

**NORWEGIAN GRANTS 2014 – 2021**  
**LOCAL DEVELOPMENT PROGRAM, REDUCING POVERTY AND**  
**INCREASING THE INCLUSION OF ROMA**  
**PROJECT PN2018 - "A SCHOOL FOR ALL AND FOR EVERYONE!"**

**SECONDARY SCHOOL NO. 1 GHERGHEȘTI**

**SCHOOL DESEGREGATION STRATEGY**

**Annex no. 1**

## ARGUMENT

Identified or not, segregation is present in many schools, especially in those where there are Roma students, students who come from family backgrounds with an educational deficit, with a low standard of living. Through the attitude of other students, school staff through school practices, these students are exposed to the risk of school exclusion, failure and school dropout

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### Chapter I. Diagnosis of the external environment

#### I.1. Gherghești commune

##### I.1.1. Geographical position. Short history.

##### I.1.1.1. Geographical position

Gherghești commune is located in the western part of Vaslui county, between the hills guarding Studinețul, a stream that springs from the territory of Voinești commune and which is a left tributary of the Tutova river. To the north, Gherghești commune borders Ivănești commune, to the east Poienesti and Alexandru Vlahuță, to the south with Iana, and to the west with Puiesti and Voinești. From an administrative point of view, Gherghești commune is one of the 81 communes of Vaslui county, a county whose current form took shape following the administrative-territorial reorganization of of Romania since February 1968 and which broadly includes the former counties of Vaslui, Tutova and Fălciu. The villages of Gherghești commune are: Gherghești (administrative center of the commune), Lunca, Soci, Valea Lupului, Dragomănești, Coredești, Chetrosu, Lazu, Draxeni. The area of the commune is 72.46 km<sup>2</sup>, which represents 1.36% of the area of Vaslui county (which is 5300 km<sup>2</sup>)



##### I.1.1.2. Brief history

The Gherghestan lands have been inhabited intensively since ancient times, the beginning of the first forms of human life being lost in the fog of time.

The results of archaeological excavations, archaic traditions and customs, folklore, local folk art and legends, written evidence attest to the steadfastness and continuity of uninterrupted habitation, throughout the multi-millenary history, of a population that bravely preserved its old



hearths of village communities on which were later settled in the free villages of Răsăşeşti. Having at hand the streams for water, the plains and the pasture for raising animals, the terraces and the slopes for the cultivation of plants, the forest for wood, hunting, but also for shelter from raiders, the population found favorable living conditions on these lands, resisting without interruption in front of the adversaries the times



Archaeological research attests to the existence of traces of very old human habitation on the entire surface of the commune. So :

fig. 6 "Treasure" from "Ocol" (personal archive)

1. In the southern hearth of Ghergheşti village, on both sides of the Studineţ stream, a settlement belonging to the 4th century CE was discovered. Educator Surugiu Irina discovered in the place called "Ocol" in Zaharioaia, located in the western part of the village towards the valley, an anthropomorphic statuette, a cup and many ceramic shards. Closer to the forest in the place called "Bejăni", where the natives would have taken refuge from the migrants, he discovered a flint arrow.

2. In Chetrosu village, two points were identified where ceramic remains were discovered:

(i) At the head of a valley that opens in the north-eastern part of the village, at about 500 m, Neolithic ceramic remains, unspecified phase, were discovered, as well as two stone axes in the shape of a shell;

(ii) In the western edge of the village, on the right side of the Studineţ stream, ceramic remains of the Precucuteni type and from the 2nd - 3rd centuries BC were discovered.

3. Late Hallstadian ceramic remains were discovered around the village shop in Corodeşti village, on the right side of the stream. Atypical ceramic remains, perhaps Neolithic, were found on the hill on the southern edge of the village at the point called Cetate.

4. At the head of the valley on the north-eastern edge of Lunca village, remains of a dwelling belonging to the 4th century CE were discovered. About 400 m west of the village, on the right of Studineţului, ceramic remains belonging to the Criş culture were discovered. 500 m further south of the settlement previous, there is a settlement belonging to the 4th century AD.

5. In the north-eastern edge of the village of Valea Lupului, on the right side of the stream, early Hallstatt ceramic remains, from the III-IV centuries AD, a Carpien necropolis, as well as feudal ceramics (18th century) were discovered

Archaeological research in the Dacian settlements on the territory of the Ghergheşti commune shows that in addition to the continuity of the forms of culture and civilization specific to the ghetto-Dacians, the connections with the Roman world were particularly intense. These contacts and links are also illustrated by the bronze cauldron from Miceşti (today part of the village of Ghergheşti), originating from the workshops of Roman Dacia. Although the archaeological excavations have revealed evidence of very old human settlements, albeit unorganized specific to those times, according to a local tradition, it seems that the name of most of the villages in the commune and its current configuration is related to the rule of the one who imposed himself in the consciousness and affectivity of all Romanians, overcoming even during his lifetime the narrow space of the province, at the same time conquering wide soul spaces in Europe. It is about none other than Stephen the Great. It seems that among the rascals who showed their worth in the Battle of the High Bridge in 1475 was a certain



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Constantin Gherghescu who lived in a forest clearing in Northern Tutove County with the name of Chetrosu. In fact, the Rászá origin of the population of these lands, the memory of the social status of free peasants constitutes even today a true local heritage of love of history and pride. After the end of the battle at the High Bridge, Stephen the Great endowed the vassal Constantin Gherghescu with a piece of estate in the shape of a square with a side of 25 km in the north of the Tutova County, which had the following borders:

To the north: Rugăria, Poienesti and Poiana Străjescu;

• To the south: the estate of Grigore Hălărescu (the eponymous village of Hălărești on Valea Tutovei);

• To the east: the edge of Bogdana commune;

• To the west: the estate of Avram Huiban (the eponymous village of Avrămești on the Tutovei Valley and the ridge of the Răchitoasa Hill)

With the changes imposed by time and time, a part of this land surface represents today the territory of Gherghești commune.

Valea Oanei, part of the village of Gherghești (in the past part of the village of Micești) is also connected to the name of Stephen the Great. According to local tradition, during the battle of Racova, Ștefan Vodă was near the village of Micești, being informed there of the birth of his daughter Oana, born "from a distant love". He baptized the place Valea Oanei, later the hamlet also appeared here.

According to another local tradition, near Chetrosu, on the crest of the hills that separated the lands of Tutova and Vaslui, there is a point called "Cetate" which would have been fortified by the great voivode. Ștefan concentrated one part of the army here, the other on Hârșovenilor Hill, surprising the Turks who had entered the narrow valley. In a large pit near the Citadel the ruler gathered provisions, and after they were finished he put treasures later entered the possession of the devil. He gave gold only to those who offered him their younger children in return.

After receiving the estate from Stephen the Great, Constantin Gherghescu gave pieces of it to his sons and daughters because he had a large family. Thus, one of the daughters married a certain Corodescu and received a piece of the estate where the village of Corodești is currently located. Around 1600, when there were intense disturbances in Moldova, Sava Gherghescu, grandson of Constantin Gherghescu, decided to he moved the household to the southern part of his great-grandfather's estate, where he had his property, in order to manage it better. The place where Sava Gherghescu had his household, around which the village of Gherghești was formed, is called "per vale" at the mouth of the Zaharioaia country and has degraded due to landslides. Sava Gherghescu's heirs were Mihai, Constantin, Ion and Gheorghe Gherghescu. One of Sava Gherghescu's daughters married a certain Constantin Bandrabur from Dealul Neicului-Panciu and also settled in Gherghești. One of Bandrabur's sons-in-law was Gherghescu's son-in-law who settled in a quiet place, in a clearing in the Cociuba forest which even today bears the name "Poiana lui Stegaru".

Going to Galați to sell his products, the old man Stegaru found in the village of Stoicani a baby in a wooden bed near a well who was wearing a note tied around his neck that said Constantine was baptized. Having no children, the old man Stegaru took him and raised him, naming him Constantin Stoica. Around the year 1770, during the reign of Grigore Ghica, Stoica married the daughter of a Bandrabur and received the western part of the estate, where the Stoicani slum later came into being, while the Gherghești slum remained to the east. Through the marriage of the daughters of a descendant of Gherghescu, the young Negruț and Nebunelea from Căbești came to the village. Descendants of the Gherghescu family are also the Boghiu and Cristian families who had estates near Corodești. They also came to the village through marriages: Obreja from Gănești - Covurlui, Cornici from Ghicani, Ibănescu from Ibănești, Scânteie from Corodești, Isac from Bălăbănești, Pălici from Bogdana, Dragomănescu - Țibănești, Pădure, Blănaru, Nistor - Coroiești, Grăjdanu - Fântânele and others. Sava Gherghescu's reign was shattered in the years that followed due to social transformations and foreign rule. Thus, during



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the reign of Vasile Lupu, he increased the estate of his father-in-law, the boyar Gheorghe Bociog from Băcani, tearing off part of the land from Gherghescu's property. The appeal made by the latter's descendants had no result. After the countless turmoils in Transylvania, a part of Transylvanians took the path of wandering, unable to bear the regimes installed here. Among them was a certain Ioan Miceanu from Micești - Turda who settled his flock of sheep and herds of cattle where the village of Micești is located today, his children marrying the descendants of Gherghescu. The Gherghescu estate also suffered during the Phanariot reigns. One of Gherghescu's daughters married a certain Lălescu from Focșani. The dowry received from Gherghescu was the western part of the estate, where today the villages of Lălești, Călimănești, Fulgu, Fântânele from Puiesti commune are located. This western part of the Gherghescu estate was broken during the Phanariote reigns of Mavrocordat and Sturza. Also, the north-eastern part was taken by the Greek monks from the Florești Monastery, later the villages of Fundu Văii and Florești were established here. It should be noted that in 1806, the Metropolitan of Moldova, Veniamin Costache, together with other descendants of the founders, consecrated the Esfigmenul Monastery on Mount Athos, arriving in 1814 under the jurisdiction of the Patriarchate of Constantinople. In 1851, among the estates he owned were the Micești and Dracseni from the Vaslui Lands and Tutove. Moreover, Ioan Antonovici, the scholarly bishop, mentions in his work "History of the Florești Monastery" about the conflict between it and the razeși from Gherghești. After the secularization of the monastic assets in 1863, the monastery ceased its activity. The same happened with the southern part of Gherghescu's estate, which was taken by the Greek monks from the Răchitoasa Monastery, this part of the estate being used for the ownership of the peasants after 1863. The Răchitoasa Monastery had also penetrated the Gherghescu estate and the Mănoiu point. This estate was used in 1864 to acquire the slave gypsies from the Florești Monastery who lived in the Micești forest, in 1892 the village of Manoi was established. The north-west part of the Gherghescu estate seems to have been fraudulently taken by the lawyer Gane. The villages of Rugărie (Ivănești commune), Draxeni, Lazu (the former village of Găneasa) and Cotârlaci were later established on this piece of estate. The current Draxeni village, located in the north-west part of the commune, was formed on the Drăxeni Estate in the Tutovei Estate, as it also appears in the writings of Miron Costin from 1778. In 1831, the village of Drăxeni (also recorded as Drăcșeni) was established in the Tutovei District. In 1845 it was divided into Drăxenii Vechi (which also includes the hamlet of Găneasa) and Noi. In 1871 the two villages are components of the Corodești commune, but the Old Drăxenii no longer include Găneasa. In 1875, the commune of Corodești was defended, and the villages were taken over again - the commune of Gherghești was established. In 1892 the Corodești commune is re-established and takes over Draxeniul, but this time it is unified and will remain so. In 1887 it had 44 houses and 181 inhabitants. The village of Cotârlaci (today the southern part of the village of Chetrosu) came into existence in 1897 through the ownership of the gypsies slaves. From this year it appears as a component village of the Corodești commune, and then of the Gherghești commune. Since 1968, it has been included in the village of Chetrosu. The administrative reform carried out by ruler Alexandru Ioan Cuza and materialized, among others, by the Communal Law of April 1, 1864 and the law that established the county councils from the same brought serious impacts to the pride of the residents of Gherghești. Old village of razeși, as it also appears in the periodicals from 1772, merged with the villages of Corodești, Micești, Dragomănești, Bălițești and Șifești, according to the population census of 1774 or included in the village of Dragomănești in 1775, after which it became an independent village, Ghergheștiul did not it becomes a commune in 1864. The laws of this year and those that were elaborated later admitted the commune and the county as administrative-territorial units. From September 1864 until 1949, the administrative governing body of the county was the prefecture headed by the prefect. He was helped by the county council. The prefect represented the executive power in the county. At the level of the communes, the local authorities were the mayor who led the town hall and the communal council. The mayor and the communal council



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had a notary and a communal secretary in the service of the chancellery who was also a cashier. The notary was in charge of dealing with the chancellery's correspondence; he was the head of the communal accounting, he was responsible for the whole archive of the town hall and the registers of civil status. In 1864, Tutova County was created on the site of the former Tutova County, a county that included, according to the statistics of 1774 and the conditions of the leases of 1802, four administrative subdivisions called ocoales: Corod, Pereschiv, Tutova, Simila. The villages of the current Gherghești commune were at that time part of the Tutova District of the county with the same name. As components of the Tutova county, established in 1864, there were the Tutova, Târgul, Simila, Pereschiv, Corod counties. Plasa Tutova of the county with the same name included Micești communes with the hamlets: Dragomănești, Micești, Gherghești and Corodești with the hamlets: Corodești, Stâncășeni, Chetrosu, Găneasa (currently Lazu), Draxeni. The hamlets of Lunca and Bălițești were part of the Hălărești commune established in the same year. According to local tradition, the establishment of the Micești commune, which also included the village of Gherghești, was due to a certain Grigore Bălăceanu, the elder of the Florești Monastery, who had the manor of the estate in the village of Micești, which also became the seat of the mayor's office. But, as the residents of Răzesi say, God gave and justice was done, and in 1875 the Gherghești commune was established (Micești and Corodești communes were dissolved) with the following hamlets: Bălițești, Burlaci, Corodești, Dragomănești, Drăxenii Noi, Drăxenii Vechi, Fundătura Rugăria, Fundul Corodeștilor, Fundul Văii, Găneasa, Gherghești, Hălărești, Lunca, Micești, Onești, Pietrosul (Chetrosu), Stâncășeni, Valea Lupului. It was abolished again between the years 1887 - 1925, 1929 - 1956. In its place, the communes of Micești and Corodești were re-established. In 1887, Corodești commune had 1,601 inhabitants who lived in 481 houses. It included the hamlets: Corodești, Stâncășeni, Drăxeni, Chetrosu and Rugăria. The whole territory is covered by very high and stony hills, as it appears in a print of the time, with lands suitable for the cultivation of vines (81 ha) and plums (20.5 ha). There was 1 school and 3 churches in the commune. Also, 20 merchants were operating in the commune, including 17 Romanians and 3 Jews in 21 commercial establishments, 14 being taverns. In the same year, 1887, the Micești commune was re-established from the hamlets of Micești, Gherghești, Mănoiu, Fundu Văii, Dragomănești, Burlaci and Valea Lupului. Micești commune had 1552 inhabitants who lived in 485 houses. There was 1 primary school for boys in the commune, and trade was practiced by 14 merchants (9 Romanians, 4 Jews, 1 foreigner) in 14 commercial establishments, of which 8 were taverns. this lasted only four years because in 1929, due to the economic crisis, the commune of Corodești was dissolved along with it because the commune of Pogana took over all the villages of the current communes of Gherghești, Iana, Pogana, Perieni. The population of the villages increased during that period, so that in April 1943, when the prefect of Tutova was colonel Ioan C. Zănescu, and his chief of staff was Vasile Stoica (originally from Gherghești), the situation of the 2 communes was as follows:

- Corodești commune had 1765 inhabitants, all Orthodox Romanians. The commune included the villages of Corodești, Cotârlaci, Draxeni, Chetrosu, Lazu, Rătegiu, Rugăria. In the commune, there was 1 church with a priest and 3 schools where the 229 students were instructed and educated by 6 teachers.
- Micești commune had 2649 inhabitants, all Orthodox Romanians. It included the villages: Aviator Crețu (instead of Bălițești), Burlaci, Dragomănești, Gherghești, Lunca, Mănoi, Micești, Poiana lui Matei (south of Burlaci village), Valea Lupului. In the commune there were 3 churches with 2 priests and 4 schools in that the 310 students were taught books by the 7 teachers.

Descendants of Stephen the Great's soldiers from these lands, the Gherghești soldiers, together with the soldiers of the Vaslui regiments, covered themselves with glory on the battlefields of the Second World War as well as in the First War or the War of Independence. In the Golden Book of the Nation, the names of the following heroes are inscribed in the place of honor:

- Petrache Stoica





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- Emil Isac
- Mihai Obreja
- Enache Moraru
- Iordache Blănaru
- Ștefan Pădure
- Vasile Corciovă
- Gheorghe Stoica
- Dumitru Lupușor
- Ion Scînteie
- Gheorghe Scînteie
- Constantin Obreja
- Constantin Stoica
- Mihai Ibănescu
- Dumitru Cojocar
- Mihai Gherghescu
- Mihai Popa
- Dumitru Bandrabur
- Dumitru Pălici
- Mihai Stoica

❖ Gheorghe Stoica and many others.

The installation of the communist government on March 6, 1945 produced countless disturbances in Gherghesti as well. The supporters of the regime, in the name of the so-called transfer of assets into the ownership of the people, confiscated part of them from those who had acquired them with hard work: the mill was confiscated from Costică Stoica, Ion Iordache Stoica, Dumitru Corciovă, the Crețu family - the houses were confiscated, around the 1950s. The process of collectivization began with the establishment of a system of grants to the state that exceeded the economic power of the population. The inability to pay the oppressive fees could mean the arrest of the "culprit" if he was stubborn not to give up the lands owned by the state. This is what happened to: Ion Iordache Stoica, Gheorghe Ibănescu, Vasile Obreja, Ioan Lazăr and others. Ion Iordache Stoica met his tragic end in the communist prisons in 1953. The penitentiaries of that time meant days of nights and nightmares for other Gherghestians as well: Constantin Popovici, Lică Pavel Obreja, Mircea Stoica and others. Trampling human dignity and the right to property, in 1955 the first C.A.P. was established. with 85 families and an area of 240 ha in Micești commune. In 1956, the Micești commune was abolished and in its place the Gherghești commune was re-established, which after the territorial reorganization of 1968 also included the Corodești commune, acquiring the configuration it still has today. C.A.P. activity - ului expands, so that in 1972 there were two cooperatives with 1198 families and 3536 hectares of which: 2464 ha of arable land, 186 ha of vineyards, 66 ha of orchard. The weight of the activity is held by the cultivation of cereals and animal husbandry (sheep breeding). The basic fund of C.A.P. Gherghești was 2,634,580 lei, and that of C.A.P. Corodești was 5,100,000 lei. In the commune, there were 2 village mills, 6 shops (of which 3 buffets), 1 human dispensary with 1 maternity hospital (which had 3 doctors and 8 health workers), 1 cultural home, 1 communal library, 1 veterinary dispensary. The instruction and education of the 850 students was done by 48 teachers in 3 schools with classes I-X and 5 schools with classes I-IV. In addition to the schools, there were 5 kindergartens where 200 preschoolers were educated. In the same year, 1972, Gherghești commune had an area of 6751 ha and 4253 inhabitants. The activity of the two C.A.P.s deepened the degree of poverty of the commune's inhabitants. After the Revolution of 1989, the majority of Gherghest residents became owners again, as in the interwar period.



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This will perhaps allow them to become active again, with a spirit of initiative, qualities that they seem to have lost during the years of the communist dictatorship.



### 1.1.2. The natural framework

#### 1.1.2.1. The relief

##### a) Geomorphological considerations

From a geomorphological point of view, the relief of Gherghești commune is part of the large unit of the Bârlad Plateau, the Tutovei Hills subunit with altitudes that frequently exceed 400 m. The Tutovei Hills represent the most classic region of hilly and parallel peaks in the Moldavian Plateau, separated by valleys consistently 100-150 m deep and where we encounter the strongest soil erosion. The relief energy, higher in the north of the commune, determined a complex hilly fragmentation with intense slope processes, while towards the south and east, the relief energy drops below 100 m and the region acquires the appearance of a slightly inclined hilly plain, widely undulating and with valleys strongly clogged, with sandy-muddy alluvial-deluvial deposits. In shaping the sculptural relief, the main role belongs to fluvial erosion, determined by the Studineț stream and its tributaries, and landslides. The accumulation relief represented by the hilly plains called sesuri offers favorable conditions for the development of agricultural crops. The structural relief is good

individualized on the peaks of high interfluves such as the Cetatea Hill (484 m) located N-W of the Chetrosu village, the Gugiumanu Hill to the S-W of the Corodești village, the Miceștilor Hill - 416 m. Here the parallelism between the inclination of the strata to the southeast corresponds to the flat surfaces of the relief. In addition to the natural forms of relief, in the commune there are also forms of anthropic relief, created by human action, represented by the accumulation dam located 1.5 km north of Corodești, on the Draxeni stream, a tributary of the Studineț.



Fig. 1 – The hills that watch

Valea Studinețului (personal archive)

##### b) Geological considerations

From a geological point of view, this area belongs to the Bârlad Platform, a major structural unit, characterized by simple, uncut structures of sedimentary formations accumulated during the platform stability stage. The Bârlad Platform represents a portion of the edge of the Moldovenești Platform, tectonically submerged and not involved in orogenic processes. The relief of the commune of Gherghești, like all the Tutova Hills, was formed on this sinking area covered by neogene sedimentary layers, deposited in a sea (the Sarmatian Sea) that gradually retreated to the south. The local geological drillings carried out in 1973-1974 for the construction





of the Corodești Reservoir on the Draxeni Stream, a right tributary of the Studineț, identified older deposits belonging to the Sarmatian and Dacian age and new Quaternary deposits. The Sarmatian is represented by the layered silty clays that actually represent the central area of the Moldavian Plateau. Dacian is made up of clays and sands. The Quaternary is represented by continental facies formations (clay sands and loessoid clays) and by more recent alluvium. Quaternary deposits develop on the slopes and in the meadows of Studinețu and its tributaries.

#### I.1.2.2. Climate

Gherghești commune, located in the central-western part of Vaslui county, is characterized in winter by the presence of cold air masses of the Siberian anticyclone, and in summer by dry continental or tropical air. The multiannual average temperature oscillates between 9.2 - 9.8° C, with very high annual amplitudes. The multiannual average precipitation amounts to 350 to 480 mm and generally has a rainy character. The dominant winds are from the N, N-E and S direction.

A study carried out at the Bârlad Station in the period 1896-1915 and 1926-1965 allowed the following findings:

- Regarding the thermal regime:

1. The average annual temperature is 9.7° C;
2. The highest average monthly temperature is 21.7 ° C in July;
3. The lowest average monthly temperature is -4.1 ° C in January;
4. The absolute maximum temperature is 39.7° C and was recorded in July 1936;
5. The absolute minimum temperature is -30.5 ° C and was recorded in January 1942;
6. Temperatures of 0 ° C and lower start on average from December 1 and last on average until February 25;
7. Temperatures above 5 ° C usually last 235 days starting from March 25 and ending on November 15;
8. Temperatures above 10 ° C start on average from April 15 and end on October 16

#### Precipitation regime

The annual average of precipitation is 445 mm. The rainiest month is June followed by May and July. The driest month is February followed by March and January. In general, the rains in the escetous seasons have a torrential regime. It should be noted that there are years with abundant precipitation, which far exceed the annual average and others which remain far below it.

- The wind regime. The most frequent and at the same time the strongest wind is from the north. Its frequency is 30.1%. The second wind in terms of intensity and frequency (13.6%) is the wind from the south. It hits more frequently in the summer, at the end of spring and the beginning of autumn. A rain-bringing wind is from the west. Its frequency is 4.4%.

In conclusion, it can be said that in the area where the commune of Gherghești is located, the climate has a temperate continental character with local emphasis.

#### I.1.2.3. Hydrography

According to the hydrographic report, the territory of the Gherghești commune belongs to the Tutova basin, where the Studinețul flows, on the left and below the south of Hălărești, a stream that waters the Gherghești commune, passing through it from north to south.

Deep groundwater is found accumulated in the deposits of the sedimentary blanket that basically covers the Precambrian penepelenized Plateau of Moldavia. As a result of the prospecting works, it emerged that in the area of the commune of Gherghești there are sedimentary (sandy) formations that contain deep phreatic aquifer levels of Mio-Pliocene and Sarmatian age. The aquifer layers are fed by surface infiltration from the slopes, the presence of



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water in this area being highlighted by landslides. The intercepted aquifer horizons are in number of four as follows: 32-34 m, 62-67 m, 80-92 m, 120-135 m. These sedimentary horizons contain phreatic aquifer levels with an ascending character, being delimited by impermeable levels of clay and marl both in bed and in the roof. The hydrogeological potential of the studied area is estimated at 1.5 - 2.2 l / s (per well). The surface waters are represented by the Studineț stream and its tributaries, as well as by the anthropogenic lake formed behind the Corodești dam. The supply of running water is made from precipitation and to a lesser extent from the aquifer layers. The flow regime is characterized by large flow fluctuations. The continental hydrological regime, dominated by rainwater, is highlighted by large spring waters and intense rainstorms during summer and autumn. The torrential rains, the fragmented relief and loose alluvial deposits favor intensive erosion and make the water turbidity high. Also, the heterogeneous lithology and the high permeability of the streambeds and the adjacent strata make certain portions lose significant amounts of water through infiltration.

Studinețul (cold water, in Old Slavonic) is the stream that drains Gherghești commune, its source being in Rugăria village in Voinești commune (former hamlet of Corodești commune in Plasa Tutova). The stream of quiet water, Studineță becomes an angry water if the spring falls are sudden or if there are violent summer showers. Then he comes out of his womb, both he and his tributaries, and most of the time invades people's cultures, but without rushing to their homes. From the territory of Gherghești commune, Studinețul collects the following tributaries:

- Draxeni (former Drăcșeni), crosses the village of Draxeni, being a right tributary of the Studineț;
- Corodești, crosses the village of Cordești, flowing into Studineț on the left, in the south of the village of the same name;
- Micești springs from the village of Fundu Văii in Poienesti commune and flows into Studineț on the left, near the former village of Micești;
- Zaharioaia springs from the west of Gherghești village and flows next to it village in Studineț, on the right side of it.



Valea Lupului springs from the village of the same name and flows into Studineț on the left side between the villages of Gherghești and Lunca

The only existing lake in Gherghești commune is the reservoir formed behind the Corodești dam on the Draxeni stream. It is approximately 1100 m long.

#### 1.1.2.4. Vegetation and fauna

From a phytogeographic point of view, on the territory of Gherghești commune, the floristic elements of the deciduous forest zone (intruded from the south during the postglacial warming period) interfere with the floristic elements of the silvosteppe zone, characterized by grassy vegetation, penetrated from the east of the continent, with clumps of forest.

The existing forests here are part of the gorun-beech and gorun-oak subzones. The beech forests are found in the form of dry coppices and coppices mixed with hornbeam, linden, maple and others. The oak forest includes the gorun and the oak to which the elm is associated



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hornbeam, ash. On the slopes exposed to soil erosion and at the edges of the forests, acacia plantations grow, which, together with lime trees, have created the premises for the development of beekeeping since the earliest times. The forests are bright with glades, shrubs and grasses.

Among the shrubs appear the hazel, the rosehip, the hornbeam, and the dovecot, and among the grasses the wild fennel, the wild lentil, the large turita, the strawberries, the vioreau, the ax, the waterlily, the sedge.

The oak, the symbol of strength and strength through hard work, can be admired in the thickets of the woods, when it grows straight like a beech tree, as well as when you see it sprawling at the edge of the clearing, grown freely and in full moisture. It is one of the most precious trees from the area.

Wherever hard wood is needed, oak is used: house construction, lumber, barrels, fire. For this reason, the centuries-old oak forests, once an element of Gherghești's identity, have become somewhat rarer, and the towering oaks, in strength, are becoming rarer because less was planted in place of those that were cut down.

The silvosteppe subzone is characterized by the presence of forest patches consisting of oaks, lindens, elms, shrubs and grassy vegetation. The primary meadows have been replaced by agricultural crops, and where they have been preserved we find: meadowsweet, pear, wild alfalfa, wild clover. The abundance of some weeds and toxic plants greatly reduces the quality of the meadows: stirită, cholera, mugwort, thistle, acorn. To the zonal vegetation is added the azonal one from the meadows and swamps: poplar, willow, poplar, reed, pipirig, marsh grass.

The fauna represents groups of species with the same distribution and origin, ecologically linked in zoocenoses that prefer either forest, silvosteppe, meadows or swamps biotopes. The fauna in these areas has undergone numerous changes recently due to the anthropic factor, the forest fauna being greatly reduced.

Among the mammals, the most important are: the deer, the wild boar, the wolf, the squirrel, the fox, the rabbit, the ferret, the weasel, the vole, the field mouse, the hyena

The birds find here a favorable place of development, some being sedentary, others in passage; among these, the most widespread are: the woodpecker, the woodpecker, the starling, the woodpecker, the nightingale, the pistil, the marsh harrier, etc.

1.1.2.5. Soils  
It is known that soils are the result of the long and multiple action of a whole complex of natural factors, such as solidification rock, relief, groundwater, climate, vegetation, including microorganisms, to which time and human activity are added.

The zonal soils are the most widespread, due to the interference between the horizontal zonation - determined by the characteristics of the climate and vegetation - and the vertical zonation due to the variation in the height of the relief. From this category of soils, on the territory of the commune of Gherghești, registers two groups of soils: brown forest soils and brown and brown podzolic soils.

Alluvial soils are found in the Studineți plain and meadow.

#### 1.1.2.6. Natural resources

Natural resources represent all the natural elements of the environment that can be used in human activity: non-renewable resources - minerals and fossil fuels and renewable - water, air, soil, flora, wildlife, including the inexhaustible ones - solar, wind, geothermal and wave energy .

The resources of the basement - slightly varied, being represented almost entirely by construction materials. Sand, clay and loess are exploited more locally.

The commune has fertile soil resources, favorable for agricultural crops, vineyards and fruit trees, and wood resources.

#### 1.1.3. Demography

##### 1.1.3.1. Numerical evolution of the population

According to the census carried out in 2011, the population of Gherghești commune amounts to 2820 inhabitants, decreasing compared to the previous census in 2002.



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#### I.1.3.2. Population structure

Most of the inhabitants are Romanian (95.20%). For 4.80% of the population, ethnicity is unknown. From a religious point of view, most of the inhabitants are Orthodox (94.50%). For 5.50% of the population, the religious affiliation is unknown. From the distribution of the population by gender category, it is further noted that the number of male persons is higher than that of female persons, the population ratio by sex reflects a slight difference between the two categories.

#### I.1.3.3. Population dynamics

Regarding the migratory movement (internal and external), the statistical data indicate that this has recently resulted in a deficit of more than 200 people in recent years.

Therefore, Gherghesti commune loses a considerable number of people every year. The phenomenon of migration is more pronounced among young adults, so it mainly affects the 20-39 age group and, to a very small extent, the population over 60 years old. More than that, there has been an increase in the share of people over 65 years of age in recent years.

### I.1.4. Settlements

#### I.1.4.1. Urban settlements.

Gherghesti commune is devoid of urban settlements

#### I.1.4.2. Rural settlements.

As the villages are old, they keep their collected form and the meandering aspect of the streets. The construction of DJ 245 in 1968 brought changes in the organization of the commune's villages. Thus, more and more landowners built their houses "on the road" in order to have access to the county road network. For this reason, parts of the villages have acquired a linear shape (the western part of Lunca village, the eastern part of Gherghesti and Corodesti villages, the southern part of Chetrosu village).



Fig. 8. The "linear" part of Gherghesti

The gardens and vineyards around the houses give the general appearance of ramshackle



villages, typical of hilly areas.





Fig. 9 Old village hearths (Chetrosu,

Gherghești)

The systematization action at the level of the commune started during the years of the communist dictatorship and continued constantly after that aims, however, to improve the living conditions of all citizens, to facilitate the connections between the villages of the commune, between them and the center of the commune and other localities, the preservation of natural beauties and the protection of the environment .

The systematization action is done in accordance with the evolution of the demographic factor, with the local possibilities of superior exploitation of human and material resources in the area. If the demographic indicator is taken into account as a factor influencing the systematization process, it must be stated that this area offered favorable natural conditions, determining its habitation since ancient times. The spatial distribution of the population of the commune of Gherghești is characterized by a series of main elements, among which an essential place is occupied by the density of 60-80 people/km<sup>2</sup>.

The network of localities of Gherghești commune today includes a number of 9 villages:

Gherghești - the main town, the administrative center of the commune, has 1094 inhabitants

Lunca - with 480 inhabitants

Valea Lupului - with 3 inhabitants

Dragomănești - with 50 inhabitants

Sochi – with 114 inhabitants

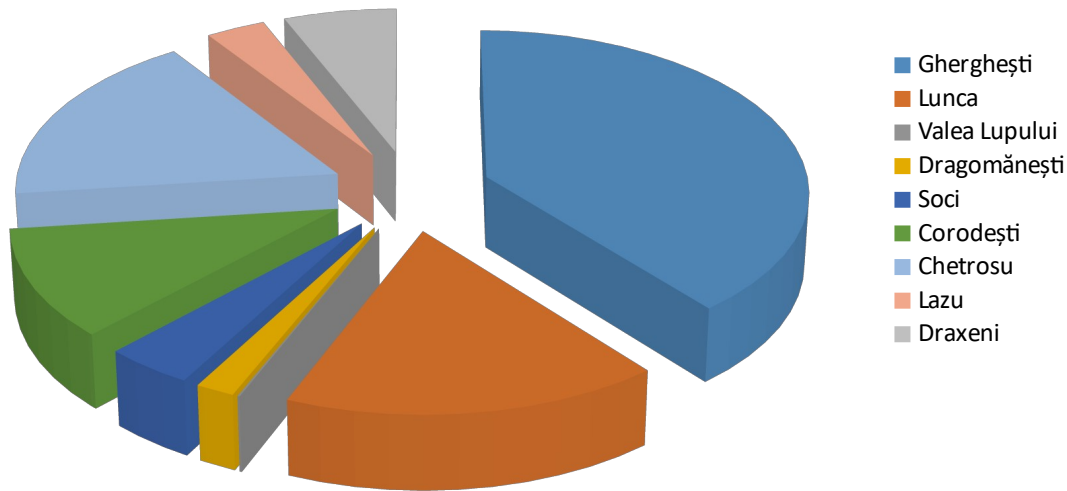
Corodești - with 304 inhabitants

Chetrosu – with 488 inhabitants

Lazu – with 92 inhabitants

Draxeni - with 174 inhabitants

## VILLAGES OF THE COMMUNIT



### I.1.5. Economy

#### I.1.5.1. Agriculture

For unitary development and fair distribution of resources, Romania was divided into 8 development regions. Gherghești commune, like the entire Vaslui county, is part of the North-East Region, the least developed region, with a low level of employment in industry and services, with a low level of industrial and agricultural technology, with a low level of population qualification, with a small number of small and medium enterprises.

Agriculture is the main occupation of the inhabitants of this area, which led to the accumulation of rich traditions and a long experience in cultivating cereals, vines and fruit trees, as well as in the field of animal husbandry. These occupations are attested in the whole area by the numerous archaeological discoveries for more distant eras, but especially by the written testimonies.

The sunny hills and hills, the existing soils here offer favorable conditions for the development of vines and fruit trees, especially plums. Thus, in 1887 in the former Micești commune there were 93 ha of vines and 21.5 ha of plum orchards, and in the former Corodești commune there were 81 ha of vines and 20.5 ha of plum trees.

Currently, out of the 7,246 ha of Gherghești commune, only 2,930 ha are cultivated with:

- Cereals: 2760 ha;
- Vegetables: 35 ha;
- Orchards: 55 ha;
- Vineyards: 80 ha. Among cereals, the most cultivated are: corn, wheat, oats. Sunflowers are also grown on small areas.

Animal breeding is also an occupational branch in the area. They grow:

- Cattle: 788 heads;
- Pigs: 987 heads;
- Sheep: 2960 heads;
- Goats: 178 heads;
- Horses: 432 heads;
- Poultry: 14,230 heads

Beekeeping, an ancient occupation of the Romanian people, is little practiced in the area. Although the area has an impressive potential for honey through the expanses of linden and



acacia forests, the 860 families of bees are cared for by a small number of beekeepers, who are also very prosperous:

- Ungureanu Ioana – Lunca
- Moldovanu Tănase - Lunca
- Țanea Neculai – Gherghești
- Negruț Cristea – Gherghești
- Lazar Costel - Gherghești
- Codreanu Jănică – Chetrosu
- Tâbăcaru - Draxeni

Although 1900 farmers are registered at the level of the commune, who carry out activities in all branches of agriculture, there are no premises of an exchange economy, but the characteristics of a natural economy are evident. Agricultural products resulting from people's work are used for self-consumption to cover basic food needs. Few and very few are subject to exchange, allowing the inhabitants of these lands to obtain monetary income from agricultural activity. This is due, first of all, to the little-developed entrepreneurial spirit of the locals. The orientation towards more profitable activities is not observed. Poor production per hectare means that sometimes the income from the agricultural production obtained does not exceed the expenses. This is primarily due to the hilly relief with steep slopes, with strong surface and depth erosions that make agricultural mechanization difficult to access. Also, soils with an insufficiently fertilized clay texture, as well as the frequent installation of the drought phenomenon complete the picture of the causality of the practice of subsistence agriculture in the area. It should be noted that in 1974 an earthen dam was built on the Draxeni stream, the right tributary of the Studineț, north of Corodești village. The value of the investment was 2150 thousand lei. The construction was carried out in order to create a reservoir to regulate the torrential course of the Draxeni stream and to protect against flooding the localities and lands downstream of the dam site on an area of 300 ha. The Corodești reservoir was to be used as a fish farm, but also for irrigation. The reservoir has a length of about 1100 m, 0.6 million cubic meters of water and was designed for an area of 16.9 ha., of which 13 ha (200,000 cubic meters of water) had to be used to irrigate 300 ha of agricultural crops. The increase in production / ha that should have been achieved would have optimized the efficiency of the investment. Thus, if before construction the wheat production was 800 kg/ha, and corn production was 900 kg/ha, after the construction of the dam and the execution of irrigation on the 300 ha (100 ha wheat, 200 ha corn) the production would have increased as follows : 2500 kg/ha for wheat and 3500 kg/ha for corn. The fish farm area is 9 ha, totaling 244,000 m<sup>3</sup>. This must ensure a consumption fish production of 3.6 t/year. Currently, the Dam on the Draxeni stream from Corodești has the purpose of regularizing the course of the stream on which it was built and is still used for fish farming. It is not used for irrigation.

#### **I.1.5.2. Industry**

It is not represented at the commune level.

#### **I.1.5.3. Transports**

The transport of goods and people is carried out with the help of means of road transport: bicycles, motorcycles, carts, cars, buses, trucks, vans and others. They travel on the local road network consisting of: village, communal, county roads - D.J. 245 A and B. The shared transport of people is carried out by the 4 trips/day of the Bârlad company Autotrans, on the route Bârlad – Chetrosu and return.

#### **I.1.5.4. Trade**



Commercial activities are carried out at the commune level by 2 commercial companies and 8 authorized natural persons. The prices charged are set according to the demand and supply on the market, including a commercial surcharge. Every Tuesday of the week, a goods fair is organized in Gherghești, attended by traders from outside the commune. The prices charged are attractive, therefore the volume of sales is considerable.

#### **I.1.5.5. Tourism**

With a natural landscape that relaxes you and brings you, as it were, closer to celestial harmonies, with a very little polluted natural environment, with very well preserved traditions and customs, with tasty and healthy traditional dishes and especially with the well-known Moldovan hospitality, the commune of Gherghești is not among the communes in which to develop agrotourism. The little developed entrepreneurial spirit of the people here makes the area not known.

#### **I.1.6. PESTEL analysis and influence on education**

### **2.5. ANALYSIS P.E.S.T.(E.)**

#### **POLITICAL**

The school operates in the current political context, an unstable, changing society, where values are upset and the quality of life has decreased, and there are fewer and fewer role models. The school operates on the basis of the National Education Law no. 1/20111 with subsequent amendments and additions, of the Framework Regulation for the organization and operation of pre-university education units, approved by MEC Order no. 5447/ 31.08.2020, with subsequent additions and amendments, of Law no. 53/ 2003 – The Labor Code, with the subsequent additions and amendments, of the salary legislation, of the orders and notifications supporting the smooth running of activities in schools, the implementation of the education reform, of school management and aimed at the autonomy of educational institutions, rationalization of financial and human resources. Current legislation allows the school to adopt its own curriculum, resource and funding policy.

#### **ECONOMIC**

At the national level, there is a strong economic decline, which leads to the existence of a reduced number of jobs, poverty, with regional differences. The North-East region of Romania is one with a high level of poverty, high unemployment, few private entrepreneurs. There is no correlation of the professional training offers of educational institutions with the offers on the labor market and the school options of the students. Many students still go to theoretical high schools, without continuing their studies, becoming unemployed. Even those who complete a technological high school or vocational school do not easily find a job. Although the financial legislation allows attracting extra-budgetary financial resources, however, economic agents willing to make donations and sponsorships are few. The poor economic situation of the families is, most of the time, the cause of the low interest in school of the students and, implicitly, of the parents. Many no longer perceive school success as a prerequisite for professional success, success in life. All these economic factors have serious effects: disinterest, high absenteeism, school dropout. That is precisely why the impact of social programs (social benefits, complementary allowance, euro 200, school grants, Romania's School Program) is high.

#### **SOCIAL**

Gherghești commune is located in an economically disadvantaged area, the basic occupation of the people here is agriculture, but one of subsistence. Many families are socially assisted, beneficiaries of the Guaranteed Minimum Income Law, many working as day laborers. In these conditions, their main concern is ensuring the daily living of the family members, with the school education of the children becoming secondary. Many families do not understand that in this way poverty is perpetuated, that the school success of their children would it could be the passport to a better life. The effects of these social problems are felt in the preparation of students, who learn less and less, absenteeism and school dropout.





Another social problem is the media's tendency to present the school in an unfavorable light, presenting only the negative aspects, with a long-term effect on diminishing trust in the school. The school must make great efforts to remove or mitigate these effects.

### TECHNOLOGICAL

From a technological point of view, we can note the introduction of computer equipment in all levels of pre-university education. Although it is equipped with computer equipment, it can be appreciated that our school is lagging behind, like almost all rural schools, in this regard: computers, video projectors, insufficient educational software, Internet connection only for certain structures. However, computer-assisted lessons can be held in most of the school structures assigned to Secondary School No. 1 Gherghesti. It is necessary, however, to purchase new electronic equipment because the old ones wear out morally. In addition, it is necessary to participate in T.I.C training courses. of many teachers. C.C.D offer Vaslui and the universities are generous in this respect.

### ECOLOGICAL

The paradox of the times we are going through is that as technology has penetrated our lives, the standard of living has increased, but the quality of the environment in which we live has decreased. Institutions and bodies, scientists and politicians are raising strong alarm signals for reducing environmental pollution. In this context, the school is obliged to take actions to form ecological behaviors among students and the local community. We are in an area with low pollution, but with a low degree of ecological education of the population. That is why we carried out ecological activities and projects initiated by teaching staff and social partners. Such actions must be intensified in the future. II.2. Diagnosis of the internal environment at the level of the pilot school

#### II.2.1. HIGH SCHOOL NO. 1 GHERGHESTI

##### II.2.1.1. HUMAN RESOURCES

###### 1. School population:

In the 2017-2018 school year, at Secondary School no. 1 Gherghesti, 313 students graduated from two levels of education: 175 in the primary cycle and 138 in the secondary cycle, organized in 19 classes. As in previous years, there is a tendency to decrease the number of students (2018-2019: 302 students; 2019-2020: 271 students; 2020-2021: 269 students) with the mention that at the primary level the number of students is in a slight decrease compared to the secondary school cycle.

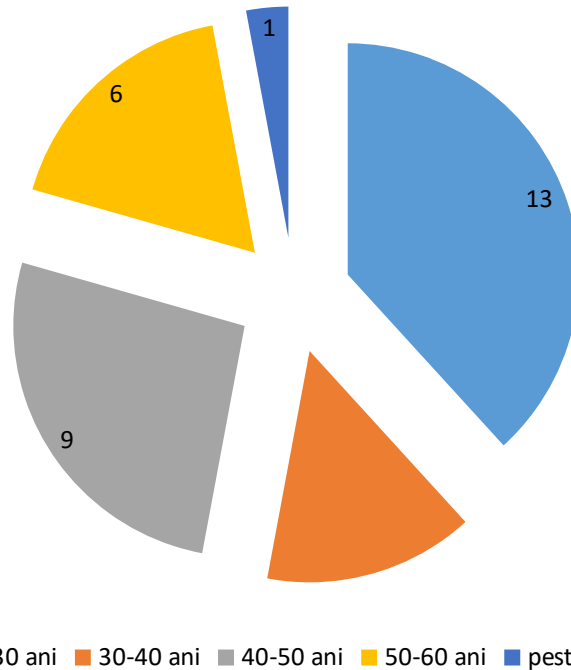
		C P	Cl.I	Cl a II-a	Cl a III-a	CL a IV-a	TOTAL
Primary	2017-2018	28	39	34	33	41	175
	2018-2019	33	24	38	37	30	162
	2019-2020	21	30	25	35	33	144
	2020-2021	26	21	32	26	38	143
		Cl a V-a	Cl a VI-a	Cl a VII-A	CL a VIII-a		
The high school cycle	2017-2018	34	29	39	36	138	
	2018-2019	41	32	28	39	140	
	2019-2020	33	36	32	26	127	
	2020-2021	35	32	31	28	126	

###### 2 Teaching staff:

In the 2020-2021 school year, in Secondary School no. 1 Gherghesti, 34 teachers worked. Of the 34 teaching staff, 12 are full-time, and 22 substitutes (20 qualified substitute teachers and 2 unqualified substitute teachers). Also, it is noted that only 5 teaching staff have the I teaching degree, 2 have the II teaching degree, 6 teaching staff have the final certificate and a larger number - 21 teaching staff, are beginners. Regarding the distribution of teaching staff by age group, the graphic representation shows a teaching group with experience at the



department, the most numerous age group being the one between 20-30, but this category being less numerous than the others.



In the 2020-2021 school year, 12 teachers from the school requested to participate in training courses.

- 3 teaching staff completed the continuous training program "CRED - Relevant curriculum, open education for all, secondary education" accredited by CCD Botoșani through OMEN no. 4737/09.08.2019 (120 hours, 30 transferable professional credits), co-financed from the European Social Fund through the Human Capital Operational Program 2014-2020, Priority Axis 6 Education and skills. on different disciplines: Selcovoiu Teodor - history, Stoica Mirela - technological education and Totolici Anca- Romanian language and literature.

During the 2019-2020 school year, another 4 teachers completed the CRED course: 2 teachers - primary education (Stoica Ramona-Lenuța and Stoica Vasile - Ioan) and 2 teachers - secondary education (Stoica Mihai - Mathematics and Mocanu Zoița - Romanian Language and Literature).

- 9 teaching staff (Stoica Mirela, Stoica Mihai, Stoica Ramona, Stoica Vasile, Amarandei Oana, Gherghescu Vasile, Gherghescu David, Totolici Anca, Bercea Iuliana) completed the SECOND CHANCE continuous training program, held between 11.06.2021 and 20.06 .2021 . The program is part of category 2, with 28 hours, 7 transferable credits, accredited by O.M no. 3559/29.03.2021, provider CCD Brăila.

- 2 teaching staff participated in different format courses, held online:

- Prof. Stoica Mirela: Workshop "How to write a project"-10 hours, online workshop activity held on 10-11.10.2020 within the POCU project (POCU/82/3/7/107279), Project co-financed from the Human Capital Operational Program 2014-2020.

- Prof. Stoica Mirela: The Dissemination Conference of the ERASMUS+ European Project "HAND TO HAND – TOGETHER IN EUROPE", reference number 2018-1-RO01-KA229-049337\_1, project financed by the European Union. - Prof. Stoica Mirela: Dissemination Conference of the European Project "Hand to hand – together in Europe", reference number 2018-1-RO01-KA229-049337\_1/ Strategic Partnership financed by the European Union through the ERASMUS+ Program carried out on October 30, 2020, at the Technological High School, Mihai Eminescu" Dumbrăveni - Prof. Stoica Mirela: the "Asq, Quizziz, Wordwall Course" webinar from October 19, 2020, using the ASQ.RO platform;



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- Prof. Stoica Mirela: "How to practice appreciative parenting" course, held within the "QIE- Appreciative Parenting at National Level" project, organized by the Holtis Association;
- Prof. Stoica Mirela: the activity "Conspiracy theories, a trap we can avoid", organized by the Center for Independent Journalism, Romania, within the Media Education Program, in partnership with UNICEF in Romania
- prof Stoica Ramona: workshop for teachers with the theme, Literacy and reading. The enchanted bicycle", which is part of the "Teach with inEDU" program, organized by the "Initiative in Education" Association in the 2020-2021 school year, activity lasting 2 hours. 3 Auxiliary teaching staff:

**The auxiliary teaching staff is 4 people:**

SECRETARY

FINANCIAL ADMINISTRATOR

LIBRARIAN

**4 Non-teaching staff (administrative)**

Total non-teaching staff employed: 9

### II.2.1.2. MATERIAL RESOURCES

Information on school premises:

No.crt Type of space Number of spaces Surface area ( sqm)

1. Classrooms/group 25- 2534 mp
2. Cabinet (director) 1- 18mp
3. Secretariat 1- 10mp
4. Physical education and sports land 1 -600mp

Information on auxiliary premises:

No.crt Type of space Number of spaces Surface area ( sqm)

1. School library/information and documentation center 1- 32 sqm
2. Chancery 1- 18 sqm
3. Corridors 1- 90 sqm
4. Sanitary spaces (sanitary groups) 1- 32 sqm

Secondary School no. 1 Gherghesti is a school unit with legal personality, having 6 subordinate school structures: Lunca Primary School, Secondary School no. 1 Gherghesti- body B, Gherghesti Primary School, Corodești Primary School, Chetrosu Secondary School, Draxeni Primary School. The courses are held in one shift, in all school structures, the duration of the class hours being 50 minutes, and the breaks being of 10 minutes for the secondary school cycle, and of 45 minutes with a 15-minute break for the primary cycle, with the exception of the Chetrosu Secondary School structure where the school program is carried out in two shifts: shift 1 – primary classes and two groups of preschoolers, and in shift 2 – 4 secondary school classes. At the level of the primary cycle, the instructional-educational activity is carried out under simultaneous conditions, with the exception of the preparatory class at the Gherghesti Primary School. Our school has a Documentation and Information Center (CDI), established in 2007, supporting the information and documentation of students every day, in which there are 15 computers, 2 video projectors, 2 projection screens, 2 photocopiers, 3 color printers, as well as approximately 3000 volumes of books, supporting the completion of training begun in the classroom.

### II.2.1.3. CURRICULAR RESOURCES

The greatest achievement of our school are the students. Our school offers equal opportunities for education and training to all students regardless of their physical, intellectual, emotional, social, cultural, ethnic or religious condition.

The school is quite old. Since the 19th century, documents highlight that there was a school on these lands, initially for grades I-IV, from 1948 for grades I-VII, and from 1962 for grades I-VIII.

We can be proud that the Gherghesti School conceived and gave the country more than 50 intellectuals: specialists, engineers, doctors, judges, professors, teachers and, at the same time,



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we can affirm that our school unit played a decisive role in the formation of generations of students, who they crossed his threshold. .

For this, it capitalizes on inter-individual differences, focuses its activities on the students' situations and needs and pays attention to the vulnerable, undertaking actions to combat discrimination. Cultivates performance in education, offering various development opportunities to students capable of obtaining very good and excellent results.

It also improves its school results and didactic-material base by training the entire community.

The teachers who work in this school are passionate about the work they do, dedicated to the school and its students. The professionalism of these teaching staff makes the school more welcoming, more attractive, brighter.

In addition to the national curriculum, the school also offers students a curriculum at the school's discretion, classes taught by professionally trained teachers and more. Thus, in the optional programs there are:

"I want to grow up big, happy and healthy"

"Pencil teaches us"

"Literature and literary creation"

"Movement - music and dance"

"Social education"

"I take care of my body"

"Trăistuta with stories"

"On the wings of words"

"World of Stories"

"Reading and life skills"

"Applied mathematics"

The educational potential of school and extracurricular educational activities was capitalized on, developing the normative acts: the managerial plan and the calendar of school and extracurricular educational activities, the annual and calendar planning for counseling and guidance, the educational partnerships, leading to the diversification of extracurricular activities. A greater number of local and county educational projects were initiated and implemented, establishing partnerships with other schools in the county or in the country:

- traditional school educational activities: honoring the great historical and cultural events, school celebrations, organization of the school stage of contests and Olympiads
- School magazine: Flight
- Local festival of winter traditions
- Regional project: The magic of childhood on the verge of celebration
- County project: Mathematics, sciences and technologies, our partners towards

In the last 4 school years, the development of educational projects involved the conclusion of partnerships with schools from our county, as well as from other counties: Băcani Secondary School, Zorleni Secondary School, Perieni Secondary School, Iana Secondary School, Ștefan cel Mare Secondary School, ,, Pogana High School, Voinești High School, George C. Dragu School, Coroiești, ,, "Ionel Teodoreanu" High School - Bucharest, "Nicolae Tonița" High School No. 39 - Constanța county, "Alexandru Vlahuță" Technological High School -Bacău County, "Ion Petrovici" Secondary School -Galați County, Oțelu-Roșu Extended Program Kindergarten - Caraș-Severin County, Puiesti Theoretical High School, Secondary School No. 1 Tanacu, Vaslui county, Secondary School No. 1 "Ștefan cel Mare", com Ștefan cel Mare, Vaslui county, Vaslui county, House of the Didactic Corps, Vaslui, Stroe Belloescu-Bârlad Library, Church of Saints Archangels Michael and Gavriil - Gherghesti.

Also, Secondary School No. 1 Gherghesti is a partner of some schools that run educational projects:

- County educational project "My village, hearth of traditions and customs", - Bacani School



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- Regional educational project "Children's joy of holidays", - Zorleni School - Gherghesti Primary School
- National competition "The Romanian language is my homeland" - Mihail Sadoveanu Secondary School, Vaslui - Gherghesti Primary School
- National mathematics and natural science competition – HYPERION - Mihai Eminescu Secondary School, Vaslui
- The inter-county contest of Literary and Plastic Creation,, Ion Creangă- the most beautiful martisor of the Romanians,, - High School Constantin Parfene,, Vaslui
- The national competition of general culture - "PLANT EARTH - EVERYONE'S HOUSE", Fifth Edition, 2017-2018, "Alexandra Nechita" Secondary School, Vaslui municipality;
- The regional competition with national participation,, Education for a clean environment,, - Secondary School,, Stroe Belloescu,, Bârlad;
- Inter-county competition, Holy Light of the Resurrection - Grumăzești Secondary School, April 5th edition 2019, - Neamț county;
- Inter-county contest of winter traditions and customs "Datina" 14th edition, - "Constantin Parfene" Secondary School, Vaslui, educational project included in C.A.E.R.I 2018, position 1168- December 15, 2018.
- Inter-county competition,, Mathematics champions,, - Ziduri Secondary School, Buzau county.
- The National Environmental Education Program, "Recycling Patrol" carried out by the Volens Association, a program that encouraged the formation of environmentally responsible behavior of students and teachers.
- The Educational Program "Social Intelligence in Children", run by the International Center for Education.
- The educational project, "The seven years at home" in partnership with Esential Publishing House;
- HoltIS Association within the "Together for the Future" project in partnership with the UNICEF Representation in Romania.

#### II.2.1.4. THE RELATIONSHIP WITH THE COMMUNITY

The school's relationship with the local community is collaborative and supportive. Parents positively value the education provided by the school

**II.2.1.5. ANALYSIS OF ASPECTS REGARDING SCHOOL AND SOCIAL INCLUSION** (combating school dropout and discrimination. Measures to reduce school dropout, inclusion, desegregation).

At school level, inclusive practices are not sufficiently known by all school staff. The fluctuation of the teaching staff means that some of the teaching staff do not know enough about the groups of students and their specifics. In the groups of students there are children of Roma ethnicity, children who come from family backgrounds with educational deficits, with a high degree of poverty, who are exposed to the risk of marginalization, exclusion and school dropout. The involvement and training of all children in school and extracurricular activities, the expansion of school inclusion practices, the training of teachers, the education of parents would be some of the ways to combat discrimination and school dropout.

#### II.2.1.6. SWOT analysis at the level of the pilot school

##### CURRICULUM

##### STRONG POINTS

1. The educational offer of the school is diversified
2. Concern for the procurement of official curriculum documents: framework plan, school curriculum application methodologies, guides



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3. Applying to some lessons modern strategies in approaching the act of learning
4. Various extracurricular activities at the school level
5. Experience in running educational projects of some teaching staff
6. Preparation and participation of students in county and national competitions and Olympiads
7. Concern of the teaching staff for the application of measures to reduce absenteeism, school dropout and school indiscipline
8. The organization by the teaching staff of the school of the Regional Contest "The Magic of Childhood on the Eve of the Celebration", the County Contest of Technological Education "Technological Education", the County Contest and Symposium "Traditions and Winter Customs of the Romanians", the Local Mathematics Contest "Little Thales", of the Local Romanian Language and Literature Contest "Reading Champions"
9. The teaching team's concern for analyzing the results obtained and finding solutions to improve them
10. Special training programs for students capable of performance and participating in Olympiads and competitions
11. Additional training programs for 8th grade students, in order to support the National Assessment
12. Implementation of the "Second Chance" Program for young people who left school early

### **WEAKNESSES**

1. Modest school results: many averages at the level of mediocrity, unsatisfactory results in national assessments
2. Absenteeism and high school dropout (1.4% in primary education, 6.3% in secondary education)
3. The educational offer does not fully correspond to the needs of students and the community
4. Predominant use of traditional didactic methods in relation to modern ones
5. The alternative assessment methods are insufficiently used: the portfolio and the project
6. Poor use of media during class
7. The tendency to over-theorize lessons, without resorting to practical applications or examples of good practice (physics, chemistry, biology)
8. Insufficient solutions found to increase the interest in education of V-VIII students, especially for the exam subjects: Romanian language and literature and mathematics
9. The small number of activities dedicated to preventing and combating violence in the school environment
10. The insufficiency of curricular auxiliaries in certain subjects
11. An appreciable number of students work below the level of quality standards on educational platforms in the case of online or hybrid education
12. Small number of students participating in competitions and school olympiads

### **OPPORTUNITIES**

1. The CDȘ allows the correlation of optional subjects with local specifics
2. Rich offer of curricular aids in certain subjects
3. Existence in the C.C.D offer. Vaslui of some training courses on the issue of student-centered learning and the use of active-participative methods
4. Permissiveness of the legislative framework for curriculum flexibility
5. The context created by the COVID-19 pandemic for the digitization of education
6. The rich offer of educational projects and projects with European funding
7. The availability of Gherghest City Hall to reward deserving students through camps and school trips

### **THREATS**

1. The educational process affected by the COVID-19 pandemic
2. The disinterest of a large number of families towards the school situation of their children
3. The school program in two shifts at Chetrosu Secondary School



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4. Violence and aggression in society, community and family that also transfer to the school environment
5. The unfavorable family environment for school learning generated by the school failure of parents and other family members

#### HR

#### STRONG POINTS

1. Qualified teaching staff
2. Local teaching staff
3. Teaching staff concerned with improvement and continuous training: participate in continuous training courses and enroll in teaching degrees
3. Teaching staff with first degree
4. Existing interpersonal relationships favor the creation of a climate of trust
5. There is a good delimitation of the responsibility of teaching staff, there are well-coordinated commissions set up on various issues
6. Respecting the principle of continuity on the job and in the classroom, even for substitute teachers

#### WEAKNESSES

1. Large number of substitutes
2. Reduced involvement in school activities of staff who have chairs in several schools
3. Insufficient collaboration within the methodological commissions
4. Refusal of novice teachers, who are in large numbers, to request advice from experienced teachers
5. A large number of teaching staff do not use the media in class
6. Reduced involvement of teaching staff in the development of educational projects, organization of extracurricular activities, decision-making
7. Inertia on the part of some teachers to modernize teaching-learning-evaluation methods
8. Not all teachers have the ability to work in a team, in a group
10. Giving up too easily at the first signs of failure
11. The superficiality of some teachers in the preparation of lessons

#### OPPORTUNITIES

1. The variety of teacher training programs proposed by C.C.D. Vaslui, universities, including European programs
2. Local, county, inter-county, national programs and projects
3. The large number of scientific communication sessions, symposia
4. Access to information through the expansion of the Internet network
5. Local traditions that can be exploited through educational activities and C.D.Ş
6. School counseling services offered through POCU - Project "Creation and implementation of integrated community services to combat poverty and social exclusion" - implemented in UAT Gherghesti

#### THREATS

1. Fluctuation of teaching staff from one school year to another, lack of stability
2. The long distance from the city leads to the staff's lack of intention to settle in the school
2. The decrease in the school population, which leads to the appearance of simultaneous classes at the gymnasium and the reduction of positions
3. Lack of school counsellor
4. Insufficient auxiliary teaching and non-teaching staff
5. The lack of interest of families regarding the school success of their children
6. General tendency of students to learn less but get high grades with minimal effort



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7. The general tendency of some students to stop reading and surf the Internet too much, especially on social networks and games.
8. The general tendency of students to spend a lot of time in front of the computer and TV and not to allocate enough time to study
9. Many students left in the care of relatives by their parents who went abroad
10. Exploitation of children through work
11. Many students come from disorganized, disinterested, single-parent families
12. Some students travel a long distance to school (3-5 km)

## **MATERIAL AND FINANCIAL RESOURCES**

### **STRONG POINTS**

1. New school buildings: Secondary School No. 1 Gherghesti, Chetrosu Secondary School
2. Newly rehabilitated schools: Chetrosu Secondary School, Secondary School No. 1 Gherghesti, building B, Lunca Primary School
3. Schools under construction: Gherghesti Primary School
2. Permanent modernization of the didactic-material base
3. The existence of the CDI within the school that owns media equipment and books (approximately 3000) from pedagogical and methodical literature
4. Equipment with computers, printers, copiers, color TV, video projectors, Internet connection, telephones
5. Hygienic-sanitary conditions conducive to carrying out the instructional-educational process
6. Provision of didactic materials and teaching aids for carrying out the instructional-educational process: maps, boards, molds, laboratory glassware, equipment for physics and chemistry classes, sports materials
7. Clean, bright, attractive educational spaces
8. Schools have video surveillance systems and alarm systems
9. The possibility of managing its budget according to the needs of the school

### **WEAKNESSES**

1. Insufficient endowment of classrooms, CDI, school libraries, school laboratories
2. Lack of necessary spaces (for food, isolation, archives, for committee work, for didactic materials, festivities, sports activities, etc.)
3. The lack of proper sports fields or gyms
4. Moral and physical wear and tear of some of the school equipment: computers, printers, fax machines
5. The insufficiency of funds necessary for the appropriate endowment of the school library, the C.D.I., the classrooms
6. Insufficient financial resources to motivate teachers

### **OPPORTUNITIES**

1. Expansion of the Internet network
2. The concern and support of the management of I.S.J. Vaslui and Gherghest City Hall for the modernization of schools
3. Extrabudgetary financing projects
4. The possibility of attracting donations and sponsorships
5. The school minibus that transports students to school
6. The availability of the Gherghest City Hall to purchase modular containers for schools that present high risks for endangering the life and health of students and teaching staff: Draxeni Primary School
7. Social programs for children: school grants, school supplies, Euro 200, Romania's School Program
8. The Competitiveness Operational Program 2014-2020 within which the Gherghesti City Hall submitted the project "Equipping the educational units in the Gherghesti commune with



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equipment and electronic devices necessary to carry out the didactic activity in the online environment"

### **THREATS**

1. Decentralization and ignorance of its benefits could create and maintain conflicts, which could harm the instructive-educational process
2. Lack of financial resources necessary for the arrangement of auxiliary spaces: archive room, sports spaces
3. Insufficient funds for the development of the institutional infrastructure
4. The accelerated pace of technological changes leads to the wear and tear of existing equipment
5. The small number of economic agents involved in supporting schools
6. Insufficient budget for school needs

### **COMMUNITY AND PARTNERSHIP RELATIONS**

#### **STRONG POINTS**

1. Good collaboration of the school with the community and other educational partners
2. Conclusion of educational contracts with a large number of parents
3. Carrying out educational projects in partnership with institutions and local authorities, but also with other schools and institutions in the county and beyond its borders: the Police, the City Hall, the Church, C.C.D.Vaslui, I.S.J.Vaslui, the Bârlad Library, the "Vasile Pârvan" Museum Bârlad, other schools
4. Collaboration agreements concluded with local institutions for the smooth running of the instructional-educational process: Police, Church, Parents' Representative Council
6. Popularization of school results and activities through the school blog

#### **WEAKNESSES**

1. Too few partnership links with private companies and NGOs
2. We involve parents too little in school activities
3. Insufficient educational projects carried out in partnership with the community
4. Educational projects carried out in partnership with the community do not always correspond to the needs of the community: violence, volunteering, school remediation
6. Few parenting education programs
7. Few teachers involved in community projects
8. Reduced concern for accessing European projects

#### **OPPORTUNITIES**

1. The existence of European educational partnership programs that the school can access
2. The concern and support of the local community leadership to improve conditions in schools
3. Local, county, national programs and projects
4. The trust of the local community in the quality of the educational process carried out in this school unit
5. Access to the school's facebook page and blog by parents and other community members
6. Availability of NGOs to collaborate with the school
7. The availability of some parents to get involved in school and community activities (volunteering, ecological)
8. Availability of the management of the Gherghest City Hall and the Local Council to establish a Community Lifelong Learning Center

### **THREATS**

1. The existence of a negative environment of informal education, which promotes values contrary to those of the school
2. The presentation on TV of some reports and shows that affect the image of education as a whole
3. Violence and aggression among young people, especially those with family problems
4. Negative demographic growth with implications for the school network and staffing





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5. Lack of motivation of families and students for learning
6. The parents of many children left to work abroad
7. The high degree of poverty of many families
8. Poor support of the school by some parents
9. Lack of supervision of children as a result of their going to work or abroad
10. Reduced time for parents to participate in school activities

### **MISSION**

We ensure conditions for the best, complete and useful personal development in partnership and cooperation with social actors. We cultivate performance in education, without neglecting vulnerable children, offering them all opportunities for development, capitalizing on inter-individual differences, focusing our attention and activities on their situations and needs.

### **VIEW**

Our school aims to become an elite center for educational resources and services to produce educated and trained young people with life skills to help them make the best decisions for their future, society and environment in which I live.

### **STRATEGIC TARGETS (OBJECTIVES).**

1. Increasing school performance for 60% of students and the degree of inclusion for 70% of students in the next 4 years
2. Stabilization of 70% of substitute teaching staff in the school unit, in the next 4 years
3. Reducing absenteeism and school dropout for 80% of students at risk in the next 4 years
4. Development of the European dimension of the school by running local, county, national and European projects and partnerships: 4 European, 4 national, 8 county and local
5. Equipping and modernizing each classroom in all structures of Secondary School No. 1 Gherghesti, in the next 3 years with: furniture, teaching materials, internet connection, laptop, video projector, interactive whiteboard

Local coordinator-director – High School No. 1 Gherghesti,  
Prof. Mirela Stoica

Animator expert – High School No. 1 Gherghesti,  
Primary education teacher - Vasile Ioan Stoica

Teacher of remedial/excellence programs - mathematics - High School No. 1 Gherghesti,  
Prof. Mihai Stoica

Teacher of remedial/excellence programs - Romanian language and literature - Secondary School No. 1 Gherghesti,  
Prof. Zoita Mocanu



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ȘCOLAR JUDEȚEAN VASLUI**