

Country Context Report for the Republic of Moldova

Literature review

(January – March 2009)

1. EDUCATIONAL LAW (implemented till September, 2009)

Article No. 60

Due to the fact that the quality of the school-family relation is fundamental for a good functioning of the educational system and for good achievements among pupils, the improvement of these relations must become a constant concern of the educational institution. The provisions of the article No. 60 of the Educational Law stipulate that parents' rights in relation to the school are:

(1) Parents or tutors have the right to:

- a) choose for their children the educational institution and the training language;
- b) request the children rights and liberties in the school;
- c) be informed regarding the educational process, contents and results of their children evaluation.

What relates to the right to parents meetings - this is possible by constituting a Parents' Committee of the class that proves to be very efficient by stimulating parents' involvement. At their turn, the presidents of the parents' committees also meet at the institutional level, in the representative Parents' Council, that also has several responsibilities, stipulated in the regulations of the pre-university institutions, being the following:

- d) to train the children within the family, ensuring those necessary studies for the children, according to a concrete educational level;
- e) to be chosen as representatives of some administrative and consultative bodies of the educational institution.

(2) Parents or tutors have the responsibility to:

- a) ensure the child's enrollment in a compulsory educational system (state or private) or to ensure the child's education within the family;
- b) ensure the child's education within the family and to create adequate conditions for studying, development, extra-curricular activities and self-training.

(3) Parents or tutors that do not contribute to the child's training and education are punishable, according to the legislation in force.

2. NEW LEGAL CODE OF EDUCATION (approved but which will be implemented beginning of September 2009)

Art. 89. – Rights and Obligations of Parents and tutors (curators)

(1) Parents or tutors (curators) have the rights:

- a) to choose educational institutions and training language for their children;
- b) to get involved in the elaboration of activity programs in educational;
- c) to be chosen as members of administrative and consultative bodies of the educational institution;
- d) to solicit compliance with children rights and liberties within the school;
- e) to be informed about the educational process and its development, as well as about results of their children;
- f) as exceptions, to teach and train their children within their family, ensuring the possibility to have the necessary knowledge characteristic to a certain level of education;
- g) to establish public associations of parents with the purpose of achieving educational process objectives together with educational institutions;

(2) Parents or tutors (curators) are obliged:

- a) to ensure children's attendance in the compulsory educational institutions;
- b) to ensure education of children and to create adequate learning conditions at home;

(3) Parents or tutors (curators) who do not ensure the necessary training and education for children will be held responsible and punished by law.

Art. 90. – Public Associations of Parents

(1) Public Associations of Parents, established near the general secondary educational institutions is a not-for-profit organization, constituted due to the wish of its members with the purpose of commonly achieving educational process objectives.

This organization activates based on a regulation, approved by the Ministry of Education and Youth. .

(2) The Public Association of Parents:

a) becomes a juridical person and develops its activity starting with the registration date at the Ministry of Justice;

b) benefits from all the rights and obligations attributed by law to all juridical persons;

c) disposes of a stamp and a personal bank account;

d) benefits from fiscal facilities according to the law;

e) ensures parents' collaboration with the educational institution;

f) represents for the civil society a support and a way of controlling educational institutions activities;

g) develops its activity autonomously apart from the educational institution, contributing to developing and modernizing didactic-material basis, stimulating performances of pupils educational institutions' employees.

Art. 91. – Social protection of children, pupils and students

(1) Social protection of children, pupils and students is ensured in conformity with the law.

(2) In order to support youth that come from socio-vulnerable families, the Fund for guarantying credits for studying was established. It was established based on a regulation approved by the Government and is administrated by the Agency for Studying Credits.

3. The guide for teachers and parents “*Overcoming difficulties in reading and writing*” (T. Cartaleanu, V. Goraş-Postică, L. Handrabura, 2006) „Pro Didactica Library” within the regional project with the same name, elaborated especially for Rroma children, with the financial support of RE: FINE is presented as a didactic auxiliary material for

helping children with several problems. The book includes a set of instruments for evaluating the literacy level and also some teaching techniques that contribute to the increase of reading and writing competences among children, including those that are at risk. It is very important that authors insist on the necessity to help this group of children by teachers, because most of them have limited intellectual possibilities and come from families with a lower level of formal education and their parents usually do not sufficiently support their learning efforts.

4. The first publication that supports the inclusive education in the Republic of Moldova is "Inclusiv Eu" (Including Me). The informative bulletin is published in collaboration with the Educational Center PRO DIDACTICA within an implemented project with the support of the Hilfswerk from Austria. This publication has the role of disseminating information on sustaining and promoting the inclusion of children with special educational needs in the general educational system from Moldova. It is a recent initiative that will continue during 2007-2009.

5. In the theoretical and practical magazine „Didactica Pro”, number 2 (pages 18-20) and number 3 (pages 38-42) 2008, E. Vrasmaş from the University from Bucharest has published the research „Dimensions and particularities that define educational partnership”. According to this study, the school is the only institution that establishes a planned, aimed and organized purpose of supporting individuals through education and training, the only institution that better understands the necessity of an active partnership with the family and the community in which the child is developing.

Parents' involvement in the solving school problems is not only material support or informing them about several difficulties of their children, but also establishing some positive relations between the family and the school, unifying the system of values and requirements. This could have a benefic effect on pupils, seeing the collaboration between their parents and teachers. This collaboration could also prevent the appearance of some problems.

In order to optimize communication between teachers and parents, the following issues must be taken into consideration: the quality of those two poles of collaboration, everyone's perceptions and attitudes, characteristics of educational institutions and families, communication method.

Parents' involvement in solving different scholar problems and in supporting the training-educative process has the following arguments:

- parents know their children and they want to know them as pupils as well;
- parents know their children most of anyone else;
- parents need information related to the role of pupils for their children;
- parents deserve to be respected for sharing ideas related to their children education;
- parents take care of their children and they want to develop the potential of their children as maximum as possible;
- the level of pupils' preparation and learning increases if parents are involved in the educational process and in supporting it at home, through different activities;
- the collaboration with parents is a support for raising and educating the child;
- parents generalize their involvement in the education of all their children – if we help a child, he or she develops, but if we help parents, all the family develops;
- when parents are stimulated to be a part of the scholar program, parents better understand and support it adequately;
- parents' involvement in the learning program of their children and in the school activity can create the feeling of self respect;
- the way in which parents understand and develop their potential is many times a support for understanding different learning situations;
- partnership with parents can facilitate the solvency of different didactic and extra-didactic problems;;
- collaboration with parents help the child to understand their parents' role in his/her development and also to understand important factors of his/her education;
- by helping parents to get involved in solving school problems of their children we can increase interaction between these two parts;
- different activities with parents lead to the solvency of some problematic situations, conflicts and situations of risk in children development.

The listing of all these arguments for emphasizing the importance of some efficient relations between family members and teachers can contribute to establishing a partnership based on improving educative relations in two senses: the role of families in supporting teachers and the role of teachers in supporting families.

1. *Role of families in supporting teachers.* Families can:

- offer information that could explain some behaviors of children during classes;
- offer data on the development climate and on medical history of the child that would permit teachers to understand certain children behavior;

- support teachers indications by helping with the home tasks;
- support teachers by getting involved as volunteers or support staff;
- help teachers to determine pupils' interests in order to establish some educational long-term goals and preparation for a certain profession;
- offer relative information to teachers regarding the most adequate disciplines and learning strategies for their children;
- help teachers to identify strengths and educative needs of every child for establishing the right instructional objectives.

2. Role of teachers in supporting families. Teachers can:

- give to parents documented arguments related to the progress and successes of their children;
- help families to get involved in the educational process of their children and to determine what are the interests of their children for establishing long-term goals;
- consolidate social skills of pupils in such a way that these children could further become successful and active members of the community;
- inform parents about inadequate behavior of pupils, identifying together solutions for preventing them;
- localize and disseminate important educational and community data that could support families and inform them about the necessary knowledge for their children;
- offer help, listen and just be friendly persons for supporting every family.

Parents must be permanently involved in the school activity and not just in case if some problems appear. In order to analyze teachers-parents relations, the following parameters have to be taken into consideration:

- parents do not form a homogeneous group;
- difficulties in involving parents: many times parents cannot identify their problems or hesitate to ask for help in solving them;
- parents can offer precious information.

The first specification that we would like to make refers to the type of information that parents need. First of all, parents need the basic information regarding their children development. They want to know what are the school objectives and educational policies. In case it is possible, parents should be involved in the decision-making process. (changes in the schedule, additional programs etc.). also, they have to be informed about the progress of their children, as well as about the perception that the school has on their child's skills and problems.

Another set of information is related to the way that parents can help their children at home, with their homework. The parallel system of education represents a problem of the educational system due to the lack of communication between teachers and parents, as well as due to the lack of trust among parents regarding the quality of education provided by the school.

Beside this, parents can provide help and support for their children and for the school. And we do not refer to some fees or material help, but to some important information, because parents know their children the best. Additionally, they represent an important source of support due to relations that they establish with other children, with the school and due to the profession they have etc. Parents can be educational partners because they have the biggest amount of information about their children.

In order to establish a partnership with parents, it is essential to respect some conditions: parents must be seen as active participants that can provide a real valuable contribution for the education of their children; they must participate to the decision-making process related to their children development; they must recognize and present important information about their children; this information must be adequately used and responsibility must be shared among parents and teachers. Most of parents, no matter their cultural level and their social status, can provide precious information related to problems, rates of development, wishes and desires, expectations and passions of their children.

6. The pedagogical researcher Larisa Cuznețov, an expert family pedagogy, has elaborated a curriculum „Education for family” (2007), approved by the Ministry of Education and Youth and recommended for being applied at the school decision. From the author’s point of view, the school has to contact with all the social actors, establishing cooperation and collaboration relations, based to a special project, named the *Map of Educative Network*, in which the school and the family are the main actors. According to the author, the basic recommendations for supporting this partnership are the following:

- Informing parents about the institution’s activities and about the instructive-educative program (objectives, contents, methods etc);
- Informing systematically parents about performances and development of their children;

- Organizing schools for parents, grandmothers, teenagers, focused on different themes related to family education, health protection, gender education, human rights education etc.;
- Organizing pedagogical counseling of children and parents;
- Involving parents in different activities of the instructive-educative process that have an impact on the local community (charity concerts, lotteries, expos, festivals, contests etc.);
- Organizing conferences and round tables for discussing and making exchange of opinions and experience related to children education (p.112).

7. Education Treaty for the family. Family Pedagogy, Cuznețov Larisa, CEP USM, 2008; Deontological Code of Educative Partnership. Communication and Behavior of Educative Agents

1. Respect children rights. Protect and support your children, protect them from injustice and respect their personality.
2. Emphasize positive qualities of the child. Count on them; develop them in order to neutralize the negative ones.
3. Be correct, tolerant, flexible and patient. Do not forget the gold rule of behavior: treat your partner in the way you want to be treated.
4. Do not harm the educational process. Prove tact, empathy, dynamism, competence and you will win your partner's respect.
5. Study each other. Focus this process on self evaluation and self education as essential elements of knowledge and regulation of our behavior.
6. Listen carefully and try to understand your partner. Share your partner's interests and support his/her initiatives etc.

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