



Erasmus +

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Parteneri:

- Spania

- Portugalia

- România(CJRAE CLUJ)

- Grecia

- Bulgaria

- Croația



Ghid de bune practici privind prevenirea abandonului școlar și a părăsirii timpurii a școlii

Situația în UE

THE WORST:

Spain: between 20-25% of pupils have ESL

Portugal: similar to Spain.

Romania: 15-20%

THE BEST:

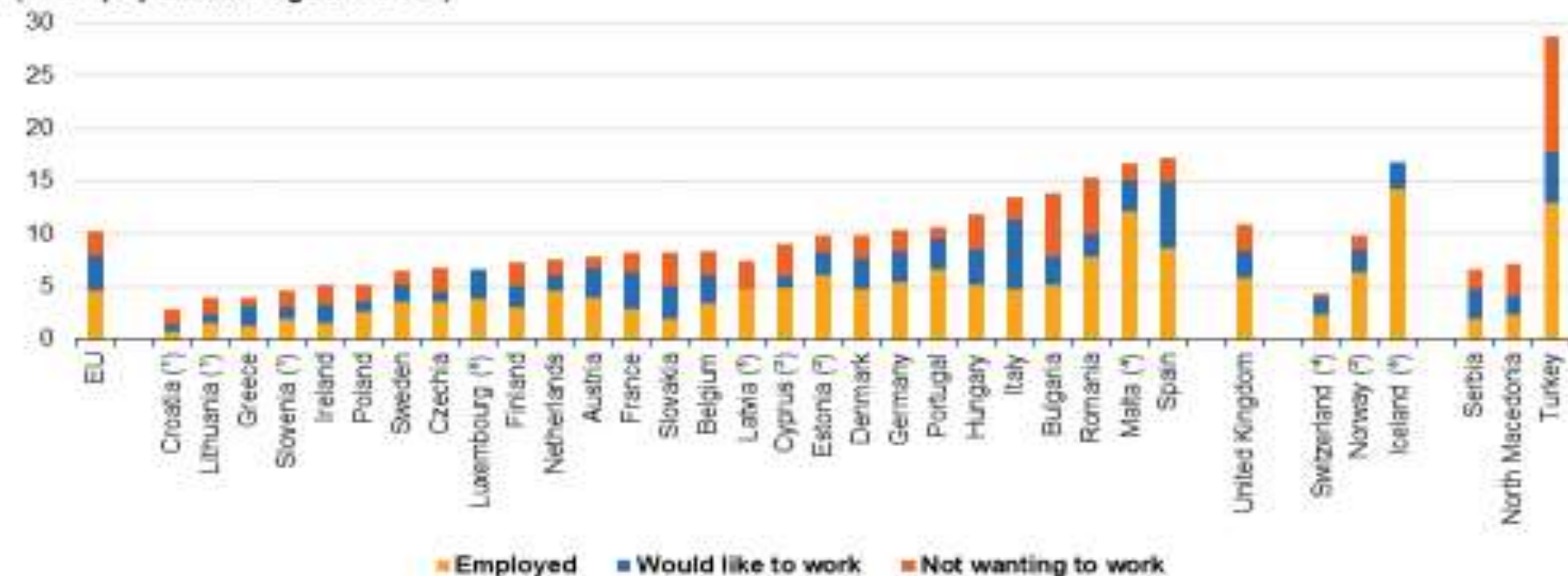
Greece: between 10-15% (around in the average of Europe)

Bulgaria: similar to Greece.

Croatia: less than 10%, below the average in Europe.

Distribution of early leavers from education and training by labour status, 2019

(% of population aged 18-24)



Note: ranked on overall share of early leavers. Montenegro not available due to a very low reliability.

(*) Low reliability.

(*) Not wanting to work and would like to work: low reliability.

(*) Would like to work: low reliability.

(*) Not wanting to work: low reliability.

(*) Would like to work: not available due to a very low reliability.

(*) Not wanting to work: not available due to a very low reliability.

Source: Eurostat (online data code: edat_ifse_14)

Situația în România

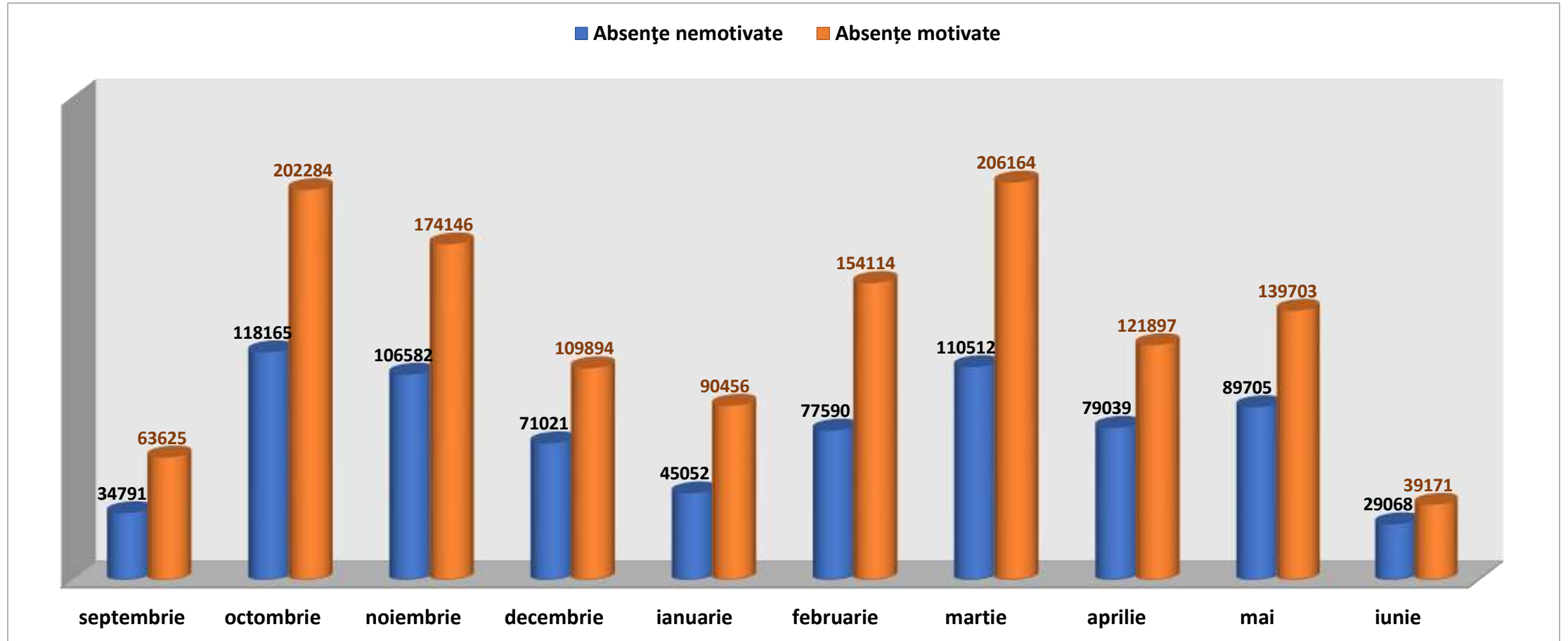
a. În general în România

In 2012, Romania had a rate in ESL of around 20-25% of the pupils. Between 2013 and 2018, the rate was reduced in 0,9%, being in 2018: 16,4%

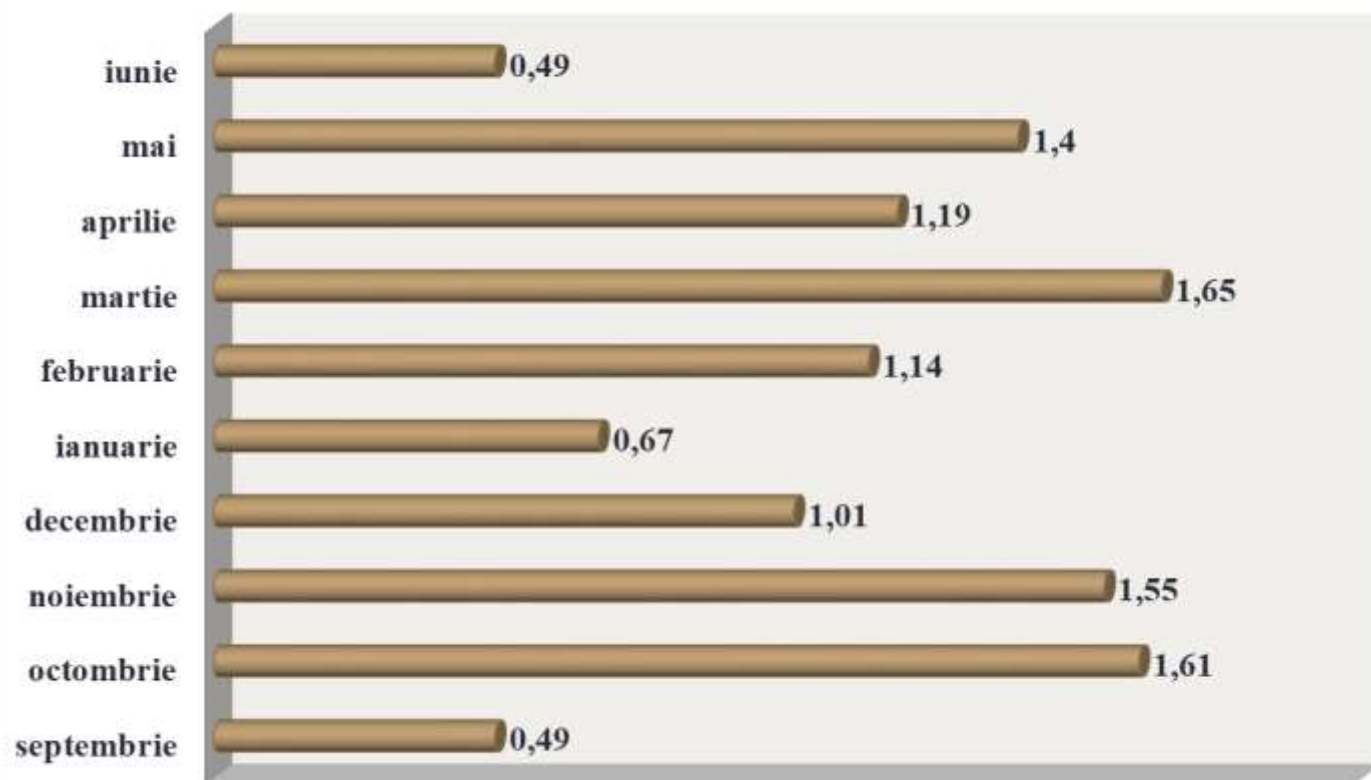
b. În Cluj County

	Class 0	1 ST class	2 nd class	3 rd class	4 th class	5 th class	6 th class	7 th class	8 th class	9 th class	10 th class	Total P-X
2015-2016	1	5	14	22	14	48	40	32	17	15	20	228
2016-2017	5	5	14	20	12	62	42	30	47	6	6	249
2017-2018	2	4	19	14	13	37	24	37	30	4	3	187

Statistică privind absențele în anul școlar 2017 – 2018



■ Absențe nemotivate / elev total



Cauze ale abandonului școlar

Frequency/ type of school	1	2	3	4	5
National Colleges and Theoretical High Schools	Medical causes	Failure to bring motivations in time	Arriving late	Uninterested students	Fear of punishment
Technical Colleges and Technological High Schools	Medical causes	Failure to bring motivations in time	Uninterested students	Arriving late	Lack of family involvement
Secondary Schools – RURAL	Medical causes	Uninterested students	Failure to bring motivations in time	Students come from families with low socio-economic status	Arriving late Held for agricultural / domestic work
Secondary schools - URBAN	Medical causes	Arriving late	Failure to bring motivations in time	Uninterested students	Students with parents working abroad
Vocational schools	Medical causes	Failure to bring motivations in time	Arriving late	Uninterested students	Students being involved in extracurricular activities, sports clubs
Special education schools	Medical causes	Failure to bring motivations in time	Uninterested students	Arriving late	Lack of family involvement

Alte cauze

- ❑ students who commute/lack of transportation;
- ❑- families that break the law by not ensuring the schooling of children;
- ❑- fear of negative results when being evaluated;
- ❑- bad entourages;
- ❑- skipping the last classes;
- ❑- unfavorable weather conditions for commuting;
- ❑- students working to support their family;
- ❑- address change and non-announcement of school;
- ❑- lack of sanctions applied to parents by the local authorities;
- ❑- attendance at the evaluation committees to obtain the certificate of disability classification.
- ❑- students who cannot wake up in the morning to get to school on time;

Prevenția abandonului școlar

Frequency/ type of school	1	2	3	4	5
National Colleges and Theoretical High Schools	Applying the sanctions written in the school regulations	Informing the parents through discussions	Letters to the parents	Activities carried out by the school counselor or the head teacher on the subject of school absenteeism	Establishing partnerships with the City Hall and / or the Police to reduce absenteeism
Technical Colleges and Technological High Schools	Applying the sanctions written in the school regulations	Informing the parents through discussions and letters to the parents	Activities carried out by the school counselor or the head teacher on the subject of school absenteeism	Establishing partnerships with the City Hall and / or the Police to reduce absenteeism	Meetings / seminars with the parents on the topic of school absenteeism
Secondary schools- URBAN	Applying the sanctions written in the school regulations	Informing the parents through discussions	Letters to the parents	Activities carried out by the school counselor or the head teacher on the subject of school absenteeism	Meetings / seminars with the parents on the topic of school absenteeism

Frequency/ type of school	1	2	3	4	5
Secondary schools- RURAL	Applying the sanctions written in the school regulations	Letters to the parents	Informing the parents through discussions	Establishing partnerships with the City Hall and / or the Police to reduce absenteeism	Visits to the students' homes by the head teacher or school mediator
Vocational schools	Informing the parents through discussions	Letters to the parents	Applying the sanctions written in the school regulations	Activities carried out by the school counselor or the head teacher on the subject of school absenteeism	Establishing partnerships with the City Hall and / or the Police to reduce absenteeism
Special schools	Informing the parents through discussions	Letters to the parents	Applying the sanctions written in the school regulations	Visits to the students' homes by the head teacher or school mediator	Meetings / seminars with the parents on the topic of school absenteeism

Alte măsuri

- **prevention of school absenteeism and the risk of dropout – other MEASURES TAKEN**
- Monitoring the students who are often missing;
- Telephone conversations with the relatives if the parents are not interested in the student's situation;
- Telephone conversations with the students or discussions with them one on one;
- Discussions with the students on WhatsApp or through social networks;
- Discussions with the students during counseling classes with the head teacher or counseling these students by the head teacher outside of classes
- Verbal police notice;
- Telephone discussions with the probation counselor;
- Messages through the online catalog;
- Temporary withdrawal of the scholarship;
- Counseling classes on the subject of absenteeism;
- Involvement of the students in educational activities

Activități/intervenție

- **Relaxation**
- Relaxation for Kids - The Koeppen Technique (Part 1).
- <https://youtu.be/FZoFPT3FXDI>
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- Relaxation for Kids - The Koeppen Technique (Part 2).
- <https://youtu.be/8JgqWYKLFGM>
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- Mindfulness Meditation for Kids | BREATHING EXERCISE | Guided Meditation for Children.
- https://youtu.be/Bk_qU7I-fcU
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- Yoga for children.
- <https://youtu.be/z2UQ5-cVHjs>
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- **Games for training emotions**
- 5 incredibly fun games to teach self-regulation (self-control) / early childhood development.
- https://youtu.be/H_O1brYwdSY
-
- 5 research proven self-regulation games for kids.
- https://youtu.be/TkPwr_plwhU
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- Games to build emotional intelligence.
- <https://youtu.be/qjSAejadG60>
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- **Massage. Sensorial and proprioceptive activities for children**
- Story Massage helps pupils manage emotions.
- <https://youtu.be/qj22qzAgRio>

Cum abordează Romania problema abandonului școlar

- General objective: Monitoring the absenteeism problem regarding the students from the pre-university system in Cluj county
- Specific objectives:
 - ✓ Updating the tool for reporting and monitoring absences for all education cycles
 - ✓ Achieving permanent monitoring of absences in the schools and reporting them to Cluj Inspectorate through CJRAE Cluj manager- Moldovan Ana-Maria;
 - ✓ Identification of the causes of absenteeism in each school in the county;
 - ✓ Finding and applying measures according to causes, in each school in the county;
 - ✓ Providing consultancy and support for schools that register a large number of absences reported to the number of students.

SOCIAL AND EMOTIONAL INTELLIGENCE

- 1. First task (regarding short theory)
- Definition of the emotional intelligence: an ability to monitor your own emotions as well as the emotions of others, to distinguish between and label different emotions correctly, and to use emotional information to guide your thinking and behavior and influence that of others (Goleman, 1995; Mayer & Salovey, 1990).
- Why it is important to introduce this approach in the teaching-learning process
- Introducing the concept of emotional intelligence in the teaching-learning process will help students develop their social and personal skills tremendously. How? By finding it easier to form and maintain interpersonal relationships, 'fitting in' to group situations and also by improving their understanding their own psychological state, which can include managing stress effectively and being less likely to suffer from depression.

The teenagers' improvement of the assertive communication



Name of the activity	How teenagers can improve their assertive communication skills
Subject or contents that could be worked with this activity	<p>Communication and relationship skills are a protective factor against risky behaviors and crisis situations.</p> <p>For this reason, I think it is very important to talk to students, through activities, exercises and examples. It is important to find and use responsible language expression techniques that value all participants involved in the act of communication.</p> <p>The skills to communicate also involves the ability to solve communication conflicts.</p>
Target group	<p>Teachers</p> <p>Teenagers High School</p>
Development of the activity	<p>Purpose of the activity</p> <p>Developing and/or improving assertive communication skills</p> <p>Competences</p> <p>O1. Highlight the characteristics of assertive communication.</p> <p>O2. Define assertive communication, using the information received in the lesson.</p> <p>O3. Name the steps in outlining the style of assertive expression.</p> <p>O4. To identify the barriers that appear in the communication, capitalizing on the information received during the course.</p> <p>O5. Identify their own style of communication based on the answers obtained to the assertiveness questionnaire.</p> <p>O6. Provide assertive answers in specific situations.</p>

Teaching methods

Conversation, questionnaire, brainstorming, debate, exercise, group work

Teaching aids

Sheets of paper, worksheets, PowerPoint, markers, digital whiteboards, Laptop

Catching the attention 5 minutes

The word **COMMUNICATION** is written on the board (either on the digital one, or the blackboard in the classroom).

Students are asked to express *What means Communication* for them, (phone, messages, e-mail, face-to-face, internet,)

And Which are the Forms of communication that they know (example oral Language, written, nonverbal)

Announcing the theme and objectives

Today we will talk about assertive communication. You will learn how to use language as responsibly as possible when communicating with other people.

1 minut

Carrying out the teaching activity

25 minutes

What is assertive communication?



Assertive communication is the ability to express emotions and thoughts in a positive, open and direct way without offending the others.

Barriers in communication

Have you ever faced such situations? (*Discussion*)

Outlining assertive communication through a few steps to inform students

Ways to improve communication

= expressing one's opinions and emotions without attacking, offending the interlocutor

3 components - 1. *Description of behavior*

Example: "When you're not talking to me..."

2. *Expressing one's emotions and feelings as a consequence of the interlocutor's behavior*

"I get upset when..."

3. *Formulating the consequences of the behavior on one's own person*

Example: "...Because I don't like not following the rules"

Second-person grammar -YOU- involves judging the platform and interrupts communication due to defensive reactions

Language of responsibility =
messages to the first person

Example: “ If you don't take me to school in time in the morning “(behavior), “I will be late and the teacher will be angry with me” (consequence). “That makes me nervous in the morning” (emotion).

The advantages of communicating messages to the first person

The communication process is more complete when we use:

- big exchange of information
- prevents defensive reactions
- I aim for increased quality of interpersonal relationships. Preventing defensive reactions through alternatives to messages that attack the person



Passive type	Assertive type	Aggressive type
He does not express his needs, emotions, rights.	He expresses his needs, emotions, rights without offending others.	He offends others when he expresses his needs, emotions, rights
He considers the needs of others more important	He knows his rights and supports them He respects others.	Personal needs are more important

Attack messages	Responsible messages
Evaluation of the person	Description of the behavior
Control	orientation
Manipulating one person's behavior	Spontaneity in expressing the way you feel
Neutrality	empathy
Superiority	equality

- **Class activity**
- 3 minutes
- Assessment of passive, aggressive or assertive communication style by completing the assertiveness questionnaire
- (Appendix 1)
- Questionnaire-based discussions. Identifying your own communication style
- After interpreting the results, students are told that assertiveness is a skill that can be learned. (Appendix 2 Assertiveness Decalogue)
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- 5 minutes
- They express opinions about techniques to develop the assertiveness.
- Feedback
- **Class Activity**
- 10 minutes
- The class is divided into 3 groups
- Students are asked to find assertive answers for the situations listed below
- Group 1: A colleague talks nonsense to another colleague
- Group 2: A colleague takes your food from your bag without asking your permission, but you are very hungry.
- Group 3: You have established that you go to the movies with your colleagues at a certain time and day. Colleagues changed the time without notifying you. You were on the date you originally set and waited in vain. **How do you react? What are you doing?**
- Careful! Emotions should be expressed clearly, concisely, firmly and without insults.

Resurse	<p>Materiale necesare pentru desfasurarea activitatii</p> <p>Sheets of paper, markers, laptop</p> <p>Bibliographic resources:</p> <p>A. Băban (2011), Consiliere educațională, Editura ASCR Cluj Napoca</p> <p>Assertiveness Questionnaire (A. Baban)</p> <p>The decaloque of effective communication (A.Baban)</p>
Initiatorul activitatii	<p>Cioltan Lorena Eugenia, profesor consilier școlar</p>