

ACTIVITY REPORT

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I. GENERAL DATA

Address of the organization: 13 Armenească Str., Chişinău, Republic of Moldova, MD-2012

Phone: (37322) 54 25 56, 54 19 94

Fax: (37322) 54 41 99, **website:** www.prodidactica.md

Rima BEZEDE, president, rbezed@prodidactica.md

Viorica GORAŞ-POSTICĂ, vice-president, vpostica@prodidactica.md

Tatiana MAZILLO, chief accountant, tmazilo@prodidactica.md

Sergiu OLENCIUC, general services manager, solenciuc@prodidactica.md

Lilia NAHABA, program coordinator, lnahaba@prodidactica.md

Cristina BUJAC, project coordinator, cbujac@prodidactica.md

Oxana DRAGUȚA, project coordinator, odraguta@prodidactica.md

Marionela DABIJA, project assistant, mdabija@prodidactica.md

Daniela PREASCA, project manager, dpreasca@prodidactica.md

Elena CAIRAC, project coordinator, ecairac@prodidactica.md

Doina CIOBANU, accountant, project assistant, dciobanu@prodidactica.md

Mariana VATAMANU, communication officer, marivatamanu@yahoo.com

Vitalie SCURTU, project assistant, vscurtu@prodidactica.md

Nina IAȚCO, support staff

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:

- *Bildung*, with the support of DVV International Moldova - February-December 2021;
- *Hybrid training on both banks of the Dniester - a bridge to healthy and borderless education*, implemented by the European Union, European Union Program "Confidence-Building Measures" - February-December 2021;
- *Thematic platforms. Education platform, European Union program supporting confidence-building measures*, with the financial support of the European Union – October 2019 – October 2021;
- *Debates club for school teachers PAIDEIA otherwise – 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) for pre-service teacher training*, with the financial support of the Pestalozzi Children's Foundation (Switzerland), phase II – March 2021-December 2023;
- *Promoting and developing intercultural education (EIC) for pre-service teacher training*, with the financial support of the Pestalozzi Children's Foundation (Switzerland) – phase I - 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 Found. 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 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 2021

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 2019- December 2021
Annual budget (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.

Objectives:

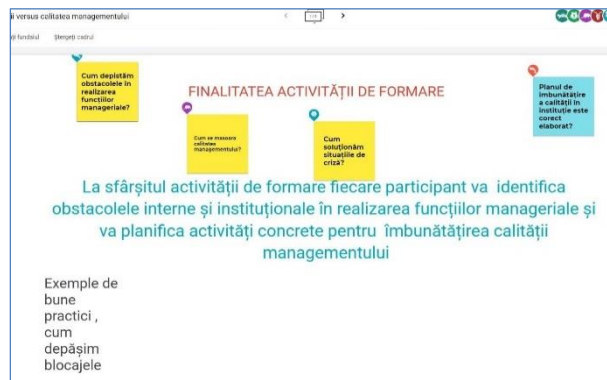
- To contribute to the implementation of an efficient quality assurance process by developing and providing support materials;
- Providing training programs, consulting and professional expertise in the process of implementing an efficient quality assurance management process.

Activities and results:

1. Annual training for the managerial team

In the period March 17-19, 2021, the online training seminar “Quality management versus management quality” was organized, which aimed to identify personal and institutional obstacles in the performance of managerial functions by each training participant and to plan concrete activities to improve management quality.

The experience of managers has been taken into consideration during the activity. The teaching-learning activities were structured on the basis of the ERRE framework and focused mainly on learning through discovery. Even the activity took place in an online format, activities were planned and carried out in small groups, in workshops, and the efficient application of digital tools (Zoom, Power Point and Jamboard) have ensured a high degree of interactivity. The trainers managed to maintain a constructive communication environment, based on openness. Reflective discussions were well balanced with the presentation of theoretical information and stimulated the interest of those present.



Participants, directors and deputy directors from all 15 beneficiary institutions of the project, were actively involved and succeeded during the sessions:

- to verify their own understanding of the concepts used in the learning activity: quality, quality management, management quality, managerial functions, etc.
- to identify the factors that influence the quality of management and find that the main factors are the professional skills and personal qualities of the manager;
- to analyze the indicators of the quality of the performance of managerial functions (planning, organization, coordination, monitoring and evaluation) and presented examples of successes and difficulties in achieving these indicators;
- to mention possible activities through which the manager can develop specific skills necessary for the qualitative accomplishment of managerial functions.

These results created necessary and sufficient conditions for the realization in the next 6-8 weeks of the self-evaluation activities, the elaboration of the plan to improve the quality of the management in the institution and the initiation of the implementation of the given plan. The results of the individual activities were presented during the follow-up sessions, organized on May 20.

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 on quality assurance management, both for VET institutions and for ANACEC was confirmed in the Round Table, held in 2020. At the same time, 4 working groups were created which continued their activity in 2021. Thus, during January-February 2021, Group no. 3 worked on the correlation of the standards used in the accreditation process with the internal regulatory acts. 4 workshops were organized during which the list of internal regulatory acts that are necessary for the proper functioning of the institution was elaborated and which can be found in the Guide developed by ANACEC. The quality criteria of the regulatory documents were also discussed and analyzed. In this sense, based on the recommendations of the project experts, these minimum quality requirements were elaborated and proposed for debates.

Another Working Group (No. 2) started its activity in April. The purpose of this group was to develop an instruction on the use of EMIS data in the external evaluation process, which would provide the possibility to reduce the number of reports and exclude duplication of reporting / data presentation for different structures. Two workshops took place in May and June. The workshops were attended by representatives of ANACEC, MECR and IPT institutions. In order to carry out the task, the members of the working group obtained access to SIME in order to document and analyze the data during the months of June-September. After analyzing and studying the SIME components, it was found that there are not enough compartments /

data in SIME that would allow the elaboration of a functional instruction.

Working Group No. 4 met in November in online workshops. The members of the working group discussed the issue of reports and the need to develop support for IPT managers regarding their quality. A set of topics that could be included in such a paper was also outlined.

3. Seminar-Training **CRITICAL THINKING FOR PROFESSIONAL SKILLS DEVELOPMENT**

During the period March-December 2021, the training program *Critical Thinking for professional skills development* took place. More than 25 teachers were initially enrolled in the training activity, which is more than twice the number originally planned and speaks of the increased interest of teachers in the professional development activities offered within the project. In this context, taking into account the savings made on food and accommodation, it was decided, with the agreement of the AED partners, to form 2 groups.

We mention the intrinsic motivation and responsible involvement of participants for application of new teaching techniques. The advanced experience of the trainers to carry out earlier this kind of activity also contributed conduct this activity successfully, as well as the change of the platform from *Google.meet* to *Zoom.us*, which allowed the organization of the work in pairs or in teams. At the same time, we emphasize that the experience of the trainees of presentation, screen sharing, use of interactive whiteboards Jamboard, Menti, distribution of materials on Google Classroom facilitated and catalyzed certain processes of intellectual work. According to the reports presented by the trainers, during this training there was more opening, unconditional connection of the cameras and less technical malfunctions. There was a positive dynamic of the group and the fact that less time was consumed for parallel interventions with the topic to be discussed.

The screenshot shows a Zoom meeting interface. On the left, a presentation slide titled "Autoevaluarea calității funcțiilor manageriale" is displayed. The slide contains a table with the following data:

Funcția		Ce îmi reușește	Ce nu-mi reușește
PLANIFICAREA	Strategică	+	+
	Anuală	+	+
	Operativă	+	+
ORGANIZAREA	Resurse umane	+	+
	Resurse materiale	+	+
	Resurse financiare	+	+
COORDONAREA	Armonizarea, sincronizarea	+	+
	Management participativ		+
MONITORIZAREA	Blocaje, probleme		+
	Lecții învățate	+	+
CONTROLUL - EVALUAREA	Eficiența, eficacitatea		+
	Feedback constructiv	+	+

On the right, a grid of 12 video thumbnails shows participants in the Zoom meeting. Some names are visible, such as Rima Bezedo, Mariana Scutaru, Ecaterina Miron, Mariana Juc, Goprencu Aurelia, Serghei Lisenco, Silvia Protuc, Alexandra Raetchi, Chicu Valentina, Lucia caraiman, Miron Oleg, and Vitalie Belii. SP2...

The follow-up sessions took place in an online format, on the same zoom.us platform, the task given for home being the elaboration of an article about the application of a DGC technique with students or an activity carried out with teachers and foremen in the institution.

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

Program *The project and portfolio in technical vocational education*, the third group, took place between March and June 2021. The group consisted of teachers and foremen in technical vocational education, in number 16, becoming the people who will later disseminate the information and experience gained. The training took place online, on the Zoom platform. Out of 16 students initially present, 15 reached the end and presented their homework. From the introductory session it was found that most trainees have vague knowledge of the portfolio as a learning tool and especially as an assessment tool. The subject was familiar to the trainees, but at the level of "I know, I heard" - not "I did". According to the trainers' reports, the familiarity with the structure and the ways of accumulating the teacher's portfolio was at a higher level in

this group than in the first groups - probably due to the fact that the portfolio is compulsory for all teachers. The objectives of the three modules were achieved, as evidenced by the products developed and presented by the participants, but also their performance towards the end of the program. Neither the content nor the methodology of the program deviated from the project. The development of the online training led to changes in the initial project, but the extension activities were dropped, none of the contents were

removed. The trainers benefited from a support with theoretical material and worksheets for practice, they worked individually, in pairs and in groups, being left to discover the formative valences of the work on the projects. The level of involvement of the participants has continuously increased. The follow-up activity took place online on June 4. The task proposed as a homework was to develop a long-term project, with all the parameters (from intention to the product), connected to the contents and curricular skills, to develop the evaluation criteria and to present the product in slides.

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
Implementation period:	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).
Final beneficiaries:	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

Activity 1.1. Development and implementation of 2 training programs for VET administration teams

The training program "Management of change" for managers took place on 20-22 August 2021. The main objective of the training was to build the capacity to work in a team and increase their resilience during uncertain times characterised by dynamic changes, such as the digital era and the COVID19 pandemic. 15 participants (60% women) were involved in group activities, role playing games, discussions, debriefings etc. simulating real-life challenges and decision making that an organisation would face.

Activity 1.2. Strategic goals are included and promoted in VET institutions' strategies

The project supported the Centre of Excellence in Transportation, the Centre of Excellence in Informatics and Informational Technologies in the development of the Strategic Development Plans for the 2022-2027. CEHTA and Polytechnic College of Bălți have developed action plans specifically aimed at integrating ICT in teaching&learning.

Activity 1.3. Providing continuous consultation and support in the process of IT infrastructure procurement, IT integration in strategic planning and IT management systems (IMS) creation and maintenance

A contract between EC PRO DIDACTICA and IT company "Cristalion-Plus", the 2 EMIS sub-modules - e-enrolment and e-register, was signed on 26 April, 2021. The services included developing and testing the e-enrolment until August 2021, as well as developing and testing the e-register, until October 2021. The company has requested to extend the deadline for finalizing the testing of the e-register, until 31 January 2021.

During the enrolment process in July-August 2021 the e-enrolment module was tested with 7 VET institutions. 3406 students were enrolled based on electronic admission.

All the files of the candidates in the 7 VET institutions were registered in the electronic system.

The application of the file followed the below 3 scenarios:

- 1) The candidate from home created an account and submitted the documents.
- 2) The candidate arrived at the institution, was informed about e-enrolment, created an account, submitted the documents online from a mobile phone or from a computer proposed by the institution.
- 3) The candidate arrived at the institution, was informed about e-enrolment and was assisted by an operator to upload the file into the e-enrolment system.

The total number of files uploaded (round I and II) into the electronic system was 3,406, including:

- ✓ Files submitted by the operators: 3 269;
- ✓ Files submitted by candidates - 137.

A video advertisement for e-enrolment was developed with the project's support to promote e-enrolment among young graduates through social media. <https://youtu.be/YGtEU4iRQXE>

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

Activity 2.1. Development and implementation of one Training of Trainers program on development of digital competence of teachers for effective 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.

During 2021 Center of Excellence in Informatics and Information Technologies (CEITI) with the project support, have prepared and submitted the documents for accreditation/provisional authorisation of the training program on digital competences at the National Agency for Quality Assurance in Education and Research. The external evaluation visited the institution on 19 May 2021. The certificate of accreditation was issued on 11 October 2021.

Activity 2.2. Development and implementation of a complex training program on developing digital competence for effective teaching, learning, assessment and class management

44 VET teachers have participated in the training on digital skills development in the course of February-April 2021. They were trained by the trainers prepared under activity 2.1. during 2020.

The first training "Development of digital skills of teachers in technical vocational education", was conducted online during 5 weeks, 03 March-07 April, 2021 and was facilitated by teachers from the Center of Excellence in Constructions: Elena Nicolaev, Gheorghe Timoftică, Sergiu Coceaș; and Valeria Ciobanu

from the Pedagogical College Alexei Mateevici. The target group were 23 teachers and managers from 11 VET institutions, including 16 women.

The second group of beneficiaries of the program "Development of digital skills of VET teachers" took place in the period between 9 March and 30 April 2021, online. The training was facilitated by teachers from the Center of Excellence in Informatics and Information Technologies (CEITI): Olga Jumbei, Eugenia Covali, Adrian Corasevici and Andrian Golub, trained as trainers in the project, as well as by Nadejda Gabură and Adrian Nicșan. The activity was attended by 21 teachers and managers from 12 VET institutions, out of which 17 were women (80%).

Both programs aimed at developing the digital skills, including: e-communication; selection, management and creation of digital educational resources; online teaching and learning; ICT-assisted assessment. It was structured in 5 modules: Digital Competence for Professional Development and Ethics, Digital Communication, Digital Resources for Training, Classroom Management and ICT Assisted Assessment.

The online platform used for the training was Google Classroom for the first group and Moodle for the second group, where the students could access the course materials, training agenda, virtual classes etc.

Additionally, during November 2021, the CEITI trainers have conducted an online training on digital skills for 20 VET teachers (out of which 16 were women). This activity was not planned and supported within the project, but it is the CEITI own initiative and response to a demand from VET teachers. This proves the sustainability of the project activities and the relevance of the training on digital skills for VET teachers. The participants have paid a fee to attend the training.

The mentioned program was organized online during 5 weeks, 15 November-17 December 2021 (Follow-up session on 17 December 2021) and was facilitated by teachers from the Center of Excellence in Informatics and Information Technologies: Olga Jumbei, Eugenia Covali, Adrian Corasevici and Andrian Golub, trained as trainers in the project, as well as by Nadejda Gabură, Adrian Nicșan and Irina Șarapanovscaia.

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

Activity 3.1. Development of 3 methodological guidelines (one for each trade/specialty) on implementation of curricula from a digital skills perspective

Three teams of experts were established for the elaboration of the 3 guides in the following specialties: agriculture (Sergiu Coceaș, Elena Nicolaev), pedagogy (Gheorghe Timoftică, Valeria Garbatovschi, Natalia Gavrilenko) and automotive/maintenance (Daniela Munca-Aftenev).

The guides aim to improve the digital skills of VET teachers, encourage them to develop their own digital content, diversification of digital content for trades and specialties in VET, intensive use of open educational resources in the teaching-learning-assessment process. The guide includes also case studies based on the integration of the latest online educational platforms in the teaching-learning-assessment process based on the curricula at the selected specialties.

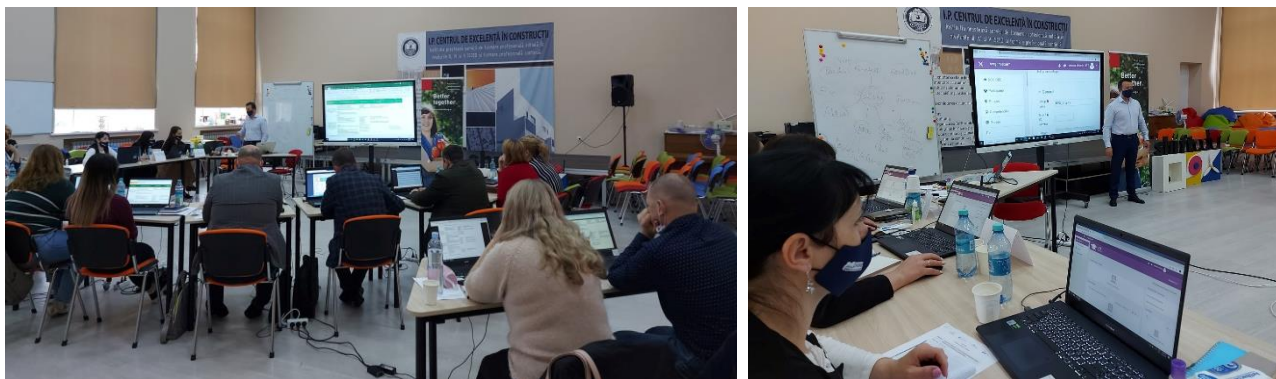
Activity 3.2. Training of 60 teachers on digital content development

63 VET teachers have participated in the trainings on digital content development in the course of 2021.

The first group of VET teachers have participated in the online training in the period of 1-17 April 2021. 20 participants VET teachers and instructors, including 14 women or 70%. The training program aimed at the development of the ability to create OER for use in various contexts of teaching-learning-assessment. The training, structured in 24 sessions, covered topics related to the use of ICT in optimizing the classroom approach, in person and online format. The emphasis was on practical assignments, on the immediate application of acquired knowledge. Participants created interactive digital presentations, e-exercises,

instructional audio-video educational materials, animations, educational sites, etc. They have also developed OER for e-evaluation in synchronous and asynchronous online learning.

The activity was facilitated by Andrei Braicov, Tatiana Veverița (Tiraspol State University based in Chisinau), but also by Sergiu Coceaș, Elena Nicolaev and Gheorghe Timoftică, trainers from the Center of Excellence in Constructions trained as trainers within the project in 2020.



In the period 20 May - 4 June 2021, the second training program "Development of the competence to create open digital educational resources for VET" took place. The course was organized at the Center of Excellence in Construction, with the participation of 20 VET teachers and instructors from 7 VET institutions (13 women or 68%), who had the opportunity to develop skills to create OER, for application in various educational contexts. Four days (modules 1 - 5) were implemented in person and the module 6, online.

The final training program "Development of the competence to create OER for VET", 3rd group, with a duration of 56 hours, took place, online, in the period of 15 November - December 3, 2021. The training consisted of several practical sessions, in which participants developed OER for specialty subjects. 23 VET teachers participated in the training (20 women or 87%), from 3 VET institutions beneficiaries of ShiftEdu and other new 13 VET institutions (4 professional schools from Chisinau, Cahul and Balti, 7 colleges from Chisinau, Ungheni, Riscani, Balti, Grinauti and 2 Centre of Excellences from Chisinau and Balti).

The platform used for the training was Google Classroom, where the trainers' materials, tasks, questionnaires were placed and where the trainees uploaded their homework. The educational digital products developed by the participants are aimed at general and specialized disciplines, course or learning units. The participants created products, based on original approaches, effectively capitalizing on the newly learned digital tools such as: Learning Apps, Liveworksheets, Canva, Quiz, Moodle, App. Ebook Read, images, animations, e-exercises and e-tests, audio and video sequences, videos, etc. Some of them have already been tested in the classroom. Getting feedback from students, some have been revised, supplemented and improved.

Activity 3.3. Developing digital content for 3 VET trades/specialties

Following the training on digital content development, a group of developers in 4 areas: agriculture, energy, transportation and pedagogy were established. A workshop was organised on 9 June, 2021, to distribute the tasks and present the quality standards for digital educational products. The main criteria of participation in this activity, were the following: a certificate of participation in ShiftEdu related training programs, VET teachers of specialty in pedagogy, agriculture, energy and automotive, good digital skills and experience in curriculum development. Following the announcement, 16 teachers expressed their interest in the proposed activity. They were divided in 4 groups and mentors were assigned for each group.

The first OER (digital educational resources) were ready in July 2021.

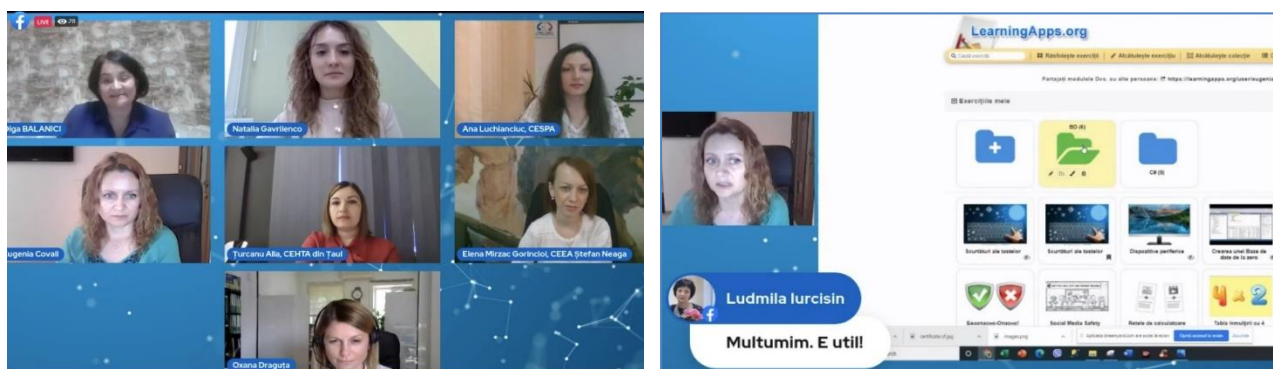
The first digital educational resources developed are diverse (courses, modules, websites, textbooks, teaching projects for one or more course units, etc.) and are intended for integration in the teaching of a

wide range of disciplines in various fields (agriculture, automotive, pedagogy). The products were evaluated in terms of relevance, interactivity, pedagogical, didactical and technical quality. The first 15 OER products were published on EC PRO DIDACTICA website <http://red.prodidactica.md/resurse-red/red-nationale/shift-edu/>

Activity 3.4. Conduct an Open Educational Resources promotional campaign

On 11 June 2021, an online event, live on Facebook in the group Community of VET teachers, took place aimed to disseminate good practices and digital educational resources developed by teachers, participants in the ShiftEdu training programs on digital skills and on OER creation. Around 100 participants attended the online event.

The speakers, VET teachers, presented the experience of the institution regarding the development of digital skills of teachers; shared the benefits of a Facebook group to strengthen the community of teachers and



streamline communication among teachers within the institution; shared a model of educational site for synchronous distance teaching; described in detail the functionalities of the Kahoot tool in the process of evaluating learning outcomes; presented the wide range of possibilities offered by the Moodle platform in the evaluation process, or made a virtual visit to the Louvre Museum, via the digital book Bookcreator.

As of 30 November, 2021, at all trainings in the project, over sixty digital educational resources were created for use in curricular and extracurricular activities for various subjects. Most of them have already been used in the classroom and have proven their instructive-educational value, and will serve as models for using technology in the realization of lessons/modules, as well as the creation of new educational resources.

<http://prodidactica.md/noi-resurse-educationale-digitale-pentru-invatomantul-profesional-tehnic/#more-73058>

A success story was published on November 30, 2021, on the Facebook page of the group Community of VET teachers - Valeria Ciobanu Garbatovschi, teacher at the College "A. Mateevici", participant in the training programs of the Shift Edu project, digital content developer-teacher-trainer-mentor-author.

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

Activity 4.1. Establishing modern learning spaces in pilot VET institutions

In the reporting period the procurement for the first lot of equipment and the procurement for the furniture took place. For 6 VET institutions were procured:

- projectors - 3 pcs .;
- tablets - 40 pcs .;
- laptops - 18 pcs .;
- smart TV - 3 pcs .;

- interactive display - 2 pcs .;
- screen - 1 pc .;
- portable speaker - 1 pc .;
- interactive panel - 1 pc .;
- computer - 1 pc .;
- Lego Education SPIKE - 10 pcs .;
- tables - 219 pcs;
- chairs - 305 pcs;



- bean bag - 14 pcs .;

- fluff - 20 pcs .;
- sets of furniture - 4 pcs .;
- small house with sled - 1 pc.

An annual license for Electude – automotive e-learning management system was procured for the Centre of Excellence in Transportation. For College "I.Hasdeu", Cahul, 10 kits of educational robots LEGO Education SPIKE, to be used for primary teachers' initial training, were procured.

The launching events were organized locally. Due to COVID19 pandemic restrictions the launching national events was postponed for January 2022.

Local media were invited to the events. Below are the media appearances

https://observatorul.md/important/2021/11/26/98300_proiectul-shift-edu-un-nou-spatiu-de-invatare-pentru-elevii-centrului-de-excelenta-in-horticultura-si-tehnologii-agricole-din-taul

<https://stiri.md/article/social/clasa-digitala-amenajata-pentru-elevii-din-taul-raionul-donduseni>

<https://www.youtube.com/watch?v=KfVn8n1OokU>

<https://nordnews.md/video-elevii-unui-colegiu-din-balti-vor-invata-intr-o-sala-multifunctionala-ne-simtim-ca-acasa/?fbclid=IwAR2sjV08S20tpE3gsEghdRfBmNdTBrZ47pQsmckIAcZ0DfhXdKBFdo9MMKM>

<https://agrotv.md/tinerii-invata-cum-sa-faca-agricultura-inteligenta/>

<https://ziuadeazi.md/proiectul-shift-edu-un-nou-spatiu-de-invatare-pentru-elevii-colegiului-iulia-hasdeu-din-cahul-video/>

A video were filmed about the modern learning spaces:

Long version: <https://www.youtube.com/watch?v=h5cbMphokMU>

Short version: <https://www.youtube.com/watch?v=Qf52ELVq52A>

Activity 4.3. Organisation of networking meetings of teachers through online and offline platform

An action plan for establishing and strengthening a community of practice was agreed with participation of 2 VET teachers from beneficiary institutions.

The community of practice was established based on the Facebook group Community of VET teachers. The platform is used for learning, exchange of experience and good practices, sharing of teaching resources, discussions focused on current issues and topics of common interest related to the development of digital skills and the integration of ICT in the educational process, from the perspective of quality assurance. It provides opportunities for professional and personal development needs of teachers and facilitates the access to various educational resources. Activities such as webinars, workshops, information sessions, are organized in collaboration with the VET institutions.

Since April 2020, the Facebook Community of VET teachers has grown to over 1300 members. In order to maintain the interaction and sustainability of the group, several live events were organized in the reporting period:

- On 4 June, 2021, a practical workshop "Credibility of information in the online environment" on the Facebook Group Community of VET teachers took place, facilitated by Gheorghe Timoftică (25 participants).
- On 25 June, 2021, with Mrs. Tatiana Turchină, "The well-being of the teacher - a guarantee of professional efficiency" (50 participants).
- A current topic for teachers at the beginning of the academic year was long-term planning. Therefore, on 17.09.2021, a webinar "Information session. Long-term planning" was organised for the Community group. The webinar was facilitated by Dr. Olga Cosovanu and Dr. Tatiana Cartaleanu. (70 participants)
- Another public event in the online space of the group was organized on October 27, 2021, with the expert in public discourse, Ilie Dercaci: "Public discourse in the online environment" (25 participants).
- Another webinar "Requirements, recommendations for writing teaching materials" took place on November 12, with the trainer Dr. Hab., University professor, Viorica Goraş-Postică (50 participants).
- On December 16, the main consultant of the State Agency for Intellectual Property, Andrei Moisei, held a webinar on "Intellectual Property and the phenomenon of plagiarism." (50 participants)

Project Coordinator: Oxana DRAGUȚA

**3. DEVELOPMENT OF RURAL AREAS IN THE REPUBLIC OF MOLDOVA (DevRAM).
Part I. INCREASING THE COMPETITIVENESS OF THE AGRI-FOOD SECTOR THROUGH INTEGRATION TO
DOMESTIC AND GLOBAL VALUE CHAINS, IN 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-August 2021
Budget:	936 712.43 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:	Construction of competitive, modern agri-food value chains and sustainable in the Republic of Moldova
Target group:	TVET institutions (schools, colleges, centers of excellence, students, etc.), research and development, farmers and consumers

The objectives of the C.E. PRO DIDACTICA:

- Technical vocational education institutions to offer attractive and modern training programs in the agri-food field;
- Teachers in VET institutions to be trained and have the necessary skills to increase the attractiveness of agricultural education;
- Occupational standards and qualification standards to be developed and approved for the improvement of study programs for the agri-food sector;
- Adult continuing education programs to be developed and implemented within the VET;
- At least 50 farmers, teachers and students from the pilot institutions to participate in the project events (study visits, training programs, exhibitions, etc.), half of them applying the knowledge and experience gained at work or in the instructional process -educational;
- At least 15 agri-food business plans to be developed by young entrepreneurs and students, a third of them financially supported.

Activities and results:

1. Strengthening the capacities of the institutions

8 institutions subordinated to MARDE and 4 institutions subordinated to MECR were beneficiaries of the project to improve agricultural technical vocational education. The capacities of the institutions have been strengthened both by the development of the professional competencies of teachers, managers and methodologists and by the endowment of laboratories, workshops, classrooms and agricultural machinery parks.

Courses in the fields of Permaculture, Floriculture, Vegan and Vegetarian Cuisine, Organic Agriculture, Web Design, Accounting Software, completed the training program of the project which includes over 20 subjects with at least 600 participations.

The improvement of the educational contents for the professional training fields of Veterinary Medicine, Food Processing, Mechanics and Metal Processing, Food Industry, based on new contents of qualification standards, will ensure the respective fields with better trained specialists. The curriculum in Food Safety

developed for two institutions will focus on quality for both future growers and processors of agricultural products. VET institutions graduates will come out with improved professional skills by introducing 2 national curricula in the field of Organic Agriculture and Quality Standards. Institutions will deliver specialists who care for the environment and people alike.

VET in agriculture has been connected to several stages of the value chain of the variety, by launching demonstration fields, by applying modern agricultural technologies, sowing and fertilizing with qualitative products, transforming the study process into an attractive and motivating one for students in the field of Agronomy.

The teaching process in institutions has been revitalized with the endowment with IT equipment, machines, equipment, appliances, tools, furniture, software and modern materials.

The development of curricula, methodological guidelines, supports for teachers and students, textbooks, methodologies and teaching materials will facilitate the educational process for teachers and will optimize the process of understanding and memorization for students at agricultural specialties.

2. Study visits to enterprises

Within the project framework, study visits of students of agricultural technical vocational education institutions to specialized enterprises were organized. The study visits were part of the career guidance actions and aimed to help strengthen cooperation between the education system and the business environment. This activity targeted attracting young people to practice a specialty in the field of interest of companies, to increase employment opportunities or the recruitment of future specialists in the field of labor.

In 2021, over 300 students from 9 institutions visited 13 national enterprises such as Diaztech SRL, Moldagrotehnica SA, Botanical Garden, State Meteorological Service, Terra Vitis SRL, Esculap-Vet SRL, Dimilita-Rex SRL, Deco flowers SRL, Orhei-Vit SRL, Prograin, Phytosanitary Centre to provide information about the type and components of the production process, the products supplied on the internal and external market, the applied technologies, the requirements for the training and performance of employees, the qualities which help an entrepreneur.



3. Internships

Internship coordinators from 10 vocational technical education institutions with agricultural profile and mentors from 10 economic enterprises, being trained in techniques and methods of mentoring within the training program of the project carried out in the summer of 2020, carried their role of guidance and training practice for 100 students.

Thus, the group 42-L of the Center of Excellence in Horticulture and Agricultural Technologies from Țaul carried out the internship at the "Maria Darie" Peasant Farm. 16 students from the specialty "Vegetable and fruit growing" were guided by mentors Svetlana Țăcu (CEHTA) and Tudor Darie (economic agent). The

plan of the lesson offered to the students was to practice the skills of replicating tomatoes and sowing cucumbers in pots.

SRL Lactis from Râșcani provided places for the technological practice of the students of the local Agro-Industrial College (MAIA-41 group, specialty 71520 "Machines and appliances in the food industry"). This was carried out during the course "Training and certification of master instructors", by Vasile Guțu, professor of technical and technological disciplines, and Vasile Gutium, chief mechanic.

4. Occupational and qualification standards

In order to adjust the national curriculum to the demand for skills of the economic sector, 7 new occupational standards were developed for the agri-food sector and 1 for training experts in the field, based on the Methodology for developing occupational standards developed within the project, subsequently approved by Government Decision no. 678/2020. The document is the normative basis in the elaboration of occupational standards for occupations corresponding to qualification levels 3, 4 and 5. The 8 occupational standards are: Technician in the food industry, Quality assurance technician, Line operator in the food industry, level 3 CNCRM; Veterinary Felcer, Mechanical Technician, Mechanical Technician, Bakery and Pastry Technician, Occupational Standards Expert.

Representatives of public authorities (Ministry of Health, Labor and Social Protection, Ministry of Agriculture, Regional Development and Environment), sectoral committees for training and business environment, etc. were involved in the process of elaboration/validation of occupational profiles and standards. A new occupation has been introduced in the Classifier of Occupations of the Republic of Moldova (CORM) - Technician in bakery and pastry.

8 qualification standards were developed and validated based on the validated occupational standards: Food Controller, Food Industry Technician, Quality Assurance Technician, Line Operator in Food Industry, Veterinary Felcer, Mechanical Technician, Bakery and Pastry Technician, Occupational Standards Expert.

5. Alignment to value chain

Given the project's emphasis on soybean cultivation, it was necessary to align educational programs with the skills required by soybean growers in the country to become competitive in both the cultivation and processing of this crop. Economic agents interested in training specialists in the soybean production and processing sector were involved in the production of the study "Report on the results of identifying directions for improving post-secondary vocational education programs 81110 Agronomy and 72150 Technology of plant products by connecting skills to the needs of the soybean production and processing sector in the Republic of Moldova".

2 educational institutions launched demonstration fields for soybean cultivation, being guided by Donau Soia Moldova experts, project partners OF Pro Didactica. In order to ensure a complex study process, CEHTA and CAI Ungheni have equipped their car parks with seed drills, fertilizer spreaders and sprinklers. Subsequently, the procurement of seeds, fertilizers, inoculates and fertilizers ensured the application of modern agricultural technologies as a practical demonstration platform for students.

6. Training programs for teachers and managers

During the period April 20-22, 2021, the training focused on the planning, implementation and development of continuing education services in technical vocational education institutions took place. It was addressed to those responsible for continuing education programs: directors, deputy directors, teachers and Methodists, a total of 38 people.

Another new topic for agri-food practitioners and teachers is Permaculture held on May 27-29, 2021, at Eco

Village (Râșcova village, Criuleni district), with 19 beneficiaries, representing the Ministry of Agriculture, Regional Development and Environment, educational institutions (CEHTA, CEVVC, CAI Ungheni, CTASvetlâi), State Agrarian University of Moldova, business environment (SRL Natura Parc, Total Gaz Impex, EcoVillage, SRL Profarm Invest, Sunrise SRL, Smarttronic, Environment” SRL). The program was conducted by Gabriel Diaconu, manager of the Ekokult farm (Prahova County, Romania).



To ensure the sustainability of the web pages developed for 11 institutions from VET, the course "Improving the use of sites through the Google platform" was implemented in June 2021. 11 site managers of educational institutions were trained on logging topics, maintenance, monitoring of key indicators, traffic acquisition and evaluation of performance indicators.

7. Technical capacity

The element of innovation and technologization of the educational and agricultural process was essential for the modernization of the curriculum contents and teaching methods. Technical training was a separate component of the project and for the successful implementation of the action plan, the needs and priorities of the schools were carefully studied. By developing grant projects, each institution analysed its own strategies and selected the specialty or field for intervention. Thus, the laboratories of the specialties Machinery and apparatus in the food industry, Viticulture and vinification, Floriculture, Public catering technology, Electrification of the agricultural enterprise, Agronomy, Agricultural mechanics, etc. were equipped with equipment, instruments and machines. The grant projects were intended to ensure an authentic learning environment, close to the real one and relevant to the interests of students and future employers.

Thanks to the additional support provided by the European Union project, in 2021, 12 agricultural technical vocational education institutions benefited from 12 sets, consisting of 2 laptops, 2 TVs and 2 interactive displays, which are complementary to the facilities previously organised within the project and they are meant to contribute to the modernization of the teaching-learning-assessment process in specific schools.

In some institutions monitoring visits were organized to see in practice the students' use of the purchased goods. Such a monitoring visit took place at CESPA in Balti, whose "Laboratory of the Modern Specialist" was equipped with high-performance equipment. The set purchased with project support included: a convection and steam electric oven, water filter, leavener, planetary mixer and electronic scale. The new training facilities will allow the 150 students from the specialty "Food Technology" and 60 students from the specialty "Confectioner" to acquire practical skills required on the labor market, which will facilitate their subsequent professional integration. Other visits took place at CEHTA, CAI Râșcani, CEVVC, SP Bubuieci, CTA from Svetlâi and CAI Ungheni.

8. Continuous training programs

Within the project, the adult continuing education platform was developed, launched and institutionalized.



VET institutions were guided and assisted to train

Adult Trainers, to develop 10 curricula for training courses, to develop action plans and communication plans in this regard. 2 continuing education rooms for CEHTA and CEVVC but also other classrooms or laboratories for other VET institutions, have been equipped and furnished, to open wide the doors for farmers who want to learn throughout life. 5 courses were organized in the fields of Vegan and Vegetarian Cuisine, Vegetable and Fruit Growing, Quality Management in Education, Environmentally Friendly Agriculture, Software 1C Accounting for about 120 adults. The continuous training programs were prepared from the financial, legal, administrative, marketing and communication point of view, which allowed their institutionalization in 7 institutions with agri-food profile.

The Center of Excellence in Horticulture and Agricultural Technologies in Țaul, Dondușeni, has been set up and equipped with a training room for the Continuing Education Section, which allows the implementation of extensive modern and innovative educational approaches, offering training opportunities and retraining programs for all who wish long term education. A similar room was furnished and equipped at the CEVVC in Stăuceni for the Somelier room.

9. Virtual tours

In order to guide gymnasium and lyceum pupil to a career in agri-food, virtual tours were made for several institutions of agricultural technical vocational education (Center of Excellence in Horticulture and Agricultural Technologies in Țaul, Center of Excellence in Services and Food Processing in Bălți, Svetlâi Agricultural Technical College, Ungheni Agroindustrial College, Râșcani Agroindustrial College, Bubuieci

Vocational School, Chisinau College of Viticulture and Vinification, Soroca Agricultural Technical College). These "business cards" are more than welcome to optimize travel costs or when access to schools is restricted.

10. Mentoring activity

The advantage of the technical vocational education is its practical and dominant part in the collaboration with economic enterprises. Following the study of the situation in the cooperation of the business sector with schools, especially through the experience of dual education, the project team chose to contribute to the training of mentoring skills, relying on a better understanding for business representatives of the importance of practice in training agricultural specialists and focusing on team building activity. This approach contributed to strengthening the practice partnership.

10 mentors from 10 companies together with 10 internship coordinators were trained in Mentoring Skills, based on the Mentoring Program applied in dual education. Certificate of completion of the course makes

VET enterprises and institutions eligible for dual education application.

In 2021, 100 students from different specialties in different years of study benefited from improved mentoring processes based on signed cooperation contracts, based on mutually agreed educational curricula and program.

Enterprises such as GȚ Tudor Darie in the field of organic agriculture, Veterinary Center "Lumea animalelor", SRL LACTIS in the food industry, Bălți Bread Factory for the bakery and confectionery, Cow farm with Dutch investment Millstream SRL, SRL Dimilita-Rex, Technical Center Ceadâr Lunga and GȚ Roada Dumbravei in the field of agricultural mechanics, SRL Consult in the field of product technology, organized authentic practice processes, offering access to production lines, processing rooms, warehouses, machines and devices.

11. Image improvement of VET

During 2021, the activities carried out and the achievements registered within the DevRAM project, Part I, were brought to the attention of the general public through over 66 news posted on the website and FB account of CE PRO DIDACTICA (www.prodidactica.md) but reflected in various other media sources.

Project Manager: Daniela PREAȘCA
Project Coordinator: Lilia NAHABA

4. PROMOTING AND DEVELOPING INTERCULTURAL EDUCATION (ICE) FOR PRE-SERVICE TEACHER TRAINING (PHASE 2)

Donor: The Pestalozzi Children's Foundation, Switzerland

Implementation period: March 2021- December 2023

Goal: To improve future teachers' knowledge and skills in order to support the development of intercultural competence of children and youth.

Specific Objectives:

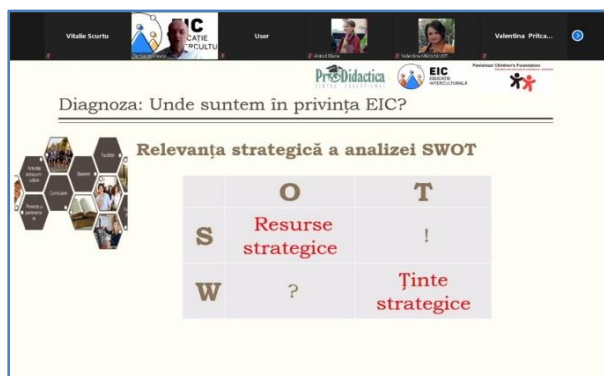
- To integrate and promote the EIC dimension in the strategic policy documents of the 7 universities with pedagogical profile;
- To integrate the EIC dimension in the pedagogical curricula from the bachelor and master programs;
- To assure the cooperation between 7 universities with pedagogical profile and pre-university education institutions for the development of intercultural competence (IC) in children and young people.

Beneficiaries: 30 managers and over 50 university teachers (professors and methodologists), 700 future professors from 7 universities will be trained in the teaching methodology of EIC and will apply EIC within the pedagogical internship (4 universities – undergraduate programs and 3 universities – master programs), 850 students from years I and II, including from 3 faculties of sciences of education, philology and history / civic education will improve their CI in the classes and about 8000 students who will benefit of this initiative.

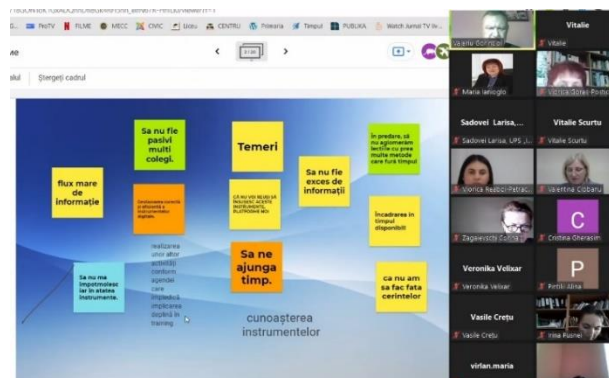
Activities and results:

- 4 new ICE Resource Centers were established and endowed with ICE didactical materials, technical equipment, books, games etc., which will serve as support for ensuring the process of providing quality basic intercultural education for university teacher, methodists, and pre-service teachers.
- As a result of participating in the coaching sessions on ICE teaching methodologies during pedagogical internships, 254 trained pre-service teachers of 3rd-4th year from 3 universities conducted their face-to-face and online internships in preschools and schools. Out of these pre-service teachers, 227 (89,37%) applied ICE teaching methodology at the medium and high level, by integrating ICE elements in their lessons plans, and the other 27 pre-service teachers (10,63%) improved their ICE competences from the very low level to the low level. In the reporting period, 6425 children/youth participated in the ICE face to face and online activities (5130 pre-school/school children and 1295 trained university students of the 1st-2nd year taught by university teachers).
- As a result of applying interactive and efficient ICE teaching methods, techniques, didactical materials from the ICE Resources Centers during ICE pedagogical internships, 5130 pre-school/school children from 153 urban and rural educational institutions benefited from the ICE teaching during face to face and online pre-service teachers' internships, out of which 3879 improved their ICs.
- Also, during the ICE university classes, out of 1295 trained university students of the 1st-2nd years, 1178 improved their ICs. During these ICE activities, the positive attitude and the well-being aspects were promoted, the skills of constructive resolution of the conflicts in a constructive ways were developed, the knowledge about different cultures and traditions were extended.

- Based on the findings of the needs assessment on strategic documents from 7 universities in integrating ICE and after participating in the online training program on university strategic planning from ICE perspective, 43 university managers from 7 partner universities improved their knowledge and skills on strategic documents development from the ICE perspectives. As a result, 7 sets of university strategic documents (1 set per university) were developed/improved and approved by the University Senates and will be applied starting with 2022.



- 35 university teachers and methodists (33 female and 2 male) from 4 new partner universities were capacitated in improving their digital skills on using the educational platforms for conducting their university classes and mentoring activities in distance learning with students. As a result of these activities, the IT tools were more effectively used during their online and hybrid classes and thus supporting the pre-service teachers better prepared for qualitative conducting the internships in the educational institutions, by integrating interactive methods in their lessons.



- During the reporting period, ECPD continued to maintain the project visibility and to promote the ICE perspectives among the national educational community, through updating the online platform on ICE <http://eic.prodidactica.md/>. The project online platform provides updates on project progress, project publications, methodological articles on ICE, etc. Also, the ICE dimension was promoted both through 5 articles in *Didactica Pro ...* magazine and 19 posts on ECPD and partner universities' Facebook pages and websites¹. These didactical materials/publications contribute to informing the educational community about the importance of ICE in the education process and enabling the partnership between educational institutions at all levels.

¹ ECPD Facebook page: <https://www.facebook.com/Centrul-Educa%C8%9Bional-Pro-Didactica-145112132190090/>, ECPD: <https://prodidactica.md/>, USC website: www.kdu.md, USARB website: www.usarb.md, USM website: <http://usm.md>, UST website: <http://ust.md>, USTAR website: <https://tdu-tar.md>, USCH website: <http://usch.md>, UPSC website: <http://upsc.md>

- Based on the reallocation request, dated from the 29.11.2021: a) 7 ICE Resources Centres² were additionally equipped with methodological and didactic materials; b) Developing, editing and printing 6 educational leaflets/posters on gender inclusiveness and child protection; c) 7 toolkits for online undergraduate and graduate internship programmes for pre-service teachers developed by 64 university teachers and methodists in order to support the pre-service teachers to carry out their online, hybrid and face to face pedagogical internships.

Project Coordinator: Cristina BUJAC

² 4 new partner universities and 3 universities from the 1st phase

5. BILDUNG

Donor:	DVV International Moldova Public Association
Implementation period:	February-December 2021
Budget:	6100 EUR
Partners:	DVV International and other European adult education organizations, members of the European Association for Adult Education (EAEA) - https://eaea.org/ .
Goal:	To organize and conduct research on "Bildung in adult learning to promote sustainability". https://europeanbildung.net/erasmus-bildung-project/ .

Objectives:

- Structuring the research scheme;
- Preparation of the context document;
- Collection of good practices;
- Structuring the intellectual product and formulating recommendations;
- Participate in webinars and other dissemination events.

Activities and results:

- Translation of the Bildung Concept into Romanian and Russian and publication on the project page <https://www.dropbox.com/home/BILDUNG%20KA2%20Erasmus%2B> of the Center <https://drive.google.com/drive/folders/1YBBFjY5xhiL-Og2vmdX7RaosqHggwWz> but also in the magazine *Didactica Pro... What is Bildung? What does this have to do with adults' education? (L.R. Andersen)*, no. 2 (126), 2021, pp. 17-21;
- Promoting the Bildung concept on the EC PRO DIDACTICA page (www.prodidactica.md), with the publication of translated materials as open educational resources (<https://drive.google.com/drive/folders/1YBBFjY5xhiL-Og2vmdX7RaosqHggwWz?usp=sharing>);
- Identification of good practices in the field of Bildung and Education for sustainable development through electronic messages and telephone conversations with Mr. Nicolae Moscalu, president of Public Association "Moștenitorii" from Bălți - <https://a2s.vox.md/parteneri/ao-mostenitorii/> and experiences Ecovillage <https://www.ecovisio.org/what-we-do/project/ecovillage-moldova>;
- Organizing an event to promote the Bildung concept on April 29 (22 leading AO participants in the field of EA, school and university teachers, representatives of MECC and LPA. <http://prodidactica.md/eveniment-de-promovare-a-conceptului-bildung-in-contextul-educatiei-adultilor-pentru-dezvoltare-durabila/>);
- Presentation of a communication at the National Scientific Conference with international participation - the State University of Moldova *Integration through research and innovation*, USM - 75 years, November 10-11, 2021, entitled: Bildung - conceptual-innovative dimensions and good educational practices Sustainable Development (November 10) - Education Sciences Section;
- Documentation visits to verify the good practices of sustainable education and Bildung in Râjcovă, Criuleni (October 26) and in Duruitoarea Veche, Râșcani (November 4) <https://prodidactica.md/vizita-de-studiu-la-rajcova-in-contextul-educatiei-adultilor-pentru-dezvoltare-durabila/> <https://prodidactica.md/initiative-valoroase-de-implicare-a-adultilor-in-dezvoltarea-comunitatii/>



- Proposal of good practices by Bildung in the field of digital adult education (proposed by V. Gorincioi, O. Draguta and M. Hadârcă from EC PRO DIDACTICA).
- Participation in the November 25-26 Meeting in Girona, Spain, Bildung - transnational project <https://prodidactica.md/promotorii-bildung-intruniti-la-girona/>. Promoting good adult education practices in Moldova at international level (exchange of experience between participants from 10 European countries).



- Promoting good Bildung practices among USM students and masters, but also among participants in other projects, implemented by EC PRO DIDACTICA.

Researcher and Project Coordinator: Viorica GORAȘ-POSTICĂ

6. HYBRID TRAINING ON BOTH RIVERSIDE OF THE DNIESTER – A BRIDGE TO A HEALTHY, BORDERLESS EDUCATION

Donor: European Union, European Union Program "Confidence-Building Measures"

Implementation period: February 1, 2021 - December 15, 2021

Total budget: 16 000 USD

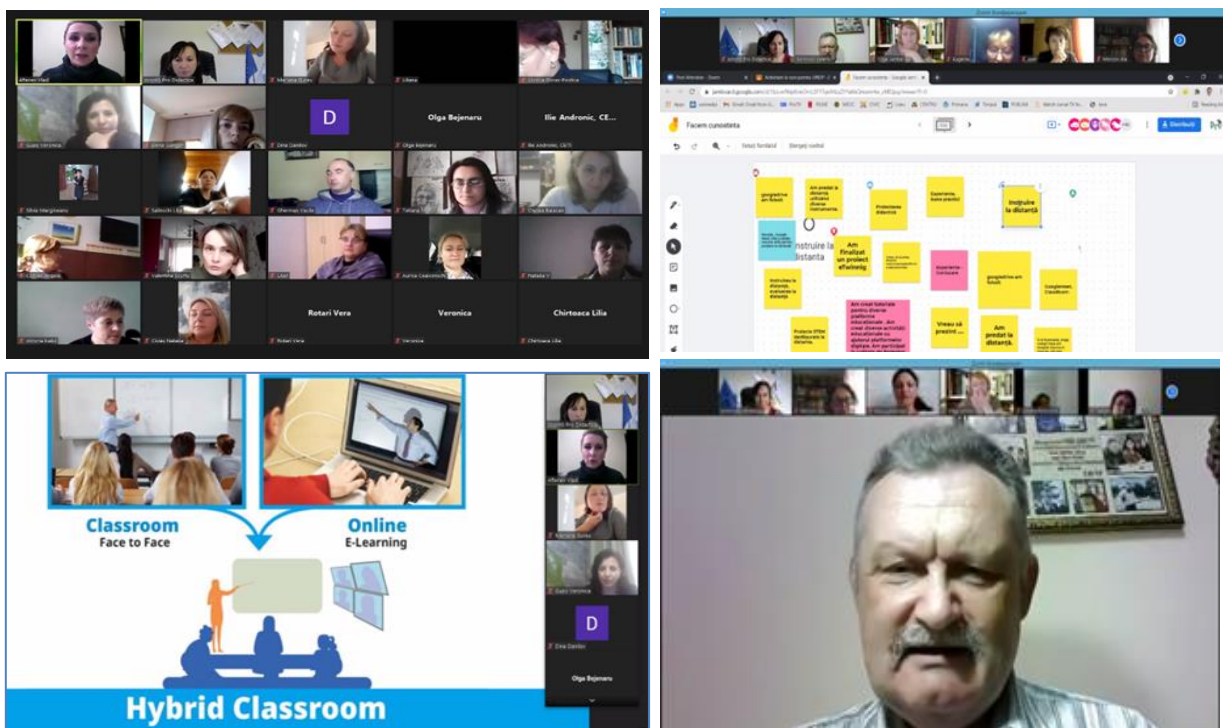
Budget administered by CE PRO DIDACTICA: 5640 USD

Implementers: UNDP Moldova, in partnership with the Educational Center PRO DIDACTICA and the Center for Innovative Educational and Social Programs in the Transnistrian Region, Tiraspol

Goal: To create the conditions for the organization of hybrid education for students on both banks of the Dniester, in terms of remote access to educational services.

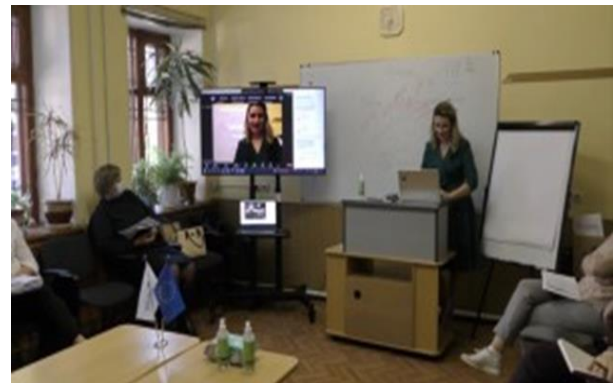
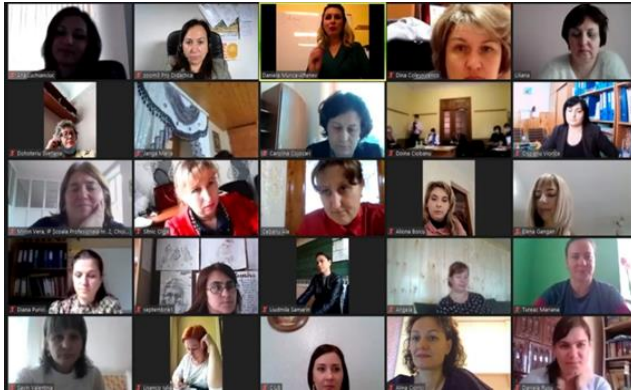
Activities and results:

- Methodology, modules and recommendations regarding hybrid training developed;
- Thematic seminars (webinars) conducted; 9 seminars with the participation of 500 teachers and managers from both banks of the Dniester river were organized within the project. The topics covered included: Hybrid training methodology and basic instruction; Google's cloud learning suite of hybrid learning; Methods and techniques for the development of critical thinking in the conditions of hybrid learning; How we develop and conduct a hybrid training course; Hybrid learning strategies; Security in the digital age. The participants were actively involved in the proposed approaches and had the opportunity to practice certain techniques, strategies and methods *here and now*.



- Master-class on lesson planning according to the organized hybrid model;

On September 30, 2021, a seminar was held for the first time on the hybrid method with the generic *Strategies and teaching resources for an efficient hybrid teaching*. Within this activity, topics related to hybrid activity were approached, as follows: planning, organization, tools, strategies, teaching resources, rules, scenario and its steps, issues related to adjusting traditional strategies to such an approach, class management, etc. Participants listed the methods used to conduct a hybrid lesson: Google Meet, Zoom, Microsoft Teams, Skype, Messenger platforms; interactive whiteboards Jamboard, Aww App, Class Click, Zoom (whiteboard); digital content / media creation tools (Canva, Piktochart, Genially, Slide Share, Prezi, Sutori, Wakelet) and digital books (StoryJumper, Book Creator, Kizoa, Flipshack, Bookemon), but also for hybrid evaluation (Kahoot, Quizizz, Google Forms, Testmoz, Quizlet, Socrative, Pro Profs). Those 10 teachers and managers present at the face to face activity and 46 participants in an online format online were totally involved in the approaches proposed by the trainer.



- The site specialized in Romanian and Russian created; The created site can be accessed according to the link: <https://blend-learn.tk/>
- The activities and results of the project on the site and the social networks promoted;
- The final conference for the presentation of the best practices from the project held.

Project Coordinator: Lilia NAHABA

7. 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:

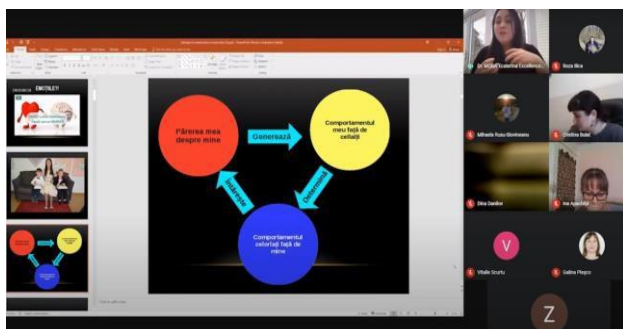
- Carrying out a needs assessment study, in order to identify areas of interest for professional development;
- Identification of 9 topics for teachers training;
- Organizing 18 meetings of the PAIDEIA Club, with the participation of 500 teachers (9 online sessions and 9 face-to-face meetings, including 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 study to assess the training needs of teachers was conducted through an online questionnaire (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 in an online format. At the conference, moderated by R. Bezede and V. Goraș-Postică, which brought together over 40 teachers from various localities, the challenges and perspectives of distance learning from the point of view of teachers were discussed. The debates focused on the results of the online assessment of the current needs for professional development.



- During the period November 2020-May 2021, 18 online sessions of the PAIDEIA Club were organized . on the Google Meet platform, with the participation of around 500 teachers from over 40 localities. As a result, teachers had the possibility to be involved and develop their professional and competencies.
- Each meeting was recorded and placed on the project's website as an open educational resource, along with course materials: <http://red.prodidactica.md/clubul-paideia-altfel/>. Also, other learning and didactic materials elaborated by trainers involved in the project are published on this webpage and are freely accessed by teachers and managers;



- On October 21, 2021, the closing conference – *The PAIDEIA Club Otherwise: experiences and perspectives* took place online. Over 50 teachers from different educational institutions discussed the experience of participation at the club meetings, the lessons learned, the good practices implemented and also the perspectives of continuing the club meetings.
- During this period, the project activities and results were reflected on the www.prodidactica.md webpage, social media – facebook;
- 9 articles about the topics discussed during the club meetings, but also about the results of the project were published in the *Didactica Pro...* magazine.
- 4 videos on didactic tools for teachers and managers and on the participation experience of teachers in PAIDEIA Debate Club online meetings were developed.
- A booklet (90 pages) that present the all 9 topics discussed at the PAIDEIA club's online meetings, including good educational practices, that will be disseminated at national level, was published in 600 copies. The printed version of booklet is distributed to teachers and managers, not only participants at the Club meetings. Also, the electronic version of booklet is available on the prodidactica.md webpage and can be downloaded for free.
- 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 favored 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 2021

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 and continuing education programs accredited by the Quality Assurance Agency in Education and Research and approved by order no. 1095 of 03.08.2021 of the Ministry of Education and Research, issued pursuant to art. 123 (paragraph 4) of the Education Code of the Republic of Moldova no. 152/2014.

Accredited programs include:

- Educational management (complex program, 20 credits);
- Romanian language and literature (complex program, 20 credits);
- Continuous training of trainers (complex program, 17 credits);
- Evaluation of quality in general education (thematic program, 6 credits).

The training activities were carried out 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 that confirm their graduation and which can be used in the certification process were offered. The team of trainers consists 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 2021, 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 2021, the team of trainers of the PRO DIDACTICA Educational Center has responded to the needs of improving the professional development of 133 teachers and managers from several educational institutions, providing a wide range of services:

- A.O. Development Education (AED) - Training of trainers. Modern interactive techniques applied in hybrid training;
- Managers from various general education institutions - Quality assessment in general education;
- Managers in general education (preschool) - Quality assessment in general education.

Program coordinator: Lilia NAHABA

V. 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 2021, 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 (125) – EDUCATION FOR SUSTAINABILITY

- Ensuring the sustainability of the family from the perspective of preventing family conflicts
- Climate resilience - a determinant of sustainable development
- Word definition - a determinant of sustainable development
- Heritage and education: from vision to action. Case study: Cărbuna - locality where cultural heritage is valued
- Promoting education for sustainability by studying geography



Nr. 2 (126) – HYBRID LEARNING

- Mixed or hybrid teaching process: opportunities and difficulties
- Development of communication with preschoolers through interactive group methods
- From face-to-face school to online school: interactive methods applied in context digital education
- Social skills in the context of distance learning



Nr. 3 (127) – AUTONOMY AND RESPONSIBILITY IN EDUCATION

- Freedom or self-control over learning
- Autonomous learning of language and terminological languages
- The burnout syndrome: what it is and how we manage it
- Online evaluation: methods, techniques, tools



Nr. 4-5 (128-129) – LEARNING OTHERWISE

- Competent and visionary management - a priority of the educational system otherwise
- Connected learning - a factor of the cognitive excellence of the deserving student
- The question as a curricular term
- Alternative strategies for working with scientific terms
- Independent school activity combined with play



Nr. 6 (130) – EDUCATIONAL RESILIENCE

- Career resilience
- The contribution of private pre-university education in achieving the educational ideal in the contemporary era
- Gender mainstreaming in intercultural pedagogical approaches: study praxiological in a university context
- Notes for translation teaching
- Emotional resilience: luxury, fad or necessity?



Editor-in-chief: Mariana Vatamanu

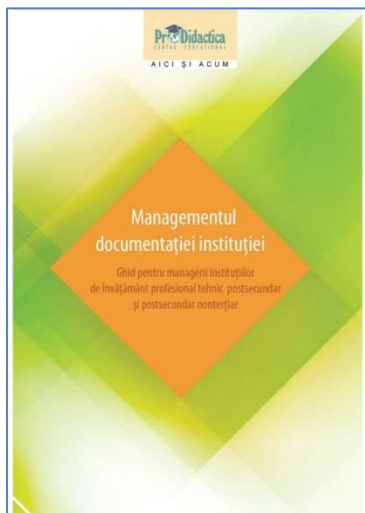
VI. PRO DIDACTICA LIBRARY

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... (2000-2021), 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 the documentation of the institution (Rima BEZEDE (coord.), Valentina CHICU, Serghei LÎSENCO)



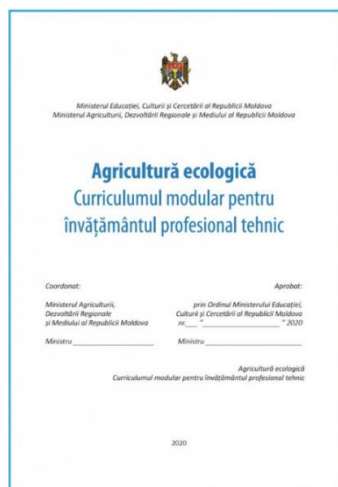
The guide addresses a specific topic, but no less important for the efficient and qualitative functioning of the educational institution. The necessity of its appearance was dictated, on the one hand, by the tendency of the continuous debureaucratization of the activity of the teaching staff and, on the other hand, by the problem of the quality of the institutional documents. The aim of developing the guide is to streamline the work of technical vocational education institutions in working with internal normative and administrative acts. The paper provides accessible guidelines, suggestions and explanations on the development, adoption and monitoring of the application of internal documents. It describes the role, purpose and structure of each type of document, but also the steps to be taken for its qualitative preparation.

The project and the portfolio in the formation of the critical thinking competence (Tatiana Cartaleanu, Olga Cosovan)



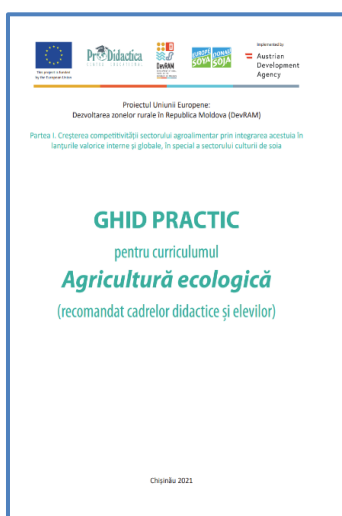
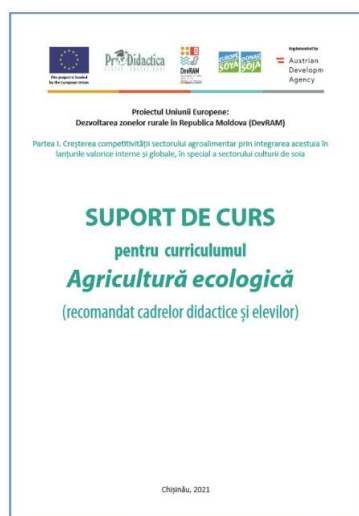
The business card of any professional is his CV. Of course, for those who need to make visible their skills, abilities, dexterity, mastery, a professional portfolio kept up to date and completed with seriousness and honesty, and today a personal page in social networks, an electronic portfolio or a website perfectly favors the CV. The student can learn how to complete such portfolios from the first semester of study at the vocational school, if, of course, those who will train him will not only ask for a portfolio, but will also monitor its development and completion. Of course, a properly structured portfolio includes a summary of the components, and they are ordered based on explicit criteria: chronological or typological (according to the nature of the pieces)..Competence in monitoring one's own professional development process is one that metacognitive and critical thinking skills is specifically targeting, which is why it is so important for the student to learn, from the years of primary professional development, how to behave for lifelong learning, being aware of what and how he/she learns.

Organic Agriculture. Modular curriculum for technical vocational education (working group: Inna Cernicenco et al.)



The modular curriculum *Organic Agriculture* is a normative document that regulates the organization and development of the teaching-learning-assessment process in the context of a competence-based pedagogy. It is a vector of the educational process oriented towards the professional training of the future qualified workers, technicians, agronomists and other categories of specialists. The purpose of the curriculum is to develop professional skills in the application of modern methods and techniques for growing, processing and marketing organic products. The modular curriculum aims to introduce students to the basic concepts of organic agriculture and aims to develop skills that will allow them to realize their full potential, and in the future - the development of a successful career, including the establishment and efficient management of some entrepreneurial activities.

Practical guide for the Organic Agriculture curriculum. Course support for the Organic Agriculture curriculum (working group: Inna Cernicenco et al.)



The guide and course support for the *Organic Agriculture* curriculum have been developed by experts in the field of organic agriculture. They are addressed to teachers and students from the agricultural technical vocational education and will serve as support for the implementation of the course, starting in September 2021. Education in the field of organic Agriculture will be based on the strengths of centers of excellence, colleges and vocational professional schools as providers of agricultural education and quality expertise. These documents will ensure a

fundamental understanding of the organic agriculture industry and contribute to the development of skills on organic crops, soils, animals and the technology of organic agriculture systems.

Curriculum Quality standards in the agri-food field (Natalia Raischi, Iuliu Țurcan)



The curriculum *Quality standards in the agri-food field* aims to restructure the discipline and the context of its implementation, in accordance with the specific legislation in force and with the national reference strategies for the development of education, including technical vocational education, where it will be implemented. This approach to changes in content and context at the curriculum level, which will be relevant and of constructive value in the systemic approach to agricultural education, is based on the analysis of the current national situation, but also of European and international trends in the field with regard to the following concepts: quality, standards, regulation, quality management system, food safety, etc. This curriculum is a methodical tool, which reflects the general framework of teaching the discipline Quality standards in the agri-food field, to ensure a fundamental support to the process of professional development of skilled workers in the agri-food field in the Republic of Moldova.

PAIDEIA Club otherwise: challenges and solutions for online learning (Vitalie Scurtu (coord.), Viorica Goraș-Postică, Rima Bezede et al.)



The booklet brings into focus some of the topics addressed within the PAIDEIA Club *otherwise* directly related to the development of digital skills - Interactive elements in distance learning; Online assessment: methods, techniques, tools, but also topics that capitalize relevant dimensions of the personality of the teacher and manager: Education for integrity; Management of teachers' burnout (burnout syndrome): prevention and intervention techniques; Functional literacy; Transdisciplinary approach to terminology; Emotions management from an educational perspective; Educational partnerships; Motivating students and teachers.