

ACTIVITY REPORT

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I. GENERAL INFORMATION

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Educational Center PRO DIDACTICA is a non-governmental, non-profit organization, founded on 11 August 1998.

The mission of Educational Center PRO DIDACTICA is to promote the principles of an open society through supporting individuals and organizations interested in continuous learning and development aiming at achieving personal and professional growth, and a better integration into the society. In order to achieve that, PRO DIDACTICA is offering informational, training and consulting programs and services, focusing on development of life-long learning culture and skills, promotion of the values of the knowledge-based society, insurance of inclusion and equal chances for all, and supporting the European integration efforts through education.

Current portfolio of the Centre includes 22 training programs for teachers and educational managers, authorized and licensed by the Ministry of Education and the Chamber of Licensing of Republic of Moldova. The training certificates are recognized officially in the process of teacher in-service evaluation and professional advancement.

Long-term objectives include:

- Ensure continuous professional development center staff members and trainers to maintain and optimize quality of service;
- Diversify training (including promoting and developing distance learning), to respond more effectively to the specific requests of the direct beneficiaries- teachers and educational institutions;
- Providing further training materials and publications to meet the needs of beneficiaries;
- Diversify sources of financing;
- Increasing national and international partnerships;
- Increase the level of transparency in national and international level.

II. THE MOST IMPORTANT PROJECTS IMPLEMENTED BY PRO DIDACTICA

GRANTS:

- *Promoting and developing intercultural education (ICE) for pre-service teacher training*, with the financial support of The Pestalozzi Children's Foundation (Switzerland), June 2018-December 2020;
- *Development of Rural Areas In the Republic of Moldova (DevRAM). Part I. To increase the competitiveness of the agri-food sector through its integration into domestic and global value chains, in particular in the soya sector*, with the financial support of the European Union – April 2018-March 2021;
- *Promoting education for the health of young people*, with the financial support of The United Nations Population and the Embassy of the Netherlands, January 2018-December 2022;
- *European Lessons 2: Anticorruption Education Component*, financed by The Ministry of Foreign Affairs of the Republic of Lithuania from Development Cooperation and Democracy Promotion Programme funds, May 2018-April 2019;
- *Educating Culture of Peace through Good Neighborhood In Primary School*, supported by Global Secretariat of GPPAC (Global Partnership for Prevention of Armed Conflicts) from Hague, January-December 2018;
- *Partnerships for Quality and Relevance in ICT Vocational Education in Moldova*, with the financial support of the Austrian Development Agency/ADA, funded by the Austrian Development Cooperation/ADC and the Government of Romania, December 2015-November 2018;
- *Strengthening Vocational Training in Moldova/CONSEPT, Organizational Development and Continuous Teacher Training Components*, with the financial support of the Foundation Liechtenstein Development Service, April 2015-June 2018;
- *Educational and Sport Platform to Strengthen Confidence Building and to facilitate the Cooperation between Communities from the left and right Banks of the Dniester river*, funded by the European Union "Support to Confidence Building Measures" and implemented by the United Nations Development Program – December 2016-March 2018;
- *Open Education in Moldova: Here and Now! - phase II*, with the financial support of the Institute of Open Society Foundation, in cooperation with the Education Support Program of the Open Society Foundation, October 2016-December 2017;
- *Educating culture of peace through good neighborhood in primary school*, funded by Global Secretariat of GPPAC (Global Partnership for Prevention of Armed Conflicts) from Hague - July-December 2017;
- *Strengthening Vocational Training in Moldova+/CONSEPT+, component Organizational Development*, with the financial support of the Foundation Liechtenstein Development Service- January-June 2016;
- *Partnerships for Quality and Relevance in ICT Vocational Education in Moldova*, with the financial support of the Austrian Development Cooperation/ADC and the Government of Romania, April-November 2016;
- *Gender education for preventing and combating discrimination*, with the financial support of the Soros Foundation Moldova, April- November 2016;
- *Human resources development in education: from the strategic ideas to sustainable*, with the financial support of the Open Society Foundations offered through Foundation Soros-Moldova – February-June 2016;
- *Contributions to the professionalization of adult educators*, with the financial support of the DVV International Moldova, September-December 2016;

- Mutual understanding through civic education on both banks of Dniester, sponsored by The Black Sea Trust for Regional Cooperation. A project of the German Marshall Fund, April 2016-May 2017;
- European Lessons, with the financial support of the Ministry of Foreign Affairs of Lithuania – January 1 – December 31, 2016;
- Open Education in Moldova: Here and Now!, with the financial support of the Institute of Open Society Foundation, in cooperation with the Education Support Program of the Open Society Foundation - January 1– September 15, 2016;
- Strengthening Vocational Training in Moldova / CONSEPT component Organizational Development, with the financial support of the Foundation Liechtenstein Development Service - 2012-2015;
- Advancing Quality in ICT Vocational Education in Moldova, December 2012 – May 2015, sponsored by Austrian Development Cooperation – December 2012-July 2015;
- Intercultural education on both banks the river Nistru, with the financial support of the European Union, co-financed by the United Nations Development Programme, Swedish Institute – May 2014 - February 2015;
- For qualitative reforms in education, with support from the Open Society Foundations through Soros Foundation Moldova - July 2014 to February 2015;
- The role of education in building confidence and social cohesion of multicultural societies, Implemented within EAST-EAST Program, Soros Foundation Moldova;
- Advancing NGOs capacity through community partnership, October 2012 – July 2013, sponsored by USA embassy;
- School communities in action: Creating the conditions for persistence in school of students from socially vulnerable families, with financial support “Emergency Fund”, an international program created by George Soros in summer 2009 to mitigate the negative effects of economic crisis in Central, Eastern and South-East and Central Asia– 2010-2012;
- Improving State Language Teaching in Gagauzia, financing by High Commissioner on National Minorities of the OSCE (Hague) and Federal Office for Foreign Affairs of Germany- August 15 – December 15, 2011;
- International Educational Leadership Project, with financial support by the Open Society Institute in Budapest - January 2010-July 2011;
- Advancing Educational Inclusion and Quality In South-East Europe (in partnership with CEPS, Ljubljana), with support financial by OSI, ESP Budapesta 2008-2010;
- CONSEPT – Consolidating the Vocational Education Sector in Moldova with the support financial of „Liechtenstein Development Service” – 2008-2010;
- Education for European Integration. Teacher training and materials development with financial support by SOROS Foundation-Moldova -2008-2009;
- Problems of non-native language teaching in schools in Moldova, with the support of Office of the High Commissioner on National Minorities of the OSCE (Hague)2008-2009;
- A Future for our Children with the support financial of „Liechtenstein Development Service” – 2007-2009;
- Summer School “Peace is in our hands”, with financial support by UNESCO Moldova – 2008;
- To improve school management and accountability (partnership with the Education Center 2000+ Romania) with support OSI initiative through RE:FINE – 2007-2008;
- Partnership for a quality education. Optimizing the quality of education by promoting interactive technologies and by establishing effective partnerships, with financial support by National Development Agency CONTACT/PBF – 2006-2007;
- Academic Success for Roma Children (in partnership with Ethno-cultural Diversity Resource Centre , Cluj, Romania) with support by Open Society Institute through RE-FINE Program – 2006-2007;
- Education for European integration. Curriculum Development, with financial support from Soros Foundation - 2006;

- Education for gender equity and equal chances, with financial support by SOROS Foundation-Moldova -2006;
- Education for community development. Optional course for secondary schools and teacher training program (partnership with the Educational Program “Step by Step”) with financial support by SOROS Foundation-Moldova -2005-2007;
- Promote tolerance and understanding of diversity toolbox for teachers – philologists, with financial support by Council of Europe, Confidence-Building Measures – 2005-2006;
- A Future for our Children. Involving communities in social integration of children from disintegrated families, with financial support by Open Society Institute through RE-FINE Program (Budapest)- 2005-2006;
- Reading and Writing for Critical Thinking at university level: curriculum development from the RWCT perspective, with financial support by SOROS Foundation-Moldova, OSY New York and International Reading Association - 2004-2005;
- Teaching Romanian as a state language in minority schools. Teacher Training Program, with the support of Office of the High Commissioner on National Minorities of the OSCE (Hague) 2004;
- Reading and Writing for Critical Thinking in university education, with financial support from Soros Foundation-Moldova, OSY New York and the International Association of Reading - 2003-2004;
- Learning communities, with financial support by SOROS Foundation-Moldova, 2003-2005;
- Tolerance and social integration. Information and training, with financial support by SOROS Foundation-Moldova - 2003-2005;
- Education for otherness. Optional course of education for tolerance and ethnic otherness inhabiting through literature (high schools, colleagues, universities) with financial support from the U.S. Embassy – 2003 – 2005;
- Internet Education- Computer school discipline, with financial support by SOROS Foundation-Moldova – 2002;
- Cooperative Learning, with financial support by SOROS Foundation-Moldova - 2002-2003;
- Teaching Romanian as a state language in minority schools. Teacher Training Program, with the support of Office of the High Commissioner on National Minorities of the OSCE (Hague)- 2001-2003;
- Modernization of Pre-University Education, with the financial support by SOROS Foundation Moldova, 2001-2002;
- Internet PRO EDUCATION, with financial support by SOROS Foundation-Moldova - 1999- 2002 (www.proeducation.md);
- Development of National Curriculum and Teacher Training for lyceum in partnership with Ministry of Education from Republic of Moldova, with financial support of SOROS Foundation-Moldova – 1999;
- Reading and Writing for Critical Thinking at pre-university level, with financial support of SOROS Foundation-Moldova - 1998-2002;
- Modernization of Humanities Education program, with the financial support of SOROS Foundation-Moldova - 1998-2000.

CONSULTING SERVICES:

- Consultancy services for local mentor training in early education, services contracted by the Ministry of Education in the Global Partnership for Education project, implemented in partnership with Educational Program "Step by Step" and Day Center "Hope" - March to November 2014.
- Consulting Services Ministry of Education of R. Moldova for mentors training from preschool education within Global Partnership Project, – June-August 2013.
- Consultant Services Ministry of Education of R. Moldova, Quality education in rural area in Moldova, with financial support from the World Bank - 4 February to 31 May 2011.
- Consultant Services Ministry of Education of R. Moldova for training of 8106 teachers, in 33 raions, in aspects related to modernized lyceum curricula (grades 10-12) (July – August 2010), in partnership with Education 2000+ Consulting LTD, Romania; services contracted by Ministry of Education of the Republic of Moldova via World Bank.
- Consultant Services to Ministry of Education of R. Moldova for the elaboration of a guide of didactic staff in early and preschool education and training for teachers 1001 ideas for a quality early education (2010), EFA/FTI funds.
- Consultant Services to Ministry of Education of R. Moldova for the elaboration of curricula for pre-service and in-service training of didactic staff in early and preschool education and associated application guides(EFA/FTI funds) – 2009-2010.
- Consultant Services to Ministry of Education of R. Moldova for testing of a set of tools for assessing equity and inclusion in education (2009).
- Continuous in-class evaluation, trainings, 2008-2009, in partnership with Education 2000+ Consulting LTD, Romania; services contracted by Ministry of Education of the Republic of Moldova via World Bank.
- Professional development of lyceum teachers in lyceum curriculum implementation, trainings, 2007; services contracted by Ministry of Education of the Republic of Moldova via World Bank.
- Professional development of managers from preschool institutions, trainings, 2007; services contracted by Ministry of Education of the Republic of Moldova (EFA/FTI funds) via World Bank.
- Consulting Services for training of textbook authors, 2006, Kyrgyzstan; services contracted by Foundation for Education Initiatives Support, Bishkek, Kyrgyzstan.
- Consulting Services for assisting curriculum and teaching material developers for Georgian as a second Language, February, 2005, Tbilisi, Georgia; services contracted by HCNM of OSCE, Hague, Netherlands.
- Consulting Services for training of trainers and training of teachers for Georgian as a second Language, June, 2005, Bakuriani, Georgia; services contracted by HCNM of OSCE, Hague, Netherlands.
- Training services for teachers and managers from kindergartens, schools and universities, upon request.

III. PROJECTS 2018

1. **STRENGTHENING VOCATIONAL EDUCATION IN MOLDOVA / CONSEPT**

Components:	<i>Organizational Development and Continuous Teacher Training</i>
Financial support:	Liechtenstein Development Service Foundation (LED)/ MEDICOR Foundation
Implementation period:	April 2015 - June 2018
Annual budget (project year 3):	74 000 USD
Purpose:	Organizational Development of the professional schools involved in the <i>CONSEPT</i> project and professional competences strengthening of the teachers from the same institutions

Objectives:

- Managerial skills' efficiency of the administrative teams in the institutions included in the project;
- Organize and monitor the elaboration process of the institutional development plans;
- Provide professional expertise and counseling in the process of promoting the schools' image.

Activities and results:

BASIC CONCEPT

1. **Monitor and evaluate the implementation of SDP**

Expert trainers visited 8 beneficiary institutions during February-June 2018. The purpose of the visits was focused on the external monitoring of SDP implementation. During the visits, the training experts analyzed all relevant institutional documents: SDP, annual plans, departmental activity plans etc., annual activity reports and held meetings with the management teams of each institution. They also discussed with all key participants: students and teachers, master instructors. Other activities also included visits to classrooms and equipped labs. All investments on equipment are functional and very much appreciated by teachers and students. The new installation equipment in each school creates an environment closer to the work environment of the future that ensures the development of students' professional skills. The monitored schools continue to pursue the objectives of equipment development, professional development of teachers, and those related to quality management and partnerships.

2. **Additional annual training for managers PERSONAL AND MANAGERIAL EFFICIENCY**

According to the training needs of the management teams from the 15 institutions involved in the activities of the CONSEPT project, between 23-25 April this year, at the Educational Center PRO DIDACTICA, was held a training seminar entitled "Personal and managerial efficiency", attended by 25 people (directors, deputy directors, heads of department). The proposed program was praised for its interactive character, being carried out with the application of modern educational technologies, selected and applied, so as to ensure the achievement of the proposed objectives.

The general purpose of the training activity was to update and develop managerial skills, especially those related to increasing personal and professional efficiency. Among the key issues that were discussed were: personal efficiency versus management efficiency; manager's profile; leading manager; skills for personal efficiency; skills for public efficiency; synergy, etc. During the three days of training, the participants were involved in various training activities, which directly contribute to the strengthening of problem solving and teamwork skills, time management and self-management. At the same time, the expert trainers created

contexts for personal reflections and group discussions on the role of the manager and his/her ability to synchronize personal and professional values, thus facilitating the good administration of the institution he/she represents.

3. The development and launch of STRATEGIC PLANNING VERSUS OPERATIONAL PLANNING

In 2018, at PRO DIDACTICA, the *Strategic Planning versus Operational Planning* project was launched, with the participation of directors and deputy directors of vocational institutions. This edition is complementary to the *Developing the Institution's Strategic Development Plan* guide, developed within the same project and has as a target group the members of the management team, focusing, especially, on aspects related to the participatory implementation of the development strategy and the systematic approach to planning, monitoring and reporting of activities – both those focused on development and those that ensure the proper functioning of the institution. Given that each school is in a continuous process of change and development, and one of the core tasks is to predict, direct, and capitalize on the changes through a planned implementation process of the development strategy, we hope that this guide will be a valuable support for both management team members and other stakeholders within the institution, as an important resource in order to synchronize their activity. The work was printed in 250 copies and posted on the Center's website. (<http://prodidactica.md/wp-content/uploads/2019/03/Planificare-strategica-vs-operationala.pdf>)



4. Training seminary CRITICAL THINKING FOR PROFESSIONAL SKILLS TRAINING

In the first half of the year, modules II and III were carried out, as well as the follow-up on *the Critical Thinking for Professional Skills* program (23-25 January / 20-22 February, 27-29 March, 11 May), attended by 22 people.

Coming from institutions massively involved in the CONCEPT program, as well as colleagues from previous groups, the teachers and masters of these two new groups have become familiar with the teaching strategies of developing critical thinking and with the specifics of cooperative learning and the development of professional competence.

All the objectives of the program have been achieved and the projected activities have been carried out; the learners had asked questions in relation to the techniques they had read or heard about, but they particularly saw them applied somewhat detached from the algorithm, on the ERRE design strategies. The principles and rules of the program were respected, each session followed the ERRE framework and each activity benefited from a debrief of the learning process. The initiation techniques were selected from all the stages of the framework, which in no way meant that these learners left with the idea that all those techniques refer to only one stage and that they can combine only in that particular manner. The need for change and the colleagues' success, for those who have already gone through these trainings, were very powerful motivational factors which brought them to undergo training and guided them towards learning new things. The follow-up session took place on 11 May, the task being: designing a lesson sequence in which a RWCT (Reading and Writing for Critical Thinking) technique will be used. Based on the final

assessment we conclude that the trainees have appreciated the program, mentioning their support for the course, the training and competence of trainers, the 2 guides that were distributed to each trainee, and the open atmosphere, free communication, which created the necessary psychological comfort for a good exchange of practices and experience.



CONSEPT+

1. *Monitoring the implementation of SDP*

During January-April 2018 three visits were made in order to monitor the implementation of SDP's: to the Riscani PS, to the no.9 PS in Chisinau and to the no.2 PS in Chisinau. The monitoring visits were conducted in accordance with the approved methodology. These were the first monitoring visits carried out by experts from EC PRO DIDACTICA. During the visits, the following activities were performed: comparative analysis of plans: SDP and the annual/operational one; discussion with the management team, members of the SDP development team; visiting workshops and dorms that have the support of LED (Liechtenstein Development Service) and other development partners.

Main conclusions: The teams need additional training on topics related to monitoring SDP implementation: data collection methods, data analysis, data interpretation, quality measurement of the educational process and of the educational services provided by the teachers (1). In the monitoring process, the members of the management teams have focused not only on the objectives achievement degree but also on the analysis of the problem solving degree (2). The equipment obtained under the CONSEPT+ project is being used efficiently (3). All the practical lessons are conducted in specialized laboratories (4).

2. *Workshop for the dissemination of final results*

The dissemination of results related to the process of SDP development and implementation was carried out within the EC PRO DIDACTICA on 25 June 2018. The workshop was attended by the representatives of the management teams from VET institutions involved in the Consept+ project. The workshop was conducted in accordance with preset agenda and had two main objectives:

1. Identifying the successes, difficulties and lessons learned during the process of development and implementation of strategic development plans
2. Identifying the needs for institutional capacity development for the later period

The general conclusions regarding the successes, difficulties and lessons learned, identified as a result of the activities in session 1, are the following: The design of the CONSEPT+ project was a successful one, it has facilitated the SDP's development in a participatory way, supported the development of the management teams' capacities and contributed to the changes that ensure the institutions' development (1). The interaction with the trainers during the training activities and monitoring visits facilitated the opening of new perspectives, helped both identify and overcome internal constraints (2). During the project implementation period, a learning community has been created, which has become a valuable source of mutual exchange and support (3).

3. *Summer school for MANAGEMENT EFFICIENCY*

The summer school for „Management efficiency” was developed in order to strengthen the capacities of the management team representatives in streamlining the activity of the institutions that are involved in the project. The methodology applied in the training activity was based on the principles of adult learning and the learning framework Evocation – Realization of Meaning – Reflection – Expansion. To ensure the success of the training activities, several didactic games were applied, which provoked strong emotions, as well as facilitated cognitive stress and profound reflections on the existing behavioral models, their advantages and limitations. All participants stated that the training methods were adequate and provided the opportunity for free expression of opinion, engagement and experience exchange. During the training activity the contents were addressed in accordance with the planned agenda and the specific questions of the participants. Therefore, the content and the training process were adjusted to the training needs of the participants. As informational support, several printed materials, video sequences and an electronic presentation were used. The participants showed their interest in the subject, and volunteered to participate in this training activity, knowing in advance the seminar’s agenda. For all subject aspects, which were addressed at the Summer School, the participants expressed their interest, which motivated everyone to become actively involved. We consider the activity to be a successful one because the proposed objectives have been achieved and the pleased participants appreciated the activity positively.



4. *Training CRITICAL THINKING FOR PROFESSIONAL COMPETENCES DEVELOPMENT*

The training activity within this program was carried out over a relatively short period of time (January-June 2018) and mobilized 2 completely opposite types of participants: 1) people who have benefited from several trainings in the past few years, institutions from which some have participated in modules for critical thinking (CEIU, PS Bubuieci), and students who have not been previously involved in such trainings (PS no.7 and PS no.9). Although diverse, the groups have been cooperative and united, a factor that was also noted in the final evaluation questionnaires, and for some, who have never dreamed of pedagogical careers, that became an opportunity to discover new things, strategies, techniques, and even one’s own potential. Providing multiple support and donating books was welcomed, the learners knew some things, they have heard about certain techniques, however, after reading, implementing, training and preparing their own works (several were in the stage of finals or completion of master degrees) have come to appreciate the practical value of the materials. It was noticeable, both the consolidation of the dynamic training community and the improvement of students’ performance, who were silent and did not dare to speak during the first module, and have shown an above-average activity on the third module. The principles of critical thinking were respected, each session followed the framework and each activity benefited from a debrief of the learning process. The main design and development criteria for this endeavour was the model lesson. The guide’s presence has facilitated comprehension, the same thing remains to occur with the transfer.

The initiation techniques have been selected from all stages of the framework. For *Evocation*, we resorted to the following techniques: Free/Forced Association, Freewriting, Brainstorming, Concentric Circles, Black and White; for *Realization of Meaning*, we applied Mosaic, INSERT, Guided Reading, Case Study, Study guide, Three-step Interview, Guided Discussion, Venn Diagram, etc. For *Reflection*, we used the T-

Graph, 6 Whys?, Guided Imagination, 5' Essay, Gallery Tour. The group had a positive dynamic, the trainees behaved correctly and in a civilized manner. The students have shown a sustained interest, there were no such ideas that the topic was not relevant or that it was known to them, but especially they made connections to their own experiences, to the subjects taught and to the prospect of applying the techniques in the context of vocational training.

5. Training of trainers

On June 4-5, 18-19 and 26, at the request of CEIU and CESP, the Educational Center PRO DIDACTICA hosted a new group of 20 trainees, who have benefited from three training modules on Adult education training for trainers. Having some experience in adult education (some under this program, others – by providing services to those in the workforce), the students have been receptive to our educational offer. The needs and expectation questionnaire has clearly leaned towards 4-5, the least interest being towards "Time management" and "Feedback".

Neither the content nor the methodology has deviated from the similar program which was previously developed. The principles of critical thinking have been respected, each session followed the framework and each activity benefited from a debrief of the learning process. The main form of designing and conducting the process was the model lesson, but not everything that was done in the study room is applicable for them. Nevertheless, it has been possible to convey the message that such a structure of adult training, with 2-hour sessions and a reserved debriefing time, is essentially more formative. The techniques have been selected from all the stages of the framework. For *Evocation*, we resorted to the following techniques: Forced Association, Brainstorming, Bingo, Concentric Circles, Value Line, Squirrel's Box, Business Card, etc; for *Realization of Meaning*, we applied INSERT, Case Study, Guided Discussion, Visual Summary, Debate, Complementary Teaching, Three-step Interview, Cause and Effect Diagram. For *Reflection*, we used the T-Graph, Gallery Tour, Fair of Ideas, Roleplay, the Poster, Graphic Metaphor, etc.

They presented, organized their own sequence from the follow-up session, choosing varied topics, both in the professional field (Service in restaurants; Menu Development in relation to health; Folk costume etc., as well as the psycho-pedagogical one: Conflict and ways to settle it; Parents-children-professors relationship, etc.). Various techniques have been used during the application process, of course from RWCT, for example: freewriting, free associations, graphic representation, idea map, INSERT, three-step interview, complementary teaching, cause and effect diagram, problem solving, case study, etc.

Project Coordinator: Rima BEZEDE

2. PARTNERSHIPS FOR THE QUALITY AND RELEVANCE OF TECHNICAL VOCATIONAL EDUCATION IN THE FIELD OF ICT IN THE REPUBLIC OF MOLDOVA

Financial support:	Austrian Development Agency/ADA, with funding from the Austrian Development Cooperation/ADC and the Romanian Government
Implementation period:	December 2015 – November 2018
Budget:	694 000 EUR
Purpose:	Capacity development of technical vocational education institutions from the Republic of Moldova which offer ICT training programs, thus contributing to the adjustment of the educational offer to the needs of the labor market and to the corresponding quality standards
Partner - implementer:	National Association of ICT Companies
Beneficiaries:	20 technical vocational education institutions which offer programs for ICT professions and specialties

Activities and results:

1. Center of Excellence in Informatics and Information Technologies (CEITI), which works both as a resource institution for teachers and as an attractive provider of training for students, offered in cooperation with the ICT sector.
2. Offers for training of technical vocational education institutions that prepare ICT workers and technicians, upgraded content according to the needs of the labor market and application of advanced teaching methods.
3. Information on ICT careers based on technical professional studies made available to the general public.
4. Basic standards, organizational procedures and work processes of the National Agency for Quality Assurance in Vocational Education (ANACIP) developed for the optimal completion of the public mission of external evaluation.

Activities which contributed to the partial completion of the result no. 1:

- Three training programs in Project Management, Personal and Professional Development Management, External Evaluation and Strategic Management were carried out both for the CEITI and the affiliated institutions managerial staff;
- Curricula of the CEITI Continuous Training Department have been revised and recommendations for improvement have been proposed;
- 2 training programs for the use of modern web 2.0 tools have been developed for CEITI specialists and affiliated institutions;

Activities which contributed to the partial completion of the result no. 2:

- Support for the first online national exam for the specialties of Computer Science și Operator Technical Support of Computers;
- Two curricula for *Applied English Language in ICT* developed for post-secondary and secondary technical vocational education have been published and distributed;
- A methodological guide for the implementation of the two curricula for *Applied English Language in ICT* has been published and distributed;

- A training program for 20 teachers from CEITI and other beneficiary institutions, between 18 April and 26 May 2018 (4 full weekends), 20 teachers from the VET schools were trained at the Tekwill Academy, based on the Cisco Networking Academy - IT Essentials Authorized. The teachers have gained necessary skills to be provided under the specialty Maintenance of the Computers and have rated the course as very efficient;
- A training program for 23 teachers in Java fundamentals;
- 4 weekends April to May 2018, 20 teachers were trained in Cisco ITE.

Activities which contributed to the partial completion of the result no. 3:

- 18 beneficiary institutions were trained, and 9 were supported in the development of their web pages;
- In July 2018 ATIC produced and published **2 success stories** with the participation of CEITI manager, teachers and students. **Two video articles** have been filmed and edited: one about the CEITI (in the context of Admission to this institution) and the success story of a meritorious student of the CEITI (still during his studies, employed by a German IT company).
- In 2018 two institutions: Professional School from Floresti and Professional school nr 5 from Balti, received support for admission campaign. ATIC consultant created a communication plans. The action plan includes promotion articles in such newspapers as *Timpul*, *Jurnal de Chisinau*, participation at the radio shows with national coverage at Radio Moldova and TRM.
- On 25 October 2018, The annual fair for IT career orientation, with an emphasis on training professional, personal and social skills, was organized at Tekwill. Over 800 participants were registered at the event, of whom 230 were enrolled in VET schools;
- During Chisinau Mini Maker Faire, a family festival, organized on 13 October 2018, creators and innovators have presented their creations and shared their experiences. The purpose of the event was to inform, connect and expand the community of technology enthusiasts in the technology field. Of the 600 participants, 68 students (25 girls) from the beneficiary VET institution;
- On 17 April 2018, the 9th Moldova ICT Summit took place, with 500 participants. By bringing the cutting-edge global trends and inviting visionary leaders, the event seeks to break the barriers, drive innovation and foster higher aspirations at all levels. This year the event has been fully dedicated to EdTech with a big focus on VET as well. During the summit several major important aspects have been raised: presentation of smartedu.md – the digital library including VET component and VET materials, as well as the presentation of the information system that is to be implemented in the vocational schools in collaboration with the Ministry of Education.

Activities which contributed to the partial completion of the result no. 4:

- A summer school for 27 employees from ANACEC, an institution created by the reorganization of the National Agency for Quality Assurance in Vocational Education, through the absorption of the National School Inspectorate and the National Council for Accreditation and Attestation. The following topics have been addressed: knowledge activities, team planning activities, effective communication and feedback; corporate and personal values, decision-making, division and assuming responsibilities, personal development and organization development.
- Five thematic training programs for employees from ANACIP have been achieved in the online communication field, Google apps, online questionnaires, Evaluation training techniques with the participation of 19 ANACIP employees;
- A documentary visit to Romania was organized for 13 representatives from ANACEC and the Ministry of Education, Culture and Research. The delegation visited the following institutions: ARACIP - Romanian Agency for Quality Assurance in Pre-university Education; ANC - National Qualifications Authority; ARACIS - Romanian Agency for Quality Assurance in Higher Education; CNATDCU - National Council for Attestation of University Titles, Diplomas and Certificates; ISMB - School Inspectorate of Bucharest Municipality; Ministry of Research and Innovation.

Project Coordinator: Oxana DRAGUȚA

3. SPEAK UP FOR YOUTH HEALTH EDUCATION

Financial support:	Joint project of UNFPA, United Nations Population Fund and the Embassy of the Kingdom of the Netherlands
Partners:	The Ministry of Education, Culture and Research of the Republic of Moldova, the DGETS of Chisinau municipality; rayon councils of Cahul, Falesti, Rezina and Orhei; General Directorates for Education from Cahul, Falesti, Rezina and Orhei; city halls of Bacioi, Ghidighici village.
Implementers:	UNFPA in partnership with EC PRO DIDACTICA, the Network of Young Educators Y-PEER Moldova and The Public Association <i>Partnerships for each child</i>
Implementation period:	2018 – 2022
Beneficiaries:	22 localities from Chisinau and four districts of the country: Chisinau municipality, namely: Băcioi commune, Ghidighici village; Cahul district, namely: Cahul city and Alexandru Ioan Cuza, Borceag, Moscovci, Slobozia villages; Falesti district, namely: Falesti city and Bocani, Calinesti, Glinjeni, Obreja Veche villages; Rezina district, namely: Rezina city and Cuizauca, Ignatei, Horodiste, Peciste villages; Orhei district, namely: Orhei city and Branesti, Ghetlova, Jora de Jos, Lucaseuca villages.
The target group:	Young people aged 10-19 (schooled and unschooled, including from vulnerable groups) from 5 districts of the Republic of Moldova.
Purpose:	Increase the level of knowledge of teenagers (10-19 years) about their health and enabling them to request the teaching of health education in schools that is age-appropriate and sensitive to the cultural environment, including reproductive health, human rights and the prevention of gender-based violence.

Activities and results:

- Optional curricula “Education for Health” was assessed and revised in accordance with international standards. The revised optional course “Education for Health” is rolled-out in 22 selected schools from 5 targeted rayons of the country.
- 6 teachers and 14 representatives of UNFPA IPs, members of the working group on the revision of “Education for Health” curriculum, including church representatives, have increased their knowledge on adolescent health and International Standards.
- The UNFPA IPs, in particular those who are not working in the adolescents health area, increased their knowledge related to reproductive health and international standards.
- Managers and teachers from 800 schools from Moldova have been informed about “Education for Health” through four articles published in four editions of the *Didactica Pro...* magazine.
- A video on the importance of “Education for Health” was developed and disseminated within school and community events.
- A comprehensive 4 days training program have been organized for the teachers from 22 schools in 5 targeted rayons. Thus, 22 teachers increased their capacity to provide the Education for Health optional course based on the revised curriculum (these have received the first four units of the revised curriculum).

Project Coordinator: Oxana DRAGUȚA

4. DEVELOPMENT OF RURAL AREA IN THE REPUBLIC OF MOLDOVA (DevRAM)
PART. I. INCREASING THE COMPETITIVENESS OF THE AGRI-FOOD SECTOR THROUGH
INTEGRATION TO DOMESTIC AND GLOBAL VALUE CHAINS, IN THE SOYA SECTOR

Donor:	European Union
Implementing organization:	Austrian Development Cooperation (ADC), in partnership with Donau Soja International and Educational Center PRO DIDACTICA
Project duration:	April 2018 – March 2021
Total project budget:	2 598 333 Euro
Purpose:	to increase the competitiveness of the agri-food sector through its integration into domestic and global value chains, in particular in the soya sector.
The specific objective:	(of Part I of the action) is to integrate Moldovan-grown soybeans into domestic and global value chains.
Beneficiaries:	PART I of the action defines a wide target group embracing stakeholders along the GMO-free soya value chain (e.g. farmers, businesses), VET institutions (schools, colleges, CoE), research & development institutions and consumers.

Expected results:

- 6 Occupational Standards and 6 Qualifications revised/developed and approved;
- 7 VET institutions offer attractive and modernised educational training programs for the agri-food labour market;
- At least 50 farmers, teachers and students from agri-food VET institutions that participated in the project's events (study visits, internship programs, fairs, etc.), half of which showed an interest in applying the newly gained knowledge and experience in their jobs and studies;
- At least 15 business plans for the agri-food sector developed by young farmers and students and 1/3 supported.

Activities and results:

1. Conducting a capacity needs assessment in order to identify the biggest challenges and problems of the Centre of Excellence and the piloted VET institutions

Experts Vera CHILARI and Rodica REȘITCA conducted the investigative process in June-July, September-October with a sample of 104 specialists, including instructors, 27 managers, 55 economic agents, 143 students, as well as other relevant participants, representatives of the relevant associations.

• Workshop PRESENTATION AND VALIDATION OF PRELIMINARY RESULTS OF CAPACITY NEEDS ASSESSMENT AGRI-FOOD SECTOR

At the activity moderated by the consultants Vera CHILARI and Rodica REȘITCA participated managerial and didactic staff from the 7 educational institutions involved in the study: the Center for Excellence in Horticulture and Agricultural Technologies in Țaul, 3 colleges (Agroindustrial College from Ungheni, Agricultural Technical College from Svetlâi, the Agroindustrial College of Grinauti) and 3 vocational schools (Nisporeni School, Leova Professional School, Bubuieci Professional School) with agricultural profile. The

plenary activity was followed by workshops organized in 4 groups, where several aspects related to the organization of the training process in the technical vocational education institutions were approached: the attractiveness of the agricultural specialties, the employment opportunities of the graduates, their socio-professional insertion. etc. (group I); quality of initial and continuing education and training in IVET (teaching-learning-evaluation process, teaching methods, curricular content quality, occupational standards, qualifications, contents and ways of developing digital capabilities in pupils and teachers, etc.) (group II); human resources (initial and in-service teacher training, quality of teaching, motivation tools, training / retraining courses, teaching staff vs. auxiliary staff, staff fluctuations, etc.) (group III); partnerships with the economic environment (organization of practical traineeships, collaborative forms, technical and material basis, equipment of laboratories, etc.) (group IV).



- **Presentation of the results of the study *EVALUATION OF CAPACITY NEEDS ASSESSMENT OF VOCATIONAL EDUCATIONAL INSTITUTIONS IN AGRI-FOOD SECTOR***, carried out within the project with the participation of 7 educational institutions: Center for Excellence in Horticulture and Agricultural Technologies in Țaul, 3 colleges (Agroindustrial College from Ungheni, Agricultural Engineering from Svetîlîi, Agroindustrial College from Grinuti) and 3 vocational schools (Nisporeni School of Professional Training, Leova School of Professional Studies, Bubuieci School of Professional Training) with agricultural profile. During the event, the findings and recommendations of the Report, as well as the opportunities for their implementation here and now, were dealt with in the development of attractive educational offers for young people. The study presents a series of recommendations for the project team and also for central and local public institutions, as well as for partners in the associative and private sectors. (<https://drive.google.com/drive/folders/1ybO3BuYypIDqCCNN13ZFAS3dcDESvt3o>)



2. Draft Regulation for the In-Service Training Department for CEHTA

After finalizing and presenting the Assessment Report, the project team hired consultants for the development of the Continuing Vocational Training Department within the Center for Excellence in Horticulture and Agricultural Technologies, Țaul (CEHTA). Thus, in November, the experts involved developed the first version of the Organization and Functioning Regulation of the Continuing Vocational

Training Department within the CEHTA. It covered the following: quality assurance policies; designing and approving continuous training programs; learning, teaching and assessment centered; enrollment, evolution, recognition and obtaining of certificates by the trainees; post-program training activities; training staff; learning resources and training support; information management; etc.

3. Participation in the XXI edition of the International Fair "Farmer-2018"

The Educational Center PRO DIDACTICA, in partnership with Donau Soja, participated in the "Farmer-2018" exhibition, which took place in Chisinau on October 17-20, 2018. During the exhibition the project team discussed with farmers, young entrepreneurs and professional school and college students about organic farming, presented the project purpose and objectives. Farmers, producers of organic cereals, being financially supported by the project, had the opportunity to promote their business at the exhibition, as well as through the activities provided by the project aimed at supporting organic farming.



Also, the project team participated at the round table themed "Development of soybean culture in Moldova", a current topic of major interest for the republic. The event was attended by representatives of the Ministry of Agriculture, Regional Development and Environment (MADRM), the Austrian Development Agency and Donau Soja, the farmers' associations, soybean producers and users, raw materials suppliers, traders.

Project Coordinator: Georgeta MINCU

5. EDUCATIONAL AND SPORT PLATFORM TO STRENGTHEN CONFIDENCE BUILDING AND TO FACILITATE THE COOPERATION BETWEEN COMMUNITIES FROM THE LEFT AND RIGHT BANKS OF THE DNIESTER RIVER

Donor:	The programme is funded by the European Union “Support of Confidence Building Measures” and implemented by the United Nations Development Program
Beneficiary:	Communities from both banks of the Dniester river
Implementation period:	December 2016 – November 2018
Implementing organization:	Educational Center PRO DIDACTICA, in consortium with the CONTACT Center, on the right bank of the Dniester river and the Center of Innovative Sport and Social Programs of Transnistria, on the left bank of the Dniester river.
Purpose:	To establish a specialized platform and partnership in education, aiming at harnessing the confidence building of implemented infrastructural projects and enhancing the cross-river collaboration between beneficiary communities from both banks of Nistru.

Objectives:

- Establish a professional platform for assessing the situation, understanding the needs of stakeholders and generating ideas, developing formal and informal education and promoting sports on both sides of the Dniester;
- Supporting existing partnerships in education and sport through mentoring and counseling, in implementing projects and developing partner communities.

Achieved activities:

- Seminars / Trainings:
 - *First aid*
 - Seminar, *Creating and Maintaining Institutional Pages in Popular Social Networks*
 - Seminar, *Non-formal education management: experiences and perspectives*
- Visits:
 - Study visit LT V. *Celenghir*, Avdarma, Comrat
 - Study Visit to Bulgaria, Exchange of Experiences and Good Practices
- Summer School, Vadul lui Voda
- Thematic workshops:
 - *Development of non-formal education on both banks of the Dniester River;*
 - *Development of content and forms of private education;*
 - *Inclusive education;*
 - *Informational educational environment;*
 - *Models of career guidance for youth.*
- Final Conference

Activities and results:

1. SEMINARS / TRAININGS

- **First Aid** (7 February 2018)

The activity was carried out at the Red Cross organization in Moldova. Andrei Bulgar, the Red Cross trainer presented the following topics: *first aid in various situations: for asphyxia, bleeding, malaise, psychological support, cardio-respiratory arrest, unconsciousness, simple/serious burns, various traumas*. The beneficiaries of the activity were 12 physical education teachers, coaches, representatives of NGOs from the left and right of the Dniester. All participants successfully passed the final test.

- **Seminar, Creating and maintaining institutional pages in popular social networks** (20 June, 2018)

The activity was carried out at the Center *Razvitie* from Tiraspol, facilitated by Svetlana Turceac. 17 people participated in the activity. The basic concept was presented: a personal profile; (business page, public page) examples of promoting the image of institutions through popular social media. The beneficiaries practiced creating a Facebook page, and concrete examples were presented. Everyone applied into practice what they learned right then and there.



- **Seminar, Non-Formal Education Management: Experiences and Perspectives** (October 19th, 2018)

The theoretical and practical seminar themed *The Management of Non-Formal Education: Experiences and Perspectives* was carried out at *D. Matcovschi* Gymnasium in Vadul Rascov, Soldanesti District. It aimed at: initiating non-formal education through the pedagogy of the museum; developing the skills to harness the cultural potential of the area; fostering an interest in improving educational approaches through museum education; etc. The public discourse on the pedagogy of the museum was presented - the status, the objectives, the practical values, especially current concepts, national and international successful experiences. Rita Negru-Voda, the Gymnasium principal presented the institution's image, demonstrated the experience of implementing the *Danube Trees* project within the Culture Platform. Four interesting visits were organized for the participants: the Town Museum, the *Matcovski* House Museum, the tomb of the poet and the Jewish cemetery. The seminar was organized on the eve of the 79th anniversary of the birth of Bessarabian poet D. Matcovski. Among the participants' assessments we find: this was a meeting of the soul; it is worthwhile to learn from the first source success stories related to non-formal education, we admire the effort of the school to improve the cultural potential of the area through collaboration with various community partners; we acknowledge that this visit will remain an excellent practice in the continuous development of personal and professional development. For more details, go [here](#).

2. VISITS

- **Study visit to the TL V. Celenghir, Avdarma, Comrat (January 25th, 2018);**

The overall objective of the visit - to build trust and cooperation between educational organizations on both banks of the Dniester river through experience exchange, ensuring access to quality education and creating the conditions for a comfortable learning environment in rural high schools by attracting additional financial resources (projects participation, patronage, partnerships with rural institutions). The activity agenda included the following: The image of the institution. Exchange of experience; "Ensuring access to quality education and creating conditions for a comfortable learning environment in the rural schools by attracting additional financial resources, establishing partnerships with rural institutions". Visit to the City Hall. Meeting with the mayor's office representatives. Experience in project implementation. Community contribution and participation. Interactive session on school involvement in community life; Friendly sports event: tennis between students and between teachers. Final assessment through guided discussions and finalization of final evaluation questionnaires. The beneficiaries of the visit were 34 members of the Education and Sports Platform, including teaching and managerial staff, kindergarten directors, education experts, coaches and physical education teachers on both sides of the Dniester River. The visit was prepared by experts Serghei Neicovcen, *Contact Center*, and Andrei Nicolaev, NGO *Rodoliubet*, Parcani and was highly appreciated by the participants.

- **Study Visit to Bulgaria, Exchange of Experiences and Good Practices (18-23 February 2018)**

The purpose of the visit was to familiarize participants with the educational system in the field of sport and to facilitate the exchange of experience, including confidence building and collaboration between educational partners on both sides of the Dniester river. During the study visit, our Bulgarian partners - OOD KISSA provided support in organizing the visit and its successful achievement. Several activities were carried out, namely: Round Table: Sofia 2018, the European capital of sport; Collaboration between state institutions, municipal organizations and NGOs to create conditions for the rehabilitation of people with disabilities; presentation of the Petanque game, getting acquainted with its rules; Presentation of the main sports in a specialized school; Training methodology in horse races; Climbing training methodology; Combat training methodology; Exchange of experience between sport clubs, Round table: The experience of European countries - the dual career of sportsmen. The beneficiaries of the study visit were 12 people, including physical education teachers, coaches, NGO representatives from both sides of the Dniester river. The participants reiterated the usefulness of the visit and the opening, the preparation for the implementation of the lessons learned. The facilities / sports centers use a more intense training program; Implementation of dual education projects; Curriculum Development / Guidance on the Development Plan; Participating in meetings on sports development; Creating a working group to interact with the sports development department.



3. SUMMER SCHOOL, Vadul lui Voda (2-5 July 2018)

The Summer School entitled "*Introduction and Implementation of Innovations in Educational and Sports Institutions*" took place in Vadul lui Voda. The participants benefited from a useful exchange of experience. Twenty people from both sides of the Dniester river participated. Within the school, the following topics were addressed: *Informal education in educational and sports institutions; Principles of elaboration of a methodological guide with positive practices; Educational and sports innovations: principles of initiation and implementation; Stress management; Development of non-formal education on both banks of the Dniester River; Developing content and forms of private education; Inclusive education; Educational information / ICT; Efficient professional guidance models for young people; Effective career guidance for youth; Interactive learning and relaxation methods; Team building: play and role in team building.* The participants noted that summer school is an important measure, primarily through the exchange of experience and good practices they have had; Following this activity, the first draft of the MANAGER'S GUIDE was developed *Implementing innovations in the education and sport field on both sides of the Dniester*, which was then finalized and printed (500 and 250 copies). Information about the event can be found [here](#).



4. THEMATIC WORKSHOPS

Between May-November thematic workshops were made on the following directions of the project:

- Development of informal education on both banks of the Dniester River;
- Development of content and forms of private education;
- Inclusive education;
- Informational educational environment;
- Models of career guidance for the youth.

The workshops were held in Chisinau, at the CE PRO DIDACTICA, the USM Career Guidance Center, the Tekwill Center and in Tiraspol, the *Razvitie* Educational Center. The participants of these thematic workshops were experts in the above-mentioned fields on the right and left bank of the Dniester river. In the workshops, the concept was presented on thematic directions, positive experiences from different institutions, including Theoretical Lyceum "Orizont", Chisinau, Estonian institutions, *D. Matcovski* Gymnasium, Vadul Rascov, Soldanesti, Tekwill Center, Career Guidance Center of USM and others. An analysis of the current situation was also carried out in the workshop participants' institutions. An analysis of existing practices has allowed us to make significant progress in some directions. The experts, participating in the workshops, came up with a series of recommendations for the implementation of education and sports innovations on both banks of the Dniester river, including - an innovative project for inclusive education on both banks is recommended; initiating projects for the development of non-formal education, it was found that the perspectives of the development of educational environments are diverse and large, it is important to channel them for relevant educational purposes; nothing can replace the direct contact of children with the parent, the teacher and the colleague, who develops it and creates harmonious conditions for the psycho-pedagogical and socio-cultural development; it is recommended to optimize the professional orientation, valid for the schools on both banks of the Dniester, for the innovation of the

experiences; initiating a study visit to Estonia that would serve as a positive experience for non-formal education; there was a need to create partnerships with LPAs and economic agents in order to strengthen the technical basis for ENF, but also to initiate innovative projects. In the workshops the first materials of the MANAGER'S GUIDE were elaborated Implementing innovations in the field of education and sport on both banks of the Dniester.

5. THE FINAL CONFERENCE

On 16 November, more than 20 beneficiaries of the Platform for Education and Sport attended the final conference. The activity took place at the Republican Lyceum Aristotle in Chisinau, the elite institution in the country. Participants first saw an innovative pre-university institution. During the event, the coordinators presented the project's results, the lessons learned and the challenges recorded in almost two years of implementation. Experts Viorica Goraş-Postică and Svetlana Turceac initiated a discussion with project beneficiaries on the impact of the project on local learning communities. Project beneficiaries presented the results and lessons learned. More details [here](#). Thus, the vision of the project team and the beneficiaries has materialized retrospectively with an impact on them personally, but also on the institution. Overall, the conference participants, as direct beneficiaries of the project, appreciated their cooperation during study visits and exchange of experience, especially in educational institutions in other countries; effective cooperation between schools on both banks of the Dniester River; expanding the partnership; opportunities for the development of digital competences, informal education, professional orientation; new experiences; Teamwork; effective communication, new contacts, open partners, especially NGOs; learning many new things; interesting activities, well thought out, innovative training in different fields of activity; unlimited access to quality teaching resources, including open ones; good lending practices, etc.

Project Coordinator: Lilia NAHABA

6. **PROMOTING AND DEVELOPING INTERCULTURAL EDUCATION (ICE) FOR PRE-SERVICE TEACHER TRAINING**

Donor: The Pestalozzi Children's Foundation

Implementation period: June 2018 - December 2020

Purpose: Improve future teachers' knowledge and skills in order to support the development of intercultural competence of children and youth.

Specific objectives:

- To develop the curriculum and didactic materials on intercultural education in pre-service teacher training;
- To develop the professional skills of university teachers in intercultural education.

Beneficiaries: university managers and teachers, future teachers from 3 pedagogical universities, including 3 faculties of pedagogy, philology and history/civics, and around 3000 pupils would benefit from this initiative, even though not directly involved in the project.

The project *Promoting and developing intercultural education (ICE) for pre-service teacher training* will address the problems encountered by the students, and future teachers, from 3 pedagogical universities, namely of management of the multicultural classes of pupils from diverse cultural, geographical and linguistic regions, but also of specific didactic method of the multi-, intercultural topics. Nowadays, there is both the need and the openness of educational institutions to develop an academic course (compulsory or optional) for future teachers on intercultural education for youth empowerment in order to appreciate diversity, to enhance and harness the benefits of intercultural communication.

Activities and results:

- **Kick-off meeting on project launching**

On June 26, 2018, as a result of the Kick-off meeting, 30 university managers, methodists, and teachers from 3 pedagogical universities - Moldova State University, Comrat State University and *Alecu Russo* State University of Balti, together with a representative of the CNTM and trainers of the Educational Center PRO DIDACTICA (ECPD) were informed about the main objectives and activities of the project. At the same time, the ECPD team explained to them their roles and responsibilities in the process of the project implementation. During the reporting period, ECPD signed the MoU with the Ministry of Education, Culture and Research and the cooperation agreements with 3 pedagogical universities, stating the commitments of the partners for project implementation and sustainability insurance. As a result of this event and based on the local coordinators' reports, the university managers, methodists, and teachers highly appreciated the opportunity to participate in the process of developing future teachers' intercultural competences.



- **Carrying out the baseline study**

In order to identify the current situation in the area of ICE development implementation in the partner universities, ECPD in cooperation with the experts/sociologists conducted a baseline study with project stakeholders. In this context, 169 students/future teachers, 49 university teachers, 26 university managers, and 14 methodists have been involved in the evaluation process. In order to carry out this activity, a methodology and the following three relevant assessment tools have been developed, specifically: focus group moderation guidelines for university managers, questionnaire for university professors and questionnaires for students/future teachers.



- **Presentation of baseline study results**

On December 21, 2018, the baseline study conclusions and recommendations were presented to the project stakeholders from 3 universities. The main findings of the baseline study demonstrated that the university teachers, managers, methodists, and students confirmed the need for development of intercultural competences (ICCs) for future teachers at all educational levels. The study reveals that the challenges the managers and methodists face in promoting ICE are related to: the lack of a coherent strategy on developing ICE competence at the institutional and interdepartmental level, the lack of collaboration between different departments of similar universities, the absence of an ICE curriculum, of updated teaching methodology and didactic materials. Based on the minutes of the proceedings of the meeting, and the local coordinators' reports, the participants highlighted their interest to promote ICCs in pedagogical universities and the need of developing the ICE curriculum in preparing the future teachers. There is a potential for promoting interculturalism in all 3 universities, due to the fact that ICE is included in university strategic policies.

However, there is no a holistic cross-cutting approach to ICE at the university level, this being ensured sporadically just in a few disciplines. The phenomenon of discrimination in the university is high, and among the most frequent types of discriminations there are the conflicts related to mother tongue, communication, ethnicity, and social status. Based on students' answers, they don't possess sufficient knowledge and skills on ICE teaching methodology to be able to develop the pupils' ICC in their future classroom in school.



- **Deliver promotional activities on ICE**

After each event, ECPD presented the project activities progress in order to disseminate the ICE development needs among the national educational community through: 2 articles on ICE in *the Didactica Pro ... magazine*¹; 8 posts on ECPD and partner universities' websites² and via social media (ECPD³ Facebook page). The rest of the activities on developing professional skills of university teachers, including workshops, debates, and trainings on ICE will be implemented in 2019. The development of a platform with materials on ICE for the university and school teachers will serve as a good source of information for ICE development.

- **Child Protection Policy**

On 19 April 2018, the Project Coordinator participated in a workshop on developing the Child Protection Policy of the organisation. As a result of this activity, the project coordinator developed the document and informed the ECPD staff on its provisions. The document will be approved by the ECPD Board of Directors by the end of January 2019.

Project Coordinator: Cristina BUJAC

¹ Gavrilita, R. (2018). Aspects of Intercultural Education in Romanian Language and Literature Lessons and through Activities Outside the Classroom. In *Didactica Pro...* .Nr. 4-5 (110-111). Chisinau: Centrul Educational Pro Didactica. p.63-67. ISSN1810-6455,

Goras-Postica, V. (2018). Baseline Study on Intercultural Competence in the University Milieu. Nr. 6 (112). Chisinau: Centrul Educational Pro Didactica. p.52-53. ISSN1810-6455

² ECPD: www.prodidactica.md, USC: www.kdu.md, USARB: www.usarb.md

³ <https://www.facebook.com/Centrul-Educa%C8%9Bional-Pro-Didactica-145112132190090/notifications/>

7. EDUCATION FOR PEACE THROUGH THE PROMOTION OF THE GOOD NEIGHBORHOOD CULTURE FOR THE PRIMARY CLASSES

Donor:

The International Peace Building Network - GPPAC (Global Partnership for the Prevention of Armed Conflict) www.gppac.net

Partners:

The Center for Educational Innovation and Social Programs in the Transnistrian region, Tiraspol, The Integration and Development Center, Ukraine

Implementation period:

January-December 2018

Purpose:

Improving the relations between the different regions of the Republic of Moldova, including the Transnistrian region, and intercultural education by introducing a new optional discipline for the primary classes, for a good neighborly culture, based on the cooperation of state organizations with the civil society from the multiethnic communities

Objectives:

- Evaluation of the Program for Development and Implementation of the Intercultural Education Course "Good Neighborhood Culture" in Primary School;
- Reviewing the didactic set and editing it in a post-experiment completed formula;
- Extending the implementation of the optional discipline on both banks of the Dniester by intensifying the promotion of the necessity of intercultural education;
- Teacher training for the innovative and qualitative teaching of the given discipline.

Activities:

- Developing an evaluation report on the process and results for the implementation of the optional intercultural education discipline "Good Neighborhood Culture" over 2013-2018 on both sides of the Dniester, including the ATU Gagauzia (experts involved: Alla NIKITCENKO, MECC principal consultant, Daniela STATE, "Columna" Lyceum, Chisinau, Elena Tulba, DGECS specialist, Comrat), highlighting the results and prospects of the given initiative.
- The round table **GOOD NEIGHBORHOOD CULTURE – the optional discipline for the primary classes: results and perspectives**. The participants at the activity were Andrey KAMENSHCHIKOV, GPPAC coordinator, Irina BRUNOVA-KALISETKA, Director of the Center for Integration and Development in Kiev, colleagues from the Center for Innovative Educational and Social Programs in the Transnistrian region, Tiraspol, Alla NIKITCENKO, main consultant at MECC, Elena TULBA, specialist at the Education Directorate of UTAG and Daniela STATE, author and trainer in the project. The participants presented the results of the final evaluation of the discipline implementation, highlighting the quantitative and qualitative aspects of the teaching-learning and evaluation practice, analyzed by pupils, parents and teachers at different stages, as well as recommendations on extending the application and dissemination of successful experiences.
- **Revision of the Student Notebooks for the grades I-IV and the coordination between the Romanian and Russian versions**. A set of methodological recommendations for teachers and parents were also included at the end of each notebook. Total circulation: 800 copies, 100 for each class. All notebooks were distributed free of charge to new schools upon request. Enhanced and added versions were placed in an electronic version available at: <https://drive.google.com/drive/folders/1hc6yPDqVCNUhQ4Pjq6JuSOLrMONdI9Wa> and <https://drive.google.com/drive/folders/1KV0DUq1tIZAd-MhYakBszjdGbKL-8CPH>

- **Training of new teachers** took place in Chisinau: on the 15th of September, 2018 (a mixed group from the country - CE PRO DIDACTICA, 20 people, trainer: Daniela State) and on the 29th of October, at the "Pushkin" Lyceum (trainer A. NIKITCENKO, with 18 people). The program included the analytical study of the learning units through a Travel Guide; the analysis of the good neighborhood culture as a component of the civic education, with democratic values and a civic competence; interactive teaching-learning methodology of CBV, with the project, the portfolio, the lapbook; manifestation of interculturality in everyday/school life, but also extracurricular activities within CBV discipline.
- Extending the implementation of the optional discipline took place throughout the Republic of Moldova in more than 20 schools with over 500 children in both Romanian and Russian training languages, helping to strengthen tolerance and cooperation between different groups. Other possibilities have also been proposed to ensure continuity between the primary and secondary levels of sustainability in the implementation of the "Good Neighborhood Culture" discipline, including the application to the Education for Society, Personal Development, as transdisciplinary activities, as extracurricular and after-school activities (including interest circles), but also to the culture of co-ethnic groups etc.
- On the 16th of August, at the Conference of UTAG Teaching and Managerial Teachers from Comrat, Ms A. NIKITCENKO informed the audience about the results of the implementation of the Good Neighborhood Culture discipline in the country, including the UTAG, promoting other new possibilities of using the available materials in institutions, along with the new changes in the curricula. Enhanced promotion was made through the Center's website: <http://prodidactica.md/continuum-predarea-invatarea-disciplinei-cultura-bunei-vecinatati-in-clasele-primare/#more-67174>;

Qualitative results:

- The results of the implementation of the optional discipline "Good Neighborhood Culture" evaluation and dissemination;
- Increasing knowledge and positive attitudes about the Moldovan cultural groups, arts, languages and traditions to over 2000 children from different parts of Moldova, including the Transnistrian region and Gagauz autonomy;
- Teachers who are trained and familiar with using interactive methods of civic and intercultural education;
- NGOs on both sides of the Dniester river participated in the review of teaching support and cooperated with ministries and educational institutions;
- The final versions of piloted, reviewed and disseminated teaching materials across the country.

Quantitative results:

- More than 1000 institutions, about 3000 children in different parts of Moldova, including Transnistria and Gagauz autonomy, and 70 teachers involved in the process of learning and practicing the Good Neighborhood Culture;
- 70 educated and trained teachers to use interactive methods of teaching civic and intercultural education;
- 2 NGOs from both sides of the Dniester participated in the review of student's notebooks and collaborated with ministries and educational institutions;
- Materials about the project promoted in the *Didactica Pro...* magazine and on the Center's website in Romanian, Russian, English.

Project Coordinator: Viorica GORAȘ-POSTICĂ

8. EUROPEAN LESSONS 2: ANTICORRUPTION EDUCATION COMPONENT

Donor:	The Ministry of Foreign Affairs of the Republic of Lithuania from the funds of the Cooperation Program for Development and Promotion of Democracy.
Implementation period:	May 2018 – April 2019
Budget:	7 588 EUR
Partners:	The Center for Modern Didactics from Vilnius, Lithuania
Target groups:	Students aged between 15 and 18 who study Civic Education and/or the optional discipline "European Integration for You", and high school teachers from training programs that aim to learn how to apply the materials developed in the project.
Purpose:	Supporting activities to prevent and eradicate corruption in the state by educating conscientious, critical and responsible citizens, aiming at developing and implementing anti-corruption education in secondary education

Objectives:

- Elaboration of the Anticorruption Education module and testing / piloting it with the teachers as a module for the "European integration for you" discipline and other socio-human disciplines;
- Elaboration of teaching materials for pupils;
- Development of broadcast channels and the internal support network.

Activities:

- Learning through an exchange of experience – Lithuanian expert visit in Moldova – Daiva Penkauskienė – May;
- Building a new experience - elaborating the "Education against corruption" module, experts involved: R. Eșanu and E. Negru and teacher training - 18 teachers from the country included in the seminar on the 15th of September, 2018;
- Piloting the New Experience - Testing among Teachers, 1st semester of the 2018-2019 study year in 16 institutions from the country;
- Learning through an exchange of experience – the visit of Moldovan teachers in Lithuania. Meeting with teachers and observing lessons – 26-28th of November;
- Valorisation of acquired experiences - elaboration of didactic materials;
- Sedimentation of new experiences - completion of the projects of lessons for the piloting process;
- Preparing and publishing two articles / press releases / news bulletins: the article Education against Corruption - another dimension of becoming a good citizen, E Negru, In: Didactica Pro ..., no. 6 (112), 2018, pp. 32-35.

<http://prodidactica.md/portfolio/lectii-europene-2-componenta-educatie-anticorutie/>

<http://prodidactica.md/anuntam-startul-proiectului-lectii-europene-2-componenta-educatie-anticorutie/#more-66948>

<http://prodidactica.md/professori-din-toata-republica-instruiti-in-domeniul-educatiei-impotriva-coruptiei/#more-67161>

Quantitative and qualitative results:

- Anticorruption Education module developed and piloted / tested, with the following themes: International and National Structures for Monitoring and Combating Corruption; Not fighting corruption means sustaining it; Corruption - the "creation" of the man who holds power; Short history of corruption. Case Study. Corruption in the Soviet economy; Extra-curricular activity. Corruption in the eyes of humorists; Sources of income of a person. Legal and illegal sources. Risks associated with the gain of illegal revenue; Phanariot reigns in the Romanian countries. The link to Education Against Corruption: The History of Corruption in Romanian Countries; a society tolerant to corruption.
- Developed and tested teaching materials for the pupils available at: <https://drive.google.com/drive/folders/1oj2PwRGliQ83osoMP8Hdy-yz63y0IE9f>; (the most active teachers in promotion and application were: Ludmila Bejenari, Trinca Gymnasium, Edinet. Olga Zuza, "Ginta Latina" Lyceum, Chisinau; S. Mandis, "St. Holban" Lyceum, Carpineni, Hancesti;
- 18 gymnasium and high school teachers trained and certified in the field of teaching-learning-evaluation of the module "Education against corruption";
- 16 institutions in which they piloted the module and the elaborated support materials;
- Teachers, high school students who have been assisted, have understood and recognized the value of moral integrity in a democratic society;
- Educational actors aware of the benefits of anti-corruption education and motivated to be involved in promoting it both at a local and national level;
- Advanced disseminated educational experiences.

Impact:

This module complements the school curriculum "European integration for you" as well as the curricula for civic education and guidance. The module supports the implementation of anti-corruption activities at a state level, thus helping the National Anti-Corruption Center to implement its action plan on the eradication of the phenomenon of corruption.

Project Coordinator: Viorica GORAȘ-POSTICĂ

9. STUDY VISIT "INTERCULTURAL EDUCATION FROM PRIMARY SCHOOL TO UNIVERSITY: GOOD PRACTICES"

Donor: Network of Educational Policies Centers - NEPC, based in Zagreb, Croatia.

Implementation period: October-November 2018

Partners: NEPC, represented by President Mario Bajkusa; Education Policy Center at the University of Vilnius, represented by Rimantas Zelvy; Belgrade Education Policy Center, represented by Milica Todovici, Lola Hasanović, Žaklina Veselinović; *Step by Step* Program, represented by Zorica Topalovic

Purpose: Sharing the good practices of CE PRO DIDACTICA in the intercultural education

Objectives:

- Dissemination of advanced experiences from the Center's projects in the field of Intercultural Education;
- Updating the partnership with institutions involved in previous projects;
- Facilitation of the exchange of experience in the field.

Activities:

- Visit to the "Al. Pushkin" Lyceum: Two quality lessons were presented at the optional "Good Neighborhood Culture" discipline, through which the beneficiaries of the visit found out about some practical aspects in the implementation of some innovations in the field of intercultural education, promoted by previous projects of partnership with PRO DIDACTICA. Also, relevant visits and presentations were made at the high school museums, which put value on the pedagogy of the museum for the knowledge of other cultures: the Russian culture (Al. Pushkin's Museum), the Romanian ethnographic culture in Bessarabia (Ethnographic Museum near the Cabinet of Romanian language) and the history of the institution (School Museum).
- Visit to the State University of Moldova, which has special experiences of intercultural education, known by the participants through the meeting with the dean of the faculty of PSESAS, Prof. Vl. Guțu and the head of the Department of Educational Sciences, Dr. M. Șevciuc, but also by visiting the USM Museum, the Japanese Culture Center and other Centers of Foreign Culture and Civilization (Italian, Polish, French, American, Spanish, Austrian) - all open and functional within the Faculty of Foreign Languages through extra-budgetary projects, supported in particular by the embassies of the concerned countries and furthered in the multilingual training of USM students.
- The visits from the 3rd day took place at two rural institutions in UTAG: the Moldovan-Turkish Lyceum from Congaz and "T. Zanet" Lyceum in the same region, where we had the chance to witness some integrated non-traditional lessons, but also an extended extracurricular activity, with the original artistic presentation of the Gagauz culture, interfering with the Moldovans, Bulgarians, Russians, Turks, Ukrainians cultures, entitled "We are all different, we are all equal". The hospitality of the Gagauzians and the generosity of the traditional customs demonstrated on one hand and the professionalism of the teaching and managerial staff, on the other hand, have been fully demonstrated both in the lesson of history and civic education, organized in the form of a press conference and facilitated by 4 teachers of: civic history and education, Romanian, Turkish, and English, as well as the original artistic event, when folk music and dance were intertwined with

poetry and drama. Mrs Alla NIKITCENKO, MECC principal consultant, and Mrs Elena TULBA, DGETS specialist, Comrat, were also involved in the visit.

Qualitative and quantitative results:

- 6 participants involved;
- 5 educational institutions visited;
- Increased interest of the NEPC colleagues for the intercultural education practices known to us, as well as respect, tolerance, openness of the educational actors from the institutions visited for getting acquainted with the values from other cultures, knowledge and practice of Romanian and English, as well as the pride and the care for the perpetuation of the traditional values of the co-ethnic groups of the Republic of Moldova to the younger generation.

Coordinator: Viorica GORAȘ-POSTICĂ

IV. IN-SERVICE TEACHER TRAINING PROGRAMS

The Educational Center PRO DIDACTICA has provided in-service trainings based on the program approved by the Ministry of Education of Moldova through the Order no. 822 from August 13, 2015 and no. 410 from October 5, 2017 in the field of the adult education and training courses for in-service training and additional methodical development of the didactical staff, as well as based on the cooperation agreements concluded with the Ministry of Education, Culture and Research of Moldova. At the end of the courses, the certificates confirming their graduation and which can also be used in the certification process were provided. The team of trainers is composed of employees of the Centre, expert-consultants and teacher trainers from various educational institutions in Moldova, which have developed their knowledge and skills in numerous training centers in Romania, the USA, France, Canada, the United Kingdom, Belgium, Hungary, Russia, Germany, and Austria, etc. The center has a space of about 300 m² in the downtown area of the capital city, and is equipped with: a conference room, alias library, in which can be found over six thousand titles of educational books and references in the following fields: general and education management, general pedagogy and didactic, disciplines' didactic, psychology. In 2018, from the amount of trainings, several modules that corresponded to the teachers' training needs have been chosen. The cost of complex training has been based on the conditions and covered, first of all, the cost of providing and preparing the training programs, then the necessary materials and, finally, the coffee breaks. Each group of participants has been trained by experienced trainers. Both the contents and the duration of the courses have been established alongside the participants, and based on their needs and demands. Information about any other activities of the Center, free of charge sponsored projects, has been posted on the website www.prodidactica.md

During the year 2018, the training team of the Educational Center PRO DIDACTICA responded to the teachers and managers' development needs, offering a great amount of services, such as:

- TL Gh. Asachi, Chisinau - *Competence. Performance. Quality*;
- DGETS Anenii Noi - *Evaluation of the educational unit*;
- College of Medicine, Ungheni - *Quality Assurance Management at Institutional Level*;
- Balti Medical College - *Quality Assurance Management at Institutional Level*;
- DGETS Orhei - *Evaluation methodology, Spelling and graphics competence; Well-being in the school environment*;
- Loganesti Gymnasium, Hincesti - *Competence training through interactive didactical straits; Inclusive education*;
- Edinet (MECC) - Services for the organization of teacher training sessions on the implementation of models of non-linguistic subjects teaching in educational institutions with teaching in the languages of national minorities;
- Chisinau (MECC) - Services for the organization of teacher training sessions on the implementation of models of non-linguistic subjects teaching in teaching institutions with teaching in the languages of national minorities;
- Taraclia (MECC) - Services for the organization of teacher training sessions on the implementation of models of non-linguistic subjects teaching in teaching institutions with languages in national minorities;

COMPLEX PROGRAMS (MECC)

- TL Puhoi, Ialoveni
- Răscăieți Gymnasium, Stefan Voda
- Volintiri Gymnasium, Stefan Voda
- TL D. Cantemir, Chisinau
- Complex Program for English Language Teachers (META)

Program Coordinator: Lilia NAHABA

V. PAIDEIA - EDUCATIONAL DEBATE CLUB

During 2018, in the framework of the Educational Debate Club PAIDEIA a lot of activities have been organized inside the Educational Center PRO DIDACTICA. During these activities, different and useful topics have been proposed to improve teaching practices. These topics have elicited constructive discussions and debates, an exchange of opinions and experience.

Topics addressed:

- *Pedagogical diplomacy: initiation and challenges*
- *Good practices in an American school*
- *The assault of ideas in relation to the field of "rational and functional language practice"*
- *How to maintain our soul balance while preserving our spiritual values*
- *Strategies for the development of non-violent communication in school*
- *Strengthening managerial skills by capitalizing on primary excellence*
- *Education via film*
- *The didactic approach of the aphoristic text*
- *Personal development management*
- *The didactic approach of fixed-form poems*
- *How do I help the student organize an essay writing based on a controversial topic in history?*
- *Orthography and graphics*
- *Didactic approach of the legend*

Participants: over 180 teachers from various educational institutions of the Republic of Moldova.

Program Coordinator: Lilia NAHABA

VI. *DIDACTICA PRO... MAGAZINE*

The editorial team: Mariana VATAMANU-CIOCANU, editor in chief; Elena SUFF, Vitalie SCURTU, editors; Nicolae SUSANU, graphic designer, typing.

During 2018, six issues of the Magazine of educational theory and practice *DIDACTICA PRO ...* were edited, with the number of 750 copies published. The publication was distributed via multiple agencies (POȘTA MOLDOVEI, MOLDPRESA, PRESS INFORM-CURIER), with about 600 subscribers.

No. 1 (107) – **TEACHING VIA PROJECTS**

- There Is No Education without Vision and Projection (In Defense of Advocacy for a Philosophy of Education)
- The Project as a Modern Assessment Method
- Differentiated Instruction Vs the Freedom of Choice
- A Project for Ecological Education and Environmental Protection
- Project-Based Instruction



No. 2 (108) – **TEHNOLOGY OF TEACHING**

- The Act of Teaching. Tradition and Interactivity
- Exchange of Experiences and of Best Practices in Finnish Education, Centered on Teacher and Student
- Complex Problem Solving: Strategy and Competence
- The Dancing Rest as an Organized Form of Motor Activity in Classroom-based Lessons in Primary School
- Technology of Instruction



No. 3 (109) – **VOLUNTEERING IN EDUCATION**

- The Importance of Training Young Volunteers in the Context of Social Pedagogy
- The Audiobook as a Didactic Resource in the Study of Language and Literature
- Implications of volunteering in support of pre-school education
- Transformational Learning – a Dimension of Quality and Efficiency in the Teaching of Science (Biology, Physics, and Chemistry) in School



No. 4-5 (110-111) – **EDUCATION FOR CULTURE**

- The Culture of Quality
- Organizational Culture
- Diplomatic Culture as a Component of Project Managers' and Trainers' Professional Competence
- The Well-being of Student Today - the Success and the Health of Adult Tomorrow
- An Ecological Culture as the Result of Ecological Education



No. 6 (112) – **INDIVIDUALIZED TEACHING**

- Forming Students' Organizational Culture by Developing the Learning to Learn Competence
- A Form of Individualized Summative Assessment: the Journal
- Education against Corruption – Another Dimension of Becoming a Good Citizen
- Individualizing Instruction in Chemistry Education



VII. PRO DIDACTICA LIBRARY

SERVICES

The library provided to beneficiaries - the reading room and home loan - books from different fields (encyclopaedias, dictionaries, monographs) in Romanian, Russian, English, French languages etc.; the entire collection of *DIDACTICA PRO...* magazine (2000-2018), the *Tribuna învățământului* magazine's collection and weekly - *Făclia*, as well as of *Управление школой* and *Школьный психолог* magazines.

PRO DIDACTICA. New releases

1. CULTURE OF GOOD NEIGHBOURHOOD (Grades I- IV). Second edition

Within the project Culture of Good Neighborhood, student's textbooks for grades I- IV have been edited in Romanian and Russian languages. All textbooks have been donated to pilot schools, but also to other institutions where this discipline is learned, at students, teachers and parent's choice.

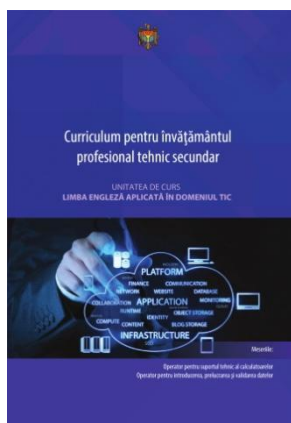


2. IMPLEMENTATION OF INNOVATIONS IN THE FIELD OF EDUCATION AND SPORT ON BOTH DNIESTER BANKS. GUIDE FOR MANAGERS (Lilia NAHABA, Aleksandr BOMEȘCO (coord.); Viorica GORAȘ-POSTICĂ, Svetlana TURCEAC (guide coord.))



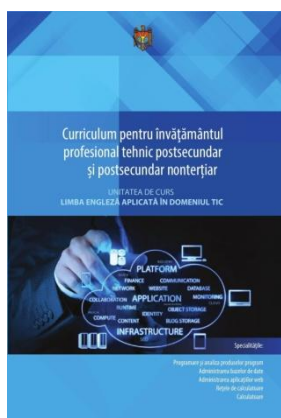
The guide (in Romanian and Russian) includes development models and programs for education and sports organizations in five directions: non-formal education, private education (paid), inclusive education, information and computerized technologies (ICT), and professional orientation. The authors do not claim to possess the ultimate truth – as, „nothing gets old faster than the future”. The mission of the guide is to propose models for the development of education and sport to which various others could participate, uniting their efforts: representatives of state power, parents' community, entrepreneurs, civil society. Thus, the guide invites all those, who are ready to participate in the development of education and sport, to the creation of new architectural options of the future.

3. CURRICULUM FOR SECONDARY VOCATIONAL EDUCATION. THE ENGLISH LANGUAGE UNIT APPLIED IN THE ICT FIELD (Rodica PĂDURARU, Olga MOROZAN, Mariana BESCHIERU, Viorica BEREGOI)



The curriculum *English language applied in ICT* comes to supplement the professional skills obtained in secondary vocational education for the professions *Operator for technical support of computers* and *Operator for the input, processing and validation of data*, by developing a system of linguistic and communicative skills in pupils based on their educational interests and needs in the first year of study. The curriculum has a modern, current, useful, applicable content, as it integrates innovative teaching approaches – constructivist, interdisciplinary and communicative, focusing on the use of various teaching, learning and evaluation technologies.

4. CURRICULUM FOR POST-SECONDARY VOCATIONAL EDUCATION AND NON-TERTIARY POST-SECONDARY EDUCATION. THE ENGLISH LANGUAGE UNIT APPLIED IN THE ICT FIELD (Rodica PĂDURARU, Olga MOROZAN, Mariana BESCHIERU, Viorica BEREGOI)



The curriculum *English language applied in ICT* comes to supplement the professional skills obtained for the specialities *Web application administration*, *Database administration*, *Programming and analysis of program products*, *Computer Networks and Computers*, by developing a system of linguistic and communicative skills in pupils based on their educational interests and needs in the first year of study. The curriculum has a modern, current, useful, applicable content, as it integrates innovative teaching approaches – constructivist, interdisciplinary and communicative, focusing on the use of various teaching, learning and evaluation technologies.

5. METHODOLOGICAL GUIDE FOR THE CURRICULUM IMPLEMENTATION IN VOCATIONAL EDUCATION (Rodica PĂDURARU, Olga MOROZAN)



This guide is an important curricular piece that helps the teacher of *English language applied in ICT* of vocational education. It complements the related curriculum, providing useful and relevant information, both theoretical and practical, with reference to the teaching-learning-evaluation process of English for future specialists. Advocating for a constructivist approach to content and pedagogical methodology, the authors put the key emphasis on student-centered teaching practices, on problematic learning, with specific activities integrating over 100 educational technologies, but also on student learning experiences, capitalizing on multiple intelligences in vocational contexts for solving professional problems.

6. THE PROJECT: LEARNING PROCESS, EVALUATIVE PRODUCT



The work presents various types of projects, proposed to be implemented from kindergarten, to university, with specific algorithms for various school subjects. Also, several opportunities are considered for a participatory approach of projects as a managerial strategy, the area of project use is investigated in vocational education, projects are treated as levers of educational success in the context of a child-friendly school, etc. The projects are getting more and more detailed, they come out of a single school discipline framework and get a integrative transdisciplinary scale, primarily targeting key skills: *the action-strategic competence*, then *the communication competence* and the *digital* one, fully manifesting itself in the *competence to learn, to know how to learn*.

7. STRATEGIC PLANNING VERSUS OPERATIONAL PLANNING (Rima BEZEDE (coord.), Serghei LÎSENCO, Valentina CHICU)



The ability of the school to plan and, at the same time, to respond promptly to interventions from the internal and external environment is extremely important for institutional development and the fulfillment of its mission. The guide comes with reasoned answers, with relevant examples from the experience of CONCEPT schools, to a series of questions: What is planning? How is the planning process organized? What types of plans are the institutions making in order to ensure functioning and development? What should each plan contain? What connections should be between these plans, and so on. Another aspect, which refers to the good implementation of the plan, approached by authors from an applicative perspective, is related to internal monitoring of SPD implementation and

organization with the participation of the whole team. The positive experiences of some pilot institutions complete the proposed methodological approach and confirms the importance of a systemic approach for the process of planning and implementing development plans.