

COMPASS Country Profile: ULLL State of Play in Moldova

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Continuing Education Network

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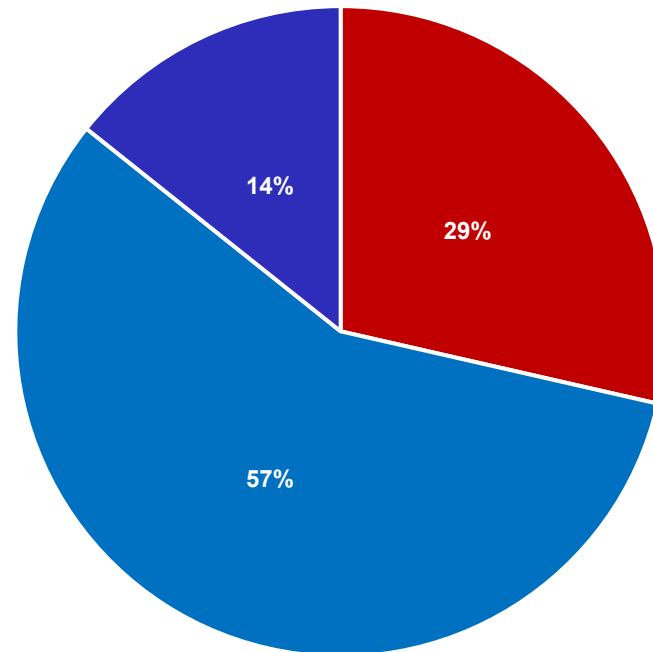
Participation

Who has answered the survey?

7 questionnaires from 6 different universities in Moldova

Role of the participants in the survey:

- Top Management
- Managers of Units
- Academic Staff



General remarks to be highlighted

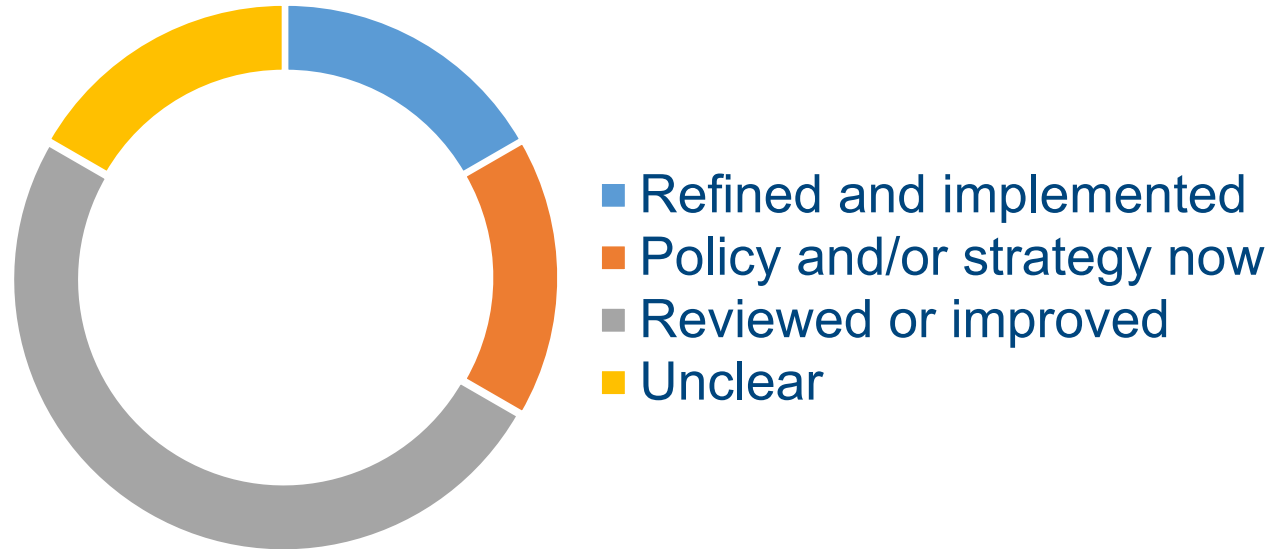
Trends throughout the answers

Observations that might affect the results that will be presented

- Very small sample size
- Relatively short period of time between 1st and 2nd survey, which also included Covid-19
- All universities but one only submitted questionnaire once. The two questionnaires submitted by the same university include many discrepancies → How reliable are the answers? How much communication and exchange of information is there among staff members within institutions?

1. Strategy/Policy for ULLL (i)

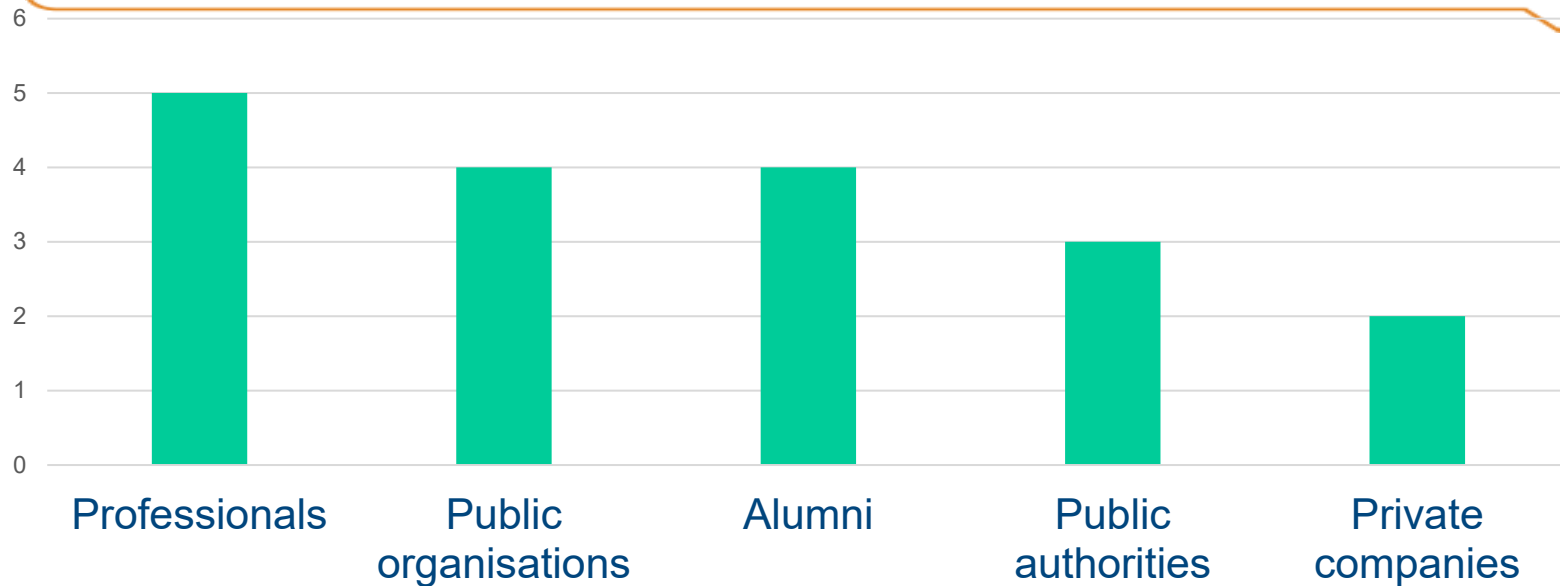
What changes have been made to ULLL policy/strategies?



- From the six universities that completed the questionnaire, **five** confirmed that ULLL is now their **highest or one of their most important priorities**
- the most frequently selected reason for implementing ULLL was *to promote our degree programmes*

1. Strategy/Policy for ULLL (ii)

Which are the main target groups of your ULLL strategy/policy?



Minority groups, learners without prior qualifications, and disadvantaged learners, as well as CSOs and NGOs remain “off the radar” for many institutions.

1. Strategy/Policy for ULL (iii)

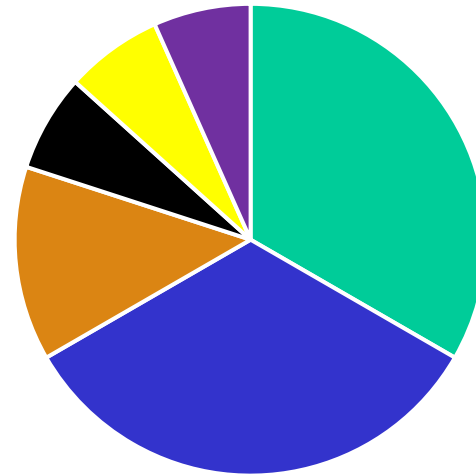
Is the impact and/or progress of ULLL regularly assessed?

- Only two of the participating universities registered a **significant change** in their assessment mechanisms since 2018, and a subsequent improvement in the quality of the ULLL activities they offer.
- Survey results suggest that **a range of mechanisms** are used across different institutions
- Respondents who do not have mechanisms in place said there was **not enough time** to develop and implement them

1. Strategy/Policy for ULL (iv)

Limitations and developments of ULLL policies and strategies

- Lack of adequate funding
- Lack of motivation of teaching staff
- Lack of expertise of teaching staff
- Lack of institutional support from top-management
- Lack of interest of the potential target groups
- Lack of external partnerships and cooperation



2. ULLL Provision (i)

ULLL at your institutions

Overall, the number of ULLL courses on offer has increased.

- In particular, there has been a rise in the number of online or blended courses, in part thanks to the equipment the COMPASS project has provided to institutions.

Universities plan to further expand and customize their offer

- Universities expect to offer more courses delivered by professionals, and make them more accessible to full-time workers. They also plan to address learners' needs more.

Universities offer a range of additional ULLL activities for students

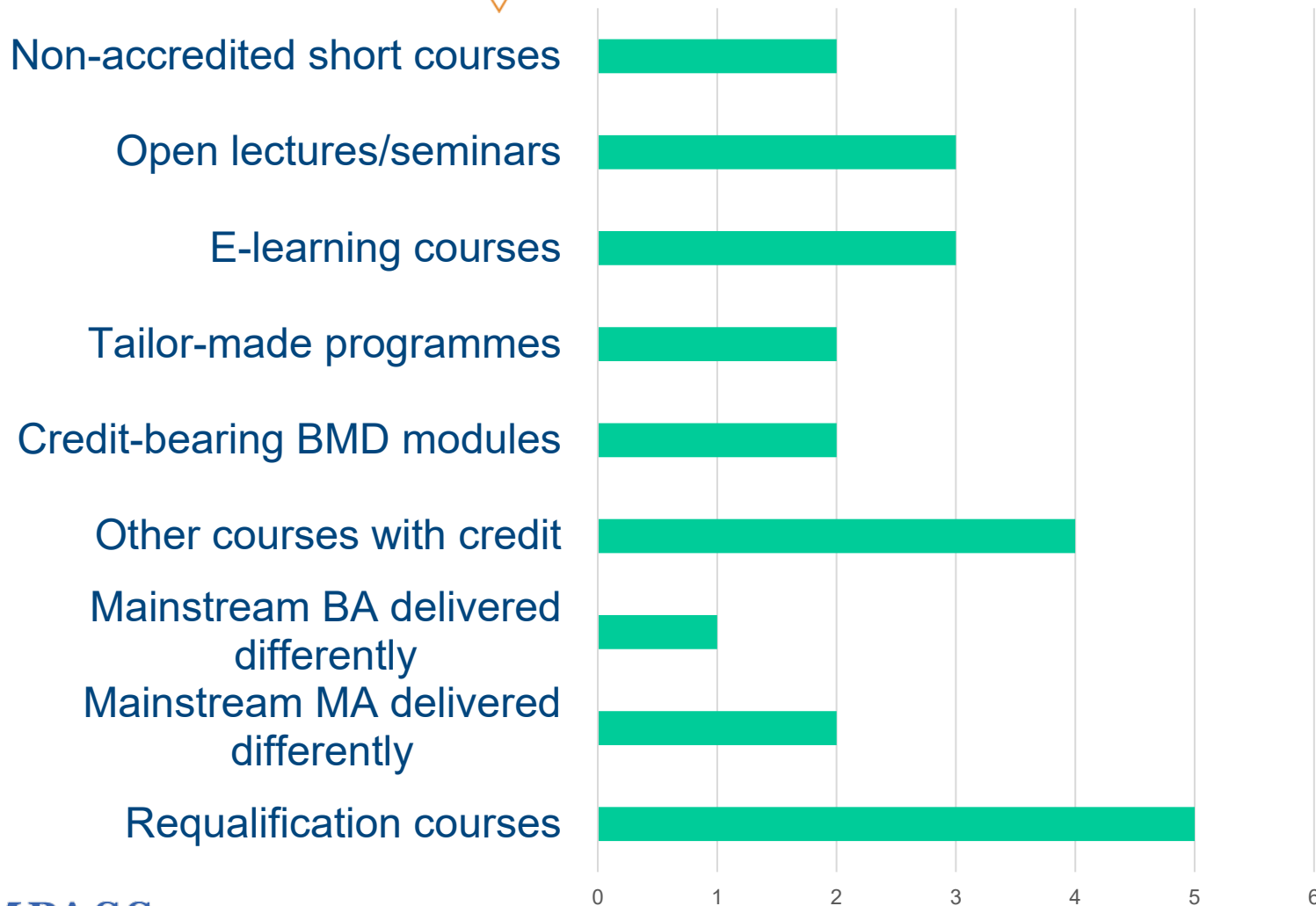
- Primarily academic and professional guidance and advice, which are delivered partly by the LLL unit, but also by other faculties and units.

Services targeted at disadvantaged/non-traditional learners are rare

- Courses for special target groups, and Validation of Prior Learning services are less common among the participating universities.

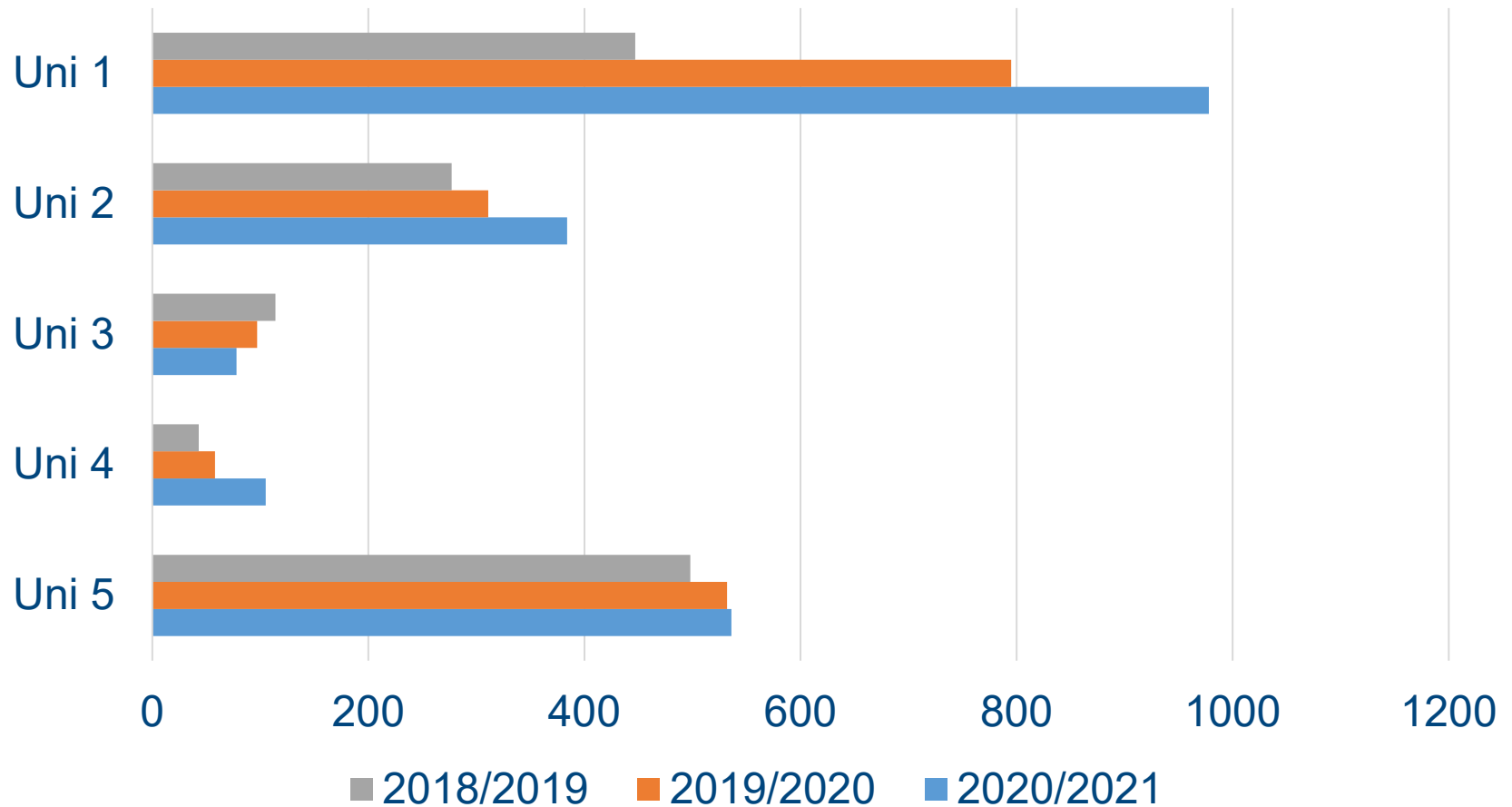
2. ULLL Provision (ii)

Types of ULLL offered



2. ULLL Offer (ii)

Students enrolled in ULLL



3. Management and organisation of ULLL (i)

Who is responsible for ULLL and how is organised?

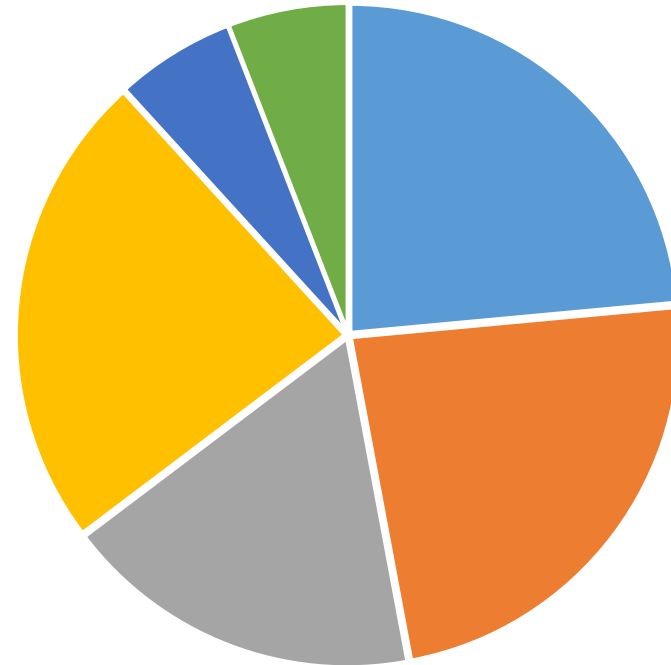
Responses from 2022 survey largely reproduce what was found in 2018:

- The **Head of LLL Centre** is primarily responsible for ULLL
- The **ULLL unit** shares tasks and responsibilities with academic **faculties/department**, who decide on methodologies and curricula.
- Regarding **other ULLL services**, the answers vary, making it difficult to find patterns or trends: each university seems to approach it in a different way.

3. Management and organisation of ULLL (ii)

Funding sources for ULLL activities

- Students Fees
- Institutional budget
- State Funding
- EU Funding
- Funding from business and enterprises
- Funding from business and enterprises



→ Participating universities note few changes in funding since 2018.

4. Staff development programmes

Academic staff involved in ULLL

The number of teachers involved in ULLL seems to have increased slightly across most (but not all) participating universities.

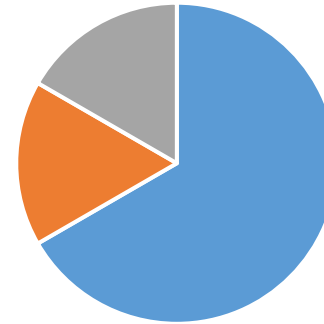
Not many changes were registered in the incentives offered to teaching staff or the training provided to them

- Financial incentives remain the main mechanism, followed by institutional recognition and badges or credits towards progress of own career.
- Only 2 respondents reported **specific ULLL staff development programmes**. Majority say that “*ULLL staff development is part of the university staff development programmes*”.

5. External collaborators (i)

What is the objective of external collaborations?

- Broaden the potential market for the courses/services developed
 - Identify the needs of the region
 - Share resources
-
- When asked about new partnerships universities have forged since the beginning of the project, many mentioned **public authorities**, both at the local and national level.
 - Half of them stated that their number of partnerships has increased.
 - However, most institutions do not involve external stakeholders actively in course design.



5. External collaborators (ii)

Success factors and Obstacles

- Added value external professionals bring to their ULLL activities, especially as teachers
- Sharing resources and common goals
- Improvement in quality of ULLL activities
- Financial limitations
- Lack of potential partners or experts to collaborate with
- Universities struggled with bureaucracy and “inconsistencies and regulatory gaps”

Collaborations universities intend to develop:

- Creation of joint programmes, including (proposed by one university) professional conversion programmes.
- Other types of activities, including organizing symposiums or other events, were also suggested.

6. Marketing and promotion of ULLL

**Do you have a marketing strategy in place?
What kind of strategies/tools do you use?**

- Half of participating universities said they still **do not have a marketing strategy**.
- Universities who do have some strategy in place use a **variety of marketing tools**, including online and offline media, national and international events, and alumni networks.
- Some universities indicated that they have used **social media** and other online tools (e.g. the university website) more.

7. Perspectives of development (i)

Which key features would you like to create?

- Expansion and diversification of programme offer
- More learner-centred programmes tailored to the needs of target groups
- Involvement of external partners
- Increasing number of teaching staff
- Institutional (financial) autonomy to develop LLL programmes
- Strengthening accreditation, authorization and certification processes

7. Perspectives of development (ii)

How would you measure the progress?

- Number of programmes available and how many students they attract
- Levels of student satisfaction
- Range of target groups (selected by one respondent)

7. Perspectives of development (iii)

The ULLL definition

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

It is often developed and/or provided in collaboration with stakeholders and external actors

Does it match your own institutional strategy for ULLL? Totally, partially or not at all?

8. Tentative conclusions

What do we know, four years on?

The situation of ULLL in Moldova has **improved and continued to develop** since the beginning of the COMPASS project

- More institutions with new or revised institutional policies or strategies
- More programmes offered
- Change in institutional culture

However, a lot of **work still needs to be done**:

- adequate funding remains a significant challenge
- stronger, more systematic mechanisms for the quality assurance of ULLL activities needed
- More active involvement of external stakeholders needed
- Greater focus on certain target groups (especially disadvantaged learners) is necessary to make ULLL more inclusive

Projects
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Thank you for your attention!

Questions and Answers round

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