

Educational Center PRO DIDACTICA

ACTIVITY REPORT

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I. GENERAL DATA

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

Mission:

The mission of the Educational Center PRO DIDACTICA is to promote the principles of open society through supporting individuals and organisations interested in continuous personal, professional, cultural, social growth for a better integration in the ever-changing society.

In order to achieve that, PRO DIDACTICA is offering informational, training and consulting programs and services, focusing on development of life-long learning culture and skills, promotion of the values of the knowledge-based society, insurance of inclusion and equal chances for all, and supporting the European integration efforts through education.

Current portfolio of the Centre includes more than 30 training programs for adults/teachers and educational managers, including 6 accredited programs by ANACEC.

Long-term objectives:

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

II. THE MOST IMPORTANT PROJECTS IMPLEMENTED UNTIL PRESENT DAY

GRANTS:

- *Empowering refugee girls and boys from Ukraine through inclusive and empathetic education in the Republic of Moldova, with the support of the Pestalozzi Children's Foundation (Switzerland) – June 2025-December 2026;*
- *The initiative to support refugees launched as part of the humanitarian response in the Republic of Moldova, with financial support of the United Nations Population Fund/UNFPA, January 2024-December 2024;*
- *The "Education" Platform within the framework of the European Union program "Confidence-Building Measures", January 2024-December 2024;*
- *The initiative to support refugees launched as part of the humanitarian response in the Republic of Moldova, with financial support of the United Nations Population Fund/UNFPA, April 2022 – December 2023;*
- *CONSEPT/ Consolidating the Vocational Education Sector in Moldova, implemented in partnership with AED, with financial support of Liechtenstein Development Service, February 2023 – December 2025;*
- *Promoting and developing intercultural education (ICE) for pre-service teacher training (phase II), with financial support of Pestalozzi Children's Foundation, March 2021 – December 2023;*
- *Support to Ukrainian Refugees in Moldova, with financial support of Swiss Solidarity and Pestalozzi Children's Foundation, April-November 2023;*
- *The initiative to support refugees launched as part of the humanitarian response in the Republic of Moldova, with financial support of the United Nations Population Fund/UNFPA, April – March 2023;*
- *Educational platform for strengthening confidence and to facilitate the cooperation between communities from the left and right banks of the Nistru river, EU programme, April 2022 – May 2023;*
- *Updating the "Culture of Neighbourhood" educational course, with financial support of GPPAC, October – December 2022;*
- *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 See 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:

- Consulting services for revision of the *Teachers professional standards and for training program updating*, MER, WB, 2024.
- Implementation of the National Program "Investing in teachers", consulting services contracted by the Ministry of Education, 2024;
- Implementation of the National Program "Investing in teachers", consulting services contracted by the Ministry of Education, 2023;
- Revision and conversion of the training program for teachers in a remote learning course, based on training evaluation, services contracted by Ministry of Education, with support of the World Bank, 2021;
- Conducting the Survey for the "Regional report on inclusion and education in Central and Eastern Europe, Caucasus and Central Asia", services contracted by the NEPC, 2020-2021;
- Development of modules and support materials for teacher training in inclusive education, implemented in partnership with AXA MC, services contracted by Ministry of Education, with support of the World Bank – 2019;
- Comprehensive Education Sector Analysis, implemented in partnership with AXA MC, services contracted by UNICEF – 2018-2019;
- Assessment of the Implementation of Child-centred Education in Moldova, implemented in partnership with CIVITTA, services contracted by UNICEF – 2017;
- Training of trainers for prosecutors, services contracted by the ABA ROLI from Republic of Moldova – October 2015;
- 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 2025

1. STRENGTHENING THE SYSTEM OF TECHNICAL PROFESSIONAL EDUCATION IN MOLDOVA / CONCEPT 5

Component:	Continuous Training of Teachers
Implementing partner:	Education for Development (AED)
Donor:	International Foundation <i>Liechtenstein Development Service</i> (LED)
Implementation period:	February 2023 - December 2025
Annual budget (project year):	340 000 MDL
Goal:	The development of the professional skills of VET teachers through the implementation of the accredited training programs "Critical thinking for professional skills development" and "Project and portfolio in the modern didactic approach"

Activities and results:

1. Training program "Critical thinking for professional skills development"

The training program "Critical Thinking for the Development of Professional Competencies", planned for 2025, was held in the period April-June, with the participation of 12 representatives of vocational schools, colleges and centers of excellence, teachers in the field of IT, transport, electronics, etc.

The sessions of the first module, held on April 8-10, 2025, as in previous years, provided a favorable context for learning and practicing critical thinking development techniques often applied both in theoretical and practical classes. The objectives of the module were achieved, in accordance with the agenda and design of the training. The group, from the very first day, proved to be cooperative, we did not feel moments of tension, even if the opinions expressed were opposite. Consisting of 12 trainees, the group included teachers of various specialties, such as: computer scientists, operators, instructors, but also an English teacher, methodologist, etc. The group was heterogeneous, but this did not hinder the activity, on the contrary, the level of involvement was very high and the activism of the students met expectations. With the exception of one student who was absent on the third day for good reason, attendance was constant and efficient. There were practically no cases of evasion or absence, only a few minutes of delay.



Module II of the program took place between May 6-8, also offline. The topics and techniques selected by the trainers for this training were inspired by the classic version of the LSDGC project. The training conducted within the same previous project was basically resumed, with small adjustments and additions. It was insisted that beyond the application of cooperation and collaboration techniques is the formation of existential skills, the modeling of a behavior necessary for the employee and any person: responsibility, punctuality, risk-taking, effective communication in general, honesty, etc. It was also highlighted several times that the vocational school graduate will be faced with the need to cooperate, to be agreeable in a team, and if such experiences are not frequent and coherent in the training process, the skills required by the labor market in the 21st century will not emerge. The techniques applied: Rubrics, Zigzag, T-Chart,

Graphic Metaphor, Guided Discussion, SWOT Analysis, Parallel Note Agenda, Brainstorming, BINGO, Intelligence Test, Role Play, Value Line, Essay 5 facilitated, in this context, working with adults, and by achieving the transfer, the trainees were convinced that they would also be useful in the classroom.

Module III was held online from May 27 to 29 and focused on the coherent and creative application of LSDGC techniques for the development of professional skills and on the motivation to capitalize on students' multiple intelligences for personal and professional development. Both the topics and the techniques included by the trainers in the activity project were inspired by the classic version of the LSDGC project. Three working days meant 12 sessions built on activities for assimilating and practicing GC development techniques, identifying opportunities for applying critical thinking in the training of skills provided by professional standards, activities that required the creation of a strategic vision for the coherent and creative application of LSDGC techniques for the development of professional skills and, of course, the motivation to capitalize on students' multiple intelligences through interactive techniques, for personal and professional development.



The follow-up activity was held offline, on June 11, 2025, with the participation of 9 students. 3 students sent their homework via email. It was an activity where each student took the floor and presented snippets of their own experience in applying the elements of Critical Thinking in the classroom. The students' performance was evaluated through the interview technique, so that each participant had the opportunity to engage in a constructive dialogue with their colleague by asking questions and providing answers.

2. Training program *Project and portfolio in the modern didactic approach*

The continuing education program "Project and Portfolio in the Approach to Modern Didactics" took place during October - December 2025: Module I during October 7-9, 2025, offline; Module II during November 4-6, 2025, offline; Module III during November 25-27, 2025, online; The follow-up took place on December 9, offline.

The training sessions were prepared and moderated by the Center's trainers: Ms. Tatiana Cartaleanu and Ms. Olga Cosovan. 12 teachers and foremen from 11 vocational education institutions participated in the program.

Sesiunile traininului au fost pregătite și moderate decătore formatorii Centrului: dna Tatiana Cartaleanu și dna Olga Cosovan. La program au participant 12 profesori și maiștri din 11 instituții de învățământ profesional tehnic.

Within the first module, the portfolio was approached from various perspectives. The module's objectives were largely achieved. In this module, the trainers created a context in which constructive debates and discussions were initiated, they examined the range of acceptable alternatives in relation to the typology of portfolios, as well as the procedure for accumulating and evaluating portfolios. The main form of conception and implementation of the approach was the model lesson, built within the ERRE framework. During the activity, there were no people who did not get involved, but their degree of involvement was proportional to the experience of applying the strategies and the certainty that they were doing it correctly.

Module II, which was also held at CE PRO DIDACTICA, focused on the learning project. As in previous editions, this training explored the systemic and systematic approach to the project, as well as the clarity of learning objectives. Emphasis was placed on the typological diversity of projects and the variety of evaluable output products. The trainers also promoted the idea that projects, seen holistically, must be applied at certain moments of professional training and be part of the skills development strategy, therefore the right moments must be identified for the presentation of project products.

Module III was scheduled for online activity, after the first two trainings were carried out offline and the trainees managed to form a dynamic learning community. The previously adjusted project for online training was followed and, to the extent that the trainees showed responsibility and demonstrated digital skills, the activities went very well. This module came to answer the question that anyone who intends to apply the portfolio and the project in the formation of professional skills asks: "But how do we evaluate?" Emphasis was placed on presenting, discussing and developing evaluation grids for different products and determining all the requirements for the product in formulating the project task. Although at a distance, the students felt like a group, they behaved collegially, relationships are already established and clear. No behavioral problems were found, communication was correct and adequate.



The follow-up session took place offline. The students conceptualized a project task, with an algorithm and all that is necessary, product evaluation grids, etc. In relation to the content taught, the topics presented were varied factually/thematically and procedurally. We appreciate the fact that each one chose a different form from that presented by others and it was very interesting to watch the surprise of the assistance. Those present had the topics prepared, listened to each other and asked questions to their colleagues. 2 people presented the topic remotely. As always, what distinguishes one student from another is originality and didactic creativity.

Project coordinator: dr. Rima BEZEDE

2. THE INITIATIVE TO SUPPORT REFUGEES LAUNCHED AS PART OF THE HUMANITARIAN RESPONSE IN THE REPUBLIC OF MOLDOVA

Donor:	United Nations Population Fund/UNFPA
Implementation period:	January-December 2025
Implementing partner:	Educational Center PRO DIDACTICA
Budget:	238 195 USD
Target group:	Ukrainian refugees Ukrainian refugee women and girls, adolescent girls and boys from Ukraine and from the host community

Goal:

- Ensuring the effective functioning of static Safe Spaces for Girls and Women in: Chişinău (Technical University of Moldova; Municipal Center of Young Naturalists); Criuleni (Vocational School); the Accommodation Center for Roma refugees; Congaz village, Comrat district.

Activities and results:

- **Services provided within the Safe Spaces for Women and Girls**

In 2025, the Safe Spaces delivered a wide range of services to Ukrainian refugees—girls, women, adolescents, and youth—as well as to members of the host community, in an environment free from discrimination and violence, ensuring physical, emotional, and social safety.

Their activities included individual psychosocial support; group informational and recreational activities; life skills development and non-formal/vocational education; gender-based violence (GBV) awareness-raising activities; and women’s empowerment initiatives.

Within the psychosocial support component, services such as psychological first aid, individual, group, and family counseling, crisis intervention, and referrals to specialized services were provided, primarily to girls and women, and in exceptional cases to men. Group activities included information sessions (particularly on GBV), art therapy, movie nights, cultural and sports activities, thematic discussions, and peer support groups, contributing to enhanced well-being, resilience, and social cohesion.

Capacity-building activities focused on developing social and professional skills, including interpersonal communication, decision-making, problem-solving, and inclusion. Comprehensive sexuality education sessions, Romanian language courses, and digital literacy trainings were organized, supporting beneficiaries in career orientation and labor market integration. In the area of GBV awareness, information and awareness-raising activities were conducted on the nature and consequences of GBV, available services, and ways to manage risk situations.

Through these activities, the Safe Spaces provided a secure environment for communication and socialization, access to psychological and social support, multidisciplinary GBV response services, and information on GBV prevention, comprehensive sexuality education, and menstrual hygiene.



• **Women's empowerment Component**

The initiative aimed to empower refugee women through vocational training, facilitating their socioeconomic integration and financial independence.

Results:

- Three partial qualification (micro-qualification) programs were developed within the project and approved by the Ministry of Education and Research of the Republic of Moldova for the occupations of Cook, Hairdresser, and Sewing Operator:
 - Cook – Partial qualification (micro-qualification) program for Cook, developed and implemented in partnership with the Center of Excellence in Services and Food Processing in Bălți.
 - Sewing Operator – Partial qualification (micro-qualification) program in Garment Making and Repair, developed and implemented in partnership with the Vocational School in Criuleni.
 - Hairdresser – Partial qualification (micro-qualification) program in Women's Haircut Modeling and Styling – Professional Techniques, developed and implemented in partnership with the Center of Excellence in Light Industry in Chișinău.



- Training activities were delivered to 39 refugee women from Ukraine and 6 women from vulnerable backgrounds in the Republic of Moldova.
- Basic professional toolkits for each of the three occupations were provided to beneficiaries.
- Professional competencies were developed to support rapid labor market integration or the launch of small businesses.
- Beneficiaries successfully passed the qualification exams.
- Professional training certificates, issued by the Information and Communication Technologies in Education Center and approved by the Ministry of Education and Research of the Republic of Moldova, were awarded to graduates of the micro-qualification programs.

Other relevant results:

- Over 3,500 people benefited from multisectoral services responding to gender-based violence in Criuleni, Congaz, and Chişinău.
- 9 focus groups were conducted with the participation of girls and women;
- 120 dignity kits were provided to women;
- 30 sets for mothers were provided;
- Over 60 news items about the project's activities were published in the magazine "Didactica Pro" and on the websites and Facebook pages of the PRO DIDACTICA Educational Center.

Project coordinator: Lilia NAHABA

3. THE "EDUCATION" PLATFORM WITHIN THE EUROPEAN UNION PROGRAMME "CONFIDENCE-BUILDING MEASURES"

Donor:	European Union Confidence-Building Measures Programme (SCBM)
Implementation period:	March 2024 – August 2025
Budget:	26 775 USD
Implementers:	UNDP Moldova, in partnership with the Educational Center PRO DIDACTICA and the Center for Innovative Educational and Social Programs (Tiraspol)
Target group:	Teachers and managers from both banks of the Dniester

Activities and results:

- Study visit to Tekwill, Comrat
- Seminars on students' career guidance
- Seminar "The Use of Artificial Intelligence in Digital Education: Challenges and Opportunities"
- "Education Platform": experience exchange for enhancing educational effectiveness

1. Study Visit to Tekwill, Comrat

On March 26, 2025, a study visit to Tekwill Comrat took place as part of a series of initiatives aimed at preparing managerial and teaching staff from both banks of the Nistru River for the digitalization of the teaching and learning process across all levels of education.

The activity was facilitated by Liubov Mitioglo, Regional Manager and Tekwill UTA Gagauzia Expert, and Tatiana Culeva, Chief Specialist at the UTA Gagauzia Department of Education and Coordinator of Regional Mentorship Programs for improving teachers' IT competencies. Participants learned about Tekwill's experience in promoting digital education, the steps undertaken toward school digital transformation, and the ICT tools used in instructional and extracurricular activities.

The agenda also included a presentation session focused on disseminating best practices in digital education, with several students joining online. They demonstrated not only programming skills but also creativity in developing educational content.

Participants were also introduced to the project "Tekwill in Every School," which prioritizes investment in education, digital skills development, and IT knowledge among students.

During the visit, Dr. Svetlana Ghenova, Associate Professor and Vice-Rector for Research and International Relations, presented the history, structure, and activities of Comrat State University.

2. Career Guidance Seminar for Students (I)

On March 28, the seminar "Education for the Future: Which IT Fields Should Be Integrated Today for Students' Success Tomorrow?" was held. Facilitated by trainers Victoria Calistru and Alexandru Obada, the event took place in a hybrid format (online and offline) at the "Future Classroom" of Ion Creangă State Pedagogical University.

This training session marked the first in a series aimed at supporting high school students in their career self-determination and guiding them toward professions in demand on the labor market. It also focused on motivating students to acquire modern information technologies and enhance their digital competencies as a foundation for new career opportunities.

Organized under the ERRE framework, the seminar was structured into three learning sessions providing both informational and practical support for student career guidance. Key topics included: “Cybersecurity in Schools – Key Competencies for the Digital Generation”; “From Digital Consumers to Digital Creators – Developing Students’ Competencies for Successful IT Careers”; “Artificial Intelligence – A Key Factor in Preparing Students for the Future”.

The learning sessions were complemented by discussions and practical tasks. Approximately 50 participants attending in hybrid format explored strategies, tools, and methods for integrating ICT into career guidance during classes across all subjects, as well as in extracurricular activities. They developed competencies necessary for implementing innovative ICT-based career guidance practices and exchanged experiences in this area.



3. Continuing Professional Development Seminar for Students’ Career Guidance (II)

On April 9, the second part of the seminar “Education for the Future: Which IT Fields Should Be Integrated Today for Students’ Success Tomorrow?” was conducted by trainers Victoria Calistru and Alexandru Obada. The training was delivered in a hybrid format, both online and offline, at the “Future Classroom” of Ion Creangă State Pedagogical University. Fifty managerial and teaching staff members from both banks of the Nistru River continued to deepen their knowledge and develop the skills needed to support upper secondary school students in their career self-determination and orientation toward professions in demand on the labor market. The seminar also focused on motivating students to acquire modern information technologies and strengthen their digital competencies as a foundation for new career opportunities.

During this session, participants explored the potential of web pages as tools for teaching, learning, and assessment; practiced the use of artificial intelligence tools in developing STEAM projects; and were introduced to game design and its positive impact on enhancing and sustaining students’ motivation for learning.

The trainers provided concrete digital solutions and practical approaches that can be successfully implemented in both curricular and extracurricular activities, including in the process of students’ career guidance.

4. Seminar “The Use of Artificial Intelligence in Digital Education: Challenges and Opportunities”

On April 3, 2025, a new seminar was held, facilitated by Dr. Veaceslav Cunev, expert in systemic thinking and artificial intelligence and President of the Association of Private IT Companies in Moldova.

The 90 participants attending both offline and online were introduced to topics such as: “The Main Capabilities of ChatGPT,” “Using Gemini and Perplexity in the Educational Process,” “Prompt Engineering,” and “Working with AI Assistants – Capacities and Application Methods.”

Participants explored in detail how ChatGPT can be used for lesson planning, generating learning materials and tests, and fostering students' digital skills and creativity. Special attention was given to a comparative analysis of ChatGPT alongside two other AI tools – Gemini and Perplexity – and their practical potential within the school environment.



One learning session was dedicated to prompt engineering, the process of designing effective instructions for artificial intelligence models. Recognized as a key 21st-century skill, prompt engineering enables users to obtain accurate and useful responses from neural networks, saving time and providing valuable resources for educational activities.

The final part of the seminar focused on working with AI assistants capable of handling routine tasks, automating processes, and supporting personalized learning. Participants were shown how these technologies can reduce teachers' workload and improve the overall quality of education.

Exploring the potential of artificial intelligence is becoming an essential component of modern teachers' professional development. As technology evolves rapidly, educators must continuously enhance their digital competencies to keep pace and to make education more flexible, efficient, and engaging for students.

5. "Education Platform": Experience Exchange for Enhancing Educational Effectiveness

On May 29, 2025, managers and teachers from both banks of the Nistru River participated in a study visit to several institutions in Chişinău.

The visit began at Impact Academies & Camps (Impact A&C), an organization with seven years of experience in IT education for children. The institution offers 83 study programs based on the Silicon Valley method, focusing on developing critical thinking, preparing students for future professions, fostering creativity, strengthening problem-solving skills, and building self-confidence. Guided by the motto "We transform children from technology consumers into technology creators," Impact A&C provides programs and projects that help beneficiaries develop skills valuable for school, professional life, and personal growth.

Topics related to the digitalization of education and students' vocational guidance were also addressed at the Municipal Center of Young Naturalists, where a workshop was organized.

The Center's Director, Cezara Cornienco, presented a brief overview of the institution's history and development. Her colleagues, Ana Maximovici and Octavian Grosu, delivered presentations on various aspects of adolescent career guidance, focusing on supporting students in their professional self-determination, guiding them toward professions in demand on the labor market, motivating them to acquire modern information technologies, and enhancing their digital competencies as a foundation for new opportunities.

The cultural component of the project, aimed at building partnerships and strengthening professional relationships between managerial and teaching staff from both banks of the Nistru River, was also included

in the agenda through visits to several cultural and historical landmarks in the capital. Among them was the City Museum – the Water Tower, where participants learned about the evolution of Chişinău from its founding to the present day.

Through its diverse and comprehensive program, the study visit facilitated a valuable exchange of experience between educational institutions and professionals from both banks of the Nistru River, contributing to the successful advancement of the digitalization process in the education system.

Project coordinator: Lilia NAHABA

4. EMPOWERING UKRAINIAN REFUGEE GIRLS AND BOYS THROUGH INCLUSIVE AND SUPPORTIVE EDUCATION IN MOLDOVA

Donor:	Pestalozzi Children's Foundation (Switzerland)
Period of implementation:	15 June 2025 - 31 December 2026
Implementation regions:	Chişinău, Criuleni, Cimişlia, Donduşeni, Comrat, Ceadăr-Lunga, Vulcăneşti
Target group:	Refugee children and parents from Ukraine; children and parents from host communities; teachers and representatives of local public authorities.
Goal:	To facilitate access to quality, inclusive, and empathetic education for refugee children from Ukraine, while contributing to their harmonious integration into host communities. The project focuses on two strategic directions: strengthening equitable education through teacher training and improving local policies for sustainable institutional collaboration.

1. Educational and psychosocial support for children

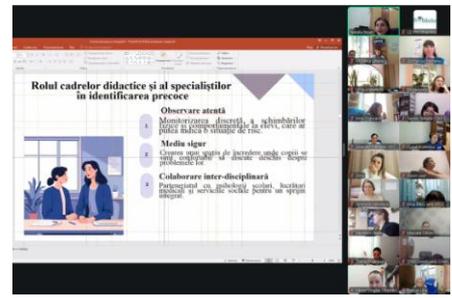
In 2025, direct interventions aimed to reduce barriers to learning and socialization for 437 children (223 girls and 214 boys), including 262 refugee children and 175 students from local communities.

- **Linguistic and academic integration:** Romanian language lessons, vital for children accessing the national education system, were held in the seven Digital Hubs in the partner regions. The result is tangible: 198 students have improved their language skills and are now able to hold simple conversations and interact naturally in the community.
- **School catch-up and after-school program:** For children enrolled in national schools, catch-up lessons in mathematics, science, and language were organized. At the same time, for those continuing their studies online according to the Ukrainian curriculum, the project offered a dedicated after-school program. Eight teaching materials (teacher guides and workbooks) were developed, ensuring continuity of learning even for children at a distance.
- **Intercultural Education and Peaceful Coexistence:** This component focused on extracurricular activities, sports, and recreation, facilitating connections between refugee children and their local peers. Through joint participation, mutual trust was increased and feelings of isolation were reduced.
- **Psychosocial support and resilience:** Psychologists from the Hubs provided group support to develop resilience and well-being. The results indicate a noticeable decrease in anxiety and stress, with refugee children becoming more independent and receptive to the school environment.
- **Equipment and resources:** The seven Hubs were equipped with modern IT equipment (laptops, tablets) and ergonomic furniture. In addition, 669 children received vouchers for school supplies and backpacks tailored to their individual needs, ensuring them a fair start to the school year.

2. Support for parents and community cohesion

A priority for 2025 was to strengthen the link between refugee families and social or educational services in the Republic of Moldova. 438 refugee parents and 83 parents from host communities participated in the activities.

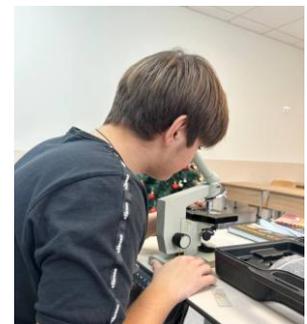
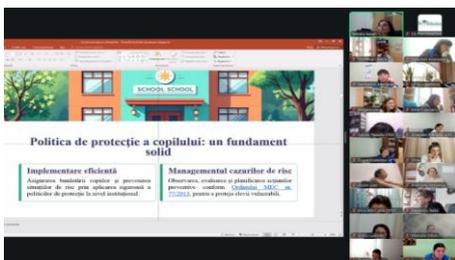
- **Information and guidance sessions:** 14 sessions were organized for parents (including vulnerable groups, Roma families, and single women). In collaboration with local authorities, topics such as the value of education, the risks of early marriage, and parental responsibility in the context of displacement were addressed. As a result of this effort, 12 refugee children were enrolled in national schools.
- **Information resources:** A detailed information brochure (24 pages, in Ukrainian and Russian) was distributed. It provides clear steps for enrolling in school and accessing legal, medical, or psychosocial support, including contact details for relevant institutions in all seven partner communities.
- **Multicultural events:** The seven activities dedicated to multiculturalism created authentic bridges of communication. They increased the sense of belonging and highlighted the fact that parents' challenges are similar regardless of nationality, thus promoting empathy and solidarity.



3. Institutional development and local sustainability

To ensure a lasting impact, the project invested in the response capacity of teachers and local institutions.

- **Training of specialists:** Educators and psychologists from the seven regions received training in inclusive education, child protection (CP), gender-based violence (GBV) prevention, and psycho-pedagogical assessment. These specialists now apply modern integration techniques in group and classroom activities.
- **Child protection and gender inclusion policies:** Representatives of schools and hubs participated in training on the development of child protection and gender inclusion policies. During 2026, these documents will become operational in all partner locations.
- **Case management and monitoring:** Training was provided for 87 representatives of local public authorities, education departments, CRAP, and social workers. The focus was on updated educational and social policies, effective case management, and monitoring the progress of students studying online. Five monitoring mechanisms were developed to enable early identification of children at risk of dropping out or isolation.



Project coordinator: Cristina TÎMBUR

5. ERASMUS+ "TRANSFORMING TEACHER EDUCATION FOR GREEN AND DIGITAL TRANSITION IN ARMENIA AND MOLDOVA"

Donor:	Commission of the European Union
Implementation period:	February 2024-2027
Implementing partners:	Ministry of Education and Research (MER), E.C. PRO DIDACTICA, "A. Russo" State University of Balti and "I. Creanga" Pedagogical State University of Chisinau
Project beneficiaries and partners:	<i>Universities:</i> K. Abovyan" State Pedagogical University (ASPU), Yerevan State University (YSU), "M. Nalbandyan" State Pedagogical University of Shirak (SHSU), Armenia; "I. Creanga" Pedagogical State University of Chisinau (UPSC), "A. Russo" State University of Balti (USARB), Moldova. <i>Partner universities:</i> Universidade da Beira Interior (UBI), Portugal; Masaryk University of Brno (MU), Czech Republic; Universidad de Valladolid (UVa), Spain. <i>Civil society organizations:</i> National Center for Development and Innovation in Education (NCEDI), Armenia; Armenian Center for Education Policy and Management NGO Armenian Center for Education Policy and Management (ACEP), Armenia; E.C. PRO DIDACTICA (ECPD), Moldova. <i>Ministries:</i> Ministry of Education, Science, Culture and Sport of the Republic of Armenia (MESCS), Armenia; Ministry of Education and Research (MER), Moldova.

The T4GREEN project aims at reforming teacher education in Armenia and Moldova enabling the shift from traditional to future-oriented curricula and teaching methods towards attainment of the national goals of general education and supporting green and digital transition. This intervention is justified taking into account the situation in Armenia and Moldova with teacher shortage, lack of interest towards career of teacher, the transformation of the role of a teacher in modern society and the non-attractiveness of school program for learners in general conditioned by the out-of-date methodology and curricula.

Specific objectives:

- Capacity building of national and institutional administrators, decision makers, lecturers and researchers to transform teacher education policy and programs towards attainment of the national goals of general education, green and digital transition.
- Development of "National Concept for Teacher Education (NCTE)" promoting the shift from traditional to future, green and digital oriented teacher training curricula and methods.
- Development of benchmarks for different level teacher initial education and revision of bachelor, master, as well as short credit program.
- Revision of teacher initial education program in Bachelor, Master, as well as short credit program levels.

Activities and results:

1. Participation in International Capacity-Building Activities

PRO DIDACTICA experts and affiliated educators participated in a five-day international workshop organised within the T4Green project, hosted by a European partner university. The workshop

brought together teacher educators, policy experts, and institutional leaders from Moldova, Armenia, and EU countries. Key thematic areas included: Green transition and sustainability in teacher education; Digital tools and methodologies for modern teaching; Innovative learning environments and interdisciplinary approaches; European policy frameworks related to green and digital education. This participation enabled PRO DIDACTICA to: Exchange best practices with international partners; Analyse transferable models for Moldova; Strengthen institutional expertise in green and digital pedagogy.



2. National Dissemination and Knowledge Transfer

EC PRO DIDACTICA ensured the dissemination of project results at national level, targeting: Teacher trainers; School teachers; Educational managers and methodologists. Dissemination activities included: Internal expert discussions and reflection sessions; Integration of T4Green concepts into ongoing PRO DIDACTICA training programmes; Promotion of green and digital education principles through professional learning communities.



3. Support for Inclusive and Sustainable Education

In accordance with its institutional mandate, CE PRO DIDACTICA ensured that T4Green activities reflect: the principles of inclusive education, including equal access to learning opportunities; a focus on education for sustainable development, climate change awareness, and responsible citizenship; practical pedagogical solutions, adaptable to various school contexts, including rural and disadvantaged areas.

In addition, the T4Green project in 2025 generated the following results: strengthening institutional capacity in the field of green and digital education; raising awareness among teachers in the Republic of Moldova about European approaches to sustainability-oriented education; expansion of professional networks with European and regional partners; initial steps in integrating green and digital skills into teacher training programs.

The results of the activities within the T4Green project will be capitalized on through: the continuous integration of green and digital topics into CE PRO DIDACTICA's training offer; maintaining cooperation with national and international partners; contributing to the public policy dialogue on teacher training reform in the Republic of Moldova; expanding and replicating successful approaches through future projects and donor-funded initiatives.

Project coordinator: Daniela PREAȘCA

IV. CONTINUOUS TRAINING SERVICES 2025

The PRO DIDACTICA Educational Center provided continuing education services based on the program approved by the Ministry of Education, Culture, and Research of the Republic of Moldova through Order No. 410 of October 5, 2017, and continuing education programs accredited by the Agency for Quality Assurance 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 (para. 4) of the Education Code of the Republic of Moldova no. 152/2014.

The accredited programs include:

- Educational management (complex program, 20 credits);
- Continuing education for teachers. Romanian language and literature (complex program, 20 credits);
- Continuing education for trainers (complex program, 17 credits);
- Creation of Open Digital Educational Resources (thematic program, 6 credits);
- Psychopedagogy (complex program, 6 credits);

The training activities were carried out in the field of adult education and training through courses, for the continuous training and additional methodological preparation of teachers, as well as on the basis of cooperation agreements concluded with the Ministry of Education, Culture, and Research of the Republic of Moldova. At the end of the courses, certificates confirming their completion were awarded, which can be used in the certification process. The team of trainers consists of employees of the Center, expert consultants, and teacher trainers from various educational institutions in the Republic of Moldova, who have improved their knowledge and skills at numerous training centers in Romania, the USA, France, Canada, Great Britain, Belgium, Hungary, Russia, Germany, Austria, etc. The Center has a Resource and Training Room, which is equipped with over six thousand educational and reference books in the fields of general and educational management, pedagogy and general didactics, subject didactics, and psychology. In 2024, modules that met the training needs of teachers were selected from the program package. The cost of a comprehensive training course was determined based on the conditions, covering, first and foremost, the costs of developing and delivering the training programs and the materials used.

The content and duration of the courses were determined based on the participants' wishes and needs. During 2025, the team of trainers at the PRO DIDACTICA Educational Center responded to a large number of requests, with programs involving approximately 400 students.

Among the most requested programs were: Continuing Education for Trainers, Psychopedagogy, and Educational Management.

Information on other activities offered free of charge in donor-funded projects was posted on the Center's website: <http://www.prodidactica.md>

Program coordinator: Lilia NAHABA

V. DIDACTICA PRO... MAGAZINE

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

During 2025, six issues of the educational theory and practice magazine DIDACTICA PRO... were published, with a circulation of 350 copies each. The publication was distributed through several agencies (POȘTA MOLDOVEI, PRESS INFORM-CURIER), with approximately 400 subscribers.

Nr. 1 (149) – EUROPEAN EDUCATION AREA: COMPUTERIZATION OF EDUCATION

- Considerații conceptual-metodologice cu privire la dezvoltarea competențelor didactice prin e-learning
- Digitalizarea învățământului: politici naționale europene
- Conceptual and methodological considerations regarding the development of teaching skills through e-learning
- Digitization of education: European national policies
- Summary: the plot of a transdisciplinary competence
- Aspects of the professional training of support teachers for the individualized instruction of students with SEN

Nr. 2 (150) – 21ST CENTURY CITIZEN COMPETENCES

- Integrating mobile applications into teaching metrology: an innovative approach to ethnic education
- Traditional and modern types and methods of assessment and evaluation in art classes
- Romanian language and literature curriculum and textbook for 5th grade: monitoring and evaluation sequences by teachers
- Changing the paradigm of literary text teaching in the digital age
- 21st century civic skills

Nr. 3-4 (151-152) – EDUCATION FOR TRANSFORMATION

- School education: cultivating happiness and fundamental human conditions in students
- Internal school evaluation: between rhetoric and reality
- Ways of assimilating literary language, a motivation for primary school students
- ILIADA integrated learning: an innovative model of curriculum integration for transversal skills

Nr. 5 (153) – TEACHING CAREER: BETWEEN STANDARDIZATION AND THE CHALLENGES OF IMMEDIATE REALITIES

- Professional competency standards for teachers in the Republic of Moldova and the challenges of contemporary education
- Pedagogical reflection in the context of modern mentoring
- Planning the teaching process: analysis of a standard

Nr. 6 (154) – INCLUSIVE LEADERSHIP

- International and national models and practices in the field of mentoring
- Pedagogical innovation and educational change: the transition from traditional to innovative schooling
- Integrating school mediation as a strategic direction for strengthening education
- The history and geography of (ortho)graphic skills
- Leadership in education developed as inclusive leadership

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... (2000-2023), 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

Development and implementation of micro-qualification programs. Methodological guide (authors: Lilia Buimestru, Sergiu Coceaș, Elena Nicolaev)



Micro-qualifications are transforming education and training systems around the world, offering accessible, flexible, skills-based certifications. In the Republic of Moldova, their importance is particularly evident, given the challenges posed by a rapidly changing labor market and an aging workforce. This guide –developed as part of the International Labor Organization's project "Inclusive and Productive Employment in Moldova," funded by the Swiss State Secretariat for Economic Affairs – aims to support training providers and curriculum developers in designing short-term programs for adults that lead to recognized micro-qualifications. The approach is adapted to the Moldovan context and aligns with national regulations, providing accredited educational institutions with a practical framework for offering adult learners relevant and high-quality training.

Leadership for inclusive education in the Republic of Moldova (authors: Viorica Goraș-Postică, Daniela Preașca)



The study is based on the principles of inclusive education, which promotes the participation and success of all students, taking into account the needs and particularities of each individual. In the Republic of Moldova, school management plays an essential role in building an inclusive culture and ensuring equitable access to quality education, especially for vulnerable children. The research, conducted in 2024 using mixed methods (questionnaires, interviews, and document analysis), highlights significant progress in promoting inclusive leadership, supported by a legal framework and national policies aligned with European standards. However, challenges such as stereotypes and discrimination against certain groups persist, requiring continued training and awareness-raising among educational actors. Despite these difficulties, there is a strong commitment among school leaders to developing inclusive education. Thus, inclusive leadership is becoming a key factor for educational reforms and for building a fair and modern education system in the Republic of Moldova.