

INTRODUCTION:

Welcome to the COMPASS survey on University Lifelong Learning (ULLL) in Moldova!

Thank you for accepting to collaborate in the collection of data. It will help us to identify the gaps in Moldavian ULLL and to plan useful and practical training for you. We assume that all the users of this survey will be managerial staff from Moldavian universities which have already in place some form of ULLL strategy and structure. In the case your institution is still at the stage of developing the first concept of ULLL strategy and structure, please explain this in section 1.1, under "Other" and we will have it into account. Thank you.

UNIVERSITY LIFELONG LEARNING IN MOLDOVA SURVEY

User information	
Institution	STATE PEDAGOGICAL UNIVERSITY "ION CREANGA" from Chisinau
Institutional unit/	The center
Name and surname /	
Position/	
Date of completion of the survey	

1. Strategy/Policy for ULLL:

1.1 Does your institution currently have a ULLL policy or strategy?	
Yes	V
No	
Not specific strategy/policy, yet it is considered in development directions	V
We are currently working on one/ În prezent lucrăm la unul	
Other (please explain): Altele	

1.2 Which level of priority does ULLL currently have in your university?	
Highest priority	
Important along with other priorities/	V
Not yet a priority but may become one/	

1.3 What is/should be the purpose of your ULLL policy/strategy?	Rate the items according to their level of importance (with 1 represents the highest and 5 the lowest)				
	1	2	3	4	5
To encourage participation of non-	<input type="checkbox"/>	V <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

traditional learners, attracting new groups into the university					
To respond to the employment needs of the labour market	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To meet the needs of citizens in all the aspects of life	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To stimulate personal development by providing personal development programmes for graduates	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To make certain disciplines (i.e. science) more popular	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To serve society	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To increase the revenues of the institution	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To promote our degree programmes	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None of the above. Please specify if other.					

1.4 Which are the main target groups of your ULLL strategy/policy? (Top two choices)

Public authorities/	
Public organisations/	
Private companies /	
NGOs ONG-uri	
Professionals from different types of organisations	
Alumni Alumni	
Unemployed people	v
Special target groups (disadvantaged people, immigrants, etc.)	
Other (please specify)	professors

1.5 Which main benefits does ULLL provide to your institution? (top three choices)

Attract new groups into the university	v
Increased competitiveness of provided teaching and learning	v
Increased cooperation with external stakeholders	v
Improved academic research and knowledge	
Increased alignment with European standards	
Improved image and prestige of the institution	
Increased funding and diversified financing	
Opportunities to benchmark international performance of the institution	
Other (please specify)	

1.6 Does your institution conduct regular assessment of the impact and/or progress of its ULLL strategy/policy?	
YES <input type="checkbox"/>	How?
NO <input type="checkbox"/>	Why?

1.7 Which are the main limits of ULLL in your institution at present? (Top three choices)	
Lack of legal framework regulating ULLL	<input type="checkbox"/>
Lack of regulatory framework to assess the quality of programmes	<input type="checkbox"/>
Lack of adequate funding	<input type="checkbox"/>
Lack of institutional support from top-management	<input type="checkbox"/>
Lack of motivation of teaching staff	<input type="checkbox"/>
Lack of expertise of teaching staff	<input type="checkbox"/>
Lack of interest of the potential target groups	<input type="checkbox"/>
Lack of external partnerships and cooperation	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

1.8 What are the planned developments in your ULLL strategy/policy and activities in the next 3 years? (Top three choices)	
Changes in goals	<input type="checkbox"/>
Changes in curriculum	<input type="checkbox"/>
Changes in target groups	<input type="checkbox"/>
Changes in organisation (structure)	<input type="checkbox"/>
Changes in promotional/marketing strategies	<input type="checkbox"/>
Other (please specify)	<input type="text"/>
Please comment your answer if necessary:	

2. ULLL offer:

2.1 Which courses are offered as part of ULLL in your university? (Top three choices)	
Special Bachelors programmes for specific groups/	V
Special Masters programmes for specific groups	V
Mainstream Bachelors programmes but delivered differently (e.g. part-time, by ODL ¹) or with special services	
Mainstream Master programmes but delivered differently (e.g. part-time, by ODL) or with special services	
Modules of BMD ² programmes – with credits awarded	
Modules of BMD programmes – with no credits awarded	
Tailor-made programmes	
Other courses with credits	
E-learning courses/	V
Non-accredited long courses (e.g. CPD ³) – at least 15 days	V
Non-accredited short courses (e.g. CPD) - less than 15 days	V
Requalification courses	V
Open lectures/seminars	V
Other (please specify)	

2.2 In which way do you offer your courses to support ULLL? (tick one box per row)	All	Most	Some	None
Distant courses are available	V <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blended learning: mixed of on-site and distant courses are available	V <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are delivered on different locations	V <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are delivered at suitable time for workers	V <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course programmes are delivered to mixed groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are delivered by professionals as well as academics	V <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are tailored to individual and organisational needs	V <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3 What other LLL services and activities are offered in your university? How are they organised? (Tick all the appropriate boxes in the table below)

¹ Open Distance Learning.

² Bachelor, Master, Doctorate.

³ Continuing Professional Development.

	Offered by a separate LLL Unit (Service, Department Faculty, Foundation)	Offered in faculties	Offered in a central unit but not a LLL Unit	Not offered but planned in next 2 years	Not offered and not planned in near future
Support courses – study skills	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support courses – languages	v <input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses for special target groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VPL ⁴ – for entry to a course	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VPL – as part of a diploma VPL -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic advice and guidance at entry	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career/professional development advice	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring/tutoring during the courses	v <input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-learning services	v <input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services for staff					
Admin for LLL – financial management	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admin for LLL – marketing	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admin for LLL – organisation of courses	v <input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff development for academic staff across the university	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other					
Regional collaboration with employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional collaboration with public authorities	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology transfer	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4 What is the number of students enrolled in ULLL courses?

⁴ Validation of Prior Learning.

Care este numărul de studenți înscriși la cursurile ULLL?		
	TOTAL number of students involved in ULLL courses Numărul total de studenți implicați în cursurile ULLL	Relative to total number of students (in %) În raport cu numărul total de studenți (în%)
2010-2011	987	16,45%
2011-2012	1020	20,3%
2012-2013	1106	21,26%
2013-2014	986	19,72%
2014-2015	855	17,4%
2015-2016	862	18,3%
2016-2017	867	19,01%
2017-2018	1253	27,56%

2.5 Are you currently making changes in ULLL provision?	
	YES <input type="checkbox"/>
	NO <input type="checkbox"/>
If yes, please list three changes that you are undertaking: /	
	Change 1: E-learning services
	Change 2: Changes in curriculum
	Change 3: Changes in promotional
Either if you are or you are not making changes, please explain why?	

Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3.3 What are the funding sources the institution use to finance ULLL activities (multiple answers are allowed)?	
Institutional budget	<input checked="" type="checkbox"/>
Students fees	<input checked="" type="checkbox"/>
State funding	<input type="checkbox"/>
EU funding	<input type="checkbox"/>
International/foundation provided funding	<input type="checkbox"/>
Funding from business and enterprises	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

3.4 Are there any changes taking place now or in the near future in the sources of funding for university lifelong learning?	
<input type="checkbox"/>	YES <input checked="" type="checkbox"/>
<input type="checkbox"/>	NO <input type="checkbox"/>
If yes, please specify:	

4. Staff development programmes

4.1 What is the number of teachers involved in ULLL courses?		
Care este numărul de profesori implicați în cursurile ULLL?		
	TOTAL number of teachers involved in ULLL courses Numărul total de cadre didactice implicate în cursurile ULLL	Relative to total number of teaching staff units (in %) În raport cu numărul total de unități de personal didactic (în%)
2010-2011	101	31,5%
2011-2012	96	30,1%
2012-2013	98	30,58%
2013-2014	100	31,4%
2014-2015	109	34,6%
2015-2016	109	34,6%
2016-2017	112	35,2%
2017-2018	115	39,7%

4.2 Which mechanisms are in place to stimulate teachers to get involved in ULLL?	
Reduction of teaching hours in regular courses	
Reduction of hours dedicated to administrative tasks	
Support in the form of assistance from postgraduate students or similar	
Institutional recognition	V
Collection of badges or credits towards progress of own career	V
Financial incentives	V
Information provision	V
Other, please indicate:	

4.3 Does your institution currently have staff development programme to support ULLL services and activities? (tick one box)	
There is no existing ULLL related staff development	
ULLL staff development is part of the University staff development programmes	
Specific ULLL staff development programmes are organised	V

Other, please indicate:	
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5. External collaborations

5.1. What type of collaboration is your university engaged in and with whom? (You can tick several boxes per row)					
	Employers	Social partners	Regional authorities	Professional bodies	Other training providers
Analysis/forecast of training and development needs/	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of courses and programmes to suit new demands/	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>
Execution of courses and programmes/	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>
Organisation of job placements for learners	<input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Validation of Prior Learning (VPL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>
Development of professional skills of teaching staff	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>
Identification of target group and promotion	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>
Evaluation of courses and programs	v <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>
Marketing or information about courses and programs	v <input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>	v <input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. Can you describe in a few lines who are your key partners?
Education departments, educational institutions, local power

5.3 What is the main objective of your external collaborations?	
Broaden the potential market for the courses/services developed	
Providing quality services,	
Participation in regional economic development/	
Share resources	
Address specific issues	v

5.4 On which level is your partnership and collaboration?	
Partnership /collaboration mainly on national level	V
Partnership/collaboration mainly on regional level/	V
Partnership/collaboration mainly on local level	
If you have several levels of partnership, please briefly describe the characteristics of the different level of partnership: The provision of professional training services continues to the teachers at the local level	

5.5 Do you involve your partners in the design of courses? How?
<ol style="list-style-type: none"> 1. by determining the training needs, 2. obtaining additional qualifications

5.6 What are the main success factors of external collaborations?	
Key success factor 1:	promoting quality programs
Key success factor 2:	Flexibility
Key success factor 3:	Interactive training

5.7 What are the main obstacles to successful external collaborations?	
Obstacle 1:	funding
Obstacle 2:	unfair competition

Obstacle 3:	
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5.8. Which other forms of cooperation would you like to establish and why?

Individual consultations

promoting partnerships with local institutions

6. Marketing and promotion of ULLL:

6.1 Does your institution currently have a marketing/promotion strategy in place for ULLL??	
	YES <input checked="" type="checkbox"/> V
	NO <input type="checkbox"/>
If yes, please specify: promotion through: social networks, activities locally, posters, leaflets, Social media	

6.2 What are the main marketing/promotion tools/channels you use?		
In general for your institution activities:		
	Leaflet/posters	v
	Institution website	v
	Open info days	v
	Newspapers/media	v
	Social media	v
	Other, please specify:	
To promote ULLL (if applicable) /		
	Leaflet/posters	
	Institution website	
	Open info days	
	Newspapers/media	
	Social media	
	Other, please specify:	

7. Perspectives of development:

7.1 Can you identify the key features of the LLL University that you would like to create for the future?

Please explain:

1. State funding
2. financial autonomy
3. the material base developed

7.2 What indicators would you use to measure progress towards this ideal?

Please comment:

geography of participation
Good product quality
the large number of beneficiaries

7.3 What do you think about the following definition of ULLL? Do you think it matches your own institutional view of ULLL? Partially? Totally?

ULLL is the provision by higher education institutions of learning opportunities, services and research for: the personal and professional development of a wide range of individuals - lifelong and lifewide; and the social, cultural and economic development of communities and the region. It is at university level and research-based; it focuses primarily on the needs of the learners; and it is often developed and/or provided in collaboration with stakeholders and external actors

Please comment: It is acceptable

Thank you for your collaboration. Please return this questionnaire to:

Project coordinators (ASEM) compass.project2018@gmail.com and the EUCEN Secretariat office@eucen.eu