

Name of PP: **Vaslui County School Inspectorate**  
 Name of P1: **Galati County School Inspectorate**  
 Project code: **PN2018**  
 Financing contract number and date : **1/30.10.2020/N**  
 Project implementation period : **30.10.2020-30.04.2023**

## 1.PROMOTER-VASLUI COUNTY SCHOOL INSPECTORATE

<b>NO. crt.</b>	<b>Operation</b>	<b>Surname and Name</b>	<b>Position in the project team/PP</b>	<b>Signature</b>
1.	Elaboration	Flueraş Gheorghe	Assistant project manager	
2.	Checking	Nicoară Mihaela	Project Finance Officer	
3.	Approval	Mihnevici Landiana	Project Manager	

## 2.PARTNER-GALATI COUNTY SCHOOL INSPECTORATE

<b>No. crt.</b>	<b>Operation</b>	<b>Surname and Name</b>	<b>Position in the project team/P1</b>	<b>Signature</b>
1.	Checking	Ghetau Florin	Assistant County Project Coordinator	
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## Counselling methodology

### Chapter.I. General considerations

**I.1.** The present methodology has been developed for the organization and implementation of Activity 4 - Implementation of counselling programmes, within the project PN2018 - "A school for all and for everyone!", carried out by Vaslui County School Inspectorate as Promoter and Galati County School Inspectorate as Partner 1 during the period 30.10.2020-30.04.2023. The aim of this methodology is to define the way in which the educational counselling of students is carried out, involving motivational, cognitive and emotional components, to define the means by which absenteeism and dropout can be reduced.

**I.2.** Remedial/excellence activities, counselling and career guidance, as well as non-formal and informal extracurricular educational activities are organised to achieve the overall objective of the project. The project also aims at increasing the pass rate of these students in the national assessment exam and improving access to secondary education as a result of appropriate career counselling.

### I.3. Definitions

**I.3.1.** Educational psycho-pedagogical assistance is an interdisciplinary activity, carried out by the school counselor in order to support students, parents, teachers, in their school and professional knowledge.

**I.3.2.** Educational counselling can be defined as an inter-human relationship of assistance and support between the school counsellor and the pupil/group of pupils with a view to personal development and prevention of situations of risk.

**I.3.3.** Psycho-pedagogical group counselling consists of a set of actions, methods and techniques, which aim at various objectives and in which the counsellor's activity starts from the premise that the group offers a social framework of interrelation and direct communication, with beneficial effects on the group members' personality change.

**I.3.4.** Counselling and career guidance consists in guiding students to choose a higher form of education according to their previous level of preparation.

**I.3.5.** Special Educational Needs (SEN) - additional, complementary educational needs that require schooling tailored to the individual characteristics of a particular disability or learning disorder/difficulty and complex assistance.

**I.3.6.** School integration - the process of adapting the person with special educational needs to the norms and requirements of the school he/she attends, establishing positive emotional relationships with members of the school group (class) and ensuring school success.

**I.3.7.** Inclusive education - the ongoing process of improving the services offered by educational establishments to include all members of the community in the education process, regardless of their characteristics, disadvantages or difficulties;

**I.3.8.** Impairment - the absence, loss or alteration of an anatomical, physiological or mental structure or function of an individual, resulting from disease, accident or disturbance, which prevents normal participation in society;



**I.3.9.** Curricular Adaptation - the correlation of the contents of the components of the national curriculum with the possibilities of the pupil with ESC, in view of the aims of the adaptation process and of his school and social integration;

**I.3.10.** Personalized Intervention Program - a tool for the design and implementation of educational and therapeutic activities used to streamline intervention activities and achieve the goals set out in the personalized service plan;

**I.3.11.** Multidisciplinary team - team formed at the level of each school unit of specialists from different curricular areas (teachers, school counsellors, speech therapist, support teacher, learners, educator, school mediator, headmaster).

**I.3.12.** School and vocational guidance certificate - official document/document issued by CJRAE, according to the provisions contained in Law no. 1/2011, which specifies the diagnosis/deficiency and orients children, pupils and young people with ESC in mainstream or special education.

**I.3.13.** Child at risk - a child whose situation has been assessed and found to be in violation of his/her rights due to certain adverse social, economic, medical, psycho-emotional or social circumstances and conditions, abuse, neglect, or the finding that the child's parents/legal guardians are likely to be in breach of their child-rearing and care obligations;

**I.3.14.** Child abuse - any voluntary action of a person who is in a relationship of responsibility, trust or authority towards the child, by which the child's life, physical, mental, spiritual, moral or social development, bodily integrity, physical or mental health is endangered (Law no.272/2004 on the protection and promotion of children's rights).

a) physical abuse - intentional damage to the child's bodily integrity or health by hitting, crushing, choking, pulling hair, pricking, cutting, burning, strangling, biting, in any form and of any intensity, by poisoning, intoxicating, other actions with similar effect; any corporal punishment and any other form of torture, cruel, inhuman or degrading treatment or punishment; physical assault and physical harassment by adults or other children;

b) sexual abuse - involving, inciting or coercing a child into any kind of sexual activity;

**I.3.15.** Neglect of the child - the omission, voluntary or involuntary, of a person responsible for the upbringing, care or education of the child to take any action subordinate to this responsibility, which endangers the life, physical, mental, spiritual, moral or social development, bodily integrity, physical or mental health of the child (Law no.272/2004 on the protection and promotion of children's rights).

a) food neglect - food deprivation, absence from the child's menu of several foods essential for development, irregular meals, inappropriate food or food given inappropriately to the child's age, malnutrition of the child;

b) Clothing neglect - lack of clothing and footwear, inappropriate clothing and footwear for the season or inappropriate size;

c) neglect of hygiene - failure to observe general rules of personal and household hygiene, pathogenic living conditions;

d) medical neglect - lack of necessary care, refusal of medical examinations, including prophylactic ones, non-administration of prescribed medical treatment, failure to go to medical workers in emergency cases;

e) educational neglect - not enrolling the child in a pre-school institution, not enrolling the child in school, not allowing the child to attend extracurricular activities, irresponsible attitude towards the child's schooling process and his/her school success;

f) emotional neglect - lack of attention, signs of affection and appreciation;

g) neglect in supervision - placing or leaving the child in conditions and circumstances where lack of supervision or inadequate supervision may lead to illness, trauma and/or exploitation of the child

**I.3.16.** Human trafficking - the recruitment, transportation, transfer, harbouring or receipt of a person, by means of threats, violence or other forms of coercion, abduction, fraud or deception, abuse of authority or taking advantage of the person's inability to protect himself or herself or to express his or her will, or by offering, giving, accepting or receiving money or other benefits to obtain the consent of a person having control over another person, for the purpose of exploiting that person (Law no. 678/2001 on preventing and combating trafficking in human beings)

**I.3.17.** Exploitation of a person - the performance of work or services in a forced manner or in violation of the legal norms on working conditions, wages, health and safety; holding a person in slavery or other similar deprivation of liberty or servitude; forcing a person to engage in prostitution, pornographic performances for the production and dissemination of pornographic materials or other forms of sexual exploitation; removal of organs; performing other such activities that violate fundamental human rights and freedoms (Law no. 678/2001 on preventing and combating trafficking in human beings).

**I.3.18.** Child separated from parents - a child in a situation of distress who is effectively deprived of parental care in situations determined by the absence of the parents, including in the case of the parents' departure to work abroad, a child taken from the parents due to the existence of imminent danger to the child's life and health, as well as a child whose status has been established as a child temporarily left without parental care or a child left without parental care;

**I.3.19.** Domestic violence - any intentional action or inaction, other than self-defence or defensive action, whether physical or verbal, by a family member against another member of the same family, which causes or is likely to cause physical, mental, sexual, emotional or psychological harm or suffering, including threats of such acts, coercion or arbitrary deprivation of liberty.

a) verbal violence - addressing through offensive, brutal language, such as the use of insults, threats, degrading or humiliating words and expressions;

b) psychological violence - the imposition of will or personal control, the causing of tension and mental suffering in any way and by any means, demonstrative violence against objects and animals, by verbal threats, the display of weapons, neglect, control of personal life, acts of jealousy, coercion of any kind, and other actions with similar effect;

c) physical violence - bodily harm or damage to health by beating, choking, cutting, hair pulling, pricking, cutting, burning, strangulation, biting, in any form and of any intensity, including masquerading as the result of accidents, by poisoning, intoxicating, and other actions with similar effect;

d) sexual violence - sexual assault, infliction of degrading acts, harassment, intimidation, manipulation, brutality for forced sexual relations, marital rape;

e) economic violence - prohibition of professional activity, deprivation of economic means, including deprivation of primary means of subsistence, such as food, medicine,



basic necessities, intentional taking of the person's property, prohibition of the right to possess, use and dispose of common property, unfair control over common property and resources, refusal to support the family, imposition of heavy and harmful work to the detriment of health, including a minor family member, and other actions with similar effect;

f) social violence - imposing isolation of the person from family, community and friends, prohibition to attend educational institution, imposing isolation through detention, including in the family home, intentional deprivation of access to information, and other actions with similar effect;

g) spiritual violence - underestimating or diminishing the importance of meeting moral-spiritual needs by prohibiting, limiting, ridiculing, penalizing family members' aspirations, access to cultural, ethnic, linguistic or religious values, enforcing adherence to unacceptable spiritual and religious beliefs and practices, and other actions with similar effect or repercussions.

**I.3.20.** Dropping out of school - a form of school deviance along with cheating, truancy, truancy, school vandalism, school violence. Dropping out is seen as a conscious withdrawal of the pupil from the school system due to loss of interest or motivation for learning and engagement in activities unrelated to education or due to lack of economic resources for further schooling.

## Chapter.II. Types of counselling

### II.1. Individual and group counselling

- Psycho-pedagogical counselling can be carried out at the request of the pupil, the parent, the headmaster or the teachers, with the following mentions for pupil counselling: for secondary education it can be carried out at the personal request of the pupil according to personal needs.
- The school counsellor is obliged to maintain confidentiality with regard to the facts and information of which he has become aware in the exercise of his professional duties, being forbidden to use them for personal interest or for the benefit of a third party, unless the student would present a danger to himself and to others.
- Students, parents, teachers who have family, emotional or other problems may request counselling from the school counsellor.
- The school counsellor decides how long a pupil should be counselled and the tools used: specialist worksheets; assessment tests, held under licence in the inter-school office/ CJRAE, and other questionnaires, tests held from personal sources, used for guidance and not diagnostic purposes..
- The duration of an individual psycho-pedagogical counselling session is 50 min and 90 min for group psycho-pedagogical counselling.
- During the psycho-pedagogical counselling sessions, the school counsellor will record the activity carried out in a record book, where the following data will be mentioned: date of counselling, type of counselling, direct beneficiaries involved, details on the activity/observations during the activity.
- Psycho-pedagogical counseling of students/parents in the target group is done according to the program established by the school counselor within the PN2018 project.



- The school counsellor makes recommendations to teachers, parents, teachers, school management in order to ensure the necessary support for the student's development.

## II.2. Counselling pupils with SEN

- At the beginning of each school year, the school counsellor, in collaboration with the headmasters, will identify students with possible Special Educational Needs (SEN) from the target group, in order to guide them towards obtaining the school guidance certificate (if applicable).
- The school counsellor will request from the head teachers/legal guardians of students with ESC the medical documents and/or the school guidance certificate and/or the disability classification, certifying that the student has special educational needs.
- The school counsellor informs, in writing, the school management of the situation of the students with ESC requiring the preparation of a specialized intervention plan/programme and adapted curriculum.
- The school counsellor provides support to teachers/principals on intervention strategies for students with ESC (intervention plan, adapted curriculum, methodological suggestions, etc.).
- The school counsellor proposes the counselling programme and determines its duration, depending on the case, as well as the end of the programme.
- Duration of individual session: between 20 min. - 50 min., depending on the case.

## II.3. Psycho-pedagogical counselling of pupils at risk

- When a teacher, regardless of specialization, or any person who, by the nature of his job, comes into contact with the pupil, has the suspicion that the pupil is in one of the risk situations mentioned in this methodology, he is obliged to notify the school management and/or the general directorate of social assistance and child protection.
- The school management, together with the class representative and the school counsellor teacher, informs the student's family of the risk situation of the student either verbally/ by phone/ official address.
- The school management is obliged to notify by official address, depending on the case, other institutions authorized to resolve the situation (DGASPC, IJP, ISJ, CJRAE, ANA, local authorities, etc).
- The school counsellor makes recommendations for specialist assessments and/or provides support to the student and family in at-risk situations.
- The school counsellor decides, depending on the case, the counselling programme, the period of counselling, the type of counselling and the persons involved.
- The school counsellor monitors the pupil's behaviour and development during the school day.

## II.4. Counselling to reduce absenteeism and dropout

- Teachers/headmasters are obliged to inform the student's parents by telephone or in writing about the number of absences or behavioural misconduct.
- The management of the educational establishment informs the local authorities (Town Hall, social worker from the town hall, General Directorate of Social Assistance and Child Protection, other competent institutions) about the situations of risk of dropping out/abandonment of the target group of pupils.
- The school counsellor makes recommendations for specialist assessments.
- The school counsellor provides support to the pupil at risk of dropping out by counselling the pupil's family, activities with the group/class to which the pupil at risk of dropping out belongs.
- The school counsellor and teachers monitor the pupil's behaviour and development during the school day and during extracurricular activities organised by the project.
- The school counsellor will prepare portfolios for students in the target group at risk of dropping out that may contain: the file of the pupil at high risk of dropping out; written notification to parents of pupils who have registered more than 20 unexcused absences; minutes of parent - pupil - head teacher discussions to identify the causes of absenteeism; sheets with responsibilities and minimum work tasks in each subject / extracurricular activity to be motivated to attend school; monitoring sheet of the child at risk of dropping out and proposed solutions to reduce the risk of dropping out established by the counsellor / principal / school management.

## Chapter. III.References

- Order of the Minister of Education and Research no. 5555/2011, on the Regulation of organization and functioning of the Educational Resource and Assistance Centre / County Centre for Psycho-pedagogical Assistance;
- Law no. 87/2006 approving the O.U.G. No. 75/2005
- GD 536/2011 on the organization and functioning MECTS
- ORDER No 5573 of 7 October 2011 approving the Regulation on the organization and functioning of the special and special integrated inviitarnant.
- O.M. no. 5574 of 4 November 2011 on the approval of the Methodology on the organization of educational support services for children and young people with special educational needs integrated into mainstream education.
- Law 217/2003 on preventing and combating domestic violence, republished 2014.
- Law No 272/2004 on the protection and promotion of children's rights;
- Law no.678/2001 on preventing and combating trafficking in human beings;
- Law no. 143/2000 on preventing and combating illicit drug trafficking and consumption.
- Criminal Code - updated.
- Law No. 487 /2002 on mental health and protection of persons with mental disorders, amended on 13.09.2012.



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- H.G. 691/2015 on the approval of the procedure for monitoring the upbringing and care of children with parents working abroad and the services they can benefit from.
- Regulation of organization and functioning of pre-university education units.
- School internal order rules
- ARACIP standards on the evaluation of pre-university education units.



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