



Annex 5

STUDY ON TEACHER EDUCATION FOR PRIMARY AND SECONDARY EDUCATION IN SIX EASTERN PARTNERSHIP COUNTRIES

MOLDOVA

Contents

1	OVERVIEW OF CURRENT STRUCTURE OF THE EDUCATION SYSTEM	2
2	THE ROLE OF PRIMARY AND SECONDARY EDUCATION AND THE ROLE OF SCHOOL TEACHERS.....	3
3	KEY STATISTICAL DATA ON TEACHER EDUCATION	5
4	GOVERNMENT POLICY IN THE AREA OF TEACHER EDUCATION	5
5	EDUCATION SYSTEM FOR PRIMARY AND SECONDARY SCHOOL TEACHERS.....	15
6	QUALITY ASSURANCE AND TEACHER EDUCATION STANDARDS	21
7	INNOVATIONS IN TEACHER EDUCATION	25
8	PARTNERSHIPS AND INTERACTION WITH EXTERNAL ACTORS.....	27
9	KEY CHALLENGES, TRENDS AND PERSPECTIVES.....	31
	ANNEXES	34



1 OVERVIEW OF CURRENT STRUCTURE OF THE EDUCATION SYSTEM

According to Art. 12 of the Law on Education,¹ the structure of education system in the Republic of Moldova consists of the following stages and cycles:

- I. Preschool Education
- II. Primary education (grades 1 to 4, age 6/7-9/10);
- III. Secondary Education:
 1. General secondary education:
 - a) Gymnasium (grades 5 to 9, age 10/11 – 14/15);
 - b) lyceum (grades 10 to 12, age 14/15-16/17) and secondary general (comprehensive) school education (grades 10 to 11, age 14/15-15/16);
 2. Secondary vocational (professional) education (3 years);
- IV. Secondary (professional) specialised education (college) (2-5 years);²
- V. Higher education:
 - a) cycle I: licentiate (bachelor) (3-4 years);
 - b) cycle II: master (1.5-2 years);
- VI. Postgraduate education
 - doctorate (3-4 years);³
 - post-doctorate (up 2 years).

The education system also includes other types of education:

- Special;
- Optional; and
- Adult education

For a graphic presentation please see Annex A.

¹ The Republic of Moldova, Law of the Parliament No 547 of 21 July 1995 on Education, with amendments, <http://cis.gov.md/ru/content/277>

² Also referred to as 'post-secondary professional education' in the literature in the topic (e.g. Coroi , E., Gremalschi, A., Vicol, N., Sara , A. (2005) National Report on Moldova, International Research Project Enhancing Professional Development of Education Practitioners and Teaching/Learning practices in SEE countries).

³ It should be noted, however, that doctoral studies are not yet considered as the 3rd cycle study but as the post-graduate (or 'post-university') studies.



1.1 Primary and secondary education system

Primary education is provided by primary schools and includes classes from 1 to 4 for children who have reached the age of 6/7 in the respective calendar year.⁴ While the enrolment in the school is compulsory at the age of 7, parents whose children turn 6 until 1 of September of the respective calendar year can request their child to also be accepted. This depends on the child's level of psycho-somatic maturity, confirmed by professionals according to the procedure established by the Ministry of Education. All pupils, who have received primary education, proceed to the system of gymnasium education without examination.

Education at **the secondary level** is provided by gymnasiums (grades 5-9), lyceums (grades 10-12) and secondary general (comprehensive) education school (grades 10-11). At the end of the gymnasium education, students undertake final examinations after which a certificate on school completion is issued. The lyceum education lasts for 3 years (grades 10-12) and takes place in theoretical lyceums or in the art and sports lyceums. Students are admitted to the lyceums on the basis of 9th grade education. Graduates of the vocational/technical schools have the right to be enrolled in the 12th grade of lyceum. The lyceum education is finalised with the baccalaureate examination and a baccalaureate diploma gives the right to be enrolled in higher education or in the post-secondary vocational/technical education institutions. The education in secondary schools (10-11 years of education) ends with a certificate.

On the **secondary vocational education** level, education is provided in the form of day or evening courses in vocational schools. The state guarantees vocational education in a particular specialty for gymnasium graduates who have not attained the age of 16 and do not continue their study process in lyceums and secondary general (comprehensive) schools (Art. 21 of the Law on Education).⁵

In the Republic of Moldova, compulsory education includes 9 grades (primary school and gymnasium). Compulsory attendance ends at the age of 16 (Art. 9 of the Law on Education).⁶

2 THE ROLE OF PRIMARY AND SECONDARY EDUCATION AND THE ROLE OF SCHOOL TEACHERS

The main **role of primary education** (grades 1-4) is to contribute to the development of children's creativity, their intellectual abilities, reading, writing and calculation skills as well as ensuring the development of communication skills and the ability to speak a foreign language (Art. 18 of the Law on Education of 21 July 1995).

As for **gymnasium (lower secondary) education**, it is to provide students with the development of their abilities and inclinations as factors shaping their personality, their professional orientation and prepare them for lyceum or secondary vocational education (Art 19). **Lyceum education** is to provide students with basic theoretical training and a comprehensive general culture, necessary to continue the study in higher education, specialised secondary or vocational schools/institutions (Art. 20 of the Law on Education of 21 July 1995). Secondary vocational education provides pre-service training in a specific

⁴ Except for schools with theatre, music, dance and sports classes.

⁵ Republic of Moldova, the Law of the Parliament No 547 of 21 July 1995 on Education, <http://cis.gov.md/ru/content/277>

⁶ Ibid.



occupation (profession), as well as training and retraining of skilled workers and the unemployed (Art. 20).

According to the Law on Education (Art. 53), pedagogical staff on primary and secondary education level includes: a) educators in pre-school, primary and special education; b) logopedists in primary and special education; c) school psychologists in pre-university education; d) teachers in primary education (I-IV classes); f) teachers in secondary education (gymnasium, lyceum, vocational school).

At the **primary education level, teacher's role** is to facilitate pupils' orientation in the process of understanding the values respected in real life. At the **secondary level**, teacher's role is to determine the effectiveness and raising the quality of education - teaching – based on the control of the material studied and in the formation of competencies.

The main tasks of teachers in the process of primary and secondary education include:

- teaching provision;
- upbringing the learners in the process of realisation of basic and additional education programmes and organisation of extracurricular activities for pupils/students;
- interaction with pupils' parents (or persons responsible for pupils);
- developing and maintaining business relationships between the school and community organisations related to education and training of pupils/students;
- participating in the methodical work;
- systematic professional self-improvement.⁷

The state imposes certain requirements on the level of teacher education. The professional competence of a teacher is therefore seen as a component of personality that determines the ability to solve common professional problems that arise in real situations of teacher's professional work, while using the knowledge, professional and life experiences, and values. The professional competence of the teacher is characterised as:

- the approach to pedagogical activity as the sphere of self-realisation, as the area in which a specialist is aware of his/her capabilities and is confident in his/her abilities;
- possession of a basis for pedagogical activity, including the image of its result as well as the process of achieving it;
- a set of proven experience in solving problems within the framework of pedagogical competence (analytical, planning, organisational, communication, informational, etc.);
- experience in performing pedagogical activity in problematic conditions (e.g. with incomplete knowledge, lack of time and methodological tools, the unsuitability of known solutions, etc.);
- evaluation and self-control of own actions on the basis of own, often unique plans and performance criteria.⁸

When looking at the views on teachers' role among key stakeholders contacted for this study, a teacher is considered the main figure in society that determines the education of human

⁷ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁸ Ibid.



resources and ensures continuous development of the society.⁹ A teaching profession is perceived as requiring the assimilation of a number of competencies for a maximum adaptation to the society. In such context, a modern teacher is:

- able to design an educational environment of pupils/students, class, school, possessing the means of effective communication in a multicultural environment;
- a personality capable of spiritual and moral development, self-motivated by the continuous improvement of their knowledge and skills;
- a professional who mastered the content of the chosen research area and is able to use it effectively in the educational activity;
- a person that possesses the basics of psychological and pedagogical knowledge, and various teaching technologies;
- a skilled user of information computer technology;
- a patriot, conscious of involvement in the fate of Homeland, rooted in the spiritual and cultural traditions of the multinational Republic of Moldova;
- a conveyer of traditional values and civil society, a model of exemplary conduct in the society, etc.¹⁰

3 KEY STATISTICAL DATA ON TEACHER EDUCATION

Statistical data on education in Moldova reflects the following trends for the period 2005-2009:

- Public expenditure on education stated as a share of GDP has increased, as well as the as the percentage of government expenditure spent on education.
- The number of pupils and teachers has been decreasing, but slightly slower in the case of teachers.
- A decreasing pupil-teacher ratio is noticeable with regards to primary and secondary schooling (e.g. the index has dropped down from 12.76 in 2005 to 11.25 in 2009 in the case of secondary schools)
- In general, in primary and secondary schools the net enrolment indicator is rather low (below 91% for primary schools and 83% for secondary schools) and its continuous decrease has been observed over the 5 years with regards to for both school levels.
- Data showing primary schools completion rate shows a considerable decrease (99.49% - 92.82% respectively).
- Percentage of female teachers in primary and secondary schools in considered countries is on similar level as for European countries. The percentage of female teachers in primary schools is particularly high (slightly over 98%). Also the share of females among teachers in secondary schools is on a higher level (76.75%). if compared to other EaP countries, such as Armenia, Azerbaijan, and Ukraine.

Note: For those indicators where statistical data could not be accessed/identified, row boxes are marked as ‘-’.

⁹ Information from the questionnaire provided by the Moldova State University.

¹⁰ Information from the questionnaire provided by the ‘Ion Creanga’ State Pedagogical University in Kishinev .

**Table 3.1: Statistics on education**

Description/Year	2005	2006	2007	2008	2009
Number of institutions - schools, gymnasiums and lyceums (beginning of school year)	1558	1546	1541	1526	1512
Number of primary schools	104	96	94	92	91
Number of gymnasiums	664	668	678	689	708
Number of lyceums	387	442	471	489	492
Secondary schools	359	296	254	214	179
Total number of pupils (schools, gymnasiums and lyceums)	519,0	493,5	462,8	436,1	415,5
Primary school pupils	14,0	12,3	11,6	11,1	11,1
Gymnasium pupils	119,3	113,9	108,9	106,4	105,5
Lyceum pupils	236,5	257,5	259,1	254,3	245,9
Secondary schools' pupils	142,5	103,3	77,1	58,5	47,5
Primary education, pupils (UNESCO data)*	184159	171024	160528	151736	145369
Secondary education, pupils*	382577	-	-	-	-
Secondary education, general pupils*	359881	343474	330583	308763	288658
Primary education (ISCED 1) Net enrolment rate (%)*	91	88	88	88	88
Secondary education, Net enrolment rate (%)*	82	81	81	83	80
School enrolment, primary (% gross)*	98	97	94	94	94
School enrolment, secondary (% gross)*	88	89	89	88	88
Primary completion rate, total (% of relevant age group)*	99	98	93	91	93
Literacy rate, youth total (% of people ages 15-24)	-	-	-	-	99

Sources: National Bureau of Statistics of the Republic of Moldova (2010) Statistical Yearbook of Moldova.¹¹

*United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics.¹²

¹¹ <http://www.statistica.md/pageview.php?l=en&idc=263&id=2193>

¹² http://data.un.org/Data.aspx?d=UNESCO&f=series%3ANER_1

**Table 3.3: Statistics on teacher education**

Description	2005	2006	2007	2008	2009
Total teachers (schools, gymnasiums and lyceums)*	41,0	40,1	38,7	37,0	37,0
Number of teachers in primary education	10259	10033	9876	9566	9231
Number of teachers in secondary education	30920	30771	30376	30195	29186
Student-teacher ratio in primary education ¹³	18	17	16	16	16
Student-teacher ratio in secondary education	13	12	12	11	11
Primary education, teachers (% female)	97	97	97	97	98
Secondary education, teachers (% female)	75	76	76	76	77

Source: United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics). *National Bureau of Statistics of the Republic of Moldova (2010) Statistical Yearbook of Moldova.

Table 3.4: Education budget

Description	2005	2006	2007	2008	2009
GDP (current US\$)	29881724 24	3408454 198	4402495 921	60548 06101	540460 5026
GDP growth (annual %)	8	5	3	8	-6
Public spending on education, total (% of GDP) ¹⁴	7	7	8	8	10
Public spending on education, total (% of government expenditure)	19	20	20	20	21

Source: United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics.¹⁵

¹³ Net enrolment ratio is the ratio of children of official school age based on the International Standard Classification of Education 1997 who are enrolled in school to the population of the corresponding official school age. Secondary education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialised teachers. Gross enrolment ratio is the ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown (United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics).

¹⁴ Public expenditure on education consists of current and capital public expenditure on education includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other private entities) (United Nations Educational, Scientific, and Cultural Organisation, Institute for Statistics).

¹⁵ <http://data.un.org/Data.aspx?q=education&d=UNESCO&f=series%3aXGOVEXP>



4 GOVERNMENT POLICY IN THE AREA OF TEACHER EDUCATION

4.1 General legislative framework

Since the collapse of the Soviet Union (1991), Moldova is undergoing a process of transforming its educational system. The access to high-quality education is stated as one of the priorities of state development. The right to education is declared in the Constitution of the Republic of Moldova (Article 35).¹⁶

The development and organisation of education, including teacher education, and the new principles of education¹⁷ are formulated by the Law on Education, adopted by Parliament in 1995, with all subsequent amendments and revisions.¹⁸ These principles are reflected in the State Programme for the Development of Education (see Section 4.3), as well as in other legislative and normative acts.

Apart from the above, the main documents that create the regulatory framework for the state policy in the field of education and teacher training are as follows¹⁹:

- Framework plan for the first cycle, which provides frames for curriculum (rus. *учебный план*) (approved by the Order of the Ministry of Education);²⁰
- The Law on the Approval of the Register of Fields of Professional Training and of Qualifications Delivered by Higher Education Institutions, first cycle (2005);²¹
- The letter of the Ministry of Education on psycho-pedagogical module;²²
- Regulations on the organisation of higher education for Master's degree, II cycle (2007);²³
- Recommendation of the Ministry on development of curriculum (rus. *учебный план*) for Master's degree,²⁴
- The Regulation on the Organisation of Educational Process on the Basis of European Credit Transfer Points;²⁵

¹⁶ Legislation of the CIS countries from the SoyuzPravoInform website, <http://www.base.spinform.ru/show.fwx?Regnom=3249>

¹⁷ For example, the right to education through the compulsory general education, the right to choose the language of education and training, free public education, freedom of religious education and secular character of public education, or the parents' right to choose an appropriate education for their children.

¹⁸ The Republic of Moldova, Law of the Parliament No 547 of 21 July 1995 on Education, <http://cis.gov.md/ru/content/277>

¹⁹ The official website of the Ministry of Education of the Republic of Moldova, <http://www.edu.gov.md>

²⁰ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

²¹ The Law the Approval of the Register of Fields of Professional Training and of Qualifications Delivered by Higher Education Institutions, cycle I, No 142-XVI, of 7 July 2005, <http://www.parlament.md/LegislationDocument.aspx?Id=c8cc9959-0111-47e2-a589-488880b02ceb>

²² Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

²³ Government Decision No 1455 of 24 December 2007 approving the Regulations on the Organisation of Higher Education Master's Degree, II cycle, published on 11.01.2008 in Official Monitor No. 5.7, Art. 25, <http://lex.justice.md/viewdoc.php?action=view&view=doc&id=326588&lang=2>

²⁴ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

²⁵ Ibid.



- National Qualifications Framework (NQF) for Higher Education and the NQF in the specialty of 14 Pedagogical Sciences;²⁶ and
- Framework Plan for the Secondary Specialised Education.²⁷

Also, the preparation of the preparation of the new Education Code is at the final stage (rejected by the Government in November 2009, after passing twice through Parliament). It aims at providing necessary regulatory framework for the continuation and deepening of on-going reforms. After its approval, it is expected that all regulations will be updated and new ones developed on various aspects of the education system, particularly, on the establishment of agencies for quality assurance in the higher education. For instance, it is envisaged in the Draft Code that teacher education will no longer be provided as part of the secondary specialised education system (college).²⁸

4.2 Institutional framework and distribution of responsibilities

The following distribution of the responsibilities among public authorities in the field of education applies to the Republic of Moldova²⁹:

- 1) The competences of the **Parliament** include:
 - adoption of legislative acts, regulating the activities in the sphere of education;
 - approval of long-term strategy for education development and training priorities;
 - approval of volumes of funding required for the organisation, functioning and development of the education system; and
 - ratification of international agreements on cooperation in the sphere of education.
- 2) The competences of the **President** of the Republic of Moldova include the approval by means of the Resolutions:
 - proposals of the Ministry of Education and the Academy of Sciences of Moldova concerning the establishment, reorganisation or liquidation of public higher education institutions;
 - proposals on the establishment, reorganisation or liquidation of the research institutes and retraining institutions;
 - appointment of the rectors of higher education institutions; and,
 - the Charter of the higher education institutions under the President of the Republic of Moldova.
- 3) The **Government** is responsible for:
 - organizing the implementation of legislative acts in the sphere of education and presenting them for the consideration of Parliament;
 - developing and approving normative documents on the implementation of the legislation in the sphere of education;

²⁶ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

²⁷ Ibid.

²⁸ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

²⁹ Chapter III of the Law on Education of 21 July 1995, <http://cis.gov.md/ru/content/277>



- entering into the intergovernmental agreements on cooperation in the sphere of education;
 - promoting the establishment and development of the education system; and
 - approving the decisions on accreditation of educational institutions.
- 4) The **Ministry of Education** of the Republic of Moldova is responsible for the overall development of education. Its strategic aims include:
- to strengthen the institutional capacity of the Ministry and improve the quality of education in order to strengthen the ability of practical knowledge application;
 - to improve the access to different levels of public education for children from poor families and children with special needs;
 - to increase the employment level through the harmonisation of the educational supply with the demand of the labour market;
 - to strengthen young people's capacities with an aim to raise their level of participation in the socio-economic development.³⁰

As the central public authority in the field of education, the Ministry has the following mandates:

- it develops and implements the state policy in the sphere of education;
- it carries out state control over the compliance of legislation in the field of education;
- it provides guidance, monitoring and evaluation of state education system;
- it develops and provides the control over the compliance of legislation;
- it develops and approves state educational standards and supervises their implementation;
- it coordinates the development and approves the National Curriculum;
- it carries out the monitoring and evaluation of educational and research activities of educational and continuous study institutions;
- it coordinates the activity on the primary and continuous teacher training;
- it coordinates the evaluation of teachers, awarding them teaching degrees;
- it coordinates the scientific activity of educational and scientific-pedagogical staff, carried out in accordance with the teaching load;
- in cooperation with the Ministry of Finance, it develops the norms and regulations of the national education system financing by the state;
- it provides 6-7 year old children from preparatory groups, as well as primary school pupils, with free textbooks;
- it takes the decisions on the proposals of education departments, ministries and other structures of central public authorities and the Academy of Sciences of Moldova on the establishment, reorganisation or liquidation of the primary, gymnasium and lyceum educational establishments;

³⁰ The official website of the Ministry of Education of the Republic of Moldova, <http://www.edu.gov.md>



- it acquaints the Government with the proposals on the establishment, reorganisation or liquidation of the special schools, continuing, vocational and higher education institutions, as well as retraining establishments, which are subordinate structures of the central public authorities or the Academy of Sciences of Moldova;
- on a competitive basis it employs or dismisses the directors of public schools of special and vocational, technical education, as well as directors of educational institutions of national importance;
- it appoints and dismisses the heads of regional (municipal) departments of education;
- it coordinates and monitors the financial activities of educational institutions run by the Ministry of Education and funded by the state budget;
- it enters into inter-ministerial agreements on cooperation in the sphere of education and research with corresponding foreign ministries and institutions;
- it assures the education documents issued by educational establishments of the Republic of Moldova;
- it nostrifies the education documents, issued by foreign educational institutions;
- it represents the proposals on the plans of students enrolment in vocational and higher educational institutions, which are subordinate to the Ministry of Economics; and,
- it negotiates the collective labour agreements in the field of education.

Finally, as stated in the Moldovan legislation on education, the further distribution of competencies in the field of education management takes place between:

- a) other state bodies, such as the central bodies of public administration, the Academy of Sciences of Moldova, which have subordinate institutions;
- b) regional (municipal) departments of education; and,
- c) local public administration authorities in the field of education.

In the plan of state policy implementation into the sphere of teacher education, these bodies perform functions related to human resources, scientific and methodological support of the professional development of teachers; organizing the activities for continuing education for the teachers as well as providing training and methodological support for educational institutions and teaching staff; and providing the legislation in the sphere of education and public policy in this field within the subordinate area. The specific competencies and responsibilities for each level of education management are defined as a part of territorial-administrative reform. Among the main responsibilities of local public administration in the area of primary and secondary teacher education are therefore (Art. 45 of the Law on Education):

- the enforcement of legislation on education in their jurisdiction territory;
- integration of children in compulsory school age and ensuring their education until age 16;
- ensuring the social protection of teachers (e.g. allocation of living space, providing benefits in accordance with the legislation, etc.).

The process of the education system's decentralisation still continues in Moldova.



4.3 National policies, strategies and reforms on teacher education

According to the Ministry of Education, improving the quality of teacher education is an integral part of the overall goal of modernizing the country's education and quality assurance, also in the context of the Bologna Process. As a participant of this initiative from 2005, Moldova works towards the realisation of all tasks related to this complex process in order to implement the national education system into the European Higher Education Area.

Among actions triggered by the adoption of the Bologna Declaration entering the European Education Area that took place in Moldova there are:

- introduction of two-stage system of specialists' education;
- elaboration and approval by law of the new list of specialties in vocational training in compliance with the Eurostat and ISCED;
- development and introduction of new provisions on curricula (rus. *учебный план*) and programmes based on learning outcomes and competences (in order to develop the curricular autonomy of universities);
- introduction of uniform criteria for assessing the knowledge, skills, and abilities;
- introduction of the European Credit Transfer System (ECTS);
- providing all graduates with a mandatory Diploma Supplement (also in English) approved by the Ministry of Education; and,
- development and approval of the National Qualification Framework in 143 specialties for professional training in higher education.³¹

In order to ensure a minimum required level of teacher education, the Ministry of Education has developed a standard in a form of psycho-pedagogical module for which 60 academic credit points can be awarded, including 30 credits for theoretical training (the study of psycho-pedagogical disciplines) and 30 for practical training (pedagogical practice), which is being implemented since 2000. The implementation of this module is compulsory for all higher education institutions that provide education in the specialty 141 Education and Training of Teachers.³²

In addition, so as to support the teaching profession at different levels and to encourage young people to join the didactic cadres, some governmental initiatives and incentive mechanisms have been developed. These include:

- removing age limit for full-time studies, including the pedagogical specialties, and allocating annual budget places to study pedagogy in universities and colleges;
- a support programme for young teachers - graduates of higher and secondary specialised education who were assigned to work in rural areas - that provides them with a number of rights during the first three years of their work, including free housing (for the period of their activity on the countryside), partially paid utilities, and one-time allowance³³);

³¹ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

³² Information from the questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.

³³ Young specialists who graduated from higher education institutions receive 30,000 lei and graduates of secondary specialised educational institutions – 24, 000 lei (Art 53, point 9 of the Law on Education of 1 July 1995, with appropriate amendments introduced on 16 December 2004).



Study on Teacher Education in Six EaP Countries: Moldova

- a system of teacher salaries is based on conditions and amounts stipulated by the law, which sets the bonus at a rate of 50% of the salary for the highest educational category, 40% of the salary for the first category, and 30% for the second category;³⁴
- a system of advancing teacher qualifications, defined by Art. 54, 28, and 29 of the Law on Education (1995), which provides state-funded, compulsory courses for teachers once every 5 years; in addition the Concept of Continuing Education has been developed together with the government's position on it, which also regulates the process of advancing teacher qualifications;³⁵
- a contest 'Teacher of the Year' takes place on annual basis, drawing attention to the best teachers in the country and promoting their advancement in the profession and career development.³⁶

These changes as well as other policies in the sphere of teacher education are determined by a number of documents adopted on a national level (in addition to the Law on Education, adopted by Parliament in 1995 and other legislative acts described in Section 4.1). The most important ones include:

- The Concept of Education Development in the Republic of Moldova (1994);³⁷
- The Concept of Training Pre-university Education Teaching Staff (2003);³⁸
- The Concept on In-service Teacher Education of the Teaching and Managerial Staff of Pre-University Education (2004);³⁹
- The National Programme for the Development of Education in the period 1999-2005 (implemented in stages: 1999-2001 and 2002-2005);⁴⁰
- The Concept and Strategy for Continuing Education of Pedagogical Cadres (2007);
- Consolidated Strategy for the Development of Education in the period 2011-2015;⁴¹
- The Programme for Long-term Development of the Republic of Moldova (chapter on education);⁴²

³⁴ The Law on the wage system in the public sector No 355-XVI of 23 December 2005, published in Official Monitor N 35-38/148 on 03.03.2006, <http://www.contabilsef.md/libview.php?l=ru&idc=390&id=1090>, and Art. 53, point 8 of the Law on Education.

³⁵ Government Decision No 1224 of 09 November 2004 on the organisation of continuing professional training, published on 19.11.2004 in Official Monitor No 208-211, Art. 1424, <http://lex.justice.md/viewdoc.php?action=view&view=doc&id=298278&lang=2>

³⁶ Information from the questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.

³⁷ Parliament Decision No 337-XIII of 15 December 1994 on the Concept of Development of Education in the Republic of Moldova and the establishment of the Coordination Council on the reform of education.

³⁸ Resolution No 6.1 of the Ministry of Education of 3 April 2003.

³⁹ Coroi, E., Gremalschi, A., Vicol, N., Sara, A. (2005) National Report on Moldova, International Research Project Enhancing Professional Development of Education Practitioners and Teaching/Learning practices in SEE countries. Project supported by Open Society Institute Education Support Programme – RE:FINE. http://pdc.ceu.hu/archive/00002969/01/educational_system_Moldova.pdf

⁴⁰ Government Decision No 984 of 26 December 1999 on the approval of the State Programme for the Education Development for 1999-2005, published on 04.11.1999 in Official Monitor No 120, <http://lex.justice.md/viewdoc.php?action=view&view=doc&id=305863&lang=2>

⁴¹ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.



- Action Plan to implement the Consolidated Strategy for the Development of Education for 2011-2015; and
- the provisions of the Association Agreement of the Republic of Moldova and the European Union.⁴³

As for education in general, the Quality of Education in the Rural Areas of Moldova (QERAM) project supported by international donors and agencies (World Bank, UNICEF) is being implemented by the Ministry of Education.⁴⁴ Also, the Poverty Reduction Strategy Paper (approved in 2004), lists an increased access to primary education among its main objectives.⁴⁵

4.4 Prospects and future needs in the field of teacher education

Development of education in the next years will take place in accordance with the Consolidated Strategy for the Development of Education for the period 2011-2015 and Action Plan for its implementation, which provides specific activities for each goal with specific time frames and financial resources. The legal support in addressing those needs is provided by the new draft of the Code on Education.⁴⁶ The strategic long-term and immediate goal of education policy at the national level is the modernisation of education in accordance with European trends and values.

At the current stage, a gradual, timely and accurate implementation of activities planned by the Consolidated Strategy (2011-2015) is of key importance. The priority direction of development according to the Strategy is the formation and development of the child-friendly schools through an increased access to and improved quality of primary, gymnasium and lyceum education. As for higher education, the main objective stated in the Strategy is the modernisation of the higher education through the integration of the education and research, as well as expanding the relationship with the economic environment and implementation of the Bologna process recommendations. The objectives that are related indirectly to teacher training include:

- development of the human resources within universities;
- modernisation of the university curricula according to the student-centred learning, competences and needs of the education labour market;
- consolidation of the relationship between higher education, scientific activity, the labour market and economic environment;
- harmonisation of the higher education system in terms of curricula, methodologies, management, qualification frameworks, etc.;
- establishment and implementation of the quality assurance system in the higher education; and,
- modernisation of the technical base and infrastructure of universities.

⁴² Information from the questionnaire provided by the Moldova State University.

⁴³ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁴⁴ Pro-Didactica Educational Centre, Integration of the critical thinking development methodologies into the renovated version of the National Curriculum for pre-university education in Republic of Moldova, <http://www.criticalthinkingblog.org/about/small-grants/small-grants-countries/pro-didactica-educational-center>

⁴⁵ Economic Growth and Poverty Reduction Strategy Paper (EGPRSP), 2004, <http://webapps01.un.org/nvp/indpolicy.action?id=2527>

⁴⁶ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.



Moreover, in order to prepare future teachers to work according to priorities of inclusive education, a draft concept on inclusive education is being developed at the national level (under discussion). A working group has been already created to develop a course on inclusive education, which should become a compulsory component of the psycho-pedagogical module (state standard for basic training of teachers in high school). It should be noted that the Framework Plan for Higher Education (2005) recommended a course on Inclusive Education as an optional course. It is expected that this course will be introduced for all pedagogical specialties as of the 1st of September 2011. Preparation of teachers/educators in the field of inclusive education is implemented also during professional development courses.⁴⁷

In terms of more specific future needs in the area of teacher training, as identified during desk research and stakeholder consultation carried out as a part of this study, they include undertaking the following activities:

- creation of incentive mechanisms in teacher education;
- strengthening the legal provisions on teacher education;
- creating a market for services in the field of teacher training;
- introduction of credit point system (ECTS) for each cycle;
- reorientation of teacher education towards continuing education (lifelong learning approach);
- developing a holistic, interactive continuing professional education system, which involves: primary and secondary schools, Departments of Education in the regions/municipalities, and professional development centres for teachers;
- providing teachers with a choice of professional development centres;
- introduction of credit system for in-service education; and,
- offering teachers a diversified package of educational programmes, tailored to their individual needs for professional development.

Finally, on the basis of stock-taking exercise on the implementation of the European Neighbourhood Policy, a need to reconsider and improve the newly-established quality assurance mechanisms as well as to build capacity at all levels of the educational system⁴⁸ has been pointed out by the Commission.

5 EDUCATION SYSTEM FOR PRIMARY AND SECONDARY SCHOOL TEACHERS

5.1 Brief overview of historical development of teacher education

The development of teacher education in Moldova began in the 70s of the 20th century.⁴⁹ In 1990-1991, there were already 11 secondary teacher training institutions established in the country: BălŃii, Bender, Cahul, Călărași, Chișinău, Lipcani, Orhei, Soroca, Comrat teacher

⁴⁷ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁴⁸ Commission Staff Working Document accompanying the Communication from the Commission to the European Parliament and the Council taking stock of the European Neighbourhood Policy (ENP) Implementation of the European Neighbourhood Policy in 2009 Progress Report Republic of Moldova. (COM(2010) 207).

⁴⁹ Overview of teacher education development in Moldova, made on the basis of: Pedagogical dictionaries: <http://enc-dic.com/pedagogics>



training schools, Chisinau Industrial Pedagogical College, Chisinau College of Physical Education, which provided education to about 7.5 thousand students.

5.2 Teacher education providers and financing of teacher training

The **pre-service (initial) teacher** education is provided by colleges (secondary specialised education institutions) and higher education institutions. **Colleges** enrol graduates from gymnasiums, secondary comprehensive schools, and lyceums who hold school or gymnasium certificates and baccalaureate diplomas. Depending on the educational attainment and chosen field of studies (specialisation), they can last from 2 to 4 years (4 years for gymnasium graduates, 2 years for graduates from comprehensive secondary school or lyceum).⁵⁰ Only pre-school (kindergarten) and primary school teachers (2-4 years) can be trained in colleges. **Higher education institutions**, in turn, can train both pre-school and primary school teachers as well as teachers and administrators for gymnasiums, lyceums, vocational and secondary specialised education.

The **professional development** of teachers takes place at different levels (local, regional and national) according to programmes developed by universities, specialised institutes, centres for continuous education, non-governmental organisations providing continuous professional development, and other institutions approved by the Ministry of Education.⁵¹ In contrast to initial (pre-service) education area, where the possibilities of educational institutions are relatively high, the number of relevant institutions and their capacity to provide continuous education for teaching staff are rather limited. In the field of teachers' re-training, the important role is given to non-governmental organisations, established in the form of public organisations or private educational institutions.

The largest providers of teacher (pre-service or/and in-service) education in Moldova include:

- Moldova State University;
- 'Alecu Russo' State University from Balti;
- 'Ion Creanga' State Pedagogical University;
- Tiraspol' State University (Chisinau);
- The National Institute of Physical Culture and Sport;
- Cahul State University;
- Comrat State University; and,
- The Institute of Pedagogical Sciences.

Teacher education is provided by public and private educational institutions.

The organisation of initial teacher education process is funded by the state and extra budgetary funds (individual contracts, projects, grants, etc.). The average annual state funding for education of one student who is trained in pedagogical specialties amounts to 14, 555 lei.⁵² Education of teachers in one speciality is provided with funding from the state budget. It should

⁵⁰ In addition to studying a professional field, gymnasium graduates are also provided with a lyceum education and a baccalaureate examination (Art 25 of the Law on Education).

⁵¹ See Art. 80 of the Code on Education. The official website of the Ministry of Education of the Republic of Moldova, <http://www.edu.gov.md>

⁵² Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.



be noted that if a teacher is studying two or more specialities, education in the second speciality is provided upon the payment of a fee.

Professional development of teachers and school administrators is carried out at the expense of public funds (obligatory once every 5 years).⁵³ Courses financed from the budget are organised by the Department of Training at the Institute of Pedagogical Sciences and at higher education institutions that carry out university level (cycle I) training in the specialty of training 'Education and Teacher Training'. There are also several agencies that provide services to improve the skills of teachers on a fee basis. In this case payments can be made individually, by organisations, institutions, or enterprises.⁵⁴

In 2011, the budget on education as % of GDP was 8.5. For the advancement of qualifications, according to the Labour Code, every economic agent is obliged to provide on annual basis 2% from the wage fund.⁵⁵ Indicators on financing teacher education and professional development of teachers are not calculated separately at a national level.⁵⁶

5.3 General organisation of teacher education

5.3.1. *Initial teacher education*⁵⁷

Primary and secondary school TE in Moldova is provided by HEIs in the fields of Teacher Education and Training (in all school disciplines) and Pedagogical Sciences. The field of Teacher Education and Training includes fifteen specialties, which correspond to the disciplines taught on the base of the general education. The field of Pedagogical Sciences includes pedagogical, psychological and psycho-pedagogical specialties.

In order to facilitate the employability of graduates from the pedagogical specialties and implement didactic rules, the national legislation offers the opportunity to train specialists in two related specialties (for example: Physics and Mathematics, Chemistry and Biology, etc.) in the field of the general education, Pedagogical Sciences. The length of studies is 3 years in a single specialty (180 credits) and 4 years for two specialties (240 credits). Such a possibility is particularly helpful for teachers from rural areas, where a limited number of hours for each subject is often insufficient to make a normative teaching load.⁵⁸

Education in the field of Pedagogical Sciences can be extended to the second cycle through the programmes of vocational and academic Master degree for a period of 90-120 academic credits. A doctor's degree is also available for holders of master's degree diploma or equivalent document recognised by the relevant national authority who can participate in the enrolment competition.

⁵³ Ibid.

⁵⁴ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁵⁵ Code No 154 of 28 March 2003, Labour Code of the Republic of Moldova, published on 29.07.2003 in Official Monitor No 159-162, Art. 648, <http://lex.justice.md/viewdoc.php?action=view&view=doc&id=326757&lang=2>

⁵⁶ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁵⁷ Information for this section has been provided mainly by the questionnaire, the Ministry of Education of the Republic of Moldova.

⁵⁸ Coroi, E., Gremalschi, A., Vicol, N., Sara, A. (2005) National Report on Moldova, International Research Project Enhancing Professional Development of Education Practitioners and Teaching/Learning practices in SEE countries. Project supported by Open Society Institute Education Support Programme – RE:FINE. http://pdc.ceu.hu/archive/00002969/01/educational_system_Moldova.pdf



Basic education in colleges and higher education institutions is carried out in accordance with curricula, defined by the Curriculum Framework (see Section 4.1). They include disciplines of theoretical and practical education in the area of pedagogy, psychology and teaching methods in the specific specialty. Graduates of higher education institutions of non-pedagogical profile can teach in the education system only after being trained in those subjects (Art. 53 of the Law on Education).

HEIs are responsible for the content and quality of education within their curricular autonomy. They develop curricula (teaching plans) for each specialty, which are then approved by the Ministry of Education. For the 1st cycle (licentiate degree), the curriculum includes several required components such as:

- fundamental disciplines (in the amount of 40-60 credits in the programmes of 180 credits and 50-80 credits in the programmes of 240 credits);
- subjects on the specialisation (in the amount of 40-70 credits in the programmes of 180 credits and 50-95 credits in the programmes of 240 credits);
- socio-humanities component (in the amount of 18-25 credits in the programmes of 180 credits and 25-35 credits in the programmes of 240 credits);
- a component enhancing communicative skills (up to 10 credits); and,
- a practice (15-20 credits in the programme of 180 credits and 20-30 - in the programmes of 240 credits).

So as to ensure the minimum teacher education level, the Ministry of Education has developed a state standard in a form of psycho-pedagogical module. It includes 60 obligatory academic credits and involves theoretical training (the study of psycho-pedagogical disciplines) as well as practical training (teaching practice). In general, the curricula of the higher education institutions that train teachers do not differ significantly from regulations of the Ministry regarding the psycho-pedagogical module.

Education of primary school teachers is provided also by colleges. The course lasts 2-4 years and education programmes are developed by the educational institutions and coordinated by the appropriate departments of the higher education institutions. To ensure the necessary level of primary school teacher education at the secondary specialised education (college) level, a curriculum (rus. *учебный план*) has been developed providing for the study of such subjects as Pedagogy (219 hours), Psychology (207 hours) and methods of teaching various subjects.⁵⁹ Upon passing final exams (or/and defending their graduation project/paper), college graduates can continue their studies in higher education institutions.⁶⁰

Teacher education in both colleges and higher education institutions includes obligatory teaching classroom practices. The conditions of such practices are set by contracts between teacher education institution and city (district) education departments or pre-university institutions (see also Section 8.1).⁶¹

⁵⁹ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁶⁰ The length higher education for college graduates is one year shorter if they continue their study in a specialty related to the one mastered in a college.

⁶¹ Coroi, E., Gremalschi, A., Vicol, N., Sara, A. (2005) National Report on Moldova, International Research Project Enhancing Professional Development of Education Practitioners and Teaching/Learning practices in SEE countries. Project supported by Open Society Institute Education Support Programme – RE:FINE.
http://pdc.ceu.hu/archive/00002969/01/educational_system_Moldova.pdf



5.3.1 *Induction programmes for new teachers*

There are no separate programmes assisting and supporting new teachers in the early stages of their careers. It is expected that for successful adaptation to school environment young teachers should be able to work independently, without a mentor, nor constant assistance and supervision, as a result from process of pre-service education at the higher education institute.⁶² Yet, the need to develop separate programmes at the pre-service education level to support teachers in the early stages of their careers has been identified by some stakeholders contacted for this study.

Still, during the first 3 years of their career, a new beginning teacher is considered a 'young pedagogue' and a teacher mentor is assigned to him/her. Together with other colleagues, the mentor, who is usually one of the best school teachers, provides individual counselling at a novice request.⁶³ Also, the faculty members of teacher education institutions provide individual counselling to novice teachers at their request.⁶⁴

Other supporting instruments include workshops and training sessions designed particularly for active participation of young teachers, organisation of the week of young teacher, creating conditions for familiarisation with new technologies, providing young teacher with a certain level of welfare.

5.3.2 *Continuous professional development of teachers (in-service education)*

Professional development of teachers is regulated by Art. 54, 28, 29 of the Law on Education (1995). The advancement of professional, methodical and psycho-pedagogical qualifications and competences of school teachers (the pre-university education system), as well as education and professional development of administrative employees is organised and coordinated by the Ministry of Education.

As stated by the law, advancement of qualifications of teaching staff is obligatory and should take place at least once every 5 years to continuously maintain professional qualifications at the level of new conceptual methodological, substantive and technological advances that take place in education. Retraining or specialisation of teachers is carried out according to the needs of both the education system and the individual.

The Regulation on Attestation of Teachers⁶⁵ defines their participation in comprehensive training courses for approximately 150 hours, including modular courses on psycho-pedagogy, specific specialty and technological training, as well as in various short-term (1-3 days) courses. The programme of professional development includes basic and optional subjects in three modules: (1) Psychology and Pedagogy (2) Discipline Didactics and Specialty (3) Information and communication technology.⁶⁶

Professional development of teachers throughout the year is based on the level of the institution and at the level city/district. For each school year, the local administration (Department of Education) prepares a work plan that lists all the workshops to be conducted

⁶² Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁶³ Information from the questionnaire provided by the Moldova State University.

⁶⁴ Information from the questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.

⁶⁵ Regulation on Attestation of Didactic Cadres Approved by Order No 24 of 12 July 2006, <http://www.edu.md/?Ing=ro&MenuItem=6&SubMenu0=1&SubMenu1=7>

⁶⁶ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.



(with an indication, which schools are responsible for their conduct), the seminars and categories of students (for example, young teachers).⁶⁷ For instance, methodical seminars, demonstration lessons, and themed events are organised in schools. Special higher educational institutions - centres of in-service training for the teaching and leadership staff - are responsible for creating programmes of professional development courses (rus. *kursi povishenia kvalifikacii*) and developing forms of teacher assessment.

According to the Draft Code on Education (not yet approved), continuous professional development of teachers is implemented a) internally (e.g. on-the-job workshops, professional partnerships, exchange of experience, participation in conferences, seminars, courses, apprenticeships); b) externally (e.g. courses, apprenticeships trainings, counselling, academic advice, through distance learning); and through self-development (e.g. individual studying, communicating during various meetings, conferences, elaboration of books, articles, publication of results on scientific research).

Training activities contribute to the development of the Portfolio of Education, which is then evaluated and remains at the disposal of a person to be used in teaching practice.

5.4 Qualifications system for primary and secondary school teachers

Upon completion of each education level or cycle or continuous training, graduation documents are issued for persons who passed the examination. Their forms are developed and approved by the Ministry of Education:

- a) college - diploma of secondary specialised education, which certifies a qualification of middle-rank specialist in the respective specialty (Art. 25 of the law on Education).
- b) higher education institution:
 - cycle I – licentiate (bachelor) degree diploma;
 - cycle II – master’s degree diploma; and,
- c) doctor’s degree diploma;
- d) post-doctor - doctor habilitat (Dr.Sc.) diploma; and
- e) continuing (in-service) education institution – certificate of participation, certificate of retraining/specialisation, diploma of professional re-qualification.

Table 5.1: Qualifications required for entering teacher education career phases

School education	Initial	In-service
Primary level	Secondary specialised education: Primary school teacher I cycle: Licentiate (Bachelor) of Pedagogical Sciences II cycle: Master of Pedagogical Sciences	Certificate/diploma confirming professional (re-)training

⁶⁷ Information from the questionnaire provided by the ‘Ion Creanga’ State Pedagogical University in Kishinev.



Secondary level	I cycle: Licentiate (Bachelor) of Pedagogical Sciences II cycle: Master of Pedagogical Sciences	Certificate/diploma confirming professional (re-)training
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As such, however, in Moldova there is no division of qualifications into initial and professional. A graduate from the university, after obtaining a diploma and licentiate qualification in pedagogical education has the right to work at all stages of a teacher's career.

As regulated by the law (Art. 50 of the Law on Education), the Ministry of Education provides periodic attestation of pedagogical and managerial personnel working in the education system. The attestation of the teaching staff is compulsory once every 5 years. Beginners can be confirmed on their posts after a three-year term of teaching service. The attestation results constitute the basis for assigning teacher categories, establishing salaries and allowances, as well as for releasing teachers from their office (Art. 50 of the Law on Education). In consequence, teachers can be assigned:

- the highest teacher's degree
- the second teacher's degree
- the first teacher's degree.⁶⁸

6 QUALITY ASSURANCE AND TEACHER EDUCATION STANDARDS

6.1 Teacher education standards

Within the process of developing National Qualifications Framework (NQF), in accordance with European Qualifications Framework, there were projects developed in the period 2006-2010 for all specialties in the field of professional education 'Education and Training of Teachers', which are now the standards of teacher education. They include minimal educational standard and professional standard, that is, learning outcomes, as well as general and specific competencies required for teachers (see also Section 5.3.1).⁶⁹

Under the current law, the description of the major learning outcomes of general and specific competencies of graduates from the general education field 14 Pedagogical Sciences - as part of a professional standard for primary and secondary school teachers (after I and cycle) – is contained in the Informative note. It accompanies each curriculum that is developed by the higher education institution and approved by the Ministry of Education. Key learning outcomes, general and specific competencies of graduates in specific fields are defined by the NQF, designed for all specialties in the field 14 Pedagogical Science.⁷⁰

Education carried out in pedagogical specialties (for elementary, secondary school, and lyceum teachers) aims at the formation of didactic cadres - teachers - who should act effectively in

⁶⁸ Coroi , E., Gremalschi, A., Vicol, N., Sara , A. (2005) National Report on Moldova, International Research Project Enhancing Professional Development of Education Practitioners and Teaching/Learning practices in SEE countries. Project supported by Open Society Institute Education Support Programme – RE:FINE. http://pdc.ceu.hu/archive/00002969/01/educational_system_Moldova.pdf

⁶⁹ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁷⁰ Ibid.



accordance with the professional competencies in their area, which determines what a student should know, understand, be able to do after graduation, according to the User Guide on ECTS.

The ultimate goals envisaged for this area of professional formation are oriented towards the development of the following competencies:

- epistemology - knowledge of the theoretical foundations of pedagogical sciences;
- prognostic - identification of problems and solutions that are relevant to the evolution of primary and secondary education;
- praxeological - identification of situations using the theory of primary and secondary education in practice;
- managerial - diagnosis of internal culture and organisational culture of a student, monitoring and self-monitoring of professional activities;
- assessment of professional activities - self-assessment of teacher activity in the perspective of variety of functions implemented in an educational context;
- communicative and social inclusion - adaptation of communication to different contexts of the educational process in primary and secondary/lyceum classes; manifestation of multicultural tolerance and professional ethics in communication with students and their parents;
- study - knowledge of the methodology of scientific research in primary, secondary education, implementation of research projects.⁷¹

In order to promote policies that target the continuous development of teaching staff and ensure the right of every teacher's professional development, 'Standards of permanent education of teaching staff in secondary education' have been developed and approved by the National Council for Curriculum. Their main purpose is to 1) develop professional competences of the pedagogical staff, 2) to introduce a system of academic credit points (ECTS), and 3) to provide special programmes for permanent education.

Table 6.1: Learning outcomes expected after completion of teacher education career phases

Education phases	Knowledge/understating	Skills/ Abilities
Initial	Psycho-pedagogical module. Knowledge in a particular area.	<ul style="list-style-type: none"> - ability to cultivate and raise one's own level; - effective communication skills; - ability to collaborate, to work in a team; - the ability to solve problems; - ability to plan and monitor time; - skills to use ICT; - ability to do assessments and self-evaluation; - ability to work with the appropriate age category - basic management skills (at the level of Master), etc.

⁷¹ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova



Education phases	Knowledge/understating	Skills/ Abilities
Induction	Same as above	Competencies as above.
In-service	Additional knowledge in various specific areas, including the relatively new educational technologies.	Development of individual professional competences.

Source: Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

The core competencies should allow a teacher to undertake the following tasks:

- to see a pupil in a specific subject, to build his individual educational journey;
- to create conditions for achieving the goals of education, forming core competencies of pupils;
- establishing cooperation with other actors of the educational process;
- to create and use educational environment;
- to plan and implement professional self-development.⁷²

6.2 Assessment methods

The **internal assessment** of educational process is carried out by the institutional quality assurance structures on the basis of internal/institutional regulations (e.g. in the course of a semester, at the end of a semester, at the end of a course programme within each educational cycle). It is based on a number of teacher activities listed in the following section (Section 5.3, point b).

The **external assessment** of learning outcomes at the end of each level of teacher education is compulsory and is carried out in accordance with educational standards and the national curriculum. Evaluation of competencies in colleges is carried out during appraisal for teaching degrees. In higher educational institutions, the final evaluation at the completion of studies takes one of the following forms: graduation exam, defence of a thesis (project), the evaluation of portfolio, etc.

6.3 Quality assurance mechanisms

The quality is assured through the following mechanisms:

- a) at the national level:
- development of the necessary regulatory framework for basic and continuous professional education,
 - seminars for managerial staff of educational institutions on the implementation of relevant regulations, laws, and recommendations,
 - monitoring the compliance with relevant documents,⁷³

⁷² Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁷³ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.



- assessment of teacher competencies carried out within the framework of attestation and processes of awarding didactic categories, in the process of accreditation of an educational institution.⁷⁴
- b) at the institutional level:
- carrying out by teachers open, demonstrative classes;
 - development of curricula in accordance with the requirements of regulatory documents;
 - development of study materials and samples of the current assessment of students with an emphasis on the formation of competencies, abilities, communicative skills, relationships;
 - ensuring the quality of education through the implementation of teacher research;
 - participation in pedagogical readings;
 - preparation of reports and presentations during methodological workshops;
 - participation in experimental work,
 - participation in projects;
 - participation in scientific and pedagogical conferences, thematic seminars and workshops;
 - conducting business, organisational and activity-related games;
 - modeling and analysis of teaching situations;
 - teacher reports;
 - publication of scientific, methodological and organisational work in the press;
 - decision-making to improve the quality of the department (the creation of working groups and activating their work).⁷⁵

6.4 Stakeholders involved in the quality assurance process

Monitoring the quality of teacher education is carried out by state structures: the Ministry of Education, the National Council for Accreditation and Attestation⁷⁶, departments of the public education acting in every town and district (rus. *район*).

Currently, the National Agency for Quality Assurance in Higher Education is being developed to carry out external evaluation and monitoring of educational process in higher education, in agreement with the Ministry of Education. The Agency will provide the accreditation for the initial and continuous training programmes offered by various providers.⁷⁷

Responsibility for the content and quality of education, within curricular autonomy, remains on the side of higher education institutions. Directors of the in-service teacher education institutions

⁷⁴ Information from the questionnaire provided by the Moldova State University.

⁷⁵ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁷⁶ The Council is responsible for evaluation and accreditation of organisations in the field of science and innovations and attestation of scientific and scientific-pedagogical personnel of higher qualification. See: <http://www.cnaa.acad.md/en/> NCAA website

⁷⁷ Information from the questionnaire provided by the Moldova State University.



are responsible for the quality of the training courses delivered by their centres (also monitored by the Ministry of Education).

7 INNOVATIONS IN TEACHER EDUCATION

7.1 Innovative practices and developments

The development of innovation in school education in Moldova has been associated with the search for solutions for practical problems that arose during the process of transition towards independent state as well as to align the country line with European trends. In consequence, the organisation of the educational process has been restructured over the past decade focusing on the improvement of the regulatory framework, curricula, content and structure of the educational process in general.

Among the main achievements in terms of developing new approaches the following should be mentioned:

- learning centred on the pupils / students;
- competency-based approach to learning;⁷⁸
- integrated learning (1 and 2 cycle);
- development of a new generation of university curricula, etc.⁷⁹

At the moment, the innovative restructuring of the basic educational programmes is taking place as well as the organisation of the educational process as an area of multicultural dialogue among all stakeholders of education. The specificity of this new organisation of educational process can be described as follows:

- acquisition of knowledge jointly with a teacher
- setting new goals;
- the emphasis on thinking - the acquisition of knowledge (not all based on knowledge);
- asking questions and seeking advice (not just answering the questions);
- classification of information in databases in individually beneficial manner (as opposed to mere reproduction);
- the ability to take own position (and not the presentation of views of others);
- identification of one's own educational path (not bold execution of educational guidance);
- understanding of knowledge not as an eternal truth, but as a model, which has a limited use;
- self-education not towards stable life but towards unpredictable situations, a change of roles and self-development;

⁷⁸ This includes the following competence indicators for teachers: the use of practice-oriented assignments and different situations in teaching; increasing the number of workshops (practicum) that allow students to demonstrate their competence, development of minimum competency tests, drawing portfolio of students, etc.

⁷⁹ Information from the questionnaire provided by the Moldova State University.



- maintenance and development of one's own individuality and not the adaptation to the circumstances.⁸⁰

Also, an integrated system of measuring competences of graduates is being prepared. It is represented as a table where the columns indicate the basic and optional disciplines, and activities (practices) that support the formation of competence of a student. In each subject basic themes are distinguished that implement the task assigned. Accordingly, measurement tools are presented in lines; they are used for the current and final attestations of the student.⁸¹

Higher education institutions are being involved in developing practice-oriented activities. They are formed as interdisciplinary problems with content that reflects challenges encountered in everyday life or in professional work. This includes determining the competencies of students in a form of special problematic tasks, during which students reflect on life or a professional situation. While solving such problems, a student should use concepts and methods from different disciplines, transfer of technologies from already known areas into new ones, building models and assess their adequacy. In such way professional situation is being simulated.⁸²

The function of promoting the research, innovation and technological transfer policies at the national level and the general management of the research are performed by the National Agency for Research, Innovation and Technological Transfer. The Agency was created by a Government Decision and operates on basis of the Regulation approved by Government.

7.2 The use of ICT

Education of teachers in computer technology at the higher education institutions (I cycle) is an integral part of the curriculum (components to build communication skills).

Computer technologies are used in the development of study courses (the creation of electronic textbooks, training programs (soft), used in teaching and evaluating knowledge and skills, etc.), as well as in the implementation of the educational process (using programs such as Power Point, Excel, etc.). For example, in-service education for school managers offered by the Institute of Lifelong Learning takes of various forms of traditional courses – with the use of modern teaching techniques - and distance-learning courses.⁸³

Other examples include the implementation of computer education/didactics by the Computer Assisted Language learning (CALL) - an alternative to traditional didactics, as well as equipping schools with computer labs, which may be used as students and teachers (under the state programme 'Salt').⁸⁴

⁸⁰ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁸¹ A number of indicators has been developed to assess students' oral responses by the following indicators, such as the ability to involve personal experience as an illustration or argument of some theoretical concepts, the ability to establish intra-and interdisciplinary links among the content, ability to express opinion on the subject and present arguments defending one's positions, etc. These criteria are presented to students by a teacher during the first class.

⁸² Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁸³ Coroi , E., Gremalschi, A., Vicol, N., Sara , A. (2005) National Report on Moldova, International Research Project Enhancing Professional Development of Education Practitioners and Teaching/Learning practices in SEE countries. Project supported by Open Society Institute Education Support Programme – RE:FINE.
http://pdc.ceu.hu/archive/00002969/01/educational_system_Moldova.pdf

⁸⁴ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.



7.3 Schools as 'learning organisations'

See Section 7.1.

7.4 Main opportunities and limitations for introducing innovations in teacher education system

Based on the desk research and stakeholder consultation the following opportunities and limitations have been identified:

a) opportunities for innovation:

- teachers are generally open to innovation;
- training for managers and teachers (who are not prepared to innovate);
- collaboration with scientists;
- conferences, workshops, and sharing best practices;
- competitions; and
- information support at schools.

b) limitations for innovation

- low level of motivation of teachers to innovate and no stimulation of innovation;
- ineffective teacher training;
- low involvement on the side of parents, representatives of civil society, etc.;
- low level of financing for innovation;
- low level of innovation management;
- teachers' reluctance towards introduction of innovations;
- mimicking the innovation activity by teachers, but changing little in their work;
- results of innovation do not meet expectations;
- introducing some novelties and renouncing their future use after a short period of time;
- difficulties with obtaining professional advice (no facilities);
- lack of comprehensive methodological support to innovation activity;
- lack of opportunities for training school administrators, teachers; and
- heavy teachers' workload.

8 PARTNERSHIPS AND INTERACTION WITH EXTERNAL ACTORS

8.1 Partnerships between schools and teacher education institutions

Cooperation between the school and teacher education institutions are formed through different types of partnerships (regulated by the contracts of cooperation), such as: education of future teachers in educational institutions, student pedagogical practices⁸⁵, joint projects, professional teacher development in higher education institutions (every 5 years), development of standards, curricula/study programmes, textbooks and teaching instruments for schools, etc.

⁸⁵ Pre-service teacher education includes compulsory teaching practices. As a rule, educational institutions conclude contracts either with city (district) education departments or with pre-university institutions of national scale (Coroi , E., Gremalschi, A., Vicol, N., Sara , A., 2005).



In the system of initial teacher education (I level - Licentiate and II level - Master's), there are certain schools (rus. *базовые школы*) - 'teacher training centres' - where teaching practice is carried out by students conducting methodological seminars, scientific, didactic conferences, etc. A school that wants to become a 'centre of teacher training' should be involved in constant updating of pedagogical activities, based on the latest innovations in pedagogy, psychology and didactics, etc. With a contract on cooperation, such a school receives bonuses during the accreditation and teachers are strongly supported in their pedagogical practice.⁸⁶

Social partnership between universities and schools is also being implemented during the development of NQF in the field of the overall teacher preparation 14 Pedagogical Science. All projects have been developed in consultation with employers when setting out the learning outcomes expressed in competences and proposing obligatory, substantial components.⁸⁷

8.2 The role of business sector in teacher education

The cooperation between higher education institutions and private businesses or state enterprises is limited due to the lack of tradition in this area and lack of interest on the part of business. For many years the spheres of research and higher education in Soviet Moldova were neglected and lacked sufficient investment in research. The absence of any institutional framework makes such cooperation even less possible. This is one of the reasons why economic and business decision makers are not interested in partnerships with Moldovan universities.

A rare example is the opening of Italian Cultural Centre to provide methodological support and continuing education for further improvement of Italian language teachers. A number of business organisations (e.g. banks) responded to this initiative carried out by the Kishinev State Pedagogical University, with assistance of the Italian embassy in Moldova, by providing financial and other support (e.g. repair centre, free computers, furniture).⁸⁸

The business sector is also partly involved in supporting the best students through the provision of various grants and co-financing of various activities of scientific and educational nature.

8.3 The role of third sector in teacher education

The influence of third sector in the field of education is growing. It is related to the adoption of strategic documents in the sphere of education such as the National Strategy 'Education for All' and the preparation of a new Code on Education. Basic aspects of education were discussed during the National Conference on 'Education for All', held in December 2001 in Chisinau. Accordingly, the priority areas were set, the National Forum was established, and the final terms of the Strategy and National Action Plan on 'Education for All' were determined. The conference made important conclusions and identified the priorities, which have been included into the National Strategy 'Education for All' for the Republic of Moldova as its important component.

Several non-governmental organisations, such as Pro Didactica, Step by Step, SOROS-Moldova Foundation and CIEDO, provide courses to improve teacher competences. In addition, a number of professional associations emerged to support teachers of the same professional fields (e.g.

⁸⁶ Information from the questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.

⁸⁷ Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova.

⁸⁸ Information from the questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.



the Society of Philological Sciences, The Society of Historians, the Association of Managers, the Association of English Teachers, etc.) by encouraging scientific and methodological research in the concerned field and enhancing professional development of the teaching staff at all educational level.⁸⁹

The teachers' union is not involved in teacher education activities. It supports the protection of fundamental rights of their members, e.g. by reviewing and developing opinions on drafts of state programmes, concepts and strategies for socio-economic development of science and education, legislation and regulations governing labour, social, professional, consumer and labour relations.

8.4 The role of international institutions and experts

International organisations participate in the development of education in several ways:

- financial support to national projects in education (World Bank, European Development Bank, etc.);
- financial support for institutional projects;
- financial and expert support for both individual projects and private development projects, education (UNDP, UNICEF, etc.);
- expert evaluation and assistance (Council of Europe, the World Bank, UNICEF, etc.);
- organizing and participating in various seminars, conferences, roundtables, etc.;
- offering mobility programmes to teachers;
- joint search of concepts and the most effective models of teacher education;
- integration into the European educational space;
- creating methodological and cultural centres in schools (e.g. by embassies), offering methodological support for school teachers; and,
- assistance in developing a school courses (e.g. on Civic Education).

Among international initiatives, the 'Project on general secondary education' (1998) that was carried out with the help of the World Bank should be mentioned. The contribution of the World Bank to support this initiative was 16.8 million U.S. dollars whereas the part paid by Moldovan Parliament constituted 3.16 million U.S. dollars. The aim of the project was the reformation of the Moldovan educational system during the next five years.

Since 2006 the Ministry of Education has been implementing another project financed by the World Bank – 'Quality Education in Rural Areas of Moldova', for amount of 10,17 mln USD. The main objective of this initiative is to increase quality of education in rural areas of Moldova. The project is structured into 4 components: 1. Improving Teaching and Learning in Rural Schools; 2. Increasing Access and Equity in Rural Schools; 3. Increasing Efficiency in the Use of Resources, 4. Strengthening Education Planning and Monitoring.⁹⁰ As for activities on teacher trainings that have been carried out under the project, the ones worth mentioning are:

⁸⁹ Coroi , E., Gremalschi, A., Vicol, N., Sara , A. (2005) National Report on Moldova, International Research Project Enhancing Professional Development of Education Practitioners and Teaching/Learning practices in SEE countries. Project supported by Open Society Institute Education Support Programme – RE:FINE. http://pdc.ceu.hu/archive/00002969/01/educational_system_Moldova.pdf

⁹⁰ Information provided by the Ministry of Education of the Republic of Moldova.



- conducting a training for the lyceum teachers in modernised curriculum implementation (2007);
- developing and publishing standards for continuous teacher training for teachers from secondary general education (2007);
- developing and publishing 10 titles of methodological guidelines (2007);
- carrying out the process of methodological training of teachers, on the basis of guidelines developed (2008-2009);
- conducting a training for the lyceum teachers in modernised curriculum implementation (2010);
- conducting a methodological training for the lyceum teachers (national and local trainers trained, in 2011).

Other important projects include 'Education for all' – a fast track initiative (2006-2010) for 8.8 mln USD that was implemented by the Ministry of Education in cooperation with the World Bank as the grant's administrator, and UNICEF as lead agency. Strategic stages of teaching staff training under this project included:

- a 'cascade' training of 2947 teaching and administrative staff
- training at the national level of 4034 teaching and administrative staff,
- training offered by 48 local mentors (of the 100 trained ones),
- Institutional training for 937 educators from beneficiary institutions.⁹¹

Also, a series of projects with UNICEF on inclusive education had also taken place.⁹²

Among the results of these projects there was the reform of school curricula in order to link them to European standards.⁹³ This was linked to one of the priority tasks, that is, setting up a retraining of teachers in accordance with the new curriculum. Teachers were also familiarised with the most modern teaching methods, aiming – among other things - at the development of young people's skill of independent thinking.

Taking into account a vast number of teachers needed to be retrained, the system of teacher development has been decentralised. Whereas previously the retraining was taking place at the national level, at the moment it is organised at the regional level. Accordingly, the project contributed to establishing 7 national and 52 local training centres of teacher professional development. The centres trained more than 10,000 primary school teachers and three times higher and a three times higher number of secondary school teachers.

The role of pedagogical universities in the context of their international cooperation in the TEMPUS programme should also be noted. For example, in 2001, the Institute of Continuing Education realised a project on distance teacher education, the State University of Moldova participated in the project on 'National Standards of Continuing Education', and the Ion Creanga State Pedagogical University carried out a project on the 'EC experience in Moldova's

⁹¹ 'Education For All – Fast Track Initiative' brochure Chisinau 2010 quoted by the Ministry of Education.

⁹² Ibid.

⁹³ For the first time, a programme for ethnic minorities training in the national language has been developed.



universities evaluation'. In addition, university students and teaching staff are involved in TEMPUS mobility programmes and other various TEMPUS initiatives.⁹⁴

According to stakeholder consultations carried out within this study, the EU initiatives in the areas of education proved to be particularly effective in terms of:

- creating conditions for the integration of the educational system of Moldova in a unified European educational space;
- contributing to the development of national standards and qualifications in accordance with international requirements;
- providing the basis for introducing of credit system in the educational process;
- ensuring the mobility of both teachers and students;
- providing advice and expertise to agencies involved in the organisation of the learning process in general and the teacher education in particular;
- providing financial support for the implementation of education reforms, etc.⁹⁵

9 KEY CHALLENGES, TRENDS AND PERSPECTIVES

9.1 Current strengths and weaknesses of teacher education

Key strengths

After Moldova's accession to the Bologna Process in 2005, reforms at the level of the higher education correspond to the main objectives of this process and they are also reflected in the regulations of the Ministry and Government. In consequence, Moldova moved towards greater harmonisation with EU standards in higher education by the implementation of the second cycle (Masters level), the development of NQF, implementation of ECTS and the Bologna Process Diploma Supplement, which adds to greater transparency on higher education qualifications.⁹⁶

A number of other measures directed towards the solution of problems in the area of teacher education have also been adopted (see also Section 3.3). These include the management of education, its financing, education programme, textbooks and didactic technologies, evaluation and control. In addition, legislative and regulatory framework as well as state policies are constantly updated and improved to encourage further reform and transformation. For example, the Consolidated Strategy for the Development of Education for the period 2011-2015 establishes a good basis for development of human resources in secondary education and the system of continuous development of teachers and managers. Also, the project on a new Education Code is at the final stage. After its approval, some new aspects of the education

⁹⁴ About 60 projects on \$ 13 million EURO have been implemented during past 17 years. Currently, universities are working in the framework of the 16 projects on \$ 3.25 million EURO. Out of 33 proposals, five projects worth \$ 1.062 million EURO were approved in 2010 (Information from the questionnaire provided by the Ministry of Education of the Republic of Moldova).

⁹⁵ Information from the questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.

⁹⁶ Commission Staff Working Document accompanying the Communication from the Commission to the European Parliament and the Council taking stock of the European Neighbourhood Policy (ENP) Implementation of the European Neighbourhood Policy in 2009 Progress Report Republic of Moldova. (COM(2010) 207).



system will be developed, in particular with regards to the establishment of quality assurance agencies in higher education, with respect to the financial autonomy of universities, etc.

Other strengths identified throughout this study in the area of teacher education include:

- working toward increasing the prestige of the teaching profession through various social measures, including a periodic increase in wages, material support to young professional teachers sent to work in rural schools;
- teachers' involvement in decision-making and autonomy in the use of teaching methods;
- undertaking more pragmatic approaches to teacher education,
- paying more attention to the risks involved in education.

Key weaknesses

Weaknesses and problems in the field of teacher education include:

- The lack of a regulatory document on the organisation and conduct of teaching practice. Weak link/cooperation between universities and schools, basic training and advanced training of teachers.⁹⁷
- Attracting young people to the teaching profession. Young teachers often quit working at the school because of several reasons: lack of motivation for school work, a large work load but a weak methodological and technical equipment, the lack of methodological support, high demands both on the administration and by society, lack of housing; dissatisfaction with the level of salaries, etc.).
- The period of adaptation of young specialists. It imposes the same requirements as for experienced teachers.
- Conflict between young professionals and teachers of the older generation.
- 'Ageing' of the teaching staff.
- Insufficient attention of governmental agencies towards the establishment of a better social status of teachers. This relates also to the low status of teachers in society.
- The lack of collaboration among teacher training institutions and the business sector.
- The lack of regulation of distance education's organisation.
- Certain inertia (also among teachers) in the implementation of reform.⁹⁸

9.2 The need for further policy action on the national and European level

Basic needs of the education in general and teacher training in particular are highlighted in the Consolidated Strategy for the Education Development for 2011-2015 approved in 2010 (see also Section 4.4). With regards to teacher education, specific objectives include:

- development of the human resources in the secondary education via creation of the optimal conditions for the professional activity, reassessment and change of the

⁹⁷ Information from the questionnaire provided by the Moldova State University.

⁹⁸ Information from the questionnaire provided by the Moldova State University.



teachers' status in the society, establishment of the mechanisms for motivation, social and professional protection of the teaching and managerial personnel;

- development of the lifelong education system for teachers and managers via the creation of necessary motivational mechanisms and introduction of the professional credits;
- development of the inclusive education and teaching alternatives;
- development and implementation of the effective mechanisms to integrate society and families in addressing educational problems and taking on responsibility for the children's upbringing;
- constant upgrading of the school curriculum at the conceptual level for its structure, content, process and outcomes; and,
- diversification of the secondary education's system.

Other activities that could contribute to the development of teacher training in Moldova include: 1) development of modern concept of teacher education and related programmes; 2) establishing closer and more dynamic relationships between universities and schools⁹⁹; 3) providing support for better integration of young teachers in the early stages of teaching careers; 4) development of closer ties and better communication among Eastern-European countries.

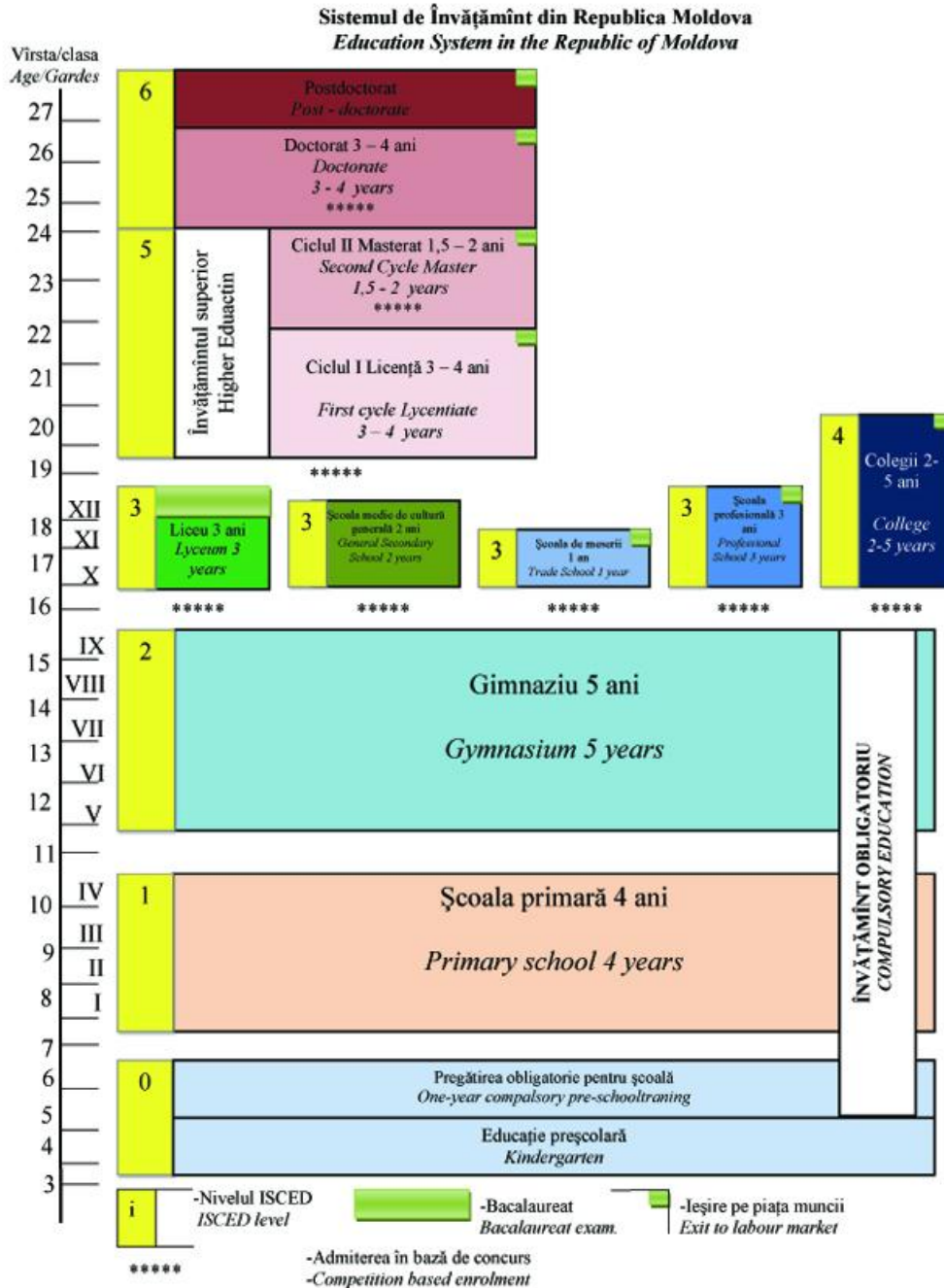
Some of these needs could be addressed by opening methodological centres (in different disciplines) within (pedagogical) universities to provide a package of programmes/learning services for both beginner teachers (in the early phases of their career), and experienced teachers, who are seeking a highly qualified advisory services (including online) for lessons, teaching seminars, obtaining didactic degrees, etc. Such centres should offer all educational literature as well as open multimedia classrooms to assist teachers in the literature search and preparation of lessons while using information technology. They could also be involved in attracting new teachers and motivating current teachers to remain in the profession (for example by providing methodical support for teacher innovators).¹⁰⁰

⁹⁹ Ibid.

¹⁰⁰ Information from the questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.



ANNEX A: THE STRUCTURE OF MOLDOVA'S EDUCATIONAL SYSTEM



Source: Ministry of Education of Moldova, <http://www.edu.md/?Ing=en&MenuItem=3&SubMenu0=1>



ANNEX B: EXAMPLES OF GOOD PRACTICE

Effective intercultural communication	
Type of initiative	Professional training of teachers: initial teacher training and further improvement, introduction of innovations in teacher training. Effective intercultural communication: overcoming the habit patterns in interaction between Moldovan and Russian cultures.
Aim of initiative	Definition of existing habit patterns among Moldovan and Russian students concerning the interaction between Moldavian and Russian cultures and determination of ways and instruments of verbal and non-verbal communication aiming to overcome them.
Target group	Students, future teachers, new teachers (at different career stages), 5 higher education institutions of Moldova.
Outcomes	Definition of the grounds for scientific and methodological research of linguistic, culture and intercultural communication problems; Definition of existing habit patterns among Moldovan and Russian students concerning the interaction between Moldavian and Russian cultures and determination of ways and instruments of verbal and non-verbal communication; Determination of the typology of habit patterns, their specificities and preconditions of their appearance; Elaboration of approaches and ways to overcome intercultural communication barriers and presentation of technologies facilitating the intercultural dialogue; Development of the curriculum of the training course 'Culture stereotypes and possibilities to overcome them in a multi-ethnic society'; Implementation of the concept of intercultural communication in the curriculum of Russian language in the schools with Romanian as the language of instruction.
Funding and costs	Academy of Sciences of Moldova in the framework of cooperation with Russian human scientific foundation. Technical and scientific assistance have been provided by the Tiraspol State University, the Chisinau Pedagogical State University 'Ion Creanga', the Belti State University and the Moscow State Pedagogical University.
Timeframe	2009 – 2010.
Quality assurance	Round tables and conferences.
Other comments (if any)	
Web link/contact details for further info	www.asm.md , www.rfh.ru , www.upsc.md , www.ust.md , www.usb.md , ogerlovan@mail.ru , abibicu@mail.ru
Source	Information from a questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.



Ecological training in pre-university education	
Type of initiative	Professional training of teachers and their further improvement. Theoretical and practical grounds of the interdisciplinary approach in ecological training in pre-university education.
Aim of initiative	<ul style="list-style-type: none"> ▪ Elaboration of the methodology of ecological education in pre-school, primary and secondary education; ▪ Study and analysis of possibilities to introduce the disciplinary and interdisciplinary approaches of ecological education in the context of compulsory and optional curricula; ▪ Editing of methodological manuals on ecological education for teachers and educators of primary and secondary school.
Target group	Students, primary and secondary school teachers.
Outcomes	<p>The achieved results have been published in scientific studies (1 monograph, 20 articles in specialized journals, reports presented in international conferences, 4 methodological papers);</p> <p>Developed curriculum for an optional course on ecological education for grades I-XII - the Programme was experimented in 2 primary schools in 2006-2010;</p> <p>It was agreed that the optimal form of ecological education of primary and secondary school teacher training;</p> <p>Two methodological manuals on ecological education for primary and secondary school teachers have been published.</p>
Funding and costs	Financed by the Academy of Sciences of the Republic of Moldova, the Chisinau Pedagogical State University 'Ion Creanga'.
Timeframe	2006-2010.
Quality assurance	The Academy of Sciences of the Republic of Moldova, the Chisinau Pedagogical State University 'Ion Creanga'.
Other comments (if any)	
Web link/contact details for further info	www.asm.md , www.upsc.md , ginjustela@yahoo.com
Source	Information from a questionnaire provided by the 'Ion Creanga' State Pedagogical University in Kishinev.



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