

# Report

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## Mapping of the EDC/HRE system in the Republic of Moldova

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## INTRODUCTION/ CONTEXT OF THE MAPPING

The mapping of the EDC/HRE system in the Republic of Moldova was commissioned by the Directorate of Democratic Citizenship and Participation of the Council of Europe, in the framework of the project “Promoting Human Rights Education and Democratic Citizenship in Eastern Partnership countries”. The project goal is to support integration and/or further development of education for democratic citizenship and human rights education in national education systems (including school curriculum), in accordance with the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. Results of the mapping aim to inform the contents of subsequent activities of the project and list of partners to be involved in it.

The objectives of mapping were as follows:

- To outline national priorities in the field of education;
- To define the needs that can be met by the capacity building activities within the project;
- To identify target groups, content and format of subsequent activities;
- To identify possible partners for cooperation, their resources and roles.

In order to achieve these objectives, the following format for data collection about current system and experience of EDC/HRE was developed and applied:

1. Desk research:
  - Analysis of the national legal and policies framework: laws, strategies and plans of action, standards, curricula;
  - Review of the studies and reports making reference to EDC/HRE, including children’s reports.
2. Focus group discussions with key informants:
  - National level: representatives of the Ministry of Education, academia, institutions providing in-service training, NGOs;
  - Local level: civic education teachers, school inspectors from District departments of education.
3. Questionnaires for all stakeholders involved with EDC/HRE in order to identify possible partners, their roles and resources.

The methodology for data collection and analysis was informed by the EDC/HRE international standards and frameworks:

- Council of Europe Charter on Education for Democratic Citizenship/ Human Rights Education
- Council of Europe Strategy for the Rights of the Child 2016-2021
- UN Convention on the Rights of the Child, art. 29
- United Nations Declaration on Human Rights Education and Training
- UN CRC Committee General Comment 1: Aims of education
- UN Committee on Social, Economic and Cultural Rights - General Comment 13: Education.

The mapping exercise followed the key principles of the EDC/HRE included in the Council of Europe Charter, with more focus on three main domains: curricula, teacher training (pre-service and in-service), monitoring and quality assurance.

At the level of final beneficiary of EDC/HRE, the analysis was looking at three dimensions of learning: “about”, “through” and “for” EDC/HRE.

The capacities of the teaching staff to deliver EDC/HRE were analyzed with key informants in a participatory manner using the framework of 15 competences, the acquisition and possession of which might enable teachers to teach EDC/HRE confidently and effectively.

Rights based approach was used to analyze the information and develop the report: information related to structures in place, data on the processes to deliver the right, data on the actual impact on the children’s enjoyment of the right.

All activities of the mapping exercise were planned and coordinated with the Ministry of Education representative.

## **OVERVIEW OF EXISTING EDC/HRE SYSTEM IN THE REPUBLIC OF MOLDOVA**

### **General legal and policy framework**

Republic of Moldova ratified the UN Convention on the Rights of the Child (CRC) on January 26, 1993. Article 29 of the CRC stipulates the aims of education, including “(b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin”. By ratifying the CRC the state also undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike, as foreseen by the article 42 of the CRC<sup>1</sup>.

The right to know one’s rights is included in the article 23 of the Constitution of the Republic of Moldova, which guarantees free access to information and education about rights and responsibilities<sup>2</sup>.

In the last years, namely since 2012, there is a growing concern and discussion about the quality of education and aims of education in the Moldovan society. Even more this is valid in the context of democratization and struggle to endorse European values.

Education is a national priority in Moldova and recognized as a main factor for the sustainable development. Through its educational policies, the state guarantees the fundamental right to education, which is indispensable for the fulfillment of the other human rights. According to the main policy documents, the educational aim is in line with the main features of the EDC/HRE and includes development of a person with sense of initiative, capable of self-development, holding a set of knowledge and competences needed for independent opinion and action, and open for intercultural dialogue in the context of national and universal values. The education outcomes are set in the article 11 of the Education Code and include nine key competences, one of which is “social and civic competence”. In the same vein, the Education Code establishes new requirements for democratic rule

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<sup>1</sup> UN Convention on the Rights of the Child, adopted by the UN General Assembly on 20.11.1989

<sup>2</sup> Constitution of the Republic of Moldova, adopted by the Parliament on 29.07.1994

of the schools, making more space for children, parents and school personnel in the decision making processes<sup>3</sup>.

The EU-Moldova Association Agreement establishes cooperation priorities in the field of education quality and relevance, youth active participation in the society, promotion of intercultural dialogue<sup>4</sup>.

The National Action Plan in the field of Human Rights includes as a priority increasing the quality of Human Rights Education<sup>5</sup>. It foresees four actions in the chapter 42 that should be implemented by the Ministry of Education in collaboration with other stakeholders:

- modernization of the preschool and school curricula in the context of HRE;
- providing didactical materials on HRE for preschool, primary, secondary, high school and professional education and training;
- training teachers from all school levels in the field of human rights;
- evaluation of the teaching programs of the universities and their adaptation to the principle and standards of HRE.

According to the reports on the implementation of the NPA available online, only scattered activities were implemented. Worth mentioning are the introduction of a module (six hours) on Human Rights in the in-service training of civic education teachers provided by the Institute for Educational Sciences and approval by some faculties of curricula in the field of HRE<sup>6</sup>.

“Education-2020” Strategy makes also reference to EDC/HRE principles and objectives, by including as strategic directions ensuring the relevance of the education for life, active citizenship and career success, and ensuring social cohesion for quality education<sup>7</sup>.

Quality standards for primary and secondary schools from the perspective of child friendly school have the aim of guiding the schools in ensuring a quality education which respects children’s rights. The standards are structured on five dimensions of the educational system: (1) Health, safety, protection; (2) Democratic participation; (3) Inclusion; (4) Educational efficiency; (5) Gender sensitivity. Each dimension is structured on three domains: management, institutional capacity, curriculum/ educational process. The standards require and encourage schools to have a holistic approach to education. The three dimensions of learning “about”, “through” and “for” EDC/HRE are integrated in the quality standards<sup>8</sup>.

Human rights and child rights education, alongside education on democracy and active citizenship, is officially included in the modernised curriculum implementation process through the development of transversal and cross-disciplinary key competences<sup>9</sup>.

In recent years, education authorities are more and more concerned with providing a safe and free of violence school environment and in general with strengthening the role of the school in child protection and violence prevention, including supporting parents to develop positive parenting skills.

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<sup>3</sup> Educational Code, adopted by the Parliament on 17.07.2014

<sup>4</sup> Chapter 23 of the Association Agreement between the European Union and the European Atomic Energy Community and their Member States, of the one part, and the Republic of Moldova, of the other part

<sup>5</sup> National Action Plan in the field of Human Rights 2011-2014, adopted by the Parliament on 12.05.2011

<sup>6</sup> [http://www.justice.gov.md/public/files/drepturile\\_omului/Raport\\_PNADO\\_2013\\_APC.pdf](http://www.justice.gov.md/public/files/drepturile_omului/Raport_PNADO_2013_APC.pdf)

<sup>7</sup> Strategy on development of education for 2014-2020 “Education-2020”, approved by the Government on 14.11.2014

<sup>8</sup> Quality standards for primary and secondary schools from the perspective of child friendly school, approved by Ministry of Education Order no 970 from 14.10.2013

<sup>9</sup> Child and youth participation in the Republic of Moldova. A Council of Europe policy review, 2013

This is conceived as an important condition for learning “through” human rights. The policy framework developed by the Ministry of Education requires and guides the school to develop efficient child abuse prevention activities and implement clear reporting procedures, including with child participation<sup>10</sup>.

The Program for the Development of the Inclusive Education 2011-2020<sup>11</sup> was approved in order to ensure equal chances and access to quality education for every child and adult, prevent exclusion by contributing to a friendly learning environment and development of an inclusive culture in society. However, a plan of action to implement the Program was approved only in 2015<sup>12</sup>.

Finally, children’s participation in the education system became a prominent topic in the recent years. Education Code includes provisions that strengthen children’s position in the decision making processes at the level of schools. Regulations for pupils’ councils at school, district and national level, including in vocational education training (VET) system have been elaborated, adopted and (partially) implemented. This important precondition for EDC/HRE will be elaborated in a separate chapter (Democratic Governance).

## Conclusions

Moldovan education policies establish a framework that recognizes the value of EDC/HRE and their principles, although not very explicitly. For comparison, the previous law on education<sup>13</sup> stipulated as objectives of education the ones foreseen by the art. 29 of the CRC, including “(b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations”.

The policy framework includes some elements that are important for providing EDC/HRE in line with the international standards (see quality standards, pupils’ councils’ regulation, child protection regulation, program for inclusive education etc.).

In the same time, one should bear in mind that this entire regulatory framework is very new, as it was adopted in the last years, so it is not accepted by all the actors in the education and is far away from being rooted in the practice.

## Formal education

Education in the field of human rights in the schools of the Republic of Moldova is delivered in the form of curricular and extracurricular activities in a sporadic nature<sup>14</sup>. Historically, elements of the EDC/HRE were included in different school subjects (mandatory and optional), most notable mentioning being *We and the law* and *Life-Skills Education*.

*We and the law* is a law-related civic education discipline, developed by the Independent Society for Education and Human Rights (SIEDO) and approved by the Ministry in 2001. The discipline, supported by a manual, aimed at raising the level of legal culture of young people during three grades

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<sup>10</sup> Instruction for institutional organization and intervention of school personnel in cases of abuse, neglect, exploitation and trafficking, approved by the Ministry of Education Order no 77 from 22.02.2013; Methodology for the application of the Instruction, approved by the Ministry of Education Order no 858 from 23.08.2013

<sup>11</sup> Program for the Development of the Inclusive Education in the Republic of Moldova for 2011-2020, approved by Government Decision no 523 of 11.07.2011

<sup>12</sup> Plan of action for 2015-2017 on the implementation of the Program for the Development of the Inclusive Education in the Republic of Moldova for 2011-2020, approved by Government Decision no 858 of 17.12.2015

<sup>13</sup> Law on Education no 547 from 21.07.1995, in force since 09.11.1995 to 23.11.2014

<sup>14</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

of high school (X-XII). Teachers were trained to deliver this discipline to pupils and manuals were printed to cover the high school population. Until 2005, the discipline was taught as compulsory (1 hour per week), but due to reforms in the educational system, the given discipline was subsequently re-qualified as optional<sup>15</sup>.

*Life-Skills Education* was introduced as a compulsory discipline for the grades V-XII in 2005. The curriculum was trying to integrate child rights and child participation in four domains of development: personal, interpersonal, social and health<sup>16</sup>. Teaching guides and manuals were developed and included *rights and responsibilities* and *participation* as key elements for life skills based education. Teachers were trained throughout the country to implement the curriculum. As a result of protests led by Moldovan Orthodox Church, *Life-Skills Education* discipline was withdrawn from the mandatory curriculum after few months of implementation. The campaign led by the religious organizations argued that sexual education, tolerance towards religious and sexual minorities, child rights and participation should not represent values for the Moldovan society<sup>17</sup>.

Since 2010, the educational process in pre-university institutions from Moldova is conducted based on an upgraded curriculum focused on training skills, including interpersonal, civic and moral skills<sup>18</sup>.

### **School curricula**

The EDC/HRE is delivered at the moment in Moldovan schools mainly through *Moral-Spiritual Education* (primary school) and *Civic Education* classes (secondary school and high school)<sup>19</sup>.

*Moral-Spiritual Education* is a **mandatory subject** for primary school (I-IV grades) and is taught as one lesson per week, 33 in total per year. According to the curriculum, the Moral-Spiritual Education aims at developing the following specific competences in pupils:

- use of the specific concepts of moral-spiritual values for understanding and respecting national traditions, religious experience, norms of living together in a society;
- application of the norms related to human values in establishing positive interpersonal relationships;
- displaying socially active and responsible behaviour, according to the changing world;
- participation in decision making processes and community problem solving.

In respect to the suggested contents taught in the classroom, there are fewer items which relate directly to EDC/HRE: rules and norms about the moral-spiritual values; children rights and responsibilities; community activities. In fact, only 4 content units out of 32 refer to EDC/HRE. The other units refer to orthodox religion and national traditions and celebrations<sup>20</sup>.

*Civic Education* is a **mandatory** subject for secondary (V-IX grades) and high school (X-XII grades) and is taught as one lesson per week, 35 in total per year. *Civic Education* at secondary level aims at developing the following five competences:

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<sup>15</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

<sup>16</sup> Conception of the Life Skills based Education. Ministry of Education, 2004

<sup>17</sup> Child rights training in schools in Moldova, Romania, Serbia, Estonia and Sweden. Save the Children Sweden, 2008

<sup>18</sup> Republic of Moldova. Combined fourth and fifth periodic report on the implementation of the Convention on the Rights of the Child for the UN Committee on the Rights of the Child, para. 61

<sup>19</sup> Framework plan for primary, secondary and high school education for 2015-2016, approved by the Ministry of Education Order no 312 from 11.05.2015

<sup>20</sup> School curriculum for I-IV grades, approved by the Ministry of Education Order no 331 from 12.05.2010

- exploration/ appreciation of facts and social events from local, national and European community;
- demonstration of belonging to family, community, Republic of Moldova, Europe;
- applying strategies to prevent and mitigate health problems;
- cooperation when realizing projects at the level of institution/ community;
- capitalizing opportunities for personal development and social-professional integration<sup>21</sup>.

The content units are divided into four modules: (1) Human – social being; (2) Democratic society; (3) Life and health – personal and social values; (4) Personal development and carrier guidance. Content units related to EDC/HRE are concentrated in the module (2) Democratic society which tackles: rights and responsibilities, understanding of democracy, democratic governance of school, local community, national and international institutions for rights protection etc. The module (1) Human – social being tackles only partially aspects related to EDC/HRE when it comes to identity and diversity of human beings.

*Civic Education* at high school level aims at developing the following four competences:

- applying cognitive acquisitions in the civic domain in the investigation/ consideration of facts, events, processes in the day by day life;
- capitalizing opportunities for personal growth, carrier development and job employment;
- solving individual, group, community problems;
- applying in the day by day life of the respect for national and European values, and the law<sup>22</sup>.

The content units of the *Civic Education* at high school level are slightly different from the secondary level, but also divided into four modules: (1) Human – social being; (2) The law – tool to protect the human being; (3) Life and health – personal and social values; (4) Personal growth and carrier guidance. Similar to secondary level, the content units promoting EDC/HRE are included in the module (2) The law – tool to protect the human being, with more focus on different domains of law, such as constitutional, electoral, civil, penal, family, labour, fiscal etc.

In both secondary and high school levels, interactive methods and action-based learning is recommended by the curriculum in order to support development of the specific competences in *Civic Education*. Some human rights principles are explicitly mentioned (participation, non-discrimination) which also contributes to learning through EDC/HRE.

Besides mandatory curricula, the school framework plan offers the possibility for every pupil to choose on different **optional subjects**, which are meant to contribute to the development of transversal competences. The Framework plan for 2015-2016 recommends as priority areas for optional subjects, inter alia, the following:

- Citizenship: participation in civic life through awareness and understanding of political and administrative processes; exercising civic rights and responsibilities at local, national and international level; involvement in projects for solving community projects; awareness on the importance of personal decisions for local and global implications.
- Intercultural education: understanding and recognizing the values of different cultures; collaboration, in the spirit of mutual respect, with other persons from different ethnic, cultural, religious and lifestyle background.

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<sup>21</sup> School curriculum for V-IX grades, approved by the Ministry of Education Order no 254 from 27.04.2010

<sup>22</sup> School curriculum for X-XII grades, approved by the Ministry of Education Order no 254 from 27.04.2010

The Ministry of Education recommends a list of optional subjects, which were approved by the National Council for Curriculum. For the primary school two optional subjects out of seven include elements of EDC/HRE: *Intercultural education* and *Education for community development*. At secondary school level a more focused subject is also available – *Human Rights Education*.

*Human Rights Education* as an optional subject for VIII-IX grades was developed by the Ministry of Education in collaboration with Amnesty International Moldova<sup>23</sup>. The general competence of this optional subject is defined as follows: understanding, respecting and claiming personal and others' rights. The course aims at developing the following three specific competences:

- Acting in accordance with human rights in different social contexts;
- Respecting and promoting human rights in school and community;
- Taking decisions from the perspective of human rights, diversity and sustainable development.

The specific competences are described using the three dimensions of learning: knowledge and understanding, attitudes, skills. Examples of learning tasks and situations for integration are provided. The content units are divided into four modules: (1) What are Human Rights; (2) I am a child and I have rights; (3) Equality through diversity; (4) Education for sustainable development. Methodological and evaluation strategies recommended by the optional course are similar to those recommended by the Civic Education, with focus on interactive, collaborative, action-based learning.

In the field of **extracurricular activities**, an important framework for children to learn, monitor and report on the implementation of their rights is the *Tournament on children's rights*. The initiative started in 2013 and is organized on yearly basis by the Ministry of Education in collaboration with the Child Rights Information Centre (CRIC). The aim of the *Tournament* is to involve children, guided by teachers, in civic initiatives to promote human/ children's rights through monitoring and reporting to duty bearers<sup>24</sup>. The *Tournament* is informally recognized as the Olympics in *Civic Education*. All interested teachers are offered a training course on child rights and how to support children's monitoring and reporting (based on CRIC Guide for CRC monitoring, 2012<sup>25</sup>). Children groups are encouraged to identify a specific human/ children's right and study it in depth, develop right based indicators to monitor the implementation of the right, collect data from different appropriate sources, compile and present a report to duty bearers etc. Around 20 groups of children took part in 2013 edition and 48 in 2014. In some specific districts, the local departments for education managed to organize the local phase, thus providing more children with the opportunity to participate. The latest draft of the Government report on the implementation of the CRC makes reference to the *Tournament* as a way to promote children's participation<sup>26</sup>.

The same report mentions three teaching auxiliaries available for civic education teachers, developed by Child Rights Information Centre (CRIC) and approved by the Ministry of Education: "Teaching the child's rights", "From a positive personal identity to constructive interpersonal relationships", "Community action and civic skills training"<sup>27</sup>.

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<sup>23</sup> Curriculum for secondary school (VIII-IX grades) – *Human Rights Education*, approved by the Ministry of Education Order no 158 from 23.03.2015

<sup>24</sup> Regulation of the organization of the National Tournament in the field of human/ children's rights, approved by the Ministry of Education Order no 224 from 23.03.2016

<sup>25</sup> [http://www.childrights.md/files/Ghid\\_de\\_Monitorizare\\_a\\_Drepturilor\\_Copilului.pdf](http://www.childrights.md/files/Ghid_de_Monitorizare_a_Drepturilor_Copilului.pdf)

<sup>26</sup> Republic of Moldova. Combined fourth and fifth periodic report on the implementation of the Convention on the Rights of the Child for the UN Committee on the Rights of the Child, para. 61

<sup>27</sup> Republic of Moldova. Combined fourth and fifth periodic report on the implementation of the Convention on the Rights of the Child for the UN Committee on the Rights of the Child, para. 61

## Conclusions

Elements of EDC/HRE have been included into various mandatory and optional subjects at all levels of schooling (except for the preschool).

The space devoted to EDC/HRE in mandatory subjects varies, but remains limited in general and very limited at the level of primary school. Children reports mention that aims of education are not integrated in the whole school, as required by the article 29 of the CRC<sup>28</sup>. However, children mention that in few schools that started to implement child rights education activities, pupils are more aware of their rights and do pay more respect to each other<sup>29</sup>.

*Civic Education* has been the mandatory subject to deal with EDC/HRE most explicitly. However, EDC/HRE has been included into *Civic Education* at various school levels only fragmentary and without making connections to other topics of this discipline. Although the Ministry of Education claims that the contents of all modules of *Civic Education* are taught from the perspective of human rights and the rights of the child<sup>30</sup>, reports from teachers<sup>31</sup> and children do not agree with this<sup>32</sup>. Some teachers state that there is not enough time for teaching children's rights; a large number of topics have to be covered during the educational classes and often instructions about new subjects that have to be dealt with are sent out from the Ministry of Education<sup>33</sup>.

They also report that topics related to children's/ human rights have been dealt with superficially, formally or altogether skipped, main concepts misinterpreted or false/ selected information provided to children. Teachers tend to focus on children responsibilities, as "children already have enough rights". Children explain this situation by the teachers' lack of understanding of child rights and their fear to lose control over the class<sup>34</sup>. Informational and didactical resources on child rights are also lacking in the school.

In addition, all actors in the education system agree that *Civic Education* focuses more on development of knowledge about children's rights or democratic principles, than supports development of skills and attitudes<sup>35</sup>. Although interactive methods of teaching/ learning have been recommended to teachers, and according to children civic education teachers do apply those more often than other teachers, this has not been enough for children to develop required competences. Children's rights education is, usually, reduced to one lesson per school year, in which they are not linked to the other topic of civic education, nor are they discussed from the local context, but in an abstract manner unrelated to children's lives.

Unfortunately, in many schools the international human rights days (International Day for Prevention of Child Abuse, Child Rights Day and Human Rights Day) are the only occasions for children to deal

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<sup>28</sup> Children's report for the UN Committee on the Rights of the Child. Chisinau, 2016

<sup>29</sup> Children's rights monitored by children. Children report on the respecting of the Convention on the Rights of the Child. Chisinau, 2012

<sup>30</sup> Republic of Moldova. Combined fourth and fifth periodic report on the implementation of the Convention on the Rights of the Child for the UN Committee on the Rights of the Child, para. 234

<sup>31</sup> Report on workshops with teachers, school inspectors, representatives of academia, NGOs

<sup>32</sup> Children's report for the UN Committee on the Rights of the Child. Chisinau, 2016

<sup>33</sup> Child rights training in schools in Moldova, Romania, Serbia, Estonia and Sweden. Save the Children Sweden, 2008

<sup>34</sup> Children's report for the UN Committee on the Rights of the Child. Chisinau, 2016

<sup>35</sup> Report on workshops with teachers, school inspectors, representatives of academia, NGOs

with their rights<sup>36 37</sup>. Even though, children mention the formal character of these events, that are not properly prepared and sometimes organized by children themselves<sup>38</sup>.

Besides, some suggested topics in the same disciplines might even be contrary to the principles of human rights/ democracy, namely non-discrimination. This is visible in the curriculum for primary school level that includes topics such as “orthodox religion and national traditions and celebrations”.

EDC/HRE is more thoroughly implemented and more in line with the international standards in some optional and extracurricular subjects. Their main limit is that, as optional subjects, they remain somehow marginalised by the system (no resources for teaching, no systematic training, methodologies, tools etc.) and do not reach all children (might or might not be provided at school level)<sup>39</sup>.

In brief – EDC/HRE has not been integrated into the Moldovan education system. There are separate competences and topics that are related to EDC/HRE in a few mandatory subjects. There are no examples of a mandatory discipline that has been conceptualized from the perspective of EDC/HRE. On the positive side, approaches and resources elaborated for the optional and extracurricular activities provide examples of good practice and a basis for further work on integrating EDC/HRE into Moldovan education system.

## Democratic governance in schools

The Education Code establishes new requirements for democratic rule of the schools, making more space for children, parents and school personnel in the decision making processes. Article 49 stipulates that the administration council of the school should include, besides school manager and representative of local administration, three parents, two teachers and one pupil<sup>40</sup>.

One dimension of the Quality Standards for Primary and Secondary Schools refers explicitly to democratic participation. It includes three specific standards: (1) children participate in the decision making processes of all school aspects; (2) school communicates systematically and involves family and community in the decision making process; (3) school, family and community prepare children to live in an intercultural society based on democracy<sup>41</sup>.

Draft of the Professional Standards for School Managers stipulates as one of the eight general competences – school manager establishes and encourages efficient relationships within the school community<sup>42</sup>. According to this competence, the school manager should build the confidence and encourage positive working relationships in the school community among pupils, teachers and other personnel, parents, administrative council and other stakeholders. Six specific competences are expected from the school manager:

- promotes an inclusive school culture, respecting diversity
- promotes a mutual respect climate

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<sup>36</sup> Republic of Moldova. Combined fourth and fifth periodic report on the implementation of the Convention on the Rights of the Child for the UN Committee on the Rights of the Child, para. 234

<sup>37</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

<sup>38</sup> Children’s report for the UN Committee on the Rights of the Child. Chisinau, 2016

<sup>39</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

<sup>40</sup> Educational Code, adopted by the Parliament on 17.07.2014

<sup>41</sup> Quality standards for primary and secondary schools from the perspective of child friendly school, approved by Ministry of Education Order no 970 from 14.10.2013

<sup>42</sup> <http://www.particip.gov.md/proiectview.php?l=ro&idd=2719>

- demonstrates responsibility and respect for school personnel, pupils etc.
- models and promotes open dialogue
- demonstrates efficient communication, facilitation and problem solving skills
- respects ethical code and professional ethics standards.

Schools are encouraged to foster children participation by providing different opportunities to children, including through **school pupils councils and National Pupils Council**<sup>43</sup>. According to the guidance provided by the Ministry of Education, the schools are expected to develop their own regulations for children participation in decision making processes.

Although the framework is in place, various reports suggest that there are many difficulties and obstacles for its proper implementation. This is confirmed by the participants in the focus group conducted in the framework of this mapping. They point out that school staff, management and teachers, have limited competences in children's participation. The same applies to District Department of Education, Inspectorate etc. Many school staff has negative attitude towards children's involvement in any decision-making process and the bare idea of children having and expressing their views and opinion.

In their CRC monitoring reports, children discussed their concerns about teachers' attitudes and their general relationships with school staff, especially teachers:

*“The authoritarian, dominating style of talking to pupils and the use of violent discipline methods”*

*“Certain teachers consider that the freedom of expression is nothing else than an act of indiscipline”*

*“Schools staff has limited understanding of children's participation; it is usually perceived as taking part in an entertaining, artistic activity or for example in activities such as cleaning schools.”*

Although generally speaking there is a lot of misunderstanding and resistance towards children's participation, there are examples of schools where understanding and attitudes are better – but this is often not shared by all school staff and crucially – not by the management. Teachers who are more positive still lack skills and resources to integrate children's participation in classroom and school processes. Children's participation was not part of their pre-service or in-service training and there are no practical resources to guide their practice.

Mechanisms for children's participation in the schools are underdeveloped. Usually it is only pupils' council, and most often they are not functioning well. Although school pupils' councils exist in many schools the majority of children believe that school councils do little to ensure that their right to be heard is guaranteed<sup>44</sup>. In most schools where these structures are present, children who are not their members are not aware of their existence or they have little or no understanding of their role, the way they are organized and run, as well as the requirements for joining them. In many schools, the activity of the self-governing body is orchestrated and manipulated by teachers. There have been reports of situations when self-governing body representatives were completely unaware of their mission and responsibilities. As a rule, the election of the school council members and the class representatives is

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<sup>43</sup> Instruction on creation and functioning of the pupils' council and Regulation for creation and functioning of the National Pupils' Council, approved by Ministry of Education Order no135 from 26.03.2013

<sup>44</sup> Child and youth participation in the Republic of Moldova. A Council of Europe policy review, 2013

not a transparent procedure and is often performed without children's participation. In none of the schools attended by members of the Working Group for the Child Rights Monitoring, school policies have been consulted with children<sup>45</sup>.

Another important issue is that not all the children are represented in the pupils' councils. There are no mechanisms for children from primary school to participate. As a consequence, in the secondary school they lack abilities to get involved in decision-making processes. Non-discrimination principle is most often not respected and children's participation however formal is never inclusive. The pupils' councils regulations includes some important provisions to contribute to inclusive election/ selection procedure (transparency, time, more sources of informing) and criteria – balance in terms of gender, ethnicity, experience etc., balance of experiences is important because usually best pupils are favored by teachers/ school staff and reference to lack of experience often works to discriminate against “less good pupils” and indirectly against Roma, poor, difficult family background etc. (who are usually not among “best students”). These provisions are usually not implemented due to the lack of capacities of school staff.

The situation is similar in respect of participation of parents/ caregivers and community in the school decision making processes. Parents/ caregivers and community members, especially in rural and semi-urban areas do not play significant role in the educational matters – at least not in substantive, such as curriculum, teaching methods, school policies, etc. According to a study, only 19% of school principals surveyed stated that they involve parents in the decision-making processes in the school<sup>46</sup>. Parents' involvement is required more for the improvement of infrastructure and equipment in the schools<sup>47</sup>. In this respect, poor families, Roma, parents working abroad, single parents, etc. might be discriminated against in the schools<sup>48</sup>. Initiatives for more transparent and inclusive school processes, including budgeting have been developed recently (see <http://scoalamea.md/>). Parenting programs, foreseen by the Strategy “Education 2020” and newly started in some schools, should add to common understanding among teachers and parents about childhood, aims and methods of education, and help teachers establish positive relationship with parents/ caregivers, and hence contribute to conditions that bring parents closer to the schools.

There is limited participation of the school in the organization or involvement in human rights promotion activities at the community level. There are also apparently limited efforts invested by the school in involving members of the community in human rights promotion activities organized in the school<sup>49</sup>.

### **Conclusions:**

The framework for democratic governance in schools is very new and thus not known by all the stakeholders. Reports from teachers and children confirm the need for more awareness and explanation on the newly adopted provision for all the actors in the education, including children and

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<sup>45</sup> Truth voiced by children. Children's report on the respect of the Convention on the Rights of the Child in the Republic of Moldova. CRIC, 2010

<sup>46</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

<sup>47</sup> Children's report for the UN Committee on the Rights of the Child. Chisinau, 2016

<sup>48</sup> Constatări în cadrul Studiului discriminării în sistemul școlar din Republica Moldova. CIDO, 2014 [Study report on discrimination against children in the school system of the Republic of Moldova]

<sup>49</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

parents<sup>50</sup>. Beyond the school, the whole society does not provide a model of a rights respecting and democracy environment<sup>51</sup>.

Moldovan society is still characterized by lack of awareness and understanding of children's rights. The same applies to the professionals working with and for children - teachers included. Children are understood as incapable, undeveloped and irrational. Children's rights are mainly limited to protection rights. Based on a false, but common belief that they give children liberty to do what they want, children's participation rights and children agency are not understood and accepted. Children's participation is usually understood as taking part in theatre or music shows – as entertaining – rarely, if ever, as taking part in decision-making processes<sup>52</sup>.

As a result, children involvement in the decision-making processes has a formal and sporadic character<sup>53</sup>. Having only one representative in the administrative council of the school, children cannot really have a voice there<sup>54</sup>. Children are not meaningfully consulted on the issues important for them such as: school regulations and schedule, educational process and contents, optional classes<sup>55</sup>. Teachers' capacities to take into account children's opinions, interests and wishes are also weak<sup>56</sup>.

Capacities of school staff to establish condition and involve parents/ caregivers and community members in general are limited, as well. There is lack of meaningful, effective and inclusive mechanisms for their participation in the school processes.

## Teacher training

Lack of teachers' capacities is recognized as one of the most urgent problems of the Moldovan school system by the all actors in education starting with the Ministry of Education (MoE). According to the situation analysis of the MoE for the Education Strategy 2020, teachers' capacities are not adapted to the changes in the educational system, more precisely - to the requirements of the modernized curriculum based on development of children's competences. Decrease in capacities of school staff is connected to many factors such as economic instability and migration, deteriorated image of education and teaching profession etc. Teachers training, importantly, is not developed and implemented based on an evaluation of teachers needs and the situation of schools and communities, teachers and children is not taken into account. Although teachers are increasingly trained on the implementation of modernized curriculum since 2010, this approach is too new for majority of teachers. They need more systematic support to be able to implement the new curriculum, for example, in application of interactive methods that allow children to influence teaching/ learning process and develop skills in communication, discussion, analysis, critical thinking etc.<sup>57</sup>

This general situation reflects also on training of teachers who are more directly involved in EDC/HRE. The situation with civic education teachers is even more worrying because there was no

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<sup>50</sup> Children's report for the UN Committee on the Rights of the Child. Chisinau, 2016

<sup>51</sup> Report on workshops with teachers, school inspectors, representatives of academia, NGOs

<sup>52</sup> Child and youth participation in the Republic of Moldova. A Council of Europe policy review, 2013

<sup>53</sup> Drepturile copilului monitorizate de copii. Raportul copiilor despre respectarea Convenției ONU privind Drepturile Copilului. CIDDC, CNPAC. 2012

<sup>54</sup> Rapoartele copiilor din grupurile care monitorizează drepturile copilului, inclusiv din CNE.

<sup>55</sup> Truth voiced by children. Children's report on the respect of the Convention on the Rights of the Child in the Republic of Moldova. CRIC, 2010

<sup>56</sup> Child and youth participation in the Republic of Moldova. A Council of Europe policy review, 2013

<sup>57</sup> Compare to Child rights training in schools in Moldova, Romania, Serbia, Estonia and Sweden. Save the Children Sweden, 2008 & Child and youth participation in the Republic of Moldova. A Council of Europe policy review, 2013

specific training for *Civic Education* teachers at the colleges or universities. Usually, history teachers takeover also *Civic Education*. In addition, children's rights are also rarely part of teachers' pre-service training. If at all, the topic of children's rights and EDC/HRE is discussed only marginally, fragmentary and as a theoretical concept. Only one Pedagogical University (State Pedagogical University "Ion Creanga") is providing at the moment specific training for *Civic Education* teachers and runs several courses that are based on child rights. Unfortunately, a unique Master Study Program on Children's Rights (State University) has been closed after several years of work.<sup>58</sup>

In-service training on children's rights is as well fragmentary, sporadic and mostly conducted by NGOs in cooperation with the MoE (see chapter on NGOs). Besides, Institute for Educational Sciences (ISE) and a number of Universities are also involved in in-service training for teachers. Recently, ISE has elaborated and implemented a module (six hours) on Human Rights as an in-service training for civic education teachers<sup>59</sup>. According to a report on the implementation of the 2013 NPA for Human rights available online, only scattered capacity building activities of teachers have been implemented, among which only ISE training was mentioned.

Participants in the focus groups assessed themselves against all four sets of teachers' competences for EDC/HRE. Representatives of District Department for Education (DDE), Academia and NGOs, who also took part in the focus groups supported teachers' assessment of the situation, conclusions and recommendations.

Results of the assessment are similar in respect of all sets and particular competences. They vary among teachers, due to diverse background of civic education teachers, general school climate, capacities of DDE to support them with resources and capacity building they had so far. Some teachers therefore might be better prepared, some might lack any preparation, some might work in more supportive environment, some not supported by the management nor by DDE. However, CoE study from 2013 on children's participation concludes that generally speaking teachers have limited knowledge about children's rights<sup>60</sup>. Lack of capacities for children's participation and non-discrimination has already been mentioned.

*„Children's capacities and agency are not recognized. Children are not taken seriously.“*

*„Teachers do not have capacities to facilitate an open and critical dialog with children.“*

In addition, focus groups reiterated concerns about lack of capacities in:

- Evaluation (see chapter on evaluation);
- Setting, maintaining, evaluating classroom rules in general and especially with children;
- Facilitating classroom discussions in general and in particular on sensitive and controversial topics;
- Initiating and supporting long term and trans-curriculum projects with children that would allow them to learn through experience, practice, enough time to learn and develop skills;
- Participatory and inclusive methods with children (but also to involve parents/caregivers, community members);

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<sup>58</sup> Compare to Child rights training in schools in Moldova, Romania, Serbia, Estonia and Sweden. Save the Children Sweden, 2008

<sup>59</sup> [http://www.justice.gov.md/public/files/drepturile\\_omului/Raport\\_PNADO\\_2013\\_APC.pdf](http://www.justice.gov.md/public/files/drepturile_omului/Raport_PNADO_2013_APC.pdf)

<sup>60</sup> Child and youth participation in the Republic of Moldova. A Council of Europe policy review, 2013

- Digital competences.

It was commented that “*many teachers prefer classic lecturing staying in the front of the class*” and that “*children are asked and their opinion listened only when they are convenient.*” Interestingly, children in their reports say that in comparison to other teachers Civic Education teachers, generally speaking, use more often interactive methods and ask their opinion<sup>61</sup>. However, children agree that: “*Teachers are not sufficiently trained to apply interactive methods of working with pupils. Teachers in most schools have a traditional way of teaching, they are passive during classes, and they sit at their tables and give pupils plenty of assignments. In certain schools only young teachers use new, interactive methods that appeal to most pupils.*”

Participants in the focus groups are concerned that action/ project learning is almost non-existing in Moldovan schools. Some good examples have been supported by NGOs (see Tournament (nationwide) and community projects (2 districts) – both supported by CRIC). Simulations are most often used as strategies to support practical learning. Simulations are certainly more dynamic and fun for children in comparison to classical lecturing, but they are sometimes not taken seriously. As said, many teachers lack skills and avoid discussing sensitive and actual topics, prefer to discuss topics that are disconnected to children’s environments or lives – this makes them less relevant to children. Teachers often dominate discussion and do not tolerate different opinions (silence, ignore, ridicule etc.). Generally speaking, diversity is not valued, but understood as deficit. This seems to apply to any difference to the dominant, be it a different opinion, ethnicity, music preference or family form.

Teachers’ competences to partnership and involve with community are least developed according to teachers’ self-assessment. Discriminatory attitude of school staff has been mentioned as one of the issues, obstacles for involvement of community and integration of all the children - „*teachers have a lot of prejudices*”(see chapter on skills for promoting social cohesion, valuing diversity...).

### **Conclusions:**

Our discussions with teachers and other actors in education reiterates conclusions of the UNDP study: “The analysis shows that there is a considerable gap between the goals/ objectives set in curricula of the given disciplines and the teachers’ capacity to deliver them accordingly, as well as the capacity of students to apply human rights knowledge when facing concrete situations in their daily life.”<sup>62</sup>.

Teachers reported limited key EDC/HRE competences and lack of targeted, systematic and continuous capacity development in respect of those. Children's rights are not part of teachers' training or again, mentioned only as a marginal topic and not clearly related to their tasks and responsibilities.

Beside lack of training, teachers and others involved in EDC/HRE lack teaching materials and tools for children's rights education. There are a few guides on few subjects elaborated by NGOs, sometimes with participation of teachers and were approved by the Ministry of Education recently. These materials are available and useful mainly for teachers involved in the training program of the NGOs.

Lack of key capacities of teachers and lack of supportive structures and processes has direct negative influence on EDC/HRE in schools. Very often, it is conducted in a formal or superficial way, as a theoretical concept in the schools, not connected (and thus irrelevant) to children's everyday lives and

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<sup>61</sup> Truth voiced by children. Children’s report on the respect of the Convention on the Rights of the Child in the Republic of Moldova. CRIC, 2010

<sup>62</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

environments. Due to the lack of a profound capacities in children's rights teachers are incapable to see the linkages between the topic of children's rights and other topics in civic and general education. Teachers have limited abilities to develop children's skills to exercise their rights – methodologies such as action learning (learning by doing, project learning) are not embedded in teachers' practices. Such methodologies are not well developed and not supported by the key actors in the education (DDE, inspectors etc.). Lack of understanding of children's participation and non-discrimination, prevents teachers to perceive and respect children's agency and evolving capacities. Due to the lack of skills and methodologies teachers cannot create (inclusive and effective) opportunities for children to exercise their rights according to their capacities.

Finally, due to the lack of abilities in children's rights, teachers violate children's rights or cannot protect children when their rights are violated. Teachers apply all sorts of violence (eg., labeling, shouting, calling names, ignoring, hitting, humiliating etc.). A recent study on discrimination in schools shows, for example, that teachers both discriminate against children, cannot prevent or protect children or do not even recognize discrimination when it happens.<sup>63</sup>

### **Role of non-governmental organizations, youth organizations and other stakeholders in EDC/HRE**

There is no formal framework for the cooperation with the non-governmental organizations in the EDC/HRE. However, NGOs play a significant role in promoting EDC/HRE, being the initiators for some processes, taking the lead and implementing components of EDC/HRE, monitoring and advocating for sustainable changes.

Government officials at both national and district level highlight the importance of cooperation with NGOs. The fact that the NGOs train teachers, develop and distribute guidebooks and other materials that are useful for teachers is highly appreciated<sup>64</sup>. As the institutions for pre- and in-service training of teachers lack competences in children's rights and focus rather on theoretical concepts, NGOs assistance is very important for providing practical knowledge and insight into the everyday lives of children.

In fact, the Ministry of Education relies too much on the support from the NGOs, sometimes NGOs taking over the responsibilities of the state authorities. The role of the Ministry of Education is reduced to the approval of the activities and materials developed by NGOs.

Few notable examples of NGOs' role in promoting EDC/HRE could be mentioned:

- Society for Education and Human Rights (SIEDO) supported the Ministry of Education to develop and implement the *We and the law* discipline in the period 2001 – 2005<sup>65</sup>;
- Child Rights Information Center (CRIC) is constantly supporting the integration of child rights in the educational policies and practices, by developing tools, teaching and informational materials for *Civic Education* and child participation, and training teachers<sup>66</sup>;
- Amnesty International Moldova developed and piloted the optional course for secondary school Human rights.

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<sup>63</sup> Constatări în cadrul Studiului discriminării în sistemul școlar din Republica Moldova. CIDO, 2014 [Study report on discrimination against children in the school system of the Republic of Moldova]

<sup>64</sup> Child rights training in schools in Moldova, Romania, Serbia, Estonia and Sweden. Save the Children Sweden, 2008

<sup>65</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

<sup>66</sup> Child rights training in schools in Moldova, Romania, Serbia, Estonia and Sweden. Save the Children Sweden, 2008

NGOs and youth organizations have a considerable contribution in the implementation of extracurricular activities/ projects. A crucial role NGOs play in facilitating children participation in decision-making processes, including in the monitoring and reporting of their rights<sup>67</sup>. Some examples, worth mentioning are: National Pupils' Council from secondary schools, National Pupils' Council from vocational education and training, National Tournament on Child and Human Rights, Working Groups on the Rights of the Child, ad-hoc groups on consulting specific issues (compulsory school uniform, methodology on final examination etc.)<sup>68</sup>.

In the same time, one should mention that the majority of NGOs mainly focus only on certain aspects of EDC/HRE, such as: non-discrimination, intercultural education, inclusive education, violence prevention, gender equality, prevention of human trafficking, interactive teaching methodology etc. Thus, the holistic approach of EDC/HRE lacks. In contrast to national authorities, NGO intervention is limited also in geographical terms. In addition, there are differing approaches of initiatives or programs in terms of time and intensity. This is less an issue when piloting, developing new methodologies. It is an issue in dissemination of knowledge and practices. The focus groups showed that there is unequal national distribution of opportunities for children in respect of EDC/HRE.

Another area of concern is the lack of coordination of the initiatives coming from NGOs. This leads to a situation when messages are not coherent and scarce resources are used inadequately. In addition, participants in the focus groups explained that although generally welcomed, especially when long-term and participatory, short-term approaches that lack follow-up can be counterproductive – school can be overburdened with many projects that are not coordinated, no time and human resources to integrate learning into the school processes, and, on top of it, different NGOs have different approaches to for example children's participation.

### **Conclusion:**

NGOs active in the field of children's rights have also historically been the driving force behind awareness raising and building capacities of professionals, including teachers in children's rights, developing models of child participation, non-discrimination etc.

On the other hand, the same NGOs do not coordinate among themselves and their intervention is sometimes fragmentary, does not correspond to the needs of project participants, and creates more confusion among project participants than improving their practices.

### **The evaluation of the effectiveness of EDC/HRE**

The curriculum for *Civic Education* recommends evaluation strategies that focus on process rather than on final product and assessment of the personal growth dynamics rather than according to an objective indicator. Alternative evaluation strategies should be used, such as: portfolio, interview, documents' folder, personal journal, photo exhibition, community project, research project, public speech, self-evaluation, each other evaluation, poster etc. The curriculum recommends involvement of parents in the evaluation for more sustainable and coherent development of pupils' competences<sup>69</sup>.

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<sup>67</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

<sup>68</sup> Child and youth participation in the Republic of Moldova. A Council of Europe policy review, 2013

<sup>69</sup> School curriculum for V-IX grades and X-XII grades, approved by the Ministry of Education Order no 254 from 27.04.2010

Suggestions on the evaluation methodologies to be applied in *Civic Education* are included in the Guide on the implementation of the modernized curriculum<sup>70</sup>. A very recent document approved by the Ministry of Education is the Evaluation referential of the pupil's specific competences<sup>71</sup>. It provides details on the indicators, criteria for evaluation and products to measure the competence.

Participants in the workshops and other teachers' reports mention that evaluation is one of the biggest concerns in EDC/HRE, namely in *Civic Education*. The tools provided by the Ministry of Education are not clear enough, sometimes even confusing and do not offer a framework for an evaluation from a human rights perspective. As a result, *Civic Education* teachers do not have capacities to organize a meaningful evaluation of pupils, especially when it comes to evaluate their skills and attitudes<sup>72</sup>. In addition, capacities of inspectors have also been discussed in the focus group. Participants expressed concerns related to lack of resources – skills, methodologies, indicators but also lack of unified approach among various key actors in the system.

The difficulties in delivering a proper EDC/HRE are confirmed by the children reports. According to a survey conducted by children, only one quarter of children has heard about the Convention on the Rights of the Child. Information on children's rights is often false, incomplete or selective. This is due to general wrong or limited understanding and knowledge on CR in Moldova. Children's knowledge is dependent on interest of adults around them, primarily parents & teachers. Some rights are thus better known, for instance: three quarters of children cite the right to education. Some rights are not known at all - less than one per cent of children mentioned the right to protection from all forms of violence and discrimination. Best interest was not mentioned at all. Although some children can make a big list of children's rights, most of them do not know what's the meaning and scope of them, nor to whom they can turn to if their rights are violated<sup>73</sup>. Children reports suggest that the school in general fails to provide children with the knowledge and skills important for playing an active role in the society. The school program does not include subjects aiming at developing children's talents and personality, creating an active adult, due to its theoretical character and, quite often, children are asked to simply reproduce what they have been told earlier by teachers<sup>74</sup>.

## **Conclusions:**

General framework has been in place, some guides are provided, some new processes and structures being developed, there are serious gaps in the evaluation of DCE/HRE results at the level of children, but also at the level of monitoring how is ECE/HRE delivered by teachers/ schools.

Teachers have not been trained to use the newly proposed evaluation methodologies and tools. They report that these tools are not always useful nor rights based and ask for more practical tools.

Skills of school inspectors are also not developed. Practical and effective monitoring frameworks are missing here as well.

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<sup>70</sup> Guide on the implementation of the modernized curriculum on Civic Education. Ministry of Education. Chisinau 2010

<sup>71</sup> Evaluation referential of the pupil's specific competences. Ministry of Education. Chisinau 2014

<sup>72</sup> Report on workshops with teachers, school inspectors, representatives of academia, NGOs

<sup>73</sup> Truth voiced by children. Children's report on the respect of the Convention on the Rights of the Child in the Republic of Moldova. CRIC, 2010

<sup>74</sup> Life through children's eyes. Children's report on the respect of the Convention on the Rights of the Child in the Republic of Moldova. Chisinau, 2008

## Research, evaluation and review of the national strategies and policies on EDC/HRE-related issues

Apart from a policy paper done by UNDP on Human rights education dated since 2010<sup>75</sup>, no other comprehensive researches and reviews of the national strategies and policies on EDC/HRE-related issues were carried out.

In recent years the education policies reviews were performed rather from the economic perspective, as one of the objectives of the country strategy Moldova 2020 is “aligning the education system to labor market requirements in order to increase labor productivity and increase employment rate in the economy”<sup>76</sup>. Thus, education authorities were more concerned with issues related to the efficiency of the spending in education, school network and infrastructure, quality of human resources and developing vocational education and training.

The Strategy “Education 2020” makes an analysis of the education system from access, relevance and quality perspective. Some issues related to EDC/HRE are also analyzed and included in the strategic objectives: child participation, protection from violence, relevance of the curriculum content, inclusive education, and community partnership in education<sup>77</sup>.

Since the entering into force of the Law on ensuring equality (2013) several researches were done by the NGOs on the discrimination in the school system, tackling discrimination on different basis: ethnicity, religion, family income etc.<sup>78 79</sup>

A few other studies on the topics closely related to EDC/HRE should be mentioned here: Council of Europe conducted a study on the Moldovan policy on children’s participation in 2013; UNICEF carried out an evaluation of Child Friendly Schools in 2012; inclusive education program has also been evaluated by UNICEF and other relevant NGOs.<sup>80</sup>

At the Ministry of Education level, a possibility of reviewing the EDC/HRE is issuing annual methodological guidelines for the implementation of the *Civic Education*. These letters are meant to guide school managers and teachers on the management of the *Civic Education* subject, providing clarifications, explanations on controversial issues or bringing new aspects into discussion<sup>81</sup>. Documents issued in the last years put emphasis on the following aspects of EDC/HRE:

- it is recommended to organize transversal teaching/ learning of human rights in all four modules of the *Civic Education* – thus helping pupils understand rights as part of their daily life. This aspect is reported as an implemented one in the Government report to the CRC Committee<sup>82</sup>;

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<sup>75</sup> Human Rights Education in the Republic of Moldova. A policy paper. UNDP Moldova. Chisinau, 2010

<sup>76</sup> Law no 166 from 11.07.2012 on approval of the National Development Strategy “Moldova 2020”

<sup>77</sup> Strategy on development of education for 2014-2020 “Education-2020”, approved by the Government on 14.11.2014

<sup>78</sup> Constatări în cadrul Studiului discriminării în sistemul școlar din Republica Moldova. CIDO, 2014 [Study report on discrimination against children in the school system of the Republic of Moldova]

<sup>79</sup> Compatibility analysis of Moldovan legislation with the European standards on equality and non-discrimination. Legal Resources Centre from Moldova (LRCM), Chișinău, 2015

<sup>80</sup> [http://www.unicef.org/moldova/resources\\_19621.html](http://www.unicef.org/moldova/resources_19621.html)

<sup>81</sup> [http://edu.gov.md/sites/default/files/ed\\_civica\\_recomandari\\_metodice\\_rom\\_2015-2016.pdf](http://edu.gov.md/sites/default/files/ed_civica_recomandari_metodice_rom_2015-2016.pdf)

<sup>82</sup> Republic of Moldova. Combined fourth and fifth periodic report on the implementation of the Convention on the Rights of the Child for the UN Committee on the Rights of the Child, para. 234

- human rights should be introduced as a relationship between the right holder and duty bearer; students should be able to identify duty bearers and their responsibilities at different levels;
- *Civic Education* should build children competences to claim their rights as active citizens, thus it is recommended to have at least 4-6 practical lessons, outside the classroom, in the community, building meaningful partnerships with other community actors;
- *Civic Education* should be taught by teachers with special training on HRE.

The methodological letters make reference to a wide list of resources to be used by teachers and the extracurricular events and processes that could extend and strengthen the acquirements in *Civic Education*.

Finally, research done by a group of children should be mentioned here. In the framework of CRC monitoring and reported, various groups of children were supported to conduct study on their knowledge about children's rights. Strong aspect of these studies furthermore is that they put forward children's perspective. Although these studies are limited in terms of representatively, they are only source of information to whole range of issues related to EDC/HRE and remain main point of reference in general as well as for this mapping exercise.<sup>83</sup>

### **Conclusions:**

Research on EDC/HRE has been almost completely missing in the Moldova. A few studies on selected topic related to EDC/HRE have been initiated and carried by national or international NGOs, with limited involvement of the universities from Moldova. On the other hand, children have not only participated, but were also supported to conduct studies on HRE and general education on their own.

Hence this mapping exercise, initiated by CoE, has been relevant in respect of EDC/HRE in Moldova. It provided an opportunity to systematize results of various studies and reports that have been conducted until now and identify gaps in research.

Recommendations: With the above described situation, an evaluation of children's rights and human rights education, and education on democracy and citizenship should be carried out to assess how these subjects are taught in practice and what skills children have acquired at different ages<sup>84</sup>. Children and other reports mention that pupils' competences on EDC/HRE are reduced to knowledge on a list of rights without understanding their meaning, their application in the daily life situations and the meaning of human rights principles<sup>85</sup>. Moreover, this evaluation should go beyond the contents of the specialized disciplines and look at the school environment and school policies as a whole. Reports from children suggest that school environment is not always respecting their human dignity and basic rights (e.g. because of scarce resources the school administration cuts the heating during winter, majority of the schools have the toilet outside of the building, the ones inside could be used only by the teachers etc.)<sup>86</sup>.

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<sup>83</sup> Children's report for the UN Committee on the Rights of the Child. Chisinau, 2016

<sup>84</sup> Child and youth participation in the Republic of Moldova. A Council of Europe policy review, 2013

## The development of skills for promoting social cohesion, valuing diversity and handling differences and conflict

Equal access to education is a strategic direction and inclusive education is one of the objectives of the Strategy “Education 2020”. According to National Bureau of Statistics, the general educational institutions are increasingly tailored to the needs of children with disabilities. In the school year 2013/14, 4495 pupils with special educational needs (SEN) were enrolled in general education institutions, while 1807 children studied in special schools (21.4% less than previous year)<sup>87</sup>.

Although the policies are in place, different researches mention that there is a high degree of intolerance in the school system towards persons with disabilities, people living with HIV/AIDS, Roma, as well as of other ethnicities. According to the study of Human Rights Information Center (CIDO Moldova) from 2014, besides children with disabilities, children from ethnic and religious minorities are discriminated against. The study reports that Roma children are, for example, often segregated in the school (separate class) or in the class (sitting in the back). Religious minorities are often not tolerated in the schools. Children from poor families cannot afford to pay informal taxes in the schools and they are often disrespected by the teachers. The study concludes that school staff does not understand children's rights (including non-discrimination) nor how to apply these in their work.<sup>88</sup>

This situation is confirmed by various groups of children involved in the monitoring of their rights: “*children are obliged to take religion classes, and those of other belief are obliged to respect the same requirements and pray alongside with orthodox children*”, “*school furniture is not adapted to children with disabilities*”. In addition, children report that teachers very often favor best students (they get more attention, invited to participate in various events organized by/via schools, etc.).<sup>89</sup>

Although the topic is old and intercultural dialog/ learning has been on the agenda, at least of NGOs for long period of time, teachers still have negative attitudes towards some children. Context has changed, as well. Due to de-institutionalization process and inclusive education, more children from residential institutions are in the mainstream schools, children with disabilities, children with difficult family background, Roma children etc.

Participants in the focus groups reported that except for some examples, generally speaking teachers do not have capacities and are not supported to work with classes that are heterogeneous. Big concern is the fact that the inclusive education is understood narrowly and promoted mainly from the perspective of children with disabilities. According to the more recent studies, there is a lot of discrimination in the schools by teachers, parents and children. Children in their reports confirm this: „*Teachers have discriminative attitudes; they do not understand the phenomenon of discrimination; they themselves make different hierarchies...*”<sup>90</sup>. Consequently, pupils are not prepared to accept the differences between them, as in schools there is not enough discussion on differences, tolerance, discrimination nor are there models and practices to set examples.<sup>91</sup>

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<sup>87</sup> Situația copiilor în Republica Moldova în anul 2013. Biroul National de Statistica, 2014.

<http://www.statistica.md/newsview.php?l=ro&idc=168&id=4412> [Children situation in the Republic of Moldova in 2013. National Bureau of Statistics, 2014]

<sup>88</sup> Constatări în cadrul Studiului discriminării în sistemul școlar din Republica Moldova. CIDO, 2014 [Study report on discrimination against children in the school system of the Republic of Moldova]

<sup>89</sup> Children's report for the UN Committee on the Rights of the Child. Chisinau, 2016

<sup>90</sup> Children's report for the UN Committee on the Rights of the Child. Chisinau, 2016

<sup>91</sup> Children's report for the UN Committee on the Rights of the Child. Chisinau, 2016

Besides, concerns related to the education and discrimination based on religion have already been raised by the studies and reports. UN Special Rapporteur on Freedom of Religion or Belief<sup>92</sup> and Legal Resource Centre Moldova emphasized that “One of the most urgent practical problems regarding discrimination of individuals based on grounds of religion is teaching of religion in schools and religious activities within schools”<sup>93</sup>. Similar to the general Moldovan legislation, the above mentioned curriculum for primary school favors Christian Orthodox religion and by this it creates preconditions for a discriminatory attitude towards other children with other religions or atheists. The mentioned studies provide numerous examples of favoring Moldovan Orthodox Church and discrimination against children with other religions and atheists by schools<sup>94</sup>.

Speaking of church and religion, not only respect for (diverse) religions and churches, but also problematic relationship between religion/ church and education in Moldova has to be mentioned. It seems that the dominant church has important influence on the content and aims of education – not only at the level of particular schools but the level of education system and society. This influence can lead to violations of children and human rights (see example with Life Skills Education that was withdrawn due to the protest of the dominant church towards children’s rights, sex education etc.; protests against the law on equality).

Another issue, underlined by both children and NGOs reports is the violence against children. According to the study on Human Rights education, almost 42% of the surveyed teachers recognized that they apply violence towards their students in exceptional cases, and only approximately 20% of the respondents-teachers provided negative answers to the question. 64% of students surveyed stated that they witnessed violent behavior of teachers towards the students and approximately 18% stated that it happened frequently.

Children from the monitoring groups report that “*sometimes parents themselves consent with the use of abusive methods of education by teachers*”. Traditionally, it is considered that teachers’ decisions to have recourse to punishment are always justified, therefore, as a rule, children do not undertake anything to demand their rights<sup>95</sup>. The process of education should be founded on the respect for children’s rights, but bullying, present in schools, is proof that it is not a safe place, where relationships are based upon mutual respect. In every country the progress of education starts with the respect for each child’s personality<sup>96</sup>.

## **Conclusions:**

The Republic of Moldova’s educational system has undergone several reforms, aiming to modernize and democratize education and to create the conditions to reveal each child’s potential, regardless of his/her family’s financial status, place of residence, ethnic background, spoken language or parents’ religious beliefs<sup>97</sup>. These aims remain to be achieved.

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<sup>92</sup> Report of the Special Rapporteur on freedom of religion or belief, Heiner Bielefeldt. United Nations, General Assembly, Human Rights Council, nineteenth session. Distributed on 27 January 2012

<sup>93</sup> Compatibility analysis of Moldovan legislation with the European standards on equality and non-discrimination. Legal Resources Centre from Moldova (LRCM), Chişinău, 2015

<sup>94</sup> Findings within the research on discrimination in the Moldovan school system. Center for Human Rights Information, Chisinau, 2014

<sup>95</sup> Life through children’s eyes. Children’s report on the respect of the Convention on the Rights of the Child in the Republic of Moldova. Chisinau, 2008

<sup>96</sup> Truth voiced by children. Children’s report on the respect of the Convention on the Rights of the Child in the Republic of Moldova. CRIC, 2010

<sup>97</sup> Child and youth participation in the Republic of Moldova. A Council of Europe policy review, 2013

Although there are limits at the level of laws and policies, they are generally in place, biggest concerns in this respect are related to discrimination and violence in the schools. Lack of respect towards children and lack of general positive school ethos have been emphasized by the participants in the focus groups. Some pointed out that support of the management is crucial in this respect. In many schools, management has limited capacities to integrate children's rights into the school policies. Some teachers are aware of discrimination in the schools and report lack of skills and resources to involve children and families of diverse family and social background. All actors in the education process agree that there is lack of methodologies to prevent discrimination and violence and to protect children<sup>98</sup>.

Not only schools, but also structures that should support school staff, lack DDE, NGOs, universities lack resources (training, methodologies etc.) to adequately support school staff and children.

## TARGET GROUPS AND ACTIVITIES ON EDC/HRE

In order to achieve sustainable results in delivering EDC/HRE, the commitment should be shared by all the stakeholders involved in education – at national, local, community and school level. Starting with policy making and ending with practical lessons in the schools, there should be a coherent message about the meaning of human rights education. The following target groups and activities were identified in the framework of this mapping exercise.

Target group	Activities / Recommendations
<b>Ministry of Education</b>	<p>Capacity building for more effective integration of EDC/HRE in the educational policy and its coordination at all levels (responds to the needs to increase commitment and for shared understanding of EDC/HRE, children as rights holders and to build skills in applying rights based approaches to educational.</p> <p>Development of a national concept of EDC/HRE that would integrate human rights in the curricula of all school levels.</p> <p>Define the relationship with church and its role in education policy. Educational aims and content that respects EDC/HRE cannot be determined by preferences of the dominant church, but should have children's interests as primary criteria.</p> <p>Development of policies to facilitate primary school children participation in pupils' councils, and resources to support this.</p> <p>Involvement of children in the revision of the education policies.</p>
<b>Pedagogic universities and other</b>	<p>Capacity building in understanding and application of EDC/HRE: reviewing their curricula and adapt it in line with EDC/HRE standards.</p> <p>Development of resources for EDC/HRE, understanding and application of</p>

<sup>98</sup> Perspectivele dezvoltarii competentei interculturale la tinerii din UTA Gagauzia, prin intermediul activitatilor de educatie formala si non-formala. Studiu sociologic. Chisinau, 2014

<b>institutions responsible for teachers' pre- and in-service training</b>	<p>CRC principles (pre- and in-service training, methodologies, tools) for teachers and especially for civic education, form teachers, primary school teachers, as well as for the school management.</p> <p>Developing research on EDC/HRE issues in order to increase awareness on situation of children and promotion of children's participation rights.</p> <p>Delivering training on human rights, as a mandatory component for the pre- and in-service training of all the professionals working with children.</p>
<b>National School Inspectorate</b>	<p>Capacity building in understanding of EDC/HRE.</p> <p>Development of tools to monitor EDC/HRE implementation based on CRC principles.</p>
<b>National Agency for curriculum and evaluation</b>	<p>Review and development of curricula at all school levels, development of guides for teachers and manuals from the perspective of EDC/HRE, children's rights. Especially in primary schools the contents of the curricula should be analyzed whether this respects and promotes traditions and celebrations of minorities and, especially those that are generally marginalized and discriminated against, like Roma.</p> <p>Considering the possibility of cancelling marking system in the Civic Education.</p> <p>Development of tools for teachers to better evaluate the competences gained by children in EDC/HRE.</p>
<b>NGOs active in the field of EDC/HRE</b>	<p>Capacity building in understanding of EDC/HRE.</p> <p>Coordination of the efforts, sharing of the resources for a coherent approach.</p>
<b>District Department for Education</b>	<p>Capacity building in understanding of EDC/HRE and skills to support teachers and school management in implementing EDC/HRE.</p> <p>Development and adaptation of resources to local context (in-service training to teachers, methodologies, tools etc.).</p> <p>Developing opportunities for child participation and sharing of best practices in EDC/HRE.</p>
<b>School management</b>	<p>Capacity building in understanding and skills in applying EDC/HRE at whole school level. This should foster the creation of an enabling human rights environment in school.</p> <p>Support in development and implementation of mechanisms for children's participation in school governance/ decision making processes, child protection policies etc.</p> <p>Support in identifying and maintaining human resources involved with EDC/HRE.</p> <p>Making available resources for children initiatives related to EDC/HRE.</p> <p>Meaningful involvement of parents in the school life.</p>

<b>Teachers, especially Civic Education teachers and teachers of optional subjects</b>	<p>Capacity building in understanding and skills in applying:</p> <ul style="list-style-type: none"> <li>- EDC/HRE</li> <li>- CRC principles (children’s participation; non-discrimination; survival and development, best interests)</li> <li>- Evaluation of children taking CRC principles into account.</li> </ul> <p>Resources for supporting children’s participation, prevention of discrimination and violence, and protection of children based on their rights.</p>
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## LIST OF POSSIBLE PARTNERS, THEIR ROLES AND RESOURCES

Questionnaires for all stakeholders involved with EDC/HRE were distributed in order to identify possible partners, their roles and resources. Seven out of twenty questionnaires were filled in and sent back. The list of the possible partners is included in the below table. The role of the partners in EDC/HRE is included as filled in by each partner.

Name of the organization/ institution	<b>State Pedagogical University <i>Ion Creangă</i> from Chişinău</b>
Contact person	<b>Valentina URSU, dr., conf. univ., chief of the Department Geography and Cultural Patrimony</b>
Address	<b>Str. Ion Creangă, 1, bl, 1, bir, 513</b>
Tel./ fax	<b>+373 69288623</b>
Email	<a href="mailto:ursuvalentina@yahoo.com">ursuvalentina@yahoo.com</a>
Web	<a href="http://www.upsc.md">www.upsc.md</a>
<b>Main activities in the field of EDC/HRE</b>	
<p>Carrying out researches/ studies/ monitoring in the field of EDC/HRE</p> <p>Initial training for teachers and school managers</p> <p>In-service training for teachers and school managers</p> <p>Development of methodological materials for professionals (specify): teachers</p> <p>Development of manuals for high school and university level</p> <p>Forums/ conferences for professionals</p>	
<b>Resources</b>	
<p>Support materials for teaching Civic Education</p> <ul style="list-style-type: none"> <li>- <a href="http://www.upsc.md/biblioteca/repozitoriu">www.upsc.md/biblioteca/repozitoriu</a></li> </ul> <p>Guide for teachers – Education of tolerance and democratic citizenship in the history classes</p>	

- [www.antim.md](http://www.antim.md)

Name of the organization/ institution	<b>State University Alecu Russo from Bălți</b> <b>Faculty Educational Sciences, Psychology and Arts</b>
Contact person	<b>Foca Eugenia, university lector, drd, FESPA</b>
Address	<b>Str. Pușkin 38</b>
Tel./ fax	<b>+373 23152366</b>
Email	<a href="mailto:focaeugenia@mail.ru">focaeugenia@mail.ru</a>
Web	<a href="http://www.usarb.md">www.usarb.md</a>
Main activities in the field of EDC/HRE	
<p>Development/ review of the mandatory/ optional curricula</p> <p>Initial training for teachers and school managers</p> <p>In-service training for teachers and school managers</p> <p>Development of methodological materials for professionals (specify): students, primary school teachers, educators.</p> <p>Development of manuals for preschool and primary level</p> <p>Development of informational materials for children</p> <p>Development of informational materials for parents</p> <p>Supporting children participation initiatives/ small grants for children groups</p> <p>Training/ information activities for children, students</p>	
Resources	
Set of materials for the optional course Human Rights Education, developed by Amnesty International Moldova (curriculum, guide for teachers, manual)	

Name of the organization/ institution	<b>Institute for Educational Sciences</b>
Contact person	<b>Solovei Rodica</b>
Address	<b>Chișinău, str. Doina, 104</b>
Tel./ fax	<b>+373 69922845</b>
Email	<a href="mailto:rodicasolovei@yahoo.com">rodicasolovei@yahoo.com</a>
Web	<a href="http://www.ise.md/">http://www.ise.md/</a>
Main activities in the field of EDC/HRE	
Development/ review of the mandatory/ optional curricula	

In-service training for teachers and school managers
Development of methodological materials for professionals (specify): civic education teachers
Resources
Methodological guide: Inclusive education
Curricula and support materials for in-service training of <i>Civic Education</i> teachers
Evaluation of educational standards for <i>Civic Education</i>
Curricula for secondary and high school on <i>Civic Education</i>

Name of the organization/ institution	<b>Child Rights Information Center Moldova (CRIC)</b>
Contact person	<b>Claudia Danii, project coordinator</b>
Address	<b>Str. E. Coca 15, MD-2008 Chişinău</b>
Tel./ fax	<b>+373 22 744600</b>
Email	<b>ciddc@yahoo.com</b>
Web	<b>www.childrights.md</b> <b>www.drepturilecopilului.md</b>

Main activities in the field of EDC/HRE

Carrying out researches/ studies/ monitoring in the field of EDC/HRE
In-service training for teachers and school managers
Training for youth leaders/ representatives of NGOs
Development of methodological materials for professionals (specify): civic education teachers, form teachers, school inspectors.
Development of informational materials for children
Development of informational materials for parents
Development of tools to evaluate EDC/HRE
Supporting children participation initiatives/ small grants for children groups
Training/ information activities for children
Forums/ conferences for professionals
Other activities (specify): supporting children to monitor and report on their rights

Resources

Brochures, posters on the Convention on the Rights of the Child for children, parents, professionals
- <a href="http://childrights.md/files/publications/CDC_2005_final.pdf">http://childrights.md/files/publications/CDC_2005_final.pdf</a>
- <a href="http://childrights.md/ro/publications/CDC_pentru_toti.pdf">http://childrights.md/ro/publications/CDC_pentru_toti.pdf</a>

- [http://childrights.md/files/publications/Conventie Drept Copil 20 Plus Ikea.pdf](http://childrights.md/files/publications/Conventie_Drept_Copil_20_Plus_Ikea.pdf)  
Guide on monitoring the CRC
- [http://childrights.md/files/Ghid de Monitorizare a Drepturilor Copilului.pdf](http://childrights.md/files/Ghid_de_Monitorizare_a_Drepturilor_Copilului.pdf)  
Support material for teaching child rights in civic education
- [http://childrights.md/files/3.Material suport predarea DC in cadrul EC 23.10.2014.pdf](http://childrights.md/files/3.Material_suport_predarea_DC_in_cadrul_EC_23.10.2014.pdf)  
Auxiliary didactical materials for civic education teachers (identity, child participation)
- [http://childrights.md/files/1.Auxiliar didactic Identitate pozitiva-Relatii constructive 18-10-2014.pdf](http://childrights.md/files/1.Auxiliar_didactic_Identitate_pozitiva-Relatii_constructive_18-10-2014.pdf)
- [http://childrights.md/files/2.Auxiliar didactic Proiectul Comunitar 17-09-2014.pdf](http://childrights.md/files/2.Auxiliar_didactic_Proiectul_Comunitar_17-09-2014.pdf)

Name of the organization/ institution	<b>Educational Center PRO DIDACTICA</b>
Contact person	<b>Rima Bezede, president</b>
Address	<b>str. Armenească 13, mun. Chişinău</b>
Tel./ fax	<b>+373 22541994</b>
Email	<a href="mailto:prodidactica@prodidactica.md">prodidactica@prodidactica.md</a> , <a href="mailto:rbezede@prodidactica.md">rbezede@prodidactica.md</a>
Web	<a href="http://www.prodidactica.md">www.prodidactica.md</a>
<b>Main activities in the field of EDC/HRE</b>	
<p>Carrying out researches/ studies/ monitoring in the field of EDC/HRE</p> <p>Development/ review of the mandatory/ optional curricula</p> <p>In-service training for teachers and school managers</p> <p>Training for youth leaders/ representatives of NGOs</p> <p>Development of methodological materials for professionals (specify):</p> <p>Development of manuals (specify for which level – primary, secondary, high school, university):</p> <p>Development of informational materials for children</p> <p>Development of informational materials for parents</p>	
<b>Resources</b>	
<p>Auxiliary didactical material: Intercultural competence</p> <ul style="list-style-type: none"> <li>- <a href="http://prodidactica.md/files/Competenta_Interculturala.pdf">http://prodidactica.md/files/Competenta Interculturala.pdf</a></li> </ul> <p>Curriculum and support materials for the optional course: Culture of the good neighborhood</p> <ul style="list-style-type: none"> <li>- <a href="http://prodidactica.md/files/Cultura%20Bunei%20Vecinatati%20Caiet_RO.pdf">http://prodidactica.md/files/Cultura%20Bunei%20Vecinatati%20Caiet_RO.pdf</a></li> <li>- <a href="http://prodidactica.md/files/Cultura%20Bunei%20Vecinatati%20Caiet_RU.pdf">http://prodidactica.md/files/Cultura%20Bunei%20Vecinatati%20Caiet_RU.pdf</a></li> </ul> <p>Guide for teachers: European integration for you</p>	

Auxiliary didactical material: Education for gender equality and equal chances  
 Auxiliary didactical material: Education for tolerance  
 Pro Didactica newsletter includes different articles on: access to education and equal opportunities, education for social responsibility, moral education, intercultural dialogue  
 - <http://www.prodidactica.md/revista/favorite.htm>

Name of the organization/ institution	<b>NGO INTECO</b>
Contact person	<b>Victoria Matveev, president</b>
Address	<b>Chişinău, str. Pietrarilor 6, ap. 56</b>
Tel./ fax	<b>+373 22 733197</b>
Email	<a href="mailto:intecomd@yahoo.com">intecomd@yahoo.com</a>
Web	<a href="http://www.inteco.wordpress.com">www.inteco.wordpress.com</a>
<b>Main activities in the field of EDC/HRE</b>	
Development/ review of the mandatory/ optional curricula In-service training for teachers and school managers Training for youth leaders/ representatives of NGOs Development of methodological materials for professionals (specify): form teachers Development of informational materials for children Supporting children participation initiatives/ small grants for children groups Training/ information activities for children Forums/ conferences for professionals Awareness raising campaigns	
<b>Resources</b>	
Guide on teaching child rights during the educational classes	

Name of the organization/ institution	<b>CCF Moldova</b>
Contact person	<b>Liliana Rotaru</b>
Address	<b>Str. Puschin 16</b>
Tel./ fax	<b>+373 22 243226</b>
Email	<a href="mailto:office@ccfmoldova.org">office@ccfmoldova.org</a>
Web	<a href="http://www.ccfmoldova.org">www.ccfmoldova.org</a>
<b>Main activities in the field of EDC/HRE</b>	

<p>Carrying out researches/ studies/ monitoring in the field of EDC/HRE</p> <p>Initial training for teachers and school managers</p> <p>In-service training for teachers and school managers</p> <p>Training for youth leaders/ representatives of NGOs</p> <p>Development of methodological materials for professionals (specify): all professionals in child protection and education</p> <p>Development of informational materials for children</p> <p>Development of informational materials for parents</p> <p>Supporting children participation initiatives/ small grants for children groups</p> <p>Training/ information activities for children</p> <p>Forums/ conferences for professionals</p> <p>Awareness raising campaigns</p> <p>Other activities (specify): advocacy activities, supporting small NGOs in the field of EDC/HRE</p>
Resources
<p>Guide: practical experiences on inclusive education for children from residential boarding schools</p> <p>Guide: Index of inclusion – developing the process of learning and participation in schools</p> <p>Guide for children and teachers: Socio-financial education</p> <p>- <a href="http://www.aflatoon.org">www.aflatoon.org</a></p>

Name of the organization/ institution	<b>Legal Resources Center from Moldova</b>
Contact person	<b>Sorina Macrinici, legal officer</b>
Address	<b>Str. Sciusev 33, MD-2001, mun. Chisinau</b>
Tel./ fax	<b>+373 22 834 601 / 834 602</b>
Email	<a href="mailto:contact@crjm.org">contact@crjm.org</a>
Web	<a href="http://www.crjm.org">www.crjm.org</a>
Main activities in the field of EDC/HRE	
<p>Carrying out researches/ studies/ monitoring in the field of EDC/HRE</p> <p>Development/ review of the mandatory/ optional curricula</p> <p>Development of methodological materials for professionals (specify): teachers, social workers</p>	
Resources	
<p>Curriculum For In-Service Training Of Teachers On Non-Discrimination (Romanian And Russian), 2016</p>	

- [http://crjm.org/wp-content/uploads/2016/01/curric\\_form\\_-continua\\_cd.pdf](http://crjm.org/wp-content/uploads/2016/01/curric_form_-continua_cd.pdf)
  - [http://crjm.org/wp-content/uploads/2016/01/curric\\_form\\_continua\\_cd-ru.pdf](http://crjm.org/wp-content/uploads/2016/01/curric_form_continua_cd-ru.pdf)
- Curriculum for training of trainers on non-discrimination for teachers (Romanian and Russian), 2016
- [http://crjm.org/wp-content/uploads/2016/01/curric\\_formare\\_formatori-cd.pdf](http://crjm.org/wp-content/uploads/2016/01/curric_formare_formatori-cd.pdf)
- Guide with resources on non-discrimination for teachers (Romanian and Russian), 2016
- Guide for general public: Discrimination – how to recognize and protect against it? (Romanian and Russian), 2016
- <http://crjm.org/wp-content/uploads/2016/01/CRJM-Ghid-Nediscrim-Public-2016-ro.pdf>
  - <http://crjm.org/wp-content/uploads/2016/01/CRJM-Ghid-Nediscrim-Public-2016-ru.pdf>
- Guide on non-discrimination for legal practitioners (Romanian and Russian), 2016
- <http://crjm.org/wp-content/uploads/2016/01/CRJM-Ghid-nediscrim-practicieni-2016-ro.pdf>
  - <http://crjm.org/wp-content/uploads/2016/01/CRJM-Ghid-nediscrim-practicieni-2016-ru.pdf>

Name of the organization/ institution	<b>International Center for Women Rights Protection and Promotion “La Strada”</b>
Contact person	<b>Daniela Misail-Nichitin, director women program</b>
Address	<b>C.P. 259 , Chisinau MD-2012</b>
Tel./ fax	+ 373 22 23 49 06 + 373 22 23 49 07
Email	<a href="mailto:dmisail@lastrada.md">dmisail@lastrada.md</a>
Web	<a href="http://www.lastrada.md">www.lastrada.md</a>
<b>Main activities in the field of EDC/HRE</b>	
Carrying out researches/ studies/ monitoring in the field of EDC/HRE Development/ review of the mandatory/ optional curricula Development of methodological materials for professionals (specify): teachers, lawyers, psychologists Development of informational materials for children Development of informational materials for parents (www.siguronline.md) Training/ information activities for children Forums/ conferences for professionals Awareness raising campaigns	
<b>Resources</b>	
Informational support: what do we know about sexual commercial exploitation of children	

- <http://sigurantacopii.lastrada.md/publicatii/>

Guidelines on Rehabilitation and (Re)integration of Trafficked Persons, 2015

- <http://migratiesigura.lastrada.md/publicatii/>

Regional Guidelines on the Identification of Trafficked Persons, 2012

- <http://migratiesigura.lastrada.md/publicatii/>

Methodological guidelines for the optional course “Harmonious relationships in the family”

List of other possible partners to whom the questionnaire was send, but did not respond to it:

- State University of Moldova
- Amnesty International Moldova
- Independent Society for Education and Human Rights
- Lumos Foundation Moldova
- NGO Health for young people
- Roma NGO „Ograda noastra“
- Informational Center on Human Rights
- Center for resources in Human Rights
- Association for Foreign Policy
- OSCE Mission to Moldova
- National Council for Youth
- NGO Promolex.