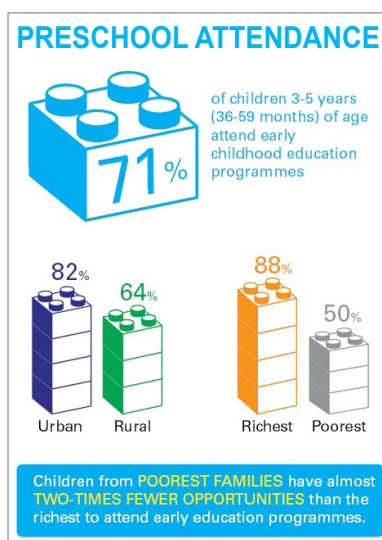


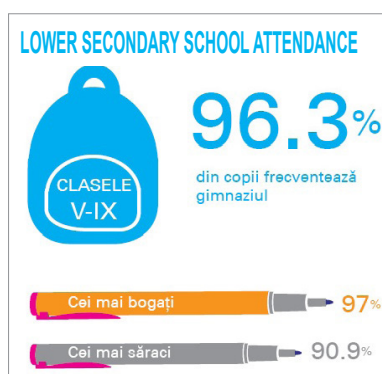
PROVIDE QUALITY AND RELEVANT EDUCATION TO ALL CHILDREN

THE ISSUE:



One in five young children in rural areas does not have any access to early childhood development programs. Discrepancies between enrolment in rural and urban areas remain large at all levels of education, with rural children being worse off.

About half of children come out of school lacking skills for healthy and successful life.



More than half of students, according to PISA 2009 (OECD Programme for International Student Assessment), are only partially competent in reading, mathematics or science and are lagging far behind their peers in

neighbouring countries.

About 1,800 children with disabilities remain in special schools and more than half of Roma children are excluded from education. Many face stigma and discrimination.

Only half of teachers believe that children with disabilities should study in regular schools. Children with mental disabilities are even more stigmatized than children with physical disabilities. The lack of support services and low capacity of staff in regular education

KEY FIGURES:

- 1,800 children remain in special schools.
- Half of Roma children are excluded from education.
- One in two teachers believes that children with disabilities should study in special schools.
- 28% of children in rural area do not go to kindergarten.
- About half of 15 year-old school children are not competent in reading, mathematics or sciences (PISA).

institutions to deal with children with disabilities slows down their inclusion. Ensuring inclusion of all children in education is part of Moldova's international obligations as per UN Convention on Rights of Persons with Disabilities, Convention on Rights of the Child and International Convention on Elimination of Racial Discrimination, among others.

PROGRESS MADE:

- Code of Education was approved for improved education quality, enrolment and compulsory education until the age of 18.
- Number of children with disabilities in regular schools increased to over 4,495 and number of children with disabilities in special and auxiliary schools is declining. Psycho-pedagogical assistance services for children with disabilities are available in all districts.
- Quality education standards for general schools from the perspective of child-friend-

ly school were approved in 2013. All children in Moldovan schools now benefit from a school curriculum that prioritises the development of competencies.

- All recent graduates of pedagogical universities are able to use child-centred educational approach in the classes thanks to the revised curricula.
- Roma community mediators are now part of the social assistance system and support Roma children in Roma densely populated communities in accessing education and other services.

WHAT REMAINS TO BE DONE:

- Continue inclusion of children with disabilities and Roma children in regular schools.
- Ensure access of young children to education by enlarging the network of kindergartens in the country, especially the rural areas.
- Develop pre-school education funding formula, review general education funding formula and introduce the respective coefficients to ensure inclusive and equitable education.
- Improve quality of education and ensure that Moldovan children gain skills and competencies required in the adulthood and to support competitiveness of the Moldovan economy

HOW TO ACHIEVE IT:

- Increase the number of children with disabilities and Roma children in regular schools by

creating services at community level and increasing the capacity of the teachers to work with all children in regular classes, with the support of parents and community.

- Strengthen capacity of the staff of national education institutions and support services including district psycho-pedagogical assistance services, to foster inclusion of every child in regular schools.
- Strengthen existing educational and management structures in the context of ongoing reforms and decentralisation policies. Actions will lead towards improved school management, strengthened evaluation system and curricula implementation. This will also include capacity building for the implementation of the quality education standards for schools from the perspective of child-friendly schools, as well as the development of improved methods of assessment for children in primary school and the action plan for prevention of violence in schools and in-service training on child-centred education of teachers in all schools.

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