

Name of PP: **Vaslui County School Inspectorate**
Name of P1: **Galati County School Inspectorate**
Project code: **PN2018**
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1.PROMOTER-VASLUI COUNTY SCHOOL INSPECTORATE

No. crt.	Operation	Surname and Name	Position in the project team/PP	Signature
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2.	Checking	Nicoară Mihaela	Project Finance Officer	
3.	Approval	Mihnevici Landiana	Project Manager	

2.PARTNER-GALATI COUNTY SCHOOL INSPECTORATE

No. crt.	Operation	Surname and Name	Position in the project team/P1	Signature
1.	Checking	Ghetau Florin	Assistant County Project Coordinator	
3.	Notify	Chirac Maria Alis	County Project Officer	

Training methodology

Chapter.I. General considerations

I.1. The present methodology has been developed for the organization and implementation of Activity 6 - Implementation of training programs for parents and Activity 7 - Implementation of training programs for teachers, 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 purpose of this methodology is to define how to carry out the training of parents and teachers in the pilot schools involved in the project.

I.2. In order to achieve the general objective of the project, remedial/excellence activities, counselling and career guidance, non-formal and informal extracurricular educational activities, as well as training activities for teachers and parents are organized. The project also aims at increasing the pass rate of these students in the national assessment exams, as well as improving their access to secondary education as a result of appropriate career counselling.

I.3. Definitions

Parent training is a form of lifelong learning to bring about changes in knowledge, attitudes, skills and parenting competencies conducive to good parenting and development of children and to reinforce positive family behaviours in the context of the contemporary world.

The continuous training of teachers is a form of learning in order to deepen and update knowledge, develop competences, skills and abilities necessary for the effective performance of their duties.

Chapter.II. Parent training

II.1. Parental Education. General

Parenting is about providing the ongoing care and support your child needs to survive and thrive. This involves giving your child:

- optimal early stimulation/education;
- protection against physical hazards;
- adequate nutrition and medical care;
- interactive and affectionate relationships with the reference persons;
- realistic expectations of the environment and adults;
- opportunity to learn to cooperate, share and help;
- the chance to become independent, to be responsible and to choose;
- opportunities to take part in activities that contribute to his cognitive development;
- support for the development of self-esteem and self-control;
- the opportunity to socialise, to be part of a group and to have a cultural identity, in other words - a sense of belonging;
- positive role models.

Parenthood involves a lot of knowledge and skills that are needed on a day-to-day basis, but this knowledge and skills are not innate and do not come when you become a parent.



Parents often have questions they don't have answers to or notice behaviours in their child that they don't know how to respond to. Faced with a range of challenges, some parents recognise that although they want to provide an appropriate education for their children, they lack the psycho-pedagogical training and experience and want to participate in training to develop the necessary skills.

Education and support for parents must be a priority, as parents make a fundamental contribution to their children's development. Education and support for parents not only results in better trained and more competent parents, but also leads to a reduction in various social, educational, psychological and health-related problems. From this perspective, education and support for parents is one of the most significant social and political measures.

Parenting education aims to reduce the vulnerability of individuals and involves an effective transfer of skills from the specialist to the family in the long term. It is addressed to all categories of parents, without exception, aiming at activating intrinsic parental resources, increasing educational skills and abilities and not modifying an existing behaviour or structure.

Parenting education programmes do not aim to create a myth of the perfect parent, but to promote a realistic picture of the challenge and joy of parenting, giving parents the opportunity to rediscover themselves, improve their communication and develop the skills needed to fulfil their parenting role.

Parenting education programmes start from a few **basic ideas**:

- All families need support and support in raising children, regardless of income level, education or type of family/parent, at a time when awareness of the importance of stimulating child development from birth is growing. The family's ability to seek help and be supported by services or professionals is a strength, but one that depends to a large extent on working with professionals.
- every family is unique. In the times we live in, families are defined by a great diversity in composition, economic status, cultural background, values and beliefs they adhere to or practices they follow. Families are best supported when they show respect and appreciation for differences, and the educational environment in which the child is enrolled reflects this specificity.
- parents are recognised as the child's first educator, and education systems are interested in helping to increase parents' skills, as long as they are the ones who interact with children, and the presence of professionals is most often from the educational, medical and social fields.
- In recent times, our society has been confronted with phenomena that affect the family and make children vulnerable: the increasing number of divorces and single-parent families, the rise in unemployment among parents, the increase in the number of abused mothers and children abused by their parents, the increase in the number of children left in the care of grandparents or with teenage parents. All this highlights the need to strengthen or train parenting skills through various means and services.

The purpose of working with families is to extend their competences, not to substitute for their responsibilities. It is the family that assumes the responsibility of its members, which society, through its services and resources, cannot take over but can support. Families



benefit most when their hopes, interests, strengths and, above all, their needs and concerns are brought to the attention of professionals concerned with these families.

II.2. Target group

-100 parents of pupils in the target group from the 5 pilot schools mentioned in art. II.1. of this procedure (50 from each county), distributed proportionally according to the number of pupils in each pilot school, including 25 parents of pupils with SEN:

- In Vaslui county
 - 25 parents from rural areas (Zorleni commune with its component villages), including 7 parents of pupils with SEN from the target group;
 - 15 parents from Bârlad, including 4 parents of students with SEN in the target group;
 - 10 parents from Vaslui, including 4 parents of students with SEN from the target group;
- In Galati county
 - 35 parents from Ungureni village, com. Munteni, including 6 parents of students with SEN from the target group;
 - 15 parents from Galati, including 4 parents of students with SEN in the target group;

II.3. Pilot schools

The pilot schools selected at the drafting stage, based on a rigorous needs analysis, are:

- In Vaslui County
 1. "Dimitrie Cantemir" Secondary School Vaslui;
 2. Secondary School "M. C. Epureanu", Bârlad;
 3. "Ion Murgeanu" Secondary School Zorleni village, Zorleni commune.
- In Galati county
 1. Secondary school no. 16 Galati;
 2. Secondary School, village Ungureni, Munteni commune.

II.4. Selection of the target group - parents

The target group will be recruited and selected, according to Art. II.2 and Art. II.3 of this methodology, on the basis of a specific selection procedure common to PP and P1.

II.5. Registration of learners

In order to participate in the courses, **the persons selected** will submit an application form containing:

- Registration form;
- Evaluation sheet;
- Copy of original ID;
- Personal data processing declaration completed and signed by the learner;
- Declaration of commitment to participate in courses;
- Double funding avoidance declaration.

II.6. Organisation and conduct of training

The training of parents is the subject of an external service procurement, through Activity 2 - Project Procurement. The training schedule and timetable will be negotiated with the winner of the tender (the training provider) according to the context in which the pilot schools in each partner county are evolving.

II.7. Evaluation and certification of learners



Evaluation of the trainees will be done both during and at the end of the training course. The form of evaluation will be negotiated with the winner of the tender (the training provider), taking into account the specific target group (parents). After evaluation, the training provider will issue nominal training certificates to the participants, accompanied by a description of the competences and skills acquired by them.

Chapter.III. Teacher training

III.1. Continuous teacher training. General

Continuous training ensures the updating and development of the competences of teaching staff, including the acquisition of new competences, in line with developments in educational needs and the educational curriculum, as well as with the requirements for adapting the competences of teaching staff to changes in educational structures/processes. According to its main purposes, continuous training aims to:

- updating and developing, through regular training/refresher programmes, competences in the field(s) of specialisation corresponding to the teaching functions obtained through initial training;
- developing competences for career development in teaching through the system of preparation and graduation;
- acquiring or developing leadership, guidance, control and evaluation skills in structures and organisations in the education system;
- the acquisition of new skills, through retraining/upgrading programmes for new specialisations and/or new teaching positions other than those obtained through initial training;
- acquiring complementary or extension skills that broaden the range of activities and functions that can be performed by teaching staff (teaching in the E-learning system, teaching in foreign languages, educational counselling and career guidance, adult education, etc.);
- development and extension of transversal competences concerning social roles and personal and professional development, interaction and communication with the social and pedagogical environment, taking responsibility for organising, leading and improving the strategic performance of professional groups, self-control and reflective analysis of one's own work, etc.
- improving the quality of education systems, courses offered, educational institutions and the pedagogical practice of educators by: fostering interdisciplinarity and developing teamwork; encouraging innovation; training for school and classroom management and problem solving; putting into action pedagogical and educational priorities; developing the necessary behaviours for human relations management; knowledge of the social and environmental environment (improving the interaction between the world of education and the whole of society) by: bringing the educational and economic systems closer together; encouraging the study of economic and social factors influencing young people's behaviour; adapting to social and cultural change.

The level of competence targeted by continuing/refresher training programmes and activities is assessed in terms of:



-the ability of the teacher to mobilise, combine and use autonomously the general and professional knowledge, skills and competences according to the different requirements of a specific context, situation or problem;

- the teacher's ability to cope with change, complex and unexpected situations.

The evaluation and validation of the skills acquired by teaching staff through the various programmes and forms of organisation of in-service training is carried out through the system of recognition, equivalence and accumulation of transferable professional credits. The continuous and planned nature of the training process of the school's employees shall be ensured by applying the following steps:

- a) identifying training needs;
- b) planning the training process by drawing up the annual training plan;
- c) implementing the training plan;
- d) evaluation of training programmes and impact on staff activity.

III.2. Target group

-80 teachers of pupils in the target group from the 5 pilot schools mentioned in Article II.1 of this procedure (40 from each county):

- Vaslui County
 - 25 teachers participating in the course "Inclusive Education"
 - 15 teachers participating in the "Outdoor education" course
- Galati county
 - 25 teachers participating in the course "Inclusive Education"
 - 15 teachers participating in the "Outdoor education" course

III.3. Pilot schools

The pilot schools selected at the drafting stage, based on a rigorous needs analysis, are:

- In Vaslui County
 1. "Dimitrie Cantemir" Secondary School Vaslui;
 2. Secondary School "M. C. Epureanu" Bârlad;
 3. "Ion Murgeanu" Secondary School Zorleni village, Zorleni commune;
- In Galati county
 1. Secondary school no. 16 Galati;
 2. Secondary School, village Ungureni, Munteni commune.

III.4. Selection of the target group-teachers

The target group will be recruited and selected, according to Art. III.2 and Art. III.3 of this methodology, on the basis of a specific selection procedure common to PP and P1.

III.5. Inscrierea cursantilor

In order to participate in the courses, the persons selected will submit an application form containing:

- Registration form;
- Evaluation sheet;
- Copy of original ID;
- Personal data processing declaration completed and signed by the learner;
- Declaration of commitment to participate in courses;
- Double funding avoidance declaration.

III.6. Organisation and conduct of training





Norway
grants



Teacher training is the subject of an external service purchase, through Activity 2 - Project Procurement. The training schedule and timetable will be negotiated with the winner of the tender (the training provider) according to the context in which the pilot schools in each partner county are evolving.

III.7. Evaluation and certification of learners

Evaluation of the trainees will be done both during and at the end of the training course. The form of evaluation will be negotiated with the winner of the tender (the training provider), taking into account the specific target group (teachers).

After evaluation, the training provider will issue nominal training certificates to the participants, accompanied by a description of the competences and skills acquired by them.

Chapter.IV. Final provisions

After the end of the training, parents and participating teachers are obliged to provide the pilot school from which they come, the documents proving their participation in the training and certification of the training.

Also, the trained teachers are obliged to apply the knowledge, competences and skills acquired during the training in the instructional-educational process throughout the project and during the 3-year period of its sustainability, after the end of the external funding.

The training programme and its implementation in the pilot schools will be monitored by members of the project management team, both by PP (Vaslui county) and P1 (Galati county).



**INSPECTORATUL
ȘCOLAR JUDEȚEAN VASLUI**