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1.PROMOTER-VASLUI COUNTY SCHOOL INSPECTORATE

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No. crt.	Operation	Surname and Name	Position in the project team/P1	Signature
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Organisation and development methodology of educational programmes

Chapter.I. General considerations

I.1. The present methodology has been developed for the organization and implementation of Activity 5 - Implementation of educational programs, within the project PN2018 - "A school for all and for everyone!", carried out by Vaslui County School Inspectorate as Promoter and Galati County School Inspectorate as Partner 1 during the period 30.10.2020-30.04.2023. The aim of this methodology is to define the way in which the educational counselling of students is carried out, involving motivational, cognitive, emotional components, to define the means by which absenteeism and dropout can be reduced.

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

I.3. Definition.General

I.3.1. Remedial education is part of children's education that aims to stimulate the completion of compulsory education and improve the school success rate for children from disadvantaged groups.

The organisation of a remedial programme has a significant impact on school life, aiming to change the attitude towards each pupil who may at some point have learning difficulties.

In remedial education classes, children are supported in assisted homework, remedial activities to improve learning difficulties, as well as plastic education activities or fun games for indirect educational purposes.

The school is involved in the training of competent staff to carry out remedial education activities aimed at preventing dropout, domestic violence and conflict.

In order for remedial education activities to be effective, several aspects are considered: the diversity, accessibility and aesthetics of the didactic material presented; the environmental setting personalized with the students' work or the change of work location; the application of cooperative learning strategies as methods to promote social harmony; the parents' perception and feedback during the remedial activities; the involvement of the school mediator in the smooth running of the remedial education activity.

Remedial activities change the thinking and perception of trainers/teachers involved in such programmes, related to the educational act inside and outside the school.

The human resources to be supported are: the pupil, his/her peers, the school mediator and the family, in situations where the family is near the child.

It is important to meet with parents who must understand that their role is to be their child's educators, that sometimes they too have to learn from their child, but also that the school is always close and supportive in the training and education of their child.

The learning styles and types of learners are also important in planning and designing the remedial/excellence programme.

Depending on the sensory modality involved there are three basic learning styles: visual, auditory, tactile-kinesthetic.

1. The visual learning style has the following strengths:

- They remember what they write and read;
- They like presentations and visual projects;
- They can remember diagrams, chapter headings and maps very well;
- They understand information best when they see it;

Most with this learning style learn best alone.

2. Auditory learning style has the following strengths:

- They remember what they hear and what is said;
- They like class and small group discussions;
- Can remember instructions, verbal/oral tasks very well;
- they understand information best when they hear it;

3. The tactile-kinesthetic learning style is characterised by the following strengths:

- They remember what they do and the personal experiences they have participated in with their hands and whole body (movements and touches);
- They like using tools or prefer lessons where they are actively involved/participate in practical activities;
- They can remember very well the things they once did, practised and applied in practice (motor memory);
- Have good motor coordination.

Types of learning we encounter in school life are:

a) Sensorimotor learning - refers to the formation of motor skills and abilities. The range of these components that are formed in school is practically unlimited, from those that make up an instrumental culture (skills and abilities in reading, writing, etc.) to those that are essential for carrying out a practical activity (skills and abilities in handling tools, carrying out physical exercises)

b) Receptive learning - also known as verbal learning, concept learning, conscious learning.

Learning is not simply memorising the word, it necessarily involves understanding its meaning. The learner is presented with the full content of what is to be learned in its final form.

c) Discovery learning - significant in this type of learning is the fact that the learner is put in the position of reorganising and regrouping the data available to them in order to obtain new information themselves. The formation of concepts and the development of generalisations is based on knowledge of examples.

d) Logical learning - the final acquisition of the learning process (notion, principle, idea, etc.) can be related to what the subject knows beforehand. In this way, the new acquisition becomes part of a more complex chain.

e) Machine learning - is the alternative where the final acquisition is only memorized without being correlated with previous knowledge. One can speak of mechanical learning by receptive learning when the same generalisation exposed by the teacher is only memorised by the learner..

f) Creative learning - the originality of the behaviour in this type of learning stands out. In a more metaphorical than scientific expression, orogenic solutions spontaneously burst forth.

I.3.2. Activities for organising and running remedial/excellence programmes

- Selection of the target group for inclusion in the remedial education programme, based on statistical data on monitoring access to education and retention of children in compulsory education;
- Request specific documents for children enrolled in the programme;
- Studying the educational pathway of each beneficiary and preparing psycho-pedagogical files and other specific documents.
- Carrying out the initial assessment and determining the level of acquisition for each targeted intervention area (assessment of cognitive skills, precise delimitation of the degree of remediation, etc.)
- Design and implementation of regular remedial education programme and educational assistance according to the child's particularities and needs.
- Drawing up the monthly remediation schedule by discipline and remediation group.
- Setting priorities for action to achieve progress in a targeted area.
- Making tailor-made intervention programmes for each beneficiary's deficit area.
- Choosing the most appropriate methods, strategies and materials;
- Monitoring of beneficiaries' school progress (evaluation of the intervention).
- Designing the intervention/remediation programme based on evaluation results.
- Providing the necessary logistics for the courses in collaboration with the representatives of the educational units.
- Establishing the remedial education programme.
- Distribution of promotional materials: presentation folders/leaflets/pixels/posters to raise awareness of the target group to participate in initial vocational education/training to prevent/reduce/correct school drop-outs.
- Participation of teachers in exchanges of good practices/visits to integrate tools/mechanisms for dropout prevention.
- Using partners' expertise to integrate tools/mechanisms to prevent early school leaving.

Chapter.II. Enrolment, completion and withdrawal from educational programmes.

- The remedial/excellence programme will be complementary to the school programme and will be compulsory for the pupils selected in the target group of the project.
- Enrolment of pupils in the programme is on a voluntary basis, based on the selection of the target group of pupils, organised in each pilot school of the project, according to a common procedure, valid for both PP and P1..
- The enrolment of pupils in the programme is voluntary throughout the project, at the beginning of each school year, in order to complete and maintain the target group foreseen in the project.

- Pupil attendance in the remedial programme will be monitored by the remedial teachers who will notify the family when the pupil is absent, by the local coordinators-principals of the pilot schools in the project and by the assistant project manager (PP)/county project coordinator (P1).
- Withdrawal of students from the programme will be made at the request of the parent/legal guardian, by written notice to the school where the application for the programme was submitted.

Chapter. 3. Organisation of the remedial/excellence programme.

- The organisation of the programme is based on a specific timetable, developed by each pilot school in the project according to the school and social context in which they operate.
- The programme will take place before or after the compulsory school programme (depending on the timetable of each level of study) and on the school and social context in which the pilot schools operate.
- If the programme takes place after compulsory school hours, time will be allocated for meals (food package provided by the project) and outdoor recreational activities.
- Programme activities include:
 - a) supervision and guidance in carrying out homework;
 - b) remedial and remedial learning for students with learning difficulties;
 - c) development activities for high achievers;
 - d) activities to encourage independent reading;
 - e) activities of knowledge, interknowledge, personal development
 - f) practical - applied activities
- In the remedial/excellence programme, time allocated to specialist support (homework, remedial/support, developmental activities for able students) will not exceed three hours/day.
- The programme will be carried out in groups of pupils, constituted by the subjects of study chosen, according to the options and needs identified, depending on the number of pupils in the target group and the educational context of each pilot school in the project.
- The learning styles of the pupils will be identified through: observation and analysis of learning experiences, characterization of the learning style based on explanations, descriptions, exercises, application of specific questionnaires, discussions with specialists from the psycho-pedagogical assistance offices of the school counselling network, information on learning styles from a desire for self-discovery (strengths and weaknesses of the personal learning style), active participation in practical activities on this topic in various classes, especially those of counselling and guidance.
- The methods and strategies applied must take into account the age of the students, their enjoyment of communication and movement, therefore they must be based on play, movement, interaction with peers and discussions that seem free, but are correctly guided by the teacher to achieve their goal in that activity.

- In order to achieve the best results, certain changes and teaching strategies are necessary depending on the individual learning style of the student:
 - Identifying the learning style;
 - Participate in self-discovery and inter-discovery exercises;
 - Practising effective study skills (e.g. ways of taking notes);
 - Applying the requirements of effective learning (e.g. Learning Time Management);
 - Applying critical thinking techniques;
 - Consciously formulating clear and precise goals and objectives;
 - Stimulating motivation and a positive attitude to learning;
 - Using mnemonics! Help your own memory with landmarks, keywords;
 - Self-assessment skills: checking, evaluating learning methods, knowing learning outcomes and errors; providing feedback;
 - Processing and systematizing, rethinking the learning material from several perspectives;
 - Organisation of learning content, specification of objectives, methods of achievement and self-monitoring techniques.
 - Develop a learning plan, programme including concrete activities, tasks, resources, deadlines, rewards, etc.
 - Providing a comfortable atmosphere and an affective mood that stimulates and supports you; avoiding experiencing negative, stressful emotional states, especially when associated with poor performance.
 - Stimulating the desire for knowledge, affirmation and self-realisation.
 - Positive self-management, developing self-confidence, succeeding in the face of obstacles.
 - Learning from personal successes and failures.
- In order to achieve the best results, certain changes in the use of appropriate teaching material are necessary:
 - picture boards to develop language. The pictures should be the starting point for face-to-face discussions that develop attention and creativity.
 - handouts (individual worksheets, etc.) for each child to encourage individual work.
 - computer/other IT equipment helps pupils to see what they cannot see in their usual environment (Power Point presentations, films, videos, etc.; games can be used to fix knowledge, to refresh knowledge, for teaching.
 - the use of play situations in learning, role-playing, dramatization, the use of stories stimulates intellectual functions, models affective-motivational processes. Through play, the pupil transfigures objects and phenomena, relationships, assumes roles.
- Evaluation of students' progress will be done through: standardized testing, designed with a target on the actual structure of the test in the annual assessments in 6th grade and in the National Assessment in 8th grade; self-assessment/co-assessment, systematic observation, making and completing the progress sheet, elaboration of evaluation portfolios in teams of students, etc.

Chapter. IV. Resources

- School supplies, consumables, food package for pupils from the project budget;
- Teaching materials created by teachers, adapted to the age, year of study, subject and learning style of the students, to ensure the most effective educational support.
- IT equipment (tablets, computers, interactive whiteboards, internet connection) used to achieve the educational objectives of the remedial/excellence programme, provided by each pilot school involved in the project.
- The human resources involved are: remedial/excellence teachers from the project implementation team, auxiliary teaching staff from each pilot school; local coordinators-principals; members of the project management team; parents of pupils in the target group, school mediators (if available in the pilot schools).

Chapter. V. Final provisions

- The remedial/excellence programme will clearly define the study subjects targeted and the pedagogical team involved in the implementation.
- The Remedial/Excellence Programme will have criteria and tools for internal monitoring and evaluation of the progress of pupils in the target group.
- The remedial/excellence programme will be monitored by members of the project management team to ensure the quality of the programme.
- The documents of the remedial programmes in the pilot schools involved in the project will be checked by the local coordinators, endorsed by the PP and P1 implementation teams and approved by the project manager.