MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Regional Refugee Response Plan
For the Ukraine Situation

Refugee Education Working Group Monthly Meeting
26 March 2026

Meeting Agenda

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Regional Refugee Response Plan For the Ukraine Situation

Agenda point	Time	Focal Point
1. MER updates regarding • The enrollment numbers of Ukrainian children for the school year 2025/2026 in preschools and general education • Romanian Courses – National Program for learning the Romanian language 2026-2028 • Remedial Courses for 9 grades	13:00 – 13:25	MER
2. Participatory assessment 2025 on education presentation	13:25 – 13:40	UNHCR
3. Updates on the implementation of the Roadmap for the Integration of Refugee Children in Schools of the Republic of Moldova: • Standardized Romanian Language Curriculum for Refugee and Repatriated Children • Preparatory Year Framework • Accelerated Learning Programme - Launch	13:40-14:00	UNICEF
4. Presentation: Remedial Courses for refugees in 9 grade	14:00 – 14:10	Partnerships for every child
5. Final report presentation: information sessions on “Roma History, Culture, and Non-Discrimination” for teachers	14:10 – 14:25	Tarna Rom
6. AoB (Summer activities mapping)	14:25 – 14:30	UNICEF & UNHCR

1. MER Updates

- The enrollment numbers of Ukrainian children for the school year 2025/2026 in preschools and general education
- Romanian Courses – National Program for learning the Romanian language 2026-2028
- Remedial Courses for 9 grades

MINISTERUL EDUCAȚIEI
ȘI CERCETĂRII
AL REPUBLICII MOLDOVA

Data from the Ministry of Education and Research on refugee children from Ukraine enrolled in educational institutions in the Republic of Moldova

Alisia PARFENTIEVA, Senior Consultant Interethnic Relations Policy Section at the Ministry of Education and Research

The enrollment numbers of Ukrainian children for the school year 2025/2026 in general education

încadrați în școli	cl.1	cl.2	cl.3	cl.4	cl.5	cl.6	cl.7	cl.8	cl.9	cl.10	cl.11	cl.12	Total	% din numărul total
l. română	86	56	41	33	73	48	71	45	25	4	3	2	487	16.93
l. rusă	292	273	313	259	217	238	234	240	181	78	45	20	2390	83.07
Total	378	329	354	292	290	286	305	285	206	82	48	22	2877	

	cl. 1-4	cl. 5-9	cl. 10-12	Total, elevi	% din numărul total
fete	655	646	69	1368	47.63
băieți	697	726	84	1,504	52.37
	1,352	1,372	153	2,877	

The enrollment numbers of Ukrainian children for the school year 2025/2026 in preschools

încadrați în IET	până la 2 ani	2 ani	3 ani	4 ani	5 ani	6 ani	7 ani	Total, copii	% din număr ul total
fete	3	1	76	98	100	101	9	388	**45.86**
băieți	4	30	81	136	105	93	9	458	**54.14**
Total	**7**	**31**	**157**	**234**	**205**	**194**	**18**	**846**	

Enrollment of children in Grade 1 for the 2026-2027 school year

Phase 1: April 1 - May 18, 2026

- Parents submit applications for children turning 7 by school year start
- Submit at home district school
- Results and remaining spots published: May 18

Phase 2: May 19 - June 10, 2026

- Late applicants
- Children turning 7 (Sept 1 - Dec 31, 2026)
- Children from other districts (subject to available spots)
- Final enrollment list: June 10

Individual Review: 21-30 August, 2026

- For children not yet enrolled anywhere

Romanian Language Remediation Program – 9th Grade

- Launched in January 2026 by the Ministry of Education and Research, this program provides 60 additional hours for 9th-grade students. It runs from January to May 2026.
- Approximately 3,000 students are enrolled. 181 refugee students are eligible for this Program.
- MER allocated 9 million lei for the program.

Action Plan for learning and promoting the Ukrainian language among the Ukrainian community, including refugees for 2026

MER presented the Plan on the 17th March in Bălți.

Key Activities

- **Teacher Training:** Continuous professional development and republican seminars for Ukrainian language educators
- **Cultural Programs:** Scientific conferences, cultural events, and discussion workshops with Ukrainian writers and poets
- **Resources:** Equip school libraries with classic Ukrainian literature
- **Community Engagement:** Ukrainian language weeks in schools with compact Ukrainian populations
- **Refugee Support:** Information sessions for refugee parents on enrolling children in Moldovan schools

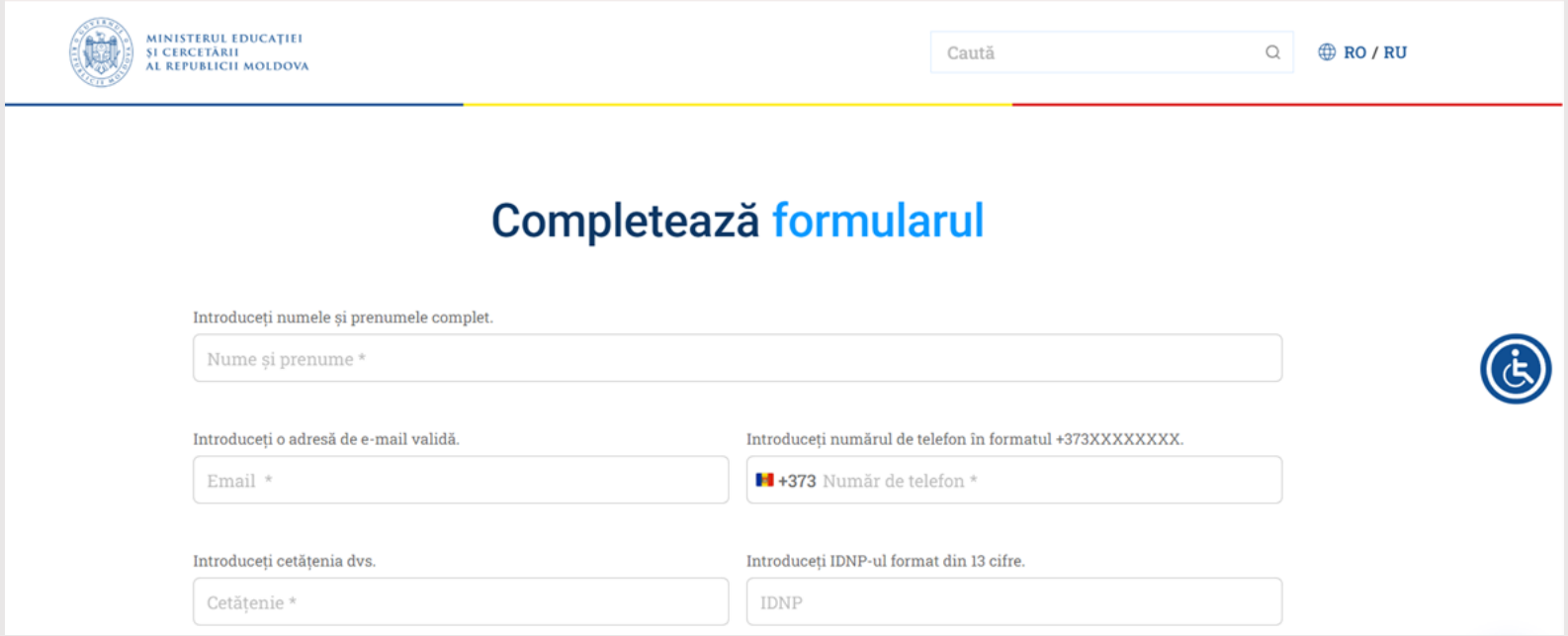
National Program for Learning the Romanian Language for the Years 2026-2028

The Program was approved on the 4th March 2026 and the registration for the participation is currently on-going.

It is possible to sign up, by clicking on the following link: https://invatam-limba-romana.mec.gov.md/inregistrare

Classes are available online or offline.

Levels: A1, A2, B1



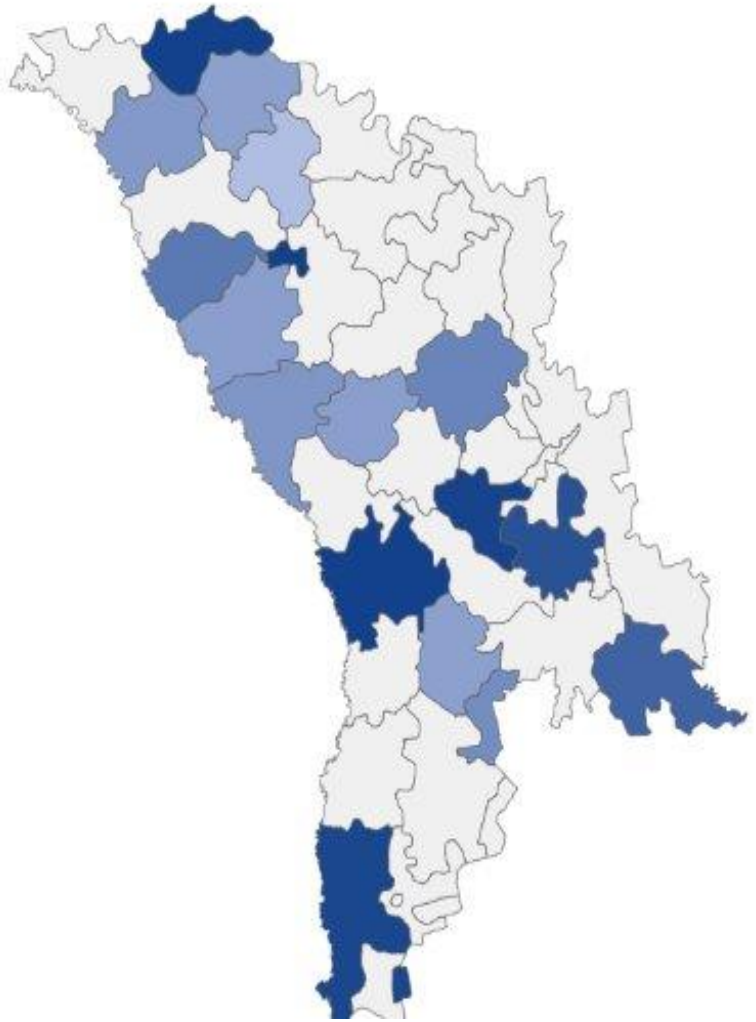
Field visit to Lyceum „Maxim Gorki” in Bălți (17th March)

Children Learning Online – EDUTech Labs

Since the beginning of the 2025/2026 school year:

- 277 Ukrainian children study online: 144 girls and 133 boys.
- In total, 611 Ukrainian children attend the EDUTech Labs: 299 girls, 310 boys.
- 1243 children are receiving services across the EDUTech Labs:
  - 611 refugees & 632 host community;
  - 646 girls, 597 boys.

  (Note: 62 Ukrainian children had to interrupt their academic year and leave the country due to lack of financial support).
- All 36 EDUTech Labs planned to be operationalized in 2026 are currently functional.



2. Participatory assessment 2025 on education presentation

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Regional Refugee Response Plan
For the Ukraine Situation

Participatory Assessment 2025

Education Working Group 26/03/2026

UNHCR
The UN Refugee Agency

Participatory Assessment 2025

Focusing on:

- gathering community perspectives;
- understanding evolving local capacities and
- exploring solutions to address identified challenges.

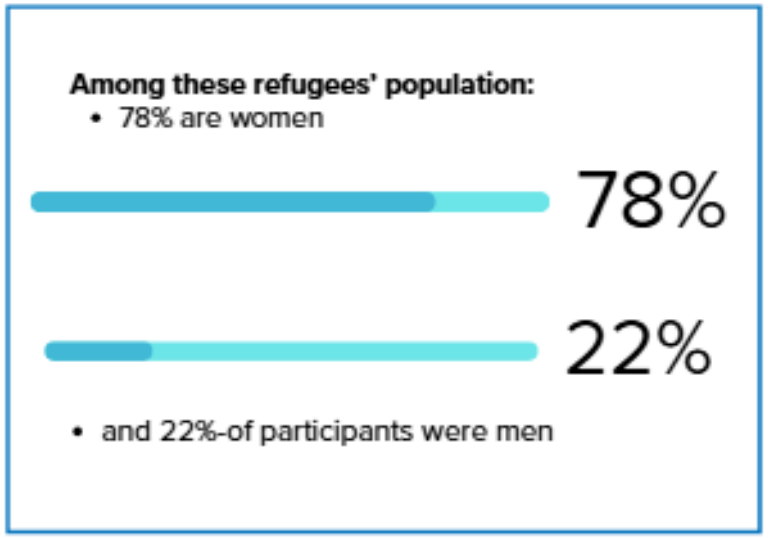
It involved in-person 60 focus group discussions (FGDs) with a diverse group of people in need of international protection, representing women, men, children, and youth across various socio-demographic backgrounds.

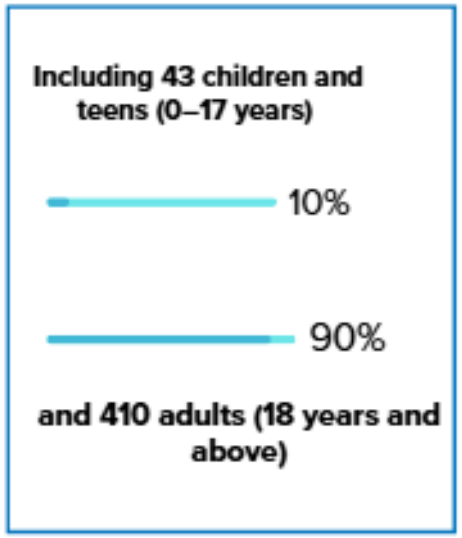
Partners involvement

UNHCR
The UN Refugee Agency

A total of 453 individuals participated, including 58 from the left bank of the Dniestr river, ensuring the inclusion of experiences from both sides of the Dniester River.
Among participants, 78% were female and 22% male

with discussions encompassing 19 rayons of Moldova





UNHCR
The UN Refugee Agency

Participatory Assessment 2025

Geographical coverage: country-wide, both urban and rural area, including Left Bank (Hincesti, Chisinau, Cahul, Donduseni, Glodeni, Causeni, Stefan Voda, Left Bank, Criuleni, Nisporeni, Anenii Noi, Bender, UTA Gagauzia, Balti, Telenesti, Soroca, Ungheni, Cantemir, Riscani)

Accommodation types: refugees accommodation centres, host families, private accommodation

Participatory Assessment 2025

- People with Disabilities;
- Elderly people 65+;
- Roma refugees;
- Adults;
- Non-Ukrainian refugees and asylum seekers;
- Teenagers and youth people;
- Stateless people;
- Refugees from Syria
- Refugees from Gaza Strip

Children and Teens (5-17)

Demographic Breakdown:

5	16	27
FGDs	Men	Women

Locations: Chisinau and Balti

Plans and Intentions

- Most participants arrived in Moldova with their families since early 2022.
- Positive perception of Moldova; safe environment and social integration.
- Plans vary:
  - Some hope to return to Ukraine
  - A few intend to stay in Moldova long-term.

- Family support remains key in adaptation.

Legal Status

All participants are familiar with the concept of temporary protection.

- Most learned about it from their parents; all hold valid documents.

Suggested solutions:

  - Provide clear guidance on obtaining TP and Post TP legal status

Quote:
"Temporary protection feels like a 'yellow card' that ensures legal stay and safety."

Integration and Social Inclusion

Social integration positive: participants made friends, joined activities, and engaged in community programs.

- Challenges: renting difficulties, language barriers, bulling in scools.
- Benefits:
  - Participation in extracurricular activities (dance, sports, music, robotics).
  - Improved family cohesion and social skills.

Suggested solutions:

- Increase opportunities for social interaction and recreational activities.

Quote:
" Many masterclasses allow us to interact."

Access to Information

Main sources: parents, teachers, Google, chatGPT, YouTube, social media.

Challenges:

- Lack of awareness of educational platforms.
- Preference for social media for information.

Suggested solutions:

- Systematic dissemination of educational resources.
- Use schools and community events to improve information access.

Peaceful Co-existence & Community Cohesion

Quote:
"I feel almost at home here but I do miss home."

- Positive social interactions; integrated well with peers and community.
- Some exposure to discrimination or negative experiences, but overall safe.
- Free-time activities: social media, sports, dancing, excursions, gaming, outdoor play.

Education

"I study in Moldova and have made many friends. Learning Romanian is hard, but I try my best."

Majority of participants attend local schools; many participants continues online Ukrainian school.

Among the main challenges are:

- learning the Romanian language, as the Romanian language exam appears too difficult for 9th grade students and almost impossible to pass for newcomers, as well as bullying in schools.

Suggested solutions:

- Enhance support for learning Romanian.
- Improve teacher-student interaction.
- Promote access to online educational resources.

Education – Roma Children

Challenges

- Limited access to education, especially in rural areas.
- Lack of information about enrolment procedures.
- Social and cultural barriers, including community perceptions.
- Financial constraints affecting school participation.
- Limited vocational training and tailored educational programs.

Syrian Refugee Children

Most children are successfully integrated into the Moldovan education system.

Challenges

- Older children face curriculum gaps.
- Limited Romanian language skills hinder academic integration.

Palestinian Refugee Children (Gaza Strip)

- Majority continue following the Palestinian curriculum online.
- Participation in local extracurricular activities.
- Enrolled in Romanian language classes to support integration.

Education

Recomandations & Opportunities & Solutions

- Develop outreach campaigns to inform Roma families about enrolment procedures.
- Facilitate access to legal documentation for school registration.
- Provide targeted vocational training and educational programs.
- Offer financial support or scholarships to support attendance.
- Promote inclusive education and community engagement initiatives.
- Consider exempting Ukrainian students from the Grade 9 Romanian language exam in cases of short-term stay
- Strengthen road safety measures near schools (e.g., higher penalties for violations)
- Expand access to free drinking water in schools and public spaces
- Reinforce anti-bullying measures in schools

Participatory Assessment 2025

Participant Quotes

- ***"I feel safe in Moldova, although I do miss home."***
- "I would go anywhere, just not to Ukraine.
- It would be nice to have more rest, for example to study for 3 months and rest for 9.“
- "I want to be given a lot of money!"
- "To have a lot of money, you have to earn it.“
- "I like it in Moldova, but I want Kirill to come — I think he is in love with me."
- "At the end of the discussion, participants were invited to choose metaphorical cards with messages. This activity triggered a deep emotional response. One participant, while reading aloud the message they received — 'Do not chase love, let it come to you' — could hardly hold back their tears.“

UNHCR
The UN Refugee Agency

UNHCR
The UN Refugee Agency

3. Updates on the implementation of the Roadmap for the Integration of Refugee Children in Schools of the Republic of Moldova.

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Regional Refugee Response Plan For the Ukraine Situation

Refugee Education Working Group

26 March 2026

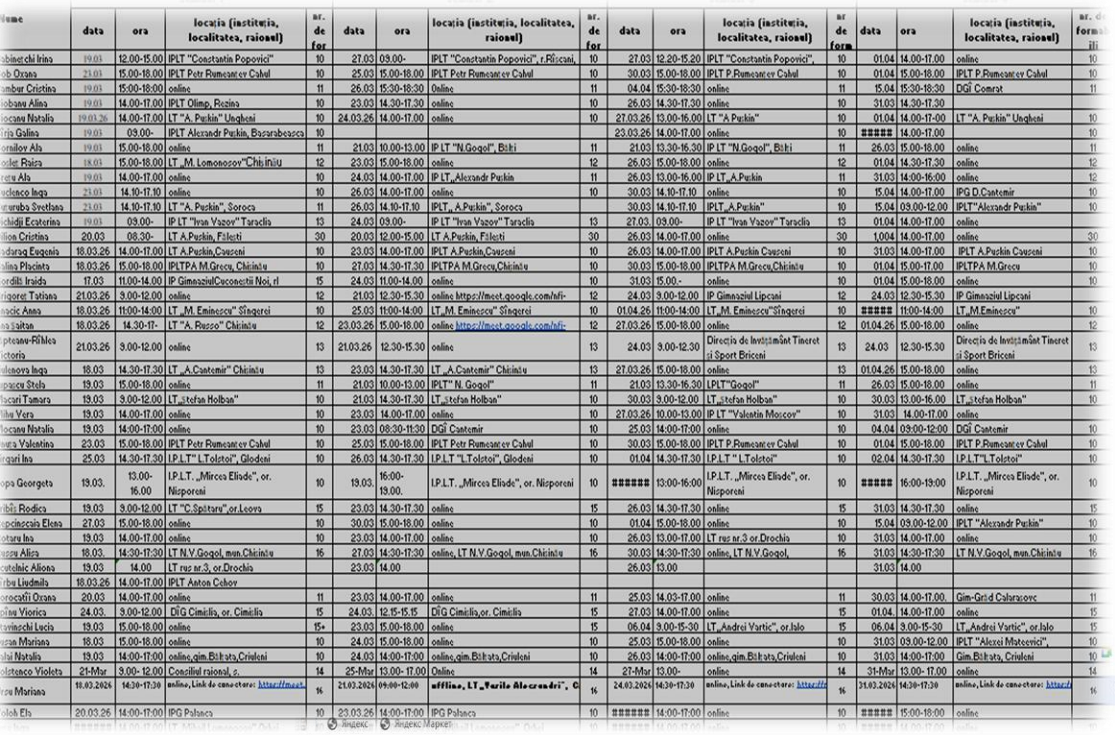
Updates on the implementation of the Roadmap for the Integration of Refugee Children in Moldovan Schools

UNICEF's contribution

Standardized Romanian Language Curriculum for Refugee and Repatriated Children

- Developed by UNICEF, approved by MER (October 2025)
- Training of Trainers Programme for the implementation of the Romanian Language Curriculum (February-March)
  - 5-day Programme:
    - 3 days - offline seminars
    - 2 days – online sessions
    - Individual mentoring
  - 42 national trainers trained (from all districts/ municipalities)
  - Community of Practice established
  - Resource repository created

Standardized Romanian Language Curriculum for Refugee and Repatriated Children. Next steps



- Cascade the programme to at least 400 practitioners at the local level
- Strengthen, support the Community of Practice
- Consolidate, complete the Resource Repository
- Develop Implementation Guidelines
- Develop a Toolkit of adaptable, ready-to-use materials

Preparatory Year Framework –

A preparatory program for linguistic integration of foreign learners and those from the diaspora enrolled in Moldovan schools

Objectives:

- Accelerated acquisition of communication skills in Romanian – levels A1-A2-B1 (according to CEFR)
- Develop learners' Romanian language skills for instruction and functional communication
- Support their gradual integration into the national curriculum and school life
- Ensure continuity in the educational pathway for foreign and returning diaspora students

Preparatory Year Framework. Organizational models

At least 15 students in the same class or level of education	• Specialized language integration classes or groups • Organized in educational institutions with instruction in Romanian or with instruction in Russian
Less than 15 students in the same class or level of education	• After-school programs with a linguistic integration component • Organized within the school where students are enrolled, in mixed groups formed according to their language proficiency level • Alternatively – in another educational institution, as determined by the GDE

/The decision on the form of organization of the Program is adopted by the school's Council of Administration, in coordination with the GDE/

Framework Plan for the Preparatory Program

Status of the school subject	Curriculum area	Level	No. of hours for core learning activities	No. of hours for complementary learning activities	Total No. of hours
Compulsory	Language & Communication	A 1	96 h	24 h	120 h
		A2	84 h	26 h	110 h
		B1	84 h	26 h	110 h
				Total:	**340 h**

Accelerated Learning Programme

promoted through a joint UNICEF-OHCHR Programme

“Strengthening Moldova’s education system for the most disadvantaged children”

Co-funded by the European Union

Duration	15 months
Location (s)	Nationwide, with a focus on 7 pilot schools
Target Groups	Children & Adolescents; Educational staff; Parents/ Caregivers; Decision makers
Final beneficiaries	Roma and refugee children and adolescents

Programme's Objectives

Institutionalize the Accelerated Learning Programme and human rights-based approach to education and embed it into the National Curriculum

Enhance the professional capacities of educational staff to deliver inclusive, human rights-based education responsive to Roma and refugee learners

Establish a coordinated, intersectoral data collection and monitoring mechanism to identify, record and track the participation of Roma children in education

4. Presentation: Remedial Courses for refugees in 9 grade

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Regional Refugee Response Plan For the Ukraine Situation

5. Final report presentation: information sessions on “Roma History, Culture, and Non-Discrimination” for teachers

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Regional Refugee Response Plan For the Ukraine Situation

RAPORT SUMATIV

SESIUNILE INFORMATIVE

„ISTORIA, CULTURA ȘI NON-DISCRIMINAREA ROMILOR”

PENTRU CADRELE DIDACTICE DIN REPUBLICA MOLDOVA

Organizator: ONG Tarna

Structura sesiunilor

Prezentări teoretice și activități practice.

Teme principale:
1: Istoria și cultura romilor;
2: Protecția copilului;
3: Prevenirea bullying-ului.

Metode utilizate:
1: Studii de caz;
2: Discuții interactive;
3: Schimb de bune practici.

PARTICIPANȚI

173 cadre didactice
(învățători, profesori, manageri de instituții școlare)

Reprezentare geografică:

Ștefan Vodă

Hîncești (Cărpineni)

Anenii Noi

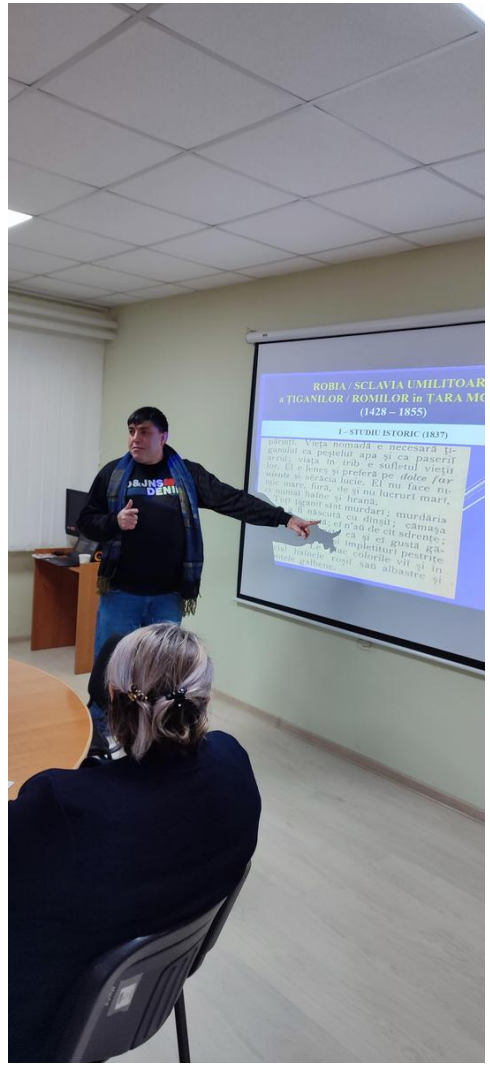
Soroca

Nisporeni

METODOLOGIE

Metode utilizate:
- Studii de caz;
- Discuții ghidate;
- Schimb de bune practici.

Instrumente:
- Materiale educaționale;
- Ghiduri pentru activități.



Rezultate și impact

- Creșterea nivelului de informare;

- Îmbunătățirea prevenirii bullying-ului etnic;

- Dezvoltarea metodelor de integrare.

Provocări:

- Atitudini discriminatorii persistente;
- Necesitatea intervențiilor continue;
- Lipsa colaborării cu părinții și autoritățile.

Constatări

- - Deficit de empatie și cunoștințe;
- - Prejudecăți față de copii și părinți romi;
- - Lipsa cooperării instituționale;
- - Nevoia de sprijin pentru părinți.

Recomandări:

- Formare continuă a cadrelor didactice
- Programe de parenting pentru părinți romi;
- Monitorizare și suport instituțional;
-- Consolidarea parteneriatelor.

Concluzie:

Sesiunile au avut impact pozitiv, dar este necesară continuitate pentru combaterea discriminării
și susținerea incluziunii.
Există deficit de empatie și cunoștințe despre romi în rândul unui grup semnificativ al cadrelor didactice.

THANK YOU

MEC, UNHCR, UNICEF
Moldova

6. AOB

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Regional Refugee Response Plan For the Ukraine Situation

- **Summer activities mapping**