



Mapping of the COMPASS survey

Version 1.2 | November 2019

Moldavian Country Profile

Report prepared by **eucen**



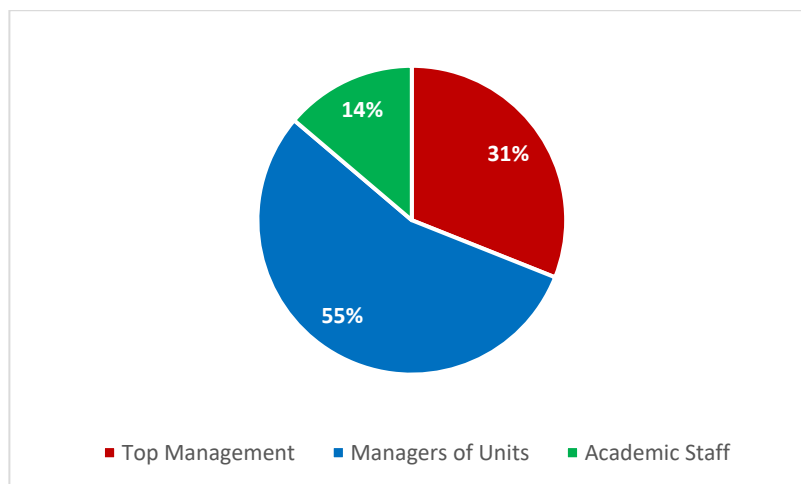
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GENERAL HIGHLIGHTS

The questionnaire was distributed amongst HEIs in Moldova in April 2019. COMPASS received 28 questionnaires back from 9 different Moldavian universities and 1 special survey filled in by the Ministry of Education, Culture and Research in Moldova. Monitoring of the collection of answers is shown in *ANNEX 1*.

16 of the answers were submitted by Managers of units, 9 were submitted by top management (i.e. Rectors, Vice Rectors) and 4 were submitted by academic staff. See below a diagram showing percentages of the collected answers.



The answers from the Ministry of Education have been evaluated separately in this report because the questionnaire was shorter and tailor made.

Trends

The amount of collected questionnaires is not a big sample to have a deep analysis of the situation. Specially some potential alterations to the process were detected, for example:

- Different individuals from the same university answered the questions in different ways. This could mean that there is lack of internal communication or information across the departments/units. It could also mean that the answers were based on partial knowledge only.
- Some staff from the same institution answered to some questions with the exact same words. This could mean that the answers were copied between colleagues in some instances.

Whereas general questions seem to show a certain tendency, looking at the detailed questions the answers given indicate quite the opposite. This is shown for example in the section about marketing, where the general answer seems to show that there is nothing done for ULLL, while answers to the sub-questions seem to show that universities do have marketing measures in place at different levels.

It is also important to note that the data collected from each university is not homogeneous and makes it very difficult to be compared.

Taking into consideration all these points, the question is if the questionnaire has been well understood or if there has been a language problem that has affected the interpretation of the questions.

1. STRATEGY/POLICY FOR ULLL

A. Current policies and strategies

Nine of the respondents answered positively in regards to the presence of a ULLL policy or strategy within their institutions. Eight of the answers stated that their institution did not have a ULLL policy or strategy and 8 stated that their university was considering the development of a ULLL strategy at present. The rest (4) confirmed that they were working currently on the development of the strategy.

Around 40% of the respondents consider the ULLL policy or strategy to be under development, whether in its initial or intermediate phase, at their institution.

The respondents predominantly (25 of the respondents, 84%) deemed ULLL as a common priority.

The opinions of the respondents converge towards the necessary changes in curricula, target groups, and promotional/marketing schemes as measures to develop ULLL policies, strategies, and activities in the course of the next three years.

B. Target groups

The analysis of the received questionnaires indicates that public organisations (19 answers) and professionals (20 answers) make up over 70% of the intended target groups of the ULLL policies and strategies in Moldavian HEIs, whether they are operative or under development. Although they seem to be partially directed towards private companies, alumni, and unemployed people too, the perceived lack of efforts to involve NGOs and special target groups is quite noticeable.

There would be some merit in pointing out that ULLL policies and strategies neglect minority groups such as people with disabilities, migrants, etc. NGOs and special groups are indeed not indicated as important target groups by any of the respondents. It seems, therefore, that ULLL is currently not seen as an instrument of social inclusion and, in fact, may actually tend to foster already-present socio-economic inequalities.

C. Recognised benefits of ULLL

The recognised and expected benefits provided by ULLL are manifold. ULLL policies and strategies are seen as channels to improve the image and prestige of the institutions, thus directly and indirectly attracting new groups into the university, and is seen as a way to increase and diversify finances.

ULLL policies and strategies are not considered key for the improvement of academic research and knowledge (6 only agreed to this) but they are seen as ways to increase the competitiveness of provided teaching and learning (option ticked by 14 individuals).

D. Assessment

Two of the institutions which have replied the questionnaire (State University of Physical education and Sport - USEFS and particularly Alecu Russo Balti State University - USARB) are at the forefront in terms of methods and techniques applied in order to evaluate their own ULLL policies and strategies.

The assessment methods mostly used focus not only on the labour market demands, but also on both the training needs and levels of satisfaction of students, teachers, and the trainers themselves.

These currently used methods could be analysed, remodelled, and adopted by those higher education institutions still lacking or just recently developing a ULLL policy or strategy.

E. Limitations

The respondents consider the lack of external partnerships and cooperation as well as of adequate funding and a legal framework as significant limits of ULLL in their institutions. Furthermore, the insufficient motivation and expertise of the teaching staff seems to be a partial concern too.

There seems to be overall consensus on the lack of interest by the potential target groups to undertake ULLL courses/programmes. This could be the biggest problem to push for a development of ULLL policies and strategies.

Most respondents see the changes of promotional and marketing strategies as well as the changes and adaptation of curricula addressed to the correct target groups as key areas to develop in the following 3 years.

2. ULLL OFFER – Features of the ULLL in Moldavia

In general, the ULLL courses offered in Moldavia carry credits but are not linked to specific qualifications. However, sometimes ULLL is linked to requalification courses and modules of existing Bachelor-Master-Doctorate (BMD) programmes, with credits and focused to skill up specific groups.

The ULLL programmes in Moldavia include some flexibility aspects, for example, adaptation to after-work hours, offered to mixed groups, in different locations and delivered by a mix of academic and professional teachers. Some of the courses are tailor-made for a specific individual or specific industry/company.

Distance and online courses are options not offered in 3 out of 9 the universities that have replied the questionnaire. But the majority of respondents (25 out of 28 answers) state that they offer blended courses.

With regard to support services available to students, 8 universities out of 9 state they offer language courses, while 8 universities also provide for mentoring services.

It is interesting to highlight that 7 out of 9 universities offer the possibility to go through a Validation of Prior Learning (VPL) process for entry. And 6 universities integrate VPL as initial assessment in a diploma or course(s) addressed to special targeted groups.

University-Business collaboration activities are regularly undertaken by universities in Moldavia. 8 universities confirm to have technology transfer in place, as well as regional collaboration with public authorities and with employees. 7 out of 9 universities offer staff development activities to their academic staff.

Comparing the percentage of students enrolled in ULLL course in the years 2010-2011 or 2011-2012 to that of the years 2017-2018, we observe that, in general, there has been a growth of the percentage of students enrolled in ULLL courses in all institutions. So, it seems that the tendency could be to continue growing.

6 universities out of 9 are already making changes in the current ULLL provision in the following directions: setting new goals, modifying the LLL structure, including e-learning, identifying new target groups, diversifying the educational offer and methods (innovation), updating curricula, elaborating continuous training regulation, increasing partner collaboration and developing promotional strategies.

3. MANAGEMENT AND ORGANISATION OF ULLL

A. Responsibilities

All the universities that have participated in the questionnaire confirm that the Head of LLL Centre/Department is responsible for ULLL in their institutions. In 7 of the universities there is a person responsible for ULLL at the Rectorate (sometimes the director and the person from the Rectorate are the same person).

The ULLL unit organises the whole ULLL activity, but the relevant faculty or department is often involved in methodologies and the way the programmes have to be delivered. Thus, both the ULLL unit and the faculty or department decide together on how to evaluate quality, management of human resources and choosing and developing of the courses. The ULLL unit manages the registration process for their courses in 8 of the 9 universities who have answered the survey.

Each university has a different approach regarding services provided. For example, when it comes to answering questions about VPL, it seems this is managed by different units depending on the university, while support courses sometimes are managed at the ULLL unit level and sometimes not. Academic advice and career advice are mostly taken care of at faculty level. Marketing is mostly done from the ULLL unit.

This means that the way the ULLL units are is not homogenous in Moldavian HEIs, and each has set up their own standards according to resources and needs.

B. Funding

State funding is the main source of funding in Moldavian HEIs, closely followed by Students' fees.

6 of the 9 universities stated that institutional funding is an important funding source (so, it seems that they self-finance some of the activities with the objective to recover this investment).

Eight of the institutions involved in the survey do not see changes in funding sources taking place in the near future.

It is important to highlight that only one of the universities that answered the questionnaire is planning to identify new sources of funding from stakeholders. So, the University-Business collaboration is not seen in general as a source of funding for the Moldavian universities. The question is if they have tried to push in that direction or if they are not daring to turn this university-business collaboration into a more profitable venture.

4. STAFF DEVELOPMENT PROGRAMMES – Academic staff

The number of teachers involved in ULLL seems to have increased in 4 universities in the recent years while there has been a decrease in 3 other universities. There is a general concern on how to encourage academics to be involved in ULLL programmes.

The main ways to stimulate their involvement are through financial incentives and institutional recognition (for example, award of badges or credits that help them progress in their career), but also through information provision. Other incentives such as further assistance from students or reduction of other teaching or administrative hours are taking place in a few HEIs.

Five universities that have answered the questionnaire confirm that they organise specific ULLL staff development programmes.

In general, we could say that ULLL is not used to its full potential and can be developed internally to make ULLL part of the universities self-development process and at the same time to make more visible the characteristics and relevance of this type of education for internal training.

5. EXTERNAL COLLABORATORS IN ULLL

A. Engagement of stakeholders

The strongest collaboration is done with employers, especially when analysing and forecasting training needs and when evaluating courses and programmes.

The next most successful external collaboration is with professional bodies and with social partners.

The collaboration with regional authorities seems to be focussed on a few specific areas and is not reported by all the universities.

Neither VPL or the development of professional skills or teaching staff seem to facilitate the development of external collaborations at any level.

The identified main key partners are professors, civil servants, employers, HEIs, authorities including the Ministries, private sector (such as foundations, NGOs, national companies, VET schools and multinationals)

B. Strategies to engage stakeholders

All the respondents stress the need to engage with stakeholders in order to broaden the potential market and in order to identify the needs of the region.

Most of the universities state they work at national level, but not all of them, which is strange. There are two of the 9 universities that exclusively work nationally (not at regional nor at international level).

The universities have developed different types of agreements depending on the type and level of collaboration they have with their stakeholders.

C. Involvement of stakeholders in the design of programmes

There are a number of ways in which HEIs answering the survey confirm they involve stakeholders when designing programmes. They have periodical discussions and collaborate in the collection of questionnaires to students. These actions bring in ideas for further courses and help evaluating the programmes and ensuring a quality assurance process.

They invite experts to the university to refine existing curricula or create new ones.

Special activities, such as round tables or focus discussions, help to know each other better and find areas for collaboration in the future.

D. Success factors

The most important success factors identified by the participant universities include: making attractive programmes that match the market demand, establishing quality and continuous improvement mechanisms, exchange of good practices and collaboration, developing the skills of the ULLL team, involving qualified teachers, being innovator, flexible and offering some funding solution.

Some answers pointed out that further collaborations towards the development of short programmes on transversal issues, the development of a ULLL framework and regulations, or the help of experts and consultants (for example from EU countries with a lot of experience) would be very important to improve and advance in ULLL issues in Moldavia.

E. Obstacles

The main obstacles identified by the participant universities include: having weak marketing system, being isolated, not having enough funding, research or other resources (such as technical support), insufficient English skills, lack of respect, trust, interest, flexibility or motivation, lack of awareness of the benefits of ULLL, competition, lack of time and not having a clear institutional strategy for ULLL.

6. MARKETING AND PROMOTION OF ULLL - Strategy

Eight of the 9 universities state that they do not have a marketing/promotion strategy for ULLL in place. However, some staff from those same universities say their universities have a ULLL strategy in place. The question is whether maybe the universities do have a strategy but some staff is not aware of it or whether there is not really a specific marketing strategy for ULLL (only a global marketing and promotion strategy) and the question was not totally understood.

The strategy for marketing and promotion of ULLL include collaboration with target institutions, use of existing channels to promote ULLL at the same time, announcement of ULLL programmes to stakeholders at any opportunity and the quality assurance of the ULLL programmes.

All the universities that have answered the questionnaire use leaflets and posters, the institutional website, open days and social media to promote and market their activities in general (not related to ULLL). Newspapers are not so commonly used.

In terms of how ULLL is promoted, the most used tools are the institutional website and social media, which is used by all the universities that have replied the questionnaire, followed by leaflets and posters. In ULLL promotion, advertisements in newspapers are often used as marketing tools.

However, ULLL is not commonly using open days as a way to promote this type of programmes. This is very different in European countries, which consider that open days give universities the chance to transmit the passion about ULLL to potential students.

7. PERSPECTIVES OF DEVELOPMENT

A. Features needed

The individuals that answered the questionnaire were asked which would be, in their opinion, the main features needed to develop ULLL in their institutions. The main answers were:

- Specialised training centre
- More competitiveness, efficiency and quality human resources
- Institutional autonomy to develop LLL programmes
- Programmes that change as the labour market needs change
- Innovation in the programmes
- Blended learning
- Modernisation of infrastructures and delivery methods to enlarge the reach
- Widening access to reach larger audiences (to older potential students)
- Creation of wide demand
- Development of a ULLL strategy at institutional level with an implementation plan of 3-5 years
- More VET programmes within or linked to the university
- Involvement of external partners and economic agents
- State funding and more financial autonomy

- Economic evolution of Moldavia in general

It seems that they feel there is need to go a step further and to perfection the existing resources and strategies that they already have as key elements for their development. Financial issues and external collaborations are also important points highlighted in the collected questionnaires.

B. Measurement of progress

Regarding how to measure the progress in the right direction, the highlighted points collected in the questionnaires include:

- Good feedback from students
- Number of students in ULLL programmes
- Number of students that complete their ULLL studies
- More curious and imaginative students with higher levels of resilience and self-regulation, more respect and clear perspectives
- Diversity, quality and attractiveness of the programmes
- Improvement of visibility of the university
- Easier and more successful access to labour market
- More agreements with companies
- More companies trained by ULLL programmes
- Improvement of financial conditions to teachers
- Access to better financial mechanisms
- A better legal framework to promote ULLL

The answers connect progress to feedback and reaction from students/potential students, the quality and potential of collaboration with external companies, the improvement of financial aid and a better legal framework to promote ULLL.

C. ULLL definition

In general, all the respondents to the questionnaire agreed that the definition of ULLL provided in the questionnaire (the official eucen definition of ULLL) matched their understanding of ULLL.

However, this is hardly understandable when it seems that the social aspects of universities are not connected to ULLL. So, the COMPASS partners need to reflect on whether or not eucen definition of ULLL is something that really matches their internal strategy or if it is rather an objective that is seen as to be achieved in the future.

8. GENERAL CONCLUSIONS

The HEIs in Moldavia have developed ULLL arrangements in different ways and at different speeds. It is likely that those universities with a clear demand have moved faster than the rest of institutions. The general perception is that there is not enough (or clear) demand and, therefore, there is no specific arrangements for ULLL at all levels (instead universities use the tools and structures already in place for the traditional programmes).

The key areas to improve are:

1. training for trainers, to (a) create interest in delivering ULLL courses and (b) understanding the peculiarities of this type of education
2. course development for ULLL, to create curricula that are adequate to ULLL students and their needs, and
3. marketing, to make the educational offer attractive for the potential students and to stakeholders

The HEIs in Moldavia do not perceive ULLL as a tool of integration for society. They perceive it as another way to obtain funding for their institutions. However, in many cases ULLL is the only way for citizens who do not have higher studies to attend university. Accessing ULLL courses could awaken their interest for higher studies (even at a cost for the university) and might bring a return later, when these students realise they are capable to obtain certificates from a HEI. Universities have a social responsibility and ULLL certainly can facilitate to fulfil this responsibility.

Regarding the possibility to compare the state of ULLL implementation in Moldavia with other countries, it will depend with which countries this is compared.

It is not very fair to compare the ULLL situation in Moldavia with that in most European countries because ULLL is fairly new in Moldavia whereas ULLL has been developing in some countries in Europe during around 30 years and these practices are well established there (e.g. in France, Austria or Spain).

If we compare Moldavia with other countries with more recent implementation of ULLL such as Georgia or Azerbaijan, then we would find that the situation in those countries is not so different that the situation in Moldavia, though maybe they have a few years more of experience now.

The question is which would be the value of this comparison. However, it could be really interesting for the Moldavian partners to run a second questionnaire towards the end of COMPASS (e.g. in month 32) and to compare the answers, to see if things have improved after the Study Visits and the “tailor made training” that will be done.

This report was presented in Barcelona, 13 November 2019, during the Study Visit to the University of Barcelona, Institute of LLL (IL3). The presentation is attached to this report as ANNEX 2.

9. FEEDBACK RECEIVED FROM THE MINISTRY (MD)

The unit for Lifelong Learning at the Ministry of Education, Culture and Research in Moldavia filled in a special questionnaire that addressed the same areas as the questionnaire sent to universities but in a different way (since the Ministry itself does not have students, prepares curricula, etc).

The evolution of ULLL is shown in the table below:

	LLL courses offered by universities	LLL courses offered by institutions other than universities
2016-2017		11
2017-2018	12	151
2018-2019	101	63

It seems that non-universities started in 2016 offering LLL courses and in the following years universities have increased their offer whereas non-universities seem to have grown and decreased afterwards.

The Ministry sees the development of LLL programmes by universities as a very important way to:

- Encourage participation of non-traditional learners, attracting new groups into HEIs
- Respond to the employment needs of the labour market
- Meet the needs of citizens in all the aspects of life (cultural, economic, social and professional)
- Serve society
- Ensure the financial stability of university

This makes us understand that LLL is for the Ministry a top importance issue at present, which can help responding to many society's challenges.

The most urgent matters that Moldova should address from the point of view of the Ministry are:

- Implementation of a Qualification Framework for non-formal education
- Identification and implementation of adequate funding
- Updating of content of existing programmes
- Creation of new curricula that corresponds to the needs of people

Regarding the ways the Ministry envisages their support we can highlight:

- Establishing a clear legal framework
- Setting up quality control mechanisms
- Promoting capacity building and funding teacher training in ULLL
- Promoting Validation of Prior Learning
- Promoting and facilitating the dialogue and partnerships between different actors and entities
- Planning and implementing a marketing/promotion strategy for ULLL at national level

The Ministry of Education, Culture and Research explained that there will be need for a document establishing the concept of ULLL formally as well as the modification of current regulations around the validation of competences, specially of non-formal and informal learning, that would allow individuals to apply for HE programmes. These two documents would be sufficient for the development of ULLL.

Apart from universities, the Ministry would also involve other training providers, employers and social partners in the development of the ULLL national strategy and policy.

In general, the answers show a very positive, pro-active and focused vision and, in normal conditions, it seems that ULLL has good chances to progress in Moldavia with help from the Ministry.

ANNEX 1

Monitoring table of received questionnaires

Partner	nr. Questionnaires	Data dd/mm/yy	Contact person	email	EUCEN COMMENTS
ASEM	3	04/09/19	Tatiana BUCOS Olesea	bucos.tatyana@gmail.com oleseasarbu@gmail.com	ok
AMTAP (arte)	3	04/09/19	Victoria MELNIC	vicamelnic@yahoo.fr	ok
USEFS (ed. fizica)	3	11/09/19	Ghetiu Adelina	adelina.ghetiu@gmail.com	ok
UPSC (Creangă)	2	06/09/19	Barbăneagră-Bibicu Alexandra	albarbaneagra@gmail.com	ok
TCUM (UCCM)	3	n/a	Larisa Savga	savga.larisa@gmail.com	ok
KDU (Comrat)	1	10/09/19	Tatiana Racovcena	tatiana.7024@rambler.ru	Received two identical questionnaires. We only could accept one.
Cahul State University "B.P. Hasdeu"	4	02/10/19	Andrei POPA	4andreipopa@gmail.com	ok
State Agrarian University of Moldova	0	n/a	Elena SCRIPNIC	e.scripnic@uasm.md	Nothing from this university
TUM	4	23/09/19	Larisa BUGAIAN	lbugaian@gmail.com	ok
USARB State University A. Russo from Balti	5	06/09/19	Valentina PRITCAN	valentina.pritcan@gmail.com	ok
MECRRM	1	n/a	Nadejda VELISCO	nadejda.velisco@mecc.gov.md	ok

ANNEX 2

Slides used for the presentation of this Mapping Report during the COMPASS Study Visit in Barcelona, 13 November 2019.

Preliminary results of the COMPASS survey on ULLL in Moldova

Barcelona, 12 November 2019



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Carme ROYO
Executive Director of **eucen**



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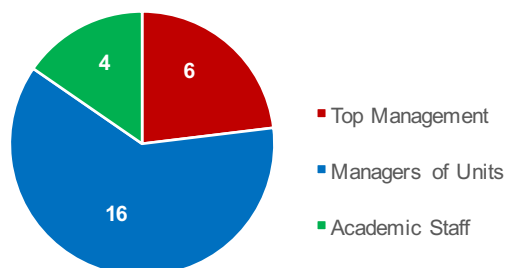
www.eucen.eu

Participation

who has answered the survey?

25 questionnaires from 8 different universities in Moldavia

Role of the participants in the survey:



General remarks to be highlighted

Trends throughout the answers

Observations that might affect the results that will be presented

- Different individuals from the same university gave totally different answers to some of the questions – Lack of information? Lack of communication across departments/units? Answers based on partial knowledge?
- Staff from the same university gave exactly the same answer to some other questions with exactly the same words – Work in group and/or copying?
- Some general questions give an overview that, when you look at the detailed questions shown totally different answers (e.g. marketing – it seems there is nothing for ULLL, but then it seems that you all do things)
- Some answers from some of the participants seems to be not correct – Misunderstanding or misinterpretation of the questions?

1. Strategy/Policy for ULLL (i)

Do ULLL policies & strategies already exist in Moldova's HEIs?

Some preliminary data

- Around $\frac{1}{3}$ of the answers say that some kind of ULLL policy or strategy is present within their institutions
- Almost $\frac{1}{2}$ of them consider it to be under development, at its initial or intermediate phase
- Only 5 participants said that their university does not have / is not developing a ULLL strategy
- Almost all the respondents (22 of them, i.e. 84%) see ULLL as a **common priority** amongst others
- 13 respondents felt the main purpose of ULLL is to respond to the employment needs of the labour market

1. Strategy/Policy for ULLL (ii)

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

- **Public organisations** (17 answers) and **professionals** (17 answers) are the identified main target groups of the ULLL policies and strategies, whether they are operative or under development ✓
- In contrast, **NGOs** and **special groups** seem to be perceived as non-important target groups and have not been selected by any participant to the survey ✗

Taking into account that ULLL is in many cases a channel to improve the social dimension of universities, neglecting these two target groups will reduce the instruments of social inclusion that your universities have and may actually foster already-present socio-economic inequalities – **Please, reconsider this!**

1. Strategy/Policy for ULLL (iii)

Which are the recognised and expected benefits of ULLL?

Some correlations between the main answers

- Furthering **cooperation with external stakeholders** is the most chosen benefit that brings ULLL – this might be associated with the prospect of **increasing and diversifying financing** ✓ ✓
- ULLL policies and strategies are perceived as ways to improve the **image and prestige** of the institutions and attract new students ✓
- ULLL policies and strategies are not considered beneficial for **academic research and knowledge** however are perceived as a way to increase **competitiveness of teaching and learning** ✗ ✓
- The participants in the survey did not find ULLL as an **opportunity to benchmark international performance** of their institution ✗

1. Strategy/Policy for ULL (iv)

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

Half of the answers are 'Yes'

- USEFS and particularly USARB are at the forefront in terms of methods and techniques applied in order to evaluate their own ULLL policies and strategies.
- The most prevalent methods focus not only on the labour market demands, but also on both the training needs and levels of satisfaction of students, teachers, and the trainers themselves.

Half of the answers are 'No'

- Mainly because the universities do not have yet a full ULLL strategy

1. Strategy/Policy for ULL (v)

Limitations and developments of ULLL policies and strategies

- 20 of the answers believe that there is **lack of interest in the potential target audience**
- It is also important to highlight that the lack of a **legal framework** to regulate ULLL, lack of adequate **funding** and lack of external **partnerships and cooperation** are major limiting factors for ULLL
- Participants also felt that lack of information about ULLL and lack of institutional experience in the area are also burdens

Planned developments for the next 3 years

- The respondents converge towards the necessary changes in **promotional/marketing** schemes, **target groups** and **curricula** in this order

2. ULLL Offer (i)

ULLL at your institutions

Mainly you offer **courses with credits** (not links to specific qualifications), **requalification courses** and **modules of existing BMD** programmes with credits and masters for specific groups.

How are the ULLL courses offered

- Courses are available **after-work hours**, for **mixed-groups**, delivered by **academic and professionals** and **tailored** to individual/organisation needs in all universities ✓
- Courses are delivered in different locations in $\frac{3}{4}$ of the universities ✓
- Half the universities do not offer **distance courses** and 3 universities do not have **blended courses** ✗

Services offered to students

- **Support courses** in all universities, language courses, e-learning and mentoring in 7, VPL for entry and academic advice for entry in 6, VPL as part of a diploma and courses for special targeted groups in 5 universities.

2. ULLL Offer (ii)

ULLL at your institutions

Services offered to staff

- All universities have **regional collaboration with public authorities**. 7 universities have technology transfer in place, regional collaboration with employees and a separated LLL administration unit. In 6 universities have separate LLL marketing and financial management as well as staff development offer for academic staff.

Participation of students in ULLL courses

- The data collected from each university is not homogeneous and makes it not possible to be compared. However, if we compare the percentage of students enrolled in ULLL course in the years 2010-2011 or 2011-2012 to that of the years 2017-2018, we observe that, in general, there has been a growth of the percentage of students enrolled in ULLL courses in all institutions

Changes in current ULLL provision

- 5 universities are making changes already in the following way: Setting new goals, including e-Learning, identifying new target groups, diversifying offer and methods (innovation), updating curricula, increasing partner collaboration and developing promotional strategies.

3. Management and organisation of ULLL (i)

Who is responsible for ULLL and how is organised?

The **Head of LLL Centre/Department** is responsible for ULLL in 8 institutions, while a Member of the Rectorate is also indicated as responsible in 6 institutions. At least 2 respondents also indicate the Rector as the responsible person for ULLL.

Organisation of courses

- The **ULLL unit** has its say at all levels, but the **faculty/department** delivering the programme decide on methodologies. The **ULLL unit and the faculty/department** decide together on evaluation of quality, management of human resources and selection of courses. The ULLL unit manages the registration process in 7 universities

Organisation of services

- The answers are very varied and is difficult to find a pattern. Each university seems to approach it in a different way. **VPL** seems to be managed by different units, **support courses** sometimes at ULLL unit and sometimes not. Academic **advice** and career advice is mostly done at faculty level. **Marketing** is mostly done from ULLL

3. Management and organisation of ULLL (ii)

Funding sources for ULLL activities

All the universities indicate **State funding** as the main source of funding followed by **Students' fees**.

6 of the universities selected institutional funding as source, 4 universities indicated EU funding (projects), 2 universities ticked enterprises and 1 university selected international foundations.

Changes taking place

- In 7 out of 8 universities, no change seem to be taking place in the sources of funding for ULLL
- One of the universities in which changes seem to be taking place, explains that: *"We plan to identify new sources of funding from stakeholders"*

4. Staff development programmes

Academic staff involved in ULLL

The number of teachers involved in ULLL seems to have increased in 4 universities while there is a decrease in 2 other universities.

How are teachers stimulated to be involved in ULLL?

- **Financial incentives** seems to be the mechanism mostly in place (7 universities out of 8) to stimulate teachers to get involved in ULLL, followed by **institutional recognition** (6 universities use it out of 8). The collection of badges or credits towards progress of own career was selected by 5 institutions out of 8 (ticked by 12 respondents).
- Information provision is present as incentive in 4 out of 8 institutions and support in the form of assistance from postgraduate students or similar in 3 out of 8 institutions. Reduction of teaching hours or of hours dedicated to administrative tasks was only selected by 1 university.

Staff development programmes to support ULLL

- **Specific programmes** seems to be organised by 5 universities. 14 respondents say that “ULLL staff development is part of the university staff development programmes”. In 2 institutions seem not to exist ULLL related to staff development

5. External collaborators (i)

How do you engage outside?

The strongest collaboration is with **employers**, especially with the analysis/forecast of training and development needs and with the evaluation of courses and programmes. ✓

The next most successful external collaboration is with **Professional bodies** and with **Social partners**. ✓

The collaboration with **regional authorities** seems to be focussed on a few specific areas and is not the case for all the universities. Collaboration with other partners is quite limited. ✗

VPL does not seem to facilitate the development of external collaborations at any level, followed by the **Development of professional skills of teaching staff**. ✗

MAIN KEY PARTNERS: Professors, civil servants, employers, other HEIs, authorities (at different levels), Ministry, private sector (foundations, multinationals, NGOs, national companies, VET schools).

5. External collaborators (ii)

Why do you engage outside?
At what level?

The main objective (8 universities have chosen it) is to **broaden the potential market**, followed by the **identification of the needs of the region** (7 universities have chosen this option).

Most universities collaborate at **national level**. CSU does not work at this level – why?

3 universities work at national, regional and local levels

3 different universities work at two levels

Only one university (UTM) seems to work nationally only – why?

USARB has pointed out their work at International level too (through European programmes)

MAIN CHARACTERISTICS: There is need for different types of agreements depending on the level of collaboration. There are collaborations with ULLL units in other HEIs. There is also collaboration with other teaching institution (not universities) and other stakeholders.

5. External collaborators (iii)

How to involve stakeholders in the design of programmes?

- Questionnaires to students and potential students and to staff
- Bringing ideas and needs from the labour market and from other European countries
- Bringing experts to refine existing curricula or create new ones
- During the design and the evaluation of programmes, with needs analysis and identification of expectations and evaluation of the study (while designing new curricula) and collecting evaluations from students, graduates and employees (of ongoing courses)
- During projects
- During the development phase, with the objective to attract more students and ensure quality assurance
- Through discussions and analysis
- During events such as round tables that focus on identifying demands
- Bringing companies to the company to open spaces

5. External collaborators (iv)

Success factors and Obstacles

- Attractive programmes matching demand
- Quality and continuous improvement
- Good communication and collaboration
- Exchange experiences and good practices
- Professional team with skills
- Qualified teachers
- Developed common interest
- Innovation
- Flexibility
- Trust
- Funding
- Weak marketing
- Isolation
- Not sufficient funding, research, resources
- Insufficient English skills
- Lack of respect, trust, interest, flexibility, coordination, motivation for ULLL
- Lack of awareness of the need and benefits of LLL
- Competition
- Unclear institutional strategy for stablishing partnerships and for consolidating ULLL
- Insufficient technical support

- Collaborations to be develop:**
- Short programmes on transversal issues that bring the best experts
 - Development of ULLL framework and regulations
 - Consultation
 - Promotion of partnership at local level
 - Collaborations in EU for exchange of best practices
 - Internships abroad

6. Marketing and promotion of ULLL (i)

Do you have a marketing strategy in place?

4 universities have said they did have a strategy for ULLL in place. At the same time 7 universities have said they do not have it. Why?

Staff of 3 universities have discrepancies about the existence of a strategy for ULLL and this is why the answers do not have consistency. Looking at Q6.2 part 2 (promoting ULLL) we notice that all the universities have ticked boxes. Maybe the conclusion is that all the universities have some marketing activity for ULLL programmes, even though not all have a formal strategy.

How are the strategies in place?

- Enable collaboration with target institutions
- Use the existing channels and promote ULLL at the same time
- Announce ULLL programmes at any opportunity to stakeholders
- Ensure quality of the programmes

6. Marketing and promotion of ULLL (ii)

Do you have a marketing strategy in place?

Which tools are used for global promotion of the university?

- The 8 universities use all the tools mentioned in the questionnaire
- **Newspapers** seems to be the less popular

Which tools are used for ULLL promotion?

- The institutional **website** and **social media** are used by the 8 universities
- **Leaflets** are used by 7 and **Newspapers** by 6 universities
- The least used tool is Open info days (i.e. face-to-face promotion) – this is a popular promotion tool in European countries and give you the chance to pass on your passion about the programmes to potential students

7. Perspectives of development (i)

Which key features would you like to create?

- Specialised training centre
- Creation of wide demand
- Involvement of external partners
- Institutional autonomy to develop LLL programmes
- Programmes that change as the labour market needs change
- Development of a ULLL strategy at institutional level with an implementation plan of 3-5 years
- State funding and more financial autonomy
- Innovate in the programmes
- Modernisation of infrastructures and delivery methods to enlarge the reach
- Widening access to reach larger audiences (to older potential students)
- More VET programmes within or link to the university
- Blended learning
- More competitiveness, efficiency and quality human resources

7. Perspectives of development (ii)

How would you measure the progress?

- Good feedback from students
- Improvement of financial conditions to teachers
- Number of students in ULLL programmes
- Easier and more successful access to labour market
- Improvement of visibility of the university
- Diversity, quality and attractiveness of the programmes
- More curious and imaginative students with higher levels of resilience and self-regulation, more respect and clear perspectives
- More companies trained by ULLL programmes
- More agreements with companies
- A better legal framework to promote ULLL
- Access to better financial mechanisms

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?

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Thank you for your attention

Questions and Answers round

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