

# Stay@School

## Workshop on Module 5 “External Support & Co-operation”

### Iasi (Romania), 11.03.2013

### Minutes

#### Participants

	Name and Surname	School
1.	Robota Daniela	Nicolina
2.	Peste Mioara	„N.lorga” Iasi
3.	Cucuteanu Ion	Lic. Dimitrie Cantemir.
4.	Lencu Margareta	Sc „N.lorga” Iasi
5.	Iacobute Nicoleta	Sc „N.lorga” Iasi
6.	Lupulean Daniela	Col. Ec. Adm
7.	Lupulean Radu	Col. Ec. Adm
8.	Homutescu Claudia	Nicolina
9.	Tareuceri Daniela	Sc. „N.lorga” Iasi
10.	Alexandrescu Lacramioara	Col Economic de Electronica si Telecomunicatii
11.	Baban Daniela	CTETC
12.	Frentescu Ioan	CTETC
13.	Gavriloaiei Doina	CTETC
14.	Gorban Maria Elena	Col Economic Adm.
15.	Albastroi Simona	Liceul Teh „p. Rares” Tg. Frumos
16.	Bruma Ana	Sc. Dolhesti
17.	Sandu Sorin	Sc. Stefan cel Mare
18.	Prodan Daniel	Sc Dobrovat
19.	Sarghie Mihaela	Sc. Dobrovat
20.	Toma Mihaela	Lic. Tehn. „Nicolina”
21.	Matei Cornel	Lic. Tehn. „Nicolina”
22.	Gabriela Tiplic	Economic HighSchool
23.	Curteza Oana	EuroEd Primary School
24.	Marinica Maftei	EuroEd Kindergarten
25.	Vasilica Botezatu	SC. C-tin Paunescu
26.	Patrascu Iulia	Scoala EuroEd
27.	Andreea Cleminte	Fundatia EuroEd
28.	Lucia Petrescu	EuroEd Primary School
29.	Smirnov Cristina	Lic. Vasile Alecsandri
30.	Adela Serea	Constantin Paunescu Special school
31.	Dragos Zamosteanu	Fundatia EuroEd
32.	Stefan Colibaba	UAIC University Iasi
33.	Gheorghiu Elza	Lic V.Alecsandri
34.	Mihaela Ciocan	Lic. Vasile Alecsandri
35.	Rodica Vulcanescu	Mihai Eminescu High School
36.	Evelina Zaporjanu	Scoala EuroEd
37.	Zanet Alexandra	EuroEd Primary School
38.	Anca Colibaba	Fundatia EuroEd

For the 5<sup>th</sup> Module training we received the participation of 38 people (35 teachers and 3 EuroEd staff) from 16 institutions.

## Minutes

The workshop has been prepared in advance by sending emails and maintaining the correspondents with the teachers. Also the EuroEd team prepared different presentations and support materials for the smooth development of the workshop. The agenda of the event and the schedule were established and the activity venue was one of the schools involved.

The workshop started in an informal manner, with a short introduction of the objectives of this workshop and with a self-introduction of the participants, to give the opportunity to the participants to know each other, facilitating the open atmosphere and a better interaction.

The first part of the workshop has been reserved for the presentation of the project and of the training package for the new participants and as a remainder for the participants from the last training.

The second part of the training was a section for evaluation and feedback of the previous training on the fourth module. The participants had the opportunity, after they followed the module content to discuss about the role of the evaluation system, which can identify pupils' learning difficulties and point out what kind of intervention is appropriate for each pupil in order to prevent early school leaving. Also they debated the modern meaning of evaluation, evaluation types and forms, evaluation models, techniques and tools.

The third part of the training was reserved to the introduction on the Module 5 "External Support & Co-operation Module". Beginning with a presentation of the module topics, objectives and competences, which will be reached after going through the module, the participants were introduced in the theme and context of the workshop. They had been challenged to discussions about the role of the cooperation in dealing with school leaving (examples of support institutions and programs). Also they were invited to explore internal and external supports that assist in the prevention of early school leaving (role, impact, and action plans).

Most of the participants mentioned that the family is the most important support for this issue. School and family are two important factors, the two pillars of strength of moral education, civic education students, and between them lies and of school or extra familial. In the center of all baby swings, object and subject of education, complex process that begins at the earliest age. School plays an important role in preventing early school leavers but also in implementing reintegration programs for students who have already dropped out of school in condition monitoring system to prevent a crisis and to identify periodic changes in the factors of abandonment school. Also the participants discussed about the importance of a good collaboration between teachers and students and about the role of the counsellor. In a relation with a student that is at risk of school dropout, teachers need to take into consideration: age, risk level, causes, external regional support, what kind of communication needs to be initiated, available support, external local support but also regional external support. An efficient relationship between the students, that is at risk, and the school counsellor leads often to a positive result. We the teachers investigate the student's level of risk that take into consideration leaving school before the legal age or before examination.

Teachers involved highlighted the most important sectors were it is vital to intervene. it is necessary to initiate and carry out programmes in our county, especially at a secondary school level, where throughout the target period high dropout rates were recorded. At the same time, one should focus on the rural areas when initiating programmes for reducing school dropout. Ways of intervention mentioned: Development and adaptation of the school curriculum; Realization of a partnership: school-community-parents; Training of specialists in providing designed services; Psychological intervention.

Identified as very useful educational materials, the videos produced within the project on collaborative working group have been presented to the participants raising discussions on real situations and exchange of experiences. Most of the participants agreed that support materials such as videos represent the best method of informing but also of theory integration with practice as well as facilitating discussions on early school dropout. Videos cover a series of triggering factors namely school aggression, personal problems, family problems.

Most of the situations of students at risk are rather similar with the third movie concerning the educational background of the families. Especially in the countryside people stopped studying after 8th grade. This results not only in the difficulty to support their sons at homework but also a negative attitude towards school. The parents think that if the managed with only 8 classes, so will their children. Unfortunately in the rural areas the support network can be quite poor. Other than family, school and rarely some social services you don't have any other possibilities (especially considering that these children don't have access to internet connection). I depend on the level of development of the community. When we meet this kind of cases the school does whatever it can to help the children with recovering their "blanks", teachers offer more studying materials at home so the students can have more information and they work a step by step program. Some other times we involved the extended family. We contact older brothers, cousins having better results at school and ask them to help our student with school difficulties and the teachers are "monitoring" this tutoring. A lot of times it works, sometimes we also face a very low motivation from the student and the family so it doesn't work so good.

They especially discussed the third and the fourth videos whose cases are closer to our situation. The third movie highlights the role that the family has in school leaving. Everybody agreed that the family not only contributes the most to students' interest in and attitude towards school but it also provide them with the necessary financial support. The educational background of the families is the basis of the children's development. This is particularly valid for rural areas where family bonds are very strong. In the fourth video "Exclusion and Inclusion" the role of the family is replaced by the classmates who include or exclude another pupil according to unwritten criteria. It seems that students need to belong to and be accepted by their family, their peers and the community where they live. They need encouragement, support and recognition from these three social spheres in order to develop and find their way in life. Good communication between these spheres leads to a harmonious confident personality. All teachers agreed that communication also means listening to those involved and not jumping to conclusions. The teachers concluded that "no man is an island" and whenever we identify a student at risk we should take all factors into account and look for reasons behind each problem. We should always allow everybody time and be patient until we find the right solution.

To make the training more interactive the participants were involved in group activity – participants were distributed in groups and each group had to discuss and identify real situations of students at risk and cooperation and involvement of families or other support institutions. The participants came up with examples of students at risk from their own experience as teachers: a boy from the countryside with a negative attitude towards school, a student having a hard time at school after a long stay in another country or a student who was too dependent on his family. The participants gave their own solutions to these cases and outlined the teacher's role in preventing early school leaving. The teacher has to notice and analyze any changes in students' attitude and behaviour, find their causes and talk about them with the student, family and often with the school counselor. Any small negative change spotted in time can help reduce the student's risk of leaving school. Teacher's support and encouragement is essential because he is in the position to signal the problem and connect all factors which can solve it.

The participants appreciated the course very much because early school leaving is a very serious issue which marks an individual all his life. By doing this online course the teachers accessed very interesting hands-on materials which are and will be useful for them and their students.

The last part of the training was reserved for discussions on the forum (post, questions raised) and on the virtual meeting held up to now and of course for providing feedback and discussing about the training. We received a very positive feedback from the participants.

