



METHODOLOGICAL GUIDE FOR ADULT EDUCATION

PARENTAL EDUCATION

For each child there is a proper integration project determined by the environment the child lives in, by the capabilities or the aspirations of the individual.

Through our programme for adult education - teachers and students' parents - having the title: "How to Ensure Qualitative Lifelong Learning for Different Age Groups", we do whatever is necessary to prioritize valuable information focused on the needs of the parents, the training programmes which include both theory and practical exercises which involve teachers, parents or other members of the family, together with professionals – psychologists, pedagogues, doctors – in parental education courses.

The process, in what regards adapting to school life, must be continuous and constant. Educators have the responsibility to offer continuity and moral and practical support to all those interested in the quality of the life of school children.

The principle of the equality of chances and of the participation in the life of the community of all children emerges and develops as part of the human rights. According to this, there appeared the need of an actual project to explore ways in which to involve the family together with the school in order to ensure an optimum school and social path for all children. Thus, there emerged the idea of an educational programme for parents (in the form of systematic courses), programme which tends to become a pilot-project for other similar projects in the future which will involve teachers who participated in the courses together with the parents.

We wish to implement a system by means of which interested teachers of all levels to get into contact and to exchange information regarding the possibilities of developing communication and collaboration with the families of the students, for a better adjusting of the children, in order to ensure the optimum familial environment, for the school integration of all children.

The educational partnership will operate involving teachers and different categories of specialists.

The family, as a life environment of the child, will be the main partner of the school in the educational process. Working as partners is an indispensable condition in obtaining positive results.

GENERAL PRESENTATION

Social involvement to education is considered to all modern systems of education, and the efficiency of the family-school partnership has been unanimously recognized and emphasized in numerous occasions.



In the Romanian system of education there are ways in which parents and teachers collaborate for the education of the children such as The Class Committee of Parents, The School Committee of Parents, and The Parents Representative Council.

The programme "How to Ensure Qualitative Lifelong Learning for Different Age Groups" represents a pilot-project which covers the area of parental education in order to involve them in school life, or, better, in the education of their children, having a complementary role in the joint family-school activity.

The programme will generate a real change, a progress in the improvement of the relationship of the participant parents and children, and the effects will be on the long term.

The programme is addressed to parents of children aged 6-18.

The course is not only for parents who have difficulties in raising and educating their children, the purpose of the course is to prevent such difficulties.

THE PURPOSE OF THE PROGRAMME

The programme is according to the main goals of the modern world regarding child protection, involving teacher trainers to act in order to create a unitary system of education for parents, as part of the general strategy for the reorganisation of adult education in the European context.

The purpose of the programme is to enhance parental abilities and to develop better communication techniques between parents and children, for the early and harmonious development of children, for the improvement of their family life, for the prevention of abandonment, abuse and neglect of children, for a proper education for them all.

THE AIMS OF THE PROGRAMME

- Training educators to perform educational activities with parents;
- Promoting changes in the traditional mentality of parents regarding the place of the child in the family; children's rights; positively developing children's personality; balancing the roles of parents in the education of their child;
- Making parents aware of their active role in the education of their children, by means of self-education, initiative, knowing their own child;
- Developing some stimulating attitudes of teachers towards parents:
 - Improving counselling abilities;
 - Knowing and promoting children's rights.

Other Aims:

- Knowing experimental learning methods for adults;
- Pedagogical guiding and counselling to prevent educational failure;



- Including some learning and counselling strategies for adults to improve their education and to facilitate the involvement of adults in learning activities.

THE EXPECTED RESULTS

The adult learners – parents will reconsider their role in the education of their children. They will become responsible and will improve their relationship with their children. Parents will realize the importance of knowing their children and constantly communicating with them, respecting their personality, properly educating them according to their needs. They will understand their active role in self-education.

To the **teacher-trainers**, the programme will offer extra abilities and qualifications in the field of parental education. They will improve their activity of counselling parents, they will learn new counselling methods, techniques and tools.

The school will improve the activities done in the relationship family-school in order to prevent school failure. The school will encourage teacher training in the education of parents, capable to organize courses with parents, based on a homogeneous methodology. Thus, the risk of school dropout among children will decrease, and, with the help of specialists, equality of chances for all children will be ensured.

LOCAL PARTNERS

The Gymnasium School No. 194, Bucharest

The Parents Committee for Each Class

The Parents Representative Council

The Gymnasium School No. 24, Craiova

The Town Hall of the 4th District, Bucharest

The 4th District School Inspector

EUROPEAN PARTNERS

Coordinating Organisation: Grobinas Pieauguso Izglitibas Centrs, Letonia

Partners organisations: Commune di Zollino, Italia



"Alteea" Association for Culture and Education, Romania

THE FRAME OF THE EDUCATIONAL PROGRAMME

The educational programme for adults is very orderly done. It is organised in six sessions/ lessons. At each sessions one learns a new topic following a pre-established content.

Session 1. The stages of psycho-physical development of children along the school period

- The stage of being a young pupil
- Adolescence

Session 2 The role of the Parents in determining the positive behaviour of children.

- Appreciation and attention.
- Interdictions. Setting Boundaries.

Session 3 Parents' habits which determine the behaviour of their children.

- Ignoring. Isolation and punishment.
- Avoiding punishment.
- Rewards.

Session 4 Psychological causes of school maladjustment.

- Causes of school maladjustment.
- Fighting school failure.

Session 5 Ensuring the optimum physical and intellectual state of the child.

- Stages of psychological and physical development of school children.
- Being responsible towards oneself.
- Stimulating decision making regarding one's health.

Session 6 Methods of school integration of children with special educational needs.

- Children with special educational needs.
- School integration of children with special educational needs.

COUNSELLING METHODS, TECHNIQUES AND TOOLS

During the five learning sessions of the course the following counselling methods, techniques and tool will be used.



- Speech
- Conversation
- Practical exercises
- Brainstorming
- Role-play
- Watching cassettes/ films/DVDs
 - Assessment of and granting attention
 - Interdictions. Setting boundaries
 - Isolation and punishment
 - Rewards
- Hand-outs (individually and in groups)
- Homework
 - Weekly observation reports on the behaviour of children, as well as becoming aware/ self-assessment of attitude/ of the learning process of parents
- Portfolios
- Leaflets

MONITORING AND EVALUATION OF THE PROGRAMME

Monitoring and assessing the course and its five sessions will be done on all phases of the programme, using quantitative markers (the sessions presence list, tackling all of the subjects in the content) and qualitative ones (evaluation forms of each session, weekly observation reports – homework – evaluation questionnaires at the end of course).

Each activity will be monitored and assessed according to the specific aims.

This course implies applying in practice the knowledge learnt at each session through the observation report, the homework, which represent a practical exercise along the week. The results of using the knowledge learnt at each session in the family will be recorded precisely (What did the child do? What did the parent say/do? How did the child react?). By discussing the homework, one also accomplishes a continuous evaluation of each lesson/ subject unfolded during the course.

SESSION 1

THE STAGES OF PSYCHO-PHYSICAL DEVELOPMENT ALONG THE SCHOOL PERIOD

TOPIC	ABILITIES ACQUIRED BY PARENTS
<p>THE STAGES OF PSYCHO-PHYSICAL DEVELOPMENT ALONG THE SCHOOL PERIOD</p>	<ul style="list-style-type: none"> • Parents will find out the characteristics of the development of children since entering school to adolescence. • Parents will understand the changes determined by the physical growth and the psychological development of children. • Parents will understand the implications determined by the psycho-physical development of children in their attitudes and behaviour.
<p>THE STAGE OF BEING A YOUNG PUPIL</p>	<ul style="list-style-type: none"> • Parents will find out the characteristics of the physical and intellectual development of young pupils. • Parents will find out the characteristics of starting school. • Parents will understand the quantitative and qualitative changes which appear at this age. • Parents will understand the physical and psychological stress upon the young pupil within a thorough and guided learning process. • Parents will understand the qualitative leap the young pupil undergoes in the way this becomes part of the social environment.
<p>ADOLESCENCE</p>	<ul style="list-style-type: none"> • Parents will find out the characteristics of the physical and intellectual development of teenagers. • Parents will understand that at this age the physical and intellectual development depends on endogenous impulses received from some neuroendocrine systems. • Parents will understand the importance of joint intellectual activities with sports, artistic, technical ones, etc... • Parents will understand the display of some forms of neuro-physical troubles: neuroses caused by the overload of schoolwork, neuro-vegetative dystonia. • Parents will understand that a proper education, a caring attitude filled with understanding for the child and for his/her development represents the guarantee of a normal growth and development of the school child.

SESSION 2

THE ROLE OF THE PARENTS IN DETERMINING THE POSITIVE BEHAVIOUR OF CHILDREN

TOPIC	ABILITIES ACQUIRED BY PARENTS
ATTENTION	<ul style="list-style-type: none"> • Parents will understand that if they give the necessary attention to their children they influence their behaviour. • Parents will understand that they may give the attention in a positive or a negative way. • Parents will learn to give positive attention especially if they want to stimulate the positive behaviour of their children.
APPRECIATION	<ul style="list-style-type: none"> • Parents will be encouraged to praise their children for the good deeds they do because: <ul style="list-style-type: none"> - the atmosphere at home is more pleasant - they offer the child a positive image of the self. • Parents will learn to positively appreciate their children. • Parents will be convinced that praise can stimulate children to behave more in the desired way.
SETTING BOUNDARIES	<ul style="list-style-type: none"> • Parents will understand that in any given situation there are various ways to set boundaries in the child's behaviour, and only the parents can decide which the best way is. • Parents will understand that in any given situation there are other more adequate ways than punishment and physical abuse. • Parents learn to set boundaries verbally between an acceptable and an unacceptable behaviour. • Parents will understand that when setting the boundaries they should be clear, consistent, and careful with the language used and the choice of words. • Parents will understand the difference between "rejecting a child" and "rejecting and intolerable behaviour of the child". • Parents will learn the four ways of setting boundaries: <ul style="list-style-type: none"> - When to say NO/ Restraints (when we want to explain the child that we do not like what he/ she is doing). - Ignoring (when the child displays negative behaviour meant to attract attention). - Isolation (in case of unacceptable behaviour when the parent cannot restrain the child). - Punishment (in case of intolerable behaviour when the child will not listen).

SESSION 3

PARENTS' HABITS WHICH DETERMINE THE BEHAVIOUR OF THEIR CHILDREN

TOPIC	ABILITIES ACQUIRED BY PARENTS
IGNORING	<ul style="list-style-type: none"> • Parents will understand which types of behaviour of children could or could not be ignored and the effects caused by ignoring. • Parents will learn how to ignore the unwanted behaviour of their child.
ISOLATION	<ul style="list-style-type: none"> • Parents will understand in which situation the child should be isolated. • Parents will understand that there are some “rules of the game”: <ul style="list-style-type: none"> - the isolation period is short (5 minutes) - they shouldn’t come back to the incident, they shouldn’t discuss the incident further, they should consider the incident finished together with the end of the punishment. • Parents are made aware of the inefficiency of the isolation as long as the child is sent to a room in which he could have fun.
PUNISHMENT	<ul style="list-style-type: none"> • Parents are made aware of the fact that if they take something away which pleases the child, it is considered a punishment. • Parents should follow the “rules of the game”: <ul style="list-style-type: none"> - they should not exaggerate; - they should not apply inappropriate punishments, which cannot be fulfilled; - they should not scare the children.
REWARD	<ul style="list-style-type: none"> • Parents should understand that a good method of showing they pay attention to their children is the reward or the compliment. • Rewards are given when the child has done something well and it is expressed through praise and recognition. • Parents give the reward immediately and discretely. • Rewards are given for well-done common things, not only for something extraordinary.

SESSION 4

PSYCHOLOGICAL CAUSES OF SCHOOL MALADJUSTMENT

TOPIC	ABILITIES ACQUIRED BY PARENTS
CAUSES OF SCHOOL MALADJUSTMENT	<ul style="list-style-type: none"> • Parents and teachers attending the course should become aware of the individual factors, psycho-emotional causes as well as the socio-cultural deficiency, which are elements causing school success/ failure.



	<ul style="list-style-type: none"> • Parents will understand the importance of knowing the individual characteristics of their children along the school period. • Parents will understand that the individuality and socio-cultural factors must be put to good use in achieving life experience and in learning activities.
FIGHTING SCHOOL FAILURE	<ul style="list-style-type: none"> • Parents will become able to give attention and stimulate the positive behaviour of their children in what regards learning activities. • Parents will learn what attitude has impact on a certain type of unwanted behaviour of their children. • Parents will learn that they stimulate their children's school success if they react positively to good results rather than react in a negative way to the bad results of their children or apply too many punishments. • Parents will understand that the level of learning represents a main factor in the social integration of their children. • Parents will understand that working together with teachers and other specialists leads to their children obtaining the desired results.

SESSION 5

ENSURING THE OPTIMUM PHYSICAL AND INTELLECTUAL STATE OF THE CHILD THROUGH A SYSTEMATIC HEALTH EDUCATION

TOPIC	ABILITIES ACQUIRED BY PARENTS
STAGES OF PSYCHOLOGICAL AND PHYSICAL DEVELOPMENT OF SCHOOL CHILDREN	<ul style="list-style-type: none"> • Parents will get to know and use information regarding their children's health. • Parents will understand the physical and intellectual changes determined by the growth and development process of the child. • Parents will understand the importance of the changes determined by the development of the child in his/ her attitudes and behaviour.
BEING RESPONSIBLE TOWARDS ONESELF IN WHAT REGARDS STAYING HEALTHY	<ul style="list-style-type: none"> • Parents will understand how important it is to draw the child's attention on the pressure the entourage may lay on him/ her, and the danger of a bad choice (smoking, alcohol, drugs). • Parents will learn how to make their children able to resist the

	<p>negative influence of society.</p> <ul style="list-style-type: none"> • Parents will understand how important it is to offer the children healthy alternatives. • Parents learn to use diverse communication methods with their children, before these could have the chance to acquire abilities damaging for their health. • Parents will understand the importance of developing in their children a positive sense of the self and their own abilities.
STIMULATING DECISION MAKING REGARDING ONE'S HEALTH	<ul style="list-style-type: none"> • Parents will understand that it is important to offer their children the possibility to choose. • Parents will understand that by encouraging (stimulating) decision making in their children in what regards their health, they determine an improvement in the attitudes and behaviour of children and teenagers.

SESSION 6

METHODS OF SCHOOL INTEGRATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

TOPIC	ABILITIES ACQUIRED BY PARENTS
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS	<ul style="list-style-type: none"> • Teachers and parents attending the course will understand that some pupils can have special educational needs, depending on the individual characteristics (pupils with disabilities or gifted pupils). • Parents and teachers will learn that all children, no matter their particularities, must be provided with proper educational environment and equality of chances.
SCHOOL INTEGRATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS	<ul style="list-style-type: none"> • Parents and teachers attending the course will understand that educational integration of all children equally involves both the family and the school. • Parents and teachers will learn that school integration must take into account the needs of every child. • Parents and teachers will understand that this partnership between school, family and various types of specialists must be enhanced. • Parents will understand that school integration of the child represents the basis and the prelude to the further social fulfilment of the child.



QUESTIONNAIRE FOR PARENTS

(Needs Analysis)

DATE:

PARENT'S NAME:

CHILD'S NAME:.....CHILD'S AGE.....

1. How many children do you have?

2. Your level of education:

- University
- High school
- Comprehensive school
- None

3. What do you think about your child's education?

- Is it an easy task which gives satisfaction to parents?
- Is it a difficult task for parents, although it offers some satisfaction?
- Is it a very difficult task which parents do alone without any reward?
- Others:

4. Within the partnership school – family do you consider important:

- To find out a lot of theoretical information about your child?
- To find out about how other parents deal with their children?
- To find practical solutions at the problems you have with your child?
- Others:

5. Which are the difficulties you have, as parents?

- An improper home (too small of a house).
- Financial problems.
- The lack of support of a partner.
- The care you have to provide to other members of your family.
- Health problems

6. What difficulties does your child encounter in school?

- Learning difficulties.
- Discipline.
- Social difficulties.
- No difficulties.



QUESTIONNAIRE FOR PARENTS

(Initial Evaluation)

Parent's name.....

1. How much are you familiar with your child's way of thinking, feeling, and acting?

- a. Very much.
- b. Much.
- c. Not so much.
- d. A little.

2. Name one situation, regarding your child, when you had some difficulties:

.....
.....

3. What do you think it is better to do?

- a. To praise the child when he displays good behaviour.
- b. To criticize him when he makes mistakes.
- c. To ignore him in both situations.

4. What do you do when your child cries because he can't do anything?

- a. I explain several times why he/ she is not allowed to do that thing.
- b. I ignore him/ her.
- c. I isolate him/ her if he continues to ask for the same thing.
- d. I slap him/ her if he/ she doesn't stop.
- e. I punish him/ her in the following way.....

5. Write 3 examples of rewards for your child:

- a.
- b.
- c.

6. Do you consider appropriate to use physical punishment in a child's education?

- a. Yes.
- b. No.



QUESTIONNAIRE FOR PARENTS' EVALUATION
(AFTER SOME SESSIONS/ COURSE)

TOPIC

DATE

1. Parent's name
2. Who attend our course?
 - a. Mother.
 - b. Father.
 - c. Grandparents.
3. How interested were you in the topic of today's session?
 - a. Very.
 - b. So and so.
 - c. A little.
4. Do you think the lecture was clear enough and that you understood its content?
 - a. Very much.
 - b. So and so.
 - c. A little.
5. How much will the information received during this session help you in your family life?
 - a. Very much.
 - b. So and so.
 - c. A little.
6. Do you intent to apply what you have learnt in this session?
 - a. Yes.
 - b. No.
7. Did you enjoy the atmosphere created during the session?



- a. It was very pleasant.
- b. Yes, I did.
- c. No, I didn't.

8. Did you manage to do the homework suggested in the previous session?

- a. Yes.
- b. No.

9. Do you have any suggestions of topics for other sessions?

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10. Do you have any suggestions regarding the way in which the sessions are unfolding?

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FINAL QUESTIONNAIRE FOR PARENTS

(AT THE END OF THE COURSE)

1. Who, in your family, attended this course?

- a) Mother.
- b) Father.
- c) Both parents.
- d) Grandparents.
- e) Others.

2. How many children do you have?

3. Your level of education:

- a) University.
- b) High School.
- c) Comprehensive School.
- d) None.

4. Did you learn new things about your child's feelings and behaviour?

- a) Yes, a lot.

- b) Many.
 - c) Some.
 - d) A few.
5. What did you like best?
- a) To find out many things about my child's education.
 - b) To discuss with other parents.
 - c) To find out practical solutions to my child's problems.
 - d) The environment.
 - e) Others.
6. What abilities did you achieve during our lessons?
- a) To give attention and praise to my child.
 - b) To set some boundaries and to be consistent.
 - c) How to ignore or to isolate the child with negative behaviour.
 - d) How to give rewards.
 - e) How to communicate with my child all the time.
7. The course for parent's education, was it a necessary experience?
- a) Yes.
 - b) No.
8. As a result of my participation at the course, positive changes have been made:
- a) In my relationship with my child.
 - b) In my behaviour as a parent.
 - c) In the child's behaviour.
 - d) In the general appearance of the family.
9. Please, express your point of view about:
- a) Ways of organizing courses.
 - b) The topic rendered.
 - c) The working methods.
 - d) The efficiency of the activities.
 - e) The quality of the training.
10. If you were offered the privilege of participating at courses for parents again, would you attend them?
- a) Yes.
 - b) No.
11. If you were to attend a course for adults what domain would you be interested in?
- a) Parental Education.
 - b) Foreign languages.
 - c) Artistic Education.
 - d) Initiation in using computers.
 - e) Customer protection/ care.
 - f) Health Education.



- g) Democracy and tolerance.
- h) Other.