



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	Republic of Moldova
Date	30.01.2009
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1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

According to the amendments made in the currently in force Law on Education, starting with the 1st of September 2005, higher education studies are based on 2 main cycles: first cycle - Licentiate (the duration of studies being 3 - 4 years) and the second cycle - Master (with the duration of 1 to 2 years).

Beginning with the 2005-2006 academic year the first cycle - Licentiate have been introduced in all higher education institutions. The second cycle was introduced in all HEIs in 2008 with the first promotion of the Pro- Bologna graduates.

Doctoral Studies are regulated by the Science and Innovation Code and the recently approved new Code on Education, according to which this degree is structured in line with the requirements for the III cycle.

These programmes include compulsory theoretical and practical courses provided in accordance with main fields of science. Theoretical courses comprise approximately 20 % of the programme (Foreign Languages, Computer Science and a fundamental discipline dealing with the research field) and the other 80 % deal with the individual scientific research.

The implementation of the European Credit Transfer System (ECTS) in the Republic of Moldova started in 2000 in several pilot higher education institutions.

The compulsory implementation of the European Credit Transfer System by all higher education institutions started in 2005.

A Guide on the implementation of the Credit Transfer System was elaborated in 2006. The Guide provides the methodology of the implementation of the ECTS and assures better transparency and compatibility of study programmes and qualifications awarded by the higher education institutions of the Republic of Moldova.

The methodology of the credit system calculation envisages the use of 60 credits for one academic year. The ECTS system is used for both credit transfer and accumulation and it is implemented in line with the ECTS Users` Guide.

In July 2005 the Government of the Republic of Moldova approved a new Classificatory of Educational Fields and Programmes of Studies. The Classificatory was elaborated in accordance with the ISCED 97, EUROSTAT and is essentially based on learning outcomes, which were elaborated according to the labour market needs.

As a result in 2005 the admission to higher education institutions was organised in accordance with the new Classificatory. A Framework for the 1st cycle has been approved in order to provide the guidelines for the new curriculum development

Beginning with 2005 the Diploma Supplement is issued to every graduate automatically and free of charge.

The national model of the Diploma Supplement meets all European requirements.

The Diploma Supplement is issued to every graduate of the Licentiate Programmes as well as to the graduates of the Master Programmes. The Diploma Supplement is issued in Moldavian and English Languages.

Some measures in terms of quality assurance have been implemented yet.

The national system of quality assurance of higher education comprises the following procedures: internal evaluation, external evaluation and accreditation of the higher education institutions and programmes.

The academic evaluation of the higher education institutions is based on a certain number of general criteria and on compulsory standards, elaborated by the Ministry of Education and Youth dealing with the functioning of the higher education institutions.

A draft of the National Qualification Framework has been elaborated in 2008. It is improved and adjusted in the frame of discussions with the social partners. There is not yet an exact timetable for its approval and implementation.

The process of evaluation includes a set of indicators: pedagogical staff, the content of the educational programmes, learning outcomes, students, scientific research activities, management of the educational process, didactic materials and the economical-financial activity.

Some higher education institutions elaborated the "Quality manual".

Students are involved in the quality improvement process.

Educational standards and requirements are currently revised and improved.

Several modifications have been introduced to the process of academic evaluation and accreditation of higher education institutions in order to assure better transparency and objectivity of this process. Representatives of the branch ministries and students organisations have been included into the membership of the evaluation and accreditation committees.

An independent National Quality Assurance Agency was created in 2008. This Agency is responsible for accreditation as well.

In 2008 an Information and Qualification Recognition Office was established in the Ministry of Education and Youth.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

Ministry of Education and Youth

- a) Does your country have a national working group for Bologna follow-up ¹
- Yes No
- b) Does your national Bologna follow-up group include representatives of
- | | | |
|-----------------------------------|-----------------------------------------|----------------------------------------|
| Ministry | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| National Quality Assurance Agency | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Employers | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
- Other (please specify) _____
- c) Does your country have a Bologna promoters' group²
- Yes No
- d) Does your national Bologna promoters' group include representatives of
- | | | |
|-----------------------------------|-----------------------------------------|----------------------------------------|
| Ministry | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| National Quality Assurance Agency | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Employers | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
- Other (please specify) _____

Please add any additional comments if necessary:

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

The I cycle was introduced in 2005 in all HEIs, except Medicine and Pharmacy profiles. The II cycle was introduced in 2008 with the first promotion of the Pro-Bologna graduates.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
119. 000	29. 000	90%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

The I and II cycles are implemented in all fields, except Medicine and Pharmacy.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

100% of doctoral candidates follow structured doctoral programmes including both taught courses and independent research;

The normal length of full time doctoral studies is 3 years, for the part time studies - 4 years;

Other elements: stages at doctoral schools, participation in diverse programmes, seminars, conferences, projects at national and international levels with reports, publications etc. It is compulsory for doctoral students to have no less than 0,5 workload in research and innovative domain;

The supervisory and assessment of doctoral studies is assured by the Centre for University, Postuniversity Instruction and In-service of the Moldova Academy of Science;

The doctoral studies are included in our country`s Qualification Framework and are linked to learning outcomes;

The interdisciplinary training and the development of transferable skills are integrated in doctoral studies;

Credit points are not used in measuring workload in doctoral studies. It is stipulated in the new Code on Education, approved in December 2008 by the Parliament;

Early stage researchers.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

According to the 2008 year data, the doctoral studies are realized at 130 specializations. 44 institutions provide doctoral studies: 29 of them are research institutions and 15 are HEIs, that provide doctoral studies. There are 1664 doctoral students: 489 full time and 1175 part time.

1320 doctoral students are from the HEIs - approximately 80% from the whole number of doctoral students.

52 for post doctoral studies.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

- In 2009, 0,8% from GDP have been allocated for "Science". 0,1% - 14mln 83.8 thousand lei (bursaries, salaries, business trips, materials for research, expences for preparation and defence of the thesis) are planned for professional formation (doctoral studies).

- Excellence and special nominal bursaries are provided to doctoral students with outstanding results.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes

No

If Yes, please specify:

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

All graduates of the I cycle have access to the II cycle

b) any first cycle qualifications that do not give access to the second cycle (please specify)

Only in the field of Medicine and Pharmacy

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input type="checkbox"/>	No <input type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
additional courses	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

6.2 Access and admission between the second and third cycles

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

Please indicate:

- a) the percentage of second cycle qualifications that give access to the third cycle

All graduates of master courses that pass the major exam, the mark being no less than "9"

- b) any second cycle qualifications that do not give access to the third cycle (please specify)

- c) any measures planned to remove obstacles between cycles

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

All higher education institutions provide only one type of bachelor programmes - the professional one.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

Still now there are no significant changes, because now there are different types of Diplomas of higher education issued earlier in our country, that produce the same legal effect.

The Law on Education guarantees the right to employment to all the graduates of the 1st and 2nd cycles.

The following measures have been undertaken for the enhancement of the employability:

- Job fairs, organized in common with the social partners and the National Agency for Employment
- Business incubators have been established in institutions;
- Centres of professional orientation have been established at the Technical University of Moldova and at Moldova State University;

- Meetings with the employers;
- Constitution of Intersectorial Committees related to different fields of professional formation

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment The draft National Qualification Framework has been prepared

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment It has been discussed, but at the stage of approval it is supposed to be additionally coordinated.

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment The timetable for approval and implementation has been replaced because of the complexity of the issue and as a result of recommendations at the international level.

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment The draft of the NQF is being consulted, discussed and finalized, it is forwarded for approval. Approval timetable shall be defined as soon as the new Code on Education is promulgated. The Code was already approved by the Parliament in December 2008.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment NQF has been elaborated according to the provisions of the EQF. In the field of higher education it is practically in line with the provisions of the EQF.

i) Has the self-certification report been published?

Yes No

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

EU Tempus Programme;
UNDP

• Other measures

Yes No

If Yes, please outline these measures :

Accreditation of higher education institutions;
Increasing of the number of student places in higher education institutions.

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

Special internal systems of quality management have been constituted at the institutional level. A new function has been introduced in HEIs - vice-rector, responsible for quality of education.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

In accordance with the Frame - plan for the higher education, elaborated by the Ministry of Education and Youth, the HEIs are obliged to elaborate and improve the curriculum, the study programmes, the study plans and to have them approved according to the provisions of the regulation.

Most of HEIs elaborated the Guidelines for quality assurance.

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

- Students are involved in this process via the Students` Councils or the Students`s Senate, where the curriculum, the study programmes and the study plans, elaborated in compliance with learning outcomes and competences, are examined and approved;
- Anonymous questionnaire/survey.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary

- The information is placed on the web sites of the higher education institutions;
- Self-assessment reports.

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

- There is a tendency to have the expertization of the quality of education in alignment with the European Standards and Guidelines for QA.
- The new Code on Education foresees the constitution of specialized expert commissions.
- The establishment of the National Quality Assurance Agency.
- The Regulation of the activity of the specialized expert commissions has been elaborated and the Deontologic Code has been attached to it.
- The level of the transparency of the quality assurance enhanced.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If **No**, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|-----------------------------------------|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date _____) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes No In some cases
- b) as full members in external review teams Yes No In some cases
- c) as observers in external review teams Yes No In some cases
- d) as part of the decision making process for external reviews Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes No In some cases
- g) in preparation of self-assessment reports. Yes No In some cases
- h) in follow-up procedures: Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

The National Quality Assurance Agency was established in 2008.

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes No In some cases
- b) the external evaluation of national quality assurance agencies Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers Yes No In some cases
- d) membership of ENQA Yes No In some cases
- e) membership of any other international network Yes No If **Yes**, please specify:

- We cooperate with ENQA,EAQAN,INQAAHE and CEE network;
- EAQAN (Eurasian Quality Assurance Network), membership from the 14th of October 2005.

Please add any additional comments, especially if there is no international involvement in any of the aspects:

With the establishment of the National Quality Assurance Agency , the international involvement and cooperation will be enhanced.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

100%.

The Diploma Supplement is an important tool for promoting transparency of higher education qualifications (diploma de licenta, diploma de studii superioare, diploma de master, titluri etc.).

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes No
- 2nd cycle programmes Yes No
- 3rd cycle programmes Yes No
- remaining "old type" programmes Yes No Not applicable
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* English
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment The Diploma Supplement makes explicit the content and the level of qualifications awarded by the higher education institutions in an accessible mode, facilitating the assessment and recognition of qualifications.

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment In addition to the Diploma Supplement we require the apostilled study documents.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved: The Lisbon Recognition Convention has been ratified in 1999 and the legislation complies with the provisions of the Convention.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved: The later Supplementary Documents have been adopted and are applied in practice:

- an Information and Recognition Qualifications Office has been established;
- all applicants have a right to fair assessment;
- recognition is provided if no substantial differences can be proven;
- in cases of negative decisions the competent authority demonstrates the existence of substantial differences;
- the Information and Recognition Qualifications Office provides the verification of the authenticity of documents;

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

- the assessment of foreign qualifications and the verification of the authenticity of documents are provided free of charge;
- the Information and Recognition Qualifications Office provides information about the system of education, about institutions and their programmes;

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved: It is partially implemented and it is specified in the new Code on Education, approved in December 2008 and expected to be promulgated by the Presidency soon.

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved: It is specified in the new Code on Education.

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level It is ensured only at the national level.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level It is ensured only at the national level. There are Agreements of mutual recognition of study documents, signed by the Republic of Moldova with other countries. Specialized ad hock commissions are constituted to assess the applicants' study documents, which compare the foreign qualification with similar qualification in our country. According to the decision of these commissions, the competent authority from the ministry recognize the qualification.

lii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level It is the same procedure as above mentioned. If there are substantial differences, the competent authority from the ministry assists the applicant to find other measures

in order to have the documents recognized later (recognition of the study period, number of credits, passing additional exams/tests etc.)

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice

The information about the HEIs and Programmes is placed on the web sites of the Ministry of Education and Youth, ENIC NARIC and the HEIs

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

The Information and Recognition Qualification Office has been established only on the 1st of September 2008. According to the provisions of the new Code of n Education ENIC will be established.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits

100% 75-99% 50-75% <50%

b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

No In some programmes In the majority of programmes
In all programmes

¹² Please refer to definitions in the ECTS User's guide,

http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

c) If you use credit system other than ECTS, please give details of your national credit system:

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

100%

d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain: Recommendations related to this issue have been elaborated for the HEIs.

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain: The Guide on the implementation of ECTS was elaborated in 2006 and it includes explanations related to this issue.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes No

If Yes, please explain:

- The Guide on the implementation of ECTS provides the methodology of the implementation of the ECTS and assures better transparency and compatibility of study programmes and qualifications awarded by the higher education institutions of the Republic of Moldova.

The methodology of the credit system calculation envisages the use of 60 credits for one academic year. The ECTS system is used for both credit transfer and accumulation.

- Diverse conferences, seminars and round tables are organized, where HE staff gets the required information and practical advices.

- Publications dealing with this subject.

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify:

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

There are different educational forms of study: programmes and courses, provided by state or private institutions, which award Diplomas or Certificates, but no credits are allocated for these studies.

These study documents are used for professional purposes, professional career etc. They usually are taken into account by the employers.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

The national system of education ensures equal access to higher education to all under-represented groups for I and II cycles, including students with special educational needs.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation

- Opportunities to study according to individual study plans;
- Part-time programmes;
- Opening of a Rehabilitation Center for students with visual impairments in the farme of Moldova State University, properly equipted with special literature and textbooks, computers and other devices adapted to the needs of blind and visual impairment students. Highly qualified staff offer educational services to students from other HEIs as well.

- b) Are there any measures to support HE staff in establishing flexible learning paths?
Yes No

Please add appropriate comments to describe the current situation

- c) Is there flexibility in entry requirements aimed at widening participation?
Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

Annually, the Admmission Plan for the I and the II cycles is elaborated according to the needs of the national economy and according to the capacity of HEIs (for the III cycle it is the responsibility of the institution - university autonomy). According to this plan there are certain percents destined to students from vulnerable families, students with SEN, roma students, students from families with many children.

The percent for students from rural area is higher than for those from urban one. There is a special admission Plan for students from the Eastern part of our country (Transnistria).

- d) Are there any flexible delivery methods to meet the needs of diverse groups of learners
Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle Students with SEN from all HEIs (particurally those with visual impairmens) benefit of the assisstance from the Rehabilitation Center from the Moldova State University.

- e) Are there modular structures of programmes to facilitate greater participation?
Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

According to national regulations, the institutions are requested to implement modular structures for the I and II cycles in order to benefit of inviting highly qualified pedagogical staff from other HEIs.

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

Annually, 15% from the whole number of student places are offered to under-represented groups.

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes No

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

In the third cycle? None Little Widespread

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

In economical studies, exact studies, engineering.

e) Estimate the number of joint programmes in your country

5

f) Describe any actions being taken to encourage or allow joint programmes.

- Improvement of the legislative framework;
- Assistance of the educational projects;
- Enhancement of the academic mobility.

g) Are there any specific support systems for students to encourage joint degree cooperation?

- Academic mobility;
- Opportunities for abroad employment.

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

- Implementing the principles of Bologna Process;
- Participating in EU Programmes: Erasmus-Mundus and Tempus;
- Supporting the involvement of students and staff in different educational projects;
- Providing courses in foreign languages (English and French) at HEIs.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

The visa procedure for citizens of our country is a very difficult issue. We usually try to help students and staff in this respect (involving the Ministry of Foreign Affairs and European Integration and Embassies) but we do not always succeed.

Very often visa arrangements are supposed to be done in other countries (Romania, Ukraine or Hungary) because there are no Embassies for many countries in Moldova.

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation: Students get bursaries/scholarships.

d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation: The recognition is provided by the Information and Qualification Recognition Office

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:
Mobile staff and students are provided with accommodation in hostels.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:
- Agreements on cooperation in the field of education, signed by Moldova with other countries;
- Mobility Programmes.

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

Implementing the Bologna Process principles.

- Implementing the two-cycle degree system;
- Implementing Diploma Supplement;
- implementing ETCS;
- implementing quality assurance system;
- recognition of degrees and study periods;

b) What has your country done to:

i) improve information on the EHEA outside Europe?

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

iii) strengthen cooperation based on partnership in higher education?

The Republic of Moldova signed Agreements on cooperation in the field of education with such countries as: Belgium, Greece, Poland, Slovak Republic, Latvia, Bulgaria, Ukraine, Russian Federation, Turkey and China.

We have an efficient cooperation with Romania, Czech Republic, France, Germany, Italy, Spain, Portugal and Cyprus.

iv) intensify policy dialogue with partners from other world regions?

We cooperate with USA, India, Japan. etc.

v) improve recognition of qualifications with other world regions?

Yes, in the frame of ENIC NARIC network, World Education Services from USA and Canada, with African and Arab countries via the Embassies of these countries etc..

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

The HEIs from Balti and Cahul are efficiently cooperating with HEIs from Romania and Ukraine, signing annually Agreements of interuniversity cooperation

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

- cross-border cooperation is developed only between accredited HEIs from the two countries;
- Moldova signed bilateral Agreements of mutual recognition of study documents with Romania and Ukraine.
- establish and maintain contacts between the competent authorities responsible for quality assurance and recognition from the both countries.

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied

- Enhance the cooperation between quality assurance and accreditation bodies on the regional level in order to facilitate the process of determining whether a certain qualification meets the quality standards;
- Exchange of information and good practices;
- Provide clear and accessible information about requirements for assessment of qualifications;
- Cooperation with HEIs, academic staff, students' bodies and academic and professional recognition bodies.

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

Short term

- Expected Code on Education, as a legislative base for further promotion HE reforms in line with the Bologna Process principles;
- Elaboration of NQF;
- of the National Quality Assurance Agency;
- Ensurance of the synergy of HE and research

Long term

- Assurance of quality of education;
- Employability;
- Enhancement of academic mobility;
- Enhancement of the attractiveness and competitiveness of the National HE on the international level.

PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

The most vulnerable are the students with SEN because the HEIs are only partially adjusted to the needs of this category of students.

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

- The former Law on Education and the new Code on Education stipulate equal access to a quality higher education;
- Admission rules that are simple, fair and transparent;
- Flexible learning paths into and within higher education;
- Working tools and environment;
- Appropriate housing conditions for students;
- Provision of transportation, students canteens etc.;
- regulations to ensure student participation in HE governance;
- social bursaries;
- excellence bursaries;

- tax relief;
- accommodation in hostels;
- a special set of facilities (subsidised residences: meals, textbooks, transport, health care etc);
- The loans for the orphan students has been increased;
- A special loan for thesis defence, destined to orphan students;
- A National Plan for supporting orphan students is under elaboration.

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

- Free education at I and II cycles;
 - Allocation of study places to certain groups (orphans, vulnerable families, roma children, students from the Eastern
 - Financial assistance for studying abroad.
- Orphan students who study in Russian Federation, Cuba and Slovak Republic are fully supported by the Government (subsistence expenses, travel, scholarships)
- Research grants for doctoral students (for a short term research);
 - For the 2008-2009 academic year a gradual increasing of the amount of bursaries is expected.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

Annually, the HEIs presents the data related to all students to the National Statistic Data Department. There is a strict evidence of orphan students and those under guidance.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

- Access to quality higher education of students from vulnerable families and ensurance of permanent assistance during the whole study process remain still the goals of the Ministry of Education and Youth for the next years;

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

- Simple, fair and transparent admission rules;
- Flexible learning paths into and within higher education;
- Appropriate housing conditions for students;
- Provision of transportation, students canteens etc.;
- regulations to ensure student participation in HE governance;
- social bursarries;
- excellence bursarries;
- tax relief;
- accommodation in hostels;
- a special set of facilities (subsidised residences: meals, textbooks, transport, health care etc);
- Adaptation of HEIs to the needs of students with SEN.

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

- Allocation of study places to certain groups. The orphan and under guidance students are supported by the Government by offering them financial assistance from special funds
- The aloans for the orphan students has been increased;

- A special loan for thesis defence, destined to orphan students;
- A National Plan for supporting orphan students is under elaboration. .;

d) is there a timeline for action? If yes, please provide details.

No

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

Annual regular monitoring.

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

The Ministry of Education and Youth and the Institute of Educational Sciences

The contact point: Cojocaru Tudor tel. 373 22 23 26 80; fax: 373 22 23 3515;

E-mail t_cojocaru@mail.ru

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?