

## INTRODUCTION / FOREWORD

Temporary migration is a highly dynamic phenomenon that exceeds the reaction capacity of the social assistance system and of the educational system as well, from Romania, Serbia and Macedonia. In this context, the strengthening the partnership between different Eastern-European countries in remedial educational domain by improving the quality of the human resources that are working with migrants children found in social exclusion situations is our issue.

The migrants' children form a disadvantaged category, especially because often they are perceived by the community as being privileged from a material point of view. The situations when the social and economic risks are accompanied by the absence of the parents, who are not able to satisfy the needs for care and education of the children, are not rare and they may lead to an increased vulnerability and may harm the harmonious development of the new generations. Many Romanian children with migrant parents are suffering of an educational disadvantage compared with their school-mates, who enjoy the family protection. Early school abandonment is more frequent for these children, and high-school education rate is lower.

Many East-European children with migrant parents are suffering from an educational disadvantage compared with their school-mates, who enjoy the family protection.

General objective: to strengthen the partnership between different Eastern-European countries in remedial educational domain by improving the quality of the human resources.

Specific objectives:

- to train 15 teachers from 5 Eastern-European countries in educational remedial domain
- to develop a pilot program in remedial education domain, needed for the migrants children,
- to create a cooperation platform for the different institutions sharing responsibilities in the field of remedial educational

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-to improve the social adaptability, adoption of successful interpersonal relations, consolidation of self-esteem and development of the independence spirit within migrants' children;

The project is designed to provide teachers with the skills to deal with important issues creatively and more importantly the belief that they can do something in children's remedial education domain.

By exchanging know-how, we will increase the capacity of the schools to reduce the educational discrepancies among the students.

This transfer will be accomplished inside a training program for 15 persons from five country( five per country)The training program structure will be based on 3 events: a seminar session( 2 day), a workshop(3 day) and an International Seminar (one day). The good practices will be published into a remedial education guidance. We will create a pilot program („Safe trough school”) in remedial education field, applied in five months, in each participated organization. The project site will host information regarding the development of remedial education program. After four month of applying, we will have new information about the suggested program. The project is based on the principle of equality access to education. Remedial education developement and practice is innovating because it provides rational and progressive training for migrants children in daily activities which requires a higher degree of independence.

The project is based on the principle of equality and fair access to education, aiming at reducing differences between students. We believe it is necessary to improve our organization's capacity to design and implement such a program that should provide assistance and support to these children in risk situations.

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The main concern of the NGO No 28 School's Parents Association, is the developing of the European dimension of the student's education by promoting the cooperation between different educational institutions and other NGO-s, and the exchange of information and examples of adequate practice.

### **Anticipated Impact**

- Increasing engagement and ownership of local-educational problem will go a long way to improve the non-democratic and apathetic tendencies in the educational society of the region.
- The project will develop and will implement new methodologies and innovating tools for remedial education, addressed to children in school dropout situation.
- In order to integrate in the European structures, the system of educational institutions in Romania, has undergone many transformations and improvements, but only at the infrastructure and management level, without focusing on the improvement of the quality of human resources in the area. Nowadays, the partnerships in remedial educational, hardly exist.
- The project will create the premises for the successful partnerships between government and un-government institutions which can influence the migrants children's education.
- *Local impact expected from the outcomes and results of the activities of this initiative:* the participant schools will develop new technical and institutional capabilities to sustain both formal and non-formal remedial education activities; the community will show a greater concern regarding children found in social exclusion situations; the risk generator factors will decrease in intensity, inside school and in community as well; it will be possible to obtain donations and sponsorship in order to augment the allocated funds; the entire strategy and

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the activity in this matter will serve as good-practice example. the promotion equal chances for anyone; the launch debates about the benefits of diversity, both inside the school or community and for each individual as well; interaction with the relevant local authorities (Scholar Inspectorates); The project is highly replicable. It will make a network and set of workshops that will be available for the other organizations and schools, or other youth based groups. The activities of the project are easily to use in different contexts of the alternative education area. Its results are more valuable when it is doing together in different regions with different ethos and culture.

For other country:

During the training sessions, the participants will make the action plans for their schools, have a chance to present it and exchange information with others from the region and altogether begin making education or social reforms at the grassroots level after the project finishes.

The participants will mean information and opening to successful partnerships with other internal and external organism, with mutual benefit: The direct exchange is a basic element for the development of the multicultural spirit and the open dialogue; The increasing of the capacity of action of the NGOs regarding the specific common problems *in the field of the students remedial education*; The creation of some opportunities for people to capitalize positively the differences between people (ethnic origin, age or religion).

- *International impact expected from the outcomes and results of the activities of this initiative (if there is any impact expected beyond country level, for example at European level or targeting international organizations):* The creation of a proper back round for the accomplishment of the purpose, principle and action unity within the education domain, in order to shape the European dimension of the education, in concordance with commitment assumed by Romania, Serbia,

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Macedonia, regarding the integration in the E.U, starting from the capitalization at geographically, ethnic and cultural diversification of the participants; The small but active associations, like those implied in the project, without power to communicate, have found the possibility of expressing their opinion concerning the third millennium education, due to this project; Increasing the competitiveness of organizations participating in the project; Bringing the partners from neighboring countries together, their previous experience in similar other programs and cross-border exchanges should provide information on how people live abroad. This influences not only the quality of understanding of the initiative aims and activities, but also understanding of international youth engagement, problems and actions.

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**TITLE: Conflict Resolution Workshops**

**PROJECT LEADER: Denizen Association**

**COUNTRY: Serbia**

The purpose of the workshop is to introduce participants to the field of Conflict Resolution; it aims to help participants develop a basic understanding of conflict and conflict resolution processes and to develop skills to engage more effectively with each other, with personnel from other organizations, and with local communities.

The workshop is not intended to teach participants how to engage directly with or intervene in the large and complex issues of protracted and violent conflicts, the objectives of the workshops are:

- ◆ To increase participants' understanding of the general principles and explanations of conflict and its management;
- ◆ To provide participants with a better awareness of their own skills in conflict management. (Such awareness is important, firstly, so that you are able to do your job more effectively and, secondly, so that you reduce the risk of mishandling or misunderstanding – and, therefore, aggravating – conflictual situations that you may encounter.);
- ◆ To offer participants an opportunity to practice some of these skills through small group exercises and discussions;
- ◆ To increase participants' awareness of some of the assumptions about communicating and working in groups;
- ◆ To increase participants' understanding of culture and cultural differences and how they may influence conflict and conflict resolution processes;

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Overall, the session aims to introduce the ways in which participants can call on conflict resolution-related communication skills (negotiation, mediation and cultural awareness skills) to adopt a problem-solving approach to peacemaking and peacebuilding tasks. One tenet of good conflict resolution practice, however, is knowing when not to confront or intervene; if one encounters a potentially threatening situation it is wise to know when to avoid and withdraw from the activity so as to avoid endangering oneself and others.

Enjoy exploring the creativity of managing and resolving conflict!

**Participants:** secundary school students, university students and volunteers of nongovernmental organizations.

## **Day I**

### **Part I : Experiences of conflict**

**Exercise:** *The Good, the Bad and the Neutral*

**Objective:** To assist participants in understanding that conflict is an essential process in life, with both desirable and undesirable consequences.

**Method:** Working in small groups, think of as many words as possible associated with the term CONFLICT.

*These should fall into three categories: (1) words with a positive connotation (e.g., excitement, creativity, opportunity, richness); (2) words with a negative connotation (e.g., death, aggression, destruction, hatred); (3) words which are relatively neutral (e.g., tension, balance).*

**Discussion:** *Eliciting Experience*

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**Objective:** To elicit conflict resolution scenarios drawn from your own experiences in conflict situations and peacekeeping environments.

**Method:** In small groups, think of challenging situations that you have faced in the field, whether or not they relate to the ten categories listed above.

### **PART II: BASIC CONFLICT & CONFLICT RESOLUTION THEORY**

#### **A. What is Conflict Resolution?**

##### ***B. Definitions and Principles***

##### ***Conflict (ABC) Triangle***

Conflicts are complex processes, yet all conflict situations have certain basic elements in common. Each element influences and is influenced by the others.

- ***Attitudes:*** the parties' perceptions and misperceptions of each other and of themselves, positive or negative; influenced by emotions such as fear, anger, bitterness and hatred.
- ***Behaviours:*** actions undertaken by one party in conflict aimed at the opposing party with the intention of making that party abandon or change its goals; includes co-operation and coercion, gestures signifying conciliation or hostility.
- ***Context:*** the situation, which includes the political mechanisms, processes, and institutions that influence the satisfaction of security, welfare, recognition and identity needs.

#### **Conflict Management Styles**

#### **Exercise: Personal Conflict Management Styles**

##### **Objectives:**

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- To allow the participant to think about his/her own conflict behaviour and identify common conflict management styles;
- To consider the importance of conflict management styles for facilitators and mediators.

**Method:** Complete the *Personal Conflict Style Inventory*. With a partner, discuss results. Consider how you usually respond to conflict, including the strategies you may adopt to manage and resolve conflict.

### **DAY 2**

#### **FACILITATION**

##### **Objectives:**

- To introduce participants to facilitation as an important set of skills
- To provide opportunities to practise these skills in a safe, participative environment
- To understand how facilitation skills are linked to mediation and other conflict intervention processes

##### **Skills:**

1. What Facilitators DO and DO NOT do
2. Brainstorming
3. Giving feedback
4. Ground rules
5. Observation

##### **Workshops:**

Building Skills 1: Advanced Listening

Building Skills 2: Re-framing and Non-blaming language

Building Skills 3: Questioning

Building Skills 4: Effective Speaking

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**DAY 3**  
**Exercise: Facilitation Role Play**

**Objectives:** To provide participants an opportunity to practice and integrate the facilitation skills learned throughout the workshops.

**Method:**

1. Form groups of six people: One Facilitator, one Observer and four Players.
2. Each **Player** will be given a brief outline of their role and how they should behave in the meeting.
3. The Facilitator should carefully choose their intervention style(s) from the list above based on the needs of the group.
4. The **Observer** will be given an **Observation Guide** on which to record the performance of the **Facilitator**, including the intervention style(s) he/she uses.
5. Each participant will play the role of **Facilitator** in rotation. Once a participant has played the role of **Facilitator** for 10 minutes, the role-play will end. The **Observer** will provide feedback to the **Facilitator**.
6. The **Players, Facilitator and Observer** will change places and repeat the role-play until everyone has had an opportunity to be **Facilitator**.

**General Background:**

A generous national donor has provided funds for the construction and the running costs of a new playground to be built in your community. The site has been identified by the Municipality and construction has begun. However, as this is to be a community resource, it has been proposed that local volunteer groups decide among themselves on a number of

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management issues. Decisions must be made today on these matters.

These issues include:

- Hours of opening
- Provision of supervision and security (supervision, fencing, keeping out animals, lighting...)
- Maintenance (safety and repair of equipment, cleaning of toilets....)

A meeting has been called in the municipality office. This meeting will be facilitated by a professional trainer from a local resource group. Four community representatives have been invited.

### **Discussion:**

- How difficult or easy was it to facilitate this group process? What were the easiest and most difficult moments?
- How would you evaluate yourself as a facilitator? What skills do you think you are quite good at? What could you improve?

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**TITLE: Ecology**

**PROJECT LEADER: NGO “Flladi” and pupils of  
Sh.F.”Naim Frasheri”- Tetove**

**COUNTRY: Macedonia**



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**ECOLOGY Project of the NGO “Flladi” and pupils of  
Sh.F.”Naim Frasheri”- Tetove**

**Duration of project 6 months 2011-2012**

**-Partner Primary School”NaimFrasheri”-Tetove ,  
Municipality of Tetova, Public Utility “Tetova”**

**General purpose:**

- Formulation of ecologic culture,
- Raising awareness of the necessity of preserving the environment,
- Commitment of migrant pupils for volunteer work,
- Strengthening of tolerance and understanding,
- Integration of parents in overcoming of various problems,

**Specific goals:**

- Organization of 6 (sixth) workshops for 25 pupils and volunteer in connection with the determination of river water

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quality in three (3) places the upstream area of the river, between (Xhamija e Larme-Painted Mosque ) the downstream area of the river (spitali-hospital),

- Organization of the literary contest "Uji eshte jete"(water is life),
- Establishment and cooperation and partnership between different schools NGO-s of the town and municipalities.





#### **Last users:**

- Volunteers of NGO "Flladi", pupils of Sh.F."Naim Frasheri"-Tetove Local NGO-s and local residents.

#### **Anticipated results:**

- Volunteers and pupils will engage and fill their free time with different ecologic activities to the benefit of locality where they live and entirely
- Will be cultivated tolerance and cooperation and respect of requests and special needs of migrant pupils, pupils that have parents outside the country and their peers.

#### **Main activities:**

-  Preparatory activities
-  Workshop 6 (sixth) for the realization of the project
-  Stages of project realization
-  Presentation of project

#### **Workshops:**

- ❖ Workshop 1 October 2011, Prezantiation of the contours of the project,
- ❖ Workshop 2 November 2011, Formation of working groups separation of tasks and work as a general discussion,
- ❖ Workshop 3 December 2011 ,Collection of data processing and comparative analysis ,

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- ❖ Workshop 4 January 2012 ,Analysis of the results, obtained over Shkumbin river pollution in the three (3) measuring places,

Workshop 5-6 February - March 2012 ,collection of the results, creation of propaganda materials, information of media assets and distribution of flayers and posters for the actual situation in contamination with PH and other chemical substances of the river Shkumbini.

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### **TITLE: Learn easier, learn better**

**PROJECT LEADER:** Elementary school "Dobrița Stambolic" of Svrlijig

**COUNTRY: Serbia**

### **"Learn easier, learn better"**

Elementary school "Dobrița Stambolic" of Svrlijig

Project cycle: Empowering schools for inclusive education by the Ministry of Education and Science of the Republic of Serbia within DILS (Delivery of Improved Local Services) project

### **Overall objective:**

- Improving school's capacity for successful involvement and quality education of children of vulnerably groups

### **Specific Objectives:**

- Improvement of teachers' professional capacities to work with children/students having growth disabilities, handicap and learning difficulties.
- Sensibilization of all school and local community's stake holders for adopting and giving support to children/students having growth disabilities, handicap and learning difficulties.
- Better involvement into teaching process for all children/students having growth disabilities, handicap and learning difficulties.

### **Beneficiaries:**

- 800 students of elementary school
- 56 students of school having growth disabilities, handicap and learning difficulties.
- 54 teachers

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- At least 50 parents
- 5 representatives of local community institutions` who as beneficiaries have children having growth disabilities, handicap and learning difficulties
- 5 representatives of local NGOs

### **Expected results:**

- At least 54 teachers improved their general knowledge and skills for working with children/students having growth disabilities, handicap and learning difficulties as well as for equal involvement of all students with individualized teaching.
- At least 24 teachers gained specific knowledge and skills for successful working with children/students having growth disabilities.
- Participating in study visit to inclusive school `Desanka Maksimovic` of Cokot, 15 teachers will gain experience for successful teaching of inclusive class.
- 30 teachers use literature of inclusive education and that enables them having better conditions for class preparation and realization;
- 56 students having learning difficulties is actively involved into extra curricula activities at school.
- The lessons and extra curricula activities are adopted for 20 students with growth disabilities.
- The teaching process is adopted for 56 students with growth disabilities using assistive technologies and didactic materials and toys.
- Better sensibility for problems of inclusive education of 800 students of school;



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- 800 students of school gained knowledge of importance of inclusive education;
- Participating in panel discussions and round tables that promote good practices 100 citizens better level of information of inclusive education importance.
- At least 100 parents of typical students and 50 parents of students with disabilities are informed of importance of inclusive education through promotion materials distribution.

### **Activities:**

1. Organizing one day study visit to to inclusive school `Desanka Maksimovic` of Cokot for 15 teachers.
2. Organizing a three-day seminar `Application of techniques of mind maps, fast reading and remembering and their integration into educational process` for 35 teachers.
3. Organizing a two-day seminar `Inclusive education – strategies and adoption steps in everyday school activities` for 24 teachers;
4. Organizing 10 teachers` meetings;
5. Organizing 10 motivation workshops;
6. Organizing one day seminar on detection of speech difficulties for 24 elementary school teachers.
7. Purchase of 40 units inclusive literature for school library, teaching aids, 5 white boards and didactical materials and toys
- .
8. Involvement of 56 students with growth and learning disabilities into extra curricula school activities;
9. Supporting poor and marginalized students through actions and exhibitions;
10. Organizing IT workshops for 20 students (10 students of typical development, 7 students with learning difficulties and 3 with growth difficulties);

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11. Organizing 2 panel discussions on educational equality for 100 participants (students, teachers, local community representatives, NGO leaders and volunteers);
12. Preparation and printing of promotional materials.

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**TITLE: Multiculture**

**PROJECT LEADER: NGO-“Flladi”**

**COUNTRY: Macedonia**



**Multiculture Project of the NGO-“Flladi” and primary school students from “Naim Frasheri” and “Lirija”-Tetove**

**-Name of the project “Mesojm se bashku”- “Learn together”**

**-Duration 6 (six months)**

**Main goals**

- Teaching of languages of ethnic groups, cooperation and understanding of children of different ethnic backgrounds.
- Mutual tolerance
- Recognition and respect of culture, traditions and customs of different ethnic groups that are in these regions (Albanian, Macedonian, Turkish, Rome.).
- Socialization of children of different cultures.

**Users:**

- Children of different ethnic backgrounds,
- Migrant children.

**Anticipated results:**

- Children to respect the rights and to be more tolerant of different ethnicities ,

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- Remove prejudices and stereotypes
- To respect the tradition and cultures of the others


### **Main activities:**

 Workshop 1


-Children's rights

 Workshop 2

-Learn new words (of different ethnicities)

 Workshop 3

-Clean environment for all

 Workshop 4

-Traditions, customs and cultures of another.


 Workshop 5

-Our common theatre

 Workshop 6

-Visit to various religious institutions (church and mosque)

-Visit to various religious holidays (Bajram and Veligden)

 Workshop 7

-Figurative exhibition and multi-ethnic joint shows.

**Duration    October-March    2012**

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### **TITLE: "ROOTS"**

### **PROJECT LEADER:**

Parents' Partnership from School no. 28, M. Eminescu, Galatzi

Teacher: Luminita Mirica-Bobit

Teacher Ionela Florea

### **COUNTRY: ROMANIA**

Parents' Partnership from School no. 28, M. Eminescu, Galatzi

### **PROJECT**

Successful Interferences – The Remediable Education of the  
Migrants' Children

A Project Sponsored by

The SOROS Foundation, Romania, and SOROS - Macedonia,  
SOROS – Serbia

### **"ROOTS"**

***MOTTO: "The one who does not know/treasure/cherish his  
predecessors, does not know who he is."***

#### **1. The argument of the project:**

School is the main institution whose goal is to build/shape the student's personality.

**Knowing the past means information, knowledge and education. Due to the fact that the man is a social individual, the feeling of belonging to a group gives consistency and meaning to his life.**

This project is an invitation to popular art, communication, inter-relationship and knowing about the specific of the area, to the adjustment of the social actor's behaviour (the pupil) to different situations, and it will also guide the children to a dynamic universe of information and education.

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If it is done during the early years of school, the patriotic education becomes part of the moral education. Knowing the local folklore, the customs and traditions represents the first steps in accomplishing this project.

The behavioural patterns given by the protagonists of the folkloric creations, the positive examples, the adjustable role of the different rites dedicated to prosperity, even the old games of the children, can become a resource for the pupils.

## **2. The purpose of the project**

The course of the project refers to the pupils' implication into a real cultural, intellectual and emotional exchange with the ones who carry the values of the local popular art, and also regarding the local history and the popular art, which is less known within the urban area.

**“Art is a microscope that the artist directs to the shelters of his soul, revealing to the others all these mutual shelters”** (Mihai Codreanu, *To my reader brother*); or *“ it touches the spiritual apotheosis ”*, according to Schopenhauer.

Throughout this project, our intention is to develop a series of workshops, focus-groups, participatory and direct observations meant to lead at collecting some valuable elements regarding the specific popular art of the area.

Started on the background of the contemporary society crisis, which is directed more towards consumption and material comfort, with gipsy songs and a lot of “Becali”, the project appeals to the spiritual memory of the places and to the feeling of social belonging. Thus, **the approach becomes a way of revealing the spiritual local values of the society.**

The project will follow the changing of the students into active social actors, with the purpose of avoiding the risk of social exclusion of the/those children whose parents work abroad, or are in dangerous/difficult financial situations, as

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well as of the educational gaps among the students in this school.

### **3. The duration of the project:**

Between the school years 2010 - 2012

### **4. The target group:**

a) **direct beneficiaries:** pupils from grades Ist to IVth;

b) **indirect beneficiaries:** teachers, parents.

### **5. Plan objectives:**

The improvement of the institutional capacity of the school to develop and implement extracurricular programs in order to educate students in the spirit of/raise students' awareness of an active participation at/in the educational process, which should enable them to better adapt to the social life, by creating a socializing network.

### **6. Reference objectives:**

- to originally, accessibly and clearly express their own ideas, judgements and opinions regarding the local horizon;
- to acquire the strategies, methods and techniques of collecting authentic exhibits, capable of stirring interest;
- to build an independent behaviour/conduct in selecting, organizing and using the information;
- to develop a pro-social behaviour;
- to enlarge their universe of knowledge.

### **7. Expected results:**

- The development of children's aesthetic, civic and moral sense;

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- The development of children's cultural horizon by knowing about the folkloric and ethnographic features of a certain area;
- The improvement of the socializing process for children by direct and active participation at/in all the suggested activities.

### **8. Action plan**

<b>Nr. Crt.</b>	<b>Activities</b>	<b>Location &amp; Date</b>	<b>People in charge</b>	<b>Participants</b>	<b>Resources</b>
1.	The official ceremony of opening the project during the International Week of Books for Children and Youth	The library of the School No. 28 "M. Eminescu", Galatzi April 1 <sup>st</sup> - 8 <sup>th</sup> , 2010	Teachers	Students; some representatives of the local community; authors of some works about local history	Publications regarding the local history
2.	Workshop	the School No. 28 "M. Eminescu", Galatzi October, 2010	Teachers	Students; parents; some representatives of the local community	Students' works (masks, different exhibits, audio/video materials)
3.	Trip to the "Vatra cu Dor" Museum, Sivita	Sivita, "Vatra cu Dor" Museum July, 2011	Teachers	Students; teachers; Mr. Paul Buta	Plastic arts devices; audio/video devices



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Nr. Crt.	Activities	Location & Date	People in charge	Participants	Resources
4.	Disemination of the project Popular theatre within the exhibition	Festivities Room of the school December 2011	Teacher s	Students; parents; some representatives of the local community	Students' works, carnival suits made of different materials; audio/video devices
5.	The revaluation of the project: The Museum	the School No. 28 "M. Eminescu", Galatzi July, 2012	teacher s	Students; teachers	The collected exhibits, audio/video materials

### 9. Resources

#### a) Human:

- Five teachers;
- About fifty students;
- Parents.

#### b) Material:

- IT equipments, specific materials for making some products both for the exhibits and for the traditional suits, audio/video equipments;
- The transport will be done by coach.

#### c) Finance:

- The project will be developed by using personal resources and from sponsorships.

#### d) Authority:

- The boards of the schools;
- The School Inspectorate of Galatzi.

### 10. Evaluation of the project:

- Soundings;

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- Interior monitoring;
- The journal of the project.

### **11.The revaluation of the project “The Museum”:**

- News bulletin after each activity;
- Images from the activities posted on AGIRO's site and Invatator.ro;
- Making some PPT with different aspects caught during the direct activities with the students;
- Photo albums.

### **12.Disemination:**

- Awarding of all the students involved;
- Presenting the project during the Seminars and scientific communication sessions at a local, national and international level;
- Articles in the local newspapers and specialized magazines.

### **13.Obligations of the parts:**

- Facilitating access to the necessary places for a proper development of the activities;
- Complying with the calendar of the manifestations;
- Direct collaborating with the persons involved, and being open to any suggestion;
- Making a documentary portfolio with news materials, pictures, students' works meant to illustrate the ending of the collaboration.

### **The team proposed for implementing the project:**

**School no. 28, “M. Eminescu”, Galatzi**

**Principal: teacher Camelia Bucsa**

**Deputy principal: teacher Ion Diaconeasa**

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**Primary-school teacher Luminita Mirica-Bobit**  
**Dr. teacher Gabriela Ciubotaru**  
**Primary-school teacher Ionela Florea**  
**Primary-school teacher Eliza Agavriloaei**  
**Inst. Luminita Oprea**

## **The Remediable Education of the Migrants' Children**

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### **TITLE: Summer School for Excellency**

**PROJECT LEADER:** Parents' Partnership from School no. 28, M. Eminescu, Galatzi

Profesor dr. Gabriela Ciubotaru

**COUNTRY: Romania**



### **ARGUMENT**

*„Every soul is adorable,  
If you pull the right string when needed”.*

The aim of the project *Summer School for Excellence* derives from the assesment of the growing needs to access every dimension of the Romanian language, some of them often lost in the routine of lessons ruled by a strict organizational form, both in terms of time and of achieving some rigurous programmes.

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The faith in the infinite power of the Word, in the Inefable caught in pieces of talking, in the Miracle translated as Logos is spreading in accordance with the belief that the dialogue in school must be a fluid able to gather the entire will of the audience, offering to the students the possibility to express themselves without restraints, without the fear of being evaluated or being channelled toward a thinking pattern.

The ability of ingenuity and that subconscious stream, but always present, also called "childhood" are the ingredients that make from each of us an eternal child, mesmerized and unfocused, eager to learn and with the eyes filled with colours.

The methods within this projects are targeting the learning through playing, which represents an ideal becoming very possible. We do consider that Romanian language is not a science or an object, but a state of soul, a connection between mental and sentimental, an art for both the one who initiates it and the one who perceive and dynamic integrates it within himself. Language and its intimate mechanisms create a dimension which starts to develop even long before we were born and, at the beginning everything is learned almost unconsciously, over time, our being is getting enriched consciously, sensing the great mysteries of the world, everything through the power of the word and the freedom of thinking.

This type of didactic procedure is overtaking every barrier against thinking and understanding, creating the proper environment to develop the creativity and logic, without the student to have the impression of an intellectual effort.

## **PROJECT DURATION**

05. 07. 2010 - 12. 07. 2010

02. 08. 2010 - 13. 08. 2011

## **The Remediable Education of the Migrants' Children**

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### **OBJECTIVES**

#### ***MAIN OBJECTIVES***

- ✓ Getting the message from both literary and non-literary texts.
- ✓ Developing the ability to express through speech, writing and other artistic ways.

#### ***REFERENCE OBJECTIVES***

- ✓ To express, in an original fashion, clearly and accessible, their own ideas, opinions and judgements regarding the proposed texts.
- ✓ To master the strategies, the methods and the technics of textual decoding.
- ✓ To build an independent conduct in selecting, organizing and using the information.
- ✓ To activate and develop, closely, the technics of critic and creative thinking.
- ✓ To develop the ability for oral communication, for reading, redaction and artistic competence.
- ✓ To augment the knowledge of the students.

### **TARGET GROUP**

- Direct beneficiaries:
  - ◆ Students from Elementary School (at least from the third grade)
  - ◆ Students from Secondary School
- Indirect recipients:
  - ◆ Librarians
  - ◆ School teachers
  - ◆ Parents

### **EXPECTED RESULTS**

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- To edit a "*Journal for literature, heart and mind*" in order to illustrate the main events during the project.
- To develop the ability to form collections, portfolios.
- To develop the aesthetic and artistic skills of the students.
- To increase the number of the students who choose to enrich their basic knowledge and the speech through literature, thanks to the possibility to receive a superior linguistic ability.
- To become aware of the benefits of team working, reading sessions and interactive learning methods.
- To promote the school in the community.
- To share the professional experience accordingly to the established partnership.
- To involve the cultural foundations more directly into the school universe.
- To induce initiative for reading, personal research and self discipline.

## **RESOURCES:**

### **HUMAN RESOURCES**

- ◆ students from schools all over the town, at least from the third grade.
- ◆ school librarian
- ◆ prof. dr. Gabriela Ciubotaru - upholder and coordinator
- ◆ parents
- ◆ writers, actors.

### **LOGISTICS**

- ◆ books that can be found in the school library or "V.A. Urechia" Library
- ◆ school equipment

### **FINANCIAL RESOURCES:**

- ◆ The project is running with its own funding.

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### **COMMITMENTS FOR THE PARTIES**

- ◆ Cooperation with the involved persons, reacting to every proposed ideas.
- ◆ Following the established agenda.
- ◆ Ensuring the classrooms and the library in order to have the proper environment for the activities.
- ◆ Realising a documented portfolio including informations, photos and different creations made by the students reflecting the results of the colaboration.



## **The Remediable Education of the Migrants' Children**

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### **TITLE: Close to School**

### **PROJECT LEADER:**

Parents' Partnership from School no. 28, M. Eminescu, Galatzi

Teacher Eliza Agavriloaei

### **COUNTRY: Romania**

#### **1. Project summary**

The project „Close to school” aims to establish a cooperation among all the social actors involved in education, in order to facilitate the access to quality education for 40 students between 7 and 10 years old, wich are attending the courses at the 28th Primary School, „Mihai Eminescu”, Galați and their parents are working abroad. The project is intended to create a remedial educational resources center which includes also some components of life skills development and the mixed educational team will provide educational services and psychosocial counseling based on a methodology of good practices speciffically designed for this task.

#### **Project's specific objectives**

O.1 To fight against the social exclusion risk among 50 students from the 28th Elementary School „Mihai Eminescu” found in hazardous situation and to eradicate the educational gaps between the students of this school.

O.2 Creating the infrastructure in order to establish an Educational Assistance Center, „School for Life”, where the students within the above mentioned target group will receive specialized guidance and counseling.

O.3 Increasing the degree of social adaptation, the adoption of successful interpersonal relationships, building self-esteem and developing the sense of independence among the migrants' children.

O.4 To improve and to consolidate the mechanisms of identification, monitoring and local reporting of the status

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of the migrants' children living in the area subordinated to the 28th Elementary School, Galați.

O.6 Creating a platform for cooperation between institutions from Galați city with responsibilities in educational services domain.

O.7 Awareness of society of the need to create equitable opportunities for all children / young people to receive education.

O.10 Changing the trends for the provision of non-formal education mainly for those who can pay.

### **The target group**

- 50 students in primary education with parents gone from home and raised by grandparents, older brothers or other relatives, with unemployed or low income parents.

The following aspects were observed within this target group:

- the economical and social risks are doubled by the absence of the parents but also by the lack of cooperation among the decision makers able to correct their situation;
- increasing vulnerability, which can damage the harmonious development of children;
- a decline in interest in school and psychosocial instability, due to lack of supervision by an adult;
- their demotivation to school and, in compensation, increased motivation for joining the groups at risk.

### **Project activities**

*Activity Number 1* - Workshops with implementation team members

Activity description:

Within a workshop will be made the database with all the players involved in the project, will discuss and agree the responsibilities of each team member. Will be determined measures to be carried out jointly, will be identified criteria for

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selection of pupils in the target group, will establish the period and theme school remediation programs, will be developed the strategy to conduct communication sessions in Galati, the strategy to promote and implementation of promotional materials, to inform and aware the public opinion.

Results: action plans, planning calendar, task sheets, performance indicators, methodology, a trained team work effectively prepared for action, the list of materials needed for the project, an accurate information to all project's actors, a statement release through local media.

*Activity Number 2:* Purchase of teaching materials and supplies for the Educational Assistance Center

Assesment methods: Acquisitions report, project progress report, financial report, contracts, interim evaluation report

The purpose of this activity is to ensure materials and equipment needed for the proper execution of the project activities, to create the logistics for carrying Assistance Center program and project promotion campaign.

For each student in the target group will be purchased school supplies, school bags, books, printer toner, black and white, white sheets, flip chart sheets, markers, sheets of cardboard for making posters, teaching charts, maps, coloring books, encyclopedias, display panels. All these materials will be purchased for the first half of the project, the rest will be purchased starting with the third month of the project.

*Activity Number 3:* Completing the database of the Educational Assistance Center

Assesment methods: Acquisitions report, financial report, contracts, interim evaluation report

In order to enter in the Educational Assistance Center „School for Life” (EAC) program, the parents will produce

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files with documentation accordingly with the actual regulations. An agreement will be established between the EAC team and the parents/tutors of the child who is part of the program, which will specify the responsibilities of both parties. The database will contain historical data regarding the child family, identified specific educational requirements (learning difficulties, mental deficiency, disorder read-written language, emotional difficulties, behavioral disorders), problems that may lead to social exclusion, individual remedial program, the dynamic of the achieved results, reports addressed to the parents, their answers, if available, updates with the results of the students from the mentioned target group in order to highlight the continuity of the project. Access to the database will be granted to the joint educational team and to each parent of the participants children in the target group.

*Activity no. 4: Organizing the activity of the Educational Assistance Center, „Students' Club”*

Assessment methods: The job description with duties and responsibilities for each team member, team work schedule, rhythmicity chart for students evaluation.

Activity description:

- nominating the joint educational team, setting the tasks and the schedule for each member, establishing the procedures for for assessing student achievements.

The 50 participant students from the target group will form two working groups within the EAC. Each group of students will have access to all three types of educational services, according to the structure of the Center.

The structure:

- 1) corrective school behavior department (2 teachers, 2 hour/day)
- methodological assistance in learning

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- vocational guidance
  - school reintegration
- 2) Psycho-social assistance department
- assessment and Intervention
  - counseling (child, parent)
  - socialization activities

1 psychologist, 2 days x 2 hours / week / group of students

3) Life skills development department (developing a positive attitude of the child towards himself, forming the interpersonal abilities of the children, practicing the management skills of a quality life style)

1 program mentor, „Life skills development for children and young people”, 3 hours / week

*Activity no. 5: Creating the procedures for good practices*

Assessment methods: Report to ISJ Galați, ISBN, interim report

Activity description:

During this stage, will be finalized a curriculum containing the activities of the Educational Assistance Center: requirements analysis, objectives, content and types of activities for: improving the behavior in school program, learning independent living skills program, counseling program. In addition, will be approached objectives regarding the children's rights. Will be developed a „mailing procedure”, intended to inform the parents about the evolution of their children, the evaluation results and to ensure the feedback between the Educational Assistance Center, school and family. The curriculum, along with the „mailing procedures” will form the „Procedures for good practices”. The primary school Inspector will evaluate these procedures who will receive an ISBN certificate and will be multiplied for each primary class. The joint educational team will schedule their counseling

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activities in accordance with the „Procedures for good practices”.

#### *Activity no. 6: Project promoting campaign*

The budget allocated to this activity: 200 RON, as follows:

1. Supplies for promotional posters: 100 RON
2. Supplies for information booklet for parents: 50 RON
3. Supplies for information booklet for children: 50 RON

#### *Assesment methods:*

The impact reflected in local media, the number of parents who will use the nominated services, interim evaluation report.

#### *Activity description:*

##### **I . Project promoting campaign**

The following actions will be pursued in order to achieve the intended result:

- preparation and printing five posters with information about the project (mission, objectives, partners), about the profile of participants and beneficiaries, about the training themes. These posters will be distributed within the school and some key points in the neighborhood;
- preparing a press release in order to be distributed through the local newspapers and broadcasted on TV / radio.

##### **II. Information and awareness campaign for parents and community**

This awareness campaign will be organized in order to inform the parents about the possible risks that may appear by leaving to work abroad and neglecting the child. During the campaign it will be distributed 100 booklets containing information on: how to communicate with children, how to maintain contact with them, the importance of the child's right to participate in decisions that concern him.

##### **III. Information campaign for children**

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In order to inform the children, it will be produced 100 flyers. For making these flyers, all the students from the school will participate, in the spirit of reaching a relationship and an optimal bond among the students, in order to eliminate discrimination.

*Activity no. 7: Providing services through the Educational Assistance Center program, „Students' Club”*

Assesment methods: The media impact, the opinion of the guests, recorded in the „School's Book of Honor”, interim report

#### **Activity description**

During the scheduled ceremony, the guests will be able to visit the location of the EAC, to learn about the objectives and expectations. The work team will be also presented.

The event will be attended by representatives of CSI (County School Inspectorate) Galati, Local Council and Municipality of Galati, school directors, representatives from local media.

The EAC program will run as scheduled: Monday - Friday, from 13:00 to 17:00, Saturday and Sunday from 10:00 to 12:00.

The target group will receive the following services:

- preparing the given homework;
- socio-psychological-counseling;
- activities to develop life skills.

The agenda of the Educational Assistance Center will include: two hours for solving the homework and/or school conduct remedial activities, one hour for psychological counseling, 1 hour remedial education, 1 hour for developing independent and healthy life skills. The students will start their activities within EAC after classes.

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### **Estimated impact of project implementation**

The implementation of the project will establish an infrastructure who will facilitate the information exchange between institutions from Galați specialized in child care and training.

The project will have an impact because:

- the society will be aware by the necessity to create equal chances for all children;
- the policy makers will reduce their reluctance in the ability of these children to to engage in problem solving on a personal level;
- an integrated approach to children's needs will be developed;
- the trends for the provision of quality education mainly for those who can pay will change;
- the proposed „Procedures for good practices” may become an optimal tool to be used in every class;
- the database will be updated, ensuring the cooperation between parents, teachers and students, in the benefit of the children;
- the target group situation will improve through: re-evaluation of their own abilities; ensuring the access to education; avoiding the dropout; learning about their rights, personal freedom and how to protect them; decreasing the possibility to become a victim within the family; regaining confidence in their capabilities.

A successful implementation of „Close to school” project will also improve the legal framework.



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**PROIECT EDUCAȚIONAL "RĂDĂCINI"**

***MOTTO:** Cel care nu își cunoaște înaintașii nu știe cine este.*

**Echipa propusă pentru implementarea proiectului**

❑ **Școala Gimnazială Nr. 28 "Mihai Eminescu",  
Galați**

**Director:** Prof. Bucșă Camelia

**Director adjunct:** Prof. Diaconeasa Ion

Prof. înv. Mirică-Bobiț Luminița

Prof. dr. Ciubotaru Gabriela

Prof. înv. Florea Ionela

Prof. înv. Agavriloaei Eliza

Inst. Oprea Luminița

❑ **Școala Gimnazială Nr. 11 "Mihail Sadoveanu"  
Galați**

**Director:** Prof. Necula Gina

**Director adjunct:** Prof. Gregoretti Diana

Prof. Corcăcel Constantin Adrian

**1. Argumentul proiectului:**

Școala constituie principala instituție care are ca scop formarea personalității elevului.

**Cunoașterea trecutului înseamnă informare, instruire și educație. Deoarece omul este prin excelență individ social, sentimentul de apartenență la grup dă consistență și sens existenței sale.**

Proiectul este o invitație către arta populară, comunicare, interrelaționare și cunoaștere a specificului local, adaptare a comportamentului actorului social (școlarul mic) în diferite situații și va orienta copiii către un univers informațional și educațional dinamic.

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Realizată la vârsta micii școlarități, educația patriotică este parte a educației morale. Cunoașterea folclorului local, a portului și obiceiurilor reprezintă primii pași în realizarea acestui deziderat.

Modelele comportamentale oferite de protagoniștii creațiilor folclorice, exemplele pozitive, rolul reglator al diferitor ritualuri dedicate prosperității, chiar și vechile jocuri ale copiilor, pot constitui resursă pentru copiii de vârstă școlară.

### **Scopul proiectului:**

Derularea proiectului vizează implicarea elevilor într-un real schimb cultural cu purtătorii valorilor artei populare zonale, intelectual și afectiv, cu privire la istoria locală și la arta populară, de multe ori mai puțin cunoscută în mediul urban.

**„Arta este un microscop pe care artistul îl îndreaptă spre ascunzișurile sufletului său, dezvăluind oamenilor aceste ascunzișuri comune tuturor”** (Mihai Codreanu, **Fratelui meu cititor**); sau atinge apoteoza spirituală, conform părerii lui Schopenhauer.

Intenția este de a derula o serie de activități în ateliere de lucru, de work-shop-uri, focus-grup-uri, observații participative și directe, care să conducă la acumularea unor elemente de valoare, vizând arta populară specifică zonei.

Inițiat pe fondul crizei înregistrate de societatea contemporană caracterizată de anomie, orientată mai mult spre consum și confort exclusiv material, manelizată și becalizată, proiectul face apel la memoria spirituală a locurilor și la sentimentul apartenenței sociale. Demersul **devine astfel, o formă de scoatere la lumină a valorilor locale, de factură spirituală ale societății.**

Proiectul va urmări transformarea elevilor în actori sociali activi, cu scopul evitării riscului de marginalizare sau excluziune socială din rândul elevilor ai căror părinți lucrează

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în afara granițelor țării și de aceea aflați în situație de risc, precum și a decalajelor educaționale dintre elevii acestei școli.

### **Obiective de referință :**

- să exprime în mod original, într-o formă accesibilă, clară și armonioasă, propriile idei, judecăți și opinii cu privire la orizontul local;
- să-și însușească strategiile, metodele și tehnicile de culegere a exponatelor autentice, capabile să stârnească interesul;
- să-și structureze o conduită autonomă în selectarea, organizarea și utilizarea informației;
- să-și dezvolte un comportament prosocial;
- să-și îmbogățească universul de cunoaștere;

### **Durata proiectului:**

Anii școlari 2010-2011, 2011-2012

### **Grupuri țintă:**

#### **a) Beneficiarii direcți:**

- elevi din învățământul primar ;

#### **b) Beneficiarii indirecți :**

- cadre didactice , părinți.

Activități	Locație și termene	Responsabili	Participanți	Resurse materiale
Lansarea proiectului în săptămâna Internațională a Cărții pentru Copii și Tineret,	Biblioteca Școlii Gimnaziale Nr. 11 „Mihai I Sadoveanu“, Galați 1-8 aprilie 2010 la	Cadrele didactice	Elevi ; Reprezen- tanți ai comunității Locale, autori ai unor lucrări referitoare la istoria locală ;	-publicații referitoare la istoria locală

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Activități	Locație și termene	Responsabili	Participanți	Resurse materiale
Work-shop	Școala Gimnazială Nr. 28 „Mihai Eminescu“, Galați' octombrie 2010	Cadrele didactice,	Elevi ; Părinți, reprezentanți ai comunității locale	-lucrări ale elevilor procurate sub diverse forme ; măști, exponate diverse, materiale audio și/sau video ;
Excursie la Muzeul «Vatra cu dor » Șivița	Șivița , Muzeul « Vatra cu dor » ; Iulie 2011	Cadrele didactice	Elevi Cadre didactice dl. Paul Buța	Mijloace specifice artelor plastice, mijloace audio-video
Diseminarea proiectului Teatru popular, în cadrul expoziției	Sala de festivități a școlii ; decembrie 2011	Cadrele didactice	Elevi ; Părinți Reprezen- tanți ai comunității locale	Lucrările elevilor, costume de carnaval confecționate din diferite materiale; mijloace audio-video
Valorificarea proiectului : Muzeul	Școala Gimnazială Nr. 28 „Mihai Eminescu“, Galați' Iulie 2012	Cadrele didactice	Elevi Cadre didactice	Exponatele achiziționate, Materiale și mijloace audio-video

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**PROIECTUL „APROAPE DE ȘCOALĂ”**

### **1. Rezumatul proiectului**

Proiectul „Aproape de școală” are ca scop punerea bazelor unui cadru de cooperare dintre toți actorii sociali implicați în educație, vizând facilitarea accesului la educație de calitate a unui număr de 40 de elevi cu vârste cuprinse între 7 și 10 ani, din Școala Gimnazială nr. 28, Mihai Eminescu, Galați, ai căror părinți sunt plecați la muncă în străinătate. Proiectul propune înființarea unui centru de resurse educaționale remediale incluzând și componente de dezvoltare a abilităților de viață, în care o echipă educațională mixtă va furniza servicii educaționale și de consiliere psiho-socială, pe baza unui instrumentar de bune practici elaborat special.

### **Obiectivele specifice ale proiectului**

O.1 Combaterea riscului de excluziune socială din rândul a 50 de elevi aflați în situație de risc, din Școala Gimnazială nr. 28, Galați și a decalajelor educaționale dintre elevii acestei școli

O.2 Crearea infrastructurii pentru înființarea unui Centru de Asistență Educațională, „Școala pentru Viață”, unde elevii din grupul țintă menționat vor beneficia de consiliere și îndrumare specializată

O.3 Creșterea gradului de adaptare socială, adoptarea de relații interpersonale reușite, consolidarea stimei de sine și dezvoltarea independenței în rândul copiilor migranților

O.4 Îmbunătățirea și consolidarea mecanismelor de identificare, monitorizare și de raportare la nivel local a situației copiilor migranților, care locuiesc în zona arondată Școlii nr. 28 Galați

O.6 Crearea unei platforme de cooperare între instituții cu responsabilități în domeniul serviciilor educaționale, din municipiul Galați

O.7 Conștientizării de către societate a

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necesităţii creării de oportunităţi echitabile pentru toţi copiii/tinerii de a primi educaţie

O.10 Schimbării tendinţelor pentru prestarea serviciilor de educaţie non-formală cu preponderenţă pentru cei care pot plăti;

### **Grupul ţintă:**

-50 elevi din invatamantul primar, ai căror parinti sunt plecaţi de acasă aflaţi în grija bunicilor, fraţilor mai mari, ai unei rude, ai căror părinţi sunt şomeri sau au venit minim garantat sau-şi sunt diagnosticaţi cu CES

În cadrul acestui grup ţintă, s-au constatat următoarele:

-riscurile de natura sociala si economica sunt dublate de lipsa parintilor dar si de lipsa unei cooperări între factorii de decizie în remedierea situaţiei lor

-vulnerabilitate crescuta , care poate dauna dezvoltării armonioase a copiilor

-o scădere a interesului acordat şcolii şi o labilitate psiho-sociala, pe fondul lipsei de supraveghere din partea unui adult.

- interes scăzut, din partea familiei pentru remedierea situaţiei emoţionale si educaţionale a acestor copii

-demotivarea lor faţă de scoala si, în compensaţie, creşterea motivaţiei de aderarea la grupuri de risc.

### **Activităţile proiectului**

*Activitatea numărul 1-* Ateliere de lucru cu membrii echipei de implementare

Descrierea activităţii

În cadrul unui workshop se va realiza baza de date cu toţi actorii implicaţi în proiect, se vor stabili de comun acord responsabilităţile fiecărui membru al echipei. Vor fi stabilite acţiunile care se vor realiza în comun, vor fi identificate criteriile de selecţie a elevilor din grupul ţintă, se va stabili

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perioada si tematica programei de remediere școlară, va fi elaborată strategia de desfășurare a sesiunilor de comunicare in Galați, strategia de promovare și de realizare a materialelor de promovare, a celor de informare si conștientizare a opiniei publice.

Rezultate: planuri de acțiune, planificări calendaristice, fișe de sarcini, indicatori de performanță, metodologia de lucru, o echipă de lucru pregătită eficient pentru acțiune, lista cu materialele necesare pentru derularea proiectului cat si informarea corecta a tuturor actorilor din cadrul proiectului, un comunicat de presa către mass media locală.

*Activitatea nr. 2: Achiziționare materiale didactice si consumabile pentru funcționarea Centrului de Asistență Educațională*

Modalități de evaluare: Raport achiziții, raport intermediar proiect, raport financiar, contractele încheiate, raport de evaluare intermediara

Scopul activității consta in asigurarea echipamentului si materialelor necesare bunei desfășurări a activităților din cadrul proiectului, realizarea logisticii pentru derularea programului din Centrul de Asistență și a campaniei de promovare a proiectului.

Se vor achiziționa rechizite școlare pentru fiecare elev din grupul țintă, ghiozdane, cărți de lectură, din bibliografia școlară, toner pentru imprimantă, alb- negru și color, coli de scris, coli de flip- chart, markere, coli de carton pentru realizare postere, planșe didactice, hărți, cărți de colorat, enciclopedii, panouri afișare. Toate aceste materiale vor fi achiziționate pentru prima jumătate a proiectului, restul, urmând a fi procurat începând cu luna a 3-a de proiect.

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*Activitatea nr. 3 :Realizarea bazei de date a Centrului de Asistență Educațională*

Modalități de evaluare:Raport achiziții, raport intermediar proiect, raport financiar, contractele încheiate

În vederea înscrierii în Centrul de Asistența Educațională „Școala pentru viață”( CAE) parintii vor întocmi dosare ce vor conține documentele și actele stabilite de normele în vigoare, precum. Se va întocmi un acord de colaborare între echipa centrului și parintii/susținătorii legali ai copilului înscris în CAE care va preciza responsabilitățile ambelor părți. În baza de date vor fi consemnate datele referitoare la istoricul familiei copilului, cerințele educative speciale identificate (dificultăți de învățare, deficiență mintală, tulburări ale limbajului scris-citit, dificultăți emoționale, tulburări de comportament), problemele care ar putea conduce la excluziune socială, programul individual de remediere, dinamica rezultatelor înregistrate, informările către părinți, răspunsurile acestora, în cazurile posibile, reactualizarea rezultatelor școlare ale elevilor din grupul țintă menționat, pentru a se evidenția continuitatea proiectului. Accesarea bazei de date va fi posibilă de către echipa educațională mixtă, precum și de către fiecare părinte al copiilor din grupul țintă.

*Activitatea nr. 4: Organizarea activității Centrului de Asistența Educațională „Clubul elevilor”*

Modalități de evaluare:Fișa postului, cu atribuții și responsabilități pentru fiecare membru al echipei, orarul de lucru al echipei, grafic ritmicitate notare elevi

Descrierea activității:

-desemnarea persoanelor din echipa educațională mixtă, stabilirea sarcinilor, orarul de lucru, pentru fiecare membru, stabilirea modalităților de evaluare a rezultatelor elevilor

Cei 50 de elevi din grupul țintă vor constitui 2 grupe de lucru, în cadrul Centrului. Fiecare grup de elevi va



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beneficia cele trei tipuri de servicii educaționale, conform structurii Centrului.

Structură:

1) compartiment remediere conduita scolara(2 invatatori, 2 ore/zi)

- asistenta metodologica în procesul de invatare
- îndrumarea vocațională
- reintegrare școlară

2) compartiment asistenta psiho-sociala

- Evaluare și intervenție
- Consiliere (copil, părinte)
- Activități de socializare

1psiholog, 2 zile X 2 ore / săptămână /grup de elevi

3) Compartiment dezvoltare abilitați de viață(dezvoltarea unei atitudini pozitive a copilului fata de sine, formarea abilităților inter-personale ale copiilor, exersarea abilităților de management al unui stil de viață de calitate)

1 mentor program „Dezvoltarea abilităților de viață la copii și tineri, 3 ore/ saptamana

*Activitatea nr. 5:* Elaborarea Instrumentarului de bune practici

Modalități de evaluare:Raport ISJ Galați, ISBN, raport intermediar

Descrierea activității:

În aceasta activitate se va elabora Curriculum-ul activităților Centrului de Asistență Educațională., cuprinzând: analiza de nevoi, obiectivele, conținuturile si tipurile de activitati pentru: programul de imbunatatire a conduitei școlare, programul de invatare a abilităților de viață independenta, programul de consiliere. Vor fi abordate si obiective care vizează apărarea drepturilor copilului. De asemenea, va fi elaborat si un „model de corespondență”, menit să transmită părinților elevilor beneficiari informații

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privind obiectivele realizate de copii, rezultatele evaluărilor și să asigure feed-back-ul în relația Centrul de asistență educațională-școală-familie. Curriculum-ul, împreună cu modelul de corespondență” vor forma „Instrumentarul de bune practici”. Acesta va fi evaluat de către inspectorul școlar pt. învă. Primar, din cadrul ISJ Galați, va primi ISBN și fi multiplicat în atâtea exemplare, câte clase primare există în școală. elaborat prin proiect. Echipa educațională mixtă își va proiecta activitatea de recuperare în conformitate cu Instrumentarul de bune practici

*Activitatea nr. 6: Campania de promovare a proiectului*

Bugetul alocat acestei activități: 200 lei, după cum urmează:

1. Consumabile afișe de promovare Centru de Asistență Educațională -100 lei
2. Consumabile pliante de informare părinți -50 lei
3. Consumabile pliante de informare copii - 50 lei

Modalități de evaluare:

Impactul media local, număr de părinți care vor apela la serviciile menționate, raport narativ evaluare intermediară

Descrierea activității:

I . Campania de promovare a proiectului

Acest aspect va fi concretizat prin următoarele acțiuni:

- Pregătirea și tipărirea unui nr. de 5 de afișe cu date despre proiect (misiune, obiective, parteneri), profilul participanților și al beneficiarilor, tematica de training. Afișele vor fi distribuite în cadrul școlii și în punctele cheie ale cartierului
- Pregătirea unui comunicat de presă și trimiterea acestuia la ziarele locale și la posturile de televiziune/radio

II . Campania de informare și conștientizare a părinților și a comunității

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Organizarea, unei campanii de informare a părinților în vederea conștientizării riscurilor asumate prin plecarea la muncă în străinătate sau prin neglijarea copilului

Campania va consta din distribuirea a 100 pliante care sa cuprindă informații referitoare la:

cum trebuie să comunice cu copiii, cum trebuie menținută legătura cu aceștia, importanța acordării dreptului copilului de a participa la deciziile ce îl privesc etc.

### **III Campania de informare pentru copii**

Se vor realiza 100 de fluturași de informare pentru copii

În activitatea de realizare a pliantelor vor fi implicați toți elevii școlii, în spiritul realizării unei inter-relaționări și inter-cunoașteri optime între elevi, cu scopul eliminării discriminării.

*Activitatea nr. 7: Furnizarea de servicii prin programul Centrul de Asistență Educatională „Clubul elevilor”*

Modalități de evaluare: Impactul mediatic, opiniile invitaților, consemnate în „Cartea de Onoare a școlii”, raport narativ intermediar

Descrierea activității:

În cadrul festiv se va prezenta spațiul aferent CAE, programul, obiectivele și rezultatele preconizate, echipa de lucru.

La eveniment vor participa reprezentanți ai ISJ Galați, Consiliului Local și ai Primăriei Municipiului Galați, directori de școli, reprezentanți ai presei.

Derularea zilnică a programului Centrului de asistență educațională, conform orarului stabilit:

Luni-vineri - 13.00-17.00

Sâmbăta, duminică- 10-12

Grupul tinta va beneficia de următoarele servicii:

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-Pregătirea temelor pentru obiectele de studiu din programa școlara

-Consiliere socio-psihologica

-Activitati pentru dezvoltarea abilităților de viață

Centrului de Asistență educațională se va desfășura în mod organizat, conform unui orar, care va cuprinde: 2 ore de pregătire a temelor și/sau activități de remediere a conduitei școlare, 1 ora consiliere psihologica, 1 ora educație remedială, 1 ora activități pentru dobândirea abilităților de viață sănătoasă, independentă. Elevii din grupul țintă vor începe activitățile în cadrul Centrului de Asistență Educațională (CAE) după terminarea orelor de curs.

### **Impactul estimat al implementării proiectului**

Se pun bazele unei infrastructuri care va facilita schimbul permanent între instituțiile care asigură protecția copilului și formarea acestuia, de la nivelul municipiului Galați.

Proiectul va avea impact și în sensul:

- Conștientizării de către societate a necesității creării de oportunități echitabile pentru toți copiii în educație
- Diminuării reticenței factorilor de decizie, în potențialul copiilor/ tinerilor de a se implica în rezolvarea problemelor la nivel personal
- Dezvoltării unei abordări integrate a necesităților copiilor
- Schimbării tendințelor pentru prestarea serviciilor de educație de calitate cu preponderență pentru cei care pot plăti;
- Instrumentarul de bune practici propus se poate constitui într-o resursă optimă în vederea folosirii sale la toate clasele.
- Baza de date va fi reactualizată, asigurând cooperarea între părinți, profesori, elevi, în beneficiul elevilor.
- Situația grupului țintă se va îmbunătăți prin: reevaluarea propriilor posibilități și a capacității individuale, asigurarea

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accesului la educație, evitarea abandonului școlar; creșterea gradului de cunoaștere a drepturilor și libertăților personale, de apărare și protejare a acestora; reducerea riscului victimizării în cadrul familiei; , redobândirea încrederii în propriile forțe

Implementarea cu succes a proiectului „Aproape de școală” va conduce și la îmbunătățirea cadrului legislativ.

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**No 28 School's Parents Association**  
**PROIECTUL**  
**„ȘCOALA DE VARĂ PENTRU EXCELENȚĂ”**

**ARGUMENT**

„Orice suflet este adorabil,  
dacă tragi la timp de struna necesară”.



Scopul desfășurării proiectului Școala de vară pentru excelență derivă din constatarea nevoilor tot mai mari de accesare a dimensiunilor limbii române care se pierd adeseori în rutina unor lecții tutelate de formele stricte de organizare, atât din punct de vedere temporal, cât și al atingerii unor programe stricte de lucru.

Credința în forța infinită a cuvântului, a inefabilului prins în frânturi de vorbă, a miracolului tradus prin Logos se propagă în acord cu credința că dialogul școlar trebuie să fie un fluid capabil să adune toată mirarea din bănci, oferind elevului posibilitatea exprimării necondiționate, fără teama de a fi evaluat sau dirijat spre un șablon de gândire. Propensiunile ingenuității și acel flux subconștient, dar veșnic prezent, supranumit „copilărie” sunt elemente care fac din

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fiecare dintre noi un veșnic copil încântat și distrat, curios și cu ochiul încărcat de culoare.

Formele de învățare, în cadrul acestui proiect, vizează învățarea prin joc , care este un ideal ce devine tot mai tangibil. Considerăm că limba română nu este nici o știință, nici un obiect, ci o stare de suflet, o conexiune între mental și sentimental, o artă atât a celui ce inițiază, cât și a celui ce o percepe și o integrează dinamic ființei sale. Limba și mecanismele sale intime sunt o dimensiune ce pornește a se dezvolta încă mai înainte de a ne naște și, dacă la început totul se învață aproape inconștient, pe parcurs, ființa se îmbogățește conștient, intuind marile mistere ale lumii, totul prin forța cuvântului și a dirijării fără îngrădire.

Acest tip de act didactic depășește astfel orice tendință de îngrădire a gândirii și înțelegerii, vizând dezvoltarea creativității și a gândirii logice, fără ca elevul să aibă impresia de efort intelectual.

### **DURATA PROIECTULUI**

**05. 07. 2010 - 12. 07. 2010**

**02. 08. 2010 - 13. 08. 2011**

### **OBIECTIVE**

#### ***OBIECTIVE CADRU***

Receptarea mesajului textului literar și nonliterar.

Dezvoltarea capacității de exprimare orală, scrisă și artistică.

#### ***OBIECTIVE DE REFERINȚĂ***

Să exprime în mod original, într-o formă accesibilă, clară și armonioasă, propriile idei, judecăți și opinii cu privire la textele propuse.

Să-și însușească strategiile, metodele și tehnicile de decodare textuală.

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Să-și structureze o conduită autonomă în selectarea, organizarea și utilizarea informației.

Să-și activeze și să-și dezvolte, în mod apropiat, operațiile gândirii creative și critice.

Să-și dezvolte competența de comunicare orală, competența lecturală, de redactare și artistică.

Îmbogățirea universului de cunoaștere al elevilor.

### **GRUPUL ȚINTĂ**

Beneficiarii direcți:

- ◆ Elevii din învățământul primar (minim clasa a III-a)
- ◆ Elevii din învățământul gimnazial

Beneficiarii indirecți:

- ◆ Bibliotecari
- ◆ Cadre didactice
- ◆ Părinți

### **REZULTATE VIZATE**

- Realizarea unei *Foi pentru minte, inimă și literatură*., care să ilustreze momente de referință din activitățile desfășurate pe tot parcursul proiectului.
- Dezvoltarea capacității de alcătuire de colecții, portofolii.
- Dezvoltarea simțului estetic și artistic al elevilor.
- Creșterea numărului de elevi care preferă îmbogățirea limbajului și a culturii generale prin literatură, grație dobândirii unor competențe lingvistice superioare.
- Conștientizarea efectelor benefice ale lucrului în echipă, a cercurilor de lectură și a utilizării metodelor interactive de învățare.
- Promovarea școlii în comunitate.
- Schimbul experienței profesionale în baza parteneriatului încheiat.



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- Implicarea directă a instituțiilor de cultură în lumea școlii.
- Inducerea unei inițiative de lectură, de cercetare personală, de autoeducație.

### **RESURSE**

#### **RESURSE UMANE**

- ◆ elevi din orice școală a orașului, începând cu clasa a III-a.
- ◆ bibliotecarul școlii
- ◆ profesor dr. Gabriela Ciubotaru - susținătorul și coordonatorul activităților
- ◆ părinți
- ◆ scriitori, actori.

#### **RESURSE MATERIALE**

- ◆ fondul de carte existent în biblioteca școlii și în Biblioteca V.A. Urechia
- ◆ aparatura existentă în școală

#### **RESURSE FINANCIARE :**

- ◆ proiectul se derulează cu resurse proprii.

### **OBLIGAȚIILE PĂRȚILOR**

- ◆ Colaborarea cu persoanele implicate răspunzând la orice propunere din partea acestora.
- ◆ Respectarea calendarului proiectului.
- ◆ Punerea la dispoziție a sălilor de clasă, respectiv a sălii de bibliotecă în vederea realizării activităților.
- ◆ Realizarea unui portofoliu documentar cu material informativ, fotografii, lucrări ale elevilor care să ilustreze finalitățile colaborării.