

Report

Study for the FACE (Fostering Active Civic Engagement) Program impact evaluation at the mid-term of the program implementation period

January, 2024

Contents

EXECUTIVE SUMMARY.....	8
INTRODUCTION.....	10
i.1 Purpose of the Study.....	10
i.2 Methodology.....	10
i.3 Research limits and barriers	12
CHAPTER I. DEGREE TO WHICH 9 TH GRADE PUPILS MASTER THE COMPETENCES FOR DEMOCRATIC CULTURE	13
1.1. Socio-demographic data about respondents from 9 th grade	13
1.2. Description of educational institutions and learning environments of 9 th grade pupils	16
1.3. Assessment of the degree to which 9 th grade pupils master the competences for democratic culture (all study participants)	25
1.4. Assessment of the degree to which 9 th grade pupils master the competences for democratic culture. Longitudinal analysis.....	36
CHAPTER II. DEGREE TO WHICH 11 TH GRADE PUPILS MASTER THE COMPETENCES FOR DEMOCRATIC CULTURE	48
2.1. Socio-demographic data about respondents from 11 th grade	48
2.2. Description of educational institutions and learning environments of 11 th grade pupils	51
2.3. Assessment of the degree to which 11 th grade pupils master the competences for democratic culture....	60
CHAPTER III. DEGREE TO WHICH YOUNG PEOPLE FROM COMMUNITIES MASTER THE COMPETENCES FOR DEMOCRATIC CULTURE	71
3.1. Socio-demographic data about the young people from communities	71
3.2. Particularities of the learning and socialising environments of the young people from communities.....	72
3.3. Assessment of the degree to which young people from communities master the competences for democratic culture.....	76
CONCLUSIONS.....	84

Table of figures

Figure 1.1.2. Distribution of 9 th grade respondents by who they live with, %	14
Figure 1.1.3. Distribution of 9 th grade respondents by the number of children in the family, %	14
Figure 1.1.5. Distribution of 9 th grade respondents by mother's education, %	16
Figure 1.2.1. Distribution of 9 th grade respondents by the number of pupils in class, %	17
Figure 1.2.3. Distribution of 9 th grade respondents by the number of hours spent playing computer or mobile games, %	17
Figure 1.2.6. Distribution of 9 th grade respondents by the number of books read per month (other than school textbooks), %	18
Figure 1.2.7. Distribution of 9 th grade respondents according to the participation in the selection of the class representative for the Pupil Council, %	18
Figure 1.2.8. Distribution of 9 th grade respondents by being or not being informed about the Associated Register, %	19
Figure 1.2.9. Distribution of the 9 th grade respondents by the ratings achieved in Education for Society in the 8 th grade, %	19
Figure 1.2.10. Distribution of 9 th grade respondents by being or not being informed about the assessment methods for Education for Society, %	20
Figure 1.2.11. Distribution of institutions where 9 th grade pupils were interviewed by area, region, type, number of pupils, %	20
Figure 1.2.12. Distribution of institutions where 9 th grade pupils were interviewed by the total number of teachers and the number of teachers teaching Education for Society, %	21
Figure 1.2.13. Distribution of institutions where 9 th grade pupils were interviewed by average marks for the most recent gymnasium and lyceum graduation exams, %	22
Figure 1.2.14. Distribution of institutions where 9 th grade pupils were interviewed by presence of adjusted infrastructure for children with disabilities, %	22
Figure 1.2.15. Distribution of institutions where 9 th grade pupils were interviewed by the number of civic education and/or community development projects they have, %	22
Figure 1.2.16. Distribution of principals of institutions where 9 th grade pupils were interviewed by gender, age, teaching experience, managerial experience, %	23
Figure 1.2.17. Distribution of principals of institutions where 9 th grade pupils were interviewed by education and didactic degree level, %	24
Figure 1.3.1. Distribution of 9 th grade respondents by volunteer status, %	25
Figure 1.3.2. Distribution of 9 th grade respondents by membership in an organisation for children or youth, %	26
Figure 1.3.3. Distribution of 9 th grade respondents by interest in politics, %	26
Figure 1.3.4. Distribution of 9 th grade respondents by their attitudes towards the school subject Education for Society, %	27
Figure 1.3.5. Distribution of 9 th grade respondents by their wellbeing in school, %	27
Figure 1.3.6. Distribution of 9 th grade respondents by gender stereotypes, %	28
Figure 1.3.7. Distribution of 9 th grade respondents by the level of trust in their own ability to make changes in their village/town, %	28
Figure 1.3.8.1. Distribution of 9 th grade respondents by the frequency of civic activism situations noticed by them, %	29
Figure 1.3.8.2 Distribution of 9 th grade respondents by the frequency of situations involving harassment or violence witnessed by them, %	30

Figure 1.3.8.3 Distribution of 9 th grade respondents by the frequency of attempts to stop the situations of harassment or violence witnessed by them, %	30
Figure 1.3.9. Distribution of 9 th grade respondents by the level of trust in the people they interact with, public institutions, news, %	31
Figure 1.3.10.1. Extent to which 9 th grade pupils mastered the competences for democratic culture, %	32
Figure 1.3.10.2. Extent to which 9 th grade pupils mastered the competences for democratic culture, by area of residence, %	33
Figure 1.3.10.3. Extent to which 9 th grade pupils mastered the competences for democratic culture, by gender, %	34
Figure 1.3.10.4. Extent to which 9 th grade pupils mastered the competences for democratic culture, by type of institution, %	35
Figure 1.3.10.5. Extent to which 9 th grade pupils mastered the competences for democratic culture, by number of pupils in class, %	36
Figure 1.4.1. Longitudinal analysis. Distribution of 9 th grade respondents by volunteer status, %	36
Figure 1.4.2. Longitudinal analysis. Distribution of 9 th grade respondents by membership in an organisation for children or youth, %	37
Figure 1.4.3. Longitudinal analysis. Distribution of 9 th grade respondents by their attitudes towards the school subject Education for Society, %	37
Figure 1.4.4. Longitudinal analysis. Distribution of 9 th grade respondents by their wellbeing in school, %	38
Figure 1.4.5. Longitudinal analysis. Distribution of 9 th grade respondents by gender stereotypes, %	39
Figure 1.4.6. Longitudinal analysis. Distribution of 9 th grade respondents by the level of trust in their own ability to make changes in their village/town, %	39
Figure 1.4.7.1. Longitudinal analysis. Distribution of 9 th grade respondents by the frequency of civic activism situations noticed by them, %	40
Figure 1.4.7.2 Distribution of 9 th grade respondents by the frequency of situations involving harassment or violence witnessed by them, %	41
Figure 1.4.7.3 Distribution of 9 th grade respondents by the frequency of attempts to stop the situations of harassment or violence witnessed by them, %	41
Figure 1.4.8. Longitudinal analysis. Distribution of 9 th grade respondents by the level of trust in the people they interact with, public institutions, news, %	42
Figure 1.4.9.1. Longitudinal analysis. Extent to which 9 th grade pupils mastered the competences for democratic culture, %	43
Figure 1.4.9.2. Longitudinal analysis. Extent to which 9 th grade pupils mastered the competences for democratic culture, by area of residence, %	44
Figure 1.4.9.3. Longitudinal analysis. Extent to which 9 th grade pupils mastered the competences for democratic culture, by gender, %	45
Figure 1.4.9.4. Longitudinal analysis. Extent to which 9 th grade pupils mastered the competences for democratic culture, by type of institution, %	46
Figure 1.4.9.5. Longitudinal analysis. Extent to which 9 th grade pupils mastered the competences for democratic culture, by number of pupils in class, %	47
Figure 2.1.1. Distribution of 11 th grade respondents by area of residence and geographical region, %	48
Figure 2.1.2. Distribution of 11 th grade respondents by who they live with, %	48
Figure 2.1.3. Distribution of 11 th grade respondents by the number of children in the family, %	49
Figure 2.1.4. Distribution of 11 th grade respondents according to the highest education level completed by mother, %	50
Figure 2.1.5. Distribution of 11 th grade respondents according to the highest education level completed by father, %	50
Figure 2.1.6. Distribution of 11th grade respondents by frequency of parents' absence from home, %	51

Figure 2.2.1. Distribution of 11 th grade respondents by the number of pupils in class, %	51
Figure 2.2.2. Distribution of 11 th grade respondents according to the number of classmates they consider good friends, %.....	52
Figure 2.2.3. Distribution of 11 th grade respondents by the number of hours spent daily playing computer or mobile games, %	52
Figure 2.2.4. Distribution of 11 th grade respondents by the number of hours spent daily browsing the Internet, %	53
Figure 2.2.5. Distribution of 11 th grade respondents by the number of hours spent daily watching TV, %.....	53
Figure 2.2.6. Distribution of 11 th grade respondents by the number of books read per month (other than school textbooks), %	53
Figure 2.2.7. Distribution of 11 th grade respondents according to the participation in the selection of the class representative for the Pupil Council, %	54
Figure 2.2.8. Distribution of 11 th grade respondents according to the information they have about the Associated Register, %	54
Figure 2.2.9. Distribution of the 11 th grade respondents by the ratings achieved in Education for Society in the 10 th grade, %	54
Figure 2.2.10. Distribution of 11 th grade respondents by being or not being informed about the assessment methodology for Education for Society, %	55
Figure 2.2.11.1. Distribution of institutions where 11 th grade pupils were interviewed by area, region, number of pupils, total number of teachers, Education for Society teachers, %.....	56
Figure 2.2.11.2. Distribution of institutions where 11 th grade pupils were interviewed by average marks for the most recent gymnasium and lyceum graduation exams, %	57
Figure 2.2.11.3. Distribution of institutions where 11 th grade pupils were interviewed by presence of adjusted infrastructure for children with disabilities, %	57
Figure 2.2.11.4. Distribution of institutions where 11 th grade pupils were interviewed by the number of civic education and/or community development projects they have, %.....	58
Figure 2.2.12. Distribution of principals of institutions where 11 th grade pupils were interviewed by gender, age, teaching experience, managerial experience, %	59
Figure 2.2.13. Distribution of principals of institutions where 11 th grade pupils were interviewed by education and didactic degree level, %.....	60
Figure 2.3.1. Distribution of 11 th grade respondents by volunteer status, %	60
Figure 2.3.2. Distribution of 11 th grade respondents by membership in an organisation for children or youth, %	60
Figure 2.3.3. Distribution of 11 th grade respondents according to the interest in politics, %	61
Figure 2.3.4.1. Distribution of 11 th grade respondents according to the attitudes towards the school subject Education for Society, %.....	62
Figure 2.3.4.2. Distribution of 11 th grade respondents according to the welfare in school, %	63
Figure 2.3.4.3. Distribution of 11 th grade respondents by gender stereotypes, %	63
Figure 2.3.4.4. Distribution of 6 th grade respondents according to the level of trust in their own ability to make changes in their village/town, %	64
Figure 2.3.5. Distribution of 11 th grade respondents according to the frequency of civic activism situations observed by them, %	64
Figure 2.3.6. Distribution of 11 th grade respondents according to the frequency of situations involving harassment or violence witnessed by them, %	65
Figure 2.3.7. Distribution of 11 th grade respondents according to the frequency of attempts to stop the situations of harassment or violence witnessed by them, %	65
Figure 2.3.8. Distribution of 11 th grade respondents according to the level of trust in institutions and categories of people, %	66
Figure 2.3.9.1. Extent to which 11 th grade pupils mastered the competences for democratic culture, %	67

Figure 2.3.9.2. Extent to which 11 th grade pupils mastered the competences for democratic culture, by area of residence, %	68
Figure 2.3.9.3. Extent to which 11 th grade pupils mastered the competences for democratic culture, by gender, %	69
Figure 2.3.9.4. Extent to which 11 th grade pupils mastered the competences for democratic culture, by number of pupils in class, %	70
Figure 3.1.1. Socio-demographic characteristic of respondents from the category of young people from communities, N=461, %	71
Figure 3.1.2. Socio-demographic characteristic of respondents from the category of young people from communities, continued, N=461, %	72
Figure 3.2.1. Distribution of respondents from the category of young people from communities by the area where they spent most of their childhood, %	72
Figure 3.2.2. Distribution of respondents from the category of young people from communities by the individuals they were raised by, %	73
Figure 3.2.3a. Distribution of respondents from the category of young people from communities by the presence of siblings, %	73
Figure 3.2.3b. Distribution of respondents from the category of young people from communities by the number of siblings they have, %	73
Figure 3.2.4. Distribution of respondents from the category of young people from communities according to the parents' absence during their childhood, %	74
Figure 3.2.5. Distribution of respondents from the category of young people from communities by whether they studied or not Civic Education when they were in school, %	74
Figure 3.2.6. Distribution of respondents from the category of young people from communities by whether they voted or not, while in school, for their class representative in the Pupil Council of the school, %	74
Figure 3.2.7. Distribution of respondents from the category of young people from communities by the number of hours spent playing computer and/or mobile games, %	74
Figure 3.2.8. Distribution of respondents from the category of young people from communities by the number of hours spent on social networks, %	75
Figure 3.2.9. Distribution of respondents from the category of young people from communities by the number of hours spent watching TV, %	75
Figure 3.2.10. Distribution of respondents from the category of young people from communities by the number of books read, %	75
Figure 3.3.1.1. Distribution of respondents from the category of young people from communities by their attitudes towards the school subject Civic Education (Education for Society), %	76
Figure 3.3.1.2. Distribution of respondents from the category of young people from communities by their welfare in school, %	76
Figure 3.3.2.1. Distribution of respondents from the category of young people from communities by frequency of civic activism situations they noticed when in school, %	77
Figure 3.3.2.2. Distribution of respondents from the category of young people from communities by frequency of civic activism actions they took when in school, %	77
Figure 3.3.2.3. Distribution of respondents from the category of young people from communities by frequency of harassment or violence they noticed when in school, %	77
Figure 3.3.3. Distribution of respondents from the category of young people from communities by their membership to a volunteer organisation, %	78
Figure 3.3.4. Distribution of respondents from the category of young people from communities by their membership to a political party, %	78
Figure 3.3.5. Distribution of respondents from the category of young people from communities by membership to an organisation for youth, %	78

Figure 3.3.6. Distribution of respondents from the category of young people from communities by membership to a non-governmental organisation, %.....	78
Figure 3.3.7. Distribution of respondents from the category of young people from communities by participation in voting, %.....	78
Figure 3.3.8. Distribution of respondents from the category of young people from communities by being or not being informed about the organisations that work in their communities, neighbouring communities, or in the district centers, %.....	79
Figure 3.3.9. Distribution of respondents from the category of young people from communities by interaction with the organisations that work in their communities, neighbouring communities, or in the district centers, %.....	80
Figure 3.3.10. Distribution of respondents from the category of young people from communities by the activities that were organised in their communities, %	80
Figure 3.3.11. Distribution of respondents from the category of young people from communities by their participation in the activities that were organised in their communities, %	81
Figure 3.3.12. Distribution of respondents from the category of young people from communities by level of trust in certain institutions and categories of people, %	81
Figure 3.3.13. Distribution of respondents from the category of young people from communities by their opinions on certain social phenomena, %	81
Figure 3.3.14. Distribution of respondents from the category of young people from communities by the characteristics they can relate to, %.....	82
Figure 3.3.15. Distribution of respondents from the category of young people from communities by the frequency of civic activities conducted by them, %	82

EXECUTIVE SUMMARY

This study was conducted under FACE Program (Fostering Active Civic Engagement) of the Swiss Cooperation Office in the Republic of Moldova, implemented initially from 2019 to 2022 and continuing into the second phase from 2023 to 2026. The program aims to develop values, attitudes, skills, and critical understanding of civic knowledge among children, adolescents, and young people in the Republic of Moldova.

The direct beneficiaries of the Program are the individuals aged 14-24, who are divided into two categories:

- adolescents – individuals aged 14-17, enrolled in secondary education;
- young people from communities – individuals aged 15-24, not enrolled in secondary education.

The FACE Program conducted a baseline assessment study in 2020 to evaluate the level of mastery of democratic culture competencies among children, adolescents, and young people in the Republic of Moldova during the early phase of the program. In 2023, another evaluation study was carried out at the beginning of the second phase.

The **aim** of the study was to obtain data on the level of mastering of democratic culture competencies among the beneficiaries of the FACE program: adolescents (pupils in the 9th and 11th grades) and young people from communities not enrolled in secondary education (aged 15-24). Additionally, the study aimed to assess the evolution of mastering the competences from the year 2020 to 2023.

The current study included the interviewing of a group of respondents from each category of beneficiaries, as follow:

- adolescents enrolled in lower secondary education – 459 pupils in the 9th grade;
- adolescents enrolled in secondary education – 360 pupils in the 11th grade;
- young people – 461 individuals aged 15-24 from the communities where the pupils were interviewed and who are not enrolled in secondary education institutions or who are enrolled in educational institutions, other than those included in the samples for the first two categories.

The discussions with pupils in schools were led by interviewers with psycho-pedagogical training and experience. During the surveys, the 9th grade pupils and 11th grade adolescents filled in on their own a paper questionnaire. CAPI (computer assisted personal interview) method – interview using tablets – was applied for the group of young people.

The educational institutions were divided into two groups: the pilot group and the control group. The pilot group included institutions where Social Education teachers undergo training within a program for local trainer development under the FACE Program. These institutions were randomly selected by the expert who developed the Impact Assessment Methodology for the FACE program from the list of all institutions benefiting from training. The institutions in the control group were selected to ensure national representativeness, excluding the eastern regions (Transnistria), which are not controlled by the constitutional authorities of the Republic of Moldova. The pilot group was randomly defined from among the institutions and teachers directly benefiting from training under the FACE Program and cannot be considered representative of the general population. Teachers in the control group receive training through a cascade method provided by local trainers within the Program.

The Study was led by an expert who developed the Methodology for the FACE Program impact evaluation and the research tools. Considering that the teachers who received training under the FACE Program were not randomly selected and self-selection cannot be excluded, the initial research methodology was based on a statistical design that intended to apply the Difference-in-Differences method (between control groups and pilot groups) to quantitatively evaluate the impact of the training. According to the initial design, the teachers enrolled in the FACE training program were to be the pilot (treatment) group, while the teachers from randomly chosen schools who were not to receive training would form the control group. However, the COVID-19 pandemic significantly disrupted the methodology, leading to a very rapid transition of training processes to the online environment. This includes the training activities for civic education teachers, with teachers from schools initially assigned to the control group migrating to the pilot group due to their participation in the mass online training courses, which weakened the control over the initially established statistical design.

Additionally, there was an observed intensification of the emigration process, particularly in the years 2022-2023. In 2022 alone, according to BNS data, the net number of emigrants was 63,000 people, compared to an average of 37,000 during the period 2014-2019. This also applies to students in the lower secondary education level. In 2022, the net number of emigrants aged 10-19 was 11,500 people, compared to an average of 7,600 people in 2014-2019. This caused a high attrition rate in both control and pilot groups in the longitudinal study, leading to a weakening of the power of statistical tests and difficulty in obtaining robust statistical evidence regarding the impact

ANOVA Analysis

The one-way analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the independent groups. The result of the test – p – is a value between 0 and 1. If the p-value (significance level) is less than 0.05, then it is concluded there are statistically significant differences between the groups.

As a result of conducting the ANOVA test, it was determined that both for 9th grade pupils (p=0.55) and 11th grade pupils (p=0.00726), there are statistically significant differences between the pilot and the control groups regarding the number of demonstrated competencies.

Tabel 1. ANOVA analysis for the year 2023

		Sum of Squares	df	Mean Square	F	Sig.
9 th grade (all participants)	Between Groups	5.237	1	5.237	0.323	0.57
	Within Groups	6800.944	420	16.193		
	Total	6806.18	421			
9 th grade (longitudinal)	Between Groups	7.669623	1	7.669623	0.530823	0.46697
	Within Groups	3496.549	242	14.44855		
	Total	3504.219	243			
11 th grade	Between Groups	122.3236	1	122.3236	7.290245	0.00726
	Within Groups	6006.912	358	16.77909		
	Total	6129.236	359			

Tabel 2 ANOVA analysis for the year 2020

		Sum of Squares	df	Mean Square	F	Sig.
6 th grade	Between Groups	71.557	1	71.557	7.917	.005124
	Within Groups	3832.178	424	9.038		
	Total	3903.735	425			
11 th grade	Between Groups	277.586	1	277.586	15.927	.000078
	Within Groups	6971.471	400	17.429		
	Total	7249.057	401			

Tabel 3. The average number of competencies for the year 2020 and 2023

	Mean 2020		Mean 2023	
	6 th grade	11 th grade	9 th grade	11 th grade
Pilot group	3.1790	5.4167	7.8975	7.0774
Control group	2.3348	3.6472	7.6607	8.2458

INTRODUCTION

Within its current Strategy for Moldova (2018-2021, extended until 2024 inclusively), through the FACE Program, the Swiss Cooperation Office in the Republic of Moldova invests in civic education, working in schools and communities to develop vital civic knowledge and skills and to increase civic awareness among children, adolescents, and young people in the community. The FACE program involves two interlinked components – formal and non-formal civic education.

In order to assess the impact of FACE Program, the Swiss Cooperation Office in Moldova conducted a statistical research among the three categories of final beneficiaries. The research intends to assess the individual and combined effects of Program interventions among the final beneficiaries. This report is an interim evaluation study, which is comparative to the initial study conducted in 2020. A third study could be implemented upon the completion of the Program.

i.1 Purpose of the Study

This research aimed to collect quantitative and qualitative data on the development of civic education competences among the beneficiaries of FACE Program, i.e. individuals aged 14-24.

i.2 Methodology

FACE Program beneficiaries, interviewed as part of this Study, were divided into three groups:

- 9th grade pupils – 459 individuals;
- 11th grade pupils – 360 individuals;
- young people aged 15-24 – 461 individuals, residents of the communities where the above-mentioned pupils were interviewed.

Selection of the educational institutions and of the respondents

The study included two categories of educational institutions:

- Pilot institutions – educational institutions where Education for Society teachers benefit directly from training under FACE Program.
- Control institutions – educational institutions selected by the consulting company using the sampling method.

As regards the control group, the probability sampling was done as follows:

1. The educational institutions were grouped according to the geographical areas of the country, i.e. Center, Chisinau, North and South. A certain number of interviews were distributed for the institutions in each area, proportional to the number of 9th/11th grade pupils.
2. The educational institutions in each geographical area were grouped according to their level: gymnasium or lyceum.
3. A number of gymnasiums were selected randomly from the list with gymnasiums, where 9th grade pupils were interviewed. A number of lyceums were selected randomly from the list with lyceums, where 11th grade pupils were interviewed.
4. Since most of lyceums also have gymnasium grades, a smaller number of lyceums was randomly selected from the list of selected lyceums in order to interview the 9th grade pupils.
5. In each educational institution, six pupils were interviewed – three girls and three boys. 9th grade pupils were selected based on participants from the first wave of the study when they were in 6th grade. In case of absent pupils, others from the same class were randomly selected. 11th grade pupils were randomly selected to ensure representation from all classes. In schools where there was only one class of either 9th or 11th grade, all six pupils were selected from that single class.

Table 1. Nationally representative sample, 9th grade pupils

Group	Planned			Collected
	Gymnasiums	Lyceums	Total	Total
Center	27	17	44	37
Chisinau	4	33	37	65
North	24	19	43	33
South	20	16	36	25
TOTAL	75	85	160	160

Table 2. Nationally representative sample, 11th grade pupils

Group	Planned	Collected
Center	40	60
Chisinau	80	66
North	41	36
South	31	30
TOTAL	192	192

Data Collection

In order to collect data among 9th and 11th grade pupils, the following approach was used:

- The company recruited interviewers with psycho-pedagogical experience, who were trained on how to observe and assess the competences for democratic culture. The observation followed the official Methodology of descriptor-based assessment at Education for Society. The descriptors refer to the 20 competences included in the Council of Europe's Reference Framework of Competences for Democratic Culture.
- Ministry of Education, Culture and Research issued and sent a circular to the local education bodies, specifying the details about the study.
- Six educational institutions in Chisinau (three schools teaching in Romanian and three teaching in Russian) were selected randomly in order to pilot the research tools provided by the beneficiary, a stage conducted in 2020 during the first wave of the study. According to the research methodology, both 6th and 11th grade pupils were interviewed in these schools. After each pilot day, working sessions were organised with interviewers to discuss feedback on tools and the collection process. The questionnaire for young people was pre-tested in office with respondents from the target group. Following this stage, the research instruments were adjusted for all three categories of respondents.
- The company contacted the educational institutions to make sure they knew about the research and to schedule the interviews with the pupils.
- Group discussions with six 9th/11th grade pupils were organised in the educational institutions included in the study. 9th grade pupils (in 2023) were selected, as much as was possible, to be the same pupils who participated in the study when they were in 6th grade in 2020. Two interviewers participated in each discussion – the facilitator, who leads the process and assesses the competences of each participant, and the assistant, who follows the process, takes notes and makes his/her own assessment. The interviewers used a guide with instructions and tasks to generate the group dynamics, which would allow the observation and assessment of competences for democratic culture. Both the facilitator and the assistant had to determine whether each pupil did or did not master each of the 20 competences for democratic culture, set out in the National Curriculum. Since these competences are interrelated and can occur simultaneously, the facilitator and the assistant monitored, depending on group dynamics, whether the feedback from a specific task confirmed or infirmed the mastery not only of the competence being assessed, but also of the dependent ones.
- After each discussion, the facilitator and the assistant compared and reconciled the personal assessments in order to get a final assessment. The assessment itself was done on the basis of the Scale of descriptor-based assessment of competences of civic education. This Scale contained both the

competences to assess, and the tasks and evidence that prove the mastery of each of them. During the assessment, the facilitator and the assistant noted if the respondent proved or not a certain behaviour and whether he/she mastered or not each of the competences being assessed. If he/she proved at least one behaviour, then it meant that the respondent mastered this competence.

- Before organising the group discussions, the same pupils were invited to fill in on their own a paper questionnaire. If needed, the interviewers helped the pupils, without influencing their answers.
- Data collection among young people aged 15-24 years was done in the same communities where discussions with 6th and 11th grade pupils were organised. Data were collected using CAPI (*computer assisted personal interview*) method – interview using tablets.

Data analysis

SPSS Statistics software was used for data analysis. Data collected in educational institutions from the control group have been weighted by geographic area (North, Centre, Chisinau, South) and type of educational institution (gymnasium, lyceum).

Data were analyzed separately for each category of beneficiaries: 6th grade pupils from the year 2020 compared to 9th grade pupils from the year 2023, 11th-grade pupils, and young people aged 15-24. The data collected among pupils were analyzed separately on the basis of the group the educational institution was part of – pilot or control.

i.3 Research limits and barriers

No barriers were encountered during the research.

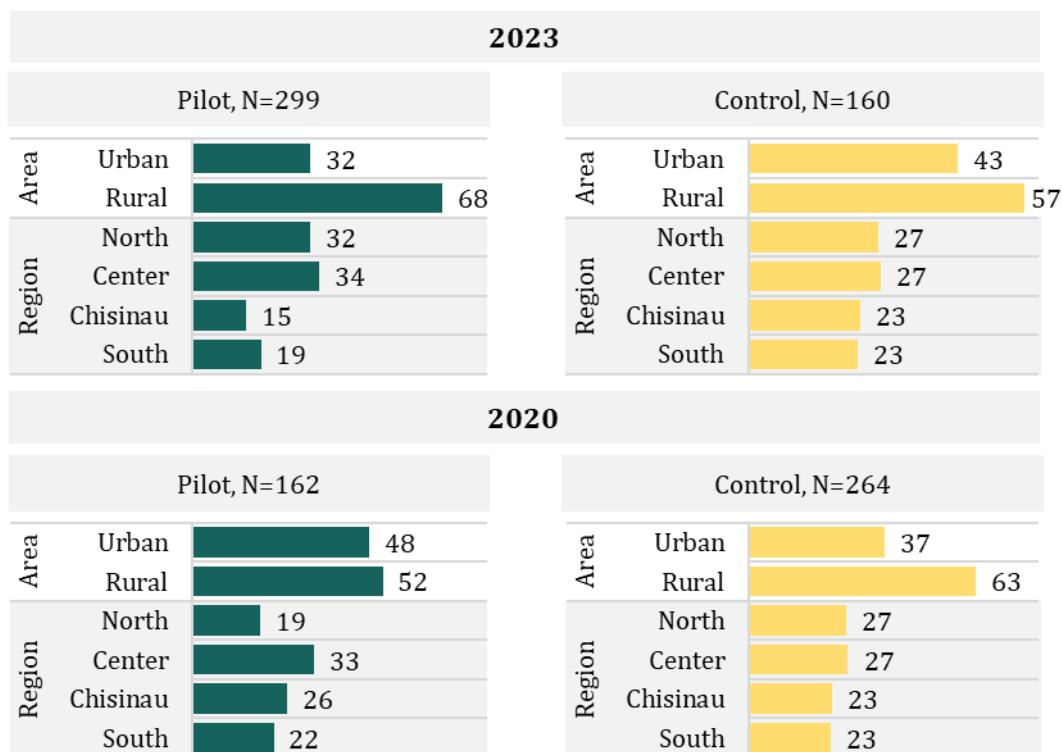
CHAPTER I. DEGREE TO WHICH 9TH GRADE PUPILS MASTER THE COMPETENCES FOR DEMOCRATIC CULTURE

This chapter presents the socio-demographic data of the respondents, family context, characteristics of educational institutions and learning environments of 9th grade pupils, and data regarding the level of development of democratic culture competencies among 9th grade pupils. The data are compared with the results from 2020 when the pupils were in 6th grade.

1.1. Socio-demographic data about respondents from 9th grade

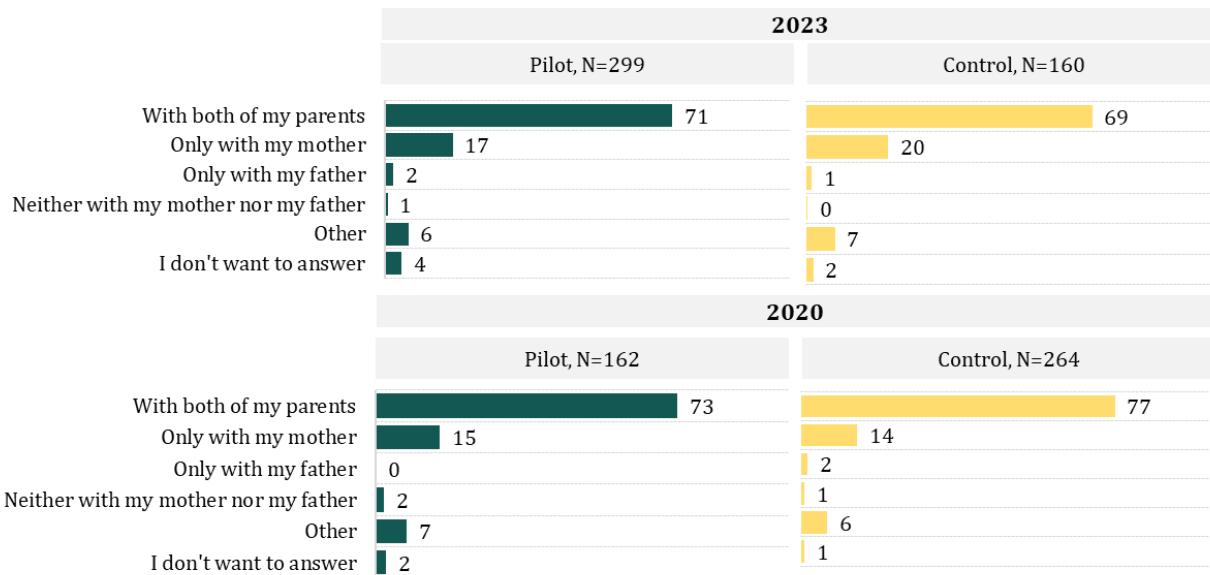
Almost one-third (32%) of the pupils in the pilot group in 2023 come from urban areas, while 68% come from rural areas. In 2023, 32% of the pilot institutions are from the Northern region, 34% from the Central region, 15% from Chisinau, and 19% from the Southern region of Moldova. The control institutions from the study conducted in 2023 are distributed as follows: 43% from urban areas and 57% from rural areas. A proportion of 27% are from the Northern region, 27% from the Central region, 23% from Chisinau, and 23% from the Southern region of Moldova.

Figure 1.1.1. Distribution of 9th grade respondents by area of residence and geographical region, %



The family structure of pupils in the control and pilot groups does not significantly differ from that of the year 2020. The majority of children in both groups live with both parents (71% in the pilot group and 69% in the control group). Additionally, 17% of pupils in the pilot group and 20% of children in the control group live only with their mother.

Figure 1.1.2. Distribution of 9th grade respondents by who they live with, %

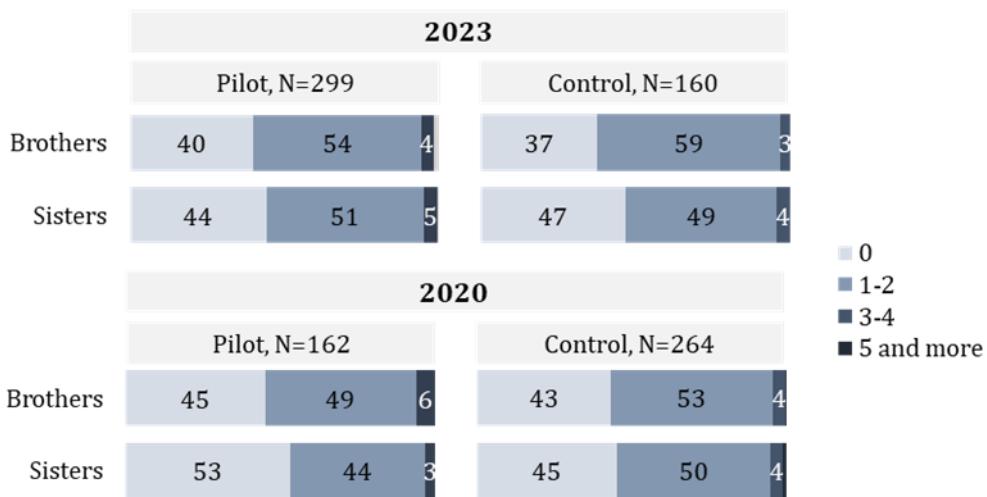


In 2023, there are mostly similar proportions in terms of family composition regarding the number of children. 10% of children in the pilot group are only children, as well as 12% of children in the control group. 33% (pilot) and 32% (control) are children who only have brothers. Proportions of 30% (pilot) and 26% (control) are children who only have sisters. Additionally, proportions of 27% of children in the pilot group and 30% of children in the control group have both brothers and sisters.

The control group in 2023 is similar in terms of family composition to the control group in 2020, while the pilot group in 2023 differs from the pilot group in 2020 with a higher proportion of children who only have brothers and a lower proportion of children who have both brothers and sisters.

Figure 1.1.3. Distribution of 9th grade respondents by the number of children in the family, %





In 2023, more than half (55%) of the pupils in the pilot group claim that their mother never leaves home, while in the control group, this proportion is 6 p.p. higher (61%). Regarding the father, 34% of pupils in the pilot group indicate that he never leaves home, compared to 29% in the control group.

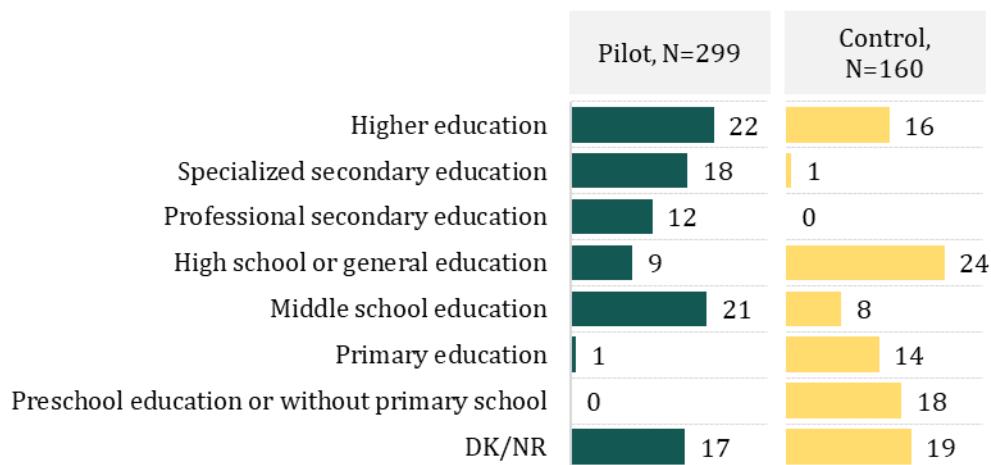
In 2020, the proportion of children who stated that their mothers never leave home is lower compared to 2023, 50% in the pilot group and 38% in the control group.

Figure 1.1.4. Distribution of 9th grade respondents by frequency of parents' absence from home, %



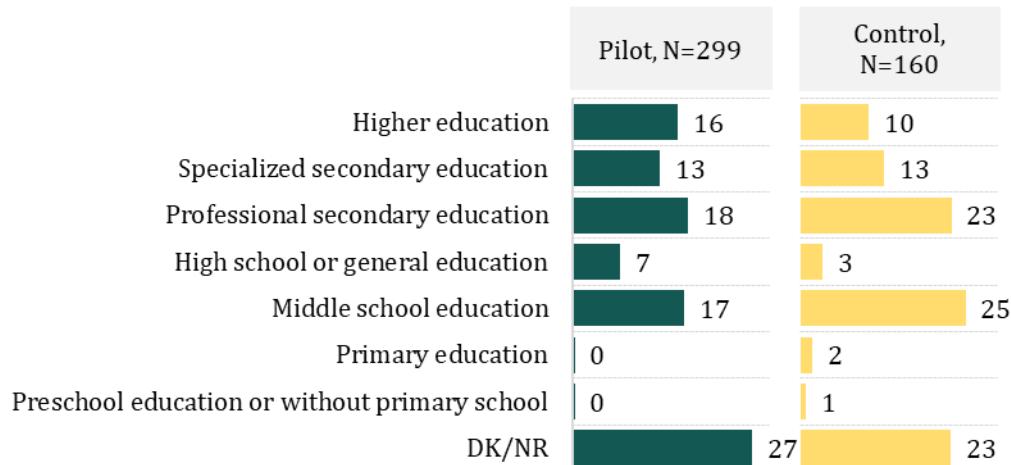
In 2023, in the pilot group, 22% of the pupils involved in the study state that their mothers have higher education, 18% state that their mothers have specialized secondary education, and 21% - have completed secondary school. In the control group, the proportions are approximately the same, with a difference of +3 p.p. for mothers with secondary education, -3 p.p. for mothers with higher education, and +2 p.p. for mothers with secondary specialized education.

Figure 1.1.5. Distribution of 9th grade respondents by mother's education, %



For fathers, they mostly have vocational secondary education (18% in the pilot group and 23% in the control group), or secondary school education (17% in the pilot group and 25% in the control group).

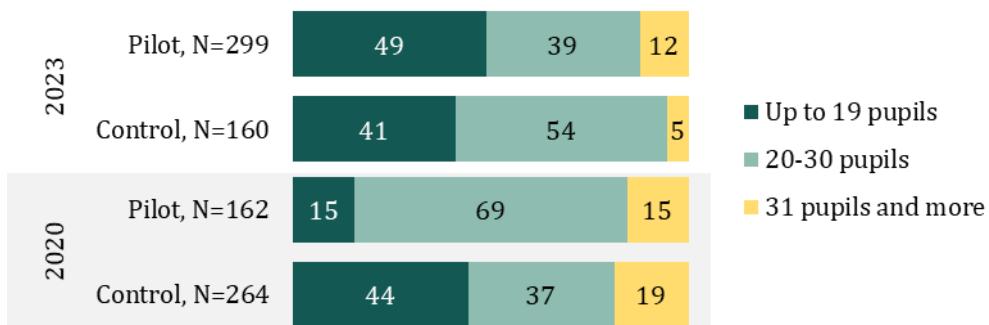
Figure 1.1.5. Distribution of 9th grade respondents by father's education, %



1.2. Description of educational institutions and learning environments of 9th grade pupils

In the pilot group, a higher percentage of respondents study in classes with up to 19 pupils (49%), compared to the control group, where this proportion is lower - 41%. On the other hand, in the pilot group, there is a lower proportion of respondents studying in classes with 20-30 pupils (39%) compared to the control group (54%).

In 2023, there is an increase among respondents in the pilot group who study in classes with up to 19 pupils, reaching 49%, compared to 15% in 2020.

Figure 1.2.1. Distribution of 9th grade respondents by the number of pupils in class, %.

In 2023, there is a slight increase in the proportion of children in the control group who declare that they have no close friends in class (from 0% in 2020 to 6% in 2023). At the same time, the proportion of those who consider they have over 6 friends in class decreases significantly, especially in the control group.

In 2023, children in the pilot group declare to a greater extent that they have more than 6 friends in class, compared to children in the control group (41% in 2023, compared to 31% in 2020).

Figure 1.2.2. Distribution of 6th grade respondents by the number of classmates they consider good friends, %.

Overall, in 2023, the number of hours spent playing computer or phone games has increased for both the control group and the pilot group. In 2023, the proportion of children declaring that they spend zero hours playing computer or phone games has increased, from 5% in the pilot group in 2020 to 12% in the pilot group in 2023. A similar trend is observed for children in the control group.

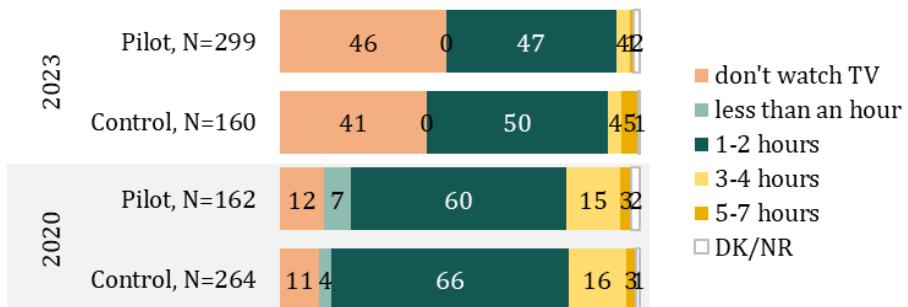
The number of hours spent playing computer or phone games does not differ much between the control and pilot groups in 2023, nor between both groups in 2020.

Figure 1.2.3. Distribution of 9th grade respondents by the number of hours spent playing computer or mobile games, %.

In 2023, there is a considerable increase in the proportion of children who do not watch television, both in the control group and in the pilot group (46% in the pilot group in 2023, compared to 12% in 2020). In 2023,

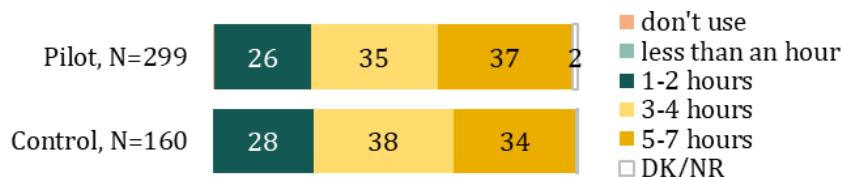
regarding habits related to spending time in front of the television, there are no significant differences between the pilot group and the control group.

Figure 1.2.4. Distribution of 9th grade respondents by the number of hours spent watching TV, %.



Regarding the time spent on the internet, among the study respondents in 2023, there is a tendency to spend at least one hour, with approximately a quarter of the pupils (26%) in the pilot group and 28% in the control group. 35% of pupils in the pilot group and 38% of pupils in the control group spend 3-4 hours on the internet, while 37% and 34% respectively spend 5-7 hours per day on the internet.

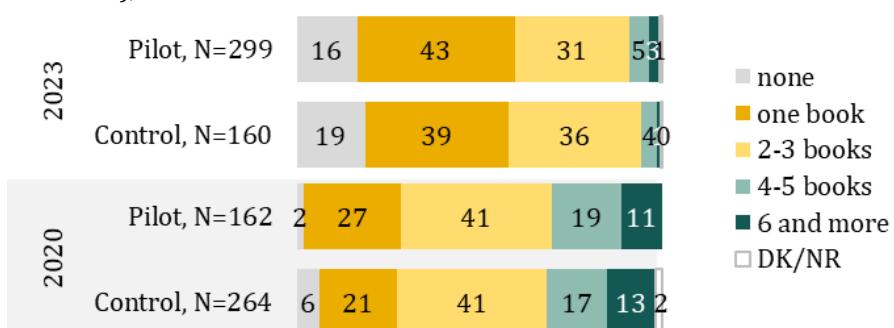
Figure 1.2.5. Distribution of 9th grade respondents by the number of hours spent on the Internet, %.



Pupils were asked how many books they read, on average, per month. Overall, 39%-43% of respondents read an average of one book per month, while 31%-36% read 2-3 books per month.

In 2023, there is an increase in the proportion of children from both groups who do not read any books per month, compared to 2020 (16% in the pilot group and 19% in the control group in 2023, compared to 2% and 6% in 2020).

Figure 1.2.6. Distribution of 9th grade respondents by the number of books read per month (other than school textbooks), %.

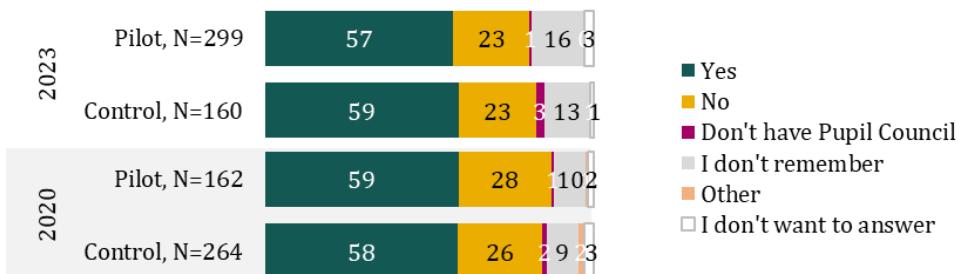


Respondents were asked about their participation in the election of the class representative in the Pupil Council. In 2023, 57% of respondents in the pilot group and 59% of respondents in the control group declared that they participated in the election of the class representative in the Pupil Council.

When comparing the pilot group of respondents from 2023 with that of 2020, there is a decrease of 2 p. p. of pupils who participated in the election of the class representative for the Pupil Council (57% compared to 59%).

Regarding the control group for the years 2020 and 2023, there are no significant differences in the proportion of pupils who participated in the election of the class representative in the Pupil Council, from 58% in 2020 to 47% in 2023.

Figure 1.2.7. Distribution of 9th grade respondents according to the participation in the selection of the class representative for the Pupil Council, %.



In 2023, the pilot group highlights a higher proportion of pupils who have become familiar with the register associated with their names, recording 55%, compared to 46% in the control group. When comparing the pilot group, there is a decrease in the proportion of children who have become familiar with the associated register, from 59% in 2020 to 55% in 2023.

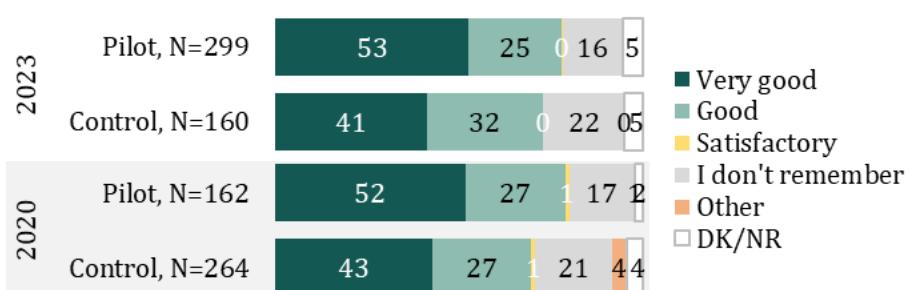
Comparing the control groups from 2023 and 2020, there is a decrease of 12 p.p. in the number of pupils who have become familiar with the register associated with their names, from 58% in 2020 to 46% in 2023..

Figure 1.2.8. Distribution of 9th grade respondents by being or not being informed about the Associated Register, %



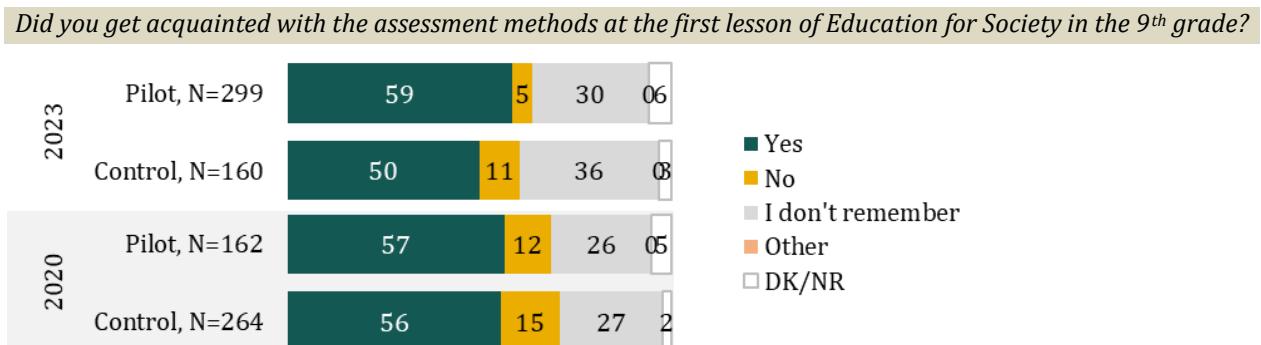
The pilot group and the control group present differences regarding the grades obtained in the "Education for Society" subject. The percentage of pupils in the pilot group with the grade "Excellent" is 12 p.p. higher (53%) compared to the control group (41%). Regarding the comparison between the pilot groups from 2023 and 2020, there are no significant differences in the grades obtained by children in the 8th grade in the "Education for Society" subject.

Figure 1.2.9. Distribution of the 9th grade respondents by the ratings achieved in Education for Society in the 8th grade, %



In 2023, the collected data highlight that more than half of the pupils in the pilot group became acquainted with the evaluation methods (59%), which is 9 percentage points higher than in the control group (50%). When comparing the evolution of the pilot group between 2023 and 2020, a slight increase of 2 p.p. is observed in the number of those who became acquainted with the evaluation methods, rising from 57% in 2020 to 59% in 2023. As for the comparison of the control groups for the years 2020 and 2023, there is a decrease of 6 percentage points in the proportion of pupils who became acquainted with the evaluation methods (from 56% in 2020 to 50% in 2023).

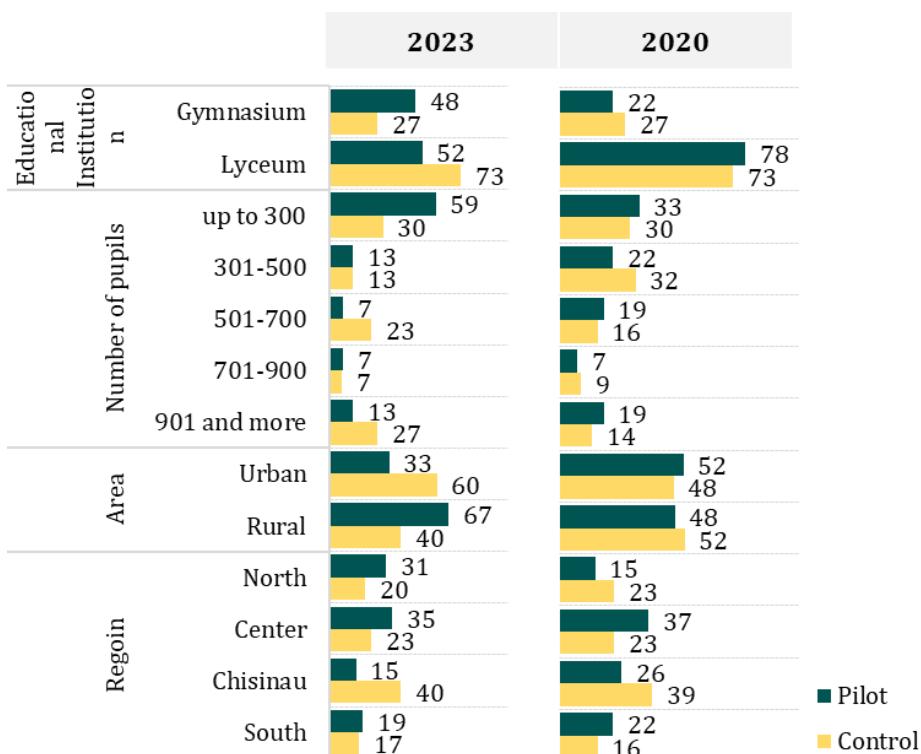
Figure 1.2.10. Distribution of 9th grade respondents by being or not being informed about the assessment methods for Education for Society, %



In 2023, approximately half of the institutions in which the respondents are enrolled belong to secondary schools (gymnasiums) and approximately half to high schools (lyceums), while in the control group, 52% are high schools and 48% are secondary schools (gymnasiums). In the pilot group, in 2023, 59% of the institutions have up to 300 pupils, 67% are located in rural areas, and the majority of them are from the Central or Northern regions.

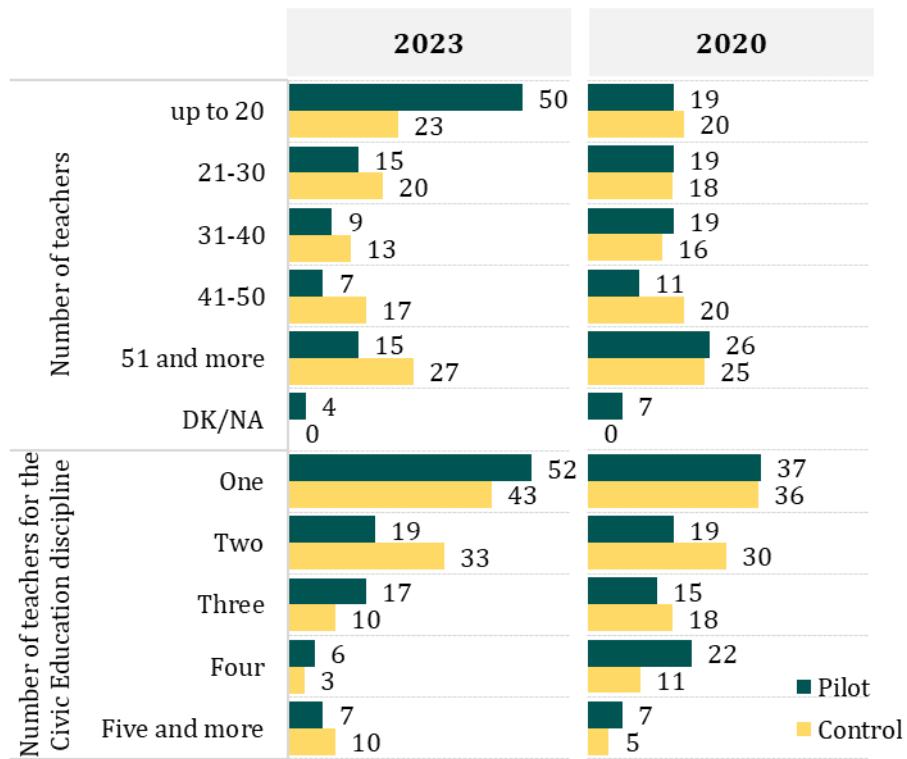
Regarding the control group institutions, 73% are high schools and 27% are secondary schools (gymnasiums), 30% of them have up to 300 pupils, and 27% have over 900 pupils. Sixty percent of them are located in urban areas, with the majority (40%) being in Chisinau municipality.

Figure 1.2.11. Distribution of institutions where 9th grade pupils were interviewed by area, region, type, number of pupils, %



In 2023, half of the institutions in the pilot group have up to 20 teachers, with only one teacher for the "Education for Society" subject. Generally, in the control group, the number of teachers in institutions is higher, as well as the number of teachers teaching "Education for Society" subject.

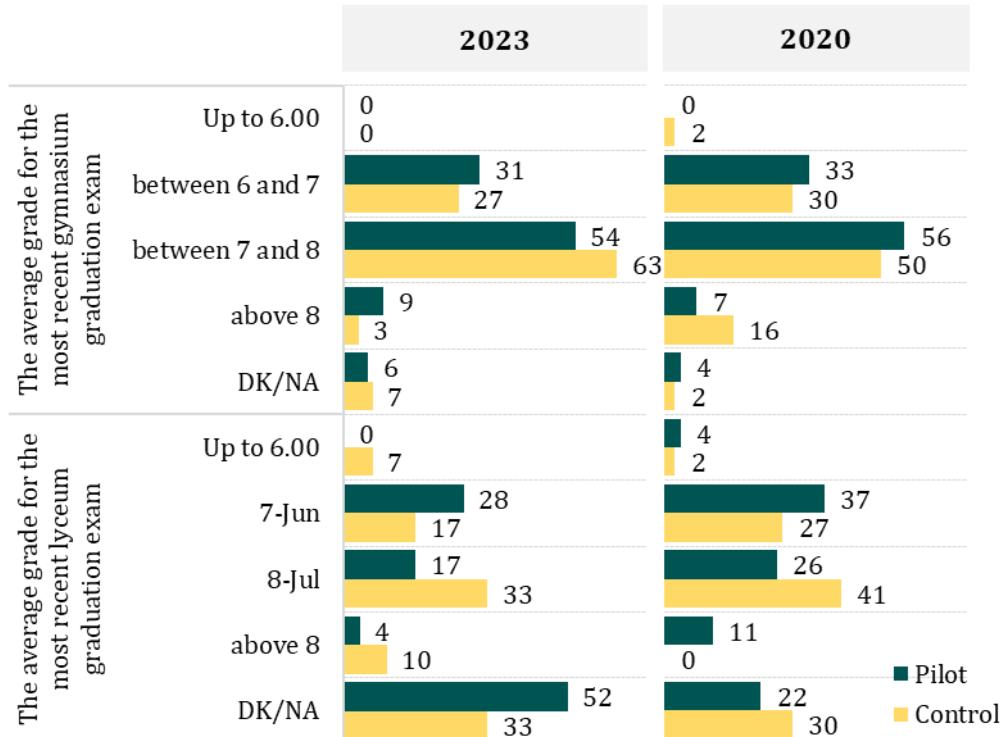
Figure 1.2.12. Distribution of institutions where 9th grade pupils were interviewed by the total number of teachers and the number of teachers teaching Education for Society, %



In over half of the institutions, both in the control group and in the pilot group, the average grade on the most recent gymnasium graduation exam is 7 or 8.

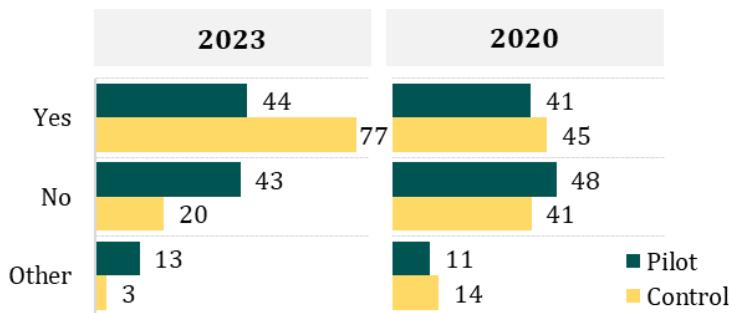
In 2023, within the pilot group, 31% of respondents stated that the average grade on the most recent gymnasium graduation exam is between 6 and 7, while in the control group, this percentage is 3 p.p. lower.

Figure 1.2.13. Distribution of institutions where 9th grade pupils were interviewed by average marks for the most recent gymnasium and lyceum graduation exams, %



In 2023, 44% of institutions in the pilot group and 77% in the control group have infrastructure adapted for children with disabilities. Compared to the study conducted in 2020, there is a higher proportion of institutions with infrastructure adapted for children with disabilities in the control group in 2023 (77% in 2023, compared to 45% in 2020).

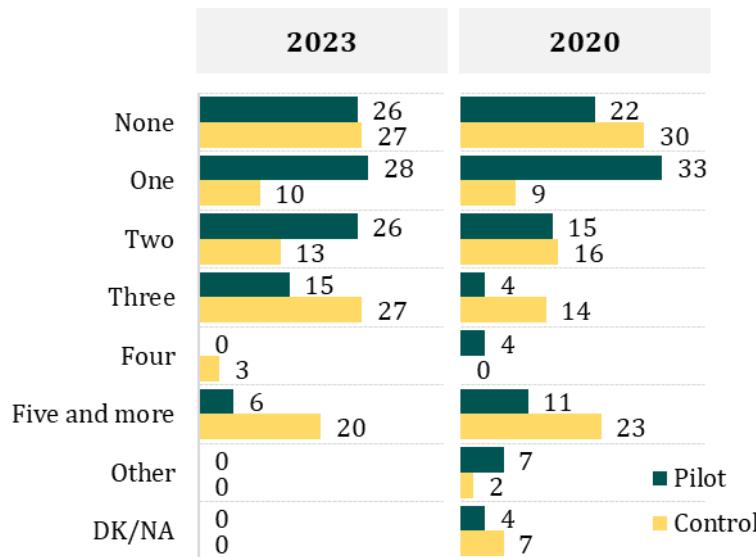
Figure 1.2.14. Distribution of institutions where 9th grade pupils were interviewed by presence of adjusted infrastructure for children with disabilities, %



In 2023, the pilot group shows an increase in institutions without civic education and/or community development projects compared to the pilot group in 2020. 26% of pilot institutions do not have such projects, while in the pilot group in 2020, the proportion is 4 p.p. lower. At the same time, the proportion of institutions with only one project has decreased by 6 p.p. from 33% in 2020 to 28% in 2023.

In the control group, the data for 2023 show a decrease in the number of institutions without civic education and/or community development projects, from 30% in 2020 to 27% in 2023. Additionally, there is a higher proportion of institutions with three or more projects in the control group – 47%

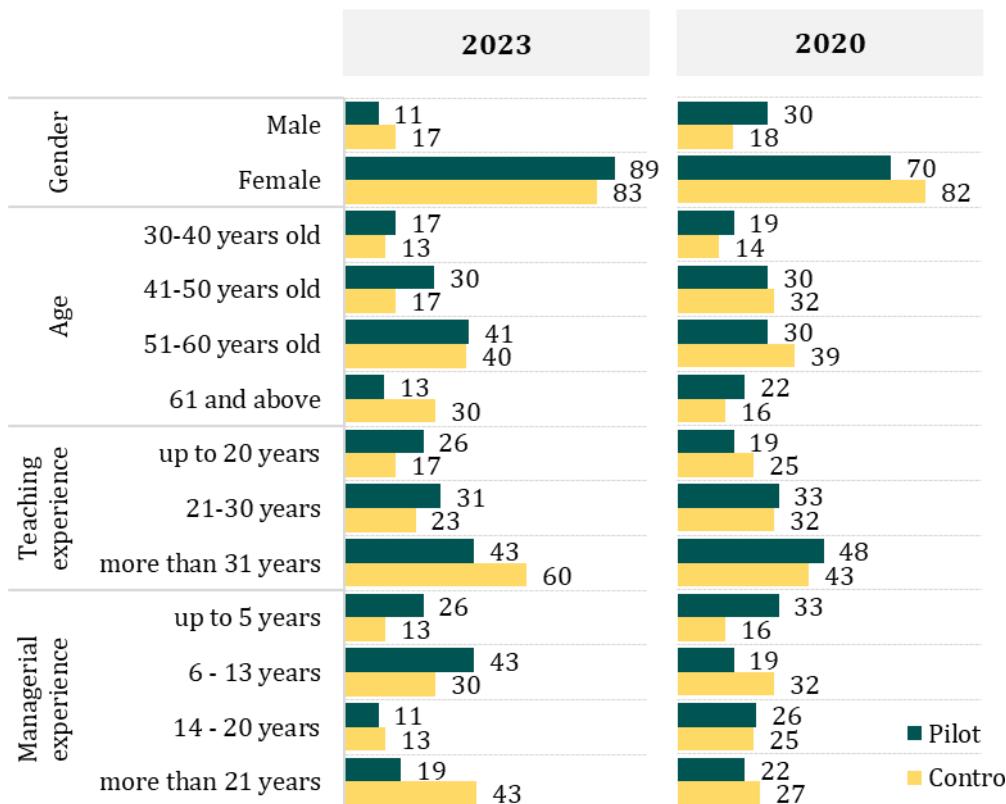
Figure 1.2.15. Distribution of institutions where 9th grade pupils were interviewed by the number of civic education and/or community development projects they have, %



In 2023, the pilot group shows differences in terms of gender composition and teaching and managerial experience of principals of the institutions compared to the control group. In the pilot group, 11% of principals are male, while in the control group, the percentage reaches 17%. On the other hand, in the pilot group, the majority of principals are female (89%), compared to 83% in the control group. Regarding teaching experience,

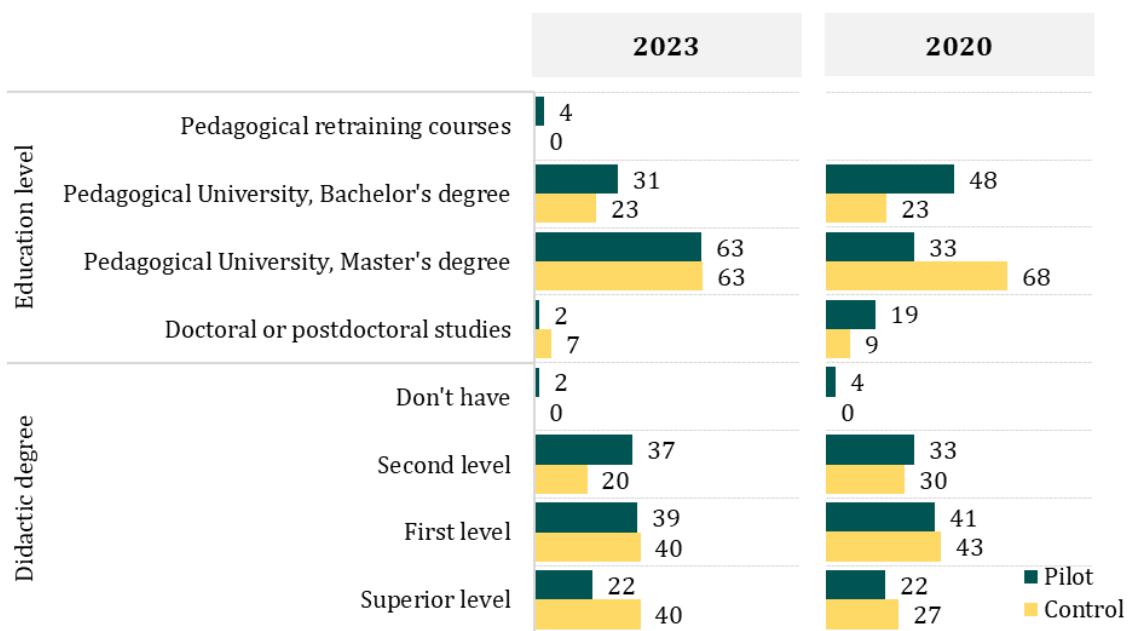
26% of principals in the pilot group have up to 20 years of experience, while in the control group, this percentage is 17%.

Figure 1.2.16. Distribution of principals of institutions where 9th grade pupils were interviewed by gender, age, teaching experience, managerial experience, %



In the 2023 data analysis, it is evident that the number of principals where 9th grade pupils with a maximum level of bachelor's studies were interviewed is higher by 8 p.p. in the pilot group compared to the control group, and the number of principals with doctoral or post-doctoral studies is higher in the control group by 5 p.p. Additionally, differences are observed in the number of principals with a teaching degree level two, which is 37% in the pilot group and 22% in the control group. Similarly, there is a difference in the number of principals with a higher teaching degree, which is higher in the control group by 18 p.p.

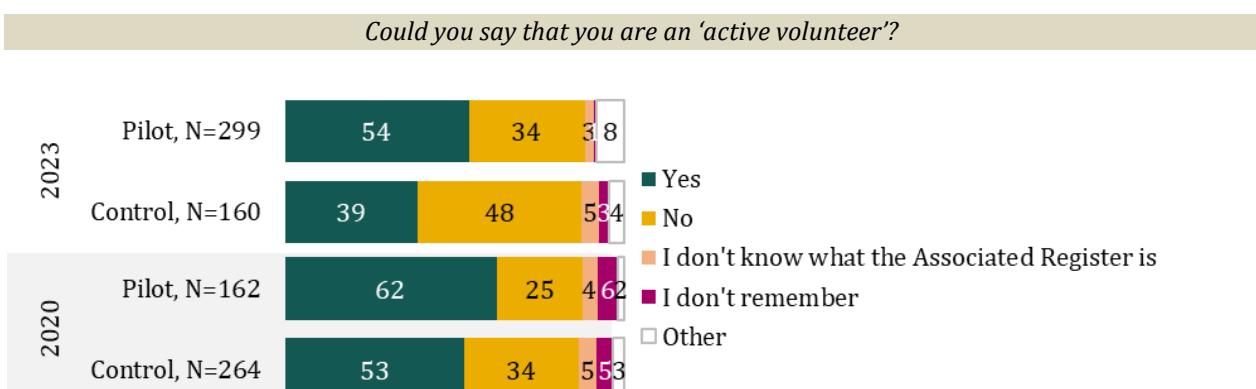
Figure 1.2.17. Distribution of principals of institutions where 9th grade pupils were interviewed by education and didactic degree level, %



1.3. Assessment of the degree to which 9th grade pupils master the competences for democratic culture (all study participants)

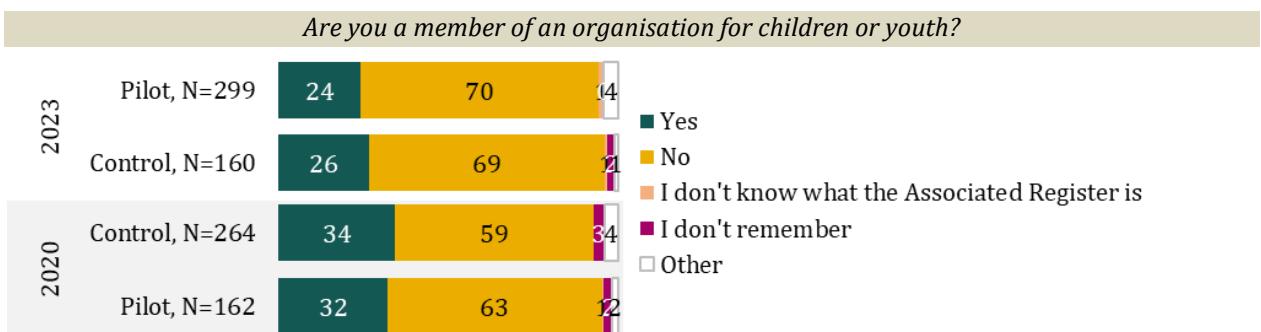
54% of 9th grade pupils in the pilot group consider themselves active volunteers, while in the control group, the percentage is lower, at 39%. The percentage of those who consider themselves active volunteers has decreased from 62% in 2020 to 54% in 2023 within the pilot group. In the control group, the percentage of those who consider themselves active volunteers has decreased by 14 p.p. (from 53% in 2020 to 39% in 2023).

Figure 1.3.1. Distribution of 9th grade respondents by volunteer status, %



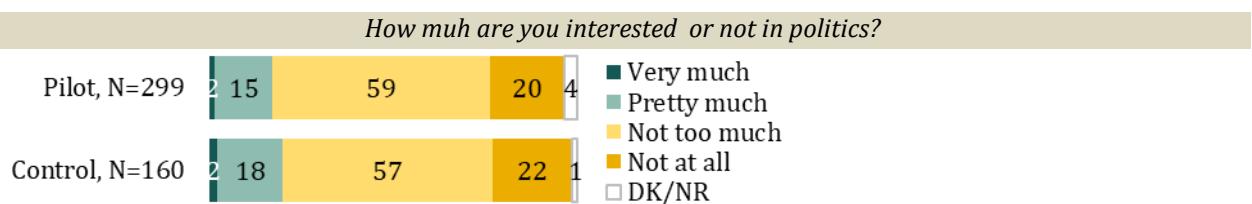
In 2023, approximately equal proportions of pupils from the control group and the pilot group stated that they are members of a children's or youth organization – 24% in the pilot group and 26% in the control group. Overall, from 2020 to 2023, the proportion of pupils involved in children's or youth organizations has decreased for both the control group and the pilot group.

Figure 1.3.2. Distribution of 9th grade respondents by membership in an organisation for children or youth, %



The interest of 9th grade pupils in politics is relatively low. 17% of pupils in the pilot institutions and 20% of pupils in the control institutions show very much or pretty much of interest in politics. 59% of pupils in the pilot group and 57% of pupils in the control group stated that they are not too much interested in politics, while 20% of pupils in the pilot group and 22% of pupils in the control group are not interested in politics at all.

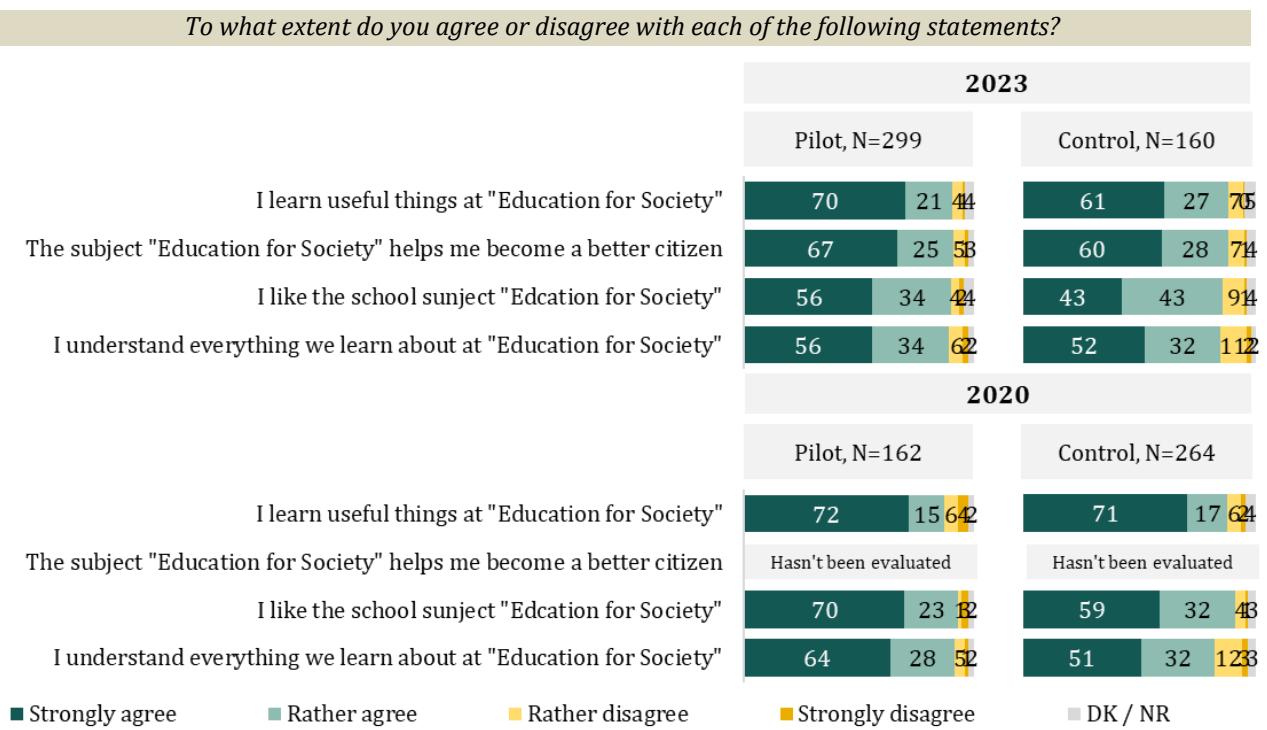
Figure 1.3.3. Distribution of 9th grade respondents by interest in politics, %



To assess attitudes towards the "Education for Society" subject, pupils were read a series of statements and encouraged to express their agreement or disagreement with them. The evaluated statements were: " I learn useful things at ' Education for Society' "; " Education for Society helps me become a better citizen"; " I like the school subject' Education for Society ' "; "I understand everything we learn about at ' Education for Society ' "

In 2023, pupils in the pilot group were more likely to strongly agree with these statements. However, the proportions of those in the pilot group who strongly agreed with these four statements slightly decreased in 2023 compared to 2020. In 2023, 70% of pupils in the pilot group and 61% of pupils in the control group strongly agreed with the statement "I learn useful things at ' Education for Society' "; 67% of pupils in the pilot group and 60% of pupils in the control group strongly agreed with the statement "The Education for Society subject helps me become a good citizen"; 56% of pupils in the pilot group and 43% of pupils in the control group strongly agreed with the statement "I like the school subject' Education for Society ' "; 56% of pupils in the pilot group and 52% of pupils in the control group strongly agreed with the "I understand everything we learn about at ' Education for Society ' "

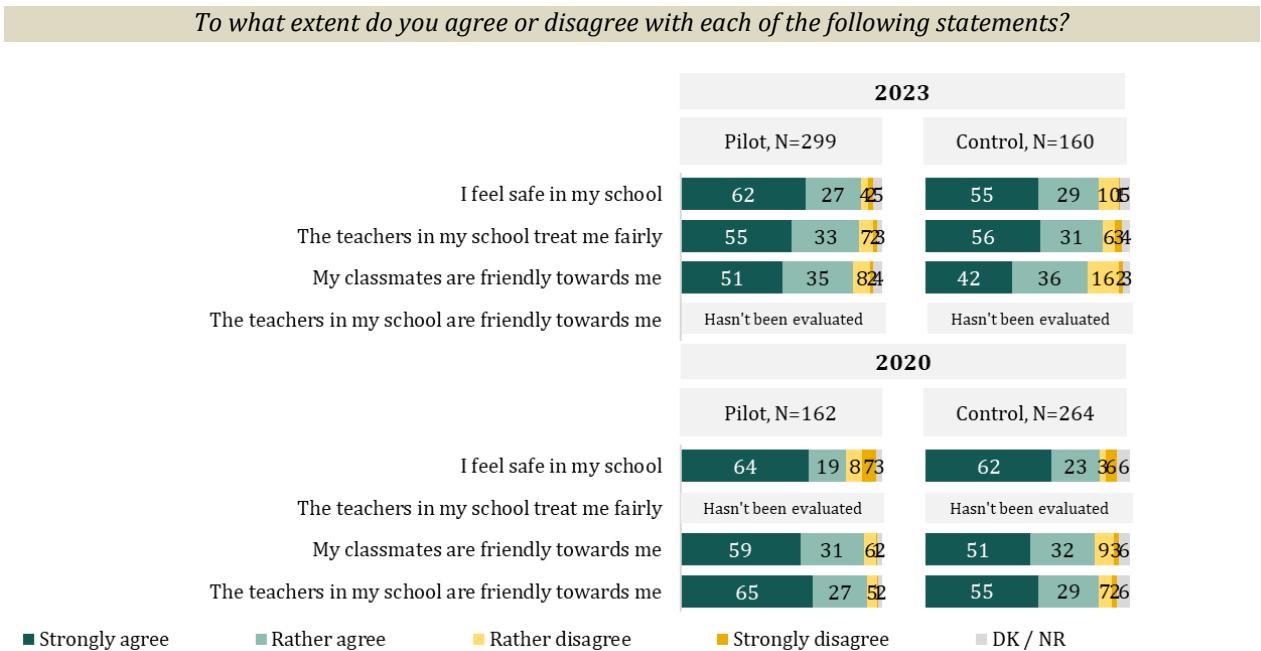
Figure 1.3.4. Distribution of 9th grade respondents by their attitudes towards the school subject Education for Society, %



To assess the well-being in school, pupils were read a list of statements for which they expressed agreement or disagreement.

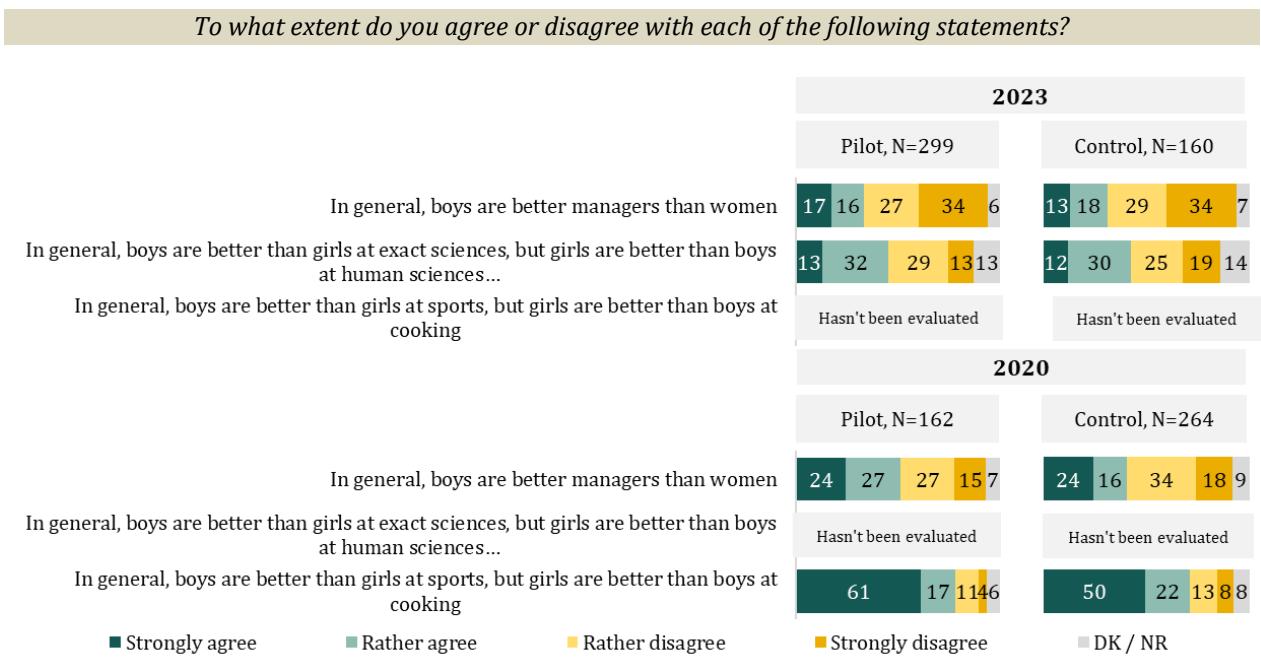
In 2023, the pilot group shows a difference compared to the control group regarding the perception of safety in school. According to the data, 62% of respondents in the pilot group feel safe in their school, while in the control group, this indicator is lower by 7 percentage points, at 55%. Additionally, there is a difference of 9 percentage points between the pilot group and the control group for the proportion of children who totally agree with the statement "My classmates are friendly towards me" (51% in the pilot group and 42% in the control group).

Figure 1.3.5. Distribution of 9th grade respondents by their wellbeing in school, %



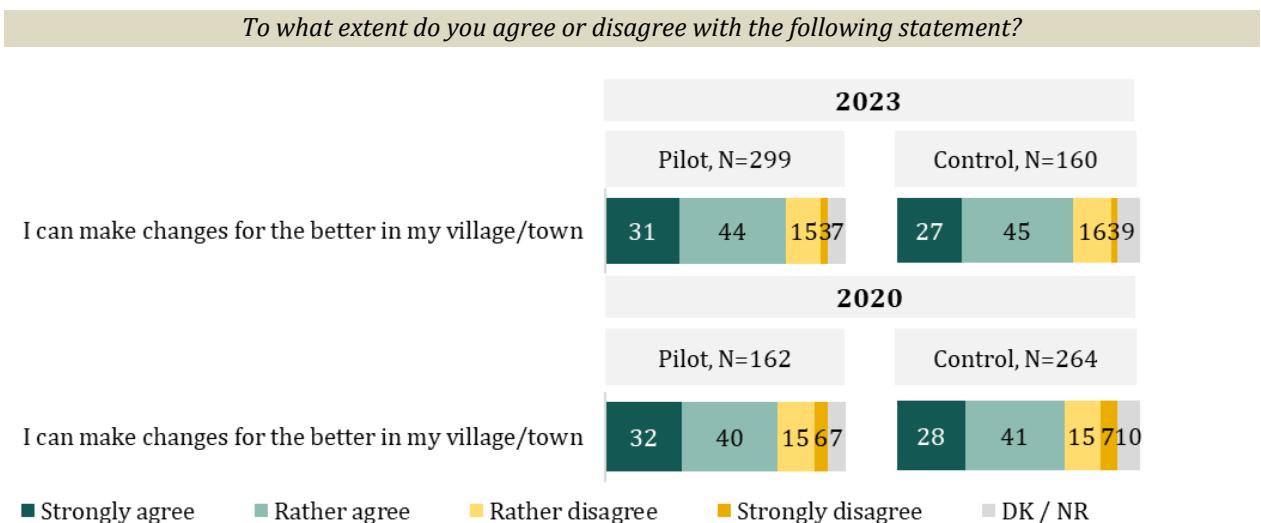
There are slight differences in the manifestation of gender stereotypes at control institutions compared to pilot institutions. In 2023, 33% of pupils in the pilot group and 31% of pupils in the control group rather or strongly agreed with the statement: "In general, men are better managers than women." In 2020, this opinion was expressed by 51% of pupils in the pilot group and 32% of pupils in the control group.

Figure 1.3.6. Distribution of 9th grade respondents by gender stereotypes, %



In 2023, regarding the perception of their ability to bring positive changes in their community, the pilot group shows a difference compared to the control group. According to the data, 75% of respondents in the pilot group totally or rather agree with the statement "I can make changes for the better in my village/town," while in the control group, this percentage is lower by 3 p.p., reaching 72%. From 2020 to 2023, opinions on this subject have not changed significantly.

Figure 1.3.7. Distribution of 9th grade respondents by the level of trust in their own ability to make changes in their village/town, %

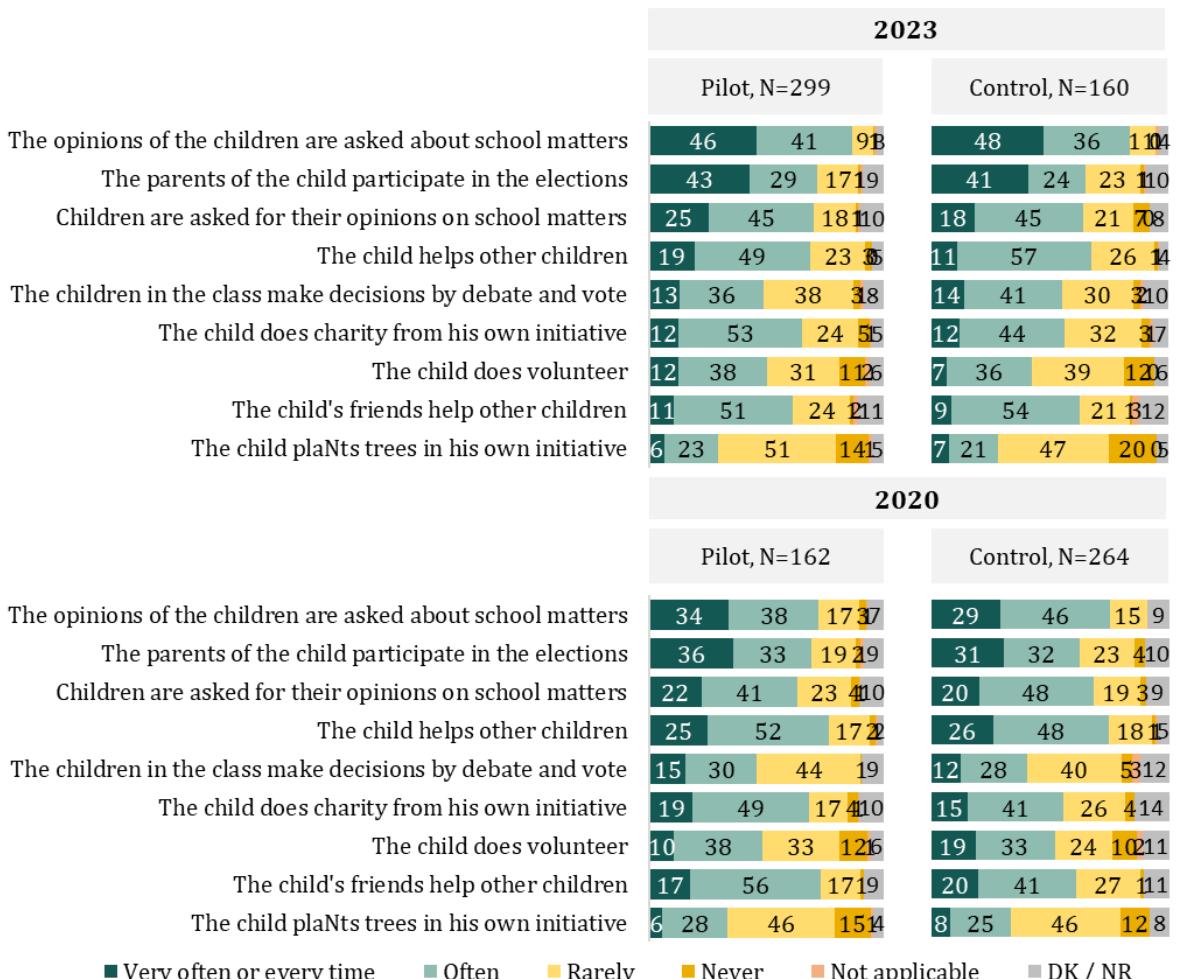


In 2023, a higher proportion of children (both in the control group – 87%, and in the pilot group – 84%) stated that their parents frequently or very frequently ask for their opinion on matters directly concerning them. This proportion increased by approximately 9 p.p. in the control group and by 15 p.p. in the pilot group in 2023 compared to 2020.

The situations of civic activism observed to a greater extent, which occur often or very often, are as follows: asking the child's opinion on matters directly concerning them (87% in the pilot group and 84% in the control group in 2023), parents' participation in elections (70% in the pilot group and 65% in the control group, 2023), consulting pupils' opinions at school (70% in the pilot group and 63% in the control group), and children helping other children (68% in the pilot group and 68% in the control group).

Figure 1.3.8.1. Distribution of 9th grade respondents by the frequency of civic activism situations noticed by them, %

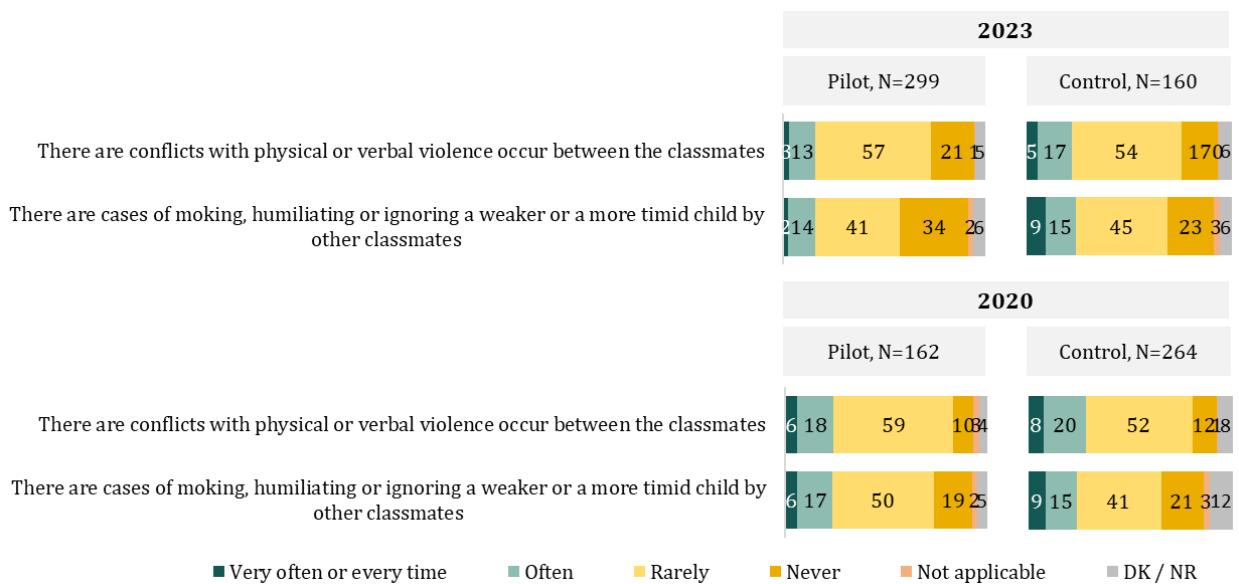
For each of the following statement choose one answer, which describes how often you notice this situation



In 2023, situations of harassment or violence among children are less common compared to 2020, according to the study results. 16% of respondents in the pilot group in 2023 stated that situations of conflicts with physical or verbal violence between children occur often or very often, which is 6 p.p. less than in the control group, and 16% reported cases of mocking a classmate, which is 8 p.p. less than in control institutions. In the pilot group, the proportion of children who say that such incidents occur often or very often in 2023 has decreased compared to 2020, by approximately 6-7 p.p.

Figure 1.3.8.2 Distribution of 9th grade respondents by the frequency of situations involving harassment or violence witnessed by them, %

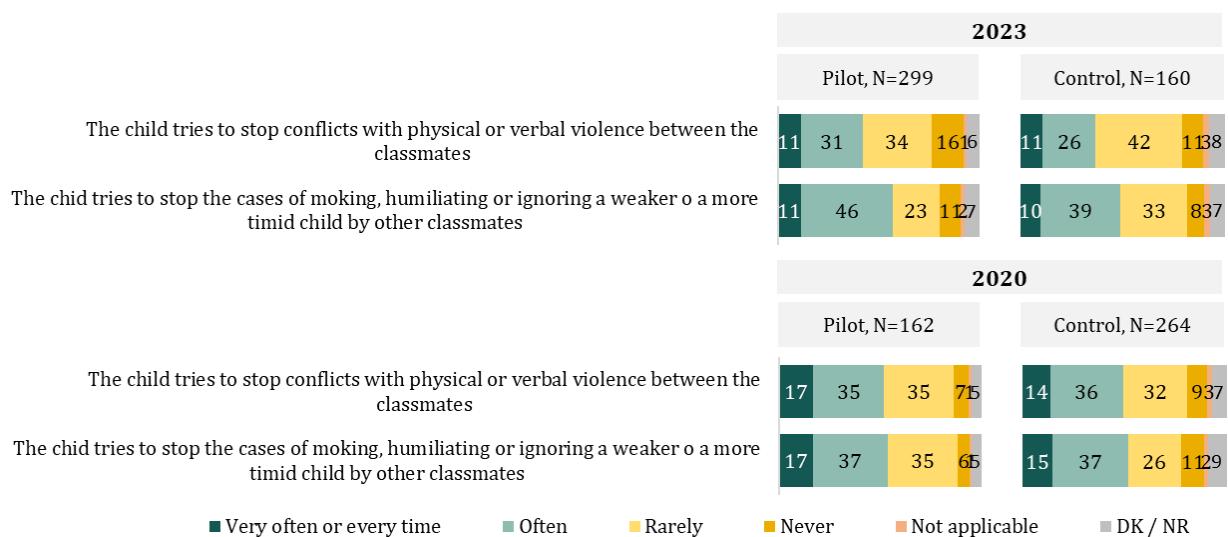
For each of the following statement choose one answer, which describes how often you notice this situation



In 2023, 42% of pupils in the pilot group and 37% of pupils in the control group stated that they often or very often try to stop cases of violence between children. At the same time, 57% of pupils in the pilot group and 49% of pupils in the control group stated that they often or very often try to stop cases of ridicule, mockery, humiliation, or ignoring of a weaker child in the class by other classmates.

Figure 1.3.8.3 Distribution of 9th grade respondents by the frequency of attempts to stop the situations of harassment or violence witnessed by them, %

For each of the following statement choose one answer, which describes how often you notice this situation

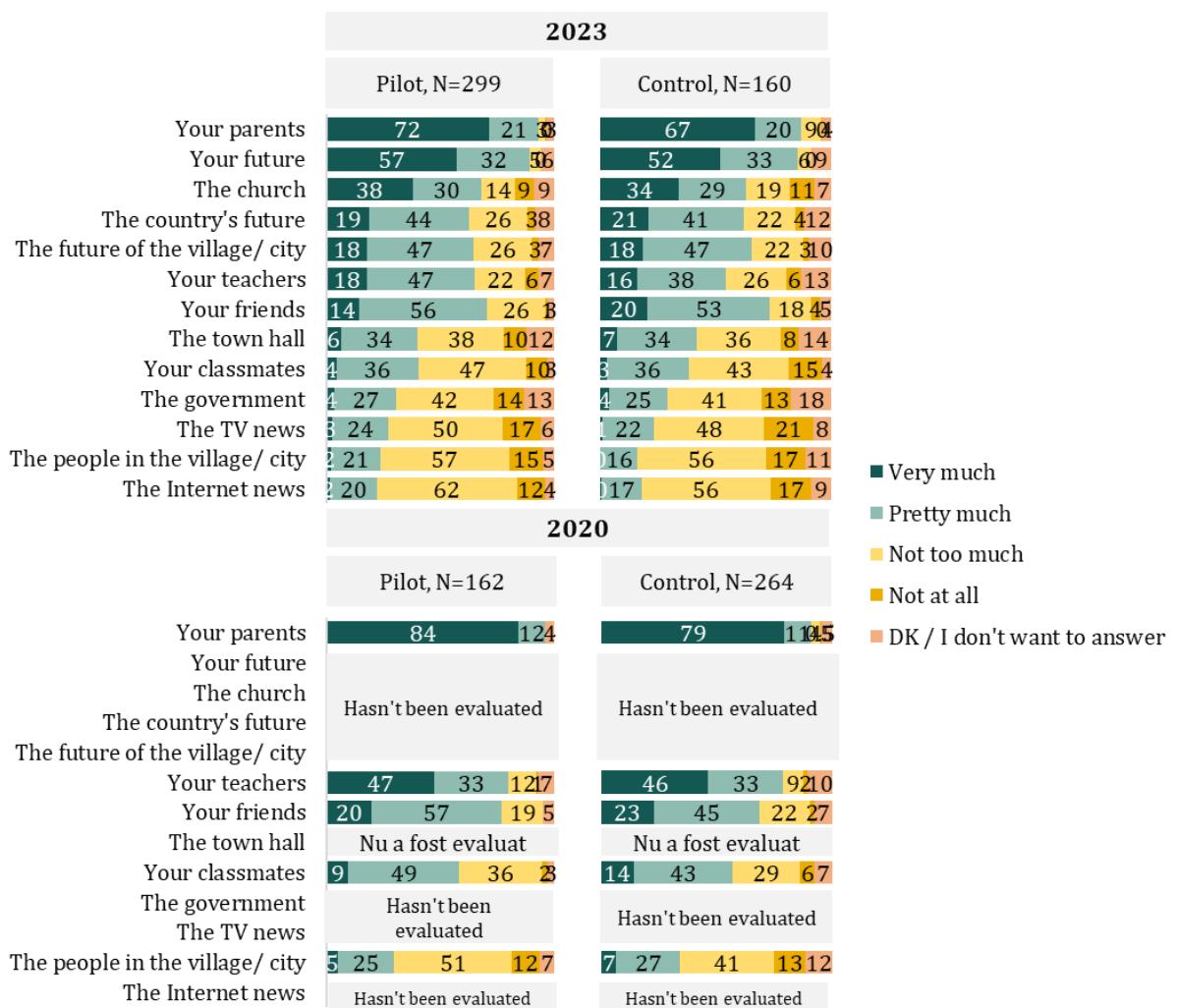


Within the study, the level of children's trust in the individuals they interact with, in public institutions, in news, or in the future was analyzed.

Overall, in 2023, the level of children's trust in parents, teachers, classmates, and people in the local community has decreased. In 2023, 72% of pupils in the pilot group and 67% of pupils in the control group stated that they have a lot of trust in their parents, while the proportion of pupils who had high trust in parents was 84% in the pilot group and 79% in the control group in 2020. Additionally, there is a significant decrease in the rate of those who have a very high level of trust in teachers: 18% in the pilot group and 16% in the control group in 2023, compared to 47% in the pilot group and 46% in the control group in 2020.

The results from 2023 indicate a higher level of trust in personal future, church, country's future, local community's future, than in teachers, classmates, neighbours, municipality, government. The lowest level of trust is in internet news and people in the local community.

Figure 1.3.9. Distribution of 9th grade respondents by the level of trust in the people they interact with, public institutions, news, %



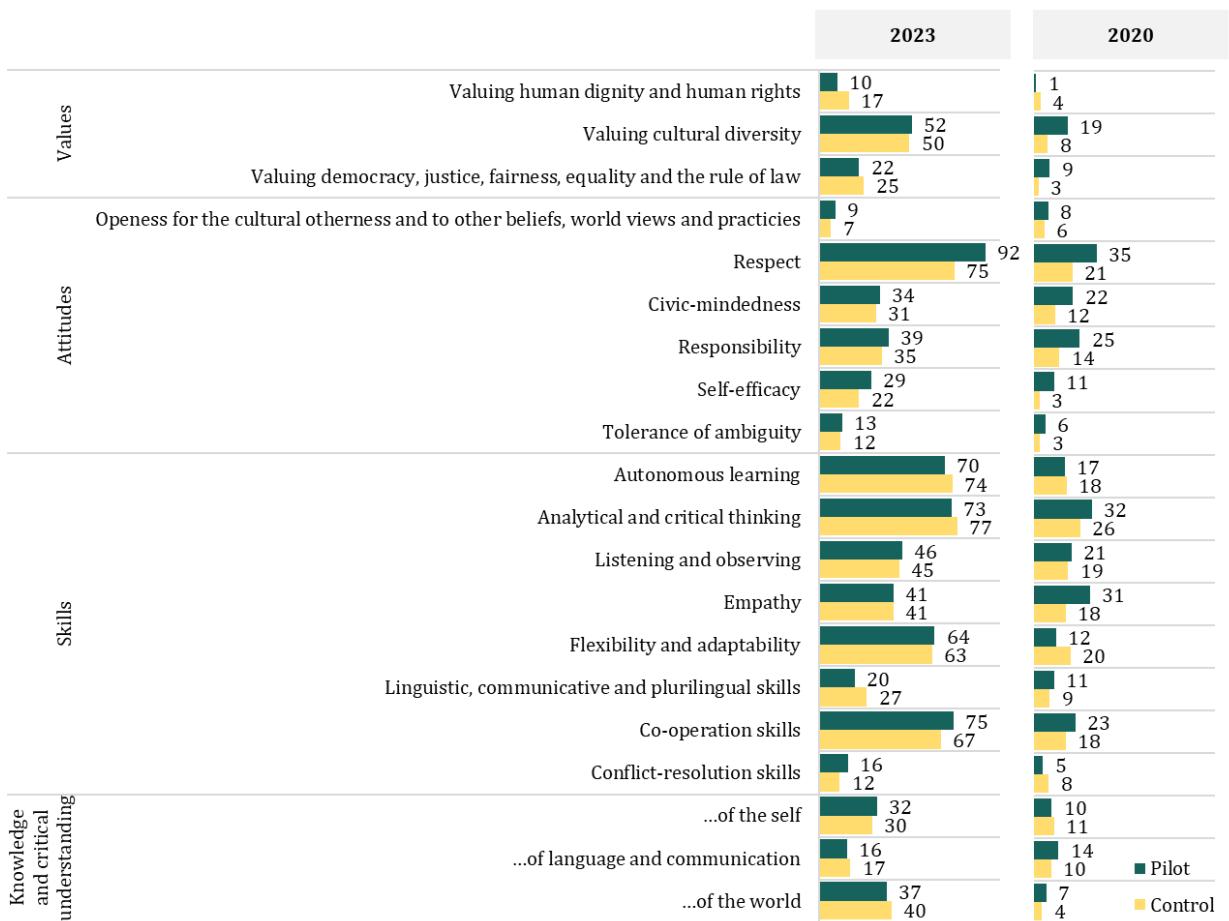
Both in 2020 and in 2023, the extent to which pupils possess a set of democratic culture competencies was evaluated. Competencies from the categories of values, attitudes, skills, knowledge, and critical understanding were assessed.

In 2023, all evaluated skills are demonstrated by a higher proportion of pupils, both in the pilot group and in the control group. There is a greater proportion of pupils who have shown appreciation for cultural diversity: from 19% in the pilot group and 8% in the control group in 2020, to 52% in the pilot group and 50% in the control group in 2023.

From the attitudes category, there has been a considerable increase in the proportion of those who have shown respect: from 35% in the pilot group and 21% in the control group in 2020, to 92% in the pilot group and 75% in the control group in 2023.

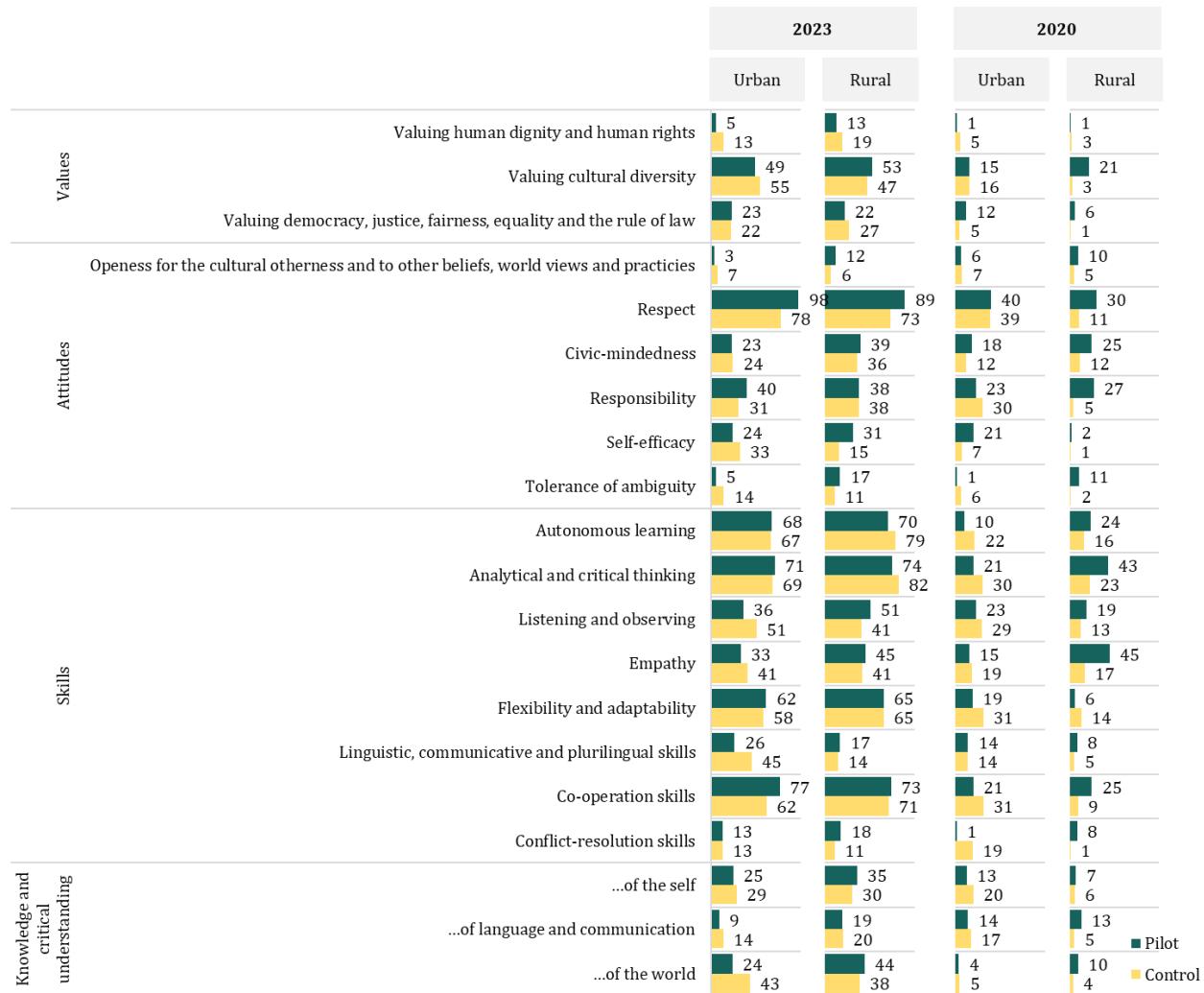
In 2023, some competencies are demonstrated to a greater extent by pupils in the pilot group compared to those in the control group, such as appreciation for cultural diversity, respect, civic spirit, self-efficacy, cooperation and problem-solving, knowledge and critical understanding regarding oneself and the world.

Figure 1.3.10.1. Extent to which 9th grade pupils mastered the competences for democratic culture, %



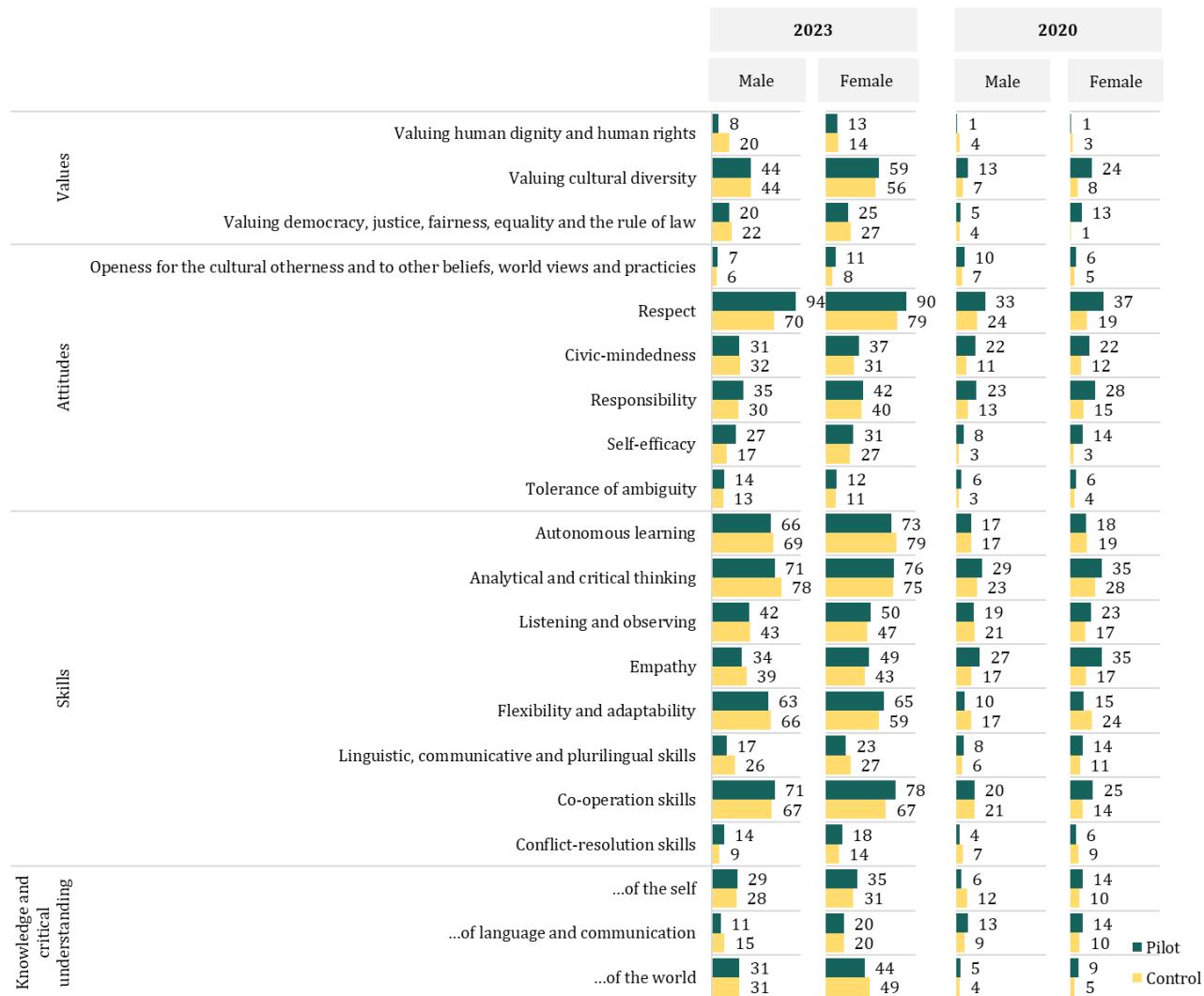
The level of competency manifestation in 2023 shows some differences between pupils from rural areas compared to pupils from urban areas. Some competencies, such as valuing human dignity and human rights; valuing democracy, civic spirit; autonomous learning - are competencies that have been demonstrated to a greater extent by pupils from rural areas.

Figure 1.3.10.2. Extent to which 9th grade pupils mastered the competences for democratic culture, by area of residence, %



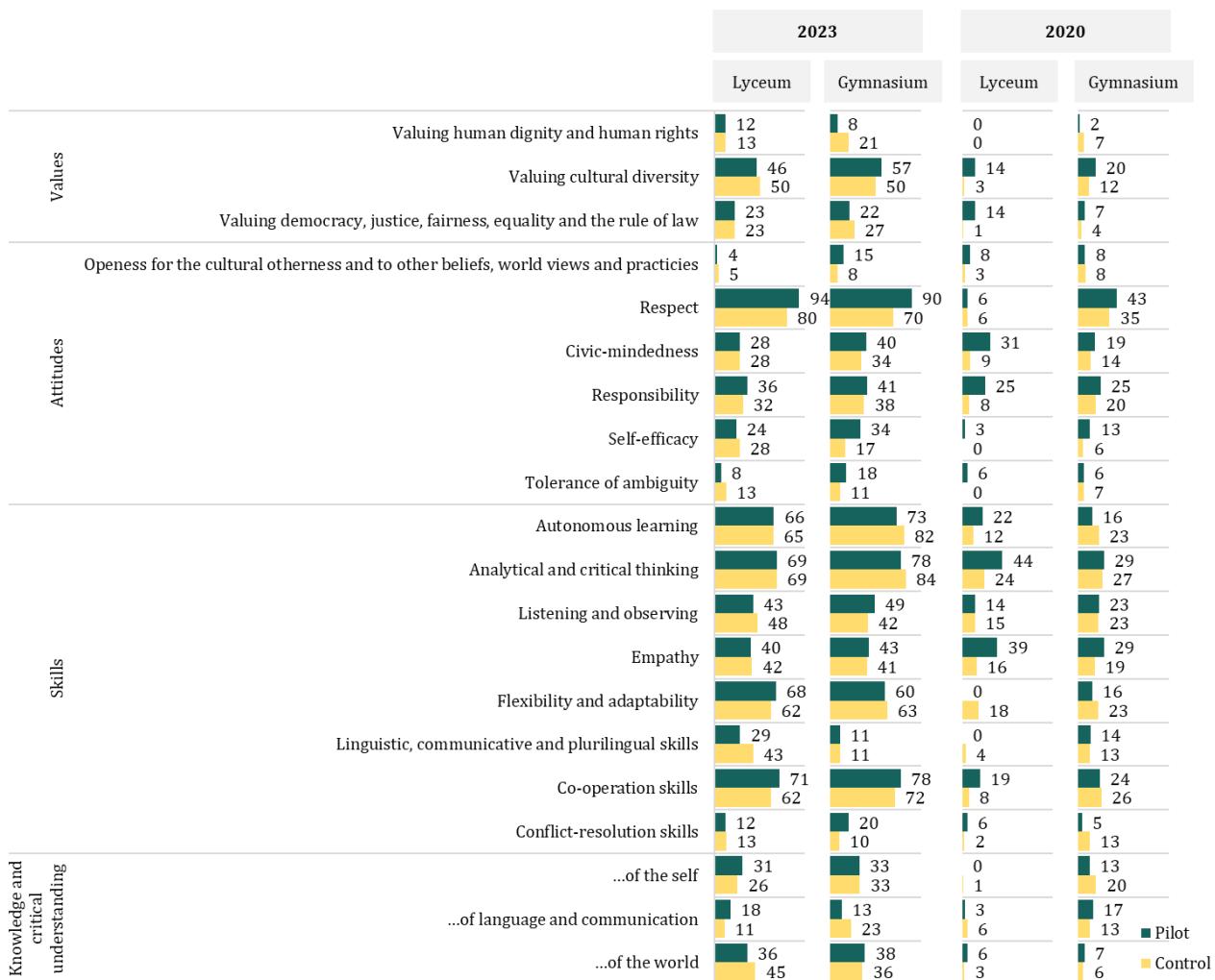
The level of democratic culture competencies varies depending on the respondents' gender. In 2023, approximately 20 p.p. fewer boys demonstrate the competency of valuing cultural diversity (59% of girls and 44% of boys). The proportion of boys in the control group who demonstrate respect is 9 p.p. lower than the proportion of girls in the control group (70% compared to 79%), while the proportion of boys in the pilot group who demonstrate respect is higher than the proportion of girls by 4 p.p. (94% compared to 90%).

Figure 1.3.10.3. Extent to which 9th grade pupils mastered the competences for democratic culture, by gender, %



Depending on the type of institution (lyceum or gymnasium), some differences can be observed in terms of democratic culture competencies. Valuing cultural diversity was demonstrated by 57% of gymnasium pupils in the pilot group and by 46% of lyceum pupils in the pilot group. Respect is more commonly manifested in lyceum compared to gymnasiums (94% in the pilot group in lyceums and 90% in the pilot group in gymnasiums).

Figure 1.3.10.4. Extent to which 9th grade pupils mastered the competences for democratic culture, by type of institution, %



The level of manifestation of democratic culture competencies, in some cases, depends on the number of pupils in the class. The proportion of children demonstrating respect, as well as knowledge and critical understanding regarding the world, increases with the larger class size.

Figure 1.3.10.5. Extent to which 9th grade pupils mastered the competences for democratic culture, by number of pupils in class, %

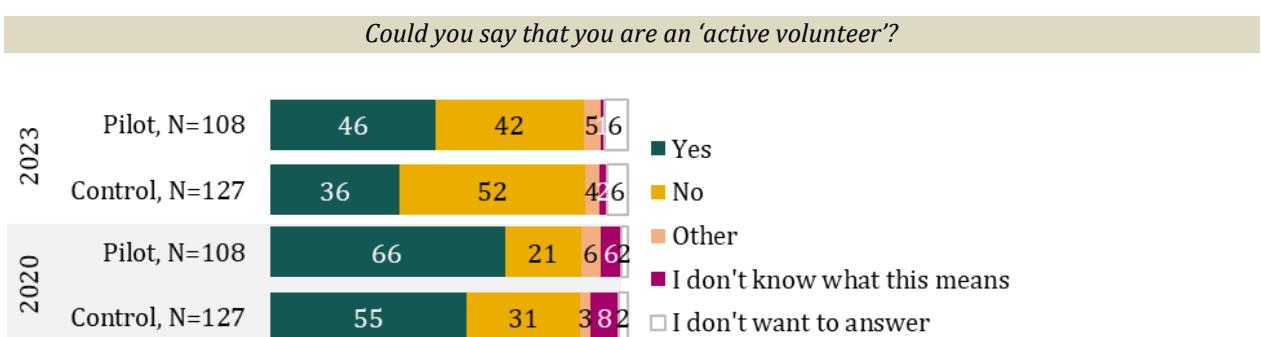
		2023						2020					
		Pilot			Control			Pilot			Control		
Number of pupils		Up to 19	20-30 pupils	31 and more	Up to 19	20-30 pupils	31 and more	Up to 19	20-30 pupils	31 and more	Up to 19	20-30 pupils	31 and more
Values	Valuing human dignity and human rights	9	15	0	14	20	17	0	2	0	1	5	6
	Valuing cultural diversity	59	53	22	51	48	67	28	15	24	5	12	5
	Valuing democracy, justice, fairness, equality and human rights	16	32	16	35	14	42	8	11	0	1	2	6
	Openness for the cultural otherness and to other cultures	13	5	8	9	4	17	8	9	4	0	12	6
	Respect	90	92	97	67	79	100	36	31	48	11	29	29
Attitudes	Civic-mindedness	42	32	11	32	30	42	44	17	20	6	15	17
	Responsibility	40	36	41	32	37	42	36	21	36	14	15	13
	Self-efficacy	33	25	27	7	34	42	4	5	44	1	3	9
	Tolerance of ambiguity	18	7	14	15	10	8	0	9	0	3	6	0
	Autonomous learning	73	63	78	81	65	92	32	13	24	18	19	17
Skills	Analytical and critical thinking	76	68	81	83	73	50	44	30	28	27	28	18
	Listening and observing	47	45	46	41	46	67	20	18	36	15	25	17
	Empathy	43	43	30	41	42	33	36	29	32	17	19	17
	Flexibility and adaptability	59	71	62	58	67	58	4	9	36	13	24	29
	Linguistic, communicative and plurilingual skills	10	30	27	4	45	50	16	4	36	6	11	10
and critical understanding	Co-operation skills	72	77	78	69	66	67	32	18	36	10	26	19
	Conflict-resolution skills	18	16	11	12	9	33	16	4	0	3	13	12
	...of the self	31	35	27	25	34	25	20	5	20	5	18	13
	...of language and communication	17	17	5	22	13	25	4	13	24	9	11	9
	...of the world	36	39	38	34	46	50	4	8	4	3	6	5

1.4. Assessment of the degree to which 9th grade pupils master the competences for democratic culture. Longitudinal analysis

The next chapter includes the longitudinal analysis of the level of mastery of democratic culture competencies by 9th grade pupils, compared to their level recorded when they were in 6th grade in 2020. Those pupils who participated in the study both in 2020 and in 2023 were longitudinally analyzed.

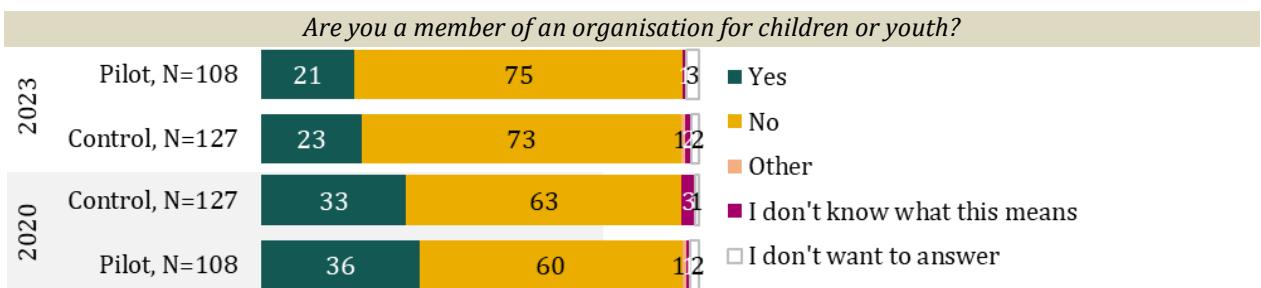
It appears that self-assessment as an active volunteer has decreased compared to the previous study - 46% of respondents in the pilot group (-20 p.p. compared to 2020) and 36% in the control group (-19 p.p. vs 2020) mentioned that they would describe themselves as "active volunteers." Additionally, self-identification as an active volunteer is slightly more pronounced among the pilot group in both waves of the study.

Figure 1.4.1. Longitudinal analysis. Distribution of 9th grade respondents by volunteer status, %



Similarly, self-identification as a member of a youth organization decreased in 2023 compared to the previous study. Thus, in 2023, 21% in the pilot group and 23% in the control group declared themselves as members of a children's or youth organization (a decrease of 12-13 p.p. compared to 2020).

Figure 1.4.2. Longitudinal analysis. Distribution of 9th grade respondents by membership in an organisation for children or youth, %

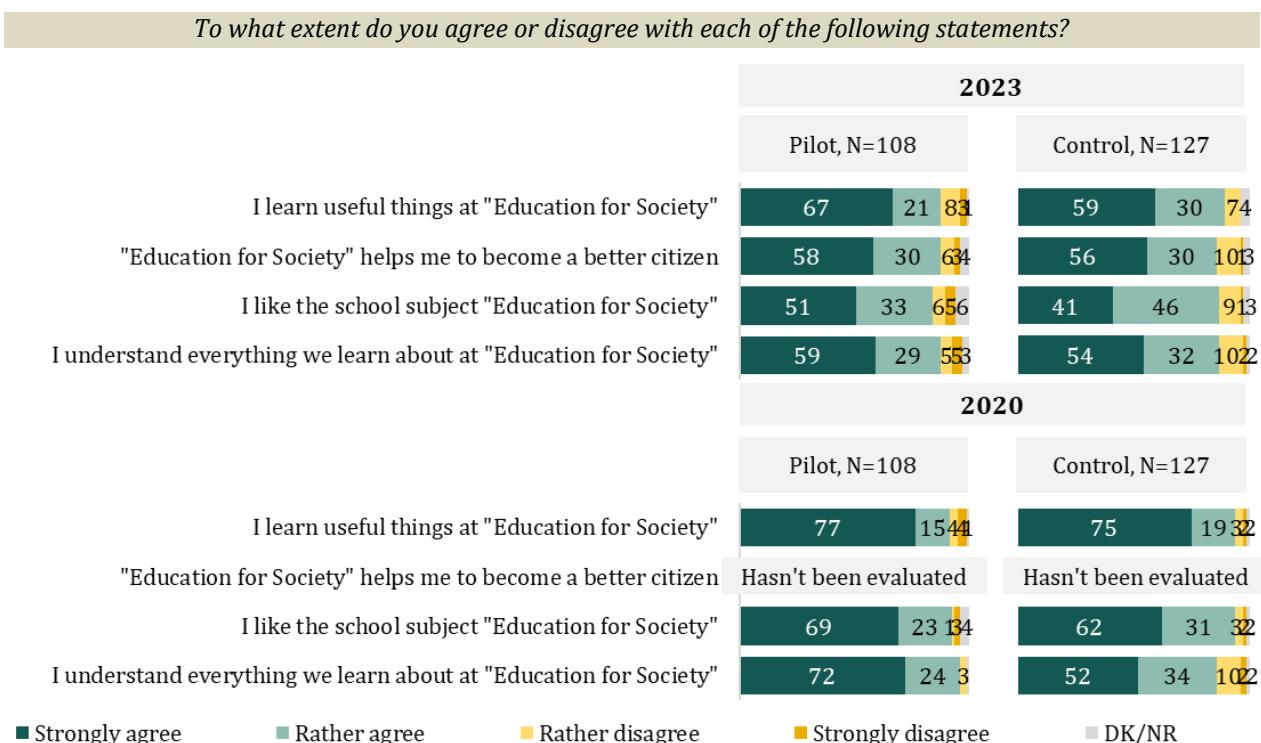


To assess attitudes towards the "Education for Society" subject, pupils were read a series of statements and encouraged to express their agreement or disagreement with them. The evaluated statements were: "I learn useful things at Education for Society"; " Education for Society helps me become a better citizen"; "I like the subject of Social Education"; "I understand everything we learn at Education for Society."

Most pupils agreed with all the statements presented. However, the proportions of those who strongly agreed with these four statements slightly decreased compared to the 2020 study.

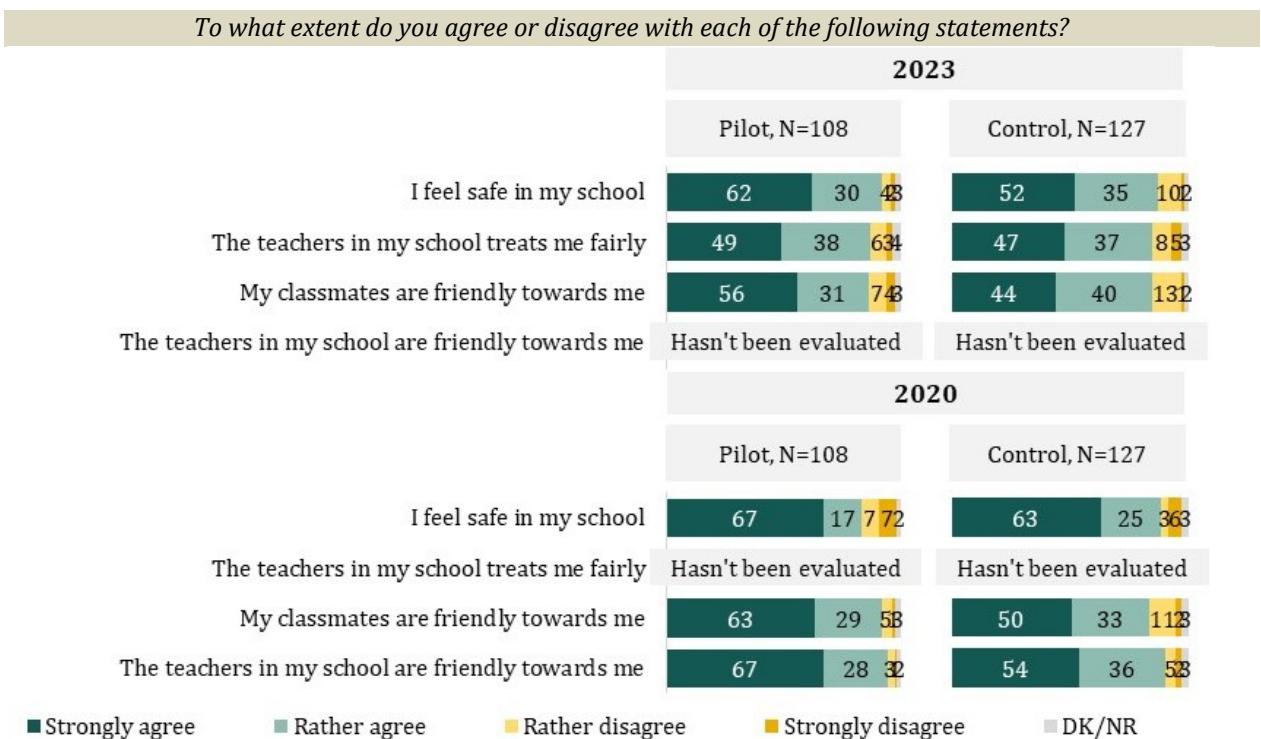
To a greater extent, respondents in both the pilot groups (67%, -10 p.p. compared to 2020) and the control groups (59%, -16 p.p. compared to 2020) strongly agreed with the statement "I learn useful things at Education for Society." The largest decrease in the proportion of those who strongly agreed can be observed for the statement "I like the school subject Education for Society" - 51% in the pilot group (-18 p.p. vs 2020) and 41% in the control group (-19 p.p. vs 2020) provided this response.

Figure 1.4.3. Longitudinal analysis. Distribution of 9th grade respondents by their attitudes towards the school subject Education for Society, %



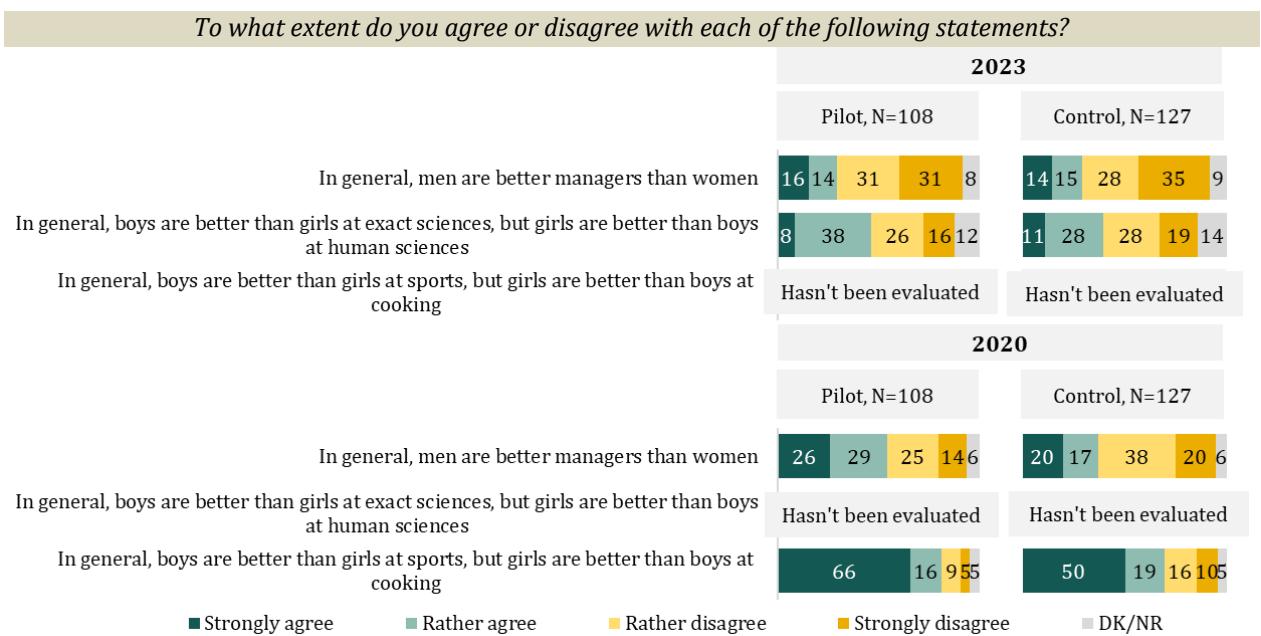
Regarding the well-being at school, a slight decrease in the proportion of those who feel safe and consider their classmates friendly can be observed in 2023. Thus, 62% of the pilot group (-5 p.p. compared to 2020) and 52% of the control group (-11 p.p. compared to 2020) completely agree that they feel safe at school. 56% of the pilot group (-7 p.p.) and 44% of the control group (-6 p.p.) mentioned that they completely agree with the statement "My classmates are friendly towards me". Approximately half of those in the pilot group (49%) and the control group (47%) expressed strong agreement with the statement "The teachers in my school treat me fairly."

Figure 1.4.4. Longitudinal analysis. Distribution of 9th grade respondents by their wellbeing in school, %



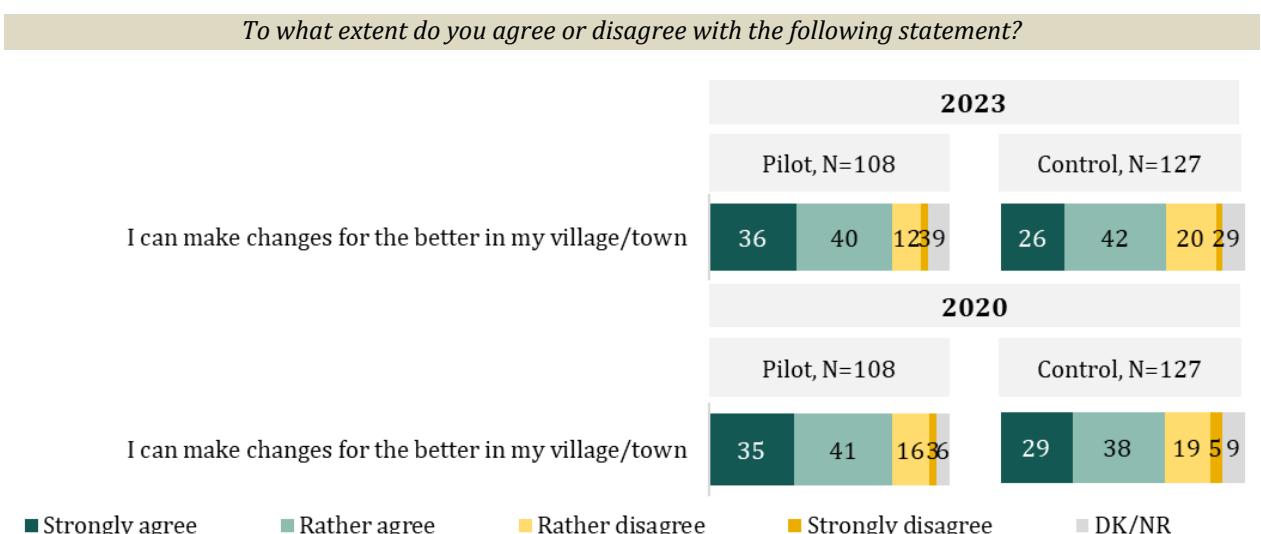
In 2023, a decrease in agreement with gender stereotypes can be observed. Thus, 30% of the pilot group (-25 p.p.) and 29% of the control group (-8 p.p.) generally agree that men are better managers than women. 46% of the pilot group and 39% of the control group agree with the statement "In general, boys are better at exact sciences, but girls are better at human sciences."

Figure 1.4.5. Longitudinal analysis. Distribution of 9th grade respondents by gender stereotypes, %



The confidence in their own ability to make changes in their locality seems to be stable in 2023 compared to 2020 - 76% of the pilot group and 68% of the control group believe they can make positive changes in their village/town.

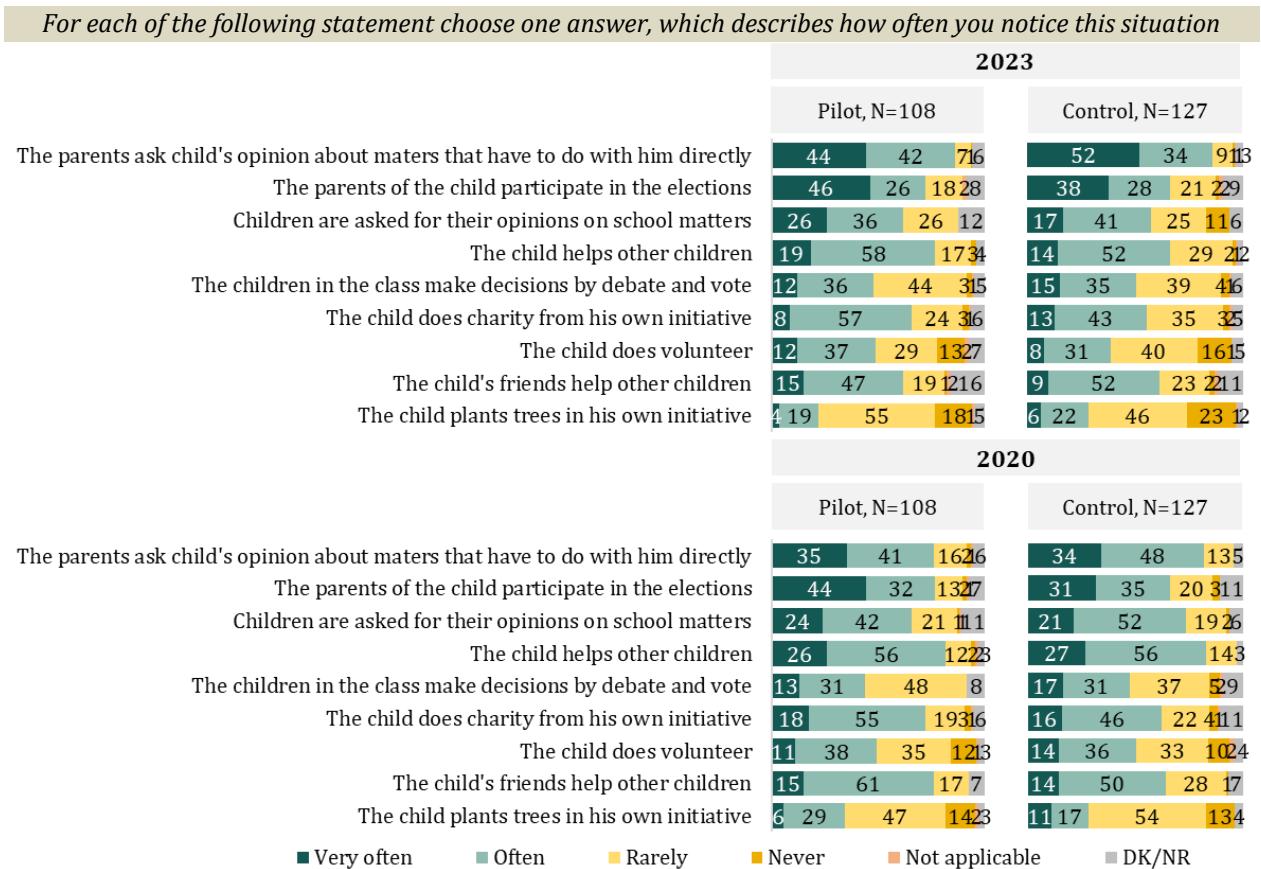
Figure 1.4.6. Longitudinal analysis. Distribution of 9th grade respondents by the level of trust in their own ability to make changes in their village/town, %



86% of the pilot group (+10 p.p. compared to 2020) and the control group (+4 p.p. vs 2020) mentioned that their parents often or very often ask for their opinion on matters that directly concern them. In 2023, a higher frequency can be observed for some situations in the pilot group compared to the control group - thus, 77% of the respondents in the pilot group state that they often or very often help other children (+11 p.p. compared to the control group), and 49% mention that they often or very often volunteer (+10 p.p. compared to the control group).

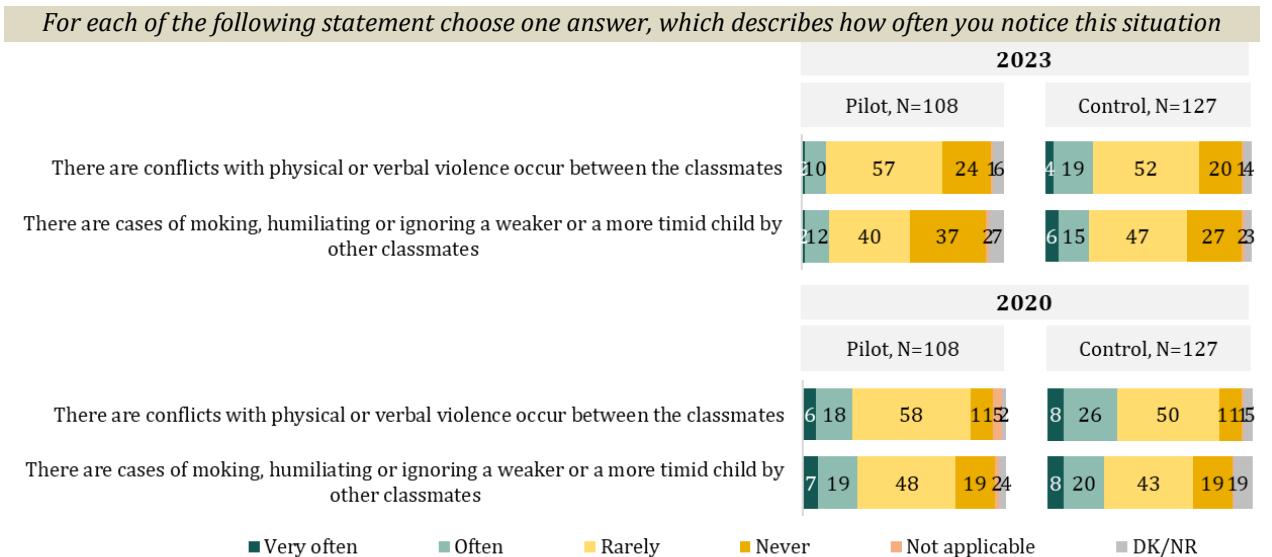
For most civic activism situations, a slight decrease in frequency is observed compared to 2020. The largest decrease in the frequency of civic activism situations in the pilot group can be observed for the following behaviours - 62% state that their friends often or very often help other children (-14 p.p. compared to 2020), and 23% - that they plant trees on their own initiative (-12 p.p. vs 2020). In the control group, the largest decreases in frequency can be attested for children often or very often being asked for their opinion in school matters (58%, -15 p.p. compared to 2023) and the respondent often or very often helping other children (66%, -17 p.p.).

Figure 1.4.7.1. Longitudinal analysis. Distribution of 9th grade respondents by the frequency of civic activism situations noticed by them, %



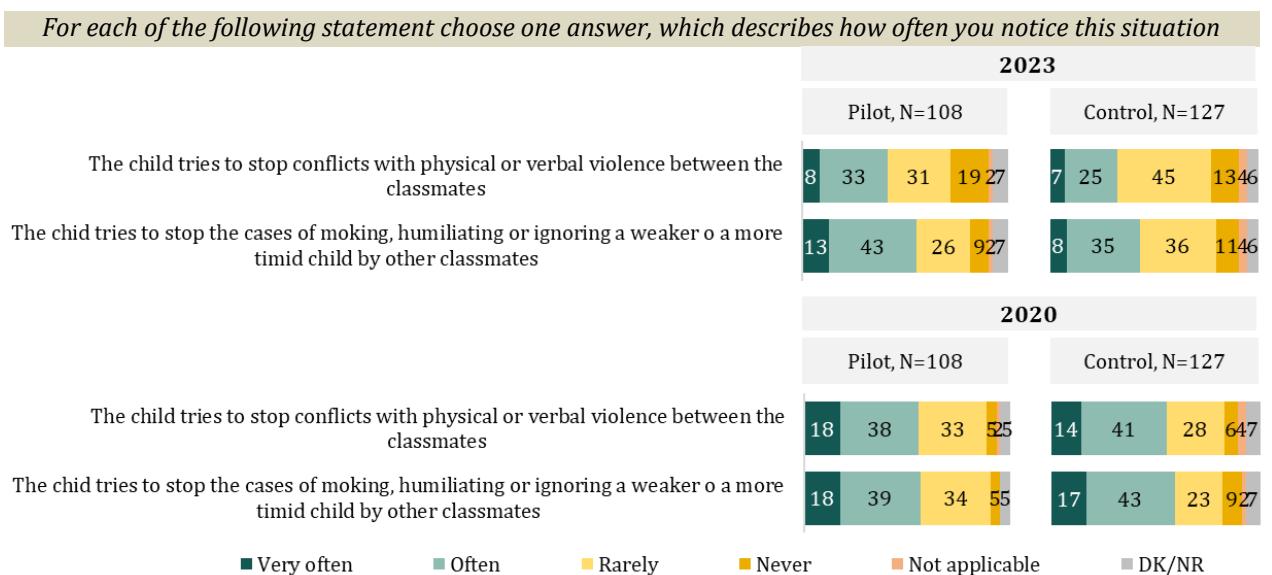
According to the study, situations of harassment or violence among children are rarer than in 2020, and even rarer among the pilot group. Thus, 12% of the pilot group (-10 p.p. compared to 2020) and 23% of the control group (-11 p.p. compared to 2020) mention that conflicts involving physical or verbal violence often or very often occur among children in their class. Regarding cases of ridiculing weaker children in class, 14% of the pilot group (-12 p.p. compared to 2020) and 21% of the control group (-7 p.p. compared to 2020) state that such situations often or very often occur.

Figure 1.4.7.2 Distribution of 9th grade respondents by the frequency of situations involving harassment or violence witnessed by them, %



In 2023, 41% of the pupils in the pilot group (-15 p.p. compared to 2020) and 32% of the pupils in the control group (-23 p.p. compared to 2020) stated that they often or very often try to stop cases of violence between children. Additionally, 56% of pupils in the pilot group and 43% of pupils in the control group stated that they often or very often try to stop cases of ridicule, mockery, humiliation, or ignoring of a weaker child in the class by other classmates.

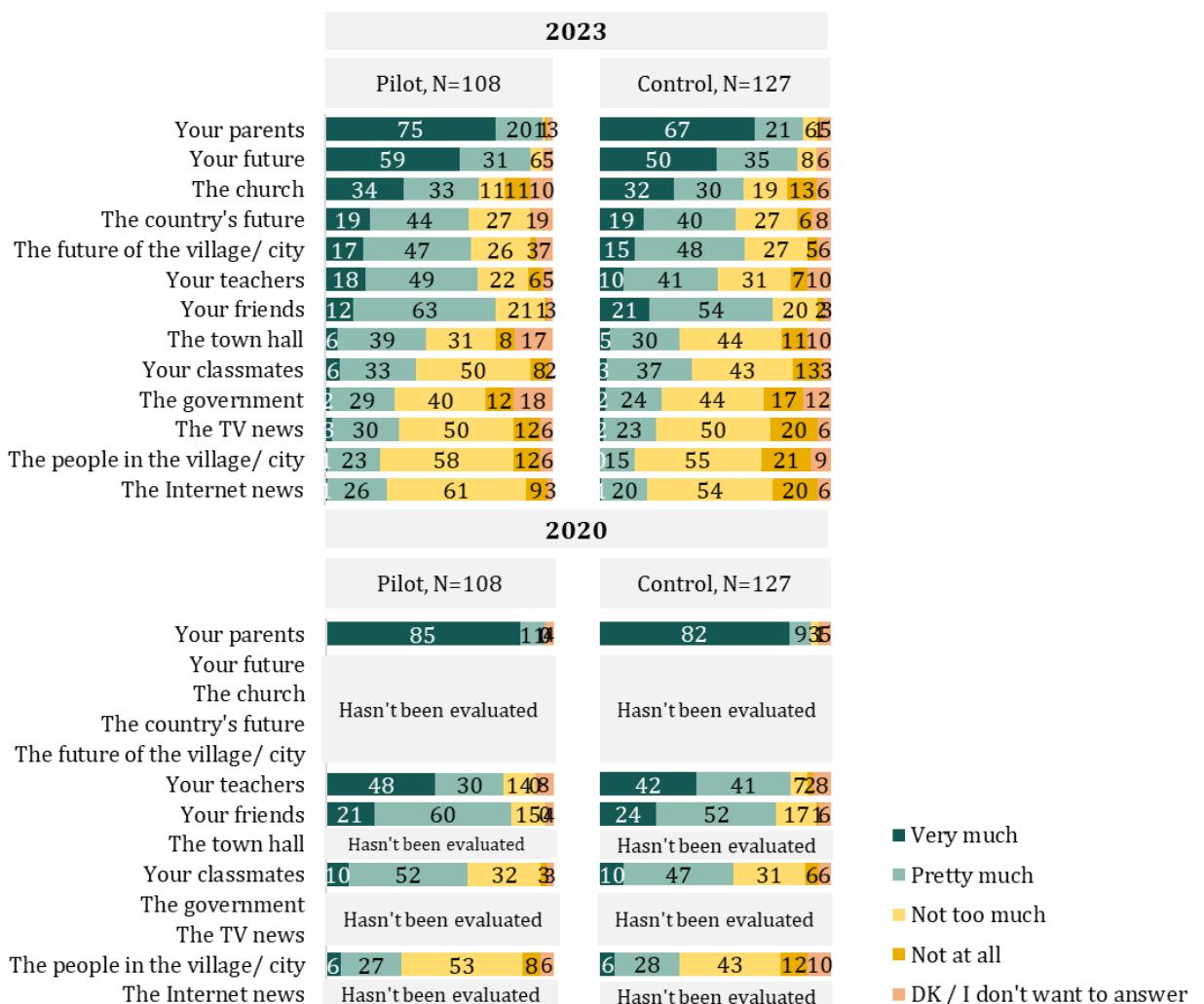
Figure 14.7.3 Distribution of 9th grade respondents by the frequency of attempts to stop the situations of harassment or violence witnessed by them, %



95% of the pupils in the pilot group (-1 p.p. compared to 2020) and 88% of the pupils in the control group (-3 p.p. compared to 2020) declared having a high level of trust in their parents. The biggest difference between the pilot group and the control group lies in the trust in teachers (67% in the pilot group and 51% in the control group) and in the local government (45% in the pilot group vs. 35% in the control group).

In the study, the level of trust of children in the people they interact with, in public institutions, in the news, etc., was analyzed. Overall, the level of trust of children in most individuals/institutions evaluated decreased in 2023, both among respondents from the pilot group and in the control group. The greatest decrease compared to 2020 can be observed for the level of trust in classmates – 39% of the pupils in the pilot group (-23 p.p. compared to 2020) and 40% of the pupils in the control group (-17 p.p. compared to 2020) mentioned having a high level of trust in their classmates.

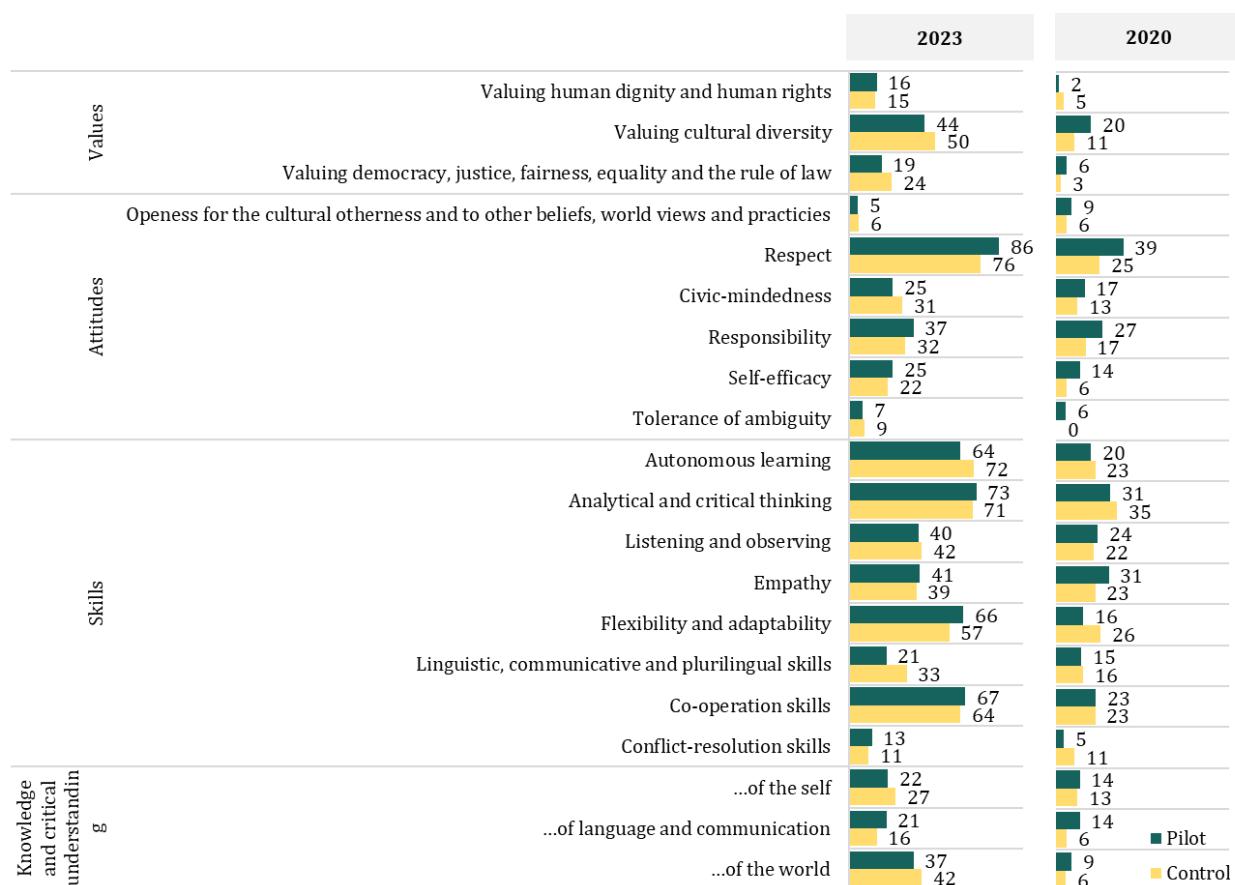
Figure 1.4.8. Longitudinal analysis. Distribution of 9th grade respondents by the level of trust in the people they interact with, public institutions, news, %



In both waves of the study, the extent to which pupils possess a set of democratic culture competencies from the categories of values, attitudes, skills, knowledge, and critical understanding was evaluated. In 2023, the majority of the assessed skills are manifested by a higher proportion of pupils, both in the pilot group and in the control group – the greatest increase can be observed for flexibility and adaptability, respect, autonomous learning, cooperation, and analytical and critical thinking skills.

The largest differences between the pilot group and the control group can be observed for respect (86% pilot group vs. 76% control group) and linguistic, communicative, and plurilingual skills (21% pilot group, compared to 33% control group).

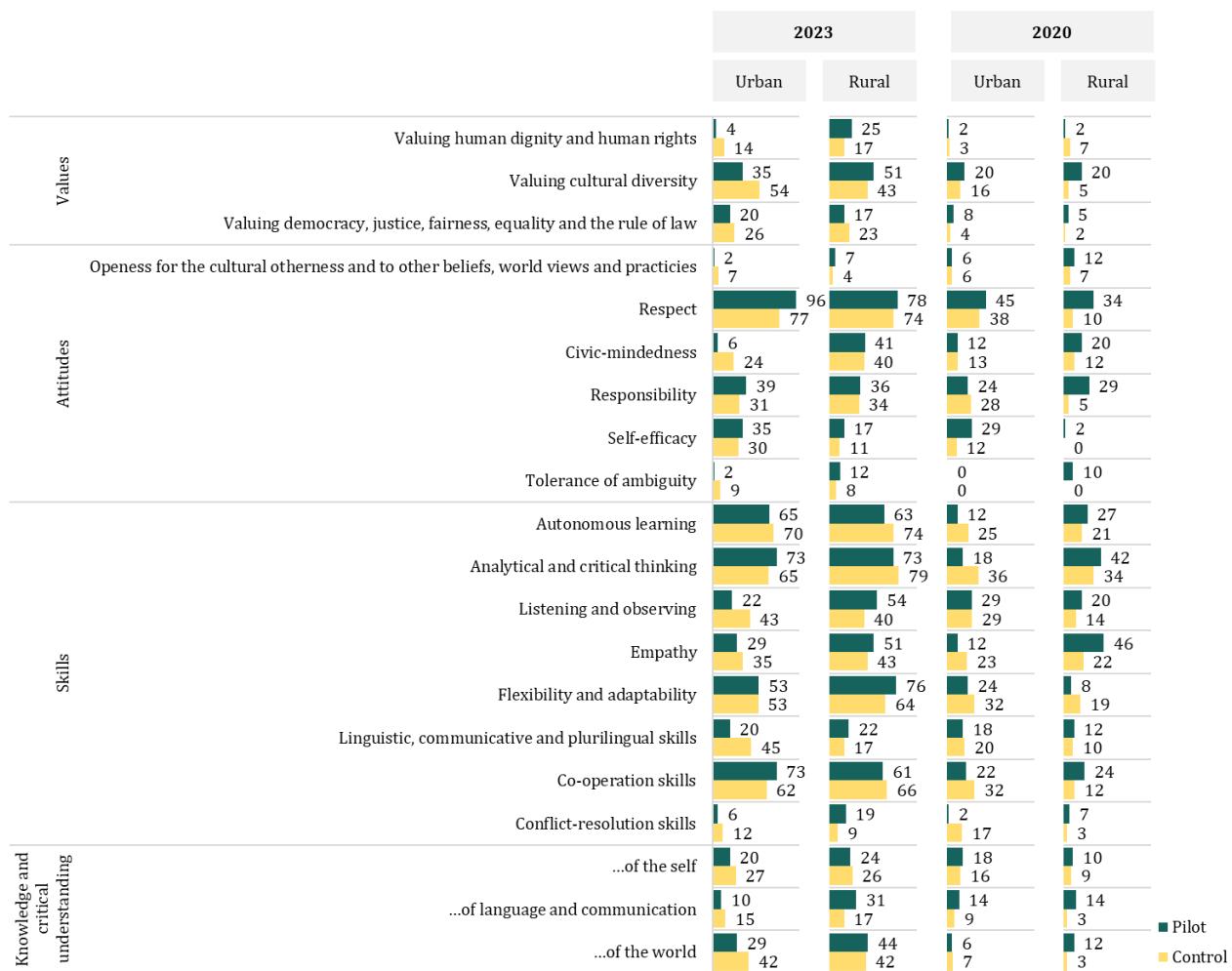
Figure 1.4.9.1. Longitudinal analysis. Extent to which 9th grade pupils mastered the competences for democratic culture, %



It seems that the level of manifestation of most competencies in 2023 is higher in the pilot group in rural areas compared to urban areas, with the greatest differences observed for civic-mindedness, listening and observation, flexibility and adaptability, empathy, appreciation of human dignity and rights, and language and communication skills. On the other hand, respect and self-efficacy are the competencies that have been manifested to a greater extent among pupils in the urban pilot group compared to the rural areas.

Regarding the differences in 2023 between the pilot and control groups in urban areas, it appears that in the control group, the proportions of most competencies are higher than in the pilot group - the largest differences between groups in urban areas can be observed for linguistic, communicative, and multilingual skills, listening and observation, appreciation of cultural diversity, and civic spirit. Additionally, the competency of respect has a higher proportion in the urban environment in the pilot group (96%) compared to the control group (77%). In rural areas, several competencies are more pronounced in the pilot group compared to the control group - listening and observation, knowledge/critical understanding of language and communication, flexibility and adaptability, and conflict resolution.

Figure 1.4.9.2. Longitudinal analysis. Extent to which 9th grade pupils mastered the competences for democratic culture, by area of residence, %



The level of certain competencies of democratic culture varies depending on the gender of the respondents, with differences being more pronounced in the pilot group and among girls.

In 2023, girls in the pilot group exhibited to a greater extent than boys the following competencies - empathy, valuing human dignity and human rights, knowledge of language and communication, cooperation, autonomous learning, and self-efficacy. In the control group, the proportion of girls who demonstrated knowledge and critical understanding of the world is higher than the proportion of boys.

Figure 1.4.9.3. Longitudinal analysis. Extent to which 9th grade pupils mastered the competences for democratic culture, by gender, %

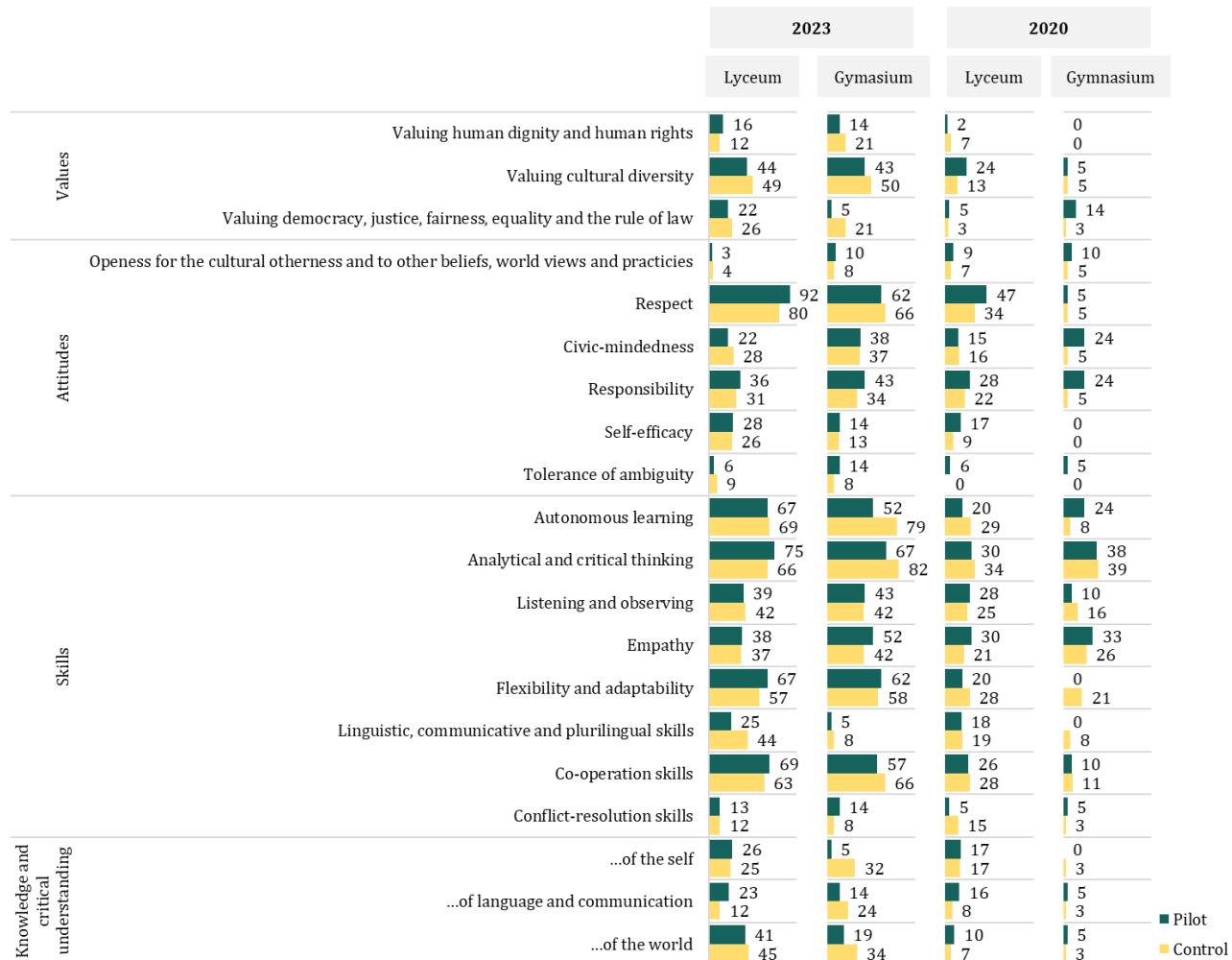


Depending on the type of institution (lyceum or gymnasium), some differences can be observed in the level of democratic culture competencies, being more pronounced among pupils from gymnasiums.

Thus, among respondents from gymnasiums, the control group exhibited a greater extent of the following competencies compared to the pilot group: knowledge of the self, autonomous learning, valuing democracy, justice, equity, equality, rule of law, analytical and critical thinking skills, and knowledge of the world. The pilot group in gymnasiums exhibited greater empathy and responsibility compared to the control group. Among those in lyceums, the control group recorded a higher proportion for linguistic, communicative, and plurilingual skills compared to the pilot group. Additionally, the pilot group in lyceums exhibited greater respect, knowledge of language and communication, and flexibility and adaptability.

Overall, the proportions of competencies exhibited by the pilot group in both types of institutions increased in 2023 compared to the previous study. The greatest increase can be observed for the following competencies - flexibility and adaptability, autonomous learning, respect, analytical and critical thinking skills, and cooperation.

Figure 1.4.9.4. Longitudinal analysis. Extent to which 9th grade pupils mastered the competences for democratic culture, by type of institution, %



The level of manifestation of democratic culture competencies, in some cases, depends on the number of pupils in the class. For most competencies within the pilot group, the proportion increases as the number of pupils in the class decreases. Thus, respondents from the pilot group and from classes with up to 19 pupils more frequently attest to higher rates compared to other categories of classes and compared to the same category of classes from 2020.

Figure 1.4.9.5. Longitudinal analysis. Extent to which 9th grade pupils mastered the competences for democratic culture, by number of pupils in class, %

column %		Year 2023						Year 2020					
		Pilot			Control			Pilot			Control		
		Up to 19 pupils	20-30 pupils	31 and more	Up to 19 pupils	20-30 pupils	31 and more	Up to 19 pupils	20-30 pupils	31 and more	Up to 19 pupils	20-30 pupils	31 and more
Values	Valuing human dignity and human rights	26	15	0	14	15	17	0	3	0	0	5	10
	Valuing cultural diversity	57	50	5	51	46	67	27	16	33	5	16	10
	Valuing democracy, justice, fairness, equality and the rule of law	20	23	5	32	18	42	7	8	0	3	0	10
Attitudes	Openness for the cultural otherness and to other beliefs, world views and practices	11	0	5	5	4	17	13	11	0	0	9	10
	Respect	77	88	95	70	74	100	47	35	50	8	26	45
	Civic-mindedness	46	17	10	35	27	42	40	12	17	3	14	23
	Responsibility	43	38	24	32	31	42	40	24	28	13	14	29
	Self-efficacy	29	25	19	8	26	42	0	8	50	3	0	23
	Tolerance of ambiguity	14	4	5	14	6	8	0	8	0	0	0	0
	Autonomous learning	74	54	71	84	63	92	47	15	22	18	19	35
Skills	Analytical and critical thinking	71	69	86	86	67	50	40	33	17	39	33	35
	Listening and observing	51	37	29	43	37	67	13	23	39	13	24	29
	Empathy	57	35	29	46	36	33	20	33	28	32	16	26
	Flexibility and adaptability	74	62	62	57	58	58	7	12	39	16	22	45
	Linguistic, communicative and plurilingual skills	11	33	10	11	41	50	27	7	39	16	14	19
	Co-operation skills	60	71	67	68	62	67	20	20	39	8	24	39
	Conflict-resolution skills	17	12	10	8	9	33	13	4	0	3	9	26
Knowledge and critical understanding	...of the self	29	21	14	24	28	25	33	8	22	3	14	23
	...of language and communication	31	21	5	22	12	25	0	15	22	3	3	16
	...of the world	43	35	33	32	45	50	7	11	6	3	5	10

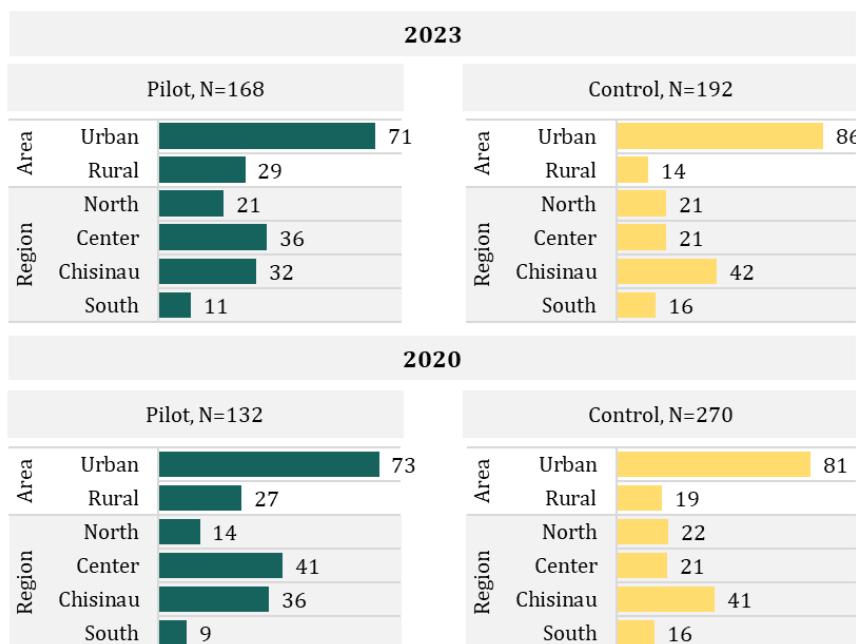
CHAPTER II. DEGREE TO WHICH 11TH GRADE PUPILS MASTER THE COMPETENCES FOR DEMOCRATIC CULTURE

This chapter provides information about the family background, characteristics of educational institutions and learning environments for 11th grade pupils, socio-demographic data of the respondents, and data regarding the level of manifestation of democratic culture competencies among 11th grade pupils.

2.1. Socio-demographic data about respondents from 11th grade

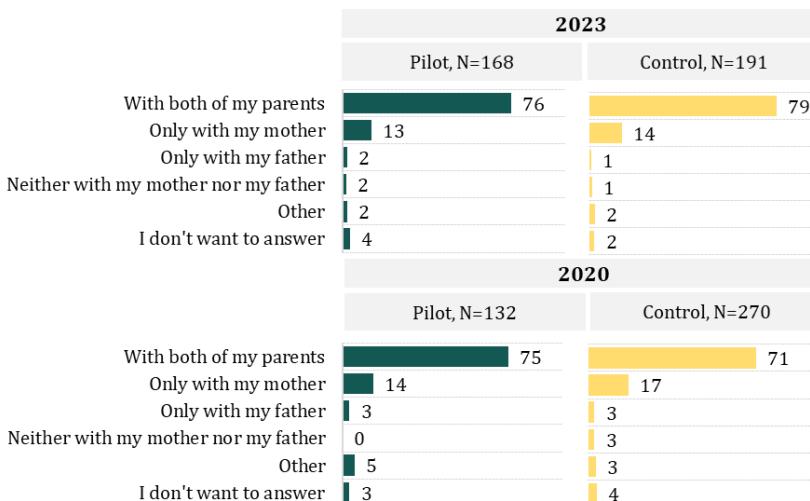
Every seventh pupil in the pilot group in 2023 comes from urban areas (71%), while in the control group there is a 15 percentage point higher proportion of urban pupils (86%). Regarding regional distribution, both the pilot and control groups are characterized by a diversification, with the majority of respondents in the central region (36% and 21% respectively), followed by Chisinau municipality (32% and 42% respectively), while other regions have lower distributions.

Figure 2.1.1. Distribution of 11th grade respondents by area of residence and geographical region, %



Similar to the 2020 study, the majority of 11th grade respondents from both the pilot and control groups in 2023 indicated that they live with both parents (76% and 79% respectively).

Figure 2.1.2. Distribution of 11th grade respondents by who they live with, %

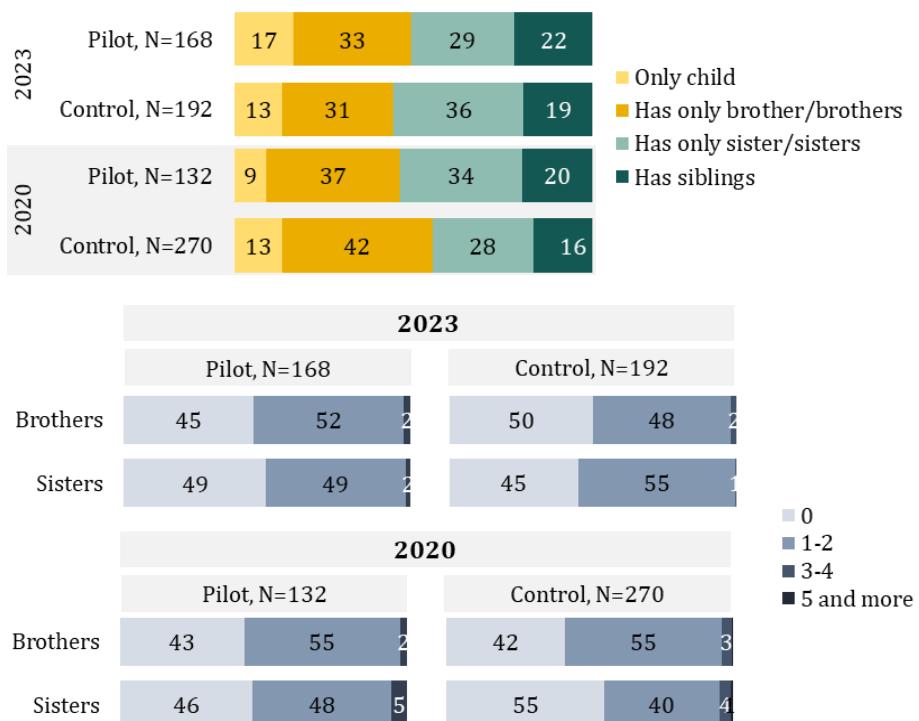


In 2023, the pilot group stands out from the control group by a higher proportion of pupils living with only one parent (17%, compared to 13%). Additionally, the pilot group records lower values in the category of pupils who have only siblings (29%) compared to the control group (36%). In parallel, in the pilot group, the proportion of pupils who have both brothers and sisters is higher by 3 p.p. (22%), compared to the control group (19%). The number of pupils with 3-4 siblings is higher in the pilot group (52%) compared to the control group (48%), and the reverse is true for the control group (the number of pupils with 3-4 sisters is higher by 6 p.p. - 55%).

When comparing the pilot group from 2023 with that from 2020, there is an 8 p.p. increase in the proportion of pupils living with only one parent (17% in 2023 compared to 9% in 2020) and a 5 p.p. decrease in the number of pupils who have both a brother and a sister (from 34% in 2020 to 29% in 2023).

Regarding the control group, the comparative analysis shows a 9 p.p. decrease in the number of pupils who have only brothers in 2023 (31% in 2023 compared to 42% in 2020). As for the number of siblings, there is a 15 p.p. increase in the number of pupils with 1-2 sisters in 2023.

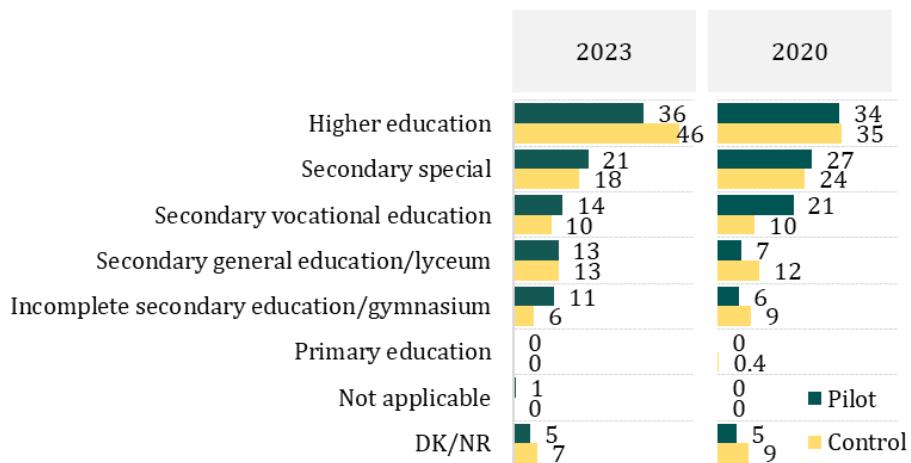
Figure 2.1.3. Distribution of 11th grade respondents by the number of children in the family, %



In 2023, approximately one-third of the pupils in the pilot group state that their mothers have higher education (36%), while in the control group, this percentage is 10 p.p. higher. There are differences of 5 p.p. in the proportion of pupils whose mothers have secondary education(gymnasium) in the pilot group (11%) and the control group (6%).

Regarding the control group in 2023, almost half of the pupils surveyed stated that their mothers have higher education (46%), compared to 35% in the corresponding group in 2020 (+11 p.p.). A decreasing trend (-6 p.p.) is observed among pupils who reported that their mothers have vocational education, with 18% in the 2023 control group and 24% in the 2020 group.

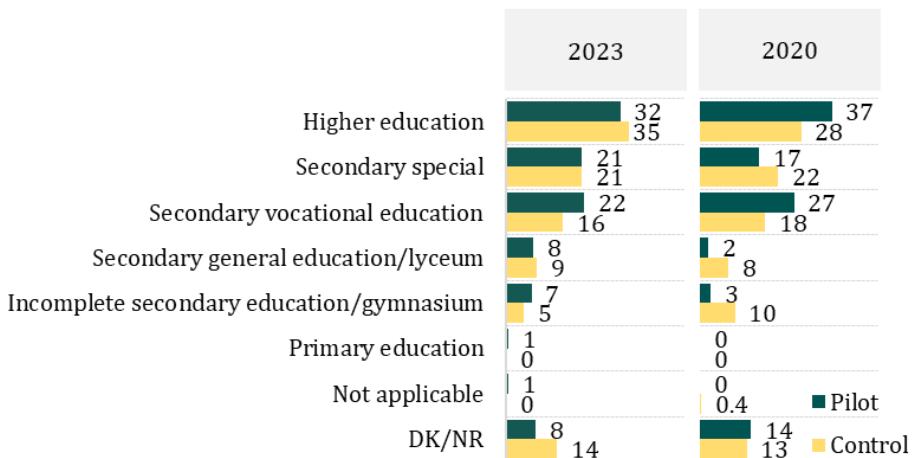
Figure 2.1.4. Distribution of 11th grade respondents according to the highest education level completed by mother, %



When comparing the pilot group in 2023 with that of 2020, fluctuations are noticeable among pupils who claim that their fathers have a higher level of education, with their number being higher in 2020 (37%) compared to 2023 (32%). The same trend is observed in the category of pupils whose fathers have vocational secondary education (-5 p.p.). In parallel, there is an increase in the number of pupils (+6 p.p.) who mentioned a high school or general education level in the 2023 pilot group (8%), compared to 2020 (2%).

Regarding the control group in 2023, approximately one-third of the pupils surveyed (35%) stated that their fathers have higher education, compared to 28% in the 2020 control group (+7 p.p.). In the other categories of education levels, similar fluctuations of no more than 4 p.p. are observed in 2023 compared to 2020.

Figure 2.1.5. Distribution of 11th grade respondents according to the highest education level completed by father, %

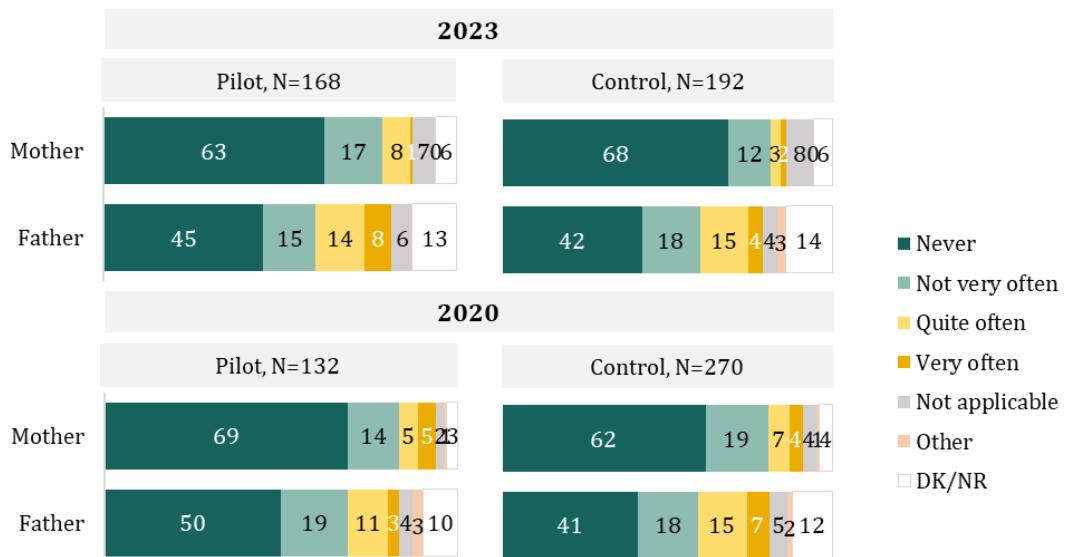


In 2023, the pilot group highlights that approximately six out of ten pupils state that their mother never leave home for a long period (63%), while in the control group, this number is 5 p.p. higher (68%). Similarly, more pupils in the pilot group (17%) claim that their mother is not absent very often, compared to the control group (12%). Regarding the frequency of the father's absence, the proportions are similar for both the pilot and control groups.

Additionally, there is a decrease in the percentage of pupils stating that their mother never leave home for a long period when comparing the pilot group of pupils in 2023 (63%) to that of 2020 (69%). The same trend is observed among pupils stating that their father never leaves home for a long period in the 2023 pilot group (45%), compared to that of 2020 (50%).

Regarding the control group, the comparative analysis between 2023 and 2020 reveals an increase of 6 p.p. in the number of pupils stating that their mother never leaves home for a long period (68% vs. 62%). Regarding the father, the percentage of pupils in 2023 stating that the father never leaves home for a long period remains relatively constant (42%).

Figure 2.1.6. Distribution of 11th grade respondents by frequency of parents' absence from home, %



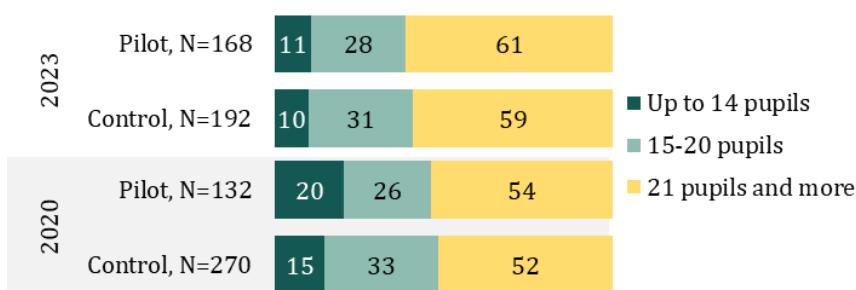
2.2. Description of educational institutions and learning environments of 11th grade pupils

39% of the interviewed pupils from the pilot group and 41% of the respondents from the control group specified that there are up to 20 pupils in their classes.

Compared to 2020, the proportion of pupils from the pilot group learning in classes with up to 14 pupils decreased by 9 p.p. (from 20% in 2020 to 11% in 2023).

In the case of respondents from the control group, the proportion of those learning in classes with more than 21 pupils increased by 7 p.p. in 2023 (59% compared to 52% in 2020).

Figure 2.2.1. Distribution of 11th grade respondents by the number of pupils in class, %



Among the respondents from both groups interviewed in 2023, about six out of ten consider that 1-5 classmates are their close friends (62% in the pilot group and 65% in the control group).

There is a decrease among the respondents from the pilot group who stated in 2023 that they have between 6 and 15 friends (23% in 2023, compared to 31% in 2020).

Respondents from the control group declared to a greater extent in 2023 that they have up to 5 friends - 65% (+7 p.p. compared to 2020).

Figure 2.2.2. Distribution of 11th grade respondents according to the number of classmates they consider good friends, %



Approximately one quarter of pupils in the pilot group (24%) and the control group (25%) stated that they do not spend time playing computer/phone games. Approximately every third teenager in both the pilot group and the control group spends 3-7 hours daily playing computer or phone games (32% and 33%, respectively).

Compared to 2020, representatives of the pilot group spent more time playing games in 2023 (32% in 2023, compared to 26% in 2020). At the same time, no respondent in 2023 spent less than an hour playing computer or phone games, a proportion that was 8% in 2020. The same trend is evident among respondents in the control group.

Figure 2.2.3. Distribution of 11th grade respondents by the number of hours spent daily playing computer or mobile games, %

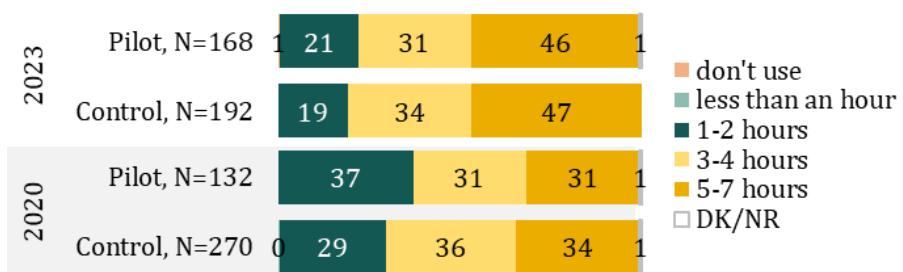


The majority of study participants spend over 5 hours on the Internet, with 46% in the pilot group and 47% in the control group. Approximately one in five respondents from both the pilot and control groups spend between 1 and 2 hours on the Internet (21% and 19%, respectively). About one-third of interviewees from both groups stated that they spend between 3 and 4 hours on the Internet.

In 2023, there is a 14-percentage point increase among respondents in the pilot group who spend over 5 hours on the Internet. At the same time, the proportion of those who spend between 1 and 2 hours decreases (from 37% in 2020 to 21% in 2023).

Similarly to the pilot group, the control group shows the same trend of spending more time online. Thus, the rate of those who spend more than 5 hours on the Internet increased from 34% in 2020 to 47% in 2023.

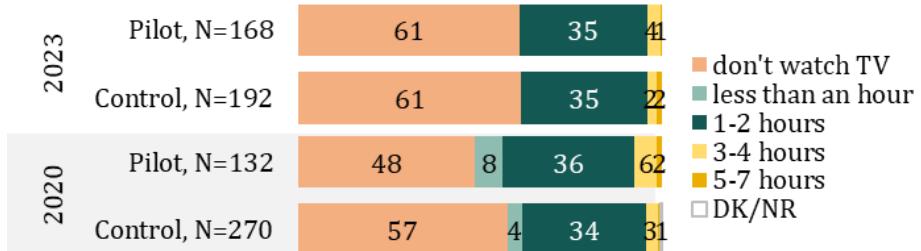
Figure 2.2.4. Distribution of 11th grade respondents by the number of hours spent daily browsing the Internet, %



Six out of ten respondents from both the pilot and control groups stated that they do not watch TV (61% each). Equally, interviewees from both groups mentioned that they spend 1-2 hours on the Internet - 35%.

Both in the pilot group and in the control group, there is a trend of not watching TV. Thus, in 2023, the proportion of all respondents who spend zero hours in front of the television increased (+13 p. p. for the pilot group and +4 p. p. for the control group).

Figure 2.2.5. Distribution of 11th grade respondents by the number of hours spent daily watching TV, %

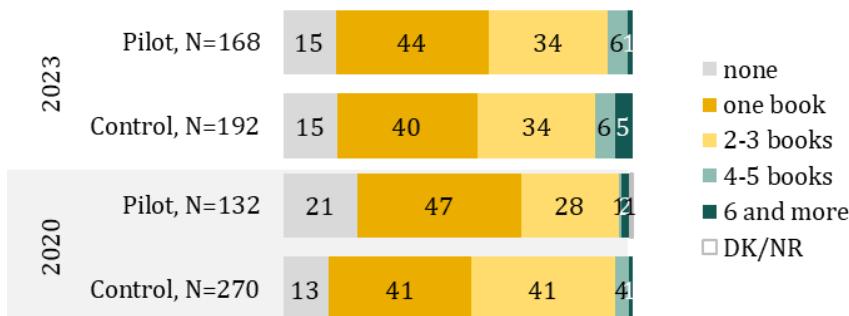


Most of the interviewed pupils from the pilot group (78%) and the control group (74%) read 1-3 books per month. Approximately one in six respondents from both groups do not read books other than school manuals.

Representatives of the pilot group in 2023 read more books than those from the same group in the 2020 study. Thus, in 2023, 15% stated that they do not read any books, while in 2020, this proportion was 21%.

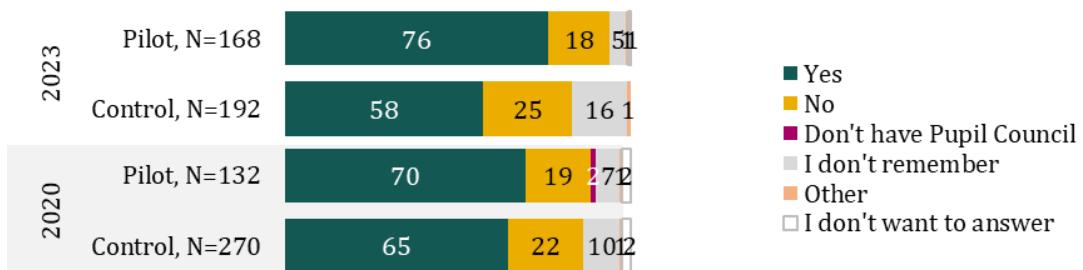
In comparison, in the control group in 2023, there is a higher proportion of those who do not read books (15% in 2023, compared to 13% in 2020).

Figure 2.2.6. Distribution of 11th grade respondents by the number of books read per month (other than school textbooks), %



Regarding the election of the class representative in the Pupil Council, 76% of respondents from the pilot group and 18 p. p. fewer adolescents from the control group participated in such elections. The proportions are similar to those in the 2020 study.

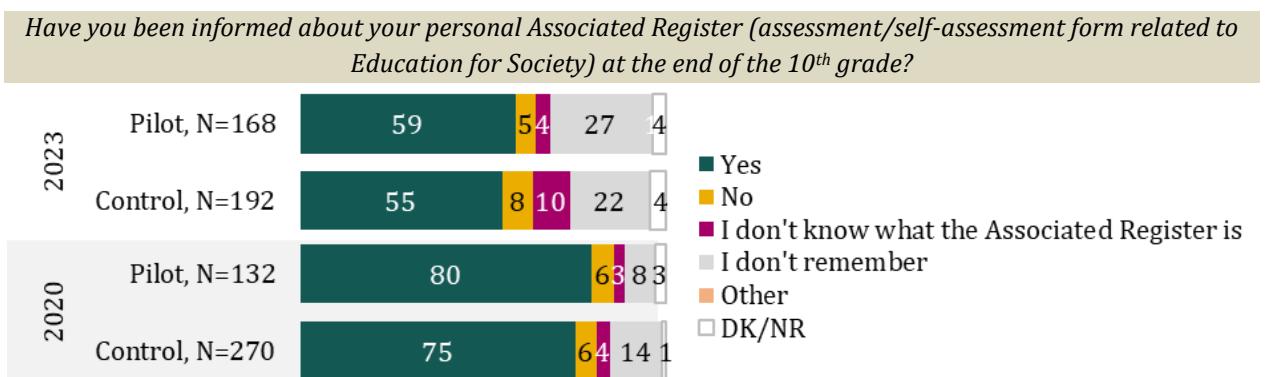
Figure 2.2.7. Distribution of 11th grade respondents according to the participation in the selection of the class representative for the Pupil Council, %



The majority of interviewed pupils both from the pilot group (59%) and the control group (55%) stated that they got acquainted with the Associated Register at the end of the 10th grade.

Both in the case of the pilot group and the control group, there is a decrease in the proportion of those who got acquainted with the Associated Register in 2023.

Figure 2.2.8. Distribution of 11th grade respondents according to the information they have about the Associated Register, %

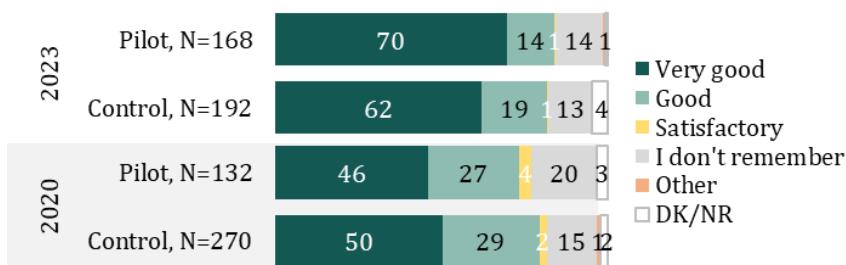


70% of 11th grade pupils in the pilot group and 62% of those in the control group noted that they achieved the grade "very good" in the "Education for Society" subject. Approximately one in five adolescents from the control group (19%) and 5 percentage points fewer from the pilot group obtained the grade "good".

Compared to 2020, the proportion of those in the pilot group who were evaluated with "very good" increased by 24 percentage points. At the same time, there is a decrease among those with the grade "good", from 27% in 2020 to 14% in 2023.

Similarly, adolescents in the control group in 2023 achieved a higher proportion of the grade "very good", from 50% in 2020 to 62% in 2023.

Figure 2.2.9. Distribution of the 11th grade respondents by the ratings achieved in Education for Society in the 10th grade, %

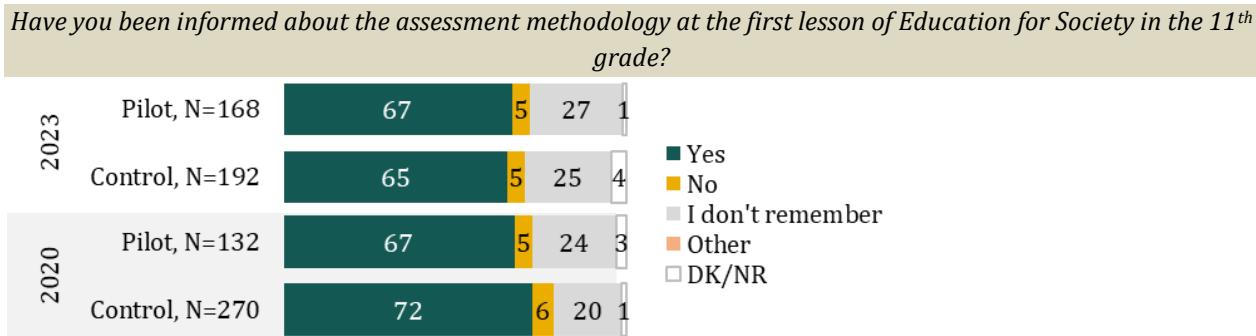


Approximately seven out of ten adolescents in the pilot group were informed about the assessment methodology (67%), 2 p.p. more than in the control group (65%).

There is stability in the number of those in the pilot group who was informed about the assessment methodology, 67% in both years.

Regarding the comparison of the control groups, there is a decrease of 17 p.p. of pupils who was informed about the assessment methodology (from 72% in 2020 to 65% in 2023).

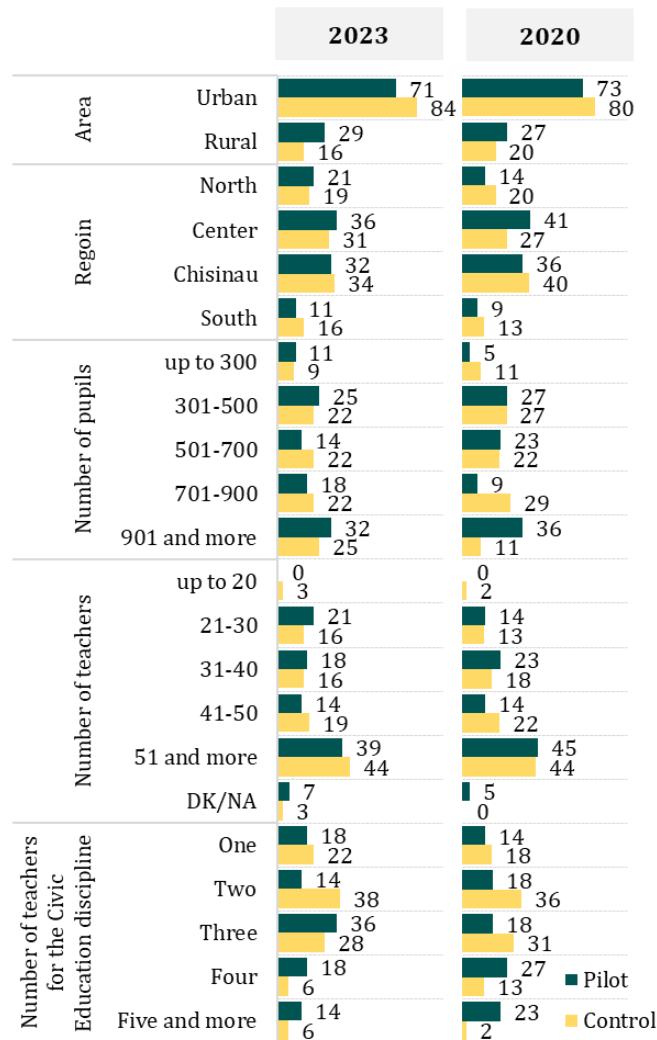
Figure 2.2.10. Distribution of 11th grade respondents by being or not being informed about the assessment methodology for Education for Society, %



The majority of the institutions where the study took place are from urban areas, mainly in the central region of the country or in Chisinau. In about one-third of the institutions, the number of pupils exceeds 900. Most institutions have over 50 teachers.

Compared to the 2020 study, within the pilot group, there was a 6 p.p. increase in the number of institutions with up to 300 pupils (from 5% in 2020 to 11% in 2023), and a 7 p.p. increase in the number of institutions with up to 30 teachers. At the same time, the proportion of institutions where three teachers teach "Education for Society" doubled (from 18% in 2020 to 36% in 2023). In the case of the control group, there is an increase in the number of institutions with over 900 pupils (from 11% in 2020 to 25% in 2023).

Figure 2.2.11.1. Distribution of institutions where 11th grade pupils were interviewed by area, region, number of pupils, total number of teachers, Education for Society teachers, %

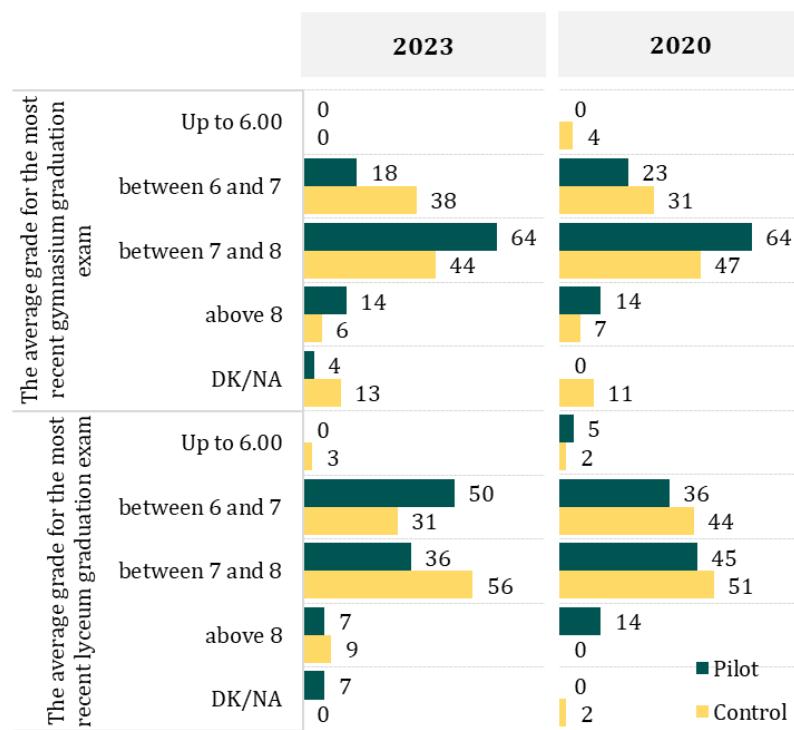


In about one-third of the institutions, both in the control group and in the pilot group, the average grade in the most recent gymnasium graduation exam is 7 or 8.

In 2023, within the pilot group, 50% of respondents stated that the average grade in the most recent lyceum graduation exam is between 6 and 7, while in the control group, this percentage is 19 p.p. lower. Additionally, 36% of respondents in the pilot group indicated a grade between 7 and 8, compared to 56% in the control group. In 2023, there is a higher proportion of those indicating an average between 6 and 7 (36% in 2020 compared to 50% in 2023), but a lower proportion for grades 7 and 8 (45% in 2020 and 36% in 2023).

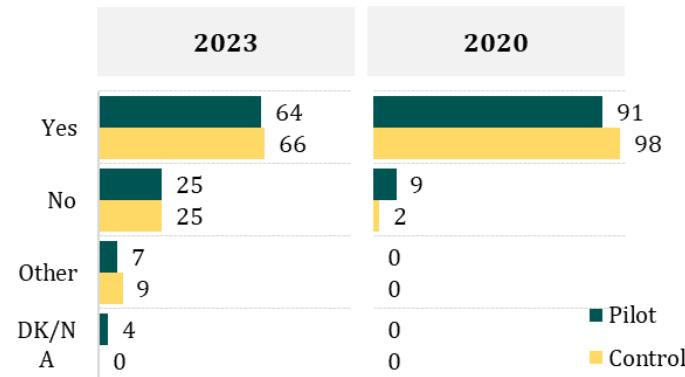
Comparing the control groups from 2020 and 2023 reveals similar trends to the pilot group.

Figure 2.2.11.2. Distribution of institutions where 11th grade pupils were interviewed by average marks for the most recent gymnasium and lyceum graduation exams, %



Approximately two-thirds of the institutions in both the pilot group and the control group have infrastructure adapted for pupils with disabilities (64% and 66%, respectively). Compared to the study in 2020, in 2023 there is a lower proportion of institutions with infrastructure in both groups.

Figure 2.2.11.3. Distribution of institutions where 11th grade pupils were interviewed by presence of adjusted infrastructure for children with disabilities, %



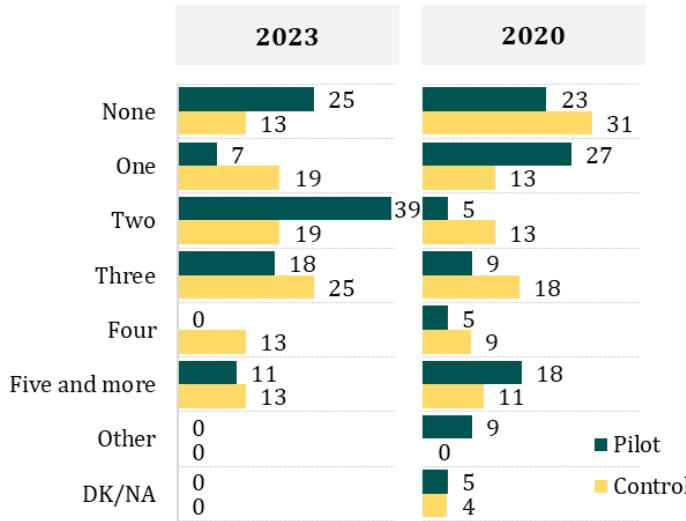
When comparing the data from the pilot group to the control group in 2023, a difference in the proportion of institutions not involved in any project is highlighted, with 12 p.p. more in the pilot group (25%) compared to the control group (13%). Regarding involvement in a single project, a rate of 7% is observed, while the control group records a proportion 12 p.p. higher, at 19%. Additionally, the pilot group has a lower proportion than the control group in participating in two and four projects, with differences of 20 p.p. and 13 p.p., respectively. Furthermore, a higher rate of institutions with three projects is recorded in the control group (25%) compared to 18% in the pilot.

In the comparative analysis between the pilot group in 2023 and that of 2020, it is observed that the proportion of institutions from the pilot group involved in a single project has decreased, dropping to 7% from 27% in 2020 (-20 p.p.). Additionally, involvement in two projects has seen an increase in 2023, reaching 39%,

compared to 5% in 2020 (+34 p.p.). Regarding participation in three projects, there is an increase in 2023, with a proportion of 18%, compared to 9% in 2020 (+9 p.p.).

In 2023, the rate of institutions from the control group that were not involved in any project recorded a reduction of 18 p.p., decreasing to 13%, compared to 31% in 2020. The proportion of institutions involved in a single project increased in 2023, reaching 19%, compared to 13% in 2020 (+6 p.p.). Regarding participation in two projects, there was an increase in 2023, with a proportion of 19%, compared to 13% in 2020 (+6 p.p.).

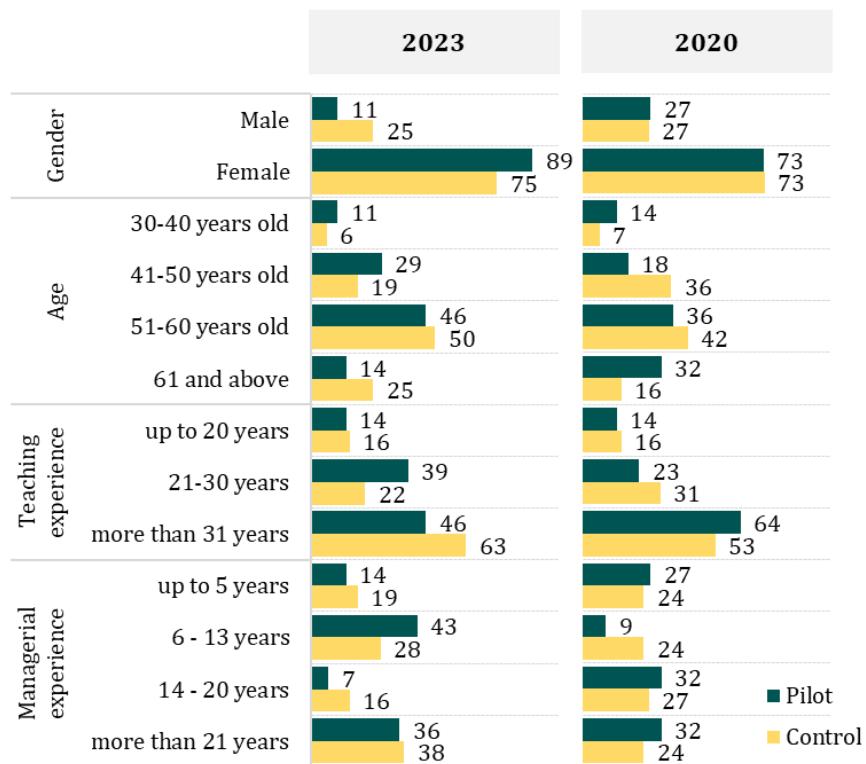
Figure 2.2.11.4. Distribution of institutions where 11th grade pupils were interviewed by the number of civic education and/or community development projects they have, %



In 2023, the pilot group presents differences regarding gender composition and the teaching and managerial experience of institution principals compared to the control group. In the pilot group, 11% of principals are male, while in the control group, the percentage reaches 25%. On the other hand, in the pilot group, the majority of principals are female (89%), compared to 75% in the control group. Regarding teaching experience, 39% of principals in the pilot group have between 21 and 30 years of experience, while in the control group, this percentage is 22%.

Comparing with the 2020 study, there is an increase among female respondents aged between 41 and 60 years.

Figure 2.2.12. Distribution of principals of institutions where 11th grade pupils were interviewed by gender, age, teaching experience, managerial experience, %



In the analysis of the 2023 data, it is noted that the majority of respondents have completed higher education, including a master's degree (75% in the pilot group and 72% in the control group). Additionally, the proportion of institution principals with a first-degree teaching qualification is 46% in the pilot group and 53% in the control group.

When comparing the data for the pilot groups between 2023 and 2020, the following differences are observed: there is an 18 percentage point decrease in the number of principals with bachelor's degrees, and the number of those with master's degrees has nearly doubled (from 41% in 2020 to 75% in 2023).

For the control groups in 2020 and 2023, differences in the level of education completed by principals are observed, with more principals in 2023 having master's degrees (+5 p.p.) compared to 2020 (67%).

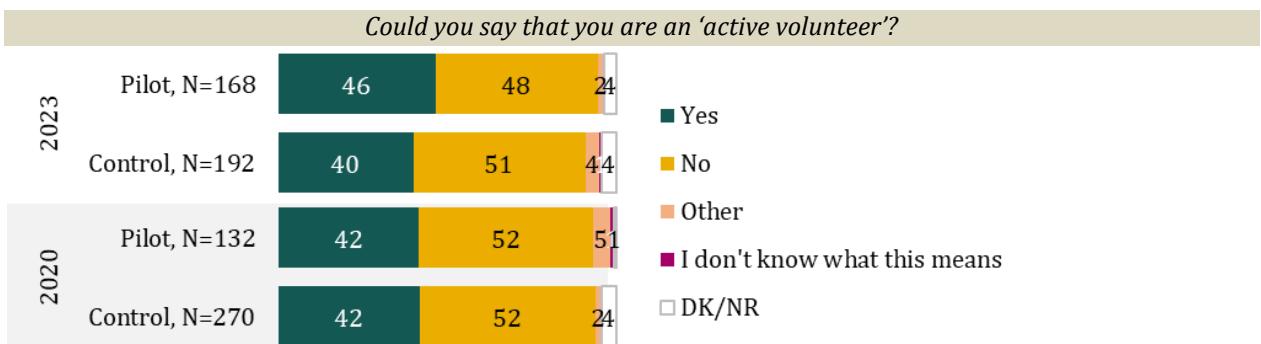
Figure 2.2.13. Distribution of principals of institutions where 11th grade pupils were interviewed by education and didactic degree level, %



2.3. Assessment of the degree to which 11th grade pupils master the competences for democratic culture.

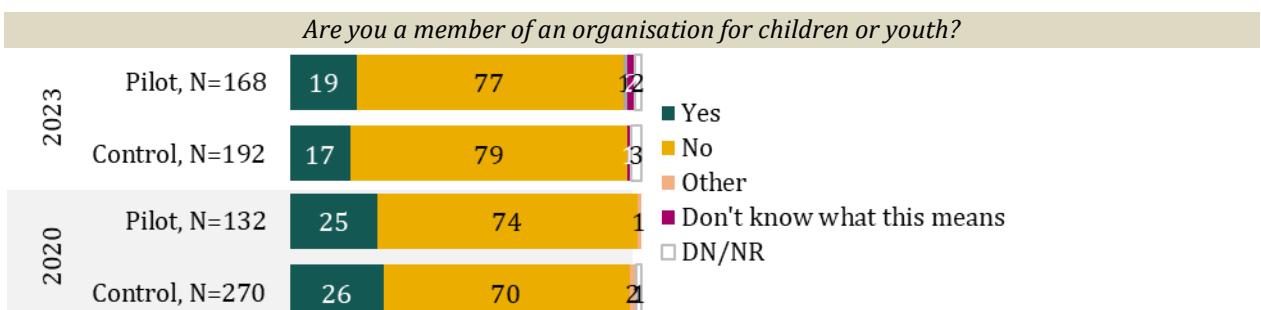
Both the interviewed pupils from the pilot group and those from the control group have mostly indicated that they do not consider themselves active volunteers (48% in the pilot group and 51% in the control group). These results are relatively similar to those from 2020 when 52% from each group did not consider themselves active volunteers.

Figure 2.3.1. Distribution of 11th grade respondents by volunteer status, %



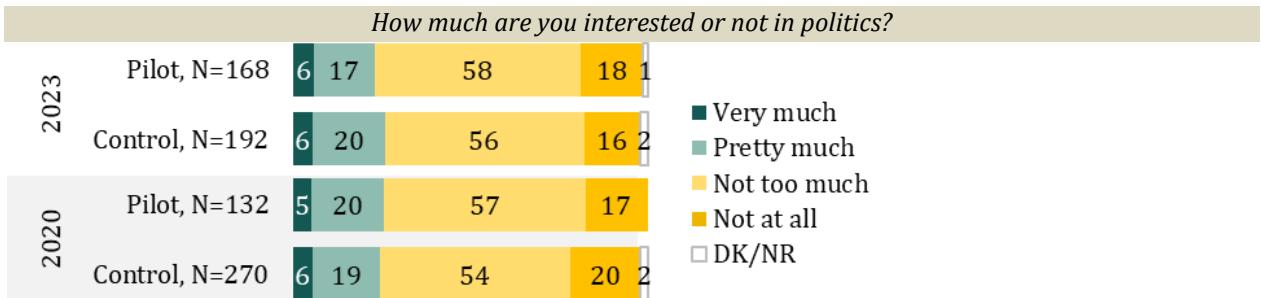
The majority of adolescents in the pilot group (77%) and the control group (79%) are not members of a youth organization. The proportion of youth organization members has decreased in 2023 for both categories of respondents.

Figure 2.3.2. Distribution of 11th grade respondents by membership in an organisation for children or youth, %



Approximately one in four adolescents interviewed from both the pilot group and the control group mentioned that they are very interested / quite interested in politics (23% and 26%, respectively). Compared to the 2020 study, the proportions remained relatively constant.

Figure 2.3.3. Distribution of 11th grade respondents according to the interest in politics, %

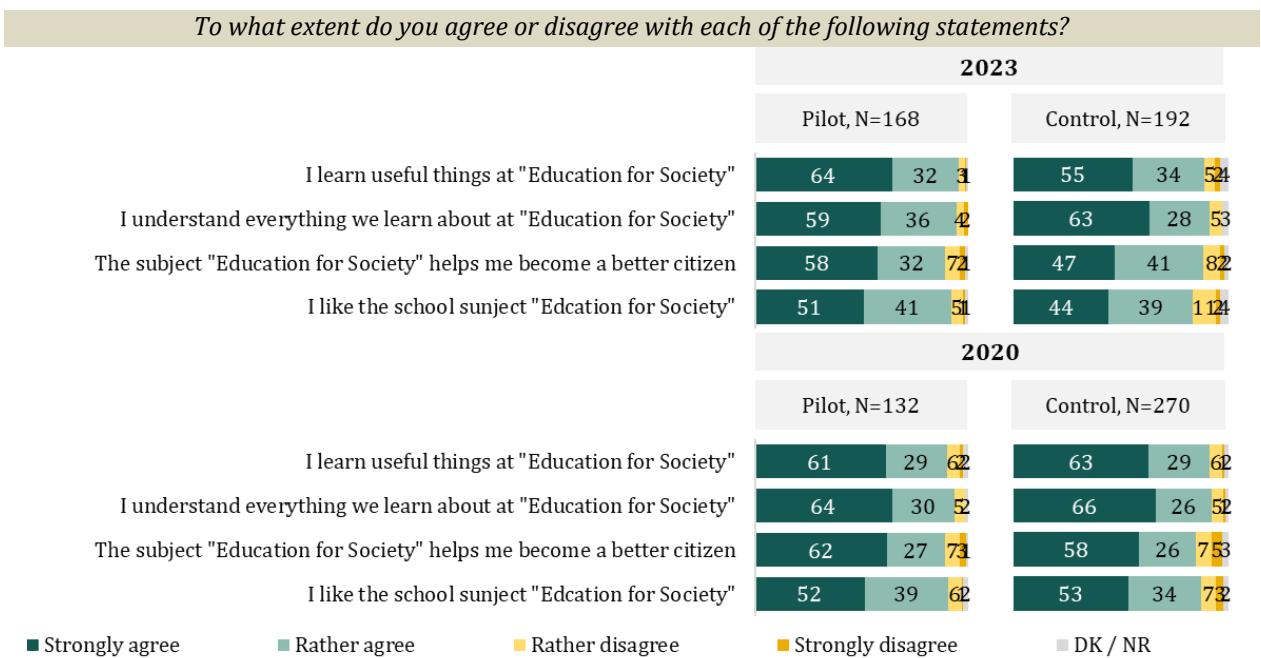


Respondents were asked to express their agreement or disagreement with a series of statements reflecting attitudes towards the subject "Education for Society".

Comparing the statement ", I learn useful things at 'Education for Society'" the pilot group highlights a higher proportion of respondents who strongly agree (64%), compared to the control group (55%). For the statement "The subject 'Education for Society' helps me become a better citizen" the difference between the number of respondents strongly agreeing is 11 percentage points, with 58% in the pilot group and 47% in the control group. Regarding the statement "I like the school subject 'Education for Society', " the pilot group records 51% strongly agree, while the control group has 44%, representing a difference of 7 p.p.

Overall, there are no major differences between the responses from 2020 compared to the current survey wave, nor are there major differences between the control and pilot groups.

Figure 2.3.4.1. Distribution of 11th grade respondents according to the attitudes towards the school subject Education for Society, %

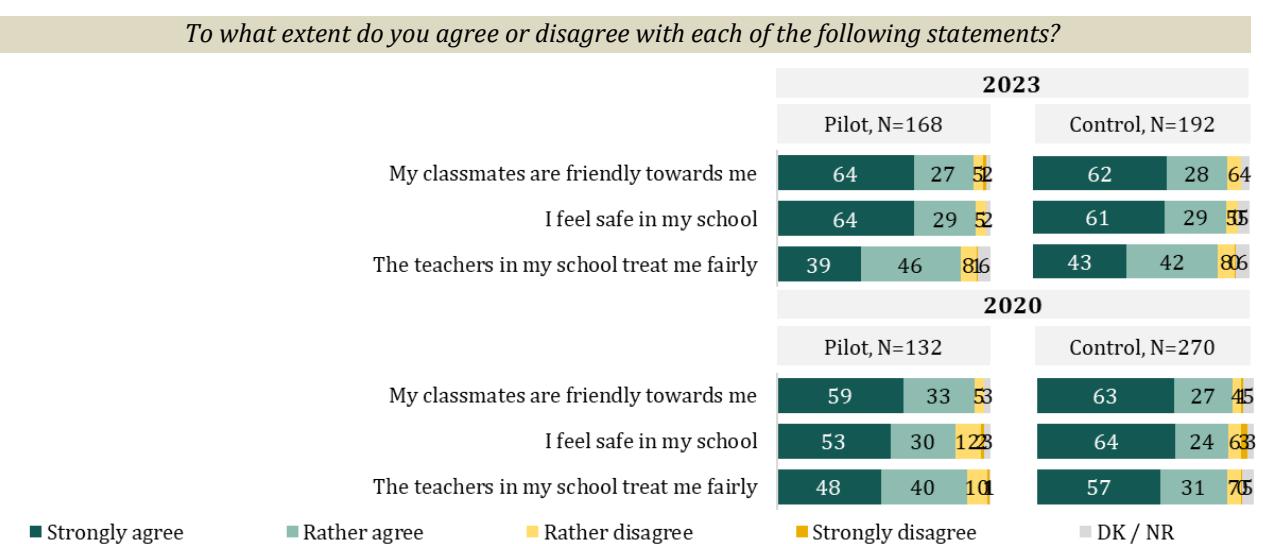


To assess the welfare in school, pupils were read a list of statements for which they expressed agreement or disagreement.

In 2023, the pilot group shows a difference compared to the control group regarding friendship relationships among classmates. Thus, 64% of respondents in the pilot group state that they have friendly relationships with their classmates, while in the control group, this percentage is 2 p.p. lower. Compared to 2020, the rate of those in the pilot group who have friendly relationships with their classmates has increased by 5 p.p.

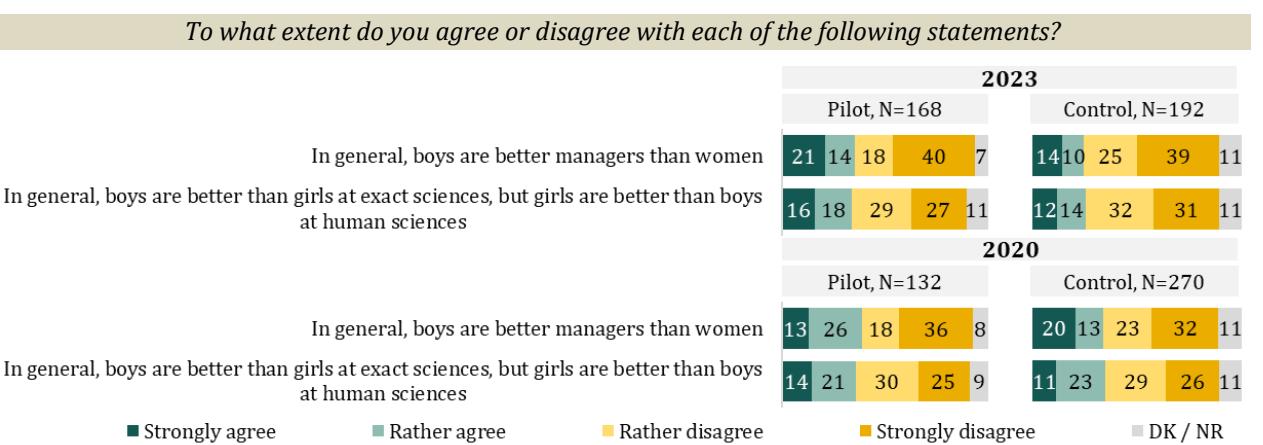
Regarding the feeling of safety, similar proportions of 64% and 61% from both groups feel safe in school. In 2023, there is an increase of 11 p.p. among pupils in the pilot group who feel safe (64%, compared to 53% in 2020).

The fairness of teachers is an aspect that was evaluated more positively by pupils in 2020 in both groups. 39% of pupils in the pilot group (-9 p.p. compared to 2020) and 43% of those in the control group believe that the teachers treat them fairly (-14 p.p.).

Figure 2.3.4.2. Distribution of 11th grade respondents according to the welfare in school, %

There are slight differences in the manifestation of gender stereotypes between the control and pilot institutions.

In 2023, 35% of pupils in the pilot group and 24% of pupils in the control group rather or strongly agreed with the statement: "In general, men are better managers than women." In 2020, this opinion was expressed by 39% of pupils in the pilot group and 33% of pupils in the control group. Thus, in 2023, the proportion of those who believe that men are better managers than women has decreased. A similar trend is observed among pupils in the control group who, in 2023, expressed to a lesser extent that boys are better than girls in exact sciences, and girls are better in human sciences (26% in 2023, compared to 34% in 2020).

Figure 2.3.4.3. Distribution of 11th grade respondents by gender stereotypes, %

The proportion of respondents who totally agree with the statement "I can make changes for the better in my village/town" is the same for both groups - 38%. Compared to the 2020 study, there has been a 4 p.p. increase in both groups in the number of those who believe they can make positive changes in their locality.

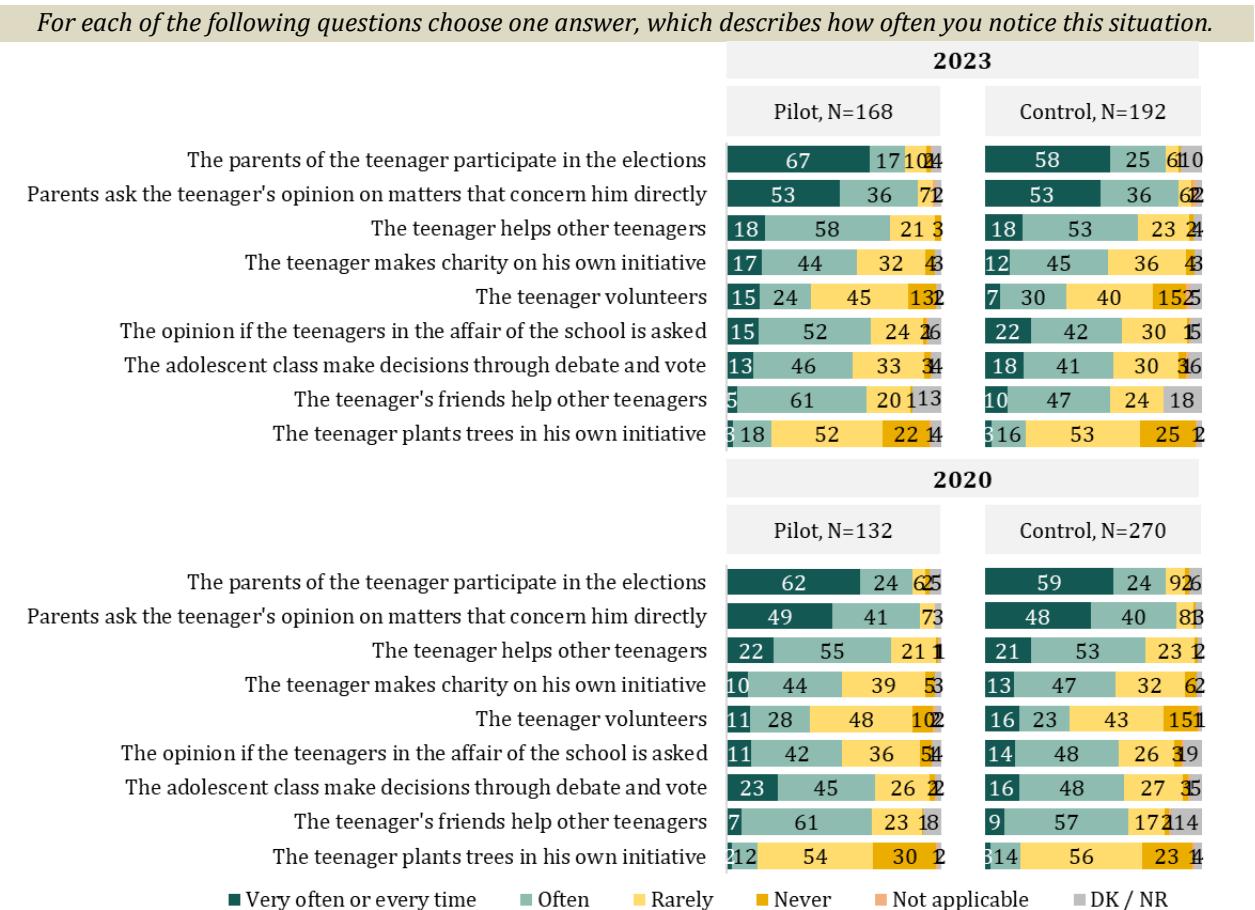
Figure 2.3.4.4. Distribution of 6th grade respondents according to the level of trust in their own ability to make changes in their village/town, %



In 2023, a higher proportion of children (both in the control group - 64% and the pilot group - 67%) stated that children's opinion on school matters is asked often or very often. This rate increased by 14 p.p. in the pilot group.

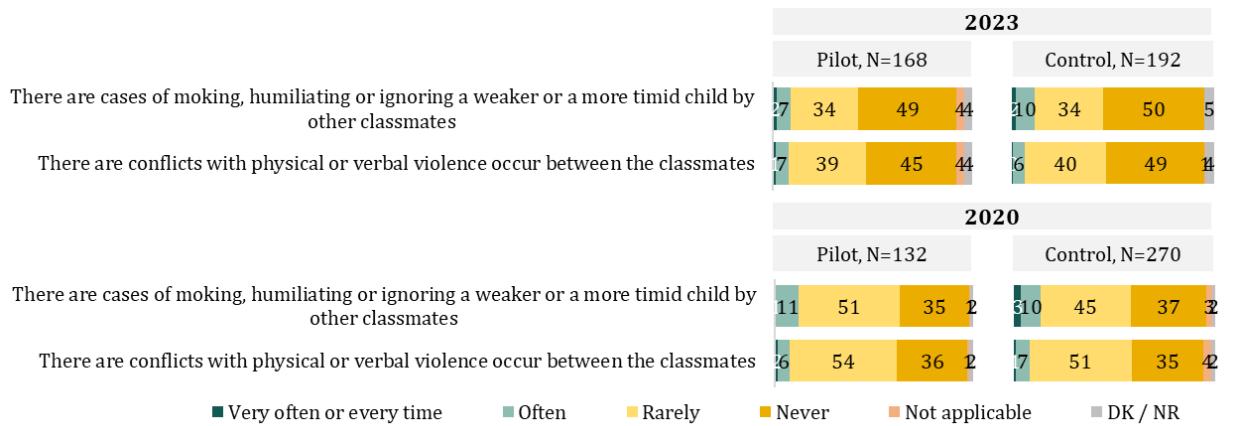
Situations of civic activism observed more often, which happen often or very often, include parents participating in elections (84% in the pilot group and 83% in the control group), asking teenagers for their opinions on issues that directly concern them (89% in the pilot group and the control group), teenagers helping other teenagers (76% in the pilot group and 71% in the control group), and voluntary charity work initiated by the teenagers themselves (61% in the pilot group and 57% in the control group).

Figure 2.3.5. Distribution of 11th grade respondents according to the frequency of civic activism situations observed by them, %



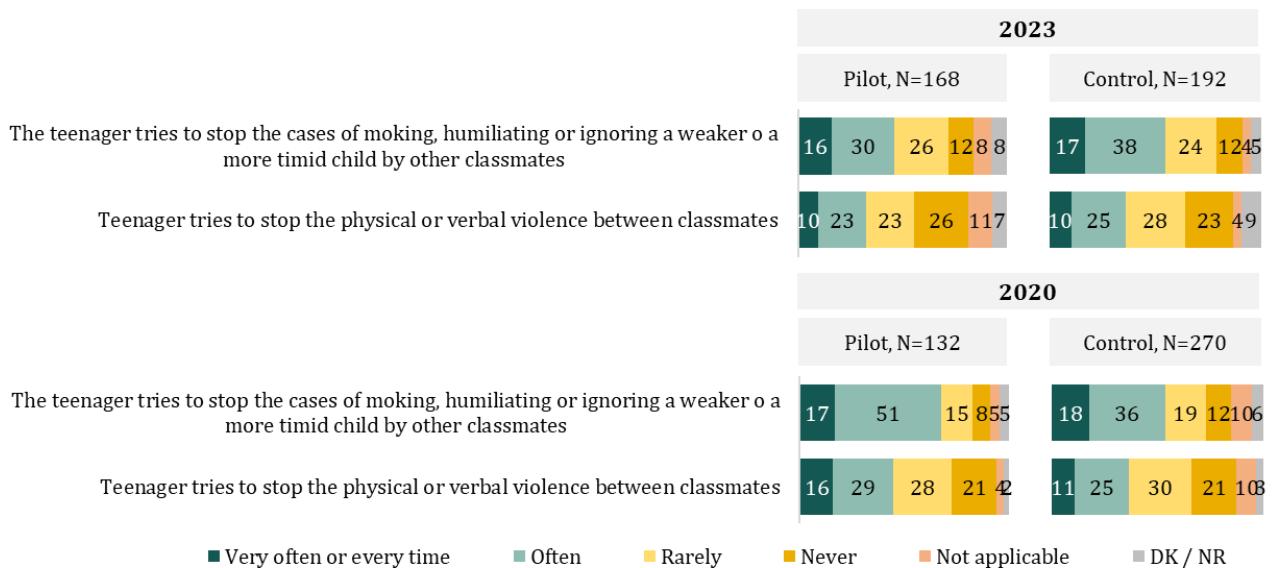
In 2023, situations of harassment or violence among children occur less often than in 2020, according to the study results. Approximately 8-9% of respondents in the pilot group, in 2023, stated that situations of conflict with physical or verbal violence between children, or cases of mocking a classmate, happen often or very often, which is 3 p.p. less than in the control institutions.

Figure 2.3.6. Distribution of 11th grade respondents according to the frequency of situations involving harassment or violence witnessed by them, %



In 2023, 33% of pupils in the pilot group and 35% of pupils in the control group stated that they often or very often try to stop cases of violence between children. At the same time, 46% of pupils in the pilot group and 55% of pupils in the control group declared that they often or very often try to stop cases of mocking, ridicule, humiliation, or ignoring of a weaker child in the class by other classmates. Compared to the 2020 study, the proportion of pupils in the pilot group trying to stop conflicts with violence and cases of mocking has decreased, while in the control group, the rates remained relatively constant.

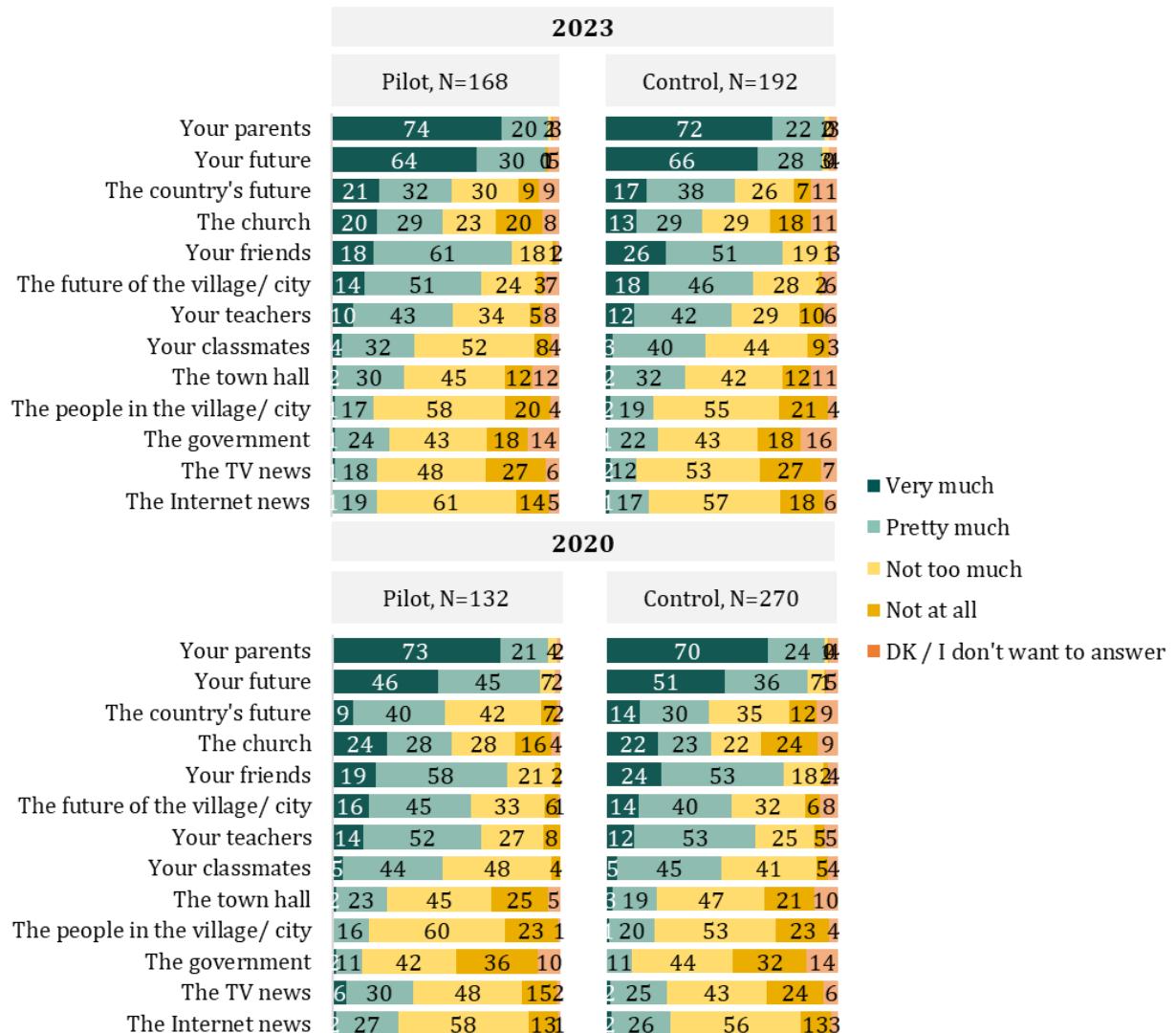
Figure 2.3.7. Distribution of 11th grade respondents according to the frequency of attempts to stop the situations of harassment or violence witnessed by them, %



In the study, the level of trust of children in the individuals they interact with, in public institutions, in news, or in the future was analyzed.

Overall, in 2023, the level of trust of adolescents in teachers, classmates, TV news, and Internet news has decreased. At the same time, the level of trust in the country's future, in the locality, in the municipality, and in the Government has increased. 72% of pupils in the pilot group, in 2023, and 72% of pupils in the control group stated that they have a lot of trust in their parents, similar to the 2020 study.

Figure 2.3.8. Distribution of 11th grade respondents according to the level of trust in institutions and categories of people, %

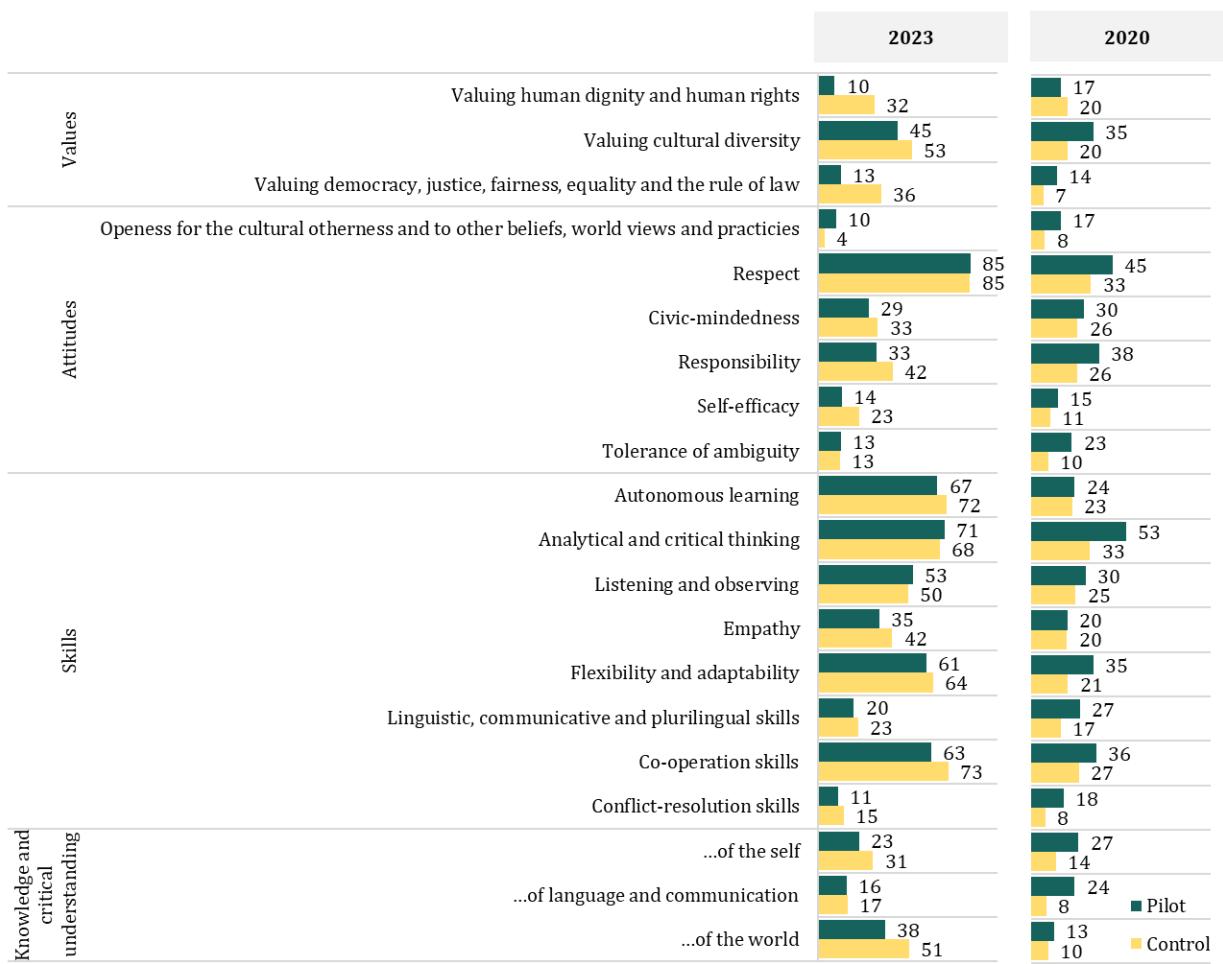


In the study conducted in 2023, all evaluated skills are demonstrated by a higher proportion of pupils, both in the pilot group and in the control group. A larger proportion of respondents from the pilot group have shown more values.

In the category of attitudes, the proportion of those who have shown respect has almost doubled: from 45% in the pilot group and 33% in the control group in 2020, to 85% in both the pilot group and the control group in 2023.

To a lesser extent, the following attitudes were demonstrated: empathy (35% in the pilot group and 42% in the control group), linguistic skills (20% and 23%, respectively), conflict resolution (11% and 15%).

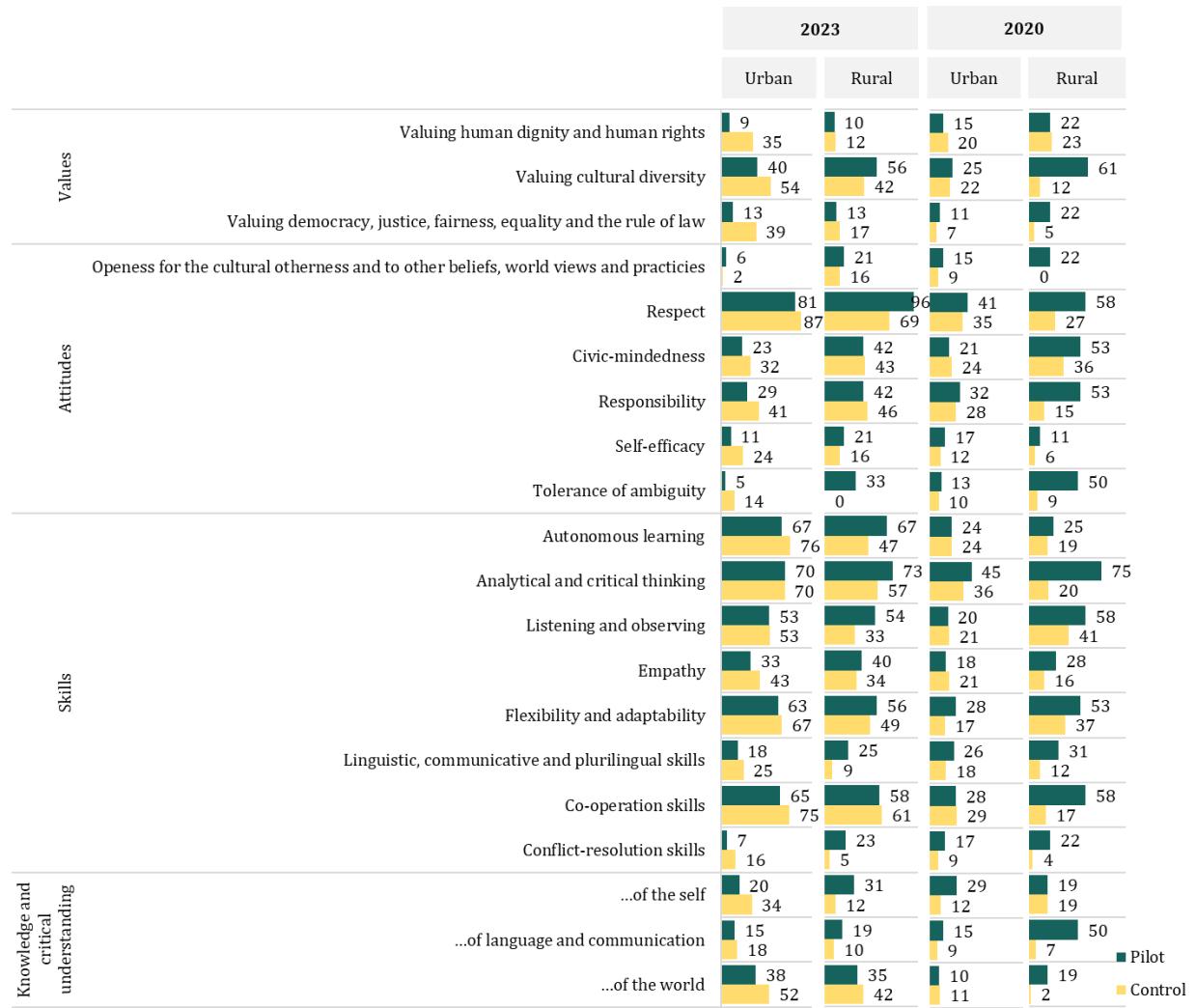
In the category of knowledge and critical understanding regarding one's own person, there is a decrease in the pilot group - from 27% in 2020 to 23% in 2023.

Figure 2.3.9.1. Extent to which 11th grade pupils mastered the competences for democratic culture, %

The level of competence manifestation in 2023 does not show considerable differences between pupils from rural areas compared to pupils from urban areas. Competencies such as valuing human dignity and human rights; civic spirit - are competencies that have been demonstrated to a greater extent by pupils from rural areas.

On the other hand, cooperation, flexibility, and adaptability are skills that have been demonstrated by a higher proportion of children from urban areas compared to rural areas.

Figure 2.3.9.2. Extent to which 11th grade pupils mastered the competences for democratic culture, by area of residence, %



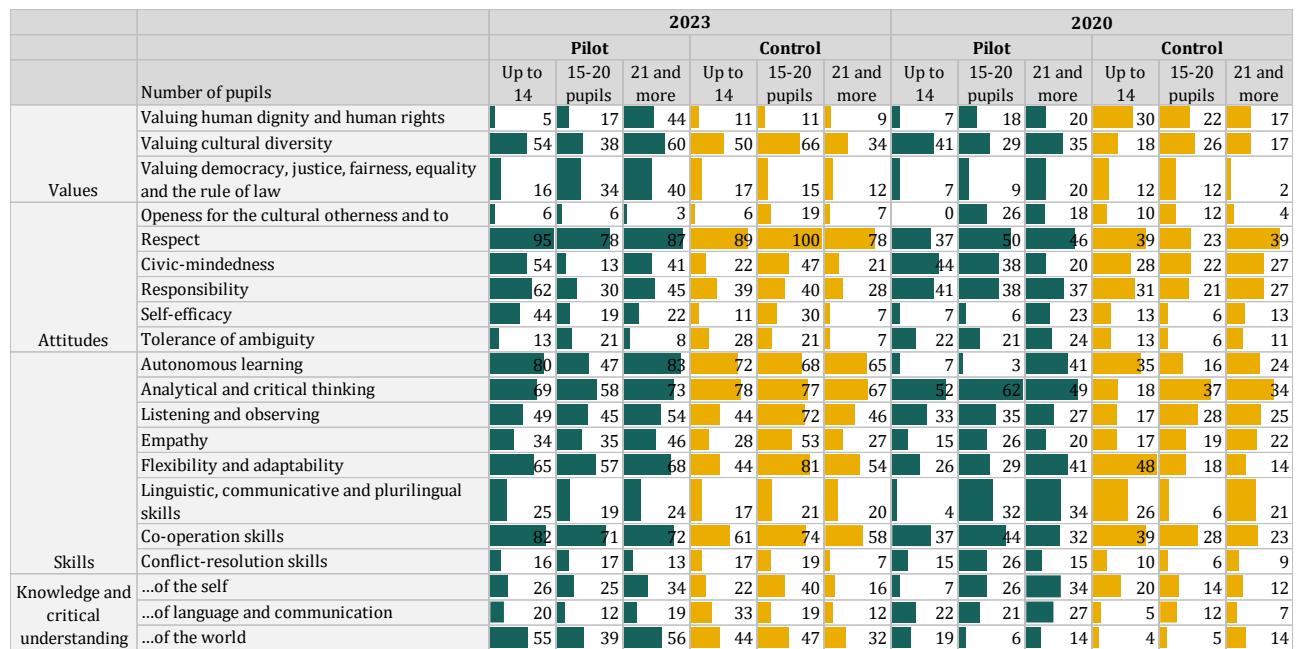
In most cases, boys in the pilot group exhibit all listed competencies to a lesser extent.

Figure 2.3.9.3. Extent to which 11th grade pupils mastered the competences for democratic culture, by gender, %



In the case of the pilot group, the mentioned values have higher weights as the number of children in the class increases. Attitudes are more expressed by pupils in classes with up to 14 children, while skills are more expressed by pupils in classes with over 21 pupils.

Figure 2.3.9.4. Extent to which 11th grade pupils mastered the competences for democratic culture, by number of pupils in class, %



CHAPTER III. DEGREE TO WHICH YOUNG PEOPLE FROM COMMUNITIES MASTER THE COMPETENCES FOR DEMOCRATIC CULTURE

This chapter offers data collected among young people from communities, i.e. individuals aged 15-24 years, including from the same communities that were chosen randomly to interview the pupils from schools. These young people were interviewed outside the schools (at their home or in the street), and included individuals who either completed their studies or study in institutions other than those included in the sample.

3.1. Socio-demographic data about the young people from communities

The proportion of young people from communities is 52% female and 48% male. 17% of respondents are aged 15-16, 40% are aged 17-19, and 43% are aged 20-24. The majority of respondents are single (81%), while 16% are married or cohabiting. At the same time, 11% of respondents state that they have at least one child.

The question about respondents' occupation was the only question in the demographic section that allowed for multiple responses. About one-third of the respondents mentioned that they are currently studying (32%). 23% of respondents stated that they are full-time employees, 8% are unemployed and not looking for a job, and 15% are working occasionally (or are freelancers).

Respondents were asked to select from a list of statements the option that best describes their income in the last three months. 33% of respondents said that they did not have any income in the last 3 months, 34% said their income does not cover all their needs, 21% said it covers all their needs but they are unable to save money, and 9% said their income covers all their needs and they are able to save money.

Figure 3.1.1. Socio-demographic characteristic of respondents from the category of young people from communities, N=461, %

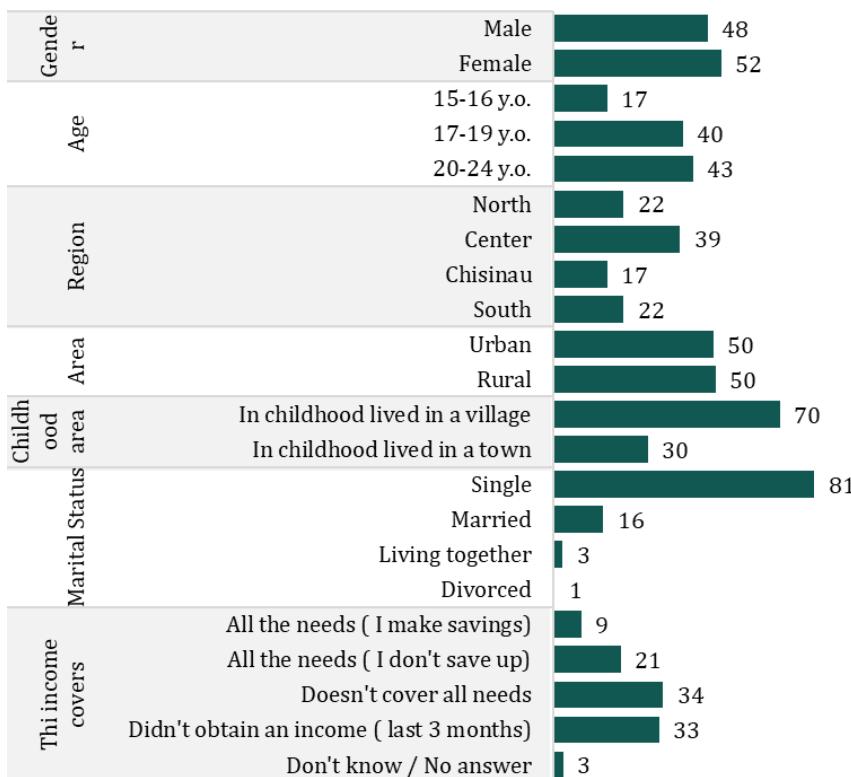
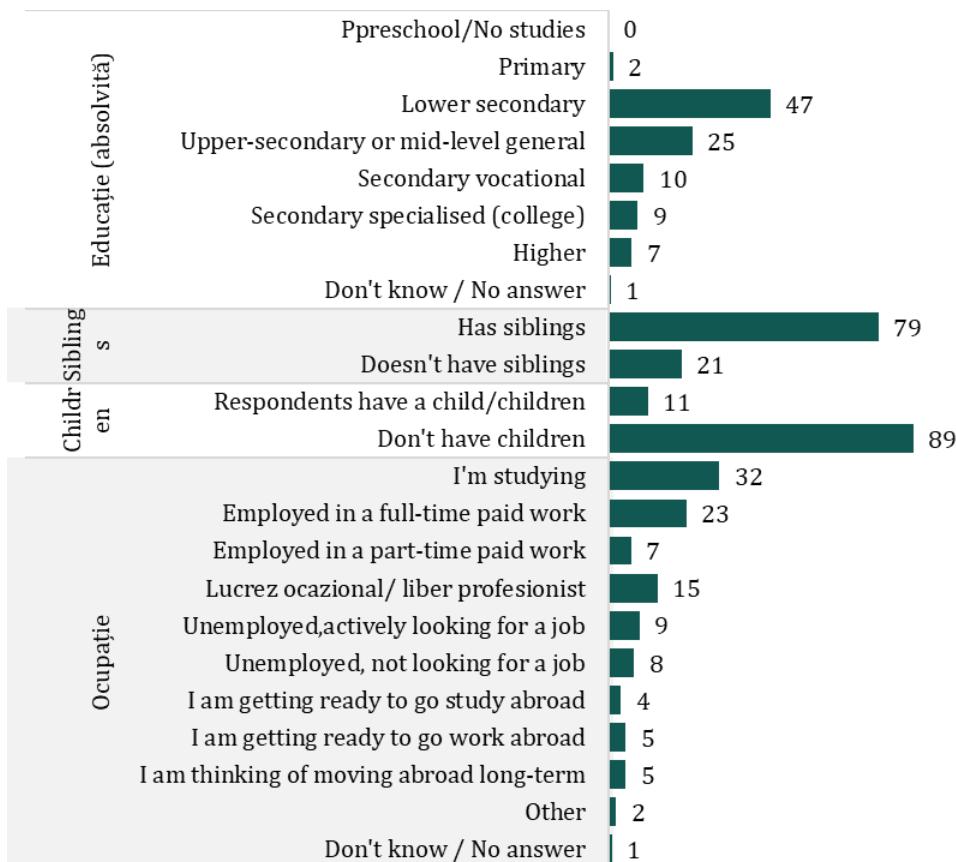


Figure 3.1.2. Socio-demographic characteristic of respondents from the category of young people from communities, continued, N=461, %

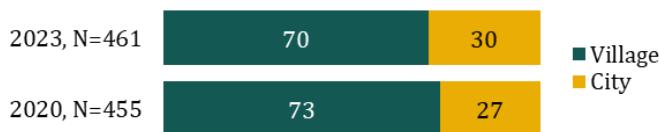


3.2. Particularities of the learning and socialising environments of the young people from communities

Even though approximately 50% of interviews were conducted in urban areas, 70% of respondents mentioned that they spent their childhood in rural areas. The analysis of the 2020 study indicates a similar situation, with 73% of participants stating that they lived a significant part of their childhood in the village, even though 51% of interviews were conducted in rural areas in 2020.

Thus, there is an almost identical prevalence of individuals who spent their childhood in rural areas in both studies, even though the total distribution of interviews is equal between rural and urban areas.

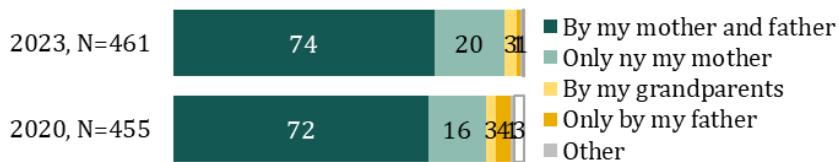
Figure 3.2.1. Distribution of respondents from the category of young people from communities by the area where they spent most of their childhood, %



The majority of respondents indicate that they were raised by both parents, by both mother and father (74%). At the same time, 20% of the interviewed young people mentioned that they were raised exclusively by their mother, 4% by grandparents, and 1% solely by their father.

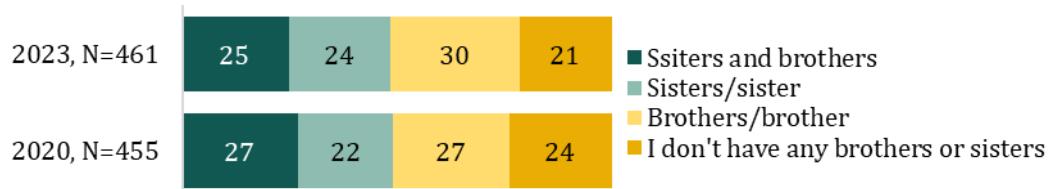
In comparison to 2020, there is a 2 p.p. increase in 2023 among the young people included in the study who were raised by both parents (mother and father), and a 3 p.p. decrease in the case of young people who stated that they were raised only by their father.

Figure 3.2.2. Distribution of respondents from the category of young people from communities by the individuals they were raised by, %



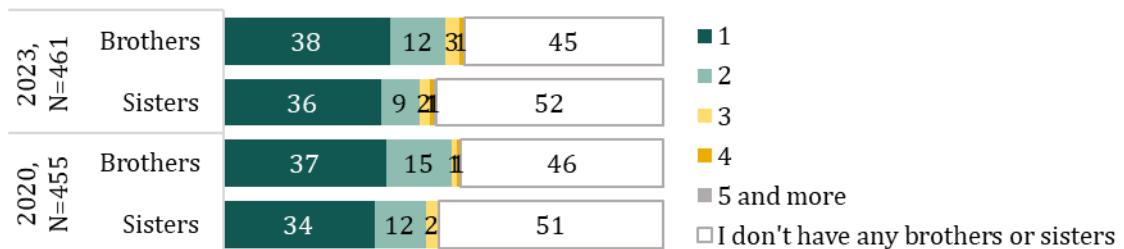
Currently, the interviewed young people show an almost equal distribution regarding the presence of siblings in the family, with 25% having both sisters and brothers, 30% having only sisters, 24% having only brothers, and 21% having neither sisters nor brothers. This distribution remains almost unchanged compared to the situation in 2020 when 27% had both sisters and brothers (a decrease of 2 p.p. in 2023 compared to 2020), 22% had only sisters (an increase of 2 p.p.), and 27% had only brothers (an increase of 3 p.p.).

Figure 3.2.3a. Distribution of respondents from the category of young people from communities by the presence of siblings, %



38% of the young people who participated in the study have a brother (which represents +1 p.p. compared to 2020), and 36% have a sister (+2 p.p. compared to 2020). 12% have 2 brothers (the same as in 2020), and 9% have two sisters (-3 p.p.).

Figure 3.2.3b. Distribution of respondents from the category of young people from communities by the number of siblings they have, %

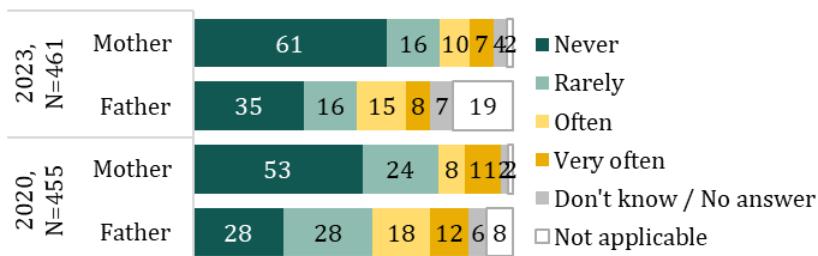


In 2023, the situation regarding the absence of parents in the childhood of young people from the locality is reflected as follows: 17% of the respondents indicated that their mother was often or very often absent, while 61% mentioned that their mother never left for a period of 3 months. Regarding the father, 23% of the respondents stated that he was often or very often absent, while 35% declared that the father never left for a period of 3 months.

Comparing these data with the situation in 2020, where 19% of young people mentioned that the mother was often or very often absent and 30% mentioned the same for the father, we observe that in 2023 there was a slight reduction of 2 p.p. for the mother and a decrease of 7 p.p. for the father. Additionally, there is an increase of 8 p.p. among participants who stated that their mother never left for a period of 3 months, and a 7 p.p. increase for the father.

Figure 3.2.4. Distribution of respondents from the category of young people from communities according to the parents' absence during their childhood, %

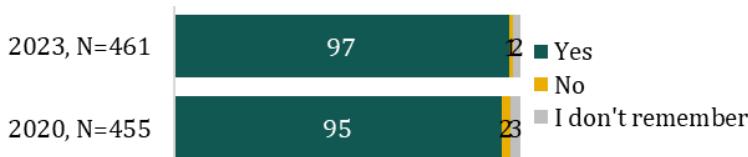
How often, during your childhood, were your parents away from home for at least 3 months (e.g. to work abroad, to work in another community, to study, etc.)?



In the 2023 study, 97% of respondents stated that they studied "Education for Society" while they were in school. This represents a slight increase of 2 p.p. compared to the situation in 2020 when 95% of participants mentioned that they had studies in "Civic Education".

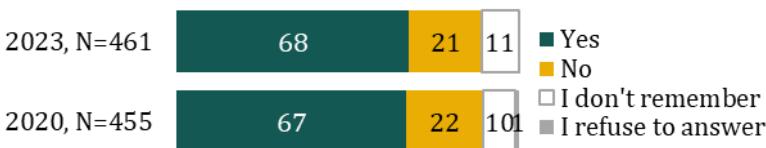
Figure 3.2.5. Distribution of respondents from the category of young people from communities by whether they studied or not Education for Society when they were in school, %

Did you study Civic Education (could have been called Education for Society) when you were in school?



21% of the young people included in the study mentioned that they have never participated in voting to elect their class representative in the Pupil Council of the school, a proportion that has remained relatively constant since 2020.

Figure 3.2.6. Distribution of respondents from the category of young people from communities by whether they voted or not, while in school, for their class representative in the Pupil Council of the school, %



In the current study, approximately one in five young people in the community stated that they spent 5 hours or more per day playing games on a computer and/or phone in the last month (20%). Over a third declared that they did not spend any time at all on this activity – 37%.

The proportion of individuals who stated in 2020 that they spend more than 5 hours playing on their phone/computer was 13% (a 7 p.p. increase in 2023 compared to 2020), while the rate of those who spent one hour was 22% (a 7 p.p. decrease), and none – 25% (a 12 p.p. increase).

Figure 3.2.7. Distribution of respondents from the category of young people from communities by the number of hours spent playing computer and/or mobile games, %

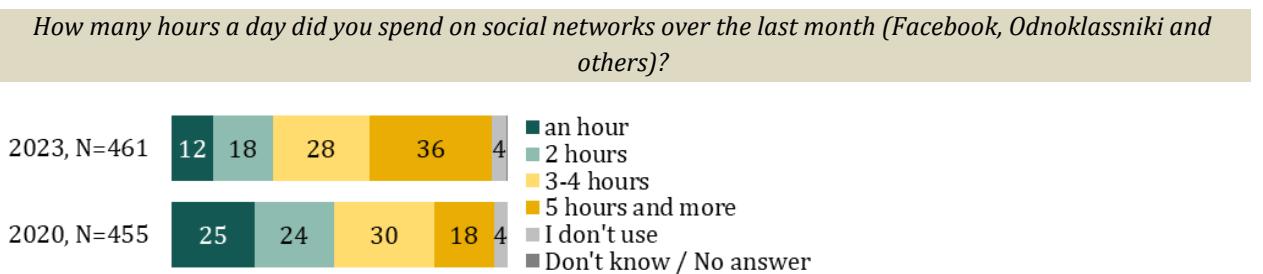
How many hours a day did you spend playing computer and/or mobile games over the last month?



Speaking of time spent on social media, 4% of respondents stated that they did not spend any time on social media platforms in the last month, while 36% mentioned that they dedicated 5 hours or more per day to these platforms.

There is an increase of 18 p.p. (a doubling increase) in the proportion of participants who spent more than 5 hours per day on social media, compared to 2020. At the same time, 13 p.p. fewer respondents declared that they spend one hour on social media in 2023.

Figure 3.2.8. Distribution of respondents from the category of young people from communities by the number of hours spent on social networks, %



Regarding television viewing, over half of the young people stated that they did not watch TV at all (58%), while 13% dedicated more than 3 hours daily to this activity, and 19% spent one hour or less per day in front of the TV.

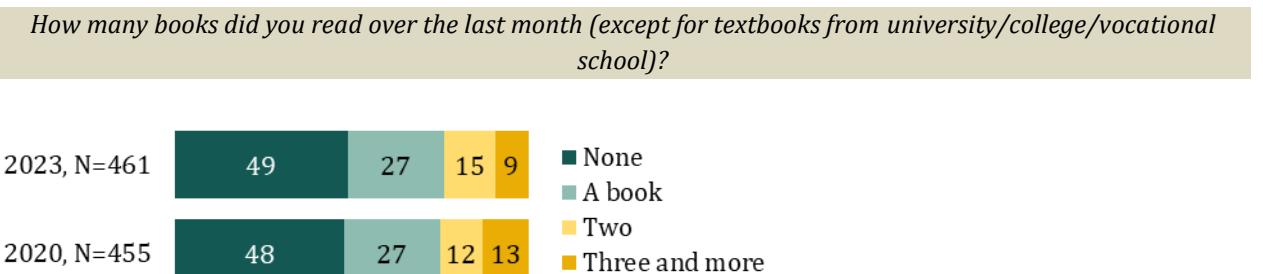
The trend in this regard shows an increase in 2023 of 26 p.p. among interviewed young people who did not watch TV at all in the last month, a decrease of 7 p.p. among those who spent more than 3 hours per day, and a decrease of 9 p.p. among those who spent one hour per day watching TV.

Figure 3.2.9. Distribution of respondents from the category of young people from communities by the number of hours spent watching TV, %



49% of the study participants stated that they had not read any books (except for textbooks). Approximately one in four people (27%) mentioned that they had read one book in the last month, while 15% had read two books, and 9% had read three books or more. This distribution is similar to that of 2020.

Figure 3.2.10. Distribution of respondents from the category of young people from communities by the number of books read, %



3.3. Assessment of the degree to which young people from communities master the competences for democratic culture

In the survey, respondents were invited to express their agreement or disagreement with a series of statements. In the context of evaluating the "Civic Education" discipline, young people showed increased agreement with the presented statements. Thus, 83% of respondents indicated that they liked the "Education for Society" discipline, recording an increase of 6 p.p. compared to 2020. Additionally, 76% stated that they understood everything they learned in this discipline, with a slight decrease of 2 p.p. compared to 2020. Moreover, 73% mentioned that the "Education for Society" discipline helped them become better citizens, showing an increase of 4 p.p.

Regarding the well-being in school, young people from the community categories generally expressed agreement with the analyzed statements. Thus, 83% indicated that they felt safe at school, reflecting an increase of 4 p.p. compared to the 2020 study. However, the percentage of those who considered their classmates to be friendly experienced a slight decrease of 4 p.p., reaching 81%. Additionally, 77% mentioned that the teachers were fair to them, indicating an increase of 1 p.p.

Figure 3.3.1.1. Distribution of respondents from the category of young people from communities by their attitudes towards the school subject Civic Education (Education for Society), %

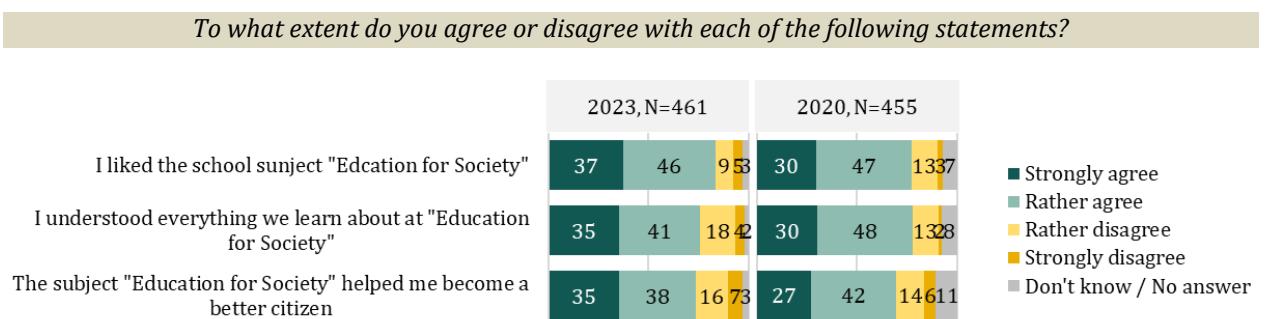
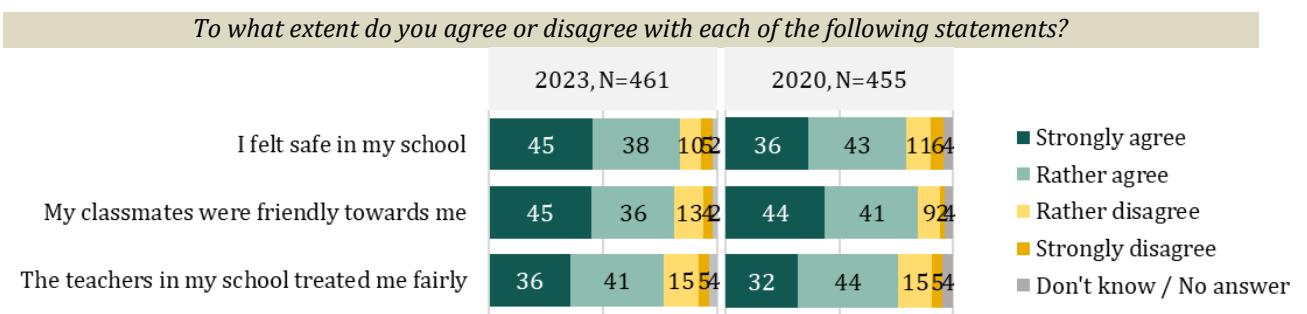


Figure 3.3.1.2. Distribution of respondents from the category of young people from communities by their welfare in school, %



In the survey, respondents were asked about the frequency of various events or activities during their time as pupils. Young people from the community reported greater involvement in certain activism activities, expressing a higher frequency (very often or often) of these events.

Specifically, 77% of respondents mentioned that parents frequently participated in local or parliamentary elections, indicating an increase of 5 p.p. compared to the situation in 2020. Additionally, 67% stated that they frequently helped other pupils, showing an increase of 4 p.p. from the previous year. Furthermore, 66% of young people included in the current study indicated that their parents frequently asked for their opinion on issues that directly concerned them, recording an increase of 9 p.p. compared to the previous study. Regarding decision-making through debate and voting within the class, 63% stated that this happened frequently, with an increase of 8 p.p. compared to 2020.

Regarding civic activism activities mentioned by the young people included in the study as occurring less frequently, volunteering and tree planting initiatives were considered rare or non-existent by approximately half of the respondents (49%). However, there is a slight decrease among those who claim to volunteer rarely or never, with a reduction of 8 p.p. compared to 2020, and in the case of tree planting initiatives, this decrease is 4 p.p.

Speaking of cases of physical or verbal violence among young people in class, 66% of participants consider them rare or non-existent, reflecting a decrease of 3 p.p. compared to the situation in 2020. Additionally, situations of mocking, ridicule, humiliation, or ignoring a weaker or shy young person are mentioned by 68% of respondents as being rare or non-existent, with a slight decrease of 1 p.p. compared to 2020.

Figure 3.3.2.1. Distribution of respondents from the category of young people from communities by frequency of civic activism situations they noticed when in school, %

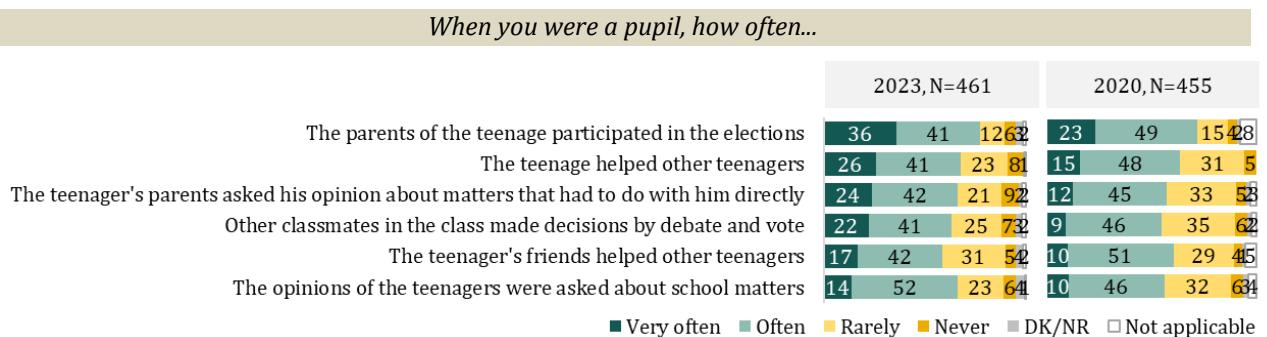


Figure 3.3.2.2. Distribution of respondents from the category of young people from communities by frequency of civic activism actions they took when in school, %

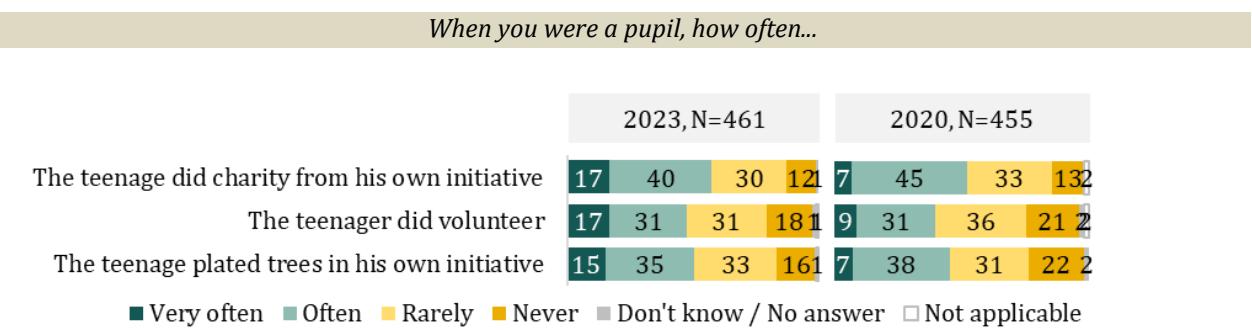
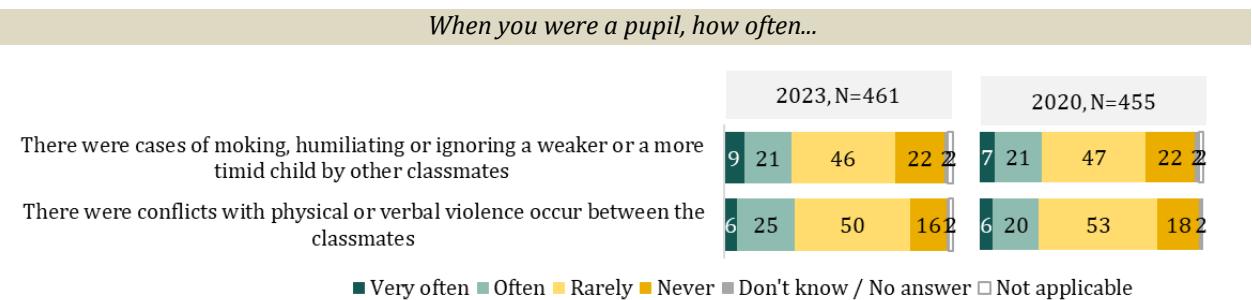
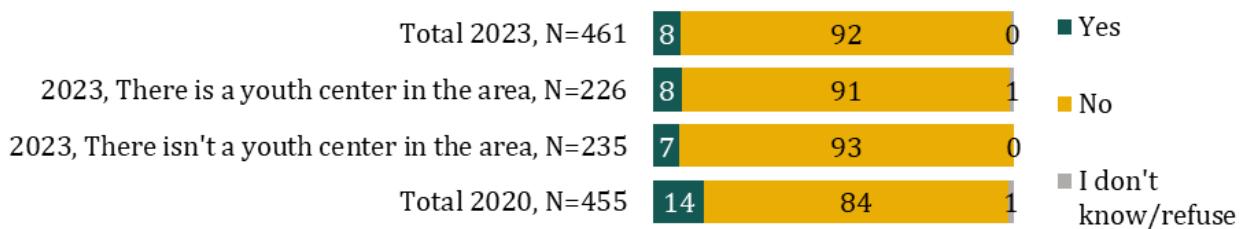


Figure 3.3.2.3. Distribution of respondents from the category of young people from communities by frequency of harassment or violence they noticed when in school, %



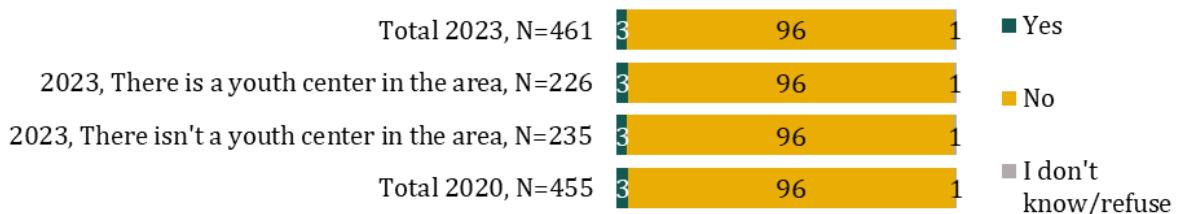
The proportion of respondents who confirmed that they are currently members of a volunteer organization is 8%, which is 6 p.p. less than in 2020.

Figure 3.3.3. Distribution of respondents from the category of young people from communities by their membership to a volunteer organisation, %



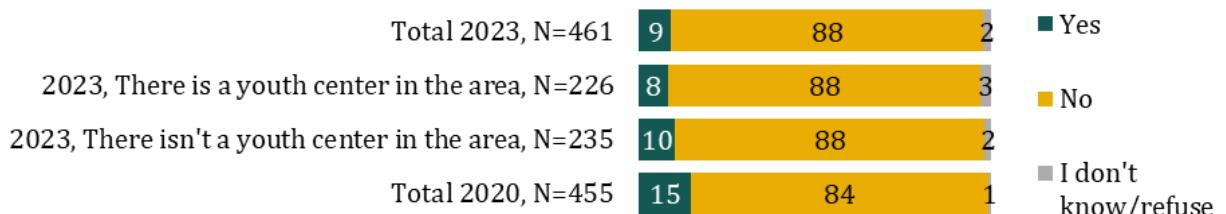
The majority of respondents (96%) stated that they are not members of a political party, a proportion that has remained constant since 2020.

Figure 3.3.4. Distribution of respondents from the category of young people from communities by their membership to a political party, %



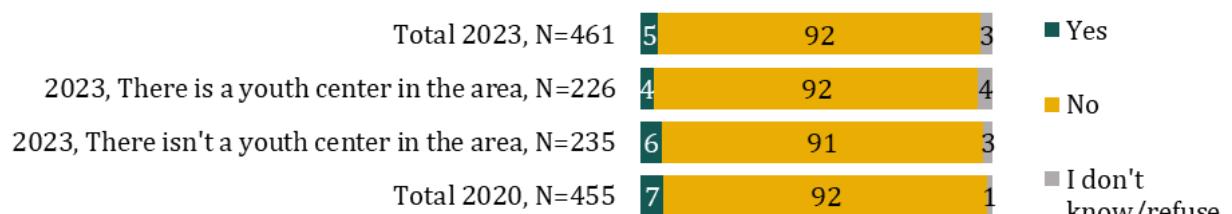
About one in ten young people state that they are members of a youth organization (9%), a proportion that is 6 p.p. lower than in 2020.

Figure 3.3.5. Distribution of respondents from the category of young people from communities by membership to an organisation for youth, %



The proportion of respondents who mentioned that they are members of a civic association (non-governmental organizations) is 5%.

Figure 3.3.6. Distribution of respondents from the category of young people from communities by membership to a non-governmental organisation, %



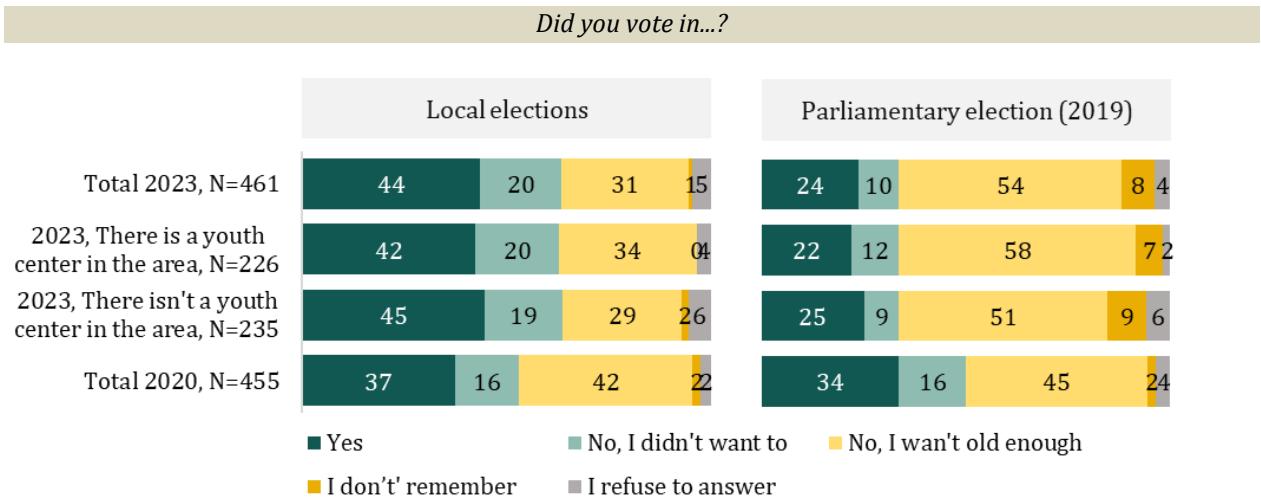
In the study, young people from the community were asked about their participation in the latest local or parliamentary elections. Out of all the respondents, 51% did not participate in the local elections on November 5 or 19, 2023. Among them, 31% indicated that they were not of voting age at that time, while 20% mentioned that they did not want to participate. In the case of the parliamentary elections in July 2021, 64% of the respondents did not vote, with 54% stating they were not of voting age and 10% not willing to vote. The

proportion of those who said they participated in the elections is 44% for local elections and 24% for parliamentary ones.

Comparing with the 2020 study, in the local elections in October or November 2019, 58% of young people did not vote, of which 42% were not of voting age and 16% did not want to participate. In the parliamentary elections in February 2019, 61% of participants did not vote, with 45% because they were not of voting age and 16% due to lack of desire. The proportion of those who stated they participated in the vote was 37% for the local elections in 2019 and 34% for the parliamentary ones in the same year.

Therefore, compared to the 2020 study, there is an increase in young people's participation in local elections by 7 p.p. and a decrease in parliamentary elections by 10 p.p.

Figure 3.3.7. Distribution of respondents from the category of young people from communities by participation in voting, %



Respondents are aware that the following organizations operate in their locality or neighbouring ones or in the district center: youth center - 46% (+6 p.p. compared to 2020), volunteer organizations - 46% (+5 p.p. compared to 2020), charitable organizations - 39 (-6 p.p.), local council of children and youth - 34% (-2 p.p.), branches of political parties - 32% (-8 p.p.), youth-friendly health center - 30% (- 9 p.p.), and community associations - 27% (+2 p.p.).

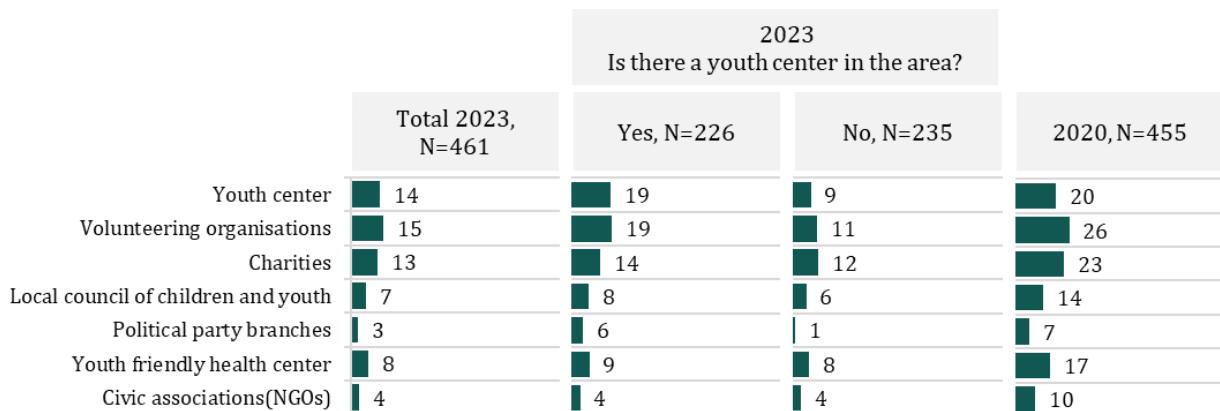
At the same time, respondents were asked if they had participated at least once in the activities of these organizations. Most often, young people in the community mentioned participation (or visiting) in volunteer organizations (15%, a decrease of 11 p.p. compared to 2020), youth centers (14%, a decrease of 6 p.p.), and charitable organizations (13%, - 10 p.p.).

Figure 3.3.8. Distribution of respondents from the category of young people from communities by being or not being informed about the organisations that work in their communities, neighbouring communities, or in the district centers, %



Figure 3.3.9. Distribution of respondents from the category of young people from communities by interaction with the organisations that work in their communities, neighbouring communities, or in the district centres, %

Did you visit or did you participate in the activities of the organisations that work in your community, neighbouring communities, or in the district center at least once over the last 12 months?



Young people from the community indicated that the following activities have been organized in the last 12 months: meetings with politicians or electoral candidates (49%, an increase of 3 p.p. compared to 2020), public gatherings (49%, an increase of 2 p.p. compared to 2020), ecological work involving local people (49%, a decrease of 9 p.p.), charity events for needy people in the locality (42%, a decrease of 7 p.p.), open sessions of the local council (38%, an increase of 6 p.p.), meetings with representatives of the youth center (32%, an increase of 1 p.p.), or other community work (8%, a decrease of 1 p.p.).

Most often mentioned was participation in ecological work (21%, a decrease of 20 p.p. compared to 2020) and charity events for needy people in the locality (16%, a decrease of 14 p.p.).

Figure 3.3.10. Distribution of respondents from the category of young people from communities by the activities that were organised in their communities, %

Which of the following activities were held at least once in your community over the last 12 months?

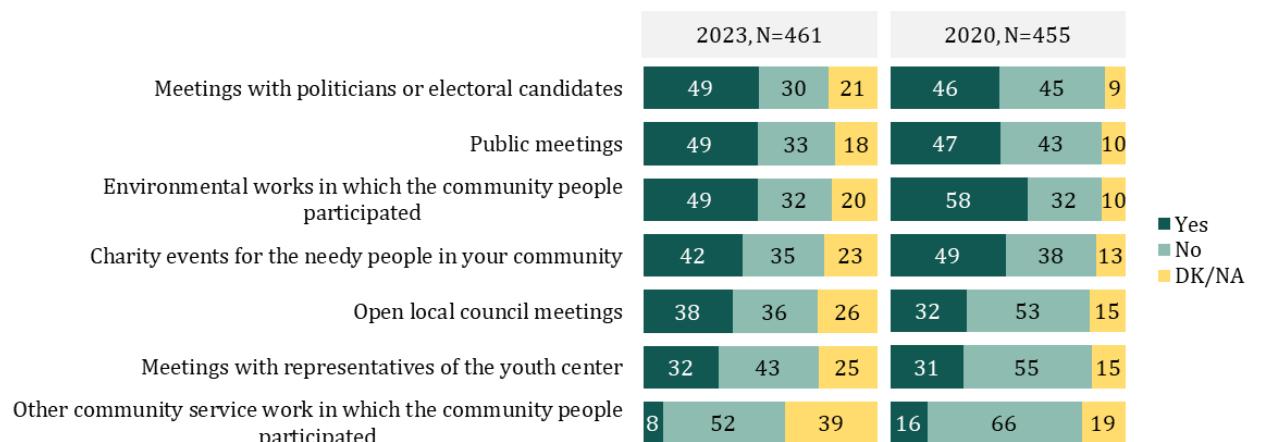
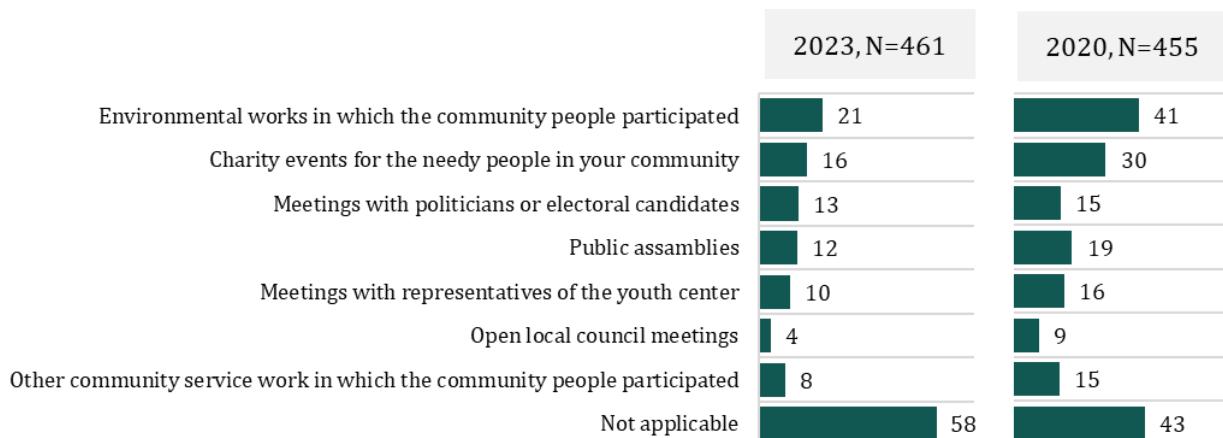


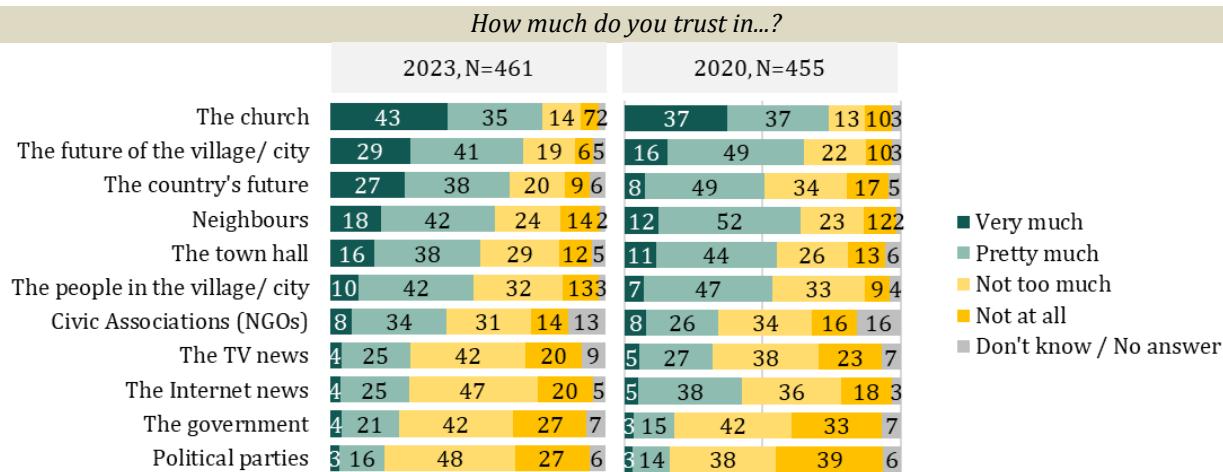
Figure 3.3.11. Distribution of respondents from the category of young people from communities by their participation in the activities that were organised in their communities, %

Did you participate at least once in the activities that were organised in your community?



The young people who participated in the study were asked to evaluate their level of trust in certain institutions and categories of people. The majority of young people in the community indicated that they have trust (full or rather have trust) in: the church (78%, +4 p.p. compared to 2020), the future of their locality (70%, -5 p.p.), the future of the Republic of Moldova (65%, +8 p.p.), and neighbors (60%, -4 p.p.). From the list presented for evaluation, the lowest level of trust was mentioned towards political parties (19% - have trust, +2 p.p.), the Government (25%, +7 p.p.), and news from the Internet and television, each having 32% (-11 p.p. in the case of online news, stable in the case of TV news).

Figure 3.3.12. Distribution of respondents from the category of young people from communities by level of trust in certain institutions and categories of people, %



The majority of respondents consider the following statements to be accurate: young people should participate in elections, even if they don't trust politicians much - 84% (an increase of 13 p.p.), young people should do more for their future in Moldova, even if the government doesn't help them much - 79% (an increase of 3 p.p.), and women should devote more time to family and children than men (39%, a decrease of 25 p.p.).

To a lesser extent, but still with some agreement, respondents were in favor (totally or rather in favor) of the following statements: it is acceptable not to pay taxes if they are too high and many people don't pay them - 22% (same as in 2020), it is acceptable to pay for a better grade at university if everyone else bribes - 22% (-19 p.p. compared to 2020), and in certain situations, it is acceptable to hit someone - 12% (-4 p.p.).

Overall, there seems to be a decrease in agreement with statements related to bribery, violence against others, and the belief that women should devote more time to family and children than men. However, there is also noted an increase in agreement among the interviewed young people in the current study compared to the one conducted in 2020 for the statements about young people should participate in elections and that young people should do more for their future in Moldova.

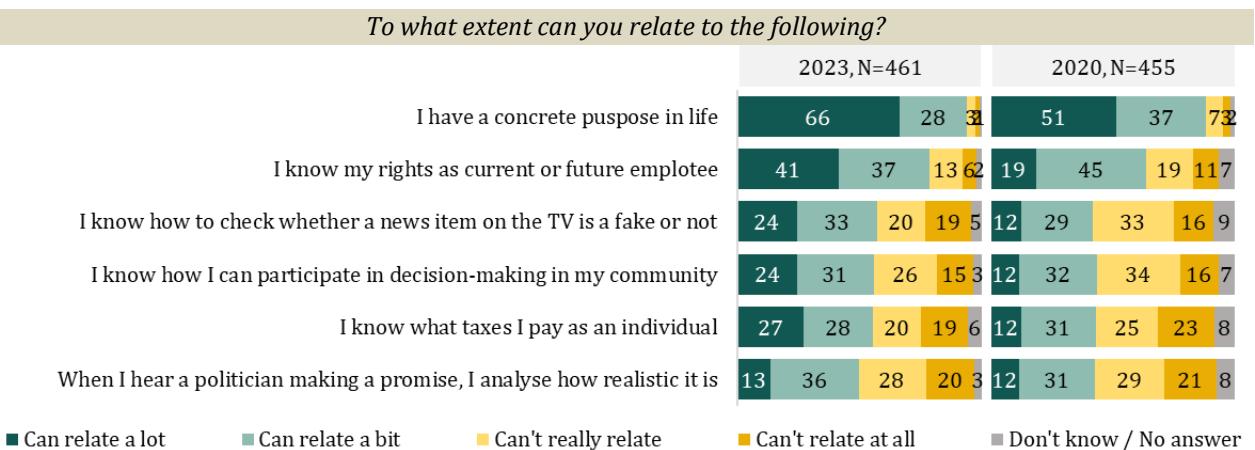
Figure 3.3.13. Distribution of respondents from the category of young people from communities by their opinions on certain social phenomena, %



Respondents were asked to indicate to what extent the following statements represent them. Young people in the community indicated to a greater extent that the following statements represent them: I have a concrete purpose in life (94%, +6 p.p. compared to 2020) and I know my rights as a current or future employee (78%, +14 p.p.). Respondents indicated that the other statements represent them to a lesser extent compared to those mentioned above. Among these were: I know what taxes I pay as an individual (55% - very much represent me and represent me to some extent, +12 p.p. compared to 2020) and when I hear a promise made by a politician, I analyze how realistic it is (49%, +16 p.p.).

Regarding the evolution between the two studies, an increase in the level of self-identification can be observed with the following characteristics.

Figure 3.3.14. Distribution of respondents from the category of young people from communities by the characteristics they can relate to, %

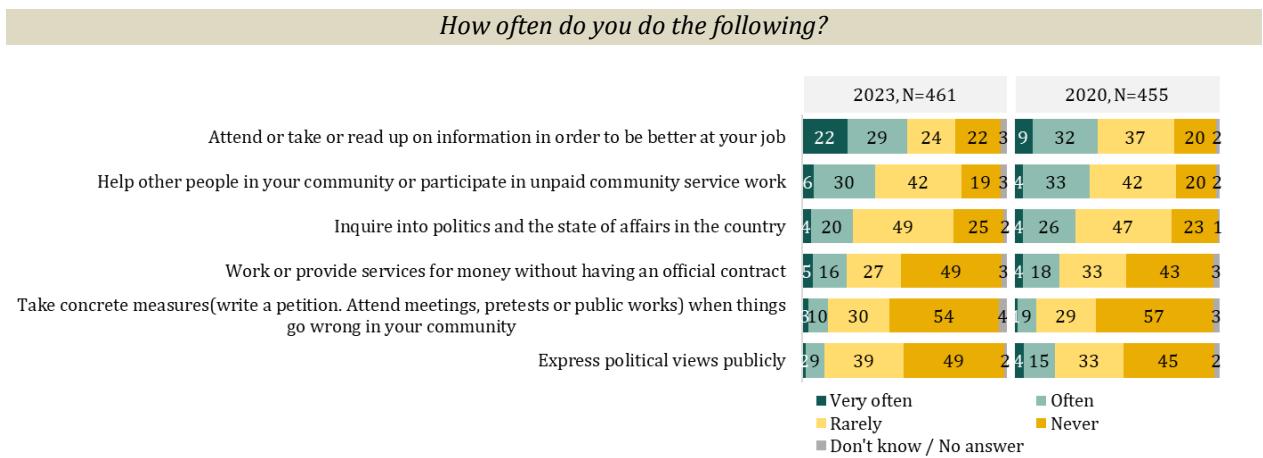


From the list of activities indicated below, the young people from communities reported doing very often or often the following activities: participating in, reading, or listening to courses to better learn their profession – 51%, and helping people in the locality or participating in community service – 36%. Conversely, the highest shares for the "never" or "rarely" answer were indicated for the activities: "Expressing political views publicly" – 11%, and "Taking concrete measures when things go wrong in your community" – 13%.

In 2020, young people from communities reported more frequent engagement in the same activities, namely: participating in, reading, or listening to courses to better learn their profession – 41%, and helping people in the community or participating in community service work – 37%. However, in that year, the proportions for the response options "never" or "rarely" were higher for the activities: "Expressing political views publicly" – 19%, and "Taking concrete measures when things go wrong in your community" – 10%.

Comparing the two periods, an increase in the frequency of vocational learning activities is observed in 2023, while participation in community service remains at a similar level. Additionally, there is an improvement in the public expression of political views and in taking concrete measures in difficult situations in the community compared to 2020.

Figure 3.3.15. Distribution of respondents from the category of young people from communities by the frequency of civic activities conducted by them, %



CONCLUSIONS

Defining the control group and the pilot group

Conventionally, the samples used in this study are referred to as control group and pilot group. Their significance of this terms is different from the traditional one. In pedagogical experiments it is assumed that before the experiment starts, the control group and the pilot group are homogeneous and represent all the statistical population, and further, the pilot group is subject to an intervention. In this situation though, the control group is a representative sample for the entire statistical population, while the pilot group was randomly established among institutions and teachers that benefit directly from training under the FACE (Fostering Active Civic Engagement) Program and cannot be considered as representative for the general population. However, in the context of the impact evaluation methodology, randomisation is the criterion that prevails over the representativeness.

Particularities of the group of young people included in the study

According to the Law on Youth No 215/2016, a young person is considered the individual aged 14-35. According to the requirements of the beneficiary, the term 'young people', used in the study, has another meaning and namely: individuals aged 15-24 from the communities where the pupils were interviewed and who are not enrolled in secondary education institutions or who are enrolled in educational institutions, other than those included in the samples for the first two categories. The demographic characteristics of the respondents of the three categories show that the samples '9th grade pupils', '11th grade pupils', and 'young people from communities' intersect, a fact that should be taken into account when analysing and interpreting the statistical data collected.

Learning outcomes of the school subject 'Education for Society' / 'Civic Education'

9th grade

In general, learning outcomes are good to very good, both in 2023 and in 2020. According to the distribution of 9th grade respondents based on the grades they obtained in 8th grade in the "Education for Society" subject, pupils in the control group have the grades "Very Good" (41%) and "Good" (32%). In the case of pilot institutions, learning outcomes are even better: "Very Good" - 53% and "Good" - 27%. For the control group, the data decreased overall by 3 percentage points, while for the pilot group, the data decreased by 1 percentage point.

11th grade

As with the 9th grade respondents, the results of 11th grade respondents are good to very good. Moreover, in 2023, the proportion of those with very good results has significantly increased, both in the control group and in the pilot group. Thus, according to the distribution of 11th grade respondents based on the grades they obtained in 10th grade in the "Education for Society" subject, pupils in the control group have the grades "Very Good" (62% in 2023 and 50% in 2020) and "Good" (19% in 2023 and 29% in 2020). In the case of pilot institutions, learning outcomes are slightly better: "Very Good" - 70% in 2023 and 46% in 2020, and "Good" - 14% in 2023 and 27% in 2020

Displaying civic competences in simulated situations

9th grade

In 2023, all the analyzed skills are demonstrated by a higher proportion of pupils, both in the pilot group and in the control group.

In the case of the control group, the highest proportions of pupils who demonstrated mastery of at least one civic competence in simulated situations (performing four tasks within group discussions) are observed in the domain of "Skills" (analytical and critical thinking, 77% in 2023 and 26% in 2020), followed by the domains of "Attitudes" (respect, 75% in 2023 and 21% in 2020).

In the case of the pilot group, the rates of pupils who demonstrated mastery of at least one civic competence in simulated situations are higher. The highest proportion of pupils demonstrated the skill of "Respect" in the domain of "Attitudes" - 92%, a rate that increased by 57 p.p. compared to the results obtained in 2020 for 6th

grade pupils. This is followed by the skills of "Autonomous Learning" (70% in 2023 and 17% in 2020), "Cooperation" (75% in 2023 and 23% in 2020), "Analytical and Critical Thinking Skills" (73% in 2023 and 32% in 2020), "Flexibility and Adaptability" (75% in 2023 and 23% in 2020).

By the area of residence, in the case of the control group, the rate of pupils demonstrating civic competencies in simulated situations is higher in rural areas, while in 2020, the proportions were higher for urban areas. Similarly, in the pilot group, civic competencies are more frequently manifested in urban areas.

Regarding gender, larger differences are observed only in the case of a few competencies. In the pilot group, the proportion of boys demonstrating respect is higher than that of girls, while "appreciation of cultural diversity" is a competence more commonly acquired by girls. In the control group, a higher proportion of girls demonstrate respect compared to boys.

Both in the control group and in the pilot group, the type of institution matters: in the case of gymnasiums, the proportion of pupils demonstrating mastery of at least one civic competence in simulated situations is higher than that of pupils from lyceums.

11th grade

In the case of the 11th grade class, the rate of pupils demonstrating democratic culture competencies in simulated situations has increased, but the increase is not as significant as in the case of 9th grade pupils.

For the control group, the highest proportions of pupils demonstrating mastery of at least one civic competence in simulated situations are observed in the domains of "Attitudes" (Respect, 85% in 2023 and 33% in 2020), followed by the domains of "Skills" (Cooperation, 73% in 2023 and 27% in 2020) and "Autonomous Learning" (72% in 2023 and 23% in 2020).

In general, a similar distribution is identified in the pilot group, but the frequencies of manifestation are slightly lower in some cases, especially in the case of competencies related to cultural diversity appreciation (45% in the pilot group compared to 53% in the control group in 2023) and human dignity appreciation (10% in the pilot group compared to 32% in the control group).

Regarding the area of residence, no significant differences are observed in the rate of pupils from rural and urban areas demonstrating civic competencies in simulated situations.

By gender, significant differences are noted in the pilot group. In most cases, boys in the pilot group demonstrate all analyzed competencies to a lesser extent, similar to the observations in 2020.

Displaying civic competences in real life situations

In case of gymnasium and lyceum pupils, the real-life situations that allow to observe the adoption of competences are those that happen at school.

9th grade

According to 9th grade pupils, every other pupil declares they are active volunteers, the share of pupils from the pilot group being higher than that of pupils from the control group. About one-fifth of 9th grade pupils, regardless of the group they belong to, declare themselves as members of an organisation for children or youth. The rate of children who are part of an organisation for children or youth or who declare themselves as active volunteers has decreased in 2023 compared to 2020, both for the pilot group and the control group.

Both in the case of pupils in the control group and those in the pilot group, gender stereotypes still prevail, with this phenomenon being approximately equal in both groups. However, the proportion of pupils with gender stereotypes has decreased considerably in 2023 compared to 2020.

11th grade

The share of 11th grade pupils who declare themselves as active volunteers is 46% for the pilot group and 40% for the control group, with a slight increase for the pilot group compared to 2020 (from 42% to 46%). The rate of pupils who declare themselves as members of an organisation for children or youth is much lower, at around 17%-19% for both groups, and it is decreasing compared to 2020.

Approximately every fourth 11th grade pupil, both from the control group and the pilot group, declares an interest in politics, a proportion similar to the results of the 2020 study.

Gender stereotypes still persist among about 30% of pupils, both in the pilot group and the control group, and the proportion has not changed significantly compared to 2020.

Young people from communities

Unlike pupils in schools, the situations in which civic competencies are demonstrated among young people in communities are much more diverse. Overall, there has been an increase in the proportion of young people who have frequently engaged in charity work on their own initiative, volunteered, or planted trees on their own initiative.

In contrast to the pupils interviewed in schools, the proportion of interviewed young people who are members of volunteer organizations is small – 8%, and it is 6 percentage points lower than in 2020. At the same time, whether or not there is a youth center in the community, the proportion of young people who declare themselves as members of a youth center remains unchanged. The share of young people who are members of a political party is very small – 3%, and it is unchanged from 2020. Approximately one in ten young people claim to be members of a youth organization (9%), a rate that is 6 percentage points lower than in 2020.

Among young people, 44% participated in the local elections in 2023, and 24% participated in the parliamentary elections in 2019. Even though more than a third of respondents are aware of the existence of various youth or volunteer organizations in the region, participation in events organized by these organizations is relatively low, at less than 15%.

Speaking of the quantitative impact of the FACE Program on the "Education for Society" school discipline, the collected data do not indicate a statistically significant quantitative difference in the skills possessed by students from the pilot group compared to those from the control group, neither for students in the longitudinal study nor for those in the 11th grade. However, this by no means implies that this impact is absent. On the contrary, as the data analyses presented in this study show, a series of improvements have occurred in the acquisition of skills for students in both groups (control and pilot), thanks to the support provided to teachers by the FACE Program for adopting modern teaching methods. Quantitative estimation of the impact, however, was obstructed by two developments that could not be controlled from a statistical experiment standpoint. Firstly, contrary to the initial design, it was ultimately not possible to prevent the "contamination" of teachers who did not directly benefit from the training within the FACE Program from those who participated or from other actors (national instructors and local facilitators). Teachers who did not benefit from direct training from FACE still ended up adopting the new teaching methods through formal means (online training, which, in the context of the COVID-19 pandemic, allowed for the training of a very large number of teachers) and informally (through interaction and exchange of experience among teachers from the pilot and control groups). Secondly, within the longitudinal group, there was a very significant erosion in the number of students. If in the initial study in 2020, 426 6th-grade students participated, in the round in 2023 only 235 of them could be identified. Some of these students transferred to other schools, while others emigrated abroad with their families.

In the case of youth centers supported by the FACE Program, the collected data did not confirm significant changes in the civic behavior of the young people "attached" to the centers compared to those who do not benefit from the services of the centers. According to the statistical design, the main variable of interest was the participation rate in local elections that took place in 2019 and 2023. The data convincingly show that the presence/absence of youth centers does not make a significant difference in the electoral participation of young people in the respective localities. Compared to 2020, young people in 2023 demonstrated a slightly higher level of involvement in community volunteering activities. However, this positive development is again not related to the presence/absence of youth centers. The minor impact of youth centers on the civic behavior of young people may be directly related to the way these centers are established and operated. In most cases, youth centers are rather services created by local/regional councils, lacking legal personality and autonomy in defining their activities. In their current form, a significant portion of these centers are oriented more towards organizing leisure activities for young people and less towards educating them in civic skills. Additionally, the data show that a structural variable influencing youth participation in local elections is the level of trust in local authorities. Youth centers cannot remedy the problem of lack of trust.

As a recommendation for the FACE Program, regarding the "Civic Education" school subject, it is suggested to maintain and diversify the support provided to both the teachers who teach this subject and the schools as institutional environments where students can experience authentic democratic exercises through Student Councils or other less formal means. The results achieved by students in this subject would also benefit from a closer involvement of students, especially those in higher grades, in real decision-making processes at the community level.

In the case of youth centers, it would be advisable to provide support for the institutional consolidation of the centers as independent institutional actors and for these centers to adopt civic education as an essential part of their institutional mandate. We believe it is essential for youth centers to be established as legal entities distinct from district, municipal, or local councils. These centers must possess the strategic and operational autonomy necessary to develop relevant "service packages" for the youth in the community. Additionally, a long-term recommendation is for these centers to develop some degree of territorial mobility and to extend their sphere of influence beyond district centers.