

**AN. 17-PANTILLA**

**PROGRAM OF MEASURES TO REDUCE ABSENTEEISM, THE RISK OF SCHOOL  
ABANDON, AND THE SKILLS 'SAFETY INSURANCE'**

**I. Joint training, counseling and guidance activities carried out in cooperation  
with the COUNTY DIRECTOR OF SOCIAL ASSISTANCE AND CHILD PROTECTION;**

**1. Individual counseling of students on prevention / reduction of absenteeism, school  
dropout / school violence, at the request of the teaching staff, meeting the needs:**

\* to permanently optimize the motivation for pupils' learning, self-esteem, finding the most appropriate way of reporting the pupil to instructional-educational activity, constructively overcoming certain difficulties / blockages in the learning activity;

\* to raise students' awareness of the importance of non-violent resolution of inherent conflicts that arise in everyday life / school, to make communication more effective within the group, to develop the cohesion of the class of students;

\* to develop a positive attitude towards respecting each other's interests, seeking common interests, by giving up wrong perceptions and judgments about the other;

\* developing in collaboration with the teacher the activities of individual psycho-pedagogical counseling of students.

**2. Student group counseling on prevention / reduction of absenteeism, school dropout /  
school violence at the request of the teaching staff / school unit direction, through:**

\* Group programs / activities for preventing and combating violence in the school environment, developing social and communication skills: I bet on the winning solution; The unseen faces of violence; Force the mind vs. the sin of the soul; Violence is the weapon of the weak; I want to be friends; Violence in school; All against violence; Alphabet of nonviolent communication; The beauty of being; Traveling through the universe; inter-; Who am I? Communication, the essence of good relationships; Effective communication and personal development; My behavior - the source of my social and school success or failure; Who am I like? Me and the others; I understand how to be; Let us understand and understand others; The story ; Self-knowledge and

personal development; Become assertive; Who am I ; I am unique, I am special, I, you and the others; Effective communication and personal development; We build success through effective communication; The eyes of wisdom.

\* programs to prevent and reduce absenteeism / school dropout, to develop motivation and learning abilities and to optimize learning; Learn to learn; Earn after winning; I learn daily - feed my mind; Management of student attendance at school; Learn, unveil, revive; Absence ... of my education; Learn to learn.

\* Collaboration with the master in the activities of group psycho-pedagogical counseling of pupils;

### **3. Permanent teaching staff / schoolteacher - professor / school principal by:**

\* Providing individual psycho-pedagogical assistance to teachers who request this, focusing on information and documentation on topics such as:

- knowledge of pre-school / pupils, adaptation of preschool / pupils to the school environment;
- adapting the school to the needs of the pupils; optimizing the school relationship - preschoolers / pupils - parents

\* Providing psycho-pedagogical assistance to the teachers' group, through the participation of the teacher counselor in the methodical commissions of the teachers, to the pedagogical circles of the project and program coordinators, etc. at the request of the school units;

\* Collaboration with the heads of the school units in carrying out activities specific to the problem;

\* knowledge (by all school teachers) and consistent application of the general intervention procedure at school level in violence (see Annex 3 to ROFUIP 5115/2017);

\* the development of the training courses addressed to all the teachers in the county school units, on the specific issue:

"Education for Behavioral Values and attitudes, 48 hours; Behavioral Prevention Strategies, 30 Hours; 24-Hour Student Management, 24 Hours" School Counseling and Guidance "; "Value system in a friendly school", 30 hours; "Violent Behavior and Absence-Prevention and Intervention", 24 hours; "Applying the Principle of Equal Opportunity in School", 16 hours.

\* developing, in collaboration with school units (teachers, teachers, pupils, parents) and other partners, specific prevention projects / programs:

-Internet security -Spicing applicant schools and the County Center for Drug Prevention and Counseling; Continuing "Uncensored" project;

-Decorative activities related to the prevention of harmful substances consumption

## **II. Designing the School Plan in accordance with the identified needs of the target group (people who have not completed the compulsory education)**

### **INTERVENTION SUGGESTIONS IN THE ABSENCE**

1. Weekly monitoring of student absences on the type of monitoring sheet and monthly presentation of absenteeism to school management
2. **Applying the absenteeism questionnaire** (if the situation so requires)
3. Centralize the answers to the questionnaire and identify the main causes that contributed to the factual situation (large number of unjustified absences)
4. Drawing up of a targeted intervention plan to solve the situation (identification by the master of some improvement measures)
5. Discuss in particular the incident / situation with the student - finding together solutions to avoid repeating the incident; possibly, individual psychological counseling / family (depending on the case)
6. Co-operation of the master with parents; discreet supervision of the pupil's presence at school, permanent contact with the teacher (the negative reactions of the school and family maintain the student's defense mechanisms, creating a vicious circle, where the abandonment tends to be seen by the student as the only solution for, the solution to the problem)
7. If the escape from school is determined by the attitude of a teacher, the teacher can mediate the solving of the confrontational situation teacher-student
8. Other ways of prophylaxis:
  - leaving the school during the course hours only on the basis of a pass, signed by the teacher or the teacher of the class, to be recorded at the secretariat
  - rigorous marking of absences at each course time
  - official confirmation of the student's legitimacy at any Sports Club and prior announcement of the competition program; approving the motivation for absences for the pupil's participation in sports competitions by the school leadership
  - Compliance with the School Regulation and the Indoor Regulation for Students
  - Maintaining in the classroom an atmosphere that ensures that all students have the affective safety
  - Teaching methods - Attractive learning

- promoting co-operation in the classroom, so that students with modest school performance experience their success; avoiding the formation of elite, along with labeling, marginalization, those not belonging to the elite
- a fair reward system - sanctions to maintain student motivation; the mark is just an objective measure of performance and not a way of punishing the student
- teachers communicate effectively (assertively, use active listening) to avoid student labeling, critique constructively, focus on rewarding pupils rather than penalizing them
- diversification and attractiveness of extracurricular activities

9. Other intervention strategies:

- making a panel of students with the best frequency at school
- creating a parent forum (on the school site)
- publishing the list of students with the least absences on the school's website
- parent counseling programs (parent type school)
- Collaboration with all local community authorities (proximity police, gendarmerie, other associations and NGOs).

**III. Creating a framework for joint intervention with institutions in monitoring absenteeism and preventing school dropout phenomena;**

School:

Date:

**QUESTIONNAIRE FOR CHILDREN**

Please answer honestly the following questions:

1. What do you think are the reasons why some colleagues are absent?
  - a. They do not like the time
  - b. Not interested in school
  - c. They do not like the teacher
  - d. if they are absent, they do not do much

- e. They get bored at school
- f. It solves its absences by getting relief
- g. Avoids a small note in this way
- h. Do not want to conflict with other colleagues
- i. The program is too loaded
- j. others, which? .....

2. What happens when a student is absent for more time?

- a. Note on wear
- b. Your parents are called to school
- c. is expelled
- d. Not much is happening to her
- e. something else, what? .....

3. Please state the reasons why you were absent:

- a. I do not care about school
- b. I do not like the teacher
- c. Better absent than taking a small note
- d. If I do not smell I have to deal with some colleagues
- I'm doing it, I'm getting relief
- f. Another reason, which? .....

4. Propose three things that, in your opinion, make the hours more enjoyable:

- a. ....  
.....
- b. ....  
.....

c. ....  
.....

5. How often do you miss unmotivated hours:

- a. not
- b. 1-3 hours / week
- c. 3-6 hours / week
- d. 6-9 hours / week
- e. 9-12 hours / week
- f. 12-15 hours / week
- over 15 hours / week

6. What do you think would make you have a better presence at school:

- a. encouraging colleagues
- b. Teacher appreciation
- c. Relationship with the master / supervisor
- d. others .....

7. What are the characteristics of the time at which you would be present?

- a. The atmosphere is pleasant
- b. Work on groups
- c. I'm involved in the time
- d. I'm not bored
- e. other. Which ? .....

8. From which disciplines do you go more often from school?

.....

9. What is your reason for leaving school? What difficulties did you encounter in the matter? (encircle the variants that match and specify matter).

- a. matter is too heavy, I do not understand it
- b. I do not like the matter
- c. I did not do my homework
- d. The time is boring
- e. The teacher's requirements are too high
- f. relationship with the teacher (I'm afraid of being humiliated in front of my colleagues)
- g. fear of note, I feel unprepared, I would like to avoid a small note
- h. Conflicts with a colleague / classmates
- i. fatigue
- j. Another reason. Which? .....

10. Where do you go when you leave the school?

- a. home
- b. in the park
- c. Internet cafe
- d. in the bar
- e. other. Which? .....

11. Who do you spend your time with when you leave the school?

- a. with friends
- b. with your boyfriend
- c. with colleagues
- d. With no one, I remain alone
- e. with someone else. Who? .....

12. Do parents know that you have been absent from school?

yes, I know of myself

b. Yes, I know from someone else (who is) .....

c. not

13. What solutions do you propose to stay at school? What could help you not get away from school before the end of classes? .....  
.....  
.....

### QUESTIONNAIRE FOR PARENTS

1. Do you know the situation of your child's absence from school?

YES / NO

2. How many times was he unmotivated this week?

a. not

b. 1-5 hours

c. 5-10 hours

d. More than 10 hours

3. What is the reason why your child is unmotivated?

a. Being influenced by colleagues

b. Be influenced by friends

c. He does not like the time

d. does not like the teacher

he is tired

f. Better an absence than a bad note

g. nothing affects him

h. other .....



4. What are the people your child spends when he / she is missing?

- a. with colleagues
- b. with friends in school
- c. one
- d. Friends outside school
- e. other people .....

5. What activities attract the child harder when leaving the class?

- a. Goes home
- b. Goes to the park
- c. Goes to a bar / club
- d. Goes to the Internet
- e. Go to a colleague at home
- f. others .....

6. What way of motivating absences does your child use?

- a. Real motivations
- b. false medical motives
- c. false motivations from parents
- d. communicating with the teacher
- e. It does not motivate them
- f. I do not know

7. What is your child's attitude towards unmotivated absence from school?

- a. It's good to chill from time to time
- b. The noise is provoked by the teachers

- c. Do not hurt if it is lacking at certain times
- d. Trust can have serious consequences on school success
- e. the trumpet causes the note to be reduced
- f. others .....

**IV. Accessing European Community funds through projects dedicated to reducing abandonment phenomen in the school environment;**