EDUCATION FOR PEACE AND SUSTAINABLE DEVELOPMENT

THE SIXTH INTERNATIONAL CONFERENCE ON ADULT EDUCATION

November 9-11, 2023

Chisinau, Republic of Moldova

BOOK of ABSTRACTS

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PhD Professor Sturla BJERKAKER, Norwegian Association for Adult Learning, Norway

Graduated from the University of Oslo (several periods as young and as adult) in 1993 (sociology, social science, law and adult education). He is Director/ Secretary General at the Norwegian Association for Adult Learning (1997 – up to date). Previously he has been: Principal/ Rector at the Nordic Folk Academy, a Nordic Centre for adult continuing education, placed in Gothenburg, Sweden; General Secretary of Adult Education Associations, director of Norwegian Popular University Press; Head of information unit at the Norwegian Consumers Coop Association. He published books on adult education and study circle methods. He also published articles and given presentations and speeches for years on adult education. He has been a Board member and now treasurer of the International Council for Adult Education (1999 – 2015), a Board member of the European Association for the Education of Adults (2002 -2006), Head of the Norwegian Advisory Board for the EU Gruntvig Programme (2000 – 2010), Board member of the Oslo City Walldorf Upper Secondary School (2010 – 2013).

Communication: ***Learning in older age - from andragogy to geragogy***

PhD Professor Arne CARLSEN, Eucen Ambassador, European University Continuing Education Network, Denmark

Arne Carlsen is an Eucen Ambassador, European University Continuing Education Network; Co-Chair of the European Chapter of the International Adult and Continuing Education Hall of Fame and former Director of UNESCO Institute for Lifelong Learning.

He was previously Director for International Affairs and Head of the International Research Policy Office at the Danish School of Education at Aarhus University, Denmark. Before that, he was in charge of developing new post-graduate teacher training programmes as Vice-Rector of Education at the Danish University of Education. Mr Carlsen was also a Founding Chair of the ASEM Education and Research Hub for Lifelong Learning, Executive Director of the International Alliance of Leading Education Institutes (a global think-tank for education policy), and Chair of the Erasmus Mundus Master's Programme in Lifelong Learning: Policy and Management. He is an honorary professor or doctor honoris causa in universities in Viet Nam, India, Russia, Latvia, Hungary and Argentina.

Communication: **Epistemology** *of adult education*

Lecturer Valentina CHICU, Advisor to the President of the Republic of Moldova, Chişinău

University lecturer, researcher, national trainer, independent consultant in education management, change management, adult education, critical thinking and psychopedagogical practices. Author and coordinator of the Teacher Training Master's Program, author of books, scientific articles, participant in national research and in the development of normative acts and policy documents in the field of education. Engaged in numerous projects roles and initiatives as a full-time job as well as a freelance consultant.

A rich background and a unique experience as head of the General Directorate of Education within the Ministry of Education and Research, Secretary of State at MEC, Advisor to the President of the Republic of Moldova in the field of education and research.

Communication: *The factors that determine the quality of adult learning education*

PhD Professor Lucian CIOLAN, University of Bucharest, Romania

Lucian Ciolan is professor of Educational Policy and Research at the Department of Educational Sciences, Faculty of Psychology and Educational Sciences (University of Bucharest).

In December 2019 he has joined the top management team of the University of Bucharest, as Vice-Rector with the portfolio on development projects, lifelong learning and educational infrastructure.

The main areas of interest are related (but not limited) to public/ educational policy process, applications of (neuro)cognitive sciences in public policies and learning.

Lucian's academic expertise is valued in various national agencies in the field of education and research: Member of the Board of National Quality Assurance Agency in Higher Education (ARACIS), vice-president of the Panel for Social Sciences at National Council for Higher Education Academic Titles, Diplomas and Certificates (CNATDCU), member of the Social Sciences Commission of National Council for Scientific Research (CNCS).

Internationally, Lucian represents Romania in the Council of the European Educational Research Association (EERA), where he was recently elected as Secretary General. He is also member in the General Assembly of IEA – International Association for the Evaluation of Educational Achievement.

Complementary to his academic activity, Lucian Ciolan has participated and participates in extensive development and consulting projects, especially in areas related to public policy formulation, in various countries of the world: Serbia, Moldova, Germany, Portugal, Poland, Lebanon, Kazakhstan, etc.

Professor Lucian Ciolan is a Senior Trainer at the International Center for Policy Advocacy, a non-governmental organization based in Berlin, focused on increasing the capacity to develop and influence public policies.

Communication: ***Innovative pedagogies in higher education. Structural and digital transformations for lifelong learning***

Corresponding Member PhD Professor Wilhelm DANCĂ, Romanian Academy, Bucharest, Romania

Primary studies in Buruieneşti, Neamţ county. High school studies in Roman and Iasi. Graduated from the Roman Catholic Theological Institute in Iasi in 1986. Ordained priest in 1986. In 1996 he obtained the title of Doctor of Philosophy, "summa cum laude", at the Pontifical Gregorian University, with a thesis on Definitio sacri. The sacred as "the significant" and "the destiny" is related to the historical-phenomenological method in Mircea Eliade's work.

From 1996 to 2011 he was a lecturer, lecturer and university professor at the Roman Catholic Theological Institutes in Iasi and Bucharest. Rector of the Roman Catholic Theological Institute "St. Iosif" from Iasi (2001-2011) and of the Roman Catholic Theological Institute from Bucharest (2012-2018). Since 2012, he is a professor of fundamental theology and dean of the Faculty of Roman Catholic Theology of the University of Bucharest. He is qualified in philosophy (2005) and theology (2016).

He led philosophical, theological and cultural institutions at the national and international level. He is a Corresponding Member of the Romanian Academy.

He carried out a rich publishing activity in the fields of philosophy, theology and religious studies, materialized in 12 author volumes, 7 author-coordinator books and over 200 articles and studies in Romanian and in foreign languages, published in the country and abroad.

Communication: *Several Remarks on How to Build a Sustainable Peace Today*

PhD Theology Nicolae DASCĂLU, Romanian Patriarchate, România

Fr. Dr. Nicolae Dascălu is a graduate of the Theological Faculty in Sibiu and a graduate of the Faculty of Mathematics at the University "Al. I. Cuza"-Iasi. He attended post-graduate studies in computer science in Iasi and theology in Geneva and Fribourg (Switzerland). PhD in Theology of the Faculty of Orthodox Theology-UAIC Iasi, with a thesis on religious communication in the information age.

Responsible editor of the publications Candela Moldovei (1992-1996) and Teologie si Viaţă (1994-2008), director of the cultural-missionary institute TRINITAS (radio-publishing house-printing house), he carried out a rich cultural-missionary activity as a cultural adviser at The Metropolitanate of Iasi. Coordinating adviser at the BASILICA Press Center of the Romanian Patriarchate since 2008, he was director of the BASILICA News Agency, general director of the TRINITAS radio station, and since 2011 he is the director of LUMINA Publications (Ziarul Lumina-Lumina Newspaper, Lumina de Duminică-Sunday Light, Vestitorul Ortodoxiei-The Herald of Orthodoxy).

He coordinated the editing of several volumes at the Trinitas and Basilica publishing houses and has published studies and articles in many theological and cultural magazines.

Communication: ***Sunday Liturgy, lesson of inner and social peace***

PhD Professor Otilia DANDARA, Moldova State University, Republic of Moldova

During her professional activity she *held several positions*: Lecturer, Senior Lecturer, University Lecturer, University Professor (1990-present), Head of Quality Management, Curricular Development and Evaluation Section (2006-2007), Head of Education Sciences Department (2008-2010), Vice-Rector for Didactic Activity (2010-present).
Author and co-author of educational policies documents: Education Strategy 2030; Modernization of National Curriculum: Conceptualization of Personal Development Discipline (2018); Elaboration of Qualifications for Education Domain (2018); Qualification Development Methodology (2018); Reference framework of National Curriculum for Technical Vocational Education (2015); Consultant in Field of Initial Teacher Training Reform (2015); Expert in Reconceptualization of Professional Guidance and Career Counseling (2015); Development of National Curriculum: Framework (2014); Elaboration of Regulation - Framework for Organization and Operation of University Career Guidance Centers (2014); Modernization of General Education Curriculum (2010, 2018), Development of National Qualifications Framework Methodology (2009, 2012, 2018), etc.
In framework of doctoral studies, she trained 7 PhDs in Pedagogical and Education Sciences, of which 6 are citizens of the Republic of Moldova, one citizen of Israel, in higher education field, the formation of value system and competences in the context of professional training and motivation for the teaching career.

Communication: ***Peace and sustainability: context and outcome of educational phenomenon***

PhD Professor Eva FARKAS, International Adult and Continuing Education Hall of Fame, Hungary

PhD Professor Eva FARKAS is a leading figure in the research and development of Hungarian Adult Education, Éva Farkas has contributed to the field of adult learning and education/ andragogy with an approach to higher education influencing quality, professionalization, and financing in adult learning and education.

Farkas challenged educational professionals and policy-makers to understand the golden triangle of financing, policy and law, and dependencies among formal, non-formal, and informal learning are connected to matters of the status, roles, and functions of adult educators. Her most influential work focuses on the recognition, validation, and accreditation of prior learning and the scenario of learning outcomes embedded into the structures of the Hungarian Qualifications Framework and its relation to the European Qualifications Framework.

She is a recognized expert in the field of Vocational Education and Training (VET), working with the European Centre for the Development of VET for many years to provide comparative studies in continuing VET and the development of second chance schooling for integrating vulnerable groups of adult learners into the quality development of initial and continuing VET for adult learners.

Farkas was working for many years at the University of Szeged, and now serves as Chair, Board of Directors, the International Adult and Continuing Education Hall of Fame.

Communication: ***Leveraging individual learning accounts and micro-credentials to enhance adult learning participation***

PhD Senior Researcher Ciprian FARTUŞNIC, Institute of Education Sciences, Romania

Dr. Ciprian Fartuşnic is a senior scientific researcher of gr.I at the Institute of Education Sciences (ISE), with 20 years of experience in the field of research and analysis of educational policies. Since 2002, he has been involved in research-action projects in disadvantaged communities, which aim to reduce the risk of school dropout and absenteeism and increase the chances of continuing studies in higher levels of education. He participated as an expert in the programs of the UNICEF Representation in Romania, the European Commission, CEDEFOP, the Council of Europe, the World Bank. He is part of national and international research teams on various topics regarding rural education, the participation of Roma children and young people in education, school violence, the integration of children with disabilities and/or CES in mainstream education, the financing of education from the perspective of equity, educational management. Since 2016, he has been an associate professor at the University of Bucharest (Master's Degree Didactics of Philological Disciplines).

Communication: ***Revizuirea recomandării 1974 privind educaţia pentru înţelegere internaţională, cooperare şi pace: o experienţă din "interior"***

PhD Professor Paolo FEDERIGHI, University of Florence, Italy

Professor of Adult Education at the University of Florence, where she taught since 1972. President of the Specialized Degree Course in Continuing Adult Education. He held courses at the universities of Essen-Duisburg (Germany) and Timisoara (Romania). Honoris causa research doctor in education sciences (2009). He has been working with the DGEAC of the European Commission since 1992 with the role of an expert and member of advisory committees on training policies. He has worked as an Expert for the OECD Organization for Economic Co-operation and Development (2001) and has previously held similar positions for UNESCO (1979-2000 and then again since 2011) and for the Council of Europe (1994-1997). He has collaborated with the Regional Council of Tuscany in matters of education, vocational training and employment policies (from 1996-2012). Specifically, it has dealt with the introduction of e-learning in training delivery systems, international policies in the field, accompanying the process of renewing the system of vocational and continuing education, its integration processes with systems education and labor policies. Member of the Interministerial National Committee for the Design of Integrated Superior Formation at the Ministry of Education (1998-2009).

Communication: ***Adult and continuing education as active defence against the New learning warfare***

PhD Professor Vladimir GUŢU, Moldova State University, Republic of Moldova

During the professional activity he *held a number of positions*: teacher, senior scientific researcher, Vice Director of the Institute of Education Sciences, Head of Department at the Ministry of Education, Head of the Department of Pedagogy and Psychology and Dean of the Faculty of Psychology and Education Sciences, Sociology and Social Assistance at the Moldova State University.

Author and co-author of conceptual documents: National Curriculum Conception (1997); Concept of Education in the Republic of Moldova (2000); Concept of Higher Education Development from Perspective of Joining Bologna Process (2005); Concept of Lifelong Training for Teaching Staff in the Republic of Moldova (2005); Concept of Integrating Science and Higher Education (2006); University Curriculum Framework (2015); National Curriculum Framework (2017); Framework of Education and Extracurricular Education in the Republic of Moldova (2021); Adult Learning and Education Framework (2023) etc.

He has published over **430** *scientific and didactic works*: monographs, school and university manuals, methodological guides, articles in national and international journals. *In doctoral and postdoctoral studies, he trained* **36** PhDs in Pedagogical and Education Sciences, of which **9** Habilitated PhDs. He is the first Moldovan inducted into the "International Adult and Lifelong Education Hall of Fame", Orlando, Florida, USA (2016).

Communication: ***Factors triggering adult learning and education needs***

PhD Professor Heribert HINZEN, DVV International, Bonn, Germany

Prof.(H) Dr. Dr. h.c. mult. Heribert Hinzen is a senior consultant on adult education and lifelong learning for sustainable development. He worked for DVV International for almost four decades, both in headquarters and in offices in Sierra Leone, Hungary and Lao PDR. He is Honorary Professor at the University of Pécs in Hungary, in Romania of Alexandru Ioan Cuza University in Iasi and the University of Bucharest. He received a Doctor Honoris Causa of Moldova State University. He teaches comparative adult education at the University of Würzburg for the last decade, including in the Adult Education Academy. He has served as Vice-President of the International Council for Adult Education (ICAE) and the European Association for the Education of Adults (EAEA), and is currently Vice-President of the global network PIMA - Promoting, Interrogating and Mobilising Adult learning and Education. He was a member of the CONFINTEA VI Consultative Group, the UN Literacy Decade Expert Group, the UNESCO Reference Group on Higher Education for Education for All (EFA), Member of the Advisory Board of the Global Monitoring Report on EFA and a delegate to the World Education Fora of 2000 in Dakar and 2015 in Incheon. He joined the ICAE writers group for statements to the International Commission on the Futures of Education, and earlier the Delors Commission. He was inducted to the International Adult and Continuing Education Hall of Fame in 2006. He is an Honorary Fellow of the UNESCO Institute for Lifelong Learning (UIL) and a member of the Editorial Board of the International Review of Education – Journal of Lifelong Learning. He is also a member of the Editorial Board of CONVERGENCE. An International Journal of Adult Education as well as the German Journal Bildung und Erziehung/ Education and Formation.

Communication: ***Global Recommendations on Peace and education for sustainable development – experiences and perspectives for adult and lifelong learning***

PhD Professor Romita IUCU, University of Bucharest, Romania

Romita B. Iucu currently serves at the University of Bucharest as Vice Rector, president of the Academicals Council of the University, and professor of educational sciences. He has contributed at many levels, starting as the coordinator of teacher education programs in the Centre for Open and Distance Education at the University of Bucharest. As deputy general director in the Romanian Ministry of Education, Department for Continuing Learning and Education, he projected and implemented the first National Strategy for Continuing Learning and Education, an integrated document that included teachers' education. From 2005 to 2007, Iucu served as the vice president of Romania's National Council for Educational Reform and from 2007 to 2009 was nominated as member of the Romania's Presidential Commission for Education and Research. In 2010, he was elected president of the European Network on Teacher Education Policies. Iucu has published numerous papers in Romania and abroad in the field of continuing learning and education related to teachers' education. He has coordinated teams of research in this field. He has written three books on the subject, and he was awarded the highest distinction for education and sciences by Romania's president in 2004.

Communication: *Micro-credentials – the new philosophy for reshaping the adult education curriculum design*

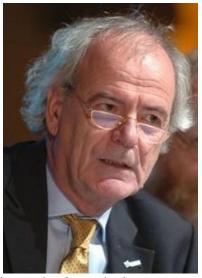**PhD Associate Professor Hideki MARUYAMA**, Sophia University, Japan

Hideki Maruyama is a professor of the Faculty of Global Studies at Sophia University. After graduating from the Faculty of Education, Okayama University, he was dispatched as a science teacher in the Japan Overseas Cooperation Volunteers (JOCVs) program of Japan International Cooperation Agency (JICA). He completed the Graduate School of International Cooperation Studies at Hiroshima University and worked as a senior researcher in the Department of International Research and Co-operation of the National Institute for Educational Policy Research (NIER) at the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). He also served as an advisor to JICA on literacy and non-formal education and as a member of the Steering Committee of the OECD-PISA Governing Board. He conducts education programs such as "Sophia Program for Sustainable Futures: SPSF" and "Field Study to Estonia and others for Sustainability." His research topics are Sustainable Education, ESD, and Well-being. His recent publication is "*Cross-Bordering Dynamics in Education and Lifelong Learning: A Perspective from Non-Formal Education*" (Routledge, 2020).

Communication: ***Non-formal education for sustainable futures***

PhD Professor Ekkehard NUISSL von REIN, German Institute for Adult Education, Bonn, Germany

Ekkehard NUISSL von REIN, Univ.-Prof. Dr. habil. Dr. h.c. mult., acted for 20 years (1991 – 2011) as director of the German Institute for Adult Education (DIE) in Bonn. Before he worked as director of the Institute for Empirical Educational Research in Heidelberg (1974 – 1987) and director of the Hamburg community centre for adults learning, the biggest in Germany (1987 – 1991). In the last years he acted as professor for Adult Education at several universities in Italy, Romania, Poland and Germany, currently at the University of Kaiserslautern-Landau. He was appointed chair of national and international organisations, amongst which are the European Institutes for Research and Development (ERDI) and the LEIBNIZ – Association, one of the big scientific organisations in Germany. He represented Germany in several international associations, conferences and working groups, was counselling the German and other European governments in educational questions. He is author of some hundred publications on learning, organisations and policy in adult education, the most recent books are: Evaluation in Continuing Education, Education and environment, Dictionary of Adult Education. He was inducted in the International Hall of Fame for Adult and Continuing Education (2006), awarded honorary doctorships in Romania, Hungary and India and is Research Fellow of the UNESCO Institute for Lifelong Learning (UIL). He is editor and co-editor of several journals for Adult Education in Europe and member of scientific boards of institutions and organisations. His main fields of research are the teaching and learning processes of adults, the development of educational institutions, the policy making in the field nationally and internationally. His main aims are the improvement of learning opportunities for adults and the sustainability of a growing knowledge society.

Communication: ***Narratives in political education***

PhD Professor Adrian OPRE, Babeş-Bolyai University, Cluj-Napoca, Romania

Adrian Opre is a tenured professor at the Psychology Department of Babeş-Bolyai University. His competence domains are: cognitive and educational psychology, personality psychology, applications of cognitive sciences in education. Over the past 20 years, dr. Opre's preoccupations have focused primarily on the socio-emotional and personal development programs for children and young persons. The most relevant outputs are Self kit, DASECA Program, Personal Development and Coaching Guides, Socio-emotional Development Guides . Adrian Opre was director/ coordinator or member in over 20 research projects/ development-research projects, many of them with a clear focused on counselling in school or university setings. He published as a first author or co-author over 100 studies in scientific journals or acknowledged by the scientific community; he published 6 books as a first/ primary author, 6 books as co-author and over 20 national and international book chapters.

Communication: ***School counselling in the digital era: focused sel programs***

PhD Associate Professor Anna REHO, Zakarpattia Institute of Postgraduate Pedagogical Education, Uzhhorod, Ukraine

Hanna REHO - Associate professor, PhD in Pedagogical Science, Zakarpattia Institute of Postgraduate Pedagogical Education.

Education (diplomas): Mental Health Specialist (2023); Master's Degree in Management, qualification "Head of an Enterprise, Institution and Organization (in the field of education and industrial training)" (2020); Associate Professor of Psychology and Pedagogy (2013); Ph.D. (2007); Candidate of Pedagogical Sciences (2007); Specialist Diploma (2007): Teacher of Preschool Pedagogy and Psychology. Educator (1996); Junior Specialist Diploma, qualification: educator in preschool institutions (1991).

Activities in public associations: Honorary member of the NGO "International Association of Modern Education, Science and Culture"; Member of the NGO Information and Research Center "Integration and Development"; Member of the Hungarian Pedagogical Society (Budapest); Member of the Hungarian Academy of Sciences; Member of the Transcarpathian Division of the Hungarian Academy of Sciences. Scientific activity: author of the monograph "Preschool Education in Transcarpathia: Origins and History of Development (1836-1918)", co-author of eight foreign collective monographs, author of more than a hundred scientific publications in professional journals in Ukraine and abroad (Hungary, Slovakia, Romania, Poland, Moldova, Bologna (Italy), Austria).

Field of research and professional interests: history of formation and development of preschool education; methods of teaching and upbringing of preschool children in a multicultural environment; improvement of professional and general competencies of preschool teachers in a multicultural environment; teaching Ukrainian to children in preschools with Hungarian as the language of instruction; creation of a tolerant environment in preschool education.competences in the context of professional training and motivation for the teaching career.

Communication: ***Specific features of adult education in zakarpattia under martial law***

PhD Professor Liliana ROMANIUC, Romanian Literacy Association, Romania

Professor Liliana Romaniuc defines herself as an educational grower and a learning designer. She has spent her life in schools since she started the kindergarten. She knows and understand the education system from many perspectives: as a teacher, a principal, as chief inspector, state advisor, advisor to the Minister of Education, school evaluator and trainer. She has set up two private schools and an NGO that develops and implements consistent training and learning programmes for teachers, principals and inspectors. She is also associate lecturer at „Al. I. Cuza" University in Iasi. She teaches educational and strategic management based on strong research evidence and the existing reality at the school level.

Prof. Liliana Romaniuc believes that she still has a lot to learn from every group of teachers and students she works with, from every teacher she discusses with and from every school where she implements training programmes. Prof. Romaniuc is interested in improving students' literacy skills to better learn. Developing school leadership for equity and learning is also part of her approach in the process of transforming schools in better and rigorous learning places for students. She is passionate about learning and believes in the fascinating potential of the human mind and brain to learn, unlearn and relearn.

Communication: ***Preparing our students for a more inclusive and sustainable world. Pisa global competence framework***

PhD Professor Lidia-Simona SAVA, West University of Timişoara, Romania

Simona Sava, Prof. Dr. habil., has been teaching at the West University of Timisoara since 1997 and in 2009 she became Full Professor. In 2003, she received her PhD from the University of Bucharest, in distance and online education and in 2015 she habilitated there in the field of lifelong learning policies. In addition to her academic achievements, she was director of the Romanian Institute of Adult Education (IREA) from 2000 to 2013 (till 2015, scientific director). Her main research topics are: professionalization from a lifelong learning perspective; teacher educators and teacher education, educational policy at national and international levels, educational management of schools as learning organizations, open to the community; (professional/) learning communities and learning cities. She is a member of national and international boards and expert groups for developing the educational system, such as the European Commission. She is a consultant for The Ministry of Education, The Ministry of Labour, DG Employment (acting, for instance, as country expert between 2016-2022), etc. She coordinates PhD studies in educational sciences at West University of Timisoara, and she is member of the scientific council of Doctoral school on educational sciences from University of Florence. Her publications include more than 80 studies and articles, and she is the author and the co-author and the editor of more than 20 books. She is a member of The International Adult and Continuing Education Hall of Fame (since 2017, and board member, between 2021-2023), and also member of scientific board of different journals of education.

Communication: ***The impact of the Memorandum on Lifelong Learning for sustainable developments in adult education***

PhD Professor Laurențiu ȘOITU, "Alexandru Ioan Cuza" University of Iasi, Romania

Professor Laurențiu Șoitu is the initiator of the CIEA, 25 years ago, at "Alexandru Ioan Cuza" University of Iasi. Each edition has attracted other co-organisers from Romania and abroad. The conferences have become events of interest with their themes and through the work of outstanding personalities of the world academic space.

Professor Laurențiu Șoitu is Doctor of Philosophy (1982) and Doctor of Pedagogy (1997), Professor Emeritus, PhD coordinator (1999- 2016), Professor Emeritus at "Alexandru Ioan Cuza" University of Iasi (2015), then PhD coordinator at the State University of Moldova Chisinau (2017 - present), was included in the International Adult and Continuing Education Halle of Fame, class of 2008, became Doctor Honoris Causa of several universities, visiting professor at several universities in Europe is President of the Commission of Education Sciences of the Romanian Academy, Iasi Branch. Professor Șoitu is noted for his vocation for having created important institutions and research projects worth more than twenty million euros, with implications at academic level and in the fields of continuing and adult education. His ability to initiate research collectives and networks is expressed by the coordination of 26 volumes on major themes or by the 15 authored volumes devoted to the "growing together" of children and adult educators.

Communication: ***Adult education is permanent and for everyone***

PhD Associate Professor Francesca TORLONE, University of Florence, Italy

Graduated in Law in 1998 at the University of Bologna. He obtained his doctorate from the University of Florence at "Quality of Training" in 2012. Education and Academic Path SSD M-PED/01, on August 1, 2016 (according to Law No. 240 of 30 December 2010) (1/10/2016 to today) Research Assistant at the Department of Education and Psychology at the University of Florence (2013-2015). Research topic: Work-based learning models in manufacturing and services PhD in Research at the Department of Sciences of Education and Psychology at the University of Florence (2010-2012, Ph.D 19/04/2013) Research Assistant at the Department of Education Sciences and Cultural and Educational Sciences at the University of Florence (2006-2009). Research Topic: Training Policies and Measures Cultivator of Mathematics in Adult Education at the University of Florence Senior Designer at Aster S. Cons. pa, a consortium of companies between the Emilia-Romagna Region, the Universities, the National Research Offices CNR, ENEA, INFN and the regional Chambers of Commerce (2000-2006). In the Orientation and Workforce Division, he collaborates on the management - on behalf of the Ministry of Labor of the National Center for Guidance and the Euroguidance Network for Italy - Professional Orientation Area (European Network of National Centers for Guidance, funded by the European Commission - DG EAC).

Communication: ***Virtual mobility and virtual exchange for intercultural awareness in time of war***

THE FACTORS THAT DETERMINE THE QUALITY OF ADULT LEARNING EDUCATION

Valentina CHICU
Repiblic of Moldova

The quality of ALE sums up the quality of the inputs and the quality of the outputs. We established that the inputs and outputs of the in-service teacher training programmes are not balanced. Promoting policies and increasing the level of funding for ALE, ensuring wide access to training courses and relevant curricula do not ensure the expected changes in the school classrooms. We aimed to highlight the factors that can determine the increase of the output quality of in-service teacher trainings. The research carried an empirical character and was executed on a sample of 75 teachers from different educational institutions. Research results indicate a strong positive correlation between the likelihood that teachers apply their learnings from the in-service teacher training programmes in the classroom and the presence of mechanisms (i) that monitor and evaluate teacher's professional development, implemented and monitored by the managements staff in the school and (ii) that monitor student performance. We established a positive correlation between the teacher's motivation to apply their learnings and the design of training activities they participate in. We noticed an increase in the number of teachers that systematically apply the learnings if their training ensured a high level of (i) understanding the novelty elements; (ii) building awareness and obtaining the commitment to implement the learnings in the teaching practice; (iii) ensuring the correct application of the learnings in diverse contexts; (iv) ensuring adequate evaluation of the results after the implemented changes. At the same time, the development of transversal skills, in addition to that of the professional competences increases the likelihood of a positive training outputs. The listed factors have experimentally proven their influence on the results of teacher training, but we assume that these factors can positively influence outcomes in the case of other categories of adults as well.

Keywords: *quality, teacher, in-service training, inputs, outputs, training design.*

INNOVATIVE PEDAGOGIES IN HIGHER EDUCATION. STRUCTURAL AND DIGITAL TRANSFORMATIONS FOR LIFELONG LEARNING

Lucian CIOLAN
Romania

In this paper we will investigate recent transformations in higher education pedagogy, looking especially from two directions: structural changes in the

curricula and programs of studies, leading to flexible curricular frameworks: (micro-credits and microprograms/ modules as steps towards European Degrees, blended-intensive programs etc.); digital transformation in higher education, leading also to innovative pedagogies, based on advanced, disruptive technologies.

Pedagogical innovation became, simultaneously, a natural process influenced by current challenges, but also a mechanism for adaptation and survival, in the new landscape of post-pandemic educational systems.

We will reflect mainly on designing authentic learning experiences under the new circumstances: engaging strategies, methods, and tools that create a balanced and effective ecosystem for learning. We will investigate how higher education can ensure the basic conditions for learners to develop through meaningful engagement, ensuring readiness, willingness and capacity/capability viewed as the trained capacity of a person to be alert to any learning opportunity and to transform it in a change for personal development and growth.

A large-scale clustering and analysis exercise on innovative pedagogies was carried out in the frame of CIVIS Alliance, that University of Bucharest is part of, and, starting from results of that endeavour, we will focus mainly on technology-based innovations and thee way digitally enhanced learning creates challenges, but also opportunities, especially in terms of opening up towards lifelong learning.

The correlation between structural innovations and digital transformation create unprecedented opportunities for "universities without walls" to really connect to lifelong learning process and make a significant contribution to articulate a balanced learning ecosystem at broader social level..

Keywords: *innovative pedagogies, digital transformation, lifelong learning, microprograms, microcertification.*

SEVERAL REMARKS ON HOW TO BUILD
A SUSTAINABLE PEACE TODAY
Wilhelm DANCĂ
Romania

I begin my presentation with some definitions of the two main concepts which I try to talk about: peace and war.

In the first part I wonder about the spiritual and moral mechanism that leads to a peaceful life at the personal/individual level of existence. Here I try to develop shortly three concepts: the reconciliation with yourself, the inner nonviolence and the objection of conscience. The main idea you can find in this part is my conviction that nobody could be a peacemaker if its inner life is marked by different kind of conflicts, intransigence, fury, impatience. To give some keys for a change of the human being from neutral regarding the peace to a peacemaker is the first goal of my paper.

The second part is focused on the structural and institutional level of achieving the peace in our world today. My point of view is global or general, but the problems which I describe are local in a sense that the politicians and governments living in countries involved in wars have to find a local strategy to

implement them. This time I discuss three causes that feed wars and international military conflicts all around the world: the absence of intergenerational dialogue, the lack of culture of peace in education and the disrespect of the human dignity.

I am inspired by three peacemakers' lessons of peace: Gandhi, Giorgio La Pira and Pope Francis. They succeed to unite words and actions in their daily life, therefore the messages of peace proposed by them are still actual.

In conclusion I insist on the lack of alternative in case we must choose between peace and war. "Tertium non datur", if we are open mind to the sense of history, which is to live in a world united in freedom and peace. Finally, I underline that we could change the Latin saying from "si vis pacem para bellum" in "si vis pacem para pacem".

SUNDAY LITURGY, LESSON OF PERMANENT EDUCATION FOR INNER AND SOCIAL PEACE
Nicolae DASCALU
Romania

In all cultures of the world, we find forms of peace education: formal, non-formal and informal. Faithful people seek the state of communion with the Creator "of all things visible and invisible" as an ideal that supports the harmony of life on earth: the Kingdom of God is "righteousness and peace and joy in the Holy Spirit" (Romans 14:17).

In the worship of the Church, the Holy Liturgy on Sunday (Lord's Day) gathers Christians for prayer, holy communion and brotherhood. People of all ages, men and women from all walks of life, righteous or sinners, are called to the Holy Liturgy. The liturgical sacrifice is not only a performance with a religious theme, but an actualization of the mystery of our salvation in Christ and a call to participation, through chants, ritual gestures, the sharing of the Word of God and the Holy Eucharist.

The order of the Holy Liturgy is an open lesson of spiritual renewal, of building inner peace springing from the peace of Christ, reconciliation with oneself, with one's neighbor and with God: "Peace be with all!". Holy songs and biblical readings in the Holy Liturgy cultivate peace and harmony among people. "Blessed are the peacemakers, for they will be called sons of God" (Matthew 5:9).

At the same time, the inner peace in the human heart is the foundation on which peace in society is built: in the family, in the local community and between nations. Peace gives lucidity and courage to face life's daily challenges wisely.

Peace requires prayer, sincere interfaith dialogue and cooperation with secular institutions through practical actions. Between passive pacifism and the blessing of military actions with motivations of self-defense but politically influenced there is a space of preventing conflicts and social injustices, but also one of healing wounds, of solidarity with those in suffering. In the Orthodox Church, the Holy Liturgy remains a source of permanent education for peace.

Keywords: *Holy Liturgy, inner peace, Orthodox Church, social peace, war.*

LEVERAGING INDIVIDUAL LEARNING ACCOUNTS AND MICRO-CREDENTIALS TO ENHANCE ADULT LEARNING PARTICIPATION
Éva FARKAS
Hungary

Lifelong learning is a strategic priority for the EU and a key means for equipping individuals with the skills and knowledge needed to succeed in the implications of the global megatrends which are fundamentally changing our lives, work, and relationships. The EU has set ambitious targets for increasing participation in learning activities, aiming for a participation rate of at least 47% by 2025 and 60% by 2030. To achieve this goal, innovative approaches, initiatives and tools are needed that complement, rather than replace the existing adult learning and funding schemes. Two of the latest flagship initiatives of the EU Skills Agenda, the Individual Learning Accounts (ILAs) and Micro-credentials, can be effective strategies to promote adult learning engagement and up-skilling for lifelong learning and employability. The relationship and interaction between ILAs and Micro-credentials lie at the intersection of personalized learning support and competency-based skill validation. The ILAs serve as a funding instrument within the adult learning ecosystem, providing tailored entitlements and subsidies based on individual needs, policy priorities, and available resources by addressing financial and motivational barriers to training. Micro-credentials offer short, focused certifications that validate specific skills and competencies, catering to the demands of a dynamic job market. By addressing financial constraints, tailoring learning experiences, and fostering a culture of continuous skill development, ILAs and Micro-credentials pave the way for a more inclusive, adaptable, and future-ready adult education landscape. The presentation will present compelling evidence from case studies and research highlighting the positive impact of ILAs and Micro-credentials on adult learning participation. We will outline the steps, building blocks, and elements of the enabling framework for their implementation into the national adult learning system. Additionally, we will discuss the importance of collaboration between policymakers, educational institutions, and industry stakeholders in promoting the adoption of ILAs and Microcredentials.

Keywords: *Adult learning, Individual Learning Acocunts, Micro-credentials, upskilling, reskilling.*

ADULT AND CONTINUING EDUCATION AS ACTIVE DEFENCE AGAINST THE NEW LEARNING WARFARE
Paolo FEDERIGHI
Italy

This study aims to analyse the ways in which adult learning initiatives are part of new models of warfare and, in particular, how these develop through social media. The question concerns how consumer audiences can actively defend themselves against different forms of cognitive warfare and, among these, learning warfare. The aim is to identify systemic and educational actions through which to develop the critical digital learning skills of young people and adults.

The study takes the theories of hybrid warfare as a reference with the aim of identifying degrading educational strategies. The attempt to formulate answers in the field of adult learning is based on two theoretical approaches.

The first goes back to Deweyan critical thinking theories. The attempt is to update these theories in relation to the specificity of the position of consumers of digital education contents and the educational dynamics in which they are immersed. On the basis of these assumptions, the search for appropriate educational actions is guided by the theories of self-directed learning of an emancipatory (and not simply transformative) nature from the tradition of critical andragogy.

For the analysis of the role that the consumer public can play with respect to the products of the digital economy, the theoretical framework of reference is that relating to the theories of consumption (i.e. the interdependent relationship between production-distribution-exchange and consumption). These theories have been taken up to their most recent formulations in terms of prosumption.

Methodologically, our work is based on the selection and analysis of a wide range of studies and empirical research relating to cognitive warfare, critical thinking, educational actions developed in the field of digital media and civic engagement in customer communities.

The method followed can be associated with "Integrative literature review'. An integrative review has a different purpose, with the aim to assess, critique, and synthesize the literature on a research topic in a way that enables new theoretical frameworks and perspectives to emerge. The idea of learning warfare is relatively unexplored. While some aspects of it are the subject of a large amount of doctrinal studies and empirical research conducted from different disciplinary perspectives. Due to our assessment of having to work on a relatively newly emerging topic (at least as far as educational research is concerned), we have adopted the method of integrative literature review.

FACTORS TRIGGERING ADULT LEARNING AND EDUCATION NEEDS
Vladimir GUȚU
Repiblic of Moldova

In adult learning and education the need is defined as the discrepancy between the current stage of development of professional competences, as well as those of general culture, and the desired (possible to be achieved) stage. The need reflects the existence of a problem that requires intervention, a problem that needs to be dealt with, but also a motivational drive for lifelong learning. As a rule, the learning and education needs of adults are determined from the perspective of the appearance of some changes, the dynamics of developing the areas of adults' interest. In the given study we will try to establish the learning and education needs of adults from the perspective of internal and external factors: a) pandemics, conflicts and violence, polarization and division of society, economic inequality, misinformation and propaganda; b) psychological, social and andragogic. The focus is on the systemic analysis of the learning and education needs of adults, which is followed by several further processes: data collection using methods and tools; identifying priorities and establishing

mechanisms for solving problems; needs satisfaction actions; establishing needs assessment criteria and tools. Identifying the learning and education needs of adults is a two-dimensional process: assessment of needs by service providers and assessment/self-assessment of needs by adult learners. Each of the above-mentioned factors generates different needs for learning and formal, non-formal or informal education of adults, including on the professional, social and individual dimensions. Addressing complex factors from the perspective of adult learning and education will essentially contribute to their more efficient integration into society, but will also contribute to reducing the influence of these factors by meeting the learning and education needs of adults.

Keywords: Adults, learning and education of adults, education need, challenges of contemporary world.

GLOBAL RECOMMENDATIONS ON PEACE AND EDUCATION FOR SUSTAINABLE DEVELOPMENT – EXPERIENCES AND PERSPECTIVES FOR ADULT AND LIFELONG LEARNING
Heribert HINZEN
Germany

„Since wars begin in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed." This clause comes from the Constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO), founded in 1945 just after World War 2. It serves as orientation till today for global recommendations on active citizenship and education for sustainable development. The presentation will analyze respective recommendations as they are contained in the United Nations Sustainable Development Goals (SDG) of 2015 which claim to "ensure that all learners acquire the knowledge and skills needed to promote sustainable development" and the "promotion of a culture of peace and non-violence". The analysis is deepened further in the perspective of adult learning and education (ALE) as it was just stated in the Marrakech Framework for Action (MFA). Participants from member states of UNESCO adopted during CONFINTEA VII (Conférence internationale sur l'éducation des adultes) in June 2022: "Quality education and lifelong learning are important mechanisms for implementing SDG 4 and are also prerequisites for ... just, peaceful, inclusive, violence-free societies ... and climate action". The presentation will then look into experiences how such global recommendations are translated into national and local experiences in the diversity of ALE initiatives in strengthening institutionalization and professionalization involving the various stakeholders from governmental, civil society and university sectors. An important example is the ALE Toolbox of DVV International where the Curriculum globALE after joint action and testing with DIE (German Institute for Adult Education), ICAE (International Council for Adult Education) is now recommended by UIL (UNESCO Institute for Lifelong Learning) to be used in UNESCO member states.

Keywords: citizenship education, peace, international understanding, sustainable development, adult education, lifelong learning.

SCHOOL COUNSELLING IN THE DIGITAL ERA: FOCUSED SEL PROGRAMS

Adrian OPRE
Romania

Emotions and maladaptive behaviours manifested in various educational environments have seen a worrying increase in recent years. They interfere severely with the educational responsibilities and vocational projections of adolescents and emerging adults. Students who present this type of unhealthy behaviours constitute a real challenge to academic staff and psycho-educational counsellors. In addition, there is an unprecedented widening of the intergenerational gap, enhanced by the alert digitalisation of the educational environment. Many of us find it increasingly difficult to offer students a real and effective support during their transition to higher education cycles or the professional environment. The consequences can be found not only in the students' decisional errors regarding their vocational path, but also in the emotional suffering they experience. With an obvious focus on practical aspects, this presentation will provide participants with the following:

a. effective decision-making strategies in the selection and use of the socio-emotional learning (SEL) programmes ;

b. backstage aspects of conceptualising, designing and running psychological, educational and vocational counselling programmes;

c. a number of tips to maximise the benefits of counselling programmes/ guides for children and young people, which we have developed ourselves (Programmes: SELF Kit, DASECA, Personal Development and Coaching Guides, Socio-emotional Development Guides, etc.).

Keywords: *Psycho-educational counselling, SEL programs, vocational counselling.*

SPECIFIC FEATURES OF ADULT EDUCATION IN ZAKARPATTIA UNDER MARTIAL LAW

Hanna REHO
Ukraine

The imposition of martial law in Ukraine affects all spheres of people's life, including education. The Zakarpattia Institute of Postgraduate Pedagogical Education has always kept track of events to promptly manage the advanced training of teachers, who now are in a difficult situation. Proper informational support to teachers of the region has become one of its main directions.

Due to the institute's efforts, there is a constant dialogue between practitioners, scientists, founders of the preschool education institutions, representatives of communities, allowing them to evaluate and determine measures in the institutions' activity organization in wartime and predict an action plan in the post-war period.

On the website, the institute disseminates information about changes in legislation under martial law, advice on psychological first aid to people having survived a crisis event, advice from UNICEF experts, and experts in preschool education. Information about participation in various events (seminars,

webinars, conferences) for the professional training of educators, pedagogical staff, heads of the preschool education institutions and practicing psychologists working with preschool children is constantly updated. Within the Moodle program, teachers taking advanced training courses can find materials for organizing psychological and methodical support for pedagogical staff.

In this essay, using the example of advanced training of educators and heads of the preschool education institutions in Zakarpattia, we will explore and reveal how adult education affects peace in the country, changes people's way of thinking and behaving, promotes the development of a culture of peace and tolerance, which reduces the likelihood of violence, promotes critical thinking and enables to make well-founded decisions.

By providing quality education to the teachers of the region, we can create a better future for our country and the world.

Keywords: *martial law, advanced training of preschool education institutions, culture of peace.*

PREPARING OUR STUDENTS FOR A MORE INCLUSIVE AND SUSTAINABLE WORLD. PISA GLOBAL COMPETENCE FRAMEWORK
Liliana ROMANIUC
Romania

Our students live in a very interconnected and changing world. Emerging economies, the technological challenges, the cultural and digital forces are shaping young people's lives around the planet. They have not only to learn how to live in a more diverse and interconnected world, but also to appreciate and value the intercultural differences and benefit from them. Developing a global perspective about living in more interconnected and intercultural environment is a lifelong learning process that starts in school and continues the entire life, shaped by education.

„Global competence is a multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being."

This paper focuses on the four dimensions of the global competence as it is defined by PISA 2018 and what schools can do to better develop students' global competence through formal and nonformal education. It also approaches the implications of the global competence for teachers of different subjects and what are some principles to successfully help students in developing their global competence.

THE IMPACT OF THE MEMORANDUM ON LIFELONG LEARNING FOR SUSTAINABLE DEVELOPMENTS IN ADULT EDUCATION

Simona SAVA
Romania

The Memorandum on Lifelong Learning was launched by the European Commission in 2000. After more than two decades references to the Memorandum on Lifelong Learning can still be noticed in the scientific literature, as well as in different policy papers, in Europe and beyond. The Memorandum on Lifelong Learning is one of the most known policy documents, shaping European adult education, as well as in the member states. With the six messages listed in the document, it was aimed to give visions on the elements the national lifelong learning strategies should cover, for a comprehensive action towards upskilling the workforce and inclusive society, with a large participation to lifelong learning of European citizens. Based on a scoping review done between Oct. 2022- March 2023, it will be presented the way the Memorandum on Lifelong Learning was echoed in the scientific debate since its launching. Coherent and cumulative developments in adult learning and education could be noticed around all 6 lines of action (messages), highlighting he way the visions of the Memorandum on Lifelong Learning have drawn sustainable developments in adult learning and education globally, not only in Europe.

THE LANGUAGE OF ADULT EDUCATION

Laurenţiu ŞOITU
Romania

The paper starts from the responsibility of the educator who is responsible for the responsibility of the other (Levinas). Since language is the expression of thought, but thought cannot manifest itself outside language, the priority of one of the dimensions exists only in relation to the perspective of analysis, of defining processes. Language influences thinking! It is the word that accompanies the "person" at all times and everywhere, in the construction of their own images of the world, and generates behaviour, attitudes, influencing expectations, choices, decisions (Piaget, 1926, Vîgotski, 1978, Tatiana Slama-Cazacu, 1961).

Adult language is important for adults themselves - who are assailed by confusing, confusing expressions, which not only mislead, but are the opposite of what is expected, of the naturalness necessary for understanding - but also for young people and children, who take what is offered to them - in various contexts, some of which are difficult to control.

The presentation dwells on the analysis of concepts and phrases that are inappropriate for education, whether they are rooted in the 'confused' understanding of book authors, in globalised communities dominated by ever 'approximate' translations, or in the superficiality of the analyses carried out by educational policy-makers in the rush for 'models'.

The carelessness of taking over or producing "trendy" concepts has even greater proportions caused by the Covid19 scares, when authors and groups did not have time to think about the quality and correctness of expression, invading the vocabulary with "social distancing" instead of physical distancing, with talk

about "online school" instead of online learning, elearning, about "digital school" instead of digitized school, even about "digital education", not about digital products with an effect in education and other such expressions that we will dwell on.

The idea that runs through the paper is that the language of education is the responsibility of the author of books, textbooks, articles, of the school, of the adults who contribute to the growth of all! The current generation of teachers and educators are responsible for the image of those who formed us and for all those who will follow.

Keywords: *education, language, thinking, effects of language, educator responsibility.*

VIRTUAL MOBILITY AND VIRTUAL EXCHANGE FOR INTERCULTURAL AWARENESS IN TIME OF WAR
Francesca TORLONE
Italy

Mobility and exchange are usually seen as devices addressed to young adults who are not employed and can invest their time in living abroad for a limited period of their life. Moreover, mobility and exchange can be conceived as an experience that might be useful for adults living in countries that are in ongoing war and conflicts. The experience of virtual mobility implemented during the pandemic can be transferred also to new targets of population.

Mobility and exchange carried out in a virtual modality between people living in countries engaged in war and people living in other countries can be valuable for different reasons. Participants living in war countries can overcome and better deal with the isolation and fear they regularly feel. Participants living in countries far from war have the chance to get direct interactions with the war and with people who are in war. So, for the latter ones virtual mobility and exchange can represent the opportunity to get rid of disinformation and "fake news" and the "hybrid warfare". This is possible as it has been done and tested in pandemic emergency at higher education level and showed to be effective in terms of learning outcomes achieved by students.

Virtual mobility and exchange are worth to be used and adapted to the learning experience of people in war territories. They can be effective under certain conditions and knowing their potential constraints.

The paper analyses the experiences of virtual mobility and exchange that have been carried out at higher education level from 2020 until 2022 considering their different functions being: ▢ a preparatory/ follow-up activity to physical mobility; ▢ an intertwined component of physical mobility; ▢ a stand-alone learning experience; ▢ a component of a formal/ non formal activity.

To do so it is necessary to coordinate, promote and develop virtual learning experiences.

Keywords: *warfare education, virtual exchange, disinformation, citizens and students.*

TOPIC I

POLICIES AND STRATEGIES OF EDUCATION FOR PEACE AND INTERNATIONAL UNDERSTANDING

ECONOMIC AND EDUCATIONAL EFFECTS OF PLAGIARISM IN THE NIGERIA SYSTEM

Omobolaji AWOLESI

Republic of Niger

This paper studies the economic and political effects of plagiarism in the Nigerian Education System as a whole. The insidious increase in the crime of copying and paste of other people's materials among students in the institution of our higher learning and even the so-called lecturers and our professors have become what should be termed as an academic corruption because of infringement on legal write-up or authorship of people who significantly embarked on research for the purpose of eye-opening justifications to bring out the effects or solutions to a particular problem of a society or organization. The perspective at which plagiarism should be looked at or into should not be limited to its effects on the part of education alone but the destructions it has inherently, apparently, tremendously, and politically caused to our economic disenchantments. The simple linear regression of plagiarism in relation to economy and operation in various transitions to our educational system has brought a lot of down-gradable effects on our political and economic status because the supposed lime-light of knowledge is those who deeply instrument plagiarism in our various institutions. The abandonment of educational work for political engagement has brought about economic destabilization and total destruction of strategic development and policies in our education. Academic corruption is being part of our educational system and nobody is actually willing to correct the impede and wrong input to the system because of political manipulations, social disagreement, and cultural disrespect , be a lecturer, professors, and up to non-teaching staff who are supposed to be seen as limelight of the entire modules. The major reason behind a total set back in Africa, most especially, Nigeria, it is because we lack research methodology. Many professors are now in the act of political embrace which practically disorganizes our educational statue-co.

Keywords: *academic corruption, down-gradable effects, Economic disenchantment, Economic destabilization, infringement-on-the-egal-write-up, infringement-on-authorship.*

SPORT AS A FACTOR OF YOUTH AND ADULT EDUCATION FOR INTERNATIONAL COLLABORATION
Nicolae BRAGARENCO
Republic of Moldova

The effects of systematic sports practice throughout one's life are well-known and fully defined in the specialized literature. These definitions highlight the benefits of motor activities on the physical and mental health of the body, which, in turn, are also related to the quality of human life. Beyond the health stimulation effects, equally important for individuals of all ages engaging in sports are the educational and formative aspects. Through sports, individuals develop communication, collaboration, and organizational-management skills. Additionally, sporting activities contribute to the formation of human personality traits characterized by tolerance, respect, perseverance, resilience, fairness, and solidarity. It is globally recognized that sports are the most effective tool for preventing conflicts and maintaining peace among people of different cultures, disregarding geographical boundaries and social classes. In fact, sports are considered a bridge, a platform that builds collaborative relationships between communities, fostering sustainable social and economic partnerships in various fields. Therefore, educating young people and adults through physical education and sports should be approached similarly to other fields, as an integral part of societal education. Treating the field of sports as an integral part of societal education requires the strengthening of all human and institutional capacities involved, and the result can be seen in the development of partnerships between entities at both national and international levels.

Keywords: *sports, education, adults, collaboration.*

LEARNING THROUGH COMMUNION: AN INTEGRATIVE VISION ON EDUCATION
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The article addresses a wide range of current issues regarding the social role and challenges in education and their consequences on both teachers and students' education. The guiding concepts are those of the integrative and shared vision, of community and communion, but also of the own learning vision, seen as vertical and labyrinthical constructions, which condition and dynamize the process of transfiguration, self-generation and social self-formation of adults and those educated.

Living in diversity in a Homni superorganism and building a clear vision of what our society should look like today are issues that concern us all as these are conditions for a common future of peace and sustainable development. The vision of reconnecting people is justified and opportune. We ask ourselves what can be the most relevant tools to build resilient, supportive communities. We ask ourselves moreover on how we can form an articulate, integrative community vision.

The first requirement is the education for communion and the culture of common interests because "speaking again to the human heart" has complex and rich anthropological openings, towards fundamental motivations and unifying feelings. The disciplines of communion are love (as language), responsible respect, relationships and dialogue etc. It can be related to certain skills: the connector in education/life can generate the feeling of communion and belonging.

In such conditions we can discover each other "as complete persons and not just opinions"; this openness respects the freedom of the person and capitalizes on the enormous human potential. As learning to learn is a priority, the human being needs this kind and cooperative protection in which its own learning vision will have to say a powerful word.

Keywords: *Integrative vision; community; communion; the own learning vision; consciousness.*

THE ROLE OF STRATEGIC DESIGN IN INCREASING THE QUALITY AND EFFECTIVENESS OF TECHNICAL VOCATIONAL EDUCATION IN THE REPUBLIC OF MOLDOVA

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Strategic planning is essential in quality assurance in technical vocational education because it involves defining a clear vision and long-term objectives of the institution. It helps to direct resources and efforts towards the achievement of these objectives and to ensure the continuous development of the institution. Strategic planning three elements: situation analysis, strategy formulation and its implementation. Once the action plans are developed, the manager begins to manage the strategic thrust of the institution.

Thanks to strategic planning, there is alignment with the needs of the labor market, by adapting the training programs to the requirements in the field. The labor market in the Republic of Moldova, collides with challenges both in terms of the quantity and the quality of the labor force.

Another critical point is resource planning, as strategic planning involves assessing and planning the resources needed to achieve the institution's goals. This includes the appropriate allocation of staff, budget and infrastructure to ensure an environment conducive to learning and professional development. Through strategic design, the institution can monitor and evaluate performance, establishing performance indicators and methods for monitoring progress in achieving set objectives. This process enables the rapid identification of problems and the implementation of corrective measures to ensure quality in vocational technical education.

Within the framework of strategic design, collaborative relationships and partnerships. Through such partnerships, the institution can benefit from external expertise, internship opportunities or placements for students, which contributes to the improvement of quality in vocational technical education.

Therefore, strategic design is a priority factor in quality assurance in technical vocational education. It helps the institution set its goals, plan resources, monitor performance and adapt to changes in the field.

In the modern era, technical vocational education institutions that do not have well-argued strategic planning are doomed to mediocrity or even failure.

Keywords: *strategic design, quality, technical vocational education, vision, objectives, training programs, performances.*

COMPLEXITY BASED LEARNING FOR PEACE AND SUSTAINABLE DEVELOPMENT
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Romania

The purpose of educating for sustainability and resilience in HEIs is to build a new vision of the world and to provide a different approach of lifelong teaching and learning. The curriculum development dynamic should be oriented to face the great challenges of the current complex systems, addressing not only environmental issues but also, peace, ethical behaviour, poverty alleviation, health promotion and human rights. One of the key recommendations of the UNESCO Report of the International Commission on the Futures of Education is to set up a new research agenda that is wide-ranging, multifaceted, future-oriented, planet-wide and that draws on diverse forms of knowledge and perspectives. Skills like, anticipation, adaptability and impact analysis will become an imperative requirement for global society. Our work presents a new approach of curriculum in universities: complex based teaching and learning. This approach is based on research literature and includes four course modules: Complex adaptive systems, Futures and epistemic literacy, Becoming in complexity and Holding and facilitating environment prototype. This new approach is currently developed by teachers from 7 universities and 1 economic company in the frame of the European research-action project, ECOLAH (www.ecolah.eu). This approach is based on the underlying onto-epistemological-philosophical shift from a conventional Newtonian linear, cause-effect perspective to a systems perspective that embraces non-linear causality. These modules are implemented during the piloting phase in all the project participating universities. The present work will also report the preliminary results of the piloting process. The data is collected through several Timeout sessions (a structured dialogue method facilitating the constructiveness of the discussion) involving a sample of master students from Alexandru Ioan Cuza University of Iasi, Romania.

Keywords: *complexity, peace, sustenability, teaching&learning, curriculum, future literacy.*

CHANGING VISION OF EDUCATION FOR PEACE IN THE REPUBLIC OF MOLDOVA

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The issue of peace and peace education is not new, rather it is an inexhaustible one. After World War II, the policies in field of education for peace took shape, which rather referred to the prevention and reduction of regional conflicts, to the training of citizens open to collaboration, to solving problems/ conflicts peacefully, tolerant towards other cultures and primarily other points of view and way of life. The Republic of Moldova in this sense was not an exception. But the war that was started by Russia in Ukraine totally changed the view on perception of war and the way of educating the population for peace and international collaboration.

The focus is on approaching the problem from the perspective of national and international context, on identifying the psychological, physical, economic, political, social effects on the population, but also on identifying the perception of war by different social groups. At the same time, certain ways of education for peace are proposed in the context of the Republic of Moldova.

Obstacles to the design and implementation of peace education are extensively analyzed, definitions of peace education are formulated, and general and peace education-specific competences are presented. The results of a study on the perception of war in Ukraine by the Moldovan society are also analyzed.

Keywords*: war, peace, peace education, effects of war, aggression.*

ART – FACTOR AND MEANS OF EDUCATION FOR PEACE

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The current context requires the search for new means of educating the population, including education for peace and collaboration. In this sense, art, including the choreographic art, possesses inexhaustible and efficient valences. Art acts to cultivate feelings and imagination by emphasizing and valorizing people's individuality, through beauty and aesthetic/artistic taste necessary to transform individuals' visions and the way we understand life and reality.

Art responds to some real needs that any person has to clarify some ideas, to motivate some behaviors, to form/develop some attitudes, including towards the challenges of contemporary world. The focus is done on approaching the valoric framework of art and choreographic art, in particular, on the dimensions of artistic education (intercultural, aesthetic, axiological, etc.) and their valorization in a procedural plane.

The intercultural dimension aims at a pedagogical approach to cultural differences, a strategy that takes into account spiritual or other specificities, but also the process that occurs at the intersection of cultures.

The aesthetic and axiological dimensions engage the general and particular values of beauty existing in society, nature and art. The formation/development of aesthetic attitudes through full internalization in affective, motivational and behavioral terms and their integration in all types of human activity, in science,

technologies, pedagogy, politics, economy, etc. represents a significant factor in achieving education for peace and collaboration through art.

A system of objective principles and strategies for education through the art of tolerance towards other cultures, customs, points of view, but also behaviors relevant to the context and current valoric framework will be established.

In the given study, an attempt was made to identify the opinions of respondents regarding the role of art in education for peace and collaboration between peoples in the conditions of current challenges.

INNOVATIVE HUMANISTIC AND COMPETENT EDUCATION – THE FOUNDATION OF SUSTAINABLE DEVELOPMENT OF THE MODERN WORLD

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Traditional education, which is built on the basis of a knowledge-based educational paradigm, is unable to adequately respond to modern challenges, because: the dynamics of growth in the amount of information possessed by humankind and social changes are increasing rapidly, and knowledge often becomes outdated even before the end of the education period. Education for sustainable development (ESD) should be understood as a competency-based educational process aimed at a person's acquisition of science-based knowledge, abilities and skills that contribute to the formation of an environmentally conscious society, the formation of new worldviews. ESD is aimed at the acquisition of knowledge and skills that contribute to the formation of awareness of existing problems, society, new positions, worldview, values, as well as development that is socially desirable, economically viable and ecologically balanced.

The main thing in the process of implementing ESD is learning in action and for action. That is, all those who study must acquire the knowledge, skills and abilities that are necessary for actions in the conditions of sustainable development. ESD is designed to form a responsible individual who is ready for conscious activity on the basis of acquired knowledge and formed norms and rules of behavior concerning the environment. The new ecological consciousness should have a syncretic character, that is, logically include all previous types of consciousness (magical, religious, scientific), and not separate from them.

The educational process should be based on the modern principle of the priority of science over nature-transforming activities; it should become continuous; should be carried out in preschool, school, student and post-graduate periods according to the principle of "lifelong education". The ESD model can develop effectively only based on the humanistic orientation of education and the innovative potential of the educational institution, as provided for by the "New Ukrainian School" Concept.

MONDIALISATION OF COMPETENCE-CENTERED EDUCATION. ”PRAGMATIC KNOWLEDGE” VERSUS ”NOBLE KOWLEDGE”

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Romania

We are witnessing today a globalised reform of educational systems. Competence-centered education falls within this logic. Introducing the term ”competence” in the educational field proves its openness to the dominant socio-economic ideas. On the other hand, a frequent use of the word ”competence” in the field of work and educations is in accordance with the need to increase individual autonomy, who is continuously subjected to assessment.

From the perspective of the modern education, the accent must fall on mastering the processes, understanding the concepts and the ability to use them in various situations. This request should be aimed in all fields of knowledge. Competence-based education is an alternative to traditional education exclusively based on knowledge, on assimilation of information. From this perspective, it is important to select those contents that have maximal relevance in the process of training the competences needed and, at the same time in applying them.

CONCEPTUAL ASPECTS OF MANAGERIAL ETHICS

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The summary addresses managerial ethics, which is an important field in the study of management and organizational behavior, focusing on its conceptual aspects. Understanding these aspects is essential for developing a responsible and ethical approach to decision-making by managers. Deontological theory and utilitarian ethics are two relevant theories in this domain. Deontological theory focuses on adhering to moral principles and norms in decision-making. According to this theory, managers must act in accordance with ethical values and focus on respecting moral rights and obligations. Utilitarian ethics, on the other hand, is based on maximizing happiness and well-being for the greatest number of people possible. In a managerial context, this involves evaluating the ethical consequences of decisions and their impact on employees, customers, and society as a whole. Another important conceptual aspect of managerial ethics is making ethical decisions. Managers often face complex situations and difficult choices, where they must consider moral and ethical aspects. Analyzing the consequences and impact on different parties involved is a key factor in making ethical decisions. Managers must also be aware of organizational values and act in accordance with them. Communication and transparency are also

important aspects in making ethical decisions, as they contribute to the understanding and acceptance of decisions by employees and other stakeholders. In conclusion, the conceptual aspects of managerial ethics are crucial for developing responsible and ethical managerial practices. Understanding ethical theories such as deontology and utilitarianism provides a solid foundation for making ethical decisions within organizations. Additionally, making ethical decisions requires evaluating the consequences and impact on the parties involved, respecting organizational values, and maintaining transparent communication. By adopting an ethical approach to management, organizations can build trust relationships, improve their image, and contribute to the development of a more ethical society as a whole.

Keywords: Managerial ethics., deontological theory., utilitarian ethics., ethical decision-making., communication and transparency.

CITIZEN SCIENCE AS A FORM TO GAIN NEW KNOWLEDGE AND SKILLS
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Over the past 20 years, thousands of citizen science projects engaging millions of participants in collecting and/ or processing data have sprung up around the world. Based on the concept of the Knowledge Ecosystem, the purpose of this conceptual paper is to explore the potential role of the involvement of citizens in research activities in developing their abilities, enriching their knowledge with the purpose to acquire knowledge, skills and competencies in a new field. Citizen science is a multifaceted concept that reduces the distance between science and society, contributing to the achievement of an inclusive society. Citizen science refers to the active involvement of the general public in scientific research tasks. This collaboration between scientists and citizens aims at producing new knowledge which can play a significant role in developing society, improving communities, and promoting public participation (Vohland et al., 2021). The participants in citizen science are also involved in a learning process (Bela et al., 2016), not just the acquisition of the skills necessary for participation in citizen science, but also a deeper understanding of scientific concepts and processes – historically referred to as "scientific literacy" (Miller, 1983). How can we align the goal of citizen science (to bring scientific progress) and the goal of education (to support learning)? These two goals can be achieved both in formal and informal environments which raise unique challenges for practitioners (how information is communicated and shared; the capacity of citizens to be involved in the process, and the desire/ obligation to reach specific learning objectives (Roche et al., 2020). As members of the community, citizens are empowered to engage more deeply, and learn more about the scientific projects they are involved in, and thus they are likely to collaboratively shaping scientific endeavours from their inception, and participating in their analysis throughout.

Keywords: knowledge ecosystem, citizen science, adult education, research projects.

THE PURPOSE OF COACHING IN ADULTS' DEVELOPMENT OF RESILIENCE
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Coaching is a self development method that has been introduced relatively recently in education, turning out to have incredible results. Having a strong impact on the person and motivating them to start making profound changes, both in the personal and professional life, coaching, as an educational strategy for adults, started spreading around the whole world like never before, in the context of the pandemic and the war in Ukraine.

This article's major goal is acquiring knowledge about coaching perspectives and tools, as well as their application methods in adults' education. Starting from the explication and evolution of the concept of coaching, we highlight the specific competences of educational coaching, but also the benefits it brings in adults' education. One of the secondary goals focuses on identifying ways through which adults can develop resilience with the help of coaching. Therefore, we will present tools such as: coaching questions, establishing SMART goals, shaping an action plan, the decision matrix and the Eisenhower Matrix. Another secondary goal of this article indicates identifying specific ways a contemporary adult can achieve well-being.

Based on all the societal changes as of lately it is necessary more than ever for people to start developing resilience competences, in order to maintain mental health, but notably, for an optimal functioning of the entire social system. Presuming that the traditional educational system does not offer enough emotional and adaptive education for the contemporary challenges, coaching comes in help with completing the primary education of an adult, by teaching new competences necessary for the modern-day individual. Adapted to the specific particularities of adults' education, coaching combines methods from diverse domains, in order to achieve an individual's well-being, a more positive mindset, a shifted perspective of thinking, development of resilience competences, with sustainable results in the medium and long run.

Keywords*: coaching; adults' education; resilience; well-being.*

STATUS QUO AND COMMITMENTS FOR ADULT EDUCATION AND LEARNING IN THE REPUBLIC OF MOLDOVA: 2023-2030
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Republic of Moldova

The paper proposes the analysis of the status quo of adult learning and education ALE in the Republic of Moldova, on the following components: policies, legislation, financing, target groups, training needs, data collection, training areas, personnel for adult education, research, evaluation of the quality of training programs, access and accessibility, national and international cooperation, adult education perspectives.

We support, through documents, its development in the Republic of Moldova, in three stages:

1994-2003-establishment and strategic and operational stage 2004-2014-methodological and quality assurance stage 2015-2023-motivational stage.

We argue that the status quo of ALE as a social practice, a resource of the market economy, a nonformal and formal educational reality, a component of national, sectoral, local, and organizational policies, a resource for democratic and community development, a space of personal development and socialization refers to the 30 years of independence of the Republic of Moldova and the practice of the market economy, 27 years of development of civil society in Moldova, 20 years of operation of the labor market based on the principles of social dialogue, 9 years of development of the educational system based on the principle LLL, 14 years of reflection in the official statistics of continuous professional training.

We present the country's commitments for the development of ALE based on the strategic documents - the "European Moldova 2030" National Development Strategy and the "Education 2030".

In conclusion, we establish that, for a qualitative leap in the field of ALE, the following would be appropriate: effective and efficient use of previously developed resources; overcoming lack of rhythm and redundancy; the judicious harmonization of the country's situation and European policies regarding EA in the context of the status of the Republic of Moldova as a candidate country for the EU.

Keywords: Adult Learning and Education; status quo; commitments; governance; access; accessibility.

THE INTERACTION BETWEEN THE COGNITIVE, AFFECTIVE AND BEHAVIORAL COMPONENTS OF THE SOCIAL SELF: AN INTEGRATIVE PERSPECTIVE

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Romania

By creating the integrative perspective based on the social cognitive theory of personality and the psychology of affectivity, this article aims to explore how the cognitive, emotive and behavioral components of the social self influence each other, thus contributing to the formation and manifestation of social behavior. The cognitive aspects, in the emotional context generated by self-esteem, and the behavioral ones involved are also carefully analyzed, along with the contextual influences and social interactions on how these three components develop and manifest in social relationships. Cognitive, emotional and behavioral components decisively influence the way the individual perceives and interprets social interactions: self-concept manifests the individual's subjective perception of his own worth, while self-image refers to how individuals represent and understand their own identity in relation to others. If self-esteem influences the way the individual responds to the evaluations and feedback of others, self-presentation and self-disclosure refer to the interactions used both in constructing and transmitting the self-image in relation to others, and in revealing personal and intimate information. The exploration of this complex topic highlights the importance of understanding the interconnection and

interdependence of these components in the formation and manifestation of the individual's social behavior. The applied part - the training of social skills, especially communication and relational ones - emphasizes the interdependence of the constituent components of the social Self and highlights the significant benefits that the understanding and exploration of these components have in the development of social relationships. The article aims to contribute to the understanding of the complexity between the cognitive, affective and behavioral aspects of the social self, with the aim of opening new perspectives for future research in the field of social psychology.

Keywords: *interaction; cognitive components; self-esteem; Social Ego; integrative perspective*

SOCIAL EDUCATION OF ADULTS IN CRISIS SITUATIONS: CONTENT AND FEATURES
Maia ŞEVCIUC, Carolina ȚURCANU, Veaceslav BOLIEV
Republic of Moldova

The dynamics of changes in society, in the labor market, in education, external and internal crises within the areas dictate the need to substantiate and apply new approaches to teaching adults as important subjects of socio-economic development. The article, namely in this context, raises a number of problems in the training and education of adults: an adult as a subject of social education; behavior of an adult in crisis situations; classification of crisis situations within the framework of age development; definition of the "social resilience competence" concept, identification of the peculiarities of resilience competences development. The emphasis is on substantiating the andragogical model of adult education, which includes the following: the formation in adults of qualities and competences that allow them to overcome crisis situations; the provision of educational means for adults to adapt to the social and professional environment and to develop adults' competences of resilience to crisis situations by modeling their behavior in these situations and finding ways out of them.

Keywords: *adult education, non-formal education, andragogy, crisis situations, social learning, social competences, resilience competence.*

THE FORMATION OF UNIVERSAL PEDAGOGICAL COMPETENCIES FOR ORGANIZING AN INCLUSIVE EDUCATIONAL ENVIRONMENT IN THE CONDITIONS OF A GENERAL EDUCATION SCHOOL
Svetlana TURCHAK
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The article presents aspects of the inclusive education problem in Republic of Moldova, reveals the conceptual basis and content of teacher training programs aimed at developing universal competencies of inclusive education. Inclusive education is often discussed in theory but not put into practice. Researchers have identified the necessary competencies educators need to create inclusive learning environments, which led to the creation of a new scientific concept in pedagogy called "universal pedagogical competencies of

inclusive education". These competencies allow educators to connect knowledge to real-world learning situations, choose the right educational direction, and solve educational situations for all participants. A didactic model consisting of four blocks has been created to develop these competencies, which include general didactic competencies, communication competencies, competency in creating a friendly environment, and competencies for program integration. Incorporating this model into professional development programs for educators and managers has been effective in developing these competency blocks. The study has confirmed the effectiveness of the Concept of Directed Formation of Universal Pedagogical Competencies for creating an inclusive educational environment. The obtained results allowed us to prove the necessity and justify the content of universal competencies through the didactic model of universal competencies for inclusive education.

Keywords: inclusive education, teachers' inclusive education competencies, universal pedagogical competencies for inclusive education, friendly educational environment.

ROMANIAN WISDOM OR ABOUT THE CHANGES IN ROMANIANS' MENTALITY
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Romania

This study is based on the key-concept of „cuminţenie". It has no exact equivalent in English.

This expression can mean, at the same time, wisdom, politeness, prudence, gentleness, kindness, etc. The author believes that wisdom is the most valued moral virtue among Romanians. Goodness („cuminţenia") has been built over time. The author has chosen nine Roumanian mentalities that demonstrate this thesis: „Danubian Mentality", „Orphic Mentality", „Gastropod Mentality", „Mioritic Mentality", „Parenetic Mentality", „Phanariotic Mentality", „«Paschoptist» Mentality", and „Haretian Mentality". The current mentality has become among Romanians a futuristic mentality; it is an insecure and reckless mindset.

Keywords: mentality; wisdom („cuminţenie"); mentalitties: (danubian, orphic, gastropod, mioritic, parenetic, „paşoptist", phanariotic, haretian, futuristic).

LEARNING AND COMPETENCES FOR LIFE, WORK AND SUSTAINABLE DEVELOPMENT

TEACHERS' OPINIONS REGARDING THE USEFULNESS OF CAREER COUNSELING AND GUIDANCE ACTIVITIES FOR HIGH SCHOOL STUDENTS

Otilia Sanda BERSAN

Romania

The aim of this research was to collect and analyze the feedback of the 40 teachers, Romanians and Serbians at the end of the counselling activities in the classroom. All the teachers have realized many orientation and counselling activities for career guidance with 400 high-school students (Romanians and Serbians). At the end of three months the teachers just provide one feedback regarding the usefulness of the activities, and do some recommendations for the next practices in counselling. A self-administered questionnaire with 15 closed questions and 2 open questions was used. For the 15 closed questions, i.e., opinion questions, a Likert scale was used to formulate the answers (with 5 answer options). The questionnaire was applied online through the Google Forms application. The processing of the results for the closed questions was also done by using the Google Forms application, respectively the graphical representations of the distribution of the answers to each question. To process the answers to the open-ended questions, qualitative content analysis was used, performing a thematic and comparative analysis of the answers. The questionnaires were bilingual (Romanian and Serbian) and anonymous. The answers to the open-ended questions were written in both Romanian and Serbian, the latter being translated later so that they could be analysed. Teachers' responses show that all the teachers considered the topics covered in the individual and group counselling activities to be useful and very useful for the career counselling and vocational guidance of the students involved. The percentage of teachers who considered the discussed topics as very useful increased from one month to another, reaching a percentage of over 65% in the third month of the project.

Keywords*: feedback, career, counselling, activities, students, guidance, high-school.*

AXIOLOGICAL DIMENSIONS OF TEACHER PROFESSIONAL DEVELOPMENT MENTORING

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The article addresses the issue of teacher professional development mentoring. Based on the results of theoretical and experimental research, the system of values and general principles that ensure the outcome of the mentoring process is argued.

Based on the results of the diagnostic study, is argued the importance of the following values of the professional development mentoring of teaching staff: Professionalism and Meritocracy, Fairness, Freedom, Autonomy, Confidentiality, Respect and tolerance, Benevolence and care.

In the key of values, is deduced the system of general principles of the mentoring activity: the principle of individualizing the professional development path, the principle of ensuring the credibility and sustainability of the mentoring relationship, the principle of ensuring consistency and providing feedback in the learning process, the principle of stimulating metacognition in the learning process, the principle of promoting experiential learning, the principle of immediate applicability, the principle of collaboration and teamwork.

The appropriate conditions for the optimal development of the mentoring process are deducted, including taking into account / capitalizing on the particularities of adult learning through mentoring activities, valorization of the development vector, compliance with the code of professional ethics.

Emphasis is placed on the valorization of the development vector. It is demonstrated that the 7 vectors of adult personality development through learning are: the need to acquire new skills, the management of emotions, the development of professional autonomy, the development of interpersonal relationships, the crystallization of the Professional Identity, the awareness of directions that need to be improved, the development of integrity.

The effectiveness of the mentoring activity is determined by the quality of communication between the parties. In context, the factors that ensure good communication are listed: psycho-individual factors, psychosocial factors, sociocultural factors, circumstantial-situational factors.

It is mentioned that the mentoring program must have a clear structure, with reasonable and clearly defined objectives, with tangible conditions and participation rules known to all those involved in the activity.

Keywords*: mentor, mentoring, values of professional development mentoring, principles of professional development mentoring, conditions for effective mentoring.*

DETERMINANTS OF GENERATION Z'S SCHOOL ORIENTATION AND CAREER CHOICE

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In the context of the globalized society where the digital revolution has projected waves of economic, political, cultural, family, etc. dimensions, we are

discussing the digital generation which, due to its psychological profile, has been given various names: Generation Z, Wireless Generation, Wi-Fi Generation, Facebook Generation, Instant Generation, etc.

Considering the common patterns of young people who belong to this generation - of thinking and relating to themselves, to society, to the activity carried out - the purpose of the study is to identify the factors that influence them in their school orientation and professional choice.

The sample is made up of 90 students enrolled in the first year of undergraduate university study programs from the faculties of Humanities and Sciences and Economic Sciences of the Petroleum and Gas University of Ploiești.

In order to collect relevant information regarding the determining factors in the school orientation and professional choice of young people belonging to generation Z, a questionnaire-based survey was used, applied online to first-year students enrolled in various specializations belonging to the two faculties mentioned above. Also, a focus group discussion proved to be useful to identify details about young people's aspirations, expectations and representations regarding school and professional orientation.

The analysis of the data obtained following the application of the questionnaire, but also during the focus-group discussion, highlighted the different benchmarks that the young generation Z have in shaping their professional approach, beyond the common patterns impregnated by the digital society. The difference is given by the extent to which they are concerned with looking for answers to the questions "who am I?", "what do I want to become?", based on which they can outline their self-identity.

Keywords*: technology, generation Z, school guidance, professional orientation, self-identity.*

MAKERSPACES AS LEARNING SPACES FOR SUSTAINABLE DEVELOPMENT. A SYSTEMATIC LITERATURE REVIEW
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Romania

Makerspaces have emerged as dynamic environments that foster creativity, innovation, and hands-on learning experiences. This article explores the role of makerspaces as learning spaces for sustainable development. By performing a systematic literature review, it examines how makerspaces empower individuals to engage with sustainable practices and contribute to broader societal and environmental goals. The article delves into the multifaceted ways in which makerspaces support sustainable development through experiential education, collaborative problem-solving, and the application of emerging technologies. Additionally, it highlights the potential for makerspaces to bridge the gap between formal education and practical sustainability challenges, ultimately promoting a more sustainable and equitable future. The aim of the study is to underscore the significance of makerspaces in nurturing the skills and mindsets needed for sustainable development in the 21st century. In this sense, we performed a systematic literature review of publications from the ERIC and Google Academic databases. 33 articles met the inclusion criteria. Their analysis

reveals that makerspaces contribute as learning spaces to sustainable development, in various ways, educating participants about sustainable development, but also fostering innovation, debate and social action towards the global goals of sustainability and justice.

ADAPTATION OF STUDENTS WITH A TECHNICAL PROFILE TO THE ONLINE ENVIRONMENT
Roxana BOBU, Oana JITARU, Ionica Ona ANGHEL
Romania

The emergence of the COVID pandemic has generated profound changes at the international level, at the institutional level, but also for each person. The educational activities were based on legislative measures adopted by each individual country, on existing logistical resources at the institutional level, but also on the personal resources, of each of the two actors of the educational relationship: teacher and student. From this perspective, we were interested in analyzing which aspects of the personality structure of our students contributed to this adaptation process generated by the transfer of didactic activities from the physical environment to the online space. We had in mind to fiind the coping mechanisms activated by students, expressed by different dimensions specific to their personality: emotion management, assertivity, interpersonal relationships, availability and/ or unavailability of involvement. The starting idea was that the success of online teaching activities also depended on the resilient resources of our students. Our study considers how students from a technical university, who also attend the psycho-pedagogical courses, managed to activate internal resources to cope with the stress generated by a completely unexpected situation for humanity in general, but also to meet the educational requirements. The working hypotheses considered the following: a) the lower the emotional impact, there will be favorable premises for assertive behaviour; b) the attitude of involvement or non-involvement is in direct relationship with the self-perceived group connection/ sense of belonging; c) students who self-assessed as having a high degree of involvement/ availability obtained more psychological gains in terms of personal development.
Keywords: *students, adaptation, resilience, , pandemic context, online education.*

METACOGNITIVE INSTRUCTION FOR SUSTAINABLE DEVELOPMENT IN ADULT LEARNING
Claudia-Vasilica BORCA
Romania

This article aims to investigate metacognition as a factor in sustainable development and supporting the role of lifelong learning. The established conceptual definition of metacognition refers to "thinking about thinking," and recently theorists and researchers agree that metacognition refers to the ability to become aware of our thoughts, cognitions, and behaviors, becoming a fundamental aspect of higher cognition. in man. Metacognition can support

cognitive awareness and social interaction as well as sustainable development. There is much debate about the changes that occur at the metacognitive level across the lifespan. Metacognitive knowledge is relatively stable and age-dependent, whereas metacognitive regulation is relatively unstable and independent of age, so that in adulthood, key components of metacognition such as: reflective judgment, critical thinking, decision-making, and problem-solving become sets of key skills for education and the workplace. For this very reason, adults whose metacognitive skills are well developed are better problem solvers, are true decision makers and critical thinkers, are more capable and motivated to learn, and are more likely to regulate their emotions (even in difficult situations), manage complex situations and deal with conflict. On the other hand, becoming more metacognitively competent, both academically and professionally and personally, can help maximize this neural plasticity-the brain's ability to change and grow and become, in terms of functionally, smarter. Although, metacognitive skills, once well learned, can become habits of mind that are applied in a wide variety of contexts, it is important to consciously apply appropriate metacognitive skills for sustainable development in all aspects of daily life.

Keywords: *Metacognitive instruction, sustainable development, adult learning.*

SCHOOL TRENDS REGARDING EDUCATION FOR PEACE, COOPERATION, COLLABORATION
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Romania

The main points of the paper focus on the the international and national school trends regarding education for peace, cooperation and collaboration. The importance of the topic resides in the need for school to adjust to ever changing contexts, not only in terms of new political, economic, but also social contexts. The motivation of the study comes from an urge to understand how certain crisis contexts have changed the way school units communicate between and among each other, and to what extent and with what outcomes. Our theoretical foundation resides in studying the latest studies in the field (Eom, J., Kester, K. (2022); Power, Colin. (2011) several recent UNESCO and United Nations reports on countries and their new educational policies, laws, and strategies, explaining some concepts like "international understanding" or "culture of peace" at the same time. The research questions are: What is education for peace and international understanding? How is it practiced differently in specific contexts by schools in the East European countries/ region? What are some challenges and opportunities schools face emerging from these collaborations? What are the implications for the schools involved in such cooperation? To answer these questions, our introspection focused on the educational policies regarding peace and international understanding education within some Eastern European bordering countries like Romania, Moldova, Ukraine examining the trends and new directions for the field. The main findings: The concept of education for international understanding is central to the mission of both UNESCO and

educational institutions (Power, C, 2011). However, the gap between the policies on international education for peace and cooperation and the historical and social context nowadays is widening, thus determining educators of all roles to take action in pursuit of mutual acceptance, intellectual exchange, and solidarity.

Keywords: collaboration; school management; cooperation; peace.

SELF-ASSESSMENT IN THE CONTEXT OF VISIBLE LEARNING
Valeria BOTEZATU, Nina BÎRNAZ
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Visible learning is an imperative of the current instructional process. Visible learning is a concept that refers to the fact that students have a clear understanding of the learning objectives, learning processes, and success criteria, so they can assess their own progress (Hattie & Anderman, 2013).

Through active involvement, students become partners in the learning process and are involved in making decisions about their own goals and learning strategies. The active involvement of students facilitates their self-assessment, which is one of the key components of visible learning. In this context, visible learning involves the use of didactic strategies that make learning transparent to students, by providing specific and timely feedback, and by promoting collaboration and self-assessment (Fisher, Frey & Hattie, 2016). Self-assessment is a process by which students monitor and assess the quality of cognitions and skills while learning and identify strategies for improving their acquisitions. This aspect of formative assessment involves setting objectives and evaluation criteria, which can facilitate the self-assessment process. Self-assessment is a condition of visible learning, as it involves students to take responsibility for assessing their own learning, to adjust their learning based on the feedback received, and to set specific objectives to improve their performance. In this article, we highlight the specifics of students' self-assessment by presenting theories (cognitive control theory, self-determination theory) and self-assessment models used in practice. Based on the theoretical analysis, we identified the principles that can make the process of student self-assessment more efficient in the context of visible learning. Methodologically, a questionnaire and a test were applied, based on which we ascertained the students' opinion regarding their self-assessment process and the level of implementation of self-assessment in the didactic process. As a result, we formulated conclusions and recommendations for improving the process of self-assessment and formative assessment of students.

Keywords: assessment, formative assessment, self-assessment, learning, visible learning.

PROFESSIONAL COMPETENCES OF THE SUPPORT TEACHER IN THE CONTEXT OF CURRENT EDUCATION

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Romania

The current needs of inclusive education outline the need for specialized intervention on the part of the support teacher considered to be an integral part of the learning process in mass school institutions from the perspective of the functions he fulfills: as a mediator and collaborator with the classroom teacher having skills specific individualization of learning in the case of students with SEN. Analyzing the current context, we believe that the need for support of special children arises under the conditions of the action of the factors that condition learning and block it, and the causes being of an emotional, social, cognitive, physical nature and must be at the right time in order to remove them. Teachers in mainstream education have a standard initial training, adapted to students with a normal physical and mental development, having as a reference point the observance of the general curriculum provided by the school programs in force. In these conditions, the intervention of the support teacher is required more and more, who participates directly in the educational activities of students with SEN and has a double role: as an advisor and collaborator of the teaching staff and parents and as a therapist, supporter, mediator for students with SEN. A quality specialized intervention presupposes the existence of professional skills at high standards that allow learning to be customized by referring to the psycho-individual characteristics of special learners.

***Keywords**: support teacher; professional skills; specialized intervention; counseling.*

THE POSITIVE VALENCE OF EDUCATIONAL CONFLICT IN THE TEACHING CAREER

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This article treated a theme that will always remain relevant as long as the human community exists, namely the theme of conflict. This topic causes continuous research interest for many scientific fields such as: psychology, political science, pedagogy, etc. In this article, the conflict will be approached from the perspective of the science of pedagogy with an emphasis on the valorization of the conflict in the teaching career.

The educational conflict in all its forms has various consequences on the professional path of the teaching staff. Differences in ideas, values, models of thinking and action can trigger situations of conflict at the level of the academic community, this fact can negatively influence the teaching career of specialists in the field. In the republic of Moldova, the educational segment of the labor market is acutely experiencing a deficit of teaching staff. This deficit remains a current problem for decision-makers in educational policies, and the causality of the phenomenon is multiple. The issue of conflicts in the educational system has currently obtained particular importance, due to the process of democratization of social, political, cultural etc. relations.

Conflict is often the element that creates the dynamics of pedagogical and managerial processes in the teaching team. All types of conflicts (interpersonal, intergroup etc) appear in the teaching and management team of any educational institution. The imminence of educational conflict is indisputable, but the resilience of teaching staff to conflict situations at work determines the need to develop conflict management skills.

The constructive resolution of educational conflicts can provide a safe framework for the professional development of employees in the educational system. Strategies for effective resolution of educational conflicts can be a source of continuous learning for adults, but also opportunities for the development of specialists from the educational system in their teaching careers.

Keywords: *educational conflict, conflict management, teaching career, negotiation.*

THE SOCIO-ECOLOGICAL FRAMEWORK OF INCLUSION OF STUDENTS WITH SEN IN PHYSICAL EDUCATION ACTIVITIES

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Israel
Valentina BODRUG-LUNGU
Republic of Moldova

The current article is dedicated to the analysis of the socio-ecological framework of inclusion of students with special education needs (SEN) in physical education (PE) activities.

In our research, assuming that the process of students with SEN inclusion is a socio-environmental phenomenon, we propose the application of the ecological theory of Bronfenbrenner (1979) in order to explore the various factors that affect this process. The socio-ecological framework of the inclusion of students with CES forms five levels of interconnected components: individual, microsystem, mesosystem, exosystem, and macrosystem. The proposed framework is one of the most accepted explanations regarding the influence of social environments on human behaviour.

According to UNICEF data (2018), across Europe and Central Asia, approximately 5.1 million children with disabilities in the region face multiple rights violations, such as exclusion from education and participation in their communities etc.

Inclusion is an important aspect of the education system. Several UN policies affirm the right of all children, including those with a disability, to be valued equally, treated with respect, provided with equal opportunities within the mainstream system, and experience full and effective participation and inclusion in society.

The objective of the article is to analyse the participation of students with SEN in PE activities, as a social phenomenon, correlated with several factors: family, school, peers, community support etc. Our research will explore the following questions: how to create an inclusive environment for students with SEN? How to motivate students with SEN to participate in PE activities together with regular students.

The main findings: PE of students with SEN represents one of the big challenges for the students and for the educational system too. Participation in PE activity of students with SEN contribute to maintaining a healthy body, and developing social communication skills; so, it is important to explore the factors that drive participation in PE activity.

Keywords: *physical education, of students with SEN, socio-ecological framework.*

ADULT EDUCATION FROM THE PERSPECTIVE OF FORMING A HEALTHY LIFESTYLE, PREMISED IN ENSURING A SUSTAINABLE FUTURE FOR FUTURE GENERATIONS
Ana DARIE, Constantin CIORBĂ
Republic of Moldova

Creating a world of learning, a world that can adjust its skills, knowledge, competences, to be able to positively approach the future. This is what sustainable development is all about!

The acceleration with which society rearranges itself and the needs of its citizens shape the goals and strategies of the decision-makers. Lifelong learning can transform societies. The possibilities of transforming adults through education require sustainable investments at all levels, which, in the long term, will have tangible results in well-being, development, peace, health - a legacy we leave to future generations.

Concerned with these values, through the lens of the Sustainable Development Goals, with reference to Health and well-being, which indicates "ensuring a healthy lifeand promoting well-being for all ages", we want to investigate in the following a group of teaching staff who attended the courses of professional training "Treasure in the bag with health - Methodological strategies to increase the quality of life of children" to determine if they are able to include health-promoting behaviors in the daily routine and if they implement strategies that promote health, well-being, for themselves, including for the educable.

Educating the population for a healthy lifestyle results in the improvement of behaviors and attitudes, with a protective effect on health, influencing food choices, the way of resistance to daily challenges and a good physical condition. In the context of an expansion of the phenomenon of obesity and overweight globally both among adults and among children, with more than alarming data recorded by the European Regional Obesity 2022 report, we tend to reach in Europe by the year 2035 a total of 17 million boys and 11 million girls aged 5 to 19 who will be obese. Problems involving overweight and obesity in all age groups are projected to cost the WHO European Region $800 billion annually by 2035.

In this context, addressing the health and well-being of the population becomes a priority, and this must be pursued by acquiring a correct attitude towards one's own life, in an environment supported by preventive actions for the problems of excess weight and obesity.

TEACHER PROFESSIONAL DEVELOPMENT FOR IMPROVING THE INTERCULTURAL SCHOOL

Ludmila DARII
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This scientific article explores the growing importance of teachers developing their intercultural competence in response to globalization, migration, and population diversity. Intercultural competence is considered a pivotal domain within the European framework, encompassing personal, interpersonal, and intercultural skills, as well as all aspects of behavior. It enables individuals to adeptly and constructively engage in both social and professional spheres. The article presents the current state of intercultural competences among teachers within general educational institutions, along with the provision of solutions and opportunities for continuous training in the intercultural field. To effectively contribute to the enhancement of an intercultural school environment, teacher professional development programs necessitate careful attention to their theoretical framework, content, and format. Among the specific objectives of the proposed course are: attaining knowledge and understanding of the main issues in intercultural pedagogy; identifying the possibilities and limitations of the intercultural, inclusive, and gender approaches in education; promoting the intercultural dimensions of education. Training courses and tools in intercultural competence ultimately aim to induce a transformation in attitudes and behaviors, encouraging participants to critically reassess their fundamental assumptions, worldviews, cultures, and knowledge. Teachers can delve deeply into specific topics to effectively tackle challenges in educational institutions, which must strive to become increasingly inclusive and accommodating to all students, irrespective of their ethnicity, spoken language, religion, or social status. All training activities, whether conducted in online classes or during intercultural events offline within the Didactic Center of Resources in Intercultural Education at MSU or schools and through self-training, are oriented towards cultivating multiple components/ dimensions of intercultural competences for teachers to skillfully navigate culturally diverse school environments.

THE HUMANISTIC THEORY OF PERSONALITY –
AN EPISTEMOLOGICAL BENCHMARK IN THE DEVELOPMENT
OF VET STUDENTS' PRAGMATIC COMMUNICATION COMPETENCE
IN ENGLISH LANGUAGE

Angela DIMITRIU, Nina BÎRNAZ
Republic of Moldova

The vocational training programme in the technical-vocational education and training institutions of the Republic of Moldova includes learning English language applied in the chosen area. English language knowledge will open new professional opportunities for graduates, in the context of professional integration at both national and global level. This article presents the humanistic theory of personality as an epistemological benchmark in the development of the competence of pragmatic communication in English, from which a principle is derived that underlies the didactic pathway in order to develop students' competence of pragmatic communication in English. The humanistic theory of personality represents an approach that provides a perspective to the training process, as humanistic education puts the affective and the cognitive part of education in the foreground. Thus, the success of learning, in view of the humanistic theory of personality, is ensured by creating a positive climate, based on the teacher's confidence in the students' learning abilities. The teacher gets involved considerably in the teaching-learning process, suggests interactive, stimulating exercises and tasks that pro-actively include the students in the learning process. Hence, this theory is essential, as it encourages student-centric learning as subject of one's own learning path, based on the self-awareness and self-motivation capacity. A coherent methodological spectrum, consisting of didactic activities focused on the pragmatic dimension, transposed through the humanistic theory of personality, effectively contributes to the development of the competence of pragmatic communication in English in the area chosen by TVET students. Communication in English is part of the eight key competences recommended by the Council of the European Union, therefore, the educational approach concept presented in the article could be applied by the teachers of the technical - vocational education and training, in the context of lifelong learning.

Keywords*: the humanistic theory of personality; communication skills in English language; pragmatics.*

EXPERIENTIAL LEARNING IN PRESCHOOL: THEORETICAL
FOUNDATIONS, PRACTICAL APPLICATIONS

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Romania

This article analyzes at experiential learning that can bring many benefits and contribute to the quality of life. This type of learning is profound and memorable, allowing children to make strong connections between the knowledge they have acquired, and the environments in which it can be applied. Developmental education and learning are fundamental to experiential learning and nature-based learning provides an effective framework for this. Experiences

in nature are particularly valuable in this direction, they provide opportunities for children to gain direct experiences and use all of their senses in the learning process. When experiential activities are well planned and structured, children can obtain new knowledge based on their experiences, feelings, and emotions in the natural environment. Through experiential learning, children not only learn about the environment but also acquire essential practical and social skills. They learn to be independent, to act responsibly towards the environment and society, and to create an active role in the learning process. Integrating experiential learning into the learning process, based on what children do and what they remember, is a suitable way to educate children. Through hands-on experiences that are relevant and meaningful to them, children have the opportunity to understand and apply knowledge in a practical and lasting way. Experiential learning in preschool has multiple benefits for children's development, including stimulating creativity, developing cognitive and motor skills, building critical thinking, and developing social skills.This approach encourages critical thinking, creativity, and the development of the skills needed to cope in diverse contexts and actively contribute to society.

Keywords: *experience; learning; experiential learning; beneficiaries; characteristics; applications.*

UNIFYING FRAMEWORK FOR SECOND LANGUAGE TEACHER EDUCATION
Roxana-Maria GHIAȚĂU
Romania

The major aim of this paper is the development of a Unifying Framework for Second Language Teacher Education. For this purpose, we will rely on four main sources of information supporting the structure of this framework. The first source refers to the alignment of teacher training phases, as initial education, induction education and in-service education. It is desirable for language teachers to conceive teaching as a long-term career, in which theoretical and practical progress is accompanied by the recognition of merits, including financial ones. The second source focuses on Knowledge Base for Languages Teacher Education, respectively the types of knowledge and skills necessary for teachers. The main theories and models will be presented, in the light of their contribution to the training of language teachers. As subdivisions we list: models and theories derived from linguistics, models and theories focused on subject-specific knowledge; models and theories using various types of knowledge, beyond specific knowledge, as constructivist models. The third source focuses on International policies and frameworks for Second Language Teacher Education, as the regulation basis of the changes. An essential element for Europe is the Common European Framework of Reference for Languages. The fourth source integrates developments regarding specific problems of foreign language teaching and assessment, such as differentiated approaches for students with special educational needs. All these sources are in close connection, contributing to the construction of a Unifying Framework for Second Language Teacher Education and using theories and research from various fields.

THE CONTRIBUTION OF QUALITY MANAGEMENT TO THE EFFICIENCY OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
Viorica GORAȘ-POSTICĂ
Republic of Moldova

Currently, in the education of adults, including through the studies at the university programs of professional master's degrees, there is an emphasis on initiation into quality management. Quality management, in turn, contributes to the efficiency of the educational process as a whole. Our study also includes the variable education for sustainable development, which is improved by advancing quality standards, with specific indicators and descriptors. All managerial functions, from planning to improvement, must be related to the imperatives of sustainable education in local and global contexts. Thus, we aim to sensitize the investigated subjects and potential readers to the interconnection of education for quality and sustainable development as elements of new education. The latter can offer viable solutions to the problems of the contemporary world. We propose to carry out qualitative research based on a questionnaire applied to a representative batch of master's students from the State University of Moldova, who study the discipline of Quality Management in Education. Representing different types of educational institutions and localities from the Republic of Moldova, the investigated subjects will evaluate the reflection of education for sustainable development in the quality management system of the institution and will analyze the school documentation from the given perspective. We are interested in ascertaining the level of awareness of the problem reported by us and identifying opportunities and solutions for improvement. We propose the hypothesis that education for sustainable development is little represented in institutional policy documents, and educational management, in general, and quality management, in particular, are concerned with this issue sporadically and occasionally. This situation causes serious ecological problems and perpetuates local and global crises. Insignificant interventions by decision-makers, community, and educational actors perpetuate ecological catastrophes/ bombs and enormously affect the well-being of the population.
Keywords*: education, quality, management, sustainable development.*

FEATURES OF THE ORGANIZATION OF THE EDUCATIONAL PROCESS IN INSTITUTIONS OF POST-GRADUATE PEDAGOGICAL EDUCATION IN EMERGENCY SITUATIONS
Tetiana GRABOVSKA, Oleksandr GRABOVSKYY, Oksana IVATS
Ukraine

The article reveals the peculiarities of the organization of the educational process in post graduate pedagogical educational institutions under modern conditions caused by emergency situations (epidemiological situation, war, etc). The purpose of the article is to explore the features of the use of distant learning

as the main method of education in connection with the emergency situations in Ukraine and around the world. Based on the study of scientific and pedagogical literature a terminological analysis of the pedagogical essence of the concept of "distance learning" was carried out and is defined as a modern, system-forming learning that includes elements of face-to-face learning as well as modern scientific and methodological support which is accessed through the use of modern information and communication technologies, telecommunication networks, educational platforms, messengers, social networks, etc.

The authors of the article understand the essence of the concept of "distance learning" as the organization of partnership educational interaction remotely synchronously or asynchronously on the basis of modern educational, information and communicational technologies.

Scientific and pedagogical research has inspired the authors to determine the factors of setting up distance learning in postgraduate education on the basis of partnership pedagogy in emergency situations.

Such research methods as the analysis of scientific, psychological and pedagogical, educational, methodological and special literature, information sources on the research problem, synthesis and generalization of theoretical provisions revealed in scientific and educational literature, summary of pedagogical experience in improving the qualifications of teachers of Zakarpattia region are used in the article.

The analysis of various methods and forms of the modern educational process using digital technologies was carried out. The possibility and effectiveness of improving the qualifications of teaching staff using distance learning technologies and the relevance of using various methods of organizing distance learning have been proved.

Keywords*: distance learning; post-graduate pedagogical education; information technologies; educational platforms.*

DISABILITY AND LEARNING: SOCIAL SKILLS TO BUILD LIFE AFTER SCHOOL
Rosa IAQUINTA
Italy

The competences of the Inclusive Teacher Profile represent the starting point to allow the student with disabilities full participation in social life and the world of work. The planning of the school path must be able to represent for young and adult people with disabilities an anticipation of its possibilities of inclusion and full participation in the life of the community when the school path is completed. Social skills in situations with disabilities are built starting from school education, through the experimentation of relational modes that often need to be recalibrated in order to be functional. Reaching the end of the training course without having the ability to interpret and evaluate the socio-relational context means exposing young people with disabilities to the risk of considering themselves inadequate and, consequently, to withdraw into reassuring family contexts. Adopt a teaching that stimulates young people's capacity for participation and reaction, especially in the field of special education, commits

teachers who take on the responsibility to convey to students the awareness that their expectations for the future are equal to those of all other young people, and that only through self-awareness can the necessary social skills be acquired to lead a satisfactory existence even after school. The paths for the acquisition of social skills must be characterized by experiential processes that help them to improve the modes of relationship through different resources and environments and useful to support their growth. The students of the last classes of secondary school are young adults close to the world of work and relationships, so the interventions in their regard can not be random and impromptu but built and realized with daily attendance, Only in this perspective can they conquer and consolidate relevant levels of functional skills to ensure them a life after school.

Keywords: *disability; educational design; social skills; relationships; prosociality.*

THE ROLE OF SOCIAL COMPETENCE IN PERSONAL BRANDING. COMPARATIVE STUDY

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Romania

Personal branding has become a necessary skill for today's professionals. Social competence improves the performance of future professionals and can be used both in direct interpersonal relationships and in online social networks. Developing a personal brand is an ongoing process that involves interactions with others in face-to-face and online communication. Students need to understand and deliberately cultivate their digital presence and assertive self-presentation strategies. The paper discusses the existing correlation between social skills and personal branding strategies implemented by technical and artistic students. The hypotheses of the study state that social competence (expressed by skills to develop interpersonal relationships, assertiveness and self-presentation) determines the growth of personal branding skills. We also assume that personal branding determines a positive influence on the students` self-perceived personal performance. This paper presents empirical evidence that if the students show social competence in their behavior, it effects their view as a personal brand and will increase their personal performance. The data is obtained on the basis of two questionnaires (PSCE – Profile of Social and Emotional Competence, Tufeanu & Robu, 2013; Personal Brand Measurement Model, Kucharska & Mikołajczak, 2019). Based on the results, we propose that the teaching curriculum of young adults, both engineers and artists, should include a personal branding program to help them find and support their professional identity and express their social competence in a strategic manner. Career counseling and personal development can increase self-awareness, train social skills such as communication, empathy, assertiveness, self-presentation, conflict resolution. Student will develop time, goal, resource or self-management strategies that will support the process of assertive self-presentation, as a personal brand.

Keywords: *students, social competence, personal brand, personal performance.*

LEARNING MOTIVATION OF STUDENTS AT RISK OF SCHOOL DROPOUT FROM SOCIO-ECOLOGICAL PERSPECTIVE

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Israel

According to the Convention on the Rights of the Child, all children have the right to education. From 2000 to 2020, the number of out-of-school children of lower secondary school-age shrank from 98 million to 63 million, and the number of out-of-school children of upper secondary school-age fell from 175 million to 132 million.

Students at risk of dropout may have a lower chance of becoming successful productive citizens because their starting point is far behind compared to their peers. In this context, school dropout and its prevention are not only a problem of the education system, but a problem of the whole society, which can lead to rising unemployment, perpetuation of poverty, increase of delinquency etc., affecting not only the present but also the future of several countries.

The purpose of this article is to analyse the learning motivation of students at risk of school dropout from socio-ecological perspective, to explore the learning motivation (through individual characteristics), in relation to the microsystem (through relationships with parents and peers), the mesosystem (through relationships with teachers), the exosystem (through the extended school community) and the macrosystem (through social norms and government initiatives).

The main findings: Based on several resources analysis, we can conclude that in recent years the amount of interest amongst people in the world of education and research has risen to check characteristics of school and their influence on the low achievements of students at risk, absences and dropout. Several factors were found to be significant, among them the structure of the organization, staff-student relationships and non-organizational resources. Looking deeper, how to ensure participation of parents and local communities in the learning motivation process of students at risk of school dropout? The framework discussed can contribute to more effective practical interventions.

Keywords: *school dropout, learning motivation, socio-ecological perspective.*

THE CONTRIBUTION OF POCU PROJECTS FOR INCREASING THE QUALITY OF EDUCATION

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Romania

TThe POCU projects are well-known in Romania. The results of these projects draw attention towards certain issues that exist in our country and come with adequate solutions for each of these. Education is a priority in all the countries and each step taken to better it is valuable. Through the POCU projects showcased in this study we emphasize their role in the following areas: the contribution to increase the number of participants in education, the contribution to increase the quality of education and the optimization of the relationship between education and the insertion within the job market for those who have the ability to be educated. The studies in this area state the role of the

effects of the interventions in the area of education and the causality relations among the different elements within the chain of results. Some of the aspects touched upon in the projects are :the reduction and prevention of early abandonment of school and the promotion of equal access to quality primary, secondary and high-school education, inclusive of formal, non-formal and informal learning endeavours to reintegrate within education and formation, the amelioration of equal access to learning throughout life for all age groups in a formal, non-formal or informal framework; updating knowledge, aptitudes and competencies of the work force, and promoting flexible learning pathways, including through professional orientation and through the validation of competencies gained; the amelioration of the quality and efficiency and the access to tertiary education and that equivalent to increase the participation and the level of education, especially for underprivileged groups.The results of the current study confirm the relations of causality between the different dimensions included in the program and the way in which these influence each other.

Keywords: education, POCU project, quality of education.

SUSTAINABLE DEVELOPMENT OF TEAMS AT THE ORGANIZATIONAL LEVEL. A CASE STUDY

Silvia Raluca MATEI, Claudia SĂLCEANU
Romania

When analyzing an organization, we need to take into consideration that its activities have great consequences at the individual level, community, society, and even at the international level. To promote sustainable teams, organizational structures connect individuals within the framework of their roles, authority, and power, directing their behavior through shared values, norms, and goals. Studies stress the relationship between the physical environment and employees' needs, behavior, and performance. The organizational culture influences employees' job satisfaction, perception, commitment, performance, and leadership. For the team to be formed and developed from a sustainable point of view, it is necessary for individual values to be in consensus with organizational and social values. Sustainable organizational structures control and integrate work activities, by shaping their business model, based on criteria like products, segments, geography, etc., and by enabling information to flow through the organizational layers, for better decision-making, cultural development, and goals alignment across employees, managers, and executives. Authority evokes compliance in others, through formal systems where interpersonal relationships are structured in terms of the prescribed authority of the actors, all this being closely related to the management style. Organizational structures are associated with contextual factors, like environment, technology, or scale of operation. Technology helps businesses maintain data flow, manage contacts, track processes, and maintain employee records, thus ensuring effectiveness and efficiency in an organization. Last but not least, hiring practices and human resource management play an important role in strengthening the performance of companies. Our study addresses these

concepts in detail from a theoretical perspective, exemplifying as a model of good practices in the development of sustainable teams, Google organization. We analyse the structure, values, recruitment techniques, management style, and other important elements of sustainable work teams.

Keywords*: organizational culture, values, structures, technologies; management styles; recruitment.*

TEACHERS' PROFESSIONAL IDENTITY
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Republic of Moldova

The article presents some results of the research carried out in order to identify the models of professional identity of teaching staff in the Republic of Modova. The full study reflects the cross-cultural approach to the concept of teacher identity, and the countries involved in this research are Romania, the Republic of Moldova, Bulgaria, Georgia, Armenia, Ukraine, Hungary and Poland. Moreover, the selection of these countries is based on geographical proximity, common history and socio-cultural context. With reference to the given subject, renowned authors mention that the professional identity is obtained following a relatively long process, during which there are self-evaluations, vocational experiments, internalization of values and professional models, as well as probing of the social offers to which the subject considers to have access. Moreover, the notion of professional identity of teaching staff refers to two interconnected aspects, namely to the way in which a school teacher perceives himself/herself as a teaching staff as well as to the way in which the school teacher is perceived by others as a teaching staff. Effective psychometric tools were used in the research design, some results of the Teacher Identity Measurement Scale (TIMS) are described here. The research sample consists of 284 teachers and future teachers (students) from the Republic of Moldova, aged between 18 and 65 years. The results presented in this paper reflect both general data regarding the characteristic of experimental group and specific results outlining the reasons that led the subject to become a teacher; information about the extent to which teachers agree with the opinions related to the activity carried out; information with reference to the way experimental subjects are placed in the group, relations with managerial staff, etc.

Keywords*: identity, professional identity, social identity, teacher, future teacher (student).*

DEVELOPING RESILIENCE OF MIGRANTS
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Republic of Moldova

Against the background of significant socio-economic transformations on a regional and national level, the phenomenon of migration in the Republic of Moldova continues to be characterized by the prevalence of international emigration of the population. The impact of migration phenomenon on the population in the country has been analyzed in various studies, with both

positive and negative pronounced aspects being identified. The return of women and men from migration to Moldova is less addressed.

Due to various circumstances, some of the people returned from migration, especially women, face a multitude of problems: loss of work capacity, socio-economic problems, family relationship, social reintegration, etc.

The objective of this article is to analyze the specifics of resilience development of women who have returned from migration to the country. Of particular interest is the relationship between migration and resilience.

From a developmental perspective, resilience refers to both the ability to face life's challenges and psycho-emotional stability. The term "resilience" is used by psychologists to describe a person's ability to adapt quickly, through learning, and with less stress to a challenge or failure. At the same time, psychological resilience is a mental resource that a person has to overcome life's adversities, make plans and implement them, establish and maintain relationships.

In this sense, the research question is outlined: what are the ways of developing resilience in women returned from migration? The research is based on the analysis of specialized literature, studies in the field. At the same time, the opinion of participants in the counseling sessions is explored.

The main findings: the resilience of women returning from migration is determined by a number of economic, social and familial, individual factors. Some women in this group need psychological support in order to strengthen their self-confidence, rebuild family relationships, reinvigorate their work capacity, and re-enter the workforce.

The framework discussed can contribute to more effective practical interventions.

Keywords: *women returned from migration, resilience, development, psychological support.*

VALUATION OF THE PSYCHO-EDUCATIONAL COUNSELING COMPETENCE OF THE TEACHERS IN OPTIMIZING THE SCHOOL ADAPTATION OF THE STUDENTS

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School adaptation is a complex and important process in the harmonious development of students, and the role of teachers under whose influence the process of the student's transition from one ontogenetic stage to another is carried out is essential. School adaptation problems are more common during the transition from one schooling stage to another and these transitions require the student's re-adaptation to new educational requirements. Because teachers spend a lot of time in direct interaction with their students, they are responsible for supporting them in successfully adapting to the educational demands and challenges of a constantly changing school environment through individualized approach, appropriate emotional support, management of behavioral problems, etc. It is important that the training of education specialists takes place in accordance with social, political and economic changes. From these considerations lies the actuality of the development /consolidation of

psychopedagogical counseling competence. The psycho-pedagogical counseling competence of teachers refers to their ability to determine and address the socio-emotional and academic needs of students in the learning process, as well as to identify the factors that can influence school adaptation. Thus, teaching staff with psycho-pedagogical counseling competence will be much more effective in the activity of preparing students from the broad perspective of their personality development. Capitalizing on the psycho-pedagogical counseling competence of teaching staff brings many benefits in optimizing the school adaptation of students. That is why it is necessary for the educational system to provide adequate resources and training for the development and strengthening of the psycho-pedagogical counseling competence of teaching staff, in order to ensure a favorable and supportive educational environment for all students.

Keywords: school adaptation; psychopedagogical counseling competence; skills; attitudes; individual needs.

THE IMPORTANCE OF ROLE PLAY IN TEACHER TRENING
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In the context of digitization, the role-playing method acquires a much more important place, because students grow up in a world of gamification, of "ubiquitous technology" (Cooper, 2005, Palfrey and Gasser, 2008) and technological determinism (Bennett and Maton, 2010; Buckingham, 2011; Bullen et al., 2011; Kennedy et al., 2010; Thomas, 2011), because the formative role of play is outweighed by the entertaining role "that aims to entertain" everyone (Megan Glover, 2022).

The article is the result of a research carried out, between Nov-Dec 2022, on a group of 124 teachers in Moldova and Romania following: (1) determine the moments in which future teachers learn about their teaching roles, considering that practicing teaching roles enhances the assumption of them; (2) to identify the importance of training in the role-playing method, assuming that the school is the most important place for role-playing; (3) to find out the contribution of digitization of schools in the exercise of teaching roles.

The findings provide evidence to confirm the hypotheses about the real contribution of role-playing in acquiring the skills of relating to those growing up "identifying opportunities to implement it in impactful situations" (Palfrey, 2008) and of fixing skills useful to the professional and social success of future teachers (Guțu, Vl., Țurcanu, C., 2019, Șevciuc, M., Mereuță, R., 2018, Șoitu, L., 2001). On the other hand, not all digital natives have the same set of skills in using NTI (Bullen et al., 2011; Erstad, 2011; Kennedy and Judd, 2011) and, contrary to assertions about digital immigration, "teachers can catch up and surpass their students" Helsper and Eynon (2010: 15). Thus, digitisation is not the preferred way of interaction for learning by either teachers or students, and 'school should be a fortress' where not just anything, anyone, anyway can enter (Teresita Dussart, 2022).

Keywords: role-playing, relational skills, social achievement, digitalisation.

TRANSFORMATIVE COMPETENCES – INTERNATIONAL AND NATIONAL TRENDS REGARDING THE ACADEMIC CURRICULA IN HIGHER EDUCATION

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The paper presents an analysis of the academic curriculum relevance for the labor market, for life and sustainable development, especially in relation to the recognition of learning outcomes. At the international level there is a common interest related to the relevance of the skills developed in the academic environment. Concerns about the acquisition of the skills - key skills, transformative skills - have led to reflection on the importance of being aware of knowledge of institutions and educational policies at the institutional level. In 2016, the Education Council of the European Union (EU) encouraged the development of media literacy and critical thinking in vocational education and training (Council of the European Union, 2016b) and emphasized that there is a need for "inclusion in diversity to reach a level high quality education for all" (Council of the European Union, 2017). It thus becomes a priority to ensure conformity between the competency-based curriculum developed at the level of higher education institutions and the requirements of adaptation on the labor market. The set of skills developed in universities is re-configured rhythmically in accordance with the existing needs on the labor market and anticipates the future dynamics of a society. The paper aims to answer two research questions: What are the most appropriate ways to make the curriculum in universities more efficient so that it becomes relevant for the labor market and for life? How important are the academic required skills in valuing the results of the educational system? The mission of the university becomes important because it responds to the needs of the labor market and agrees with the specifics of globalized economies, orienting itself towards innovation and the development of a competency-based curriculum (OECD, 2017).

Keywords*: academic curriculum relevance; transformative competences; competency-based curriculum; learning outcomes.*

TRAINING ENTREPRENEURS' DIGITAL SKILLS: TOOL TO STIMULATE PERFORMANCE

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Romania

In the current context, in which the use of digital tools occupies a large part of our lives, it becomes necessary for small and medium-sized enterprises to develop their digital skills in order to adapt and survive. In a world that becomes more and more digital, having digital skills should be in focus, therefore people should benefit from learning opportunities but also from a supportive environment in acquiring these skills. Related to this aspect, through this study, we propose two research questions and we develop the analysis into two directions. A qualitative one through which we intend to analyse how entrepreneurs can develop their digital skills in Romania: emphasizing how education within university studies covers the need for digital skills of potential

entrepreneurs and also what other courses or training options exist for potential future entrepreneurs, or already established entrepreneurs which can help them in the formation of digital skills. The second part of the study is an empirical one that analyses the relationship between digital literacy of the entrepreneurs and their performance. In this part of the study, we aim to demonstrate empirically that when entrepreneurs have more developed digital skills, they will record an increased performance of their business. Our results can be of interest for education providers because they show the need to provide education adapted to the economic reality in which we live, and puts in the foreground the creation of digital skills for business, which can have positive effects on the business environment and the economy as a whole.

SEARCHING THE MEANING OF REFLECTIVE PRACTICE IN TEACHING
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Our paper examines the nature of reflection starting from the Reflective Practitioner Theory of Schon (1986) and the actuality of this. Reflective practice has an allure that seductive in nature because it rings true for most people as something useful and informing. The relationship between time, experience and expectations of learning through reflection is the main element of the reflection capability; to teach about reflection requires contextual anchors and best starting points to make learning actions meaningful. The goal of our article is to underline why and how Reflection is an important part of the teaching competence, thus we present results of some of our Action Research Trials developed under the idea of using narrative, creative and Critical Thinking Approaches. We tried to identify some best practices for developing the reflective capability like an ongoing processes during the initial training; we aim to strengthen collaborative leadership of innovation like the core capability of teaching competence. Mainly we present the results from four Trials in which we worked with student teachers, senior teachers, principals, Master Degree Students on Policy and Management in Education Program. The reflection is genuinely be a lens into the world of practice, it is important that the nature of reflection be identified in such a way as to offer ways of questioning taken-for-granted assumptions and encouraging one to see his/her practice through others eyes. Learning became visible as all 76 participants make tacit knowledge explicit, explore its applicability to other contexts and transform the knowledge into a shared resource. Starting from the collected data, we present a set of conclusions (including excerpts from the participant's reflective assessments) which are important - in our opinion - for developing the new competences based teacher professional profile.

COLLECTIVE TRAUMA: INDICATORS AND STRATEGIES OF INTEGRATION OF TRAUMATIC EXPERIENCE
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War as an extreme situation intensifies the existence of collective emotions and sharpens the feelings of such social phenomena as collective and transgenerational trauma. A distinctive feature of collective trauma is not the number of traumatized people but the fact that in addition to the direct participants it affects the people who are mediated to traumatic events and sometimes may influence the whole society.

Currently, Ukrainians are experiencing a double burden on their psyche: genocide and war. This is a pressure on our collective unconscious – self identity. Important to understand the symptoms and constructive strategies of behavior in collective trauma, in order to integrate and understand the experience of collective trauma, and thereby prevent future generations from living with the consequences of collective trauma.

At the same time it is urgent to search for the strategies for mastering traumatic consequences, understanding the impact of traumatic experience and radical process on the social and cultural environment, on the potential of the society and resources for further changes, since these are the most long lasting effects.

In the psychological and psychotherapeutic literature the issue of collective trauma is widely covered both in global meaning and in the study of specific examples related to the trauma of genocide, war, natural and man-made disasters, etc.

Today the concept and mechanism of "trauma" is under the studying and is a borderline for a number of disciplines: psychology, psychotherapy, sociology, medicine, psychiatry, etc.

The article examines aspects of the research on the problem of collective trauma and methods of trauma integration. For this purpose the analysis of the sources of scientific research on the understanding of collective trauma is highlighted.

Ways of integration of collective trauma in the life of society are determined. Forms of recovery from trauma at the individual and collective levels are suggested.

Keywords: trauma; collective trauma; protection mechanism; post traumatic syndrom; integration of trauma.

DEVELOPING TEACHERS' EVALUATION SKILLS - PREMISES FOR IMPLEMENTING INTEGRATED ASSESSMENT IN PRIMARY EDUCATION
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Assessment is not only a key element of the entire educational system nowadays, but also a means of evaluation for the integrated activities in

particular, which are increasingly occurring in practice of primary school teachers.

Being a fundamental component of the educational process, assessment has been and continues to be the subject of diligent consideration by many theorist educators and practitioners, who focus not only at the evaluative activity itself but also on other components of the pedagogical practice that are closely related to it.

The necessity of developing professional competence regarding planning and organization of integrated assessment is one of the premises for implementing integrated assessment in primary education.

In the context of school reforms, the development of teachers' evaluative skills contributes to monitoring and improving the quality of education, making decisions regarding educational policies and promoting innovation and effective pedagogical practices.

Research conducted in recent decades regarding assessment in the educational system has proved that school evaluation needs to become more dynamic, focused on students' cognitive processes, to encourage self-adjustment and self-reflection, to replace that traditional conception based on control, examination and punishment.

For this purpose, it is crucial to organize the implementation of a training program within the continuous training centers that aims to explain concepts, to familiarize teachers with competency-based assessment methodology and deepen their understanding for the development of concrete (integrated) evaluation approaches in primary education. This should take into account the relevance of curricular content in relation to contemporary trends in European/worldwide educational policies and the alignment of evaluation with the competence-centered paradigm.

These efforts are driven by the need to adapt evaluation actions to the changes that have occurred in the field of education in recent decades, which require a reconceptualization and rethinking of evaluative strategies.

Keywords: *evaluation, integrated evaluation in primary education, evaluative skills of teachers, competency-based evaluation methodology, evaluative strategies.*

TRAINING PROFESSIONALS TO LEARN IN LEARNING ADVERSE CONDITIONS

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Continuing to train in learning adverse conditions is the main challenge faced by university students in a country at war. This is the result of the survey conducted on a sample of 1,685 students at the Igor Sikorsky Kyiv Polytechnic Institute (Kyiv) in February-March 2023. The most complex challenges for students concern the ability to manage their learning processes related to social isolation and conditions for studying. The figure highlights a task that the

university can take on: to train students ex-ante to deal with a conflict situation, whether or not it results in armed war.

On the basis of these empirical findings, the article examines the educational contents that second-level university curricula can develop for the development of people's ability to learn about conflict in its various dimensions and to identify the "learning valencies" to which they are exposed in order to become self-directed learners, even in adverse conditions. To this end, examples of curricula with core contents that aim to enable students to deal with conflict as part of their educational and professional development are examined.

The introduction of various forms of virtual mobility involving people and countries in conflict are being examined for their potential to turn such situations into opportunities for learning and developing the resilience of future professionals.

Keywords: *learning in adverse conditions; self-directed learners; conflict management; virtual exchange in higher education.*

ADULT LEARNING AND EDUCATION FROM PERSPECTIVE OF SUSTAINABLE DEVELOPMENT: CONCEPT, METHODOLOGY, REFLECTIONS
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Sustainable development has become an increasingly important topic in recent years as the world has become more aware of the need to protect the present and the future. Sustainable development is concerned with the improvement of life quality for all. Sustainable development is development that meets the needs of the present without denying the needs of future generations. In general, sustainable development means meeting human needs. The emphasis in the given article is on adult learning and education from the perspective of sustainability in different contexts: formal, non-formal, informal; the eight key competences for sustainability are defined, namely: systematic thinking competence; anticipatory competence; normative competence; strategic competence; collaborative competence; critical thinking competence; self-awareness competence; integrated problem-solving competence and the essence of these sustainability competences is explained. At the same time, some methodological guidelines for the training/ development of sustainable competences for adults are proposed. The andragogic model of adult learning and education from the perspective of sustainability is presented schematically and clarified in detail, it focuses on three dominant principles: the principle of centering on the learner; the principle of centering on action and active learning; the principle of construction/ reconstruction. Also important are the results of the adults' survey regarding their perception of sustainability, which led to the formulation of relevant conclusions: formal, non-formal and informal education have a determining role in sustainable development, because it is precisely within these forms of education that people can develop the necessary competences for to be part of the sustainable development of humanity, and

qualitative adult learning and education must include in itself the purpose, relevance and values of sustainability.

WE ARE NOT ALL IN THE SAME BOAT.
MENTAL HEALTH DURING THE WAR IN UKRAINE

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The aim of the present study was to investigate whether there are differences in terms stress, anxiety and depression depending on gender and implication level in the war in a sample of 526 Ukrainian teachers (85% women, with a mean age of 39.74, SD = 12.51 and having an average experience of teaching of 16.98 years, SD = 12.30). In order to measure stress, the short version of Perceived Stress Scale (PSS-4; Cohen et al., 1999) was used, and the 4-item version of Patient Health Questionnaire (PHQ-4; Kroenke et al., 2009) was used to measure participants' depression and anxiety. All scales were filled out on-line using Quick survey platform. The independent t-test showed that women had higher levels of stress, anxiety and depression than men. In terms of implication status, results showed that participants whose relatives or close friends were involved in the war reported higher levels of stress, anxiety, and depression. Additionally, participants whose relatives or close friends were injured because of the war and participants whose relatives or close friends left Ukraine because of the war reported higher levels of stress, and anxiety. Moreover, there were no differences in terms of stress, depression and anxiety between the participants whose relatives or close friends died because of war and the participants whose relatives or close friends did not die because of the war. In conclusion, the results of the present study highlighted the differences in terms of mental health issues such as anxiety, stress and depression based on gender and the status of participants related to the implication in the Russian-Ukrainian war. Moreover, it provided new evidence on the psychological effects of the war. More specifically, we added new evidence on the psychological effects of the war on Ukrainians living in Ukraine since the war started until October-November 2022.

NON-FORMAL TRAINING AND EDUCATION IN CONTEXT OF LIFELONG LEARNING

"CULTURE AND SOCIETY" FIELD IN CONTEXT OF NON-FORMAL EDUCATION: CONCEPTUAL AND CONTEXT APPROACHES

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The non-formal activity as an educational phenomenon allows the efficient and pleasant use of students' free time, the development of associative life, the development of abilities to work in a group and to cooperate in solving complex tasks, the development of will and the formation of positive character traits.

Humanization allows and implies the materialization of a varied non-formal education of the personality, taking into account the interests and particularities of different categories of social groups of students. It also includes ideas on the basis of which moral-civic and psychological personality qualities will be formed, viable under the conditions of the knowledge-based society building period. Personality is inconceivable outside of society. Aiming for social harmony, both achieve the uniplan developmental itinerary.

Both society and culture are constantly changing dimensions, culture having a historical/processual perspective in which traditional beliefs and practices are handed down through generations. These practices are reflected in all contexts and social manifestations such as art, education, religion, food, etc. Society being a more abstract concept than culture defines the context of the latter's manifestation.

"Culture and Society" constitute the determining value axes that are the basis of general competences taxonomy, but also of the specific competences for the respective field which, according to the Framework of Reference for Education and Extracurricular Education in the Republic of Moldova, bring together the profiles: social-pedagogical and social-psychological; social-economic; intercultural, ethnocultural; democracy and human rights; ethnography.

In this article, the conceptual and contextual analysis of the field "Culture and Society" is proposed from the perspective of its educational valences on the formation of integral personality of the learner.

Keywords: *non-formal education, culture and society, integral personality, socio-cultural values.*

THE PEACEKEEPING CHARACTER OF THE PERMANENT EXPLANATION IN UKRAINE

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The system of continuous illumination is zoo-oriented to the whole harmonic development of specialness, as a subject of communication, activity, including, goodwill, peacekeeping, and the promotion of one's life. The same, continuous education is aimed at solving the problems of the development of science, the development and sustainability in general. The idea of the need for education to improve the whole life, today is recognized not only in Ukraine, but also in the world.

Continuing education is the main systemic factor in the formation and peacekeeping education of the individual. It ensures holistic harmonious development, including the self-development of a person, his/her biological, social and spiritual potentials, and, ultimately, his or her cultivation, spiritualization as a necessary condition for the preservation of peace and the development of culture of society. The concept of lifelong learning has become one of the key ideas of educational and Its organization has become the subject of research by psychologists, teachers, sociologists, and psychologists, educators, sociologists, and historians. In understanding lifelong learning three main aspects can be traced: a) the first, traditional, when continuing education is seen as professional education of adults, the need for which is caused by the necessary compensation of knowledge and skills that were not obtained in the learning process; b) supporters of the second approach consider the phenomenon of education the phenomenon of education as a lifelong process of "lifelong learning"; c) the third approach is the most productive, education through the needs of the individual. Is the most productive, education through the needs of the individual, whose desire for constant to constantly learn about themselves and the world around them becomes their value.

Martial law in Ukraine requires the provision of humanitarian knowledge and educational activities and peacekeeping activities in all levels of non-tertiary education.

Keywords*: peace, lifelong learning, martial law in Ukraine, humanitarian knowledge, educational activities.*

THE IMPORTANCE OF NON-FORMAL EDUCATION FOR SOCIETY SUSTENABLE DEVELOPMENT

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Non-formal education is one of the most important forms of education that contributes to the formation of people's personality through activities carried out outside the rigid framework imposed by formal programs. Through it, some elements of content that cannot be included in the compulsory courses are covered or new areas of training for which the person shows interest can be explored. One of the factors that can contribute to the implementation of non-formal education is represented by the non-governmental sector, with non-

profit associations having the opportunity to adapt much better to the concrete needs of their beneficiaries. On the other hand, sustainable development represents the set of activities that result in an increase in the quality of life in the community, without compromising the chance for future generations to live as well as possible. The connection between the two concepts becomes obvious, given that to improve the quality of life it is fundamental to increase the general level of education and training of the population throughout life. In this article, we propose to present a training and professional development program for teachers carried out by non-formal strategies and which can contribute to increasing the level of sustainability of the communities in which these teachers work. The program entitled "Education for quality in the training of trainers" aimed to increase the professional level of teachers by specific non-formal education courses that would lead them to know national and international scientific and cultural values in order to best adapt to the challenges of the contemporary world. The results obtained demonstrated that the teachers participating in the program formed a series of proactive attitudes regarding to their involvement in the community, as well as a series of transversal skills extremely useful in their teaching career and in the psycho-pedagogical relationship with their students.

BEST PRACTICES IN THE DEVELOPMENT OF THE UNIVERSITY OF THE THIRD AGE: A COMPARATIVE ANALYSIS

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In the context of an aging society, a substantial need is to create and promote opportunities for long-life learning, especially to meet the educational needs of older people. One of the ways to achieve this goal is the establishment of special training programs and institutions accessible and adapted to the needs of the older population. In this sense, educational programs and Universities for the Third Age (U3A) have been developed in the vast majority of countries, especially in the USA and Western European countries. With a history of over 50 years, U3A is an education formula adapted to seniors. U3A is a socio-cultural structure, where the participants (re)get in contact with knowledge, and the acquisition of new knowledge or the validation and updating of those already possessed is carried out through age-specific methods. Also, U3A aims to expand lifelong learning opportunities for older people according to their needs. The article represents a comprehensive analysis of the development and implementation of the U3A in different countries, such as France, Great Britain, the Czech Republic, Romania, the USA, etc. At the international level, the network of higher education institutions providing U3A programs -„Age-Friendly University Network" - is established. The results of the analysis are relevant in the context of identifying the particularities and challenges in implementing such education programs, that can be used in the decision-making process by political decision-makers in the Republic of Moldova in the establishment of the U3A. The main areas

analyzed in the paper are the historical aspects, the legal aspects, the recruitment of older persons and teachers, the organization of the education process etc.

Keywords: *older population, U3A, life-long learning, adapted education program.*

ANALYZING SCIENTIFIC DISCOURSE ON NON-FORMAL EDUCATION INSTITUTIONALIZATION AND MECHANISMS FOR VALIDATING AND EVALUATING OUTCOMES OUTSIDE OF FORMAL EDUCATION
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Ukraine

The article analyzes scientific discourse on non-formal education and highlights the prerequisites for its transformation into a leading trend in the modern education system. It justifies this educational trend systemically and methodologically. Besides, the article proves the de-actualization of interpretations of non-formal education as an auxiliary link in professional and personal development. It shows that underestimating one's potential now leads to social losses and direct economic costs. The research is based on the following algorithm: generalizing findings of a terminological analysis of non-formal education; determining its links with formal and informal components of the education system; specifying factors in strengthening its role in modern society; visualizing findings with Eurostat's statistical information on participation rate in education and training (last 4 weeks) by type, sex, age and educational attainment level obtained between 2010 and 2022. The directions of non-formal education, aimed at meeting various educational needs, were analyzed: paraformal education (paraformal education) – aimed at persons who, for certain reasons, did not receive basic education in a timely manner; popular education – focused on solving acute social problems among broad sections of the population; education for personal development (education for personal development) is aimed at self-development of the individual, satisfaction of educational needs; informal professional training programs (professional training) - a set of trainings, courses, programs organized by companies and private agencies. Finally, the article analyzes how the outcomes of non-formal education are recognized all over the world. It discloses the experience of some countries regarding the mechanisms of recognizing learning outcomes obtained outside of formal education. Particular attention is paid to the role of non-formal education in a society under martial law.

Keywords: *non-formal education, lifelong education, recognition, validation, martial law.*

FORMAL AND NON-FORMAL CONTINUING EDUCATION IN THE AGE OF ARTIFICIAL INTELLIGENCE
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Romania

"All life is a school", so said Jan Amos Comenius in the 17th century in his famous work Didactica Magna. Starting from his words, after the Second World

War, the importance of education crystallized, both for the scientific progress of society and for the preservation of moral values and fundamental rights.

To this day, in the age of technology and artificial intelligence, the role and purpose of education remains the same, it cannot be reduced to the general culture that the mainstream school creates, thus placing more and more emphasis on education continues and the use of artificial intelligence in this endeavor cannot be neglected.

Keywords: *human rights, UNESCO, continuing education, artificial intelligens.*

NON-FORMAL EDUCATION – FACTOR THAT CONDITIONS THE GROWTH OF LEARNING MOTIVATION IN THE ADOLESCENT STUDENT
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The decrease in learning motivation in recent years has attracted the attention of specialists in the field of education, the context of the Sars - Cov2 pandemic contributing to the deepening of this phenomenon. During classroom activities, students move further and further away from the objective pursued by the teacher, and in this sense we want to draw attention to the fact that it is necessary to focus less and less on the contents, shifting the focus to strengthening the adolescent's Ego.

To increase the student's motivation for learning, the teacher must create learning contexts outside of class hours in the form of psycho-educational programs through which to support the student in his search for self-knowledge and especially in setting goals per his own needs. We mention that self-concordance with the Self is a particularly important motivating factor and teachers must take into account the objectives pursued, which are most often defined in terms of grading.

This article raises awareness of the fact that tutors should define their own goals in terms of classroom teaching, while psychological mechanisms such as motivation, will and implicitly divergent thinking shall be trained in a non-formal framework designed by specialists in the field of psychology to guide the student towards a self-determined behaviour in relation to learning.

It should be taken into account that the pandemic had a particularly strong emotional and social impact on people in general and teenagers in particular, leading to poor involvement in the act of learning, therefore specialists must intervene to attract the students to school through other activities rather than the traditional ones for the purpose of establishing a different teacher-school-student relationship, without the constraint and restriction caused by the formal environment.

Keywords: *informal education, career counselling, learning motivation, personality tests, aptitude tests, adolescent student.*

TIME MANAGEMENT – ELEMENT OF NON-FORMAL ADULT EDUCATION
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In the context of reforming the education system, innovative elements have appeared likely to generate an increased yield of educational policies. Thus, in order to finally reach a viable, easy and efficient learning process, it was necessary to adopt some action principles that involve, as a whole, time management, centered on the formation and development of human personality, skills and competences. It was constantly aimed at the beneficiary of the educational act to be able to take and apply the principles and techniques of time management, to use mnemonics in their own learning and, finally, to opt, by activating their own filter, for the fundamental values of the social system.

Time management means a set of rules, principles, practices and skills that will help the student make better use of his time and improve his quality of life. Proper time management means, in fact, learning how to make the most of the time we have so that our life is balanced. For this we have to impose rules to follow. Effective time management applied in the context of non-formal education requires a set of rules to be followed: establishing a daily routine, capitalizing on moments when you feel full of energy and establishing breaks for moments of low energy, meeting deadlines, solving important problems, omitting unimportant matters, setting grouped time periods for completing projects, grouping similar activities, approaching a situation as a whole without getting lost in details, allocating a longer period of time than you originally estimated for each task, for situations unforeseen.

The concern for effective time management depends on the development of time behavior patterns and their implementation, as well as on numerous cultural, individual, organizational, social or technological factors, which directly and indirectly influence the behavior pattern of adults, especially in the context informal.

Keywords*: management, time, non-formal education, adults, time management methods, barriers, time values.*

UNIVERSITY LECTURERS' PERSPECTIVES ON DETERRENTS TO THE IMPLEMENTATION OF BLENDED LEARNING PEDAGOGIES IN HIGHER EDUCATION IN TANZANIA
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Tanzania

Cognizant of the benefits accruing from ODL system, the University of Dar es Salaam (UDSM) established three postgraduate programmes through blended learning mode. The programmes are Postgraduate Diploma in Education (PGDE), Postgraduate Diploma in Engineering Management (PGDEM) and Master degree in Engineering Management (MEM). These blended learning programmes avail learners opportunity to access resources through face-to-face delivery in combination with resources available via Moodle system. Since the first case of COVID-19 was reported in Tanzania on March 16, 2020 after it was declared

pandemic by the World Health organization on March 11, 2020, Tanzania has been fighting against the havoc emerging from viral pandemic. Subsequently, the Government of Tanzania directed all universities to close from March 18, 2020 and they reopened on June 1, 2020. During and after the closure, universities intensified measures to limit face-to-face interactions among all members of the community so as protect members from this highly infectious disease. This paper intends to explore the deterrents to the implementation of open and distance learning pedagogies in higher education in Tanzania during and post COVID-19 pandemic. Data is generated from literature and documentary analysis corroborated with interview responses from purposively selected university lecturers. Data from all sources will be transcribed into textual format and further analyzed thematically. The findings will be presented in line with the themes and their corresponding sub-themes.

Specifically, this paper seeks to: (i) explore types of blended learning pedagogies being implemented by universities in Tanzania; (ii) analyze challenges of implementing blended learning pedagogies in universities in Tanzania.

Keywords: *Blended learning, online instruction.*

"LEADERS FOR THE THIRD MILLENNIUM". A NON-FORMAL EDUCATIONAL PROGRAM FOR HIGH-SCHOOL STUDENTS, TO CORRECT THE LEADERSHIP DEFICIT FOR THE SUSTAINABLE DEVELOPMENT OF THE HUMAN RESOURCE ON BOTH SIDES OF RIVER PRUT. 21 YEARS OF TOP EXCELLENCE, TANGIBLE RESULTS AND ENDURING LESSONS

Marian STAŞ
Romania

February 11th, 2002. Leaders for the Third Millennium® (LMT®), the first authentic non-formal educational program aiming at developing leadership skills to high school students in Romania, was launched on the right side of River Prut, with the enthusiastic and unwavering support of the British Ambassador to Bucharest and the Director of the British Council Romania, in partnership with the Centre for Open Distance Education for the Civil Society (CODECS) Immediately afterwards, renewed partnerships with the Ministry of Education in Bucharest certified year by year the institutional openness to make the programme available to as many high school students as possible, due to its high added educational value. September 25th, 2015. 13 years and 15000+ program graduates later, LMT® crosses River Prut and becomes integral part of the non-formal educational offer in schools in Chişinău and other cities, now counting over 500 students who wholeheartedly confirmed the programme's value for themselves, recommending it for new iterations. The need to fill was there and it was addressed in high style. The paper argues the critical need to address and correct the ongoing, deep leadership deficit – strong leadership being considered a fundamental ingredient of all relevant sustainable development processes – left by decades of communist oppression on societies in South-Eastern Europe at large, on both sides of River Prut in particular, by making available to young

generations a well-designed, impactful pool of (non)-formal leadership programmes to help them learn, develop and enhance essential leadership skills including the art and mastery of crafting a vision for change, self-awareness and self-control, public speaking and principled-based negotiation. Tangible results and enduring lessons from more than two decades of uninterrupted presence of LMT® programme in schools will be provided in support of the paper's main argument.

Keywords: *leadership deficit, non-formal education, sustainable development, human resources.*

TOPIC IV
LEARNING AND EDUCATION OF ADULTS: DIGITAL TRANSFORMATION

DIGITAL TRANSFORMATION IN EDUCATION
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Republic of Moldova

Purpose of the article: this article aims to determine factors influencing the learning outcome of the course 'Information Systems in Accounting", as well as, to determine the data structure of the final test, to improve the study programs.

Methodology: Based on the synthesis of specialized literature, it was hypothesized that students who had a higher level of training in the courses of "Fundamentals of Accounting", "Information Technology" and "Financial Accounting" received high results in the course of Information Systems in Accounting. To achieve the aim, was applied data of the academic performance of the students of the specialty Finance and Banking (source: academic database of the State University of Moldova) and the results of the final test of the course "Information Systems in Accounting" (source: platform Moodle). Graduation period: 2022– 2023. The accumulated data was processed with the Data Mining technology. Intelligent data processing was performed with the analytical platform Deductor: Kohonen Maps, Decision tree. Also, the author applied traditional research methods: analysis, synthesis, comparison.

Conclusions: The research carried out allowed the delimitation of 5 clusters. This clustering allowed us to find that high results (ECTS grades A, B, C) in the three disciplines "Fundamentals of Accounting", "Information Technology" and "Financial Accounting" gave a high result in the course "Information Technologies in Accounting" (ECTS A). And the results in three disciplines (ECTS grades E, D, C) made it possible to reach only the ECTS B, C, D grades. For the course "Information Technologies in Accounting" the significant base course is the course "Financial Accounting". Were identified items of the final test that require more detailed analysis.

Originality: the research helps identify the data structure and relationships between courses using the Data Mining methods are proposed for the decision-

makers and responsible for educational programs in order to improve the study programs.

DIGITAL TRANSFORMATIONS AND WORK: REFLECTIONS ON A PEDAGOGICALLY GRAINY MODEL
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Italy

Digital transformations have gone in the direction of flexibility, of agile work, of a new vision of work that in some cases creates a hybrid model. "In 2018 there were 480 thousand 'agile' workers in our country out of a total of about 23 million workers (INPS data): this means that only 2% of workers were operating in a condition approaching the concept of Smart Working" (Pesenti, Scansani, 2021, p. 24). Undoubtedly the pandemic has been an accelerator in this sense, and while it is true that during the pandemic period there were between 4 and 8 million remote workers, there has been and remains a cultural and organisational resistance that does not give hope for a total transition; rather, there has been a return to classic models even for those jobs that could have continued 'remotely'. But that is not all. Because it is precisely in this groove that a particular hybridisation is taking shape: shelling work. This is how we define any work that, as a result of an evolution, transformation, hybridisation, reacquires its original characters not in a total manner. From the fruit of making (poiein), as with the fruit of the pomegranate, some part is removed (shelled). This is the first image. The second, on the other hand, finds reference in photography to grainy images; the reasons for this almost always relate to poor lighting conditions. Thus, a grainy work, because it is transformed and at times incomplete, is conditioned by the shadows rather than the light, by the stretches of opacity that constitute its new character, by the as yet unrefined definition of each individual portion. In fact, this represents the start and construction of a new pedagogical model of work to reflect upon.

THE IMPACT OF DIGITAL TRANSFORMATION ON THE CONTINUING TRAINING OF HUNGARIAN TEACHERS
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Hundary

One of the specific areas of the global digital transformation in education is the continuing professional training of teachers. In this formal adult training that has taken place alongside work in the last 30 years, the impact of digital transformation can be considered a process suitable for general conclusions. About 25,000 students have graduated from the teacher leadership training program of the Budapest University of Technology and Economics (BME) in the past three decades. This paper presents the content and organizational

development process of this training program from the point of view of digitization transformation.

The analysis of the theoretical and practical connections of the process analyzes the new kind of adult education characteristics of the function realized between 1993-2023 in parallel with the Digital Transformation. One aspect was based on a comparative study with international trends analysis), which resulted in the development of a new distance education model. From a methodological point of view, our innovation being described was essentially action research. Network structures were significantly created: teachers working in small and development groups comprising senior consultants.

"Distance education," which initially used classic correspondence solutions, was significantly transformed after the turn of the millennium precisely due to Digital Transformation. Learning Management Systems (LMS) and online solutions that make network communication continuous were developed between 2006-2018. This form of training proves with data that ways and opportunities can be created for quality training alongside work within the lifelong learning framework. The continuously detectable high level of student satisfaction indicates that, in addition to the many tensions of our current way of life and the confinement caused by the pandemic between 2020 and 2022 in the last few years, the prominence of online communication solutions can give a realistic chance of realizing the adult education goals by networking.

Keywords: *adult education, countiuning training, digital transition, networking.*

DIGITAL SKILLS OF THE EVALUATOR
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A basic condition for ensuring the quality, transparency, impartiality and efficiency of the evaluation process for an educational project is the competence of the evaluator. Unfortunately, in many countries the profession of an evaluator is still missing from the national nomenclature of professions, and usually those evaluating projects are not licensed in the field. They come from fields such as sociology, political science, economics or education. In practice, this profession usually is studied on the job, and it takes time for the evaluator to gain the necessary professional expertise, meaning that many evaluations do not reach quality standards. For this reason, it is natural that evaluators face multiple challenges, including extensive and specialised skills.

Moreover, in recent years more and more institutions implementing projects have been applying various evaluation methods – although not always the most appropriate ones – tin order to avoid wasting human and financial resources. In this context, it is the evaluator's responsibility to develop appropriate skills for the evaluation process to gain credibility and acknowledgement.

Currently, in the dizzying pace of information technologies, digital competence is imperative in all areas of human activity. Digital competence is one of the key competences an evaluator must possess. This focuses on the confident and critical use of the full range of information, communication and

challenge technologies within the evaluation process to achieve the quality criteria for a quality evaluation process.

The European Digital Competence Framework for Citizens describes digital competence in five areas: information and data literacy, communication and collaboration, digital content creation, safety and well-being, and problem solving.

Following this logic, this research answers the question: what digital skills should an evaluator possess? What is the relationship between the required digital skills for an evaluator and their evaluation skills standard?

In this context, the situation in the Republic of Moldova was analysed as a case study.

Keywords: *digital skills, educational project, evaluation process, remote project evaluation, digital tools.*

THE DIGITAL LIFE AND THE SELF
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The online dimension of existence, increasingly pervasive and tending towards the metaverse, offers identification models that are sometimes silly and incorrect. There are frequent episodes of hate speeching, sexting, cyberbullying involving the younger generations and adults. Educating for peace also means building, in the educational field, the digital self (Elliot, 2019) since technologies are inextricably linked to the functioning of identity, augmented personality, virtual subjectivity. For a long time now, the perspectives of andragogy have required careful reflection on the part of the educational community, so that the awareness is acquired that, even in adulthood, the educational power of the word can face any difficulty. Cultural diversities become resources, not only for learning, but also for collaboration and the structuring of authentic communities in which dialogue and assertive communication are fostered. Even in experiences mediated by the new digital technologies, it is necessary to promote the primacy of the educational relationship at the foundation of every relationship in order to break down barriers and make way for the new alphabets of media education and media literacy (Rivoltella, 2020) which are reconfiguring being in the world, well-being, the sustainability of the planet. It is possible, by educating adults about positive digital and human connections, to promote the potential that only finds its true essence in the recognition of diversity. Furthermore, the configuration of the digital self allows for greater awareness also with respect to the recognition and enhancement of otherness. Digital environments and tools are thus configured as ways to bring people together and interconnect in the idea according to which it is possible to be a community also and above all by making use of the technological resources that break down the barriers of space and time, favoring unity and communion.

Keywords: *digital; metaverse; relationship; communities; diversity.*

DIGITAL AND INCLUSIVE PEDAGOGICAL COMPETENCES OF TEACHERS

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Romania

Digital space technologies are increasingly occupying our lives. If we want all learners to become active, responsible, and engaged citizens, it is important to equip them with the necessary skills not only for their personal development but also to secure their place in the labor market. And it all starts in the classroom. This is where interest is triggered, this is where their motivation grows, and this is where we can make sure they receive proper training and ultimately develop their skills. To this end, the European Commission has launched, inter alia, the Digital Education Action Plan (2021-2027), which aims to support Member States' education and training systems to adapt to the digital age, but also to make high-quality digital education more accessible and inclusive. Therefore, inclusive education involves removing barriers that prevent access to education and ensuring that all children receive quality education, in an environment that allows them to develop their potential and actively participate in the learning process, and teachers play an important role in this. An inclusive school requires teachers not only to follow the curriculum and adapt teaching to meet the needs of all students but also to keep abreast of new technologies and integrate technology with content and teaching strategy. This paper analyses 110 teachers' perceptions of ICT competencies along with attitudes toward inclusion through a 30-item questionnaire. The items include questions related to Basic inclusive education elements (9 items), Basic digital competence elements (10 items), Advanced digital competence elements (6 items), and Advanced inclusive education elements (5 items). The results indicate that participating teachers attach great importance to inclusive education and digital competencies, although they have not been trained.

Keywords: *digital competences; inclusive education; technology; teachers.*

ADULT EDUCATION IN THE CONTEXT OF EDUCATION 5.0

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In recent decades, there has been a significant rise in digital transformation and the integration of new technologies in our daily lives. Education 5.0 has emerged as an evolution of Education 4.0, where technology's role in education is to enhance efficiency, accuracy, and knowledge acquisition. However, Education 5.0 goes beyond this and emphasizes the importance of a human-centered approach to learning, incorporating social and emotional skills to foster well-being while minimizing environmental impact and ensuring safety. It is a link between digital and technological knowledge with the development of interpersonal and emotional competencies.

Adult education in the context of Education 5.0 refers to the innovative approach to the learning and development of adults that is based on technology, digitalization, and adaptation to the rapid changes in contemporary society.

Education 5.0 focuses on the development of relevant skills for the workforce and personal life, adapted to individual needs and societal requirements.

Regarding adult education, Education 5.0 includes these essential elements: (1) personalized learning: Education 5.0 promotes personalized learning, taking into account the individual needs and interests of adults; (2) technology and digitalization: enable adults to learn at their own pace and access diverse educational resources; (3) lifelong learning: adults are encouraged to continue learning and developing their skills as technologies and social requirements evolve; (4) collaboration and networking: through online platforms and virtual communities, adults can interact with each other, share knowledge and experiences, and learn from each other; (5) future skills development: these skills include critical thinking, problem-solving, communication skills, adaptability to change, digital and media literacy, financial literacy, and many others; (6) Education 5.0 revolutionizes adult learning with personalized approaches and technology integration. It motivates lifelong learning for adults, enabling them to adapt to the dynamic demands of our fast-paced society while continuously developing their skills.

Keywords: *adult education; life-long learning, Education 5.0.*

CHATGPT: A RISKY POTENTIAL

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This paper aims to identify some features of ChatGpt and their impact over education, searching for opportunities and challenges that come with teaching and learning. We are reading everywhere in the news and reports the assessments of specialists; virtual meetings and exhibitions have been held; and various articles and videos are available on this subject, some of them are made with the "assistant" itself, so its attract us attention for this investigation.

In the analysis and discussion of cases, exchanges, and individual preparation of the students, it will be necessary for teachers to better understand the abilities of the students, to get to know them better and, at the same time, to work on educational innovation with an emphasis on evaluation and practical activity. ChatGpt it's part of a new generation of artificial intelligence systems that can converse, generate readable text on demand, and even produce novel images and videos based on what they've learned from a vast database of digital books, online writing and other media. But unlike previous iterations of so-called "big language models," such as OpenAI's, released in 2020, this tool is freely available to anyone with an internet connection and is designed to be more easy to use this works as a written dialogue between the AI system and the person asking it questions. So, we are concerned about its limitations and the ethic boundaries in the school context, how the learning process will be affected in the future, and how chatgpt design and functions will contribute to enhance academic achievements.

Keywords: *ChatGpt, digital learning, educational innovation.*

ADOLESCENCE AS A PSYCHOLOGICAL ASPECT OF DRIVERS' BEHAVIOR

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The issue of drivers' risky behavior came into people's attention due to the effects that such behavior constantly produce: road accidents, physical and psychological trauma, frequent violations of the law, chaos in traffic, repair costs, etc. The frequency of the driving style that involves risky behavior is observed from the very beginning of the driving activity of young drivers, who obtain their driving license as teenagers, from 16 to 18 years old in most countries, the age that corresponds to the period of adolescence. From a psychological point of view, this is the stage of life that is considered to be the most complex, as a series of physical, emotional and social changes take place. The adolescent faces many unknowns related to the transition to adulthood, thus, period of biological matureness directly influences four areas of psychosocial functioning: cognition, perception of one's own person, perception of the social environment and social values. Most accidents involving young drivers are attributed to driving errors that can be associated with lack of experience, inattention, inadequate visual processing and failure to recognize dangers, speed not adapted to road conditions and errors committed in emergency situations. Young drivers tend to minimize their risk and vulnerability to accidents and this often-unrealistic subjective perception of their risk is a contributing factor to the increased number of accidents.

Consequently, it is very important to pay more attention to the drivers at this specific age period, because here two emotionally charged variables overlap: the age characterized by crises, challenges, changes and the activity of driving a vehicle that requires accuracy and mastery of numerous skills, upon which the driver's safety and the lives of those around him essentially depend.

Keywords*: drivers, risky behavior, adolescence, accidents, emotions.*

THE IMPACT OF SCHOOL AGGRESSION AND VIOLENCE ON YOUNG SCHOOLCHILDREN

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This article deals with the issue of school aggression and violence from the perspective of the impact of aggressive behavior on young school-age students. Early school violence and child physical abuse or violence against adolescents are seen as hidden and dark parts of social interactions. The social tolerance of the phenomenon of violence, even when it occurs away from the eyes of others, its promotion in the media, the unawareness of adults about the adverse

consequences of aggressive behaviors, the superficial treatment, or normality specific to the maturation process make this phenomenon persist and threaten human integrity.

School is the environment in which students must form as individuals. It is the environment in which socialization and inter-individual dynamics are almost at the same level as the informational contribution of the educational process. In this micro-universe, aggressive and violent behaviors appear occasionally, allowing students to observe aggression, experience violence, and understand social norms and the consequences of their actions. Sometimes, violent behaviors reflect the efforts of students to adapt to the created educational climate or their attempts to use the school environment to satisfy some fundamental needs. From this perspective, the relationship between classroom management and school violence is justified if we ignore the slight behavioral deviations that lead to their repetition and emphasis over time and the deterioration of the school climate.

The progressive deterioration of the physical and psychosocial climate of the school produces effects on the development of the students, their school performance, and social and professional adaptation, which is the unanimous opinion formulated in the specialized literature. Violent behaviors, regardless of intensity, must be countered by training the skills to prevent and manage situations of aggression and school violence.

Concern for preventing and countering disruptive student behaviors is the first step in reducing school violence. Approaching coherent and timely educational and relational strategies, offering nonviolent models, supporting students, focusing on learning, and involving students in school and extracurricular activities that promote cooperation are predictive factors for a nonviolent climate.

Keywords: *school aggression, school violence, aggressive behavior, violent behavior, educational climate.*

THE CRITICAL THINKING – A SKILL FORMED AT SCHOOL FOR A SUCCESSFUL FUTURE
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Romania

In the current context, critical thinking is taking shape as a basic competence necessary in school activity, but also in all fields of activity. The reality of current education shows us that the emphasis is on the reproduction of information, on their memorization, insisting, in unjustified way, on their mechanical transfer to the detriment of the formation of independent thinking skills necessary to solve the problematic situations that students face. A resizing of the concept of critical thinking is required by adjusting to social norms and requirements and a promotion of this phenomenon from an early age through the beginning in primary education.

The benefits of practicing logical skills create the premises for the expansion of knowledge through reason by interfering new information with previous knowledge in the sense of eliminating or combating stereotypes in thinking. The

reality of contemporary education creates the prerequisites for achieving formal education and the need to develop intellectual skills within a process that begins with the acquisition of knowledge and, based on it, cognitive stimulation at a level to produce autonomy in thinking. Under these conditions, a responsible training of students is carried out in accordance with the requirements of an open society capable of adapting to new situations, and the development of critical thinking is an objective of major importance with repercussions on the plan of further development and with benefits for the entire duration of existence. We start from the premise that anyone is capable of critical thinking, but correct thinking requires a long period of training - in our case, it starts with entering school and is perpetuated throughout life. The ability to think critically is acquired like many other skills, with three important elements being necessary: knowledge, skills and attitudes.

Keywords: *critical thinking; cognitive autonomy; intellectual abilities; cognitive flexibility.*

RELATION BETWEEN ORGANIZATIONAL CULTURE AND TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR
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The current article aims to explore the relationship between organizational culture and teachers' organizational citizenship behaviour. Organizational culture represents one of the important components of the efficiency of educational institutions. Studies demonstrate the close relationship between organizational culture and other components such as job satisfaction, performance, productivity and efficiency and others.

Traditionally, organizational culture performs several functions: the integration of employees within the institution, the direction of employees in order to achieve the objectives of the institution, the protection of employees against potential environmental threats, the preservation and transmission of the values and traditions of the institution, ensuring the strengthening of the performance of employees and the institution.

In the context of our research, we propose to establish the connection of organizational culture and teachers' organizational citizenship behaviour. Organizational citizenship behaviour (OCB), which is an element of organizational culture, is defined as behaviour individuals exhibit at their own discretion, which is not directly apparent to or recognized by the organization's official reward system. OSB includes the following components: helping behaviour, sportsmanship, organizational loyalty, organizational compliance, personal initiative, civic virtue, and personal development (Podsakoff et. el., 2000).

The research methodology is based on the Teachers' OCB profile developed by H.Balalis. At the same time, this research uses a literature review. The results are described narratively.

Based on Organizational culture concept (according to Schein; Robbins and others) and considering OCB (according to Batman and Organ), we suppose a positive and significant relationship between both concepts. Research questions: What is the relationship between Organizational culture and OCB at school level?

The main findings: teachers' OCB dimensions have a positive interconnection with the school's organizational culture. OCB and the school's organizational culture are in an interdependent relationship and condition each other.

Keywords: *organizational culture, organizational citizenship behaviour, relationship.*

WAYS TO STIMULATE INTEREST IN READING
IN PRIMARY SCHOOL STUDENTS
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Reading is a tool that facilitates communication between humans. In whatever form it may be, by images or reading, it has a decisive role in enriching and developing skills, vocabulary, imagination, the power of comparison and judgment of primary school students. Moreover, it can cultivate a peculiar taste of reading. Through reading, children get to know many characters associated with negative or positive characters, experience many facts and by power of example learn to support their point of view. Through their artistic beauty and the filter of a child's mind, heroes and their happenings get transformed in behavior models. Educational methods, components and strategies are subjects to change, which is necessary in the growth and the control of quality in education. Also, teacher's role is very important in the instructive-educational process, his tasks in an educational department is to stimulate the knowledge and active participation of students in the assimilation of knowledge and the formation of skills. For this purpose, teaching and learning will be achieved by activating and using the most appropriate methods, procedures and didactic means to stimulate the students' thinking and imagination. Progress in language, which leads to better communication, is based on successive knowledges that complement and merge with each other. Primary education constitutes the student's specific attainment stage of the basic tools of intellectual work, this period in which the foundations of elementary knowledge in different fields of reality are laid.

Keywords: *reading, ways of reading, interest, storytelling, communication, early school students, teacher.*

SOCIAL CONTEXT PECULIARITIES RELEVANT TO SUMMATIVE
ASSESSMENT IN SCHOOLS
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The summative assessment is a process of evaluating pupils' acquired knowledge, skills, and competencies at the end of an academic term, usually the end of the semester or school year.

The effectiveness of summative assessment in schools depends on several factors, one of which is the social context - an aspect reflected in the ecological theory by Urie Bronfenbrenner.

The 'mesosystem' component of this theory highlights the interconnected relationships between the actors involved in the summative assessment process, i.e., teacher-pupil(s) or pupil(s) - pupil(s), which have an impact on pupil performance. Therefore, based on the ecological theory, the principle of social influence on pupil performance is outlined. This principle highlights the importance of fostering a positive learning environment that both supports and encourages pupil performance. In this regard, the most recommended ways of designing and undertaking the summative assessment process would include peer assessment collaboration - pupils are assessed by their peers; self-reflective assessment - pupils reflect on their performance and progress and can identify their strengths and weaknesses; pupil portfolio assessment - pupils can monitor and document their academic progress; research projects and presentations - activities that allow pupils to showcase their knowledge, communication and presentation skills.

Thus, an effective social context to conduct the summative assessment in school is one that establishes the necessary conditions for pupil collaboration via peer-assessment and pupil-teacher collaboration through co-assessment, which stimulates pupil reflection through self-assessment, and encourages pupils to share their ideas and support their peers during the assessment process.

Keywords: *summative assessment, social context, ecological theory, social influence, teacher, pupils, performance.*

PSYCHIC DEFENSE MECHANISMS IN HISTORICAL TRAUMA. THE CASE OF THE STALINIST DEPORTATIONS FROM THE MOLDAVIAN SSR
Zinaida BOLEA
Republic of Moldova

This article concerns a traumatic event in the contemporary history of the Republic of Moldova, namely the forced deportations from the Moldavian SSR in the periods 1940-1941 and 1944-1953. In the context of this phenomenon, some 60 000 people from Bessarabia were deported to Siberia and Kazakhstan by the Soviet authorities. This article discusses the psychic defense mechanisms as a fundamental element of the phenomenon of psychological resilience in the context of anthropogenic historical trauma. The work has a psychoanalytic basis on the theoretical-conceptual aspect, and on the methodological aspect it represents a qualitative research approach. The results reported in the article derive from the content analysis of texts of in-depth semi-structured interviews conducted with deported persons, in different areas of the Republic of Moldova, within the framework of the State Programme "Recovery and Historical Valorisation of the Memory of the Victims of the totalitarian-communist regime in the Moldavian SSR in the period 1940-1941, 1944-1953". The research results highlight the specific defensive nature of deportees, which involves both primary and secondary defense mechanisms. Among the primary defense mechanisms

announced in the literature, idealization and denigration - as correlates of splitting, identification with the aggressor and construction of a false Self - prevail in the narrative of deportees. Of the mature defense mechanisms, references to activism and sublimation are the most frequently attested. The forms of activism found in the narrative of deportees are sublimatory activism and ideological activism. Regarding the sublimation, we detect song as a form of creation, in which we find different forms of transformation of trauma.

COMMUNICATION. DIDACTIC COMMUNICATION. MANAGERIAL COMMUNICATION: CONNECTIONS AND PECULIARITIES

Veaceslav BOLIEV
Republic of Moldova

The field of communication is marked by a considerable number of approaches and definitions. All this, for the most part, comes down to understanding communication as a psychosocial act, an act of information transfer. The notion of communication implies a certain reciprocity. Communication involves a circular process that takes place in time and space.

The general form of communication is represented as a social communication. In this context, didactic communication, managerial communication represent particular forms of communication. Of course, between the general form of communication and the particular forms of communication there is a number of connections at the level of functions, tools, purposes, etc.

Didactic communication involves a bilateral teacher-learner relationship, a feedback-type interaction and the realization of the following functions: 1) generic: expressive, conative, metalinguistic, referential; 2) pedagogical: teaching-learning-evaluation, organizing the educational activity.

Managerial communication is approached as a process of understanding between people with the help of information transfer in order to achieve stability or change in individual or group behavior, but also a process of fulfilling roles: decisional, informational, relational, motivational, etc.

The emphasis is on establishing connections between different forms of communication in education as a determining factor in ensuring the functionality of educational institutions, but also the quality of learning outcomes, including the level of adult education.

Didactic communication styles (affective-improvisational, affective-methodological, rational-improvisational, rational-methodological) and managerial communication styles (directive, egalitarian, dynamic, of abandonment, of avoidance) are defined and compared. Didactic communication and managerial communication are compared from the perspective of these processes' efficiency, and a study is carried out regarding the knowledge of managers and teaching staff of the didactic and managerial communication variables.

AN INTEGRATED APPROACH TO FORM LIFELONG LEARNING COMPETENCES WITHIN PHYSICS LESSONS
Mihail CALALB, Viorel DABIJA
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There is a growing discrepancy between the current needs of the labor market and the offer of educational systems, and we assume that its cause should be sought in the area of lifelong learning competences (LLLC), because LLLC influence significantly both the personal development and career path of any person many years after school graduating. The paradigm of memorization and transmission of knowledge does not respond to this imperative, but any constructivist strategy which emphasizes the cognitive effort of the student is a step forward.

First, as it is quite difficult to discuss about the formation of all range of LLLC within physics classroom, we will identify the set of skills specific to each competence. For example: linguistic skills correspond to the abilities of listening, speaking, reading, and writing; digital competence – abilities to access, evaluate, use and create digital content; the competence to learn – critical thinking, research, self-reflection, adaptability and communication.

Second, for each ability we identify the most effective teaching strategy in terms of its impact on students' academic achievement. We note that the impact factor of most known didactic strategies is already measured within the theory of visible teaching and learning. For example, one of the most effective didactic strategies, which can be applied to the formation of a whole series of abilities, is reflective learning with an impact factor equal to 1.29 (conventional teaching of an experienced teacher has IF=0.4).

Third, LLLC are inseparable from conceptual understanding (CU). To ensure CU in physics classroom we apply the concept of big scientific ideas (BSI) – very close to units of competence. Within each physics lesson, the student can understand about three – four BSI.

Fourth, CU is verified through peer instruction technique and permanent formative assessment.

Keywords*: lifelong learning competencies, didactic strategies, big scientific ideas, visual teaching and learning.*

LANDMARKS IN CONSTRUCTIVIST TEACHING OF PHYSICS
Mihail CALALB, Irina ZELENSCHI
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The starting point of this paper is that at the base of any constructivist didactic approach there are three basic ideas about conceptual understanding (CU): a) CU as a result of the student's cognitive effort; b) CU is related to the student's preconceptions; c) metacognition determines CU. Despite the multitude of constructivist approaches, such as project-based learning, problem-based learning, inquiry-based learning or collaborative learning, most students are not included in CU. The explanation would be that school teachers, although they have theoretical knowledge of these methods, still apply conventional or

frontal teaching. Our constructivist teaching model assumes that any type of constructivist lesson contains at least two basic elements: i) the teacher's guidance of the students' research actions (carried out in groups) and ii) formation of abilities to apply the newly acquired knowledge. We emphasize that any lesson is truly constructivist if it contains the elements of the 5E model: engagement, exploration, explanation, elaboration and evaluation. To these we add other two mandatory moments: the student's assumption of the cognitive goals of the lesson and the formation of intrinsic motivation. For intrinsic motivation we will rely on the learner's internal resources: prior knowledge and conceptions, active engagement, critical thinking and change of perspective, interaction and collaboration, metacognition and self-regulation of learning, building personal conceptual understanding. Based on the example of the chapter "Mechanical work, power and mechanical energy" in 7th grade, the practical way how to form CU, procedural knowledge and attitudes is shown. The role of bidirectional student-teacher interaction in ensuring the permanent guidance of the students' research action (or scaffolding) is also presented.

Keywords: *constructivism, conceptual understanding, procedural knowledge, metacognition.*

ASPECTS OF FUNCTIONAL THINKING IN CONTEMPORARY SOCIETY
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The article addresses functional thinking through the lens of its dimensions and its role in contemporary society. Thinking functionally in an informational and ever-changing society requires breaking out of daily routines and surpassing ordinary cognitive patterns. Functional thinking can be approached through various dimensions that reflect the diversity and complexity of its manifestations. These dimensions include critical thinking, creative thinking, systemic thinking, strategic thinking, ethical thinking, and others. The dimensions of functional thinking are interconnected and can be observed in different contexts and fields of activity. They contribute to addressing the complexity and adaptability required by contemporary society and help us solve problems, innovate, and make informed and responsible decisions. There are several techniques and strategies that can be employed to develop functional thinking. These involve a rational, pragmatic, and analytical approach to the thinking process. By summarizing the opinions of prominent thinkers and researchers in the field, the article proposes an extensive range of models, suggestions, as well as concrete techniques and exercises that can enhance the functionality of thinking in contemporary society. The functional nature of thinking encompasses several aspects: adaptability, thorough problem-solving, creativity, collaboration and effective communication, as well as ethics and social responsibility. Functional thinking, characterized by analytical skills, problem-solving abilities, and informed decision-making, plays an essential role in addressing the complex challenges faced by contemporary society. Through functional thinking, we can identify effective solutions to problems and challenges in various domains, such as education, technology, health, and the

environment. By developing functional thinking, we can contribute to both individual and collective well-being in a society of the present and the future.

Keywords: functional thinking; contemporary society; dimensions and aspects; modes of development.

IMPLEMENTATION OF A COMPETENCE-BASED APPROACH IN THE FORMATION OF COMMUNICATIONAL COMPETENCE IN THE GAGAUZ LANGUAGE OF STUDENTS OF THE GYMNASIUM CYCLE

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The article analyzes the communicative-competence-based approach to the system of educational process in the field of the native language and its role, dictated by the needs of the student's personality and society as a whole. It is also emphasized that an essential feature of competence-based learning is free discussion by students of the text they read or listened to, situations from the life of the class, school, country.. It is noted that key educational competencies are formed, on the one hand, in the complex of all disciplines of the gymnasium cycle, on the other hand, they are specifically refracted in the lessons of the Gagauz language and literature. Some aspects of the influence of a multicultural environment are considered, as well as today's guidelines for interdisciplinary integration and a multilingual approach in language teaching. The article outlines the value relations formed in the lessons of the Gagauz language and literature, which involve: showing interest in the Gagauz language and Gagauz literature as an integral part of the culture of the Gagauz people; awareness through language and literature of the commonality of such social and natural concepts as country, personality, society, people, family, world, land, etc.

Keywords: competence-based approach; communicative competence; Gagauz language; multicultural; communication environment.

CORRELATION BETWEEN ANXIETY AND MALADAPTIVE COGNITIVE SCHEMAS IN TEENAGERS WITH TYPE 1 DIABETES

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The aim of the current study is exploring the correlation between maladaptive cognitive schemas and anxiety among teenagers with type 1 diabetes. Type 1 diabetes is a chronic condition that requires constant management and lifestyle adjustments. It can lead to increased stress levels and emotional challenges, potentially contributing to anxiety in teenagers. Understanding the relationship between anxiety and maladaptive cognitive schemas can provide insights into the psychological well-being of these individuals. Moreover, integrating psychological factors into diabetes care is essential for a comprehensive and holistic approach. By studying the correlation between anxiety and maladaptive cognitive schemas, healthcare providers can recognize the interconnectedness of physical and mental health. This

understanding can lead to multidisciplinary interventions that address both the medical and psychological aspects of type 1 diabetes in teenagers, ultimately improving overall health outcomes. To achieve the purpose of the study, two questionnaires of Schema Questionnaire Short Form (YSQ-S3R) designed by Young and School Anxiety Test by Philips were conducted on 132 teenagers with type 1 diabetes hospitalized in Mother and Child Institute, Chisinau, Republic of Moldova. The results indicate a significant correlation between the early maladaptive schemas, including self-sacrifice, approval seeking/ recognition seeking, unrealistic standards/ hypercriticism and negativity/ passivity and variables of school anxiety, such as general anxiety in school, experiencing social stress, frustration of the need to succeed, fear of self- expression,   fear of testing situation, dear of not meeting expectation of others, low physiological resistance, problems and fears in relation with teachers. In conclusion, medical and mental health professionals may find these results helpful for assessment, treatment, and prevention goals in patients with type 1 diabetes.

Keywords: *anxiety, maladaptive cognitive schemas, teenagers, type 1 diabetes.*

PRAXEOLOGICAL ASPECTS OF LEVERAGING NATIONAL TRADITIONS AND CUSTOMS IN PRIMARY EDUCATION

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National traditions are considered crucial for the cultural identity and moral and spiritual development of the young generation. Thus, the proposed study aims at integrating and promoting national traditions and customs in primary education, evaluating students' perception of the promotion of national traditions and customs. Through empirical research, we highlight the appreciation of national traditions and customs in primary education as fundamental elements in shaping attitudes towards them. The content of the article focuses on the attitudinal dimensions of personality, configuring the influence of transmitting and understanding national traditions and customs in shaping cultural values. The concepts of attitude and attitude toward values are addressed, emphasizing that attitudes reflect an individual's stance on the values and norms of society, being essential in the formation and development of personality. We emphasize that attitudes are formed through the knowledge and internalization of values, and educating attitudes toward values represents a means of shaping human behavior. We highlight the importance of education in promoting and preserving a nation's cultural heritage, and we underline that attitudes and values are central elements in this process. The interdisciplinary approach in the education of primary school students through the promotion of national traditions and customs significantly contributes to the formation of attitudinal dimensions regarding the knowledge, understanding, and appreciation of these traditions. The data obtained provide valuable information for the development of educational programs designed to promote the cultural heritage and national values among the young generation.

Keywords: *tradition, custom, value, attitude, attitude for value, attitudinal dimensions.*

THE ACTION AND STRATEGIC PARADIGM FOR CONCEPTUALIZATION AND INSTITUTIONALIZATION OF THE PROFILE CURRICULUM FOR ART/ MUSIC SCHOOLS

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Conceptualization and institutionalization of the curriculum for art education, music profile, is a complex activity that has its logic and methodology: the system of conceptual positioning of managerial, pedagogical, and artistic nature that manages the conceptualization process of the educational curriculum in the given case, in the form of two curricular products: Educational Plan and Curriculum in musical profile subjects. The design, organization, coordination, training, control / evaluation of the curriculum implementation, as an educational policy document, are the essence of the actions of managing the implementation of the curriculum, which in turn offers a new action-strategic vision to ensure the functionality of the extracurricular artistic education institution. The approach to the conceptualization and institutionalization of the curriculum for artistic education allowed us to substantiate a mechanism for transposing and adapting the general theory and methodology of the curriculum both in procedures and tools for conceptualizing the curriculum for extracurricular education in Arts field, Music Profile, and in actions, enforcing the institution documents.

Keywords: *action and strategic-oriented paradigm; development, institutionalization, extracurricular art schools, profile curriculum.*

TECHNOLOGIES AND SCHOOL INCLUSION: DIDACTIC PLANNING AND EVALUATION FOR THE VALORISATION OF DIFFERENCES

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Digital tools and resources have made increasingly complex operations possible. In the light of such a scenario, the present discussion intends to analyze the application of technological tools for the promotion of learning capable of enhancing differences, proceeding along a scenario where the planning and evaluation of cognitive processes meet the technologies of inclusion.

Keywords: *educational technologies, inclusion, educational planning, evaluation, enhancement of differences.*

MANAGEMENT OF EDUCATIONAL INNOVATIONS AS A DEVELOPMENT FACTOR OF THE EDUCATIONAL INSTITUTION: PHENOMENON AND TRENDS

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Romania

This article analyses contemporary phenomena and trends in the management of educational innovations and their impact on the development of educational institutions. In the context of today's society, where technology and

rapid changes have a significant impact on education, the management of educational innovations becomes an essential component in promoting excellence and adaptation to current requirements. By examining various contemporary phenomena and trends in this field, the crucial role of the management of educational innovations in the development of educational institutions, the focus being on: the analysis of the context, the elucidation of contemporary phenomena in the management of innovations, the capitalization of emerging technologies in education and hybrid education and the mixed one.

THREE-DIMENSIONAL APPROACH TO PREVENTING AND REDUCING BULLYING IN HIGH SCHOOLS
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Violence in school constitutes a violation of the student's right to education, health and well-being. The approach to this phenomenon is multidimensional, assuming the involvement of the family, educational institutions, non-governmental organizations, as well as experts in the field. The manifestations of this phenomenon are presented today, perhaps more than ever, both nationally and internationally. In this context, the appearance of different forms of violence in high schools is a reality, which justifies the interest given to this problem. In this article, the emphasis is on the analysis of different approaches regarding bullying, such as: attachment theory; socialization theory; behavior modeling theory; school climate theory; socio-ecological theory; the theory based on the rights of child; Dan Olweus' theory; socio-ecological theory; Ken Rigby's theory; Barbara Coloroso's theory. At the same time, the terminological and conceptual delimitations, the characterization of forms of bullying are described: physical aggression, verbal aggression and relational aggression. Similarly, the factors for preventing and reducing bullying in high schools are widely characterized: first of all, the family, educational and community factors. Based on these opinions and theories, the article highlights the importance of community involvement in the prevention and management of bullying. It is concluded that through collaboration between schools, families, community organizations and local authorities, the community can play a significant role in promoting healthy relationships, respect and inclusion, helping to reduce the incidence of bullying and creating a safer and more empathetic environment for all its members through: collaboration with local organizations and partnerships; organizing awareness and education campaigns; community support for students and participation in community networks and events.

MACHIAVELLIAN INTELLIGINCE AS A PSYCHOLOGICAL AND CULTURAL PHENOMENON

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In modern social psychology, the tendency towards a universal interpretation of the phenomenon of Machiavellianism developed in parallel with theoretical discussions related to the analysis of the nature of the individual and, of course, with an adequate definition of the concept itself. The universal approach to the analysis of the Machiavellian type of personality is confirmed, in particular, by the great popularity that the concept of "Machiavellian intelligence" enjoys in various areas of psychological science. Drawing on the data of evolutionary biology, some experts (N. Humphrey and others) discover its properties even in the behavior of primates. In this sense, this concept quite clearly acquires a symbolic meaning, uniting the efforts of scientists developing this problem. According to Andrew Whiten and Richard W. Burn, the idea of "Machiavellian intelligence" brought together the disparate origins of the idea that primate intelligence is rooted in problems that arise in complex social life. The idea that the mind begins with social manipulation, deceit, and insidious cooperation seems to explain many aspects of human psychology and activity. Group life must be beneficial to each member as a whole, otherwise it would not happen, but only individual (and kindred) benefits determine the fate of evolution. For each individual primate, this creates an environment conducive to the use of social manipulation to achieve personal gain at the expense of other members of the group, but without causing such a violation that endangers individual group membership. Particularly useful for this purpose are manipulations in which the losers are unaware of their loss, as in some types of deception, or in which compensatory gains arise, as in some types of cooperation.

Keywords*: Machiavellianism, "Machiavellian intelligence", social psychology, personality, manipulation, group life, cooperation, social evolution.*

EDUCATION FOR CITIZENS ENGAGEMENT IN PUBLIC ADMINISTRATION

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The purpose of this article is to analyse the citizen engagement aspect of public administration as one of its enablers (from the perspective of education). Is citizen engagement important and sufficient for effective public administration processes in place? What are the pros and cons, and other factors that may matter for responsive and effective public administration? The article may be of interest for development practitioners and a broader audience interested in public administration and good governance.

The objectives of the article are to collate and synthesise knowledge and evaluative evidence in the following focus areas: What is public administration and what is the role of citizen engagement in it? What are the pros and cons of citizen engagement in public administration? Is citizen engagement important and sufficient for effective public administration in place and what are the other factors that may matter? What is the education perspective? What are the main conclusions deriving from this analysis?

The main findings: Significant resources are dedicated in many development contexts for establishing and maintaining public administration infrastructure and processes, in a vast majority of them citizen engagement is highly prioritized and actively put in practice, as a key enabler for responsive and effective public administration. Looking deeper, is citizen engagement important and sufficient for effective public administration in place? What are the pros and cons, and other factors that may matter for responsive and effective public administration?

On the other side, the topic of citizen engagement in public management seems understudied. There are many studies that relate to the topic, but seems not much on the aspect of education for citizen engagement in public management.

The article is grounded on the review of secondary data and evaluative evidences available through independent evaluations globally.

Keywords: *citizen engagement, education, public management, public administration.*

FUNCTIONAL PSYCHOLOGICAL DIMENSIONS IN THE MANIFESTATION OF EATING BEHAVIOR IN ADOLESCENTS AND YOUNG PEOPLE
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The eating behavior refers to how a person selects, obtains, consumes and manages food. It can have a variety of factors, including personal preferences, culture, social environment, emotions and health conditions. However, some people may develop eating disorders such as anorexia nervosa, bulimia nervosa, or binge-eating disorder. These disorders can adversely affect the physical and mental health of the individual and may require appropriate intervention. Young people and teenagers are the most affected by current body image trends and have to adopt behaviors and habits to reach the standards. Dissatisfaction with body image is a factor that predisposes to the development of a dysfunctional eating behavior. Eating disorders are a form of mental disorder recognized in psychology, social work, nutrition and medicine. Consistent with the methods used to define other mental disorders, diagnostic criteria for eating disorders have been established and presented and widely used, such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). The most widespread eating disorders are the following: anorexia nervosa, bulimia nervosa and binge eating disorder, but with the development of society, more and more eating behavior disorders appear. The impact of eating behavior disorders is very serious on the person's personality

but also on the family, affecting social life and professional activity. Regardless of age, changes in eating behavior are related to emotions, changing eating behavior in adolescents and young people can be associated with dealing with social, desolation or emotional problems. The complexity of eating behavior dysfunctions and the involvement of psychological factors in their appearance and maintenance in adolescents and young people is insufficiently researched, therefore a thorough study of the mechanisms of the appearance of these disorders is needed.

Keywords: eating behavior disorders, body image, anorexia nervosa, bulimia nervosa, psycho-emotional development.

GRAPHIC DESIGN ADVERTISING THROUGH GENDER LENS (CASE STUDY)
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Using graphic design in advertising as a case study, this paper argues that women continue to struggle with being treated and valued unequally to men within society. Findings of the research methods indicate that women still face discrimination and prejudice in all areas of design, which is a cause for concern. Despite the fact that there are more female students studying design courses today, more men are employed and hold decision-making positions. This is an issue because the people in power (who are men) will likely respond to the challenges and inequality that affect others than men. In addition, this paper examines the development of both the female role and image portrayed in advertisements over the years, in comparison to men. It also analyzes the stereotypical and sexist approach towards women that is normalized by advertising. Although it's the 21st century and gender equality has been highly promoted, advertising is still often offensive and discriminatory toward women. Finally, the paper explores how businesses are now focusing on a more gender-neutral and inclusive design in their ads and promotional campaigns. While the trend for gender neutrality is still at an early stage, more companies and designers tend to use this approach in order to diminish stereotypes and promote inclusivity. In conclusion, for more socially responsible and inclusive advertising, the use of gender-neutral design is suggested. The present paper can be used as valuable education tool.

PROFESSIONAL ATTITUDES OF MEDICAL STUDENTS IN THE CONTEXT OF CURRENT CHALLENGES
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The content of the article presents a system of ideas regarding recommended professional attitudes for medical students, enabling them to build trusting and supportive doctor-patient relationships, thereby facilitating the patients' healing within a reasonable timeframe. Of relevance in this context are the functions of professional attitudes (instrumental, adaptive or utilitarian, ego-defense,

cognitive, and value-expressive functions), as they contribute to shaping the attitudes of budding physicians and the development of efficient doctor-patient relationships within an appropriate time frame. In the current healthcare challenges, the cultivation of professional attitudes among medical students leads to the reduction of patient stress and anxiety, which can positively influence their overall health and well-being, contributing to the enhancement of doctor-patient relationships and the creation of a more efficient and confident treatment environment.

The literature in the field discusses various conceptual models of essential professional attitudes for addressing and solving domain-specific issues. These models include the expectancy-value model, the vector model, the tripartite model, the technology acceptance model, the ABC model, and the cognitive-affective-conative model, among others. These theoretical frameworks provide a significant foundation for understanding and investigating the complexity of professional attitudes and their influence on behavior and practice within the medical field.

Of particular interest in the medical context is the affective component of attitudes, involving feelings of pleasure or disapproval. Exploring emotional energy can yield relevant prognostic insights into the behaviors of patients or healthcare professionals and contribute to understanding and altering attitudes. Arguments are made regarding the impact of technological advancements that give rise to certain ethical dilemmas, with the development of professional attitudes shifting the focus toward ethical principles and the respect for patient dignity.

Keywords: *professional attitudes, medical students, education, functions of professional attitudes, conceptual models of professional attitudes.*

WELL-BEING PARTICULARITIES AND COPING MECHANISMS AMONG ELDERLY POPULATION
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The aging process involves numerous changes, on a physical, social and family level, which requires the presence of necessary adaptive strategies for maintaining a healthy emotional level and an optimum well-being.

Numerous theories have focused on the relation between the coping strategies and psychological well-being on elderly people, which can be the key for successful aging.

The coping mechanisms appear in the context of change and perceived as stressful, while the elderly must tolerate or adjust their approach of these new situations, in order to maintain their emotional balance and well-being. The issue occurs when the changes are plenty, in a brief time period, and the individual is having the feeling of lack of control regarding his own life. This perception can determine low self-esteem, anxiety or depression. The third age being often characterized by successive changes on the social, family and medical status. Possible stressors at the third age that require coping may be acute, such as loss of a spouse, or are of longer duration, such as chronic pain or illness, long-lasting

financial problems, ageism. Coping strategies involves effort and energy greater than the daily routine. A prolonged mobilization of resources can cause psychological and physical breakdowns.

Older people's experiences are influenced by a combination of factors, such as gender, old age stages, religion, health, illness, location, socioeconomic status, and ethnicity.

The research regarding the connection between psychological wellbeing and coping mechanisms can represent a base for future development of psychological interventions in the elderly population.

Keywords: *psychological well-being; coping strategies; aging; life changes; stress factors.*

THE IMPACT OF MEMORY DEVELOPMENT CHARACTERISTICS ON THE LEARNING MOTIVATION OF YOUNG SCHOOL-AGED STUDENTS
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The development of various types of memory in students, even in primary school, remains an important goal for educators. Thanks to memory, it is possible to form higher mental structures, such as thinking, intelligence, and creativity. The essential nature of memory stems from its involvement in the major areas of human life: knowledge and learning, understanding and problem-solving, imagination, and creativity. The primary school must instill in children their first learning skills. School practice shows that a child who has not learned to study and engage effectively in intellectual activities in the early grades will often have deficiencies in studying subjects in the secondary stage. It is important that through guided learning, teachers can develop in students the motivation to learn, which will be a central pillar throughout their entire educational journey. In this work, our goal was to investigate the specific relationship between types of memory and learning motivation in young school-aged children. The research involved 100 students from primary classes, including 56 girls and 44 boys, aged between 9 and 11 years. A positive relationship was found between the mnemonic performance of young school-aged children and their learning motivation. The results of this study highlight the existence of significant correlations between the particularities of short-term memory development and school motivation in young students. Superior performance in tasks involving immediate verbal memory associated with higher intrinsic motivation underscores the importance of stimulating genuine cognitive interest for optimizing learning at these ages. Students with higher intrinsic motivation showed superior abilities to retain and reproduce verbal information presented for short intervals. The results of this study can be useful for primary school teachers, educational psychologists, and parents of young school-aged students.

Keywords: *memory, types of memory, learning motivation, intrinsic motivation, extrinsic motivation, primary school-aged students.*

THE SUSTAINABILITY OF PUBLIC SPEAKING THROUGH THE LENS OF DEVELOPING LOGOS IN STUDENTS – FUTURE TEACHING PROFESSIONALS

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This article is intended for both the teachers involved in the professional training of students – future teachers, as well as for the students themselves involved in the initial training process. The professionalism of the teacher is determined by several factors. An essential factor in this context is the competence of public speaking. The efficiency of public speaking is determined by the quality of the three dimensions: ethos, pathos, logos. This article reflects epistemological landmarks in the development of logos. The Logos appeals to the rational part of the public mind and provides support for assimilating the essence of the subject expounded by argument. Thus, argumentation plays an essential role in persuading the public on a particular subject. In this context, the educational approach must be oriented toward developing the students' logic of argumentation. Starting from this aspect, the article reflects theoretical references of the public speaking. Therefore, the development of the Logos is a continuous process that involves the elaboration of an educational approach, oriented toward the formation of the students' skills to build oratory speeches based on arguments. In this context, the investigative approach presented in this article reflects the students' testing level of logos on the development of the skills to build arguments in oratory speeches based on a logical structure. Therefore, the development of students' logo is essential, in that, it contributes to build an effective communication relationship based on facts, examples, evidence, presented in the arguments of the discourse –the essential elements in building a qualitative discourse.

Keywords: public speaking, ethos, pathos, logos, students.

MANAGEMENT OF CHILDREN'S HEALTH AS ONE OF THE MOST IMPORTANT TASKS OF THE HEAD OF A PRESCHOOL EDUCATION INSTITUTION IN THE CONDITIONS OF WAR

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Preserving and promoting the children's health is one of the priorities of the head of the preschool education institution, especially during war. These institutions are important for shaping children's worldviews and habits, including their health promotion.

According to Ukraine's effective legislation, the head of the preschool education institution has to ensure the organization of the educational process, physical and mental development of children; compliance with sanitary and hygienic, fire prevention standards, occupational safety requirements, civil protection, and life safety; control of knowledge of occupational and life safety rules and norms.

We looked for and processed scientific literature, legislative bases, and regulatory acts. With our anonymous questionnaire, we analyzed the attitudes

of 56 heads of preschool education institutions of Zakarpattia Oblast towards the organization and functions in the health care of preschoolers.

The received data showed that all heads agree with the priority to ensure and effectively control the health of children in preschool institutions; 74% believe that the institution's responsible healthcare professional (nurse or doctor) together with the head should make decisions regarding the improvement of children's health; 86% face difficulties, mainly lack of technical support and personnel, in effectively providing preventive and health-promoting measures amid military operations. 32% would monitor compliance with sanitary and hygienic conditions on their own, 48% would delegate these responsibilities to the relevant healthcare professional, and 20% - divide these responsibilities equally.

It is required to study and adapt the existing legislative and scientific base regarding the medical control of heads to modern conditions. The effective strategy would be a comprehensive approach on the part of the head, healthcare professional, parents, and state.

Keywords: *health promotion, medical and hygienic control, head of preschool institution.*

MANIPULATIVE PREMISES AND THE FORMATION OF SOCIAL PERCEPTION IN CRISIS SITUATIONS

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The given article consists of an analysis of manipulative information sources, as well as opinions and attitudes that contribute to shaping social perception in the crisis situation caused by the armed conflict in Ukraine. This research informs and sensitizes the public regarding the existence of the phenomenon of informational manipulation and its intensification during crisis situations. The importance of the addressed theme correlates, at the same time, with the significance of increasing awareness of the level of vulnerability we have in crisis situations and the effects of consuming information, especially from sources devoid of truth, on the perception of reality, which eventually affects our reaction and behavior. Informational manipulation and social perception are two concepts that have always been associated, but the crisis situation has become a catalyst in this interdependence process. The crisis situation itself is a factor that causes the rise of negative and destructive emotions in society. Informational manipulation, however, is the factor that keeps the individual trapped in a negative perception of the world and does not allow them to escape from it, feeding them with information that will keep them in the same state. Thus, the combination of these three factors leads to negative consequences, both cognitively and emotionally, behaviorally, and socially, affecting the population at large. An equally important factor as external influences is the individual's internal ones, expressed through needs, motivations, desires, opinions, and emotions. In the same way operates the manipulation process. Low self-esteem, over-intellectualization, or a low level of emotional intelligence are just a few of the aspects that make the individual much more sensitive to informational

manipulation. Even though the concepts mentioned earlier have been addressed by several authors and researchers, studying these concepts through the prism of their interdependence reveals the innovative nature of the research.

NEOPHOBIA: WHY THE NEW IS SCARY AND HOW TO OVERCOME THE FEAR OF CHANGE
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In an environment of socio-economic instability, the range of fears experienced by people has significantly expanded and negative behavioral reactions have become aggravated, which can significantly negatively affect psycho-emotional health and personal development. One such fear is neophobia. The concept of "neophobia" is associated with a fear of the new (situations, people, places, ideas and ideas), a fear of any changes that cannot be rationally explained. All people are influenced by habits, but it is also in human nature to seek adventure. If neophobia manifests itself in a mild form, it does not cause discomfort. If the phenomenon has a more severe stage, then people begin to experience significant problems, they have significant limitations in life. When a person is calm and comfortable with the existing state of affairs, he does not want to change anything, this is not neophobia. The problem is obvious if he consciously does not want to stand out from the crowd and does not accept innovations in any form. Thus, he really does not want to say goodbye to the past and the old. Due to neophobia, a person's daily life changes significantly. After all, due to the tendency to avoid problems or unwillingness to solve them, one can get stuck in the past for a long time, since it is precisely overcoming emerging problem situations that contributes to personal growth and realization in society.

This article presents an analysis of the literature on the problem of fear, modern approaches to understanding the concept of "fear", in general, as well as the theoretical interpretation of the concept of "neophobia", in particular. The features of the manifestation of fear of the new, its causes and symptoms of manifestation are analyzed, the main ways and means of overcoming the fear of the new are indicated.

Keywords: *fear, fear of the new, neophobia, means of overcoming the fear.*

METHODS OF DEVELOPMENT OF CONFLICTOLOGICAL CULTURE IN ADOLESCENCE
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The article considers the main approaches to understanding and explaining the concept of "conflictological culture of personality". Different authors offer various definitions of this concept and emphasize different components in it. However, all of them hold a common opinion regarding the understanding of the

importance of research and development of the conflictological culture. We adhere to Shcherbakova's definition, according to which conflictological culture is an integrative quality of personality, which is based on humanistic values. Its structure is represented by the culture of feelings and thinking as well as behavioral and communicative culture .

The purpose of our study is to examine the level of conflictological culture development in older adolescents. The sample consists of older adolescents. This age is characterized by special sensitivity to various kinds of changes, both positive and negative.

On the basis of the obtained data we developed and tested the program of conflictological culture development in older adolescence. The cognitive-behavioral approach A. Beck acts as a methodological basis of the psychological training program. As a result of participation in the training, the following changes were obtained in the study sample: adolescents demonstrate a greater ability to prevent and manage conflicts at all stages; they show a greater readiness for dialogue, the ability to adequately verbalize their own and other people's experiences; to a greater extent they possess the techniques of assertive communication compared to adolescents from the control group. The obtained results confirm the effectiveness of the program developed by us and the validity of the hypothesis of the study. The novelty and practical significance of our study is determined by the fact that conflictological culture is studied for the first time in our country.

Keywords: *conflictological culture, conflict, adolescent, competence in communication, psychological training.*

THE IMPACT OF OUTDOOR EDUCATION ON STUDENTS WITH SPECIAL EDUCATIONAL NEEDS
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Outdoor education can be done during class or after-school programs, being in accordance with the school curriculum. The educational activities can be carried out as a complement to the classroom hours or can be carried out independently of them, with the obligation to respect the contents previously established in the school programs according to each age level. Outdoor education aims to achieve objectives that lead to the acquisition of learning, initiated for educational purposes.

Outdoor education is a concept that is based on an entire education program based on experience and practical activity, which takes place outside the classroom, in the natural environment. It also focuses on the theory, philosophy and practice of experiential education, ecological education and environmental education. This helps people to understand themselves better, to perceive the world around them more correctly and above all to gain a better knowledge of the people around them. It is considered a modern learning strategy with a impact, which generates educational effects, benefiting from the development of the innovative spirit, leadership, communication and other aspects of modern life. This type of education takes place in the open air, park, outdoor area,

playground, school yard and everything related to the environment and nature. Outdoor education is a relatively new type of education, producing long-lasting effects in terms of mastering complex learning situations and especially developing skills necessary for modern life : innovation, leadership, team spirit, communication, autonomy and creativity. Also, in this article, in addition to the theoretical aspects presented, in addition to the content, we will also add praxeological examples of outdoor activities that can be successfully applied in the educational approach of students with special educational requirements, in order to improve the learning process and acquire skills for life, work and sustainable development.

Keywords: *outdoor education, students with S.E.N, competences.*

THE WISDOM OF THE FAIRY TALE IN BUILDING SKILLS FOR SUSTAINABLE LIVING

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According to UNESCO, education for sustainable development (ESD) is characterized by the concern for training the skills necessary for a human individual to relate responsibly to the natural, economic and socio-cultural environment in which he lives, minimizing or completely avoiding the negative effects of actions on the quality of his life and that of others. This finality of education for sustainable development requires the prioritization of moral education and shifts the focus to the development of moral consciousness and the formation of a value system agreed and assumed by all members of a community.

Because it essentializes human values, the fairy tale constitutes an ideal learning content in relation to the objectives of moral education. The wide and varied symbolism of the heroes who evolve in the fairy tale world, the situations they go through and the key tools in overcoming some crises turn the fairy tale into a source of learning with a safe and deep impact on the student, both cognitively and affective and volitional.

Knowing the interdependence between the professional skills of the teacher and the training of the student's skills (Ceobanu et al., 2020, p. 277), a teacher has the duty to know what are the sources and contents of learning that optimally respond to the educational needs and interests of those whom he guides. Therefore, the teachers' conception of the educational potential of the fairy tale is a determining factor in the application or exclusion of this content from the instructive-educational/ school activities. The study we are carrying out aims to determine the level of knowledge of the educational potential of the fairy tale by teachers from schools on both banks of the Prut and provides valuable data about their beliefs regarding the effectiveness of the fairy tale in training and educating the younger generations,

Keywords: *fairy tale, education, sustainable development, sustainability.*

LANDMARKS FOR MULTILINGUAL EDUCATION OF STUDENTS FROM MOTIVATIONAL PERSPECTIVE

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Multilingual education defined as the teaching of several languages, including the students' mother tongues, global languages, community languages and heritage languages, where each language is taught at different levels according to the needs in the different context. This definition of multilingual education resonates with parallel definitions by other researchers in the field of sociolinguistics, who emphasize the need for students to learn more than one language, to move between different languages through linguistic mixing - to promote the understanding of students from groups marginalized in the content area through the use of their first language or languages in the classroom, and to enrich the linguistic repertoire and linguistic awareness of all students by building links between similar patterns in different languagel. The approaches and processes that characterize language learning in the field of "bilingualism" have undergone drastic changes over the past half century. There is some consensus that, under favorable circumstances, the use or mastery of two or more languages can have a positive effect on social and cognitive aspects of human development. Many studies, conducted before 2009, stated that bilingualism caused harm to the child's development. These studies ignored the qualitative biographical data that indicated the advantages of bilingualism. Moreover, in these studies it is noted the lack of adherence to a correct and exact methodology, such as: a comparison of bilingual subjects with monolingual subjects of different socio-economic status. It is evident that researchers then proceeded from the assumption that bilingualism is the property of immigrants only without language tests or a clear definition of bilingualism.

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