



# Overview of the Higher Education System

Moldova



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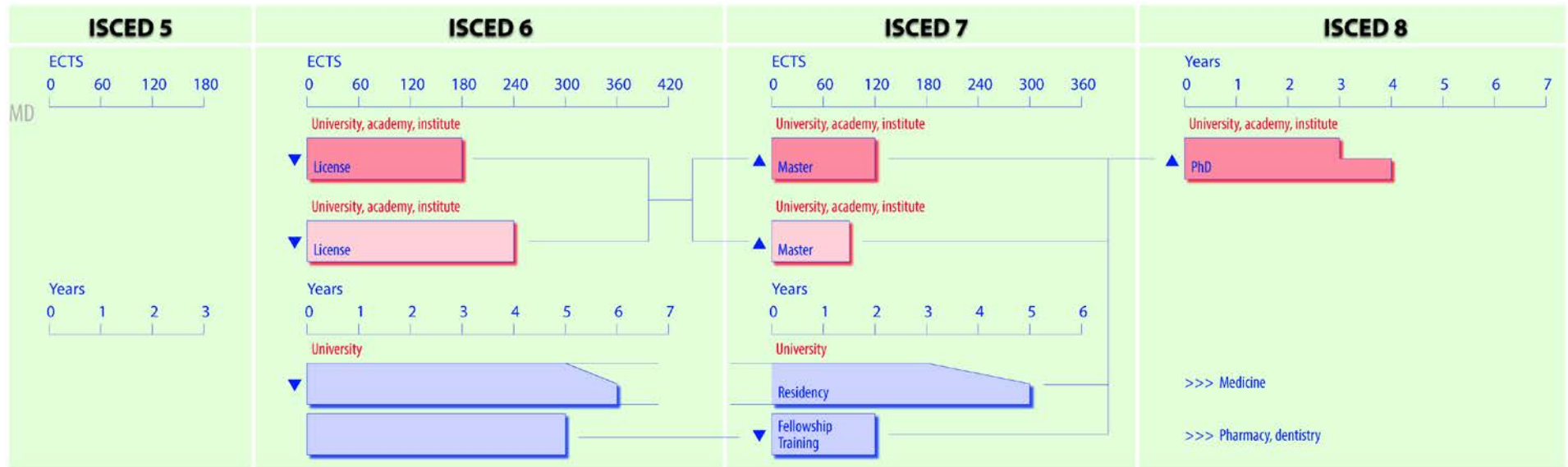
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## The higher education system in Moldova



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Professional programme

- Programme outside the typical Bologna model
- Professional programme non Bologna

**ECTS:**  
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△



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## 1 Overview

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The Republic of Moldova is located in the Southeast of Europe, on a territory of 33,843.5 sq. km, neighboured to the West by Romania and to the North, East and South by Ukraine. The capital of the Republic of Moldova is Chisinau, and its official language is Romanian.

According to National Statistics Bureau of the Republic of Moldova, 3,553,100<sup>1</sup> inhabitants (excluding those in the Eastern areas, Transnistria – 555,000<sup>2</sup>) populate the Republic of Moldova (as of January 1<sup>st</sup>, 2016). Most state as their ethnicity Moldovan/Romanian (over 70%), but there are also various national minorities: Ukrainian, Russian, Gagauz, Bulgarian, and Roma. The Russian language is unofficially recognised as an interethnic communication language. Over 90% of the population belong to the Christian Orthodox confession.

In 2015, the World Bank has forecasted for Moldova an economic decrease of -2% because of the unfavourable regional environment and the 2014 banking crises. A light economic redress of 0.16% is expected in 2016. The nominal GDP for 2015 is MDL 119.3 billion (approximately EUR 5.5 billion). According to data from the last three quarters of 2015, 7.1% of GDP was spent in the Education sector<sup>3</sup>.

### 1.1 Fundamental Principles and National Policies

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According to Article 35 of the Constitution of the Republic of Moldova<sup>4</sup>, the right to education is a fundamental right of every citizen. The access to education is equal, free and merit-based, and the state education is free and secular.

The national education sector is regulated by the Education Code<sup>5</sup>, in force since 23 November 2014, which sets the legal framework of legal relations concerning planning, organisation, functioning and development of the education system in the Republic of Moldova.

In addition, the Government of the Republic of Moldova approved on 14 November 2014 the Education Development Strategy for 2014-2020 “*Education 2020*”<sup>6</sup>. The strategic objectives in the area of education are also set in the *Association Agreement*<sup>7</sup> signed between the Republic of Moldova and the European Union.

The “*Education 2020*” strategy is the main policy document in the area of education. It sets the medium-term tasks and objectives for education development and defines the priority development directions and orientations of the education system in the Republic of Moldova. Therefore, the Ministry of Education has developed its sector expenditure strategies and yearly action plans based on those stipulated in the strategy.

### 1.2 Lifelong Learning Strategy

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According to the Education Code<sup>3</sup>, lifelong learning includes learning activities carried out by a person during his/her life, in order to build or develop competences from a personal, civic, social and professional perspective (Title VII, Article 123).

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<sup>1</sup> <http://www.statistica.md/newsview.php?l=en&id=5210&idc=168>

<sup>2</sup> [http://mid.gospmr.org/en/about\\_republic](http://mid.gospmr.org/en/about_republic)

<sup>3</sup> <http://pubdocs.worldbank.org/pubdocs/publicdoc/2015/10/796601444669051273/MEU-October-2015-eng.pdf>.

<sup>4</sup> Constitution of the Republic of Moldova of 29.07.1994, MO No. 1 of 12.08.1994, <http://goo.gl/DB1eJ2>.

<sup>5</sup> Education Code of the Republic of Moldova of 24.10.2014, MO No. 319-324, Art. No. 634, <http://lex.justice.md/md/355156/>.

<sup>6</sup> Education Development Strategy for 2014-2020 “*Education 2020*”, approved by GD No. 944 of 14.11.2014, <http://goo.gl/bOvhWB>.

<sup>7</sup> Law No. 112 of 02.07.2014 on ratification of the Association Agreement between the Republic of Moldova, on one side, and the EU and the European Community of Atomic Energy and their Member States, on other side, MO No. 185-199 of 18.07.2014, <http://goo.gl/wUNuuB>.

The expansion and diversification of lifelong learning represent one of the strategic development objectives pursuant to the “Education 2020” strategy, focusing on the development of continuing professional development for teaching and managerial staff in the education sector<sup>4</sup> (*Specific Objective 4.4. Streamlined and flexible continuing professional development system for teaching and managerial staff*).

Lifelong learning is also mentioned in the Association Agreement between the Republic of Moldova and the European Union<sup>8</sup>. According to Chapter 23, Article 122, lifelong learning should be promoted, in order to encourage cooperation and transparency at all education and training levels, with a particular focus on higher education.

According to the activity report of the Ministry of Education, a methodology for the on-going career development of academic staff has been developed, as well as an update of the professional development programmes through e-learning, English language and psycho-pedagogy courses. Thanks to the Tempus Project “Création réseau universités thématiques en sciences appliquées et sciences économiques en Moldavie”, the largest Moldovan universities have installed e-learning training systems.

Lifelong learning can be conducted in several specialised institutions. They can be general, technical, vocational and higher education institutions or public and private institutions/organisations that provide education services and professional development programmes. The decision concerning the authorisation of preliminary functioning, accreditation, non-accreditation or withdrawal of the right to organise a continuing professional development programme is adopted by the Ministry of Education, based on the results of the evaluation conducted by the *National Agency for Quality Assurance in Professional Education*<sup>9</sup>.

### 1.3 Organisation of Private Education

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Private higher education institutions can be established, reorganised or dissolved at the initiative of natural and legal persons, with the consent of the Ministry of Education, in the forms provided in the *Civil Code* for non-commercial organisations.

Public authorities, public institutions, state enterprises and organisations cannot be founders of a private higher education institution.

Private higher education is organised and functions on principles concerning non-commercial organisation in strict conformity with state professional standards.

The right to issue higher education documents to graduates is granted to higher education institutions that have accredited study programmes.

### 1.4 National Qualifications Framework

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The *National Qualifications Framework*<sup>10</sup>, developed in accordance with the European Qualifications Framework, was approved in December 2010. The Ministry of Education has compiled the qualifications development methodology and has coordinated the description of over 140 specialties and qualifications in the following areas: economic sciences, agricultural sciences, engineering sciences, social sciences, life sciences, and exact sciences.

The *National Qualifications Framework* establishes eight qualification levels. Levels 1-5 correspond to the

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<sup>8</sup> Law No. 112 of 02.07.2014 on ratification of the Association Agreement between the Republic of Moldova, on one side, and the EU and the European Community of Atomic Energy and their Member States, on other side, MO No. 185-199 of 18.07.2014, (<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=353829>).

<sup>9</sup> National Agency for Quality Assurance in Professional Education, <http://anacip.md>.

<sup>10</sup> National Qualifications Framework, <http://edu.gov.md/ro/content/cadrul-national-al-calificarilor-0>.

general secondary education, and to the vocational secondary and specialised secondary education. Levels 6-8 correspond to higher education (level 6 – Bachelor, level 7 – Master, and level 8 – PhD).

Each qualification is defined by the education results/learning results expressed in terms of professional competences (knowledge and skills) and transversal competences, formed during the respective cycle of university education.

The matrix of the National Qualifications Framework in higher education includes the qualification levels, categories and types of competences, generic descriptors of competences, as well as level descriptors for qualifications in higher education. The monitoring of the National Qualifications Framework Education implementation is being done internally by special commissions in the university departments, and externally by the Ministry of Education jointly with other relevant ministries (Ministry of Health, Ministry of Agriculture etc.)

## 1.5 Statistics on Organisation and Governance

*Number of higher education institutions in the Republic of Moldova<sup>11</sup>*

Higher education institutions, academic year 2015/2016	
State	19
Private	12
<b>TOTAL</b>	<b>31</b>

*Students in higher education institutions, academic year 2015/2016<sup>11</sup>*

Students, by cycle of education, 2015/2016					
	Total	Private institutions		Public institutions	
		Nr. of students	%	Nr. of students	%
Bachelor	62,809	12,506	19.91	50,303	80.09
Master	15,006	2,225	14.83	12,781	85.17
Medicine and pharmacy	3,854	-	-	3,854	100
<b>TOTAL</b>	<b>81,669</b>	<b>14,731</b>	<b>18.04</b>	<b>66,938</b>	<b>81.96</b>

## 1.6 Distribution of Responsibilities

The management of the education system is performed on three levels: national, local, and institutional. Development, promotion, implementation monitoring and impact assessment of national education policy is under the competence of the **Ministry of Education**.

The **Ministry of Education** can have territorial decentralised bodies - with administrative education management functions – **District Departments of Education**. Local public administration authorities set up these local structures.

<sup>11</sup> Activity of higher education institutions in the academic year 2015/16, National Statistics Bureau of the Republic of Moldova <http://www.statistica.md/newsview.php?l=ro&idc=168&id=5013>.

The quality management in higher education is provided at national level by the **National Agency for Quality Assurance in Professional Education**, which operates based on the regulation approved by the Government according to the provisions of the Education Code.

The scientific research in higher education is settled by the University Charter, the Regulation of organisation and functioning of the doctoral school and doctoral programmes approved by the University Senate and National Council for Accreditation and Attestation.

## **2 Higher Education Funding**

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### **2.1 Public Education**

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The public higher education system of the Republic of Moldova is funded primarily from state budget allocations. The funding of private higher education institutions is carried out from the sources of founders or study fees.

However, the higher education institutions can also benefit from other funding sources: revenues obtained from provision of educational services for a fee or research and technological transfer activities; revenues obtained from commercialisation of goods manufactured in the process of education or from the lease of goods (spaces, equipment, lands); grants, sponsorship and donations. Professional associations or employers' associations can also support higher education.

Revenues obtained by the educational institutions from the provision of educational services for a fee are intangible and used exclusively for the institution's development.

The state guarantees the funding of higher education for its entire duration, according to the admission plan for each specialty (state order), approved yearly by the Government. The Ministry of Labour, Social Protection and Family, in coordination with the Ministry of Education and other relevant ministries, determines the state order. It is set out depending on the number of specialists that the state requires. The total budget allocated for each specialty is calculated depending on the number of registered students and graduates by specialty. After approving the state order and the allocated budget, the Ministry of Finance distributes the funding to all public institutions that develop specialists in the respective areas, according to the "cost per student" formula. The Ministry of Finance establishes the cost per student, depending on expenditure categories of institutions: salaries, material procurement, maintenance of student dormitories, etc.

Since the implementation of the 3<sup>rd</sup> cycle - doctoral studies, the state allocates doctoral grants to institutions that have doctoral schools, provisionally authorised for operation by the National Agency for Quality Assurance in Professional Education and approved by the Government of the Republic of Moldova. To benefit from the grants, the concerned institutions must participate in the National Scientific Project Competition. The selection is made after the assessment of the proposed research activities according to the following criteria - the international relevance, the economic and social impact. The terms of participation, the assessment methodology and the value of the grant are determined by the national authority for Research, Development and Innovation and subsequently approved by the Government.

Besides state funding, public higher education institutions can charge contract-based study fees to the students. These fees are calculated according to the standard cost per student.

#### **2.1.1 Financial Autonomy and Control**

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Currently, all public higher education institutions in Moldova operate in a transitional regime from the centralised to the autonomous funding system. The transition period is set for four years (2013-2016) by a

Government Decision<sup>12</sup>.

According to the document, the financial autonomy is reflected in the management of financial means, including those allocated from the state budget, through bank accounts; the established amount of fees for education, coordinated with the Ministry of Education; grant of study and research scholarships; management of the institutions' assets; raising of financial resources through participation in research and investment projects based on cooperation with various national and international partners, including the public-private partnership; etc.

During the transition period, the higher education institutions simulate the formula of state resource allocation per student. Generally, the yearly distributed state funding is insufficient to cover the expenses of institutions. In such conditions, the public higher education institutions enjoy the flexibility of obtaining and managing other financing sources: admission fees, revenues obtained from leasing real estate, etc.

The higher education institutions in Moldova have a dual management system. Hence, the financial management bodies of the institution are (1) the *University Senate* composed of representatives of the university and (2) the *Council for Strategic and Institutional Development*, whose members are external experts, some appointed by the Ministry of Education and the Ministry of Finance.

The use of financial resources is checked systematically by the Ministry of Education, and other relevant ministries, based on reports drafted by the institutions, the Revision and Control Service of the Ministry of Finance every three years, and periodically by the Court of Accounts.

### 2.1.2 Fees within Public Higher Education

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The public higher education institutions are entitled to charge study fees. The study fees are set on the basis of the standard cost per student applied also to the distribution of the state budget. Any change in admission fees must be approved by the Ministry of Education. Fees vary depending on the specialty, cycle and form of education (part-time or full-time education). The study fees for foreign students are normally double compared to the fee paid by the citizens of the Republic of Moldova.

Thus, for the Bachelor and Master cycle the amount ranges in general between MDL 3,000 and 8,000 per year (approximately EUR 140-374<sup>13</sup>). The highest study fees are charged by the University of Medicine and Pharmacy "*Nicolae Testemitanu*" (MDL 17,000-20,000 – approximately EUR 790-930) and the Academy of Music, Theatre and Arts (MDL 9,000-25,000 – approximately EUR 420-1,160). The lowest fees are set for the specialties with pedagogical or agricultural profile (between MDL 3,000 and 4,500 – approximately EUR 140-210).

Besides study fees, the institutions set admission fees. These vary between MDL 30 and 40 (approximately EUR 1.4-1.87), and for the part-time education the study fees amount normally to 50% of the value of the fee for full-time education.

According to 2015 statistical data<sup>14</sup>, the share of students who pay study fees represents 60.2% of the total number of students funded from the state budget.

## 2.2 Private Education

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Out of a total of 31 higher education institutions, 12 are private (2015 data of the *NSB*<sup>15</sup>).

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<sup>12</sup> GD No. 983 of 22.12.2012 on the manner of operation of state higher education institutions under conditions of financial autonomy, MO No. 270-272 of 25.12.2012, <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=346068>.

<sup>13</sup> EUR 1 = MDL 21.4181, December 2015, [http://ec.europa.eu/budget/contracts\\_grants/info\\_contracts/infoeuro/infoeuro\\_en.cfm](http://ec.europa.eu/budget/contracts_grants/info_contracts/infoeuro/infoeuro_en.cfm).

<sup>14</sup> Activity of higher education institutions in the academic year 2015/16, National Statistics Bureau of the Republic of Moldova <http://www.statistica.md/newsview.php?l=ro&idc=168&id=5013>.

<sup>15</sup> Activity of higher education institutions in the academic year 2015/16, National Statistics Bureau of the Republic of Moldova <http://www.statistica.md/newsview.php?l=ro&idc=168&id=5013>.

Both institutions and study programmes must be accredited by the relevant national structure, in order to have the right to issue study diplomas.

Private higher education institutions are funded by their funding members and study fees. The latter Private institutions that hold an authorisation for provisional operation of doctoral schools are entitled to apply for scientific grants offered from the state budget.

### 2.2.1 Financial Autonomy and Control

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Private higher education institutions are funded by their funding members and study fees.

### 2.2.2 Fees within Private Higher Education

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The fees vary depending on the specialty, cycle and form of studies (part-time or full-time) and are established based on the standard cost per student applied also by public institutions. Therefore, the study fees are no higher than in public institutions.

### 2.3 Financial Support for Learners' Families

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Not applicable.

### 2.4 Financial Support for Learners

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Students admitted to higher education institutions can enjoy monthly the following subsidies funded from the state budget:

**Study scholarships** – they are granted biannually to students of cycles I and II, including students in medical and pharmaceutical education, according to the examination results, and are paid monthly to the students. The study scholarships for students admitted to the cycle 1 Bachelor are divided in three categories, depending on the average grades from the examinations. Their amount is MDL 720 (approximately EUR 34) for category I, MDL 610 (approximately EUR 28) for category II, and MDL 560 (approximately EUR 26) for category III. The amount of scholarships for students admitted to cycle II Master is one – MDL 790 (approximately EUR 37).

The conditions of granting scholarships to doctoral students and those admitted to post-graduate research:

Type of doctoral students	Scholarship amount
Doctoral students admitted immediately after graduating from the faculty or with a working experience of up to three years	MDL 1,000-1,150 MDL (approximately EUR 47-54)
Post-doctoral researchers that work on the habilitation thesis	The amount of the average salary received prior to admission to post-doctoral research
Resident doctors	MDL 1,000-1,150 MDL (approximately EUR 47-54)

**Social scholarship** – it is granted upon request to students of cycles I and II, including students in medical and pharmaceutical education who come from socially vulnerable families and passed the examinations. The amount of the scholarship is set by the Government and is MDL 310 (approximately 14 EUR).

To apply for the social scholarship, students should submit yearly/biannually documents certifying the family situation. Social scholarships are granted biannually, the selection of candidates being conducted in the faculties, depending on the academic performances of the students and their family situation. The

nominal list is approved by order of the rector. The students of cycles I and II, who are beneficiaries of the social scholarship, may candidate under general conditions for the study scholarship.

**Merit-based scholarship** – it is granted to students of cycles I and II, including students in medical and pharmaceutical education, depending on performances obtained in academic, scientific and extra-curricular activities. The students of cycles I and II, who are beneficiaries of merit-based scholarships, cannot candidate during the same period for the study scholarship. The list of merit-based scholarships to be awarded is established by the university senates/professional councils, approved by the Rectors' order, after which is proposed to the Ministry of Education. The Ministry of Education proposes for approval the list of candidates to the Government. There are several categories of merit-based scholarships:

Category of merit-based scholarship	Scholarship amount
Scholarship of the Republic – 12 scholarships granted yearly	MDL 1,320 (approximately EUR 62)
Scholarship of the President of the Republic of Moldova – 10 scholarships granted yearly	MDL 1,200 (approximately EUR 56)
Scholarship of the Government – 30 scholarships granted yearly	MDL 1,100 (approximately EUR 51)

**Private scholarships** – students from higher education institutions can benefit from scholarships granted by private companies, based on agreements concluded between the company and the scholarship holder.

**Transportation** – students from the higher education institutions, with exception of those with permanent domicile on the university campus or in the suburbs of this campus, are entitled to the reimbursement of two (return) trips per year within the country, in the amount of up to 50% of the cost of the travel tickets with intercity transport.

**Accommodation** – students can benefit from accommodation in student dormitories, within limits of available places, for an accommodation fee that represents 40% of the total cost of maintaining the dormitory. The total cost is calculated and set by University Senates. Annually, about 70% of people requiring accommodation are given places in student dormitories.

The higher education institutions enjoy the flexibility to decide about the provision of additional support (material aid or accommodation) to students from socially vulnerable categories based on their requests.

Students who come from disadvantaged families have priority for accommodation in student dormitories. They also benefit from a special quota for admission: 15% of the total number of places funded from the public budget.

### 3 The structure of the Higher Education system

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In the Republic of Moldova, higher education is optional and represents the highest level of education. Any person who holds a high school (lyceum) diploma can benefit from higher education. Free higher education, funded from the state budget, can be accessed only once for each cycle of higher education, within limits of available places. At the same time, the citizens of the Republic of Moldova can benefit from studies with mixed funding, as well as studies for a fee.



In 2005, Moldova joined the Bologna process. With the launch of this process, the Republic of Moldova has assumed responsibilities and has been actively involved in the reform and modernisation process of higher education, in order to align it with European standards. The first changes led to the modification of the structure of the university system, the organisation of higher education in three cycles and the institutionalisation of ECTS (*European Credit Transfer System*) study credits. Another major novelty for the system was the adoption in July 2014 of the new Education Code<sup>16</sup>. Entered into force in November 2014, the Code has replaced the old 1995 Law on Education<sup>17</sup>. After adopting the new Code of Education, several changes have been introduced in higher education in Moldova, aimed at modernising the system and aligning it with European standards. These changes include the development of new university curricula or the organisation of the internal and external quality evaluation and monitoring system, by establishing the National Agency for Quality Assurance in Professional Education (ANACIP).

Higher education is performed on two channels – academic and advanced professional – and is structured in three cycles (with exception of medical and pharmaceutical education):

- Cycle I – Bachelor;
- Cycle II – Master;
- Cycle III - PhD.

**Cycle I** is carried out through Bachelor studies for a duration of 3-4 years, which corresponds to 180-240 credits. The student can choose to study full-time, part-time or at a distance. In case of double specialties of the cycle I higher education in the area of education sciences, the duration of studies is one year longer.

**Cycle II** represents Master studies lasting 1.5-2 years and corresponding to 90-120 transferable study credits, 30 credits for each semester. The studies can be organised full-time, part-time and at a distance.

**Cycle III** – PhD – the studies have duration of 3-4 years that correspond to a number of 180 transferable study credits and can be full-time or with reduced attendance.

The medical and pharmaceutical education is organised exclusively as full-time education, with duration of 4-6 years. Each semester corresponds to 30 transferable study credits.

In the Republic of Moldova, the higher education programmes are developed and implemented per academic year that begins in September and ends in July. One academic year has two semesters of 15 weeks each, which include two examination sessions, internships and two vacations (all are established by each separate higher education institution). After joining the Bologna Process in 2005, the duration of higher education studies (5 years) was divided in: Cycle I – 3-4 years and Cycle II – 1.5 – 2 years.. In case of part-time or distance studies, a period of 4 or 5 years was established, depending on the specialty. Starting 2014 the higher education in Moldova is organised based on III Cycle system<sup>16</sup>.

### 3.1 Types of Higher Education Institutions

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In the Republic of Moldova, higher education is provided by universities, academies and institutes. All enjoy the status of university autonomy, and this entitles them to set their own education programmes, human resource policies, and to manage their budget. These institutions are divided in three categories, depending on the offered higher education programmes:

- **Category A** – higher education institutions that conduct higher education in one or more areas of professional development and offer Bachelor, Master and PhD study programmes;

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<sup>16</sup> Education Code of the Republic of Moldova of 24.10.2014, MO No. 319-324, Art. No. 634, <http://lex.justice.md/md/355156/>.

<sup>17</sup> Law on Education No. 547 of 21.07.95, MO No. 62-63/692 of 09.11.1995, <http://goo.gl/9g8Yzq>.



- **Category B** – higher education institutions that conduct higher education in one or more areas of professional development and offer Bachelor and Master study programmes; and
- **Category C** – higher education institutions that conduct higher education in one area of professional development and offer Bachelor study programmes.

The **university** is a higher education institution that generally offers studies in a wide range of domains/specialisations, initial and continuing professional development of specialists in various areas of the social life, provides conditions for fundamental and applied scientific research activity in a wide range of domains and guarantees access to the labour market to its graduates.

The **academy** is a higher education institution that offers studies in a general area of professional education, such as economy, law or arts.

The **institute** is a higher education institution that offers education in a specific domain.

## 3.2 First Cycle Programmes

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The Bachelor study programmes (cycle I) are offered by the majority of educational institutions in the Republic of Moldova. The admission to an institution that offers Cycle I courses is done based on the Bacalaureate Diploma (obtained after graduating 3 years of high school (lyceum)). In addition, some higher education institutions organise also an admission examination for certain specialties.

### 3.2.1 Branches of Study

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The higher education at cycle I Bachelor level is the most higher education requested/accessed by youth in the Republic of Moldova. Nevertheless, in the recent years, the number of students in cycle I has been continuously decreasing, a phenomenon caused by migration and the gradually lower number of population in the Republic of Moldova. With the exception of the Public Administration Academy under the President of the Republic of Moldova, and the Institute of Education Sciences, all other higher education institutions in the Republic of Moldova offer Bachelor courses. According to the data of the National Statistics Bureau, in the academic year 2015-2016, the most requested areas of Bachelor higher education are, in decreasing order, the following:

- Social sciences, economy and law;
- Education sciences;
- Engineering, technologies, architecture and constructions;
- Humanities and arts;
- Life sciences;
- Exact sciences;
- Services;
- Agriculture.

### 3.2.2 Admission Requirements

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Admission to Bachelor studies is done yearly, on competitive basis, during July-September. The main requirement to be admitted is the holding of a Bacalaureate Diploma or similar study document, issued by an educational institution accredited by the national education authority. The selection of candidates is carried out by admission commissions established at every higher education institutions. Candidates can register for the admission competition for cycle I in several specialties in several domains, at one or more higher education institutions. Following the publication of results, they must choose one single domain in one single institution.

15% of budget-funded places are allocated to students from socially vulnerable categories.

With the establishment of the university autonomy, the higher education institutions in Moldova set their own criteria of selecting students when they organise the admission competition. Thus, besides the file-based competition, some institutions organise admission examinations for certain specialties, such as arts, journalism, in the area of military, security and public order, etc.

According to the Regulation Framework of each HEI regarding the organization of admission at Bachelor studies, during the admission of students to Bachelor studies, universities will take into account their own mission, the institutional strategy, as well as the requirements of the labour market, based on the Nomenclature of Professional Development Domains<sup>18</sup>.

### 3.2.3 Curriculum

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The Ministry of Education developed and implemented the “*Reference University Curriculum Framework*”<sup>19</sup>. This document defines the conceptual and methodological aspects of the curriculum policies at the national level and is in line with the provisions of the National Strategy Moldova 2020<sup>20</sup> that recommends the “*modernisation of the educational system in order to respond to the individual needs of young people and to meet the requirements of the labour market, by increasing the economic productivity and the employment rate*”.

The higher education institutions in Moldova that offer Bachelor studies have the freedom and responsibility to develop their own curriculum and study programmes, taking into account the National Qualifications Framework<sup>21</sup>. The curriculum is approved by the Senate of the institution. The study programme should correspond to the qualification given to the institution's graduate. In certain cases, such as medicine and pharmacy studies, the content of the education programme is developed in coordination with the Ministry of Health and the Ministry of Education.

In the Republic of Moldova, the teaching language is Romanian. If there are requests to study in Russian, English or French faculties can create groups with teaching in Russian, adapting the study programmes accordingly. Newly created programs have to be approved by the Ministry of Education.

### 3.2.4 Teaching Methods

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The Moldovan universities establish the teaching methods at the level of departments. The most popular teaching form is the courses (lectures), where the professor gives lectures in front of a large group of students (simultaneously several groups). The courses include most often theoretical information. They are accompanied by seminars, laboratory works, practical works or design, where the student should assimilate and implement the knowledge acquired during courses. It is not mandatory that a course professor holds seminars or laboratory works as well.

Since the number of students in Moldova is continuously decreasing, the universities are required to improve constantly the study programmes and implicitly the teaching methods, to become more attractive and competitive. An important role in improving the quality of the teaching staff is played by the Tempus and Erasmus+ projects, financed by the European Commission, implemented in the Republic of Moldova in 1994-2014. Through externally funded programmes (including Tempus) as well, the majority of educational institutions have benefited of technical assistance, equipment of laboratories and/or course rooms.

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<sup>18</sup> Nomenclature of Professional Development Domains, <http://lex.justice.md/index.php?action=view&view=doc&id=312972>

<sup>19</sup> Reference University Curriculum Framework, Ministry of Education of the Republic of Moldova, V. Gutu, N. Birnaz, O. Dandara and others, Chisinau, CEP USM, 2015, <http://goo.gl/tgLn4i>.

<sup>20</sup> National Development Strategy “Moldova 2020”, <http://lex.justice.md/index.php?action=view&view=doc&id=345635>.

<sup>21</sup> National Qualifications Framework, <http://edu.gov.md/ro/content/cadrul-national-al-calificarilor-0>.

Even if teaching methods are decided at department level, professors can adapt the courses according to their own scenario, taking into account the curriculum. In addition, the professors have the freedom to recommend additional teaching materials to the students.

### 3.2.5 Progression of Students

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At the end of each semester, Moldovan students have to sit for exams in order to obtain the necessary number of credits and to progress to the next stage. The progression of students is settled by the *Regulation of organisation of studies based on ECTS*<sup>22</sup>. In most cases, the students can re-sit at least twice the examinations failed in the previous session. In addition, after the first study year, they can request the suspension of attending courses for a period of up to 3 years, and later resume their academic activity, the results obtained before the study break being recognised.

The students are admitted to the final examination of cycle I of studies and to the defence of the Bachelor thesis only after accumulating the needed number of credits according to the curriculum.

### 3.2.6 Employability

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According to the Education Code of the Republic of Moldova, the educational institutions and the business environment can collaborate in the professional development of personnel and their preparation for the labour market, by creating joint career guidance and counselling centres, business incubators, etc. Moreover, the state grants tax facilities to economic agents employing young specialists in the first year after graduation. Young specialists who intend to get exploited in rural area: doctors, pharmacists and teachers, graduates of higher and specialized education institutions may benefit from special facilities (compensations, free accommodation) from the state budget during first 3 years of activity.

Practically, the higher education institutions that have established partnership relations involve employers in the examination commission at the public defence of the Bachelor theses by graduates. Internships are another way for young people to have direct access to the labour market already during their studies. In most cases, the students have to contact themselves the enterprises where they would want to apply their theoretical knowledge. Nevertheless, there are also higher education institutions that conclude, at the level of the faculty, partnerships with state or private enterprises, which regulate the collaboration in view of carrying out internships or even employing graduates (e.g., State University of Moldova, Faculty of Journalism and Communication Sciences, agreements with mass media institutions; Technical University of Moldova, agreement with the private company Gas Natural Fenosa).

Some universities have created structures responsible for career guidance; others however provide such services through the Dean's offices or departments.

### 3.2.7 Student Assessment

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Student assessment in educational institutions of Moldova is carried out throughout the academic year, in various forms – seminars with oral responses, tests, individual works, laboratory works or colloquies. The assessment system is, similar throughout the entire educational system in Moldova. Exams are graded on a scale of 10 points, 1 being the minimal grade and 10 the maximal grade. Depending on the result accumulated in the process, a student can be “admitted” or “rejected” at the final semester examinations.

### 3.2.8 Certification

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Bachelor studies are finalised with the examination and/or defence of the Bachelor thesis/project and the obtaining of the Bachelor higher education diploma, issued by the institution and accredited by the

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<sup>22</sup> Regulation of organisation of studies based on ECTS, Ministry of Education order nr. 726, September 2010, [http://ase.md/files/documente/regulamente/regulament\\_ects.pdf](http://ase.md/files/documente/regulamente/regulament_ects.pdf)

national branch authority. The Bachelor diploma is in Romanian and English, and includes a supplement of several pages, describing each discipline attended by the student during the studies. The diploma supplement indicates also the number of credits obtained in each subject.

### **3.3 Short-Cycle Higher Education**

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Technical vocational education is carried out in the Republic of Moldova in educational institutions called “colleges”. This is not part of higher education.

### **3.4 Second Cycle Programmes**

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#### **3.4.1 Branches of Study**

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Master programmes are offered by all types of higher education institutions in the Republic of Moldova, i.e. universities, academies, and institutes. Cycle II studies have duration of 18-24 months and correspond to 90-120 transferable credits, 30 for each semester. Master programmes can be directed towards conducting studies of the following:

- *Master of science* – deepening the knowledge in a scientific field which aims at the production of original scientific knowledge; and
- *Master of professionalization* – professional development or strengthening of professional competences in a specialised field and can form a basis for professional career.

According to official statistical data presented by the National Statistics Bureau, the most requested domains of Master studies are the following:

- Social sciences, economy, law;
- Education;
- Engineering, technologies, architecture, constructions;
- Humanities and arts;
- Life sciences, exact sciences;
- Services; and
- Agriculture.

In the medical and pharmaceutical domain, the cycle II studies are represented by the “residency”, namely studies with a duration of 2-5 years organised by the Ministry of Health, that have as a goal the mandatory professional development of medical doctors and pharmacists by specialties.

#### **3.4.2 Admission Requirements**

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The admission to Master studies education is organised through competition, based on the Bachelor diploma or another equivalent document recognised and approved by the Ministry of Education. The higher education institutions that offer courses in cycle II studies set their own admission methodology, based on general criteria set out by the Ministry of Education and the Nomenclature of Professional Development Domains and Specialties. Admission to cycle II studies in medicine and pharmaceuticals is done through competition, according to the criteria set out by the Ministry of Health in coordination with the Ministry of Education.

#### **3.4.3 Curriculum**

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The curriculum for cycle II studies is developed by each higher education institution that offers such studies, based on the National Reference Framework. The study programmes are approved by the Senate of the institution and the Ministry of Education, in accordance with the national regulations. Any institution that offers Master studies is subject to external evaluation of the study programme. The

authorisation of the content is carried out by the National Agency for Quality Assurance in Professional Education.

In case of residency studies (in medicine and pharmacy), the contents of the educational programmes are developed in coordination with the Ministry of Health and the Ministry of Education.

The teaching language is Romanian. If there are requests to study in Russian, faculties can set up groups with teaching in Russian, the study programmes being adapted accordingly.

#### **3.4.4 Teaching Methods**

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The methods of teaching cycle II programmes are similar to the Bachelor's. Students participate in theoretical courses, seminars, laboratories and practices. Master programmes are less requested compared to Bachelor ones, since most of the local employers don't account if their employers have a Bachelor or Master degree. Progression of Students

This part is similar to the information concerning cycle I studies. At the end of each semester, the students in Moldova have to sit examinations, in order to obtain the necessary number of credits and to pass to the next stage.

#### **3.4.5 Employability**

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A large share of students that chooses to follow Master studies is already employed or has already acquired experience. The Education Code refers to the collaboration between higher education institutions and the business environment to hire graduates in general, without indicating facilities for graduates from cycle II studies. However, thanks to European projects (Tempus and Erasmus+), several higher education institutions in Moldova have improved their Master courses, which resulted in increased employability of Master graduates.

#### **3.4.6 Student Assessment**

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The assessment of academic results of students following Master programmes is carried out based on the methodologies set out by each separate organising institution. The assessment is done periodically, by means of tests, laboratory works or oral examination during class. Each semester is finalised with examinations. The 1 to 10 grading system and the provision of transferable credits for each discipline apply. The total amount of credits obtained after cycle I and cycle II studies should be at least 300. The final assessment is done through examinations in the most important disciplines and the public defence of the Master thesis/project.

#### **3.4.7 Certification**

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The graduates of cycle II studies shall obtain a Master diploma, accompanied by the diploma supplement, both drafted in Romanian and English. The diploma shall include the specification of the obtained master type: MS for Master of Science programmes and MP for Master of professionalization.

### **3.5 Programmes outside the Bachelor and Master Structure**

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Not applicable.

### **3.6 Third Cycle (PhD) Programmes**

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#### **3.6.1 Organisation of Doctoral Studies**

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In the Republic of Moldova, doctoral studies are presented in the Regulation on organisation of cycle III studies, as a first stage of scientific career. The doctoral study programmes are developed as a component of higher education in continuation of cycle II higher education. The studies are organised

within doctoral schools, which are structures set up within higher education institutions that offer doctoral studies in a certain domain or in interdisciplinary domains. Doctoral schools are funded from the state budget or other legal sources. Doctoral studies (180 credits) last 3 years. In case of medical, veterinary, agricultural, biological and pharmaceutical science studies, the courses are extended to up to 4 years. The courses can be organised on a full-time or part-time basis, in the latter case one study year being added.

Based on sound justification, the duration of the doctoral programme can be extended by 1-2 years (interrupting the state budget funding) or the studies can be interrupted for up to 2 years and resumed later.

The cycle III studies can be of two types:

- Scientific PhD – produces internationally recognised original scientific knowledge, based on some scientific methods; it is a precondition for professional career development in higher education and in research; and
- Professional PhD – conducted in the areas of arts and sports, represents the reflection of some national and international high performances that can form a basis for professional careers in higher education and research in arts and sports.

The most requested domains for cycle III studies are (according to statistical data provided by the National Statistics Bureau): Social and economic sciences; Medical sciences; Life sciences; Humanistic sciences; Engineering sciences and technologies; Agricultural sciences.

### **3.6.2 Admission Requirements**

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To be admitted to doctoral studies, candidates should hold a Master diploma or its equivalent. The selection of candidates is made by the doctoral supervisors that will guide the future doctoral students, while later they would have to obtain a positive clearance from the Council of the doctoral school. The manner of conducting the selection of candidates is established by each separate institution/consortium. Resident doctors can register for a doctoral programme during their residency.

The number of multiannual doctoral grants is approved by the Government, for duration of at least 3 years. The grant funding is allocated yearly by the law on state budget.

### **3.6.3 Status of Doctoral Students/Candidates**

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Candidates admitted to doctoral studies have the status of doctoral students. Those who study full-time receive a monthly scholarship and benefit from free health insurance. In addition, doctoral students can get positions of university assistants or scientific researchers (on a 25% contract) for a determined period, within the institution or consortium that organises the doctoral studies.

### **3.6.4 Supervision Arrangements**

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The relation between doctoral students, their supervisors and the institution that organises doctoral studies is regulated by the doctoral higher education contract. The document is developed by the doctoral school, cleared by the Council of the school and the Scientific Council, and approved by the Council for Institutional Strategic Development of the higher education institution. The contract includes the rights and duties of the parties, identification data, the selected research topic, the amount of the scholarship and/or the study fee, the working language, the thesis finalisation deadline, dispute resolution mechanisms, etc.

The doctoral studies can be also carried out in co-tutoring, i.e. doctoral students are guided simultaneously by a doctoral supervisor from the Republic of Moldova and by one from another country, by 2 supervisors from different Moldovan institutions, or by 2 supervisors from the same institution, but with different specialisations. The co-tutored student signs study contracts with both institutions/signatory parties of the co-tutoring agreement.

### 3.6.5 Employability

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Holders of a PhD title in a certain domain can enjoy facilities when they aim at continuing their activity in the academic or scientific environment. While relations between academia and the business environment are encouraged by central authorities, they are not regulated in any way. The PhD diploma entitles its holder to activate in the area of sciences, arts and sports and to occupy leadership positions. Moreover, the graduates of a doctoral programme gain the right to register for post-doctoral programmes.

### 3.6.6 Assessment

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During the cycle III studies, the doctoral student is piloted by the doctoral supervisor, with whom he/she should be in permanent contact. The doctoral supervisor is responsible for the structure, content, conduct and organisation of the scientific research programme of the student. In his/her turn, the doctoral student is obliged to present activity reports to the doctoral supervisors and the guiding commission as often as requested. The student can be expelled in case of violation of quality or professional ethics standards, including proved plagiarism or reasoned invalidation of the doctoral thesis by the National Accreditation and Attestation Council. The distribution of 180 credits granted at the end of cycle III studies is decided by the Council of the doctoral school and approved by the Scientific Council of the institution, depending on the performances of the doctoral student.

### 3.6.7 Certification

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The doctoral student receives a title, with the “Dr P” (PhD) acronym and a doctoral diploma in a professional field following the public defence of his/her doctoral thesis. The regulation on the organisation of doctoral higher education<sup>23</sup>, cycle III, provides that the doctoral diploma should record the obtained evaluation: “Excellent”, “Very Good”, “Good” or “Satisfactory”. In addition, the document will include a mention in Latin, as follows:

- For the evaluation “*Excellent*” – “*Summa cum laude*”;
- For the evaluation “*Very Good*” – “*Magna cum laude*”;
- For the evaluation “*Good*” – “*Cum laude*”.

In the event that the doctoral student fails to defend publicly the doctoral thesis, he/she is granted a certificate ascertaining the attendance of doctoral studies.

## 4 Teachers and Education Staff

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### 4.1 Initial Education for Academic Staff in Higher Education

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In the Republic of Moldova, there are no initial education programmes for academic staff in higher education. The future academic staff is selected amongst graduates according to the requirements of the department/faculty/university, respecting the provisions of the Education Code of the Republic of Moldova<sup>24</sup> and other regulatory acts in this regard.

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<sup>23</sup> GD No. 1007 of 10.12.2014 on approving the Regulation on the organisation of cycle III doctoral higher education, MO No. 386-396 of 26.12.2014, <http://lex.justice.md/md/356044/>.

<sup>24</sup> Education Code of the Republic of Moldova of 24.10.2014, MO No. 319-324, Art. No. 634, <http://lex.justice.md/md/355156/>.



The candidates for academic positions in higher education studies should hold qualifications of at least ISCED level 7, i.e. Master studies. In the area of arts and sports, the position of academic staff can be granted to holders of honorific titles and awards obtained in national and international competitions. The candidates for scientific-academic positions should hold qualifications of ISCED level 8, i.e. doctoral studies.

To occupy academic positions, the graduates of non-pedagogical higher education programmes are obliged to follow a 60 ECTS psycho-pedagogy module. Usually, such courses are organised at university level by departments in charge of continuing professional development.

## 4.2 Conditions of Service for Academic Staff Working in Higher Education

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The university staff is divided into *academic staff* (university assistant, trainer, concertmaster, training master, trainer), *scientific academic staff* (university lecturer, senior university lecturer, university reader, university professor), and *scientific staff* (scientific researcher, senior scientific researcher, coordinating scientific research, principle scientific researcher).

In higher education, the following titles are used: *scientific titles* (doctor and habilitated doctor) and *scientific-academic titles* (university reader and university professor).

The scientific-academic titles are granted by the Senate of the higher education institutions, depending on the scientific field, and are confirmed by the national authority in charge of confirming scientific titles - National Council for Accreditation and Attestation.

### 4.2.1 Planning Policies

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At national level, there are no policies concerning the planning of university academic staff contingent.

With the adoption of the university autonomy concept in higher education institutions in the Republic of Moldova, each university enjoys autonomy in establishing their own human resources policy. Hence, the Moldovan universities are entitled to develop their own institutional strategy concerning human resources organisation and management. It should reflect the education and research priorities, institutional flexibility and securing of labour relations of the employed staff, respecting the provisions of the legislation in force.

University autonomy in the personnel field is based on own mechanisms concerning employment, monitoring, incentivising and flexibility of university staff.

### 4.2.2 Entry to the Profession

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The regulations on recruitment, employment and evaluation of academic staff are developed and approved by the University Senates according to legislative acts in force.

According to legislation<sup>25</sup>, every 5 years all academic positions, with exception of the university assistant position, are declared vacant and should be occupied on competitive basis.

The basic requirements for occupying academic positions are:

- *University assistant*: to hold a Bachelor or Master diploma in that field and to have psycho-pedagogical and methodical preparation;
- *University lecturer*: to hold a PhD title in that field; or a Master title and academic experience of at least 2 years; or a Bachelor diploma in the field and academic experience of at least 3 years;

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<sup>25</sup> GD No. 854 of 21.09.2010 on approving the Regulation on the manner of occupation of academic positions in higher education institutions, MO No. 182-189 of 28.09.2010, <http://lex.justice.md/md/336112/>.



- *Senior university lecturer*: to hold a PhD title in that or related field and teaching experience in higher education of at least 3 years; or academic experience in the area of science of at least 5 years, scientific publications and other special merits;
- *University reader*: to hold a PhD title in that or related field, academic experience in higher education of at least 2 years or scientific experience of at least 5 years; or to hold a PhD title in that or related field, academic experience of at least 2 years or scientific experience of at least 10 years; or to conduct highly regarded academic, production or creation activities (scientific works, manuals, art works, etc.);
- *University professor*: to hold the title of university reader and the title of habilitated doctor in the area of science corresponding to the position or a related area, a scientific-academic experience of at least 9 years, out of which 5 years of experience as university reader, to supervise at least one doctoral thesis; or to hold the title of university reader and the PhD title in the area of science corresponding to the position or a related area, a scientific-academic experience of at least 12 years, out of which 5 years of experience as university reader, supervisor of doctoral theses; or to be a remarking personality in a certain field, with scientific-academic experience of at least 12 years in the field of higher education, out of which the last 5 years as university reader, etc.

The Senate of the higher education institution is the body in charge of elections to the positions of university professor and university reader.

The elections to the positions of senior university lecturer and university lecturer are conducted by the Faculty Council. The university assistants are proposed for employment by the head of the department/direction/laboratory, where the candidate will later be employed.

Foreign citizens can occupy academic positions in higher education institutions in Moldova in accordance with the legislation in force, but this is rather exceptional.

#### 4.2.3 Professional Status

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The academic-scientific staff is appointed in accordance with national and institutional requirements in force. Each person signs an individual labour contract with the higher education institution, which specifies the competences, rights and duties of the parties.

Since 23 May 2012, academic and scientific staff is subject to a *code of professional deontology and ethics of researchers and university staff*<sup>26</sup>, which provides the general principles in scientific and scientific-academic activity, covering good conduct standards, deviations from the good conduct standards, sanctions for deviations from good conduct standards, etc.

The university academic and scientific staff does not hold the status of civil servants.

#### 4.2.4 Salaries

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Remuneration of academic staff in state higher education institutions with financial autonomy is performed based on the legislation in force<sup>27</sup>, but taking into account remuneration policies and funds of the institution.

The academic staff is remunerated taking into account the monthly position salary grid:

<sup>26</sup> CNAA Decision No. AT-3/1 of 23 May 2012 on Code of professional deontology and ethics of researchers and university staff [http://www.cnaa.acad.md/files/attestation-commission/meetings/hotarirea\\_at\\_3-1.pdf](http://www.cnaa.acad.md/files/attestation-commission/meetings/hotarirea_at_3-1.pdf).

<sup>27</sup> GD No. 195 of 13.03.2013 on remuneration conditions for personnel in state higher education institutions with financial autonomy, MO No. 56-59 of 15.03.2013, <http://lex.justice.md/md/347125/>.

Position	Monthly position salary grid	
	MDL	EUR <sup>28</sup>
University professor	3,300-6,000	154-280
University reader	2,970-5,400	138-252
Senior university lecturer	2,750-5,000	128-233
University lecturer, university assistant	2,420-4,400	113-205

The minimum amount of the monthly salary corresponds to the state-guaranteed minimum salary. The institution can increase the monthly salary up to the maximum amount, to the extent of available financial resources.

The academic staff also benefits from monthly salary raises, from 10% to 30%, depending on working experience.

The staff that hold the scientific title of habilitated doctor and/or the scientific-academic title of university professor have a monthly salary raise of MDL 1,100 (approximately EUR 51.36), while those who hold the scientific title of doctor and/or the scientific-academic title of university reader get a salary raise of MDL 600 (approximately EUR 28.02).

The academic staff can also receive salary raises depending on their performance, from and within the limits of the remuneration fund.

Private higher education institutions set their position salaries and salary raises according to their own remuneration policies, within limits of available financial resources.

#### 4.2.5 Working Time and Holidays

The scientific-academic norm for university staff is about 35 hours per week. This norm provides<sup>29</sup>:

- *Auditorium-based academic activity* (lectures, seminars, practical works, laboratory works, etc.);
- *Non-auditorium-based academic activity* (internships, sports, supervision of Bachelor, Master and doctoral theses, etc.);
- *Research, technology transfer, artistic creation and sportive activity, etc.*; and
- *Methodological activity*.

The table below shows the indicative work hours per year of didactic staff in higher education<sup>30</sup>:

Didactic function	Auditorium-based academic activity	Non-auditorium-based academic activity	Methodological activity	Research, technology transfer, artistic creation and sportive activity	Total
University professor	150 - 225	375 - 450	100 - 150	650 - 700	<b>1470</b>
University reader	225 - 300	380 - 455	120 - 170	550 - 600	<b>1470</b>
University lecturer	300 - 375	345 - 420	200 - 250	430 - 480	<b>1470</b>
University assistant	375 - 450	300 - 375	250 - 300	350 - 400	<b>1470</b>

<sup>28</sup> EUR 1 = MDL 21.4181, December 2016, [http://ec.europa.eu/budget/contracts\\_grants/info\\_contracts/infoeuro/infoeuro\\_en.cfm](http://ec.europa.eu/budget/contracts_grants/info_contracts/infoeuro/infoeuro_en.cfm)

<sup>29</sup> Education Code of the Republic of Moldova of 24.10.2014, MO No. 319-324, Art. No. 634, <http://lex.justice.md/md/355156/>.

<sup>30</sup> Framework regulation regarding norming the scientific-didactic activity in higher education

The senate of the higher education institution develops and approves methodologies quantifying the conventional hours for *non-auditorium-based academic activity, research activity and methodical activity*, depending on the profile and specialisation.

Academic staff in higher education enjoys paid holidays of 62 calendar days, which can be granted during student vacations. In addition, in Moldova there are 11 non-working official holidays, during which the payment of the average salary is maintained.

#### **4.2.6 Promotion, Advancement**

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The persons that hold the position of university assistants, university lecturers, senior university lecturers or university readers can be promoted to positions of a higher rank. The promotion is based on the performance of the candidate, but taking into account the requirements of national and institutional regulations.

Academic staff holding the titles of doctor and habilitated doctor can be proposed for administrative positions, such as chair, vice-dean, dean, vice-rector or rector, in accordance with the relevant legislative norms.

#### **4.2.7 Retirement and Pensions**

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The retirement age for university academic staff is 57 years for women and 62 years for men. There is no possibility for early retirement.

The academic staff can continue their academic activity based on an individual labour contract for a determined period of up to 5 years, which can be later extended.

The retired academic staff, with exception of university professors, can no longer participate in competitions to occupy an academic position.

### **4.3 Continuing Professional Development for Academic Staff Working in Higher Education**

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#### **4.3.1 Organisational Aspects**

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The university charters of higher education institutions in Moldova provide the obligation of academic-scientific staff to improve constantly their professional and cultural levels.

Therefore, most state higher education institutions in the Republic of Moldova have Continuing Professional Development Departments that have, among others, the role to organise continuing professional development courses for academic staff. Yearly, the Ministry of Education of the Republic of Moldova approves the continuing professional development plans for the respective institutions. The courses are organised considering the specifics of the institution and its own continuing professional development and staff promotion policies. In some cases, the university staff participates in continuing professional development courses organised by other institutions or specialised enterprises. The continuing professional development activities are included in the individual plans of the academic-scientific staff.

The Continuing Professional Development Departments offer courses as a recommendation, but most of them are mandatory (psycho-pedagogical modules for those who had not followed them) and required for promotion, professional development, etc. The courses are organised both within and outside working hours (including on Saturdays).

Recently, the Ministry of Education has issued a recommendation to all higher education institutions in Moldova concerning the organisation of English language courses for the entire professorial body in the

institution, for the purpose of improving their language knowledge. University staff follows these courses according to a plan set at the beginning of each academic year.

On an individual level, the continuing professional development of academic staff is conducted through participation in thematic events, drafting of scientific articles, participation in mobility visits to universities within the country and abroad, work visits to enterprises, etc.

#### 4.3.2 Incentives for Participation in Continuing Professional Development Activities

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The university staff that follow or followed continuing professional development courses in specific areas can benefit from certain incentives, such as promotion to administrative functions, involvement in various academic and research projects at the level of department, faculty or university, etc. In some universities, promotion to academic positions occupied on competitive bases is done only if the candidates followed certain continuing professional development courses.

University staff that successfully graduated from the doctoral programme, but did not finalise their doctoral thesis have the possibility to benefit from a sabbatical for up to 12 months<sup>31</sup>, depending on the thesis finalisation stage. The sabbatical is remunerated, and the monthly payment corresponds to the salary for the position occupied prior to the sabbatical.

The academic-scientific personnel that participate in professional development courses in other institutions are entitled to a per diem and the refund of their transportation costs, while the position's salary is maintained for the entire duration of the courses.

## 5 Management and Other Education Staff for Higher Education

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### 5.1 Requirements for Appointment

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The highest management body in higher education institutions is the **Senate**, followed by the **Council for Institutional Strategic Development, Scientific Council, Faculty Council, Board** and **rector of the institution**.

The **Senate** is elected for a period of 5 years, which corresponds to the mandate of the rector of the respective institution. It is composed of scientific-academic and non-academic staff, students, and representatives of trade unions. The rector, the vice-rectors and the deans are mandatory members of the Senate.

The **Council for Institutional Strategic Development** is composed of nine members, out of which one person from the Ministry of Education, one person from the Ministry of Finance, one person from other ministries (e.g. Ministry of Health in case of a university with a medical profile), two academic staff members that do not hold other management positions in the institution, two members of the Senate of the institution, the rector and the vice-rector for financial activity. The president of the Council for Institutional Strategic Development is elected from among its members, but from outside of the higher education institution.

The **Scientific Council** is mandatory for institutions that organise doctoral studies. It can be composed of 7-15 persons holding scientific titles.

The **Faculty Council** is the management body of faculties, elected for a period of 5 years, composed of members holding scientific and scientific-academic titles and students. The number of members is set by the University Charter. The president of the Faculty Council is the **dean**.

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<sup>31</sup> [http://www.utm.md/studii/doctorat/Reg\\_acord\\_conced\\_doctor.pdf](http://www.utm.md/studii/doctorat/Reg_acord_conced_doctor.pdf).

The **Board** is composed of the rector, vice-rectors, deans and a student representative, member of the Senate.

The set-up, organisation and operation of these institutional structures is carried out according to the Education Code, national and institutional regulations in force<sup>32</sup>, and the University Charter.

The **rector**, together with vice-rectors and the Board, ensures the operative management of the higher education institutions. The candidates to the rector position can be persons that hold scientific and/or scientific-academic titles and have a working experience of at least 5 years in higher education and research. The rectors of higher education institutions are elected by majority vote by all titled, scientific and academic staff, and student representatives in the Senate and Faculty Councils.

The **vice-rectors** are appointed by the rector of the institution for the period of their mandate. The number of vice-rectors is set in the University Charter.

The positions of **dean** and **head of direction/department** are occupied on a competitive basis, according to national and institutional regulations.

The position of rector, vice-rector, dean, and head of direction/department can be held by the same person for no more than two consecutive mandates, of 5 years each.

The rectors, vice-rectors, deans and heads of direction/department in educational institutions in the military, security and public order areas are appointed by the heads of the appropriate authority supervising the respective institutions<sup>33</sup>.

## 5.2 Conditions of Service

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The conditions of service of management staff in higher education institutions are similar to those of scientific-academic staff (working time, dismissal, retirement, continuing professional development, etc.)

The management staff in higher education can cumulate scientific-academic and academic positions in accordance with labour legislation and institutional regulations.

Depending on the category of the higher education institution<sup>34</sup>, rectors can have a position salary of MDL 4,400-10,000 (EUR 205-467). The first vice-rector of the institution has a position salary of 90% of the position salary of the rector, while vice-rectors for various fields can have 75-90% of the position salary of the rector of the institution.

## 6 Quality Assurance in Higher Education

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### 6.1 Responsible Bodies

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The quality management in higher education is ensured at national level by the Ministry of Education and the National Agency for Quality Assurance in Professional Education, and at institutional level by internal quality assurance bodies.

The National Agency for Quality Assurance in Professional Education (ANACIP) was founded in 2014, and its activity is regulated by the Education Code. ANACIP is an administrative authority of national

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<sup>32</sup> Framework regulation on organisation and functioning of management bodies of higher education institutions in the Republic of Moldova, approved by Order No. 10 of 14 January 2015 of the Minister of Education of the Republic of Moldova.

<sup>33</sup> Order No. 9 of 14 January 2015 of the Minister of Education of the Republic of Moldova on approving the Framework regulation on election of the rector of the higher education institution in the Republic of Moldova, published on 20.01.2015, MO No. 39-45, <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=356905>.

<sup>34</sup> GD No. 195 of 13.03.2013 on remuneration conditions of staff employed in state higher education institutions with financial autonomy, MO No. 56-59 of 15.03.2013.

interest, with legal personality, autonomous towards the Government, independent in its decisions and organisation, and funded from the state budget and its own revenues.

The most important competences and duties of ANACIP are the following:

- To implement state policies in the area of quality of technical vocational and higher education and in continuing professional development;
- To develop a methodology to evaluate and accredit institutions and their programmes;
- To formulate accreditation standards, national reference standards and performance indicators used in evaluation and quality assurance in education; and
- To evaluate institutions and their programmes, for the purpose of temporary operation authorisation, accreditation and re-accreditation in higher education.

On 17 December 2015, ANACIP became an associate member of the European Association for Quality Assurance in Higher Education (ENQA). The same year, the Republic of Moldova became a governmental member of the European Quality Assurance Register (EQAR). According to the Education Code of the Republic of Moldova, ANACIP should take all necessary steps to join EQAR by 2017.

## **6.2 Approaches and Methods for Quality Assurance**

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The self-evaluation and internal evaluation of quality in higher education are performed by the institutional bodies in charge of quality assurance, according to national reference standards.

The external quality evaluation in higher education is performed by the National Agency for Quality Assurance in Professional Education or another quality evaluation agency, registered in the European Quality Assurance Register.

The quality evaluation in higher education concerns the following:

- a) Institutional capacity;
- b) Educational efficiency, including academic results;
- c) Quality of initial and continuing professional development programmes;
- d) Institutional quality management;
- e) Results of scientific research and/or artistic creation; and
- f) Conformity between internal evaluation and actual situation.

## **7 Educational Support and Guidance**

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### **7.1 Support Measures for Learners in Higher Education**

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#### **7.1.1 Definition of the Target Group(s)**

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The Regulation on organisation of admission to cycle I Bachelor studies establishes several categories of students that have the exclusive right to 15% of the total number of places provided in the budget-funded registration plan, for each specialty and form of education. These categories are:

- Young orphans and/or persons left without parental care;
- Young people with a severe or accentuated disability, which allows them to follow studies and practice a profession in the selected specialty;
- Young people whose both parents have a disability;
- Young people whose parents have participated in military actions and operations recognised by the state;
- Young people from families with four or more children, which are being supported;

- Graduates from schools in the Eastern settlements of the republic and Bender municipality (Transnistria), which have studied according to education programmes approved by the Ministry of Education of the Republic of Moldova;
- Children from Roma families; and
- Young people who have done the military service by conscription.

### **7.1.2 Specific Support Measures**

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The following categories of students can benefit from social scholarship (MDL 310 – approximately EUR 14), which is granted upon request, provided that the applicants passed the examination session:

- Young orphans and/or persons left without parental care;
- Young people with a severe or accentuated disability;
- Young people whose both parents have a disability;
- Young people whose parents have participated in military actions and operations recognised by the state;
- Young people from families with four or more children, which are being supported; and
- Young families.

## **7.2 Guidance and Counselling in Higher Education**

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### **7.2.1 Academic Guidance**

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Not applicable.

### **7.2.2 Psychological Counselling**

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Not applicable.

### **7.2.3 Career Guidance**

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In 2014, the Ministry of Education approved the Methodological guide for the establishment and operation of university career guidance and counselling centres (Order No. 970 of 10.09.2014). This Guide was developed in the framework of Tempus Project JEP-25121-2004 Student Guidance and Placement Centre (SOPE).

The document sets out the Regulation on organisation and operation of a career guidance and counselling centre in the university environment. According to the regulation, the career guidance and counselling centre in the university environment is an integral part of the higher education institution, and the operating rules of the Centre are set out at institutional level.

Some universities have set up bodies in charge of career guidance, while others provide such services by means of dean's offices or departments. The career guidance is conducted in various ways, such as information of students, organisation of employment tests, identification of enterprises for internships, organisation of job fairs, entrepreneurship training for young people, provision of legal consultations, etc.

## **8 Mobility and internationalisation in Higher Education**

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### **8.1 Student Mobility**

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Academic mobility among students is one of the priorities on the agenda of the Ministry of Education concerning modernisation and internationalisation of higher education. However, currently there are no



national programmes or strategies promoting and ensuring student mobility in another country during their studies and that because of financial reasons.

The main programme that offers students the possibility to enjoy academic mobility is the Erasmus+ Programme of the European Union. It offers credit mobility to students from Bachelor, Master and PhD programmes and Master and PhD student mobility (Erasmus Mundus Joint Study Programmes). The students from the Republic of Moldova can also enjoy mobility in the framework of other programmes. For instance, the DAAD (German Academic Exchange Service) Programme and the Francophone University Agency (AUF) offer the possibility of conducting studies and internships abroad.

The higher education institutions that receive or send students in academic mobility are also responsible of its management<sup>35</sup> and of the validation of ECTS credits obtained by the students in the framework of academic mobility.

Recognition of study documents obtained in another country is carried out by the Ministry of Education of the Republic of Moldova based on a file submitted by the candidate.

## 8.2 Academic Staff Mobility

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One of the priority actions of the “*Education 2020*” strategy<sup>36</sup> is “*the promotion of academic and professional mobility of academic staff, masters and researchers*”. The main objective of academic staff mobility is to ensure the exchange of experience with other academic, research and economic environments in order to continually develop and improve the quality of academic staff.

At national level, there are no mobility programmes for academic staff. There are some cooperation programmes between the Ministry of Education of the Republic of Moldova and the mirror ministries from other countries (e.g., the Ministry of Education of Romania), which provide, among others, academic staff mobility.

At institutional level, based on University Charters and Institutional Development Strategies, collaboration agreements are concluded with universities in the country and abroad. These agreements provide inter-institutional mobility, as well as the manner of organisation, certification, funding, reporting, etc.

At European level, academic mobility of academic staff is based on several community agreements, such as Erasmus Mundus, Erasmus+, CEEPUS, AUF, and bilateral agreements between universities abroad. So far, most academic staff benefited from academic mobility in the framework of the EU Tempus programme, i.e. over 1,200 persons. They include university academic and administrative staff, researchers, etc. that have attended short- or long-term training sessions in EU countries and other partner countries involved in TEMPUS projects. Recently, the universities from the Republic of Moldova have been encouraged to participate in KA 1 *Credit Mobility* Erasmus+ projects, which provide mobility of university staff for teaching or training activities. The scientific staff can benefit from mobility or research stays in the framework of the European *Horizon 2020* programme.

The travel and accommodation expenses can be covered from the budgets of the projects, in the framework of which the mobility is planned or from university budgets, if mobility is carried out on the basis of bilateral collaboration agreements. The salary of academic staff that benefit from mobility is maintained during the entire period of absence, in accordance with local provisions related to the training and development of staff.

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<sup>35</sup> GD No. 56 of 27.01.2014 on approving the Framework regulation on academic mobility in higher education, MO No. 24-26 of 31.01.2014, <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=351368>.

<sup>36</sup> Education Development Strategy for 2014-2020 “*Education 2020*”, approved by Government Decision No. 944 of 14.11.2014, <http://lex.justice.md/viewdoc.php?action=view&view=doc&id=355494&lang=1>.



## 8.3 Other Dimensions of Internationalisation in Higher Education

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### 8.3.1 European, Global and Intercultural Dimension in Curriculum Development

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With the joining to the Bologna Process in 2005, the Republic of Moldova has started major reforms concerning the restructuring of the higher education system. The most important changes concerned the organisation of higher education in 3 university cycles, the introduction of the European Credit Transfer System and of the diploma supplement, the introduction of an internal quality management system in all higher education institutions, and the correlation of the university education offer with the labour market demand.

Unavoidably, these changes have led to the improvement of university curricula. One of the most important European programmes that facilitated the modernisation of university curricula was the TEMPUS programme, which was also one of the basic instruments that promoted and conducted the reforms related to the joining of the Bologna Process.

In 2015, the *University Curriculum Reference Framework*<sup>37</sup> was published, which defines the conceptual and methodological foundations of curriculum policies at national level, based on the *National Development Strategy "Moldova 2020" and the Education Code* and makes recommendations for the modernisation of the education system. This document will ensure the implementation of some important changes in the area of higher education stipulated in the NDS "Moldova 2020" and Education Code, bringing the national educational system even closer to the European Higher Education Area (EHEA).

The university curricula take into account the *Framework Plan for Higher Education*<sup>38</sup>, which provides, among others, for foreign language courses of up to 10 ECTS at Bachelor level and their mandatory nature at PhD level, as well as the building of general capacities and competences of students. In addition, with this plan, the Ministry of Economy recommends universities to introduce specialty courses taught in a widely spoken language, such as "English", to enhance the employability of graduates.

### 8.3.2 Partnerships and Networks

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At national level, for the purpose of diversifying the cooperation relations with European and other states, the Government of the Republic of Moldova has concluded several collaboration agreements with the following countries: Azerbaijan, Belarus, Bulgaria, French Community of Belgium, Czech Republic, People's Republic of China, Hellenic Republic, Israel, Italy, Kyrgyzstan, Latvia, Lithuania, United Mexican States, Poland, Romania, Russian Federation, Republic of Serbia, Ukraine, and Uzbekistan. In addition, there are many collaboration agreements or treaties between the Ministry of Education of the Republic of Moldova and its counterparts, i.e. education ministries of other states, such as Austria, Bulgaria, People's Republic of China, Georgia, Romania, Russian Federation, Turkey, Ukraine, etc. These agreements provide the scientific attestation of staff, mutual recognition of diplomas, collaboration in the area of education, youth, science, culture, student and staff mobility, joint organisation and/or participation at education/scientific events.

One of the important initiatives of the Government of the Republic of Moldova was the development of the Intergovernmental Agreement on Recognition of Diplomas, Academic Titles, Qualifications and Competences, which was proposed for signature to several states<sup>39</sup>.

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<sup>37</sup> University Curriculum Reference Framework, Ministry of Education of the Republic of Moldova, V. Gutu, N. Birnaz, O. Dandara and others, Chisinau, CEP USM, 2015, <http://goo.gl/tqLn4i>.

<sup>38</sup> Framework plan for higher education, approved by order of ME No. 1045 of 29.10.2015, <http://goo.gl/iNu3qB>.

<sup>39</sup> GD No. 15 of 05.01.2012 on initiating negotiations on the draft Intergovernmental Agreement on Recognition of Diplomas, Academic Titles, Qualifications and Competences, MO No. 7-12 of 13.01.2012, <http://goo.gl/cZ6or3>.

At institutional level, the universities from the Republic of Moldova have concluded dozens of inter-institutional agreements with educational institutions, research institutions or enterprises in Europe or from countries worldwide.

## 8.4 Bilateral Agreements and Worldwide Cooperation

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### 8.4.1 Bilateral Agreements

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Higher education institutions in the country maintain a close cooperation with educational institutions in third countries, in particular with the neighbouring ones: Ukraine, Belarus, Georgia, and Russia. Some institutions maintain close cooperation also with farther countries, such as countries in America (Canada, USA, Costa Rica), Africa (Algeria, Sudan, Tunisia) or Asia (China, South Korea, Japan), etc. These agreements cover involvement in institutional and technical assistance projects, participation in conferences, study mobility for students, training, teaching or research mobility for academic staff.

### 8.4.2 Cooperation and Participation in Worldwide Programmes and Organisations

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As a member, the Republic of Moldova, represented by the Ministry of Education, participates in education programmes of the European Commission, Council of Europe, United Nations Organisation, Central European Initiative (CEI), European Quality Assurance Register (EQAR), Education Reform Initiative of South Eastern Europe (ERI SEE), Organisation of the Black Sea Economic Cooperation (BSEC), etc.

## 9 On-going reforms and Policy developments

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### 9.1 Overall national education strategy and key objectives

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The Government of the Republic of Moldova approved on 14 November 2014 the Education Development Strategy for 2014-2020 "*Education 2020*"<sup>40</sup>.

The strategy sets the objectives and determines the priority development directions of the education system in the Republic of Moldova. The provisions of the Strategy have been correlated with relevant policy documents, with the reforms launched in the education system, but also with the objectives of the *National Development Strategy "Moldova 2020"*.

The strategy sets out seven strategic development directions (DS) for the education sector, oriented towards **access, relevance** and **quality**:

- DS 1. To enhance life-long access to and participation in education and professional development;
- DS 2. To ensure the relevance of studies for life, active citizenship and career success;
- DS 3. To integrate efficiently information technologies in education;
- DS 4. To develop, support and motivate academic staff so as to ensure quality education;
- DS 5. To design and institutionalise an efficient quality evaluation, monitoring and assurance in education;
- DS 6. To improve resource management in education; and
- DS 7. To ensure social cohesion so as to offer quality education.

The primary responsibility for implementing the objectives of the strategy falls on the Ministry of Education of the Republic of Moldova. Some objectives interfere with areas of competence of the Ministry of Labour, Social Protection and Family, Ministry of Economy, Ministry of Health and Ministry of Finance.

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<sup>40</sup> Education Development Strategy for 2014-2020 "*Education 2020*", approved by Government Decision No. 944 of 14.11.2014, <http://lex.justice.md/viewdoc.php?action=view&view=doc&id=355494&lang=1>.

## 9.2 Overview of the education reform process and drivers

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The Ministry of Education is the main body in charge of coordinating and implementing activities related to the education sector. It generates reforms in the field.

The Ministry hence contributes to governmental policy development in the area of education, drafts laws and puts forward strategic development proposals at national level. At institutional level, the Ministry approves various regulations and orders governing educational processes, supervises and evaluates the functioning of educational institutions in general. The main consultative bodies of the Ministry of Education are the Ministry College and Ministerial Councils.

The main body in charge of coordinating and organising scientific activity in the Republic of Moldova is the Academy of Sciences<sup>41</sup>. Having the status of public institution, the Academy of Sciences develops and promotes the development strategy for the area of science and innovation.

The Government selects the draft legislative proposals to be put forward to the Parliament for adoption. The Parliament of the Republic of Moldova adopts the legislative proposals, which later enter into force.

## 9.3 National reforms in Higher Education

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### 9.3.1 2015

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- Authorisation of operation of 43 doctoral schools as part of higher education institutions (Government Decision No. 816 of 11.11.2015, <http://goo.gl/W236bC>);
- Approval of the Regulation on organisation of cycle II Master studies (Government Decision No. 464 of 28.07.2015, <http://lex.justice.md/md/356044/>);
- Amendment to the Nomenclature of Professional Development Domains with new specialties (amendment of 21.05.2015 to the Law No. 142 of 07.07.2005, <http://goo.gl/i3NR3E>);
- Approval of the Regulation on the organisation and functioning of the National Agency for Quality Assurance in Professional Education (Government Decision No. 191 of 22.04.2015, <http://goo.gl/lduVRn>).

### 9.3.2 2014

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- Approval of the Regulation on the organisation of cycle III PhD studies. As a result, higher education institutions can set up doctoral schools. The doctoral study programmes are developed as part of higher education in continuation of cycle II studies (Government Decision No. 1007 of 10.12.2014, <http://lex.justice.md/md/356044/>);
- Approval of the Regulation on the functioning of student self-governance structures (Order No. 969 of 10.09.2014, <http://goo.gl/FDFbJw>);
- Establishment of the National Agency for Quality Assurance Professional Education (Government Decision No. 652 of 13.08.2014, <http://goo.gl/3pagfp>);
- Adoption of the new Education Code – legal framework regulating the design, organisation, functioning and development of the education system in the Republic of Moldova, in force since 23.11.2014 (CODE No. 152 of 17.07.2014, <http://lex.justice.md/md/355156/>);
- Amendment to the Nomenclature of Professional Development Domains with new specialties (amendment of 11.04.2014 to the Law No. 142 of 07.07.2005, <http://goo.gl/i3NR3E>);
- Approval of the Framework Regulation on the participation and organisation of student and academic staff mobility at national and international levels (Government Decision No. 56 of 27.01.2014, <http://goo.gl/FjRWuX>).

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<sup>41</sup> <http://lex.justice.md/md/286236/>

### 9.3.3 2013

- Amendment to the Nomenclature of Professional Development Domains with new specialties (amendment of 28.06.2013 to the Law No. 142 of 07.07.2005, <http://goo.gl/i3NR3E>)

## 10 Legislation

1. *Codul Educației al Republicii Moldova - COD Nr. 152 din 17.07.2014* / Education Code of the Republic of Moldova – CODE No. 152 of 17.07.2014 - <http://lex.justice.md/md/355156/>.
2. *Strategia de dezvoltare a educației pentru anii 2014-2020 “Educația-2020”* / Education Development Strategy for 2014-2020 “Education 2020” <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=355494>.
3. *Hotărârea de Guvern Nr. 652 din 13.08.2014 cu privire la crearea Agenției Naționale de Asigurare a Calității în Învățământul Profesional* / Government Decision No. 652 of 13.08.2014 on establishing the National Agency for Quality Assurance in Professional Education <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=354362>.
4. *Hotărârea de Guvern Nr. 191 din 22.04.2015 cu privire la aprobarea Regulamentului Agenției Naționale de Asigurare a Calității în Învățământul Profesional* / Government Decision No. 191 of 22.04.2015 on approving the Regulation of the National Agency for Quality Assurance in Professional Education <http://lex.justice.md/md/358167/>.
5. *Hotărârea de Guvern Nr. 983 din 22.12.2012 cu privire la modul de funcționare a instituțiilor de învățământ superior de stat în condiții de autonomie financiară* / Government Decision No. 983 of 22.12.2012 on the operating rules of state higher education institutions under financial autonomy conditions <http://goo.gl/O9uuZR>
6. *Plan-cadru pentru studii superioare aprobat prin Ordinul Ministrului Educației nr. 1045 din 29 octombrie 2015* / Framework Plan for Higher Education approved by Order of the Minister of Education No. 1045 of 29 October 2015, <http://goo.gl/lpdWF>
7. *Hotărârea de Guvern Nr. 1007 din 10.12.2014 pentru aprobarea Regulamentului privind organizarea studiilor superioare de doctorat, ciclul III* / Government Decision No. 1007 of 10.12.2014 on approving the Regulation on the organisation of cycle III PhD studies <http://lex.justice.md/md/356044/>.
8. *Hotărârea de Guvern Nr. 816 din 11.11.2015 cu privire la acordarea dreptului de organizare a studiilor superioare de doctorat instituțiilor de învățământ superior, consorțiilor, parteneriatelor naționale și internațional* / Government Decision No. 816 of 11.11.2015 on granting the right to organise doctoral studies to higher education institutions, consortia, and national and international partnerships <http://goo.gl/W236bC>.
9. *Hotărâre de Guvern Nr. 464 din 28.07.2015 pentru aprobarea Regulamentului cu privire la organizarea ciclului II – studii superioare de master* / Government Decision No. 464 of 28.07.2015 on approving the Regulation on the organisation of cycle II Master studies <http://lex.justice.md/md/360103/>.
10. *Hotărâre de Guvern Nr. 390 din 16.06.2015 cu privire la planurile (comanda de stat) de pregătire a cadrelor de specialitate, pe meserii, specialități și domenii generale de studii, în instituțiile de învățământ profesional tehnic și superior pentru anul de studii 2015-2016* / Government Decision No. 390 of 16.06.2015 on training plans (state order) for specialised staff by professions,

specialties and general study areas, in technical vocational and higher education institutions for the academic year 2015-2016 <http://lex.justice.md/md/359289/>.

11. *Hotărâre de Guvern Nr. 56 din 27.01.2014 pentru aprobarea Regulamentului-cadru cu privire la mobilitatea academică în învățământul superior / Government Decision No. 56 of 27.01.2014 on approving the Framework regulation on academic mobility in higher education* <http://goo.gl/F7LTau>.
12. *Legea Nr. 142 din 07.07.2005 privind aprobarea Nomenclatorului domeniilor de formare profesională și al specialităților pentru pregătirea cadrelor în instituțiile de învățământ superior, ciclul I, cu modificările de rigoare / Law No. 142 of 07.07.2005 on approving the Nomenclature of Professional Development Areas and specialties to prepare staff in higher education institutions, cycle I, with relevant amendments* <http://goo.gl/tffX5h>.



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