

Moldova, Republic of

Country Overview

Generated: 2024-12-01 10:46:22



Country name

Moldova, Republic of

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Introduction

While the Moldovan education system has made efforts to foster and measure academic skills, limited attention has been devoted to the students' socio-emotional development.

In the last few years, Moldova has introduced numerous metrics of internationally recognized cognitive abilities, aiming to enhance the educational system, resulting in positive outcomes with these implementations. Nevertheless, the same cannot be said in the field of social and emotional skills. Therefore, the Moldovan government is trying to make improvements in this area by introducing new curricula on “counselling and personal improvement” and “education for society” that are characterised by elements of the SEL (social and emotional learning). This work was started by the government, aiming to promote the civic engagement, entrepreneurship, and cultural awareness of the students.

The results suggest that the before-mentioned tools can be implemented in Moldova with success. Among the main findings is the fact that various measures of socio-emotional skills are strongly correlated with maths grades and students' well-being.

The Moldovan Socio-emotional Skills Assessment points to gender differences in the self-reported measures of socio-emotional skills across the skills distribution. The results showed that girls tend to self-report higher levels of socio-emotional skills in almost all the skills' domains, which was also demonstrated in other countries. The only exception is the girl's capacity to ‘manage emotions’, which they tend to self-report at a lower level compared to boys (World Bank, 2019).

Moreover, the assessment of skills also demonstrates that school and family contexts affect students' levels of socio-emotional skills.

It is also important to attribute a role of primary importance to policy makers and educators, they “may benefit from better understanding how fostering students' socio-emotional skills can help to improve their learning outcomes, labour market success, and well-being” (World Bank, 2019).

Moreover, they should consider the introduction of a regular socio-emotional skills measurement at the system and school levels, “which can in turn provide valuable information for them to explore integrating SEL in policies and practices” (World Bank, 2019).

Development

The organisation “World Bank” published a report that gave “a first diagnostic of socio-emotional skills in Moldova to profile the skills composition of grade 9 students” (World Bank, 2019). This report tries to pinpoint the learning context measures firmly related to socio-emotional skills, and to help practitioners and policy makers to promote these skills. In April 2019 – in order to achieve these aims – the Moldovan Socio-emotional Skills Assessment was launched.

No further data or information was found in English to provide more information regarding social and emotional skill development in ECEC in Moldova. In addition, information about the target group (children 0-6 years) hasn't been found.

Assessment

The Moldovan Socio-emotional Skills Assessment, held in 2019, has introduced for the first time several measures that are useful to evaluate a range of socio-emotional skills amid the school-age Moldovan children. The measures in question had been approved internationally, and addressed the students' self-reported capacity to: (i) work with others, (ii) care for others, (iii) engage with others, (iv) explore new horizons, and (v) manage emotions. Besides the technical validation of measurement, the assessment also functions as initial guidance for policies and practices to promote these skills.

Intervention

A first diagnostic testing of socio-emotional skills in Moldova has been done, to profile the skills composition of grade 9 students, identify learning context measures that are strongly associated with socio-emotional skills, and clarify options for policy makers and practitioners to foster socio-emotional skills.

The crucial aim of this project is to better understand the level of socio-emotional skills that the students have at the end of the mandatory schooling, and how these skills are linked to the inputs from schools and families.

Comment:

This report is based on the findings of the World Bank report, since other sources in English were not found.

References

- WorldBank. 2019. Moldova Socioemotional Skills Assessment. Washington, DC. © World Bank. <https://openknowledge.worldbank.org/bitstream/handle/10986/32514/Moldova-Socioemotional-Skills-Assessment.pdf?sequence=1&isAllowed;=y>

Citation

This document was generated from the database used to create the Country Overviews Compendium:

Koltcheva, N., V. Coelho, (2022). Social and Emotional Development for Children aged 0 to 7 years old: European Countries Overviews Compendium. EU-SELF Project. ISBN 978-619-233-213-6 (can be downloaded from <https://euself.nbu.bg>)