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Ministry of Education

2011-2015 Consolidated Strategy for Education Development

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1. Introduction

1. The Education System has a primary role in creating the preconditions for a sustainable human development and building a knowledge-based society. The quality of education determines to a great extent the quality of life and creates opportunities for achieving the full capabilities of each citizen.

2. At the current stage of development of the Republic of Moldova, education is a national priority becoming the basic factor in the transfer and creation of new cultural and general human values, human capital reproduction and development, achievement of educational ideal and educational objectives, consciousness and national identity development, and promotion of the European integration aspirations.

3. The 2011-2015 Consolidated Strategy for Education Development Strategy (hereinafter “the Strategy”) is a fundamental education policy document defining the orientations and priority directions of education system development in the Republic of Moldova in the perspective of European integration.

4. The basic positions which determine the main provisions of the Strategy focus on ensuring a strong interconnection between the specifics of the national background and the European and global trends of education development.

5. The Strategy development is based on national and international experience in the field, fundamental and applied scientific researches, educational and social needs, unanimously recognised principles of human rights and the rights of the child.

6. The normative-legal framework, based on which the Strategy has been developed, includes major policy documents which define the social and economic development of the Republic of Moldova for the coming years, in particular those related to the achievement of the Millennium Development Goals in the Republic of Moldova and provisions of “Education for All” National Strategy.

2. Strategy Goal

7. The Strategy aims to:

(i) establish the priority directions of education development in the Republic of Moldova and mechanisms for their achievement;

(ii) ensure sustainable development of education system to form active, integrated, social and creative personalities - leading factors of human development and social-economic progress of a country - based on “education as top priority of the State” principle.

8. Programmes for district/municipal and institutional development will be developed based on the Strategy. Strategy implementation will be organised based on the Action Plan that will include tactical and operational components of the State educational policies.

9. Strategy implementation will be financed from the State budget, local budgets, by raising grants, sponsorships and other legal sources, with a special emphasis on budgetary methods based on projects, programmes and performance.

3. General Objectives and Fundamental Principles of the Strategy

10. The general objectives of the Strategy are:

(iii) Modernise the educational system of the Republic of Moldova to ensure sustainable human development by providing equitable and non-discriminatory access to quality education at all education levels for all children, including those from vulnerable families, those with special educational needs, and representatives of ethnic minorities.

(iv) Ensure qualitative pre-school, primary and secondary education for all children through the development of child-friendly schools and expanding inclusive education practices.

(v) Develop vocational and technical education in accordance with the Copenhagen Process requirements and its adjustment to the needs of the labour market.

(vi) Fully implement the Bologna Process requirements and further develop higher education through the integration of training and research, and extension of the connections of the education institutions with the economic environment.

(vii) Expand and diversify lifelong adult learning system from the perspective of general training and continuous professional training in line with the needs of the person and the socio-economic needs.

(viii) Effectively use the material and technical basis and financial resources allocated to the educational system, and improve the training quality.

11. In the process of Strategy implementation the following principles will be observed:

(i) the principle of equal rights in education and maximum development of the potential of each person;

(ii) the principle of non-discrimination and free access to quality education for all persons, regardless of place of residence (urban or rural), the level of development, family income, sex, ethnic origin, disabilities, language etc.;

(iii) the principle of inclusion of people with special educational needs in the general education system;

(iv) the principle of person centeredness, State centeredness and society's needs centeredness;

(v) the principle of further development of the national values system and ensuring a single educational space;

(vi) the principle of educational programmes flexibility, upgrading of educational programmes according to the current needs and financial resources available and the cognitive capabilities of each person etc.;

(vii) the principle of decentralisation of educational services and increase in the degree of autonomy of education institutions;

(viii) the principle of social partnership, and interdisciplinary, multidisciplinary and early intervention in child development;

(ix) the principle of ensuring quality in the education system;

(x) the principle of national education integration into the European educational space.

4. Intervention Areas and Target Groups

12. The main intervention areas of the Strategy are:

(i) legislative and normative framework;

- (ii) institutional and regulatory framework;
- (iii) curricular framework;
- (iv) initial and continuous training of teachers and scientific staff;
- (v) a system of development and provision with textbooks and teaching aids;
- (vi) mobilization of public opinion and development of partnerships.
- (vii) international relationships

13. The target groups of the Strategy are:

- (viii) children, pupils, undergraduate, postgraduate and PhD students, trainees and unattached students;
- (ix) communities and parents;
- (x) teachers, managers and technical staff of the education system;
- (xi) decision makers at central and local levels.

5. Current Situation in the Education System

5.1. The Legal and Normative Framework

14. The legislative and normative framework in the field of education is at the stage of formation and development. In this context, the main documents, which have laid the basis of the Strategy, are:

(i) Government Decision no.410 of 4 April 2003 “On the approval of “Education for All” National Strategy (Official Monitor of the Republic of Moldova, 2003, no.70–72, art. 441);

(ii) Government Decision no.727 of 16 June 2003 “On the approval of the National Strategy for Child and Family Protection” (Official Monitor of the Republic of Moldova, 2003, no.126, art. 774);

(iii) Government Decision no.242 of 1 March 2005 “On the approval of “Moldovan Village” National Programme (2005–2015)” (Official Monitor of the Republic of Moldova, 2005, no.71, art. 471);

(iv) Government Decision no.288 of 15 March 2005 “On the approval of the Millennium Development Goals in Moldova by 2015” and the First National Report on “Millennium Development Goals in Moldova”.

(v) Government Decision no.863 of 16 August 2005 on the approval of the Programme for Modernization of the Education System in the Republic of Moldova (Official Monitor of the Republic of Moldova, 2005, no. 113, art. 936);

(vi) Government Decision no.784 of 9 July 2007 on the approval of the 2007–2012 National Strategy and Action Plan for Residential Childcare System Reform (Official Monitor of the Republic of Moldova, 2007, no. 103–106, art. 823);

(vii) Government Decision no.995 of 3 September 2007 on the approval of the 2007–2014 National Action Plan on Community Actions to Support Children in Difficulty (Official Monitor of the Republic of Moldova, 2007, no. 141–145, art. 1028);

(viii) Law nr. 295 of 21 December 2007 on the approval of the 2008–2011 National Development Strategy (Official Monitor of the Republic of Moldova, 2008, no. 18–20, art. 57);

(ix) Government Decision no.191 of 25 February 2008 on the approval of the 2008–2011 Action Plan for the implementation of the National Development Strategy (Official Monitor of the Republic of Moldova, 2008, no. 42–44, art. 257);

(x) Government Decision no.1344 of 1 December 2008 on the approval of the 2009–2011 National Action Plan on prevention and combating violence against children (Official Monitor of the Republic of Moldova, 2008, no. 218–220, art. 1362);

(xi) Law no. 25 of 3 February 2009 “On the approval of the 2009–2013 National Youth Strategy” (Official Monitor of the Republic of Moldova, 2009, no. 68, art. 192);

(xii) Government Decision no.933 of 31 December 2009 on the approval of the 2010–2015 National Gender Programme (Official Monitor of the Republic of Moldova, 2010, no. 5–7, art. 27);

(xiii) Government Decision no.450 of 2 June 2010 on the approval of the 2010–2011 National Action Plan for the Protection of Children left behind (Official Monitor of the Republic of Moldova, 2010, no. 87–90, art. 519);

(xiv) Government Programme of Activity “European Integration: Freedom, Democracy, Welfare” (www.gov.md);

(xv) Re-think Moldova. Priorities for Medium-Term Development, 24 March 2010 (www.gov.md).

5.2. Demographic Trends

15. The total population of the Republic of Moldova has dropped by 2010 to 3,567,500 inhabitants as a result of a downward trend that began to manifest in 1990. A cause of this phenomenon is the negative natural growth with subsequent effects and increase in the population ageing coefficient, which increased from 12.8 in 1990 to 13.7 in 2010. This highlights the fact that the Republic of Moldova will enter the general trends of ageing of the population facing many countries with all implications of this phenomenon in terms of development of the educational sector.

16. With regard to the structure of the population by residential areas, sex and age groups, the situation is as follows:

(i) Since 1990 there is a trend of considerable decline of population living in urban area and a growing proportion of the population living in rural areas. Thus according to the Census of 2004, 41% of the total population of the Republic of Moldova were located in the urban area and 59% were located in rural areas compared with the data recorded in 1990, according to which 47.1% of population lived in the urban area and 52.9% of the population lived in rural areas. Urban population, in turn, has a high level of geographical concentration; approximately 60% is living in Chisinau municipality. In 2010 the population of the urban area constituted 41.4% of the total population and the population from rural areas 58.7%, respectively.

(ii) According to statistics, there were no significant changes in the structure of the population by sex, male population representing in 1990 about 47.6 % in the total population or 48.1% in 2010, while the share of the female population fell from 52.4% in 1990 to 51.9% in 2010.

(iii) During 1990–2010 there has been recorded a downward trend in the population of the age groups of 5–14 and 15–19 years old, while there has been a slight growth in the age group of 20–29 years old. Since 2005 there has began an increase in the number of population

of the age groups of 0-4 years old, which require new approaches in the design of the network of institutions and services for early education and development.

17. The analysis of demographic trends on different age groups indicates that a relatively small number of school populations will be maintained in the coming years with immediate effects on the education institutions, affecting mainly the primary schools and gymnasiums, as well as the high schools in rural areas. In 2010 the number of children aged 5-9 years old was lower compared to 2001 by 31.6% and 3.3%, respectively, for the age group of 10-14 years old. In terms of education economy, the reduction in the number of school population of the age group of 10-14 years by about 184.2 thousand in 2009 compared with 2001, hypothetically equals to the fact that the system would be completed with 6,800 classes of pupils less, if the average enrolment would be 20 pupils, which could lead to a reduction of approximately 9,100 of teacher's posts.

18. The unfavourable demographic situation has resulted in the decrease of the average number of pupils/students in each class, leading to ineffective use of the financial means allocated to education. Thus, there are 45 primary schools in the rural area (75% of the total number of primary schools) which have up to 10 pupils in each class. In case of gymnasiums, there are 147 institutions with up to 10 pupils in each class (25% of the total number of rural gymnasiums). Feasibility studies show that a great majority of such institutions might be reorganised by merging them with sector schools, and in this way the annual savings would reach about 50,000,000 MDL, which could be used for education quality improvement.

5.3. Economic Trends

19. Moldova has passed a difficult transition period, with a cumulative loss of gross domestic product (GDP) of approximately 66% between 1990 and 1999. Since 2000, the country's economy has shown a growing trend. If, during the acute economic collapse in 1992 -1999 the GDP declined by almost 60%, then, in 2000 - 2008, the GDP gained a real increase of about 52%.

20. However, the economy of the Republic of Moldova has proven to be vulnerable to the crisis in 2008-2009. In real terms, by the end of 2009, the GDP per capita was reduced by about 9%. This reduction imposed the need to redirect the available funds to meet the needs of the education system, the strategic development issues to be resolved after the re-launch of the Moldovan economy.

21. In spite of economic difficulties, the Moldovan authorities have ensured a constant increase in the funds allocated to education over the past years. Thus, over 2005-2008, the share of public expenditure on education in the GDP increased from 6.8% to 8.2%. However, this growth has not been followed by an increase in the gross rate of enrolment at all levels of education. However, this increase was not followed by an increase in the gross enrolment rate at all education levels, which decreased from 71.7% to 69.8% during the same period.

22. As a result of the economic crisis, poverty has increased dramatically during 1998-1999, then started to decline since 2001, on the one hand, because of a certain economic growth recorded, but also as a result of the increase in the phenomenon of migration of the workforce and the corresponding income sent from abroad in the country. Despite the fact that the extension of poverty has been stopped, there are significant

disparities between rural and urban areas, which affect access to education. Thus, in 2008 the highest rate of absolute poverty (34.6%) was recorded in rural areas, which was followed by small towns (21.2%). In small cities the absolute poverty rate (10.9%) is almost two times higher than in larger cities.

23. Qualitative and accessible education is essential to combat poverty in a sustainable manner. Thus, according to data from the Household's Budget Survey in 2008, the highest rate of absolute poverty (56%) is among households headed by persons without education or without primary education. In the case of households headed by persons with incomplete secondary or primary education, the absolute poverty rate is 24%, and in the case of households headed by persons with general secondary or secondary technical education – 43%. In the case of households, in which the head of the family has higher education, the absolute poverty rate is the lowest – 8%. In other words, if the head of the family is illiterate or has no primary education, the household's risk of being poor is seven times higher than of a household headed by a person who has higher education.

5.4. Workforce and Unemployment Issues

24. The transition of the Republic of Moldova to the market economy has produced quantitative and qualitative changes in the field of employment, characterised in particular by:

- (i) reduction of population employed in the national economy by almost 20% (1993-2008);
- (ii) increase in the share of employees in the private sector (from 37% in 1990 to about 67% of the employed population in 2008);
- (iii) decrease in the number of partially employed persons;
- (iv) increase in the number of persons employed in the informal sector;
- (v) strengthening of labour migration;
- (vi) insufficient use of intellectual potential.

25. In 2009, the level of unemployment among young people aged 15-24 years old was 11.2% or approximately three times higher than the average per country. Unemployment among young people is a particularly serious problem because it undermines the confidence of young people in the perspectives of the country, the chances of creating a sustainable family, the chances of personal affirmation.

26. The analysis of structure of the ILO unemployment by age group and level of education highlights the following issues:

- (vii) high shares in the total number of unemployed has registered the age groups of 15-24 (30.2%) and 25–34 years old (40.0%), a feature that persists in the structure of the average residence and sex;
- (viii) unemployed persons from among people with secondary vocational education recorded a share of 27.3% in the total number of the unemployed aged 15–34 years old, those with technical secondary education – 7.6%, and those with higher education – 28.2%;
- (ix) high unemployment rate among youth/graduates of vocational education institutions of all levels indicates, along with other factors, the inefficiency of the interactions between the education system, the real economy and the labour market.

27. The analysis of the structure of the employed population by age groups and by level of education reveals that approximately 34.5% of employed persons from the age group

of 25–34 years old have only general primary or secondary education, being employed without having followed institutionalised professional training. Whereas the persons from the age group of 25–34 years old have left the education system during the past 5–10 years, one may find that there are significant discrepancies by comparison between the general education and vocational education, and the process of professional orientation and career guidance is inefficient.

5.5. Access to Education and the Quality of Education

28. Education in the Republic of Moldova is in a process of transition from a traditional system, primarily informative and centralised to a modern, dynamic, formative one centred on pupils and students, and specific to a democratic society based on market economy. The Basic Indicators characterizing the operation of the education system in the Republic of Moldova are presented in *Annex 1*.

29. According to the educational indices, the education system in the Republic of Moldova has registered a devious development over the past years. Thus, during 2000-2005, the gross rate of global enrolment in education increased from 70.3% to 71.7%. However, this indicator has continuously dropped to 69.8% during 2007–2008.

30. Although during 2000–2009, the public expenditures on education, except for 2002, had a steady growth, this growth, with the exception of pre-school education, has not been accompanied by a sustainable increase in the rate of enrolment in compulsory (primary and gymnasium) education.

5.5.1. Early Education and Development

31. Moldovan authorities have made considerable efforts which have aimed at improving the access of children of the respective age to early education and development. According to statistics there were 1,349 kindergartens operating in the country in 2008, which is by 214 pre-school institutions more than in 2000, with 123.9 thousand children. The gross rate of enrolment in the pre-school education has risen from 66.1% in 2004 to 84.6% in 2009. About 31,000 children, which is 86.1% of the total number of children aged 5-6 years old, were enrolled in the preparatory groups.

32. Starting from the importance of early education of children in their further development and the full implementation of the opportunities offered by the general education and higher education, the Government reviewed the Millennium Development Goal in the field of education to include explicit provisions on the pre-school education. Thus, according to the National Development Strategy, it is foreseen to increase the rate of enrolment in the pre-school programs for children aged 3 to 6 years old from 41.3% in 2002 to 75% in 2010 and up to 78% in 2015, and for children aged 5–6 (7) years old from 66.5% in 2002 to 95% in 2010 and up to 98% in 2015, as well as a reduction of less than 5% in the discrepancies between urban and rural regions, between disadvantaged and middle- income groups.

33. Based on the wishes of parents, groups of children and the material possibilities of communities, the Government has encouraged the operation of kindergartens with flexible working hours (4, 6, 9, 10 or 12 hours per day). In addition to the standard educational services there has been developed and implemented a new service – the psychological, physical, psycho-social development (dance, chess, computer, foreign languages etc.).

34. The early individualised education model, supported by UNESCO/UNICEF/MSIF, has been expanded and developed. It has been applied to over 20 kindergartens, which offer educational services to children from vulnerable families under the “Improving the Quality and Access to Early Education Services in Rural Areas with a Particular Emphasis on Vulnerable Groups” Project. Centres of these kindergartens have been equipped with teaching aids, books, toys, furniture (tables, chairs, and cabinets), computer, fax, printer, copier, flipcharts and consumables. In these localities the contribution of communities is to provide the premises for the creation of the centres, repair works, ensure the security of property (metal locks, door), the installation of a telephone line, ensure the nutrition of children who benefit from the services offered by these centres.

35. To modernise the process of early education, there have been developed standards to assess children in preschool institutions, the pre-school Curriculum for children aged 1–7 years old, and the Guidelines for its implementation, which have an objective-focused content, and includes activities to assess the level of child development. There has also been developed a set of didactical materials to be distributed to all preparatory groups.

36. The continuous training of educators took place at the institutional and municipal/district level and at Centres of Continuous Training. The development of managerial and professional skills and abilities has been made in the context of improving services for early child education and development. At the Institute of Educational Sciences, the Pedagogical State University “Ion Creanga” from Chisinau, the State University “Alecu Russo” from Balti, in other educational institutions and non-governmental organizations that have such licenses there have been organised development training and specialised training courses. Also, there have been organised other actions of continuous professional training, such as conferences, seminars, workshops, exchange of experience, teaching aids and technology.

37. For specialists in communities (educators, doctors, social assistants, managers) there have been organised a series of training seminars in the field of sustainable strategies and alternative educational services for early child education and development, techniques and tools for monitoring, the use of information and communication technologies.

38. There were undertaken a series of measures aimed at mobilizing local communities to solve problems in the field of early education. In addition to the increasing contributions in financial means, construction materials and manpower offered by local communities and intended for revitalization of pre-school institutions, for the first time after independence, the local authorities have started on their own initiative the process of building 18 new kindergartens. Also, with the contribution of the central authorities 93 kindergartens were connected to the gas supply system.

39. An important role in the development and expansion of pre-school education has had the Education for all – Fast Track Initiative Project. According to the agreement signed in 2006 with the World Bank, the Republic of Moldova received a grant of USD 8,800,000 granted by the Catalytic Trust Fund. The project aims to revitalise and develop the pre-school education system in the country and includes actions relating to:

- (i) Rehabilitation of kindergartens/creation of alternative Educational Centres for children and parents;
- (ii) Equipping kindergartens;
- (iii) Developing the Curriculum, Educational and Professional Standards;
- (iv) Training of educators and kindergarten’s managers.

40. Under the “Education for all – Fast Track Initiative” Project there were carried out the following activities:

(i) based on the social needs of the localities and the technical assessment of localities in the eligible districts there were selected and revitalised 50 kindergartens, for renovation of each of them being granted USD 50,000;

(ii) 21 Community Centres for parents and children were opened;

(iii) Two Rehabilitation Centres for children with special needs were opened and equipped;

(iv) 512 kindergartens were provided with books, toys, games, furniture etc. The cost of the equipment purchased being USD 1,500,000;

(v) there was developed the Curriculum for early and pre-school education (for children aged 1 to 7 years old) and the Guidelines for the implementation of the curriculum, the books “Delia goes to school”, “At Home”, “My fiends: we are the same, we are different”, “The little house from the tree”, Educator’s Guide “1001 ideas for quality early education” were edited. These materials have been distributed free of charge to all kindergartens in the country. There were developed and published the Standards of Learning and Development for Children aged 5 to 7 years old and the National Teacher’s Professional Standards, Curriculum for teachers’ initial and continuous training;

(vi) there has been developed and implemented a system of monitoring and evaluation of the preschool education sector’s performance and a kindergarten component was developed and integrated into the system of identification of education institutions;

(vii) there were trained 210 national trainers and 1,200 managers; the training courses were attended by over 1,700 educators.

5.5.2. General Primary and Secondary Education

41. According to statistics, the total number of pupils enrolled in general primary and secondary education in the 2008/2009 school year constituted 436.1 thousand pupils, with a decrease of 195.2 thousand or by 30.9% compared with the 2000/2001 school year.

42. The net rate of enrolment in primary education decreased by 6.0 percentage points: from 93.5% in 2000 to 87.5% in 2008. A decrease of 2.4 percentage points of the net enrolment rate was recorded in the gymnasium education: from 87.0% in 2000 down to 84.6% in 2008.

43. The gross enrolment rate is also decreasing. Thus, the gross rate of enrolment in primary education has decreased by 0.8 percentage points: from 94.4% in 2000 to 93.6% in 2008. The gross rate of enrolment in gymnasium education decreased by 0.9 percentage points: from 90.2% in 2000 to 89.3% in 2008.

44. Access to studies depends to a great extent on the place of residence, the children in rural areas being disadvantaged. Thus, in 2008, the net rates of enrolment in pre-school education constituted 63.5% in rural localities and 89.6% in urban localities, with a difference of 26.1 percentage points. For primary education this difference is 11.2 percentage points and in the gymnasium education it is 7.6% in disfavour of rural localities.

45. According to the statistics of the Ministry of Education, the number of children out of school is constantly dropping: from 721 children (0.16%) during the 2004/2005 school year, down to 42 children (0.01%) during the 2008/2009 school year. These data do not

correspond to those provided by the National Bureau of Statistics, according to which the net and gross enrolment rates are declining.

46. According to the findings of several studies on educational policies, the main causes of the fall in the rate of enrolment in the gymnasium and primary education are the high level of poverty, especially among families with many children, departure of more parents in other countries to seek a job; disparities in funding of education; imperfections of the system of tracking children of the schooling age; the lack of normative acts, which would lay down the responsibilities of parents, teachers, managers of educational institutions, local public administration bodies for the schooling of children.

47. In order to extend the access and improve the quality of the education the authorities have conducted a series of activities, the main of which are:

(i) improvement of legal and normative framework through the development of several versions of the Code of Education; the development and approval of regulations for the operation of local and central public authorities in the field of education, regulations for the operation of educational institutions, the organization of educational process etc.;

(ii) optimizing the network of education institutions through the reorganization of the secondary school in high schools or gymnasiums, increasing the share of high schools from 49% (in the 2004/2005 school year) up to 70% (in the 2008/2009 school year);

(iii) free of charge nutrition of pupils in primary schools (100% of pupils in 2008) and gymnasiums (30.4%);

(iv) provision of pupils in primary schools (100%) with free of charge textbooks and offering free of charge textbooks for children from socially vulnerable families of in grades V to XII (up to 20%);

(v) expanding services under the Single Programme of Mandatory Health Insurance provided to pupils in general primary and secondary education institutions;

(vi) creation of the Review and Assessment Agency, subsequently reorganised in the Agency for Quality Assurance, which ensures impartiality, objectivity and relevance of the assessment of institutions, teachers and school performance;

(vii) development and implementation of an information system for identification of pre-university education institutions, which has contributed to the improvement of management at both the district and central level;

(viii) development and implementation of the Concept of continuous teachers' training, based on decentralization of this field and delegation of more than one functions to territory at school and community level;

(ix) establishment of several facilities for young teachers engaged in the education institutions in rural areas;

(x) reforming the system of remuneration of teaching, managers and technical staff in the field of education increasing the salary on average by about 20%.

48. The persistence of multiple constraints in the development of the education system has determined the authorities to reformulate the Millennium Development Goal in the field of education, as well as the targets for 2010 and 2015. Thus, the original "Achieving universal access to *gymnasium education*" was reformulated into "Achieving universal access to *compulsory gymnasium education*." Also, these targets have been adjusted, the "net enrolment rate" indicator being replaced by the "gross enrolment rate" indicator. In its current wording in the National Development Strategy, the respective task provides for assuring opportunities for all children to attend the compulsory general education and increasing the gross rate of enrolment in the compulsory general education from 94.1% in 2002 to 95% in 2010 and up to 98% in 2015.

49. The “Quality Education in the Rural Areas in Moldova” Project has provided important contribution to the development of the general secondary education that includes the following components:

- (xi) Improving the teaching-learning quality in rural schools.
- (xii) Improve access and equity in rural schools.
- (xiii) Enhancing the efficiency of resources use.
- (xiv) Strengthening planning and monitoring in education.

50. Under the “Quality Education in the Rural Areas in Moldova” Project the following activities were carried out:

- (i) creation of the National Council for Curriculum and launching its activity;
- (ii) relieve and update the subject curricula for high school cycle;
- (iii) drafting and editing 18 curricular guides and the Reference framework to the National Curriculum;
- (iv) creation of the National Council for Review and Approval of Grants and launching its activity;
- (v) conduct training seminars for high school directors on writing projects, collection of contribution and project management in ten district centres;
- (vi) organization of regional seminars for the members of the district Committees on assessing and evaluation of quality grants;
- (vii) organization of study and fact-finding visits to Finland and Lithuania of the groups of specialists in matters related to school curriculum and issues of financing of the education system;
- (viii) training of public servants of the Ministry of Education’s administration board and of district/municipal departments of education in developing and implementing educational policies, management of education based on safe database, management based on the use of information and communication technology;
- (ix) procurement of teaching equipment for specific curricular areas and subjects;
- (x) the provision of 204 high schools in rural areas with equipment for biology, chemistry and physics;
- (xi) piloting a new formula of financing of the education institutions based on allocation of financial means proportionally to the number of pupils in each school;
- (xii) procurement of school transport for departments of education in two pilot districts.

5.5.3. Education and Development of the Child in Difficulty

51. The institutional framework that ensures the education and development of children in difficulty includes residential institutions and family-type homes. In perspective, it is expected that more and more children with special educational needs, depending on their state of health, the level of intellectual development and family status, to be integrated into conventional educational institutions.

52. Currently, there are 61 residential-type institutions with 8,055 children in the Republic of Moldova, of which 56 institutions with 7,087 children are subordinated to the Ministry of Education. Of these institutions, 15 are boarding schools for children left behind with approximately 2,800 children, 2 are children’s homes with 60 children, 8 are special institutions for children with physical and sensory disabilities with 824 children, 27 are auxiliary boarding schools with approximately 2,800 children, 3 sanatorial type boarding schools with 557 children and a boarding school for children with behaviour deviations with 20 children.

53. Out of the total number of children in general boarding institutions, 35% are orphans and children left behind. Of all institutionalised children, 65% are coming from socially vulnerable families, families with unemployed parents, families who do not have the basic conditions of maintenance and education of children.

54. To improve the quality of educational services for children in difficulty, the authorities have undertaken the following actions:

(i) development and implementation of the National Strategy and Plan to reform the system of residential care, the main goal of which is the priority education of children in difficulty in the family;

(ii) development of the Minimum Quality Standards for care, education and socialisation of children with disabilities and the approval of the Minimum Quality Standards for care, education and socialisation of children at the Temporary Placement Centre;

(iii) development of the Concept of Inclusive Education;

(iv) enhance the material and technical basis of the special-type institutions for the purpose of vocational training and integration of pupils into the society, the amount of the appropriations for the 2005 and 2006 being of about 11 mln Lei;

(v) creation and development of a system of services as alternative to institutionalisation: 27 family-type homes, for this purpose a sum of about 2 mln Lei was allocated from the budget in 2005- 2006;

(vi) development and publishing of textbooks for auxiliary schools on the mother tongue, mathematics, natural sciences, geography and technological education, a total of 10 textbook titles;

(vii) reorganization of the process of initial and continuous teachers' training at special psycho-pedagogy and social assistance faculties according to the requirements for inclusive education;

(viii) development and implementation of new models of training content, school, and professional orientation in the light of inclusive education;

(ix) creation of the first Day care Centres for children with special educational needs in the localities of the country;

(x) raising public awareness on the problems of children in difficulty and children with special educational needs;

(xi) providing access to education for graduates of special educational institutions and children from disadvantaged families by introducing quotas for enrolment in vocational schools, colleges and universities;

(xii) providing diversified and quality services close to family model to children placed in boarding schools and children's homes;

(xiii) having children from boarding schools attending the community school or transformation of the residential care institution into the community school etc.

55. An important role in improving the quality of education and development of children in difficulty have the international organizations and charitable associations, the main of which are: UNICEF, TACIS Programme, KulturKontakt, German Technical Assistance Bureau, Humanitas, Motivation, Pro Youth, Amici dei Bambini, Centre for Information and Documentation on Children's Rights from Moldova, Every Child, Nova Familia, Caritas, the Mission without Borders, Little Samaritan, Better Opportunities for Youth and Women etc., providing both material support for those institutions, and human capacity building, particularly in the development of inclusive education.

56. With the support of the „Development of integrated services for vulnerable families and children at risk” Project supported by UNICEF and the European Union:

(i) there were developed and approved the 2007–2012 National Strategy and Plan of Actions for the Reform of the Residential Child care System;

(ii) all residential care institutions have undergone a thorough evaluation; following the evaluation each residential care institution has developed their own plans for their reorganisation /modernisation in agreement with the District/Municipal General Education, Youth and Sports Departments;

(iii) the Minimum Quality Standards for care, education and socialisation of children in residential institutions were approved;

(iv) at the end of the 2006–2009 school years, 454 children were reintegrated in their biological or extended families, and for about 3,2 thousand children a complex assessment was completed relating to their status and situation;

(v) the number of children placed in boarding schools in 2008 was reduced by 46% compared with 2006;

(vi) following the evaluation of the residential care institutions 6 residential institutions were merged / closed;

(vii) by the end of 2008, 913 children were prevented from being institutionalised;

(viii) the monthly allowances have been doubled and the annual appropriations have been tripled for children in Family-type Children's Homes. The number of institutions of this type has increased from 25 to 69;

(ix) the National Strategy for Community action, which was approved by Government Decision no. 954 of 20 August 2007 "On the approval of the 2007-2009 National Strategy for Community Actions in Support of Children in Difficulty", is being implemented.

57. The implementation of the TACIS-II "Social dimensions of the child protection system in the Republic of Moldova" Project, supported by the European Union and UNICEF has been completed. It had the following objectives:

(i) implement the National Strategy and Plan for the Residential Child care System Reform;

(ii) development of an online database;

(iii) reforming the legal framework for residential care system;

(iv) reforming the financial mechanisms for the residential care system;

(v) development of social services for vulnerable families and children at risk etc. at the community level.

5.5.4. Secondary Vocational and Specialised Secondary Education

58. The secondary vocational and specialised secondary education consists of 23 craft schools, 49 vocational schools, 2 vocational high schools and 49 colleges.

59. The evolution of enrolment in secondary vocational education institutions in 1990–2005 denotes a decrease in the number of pupils enrolled. Thus, the number of pupils enrolled in 2006 was by 30% less compared to that of 1990. Although the share of secondary school graduates, who were continuing their education in secondary vocational education, was maintaining relatively at the same level (about 70%) during those years, the number of pupils in vocational schools was dropping.

60. An increase in the number of pupils enrolled in the vocational education institutions was registered since 2006, this growth is ensured by active interventions of the authorities:

- (i) increasing the number of places for enrolment in vocational schools concurrently decreasing the number of places in higher education;
- (ii) increasing the budget appropriations for secondary vocational education, the average expenditures per pupil in 2006 increased almost twice compared with 2004;
- (iii) updating the Nomenclature of trades in accordance with economic needs of the country through the inclusion of some 70 new trades (26% of the total number of trades) and modernisation of the existing 20 trades;
- (iv) increasing scholarships by 15% beginning of 1 October 2008;
- (v) granting certain incentives to pupils in the vocational schools: free of charge nutrition, places in dormitory;
- (vi) partial modernisation of the material and technical basis of 22 education institutions.

61. To revitalise the secondary vocational and specialised education, the Ministry of Education with the assistance of external donors has implemented several projects, the main of which are:

- (i) “Development of the Training and Professional Training System in Moldova”, funded by SIDA;
- (ii) “Moldovan Occupational Standards, Evaluation and Certification”, funded by SDC;
- (iii) ADA Project, implemented by the Austrian Organization Kulturkontakt;
- (iv) CONSEPT – Consolidate the System of Vocational and Technical Education in Moldova, supported by “Liechtenstein Development Service” Foundation.

62. In spite of efforts made, some crafts in the secondary vocational education in rural areas are still unattractive for secondary general education graduates. Therefore, at the beginning of the school year 2009/2010, 13,400 pupils were enrolled in secondary vocational education institutions, registering a decrease by 12.6% compared to the previous school year. The majority of pupils (81%), most of which come from rural settlements (73.8%), were enrolled based on gymnasium education

63. The main challenges facing the secondary vocational education are:

- (i) the material and technical basis is morally outdated in some institutions;
- (ii) the decrease in the number of crafts/professions from 100 to 85 during 1990–2006;
- (iii) lack of a system of teaching aids development and publishing for the secondary vocational education;
- (iv) shortage of teachers with higher education for technical subjects in secondary vocational education institutions;
- (v) lack of system of continuous training of teachers for technical subjects in secondary vocational education institutions;
- (vi) ineffective mechanisms of interaction between secondary vocational education institutions and business community, local communities and the labour market;
- (vii) ineffective use of available material and technical basis and allocated financial means;
- (viii) insufficient financing of secondary vocational education.

64. During 1990–2008 the evolution of the specialised secondary education institutions (colleges) was controversial, for a certain period they were included in the higher education level. Their transformation into short-term higher education institutions had a profound impact on educational offers, teaching-learning methods, composition of teaching

staff and the attractiveness of studies for gymnasium, secondary school and high school graduates.

65. In 2009, there were operating 46 specialised secondary education institutions (of which 5 private) in which there were 32,600 pupils.

66. The trends in the field of specialised secondary education were felt to the same extent in the secondary vocational education. Thus during 1998–2003, the number of pupils in the specialised secondary education decreased by almost 49%, a recovery of the situation was felt only during 2003–2008. Overall, the increase in the number of pupils in the specialised secondary education from 15,000 in the 2002/2003 school year up to 32.7000 in the 2008/2009 school year is mainly explained by the fact that after the redefinition of the level of education offered, such institutions have begun to register more secondary school graduates. The Enrolment Plan was increased by 30% in 2008 compared with 2007.

67. The challenges faced by the specialised secondary education are:

- (i) uncertainties regarding colleges' status and position in education system;
- (ii) college abandonment by a part of pupils who passed the professional graduation examination (baccalaureate) to continue their education in higher education institutions;
- (iii) morally outdated material basis especially of colleges with technical profile;
- (iv) lack of regulations on Nomenclature of specialties offered by colleges based on occupational fields of the national economy;
- (v) ineffective use of available material and technical basis and allocated financial means;
- (vi) ineffective mechanisms of interaction between colleges and business community, local communities and labour market.

68. The analysis of programmes of studies and educational offers of the specialised secondary education institutions shows that relevant these institutions must be assigned to the post-secondary vocational education level, which requires a clear definition of their role in the education system of the Republic of Moldova and ensuring the continuity between the adjacent educational levels: secondary vocational education and higher education.

5.5.6. Higher Education

69. The processes of education system reform were much more pronounced in the field of higher education. In the context of a decrease in the number of population, the number of students in higher educational institutions has grown continually from 79,000 in the 2000/2001 school year to 123,000 in the 2006/2007 school year. Later on the number of students began to fall, reaching out 109,900 students in the 2009/2010 school year. The decrease in the number of students has been caused both by reducing the number of secondary education graduates, as well as by excessive regulations imposed on candidates for enrolment to education.

70. The higher education system ensures the preparation of specialists in approximately 170 specialities. In the context of the economic growth of the last years, this trend is rising steadily but surely.

71. Having evaluated the students' group from the quantity perspective, we have found that their number has almost doubled over the past decade. Thus, in 1997 there were 180 students per 10,000 inhabitants, while in 2006 data indicate approximately 357 students. Subsequently this indicator fell, its value dropping to 308 students per 10,000 inhabitants.

72. Overall, higher education is becoming increasingly accessible and age limitations are mitigated. Similarly, the large number of students in higher education compared with the much smaller number of students in the secondary vocational and specialised secondary education, shows that higher education is a priority for the citizens of the Republic of Moldova.

73. We emphasize the fact that the share of seats with funding from the state budget for the enrolment in higher education institutions have increased steadily during 2004–2009, with the following dynamic: in the 2004/2005 school year – 18.4% and in the 2008/2009 school year – 40.3%. The effects of the crisis have forced the authorities to reduce this indicator in 2010 to 31.6%, but this reduction will be a temporary one. Maintaining a relatively high number of students the education of which is financed from the State budget reveals a trend of increasing access to and equity in education especially for children from poor families.

74. At the same time, we must mention, that the regulatory authorities shall carry out a direct enrolment in the secondary vocation education institutions, secondary technical education and higher education institutions, working out plans for the enrolment for both the state and private institutions. These plans should cover both the enrolment for studies financed from the State budget, as well as the enrolment of students based on contract, providing that a part of costs will be covered by the students. Consequently, the number of students enrolled in higher education institutions fell from 34,600 in the 2004/2005 school year to 21,200 in the 2007/2008 school year. At the same time, there has been a certain increase in the number of pupils and students enrolled in the secondary vocational education and secondary technical education institutions.

75. Over the past six years, the authorities have taken measures needed for the implementation of the Bologna Process requirements: the restructuring of the higher education into two cycles – Bachelor’s Degree (cycle I) and Master’s Degree (cycle II), the introduction of credits system in higher education institutions, the development and implementation of a new Nomenclature of areas and specialised professional training. However, whereas the PhD has not become the cycle III of the higher education in the Republic of Moldova yet, the reform of higher education has not provided a full consistency with the Bologna Process requirements.

76. The main activities carried out by the authorities in the field of higher education were:

(i) improvement of legal and normative framework in accordance with the Bologna Process requirements;

(ii) implementation of the Bologna Process requirements, the 1st and 2nd cycles in all higher education institutions in the Republic of Moldova through the development of new plans, modernizing curricula, increasing the mobility of teachers and students, the implementation of certain elements of student self-government;

(iii) the creation of higher education structures for quality management and implementation of mechanisms to ensure the perspective of higher education quality recognised at the European level;

(iv) the launch of professional counselling activities of students and facilitation of employment, the creation of the first three Centres for professional counselling of students;

(v) increasing support to students from the State through increased scholarships and improvement of the mechanisms for their provision, completing the regulatory framework for the operation and financing of hostels;

(vi) ensuring access to higher education of young people from socially vulnerable families or left behind, persons with disabilities and representatives of ethnic minorities through the establishment of explicit quotas of enrolment in education institutions;

(vii) amendment of regulations and plans for enrolment in higher education through the establishment of simple and transparent procedures for the organisation of the competition and explicit registration quotas by fields and specialties, including plans for enrolment in private education institutions;

(viii) updating the nomenclature of scientific specialties and extension of the registration to doctoral and post-doctoral studies;

(ix) development of the regulatory framework for the organisation and assuring the academic mobility;

(x) the development of the regulatory framework which requires higher education institutions to use a specific part of the special means for modernization of the material and technical basis.

77. The main challenges facing higher education in the Republic of Moldova are:

(i) the incomplete legislative-normative framework, uncertainties regarding the status of doctoral and post doctoral studies in higher education institutions;

(ii) reduced level of higher education institutions' autonomy, including in funds (financial means) management;

(iii) student mobility was seen more as a simple transfer of students from one university to another, rather than as a real possibility offered to students to form individual educational paths and to participate in international students exchange;

(iv) hyper-centralisation of mechanisms for financial management of the higher education institutions, reduction of the role and relevance of performance criteria for the allocation by the State of financial means intended to universities;

(v) a relatively small share of graduates who are employed according to the qualifications they get in higher education institutions and the lack of mechanisms for the monitoring of their professional career;

(vi) inefficient mechanisms of interaction between higher education institutions and the sphere of research and development, business community, and the labour market;

(vii) the Republic of Moldova is still more an observer and not an active participant in the European educational space.

5.6. The SWOT Analysis of the Education System

Strengths (S)	Weaknesses (W)	Opportunities (O)	Threats (T)
Overall System			
<ol style="list-style-type: none"> 1. Experience in the development and implementation of legislative and normative documents: Law on Education; Education Development Concept, Concept of Moldovan Education System Modernisation; Concept of the Educational Information System etc. 2. Promotion of international treaties to which the Republic of Moldova is a party: the UN Convention on the Rights of Persons with Disabilities, the European Social Charter, the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), the Charter of the United Nations, the Universal Declaration of Human Rights, the International Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child (CRC), UNESCO's Convention against Discrimination in Education, the Bologna Declaration etc. 3. Promote the consistent application 	<ol style="list-style-type: none"> 1. Incoherent legislation in the filed of education which does not ensure the effective functionality and a systemic development of education. 2. Low level of implementation of the provisions of international treaties in specific and essential aspects of education: inclusion, discrimination, universal non and - discriminatory access to quality education etc. 3. Lack of continuity in educational policies and reforms. 4. Insufficient involvement of society in solving the issues of the education system. 5. Weak connection between the professional training system and the labour market. 6. Perception of non-values as normality, tolerating certain negative phenomena in education such as corruption, copying, promoting non-professionalism. 7. The involvement of political factors in the educational process. 8. The persistence of gender segregation of learners on the 	<ol style="list-style-type: none"> 1. Joining the international treaties in the field of education. 2. Promotion of de-facto education as a national priority. 3. Possibilities of implementing national and international projects supported by donors, such as “Education for All – Fast Track Initiative”, “Quality Education in Rural Areas” etc. 4. Openness of teachers and managers to the change in the education system. 5. Enhancing the transparency of the education system and the development of social dialogue. 6. Involvement of NGOs in identifying and solving issues of education system. 7. Donors’ willingness to provide support for the implementation of new projects for education development. 8. Promotion of inter-connection between the formal, non-formal and informal education. 	<ol style="list-style-type: none"> 1. Inconsistency to a certain extent of the trends of reforming the legal and normative framework in the field of education to the current socio-economic and European integration priorities of the Republic of Moldova. 2. Vulnerability of the economy to external financial and economic crisis and its adverse impact on the education system. 3. Negative demographic trends. 4. Political instability and uncertainty at both central and local levels. 5. Reduced capacity of the implementation of a modern, effective and efficient educational management 6. The reluctance of certain factors with policy and education-related decision-making power to the change. 7. Low motivation of teachers in areas related to their professional growth. 8. Increasing unemployment among young people.

Strengths (S)	Weaknesses (W)	Opportunities (O)	Threats (T)
<p>of the European vector in the development of the education system.</p> <p>4. Openness of the education system to national, general-human and professional values.</p> <p>5. Promotion of consistent post-modern concepts in the education system: learners-focused, competence-focused, and values-focused etc.</p>	<p>grounds of ethnic origin, language, religious affiliation, physical and mental condition.</p> <p>9. Lack of financing standards and ineffective use of financial resources allocated to education.</p>		
General Education			
<p>1. Approval and implementation of new educational policy documents: National Strategy and Action Plan for reforming the residential child care system, the Concept of National Curriculum, Educational Standards, In-service Training Standards etc.</p> <p>2. The positive impact of the “Education for All – Fast Track Initiative”, “Quality Education in Rural Areas” etc.</p> <p>3. Development and implementation of the new generation of school curricula, textbooks and methodological guides.</p> <p>4. Implement the Concept of "Child-centred Education".</p> <p>5. Implement new teaching,</p>	<p>1. Discrepancies between the educational policy documents in force and their practical implementation.</p> <p>2. Dysfunctions in the system of schooling and, as a result, the reduction in the rates of enrolment of children in general education.</p> <p>3. Imperfect mechanisms of monitoring of general education.</p> <p>4. Imperfect mechanisms for strategic and operational leadership of general education.</p> <p>5. Low level of school inclusion.</p> <p>6. Ageing of teachers in the general education.</p> <p>7. Abandonment of activity and departure of teachers abroad.</p>	<p>1. High quality of educational policy documents for general education.</p> <p>2. Significant increase in assistance provided by donors: the World Bank, UNICEF, UNDP etc.</p> <p>3. Enhancing trends of more effective participation of community and parents in solving educational issues.</p> <p>4. Promoting a new model of financing of general education.</p> <p>5. Piloting the model of schools by constituency.</p>	<p>1. Under-financing of general education.</p> <p>2. Relatively small share of quality educational services.</p> <p>3. Official and especially informal marketing of educational services in the context of the reduction in the living standards of population.</p> <p>4. Deepening differences in access to education for children in rural and urban areas.</p> <p>5. Lack of school transport and under-developed road infrastructure in rural areas.</p> <p>6. Increasing number of children left without supervision of parents, who to a great extent left for abroad.</p> <p>7. Reduced access to non-formal</p>

Strengths (S)	Weaknesses (W)	Opportunities (O)	Threats (T)
<p>information and communication technologies.</p> <p>6. Implement a national system of evaluation of the school performance</p> <p>7. Providing all pupils with textbooks through the Rental scheme.</p> <p>8. Implement a new model of continuous professional teachers' training.</p> <p>9. Launching of initial and continuous training of school managers.</p> <p>10. Promotion of alternatives in the education system.</p> <p>11. Promotion of inclusive education in the education system.</p>	<p>8. Structure of the network of education institutions no longer corresponds to the demographic situation of communities, especially of the rural ones.</p> <p>9. Diminishing the teachers' role in decision-making in education.</p> <p>10. Low social status of teachers and, as a result, the low level of professional training.</p> <p>11. Low level of organisational culture of education institutions.</p> <p>12. Reduced degree of autonomy of education institutions.</p> <p>13. Insufficient participation of community and family in solving school issues.</p> <p>14. Imperfection of methods of educational management at central, local and institutional level.</p> <p>15. Inefficiency, to a certain extent, of the National Curriculum management.</p> <p>16. Pressing lack of institutions for extracurricular/complementary education.</p> <p>17. Inconsistency between the material-technical and teaching basis and modern educational needs.</p> <p>18. Relatively low level of use of information and communication technology in the teaching-learning</p>		<p>education.</p>

Strengths (S)	Weaknesses (W)	Opportunities (O)	Threats (T)
	processes.		
Vocational and Technical Education			
<ol style="list-style-type: none"> 1. Existence of an extensive infrastructure. 2. Positive impact of the implementation of international projects. 3. Existence of teachers with an extensive experience in the field. 4. Openness of teachers to the change. 	<ol style="list-style-type: none"> 1. Inconsistency between the current structure of vocational and technical education, modern requirements and international practices. 2. Significant discrepancies in the educational offers of vocational and technical education institutions and the labour market requirements. 3. Lack of normative-legal documents, which would regulate the training and occupational-related issues. 4. Low level of harmonisation of vocational and technical education Curriculum to the Concept of National Curriculum. 5. Inefficient use of available resources due to duplication of professional training of the same specialties both in vocational schools and colleges. 6. Lack of sustainable mechanisms for continuous professional training for teachers of vocational and technical education. 7. Inconsistency between the existing methods of vocational and technical education management and modern management trends. 	<ol style="list-style-type: none"> 1. Trends of increasing the degree of involvement of businesses in solving the problems of vocational and technical education. 2. Trends of increasing labour market requests and motivation for applicants for specific specialties. 3. Favourable conditions for the opening with the support of the economic agents of new training programmes. 4. Secondary vocational and technical education institutions have possibilities to provide paid services to population which would help raising additional income. 	<ol style="list-style-type: none"> 1. Lack of experience in the development and implementation of a normative-legal framework to reform the vocational and technical education. 2. Lack at central and local level of explicit political visions of the purposes and ways of reforming the vocational and technical education. 3. Lack of a national consensus on the reform of vocational and technical education. 4. Incoherent national and institutional management of technical and vocational education. 5. Relatively low social status of teachers and masters in the vocational and technical education. 6. Resistance to change of a significant number of vocational and technical education institutions' managers.

Strengths (S)	Weaknesses (W)	Opportunities (O)	Threats (T)
	<ul style="list-style-type: none"> 8. Inefficiency of existing connections between the vocational and technical education institutions and the labour market. 9. Low level of promotion of entrepreneurship in vocational and technical education institutions. 		
Higher Education			
<ul style="list-style-type: none"> 1. Promotion of the Bologna Process requirements. 2. Implementation of the National Strategy for Higher Education Development. 3. Structure the higher education in two cycles. 4. Promote the Concept of University Standards and Curriculum. 5. Develop and promote the National system of qualifications. 6. Promote a system of quality management in higher education. 7. Promote the integration of higher education, scientific research and labour market. 8. Promote a student-centred education. 9. Promote the mobility of students and teachers. 10. More effective involvement of students in university governance. 	<ul style="list-style-type: none"> 1. Incoherent application of the Bologna Process requirements. 2. Incoherence of higher education cycles from the curriculum, managerial and technological standpoint. 3. Lack of external structures of quality evaluation and assurance in higher education. 4. Low level of inter-connection between the higher education, scientific research and the economic environment. 5. The management of scientific research does not match the existing European models and academic needs. 6. Dysfunctions in the continuous training of teachers in higher education. 7. Incoherent financing of higher education compared to its actual 	<ul style="list-style-type: none"> 1. Full implementation of the Bologna Process requirements. 2. Implementation of international projects on: quality management in higher education; the connection of higher education and the economic environment; management of the University Curriculum; continuous professional training etc. 3. Resizing of scientific researches in higher education. 4. Existence in higher education of highly qualified teaching and scientific staff. 	<ul style="list-style-type: none"> 1. Incoherent legal and normative framework. 2. Vulnerability of the economic environment and its effect on the educational institutions. 3. Lack of strategic projects for the development of higher education. 4. Inconsistence between the higher education structure and labour market needs and the requirements for the quality of specialists trained. 5. Low status of researches in higher education. 6. Reduced students' accountability for their learning results. 7. Resistance to a great extent of managers and teachers to change. 8. Insufficient financing of higher education associated with inefficient financial management. 9. Lack of a marketing system in higher education.

Strengths (S)	Weaknesses (W)	Opportunities (O)	Threats (T)
<p>11. Real growth of the university autonomy.</p>	<p>needs.</p> <p>8. Dysfunctions in the achievement of actual university autonomy.</p> <p>9. Low degree of mobility of students and teachers.</p> <p>10. Incoherence between the higher education institutions' network to labour market needs, qualifications framework and international trends of the status of higher education institutions in society.</p> <p>11. Low level of quality in higher education.</p> <p>12. Insufficient participation of universities in international projects and programs.</p> <p>13. Low level of motivation and accountability for the results of students' learning.</p> <p>14. Lack of an Occupational framework with reference to the status of graduates for each higher education cycle.</p> <p>15. Incoherence between the specialities trained and labour market needs.</p>		
Adult Education			
<p>1. Concept of Lifelong Learning Education developed.</p> <p>2. Approval and implementation of</p>	<p>1. Lack of legal framework for lifelong learning.</p> <p>2. Incoherent legal and</p>	<p>1. Develop and harmonise the legal and normative framework with European Standards for adult</p>	<p>1. Lack of experience in the development and implementation of regulatory framework and policy</p>

Strengths (S)	Weaknesses (W)	Opportunities (O)	Threats (T)
<p>standards for continuous professional training of teachers and managers in adult education.</p> <p>3. Possibilities of diversification of adult education by extending the general and continuous professional training: development, qualification, re-qualification, specialisation, conversion.</p> <p>4. Increased motivation for lifelong learning.</p>	<p>applicative/practical provisions for lifelong learning.</p> <p>3. Lack of a system of general training of adults nationwide.</p> <p>4. Dysfunctions in the adult education management.</p> <p>5. Lack of mechanisms for motivation of adult education.</p> <p>6. Insufficient adjustment of the system to individual needs of trainees and labour market needs.</p> <p>7. Lack of an effective and efficient system of professional guidance and counselling.</p> <p>8. Imperfect mechanism of financing of adult education.</p> <p>9. Insufficient involvement of economic agents in the promotion of adult education.</p> <p>10. Lack of scientific and methodological basis for adult education.</p> <p>11. Lack of the system for initial and continuous training of human resources for adult education.</p>	<p>education.</p> <p>2. Develop partnership in adult education with line ministries, professional associations and economic agents.</p> <p>3. Establishment of a system of adult education management at national and local level.</p> <p>4. Create a team of trainers for adult education.</p> <p>5. Establish mechanisms for motivation of adult education.</p> <p>6. Develop the scientific and methodological basis for adult education.</p>	<p>documents on adult education.</p> <p>2. Low motivation of adults for continuous training.</p> <p>3. Lack of coherent adult education management.</p> <p>4. Low level of financing of adult education.</p> <p>5. Lack of an effective system of monitoring and evaluation of adult education.</p>

6. Priority Directions and Expected Results

6.1. Ensure Sustainable Development of the Education System

78. The sustainable development of the education system will be achieved through the implementation of common measures for the whole education sector, starting from the interdependence between the quality of teachers, the quality of education, the level of economy development and quality of life.

79. **General Objective of the Priority:** Modernise the education system-wide and in terms of international relations.

80. Tasks:

(i) Developing and implementing by 2015 a system of financing the education sector, which would ensure a proper functioning and sustainable development of education, improvement of teachers' image.

(ii) Raising the effectiveness of public expenditures and increasing funds intended for social protection of employees in education by 5%–10% annually.

(iii) Creating conditions for increase of funds allocated to education by national and international partners with 10% - 15% annually.

(iv) Starting from 2012 the process of preparation of specialists in the field of economics education, at least 10-15 persons annually.

(v) Annual reducing by 20% the “digital inequality” in access to information and communication technologies between the urban-rural areas, and the types of education institutions.

(vi) Promoting intercultural education within the education system by creating conditions so that by 2013 all education institutions working in the language of minorities have qualified teachers for teaching of the Romanian language.

81. **Specific Objective 1:** Promote socio-economic and educational policies that will ensure the priority development of education.

82. *Policy directions:*

(i) modernization and the development of the normative-legislative framework from the perspective of bringing the education system in line with the European standards and the socio-economic and educational needs of the State;

(ii) ensuring the financing of education from the perspective of its efficient functioning and development, as well as from the perspective of the influence on socio-economic development of the State;

(iii) establishment of an effective system of social protection of the human resources in the education;

(iv) establishment of a system of tax privileges for those who invest in the development of education: economic agents, national and international companies, individuals etc.

83. *Expected results:*

- (i) a normative-legal framework appropriate to the principle of the priority of education in the society developed and implemented;
- (ii) the financial-economic decline, which is still felt in the education system, stopped;
- (iii) a new model of financing of education based on their pupils/student and educational outcome, and results etc. implemented;
- (iv) a system of social protection in education, which would create the motivational conditions for the professional growth of teachers and for effective learning of pupils /students, implemented;
- (v) a favourable climate for investment in the education system development created.

84. **Specific Objective 2:** Ensure the conditions for the fulfilment of the rights of citizens to quality education at all levels of the education system.

85. *Policy directions:*

- (i) adjustment of the legal framework of the Republic of Moldova for education to the Convention of Human Rights, the Convention on the Rights of the Child, the UN Convention on the Rights of Persons with Disabilities etc.;
- (ii) introducing the themes relating to of human rights and the rights of the child into the school curriculum;
- (iii) setting up a structure under the Ministry of Education to assure the rights to education and a position of “Commissioner” for educational rights.

86. *Expected results:*

- (i) a legal-normative framework in the field of education to be consistent with the requirements and provisions of international treaties on human rights and the rights of the child, other rights to education developed and implemented;
- (ii) a system of democratic principles in education and teaching used.

87. **Specific Objective 3:** Develop a normative-legal framework in the field of education to ensure the effective functioning and operation of education system in the interests of the individual, society and the State.

88. *Policy directions:*

- (i) development of normative and legal framework from the perspective of:
 - the trends in the education evolution nationally and internationally;
 - ensure a single educational space and openness towards the European educational values;
 - establishment of clear powers and responsibilities of the central public administration, local and institutional public administration, society, community, parents on assurance of quality in education and observing legislation in the field of education;
 - decentralization of the educational management, including the financial management;
 - implementation of entrepreneurial activities in the education system;
 - promoting inclusive education at all levels of the education system;
 - ensuring the safety of pupils and students etc.;
- (ii) development of the normative framework needed for the implementation of the Education Code.

89. *Expected results:*

- (i) a legal and normative framework which ensures full functioning of, the development and self-development of the education system established;
- (ii) the directions of perspective for further improvement of the legal framework and the renovation of the education system identified;
- (iii) clear mechanisms for achieving inclusive education, entrepreneurship in education, as well as for achieving the principle of managerial decentralization etc. worked out.

90. **Specific Objective 4:** Substantiate, develop and implement economic mechanisms for education system development.

91. *Policy directions:*

- (i) re-conceptualise the model and mechanisms for financing the education system from the perspective of decentralization and diversification of sources, type/category of education institution, educational level etc.;
- (ii) develop and implement the norms for technical and material provision of and State guaranteed financing for all types of educational institutions;
- (iii) phased implementation of the guaranteed financing of the education system based on its actual needs and from the perspective of the development and influence on the socio-economic sphere;
- (iv) substantiate and develop mechanisms and norms on complementary financing of the education system;
- (v) development of standards and mechanisms for financing of the scientific researches, innovation and technological transfer in the education system from the perspective of its integration into the economic environment;
- (vi) promote the entrepreneurship in the vocational and technical education system and higher education system: creation of joint enterprises, incubators, joint research centres etc.;
- (vii) promoting social credit in higher education;
- (viii) initiate the process of preparation of specialists in the field of economics of education.

92. *Expected results:*

- (i) the system of education financing streamlined by substantiating and implementing new economic mechanisms;
- (ii) mechanisms and conditions for achieving the education – research – economic environment inter-connection set up;
- (iii) a new speciality – specialist in economics education - promoted on the labour market;

93. the social protection extended to undergraduate, postgraduate and PhD students.

1. **Specific Objective 5:** Ensure and monitor the quality of education.

94. *Policy directions:*

- (i) conceptualizing the system of quality assurance in education;
- (ii) substantiate and develop a set of indicators for the quality of education at the system level;
- (iii) substantiate, develop and implement mechanisms of external quality assurance in education in accordance with the national and international norms and standards;

- (iv) substantiate and implement the national system for monitoring the quality of education at all levels;
- (v) establish mechanisms for ensuring the feedback in the education system.

95. *Expected results:*

- (i) new quality assurance models and mechanisms set up at the national level;
- (ii) the methodology for monitoring and evaluation of the quality of education streamlined;
- (iii) new structures for assuring and monitoring the quality of education set up at the national level.

96. **Specific Objective 6:** Develop and apply information and communication technology in the education system.

97. *Policy directions:*

- (i) ensuring access to all pupils/students, undergraduate, postgraduate and PhD students, and teachers to modern means offered by the information and communication technology;
- (ii) gradual reduction of “digital inequality” in access to information and communication technology between the urban and rural areas, and the types of education institutions;
- (iii) computerization of educational management at all levels of the education system;
- (iv) phased implementation of the e-learning in higher education institutions and vocational/technical institutions;
- (v) implementation of information technology in teaching-learning-evaluation process at all levels of the education system;
- (vi) providing conditions for each pupil, undergraduate, postgraduate and PhD student to know and implement the information and communication technology in the quantity of the ECDL (European Computer Driving Licence).

98. *Expected results:*

- (i) each pupil/student provided with access and conditions to know and apply information and communication technology;
- (ii) e-learning regulation and methodology developed;
- (iii) electronic guides and textbooks developed;
- (iv) structures for the management and continuous training of teachers developed in the field of information technology;
- (v) education institutions provided with computers and software for general use and for computer-assisted training.

99. **Specific Objective 7:** Reconsider the educational management system-wide, decentralise and promote democratic principles in education management.

100. *Policy directions:*

- (i) promoting the participatory and effective management;
- (ii) promoting the strategic and innovative management;
- (iii) development of the organizational culture of education institutions;
- (iv) development of the human resources management;
- (v) development of the curriculum management;

(vi) identification and implementation of modern management mechanisms: diagnosis, design, decision-making, planning, evaluation, communication etc.

(vii) decentralization of education system through rational splitting of competences, functions and responsibilities at all levels of administration and assurance of a real autonomy of education institutions.

101. *Expected results:*

(i) a modern concept on educational management worked out;

(ii) strategic programmes for education development developed and implemented at the national, local and institutional levels;

(iii) the institutional framework for continuous training of managers in the field of education developed;

(iv) new organisational culture of education institutions set up.

102. **Specific Objective 8:** Promote social dialogue and partnerships.

103. *Policy directions:*

(i) creating the conditions and establishing points/ areas of interests regarding the social dialogue with the community, civil society and business environment;

(ii) the involvement of social partners in decision-making at the level of educational policies;

(iii) ensuring norms for a social dialogue between the education system and social partners.

104. *Expected results:*

(i) conditions for the involvement of the community, civil society and the economic environment in the development and implementation of educational policies created;

(ii) normative and regulatory actions developed for the development of social dialogue with the educational environment and social partners.

105. **Specific Objective 9:** Develop international relations and promote intercultural educational policies.

106. *Policy directions:*

(i) connection with the European educational values and standards;

(ii) creation of mechanisms for partnerships with the relevant structures at the international level;

(iii) promote intercultural education at all levels of the education system;

(iv) create the legal framework for implementing international educational reforms.

107. *Expected results:*

(i) the education system largely adjusted to the European educational standards and values;

(ii) conditions for partnerships and collaboration with educational structures from different countries set up;

(iii) conditions for ensuring academic mobility set up;

(iv) mechanisms to implement joint educational projects etc. set up.

6.2. Expand Access to Quality Early Education

108. **General Objective of the Priority:** Increase access and improve the quality of early care and education from the perspective of treating them as a preparation for life, enhance the efficiency and relevance of education.

109. **Tasks:**

(i) Increase the rate of enrolment in the pre-school programs for children aged 3 to 6 years old from 75.5% in 2010 to 77% in 2013 and up to 78% in 2015.

(ii) Increase the rate of enrolment in the pre-school programs for children aged 6 to 7 years old from 85% in 2010 to 90% in 2013 and up to 98% in 2015.

(iii) Reduce by 2015 at least 5% of the discrepancies in the enrolment rate among rural and urban areas, disadvantaged and middle-income groups.

110. **Specific Objective 1:** Expand services of early child education and development.

111. *Policy directions:*

(i) carry out the institutional reform by creating educational alternatives, development of an appropriate institutional framework to ensure access for all children to quality education based on local conditions and needs of the child, family, depending on the actual possibilities;

(ii) feasibility analysis of the existing network and identification of localities where one can set up services for early education and development;

(iii) establishment of viable and cost-effective educational services in localities that currently do not have services, making the supply of high-quality educational services more flexible;

(iv) creating community-based alternatives and the establishment of socio-psycho-pedagogical support services for family with young children for the purpose of information, documentation, counselling, and consultation;

(v) development and promotion of viable policies for early education for all children and equitable access to quality services at national, local, institutional and family level; dissemination of the process at all levels and bringing it in line with the international legislation;

(vi) development and implementation of complex social programmes to assist disadvantaged children to ensure their access to quality education.

112. *Expected results:*

(i) access to education for children aged 3-5 years old, respectively of children aged 6 - 7 years old to compulsory pre-school programs increased by extending the number of pre-school/community centres, educational services etc.;

(ii) existing services developed and alternative education services for under-7-age children created;

(iii) socio-psycho-pedagogical support services for family with small children provided;

(iv) parent education extended;

(v) social protection of children in difficulty ensured.

113. **Specific Objective 2:** Further improve the quality of early education and development services.

114. *Policy directions:*

- (i) improving the system of initial and continuous training of educators and nurses, managerial and professional skills development to improve services for early child education and development;
- (ii) development of skills and knowledge of families and other persons who take care of children to improve child care and education practices;
- (iii) development and implementation of complex programs of care and education for under-7-age children, which are directed to satisfy all needs of the child in terms of health, nutrition, hygiene, psychosocial and cognitive development;
- (iv) further implementation of modern child-centred technologies in the educational process;
- (v) involvement of family and community in child education and development.

115. *Expected results:*

- (i) staff that are involved in the provision of early education and development services provided training adequate to the current requirements for this kind of educational activities;
- (ii) a normative framework to ensure access to quality education for all under-7-age children established;
- (iii) the responsibilities of all parties that are involved in providing access of children to quality education set up.

116. **Specific Objective 3:** Ensure methodical-teaching and material and technical basis supplies for the institutions of early child education and development.

117. *Policy directions:*

- (i) editing of teaching material for educators and parents according to the ethno-linguistic realities in the Republic of Moldova;
- (ii) provision of all families that have small children and institutions providing early child education and development services with teaching aids;
- (iii) updating the national norms on education, nutrition and care of children attending early education and development institutions;
- (iv) developing and implementing flexible mechanisms for financing the early education and development institutions, based on efficiency, focused on the needs and target groups;

118. *Expected results:*

- (i) families and early education and development institutions dispose of modern teaching aids;
- (ii) new norms on child education, nutrition and care contribute to the improvement of the quality of education and strengthen the health of children;
- (iii) financing mechanisms focused on needs and target groups ensure a high degree of satisfaction of the educational needs of children.

6.3. Create and Develop the Child-Friendly Schools' Network

119. **General Objective of the Priority:** Increase access and improve the quality of primary education, gymnasium and higher education from the perspective of the child-friendly schools.

120. **Tasks:**

- (i) Increase the gross enrolment rate in primary education from 93.5% in 2010 to 95% in 2013 and up to 98% in 2015.
- (ii) Increase the gross enrolment rate in gymnasium education from 88.8% in 2010 to 90% in 2013 and up to 98% in 2015.
- (iii) Reduce by 2015 at least 5% of the discrepancies in the gross enrolment rate in primary education and gymnasium education in rural and urban areas.
- (iv) Annual reduction by at least 5% of the share of secondary school graduates who are not continuing their education.
- (v) Annual increase by at least 10% of access to inclusive education for children who are in special situations.
- (vi) Reorganization of small institutions by creating constituency schools and providing pupils in remote localities with school transport. Reach by 2015 a minimum number of pupils in a primary class of at least 15 pupils, and in a gymnasium class of at least 20 pupils.
- (vii) Increasing the share of teachers with higher education in primary and gymnasium education to 80% in 2013 and up to 85% in 2015.
- (viii) Development of teachers and managers in the field of inclusive education and child-friendly schools - at least 5% of the total number of teachers and managers.
- (ix) Increase by 2015 the proportion of optional subjects in the Framework Education Plan by at least 15% in the gymnasium education and by 20% in higher education.
- (x) Providing free textbooks to all pupils in primary education and to at least 10% of the total number of pupils in the gymnasium and higher education, giving priority to children from disadvantaged families.
- (xi) Reorganization of 1-3 new high schools of new profiles according to the needs of local communities and perspectives of social-economic development of the country.
- (xii) Implementing by 2015 mechanisms for financing of educational institutions based on their performance and efficiency.
- (xiii) Development of managerial staff in democratic and participatory management oriented towards a change in the organisational culture of school – at least 20% of the total number of school managers every year.

121. **Specific Objective 1:** Ensure optimal/necessary conditions for the extension of access to basic education.

122. *Policy directions:*

- (i) development of a normative and institutional framework to ensure access to quality education in general education for all children, including children in difficulty and children with disabilities;
- (ii) involve the efforts of family, community, local public administration in providing access to education for all children/pupils;
- (iii) establish clear responsibilities of family, local public administration, community, and education institutions to ensure access for all children/pupils to quality education;
- (iv) material protection of children/ pupils in difficulty;
- (v) permanently diagnose and identify the factors leading to school dropout;
- (vi) promotion and implementation of education oriented towards success as a factor of motivation for education;
- (vii) create viable and profitable educational services, including psychological services, expand the supply of quality educational services for children/pupils and parents.

123. *Expected results:*

- (viii) a normative framework that ensures access to quality education for all children set up;
- (ix) the responsibilities of all parties involved in ensuring children's access to quality education established;
- (x) the educational services with the function of ensuring access to education created;
- (xi) social protection of children/pupils in difficulty ensured.

124. **Specific Objective 2:** Optimization of the network of general education institutions according to the number of children/pupils, demographic situation and the development prospects of localities, the availability of human resources, the capacity of communication channels. Reach by 2015 the pupil/teacher ratio of 18/1.

125. *Policy directions:*

- (i) substantiate and promote the concept of "schools by constituency";
- (ii) assessing the impact of demographic, economic, human and educational factors in the process of creating schools by constituency;
- (iii) establishing and promoting the benefits of creating schools by constituency;
- (iv) identifying possibilities for and strategically design the network of schools by constituency at the district level;
- (v) modernisation of roads, infrastructure, schools and ensuring transportation of pupils from other localities as an absolutely necessary condition for creating schools by constituency;
- (vi) inclusion of the activities related to creation of schools by constituency in the strategic plans for social-economic development of the administrative-territorial units and the country as a whole;
- (vii) reorganisation of about 140 gymnasiums in rural areas by distributing the gymnasium grades to schools by constituency;
- (viii) promotion of profile high schools and complementary education structures.

126. *Expected results:*

- (i) the network of education institutions, primarily in rural areas brought in line with demographic, economic and educational opportunities;
- (ii) the managerial, economic, structural, and human conditions for the organisation and operation of the schools by constituency improved;
- (iii) schools by constituency that will ensure a higher quality of the training process and more efficient use of available resources created/reorganised.

127. **Specific Objective 3:** Develop human resources in general education by creating optimal conditions of occupational activity, reconsider the teachers' status in the society, creating mechanisms of motivation and provision of social and professional protection to teachers and managers.

128. *Policy directions:*

- (i) creation of a marketing system to forecast the teaching staff's needs in accordance with the demographic situation and the development of schools by constituency;
- (ii) creation of mechanisms to upgrade the teachers' status in the society and their role in the extension of the education system and of the socio-economic system of the country, respectively;
- (iii) creation of mechanisms for social protection of teachers and managers;

- (iv) harmonization of the initial and continuous teachers' training;
- (v) integrate the initial teachers' training (cycle I and cycle II) for gymnasiums, high schools and vocational/technical education (in the amount of 300 transferable educational credits);
- (vi) a four-year training of teachers for early education and primary education (240 transferable educational credits) and postgraduate education (60-90 transferable educational credits);
- (vii) institutionalizing mechanisms for more effective involvement of teachers and parents in the decision-making process at all levels of the education system;
- (viii) fostering the creation of teachers' associations by professional fields at national and district levels.

129. *Expected results:*

- (i) mechanisms to forecast the needs of teachers implemented;
- (ii) teachers' status in the society upgraded;
- (iii) the paradigm of initial and continuous teachers' training modernised;
- (iv) participation of teachers and parents in decision-making at the national and institutional level extended;
- (v) teachers' professional associations created.

130. **Specific Objective 4:** Promotion of inclusive education and development of educational alternatives.

131. *Policy directions:*

- (i) develop the concept of inclusive education and educational alternatives;
- (ii) develop the normative and regulatory framework for inclusive education;
- (iii) identify opportunities for realization of inclusive education in educational institutions of different types;
- (iv) development of requirements and creation of physical, psychological, curricular, and organisational conditions for the implementation of inclusive education;
- (v) training of educational counsellors and teachers for the implementation of inclusive education in education institutions;
- (vi) creation of mechanisms for monitoring the inclusive education and educational alternatives;
- (vii) organise inclusive education in line with the international documents in this field.

132. *Expected results:*

- (i) the normative framework for inclusive education and educational alternatives implemented;
- (ii) opportunities, steps and mechanisms of the realization of inclusive education established;
- (iii) teachers and educational counsellors trained for the realization of inclusive education;
- (iv) international standards for inclusive education organisation applied.

133. **Specific Objective 5:** Develop and implement effective mechanisms for community and family involvement in solving educational issues and assuming the responsibilities for education of children.

134. *Policy directions:*

- (i) identification of possibilities for community and family involvement in solving the educational problems;
- (ii) development of the regulatory framework on family and community involvement in solving the educational problems;
- (iii) identification of community and family responsibilities for active participation in the activity of education institutions;
- (iv) creation of mechanisms to motivate the community and family to participate in solving the school problems;
- (v) reconsidering the role of parents' association in accordance with the legal norms and voluntary principle.

135. *Expected results:*

- (i) the normative framework for community and family involvement in solving the educational problems developed;
- (ii) more effective school relations with the community and parents in place;
- (iii) community and family responsibilities for their involvement in school activity set up;
- (iv) the situation of parents' association operation improved.

136. **Specific Objective 6:** Further modernization of the school curriculum in terms of concept, structure, content, process and results.

137. *Policy directions:*

- (i) reconsidering the concept of the school curriculum from the post-modernism prospective;
- (ii) continuous development of school curriculum from the perspective of focusing on competences, pupils, and actual context, and a multi-disciplinary and inter-disciplinary focus etc.
- (iii) reconsidering the Framework Education Plan from the perspective of integration of school subjects, introducing new current subjects for pupils' development etc.
- (iv) promotion of curriculum, cross-curriculum at the school decision;
- (v) development of new generations of curricula by subjects, textbooks, and methodological guidelines;
- (vi) development and implementation of modern teaching technologies, including information and communication technology;
- (vii) organization of modular contents and their adjustment to the educational objectives and age peculiarities of pupils; relieving the information of the contents;
- (viii) harmonizing the process of teaching-learning-evaluation and the achievement of feed-back at the curricular policies level;
- (ix) substantiating and promoting curricular management at national, local and institutional level;
- (x) setting up groups of experts in curriculum / curriculum developers by school subjects /curricular areas at national level;
- (xi) modernisation of school performance evaluation through implementation of a system of indicators focused on competences, a variety of quizzes, case-studies etc.
- (xii) participation of the Republic of Moldova in international TIMSS, PIRLS evaluation;
- (xiii) development of curricular researches.

138. *Expected results:*

- (i) a system of continuous development of school curriculum set up;
- (ii) new generations of school curricula: integrated, focused on competences, cross-curricular themes developed;
- (iii) modern teaching, including information and communication, technologies and strategies implemented;
- (iv) a modern curricular management set up at national, local and institutional level;
- (v) groups of experts in curriculum and curriculum developers set up at national level;
- (vi) accuracy and relevance of learning results' evaluation increased;
- (vii) scientific researches in the curricular area conducted.

139. **Specific Objective 7:** Develop a system of continuous training of teachers and managers through setting up adequate motivational mechanisms, and implementing the professional credits.

140. *Policy directions:*

- (i) decentralizing continuous professional training of teaching and managerial staff and setting up a professional continuous training system;
- (ii) organising continuous professional training in accordance with relevant standards approved by the Ministry of Education;
- (iii) developing mechanisms for identifying continuous professional training needs;
- (iv) developing and implementing ECVET in continuous professional training, setting up mechanisms for professional credit accumulation during five years;
- (v) diversifying forms and methods of continuous professional training: courses, conferences, seminars, training, implementation of projects;
- (vi) diversifying types of continuous training: development, re-qualification, qualification, conversion;
- (vii) setting up and developing continuous professional training management at national, local and institutional level;
- (viii) motivating the design of own continuous training pathways by recognising individual learning based on professional credits and evaluation of competencies gained;
- (ix) establishment of a National Catalogue of offers for continuous professional training of teaching and managerial staff;
- (x) establishment of mechanisms and procedures for continuous training programmes' accreditation and initiating staff development only based on accredited programmes.

141. *Expected results:*

- (i) the process of continuous professional training of teachers and managers streamlined;
- (ii) standards of continuous professional training of teachers and managers applied;
- (iii) service market created for continuous professional training of teachers and managers;
- (iv) a system for accreditation of continuous professional training programmes promoted;
- (v) a new mechanism for obtaining teaching degrees every five years based on the professional credits accumulated set up;
- (vi) the professional self-training and diversification of continuous professional training forms and methods promoted.

142. **Specific Objective 8:** Implement standards for child-friendly schools.

143. *Policy directions:*

- (i) promotion of child-friendly school principles: fulfilment of child's rights, democratic participation, personal security etc.
- (ii) development of standards for child-friendly school;
- (iii) development of mechanisms, procedures and steps for setting up child-friendly schools;
- (iv) initial and continuous training of teachers from the perspective of the implementation of the standards for child-friendly school;
- (v) setting up mechanisms for monitoring the child-friendly schools.

144. *Expected results:*

- (i) standards for child-friendly school developed;
- (ii) child-friendly schools created;
- (iii) teachers trained to work in child-friendly schools;
- (iv) tools for monitoring child-friendly schools set up.

145. **Specific Objective 9:** Diversify the high education system by creating high schools with humanitarian profile, real profile, technological profile, pedagogical profile etc.

146. *Policy directions:*

- (i) reorganizing and diversifying the high education from the perspective of more efficient professional orientation and more thorough training for continuing education in the cycle I of higher education (Bachelor's Degree) or colleges;
- (ii) identifying and establishing the needs and possibilities for creating / reorganizing high schools from the perspective of their diversification;
- (iii) ensuring curricular for the new types of high schools;
- (iv) development of the normative framework for creating / reorganizing the existent high schools;
- (v) bring the education in the profile high schools in line with vocational/technical education, colleges and higher education (Bachelor's Degree).

147. *Expected results:*

- (i) conditions for setting up/ reorganizing profile high schools created;
- (ii) curricula for profile high schools developed;
- (iii) teachers retrained to work in these types of high schools;
- (iv) mechanisms for career guidance for high school pupils streamlined.

148. **Specific Objective 10:** Modernise the system of general education financing

149. *Policy directions:*

- (i) re-conceptualizing of the mechanism for financing the general education in accordance with educational priorities, achieved results and the number of pupils;
- (ii) implementation of an effective mechanism for financing the general education based on the analyses of cost-performance;
- (iii) implementation of measures for efficient use of financial resources: financing based on programmes, per child/pupil;
- (iv) ensuring the financial autonomy of education institutions while enhancing their responsibilities;

- (v) diversifying sources of general education financing, raising extra-budgetary funds to support education;
- (vi) adjustment of wages in general education to the average salary per economy.

150. *Expected results:*

- (i) system of financing of general education streamlined;
- (ii) new mechanisms and procedures for financing of general education created;
- (iii) sources of financing of general education diversified;
- (iv) conditions to ensure a real financial autonomy of the education institutions created.

151. **Specific Objective 11:** Modernise the management of general education at national, local and institutional level.

152. *Policy directions:*

- (i) re-conceptualizing the management system in the general education: resizing management functions, structures and mechanisms;
- (ii) promotion of democratic, participatory management oriented towards the change of organisational culture of school;
- (iii) reforming educational management at branch and institution level, placing the emphasis on strategic and innovation management;
- (iv) creating conditions for initial and continuous training of school managers.

153. *Expected results:*

- (i) educational management streamlined system-wide;
- (ii) democratic, participatory, innovative and strategic management promoted;
- (iii) school managers with modern vision of training trained.

154. **Specific objective 12:** Develop and modernise extra-school/complementary education.

6.4. Education and Support to Children in Difficulty

155. **General Objective of the Priority:** Provide equal opportunities to children in particularly difficult situations.

156. **Tasks**

- (i) Decrease the number of children living in residential-type institutions by 25% by 2013 and by 50% by 2015 by facilitating their reintegration into their biological family, extended family, foster services, family-type children's homes or other services close to family environment.
- (ii) Increase the number of children with special educational needs integrated in the mainstream school.
- (iii) Raise the skills of mainstream school's teaching staff of accepting and creating a favourable environment for the inclusion of children with special educational needs, children with disabilities and de-institutionalised children.
- (iv) Reorganise by 2015 not less than 10% of residential-type education institutions by creating community-based services.

157. *Policy directions:*

- (i) develop and approve educational mechanisms and tools to implement the inclusive policy documents;
- (ii) further reorganise the institutional system of education and care for children in extremely difficult situations;
- (iii) create assistance and support services for children with special educational needs within the general education institutions;
- (iv) strengthen the service of child evaluation and diagnosis from early development period, which will have the prime task of developing recommendations for the Individualised Educational Plan and orienting children with special educational needs or with disabilities towards the mainstream schools;
- (v) develop and implement a mechanism for monitoring and evaluation of progress registered in implementing the Individualised Educational Plan for children integrated in the mainstream schools, which practice inclusiveness;
- (vi) develop the skills and knowledge of the teaching staff and other specialists involved in psycho-pedagogical assistance of children with special educational needs;
- (vii) sustainable financing of complex social and educational programmes for children in difficulty and provide access for them to quality education;
- (viii) equip the education institutions with aids and equipment needed to assist the children with special educational needs;
- (ix) provide access by making design adjustments inside and outside the building for the wheelchair users;
- (x) develop and approve the Individualised Educational Master Plan for children with disabilities and children with special educational needs.

158. *Expected results:*

- (i) a normative framework for the development of complex social programme of pedagogical, psychological and social assistance etc. of children in difficulty ensured;
- (ii) a system of evaluation and monitoring of progress in the field of recovery and rehabilitation of development of children with special educational needs/children in particularly difficult situations in the inclusive education institutions developed and implemented;
- (iii) teachers and educational counsellors, who will provide psycho-pedagogical support to children with special educational needs, trained;
- (iv) education institutions and physical conditions of buildings adjusted to the needs of children in difficulty;
- (v) curriculum differentiated and flexible for children in particularly difficult situations, which will be directed to meeting the needs of and the recovery of physical, cognitive and social development, developed and implemented;
- (vi) the number of children in residential-type institutions reduced, and a part of them transformed into services as alternatives to institutionalisation.

6.5. Enhance the Level of Professional Training in Vocational and Technical Education

159. **General Objective of the Priority:** Modernise the vocational and technical education in accordance with the Copenhagen Process requirements and the needs of the labour market.

160. **Tasks**

(i) Updating the Nomenclature of trades in accordance with economic needs of the country through the inclusion of new trades and modernisation of the existing trades.

(ii) Reorganization of the network of secondary vocational education institutions through the introduction of 10 vocational high schools and 51 vocational schools.

(iii) Organisation of training for mixed (related) specialties: chef-confectioner, waiter-bar-tender, seamstress-tailor, stone mason-bricklayer-plasterer, plasterer - façade painter, electric-gas-welder, tractor-diver-mechanic in agricultural production etc.

(iv) Renovation and re-technologisation of the material and technical basis for the priority areas of professional training: services, construction, agriculture, transport, wood processing industry, food industry, public nutrition, light industry, a total of 12 educational institutions.

(v) Implementation of dual education in 12 vocational education institutions.

161. **Specific Objective 1:** Restructuring the vocational and technical education into two steps: secondary and postsecondary.

162. *Policy directions:*

(i) identifying economic, managerial, logistical and educational possibilities for restructuring the vocational and technical education;

(ii) structural harmonization of the secondary and post-secondary vocational and technical education in accordance with the characteristics of labour market and territorial location;

(iii) establish a functional framework for each step of the vocational and technical education.

163. *Expected results:*

(i) a new structure of the vocational and technical education set up;

(ii) a functional framework developed for each step of the vocational and technical education.

164. **Specific Objective 2:** Restructuring the vocational and educational institutions (vocational and technical schools and high schools, colleges) depending on the step which they were assigned to.

165. *Policy directions:*

(i) reconsidering the status and structure of the types of vocational and technical education institutions;

(ii) development of regulations, other normative acts for the vocational and technical school, vocational and technical high school and college;

(iii) optimization of the network of vocational and technical institutions by harmonization, merging, integration, conversion, complying with the new conceptual vision on this type of education;

(iv) substantiate and develop strategic plans / projects for institutional development.

166. *Expected results:*

(i) a clear status of each vocational and technical education institution set up;

(ii) operational regulations for these institutions developed;

(iii) the network of vocational and technical institutions adjusted to the current needs of the national economy and the trends of its development internationally and nationally;

(iv) strategic plans for institutional development developed.

167. **Specific Objective 3:** Adjust the training of specialists in secondary and post-secondary vocational and technical education to the current and perspective needs of the labour market.

168. *Policy directions:*

(i) linking the training of specialists in the vocational and technical education to the peculiarities and perspectives of the development of national economy;

(ii) establishment of an effective educational marketing focused on forecasting and labour market development indicators;

(iii) establishment of mechanisms and tools for certification of professional capacities and career advancement from skilled worker to master, technician etc.

(iv) developing the Nomenclature of trades and occupational standards for the secondary and post-secondary vocational and technical education from the perspective of continuing education and continuous professional training.

169. *Expected results:*

(i) a model of educational marketing in the vocational and technical education created;

(ii) a new Nomenclature of trades and professions oriented towards the current occupational perspective fields developed and implemented;

(iii) occupational and educational standards developed;

(iv) the effectiveness of training of specialists in vocational and technical education ensured.

170. **Specific Objective 4:** Expand access to secondary and post-secondary vocational and technical education.

171. *Policy directions:*

(i) ensuring and promoting the attractiveness and advantages of obtaining vocational and technical education;

(ii) re-conceptualizing the models of professional orientation and professional carrier guidance of pupils in the general education and vocational and technical education;

(iii) promotion of new crafts/professions and specialities in the vocational and technical education, which will anticipate changes in the national economy;

(iv) ensuring effective social protection to those who teach in the vocational and technical schools, vocational and technical high schools and colleges;

(v) provision of proper education conditions in vocational and technical education;

(vi) promotion of entrepreneurial courses, driving courses and informational technology courses in all vocational and technical education institutions.

172. *Expected results:*

(i) conditions and motivational mechanisms for enrolment in vocational and technical education institutions created;

(ii) centres for career guidance and counselling created;

(iii) new crafts/professions and specialities introduced in the Nomenclature;

(iv) conditions for training of drivers and computer users in all vocational and technical education institutions created.

173. **Specific Objective 5:** Ensure the scientific, methodological and curricular aspects in the secondary and post-secondary vocational and technical education.

174. *Policy directions:*

- (i) strengthening the capacities of the Scientific-Methodical Centre to provide scientific, methodological and curricular support for the vocational and technical education;
- (ii) substantiating priority themes on scientific researches in vocational and technical education;
- (iii) development of vocational and technical curriculum in accordance with the provisions of the national curriculum: pupil centeredness, competence centeredness, labour market needs centeredness;
- (iv) continuously promoting modern teaching technologies, including information and communication technology.

175. *Expected results:*

- (i) Scientific-Methodical Centre' capacities to provide scientific, methodological and curricular support for secondary and post-secondary vocational and technical education strengthened;
- (ii) applicative scientific researches initiated in the vocational and technical education area;
- (iii) new generations of curricula: plans of education, curricula by subjects, textbooks, methodological guides, evaluation quizzes etc. developed;
- (iv) modern teaching technologies based on combining theoretical and applied/praxiology activities implemented.

176. **Specific Objective 6:** Re-conceptualise the processes of initial and continuous professional training of teachers for secondary and post-secondary vocational and technical education.

177. *Policy directions:*

- (i) establishment of a system of initial and professional training of teachers and masters for the vocational and technical education in accordance with the Bologna Process requirements;
- (ii) development of models of continuous professional training for teachers and masters in vocational and technical education from the perspective of the principle of "lifelong learning" and the system of cumulated professional credits;
- (iii) implementing mechanisms of moral and material stimulation of teachers in vocational and technical education institutions;
- (iv) ensuring conditions for career advancement of teachers in vocational and technical education.

178. *Expected results:*

- (i) higher education institutions that will carry out initial and continuous professional training of specialists for vocational and technical education identified;
- (ii) a system of initial and continuous professional training of specialists for vocational and technical education set up.

179. **Specific Objective 7:** Extend and strengthen vocational and technical education connections with the labour market.

180. *Policy directions:*

- (i) re-conceptualizing the vocational and technical education connections with the labour market in the new socio-economic and European integration conditions;

- (i) creating conditions for achieving dual education through effective involvement of economic agents;
- (ii) creating joint enterprises, laboratories, joint centres with representatives of business community;
- (iii) creating institutional consortia with economic agents;
- (iv) reconsidering internships as an important factor of assuring quality in education.

181. *Expected results:*

- (i) a new mechanism of vocational and technical education interconnection with economic environment implemented;
- (ii) dual education for training of skilled workers implemented;
- (iii) joint ventures and consortia created;
- (iv) internships streamlined.

182. **Specific Objective 8:** Improve mechanisms of financing and modernise the material and technical basis of vocational and technical education.

183. *Policy directions:*

- (i) development and implementation of new mechanisms for financing of vocational and technical education based on diversification of sources of financing, financing focused on pupil and outcome, financing focused on target groups and priorities, and self-financing;
- (ii) renovating the material and technical basis of vocational and technical education institutions in accordance with modern standards and priority areas;
- (iii) using internal resources for the development of material and technical basis and expanding self-financing.

184. *Expected results:*

- (i) the financial status of vocational and technical education improved;
- (ii) new performance-based financing mechanisms for vocational and technical education in place;
- (iii) the material and technical basis of vocational and technical education modernised;
- (iv) the financial expenses for the maintenance of vocational and technical education infrastructure optimised.

6.6. Integrate Higher Education in the European Learning and Reserach Space

185. **General Objective of the Priority:** Modernise higher education through the integration of learning and research, extend the connections with the economic environment and implement the Bologna Process requirements.

186. **Tasks**

Optimise the state education institutions' network in accordance with the European trends of higher education development through institutional integration. Reach by 2015 the pupil/teacher ratio of 10/1.

- (i) Create at least two university consortia and reorganise at least two higher education institutions into university branches by 2015.

(ii) Finalise implementation of the three higher education cycles (Bachelor's degree, Master's degree, Doctor's degree) and create at least one doctoral school within each professional profile by 2013.

(iii) Create a National Agency for Quality Assurance in Higher Education and Research by 2011.

(iv) Regulate the process of applicants' enrolment in education institutions according to actual capacities (human, logistical, curricular etc.) of higher education institutions and based on the labour market needs.

(v) Increase the share of state budget financing of research in higher education from 4% in 2010 out of the total amount of financial means allocated to research and development field up to at least 30% in 2015.

(vi) Create research centres, incubators, laboratories, joint ventures by higher education institutions jointly with economic agents, at least 1–2 units in each professional training area by 2015.

(vii) Raise the employment rate of higher education institutions' graduates according to the qualifications obtained by increasing and diversifying scholarships, creating social protection conditions, more effective motivation in professional career, and inter-connection with the economic environment etc.

(viii) Create optimal conditions to ensure students' mobility according to the Bologna Process requirements.

(ix) Create internal quality assurance structures in all higher education institutions by 2012.

(x) Audit higher education institutions' infrastructure and material and technical basis by 2012.

(xi) Renovate up to 30% of higher education institutions' infrastructure and material and technical basis of by 2015.

(xii) Create a National Fund to support higher education (initial, continuous training, research and development, connection with economic environment etc.) by 2013.

(xiii) Create motivational conditions (financial, social, logistical etc.) for professional development of teaching staff in higher education; ensure a needed number of Doctor's and Post-doctor's (doctor habilitat) degree holders in higher education based on existing needs.

(xiv) Promote policies for involving students in self-governance, self-training, and taking over of responsibilities etc.

187. **Specific Objective 1**: Harmonize higher education structure (Bachelor's degree, Master's degree, Doctor's degree) in terms of curricular, methodological, managerial qualifications' framework etc. aspects.

188. *Policy directions*:

(i) develop and improve the normative and regulatory framework for structuring and functioning of higher education in three cycles (Bachelor's degree, Master's degree, Doctor's degree);

(ii) ensure that the qualifications' framework is in line with the university curriculum; and the qualifications' framework is in line with the occupational framework;

(iii) ensure and implement curricular continuity among the higher education cycles and identify the specificity of each higher education cycle;

(iv) establish the managerial framework for each higher education cycle.

189. *Expected results*:

- (i) institutional normative documents (regulations, university charter, statute etc.) on the provision of Bachelor's, Master's, and Doctor's degree developed;
- (ii) the three cycles of higher education harmonised in curricular, methodological and managerial terms.

190. **Specific Objective 2:** Create and implement the quality assurance system in higher education.

191. *Policy directions:*

- (i) conceptualizing the phenomenon of quality in higher education system;
- (ii) developing standards of quality in higher education in the context of international standards;
- (iii) developing a system of indicators on quality evaluation in higher education;
- (iv) establishing mechanisms of external quality evaluation in higher education;
- (v) establishing mechanisms of external and internal quality assurance and monitoring in higher education;
- (vi) developing the system of accreditation through the connection with the system of quality assurance in higher education;

192. *Expected results:*

- (i) the Concept of quality in higher education worked out;
- (ii) a multi-dimensional model of quality assurance and monitoring in higher education created;
- (iii) the National Agency for Quality Assurance in Higher Education and Research created;
- (iv) modalities for international monitoring of quality in higher education established;
- (v) standings (rating) of higher education institutions applied.

193. **Specific Objective 3:** Strengthen interconnections between higher education, scientific research, labour market and the economic environment.

194. *Policy directions:*

- (i) ensure the inter-connection of higher education, scientific research and economic environment from the educational, innovative, economic, managerial and values standpoint;
- (ii) establishing the role and responsibilities of all actors in the process of institutional interconnection;
- (iii) developing partnership between higher education, research and the economic environment: create joint centres for career guidance, business incubators, joint research laboratories, scientific parks etc.;
- (iv) creation of joint ventures;
- (v) implement a partnership with the economic environment in initial and continuous professional training in higher education;
- (vi) involving highly qualified representatives of the economic environment in the development of qualifications framework, occupational framework and professional standards;
- (vii) involving highly qualified staff of the economic environment in the monitoring and evaluation of quality in higher education;
- (viii) creation of economic mechanisms for institutional self-development and promoting innovations and technology transfer;

(ix) re-dimension scientific research in higher education: raise the research financing share, diversify the strategic research directions, implement investigational autonomy, a more effective involvement of students and trainees for Doctor's Degrees in research-related process etc.

(x) create new centres for innovation and technological transfer in higher education;

(xi) create and implement a marketing system in higher education.

195. *Expected results:*

(i) the Concept of interconnection between higher education, scientific research and economic environment developed;

(ii) the normative and regulatory framework for ensuring the interconnection between higher education, scientific researches and economic environment developed;

(iii) joint entrepreneurial structures, business incubators, scientific laboratories etc. created;

(iv) partnership between higher education and the economic environment developed;

(v) the existing arrangements streamlined and new ways of conducting practical internships for students implemented;

(vi) highly qualified specialists from the economic environment involved in the development of Qualifications Framework, occupational framework, professional standards, as well as in the continuous training of teachers in higher education.

(vii) education marketing structures created.

196. **Specific Objective 4:** Develop and promote modern methodologies for integration of higher education institutions in accordance with the European trends and internal needs for quality assurance in higher education.

197. *Policy directions:*

(i) reconsider/optimize the network of public higher education institutions in accordance with the National and International normative framework;

(ii) establish indicators and methodology for higher education institutions' integration;

(iii) identify modalities and stages of higher education institutions' integration;

(iv) create university consortia on the basis of existing higher education institutions;

(v) stimulate creation of higher education institutions' branches with the first higher education cycle (Bachelor's degree).

198. *Expected results:*

(i) the network of higher education institutions optimized;

(ii) consortia of higher education institutions established;

(iii) certain higher education institutions transferred to university branches.

199. **Specific Objective 5:** Implement methods of strategic and innovation management in higher education at national and institutional level.

200. *Policy directions:*

(i) conceptualizing and developing strategic and innovation management in higher education;

(ii) use of the potential of managerial structures in higher education from the perspective of implementation of strategic and innovation visions;

(iii) substantiating and developing strategic plans for the development of higher education institutions;

- (iv) building strategic managerial competencies in higher education institutions' managers;
- (v) creation of databases on innovation management in higher education.

201. *Expected results:*

- (i) the concept of strategic and innovation management in higher education developed;
- (ii) strategic programmes/plans for the development of higher education developed at institutional level;
- (iii) managers trained from the perspective of implementation of strategic and innovation management;
- (iv) databases on innovation management in higher education created.

202. **Specific Objective 6:** Modernise the university curriculum from the perspective of focusing on competencies, the learners and needs of the economic environment.

203. *Policy directions:*

- (i) changing the paradigm of university curriculum according to new trends and curricular concepts: focusing on cross-curricular theme, competences, and learners;
- (ii) development of new generations of curricula: plans of education, curricula by subjects, academic textbooks, and methodological guidelines;
- (iii) development of university curricula for e-learning;
- (iv) interconnecting university curriculum with the qualifications framework, occupational framework and educational and professional standards for higher education;
- (v) continued development of university curriculum at the process level: application of modern teaching technologies, combining teaching-learning and research, autonomous learning and self-regulated learning in education;
- (vi) continued development of the university curriculum at the outcome level: getting feed-back in higher education.

204. *Expected results:*

- (i) the paradigm of university curriculum modified and new generations of curricula, academic textbooks, and methodological guidelines developed;
- (ii) curricula for e-learning developed;
- (iii) modern teaching technologies, information and communication technology implemented;
- (iv) mechanisms for getting feed-back in higher education in terms of curricular plan set up;
- (v) the connection between the university curriculum and the qualifications framework achieved.

205. **Specific Objective 7:** Create doctoral schools in the context of integration of higher education institutions.

206. *Policy directions:*

- (i) development of legislative and normative framework for the establishment and operation of doctoral schools within universities and/or university consortia;
- (ii) modifying the methodological, curricular and investigational framework for doctoral schools;
- (iii) forecasting the establishment of doctoral schools by professional fields or areas of professional fields.

207. *Expected results:*

- (i) the normative framework for establishment and operation of doctoral schools established;
- (ii) doctoral schools within universities established;
- (iii) the paradigm of specialists training through education in doctoral schools changed.

208. **Specific Objective 8:** Modernise the infrastructure and the material and technical basis of higher education institutions.

209. *Policy directions:*

- (i) establishing indicators and conducting audit/diagnosis of material and technical/logistical basis of higher education institutions;
- (ii) developing and implementing National and institutional programmes for reconstruction and modernization of university buildings, students' hostels etc.
- (iii) creating a legal basis to support investments in higher education's infrastructure and material and technical/logistical basis;
- (iv) informatisation of educational and scientific research process in higher education;
- (v) using internal opportunities for infrastructure and material and technical/logistical basis development: integration of higher education institutions, lease of non-profitable premises, entrepreneurship etc.

210. *Expected results:*

- (i) real status, opportunities and directions for modernisation of infrastructure and material and technical basis of higher education institutions identified;
- (ii) conditions for foreign investments in modernisation of higher education institutions' infrastructure and material and technical basis created;
- (iii) the infrastructure and material and technical basis of higher education institutions modernised in accordance with the European Standards.

211. **Specific Objective 9:** Improve the system of financing of higher education based on the principles of autonomy, sustainability, diversity and efficiency.

212. *Policy directions:*

- (i) development and implementation of mechanisms to extend the autonomy of higher education institutions and enhance their public accountability (efficient use of financial resources, rational management of public patrimony, stimulating the managers to increase the effectiveness of the use of funds allocated etc.)
- (ii) implement performance-based financing mechanisms for higher education institutions, and develop the required set of indicators;
- (iii) development and implementation of contracts relating to the financial assistance from the State and distribution of specialists for employment according to commitments undertaken in the contract between the student – local public administration authority – employers – ministry;
- (iv) develop the normative framework for the organization and carrying out of entrepreneurial activities by higher education institutions;
- (v) improving the methodology for remuneration of teachers in higher education based on professional performance;
- (vi) development of the normative framework for the diversification of sources of financing of higher education;

(vii)improving the existing system of granting scholarships by diversifying the criteria for their provision and categories of scholarships for the purpose of motivation of students for performance and support socially disadvantaged students, regardless of the form of financing.

213. *Expected results:*

- (i) university autonomy, including the financial one, extended;
- (ii) a normative framework for the diversification of sources of financing established;
- (iii) the National Fund for supporting the initial and continuous training in higher education set up;
- (iv) the National Fund for supporting scientific researches set up;
- (v) an efficient mechanism of remuneration in higher education set up.

214. **Specific Objective 10**: Develop human resources in higher education institutions.

215. *Policy directions:*

- (i) creating a system of continuous professional training of teaching staff in higher education system centred on professional credits' accumulation and self-training;
- (ii) diversifying forms and methods of continuous professional training in higher education;
- (iii) modernising the system of promoting teaching staff in higher education throughout their professional career based on their didactic and research performance;
- (iv) creating and implementing mechanisms for supporting teaching staff's mobility;
- (v) modernising the system of teaching staff evaluation in higher education; self-evaluation centeredness;
- (vi) identifying modern mechanisms for teaching staff motivation with regard to their professional growth and participation in national and international projects;
- (vii) setting up normative and motivational framework for students' active involvement in the governance of higher education institutions;
- (viii) setting up conditions and a normative framework to support mobility of students and trainees for Doctor's Degrees;
- (ix) updating the sanitary-hygiene and security norms for students' life;
- (x) creating conditions and developing a methodology for autonomous and/or individual students' learning from the perspective of raising their own responsibility for the achieved results.

216. *Expected results:*

- (i) a system of continuous professional training of teaching and managerial staff in higher education created;
- (ii) a model for protection and motivation of teaching staff through professional growth established;
- (iii) an effective and motivational model for evaluation and monitoring of teaching staff in higher education set up;
- (iv) conditions for effective students' involvement in university governance, decision-making and taking over of responsibilities created;
- (v) pre-requisites for democratic, cultural, intercultural values etc. promotion created.

6.7. Expand and Diversify the Adult Education System

217. **General Objective of the Priority:** Strengthening the system of lifelong adult education based on the needs of the person and the socio-economic needs.

218. **Tasks:**

(i) Annually increase by 10%–15% the number of adults enrolled in professional training.

(ii) Set up two services for adult continuous education management in each administrative-territorial unit of level two by 2015.

219. **Specific Objective 1:** Re-conceptualise the adult education from the perspective of lifelong learning.

220. *Policy directions:*

(i) identification of the situation of adult education in the Republic of Moldova;

(ii) identification of the needs and problems of adult education;

(iii) establishment of mechanisms for financing of adult education system;

(iv) development of the Concept of Adult Education in the context of the European trends of development of this field.

221. *Expected results:*

(i) the current status of adult education identified;

(ii) sources and modalities of financing of adult education established;

(iii) the Concept of Adult Education in the Republic of Moldova developed.

222. **Specific Objective 2:** Develop the system of continuous professional training for adults.

223. *Policy directions:*

(i) creation of conditions for continuous professional training centred on the needs of the individual and professional and occupational standards;

(ii) diversification and decentralisation of the continuous professional training, and the creation of a market of continuous professional training services;

(iii) promoting continuous professional training throughout the professional activity conducting relevant evaluation every five years; the continuous professional training shall be completed during five years, not every five years;

(iv) introduction of professional cumulative credits;

(v) creating conditions of motivation for continuous professional training and self-training;

(vi) determining the responsibilities of economic agents for continuous professional training;

(vii) establishment of inter-connection and continuity between the initial and continuous professional training;

(viii) identifying modalities for accreditation of continuous training programmes;

(ix) introduction to the Nomenclature of a new speciality – trainer of continuous professional training.

224. *Expected results:*

- (i) a new paradigm of continuous professional training focused on the principle of "lifelong education" promoted;
- (ii) the market of educational services of continuous professional training created;
- (iii) the responsibilities of economic agents for continuous professional training determined;
- (iv) the structures and modalities for accreditation of continuous professional training programmes established;
- (v) conditions for continuous professional self-training created.

225. **Specific Objective 3:** Develop the system of general continuous training of adults.

226. *Policy directions:*

- (i) development of the normative and regulatory framework for general continuous training of adults;
- (ii) development of the Concept of general continuous training of adults;
- (iii) opening or revitalization of adult education institutions: training centres, people's universities, open universities, consultative centres etc.;
- (iv) establishment of managerial responsibilities of the Ministry of Education and the Ministry of Culture in the field of adult education;
- (v) organization of scientific researches, including sociological researches on issues of adult education;
- (vi) identification of sources and methodology of financing of general continuous training of adults;
- (vii) creating conditions for organisation of adult education in rural areas through the involvement of the community, local public administration and education institutions;
- (viii) diversification of educational services for adults.

227. *Expected results:*

- (i) a normative framework for adult education for general training component developed and implemented;
- (i) the Concept of Adult Education from the perspective of lifelong education approved;
- (ii) the leadership and monitoring of adult education ensured;
- (iii) the sources and modalities of financing of adult education established;
- (iv) new adult education forms and institutions: open universities, people's universities, consultative centres etc. promoted.

7. Estimate the Impact and Costs of Strategy Implementation

7.1. The Impact and Advantages of Strategy Implementation

228. The development and implementation of the Strategy represents a systemic approach of the education reform related to the socio-economic development and the European integration vector of the Republic of Moldova. This approach determines the

advantages of Strategy implementation with a significant holistic impact on the education system:

- (i) ensure the legal, normative and regulatory framework for the operation and development of education system;
- (ii) establish an education system able to influence the sustainable development of society and achieve the educational ideal;
- (iii) creation of mechanisms for education system's self-development;
- (iv) opening the education system to the European, national and personal values.

7.2. Strategy Implementation Costs

229. The main financial indicators that will determine the costs of Strategy implementation are:

- (i) Financing of the education system shall be conducted in accordance with the legislation in force and will be no less than 8% of the GDP.

230. The distribution of appropriations of financial means by expenditure programmes in the field of education in 2010–2013 is provided in *Annex 2*.

8. Management and Monitoring of Strategy Implementation

231. The Strategy will be implemented in partnership with:

- (i) the community and civil society representatives;
- (ii) NGOs providing educational services and defending the rights of the child;
- (iii) economic agents;
- (iv) professional and scientific associations in the field of education;
- (v) international partners and organizations.

232. Competencies of the Ministry of Education:

- (i) ensures the managerial, organizational, financial and logistical aspect for Strategy implementation at national level;
- (ii) ensures the monitoring of Strategy implementation and impact evaluation;
- (iii) updates the Strategy based on the new changes in the process of Strategy implementation;
- (iv) ensures interaction with other structures of the State and civil society directly or indirectly involved in Strategy implementation;
- (v) sets up the “National Council” to lead the implementation and monitoring of the Strategy.

233. Responsibilities of the Ministry of Education:

- (i) promotes the priority of education in the governance process;
- (ii) ensures the conditions necessary for Strategy implementation;
- (iii) presents to the central bodies and general public annual reports on education development.

234. Competencies of Local Public Administration:

- (i) ensures Strategy implementation at local level from the managerial, process and logistical perspective;
- (ii) develops local Strategies for education development;
- (iii) monitors the process of implementation of the National Strategy and local Strategies;
- (iv) ensures local interaction of Strategy implementation processes with other activities related to the socio-economic development.

235. Responsibilities of Local Public Administration:

- (i) creates conditions for full achievement of Strategy provisions in the territorial-administrative units;
- (ii) presents to the leadership bodies and general public annual reports on education development in the administrative-territorial unit;

236. Competences of civil society are achieved through direct participation of citizens or through NGOs working in education or defending the rights of the child, and include:

- (iii) promoting and monitoring the process of Strategy implementation;
- (iv) setting forth proposals for updating the Strategy;
- (v) organisation of public discussion about the impact of Strategy implementation;
- (vi) providing educational services and conducting activities in support of children in difficulty.

237. The process of Strategy implementation will include the following stages:

- (i) Stage 2011–2012, during which there will be developed the legislative and normative framework and initiated strategy at all levels and steps of the education system.
- (ii) Stage 2013–2015, during which there will be carried out the basic actions on the modernization of the institutional framework, the development of human potential and strengthening of the material and technical basis of the education system.

238. Monitoring of Strategy implementation processes will be based on the set of indicators specified in *Annex 3*.

239. Responsibilities relating to the monitoring of Strategy implementation processes will be in charge of the Monitoring Committees established at local, district /municipal and central level, which will assess the progress and present reports to public administration bodies (Local Council, District/Municipal Council, and Ministry of Education). These reports will be open and will be made available to the general public.

9. Risks of Strategy Implementation Process

240. The main risks which may arise in the process of Strategy implementation are:

- (iii) neutral approaches, which do not take into account the fact that education must be a national priority;
- (iv) resistance of certain decision makers and certain groups of population to expected changes;
- (v) low level of political will of certain decision-makers;
- (vi) insufficient involvement of community and mass-media in Strategy promotion;
- (vii) deficit of positive motivation factors involved in Strategy implementation;

(viii) budgetary constraints imposed by any negative trends in the evolution of the national economy.

241. These risks might be reduced by:

- (i) mobilising public opinion;
- (ii) extending parent education;
- (iii) raising the role of direct beneficiaries in education institutions' governance;
- (iv) raising the effectiveness of public expenditures in education sector.

Annex 1. Indicative Framework of the Educational System

Field/Indicator	2001	2002	2003	2004	2005	2006	2007	2008	2009
<i>Selected population characteristics ('000)</i>									
Total	3634.5	3627.2	3617.7	3383.3	3599.8	3589.9	3581.1	3572.7	3567.5
Population aged 3-6	177.3	167.3	159.1	150.2	135.2	...	148.0	147.3	147.5
Population aged 7-10	225.7	213.6	199.3	188.1	177.9	...	170.0	161.4	155.4
Population 11-15	350.5	334.1	320.5	303.5	293.5	...	281.0	266.1	249.9
<i>Poverty indicators *, **</i>									
Absolute Poverty Line (MDL per adult equivalent per month)	257.3	270.7	303.5	327.0	353.9	747.4	839.3	945,9	...
Absolute Poverty Rate	54.6	40.4	29.0	26.5	29.1	30.2	25.8	26,4	...
Extreme Poverty Line (MDL per adult equivalent per month)	201.5	212.0	235.5	258.1	278.5	404.2	453.9	511,5	...
Extreme Poverty Rate	38.0	26.2	15.0	14.7	16.1	4.5	2.8	3,2	...
International Line \$2.15 PPP per person/day (MDL/person/month)***	183.9	193.7	216.2	239.5	268.0
Poverty rate (expenditures per equivalent)	32.3	21.0	11.5	11.4	14.4	27,2	13,2	10,5	...
International Line \$4.3 PPP per person/day (MDL/person/month)***	-	-	-	-	-	604.0	678.3	764.1	...
Poverty rate (expenditures per equivalent)	-	-	-	-	-	34.5	29.8	30.4	...
<i>Gross enrolment ratios (%)</i>									
Pre-primary - overall	47.6	57.0	61.1	66.1	70.7	70.1	72.6	74.4	75.5
Urban	65.6	75.5	80.4	84.8	89.2	87.2	88.8	90.8	91.9
Rural	38.6	47.7	51.3	56.4	61.0	61.0	63.6	65.2	66.1
Primary (grades 1-4) - overall	99.5	99.5	99.8	97.9	96.7	94.4	94.0	93.6	93,5
Urban	101.3	101.7	104	102.8	102.4	100.5	100.9	101.6	102.4
Rural	98.5	98.3	97.7	95.5	93.7	91.4	90.5	89.4	88.9
Lower secondary (grades 5-9) - overall	91.1	92.3	92.2	92.5	93.0	90.5	90.1	89.3	88.8
Urban	95.1	95.9	95.6	96.6	97.7	95.4	95.4	95.2	95.8
Rural	88.5	90	90.1	90.1	90.3	87.9	87.3	86.3	85.3
<i>Net enrolment ratios (%)</i>									
Pre-primary - overall	42.4	52.4	58.7	63.7	68.6	68.5	71.1	72.7	74.0
Urban	58.6	71.9	77.8	82.0	86.7	85.4	87.4	89.2	90.5
Rural	33.8	44.8	49.0	54.2	59.1	59.4	62.0	63.5	64.5
Primary (grades 1-4) - overall	92.4	92.7	92.4	91.0	87.8	87.6	87.7	87.5	87.6
Urban	94.6	94.8	96.4	95.5	92.1	93.3	94.0	94.9	95.4
Rural	91.3	91.6	90.4	88.7	85.6	84.7	84.5	83.7	83.5

Field/Indicator	2001	2002	2003	2004	2005	2006	2007	2008	2009
Lower secondary (grades 5-9) - overall	86.8	87.9	87.5	88.5	86.8	86.2	85.6	84.6	84.0
Urban	91.2	91.6	90.8	92.1	90.1	90.4	90.0	89.6	90.2
Rural	84	85.7	85.4	86.3	84.9	83.9	83.3	82.0	80.8
Pre-school education									
Pre-school institutions - overall	1128	1192	1246	1269	1295	1305	1334	1349	1362
Urban	318	313	309	309	309	307	308	315	316
Rural	810	879	937	960	986	998	1026	1034	1046
Children in pre-school institutions - overall ('000)	96.5	104.0	106.5	109.7	113.1	116.2	120.1	123.9	126.0
Urban	47.8	49.7	50.1	50.8	52.1	53.9	55.8	57.8	58.8
Rural	48.6	54.4	56.5	58.9	61.0	62.3	64.3	66.1	67.2
Places in pre-school institutions - overall ('000)	145.6	150.2	154.0	156.1	159.1	159.6	160.2	161.0	162.9
Urban	64.6	63.7	63.1	63.7	63.5	63.2	63.2	64.0	64.4
Rural	81.0	86.5	90.8	92.4	95.7	96.4	97.0	97.1	98.5
Children per 100 places - overall	66	69	69	70	71	73	75	77	77
Urban	74	78	79	80	82	85	88	90	91
Rural	60	63	62	64	64	65	66	68	68
Number of groups - overall ('000)	4.3	4.6	4.7	4.9	5.0	5.2	5.4	5.5	5.6
Urban	2.1	2.1	2.2	2.2	2.6	2.3	2.4	2.4	2.5
Rural	2.2	2.4	2.6	2.7	2.8	2.9	3.0	3.1	3.2
Children/group ratio - overall	23	23	23	22	23	22	22	22	22
Urban	23	23	23	23	21	23	23	24	24
Rural	22	22	22	22	23	22	21	21	21
Pedagogical staff -overall ('000)	9.0	9.6	9.8	10.0	10.3	10.5	10.9	11.2	11.7
Urban	4.5	4.5	4.4	4.4	4.5	4.5	4.7	4.8	5.1
Rural	4.6	5.1	5.4	5.6	5.8	6.0	6.3	6.4	6.6
of which educators - overall	6.9	7.3	7.5	7.6	7.8	8.0	8.3	8.6	8.9
Urban	3.6	3.6	3.6	3.6	3.6	3.7	3.8	3.9	4.1
Rural	3.3	3.7	3.9	4.0	4.2	4.3	4.6	4.7	4.9
Children/educator ratio - overall	14.0	14.2	14.2	14.4	14.5	14.5	14.5	14.4	14.0
Urban	13.3	13.8	13.9	14.1	14.5	14.6	14.7	14.8	14.0
Rural	14.8	14.7	14.5	14.7	14.5	14.5	14.0	14.1	14.0
Primary and General Secondary Education									
Pupils ('000)	618.4	603.4	578.7	546.6	517.0	491.5	461.0	436.1	415.5
Primary (grades 1-4)	224.5	212.6	198.9	184.2	171.0	160.5	151.7	145.4	141.2
Urban	80.8	74.6	69.3	64.5	60.8	57.2	54.9	53.7	53.4

Field/Indicator	2001	2002	2003	2004	2005	2006	2007	2008	2009
Rural	143.7	138.0	129.6	119.7	110.3	103.3	96.9	91.7	87.7
boys	114.6	109.1	102.1	94.9	88.0	81.5	78.4	75.3	72.7
girls	109.9	103.5	96.8	89.3	83.0	79.0	73.3	70.1	68.5
Lower secondary (grades 5-9)	319.0	308.0	295.2	280.4	267.5	254.2	239.5	222.9	207.5
Urban	128.1	122.7	116.4	108.1	100.9	94.2	87.3	80.6	75.2
Rural	190.9	185.3	178.8	172.3	166.6	160.0	152.1	142.3	132.3
boys	161.3	155.7	149.4	143.1	136.2	130.0	122.4	114.1	132.3
girls	157.7	152.3	145.8	137.3	131.3	124.2	117.1	108.8	106.8
Upper secondary (grades 10-11(12))	71.9	80.0	81.9	79.4	76.0	74.4	67.4	64.0	62.9
Urban	45.2	51.2	52.1	49.8	46.8	46.6	44.0	41.5	39.4
Rural	26.8	28.8	29.8	29.6	29.2	27.8	23.4	22.4	23.4
boys	31.6	35.2	36.0	34.4	32.7	31.9	28.5	27.2	27.6
girls	40.3	44.8	45.9	45.0	43.3	42.5	39.0	36.8	36.8
Special schools,									
Pupils ('000)	4.9	4.8	4.8	4.9	4.5	4.3	4.0	3.8	3.6
Secondary professional education									
Number of institutions	82	83	83	81	78	78	75	75	75
Matriculation ('000)	16.7	16.5	16.7	15.6	15.4	15.5	16.2	15.3	13.4
Graduates ('000)	15.4	14.9	15.5	14.7	11.3	14.5	12.9	13.0	12.8
Pupils ('000)	23.0	22.6	22.8	22.7	25.0	23.7	24.5	24.3	22.2
in state institutions	22.5	22.1	23.0	22.5	24.9	23.4	24.3	24.1	22.1
in non-state institutions	0.5	0.5	0.4	0.2	0.2	0.2	0.2	0.2	0.1
boys	14.6	14.3	14.2	14.1	15.9	15.3	16.1	16.1	15.2
girls	8.4	8.4	8.6	8.6	9.1	8.4	8.4	8.2	8.0
Pedagogical staff ('000)	2.3	2.2	2.2	2.3	2.4	2.5	2.4	2.3	2.2
Secondary specialised (colleges)									
Number of institution	67	63	60	56	51	49	49	47	47
state	44	43	45	43	42	42	43	41	41
non-state	23	20	15	13	9	7	6	6	5
Matriculation ('000)	5.5	5.1	10.0	10.6	10.7	9.9	10.1	10.7	9.5
of which on a contract basis	2.1	2.0	5.2	5.7	4.9	5.0	4.8	4.4	3.7
Graduates ('000)	6.6	5.1	4.3	3.5	4.9	3.8	6.4	6.6	7.1

Field/Indicator	2001	2002	2003	2004	2005	2006	2007	2008	2009
Pupils ('000)	17.0	15.2	18.7	23.6	27.1	30.2	31.3	32.7	32.2
in state institutions	14.0	12.5	16.9	21.5	24.7	27.9	28.8	30.1	29.8
in non-state institutions	3.0	2.7	1.8	2.2	2.4	22.9	24.1	2.6	2.4
boys	7.2	6.5	8.2	10.5	12.0	13.2	13.7	14.4	14.1
girls	9.8	8.7	10.5	13.1	15.0	17.0	17.6	18.3	18.1
Pedagogical staff -overall ('000)	2.0	1.7	1.8	1.9	2.0	2.0	2.0	2.4	2.5
Higher education									
Number of institution	47	45	40	35	35	31	31	31	33
state	16	17	17	18	18	17	17	17	19
Non-state	31	28	23	17	17	14	14	14	14
Matriculation ('000)	24.7	28.1	30.2	31.9	34.6	25.9	23.8	23.9	21.2
of which on a contract basis	19.6	22.3	24.2	25.3	22.4	18.1	15.6	13.9	14.0
Graduates ('000)	11.3	12.5	14.5	15.3	15.3	17.4	17.0	20.0	29.6
Students ('000)	86.4	95.0	104.0	114.6	126.1	128.0	123.0	114.9	109.9
in state institutions	63.5	71.2	80.9	93.6	104.4	106.7	102.0	93.1	90.3
in non-state institutions	22.9	23.8	23.1	21.0	21.7	22.7	21.0	21.8	19.6
males	36.9	41.2	44.0	46.3	53.1	53.8	50.6	48.5	47.9
females	49.5	53.9	60.0	68.2	73.0	74.2	72.4	66.4	62.0
Pedagogical staff -overall ('000)	5.3	5.5	5.7	5.9	5.8	5.7	5.6	5.4	5.5

Notes:

* Numbers are weighted and are nationally representative.

** Poverty lines are calculated per adult equivalent per month, unless otherwise noted.

*** Adjusted for Purchasing Power Parity. Values per capita per month

Source: Reports on Poverty and Policy Impact. Ministry of Economy, 2004–2009

Annex 2. Distribution of appropriations of financial means by expense programmes in the filed of education for 2010–2013

Programme	Total public expenditures (thousand lei) (including investment)		Forecast (thousand lei) (excluding investment)			Share of each programme in total expenditures amount in the sector (%)		
	2009 executed	2010 approved	2011	2012	2013	2011	2012	2013
Programme I "Pre-school Education"	1,119,352.9	1,289,186.8	1,301,008.6	1,321,855.2	1,343,652.7	19.8	19.9	20.1
Programme II "Secondary Education"	2,956,309.2	3,539,118.1	3,480,094.3	3,528,144.0	3,557,513.7	53.0	53.2	53.2
Programme III "Secondary Specialised Education "	284,646.7	307,126.8	303,637.6	303,637.6	303,637.6	4.6	4.6	4.5
Programme IV "Higher Education "	781,333.0	841,300.5	846,500.5	846,500.5	846,500.5	12.9	12.8	12.6
Programme V "Postgraduate Education "	73,525.1	78,337.6	78,137.6	78,137.6	78,137.6	1.2	1.2	1.2
Programme VI "Development of Teaching and Managerial Staff"	15,158.4	16,551.4	4,937.6	4,937.6	4,937.6	0.1	0.1	0.1
Programme VII "Extra-school Education "	404,160.0	501,113.9	502,439.0	507,749.8	513,301.3	7.7	7.7	7.7
Programme VIII "Management and Administration in the field of Education"	31,460.2	31,717.1	31,930.9	32,155.0	32,390.2	0.5	0.5	0.5
Programme IX "Training of gifted staff within "Education and Research" Network		14,278.2	13,111.6	13,111.6	13,111.6	0.2	0.2	0.2
Total by programmes	5,665,945.5	6,618,730.4	6,561,797.6	6,636,228.9	669,3182.9	100.0	100.0	100.0
<i>Funding from:</i>								
State Budget, including:	1,761,449.7	1,898,109.4	1,829,513.3	1,849,513.3	1,849,513.3	27.9	27.9	27.6
Basic expenditures	1,240,978.7	1,357,106.5	1,299,592.6	1,319,592.6	1,319,592.6	19.8	19.9	19.7
Special means and funds	471,557.3	518,720.7	529,920.7	529,920.7	529,920.7	8.1	8.0	7.9
Investment projects funded from external sources	48,913.7	22,282.2				0.0	0.0	0.0
ATU's Bugets	3,904,495.8	4,720,621.0	4,732,284.3	4,786,715.6	4,843,669.6	72.1	72.1	72.4
BASS								
FAOAM								
TOTAL sector	5,665,945.5	6,618,730.4	6,561,797.6	6,636,228.9	6,693,182.9	100.0	100.0	100.0

Annex 3. List of Evaluation and Monitoring Indicators

Priority Direction 1. Ensure the Sustainable Development of Education System

No.	Monitoring Indicators	Source
1.	Consolidated budget expenses for education as share in GDP, %	MoF
2.	Public expenses (current and capital investments) for education per student as share in GDP per capita, %	MoF
3.	Public expenses (current and capital investments) for pre-school education per pupil as share in GDP per capita, %	MoF
4.	Public expenses (current and capital investments) for primary education per pupil as share in GDP per capita, %	MoF
5.	Public expenses (current and capital investments) for general secondary education (gymnasium, high-school, secondary school) per student as share in GDP per capita, %	MoF
6.	Public expenses (current and capital investments) for non-formal education per student as share in GDP per capita, %	MoF
7.	Public expenses (current and capital investments) for secondary vocational education per student as share in GDP per capita, %	MoF
8.	Public expenses (current and capital investments) for secondary specialised education per student as share in GDP per capita, %	MoF
9.	Public expenses (current and capital investments) per student as share in GDP per capita, %	MoF
10.	Monthly average salary in education, lei	NBS
11.	Monthly average salary in education in comparison with the monthly average salary of an employee in economy, %	NBS
12.	Literacy rate in 15 to 24-years-old, %	NBS

Priority Direction 2. Extend Access to Quality Early Education

No.	Monitoring Indicators	Source
1.	Gross enrolment rate in pre-school education, %	NBS
2.	Net enrolment rate in pre-school education (children aged 3-6), %	NBS
3.	Net enrolment rate in compulsory pre-school preparation (children aged 5-6), %	NBS
4.	Rate of children in the 1 st form who were enrolled in compulsory pre-school preparation, %	MoE
5.	Number of pre-school institutions	NBS
6.	Number of places in pre-school institutions	NBS
7.	Number of children in pre-school institutions	NBS
8.	Number of pedagogical staff in pre-school institutions	NBS
9.	Number of alternative educational services for under-7-age children	MoE
10.	Number of socio-psycho-pedagogical assistance services for families with small children	MoE
11.	Number of orphans educated in families	MoE

Priority Direction 3. Create and Develop the Child-friendly Schools' Network

No.	Monitoring Indicators	Source
1.	Number of pupils, separately for primary and gymnasium education	NBS
2.	Number of teachers, separately for primary and gymnasium education	NBS
3.	Gross rate of enrolment in primary education, %	NBS
4.	Net rate of enrolment in primary education, %	NBS
5.	Gross rate of enrolment in gymnasium education, %	NBS

No.	Monitoring Indicators	Source
6.	Net rate of enrolment in gymnasium education, %	NBS
7.	Pupil/teacher ratio, total, urban and rural (separately for primary and gymnasium education)	
8.	Share of teachers in primary education who have the required qualification, %	MoE
9.	Share of teachers in general secondary education who have the required qualification, %	MoE
10.	Pupil/teacher ratio by levels: primary, gymnasium and high school (secondary), %	MoE
11.	Non-promotion Indicator	MoE
12.	Indicator for maintaining pupils, grades 1–4, grades 5–9, grades 10–12	MoE
13.	Efficiency expressed as percent of real duration of training against the prescribed duration, %	MoE
14.	Share of children who have reached the national standard established for completing grades 4 and 9, %	MoE
15.	Share of children who are provided nutrition at school, %	MoE
16.	Share of teachers with higher education, %	MoE
17.	Level of use of information and communication technology at school	MoE
18.	Number and share of gymnasium graduates who do not continue their education, %	MoE
19.	Rate of pupils enrolled in Programmes for health enhancement and promotion of education for health, %	MoE
20.	Pupils' health indices	MoH
21.	Pupils' knowledge and skills in health enhancement for a healthy lifestyle	MoE
22.	Share of children attending extra-school institutions of all types, %	MoE
23.	Number of non-formal education institutions and number of places in such institutions	MoE
24.	Number of employees in extra-school institutions	MoE
25.	Number of non-governmental organisations conducting educational activities and involving children in such programmes	MoE

Priority Direction 4. Education and Support to Children in Difficulty

No.	Monitoring Indicators	Source
1.	Number of residential institutions	MoE
2.	Number of children in residential institutions	MoE
3.	Number of children who have benefited from abandonment and institutionalization prevention services	MoE
4.	Number of children re-integrated into families	MoE
5.	Number of children re-integrated into general schools	MoE
6.	Number of children in the system of alternative education and care services	MoE
7.	Number of children with special educational needs who do not attend school	MoE
8.	Stay period of children in very difficult situations at residential institutions	MoE
9.	Number of employees in residential institutions	MoE
10.	Number of personnel that have benefited from professional training	MoE
11.	Teaching and methodological endowment of residential institutions	MoE
12.	Proportion of qualified teachers who assist children in very difficult situations, %	MoE

Priority Direction 5. Enhance the Professionalism in Vocational and Technical Education

No.	Monitoring Indicators	Source
1.	Number of vocational and technical schools	NBS
2.	Number of vocational and technical high schools	NBS
3.	Number of colleges	
4.	Number of pupils in vocational and technical schools, including on the contract basis	NBS

5.	Number of pupils in vocational and technical high schools, including on the contract basis	NBS
6.	Number of pupils in colleges, including on the contract basis	
7.	Share of gymnasium graduates enrolled in vocational and technical education, %	NBS
8.	Share of vocational and technical high school graduates who passed the professional graduation examination (baccalaureate), %	MoE
9.	Share of college graduates who passed the graduation examination (baccalaureate), %	MoE
10.	Share of pupils in vocational and technical education benefiting from scholarships granted by the State, %	MoE
11.	Pupil/teacher ratio in vocational and technical education	NBS
12.	Share of pupils provided with a place in the hostel, %	MoE
13.	Share of pupils who are employed according to the qualifications obtained during the first year after graduation from the vocational and technical education institution, %	MoE MoEc

Priority Direction 6. Integrate Higher Education in the European Learning and Research Space

No.	Monitoring Indicators	Source
1.	Number of higher educational institutions	NBS
2.	Number of teaching staff	NBS
3.	Number of students enrolled in higher education	NBS
4.	Proportion of the 1 st cycle (licentiate) graduates enrolled in the 2 nd cycle (master degree), %	MoE
5.	Proportion of optional disciplines in the university curricula, %	MoE
6.	Proportion of students who have participated in mobility programs, %	MoE
7.	Proportion of teachers who have participated in mobility programs, %	MoE
8.	Proportion of study programs that have obtained international accreditation	MoE
9.	Proportion of students who benefit from state scholarships, %	NBS
10.	Proportion of students who study on the contract basis, %	NBS
11.	Proportion of students who have been assigned to work places by the state, %	MoE
12.	Proportion of students provided with a place in a hostel, %	MoE
13.	Proportion of students who within the first year after the graduation from an institution have started to work according to the obtained qualification, %	MoE, MoEc
14.	Proportion of students starting 1 st year who graduate from the educational institution	MoE
15.	Ratio of students/teaching staff in higher education	MoE

Priority Direction 7. Extend and Diversify the Adult Education System

No.	Monitoring Indicators	Source
1.	Number of adult education institutions	MoE
2.	Number of adult education services	MoE
3.	Number of accredited adult training courses	MoE
4.	Number of adults completing one form of continuous training	MoE

Note:

- NBS – National Bureau of Statistics;
- MoE – Ministry of Education;
- MoF – Ministry of Finance;
- MoEc – Ministry of Economy;
- MoH – Ministry of Health.