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Financing and implementing Inclusive Education in Moldova

Regional Conference Financing Education
2030: Revisiting the role of Civil Society

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About Alliance

(created in 2002 and formally registered in 2014)

- APSCF is a network of 83 non-governmental organizations working to create a coherent and functional framework for the development of policy and practice
- APSCF members are NGOs with important experience in different fields: social services providing, advocacy on children's rights, including the rights to education, transfer and implementation of innovative models targeting social, educational and financial fields.

Education system

- On 1st January 2017, the number of children in the Republic of Moldova constituted **681.3 thousand children**.
- In the academic year 2016/2017, the network of primary and secondary general education institutions consisted of **1291 units** for about **333.7 thousand pupils**.
- In the academic year 2016/2017, there were **1469 pre-school institutions**, the number of these institutions increased by 3.6% compared to 2012. In this context, the number of children in pre-school education also marked an upward trend in the last years, registering by the end of 2016 the figure of **150.2 thousand**.

Moldova budget for education

- The budget allocated for education in 2018 is **6.5 % from GDP** and **16,9 % from national public budget**
- The total budget allocated for education for 2018 - **4 285,2 mil MDL (about 215 014 376 USD)**
- This is the largest share of national budget
- The total budget approved for 2018 **is up 11.2%** compared to 2017
- Fund for inclusive education. In 2017 the total amount allocated for inclusive education - **64,7 mil MDL (about 3 246 541 USD)**
- Educational institutions are financed exclusively based on the number of students, a system known as per capita formula
- In 2016 for each pupil the yearly allocated amount was **9063 MDL (about 548 USD)**
- Financial autonomy offers possibilities, but also involves great responsibilities (about 80% of schools are financially autonomous); they decide how to use money

Results of the implementation of the new funding methodology

- Balancing spending for a student.
- Increasing the efficiency of public spending (on average, the share of salary in total expenditures diminished, the amounts directed to capital repairs, the endowment of institutions, the staff development costs, etc. were increased).
- Transparency in school funding; parents and child participation
- The institution receive at least 95% of the calculated budget.

Research developed by APSCF

- Inclusion of students with Special Educational Needs in community Schools, 2015
- Implementation of inclusive education in the Republic of Moldova, 2017

Attitudes towards inclusive education

- The majority of students in mainstream education and their parents support the process of inclusive education and have a welcoming attitude towards children with SEN.
- Typical students consider that thanks to the inclusive education, children with SEN have equal rights, are happier living with their parents, have the opportunity to study and aspire to a better future.
- The parents of children with SEN see the inclusive education as a support provided to children that encounter difficulties during their educational process. A clear majority of them consider that not for all the children is possible to attend school, due to their physical or intellectual state.



Changes triggered by the implementation of inclusive education

- The majority of students and parents have mentioned that the **implementation of inclusive education has triggered rather positive than negative changes in their schools.**
- Thus, schools have been equipped with furniture, literature, the bathrooms have been repaired, and support services such as Teaching support staff (TSS) and Resource Centers for Inclusive Education have been created.
- The biggest shift noted by the parents is the adaption of the teaching and educational process to the needs of students, including of those with SEN.
- According to the opinion of parents and teachers, typical students, became more responsible, more willing to help, more tolerant, more empathic.

Recommendations to improve the inclusive educational process

- Make the use of the budget for the inclusive education more efficient.
- Review of the calculation formula to insure the financial provision of the implementation of inclusive education in school, so that to cover the needs of children with different levels of disability.
- Extending the implementation of inclusive education to preschool settings.

- Reducing the number of students in classes with children with SEN to up to 15, including 2-3 students with SEN.
- Improving the access of SEN students to support services through the creation of specialized inter-school services of speech therapy, psychological, psycho-pedagogical, physio-therapeutic assistance.
- Increase the level of physical access of children with locomotor disabilities to schools (roads refurbishment, insuring transportation, building ramps for schools, adapting auxiliary rooms, etc.),
- As well as supporting vulnerable families with children with SEN in their educational integration.

- Motivation of teachers who develop and implement IEP, adopted and modified curricula through differentiated pay, prizes awarding, consideration of these activities at awarding didactic degrees, reducing the number of hours in the didactic workload.
- Organization of information/training activities in the field of inclusive education for parents of children with SEN. More active involvement of parents of students with SEN in the process of their school inclusion (evaluation, development/implementation of IEP, knowledge evaluation etc.).
- Organizing community-based communication / information activities on the need for educational inclusion of children with SEN, the importance of supporting these children and their families by all community actors in order to diminish the stigma and discrimination and social inclusion of these children.

Example of advocacy work – GAWE 2018

IMPLEMENTATION OF INCLUSIVE EDUCATION IN MOLDOVA



National policy documents and normative acts

Key moments in the implementation process



**THE NATIONAL STRATEGY
"EDUCATION FOR ALL"**

→ promotes policies for children with special educational needs (SEN) integration into the standard educational system, and develops relevant methodological support, especially for education of children with development difficulties and/or problematic social situations

2003



2007



CHILD FRIENDLY SCHOOL 2007 – 2011

→ program implemented in 4 schools, by UNICEF Moldova & the Moldovan Government through the Ministry of Education

**THE STRATEGY FOR SOCIAL OF PEOPLE WITH
DISABILITIES**

→ regulates the medical & social services for early intervention and inclusive education, and supports the professional training for these fields

2010

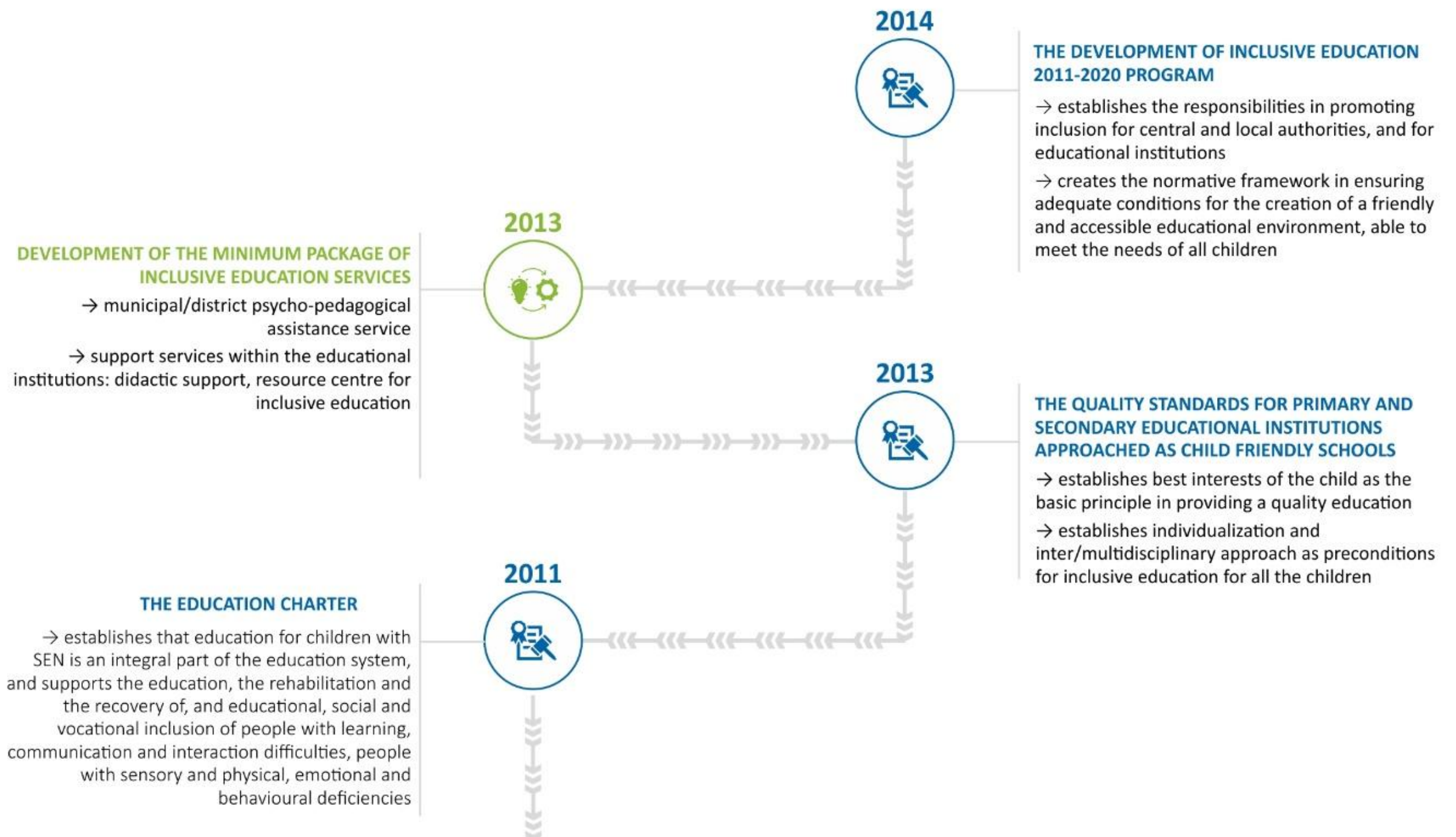


2011



**THE START FOR PILOTING THE INCLUSIVE
EDUCATION IN BASIC EDUCATION INSTITUTIONS**

→ launching of inclusive education practice in 60 basic educational institutions, with help from 5 NGOs (Lumos, CCF/HHC, Keystone Moldova, Speranta Chisinau, Woman and Child: hope and support) and support from the Ministry of Education



THE EDUCATION CHARTER

→ establishes that education for children with SEN is an integral part of the education system, and supports the education, the rehabilitation and the recovery of, and educational, social and vocational inclusion of people with learning, communication and interaction difficulties, people with sensory and physical, emotional and behavioural deficiencies

2011



2013



DEVELOPMENT OF THE MINIMUM PACKAGE OF INCLUSIVE EDUCATION SERVICES

→ municipal/district psycho-pedagogical assistance service
 → support services within the educational institutions: didactic support, resource centre for inclusive education

2013



THE QUALITY STANDARDS FOR PRIMARY AND SECONDARY EDUCATIONAL INSTITUTIONS APPROACHED AS CHILD FRIENDLY SCHOOLS

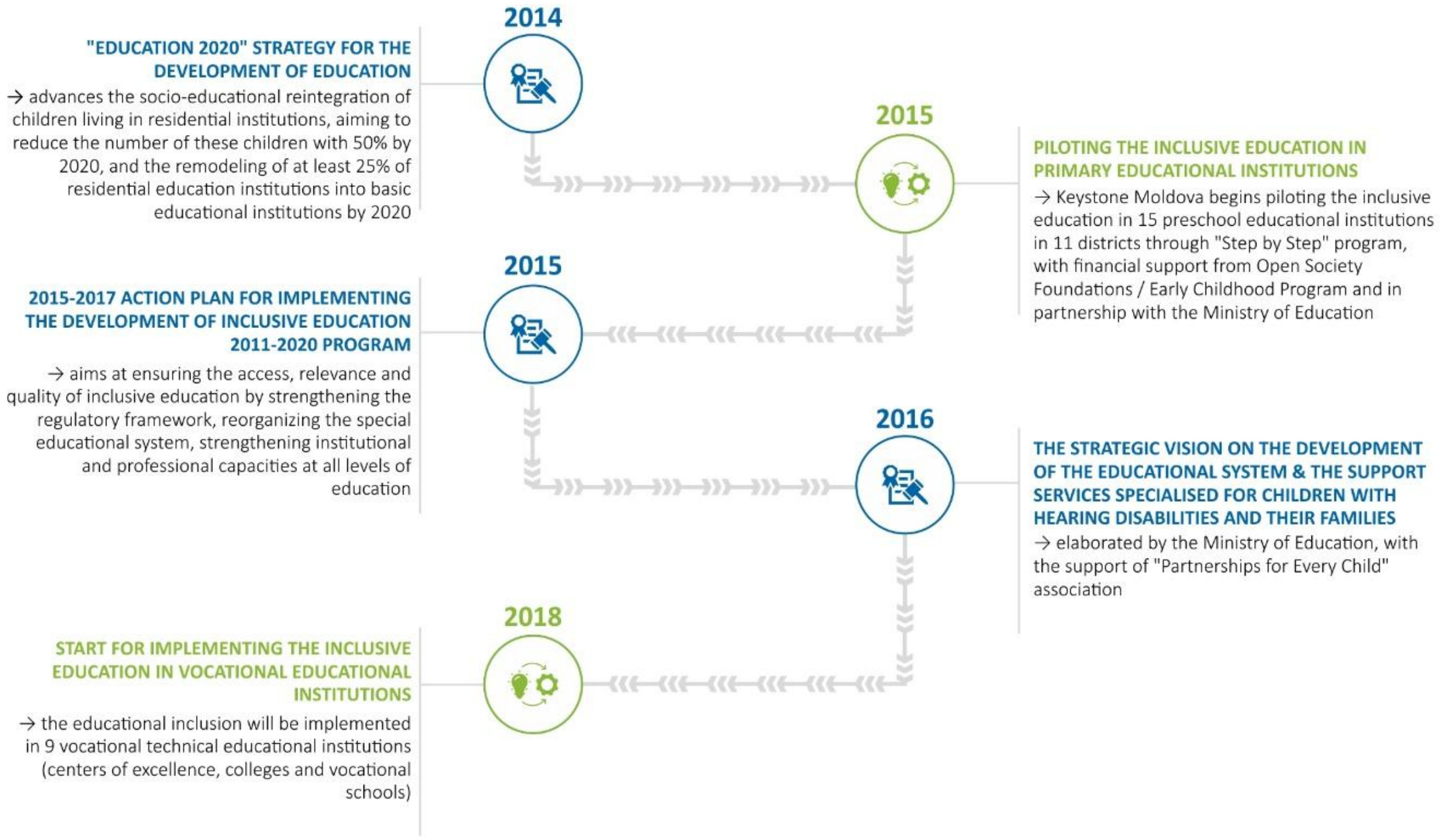
→ establishes best interests of the child as the basic principle in providing a quality education
 → establishes individualization and inter/multidisciplinary approach as preconditions for inclusive education for all the children

2014



THE DEVELOPMENT OF INCLUSIVE EDUCATION 2011-2020 PROGRAM

→ establishes the responsibilities in promoting inclusion for central and local authorities, and for educational institutions
 → creates the normative framework in ensuring adequate conditions for the creation of a friendly and accessible educational environment, able to meet the needs of all children





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Thank you for your attention!

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