



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Republic of Moldova

This profile has been commissioned by NEPC as an input for the 2021 regional report on inclusion and education in Central and Eastern Europe, the Caucasus and Central Asia. This version is a working draft and will be subject to further copy-editing. Its content has not been edited nor verified by the GEM Report team. The views and opinions expressed in this paper, including anecdotal evidence from interviews, are those of the interviewees or researchers of this profile and should not be attributed to the Global Education Monitoring Report, to UNESCO or to NEPC. The information in this document was current in June 2020. The profile can be cited with the following reference: "Profile commissioned by NEPC for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all". For further information, please contact gemreport@unesco.org.

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Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

1. laws and policies;
2. governance and finance;
3. data;
4. curricula, learning materials and assessment;
5. teachers and support personnel;
6. schools;
7. communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey reply and respondents

The following country representatives have contributed to and validated this profile:

- Dr. Angela Cara, expert in inclusive education
- Nina Sterpu, chef of Nisporeni district offices of education (OLSDE)
- Dana Lichii, chef of Balti Psycho-Pedagogical Assistance Service
- Galina Chistrea, chef of Drochia Psycho-Pedagogical Assistance Service
- Veronica Căpățici, expert in psychopedagogy, manager NGO

The main challenge for the preparation of the profile was:

- Lack of required data
- Requesting aspects of inclusive education not characteristic of Moldova

The 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015:

1. The "Joint evaluation of the implementation of the Programme for development of inclusive education 2011 - 2020, including application of child-friendly school's standards", UNICEF, 2019 .

<https://www.unicef.org/moldova/en/reports/joint-evaluation-implementation-programme-development-inclusive-education-20112020>

2. This Situation Analysis (SitAn) aims to help identify key challenges and their root causes to inform the planning of the UNICEF Country Programme for the Republic of Moldova for the period 2018–2022.

<https://www.unicef.org/moldova/media/2511/file/SITAN-UNICEF-Moldova-2016.pdf>

3. Concluding observations on the combined fourth and fifth periodic report of the Republic of Moldova. Committee on the Rights of the Child. September 2017.

<http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2FPPRiCAqhKb7yhsgOTxO5cLIZ0CwAvhyns%2ByJSa5CPnqMH4emw8LzCHfUsndGT0rOm8c5pn9QDJ9zWORvppk29GAyEfv2YH%2FefHHa%2FLjgEn9iQ4dNS%2FYeSGCjnBVu3ivbhsCK4Qp80wCQUvQ%3D%3D>

4. Roma children and their acces to services. UNICEF. June 2016.

<https://www.unicef.org/moldova/media/846/file/Roma-children-and-their-access-to-services.pdf>

5. Implementation of Inclusive Education in Republic of Moldova. Summary sociological study. APSCF.2017.

http://aliantacf.md/wp-content/uploads/2018/07/APSCF_sumar-studiu-sociologic-RO.pdf

6. Alternative report on the implementation of the Convention on the Rights of the Child in the Republic of Moldova, a publication prepared by APSCF with the financial support of the Federal Ministry for Economic Cooperation and Development of Germany (BMZ). 2017.

http://aliantacf.md/wp-content/uploads/2018/07/APSCF_raport-alternativ-2017.pdf

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

The Republic of Moldova is located in Eastern Europe, between Romania and Ukraine. It has been an independent state since 1991. The educational system represents all the units and educational institutions of different types, levels and organizational forms of education and training activities that ensure the educational process of children, pupils and students at all educational levels for professional building capacity.

For international comparability of education data, starting with the 2012/2013 school year was used new International Standard Classification of Education ISCED 2011. Moldova's education system connected to the International Standard Classification of Education (ISCED 2011) is as follows:

| | | |
|-------------------------------------|---|--|
| Level by ISCED 2011 | → | Equivalent in the Moldova's education system |
| Early childhood education (level 0) | → | Early childhood education |
| Primary education (level 1) | → | Primary education (grades I to IV) |
| Lower secondary education (level 2) | → | Lower secondary education – gymnasium (grades V to IX) |

Compulsory education is 10 years, from 6 years to 15 years. Compulsory classes can be attended in both public and private schools. The public schools are free. Private schools are recognized by the Ministry of Education and follow the same directives issued for public schools. The official training language is Romanian. There are schools that teach in the language of minorities, namely Russian, Gagauz, Ukrainian and Bulgarian, in which anyway the official language is mandatory. The school year lasts for 35 weeks. The week has five days of school for a total of 20/24 hours per week in primary school and 26/30 hours in the gymnasium.

Preschool education is not compulsory. At kindergarten, children under the age of 6 can attend, which are divided into groups according to their age. Children six and seven are in the preparatory group for primary school, which is compulsory. In pre-school education, the monitoring of learning outcomes is performed on the basis of the standards of learning and development of children up to 7 years old, as well as of the monitoring tool for the preparation of children for school.

The public institutions of early education can be organized as kindergarten, community center for early education. The children are registered, upon request, without compulsory evidence, all children in the corresponding school district. The state supports the expenses for pre-school education and care services in public institutions for all children, including children with special educational requirements.

Towards the end of 2018, 1484 early education institutions were operating in the country, of which 8 - special, 15 institutions are in the form of private property. The number of children with special needs in these institutions was 888 children, of which 224 were disabled.

The compulsory basic education includes the last year of kindergarten, 4 years of primary school and 5 years of lower secondary education (secondary school).

At primary school children go from 7 years to 10 years. At this stage, a criterion-based evaluation of writers is applied. In the first class, all the children from the corresponding school district are compulsorily enrolled, without any proof of competition. At the end of the primary school, national testing is organized.

The lower secondary education or the so-called secondary school is compulsory and lasts 5 years, from 10/11 to 15/16 years. Enrollment in the gymnasium is compulsory, without competition exams, for the students of the corresponding school district. Students are evaluated during the school year with grades from 1 to 10. At the end of the secondary cycle, students must take an exam after which they receive the certificate of graduation of the lower secondary school (of the secondary school). Assessment and grading of students with special educational requirements is based on individualized educational plans.

In the general education, the National Curriculum is applied which outlines the vision on the educational path, projecting the expectations of the society regarding the expected results of the learning for each school discipline, on educational levels. The National Curriculum includes: the reference framework, the framework plan for primary, secondary and high school education, the curriculum for early education, the curriculum of compulsory and optional disciplines, school textbooks, methodological guides and other learning resources.

The curriculum can be adapted or modified to meet the needs of children and students with special educational needs. The way of the curriculum is reflected in the individualized educational plan for the child / pupil with special educational requirements.

In the 2019/20 school year in general primary and secondary education, it has a network of 1226 units (schools, primary schools, secondary schools, high schools), of which 13 schools for children with deficiencies in intellectual or physical development and 23 units with property form private. There may be general education institutions with combined programs - educational complex (primary-kindergarten, high school-kindergarten).

In the 2019/20 school year, 9.8 thousand students with special educational requirements and disabilities were enrolled in the country's schools, including 9.2 thousand students in general education institutions (of which 1.5 thousand children with disabilities). and 0.6 thousand students - in special schools.

The public primary education institutions, secondary schools, are set up, reorganized and liquidated by the authorities of the local public administration of the second (rational) level. The local public administration authorities have the obligation to ensure the proper functioning of these institutions in accordance with the regulations and standards approved by the Ministry of Education, Culture and Research.

Source of statistical data: <https://statistica.gov.md/newsview.php?l=ro&idc=168&id=6549>,
<https://statistica.gov.md/newsview.php?l=ro&idc=168&id=6342>

b. the different authorities responsible for different types of provision etc.

Quality management in the educational system is ensured in the general education:

- at national level - by the Ministry of Education, Culture and Research and the National Agency for Quality Assurance in Education and Research, in the field of inclusive education Republican Center for Psycho-pedagogical Assistance;
- at the local level - by the local specialized body in the field of education, in the field of inclusive education The district / municipal service of Psycho-pedagogical Assistance;
- at the institutional level - by the managers of the general education institutions.

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

The first stages of the reform of residential institutions and the initiation of inclusive education were carried out with the support of UNICEF, and subsequently several donor organizations were involved. After 2011, NGOs active in the field: the Lumos Foundation, Keystone, Partnership for each child, KulturKontakt, CCF Moldova, the Alliance of NGOs in the field of Child Protection - have attracted resources in the development of resources in the field of inclusive education.

UNICEF is a strategic partner for education reform, with a clear vision on the process of inclusive education. UNICEF is the agency that coordinates the Global Partnership for Education in the Republic of Moldova.

The empowerment of the under-represented groups, among which there are persons with disabilities, is one of the pillars of activity of the Office of the UN High Commissioner for Human Rights (OHCHR).

World Health Organization (WHO) has promoted the rights of people with mental disabilities and the access to services as part of the Global Disability Action Plan, 2014-2021. It has also promoted the importance of mental health and made efforts to prevent violence and bad-treatment of children, helping to expand health care and psychosocial support.

The activity of the United Nations Development Programme (UNDP) is guided by the goals of sustainable development, among which the quality education (objective 4), but also related key issues such as reducing inequalities (objective 10), reducing poverty and ensuring gender equality. The targets for the Republic of Moldova aim at ensuring universal access to quality education, including vulnerable groups, increasing the relevance of education in terms of labour market requirements, ensuring an inclusive, safe, non-violent educational

environment, promoting a common set of values – sustainable development, environmental protection, human rights, gender equality, peace and nonviolence, global citizenship, cultural diversity.

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

| Area | Yes/No | Description of the feature |
|--|--------|---|
| Early tracking of learners into a particular educational pathway | no | <p>The educational system encourages all children from the earliest ages to go on to learn in common general environments. To make this possible, normative acts have been elaborated that describe how this should be done, but also services have been developed: rayon / municipal Psycho-pedagogical Assistance Services (which have evaluation and support tasks for children, families, but also the educational institution) and in the educational institution (the Multidisciplinary Interschool Commission, the Teams for the elaboration of the Individual Educational Plans, the Resource Center for Inclusive Education, a supporting teacher). Progressively, accommodation is made at the level of infrastructure and equipping schools with equipment. There are also some special education institutions, but which today comprise a very small number of children.</p> |
| 'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session) | no | <p>Educational inclusion meant a common educational process for all children at the same time in common classes / groups. There are no separate activities for typical children or those with SEN. At the same time, there are some forms of inclusion that are recommended for children with individualized educational requirements still at the stages of evaluation of the child's development (total, partial, occasional). The form of inclusion can determine the duration of the child's stay in school, and the special educational requirement of the child may determine the need for individual activities or a shorter time for class, etc.</p> |

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| Grade retention | no | Children with special educational needs learn according to the Individualized Educational Plan. Evaluations are carried out periodically, the results of which determine the content, time and educational strategies applied. At any stage, the situation can be adapted to the needs of the child. It is important for the child to progress in relation to himself. Special educational requirements can be withdrawn if the child no longer needs support. |
| Multiple languages of instruction | | The official training language in grades / schools is Romanian. There are schools that teach in the languages of minorities, namely Russian, Gagauz, Ukrainian and Bulgarian, in which anyway the official language is mandatory. In the school one / two foreign languages are studied. The special educational requirements of the child will determine how many languages the child will learn depending on the possibility and relevance. |
| Policies on access to compulsory education in local schools | no | The way of enrolling in the school / general kindergarten is for all children the same. There are normative acts that regulate this. At the same time, to be enrolled in a special school there is a separate procedure. |

(iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

In terms of target groups, according to GD no. 523/2011, the beneficiaries of inclusiv education are all children, regardless of the material status of the family, place of residence, ethnicity, spoken language, gender, age, political or religious affiliation, health condition, learning characteristics, criminal history, in other words, children, young people and adults who, for various reasons, are marginalized or excluded in the process of participating in and implementing an educational programme.

Groups are mentioned in the document, but other categories of children can be included: orphaned, abandoned children, children deprived of parental care, children from disadvantaged families, institutionalized children, children, young people and adults with disabilities, homeless children, children and young people in conflict with the law, children and young people victims of trafficking, children and young people victims of violence, children and young people who use drugs, alcohol, other toxic substances, children infected with HIV / AIDS, children with

chronic somatic diseases, children and young people with mental disorders, behaviour or emotional disturbances, other pathological conditions, children with learning difficulties and communication difficulties, gifted children and young people, children and young people, victims of labour exploitation, children of national minorities, religious or linguistic groups, children of refugees or children of internally displaced persons, etc.

https://www.legis.md/cautare/getResults?doc_id=103260&lang=ro

The process of evaluating the development of the child starts after the identification of the child. The specialists who usually notice these problems are: the family doctor, the social worker, the educator / teacher. Also, the parents can observe certain signs of deviation from the development according to the norms / criteria and can address them to the specialists. However, the practice shows that, in many cases, the educational institution is the one that "discovers" or "suspects" the existence of problems that affect the child's development and, implicitly, his learning capacity. In case the educational institution assumes that a child has potential problems in development (upon notification of parents, family doctor, teachers), a checklist is applied for the initial identification of problems in the development of the child. If problems are identified the child is referred for complex development of child development at the district / municipal Psycho-pedagogical Assistance Service. At this the service of the parent and other structures can be addressed and independently if deemed necessary. The Psychopedagogy Assistance Service determines the special educational requirement of the child.

https://mecc.gov.md/sites/default/files/ordin_me_nr_99_26_02_2015.pdf

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

In the Republic of Moldova, the development of inclusive education already has a historical evolution that we can delimit, conventionally, in two periods:

The period until 2011, approx. 10-12 years, during which some initiatives to solve the problems of children at risk of educational and social exclusion were promoted, within which, with the support of foreign donors, models of inclusive education were created. Non-governmental organizations such as "Hope", "Partnerships for each child", "CCF Moldova", "Lumos", "Woman and Child - Protection and Support", "Keystone" have supported the central and local authorities in developing and applying inclusive practices. , which have contributed substantially to improving access to education of children with special needs. During this period, programs adapted to the potential of children with various development problems were developed, training courses were organized for teachers, positive practices were disseminated in the psycho-pedagogical assistance of children with disabilities, etc. Most inclusion practices, however, were episodic, developed, in particular, with the efforts of parents and with the support of civil society and donor funding. The respective practices were promoted in the absence of official regulations (legal, normative) regarding the conditions of inclusion, the organization of the educational process, the promotion and

certification of children, the establishment of support services, including support frameworks, financial assurance of inclusion and other important aspects. Many of these initiatives have not progressed due to insufficient funding, lack of support from local public authorities, lack of sustainability in general. However, the practices initiated by NGOs have created premises for the development of institutionalized models of inclusive education.

2. The year 2011 and the period that followed, during which some of the positive practices previously registered were institutionalized and promoted at national level. The fact that the educational practice advanced, at that time, the state policies in this area and many aspects were not regulated, convinced the central authorities regarding the strictness of adopting a general framework for the development of inclusive education. Accordingly, the Program for the development of inclusive education in the Republic of Moldova for the years 2011-2020 has been elaborated and approved, a strategic document that bases the concept of inclusive education and creates the reference framework for designing and carrying out all the processes regarding the promotion of inclusive education at national level. . Continuing the support provided by international structures, especially UNICEF, at this stage is undeniable.

Thus, the process of implementing inclusive education remains complex and involves the participation of central and local public authorities, the family, educational institutions, research institutions, initial and continuing vocational training, community services and civil society. Therefore, in order to support inclusion, various types of structures have been created and developed: psycho-pedagogical assistance services for children, young people, resource centers, day centers for children and young people with severe disabilities, community centers, etc. The new support services are based on the social model of disability, capitalizing on the strengths and needs of the students, as well as the advantages and problems of each child and each family at the expense of the traditional deficit-based medical model in addressing the needs of children and families.

Section 1: Laws and Policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

1.1. Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

| Convention/declaration on | Law | Comments |
|---------------------------|---|---|
| Child rights (UNCRC) | The Law no. 338 (15.12.1994) on the Rights of the Child | <p>The Parliament of the Republic of Moldova has ratified the Convention to the Rights of the Child on December 12, 1990, and this document International is in force for the Republic of Moldova since 25 February 1993.</p> <p>The law approved in 1994 stipulates the national norms on the rights of the child.</p> <p>In January 1998, the government made the decision on establishment of a National Council for Protection the rights of the Child made up of those representatives ministries, whose competence covers the most diverse aspects of children's life, health, education. The Council is currently operational.</p> |
| Disability (UNCRPD) | The Law no. 60 (30-03-2012) regarding the social inclusion of persons with disabilities | UNCRPD was ratified by the Republic of Moldova in July 2010. |

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| | | <p>The Law no.60 regulates the rights of persons with disabilities for their social inclusion, guaranteeing the possibility of their participation in all areas of life without discrimination, at a level identical with the other members of the society, based on respecting the fundamental human rights and freedoms.</p> |
| <p>Gender (Convention on discrimination against women CEDAW)</p> | <p>The main legislative framework that advance gender equality includes: Law nr. 5 (February 2006) on Ensuring Equal Opportunities for Women and Men; Law nr. 45 (March 2008) on Preventing and Combating Family Violence, Law nr. 121(May 2012) on Equality. Other laws maintain specific articles and references on ensuring gender equality in different fields. For example, by Law no. 71 (April 2016) other 15 legal acts were amended and supplemented, including introduction of 40% gender quota for Party lists and Government Cabinet and paid paternity leave; Law no.196 (July 2016) amended 11 legislative acts in the area of preventing and combating violence against women.</p> | <p>Republic of Moldova is party to seven of the nine core international human rights treaties, including the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and its Optional Protocol.</p> |

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| <p>Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)</p> | <p>The Law no. 382 (19-07-2001) regarding the rights of persons belonging to national minorities and the legal status of their organizations</p> | <p>The relations that arise in the context of exercising the rights and freedoms related to belonging to a national minority are regulated by the Constitution of the Republic of Moldova, by the law no.382, as well as by the international treaties and agreements to which the Republic of Moldova is a party.</p> |
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1.2. Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

| Name and link | Year and status (enacted, under preparation etc.) | Description of key content |
|--|---|--|
| <p>Constitution of the Republic of Moldova http://www.parlament.md/CadrulLegal/Constitution/tabid/151/language/ro-RO/Default.aspx</p> | <p>27.08.1994 enacted</p> | <p>Article 35 of the Constitution states that the right to education is ensured through compulsory general education. Also, it is provided that the state ensures, the right to choose the language of education and training of persons.</p> |
| <p>The Law no. 338 on the Rights of the Child https://www.legis.md/cautare/getResults?doc_id=94939&lang=ru</p> | <p>15.12.1994 enacted</p> | <p>Article 10 provides that each child has the right to free education in the state language or another language in general schools.</p> <p>Article 24 provides that the state provides children with disabilities, as well as other children, the right to social protection, medical assistance, rehabilitation, education, work, access to the physical environment, information and communication technologies and systems, as well as to other utilities and services to which the general public has access, in order to enjoy a</p> |

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| | | decent life in conditions that facilitate their active participation in social life. |
| Code of Education of the Republic of Moldova https://www.legis.md/cautare/getResults?doc_id=110112&lang=ro | 17.07.2014 enacted | Chapter VI. of this document refers to inclusive education. It is mentioned here that education for children and students with special educational requirements is an integral part of the education system and aims to educate, rehabilitate and / or recover and include educational, social and professional inclusion of people with learning, communication and interaction difficulties, with sensory and physical, emotional and behavioral, social deficiencies. |
| The Law no. 121 on Equality. https://www.legis.md/cautare/getResults?doc_id=94542&lang=ro | 25.05.2012 enacted | The law in article 9 stipulates the prohibition of discrimination in the field of education |
| The Law no. 60 regarding the social inclusion of persons with disabilities https://www.legis.md/cautare/getResults?doc_id=83915&lang=ro | 30.03.2012 enacted | Chapter IV of this document refers to the education, training and professional training of persons with disabilities. The law stipulates that persons with disabilities have free access to the education system at all levels on equal terms with other citizens. In order to ensure the access of children with disabilities to educational services, they are provided, in case of necessity, with support teachers / personal assistants / other support services and / or with reasonable adaptation. |
| The Law no. 5 on Ensuring Equal Opportunities for Women and Men https://www.legis.md/cautare/getResults?doc_id=88221&lang=ro | 09.02. 2006 enacted | Article 13, which reflects equal access to education as it mentions that education and education institutions ensure equality between women and men through access to education and / or training, through the elaboration of teaching materials and study programs, in accordance with the principle of equality between |

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| | | women and men. and by educating girls and boys in the spirit of partnership and mutual respect. |
| The law no. 140 on the special protection of children at risk and of children separated from parents https://www.legis.md/cautare/getResults?doc_id=106289&lang=ro | 14.06.2013 enacted | The law establishes the procedures for identifying, evaluating, assisting, referring, monitoring and keeping track of children at risk and children separated from parents, as well as the authorities and structures responsible for applying the respective procedures. |

1.3. Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

| Name and link | Year and status (enacted, under preparation etc.) | Description of key content |
|--|---|--|
| National Strategy "Education for All" Government Decision no. 410 https://www.legis.md/cautare/getResults?doc_id=31937&lang=ro | 04.04.2003 enacted | The strategy stipulates the promotion of policies to integrate children with requirements special education in the common educational system, elaboration adequate methodological support, especially for training children in particularly difficult development and / or social situations; integration social creation of children in particularly difficult situations, creation adequate conditions for their psychosocial development; support material of children from socially vulnerable families; integration of children with special educational requirements into institutions of general education. |
| The national strategy and the actions plan regarding reform residential care child system (2007-2012) | 09.07.2007 completed | The strategy set the objective of ensuring and respecting the law the child to grow up in the family environment and learn in the community school as well as the connection the legal and institutional framework for child and family protection at international policies; ensuring the access of the child and the family social services of good quality of family and community type; |

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| <p>Government Decision no. 784</p> <p>https://www.legis.md/cautar/getResults?doc_id=15237&lang=ro</p> | | <p>ensuring access of children at risk in general education institutions; strengthening the human resources capabilities of the system; development an efficient and flexible financial mechanism, which provides for redirection financial resources from the residential system towards community and family services and inclusive education.</p> |
| <p>The strategy of social inclusion of people with disabilities (2010–2013)</p> <p>Parliament decision no. 169</p> <p>https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/10/Republic-of-Moldova_Approval-of-the-Strategy-for-Social-Inclusion-of-Persons-with-Disabilities-2010-2013.pdf</p> | <p>09.07.2010 completed</p> | <p>The document notes that the exercise of the right to education within the general education system of persons with disabilities is achieved sporadically, due to the reduced adaptation of access routes to institutions, special furniture, educational programs, etc. It provides for the regulation of early intervention and emergency services inclusive education, followed by the training of the specialists in these areas, as well as the diversification of existing social services, intended for people with disabilities, medical-social services early intervention and inclusive education, guidance, vocational training and rehabilitation. A special emphasis is placed on ensuring access for people with disabilities to the infrastructure social, information and labor market.</p> |
| <p>The strategy of development education (2014-2020) "Education 2020"</p> <p>Government Decision no. 944</p> <p>https://mecc.gov.md/sites/default/files/1_strategia_educatia-2020_3.pdf</p> | <p>14.11.2014 enacted</p> | <p>The strategy envisages the creation, by 2020, of an education system that it is accessible to all, offering quality, relevant education for society and economy. This wish is to be achieved by promoting and ensuring inclusive education at the system level educational strategy.</p> |

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| <p>Strategy for child protection for the years 2014-2020</p> <p>Government Decision no. 434</p> <p>https://www.legis.md/cautar/getResults?doc_id=18628&lang=ro</p> | <p>10-06-2014</p> <p>enacted</p> | <p>The document shows a set of priorities and long-term policy measures for the period 2014-2020 and aims to redress the problems faced by the family and the child.</p> <p>The strategy is elaborated in response to the important challenges that our society goes through in the conditions of social risks determined by the phenomena of migration, the constraints on the family, the economic challenges and the factors that appear due to the increased mobility and the advanced technologies.</p> |
| | | |

1.4. Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

| Name and link | Year and status (approved, under preparation etc.) | Description of the focus |
|--|---|--|
| <p>The program of development of inclusive education in the Republic Moldova for 2011-2020</p> <p>Government Decision no. 523</p> <p>https://www.legis.md/cautar/getResults?doc_id=103260&lang=ro</p> | <p>11.07.2011</p> <p>enacted</p> | <p>The program establishes the commitments of the central and local authorities in promoting educational inclusion through policy development and educational practices, oriented towards ensuring opportunities and equal opportunities for excluded / marginalized children to benefit of the rights to development and education in common environments learning; provides for the continuous reconsideration and adaptation of the system education under the conditions of formation of an educational environment friendly, accessible, able to meet expectations and requirements of the beneficiaries, the formation of a culture and a society inclusive.</p> |
| <p>The strategy of development education</p> | <p>14.11.2014</p> | <p>The strategy envisages the creation, by 2020, of an education system that it is accessible to all, offering</p> |

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| <p>(2014-2020) "Education 2020"</p> <p>Government Decision no. 944</p> <p>https://mecc.gov.md/sites/default/files/1_strategia_educatia-2020_3.pdf</p> | <p>enacted</p> | <p>quality, relevant education for society and economy.</p> <p>This wish is to be achieved by promoting and ensuring inclusive education at the system level educational strategy.</p> |
| <p>The cross-sectoral strategy for the development of parental skills and competences for the years 2016-2022,</p> <p>Government Decision no. 1106</p> <p>https://www.legis.md/cautare/getResults?doc_id=95476&lang=ro</p> | <p>03.10.2016</p> <p>enacted</p> | <p>The cross-sectoral strategy for the development of parental skills and competences for the years 2016-2022 (hereinafter - the Strategy) establishes the directions for the development of parental education, as a specific form of specialized intervention for organizing programs for training, development and consolidation of parental skills and competences of parents / legal representatives / persons in the care of the child, as well as future parents. The document promotes socio-educational partnerships and cross-sectoral actions (health, education, protection, culture, justice, environment, etc.) at all levels - central and local, strengthening the approach focused on the child's development needs and information, education, family counselling, with emphasis on the most disadvantaged.</p> |
| <p>The Action Plan for support Roma population from the Republic of Moldova for 2016-2020</p> <p>Government Decision no. 734</p> <p>http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=365368</p> | <p>09.06.2016</p> <p>enacted</p> | <p>The action plan foresees concrete actions for the realization of the right of the Roma communities to participate in the public life, in the decision making and in solving the problems that affect them at different levels. In order to fulfil the present Plan and to obtain the expected results, there is a need for a close collaboration between the governmental and non-governmental structures of the Roma, the involvement and participation of the Roma representatives. One of the objectives of the Plan refers to the promotion of an efficient educational system, based on the principle of fairness, non-discrimination and respect for diversity,</p> |

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| | | which will contribute to the integration of the Roma population. |
| The National Program for social inclusion of persons with disabilities for the years 2017-2022 Government Decision no. 723 https://www.legis.md/cautare/getResults?doc_id=101863&lang=ro | 08.09.2017 enacted | The national program for social inclusion of persons with disabilities for the years 2017-2022 (hereinafter - the Program) provides for a cross-sectoral approach in the social inclusion of persons with disabilities and ensuring the respect of their fundamental rights in equal measure with the other citizens in all areas of social life. The implementation of this Program ensures respect for the rights and participation of persons with disabilities in society, creates better opportunities for social inclusion, thus contributing to the realization of the national and international commitments undertaken by Moldova in the context of strategic objectives in the field of human rights. Objective 2 of the Program refers to ensuring the right to quality education of children and young people with different types of disabilities in educational institutions on a level playing field with others. |

1.5. Is there a definition of inclusion in education?

✓ Yes

If yes, please provide the definition and give the official source:

"Inclusive education - educational process that responds to children's diversity and individual developmental needs and offers equal opportunities and opportunities to benefit from the fundamental human rights to quality development and education in common learning environments."

Official source: Code of Education of the Republic of Moldova

https://www.legis.md/cautare/getResults?doc_id=110112&lang=ro

1.6. Is there a definition of vulnerable groups?

✓ No information available

If yes, please provide the definition and give the official source:

In the absence of a definition of vulnerability in the case of children in the national legislation, the categories of children stipulated in the Law no. 140 of 14.06.2013 on the special protection of children at risk and of children separated from parents can be taken as reference criteria for children from vulnerable groups (art. 8 Identification of children at risk), as well as those of the Law no. 547 of 25.12.2003 on Social Assistance (art. 7 Beneficiaries of social assistance). Thus, those children who are in the following situations can be considered from vulnerable groups: they are from families who do not properly fulfill their care, maintenance and education obligations; are subject to violence; they are neglected; practice wandering, begging and prostitution; they are deprived of care and supervision by their parents because of their absence from home or because of their death; they live in the street, have fled from home or have been driven from home; they are abandoned by their parents; are institutionalized; they have different types of disabilities; they are in other specific situations at risk of social exclusion.

https://www.legis.md/cautare/getResults?doc_id=106289&lang=ro

https://www.legis.md/cautare/getResults?doc_id=27520&lang=ro

1.7. Is there a definition of special educational needs?

✓ Yes

If yes, please provide the definition and give the official source:

"Special educational needs - educational needs of the child / pupil / student, which implies a schooling adapted to the individual particularities or characteristics of a learning disability or disorder, as well as a specific intervention through appropriate rehabilitation or recovery actions"

Official source: Code of Education of the Republic of Moldova

https://www.legis.md/cautare/getResults?doc_id=110112&lang=ro

1.8. Please provide information on any future developments planned for inclusion in education.

The implementation of the Programme for Development of Inclusive Education 2011 – 2020 aimed to contribute to achieving the priority mission of education, to ensuring equal opportunities and the access to quality education for every child, young person, adult, at levels and steps of the education system, by achieving a set of general and specific objectives is finalized in the current year.

In December 2019, the National Conference "Development of inclusive education in the Republic of Moldova - current results and future priorities" was held. The event contributes to consolidating the efforts of the decision makers regarding the inclusion of children, students and students with special educational needs and disabilities in all educational institutions in the Republic of Moldova. The conference brought together about 200 participants: representatives of central and local public authorities, civil society, development partners, representatives of the

academic environment, national and international experts, parents, teachers. The results of the evaluation report "Joint evaluation of the implementation of the Programme for development of inclusive education 2011 - 2020, including application of child-friendly school's standards" were presented at the conference, but also a resolution was adopted with future priorities.

The participants adopted a resolution, by which the authorities, institutions in the fields of education, social assistance and health, parents and children, members of civil society undertake a common commitment to work together to eliminate barriers and create opportunities for access to education for all children. Looking at the future strategic approach to ensure the coherence of the future national development strategies and of the sectorial educational strategy with the objectives of the "2030 Agenda for Sustainable Development", by planning the activities necessary to ensure both the access of all children to education and the relevance and quality of studies.

In 2020 will begin the process of developing a new policy document in the field of inclusive education

1.9. Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

- Joint evaluation of the implementation of the Programme for development of inclusive education 2011 - 2020, including application of child-friendly school's standards, UNICEF, 2019 . This Evaluation Report was conducted between May and October 2019 in the Republic of Moldova, at the initiative of UNICEF and in close collaboration with the Moldavian Ministry of Education, Culture and Research. The effectiveness and impact of the Programme; The sustainability of the Programme. The Programme for Development of Inclusive Education 2011 – 2020 aimed to contribute to ensuring equal opportunities and the access to quality education for every child, young person, adult, at all levels and steps of the education system, by achieving a set of general and specific objectives. The evaluation focused primarily on: the effectiveness and impact of the Programme – including the differences the Programme generated in the life of school children; the process: best practices, lessons learned generating bottlenecks and barriers in the implementation process; the sustainability of the Programme in the larger context of reforms in the education sector in Moldova.

<https://www.unicef.org/moldova/en/reports/joint-evaluation-implementation-programme-development-inclusive-education-20112020>

- This Situation Analysis (SitAn) aims to help identify key challenges and their root causes to inform the planning of the UNICEF Country Programme for the Republic of Moldova for the period 2018–2022. It also aims to serve as a

tool for advocacy, source of information and baseline data source for monitoring and evaluation of UNICEF support and interventions in the Republic of Moldova. It provides an essential evidence base from which the theory of change underpinning the new country programme can be developed.

<https://www.unicef.org/moldova/media/2511/file/SITAN-UNICEF-Moldova-2016.pdf>

- Concluding observations on the combined fourth and fifth periodic report of the Republic of Moldova. Committee on the Rights of the Child. September 2017. In the report The Committee welcomes legislative measures to further protect the rights of children with disabilities, efforts to integrate children with disabilities into mainstream education as part of the National Education Strategy, and Programme for the Development of Inclusive Education, and increasing social allowances and support for both caretakers and children with disabilities, but it also makes recommendations.

<http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2FPPRiCAqhKb7yhsgOTxO5cLIZ0CwAvhyns%2ByJSa5CPnqMH4emw8LzChfUsndGT0rOm8c5pn9QDJ9zWORvppk29GAYefv2YH%2FefHHa%2FLjgEn9iQ4dNS%2FYeSGCjnBVu3ivbhsCK4Qp80wCQUvQ%3D%3D>

- Roma children and their access to services. UNICEF. June 2016. This survey reflects the manner in which ethnic Roma are able to enjoy available services in their communities and the existing barriers to accessing these services due to lifestyle, traditions, and customs of the Roma population. Special attention was paid to the challenges facing children and their families in accessing education services.

<https://www.unicef.org/moldova/media/846/file/Roma-children-and-their-access-to-services.pdf>

- Implementation of Inclusive Education in Republic of Moldova. Summary sociological study. Alliance of Active NGOs in the field of Child and Family Social Protection. 2017. The research reflected aspects regarding the attitude towards the inclusive education, the changes brought about as a result of the implementation of the inclusive education, the impact of the inclusive education on the typical students and on the students with ESC; the satisfaction of the school students, the support services in the schools; the level of training of teachers in the field of inclusive education and training needs, inclusive school management, as well as determines difficulties / barriers in implementing inclusive education and ways to overcome them, at the end of the analysis are presented recommendations.

http://aliantacf.md/wp-content/uploads/2018/07/APSCF_sumar-studiu-sociologic-RO.pdf

- Alternative report on the implementation of the Convention on the Rights of the Child in the Republic of Moldova, a publication prepared by Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF) with the financial support of the Federal Ministry for Economic Cooperation and Development of Germany (BMZ). 2017. APSCF's alternate report on respecting the rights of the child in the Republic of Moldova shows that the authorities do not make every effort to protect the children of the Republic of Moldova in accordance with the best international practices. Limited resources also serve as an excuse, as in most cases insufficient allocation of funds for child protection generates additional economic and social costs in other areas. The rigid state mechanism for allocating funds and the lack of an inclusive dialogue with civil society organizations represent additional obstacles to potential successful cooperation that will benefit the children of the Republic of Moldova. Institutions must make full use of human resources and the experience developed by NGOs, by engaging them in water in the provision of services and policing. This alternate report includes a detailed list of recommendations made based on civil society's own experience. The Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF) is an NGO network on a mission to create a coherent and functional development framework of the decision makers and of the implementation mechanisms and practices, while securing the respect and real protection of children and families.

http://aliantacf.md/wp-content/uploads/2018/07/APSCF_raport-alternativ-2017.pdf

- Inclusion of students with special educational requirements in community schools. Sociological study. Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF). 2015. The research carried out an evaluation of the models of inclusive education implemented in the pilot schools in order to identify the positive practices, the lessons learned and the challenges for developing the policies in the field of education based on evidence.

http://aliantacf.md/wp-content/uploads/2018/07/APSCF_incluziunea-copiiilor-CES-2015.pdf

- Respecting the rights of the children in the Republic of Moldova: Report of the children in Moldova to the UN Committee on the Rights of the Child. CRIC. 2016. This report is created by a group of children, called the Group of Reflection, which took place in July 2014 - August 2016, being supported by the Public Association Center of Information and Documentation on the Rights of the Child (CIDDC). The report reflects children's vision of how they are the provisions of the Convention on the Rights of the Child in Republic of Moldova. The process of preparing the report was designed taking into account the experience and lessons learned in the framework of the first report of children from Moldova, presented to the Committee in 2008.

<https://drepturilecopilului.md/index.php/ro/copiii-isi-monitorizeaza-drepturile/raportul-pentru-comitetul-onu>

- Report of the Special Rapporteur on the rights of persons with disabilities on her mission to the Republic of Moldova. 2016. In the report, the Special Rapporteur on the rights of persons with disabilities explores issues relating to the rights of persons with disabilities in the Republic of Moldova in the light of international human rights norms and standards, in particular the Convention on the Rights of Persons with Disabilities. On the basis of information gathered prior to and during the visit, the Special Rapporteur highlights the encouraging steps taken to advance the rights of persons with disabilities and to bring the national legal and policy framework into compliance with the Convention, as well as the challenges that remain. Lastly, the Special Rapporteur makes recommendations with a view to strengthening efforts to address the implementation gap remaining to ensure the protection, respect and fulfilment of the rights of persons with disabilities, and their full and equal participation in society.

https://www.undp.org/content/dam/unct/moldova/docs/pub/A%20HRC%2031%2062%20Add.2_E.pdf

- Alternative report for the UN Committee on the Rights of Persons with Disabilities. Legal Assistance Center for Persons with Disabilities. 2015. The first Alternative Report was elaborated by applying the method of participatory consultation of persons with disabilities from the Republic of Moldova and the organizations representing them. To this end, several working sessions were held, during which 26 civil society organizations, as well as persons with disabilities, representing all regions of the country and various types of disabilities contributed with information.

https://cdpd.md/wp-content/uploads/2018/01/Raport-de-alternativa-CRPD_ROM.pdf

1.10. What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

Challenges. In a relatively short period of time, the country has established a framework for inclusive education that, with its clear funding structure, coordination and accountability between central and local levels of administration, deserves recognition. The education code, in which an entire chapter is intended for education inclusive. But some things could not be foreseen from the beginning (the way of focusing on the needs of the child and the provision of services based on them, the typology of children with SEN, all levels of education etc.).

Regret to mention that it does not ensure the rights of people with learning disabilities to continue their studies in the high school cycle, thus restricting their right to further education. The access of young people with disabilities to higher education institutions is problematic.

Opportunities. Further decentralization of the education system. Operationalizing the provisions of the Education Code by updating the subordinate acts, including in them explicit provisions regarding the powers and responsibilities of parents and communities in the governance of general education.

Developing comprehensive policies and mechanisms for implementing inclusive education and providing support and assistance services in inclusive education, including at pre-school level and in tertiary education.

To draft/review regulations and quality standards of education institutions based the Code of Education.

Draft the standard package of services for students with different educational needs, the cost of such service packages and the mechanism of funding the services with a view to ensure efficient support directed towards children with special educational needs.

Draft/review minimal quality standards for the support services in education institutions: STs, RCIE, specialised services (of psychological, logopedic assistance etc.)

Develop positive measures to facilitate access to vocational schools, colleges, university studies for people with disabilities.

Continue the process of de-institutionalizing children with disabilities so that the institutions will be closed, and the funds released will be used to create community and support services for children with severe or multiple disabilities, including for children with autism.

Section 2: Governance and Finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

1.11. Is there formal collaboration across ministries on inclusion in education?

✓ Yes

If yes, in which areas does this take place and who is involved?

| Area | Yes/No | Description: what mechanism, who is involved and how |
|---|--------|--|
| Policy development, implementation and coordination | yes | <p>An important role in the coordination process of all the actors in the process of implementing the residential system reform (2010/2012), but also the subsequent period of development of the inclusive education returned to the Coordinating Council for the implementation of the residential child care reform and the development of the inclusive education, established in 2010 within the Ministry of Education, with the support of UNICEF. The Coordination Council activated until 2017. The Consul, coordinated by the Ministry of Education, comprised representatives of the Ministries of Health, the Ministry of Social Protection, the Ministry of Finance, the State Chancellery, civil society and experts. Within the council, priority, decisions and activities were coordinated.</p> <p>National Council for Child Rights Protection was established by Government Decision No. 1001 of 30.09.2005, and reactivated in 2010. The Council is a government body whose mission is to ensure the development and implementation of policies to protect the rights of children and women.</p> <p>Currently, several ministries share responsibility on child rights protection, such as the Ministry of Labour, Social Protection and Family, Ministry of Health, Ministry of Education.</p> <p>The Council consists of representatives of the central authorities a international organizations and national NGOs</p> |
| Identification of needs / referral for services | | |
| Data sharing | | |
| Monitoring and evaluation | | |
| Quality assurance and accountability | | |
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| | | <p>working in the field. The Council's work is carried out under the UN Convention on the Rights of the Child, the Moldovan Constitution, the Law on the Rights of the Child and other normative acts in the field.</p> <p>https://cnpdc.gov.md/ro/content/despre-consiliu</p> <p>For example, at the first meeting in 2020, chaired by the Prime Minister, the Evaluation Report on the implementation of the Inclusive Education Development Program for 2011-2020 was presented. In this context, the Council decided to include a chapter, dedicated to inclusive education, with concrete measures, in the draft "Education 2030" strategy and an Action Plan for this purpose.</p> <p>http://cnpdc.gov.md/ro/content/prim-ministrul-ion-chicu-prezidat-sedinta-consiliului-national-pentru-protectia-drepturilor</p> |
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1.12. Are there shared responsibilities between central and local governments on inclusion in education?

✓ Yes

If yes, in which areas does this take place and who is involved?

| Area | Yes/No | Description: who is involved and how |
|---|--------|--|
| Policy development, implementation and coordination | YES | <p>Inclusive education provides for the continuous change and adaptation of the educational system to the conditions of providing quality education to children and young people in a common learning environment with the provision at different levels, different types of services.</p> <p>At the community level, the educational institution, the multidisciplinary board, the family, community institutions, NGOs are involved. Their role is to identify, evaluate and</p> |
| Identification of needs / referral for services | | |
| Data sharing | | |
| Monitoring and evaluation | | |

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|---|---|
| <p>Quality assurance and accountability</p> | <p>diagnose child development; early intervention; of schooling, education, professional orientation, socialization, professionalization etc.</p> <p>At the district level, the specialized structures / services, the resource centers, the educational institutions, the community institutions, the non-governmental organizations that will contribute to the multidisciplinary evaluation / reassessment, the early diagnosis and the monitoring of the development of the children are targeted; information, training of teaching staff, personnel from social, medical, legal, etc. in the problems of inclusive education, etc.</p> <p>At the central level, the specialized bodies / structures, the educational institutions, the research institutions, the non-governmental organizations providing the specialized assistance for the inclusive education are involved; evaluation and accreditation of services and certification of staff; research and development of teaching materials, guides and informational supports in the field of inclusive education, etc.</p> <p>The process of implementing inclusive education is complex and involves the participation of central and local public authorities, family, education institutions, research institutions, initial and continuing vocational training, community services and civil society. Therefore, in order to support inclusion, various types of structures have been created and developed: psycho-pedagogical assistance services for children, young people, resource centers, day centers for children and young people with severe disabilities, community centers, etc. The new support services are based on the social model of disability, capitalizing on the strengths and needs of the students, as well as the advantages and problems of each child and each family at the expense of the traditional deficit-based medical model in addressing the needs of children and families.</p> |
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1.13. Are non-governmental organisations and/or associations involved in governance processes?

✓ Yes

If yes, please describe their involvement:

There is a positive experience of working with civil society in addressing the rights of the child. Until 2011, approx. 10-12 years, during which some initiatives to solve the problems of children at risk of educational and social exclusion were promoted, within which, with the support of foreign donors, models of inclusive education were created. Non-governmental organizations such as "Speranta", "Parteneriate pentru fiecare copil" (successor to "Every Child"), "CCF Moldova", "Lumos", ""Keystone" have supported the central authorities and local in the development and application of inclusive practices, which have contributed substantially to improving the access to education of children with special needs. During this period, programs adapted to the potential of children with various development problems were developed, training courses were organized for teachers, positive practices were disseminated in the psycho-pedagogical assistance of children with disabilities, etc.

The experience of collaboration is still ongoing. The important projects in the field of educational inclusion, implemented by these organizations, are coordinated with the Ministry of Education.

It should be mentioned that the representatives of the non-governmental organizations mentioned are a part of a National Council for Child Rights Protection. <http://cnpdc.gov.md/ro/advanced-page-type/membrii-consiliului>

1.14. Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

✓ Yes

If yes, what is the focus of the mechanisms?

General duties and responsibilities on levels management in inclusive education:

- Central/National Level: Development and promotion of policies; Development of the legislative and methodological framework; Dissemination, media, awareness; Monitoring;
- Second Local Level (district): Implementing policies; Create structures / functions in inclusive education; Professional development; Methodological assistance; Dissemination, media, awareness; Monitoring;
- First Local level (village, city): Schooling for children; Creation of community services; Social protection; Cross-sectoral coordination; Parental responsibility; Awareness, media
- Educational institution: Institutional development; Creating support structures; Organization of individualized educational process; Creating the inclusive environment; Involving parents; Participation of children; Dissemination of practices

| Area | Yes/No | Description of the focus/actors involved (e.g. state/non state) |
|---|--------|--|
| Appeal process for rights violations | yes | <p><u>Central level:</u> Ministry of Education (coordination and monitoring of the activity of administrative authorities and public institutions) ; Republican Center for Psycho-pedagogical Assistance (examining appeals regarding the inclusion process) ; The Council for Preventing and Eliminating Discrimination and Ensuring Equality (monitor implementation of legislation; examine complaints and reinstate the rights of victims of discrimination; raise awareness and inform society in order to eliminate all forms of discrimination).</p> <p><u>Second Local Level:</u> Direction of education (ensuring supervision of compliance with legislation and other normative acts in the field of education in within the institutions of the respective administrative-territorial unit)</p> |
| School inspection | yes | National Agency for Quality Assurance in Education and Research: Direction of evaluation in general education (evaluation of general education institutions) |
| Other quality assurance processes (e.g. standards for teaching, support services etc) | yes | National Agency for Quality Assurance in Education and Research: Direction of evaluation in general education (evaluation of general education institutions); Republican Center for Psycho-pedagogical Assistance (support services) |
| Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding) | yes | <p><u>Central level:</u> Ministry of Education (monitoring the quality of public policies and normative acts, including in collaboration with civil society and the private sector) ; Republican Center for Psycho-pedagogical Assistance (monitoring inclusive education; database management and national monitoring of the situation to all the children who are beneficiaries of the psycho-pedagogical assistance services) ;</p> |

| | | |
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| | | <p><u>Second Local Level:</u> Direction of education (Monitoring and evolution of education in rayon institutions); District / municipal Psycho-pedagogical Assistance Service (monitors, evaluates and supervises the activity of the specialists involved in the inclusive education process).</p> |
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1.15. Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

| Funding mechanisms | Description of who, what, to whom and how |
|--|---|
| <p>The public institutions of primary and general secondary education are financed on the basis of the standard cost per student mechanism</p> | <p>Government Decision no. 868 / 08.10.2014</p> <p>https://www.legis.md/cautare/getResults?doc_id=18958&lang=ro</p> <p>The financing methodology based on the standard cost per student is represented by a unique (unified) formula, which has its specific application for the formation of budgets of different levels and is applied based on the expenditure ceiling for all educational institutions.</p> <p>To establish the relations between the state budget and the budgets of the administrative-territorial units in the implementation of the methodology:</p> <ol style="list-style-type: none"> 1) The Ministry of Finance estimates the expenditure ceiling and communicates it to the Ministry of Education; 2) based on the expenditure ceiling, the Ministry of Education calculates the categorical transfers from the state budget to the budgets of the administrative-territorial units of the second level for the financing of the educational institutions; 3) the authorities of the local public administration from the administrative-territorial units of the second level, estimate the volume of expenditures for all the educational institutions and submit them to the Ministry of Finance and the Ministry of Education. <p>The directions and the way of distribution and use of the financial means of the administrative-territorial unit component are provided in the Regulation</p> |

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| | <p>regarding the distribution and use of the financial means of the administrative-territorial unit component.</p> <p>The volume of allowances for each educational institution, calculated on the basis of the formulas, is approved by the municipal / district council of the administrative-territorial unit</p> <p>The head of the educational institution is a budget executor, empowered with the right to make expenditures from the budget within the limits of the approved allocations.</p> <p>The monitoring of the application of the present Methodologies is performed at central level by the Ministry of Education in conjunction with the Ministry of Finance, and at the local level - by the education departments in common with the finance departments.</p> |
| | <p>The fund for inclusive education is formed on the basis of the decision of the municipal / district council.</p> <p>The size of the fund for inclusive education is established according to the number of students with special educational requirements, as a result of their evaluation and registration by the territorial services of psycho-pedagogical assistance, but not more than 2% of the sum of the category transfers.</p> <p>The Inclusive Education Fund is intended for primary and general secondary education institutions in which students with special educational requirements are enrolled.</p> <p>The financial means from the fund for inclusive education are distributed based on the decision of the council of the territorial-administrative unit and are directed separately for financing the expenses related to: 1) the remuneration of the support teachers; 2) creation and maintenance of resource centers.</p> <p>The educational directorate / psycho-pedagogical assistance service monitors the use of the financial means from the fund for inclusive education.</p> <p>The education directorate informs the Ministry of Education about the use of financial means from the fund for inclusive education.</p> |
| <p>The financial means for education from the</p> | <p>The distribution of the centralized financial means within the administrative-territorial unit component is made on the basis of the decision of the municipal /</p> |

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| component of the administrative-territorial unit / 5% | <p>district council for the additional financing of the educational institutions, in order to improve the educational conditions.</p> <p>The proposals for the distribution of the component of the administrative-territorial unit are elaborated by the education department in coordination with the finance department.</p> <p>The financial means of the territorial-administrative unit component are directed distinctly to finance the expenses related to: 1) transporting students to and from school; 2) the maintenance of the students in the home; 3) the functioning of primary schools and / or primary schools - small kindergartens; 4) the operation of small schools that cannot be closed; 5) performing capital repairs and purchasing fixed assets.</p> |
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1.16. Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

✓ No

If yes, please describe the flexibility:

If no, please give further information:

The registration for the support of the inclusive education is done from the account of the fund for inclusive education (it is described in the table above). It is usually set for a calendar year. The degree of flexibility is small. In determining the size of the fund for inclusive education, each administrative-territorial unit takes into account a possible increase in the number of students with special educational requirements during the year.

1.17. Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

The financing for the support of inclusive education is made from the account of the fund for inclusive education (it is described in point 2.5). Other education allowances are not. Certain categories can benefit from allowances or social services, which do not depend on the fact that the child is in school.

| Funding mechanisms | Description of the who, what, to whom and how |
|--------------------|---|
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| | |
|--|---|
| <p>The fund for inclusive education / 2%</p> | <p>The fund for inclusive education is made up of the centralized means of a maximum of 2% of the volume of categorical transfers, calculated on the basis of the formula. This fund is part of the mechanism described in the point 2.6</p> <p>Government Decision no. 868 / 08.10.2014, Anex 3</p> <p>https://www.legis.md/cautare/getResults?doc_id=18958&lang=ro</p> <p>The fund for inclusive education is formed on the basis of the decision of the municipal / district council.</p> <p>The size of the fund for inclusive education is established according to the number of students with special educational requirements, as a result of their evaluation and registration by the territorial services of psycho-pedagogical assistance, but not more than 2% of the sum of the category transfers.</p> <p>The Inclusive Education Fund is intended for primary and general secondary education institutions in which students with special educational requirements are enrolled.</p> <p>The financial means from the fund for inclusive education are distributed based on the decision of the council of the territorial-administrative unit and are directed separately for financing the expenses related to: 1) the remuneration of the support teachers; 2) creation and maintenance of resource centers.</p> <p>The educational directorate / psycho-pedagogical assistance service monitors the use of the financial means from the fund for inclusive education.</p> <p>The education directorate informs the Ministry of Education about the use of financial means from the fund for inclusive education.</p> |
|--|---|

1.18. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

- Joint evaluation of the implementation of the Programme for development of inclusive education 2011 - 2020, including application of child-friendly school's standards, UNICEF, 2019 . This Evaluation Report was conducted between May and October 2019 in the Republic of Moldova, at the initiative of UNICEF and in close collaboration with the Moldavian Ministry of Education, Culture and Research. This section - Efficiency - key fundings - will present the actual budget spent for different types of interventions included in the Programme for development of inclusive education in the Republic of Moldova for the years 2011-2020, from the state

budget and validate cost-efficient activities. Annex 12 is about Budget execution for inclusive education 2015-2018 and the approved budget for 2019

<https://www.unicef.org/moldova/en/reports/joint-evaluation-implementation-programme-development-inclusive-education-20112020>

- Evaluation of inclusive education models in the Republic of Moldova: Summary study. Liudmila Malcoci, Angela Cara. 2017. The research carried out the evaluation of the inclusive education models implemented in the pilot schools in order to identify the positive practices, the lessons learned and the challenges for developing the policies in the field of education based on evidence. Models of development of inclusive education, developed by NGOs with experience in the field (Keystone Human Services International Moldova Association, CC F Moldova, AO "Lumos", AO "Woman and Child - Protection and Support", NGO "Hope"), and approved by the Ministry of Education. The study also included the process of teaching - learning evaluation in pilot schools. Evaluation the local authorities use of financial resources for inclusive education support services revealed the following: a) the administrative-territorial units does not have a sole understanding of planning and use of financial resources for inclusive education; b) the planning of financial resources is not based on a clear analysis of services needs for inclusive education; c) the Directorates of Education do not cooperate enough with the district Directorates of Finance with the aim to plan and implement resources allocated for inclusive education; d) the Directorates of Education and the managers of primary and secondary education institutions are not skilled enough to manage financial resources. All this has led and continues to lead to less efficient distribution and use of financial resources for inclusive education. Thus, in some districts, schools could not access the financial resources for development of support services, meantime the Directorates of finances had unused balances for inclusive education in the end of the fiscal year.

https://childhub.org/ro/system/tdf/library/attachments/studiu_ccfm_eng_web1.pdf?file=1&type=node&id=12
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1.19. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

Challenges. The administrative-territorial units do not have a sole understanding of planning and use of financial resources for inclusive education.

The planning of financial resources is not based on a clear analysis of services needs for inclusive education.

At the administrative-territorial the Directorates of Education do not cooperate enough with the district Directorates of Finance with the aim to plan and implement resources allocated for inclusive education.

The Directorates of Education and the managers of primary and secondary education institutions are not skilled enough to manage financial resources. All this has led and continues to lead to less efficient distribution and use of financial resources for inclusive education. Thus, in some districts, schools could not access the financial resources for development of support services, meantime the Directorates of finances had unused balances for inclusive education in the end of the fiscal year.

In 2013, the equal allocation of financial resources from the state budget to all districts with the aim to create Psycho-pedagogical assistance services was not an efficient mechanism, as it did not take into account the number of education institutions, total number of students, the number of students with SEN, the relevant component of the district budget etc., which resulted in the use of financial resources against their destination.

School budget information is not made available to children and parents. They are not involved in managing the school budget and do not know how the institutions are financed and how the funds are managed.

Opportunities. Extend the experience of creating an Inclusive education fund in all the administrative-territorial units, recommending them to allocate a maximum rate of 2% of the district budget allocated for education.

Drafting and approving at the district level a Regulation on creating and using the Inclusive education fund (according to the legislation in force) and creating a mechanism of monitoring costs intended for the inclusive education at the level of education institution, so as not to allow resources allocated for inclusive education to be used for other purposes.

Un model de finanțare, relevant pentru aplicare la nivel național, care s-ar integra ușor în formula actuală de finanțare, bazată pe costul standard per elev, este finanțarea educației incluzive în funcție de pachetul de servicii acordate (stabilit în corespundere cu cerințele educaționale ale copiilor) și de treapta de școlaritate

Ensure a transparent mechanism of planning and quarterly reporting the financial resources allocated for inclusive education services and services of psychological and pedagogical assistance.

Raising competences in the field of financial management of specialists within the Directorates in Education and primary and secondary education institution managers.

Creating a mechanism of monitoring and auditing at the central level, with a view to evaluate the way every territorial and administrative unit use financial resources allocated for inclusive education. Ensure transparency regarding the correct use of funds for educational inclusion made available to educational institutions.

Involving students and parents in the process of managing funds.

Developing the capacity of schools to raise funds through projects to improve the physical condition of the institutions, with the involvement of parents.

Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

1.20. Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

| Framework | Yes / No | Description |
|--|----------|--|
| For monitoring and evaluating the implementation of national-level inclusion in education policy | yes | <p>The quality standards for primary and secondary education institutions from the perspective of the child-friendly school are approved and implemented.</p> <p>The performance indicators regarding the activity of the district / municipal services for psycho-pedagogical assistance are approved and implemented.</p> |
| For quality assurance across all levels of the system (national, regional, school) | yes | <p>The quality assurance standards for the district schools are approved and applied</p> <p>The methodology of evaluation of general education institutions. The document establishes and regulates the conceptual, normative and procedural framework regarding the evaluation of public and private general education institutions, including extra-curricular, special education and alternative education institutions (hereinafter - Institutions) in order to determine the quality level defined by the approved standards. nationally.</p> |
| Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school) | | <p>National Agency for Quality Assurance in Education and Research (ANACEC)</p> <p>Republican Centre for Psychopedagogical Assistance</p> |

1.21. What data is collected on learners from vulnerable groups, how and why?

The district / municipal services of psycho-pedagogical assistance according to the functional attributions organize databases on the students with special educational requirements at the district level, and the Republican Center for Psycho-pedagogical Assistance at national level (Government Decision no. 32 of 16.09.2013). The data are used to record students with special educational needs and to quantify the services needed for them.

The National Bureau of Statistics conducts data collection on students with special educational needs or vulnerable groups in accordance with their duties.

1.22. Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

| Data on learner access to compulsory education | Learners | Notes | Source |
|--|--|-----------------------|---|
| (i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that should, | Total: 341 973 Male: M Female: M | 2018/2019 school year | https://statistica.gov.md/public/files/publicatii_electronice/Educatia/Educatie_2019.pdf |

| | | | |
|---|--|---|---|
| by law, be in some form of compulsory education)? | | | |
| (ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)? | Total: 439 115 Male: 221 534 Female: 217 581 | 2018/2019 school year | https://statistica.gov.md/public/files/publicatii_electronice/Educatia/Educatie_2019.pdf |
| (iii) How many learners are out of any form of education (who by law should be in some form of education)? | Total: M Male: M Female: M | | |
| (iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)? | Total: 334 159 Male: 171 496 Female: 162 663 | 2018/2019 school year | https://statistica.gov.md/public/files/publicatii_electronice/Educatia/Educatie_2019.pdf |
| (v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers? | Total: M Male: M Female: M | | |
| (vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers? | Total: M Male: M Female: M | In mainstream schools there are no special groups / classes | |
| (vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers? | Total: 709 Male: M Female: M | 2018/2019 school year | https://statistica.gov.md/public/files/publicatii_electronice/Educatia/Educatie_2019.pdf |

1.23. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

- Activity of the primary and general secondary education institutions, beginning of the academic year 2019/20.

National Bureau of Statistics. 26.12.2019

In the 2019/20 school year, 9.8 thousand students with special educational needs and disabilities were enrolled in the country's educational institutions, including 9.2 thousand students in general education institutions and 0.6 thousand students - in schools for children with deficiencies in intellectual or physical development.

7.7 thousand children with special educational requirements and 1.5 thousand children with disabilities were integrated into the general education institutions, the number of which decreased by 4.2% compared to the 2018/19 school year. About two thirds of students with special educational needs and disabilities, included in general education are boys, their share registering a fluctuating trend over the last 5 years.

| | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|--|---------------|---------------|---------------|--------------|-------------|
| Total | 11 426 | 10 994 | 10 589 | 10269 | 9784 |
| General education institutions | 10 393 | 10134 | 9 840 | 9560 | 9157 |
| Schools for children with deficiencies in intellectual or physical development | 1 033 | 860 | 749 | 709 | 627 |

Students with special educational needs and disabilities, by type of institution, 2015 / 16-2019 / 20

<https://statistica.gov.md/newsview.php?l=ro&idc=168&id=6549>

- Open data readiness assessment in Education. Social accountability for the education reform in Moldova. Ion Gumene. 2018. The Assessment is carried out as part of “Scoala Mea - Empowered citizens enhancing accountability of the education reform and quality of education in Moldova” Project. The main goal of the project is to encourage Moldovan citizens to engage with local, regional and national authorities in evidence-based policy and budget dialogue regarding the reform of educational sector, the quality of educational services and the development priorities of primary, lower secondary and upper secondary schools, and to create an environment where the social accountability initiatives could develop. In this context, the data opening in

educational system is both a condition and a factor in the development of the social audit of schools. Thus, taking into account the crucial importance of the data opening in the social audit of schools, the aim of this assessment is to present a complex picture of the availability of open data in education, which could be used first of all to foster development of social audit in schools.

<http://scoalamea.md/wp-content/uploads/ODRA-2018-en.pdf>

1.24. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

Challenges.

Although the state is obliged to ensure access for all children to education, and children have the desire and potential to learn, there are groups of children who have limited access to school: from low-income families; with parents left abroad, left with carers; Roma; with physical disabilities; from families in which parents consume alcohol; coming from institutions residential; minor parents.

Districts do not have a single system collecting and processing statistical data on students with SEN, support teachers, resource centres, financial sources allocated/executed annually for different budget components etc.

Opportunities .

Develop a comprehensive policy regarding the collection, storage, quality assurance and use of data in education, in particular regarding inclusion, which will include the responsibility and the way of interaction of the institutions that hold such data, first of all the NBS and MECC.

Elaboration of a system collecting and processing statistical data on vulnerable children, inclusiv with disabilities attending general education institutions.

Section 4: Curricula, learning materials and assessment

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

1.25. Curriculum

a. Does the curriculum content include and represent all learners?

✓ **Partially**

If yes or partially, please provide a description and available links, including to underpinning values and principles.

In general education, the National Curriculum includes: the reference framework, the framework plan for primary, secondary and high school education, the curriculum for early education, the curriculum of compulsory and optional disciplines, school textbooks, methodological guides and other learning resources. The structure of the curriculum by school disciplines is defined within the reference framework of the National Curriculum. The curriculum for general education is approved by the Ministry of Education. The curriculum can be adapted or modified to meet the needs of children and students with special educational requirements. The way of the curriculum is reflected in the individualized educational plan for the child / pupil with special educational requirements.

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

✓ **Yes**

If yes, please provide information on stakeholder involvement.

In the last revision process of the curriculum, a mechanism of involvement and participation was implemented, consultation of several stakeholders: teachers, parents and students. For this purpose, the mechanisms of transparency of decision making were applied (placement of site documents and anyone can come with proposals and suggestions), organization of round tables, surveys.

According to the theory and methodology of curriculum design and development, periodically - approximately every five years - the school curriculum becomes the subject of pedagogical evaluation. This action represents a managerial activity of evaluation - analysis - appreciation - measuring the quality of curricular products. Curriculum evaluation provides information needed for curriculum designers, school teachers, managers, education experts on the current and actual status of the school curriculum and the feedback provided.

The last evaluation of this kind took place in 2018. The study that was developed following the evaluation presents the results of the evaluation of the National Curriculum in general education in the Republic of Moldova. The management of the curriculum evaluation also involved the identification of the target groups regarding the evaluation of the curriculum implementation. As a result of the priority analysis it was given: - the students in primary, secondary and high school education; - teachers and management in general education; - parents; - national education experts. In the process of questioning were trained: • 1500 students: 450 students from primary education (grades III - IV), 600 students from secondary education (grades 7 - 9); 450 students from high school (grades X - XII); • 600 teachers; • 120 school managers; • 50 parents; • 104 national experts for curriculum evaluation. The samples proposed for the evaluation of the curriculum are representative and statistically defined, providing quantitative and qualitative information. The qualitative information was selected through investigation techniques used by international experts.

The study can be accessed here:

http://ise.md/uploads/files/1548841825_evaluarea_curriculumului_national.pdf

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

✓ No

If yes, please give a description and examples of this flexibility.

The Quality standards for primary and secondary education institutions from the perspective of the Child Friendly School place the child at the center of the educational process and transform the school into a Child Friendly one.

The standards provide for the self-assessment and evaluation of the quality of the education system, monitoring the progress towards reaching or exceeding the standards and evaluating the efficiency of the reforms. The standards cover in the educational institution aspects of management, curriculum and learning process.

The quality standards for primary and secondary general education institutions from the perspective of the child-friendly school, which pursue the following objectives: respecting the rights of each child; focusing on the child and his family; gender sensitivity; promoting the quality of academic results; grounding education on real life and school integration in the community; ensuring inclusion and ensuring equal opportunities for all children; promoting the child's mental and physical health; the acceptability and accessibility of educational programs for each child; strengthening of teachers' competences and status. According to these Standards, the educational institution collaborates with the local public authorities to ensure health, safety and protection; develops community partnerships to protect the physical and mental integrity of each child.

The standards are used to encourage shared responsibility for the dimensions of the Child Friendly School on efficiency; health, safety and protection; participation; gender sensitivity and inclusion. Each of the dimensions reflects three areas: management, institutional capacity, curriculum and learning process.

The standards are not intended to punish schools, teachers, children or other stakeholders who do not reach the stated goals, but to measure and guide the interested party to be able to meet (or exceed) the standards to a minimum. If a standard is not reached, there is a possibility to assess the situation and develop ways for stakeholders to reach or exceed the standards in the future.

The standards can be accessed here:

https://mecc.gov.md/sites/default/files/o970din_11_10_13_standarde_spc_0.pdf

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

In accordance with the normative provisions in force, for each student with special educational needs, an individualized educational plan is drawn up, part of the package of curricular documents, a tool for organizing and coordinating the educational process for the child with special educational requirements. Part of the individualized educational plan are the curriculum. In order to elaborate the individualized educational plan (PEI), the PEI team is made up of specialists with responsibilities in the assistance of children with special educational requirements. The IEP team usually includes: the teacher / class leader in which the child is included, the teacher / teachers in the class, the support teacher, the psychologist, the speech therapist, other specialists, as the case may be. The parent of the child is also part of the PEI team. There are several levels of responsibility in the PEI process, each of which has distinct attributions in ensuring a coherent, coordinated and qualitative process.

The individualized educational plan (IEP) is part of the curriculum package, which ensures the development of inclusive education in general education institutions. The IEP facilitates the inclusion of the child in the general educational process, ensures the psychophysical development of the child, according to its potential

The individualized educational plan is defined as a coordinated and coherent organization and implementation tool for the educational process for the child with special educational requirements. The IEP is a curricular product, which admits that the study objectives, established for the student in the respective school year, differ from the educational aims and contents established in the General Curriculum, approved by the Ministry of Education.

The IEP is a state educational standard, approved by the National Council for Curriculum: the first edition in 2011 and the second revised in 2017.

References can be accessed here:

https://mecc.gov.md/sites/default/files/ordin_671_din_01.08.17.pdf

<https://mecc.gov.md/ro/content/resurse-pentru-cadre-didactice-generale>

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

✓ Yes

If yes, please give a description of the main characteristics/organisation.

The state guarantees the formation and development of effective communication skills in Romanian, in the languages of national minorities, as the case may be, and in at least two languages of international circulation. Thus, in Moldova there are schools with teaching in Russian and Ukrainian.

The state guarantees the formation and development of effective communication skills in Romanian, in the languages of national minorities, as the case may be, and in at least two languages of international circulation (Article 9 of the Education Code).

Thus, there are national schools with teaching in Romanian and schools with teaching in the language of national minorities (Russian, Ukrainian, Gagauz, Bulgarian). In all the schools in the curricular areas: mathematics and sciences, technologies, sports, counseling and personal development, the general curriculum is applied, which is also translated into the languages of minorities. In the areas of curricular language and communication and socio-humanistic education there will be differences of the curriculum depending on the language of basic study in school and history. There will be differences in the same areas (number of hours and disciplines), which can be found in the Framework Plan, which is a normative document and presents an essential component of the National Curriculum, which is approved annually by the Ministry of Education, Culture and Research and is mandatory for all institutions of general education and regulate the organization of the educational process in schools.

Thus, for example, in the framework plan for the 2019/2020 study year it is provided that

- The framework plan for classes I-IX with study in Romanian language: in the educational institutions in which students of Roma ethnicity study, in classes I-IV, in the presence of 15 students in the class, the compulsory discipline will be studied History, culture and the traditions of the Roma from the Republic of Moldova, 1 hour a week. For this discipline there is a separate curriculum.
- The framework plan for classes I-IX with study in the languages of minorities: in the curricular area socio-humanistic education includes the discipline History, culture and traditions of the Russian, Ukrainian, Gagauz, Bulgarian, Roma, etc. There is a separate curriculum for this discipline.

The curriculum in the Romanian language will be different depending on the type of school: national or with teaching in the language of the national minority.

References:

<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=355156>

https://mecc.gov.md/sites/default/files/plan-cadru_2019-2020_web_sait.pdf

<https://mecc.gov.md/ro/content/invatamint-general>

https://mecc.gov.md/sites/default/files/curriculum_limba_romana_gimnaziu_alongv_6.pdf

https://mecc.gov.md/sites/default/files/curriculum_limba_ucraineana_gimnaziu_5.pdf

https://mecc.gov.md/sites/default/files/curriculum_gagauza_gimnaziu_9.pdf

https://mecc.gov.md/sites/default/files/curriculum_limba_bulgara_gimnaziu_6.pdf

https://mecc.gov.md/sites/default/files/curriculum_romii_site.pdf

https://mecc.gov.md/sites/default/files/curriculum_gagauza_site.pdf

1.26.Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

✓ **Yes**

If yes, please give a description.

In general education institutions, school textbooks, elaborated on the basis of the National Curriculum, selected and edited by competition, based on a regulation approved by the Ministry of Education, are used.

Alternative textbooks, elaborated on the basis of the national curriculum, selected on the basis of the competition and recommended by the Ministry of Education, Culture and Research, can be used in general education institutions. Teachers have enough freedom to choose to select learning material/textbooks.

The frame of reference of the National Curriculum is the document that defines the conceptual, methodological and praxiological foundations of the curricular policies for the general education. This document includes a compartment regarding the design of curricular resources: textbooks, methodological guides, educational software. Therefore, it is foreseen that it is up to the teacher to organize the training according to the aims and contents provided by the school curricula and his own options regarding the progression, methodological approach and the interests of the students. The use of alternative textbooks involves stimulating initiative and creativity on the part of both the teacher and the student. The teacher, given the chance of the option, can choose, for himself and for the students he trains, the most appropriate variant of textbooks and other training sources within the respective discipline (test batteries, test collections, dictations and compositions, problems, workshops etc.). (page 67)

Reference:

https://mecc.gov.md/sites/default/files/cadrul_de_referinta_final_rom_tipar.pdf

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

✓ Yes

If yes, please give a description.

Students in primary education are provided with free textbooks. Students in grades V-XII are provided with school textbooks according to the rental scheme approved by the Ministry of Education. Students from socially vulnerable families benefit from facilities for renting school textbooks. In general, there is no problem with providing manuals, and if mini problems occur, they can be solved quickly.

If no, please give further information:

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

✓ Yes

If yes, please give a description.

In carrying out the individualized educational process, curricular adaptations were applied, which could take place in two ways: • by applying the general curriculum with psycho-pedagogical, evaluation and environmental adaptations; • by modifying the general curriculum. The application of the general curriculum with adaptations implies that the student with special educational requirements will complete the study subject according to the general curriculum, benefiting from individualized teaching-learning-evaluation strategies that are correlated / adapted to the student's potential and which will ensure the achievement of general educational purposes. The individualized educational plan (PEI) can provide the following types of adaptations:

- Psycho-pedagogical adaptations - the changes made in the design and realization of each component of the educational process: teaching, learning, assessment, in order to facilitate the child's involvement in the effective educational process and to ensure his progress in development.
- Adaptations in the field of evaluation - modification of the assessment methods / techniques, to help the student to demonstrate the acquired competences.
- Environmental adaptations - changes in the physical environment of the classroom or institution to ensure the effective access of the child to the learning process. In the same compartment, it also refers to

specialized technologies, including assistive technologies, used to recover (compensate) or replace certain functions of the body and to facilitate the active involvement of the student with the ESC in the educational process, as well as the interaction and communication in the school environment.

The elaboration and editing of the manuals for the national minorities are carried out according to the general provisions and there are no limitations or differences. The procedure is carried out in accordance with the Regulation on the evaluation and selection of textbooks for primary, secondary and high school education. The textbooks for primary, secondary and high school education are selected by competition, which is organized separately by each study discipline by the Ministry of Education. For the contest of elaboration, edition and purchase of the textbooks for primary, secondary and high school education, the textbooks whose term of use expires in the following year, as well as the new textbooks, which have not yet been published, are announced. For the textbooks in use, as a winner of the previous competitions, the Ministry of Education organizes evaluation studies, which assess the vivacity and impact of the textbooks in use. The studies are organized for primary education in year 3, and for secondary and high school education in year 4 of using the textbook. The studies are organized on a representative sample of schools. For each competition and for each school discipline, the Ministry of Education establishes and approves a committee of experts. The National Council for the Approval of Textbooks is the superior court for the approval of textbooks.

There are no problems with providing national minorities with school textbooks

Manuals in Braille are not edited.

Reference:

https://www.legis.md/cautare/getResults?doc_id=90236&lang=ro

If no, please give further information:

d. Is ICT used to improve access to materials for vulnerable groups?

✓ Yes

If yes, please give a description.

The schools are equipped with information technologies. Not always very good, but for the most part they are. The use of ICT in inclusive education is realized from different perspectives: • ICT for solving compensatory problems (tasks); • ICT for solving teaching problems (tasks); • ICT for solving communication problems (tasks). For example, in the case of a child with locomotor problems, ICT means can help him write, and in the case of a child with visual problems, ICT can help him to read (increasing the size of letters / numbers). ICT can serve as a tool for organizing distance learning: these are examples.

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

✓ Yes

If yes, please give a description.

Students and teachers are fully assured from the state budget with: curriculum, guides for curriculum implementation and didactic literature on preparing children for school in early education institutions of all types; curriculum and guides for implementing the curriculum for primary, secondary and high school education in educational institutions of all types; textbooks for primary education in educational institutions of all types; textbooks for children from socially vulnerable families, in a proportion of 10% of the total number of pupils in secondary and high school education, in educational institutions of all types.

It is financed, in part, from the state budget to provide students with textbooks of Bulgarian language and literature, Gagauzian language and literature and Ukrainian language and literature, as a mother tongue textbook for grades V-XII. The financing rate from the state budget will be equal to the difference between the cost of printing and the amount of rent payment estimated for all the years of use of the respective titles of textbooks.

Students in grades V – XII are provided with school textbooks through the Scheme for renting textbooks. The payment for renting the textbooks is established annually by the Special Fund for textbooks, depending on the degree of wear and the cost of each textbook specified for that year and is approved by the Ministry of Education. Rent payment for textbooks Bulgarian language and literature, Gagauz language and literature and Ukrainian language and literature, as a mother tongue textbook for grades V-XII, is set at the level of the textbook payment for Russian language and literature (mother tongue)) for the respective class and year of use.

The alternative textbooks, elaborated on the basis of the National Curriculum, selected on the basis of the competition and recommended by the Ministry of Education, are not compulsory and their acquisition is not financed.

The following categories of children from families receiving social assistance are provided free of charge with school textbooks: a) orphan children; b) children from single-parent families; c) children from disadvantaged families; d) children from families with 3 and more children; e) children under guardianship / guardianship; f) children placed in family-type services; g) children placed in temporary placement centers; h) children from families in which both parents are disabled; i) children from families in which both parents are retirees; j) the children of the asylum seekers, the refugees recognized in the Republic of Moldova, the beneficiaries of humanitarian protection and the persons who were recognized as stateless in the Republic of Moldova, as well as the children from the disadvantaged families in which one of the parents falls in one of the mentioned categories; k) children with disabilities.

Reference:

1.27. Assessment

a. Is there a national/local assessment framework that includes all learners?

✓ Yes

If yes, please give a description.

The continuous evaluation is carried out by formative and summative evaluations by the teachers and, as the case may be, by the management of the educational institution, by the local specialized bodies in the field of education and by the Ministry of Education. The educational institution is autonomous in choosing the forms and strategies for continuous evaluation of the school results, without exceeding the curricular provisions.

The final evaluation of the certification of the educational performance in the general education is performed by the national entity with evaluation and examination functions.

The procedure is reflected in the Regulation on the evaluation and scoring of learning outcomes, promotion and graduation in primary and secondary education, approved by the Ministry of Education, Culture and Research.

In the context of individualization of educational processes, there is the possibility of individualizing the evaluation process at all stages and levels in the context of the individualized educational plan. The regulations provide for the creation of specific conditions to accommodate the environment, the contents, the application of assistive technologies, the allocation of extra time or support from an assistant.

References:

<https://mecc.gov.md/sites/default/files/referentialul.pdf>

https://mecc.gov.md/sites/default/files/ordin_modificare_regulament_evaluare.pdf

https://mecc.gov.md/sites/default/files/ordin_330_din_30_aprilie_2014.pdf

http://aee.edu.md/sites/default/files/ordinul_nr156_din_20032015_instruatiunea_ces_mod.pdf

If no, please give further information:

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

✓ Yes

If yes, please give a description.

In the field of evaluation, the Referential for the evaluation of the specific skills of the students is implemented, which includes: the field of learning; the standard of learning efficiency; specific competence; competence indicator; the expected product; product evaluation criteria; descriptors / notes. The document is approved by the Ministry of Education.

The strategy for evaluating competences, provides the following components: design, application / implementation, verification of results (at process and product level), issue of judgments / recommendations. The tool also makes it possible to establish learning styles, allows the teacher to encourage student activism, guarantees the student the possibility of self-evaluation and mutual evaluation. The evaluation by using the instrumentation builds the student on his own possibilities and forms a real image about his own potential. The benchmark has good potential for student orientation and determination on further training. The benchmark is particularly important for orienting the educational process towards the needs of society / community. At the same time, the Referential facilitates the process of designing the assessment (perspective, by learning units, for each lesson). Product level / rating descriptors ensure that the rating system is more efficient and gives it greater credibility. The evaluation reference is, for the teacher, a reference document for the students' scoring, and the grade becomes more objective, argued, explained, ensuring the access of all students to the assessment process and satisfies the needs of personal development.

The accomplishment for a student of an individualized educational process implies the individualization of the components, including evaluation. This is stipulated in the normative and methodological acts on the subject.

References:

<https://mecc.gov.md/sites/default/files/referentialul.pdf>

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

✓ Yes

If yes, please give a description.

There are two special instructions that provide possibilities for help, extra time, conditions, equipment in the evaluation process. The specific evaluation regulations and procedures are aimed at: elaboration / adaptation of the evaluation tests in accordance with the educational requirements and the objectives stipulated in the IEP; the argued extension of the time for writing works by students with motor or neuromotor disabilities, which may affect the writing ability, or by those with severe visual impairments; editing / printing tests with characters larger than those commonly printed, with larger spaces, with other graphic, chromatic adjustments, etc. for children with visual disabilities; taking the written exam on the computer; to take the written exam instead of the oral one and vice versa; the transmission, by dictation, of the information from the evaluation tests to the students with learning

difficulties and problems; the allocation, according to the necessity, of a separate room for the examination or the examination at the student's home; the application / use of additional written instructions for students with hearing disabilities; ensuring, as the case may be, the possibility of communication through the use of the Braille system for the visually impaired students, of the mimic-gestural language for the students with hearing disabilities (including the possibility of providing an authorized interpreter).

https://mecc.gov.md/sites/default/files/reglementari_si_proceduri_specifice_0.pdf

Specific regulations and procedures regarding the final evaluation and certification of students with special educational requirements included in the general compulsory education institutions

http://aee.edu.md/sites/default/files/ordinul_nr156_din_20032015_instruatiunea_ces_mod.pdf

Instruction on specific examination procedures of students with special educational requirements

If no, please give further information:

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

✓ Yes

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

In the Republic of Moldova, the identification of problems in the child's development and his special education needs, is done by specialized bodies / structures at local / institutional, regional and national level. The responsibilities and attributions of each level are described in the Methodology for assessing the child's development, approved by the Order of the Ministry of Education no.99 of 26.02.2015

https://mecc.gov.md/sites/default/files/ordin_me_nr_99_26_02_2015.pdf

depending on the levels at which the objectives are achieved and achieved, the evaluation of the child's development can be initial, complex and specific. The initial evaluation is carried out within the institution of education by the Multidisciplinary Team. In order to carry out a comprehensive, quantitative and qualitative evaluation, the Psycho-pedagogical Assistance Service performs the complex evaluation of the child's development. The specific evaluation is made when the child's complex evaluation determines certain developmental difficulties in a specific field and specific investigations are required, with the application of standardized tools, observations of the child's

As a result of the complex evaluation, the Psycho-pedagogical Assistance Service elaborates a Report that contains conclusions. identification / non-identification of the special educational requirements, the reevaluation period and the support services.

All types of evaluation are oriented towards establishing the positive aspects of the child's development, as a starting point in the activity of empowerment / rehabilitation and of determining the abilities and immediate availability for development.

If no, please give further information:

e. Is ICT used in the assessment of vulnerable groups?

✓ **No**

If yes, please give a description.

If no, please give further information:

The Moldova Education Reform Project (MERP) supports the Government of Moldova's reform program by financing activities that will strengthen the quality of education and lead to a more efficient education sector. MERP is a World Bank-financed Project, to be implemented between April 2013 and April 2022. The Additional Financing is provided to the Republic of Moldova in support of Moldova Education Reform Project. Specifically, the AF would allow the Ministry of Education, Culture and Research (MoECR) to expand the coverage and depth of selected activities already initiated under MERP, such as providing equipment and learning materials to equip 100 school resource centres for students with special educational needs and/or disabilities. Currently the procurement procedure is being implemented.

References:

https://mecc.gov.md/sites/default/files/progress_report_on_merp_activity_for_2019_year_eng_version.pdf

1.28. Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

- Evaluation of inclusive education models in the Republic of Moldova: Summary study. Liudmila Malcoci, Angela Cara. 2017. The research carried out the evaluation of the inclusive education models implemented in the pilot schools in order to identify the positive practices, the lessons learned and the challenges for developing the policies in the field of education based on evidence. Models of development of inclusive education, developed by NGOs with experience in the field (Keystone Human Services International Moldova Association, CC F

Moldova, AO "Lumos", AO "Woman and Child - Protection and Support", NGO "Hope"), and approved by the Ministry of Education. The study also included the process of teaching - learning evaluation in pilot schools. It was found that all applied models contributed to educational and social inclusion of children / students with disabilities. At the same time, it is obvious that children with and without disabilities could benefit more, due to the implementation of inclusive practices, if the development of the school in general and technologies educational materials used in the classroom in particular, will respect the principle of child centeredness and will be adapted to the needs of each student. This fact calls for the extension of the scope and objectives of the development models of inclusive education, broadening target groups and developing and applying intervention methodologies based on individualization and differentiation of the educational process.

https://childhub.org/ro/system/tdf/library/attachments/studiu_ccfm_eng_web1.pdf?file=1&type=node&id=12166

- Joint evaluation of the implementation of the Programme for development of inclusive education 2011 - 2020, including application of child-friendly school's standards, UNICEF, 2019 . This Evaluation Report was conducted between May and October 2019 in the Republic of Moldova, at the initiative of UNICEF and in close collaboration with the Moldavian Ministry of Education, Culture and Research. The objective of the evaluation is to have a measurement of the results achieved, determine the bottlenecks and barriers and identify best ways for further promotion of the child rightsto education in the context of broad education sector reform.inclusive educationThis section - Effectiveness - key findings - will present The completeness of the methodological and pedagogical framework for the inclusion of all children

<https://www.unicef.org/moldova/en/reports/joint-evaluation-implementation-programme-development-inclusive-education-20112020>

1.29.Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

Challenges

There are insufficient support services provided to children with disabilities in the process of inclusion in the school. There is also a lack of practical mechanisms for inclusion of children with severe and sensorial disabilities in general education institutions and mechanisms for monitoring and evaluating the quality of education.

Opportunities.

Create a positive environment for studying, so as to ensure the self-esteem and self-confidence of all the students, including those with SEN, the active involvement of all the students in the organization of the study process, freedom of expression for all the students, cooperation and mutual support between children, the necessary support for every child depending on their educational needs.

Develop and provide quality educational support services, especially teaching assistants and specialized services of psychological, logopedic, psycho-pedagogical assistance etc., depending on the students' needs; involving more actively parents of typical children and of disabled children in the process of evaluating educational needs, developing and implementing IEPs, organizing extracurricular activities with the students, developing work plans and budgets for inclusive education etc.

Elaboration of methodological supports for organizing the inclusive educational process (recommendations regarding curricular adaptations and modifications, inclusive teaching technologies, models for designing support activities, adapting teaching materials, etc.).

Developing and experimenting / piloting the models of inclusion of children with ESC in the categories less addressed by current practices: children with sensory deficiencies and severe disabilities.

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

1.30. Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

| Type of staff | Number | Required education | Comment |
|---|--|--|--|
| Mainstream schools | | | |
| Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists) | 23 957 (statistica.gov.md) According to the data of the Republican Center for Psycho-pedagogical Assistance in general education in 2018, there were employed: 1077 support teachers; 492 psychologists, 151 speech therapists and 40 psychopedagogues | Higher education or postsecondary vocational education | https://statistica.gov.md/public/files/publicatii_electronice/Educatia/Educatie_2019.pdf Official statistical data referring to teachers in education does not specify narrow specialties. According to the Education Code, psychologists, pedagogues, support teachers, social pedagogues, speech and other types of therapists are teachers. Statistics refer to teachers in general only. |
| Teacher Assistants (specify role and add rows as required) | N/A | | There is no such staff |
| Special schools | | | |
| Teachers | 256 | Higher education or | https://statistica.gov.md/public/files/publicatii_electronice/Educatia/Educatie_2019.pdf |

| | | | |
|---|--|--|------------------------|
| | | postsecondary vocational education | |
| Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists) | M Official statistical data referring to teachers in special education does not specify narrow specialties. According to the Education Code, psychologists, pedagogues, social pedagogues, speech and other types of therapists are teachers. Statistics refer to teachers in general only. | Higher education or postsecondary vocational education | |
| Teacher Assistants (specify role and add rows as required) | N/A | | There is no such staff |

1.31. Please indicate if education/training on inclusion in education is available for the following groups of professionals.

| Type of staff | Yes | No | No information | If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content |
|------------------------------------|-----|----|----------------|--|
| Head teachers/ School directors | yes | | | It is the mode of continuous training, which can be a separate course or subjects in a general course. At the moment they are optional as a separate subject. But general modules necessarily contain topics about inclusive education. The courses are organized in Universities or Entities of continuous training. Contains topics about: basic concepts: management - educational management - management of inclusive education; management levels in inclusive education. Institutions / |

| | | | |
|--|--|--|---|
| | | | <p>structures / services with attributions and responsibilities in the implementation of inclusive education; the management of the general education institution from the perspective of inclusive education; inclusive education services at the institutional level; class management in an inclusive context, etc.</p> <p>In order to coordinate vocational training, the Ministry of Education, Culture and Research approves annually Recommendations on professional development through continuous training for teachers and managers. Recommendations can be viewed here</p> <p>https://mecc.gov.md/sites/default/files/ordin_recomandari_fpc_2020.pdf</p> <p>Thus, starting in 2020, the Ministry recommends a duration that will not exceed 300 hours / 10 credits per course session for the continuous training of the teaching and management staff. Teachers / managers identify their own training needs. The training needs of the teacher / school manager will be coordinated with the employer, so that a training program of 600 hours / 20 credits will be carried out by the teacher / manager during a calendar year. It is also recommended continuous training that will allow the accumulation of professional credits needed during 3 years of activity.</p> <p>The offers available for each year for free, as well as the activity plans of the continuous training providers for teachers / managers can be viewed on the Ministry's website. For 2020 they can be seen here</p> <p>https://mecc.gov.md/sites/default/files/oferta_educationala_2020.pdf</p> <p>For example, according to the mentioned document, the continuous training in the field of educational management can be accessed at the "Alecu Russo" State University of Balti - http://formare.usarb.md/cursuri/, Moldova State University - http: / /usm.md/wp-content/uploads/Offer-programs-forming-continued-for-20-20.pdf, "Ion Creangă" State University of Chisinau - https://formare.upsc.md/wp-content/uploads/2020/04/cfc_plan_formare_2020_5.pdf and others.</p> <p>It should be mentioned that the Continuing Education of Adults in the Republic of Moldova is regulated by the following normative acts:</p> |
|--|--|--|---|

| | | | |
|--|--|--|--|
| | | | <p>Constitution of the Republic of Moldova, adopted on 29.07.1994, article 35 - Right to education.</p> <p>The Education Code of the Republic of Moldova Nr. 152 of 17.07.2014, Title VII - Lifelong learning.</p> <p>Decision of the Government of the Republic of Moldova No.1224 from 09.11.2004 on the organization of continuous professional training.</p> <p>Government Decision of the Republic of Moldova Nr. 191 of 22.04.2015 regarding the National Agency for Quality Assurance in Vocational Education</p> <p>Government Decision of the Republic of Moldova Nr. 616 of 18.05.2016 for the approval of the Methodology of external quality evaluation in order to authorize the provisional operation and the accreditation of the study programs and of the institutions of professional technical education, higher education and continuous training.</p> <p>Thus, each provider of lifelong learning services, elaborates institutional programs of continuous training that are accredited. The programs are elaborated by institutions according to the Methodology of continuous elaboration of the teaching staff</p> <p>https://mecc.gov.md/sites/default/files/metodologia_de_elaborare_a_programelor_de_formare_profesionala_continua_a_cadrelor_didactice.pdf</p> <p>For example, the continuous training program offered by the "Ion Creangă" State University of Chisinau https://formare.upsc.md/wp-content/uploads/2019/04/fc_mig_me_19_20cr.pdf</p> <p>provides:</p> <p>Module A - Authentic educational management. Themes: Authentic education and educational management from the perspective of a democratic society based on knowledge and computerization. Contemporary concepts regarding personality and models of psychopedagogical study. Management paradigms. The paradigm of educational management from a democratic perspective and European integration. Leadership theories and methods. Leadership development.</p> |
|--|--|--|--|

| | | | |
|--|--|--|---|
| | | | <p>Educational marketing. Project management in education. The "school-community" partnership</p> <p>Module B - Curriculum management. Topics: Theory and curriculum management. The curriculum at the school's decision. Management of change and innovation in education. Competence-focused teaching. Strategies for intervention and implementation of the curriculum. Management of the competency-focused education process. Monitoring the evaluation of skills training / development. Learning in the virtual environment, integrating ICT in the educational process.</p> <p>Module C - Competence based human resources management. Topics: Specificity of human resources management in education. Competence based management. Continuous training management. Performance management. Career management. Standards of competences, characteristics and characteristics of the performance manager. Evaluation of management cadres and attestation to management degrees</p> <p>Module D. Quality management. Themes: Educational marketing. Quality management in the educational unit. ISO, EFQM models. The quality management system in the school and the implementation strategy. Monitoring - evaluation of the quality of education in the school. Criteria and indicators of the quality of education. Internal and external institutional evaluation.</p> <p>Module E. Management of financial and material resources. Themes: Resource management</p> <p>There may also be topics in the field of inclusive education: basic concepts: management - educational management - management of inclusive education; management levels in inclusive education. Institutions / structures / services with attributions and responsibilities in the implementation of inclusive education; the management of the general education institution from the perspective of inclusive education; inclusive education services at the institutional level; class management in an inclusive context, etc.</p> |
|--|--|--|---|

| | | | | |
|--------------------|-----|--|--|--|
| Teachers | yes | | | <p><i>NB: For pre-service education, please cross reference your answer to question 5.4 as necessary</i></p> <p>The pre-service education of the teachers is described in point 5.4.</p> <p>Inclusive Education course, as a state standard for pre-service education of the teaching staff, has been implemented since 1 September 2012, according to the Order of the Ministry of Education No 125 of 7 March 2012. The curriculum for the module and the course support were approved by order of the Ministry of Education.</p> <p>Based on the rules and regulations of the Ministry of Education, during 2012-2016, almost 11,800 students were trained in inclusive education</p> <p>The IE course implementation was assessed on the basis of the Ministry of Education Order No 141 of 4 April 2016.</p> <p>https://mecc.gov.md/sites/default/files/ie_course_summary.pdf</p> <p>Teachers also benefit from in-service education in the field of inclusive education. The procedures are those described in the Head teachers/School directors compartment.</p> <p>The training on inclusion in education are organized in Universities or Entities of in-service education. The topics addressed in the trainings are the following: levels of management in inclusive education; institutions / structures / services with attributions and responsibilities in the implementation of inclusive education; inclusive education services at the institutional level; management of the class in an inclusive context, particularities of the development of children with ESC, planning and organizing the educational process from an inclusive perspective; adaptations and modifications in the process of educational inclusion of children with special educational needs and / or disabilities, etc.</p> |
| Teacher Assistants | N/A | | | |
| Professional Staff | yes | | | <p>There is also the possibility of training in in-service education. They are compulsory for support teachers. At the same time, in-service education</p> |

| | | | | |
|------------------|-----|--|--|---|
| | | | | <p>for other categories of specialists contains mandatory modules on inclusive education. The courses are organized in Universities or Entities of in-service education. Contains topics about: levels of management in inclusive education; institutions / structures / services with attributions and responsibilities in the implementation of inclusive education; inclusive education services at the institutional level; particularities of developing children with ESC, planning and organizing the educational process from an inclusive perspective; teaching strategies for assisting children with CES; specific individual and group interventions, etc.</p> <p>https://formare.upsc.md/wp-content/uploads/2019/03/fc_mig_logoped_15_20cr.pdf</p> |
| Inspectors | yes | | | Training in various projects with specific topics |
| Teacher Trainers | yes | | | <p>There is a Curriculum for the in-service education on inclusive education of teachers trainers. The document was approved by: Order of the Ministry of Education, Culture and Research no. 880 of 12.06.2018. The curriculum provides for the completion of a training program of 50 theoretical hours and 100 practical hours.</p> <p>https://mecc.gov.md/sites/default/files/curriculum_programul_de_formare_continua_-final.pdf</p> <p>Exist course supports. An example: Inclusive education: Course unit / Balan Vera, Bortă Liliana, Botnari Valentina. 2017. This Course Unit has been developed in accordance with the Order of the Ministry of Education no. 108 from 02.03.2017</p> <p>https://mecc.gov.md/sites/default/files/educatie_incluziva_final.pdf</p> |

a. If you answered no to any of the above, please provide further information:

1.32. Is education and training of teachers aligned with national policy goals on inclusive education?

✓ Yes

If yes, please give a description.

The curriculum for initial training, but continuous training, but also the guides were developed under the guidance of the Ministry of Education. In 2016, an assessment of the implementation of an Inclusive Education course in universities was conducted. As a result of this analysis of IE course implementation in pre-service education of teachers at the university level, a set of recommendations were identified, as well as directions of immediate action and perspective directions for all stakeholders: the Ministry of Education, the HEIs, university lecturers, NGOs active in IE. The summary of the evaluation can be seen here

https://mecc.gov.md/sites/default/files/ie_course_summary.pdf

1.33. With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

The obtaining of the higher studies, including in the field of education sciences, is structured on three cycles: a) cycle I - upper degree studies (ISCED level 6); b) cycle II - master's degree studies (level 7 ISCED); c) cycle III - higher doctoral studies (level 8 ISCED).

Vocational training in higher education institutions is carried out through appropriate study programs. Higher education programs include educational and research activities that provide training in an advanced academic or professional field. The organization of the higher education programs is within the competence of the higher education institutions. The undergraduate and master's degree studies are organized in the following forms of education: a) with frequency; b) with reduced frequency;

c) at a distance. Higher education institutions have the status of university autonomy.

University autonomy consists in the right of the university community to organize and self-manage, to exercise academic freedoms without any ideological, political or religious interference, to assume a set of competences and obligations in accordance with the national policies and strategies of the development of higher education. This also refers to the development of curricula and analytical programs in accordance with state educational standards. Higher education is regulated by the Nomenclature of vocational training fields and specialties.

The nomenclature of vocational training fields and specialties is part of the state educational standards and determines the areas and specialties based on which vocational training is carried out in higher education and is approved by the Government, at the proposal of the Ministry of Education, Culture and Research. Higher education institutions are subject to external quality assessment every 5 years, based on the methodology and criteria developed by the National Agency for Quality Assurance in Education and Research. Admission to higher education is organized only for accredited or provisionally authorized study programs, according to the law. The admission plan in higher education financed from the state budget is approved by the Government. In the higher education system the European Transferable Credit System (ECTS) is applied. Transferable study credits measure the amount of work required by the student in an academic course / discipline over a unit of time to reach the minimum level of

the programmed learning objectives and purposes and are allocated as follows: a) for an academic semester - 30 of transferable study credits; b) for one academic year - 60 credits of transferable studies.

Admission to the higher degree studies is organized on a competition basis by the higher education institution to the accredited or provisionally authorized study programs. According to the Bologna process, the undergraduate studies correspond to a number of 180-240 credits of transferable studies, each with 30 credits for each semester. Duration of the higher education degree and the corresponding number of transferable study credits assigned to a vocational training program (field, specialty). The undergraduate studies are completed with the passing of the examination and / or the thesis / project of the license and with the issuing of the diploma of higher studies of the degree.

Admission to the master's higher studies is organized on a competition basis by the higher education institution accredited to the accredited or provisionally authorized study programs. According to the Bologna process, the master's degree studies correspond to a number of 90-120 credits of transferable studies, each with 30 credits for each semester. In cycle I and cycle II of higher studies must be accumulated at least 300 credits of transferable studies. The master's degree studies are completed with the public support of the master's thesis / project and with the issuing of the master's degree diploma. Master's theses / projects are published on the official web page of the higher education institution.

Higher education is organized and carried out based on content standards, competency standards, national reference standards and accreditation standards.

The National Qualifications Framework in higher education includes: a) description of vocational training fields; b) description of qualifications and occupations; c) study purposes and competencies (level descriptors for higher education cycles); d) the volume of work required for each cycle of studies, expressed in transferable study credits; e) the methods of learning, teaching and evaluation; f) quality assurance procedures in higher education. The National Qualifications Framework in higher education is elaborated for each cycle of studies and field of vocational training, in accordance with the European Qualifications Framework and the necessary qualifications on the national and European labor market. The curriculum in the higher education institutions is elaborated according to the provisions of the National Qualifications Framework, for each cycle of studies and field, and is approved by the institution's senate.

<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=372759>

The curricula are elaborated by universities, based on a Framework Plan, proposed by the Ministry of Education, for the degree programs, they contain basic, general, specialized and socio-human units / courses grouped into categories of disciplines (compulsory, optional, in the free choice), in the proportion established as optimal for the training of the knowledge, skills and competences necessary to obtain the qualification. Course units / fundamental and specialized modules constitute at least 65% of the total number of credits assigned to the study program. The training component of general skills and competences is mandatory and will include: a) a foreign language course of international circulation with application in the field of vocational training b) a course of information communication

technologies, c) a Romanian language communication course for students from allolingual groups, including Communication Techniques, etc. d) a course separate from Ethics and professional culture or inclusion of topics related to professional ethics and culture in the contents of the course units / specialized modules; e) an Educational Management course for students in the field of Education Sciences.

https://mecc.gov.md/sites/default/files/ordin_8.pdf

This is the general way of initial teacher education programmes. There are several Universities that offer teacher training.

For example: in cycle 1 - high school, the field - education sciences, specialty - pedagogy in primary education and pre-school pedagogy

The curriculum includes the compulsory modules:

Year I - History of Pedagogy, Ethnopedagogy (5 ECTS), Initiation in Pedagogical Career (4 ECTS), Basics of Elementary Mathematics I (3 ECTS), Health Education (4 ECTS), Foreign Language I (4 ECTS), Childcare and child hygiene (5 ECTS), pedagogy / pedagogy (5 ECTS), General Didactics, educational standards (6 ECTS), parental education (2 ECTS), Information and communication technologies (4 ECTS), Foreign language II (4 ECTS), practical course in Romanian language (5 ECTS), preschool pedagogy (4 ECTS), psychology, introductory practice in psychology (4 ECTS).

Year II - the psychology of the ages, the psychology of the family relations (5 ECTS), the Romanian language (3 ECTS), the familiarization of the preschoolers with the environment, the ecological education (6 ECTS), the technological education (practical course), the didactics of the technological education (5 ECTS), Philosophy and the history of science (4 ECTS), the pedagogy of emotional culture (4 ECTS), the education of the rights of the child (3 ECTS), the bases of the elementary mathematics course II (2 ECTS), the ethics and the professional culture (2 ECTS), the management of the theatrical activities, the skills pedagogical arts (6 ECTS), plastic education, plastic education didactics (5 ECTS), formation of mathematical concepts for preschoolers, fun mathematics (6 ECTS).

Year III - pedagogical research (5 ECTS), evaluation in education (5 ECTS), didactics of the Romanian language (5 ECTS), didactics of music education (3 ECTS), didactics of history (ECTS), speech development in preschoolers (5 ECTS), history Romanians (4 ECTS), modern educational technologies (5 ECTS), educational design, integrated activity (6 ECTS), mathematics teaching (5 ECTS), science teaching (5 ECTS), children's literature (3 ECTS), physical education didactics (4 ECTS).

Year IV - career development (3 ECTS), entrepreneurship education of young students (4 ECTS), Educational assistance of children with ESC, educational support services for students with ESC (4 ECTS), artistic-plastic development of preschoolers (4 ECTS), didactics of moral-spiritual education (2 ECTS), didactics of physical education in pre-school education (3 ECTS), art-pedagogy (3 ECTS), Bachelor thesis (documentation, investigation, research, writing and public support) (6 ECTS).

http://planstudii.usarb.md/?sp=37&ciclul=1&fbclid=IwAR3KTtscm0i30wHHa3H3LViZ3mVbttrd_8BJqw5CaUfEVDYkqJagjcPKamM

For example: cycle 2 - master's degree, field - education sciences, specialty - inclusive education management

The curriculum includes the compulsory modules:

Year 1 - research methodology and ethics (5 ECTS), educational management (4 ECTS), inclusive teaching technologies (6 ECTS), new information technologies in the field (5 ECTS), inclusive education (5 ECTS), psychopathology, children's psychological assistance with SEN (5 ECTS), communication management (4 ECTS), assessment of child development (5 ECTS), inclusive school development (6 ECTS), family and child psycho-counseling with disabilities (5 ECTS).

Year 2 - elaboration and support of the master's thesis (30 ECTS).

http://planstudii.usarb.md/?sp=37&ciclul=1&fbclid=IwAR3KTtscm0i30wHHa3H3LViZ3mVbttrd_8BJqw5CaUfEVDYkqJagjcPKamM

1.34. Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

- Assessment of the implementation of Inclusive Education course in universities. The IE course implementation was assessed according to the Activity Plan of Development and Promotion of Inclusive Education Project (Specific Objective 4. Ensure quality education of the teaching staff in inclusive education), implemented by AO "Lumos Foundation Moldova" in partnership with the Ministry of Education, on the basis of the Ministry of Education Order No 141 of 4 April 2016. As a result of this analysis of IE course implementation in pre-service education of teachers at the university level, a set of recommendations were identified, as well as directions of immediate action and perspective directions for all stakeholders: the Ministry of Education, the HEIs, university lecturers, NGOs active in IE.

https://mecc.gov.md/sites/default/files/ie_course_summary.pdf

- Analysis of the situation regarding the continuous training of the teachers in the field of child centering and inclusive education. 2016. Dear Angela. Study developed within the project "Promoting inclusive education in the Republic of Moldova", funded by UNICEF. The purpose of this report is to analyze the situation in the continuous professional training of teachers in the field of child-centered and inclusive education, to elaborate recommendations regarding the updating of educational plans from the perspective of child-centered and inclusive education.

The report analyzes the following aspects: • Analysis of the teacher training system from the perspective of child-centered and inclusive education; • Analysis of the programs of continuous professional training of the teachers in the field of child centering and inclusive education; • The role of NGOs in strengthening human resources capacities in the field of inclusive education.

The report concludes with findings and recommendations regarding the updating of the programs of continuous professional training of the teachers from the perspective of the child-centered and inclusive education.

- The processive development of continuous training for teachers (from pre-university education), teaching science PhD thesis, Chișinău, 2018, Nagnibeda-Tverdohle Tatiana.

Starting from the idea of processuality, which gives coherence and finality to training, becoming a causal mediator of the results obtained and which essentially contributes to the success of the training, the essential element in the development process is the one educational marketing. Based on the specificity of educational marketing, the necessity of approaching the internal marketing, which presupposes a continuous training practice aiming at the maximum efficiency of the circuit of ideas to formable by its own involvement, has been argued, this phenomenon being an innovative approach in the present research. Important scientific problem solved results in conceptualizing the concept of internal marketing training as a factor in the development process of continuous training for teachers, which help to clarify the role of each teacher in his/her own training so as to direct the process. Theoretical significance is to formulate trends and targets in continuous trainings by synthesizing the European principles, review ongoing training of postmodern perspective as a long-term process, perception of continuous education at three levels of reference (functional, structural, operational) , completing the moods of teacher's training, highlighting interrelations continuing education, specifying factors keeping teachers in actuality, rethinking of continuous learning in pre-university education and reviewing the principles of connecting to cognitive motivation of teachers.

http://www.cnaa.md/files/theses/2018/54131/tatiana_tverdohleb_thesis.pdf

- How do we increase the attractiveness of the teaching profession? Policy summary. 2018. Author: Petru Negură. This study highlights the key elements of a vicious circle of limited educational performance and low attractiveness of the pedagogical career in front of young people in the Republic of Moldova. In the vision of this study and other analyzes, this vicious circle consists of the following components: 1) a poor correlation of the places of study by budgetary financing in the colleges and universities to the pedagogical specialties with the required number and qualification of the jobs in the education system; 2) the normative contradiction and the insufficiency of the legal levers of influence on the students who signed the scholarship contract in order to respect the commitment assumed by employment in the education system according to the provisions of the contract; 3) the low requirement for candidates for employment in the position of teacher in certain educational institutions; 4) low control over the quality and accessibility of continuous training courses for teachers; 5) the low attractiveness of the pedagogical specialty and profession among young people with pedagogical skills. Once resolved through a strategic and comprehensive approach, these challenges could become opportunities

for transforming studies and teaching profession into a virtuous circle of a quality education, which would provide as many teachers with models of moral probity and intellectual excellence. Based on the findings outlined in this study and the recommendations made in various other studies, analyzes and policy initiatives consulted.

https://www.soros.md/files/publications/documents/Negura_PB_26.11.2018.pdf

- Extending access to quality education: ambitious but difficult to reach goals: Studying educational policies. 2016. Anatol Gremalschi. The purpose of this study is to identify the causes of the delays that are still encountered in the modernization of general education and to elaborate recommendations that would contribute to accelerating education reforms. Reconceptualization of the national curriculum should be done through the integration of the school disciplines, and that of the pedagogical education by orienting it towards the training of specialists, capable of teaching the future integrated and / or related school disciplines, provided that the latter are from one and the same curricular area. Professionalizing managerial activities is unthinkable without the inclusion in the normative-legal acts in force regulating the hiring and promotion of the management personnel of some explicit requirements regarding the profile and the qualification level of the candidates who participate in the competitions in question. These acts should ensure open competition, based on objective criteria, to encourage the mobility of senior management, especially from educational institutions that demonstrate performance to those whose performance management should be strengthened. The implementation of the reforms in education requires not so much the allocation of additional material and financial resources, but a modernization of the concepts of organization and functioning of the general Moldovan education. Its orientation towards the full volume of the capabilities of each child, the institutionalization of the mechanisms of participation of direct beneficiaries of education in the management of educational institutions, extension and consolidation of school communities, providing real autonomy and increasing public accountability of educational institutions, professionalizing educational commitment, etc. are guidelines that have already proven their effectiveness in many countries with a historical track record similar to that of the Republic of Moldova.

1.35. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and sup

1) Inclusive education in the Republic of Moldova can be implemented only if there is a comprehensive concept in the educational field focused on the international principles that constitute the basis of the global inclusive practices that resides in the respect of human rights principles: universality and inalienability, unity, interdependence and inter-correlation, equality and non-discrimination, participation and inclusion, responsibility and respect for the

letter of the law. Thus being perceived, the system of inclusive education in the Republic of Moldova must be based on the responsibility assumed of all the decision-makers towards ALL students, having a set of directives to be applied in the general education system. Approaching the school for all is a vital need for the educational system in the Republic of Moldova.

Recommendations:

A unitary vision is required regarding the roles of education, of the school in general, regarding the universal values with which the educational system must operate in such a way that it presupposes the access of each student, not only those with high abilities or appreciated qualities. from a social point of view. The professional training of teachers in the field of inclusive education should be focused on the concept of Education for ALL:

- To be based on the principle that education is for ALL children, with the aim of exploiting the learning potential of each child, as opposed to a set of cognitive abilities.
- To request the revision of the Curriculum to ensure a cross curricular approach, versus an approach that focuses on the progress of some students and the failure of others.
- To ensure the active participation of each child in his / her own training route, active involvement in the culture and management of the system, versus focusing on the experience hierarchy.
- To offer an individualized and differentiated approach for each student, starting from the belief that all students can be successful, leveraging the strengths of each child, but also a common Curriculum, versus an approach based on supposed needs.
- Training of teachers from the general system based on the competences necessary to meet the needs of each child, for teamwork; versus the hierarchical set of professional roles that are neither specialized, nor focused on collaboration

2) Approaching a quality education for all, it is necessary to do in the team activity, together with the directors, teachers, SAP specialists, but also with the educational policy makers. That is why a training program for inclusive education should address all categories of professionals involved in the didactic activity. Moreover, it is beneficial to include in the same program teachers from different education levels (primary, secondary, high school), managers and teachers who play supporting roles in school (speech therapists, psychologists, support teachers, etc.). . The diversity of the participants is in itself a good lesson and helps with discussions and clarifications.

Recommendations:

- Elaboration, approval, implementation of standardized modules of continuous training in the field of inclusive education, for different categories of specialists.

- Establishing and applying the mechanisms for authorizing, evaluating and accrediting the programs and the capacity of the providers of continuous training programs in the field of inclusive education, in order to ensure the quality of the training.
- Extend the cooperation between the initial training institutions, the continuous training institutions of the teachers, the NGOs with experience in the field, schools and kindergartens.
- Elaboration of the normative framework for the regulation of these activities and the clear delimitation of the competences and responsibilities of the initial training institutions, schools and pre-school institutions in the field of implementing inclusive education.

3) The complexity of the tasks that the teacher exercises daily impose a very good knowledge by him of the elements pertaining to his specialty, but also to the novelties in related fields. In order to achieve the objectives of quality education, it is necessary that the system of continuous training of teachers should include programs, intended for teachers, that address in complexity the problem of inclusive education. Currently, continuous training in the field of inclusive education does not provide sufficient practical methodological support in developing the skills needed for the teacher to work in a team and to provide individualized support to each student.

Recommendations:

- Replacing the Inclusive Education Module with content units on the respective topic, included in all (most) of the disciplines that constitute the teacher training program. - Allocation of a greater volume of credits / hours in the training programs in the field of inclusive education of the teachers who are employed in the pre-primary education institutions and at the level of the primary education (early intervention is decisive!).
- Promoting mechanisms to encourage lifelong learning in the field of inclusive education by all general education institutions.
- Organization of experience exchanges, study visits for teachers.
- Organization of training in the workplace of teachers in the field of inclusive education.
- Diversification of the forms of organization of the activities of continuous professional training, with a predominant focus on practical, interactive activities.

4) A special role in the implementation of inclusive education is the familiarization of the teachers with the child-centered methodologies, in order to be able and able to teach in different environments and to adequately achieve differentiated teaching, as well as to capitalize on the needs and strengths of the children. Teachers must have the necessary competencies to ensure an environment including in the classroom, based on rights and the ethos of school inclusion. At the same time, we mention that the active participants of an inclusive system can only be if they benefit from appropriate working conditions.

The concept of inclusive education demands the redefinition of the areas of competence, which reflects the profile of the inclusive teacher, as follows: - It offers students a space for manifesting and affirming the values of diversity; - Provides support to all students; - Cooperates / collaborates with others (with other specialists). Team work.

Recommendations:

1. For the continuation of the programs of continuous training, the teaching staff of the general education will train the following competences necessary for the maximum development of the potential of each individual:
 - Training the skills regarding the planning and design of a student-centered teaching-learning-evaluation process, in order to ensure the efficiency and create the opportunities for involvement and development for each child.
 - Training the competences regarding the differentiated and individualized approach of the needs of the children in order to ensure the educational inclusion of all the children in the class / group.
 - Training of competences regarding the efficient collaboration between the teachers and the supporting teachers.
 - Training the competences regarding the evaluation of the child in a team, with the active participation and the responsibility of all the specialists involved: psychologist, psycho-pedagogue, speech therapist, kinetherapist, etc. Parents and other family members are central partners in the evaluation of their child.
 - Formation of competences for ensuring collaboration and respect relations with family and community, developing effective partnerships in support of achieving a quality educational process.
 - Training of competences regarding the management of his / her own professional development, focused on real needs, in order to ensure his professional performance.
2. Inclusion in the programs of continuous training of the following topics:
 - the rights of all children to education and individual and social fulfillment; the ecological vision on education;
 - non-categorical approach to learning difficulties;
 - the positive, humanistic view of the educational process;
 - inclusive strategies of teaching-learning;
 - working in a team of teachers;
 - partnership relations at the level of the educational institution but also with the family and the community institutions;
 - diversity pedagogy;
 - valuing the forms of support in the classroom, outside it and outside the school, etc.

Thus it becomes a necessity, at this moment, the proposal that, in the initial training of all teachers, be a module of the inclusive approach on education

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

1.36. Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

Ensuring access to education is also embodied in Article 9 of the Education Code, which provides that the citizens of the Republic of Moldova have equal rights of access to initial and continuous education and training through the national education system. Article 33 of the Education Code provides that special education institutions, general education institutions and public authorities responsible for ensuring environmental conditions and providing educational services according to the individual needs of children and students with special educational requirements.

The pedagogical meaning of inclusive education is that it provides for change and adaptation, to respond to the diversity of children and the needs arising from it, to provide quality education to all in integrated contexts and shared learning environments.

Recent sociological studies with reference to ensuring the access of children with disabilities / ces to the community schools have revealed that the majority of the educators / managers questioned (90%) claim that in their community the registration of all children at any stage of schooling, regardless of age, sex is ensured. , degree of disability, nationality, social status. Over 80% of the respondents mentioned that in their community all measures are taken to enroll and participate in the educational process of all children, including those with ESC; that educators are well aware of the living conditions of all children, including those with CES and that their frequency is constantly monitored.

However, there is sufficient reluctance towards children with severe disabilities, especially intellectual disabilities, behavioral problems, autism spectrum disorders, severe sensory disorders

1.37. Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

✓ Yes

If yes, please give a description and provide any data/evidence that is available

In general, such cases are rarer. It can happen in the situation when there is only one school in the community.

If no, please give further information:

1.38. Please give details on the main admissions criteria for schools.

In the first class, all the children from the corresponding school district are compulsorily enrolled, without any proof of competition. The schooling of children who did not reach the age of 7 towards the beginning of the school year is decided on the basis of the request of parents or other legal representatives, depending on the degree of psychosomatic maturity, confirmed by specialists. The secondary education includes classes V-IX and is organized as a frequency education. For people with learning difficulties caused by disabilities, secondary education can be organized as distance learning, home education, individual study. Enrollment in the gymnasium is compulsory, without competition exams, for the students of the corresponding school district. In classes with a profile of arts and sports, enrollment may take place based on evidence of specific skills of the profile.

a. Highlight any issues with the national policies.

There are no impediments to policies or normative acts. Problems arise when applying them.

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

Schools have no right to apply criteria other than those mentioned above. But nonetheless, illegal penalties can be imposed that would create impediments (especially in the city, when there are more educational options).

1.39. Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

✓ Yes

If yes, please give a description.

The national normative acts regulate aspects such as: the individualized educational plan, the curricular adaptations, the final evaluation and the certification of the students with special educational requirements included in the compulsory general education. The general curriculum is adapted by teachers for children with disabilities, included in the general education. Children with physical and sensory impairments, who do not have intellectual disabilities, follow the general curriculum and an individualized educational plan, developed for each child.

Although efforts have been made to make schools accessible to children, significant improvements are still needed in this area. Thus, some of them require major repairs (roof, window, door, floor, facade, hall repair) or current repairs. Most schools are not accessible for people with disabilities, because they do not have ramps, the narrow entrance door, the hall is not adapted for people with disabilities, etc. There are no adjustable boards in several schools. Very few schools have the equipment to carry out specific therapies for children with disabilities. The situation is much better in terms of access to the internet, telephone, fax, scanner, copier.

b. counselling and mentoring possibilities

✓ Yes

If yes, please give a description.

There is a normative framework for the development of counseling and guidance services (psychologist, psychopedagogue, speech therapist), but these are characterized by a limited number of specialists who are not necessarily present in every school where there is a child with special educational requirements. The problem is difficult in rural areas where such a specialist is difficult to find.

c. input from specialist teachers/therapists

✓ Yes

If yes, please give a description.

There is a normative framework for the development of counseling and guidance services (psychologist, psychopedagogue, speech therapist), but these are characterized by a limited number of specialists who are not necessarily present in every school where there is a child with special educational requirements. The problem is difficult in rural areas where such a specialist is difficult to find.

d. input from learning support assistants

✓ Yes

If yes, please give a description.

In the structure of the support staff, a basic role belongs to the support teacher (CDS), which has a double meaning in the inclusive educational context: 1. support service, part of the minimum package of inclusive education services; 2. didactic function, qualified specialist in the field of pedagogy, psycho-pedagogy and special psycho-pedagogy, which provides psycho-pedagogical assistance. A supportive teaching unit is offered to 5 children with severe disabilities or 10 with learning difficulties. In sisten there are about 900 support teachers.

e. availability of ICT / assistive technology

✓ No

If yes, please give a description.

So far, assistive technologies are limited. As part of a project financed by the World Bank, 100 Inclusive Education Resource Centers from general schools will be provided based on the needs of children with special educational needs who are learning there.

If no, please give further information:

f. Please describe any other forms of support available.

1.40. Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

| Strategy | Description of the focus |
|--|--|
| The initiative "My School" | <p>The initiative "My School" was implemented in 2013-2018 by the Independent Analytical Center Expert-Grup with the support of the Global Partnership for Social Responsibility of the World Bank and with the informational support of the Ministry of Education of the Republic of Moldova. The project's mission was to involve citizens in creating a more efficient, transparent and better school¹⁶.</p> <p>In three years of implementation, the project involved approximately 40,000 people from 21 districts and municipalities in the discussions of school budgets; and 60 beneficiary schools learned and applied social responsibility tools, creating opportunities for students and parents to contribute to the improvement of schools. Thus, the project promotes changes in attitude, mentality and contributes to stimulating participatory behaviors in communities.</p> <p>http://scoalamea.md/despre-initiativa/</p> |
| Project "Sustainable Community Partnerships for the Protection of the Rights of Ethnic Minorities" | <p>For two years, since December 2017, Tdh Moldova has carried out, the project funded by the European Union, to strengthen the protection of human rights and to combat the discrimination of ethnic minorities in 20 communities, out of 15 districts, Thus, the implementation teams worked with children, young people,</p> |

| | |
|--|--|
| | <p>parents, teachers, professionals and local public authorities. The Tdh Moldova team carried out activities such as: trainings for students and teachers; development of a set of training programs for teachers; developing a guide for the members of the multidisciplinary teams at the local level and strengthening their capacities in case management in the assistance of children;</p> <p>elaboration of a social theater program for students, training of 40 children, two from each school, in the methodology of social theater and testing of the program in schools.</p> <p>https://tdh-moldova.md/index.php?pag=news&id=649&rid=642&l=ro</p> |
|--|--|

1.41. Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

No No information available Yes

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

In most schools Infrastructure and material resources of educational institutions often constitute barriers to access for people with disabilities to quality education. The lack of assistive technologies, the accessibility of school spaces and / or of the generalized adapted transport lead to situations of school dropout for children and young people with disabilities. The specificity of the development of the school network determines difficulties of access and inequalities regarding the access of children with disabilities to education, especially those from rural areas. There are many limitations to access, they are visible.

If no, please give further information:

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

No No information available Yes

If yes, please describe the strategies, their aim and focus.

| Strategy | Description of the focus |
|--|---|
| Pilot project "Integration of children with disabilities in general schools" | Over 400 students with disabilities and special educational requirements from 20 general schools in Moldova, have access to |

| | |
|--|--|
| | <p>education alongside their peers, after the educational institutions have been renovated and equipped with the necessary ones. The project is carried out with the support of a grant of 2.86 million US dollars, is offered by the Government of Japan, through the Human Resources Development Policy Fund (PHRD), managed by the World Bank. The adaptation of the infrastructure is one of the 4 components of the project, together with the elaboration of the rayon strategies on social inclusion, the training of the specialists in the field of inclusive education, and the awareness of the community about the need to integrate children with disabilities and with special educational requirements in the general schools. about US \$ 100,000 allocated to each school, ramps, support bars, special doors, paving, adapted sanitary blocks, water supply and sewerage systems, electrical, ventilation, heating and roofing systems were built. The lighting of the boards was done, the elevators were procured. Resource Centers for Children with Special Educational Needs have been created and set up in schools, including physiotherapy, psychologist and speech therapist offices.</p> |
|--|--|

1.42. Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

Quantitative Analysis of the Report cards Results. Expert-Grup.2018. This study analyses the satisfaction with the educational process and other aspects related to the activity of educational institutions. The study is performed for the fifth year within “My School” project. The data, necessary for estimation, were collected via the report cards, filled in by respondents (students of 7-12 grades, their parents and teachers) from 20 schools. The educational institutions were selected as a result of an open competition. The report cards are questionnaires comprising questions about the educational process.

<http://scoalamea.md/wp-content/uploads/Analiza-cantitativa-2018-en.pdf>

1.43. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

Challenges. Although significant progress has been made in the field of inclusive education, we cannot consider that there has been a real integration of all children in the educational structures and in ensuring the right to education. Although the right of all children to education is recognized in the Constitution of the Republic of Moldova and in the Education Code, it does not yet have full applicability in practice. Education is a good need for all people, especially when they are in a special situation and have certain limitations in learning and participation. For now, the school does not meet the needs of the students, but the students must be able to meet the demands expressed by the school.

Educational institutions have a low degree of accessibility for people with disabilities (in particular, colleges, universities and vocational schools).

The still limited access of children with physical disabilities to the community schools due to the following factors: lack of transport, poor roads, which is not possible to move, lack of a personal assistant, unadapted auxiliary spaces (living room, library, dining room etc. .), lack of ramps, etc. The fact is that pilot schools are more accessible than non-pilot schools for physically challenged students.

Opportunities. Insuring accessibility of the physical environment for all the children, including those with locomotor disabilities, by building access ramps, adjusting main entries, common rooms (WC, canteen, sport room, library etc.); adjusting the physical environment in the classes (adjustable desks and boards, equipment meeting the needs of students with SEN etc.); providing children with locomotor disabilities wheel chairs according to their age, providing children with sensory disabilities with glasses/auditive devices etc.

Developing a regulation / guide for educational institutions with a view to adapting reasonably and removing obstacles related to accessibility for students and students with disabilities.

Elaboration of the norms of equipping the schools with technologies, equipments, alternative communication systems, Braille manuals, etc. to support the inclusion of children with CES.

Elaboration of the norms of making reasonable adaptations in the school infrastructure to ensure access / inclusion and the allocation of resources for the respective adaptations.

Creating groups of EI promoters, consisting of students, teachers, parents and members of the local community, aiming at community awareness, promoting EI and ensuring increased participation of community members in decision making.

Organizing specialized training for teaching staff in working with children with disabilities (addressing children with autism spectrum disorders, Down syndrome; Braille writing; sign language, etc.).

Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

1.44. Have there been any campaigns to raise awareness of inclusion in education at national or local level?

✓ Yes

If yes, please give a description.

During 2015, the campaign for promoting and mobilizing the educational inclusion "Come with me, the school is for you!" was launched, launched in 2013, in order to promote educational inclusion, as well as to raise public opinion on the right of children to have equal opportunities for education and enjoying a friendly education system.

<https://www.unicef.org/moldova/vino-cu-mine-%C8%99coala-e-%C8%99i-pentru-tine>

https://www.youtube.com/watch?v=h6a_I8V6268

<https://www.facebook.com/watch/?v=1411898662214432>

In addition, in the same year, the Alliance of NGOs active in the field social protection of children and families, CCF Moldova and The "Hope" Center, in partnership with the Ministry of Education organized, on May 4-10, 2015, the Global Week for Action, which took place simultaneously in about 100 countries.

<https://diez.md/2014/09/25/video-spot-emotionant-pentru-incurajarea-educatiei-incluzive-in-scoli/>

The action was carried out with the aim of raising awareness and informing the public opinion on the right of children with disabilities to education in an inclusive environment, by conducting the social campaign "Equal rights - equal opportunities. Education for all". Also, within the project "Dynamization of the process of Inclusive Education in the Republic of Moldova", NGO Alliance active in the field of social protection of the child and was launched in partnership with the Ministry of Education a motivational film in the field of inclusive education. The role it consisted in raising public awareness regarding the right to education of all children. The projects implemented by the partners of the Ministry of Education largely had the component of promoting inclusion.

<http://www.keystonemoldova.md/ro/publications-and-resources/media-campaigns/i-support-inclusion/educational-inclusion/>

http://fcps.md/?page_id=180

For four years, Keystone Moldova has made use of the Forum Theater technique as a way of non-formal and anti-discrimination education in educational institutions. A scene is brought current social problem (an injustice or oppression) relevant to the public. In a representation of this the solution is not contained and the conflict is left unresolved. The public is urged to explore solutions and get on stage, instead of the characters, like to test their viability. Over the years, Alternative has performed shows for various types of audiences: teachers, educators,

kindergartens and children, parents. Each of them left room for the intervention of those in the room, who showed their willingness to change the reality.

<https://moldova.europalibera.org/a/28897396.html>

1.45. Does legislation/policy support parental involvement in schools?

✓ Yes

If yes, please give a description.

The most important group in the school community are parents. Without the support of parents, the success of inclusion is minimal. The transformation of the family into a school partner involved actions regarding the extension of the school initiative in raising awareness and attracting the family, elaborating and carrying out projects oriented to the partnership with the family, activating the parent councils, improving the information modalities addressed to the parents, organizing some activities based on partnership, establishing a partnership between the members of the multidisciplinary team and the parents / legal representative of the child with SEN by permanently informing and obtaining their agreement for each stage of the educational inclusion process of the child with CES, establishing partnerships between the teaching staff, the supporting teacher and community social worker, considered a crucial one in the implementation of inclusive education models.

The cross-sectoral strategy for the development of parental skills and competences for the years 2016-2022, approved by the Government Decision no. 1106 of 03.10.2016

https://www.legis.md/cautare/getResults?doc_id=95476&lang=ro

1.46. Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

✓ Yes

If yes, please give a description.

The school-family-community relationship in the education of the child acquires new values in the context of the implementation of inclusive education. It is recognized that community involvement in the school is an essential element for the success of inclusion. The school-family-community partnership is called to bring together the efforts of all categories interested in ensuring a philosophy of inclusion for all students in the education system. In this context, a special role is to develop the cooperative relationship between teachers, between schools and parents, between schools and the community in order to stimulate the spirit of responsibility and the equal contribution of stakeholders.

The creation of partnerships between teachers and support teachers, between teachers and children, between children, parents and school has been the basis of creating positive culture and practices in inclusive education.

The connection of inclusive education with community services forms an integral system, which contributes to the mobilization of all resources at the local level to support the school inclusion process. At the same time, a special role in the inclusion of children with SEN in schools has the support services offered to children through the Republican Center for Psycho-pedagogical Assistance, the district / municipal Psycho-pedagogical Assistance Services, the multidisciplinary school commissions and the resource centers.

1.47. Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

✓ Yes

If yes, please give a description.

This is possible and is realized especially in the educational institutions that collaborate with the Universities, the Pedagogical Colleges and accept students to the practice. It is an experience that develops good practices and examples to follow.

If no, please give further information:

1.48. Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

Law no.837 of 17.05.1996 on public associations differentiates the Public associations that pursue the public benefit. These are associations whose object of activity is exclusively the defence of human rights, education, acquisition and dissemination of knowledge, health care, social assistance, culture, art, amateur sport, liquidation of the effects of natural disasters, protection of the environment and other social fields. - useful. The public associations can contribute, through their activity, to the achievement by the public authorities of the goals and tasks of public importance and utility. The law allows the Associations to obtain and to recognize the status of public utility - the activity of the public association, carried out in the general interest. or in the interest of local authorities, which, being carried out free of charge or at a reduced price for disadvantaged individuals or groups, contribute to the development or support of: education and training of persons, dissemination and accumulation of knowledge; social protection of persons with disabilities, pensioners, children, adolescents, displaced persons, families with many children and / or socially vulnerable, other disadvantaged persons; promoting peace, friendship and understanding between peoples, preventing and overcoming civil, social, ethnic and religious conflicts; to defend and promote

democracy and human rights. The policy of the state to support public associations with public utility status is based on the following principles: ensuring the right of public associations with public utility status to participate in the formation and implementation of public policies; ensuring efficient implementation of public programs and projects by actively involving public associations of public utility; granting of tax facilities to public associations with public utility status under the conditions of the law. Central and local public authorities support the activity of public associations, foundations and private institutions with public utility status by: implementing the mechanisms for deduction and redirection of income taxes; leasing, under preferential conditions, spaces for activities or giving them free use; financing and subsidizing programs, projects and activities proposed by public associations, foundations and private institutions with public utility status; placing social orders. The public authority can carry out, in common with the public association, with the status of public utility, activities of public interest in the social field and in other fields based on the collaboration agreements.

1.49. Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

- School-family-community partnership for ensuring social cohesion and providing quality education. Study. Angela Cara, Nelea Globu, Larisa Cuznetov. 2018.

The study is structured to reflect the school-family-community partnership from the perspective of social cohesion and the provision of quality education: The conceptual and normative framework regarding the educational partnership presents conceptually and normatively educational partnership, emphasizing the importance partnerships in the development of various processes domains and the multiple benefits it entails; highlights the importance of partnerships and dialogue social broad in achieving the objectives of education; development parental skills and competences. The research presents the mechanisms of involvement and accountability of the school-family-community partnership in order to improve the practices of children's education describes the methodological framework for ensuring effective parental education; highlights mechanisms for involvement and accountability a the school-family partnership in order to improve child education practices; streamline partnerships in education for insurance purposes continuity of kindergarten-school. Finally, mechanisms and methodologies for involving the family and the community in ensuring a quality education, describes ways to get involved the associative sector in achieving the educational objectives; methodology regarding the development of partnerships in the educational field with the involvement of the associative sector.

http://ise.md/uploads/files/1553681678_mono_pe.pdf

- Involving parents and communities in governing education: from intentions to actions. Study of educational policies. Angela Cara. 2019.

The results of the paper highlight the fact that the national legislation is relevant and contains sufficient, adequate and explicit rules, which aim to hold all actors with responsibilities in the field of education regarding the ways of involving parents in the administration of educational institutions and the education sector as a whole. The summary reveals positive practices of school collaboration with local public authorities, with reference to participation in different projects, carried out in partnership with the local public authority (financially supported by different donors) for involvement in solving some problems of the institution, in accordance with the objectives set in the policy documents approved in the Republic of Moldova. The impact of the actions carried out based on the partnerships established between the school and the various partners is analyzed based on the opinions of the respondents, collected from a representative sample, made up of parents, in the months of April-May 2019, focused on the following areas: school-family communication, home topics, involvement of parents in the decision-making process of the institution.

<http://ipp.md/wp-content/uploads/2019/06/Studiu-Cara-Angela.pdf>

1.50. Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

Challenges.

Most parenting skills and competencies training programs are carried out in the form of pilot projects, implemented by non-governmental organizations, with financial support from donors, state-level approaches being in the early stages.

Parental education in the Republic of Moldova focuses mainly on the segment of early education and families with children with special educational needs; preventing the separation of the child from the family or reintegration into the family from residential institutions. The activities that would have as beneficiaries and the type families are very few. Management level communication at the institution level general education is dominated by classical methods: paper-based agendas of students, letters on paper-support, etc. The opportunities offered by information and communication technology remain unused.

Children with disabilities continue to be discriminated against and marginalized in the realization of their right to quality education in an inclusive environment. 31% of the participants in the study on the phenomenon of discrimination in the Republic of Moldova consider that people with disabilities are discriminated against in educational institutions. During the monitoring visits made in general education institutions it was observed that

children with disabilities, integrated in the schools in the community, are neglected by the teachers and are not fully involved in the educational process.

Ways forward.

Delimiting the roles and responsibilities of different specialists at the level of educational institution - manager, teacher, teacher, psychologist, support teacher - regarding the intervention areas in order to promote the school-family-community partnership.

Organizing information activities for parents, focusing on various issues related to the education of the child as follows: organizing parent information sessions about educational offer of the school, mission, policies, curriculum, etc .; the progress of children from an academic point of view, personal development, etc .; consulting parents in making decisions at school level regarding the organization of extracurricular activities, activities on ensuring the health and safety of the child, management school; the curriculum at the school's decision, etc .; involvement of parents as a resource person in the educational process (for example, lectures on a particular topic or visits to the parents' workplace and in extracurricular activities (preparation of events, organizing trips, activities on interests, etc.); establishing partnerships between educational institutions and economic agents, public and private, in order to diversify career guidance and professional guidance activities; diversification of extracurricular activities that would provide the student with extension and complementation school education according to the students' aptitudes, passions and interests.

Organise communication/information activities at the community level on the need for inclusive education of children with SEN, on the importance of supporting such children and their families by all the community actors with a view to reduce stigmatization and discrimination and to ensure the inclusion of such children.

List of Acronyms

CRAP Republican Centre for Psycho-pedagogical Assistance

MoECR Ministry of Education, Culture and Research

NGO Non-Governmental Organization

OLSDE Local specialised body in the area of education

OHCHR Office of the High Commissioner for Human Rights

PAS Psycho-pedagogical Assistance Services

SEN Special Educational Needs

UNICEF United Nations Children's Fund