**Information presented by SCOs of the disability field of the Republic of Moldova on right to education of persons with disabilities:**

1. Are you aware of any restrictions for persons with disabilities to attend to regular schools? Please detail whether they exist in laws or policy, or if they exist only as a result of social barriers.

By Moldovan Law, there are no restrictions for persons with disabilities to attend to regular schools. And recently, a number of legal documents were issued and approved by Moldovan Government that come to aid the inclusion of children with disabilities into regular schools. These are:

* Art. 24 of the UN Convention on the Rights of Persons with Disabilities ratified by the Republic of Moldova on 09.07.2010;
* Strategy on social inclusion of persons with disabilities (2010 - 2013) approved by Law No. 169 of 09.07.2010;
* Law on social inclusion of persons with disabilities No. 60 of 30.03.2013;
* Development program of the inclusive education in the Republic of Moldova for years 2011 – 2020 approved by the Government Decision No. 523 of 11.07.2011;
* The methodology of the complex and continuous evaluation of children with special educational needs (Annex 6 of the Ministry of Education Decree No. 866 of 09.12.2011);
* Ministry of Education Decree on approval of the model structure of the Guide on elaboration of the Individual Educational Plan (No. 952 of 06.12.2011);
* The model structure of the Guide on elaboration of the Individual Educational Plan No. 952 of 06.12.2011;
* Individual Educational Plan, Guide on implementation and realization, approved by the Ministry of Education Decree No. 952 of 06.12.2011;
* Ministry of Education Decree on approval of the National Council for Curriculum decision of 09.02.2012;
* Ministry of Education Decree on implementation of the Methodological Guide on curricular adjustments and evaluation of the school progress within inclusive education context (No. 139 of 15.03.2012);
* Ministry of Education Decree on final evaluation and certification of pupils with special educational needs included within general compulsory education No. 245 of 24.04.2012;
* Regulation on redirection of financial resources within reform of residential institutions No. 351 of 29.05.2012.

Still, the general perception of the CSOs of the disability field is that the laws of the field do not work properly, that there are no well-defined mechanisms of school inclusion of children with disabilities and inclusive education for people with disabilities overall. Mainly, the barriers for inclusive education of persons with disabilities in Moldova are social: resistance coming from school management, school teachers, parents of children with typical development, etc. Also, there are financial barriers for inclusive education of persons with disabilities: there are no sufficient financial resources to adjusts to the needs of persons with disabilities the buildings of the education institutions, to give special training to teachers that would have to work with persons with disabilities and supply the educational institution with special didactic materials for persons with disabilities.

2. Does your country have or is currently developing a program or plan to promote inclusion of children with disabilities in regular schools and discourage education in special schools or social institutions? If so, were persons with disabilities and their representative organizations, and other disability related organizations directly involved in the design and application of said program or plan? Please, briefly describe the program (no more than 500 words).

The Republic of Moldova has the Development program of the inclusive education in the Republic of Moldova for years 2011 – 2020 approved by the Government Decision No. 523 of 11.07.2011. CSOs were consulted and participated to its elaboration as well as its implementation afterwards. The program promoted inclusive education, development of legal framework that would support inclusive education, development of didactic and methodological framework to support inclusive education and development of a friendly and accessible educational environment that would answer the special needs of persons with disabilities.

a. Merge budgets and administration of special education and regular education within a geographical area;

In the Republic of Moldova there is the Regulation on redirection of financial resources within reform of residential institutions No. 351 of 29.05.2012. Still, the CSOs perception is that the regulation does not help much with integration of persons with disabilities within general education institutions.

b. Transform existing special education resources - special schools or classes - into resources to assist the mainstream system to accommodate students with disabilities;

In the Republic of Moldova there is the Regulation on redirection of financial resources within reform of residential institutions No. 351 of 29.05.2012. There are cases when buildings of former special institutions for people with disabilities are used for newly opened community centers for people with disabilities and other persons at risk, but they do not come to assist the mainstream system to accommodate students with disabilities.

c. Train special educators to serve as additional resources to regular teachers;

The Development program of the inclusive education in the Republic of Moldova for years 2011 – 2020 approved by the Government Decision No. 523 of 11.07.2011 includes these kinds of actions. But, because of lack of financial resources, there are few cases of training and redirection of special educators to serve as additional resources to regular teachers. And usually the special educators’ training and salaries are paid by SCOs.

d. Progressively transfer all students from special programmes to regular classes supported by the resource staff;

There is a progressive transfer of students from special programmes to regular classes, but not for all students. Still, since the beginning of the reforms, number of children within residential special institutions reduced by about 62%.

e. Allocate financial resources for the adequate accommodation, including reasonable accommodation, of all students and for technical assistance to support ministry of education officials, at the district, school and classroom level;

In 2013, the Moldovan Government developed some services to support inclusive education of children with disabilities:

* District and municipality services of psycho-pedagogic assistance;
* Supporting teacher;
* Resource centers.

Within the state budget,

* for creation of resource centers were planned 37 million MDL for 2013 and 36 million MDL for 2014;
* for supporting teachers 29.8 million MDL for 2013 and 32 million MDL for 2014;
* for development of district and municipality services of psycho-pedagogic assistance 22.2 million MDL for 2013.

f. Revise testing methods to ensure that: (i) accommodation is made for students with disabilities and (ii) they allow accessing adequate certification to reach the next level of education or graduate when finished;

The Republic of Moldova has the methodology of the complex and continuous evaluation of children with special educational needs (Annex 6 of the Ministry of Education Decree No. 866 of 09.12.2011) and the Specific regulation and procedures of final evaluation and certification of children with special educational needs, including within general compulsory education approved by the Ministry of Education Decree No. 125 of 24.04.2012. Still, the SCOs do not feel that the mechanism works properly and ensures adequate certification for people with disabilities for them to reach the next level of education or graduate when finished.

g. Provide pre-service and in-service training to teachers so that they can respond to diversity in the classroom (eg. Train teachers in classroom techniques such as differentiated instruction and cooperative learning);

By the Ministry of Education Decree No. 125 of 07.03.2012, the Inclusive education course was added to the compulsory education of teachers in the Republic of Moldova. In-service training for teachers in the field of inclusive education is done mainly by CSOs of the disability field.

h. Ensure that conditions that constrain teachers to teach inclusively are addressed (eg. Address class size; Revise and adapt curriculum content in accordance with best practice; Ensure that school buildings and materials are accessible to children with disabilities and universal design is considered in construction);

The Republic of Moldova has laws and regulations that help teachers to teach inclusively:

* Ministry of Education Decree on implementation of the Methodological Guide on curricular adjustments and evaluation of the school progress within inclusive education context (No. 139 of 15.03.2012);
* The methodology of the complex and continuous evaluation of children with special educational needs (Annex 6 of the Ministry of Education Decree No. 866 of 09.12.2011);
* Ministry of Education Decree on approval of the model structure of the Guide on elaboration of the Individual Educational Plan (No. 952 of 06.12.2011);
* The model structure of the Guide on elaboration of the Individual Educational Plan No. 952 of 06.12.2011;
* Individual Educational Plan, Guide on implementation and realization, approved by the Ministry of Education Decree No. 952 of 06.12.2011.

There were created services:

* District and municipality services of psycho-pedagogic assistance;
* Supporting teacher;
* Resource centers.

Still, due to financial shortage, the educational institutions’ buildings and didactic materials are inaccessible for students with disabilities.

i. Recognize sign language as a language and teach sign language users in their own language in mainstream schools;

No, the sign language is not recognized as a language and its users are not included within mainstream schools.

j. Ensure support to attend to mainstream schools at request on individual basis, as reasonable accommodation measure;

There are regulations that come to help with the process of inclusive education of people with disabilities, but because of lack of financial resources these regulations work only if and when SCOs and/or parents pay for this support.

k. Support organizations of persons with disabilities, civil organizations, including those of parents of children with disabilities, to build capacity on the right to education and how to influence effective policy and practice.

In recent years, SCOs are more frequently consulted while the Government elaborated policies, strategies, laws and regulation within disability field, but there are no capacity building activities for organizations of persons with disabilities, civil organizations, including those of parents of children with disabilities on the right to education and how to influence effective policy and practice.

3. Is the Ministry of Education the only ministry in charge of education or other ministries (eg. Health and Social Affairs) are involved when it comes to persons with disabilities? Please describe how other ministries get involved and specify if their involvement results on the denial of access to mainstream schools. (no more than 250 words).

The Ministry of Education has a leading role in education. Still, it works together with other ministries, private organizations and SCOs of the disability field when it comes to persons with disabilities. The Ministry of Education created a Coordination Council for reform of the residential institutions promotion of inclusive education and its members are representatives of the Ministry of Education, Ministry of Health, Ministry of Labor, Social Protection and Family, Ministry of Finance and of the civil society.

Also, for establishment of the disability for children, the Ministry of Education works together with the Ministry of Health and the Ministry of Labor, Social Protection and Family. In order to facilitate the access for people with disabilities to public transportation the Ministry of Education works together with the Ministry of Transportation and Road Infrastructure. For publication of didactic and belletristic literature the Ministry of Education works together with the Ministry of Culture.

4. Does your country have effective mechanisms to successfully claim in case of rejection of students with disabilities from mainstream schools? If so, do those mechanisms guarantee for reasonable accommodation when services or support needed are not in place? Please provide information on good practices.

Republic of Moldova does not have an effective mechanism to successfully claim in case of rejection of students with disabilities from mainstream schools.

5. Are you aware if your country is involved in international cooperation programmes related to the promotion and implementation of inclusive education systems? If so, is your organization involved in any such programme?

The Moldova civil society is aware of the Grant Agreement between the Republic of Moldova and the International Association for development for the project “Integration of children with disabilities within general schools”. CSOs are not involved in this project.

Also, the Moldova civil society is aware of the Opening doors for Europe’s Children – an European deinstitutionalization campaign. Keystones, AVE COPIII, Partnerships for Every Child, AiBi, Speranta Resource Center, CCF Moldova/representative HHC Great Britanie are involved within this campaign.

5. Does your country have disaggregated data on children and adults with disabilities in education by facility (mainstream school, special school, social facility or institution, mental health institution, others), gender, impairment and environmental barriers that prevent or restrict access to education (transport, accessibility, affordability of services, other)? Please provide the available data.

Republic of Moldova does not have disaggregated data on children and adults with disabilities in education by facility (mainstream school, special school, social facility or institution, mental health institution, others), gender, impairment and environmental barriers that prevent or restrict access to education (transport, accessibility, affordability of services) and does not have a mechanism of efficient data collecting on children and adults with disabilities in education.