

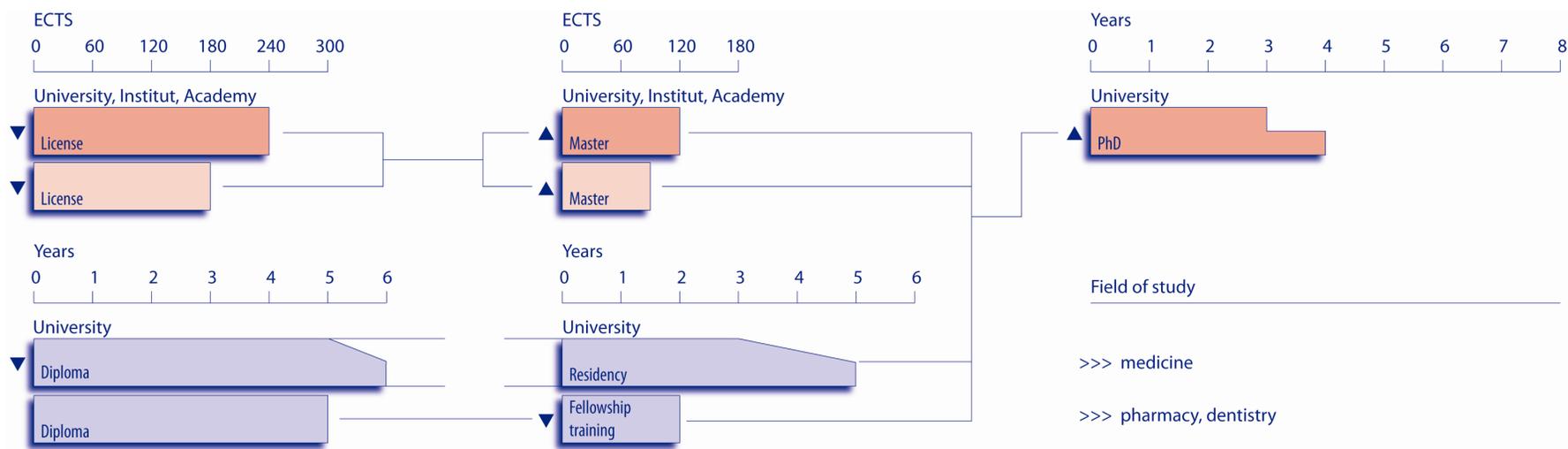


HIGHER EDUCATION IN MOLDOVA



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The higher education system in Moldova



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bologna model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
ALL	programmes have admission requirements	▼	▲
SOME		▽	△

I. Overall description

1. Major characteristics of tertiary education in the country

The changes in the economic, social and political life of Moldova demanded the development of a new educational policy and legislative framework. Soon after the Declaration of Independence a new concept of national education had been designed and endorsed. A new law on education (1995) and a new regulation came into force, which represented the legal basis for the reforms. The harmonization of the national higher education with the European one represented one of the main reform principles. After the adoption of the *Law on Education* in 1995 the main achievements have been certain qualitative and quantitative changes in structure and content.

The main objective in the area of higher education was declared to be the integration of the country into the European Higher Education Area. In 2005, the *Law on Education* was amended in order to incorporate the basic Bologna Principles; a two-cycle system of higher education has been introduced: the first cycle - the *Licentiate* (with a duration of studies of 3-4 years) and a second cycle - the *Master* (1-2 years). In May 2005, Moldova joined the Bologna Process. Since September 2005 the first cycle has been implemented in all national higher education institutions. In 2008, the implementation of the second cycle started. It should be mentioned that doctoral programmes have not yet been changed in the light of the Bologna process. Doctoral studies are still regulated by the *Science and Innovation Code* and the *Law on Education*.

By 2009 the reforms enacted in the area of higher education had led to the following results: a two-cycle system has been implemented; the first version of the National Qualification Framework was developed; the ECTS and Diploma Supplement have been implemented.

The number of students and specializations has increased considerably over the last decade.

At the beginning of the academic year 2011/12 the higher education system in Moldova comprised of 34 higher education institutions (HEIs), including 19 state institutions subordinated to the Ministry of Education and some other ministries and 15 private. The total number of students involved in higher education (HE) was 103 956 (excluding foreigners), 85 345 students in the first cycle, 14 438 in the second cycle and 4 173 in

programmes outside the Bologna model. At the state institutions there are about 84 946 (81.7 %) students and at private institutions there are about 19 010 students (18.3 %).

The basic difference between public and private HEIs is in the source of financing: public HEIs are funded from the state budget while private ones are self-financing. For the rest, all HEIs must follow the national regulatory framework regardless the type of ownership.

State owned HEIs have an admission plan established by the government. For private HEIs the Ministry of Education sets some restrictions regarding the number of students enrolled per specialities.

Full-time students in the first cycle represent 71 % of the total, while part-time students make up 29 % of the total. The share of women in higher education is about 56.3 %.

Legislation covering the field of tertiary education

The current legislative framework of the education system is being updated.

In Moldova the draft *Code of Education* is undergoing public discussion. Some provisions of the draft *Code of Education* related to higher education are presented below:

Higher education performs two types of education - initial education and continuing training.

Initial HE is structured into three higher education cycles: first cycle - the Bachelor degree (*Licența*); second cycle - the Master degree; third cycle - the doctoral degree.

Continuing HE training is provided through: postdoctoral studies; b) specialisation; c) continuing training; d) qualification; e) re-qualification and f) conversion.

Bachelor and Master programmes are provided in the following forms: full-time attendance; part-time; distance learning and a mixed form.

Bachelor and Master programmes in psychology, clinical medicine and pharmacy, foreign languages can be organized only on a full-time attendance basis.

Doctoral programmes are organized in the following forms:

- full-time attendance;
- distance learning/part-time.

Types of tertiary education programmes and qualifications

In Moldova, according to the Law on Education, there are the following types of tertiary education programmes:

- Secondary and intermediary professional programmes (*Învățământul secundar profesional și învățământul mediu de specialitate*),
- Higher education (*Învățământul superior*),
- Post-university education (*Învățământul postuniversitar*).

At the level of higher education the following types of degrees are delivered:

For first cycle studies:

- Bachelor (*Licență*),
- Diploma in medicine/pharmaceutics.

For the second cycle:

- Academic/professional Master (*Master*).

Doctoral studies refer to post-university education and include the following degrees:

- PhD (*Doctor*),
- Doctor of Science (*Doctor Habilitat*).

Types of tertiary education institutions

Higher education in Moldova is carried out by the following types of institutions: universities, academies and institutes.

A university (*Universitate*) is a specialized higher education institution (HEI) that:

- performs studies commonly in a wide range of fields/specializations,
- provides initial and continuing education of specialists in various fields of social life,
- conducts fundamental and applied scientific research into a wide range of areas,
- ensures interconnection with the labour market.

An academy (*Academie*) is a HEI that performs studies in a general field of professional education like economics, law, arts etc.

An institute (*Institut*) is a HEI that performs studies in a given specific field.

Examples:

- State University of Moldova; Technical University of Moldova; Agrarian State

University etc.

- Academy of Economic Studies; Academy of Public Administration; Academy of Transport, Informatics and Communications etc.
- Institute for Continuing Education; Armed Forces Military Institute etc.

Number of students at HEI (academic year 2011/2012)	
103 956	
First cycle	Second cycle
85 345	18 611
Public	Private
84 946	19 010

Number of HEI (academic year 2011/2012)	
34	
Public	Private
19	15

2. Distribution of responsibilities

In Moldova higher education is under the responsibility of the Ministry of Education and other ministries of the central public authority (State Medical and Pharmaceutical University "N. Testemitanu", State Agrarian University of Moldova etc.). Due to the small size of the country, there is no delegation responsible for regional and local authorities in respect to higher education.

The competences of public authorities in establishing, reorganization and abolition of state higher educational institutions are explained below:

The Ministry of Education, all branch ministries and state departments have the right to make proposals regarding the establishment, reorganization and abolition of state higher educational institutions. Proposals are submitted to the Ministry of Education and then the Ministry examines the proposals presented and submits a draft decision to the government. The government, after examination, submits the proposal to the president. The president of Moldova takes the final decision regarding the establishment or reorganization and abolition of the state higher educational institutions.

The basic responsibilities of the Ministry of Education, as the central public authority in the area of higher education, include the following:

- Higher education policy development;
- Regulatory framework development;
- Cooperation with other ministries in the area of higher education;
- Approval of annual admission plans;
- The share of higher education financing from the state budget;
- HEI evaluation and accreditation;
- Intergovernmental cooperation in the area of higher education and degrees recognition.

3. Governing bodies of higher education institutions

The main administrative and consultative bodies at institutional level are:

- the university senate,
- the senate bureau,
- the administrative university council,
- the faculty council.

The operation of HEIs is determined by the University Charter, adopted by the university senate.

Students are represented in the university senate, the administrative university council and the faculty council with a share of up to 25%.

HE institutions administration

HEIs are administrated by university senates, headed by rectors;

Faculties – by faculty councils, headed by deans;

Departments – headed by the chairs.

HEI rectors are elected on a competitive basis by the university senate. The final assignment of rectors to their position is made by the government.

HEI operation is regulated by a University Charter, adopted by the university senate.

HEIs rectors in Moldova have established the Rectors' Council as a consultative body.

University autonomy

State higher education institutions can receive the status of an autonomous university, in accordance with existing legislation.

University autonomy is related to the

university governance, structure and functioning, teaching and research activities, administration and financing etc.

4. Financing

For state HEIs the main source of financing is the state budget. The HEIs benefit from other related sources, such as income from training, retraining and research activities as well as donations etc. Among other sources, the most significant income is from students' fees.

Budget allocation depends on the number of students.

5. Students' contributions and financial support

About 34 % of the students involved in state HEIs study on a budget financing basis and 66 % on a fee paying basis (self-financed).

The total share of self-financed students in private and state institutions is 71 %.

Study fees are established by university senates; for the first cycle fees vary from Euro 250 to 1 300 per year, depending on the study programme and year of study.

Students' scholarships paid by the government vary from 30 to 50 Euros per month, depending on the year of study and academic performance. There is a social scholarship which amounts to Euros 18 per month. For orphaned students there is an allowance of monthly Euro 30 regardless of a student's academic performance.

At national level there are about 32 300 students in need of housing, while dormitory accommodation was provided only to 18 700 (58 %). The cost of dormitory service ranges between Euro 45-130 per year.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

Licenses for educational institutions are granted and withdrawn by the Licensing Board of the Ministry of Education. Any educational institution for which the license has been revoked may submit a new application for a license only after three years from the date of the license withdrawal decision.

State and private educational institutions are subject to mandatory accreditation which includes two steps:

- licensing: granting the right to organize and provisionally conduct the educational process;

- accreditation: granting all rights as foreseen by the law.

Accreditation of a higher education institution is requested after the first award of a given qualification degree.

The basic criteria for accreditation of private educational institutions refer to the teaching staff, content of study programmes and technical-material basis.

According to the national requirement for accreditation, a HEI has to have at least 60 % full time employed teachers.

7. Admission

The Ministry of Education establishes the admission rules. Admission quotas by higher education professional fields are determined by a governmental decision.

Admission to the first cycle is being done on the basis of marks obtained at the secondary education final exams. Candidates can apply for admission to three specialties, finally choosing one. The existing admission regulation establishes quotas for each higher education institution according to the type of the study programme, residency (rural/urban) and study language. Admission regulation provides some facilities for certain categories of disadvantaged candidates (up to 15 % of the total number of candidates in the budget financing admission plan).

Admission requirements for the second cycle are determined by the state and university admission regulations. Registration for admission is done for the same field of study as for the finalized first cycle. Where a candidate applies for a research Master programme in a field which is different from the one of their Bachelor degree, there is a prerequisite for admission; the candidate, on his own, must take compensatory courses for some core and specialized disciplines, established by the university, for a total amount of 30 credits.

The competitor should pass three admission exams: for a specialized discipline, a modern language and computer use.

Admission on a fee paid basis is pursuant to the same regulation, after the completion of admission of the budget-funded candidates.

Admission to vocational programmes in Moldova is being done on the basis of a gymnasium diploma, secondary education diploma or Bachelor degree, depending on the level of vocational education.

Students enrolment in the academic year 2011-2012 was 20 800 students at first cycle and 7 400 - at second cycle.

8. Organisation of the academic year

The main organization parameters of the academic year are determined by the Law on Education. The academic year starts on 1 of September. The duration of the HE study programmes varies according to the HE cycle (I or II) and the field of study: the first cycle comprises three-four academic years (6-8 semesters) and the second cycle from one to two years (2-4 semesters). Each semester lasts fifteen weeks. There are summer, Christmas and Easter holidays. At the end of each semester there is an exam session. Exams can be oral or written.

The Moldovan higher education system provides full-time, part-time and distance learning courses. The part-time and distance learning programmes can be provided only by higher education institutions that deliver full-time programmes. The part-time programmes last usually one academic year longer than the full-time programmes. An academic group does not exceed 25 students.

9. Curriculum content

The Ministry of Education developed and provided to HEIs curriculum frameworks for the first (2005) and second (2007) cycles' study programmes. The national curriculum framework has been transposed into a wide variety of formats representing the specificities and orientation of each higher education institution, each field of professional education and each specialisation.

HEIs' educational programmes include a set of courses (modules) which are divided by degree of their obligation and comprise of a choice of:

- compulsory courses;
- optional courses;
- elective courses.

For a programme with 240 ECTS, depending on the role of the discipline in professional formation, courses are divided into:

- fundamental (50-80 ECTS);
- general skills and abilities (up to 15 ECTS);
- socio-humanistic orientation (25-35 ECTS);
- specialization oriented (50-95 ECTS);
- orientated towards the second cycle (25 ECTS);

10. Assessment, progression, certification and degree

There are intermediary and final exam

sessions. The final evaluation for a given discipline includes a series of components related to: intermediary evaluations, course assignment, labs and final exam mark.

Students pass from one year of studies to the next if they have accumulated at least 50 of 60 credits, on condition that during the next semester the difference of 10 credits will be recovered.

The first cycle of higher education ends with passing two state exams and defending a thesis. Graduates who have successfully passed these requirements are awarded the title of licensed specialist under the appropriate profile and speciality and a Bachelor (*licență*) degree. Graduates who did not pass the exams may receive a certificate upon request.

Master studies end with the defence of a graduation thesis. In case of successful defence, graduates are awarded the title of professional/science Master and a Master degree diploma is issued.

A Master diploma certifies that its holder has acquired knowledge, general and professional competences as well as specific cognitive abilities. A Master degree confers the right to hold teaching positions in higher education or research institutions and to apply for admission to a PhD.

11. Academic staff

The main categories of academic staff (teaching positions) in Moldovan HEIs are as follows:

- university assistant (asistent universitar), university lecturer (lector universitar), superior university lecturer (lector superior universitar),
- associate professor (conferentiar universitar) and
- university professor (professor universitar).

Every five years all teaching positions are declared vacant and must be occupied on a competitive basis. The prerequisite needed to access these positions are set out in the appropriate regulation (*Regulamentul cu privire la ocuparea posturilor didactice*).

Once a candidate has passed through the selection procedure he/she will sign a contract for a 5-year period.

The teaching staff involved in the higher education system in the academic year 2011/12 comprised 6 110 persons; 2 825 of them are holders of doctoral degrees (2 400 PhD and 425 *habilitat doctors*), 53 % were

women. In addition, the auxiliary staff, including technicians, engineers and librarians, numbered 2 100 persons.

12. Research activities

Research and development in HEIs is conducted in the frame of departments and laboratories. In research activities, besides the teaching staff the students are involved. National policy in the area of research is developed and implemented by the Academy of Sciences.

Research is basically financed from the state budget. Involvement in the international research programmes is another source of financing.

13. University-enterprise cooperation

University-enterprise cooperation includes the following main components:

1. Student placements,
2. Enterprise support to HEIs in terms of defining curriculum content, enterprise specialists' involvement in the teaching process, reinforcement of the technical and material basis.
3. Universities are carrying out studies and research upon enterprises request.
4. Universities are providing retraining of industrial professionals.

14. International cooperation

Moldovan citizens can study abroad on the basis of intergovernmental or inter-ministerial cooperation agreements, as well as on their own account.

Foreigners can study in Moldova on the same basis.

Fruitful cooperation with EU member states and neighbourhood countries has been established in the framework of the Tempus and Erasmus Mundus Programmes, which has led to a transfer of educational know-how and best practices to Moldova and the bilateral mobility of students and academic staff.

At the beginning of the academic year 2011/12 the total number of foreign students at Moldova's HEIs amounted to 1 600 persons, with the following breakdown - from Israel (65.4 %), Ukraine (9.6 %), Turkey (3.5 %), Russia (6.9 %), Bulgaria (1.5 %), Romania (6.9 %) etc.

II. Current challenges and needs

1. Trends and challenges

The national Higher Education system priorities are fully in correspondence with Bologna values. In this regard, over the last years, several changes have been operated:

- reorganization of the higher education into a two-cycle system: a Bachelor cycle of 3-4 years and a Master cycle of 1-2 years from 1 September 2005;
- elaboration and implementation of the Curriculum Frameworks for the first and second cycles;
- the National Qualification Framework (for the First Cycle) was outlined;
- an ECTS implementation guide has been drawn up;
- diploma supplements (Bachelor programmes) have been drawn up and implemented;
- quality assurance bodies have been established in the framework of each higher education institution;

- a system of internal quality assessment has been developed and implemented.

Over the last years a *Code of Education*, establishing an updated legal framework for education, has been developed which is to pass through the Parliament.

According to experts, the methodology of developing a new *Education Code* requires consistency of the educational system, ensuring continuity and interconnection between the components, creating premises for development of the field, targeting towards European educational standards and general human and national values.

Another point of concern is the quality of the implemented reforms. There is a need for turning back and polishing the newly established schemes and mechanisms and building capacity at all levels of the educational system.

2. The Bologna Process¹

General Information

Level of integration in the Bologna Process	X	Bologna-Signatory Country (in 2005)
		Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

Bologna cycle structure

Level of implementation of a three-cycle structure compliant with the Bologna Process	Extensive but gradual introduction of Bologna structure/ongoing adaptations or enlargement
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	Various combinations	Master programmes	Various combinations

Bachelor/Master cycle structure models most commonly implemented	Various combinations
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European Credit Transfer and Accumulation System (ECTS)

Definition of the Learning Outcomes Concept	Learning outcomes are defined in national steering documents and implemented through laws and regulations
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Level of implementation of ECTS	More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.
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Indicative number of hours of student workload corresponding to one ECTS	1 ECTS = 30 - 40 hours
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Bologna Diploma Supplement (DS)

Level of implementation of the Bologna Diploma Supplement	Bologna DS is issued to students in more than 75% of institutions and study programmes
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Diploma Supplement issued	Bologna DS issued automatically and free of charge	Bologna DS issued in the language of instruction and /or English
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¹ Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

National Qualifications Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally/not foreseen.
		<u>Step 1</u> : Decision taken. Process just started.
		<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established
	X	<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is ongoing and the process is close to completion.
	<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.	

Quality Assurance Practices

National Quality Assurance body				
Name	Quality Assurance Agency			
Status	A Government-dependent body or Ministry has responsibility for quality assurance.			
Year of establishment	2008			
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts	X		
Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.				

Recognition of foreign qualifications

Ratification of the Lisbon Recognition Convention	X	1997 (signature), 1999 (ratification)
Recognition of Foreign Qualifications for academic study	Recognition for academic study by central or regional governmental authorities	
Recognition of Foreign Qualifications for professional employment	No information available	

Joint Degrees

Establishment of joint degrees and programmes in higher education legislation	Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever.
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III. Participation in EU programmes

1. Tempus

Moldova has participated in the Tempus Programme since 1994.

1. Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
Joint Projects	4	18	9	0	5	1	4
Compact Projects	5	0	0	0	-	0	0
Structural & Complementary Measures (Tempus III)	0	10	0	2	0	0	5
Structural Measures (Tempus IV)							
Total	9	28	9	2	5	1	9

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

Institutions	Total	Number of projects	
		JP	SM
STATE UNIVERSITY OF MOLDOVA (CHISINAU)	13	10	3
BALTI STATE UNIVERSITY "ALECO RUSSO" (BALTI)	11	6	5
CAHUL STATE UNIVERSITY "B.P. HASDEU" (CAHUL)	8	4	4
ACADEMY OF ECONOMIC STUDIES OF MOLDOVA (CHISINAU)	8	6	2
TECHNICAL UNIVERSITY OF MOLDOVA (CHISINAU)	6	4	2
COMRAT STATE UNIVERSITY	6	4	2

2. Impact of the Tempus programme

The Tempus programme in Moldova has over years been the driving force for institutional and national reforms in the area of higher education. All Moldovan state universities have taken part in Tempus.

Tempus projects in Moldova have had a significant positive impact on staff development, course upgrades, teaching practices, teaching means used and university management practices. Bologna priorities such as the development of national qualification frameworks, quality assurance, ECTS etc. have also been the subjects of some projects successfully implemented in Moldova.

A series of successful Tempus projects have been carried out to implement new Master courses. These projects have had a positive impact on curriculum development, student mobility and staff development.

A very important contribution to university-enterprise cooperation development in Moldova has had the Tempus project "Développement de partenariats avec les entreprises en Moldavie", coordinated by the Agrocampus Rennes,

France, involving seven Moldovan leading universities and five EU universities. In the frame of this project, a series of university institutional structures as interface for enterprise-university partnerships (continuing education depts, departments of students' practical training) have been created within each local university. The project impact on local higher education institutions is determined by:

- improving of study programmes and disciplines' curricula based on the employers recommendations and their adaptation to local conditions,
- creation of a technological platform for meat and milk processing, designed for students practical work, caring out research activities, professional training of personnel from the related industry and new technologies testing,
- introducing of an entrepreneurial training module at partner universities for Bachelor and Master students,
- financial and material support gained by universities from enterprises,

- practical training of the teaching staff at the enterprises,
- The project has had an impact on business as well – the recruitment of graduates has been improved; enterprises got access to research and to information and consultancy experimental facilities and centres,
- Teachers gained in turn – they improved their practical, teaching and managerial skills as result of getting closed to enterprises. Finally, students have had to gain as well.

All created capacities related to university-enterprises cooperation (established university continuing education and internship departments, professional orientation of students) are nowadays operational, serve to successful professional formation process, thus assuring the project sustainability.

Another project with an outstanding impact on Moldovan society was related to promotion of inclusive education in the country ("Teacher training centre for Inclusive education in Moldova – MOLDINCLUD"). The MOLDINCLUD project has had two major objectives:

- (a) creation of a Centre for Continuous Education in the Inclusive Education field and
- (b) creation and launching of a nationwide network of promoters of the inclusive education, to support and implement the inclusive education in all regions of the country.

To achieve the first objective, the project's consortium has developed curricula made out of three educational programs, each designed for a different target group: Inclusive Education Coordinator (1500 hours, 60 credits ECVET), Inclusive Education Manager (300 hours, 12 credits ECVET), and Inclusive Education Teacher (150 hours, 6 credits ECVET).

The MOLDINCLUD Center is an Inter-university Center which has laboratories in four universities. A number of 25 courses have been developed and published to meet the educational demand of the curriculum.

Two-years courses have been delivered (totally 1500 hours) for 65, so called, *Inclusive Education Coordinators* from all regions of the Republic of Moldova.

Totally, 55 managers and 1 852 teachers from the pilot schools, selected from all regions of Moldova, have graduated the relevant study programs. Learning materials and teaching methodology were highly appreciated by trainees.

In regard to the second objective, 67 Moldovan schools, after some preparation works, are creating the nationwide network of inclusive education promoters.

The implementation of MOLDINCLUD has an essential contribution to human resources development, foreseen by the *National Strategy and Action Plan for the reform of the residential childcare system* and by the *National Inclusive Education Development Programme* for the years 2011-2020.

Since 2007 a team of Higher Education Reforms Experts (HEREs) has been involved in HE policy development in the country. The selected experts are highly professional, actively playing a key role in the promotion of the Bologna Process priorities.

The HEREs counsel and advise local higher education institutions with regard to the introduction and implementation of the national reform strategy. In particular, they provide assistance to local universities in the following Bologna areas: Quality Assurance, the three cycle system and recognition, researched based education, student support service, diversification of funding, university-enterprise cooperation, lifelong training etc.

2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical "lot" on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Masters, Doctorate, post-Doctorate – and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

	2005	2006	2007	2008	2009	2010	2011	2012
Students	9	5	5	6	10	6	9	7
Scholars	-	-	-	-	1	NA	NA	NA
Fellows	-	-	-	-	-	0	0	0

Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

	Undergraduate	Masters	Doctorate	Post-Doctorate	Staff	TOTAL
2007	23	16	12	1	8	60
2008	26	13	7	7	8	61
2009	14	21	13	5	9	62
2010*	33	19	7	2	6	67
2011*	57	49	34	17	16	173

Institutions participating in the programme up to and until 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
Academia Studii Economice a Moldovei		X	
Cahul State University "B.P.Hasdeu"		X	
Educational Advising Center			X
Free International University of Moldova		X	
Moldova State University	X	X	
Universitatea de Stat "Alecu Russo"		X	
Technical University of Moldova		X	

IV. Bibliographical references and websites

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- *Guide on the Implementation of the National Transfer Credits System*, approved by M.E.Y. Feb. 2006
- *Curriculum framework for the first cycle (licentiate studies)*, The M.E.Y Regulation No. 202, July 01, 2005
- *Organization of examination for completion of the Bachelor programme*, Order nr. 84 of Feb. 15, 2008 of the Ministry of Education and Youth (M.E.Y.)
- Ministry of Education of the Republic of Moldova - www.edu.md
- AllMoldova Info portal - <http://www.allmoldova.com/ro/moldova-news/1249046342.html>
- National Bureau of Statistics of the Republic of Moldova - www.statistica.md

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