

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 University of Physical Education and Sport
Institutional unit	University
Name and surname	Ghetiu Adelina
Position	Head of Department LLL
Date of completion of the survey	09 September 2019

1. Strategy/Policy for ULLL:

1.1 Does your institution currently have a ULLL policy or strategy?

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>
Not specific strategy/policy, yet it is considered in development directions	<input type="checkbox"/>
We are currently working on one	<input type="checkbox"/>
Other (please explain):	

1.2 Which level of priority does ULLL currently have in your university?

Highest priority	<input checked="" type="checkbox"/>
Important along with other priorities	<input type="checkbox"/>
Not yet a priority but may become one	<input type="checkbox"/>

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-traditional learners, attracting new groups into the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To respond to the employment needs of the labour market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
To meet the needs of citizens in all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

the aspects of life – cultural, economic, social, professional					
To stimulate personal development by providing personal development programmes for graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓
To make certain disciplines (i.e. science) more popular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
To serve society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓
To increase the revenues of the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
To promote our degree programmes	<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	
Professionals from different types of organisations	
Alumni	✓
Unemployed people	✓
Special target groups (disadvantaged people, immigrants, etc.)	
Other (please specify)	✓ Physical education teachers ✓ Different samples sports coaches

1.5 Which main benefits does ULLL provide to your institution? (top three choices)	
Attract new groups into the university	
Increased competitiveness of provided teaching and learning	✓
Increased cooperation with external stakeholders	✓
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? Periodic assessment of training needs questionnaires, surveys; assess the degree of satisfaction of students and teachers.
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	

Lack of regulatory framework to assess the quality of programmes	
Lack of adequate funding	✓
Lack of institutional support from top-management	
Lack of motivation of teaching staff	
Lack of expertise of teaching staff	
Lack of interest of the potential target groups	✓
Lack of external partnerships and cooperation	✓
Other (please specify)	

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	
Changes in curriculum	
Changes in target groups	✓
Changes in organisation (structure)	✓
Changes in promotional/marketing strategies	✓
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 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 <small>programme adaptate</small>	
Other courses with credits	
E-learning courses	
Non-accredited long courses (e.g. CPD ³) – at least 15 days	
Non-accredited short courses (e.g. CPD) - less than 15 days	
Requalification courses	✓
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"/>	✓	<input type="checkbox"/>
Blended learning: mixed of on-site and distant courses are available	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Courses are delivered on different locations	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Courses are delivered at suitable time for workers	✓	<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"/>
Courses are delivered by professionals as well as academics	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses are tailored to individual and organisational needs	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ Open Distance Learning.

² Bachelor, Master, Doctorate.

³ Continuing Professional Development.

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

⁴ Validation of Prior Learning.

2.4 What is the number of students enrolled in ULLL courses?		
	TOTAL number of students involved in ULLL courses	Relative to total number of students (in %)
2010-2011	389	11,95 %
2011-2012	352	10,81 %
2012-2013	490	15,05 %
2013-2014	431	13,24 %
2014-2015	280	8,60 %
2015-2016	366	11,24 %
2016-2017	308	9,46 %
2017-2018	451	13,85 %

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: Initiation modular courses for different target group
	Change 2: Planning and conducting workshops in various samples sports
	Change 3: Updating curricula in line with requests trainees
Either if you are or you are not making changes, please explain why? It can not conceive any form of real renewal, as long as we will not become new people (A. Schweitzer). Quality of training facilitates increasing their efficiency, promoting a competitive performance.	

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

3.4 Are there any changes taking place now or in the near future in the sources of funding for university lifelong learning?	
	YES <input type="checkbox"/>
	NO <input type="checkbox"/>
<p>If yes, please specify:</p> <p>We are trying our best in this direction.</p>	

4. Staff development programmes

4.1 What is the number of teachers involved in ULLL courses?		
	TOTAL number of teachers involved in ULLL courses	Relative to total number of teaching staff units (in %)
2010-2011	43	29,25 %
2011-2012	45	30,20 %
2012-2013	45	28,85 %
2013-2014	44	27,50 %
2014-2015	45	27,78 %
2015-2016	41	25,31 %
2016-2017	46	27,88 %
2017-2018	46	28,93 %

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	
Collection of badges or credits towards progress of own career	
Financial incentives	✓
Information provision	
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	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Development of courses and programmes to suit new demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Execution of courses and programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Organisation of job placements for learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Validation of Prior Learning (VPL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of professional skills of teaching staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Identification of target group and promotion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of courses and programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing or information about courses and programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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?

Other universities from Republic. Sports schools from our country. Sports clubs from our country.

5.3 What is the main objective of your external collaborations?

Broaden the potential market for the courses/services developed	<input checked="" type="checkbox"/>
Identify the needs of the region	<input checked="" type="checkbox"/>
Participation in regional economic development	<input type="checkbox"/>
Share resources	<input type="checkbox"/>
Address specific issues	<input type="checkbox"/>

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

5.5 Do you involve your partners in the design of courses? How?
YES. Discussion/analyze current training needs.

5.6 What are the main success factors of external collaborations?	
Key success factor 1:	A professional team
Key success factor 2:	Partnership
Key success factor 3:	Funding

5.7 What are the main obstacles to successful external collaborations?	
Obstacle 1:	Teachers have to study english
Obstacle 2:	Partnership with other external universities
Obstacle 3:	

5.8. Which other forms of cooperation would you like to establish and why?
Support frame of reference in developing the lifelong education

6. Marketing and promotion of ULLL:

6.1 Does your institution currently have a marketing/promotion strategy in place for ULLL?	
<input checked="" type="checkbox"/>	YES <input type="checkbox"/>
<input type="checkbox"/>	NO <input type="checkbox"/>
<p>If yes, please specify:</p> <p>Promotion through recommendations</p> <p>Promotion through Facebook</p> <p>Marketing via email</p>	

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

Openness, professionalism, quality human resources, competitiveness, efficiency.

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

Please comment:

To navigate through such uncertainty, students will need to develop curiosity, imagination, resilience and self regulation; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to cope with failure and rejection, and to move forward in the face of adversity.

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:

Fully agree with those exposed.

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

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