

COUNTRY: REPUBLIC OF MOLDOVA

The political leadership of the country recognizes the need to promote gender equality in the society; a number of government documents were adopted in this area. There are favourable political conditions in the light of the Moldovan course towards integration into the European Union.

Gender analysis of the educational system at the institutional and procedural level reveals the functionality of the system *de jure* and *de facto*. Among the basic documents regulating the system of education in the Republic of Moldova the following should be mentioned: the Law on ensuring Equal Opportunities between Women and Men (2006), the National Program on Ensuring Gender Equality in the Republic of Moldova for 2010-2015, the National Strategy "Education for All" (2003), the National Curriculum, the Professionals Standards for education system, Education Code of the Republic of Moldova (2014), Education Development Strategy for 2014-2020 „Education 2020”, Education Development Strategy for vocational / technical education for 2013-2020.

Thus, legal normative framework guarantees the right to education regardless of nationality, sex, etc. The state guarantees equal opportunities to access the institutions of secondary education, vocational, and higher education level, depending on skills and capacities/abilities. There are no legal requirements discriminating girls or boys in terms of access to general education or university. As a result of the equal chances of all children to education, regardless of sex, there are no separate subject matters for boys and girls, either in pre-university, secondary vocational, middle vocational or higher education.

The current Education Code contains the following provisions concerning the principles of gender equality and the need for their application in the context of the commitment of the Republic of Moldova with the ratification of CEDAW:

- Article 2 of the law provides the legal framework of education among which we can mention: the UN Convention on the Elimination of All Forms of Discrimination against Women;
- Article 5 titled "Mission of education" that among the points mentioned states and facilitate the reconciliation of professional life and family life for men and women;
- Chapter III. Management of Higher Education, Article 110, letter (h) which provides inter partnerships to be established between higher education and business and gender mainstreaming in all relevant activities.

Another good activity that was done is the approval of the national set of gender sensitive statistical indicators. Being conceptualized in 2008, the national set of gender sensitive statistical indicators has been firstly harmonized in the context of MDGs, also responding to objectives spelt out in the Beijing Platform for Action and CEDAW.

Afterwards, in 2011, due to certain gaps and difficulties identified during the reporting of CEDAW-related indicators and their interpretation by specialists of concerned ministries, it has been revised through re-grouping of indicators by the 8 domains of interventions set in accordance with the National Program for Ensuring Gender Equality 2010-2015 (NPEGE). As a result, the previous comprehensive list of indicators has been simplified and split into 8 mini-sets, each of them containing from 2 to 5 core/headline sector indicators and lists of complementary/secondary indicators, which qualitatively describe the core ones. In addition, each indicator has been accompanied by explanations and guidance of usage, as well as possible correlation with other

indicators. This approach should have transformed the set of indicators into an easy-to-use tool that will contribute to more realistically evaluation of the implementation of gender mainstreaming in education and monitoring of sectorial policies equitable for both women and men.

We can also mention that in the development of education decentralization strategy was performed an analysis on gender dimension of this document in order to:

- ensure that the decentralization reforms take into consideration the specific gender gaps and difficulties, in order to solve them according to the identified necessities;
- address the persistent gender differences and inequalities, including gender differences in academic performance.

The results of the analysis strategy that were applied in the light of the 13 indicators showed that the degree of integration of gender is at an intermediate level. The experts submitted to the Ministry of Education recommendations for improvement which will be considered through action plans developed for this purpose. The experts' recommendations on the inclusion of gender can mention the following:

- Using the integrated set of indicators of education sensitive to gender equality perspective as part of the monitoring and evaluation.
- Development of policies of Elementary Education with a special focus on the development of childcare services.
- Continue the process of redefining communication traditional gender roles in the choice of profession and extracurricular activities.

Data presentation and analysis

Women constitute more than half of the total of pupils/students enrolled in the national educational system (50, 6%) – they make up 57% of the students in upper secondary education, and 55,3% and 56,3% of the students in colleges and, respectively, higher education institutions.

Longer time allocated by girls to school work and homework at school and university corresponds to higher academic results in contrast with boys. Therefore, the average mark of girls for the 2012 high school leaving examination was 7,39 in comparison to 7,02 for boys. At the same time, the proportion of boys in the compulsory education system is much higher than their percentage in upper secondary years and universities. Thus, in 2012/2013, the proportion of boys enrolled in the 5th to the 9th forms was 51,5%, while their presence decreased to 44,2% in the 10th to the 11th (12th) forms and 44, 0% in higher education institutions.

Girls in colleges show a greater interest for the following disciplines: pedagogy (92,4%), administrative sciences (84,9%), services (84,0%), medicine and pharmacy (83,2%), social assistance (81,2%). In higher education institutions the most demanded fields are: social assistance (81, 6%), education sciences (81,3%), social sciences (78,4%), communication sciences (77,9%), medicine and pharmacy (74,2%). Only 67 women researchers with a degree of doctor habilitate degree carried out scientific researches (326 men) and 654 women researchers with a doctor of science degree were involved in scientific researches (705 men).

Men are preponderantly enrolled – 68,7% - only in the secondary vocational education system. The most demanded trades are car mechanic, electric and gas welder/fitter, carpenter, electrical fitter skilled in the repair and maintenance of electric equipment. In colleges, the most demanded specialties are: electronics and energetic (96,6%), mechanics (95,4%), transports (91,4%),

constructions (86,3%). In higher education institutions, male students make up the majority in the following fields: military (100%), transport services (94,7%), engineering and engineering activities (86,5%), physical education and sports (71,4%).

About three-quarters of the total teaching staff working in the education system in the country is represented by women. Highest percentage of women among teachers is in the primary and secondary educational level (85%), followed by secondary specialized education (70%) and for secondary vocational education and higher education, the differences are smaller (55% women and 45% men). In higher education institutions women occupy the following positions: 23% hold the position of Rector; 26.5% - the position of Deputy-Rector; 32% - the position of Dean; 35% - the position of Head of Department.

Given this state of affairs persisting from year to year, the Ministry of Education takes various measures to integrate the gender dimension into educational policies.

Progress/evolution

At the request of Ministry of Education, the Institute of Education Sciences undergoes permanently training of teaching staff, selected by educational institutions, in the domain of ensuring the fundamental rights of students, including the issue of gender in the instructive-educational process.

Because of the existing stereotypes and social influences, an explicit preference for so-called female and male professions is noticeable. In order to overcome this state of affairs, the workers of higher education institutions encourage young women and men to choose less traditional fields of study from the gender point of view, that matched to a greater extent their own desires and vocations.

Certain trends of improvement of the situation and encouraging the pursuit of trades that are considered non-traditional can be seen in professional training sectors traditionally chosen by men: in the 2013 admission session, at the Police Academy "Stefan cel Mare", out of the total of 340 places, 104 were occupied by young women, which means 30.6% (0 women in 2011, 9 women in 2012). At the Military Academy „Alexandru cel Bun", in 2013, out of the total of 70 places, 10 places (14, 3%) were assigned for the enrolment of young women in the following specialties: Infantry - 2 women; Artillery - 2 women; Transmissions - 6 women. At the State University of Physical Education and Sports, in 2013, out of the total of 585 places, 223 (38%) were assigned for the admission of young women at the following specialties: Fire fighting service - 5 women (25 men); Security - 30 women (95 men); recreational and recovery physical culture - 98 women (57 men) etc. At the Technical University of Moldova, in 2013, out of the total of 3,590 places, 1040 (about 30%) were assigned for the admission of girls (especially at the faculties of Design, Economy, Law, Technology of food products, Technology of wine and fermentation products, etc.) and, concerning engineering specialties out of the 3,230 places – 926 were applied by young women (29%), namely: Transport operation technologies (motorcars, aircraft, railway, ships) - 43 men; 2 women; Railway, roads, bridges - 43 men; 4 women; Engineering of heating and gas supply systems, ventilation - 65 men; 9 women; Fire fighting engineering and civil protection - 36 men; 9 women; Technology of wood processing - 35 men; 3 women.

In this context, it should be noted that gender topics are more actively promoted at the level of higher education. To date, the gender subjects in the higher education system in Moldova are explored in several directions. The first, more active direction is the fulfilment by students of different theses covering different components of gender issues, including the Master level. In recent years, the greatest interest to gender subjects was shown by the students from following specialties: psychology, pedagogy, sociology, journalism, political science etc. The course works as

well as theses for other degrees cover a wide range of topics: women human rights; discrimination; gender and politics; gender roles and conflicts; political participation of women; gender socialization; gender based violence; women on labour market etc. The second direction: elaboration, adjustment and realization of gender courses: for example: Gender and Education (Moldova State University), Gender Responsive Budgeting (Academy of Economics Studies). The third direction is inclusion of gender aspects in some disciplines: Anthropology, Political Sciences, Psychology, and Social Assistance.

Another example is the one of the Moldova State University, where students are offered some optional subject matters related to gender/women issues: Women in history (author – dr. Rodica Țugulschi, Faculty of History and Philosophy), Gender Education (author – dr. habil., associate prof. Valentina Bodrug-Lungu).

A good example is the co-operation between Administration of Moldovan State University and NGO Gender-Center: based on agreement, trainings on gender issues were organized for students and university teachers, the library with literature on gender issues was created; many students were involved in scientific work with focus on gender issues.

At the same time, national universities based on state legal framework offer both genders the opportunity to study as well as promoting them at all levels of decision making, in the context of university autonomy.

The secondary vocational education curricula related to certain trades was adjusted throughout the duration of 2013, taking into account the respect for human rights and the gender perspective. Furthermore, in secondary vocational and middle vocational education institutions an optional discipline comprising the gender dimension was proposed -"Decisions for a healthy way of life". In the school year 2013-2014 in these institutions, students are taught this discipline starting with the first year.

Lessons learnt

In order to eliminate discrimination against women in the training of human resources, we mention that the Government approves annual enrolment plans for the training institutions to ensure access of young people, including women, to quality vocational education as guaranteed by the Constitution in which are prescribed the rules respecting gender aspect regarding matriculation.

Thus, in the responsibility of the Ministry of Education, Ministry of Agriculture and Food Industry, Ministry of Health, Ministry of Culture and other public authorities which co-ordinate higher education and secondary specialized institutions, other institutions, is to ensure the registration of pupils and students to study within plans of registration with budget financing and shares of contract registration approved including:

- Promoting Gender equal opportunities and non-discriminatory conditions for people with disabilities to matriculation at all levels of vocational education;
- Encouraging girls and boys for matriculation in less traditional areas in terms of gender.

Also, according to the annual enrolment plans in secondary vocational education and higher education environment, ministries are required to promote the gender equal opportunities in the enrolment process to study.

In the same vein we mention the Government Decision nr.863 from 08.10.2014 approving the methodology for developing occupational professions-standard for workers whose provisions in accordance with article 5 of this decision reflects the values of the profession and professional authentic made in a comprehensive, clear and transparent, to be understood by any person (worker, engineer, service personnel, civil servant, teacher, student, etc.), in compliance with the gender equality, age, ethnicity, culture, place of residence, etc.

Recommendations

- Dynamic analysis of the progress obtained in order to increase the number of young women enrolled in information technology faculties;
- Integration of the gender perspective, also in the programmes of initial and continuous education of teachers;
- Including the gender dimension and the promotion of the insurance of gender equality in the curricula reform in relation to all education cycles and forms;
- Further collection of data broken down by gender, and the representation of the dynamics of male/female student enrolment in fields that are considered less traditional from the point of view of the gender to which they belong.
- In order to increase the degree of integration into labour market of unemployed people, including women, is in the process of improving the legislation on employment. The project aims to review active labour market measures and the introduction of new measures aimed at activating the unemployed into the labour market. Simultaneously, the project will also focus on vulnerable groups in the labour market; some categories of women are included in the category of vulnerable people.
- Also, under the draft law amending and supplementing certain acts in according with actual legislation on equal opportunities between women and men, CEDAW recommendation from 2013 which were addressed to Government, the new legislative provisions were proposed for educational institutions and public or private education, and all other providers of training and retraining, authorized by law, in order to ensure the achievement of equality between women and men. More than that, for Ministry of Education and academic institutions were introduced legal provisions and responsibilities to promote equal participation of women and men in scientific and teaching positions in the education system and science.

USEFUL LINKS:

<http://www.statistica.md> ; <http://www.edu.gov.md> ;
<http://www.statistica.md/pageview.php?l=ro&idc=350&id=2622>
<http://www.statistica.md/newsview.php?l=ro&idc=168&id=4055>
<http://www.progen.md/>

USEFUL CONTACTS:

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Loretta Handrabura, Deputy Minister of Education, viceministra@edu.md
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COMMENTS:

Moldova is in the process of elaboration of a new strategy in gender equality field and will take into consideration the actual problems regarding gender mainstreaming in education, in order to address them and to implement recommendation of UN Committee on the Elimination of Discrimination against Women for 2013 (Concluding observations on the combined fourth and fifth periodical reports of the Republic of Moldova on the CEDAW Convention).