

ACTIVITY REPORT

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I. GENERAL DATA

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

Mission:

The PRO DIDACTICA Educational Center aims to promote the principles of an open society by supporting individuals and organizations interested in continuous learning and development, in order to facilitate their personal and professional affirmation and better integration in a changing society. For this reason, the Center offers information, training and consultancy programs and services focused on lifelong learning skills, on promoting the values of a knowledge society, ensuring equal participation and opportunities for all, as well as support in the process of European integration. through education.

The Center's current portfolio includes 22 training programs for teachers and managers in the educational system, authorized and licensed by the Ministry of Education. The certificates offered by the Center are officially recognized in the teaching attestation process.

Long-term objectives:

- Ensuring the continuous professional development of the staff of the Center and of the associated trainers, in order to maintain and optimize the quality of the services provided;
- Diversification of the training offer (including the promotion and development of distance education), in order to respond more effectively to the concrete requests of the direct beneficiaries - teachers and educational institutions;
- Offering teaching materials and publications;
- Diversification of financing sources;
- Increasing the number of partnerships at national and international level;
- Increasing the level of transparency at national and international level.

II. THE MOST IMPORTANT PROJECTS IMPLEMENTED UNTIL PRESENT DAY

GRANTS:

- *Thematic platforms. Education platform, European Union program supporting confidence-building measures*, with the financial support for the European Union – October 2019 – October 2021;
- *Debates club for school teachers Paideia – new challenges in online learning space*, with the financial support of the Network of Educational Policy Centers NEPC, Zagreb, Croatia – September 2019 - August 2021;
- *Consolidation of the technical vocational education system in Moldova / CONSEPT*, the components of Organizational Development and Continuous Training of Teachers, with the financial support of the Liechtenstein Development Service Foundation - January 2019 - December 2021;
- *Promoting and developing intercultural education (EIC) in the initial training of teachers*, 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. Increasing the competitiveness of the agri-food sector by integrating it into the internal and global value chains, especially of the soybean culture sector*, with the financial support of the European Union - April 2018-March 2021;
- *Promoting education for young people's health*, with financial support from the United Nations Population Fund and the Embassy of the Kingdom of the Netherlands (Netherlands) - January 2018 - December 2022;
- *European lessons-2. The Education component against corruption*, with the financial support of the Ministry of Foreign Affairs of Lithuania - May 2018 - April 2019;
- *Education for peace by promoting the culture of good neighborhood in the primary classes*, with the financial support of the International Peacebuilding Network (GPPAC) - January-December 2018;
- *Strengthening the technical vocational education system in Moldova / CONSEPT*, the components of Organizational Development and Continuous Training of Teachers, with the financial support of the Liechtenstein Development Service Foundation - April 2015-June 2018;
- *Partnerships for the quality and relevance of the technical professional education in the ICT field in the Republic of Moldova*, with the financial support of the Austrian Development Agency / ADA, from the Austrian Development Cooperation / Austrian Development Cooperation / ADC funds and from the Government of Romania - December-November 2018;
- *Education and Sports Platform for building confidence and intensifying collaboration between communities on both banks of the Dniester*, funded by the European Union "Supporting Confidence Boosting Measures" (SCBM) and implemented by UNDP Moldova - December 2016-March 2018;
- *Open education in Moldova: here and now! - Phase II*, with the financial support of the Foundation for an Open Society Foundation, in cooperation with the Education Support Program of the Foundations for an Open Society - October 2016-December 2017;
- *Education for peace by promoting the culture of good neighborliness in the primary classes*, funded by the International Peacebuilding Network - GPPAC (Global Partnerships for the Prevention of Armed Conflicts) - July-December 2017;
- *Consolidation of the technical vocational education system in Moldova+/CONSEPT+, the component Organizational Development*, with the financial support of the Liechtenstein Development Service Foundation - January-June 2016;
- *Partnerships for the quality and relevance of the technical professional education in the ICT field in the Republic of Moldova*, with the financial support of the Austrian Development Cooperation / Austrian Development Cooperation/ADC and of the Government of Romania - April-November 2016;

- *Education for gender discrimination and equal opportunities, with the financial support of the Soros-Moldova Foundation - April-November 2016; Human resources development in education: from strategic ideas to sustainable actions, with the financial support of the Foundations for an Open Society, offered through the Soros-Moldova Foundation - February-June 2016;*
- *Contributions to the professionalization of practitioners in adult education, with the financial support of DVV International Moldova - September-December 2016;*
- *The Culture of Good Neighborhood, with the financial support of BST (The Black Sea Trust for Regional Cooperation), a project of the German Marshall Foundation - April 2016-May 2017;*
- *European lessons, with the financial support of the Ministry of Foreign Affairs of Lithuania - January 1-December 31, 2016;*
- *Education opened in Moldova: here and now!, With the financial support of the Foundation the Institute for an Open Society, in cooperation with the Education Support Program of the Foundations for an Open Society - January 1-September 15, 2016;*
- *Strengthening the technical vocational education system in Moldova / CONSEPT, the component of Organizational Development, with the financial support of the Liechtenstein Development Service Foundation - 2012-2014;*
- *Improving the quality of technical vocational education in the field of Information and Communication Technologies / (ICT) in the Republic of Moldova, with the financial support of the Austrian Development Cooperation / Austrian Development Cooperation / ADC - December 2012-July 2015;*
- *Intercultural education on both banks of the Dniester, with the financial support of the European Union, co-financed by the United Nations Development Program, the Swedish Institute for Peace and Arbitration - May 2014-February 2015;*
- *For qualitative reforms in education, with the support of the Foundations for an Open Society, through the Soros-Moldova Foundation - July 2014-February 2015;*
- *The role of education in multicultural societies: lessons learned, implemented within the East-East Program: Partnership without Borders of the Soros-Moldova Foundation;*
- *Consolidation of local NGOs through community partnerships, funded by the US Embassy in Moldova - October 2012-July 2013;*
- *School communities in action: creating conditions for the persistence in school of students from socially vulnerable families, with the financial support of the Emergency Fund, an international program created by George Soros in the summer of 2009 to mitigate the negative effects of the global economic crisis in Central Europe. , East and Southeast and Central Asia - 2010-2012;*
- *Optimization of Romanian language teaching in the Gagauzia ATU, financed by the OSCE High Commissioner for National Minorities and the Federal Office for Foreign Affairs of Germany - August-December 2011;*
- *The International Educational Leadership Project, financially supported by the Budapest Open Society Institute - January 2010-July 2011;*
- *Increased participation and quality in education in the EEA countries (project carried out in partnership with CEPS Ljubljana), with the financial support of OSI, ESP Budapest - 2008-2010;*
- *CONSEPT / Consolidation of the technical vocational education system in the Republic of Moldova, with the financial support of the Liechtenstein Development Service Foundation - 2008-2010;*
- *Education for European integration. Training program for teachers and material development, with the financial support of the Soros-Moldova Foundation - 2008-2009;*

- *Language teaching problems in the language schools of the Republic of Moldova*, with the financial support of the Office of the High Commissioner for National Minorities of the OSCE (The Hague) - 2008-2009; *A future for our children*, with the financial support of the Liechtenstein Development Service Foundation - 2007-2009;
- *Summer School Peace is in our hands*, with the financial support of UNESCO Moldova - 2008;
- *For better administration and accountability in the school* (partnership with the Education Center 2000+, Romania), with the support of the OSI through the RE: FINE - 2007-2008 initiative;
- *Partnership for quality education. Optimizing the quality of education by promoting interactive technologies and by establishing effective partnerships*, with the financial support of the National Development Agency CONTACT / PBF - 2006-2007;
- *School success for Roma children (partnership with the Resource Center for Ethnocultural Diversity in Cluj-Napoca, Romania)*, with OSI support through the RE: FINE initiative - 2006-2007;
- *Education for European integration*. Elaboration of the Curriculum, with the financial support of the Soros-Moldova Foundation - 2006;
- *Education for gender equity and equal opportunities*, with the support of the Soros-Moldova Foundation - 2006;
- *Education for community development*. Optional course for the gymnasium and training program for teachers (partnership with the Educational Program Step by Step), with the financial support of the Soros-Moldova Foundation - 2005-2007;
- *Promoting tolerance and understanding diversity*. Working tools for philologist teachers, with financial support from the Council of Europe, Confidence-Building Measures - 2005-2006;
- *A future for our children. Involving the community in facilitating the process of social integration of children from disintegrated families*, with the financial support of OSI through the RE: FINE - 2005-2006 initiative;
- *Reading and writing for the development of critical thinking in university education*, with the financial support of the Soros-Moldova Foundation, OSY New-York and the International Reading Association - 2004-2005;
- *Romanian language for foreigners. Improvement of the teaching staff*, with the support of the Office of the High Commissioner for National Minorities of the OSCE (The Hague) - 2004;
- *Reading and writing for the development of critical thinking in university education*, with the financial support of the Soros-Moldova Foundation, OSY New-York and the International Reading Association - 2003-2004;
- *Learning communities*, with the financial support of the Soros-Moldova Foundation - 2003-2005;
- *Tolerance and social integration*. Information and training, with the financial support of the Soros-Moldova Foundation - 2003-2005;
- *Education for otherness*. Optional education course for tolerance and otherness through the literature of the ethnic groups (high schools, colleges and universities), with the financial support of the Embassy of the United States of America - 2003-2005;
- *Internet education - Informatics school discipline*, with the financial support of the Soros-Moldova Foundation - 2002;
- *Learning through cooperation*, with the financial support of the Soros-Moldova Foundation - 2002-2003;
- *Romanian language for foreigners. Improvement of the teacher's competences*, with the financial support of the Office of the High Commissioner for National Minorities of the OSCE (The Hague) - 2001-2003;
- *Modernization of pre-university education*, with the financial support of the Soros-Moldova Foundation - 2001-2002;

- *Internet PRO EDUCATION, with the financial support of the Soros-Moldova Foundation - 1999-2002; Elaboration of the National Curriculum for high school - in collaboration with the Ministry of Education of the Republic of Moldova, with the financial support of the Soros-Moldova Foundation – 1999;*
- *Reading and writing for the development of critical thinking in pre-university education, with the financial support of the Soros-Moldova Foundation - 1998-2002;*
- *Modernization of humanistic education, with the financial support of the Soros-Moldova Foundation - 1998- 2000.*

CONSULTING SERVICES:

- Consultancy services in the training of local mentors in the field of early education, services contracted by the Ministry of Education within the Global Partnership for Education project, implemented in partnership with the Step by Step Educational Program and the Speranța Day Center - March-November 2014;
- Consultancy services in the training of mentors in the field of early education, services contracted by the Ministry of Education within the Global Partnership for Education project - June-August 2013;
- Consultancy services for teacher training in the implementation of the modernized high school curriculum (8106 teachers from 33 districts), in partnership with the Education Center 2000+ Consulting LTD, Romania; services contracted by the Ministry of Education within the project Quality education in rural areas of Moldova - July-August 2010;
- Quality education in rural Moldova, with the financial support of the World Bank - February 4-May 31, 2011;
- Consulting services in the elaboration of the guide for educators 1001 ideas for a quality early education, services contracted by the Ministry of Education (EFA / FTI) - 2010;
- Consultancy services in the elaboration of the curriculum for the initial and continuous training of the teachers from the early education and the related methodological guides, services contracted by the Ministry of Education (EFA / FTI) - 2009-2010;
- Consulting services Equity and inclusion in education. Piloting tools for planning and evaluation in the field of education, services contracted by the Ministry of Education - 2009;
- Continuous evaluation in the classroom, training program, in partnership with the Education Center 2000+ Consulting LTD, Romania, services contracted by the Ministry of Education and Youth via the World Bank - 2008-2009;
- Quality education in rural areas of the Republic of Moldova. Improving teaching and learning in rural schools based on the modernized high school curriculum, services contracted by the Ministry of Education and Youth via the World Bank - 2007;
- Professional development of kindergarten managers, within the Ministry of Education and Youth Education for All - Rapid Action Initiative, services contracted by the Ministry of Education and Youth via the World Bank - 2007;
- Consultancy and training programs for textbook authors, Bishkek, Kârgâzstan, services contracted by the Foundation for Educational Initiatives - 2006;
- Consultancy for authors of curriculum and teaching materials regarding the teaching of Georgian as a second language, Tbilisi, Georgia, services contracted by the OSCE HCNM - February 2005;
- Training consultancy for trainers to teach Georgian as a second language, Bakuriani, Georgia, OSCE HCNM contracted services - June 2005;
- Training services offered at the request of university and pre-university teachers, managers of kindergartens, schools and higher education institutions.

III. PROJECTS OF 2020

1. STRENGTHENING THE SYSTEM OF TECHNICAL PROFESSIONAL EDUCATION IN MOLDOVA / CONSEPT, THE COMPONENTS ORGANIZATIONAL DEVELOPMENT AND CONTINUOUS TRAINING

Components:	Organizational Development and Continuous Training of Teachers
Implementing partner:	Education for Development (AED)
Donor:	International Foundation Liechtenstein Development Service (LED)
Period of implementation:	January 2020- December 2020
Annual budget (lind project year):	73 200 Euro
Goal:	Capacity building of the institutions involved in the CONSEPT project in order to promote and implement an efficient quality assurance management process.

Objective:

- To contribute to the implementation of an efficient quality assurance process by developing and providing support materials;
- Providing training programs, consulting and professional expertise in the process of implementing an efficient quality assurance management process.

Activities and results:

1. Annual training for the managerial team

The seminar “Human resources management in the context of quality assurance” was organized during February 25-27, with a follow-up activity in October. The main purpose of the activity was to develop managerial skills in order to develop and apply tools and procedures focused on promoting the value and culture of quality; personal and professional development of human resources, evaluation of human resources in the context of quality assurance. The training activity was attended by principals and deputy principals who analyzed and addressed several facets of human resources management, but also the problematic aspects that prevent ensuring an educational process / professional training of students in the institutions they represent. Tools, mechanisms and procedures in achieving efficient human resources management were discussed. At the end of the training seminar, the participants claimed responsibility to apply the knowledge and skills developed to elaborate/improve the human resources development strategy, the human resources evaluation mechanism, review the job descriptions for employees.



During the follow-up activity, conducted online on the *google.meet* platform, on October 20, each participant made a brief presentation of the experience, answered questions from trainers and colleagues, thus contributing to the dissemination of experience and strengthening the common understanding of everything related to human resources management in the context of quality assurance.

2. Implementing an efficient quality assurance management process. Consultation and monitoring visits

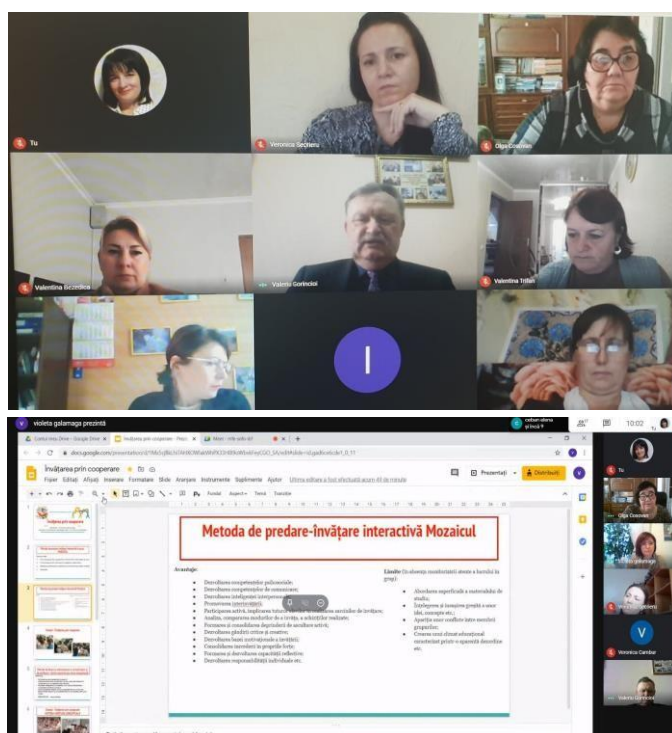
The need for support in order to strengthen the management of quality assurance both in vocational education and ANACEC was confirmed at the Round Table, held on 23 September. Also, in the process of discussions, the concrete needs and the necessary contribution from the project were identified, which can facilitate the process of ensuring the quality of education. The activity was attended by representatives of MECC, ANACEC, AED, principals and deputy principals from vocational schools and centers of excellence. As a result of the analysis of the accreditation experience and of the internal processes applied for quality assurance, it was decided to create 4 representative groups to work on:

- Revision of the VET External Evaluation Guide, including the list of reference documents.
- Elaboration of the Instruction on the use of SIME data in the accreditation process.
- Elaboration of the Methodological Guide for the VET managerial team regarding the elaboration of internal regulatory acts (orders, regulations, procedures, etc.).
- Elaboration of the Methodological Guide regarding the elaboration of the reports that reflect the quality of the activity of the institution.

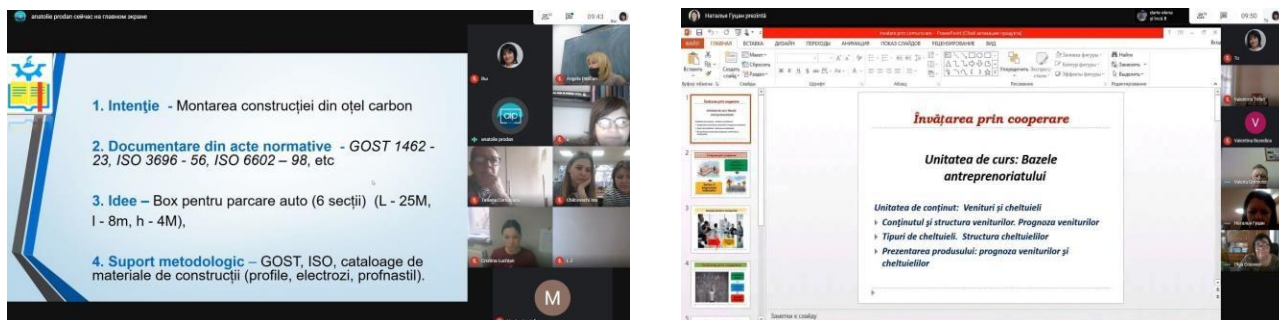
In the autumn of 2020, the VET External Evaluation Guide in IPT was revised (working group no. 1) and the activity of group no. 3 is in process. Also, within this activity, during November-December, online consulting visits were carried out in 6 institutions benefiting from the CONCEPT project, in order to offer suggestions and recommendations regarding the strategic development of the institution, but also the efficiency of quality assurance management.

3. Seminar-Training CRITICAL THINKING FOR PROFESSIONAL SKILLS DEVELOPMENT

The training "Critical thinking for professional skills development", addressed to teachers who teach specialized disciplines took place during 2020. The first module took place face to face, at CE PRO DIDACTICA, modules II and III were carried out online. Neither the content nor the methodology deviated visibly from the "nailed down" module of the introductory training in the LSDGC methodology. The principles of critical thinking were observed, each session followed the framework and each activity benefited from a debriefing of the learning process. However, the realization of the three training modules was interrupted for 7 months (February-October) due to the COVID-19 crisis. Modules two and three, held in October and November, were redesigned for distance learning on *meet.google.com* platform.



The follow-up session took place online, on December 18, on the same platform *meet.google.com*, the task given for home being the elaboration of an article about the application of a Critical Thinking technique with students or an activity carried out with teachers. Out of 13 trainees who participated in module III, 12 were presented, of which 2 pairs of teachers working in an institution had joint reports.



4. Seminar-Training THE PROJECT AND THE PORTFOLIO IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCES

A new round of trainings, organized for teachers from specialized disciplines, took place within the program *Project and portfolio in the development of professional skills*. The first module took place face to face, at C.E. PRO DIDACTICA, and the other two were organized online, on the *google.meet* platform. In the first module, the portfolio was approached as a learning tool, not just as a folder with stocked materials. It was confirmed that everyone operates with the term, knows the notion, but no one has made the portfolio a tool that works throughout the training.

The need to switch to online training, caused by the epidemiological situation in the country, in the organization of modules II and III led to the examination of the existing training project in order to "digitize" it (starting with module II). The difficulty was to weigh and calculate how long an online activity can take, how to organize the work in pairs and groups and what can be left to the individual work of the trainees (necessarily checked the next day!). In the end, it was possible to make the existing support functional and lucrative and to keep almost all the learning activities. The most difficult problem to solve is the perception of feedback "through the glass". In the third training, the trainers focused, first of all, on the possibilities of online training. The wishes and expectations of the participants were taken into account, insisting on the elaboration of the evaluation grids of the different products and on the determination of all the requirements towards the product in the formulation of the project task.

During the follow-up session, each of the trainees transferred the subjects from general didactics in the professional context, thus presenting a variety of topics/tasks proposed for the project at the students' house. The product of each trainee was a PPT presentation, accompanied by evidence (photo) and the necessary comments. The presentation was developed, of course, according to the structure of a project: intention, idea, task and product.

Project Coordinator: Rima BEZEDE

2. SHIFT EDU - DIGITAL SKILLS FOR EMPLOYMENT IN MODERN ECONOMY

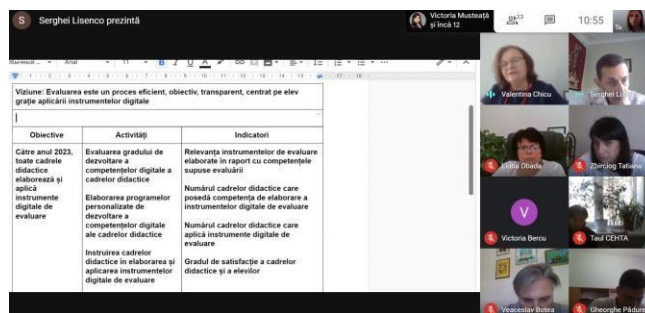
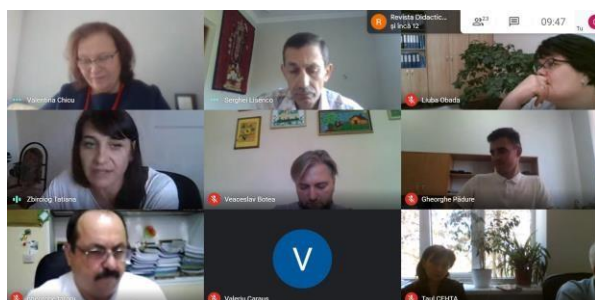
Funding organization:	Austrian Development Cooperation (ADC)
Implementation organization:	C.E. PRO DIDACTICA
Perioada de implementare:	December 2018-november 2021
Budget:	690 000 EUR
The project's scope:	Integration of information and communication technologies (ICT) in VET
Objectives:	Increasing management support, improving teachers' digital competences, developing digital content for selected VET trades and specialties, equipping the institutions properly to deliver a higher quality educational process.
Main target group:	The teachers and the management of 6 VET institutions including the Centre of Excellence in Informatics and Communication Technologies (CEITI).
Beneficiari finali:	about 3000 students, boys and girls

Outputs and results:

1. Digital skills are acknowledged and continuously supported by VET institutions at strategic level as part of teaching and organizational culture.
2. VET teachers and instructors have better digital skills for efficient teaching, learning, assessment and class management.
3. Digital content for VET trades and specialties is developed and open education resources are increasingly used in teaching, learning and assessment.
4. Modern learning spaces created to foster the integration of ICT in the education process as well as the student centred learning.

Output 1: Digital skills are acknowledged and continuously supported by VET institutions at strategic level as part of teaching and organizational culture

Between 18-20 August 2020, the training program "Strategic Management. Integrating ICT in the strategic development plan and in the annual plans" was organized online. The workshop, addressed to the members of the management teams from the 7 beneficiary institutions, aimed to streamline the instructional-educational process in the context of the coronavirus pandemic and to make necessary adjustments to the institution's Strategic Development Plan (SDP) from this perspective.



Individual consultancy was provided to Pedagogical College *I.Hasdeu* from Cahul on 29 September 2020, at the request to support the institution with the development of the annual operational plan.

In order to assist VET institutions with including strategic goals on ICT in their SDPs, the project team have organised a workshop on 13 November 2020 of Q&A with 5 VET institutions on Google meet. The participants are the institutions which SDPs expire in 2020 and which are in the process of developing new SDPs for 2021-2025.

On 30 September 2020, the Terms of References on developing informational system were discussed and approved at the meeting with the MoECR, CICTE¹, ADA representatives. It was also agreed that ShiftEdu project will support the development of two sub-modules of the EMIS in VET: e-register and e-enrolment. Education management information system is a platform which allows educational institutions to manage their data at a single place. The system is an online solution that store, retrieve and generate data in the areas of HR, number of students and their performance, teachers, grading, reporting, enrolment, etc.

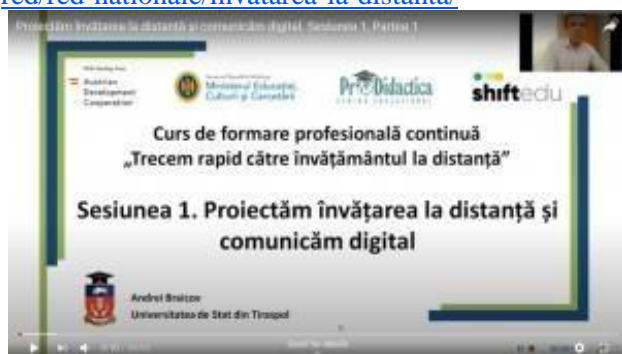
Afterward, the procurement of services developing informational system were launched. On 11 December, 2020, the evaluation committee composed of 3 members: MoECR, e-Government Agency and ShiftEdu project representatives, convened online to select the winning offer, Cristalion Plus got the highest score for the technical offer.

Output 2: VET teachers and instructors have better digital skills for an efficient teaching, learning, assessment and class management

A curriculum of the training program on digital skills for VET teachers was developed. It contains 5 units, 96 hours of direct contact and 204 individual work. The main goal of the program is to develop digital competence of VET teachers. The content was designed in accordance with the European standards for digital competence of teachers DigCompEdu, the current needs of TVET related to distance/blended learning. The curriculum is also in line with the requirements of continuous teacher training programs and after the piloting will be proposed for accreditation.

9 sessions of training program on digital skills were delivered through Zoom for over 100 VET teachers during the lockdown in the period 16-29 April 2020. The online sessions, facilitated by Andrei Braicov, Sergiu Corlat and Tatiana Veverița, focused on the following topics: distance learning design, typology of distance learning resources, digital communication, multimedia resources: their creation and use, organization of interactive distance activities, creation of digital courses, distance education tools (document management, class management, etc.) etc.

The sessions were recorded and are available for all VET teachers on <http://red.prodidactica.md/resurse-red/red-nationale/invatarea-la-distanța/>



¹ Centre for Information and Communication Technologies in Education

The training of trainers program "Development of digital skills of teachers in technical vocational education" took place in three stages, where 17 VET teachers participated:

- 17-21 August, 29-31 October in face-to-face format, at the Center of Excellence in Construction
- 12-14 November, online
- a follow-up activity on 17 December 2020, online.

The main topics included in the training program are the following:

- Digital competence for development and professional ethics;
- Collaboration and digital communication for Education: teaching and learning;
- Digital classroom management, e-assessment;
- Creating digital educational resources. Development of educational sites;
- Interactive board. Creating and managing basic objects. Creating interactive activities;
- Online security and online netiquette;
- Internet browsing. Search and filter digital content. Digital content storage and management;
- ICT to facilitate active learning methods (IBL, QBL, PBL, PrBL, CSM, SDL);
- Digital learning content management and classroom management with LMS Moodle. Evaluation in LMS Moodle.

During the training a Facebook community for VET teachers was created to ensure permanent communication and support for VET teachers during and after the training. As of today it has 668 members (02 April 2021).

Output 3: *Digital content for VET trades and specialties is developed and open education resources are increasingly used in teaching, learning and assessment*

On 26-27 November 2020, the first two sessions of mentoring program were organized online for 27 VET teachers. The general goal of the training program is developing and strengthening the mentoring skills of ICT resource persons in order to support their peer teachers who do not have digital skills or have a beginner level.

8 video tutorials were recorded, edited, posted on Youtube and promoted on social media, as part of RED promotional campaign (Google classroom, Zoom, Kahoot, Google Drive, Canva).

<https://www.youtube.com/watch?v=dQlq9HZsPNA>

<https://www.youtube.com/watch?v=Qmb7qwulhoc>

<https://www.youtube.com/watch?v=iJWR2zail9o>

<https://www.youtube.com/watch?v=6hkpthHS8u4>

<https://www.youtube.com/watch?v=KZ4FT3OwBX0>

<https://www.youtube.com/watch?v=KZ4FT3OwBX0&list=PLrqnFT3BChsLwgXrL5bgf9L-CJ2bPhVH>

<https://www.youtube.com/watch?v=KA8SxhT24lc&list=PLrqnFT3BChsLwgXrL5bgf9L-CJ2bPhVH&index=3>

<https://www.youtube.com/watch?v=YE-pGPYqQfE&list=PLrqnFT3BChsLwgXrL5bgf9L-CJ2bPhVH&index=10>

Output 4: *Modern learning spaces created to foster the integration of ICT in education process as well as the student centred learning*

One workshop on modern learning spaces was organized on 20-21 February 2020 with 7 beneficiary VET institutions. At the workshop all institutions developed in teams a prototype on their own learning space.



One workshop on modern learning spaces was organized on 20-21 February 2020 with 7 beneficiary VET institutions. At the workshop all institutions developed in teams a prototype on their own learning space.

7 design projects were developed by design company for a modern space for each beneficiary VET institution. 6 institutions have finished the modernization of the modern spaces, according to design projects.



On 25 June 2020 an online round table was organized to share the experience of distance learning among 7 VET institutions. The online meeting online attended about 50 people - representatives of the Ministry of Education, Culture and Research, experts, managers and teachers from the 7 pilot VET institutions, the project team. The project organized this platform for discussion the hot subject for the educational community - distance learning: challenges, problems, solutions, best practices, lessons to be learned. <http://prodidactica.md/o-platforma-comuna-pentru-schimb-de-experienta-privind-trecerea-la-invatarea-la-distanta/>

Project Manager: Michelle ILIEV
Project Coordinator: Oxana DRAGUȚA

**3. DEVELOPMENT OF RURAL AREAS IN THE REPUBLIC OF MOLDOVA (DevRAM).
Part I. INCREASING THE COMPETITIVENESS OF THE AGRICULTURE SECTOR THROUGH INTEGRATION TO
DOMESTIC AND GLOBAL VALUE CHAINS, IN PARTICULAR IN THE SOYA SECTOR**

Donor:	European Union
Implementing partners:	C.E. PRO DIDACTICA, in partnership with Donau Soja International Association (Austria)
Period of implementation:	April 2018-march 2021
Budget:	2 598 333 EUR
Goal:	Increasing the competitiveness of the agri-food sector through integration to domestic and global value chains, in particular in the soya sector
Specific objectives:	Building competitive, modern and sustainable agri-food value chains in the Republic of Moldova
Target group:	VET institutions (schools, colleges, centres of excellence, students, etc.), research and development institutions, farmers and consumers

Results of the intervention area of the CE PRO DIDACTICA:

- 7 vocational education institutions to provide attractive and modern training programs in the agri-food sector;
- Teachers from at least 7 institutions to be trained and to master skills for increasing agricultural education attractiveness;
- 6 occupational standards and 6 qualification standards to be developed and approved;
- at least 7 continuous training programs to be developed and implemented in VET;
- at least 50 farmers, teachers and students from pilot institutions participate in project events (study visits, training programs, exhibitions, etc.), and half of them apply the acquired knowledge and experience at their jobs or in the training-educational process;
- at least 15 business plans in the agri-food sector to be developed by young entrepreneurs and students, of which one third to be financially supported.

Activities and intermediate results:

1. Building capacities of the Centre of Excellence for Horticulture and Agricultural Technologies from Taul (CEHTA). Establishing the Continuous Vocational Training Section

- The design of the training hall for Continuous Vocational Training Section under the Centre of Excellence for Horticulture and Agricultural Technologies (CEHTA) was developed within the project. The training hall which was renovated and endowed with modern equipment with the support of the project meets all the conditions for ensuring a favourable educational environment and implementing an interactive teaching-learning process.



- CEHTA launched a soya demonstration field of 20 ha and bought sowers, seeds, inoculants and fertilizers. The initiative of the institution is focused on increasing the quality of educational services provided by CEHTA and training of young farmers by: ensuring optimal conditions for developing students' professional skills in such specialties as "Agronomy", "Vegetable and fruit growing", "Technology of plant origin products", but also of other beneficiaries of training programs provided by the institution, upgrading the educational process by applying modern equipment and technologies, extending activities, increasing efficiency of land use, and increasing the revenues from economic activity. The CEHTA teachers' idea to revitalize a land plot and to transform it into a demonstration platform for soya cropping has got materialized with the support of the Donau Soja International Association, which has provided expertise and specialized assistance, but also that of the Educational Center PRO DIDACTICA, based on the grant allocated under the DevRAM Project for building institution's technical capacities for implementing quality standards. A number of 4 soya varieties were tested on the respective land plot of 20 ha: one variety was provided by local producers – "Clavera" and 3 imported varieties – "Mavca" (Ukraine), "Betina" (Canada), "Toma" (Croatia).

2. Engaging in the development of the annual plan for students' registration in VET institutions in line with the need of the labour market in the agri-food sector

- The "*Report on identification results of directions for improving post-secondary vocational training programs 8110 Agronomy and 72150 Technology of plant origin products by aligning the skills to the needs of the soya production and processing sector in the Republic of Moldova*" was developed and presented within the project. The authors of this study envisaged to identify the necessary competences for soya production and processing, so as to adjust vocational training programs from the perspective of training specialists who would contribute to increasing the performance of the sector, to develop it, and to implement sustainable agriculture. The research was channelled towards several directions: outlining the context for developing the area of soya cropping at the national and international levels; assessing the training programs for "81110 Agronomy" and "72150 Technology of plant origin products" specialties based on their content compliance with the current needs in the sector; investigating the opinion of soya producers and processors regarding the skills to be included additionally in the training programs; formulation of recommendations to improve the training programs for these two specialties.

3. *Developing occupation standards and qualifications necessary for ensuring quality standards in the agri-food sector*

- A number of 7 occupation standards were developed within the project based on the improved Methodology for drafting occupational standards, approved via the Government Decision No. 678/2020. The document represents the normative foundation for drafting occupational standards for occupations corresponding to the 3, 4 and 5 levels of qualification according to the National Qualifications Framework of the Republic of Moldova. Seven new occupational standards were developed under this component for the agri-food sector:
 - ✓ Food industry technician, level 4 of the NQFRM;
 - ✓ Quality assurance technician, level 4 NQFRM;
 - ✓ Line operator in food industry, level 3 NQFRM;
 - ✓ Veterinary feldsher, level 4 NQFRM;
 - ✓ Mechanic technician, level 4 NQFRM;
 - ✓ Machinist setter, level 3 NQFRM;
 - ✓ Bakery and pastry technician, level 4.

The process of developing/validating the occupational profiles and standards engaged representatives of public authorities (Ministry of Health, Labour and Social Protection, Ministry of Agriculture, Regional Development and Environment), sector committees for vocational training and business environment, etc. A new occupation was entered in the Classification for Occupations of the Republic of Moldova (CORM) – Bakery and pastry technician. Two Qualification Standards were also developed and validated: Food products' controller (ISCED 3) and Bakery and pastry technician (ISCED 4).
https://www.facebook.com/permalink.php?story_fbid=3197280723639867&id=145112132190090
https://www.facebook.com/permalink.php?story_fbid=37988478634831

4. *Development of curricula and methodological materials*

- Two curricula were developed within the project for agricultural vocational training: *Organic Agriculture and Quality Standards in Agri-Food Area*.
- The curriculum for *Organic Agriculture* was developed in collaboration with the MARDE and the Moldova Organic Value Chain Alliance – MOVCA. It envisages to develop the professional skills of the future specialists in the agri-food areas. Hence, the VET institutions get the opportunity to upgrade their training process, to adjust the training to labour market needs, including by promoting organic agriculture for the purpose of ensuring credibility, growing and production of safe and qualitative products, preserving consumers' confidence. The implementation of the *Organic Agriculture* curriculum in the training process will trigger an essential impact on a number of beneficiaries' groups: *students, teaching staff, consumers, specialists*, who will ensure significant improvement of activity in the ecological area.
- The working group for developing the curriculum included teaching staff, economic units, and specialists in organic agriculture area. To implement successfully the *Organic Agriculture* curriculum, a number of methodological materials were developed and recommended to students and teachers: **Course Support for Organic Agriculture Curriculum and Practical Handbook for Organic Agriculture Curriculum**.
- The *Quality Standards in Agri-Food Area* curriculum is a methodological tool meant to ensure a fundamental support for vocational training of qualified workers for the agri-food sector in the Republic of Moldova. It is based on analysis of current national situation and trends existing at the European and international levels in the area of agricultural training regarding the following concepts: quality, standards, regulation, quality management systems, food safety, etc. The document envisages to restructure the subject of "Quality Standards in Agri-Food Area" and its implementation context, in line with the legislation in force and the national strategies for vocational education and training; to ensure relevance and constructive value in systemic approach to agricultural training, by changing the content and the context at the curricular level; to use the curriculum component of the subject for ensuring interaction and simultaneous evolution with the components related to quality policy and quality management system in agri-food sector. Both curricula were validated by the MARDE and submitted to the MECR for approval.

5. Training programs for teaching and management staff

A number of trainings, workshops, webinars were carried out within the project over the year, such as: Strategic Management; Training of Trainers; Quality Standards; Qualification Standards; Training for business plan drafting; Workshop for CVET curricula development; Counselling for developing CVET curricula; Workshop with experts in Organic Agriculture training; Organic agriculture; Presentation of business ideas, etc.



6. Grant contracts for technical capacities signed and procurements performed

Seven institutions from the agri-food area – beneficiaries of the project developed grant projects, signed grant contracts for endowing a number of labs, officers, workshops, green houses with modern equipment. The projects were meant to ensure an original and closer to reality training environment, which would be relevant for the interests of students and future employers.



7. Participation in BioFach exhibition, Nurnberg, Germany

A visit was organized with the support of DevRAM Project, Part I, to BioFach Exhibition (Nurnberg, Germany) for several entrepreneurs, teaching and managing staff – beneficiaries of the project. The organizers of the fair, which is a leading platform for organic industry, offered the participants a very busy agenda: a massive exhibition component, but also a number of meetings and debates with decision makers in the area, workshops and conferences supported by specialists, experts, business sector representatives, which tackled sector policies, problems encountered by organic agriculture, challenges of the market supplying raw materials and bio processed products, etc.: “Organic policy and the new common agricultural policy, plans and strategies in the CEE countries; “Carbon credits in organic agriculture”; “New Organic Regulation of EU”; “Challenges for organic sector in the light of trade rules with third countries”; “Improvement of organic sector by integrating reproduction in value chain partnerships”; “Group certification: New Organic Regulation 2021, regulation changes for certification of operators’ groups”; “Frauds and gaps: private and public contracts, and execution contracts” etc.

DevRAM representatives in this prestigious event of organically certified agri-food products came home with a lot of PRO BIO AGRICULTURE and PRO BIO AGRICULTURAL TRAINING impressions and intentions.



8. Training enterprise-based mentors

In partnership with the Chamber of Commerce and Industry of the Republic of Moldova (CCI RM), during 6 July - 21 August 2020, training modules and qualification exam were organized within the Program for training the skills of practice coordinators from 10 training institutions and for mentors from 10 enterprises in the Republic of Moldova - beneficiaries from the agri-food area – a total of 20 persons. The aim of the respective activity: to initiate sustainable cooperation between the economic environment and training environment. The training lasted for 12 days, being organized in an interactive manner, involving 5 trainers, who combined theory and practice. The participants had the opportunity to enrich their theoretical knowledge and to develop their practical skills in adopting practical training tools and identifying examples of good practices.

The qualification exam included 2 tests: theory and practice, in which the participants proved their skills to transpose a taught method or tool into practice in 20 de minutes (simulating teaching apprentices / students at the practice place). As a result, 19 participants passed the certification exam.

9. Developing CVET Curricula for agricultural training

An online training was organized on May 6 and 12, 2020, being focused on curriculum development and involving people responsible for continuous training and teaching staff, who developed subsequently 9 curricula for 7 pilot schools – VET institutions of agri-food profile.

The main objectives of the respective activity were: to upgrade and enhance the competences of people drafting curriculum concepts in the area; to get familiarized with the current requirements for a continuous training program and curriculum; to foster concerns for modernization and permanent improvement of curricula documents; to increase the interest and responsibility for getting involved in the project, etc.

As a result of the respective activity and concrete improvement recommendations provided by the expert, a number of 10 curricula were developed, such as: “Growing vegetables on protected fields” and “Quality standards in agri-food area” (CEHTA); “Implementation of quality management in VET” (CESPA); “Sommelier, guide in wine tourism area” (CEVVC); “1C: Accounting, version 8.3 (CAI Râșcani); “Electro-gas welder (manual welding)” (CTA Svetlâi); “Environmentally benefic agriculture” (CAI Ungheni); “Nutrition and vegan cuisine course” and “Business start-up in floral design and decorative plants’ growing” (ȘP Bubuieci).

10. WEB pages of agricultural VET institutions – developed and/or improved

A number of 11 webpages were developed under Activity 1.23. “Image improvement for VET institutions of agricultural profile through communication and marketing tools” of the EU Project “DevRAM” Project, Part I. The other 5 agricultural institutions benefited from this initiative alongside the 7 schools involved in the project. The websites were launched to be piloted and to be subsequently optimized by completing the textual and photo/video content, etc. During the admission period, the students had more information about schools and their educational offers, hence having the possibility to make a choice and to fill in the online admission forms.

- ✓ Centre of Excellence for Horticulture and Agricultural Technologies in Țaul – <http://www.cehta.md/>
- ✓ Centre of Excellence for wine growing and wine making in Chisinau – <http://cevvc.md/>
- ✓ Centre of Excellence for food processing and services in Balti – <https://ipcespa.md/>
- ✓ Vocational School in Bubuieci – <http://spbubuieci.md/>
- ✓ Agroindustrial College in Ungheni – <https://caiungheni.md/>
- ✓ Agroindustrial College in Râșcani – <https://www.cairiscani.md/>
- ✓ Technical Agricultural College in Svetlâi – <https://colegiulsvetlii.md/>
- ✓ Veterinary Medicine and Agrarian Economy College in Brătușeni – <https://cmveabratuseni.md/>
- ✓ Technical Agricultural College in Soroca – <https://ipctasoroca.md/>
- ✓ Agroindustrial College “Gheorghe Răducan” in Grinăuți village – <https://colegiugrinauti.md/>
- ✓ Vocational School in Leova – <https://spleova.md/>

11. Business plan development – the “Best Business Plan” contest

The “Best Business Plan” contest in the agri-food sector was carried out in several stages:

- **Selection of participants** for the training program. As a result the following numbers were identified and selected: 19 young farmers interested in business development in the agri-food area; 40 students from 12 educational institutions from agri-food sector, who have presented well-reasoned business plans in the agri-food sector in the business plans’ contest at the institutional and national levels;
- **Training program** was provided at the next stage. Both - farmers and students attended the training course on how *to develop a business plan* for a period of 10 days, during which the entrepreneurial skills of the young famers and VET students were developed in the agri-food sector, in order to develop business plans, initiate and develop entrepreneurial activities.

By the end of the entrepreneurship training course, the participants presented the business plan concepts.

The Evaluation Committee selected the best business plans in the agri-food sector to participate in the contest for the “Best Business Plan in Agri-Food Sector” based on clearly defined criteria. Based on the accumulated points, a number of 15 business plans with implementation capacities were selected, of which: 8 young farmers and 7 graduates of VET institutions;

- **Business plans’ contest.** To participate in the contest, the participants sent to the Evaluation Committee the final draft of their business plans. Eight business plans were selected for monitoring based on the results from the technical evaluation form and presentations. The final decisions to provide financial support for 5 business plans will be taken by the commission established under the DevRAM Project.

12. Communication and visibility component of the project

During 2020, the activities carried out and the achievements registered within the DevRAM project, Part I were brought to the attention of the general public through about 80 news, press releases, posts, etc.), posted on the Facebook page of the EDPS and on the EDPS website, on the websites of the partner institutions, but also through the educational theory and practice Didactica Pro ... magazine and other mass media.

Results regisered during 2020:

- Design for CTS in CEHTA Țaul developed and validated;
- Operation Regulation for Continuous Training Section with all financial, feasibility and legal analyses was developed for CEHTA and validated;
- CTS CEHTA Țaul endowed with equipment and furniture;
- A soya demonstration field (21 ha) launched by CEHTA;
- Report on identification results of directions for improving post-secondary vocational training programs 8110 Agronomy and 72150 Technology of plant origin products by aligning the skills to the needs of the soya production and processing sector in the Republic of Moldova was developed and presents during a workshop;
- 7 occupational standards developed and validated;
- 2 qualification standards developed and validated;
- 2 curricula developed and validated by the MARDE: *Organic Agriculture and Quality Standards in Agri-Food Area*;
- Programs and teaching materials for 2 curricula developed;
- 7 grant contracts signed with 7 pilot VET; grants allocated and procurement made for equipping workshops, labs, green houses, etc.
- 10 practice coordinators from educational institutions and 9 mentors from enterprises were trained and acquired improved skills for carrying out the practice process for 100 VET students.
- 2 VET directors and 2 partners – economic units attended the exhibition BIOFACH 2020 – the biggest exhibition of organic products in Europe;
- Partnership contracts between VET and enterprises signed;

- Communication Strategies developed for 10 VET as a result of the training provided in drafting communication strategies;
- 4 web pages improved and 7 new web pages developed for institutions in the agri-food area, functional on the web page of the MARDE;
- 7 video tours produced;
- 300 persons attended 23 training activities and workshops;
- 9 CVET programs developed;
- Support for CVET programs provided (including furniture, equipment, etc.);
- 19 young famers trained in developing business plans;
- 36 graduates of VET agricultural institutions trained in developing business plans;
- 15 business plans developed and accepted in the project's contest;
- Sustainable partnerships with 3 ministries;
- Sustainable partnerships with 2 sector committees;
- Partnerships established with CEDA, MOVCA, CCI, AED, Etno-Gastronomica and Selection Institute;
- Minimum 15 specialists from companies involved in occupation standards;
- Minimum 90 soya producers involved in assessing the skills necessary for soya;

Project Manager: Daniela PREAȘCA
Project Coordinator: Lilia NAHABA

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

Donor: The Pestalozzi Children's Foundation

Perioadă de implementare: June 2018- December 2020

Goal: To 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 (*Moldova State University; Comrat State University; Alecu Russo State University of Balti*)), including 3 faculties of pedagogy, philology and history/civics and around 3000 school children would benefit from this initiative, even though not directly involved in the project.

Activities and results:

1. As a result of the advocacy activity carried out with MECR and ANACEC, in close cooperation with 3 partner universities on the importance of inclusion of ICE in higher education, ICE was included in MECR policy documents regulating the process of planning and organizing the higher education process for all national universities² and the 3 ICE curricular sets were published by MECR on their website as a recommendation to be considered by each university in developing their ICE curricula documents³. Moreover, the ICE dimension was included in the ANACEC policy documents as a dimension to be assessed in process of higher education evaluation, starting with 2021.
2. After participating in mentorship training program, 18 university teachers strengthened the ICE teaching competences and applied their methodological skills in teaching ICE to 860 future teachers (1st to 4th year of studying).
3. Out of 303 future teachers who were trained in ICE teaching methodologies and received methodological coaching from 17 methodists during pedagogical internships, 91,26% applied ICE in their work with 5797 preschool and school children/youth belonging to different minority and vulnerable groups. Based on the future teachers evaluation questionnaires, 4627 preschool and school children/youth improved their knowledge in ICE.
4. 3 ICE Resource centers were established and endowed with ICE didactical materials, technical equipment, books etc. which will serve as support for ensuring the process of providing quality basic intercultural education for university and future teachers.

² MECR Order no.1198, dd 02.11.2020 on inclusion of ICE courses at the university level: mandatory for all specialties in the field of Educational Sciences, for the development of the intercultural competence of future teachers and with optional status or free choice for Socio-Humanitarian specialties.- [ordin_mecc_ed_interculturala.pdf](https://mecc.gov.md/ordin_mecc_ed_interculturala.pdf) (gov.md)

³ <https://mecc.gov.md/ro/content/educatie-interculturala>



<ul style="list-style-type: none"> • Изучение социальной литературы по развитию межличностных отношений • Выявление и применение некоторых практик по развитию активного слушания 	<ul style="list-style-type: none"> ✓ афи interes in timpul dialogului; analiza intereselor si conexiunilor ✓ emotiile si ideile mentee-ului sunt valorificate emotiv si in cadrul conversatiunii oameni po dezvoltati *indicatorii dati poate fi vizati dialogului care a fost finalizat si analizez atit comportamentul non-verbal Indicatorii natii prospectivi dezvoltati
<p>Dezvoltarea competenței de comunicare asertivă</p> <p>Mentorul:</p> <ul style="list-style-type: none"> - să practice ascultarea activă în relația de mentorat și să observe situațiile în care nu rămâne empatică - să practice reflecția în urma relației de mentorat, și să observe schimb - să practice dialogul reflexiv, nu judecă, încercând să înțeleagă - ofere feedback într-un mod confortabil: deschis și onest - să păstreze confidențialitatea convenerților - respecte timpul și resursele mentoratului - încurajează, promovează succesul și performanța - promovează încrederea și siguranța de sine, self-esteem-ul profesional - îmbunătățească starea de bine și de confort psihologic 	<p>Mentali</p> <ul style="list-style-type: none"> - este practică în contactarea - ascultă activ și să adreseze - solicită sfaturi, păreri, feedback la mentor - este deschis și onest când este așteptat, provocări și precece - mentorul să poată ajuta - discute deschis cu privire funcționază și cele care nu cad în cadrul ședințelor de mentorat - asume responsabilitatea pe îmbunătățirea abilităților și con - respecte timpul și resursele

5. To promote ICE among the national educational community, the project achievements were regularly published on the ICE project platform⁴, in the *Didactica Pro... magazine*, the ECPD and partner universities' websites⁵, via social media and 2 informative-promotional video on ICE project results.
6. COVID-19 specific: Based on 2 needs assessment results to provide access to quality distance learning⁶:
 - a) 2 PCF partner schools were equipped with 9 tablets with internet connection⁷ in order to support over 9 children/youth from vulnerable groups without access to online education during COVID-19 crisis; b) in addition to offered didactic and technical support to 3 ICE Resources Centers donated by the project in the 1st semester⁸, all 3 Resources Centers were additionally equipped with e-devices and didactical and methodological materials⁹ which in the reporting period supported 18 university teachers and 17 methodists preparing and conducting online and face to face classes and internship coaching sessions; c) 3 Digital Toolkits for future teachers developed by 23 university teachers / methodists to support future teacher to conduct their online and face to face internships and published on the universities platforms.



⁴ www.eic.prodidactica.md

⁵ ECPD: www.prodidactica.md, USC: www.kdu.md, USARB: www.usarb.md, USM: www.usm.md

⁶ PCF needs assessment on Partner Schools Needs to Provide Access to Quality Distance Learning for Children (conducted on March-April 2020) and the ECPD needs assessment questionnaire on partner universities needs to provide access to quality distance learning (conducted in September 2020)

⁷ 4 tablets provided to high school from Macaresti village, Ungheni district and 5 tablets provided to high school from Gura Galbena village, Cimislia district

⁸ 3 laptops, 3 sets of didactical materials and 3 sets of furniture

⁹ 3 laptops (1 for each partner university), 3 Wi-Fi routers, didactic support on ICE for preschool/primary school education

7. On December 22, 2020 the ECPD project team organized the Final Conference, during which the qualitative and quantitative results of the project and the project perspectives for the second phase were presented in an analytical manner.



Project Coordinator: Cristina BUJAC

5. EXPANDING THE USE OF THE “CULTURE OF GOOD NEIGHBOURHOOD” EDUCATION COURSE IN SCHOOLS OF MOLDOVA – 2020

Donor:	Nonviolence International (link) in cooperation with international network- GPPAC (link)
Parteners:	Centre for Educational Inovations and Social Programs from Transnistria region, Tiraspol; Centre de Integration and Development, Kiev, Ukraine
Period of implementation:	May- December 2020
Goal:	Development of peace education programs in the Republic of Moldova and Ukraine, as a continuation of the peace education curriculum for Moldova and the Transnistrian region, developed by GPPAC in recent years.

Objectives:

- Improving the capacity of the Moldovan education system to carry out educational activities aimed at promoting intercultural tolerance and the culture of peace at the primary school level, providing knowledge and skills through innovative learning methods, with diverse cultural content and values;
- Extending teaching of the optional subject “Culture of Good Neighborhood / CGN” in primary schools in Moldova, with an emphasis on its 60% integration in the educational system of one of the country's districts;
- Continuation/extension of the implementation process of the discipline "Culture of Good Neighborhood" in Anenii Noi district, located on the bank of the Dniester River, neighboring the Transnistrian region and a significant number of schools for minorities (Ukrainians, Russians and Roma).

Activities and results:

1.1. Promoting the Culture of Good Neighborhood at various official events and public debates, for teachers and parents. During this event, a set of recommendations on the steps that can be taken to start integrating it into the typical school context, including the online format were provided. 5 activities were carried out, including in August, with participants from different regions of the country. Trainers involved: A. Nikitcenko, D. State, V. Goraş-Postică.

1.2. Two one-day webinars for teachers from Anenii Noi district, implementers of this discipline (over 40 teachers involved - August 21 and October 27). The training sessions were conducted in an interactive manner, in Romanian language (trainer: D. State) and in Russian language (trainer: A.Nikitcenko), the participants having the opportunity to interact, to ask questions, but also to bring examples from their own experience. During these activities, the objectives of familiarization with the curriculum and the topics in the Student's Notebooks were achieved, as well as the usefulness of the training program were appreciated by the practitioners and also the students' interest in the proposed contents. According to the local coordinator for primary schools in the Anenii Noi district, V. Slobozian, the discipline is taught by 32 teachers from 15 schools (60% of the total number of schools), for 697 children (340 girls and 357 boys), aged between 7 and 11 years.



1.3. Two one-day webinars with middle school teachers on expanding the implementation of good neighborhood culture elements in gymnasium classes in Anenii Noi district (August 24 and October 28): trainer: V. Goraș-Postică. The training programs were conducted with the participation of over 40 teachers, especially deputy directors for education. Teachers and managers had the opportunity to self-evaluate and develop their intercultural competence, sharing various experiences of intercultural education, in the spirit of peace, from the institutions from which they come.

2.1. Free editing and distribution of the Student Notebook “Culture of Good Neighborhood” and of the Methodological Guide for primary schools in Anenii Noi and Ștefan-Vodă, as follows: 1st grade - 80 ex., 2nd grade - 170 ex., 3rd grade - 120 copies, 4th grade 60 ex. The budget in the project was not enough to distribute notebooks to all the students, but just by one on each school desk.

2.2. Implementation of teaching materials for intercultural education with children who were previously involved in learning the discipline of intercultural education and peace, using the format "study hours", but also at other school subjects. Based on the report of the local coordinator for gymnasium classes, M. Cracan, over 4000 students from 27 schools, grades 5-12 and approx. 400 teachers were informed and made aware in the field of intercultural education and peace education.

2.3. Development of a concept and recording of video lessons for the online teaching of the discipline "Culture of good neighborhood" in primary schools (4 lessons, one lesson for each class). 2 teachers from the Theoretical Lyceum Molești, Ialoveni district were involved: A. Bălănuță and P. Cazac and 2 teachers from the Theoretical Lyceum "I.L. Caragiale", Orhei district - N. Mândru and A. Barbăroșie. The lessons were posted on: <https://drive.google.com/drive/folders/114p4DtLugRCEmjsV0q4yayq8BTYr8VK>, and are available as open educational resources.



3.1. Promoting the project activities by publishing articles/information in the *Didactica Pro* magazine (CEPD *Events* section and a color cover in the interior) and on the CE PRO DIDACTICA website - <http://prodidactica.md/en/>.

3.2. Final conference to promote the results of the project, with the participation of over 60 managers, teachers and members of NGOs from both banks of the Dniester River (online format, December 29). A. Nikitcenko, trainer and representative of MECR and L. Prodan, deputy head of DGE Anenii Noi participated with a welcoming speech. The conclusion of the implementation of peace education and intercultural education at the end of the semester were presented by V. Goraș-Postică, project coordinator and V. Slobozian, M. Cracan (Anenii Noi) and E. Tudorean (Ștefan Vodă), local coordinators at the district level. An interactive training session was facilitated by D. State, focusing on the prospects for CGN teaching in the next semester - <http://prodidactica.md/en/small-projects-with-great-results-and-impact/>.



3.3. Evaluation study on the results of the implementation of the optional subject *The culture of good neighborhood* in schools in the Republic of Moldova. The study was conducted throughout a survey, which was based on a questionnaire for students in grades 3-4, who are learning/have learned and who are not learning/have not learned the subject *Culture of Good Neighborhood*. The objectives of the survey were to determine the extent to which the discipline "Culture of Good Neighborhood" contributed to solving the problem of peaceful/nonviolent behavior of students with people around them, comparing peaceful/nonviolent behavior and identifying the level of understanding of non-violent behavior strategies in children who have studied the *Culture of Good Neighborhood* and to those who do not study or have not studied. The study revealed that there were qualitative differences between the responses of children who learned CGN and those who did not learned. Thus, among the specific competencies proposed by the given discipline and developed in the students from the primary classes, based on the answers obtained, the following were deduced: the responsible attitude of the children towards those next to them; willingness to dialogue, to negotiate and to resolve conflict situations; capitalizing the principles of culture of peace and of intercultural and multilingual education; active involvement and manifestation of a personal position towards the history and culture of the country and the ability to generate new constructive ideas.

Project Coordinator: Viorica GORAȘ-POSTICĂ
Assistant: Adriana DOIBANI

6. THEMATIC PLATFORMS. EDUCATION PLATFORM, EUROPEAN UNION PROGRAM SUPPORTING CONFIDENCE-BUILDING MEASURES

- Donor:** „Support for Confidence Building Measures” Program, funded by the European Union and implemented by UNDP Moldova
- Implementation period:** October 2019- October 2021
- Implementers:** Center for Educational Innovation and Social Programs, left bank in partnership with CE PRO DIDACTICA, right bank.
- Goal:** Assistance and support for educational organizations on both banks of the Dniester to include all children in the educational process, regardless of educational needs
- Objectives:**
- Assessing the conditions for inclusive education on both banks of the Dniester;
 - Strengthening the institutional capacity of the project organizations to improve the conditions for inclusive education.

Activities and results:

- The study, which included an assessment of key opportunities and challenges for inclusion in educational institutions on both banks of the Dniester as a starting point for measuring subsequent changes;
- Methodical recommendations for managers on the development of an inclusive architectural environment in educational institutions on both banks of the Dniester developed;
- Methodical recommendations for teachers on the development of universal pedagogical skills in an inclusive environment developed;
- Professional development programs for teachers to develop universal pedagogical skills in an inclusive educational environment developed;
- Webinars for managers on the transformation of the educational environment to inclusion on both banks of the Dniester;
- Webinars for teachers on the development of universal pedagogical skills necessary for an inclusive environment in education on both banks of the Dniester conducted;
- Within the project, 8 webinars were held for teachers and managers, participants being both members of the Platform and other interested beneficiaries. A total of 603 people attended the webinar, registering via Google Form. The webinars can be viewed here https://yadi.sk/d/NskHL1CtmN_sUw
- Collaboration agreement between the pedagogical communities on both banks of the Dniester developed.
- The guide *Инклюзивное образование guide. Мосты доверия между сердцами* developed and translated into Romanian.



- The guide describes the logic, principles and methodology for assessing opportunities and key issues for inclusion in educational institutions on both banks of the Dniester. This guide includes documents developed for the implementation of inclusive practices: 1) methodological recommendations for managers regarding the development of an inclusive architectural environment; 2) methodical recommendations for teachers on the development of universal pedagogical skills in an inclusive environment; 3) professional development programs for teachers to develop universal pedagogical skills in an inclusive environment in education.

Project Coordinators: Alexandr BOMEȘCO, Tiraspol
Lilia NAHABA, Chișinău

7. INTEGRITY OF EDUCATIONAL SYSTEMS INVESTIGATED BY THE CIVIL SOCIETY

Donor: Rețeaua Centrelor de Politică Educațională NEPC, cu sediul la Zagreb, Croația (<http://www.edupolicy.net/>)

Implementation period: January-May 2020

Parteners: The International Institute for Educational Policy, Planning and Management from Georgia, the Foundation for Supporting Educational Initiatives from Kirgizstan and the Educational Alliance from Mongolia.

Goal: To assess the integrity of educational systems and cases of integrity violations by various educational actors based on the INTES methodology, with evidence collection tools, developed by the Center for Applied Policies and Integrity – CAPI (<http://www.policycenters.org/>), within the OECD Anti-Corruption Network for Eastern Europe and Central Asia.

Activities and results:

- Carrying out an assessment of integrity violations in the area of employment and promotion of teaching staff in the Republic of Moldova.
- Publishing the final report “Integrity violations in the employment and promotion of teachers in the Republic of Moldova. An INTES assessment” in Romanian and English. http://prodidactica.md/wp-content/uploads/2020/06/Probleme-de-integritate_all.pdf. It was published in 2 languages, 100 copies, with the financial support of the Open Society Foundations . Researchers involved: V. Goraș-Postică and O. Draguța;
- Dissemination events of research results:
 - articles published in the journal *Didactica Pro...* no. 2-3 (120-121), 2020, pp. 92 and no. 6 (124), 2020, pp. 11-15; in the magazine *Făclia* from July 3, 2020, page 3;
 - participation in the talk show at the Public Station of Radio-Moldova,
 - presentation at the International Scientific-Practical Conference at the State University “A. Russo” from Bălți on May 8 “Educational management: achievements and development perspectives”, 3rd edition 2020; at the on-line republican meeting of local public educational authorities on August 14, on social networks, etc.



Project Coordinator: Viorica GORAȘ-POSTICĂ

8. DEBATES CLUB FOR SCHOOL TEACHERS PAIDEIA – NEW CHALLENGES IN ONLINE LEARNING SPACE

Donor: Network of Education Policy Centers, Zagreb, Croatia (<http://www.edupolicy.net/>)

Implementation period: September 2020- August 2021

Goal: To support the professional development of teachers (training of specific, digital skills, functional literacy, etc.) through online meetings of the PAIDEIA Educational Debate Club.

Beneficiaries: over 500 teachers from pre-university institutions will be involved in the project (including 200 teachers from socially vulnerable regions will benefit from support in the training of digital skills, etc.);

Objectives:

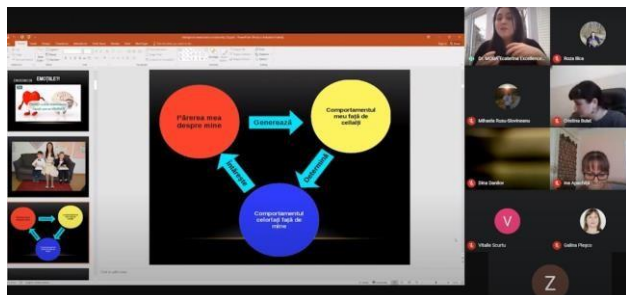
- Carrying out a needs assessment study, in order to identify areas of interest for professional development;
- Identification of 9 topics for teachers training
- Organizing 18 meetings of the PAIDEIA Club, with the participation of 500 teachers (9 online sessions and 9 face-to-face meetings, including meetings in 3 different regions of the country);
- Filming 3 videos about digital ICT tools for teachers and 1 video on the experience of participating in PAIDEIA Club meetings;
- Publication of a booklet that will present the topics discussed at the PAIDEIA club meetings, including good educational practices, which will be disseminated at national level (printed and electronic versions).

Activities and results:

- In September, a training needs assessment of teachers was conducted (79 respondents). Based on the results of the questionnaire, the following 9 topics were proposed for teachers training: *online assessment (assessment methods / techniques / tools); integrity education; management of professional burnout of teachers: prevention and intervention techniques; interactivity in distance learning; functional literacy; emotional management in education; educational partnerships; motivating students and teachers; transdisciplinary approach to terminology.*
- On October 9, 2020, the launching conference - *Continuing Education of Distance Teachers: Advantages and Disadvantages* took place online. Over 40 teachers from various regions gathered at the conference, where the challenges and perspectives of distance learning were discussed. The debates focused on the results of the online assessment of the current needs for professional development.



- 4 online meetings of the PAIDEIA Club were organized online in the course of November and December, with the participation of over 250 teachers from over 20 regions. Each meeting was recorded and published on the project's website as an open educational resource, along with course materials : <http://red.prodidactica.md/clubul-paideia-altfel/>. Also, the meetings and activities of the project were published on the EC PRO DIDACTICA website and Facebook.



- The online meetings of the PAIDEIA Club contributed to the professional and personal development of teachers, by improving digital skills, functional literacy, emotional management, etc. At the same time, the meetings favor the exchange and dissemination of good educational practices, encouraging teachers to capitalize on new teaching-learning-assessment tools in the teaching process.

Project Coordinator: Vitalie Scurtu

IV. CONTINUOUS TRAINING SERVICES 2020

The PRO DIDACTICA Educational Center offered continuous training services based on the program approved by the Ministry of Education of the Republic of Moldova, by order no. 410 of October 5, 2017, in the field of adult education and training through courses, for the continuous training and the additional methodical training of the teachers, as well as based on the collaboration agreements concluded with the Ministry of Education of the Republic of Moldova. At the end of the courses, certificates were offered that confirm their graduation and which can be used in the certification process.

The team of trainers is made up of Center staff, experts-consultants and teacher-trainers from various educational institutions in the Republic of Moldova, who have perfected their knowledge and skills at numerous training centers in Romania, USA, France, Canada, United Kingdom, Belgium, Hungary, Russia, Germany, Austria et al.

The center has a space of about 300 m², in the central area of the city, and is equipped with: conference room, alias library, in which over six thousand titles of teaching book and reference can be found in the fields: general management and educational, pedagogy and general didactics, didactics of disciplines, psychology. In 2018, from the program package, the modules that corresponded to the training needs of the teachers were selected. The cost of a complex training was established according to the conditions, covering, first and foremost, the costs of developing and offering training programs, the materials used and a coffee break. Experienced trainers worked with each group of trainees. Both the contents and the duration of the courses were determined based on the wishes and needs of the participants. Information on other activities, provided free of charge in donor-sponsored projects, has been posted on the Center's website: <http://www.prodidactica.md>

During the year 2020, the team of trainers of the PRO DIDACTICA Educational Center has responded to the needs of improving 110 teachers and managers from several educational institutions, providing a wide range of services:

- TL Prometeu, Chisinau - Implementation of the curriculum in the discipline of personal development;
- TL Prometeu, Chisinau - Personal identity and harmonious relationship;
- TL Prometeu, Chisinau - Emotional Intelligence;
- TL Pro Succes, Chisinau - Strategies to stimulate learning motivation in students;
- Center of Excellence *Ștefan Neaga* - Training of trainers. Adult training strategies;

Program coordinator: Lilia NAHABA

V. PAIDEIA EDUCATIONAL DEBATE CLUB

During 2020, within the PAIDEIA Educational Debate Club, organized in the premises of C.E. PRO DIDACTICA, several activities were carried out. They proposed to the teachers various topics and useful for optimizing the teaching practice in the classroom. The topics addressed led to constructive discussions, an efficient exchange of views and experience.

Topics covered:

- The development of emotional intelligence as a premise of social adaptation.
- Personal optimization in the face of emotional burnout.
- 6 Why? and 6 How? for "transdisciplinary" Evocation and Extension.
- How do we analyze the assessment tests in the lesson?
- Elements of spiritual counseling in the activity of the teacher.
- Approaching the positive thinking of the teacher in the context of interaction.
- Linguistic terminology, part of general culture.

Participants: 245 teachers from various educational institutions in the republic.

Program Coordinator: Lilia NAHABA

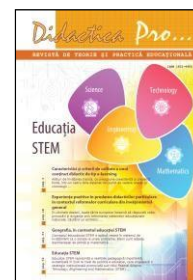
VI. DIDACTICA PRO... MAGAZINE

Editorial team: Mariana VATAMANU-CIOCANU, editor-in-chief; Elena SUFF, Vitalie SCURTU, editors; Nicolae SUSANU, graphic design, technical editing.

During the year 2020, 6 issues of the educational theory and practice magazine DIDACTICA PRO... appeared, in a print run of 650 copies each. The publication was distributed through several agencies (MOLDOVA POST, MOLDPRESA, PRESS INFORM-CURIER), with about 600 subscribers.

Nr. 1 (119) – STEM EDUCATION

- Features and Quality Criteria for E-learning Didactic Content
- Positive Experiences Derived from the Teaching of Specific Didactics in the Context of Curricular Reform in General Education
- Geography in the Context of STEM Education
- STEM Education



Nr. 2-3 (120-121) – DIGITAL EDUCATION

- Priority directions in the development of digital resources for education
- In online time
- Development of reading skills through multimodal texts
- Adult online education
- Distance learning - an alternative to reform the education system in the Republic of Moldova



Nr. 4 (122) – THE OTHERWISE SCHOOL

- Reading the history curriculum
- Reading as a source of information for other readings: everyday life viewed through literature
- Modernization of learning spaces by applying the Design Thinking methodology
- The interactive digital handbook - the key to success for ICT in education
- School differently in the era of globalization



Nr. 5 (123) – PLEADING FOR EDUCATION

- Oscar in education - argument for the national campaign Advocacy for pedagogy
- The personal efficiency of teachers in the context of humanities education of students
- Hymn of the most holy grammar: terminology of the curricular area Language and communication
- The vocation of promoter of adult education
- Profession of pedagogue



Nr. 6 (124) – PERSPECTIVES OF EDUCATION

- The future of education - under the sign of doubt, construction, hope
- Vectorial and transient in education
- Glossary as a portfolio piece: completion techniques
- Training of parental skills to streamline family economic education
- Perspectives on education



VII. PRO DIDACTICA LIBRARY

SERVICES

The library has made available to the beneficiaries - for reading in the room and home loan - books from various fields (encyclopedias, dictionaries, monographs, etc.) in Romanian, Russian, English, French, etc. ; the entire collection of the magazine DIDACTICA PRO... (2000-2020), the collection of the magazines Education Tribune, the Modern Teacher and the weekly Făclia, the magazines Управление школой and Школьный психолог.

PRO DIDACTICA LIBRARY. NEW ARRIVALS

The management of quality vs the quality of management (Rima BEZEDE (coord.), Valentina CHICU, Serghei LÎSENCO)



The guide is a methodological support for managers, who tend to achieve professional and organizational goals in terms of efficiency and quality. It contains key points, solutions to common management problems, methodological issues and examples of successful practices, that with comprehensive and thoughtful approach, can meet the professional development needs of the management and can reduce uncertainties in quality management. What is the role of the manager in the quality assurance? How are managerial functions exercised for continuous quality assurance? What are the factors and levers for an easy integration of mechanisms for the development and promotion of quality culture? - these are just a few questions that are answered and / or that will invite the reader to reflection and action. http://prodidactica.md/wp-content/uploads/2021/02/Ghid_MC-vs-CM-5.pdf

Intercultural education through "Culture of good neighborhood" (Viorica GORAȘ-POSTICĂ (coord.), Daniela STATE, Alla NIKITCENKO)



The methodological guide, developed in Romanian and Russian, is intended for teachers in primary and secondary education. The paper presents a summary of the results and good practices from the teaching-learning process of the Culture of Good Neighborhood, whose outcomes are connected to the European standards in the field of intercultural education. The paper begins with an executive summary of the project followed by detailed

methodical suggestions for teaching and learning the optional and other primary and secondary school subjects. (Personal development, Moral-spiritual education, Education for society, etc..

http://prodidactica.md/wp-content/uploads/2020/01/Ghid_Cultura-Bunei-Vecinatatati_RO_RU.pdf

Integrity issues in the process of hiring and promoting teachers in the Republic of Moldova. An INTES 2020 evaluation study (echipa de cercetare: Viorica GORAȘ-POSTICĂ, Oxana DRAGUȚA)

This report investigates, based on the INTES methodology, the phenomena of corruption in the policy and practice of teacher recruitment - employment and promotion, which can take various forms, analyzes the gaps in the legislation that leave gaps / favor the violation of integrity, the reasons causes acts of corruption and conclusions and recommendations are proposed to minimize legislative dysfunctions and to combat illicit behavior in education http://prodidactica.md/wp-content/uploads/2020/06/Probleme-de-integritate_all.pdf



Intercultural education: university curriculum, methodological guide and course support (Romanian and English version) (teams of curriculum developers from the State University of Moldova, the State University of Comrat and the Alecu Russo State University of Bălți)



The curricula and methodological guides of Intercultural Education for future teachers, developed by the teams of curriculum developers from 3 universities - State University of Moldova, State University of Comrat and Alecu Russo State University of Balti, are structured by disciplines and modules, proposing various didactic approaches, through which students, can develop tolerant and responsible

attitudes, appropriate behaviors to the multicultural context and adapted to the diverse groups of children and young people they will work with

<https://drive.google.com/drive/folders/1tu0JnBQCsR4NXm9Uvj7egYETveL8FGpV>