



IES La Puebla
C/ Platon n° 5
04738 Vicar
Spain



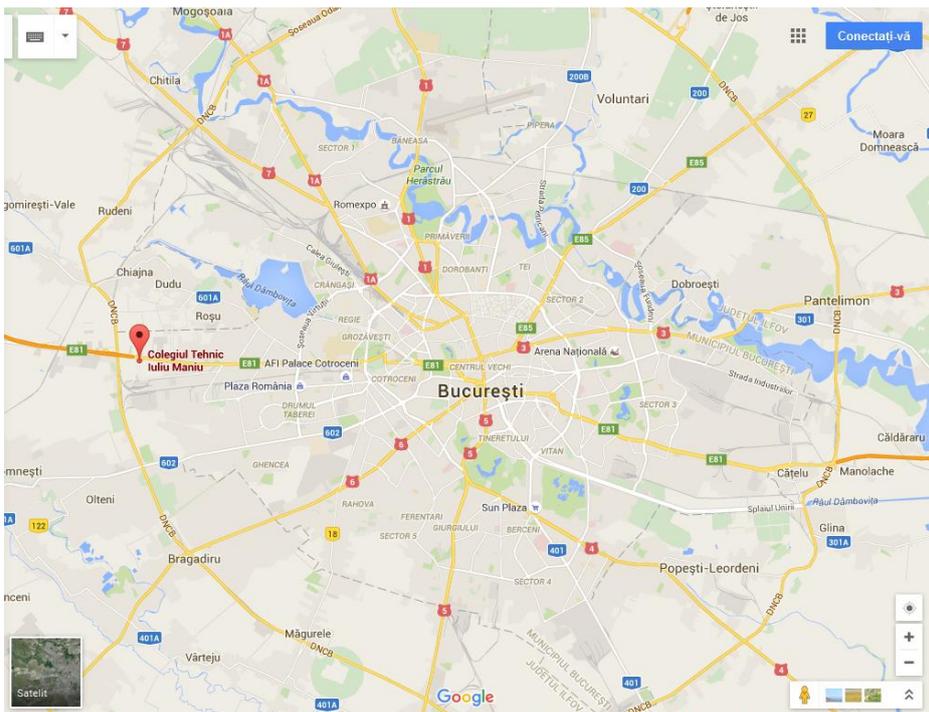
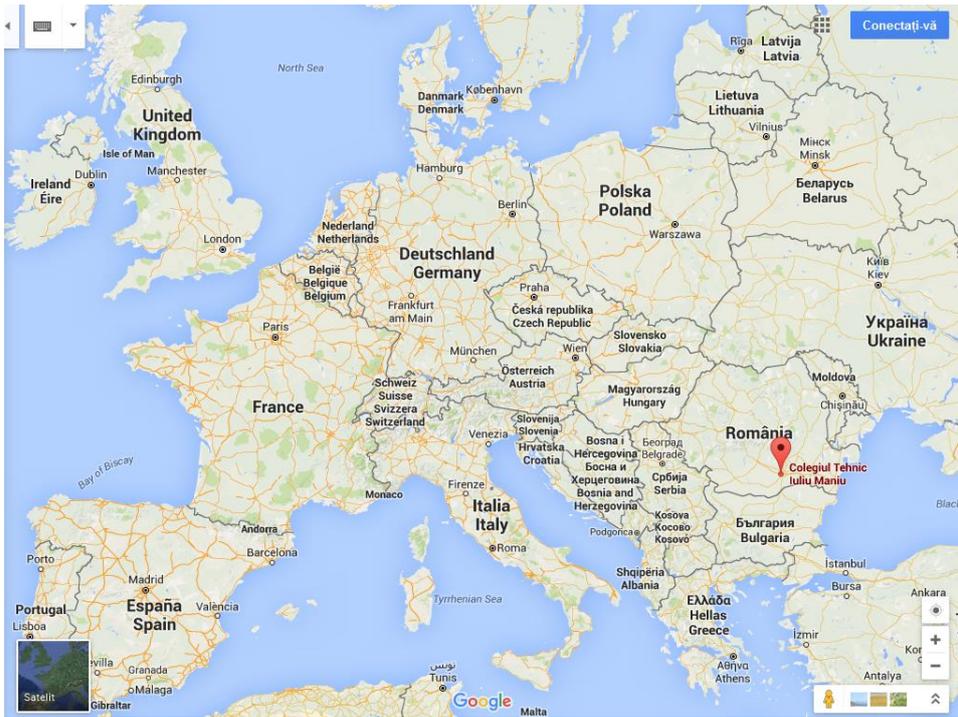
Erasmus + Project
“The Transnational Adult
School Prototype”



THE AREA

1. LOCATION

“Iuliu Maniu” Technical College is located on IULIU MANIU Boulevard, No. 381-391, district 6, Bucharest, post code 061101, ROMANIA.





IES La Puebla
C/ Platón nº 5
04738 Vîcar
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



2. HISTORICAL ASPECTS

On September 1st with authorization from the National Ministry of Defense and Education ,it was opened on Calea Griviței street No.249 , "The Industrial Transportation High-school", preparing specialists in car maintenance and repair.

Taking into account the development of the industry of means of transportation in the years 1970-1975, the need for drivers and car mechanics increased. Due to this fact, in the school year 1974-1975 the high-school was moved to its present location on Iuliu Maniu Boulevard No.191 district 6, close to the International Car Transport Area with changing its name in Industrial Mechanical High-school No.13, having as main specializations car electro-mechanics and car mechanic and driver. As a consequence of the Law of Education No.28/1978, the name of the institution is changed again into Industrial High-school No.8.

In November 2006, according to the Order of the Ministry No. 5548/6.11.2006 the institution becomes "Iuliu Maniu" Technical College.

3. GEOGRAPHICAL ASPECTS

Bucharest (/ˈbjuːkərəst/; Romanian: *București*, pronounced [bukuˈreʃti] is the capital and largest city of Romania, as well as its cultural, industrial, and financial centre. It is located in the southeast of the country, at 44°25'57"N 26°06'14"ECoordinates:  44°25'57"N 26°06'14"E, on the banks of the Dâmbovița River, less than 60 km (37.3 mi) north of the Danube River and the Bulgarian border.

Bucharest was first mentioned in documents in 1459. It became the capital of Romania in 1862 and is the centre of Romanian media, culture, and art. Its architecture is a mix of historical (neo-classical), interbellum (Bauhaus and art deco), communist-era and modern. In the period between the two World Wars, the city's elegant architecture and the sophistication of its elite earned Bucharest the nickname of "Little Paris" (*Micul Paris*).^[7] Although buildings and districts in the historic city centre were heavily damaged or destroyed by war, earthquakes, and above all Nicolae Ceaușescu's program of systematization, many survived. In recent years, the city has been experiencing an economic and cultural boom.^[8]

According to the 2011 census, 1,883,425 inhabitants live within the city limits,^[5] a decrease from the 2002 census.^[3] The urban area extends beyond the limits of Bucharest proper and has a population of about 1.9 million people.^[9] Adding the satellite towns around the urban area, the proposed metropolitan area of Bucharest would have a population of 2.27 million people.^[10] According to Eurostat, Bucharest has a larger urban zone of 2,183,091 residents.^[6] According to unofficial data, the population is more than 3 million.^[11] Bucharest is the 6th largest city in the European Union by population within city limits, after London, Berlin, Madrid, Rome, and Paris.

Economically, Bucharest is the most prosperous city in Romania^[12] and is one of the main industrial centers and transportation hubs of Eastern Europe. The city has big convention facilities, educational institutes, cultural venues, traditional "shopping arcades" and recreational areas.

The city proper is administratively known as the "Municipality of Bucharest" (*Municipiul București*), and has the same administrative level as that of a national county, being further subdivided into six sectors, each governed by a local mayor.



IES La Puebla
C/ Platón nº 5
04738 Vúcar
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



4. SOCIAL AND ECONOMICAL ASPECTS

Its population of 1.883.425 inhabitants in 2011 makes Bucharest the 10th biggest city of The European Union. According to research, 3 million people pass through the city every day. To all these inhabitants there must be added a population of about 430.000 inhabitants who live close the city in small towns and villages.

The minorities in Romania are the following:

- the Roma community
- the Jewish community
- the Hungarian community
- the German community
- the Greek community
- the Bulgarian community
- the Polish community
- the Muslim community

INSTITUTIONAL ASPECTS

1. PUBLIC/PRIVATE

"Iuliu Maniu" Technical College is a public High School.

2. PROGRAMS

It has many different programs. These are the most important:

2.1. FORMAL EDUCATION PROGRAMS:

- a) Secondary Education for teenagers
- b) Adult Secondary Education in a regular program

3. SIZE

The High School has four buildings with different sizes:

- a) Building A-1330 square meters. It was built in 1974
- b) Building B-1535 square meters. It was built in 1974
- c) Building C-the Sports Hall -750 square meters. It was built in 1974
- d) Building D –the cafeteria -670 square meters. It was built in 1974
- e) Building E –the heating location 207 square meters.

4. STAFF AND STUDENTS

There are 69 teachers and 1041 pupils of whom: 636 attend school in the mornings and 190 at low frequency classes, 119 in the evening shift and 96 in the postgraduate school.

In the mornings we have Compulsory Secondary Education and the pupils are between 14 and 18 years old. In the evening we have Adult Education and the pupils are over 18+ years old.



IES La Puebla
C/ Platón n° 5
04738 Vicar
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



5. DEPARTMENTS

The departments are:

- Romanian Language and Grammar
- Physics
- Foreign languages: French and English
- Extracurricular and supplement activities
- Technology
- Services
- Computer Science
- Math
- Biology and Chemistry
- Geography and History
- Physical Education and socio-human subjects (Religion, Economy,)
- Counseling

6. DESCRIPTION OF THE PREMISES

The High School has four buildings. There is a large cafeteria where students both practice and serve lunch, two synthetic outdoor football pitches, a sports hall, four laboratories and a conference room.

ORGANIZATIONAL ASPECTS

1. SCHOOL CALENDAR

This is the school calendar for the school year 2015-2016. The school year is divided in 2 semesters: the 1st semester starts on September 14th till February 5th. There is a winter holiday between December 19th and January 10th 2016. The inter-semester holiday is 1 week from February 5th to February 14th 2016. The 2nd semester starts from on February 15th. The spring holiday starts from April 22nd till May 3rd. The semester finishes on June 24th 2016. The summer holiday lasts from June 25th till September 11th 2016. In April, there is a week between 18th and 22nd, when students do not go to classes, but only on extracurricular activities like: workshops, trips, competitions, exhibitions.

STRUCTURA ANULUI ȘCOLAR 2015-2016

	\$1	\$2	\$3	\$3	\$4	\$5	\$6	\$7	\$7	\$8	\$9	\$10	\$11	\$12	\$12	\$13	\$14	\$15	\$15	\$17						
	SEPTEMBRIE					OCTOMBRIE					NOIEMBRIE					DECEMBRIE					IANUARIE					
L		7	14	21	28		5	12	19	26		2	9	16	23	30		7	14	21	28		4	11	18	25
M	1	8	15	22	29		6	13	20	27		3	10	17	24		1	8	15	22	29		5	12	19	26
M	2	9	16	23	30		7	14	21	28		4	11	18	25		2	9	16	23	30		6	13	20	27
J	3	10	17	24		1	8	15	22	29		5	12	19	26		3	10	17	24	31		7	14	21	28
V	4	11	18	25		2	9	16	23	30		6	13	20	27		4	11	18	25		1	8	15	22	29
S	5	12	19	26		3	10	17	24	31		7	14	21	28		5	12	19	26		2	9	16	23	30
D	6	13	20	27		4	11	18	25		1	8	15	22	29		6	13	20	27		3	10	17	24	31
	\$18	\$18	\$20	\$21	\$21	\$22	\$23	\$24	\$25	\$25	\$26	\$27	\$28	\$29	\$30	\$31	\$32	\$33	\$33	\$34	\$35	\$36				
	FEBRUARIE					MARTIE					APRILIE					MAI					IUNIE					
L	1	8	15	22	29		7	14	21	28		4	11	18	25		2	9	16	23	30		6	13	20	27
M	2	9	16	23		1	8	15	22	29		5	12	19	26		3	10	17	24	31		7	14	21	28
M	3	10	17	24		2	9	16	23	30		6	13	20	27		4	11	18	25		1	8	15	22	29
J	4	11	18	25		3	10	17	24	31		7	14	21	28		5	12	19	26		2	9	16	23	30
V	5	12	19	26		4	11	18	25		1	8	15	22	29		6	13	20	27		3 ^{o)}	10	17	24	
S	6	13	20	27		5	12	19	26		2	9	16	23	30		7	14	21	28		4	11	18	25	
D	7	14	21	28		6	13	20	27		3	10	17	24		1	8	15	22	29		5	12	19	26	



IES La Puebla
C/ Platon n° 5
04738 Vicar
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



Art.1 (1) Anul școlar 2015-2016 are 36 de săptămâni de cursuri, însumând 175 de zile lucrătoare.

(2) Prin excepție de la prevederile alin. (1), se stabilesc următoarele :

- > Pentru **clasele terminale din învățământul liceal**, anul școlar are **37 de săptămâni** din care durata **cursurilor** este de 33 de săptămâni, 4 săptămâni fiind dedicate desfășurării examenului național de bacalaureat. Cursurile claselor terminale se încheie în data de 3 iunie 2016.
- > Pentru **clasele din învățământul liceal - filiera tehnologică**, cu excepția claselor terminale, durata cursurilor este cea stabilită prin planurile-cadru de învățământ, în vigoare
- > **Stagiile de pregătire practică** pentru care au optat absolvenții ciclului inferior al liceului, filiera tehnologică, cuprind 720 de ore care se desfășoară în perioada propusă de unitatea de învățământ organizatoare și aprobată de inspectoratul școlar, conform structurii anului școlar, cu respectarea vacanțelor.

Art.2 Anul școlar 2015-2016 începe pe data de 1 septembrie 2015, se încheie pe data de 31 august 2016 și se structurează pe două semestre, după cum urmează:

Semestrul I

Cursuri – luni, 14 septembrie 2015 – vineri, 18 decembrie 2015. În perioada 31 oct. - 8 noiembrie 2015, clasele din învățământul primar și grupele din învățământul preșcolar sunt în vacanță
Vacanța de iarnă – sâmbătă, 19 decembrie 2015 – duminică, 10 ianuarie 2016
Cursuri – luni, 11 ianuarie 2016 – vineri, 5 februarie 2016.

Vacanța intersemestrială – sâmbătă, 6 februarie 2016 – duminică, 14 februarie 2016

Semestrul al II-lea

Cursuri – luni, 15 februarie 2016 – vineri, 22 aprilie 2016
Vacanța de primăvară – sâmbătă, 23 aprilie 2016 – marți, 03 mai 2016
Cursuri – miercuri, 4 mai 2016 – vineri, 24 iunie 2016
Vacanța de vară – sâmbătă, 25 iunie 2016 – duminică, 11 septembrie 2016

Art.3 (1) În zilele libere prevăzute de lege nu se organizează cursuri. (2) Unitățile de învățământ și inspectoratele școlare vor marca prin manifestări specifice ziua de 5 octombrie – Ziua internațională a educației și ziua de 5 iunie – Ziua învățătorului, conform planificărilor existente la nivelul fiecărei unități de învățământ preuniversitar.

Art.4 (1) Săptămâna 18-22 aprilie 2016, din semestrul al doilea, este săptămână dedicată activităților extracurriculare și extrascolare, în cadrul programului numit : "Școala altfel - Să știi mai multe, să fii mai bun!", având un orar specific.

(2) Tipurile de activități care se organizează în săptămâna menționată la alin. (1), modalitățile de organizare și responsabilitățile se stabilesc conform anexei, care face parte integrantă din prezentul ordin.

Art.5 (1) **Tezele din semestrul I** al anului școlar 2015-2016 se susțin, de regulă, până la data de 11 decembrie 2015.

(2) **Tezele din semestrul al II-lea** al anului școlar 2015-2016 se susțin, de regulă, până la data de 20 mai 2016.

© Universitatii "Petru Poni" din Iași

2. STUDENTS WEEKLY SCHEDULE

- a) In the morning shift pupils have a schedule between 08 a.m. and 3.00 p.m. There is one hour lunch break when students serve lunch free of charge in the school's cafeteria between 12 p.m. and 2 pm , being divided in 2 groups: from 12 p.m. to 1 p.m. and from 1p.m. to 2 p.m. Classes have 50 minutes with a 10 minutes break.
- b) In the evening shift pupils have a schedule between 3 p.m. till 8 p.m. with normal 10 minutes breaks.

3. TEACHERS WEEKLY SCHEDULE

Teachers work 40 hours per week and these hours are divided in:

- a) Regular Schedule: 18 hours (with students).
- b) Work for school (planning, grading, preparations of material, school service): 22 hours

4. ASSESSMENT PERIODS

Assessment is continuous for all the subjects with 2 special periods for the subjects where there is a semestrial paper:

- a) First Term: From 23th November to 11th December.
- b) Second Term: From 2nd May to 20th May.

5. COMMUNICATION AND COORDINATION BETWEEN TEACHERS AND DEPARTMENTS

The High School uses different manners of communication between educational community members: Teachers, pupils and didactical departments.

- a) Teachers Board Meetings every two weeks;



IES La Puebla
C/ Platón nº 5
04738 VÍCAR
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



- b) Direct phone-calls and emails from the school's secretary to inform teachers about different activities
- c) Monthly meetings with the parents of the students

INSTRUCTIONAL ASPECTS

The High School is a homogenous place with 1041 pupils of whom: 636 attend school in the mornings and 502 attend school in the evening shift.

In the mornings we have Compulsory Secondary Education and the pupils are between 14 and 18 years old. In the evening we have Adult Education and the pupils are over 18+ years old. Our High school has two types of instruction: Morning (between 08:00 am to 3pm) and Evening (between 3 pm to 8.pm) shift.

- a) With reference to morning shift the main characteristics related to subjects, ages and levels are in the next table:

MORNING SHIFT			
AGE PUPILS	LEVEL	COMPULSO RY	SUBJECTS
14-15 years	<i>(9th Grade)</i>	Yes	<p><u>MECHANIC SPECIALIZATION:</u> Physical Education, Romanian, English, French, Math, Religion, Biology Geography, History, Physics, Chemistry, ICT, technical Drawing, Materials study, , General Mechanic Technology, Technical measurements, Work health and security, Solving problems at work place;</p> <p><u>ELECTRIC SPECIALIZATION:</u> Physical Education, Romanian, English, French, Math, Religion, Biology Geography, History, Physics, Chemistry, ICT, technical Drawing, Materials study, , General Mechanic Technology, Technical measurements, Work health and security, Solving problems at work place;</p> <p><u>SERVICES SPECIALIZATION:</u> Physical Education, Romanian, English, French, Math, Religion, Biology Geography, History, Physics, Chemistry, ICT, The basis of restaurant, The organization of tourism and food service, Hygiene and work security in tourism and food service, Solving problems at work place</p>
15-16	<i>(10th Grade)</i>		<u>MECHANIC SPECIALIZATION:</u>



IES La Puebla
C/ Platón nº 5
04738 VÍCAR
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



years			<p>Physical Education, Romanian, English, French, Math, Religion, Biology Geography, History, Physics, Chemistry, Psychology, Technology in engine mechanics, Identifying car parts, Transition from school to active life</p> <p><u>ELECTRIC SPECIALIZATION:</u> Physical Education, Romanian, English, French, Math, Religion, Biology Geography, History, Physics, Chemistry, Psychology, Applied Electro-techniques, Electrical equipment, Electrical measurements, Transition from school to active life.</p> <p><u>SERVICES SPECIALIZATION:</u> Physical Education, Romanian, English, French, Math, Religion, Biology Geography, History, Physics, Chemistry, Hotel services, The Quality of hotel services , Economic inventory, Transition from school to active life.</p>
>16 years	(11 th Grade)	No	<p><u>TEHNICIAN TRANSPORTURI:</u> Romanian, French, English, Math, Physical Education, Physics, Chemistry, Religion, Economics, Module 1. Systems of movement transmission, Module 2. Using the applications CAD, Module 3 Measurement techniques in the field, Module 4. Automation systems , Module 5. Electrical systems, Module 6. Electrical circuits, Module 7. Mechanical adjustments, Module 8. Health and work security, Module 9. Electronically circuits, Module 10. Transportation systems, Module 11. Transportation authorities and laws</p> <p><u>CAR ELECTRONICIAN TECHNICIAN:</u> Romanian, French, English, Math, Physical Education, Physics, Chemistry, Religion, Economics, Module 1. Systems of movement transmission, Module 2. Using the applications CAD, Module 3 Measurement techniques in the field, Module 4. Automation systems , Module 5. Electrical systems, Module 6. Electrical circuits, Module 7. Mechanical</p>



IES La Puebla
C/ Platón nº 5
04738 Vícar
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



		<p>adjustments, Module 8. Health and work security, Module 9. Electronically circuits , M10. Mechanical, pneumatically and hydraulic car systems, M11. Car electrical and electronically systems</p> <p><u>TEHNICIAN IN TOURISM:</u> Romanian, French, English, Math, Physical Education, Physics, Chemistry, Religion, Economics, M1. Business Marketing, M2. Operational planning, M3. Organizing human resources, M4. Organizing tourism agency, M5. Hygiene and work security and environment protection, M6. Technical operations of the tourism agency M7. Typology of tourism agencies, M8. Marketing policies and strategies in the tourism agency</p> <p><u>HOTEL TECHNICIAN:</u> Romanian, French, English, Math, Physical Education, Physics, Chemistry, Religion, Economics, M1. Business Marketing, M2. Operational planning, M3. Organizing human resources, M4. Organizing tourism agency, M5. Hygiene and work security and environment protection, M6. Technical operations of the tourism agency, M7. Receiving and lodging guests, M8. Booking accommodation</p>
	(12 th Grade)	<p><u>TEHNICIAN TRANSPORTATION:</u> Romanian, French, English, Math, Physical Education, Physics, Chemistry, Religion, ICT, M1. Production planning and organizing, M2. Quality ensurance, M3. Design elements, M4. Fabrication systems and technologies, M5. Transportation surveillance and Coordination, M6. Planed maintenance, M7. Malfunction detection, M8. Technical exploitation of transportation means, M9. Transportation contracts and documents, M10. Equipments and operations for merchandise handling,</p> <p><u>CAR TEHNICIAN ELECTRICIAN:</u> Romanian, French, English, Math, Physical Education, Physics, Chemistry,</p>



IES La Puebla
C/ Platón nº 5
04738 Vícar
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



			<p>Religion, ICT , M1. Production planning and organizing, M2. Quality insurance, M3. Design elements, M4. Fabrication systems and technologies, M5. Transportation surveillance and Coordination, M6.Planned maintenance, M7.Malfunction detection, M8. Car Driving, M9. Car maintenance, M10. Organizing interventions on cars</p> <p><u>TEHNICIAN IN TOURISM:</u> Romanian, French, English, Math, Physical Education, Physics', Chemistry, Religion, ICT, M1. The business competitive environment, M2. Business financing, M3. Business negotiation, M4. Products and services in a tourism agency, M5. Quality management M6. Public relations in the tourism agency, M7.Life-long development regulations</p> <p><u>HOTEL TECHNICIAN:</u> Romanian, French, English, Math, Physical Education, Physics, Chemistry, Religion, ICT, The business competitive environment, M2. Business financing, M3. Promoting the hotel product, M4. Clearing services, M5.Quality management, M6. Contracting in hotel, M7. Life-long development regulations, M8. Coordinating the activity of the departments of accommodation</p>
--	--	--	--

b) In the evening shift there is Face to face study.

EVENING SHIFT		
AGE PUPILS	LEVEL	SUBJECTS
	Low Frequency Studying (4 months per semester of classes, 2 weeks of exams)	
18+	(12 th Grade)	TRANSPORTATION TECHNICIAN
18+	(13 th Grade)	TRANSPORTATION TECHNICIAN
18+	(14 th Grade)	TRANSPORTATION TECHNICIAN



IES La Puebla
C/ Platón nº 5
04738 VÍCAR
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



18+	1 st year postgraduate school	ICT TECHNICIAN
18+	2 nd year postgraduate school	ICT TECHNICIAN
18+	1 st year Foreman school	CAR ELECTROMECHANIC FOREMAN
18+	2 nd year Foreman school	CAR ELECTROMECHANIC FOREMAN

2. Interaction with students

Classroom activity – I have attended two English classes and a Mechanic class taught and observed teachers. Both teachers usually had two courses with the same class, so I preferred to observe their teaching first and then teach myself the second class. The students were 10th grade and 11th grade.

Objectives – In both teaching assignments my main objectives were:

- Increasing the students' knowledge about Turkey and our cultural heritage
- Encouraging and promoting communication in English and ICT.
- Activating students' vocabulary related to cultural values, travelling and tourism

Activity – Both activities had as a starting point a video about Turkey that I played twice for the students. Both classes were homogenous, no minorities, due to the profile of the school, but there were also around 8-9 girls out of a total of 17 students. The level of English used in the video was A2-B1 that proved too difficult to follow for the 10th graders, whose level reached a maximum of A2. After translation I wrote on the board several questions from the video for the students to answer afterwards. I had previously prepared a set of questions that I had to change and simplify as much as I could because students did not understand everything I said. After given a lot of explanations and enough information they were able to provide correct answers to the 5 or 6 questions written on the board.

As follows:

1. What is the capital of Turkey?
2. What language do we speak in Turkey?
3. Do you know any Turkish teams/players?
4. Do you know any Turkish food or drink?



IES La Puebla
C/ Platón nº 5
04738 VÍCAR
Spain



Erasmus + Project
“The Transnational Adult
School Prototype”



5. Do you know any Turkish words/sentences?

After successfully completing the video activity I have tried to interact with students by means of Geographic games in which students have to find the exact location of countries on a colorful map of Europe. Both activities proved more efficient with 10th and 11th graders. The students were very interested and receptive to all the activities, but only a few of them could manage to actively take part in them due to the language barrier.

Assessment - As an assessment method, I had previously considered giving Turkish delight to every student that gave a correct answer, but after seeing the difficulty of their work, I decided to offer them all sweets as assessment for their active participation. As feedback method I also used some post-its and asked each of them to write a smiley or a sad face if they liked or did not like the class I taught.

Analysis – similarities and differences between the observed and the observer’s educational systems

a. Similarities and differences

- In Romania as a teacher you can move to another school or you can work in the same till you retire depending on your preferences, whereas you have to work in the same school at least 3 years before applying to move to another school.
- In order to enter a university, you need to pass from 2 exams (at least one for some professions) in Turkey, while in Romania you need to pass a maximum of 2.
- In both educational systems, students have an hour lunch break, usually between 12 o’clock to 1 o’clock, but in Turkey, the class has 40 minutes, while in Romanian classes have 50 minutes.
- The maximum number of students in a class is up to 28, while they are up to 34 in Turkey.
- Both educational systems encourage the idea of the uniform, even if in Romania, it is not compulsory by law, depending entirely on the school.
- An important similarity noticed is both educational systems allow a wide variety of evaluation methods like portfolios, project based work, speaking activities.
- The length of the school day in Turkey is 10 classes, while in Romania it is a maximum of 7 classes per day.



IES La Puebla
C/ Platón nº 5
04738 VÍCAR
Spain



Erasmus + Project
"The Transnational Adult
School Prototype"



- Students in Romania must have a small ID notebook where teachers write down marks & averages each year whereas in Turkey students receive a piece of paper (Transcript kind of) showing all the scores that they get during the semester.
- The marking system is also different. Turkish schools adopt a grading system from 1 to 5, where 5 is the maximum, while Romanian marks start from 1 to 10, 10 being the highest.
- Regarding the average salary of a teacher, there is a huge difference between The Turkish and the Romanian teacher. A Turkish teacher can earn an average of 1300 euro per month, while a Romanian teacher earns 450 euro per month.
- In Turkey marks and absences of the students are entered daily in an online system (e-school) whereas in Romania they use the traditional class register.

b. Conclusion

Despite obvious differences and similarities, I believe both educational systems are oriented towards offering students the best conditions for studying and acquiring the appropriate knowledge and skills for a future career. Both systems focus on shaping not only the students' learning skills, but also their personality in the spirit of equality and fair play. Although the two different educational systems, correspond to different religions also – Christian and Muslim – the basic objective of both is shaping students in order to be ready for life.