

Co-funded by
the European Union



Manual of procedures for socio-professional integration of children/youth that leave the system of special protection

Publication within the project

"Alternatives for Social Support Inspiring Transformation"

ASSIST - 785710

**Achieved by the European Union Programme for Rights, Equality and Citizenship programme
(2014-2020)**

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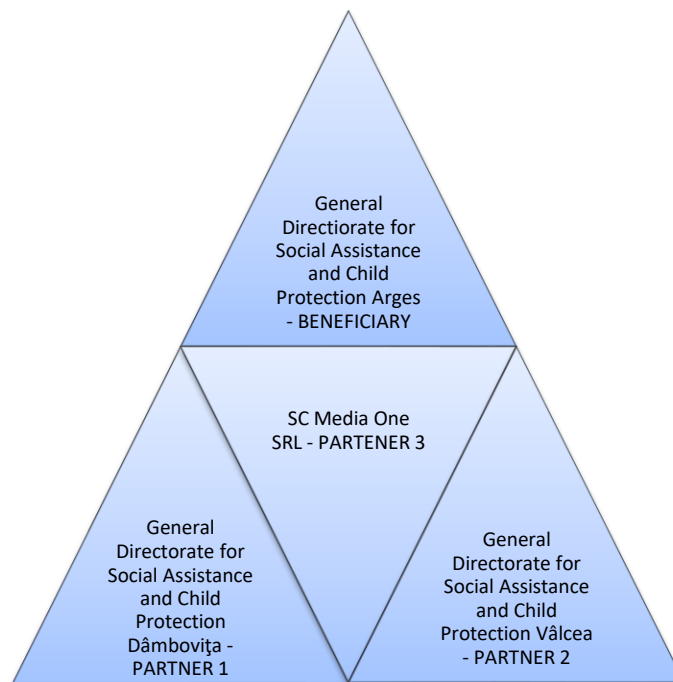


CHAPTER I - Introduction

1. Presentation of the project

Who are we and what is this project?

We are four partners who have launched a project for the health of the child protection system in Romania:



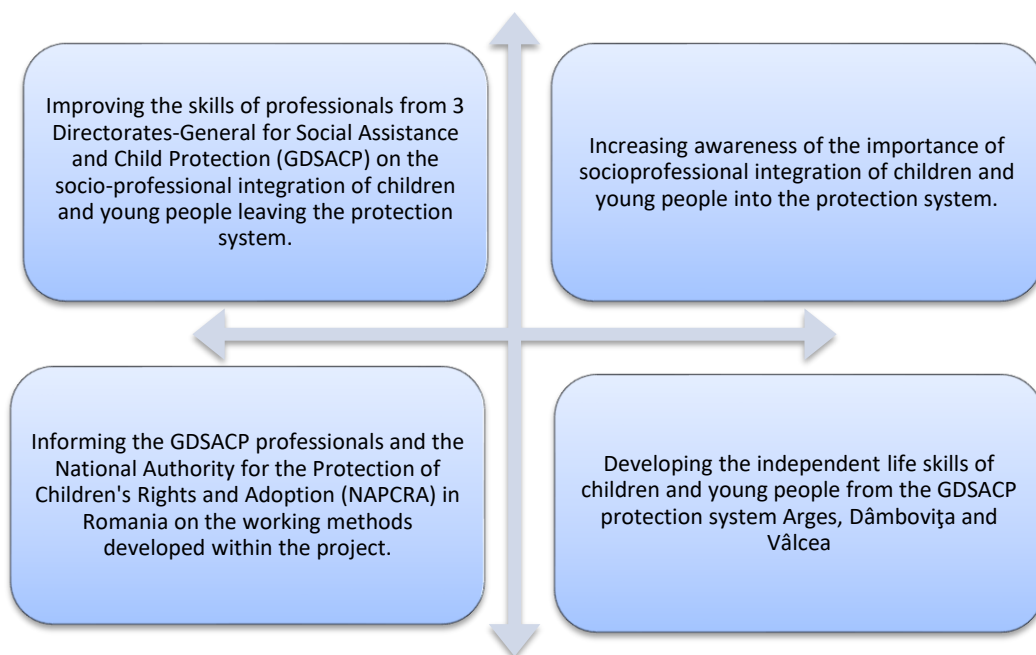


The project "Alternative for Social Support Inspiring Transformation" is carried out under the financing contract no. 785710 with the European Union, represented by the European Commission, funded by the the European Union's Rights, Equality and Citizenship Programme (2014-2020).

Obiectivele proiectului

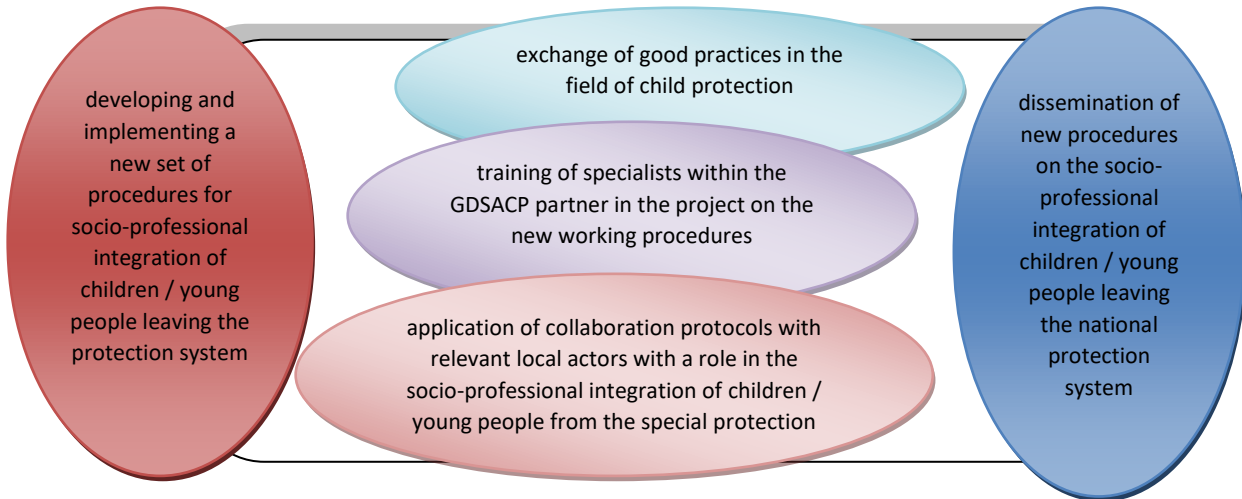
The overall objective of the project is to support the whole child protection system and to reduce the failures of the social and professional integration of the young people who have left the placement centers.

Specifically, the project's specific objectives include:





Components and project specificity



Through the ASSIST project we are committed to supporting young people who have reached the age at which they have to leave the child protection system to successfully integrate into the community. The first step of our project was to inform, identify and visit models of good practice in 4 countries in the European Union regarding the socio-professional integration of children / young people leaving the special protection system. Step 2 is to synthesize all this information in a procedure manual tailored to space and needs in Romania. This manual, together with the training sessions, is the basis for professionals working with children.



Project activities

❖ A1. Project management

❖ A2. Exchanges of good practice in the field of child protection

❖ A2.1. Identification of institutions / organizations in EU countries with expertise and results on the socio-professional integration of children / young people to leave the special protection system

❖ A2.2. Organization and sharing of good practices

❖ A2.3. Elaboration Comparative study on best practices identified

❖ A3. Elaboration and implementation of new work procedures for the socio-professional integration of children / young people to leave the special protection system

❖ A3.1. Developing, on the basis of the Comparative Study, the Handbook on Procedures for the Socio-Professional Integration of Children / Young People to Leave Special Protection System

❖ A3.2. Organizing and conducting training sessions of GDSACP specialists on new working procedures

❖ A3.3. Conclusion and implementation of collaborative protocols with relevant local actors with a role in the socio-professional integration of children / young people from the special protection system

❖ A3.4. Implement new working procedures

❖ A4. Organizing and conducting information and dissemination events

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- ❖ A4.1. Development of visual identity project and information materials
- ❖ A4.2. Organizing and running the project launch conference
- ❖ A4.3. Organize and run national seminars to disseminate new working procedures
- ❖ A4.4. Organize and run conference closing project

The expected results of the project include:

- 24 training sessions
- 632 professionals trained in socio-professional integration of children /young people to leave the protection system
- 8 national dissemination seminars
- 160 informed professionals on new working methods on socio-professional integration of children /young people that will leave the protection system
- 100 professionals aware of the importance of socio-professional integration of children /young people in the protection system
- 661 children /young people prepared to leave the protection system
- 2 conferences

The type and number of deliverables to be produced are:

- 12 best practices identified
- 1 Procedure Manual
- 1 elaborated support course
- 1 Procedure Manual disseminated at national level through the 8 national seminars organized
- 3 county protocols



2. The general framework on the integration of socio-professional of children/youth that leave the system of special protection in Romania

In view of the implementation of the principles of the UN Convention on the rights of the child at national level, in Romania was elaborated the National Strategy for the Protection and Promotion of the Rights of the Child 2014-2020. This is the framework document which aims to coordinate the efforts of the responsible institutions and persons with attributions in the field of protection and promotion of the rights of the child. The strategy proposes the creation of an effective framework for the implementation of the main priorities in the policies for area children, intended to "allow the conditions of development and formation of children from birth until the age of 18 years".

Among the target groups of the strategy include children separated from their parents, for which it has established a measure of special protection (for example, children placed in a residential centre, asistent maternal, relatives up to the FOURTH degree or other families). Last but not least, one of the target groups covered by the national Strategy for the protection and promotion of the rights of the child for the period 2014 – 2020, is represented by the adolescents, in the context in which the concrete needs of development and affirmation of their require the adoption of immediate measures. The approach of the adolescents, through the prism of the rights of the child, has in view the stimulation of this category in order to achieve the full affirmation of them, and to support the integration of their best in society.

The national strategy refers to the importance of non-governmental organisations, which can play an essential role in promoting innovation and best practices. The child needs a stable family environment, and the services offered to him and the family must be designed so as to be available at any time of his life, with the objective of supporting up to the time of maturity, along with



coverage of various specific needs that may arise at a given time. Thus, the state must intervene through the services offered, which must evolve and be consistent with the needs identified. Among the needs identified at the community level for which efforts have been made in order to find solutions in terms of defending and respecting the rights of children/young people in the system of protection and socio-professional integration of their after leaving the system, upon reaching the age of 18 years, we can enumerate:

- The need for the development of joint strategies, cooperation of public institutions, ngos and business representatives in the field of social inclusion of young people postinstituționalizați;
- The need for information to employers on the issue of young people who have grown up in the institutionalized;
- The need to mobilise community resources in order to increase the efficiency of social programmes;
- The need for training of skills necessary for accessing and maintaining employment among young people postinstituționalizați; Nevoia de sprijin în vederea realizării demersului de căutare a unui loc de muncă;
- The need for material and financial support in identifying and maintaining a living space;
- The need for support in achieving access to services of education and health;
- The need for moral support in order to overcome the risk of marginalization and social exclusion that they face.

In 2001, he was made the first plan of action for the social reintegration of street children and at the same time was the moment of the awareness of the fact that this area requires time and financial resources, materials and human important. The implementation of the measures proposed in the period 2001 - 2002 has resulted in a significant reduction of the dimensions of the



phenomenon. Thus, at the end of the year 2002, the number of children and young adults who lived in the streets declined from 2500 to 1500 at the national level.

Also, pursuant to art. 105 of Law no. 272/2004 and the provisions of the H. G. nr. 1434/ 2004 the human being at the level of each county General Directorate of Social Assistance and Child Protection. It is a public institution with legal personality, which operates subordinated to the County Council through the amalgamation of the Public Service of Social Assistance and the Public Service Specialized in Child Protection at county level and take in properly the duties and functions of the two institutions, as well as all their staff, staff who are deemed transferred in accordance with the law.

The General directorate of Social Assistance and Child Protection carried out, at county level, the measures of social assistance in the area of child protection, family, single persons, elderly persons, persons with disabilities, as well as any persons in need. In order to achieve the tasks laid down by law, the general Directorate performs the following main functions: strategy, under which it ensures the development of the strategy of social assistance, of the plan of social assistance to prevent and combat social marginalisation, as well as programmes of action poverty reduction; coordination of the activities of social assistance and child protection at county level; management of the funds it has at its disposal; collaboration with the deconcentrated public services of ministries and institutions that have responsibilities in the field of social assistance, with the local public services of social assistance, as well as with representatives of civil society carrying out activities in the field; implementation, by providing means human, material and financial necessary for the implementation of the strategies with respect to the actions of the anti-poverty, preventing and combating social marginalisation, as well as for the resolution of emergency individual and collective social at the county level, respectively of the sectors of Bucharest municipality; the



representation of the county council, respectively the local council of the sector of Bucharest municipality, internally and externally, in the field of social assistance and child protection.

During the year 2005 was also drafted in consultation with all responsible stakeholders, the national Strategy in the field of protection and promotion of the rights of the child for the period 2006 to 2013 and Operational Plan for the period 2006-2008. The strategy will ensure the mobilisation of the necessary resources, accountability of relevant stakeholders and ensuring an effective partnership in order to protect and respect the rights of the child, as well as improving the condition of the child and valuing its in the Romanian society.

The strategy takes into account the approximately 4.5 million children of Romania, and refers to the implementation of their rights, as they are defined in the UN Convention and in other international documents ratified by Romania, in all areas of interest for children: social, family, educational, health etc. are Also targeted and children of Romanian citizens abroad, as well as children without citizenship on the territory of Romania, refugee children and children of foreign citizens on the territory of Romania, in emergency situations. At the same time, the Strategy aims to cover a field to which Romania has committed 15 years ago, but didn't fully realize it until now, monitoring the observance of children's rights and concrete measures of legislative and administrative in order to promote and respect their so by family, individuals, and institutions and authorities.

In terms of social services, the specialists consider that they have not developed the unit, in the period posterior to the year 1989, for all the sectors of social assistance. The more was achieved, however, in the area of child protection, a sector in which it has benefited both from the support of the government major and a keen interest from the specialists.

In the context of the development and application of the Law framework of the social assistance system, the government program 2004-2008 bring in discussion redefining the role of the state in





the process of reconstruction of the institutional system of social assistance services, and the partial transfer of responsibility for the provision of services by the non-governmental sector. Thus, the proposed concession of the non-governmental organizations to a percentage of the current public services for child protection and family. The transfer of services will facilitate, according to the merged institution "building a system of services, at the national level, which reaches up to the "client's door". The main partners involved in the fulfilment of this purpose being local authorities and non-governmental organizations".

Have been developed also in accordance with the legal provisions, standards of quality for social services in the field of child protection such as for example: the mandatory minimum Standards for child protection residential, minimum Standards for the maternal center, the mandatory minimum Standards concerning the center for counseling and support for parents and children, binding minimum Standards for ensuring the protection of the child in foster care, Binding minimum standards on training center and support reintegration and integration of the child in the family, binding minimum Standards on the procedure of adoption domestic, mandatory minimum Standards for day care centres, mandatory minimum Standards on day care centres for children with disabilities.

To ensure the social policies in the field of child and family protection, the law allows the authorities of local public administration the establishment and organization of public services of social assistance.

Based on the experiences from previous years and taking account of the practices of developed countries, Romania has adopted and started to apply in 2005 legislation that makes the transition from a system focused on child protection in difficulty to a system that aims to promote and respect the rights of all children.



The integration of youth in society and active life, as well as the optimal use of their potential are essential elements for reducing the risk of social exclusion and for reaching a sustainable growth of any society. These young people are a category vulnerable, exposed to the risk of social exclusion and marginalization, because they don't have house and no possibilities of renting or buying, difficulty in employment, being exposed to unemployment, do not have their own means of subsistence and often fall victims of crime. Young people leaving the system of special protection after reaching the age of 18 years represent a vulnerable category, exposed to the risk of exclusion, occupational and social due to the low availability of services for the development of skills for independent life. Lacking family support and without the necessary skills for socio-professional integration, these young people do not often benefit 30 social services counseling and assistance in finding a job or support for the provision of housing social.

In Romania have held important progress in child protection policies abandonat, increasing spijinului of the state and of the funds allocated for this purpose, but we cannot say that so far they managed to solve the problem of children in difficulty, but through the Law no. 116/2002 on preventing and combating marginalization, social, have created important tools of support for young people leaving care centers, and who represent a target group priority, but also for other disadvantaged groups, like this:

- the measures to guarantee access to housing (people aged up to 35 years, are unable achiziționarii a housing through their own forces). This measure benefits individuals aged up to 35 years, are unable achiziționarii a housing through their own forces. The county councils that, in the limit of the funds set up for this purpose, you need to ensure, on a list of priorities, be cover the advance for the acquisition of a housing or covering rent for a period of up to 3 years for a rented accommodation.
- guaranteeing access to healthcare for young people in families receiving guaranteed



minimum income. Access to health care for persons entitled to the guaranteed minimum income is confirmed by the local councils and shall ensure the conditions laid down by the legislation on social health insurance for persons who have the quality of insured person without payment of the contribution for social health insurance.

- guarantee access to education, by granting scholarships for further studies, young people who frequent forms of pre-university education and university education, conditional upon attendance of the courses and obtaining the scales of promotion, coming from orphanages and from families who meet the conditions of granting of the guaranteed minimum income.
- free access in summer camps or training for the young beneficiaries of scholarships for further study.
- participants in the literacy programs, select according to the methodology elaborated by the Ministry of Education can benefit from scholarships of literacy established and paid for by local councils.

All programs intended for young people postinstitutionalizați be entered on two main objectives: the provision of housing (in the apartments assisted, transit centers, temporary shelters, night etc.) and ensuring a place of work.

In Romania, the socio-professional integration of young people leaving the child protection system represents a field to which attention is paid. Thus, we followed both the creation of adequate services within the Directorates for Child Protection to focus on the preparation for the life of the adolescents and young people, and the creation of a legislative and institutional framework to ensure the necessary support to young people for finding a job and a housing. However the problems have not been resolved. In order to prepare adolescents and young people for life, in the structure of Directorates for Child Protection have begun to be developed specific services. The



vast majority of them represent apartments or family homes in which young people are autogospodăresc with a minimum level of supervision on the part of adults (staff employee). However, adolescents and young people in the special protection system, continues to be a group that requires further attention, particularly in relation to the development and strengthening of inter-institutional cooperation for the integration of their socio-professional.

The trend of policies in the field of protection and promotion of the rights of the child focuses on the decentralization and empowerment of the local community. In this sense, the local community is considered to be in a position to identify and prevent situations of risk, as well as to identify resources and solutions primary intervention. Law no. 272/2004 on the protection and promotion of the rights of the child, as amended and supplemented clearly defines the obligation of local public administration authorities to guarantee and promote the observance of children's rights of the administrative-territorial units, ensuring the prevention of child separation from his parents, as well as the special protection of the child deprived temporarily or permanently of parental care. For these, at the level of the General Directorates of Social Assistance and Child Protection functions the following protection services:

The services of the day - through their service offers with strong pre-emptive, designed to ensure the conservation, restoration and development of the capacities of the child and of his parents, to overcome situations which may determine the separation of the child from the family.

Day centres offer free assistance during the day for children, coming from families in difficulty (families with poor financial situation and/or dysfunctional families, in which mothers/fathers raise their own children), thus giving the possibility to the parents to find a job, and to be able to offer material conditions adequate growth of children. Day centres ensure the promotion of every child's right to preserve family relations, providing appropriate services to the family in situation of risk of abandonment of the child, for her to be able to fulfill the responsibilities related to the care,



security and education of the child. Through the creation of such centers is designed to maintain the child in the family, avoiding entry into the system of protection from causes mainly socio-economic. Their purpose is to ensure the recovery and rehabilitation, educational programs and fun, advice - on during the day, the following evening to return home, in its environment, avoiding the rupture with the family, the prevention of combating the risk of social exclusion, promoting social inclusion and improving quality of life, prevention of abandonment and institutionalization of children and the psychological counseling of the parents or their legal representatives.

In Arges county, within the DGASPC Arges, the beneficiary of the project, the works the following day care centers:

<i>The Day center "Bambi" Câmpulung</i>	capacity: 45 seats; beneficiaries: children between the ages of 0-6 years
<i>Day centre for Children/Young people with Disabilities "Equal Opportunities" Domnești</i>	capacity: 40 seats;beneficiaries: children/young people with disabilities
<i>The Day center "Sf. Nicholas" Pitești</i>	capacity: 10 seats; beneficiaries: minors who comit criminal act and not criminally responsible;

The services of family type - they offer children and young people separated temporarily or permanently from its parents. an environment as close as possible to the family They can enjoy hosting, care, education, emotional support and advice for the development of skills of independent life.

The services of family type can have a non-specialized, depending on the needs and characteristics of children protected and are organized as separate services in the structure of the General Directorate of Social Assistance and Child Protection.



The services of family type were established based on principles such as: respecting and promoting with priority the superior interest of the child; maintain personal relations of the child and direct contacts with parents, relatives, as well as with other people to whom the child has developed ties of attachment; keeping siblings together; ensuring the protection of the child on a determined period, up to the integration or reintegration into its natural family, extended or foster; ensure an equal status within the family for children in foster care; the promotion of a family model of child care; providing care individualized and personalized to the child; ensuring the protection against child abuse and exploitation of the child; assurance of an intervention professional, through multidisciplinary teams.

For example in the framework of the General Directorate of Social Assistance and Child Protection Valcea works "Service type family for life skills and socio-professional integration of young people in the system of protection - Râmnicu Vâlcea", a service that provides the necessary conditions for an independent life of young people in the system of protection of the county Valcea who reach the age of 18 years, as well as financial support for young people who follow the courses of the day, to prevent school dropout.

The beneficiaries of the service are the young people who attend day courses for you support to complete their studies, as well as young people over the age of 18 years, who do not continue their studies and do not have the possibility of reintegration or reintegration in the family.

The services provided consist of:

- hosting in the service of a number of 16 young people in the composition of the residential centre for a fixed period of up to two years, for young people who do not have a form of education and faced with the risk of social exclusion to support the socio-professional integration;
- hosting the young people who attend the day courses in the 7 social apartments which are



- managed by the DGASPC from Valcea, apartments located in the city of Rm. Valcea;
- monitoring of young people from campuses and school student;
 - psychological counseling, professional and legal;
 - assessment of professional capacity (including self-assessment by the beneficiary);
 - information on the labour market;
 - preparation for getting a job (writing a CV, interview, presentation at work etc.);
 - drawing up a plan of personalized intervention, as well as to plan specific intervention skills for independent living;
 - training, retraining and redeployment;
 - participation in job fairs;
 - support for finding and maintaining a job;
 - individual and group activities for familiarization with labor laws and the formation of a positive attitude towards work;
 - information, individual and group counselling;
 - development activities and strengthening of the powers of the psychosocial;
 - educational activities;
 - advising and assisting the families in the reintegration of young people in the family;
 - monitoring and supporting the adaptation family.

Also, and in Argeş county, under the coordination of the DGASPC Arges there are placement centers that offer services of family type, in structures of small capacity (apartments or houses), for example:

- *The center of family type Găvana Pitești, with 5 apartments, and a total capacity of 33 seats;*
- *The complex of family type, "Our House" Pitesti, with 5 apartments, and a total*



capacity of 32 seats;

- *The complex of family type "Dumbrava minunata" Pitesti, with 6 apartments, and a total capacity of 40 seats;*
- *The complex of family type Great Valley Ștefănești, with 4 houses, and a total capacity of 48 places;*
- *House of family type Town with a capacity of 12 seats.*

These services can have a character specialized according to the needs and characteristics of young people. These procedures will both come out in support of the service recipients and the professionals who work with them.

Services of residential type - Role of the residential is to ensure protection, growth and care of the child, separately, temporarily or permanently, by parents, as a result of the determination, in accordance with the law, of the measure of special protection. These services include foster care centers, orphanages, centres for emergency reception.

The beneficiaries of these services can be:


- children separated temporarily or permanently from their parents as a result of the determining, according to the law, of the measure of placement in these services;
- children for whom, according to the law, has been established the measure of placement in emergency conditions;
- young people who have reached the age of 18 years and enjoys special protection under the law;
- parents / legal representatives couples - child, in case of risk of abandonment of the child for reasons that cannot be attributed to the parent / legal representative or in the case of




- its inclusion in a rehabilitation program family;
- children unaccompanied by parents or another legal representative which requests a form of protection in the conditions of legal regulations on the status and regime of refugees.

Such services are provided and in the counties that constitute the partnership in the framework of this project, respectively:

In the DGASPC Arges, works the following complex of services with the component residential and day. Residential, type classic will be included in a process of restructuring or modernisation:

 *The complex of Community Services for the Child in Difficulty “Saints Constantine and Elena” Pitesti - functional components:*

- Residential Center - capacity: 18 seats;
- Day care Center - capacity: 24 seats;
- Centre of counseling and support for parents and children.

 *The complex of Services for Children with Disabilities Trivale Pitesti - functional components:*

- Centre of residential care for children with disabilities and respite care-that - capacity: 28 seats (26 CR + 2 places Respite-which);
- Day and recovery Centre for children with disabilities – with 2 components:
 - Recovery center;
 - Day centre - capacity: 30 seats .

 *The Children's center “Sf. Andrei” Pitesti - functional components:*

- Residential Center for children with disabilities and respite care-that - capacity: 13 seats (12 CR + 1 place for Respite care-which);



- Recovery Center for children with disabilities and home care.

✚ *The Assessment center and Emergency Reception Pitesti - capacity: 12 places; beneficiaries: abused children, neglected or exploited.*

✚ *The complex of Services for Children with Disabilities Costesti - functional components:*

- Residential care Centre for children with disabilities - capacity: 40 seats;
- Recovery Center for children with disabilities.

✚ *The complex of Family Type Great Valley Ștefănești - functional components:*

- Day Care Centre, with a capacity of 24 seats;
- Family type Center, which has 4 cottages, with a total capacity of 48 places.

✚ *The complex of Services for the Child in Difficulty Câmpulung - functional components:*

- Residential Center - capacity: 60 seats;
- Developing independent living skills Center;
- Day care Center - capacity: 20 seats.

✚ *The complex of Community Services for children with Disabilities Câmpulung - functional components:*

- Residential Centre for children with disabilities - capacity: 50 seats;
- Day care and recovery Centre - with 2 components:
 - - Recovery center
 - - Day care center - capacity: 25 seats

✚ *The complex of Community Services Câmpulung - functional components:*

- Maternal Center - capacity: 8 seats;
- Centre for emergency reception of victims of family violence - capacity: 8 seats;
- Training Center and supporting the integration/ reintegration of the child in the



family;

- Service of advice and support for parents and children;
- Service of advice, support and monitoring of the pregnant woman;
- Service of prevention of child abandonment through family planning.

✚ *The complex of Services for the Child in Difficulty Rucăr - functional components:*

- Center residential - capacity: 50 seats;
- Day care Center - capacity: 12 places;
- Support Center for the integration and/or reintegration of the child in the family.

These placement centers provide and services for young people continuing their studies or presents the risk of social exclusion (e.g., not home or don't work).

Also, in the county of Dambovita, in accordance with the purposes of this project, within the DGASPC Dambovita works: "the Centre of Transit for Young people".

The beneficiaries of the center are young people aged between 18 and 26 years old, is located in the system of protection of the DGASPC Dâmbovița and: do not continue their studies, do not have the possibility of integration in the family, are deprived of an adequate network of family support and community, faced with the risk of social exclusion. They may benefit, upon request, of the extension of the protection measure, for a period of up to two years, becoming the beneficiaries of "the Centre of Transit for Young people", for the integration of occupational and social.

The center provides access to hosting services, the care and development of independent life skills for socio-professional integration, thus:

- support for young people for vocational training in the trades required on the labour market and support in finding a job, employment and adapting to job requirements;



- provides support to young people for professional orientation in relation to the age and completed studies, the socialization of the beneficiaries, the development of relations with the community;
- ensures, according to the law, access to hosting services, the care and development of independent living skills for socio-professional integration of young people leaving the system of special protection, which does not follow a form of education and who are deprived of family support and community, faced with the risk of exclusion and social marginalization, to provide them with housing, food, and hygiene conditions are necessary;
- ensures the supervision of the health status of beneficiaries; ensure the security of the beneficiaries;
- ensure the protection and assistance of young people in the knowledge and exercise of their rights;
- ensure young people's access to information and culture; provides informal education and non-formal beneficiaries to assimilate the knowledge and skills required for social integration;
- ensure the socialization of the beneficiaries, the development of relations with the community;
- provides a family model of care and a safe and stable environment, to ensure young people's participation in group activities and individualized programs tailored to the needs and characteristics thereof;
- ensures the achievement of the objectives contained in the Individualized Plan of Protection; follow the modalities of concrete implementation measures of special protection, integration and evolution of the beneficiaries within the service and makes proposals concerning the addition or modification of the individualized plan of protection or improving the quality of care provided;



Through this type of service, children and young people benefit from access to: accommodation, medical assistance, emotional support and education, counseling, education, non-formal and informal learning and training for reintegration into the family and socio-professional.

Protection services outlined above, are provided in the Directorates General of Social Assistance and Child Protection on the basis of an Individualized Plan of Protection, hereinafter referred to as the PIP.

PIP may have as a finality, as the case:

- ✚ reintegration in the family;
- ✚ socio-professional integration of young people over the age of 18 years who is going to leave the child protection system;
- ✚ the internal adoption.

The PIP is developed in the intervention programs specific to the following aspects:

- ✚ the needs of health care and health promotion;
- ✚ care needs, including security and the promotion of the welfare of the;
- ✚ physical and emotional needs;
- ✚ the educational needs and pursuit of achieving results school appropriate the potential development of the child;
- ✚ the needs of the leisure;
- ✚ the needs of social;
- ✚ the ways of maintaining links, where appropriate, with parents, extended family, friends and other people to whom the child has developed ties of attachment;



- ✚ the development of independent life skills;
- ✚ reintegration in the family.

In view of the programmes of targeted intervention were able to identify several ways on the integration of children/youth that leave the system of special protection either within the community/society, whether in the workplace, such:

- ✚ by means of the natural family;
- ✚ through other members of the community;
- ✚ through its relations of friendship;
- ✚ by accessing the training programmes conducted by the local authorities / NGOs;
- ✚ through the services of accommodation and assistance developed by the NGO;
- ✚ through partnerships inter-institutional guidance to young people in order for socio-professional integration.

3. Purpose of the procedure manual

The disaggregation of the family caused and followed by poverty, and insufficient development of the system of community-based social services have generated an increase of the various risks to which they are exposed, especially children and young people: violence in the family and in the community, dropping out of school, begging, drug and alcohol use, human trafficking.

The children beneficiaries of the measures of special protection require a special attention, being deprived of the family environment naturally. The failures of the social and professional integration of young people who have left the child protection system over the years have become



a concern for decision makers in the system, so that it was necessary to develop a legal framework to regulate the development and diversification of services that lead to preparing young people for independent living.

For this, according to the legal provisions, at the level of each service within the Directorate for Social Assistance and Child Protection (residential services and alternative family-type services - foster parents) were developed operational procedures (OP), such as:

- OP on the admission and evaluation of children in the protection system;
- OP for liaising with the family and other important people in the child's life;
- OP on the active participation of the children/youngsters institutionalized in the daily life of social service;
- OP on the activities of the education, recreation and socialization;
- OP on the prevention, identification, reporting, evaluating and resolving suspicions or allegations of child abuse;
- OP on the relationship with the staff of the children.

The main motive of this project is to support the whole child protection system and reduce the failures of the social and professional integration of young people who are going to leave the child protection system; also, our project aimed at improving the operational procedures established by the identification of good practice models in the countries of the EU, their transposition at the national level and the creation of new operational procedures to facilitate the socio-professional integration of children and young people leaving the protection system.

In Romania, the transition period has generated problems of an economic and social nature, they become the causes of some dysfunction in the social and professional. As a result, the socio-economic reality in Romania, has determined that for generations of young people from the





special protection system, to be forced to adapt to unsuitable conditions of integration and personal development.

Thus, the socio-professional integration of young people is one of the weak points of the system and that's why we want through this project and through this manual of procedures to try to improve certain aspects of the socio-professional integration of children/youth that leave the system of special protection. For example, getting a job doesn't mean than a step in the integration process, namely the adaptation, i.e. knowledge of the rules, responsibilities, customs, and organizational culture. Thus, during its integration, the young must be helped to go through certain stages, which lead, finally, to the socio-professional integration of its.

For this, through this manual we propose the following operational procedures which will constitute the whole process of socio-professional integration of children /young people who are going to leave the system of special protection:

1. OP - the Formation of basic skills
2. OP - Unfolding of the instructive-educational process
3. OP - Personal Development
4. OP - Social integration
5. OP - Training of adolescents/young people for employment and keeping a job
6. OP - Crisis management
7. OP - The closure of the case

Also, very important is the training of professionals who work with these young people, so that, through the project to be carried out and improving the skills of professionals in the 3 General Directions of Social Assistance and Child Protection partners, on the socio-professional integration of children and young people leaving the protection system, through the implementation of



training sessions which have as their purpose the appropriation by them of the new working procedures.

Starting from the next few considerations:

- ✚ young people who are going to leave the protection system represents one of the groups most problematic and vulnerable
- ✚ to increase the chances of socio-professional integration is essential both individualized approach tailored to the needs of children/young people and children's participation, consultation and involvement in all decisions that concern them
- ✚ the involvement of local communities is also essential for the successful reintegration of the socio-professional young people who are going to leave the system of protection,

the implementation of the project and the realisation of this manual of procedures aims to increase the quality at european standards, of the services offered to children / young beneficiaries of measures of protection, through the methods and procedures acquired through the exchange of best practices, which will be applied in the departments of social services partner in the project.

This manual of procedures aims to provide the theoretical and practical aspects for professionals in the protection system who work directly with children. The manual is designed so as to be complementary to other courses of action at local and central level, carried out by specialists and authorities with competences in this field. As a result, through these working procedures seek to shape a system to train young people well balanced, eager to have a place in the community, prepared for work and for life on their own. At the end of the project, the Directorates General for Social Assistance and Child Protection involved in the project will serve as an example for organisations in the rest of the country, disseminating information and know-how acquired along



the way. Thus, by domino effect, of the institution in the institution, our initiative will contribute to a more efficient system for the protection of children to the level entire countries.

This document presents the Manual of procedures in the proiectului "Alternative for Social Support Inspiring Transformation" ASSIST - 785710.

The proposed manual will take into account the needs and requirements of the project in relation to the implementation of activity A3. "The design and implementation of new working procedures for the socio-professional integration of children / young people who will leave the system of special protection". The work on the elaboration and implementation of a new set of working procedures in the framework of the project "Alternatives for Social Support Inspiring Transformation" implies on the one hand, the actual elaboration of the manual on the basis of the exchange of best practices, but also the implementation of the procedures proposed at the level of the 3 directions the partner in the project, respectively, Argeş, Dâmboviţa and Vâlcea.

Thus, on the basis of this manual, it will implement the special procedures work at the level of the DGASPC-s in the 3 countries partner of the project. In their turn, specialists of the departments will be involved in specific activities with children and young people in protection system, to develop the skills of independent living to help them when you have to leave the protection system.

This set of procedures will be used by the professionals in the three DGASPC partner in the activities of their current working with children / young people who are going to leave the system of special protection,

The project, namely the manual of procedures is not limited to the 3 DGASPC partner sites, but also covers all 47 of such local institutions in Romania, as well as the central authority responsible for compliance with and promotion of the rights of the child in Romania, under the structure of the Ministry of Labour and Social Justice, namely the National Authority for Child Rights Protection and Adoption (NAPCRA). The project will achieve 8 national seminars for the dissemination, in which



the 160 specialists from these institutions will be informed about the methods of working developed. Through them, the procedures will be able to have a national dimension, so that all children and young people from the system of protection in Romania to benefit from the implementation of working procedures that will prepare them for an independent life. Children and young people beneficiaries of the project, through the direct activities to which they participate, i.e. the application of interactive methods of work (e.g., discussions, brainstorming, debates, role playing etc.), they will realize that the development of skills and behaviours is essential to lead an independent life after leaving the protection system. This awareness will lead to a change of behavior towards themselves and others, being one of the solutions proposed by the project for solving the problems of children and young people who are going to leave the protection system. Thus, the new procedures of working encourages a behavioral approach that reinforces the behaviors desired, and the factors that will change the behavior of the children and young people beneficiaries of the project are interactive methods of working with them.

Socio-professional integration of young people postinstituționalizați can only be achieved through a sustained effort and ongoing collaboration between all the organisations involved. Teamwork requires collaboration and actions that lead to: 1) create the best working tools and restoring them whenever necessary; 2) the establishment of priorities of action for each case; 3) the development of strategies of action that respond appropriately to the needs of the individual, the profile of the psycho-behavior and the specific situation of each young person; 4) the adaptation of the dynamic and flexible of the objectives and modalities of action, prevention and the correction of any errors in time; 5) the Creation of a network of social support for each young person assisted.

The expected result of the implementation of new working procedures is intended to be to produce a series of changes to improve the ability of adaptation and social-professional integration of children and young people who are in the system of special protection.



The purpose of this manual is to collect and translate into a set of operational procedures best practice models from other European countries in the field of socio-professional integration of children/young people leaving the protection system, to support the child protection system in Romania, in relation to the area concerned.

The exchange of best practices which was the basis for the development of this manual was accomplished through the activity of the A2. "The exchange of best practices in the field of child protection". Under this activity, following a series of processes in terms of identifying and selecting the models of good practice, were chosen the following countries: Estonia, Belgium, Croatia and Bulgaria.

Thus, models of best practices identified at European level have formed the basis of this Manual of procedures for the socio-professional integration of children/young people leaving the protection system, from activity A3. "Development and implementation of new working procedures in order to socio-professional integration of children/young people who are going to leave the system of special protection".

The information and experience gained during the exchanges of best practices were founded and developed the new procedural framework for the socio-professional integration of children/young people leaving the protection system.

The implementation of these working procedures will be carried out at the level of each INSTITUTION partner in the project and will produce a series of changes to improve the ability of adaptation and social-professional integration of children and young people who are in the system of special protection.

Comparative analysis of methods of support for socio-professional integration of children/youth that leave the system of special protection, as identified in the other and in Romania and their transposition into a set of procedures is useful primarily for specialists working in the field of child



protection, the development and implementation of policies on the child protection system, but also to those who may be interested in adapting/transferring some of the patterns identified.

CHAPTER II - Operational Procedures

OP1 - OPERATIONAL PROCEDURE - "TRAINING OF BASIC SKILLS"

1. PURPOSE

The main purpose of the Basic Skills Procedure is to give teenagers the necessary skills to live a healthy, useful, and independent adult life.

Services aimed at building basic skills must be consistent with the changing needs of young people as they develop their skills and improve performance. The services for an independent life are addressed to teenagers who have been separated from the family and need to acquire those skills necessary for a healthy, useful life and responsibility as independent adults. Such teenagers / young people may be leaving the child protection system.

2. FIELD OF APPLICATION OF THE OPERATIONAL PROCEDURE

The Basic Skills Development Procedure applies to children and young people benefiting from a special protection measure based on age, physical and mental capacity. Activities to develop basic skills can take place within a specialized service or other child protection services: residential services, professional foster carers, people / foster families.

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3. REFERENCE DOCUMENTS

a) International legislation

- ✚ The Convention for the Protection of Human Rights and Fundamental Freedoms and Additional Protocols to that Convention, ratified by Law no. 30/1994;
- ✚ The Convention on the Rights of the Child adopted by the United Nations General Assembly on 20 November 1989, ratified by Law No 18/1990, republished;
- ✚ Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46 / EC (General Regulation on data protection);

b) Primary legislation

- ✚ Law 272/2004 on the Protection and Promotion of the Rights of the Child, republished and updated
- ✚ Order of the ANPDCA State Secretary no. 35/2003 regarding the approval of the Minimum Mandatory Standards for child protection at PHC and the methodological guide for the implementation of these standards
- ✚ Order of the ANPDCA State Secretary no. 288/2006 on the approval of minimum standards on case management in the field of child rights protection
- ✚ Order of the ANPDCA State Secretary no. 286/2006 for the approval of the methodological norms regarding the elaboration of the service plan and the methodological norms regarding the elaboration of the individualized protection plan
- ✚ Order no. 21/2004 on the approval of minimum standards for child protection services of a residential type



- ✚ Order no. 27/2004 for the approval of the Minimum Mandatory Standards for Residential Child Protection Services for Children with Disabilities
- ✚ Decision 502/2017 on the organization and working methodology of the Child Protection Commission
- ✚ H.G. no.797 / 2017 for the approval of the framework regulations for the organization and functioning of the public social assistance services and the guiding staff structure.
- ✚ Law no.448 / 2006 on the protection and promotion of the rights of disabled people, republished, as subsequently amended and supplemented;
- ✚ Government Decision no. 383 of May 27, 2015 for the approval of the Non-Roma Strategy for Social Inclusion and Poverty Reduction for the period 2015-2020 and the Strategic Action Plan for the period 2015-2020
- ✚ Law no. 116 of 15 March 2002 on preventing and combating social marginalization
- ✚ Order no. 14 / 15.01.2007 for the approval of mandatory minimum standards for the service for the development of independent living skills and the methodological guide for the implementation of these standards.

c) Secondary legislation

- ✚ Organization and Functioning Regulations of GDSACP
- ✚ Internal rules of the institution
- ✚ The county social assistance strategy

4. DEFINITIONS, ABBREVIATIONS

a) Definitions

Basic skills are the technical skills and psychosocial learned to automaticity, enabling individuals to lead a normal life, without relying on assistance from the company and using the opportunities which society offers.



Child - the person who has not reached the age of 18 and has not acquired full exercise capacity, according to the law.

Adolescent - the child aged 16-18.

Young - The person who has reached the age of 18 and has acquired full exercise capacity, under the law.

Family - their parents and children.

Professional Maternal Assistant (PMA) - the natural person, certified in accordance with the law, who ensures, through the activity that he carries out at his home, the growth, care and education necessary for the harmonious development of the children he receives in the placement / emergency placement.

Extended family - the child's relatives, up to the fourth degree inclusive, with whom the child or his / her family has maintained personal relationships and direct contacts.

Placement family – persons other than those belonging to the extended family, including infants up to the fourth degree, with whom the child or his / her family has maintained personal contacts and direct contacts and foster care to ensure the child's raising and care, in accordance with the law.

The reference person - professional nursing assistant, placement person, residential service staff.

b) Abbreviations

NAPCRA - National Authority for the Protection of Child's Rights and Adoption

GDASCP – General Directorate for Social Assistance and Child Protection

CM – Case Manager

STDs – Sexually transmitted diseases

PMA - Professional maternal assistant

IPP - Individualized protection plan



5. OPERATIONAL PROCEDURE DESCRIPTION

a) General

Independent life is the daily life in modern society, together with our fellow men, and can be acquired according to the biological and psychological potential of the beneficiaries. For beneficiaries with disabilities, this is a limited independence.

Basic Skills Training aims to help the beneficiaries to learn the rules and opportunities that life offers, to take initiatives and responsibilities for their own lives, to think critically and creatively, to solve conflicts, to develop a tolerant and empathetic attitude to other people, to easily establish friendly relations and to communicate effectively with their peers, etc.

b) The organizational context

Reference person will be prepared and well informed on how training and direct involvement of beneficiaries in order to acquire knowledge and basic skills according to their potential biological and psychological. The multidisciplinary team will analyze quarterly the degree and mode of performance of the activities by the beneficiary and, if necessary, make recommendations.

c) Documents used

Documents include information that helps to set up activities and conduct them.

- ❖ Appendix 1: Recommendations on daily life habits - contains information on adolescents / young people;
- ❖ Appendix 2: Evaluation chart on the involvement of beneficiaries in activities for the acquisition of daily deprivation;
- ❖ Appendix 3: Recommendations by the Reference Person to the Beneficiaries on Dwelling Management - contains information on the activities carried out in the home by teenagers / young people;
- ❖ Appendix 4: Evaluation chart regarding the degree of involvement of the beneficiaries in order to acquire deprivation regarding the management of the dwelling;



- ❖ Appendix 5: Recommendations that the reference person will process beneficiaries to acquire skills in money management: contains information on budget management;
- ❖ Appendix 6: Recommendations on personal care that the reference person will periodically process to the beneficiaries and contain information on how to ensure personal hygiene;
- ❖ Appendix 7: Evaluation chart regarding the degree of involvement of the beneficiaries in the activities for acquiring the skills related to personal care.

d) Required resources

Material resources

To carry out the activities there will be used: PC, printer, xerox paper, folders, informative materials, work schedule, telephone, fax.

Human resources

Carrying out the activities and drawing up the documents is the responsibility of the specialized personnel.

Financial resources

The delegations registered in the GDSACP registry will be reimbursed for travel by the specialized staff.

e) Working mode

Planning operations and actions

The formation and development of basic skills can be done in two ways:

- as an activity organized to inform about the development of independent living skills;
- as an activity aimed at the direct involvement of beneficiaries in the development of independent living skills.

Running operations and actions

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For the development of basic skills and independent living skills, it is necessary to start from the person's specificity and this person should be motivated and actively involved. Therefore, it is recommended that the person be exposed to activities organized in a safe environment (the consequences of the behavior of the person exist only at the psychological level), then to obtain tasks and roles in this environment, to be exposed to spontaneous situations, then create the premises for training for real life training. In order for the process to be complete, the professional will encourage to use the new skills acquired in the real life of the person involved and will monitor the progress of the process.

The goal of education for basic skills training is to provide beneficiaries with a social and health development process by offering learning opportunities to gain knowledge, skills and attitudes that will enable them to lead a safe, healthy and responsible life as individuals and society members.

Acquiring the basic skills needed to live on their own is a life-long process. It is a shared responsibility of the family, school, community and society as a whole working with the beneficiaries, no matter where they are.

Interactive models contribute effectively to the formation and development of knowledge, skills, attitudes, values of life, as well as to increasing the motivation of beneficiaries to acquire information.

Each activity should focus on concrete life situations that will help them analyze, investigate, make informed decisions, solve problems in the most effective way possible.

Daily Life Skills Area: nutrition, menu planning, food purchases, food preparation, proper table behavior, kitchen cleanliness and food storage, house management and safety.

Adolescents / young people need to know the basic foods and composition of the dishes that are served.

For example: 16-17 year old teenagers need to get acquainted with food purchases for 2-3 days and appreciate how much they consume, so they do not buy mostly canned or sweets and turn



hard for the food they are looking for.

Incorrect feeding through the quantity and quality of food, the frequency of consumption and the preferences for certain inappropriate food types cause or accentuate the appearance of dental caries, obesity, digestive tract diseases, heart and sanguine vessels.

The reference person for the correct information of the beneficiaries will apply the recommendations mentioned in Annex 1 (informative materials: leaflets, books, specialized sites, etc.)

The reference person will involve the recipient according to his or her age, understanding ability and physical development, in various food preparation activities, setting up the menu, purchasing food, arranging tableware, eating at the table, food, kitchen cleanliness.

How to perform daily life skills activities is reflected in the Assessment Chart on Employee Involvement in Daily Deprivation Activities - completed monthly by the reference person - Annex 2.

The field of housing management skills: refers to the necessary skills for a young person to have a positive way towards independent life.

The skills to clean, to use cleaners or detergents, and the use of household appliances (vacuum cleaner, washing machine, ironing machine, stove, etc.) may be delayed in the behavior of the beneficiaries if these activities are done with especially by the reference person.

Moreover, some children may have the impression that they do not have to worry about the cleanliness of the home because there are people who are so explicitly exaggerated.

The reference person for the correct information of the beneficiaries will apply the recommendations mentioned in Annex 3 (recommendations that the reference person handles to the beneficiaries regarding the management of the dwelling).

The reference person will involve the beneficiary according to his or her age, understanding ability and physical development, in various activities related to housing management and resource use.

How to perform housing management activities is reflected in the Assessment Chart on Employers'



Employee Involvement to Acquire Deprivation of Housing Management - Completed by the Reference Person - Appendix 4.

Money Management Skills: focuses on areas of skills that help young people make wise financial decisions; notions about money, savings.

It is recommended that all children placed receive pocket money so that they can form appropriate skills for managing this money. When they do not receive their pocket money regularly, they tend to spend fast without any judgment. Under austerity, children are accustomed to using as a currency any gift or object they receive.

The reference person, in order to correctly inform the beneficiaries, will apply the recommendations mentioned in Appendix 5 (recommendations that the reference person will process to the beneficiaries to acquire skills in money management).

The reference person will involve the beneficiary according to his / her age, ability to understand, in various activities related to the management of financial resources.

Personal Care Skills: promotes the harmonious physical and emotional development of the young person through personal hygiene, healthy lifestyle, correct sexuality.

Beneficiaries will be informed about viruses, microbes, where they are, and how to destroy them. Beneficiaries will be taught to disinfect sanitary groups and kitchens using detergents, sanitary liquids, disinfectants, etc.

Adolescents and young people will be presented with rules for personal hygiene, prevention of infections, prevention of transmission diseases, etc. listed in Annex 6 (recommendations on personal care that the reference person will periodically process to the beneficiaries).

The way of carrying out the activities related to personal care is reflected in the evaluation chart on the degree of involvement of the beneficiaries in the activities for acquiring skills for personal care - Appendix 7.

Age group 15-18 years is approaching the moment of assuming individual responsibilities.



Adolescents / young people may have reluctant reactions, feelings of discontent and even suspicion. Most people live in a state of uncertainty about their future and have gaps in knowing their own personality. These adolescents / young people find it difficult to relate to someone they perceive as an authority. This deadlock can be overcome if an open, sincere communication is practiced with regard to adults and their needs. These adults / young people are detained to talk about themselves and analyze their problems in a group. Resistance to communication is sometimes determined by fear, sometimes by lack of exercise in self-evaluation. It is difficult for them to decide for their professional future that they cause emotionally negatively charged states and need clarification of the criteria of appreciation.

f) Valorisation of results

Compliance with the stages and activities, as well as the continuous professional development of the reference persons, will make them respond best to the specific needs of the beneficiaries. Progress will also be made in the beneficiary's progress toward achieving the proposed goal.

6. RESPONSIBILITIES AND RESPONSIBILITIES IN DEVELOPING ACTIVITY

Professional foster carers, substitute persons, and specialist staff working directly with the beneficiaries will apply the present operational procedure and will implement the recommendations made in its annexes.

They also have an obligation to continually inform and improve and identify the best ways to implement these recommendations. The multidisciplinary team will analyze quarterly the degree and manner of performance of the activities by the beneficiary and, if necessary, make recommendations. Beneficiaries will take all due diligence and will be permanently involved in planned activities to acquire basic skills.



7. ANNEX

- ❖ **Annex 1:** Recommendations on daily life habits
- ❖ **Annex 2:** Evaluation chart on the involvement of beneficiaries in activities for the acquisition of daily deprivation
- ❖ **Annex 3:** Recommendations that the referrer handles to the beneficiaries regarding the management of the dwelling
- ❖ **Annex 4:** Evaluation graph on the degree of involvement of beneficiaries in acquiring housing deprivation
- ❖ **Annex 5:** Recommendations that the referrer will process to the beneficiaries to acquire skills in money management
- ❖ **Annex 6:** Recommendations on personal care that the referrer will periodically process to the beneficiaries
- ❖ **Annex 7:** A graph on the activities that children will be involved in acquiring skills in personal car.



ANNEX 1

RECOMMENDATIONS ON DAILY LIFE DEPRESSIONS

The referrer will help the beneficiary acquire their daily living habits as follows: The recipient will be involved, depending on age and ability to understand, in purchasing the food needed to prepare the food, depending on the menu set;

- ✚ Choosing and consuming those qualitatively matching products: freshness, color, smell, taste;
- ✚ A diet rich in vegetables, fruits and cereals is recommended, not in meat or fats;
- ✚ Sugar products, salt and spices will be used with moderation;
- ✚ The recipient will be encouraged to prepare simple menus (eg omelette, salad, milk / tea cocoa, snacks etc.)
- ✚ The reference person will ask for the customer's support for food preparation activities (eg cucumber, vegetable and vegetables) and will step by step explain the stages of preparing various dishes (soups, soups, roasts, purees, pancakes, etc.).
- ✚ Use recipes, cookbooks
- ✚ The referrer can also access sites like:
 - ❖ <https://www.csid.ro/.../alimentatia-sanatoasa>
 - ❖ <https://www.sanovita.ro/.../10-sfaturi-de-baza-pentru-o-alimentatie-sanatoasa>
 - ❖ www.sfatulmedicului.ro/Alimentatia-sanatoasa/alimentatia-sanatoasa



ANNEX 2

EVALUATION CHARACTER ON THE INVOLVEMENT OF BENEFICIARIES IN ACTIVITIES FOR THE PERFORMANCE OF DAILY DEPRESSES (QUARTER ____)

Nr. Crt.	Activity	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12

Legend:

W = week;

Columns 3-14 – reference persons give ratings:

✚ VG = very good, G=good, S=satisfying, R=refuses;

Column 2 - the activities in which the beneficiaries are involved are mentioned, for example:

✚ Participation in the purchase of food, kitchen cleaning and cleaning, snacks, dishwashing, dishes and tableware, kitchen appliances, tableware, etc.





ANNEX 3

RECOMMENDATIONS THAT THE REFERENCE PERSON PROVIDES THE BENEFICIARIES WITH REGARD TO HOUSING MANAGEMENT

The reference person will establish together with the customer the cleaning program as follows:

✓ Daily

- Bedroom:** Make your bed and put everything in their place.
- Kitchen:** Wash the dishes and the sink. Release and clean work surfaces and tables and keep everything in order. Sweep or wash on foot if necessary.
- Bathroom:** Wash the sink and the toilet. Put things in their place.
- Living room and other rooms:** Clean up. Wipe the furniture. Sweep, suck or wash if necessary.
- Household:** Dispose garbage properly.

✓ Weekly

- Bedroom:** Change bedding. Sweep, suck or wash if necessary. Wipe dust thoroughly.
- Kitchen:** Wash the stove, the household appliances on the work surfaces and the sink accessories thoroughly. Wash it down.
- Bathroom:** Wash the shower walls and all fixtures. Wash the toilet, cupboard and other surfaces with a disinfectant. Change the towels. Sweep or wash on the floor.

✓ Monthly

- Bathroom:** Wash all the walls thoroughly.
- Household:** Wash the door heels. Aspirate or clean up the upholstery.
- Garden, courtyard, garage:** Clean and wash if necessary. Do not allow garbage or unnecessary items to be collected.

✓ Every six months

- Bedroom:** Wash the blankets in accordance with the manufacturer's instructions.
- Kitchen** Empty and clean the fridge thoroughly.
- Bathroom:** Remove everything from shelves and drawers and wash them. Discard anything that you no longer use or expired products.
- Household:** Clean the luminaires, fans and fixtures from the lighting system. Clean the doors. Wash the glass surfaces, windows and window frames.

✓ Annual

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❑ **Bedroom:** Empty and clean the cabinets. Discard anything you do not use anymore. Wash the blankets. Aspirate or shake the mattresses thoroughly. Clean the pads according to the manufacturer's instructions.

❑ **Kitchen:** Remove everything from drawers and shelves in the storage rooms and clean them thoroughly. Throw away what you do not use anymore. Remove the cabinets, the refrigerator and other fixed objects to clean them well.

❑ **Household:** Clean the walls. Clean the upholstery and curtains in accordance with the manufacturer's instructions.

❑ **Garage and warehouses:** Sweep well. Put all things in order and throw away what you no longer use.

*** **Caution:** It is very dangerous to mix cleaning products, especially chlorine with ammonia.

Observations: Activities are carried out under the supervision of the staff - educator, CEO, PHC, person / placement family



ANNEX 4

EVALUATION GRAPHICS ON THE BENEFICIARY INVOLVEMENT FOR THE PERFORMANCE OF DEPRINDERS REGARDING HABITATION MANAGEMENT (QUARTER _____)

Nr. Crt.	Activity	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12

Legend:

W = week;

Columns 3-14 - reference persons give ratings:

✚ VG = very good, G=good, S=satisfying, R=refuses

✚ Column 2 - includes activities such as:

make the bed in the morning, ventilating the room, arranging the clothes, changing the bedding, vacuuming the carpet, dusting, washing the sink and toilet, throwing the proper garbage, cleaning the fridge, cleaning the carpentry / windows, washing clothes, sweeping the yard, picking vegetables / fruits from their own garden.





ANNEX 5

RECOMMENDATIONS THAT THE REFERENCE PERSON WILL PROVIDE BENEFICIARIES FOR IMMEDIATE DEVELOPMENTS IN MANAGEMENT OF MONEY

Talk to children about money

The money and how they are to be administered must be part of the house discussions the child hears. Children see and hear us and especially copy us.

Money is not a taboo subject, it is a resource that helps us alive. The child must hear from you about income, budget, money dedicated to a certain purpose, rates, savings. How you relate to money will be the first model for the child to follow.

Children need to see and hear what we do with money, but also why we make some decisions.

Be a good example

When planning family budget, mention money for family purposes, such as a holiday, excursion, games, balls at a concert, household appliances, furniture, clothes, etc. Use an enthusiastic tone when you announce the tight amount and how much you have to save. If you have made a concession to this effect, for example, you have renounced eating pizza at the restaurant and made pizzas at home, notify the amount saved as being directed to the common purpose fund. In this way, teach the child that you can find cheaper alternatives to cover your wishes and thus save for a "greater" desire. The child will be more careful with little desires and will want to contribute to the larger wishes fund.

Teach them how to do it

Set rules for personal money. You can have different pucks, envelopes, jars. The most impressive for children is the jar-jar or transparent junk system where they see how money is gathering.

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The rules can be as follows:

- ❖ The amount of money can be done at the immediate expense of the child, but respecting the health and safety rules of the family;
- ❖ Another amount of money is saved for a larger purpose, for example, for a bicycle, game console, smart watch, holiday, etc.

Teach children the difference between need and desire

When it comes to pulling money out of pussy, many things do not seem so exciting for kids. Of course you have to buy clothes, shoes, books, etc. However, the baby will also want her fourth pair of shoes to be fashionable. This pair, which is a desire and not a need, buys it alone or if you still contribute, I recommend that you make up to 50% of the price. The child will think intensely if it makes sense to cover half the price of his money. He will often realize that the desired object is not that exciting and will give up spending his own money.

Teach children the difference between price and value.

If a favorite object has been cracked from play, for example an object brought from a holiday, a gift received from a dear person, the child must understand that not all things are they only replace by paying their value. Sentimental value can not be replaced.

Encourage children's behaviour

Suppose the recipient wants a game and gets money for him. Check if you can buy it somewhere at a better price if you find it at a discount. How to buy wise? Show your child the process by looking for better deals. Explain to your child that you can find the game at discount during discount periods or at a very good price if you take it from someone who wants to sell it. If you find it at a



good price (around holidays or black Friday, summer discounts etc.) and the child does not get the money you can contribute with the difference to encourage the child and his behavior.

Decisions generate consequences

Will children take the wrong decisions? Yeah, obviously. They are in a learning process.

Encourage and not discourage, learn or criticize.

Try to understand the child's action and motivation behind, then correct.

A child who finishes his pocket money before the end of the month will not receive any other money for free, he will have to do something to get extra money if that is possible and the person considers it appropriate.

Lost or damaged items have to be replaced by their own money.



ANNEX 6

RECOMMENDATIONS ON PERSONAL CARE THAT THE REFERENCE PERSON WILL PERIODLY PROCESS TO BENEFICIARIES

Basic rules on personal hygiene:

- ✓ Wash once a day all over the body with hot water and soap; wipe clean and wear clean, freshly washed clothes. Dirty laundry put them to the wash.
- ✓ Wash your hands before and after a meal.
- ✓ Wash your hands after shopping, after you caress animals, after using the toilet after you've played, after using your nose pocket, comb yourself or shoe, but also after you took the garbage.
- ✓ Wash your teeth in the morning, in the evening and after each meal.
- ✓ Go to the dentist if necessary.
- ✓ Wash the fruits and vegetables before eating them.
- ✓ Bleed the room where you are sleeping.
- ✓ Keep your nails and toes clean.

Sexuality of adolescents and young people

Healthy sexual development covers more than sexual behavior; is the combination of sexual maturity known as puberty, age-related sexual behaviors, and the formation of a positive sexual identity. At this stage, adolescents struggle to become accustomed to their changing bodies and make healthy and safe decisions about sexual activity. Expressions of sexual behavior differ among young people, and the decision to engage in sexual activity depends on personal training, family standards, sociocultural norms, exposure to sexual abuse, group pressure, religious values, moral



values. Motivations can include biological and hormonal pulses, curiosity and the desire to be socially accepted. At present, adolescence is the age at which intimate relationships are most often starting. When this happens quickly, young people are underdeveloped, it may increase the risk of unplanned pregnancies and the frequency of sexually transmitted diseases (STDs), depression and many other consequences.

Sexual onset in adolescence can also be associated with negative health effects caused by contraceptive use. Adolescents do not generally have adequate knowledge of the side effects hormonal contraceptives may have on their health. These may interfere with the healthy development of the adolescent body. Sexually transmitted diseases, including HIV, are a major risk factor for sexually active adolescents.

STDs can have serious consequences beyond the immediate impact of the infection itself, mother-to-child transmission of infections and chronic diseases. Mother-to-child transmission of illness can result in the birth of a dead child, neonatal death, low birth weight and prematurity, pneumonia, neonatal conjunctivitis and congenital malformations. Syphilis during pregnancy leads to fetal and neonatal deaths and leaves children at high risk of dying of prematurity, having low birth weight, or having congenital illness. Sexually transmitted diseases occur in young people aged 15-24 and most of them never show symptoms.

An adolescent pregnancy is often associated with shame, social stigma and various emotional pressures. Adolescence is usually overwhelmed by the problem and the tension that accompanies the unplanned pregnancy.

Basic rules during menstruation

- ✓ Do not use the usual soap for intimate hygiene.
- ✓ Take an intimate shower at least 2 times a day.



- ✓ It is necessary to change the daily absorbance every 4 hours, as these are an environment conducive to the development of bacteria and may increase the risk of developing inflammation.
- ✓ Use absorbants for menstruation depending on how many "drops" are displayed on the pack.
- ✓ Wider intimate underwear is indicated for intimate health; good intimate underwear should be made of natural materials (cotton, linen, etc.).



ANNEX 7

GRAPHICS ABOUT THE ACTIVITIES TO IMPLY CHILDREN FOR THE PURPOSE OF PERSONAL CARE DEPARTMENTS (QUARTER _____)

Nr. crt.	Activity	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12

Legend:

W = week;

Columns 3-14 - persoana de referință acordă calificative:

🚦 Fb= foarte bine, B=bine, S=satisfăcător, R=refuză

Column 2 – activities such as:

🚦 frequent washing of hands, daily body hygiene (showering), tooth washing, observing basic rules during menstruation, keeping your nails clean, adapting clothing to daily activities (eg pajamas, home / yard clothing, schoolwear etc.), storing dirty clothes properly (eg laundry basket).



OP2 - OPERATIONAL PROCEDURE
"THE INSTRUCTION-EDUCATIONAL PROCESS"

1. PURPOSE

This procedure establishes the way and steps for carrying out the instructive-educational process of children under a special protection measure.

Support the staff involved in raising and educating children in making decisions to ensure that the child's right to education is respected.

2. FIELD OF APPLICATION

The procedure is applied by all persons in the educational process of children under special protection.

3. REFERENCE DOCUMENTS

a) International law

- ✚ The Convention for the Protection of Human Rights and Fundamental Freedoms and the Additional Protocols to that Convention, ratified by Law no. 30/1994;
- ✚ Convention on the Rights of the Child, adopted by the United Nations General Assembly on 20 November 1989, ratified by Law no. 18/1990, republished;
- ✚ Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46 / EC (General Data Protection Regulation);



b) Primary legislation

- ✚ Law no. 272/2004 on the protection and promotion of the rights of the child, republished, *with subsequent amendments*;
- ✚ Law no. 448/2006 on the protection and promotion of the rights of persons with disabilities, republished, *with subsequent amendments*;
- ✚ Order no. 1733/2015 of August 19, 2015 regarding the approval of the procedure for setting and payment of the monthly placement allowance;
- ✚ Order no.1985 / 5805/1305/2016 on the approval of the Methodology for Integrated Assessment and Intervention for the Classification of Children with Handicapped Disabilities, the School and Professional Orientation of Children with Special Educational Requirements, as well as for the empowerment and rehabilitation of children with disabilities disabilities and / or special educational needs;
- ✚ Order no. 25/2019 on the approval of minimum quality standards for residential social services for children in the special protection system;
- ✚ Order no. 26/2019 regarding the approval of the Minimum Quality Standards for family-type social services for children in the special protection system;
- ✚ Order 286/2006 of the ANPCA State Secretary for the Approval of the Methodological Norms on the elaboration of the individualized protection plan.

d) Secondary legislation

- ✚ Organization and Functioning Regulations of DGSACP
- ✚ Internal rules of the institution
- ✚ The county social assistance strategy



4. DEFINITIONS, ABBREVIATIONS

a) Definitions

Education process – is the form with the highest level of organization of the training and education activity, of shaping the human personality;

Professional maternal assistant - the natural person, certified in accordance with the law, who ensures through the activity that he carries out at his home the growth, care and education necessary for the harmonious development of the children he receives in the placement;

Child - the person who has not reached the age of 18 years and has not acquired full exercise capacity, according to the law;

Placement family - the child's relatives, up to grade IV inclusive;

Placements - persons other than those belonging to the extended family, including the children up to the fourth degree who ensure the child's growth and care, according to the law;

Individualized protection plan - the document by which the planning of the services, benefits and special measures of the child is carried out, on the basis of the psychosocial assessment of the child and his / her family, in order to integrate the child who has been separated from his / her defamiation into a permanent stable family environment, time possible.

b) Abbreviations

PMA – Professional Maternal Assistant

GDSACP - General Directorate for Social Assistance and Child Protection

CCMS – Child Case Management Service

SIP – Specific Intervention Plan

CM – Case Manager

RC – Residential Center



5. DESCRIPTION OF THE OPERATIONAL PROCEDURE

a) General

The educational activity within the educational system, the school institution takes the form of the educational process. It represents the highest level of organization of the training and education activity, the modeling of the human personality. It is a progressive (planned, systematic, methodical and intensive) process of access to knowledge and action, under the control of the teaching staff, based on the strict selection and structuring of the content and based on the student's personal effort.

The process of education is the main means by which our society educates and instructs the new generations, the responsibility for organizing and leading this process to the school.

Every child in the protection system should be encouraged and supported to complete their studies, at least compulsory. This because the failure to complete studies or poor schooling will increase the risk of marginalization of the adult future.

b) The organizational context

In order to accomplish this procedure, regarding the educational process, each child in the protective system has appointed a case manager and also a multidisciplinary team, namely: psychologist, physician, educator, PMA, person / foster family, legal counselor, vocational adviser, all of whom relate to all aspects of personalized work with beneficiaries of the special protection system.

For even better results, in addition to the case manager and the multidisciplinary team, in order to achieve the objectives of this procedure, children from the biological family of the child as well as representatives of other institutions may also be involved.

c) Documents used:

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Documents include information that helps to set up activities and conduct them.

- ❖ Annex 1: School self-evaluation sheet
- ❖ Appendix 2: Monitoring report

d) Required resources

Material resources – such as: computers, printers, copiers, internet access, telephone, office, office and stationery, car.

Human resources – are the specialists involved in the realization of this instructive educational process.

Financial resources – estimating the amount of expenditures in the budget (payment of the expenses with the staff directly involved with the customer buying the necessary consumables the development of the activity, as well as the utilities needed to carry out the activity in good condition.

e) Working mode

Enrollment of the child in a form of education or transfer thereof, as the case

The representative of the placement center, designated by the head of the center, the AMP, the foster family, is obliged to take care of the enrollment, or, as the case may be, of transferring the child to the age group in the age group in the pre-school, primary, gymnasium or lyceum , as the case.

The application is submitted by the representative of the placement center, AMP, placement family at the educational establishment near the placement of the placement center or near the home of the AMP or the foster family or the educational establishment to which it is oriented according to the Guidance Document school and professional, if any.

Once the enrollment or transfer process has been completed, the head of the center or the person designated by him, for the children placed in the foster homes and the case managers of the



children placed in the PMA or in the families, shall submit to the educational establishment, for to establish collaborative relationships with teaching staff, to speak to them, but also to pupils about the special protection system and about the child (colleague) who has a protection measure. Such actions aim at raising the awareness of the college of pupils and teachers, informing them correctly about the situation of children with a special protection measure, aiming at preventing marginalization and, at the same time, integrating them into the college of students.

The opinion of the child / young person when enrolling in high school, vocational school, university studies

The child is encouraged to express any opinion, excitement or aspirations related to his / her activity at school, the school environment, collegiate relationships, interaction with teachers, training program.

Optional materials are chosen together with the beneficiary if their age and maturity allow, and the case manager is consulted in this regard by the head of the center, the PMA, the foster family, as appropriate (for example for attendance at classes religion, choice of subjects of interest to the child).

Through this, it is intended to always know the motivation for learning, the child's state of mind and to intervene urgently, if the situation so requires. Weekly the child completes a self-evaluation sheet of the educational process at the request of the educator, PMA, foster family.

Self-evaluation of the educational process - weekly - self-evaluation sheet

Children will fill out the weekly self-assessment sheet to see their school evolution more easily, and the problems they face. If there are situations that prevent the learning of the notions of the school curriculum, the educator informs the head of the center, and the case manager, and the PMA and the person / foster family inform the case manager directly. The case manager gathers



the multidisciplinary team for re-assessing the child's situation and reviewing the individualized protection plan or the specific intervention plan, if any.

Evaluation / re-evaluation at the School and Professional Assessment and Guidance Service, as the case

If it is found that the beneficiary does not meet the requirements of the school curriculum or are recommendations from the teachers or from other specialists (eg specialists from the complex assessment of the child with disabilities, doctors, etc.), it is necessary to evaluate it to identify specific needs and to ensure optimum conditions for school, professional and social integration.

The social worker in the placement center, the PMA or the foster family has the obligation to deal with the child's programming at the The School and Professional Assessment and Guidance Service in order to evaluate, prepare the necessary documentation and ensure the presence of the child at the scheduled date and time.

The proposal of the School and Professional Assessment and Guidance Service will be analyzed within the County School and Professional County Commission, which will issue the School and Professional Orientation Certificate.

PMA and the foster family announce the case manager about the results of the evaluation and then send a copy of the school and professional guidance certificate and follow the established recommendations (including making transfers to a special school, if applicable). The social worker in the placement center informs the head of the center about the results of the evaluation and he / she will determine the responsible for the implementation of the recommendations of the County School and Professional Guidance Commission.

Preparing for participation in the instructive-educational process. Purchase of stationery, uniforms, auxiliary materials

Head of Center, PMA, person / foster family has the obligation to provide each child with adequate



support, including the material resources needed to access, integrate and regularly attend the educational establishment.

Purchases of school supplies, manuals, materials and equipment for attending the school are made in accordance with procurement procedures for children in foster care centers.

In the case of children with PMA or persons / foster family, the purchase of these goods is made with the money from the placement allowance, monitoring the spending of these sums on a quarterly basis according to the provisions of Order 1733/2015 (ANNEX 2).

Prevent marginalization of beneficiaries from the protection system within the group of students and within the school

Head of Center / CM: ensures the promotion of RC / alternative family services within educational institutions by launching invitations to visit the center.

Teachers together with the colleagues of the beneficiaries will be invited by the head of the center or by the case manager of the children at PMA or foster families, to various activities or to various events of GDSACP or the center where the children come from.

Relationship with school: weekly visits to school for school situation and behavior – is recorded in the child's diary at PMA, in the SIP Implementation Report and in the Quarterly Monitoring Reports.

Weekly, the educator, PMA, foster family has discussions with the child's teachers (teacher, class master, other teachers). The information obtained is correlated with the ones included in the self-assessment sheet completed weekly by the child and is recorded in: the child's diary, in the case of the child placed in PMA; *the SIP implementation report for the child in the residential system and the quarterly monitoring reports for those in placement in the person / foster family.*

Requesting school characterizations at the end of each semester written by: educator, PMA,



person / foster family.

They have the obligation to keep in touch with the teachers in the school that the child is attending in order to follow the school's evolution. In this respect, educator, PMA, person / foster family requires teachers to characterize school developments, child involvement in school activities, behavior during classes and breaks.

These characterizations will be requested twice a year, at the end of each semester, being kept in the child's file. In the case of children at the PMA or in the person / foster family, one copy will be kept in the photocopies of their personal files.

Educator characterizations, PMA on the educational process

These characterizations will be made by RC teachers and PMA twice a year.

In these characterizations will be described: the child's evolution in terms of education and behavior; the degree of difficulty in assimilating new knowledge; if it easily relates or presents difficulties when it comes out of its family space; communication mode; the degree of integration into the community.

Participation in meetings with parents or at the specific request of teachers (PMA, person / foster family, educator)

The educator, the PMA, the foster family has the obligation to participate in the meetings with the parents organized by the educational unit. The teacher's opinions will be asked and recorded regarding the child's school development and at the same time his / her behavior.

Expectations regarding the student's learning outcomes must be realistic, tailored to each child. In a few cases, children in the protection system have exceptional results in learning, as "personal tragedy" marks their development, and no matter how much effort is made by specialists,



educators, the community, including the child, these suffering is reduced in years, and in some cases never disappears.

Educator, PMA or foster family must be realistic, empathetic, do not have to ask children for maximum grades and prizes.

Support for topics / additional training:

PMA, the person / foster family will contact the teacher to work additionally with the beneficiary, payment being made from his / her placement allowance.

The center educator will analyze, together with CM, each case that requires additional training to find solutions, including costs (projects, sponsorships, etc.). Developing projects within the school to prepare the themes and support for children who have difficulty in different subjects or have various exams.

Vocational counseling.

Vocational counseling is carried out by the school psychologist within the educational unit, starting with the 8th grade, through school and professional orientation activities.

Children in the protection system show a jam between aspirations and capacities, preferences, and motivation to choose is inaccurate due to a negative self image and low self-esteem.

They do not have well-defined interests and aspirations. Most are shaping a material independence without perspectives, not in the long run, seeking the benefit of moment and affirmation of independence - myth of high salary, without the effort or the lottery winner.

On the one hand, in order to be able to have a good and correct vocational orientation, children need self-knowledge and a positive orientation on their personal characteristics, that is, they need to know what they can do if they have talent or not, what their abilities are. They need to be in a position to do, to create, to think, to practice.

On the other hand, the link between the school disciplines and the world of work must be



presented, highlighting their direct relationship with certain professions / positions.

For example, what can happen if someone has good school results at:

- ❖ Romanian / foreign languages, could become: Romanian or foreign language teacher, librarian, advertising worker, teacher, educator, etc.
- ❖ Mathematics, could become: mathematics professor, economist-accountant, computer-programmer, engineer in various fields, banker, etc.

Certainly, good school results in these subjects do not prevent the recipient from addressing another professional field. In these cases, school performance in certain directions leads to certain professions and facilitates career achievements, or the pursuit of some professions involves certain skills that can be much better paid due to special school performance at some learning objects.

Each beneficiary of the special protection system participates in these activities; the request is made by the PMA, placement person or educator. The educator, PMA or the person / foster family ensures that the beneficiary participates in vocational counseling activities, through monthly meetings with the school psychologist, activity recorded in the journal, SIP report. The case manager, once a year, at the beginning of the sem. II, contact the school psychologist, a meeting mentioned in a meeting report.

At the same time, to be organized within the "Career Day" placement centers, where various professionals will be invited to tell what the job they are doing. To this day, including children placed in PMA or in the person/foster family.

Contest between children in the protection system - at the educational level

The organization of educational competitions planned by the specialists of the directorate for the beneficiaries under a special protection measure and the rewarding of the participants stimulates the children's interest in learning and also develops other aspects of the personality: increasing the capacity of the effort, developing the communication skills, developing the relationships, increasing



responsibility, raising self-esteem. Responsibility for organizing competitions, identifying partners and sponsors rests with the Head of CCMS .

f) Valorisation of results

This procedure aims to achieve the educational process as efficiently and efficiently as possible, by scrutinizing in detail each stage of educational training.

It is beneficial to involve the specialists in this educational stage, and through the content of this procedure, it is meant to understand the stages that are being completed in order to complete the educational process, for a professional integration, for the acquisition of independence, easier, and at the same time to develop a model for other children in the protection system.

6. RESPONSIBILITIES IN DEVELOPING OF ACTIVITY

Case manager / Multidisciplinary team:

- ❖ Evaluate the beneficiary's school situation;
- ❖ Monitor its situation;
- ❖ Establishes the Individualized Protection Plan;
- ❖ Establishes the Specific Intervention Plan;
- ❖ Communicate with all those involved in the educational process:
 - ✓ The beneficiaries are advised;
 - ✓ It is assessed whether the objectives set out in the Individualized Protection Plan / Specific Intervention Plan have been reached.

Professional maternal assistant

Educator

Head of the center

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7. ANNEXES

- ❖ **Annex 1:** School self-evaluation sheet
- ❖ **Annex 2:** Monitoring report



ANNEX 1

SELF-EVALUATION SCHEDULE OF SCHOOL TRAINING

Child Name and surname _____

Period _____

Grade _____

Absences? _____

Class/ The activity I liked the most? _____

Which teacher I've been working with best? _____

With what colleague I understood well? _____

What I did not like? _____

What I want to change? _____

DATE

SIGNATURE



ANNEX 2

MONITORING REPORT

No. report _____ / Date _____

Child name and surname: _____

Date of birth: _____

Date of establishment of the special protection measure: _____

No. and the date of the CPC decision / Court Sentence/ Director's order: _____

Name and surname of family members / the placement person /maternal assistant or, as the case, the name of the residential private accredited residential service: _____

Address: _____

I. Date of the visit: _____

II. Date of the report: _____

III. Name and surname / function of the person who performed the demonstrating visit:

IV. Frequency of monitoring the measure: quarterly whenever necessary

V. As a result of the periodical visit we found the following:

1. The child is provided with adequate quality care and protection against abuse / neglect:

YES NO

2. The objectives of the individualized protection plan are met (IPP): YES NO Partially

3. List what the unfulfilled and / or partially accomplished goals are, and summarize the causes:



4. What progress has been made by the child since the last monitoring report in relation to his situation at the time of the introduction of the special protection measure:

5. Specify the objective causes that prevent the achievement of the objectives set by the IPP on child development: _____

6. The child is integrated into the family environment and records an appropriate progression as compared to the last visit: YES NO Partially

7. The child benefits from adequate living conditions (the physical environment intended for him is arranged and adapted according to his age and sex): YES NO

8. The child is properly fed and is provided with basic needs in this regard (daily meals are provided in sufficient quantities to meet developmental needs specific to the age and characteristics of the child): YES NO

9. The child is appropriately dressed and appropriate to the season in which the monitoring visit is made: YES NO

10. In the last 3 months, the following were purchased for the child:

a) clothing: _____

b) footwear: _____



c) personal hygiene and sanitary ware (for example: toothpaste, toothbrush, deodorant, etc.):

d) requisites (List briefly their type): _____

e) toys (if appropriate): _____

f) more (specify): _____

11. Specify how the money was used for the personal needs of the child: _____

12. The child is registered with the family doctor: YES NO

13. The child is educated and regularly attends the educational institution's courses: YES NO It's not necessary

14. The child is guaranteed to maintain personal relationships with parents: YES NO It's not necessary

15. Specify the last time the personal relationships between the child and the members of the natural family / other persons to whom he / she developed attachment relationships have been maintained (the date when the child had a direct or telephone relationship):

16. Other information on how the amounts representing the child's rights have been used:

17. Child's opinion on the family environment and the behavior of the foster parent / foster family / residential care staff of the accredited private body (Applies to children aged 10 years):



18. Recommendations of the person who drafted the monitoring report on improving the quality of child care: (Recommendations necessarily include a reference to the need to maintain, amend or, as appropriate, terminate the special protection measure.):

19. Name, surname and position of the person who drafted the report: _____

20. Signature of the person who drafted the report: _____

21. Signature of the person / family members / maternal assistant / representative of the residential service of the NGOs who have received the child in the placement and who have participated in the monitoring visit: _____

**OP3 - OPERATIONAL PROCEDURE -
"PERSONAL DEVELOPMENT"**

1. PURPOSE

The main purpose of the procedure on "personal Development" is to improve the status of awareness, development of talents and personal skills, improving the quality of life and contributing to the achievement of the aspirations and dreams of the personal.

2. SCOPE OF THE OPERATING PROCEDURE

The procedure on personal development applies to children and young people beneficiaries of measures of special protection, depending on age, the physical and mental capacity.

Activities for personal development may take place in the framework of a specialized service or in other services for the protection of the child: residential services, foster parents, professionals,

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people/foster families.

3. REFERENCE DOCUMENTS

a) International Law

- ✚ The convention for the protection of human rights and fundamental freedoms and additional protocols to this convention, ratified by Law no.30/1994;
- ✚ The convention on the rights of the child, adopted by the General Assembly of the United Nations on 20 November 1989, ratified by Law no.18/1990, republished;
- ✚ Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data, and repealing council Directive 95/46/EC (General data protection regulation);

b) Primary Legislation

- ✚ Law 272/2004 on the protection and promotion of child's rights, republished and updated;
- ✚ The order of the Secretary of state of the HOPE no. 35/2003 on the approval of minimal compulsory Standards for ensuring child protection at the AMP and of the methodological guide of implementation of these standards;
- ✚ The order of the Secretary of State of the HOPE no. 288/2006 regarding the approval of minimal compulsory Standards regarding the case management in the field of protection of the rights of the child;
- ✚ The order of the Secretary of State of the HOPE no. 286/2006 for the approval of the methodological norms regarding the drawing up of the plan of services and of the methodological norms regarding the drawing up the individualized plan of protection;
- ✚ Order no. 21/2004 for the approval of the minimal compulsory standards regarding the child protection services of residential type;



- ✚ Order no. 27/2004 for the approval of the minimal compulsory Standards regarding the child protection services of residential type for children with disabilities;
- ✚ The judgment 502/2017 on the organization and methodology of operation of the commission for child protection;
- ✚ Decision H. G. no.797/2017 for approving the regulations framework of organization and functioning of the public social assistance services and structure indicative of personal;
- ✚ Law no.448/2006 on the protection and promotion of the rights of persons with disabilities, republished, with subsequent amendments and additions;
- ✚ Government decision no. 383 from 27 may 2015 for the approval of the national Strategy on social inclusion and poverty reduction for the period 2015-2020 and strategic Plan of action for the period 2015-2020;
- ✚ Law no.116 of 15 march 2002 on preventing and combating social marginalisation.

c) Secondary Legislation

- ✚ Regulation of organization and functioning of the INSTITUTION
- ✚ Internal regulation of the institution
- ✚ The strategy of the county social assistance

4. DEFINITIONS, ABBREVIATIONS

a) Definitions

Personal development includes activities and experiences that have the ultimate goal to improve the status of awareness, development of talents and personal skills, improving the quality of life and contributing to the achievement of the aspirations and dreams of the personal.

Child - person who has not attained the age of 18 and has not acquired full capacity of exercise,



according to the law.

Adolescent – a child between the ages of 16-18 years.

Young - the Person who has attained the age of 18 years and has acquired full capacity of exercise, according to the law.

Family - parents and their children.

Professional Maternal Assistant (PMA) – natural person, certified in accordance with the law, which ensures through the work carried out at the domicile of its growth, care and education, necessary for the harmonious development of children it receives in foster care/foster care urgently.

The extended family – relatives of the child, up to the FOURTH degree inclusive, with the child or his family has maintained a personal relationship and direct contacts.

Family placement – persons, other than those which belong to the extended family, including in-laws up to the FOURTH degree, with which the child or his family has maintained the personal relationships and direct contacts and foster care, which ensures the growth and care of the child, in accordance with the law.

The reference person - foster care, the placement, the staff of the services of the residential type.

b) Abbreviations

NAPRCA - National Authority for the Protection of the Rights of the Child and Adoption

GDSACP - The General Directorate of Social Assistance and Child Protection

CM - Case Manager

IPP - Individualized Protection Plan

PMA - Professional Maternal Assistant



5. DESCRIPTION OF THE PROCEDURE THE OPERATIONAL

- **General**

Personal development is a process that is based on the following elements: taking responsibility for their own learning and development self assessment periodically (to check the efficiency of the process of learning), reflection (self-analysis) decision making attitude/action (implementation of changes that lead to “better”).

Personal development is devoted to learning activities that aim to develop the children's ability to know himself and to express in a positive manner the interests, skills, experiences, personal skills, networking and communication, reflections on learning. Is formed in the first skills and develops attitudes, the purpose being the acquisition of self-confidence, the well-being of children, their preparation for life and for the future.

- **Organizational Context**

The reference person and the psychologist will be prepared and well-informed about the modalities of training and the direct involvement of the beneficiaries in the activities on personal development, depending on the potential biological and psychological of them.

The child psychologist will review quarterly the degree and manner of fulfillment of activities on personal development and will formulate recommendations (referred to in the schedule of psychological assessment)

- **Documents used**

The documents include information that helps to establish the activities and conduct their.

Annex 1: Test of self-knowledge applied by the therapist of the case

Annex 2: The scale of self-esteem applied by the therapist of the case

Annex 3: Test of self-knowledge applied by the therapist of the case



Annex 4: Sheet psychological evaluation completed by the psychologist of the case

- **Necessary Resources**

Material resources

For the implementation of the activities will be used: PC (computer), printer, xerox paper, files, information materials, graphic work, phone, fax.

Human resources

The execution of activities and the preparation of documents shall enter into the duties of the personnel specialist.

Financial resources

For journeys performed by the staff specialist will settle delegations recorded in the register DGASPC.

- **Work Mode**

The key concerns in adolescence are the social ones, namely the fear of inadequacy and non-acceptance by others. At this age another concern is the way in which it looks and what others think about him. All these prove the importance of group membership in adolescence. In addition to fears of social can talk about the stress caused by homework, notes, and results necessary to have a bright future. And teenagers are stressed when it comes to all the requirements that you must meet in order to ensure a future.

The most common risk behaviors:

- ❖ **pregnancy;**
- ❖ **the consumption of alcohol and other substances,** which, especially in combination with depressive symptoms, represents a major risk factor for suicide attempts (Sells, 2005). Studies show, however, that boys are predisposed to the consumption of various substances, but also to a higher amount and that the alcohol is calling especially in the last



stage of adolescence;

- ❖ **smoking;**
- ❖ **eating disorders**, that, in adolescents, usually appear in the form of anorexia (especially in the first period of this stage) and bulimia nervosa (especially in extended adolescence). Thus, whatever they look like, the girls, in particular, will be weaker, and the boys want more muscle mass. They see but the ideals unrealistic even in the first part of childhood, through the models of the aesthetic represented by the models promoted through the media;
- ❖ **depression and suicide;** they must not be necessarily correlated. Although adolescents are depressed are more prone to suicide than those who are not depressed, the majority of adolescents do not exhibit suicidal behavior.

The role of the reference person, respectively of the psychologist is to support and guide the child in and follow the road in life, and to fulfill their dreams, and in this stage of life, this can consider the personal development, one of the most important aspects of a child's life. Later, when the baby will be big they will realize that personal development means to find out things about him and constantly improving life.

The role of specialists who work with teenagers/young people is to provide them with tools to know themselves, to look to the future with confidence, understand others and relate to them, to teach them how to be responsible, to take care of themselves and others, to freely express thoughts and feelings without the fear of it remains misunderstood.

That's why personal development should be a concern both of the reference person, as well as the school must offer children the kind of education that will prepare them for a life in constant change.



The reference person must expose your children to as many real-life situations to help them form an impression of fair and balanced about life and about the world. This can be achieved through the involvement of beneficiaries in activities such as visits, trips, projects, performances, etc.

Any problem becomes easier if it is discussed and analysed with anyone. Children need to know that they are not alone and that they can request the advice of the person of reference or of the psychologist's case.

The reference person and the psychologist can provide beneficiaries with advice, such:

- to give them the right to be supported when going through difficult times;
- to think that no matter how nice and good he is a child, all the problems arise;
- to be honest with ourselves and we find solutions together;
- do not impersonate others in terms of leisure;
- to offer love, honesty and unconditional support.

Most of the behaviors, especially the way in which we communicate, they've all learned in childhood, by imitating the people that I considered role models. The first models were my parents, and then teachers. Just as we, the beneficiaries learn to communicate by observing those around them.

There are a number of ways that specialists can use them by which that can be better understood by the beneficiaries and can help to open up more to them or to communicate more effectively between themselves, removing the conflicts.

Some of the issues on which the recipient has can be solved at the level of obedience, because being listened to, the beneficiary has the opportunity to express the difficulty, to be more aware, to analyze and, in this way, sometimes, get myself to a solution.

If it speaks in a calm tone are more chances to get a desired behavior from the recipient than if it speaks with a high tone. It can be concluded that some adolescents, even when they want to



communicate, do not speak, but cried, because in this way they learned that the only way through which they can impose is through the lifting of the tuna. Speech calm, resolves conflicts.

In conclusion, the communication with the beneficiary assumes the availability of the specialists, opening, listening skills and verbal expression and nonverbal messages.

- **Valorisation of results**

Compliance with the phases and activities, as well as the continuing professional development of the person of reference and the psychologist of the case, result in the formation of the image of the self, of consciousness and of self-consciousness, i.e. the definition of identity as the core of the personality of the beneficiaries.

6. RESPONSIBILITY IN DEVELOPING ACTIVITY

Professional Maternal Assistant, individuals substitute, specialist staff who work directly with the beneficiaries, will apply this operational procedure and will put into practice the recommendations made in its annexes. They also have the obligation to inform/improve continuously and to identify the best methods of implementation of these recommendations.

The multidisciplinary team will review quarterly the degree and manner of fulfillment of activities by the beneficiary and if necessary, will make recommendations.

The beneficiaries shall make all efforts and will be involved permanently in the planned activities for personal development.

7. ANNEX

Annex 1: Test of self-knowledge applied by the therapist of the case, quarterly

Annex 2: The scale of self-esteem applied by the therapist of the case, quarterly

Annex 3: Test of self-knowledge applied by the therapist of the case, quarterly

Annex 4: Sheet psychological evaluation completed by the psychologist of the case, quarterly

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ANNEX 1

TEST OF SELF-KNOWLEDGE

Answer with "YES" or "NO" to the following questions:

1. You are sometimes cheerful and sometimes sad, without a special reason? YES / NO
2. Change quite often friends? YES / NO
3. Do you think you are wronged, persecuted, or less desirable in the family of foster or in the class? YES / NO
4. When you are in trouble you get angry on those who believe that you have caused them? YES / NO
5. Mind easy for the little things? YES / NO
6. When you get upset, you say or do things and then regret them? YES / NO
7. If someone yells at you, answer him with the same measure? YES / NO
8. When you're sad you feel the need to tell as many people as possible your trouble? YES / NO
9. You let yourself be led by the inspiration of the moment? YES / NO
10. A change in your life, a new task makes you nervous? YES / NO
11. When you're writing a letter, delicate, hesitate or postpone it for later? YES / NO
12. Bothering you the appreciation that you would be shy or emotional? YES / NO
13. You are going to feel tired without a particular reason? YES / NO
14. You tend to cry easily when watching a touching spectacle (film, etc.) ? YES / NO
15. When someone follows you how do you work, do you feel embarrassed or troubled? YES / NO



16. Can you keep a secret? YES / NO
17. The things that you have excited in particular lingers long in your mind? YES / NO
18. Are you envious of others when they have success? YES / NO
19. Blaming team mates for your mistakes? YES / NO
20. Are you afraid of certain places (tunnels, caves, water, woods, animals) ? YES/NO

Comments: the Interpretation of the responses is done in this way (and will not be part of the test):

Affirmative answers:

- 18-20: very emotional
- 15-17: emotional
- 12-14: quite emotional
- 9-11: the balanced emotional
- 6-8: a little emotional
- 1-5: very little emotional



ANNEX 2

THE SCALE OF SELF-ESTEEM

Read carefully the statements below and respond by checking a X in the box appropriate to you in the answer sheet.

Question	THE SCALE OF ANSWERS																			
	YES										NO									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
I think I am a man of worth, or at least the same as the others																				
I think I have a few outstanding qualities																				
In general, I'm inclined to think that I'm not done																				
I can do things that make them most children																				
I think I have too many flaws.																				
I have a positive attitude front of me																				
In general, I'm satisfied with me																				
I wish I had more respect for me																				
From time to time I have the impression that I'm useless																				
Sometimes I think I'm good for nothing																				

Result: _____





ANNEX 3

TEST OF SELF-KNOWLEDGE

WHO AM I?

Complete the following sentences:

The people that I care about the most are: _____

I feel proud of myself for that: _____

The people I admire most are: _____

I like to: _____

I want to: _____

One of the best things made by me is: _____

I would love to become: _____

I Prefer to: _____

than to: _____

I propose to: _____

I know that I can: _____





ANNEX 4

CHART OF PSYCHOLOGICAL ASSESSMENT

Name and surname of the child: _____

Date of birth: _____

Psychomotor development: _____

Cognitive development: _____

Language: _____

Socio-affective Development: _____

Habits (degree of autonomy): _____

Skills and interests /leisure: _____

Personal development: _____

Findings/identified Needs/Recommendations: _____

DATE: _____

Psychologist (first Name and surname)

Signature





OP4 - OPERATIONAL PROCEDURE
"SOCIAL INTEGRATION OF ADOLESCENTS / YOUNG PEOPLE IN THE PROTECTION SYSTEM"

1. PURPOSE

The procedure establishes how the social integration process of adolescents / young people leaving the protection system should be carried out.

In the annex section, there are predefined models for the social integration activity of adolescents / young people leaving the protection system.

2. FIELD OF APPLICATION

This procedure applies to all personnel involved in the social integration of adolescents and young people under special protection, as well as by them.

3. REFERENCE DOCUMENTS

a) International legislation

- ✚ The Convention for the Protection of Human Rights and Fundamental Freedoms and Additional Protocols to that Convention, ratified by Law no. 30/1994;
- ✚ The Convention on the Rights of the Child, adopted by the United Nations General Assembly on 20 November 1989, ratified by Law No 18/1990, republished;
- Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the





free movement of such data and repealing Directive 95/46 / EC (General Regulation on data protection);

b) Primary legislation

- ✚ Law no.272 / 2004 on the protection and promotion of children's rights, republished, as subsequently amended and supplemented;
- ✚ Law no.448 / 2006 on the protection and promotion of the rights of disabled people, republished, as subsequently amended and supplemented;
- ✚ Government Decision no. 1113/2014 on the approval of the National Strategy for the Protection and Promotion of the Rights of the Child for the period 2001-2020 and the Operational Plan for the implementation of the National Strategy for the Protection and Promotion of the Rights of the Child 2014-2016;
- ✚ Government Decision no. 655/2016 for the approval of the National Strategy "A barrier-free society for people with disabilities" 2016-2020 and the Operational Plan on the implementation of the National Strategy "A barrier-free society for people with disabilities" 2016-2020;
- ✚ Government Decision no. 383 of May 27, 2015 for the approval of the Non-Roma Strategy on Social Inclusion and Poverty Reduction for the period 2015-2020 and the Strategic Action Plan for the period 2015-2020;
- ✚ Law no. 116 of 15 March 2002 on preventing and combating social marginalization;
- ✚ Order no. 14 / 15.01.2007 for the approval of mandatory minimum standards for the service for the development of independent life skills and the methodological guide for the implementation of these standards;





- + Order no. 287/2006 on the approval of minimum standards on the training center and support for the reintegration or integration of the child into the family, as well as the methodological guide for the implementation of these standards;
- + Order no. 25/2019 on the approval of minimum quality standards for residential social services for children in the special protection system;
- + Order 286/2006 of the ANPCA State Secretary for the approval of the Methodological Norms regarding the elaboration of the individualized protection plan;
- + Order no. 288/2006 approving the Minimum Mandatory Standards for case management in the field of the protection of children's rights;
- + Labor Code;
- + Law no. 52/2011 regarding the exercise of some occasional activities performed by the day-laborers, with subsequent amendments and completions.

c) Secondary legislation

- + Organization and Functioning Regulations of GDSACP
- + Internal rules of the institution
- + The county social assistance strategy

4. DEFINITIONS, ABBREVIATIONS

a) Definitions

Professional maternal assistant - the natural person, certified according to the law, who ensures through the activity that he carries out at his / her home the increase, care and education, necessary for the harmonious development of the children he / she receives in the placement.





Child - the person who has not reached the age of 18 and has not acquired full exercise capacity, according to the law.

Adolescent - the child aged 16-18.

Young - the person who has reached the age of 18 and has acquired full exercise capacity under the law.

The foster family - the child's relatives, up to the fourth degree.

Placement Persons - Persons other than those belonging to the extended family, including infants up to the fourth degree who provide childcare and care, under the law.

Individualized Protection Plan - The document through which the child's services, benefits and measures are planned to be based on the psychosocial assessment of the child and his or her family in order to integrate the child who has been separated from his or her family in an environment permanent stable family in the shortest possible time.

Special Protection - The set of benefits of social assistance and social services, as well as complementary programs, measures and actions for the care and development of a child that is temporarily or permanently deprived of the care of the parents or child that can not be left to their care in order to protect its interests.

The reference person - professional nursing assistant, substitute person / family, staff from residential services.

b) Abbreviations

GDSACP – General Directorate for Social Assistance and Child Protection

BC – Birth certificate





ID – Identity card

PIC – Provisional identity card

CM – Case manager

IPP – Individualized Protection Plan

PIS – Specialized Intervention Program

5. DESCRIPTION OF THE OPERATIONAL PROCEDURE

a) General

Socialization is the active process through which the individual gradually learns through interaction with others and participating in social life, norms, values, thinking, knowledge of a particular culture in which he was born and grew up. By socializing, the person becomes aware of himself, actively embody the patterns, norms, values, and behavior he / she comes into contact with, modifying them according to his / her goals and interests within the established society or group. The success of the social integration process of the young person leaving the system of protection implies that he has a place in his community, having equal chances with colleagues of generations who grew up in the family environment, have a job, a home, and set up a family and participate in community life.

The most important period in the process of social integration is adolescence when developing a sense of belonging to a group and society as a whole, but the process of social integration starts from childhood. Social integration entails a set of relationships developed by the teenager / family with the family / group of friends, with the community and its ability to access the rights and services offered by the different institutions.

b) The organizational context

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In order to implement the operational procedure on social integration of adolescents / young people, each beneficiary of the protection system has appointed a case manager who coordinates the process of social integration.

In the social integration of the adolescent / young person are also co-opted: psychologist, social assistant, reference persons and representatives of other institutions (County Agency for Employment, Territorial Labor Institute, etc.), depending on the particularities of each case.

c) Documents used

Documents include information that helps to set up activities and conduct them.

- ❖ Annex 1: Parenting information on introducing a special protection-placement measure;
- ❖ Annex 2: Parent counseling sheet for the reintegration of the child into the family;
- ❖ Annex 3: Counseling record on maintaining a parent-child / extended family relationship to be signed by parent / parent;
- ❖ Annex 4: Specialized intervention program for maintaining and developing relationships with parents, extended family, community and other teenagers / young people;
- ❖ Annex 5: Special intervention program for recreation and socialization of adolescent / youngster.

d) Required resources

Material resources

Consist of office logistics, school supplies, PC, printer, informational materials, schedule, telephone, fax.

Human resources

They are represented by specialists who are involved in the training of adolescents / young people for employment and job maintenance.





Financial resources

It refers to the provision in the budget of the necessary expenditures (purchase of consumables needed to carry out the activity, payment of the costs of the personnel directly involved in the professional integration activity, as well as of the utilities necessary for carrying out the activity in good condition.

e) Working mode

Developing relationships with family / relatives and friends

The family is the main source of social insertion for young people who have maintained the connection with the natural or extended family during the institutionalization period. The child under protection is encouraged to restore, maintain and develop relationships with family, relatives and friends.

At the entrance to the child protection system, a detailed assessment of the situation is carried out, an evaluation that also includes data about the child's family, about the family relations and about its relations with the community. The social worker and the psychologist make an assessment of the family situation at the child / young person's home trying to gather as much data as possible about the family climate, family history, family problems, which will be periodically evaluated during the maintenance of the special protection measure .

The case manager / case manager is responsible for constantly informing the adolescent / young person about his / her family, the events experienced by family members so that he / she is familiar with his / her family history and accepts it for the situation if he / she returns in family. In the same way, the family is informed of the adolescent / young person's progress during the separation, with the case manager / case manager being informed.





Parenting information can be accomplished:

- ❖ In written form by sending written addresses, which must include data on the protection measure, the place where the child is actually present, concrete ways in which it can maintain personal relations with him that can be done according to the law, as well as on the necessary steps to reintegrate or integrate the child. Written addresses are written by the child's case manager and are copied in two copies that are registered with the GDSACP department and a copy is placed in the child's file.
- ❖ The parent / family can be informed verbally about the legal rights and obligations of the child, and the information given will be recorded in the "Parent counseling sheet for the reintegration of the child in the family" and "The counseling sheet for the maintenance parent / child / extended family relationship that will be signed by the parent / parent and by the MC / case officer who made the information and counseling.
- ❖ Keeping in touch with the natural / attachment family is done through: telephone conversations, visits, consents, and fixed-term accommodations. At the same time, attachment / family members are invited to participate in important events in adolescent / younger life.
- ❖ The relationship with parents or other important persons in the life of the child is recorded in the Specialized Intervention Program of each adolescent / young person drawn up by the case manager / case manager / social worker and includes the proposed objectives that are monitored in order to be updated / re-evaluated quarterly.





The overcoming of conflicting situations between adolescent / young and the natural family / substitute family.

The adolescent / the young, the natural and the substitute families are helped to understand and overcome possible conflicts arising in their relationship, to understand the trauma caused by family separation, understanding the situations underlying the establishment of the protection measure, etc. Finding the solution to overcoming obstacles, problems lie within the family, not outside. Anyone can see the problem, the conflicting state: child, family member, educator, etc.).

Following the notification, the psychologist / social assistant establishes a meeting where the preoccupation of the person who made the referral is discussed. After the initial meeting, meetings will be established with each member of the family and in the end will be a meeting with all those involved in the conflict situation - Family Circle. The idea of the family circle is that each saddle can express its opinion (again) and learn to listen to the story and the meaning of the other's word.

Each meeting is structured around 5 questions: What is the essence of the problem? What do you feel? What is the responsibility of those involved? What will you do? What do you expect from the others?

In the family circle the problem is explained by all members of the natural family / substitute family from their point of view. Everyone has the right to be heard, to speak, and to conclude about what should happen in the future. At the meeting everyone must feel heard and understood so that they can come together to identify the solution to overcome the obstacle / problem.

All decisions and engagements taken within the family circle are recorded by a psychologist / social worker and are tracked to be updated if the situation persists





The process is completed by consulting all parties and discussing whether further assistance is needed to escalate the problem.

Establishing connections with the community

Children under the special protection measure are encouraged to be able to relate directly with friends, with any other outside person, according to their own wishes, except for the restrictions specified in the Individualized Protection Plan.

In order to establish and maintain positive social relationships, children's reference persons will plan and organize actions / events to promote their community participation and community-based relationships. At the same time, in the case of events under residential services, community members will be invited to participate.

Depending on the child's age and capacity, it will be involved in organizing events by assigning specific tasks (writing invitations, distributing them, arranging the venue where the event will take place, etc.)

At the same time, young adolescents are encouraged to work together to contribute constructively to community life and development by enrolling them in clubs for extracurricular activities in various associations for volunteering, etc.

The participation of children in events will be recorded in the Specialized Program for Recreation and Socialization.

Using community resources

Familiarizing young people with the work of public interest institutions

Adolescents / youngsters in the child protection system prove uncertainty when they leave the





living space, problems arise when they have to move to the means of public transport that they have to use, reach their destination in time useful and as cheap as possible.

Young people will be encouraged to express themselves and understand that they have certain expectations from institutions and people they meet on a daily basis, and that it will be easier to expose them to the problems and situations they face.

Adolescents / young people should receive the appropriate information about the most representative institutions, public interest institutions (General Directorate for Social Assistance and Child Protection, Police, City Hall, County Agency for Payments and Social Inspection, County Employment Agency, Court, etc.), namely:

- the location of the institutions,
- how the institutions are organized,
- know how to deal with services that work directly with customers,
- the way and type of help the institution will provide in solving the problems.

In day-to-day activities, adolescents / young people have to address certain public institutions or services in the community to obtain rights and solve specific needs. In order to access the services provided by different institutions, staff working with adolescents / youth GDSACP will carry out activities such as visits to institutions, organization of meetings with representatives of various institutions of public interest, etc., through which teenagers / young people will know and understand how to access these services. At the same time, various forms of addressing will be taught, formulating requests to request rights / services provided by the institutions.

Access to various community services

Access to medical services





Young people / adolescents will be informed by GDSACP specialists or involving a health care professional about:

- ❖ Who is the family doctor: (the first person to undertake a thorough checkup and follow-up of his / her state of health is the one who recommends treatment, holds the medical record and history, may recommend a check to a specialist);
- ❖ How to join a family doctor / transfer from one family doctor to another;
- ❖ What does the hospital mean (thorough investigations with recommendation from the family doctor, the specialist doctor prescribes / provides the necessary treatment, recommends hospitalization according to the diagnosis presented);
- ❖ What are the conditions for receiving health insurance (to be minor, to provide proof of payment of health insurance).

Access to education

Children under special protection are perceived as difficult due to emotional and behavioral disturbances, largely determined by a primary disorder of attachment through dysfunctional and early ruptures in the child-mother, child-family relationship. If the adolescent / young person finds it difficult, the reference person must always keep in mind several aspects:

- ❖ School environment deficiencies where the tendency of labeling, marginalization or isolation of children from disadvantaged backgrounds is still encountered;
- ❖ The adaptation crisis occurs simultaneously with the breakdown of emotional relationships with the biological family having late reverberations in the affective sphere;
- ❖ The stress of the change of adolescents / young people when replacing the protection measure;





- ❖ Dysfunctions of the socio-educational environment (placement center) due to conflicts / competition with other children and conflicts with certain members of the staff.

The adolescent / young person in the protection system must be encouraged and encouraged to attend school and complete their compulsory education.

The education teacher / trainer / nurse or substitute family has the obligation:

- ❖ To keep in touch with the teachers, to have a positive relationship with them, to pay permanent attention to the child / young person, taking into account his / her potential and ability, to participate in the meetings held within the class, whenever the unit is organized education.
- ❖ Encourage the adolescent / young person's involvement in school activities and programs,
- ❖ To guide them towards Vocational Schools or Higher Education taking into account the potential of each.
- ❖ Develop friendly relations with class or school colleagues.

Obtaining papers

Identity documents

Persons involved in raising and educating adolescents / teenagers in the protection system have the obligation to explain to them the importance and the role of identity documents that can prove the identity of each person and on their basis they can enjoy the legal rights that any registered citizen has. Thus, the adolescent / young person will know that:

- ❖ **Birth certificate** is an act registered in the documents of the mayoralty of the place where he was born. It is a document that ensures the child's parenting, where the parents of the





child are passed, the proof of paternity and maternity is very important keeping and preserving this document as the only identity document until the age of 14 years.

- ❖ **Identity card** is the act that certifies the identity of the person.
- ❖ **Passport** is an identity document that serves to legitimate a person while traveling abroad and is issued by the Ministry of Administration and Interior through the Community Public Service for the Issuance and Registration of Simple Passports.

Within residential services, information actions can be organized, with the support of the institutions in charge of issuing documents, regarding the obtaining of identity documents, so that the young person can request and obtain the necessary documents at the moment when he leaves the protection system.

In order to obtain identity documents, during the period of the protection measure, the adolescent / young person shall submit to the Community Public Domain Registration Service within the territorial jurisdiction, accompanied by the social worker, the service teacher or other person who has delegated duties in this regard, for the submission, respectively, to obtain them.

Access to a home

The young people who are to leave the protection system are informed by the specialized staff about how to obtain an official dwelling: by repartition from the town hall, by renting from the owner of the dwelling or by buying, how to find a dwelling, about the risks of legal living, etc., the advantages, the disadvantages of living alone or with another person.

If the young person can request a home by distribution from the mayor's office, it is helped by the specialist / reference person to draw up the file with the requested documents and submit it to the mayoralty in order to resolve the request.





For renting a dwelling, the young person advised by the reference person / specialist will look for a dwelling taking into account:

- ❖ the budget owned and the costs of renting the dwelling,
- ❖ about the costs of maintaining a home (water, electricity, gas, etc.)
- ❖ about the location,
- ❖ about the nearby means of transport,
- ❖ living conditions.

f) Valorisation of results

The procedure is a practical model to help the staff involved in social integration of children / young people to maximize the individual potential of each child / young person to integrate into the social life without complexity of belonging to a group subject to discriminatory labeling.

6. RESPONSIBILITIES IN DEVELOPING THE ACTIVITY

Case manager / case representative

- ❖ Keep the child / youngster informed about his / her family;
- ❖ Inform the family about the progress of the child / young person under special protection;
- ❖ Prepare the Parent Counseling Sheet for the reintegration of the child into the family;
- ❖ Prepare the Counseling Card for maintaining the child / young couple - parent / extended family relationship;

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Social worker /psychologist

- ❖ Carries out the assessment of the natal family of the child / young person under special protection;
- ❖ Organize the family circle;
- ❖ Monitor decisions and engagements taken within the family circle.

Reference person

- ❖ Plan and organize actions / events that promote the participation of children / young people in the community and the relationship with community members;
- ❖ Organize various activities aimed at knowing the public interest institutions, how to access the various services provided by the community;
- ❖ Supports the young person in the process of identifying and obtaining a home.

7. ANNEXES

- ❖ **Annex 1:** Parenting information on introducing a special protection-placement measure;
- ❖ **Annex 2:** Parent counseling sheet for the reintegration of the child into the family;
- ❖ **Annex 3:** Counseling record on maintaining a parent-child / extended family relationship to be signed by parent / parent;
- ❖ **Annex 4:** Specialized intervention program for maintaining and developing relationships with parents, extended family, community and other teenagers / young people;
- ❖ **Annex 5:** Special intervention program for recreation and socialization of adolescent / youngster.





INFORMING PARTICIPANTS WITH REGARD TO THE ESTABLISHMENT OF A SPECIAL PROTECTION MEASURE

TO WHOM IT MAY CONCERN:

We hereby inform you that since your child has a special protection-placement measure at GDSACP _____, professional maternal assistant / person / family / placement center _____.

Also, in accordance with art. 35 (1) and art. 36 (1) of the Law 272/2004 - on the protection and promotion of children's rights, republished "the child has the right to grow up with his parents" "Both parents are responsible for raising their children", so re-evaluating the circumstances that led to the establishment of the protection measure will be redone periodically.

In accordance with Art. 17 and 18 of Law no. 272/2004 - republished, the child has the right to maintain personal relations and direct contacts with his / her parents, relatives, as well as with other persons to whom the child has developed attachment ties, can be accomplished by: meetings of the child / children with the parent or another person who, according to the present law, has the right to personal relations with the child; visiting the child / children at his / her home with the permission of the foster mother / foster family in the case of the PHC or parent / family protection measure; hosting the child for a period of time determined by the parent or by another person to whom the child does not ordinarily live; correspondence or other form of communication (phone conversations) with the child / children; the transmission of information to the child / children about the parent or other persons who have the right to maintain personal relations under this law; transmission of child / child information, including recent photographs,

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medical or school assessments, to the parent or other persons having the right to maintain personal relations with the child;

We also make known that, according to art. 26 par. 1 of Law 273/2004 on adoption procedure, amended and completed, republished, the child can become adoptable under the following conditions:

- ❖ After the special protection measure has been instituted a year has elapsed, and the child's natural parents, as well as relatives up to the fourth grade of the child, who have been found, do not make any attempt to reintegrate or integrate the child into the family;
- ❖ After the special protection measure has been instituted, 6 months have passed and the parents and relatives of the child up to the fourth grade who have been found, do not cooperate with the authorities in verifying the implementation of the steps for reintegration or integration of the child into the family;
- ❖ After the establishment of the special protection measure 6 months have passed and the parents and relatives of the child up to the fourth degree could not be found;
- ❖ After the special protection measure has been introduced, the parents and relatives of the child up to the fourth degree who have been found can declare in writing that they do not wish to take care of the child's growth and care and have not returned to the statement within 30 days.

Therefore, to solve your child's situation and to establish a child's visit program, please visit us at the office, located in _____, from Monday to Friday, between _____, with your identity card.





ANNEX 2

PARENTAL COUNSELING REPORT FOR CHILD REINTEGRATION

Name and surname: _____

Domicile: _____

For the child: _____

Protection measures: _____

The person doing the counseling: _____

Date, time and counseling location: _____

THE GOAL:

To inform parents about the existence of support services at local level, as well as the possibilities of financial or material support

NOTIFICATIONS:

- Placement of the child is a special time-limited measure of protection;
- The child has the right to grow up with his parents and brothers, as well as with other people to whom he has developed attachment ties, and aims to reintegrate as soon as possible into the family or integrate into the extended family;
- Identifying and presenting solutions and support opportunities, such as local support services that they can benefit from, and the possibilities of financial or material support they can get and which can help in taking parental responsibility for child care and growth.





Forms of support:

- Food or material help
- School fees
- help to improve living conditions and hygiene conditions in the home, in order to create a safe child environment
- support for identifying a home

Social support and counseling services:

- Day care centers
- Counseling centers
- Social canteen
- Nursery
- Maternal centers

Educational services:

- Scholarships, support scholarships, transport tax facilities, etc.,
- Facilitating access to social benefits provided by the state: allowances, social benefits, complementary allowances to supplement the family budget, home heating aid, emergency financial aid, social housing, invalidity pensions, other forms of support, preparation of the necessary documents, and obtaining documents to access these benefits.
- Access to health and free medical services: enrollment on family doctors lists, medical interventions, access to medicines, guidance to specialized medical care;
- Breathing centers; job fairs for employment and secure monthly income;





- Vocational training opportunities;
- Counseling on parental duties, child education, safety, prevention of abuse;
- Advice for improving relationships with extended family members and relationships between children and their siblings and friends.

OBSERVATIONS:

Name & surname: _____

Signature: _____

Beneficiary: _____

I received a copy: _____

Signature: _____





ANNEX 3

RECOMMENDATION FORM FOR CHILD-PARTY / LARGE FAMILY RELATIONSHIP

Beneficiary: _____

As: _____

For child: _____

Protection method: _____

Counseling person: _____

Date, time and place of counseling: _____

GOAL:

- informing parents / relatives about where the special protection measure is being carried out
- informing parents / relatives about how to stay in touch with the child
- establishing the way of keeping parents and children alive

NOTIFICATIONS:

- Child placement is a special time-limited protection measure,
- Parents should make every effort to overcome the situations that led to the separation of the child from the family,
- Responsibility for growth and development of the child comes first to parents,
- the child has the right to grow up with his parents and brothers and other people to whom he has developed attachment ties and reintegration into the family as soon as possible,
- Poles have the right and the obligation to keep in touch with the child during the protection measure,

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- The ways to keep in touch with the child are: visits / meetings, fixed-term child care, telephone and letters.
- Maintaining the bond with the child is very important for the reintegration of the child into the family,
- In case the parents / relatives up to the fourth grade do not want to reintegrate the child into the family and do not cooperate with the public authorities and institutions in order to reintegrate the child into the family, it is considered the opening of the adoption procedure for the child.

OBSERVATIONS:

I gave a copy,

I received a copy,

Name and surname: _____

Date: _____





ANNEX 4

INTERVENTION PROGRAM SPECIALIZED FOR THE MAINTENANCE AND DEVELOPMENT OF LINKS WITH PARENTS, LARGE FAMILY, COMMUNITY AND OTHER IMPORTANT CHILDREN

Child name and surname: _____

The name with which the child wants to be called: _____

Date and place of birth: _____

Nationality: _____

Ethnicity: _____

Religion: _____

Mother's name and surname: _____

Home address: _____

Profession: _____

Working place: _____

Father's name and surname: _____

Home address: _____

Profession: _____

Working place: _____

Legal Representative of the Child: _____





Disability certificate: yes; no

Decision no. & date: _____

Diagnostic:

Reference persons: _____

The name of the specialist responsible for the plan	Speciality

Other persons involved	Specialty	Contact details





Data of drafting: _____

Date of the review: _____

Review reason: _____

Data on the child's personal history

Institutional route

No.	Period	Protection form	Unity
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			





The situation of the brethren

No.	Name and surname	Date of birth	Where are they now
1.			
2.			
3.			
4.			
5.			

Relevant Enhanced Family Data:

The relationship of the child with the natural family:





Socio-economic situation of the family

Family climate data - Relations between family members:

Data on the economic situation of the family:

Family home data:

Source of information _____





Long term objectives:

Activities:

Activity	Persons involved	Scheduled Date / Implementation Date	Attitude of the people involved
Child meetings with parents or other important people			
Visiting the child in the center			
Talks in the natural family			
Hosting the child for a			





period of time determined by other important people			
Correspondence with parents. Another form of communication. Which one?			
Sending information about the child, including recent photos, medical assessments to parents or others who have the right to maintain a personal relationship with the child			
Counseling parents to improve their parenting skills			

Monitoring and evaluation





ANNEX 5

INTERVENTION PROGRAM SPECIALIZED FOR THE RECRUITMENT AND SOCIALIZATION OF YOUNG

Name and surname: _____

The name he wants to be called: _____

Date of birth: _____

Address: _____

Nationality: _____

Ethnicity: _____

Religion: _____

Type of disability: _____

Type of disability: _____

physical somatic aural visual mental

neurologically associated rare diseases HIV/SIDA

Diagnostic:

Reference person: _____





The name of the specialist responsible for the plan	Specialty

Other people involved	Specialty	Contact details

Date of drafting: _____

Date of review: _____

Reason for review: _____

Psychological evaluation

Date of evaluation: _____

Method and tools used:





The age at which he was institutionalized for the first time:

Relationship with parents:

Relationship with colleagues:

Interaction with the reference person: _____

Relationship with staff:





Relationship with other people:

Observations (youth involvement, degree of autonomy or participation in group activities, etc.)

Recommendations (therapy, counseling, etc.)





Activity	Persons involved	Date of activity	Attitude of the people involved

Short / Medium / Long Term Objectives:





OP5 - OPERATIONAL PROCEDURE

“PREPARING YOUNG PEOPLE FOR EMPLOYMENT AND KEEPING A JOB”

1. PURPOSE

The procedure establishes a uniform set of rules for the preparation of adolescents / young people in order to training, professional orientation, employment and maintaining a job.

In section annexes, it provides predefined models for the work of the professional integration of young people leaving the protection system.

Give assurances with regard to the existence of appropriate documentation for conducting the business and ensure business continuity.

2. SCOPE OF THE OPERATING PROCEDURE

This procedure applies to all personnel involved in the vocational integration on the labour market of teenagers and young people are under the measure of special protection.

3. REFERENCE DOCUMENTS

a) International legislation

- ✚ The convention for the protection of human rights and fundamental freedoms and additional protocols to this convention, ratified by Law no.30/1994;
- ✚ The convention on the rights of the child, adopted by the General Assembly of the United Nations on 20 November 1989, ratified by Law no.18/1990, republished;

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- ✚ Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data, and repealing council Directive 95/46/EC (general data protection Regulation);

b) Primary Legislation

- ✚ Law no. 272/2004 on the protection and promotion of child's rights, republished, with subsequent amendments and additions;
- ✚ Law no. 448/2006 on the protection and promotion of the rights of persons with disabilities, republished, with subsequent amendments and additions;
- ✚ Government decision no. 1113/2014 on the approval of the national Strategy for protecția and promotion of the rights of the child for the period 2014-2020 and operational Plan for the implementation of the national Strategy for the protection and promotion of the rights of the child 2014-2016;
- ✚ Government decision no. 655/2016 for the approval of the national Strategy "A society without barriers for personal with disabilities" 2016-2020 and operational Plan and on the implementation of the national Strategy "A society without barriers for personal with disabilities" 2016-2020;
- ✚ Government decision no. 383 from 27 may 2015 for the approval of the national Strategy on social inclusion and poverty reduction for the period 2015-2020 and strategic Plan of action for the period 2015-2020;
- ✚ Law no.116 of 15 march 2002 on preventing and combating social marginalisation;





- ✚ Order no. 14/15.01.2007 for the approval of the minimal compulsory standards regarding the service for the development of skills of independent life and of the methodological guide of implementation of these standards;
- ✚ Order no. 287/2006 for the approval of the minimal compulsory Standards regarding the training center and support the reintegration or integration of child in the family, as well as of the methodological guide of implementation of these standards;
- ✚ Order no. 25/2019 on the approval of minimum quality standards for social services of residential type for children in the special protection system;
- ✚ Order 286/2006 of the secretary of state of the NAPCA for approving the Methodological Norms regarding the preparation of the individualized plan of protection;
- ✚ Order no. 288/2006 for the approval of the minimal compulsory Standards regarding the case management in the field of protection of the rights of the child;
- ✚ The Labour Code;
- ✚ Law no. 52/2011 on activities provided occasionally by the day labourers, with subsequent amendments and additions;
- ✚ H. G. nr. 75/2015 on the regulation of the provision of copies of paid activities in the fields of cultural, artistic, sports, advertising and modeling.

c) Secondary Legislation

- ✚ Regulation of organization and functioning of the institution
- ✚ Internal regulation of the institution





✚ The strategy of the county social assistance

4. DEFINITIONS, ABBREVIATIONS

a) Definitions

Autonomy – The power or ability of the individual to understand, through the prism of their values, the relevant options and the consequences of a decision or particular tasks.

Professional integration - Ensuring the assimilation of a person in the professional environment to adapt them to the requirements of the group of which it is part.

Special protection - the benefits of social assistance and social services, as well as programs, measures and complementary actions intended for the care and development of the child, temporarily or permanently deprived of parental care or of the child which cannot be left in their care, in order to protect its interests.

Adolescent – a child between the ages of 16-18 years.

Young - the Person who has attained the age of 18 years and has acquired full capacity of exercise, according to the law.

Unemployment - the Unbalance of the labour market at the level they national a surplus of supply over demand of work with the levels and meanings of development different countries and periods, which currently has a permanent character, but that does not rule out definitively the existence of a state of full employment of labor.

Unemployed - Person in the active population available, who wants to work and looking for a job paid because it has such a place in the current mode. Among unemployed comprise persons who have lost work that they had, as well as the new bidders for the work force, what I can't find where to engage.





Individual Contract - a Contract under which a natural person, called employee, undertakes to perform work for and under the authority of an employer, natural or legal person, in exchange for remuneration called wage.

The Contract of solidarity - the Contract that is signed between the agency for employment territorial and young (16-26 years) for a period of up to 3 years, but not less than a year, in conditions in which, at the time of concluding the contract of solidarity, the young man has not reached the age of 26 years.

Curriculum Vitae - Wording concise "history" of personal and educational experience and professional, acquired throughout life, in which the shape has a great importance, given that it is a product through which it advertises the skills considered. It is a first impression on an employer.

Responsible for the career – the specialist designated to provide guidance, adolescent/young man in the choice of profession, to assist him in the efforts carried out for employment purposes, to maintain contact with the employer and provide the necessary support in the maintenance of the workplace, in charge of the case, manager, educator, social worker, vocational counselor, special educator, or any other class of personnel specialist.

b) Abbreviations

CV – Curriculum Vitae

F – form;

GDSACP - The General Directorate of Social Assistance and Child Protection

IPS – Intervention Plan specific





CAE - The County Agency for Employment

NAE - The National Agency for Employment

RCAT - The Regional Centre for Adult Training

LI - The Labour Inspectorate

5. DESCRIPTION OF THE OPERATIONAL PROCEDURE

a) General

Skills for professional integration refers to the areas of skills that helps young people to complete their studies and to pursue a career according to their interest. This domain includes skills related to career planning, hiring and maintaining a job.

Professional integration is the process of assimilation of a person in the professional environment, adapting it to the requirements of the work and behaviour of the collective within which he works, for compliance of his personality to the group.

The projections and expectations that they have teenagers / young people in connection with the post on which they want to deal with, differ depending on the previous experience on the labour market. To be avoided the disappointment produced by the first job, due to the discrepancies between expectations and reality, it is important for teenagers to be encouraged and supported to integrate into the labour market at 16 years, the minimum age accepted by the legislation in force. For a quick integration and effective it is important for the adolescent to benefit from an overall assessment of the skills and potential of the young in relation to the demand of the labour force on the labour market.

b) The Context of organizational

In order to put in practice the operating procedure on the preparation of adolescents/young





people for employment and keeping a job every teenager / young person has designated a responsible career which can be the manager of the event, in charge of the case, the educator, the social worker or any other class of specialized personnel.

In applying the procedure of case manager career will collaborate with a multidisciplinary team consisting of psychologist, social worker, vocational counselor, legal counselor, educator, relating in all aspects of the work personalized with the beneficiary.

For the success of the professional integration of adolescent/ young man, in addition to the multidisciplinary team will be involved: the beneficiary's family and / or persons of the attachment, as well as people representative of other institutions.

c) Documents used

- ❖ Annex 1: Chart of self-assessment of adolescent/young
- ❖ Annex 2: Plan for specific intervention
- ❖ Annex 3: Coin career guidance
- ❖ Annex 4: evaluation Sheet of the job
- ❖ Annex 5: Chart of visit to the place of work
- ❖ Annex 6: Record Sheet jobs

d) Necessary Resources

Material resources

They consist of the elements of the logistics office, rehire, PC, printer, informational materials, work chart, phone, fax.

Human resources

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Are represented by the specialists who are involved in the implementation of training activity of adolescents/young people for employment and keeping a job.

Financial resources

Refers to the provision in the budget of the sums necessary expenses (purchase of consumable materials necessary to conduct the activity, pay the costs with personnel directly involved in the activity of professional integration, as well as the utilities necessary to conduct the activity in good conditions.

e) Working mode

Operations planning and actions

Evaluation of the adolescent/young

The case manager is the one who initiates and coordinates the process of assessment of the abilities, skills, aptitudes, potential and deficiencies in the development of life skills, in the context of family and social of the young people. In the assessment of adolescents/youth case manager involves the multidisciplinary team as well as people representative for the teenager / young professionals (and the family).

Based on the evaluation, the multidisciplinary team shall prepare its Plan for specific intervention for the professional integration, the plan will also take account of the wishes and aspirations of adolescent / young man.

Career responsible along with the case manager and the multidisciplinary team follows from time to time the manner and level of achievement of the objectives proposed in the plan for specific intervention, and quarterly re-evaluated the PIS website.

Simultaneously with the evaluation of the beneficiary by the specialized staff, the adolescent goes through a process of self-discovery, a process that begins by identifying:

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- ✚ Skills
- ✚ Interests
- ✚ Values
- ✚ Personality

Depending on the outcome of the assessment and self-assessment adolescent / young man, The career will develop the Chart of career guidance, through which they can establish the following objectives:

- identification and follow-up of training courses (courses organised by suppliers of vocational training; - training courses organized by employers, in establishments of their own (for example, apprenticeship, workplace); - internships and specialization in the units; - other form of professional training provided by the law.);
- identification and employment;
- maintenance of a place of work.

Identification and follow-up of training courses

Officer career guides, teen/young man who has completed the courses învățământului required by the CAE to be taken out.

The responsible of the career, along with young / adolescent consult the offer of vocational training courses at the CAE or at RCAT, the courses established by the NAE according to the national Plan for vocational training which is drafted annually. The choice of the course will be made depending on the requirements of the moment and from the perspective of the labour market and especially in line with the skills and individual choices of the recipient set following the completion of the counselors vocational.





It shall draw up the file of sign up to those courses which includes the application, identity documents, certificate of studies, certificate tax certificate issued by the family doctor certifying the health status of the future employee, etc.

Access to programmes of vocational training of adolescents / young people in looking for a job is done following the activity of information and professional counselling or mediation conducted by the institution's specialists (psychologist, social worker).

In case of being accepted at courses, the young person will sign a commitment to take part in the course. Teenagers/young people can participate in professional training courses organised by other providers accredited training. In the case in which the teenagers / young people require a course of professional training courses that are not insured through the employment agency, they together with case managers identify those vendors that could offer the qualification sought.

In the situation in which the courses are for a fee officer career together with the adolescent / the young man in question is looking for financiers for participation in the course for which he has opted.

In the case in which it identifies the individuals/firms/NGO's willing to pay to the vocational training course the teenager / young man assumes completion of the course, obtaining the certificate of qualification and employment in a post appropriate to the qualification.

The identification and employment

For teenagers / young people who no longer follows a form of education

In this stage the teenager / young man needs to know already on what post wants to work. Supported by the career, the beneficiary learn how to study the labour market for jobs they would like to handle them. The identification of a place of work is done by consultation:

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- ✓ posts published small Ads in the print media or electronic
- ✓ placement agencies or recruitment of human resources
- ✓ of job fairs
- ✓ the internet on websites specialized in posting job ads, through social networks
- ✓ network personal knowledge, of the personului specialist of the protection system, etc.

Simultaneously with the identification of the place of work the teenager / young man prepares professional file which includes Curriculum Vitae, letters of recommendation, letter of intent, as well as other documents requested in the notice on the work identified. Teen / young man will be helped by the career together with members of the multidisciplinary team (psychologist, vocational counselor, legal advisor) to draw up Curriculum vitae and letter of intent, to obtain other documents / materials needed for the dossier of employment.

Once identified the place of work in charge of the case together with your teen / young carried out the assessment of the workplace through desktop Coin of job evaluation which is the result of the meeting between the employer, case manager and the teen/young man. At the same time, on the date the employer is informed about the legislation on the rights and obligations in the case of employing a teenager/young man from the system of protection.

Another important stage and stressful in getting a job is the interview. In order to reduce stress the best method is to prepare the young for the interview.

- The young man is guided:
 - to inform beforehand of the profile of the employer, so as to perfectly understand the requirements of the post in terms of the skills you have to hold them and to be able to respond to questions that refer to the firm employing,





- on the way in which they will present at interview (to be dressed appropriate to the situation, to arrive a few minutes early, bring copies of your CV etc.)
- a you are made aware of the questions that can be asked in the job interview (questions about experience, of his own person, of the new position in the company, the future etc).

Engaging the young on the job shall be completed by the conclusion of the individual employment contract, being signed in the presence of the manager of the case, whereas at the same time they sign and the contract of solidarity between the CAE, young and firm, employing, through which the company benefits from tax facilities according to the legislation in force. For young people who have not attained the age of 18 years the contract will be signed only with the consent of the legal representative.

Officer career will keep a record of the jobs identified by the beneficiary and accessed it.

For adolescents young people who follow a form of educational day

Teenagers after the age of 16 years are encouraged and supported by specialist staff in the identification and employment of a part time job even in parallel with the participation to the courses of the school. The officer career, the case manager together with the multidisciplinary team inform adolescents on the rights provided by the legislation on the employment of young people who have not fulfilled the age of 18 years and follows a form of education.

In charge of the career helps the adolescent in the identification of a place of work and obtaining his. The signing of the contract of employment part time will be done by a teenager with the consent of the legal representative. In the case of young people who follow a form of education day the contract is signed by him.





The officer career has an obligation to monitor observance of the rights of adolescents to work according to the legal regulations in force, as well as the way in which the adolescent integrates into the team of the work and shall carry out their duties of service. The monitoring will be done through visits at the workplace, through discussions with the employer and work colleagues, as well as by obtaining information from the adolescent, the findings being recorded in the Records of the visit to the place of work.

In the case in which rights are violated, the career will refer the matter to the responsible authorities in the settlement of the situation arising.

Maintenance of a place of work

Officer career mediates the relationship between employer and engaged in order to solve possible situations of blockage. This is the contact person for the representative of the employing company throughout the period of employment.

The support period at work lasts depending on the skills and capabilities of each beneficiary, and is a determined time. After hiring the teenager/young person is supported to adapt to the work. This is done through information and counselling on the part of the adolescent / young man, and on the other side of the employer and fellow workers. Advising the employee shall make the request or if following the assessment the beneficiary is deemed necessary, contacting the bosses and colleagues at work.

Officer of career you will have to pay attention especially to the preparation of the adolescent / young for the first day of work. Will encourage the person, I will say that it is with him and not to be discouraged, whereas any job seems hard at first until it installs the habit. It is very important to ensure that the young person knows at what time to wake up and get to work on time. In the case where it is needed the teen/ young person take the route up to the service accompanied by one





person of reference to fit in the time required, and if the route must be traveled with public transport - to know the means of transport with which you can reach and the stations where to climb up and down.

In the period immediately after employment it is important that the career to keep in touch with the young man hired to be able to share the first experiences at work, both positive and negative ones. Maintaining a close relationship with the young man allows prevention or early intervention on intentions to give up work.

For a better integration at the place of work in charge of career together with the adolescent / young person can identify a reference person to provide moral support to the adolescent/young man in adaptation at work. This person of reference can be one of work colleagues or a former beneficiary of the system of integrated protection only.

The evolution of the place of employment will follow by the responsible career with the help Sheet visit the place of work.

f) Exploitation of results

The procedure represents a practical model of realization, of the process of professional integration by going through in detail each of the stages, training, employment and keeping a job. It is useful specialists involved in the professional integration of adolescents/young people are under a measure of special protection, and by its contents helps in understanding the steps that are taken in order to achieve the integration professional, to becoming the young man an independent person and at the same time a model for the beneficiaries in the system of protection.





6. RESPONSIBILITY IN DEVELOPING ACTIVITY

Officer career

- ❖ Collaborates with the case manager, the multidisciplinary team and where appropriate, inter-institutional, and organises meetings with the team, as well as the individual professionals involved in the vocational integration of adolescent/young;
- ❖ Ensure communication between all parties involved in the preparation of adolescents/young people for employment and keeping a job.
- ❖ Directs the adolescent / young in all stages of the integration of professional and draw up the specific documents.

The case manager / multidisciplinary team

- ❖ Participate in the evaluation of the adolescent/young
- ❖ Drawn up the Plan of Intervention Specific
- ❖ Ensure communication between all parties involved in the preparation of adolescents/young people for employment and keeping a job.
- ❖ Provides counselling adolescents/ young people on specialist areas
- ❖ Shall evaluate periodically the degree of achievement of the objectives set out in the Plan of intervention-specific and situation of the beneficiary.

7. ANNEXES:

Annex 1: Chart of self-assessment of adolescent/young

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Annex 2: Plan for specific intervention

Annex 3: Coin career guidance

Annex 4: Evaluation Sheet of the job

Annex 5: Chart of visit to the place of work

Annex 6: Record Sheet jobs





ANNEX 1

SHEET SELF-EVALUATION OF THE ADOLESCENT/YOUNG

I know how to do?

What are my strengths?

But weaknesses?

What is the best skill of my?





What are the skills I want to use them in the future job?

What are the activities that I like the most?

What kind of people I would like to work?

What kind of job I would love?

In what ways can I be challenged and rewarded?





In what work environment are more comfortable?

That is the satisfaction that I'm looking for in a career?

What are the qualities of my who can help me to be hired?

How will it influence my way of being choosing a career?





How to get along with bosses?

But with colleagues?





ANNEX 2

SPECIFIC INTERVENTION PLAN

INTERVENTION PROGRAM SPECIALIZED FOR SOCIO-PROFESSIONAL INTEGRATION

NAME AND SURNAME: _____

THE NAME WITH WHICH THE ADOLESCENT/YOUNG MAN WANTS TO BE CALLED: _____

DATE AND PLACE OF BIRTH: _____

Nationality: _____

Ethnicity: _____

Religion: _____

Legal representative of the young: _____

CERTIFICATE OF DISABILITY: YES; NO

NO AND DATE OF DECISION: _____

DIAGNOSIS: _____

The reference person: _____





Name of the specialist who is responsible for the plan	Specialty

Other people involved	Specialty	How can be contacted

The date of preparation of: _____

Revision date: _____





Reason for revision:

Professional orientation

	Traits aptitudinale. Potential (capacities, abilities, talents)	Communication. Language (written, spoken)	Skills culinary	Skills of the maintenance of space life	Money management
Short- term objective					
Medium- term objective					





Long-term objective					
---------------------	--	--	--	--	--

Training

Training courses and professional development

Jobs and the period of professional activity





Intervention Plan

The needs of the young

<i>Objectives</i>	<i>Proposed activities</i>	<i>Working methods</i>	<i>People involved</i>
Short Term			
Medium Term			
Long Term			





Final remarks

Psychological counseling

Legal advice

Asistență medicală

Vocational counseling

School guidance





Learning life skills

Other comments

The multidisciplinary team

No. crt.	Name and surname	Function	Signature

Date: _____





ANNEX 3

CHART OF CAREER GUIDANCE

1. Name and surname: _____

2. PIC: _____

3. Phone: _____

4. E-mail: _____

5. Personal abilities/ Skills:

6. Areas of interest in career:

7. Recommendations for career guidance:





ANNEX 4

EVALUATION SHEET OF THE JOB

Employer: _____

The date of the meeting: _____

Participants: _____

Work programme: _____

Facilities offered:

Pay mode:

Holidays:





ANNEX 5

SHEET VISIT TO THE PLACE OF WORK

The time of the visit: _____

People contacted: _____

EMPLOYER: _____

Experiencing problems of adjustment at work? If yes, what kind of problems?

Knows and fulfills his job description provided in the job description?

How does she get along with work colleagues?

How does the activity the employee?





EMPLOYEE: _____

How you appreciate the work that you are doing?

What do you think is missing to work motivated?

Problems encountered

Comments





ANNEX 6

RECORD SHEET JOBS

Teenager/young man: _____

Date of birth: _____

1. Job identified: _____

Employer: _____

Sources of identification of a place of work:

Internet , Print media , Knowledge , Employment agencies

Others: _____

Actions taken in order to obtain employment:

Contacting the company in order to assess the place of work: Yes No

File submission in order to obtain employment: Yes No

Participation Interview: Yes No

Starting contract of employment: Yes No

Comments:





2. Job identified: _____

Employer: _____

Sources of identification of a place of work:

Internet , Print media , Knowledge , Employment agencies

Others: _____

Actions taken in order to obtain employment:

Contacting the company in order to assess the place of work: Yes No

File submission in order to obtain employment: Yes No

Participation Interview: Yes No

Starting contract of employment: Yes No

Comments:

3. Job identified: _____

Employer: _____

Sources of identification of a place of work:

Internet , Print media , Knowledge , Employment agencies

Others: _____

Actions taken in order to obtain employment:

Contacting the company in order to assess the place of work: Yes No

File submission in order to obtain employment: Yes No

Participation Interview: Yes No





Starting contract of employment: Yes No

Comments:





OP6 - OPERATIONAL PROCEDURE - "MANAGEMENT OF CRISIS SITUATIONS"

1. PURPOSE

The procedure establishes the way in which special situations occur during the implementation of the special protection measure and which directly and in an unwanted way affects the process of social services.

Attachment section provides predefined intervention models for managing situations that negatively affect child development.

2. FIELD OF APPLICATION OF THE OPERATIONAL PROCEDURE

This procedure is applied by the staff involved in ensuring the supervision, care and education of beneficiaries of special protection measures.

Children and young people in the special protection system are involved in activities aimed at preventing situations that negatively impact their own development and relationships with others.

3. REFERENCE DOCUMENTS

a) International legislation

- ✚ The Convention for the Protection of Human Rights and Fundamental Freedoms and the Additional Protocols to that Convention, ratified by Law no. 30/1994;
- ✚ Convention on the Rights of the Child, adopted by the General Assembly of the United





Nations on 20 November 1989, ratified by Law no. 18/1990, republished;

- ✚ Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46 / EC (General Data Protection Regulation);

b) Primary legislation

- ✚ Law no.272 / 2004 on the protection and promotion of children's rights, republished, *with subsequent amendments*;
- ✚ Law no.448 / 2006 on the protection and promotion of the rights of people with disabilities, republished, *with subsequent amendments*;
- ✚ Government Decision no. 1113/2014 on the approval of the National Strategy for the Protection and Promotion of the Rights of the Child for 2014-2020 and the Operational Plan for the Implementation of the National Strategy for the Protection and Promotion of the Rights of the Child 2014-2016
- ✚ Government Decision no. 655/2016 for the approval of the National Strategy "A barrier-free society for people with disabilities" 2016-2020 and the Operational Plan on the implementation of the National Strategy "A barrier-free society for people with disabilities" 2016-2020
- ✚ Government Decision no. 383 of 27 May 2015 for the approval of the National Strategy on Social Inclusion and Poverty Reduction for the period 2015-2020 and the Strategic Action Plan for the period 2015-2020.
- ✚ Law no. 116 of 15 March 2002 on preventing and combating social marginalization





- ✚ Order no. 14 / 15.01.2007 for the approval of mandatory minimum standards for the service for the development of independent life skills and the methodological guide for the implementation of these standards.
 - ✚ Order no. 287/2006 on the approval of minimum standards on the training center and support for the reintegration or integration of the child in the family, as well as the methodological guide for the implementation of these standards.
 - ✚ Order no. 25/2019 on the approval of minimum quality standards for residential social services for children in the special protection system.
 - ✚ Order no. 26/2019 regarding the approval of the Minimum Quality Standards for family-type social services for children in the special protection system.
 - ✚ Order no. 286/2006 of the State Secretary of NAPCA approving the Methodological Norms regarding the elaboration of the individualized protection plan.
 - ✚ NAPRC Order no. 288/2006 approving the Minimum Mandatory Standards for case management in the field of child rights protection.
- Order of MMFPSPV no. 1733/2015 regarding the approval of the Procedure for setting and paying the monthly placement allowance.

c) Secondary legislation

- ✚ Organization and Functioning Regulations of GDSACP
- ✚ Internal rules of the institution
- ✚ The county social assistance strategy

4. DEFINITIONS, ABBREVIATIONS

a) Definitions

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Crisis situations – unforeseen situations that directly affect the work being carried out and require prompt intervention for the safety of the beneficiaries, the maintenance of the health and integrity of their own or others, as well as the prevention of the destruction of the goods.

Special protection - The set of benefits of social assistance and social services, as well as complementary programs, measures and actions for the care and development of a child who is temporarily or permanently deprived of protection of his / her parents or child in order to protect his or her interests.

Child – the person who has not reached the age of 18 or has not acquired full capacity, according to the law.

Teenager – the child aged 16-18 years.

Young - The person who has reached the age of 18 and has acquired the full exercise capacity under the law.

Beneficiary – the child/young person for which it has established a measure of special protection, according to the legal provisions in force.

Psychotropic substances – category of substances / drugs that act on the psyche.

Case manager – the specialist, designated under the law, to ensure the coordination of the social assistance and special protection activities for the beneficiaries.

Maternal Assitant – the natural person, certified according to the law, who ensures through the activity that he carries out at his home the growth, care and education, necessary for the harmonious development of the children that he receives in the placement.

Placement person / family – the person / family to whom the placement is ordered, in accordance with the law.

Immobilization – the action by which a person is unable to move.





b) Abbreviations

GDSACP- General Directorate for Social Assistance and Child Protection

CM – Case manager

PMA – Professional maternal assistant

RC – Residential center

SIP – Specific intervention plan

CCP – Customized counseling plan

5. DESCRIPTION OF THE OPERATIONAL PROCEDURE

a) General

There are several situations in practice that disturb the ordinary activity in residential centers or in foster families.

In these situations, you must intervene promptly, but with calm, professional, respecting the rules every time. Constancy in actions creates a sense of security and determines in time the adoption of desirable behaviors by beneficiaries. The personal example is the most powerful educational factor for the child at school age. Thus, if the minor has the example of the educator who studies, arranges his documents, speaks politely and is confident about his actions, then there is a good chance that the model will be reproduced by him.

b) The organizational context

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The procedure applies to beneficiaries of special protection measures, no matter where they are: in the residential center, in the maternal assistant or in a foster family. The personnel responsible for the implementation of the special protection measure knows how to intervene in crisis situations, knows the characteristics of each stage of development and is permanently documented about legislative changes and about the typology of services to which it can resort in such situations.

c) Documents used

The documents in the beneficiary's file presenting the medical, social, psychological evaluation are used to analyze the reasons that led to the adoption of a particular behavior and to adjust the intervention. Also, the tools applied by different specialists in the evaluation and intervention process are used, such as the psychological assessment sheet, the social survey report, the personalized counseling plan, and the documents presented in the appendices.

d) Required resources

The role of human resources is most important in the activities carried out with the beneficiaries and implicitly in the intervention in crisis situations. Material resources such as: service car, fuel, service telephone, consumables (paper, writing instruments), but also objects and equipment needed to prevent difficult situations: sports equipment, medals, PC, printer, colored paper for printing diplomas and making invitations, etc.

We must not neglect the role of the media in promoting children's talents, desirable behaviors, but also to present the personal, social negative consequences of inappropriate actions / behaviors.





e) Working mode

Intervention in situations where the beneficiary leaves without consent the placement center or the home of the PMA or the foster family

Escape – is the situation where the beneficiary leaves the residential center or home of the maternal assistant or foster family without the consent of the care and supervision staff.

In such situations, Emergency Service 112 applies, providing information about the child's signals, the clothing he or she was wearing, the place where he was last seen, the company where he is, if any, other relevant information, such as: places usually frequented by a child, friends, antures. The 112 call enters into the obligation of the person who has reported the child's disappearance for the beneficiary placed in the residential service, namely the obligation of the maternal assistant or of the foster parent, if he / she is in a family.

Immediately, verbally or by telephone, as the case may be, the head of the center or his replacement by the person who called the emergency service. Subsequently, the person in charge of the service records in writing the issues related to the beneficiary's escape, in a document (information, report) which he submits to the head of the center for approval.

Also, the child's case manager is immediately notified by the maternal assistant or person / foster family, for the child placed at the maternal assistant or family home. If the case manager can not be contacted by phone (eg, non-working days), the maternal assistant or person / foster family announces the child's escape to the child's phone and the measures taken until that time.

Within 24 hours of the child's escape, the interested parties are notified in writing: GDSACP, Police, school, parents, other institutions / persons, as appropriate.

The responsibility for the written announcement of GDSACP rests with the head of the center, the PMA, the foster family, as appropriate. The police, the school, the parents are notified in writing by





the representatives of the placement center, in the case of the child placed in the residential service, and in the case of the child placed at the PMA or family by the case manager.

Issues related to the beneficiary's involuntary departure are recorded in the Special Incidents Record Book.

At the child's finding / return, he is required to undergo a medical checkup: clinical examination and / or specialist control. Responsibility for this action is held by the medical assistant at the placement center, AMP, the person / foster family, as appropriate. If there is suspicion of abuse, the police are notified and, subject to procedures in such situations, the beneficiary will be examined in the legal medicine service. The child is accompanied to the police for statements by an employee of the placement center, appointed by the head of center, PMA, person / foster family, as the case may be.

Upon the beneficiary's return, MC shall meet the multidisciplinary team immediately to reassess the case and review the objectives of the intervention plan, if any. The Beneficiary will fill out a document (Informative Note / Declaration - ANNEX 1), which will be taken into account when re-evaluating the case and which will be found in the child's file.

Intervention in situations where the beneficiary becomes aggressive / destroys objects

Aggressiveness - is the reaction of the beneficiary inconsistent with the context in which it is and involves the use of physical force for the purpose of destroying certain goods or of injuring / constraining certain persons, as well as the use of an abusive, insulting, humiliating language.

On the other hand, the beneficiary needs to learn how to react when he or she is the victim of an aggression or there is a risk of abuse, whether from an unknown person or those responsible for his or her care.





When the child becomes aggressive, the first stage is the discussion, in order to detension it. The adult should be confident, sure of him, calm, the questions asked must be clear, the child should be listened, the tone of the voice going down (in order to let the child do the same).

If the situation does not detract from the discussions, to prevent the destruction of goods or injure other people, it is used to isolate the beneficiary by conducting in another room, either the aggressive child or the other minors. Various handy items can be used, for example, a garment can be used to separate two recipients involved in an aggression or to protect the target if different objects are thrown to them.

In case the integrity or life of the aggressive beneficiary is endangered, if it endangers the life or integrity of other beneficiaries, and to avoid the destruction of high value goods, immobilization techniques are used. Placement center staff who come into contact with recipients, foster parents, and foster families know these techniques. If the beneficiary is immobilized, 112 emergency service is urged and medical recommendations will be followed. In such cases, fill in the special sheet (ANNEX 2), file attached to the Child Health Program. The incident shall be recorded in the Special Incidents Record Register. The event is reported immediately, by phone to the case manager and then by written notice. The CM assembles the multidisciplinary team immediately to re-evaluate the case and review the objectives of the intervention plans, if any.

Refusal of medical treatment

If the recipient refuses drug treatment or does not comply with the times at which it is to be administered, or we face a situation where it only takes part of the drug treatment, the first step is the discussion, to make the beneficiary understand the importance of strict compliance of the treatment, for the period established by the doctor and at the indicated times, in order to obtain a





good physical and mental state. Indeed, some treatments, especially those for chronic conditions, are being administered over a long period of time, and the effects do not occur immediately, which may cause the patient's discomfort, restlessness, worry, lack of confidence in the therapeutic effects, conditions that can lead, finally, to giving up the administration / receipt of the treatment. Account must also be taken of situations in which the beneficiary is persecuted or even offended by his colleagues because they are being treated as "contagious", "crazy", "handicapped", etc. Therefore, the discussion should clarify the reasons for the refusal to accept the medication and, subsequently, the explanation for the child of the indications and therapeutic effects of certain drugs and the fact that it is not always possible for our body to restore its state of health without the help of medicines. Therefore, it is important to establish / strengthen a trust relationship between the child and the nurse at the placement center, the maternal assistant, or the person / foster family. The child should be monitored for drug treatment, even if at some age he can administer his own medication. At the placement center the administration of the treatment is registered in special registers, and the record is kept by the medical assistant; in the case of a PMA and in the situation of a child placed in a person / family placement, it is recommended that they send copies of letters, networks, treatment schemes.

Creating a ritual in treatment can be useful in convincing the recipient to follow the treatment schedule and also allow her to be supervised (for example, we take the treatment while we serve tea at breakfast and we discuss the activities for the day we are doing; in the evening we take the treatment and then we play an interactive game, etc.).

Given the importance of administering the treatment prescribed by a doctor, as the beneficiary does not collaborate, the doctor help is required to re-evaluate the therapeutic regimen or route of administration (eg injectable treatment, admission, etc.). In the case of drug treatment refusal,





the case manager is notified by the head of the placement center, PMA or the person / foster family, and he / she will meet the multidisciplinary team to determine the steps to be taken in each case.

Consumption of psychoactive substances

It is known that adolescents and even children in the primary cycle are tempted to "try" different psychotropic substances. Therefore, staff interacting with the child should recognize the symptoms of consumption of such substances, reactions, social behaviors. If the person interacting with the child has suspicions that he / she consumes psychotropic substances, the head of the center (in case of center staff) or the case manager (in the case of the PMA or the person / foster family) immediately informs.

The case manager immediately meets the multidisciplinary team to establish the intervention plan. This includes mandatory, medical assessment and compliance with medical recommendations, police briefing, enrollment of the beneficiary in the counseling program of the Drug Evaluation and Counseling Center, support actions to prevent relapse. In some situations emergency medical intervention is required and the 112 emergency number is called. It is necessary to continue or initiate information actions for beneficiaries of the special protection system on the risks to which they are exposed when they use substances of this nature, actions that may have a greater impact if they are carried out in partnership with other institutions (eg Public Health Directorate, Police, Penitentiary Administration, etc.)

Reckless use of the internet

Internet access allows the recipient to get information quickly and easily, keep in touch with relatives and friends, perform various recreational activities (watching movies and shows, games),





but at the same time can create traps for the infrequently informed child or whose development emotional does not allow him to discern between erroneous information and useful information for him. Therefore, it is necessary to set up a program for using your phone, tablet, laptop, computer or other gadgets, excluding evening hours. Mobile phones, after use, at the placement centers are left by the beneficiaries in the living room, in the special place for their storage, and in the placement families or PMA in another room that does not serve as a bedroom. The Internet use program should not interfere with the theme preparation program and to have an age-specific time and development which does not affect the subsequent psychological development (attention, concentration, anchoring in reality). Site accreditation by children under the age of 10 and children with mental disabilities should only be done in the presence of the adults who supervise them. It is also necessary to identify leisure alternatives that involve interactions with colleagues, center staff, or people presenting themes or activities of interest to children.

Download negative emotions

„Find more keys for the piano” is to identify more ways to unload negative emotions, not just aggression or addictions. Annually, the Director General of the GDSACP designates a person who is responsible for organizing competitions / competitions in which children from the special protection system: sport competitions, dance competitions, plastic creation, theater, vocal interpretation, etc., depending on children's talents and desires. Several stages can be organized in order to increase competitiveness: the local stage, the regional and the county stage; winners will be rewarded and their skills in the media will be promoted. (Annex 3 - Competition Planning Chart). Another way to reduce aggression is to establish the rules together with the beneficiaries and to "sanction" them in case of non-observance. Thus, general rules, including those through which violence is not permitted, are assumed by signing the Service Agreement.

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The role play to transposed the situations faced by the beneficiaries helps them identify new solutions for disposing and managing negative emotions, learn from the experience of others, and also objectively look at the consequences of their own behaviors. Responsibility for the realization and planning of such activities rests with the educator or the psychologist in the residential service, the case manager with the psychologist, the children in the family placement or the PMA. Actions are reported in the SIP Reports on the development of independent life skills.

In the case of non-compliance with the rules and under the conditions in which the beneficiary does not comply with them, the stages are the following:

- ✚ DISCUSSIONS, carried out by the educator, PMA, the person / family in which the child is placed, discussions recorded in a meeting report;
- ✚ VERBAL WARNING with regard to the limitation of some activities or possible health or criminal consequences, depending on the situation; this aspect is recorded in a meeting report or journal, as the case may be;
- ✚ THE SECOND DISCUSSION is handled by the case manager and recorded in a meeting report, which is found in the beneficiary's file;
- ✚ LIMITATION OF ACTIVITIES (eg, does not go to the movie, does not go to the theater, does not go on the trip), aspect recorded in the SIP Report for the Development of Independent Living Skills;
- ✚ CONSULTATION OF AN EXPERT - PSIHOLOG, the meeting is recorded in a meeting report; determine how to intervene, if necessary (CCP development, meetings to perform the objectives set in CCP);
- ✚ MEDICAL EVALUATION - the beneficiary is scheduled to the family doctor, who issues a ticket





to the specialist doctor; follows medical evaluation, medical recommendations, periodic reassessment. Responsibility is held by the medical assistant in the placement center, PMA or placement family, as appropriate. The actions are set in the SIP for health protection and the stage of their fulfillment in the SIP Reports.

f) Valorisation of results

The application of the procedure leads to the prevention of situations affecting the current activity with the beneficiaries. Also, by properly managing undesirable situations, beneficiaries are safe and at the same time preventing the destruction of goods.

6. RESPONSIBILITIES IN DEVELOPING OF ACTIVITY

Crisis Management is responsible for the entire staff involved in supervising, caring for and educating the beneficiaries of the special protection system. Aceștia au obligația să cunoască particularitățile de vârstă ale copiilor, nevoile speciale de îngrijire, precum și situația socială a fiecăruia.

7. ANNEXES

- ❖ **Annex 1:** Information Note (Declaration)
- ❖ **Annex 2:** Special sheet on crisis intervention
- ❖ **Annex 3:** Graph on participants in the competition





ANNEX 1

INFORMATION NOTE (DECLARATION)

BENEFICIARY NAME AND SURNAME: _____

DEPARTURE DATE: _____

DATE OF RETURN: _____

REASONS:

THE PLACE WHERE I WAS THE TIME WHEN I WAS LEAVE: _____

PERSONS WHO ACCOMPANIED ME:

THE PERSONS WHO HAVE MEET: _____

YOU ARE SUFFERING FOR ABUSE? YES NO





IF YES, DESCRIBE THE SITUATION:

CONSUMER FOOD:

INGESTED SUBSTANCE (ALCOHOL, DRUGS, UNCERTAINED SUBSTANCES):

CONSEQUENCES / RESTRICTIONS SELF-IMPOSED:





ANNEX 2

SPECIAL SHEET OF INTERVENTION IN CRISIS SITUATIONS

Child name and surname: _____

Date, time and place of the incident: _____

Measures taken: _____

Name of the staff members who acted: _____

The names of other witnesses to the incident, including children:

Consequences of the measures taken:

Signature _____





ANNEX 3

GRAPH ON THE PARTICIPANTS IN THE COMPETITION OF....

Area: _____

Localities included: _____

Date and time of deployment : _____

Place of deployment: _____

The nominal list of participants:

No. Crt.	Name and surname	Special measure	protection	Legal representative

Committee / Jury: _____





OP7 - OPERATIONAL PROCEDURE - "CLOSING THE CASE"

1. PURPOSE

The main purpose of the case closure procedure is to support and facilitate the beneficiary's transition from providing social services to independent living and community integration.

Post-service monitoring is being conducted to analyze the issues related to the effective adaptation of the beneficiary: the progress that has been made, the ways to solve the problems it is currently facing, the resources it uses to improve the results obtained as a result of the interventions received.

Such beneficiaries may be teenagers / young people leaving the child protection system.

This procedure assures the beneficiaries that they can ask for support and guidance to specialists, after the end of the special protection measure, for a period of at least 6 months or, as the case may be, for a period for which a young person has expressed his written consent sense.

2. FIELD OF APPLICATION OF THE OPERATIONAL PROCEDURE

The case closure procedure applies to children / young beneficiaries of a special protection measure leaving the child protection system.





3. REFERENCE DOCUMENTS

a) International legislation

- ✚ The Convention for the Protection of Human Rights and Fundamental Freedoms and the Additional Protocols to that Convention, ratified by Law no. 30/1994;
- ✚ Convention on the Rights of the Child, adopted by the General Assembly of the United Nations on 20 November 1989, ratified by Law no. 18/1990, republished;
- ✚ Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46 / EC (General Data Protection Regulation).

b) Primary legislation

- ✚ Law 292/2011 on social assistance;
- ✚ Law 272/2004 on the Protection and Promotion of the Rights of the Child, republished, with subsequent amendments;
- ✚ Order 287/2006 for the approval of the Minimum Mandatory Standards for the Center for Preparation and Support of Reintegration or Integration of the Child in the Family, as well as the Methodological Guide for the Implementation of these Standards;
- ✚ Order of the NAPCRA State Secretary no. 288/2006 on the approval of minimum standards on case management in the field of child rights protection;
- ✚ Order of the NAPCRA State Secretary no. 286/2006 for the approval of the methodological





norms regarding the elaboration of the service plan and the methodological norms regarding the elaboration of the individualized protection plan;

- ✚ Order of the ANPDCA State Secretary no. 35/2003 regarding the approval of the Minimum Mandatory Standards for child protection at PMA and the methodological guide for the implementation of these standards;
- ✚ Order no. 21/2004 on the approval of minimum standards for child protection services of a residential type;
- ✚ Order no. 27/2004 for the approval of the Minimum Mandatory Standards for Residential Child Protection Services for Children with Disabilities;
- ✚ Decision 502/2017 on the organization and working methodology of the Child Protection Commission;
- ✚ H.G. no.797 / 2017 for the approval of the framework regulations for the organization and functioning of the public social assistance services and the guiding staff structure;
- ✚ Law no.448 / 2006 on the protection and promotion of the rights of people with disabilities, republished, with subsequent amendments;
- ✚ Government Decision no. 383 of 27 May 2015 for the approval of the National Strategy on Social Inclusion and Poverty Reduction for the period 2015-2020 and the Strategic Action Plan for the period 2015-2020;
- ✚ Law no. 116 of 15 March 2002 on preventing and combating social marginalization.

c) Secondary legislation

- ✚ Organization and Functioning Regulations of GDSACP;
- ✚ Internal rules of the institution;





✚ The county social assistance strategy.

4. DEFINITIONS, ABBREVIATIONS

a) Definitions

Child - the person who has not reached the age of 18 and has not acquired the full exercise capacity, according to the law;

Teenager – the child aged 16-18;

Young - The person who has reached the age of 18 and has acquired the full exercise capacity under the law;

Family - parents and their childrens;

Professional maternal assistant (PMA)– a natural person, certified in accordance with the law, who ensures through his / her activity at home his / her growth, care and education necessary for the harmonious development of the children he / she receives in emergency placement / placement;

Extended family – relatives of the child, up to the fourth degree inclusive, with whom the child or his / her family has maintained personal relations and direct contacts;

Placement family – persons other than those belonging to the extended family, including relatives up to the fourth degree, with whom the child or his / her family has maintained personal relationships and direct contacts, and maternal assitant assisting the raising and caring of the child, under the terms of the law;

The reference person - professional maternal assistant, placement person, residential service staff;





Support person - member of the multidisciplinary team, nominated by the beneficiary over the age of 18 and choosing to conclude a post-service monitoring / assistance agreement with GDSAPC.

b) Abbreviations

NAPCRA- National Authority for the Protection of Child's Rights and Adoption

GDSAPC - General Directorate for Social Assistance and Child Protection

CM - Case manager

CCP- Commission for Child Protection

IPP - Individualized protection plan

PMA - Professional maternal assistant

5. DESCRIPTION OF THE OPERATIONAL PROCEDURE

a) General

Termination of the special protection measure may take place in the following situations:

- ❖ at the initiative of the parents or one of the parents by a written request to the Court of Justice (if the special protection measure was instituted by the Court) or addressed to the Commission for Child Protection (if the special protection measure was ordered by the CCP);
- ❖ the request of the young person who is 18 years of age;
- ❖ cease right, at the expiration of the period of extension of the protection measure for the young person who, although he or she is 18 years old and does not attend any kind of day education, but is at risk of social exclusion (up to 2 years);





- ❖ cease right, on expiry of the period of extension of the special protection measure for the disabled child for whom the placement measure has been established for a family or person and who at the age of 18 years do not attend a form of education or training (maximum 3 years - Law 292/2011 art 71. par. 4);
- ❖ cease right, at the age of 26, according to the law, if he / she is attending the day education courses;

Post-service monitoring for beneficiaries below the age of 18 is done for a minimum of 6 months, and for those over the age of 18, this monitoring is only performed with the consent of the beneficiary.

Closure of the case is ordered after post-service monitoring.

b) The organizational context

The multidisciplinary team, according to the objectives set in PIP, will propose the termination of the special protection measure following the superior interest of the beneficiary, and after the termination of the protection measure is established the post-monitoring monitoring plan.

Therefore, the manager / case manager's responsibility does not end when the special protection measure ceases but continues throughout the post-service monitoring until the case closes. Post-service assistance is intended to provide specialist support and assistance (to their child and family) to overcome the difficulties that may arise in the reintegration process.

Closure of the case will be ordered, upon the proposal of the multidisciplinary team by the GDSACP General Manager, after post-service monitoring.





c) Documents used

Documents include information that helps to set up activities and conduct them.

- ❖ Annex 1: Post-Service Monitoring Plan;
- ❖ Annex 2: Report on the proposal to close the case (for the reintegrated **child** in the family);
- ❖ Annex 3: Report on the proposal to close the case (For the **young person** over the age of 18);
- ❖ Annex 4: Case closure

d) Required resources

Material resources

To carry out the activities you will use: PC, printer, xerox paper, folders, informative materials, work schedule, telephone, fax.

Human resources

The activities and the preparation of the documents are the tasks of the multidisciplinary team.

Financial resources

The delegations registered in the DGASPC registry will be reimbursed for travel by the specialized staff.

e) Working mode

The post-service monitoring focuses on aspects of the beneficiary's effective adaptation: the progress that has been made, the ways to solve the problems it is currently facing, the resources it uses to improve the results obtained as a result of the interventions received, support and specialized assistance (child / young person / family) in order to overcome the difficulties that may arise.





The relationship of professionals with the beneficiary must encourage its autonomy and not create dependency on social services. The completion of the relationship between the beneficiaries and professionals has to be discussed since the establishment of the special protection measure and throughout the implementation of the IPP, depending on the age and the ability of each of them to understand.

Before the age of 18

After the end of the special protection measure in case of reintegration into the natural family (before the age of 18), the case officer will communicate to the local public authority, through an official address, the post-service monitoring plan containing the identification data of the child and parents, the date of reintegration into the family, the number and date of the family reintegration decision / sentence, the objectives set for the development of the child's development, and the way in which parents exercise their rights and fulfill their obligations with respect to the child. For this purpose, the local public authorities through the social assistance officers prepare monthly reports for a period of at least 6 months, with the possibility of prolongation in certain situations depending on the particularities of each case.

The closure of the case occurs when child support and / or child protection is no longer needed and the family regains its optimal capacity for autonomy and functioning.

Closing the case also means closing the relationship between the case manager / case manager / child psychologist and other specialists with her / his family and child. We can consider a case closed in the following situations: Closure of the case - occurs when all IPP / SIP objectives have been reached and the desired results have been achieved. Another situation is when the family does not feel able or unwilling to continue intervention to achieve the objectives, but there are

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sufficient grounds for the child to be considered safe family environment. In both cases, the multidisciplinary team considers it appropriate to close the relationship with that family.

At the end of the post-service monitoring period, the social assistance officers will send a report on how to meet the objectives set out in the Post-Service Follow-up Plan with the GDSACP, with proposals in this regard.

The case director within the GDSAPC will draw up the proposal to close the case and the Director General will close the case.

If the situation so requires, the case manager / manager can extend the post-service monitoring period.

Over 18 years of age

Upon termination of the special protection measure for the beneficiary over the age of 18, the multidisciplinary team advises him in order to obtain his written consent to monitor and provide assistance and support for a post-service period.

Once they leave the special protection system, young people go from a protected environment (residential / family type service) to the community - a difficult and hostile environment where they can face socio-economic difficulties, which is why a post-service monitoring agreement is recommended to assure the young person that they can still benefit from support to overcome these situations they might face, for example: job instability, integration into social groups, facilitation of access to relationships with different institutions.

The post-service monitoring / support agreement considers the following:

- ❖ post-service monitoring / assistance period (3 to 6 months with the possibility of extension);
- ❖ the young person can designate the support person (during the post-service monitoring





period) within the multidisciplinary team;

- ❖ the conditions and limits of the relationship between the young person and the support person;
- ❖ objectives proposed;

The agreement may be terminated before the deadline set at the beneficiary 's initiative:

- ❖ Written statement that he or she cancels the agreement and does not wish to continue to work with the support person;
- ❖ The beneficiary informs the support person by telephone that he / she wants to stop any collaboration;
- ❖ By not presenting at the established meetings and the impossibility of the support person to resume contact with the young person who has ceased the special protection measure at least 3 times within a period of 2 months.

The support person will prepare a post-service monitoring report on a monthly basis and at the end of the post-service monitoring period he will draw up the closure proposal and the Director-General will close the case.

Particular situation

A particular situation is encountered for the case of the adopted child, where, unlike the "classical" integration / reintegration cases, post-adoption monitoring is carried out by the responsible person of the child in the GDSACP adoption / post-adoption department for a period for at least 2 years.





f) Valorisation of results

The main objective of post-service monitoring is to consolidate the results achieved in the IPP implementation process and to enhance the success and quality of integration / reintegration. Compliance of stages and activities with regard to post-service monitoring, will support and facilitate the transition of beneficiaries from protection measures to community integration and independent living.

6. RESPONSIBILITIES IN DEVELOPING OF ACTIVITY

The responsibility of the manager / case manager / psychologist, support person for a child / young person does not end at the time of reintegration / socioprofessional integration but continues throughout the post-service monitoring until the case closes.

7. ANNEXES

- ❖ **Annex 1:** Post-service monitoring plan;
- ❖ **Annex 2:** Report on the proposal to close the case (for the reintegrated **child** in the family);
- ❖ **Annex 3:** Report on the proposal to close the case (For the **young person** over the age of 18);
- ❖ **Annex 4:** Case closure





ANNEX 1

POST-SERVICE MONITORING PLAN

Child name and surname: _____

PIC: _____

Date of family reintegration: _____

No. and the date of the Civil Sentence Reintegration / Family Sentence: _____

Parents name and surname: _____

Address: _____

	MONTH I	MONTH II	MONTH III	MONTH IV	MONTH V	MONTH VI
Is the child integrated into the family environment and is evolving?						
Does the child have adequate housing conditions (is the physical environment designed for him / her adjusted and adapted to his / her age, gender and needs?)						



Is the child adequately fed and is the basic need for it?						
Is the baby dressed appropriately and seasonally?						
Is the child registered with the family doctor?						
Is the child enrolled in school?						
Recommendations for the continuation or closure of the case						
Signature Manager / Case Responsible						

Drafted,
Manager / Responsible case _____





ANNEX 2

No. _____/_____

Approved,
Deputy General Manager

REFERENCES ON THE PROPOSAL TO CLOSE THE CASE (for the child reintegrated into the family)

The child, born on, with parents: and, with its current residence in the locality has benefited from the special protection measure, according with

The civil sentence / Decision of the CCP no/..... until the when through the Civil Sentence / CCP Decision no/....., the reintegration of the child into the family was established.

Given that the objectives set out in the Post-Service Monitoring Plan have been achieved and that the post-service monitoring period has expired, we propose closing the case.

Head of service,

Drafted,
Manager / Case Responsible _____





ANNEX 3

No. _____/_____

Approved,
Deputy General Manager

REFERENCE ON THE PROPOSAL TO CLOSE THE CASE (for the young)

Younger, born on, with parents: and, with its current residence in the locality has benefited from the special protection measure, according with

The civil sentence / Decision of the CCP no/..... until the when through the Civil Sentence / CCP Decision no/....., the reintegration of the young into the family was established.

Taking into account the fact that the post-service monitoring period has expired, we propose closure of the case.

Head of service,

Drafted,
Manager / Case Responsible _____





ANNEX 4

No. _____/_____

CASE CLOSURE

For the child / young person: _____

General Director of GDSACP _____

DISPOSE:

in accordance with the provisions of Standard 8.5 of Order no. 288/2006, starting with
....., closing the case for the child / young person, for which through the
Civil Sentence / Decision of the CCP no/..... family reintegration / socioprofessional
integration was decided.

GENERAL DIRECTOR,





CHAPTER III - Conclusions

Finally, we can conclude that Romania has made significant progress in child protection policies, increased state support and funds allocated for this purpose, but we can not say that the problem of children in difficulty has so far been resolved.

So, through this manual, we wanted to outline a set of procedures that would bring new elements in the child protection system in Romania to support authorities in the socio-professional integration of children / young people leaving the special protection system.

In terms of social and professional integration, young people all over the world face similar problems. A dysfunctional dynamics between adolescent / young and the natural family / substitute family is the direct consequence of conflicts or behavioral errors that, when observed, should be carefully considered and directed by each individual member with specialist support. As a European model, we used in the set of procedures "The Circle of the Family". By taking over the "Family Circle" it will ensure the integrated help of children facilitating positive communication between family members, emotional exteriorization, observation, assimilation and practice of new behaviors. The intervention also has a beneficial role in increasing the participants' self-esteem and changing attitudes through the exchange of ideas and opinions. Exposing Family Circle issues strengthens the feeling of belonging and support within the family. On the side of professional integration, it is known that a teenager's choice for a particular career without support is often





very difficult, often associated with wrong choices, hesitations, delays, all of which have a negative impact on his professional integration.

As a result, the career manager is the person who will help the teenager to clarify his / her goals, aspirations, understanding his / her skills and professional abilities, to be responsible for his own actions to manage his / her career and the transition process at different times of life.

The career manager follows the professional route of a person without perspectives, to the stage where he is fit to face any professional situation.

The 'Basic Skills Training' procedure brings as a novelty in social work, the use of new working tools, including:

- ✚ an evaluation graph on the involvement of beneficiaries in activities to acquire daily skills;
- ✚ an evaluation graph on the degree of involvement of beneficiaries in acquiring habits of housing management;
- ✚ graphic on the activities in which children will be involved in acquiring skills in personal care.

As a result of the interpretation of these charts, it is possible to conclude the degree of acquisition of these skills and new activities can be planned leading to progress in the evolution of the beneficiary to the achievement of the proposed goal.

The operational procedure for "Personal development" is emphasized by the fact that the working tools have been developed so that it is possible to establish clearly and precisely, for each beneficiary, the degree of psychomotor, cognitive, socio-functional development, language,





autonomy , skills and interests for leisure, prerequisites that help plan the next activities to achieve the objectives.

The "closure of the case" brings as a novelty - the post-service monitoring partnership agreement (for the young person over the age of 18), through which the beneficiary can be supported and who can facilitate the transition from the provision of protection services to the child to community integration and independent living.

The primary objective of post-service monitoring is to consolidate the results achieved in the IPP implementation process and to enhance the success and quality of integration.

*** Remarks:**

- 1. The content of this manual is the first elaborated version and we reserve the right to make changes / completions following the training sessions of GDSACP specialists, through which we will gather opinions on the possibilities of applying the new procedures in the system child protection in Romania.**

