

Educational Center PRO DIDACTICA

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 in 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:

- 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 CEPES, 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 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 by SOROS Foundation-Moldova – 1999;
- Reading and Writing for Critical Thinking at pre-university level, with financial support by SOROS Foundation-Moldova - 1998-2002;
- Modernization of Humanities Education program, with financial support by 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, the Hague, the 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, the Hague, the Netherlands.
- Training services for teachers and managers from kindergartens, schools and universities, upon request.

III. PROJECTS 2014

1. STRENGTHENING VOCATIONAL EDUCATION IN MOLDOVA - CONCEPT

Organizational development

Objective:	Organizational development
Donor	The International Foundation <i>Liechtenstein Development Services</i>
Implementation period:	January 2012 to December 2014
Annual budget:	455 337 MDL
General objective:	to contribute to the organizational development of 9 institutions involved in the project CONCEPT

Objectives:

- To improve the management skills of administrative staff from the institutions involved in the project
- To organize and monitor the process of elaboration of school development plans
- To provide professional counselling and expertise in the process of elaboration of several functional institutional development projects

Activities and results:

1. *Trainers' Workshops*

To organize and implement successful training activities included in the project, several trainers' workshops were organized. During meetings it were discussed and were prepared agenda and handouts, methodology and materials for Educational Marketing training-seminar (2 modules + follow-up) and additional training in Strategic planning and operational planning. The workshop was attended by trainers from the project.

2. *Seminar-training "Educational Marketing and promoting the image"*

During 2014, within the project CONCEPT, there were conducted two modules of the seminar-training Educational Marketing and follow-up activities. The mentioned activities took place during February the 3rd – 5th and May the 27th – 29th and were attended by 28 representatives from 14 schools. The participants have been involved directly in developing and implementing of marketing projects of the school to which they belong. The agenda included topics with theoretical and practical aspects related to educational marketing, including marketing planning activities, developing components of Marketing Strategy, implementing methods and tools for effective promotion of the image etc. Each interactive session was conducted focusing on the professional experience of the participants, the context of the institution they represent, but also considering the original transfer of economic models of marketing in education as well.

3. *Marketing Project Implementation and image*

Between March and December 2014, 14 institutions were involved in the project and have developed and implemented Educational Marketing Projects. These projects included investment activities and systematic activities that were financially supported by LED Moldova and aimed at enhancing the image of vocational school and public awareness regarding the opportunities it offers. According to the results of project evaluation, based on objective criteria, all 14 teams have received financial support for implementation of the plans. Plans were implemented in all institutions. 95% of investment and systematic activities were organized. Teachers and students were involved in promoting the image of schools. They organized various activities. Some were traditional (promotional visits in gymnasiums,

Open Day, distribution of flyers and brochures with relevant information about schools, etc.), but others were distinguished by originality in our context: flash mob activities; developed by professionals custom video clips, etc. On the basis of reports submitted by schools and monitoring visits were recorded short-term results, embodied primarily in increasing the number of the graduates who chose to continue their studies in this type of vocational institutions.

4. *Additional annual Training for Managers*

At the request of the management teams of the 14 institutions involved in the project activities CONSEPT, during 28-30 November 2014, the Educational Center PRO- DIDACTICA staff offered the seminar entitled "From strategic planning to operational planning". The event was attended by the schools that have recently elaborated Development Plan and by schools who already have a big experience in implementation. The overall objective of the seminar was focused on updating and improving managerial skills, in particular those related to operational planning. Interactive program was held in key of application of modern educational technologies. The training participants worked under the SDP's developed and annual plans. The seminar was attended by 36 participants: directors, deputy directors and superior instructors "masters" / "maistri". They received a consistent support course that included both theoretical as well as practical suggestions / recommendations offered under the training needs of the participants. The training program consisted of 12 sessions. Among the most important topics mentioned by participants were: operational objectives, analysis of correspondence and coherence between strategic plan and operational plan, correlation of indicators, data collection and analysis tools, motivating human resources to participate in the implementation of the SDP's etc.

The conscious and motivated school representatives presented concrete actions to make SDP more functional and ensure the correlation between these two plans. The participants appreciated the worth and novelty of the discussed issues.



5. *Visits to monitor the implementation of the School Development Plan*

During September to December period, there were organized visits to monitor implementation of the Development Plan in 9 schools, participating in Phase II of the project. Trainers-experts have studied and analysed institutional documents: School Development Plan, annual plans, annual activity reports; and organised focus group discussions with the management team, with students and teachers; visited classrooms and workshops. These visits figured out that the School Development Plan is useful for management teams and justifies its importance. Even if the set objectives have been achieved partially, the documents were functional in all institutions and helped to address the identified problems.

Project coordinator: Rima BEZEDE

2. ADVANCING QUALITY IN ICT VOCATIONAL EDUCATION IN THE REPUBLIC OF MOLDOVA

Donor Austrian Development Cooperation / ADC.

Implementation period: December 2012 to May 2015

Project budget: 540 697 EUR

General objective: To support the qualitative improvement of the content and the process of ICT professional education in six pilot institutions (colleges and vocational schools), in this way enhancing the quality of knowledge and practical skills of the young ICT specialists. Furthermore, this will give the beneficiaries new opportunities for professional development, contributing to an increased employment and to poverty reduction.

Partner: Moldovan Association of private ICT companies.

Implementation team:

Project manager: Rima BEZEDE

Project coordinator: Octombrina MORARU

ICT Coordinator: Ana CHIRIȚA

Curriculum expert: Viorica GORAȘ-POSTICĂ

ICT Expert: Anatol GREMALSCI

Working group: representatives of 6 pilot institutions

Pilot institutions:

- College of Informatics, Chisinau
- Polytechnic College, Balti
- Industrial Pedagogical College, Cahul
- Vocational School no. 5, Balti
- Vocational School no. 6, Chisinau
- Financial Banking College, Chisinau

Objectives:

- The beneficiary institutions are to acquire an improved and updated curriculum for ICT specializations according to market demands, with the involvement of the representatives of ICT companies;
- Improvement of ICT specialists' practical skills needed for the labour market and enrolling the trained students in private sectors;
- A greater confidence of the young ICT specialists to continue their studies in IT vocational institutions.

Activities and results:

1. Develop of curriculum materials

The first half of the second year of the project had as prior goals designing and developing of modern curriculum for the target establishments of the project, the curriculum will be presented later to the National Counsel for Curriculum.

In the developing of the three curricula were implied 16 designers and agents from ICT companies (Endava, Allied Testing, Cedacri), their team work had the aim to ensure relevance of the curriculum and the needs of labor market.

In this frame, there were organized a set of workshops in which the special stress was put on clear, correct and functional expression of skills, companies' agents from the ICT area (Endava, Allied Testing, Cedacri) had also presented the needs of the economy system of the day, especially mentioning that a great bulk of companies faces the lack of labor force.

After holding common workshops with the companies, it was determined to add two modules, that would ensure their relevance on the labor market:

- Testing program products
- Maintenance of portable devices

Thus, nowadays curriculum for computer science specialties includes two new modules: Testing program products and Managing operational systems. The curriculum "Maintenance of portable devices" for

Computers specialty was completely revised and contains 6 modules.

In vocational schools, for the newly created craft Operator for Technical Support of Computers, was created a new curriculum that contains 7 modules.

The revised curriculum leads to the growth of the employment rate of the graduates of the secondary specialized schools, ensuring the relevance between the skills gained in the establishments and those required by the ICT companies while being employed.

2. *Piloting, revising and improvement of curriculum materials*

The six establishments involved in the project since September 2015 had started the new school year according the new curricula, that were developed and revised.

- Curriculum for the craft Operator for Technical Support of Computers
- Curriculum for the specialty "Computer Science"
- Curriculum for the specialty "Computers"

In order to start the piloting, currently on August the 26th, there was organized a workshop, during which the concept of piloting was discussed. The teachers implied in the experiment were informed about the stages of piloting, the criteria of monitoring the progress, the rigors and awaited results. At the workshop was present Mrs. Ludmila Gherasimenco, counselor at Education Department for secondary specialized education in Ministry of Education of Republic of Moldova, in order to encourage the experimentalist teachers to come with more ideas, improvement suggestions of the curricula, and in order to gain the result that is worth the performed work.

In piloting process were implied 22 teachers and 334 students. In order to monitor the process, each teacher sends once in a fortnight (2 weeks) a diary in which he records the observations he has, students' feedback and suggestions for possible changes in curriculum for the revising stage. For the monitoring goal as well, in October and November current year, there were organized visits in the target establishments with the participation of representatives from the Ministry of Education, project counselors in IT and curriculum fields.

During these monitoring visits there were organized discussion boards with the schools' authorities, teachers and students implied in piloting process. The three curricula are being piloted with the support of Ministry of Education, in the process are implied 22 teachers, who passed through a set of trainings.



3. Developing and implementing a program for continuing education of teachers in the field of methods and techniques of active learning and use of ICT tools.

After defining the curricular modules, there were defined the modules that need special training of teachers.

The identified interest areas were:

- Testing program products
- Welding optic fibers
- Maintaining notebooks/laptops

In order to realize the trainings with mentioned subjects, it was requested the support of private companies, through providing trainers in these areas.

College teachers have taken part at a five-day training with the subject “Testing program products”, that took place at Allied Testing company. During the training there were discussed subjects that deal with:

3. Life cycle of a software product
4. The role of people implied in the development of a software product
5. The testing plan
6. Recording the testing process
7. The drawbacks' diary/ Bug tracker
8. Describing drawbacks

For vocational schools there were organized other two trainings with the subjects: Welding optic fibers and Maintaining notebooks/laptops, these were facilitated by the agents from StarNet and Matrix companies.

The other important part of the trainings was the Methodological and Occupational Framework, that covered the subjects which deal with:

1. System of teaching-learning-evaluating methods
2. The Evocation-Realization of the Meaning-Reflexion-Extension Framework
3. Advantages and disadvantages of interactive methods

The held trainings helped to determine the equipment needed for piloting, and the equipment that should be bought.

Among the 22 teachers, who were trained, there were representatives from vocation schools of Soroca, Floresti and Criuleni, who were instructed in order to ensure the sustainability of the project, thus we could be sure that after approval of the curriculum by the National Counsel for Curriculum at the national level, the schools that are not implied in the project, have teachers who were trained to teach the new craft according to the needs of labor market.

4. Developing and implementing the training course for English teachers' methods of English teaching from the establishments participating in the project.

Due to the fact that English speaking skill is one of the needs of the labor market for the workers and masters in ICT field and a condition of their successful employment in the same time, this course contributed to the improvement of practical skills in the field of ways of teaching applied English. There was designed and implemented a training course in the Methodology of Teaching Applied English for the teachers who work within the piloting schools, course that lasted 5 days.

- The program of the training included:
- Interactive strategies for reading tasks.
- Evaluation strategies
- Formative effect of teaching games
- ICT centered vocabulary
- Teaching methodology in the teaching-learning-evaluating process for grown-ups based on authentic materials

Among key goals of the experts were:

- Develop a teacher's guide that includes the minimum ICT related vocabulary and important forms of work with adults. Planning and facilitating a 40-hours module for English teachers from the

- target schools.
- Evaluation of acquired skills, etc
- Questioning ICT teachers for identification of need for English language trainings

At the preparatory stage, there were organized 7 workshops, during which experts determined the detailed plan for the 5-day training and the draft of the teacher's guide, that should be further used in the English course for teachers with ICT orientation.

5. *Developing and implementing the English course for ICT specialized teachers.*

There was developed a 36 session course that had the following aims: providing English language course for teachers specialized in ICT, developing English speaking skills, improving the quality of teaching process and correct use of English terms.

The course and the program of the lessons were developed according the training needs of the teachers who instruct ICT oriented subjects, needs that were found during the training needs analysis realized in the period January 28th – February 3rd in the piloting schools, having 65 teachers as participants.

The Applied English course took place in the period May 5th – June 27th, having 56 teachers as its participants from the 6 piloting schools that teach ICT related subjects and those that from this September, will be implied in piloting process of the modular curriculum developed within the project.

Taking into account that the ICT related vocabulary has English roots and the great majority of reference works are in English, too, the 72 academic hours of training will help the 56 beneficiaries in improving the ICT related vocabulary, in order of improving the quality of teaching process and correct usage of terms in English language.

At the end of the program, the beneficiaries had taken a test for receiving the certificate, according to the acquired skills. Course participants were very thankful for the opportunity to benefit from such a course and mentioned about the multitude of pronunciation mistakes they had had before.

Project coordinator: Octombrina MORARU

3. FOR QUALITATIVE REFORMS IN EDUCATION

Donor:	Open Society Foundations, offered through SFM
Implementation period:	July 2014 -January 2015
Budget:	34 200 USD
Purpose:	To contribute to the development and strengthening of policies / educational reforms in Moldova through public discussions at local level and to articulate the position of community stakeholders to this process.

Project team:

Project Director: Rima BEZEDE
 Project coordinator: Lilia NAHABA
 Project Assistant: Vera BUBULICI
 Accountant: Tatiana MAZILO
 Expert- trainers Group

Objectives:

Ob.1. The involvement of social actors (parents, teachers, representatives of LPA, NGOs, initiative groups) in a public discussion about opportunities of educational reforms.

Ob.2. Promoting current reforms in education in order to raise awareness public (parents, teachers, representatives of LPA, NGOs, initiative groups) to implement their qualitative locally.

Activities and results:

1. Preparing key project activities

- Selection of locations. Workshops preparation of the project activities
- Selection of experts and moderators
- Identify local coordinators
- Workshops for experts and moderators

2. Local public discussion for education community stakeholders: parents, APA, social partners, teachers etc. (10)

During September-December there were organized 10 local public discussion for community education stakeholders (in 5 regional centers and 5 rural communities). These activities have provided a framework for discussion of issues contextualized and directions indicated by current educational policy documents, including structural reform and teacher training performance. During each activity there have been proposed local solutions to current problems.

During each activity there have been proposed local solutions to current problems in the educational system policies in an open and transparent manner, involving parents, students, teachers and managers. The following topics were discussed:

- Structural reform / school network optimization
- Non-formal education. Unlocking the potential of the community to diversify the educational offer
- Specific issues related to the educational process in terms of multi-ethnic communities
- Involve parents in making decisions about the educational process, including the selection of optional courses
- Results from BAC versus quality of education
- The school - community center. Local opportunities for increasing school attractiveness
- The problem of limited financial capacity of small schools
- Key mission of parents' associations in terms of various community stakeholders
- The importance of social partnerships: school, parents and public authorities at all levels
- Children with SEN and reorganization of residential system. Integration of children with SEN in education and school community

3. Thematic round tables

In framework of the project in 2014 were organized two workshops:

- Strategy 2020. Initial and continuing education of teachers - September 26, 2014
- Certification of teachers. New challenges - November 27, 2014

Round tables were organized with the participation of various community stakeholders on average 25-30 people each (representatives of the Ministry of Education, Departments of Education, the communities in which local seminars were held, parents, teachers, managers, students, representatives of NGOs). In these activities were discussed key issues / policy documents: Code of Education, Education Strategy 2020. The focus was on raising awareness of stakeholders regarding the need to implement qualitative changes stipulated herein. Participants spoke on the issues raised and directions suggested strategy and contextualised local solutions to optimize teacher training process. They understood the need of changes in education, emphasizing the role of the teaching profession, the importance of attracting and retaining young professionals in the system, the need to increase the quality of initial and continuing teacher training.

The discussions also highlighted innovations / news documents and the importance of accurate and reliable transmission of messages in support of educational reforms.

4. *Thematic Fields in Didactica Pro..., Făclia, sites: CEPD, ME, other*
5. *Cycles of interviews (Radio, TV)*
6. *Promoting reforms and quality changes through material information / awareness (flyers). At the end of the project' activities and results, suggestions and recommendations, the book will be donated to institutions involved in the project, school libraries, Departments of Education, Ministry of Education, etc.*



Results:

- High level of information on the necessity and importance of community actors educational reforms;
- Advanced level of awareness regarding the need for community actors in education reforms continue education in order of synchronization with all the changes in the society;
- Constructive dialogue and raising awareness of the role of sustainable reforms implemented until now and clarifying the conditions and local premises by all the actors;
- Community Actors were involved and motivated to participate in public dialogue on the educational policies and reforms ;
- Actual solutions according to the educational problems existing in community;
- Personal and community benefits / social project participants through a correct understanding of the essence of reforms and how they concern him directly as a parent,

- community member, citizen;
- 10 meetings for educational and community actors (in 5 regional centers and 5 rural communities with middle school or high school district);
- 300 participants in local educational seminars;
- 2 regional round tables organized with the participation of various community stakeholders to strengthen and promote educational policies;
- 88 participants at the round table;
- 3 key issues / policy documents for round table discussion: Education Code, 2020 Strategy, Strategy of Sectoral decentralization, school network optimization;
- 3 texts with recommendations for the effective implementation of document data at different levels promoted heading the project in other media channels;
- 2 thematic headings: the *Făclia* (8 issues), *Didactica Pro...* (3 numbers), other district newspapers

Project coordinator: Lilia NAHABA

4. INTERCULTURAL EDUCATION ON BOTH BANKS OF NISTRU RIVER

<i>Donor:</i>	European Union, through the UNDP "Support to Confidence Building Measures; SPAS - Swedish Institute for Peace and Arbitration
<i>Implementation period:</i>	May 5, 2014 - February 28, 2015
<i>Budget:</i>	\$ 48 000 AND 5175 EURO
<i>General objective:</i>	Improving intercultural dialogue and promoting cultural diversity at local and regional level through effective cooperation between governments and civil society on both banks of the Nistru river.

Project team:

Project Director: Rima BEZEDE
 Project coordinator: Viorica GORAȘ-POSTICĂ
 Project Assistant: Vera BUBULICI
 Logistics Assistant: Sergiu OLENCIUC
 Accountant: Tatiana MAZILO

OBJECTIVES:

- To develop, experiment and introduce innovative methods of intercultural education through content that promotes art and cultural traditions of different ethnic groups;
- To involve local NGOs and community in development process through cooperation and exchange of experience between civil society and various educational institutions of different levels;
- To provide educational system in Moldova, including the Transnistrian region with knowledge and skills (seminars, trainings) and tools (curricula, textbooks, notebooks) for carrying out activities to promote and enhance intercultural tolerance in kindergartens and primary schools.

Activities and results:

1. Workshops creation of groups on both banks of the river Nistru

Period of execution: May 26, 2014, June 20, 2014, July 17, 2014

The activity was attended by creative groups, including textbook authors, experts in the field of inter-cultural education, experienced practitioners working in different regions. In order to give the specific activity were invited co-authors representing different ethnicities. During the workshop was presented the concept of the subject "Culture of good neighbourhood", developed by the Ukrainian team. The activities' aim was to develop teaching kit for optional subject "Culture of good neighbourhood". The methodology of leading interactive workshops was based on cooperation and direct involvement of all participants.

Topics covered:

- Workshop 1. Inter-cultural education curriculum for children in early education in Moldova (Ro-Ru)
- Workshop 2. Curriculum for inter-cultural education for children of grade 1 (Ro-Ru)
- Workshop 3. Workbook for optional subject "Culture of good neighbourhood" for 1st form (Ro-Ru)

Results: set of teaching materials in Romanian and Russian for optional subject "Culture of good neighbourhood" for children of preschool and elementary school (1st form).

In carrying out these activities were involved, remotely, partners from the Center for integration and development in Ukraine and Center for educational and social innovation programs in Transnistria, providing feedback on materials developed. Experts-authors of teaching materials are: MUSTEAȚA EFIMIA, POSTICA VIORICA, STATE DANIELA, NIKITCENKO ALLA, BEZEDE RIMA, SUFF ELENA, DROZD GALINA (consultant), DIMITROVA NADEJDA (consultant), TUBA ELENA (consultant).

2. Evaluation of materials developed by international experts

During the months of May to August 2014, it was conducted evaluation of materials developed by international experts, a process that included all three documents prepared for compliance with the original concept, content adjustment in the context of Moldova, the principles of tolerance and social justice. The purpose of the activity was to improve teaching kit for optional subject "Culture of good neighbourhood" in the review of international experts. The result of this activity was the teaching kit for optional subject "Culture of good neighbourhood" revised and improved, recommended for publishing.

3. Selection of educational institutions for experimentation of optional discipline "Culture of good neighborhood"

We aimed to cover all geographic areas of the Republic of Moldova and the inclusion of the main towns where the representatives of different ethnicities are living.

Although, with these institutions have been signed the bilateral cooperation Agreements. Total number of teachers included in the experiment is 50 and there are over 1500 children from 17 localities of Moldova.

4. Expertise materials Ministry of Education and by other external experts

Reviewers of materials for early childhood education:

- SCLIFOS LIA, Dr. in Pedagogy, Ministry of Education, manager of the project "Global Partnership for Education"
- BARANOV MARIA, methodist, superior teaching degree, preschool institution. no 216, mun.Chishinau

Reviewers of materials for the first form:

- MARIN MARIANA, Dr. in pedagogy, associate professor, Institute of Education Sciences
- PLAMADEALA SERGIU, teacher, 1st degree, LT "Vasile Vasilache", Chisinau

The made expertise was generally positive, with some suggestions for optimizing proposed content and methodology. Subsequently, the Ministry of Education issued an order no. 307 from July 31st 2014 on the development of teacher training activities to pilot optional course "Culture of good neighbourhood".

5. *Presentation of pilot materials to managers*

The meeting aimed to present to the managers the experimental materials (curriculum and teaching support) for the kindergartens and pilot schools participating in this project during 2014-2015 school year, followed by evaluation and publication of the materials, and to disseminate their inclusion in the list of optional discipline recommended by the Ministry of Education. 30 people attended, one representative from each school, plus members of working groups on teaching materials, including the representative from the Ministry of Education, Ms. Alla Nikitcenko.

6. *The meeting in Odessa*

On July the 9th – 11th 2014, it was held the International Conference with teams participating in the project, where they presented the final version of the proposed didactic experiment set in Moldova and Transnistria and the discussed / coordinated strategy for its implementation in schools and kindergartens on both banks of the Nistru river. Other issues discussed at the meeting were preparation of the details of the training for the educators and teachers, to teach discipline "Culture of good neighbourhood", scheduled for August the 20th to 22nd this year, facilitated by local and Ukrainians experts. "Through this course, we aim to educate in our children the interest in knowledge, respect and tolerance towards the others, regardless of one's ethnicity, language, faith, recovery, in the conceptual and methodological Ukrainian and Swedish experience", said MUSTEATA EFIMIA, project expert.

The results of participant's activity included the finalizing of the teaching kit developed for both banks; increasing knowledge and positive attitudes towards cultural groups, arts, languages and traditions; improved cooperation between NGOs from both banks, ministries and educational institutions that participated in the development of teaching materials; information and experience shared among teachers and education specialists from different regions and countries; identified common interests and further expanded cooperation.

7. *Editing, layout and publishing of the experimental materials*

After an extensive process of editing and translation, layout, publishing of inter-cultural education curriculum for kindergarten and first grade "Culture of good neighbourhood" (300 ex.) and notebook for students "I, my family and neighbors" in Romanian (500 ex.) and Russian (300 ex.), the works are recommended by the Ministry of Education of the Republic of Moldova for piloting education during 2014-2015 school year in 11 kindergartens and 10 schools in the country, especially in places where the representatives of different ethnicities live. Totally, over 1,500 children have the opportunity to learn the culture of good neighborhood in a pragmatic manner relevant to the peaceful and civilized living alongside others different from them. DIDACTICA PRO magazine team consisting of: Mariana VATAMANU-CIOCANU, Dan BOGDEA and NICU SUSANU, worked on editing, layout and publishing.

8. *Training for teachers in experiment*

The training was attended by 50 educators and teachers from 10 piloting kindergartens and 14 schools.

It was held from August 20th to 22nd, the PRO DIDACTICA staff had as objective presentation of experimental materials (curriculum and teaching support) of the new optional subject "Culture of good neighbourhood ". Trainers and experts from Moldova and Ukraine (RIMA BEZEDE, VIORICA GORAS-POSTICA, EFIMIA MUSTEATA, DANIELA STATE, MARGARITA ARADJIONI and NATALIA OPENKO) facilitated interactive sessions of intensive training and preparation of pedagogical experiment, which will take place during school year 2014-2015 among the most useful aspects mentioned by beneficiaries, we certified the following: many useful and necessary materials, games, very good teaching process, interesting new methods that we can use during lessons, conflict resolution, motivation needs, this course has a well prepared curriculum, educating tolerance in young children, film, stories, sharing experiences with colleagues and trainers, general organization of the seminar, teamwork etc.

9. Conduct and monitoring of the pedagogical experiment

The experiment is organized during 2014-2015 school year and 50 teachers and over 1,500 children in 17 localities take part in it. The authors, experts from 10 institutions visited the project pilot assisted in class, talked to teachers and children involved. There was also conducted an on-line and telephone monitoring. The main instrument was monitoring complex sheet with various items, starting with the accessibility of materials piloted and ending with the level of involvement and motivation of children. We found that the cooperation between educational institutions on both banks of the Nistru river, with experts from Sweden and Ukraine contributes to building constructive social dialogue and a better understanding between representatives of different ethnic groups in order to increase trust and promoting tolerance in the region. They noticed some successful practices that can later be easily extrapolated and disseminated in the entire education in Moldova.



10. Study visit to Sweden

From November the 30th to December the 5th, 2014, the civil society representatives from both banks of the Nistru river and Ukraine conducted a study visit to Stockholm, Sweden. The purpose of the visit was to familiarize with best practices in promoting tolerance in Swedish Education. In this context, a primary school principal in Stockholm presented an original optional curriculum to promote intercultural dialogue and tolerance, developed by the NGO "Order of tea spoon" for all grades of general education, including kindergartens (comprising children at the age from 6 to 15 years old). It is implemented in multicultural regions of Sweden, where children speak more than 25 languages at home. Their common values: respect, peace, responsibility, joy at school, psychological security – help them to feel good together, starting with the simplest compliance rules: in our school we respect each other, love your neighbor as we love ourselves etc.

A special impression in the program had a primary school ALTA of the village near the capital city. Healthy active, many hyperactive, children, for us, most typical Nordic blond, very colorful, diverse dressed and open to interaction and dialogue were very free in their behavior. We attended a lesson in second form, with the theme: Tolerance-intolerance, it held the key method of group projects, children

were divided into two groups. They were shown what tolerance and intolerance means, the activity being guided by the main teacher and support teachers who work at practical classroom lessons, but also in the extended afternoon program. We noticed a very friendly learning environment, children totally unfettered. Teachers fail to recognize that in small grades the program is not focused on the cognitive part and Swedish school procurement generally is not one of the first in the world mattered on subjects, but it concentrates on individual development of each child's creative freedom and comfort offered to each other is much more important. Partnership initiated compels us to learn from each other and to become better each. Nearby effort to promote dialogue and spiritual union of the two sides, despite the tensed political situation, we hope to end with practical sensitive success. However, peace is possible through the efforts of everyone worldwide. Projects of peaceful settlement of conflicts stimulate knowledge of our cultures and appreciation of diversity, not only in the education system, but also in political and social systems.

Partners in implementation of the project: Center for Educational Innovation And Social Programs in Transnistria, Swedish Peace and Arbitration Institute and Center for Integration and Development in Ukraine.

Project coordinator: Viorica GORAȘ-POSTICĂ

V. TRAINING SERVICES 2014

In 2014, from the amount of trainings, several modules that corresponded to the teachers' training needs have been chosen. Also, requests from school groups have been accepted (12-16 persons), as well as further individual registrations until the completion of the whole group (16 persons). The trainings have been held at our center, equally at the side of educational institutions. The price of the whole training has been established depending on the requests and covered, first of all, the cost of providing and preparing the training programs, then the needed materials and, finally, the coffee breaks. Each group of participants has been trained by 1-2 experts. Both the contents and the duration of courses have been established together with the participants, based on their needs and demands.

Information concerning any other activities of the Center, free of charge sponsored projects, has been posted on the website www.prodidactica.md. During the year 2014, 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:

- Gymnasium Floreni - *Assessment of student skills based on educational standards;*
- DGETS Ungeni- *General Pedagogy and teaching subjects in primary education;*
- DGETS Soroca - *General Pedagogy and teaching subjects in primary education;*
- LT Puhoi, Ialoveni - *Complex program of training ;*
- Association of Home, Kindergarten star Ungheni - *General Pedagogy. Inclusive Education;*
- Francophone University Agency of RM - *Training and assessment of professional competence;*
- LT Loganesti, Noi - *Thematic program;*
- LT Prometeu- Prime - *Teaching Mathematics;*
- Regional cooperation AO Pro Balti - *Inclusive Education in Moldova. Educational policy issues. Pedagogical and management issues;*
- Teachers in the country – *Ways in achieving personal success and lasting professional efficiency;*
- AO Land of Light - *General Pedagogy. Ecology Thought;*
- National Youth Council of Moldova CNTM - *Insights into inter-cultural education;*
- Latin gens LT - *Developing research skills of teachers as an opportunity for strategic action-competence training students;*
- UNICEF Moldova, Gymnasium V.Dumbravă Ciorăști, Nisporeni- *Inclusive education centered on the learner;*
- UNICEF Moldova, LT M.Eminescu Otaci, Ocnița - *Inclusive education centered on the learner;*
- Gymnasium Țirnova, Dondușeni - *Evaluation based on standards;*
- LT M.Sadoveanu Hîncești - *Designing the learning units;*
- DGETS Cimișlia - *Assessment based on educational standards and referential;*
- Sports School No.2 Chisinau - *Correlation between skills and design of teaching;*
- DGETS Soroca - *Education for character development;*
- LT M. Eminescu Sadacalia - *Standards Based Assessment and assessment based on referential;*
- DGETS Edineț - *Educational Management. Assessment of. Internal control;*
- Olympus LT Puhăceni - *Referential assessment;*
- LT E.NiculaMereniNoi - *Referential assessment;*
- Primary School MereniNoi - *Pedagogical and educational standards; Evaluation based on the referential;*
- College of Engineering, Chisinau - *Training skills through interactive teaching strategies;*
- LT V.Alecsandri Chisinau - *Developing skills. Evaluation of school results;*
- Complex individual training programs upon request and needs of the beneficiaries.

V. PAIDEIA - EDUCATIONAL DEBATE CLUB

During the year 2014, sessions of the Educational Debate Club Paideia have been organized inside the Educational Center PRO DIDACTICA. During these activities, different and useful topics have been proposed to improve teaching practices, which have elicited constructive discussions and debates, an exchange of views and experience.

Moreover, the enjoyable and relaxed ambiance, the trainers' professionalism, the participants' interest in the treated subjects contributed to a successful and an efficacious organization of those activities. Among the topics, could be mentioned several, as:

- *Lexical Fields: options to address;*
- *Revised Bloom's Taxonomy;*
- *Educational Leadership;*
- *Education for gender equity and equal opportunities;*
- *Inclusive education and classroom teacher challenges;*
- *Use of ICT in education. Educational blog;*
- *Evaluate the success. Find defects, repair them and then move on;*
- *Strategies for discussion within hours;*
- *Designing the learning units;*
- *Manager' role in organizing educational inclusion of children with special needs;*
- *Teaching design strategy "I know – I want to know - I have learned";*
- *Discussion thread sand art based on master classes;*
- *Since the ability to competency - 11 ways to achieve excellence of the manager of tomorrow.*

Participants: more than 100 teachers from different educational institutions both from the municipality of Chisinau and from other places.

VI. DIDACTICA PRO... MAGAZINE

The editorial team: Mariana VATAMANU-CIOCANU, editor in chief; Danil BOGDEA, editor; Nicolae SUSANU, graphic designer.

During 2014, were edited six issues of the Magazine of educational theory and practice *DIDACTICA PRO ...*, with the number of 950 copies published. The publication was distributed via multiple agencies (POȘTA MOLDOVEI, MOLDPRESA, USP-PRESA, PRESS INFORM-CURIER), with about 800 subscribers.

Nr. 1 (83) – **ARTISTIC EDUCATION**

- Education under the siege of pseudo-values
- Human knowledge and artistic-aesthetic education
- Interdisciplinary approaches of arts education in *History* classes
- The projection methodology of learning unit at *Biology*, gymnasium level



Nr. 2 (84) – **PEDAGOGICAL RESEARCH**

- The teacher – a researcher of personal education activity
- Professional development of teachers through the research-action implementation
- The *focus group* interview in pedagogical research
- The elements of source criticism in historical pre-university didactics



Nr. 3 (85) – **EDUCATION FOR SOCIAL RESPONSIBILITY**

- Education – an autogenic system?
- The social responsibility: a rise without equal or vessel from the heart
- Environmental responsibility. Applications for school discipline *Science*
- Develop interest and motivation in the learning of *Mathematics*



Nr. 4 (86) – **COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGES**

- The round table *Involving civil society in actions to modernize education*
- Psycholinguistic strategies in teaching languages
- Individualization and differentiation in learning foreign languages
- Communicative competence in foreign languages



Nr. 5-6 (87-88) – **THE NEW PARADIGMS IN EDUCATION**

- The strategy *Education – 2020*: problems and directions *versus* solutions in the context of initial and continuing forming of teacher (round table)
- The school – today and tomorrow
- The communicative competence: aspects of professional training
- Organization of learning activities from the perspective of cognitive paradigm
- Paradigms in education/pedagogy



PRO DIDACTICA LIBRARY

Library offered to beneficiaries - the reading room and home loan - books from different fields (encyclopedias, dictionaries, books) in Romanian, Russian, English, French; TEACHING PRO entire collection of magazine ... (2000-2014), the collection Education and weekly magazine Tribune, Făclia, magazines and Школьный психолог. Управление школой.

Library PRO DIDACTICA. New issues

1. Culture of good neighbourhood

The didactical set includes curriculum for early childhood education and grade I as well as and the textbook for pupils from grade I. It is developed in Romanian and Russian and is proposed as an optional subject for the education of tolerance and good neighbourhood culture from the earliest age. This set is addressed primarily, to educators, teachers, parents, school managers, giving them a rich material for organizing educational activities with children. Books are developed based on Ukrainian colleagues experience with whom we have collaborated in the project "Intercultural Education on both banks of Nistru river". For the next year we plan to develop in the same manner curricula and educational materials for grades 2-4.



2. For qualitative reforms in education

This publication, edited in Romanian and Russian languages, includes results of the debates organized within the project "For qualitative reforms in education" and good practices that confirms significance of change in education.

In this book you can find recommendations from managers, teachers, parents, students, NGOs representatives, who are going to contribute on improving public policies in the field, as well as their effective implementation at all levels.

