



Moldova Team

Case study in progress from the KIX-EAP learning cycle “Teacher Professional Development at Scale (TPD@Scale)” held in collaboration with the TPD@Scale Coalition for the Global South, through the Foundation for Information Technology Education and Development, Inc. (FIT-ED)

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About case studies in progress

This case study in progress was drafted by a national team that participated in the KIX EAP Learning Cycle on Teacher Professional Development at Scale (TPD@Scale). Case studies in progress are ongoing and incomplete studies. As such, the KIX EAP Hub/ NORRAG does not guarantee the quality of the work nor the accuracy of the data.

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About the KIX-EAP Hub

The Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) is a joint endeavour with the International Development Research Centre (IDRC) to connect expertise, innovation, and knowledge to help GPE partner countries build stronger education systems and accelerate progress toward SDG 4. There are globally four KIX hubs or Regional Learning Partners, overseen by IDRC. The hub functions as a regional forum within KIX. NORRAG (Network for International Policies and Cooperation in Education and Training) is the Regional Learning Partner for the KIX Europe Asia Pacific (EAP) hub.

The KIX EAP hub facilitates cross-country knowledge and innovation exchange and mobilisation, learning, synthesis, and collaboration among national education stakeholders in 21 GPE partner countries in the EAP region. The hub also offers opportunities for peer learning and exchange by means of professional development and inter-country visits.

About the learning cycle on Teacher Professional Development at Scale (TPD@Scale)

This case study is a result of the KIX EAP Learning Cycle ‘Teacher Professional Development at Scale (TPD@Scale)’. Organised by NORRAG in collaboration with the TPD@Scale Coalition for the Global South, through the Foundation for Information Technology Education and Development, Inc. (FIT-ED), this professional development course ran from 23 September to 5 December 2022. Across 10 weeks, this Learning Cycle enabled national experts to examine how ICT-mediated TPD programmes can be scaled through adaptation/localisation to improve students’ learning outcomes. Thirteen national teams of educational sector experts from Bangladesh, Bhutan, Georgia, Kyrgyz Republic, Maldives, Moldova, Mongolia, Nepal, Sudan, Tajikistan, Uzbekistan, Vietnam, and Yemen took part in this Learning Cycle.



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Part 1. Policy Brief

Context and Background

We believe Teacher Professional Development is part of the lifelong learning paradigm which is among the few visions and constructs that stand the test of time. Accordingly, the educational process service becomes increasingly autonomous and transcends the tertiary, quaternary, and quinary sectors of the economy.

In the Republic of Moldova, professional development through continuous training of teaching staff has become a priority through the provisions of the Education Code art. 123 and 124, in which it is mentioned that lifelong learning takes place in the context of formal informal and non-formal education [1]. The continuous training of adults is carried out following the Regulation on continuous training of adults, approved by the Government [2].

The "Education 2030" strategy [3] establishes through the objective #3 the need for the professional development of teaching staff to ensure the educational system of all levels and forms of education, also providing:

- Restructuring the system and reconceptualising the continuous professional training of teaching, scientific-teaching and managerial staff.
- Development of the system of professional guidance and guidance in the teaching career by stimulating the academic performance of pupils, and students from institutions with a pedagogical profile.
- Development and implementation of an effective performance management system in the teaching career from the perspective of promoting innovations, excellence in teaching, and meritocracy.

The Ministry of Education and Research of the Republic of Moldova is responsible for professional development through continuous training, having as its subdivision the Lifelong Learning Service, which establishes the conditions for conducting professional development programs. In 2019, the Methodology for the development of continuous professional training programs for teachers was approved, which provides for the establishment, regulation and monitoring of how the continuous professional training programs correspond to the quality level defined by the Standards for the continuous training of teaching staff in general education.

Providers of continuing professional training services periodically monitor and evaluate the programs and their external evaluation is carried out by the national agency ANACEC.

Performance in the professional career is also encouraged through the attestation procedure for teaching staff according to the Regulation on the attestation of teaching staff in general, vocational and technical education and within psycho-pedagogical assistance services.

Continuous Training Centers have been created in practically all universities in the country, which aim at professionalizing the teaching career by pursuing the objectives related to:

- Psycho-pedagogical, methodical and specialized training (revision of teaching-learning-evaluation methods).
- Social skills (cultivating and developing optimal socio-professional skills and attitudes, changing mentalities, collaborating with the community in a way that leads to the development of students, encouraging self-reflection and professional development).
- Constructive-creative and constructive-actional skills.

Professional development areas include didactic design, learning environment, educational process, professional development, and educational partnerships.

Existing Issues and Challenges of TPD in the Republic of Moldova

- A) Implementing the provisions of Education Code:** Despite the stipulation that the forms of organization of the continuous training of adults are [article 126 point 4] a) full-time; b) part-time; c) at a distance; however in practice continuous education programs are conducted only in full-time format, there are no programs for other forms.
- B) Implementing the provisions of "Education 2030" strategy:**
- Focusing on "digital pedagogy" without investing in teachers' digital competence.
 - Insufficient capitalization on the digital technologies/tools for the quality of teaching, learning and assessment.
 - Using digital equipment without endowing it with specialized educational software (new media, open resources and technologies in education, latest generations of interactive multimedia educational software) - about 40% of pedagogues show a reticent attitude towards the impact of information technologies.
 - Failure to ensure non-formal professional training, including due to the concentration of non-formal professional education service providers in the municipalities of Chisinau and Balti and very low presence in other localities.
 - Failure to ensure informal professional training, also because of lack of mentoring unit and mentoring activity after completion of continuous professional training courses; lack of non-formal professional communities.
 - Neglecting the importance of counselling and continuity monitoring in the field of TPD. In schools and universities there is no systemic approach to employee progress in terms of TPD.
- C) Implementing the provisions of Regulation on continuous training of adults:** Non-compliance with the provision that adult training providers who organize programs in the languages of national minorities or in a language of international circulation, draw up the training program in Romanian and in the respective language of the national minority / in the language of international circulation.
- D) Implementing the provisions of Standards for the continuous training of teaching staff [4], [5]:** Despite the expectation that each teacher, knowing the standards, will be able to identify the strengths and weaknesses of his professional profile, as well as the areas of professional development that require continuous improvement, no tools are provided for such identification.
- E) Failure at the local and national level to ensure self-sustained TPD in terms of financial, managerial and time resources.**
- According to the provisions of the Ministry of Education and Research, educational institutions plan financial means in the amount of at least 2% of the unit's salary fund for continuous professional training based on accredited continuous training programs. Not all teachers fit into these conditions.
 - There are a variety of continuous education programs, but teachers usually enroll in them when they have to fulfil certain formal requirements (application for tenure, etc.) selecting those programs that offer a higher number of credits and / or those that are free.

Proposed Solutions and Policies

Our approach to TPD draws on the analysis of 2 components:

- The Supply of TPD services.
- The Assimilation Capacity for TPD services.

We believe the current problems in the field of TPD, both in Moldova and in other countries, arise due to the unilateral approach to TPD, focusing on the Supply of TPD services and ignoring the need for systemic assessment of the Assimilation Capacity for TPD services.

Solutions and recommendations for the previously identified issues and challenges:

A) Implementing the provisions of Education Code:

- Strengthening lifelong learning, diversifying the forms and services of continuous professional training, the actual implementation of CONTINUOUS PROFESSIONAL TRAINING PROGRAMS AT A DISTANCE. ESPECIALLY THE SYNCHRONOUS ONES.
- Making TPD available on various online and offline platforms, for various levels of connectivity, in different forms: online/synchronous; offline/asynchronous; in person, etc.

B) Implementing the provisions of "Education 2030" strategy:

- Investing in teachers' digital competence as a prerequisite for "digital pedagogy"; implementation of standards for digitalization of education and certification of digital skills of employees in the education system.
- Capitalizing on the digital technologies/tools for the quality of teaching, learning and assessment via using digital equipment endowed with specialized educational software (new media, open resources and technologies in education, latest generations of interactive multimedia educational software).
- Ensuring the access of teachers from districts and rural localities to non-formal professional training, including via elaboration of the mechanisms for identifying continuous training needs, by the institutions responsible at the local and regional level.
- Developing programs that can be adjusted to the individual and institutional needs of the beneficiaries; developing specific programs that meet the demands of particular groups in certain region/district or school.
- Ensuring the valorization by teachers, including from remote localities of the informal professional training, also through the establishment of mentoring unit / function within the Continuous Formation Center, mentoring activity after completion of continuous professional training courses.
- Supporting the creation of non-formal teacher professional communities using online or offline platforms.
- Providing for a systemic approach in schools and universities as to the employees' progress in terms of TPD, including via career guidance and counselling services, and monitoring the continuity in the field of TPD.

C) Implementing the provisions of Regulation on continuous training of adults:

- Compliance by the adult training providers who organize programs in the languages of national minorities or in a language of international circulation with the provision to draw up the training program in Romanian and in the respective language of the national minority / in the language of international circulation.
- Creation of unified digital supports, intended for computer-assisted training and informational education management, also in the national minorities languages.
- Creation and translation of teaching resources in Russian, Bulgarian, Gagauz, etc.

D) Implementing the provisions of Standards for the continuous training of teaching staff:

- Providing at national and institutional level the necessary tools for each teacher, knowing the standards, to be able to identify the strengths and weaknesses of his professional profile, as well as the areas of professional development that require continuous improvement.

E) Ensuring at local and national level the self-sustained TPD in terms of financial, managerial and time resources.

- Modification of the budgetary policy at the ministry level in the sense of granting financial incentives for the creation of TPD Centers in the fields of public interest; ensuring fair competitive conditions for private and state TPD Centers; promoting equity, quality and efficiency of TPD services.
- Conceptualizing and integrating the subject "Assessing Teachers' Wellbeing As A Factor Increasing Their Assimilation Capacity For Tpd Services" into public and private educational policies, including through running advocacy campaigns.

Prioritized Area for Scaling TPD

"Assessing Teachers' Wellbeing as a Factor Increasing Their Assimilation Capacity for TPD Services"

We assume the current problems in the field of TPD, both in Moldova and in other countries, arise due to the unilateral approach to TPD, focusing on the Supply of TPD services and ignoring the need for systemic assessment of the Assimilation Capacity for TPD services.

The Supply of TPD services has progressed substantially in recent times, largely due to ICTs. However, the implementation of various training forms and programs has not ensured self-sustained TPD in the Republic of Moldova.

Therefore, starting from the case of the Republic of Moldova, and then expanding the investigation to other countries, including ex-soviet states, we propose to conceptualize and integrate the subject "Assessing Teachers' Wellbeing as a Factor Increasing Their Assimilation Capacity for TPD Services" into public and private educational policies, including through running advocacy campaigns.

Thus, we presume the Assimilation Capacity for TPD services is mainly determined by 2 factors:

- Teacher attitudes, personal and professional propensity to TPD, and
- Teacher wellbeing.

We assert, in Moldova particularly the latter factor is extremely under-researched, also possibly as a result of the legacy of the Soviet era. Whereas teachers are largely overloaded, practically no one in Moldova addresses the problem of teachers' wellbeing, neither at the level of ministries, central or local authorities, nor at the level of civil society. We believe this is a fundamental problem of the educational system and TPD not only in the Republic of Moldova but also in other countries of the ex-Soviet space.

Some implementation directions:

- Assessing systemically the risks related to the teaching profession in schools, also including:
 - risks related to mental health.
 - school incidents.
 - injuries within the school.
 - school shootings [6] [7].
 - other indicators [8].
- Assessing systemically the time resource needed for physical and psycho-emotional recovery of teaching staff [9] [10].
- Assessing systemically the time resource required for TPD, including formal, non-formal, informal learning (also teachers' professional communities) [11] [12].
- Assessing consistently "Happy Schools Framework", including People, Process, and Place indicators [13].
- Assessing consistently Creativity indicators of both teachers and students [14] [15].

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Part 2. Project Proposal: Scaling Teacher Professional Development

I. Proposed Project Overview

1. Project Particulars

- (a) **Project Title:** "Assessing Teachers' wellbeing as a factor increasing their assimilation capacity for TPD services".
- (b) **Context:** National.
- (c) **Target Participants:** Primary School Teachers, Secondary School Teachers, Technical and Vocation Education Teachers, Higher Education Teachers.
- (d) **Project Duration:** Maximal – at least 3 years.
- (e) **Estimated Project Costs:** Significant costs, considering the scale of the project which aims to start from universities and then gradually produce ripple effects on colleges, technical and vocational schools, secondary schools, and primary schools. Consequently, it is expected that the project could also co-opt funding from other international donors including the World Bank, UN profile subdivisions, and funding from the European Union for the Republic of Moldova as a candidate country for EU accession.

2. Project Group Members and Partners

Project Group Members:

- ASEM – Academy of Economic Studies of Moldova.
- Moldovan universities that offer pedagogical studies: Moldova State University from Chişinău, Pedagogical State University "Ion Creangă" from Chişinău, State University "Alec Russo" from Bălţi, State University "B. P. Hasdeu" from Cahul and others.

Project Partners will include Domestic and International Partners:


- Domestic Partners:
 - ANACEC – The National Agency for Quality Assurance in Education and Research of the Republic of Moldova¹.
 - Ministry of Education and Research of the Republic of Moldova.
 - Ministry of Labour and Social Protection of the Republic of Moldova.
 - Local Public Authorities and others.
- International Partners:
 - The Global Partnership for Education Knowledge and Innovation Exchange / KIX EAP Hub and its partners.
 - Agence Universitaire Francophone (AUF).

3. Summary of the proposed project

The main aim of the project is to conceptualize and integrate the matter "Assessing teachers' wellbeing as a factor increasing their assimilation capacity for TPD services" into the educational policies at both national and local levels, including through running advocacy campaigns.

The project is urgent considering that teachers in the Republic of Moldova are largely overloaded while a systemic approach to the teachers' wellbeing is lacking. The problems of TPD arise due to a unilateral approach, focusing on the offer of TPD services and ignoring the need for systemic assessment of the assimilation capacity of TPD services.

¹ ANACEC is an affiliate member of the European Association for Quality Assurance in Higher Education (ENQA); full member of The Standing International Conference of Inspectorates (SICI); full member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA).



The long-term strategic goal of the project refers to ensuring conditions for self-sustained TPD. The short-term goal envisages covering the vacant positions of teachers, particularly in the rural areas, including with young specialists.

The project will involve major domestic stakeholders such as universities, ANACEC, ER Ministry, LSP Ministry, and Local Public Authorities. It is expected to have an important impact on solving recruitment and retention issues in the schools, reducing migration and returning human capital to schools.

The project will involve major international stakeholders such as The Global Partnership for Education Knowledge and Innovation Exchange; and Agence Universitaire Francophone. Based on the results achieved in the Republic of Moldova, the international partners could consider expanding the project to other countries.

In the context of the current status of the Republic of Moldova as a candidate country for joining the European Union, donors from the EU and other international donors could become stakeholders in this scaling project.

II. Proposed Project Description

1. Main aim, objectives and deliverables in the context of a targeted set of challenges and issues

The main aim of the project:

Conceptualizing and integrating the matter “Assessing teachers' wellbeing as a factor increasing their assimilation capacity for TPD services” into the educational policies at both national and local levels, including through running advocacy campaigns.

The main aim of the project correlates with its long-term strategic goal.

The long-term strategic goal of the project:

Providing conditions in the Republic of Moldova, at both national and local levels, to ensure **self-sustained TPD** in terms of financial, managerial and time resources, which in turn will boost the returns of investments in the education sphere of the R. Moldova. At the same time, these investments will become strategic for the sustainable development of the country.

The short-term goal of the project:

Covering the vacant positions of teachers, particularly in the rural areas of Moldova, including with young specialists who would be motivated and inspired to activate, engage in TPD and make a career in the educational sphere of the country.

The objectives of the project will include:

- Conceptualizing the matter “Assessing teachers' wellbeing as a factor increasing their assimilation capacity for TPD services”.
- Developing a set of indicators for assessing teachers' wellbeing in both public and private educational institutions, at all levels: primary and secondary schools, professional technical schools, colleges, and universities. Indicators should include both direct indicators, e.g. questionnaires completed by teachers, and indirect indicators.
- Developing a national digital platform for the evaluation of teachers' wellbeing indicators, which implicitly will also serve to assess the performance of managers/public officials from educational institutions and from state bodies responsible for managing the educational sphere in the Republic of Moldova.
- Collection and processing of data on the national digital platform for the evaluation of teachers' wellbeing indicators.
- Integrating the matter “Assessing teachers' wellbeing as a factor increasing their assimilation capacity for TPD services” into the educational policies at both national and local levels.

- Running advocacy campaigns aiming at raising public awareness of the fact that the physical, mental, and psycho-emotional health of today's teachers directly determines the vitality of current and future generations of the country's population.

The deliverables of the project will include:

- The concept of the Ministry, publicly debated in advance and approved, on "Assessing teachers' wellbeing as a factor increasing their assimilation capacity for TPD services".
- Systemic assessment of the risks related to the teaching profession in schools, also including risks related to mental health; school incidents; injuries within the school; school shootings [6] [7]; other indicators [8].
- Systemic assessment of the time resource needed for physical and psycho-emotional recovery of teaching staff [9] [10].
- Systemic assessment of the time resource required for TPD, including formal, non-formal, and informal learning (also teachers' professional communities) [11] [12].
- Consistent assessment of the "Happy Schools Framework", including People, Process, and Place indicators [13].
- Consistent assessment of Creativity indicators of both teachers and students [14] [15].
- Consistent assessment of the Social and Emotional Learning framework in the schools [16].

2. The approach/framework/model and strategies to be employed to achieve the proposed aim, objectives, and deliverables

Teacher Professional Development is part of the lifelong learning paradigm, which in turn, determines the fact that the educational process/service becomes increasingly autonomous and transcends the tertiary, quaternary, and quinary sectors of the economy.

In the Republic of Moldova, professional development through continuous training of teaching staff has become a priority through the provisions of the Education Code [1], the Regulation on continuous training of adults, approved by the Government [2] the "Education 2030" strategy [3], Standards for the continuous training of teaching staff [4], [5], and other legislative acts. The Ministry of Education and Research is responsible for TPD whilst the external evaluation of TPD programs is carried out by the national agency ANACEC. Performance in the professional career is also encouraged through the attestation procedure for teaching staff. Continuous Training Centres have been created in practically all universities of the country.

At the same time, the identified issues and challenges of TPD may be classified into those referring to the implementation of the legislative acts and those consisting in **failure at the local and national level to ensure self-sustained TPD** in terms of financial, managerial and time resources.

For instance, whilst according to the provisions of the Ministry, educational institutions plan financial means in the amount of at least 2% of the unit's salary fund for continuous professional training based on accredited programs, not all teachers fit into these conditions. Likewise, there is a variety of continuous education programs, but teachers usually enrol in them when they have to fulfil certain formal requirements (application for tenure, etc.) selecting the programs that offer a higher number of credits and/ or those that are free.

We propose to address existing issues and challenges of TPD capitalizing on People, Process, and Place.

Methodological framework of the project

The methodological framework of our project includes the following investigation lines:

- Learning-teaching processes and the effective use of Time Resources. Teachers are overloaded. The vocation of an educator more than any other implies dedication, and altruism, which by their nature, transcend the 24-hour frame of the day and do not lend themselves to being measured in hours of the working day/work schedule.
- Pandemics lessons for balancing the Learning-teaching process and the effective use of Time Resources.

- Learning-teaching dimensions. The direct outcome of learning-teaching is essentially intangible as it refers to the impact on human personality and behaviour, as well as their energetic and spiritual dimensions. Simultaneously, it is deemed that a passion-based economy is gradually becoming the new paradigm of economic development.

Standardized statistics fail to capture the direct outcome, measuring mainly the indirect effects of the educational process in quantitative-material terms.

Despite the expansion of ICT, the educational process proves impossible without human touch and human mediation. Presumably, the educational process is increasingly becoming a combination of being digital but also being very human. In the educational process, artificial intelligence/creativity cannot replace human intelligence/creativity.

Considering the above, the profession of educator is among the most stressful. Already in the Republic of Moldova, the Labour Code (Art. 96) stipulates the profession of educator as one with increased intellectual and psycho-emotional effort, for which the working day is reduced to 35 hours per week compared to the standard 40 hours. Considering the above-mentioned, the problem is that the vast majority of dedicated teachers far exceed these 35 hours per week. Teachers are overloaded.

Project approach and strategy

The approach and strategy of our project draw on two components: the Offer of TPD services and the Assimilation Capacity of TPD services.

The Offer of TPD services has progressed substantially in recent times, largely due to ICTs. However, the implementation of various training forms and programs has not ensured self-sustained TPD in Moldova.

On the other hand, the Assimilation Capacity of TPD services is influenced by two important factors:

1) Teacher attitudes, i.e. personal & professional propensity to TPD.

Overall, in Moldova, regarding TPD, teacher attitudes are positive and their propensity to TPD is quite high. Even during the Soviet period, the country was exhibiting high indicators of investment in human capital, especially in health and mass schooling, despite lagging behind in terms of welfare, human rights and freedom, and creativity valorisation.

2) Teacher wellbeing.

In Moldova, teacher wellbeing is under-researched, also possibly as a result of the legacy of the Soviet era, when emphasis was placed on formal process and reporting, whilst people were ignored.

Whereas teachers are largely overloaded, practically no one in Moldova addresses the problem of teachers' wellbeing, neither at the level of ministries, central or local authorities, nor at the level of civil society.

It is partly explained by the difficult economic situation of the entire society of the country, when the emphasis is placed on the worries of the current period, ignoring the fact that the physical, mental, and psycho-emotional health of today's teachers directly determines the vitality of current and future generations.

We believe this is a fundamental problem of the educational system and TPD not only in the Republic of Moldova but also in other countries of the ex-Soviet space.

Hence, the current problems in the field of TPD, both in Moldova and in other countries, arise due to the unilateral approach to TPD, focusing on the Offer of TPD services and ignoring the need for systemic assessment of the Assimilation Capacity of TPD services.

Therefore, starting from the case of the Republic of Moldova, and possibly expanding the investigation to other countries, including ex-soviet states, we propose to conceptualize and integrate the matter "Assessing teachers' wellbeing as a factor increasing their assimilation capacity for TPD services" into the educational policies at both national and local levels, including through running advocacy campaigns.

Priority areas for assessing teachers' wellbeing

Priority areas for assessing teachers' wellbeing as a factor in increasing their assimilation capacity for TPD services:

- Assessing systemically the risks related to the teaching profession in schools, also including: risks related to mental health; school incidents; injuries within the school; school shootings [6] [7]; other indicators [8].
- Assessing systemically the time resource needed for physical and psycho-emotional recovery of teaching staff [9] [10].
- Assessing systemically the time resources required for TPD, including formal, non-formal, and informal learning (also teachers' professional communities) [11] [12].
- Assessing consistently "Happy Schools Framework", including People, Process, and Place indicators [13].
- Assessing consistent Creativity indicators of both teachers and students [14] [15].
- Assessing consistently the Social and Emotional Learning framework in the schools [16].

Together this baseline would provide a deeper understanding of how the level of teachers' wellbeing and accordingly their assimilation capacity for TPD services can be increased in the Republic of Moldova, via the systemic and consistent assessment of the proposed parameters/indicators of the educational system.

3. Proposed partner agencies and organisations and their roles to achieve the intended impacts

Project Partners will include Domestic and International Partners.

Domestic Partners:

- ANACEC – The National Agency for Quality Assurance in Education and Research of the Republic of Moldova².
- Ministry of Education and Research of the Republic of Moldova.
- Ministry of Labour and Social Protection of the Republic of Moldova.
- Local Public Authorities and others.

These domestic partners are expected to contribute to the main aim of our project by conceptualizing and integrating the matter of "Assessing teachers' wellbeing as a factor increasing their assimilation capacity for TPD services" into the educational policies at both national and local levels.

Also, they have an important role in achieving the following objectives of the project:

- Conceptualizing the matter "Assessing teachers' wellbeing as a factor increasing their assimilation capacity for TPD services".
- Developing a set of indicators for assessing teachers' wellbeing in both public and private educational institutions, at all levels: primary and secondary schools, professional technical schools, colleges, and universities. Indicators should include both direct indicators, e.g. questionnaires completed by teachers, and indirect indicators.
- Developing a national digital platform for the evaluation of teachers' wellbeing indicators, which implicitly will also serve to assess the performance of managers/public officials from educational institutions and from state bodies responsible for managing the educational sphere in the Republic of Moldova.
- Collection and processing of data on the national digital platform for the evaluation of teachers' wellbeing indicators.
- Integrating the matter "Assessing teachers' wellbeing as a factor increasing their assimilation capacity for TPD services" into the educational policies at both national and local levels.

² ANACEC is an affiliate member of the European Association for Quality Assurance in Higher Education (ENQA); full member of The Standing International Conference of Inspectorates (SICI); full member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA).

Simultaneously, these partners will provide a key deliverable of the project – the concept of the Ministry of Education and Research, publicly debated in advance and approved, on “Assessing teachers’ wellbeing as a factor increasing their assimilation capacity for TPD services”. The ministerial concept has to capitalize equally on systemic assessment of the risks related to the teaching profession in schools, of the time resources needed for physical and psycho-emotional recovery of teaching staff, and of the time resources required for TPD, as well as consistent assessment of “Happy Schools Framework”, Creativity indicators of both teachers and students, of the Social and Emotional Learning framework in the schools.

In particular, from our prior discussions with ANACEC officials, they expressed their high interest in the implementation of our proposed project with a view to assessing teachers' wellbeing in both public and private educational institutions, at all levels: primary and secondary schools, professional technical schools, colleges, universities. At the same time, representatives mentioned this project would be extremely helpful, especially in schools in rural areas of our country.

International Partners:

- The Global Partnership for Education Knowledge and Innovation Exchange / KIX EAP Hub and its partners.
- Agence Universitaire Francophone (AUF).
- Other international partners.

The international partners are expected to co-finance, monitor and evaluate the implementation of the project. Likewise, based on the results achieved in the Republic of Moldova, the international partners could consider expanding the project to other countries, in particular other ex-socialist/ex-Soviet states, many of which face problems in their educational systems, similar to those in our country.

4. Evaluation plan and methods

The project is expected to be implemented and evaluated according to the following plan.

Phases and outcomes	Executors/Domestic Partners	Period
Phase 1. Conceptualizing the matter “Assessing teachers’ wellbeing as a factor increasing their assimilation capacity for TPD services”	•The project team from ASEM and other universities; •Ministry Education and Research; •ANACEC	mid-end of 2023
Phase 2. Developing the set of indicators for assessing teachers’ wellbeing in both public and private educational institutions, at all levels: primary and secondary schools, professional technical schools, colleges, and universities.	•The project team from ASEM and other universities; •Ministry Education and Research; •ANACEC; •Ministry of Labour and Social Protection	mid-end of 2023
Phase 3. Developing a national digital platform for the evaluation of teachers' wellbeing indicators, which implicitly will also serve to assess the performance of managers/public officials from educational institutions and from state bodies responsible for managing the educational sphere.	•The project team from ASEM and other universities; •Ministry Education and Research; •ANACEC; •Ministry of Labour and Social Protection	start mid-2024
Phase 4. Collection and processing of data on the national digital platform for the evaluation of teachers' wellbeing indicators.	•The project team from ASEM and other universities; •Ministry Education and Research; •ANACEC; •Local Public Authorities	Mid-2024 – mid-2025
Phase 5. Integrating the matter “Assessing teachers’ wellbeing as a factor increasing their assimilation capacity for TPD services” into the	•The project team from ASEM and other universities; •Ministry Education and Research; •ANACEC; •Local Public Authorities	Mid-2025 – mid-2026

educational policies at both national and local levels.		
Phase 6. Running advocacy campaigns aiming at raising public awareness of the fact that the physical, mental, and psycho-emotional health of today's teachers directly determines the vitality of current and future generations of the country's population.	<ul style="list-style-type: none"> •The project team from ASEM and other universities; •Ministry Education and Research; •ANACEC; •Local Public Authorities 	Mid-2024 – mid-2026

The project shall draw on four guiding principles for scaling impact [17]: 1) Justification; 2) Optimal Scale; 3) Coordination; 4) Dynamic Evaluation.

We envisage to evaluate the proposed project using the triangular method of data collection for monitoring and evaluation system:

- Ensure adequate monitoring and evaluation system, inter alia based on observation, and feedback by project executors, and domestic and international partners, with documentation and data analysis.
- Stakeholders shall be directly engaged in monitoring and evaluation (teachers, school managers, public officials from educational state bodies), providing throughout the project their feedback on content and adjusting to context.
- Collecting qualitative and quantitative data also by involving indirect stakeholders in monitoring and evaluation (students, parents, Continuous Training Schools, teacher-parent associations at schools).

5. Time scale of the project

- 3 years' period: presumably from mid-2023 up to mid-2026.

6. Proposed budget

We request the maximum amount of funding for the proposed project, considering the following:

- The long-term strategic goal of the project refers to providing conditions in the Republic of Moldova, at both national and local levels, to ensure self-sustained TPD in terms of financial, managerial and time resources, which in turn will boost the returns of investments in the education sphere of the R. Moldova. At the same time, these investments will become strategic for the sustainable development of the country.
- The short-term goal of the project refers to covering the vacant positions of teachers, particularly in the rural areas of the Republic of Moldova, including with young specialists who would be motivated and inspired to activate, engage in TPD and make a career in the educational sphere of the country.
- The project will involve major domestic stakeholders such as universities, ANACEC, the Ministry of Education and Research, the Ministry of Labour and Social Protection, and Local Public Authorities. It is expected to have an important impact on solving recruitment and retention issues in the schools of the Republic of Moldova, reducing migration and returning human capital to schools.
- The project will involve major international stakeholders such as The Global Partnership for Education Knowledge and Innovation Exchange / KIX EAP Hub and its partners; Agence Universitaire Francophone. Based on the results achieved in the Republic of Moldova, the international partners could consider expanding the project to other countries, in particular other ex-socialist/ex-Soviet states, many of which face problems in their educational systems, similar to those in our country.
- Also, in the context of the current status of the Republic of Moldova as a candidate country for joining the European Union, donors from the EU and other international donors could become stakeholders in this scaling project.

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