

I.1

I.1.1. If the Convention has not been ratified yet

- *Does your country plan to ratify this instrument?*

Yes

No

Already ratified

Yes [Y]

- *Please indicate the stage of ratification process reached by your country*

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- *Please briefly explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them*

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I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet:

- *Does your country plan to ratify this instrument?*

Yes

No

Already ratified

Yes [Y]

- *Please indicate the stage of ratification process reached by your country*

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- *Please explain which are the*

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<i>obstacles or difficulties encountered in completing the ratification process and the means of overcoming them</i>	
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I.2

I.2.1 In case your country is a State Party to the Convention	
<ul style="list-style-type: none"> <i>Is the Convention directly applicable in your country's domestic law following its ratification?</i> 	Yes [Y]

<ul style="list-style-type: none"> <i>Has it been incorporated into the national Constitution or domestic law so as to be directly applicable?</i> 	<ul style="list-style-type: none">
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<ul style="list-style-type: none"> <i>Please indicate whether the provisions of the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities</i> 	The provisions of the Convention can be invoked in any case of discrimination in education
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I. 2. 2 In case your country is not a State	<ul style="list-style-type: none">
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<p>Party to the Convention</p> <ul style="list-style-type: none"> • <i>Have legislative measures been taken pursuant to the Recommendation?</i> 	
<ul style="list-style-type: none"> • <i>Please explain briefly the ways in which public policies and programmes correspond to its provisions.</i> 	
	File count []
<p>I. 2.3 For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.</p>	<p>- Education Code, 2014 http://lex.justice.md/md/355156/ - Republic of Moldova - EU Association Agreement, 2014 http://lex.justice.md/md/353829/ - National Strategy Education 2020, 2014 http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=355494 - National Program on development of inclusive education, 2011 http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=339343 - National Strategy on development of VET education 2013-2020, 2013 http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=346695 - National Strategy on child protection, 2014 http://lex.justice.md/md/353459/</p>
	File count []
II.1	
<p>II. 1.1 Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?</p>	<p>Yes [Y]</p>
<p>II. 1.2. Please explain which measures are adopted to:</p>	<p>According with the provisions of the Education Code, which are in line with the Convention and Recommendation against Discrimination, Moldova is implementing 3 categories of</p>

<ul style="list-style-type: none"> • <i>Eliminate discrimination within the meaning of the Convention/Recommendation ?</i> • <i>Prevent discrimination within the meaning of the Convention/Recommendation ?</i> 	<p>measures of elimination and prevention of discrimination in education. 1. Regulatory measures (the Ministry of education of the Republic of Moldova has adopted laws, regulations and national programs designed to combat the phenomenon of discrimination in education); 2. Institutional measures (were created institutions aimed to avoid the discrimination in education) 3. Operational measures (the Ministry of Education participates in intervention measures in specific cases/ situations) Regarding the admission of pupils to educational institutions, according to the national legislation in force, (Education Code), all children have the right to education (for general education). Also, the National Strategy Education 2020 is focused to assure 3 main principles, such as: access, quality and relevance. In the Republic of Moldova all foreign citizens are equally treated and they have access to education in case they need it.</p>
	File count [0]
II.2	
<p>II.2.1 Please explain what are the concrete actions taken by your Government to guarantee equal access to all level of education in your country?</p>	<p>The Government of the Republic of Moldova adopted in 2014 the Education Code that stipulates that all children have the right to education and the state assure that preschool and general education is mandatory and free for all children. Regarding higher education and VET education all have equal chances to benefit of these levels of education based on a competitive system. For example, the state has a limited number of scholarships for VET and higher education annually allocated for the best candidates.</p>
	File count [0]
<p>II. 2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).</p>	<p>Article 9, from the Education Code is stipulating that all citizens of the Republic of Moldova have equal rights for access to education. Since now the main strategies and documents are being successfully implemented by national authorities in order to ensure equal opportunities of access to education. In specific cases, when was violated this fundamental right, the Ministry of Education has intervened with concrete measures and actions. Basically, articles 5, 7, 9, 32-35, 36, 37, 104, 108, 129, 135 from the Education Code, contain provisions regarding the prevention of discrimination in education as well as, ensuring equality for all people. The Ministry of Education of the Republic of Moldova encourages all educational institutions to promote an equal approach for both: boys, girls or women and men. Moldova do not has separated schools/ educational institutions for boys/ girls. The national curricula is elaborated in an equitable manner.</p>

	File count [0]
<p>II. 2.3 Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process.</p>	<p>The main document that promotes the inclusive education is the National Program for development of inclusive education in the Republic of Moldova for the period 2014-2020. The actions that have been taken in order to ensure inclusion of all learners in education process, are the following: - It was approved the Regulation of organizing and functioning of a special education institution; - Were made studies/ analysis regarding the process of implementation of inclusive education and regarding the ensuring access to education of children with severe disabilities; - It was revised the regulation regarding the psychopedagogical services in general education; - Was developed the Action Plan on implementation of the Strategy of child protection 2014-2020; - 10 residential and special education institutions have been reorganized and more than 800 children have been integrated in biological families; - 371 Resources Centers for Inclusive Education were created; - Seminars and trainings in the field of inclusive education were organized; - The individualized educational plan has been updated; - The Instructions regarding specific procedures of assesment of children with special needs were developed; - The use of Makaton language in education insitutions; - Annual monitoring of the activity of Psychopedagogical Assistance Services.</p>
	File count [0]
II.3	
<p>II.3.1 Universal primary education</p> <ul style="list-style-type: none"> <i>Please provide information on the progress made with respect to ensuring universal access to primary education</i> 	<p>In the Republic of Moldova, the main progress with respect to ensuring universal access to primary education are the following: - The updating of the Regulation on general education institution organization http://edu.gov.md/sites/default/files/regulament_organizare_si_functionare_institutii_invatamint_gene.pdf - The development of the Methodology of evaluation of children knowledge based on descriptors (marks cancellation for Ist and IInd grades) http://edu.gov.md/sites/default/files/reg-metodologia_privind_evaluarea_criteriala_prin_descriptori.pdf - The development of the Methodology of enrollment in Ist grade based on schools districts http://edu.gov.md/sites/default/files/metodologia_de_inscriere_a_copilor_final_08aprilie_2015.pdf</p>
<ul style="list-style-type: none"> <i>Please provide details on the availability of compulsory and free of charge primary</i> 	<p>Yes [Y]</p>

<p><i>education in your country:</i></p> <ul style="list-style-type: none"> • <i>Is primary education available free of charge to all?</i> 	
<ul style="list-style-type: none"> • <i>please list the laws and policies that ensure this universal free availability of primary education.</i> 	<p>Education Code, 17/07/2014 http://lex.justice.md/md/355156/ Article 13</p>
	<p>File count [0]</p>
<ul style="list-style-type: none"> • <i>does your government intend to ensure free primary education?</i> 	<p>No answer []</p>
<ul style="list-style-type: none"> • <i>how?</i> 	
<ul style="list-style-type: none"> • <i>Is primary education compulsory in your country?</i> 	<p>Yes [Y]</p>
<ul style="list-style-type: none"> • <i>please provide details on its implementation and indicate the current period of compulsory education</i> 	
<ul style="list-style-type: none"> • <i>Indicate whether your country has adopted and reviewed legislation so that minimum ages for the end of compulsory education, for marriage and for entry into employment are coherent and aligned.</i> 	<p>Regarding minimum ages for the end of compulsory education we have a concrete provision in the Education Code, Article 13.</p>

	File count [0]
II.3.2 Secondary education <ul style="list-style-type: none"> <i>Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.</i> 	<p>Access to secondary education - TVET is based on general education diplomas. The admission to secondary education is based on a competitive system. The state has allocated a limited number of scholarships for this level of education. Also, the training of students with special needs, is based on the Register of professions, specialties and qualifications in special education institutions</p>
<ul style="list-style-type: none"> <i>Is it available free of charge?</i> 	
Yes	Yes [Y]
Comment	
No	
Comment	
<ul style="list-style-type: none"> <i>please describe the extent to which it is free of charge</i> 	<p>The state annually allocates a limited number of scholarships for this level of study and this is based on students academic performance.</p>
	File count [0]
II.3.3 Higher education <ul style="list-style-type: none"> <i>Please explain to what extent access to higher education, based upon individual capacity, including</i> 	<p>In the Republic of Moldova, everyone who has a diploma of Baccalaureate is eligible for higher education. All citizens of the Republic of Moldova have equal access to higher education and they are enrolled based on a competitive system (depending on their academic performance). Annually, the Government allocates a limited number of scholarships for higher education.</p>

<p><i>technical and vocational education and training, is realized in your country.</i></p>	
<ul style="list-style-type: none"> <i>Please describe the efforts made by your Government to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education.</i> 	<p>Taking into account the fact that higher education is not mandatory, the entrance and completion of higher education depend on the academic results/ performance of students. However, the Government offers support for students that have the best academic results (monthly scholarships) and education free of charge. In order to avoid the discrimination in the access to higher education, together with other disadvantaged social categories, orphans and students with disabilities are supported by state, because annually for these categories we have a specific quota.</p>
	<p>File count [0]</p>
<p>II.3.4 Adult education and lifelong learning</p> <ul style="list-style-type: none"> <i>What efforts has your Government made to establish a system of continuing education on the basis of individual capacity?</i> 	<p>According to the Education Code provisions (Article 125), the state guarantees, supports and finances the access for life long learning.</p>
<ul style="list-style-type: none"> <i>What are the concrete measures implemented to ensure equitable access to</i> 	<p>According to the Education Code, the financing of adult education is assured by public/ private sources, based on public-private partnerships and co-financing from the employers side, NGOs, and other sources. Local authorities In order to eliminate illiteracy and early school leaving,</p>

<p><i>continuing education?</i></p>	
	File count [0]
<p>II.3.5 Quality education</p> <ul style="list-style-type: none"> • <i>Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in :</i> • <i>the standards of education</i> • <i>in the conditions relating to the quality of the education provided (e.g. infrastructure, teacher/learner ratios, teaching and learning materials)</i> • <i>the provisions to ensure that children learn in a safe environment free from violence or harassment, including school-related gender-based violence (at, around, and on the way to school).</i> 	<p>The higher education in Moldova is based on content and competence standards. The content standards are developed by the Ministry of Education and approved by the Government. An important element in ensuring standards is quality assurance, which is provided by the National Agency for Quality Assurance in Professional Education. Due to the university autonomy, higher education institutions assets are managed by the their administration. For general education institutions, the infrastructure is managed by the school administration together with Local Public Authorities. Regarding the safe environment in schools this is ensured by internal regulations and managed by school administration, also, teachers and class masters are responsible for children security at lessons and parents are responsible for children security on the way to school.</p>
	File count [0]
<p>II.3.6 Teaching profession</p> <ul style="list-style-type: none"> • <i>Please describe the conditions of teaching staff</i> 	<p>Actually, teaching profession in Moldova is not so attractive as it was. Because of low salaries, we face a problem related to the lack of interest in this profession from the new generation. At the moment the teacher's average salaries in higher education institutions are 2955 MDL and for teachers in general education institutions - 2680 MDL.</p>

<p><i>at all levels in your country.</i></p>	
	File count [0]
<ul style="list-style-type: none"> <i>Please explain briefly the measures your country takes to improve the living and teaching conditions of teaching staff.</i> 	<p>This academic year, since 1st September 2016, teachers salaries have increased with 8,6 %. At the same time, salaries of teachers in preschool institutions was leveled to salaries of teachers in general education institutions. Also, the Ministry is working on the development of a new payroll formula based on teachers performance.</p>
<ul style="list-style-type: none"> <i>Please explain briefly the measures your country takes regarding the training for the teaching profession.</i> 	<p>In order to make teaching profession more attractive, the Ministry of Education is focused on quality assurance of pedagogical study programmes. For example, this year we started a process of assesement (for accreditation) of pedagogical programmes in all Higher Education Institutions. The increasing of teachers salaries is also an important measure in this aspect.</p>
<ul style="list-style-type: none"> <i>Have there been instances of discrimination as regards the training for the teaching profession in your country?</i> 	<p>No [N]</p>
<ul style="list-style-type: none"> <i>please detail the response your Government gave to this situation.</i> 	
<p>II.3.7 Respect for human rights and fundamental freedoms</p> <ul style="list-style-type: none"> <i>Please briefly report on national efforts made</i> 	<p>The education system in Moldova is focused to assure the right to education for all. Starting with preschool education and till higher education, study programmes invlove the full development of human personality. School curricula for general education has concrete subjects in Civic Education discipline, that are fully focused to develop general human values and respect for human rights and fundamental freedoms. The school curricula is periodically revised (every 5 years) and is adjust to the current needs.</p>

<p><i>for directing education to:</i></p> <ul style="list-style-type: none"> • <i>the full development of the human personality</i> • <i>the strengthening of respect for human rights and fundamental freedoms.</i> 	
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<p>II.3.8 Private education and religious and moral education</p> <ul style="list-style-type: none"> • <i>Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions</i> 	<p>At this stage, in the Republic of Moldova, the majority of schools are public, however, there are also private schools. All private schools use the National curricula and fulfill the same study programmes for the respective study levels. Generally all private schools correspond with minimum standards of education. Also, they can be considered as an alternative for those parents that want to choose another education institution for their children. The main condition for private schools is to ensure quality education for pupils and to respect national study programmes and standards.</p>
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<ul style="list-style-type: none"> • <i>Please briefly describe the education policy framework for minimum educational standards as regards the</i> 	<p>According to national legislation, public education is secular (separated by religious) and according to the Children's rights Convention provisions, all states that are part of the respective convention, shall assure the freedom to religion. However, in some educational institutions there continue to be present some religious symbols and objects (crosses, icons, quotes from the Bible etc.)and organization of some ritual events in the framework of educational institution without parents/ children</p>
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<p><i>rights of the parents/legal guardian for providing religious and moral education for their children.</i></p>	<p>agreement or presence. Another problem concern the Moral education or Religion as discipline, that promote/ adresse only Chrstianity.</p>
	<p>File count [0]</p>
<p>II.3.9 Rights of national minorities</p> <ul style="list-style-type: none"> <i>What are the rights given to national minorities to carry out their own educational activities protected?</i> 	<p>The Education Code provisions promote the right to education of all national minorities in Moldova. For example, in Article 10 (2), for the territories preponderant populated by national minorities and taking into account the state possibilities, education is provided in the language of the respective minority. A specific attention is given to the integration of children of a national minority in classes with a majority of Moldovan citizens.</p>
<ul style="list-style-type: none"> <i>As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country.</i> 	<p>The Ministry of Education of the Republic of Moldova, in conformity with the legislation in force assures the right to choose the language of trening at all levels of study. The citizens' right to training of in their mother tongue is assured through creation of the proper number of education institutions, groups, as well as their functioning conditions. Since 1992-1993 the Ministry of Education has been elaborating study plans based on mother tongue teaching language, as well as study plans of studying mother tongue as study discipline. Based on aforementioned study plans, in Moldova has been created 3 learning models of national minorities languages. I – schools that teach in russian, where are studying the representatives of national minorities: 259 of gymnazium and high schools. II – schools that teach in russian, where languages such as: Ucranian, Gagauz, Bulgarian are studying as school discipline 3 times per week and 1 hour for the new discipline – „History, culture and peoples traditions: Russian, Ucranian, Gaguz and Bulgarian”:</p>
	<p>File count [0]</p>
<p>III.1</p>	
<p>III. 1.1. The difficulties and obstacles encountered in the process of implementing the key provisions of the</p>	<p>Actually, the implementation of the key provisions of the Convention meets some difficulties caused by differences between the standards of living in villages and cities, differences between different social categories and different opportunities that children have.</p>

Convention/Recommendation	
III. 1.2 The main issues that need to be addressed for promoting further the implementation of equality of educational opportunities in your country	<p>We need to continue to improve our educational system by using best practices and exchange of experience in eliminating discrimination. Also, we must draw the attention to the study programmes that should be focused on an inclusive education, equal opportunities and special actions for integration of disadvantaged categories of children/ studies.</p>
III.1.3 Brief assessment of the effectiveness of the methods introduced to remove obstacles encountered	<p>All changes that the Ministry of education has introduced in the study programmes and in the legislative framework (Education Code, regulations, Action Plans etc.) can be considered as useful, because there is a change in the society approach regarding discrimination, but we should put our common efforts in monitoring of implementation of the respective rules, laws and regulations. Also, the state should pay a special attention to these disadvantaged categories.</p>
III.2	
III.2. 1 Briefly describe activities carried out to: <ul style="list-style-type: none"> • <i>draw the attention of the various authorities of the country to the Convention/Recommendation</i> • <i>raise public awareness of the principles of non-discrimination and equality of educational opportunities enshrined in the Convention and the Recommendation, and their national or local dissemination, in particular to non-</i> 	<p>Generally, the Ministry of Education is cooperating with Local public authorities in order to eliminate the discrimination in education. Also an important element is the collaboration between school administration and local authorities, because in the majority of cases there are specific situations that need a common involvement. Regarding the dissemination of educational opportunities promoted in the Convention, there is an interest from NGOs in monitoring their dissemination and implementation.</p>

<p><i>governmental organizations.</i></p>	
	File count [0]
<p>III.2. 2 Please specify activities undertaken or supported by the National Commission with a view of</p> <ul style="list-style-type: none"> • <i>promoting the Convention/Re commendation</i> • <i>fostering debate on critical issues, in relation to the rights enshrined in the instruments</i> 	<p>The National Commission has initiated and supported projects in the field of promoting tolerance in education and combating gender issues in education and fundamental human rights and freedoms protection.</p>
	File count [0]