



THE INTERNATIONAL HERITAGE HERALD



THOUGHT FOR THE WEEK

“ May, more than any other month of the year, wants us to feel most alive. ”

Fennel Hudson



WHAT'S NEW?

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Director's notes

Dear Parents and Caregivers,

Thank you for your ongoing support of Heritage. We are delighted that finer weather has finally arrived and hope that all of our families and community members are able to enjoy this wonderful season.

As we move through exam season here at Heritage, our focus is on supporting students with calm encouragement, practical routines, and kindness. Exams can be a stressful time, so a reassuring word, a steady home routine, and simple acts of encouragement can make a meaningful difference. We know that students do their best when they feel supported, understood, and confident that the adults around them are on their side. We encourage our community to talk to their children about their exam preparations and about their wellbeing during this time.



As we enter the final weeks of the 25/26 academic year, attendance and consistency remain especially important, as every lesson continues to matter and each day builds toward a strong finish. As the school year draws to a close, some students may also begin to feel a little emotional, even if they are always not fully aware of it. These feelings can sometimes show themselves through unusual behaviour, frustration, or rule breaking. Families can help by talking positively about the summer ahead, making plans together, and keeping expectations clear and consistent.

We are also excited to remind families that Heritage will be hosting a summer camp starting in mid-June, offering children a safe, engaging, and enjoyable way to continue learning, build friendships, and make happy memories over the break.

Thank you all again.

Casey M. Barnes,
Heritage Director

The Heritage 10 Golden Rules

We want everyone to enjoy Heritage International School and have a successful, fulfilling, and rewarding academic year. To all those joining us for the first time and those who come to regular school at Heritage, we are all members of Heritage for the time we are here and we all follow the same code of respect to ensure everyone is kept safe and we enjoy our school.

- 1. We listen to & respect those looking after us, and teaching us, and always follow their instructions.*
- 2. We respect and look after each other as students of Heritage. We are a caring community.*
- 3. If unsure, we ask one of our teachers or support staff.*
- 4. We are always aware of being safe, especially around physical & practical activities*
- 5. The way we speak to each other and the words we use are the right ones*
- 6. If someone is not well or unhappy, we let one of the adults looking after us know*
- 7. We make sure we have the right clothes and equipment for each day.*
- 8. We make sure we are on time and if we are late we make sure people looking after us know.*
- 9. We are responsible for our behaviour as a student of Heritage.*
- 10. We make sure we engage in our learning, grow in our knowledge and understanding, achieve our best and potential, be contributing and valued members of our community, and get the most out of our school opportunities.*



The Heritage Values

EXCELLENCE

We strive to be our best: setting high standards, nurturing curiosity and a love of learning, committing to continuous improvement, holding ourselves accountable, and embracing digital literacy in a “getting better” culture.

COURAGE

We embrace challenges: trying new things, learning from mistakes, standing up for our values, and facing difficulties with confidence.

RESPECT

We treat every person with dignity. We create an environment where everyone feels safe, valued, and included,—respecting differences, upholding human dignity, welcoming diversity, ensuring belonging, and enacting democracy.

RESPONSIBILITY

We act with honesty and integrity, owning our learning and actions. We care for our community, environment, and world as global citizens and stewards.

WISDOM

We make thoughtful, responsible decisions—considering consequences, acting with integrity and ethical awareness, seeking balance, and developing emotional maturity.

Action for Happiness Calendar

Meaningful May 2026

MONDAY



4 Send your friend a photo from a time you enjoyed together

11 Look around for things that bring you a sense of awe and wonder

18 Send a handwritten note to someone you care about

25 Ask someone else what matters most to them and why

TUESDAY



5 Let someone know how much they mean to you and why

12 Listen to a favourite piece of music and remember what it means to you

19 Reflect on what makes you feel valued and purposeful

26 Remember an event in your life that was really meaningful

WEDNESDAY



6 Look for people doing good and reasons to be cheerful

13 Find out about the values or traditions of another culture

20 Share photos of 3 things you find meaningful or memorable

27 Focus on how your actions make a difference for others

THURSDAY



7 Make a list of what matters most to you and why

14 Get outside and notice the beauty in nature

21 Look up at the sky. Remember we are all part of something bigger

28 Do something special and revisit it in your memory tonight

FRIDAY

1 Do something kind for someone you really care about

8 Set yourself a kindness mission to help others today

15 Do something to contribute to your local community

22 Find a way to help a project or charity you care about

29 Today do something to care for the natural world

SATURDAY

2 Focus on what you can do rather than what you can't do

9 What values are important to you? Find ways to use them today

16 Show your gratitude to people who are helping to make things better

23 Recall three things you've done that you are proud of

30 Share a quote you find inspiring to give others a boost

SUNDAY

3 Take a step towards an important goal, however small

10 Be grateful for the little things, even in difficult times

17 Find a way to make what you do today meaningful

24 Make choices that have a positive impact for others today

31 Find three reasons to be hopeful about the future



ACTION FOR HAPPINESS

Happier · Kinder · Together



Key Dates

11th-17th May 2026	World Mental Health Week
15th May 2026	International Family Day
15th May 2026	Heritage Sports Day
18th May 2026	Spelling Bee
16th May 2026	eTwinning Day 2026
18th May- 22nd May 2026	Outdoor Classroom Week

[See the 2025-2026 Academic Calendar here](#)

Heritage Teacher Contributes to Europe Day Lessons Nationwide

Ahead of Europe Day, Heritage history teacher Tatiana Magaleas was invited by the Ministry of Education to create a model lesson on European values for schools across the Republic of Moldova. Her lesson, developed as part of the theme “The Republic of Moldova: A European History,” is already being taught nationwide, marking the occasion through education, professionalism, and the promotion of free thinking among young people.



#LIVE - MEC

YOUTUBE.COM

#LIVE: Ședință pentru învățământul primar: „Republica Moldova: o istorie europeană”

Heritage around the world



At Heritage [Global Explorers Summer School](#) children spend their summer learning, exploring, creating, and enjoying every day in a safe and active school environment. Each day is filled with English-speaking activities, indoor & outdoor games, creative projects, new discoveries, and time to build friendships with new classmates.

Swimming, excursions, and special camp activities add even more variety, making the programme bright, engaging and full of memorable moments. Guided by our Cambridge teachers, students can try new things, discover new interests, and enjoy a summer that feels both fun and meaningful.

Programmes to choose from

ABCDE

EXPLORER LANGUAGE: INTENSIVE ENGLISH

- 📌 Conversation
- 📌 Storytelling
- 📌 Debates
- 📌 Creative writing

Cambridge teachers make every session feel less like a lesson and more like a conversation worth having



EXPLORER LAB: STEM

- 📌 Hands-on experiments
- 📌 Problem-solving quests
- 📌 Mind math

Through practical activities and teamwork, children learn to think, experiment, and find solutions in a fun and engaging way



EXPLORER WORLD: CULTURE & CRAFTS

- 📌 Art
- 📌 Music
- 📌 World cultures
- 📌 Creative projects

Inspired by traditions, colours, and stories from different countries around the world

Class 3A Presents the Value of Courage

The students of Class 3A presented the value of courage to the Heritage community, explaining its meaning and importance through their thoughtful and engaging presentation.



Exploring the Many Meanings of Words

Class 3B worked together on an engaging Russian language project about multiple-meaning words, using idioms and proverbs in their research. The students collaborated enthusiastically and productively, while guests from COBIS happily joined in and took part in the lesson.



View all materials at the link:

[link](#)

A Memorable Visit to Dancu Farm and Hîncu Monastery

On April 25, students and parents enjoyed a wonderful trip to the Dancu dairy farm. They met the owner, who shared the story of how the farm was created and developed. Both children and adults had the chance to see, pet, and play with young calves, while the cheese tasting was a delicious highlight of the visit. The group also visited Hîncu Monastery, where participants lit candles and took a peaceful walk to the nearby spring.



View all materials at the link:

[link](#)

News from Primary

5E- Guest Speaker

We had the pleasure of virtually welcoming Mr. Tamás, Primary Coordinator and Social Sciences teacher from AIS, a prestigious Cambridge school in Hungary.

He supported our 5E students in preparing for International Day by sharing valuable insights, leading a virtual tour, and answering their questions, helping us gain a deeper understanding of Hungary.



News from Primary

5E-Field Trip

We visited the Botanical Gardens to support our Science learning. During the trip, we revised the plant life cycle and explored how different plants adapt to their environments.



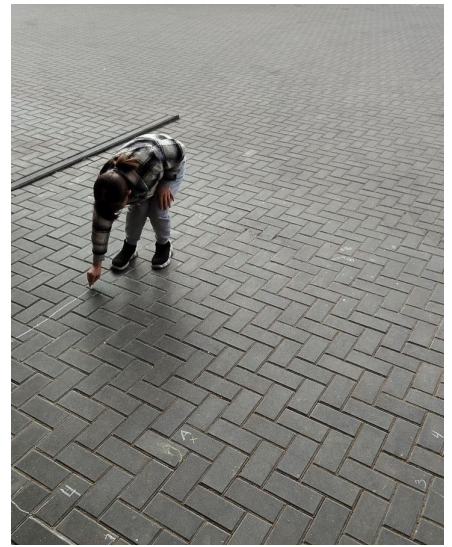
3A Recycling Competition

Students of Class 3A enthusiastically took part in a recycling competition, demonstrating teamwork, environmental awareness, and a commitment to keeping our community clean and sustainable.



Future Architects at Work in Math Class

Our 5E students, future architects and urban planners, had an engaging and creative math lesson that combined area and perimeter, coordinate planning, and shape translation. Working in teams, students completed construction projects that required careful planning, teamwork, and precise calculations to achieve success.



News from Primary

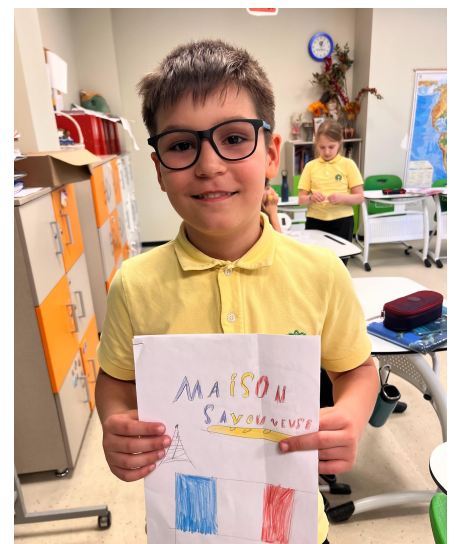
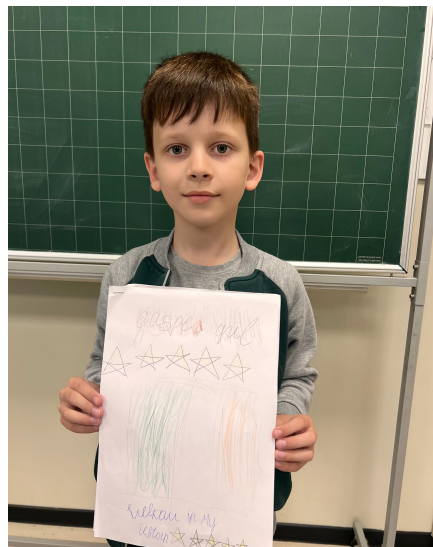
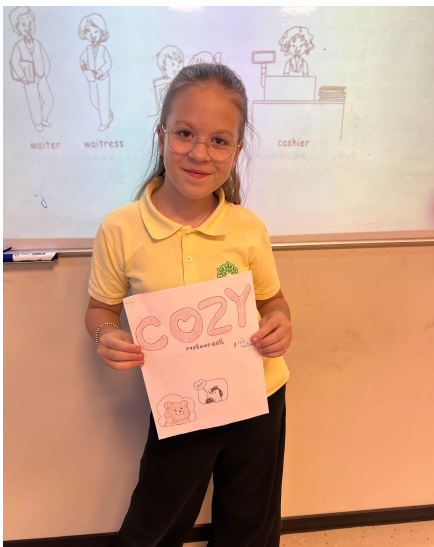
Commercial break!

Our 5E students have used their persuasive language skills to craft compelling advertisements packed with figurative language, persuasive appeals, and vivid, exaggerated imagery. Students took everyday classroom objects and pitched them to the class with their compelling language skills



“What’s on the Menu?” Project in Grade 3

Our Grade 3 students explored the topic “What’s on the Menu?” through a fun and creative project. They learned about different foods, healthy eating habits, and menu planning while developing their speaking, writing, and teamwork skills.



View all materials at the link:

[link](#)

News from Secondary

7A Assembly on Kindness

Students of Class 7A led a thoughtful assembly kindness, sharing the importance of compassion, respect, and positive actions within the school community.



News from Secondary

Year 9 Geometric City Projects

Year 9 Mathematics students recently impressed with their creative “Geometric City” projects. Working in groups, students designed and built cities using a range of 2D and 3D shapes while applying mathematical concepts such as surface area and volume. The projects showcased excellent creativity, teamwork, and attention to detail. Well done to all students on their outstanding work!



View all materials at the link:

[link](#)

Cambridge International Qualifications

Facts and figures About Cambridge International Qualifications:

Here are the the facts why the Cambridge International is famous for

- *Cambridge Assessment International Education is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds.*
- *Over 10,000 schools in more than 160 countries offer Cambridge programmes and qualifications.*
- *Every year, nearly a million Cambridge learners prepare for their future with an education from Cambridge International.*
- *We are part of Cambridge University Press & Assessment, a not-for-profit organisation and part of the world-renowned University of Cambridge.*
- *The first Cambridge international exams were taken in Trinidad in 1864 by six candidates.*

Programmes and qualifications offer at Cambridge International:

Here are the facts why Heritage International School offers the qualifications of Cambridge Primary, Cambridge Secondary Checkpoint, IGCSE and GCE AS and A Level at the campus.

- *Cambridge Primary is taught in more than 2300 schools in over 120 countries. There are over 96,000 entries for Cambridge Primary Checkpoint each year.*
- *Cambridge Lower Secondary is taught in more than 3800 schools in nearly 140 countries. Every year we receive over 110,000 entries for Cambridge Lower Secondary Checkpoint, our tests for 11 to 14 year olds.*
- *Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It is taken in over 150 countries and in more than 5000 schools around the world.*
- *2018 marked the 30th anniversary of the first Cambridge IGCSE exam.*
- *More than 250,000 students worldwide took Cambridge IGCSE and O Level exams in our June 2022 series.*
- *We are the world's biggest provider of O Level qualifications. Cambridge O Level is taught in over 50 countries.*
- *Cambridge International AS & A Levels are taught in over 130 countries. Over 220,000 students around the world took Cambridge International AS & A Level exams in our June 2022 series.*
- *More than 2200 universities in 90 countries formally recognise Cambridge qualifications, including all UK universities and over 850 in the US.*

For further information about Cambridge International Programmes and Qualifications, please visit the website

[link](#)

Key Dates

Checkpoint 2026 exam timetable (Cambridge Primary and Lower Secondary)

Monday 11 May

	Syllabus/Component	Code	Duration
P	Mathematics (Primary)	0096/01	45m
P	Mathematics (Primary)	0096/02	45m

Tuesday 12 May

	Syllabus/Component	Code	Duration
LS	English (Lower Secondary)	0861/01	1h 10m
LS	English (Lower Secondary)	0861/02	1h 10m

	Syllabus/Component	Code	Duration
LS	English as a Second Language (Lower Secondary)	0876/01	45m
LS	English as a Second Language (Lower Secondary)	0876/02	35m
LS	English as a Second Language (Lower Secondary)	0876/03	40m

Wednesday 13 May

	Syllabus/Component	Code	Duration
P	English as a Second Language (Primary)	0057/01	35m
P	English as a Second Language (Primary)	0057/02	25m
P	English as a Second Language (Primary)	0057/03	35m

	Syllabus/Component	Code	Duration
P	English (Primary)	0058/01	1h
P	English (Primary)	0058/02	1h

Tuesday 19 May

	Syllabus/Component	Code	Duration
LS	Mathematics (Lower Secondary)	0862/01	1h
LS	Mathematics (Lower Secondary)	0862/02	1h

Wednesday 20 May

	Syllabus/Component	Code	Duration
P	Science (Primary)	0097/01	35m
P	Science (Primary)	0097/02	35m

Thursday 21 May

	Syllabus/Component	Code	Duration
LS	Science (Lower Secondary)	0893/01	45m
LS	Science (Lower Secondary)	0893/02	45m

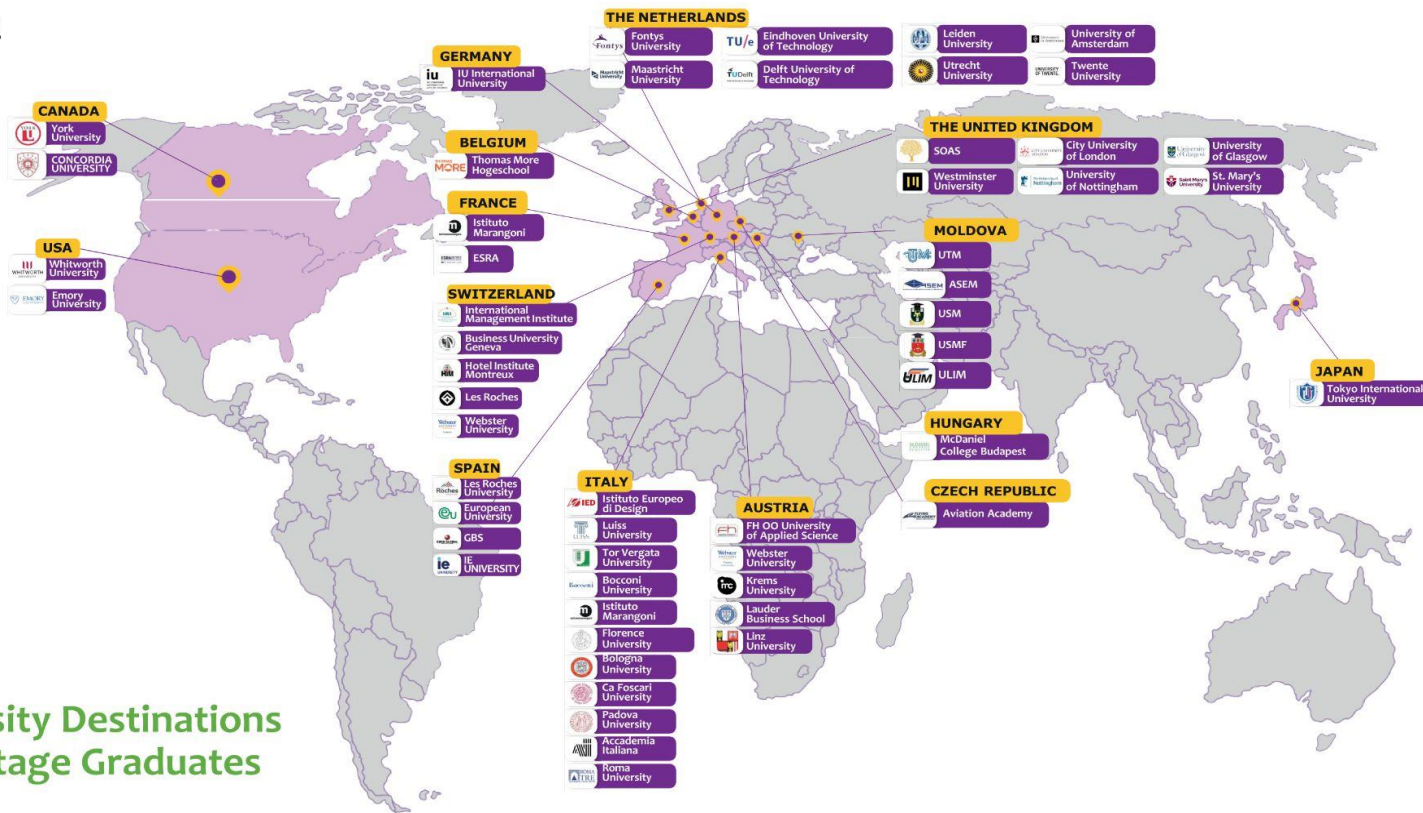
[Cambridge Exam Timetable May-June 2026](#)

Student Leadership

University Destinations



HERITAGE
International School



University Destinations of Heritage Graduates

Student Leadership

Heritage Globe newspaper - autumn /winter edition

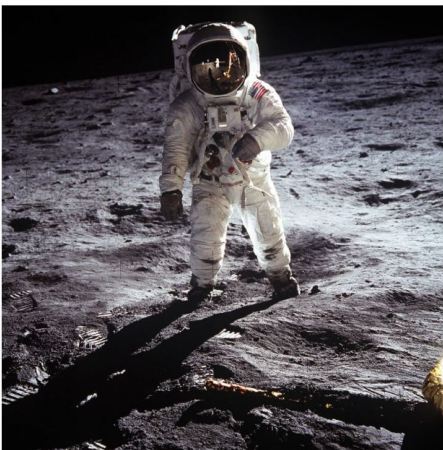
We are pleased to share the latest edition of Heritage Glob, now available to read online. Access it here: [Heritage Globe](#)



Heritage Globe

Welcome to the Heritage Globe Autumn-Winter Edition of the academic year 2025-2026.

Heritage Globe Articles



Space exploration: A waste of money or humanity's future?

by Oryna Danyliuk



Can art be immoral, and what does that mean for the audience?

by Iana Zorilo



Zaha Hadid: Dared To Dream Beyond The Ordinary

by Anonymous

[Read More](#)

Heritage Student Earns International Recognition

Heritage student Anteea S. received the Cambridge Leadership School Certificate after successfully completing the “Cambridge Leadership School Ecosystem” webinar series organized by BlueBridge Education and CUTEC. Her dedication also earned her a £450 voucher for the 2026 summer courses at Homerton College.



Clubs and extracurricular activities

eTwinning club

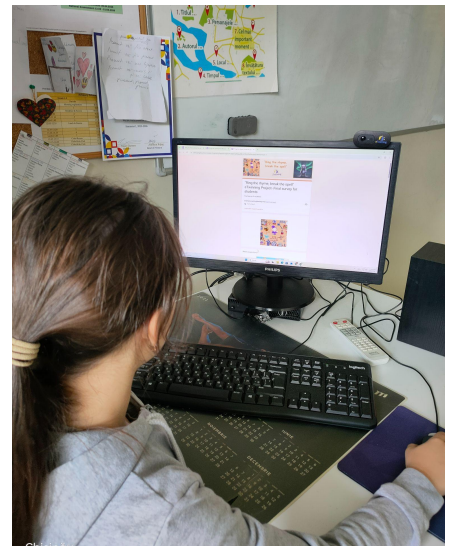
A fruit and vegetable craft workshop for the eTwinning project "From Seed to Plate"



Clubs and extracurricular activities

eTwinning club

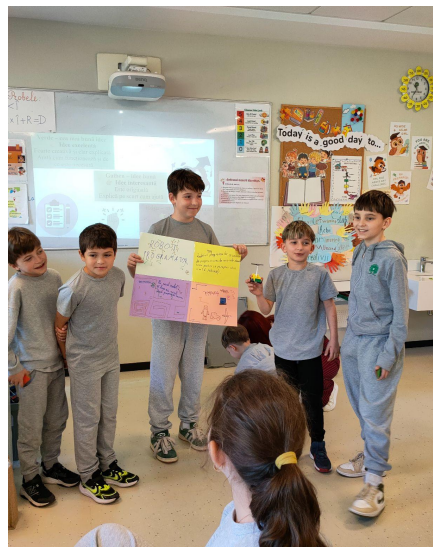
The students in the eTwinning club are nearing the end of the project. An important step is completing the final survey. Let's think critically and reflect!



Clubs and extracurricular activities

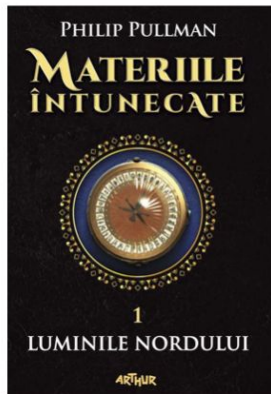
eTwinning project 3A

An interactive activity was carried out by students from Pedagogical College together with the 3rd grade A pupils, within the eTwinning project Discovering talents, Dreaming careers. Through games, creative tasks, the pupils explored their talents, working team and presenting their ideas.



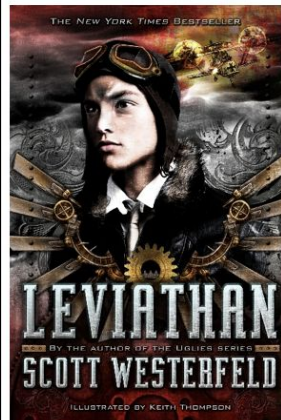
EMINESCU LIBRARY BOOKS RECOMMENDS

*The book creates a new world, colors the characters,
and sows hope in the reader's soul.*



PHILIP PULLMAN Luminile Nordului

O lume în care sufletul oamenilor se află în afara corpului, o lume populată de vrăjitoare, urși cu armură și în care o substanță misterioasă, numită Praf, îi uimește pe unii și îi înspăimântă pe alții – acesta este universul eroinei, care pornește la doar unsprezece ani în cea mai mare aventură a vieții sale, spre tărâmul întunecat și magic al Nordului, ca să-l salveze pe Roger, cel mai bun prieten al ei!



SCOTT WESTERFELD Leviathan

The Leviathan is a whale-powered airship and the greatest beast in the British fleet during World War I. Aleksandar, a Clunker, and Deryn, a Darwinist, find themselves on opposite sides of the war. But their paths cross in the most unexpected way, taking them both aboard the Leviathan on a fantastical, around-the-world adventure. One

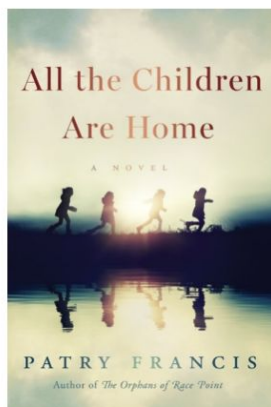
УИЛЬЯМ ШЕКСПИР Комедии

Уильям Шекспир обессмертил свое имя на века. Его драмы и трагедии продолжают волновать читателей и зрителей кипением страстей, коварством интриг и яркостью характеров. Неожиданные сюжетные ходы, юмор и забавные ситуации, в которых оказываются герои, отличают Комедии Шекспира.



JENNIFER WEINER Cel mai mic Bigfoot

O carte despre prietenie, în cea mai pură formă. Este o carte despre capacitatea copiilor de a trece peste orice granițe și a găsi asemănări, chiar și între un om și un Bigfoot. Prietenii se pot naște oriunde și din orice, însă mulți copii sunt marginalizați și neînțeleși, respinși și ignorați este în ordine să fim diferiți, că trebuie să ne acceptăm unii pe alții așa cum



PATRY FRANCIS All The children are home

A sweeping saga that follows a foster family through nearly a decade of dazzling triumphs and heartbreaking suffering. When Dahlia decided to become a foster mother, she had a few caveats: no screaming newborns, no delinquents, and, above all, no girls. A heartbreaking incident years earlier left her practically a prisoner in her own home, ever wary of the suffering and



ДЖЕЙМС БОУЭН Уличный кот по имени Боб

Рыжий кот спас жизнь бездомному музыканту. Они были бездомными и одинокими, но однажды повстречали друг друга... Музыкант погибал от наркотиков и отчаяния, пока в его жизни не появился четвероногий друг. Он помог ему справиться с проблемами, принес удачу и стал настоящим ангелом-хранителем

For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



Introducing our safeguarding team

What is the role of a safeguarding team?

Our Safeguarding Team is committed to ensuring that all individuals are protected and cared for. They focus on:

- *The team strives to prevent harm or neglect by establishing unambiguous rules and standards.*
- *They offer the necessary training to our staff and volunteers, enabling them to identify and resolve any safeguarding concerns.*
- *The team is prepared to address any concerns that may arise, including those regarding events or allegations of unjust treatment.*
- *They offer care and assistance to anyone affected by harm, ensuring they receive the support they need to feel safe and secure.*
- *They offer strategic guidance and leadership to assist us in enhancing our safeguarding endeavors.*

Our team is dedicated to the holistic health of our community and is prepared to provide support as needed.

MEET the Safeguarding Team

Keeping you safe is our No. 1 priority!

We are here to help!

IF YOU ARE WORRIED, SPEAK TO A TRUSTED ADULT!

LARISA MİRZA
DSL 1
Head of Pastoral Care & Student Wellbeing

INGA CHIOSA
DSL 2
Academic Director

ADRIANA BUJAG
DEPUTY DSL
Head of Primary

TATIANA POPA
DEPUTY DSL
Head of Secondary

DORINA CALINOVSCAIA
DEPUTY DSL
Head of Lyceum

New QR Code—"Make the Good Visible" (Report Positive Actions)

Dear students and parents,

Every day, wonderful things happen in our school. We're launching a new QR code to make it easy to share and celebrate those positive moments.

What it's for:

Use the QR code to report kind, caring, or inspiring actions you see—from simple acts of kindness to examples of respect, teamwork, or helpfulness.

This form is not for incident reporting; it's a way to notice and celebrate what's going well. Safeguarding includes promoting belonging, kindness, and respect.

How to use it:

Scan the QR code (found around school and in communications) or follow this link: <https://forms.gle/a32gzdHMXRUSqPX76>

Complete the short form with details of what you saw and who was involved.

Submissions will be reviewed and used to recognize positive behavior across our community.

Why it matters:

Celebrating positive actions helps build a safer, more supportive school where everyone feels valued.

Your contributions help staff identify and reinforce the behaviors that make our school better every day.

Thank you for helping us "Make the Good Visible." Please encourage students to share the positives they see

Make the Good Visible – Positive Action Report

**Every day sparkles with WONDERFUL moments.
Let's CELEBRATE what makes us strong!**



SPOT THE GOOD

Scan and share:

Let's make the good visible!

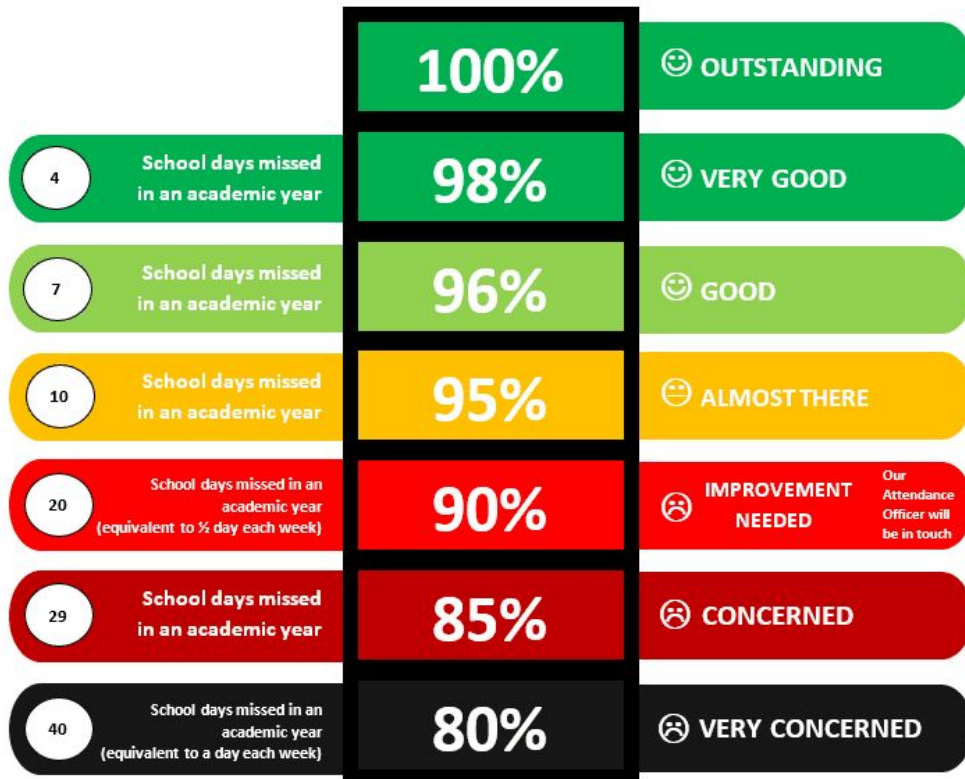
**Reports can shine a light on what's working—
Let's CELEBRATE it!**

School Information

Attendance is not just a procedural requirement; it is a fundamental factor that contributes significantly to a student's academic success by facilitating effective learning, collaboration, and overall personal development.

Children and young people who regularly attend school have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

Attendance Ladder



Attend Today, Achieve Tomorrow!

Attendance Matters!

Students with good attendance...

Elementary ...increase reading, math and foundational skills.	Middle School ...develop meaningful relationships and communication skills	High School ...gain essential life skills needed beyond graduation	College/Work ...are successful at their jobs and/or earn degrees	

Students at all levels experience less stress with good attendance!

MAIN CONTACTS

Social Media:

[facebook](#)

[instagram](#)

[twitter](#)

[linkedIn](#)

Contact us:

+373 620 222 10

Back copies of the International Heritage Herald can be found on our website: <https://www.heritage.md/en/school/heritage-herald>

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Academic Director
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