

## 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	<b>STATE PEDAGOGICAL UNIVERSITY "ION CREANGA" from Chisinau – established in Republic of Moldova</b>
Institutional unit	
Name and surname	<b>Barbaneagra Alexandra</b>
Position	<b>Vice-Rector on Academic Affairs</b>
Date of completion of the survey	<b>02.09.2019</b>

## 1. Strategy/Policy for ULLL:

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

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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V

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

<b>1.4 Which are the main target groups of your ULLL strategy/policy? (Top two choices)</b>	
Public authorities	
Public organisations	
Private companies	
NGOs	
Professionals from different types of organisations	v
Alumni	
Unemployed people	v
Special target groups (disadvantaged people, immigrants, etc.)	
Other (please specify)	

<b>1.5 Which main benefits does ULLL provide to your institution? (top three choices)</b>	
Attract new groups into the university	v
Increased competitiveness of provided teaching and learning	v
Increased cooperation with external stakeholders	
Improved academic research and knowledge	
Increased alignment with European standards	
Improved image and prestige of the institution	v
Increased funding and diversified financing	
Opportunities to benchmark international performance of the institution	
Other (please specify)	

<b>1.6 Does your institution conduct regular assessment of the impact and/or progress of its ULLL strategy/policy?</b>	
YES <input checked="" type="checkbox"/>	How? Questionnaires, interviews, opinion polls etc.
NO <input type="checkbox"/>	Why?

<b>1.7 Which are the main limits of ULLL in your institution at present? (Top three choices)</b>	
Lack of legal framework regulating ULLL	<input checked="" type="checkbox"/>
Lack of regulatory framework to assess the quality of programmes	<input type="checkbox"/>
Lack of adequate funding	<input checked="" 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)	lack of information regarding the need for new training programs required on the labor market; lack of institutional experience in offering new programs (for example, children, adolescents, senior citizens), lack of work experience with such beneficiaries

<b>1.8 What are the planned developments in your ULLL strategy/policy and activities in the next 3 years? (Top three choices)</b>	
Changes in goals	<input checked="" type="checkbox"/>
Changes in curriculum	<input checked="" type="checkbox"/>
Changes in target groups	<input checked="" type="checkbox"/>
Changes in organisation (structure)	<input type="checkbox"/>
Changes in promotional/marketing strategies	<input type="checkbox"/>
Other (please specify)	
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	
Special Masters programmes for specific groups	
Mainstream Bachelors programmes but delivered differently (e.g. part-time, by ODL <sup>1</sup> ) or with special services	
Mainstream Master programmes but delivered differently (e.g. part-time, by ODL) or with special services	V
Modules of BMD <sup>2</sup> programmes – with credits awarded	V
Modules of BMD programmes – with no credits awarded	
Tailor-made programmes	
Other courses with credits	
E-learning courses	
Non-accredited long courses (e.g. CPD <sup>3</sup> ) – at least 15 days	
Non-accredited short courses (e.g. CPD) - less than 15 days	
Requalification courses	V
Open lectures/seminars	
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	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Blended learning: mixed of on-site and distant courses are available	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Courses are delivered on different locations	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Courses are delivered at suitable time for workers	V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course programmes are delivered to mixed groups	<input type="checkbox"/>	V	<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"/>
Courses are tailored to individual and organisational needs	V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> Open Distance Learning.

<sup>2</sup> Bachelor, Master, Doctorate.

<sup>3</sup> Continuing Professional Development.

<b>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)</b>					
	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"/>
Support courses – languages	v	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses for special target groups	v	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VPL <sup>4</sup> – for entry to a course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v
VPL – as part of a diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v
Academic advice and guidance at entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career/professional development advice	<input type="checkbox"/>	<input type="checkbox"/>	v	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring/tutoring during the courses	v	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-learning services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v	<input type="checkbox"/>
<b>Services for staff</b>					
Admin for LLL – financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v
Admin for LLL - marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v
Admin for LLL – organisation of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v
Staff development for academic staff across the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v
<b>Other</b>					
Regional collaboration with employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v
Regional collaboration with public authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v
Technology transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v

<sup>4</sup> Validation of Prior Learning.

<b>2.4 What is the number of students enrolled in ULLL courses?</b>		
	TOTAL number of students involved in ULLL courses	Relative to total number of students (in %)
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%

<b>2.5 Are you currently making changes in ULLL provision?</b>	
	YES <input checked="" type="checkbox"/>
	NO <input type="checkbox"/>
If yes, please list three changes that you are undertaking:	
	Change 1: Setting new goals in the organization ULLL at the institutional level.
	Change 2: Documentation regarding the need for new training programs on the labor market
	Change 3: Identification of new target groups
Either if you are or you are not making changes, please explain why? We want to expand and diversify educational services packages through programs ULLL, to establish new target groups, promote more efficient ULLL both at the institutional level (students, teachers), as well as outside the institution.	

### 3. Management and organisation of ULLL:

3.1 Who is responsible for ULLL in your institution (multiple answers are allowed)?	
Rector	
Member of the Rectorate	Vice-Rector on Academic Affairs
Head of LLL Centre/Department	Head of LLL Faculty
Dean	
Other (please specify):	Coordinating Council of the Faculty of LLL, Department heard, coordinators of continuing education programs

### 3.2 How is ULLL organised in your institution? (Tick one box for each point)

	organised by an internal LLL unit	organised by an internal unit – not LLL	organised at department/faculty level	organised by an external Unit	In collaboration- Including some of previous items	Not offered
<b>The organisation of ULLL courses</b>						
Selection of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Selection of methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Evaluation of course quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Management of human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Registration of learners	V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The organisation of ULLL services:</b>						
VPL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V
Support courses to help students with difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V
Academic advice and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Professional/career advice and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Mentoring and coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The marketing of ULLL	V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The financial management of ULLL	V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>3.3 What are the funding sources the institution use to finance ULLL activities (multiple answers are allowed)?</b>	
Institutional budget	V
Students fees	V
State funding	V
EU funding	
International/foundation provided funding	
Funding from business and enterprises	
Other (please specify)	

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

## 4. Staff development programmes

<b>4.1 What is the number of teachers involved in ULLL courses?</b>		
	TOTAL number of teachers involved in ULLL courses	Relative to total number of teaching staff units (in %)
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%

<b>4.2 Which mechanisms are in place to stimulate teachers to get involved in ULLL?</b>	
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:	

<b>4.3 Does your institution currently have staff development programme to support ULLL services and activities? (tick one box)</b>	
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:	

## 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"/>	V	<input type="checkbox"/>
Development of courses and programmes to suit new demands	V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Execution of courses and programmes	V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V
Organisation of job placements for learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V
Validation of Prior Learning (VPL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V
Development of professional skills of teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V
Identification of target group and promotion	V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V
Evaluation of courses and programs	V	<input type="checkbox"/>	<input type="checkbox"/>	V	V
Marketing or information about courses and programs	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"/>	<input type="checkbox"/>

### 5.2. Can you describe in a few lines who are your key partners?

The key partners: employers (educational institutions), general education departments, Ministry of Education, profile institutions etc.

### 5.3 What is the main objective of your external collaborations?

Broaden the potential market for the courses/services developed	V
Identify the needs of the region	

Participation in regional economic development	
Share resources	
Address specific issues	

<b>5.4 On which level is your partnership and collaboration?</b>	
Partnership /collaboration mainly on <b>national level</b>	V
Partnership/collaboration mainly on <b>regional level</b>	
Partnership/collaboration mainly on <b>local level</b>	
If you have several levels of partnership, please briefly describe the characteristics of the different level of partnership:	

<b>5.5 Do you involve your partners in the design of courses? How?</b>
Yes, both at the level of design and evaluation of training programs. At the design level through the needs analysis of the currents, the identification of expectations, the evaluation of the training program project, etc. Evaluation of the ongoing programs realized by students, graduates, employers.

<b>5.6 What are the main success factors of external collaborations?</b>	
Key success factor 1:	exchange of experience in ULLL
Key success factor 2:	improved academic research and knowledge in LLL
Key success factor 3:	transfer of good practices in the organization LLL at the institutional level

<b>5.7 What are the main obstacles to successful external collaborations?</b>	
Obstacle 1:	basic level of communication skills in English of many trainers
Obstacle 2:	insufficient cooperation and exchange of experience with international partners on the LLL dimension
Obstacle 3:	lack of an institutional strategy for establishing partnerships with foreign partners on LLL

<b>5.8. Which other forms of cooperation would you like to establish and why?</b>

## 6. Marketing and promotion of ULLL:

<b>6.1 Does your institution currently have a marketing/promotion strategy in place for ULLL?</b>	
	YES <input type="checkbox"/>
	NO <input checked="" type="checkbox"/>
If yes, please specify:	

<b>6.2 What are the main marketing/promotion tools/channels you use?</b>		
In general for your institution activities:		
	Leaflet/posters	V
	Institution website	V
	Open info days	
	Newspapers/media	V
	Social media	V
	Other, please specify:	
To promote ULLL (if applicable)		
	Leaflet/posters	V
	Institution website	V
	Open info days	
	Newspapers/media	V
	Social media	V
	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. Development of the LLL strategy at the institutional level
2. Elaboration of the Plan of activities for the implementation of the strategy for 3/5 years
3. Reorganization of the Continuing Education Faculty within the University in the LLL Center
4. Developing a managerial information system of the Center

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

Please comment:

Normative documents elaborated at the institutional level in the LLL (strategy, action plan, regulations etc.)

Number of target groups, training programs, people who benefited from training etc.

Increasing the visibility of the institution nationally and internationally.

### 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:

The definition of ULLL is entirely in line with the institutional opinion, which includes all the key elements of the LLL process.

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

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