



# NATIONAL EDUCATION SYSTEM OF THE REPUBLIC OF MOLDOVA

## MINISTRY OF EDUCATION AND YOUTH

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## PREFACE

Today's school and education represent the result of vast socio-economic and cultural transformations that influenced the process of personality formation valuably. A civilized society cannot exist without qualitative education that is capable to assure optimal conditions for disclosing potential of each personality at highest level.

Appearance of an independent state – the Republic of Moldova – new political, social, and economic relations, openness in the values of national and universal culture and perception of the world's educational sciences led to a new vision of the concept of personality development of those who study. All these factors led to promotion of the idea of enlightenment of the national school, a social institution responsible for children and youth education, aimed at professional and socio-cultural adaptation thereof, maintenance and development of the nation's spiritual potential.

Centered on the principles of humanism, democracy and multilateral development, the education is meant to train generations that would live in the third millennium by means of large contributions in the intellectual, spiritual, civic and physical formation thereof as one of the major premises of the state's independence consolidation, of its economic and cultural development.

In this respect, the idea of creating a basic universally valid education was of major concern. Namely this education is meant to transform the personality in a formative way. There were created and continue to be consolidated structures and necessary conditions of a thorough study of school subjects that represent the most advanced modality to reflect on the problems with a remarkable impact on the human being. Finally, education is centered on the pupil, on capitalization and enrichment of his creative potential in the process of optimization of educational activity based on various approaches to the level of his/her personalization. Interdisciplinary education is, in this regard, a formidable challenge in modifying pupils' way of thinking, generated by profoundness of curricula structuring and centered on formation of their competencies.

Education in the Republic of Moldova gradually becomes a state education refractory to political, religious, racial and national discrimination, favorable to multilateral development of pupils and students, easily accessible at all levels, steps and forms depending on the abilities, skills, and options of the beneficiaries.

Policy in the field of education that determined basic priorities of the educational reforms in the years 1996-2006, was provided by the Law on Education and the Concept of education development in the Republic of Moldova approved by the Parliamentary Decision of 1994. In this way, strategic objectives stipulate quality assurance of educational standards in basic education; innovation and modernization

of the content of education; education curricula, programs, text-books, didactic materials, etc; reform of evaluation and examination system; improvement of the teachers' training system; compiling and publishing of up-to-date text-books; development and diversification of education financing sources; reform of vocational education; reform of higher education, etc.

In respect of the above-said, there must be observed also an amazingly productive implementation of the education reform as an indispensable condition for establishment of a democratic society, development of a free and creative personality that became part of the National State Program on Reformation of the Education System in Moldova.

Essential changes that took place over the last 10 years in the field of education and contributed to the evolution of society and educational policy are the following:

- Assurance of an obligatory pre-school education by establishment of obligatory preparatory groups for 6-7 years old children, a fact that ensures school debut and gives it formative reason.
- Promotion of secondary general education within I-XII grades by the following formula: 4 (primary school) + 5 (gymnasium) + 3 (lyceum) that form obligatory 9-year education; 3-year lyceum education with 3 years ensures formation of a studious youth with a solid basis of general culture capable to continue with the training for a specialty in a large diversity of educational institutions.
- Establishment of an optimal correlation between the components of educational syllabus leading to the personality from the cognitive, affective and esthetic side.
- Identification of education contents and compliance thereof with the modern contents that are open at any level of education: intensification of foreign language study, introduction of ICT studies as a school subject, civic education, moral and spiritual education; diversification of the optional courses representing a school component and school autonomy; elaboration of education syllabus for classes with aesthetic bias.
- Unification of the secondary education system in respect to the conceptual aspect of the national school development. Taking into account ethnic composition of the population, in order to ensure the rights of all citizens in the field of education, there were elaborated education syllabi stipulating study of the mother tongue (Russian, Gagauz, Ukrainian, Bulgarian), giving possibility to unfold the educational process in the mother tongue, to study of the history of the nation of origin and values of national culture alongside with the state language, national history, geography, and national traditions and customs of the Republic of Moldova.
- Regulation of the teachers' certification and their remuneration according to the degrees obtained, a fact that highly stimulates their professional activity.

- Restructuring of contents and outcomes of vocational school by their organization, subject to requirements of the economic sector.
- Introduction of a supplementary link between the elementary vocational training and the university, i.e. college. The actions undertaken over the last decade on reformation of education and compliance with the imperatives of a society in change created adequate premises for a continuous update of the education system in accordance with the challenges of national and international educational environment.

The accent is further put on development of education based on youth interests outside the school, in the community and in the family. In this respect, a range of tasks within essential aspects of moral and in-spare-time education proliferated with an intolerant attitude towards negative phenomena by promoting everlasting values. Monitoring activities of the youth, professional guidance, and rational integration thereof into the social life becomes a factor to harmonize society's interests with youth aspirations and needs.

Cognitive education, formation of competencies, compliance with the reality from the perspective of a resonance towards youth's vision and awareness of the life values form a common lot from the perspective a millennium where the art to think and live life correctly modifies, at times radically, the educational action.

Education as a life-long investment does a lot to change to better economy and society, and is an important support in promotion of the contemporary education policy implemented through the **Program of Modernization of the Educational System for 2006-2009**, implementation of the **Reformation Project on General Obligatory Education (1997-2003)**, co-financed by the World Bank, approval of the **Strategy on Economic Growth and Reduction of Poverty for 2004-2006** and the **National Plan on Education for All for 2004-2006**, implementation of the project **Qualitative Education in the Rural Areas of the Republic of Moldova**, financed by the World Bank.

A good education is a component part of life and, therefore a qualitative formation in childhood, the help offered within the teenage years and the cognitive perspective of a new way of thinking become very important in education in general. Advanced solutions brought up over the last years by the national pedagogical research show a purposeful search for the scientific truth, desired by the researcher in particular and by the pedagogical community as a whole, which advances rapidly from the investigational point of view. The pedagogy, as philosophy says, takes place in Mythology, and a pupil, or an educated young person, with a book in his hand climbs surely upwards to the pick that is called Life.

## **I. STRUCTURAL AND INSTITUTIONAL ORGANIZATION OF THE EDUCATION SYSTEM**

Education, being a complex area, with large social implications, needs a polyvalent systemic structuring forming a network based on vertical and horizontal connections between different levels and institutions.

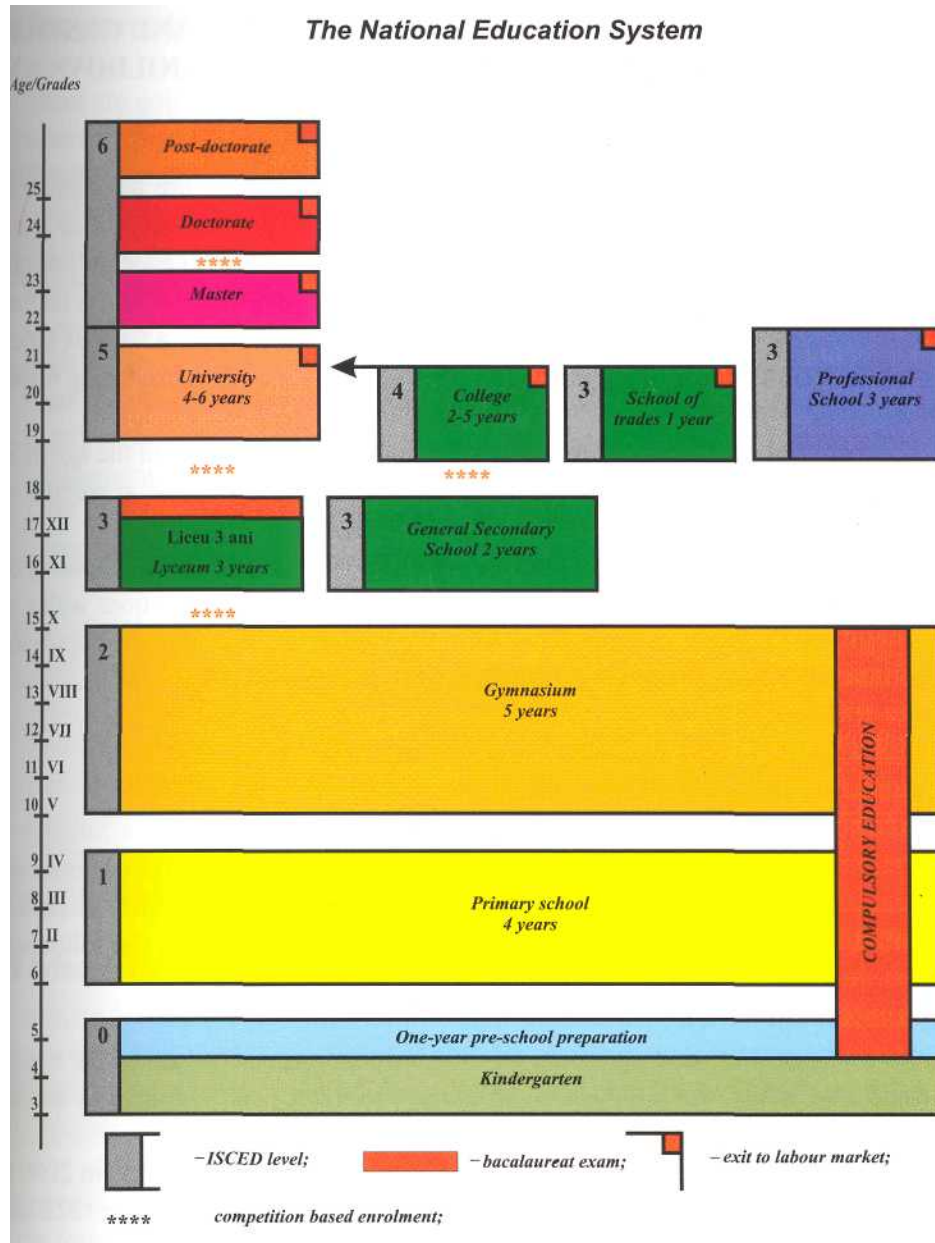
Modernization of the educational system structure is implemented in accordance with the International Standard Classifier of Education (ISCED), national school traditions and internal educational needs.

The educational system in the Republic of Moldova is structured in levels, steps and cycles:

- a) level 0 - preschool education;
- b) level II - primary education;
- c) level II - secondary education step I (gymnasium);
- d) level III:
  - secondary education step II (lyceum);
  - secondary vocational education;
- e) level IV - postsecondary vocational education (college);
- f) levels V-VI - higher education:
  - cycle I – Licentiate's Degree;
  - cycle II - Master's Degree;
  - Doctor's Degree and post-doctorate studies.

The educational system also includes some other subsystems with recovery functions (special education), complementary (extracurricular education), vocational (military education, police, theological, arts, and sports), of continuous training (life-long education).

Major educational objective of schools is to favor free, harmonious development of person, his/her creative personality, capable to adapt to the changing conditions of life.



Notes:

- Master's degree 1-2 years;
- Doctor's degree 3-4 years;
- post-doctorate studies last up to 2 years;
- vocational schools have direct access to the labor market only;
- final examinations are to be passed after each level of education, excluding the kindergarten and compulsory one-year pre-school training;
- education within the age 3 to 18 is accompanied by special education and complementary education.

## **II. ACHIEVEMENTS OF PRESCHOOL, PRIMARY AND GENERAL SECONDARY EDUCATION IN THE REPUBLIC OF MOLDOVA, AND PURPOSES OF A FURTHER DEVELOPMENT**

**2.1. Early and preschool education** has the mission to ensure formation of children for their social and school integration through development of their creative abilities, physical, physiological, and intellectual potential.

Pre-school education is meant for the children aged 3-7 and is carried out at preschool institutions of different types (state and private) with a various programs, or at school kindergartens, the educational standards being respected by all of them.

Pre-school education is obligatory for children starting from the age of 5 and is carried out in preparatory groups (at kindergarten or school) or, subject parents' wish, within the family.

Local public administration is obliged to ensure functionality of the existent preschool institutions and, subject to the population's social need, supported financially and materially.

The state guarantees care of orphans and children with special needs of the pre-school age.

### **Achievements**

In the context of achieving the priority direction of the Strategy "Education for All - Early Education", a program of actions on improvement of preschool institutions' activity was developed. To implement the program, the following actions were taken:

- \* Elaboration and approval of the Concept and Curricula of the education and instruction for the children aged 1-7, which were launched in around 80 pre-school institutions;
- \* Reopening and revitalization of 109 pre-school institutions (in 2000 there were 1194 kindergartens with 108315 children, in 2006 activate 1328 kindergartens with around 120 000 children);
- \* Increase of the number of children in preparatory groups from 42% in 2000 to 85% in 2006;
- \* A \$13 mln grant for the early education was obtained.

Qualitative implementation of the elaborated documents and efficient use of the grant offered by the World Bank, free-of-charge provision with didactic materials for the teachers and children at the pre-school institutions.

- \* 33 kindergartens in the rural area shall be repaired and modernized
- \* 15 community centers for children and parents shall be established in the areas where there are no kindergartens
- \* standards for development of children aged 5-7 and standards for professional development of teachers at pre-school institutions
- \* 33 repaired kindergartens and 15 newly created community centers shall be supplied with the sum of \$1,1 mln
- \* each kindergarten received in the school year of 2007/2008 books for children aged 5-7 "Delia Goes to School" and "At Home", and for teachers - "Early and Pre-School Education Curriculum" (for children aged 1-7) and "Implementation Guide" of it (8 books)
- \* 1200 kindergarten managers and 1200 educators in the field of Pre-School Curriculum implementation have been trained.

### **Development Objectives**

- renovation and increase of the number of pre-school institutions in rural areas
- improvement of the quality of initial and in-service vocational training of teachers
- supply with all the necessary didactic materials and furniture at preschool institutions.

### *2.2 Primary Education*

Primary education has the mission to form the child as a free and creative personality and to structure his/her basic necessary competencies to continue studies at the gymnasium level.

Major objectives of primary education stipulate:

- a) formation of the basic learning abilities and main skills: writing, reading, counting, elementary motive abilities, etc;
- b) stimulation of the child his/her perception and learning of the environment;
- c) development of the creative potential of the child, his/her initiative and imagination.

### **Achievements:**

- \* Primary level unfolds its activity at primary schools, gymnasiums, lyceums, secondary schools;



- \* Primary education is organized in classes of 20-25 children each;
- \* Number of hours differ from 20 hours per week in the 1st grade to 24 hours per week in the IV grade;
- \* School week comprises 5 days;
- \* Educational process is organized in the Romanian, Russian, Bulgarian, Ukrainian, Gagauz languages;
- \* Starting with the 2<sup>nd</sup> grade, one of the foreign languages: French, English, German, Italian, Spanish, are being taught;
- \* Curriculum reform sustained by the World Bank in the framework of the Project of obligatory education reform in the primary grades finalized with the elaboration and implementation of the school Curriculum;
- \* Implementation of the new content started on 1<sup>st</sup> of September 1996 in the 1<sup>st</sup> grade in the national school;
- \* In 2003 the implemented curriculum was revised and improved;
- \* In 1998-2001 around 10000 teachers were instructed through a "cascade" system;
- \* Together with the implementation of the new curriculum in the primary grades there were elaborated also the first national school textbooks;
- \* The children are fed at school for free, in comparison with 2000 when there were fed only 43,9% from children, today 99,8% children are fed at school.

### **Development Objectives:**

- \* insurance of the access to education to all children of school age through optimization of the education institutions network and of school transportation;
- \* insurance of free textbooks and breakfast to all pupils from primary grades;
- \* development and implementation of the concept "School-a friend of children" and decreasing the school abandon phenomenon.

## *2.2. General Secondary Education*

The general secondary education has as basic objective formation and development of knowledge, competencies, necessary aptitudes for an efficient social integration and continuation of the studies at the next steps and levels of the education system.

### *2.3.1. Gymnasium Education*

The **gymnasium education** ensures development of the abilities and intellectual competencies of pupils, understood as a definite level in the formation of personality, professional orientation and readiness for passing to the lyceum or vocational education.

The gymnasium education is day-time education, having V-IX grades, and is obligatory.

All the pupils, who finished primary education, are registered, without any exams, in the gymnasium education.

**Achievements:**

- \* The gymnasium education is organized in the instruction week of 5 days;
- \* In the framework of the Project of obligatory education reform co-financed by the Government of the Republic of Moldova and World Bank a basic school curriculum for the following subjects: mother tongue, foreign language, Russian, history, geography, mathematics, physics, chemistry, biology, informatics, arts, musical education, technological education, physical training were elaborated;
- \* The education plan-frame is constituted of on invariant nucleus and the curriculum at the school's decision;
- \* Curriculum at the school's decision constitutes around 15% from the total number of hours per week and allows the realization of the optional subjects chosen by pupils;
- \* The education plan-frame offers a large number of optional subjects: philosophy, psychology, economic education, education in law, civic education etc.;
- \* The education plan-frame offers 8 hours per week in I-IX grades for extracurricular activities: handicraft, interests circles, sports, choir, etc.;
- \* In the gymnasium education, the pupils who fail in their studies are transferred to the following grade with unsatisfactory marks. However, in August the pupils are given the possibility to try again to pass the failed subjects. At the end of 9<sup>th</sup> grade the pupils are admitted for graduation exams only in those subjects where they didn't fail;
- \* Upon gymnasium graduation the pupils receive the certificate of gymnasium studies;
- \* The school Curriculum for gymnasium education is elaborated in correspondence with the Concept of education development, based on objectives, formation of competencies and abilities. The implementation of the curricula for the first level of gymnasium took place in 1997-2003;
- \* In 2006 the gymnasium curriculum was improved;
- \* Around 40 thousand teachers were trained through the "cascade" method together with the implementation of the new curriculum, the new school text-books, the new evaluation system;
- \* The new generation of textbooks for gymnasium education was elaborated on a contest base according to the principles proposed by the World Bank;
- \* The gymnasium textbooks are received by the pupils on a renting scheme, which ensures the whole education system with a new methodology of elaboration and financing of textbooks;

- \* Pupils from socially vulnerable families receive textbooks for free through the local public administration.

**Development Objectives:**

- \* to increase the rate of pupils' enrolment in gymnasium education up to 90% till 2010;
- \* to implement the rehabilitation program of schools from the rural area and to support with furniture and didactic materials;
- \* to ensure school with didactic staff and to promote facilities: material support of 30 000 lei, monthly compensation of 30 kw of electric energy and an yearly 1m<sup>3</sup> of wood and 1t of coal, an offered by the local public administration a free place to live.

*2.3.2. Lyceum Education*

The **lyceum education** is realized in lyceums (grades X-XII) and ensures the fundamental theoretical instruction of pupils and the formation of an ample general culture, necessary to continue studies in high education, secondary professional or post-secondary professional.

As a rule, the lyceums are of academic type (with Humanities and Science profiles) or vocational (arts or sports).

The admission to the lyceum education is done on a contest base.

**Achievements:**

- \* In 1992-2007 there were opened and reorganized from secondary schools 449 lyceums;
- \* In 1999 with the support of the Educational Center Prodidactica the curricula for the lyceum education was elaborated and its implementation began;
- \* The formation of the didactic staff was done gradually;
- \* The textbooks for lyceum were elaborated on a contest base during 2001-2004 and proposed in a renting scheme at the beginning of 2005;
- \* At Humanities profile, 2 foreign languages are studied;
- \* The plan-frame of lyceum education is constituted from the invariant nucleus and the curriculum at the school's decision;
- \* The curriculum at the school's decision constitutes around 15% from the total number of hours per week and allows the realization of the optional subjects chosen by pupils;
- \* The duration of the lyceum education is of 3 years and finalizes with the bachelor exams which permits direct enrolment into university;
- \* In the framework of the project financed by the World Bank the lyceum curricula was modernized for all subjects in the education framework plan and has been implemented since 1<sup>st</sup> September 2006;

- \* There were elaborated and proposed to lyceum teachers 17 curricular guides for all the subjects in the education plan-frame;
- \* In 2007 those up to 10 000 lyceum teachers were trained through a "cascade" method at the module of implementation the modernized curriculum;
- \* In the framework of the same project from 1<sup>st</sup> September 2007, 1175 institutions from the rural area receive school equipment for such subjects as physics, chemistry, biology, arts, sports etc. worth of \$2 mln.;
- \* There were elaborated 10 guides for didactic staff formation such as:
  - Interactive Central Teaching, *Sustainable* Evaluation in Class;
  - Learning the Pupil: Advising and Orientation;
  - Introduction into the curriculum of the solutions to overcome the challenges in rural areas;
  - Transitory interdisciplinary elements in teaching;
  - Organization of the Educational Process;
  - The computer in Teaching and Learning;
  - Management of School Institutions;
  - The Curriculum at the School's Decision;
  - School and Community.

#### **Development Objectives:**

- \* Optimization of education institutions network through the secondary schools reorganization into lyceums or gymnasiums;
- \* Elaboration and implementation of rehabilitation program at lyceums in the rural area;
- \* In-service vocational training of the didactic staff from lyceums and PC use in the process of teaching-learning-evaluation;
- \* Modernization of the framework plan of lyceum education in the context of the European standards.

#### *2.4. Residential Education Institutions*

The social and school integration of the children with special education needs is realized through special education institutions, in groups or classes in the usual education institutions and other alternative forms. The central and local public authorities ensure integration of the graduates from residential institutions.

**Achievements:**

- \* The Strategy and the Plan of actions regarding the reform of the residential system for 2007-2012 were elaborated and approved;
- \* The evaluation of the 67 residential institutions;
- \* As a result of evaluation, each residential institution elaborated, together with the education, youth and sports offices, framework plan for reorganization and modernization;
- \* The minimum Standards of quality for child's taking care, education, and socialization in the residential institutions was approved;
- \* The reintegration at the end of school year of 274 children in the biological or enlarged families;
- \* The prevention of institutionalizing of 154 children in 6 districts of the country;
- \* The financial support to the adopted and tutored children has been raised;
- \* Material support was provided to all the residential institutions from the country, when in 2000 there was a lack of this evidence;
- \* The National Strategy for community actions, recently approved by the Government of the Republic of Moldova, is in course of implementation;

**Development Objectives:**

- \* Reduction till 2012 with 50% of the number of children who are brought up in boarding schools that means about 6000 children will come back in the biological family or they will live with relatives, in an enlarged family, in family type orphanages;
- \* Implementation of the National Plan and Strategy regarding the Reform of the Residential System for child's care;
- \* Reform of the legal framework and of financial mechanisms;
- \* Implementation of the minimum Standards of quality for care, education and socialization of the children with disabilities and of children who are temporary at a placing center;
- \* Development, at community level, of social services for vulnerable families and children at risk.

## *2.5. Extracurricular Education*

### *2.5.1. Extracurricular Education Development*

According to the Educational Law of the Republic of Moldova, the extracurricular education includes complementary activities to the educational process in all kinds of schools. These activities are provided by specialized institutions with the aim to develop creative abilities of pupils in the fields of science, techniques, arts, sports, tourism etc., as well as the useful and pleasant use of their free time.

Starting from the society's necessities in the field of education, in the context of the Concept of educational development, Educational Law, the Concept of Education of the Republic of Moldova, the extracurricular education has the following objectives:

**1. Realization of the physic, intellectual, affective and willful potential of pupils through:**

- \* extension and enrichment of the general and specific knowledge in different fields of science, techniques, culture, sports;
- \* stimulation of analytical thought, of creativity and inventiveness of children;
- \* encouragement of individual and social initiative;
- \* finding and development of the native abilities;
- \* creation of favorable conditions for young talents affirmation.

**2. Cultivation of the feeling of dignity and of self-respect combined with tolerance of human differences.**

**3. Promotion of national and general human values.**

**The Present state of things:** Having instructive-educative, methodological and organizational functions, the extracurricular institutions asserted themselves as an integral part of the present educational system.

According to the statistics data, at present, 75 extracurricular institutions unfold their activity in the country (with the exception of institutions of this kind on the left bank of the Nistru river) with 48396 participants, that constitutes 9,9% from the total number of the pupils in the before university education institutions. They are: 46 Children Creation Centers, 10 Technical-Scientific Creation Centers for pupils, 6 Centers of Young Naturalists, 5 Centers of Young Tourists, 8 institutions with mixed profile.

The activity of extracurricular institutions is financed from the state budget, that is why the services offered by them are mainly free, a fact that permits a free access to everybody, regardless of origin, social status, religion etc.

In the last decade the specter of the extracurricular activities became various and more flexible, depending on interests and wishes of children in the free time field. Being kept the traditional dance, technical creation, folklore formations there appeared some new ones such as fashion theatre, erudite clubs, debates clubs, schools of future leaders, schools of young entrepreneurs etc.

11659 circles also activate at pre university education institutions, in which 219641 pupils participate and this constituted 43% from the total number of I-XII grades pupils.

The educational process, being a complex and a continuous one, needs theoretical fundament, normative regulation and didactic support.

**Achievements:**

The Ministry elaborated strategic and regulatory documents for this field, such as:

- \* Concept of Education in the Republic of Moldova and State Program for implementation of the Education Concept;
- \* Concept of extracurricular education;
- \* Curriculum "Supervising";
- \* Rules to sustain talented children;
- \* Rules for organizing Olympiads at school subjects;
- \* Annual Program of extracurricular activities for pupils.

**Development Objectives:**

- \* Revitalization of the extracurricular institutions framework from the rural area through creation of amusement centers in the unused places in schools;
- \* Creation of a computerized republican informative and instructive framework integrated in the field of extracurricular education;
- \* Revision of the didactic staff from the pre-university institutions;
- \* Social protection support to didactic staff from the extracurricular institutions (salary, holidays, etc.);
- \* Consolidation of the technical, material and didactic base of the extracurricular institutions;
- \* Elaboration of the basic curriculum for extracurricular activities.

### *2.5.2. School Olympiads*

With the aim to stimulate the young talents republican Olympiads are organized annually at different school subjects with the participation of up to 3000 pupils, out of which more than 400 become winners of different degrees.

After the Republic of Moldova's recognition on the international arena a new way was opened for the young talents to participate at the international Olympiads, whose history dates back almost half a century.

Starting with the 1993 teams of pupils from Moldova participated at 14 International Olympiads in Mathematics, 13 International Olympiads in Physics, 11 International Olympiads in Chemistry "D.Mendeleev", once at the International Olympiad in Chemistry, 3 International Olympiads in Russian Language and the Balkan Olympiads in Mathematics, 10 International Olympiads in Biology and Informatics, 4 Balkan Olympiads in Informatics.

During this time Republic of Moldova hosted the Balkan Olympiad in Mathematics twice (in 2000 and 2006) and the International Olympiad in Chemistry "D.Mendeleev" (2004), the Balkan Olympiad in Informatics, confirming in such a way, through the high quality of their organization, the high level of the education and science in the country.



The Republic of Moldova's international achievements are constituted of the intellectual efforts of the young talents who honored our country by their 233 medals, 34 gold, 58 silver, **141** bronze, 59 diplomas, as well as 9 excellence diplomas, 15 diplomas of 1<sup>st</sup> grade, 12 diplomas of 2<sup>nd</sup> grade, 23 diplomas of 3<sup>rd</sup> grade and 40 special prizes obtained at international and regional Olympiads, and at interstate contests in different subjects.

In 2006 at international Olympiads, our pupils won 32 medals (gold - 4, silver - 7, and bronze - 21), 3 diplomas and 11 prizes at regional and interstate contests (excellence prize - 2, 2<sup>nd</sup> grade prize - 2, and special prizes - 7).

In 2008, successful participation of our pupils at international Olympiads has brought 2 gold medals, 7 silver medals, 13 bronze medals, and 4 mentions. In addition, a number of prizes were awarded to our pupils: 5 prizes for taking the 1<sup>st</sup> place, 3 prizes- 2<sup>nd</sup> place, and 2 prizes – 3<sup>rd</sup> place.

It became a tradition to annually organize, in December, the festivity of homage of the Olympiads participants-medal, prizes and diploma winners as a result of their participation at international, regional and interstate Olympiads.

**Development Objectives:**

- \* Increase the motivation of the didactic staff and pupils in the self-formation and development of the young talents through the implementation of the Program "Talented Children";
- \* Extension and implementation of the Program "Talented children" in the districts of the country.

## ***2.6. Development of the System of External Evaluation of Education***

The Evaluation Agency is a structure of the Ministry of Education and Youth meant to perform the evaluative and impact policy of the curricula for the whole pre-university education. It was founded in 2006 by a Government Decision.

### **Achievements:**

The examination session 2007 had some changes that influenced an increase in the exams' credibility mainly:

- \* The exam's organization with an external character;
- \* Changes in the Regulation about the bachelor's exams administration (appointed centers for the exams and the decrease of their number, appointed chairmen for the exams' centers, appointed chairmen for the tests check up etc.);
- \* Better selections of the members of the Republican Commission for the check-up tests;
- \* Optimization of the monitoring activity of the exams by the Ministry of Education and Youth.

In such a way, the results of the exams are the following:

An indicator that shows an increase in objectivity is the bachelor exams average mark that decreased from 7,76 in 2003 to 7,13 in 2005 and 2006, and in 2007-till 6,87.

The average mark at the exams is around 7. This demonstrates that the exams tests had an average degree of difficulty.

### **Development Objectives:**

- \* Promotion of the concept of external evaluation: external centers for exams, specialized commissions of examination, valid exams tests;
- \* Participation of the Republic of Moldova in international evaluations TIMSS and PISA;
- \* Adjustment of the school results evaluation to the European standards.

## *2.7 Securing Pupils with Textbooks*

If in 2007 only the pupils of primary classes were ensured with textbooks, and partially the pupils from gymnasiums, then in the last 2 years in the primary education the "Abecedarul" is donated to the 1<sup>st</sup> grade pupils, and the pupils of I-IV grades receive textbooks for free.

The renting scheme of textbooks was extended in the lyceum education. The process of reproduction of textbooks for special education, for pupils with special education needs, has started.

It is a national pride that in the last 5 years all the institutions were secured with national textbooks, more than that, Moldova is one of the few countries in the world where the textbooks were translated into Russian, Gagauz, Ukrainian, Bulgarian languages, etc.

So, in the new school year 2007-2008 there were achieved:

- \* Publishing and republishing of the textbooks for grades III and VII, X;
- \* In the **primary** education there were contracted 3 titles of textbooks and 2 translations into Russian with a circulation of 194 thousand copies at the price of 5,5 mln lei;
- \* In the **gymnasium** education there were contracted 13 titles of textbooks and 6 translations into Russian with a circulation of 673 thousand copies at the total price of 13,7 mln lei;
- \* In the primary and gymnasium education the textbooks are accompanied by teacher's guides;
- \* In the **lyceum** education there were contracted 13 titles of textbooks and 7 translations into Russian with a circulation of 288 thousand copies at the total price of 10,9 mln lei;
- \* In the **lyceum** education the teachers were offered 18 curricular guides being supported by the project "Qualitative Education in the Rural Area in Moldova", financed by the World Bank;
- \* There were printed for the first time the textbooks: Arts (III-IV grades) and Musical Education (VII-VIII), textbooks for foreign languages.

All in all there was used 37,666 mln. lei for textbooks and didactic materials.

## *2.8. Didactic Staff*

It is well known that a reform is successful only when the teachers and managers of the institutions become conscious of the essence and necessity of the reforms and accept the change.

In this context, considerable efforts are needed for securing with competitive staff the reforms and continuous formation of the didactic staff.

In 2001 from 1897 of graduates, appointed to work in schools, only 668 persons (34%) went to work there in comparison with 2006 when from 1371 graduates of pedagogical departments 845 young teachers (61,5%) went to work in schools.

In 2007, 1624 teachers are needed and only 1501 graduates being appointed.

A center of continuous formation has been opened at the State University from Comrat. Standards of the programs for continuous professional formation have been elaborated. It is clear that the efforts of the Government to secure the schools with teachers have had a positive impact.

Nevertheless, the decrease of the human potential in the education system (57% from teachers have been teaching more than 18 years; in the last years 2497 teachers left schools) remains the most important problem that needs urgent solving.

At the same time there was allotted 1,323 mln. lei for didactic staff formation.

**Development Objectives:**

- \* Diversification of methods and means of training the didactic staff;
- \* Development of an informational systems as a source of documentation and access to information for teachers;
- \* Creation of work conditions for young teachers in the rural area.

### III. SECONDARY VOCATIONAL EDUCATION

The secondary vocational education constitutes an integral part of the national education system and is aimed towards the formation and development of some professional abilities, competencies, and aptitudes.

The secondary vocational education secures readiness for a job (profession), as well as training and qualification of the skilled workers.

The state guarantees vocational training in trade for gymnasium graduates who are not more than 16 and don't continue their studies in lyceums (secondary schools).

The secondary vocational education is organized as day-time or evening education at vocational schools and lyceums.

At all levels secondary vocational education is performed on the basis of some educational programs that include such components as: general, technical vocational and practical. Because of the lack of a national classification of educational programs, these may be systemized in correspondence with International Classification Standard of Education, proposed by UNESCO in 1997 (ISCED 1997).

Every program of vocational education ends with graduation exams, including the certification of abilities and practical skills, the aim of which is to verify and certify a certain educational standard of general and/or vocational education.

Pupils/students who pass the graduation exams get a unique document or several documents that confirm the graduation of the educational program or the distinct components (modules) of it.

#### *3.1. Vocational Institutions Network*

At present, there are 73 institutions of secondary vocational education in the country: **2 vocational lyceums, 50 vocational schools, 15 trade schools, and 6 trade schools in penitentiary institutions**. More than 22 thousand pupils study at these institutions around 85 professions (trades), all the pupils in the professional education receive a social scholarship.

#### *3.2. Curricular Development in Vocational Education*

Taking advantage of the fact that the leading administration is interested in stability, prosperity and the well-being of the Republic of Moldova, the educational programs are being modified and adjusted to the new requirements. Activities of elaboration of new textbooks and didactic materials for vocational training and education have been started. A large number of text-books was published for the sector of vocational education, many of them being translated into Russian.

With the aim to secure the continuous quality of vocational training and education of skilled workers in the field "Building" there were elaborated and approved additional materials to the programs for the subjects and practical instruction, with advanced technologies and techniques for trades: "Plasterer", "House Painter", "Terracotta Worker", and "Brick-Layer". The programs for instruction and vocational training for secondary vocational education in the field "Building" are applied starting with this school year.

### *3.3. Supplying Food for Pupils*

As to the pupils' supply with food in the secondary professional education, the Ministry of Education and Youth substantially contributed to the reestablishment of cafeterias and elaborated the Regulation-type for the functioning of the cafeterias for pupils of the secondary vocational education institutions, which was approved by the Government Decision in 2004.

Starting with the 1<sup>st</sup> of September 2006, the pupils from the secondary vocational education are fed once a day for free and at other schools three times a day.

### *3.4. Didactic and Methodological Insurance and Technical and Material Basis Consolidation*

At the end of the year 2,9 mln lei were used which stipulated in the budget for 2006, to renovate the technical and material provision at 6 vocational schools.

The schools mentioned in trade "tractor-driver in the agricultural production" each received a set of agricultural equipment at the price of 450.000 lei: cultivators, seeders, ploughs, harrows, tyres, engines, watering cans etc.

For trade "electro gas welder-fitter" were received, a polishing machine, welding machine, device for bending pipes, hose for oxygen, hole-drilling machine etc.

Equipment for trade "carpenter" constitutes a sum of 500.000 lei and includes a set of tools: lathe, wood-cutting machine and wood-polishing machine, offal cleaner and other tools.

The elaboration of specialty textbooks was initiated. The Ministry proposed 6

titles-manuscripts of such kind of textbooks, the authors of which are experienced specialists from the secondary vocational education institutions.

Additionally to the above said, another task will have to renovate the technical and material basis, necessary for the flexible requirements of the labor market in qualified workers for the branches of the national economy.

### *3.5. Didactic Staff*

The important key in the logistical didactics, is the preparation of teachers, elaboration of a relevant curriculum for vocational instruction and training of qualified workers.

The didactic staff in vocational education:

1. Leading didactic staff-295;
2. Teachers for general knowledge subjects-465;
3. Teachers for profile subjects-295;
4. Formen-instructors-1350;
5. Social teachers-118.

#### **Development Objectives:**

- \* Securing a compatibility of the study programs' contents and the obtained qualifications with those from the European countries in order the mobility of labor force to become a reality;
- \* Development and permanent renovation of the vocational education system, taking into consideration the democratic society's needs in the process of consolidation;
- \* Supplying educational services to the diverse categories of beneficiaries in order to increase the competitiveness of the labor force on inner and outer market;
- \* Initial formation and in-service training of the professional abilities, competencies and aptitudes needed on the labor market;
- \* Securing the access to educational services for youth, who out of different reasons, left the obligatory education, at least till the age when they may be hired for a job;
- \* Securing a vocational educational branch that starts at the end of the gymnasium education and allows reaching, through vertical studies, a high level of vocational qualification that corresponds to the qualification received within higher university education.

#### IV. SECONDARY SPECIALTY EDUCATION (COLLEGES)

In the system of education the college represents an institution in which graduates of gymnasiums and lyceums can study. The duration of studies after the gymnasium is 4 years, after lyceum - 2 years.

In the Republic of Moldova college studies can be obtained in the following fields: education, medicine, technical, constructions, finance, ecology, railways, viticulture and winery, veterinary, agriculture and culture.

There are at present 41 State Colleges and 5 private ones: in Colleges teach high educated teachers, holders of didactic grades, PhDs.

The educational process is realized according to plans and programs on subjects, consulted with the University Chairs in the field and approved by Ministry of Education and Youth.

The practical activity of the students from colleges is unfolded in educational institutions (preschool, pre-university, cultural institutions), medical institutions, on agricultural fields, at enterprises etc.

As a result of those said above we may draw the conclusion that in the initial preparation of professionals with secondary special studies for the national economy participate representatives from different fields if activity, a fact that contributes to the formation of necessary abilities for self activity of the becoming specialist.

##### **The secondary specialty education institutions achieved:**

- modernization of the educational process through partial endowment of the educational process with computers;
- elaboration of collaboration mechanisms with employers to perform the practical activity of their students and its adjustment to the market economy conditions;
- creation of decent conditions for students' life and rest.

##### **Development Objectives:**

- improvement of technical and material basis;
- adjustment of the preparation process of professionals with secondary special studies to international standards;
- modernization of the educational process with technologies and methodologies that will contribute to the quality of studies (passing from knowledge acquisition to pass exams to an awareness, in future specialists, of the qualitative need in their knowledge and practical abilities for getting a job);
- preparation of the becoming a specialist for the entrepreneur activity, using the knowledge in the field at national and international level;
- modernization of the continuous formation of the didactic and leading staff in the secondary specialty institutions;
- creation of decent conditions for work of the didactic and auxiliary staff in colleges;
- elaboration of a collaboration mechanism between the local public administration, district and municipal, with the community and the becoming specialist's education.



## V. HIGHER EDUCATION

### 5.1 Background. Statistics

The higher education in the Republic of Moldova has the strategic mission to form and maintain the competent human potential, capable to secure the durable development of the society. This mission is realized through the insurance of a qualitative education and vocational training, the liberty of research, guarantee of the university autonomy, permanent orientation towards the needs of the changing labor market.

In comparison with other systems and reported to the dimensions of history, higher education in the Republic of Moldova is relatively young. The first higher institution is considered to be the State University of Tiraspol, founded in 1930 in RASSM in RSS Ukraine.

The first universities created on the today's territory of the Republic of Moldova were founded in the first half of the XX century, the oldest institutions being the Moldova State University and the Moldova Agrarian University.

At the moment of Republic of Moldova's proclamation of independence there were 9 higher education institutions with a total of 54,7 thousand students. From the statistic point of view, it was the same situation as during the previous political system. Shortly after that, a considerable increase of the number of institutions took place, especially private ones that appeared as an expression of new economic realities, and in which the commercial principles in performing the educational services were encouraged.

Indexes in higher education show the following dynamics within the period of 1996 – 2007:

YEAR	1996	2007
Higher education institutions	20	31
Students, thousands	54,8	128,0
Students per 10000 inhabitants	152	357
Didactic staff, thousands	4,3	5,7

### 5.2. Development of the Higher Education Institutions Framework

It is obvious that, together with the proclamation of independence of the country, were created new opportunities for citizens of the Republic of Moldova to aspire and to accede to higher education that previously was the privilege of a very small percent of population, our country occupying one of the last places in the statistics in the number of highly educated persons.

The extension of the access to higher education was produced as a result of the economic development, of the changes on the labor market and the rise of persons, who require higher education, motivated by the necessity to advance but also by the social and cultural necessities.

In fact, the movement of the accent on having secondary vocational education as a condition for getting a well-paid job to the obligatorily higher education as an affirmation of vocational aspirations takes place. The higher education is not any more a vocation or a privilege, high studies become a social need; the contemporary society cannot function without a well-prepared and qualified human potential, without the extension of the scientific research that determines the progress of civilization.

On the basis of international bilateral protocols and in conditions of academic mobility, foreign citizens are admitted to studies in the Republic of Moldova. Also, the foreign citizens can be enlisted in the higher education on the basis of an individual study contract. 1800 foreign citizens study at present at the universities in our country.

About 4000 Moldovan citizens study abroad.

The higher education system in the country ensures preparation of specialists in about 180 specialties.

### *5.3 University Scientific Research*

One of the principles of organization/functioning of a higher education institution is the indispensability of research activities.

The university scientific research must be encouraged because of two main reasons:

- the universities proved to be important structures in producing knowledge in different fields;
- the activity of scientific university research is an essential component of the

didactic activity, a factor of professional development of the didactic staff. The statistics analysis in the respective field shows that there is a certain stability in the number of higher education institutions that are involved in the scientific research.

### *5.4. Modernization of the Higher Education in the Context of Bologna Declaration*

In the last years, higher education in the Republic of Moldova passed through a profound changing process. The process of reformation of the higher education registered both quantitative and qualitative modifications in structural and aspect contents. Although on the reformation way there were blockings, with an impact on the system, they didn't stop the achievement of a series of developmental actions of the higher education.

The achieved transformations aimed mainly at the improvement and modification of the normative basis of the higher education, the actualization of the educational plans, the modernization and correlation with the needs of market economy of the academic programs, the implementation of the academic evaluation and accreditation system of institutions, the promotion of new organization strategies, the unfolding and evaluation of the didactic process etc.

The most important reforms in the higher education were produced along with the declaration of intentions of enlisting the higher education from the Republic of Moldova in the European space in accordance with the Bologna Declaration.

The first clear message in this respect, but also of maximum responsibility, was launched by the participation of the Republic of Moldova, as an observer of the Bologna Process, at the European ministers Conference in Berlin, in September 2003.

The stage of pre-adherence constituted a period of maximum responsibility for the country, a period in which were realized those transformations of the higher education system that ensured the signing of the adherence act in May 2005 at the European ministers of education Conference in Bergen, Norway.

In the process of reforms' promotion participated both national public authorities and higher education institutions from the Republic of Moldova, the civil society, all of them assuming the engagements that result from the Bologna Declaration and subsequent documents of the European ministers of educational meetings.

The pre-adherence activities aimed, first of all, at securing the structural reforms, the elaboration of normative frame, active implication and dialogue with the didactic staff, students and community. There were made legislative adjustments to the new architecture of the higher education, the implementation of the European System of Transferable Credits and of distance-learning as a form of higher education studies.

The post-adherence activities of higher education national system come to confirm the responsibility that took the Republic of Moldova in signing to adhere to the Bologna Process.

The National Council for monitoring the implementation of Bologna Process in the Republic of Moldova was instituted by a Decision of the Government of the Republic of Moldova, having the mission of monitoring and counseling in the implementation of the Bologna Process objectives, and promoting new ideas. The respective body secures the cohesion of all factors involved in the reforms. Groups Pro-Bologna were instituted at education institutions.

With the aim of compatibility of the given qualifications in the national higher education with the European ones, a new Nomenclature of domains and specialties for higher education was approved, conceived in accordance with the requirements of the national and European labor market.

New generations of education plans were perfected, elaborated in accordance with the Plan-frame; analytical programs were revised and renewed.

Starting with 2005, the graduates of the higher education institutions in the country are given the Supplement to the Diploma. The document was improved, approved and is given, obligatorily and for free, to all graduates (License and Master's Degree studies). The Supplement to the Diploma, filled in the official language of the state and in English, was appreciated by UNESCO-CEPES and the experts of Council of Europe.

### *6.5. Quality Assurance in Higher Education*

One of the main objectives of the higher education system in the country is the securing of quality. In this context there were achieved many activities at institutional level. The higher education institutions in the country created own management structures of quality. In every state higher education institution and some private institutions a vice-rector responsible for quality was appointed. At institutional level textbooks of quality are elaborated and implemented.

The progress at this level was also possible due to the partnership, in the framework of TEMPUS Project, with universities from Sweden, Germany, Spain, France, etc. The contribution of TEMPUS Program was and remains to be essential for improvement of the administrative system of institutions, of the university curricula, individual mobility of teachers and students etc.

With the aim of securing an adequate level of quality, clarity, transparency and recognition of qualifications, at national and international level, activities of elaboration of National Frame of Qualifications for higher education were initiated.

In the activity of elaboration were involved experts from higher education institutions, representatives of ministries, economic agents, students, graduates.

**Development Objectives:**

- ensuring the quality of higher education, consolidation of structures meant to assure quality;
- organization of dialogue and development of partnerships;
- promotion of official steps to implementation of higher education reform, assuring transparence and clarity of reforms;
- development of synergy of high education and research.

## **VI. QUALITY ASSURANCE IN EDUCATION, ACADEMIC EVALUATION AND INSTITUTION ACCREDITATION**

### *6.1. Procedure Organization of Academic Evaluation and Education Institutions Accreditation*

With the aim to determine the authority of institutions in the system of education to qualitatively materialize the stipulated objectives in the Law of Education, the Law of the Republic of Moldova of 1997 about evaluation and accreditation of the education institutions was endorsed.

The Law settles the process of academic evaluation and the accreditation of the state and private education institutions of all levels from the Republic of Moldova, stipulates the mechanism of founding the responsible bodies, of specialized Commissions of evaluation and accreditation, determines the criteria of evaluation and accreditation, as well as the way of this procedure's unfolding.

On 4 July 1999 by Law of the Republic of Moldova the Rules of evaluation and accreditation of education institutions were adopted, that stipulates the methodology of evaluation and accreditation of education institutions, developed then into the Rules of Activity of specialized Commissions for academic evaluation and accreditation of education institutions according to the following rules:

- \* The academic evaluation and accreditation of education institutions of all levels, with any form of ownership and department subordination, constitutes the prerogative of the Ministry of Education and Youth and is performed by the Accreditation Direction;
- \* The Ministry of Education and Youth, in the limits of its possibilities and approved allocations, solves the organizational problems of the specialized Commissions of evaluation and accreditation, that are permanent bodies, in which once in 4 years a third of their members is renewed and unfold their activity on the basis of the rules approved by the Ministry of Education and Youth;
- \* The procedure of academic evaluation and accreditation of education institutions is based on a series of general criteria and obligatory standards, elaborated by the Ministry of Education and Youth and which are referred to the fundamental organizational and functional domains specific to education institutions;
- \* The Ministry of Education and Youth elaborates and approves annually, before 1<sup>st</sup> of August, the evaluation and accreditation of education institutions for the following calendar year;
- \* The education institutions to be accredited present beforehand self-evaluation reports to the Ministry;  
The specialized Commission, taking into account the self-evaluation report of the educational institution and the results of the control on the spot, elaborates a presentation of accreditation of the education institution as a whole and/or of its subdivisions and sends it to Ministry of Education and Youth at Accreditation Direction;
- \* College of the Ministry of Education and Youth, on the basis of the presentation of the specialized Commission, adopts a decision about the accreditation or non-accreditation of the education institution;
- \* The accredited institutions are given Certificates of Accreditation, they are registered in the Registrar of the accredited education institutions.

## *6.2. The Normative and Methodic Framework of the Academic Evaluation and Scientific Accreditation*

They were elaborated and now are being improved the Rules of activity of specialized Commissions of academic evaluation and accreditation of education institutions, the criteria and standards of academic evaluation and accreditation of education institutions, the indicators for academic evaluation of specialties/programs, the guide for compiling the self-evaluation dossier, which is given to the leaders of the education institutions liable to accreditation, a set of procedures and instruments of evaluation and quality insurance, which were implemented and are continuously improved and adjusted to the European and international ones. Among them can be named: cvalimetric scale of appreciating criteria and indicators of accreditation, coefficient of their importance, questionnaires for didactic staff evaluation by students, conditions of teacher's activity etc.

## *6.3. International Collaboration within Quality Assurance*

Over the last years the Ministry of Education and Youth actively collaborates with the Eurasian Quality Assurance Network (EAQAN), being accepted as a full-rights member, on 14 October 2005, and which includes the network of bodies of academic accreditation of education institutions from the countries-members of CIS and Baltic countries, with the European Accreditation agency, European Association for Quality Assurance in Higher Education (ENQA), International Network of Agencies of Quality Assurance in Higher Education (INQAAHE), Network of Accreditation Agencies of Central and East European Countries (CEE Network).

Measures are taken to sustain the implementation of the Standards and the Guide for quality assurance in the European Space of Higher Education (Standards and Guidelines for Quality Assurance in the European Higher Education Area) (EHEA).

## *6.4. Statistics on Institutions Accreditation*

As a result of the activity of the National Council of Academic Evaluation and Accreditation of Education Institutions within the period of 2001-2008 over 80 institutions of higher and secondary vocational education were accredited.

In 2007 there were evaluated with the aim to be accredited 10 education institutions and 19 specialties (programs) in 3 institutions previously accredited; there were accredited 7 education institutions, inclusively 2 institutions periodically accredited.

### **Development Objectives:**

- Improvement of the legal framework in the field of education quality assurance;
- Development of knowledge and abilities of the didactic staff in the field of quality management;
- Financial support of projecting and implementing quality assurance systems.

## VII. EDUCATION FINANCING

### 7.1. Secondary General Education Financing

The secondary general education is priority financed. The main sources of financing the state education system are the budget sources.

Public expenses for education have raised in the same period from 5,5 % to 6,8%. It was allocated 496,4 mln lei in 2006 for the preschool education system.

For primary and secondary general education the expenses in 2006 constituted 1570,3 mln lei.

The extra-school system was allocated 125,2 mln. lei in 2006.

The expenses for a pupil in the vocational education constituted 5330 lei in 2005 and in the specialty secondary education were consumed 423,5 mln lei.

#### **Development Objectives:**

- \* Drawing external means for development of secondary general education;
- \* Modernization of the financing system of obligatory education;
- \* Redistribution of the allocated resources to the education sector in favor of primary and secondary general education.

### 7.2. Higher Education Financing

From the total sum of public allocations, the university education takes around 6,4%.

The state higher education in the Republic of Moldova is financed both from budgetary and extra-budgetary sources. The extra-budgetary sources have a tendency to rise in financing the higher education and among these are, first of all, the means from the studies fees, as well as from projects and programs financed by different international organizations.

The financing of the private education institutions is achieved from founders' sources and from the fees paid by students.

The analysis of the financial situation of the higher education institutions shows an insufficiency of budgetary allocations for the given sector in respect to the requirements of a modern and efficient education. Although during the last years some attempts were made to diversify the financing sources and modifications were introduced in the mechanisms of financing the higher education institutions, there cannot be ignored such negative tendencies as a real decrease in financing the higher education, lack of funds for current material expenses, for capital reparations and current maintaining etc. The higher education institutions lack adequate mechanisms for collecting new funds and their efficient administration.

In these conditions, the necessity to reform the higher education financing, the promotion of some policies and strategies aimed to assure the diversification of financing sources is imposed.

#### **Development Objectives:**

- \* Elaboration of the institutional and legislative frame for financing the higher education;
- \* Diversification of financing sources, combination of budgetary financing with other sources of financing (school fees, income from research, sponsorships from economic agents, donations etc.);
- \* Changing the way of financing through substitution of financing on items of expenses by global financing, according to pre-established criteria;
- \* Differentiated financing of higher education institutions based on the results (quality performances);

Granting financial autonomy to higher education institutions (right to administrate the funds according to the financial legislation) on the basis of some efficiency and public responsibility criteria.



## VIII. NATIONAL STRATEGIES AND PROGRAMS IN EDUCATION

The Ministry of Education and Youth establishes the priority activity directions according to the stipulations of national strategies and programs:

- \* Activity Program of the Government of the Republic of Moldova for 2005-2009 "Modernization of the Country-Well-Being of Nation";
- \* Modernization Program of the educational system in the Republic of Moldova for 2005-2009;
- \* Presidential Program SALT for implementation of informational and communicational technologies in the education system;
- \* SCERS-Strategy of Economic Growth and Eradication of Poverty;
- \* National Program "Moldovan Village" (2005-2015);
- \* Plan of Actions Republic of Moldova-European Union;
- \* National Strategy "Education for All" for 2004-2008.

The implementation of actions plans for every policy document and its materialization in the pre-established terms contributed to the assurance of the efficient functioning conditions of the education system. Each of the named documents focused on the solving the main tasks in the system and contributed to the achievement of the proposed objectives through practical actions.

### *8.1. Modernization Program of Educational System in the Republic of Moldova for 2005-2009*

The elaborated program includes the following objectives, grouped in compartments:

#### *I. Conceptual-strategic grounding of the education system modernization*

- \* elaboration of the Concept of modernization of education in the Republic of Moldova;
- \* elaboration of the Strategy of modernization of education in the Republic of Moldova for 2005-2009.

#### *II. Legislative assurance of the educational system*

- \* elaboration of the project Law Code in the field of education;
- \* adjustment of the legislative and normative acts to the Law Code in education.

#### *III. Priority actions in modernization of pre-university education*

- \* improvement of preschool education quality, extension of the access to this education, as well as the promotion of a new educational culture;
- \* creation of conditions for promotion of a partnership of school with local public administrative authorities and local community;
- \* school and social integration of children with special educational needs;
- \* reformation of the national system of evaluation of school results.

#### *IV. Priority actions of modernization of non-university vocational formation (secondary vocational and specialty education)*

- \* modernization of the process of non-university vocational formation.

#### *V. Priority actions in modernization of higher and post-university education*

- \* assurance of the normative frame of European integration of higher education;
- \* assurance to access to qualitative higher education;
- assurance of development and functioning of the infrastructure and didactic basis of higher

education.

#### *VI. Informatization of educational system*

- \* implementation of informational and communicative technologies in educational system;
- \* implementation of modules of distance-learning and of electronic text-books in institutions-pilot from university and secondary specialty education;
- \* assurance of conditions for each graduate of vocational school, college, higher education institution to know and to apply the informational and communicational technologies stipulate in ECDL (European Computer Driving License).

#### *VII. Modernization of mechanisms of financing and administration of finances*

- \* modernization of mechanisms of education system financing.

### *8.2. Educational Program "SALT"*

#### *General Objectives*

Modernization of educational system in the Republic of Moldova through:

- \* Endowment of institutions with computers;
- \* Connection of pre university education institutions to INTERNET and informatization of education;
- \* Creation and implementation of an Educational Informational System.

#### *Specific Objectives*

1. Materialization of "SALT" Program in systemic collaboration with state and private structures from TIC<sup>1</sup>

2. Creation and consolidation of material and logistical educational supports (education programs, software) in correlation with the new pre-university educational curriculum.

Creation, along the Ministry of Education and Youth, of the Center "Informational Technologies in Education"-TIE.<sup>2</sup>

3. Continuous monitoring of the implementation of informational and communicational technologies in education.

For the implementation of the Program SALT, the Ministry of Education and Youth together with other authorities elaborated and approved a series of normative acts for the implementation of the program as follows:

<sup>1</sup> TIC - Informational and Communicational Technologies

<sup>2</sup> TIE - Informational Technologies in Education

- \* Educational Program "SALT"
- \* Concept of Informational Educational System (SIE)
- \* Requirements of the informational educational resources
- \* Requirements of the informational technology from SIE.

The Concept of Informational Educational System is a document which contains four basic subsystems.

- \* Telecommunication network "MoldEduNet"
- \* Informational Resources of the Ministry of Education and Youth
- \* Teachers training
- \* Implementation TIC in education (education software and informational system at institutional level).

### **Findings**

At the beginning of the program only 54% of the total number of education institutions was equipped with computers.

Only 72 institutions were connected to Internet at the beginning of the program.

Today there are 800 institutions with informatics classrooms (with more than 10 computers).

In the school year 2006-2007, 332 school institutions were equipped with 3600 computers (about 11 computers for each institution) at the sum of about 19 mln. lei. Educational software was implemented in 64 school institutions.

From those 1667 institutions included in Program SALT, 479 school institutions are connected at the moment through technology ADSL. The others are connected through connection Dial-up.

### **Achievements:**

- a) Starting with 2006 the informational system of passportization of pre-university education institutions is implemented, through which the institutions are monitored in many indicators;
- b) At the Center of Informational and Communicational Technologies in Education (CTICE) was performed the training of teachers and managers from the educational system, realized on modules. For each module a program of studies was elaborated and approved;
- c) By an order of Ministry of Education the analytical program of teachers' instruction at TIC (for 80 hours) was elaborated and approved, and it was constituted of 4 basic modules;
- d) Till present there were trained teachers of informatics from 559 education institutions, 493 teachers were certified as local trainers. The instruction of local trainers was performed in 4 regional centers.

- e) By the end of 2006 there have been trained locally 7053 teachers from pre-university education institutions.

### **The Project-Pilot of Implementation of Informational and Communication-al Technologies in Education:**

- a) were elaborated and approved, by the order of ministry, the requirements for project-pilot of implementation of informational and communicational technologies in education. This project was launched in 2006, with introduction of the educational software into 4 school subjects: mathematics, physics, chemistry, and biology.
- b) at the next stage in the process of implementation of this project-pilot was introduced into 15 institutions throughout Moldova. For the use of this software 2 teachers from each institution were trained.

### **Education Institutions Supply with Computers**

- a) the Ministry of Education and Youth delivered around 850 computers for the educational system from the Republic of Moldova (donated by the Federal Ministry of Economy and Labor from Germany. The transportation was organized by the Embassy of the Republic of Moldova in Berlin and Bilateral Affairs Office USA.
- b) At present, in the education institutions 13775 computers are installed; according to the performance level of the institutions the following types of computers are installed:
- Pentium I-8192 computers;
  - Pentium II - 1583 computers;
  - Pentium III - 673 computers;
  - Pentium IV - 3327 computers.

**The Ministry of Education and Youth bought and distributed 2000 new computers at pre-university education institutions. It should be mentioned that with this aim the Government allotted from the Reserve Fund 2 mln lei with the rest of the money from the Ministry's sources.**

### **Development Objectives**

The implementation of the Educational Informational System (SIE) according to the concept and respective technical documentation on the four components:

#### **\* Subsystem "Teachers Training"**

Teachers' registers and registers of training modules will be created.

#### **\* Subsystem Implementation TIC in Education (education software and informational system)**

The projects-pilot will be implemented and the number of participant institutions in these projects will be extended.

#### **\* Telecommunication Network "MoldEduNet"**

According to the technical requirements 4 groups of institutions will be created, which will be connected to the informational resources of Moldtelecom according to these requirements.

**\* Informational Resources of the Ministry of Education and Youth**

Registers of documents, registers of pupils and students will be created, that will give the possibility to organize and unfold the bachelor exams and the monitoring of the evolution of the study level of each pupil, student.

*8.3. SCERS-Strategy of Economic Growth and Eradication of Poverty*

*General objective*

The general objective in this field consists in assurance of access to qualitative educational services and stable functioning of the educational system, the increase of its role in the development of human resources and economy. *Specific objectives* will be materialized through:

- \* Promotion of public and private partnerships in supporting and developing the educational system;
- \* Optimization of education institutions network in rural area;
- \* Improvement of mechanisms of allocation of financial resources adequate for stable development of education;
- \* Motivation of performances in education system through social protection of teachers and creation of an attractive activity environment;
- \* Managerial training of teachers with leading positions in the system.

#### 8.4. National Program "Moldovan Village" (2005-2015)

##### **Education**

###### *Priority Development Objectives*

- \* Assurance of the access to preschool education to all children;
- \* Assurance of schooling of all children in the rural area;
- \* Didactic-material and equipment assurance of all educational institutions in the rural area;
- \* Creation of physical and hygienic conditions for a good functioning of the education institutions;
- \* Promotion of activities in the development of individual aptitudes of pupils with the promotion of the principle of studying history, traditions and culture from local to universal;
- \* Securing the pre-university education institutions from the rural area with competent teachers;
- \* Creation of conditions for the promotion of a partnership with local public administrative authorities and civil society.

#### 8.5. Actions Plan Republic of Moldova-European Union

##### **Education, Youth and Training**

###### *Priorities for action:*

*Adjustment of the educational system from the Republic of Moldova to the standards of the member-countries of the European Union and the stipulations of the Bologna process*

- Implementation of the legislative reform and other actions that will prepare the adherence of Moldova to the Bologna Process (promotion of a higher autonomy of Universities, modernization of the curriculum, introduction of the credit system);
- Using the participation in the program Tempus III and Tempus IV for examination of the growth possibility of human resources and human capital;
- Implication of the representatives of the civil society and social partners in secondary professional and high education reformation;
- Continuation of the implementation of the national program on introduction of informational technologies (IT) in education.

###### *Intensification of cooperation in education, training of youth*

- Sustaining the exchange and opportunities of study for Moldovan citizens, especially through their participation in the Program Erasmus Mundus;
- Intensification of Moldova's participation in the Program Tempus III and Tempus IV;
- Preparation for a possible extension of the program Tempus in secondary vocational education, as well as adults learning;
- Intensification of youth exchange and cooperation in non-formal training for youth;
- Increase of the promotion intercultural dialogue, exchange youth and cooperation in non-formal education through the program YOUTH.

## 8.6. National Strategy "Education for All" for 2004-2008

In correspondence with the priority directions of the National Strategy "Education for All", general objectives and the specific ones, structured on compartments, were formulated:

### ***/.* Early Development and Education (EDI)**

#### *General objective:*

Increase by the year 2008 the participation ratio in the preschool programs up to 75% for children of 3-5 years old and up to 100% for children of 6-7 years old, as well as reduction to less than 5% of the discrepancies between the rural and urban areas, between disadvantaged and total population.

#### *Specific objectives:*

1. improvement of quality of care and early education from the perspective of preparedness for life, increase of efficiency and relevance of education;
2. promotion of the efficient management and good leadership.

### ***//.* Access to Basic Qualitative Education**

#### *General objective:*

Assurance till 2015 of all children access to basic qualitative education, education that will secure the development of essential life abilities, inclusively education for health, civic education, education for family, professional training etc.

#### *Specific objectives:*

1. improvement of the institutional frame for securing equal chances of access to basic qualitative education for all children in general and for those in difficulty in special;
2. improvement of financing the education system;
3. elaboration and implementation of an independent system of evaluation of school performances;
4. implementation of information and communication technologies in education (TIC).

### ***///.* Education and Development of the Child in Difficulty**

#### *General objectives:*

- \* Assurance of a fair access for all children in very difficult situations to the qualitative educational services from the earliest periods of their development;
- \* Increase in quality of the inclusive/special education through creation of optimal conditions of care, rehabilitation, socializing and improvement of conditions in the existent institutions.

#### *Specific objectives:*

1. assurance of access and equal chances, rights and duties for children in very difficult situations;
2. improvement of the quality of care and education of children in very difficult situations from the perspective of their preparedness for life, increase of efficiency and relevance of education in correspondence with necessities and development possibilities of their development.

#### ***IV. Non-Formal Education***

##### *General objective:*

Assurance of fair access for all children to qualitative non-formal education services. Development of an integral and creative personality, its socializing and involving in the consolidation of a democratic society.

##### *Specific objectives:*

1. increase the access and involvement in non-formal education, the focus being towards disadvantaged children/adults;
2. increase the relevance of the non-formal education in the educational system from Moldova.

With the aim of synchronizing the actions in the domain underlined in the documents of named policies, the National Plan of Development (PND) was elaborated for 2008-2011 which constitutes the main document of strategic planning on medium term and stipulates the development objectives of the Republic of Moldova in 2011 and identifies the programs and priority actions for achieving these objectives. PND serves as a unique instrument for integration of the existent strategic frame, in accordance with the process of budget planning (CCTM) and assimilation of technical and external financing assistance.



## IX. INTERNATIONAL COLLABORATION

The main objective in the field of international collaboration is the promotion of the educational policy at the international level through:

- \* Development and diversification of collaboration relations with countries of the world especially with the European ones;
- \* Collaboration with international structures and bodies concerning the participation in the programs, European educational projects;
- \* Participation in the edification of the European educational unique space through the implementation of the objectives of Bologna Process;
- \* Materialization of the Plan of actions Republic of Moldova - European Union with a view to concede the national educational system to European standards and rigors;
- \* Stimulation of academic mobility.

### **Achievements:**

#### ***1. Cooperation with international bodies.***

The Ministry of Education and Youth has promoted a fruitful cooperation with the European Commission, European Council, Francophone International Organization, UNESCO, World Bank, has participated in the programs of regional organizations such as Stability Pact for South-Eastern Europe, Cooperation Organization at Black Sea (OCMN), Central European Initiative (CEI), Community of Independent States (CIS).

- \* As a result of some reforms promoted in the national educational system and efficient collaboration with European Council, European Commission, as well as other international bodies, in May 2005 the Republic of Moldova has been accepted to the Bologna Process, event that will allow the integration of the higher education of our country in the common European space of higher education;
- \* In the past 5 years in Republic of Moldova are successfully achieved projects supported by European Council that belong to the democratic citizenship, teaching foreign languages, studying history, multicultural education;
- \* Beginning with 1994 till present there have been achieved 40 TEMPUS projects supported by the European Commission at the sum of 9,0 million of euro, of which have benefited 13 universities from the Republic of Moldova;
- \* Within the same Community program TEMPUS, during the years of 2001-2005 the didactic staff from the Republic of Moldova has obtained 54 grants for mobility in the Western Europe, at the total sum of 206 thousand Euro;

Contribution of the TEMPUS program is essential for the improvement of the universities' administration system, renovation of studies plans and taught subjects, university curricula, promotion of individual mobility of the didactic staff and students, promotion of university autonomy, organization and unfolding the distance learning education and other aspects in supporting the high educational reform. With the TEMPUS' support Republic of Moldova had achieved a series of international Conferences, seminars, symposiums in the framework of which were discussed problems of evolution and reformation of higher education.

- \* In 2005-2007, 16 citizens of the Republic of Moldova benefited of Master's Degree scholarships in the framework of the community program Erasmus-Mundus;
- \* starting with 2006, Republic of Moldova participates in the European Union's Program Erasmus Mundus External Cooperation Window, that offers opportunities of academic mobility for students from the Republic of Moldova;
- \* a cooperation with Ministry of Education and Youth in the past years of the Education and Youth Group of the nr. 1 Workshop „Democracy and Human Rights" of the Stability Pact for South-Eastern Europe should be mentioned. The participation of Moldova in the initiated activities within this dimension has allowed the achievement inside the country of some educational projects in the agricultural vocational education, programs concerning the instruction of children with disabilities;
- \* The Republic of Moldova has signed the Memorandum of Agreement between the ministries of education and high education from the South-Eastern European countries, that serves as a legal framework of cooperation in the field of education between the countries of South-Eastern Europe.

## *2. Bilateral cooperation*

- \* The Ministry of Education and Youth administrates the implementation of almost 35 international treaties in the field of education. These treaties create a legal framework for promotion of the academic mobility, common achievement of educational and scientific investigational projects, modernization and reformation of the national educational system according to the European standards, recognition of study documents, etc.
- \* Yearly on the basis of collaboration protocols almost 350 citizens of the Republic of Moldova go to study abroad;
- \* In the past two years the Ministry of Education and Youth has made considerable efforts regarding the diversification of cooperation relations, signing new international treaties especially with the states of European Union: Poland, French Community of Belgium, Hellenic Republic, Republic of Latvia, Slovak Republic and the High-Level Group for Europe's Children.

### **Objectives for perspective activity:**

- development and diversification of cooperation relations with international bodies and world countries through Republic of Moldova's active participation in the international projects, programs especially in those from European Union and European Council, signing new treaties concerning the multilateral and bilateral cooperation;
- cooperation with international bodies with a view to the implementation of Bologna Process objectives and the Actions Plan Republic of Moldova- European Union;
- promotion at the international level of desiderata of European integration and creation of a favorable image for the national educational system.