



The part of images, as such one above and one below: after Microsoft Windows.

THE YOUNGSTERS





P1 / IPA SA– PRESENTATION AT THE

INSCHOOL PROJECT

THE 2-nd WORK MEETING PORTO



*The works for the ESL
phenomena combating in
Romania*





Motto:

CREATE POTENTIAL PRACTICAL ADVANTAGES, FOR THE POTENTIAL ESLs, THROUGH: PRACTICAL FOCUSED EDUCATION, USEFULLY TRAINING TOPICS & THE APPROPRIATE LESONS PRESENTATION.

The Authors

1. THE ESL PROBLEM IN ROMANIA

([2.] and other).

THE UNESCO Statistics Institute said:

On the world **61 millions** childrens at the age for primary schools do not go to the primary schools,

71 millions childrens at the age for gymnasium do not go to the gymnasium, do not participate at the education.

In 2007, the comparative ESL situation has the following statistics [2.] and <http://epp.eurostat.ec.europa.eu>:



Turkey: 47,6%
Portugal: 36,3%
Italy: 19,3 %
Romania: 19,2 %
UK > 17%

The ESL is a consistent problem, as for in many other countries, for Romania.

The Ministry of Education of Romania considers that the ESL rate,

- after passing from **18%** in 2006,
- was diminished in 2008-2009 at about **16%**,
and,
- as the consequence of the crisis, has growing now
at about
17%.

The ESL in the primary (initial, classes 1 - 4) education: is of about

1,4%.

ESL in gymnasia education (classes 5-8, respective 11 – 14 years) was (in 2009)



of about 5%

In 2005, the percent of the young people which are out of the education system in Romania was

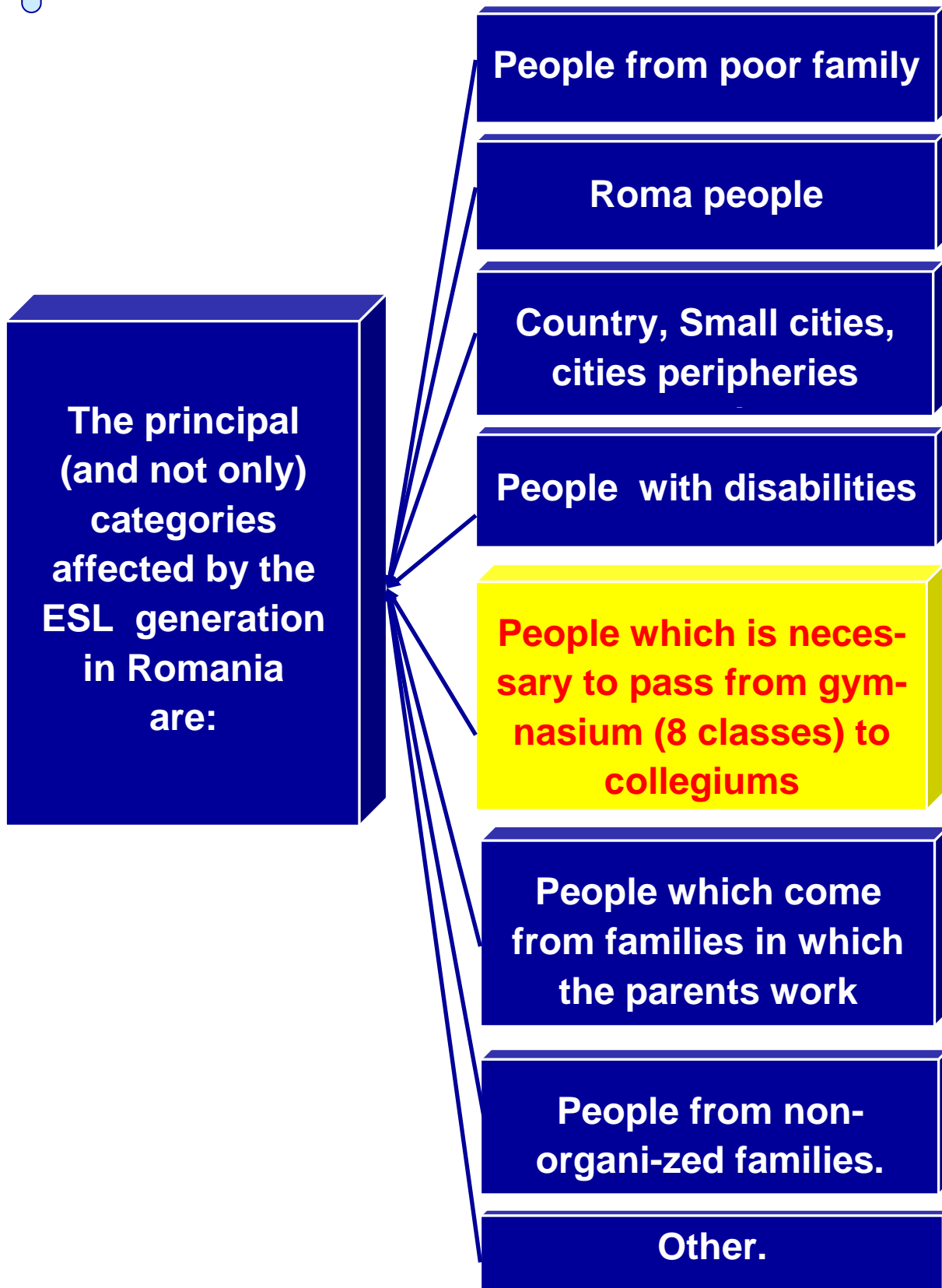
about **16%**,

where about **9%**,

are coming from the dis-advantaged families.

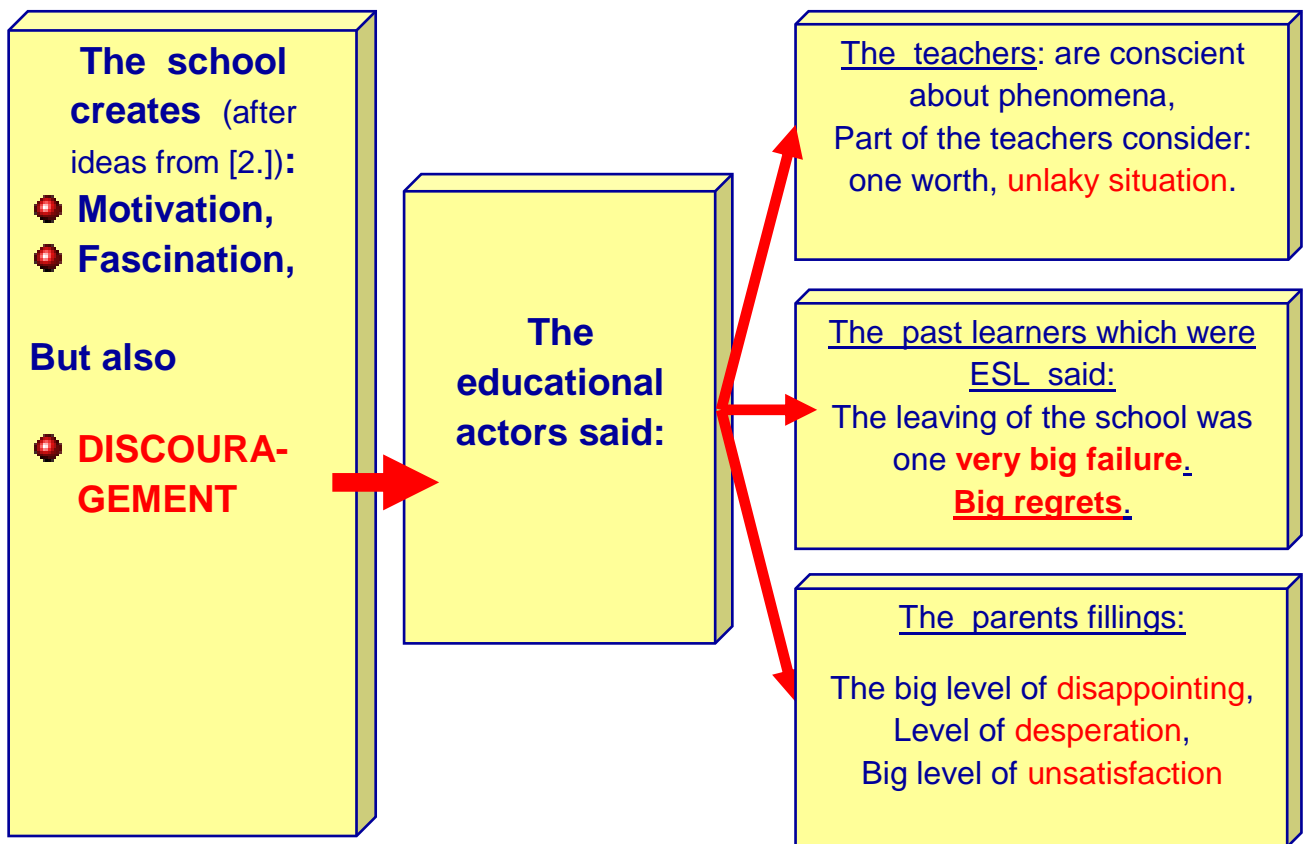


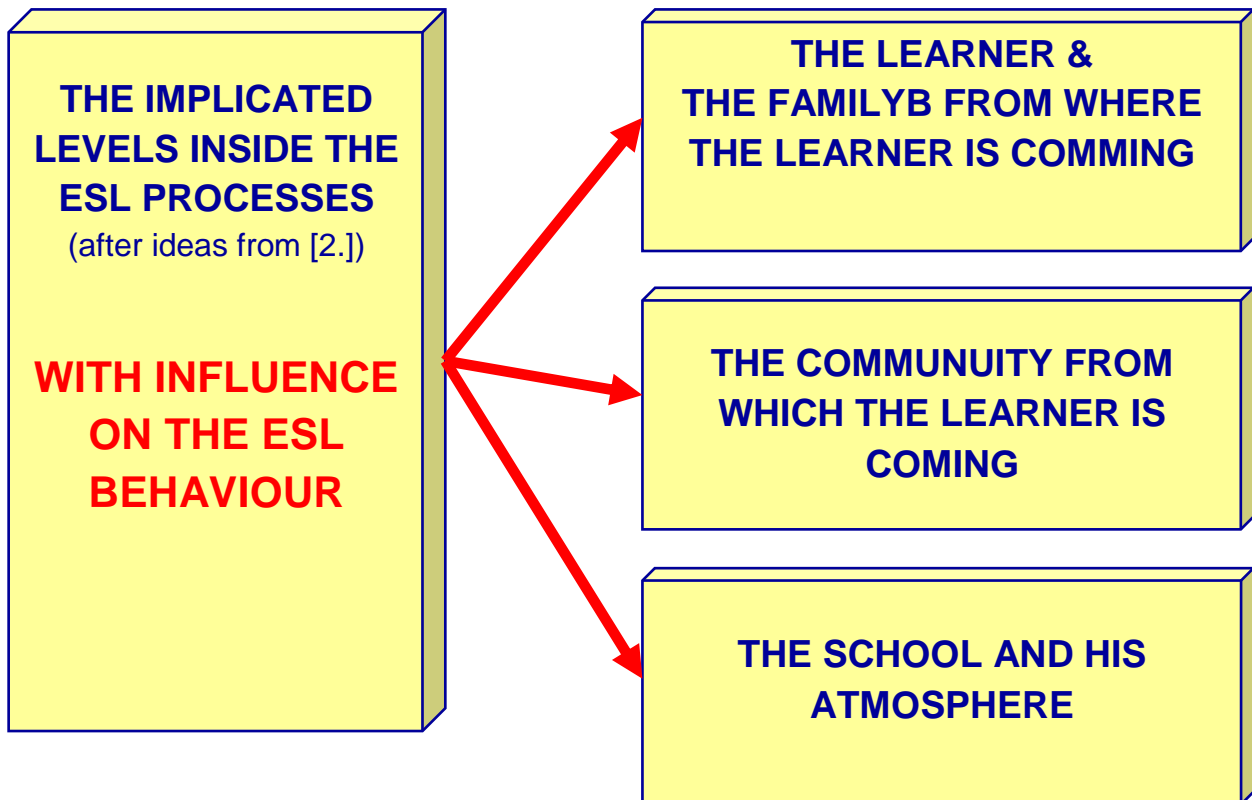
2. CATEGORIES AFFECTED BY ESL GENERATION IN ROMANIA ([2.] and other).





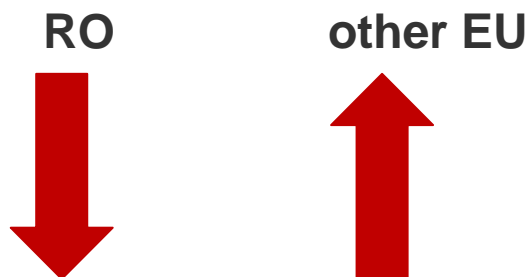
3. THE SPECIFICITY OF THE ESL GENERATION IN ROMANIA.





Difference to other EU countries.

The difference in the mode of ESL level creation:

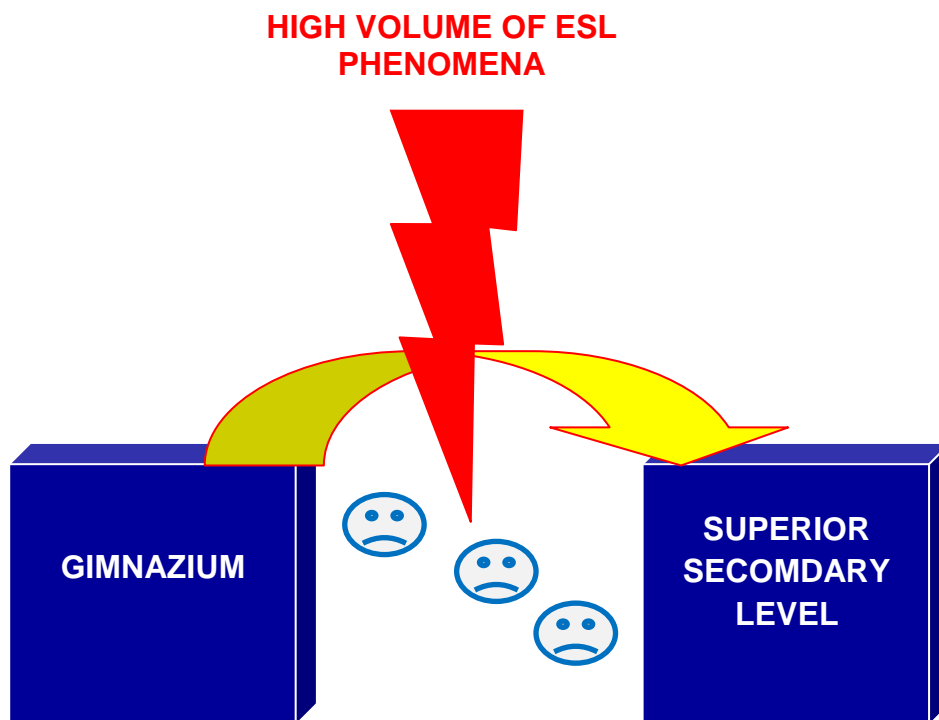


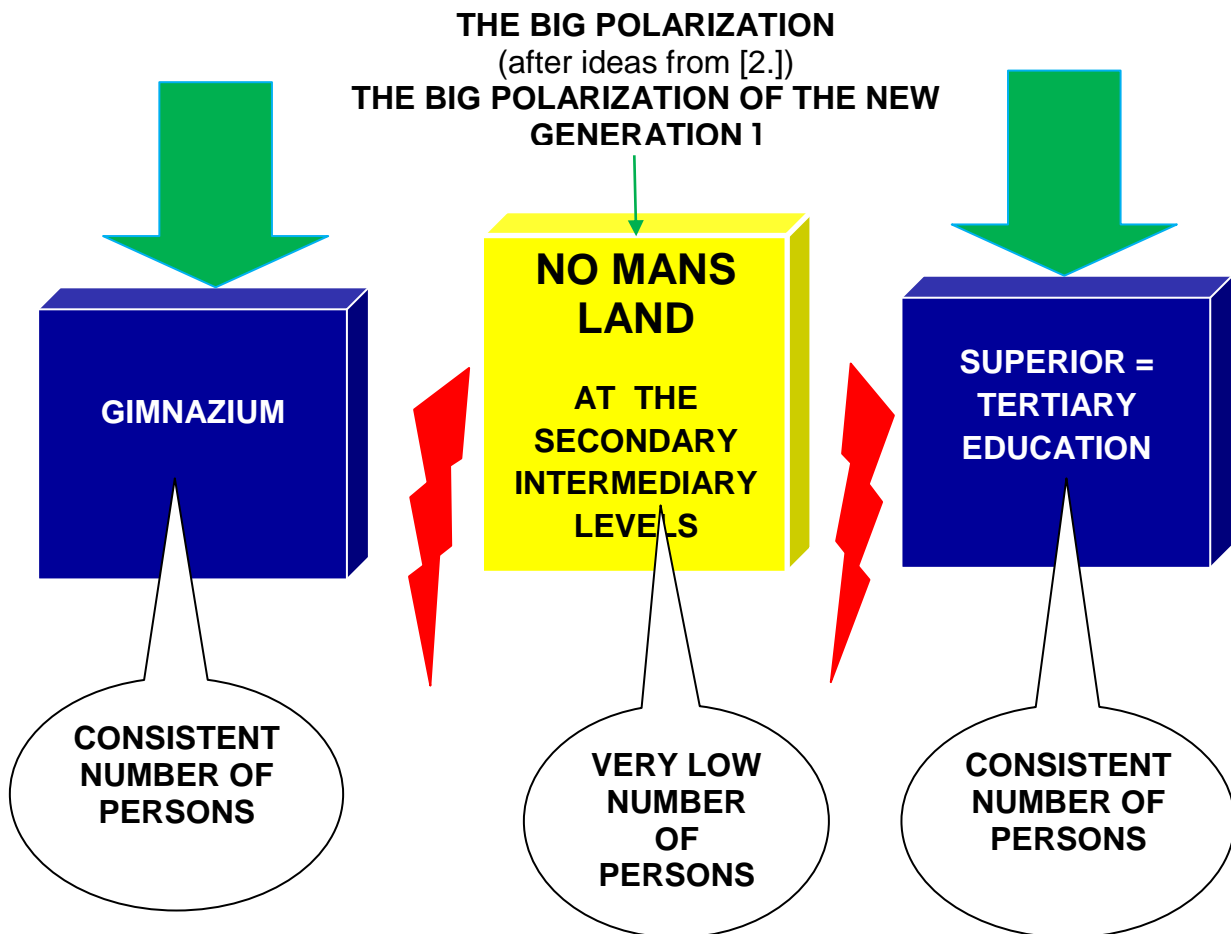


Other EU countries may to have a big number of ESL following the migration toward the respective countries.

Romania may to have a consistent number of ESL, inclusive, because the good qualified people has emigrated.

Have remained the unqualified people.





Where ?:

Small cities,

Peripheries of big cities

At country,

Who are ESL majority [2.]?

The majority of ESL are generated at the passing of the class 8 to class 9,



respective from gymnasium to the secondary school.

How are evaluated the ESLs number?

The general index: The people of 18 years to 24 years which have not finished gymnasium.

4. THE PRINCIPAL MOTIVATIONS:

The reduced participation at the secondary superior education has the following principal motivations:

- The economic social situation.
- The crises (and not only) consequences.
- The education problems.
- The low level of the population instruction and education regarding the importance of the needs of the ESL generation avoidance.



- The low level of the population instruction and education regarding the real danger of the ESL generation.

- The low level of the population instruction and education directed to the ESL reduction.

- Ciprian Fartușnic said (in [5.]):

“ 70% of the ESL causes are coming

<1> from exterior of the school,

<2> are connected with the familial environment,

<3> are connected with the poverty “.

- Low economic power, the financial, the social situation,

- Low number of labour places,

- Low level of the diversification of the jobs on the labour market.

OTHER MOTIVATIONS FOR THE ESL

GENERATION ([2], [5] and other)

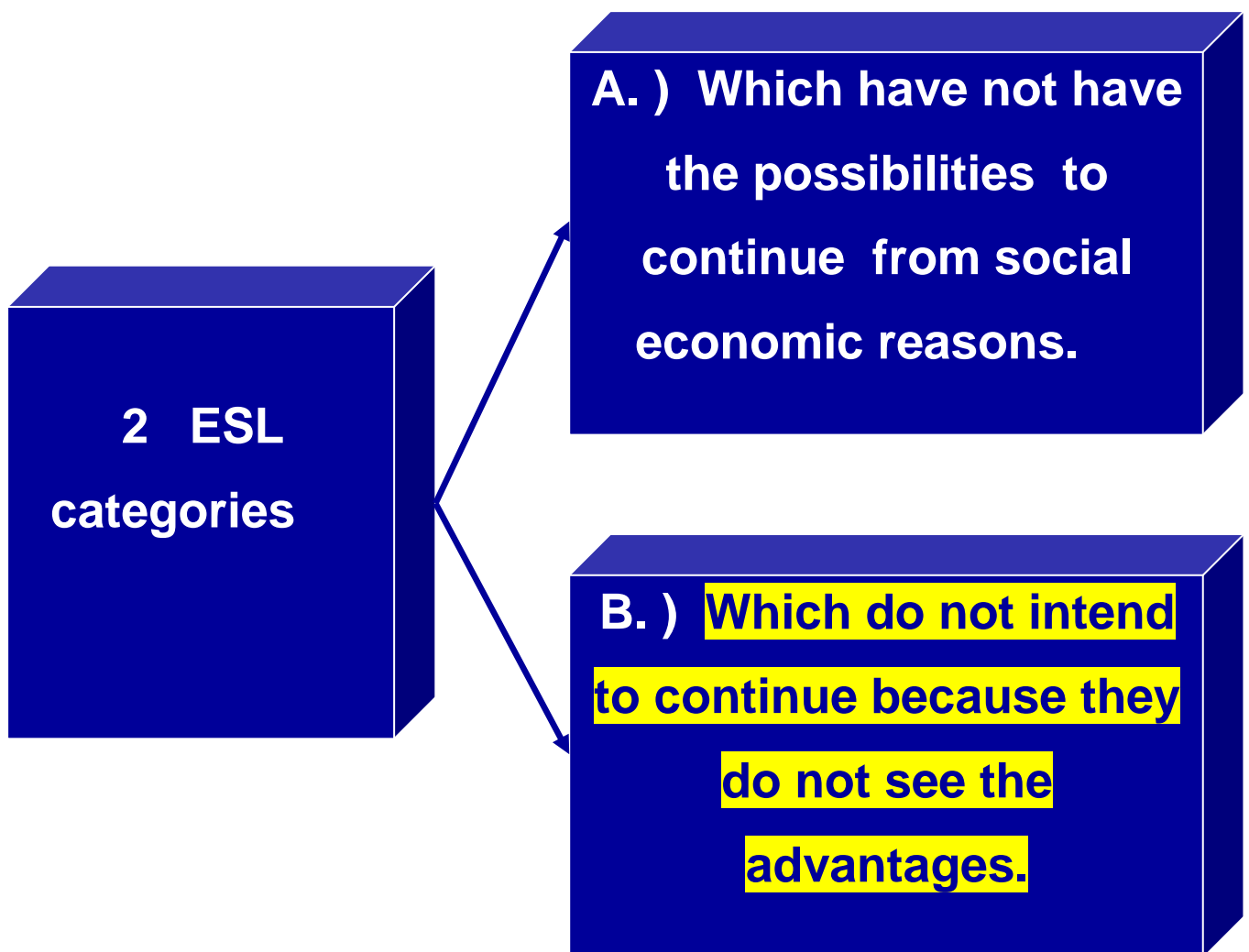


- **Material difficulties. The lack of economic resources.**
- The lack of the material resources, for instance in the cases of gipsy.
- The parents & brothers & friends education model.
- The un-organized families.
- Going toward → Delicts, Infractions, conflicts with legislation and with laws.
- The working, with payment, become, for some people, more necessary and attractive than learning.
- **The lack of the trust in education.**
- The migration families.
- The lack of cooperation between the school, parents and learners.
- The Romanian legislation [5.].
- The measures against ESL proceses generation, of the bodies, are especially short time



and medium time measures and not long time measures . [5.]

5. THE IMPORTANT 2 ESL CATEGORIES



6. THE SHIFTING OF THE ANDRAGOLOGICAL ATTRIBUTES



**The lack of the response at:
the shifting, of the young people, toward
andragogical concepts,
concepts which, in fact, if it is not
accomplished through ESL processes,
may to be a positive aspect.**

**This concept, applied by the adult people, is
considering, to not participate at training, if
consistent (material) gain, will not be
accomplished (through education).**

Other motivations.

7. MEASURES & ACTIONS AGAINST ESL GENE- RATION (ideas from [2], [5], [6], authors of this presentation and and other)





- (1.) Teachers & schools intervention,

The improvement of the connections

teacher-parents,

teacher learners.

- (2.) Preventive schools intervention,

- (3.) NGOs preventive intervention,

- (4.) State corrective actions.

**- (5.) The changing of the schools behaviour
related to the learners needs,**

**The present education minister Remus Pricopie
said:**

**“... it is necessary to make the parents educa-
tion with the view of the children control”
(Remus Pricopie).**

**- (6.) The real generation of labor places of
interest for the potential ESLs.**

**The growing of the learners interest through
the approaching of the profitable and very
interesting professions for the young people**





The changing of curricula, the adaptation of courses, Learning by doing, all focused on the labour places:

a.) possible / existent,

b.) of interest for the potential ESL.

- (7.) The cooperation with the ONGs, town-halls, official bodies, and other entities with the view of assuring conditions of the ESL phenomena inhibition.

- (8.) The improvement of the social / material conditions for the families with the potential ESLs.

-(9.) The appropriate school orientation, lines, curricula and directing,

-(10.) The schools familiarity and atmosphere.

-(11.) The teachers education for the more connection, familiarity even friendship with the learners,

so to be created one good psychological environment for the learners.



-(12.) The development of attractive actions for the learners. Socialization.

-(12.) The growing of the schools attractivity.

-(13.) Real ESLs past cases studies (of the past learners) presented to the learners, especially to the potential ESL.

-(14.) The psychological and behavioural supervision of the learners and the application of the corrective interventions which to improve the learners positive environment of live and learning.

(15.) The UNICEF support for Romania.

(16.) The Government decision: The schools to declare immediate the learners presence through internet.

(17.) The national study with the Education Ministry support:

“All the children at school up to 2015.” :

(18.) “ANDRGOLOGICAL INSPIRATION “ :

The creation to the potential ESL of the consistent advantages, so that potential ESL to identify the



gain and so that the ESL processes to not be generated:

- Advantages by the time saving.
- Advantages by the efforts of understanding saving.
- Advantages for the gain of the after school appropriate jobs.
- Advantages by the social- economic help.
- Advantages by Edutainment.
- Other Advantages.

8. ACTIONS (ideas from [2], [5], [6], presentation' authors and and other)



Cooperation.





By Government directed actions,



Official body's actions,



Schools actions,



Teacher's actions,



Colleagues and friends actions,



**THE TAKING INTO CONSIDERATION OF
THE CHANGED CONCEPTS:**

**“SHIFTED ANDRAGOLOGY REQUIREMENTS
TOWARD THE YOUNG PEOPLE”.**

The Report of Bogdan Voicu and other inside the project: *“The efficient solutions for prevention of the ESL. Costst and Mechanisms” achieved*



by UNICEF și Centrul Educația 2000+ . Project Responsibles: Anca Nedelcu and Sorin Coman)

UNICEF Reports and actions.

THE REAL NECESSARY ACTIONS:

(1) It is necessary a new strategy based inclu-sive on the material / financial cooperation (su-pport of) with the ESL candidates.

(2) Become necessary to be attenuated the economic, social problems inside families.

(3) Are necessary to be included inside the national actions [5.]:

Wide actions for social recognition and valorisation of adolescents are needed with the view to improve the perception of this age-group and It is necessary to be included inside the national actions. [5.]

**(4) THE SOLVING OF THE RESPONSE AT “ THE ANDRAGOGICAL “ PHENOMENA:
THE SHIFTING OF THE ANDRAGOCICAL CONCEPTS
FROM THE ADULT PEOPLE TO THE YOUNG PEOPLE: →**



Consequently: →

- The changing of the course program so that the young people to be conscientious of the real gain of the respective
- Education,
- Learner's Gain focused courses Courses,
- Learner's Gain focused Learning,
- Learning by doing:

(A) GAINS FOR POTENTIAL ESLs (the learner real, practical gain / practical advantages become central problems),

(B) Courses, curricula, programs focused on real future learners' gain possibilities,

(C) How these courses are presented:

Again learning by doing,

Edutainment,

The looking to the speed and consistence of the skills and knowledge transfer.

(D) THE CONSTRUCTION OF THE EDUCATION

TAKING INTO CONSIDERATION:



- **THE GAIN WHICH WILL BE ACCOMPLISHED BY LEARNERS,**
- **THE EDUCATION IN THE FIELDS OF THE BIG INTEREST OF THE LEARNERS**
(examples: cars, IT&C, Judo, business, media, journalism,
- etc etc).
- **THE EDUCATION IN THE FIELDS WITH THE IMMEDIATE FUTURE APPLICATIONS IN THE LEARNERS BENEFITS (USER NEEDS).**
- **CREATE POTENTIAL PRACTICAL ADVANTAGES FOR THE POTENTIAL ESLs.**

9. THE CREATING OF THE PRACTICAL ADVANTAGES FOR THE POTENTIAL ESLs. THE RESPONDING AT THE “ ANDRAGOGICAL INFLUENCES”



THE MODE OF EDUCATION AS THE POTENTIAL MEANS OF INFLUENCING OF YOUNG PEOPLE TO NOT BECOME ESL

EDUTAINMENT IN LEARNING & IN eLEARNING. (Advantages & Disadvantages)

IPA SA work intensive for the implementation of the real-eLearning and the rejection of the pseudo-eLearning.

All above, with the consistent influences on the ESL stabilization in schools.

The action is necessary to help in the fields of the retardation of knowledge and skills:

Retardation in the acquisition of knowledge, leading to refusing to go to the school, and finally to the abandon / generation of ESL, may be due to several factors including:

- Social conditions,
- Physical impairments,
- Personal problems,
- Physical deprivations,
- Emotional problems inclusive marginalization,
- Attacks gains the learner personality,
- The school perception as aggressor,
- The family pressure,



- The Implication / involvement in delinquent actions,
- The loss of the rate of assimilation of knowledge,
- The loss of the rate of understand ability of explained aspects,
- The procedures of presentation of lessons,
- The fear of the learner, the high level of timidity, the high level of sensibility,
- The school perception as uneventful, boring,
- The lack of motivation,
- The finds that the school does not bring any gain or a material income = andragology conception,
- The finds that the school leads to the lack of contributions at the self-esteem. The self-esteem problems.
- The lack of help,
- And other.

For the potential ESL we look to

- ⊙ The growing of ESL individuals motivation for learning,
- ⊙ The growing of the self-esteem, assertiveness / self confidence, of the ESL individuals,

The ESL may to be considered also as people with the wrong or negative understanding and / or application of assertiveness features. THE SELF-ESTEEM is the essential requirement of modern business life.



WHAT TO DO ?

It is the time and necessity of a a new strategy, based inclusive on the material cooperation with the ESL candidates.

The government bodies involvement.

It is necessary to be solved, helped the economic, social problems inside families.

- the creation of possibilities for the learning for preferred jobs,**
- the respective , prepared, jobs attractiveness,**
- the training in preferred activities, in disciplines which really bring gains, especially tangible/ practical / material gains, to the learner,**
- the creation of activities as tuned with the learners desires and ambitious,**
- self esteem creation,**
- the creation of the connection job-hobby,**
- the soft skills improvement,**
- the hard skills improvement,**

- the self-personality tuning / agreement construction.**
- The new concepts in lessons and the training process creation.**
- The learning and eLearning lessons quality.**



10. CONCLUSIONS

IT IS NECESSARY THE CONCENTRATION OF ACTIONS AT LEAST ON 3 LEVELS, RESPECTIVE ON THE 3 LINES:

① **(1.) FINANCIAL, SOCIAL, MATERIAL ACTIONS, BASED ON PROGRAMS HARMONIZED WITH AND IN PART SUPPORTED BY THE OFFICIAL BODIES, AND BY OTHER RICH ENTITIES.**

② **(2.) THE SCHOOL / EDUCATION / COURSES CONNECTION WITH THE **SHIFT TOWARD THE “YOUNG ANDRAGOGY “ REQUIREMENTS (IN RESPECT OF THE “GAINS” OF LEARNER).****

THE CREATION OF THE PRACTICAL POTENTIAL ADVANTAGES, GAINS, TO THE POTENTIAL ESLs, THROUGH (1) THE SPEEDING OF THE SKILLS & KNOWLEDGE TRANSFER EDUCATION, (2) THE TIME SAVING, (3) THE UNDERSTANDING EFFORTS SAVING, (4) EDUTAINMENT ELEMENTS.



③ (3.) THE MODE OF THE COURSES PRESENTATION / CONSTRUCTION AND SKILLS / KNOWLEDGE TRANSFER

Therefore in IPA SA Partner Tol is looking to the transfer toward the partners of the following elements:

“ The ESL phenomena diminishment through the offering, to the potential ESLs, of advantages / gains: the possibilities to access the innovative lessons, based on the concepts of (1) time saving, (2) efforts of understanding saving, (3) elements of edutainment“.

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RAPORT. Abandonul școlar în România este în creștere. 21 mai 2013, 16:10 de
Ioana Nicolescu

[2.] Renunțarea timpurie la educație: posibile căi de prevenire.

Coordonator: Bogdan Voicu

Anca Nedelcu, coordonator de proiect

Sorin Coman, asistent de proiect

Realizat în perioada iunie 2009 – decembrie 2009. Inițiat, conceput și derulat prin parteneriatul, dintre Fondul Națiunilor Unite pentru Copii – UNICEF România și Centrul Educația 2000+.

București, Vanemonde, 2010, ISBN 978-973-1733-15-9, Editura: **VANEMONDE**



©Centrul Educatia 2000+/UNICEF + România, 2010

[3.] Proiectul „Soluții eficiente pentru prevenirea abandonului școlar: costuri și mecanisme”, dezvoltat de Centrul Educația 2000+ și UNICEF,

[4.] Raport în coordonarea lui Bogdan Voicu, realizat în cadrul proiectului “Soluții eficiente pentru prevenirea abandonului școlar: costuri și mecanisme”, realizat de UNICEF și Centrul Educația 2000+ (Responsabili proiect: Anca Nedelcu și Sorin Coman)

[5]

Final report: State of adolescents in Romania

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Abraham, D. (coord.); Abraham, A.; Dalu, A.M.; Fierbinteanu, C.; Marcovici, O.; Mitulescu, S.; Plaesu, A.; Sufaru, I.

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[7.] Images: Microsoft Windows Vista

CREATES PRACTICAL ADVANTAGES FOR THE POTENTIAL ESLs.



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