

# MOJE MIEJSCE NA ZIEMI

pozaformalna  
edukacja regionalna

# LOCUL MEU PE PĂMĂNT

educația  
regională non-formală

Program  
Akademii  
Gdańskich Lwiątek  
w Mołdawii

Ni de program  
Educațional al  
Fundației Comunității  
Gdańsk



## CATALOG OF GOOD PRACTICES

### Principles of good cooperation with teachers of grades I-IV in non-formal education in Moldova.

In Polish schools, where lessons, various activities and meetings take place every day, and teachers are additionally burdened with keeping records, encouraging additional involvement in educational programs is a serious challenge for non-governmental organizations. The Gdańsk Community Foundation, wanting to encourage teachers to participate in the educational program Akademia Gdańskich Lwiątek, carefully selected the scope of the program, tools, methods of motivating teachers and students, and transparent rules for assessing the level of participation. Another important advantage is free participation in the project. However, without the involvement of teachers, their passion, ideas and dedication, the high quality of education that students receive would not be possible.

The project "My Place on Earth - Non-Formal Regional Education", consisting in the adaptation of the Academy of Gdańsk Lions to selected schools in Chisinau, Moldova, also aims to learn the principles of good cooperation with teachers developed by the Moldovan Partners of the project: Educational Center Pro Didactica and Y-PEER Moldova. In the following Catalog of Good Practices, we will learn about various strategies and activities carried out in Republic of Moldova that can help build a culture of activity of teachers in Poland, and consequently, create a better school for all its members. Both internal and external aspects that can affect their motivation and job satisfaction will be presented. Due to the experience of the Partners, two sources of cooperation and practical tips will be presented:

1. **The Educational Centre PRO DIDACTICA** promotes 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.

The Center's areas of expertise include:

- Developing and implementation of the in-service training programs in order to develop professional competence of teaching and managerial staff;
  - Development of curriculum materials; assessment of the quality of developed documents.
  - Institutional development, including the development of the school community partnership.
2. **Y-PEER Moldova**, is a network of young peer educators who organize activities to inform, educate and communicate with their peers in over 150 schools in the country, around 20.000 beneficiaries annually. The aim of peer educators is to develop knowledge, attitudes and useful life skills among young people to protect their own health with responsibility.

In the pilot program, volunteers participated in meetings with school representatives and teachers, encouraging them to participate in the project. Volunteers provided organizational support for teachers, participated in the project implementation process, helped create the substantive side of the project and visited places important for the culture and history of Chisinau with students.

Example of good practices identified by Partners Methods for encouraging effective cooperation with teachers (motivational elements, strengthening relationships, principles of courtesy):

- 1.1. **Sustainable partnership with educational institutions.** CEPD has advanced experience in the field of promoting the quality of education and continuously strengthening the educational partnership. Thus, the Center has a network of partners, including educational institutions, which participate responsibly in various projects launched by the Center. An example in this regard is the current project, which brought together 4 institutions. A collaboration agreement was signed with each institution in which all key aspects related to the rights and responsibilities of each party were stipulated. It enjoyed the receptivity and proactivity of the institutions that delegated teaching staff passionate about education.
- 1.2. **Professional development of teaching staff.** CEPD is known nationally as a provider of continuing training services for teaching and management staff. It is one of the few NGOs in Moldova that also has programs

accredited by the National Agency for Quality Assurance in Education and Research. Teachers are happy to participate in innovative projects and training programs launched by the Center. In the current project, several activities were organized with the participation of teachers and managers, in which the interactivity and originality of the “Academy of Little Explorers” program was appreciated.

- 1.3. **Cooperation with parents – what helps and what hinders?** From the experience of the current project, based on the reports of teachers participating in the piloting process, we found that for good cooperation with parents, efficient and continuous communication is needed. It is also important to create contexts for interaction not only in order to address the academic performance of students, but also for non-formal communication and education. The current project is an example in which, through the organized activities, a harmonious interaction between students, parents and teachers was possible. An impediment in the partnership with parents is the lack of non-formal communication contexts, but also the focus only on problematic aspects, in an attempt to identify the person responsible for the academic failure of students.
- 1.4. **The role of school management in inspiring teachers.** Another positive aspect, which was the basis for the successful implementation of the project, was the attitude and leadership style of the institutional managers. They not only expressed their interest in the institution's participation in the project, but also personally involved themselves in the project activities. Thus, in 3 out of 4 participating institutions, one of the teaching staff who piloted was the deputy director. Their proactivity and dedicated participation in the project inspired other colleagues, as well as parents.

***Statements of real people representing both areas:***

- This project attracted me by its originality and, at the same time, by the multitude of opportunities it offers in the work with students. We explored locations with historical and cultural value, creating contexts for interaction and group exploration of specific aspects. The interest of students and parents in this project was very pleasing. *(Angela, 26 years of experience)*
- I was very pleased with the attitude and support of the institution's administration, which saw in this project an opportunity to expand non-

formal education activities at the class and institution level. *(Elena, 12 years of experience)*

- It is a very valuable project, with great development potential, which deserves to be continued and expanded. I wish you much success in continuing this educational endeavor and as many generations of curious, active and passionate "little explorers" as possible! *(Irina, 15 years of experience).*

- **Best practices taken from Gdansk**

The study visit organized in Gdańsk was a key moment in the process of adapting the Akademia Gdańskich Lwiątek program to the context of primary education in the Republic of Moldova. The direct interactions with the Gdańsk Community Foundation team, as well as the informative sessions offered by them, provided the opportunity to gain an in-depth understanding of the idea behind this program and how it can be effectively implemented in the realities of the Republic of Moldova.

During the visit to Gdansk, one of the key lessons learned was to respect the pace and realities faced by teachers. The program is designed to take into account the daily challenges of teachers - from administrative workload to curricular pressures. The activities proposed in the program do not come in addition to, but naturally complement the educational process, making it a useful and natural experience.

Another valuable principle observed was the accessibility of the program. All Akademia Gdańskich Lwiątek activities are offered free of charge for both students and teachers, and educational resources, materials and cultural experiences are equitably distributed. This approach significantly reduces barriers to participation and encourages inclusive involvement, regardless of the economic or social background of the participating schools.

The clear structure and simplified tools made available to teachers is another example of good practice from Gdansk. The student guides, activity calendars and the digital documentation platform are designed to reduce bureaucracy, allowing teachers to focus on the creative and relational aspects of teaching. This functional simplicity contributes to a more motivated and sustainable participation in the program and allows teachers to return to the program consistently.

We also appreciated the aspect of symbolic recognition of teachers' efforts. This plays an important role in maintaining their commitment. Awarding diplomas, titles or organizing festive events, such as end-of-year concerts,

contribute to building a culture of appreciation and reinforcing a sense of professional pride.

Last but not least, the visit highlighted the importance of anchoring the program in local heritage and community life. Pupils are encouraged to explore and learn about the history, values and traditions of their city and teachers become facilitators in this process. Collaboration with cultural institutions and the involvement of parents and the community in activities creates a support network that reinforces the role of education as a collective and relevant process.

All these elements provide a solid inspirational framework for the development of a similar model in schools in the Republic of Moldova, based on genuine cooperation, simplicity in implementation and valorization of local human and cultural resources. Adapting these principles to the educational context in the Republic of Moldova was an opportunity to create a sustainable framework for collaboration between school, community and non-formal sector.

- **The Process of Adapting the Program in Moldova (involvement, participation, contribution)**

The "Lions Academy from Gdańsk" project, adopted and implemented in the Republic of Moldova, is a valuable example of an educational initiative that promotes national cultural heritage among younger generations.

Y-PEER Moldova played an active and responsible role in adapting the program to the local context, providing logistical support in organizing activities. The team facilitated connections with cultural and tourist sites, encouraged them to welcome young visitors, and emphasized the importance of the project for youth education and development.

During the pilot phase, we observed some hesitation from institutions, likely due to the lack of a previous local precedent to demonstrate the project's relevance and impact. Nevertheless, a significant number of locations were receptive and enthusiastically supported the initiative, recognizing the importance of promoting cultural heritage to children.

This experience offers a strong foundation for expanding and strengthening the program at the national level, with even greater openness from the involved local stakeholders.