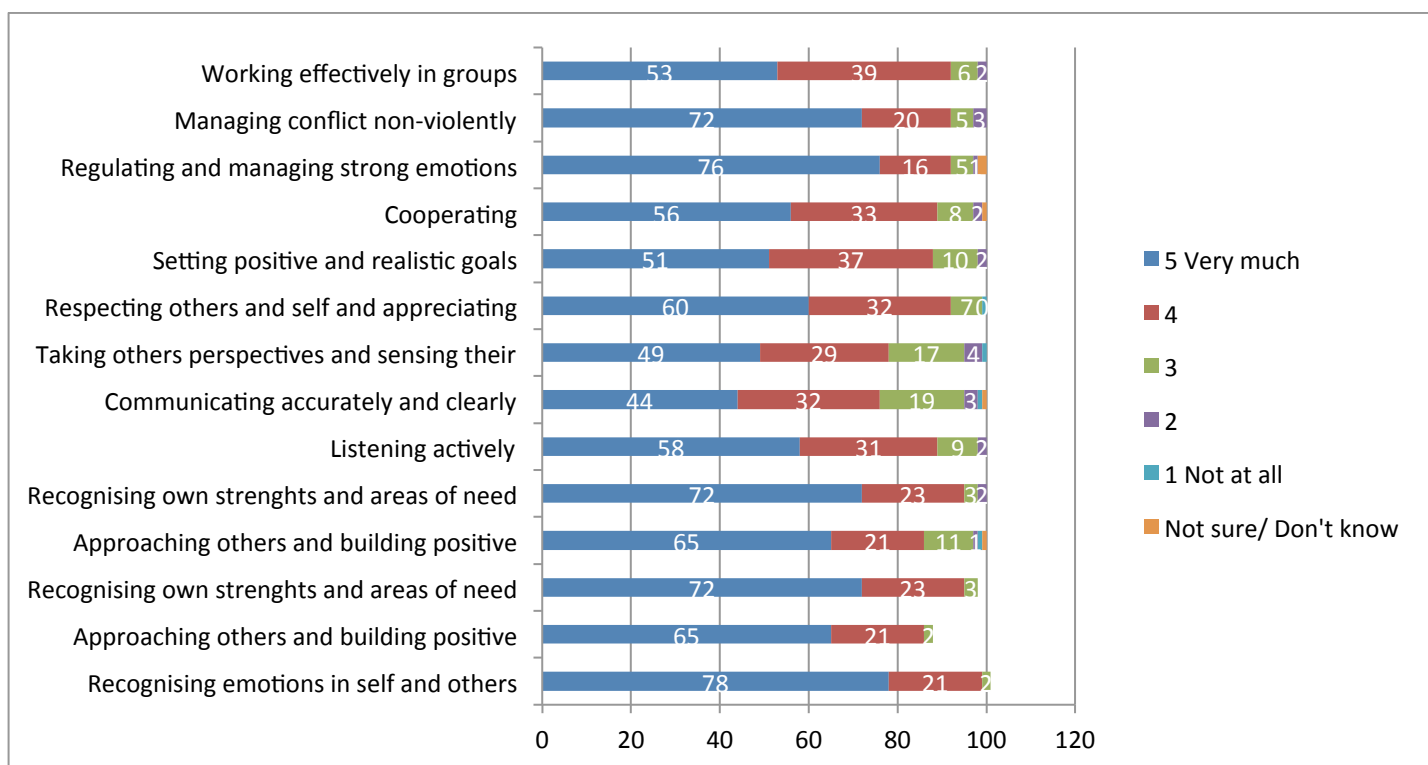
6. Are there any Emotional Education-related learning outcomes/competences in your school curriculum (the one that guides your own teaching)?*
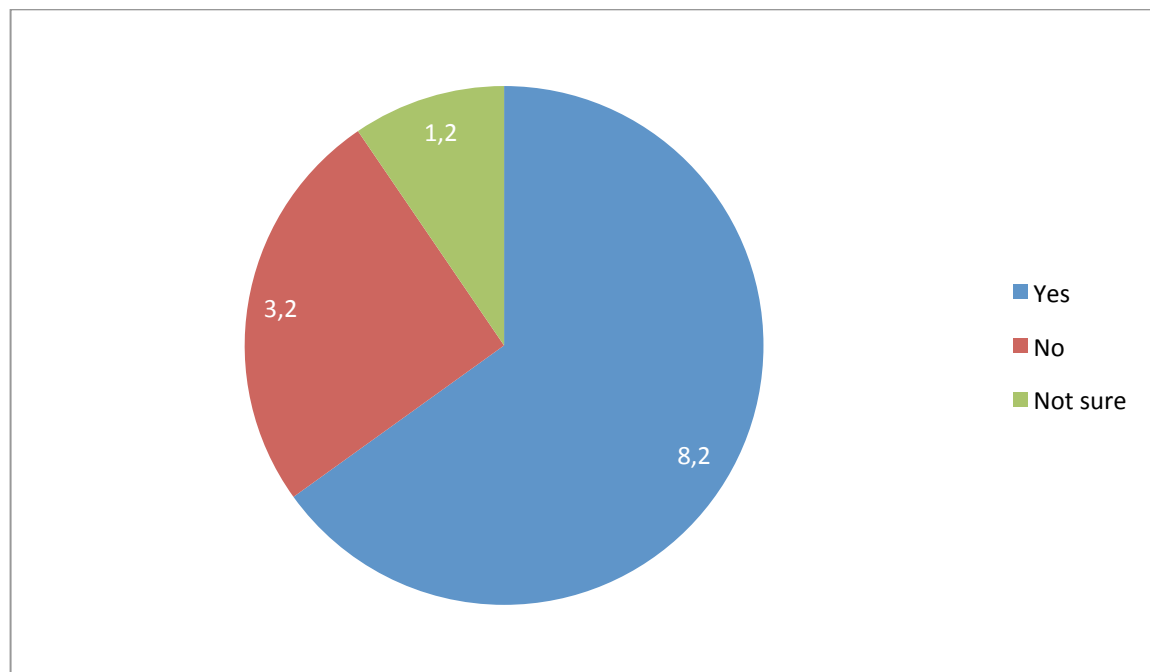
EARLY SCHOOL LEAVING

8. Please choose the best statement defining the current situation regarding Early School Leaving in the school that you currently teach:*

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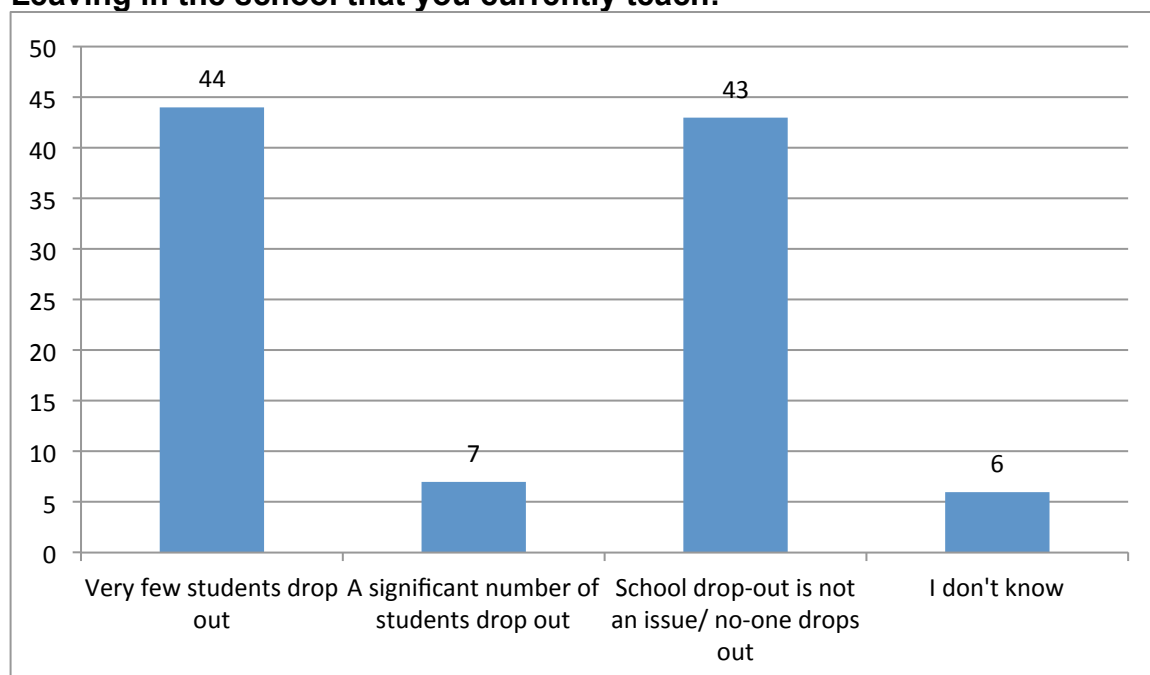
9. Please choose the best statement about your students who you currently teach:*

Category	Value
Most of my current students perform better than the average student in my region	53
Most of my current students perform about the same as the average student in my region	24
Most of my current students perform less well than the average student in my region	9
I am not sure how most of my current students compare to the average student in my region	13
I do not concern myself with how my students perform in comparative terms	1

10. Please use the following scale to define the (top) factors contributing the most to early school leaving/ school drop-out in your region:*

Factor	5 Strongly Agree	4	3	2	1 Strongly Disagree
The family cannot afford to keep the student in education	22	14	21	21	22
The student and/or his/her family feel the school does not welcome the student	4	11	29	29	27
The school provision is irrelevant for the student's/ family's interests in terms of	7	11	25	28	29
The student comes from an unsupportive family background	41	26	16	12	5
The student is unwilling to make an effort to succed	19	33	27	14	7
The student is unhappy in school	13	26	27	11	23
The school fails to provide the support the students would need to succeed	17	22	22	18	21
The stundet has repeatedly proved to be unable to keep up with the school	33	24	21	15	7

11. Gender

12. The level of formal education you have completed:

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13. I teach:

- Language & literature — 30
- Mathematics — 5
- Science (physics, chemistry, biology) — 7
- Social studies (history, economics, psicology, civic education, etc) — 16
- Arts — 3
- Sports — 5
- Religious education — 4
- Technical subjects — 10
- Other — 20

14. I have been teaching for:

I have been teaching for: 8 | 3 | 26 | 63

- Up to 3 years
- 3-6 years
- 7-15 years
- Over 15 years

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15. Type of current school:
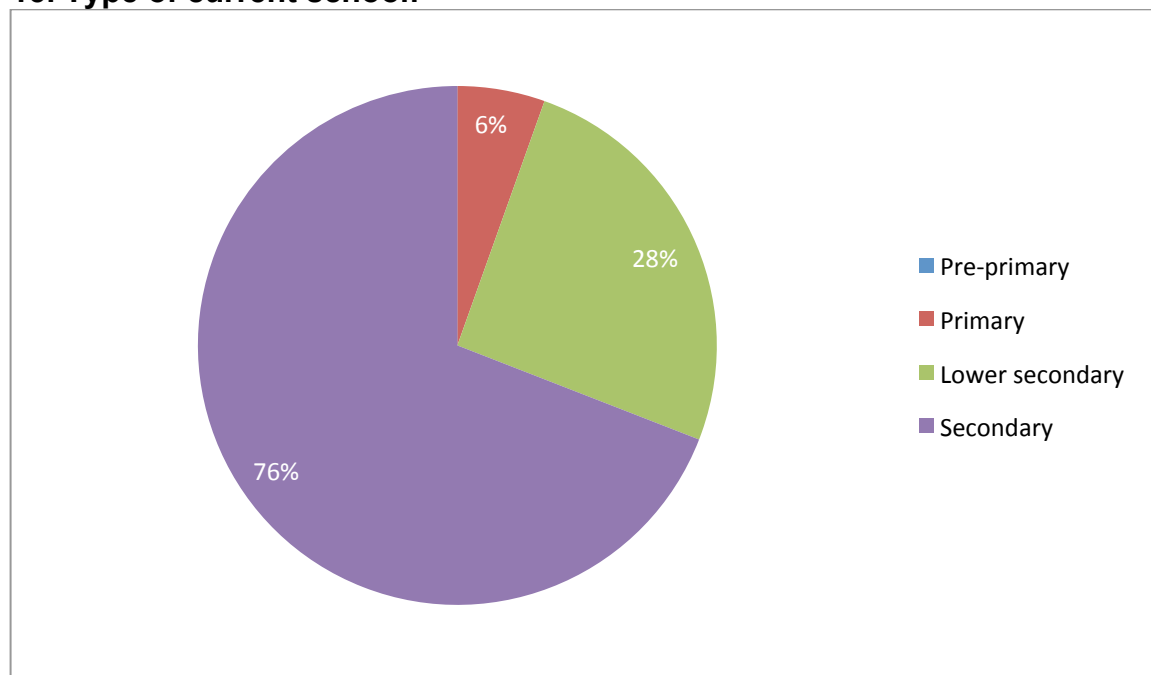
- Pre-primary
- Primary
- Lower secondary
- Secondary

6%
28%
76%

16. How many students does your school have?

How many students does your school have?

%20% 78%

- <250
- 250-500
- 500-1000
- 1000<

0% 20% 40% 60% 80% 100% 120%

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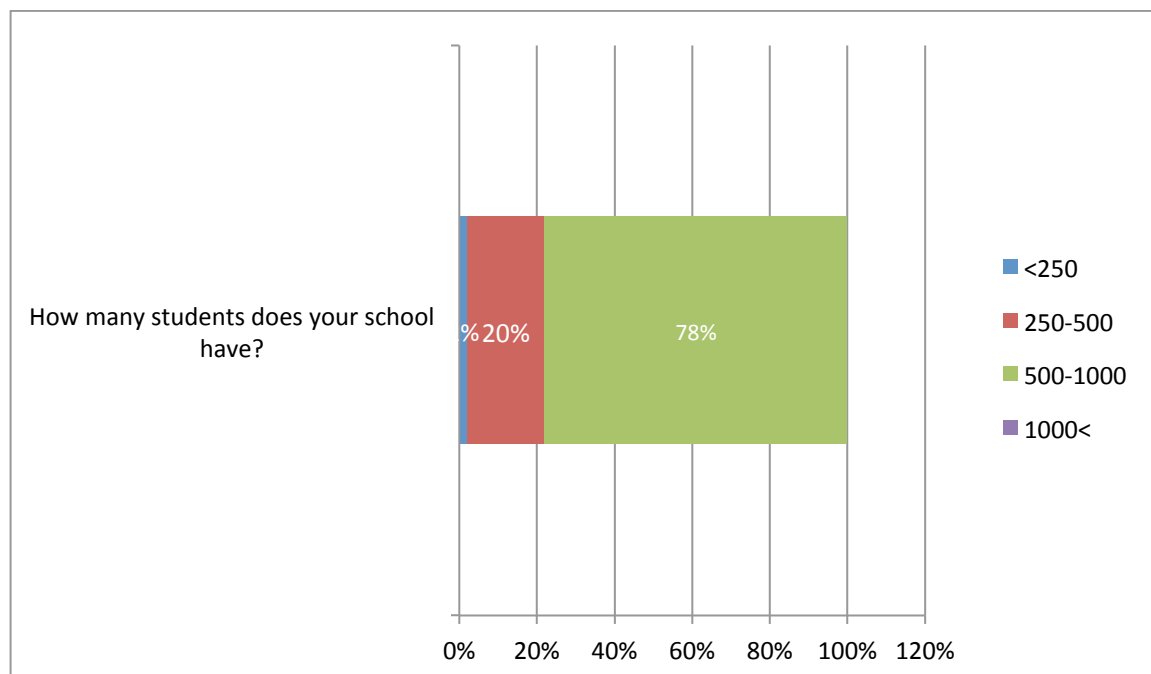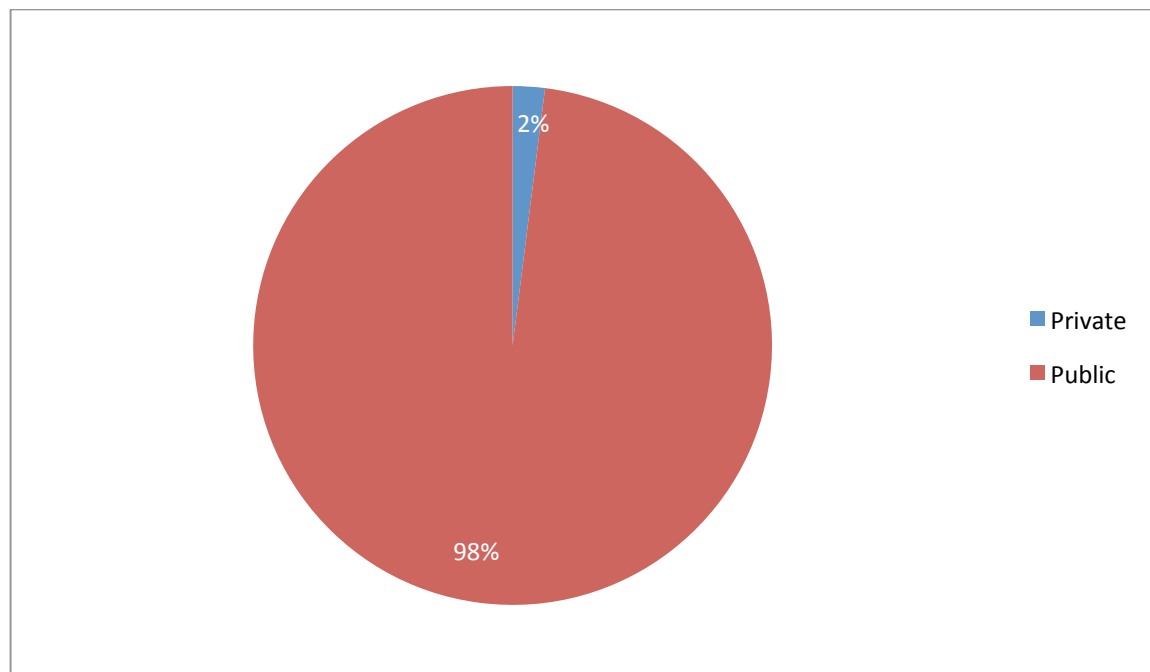
17. Your school is:

1. Background information

There were 100 respondents in Romania, of whom 89% female and 11% male (fig. 1). This is different from the gender pattern of ISCED 1-3 teachers in Romania, on the whole. According to the Eurydice report *Key Data on Education in Europe 2012*, in 2009, 27.6% of the ISCED 1-3 level teachers were male.
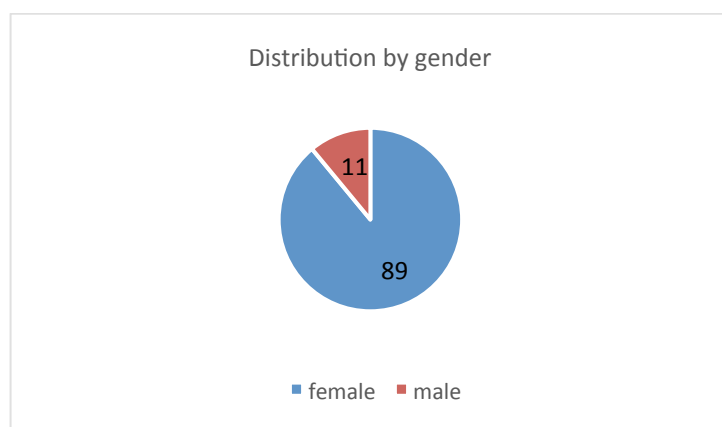
Fig. 1 Respondents' distribution by gender

As concerns the level of education completed, half of the respondents (50%) hold a bachelor's degree, and a significant share (43%) hold a master's degree. There could be a connection between the share of bachelor degree holders and the fact that 63% of the respondents have been teaching for over 15 years, which means that most of them completed initial teacher education prior to the introduction of the three-tiered degree structure as a result of the so-called Bologna process. In essence, this may mean that although they do not hold a masters' degree, teachers will have benefited from training time that in the Bologna process would equal the time allocation for a master's programme.
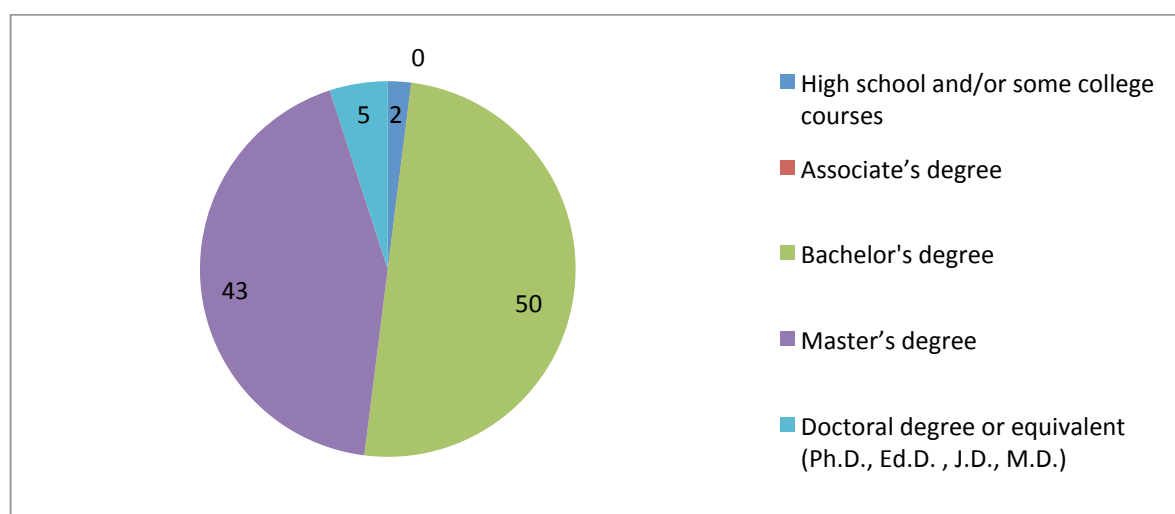
Fig. 2. Respondents' distribution by level of formal education completed

As regards the disciplines taught (Fig. 3), most of the respondents teach language and literature (30%), and social studies (16%). There is a relatively large share of respondents who chose 'other' when filling out the questionnaire, which may be due to the fact that they teach several disciplines and/ or that they teach primary school. While, as a rule, mathematics and science teachers are at least as numerous in schools as language and literature teachers (given the number of hours per week these subjects are allocated in the curriculum), we had fewer respondents from among these teachers (science and mathematics teachers take together account for a mere 12% of the respondents). It should be noted that the respondents were self-selected, i.e. the questionnaire was filled out by teachers who chose to do so. This is interesting in the context in which mathematics is one of the 'feared' subjects in school, which is to say that, as a rule, significant numbers of students do poorly, and there is a lot of anecdotal evidence that students are often not emotionally comfortable studying mathematics; in addition, the passing rate at national evaluations tends to be the lowest in mathematics.
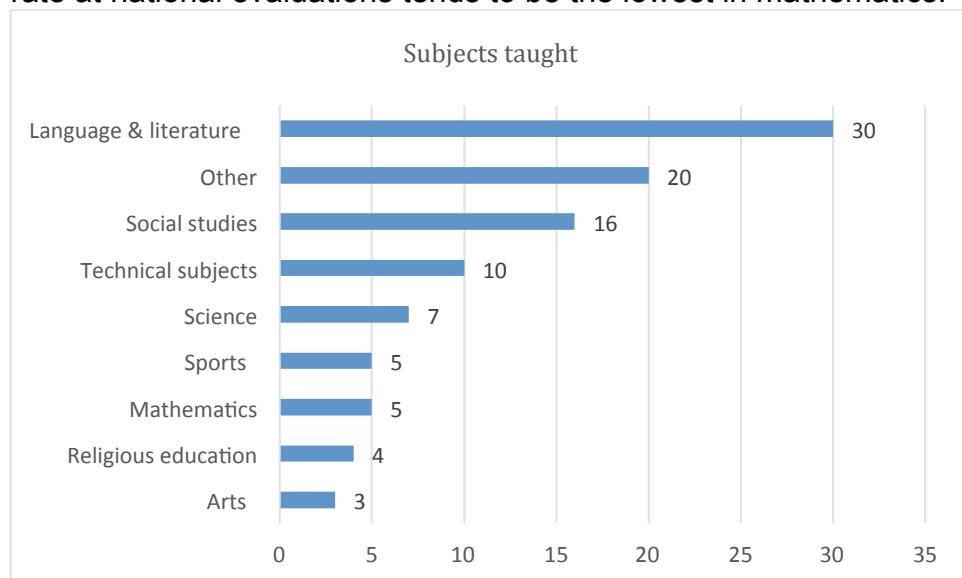
Fig. 3. Respondents' distribution by subjects taught

Most respondents (63%) have been teaching for over 15 years (Fig 4), and 26% for 7-15 years. In Romania, after 7 or 8 years of teaching experience, most teachers will have obtained their first degree, which means that they count as highly experienced teachers. Hence, we can conclude that our respondents are mostly highly experienced teachers.
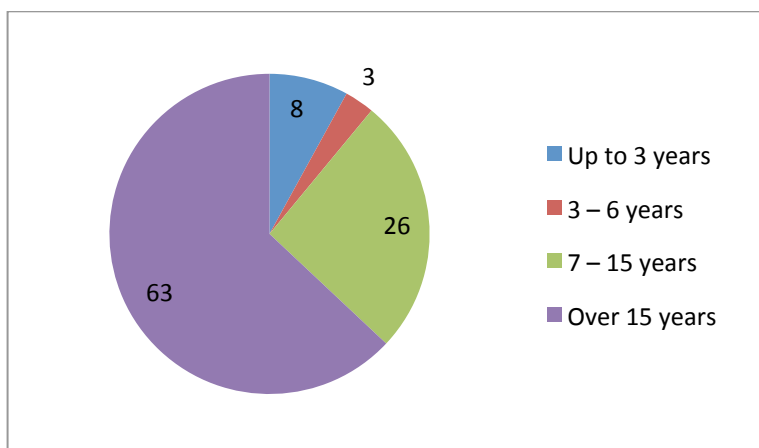
Fig 4. Respondents' distribution by years of teaching experience

The respondents come from nine schools in two large cities (one in the south-eastern, and eight in the north-western part of Romania, both with population exceeding 300,000 inhabitants), with a majority teaching in theoretical upper secondary schools (52%) (Fig. 5). Theoretical upper secondary schools do not offer a qualification, but rather prepare students for tertiary education. It should be noted that in these schools there are also lower secondary students, and teachers may therefore teach both upper secondary, and lower secondary students. (See Fig. 6)
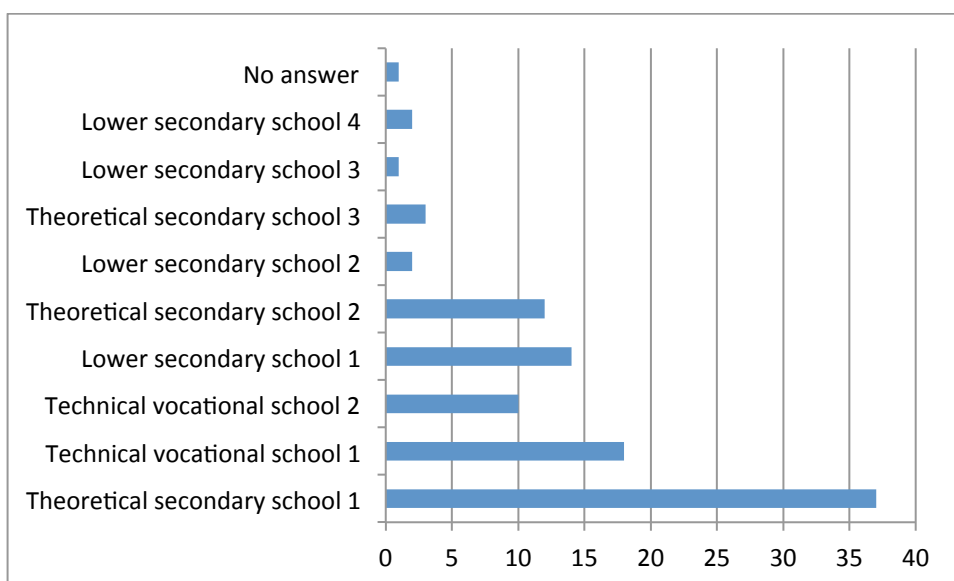
Fig. 5 Respondents' distribution by schools

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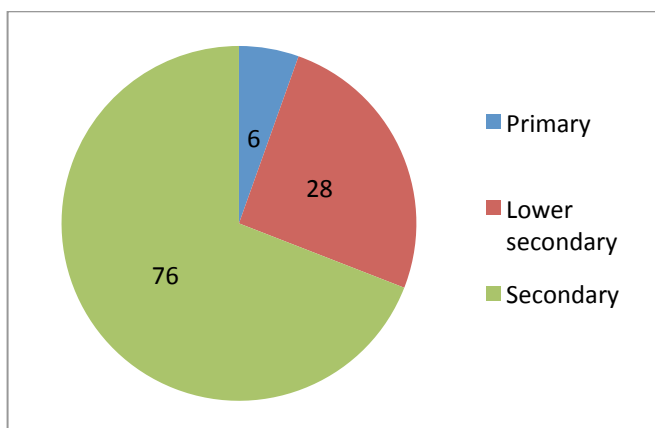
Fig. 6 Distribution of respondents by the cycle of education where they teach.
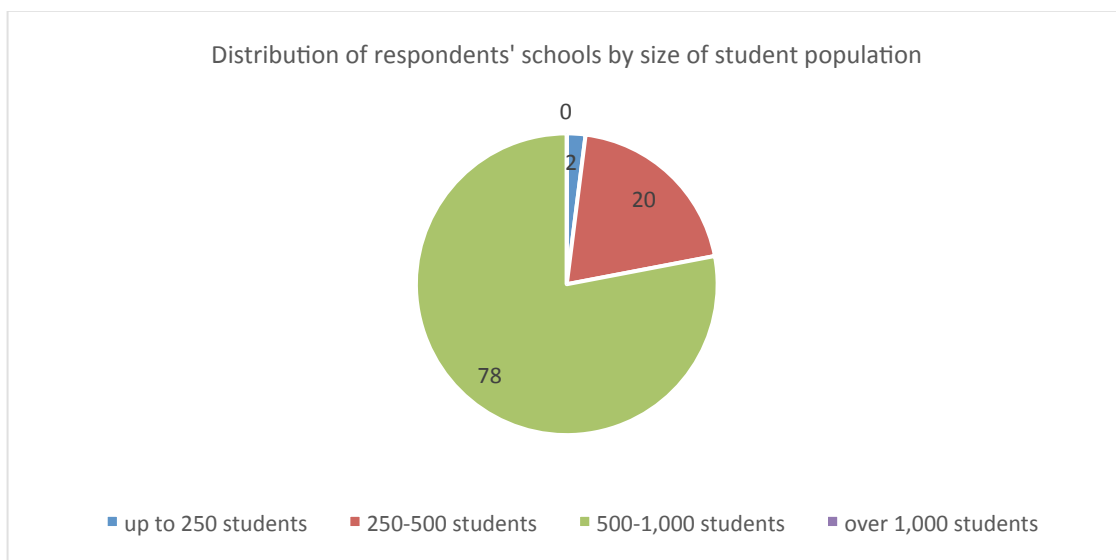
Fig.7 Distribution of respondents by the size of school

As concerns the size of the school, in terms of number of students (Fig. 7), most respondents teach in schools with over 500 students, and 98% of them teach in public schools (Fig. 8).
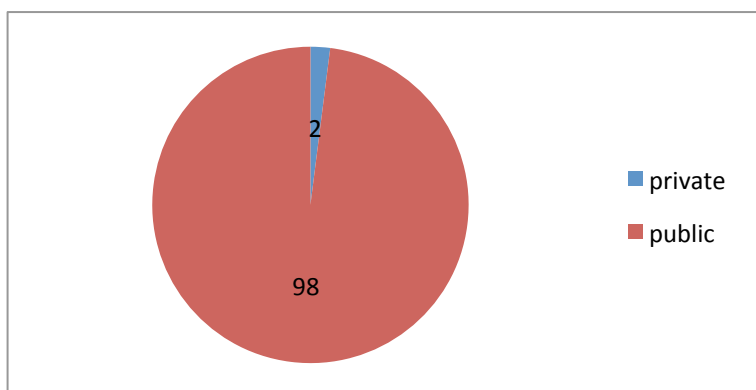
Fig. 8 Distribution of respondents by public and private schools

2. How do the teachers conceptualize the Emotional Education in your country?

Between 99% and 76% of the respondents think that emotional intelligence is comprised of all the listed competences (see Fig. 9). Recognizing emotions in self and others is thought to be very much part of emotional intelligence by 78%; regulating and managing strong emotions comes second, with 76% recognizing it as very much being part of emotional intelligence. At the other end of the spectrum, communicating accurately and clearly, while seen by many (76%) as much or very much part of emotional intelligence, it is also perceived by 19% as only somewhat being part of it.

The respondents view emotional education as something that supports improved learning performance (76% strongly agree; 23% agree), and contributes to preventing drop-out (72% strongly agree; 22% agree). Not surprisingly, a similarly large share (95%) strongly agree or agree that emotional distress causes learning difficulties. (Fig. 10)
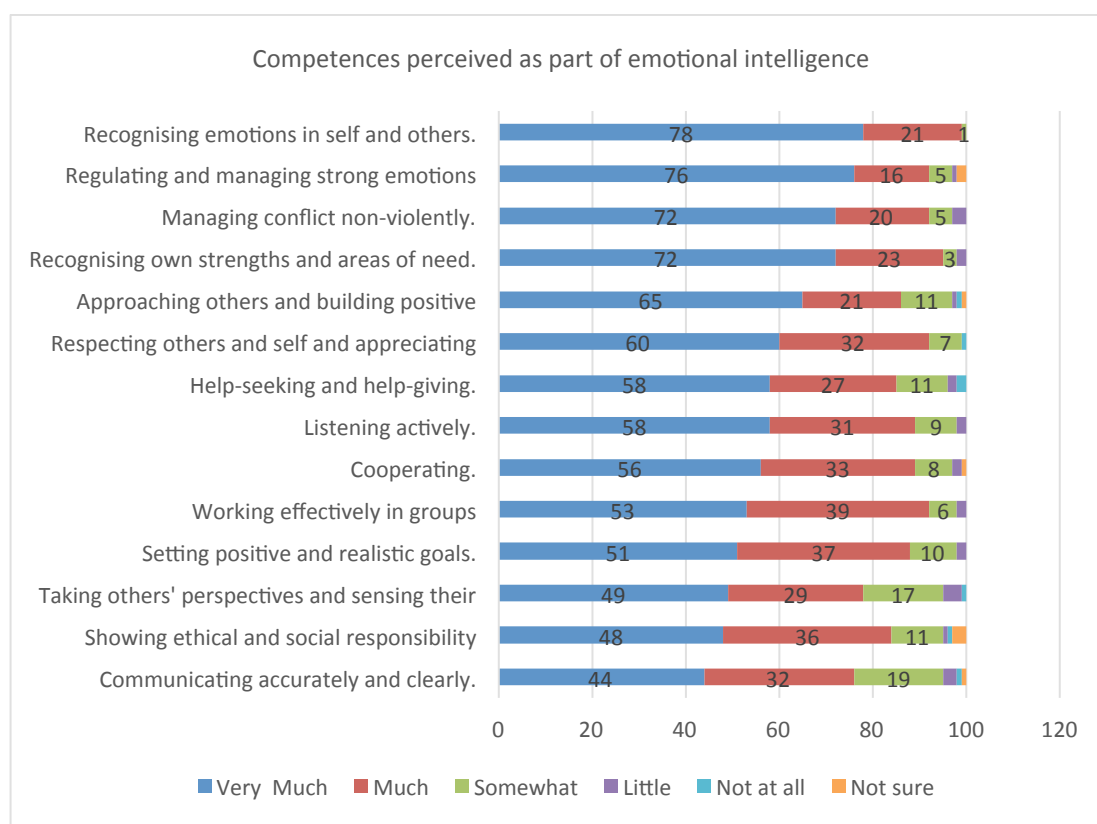
Fig. 9. Respondents' perception of what competences emotional intelligence is comprised of.

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Teachers' perceptions of emotional education

	Strongly agree	Agree	Neither agree, nor disagree	Disagree	Strongly disagree
EE is an important part of all teachers' work	84	13	3	0	
Emotional distress causes learning difficulties.	77	18	3	2	0
EE supports improved learning performance of pupils.	76	23	0	0	
EE contributes to prevent drop-out of pupils.	72	22	6	0	
EE is an important part of head teachers' work	59	23	14	2	2
It is the school's role to provide education that results in emotionally healthy individuals.	34	48	15	2	1
Emotions and dealing with emotions should be learned mainly within the family.	30	36	28	5	1
EE should be dealt with during out-of-class period.	10	15	25	25	25

Fig. 10. Respondents' perception of emotional education

3. To what extent the teachers think that Emotional Education is part of their role?

Almost all respondents (97%) agree or strongly agree that EE is an important part of all teachers' work (Fig. 10). Fewer respondents believe that EE is an important part of a head teachers' work: 82% agree or strongly agree that it is an important part of the head teacher's work as compared to 97% who agree or strongly agree that it is an important part of all teachers' work. The same percentage (82%) (strongly) agree that it is the school's role to provide education that results in emotionally healthy individuals. As to where in the school EE should be dealt with, 50% (strongly) disagree that EE should be attended to in out-of-class activities, and comparatively, only a total of 25% (strongly) agree that it should be tackled in the out-of-class period. This essentially confirms that teachers see it as part of their job to deal with EE during class. Notwithstanding, two thirds of the respondents believe that emotions and dealing with emotions should be learnt firstly in the family. (Fig. 10)

Whether emotional education was part of the respondents' initial teacher education (ITE) or not, in their perception, may influence the extent to which they consider whether it is part of their job or not to provide it for their students. While a quarter are not sure whether it was part of their training or not, 46% state that it was, and 29% that it was not (Fig. 11). This perception of emotional education not being part of ITE may be related to the fact that a significant share of the respondents (almost two thirds) completed initial teacher education over 15 years ago, and probably some of those in the communist regime, when (between 1977 and 1989) psychology was a forbidden discipline to prevent it from interfering with the principles of the regime, which considered that experienced working class people had a fundamental role in shaping what used to be called 'the new man', the 'communist'.

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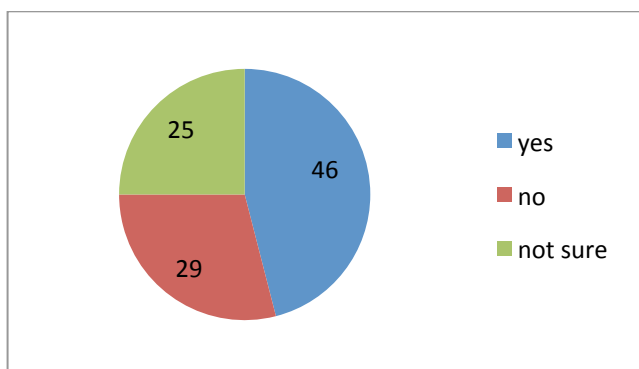
Fig. 11. Emotional education as part of the respondents' initial teacher education

If EE is accepted as part of a teachers' job, it follows that teachers need to be confident about this aspect of their job. Only 30% strongly agree and a further 43% agree that they are confident they do their best to provide EE (Fig. 12). Of the total number of respondents, 50% have not participated in EE training, and are interested in doing so, while 26% have completed in-service training in EE, and hence their confidence in good EE provision. Moreover, 27% of the respondents are seeking further professional development opportunities in the field of EE, as although they have completed such training programmes, they would like to learn more. This is also confirmed by the high level of disagreement with the statements 'I haven't participated in a professional development programme in EE, and I do not intend to do so in the near future' (59% strongly disagree; 20% disagree) and 'I haven't participated in a Professional development programme in EE, and I would only do so if my superior told me to' (72% strongly disagree, 12% disagree).

When the statement about the teachers' responsibility in terms of EE is in the first person and worded as a negative statement ('Emotional education is not part of my job'), only 56% strongly disagree, and a further 6% disagree with it. Although this may be due to the difficulty inherent to the negative statement, it in fact also casts some doubt on the high level of agreement with the statement that EE is an important part of a teacher's work (see Fig. 10 above).
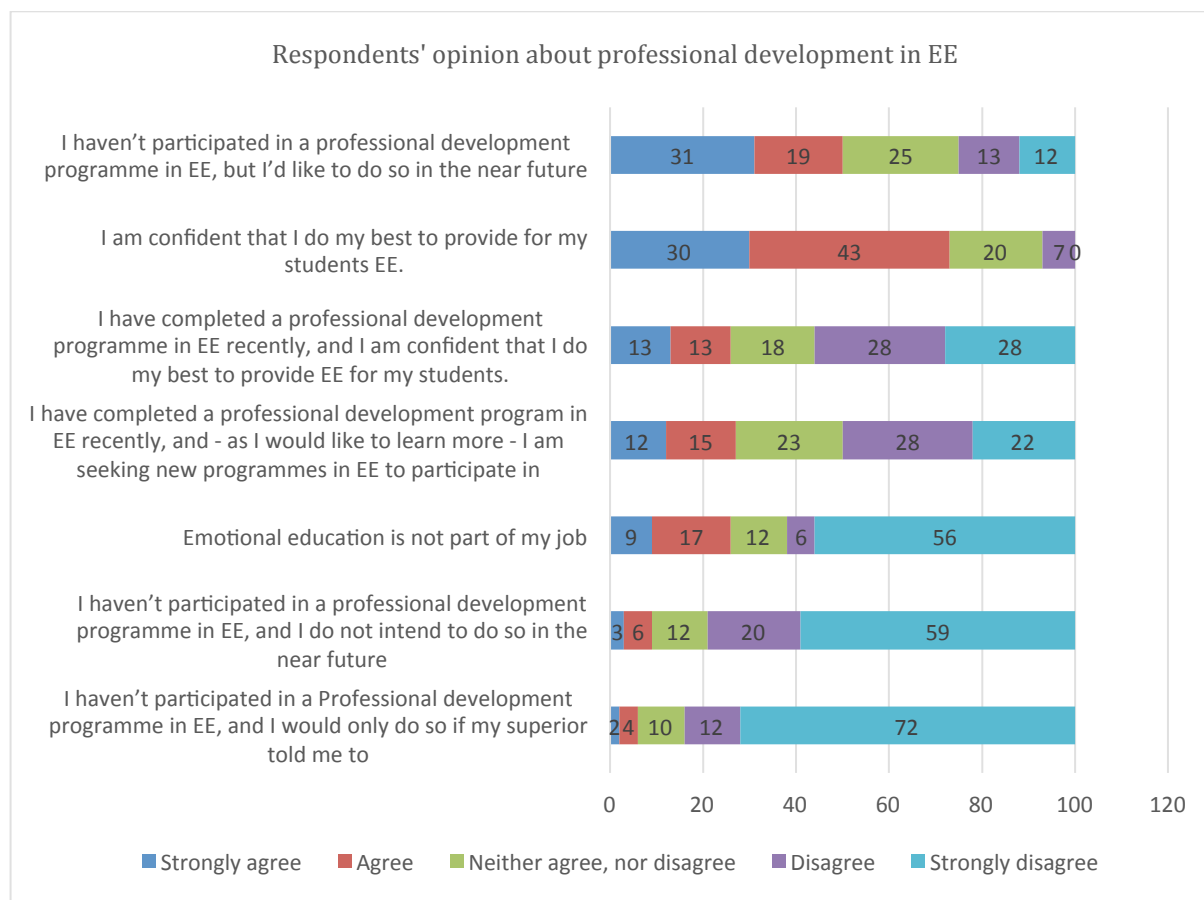
Fig. 12 Respondents' attitude towards professional development for better performance in EE

In terms of whose role EE is primarily, families are held responsible first of all: a total of 91% of the respondents (strongly) agree that families bear the most responsibility. Educational institutions – the school, the kindergarten – come next. The fact that kindergarten (pre-primary education) is not part of the compulsory education system in Romania may account for the somewhat lower level of agreement (in all – 70%) with the leading role of kindergartens as compared to schools (76%).

At the other end of the spectrum, 44% (strongly) disagree with the responsibility of the government in matters of EE (although it must be noted that public schools and kindergartens are under the authority of the government).

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Who is the most responsible for EE
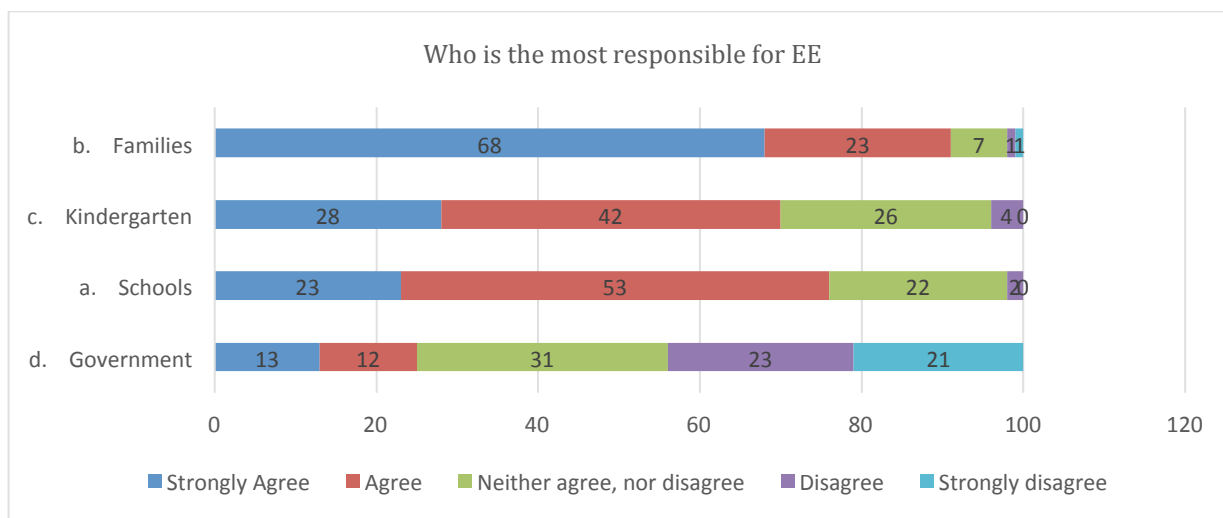
Fig. 13 Primary role in EE

4. How the teachers think that they can support Emotional Education?

Close to half (46%) of the respondents have identified emotional education-related learning outcomes in the curriculum (Fig. 14). Of these, the most often mentioned (each by 8 respondents) are: recognising emotions in self and others, communicating accurately and clearly, and cooperating. The next three most often quoted learning outcomes (each named by 7 respondents) are: recognising strengths and areas of need, respecting others and self and appreciating differences, and working effectively in groups. Each of the learning outcomes the teachers associated with competences that EE is comprised of were mentioned by at least 2 respondents (the least frequently mentioned was 'setting positive and realistic goals'). Several teachers mentioned more than one learning outcome, all from within the list provided in the questionnaire, even if sometimes worded slightly differently.
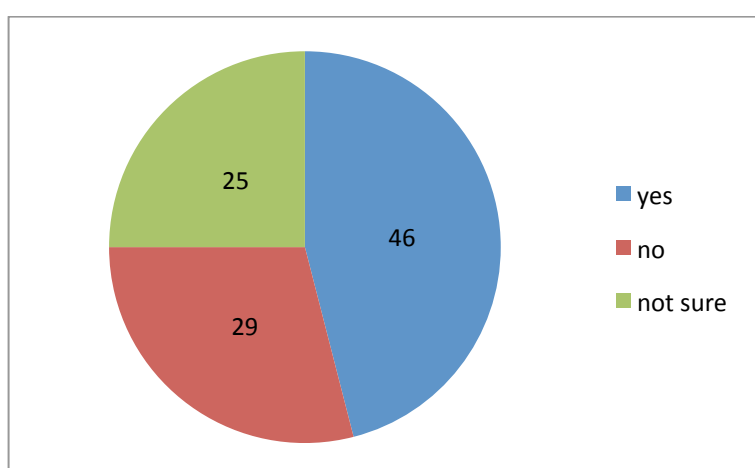
Fig. 14 Respondents' answers to 'Are there any Emotional Education-related learning outcomes/competences in your school curriculum (the one that guides your own teaching)?'

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5. Early School Leaving: how much are teachers aware of the phenomenon?

Early school leaving (ESL) is not considered an issue for their respective schools by 43% of the respondents. An additional 44% stated that very few people drop out of their school. This may be explained by the fact that the schools where the respondents come from are mostly quite well performing large city schools. Only 7% stated that a significant number of students drop out of their school, while 6% were not aware of the situation of drop-out in their school (Fig. 15).

Respondents' perception of ESL in their school

- Very few students drop out
- A significant number of students drop out
- School drop-out is not an issue/ no-one drops out
- I don't know
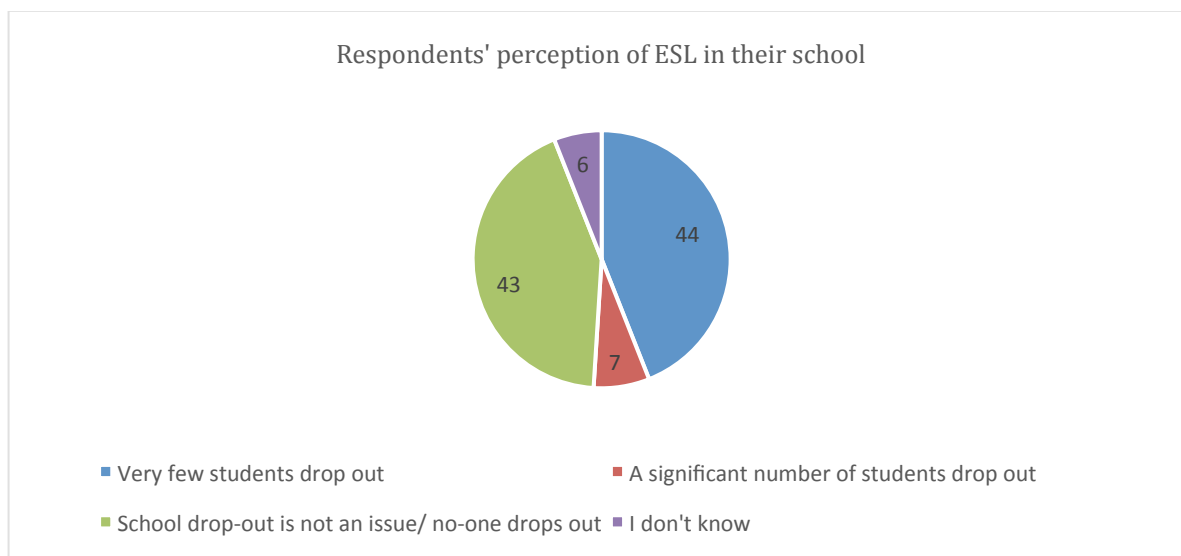
Fig. 15 Respondents' perception of ESL in their school

As for the respondents' view of how their students compare to others in the region, 53% perceive that their students outperform other students in the region, and a total of 77% think that their students perform at least as well if not better than the average student in their region (Fig. 16). This also confirms that the schools where our respondents teach are quite well performing schools.

Perceptions of own students in comparative terms

Most of my current students perform better than the average student in my region	53
Most of my current students perform about the same as the average student in my region	24
I am not sure how most of my current students compare to the average student in my region	13
Most of my current students perform less well than the average student in my region	9
I do not concern myself with how my students perform in comparative terms	1

Fig. 16 Respondents' perceptions of how their students compare to others in the region

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6. What emotional factors the teachers feel contribute to ESL?

Regarding the factors that lead to early school leaving (ESL), the respondents identify the unsupportive family background first and foremost: a total of 67% (strongly) agree that this is a factor that contributes the most to ESL (Fig. 17). The students' inability or unwillingness to keep up with school requirements is seen as the next contributing factor: a total of 57% of the respondents (strongly) agree that the students' inability is a top factor causing ESL, and a total of 52% (strongly) agree that the students' unwillingness to make an effort is a leading cause of ESL. The family's failure to afford keeping the child in school is not viewed as a factor leading to ESL by 43% of the respondents. This may be explained by the fact that the schools where the respondents come from are mostly large city schools, where poverty is less of an issue, and where access to schools is easier than in most rural areas of Romania.

As concerns *emotional* factors, if we analyse the level of agreement/disagreement with the statement 'The student in unhappy in school', we find almost the same share of the respondents who (strongly) agree (39%) with this statement as the share of those who (strongly) disagree (34%). Similarly, an identical share (39%, respectively) of respondents (strongly) agree and (strongly) disagree with the fact that the school fails to provide the support the student would need to succeed (which may also include emotional support). There is a significant share (over 50%) of respondents who (strongly) disagree with the statement that the school provision is irrelevant for the students' or their families' interests. This, in effect, means that the respondents do not tend to blame the nature and quality of educational provision for ESL.

The statement that the student and/ or his/her family feel the school does not welcome the student gets a high rate of disagreement: 56% of the respondents (strongly) disagree with it. However, a minority of 15% perceive that this aspect is a main cause of ESL. This means that in the teachers' view, overall, the school can be perceived as rather welcoming. It is noteworthy that there is a quite large percentage of people who are undecided in this respect: 29% neither agree, nor disagree with the statement.

As shown above, the respondents view emotional education as something that contributes to preventing drop-out (94% share this view), and supports improved learning performance (99% share this view). A large share - 95% - (strongly) agree that emotional distress causes learning difficulties (Fig. 10), and the latter can be interpreted as a potential factor of ESL.

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Distribution of factors perceived as contributing the most to early school leaving/ school drop-out

e. The student comes from an unsupportive family background. — 41, 26, 16, 12, 5

a. The student has repeatedly proved to be unable to keep up with the school requirements — 33, 24, 21, 15, 7

h. The family cannot afford to keep the student in education — 22, 14, 21, 21, 22

d. The student is unwilling to make an effort to succeed. — 19, 33, 27, 14, 7

b. The school fails to provide the support the students would need to succeed — 17, 22, 22, 18, 21

c. The student is unhappy in school. — 13, 26, 27, 11, 23

f. The school provision is irrelevant for the student's/ family's interests in terms of education. — 7, 11, 25, 28, 29

g. The student and/or his/her family feel the school does not welcome the student. — 4, 11, 29, 29, 27

Legend: Strongly agree, Agree, Neither agree, nor disagree, Disagreee, Strongly disagree

Fig. 17 Distribution of factors perceived as contributing the most to ESL

Conclusions and recommendations

In conclusion, the Romanian respondents are quite confident about their understanding of emotional education/ intelligence, although few recognise it as part of their initial teacher education, and despite the fact that developing students' emotional intelligence or supporting their socio-emotional learning is not explicitly government policy. They see it as an important part of their role as teachers / head teachers to provide emotional education, and consider that kindergartens and schools are responsible for emotional education, but at the same time most think that it is the family's primary role to take responsibility for it.

Most teachers perceive that it is during classroom activities that emotional education needs to be provided.

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Teachers tend to be interested in improving their competences to provide emotional education, and would be mostly willing to attend a training programme in this field.

As concerns early school leaving, though most of the respondents are not directly confronted with this issue in their schools, they tend to hold the families and the students responsible for ESL, and are less inclined to blame the nature and the quality of the education provision for ESL.

Recommendations for teacher training (TT) providers

1. Emotional education should be part of the TT providers' programmes;
2. Given that there is good understanding of what emotional intelligence and emotional education entail, TT in emotional education/ socio-emotional learning should be aimed at raising teachers' awareness and equipping them with the tools to carry out classroom activities that are practical;
3. TT programmes should equip teachers to collaborate with parents, whom they perceive as having the most responsibility in ensuring emotional education.

(Note: Based on the findings from the questionnaires alone, it is difficult to make recommendations.)

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Analysis of Interviews

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In April-May 2016, we interviewed 11 persons, as follows:
-        Three university professors who train future teachers, one each from the Babes-Bolyai University of Cluj-Napoca, the University of Oradea, and Lucian Blaga University of Sibiu;
-        Four teachers of social studies; two of them are deputy principals; one is from Bucharest and one from Cluj-Napoca
-        Three teachers who are also psychologists/ counsellors; one of them is a deputy principal; two also work for different educational NGOs
-        The director of the Coalition for Education, a national coalition of educational NGOs in Romania

One interview was conducted by telephone, one by Skype, two face-to-face, and the rest in writing: the questions were sent to the respondents by email, and the replies were received by email

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MAIN THEME	SUB THEME	WORD/ PHRASE	FREQUENCY	Quotes and comments
EMOTIONAL EDUCATION	*Definition*	Recognise	11	'A part of education focused on identifying appropriate methods and procedures to teach children social skills and teach them to discover themselves and know themselves better, techniques, good practice to develop themselves, their emotions and those of people around them.' (CP, university professor, Romania)
		Understand	11	
		Manage	11	While not everyone spells out the precise terms 'recognise', 'understand', 'manage', the frequency was recorded if the meaning they attributed to the concept of emotional education / social-emotional learning covered that.
				Some of the respondents insisted on the terms 'education' and 'learning', and how they can accomplish emotional education or facilitate their students' social-emotional learning.
				One teacher, who specialist in the didactics of geography, admitted that she had not thought about emotional education much, and while there is some talk about it in the school, there is nothing done in practice.
	Emotional Education Outcomes	Check if listed among outcomes in questionnaire	11 (each lists some of the items in the list)	All respondents list outcomes such as: emotional well-being; social and emotional skills; communication skills; cooperation; The more specific outcomes mentioned are: empathy, lack of prejudices against other people, acceptance of diversity; respect, emotional management, channelling emotions to reaching one's goal, conflict management skills, problem-solving skills, following rules, improved self-esteem, tolerance, healthy lifestyle, adjustment to groups.

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	Roles of the institutions	Held develop social awareness	11	While the articulation is not necessarily verbatim in all responses, each interviewee agrees that the school has a very significant role (no-one states that this is NOT the role of the school), and a majority comment that unfortunately this role is not played properly. Some note that the role of the school in SEL is paramount especially in the case where parents are absent (travel abroad for work, leaving their children in the care of relatives, friends). Some make a distinct point of the fact that before the teachers can teach students how to develop their social and emotional skills, they should themselves learn and be willing to develop their own.
		Help develop emotional awareness	11	Teacher trainers (university professors) point out that in the students' initial training, there are courses that target the skill of developing social-emotional skills, and some of them describe how they make a point of developing their students' social skills (through cooperative learning).
		No role	-	Some respondents speak from their perspective as a parent, and accuse the school of failing to support children properly in the development of their social-emotional skills.

'The role to ensure a harmonious emotional development is traditionally of the family. We believe, however, that the school's major role is to not undermine or spoil the children's and youths' emotional health. At the same time, against the background of changes in the Romanian society (where emotional well-being is threated by the changes occurring in the family, increased individualism, spread of technology, changes in spiritual education), it is necessary to enhance the school's role in the children's / youths' emotional

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				development. This is consistent with the paradigm in which the role of the school is to maintain social cohesion, to provide for professional training and personal development.' (NGO director) 'I believe that one of the essential roles of the school is to provide emotional education because this would complete the emotional education received in the family, which is very often unsatisfactory. Even if the family has been doing it very well, the school should continue to do it. I believe this is a very important aspect, which the school has not taken into account yet, issues of maladjustment (which are increasingly numerous) are placed in the care of the psycho-pedagogical experts, and the results are not always as good as expected.' (teacher trainer, initial teacher education)
EARLY SCHOOL LEAVING	*Main factors of early school leaving (ESL)*	Verbal and physical violence, bullying, cyberbullying	5	'From the pedagogical perspective, there is little relevance of the content of learning relative to the students' needs and interests; the teaching strategies/ approaches are not always appropriate for the students' cognitive styles; there are shortcomings in school discipline – so focused on punishment; there are more often than not inadequate evaluation methods, feedback on learning is not adequately provided.' (teacher, deputy principal) 'From the psychological perspective, drop-out is caused by the students' perception of failure, their interpretation of being at conflict with the school authorities, the absence of their social skills, poor relatedness, bullying, status deprivation etc.' (teacher, councillor) 'The parents are often overwhelmed
		School absenteeism	6	
		Parents' absence	5	
		Social-economic status of the family (parents' income, education	6	
		Cultural factors (in the family)	3	

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		Reduced value of the school	2	by the issues their children face, and they cannot cope with their own children's conduct.' (psychologist)
		Rural vs urban residence	2	'Factors that pertain to how the education system protects itself from failure … The child can be moved from one school to the next; when a student is transferred, the absences are not transferred, only the grades, so in order to sort out the issue of a large number of absences, the parents and the school together agree to move the child to another school, and thus provide a compromise instead of teaching the student to face the consequences of a situation he or she got into.'
		Psychological factors (lack of motivation for learning, low emotional intelligence etc.)	3	
		Pedagogical factors – poor teaching	3	'There is systemic discrimination (in disadvantaged areas they get the least w ell trained teachers, they use segregation, they fail to integrate students from diverse socio-economic backgrounds, the curriculum is ethnocentric, there is stigmatisation etc.). There are malfunctions in the compensatory mechanisms – e.g. covering or reimbursing the cost of commuting to school; the social protection system is poor, there is little or no parental counselling or career orientation for the students.' (NGO director)
				'Lack of motivation for learning, the limited attractiveness of the school environment, the lack or limited amount of emotional education of the adults who provide educational services, the rigid application of school regulations in case of absenteeism, the merely formal concern of the institutions that should deal with school leaving with reducing or preventing the phenomenon (they do not act on the causes, but on the effect), the need for financial independence of the youth, who want to get a job so they can cope

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				financially and be independent.' (teacher)
	Link between ESL and EE/ SEL			Everyone points out that there is a relation between SEL and drop-out/ ESL. 'I am convinced that emotional well-being and education have a crucial role in defining the behaviour of future adults. However, teachers themselves, and the parents, should benefit from training first of all.' (counsellor) 'I suspect that there must be – I believe that the emotional resistance to failure/ mistakes (learning includes overcoming a moment of cognitive dissonance, so in order to learn you must admit that you don't know or you are faced with the fact – you get a poor grade) is correlated positively with school performance/ results (and staying on in school) – but a validation of this intuition is necessary.' (NGO director) 'The components of emotional intelligence are: self-awareness (adaptability, self-efficacy, self-confidence, correct self-assessment); social awareness (empathy, organisation, providing and asking for help, respect for others and recognising the needs of others), personal management (emotional expression, emotional and behavioural self-control, responsibility, pro-activism, planning one's future) and social skills (communication skills, conflict management, collaboration, organisational skills, team work, etc.). Consequently, all these skills – if they are insufficiently developed, will impact the person's personal and social life, they will affect adjustment in school and school performance; the reaction sets in motion a vicious circle which makes the student's reinsertion

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				in school difficult. SEL – which should start in pre-school – may prevent all the risks of maladjustment later (in school, in professional life, in social life, etc.)' (counsellor, deputy school principal) 'There is a close relationship between poor emotional well-being and school drop-out. Emotional education can prevent school drop-out, and I believe that life in general is more demanding of us in terms of emotional intelligence than in terms of cognitive/ academic intelligence (IQ). There are many examples of situations in which low emotional intelligence caused a person's failure in life even if the person was academically well prepared. Lack of attainment, of satisfaction in one's activities is often the consequence of limited emotional education. (teacher trainers)
	Solutions			The solutions proposed include special programmes, education programmes that start early and are regular, programmes that target both parents, school management and teachers, and students. 'SEL programmes are necessary – to teach positive relationships, conflict management, how to develop self-esteem.' (teacher, counsellor) 'The curriculum should include approaches such as forum theatre, debates, roleplay, ice-breakers, games etc.' (teacher) 'Intelligent emotional education programmes are needed, divided over a number of years, and they could contribute to preventing drop-out. There are good practices in the field. Students with a low level of emotional intelligence are more aggressive and have poorer social skills, which exposes them to conflicts with peers and teachers. If they feel

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				marginalised, misunderstood, and do not find a supportive learning environment to develop their self-confidence and to help them make good decisions, against the background of family issues or economic issues, drop-out is a high risk.' (teacher trainer)
				'Teachers should model good social-emotional skills: any solution you suggest to a student to help them integrate and accept themselves is irrelevant of they don't see them work in adults – they won't be credible; how can you ask me to not yell, when you yell?' (teacher)
				'Programmes are needed for teachers and classrooms.' (teacher)
				'In order to create the premises for emotional education to be used constructively in preventing or reducing school drop-out or early school leaving, training courses are necessary for teachers and school management.' (teacher, deputy principal)

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