



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Moldova

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Republic of Moldova

Name(s) of the responsible BFUG member(s)

Elena Petrov

Email address of the responsible BFUG member(s)

elena.petrov.mincdu@gmail.com
elena_p05@yahoo.com

Contributors to the report:

• Government representatives "Loretta Handrabura, Deputy minister, Ministry of Education, Elena Petrov, Main consultant, Department of Higher Education and Research Development, ME, Rodica, Isac, Main consultant, National Information and Recognition of Qualifications Office, Ludmila Pavlov, Head of Department of International Relations and European Integration, ME"

Contributors to the report:

• Employer representatives "Victor Domentii, Vice director, Victoria Bank, Ion Amarfii, Director, IC Trimaran, Svetlana Danita, Director, Ilis Tur, Sergiu Puscuta, Vice Director JLK, "

Contributors to the report:

• Student representatives "Angelica Petrov, student, 1st cycle, State University of Moldova, General secretary Youth Organisation, NGO ARTave; Laura Baidaus, student, 2nd cycle, State University of Moldova"

Contributors to the report:

• Academic and other staff representatives "Alla Cotelnic, Vice rector, Academy of Economic Studies of the republic of Moldova, Petru Todos, Vice rector, Technical University of Moldova, Viorelia Moldovan-Batrinac, Vice rector, Free International University of Moldova, Larisa Bugaia, Vice rector, Technical University of Moldova"

Contributors to the report:

• Other representatives (please specify) "Ana Amaut, Trade Union in Education"

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

No

I.1.1. How do these projections affect higher education policy planning?

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Academy, Institute

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional This is typically only for the 2nd cycles programmes
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 - None of the above

I.3.1. What is the number of institutions in the categories identified?

There is no clear distinction between HEIs based on the mentioned criteria. In the Republic of Moldova now there are 19 public and 14 private HEIs

I.4. Comments

The profile of 2nd cycle programmes is either academic or professional according to the Government Decision nr. 1455, 2007 (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=326588>)

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "46"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "0"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "51"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "3"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

For two fields of study (Medicine and Pharmacy) the duration of programmes is 300-360 ECTS

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "42"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "53"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "5"

I.6.1. Please specify

About 5% of the total number of students are studying in the outside the typical Bologna model programmes in the field of Medicine and Pharmacy

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

L9.1. In which study fields do these study programmes exist?

Medicine and Pharmacy

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

300-360 ECTS (5-6 years)

L9.3. What percentage of first cycle students is enrolled in these programmes?

about 5%

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "0"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "42"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "55"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "3"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

The duration of the integrated programmes in the field of Architecture and Veterinary is 360 ECTS (6 years)

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "0"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "42"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "55"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "3"

L11.1. Please specify

The duration of the integrated programmes in the field of Architecture and Veterinary is 360 ECTS (6 years)

L12. Do integrated/long programmes leading to a second cycle degree exist?

L12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

L12.2. What is the typical duration of these degree programmes?

360 ECTS credits

L12.3. In which study fields do these study programmes exist?

Architecture and Veterinary

L12.4. What percentage of first cycle students is enrolled in these programmes?

about 2%

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

L14.1. What is the minimum duration of the Bachelor & Master together?

300 (330 ECTS)

L15. Comments

In Moldovan Educational system the minimum duration of the Bachelor + Master together are following:

- 3 years (180 ECTS) +2 years (180 ECTS) for following fields: social, economic, humanities, science, services, security
- 4 years (240 ECTS) +1,5 years (90 ECTS) for following fields: technical, technological, manufacturing and processing, arts, law, education sciences, agriculture, military

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

There is no restriction in this field at the national level. Each graduate with a bachelor degree can access to at least one 2nd cycle study programme. Some prerequisite are necessary when the field of study is changed (at least 30 ECTS credits in the main field of study)

L16.1. Please provide a source for this information.

- 1) The Law of education nr. 457 from 21.07.1995 (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=311684>)
- 2) The Government Decision nr. 1455 from 24/12/07 (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=326588>)

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

According to the current legislation Moldovan Government sets annually places for 2nd cycle of higher education at the level of about 50% of the numbers of graduates of 1st cycle financed by state.

L17.1. Please provide a source for this information.

1. The Law of education nr. 457 from 21.07.1995 (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=311684>)
2. Admission plans to the second cycle of Higher education approved annually by Moldovan Government (www.justice.md)

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**L18.1. All students...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

For the holders of a 1st cycle degree from a different study field it is compulsory to realize a prerequisite: 30 ECTS in the main field of study.
The same prerequisite is available for the selected academic master programmes

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

It is compulsory to realize the following prerequisite:
30 ECTS in the main field of study.

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

51-75%

For the holders of a 2nd cycle professional degree it is compulsory to realize the following prerequisite:
30 ECTS in the main field of study.

L19.1. Please provide a source for this information.

Government decision nr. 1455, 2007 (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=326588>)
Regulation of organization and functioning of doctoral studies in the Republic of Moldova, approved by the Government (www.edu.md). Now a new Regulation of organization and functioning of doctoral studies as 3rd cycle of higher education is in the process of development, according with modifications from 18.10.13 on the current Law of education of the Republic of Moldova nr. 547, 21.07.1995

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

7.000000000

L20.1. Please provide a source for this information.

National Bureau of Statistics (www.statistica.md), Partnership Agreement between the Government and the Academy of Sciences for 2013 approved by Government Decision (www.justice.md)

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

The admission to a third cycle programme is available for the holder of master degree diploma with a final average grade no less than 8,0 and 9.0 and more for speciality exam.

L23. Do higher education steering documents mention doctoral education/training?

Yes ▾

L23.1. Please provide a reference to the relevant steering document(s):

The amendments to the current Law of education nr. 547 from 21.07.1995, approved by Law nr. Nr. 239 from 18.10.2013 (<http://lex.justice.md/md/350725/>)

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "90"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other "10"

L24.1. Please specify which other types of doctoral programmes exist

There are few pilot Doctoral schools in two higher education institutions. Currently legal framework on the implementation of the 3rd cycle programmes is in the process of development.

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes ▾

L25.1. What are the main features of these schools and how many doctoral schools are there?

There are few pilot Doctoral schools in two higher education institutions. Currently legal framework on the implementation of the 3rd cycle doctoral programmes, including doctoral schools, is in the process of development.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

1-25%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4+"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

Yes

L28.1. Please specify

What are the names of such degrees? "doctor habilitat"

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? "2 years "

L28.1. Please specify

What is the purpose/function of those degrees? "A more advanced research program"

L29. Are ECTS credits used in doctoral programmes?

No

L30. Comments

According to the Law nr. Nr. 239 from 18.10.2013 it is expected to use ECTS credits for the 3th cycle of Higher education – 180 ECTS credits <http://lex.justice.md/md/350725/>

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**L32. How are short cycle HE programmes linked to the Bachelor-Master structure?****Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....**

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments**L35. Do your steering documents mention the concept of student-centred learning?**

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

Guideline for the implementation of the National Credit Transfer System (2006, <http://edu.md/ro/acte-normative>) describes the Student-centred learning as based on the student workload applied to achieve the objectives of the study program specified in terms of learning outcomes and expected skills and competences. Framework for curricula development in higher education (Chisinau 2012, <http://edu.md/ro/acte-normative>) defines the student-centred learning as a system oriented to output or expected for each programme/field of study learning outcomes and competences, according to the National Qualification Framework (<http://edu.md/ro/acte-normative>).

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Other | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**L35.4. Please provide a reference for your steering documents on student-centred learning**

Guideline for the implementation of the National Credit Transfer System (2006, <http://edu.md/ro/acte-normative>); Framework of curricula development in higher education (Chisinau 2012)(<http://edu.md/ro/acte-normative>)

L36. Comments

All these elements of student-centred learning are mentioned in the Draft Education Code

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer

Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

Guideline for the implementation of the National Credit Transfer System (2006) <http://edu.md/ro/acte-normative>, Framework of curricula for higher education (2012) <http://edu.md/ro/acte-normative>

L41.1. What is the number of hours per credit?

1 ECTS credit = 30 hours

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

It is a compulsory requirement to formulate LOs for all programme components

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

There are organized different seminars, workshops, including events with TAIEX support and it is provided direct assistance for institutional staff and students at the Ministry level, as well at the level of institution.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

About 40%

L45.2. Please specify for which members of academic staff training programmes are offered

These activities are carried out for young teachers at the institutional level and for the management staff, representatives of academic staff and students at the ministerial level. It is an ongoing continuous process.

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

The use and evaluation of LOs and student assessment are compulsory criteria of external QA evaluation (for ex: B 2. Educational programme's mission, objectives and learning outcomes; B 10. Evaluation of learning outcomes etc.) and of internal System for Quality Assurance and Monitoring as well (Guideline, Evaluation Criteria, Indicators and Procedures of Educational Programmes in HE, Chisinau, 2009)

The Ministry of Education assists institutions with methodological support. At the national level a new National Agency for Quality assurance is in the process of establishment according to the amendments to the current Law of Education of the Republic of Moldova from 18.10.13 (www.justice.md)

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

The NQF for HE, profiles description, include as a compulsory part a list of Learning outcomes and competences for the 1st, 2nd and 3rd cycle.

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students: by 100% of HEIs

...automatically to all students: by 76-99% of HEIs

- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

No

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

Yes

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

Ministerial Information and Qualification Recognition Office has detected that it is an increasing interest from employers, but data are not registered.

L50.2. Please provide a reference to the source of this information:

The Annual Report of the Information and Qualification Recognition Office

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

The Diploma Supplement is used as a main tool in the admission process to the 2nd and 3rd cycle.

L52. In what language(s) is the Diploma Supplement issued?

In Romanian and English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

No

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "80"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "20"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

Economic sciences
International Economic Relations
(The websites of HEIs)

L61. Comments

Joint degree and joint programmes are implemented within Tempus projects or based on bilateral agreements between HEIs

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

9: Qualifications have been included in the NQF
The self-certification process will start after the establishment of a National Quality Assurance Agency

L62.1. Please provide the date when the step was completed.

12-01-2012 ...

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

Moldovan NQF - common reference and NQF for HE - profiles description (some fields) can be already consulted on the Ministry's website (www.edu.md)

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

Other (please specify)
EQF level 3 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

The Moldovan NQF - common reference and NQF for HE (profiles description)www.edu.md

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: there are no short-cycle qualifications in our system

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice
The Information and Qualification Recognition Office is a department in the Ministry of Education which is in charge with authentication and academic and professional recognition procedures. This Office is a member of ENIC.

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice
The Information and Qualification Recognition Office ensures professional recognition, but in some cases the decisions are made by employers.

L68. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

Recognition of qualification provided that no substantive differences can be proven

Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority

Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

If substantial differences exist on study period or content the compensatory measures are proposed: the adaptation period or additional study period or aptitude tests or exams.

L68.1. Please provide a reference to the relevant legislation

Regulation on the recognition, equivalence and authentication of diplomas and qualifications (www.edu.md)

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

The Information and Qualification Recognition Office monitors this process periodically.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

The applicants from Russian federation and Ukraine should pass the foundation year as a compulsory part of bachelor programmes

L69.1. Please specify

Within EHEA countries, except Russian federation and Ukraine

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L71.1. Please specify

L72. Do higher education institutions typically:

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

Generally, Certificate of recognition issued by The Information and Qualification Recognition Office is accepted by HEIs as a sufficient prove that previous degree gives access to the 1st/2nd/ 3rd cycle. Apart from this access to vocational programmes (Arts, Sport etc.) requires aptitude tests.

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Study and training period abroad are based on the committed mobility programmes. A set of tools recommended by ECTS User's Guide (Mobility agreement, Transcription of marks etc.) is used compulsory for proving and justifying subjects, activities, learning outcomes, competences that have been achieved by student abroad and ECTS credits accumulation as well.

L74. Comments

All these measures are recommended by Implementation Guideline of the National Credit System (www.edu.md)

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

Yes

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|--------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

The agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Yes, the QA agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR** the Law on Education nr. 547 of 21.07.1995, art. 37(4), <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=311684>
- Member of ENQA**
- There is no specification within the current legislation or steering documents**
- Yes, for an application to EQAR**
- Yes, for the purpose of ENQA membership**
- Yes, for other purposes**
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place** The establishment of the ANACIP has started already. It is expected to have a functional body at the national level by the end of 2014.
- No**

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?** YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews** YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures** YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

IL20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

IL20.1. Please specify these requirements and the relevant source

IL21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

IL21.1. Please specify

IL22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

IL22.1. Please specify

IL23. is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

IL23.1. Please specify

IL24. is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

IL24.1. Please specify

IL25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50 - 74%

IL26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

IL26.1. Please describe what kind of arrangements are in place.

IL27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

50 - 74%

IL28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

50 - 74%

IL29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Yes

IL29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

Concrete measures concern mainly entering in higher education and support during study.

III.1.1. Please indicate these measures in the form of bullet points:

- the national Framework Regulation of admission obligates universities to establish at list 15% of places/bursaries financed by state for candidates with special educational needs, from socially vulnerable groups, from minority groups and few other categories (<http://www.edu.md/file/Admiterea%202013/Ordinul%20189.pdf>)
- there are now limits of age for admission to full-time and part-time university program
- the Government offers social bursary for students with low socioeconomic background according to the provision of National Regulation of student bursaries (Government Decision nr. 1009, 2006, <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=317112>)
- the student pay only 40% of real cost in student campuses, National Framework Regulation regarding accommodation fees in state educational institutions (Government Decision nr. 99, 2007, <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=320305>)
- universities by Senate decision could offer own bursaries for meritoric students from extra budgetary sources or through sponsors (Government Decision nr. 1009, 2006 <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=317112>)
- the percentage of students receiving state scholarship in public universities is about 57% (http://www.statistica.md/public/files/publicatii_electronice/Educatia/Educatia_RM_2013.pdf)
- in national competition for merit based bursaries (Presidential, Governmental) participate the students from both public and private universities (Government Decision nr. 1009, 2006 <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=317112>)
- the share of students in part-time university programs, except some regulated fields (medicine, architecture, psychology, foreign languages) is about 25% from all admitted students (www.justice.md)
- the competition for state support is organized annually by university based on students learning outcomes and academic performance (National Regulation regarding bursaries, approved by Government decision nr. 1009, 2006 (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=317112>) and Framework Regulation on the procedure and conditions for obtaining budget funded places (scholarships) in public higher education institutions of the Republic of Moldova (www.edu.md))
- the percentage of students paying tuition fees is about 66% (2012) (http://www.statistica.md/public/files/publicatii_electronice/Educatia/Educatia_RM_2013.pdf).

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITH a reference to underrepresented groups of the student population (e.g. student with disabilities, mature students, disadvantaged students, male-female, etc.) Yes, especially concerning entering in higher education

(1) The National Framework Regulation of admission obligates universities to establish at list 15% of places/bursaries financed by state for candidates with special educational needs, from socially vulnerable groups, from minority groups and few other categories (<http://www.edu.md/file/Admiterea%202013>)

(2) Annual Government Decision regarding the admission plan for higher education institutions, includes a special plan for candidates from the Eastern districts of Moldova (www.justice.md).

(3) The number of scholarships for master degree programmes is up to 50% of the total number of graduates with bachelor degree in the last year. (Law of education nr 547, 1995, <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=311684>)

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
 student population participating in HE
 student population completing HE
 graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Annually, the national framework establishes the minimum limits 15% from budget financed places for each speciality to be offered for orphans, students with disabilities, lower socio-economic background, ethnic minorities (Roma children), graduated from high schools of the left side of the Nistru river (13 categories). Students with disabilities who have higher merits in secondary education, sport or arts are given priority.

Students with disabilities: Policy document (reference and link)

Framework Regulation of admission (<http://www.edu.md/file/Admiterea%202013/Ordinul%20189.pdf>)

Adults/mature students: Objective set and period covered

There is no anymore limit of age for admission in higher education

Adults/mature students: Policy document (reference and link)

Law of education nr 547, 1995, <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=311684>

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Annually, the national framework establishes the minimum limits 15% from budget financed places for each speciality to be offered for orphans, students with disabilities, lower socio-economic background, ethnic minorities (Roma children), graduated from high schools of the left side of the Nistru river (13 categories). Students with disabilities who have higher merits in secondary education, sport or arts are given priority.

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Framework Regulation of admission (<http://www.edu.md/file/Admiterea%202013/Ordinul%20189.pdf>)

Male/female (gender groups): Objective set and period covered

Promotion of gender equality in higher education by increasing the interest for non traditional specialities

Male/female (gender groups): Policy document (reference and link)

National Action Plan for promoting gender equality for 2010-2015, approved by Governmental Decision nr. 933 31.12.2009 (www.justice.md)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

The National Framework establishes annually the minimum limits 15% from budget financed places for each speciality to be offered for 13 categories, including Roma children. The National Framework establishes the minimum limits of about 20% from budget financed places for each speciality to be offered for graduates of high schools with Russian language.

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Framework Regulation of admission (<http://www.edu.md/file/Admiterea%202013/Ordinul%20189.pdf>)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Annually, the national framework establishes the minimum limits 15% from budget financed places for each speciality to be offered for orphans, students with disabilities, lower socio-economic background, ethnic minorities (Roma children), graduated from high schools of the left side of the Nistru river (13 categories). Annually, it is approved a separate plan (about 500 places) for pre-university graduates from the Eastern districts of Moldova

Students living in specific geographical areas (e.g. rural areas): Policy document

Annual Government Decision regarding the admission plan for higher education institutions

(reference and link) (www.justice.md) , National Framework Regulation of Admission at 1st cycle programmes, <http://edu.md/file/Admiterea%202013/Regulament.pdf>

Migrants:Objective set and period covered no

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered no

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

The rules of admission: for these categories it is organised a separate selection. The contest is organised between these 13 categories.

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▼

III.3.1. Please provide a short description of the mechanisms in place:

Statistical compulsory indicators at the national level regarding gender, ages, linguistic and ethnic structure of the student body

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	1 ▼
Disability:During HE studies	1 ▼
Disability:At graduation	0 ▼
Disability:After graduation	0 ▼
Labour market status prior to the entry to HE:At entry to HE	1 ▼
Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	0 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	0 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	0 ▼
Socio-economic background:At entry to HE	1 ▼
Socio-economic background:During HE studies	0 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼

Not applicable (no systematic monitoring at the given stage):During HE studies

Not applicable (no systematic monitoring at the given stage):At graduation

Not applicable (no systematic monitoring at the given stage):After graduation

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

The annual statistical report includes data about linguistic and ethnic structure (nationality) of the student body (number and percentage)

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

There is a mandatory report (in a standard form) provided to National Statistic Authority and to Ministry of Education:

_ after admission session to the university (separate report for 1st,2nd, 3rd cycles)

_ annual statistical report during the period of study

_ statistical report at the end of study period.

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation

Ministry/governmental body:At entry to HE

Ministry/governmental body:During HE studies

Ministry/governmental body:At graduation

Ministry/governmental body:After graduation

Independent bodies/agencies:At entry to HE

Independent bodies/agencies:During HE studies

Independent bodies/agencies:At graduation

Independent bodies/agencies:After graduation

Other:At entry to HE

Other:During HE studies

Other:At graduation

Other:After graduation

No systematic monitoring:At entry to HE

No systematic monitoring:During HE studies

No systematic monitoring:At graduation

No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

Ministry of Education monitors the graduates body only for a short period and only in the field Educational sciences

III.5.3. Comments

The National Bureau of Statistics is responsible for publishing official aggregated statistical data in the field of education.

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

The report of aggregated data regarding student body characteristics could be presented, but according to national law of protection of personal data there is no permission to publish or make accessible the individual/personal data regarding students ethnic, cultural, religious status or other details without its permission.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated

The National Bureau of Statistics operates with international indicators

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

The statistical reports are available on the official web-sites of National Bureau of Statistics, Ministry of Education, Ministry of Labour, Social Protection and Families, Ministry of Youth and Sports, Government or some Independent Agencies (IPP, Expert Group, IDIS, Found SOROS etc.)
The national reports make available aggregated data (<http://www.statistica.md/newsview.php?l=ro&idc=168&id=4257>), but the report of independent agencies, depending on the research objectives, could provide the information for each investigated higher education institution.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

During the last ten years the changes are the following:

- a) the general decrease of the number of students ;
- b) the increasing number of students from lower social economic background,
- c) the increasing number of students who work during their study period,
- d) the increasing number of students/ more people in age who applied for second university program (second bachelor or first/ second master program), because of employability etc.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

There are no restrictions to apply to higher education programmes

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Diploma of baccalaureate (based on national external examination of upper secondary education) (12 years of study)"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Diploma of college (post-secondary VET education), ISCED 4"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "School leaving certificate in General Secondary education (11 years of study) "

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "Higher education Diploma (Diploma de licenta) or another similar act"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 "n/a"

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

The route 3 was available without preconditions until 2012 year. From 2013, the external evaluation through National Baccalaureate exams, respectively Diploma of baccalaureate is compulsory for admission to higher education program, excepting the high school graduates from the Eastern districts of Moldova and foreign students admitted based on Government Bilateral agreements (e.g. Russia, Ukraine)

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route 86
{III_11_SQ001}:Official data based on central level monitoring, including surveys 86
{III_11_SQ001}:Estimates
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ002}:% of students entering HE through this access route 8
{III_11_SQ002}:Official data based on central level monitoring, including surveys 8
{III_11_SQ002}:Estimates
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route 4
{III_11_SQ003}:Official data based on central level monitoring, including surveys 4
{III_11_SQ003}:Estimates
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route 2
{III_11_SQ004}:Official data based on central level monitoring, including surveys 2
{III_11_SQ004}:Estimates
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route
{III_11_SQ005}:Official data based on central level monitoring, including surveys
{III_11_SQ005}:Estimates
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

National Framework Regulation of Admission at 1st cycle programmes, (<http://edu.md/file/Admiterea%202013/Regulament.pdf>)
Annual Government Decision regarding the admission plan for higher education institutions (www.justice.md)

III.13.2. Comments

National Framework Regulation of Admission at 1st cycle programmes, (<http://edu.md/file/Admiterea%202013/Regulament.pdf>) establishes about 90% from budget financed places for each speciality to be offered for high school /upper secondary education graduates and 10% for candidates graduated VET (colleges) or HE institutions.
Annual Government Decision regarding the admission plan for higher education institutions, includes a separate plan for upper secondary schools graduates from the Eastern districts of Moldova, www.justice.md (about 500 budget financed places)

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

There are no distinction between non-traditional students and traditional ones. Both categories are treated in the same way.

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard

upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

Based on provision of the Law of Education regarding the university autonomy some institutions offer the compensatory programmes which fulfil the gap of knowledge and skills and develop the generic competencies for particular higher education program, prepare candidates for passing national exam of baccalaureate which give access to higher education.

III.17. Comments

This process is not monitored. The candidate should pass national exam of baccalaureate for receiving an official school leaving certificate (diploma de bacalaureat).

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).
In Moldova at this stage all HE candidates must hold a HE entry qualification.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
 Yes, steering documents refer to requirements related to the duration of prior professional experience
 Yes, steering documents refer to other requirements
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

The legal framework for recognition of non-formal and informal learning is in process of elaboration. A draft Strategy of recognition of non-formal and informal learning is now publicly discussed and should be approved by Government decision.

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes ▼

III.23.1. Please specify how this objective is defined:

At least 50% of enrolled students should graduate - as a reference standard for accreditation

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Regulation of evaluation and accreditation of higher education institutions, Law nr. 423 from 04.06.1999 (<http://lex.justice.md>)

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes ▼

III.24.1. Please describe the targets:

To obtain accreditation the higher education institution must have a rate of promotion the graduation exams - for the 1st cycle, licentiate - at least 50% of those enrolled in the first year of study. (Benchmarks. Chapter III Students)

III.24.2. Please also provide the full reference(s) to all relevant document(s).

Regulation of evaluation and accreditation of higher education institutions, Law nr. 423 from 04.06.1999 (<http://lex.justice.md>)

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes ▼

III.26.1. Please describe the measures:

Students are passed to the 2nd year of studies upon accumulation of at least 40 ECTS credits in the first year of study. Additional sessions are organized for students to retake the exams and pass the academic debts. Students have the opportunity to retake the exams in three terms examination sessions.

Each HEI based on university autonomy can establish some additional rules. The most applied are the following: student counselling/ guidance (academic and psychological), extend the deadline for payment of the tuition fee, various path for learning outcomes assessment based on student centred learning principles.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

National Framework of study process in HE based on ECTS credits (<https://www.dropbox.com/s/rq0g64e2n6111jp/Regulament%20studii%20in%20baza%20ECTS.pdf>), University Charta (HEIs websites)

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

At the end of each academic year, places financed from the state budget are subject to contest, based on the average academic results from the two previous sessions.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Framework Regulation on the procedure and conditions for occupying budget funded places in public higher education institutions of the Republic of Moldova (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=349721>)

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

Starting with January 1st, 2013, higher education institutions in the Republic of Moldova have financial autonomy. It is stipulated in the current legal framework that money allocations coming from state are based on the number of students and per-student cost.

III.28.2. Please also provide the full reference(s) to all relevant document(s):

Government Decision nr.983 of 22.12.2012 on the functioning of the state higher education institutions under the conditions of financial autonomy, <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=346068>

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

Yes

III.29.1. Please provide details:

This criteria is related to the external evaluation and accreditation processes.

III.29.2. Please also provide the full reference(s) to all relevant document(s):

Regulation of evaluation and accreditation of higher education institutions, Law nr. 423 from 04.06.1999 (<http://lex.justice.md>)

III.30. Comments

At the national level it is in process the establishment of a new Body responsible for external evaluation and accreditation of educational institutions. The procedures of the election of the National Quality Assurance Agency board were already approved and published. It is expected to have a functional Agency by the end of 2014. The NQAA are going to develop a new evaluation and accreditation methodology with new criteria related to European standards in this field.

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Student completion rate is mentioned as an accreditation criteria in the Regulation of evaluation and accreditation of higher education institutions, Law nr. 423 from 04.06.1999 (<http://lex.justice.md>) This information is included in the annual report done by all universities concerning data for the 1st cycle

III.31.2. Comments

At 2nd level there is no reference standard /target and the completion rate usually are not measured. Some HEIs try to monitor annually the completion rate after the 2nd cycle for strategic purposes.

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:**III.32.2. Please also provide the full reference(s) to relevant document(s):****III.33. Based on your official data, please provide the following information:**

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	20132 (about 92%)
Completion rate of 1st cycle programmes, most recent available year:Year	2012
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	8598 (about 95%)
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	2008
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	5905 (about 94%)
Completion rate of 2nd cycle programmes, most recent available year:Year	2012
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official	5436 (about 98%)

data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year	2010
Completion rate of 2nd cycle programmes 5 years earlier:not available	
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	694 (about 88%)
Completion rate of programmes not divided into two cycles, most recent available year:Year	2012
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	21016 (about 89%)
Completion rate of programmes not divided into two cycles 5 years earlier :Year	2008
Completion rate of programmes not divided into two cycles 5 years earlier :not available	

III.34. Comments

The aggregated report elaborated annually by The National Bureau of Statistics operates only with total number of graduates. The rate can be calculated based on statistical data on the admission of previous years.
Education in the Republic of Moldova. Statistical publication (http://www.statistica.md/public/files/publicatii_electronice/Educatia/Educatia_RM_2013.pdf)

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year
This monitoring exists at the institutional level due to the fact that depends on the number of students is determined the number of teachers and their academic workload.

III.35.1. Please also provide the full reference(s) to relevant document(s):

Law on education (<http://lex.justice.md/viewdoc.php?action=view&view=doc&id=311684&lang=1>)

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

Other
A balance principle is applied

III.37.1. Please specify

If students change their study program within the same institution, they are not expelled, only transferred. However, if students change the institution then they are expelled from the home institution and enrolled in the second one. In this case the students who changed the programme is counted as "drop-out" from the programme in which he was enrolled and counted as enrolled in new programme

III.38. Are data on drop-out rates publicly available in your country?

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	no
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	no
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes, most recent available year:Year	
Drop-out in 1st cycle programmes, most recent available year:not available	no
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	no
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	no

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	no
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	no
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	no

III.40. Comments

There are not official data based on central level monitoring of drop-out of students

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

Guideline for the implementation of the National Credit Accumulation and Transfer System based on ECTS, 2006 (www.edu.md) recommends the establishment at the institutional level of special advice and guidance services
The Draft Education Code includes a distinguished compartment regarding the career guidance.

III.44.3. Comments

The main forms and activities are the following: tutoring of each academic group, the services of academic affairs, the psychological counselling services, the carrier and placement services/centres, external mentoring, website portal facilitating contacts with employers, recruitment events etc.

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

There is no discrimination or special targets criteria applied

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "HEIs are encouraged to propose such courses to students"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes "Each group has an academic tutor who facilitates insertion in the HEI."

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills "Such courses like Foreign languages, ICT, Entrepreneurship, Leadership are compulsory in university curricula"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

The National Framework Regulation (Guidelines, 2011) for Curriculum Development of Higher Education programmes (1st and 2nd cycles, integrated studies, medical and pharmaceutical education) recommends to include some courses for development of generic skills which could enhance employability (communication in native and modern languages, ICT skills, entrepreneurship, leadership etc.), (www.edu.md)

Students sign the study contracts that stipulate things related to education in the given university and individual training pathway.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

The National Strategy of Employability and National Strategy of Youth contain actions and planned resources for career guidance services.

The Local offices of employment as a rule provide career guidance services.

Taking into account financial autonomy, HEIs can plan financial resources for career guidance services. It is not compulsory yet, but it is strongly recommended.

III.47.2. Please also provide the full reference(s) to relevant document(s):

The National Strategy of Employability and National Strategy of Youth (www.justice.md)

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▼

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 5500 lei
1st cycle:Minimum amount 3250 lei
1st cycle:Maximum amount 23000 lei
2nd cycle:Most common amount 6500 lei
2nd cycle:Minimum amount 4400 lei
2nd cycle:Maximum amount 12000 lei

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

studies on a contract basis with payment of tuition fees

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount 18000 lei
1st cycle international students:Minimum amount 4000 lei
1st cycle international students:Maximum amount 25800 lei
2nd cycle international students:Most common amount 15600 lei
2nd cycle international students:Minimum amount 9600 lei
2nd cycle international students:Maximum amount 28000 lei

IV.7. Who defines the fee amounts?

1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

The study fees for public HEIs are established by a Government decision nr. 196, 2007 (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=328793>). For developing university's autonomy it is planned to delegate this right to public HEIs in 2014. For this purpose was already prepared a new draft of Government decision. Private HEIs establish themselves the study fees for each field of study.

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

- Beginning with summer 2014, every year each student could participate in competition for state financing of their study (scholarship) based on the merits attested in previous study year. After each examination session all students could participate in competition for state merit bursaries which are of two categories: study bursaries and merit bursaries.
- For each field of study the number of bursaries is 70% of places financed by state.
- Students from difficult socioeconomic backgrounds receive social bursaries.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Such kind of support could receive only the students who study abroad based on intergovernmental agreement (Romania, Russia, Bulgaria, Ukraine, Check, China, Greece). It is provided by partners based on equivalency conditions.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 34

% of students receiving grants:Second cycle 31

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

These grants are available for students who study abroad based on intergovernmental agreements and in CEEPUS program.

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1 ▾

Citizenship:Loan 2 ▾

Citizenship:Loan 3 ▾

Citizenship:Loan 4 ▾

Residency:Loan 1 ▾

Residency:Loan 2 ▾

Residency:Loan 3 ▾

Residency:Loan 4 ▾

Recognised HEIs/programmes only:Loan 1 ▾

Recognised HEIs/programmes only:Loan 2 ▾

Recognised HEIs/programmes only:Loan 3 ▾

Recognised HEIs/programmes only:Loan 4 ▾

Course load (e.g. full-time):Loan 1 ▾

Course load (e.g. full-time):Loan 2 ▾

Course load (e.g. full-time):Loan 3 ▾

Course load (e.g. full-time):Loan 4 ▾

Only certain countries:Loan 1 ▾

Only certain countries:Loan 2 ▾

Only certain countries:Loan 3 ▾

Only certain countries:Loan 4 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4 ▾

Equivalency condition:Loan 1 ▾

Equivalency condition:Loan 2 ▾

Equivalency condition:Loan 3 ▾

Equivalency condition:Loan 4 ▾

Programme not available in the national system:Loan 1 ▾

Programme not available in the national system:Loan 2 ▾

Programme not available in the national system:Loan 3 ▾

Programme not available in the national system:Loan 4 ▾

Other:Loan 1 ▾

Other:Loan 2 ▾

Other:Loan 3 ▾

Other:Loan 4 ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which

both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle credit mobility:Travel costs 0 ▼
- 1st cycle credit mobility:Living cost difference 0 ▼
- 1st cycle credit mobility:Language courses 0 ▼
- 1st cycle credit mobility:Other 0 ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle credit mobility:Travel costs 0 ▼
- 2nd cycle credit mobility:Living cost difference 0 ▼
- 2nd cycle credit mobility:Language courses 0 ▼
- 2nd cycle credit mobility:Other 0 ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle degree mobility:Travel costs 0 ▼
- 1st cycle degree mobility:Living cost difference 0 ▼
- 1st cycle degree mobility:Language courses 0 ▼
- 1st cycle degree mobility:Other 0 ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle degree mobility:Travel costs 0 ▼
- 2nd cycle degree mobility:Living cost difference 0 ▼
- 2nd cycle degree mobility:Language courses 0 ▼
- 2nd cycle degree mobility:Other 0 ▼

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle credit mobility:Travel costs 0 ▼
- 1st cycle credit mobility:Living cost difference 0 ▼
- 1st cycle credit mobility:Language courses 0 ▼
- 1st cycle credit mobility:Other 0 ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle credit mobility:Travel costs 0 ▼
- 2nd cycle credit mobility:Living cost difference 0 ▼
- 2nd cycle credit mobility:Language courses 0 ▼
- 2nd cycle credit mobility:Other 0 ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle degree mobility:Travel costs 0 ▼
- 1st cycle degree mobility:Living cost difference 0 ▼
- 1st cycle degree mobility:Language courses 0 ▼
- 1st cycle degree mobility:Other 0 ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle degree mobility:Travel costs 0 ▼
- 2nd cycle degree mobility:Living cost difference 0 ▼
- 2nd cycle degree mobility:Language courses 0 ▼
- 2nd cycle degree mobility:Other 0 ▼

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Please choose.. ▾

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	<input type="text" value="0"/>
Need-based criteria:Grant/loan 2	<input type="text" value="0"/>
Need-based criteria:Grant/loan 3	<input type="text" value="0"/>
Need-based criteria:Grant/loan 4	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 1	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 2	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 3	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 4	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 1	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 2	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 3	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 4	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 1	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 2	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 3	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 4	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	<input type="text" value="0"/>

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

There is no additional public financial support for studying abroad now.

IV.31. Additional comments

Not yet, but the Draft Educational Code comprises a stipulation regarding the establishment of a National Fund for outgoing international degree or credit mobility.

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Doctoral programmes are mainly funded from (1) budget and (2) private sources.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

For home students the most common amount is about 8000 MD lei annually.

For international students the most common amount is 28000 MD lei.

Annually, Government offers about 280 scholarships for the 3rd cycle candidates. At the same time, the national legislation doesn't provide guaranteed loans for 3rd cycle students as well.

IV.35. Additional comments on doctoral education

Currently, the legal framework on the implementation of the 3rd cycle programmes is in the process of development.

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▼

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

The National Framework Regulation (Guidelines, 2011) for Curriculum Development of Higher Education programmes (1st and 2nd cycles, integrated studies, medical and pharmaceutical education) provides requirements to review the curriculum by employers and to adapt the content of programmes, as well as expected learning outcomes and competences to labour market needs (<http://www.edu.md/ro/invatamint-profesional-secundar-profesional-mediu-de-specialitate-superior/>).

The examination board for conferring the 1st or 2nd cycle's qualifications should compulsory include the representative of employers

(The national Framework regulation of final examination for conferring the qualification, www.edu.md;

The national Framework regulation of master degree, Government Decision nr. 1455, 24.12.2007, <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=326588>)

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No ▼

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▼

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▼

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes ▼

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

The Ministry of Labour, Social Protection and Family collects the data from universities, public administrations and produces the labour market forecasting according to the National Classification of fields of training which is harmonised with ISCED.

The Ministry of Education collects from HEIs the information regarding their capacity to provide education services in particular fields. Information is mainly applied for "planning" of admission.

Skills forecasting is carried occasionally by professional associations, for example in the field of ICT, Accounting, Tourism, Law, Public administration, but it is not done with regular time intervals, no for all fields of training and occupations. The research and forecasting is mainly carried within projects financed by partners of development or foreign technical assistance (EU Commission, World Bank, ISAID, SOROS Foundation, SIDA others).

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▼

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

The information is used annually as support for elaboration of National Plan for State budgeting quota for each study field both in the 1st and 2nd cycle as well as for defining the higher education institutions capacity, both public and private, of admission based on some quality indicators (qualified teachers, capacity of campus, number of graduates, the opinion of state board of final examination etc.). Annual Government decision regarding the admission plan for each study field both in the 1st and 2nd cycle (www.justice.md)

V.3. In your country, are employers involved in higher education planning and management?

Yes ▼

V.3.1. How are they involved?

- | | | | | |
|--|---|--|--|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

The Framework Regulation for elaboration of HE curriculum for 1st and 2nd cycles recommends to consult and have a review of study programmes by relevant professional association, public authorities (www.edu.md).

The Framework Regulation of organization of 2nd cycle programmes recommends to involve in teaching the persons with relevant/recognized practical experience (www.edu.md).

The Framework Regulation regarding university governance bodies recommends to include in University Senate the representatives of employers (www.edu.md).

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

According to the Framework Regulations regarding the organization of the final state examination for 1st and 2nd cycles it is a mandatory request to include in State Examination board the representative of employers (www.edu.md).

The Framework Regulation on the organization of internship for students recommends to involve employers in the activity of institutional Career guidance Services, in the organisation of recruitment events, external mentoring of students, recognition procedures etc. (www.edu.md).

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

No

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

This is available for some field of study: Educational sciences, Medicine, ICT, Public order, Military. The employers have been involved in the process of integration of transferable skills development and entrepreneurship skills into university curricula (The National Framework Regulation (Guidelines, 2011) for Curriculum Development of Higher Education programmes (1st and 2nd cycles, integrated studies, medical and pharmaceutical education), Moldovan NQF, common reference, NQF for HE, www.edu.md)

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

The National Framework Regulation (Guidelines, 2011) for Curriculum Development of Higher Education programmes requests compulsory 10-15 ECTS for internship/practical training (30-40 ECTS for vocational programmes) at the 1st cycle and 10 ECTS at the 2nd cycle. The internship at the decision of University Senate could be divided between semesters as introductory in field of specialisation internship, technological (for practical skills development) and research internship (for 1st or 2nd cycle's thesis research) (www.edu.md)

The organization of internship at university level and assessment procedures of acquired practical skills and other expected learning outcomes is set by Framework Regulation of organisation of internship (www.edu.md)

Exception is possible for part time students who work in the similar field of study programs and their practical skills are relevant and could be recognised and credited. Although this category of students could elaborate and present for assessment the portfolio with special tasks according to expected learning outcomes (www.edu.md).

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input checked="" type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input checked="" type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input checked="" type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer

V.4.2.1. Please provide the source information here.

The National Framework Regulation (Guidelines, 2011) for Curriculum Development of Higher Education programmes (1st and 2nd cycles, integrated studies, medical and pharmaceutical education), Chisinau, 2011 (www.edu.md)

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in all higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

The internship is a compulsory element of higher education programmes and is financed as integral part of program.

There is in process of public discussion the draft of Law to provide fiscal incentives to employers who will accept to organize internship for students as well as to recognize the period of internship as practical experience.

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

Ministry of Labour, Social Protection and Family carries national survey regarding employability, taking into account the level and field of study, without considering which institutions the respondents graduates and with any consequences of evaluation for HEI. (<http://www.statistica.md/pageview.php?l=ro&idc=399&id=2740>)

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

No ▼

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Tracer studies are conducted only at the institutional level and on an ad hoc basis. The results are used by institutional Career Guidance Center. Some information is available on HEIs websites

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

VL1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No ▼

VL1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VL1.2. Please explain the common understanding of lifelong learning in higher education in your country:

The normative acts in this field operates with terms "adult education" and "continuing training"

Law of education nr. 547

"Article 35. Education for adults

(1) Adult education provides citizens with access to science and culture in order to adapt them through continuous training and professional skills development to changes in social and economical fields."

<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=311684>

Regulation on Service training, approved by Government Decision nr. 1224, 2004<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=298278>

VL2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VL2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

Law of education nr. 547, Article 35 (2)

<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=311684>

Regulation on Service training, approved by Government Decision nr. 1224, Article 12, 2004<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=298278>

VL2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VL2.3. If necessary, please provide comments here:

VL3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VL3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VL3.2. Please specify which forms and provide % of HE institutions involved.

VL3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

All forms of continuing training are described in the Regulation on Service training, approved by Government Decision nr. 1224, Article 14, 2004<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=298278>

VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

Yes ▾

VL4.1. Please explain these restrictions.

An authorisation or accreditation for providing continuing training activities/LLL activities it is required by national legislation in this field

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "2"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "2"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "90"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "6"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

VL5.2. If you have any further comments regarding this section, please provide them here:

15. Continuous training is done by:

- a) thematic training courses / specialization - up to 72 hours;
 - b) short training courses / specialization - from 72 to 100 hours;
 - c) multidisciplinary training courses lasting from 100 to 500 hours;
 - d) retraining programmes for holders of the university or college degree diploma to achieve a new qualification, lasting from 500 to 1000 hours;
 - e) training and retraining programs for holders of university or college degree diploma to obtain a new qualification, lasting more than 1000 hours.
- Regulation on Service training, approved by Government Decision nr. 1224, Article 15, 2004<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=298278>

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

According to the Framework of curricula development in higher education (1st, 2nd and 3rd editions, 2000, 2005, 2011) it is possible to provide flexible study programmes based on individual planning, taking into account individual necessities/personal circumstances.
Framework of curricula development in HE, 2011 (www.edu.md)

VL7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

Law of education nr. 547, Article 26 6() The study process in higher education is carried out through the full-time, part-time and distance learning.
<http://lex.justice.md/index.php?action=view&view=doc&lang=1&cid=311684>

VI.7.1. Please explain what student statuses exist in your country and how you define them.

There are two student statuses:

a) full-time student;

b) part-time students.

The main difference between these two categories are the number of contact hours. The quota of contact hours for part-time students is about 40% from the total number of contact hours for the full-time students.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VI.7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay lower fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements

Students studying in part-time programmes pay lower fees for the same volume of study and number of credits because of lower number of contact hours. This is available for student enrolled based on tuition fees.

Candidates admitted in HE with scholarships, to state budget funded study places, don't pay fees.

Admission plan annually approved by Government Decision (www.justice.md)

VI.7.4. Please indicate which fees apply to de facto part-time students.

VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

Students studying part-time are eligible for a lower amount of financial support for the same volume of study (i.e. the same number of credits) than students following typical study arrangements (please specify in comments how the support is calculated)

For candidates admitted in HE to the state budget funded study places, financial support for the same volume of study is lower.

VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

No

VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Other (please use space for comment to specify)

There are a lot of higher education programmes designed as full-time and part-time at the same time. The number of part-time and full-time programmes is determined in the Admission plan annually approved by Government Decision (www.justice.md)

VI.9.1. If you have any further comments regarding this section, please provide them here:

Last years there has been a decrease in the number of part-time study programmes

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

No

We are at the beginning of the process. The national legal framework in this field are going to be developed.

VI.10.1. Please choose the statement that best applies to your country-specific situation.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Please choose

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Please choose

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

The draft Strategy of recognition of prior learning was developed and is in the process of public discussion (www.edu.md)

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▼

VL11.1. Please specify what they are.

Draft Education Code includes a distinct compartment on LLL aimed at strengthening and enhancing LLL and flexibility of HE at the national level
(www.edu.md)

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▾

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
 Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

University curricula includes mandatory some elements of internationalization such as the assurance of the European dimension in curricula through foreign languages study and some contents related to European integration process. (The National Framework Regulation (Guidelines, 2011) for Curriculum Development of Higher Education programmes (1st and 2nd cycles, integrated studies, medical and pharmaceutical education), the third edition (www.edu.md) Guidelines for the implementation of ECTS, 2006 (www.edu.md) The National Framework on academic mobility (www.edu.md) promotes student mobility as an important goals in the internationalisation process. At the same time participation in Joint Degrees Programmes and international cooperation in research area are promoted at the institutional level.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
 Specific Department in the Ministry responsible for Higher Education
 Agency for the internationalisation of higher education
 Stakeholder organisations
 Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▾

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▾

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

1-25%

7.3.3.1. Please provide a source for this information:

HEIs websites

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

51-75%

7.3.4.1. Please provide a source for this information:

HEIs websites

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility 180 students
Credit mobility:Incoming mobility 84 students
Degree mobility:Outgoing mobility 4500 students
Degree mobility:Incoming mobility 600 students

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

Yes ▾

7.4.1.1. Please specify:

Ex: Vietnam, China, Mexico
The annually approved by Government Admission Plan includes a defined number of scholarships for incoming students, especially based of bilateral Agreements (www.justice.md)

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▾

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▾

7.5.1. Please specify:

The General Budget includes also finance for internationalization activities, depending on the possibilities and priorities established by the Ministry of Education; within the CEEPUS III project

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

The programmes financed by EC: Tempus, Erasmus Mundus, Jean Monnet, Youth in Action, Marie Curie, Erasmus + , FP7, Horizon 2020

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

Commonwealth of Independent States

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA

- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes ▼

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

Commonwealth of Independent States

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No ▼

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

The most HEIs offer a limited number of courses in foreign languages

The limited number of foreign Embassy's in Republic of Moldova and viceversa

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

There is not applicable a Gouvernement support for outgoing degree mobility yet

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles** Yes No No answer
- Specific fields of studies** Yes No No answer
- Credit mobility** Yes No No answer
- Degree mobility** Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

1. Development of the legal framework in the field.
2. Improving of the recognition procedures.
3. Improving the foreign languages skills of students at the undergraduate and university levels.
4. Improving the foreign languages skills for academic staff.
5. Raise the rate of courses and programmes offered in foreign languages at the university level.
6. At the same time, it is a goal for the Ministry of Education to make available some budget funding to support the outgoing degree mobility.
7. Wide implementation of the ECTS transparency tools.
8. Compatibilisation of curricula.

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

Not yet. We are at the beginig of the process.

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

There is lot of information regarding mobility based on bilateral agreements, CEEPUS mobility (<http://www.ceepus.info/>) and Erasmus Mundus mobility scheme within a number of EMA2 projects on the Ministry of Education website (www.edu.md) and HEIs websites

7.18.2. Is the website linked to Bologna website?

No

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes
We are at the beginig of this process.

7.19.1. Please provide a link to such information:

www.edu.md, <http://www.ceepus.info/>, www.tempus.md

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

According to the current legislation there is no difference in the organisation of such programmes.

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

Turkish Republic, Finland, Romania, Ukraine, China, Lithuania, Britain, Qatar, Estonia

7.22.2. What were the main higher education issues addressed in these events?

Quality assurance in HE, Internationalizations of HE, National Qualification Framework, ICT in HE, Assessment and Accreditation of HEIs, Research in HE

7.23. Comments:

In the framework of the visits in the Turkish Republic, China, Lithuania, Romania, Estonia were signed new bilateral agreements in the field of education

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes ▼

7.25.1. Please specify and provide reference:

In the framework of bilateral agreements and CEEPUS program (www.edu.md)

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

In the framework of bilateral agreements and CEEPUS program (www.edu.md)

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

In the framework of CEEPUS program (www.edu.md) - 100 months scholarship

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Teaching staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

In the framework of CEEPUS program (www.edu.md)- 100 months scholarship for 2014

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer

Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Ministry of Education (www.edu.md), Central CEEPUS office (www.ceepus.info), National Office of Statistics (www.statistica.md)

7.29. Are there any mechanisms to reward staff who participate in mobility?

Career development advantages Yes No No answer

Financial benefits Yes No No answer

Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

The participant in the staff mobility can earn some credits in the evaluation process

7.30. Is there a website which provides information about all international mobility schemes for staff?

Yes

7.30.1. Please provide a link:

The main information concerns the mobility within Erasmus Mundus program can be consulted on the HEIs websites. Information about CEEPUS III program mobility is available on <http://www.ceepus.info/> and www.edu.md.

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "5"

7.31.1.1. Additional comments:

There is a burdensome documentation procedure in case of the mobility longer than 3 months

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "5"

7.31.2.1. Additional comments:

The lack of mobility funds at the national and institutional levels.

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Developing/Improving the recognition procedures, improving the level of language skills

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:

The Draft Educational Code comprises a stipulation regarding the establishment of a National Fund for outgoing international academic mobility.