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# GUIDE TO IMPLEMENTING COMRAT STATE UNIVERSITY LIFELONG LEARNING SERVICES





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## I. THE ULLL CONCEPT (EU VISION)

### *Preliminary*

In the conditions of globalization, computerization, rapid technology in all areas of human activity, increasing skills differentiation, education, vocational training and continuous updating of skills have become imperative for the socio-economic development of any country, ensuring the progress of society, employability on the labor market, increasing the quality of life and self-realization of each individual. Contemporary economic and societal challenges determine the need to develop a new paradigm of education – that of Lifelong Learning (LLL) and the awareness that education does not end with obtaining a diploma or a job, lifelong learning being a necessary condition for adapting to professional, economic, social requirements, informational and technological always changing.

Emerging in the 70s of the last century, the concept of *lifelong learning* has developed and changed over time, advancing in the European Community at the policy level. Currently, the lifelong learning strategy has become a priority in national educational policies due to its role and importance in the economic and social development and personal development of each citizen, as well as the benefits it offers.

The implementation of LLL has economic, social and personal impact. *The economic impact* consists in reducing the effects of the current phenomena, such as the "aging of the population", the migration of the labor force, the shortage of qualifications on the labour market, the global competition, etc. In *the social* aspect, lifelong learning is the condition for increasing the quality and efficiency of the education and training processes, the promotion of equity, social cohesion and active citizenship. The impact of LLL at the *personal* level lies in stimulating creativity and inventiveness, entrepreneurship, increasing the responsibility of people. LLL offers vast possibilities to better meet the skills needs of the economy and the individual.<sup>1</sup>

### ***Challenges regarding LLL in the Republic of Moldova***

Education, vocational training, lifelong learning have a decisive role to play in building a country with a sustainable, competitive economy, as they, on the one hand, are key factors for economic growth, jobs and social cohesion, and, on the other hand, they contribute to the development and exploitation of human potential. In a rapidly changing and strongly interconnected environment, every person needs a wide range of skills, and their development must be carried out continuously, throughout life. The implementation and exploitation of the opportunities of lifelong learning in the Republic of Moldova acquires major valences.

The aging of the population and the emigration of a considerable proportion of economically active people have led to a reduction in the number of people of working age, which represent a great challenge for supporting long-term economic growth.

Demographic trends, rapid technological progress, digitalization, changes related to professional profiles and requirements amplify the need to expand opportunities for LLL in our country. At the same time, lifelong learning must be based on close collaboration between business, education, training and learning environments. Nowadays, the appropriation of a fixed set of competences by young people is no longer enough, they need to accumulate resilience, a wide spectrum of skills and the ability to adapt

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<sup>1</sup> Bolboceanu A., Cucer A., Pavlenko L. etc. Epistemological references of psychological assistance in the context of LLL. Monograph made within the Institutional Project Epistemology and praxeology of psychological assistance of lifelong learning. Chisinau: Institute of Education Sciences, 2018. P.12



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to changes. Therefore, the necessity and value of the lifelong learning perspective is more relevant than ever, and the implementation of the LLL concept has become imperative.

Long-term challenges, such as the aging of the population, adapting to the requirements of the digital age and developing competitiveness in a globalized and knowledge-based economy require *the reconsideration of lifelong education at all levels* in the Republic of Moldova, from institutional to national.

### ***Conceptual approaches to LLL***

**EU vision on LLL** The European course of implementing LLL marks a continuous ascent. By adopting the White Paper on vocational education and training in 1995, the European Union has moved towards a learning society based on the acquisition of new knowledge and lifelong learning.

In 2000, the Lisbon Summit announced Europe's entry into the age of knowledge. During this summit, the document "European Communities: A Memorandum on Lifelong Learning"<sup>2</sup> was adopted, which found that the labour market permanently requires the improvement / renewal / updating of professional knowledge, skills and competences. According to the European Commission, the major priority of the Lifelong Learning program is to transform the European Union into *the most competitive knowledge-based economy in the world*, capable of sustainable economic growth accompanied by a quantitative and qualitative increase in the number of jobs and greater social cohesion.

The above-mentioned Memorandum sets out the concept of LLL and defines *lifelong learning* (definition taken from the European Employment Strategy) as "*all intentional learning activities undertaken on an ongoing basis with the aim of improving knowledge, skills and competences*". The Memorandum included six key messages providing a structured framework for putting lifelong learning into practice: new basic competences for all; more investment in human resources; innovation in teaching and learning; valuing learning; rethinking guidance and counseling; bringing learning closer to home.

Subsequently, the LLL concept was developed and expanded, so in the European Commission's 2001 Communiqué "Making a European area of lifelong learning a reality", lifelong learning is defined as including "*all lifelong learning activities, with the aim of improving knowledge, skills and competences, in a personal, civic, social and employment-related perspective*". At the same time, in the consultations on the adoption of this document, in particular, the idea that lifelong learning should cover<sup>3</sup> *all stages and forms of learning* was supported: from pre-school to post-retirement education. The extent of the above definition also draws attention to the full range of *formal, non-formal and informal learning activities*.

Such an approach has been clarified by the European Parliamentary Research Service, which has specified that LLL includes the following<sup>4</sup> *stages of lifelong learning*: early childhood education (ISCED 0); compulsory general education (ISCED 1-3); vocational technical education and training (ISCED 4-5); tertiary education (ISCED 6-8); adult education, designed as *stages of lifelong learning*. At the same time, some of these stages, in particular, adult education, can be achieved in terms of training (the process of acquiring the skills or behaviours necessary to carry out a particular activity in the workplace) and formal, non-formal and informal education.

<sup>2</sup><https://preprod.uil.unesco.org/i/doc/lifelong-learning/policies/european-communities-a-memorandum-on-lifelong-learning.pdf>

<sup>3</sup>Making a European area of lifelong learning a reality. Communication from the Commission.COM (2001) 678 final, 21 November 2001, Brussels, 21.11.2001.

<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52001DC0678&qid=1654930105125&from=EN>

<sup>4</sup><https://www.europarl.europa.eu/thinktank/infographics/lifelonglearning/>





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In the context of the above, it can be concluded that *the European model of lifelong learning* is a continuous process of flexible learning opportunities, linking education and competences acquired in formal institutions with the development of competences in non-formal and informal contexts, especially in the workplace.

Recognising the major significance of the development of the new educational paradigm, the Community authorities declared 2006 the year of the European Year of Lifelong Learning, which was marked by a series of initiatives and actions in the field. Thus, in 2006 the Council of Europe launched the Lifelong Learning program 2007–2013, aimed at contributing to the development of the Community as an advanced knowledge-based society characterised by sustainable economic development, accompanied by a quantitative and qualitative increase in the number of jobs and greater social cohesion, as well as to support the creation<sup>5</sup> of a *European area of lifelong learning*. The implementation of this program has enabled European citizens to take part in different forms of learning at all stages of life and to boost the development of the education and training sector in Europe.

In the same year 2006, the European Parliament and the Council of the EU adopted the Recommendation on Key Competences for Lifelong Learning, recommending that Member States develop *"the provision of key competences for all as part of their lifelong learning strategies"*. This document established the European Reference Framework of Key Competences and defined the competences that every citizen needs for personal development, employment, social inclusion and active citizenship.

As skills requirements are constantly changing, more and more jobs are becoming highly technological, skills development is increasingly relevant to ensure resilience and the ability to adapt to change. This called for a review of the 2006 Recommendation and for the adoption in May 2018 of the new Recommendations on Key Competences for Lifelong Learning. That document states that European societies and economies are facing important technological and digital innovations, as well as labour market and demographic changes. Many of today's jobs did not exist ten years ago and various new forms of employment relationship will be created in the future.<sup>7</sup>

In the European Commission Communication "Delivering lifelong learning for knowledge, creativity and innovation" (2007) the importance of lifelong learning was reiterated and the need to<sup>8</sup> *develop national strategies* in this regard, which would contribute to the achievement of a *European space for lifelong learning*, was stressed.

Thus, according to the community concept, learning is not limited to a single specific stage of life, but takes place in different contexts throughout life. Through *the Strategic Framework for European Cooperation in Education and Training (ET 2020)*, initiated in 2009, the European Union has established as one of the common long-term strategic priorities of EU policies *the transformation of lifelong learning*

<sup>5</sup> Lifelong Learning program 2007–2013. [online] [http://publications.europa.eu/resource/cellar/9db52226-cb65-4fc1-8837-15be04430cc7.0014.02/DOC\\_2](http://publications.europa.eu/resource/cellar/9db52226-cb65-4fc1-8837-15be04430cc7.0014.02/DOC_2)

<sup>6</sup> Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. In: Official Journal of the European Union no. L 394/10 of 30.12.2006. [online] [https://www.ecalificat.ro/uploads/files/productsitems/0/RECOMANDARE\\_A\\_PARLAMENTULUI\\_EUROPEAN\\_SI\\_A\\_CONSILIULUI\\_EUROPEI\\_privind\\_competentele\\_cheie.pdf](https://www.ecalificat.ro/uploads/files/productsitems/0/RECOMANDARE_A_PARLAMENTULUI_EUROPEAN_SI_A_CONSILIULUI_EUROPEI_privind_competentele_cheie.pdf)

<sup>7</sup> Council Recommendation of 22 May 2018 on key competences for lifelong learning. In: Official Journal of the European Union no. C189/1 of 04.06.2018. [online] [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=LT](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=LT)

<sup>8</sup> [#https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52007SC1484&qid=1654930037197 #](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52007SC1484&qid=1654930037197)



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and mobility into reality<sup>9</sup> and has set the following benchmarks to be achieved by 2020: at least 15 % of adults (population aged 25-64 years) participate in lifelong learning activities; at least 40 % of people aged 30 to 34 graduate from higher education. As tools for the implementation of European policies in the field of lifelong learning, the following were highlighted: the European Framework of Key Competences; the European Credit Transfer and Accumulation System (ECTS); Europas; the European Qualifications Framework for lifelong learning; (EQF); The European Quality Assurance Framework for Vocational Education (EQAVET); The European Credit System for Vocational Education and Training (ECVET), etc.<sup>10</sup>

At the end of the implementation period of the ET 2020 Strategic Framework, the progress made in achieving the strategic objectives, including to *make lifelong learning and mobility a reality for all*, was assessed, but it was found that the rate of adult participation in lifelong learning increased to 9.2% in 2020 from 7.8% in 2010, but the target set (of 15 %) has not been achieved.<sup>11</sup> *The Council of Europe Resolution on a strategic framework for European cooperation in education and training with a view to achieving and further developing the European Education Area (2021-2030)*<sup>12</sup> states that 'societal, technological, digital, economic and environmental challenges are increasingly affecting the way we live and work, including the distribution of jobs and the demand for skills and competences'. In this context, lifelong learning becomes an essential tool for professional transitions in the conditions of the demands of diversified skills in the labour market and the increase of the retirement age. For these reasons, the priorities set out in the previous Strategic Framework (ET 2020) were reiterated for the next decade (until 2030), including putting *lifelong learning and mobility* at the forefront.

Lifelong learning, stated in the Resolution, influences the overall vision and overall objectives for education and training in the EU, and *encompasses all levels and types of education and training, as well as non-formal and informal learning, in a holistic perspective*.

*The White Paper on the Future of Europe. Reflections and scenarios for the EU-27 by 2025*<sup>13</sup>, launched by the European Commission in 2017, underlines that "the majority of children starting primary school today are likely to end up with new types of jobs that do not yet exist" and that addressing this situation correctly "will require massive investment in skills and a major rethinking of education and lifelong learning systems". The document recommends that member states support the right to quality, inclusive education, training and lifelong learning by supporting and strengthening the continuous development of key competences from an early age for all citizens as part of national lifelong learning strategies.

**The Republic of Moldova Vision of LLL** The aspirations of the Republic of Moldova for European integration, for integration into the European Higher Education Area, as well as the recognition of the contributions that professional development and professional skills can bring to the economic and

<sup>9</sup>Cooperation to achieve policy objectives in the field of education (ET2020 framework). / Cooperation to Achieve Policy Objectives in the Field of Education (ET2020 Framework). Available: [https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework\\_en](https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en)

<sup>10</sup> [https://www.solidar.org/system/downloads/attachments/000/000/213/original/29\\_IIIpolicyframe.pdf?1457601278](https://www.solidar.org/system/downloads/attachments/000/000/213/original/29_IIIpolicyframe.pdf?1457601278)

<sup>11</sup> [https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/690630/EPRS\\_BRI\(2021\)690630\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/690630/EPRS_BRI(2021)690630_EN.pdf)

<sup>12</sup> [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226(01))

[https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226(01))

<sup>13</sup> White Paper on the Future of Europe. Reflections and scenarios for the EU-27 by 2025. European Union, 2017. 32 p. [online] [https://ec.europa.eu/commission/sites/beta-political/files/carteia\\_alba\\_privind\\_viitorul\\_europei\\_ro.pdf](https://ec.europa.eu/commission/sites/beta-political/files/carteia_alba_privind_viitorul_europei_ro.pdf)



social evolution, outline as one of the priority objectives for the development of education - *the implementation of the concept of lifelong learning*.

In the Republic of Moldova, lifelong learning is regulated in various legislative-normative acts, such as the Constitution of the Republic of Moldova, the Labor Code, the Education Code, the National Qualifications Framework, the Classification of Occupations in the Republic of Moldova, the Regulation on the in-service adult education, the Guide for the external evaluation of in-service professional training programs, etc.

According to the Education Code<sup>14</sup>, *Title VII "Lifelong learning" regulates the general framework of lifelong learning (structure, forms, funding, certification of acquired knowledge and competences), ways of carrying out learning and sources of funding in contexts of formal, non-formal and informal education. Thus, expressly, the Education Code identifies the concept of lifelong learning as a process that "includes learning activities carried out by a person throughout life, in order to form or develop competences from a personal, civic, social and professional perspective". Lifelong learning includes general, vocational, technical and higher education, as well as continuous professional training of adults (Art.123).*

Lifelong learning is carried out in different contexts and covers any form of *formal education* (carried out in an educational institution), *non-formal* (development outside the official curriculum of those competences, which everyone feels closer to their needs and preferences; it is carried out at work, in the community and sometimes in educational institutions) or *informal* (represents the unorganized influences on the individual in the environment – family, at work, in the community, in the media, volunteering activities, etc.), from early childhood education to higher education and vocational training for adults.

These three concepts – formal, non-formal and informal – complement each other in lifelong learning programs. *Therefore, lifelong learning can be achieved in various forms, taking place both within and outside the traditional system of education and training.*

**The University LLL (ULLL) Concept** Changes in professional profiles and requirements amplify the need to expand opportunities for a permanent education. In order to cope with the new requirements and to ensure the society with qualified human potential, the higher education institutions through the study programs offered can contribute substantially to the implementation of lifelong learning strategies and to the improvement of the relevance of the education system for the labor market.

According to the Education Code (art. 124), higher education institutions may be fully involved in achieving lifelong learning in the segment of initial and continuing vocational training programs according to their competence and on the dimension of the activities that LLL involves.

Based on the European and national vision on LLL, it can be concluded that *lifelong learning at university level integrates*, as a matter of priority, the following elements:

- initial vocational training (ISCED 6-8);
- continuous training of adults (mainly professional according to the institutional profile, but could also be general, under specific conditions);
- participation in non-formal (and informal) learning activities, as appropriate);
- validation of learning/competences acquired in a non-formal context;
- provision of services in the field of LLL;
- other activities related to the LLL domain.

<sup>14</sup> <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=355156>





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ULLL activities can be carried out in various forms (full-time, part-time, open, electronic, distance, mixed education, etc.) and environments (institutionalized within educational entities or at the workplace, in other environments).

The spectrum of LLL activities is determined by higher education institutions in accordance with university development strategies, fields of competence, competence requirements and qualifications of the labor market, the needs of different categories of beneficiaries, etc.

The university architecture in the LLL field, the model and the forms of organization, the services provided are established on the basis of the principles of university autonomy and institutional policies, adopted at the university level.

Building on the European Union's objectives to increase the share of people aged 30-34 who complete tertiary education (ISCED 68) by at least 50 % by 2030 (the EU average in 2019 was 40.3 %), as well as to increase the participation rate of adults in lifelong learning (in 2019 - 11.3% of adults aged 25-64, the objective for 2020 being at least 15%) , the role of higher education institutions in promoting lifelong learning and ensuring the increase of its impact on economic, social, but also personal development is particularly relevant and requires joint efforts from all stakeholders to achieve community objectives.

\*\*\*\*\*



**Note:**

According to the European concept of classification of learning activities, the International Standard **Classifier of Education** (ISCED-2011), art. 35-44 and Eurostat, the definition and peculiarities of *formal, non-formal and informal learning* are as follows.

**Formal education** (formal education and training, according to eurostat notion) is defined as institutionalised, intentional and planned education through recognised public and private institutions and, in their entirety, constitutes the formal education system of a country. The specific characteristics of this form are limited to the following.

- ✓ formal education programs are recognised by education authorities;
- ✓ formal education consists mainly of initial education;
- ✓ qualifications in formal education fall within isced's fields of application;
- ✓ formal education usually takes place in educational institutions that are designed to provide full-time education;
- ✓ formal education also includes education for all age groups with program content and qualifications that are equivalent to those in initial education;



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✓ study programs partially carried out in the workplace (dual education) may also be considered as formal education if they lead to a qualification that is recognised by national education authorities (or equivalents).

**Non-formal** education (non-formal education and training, according to eurostat notion) is any learning activities organised and supported outside the formal education system and can cover people of all ages. Non-formal education is institutionalized, intentional and planned education by an education provider. Defining characteristics of non-formal education:

- ✓ it is an additional, alternative and/or complementary component to formal education in the lifelong learning process of individuals;
- ✓ it is often offered to guarantee the right of access to education for all;
- ✓ is aimed at people of all ages, may be short-lived and/or low-intensity;
- ✓ it takes place both within and outside educational institutions and can meet the needs of people of all ages;
- ✓ non-formal education leads, to a large extent, to qualifications that are not recognised by national education authorities as formal or equivalent, or can be completed without qualifications;
- ✓ covers educational programs oriented towards adult literacy, basic education for children outside the education system, development of life skills, professional skills and general culture, etc.

The classification system of learning activities (CLA) distinguishes the following categories of non-formal education:

- ✓ non-formal programs;
- ✓ courses (which can run in the classroom, private lessons, combined theoretical and practical courses, including workshops, etc.);
- ✓ guided on-the-job training.

**Informal learning** are forms of learning that are intentional or deliberate but not institutionalised. They do not fall within the scope of ISCED. For informal learning, the following characteristics are specific:

- ✓ it is less organized, it is not structured (on learning objectives, study time and learning support) and usually does not end with certification;
- ✓ includes learning activities that take place in the family, at work, in the local community and in the daily life of each person
- ✓ it includes self-learning, in which the person does not test their accumulated knowledge, is not institutionally coordinated and, as a rule, this learning is not systematic.

## II. LEGAL FRAMEWORK

*Lifelong learning* focuses on the formation and development of key competences and competences specific to a field, a qualification or a specialty, and its development is carried out on the basis of the legal framework regulated by the Mecc and by the Government of the Republic of Moldova.

### Regulations

#### International

- Council of the European Union Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03)

<https://europa.eu/europass/ro>



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- Recommendation of the Council of the European Union on key competences for lifelong learning, adopted by the Council at its 3617th meeting on 22 May 2018.

<http://data.consilium.europa.eu/doc/document/ST-9009-2018-INIT/ro/pdf>

These documents contain the principles of the 'European Pillar of Social Rights'. In a rapidly changing and strongly interconnected world, every person will need a wide range of skills and competences, and the development of these skills must be carried out continuously throughout their lives. The key competences, as defined in this frame of reference, aim to lay the foundations for a more democratic and fairer society. They respond to the needs of sustainable and inclusive growth, social cohesion and further development of democratic culture.

## National

- Government Decision of the Republic of Moldova for the amendment of the Regulation on the in-service training of adults, approved by Government Decision no. 193/2017

<https://monitorul.gov.md/ro/monitorul/view/pdf/2455/part/2#page=1>

The Regulation on in-service adult education establishes the normative framework on the organization and conduct of continue training of adults in the Republic of Moldova.

- The national framework of qualifications in the Republic of Moldova, approved by the Government Decision nr. 1016 from 23.11.2017

<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=372759>

The national qualifications framework of the Republic of Moldova aims to form a unique, upright, open and flexible national qualifications system, which includes all levels and forms of vocational education, oriented towards meeting concrete needs in qualified workforce market frameworks, aligning lifelong learning with the country's economic development, and supports national policies and strategies in the field of education and training, in line with The European policies in this field (the provisions of the European Qualifications Framework, the Qualifications Framework for the European Higher Education Area).

- Labor Code. Title VIII — Training

- Guide to the external evaluation of in-service training programs

<http://www.anacip.md/index.php/ro/legislatie/anacip/ghiduri/send/22-ghiduri/414-ghid-de-evaluare-externa-a-programelor-de-formare-profesionala-continua>

- Methodology of external quality evaluation in order to authorize the provisional functioning and accreditation of study programs and institutions of technical, higher vocational education and in-service training

The methodology of external evaluation includes principles, accreditation standards, criteria and performance indicators to ensure the quality of study programs and educational institutions.

- Government Decision no. 616 of 18.05.2016 for the approval of the Methodology for external quality evaluation in order to authorize the provisional functioning and accreditation of study programs and institutions of technical, higher and continuing vocational education and of the Regulation for the calculation of fees for services provided within the external evaluation of the quality of study programs and technical vocational education institutions, superior and continuous training.  
<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=364908> with the amendments made by the GD no. 79 of 16.02.2022.

- Regulation on the continuous training of adults, approved by the Government Decision of the Republic of Moldova no.193 of March 24, 2017, amended by the GD no. 387 of 15.06.2022

<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=369645>

The regulation on in-service adult education aims to regulate and develop the regulatory framework on adult education in the European context; developing funding mechanisms and facilitating the development of in-service adult training programs, with priority for the development of key competences: digital, entrepreneurial, linguistic, intercultural and other new skills required by the labour market; the use of transversal competences; development of professional skills common to several occupations. The regulation is meant to regulate the activity of continuous training of adults within the educational system and beyond.



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- Methodology for developing in-service vocational training programs and curriculum within lifelong learning

[https://usm.md/wp-content/uploads/dfc\\_metodologia\\_elaborare\\_programer\\_fc\\_parcurusul-vietii\\_2019.pdf](https://usm.md/wp-content/uploads/dfc_metodologia_elaborare_programer_fc_parcurusul-vietii_2019.pdf)

The methodology for developing continuous vocational training programs and curriculum within the framework of lifelong learning, regulates the procedures related to the implementation of single policies in general, vocational, technical and higher education, as well as the continuous professional training of adults, in the context of lifelong learning.

- Methodology for developing in-service professional training programs for teachers

[https://usm.md/wp-content/uploads/dfc\\_metodologia\\_elaborare\\_programer\\_fc\\_cd\\_2019.pdf](https://usm.md/wp-content/uploads/dfc_metodologia_elaborare_programer_fc_cd_2019.pdf)

The methodology for developing in-service professional training programs for teachers regulates the general, institutional, conceptual and procedural framework for the elaboration of in-service professional training programs for the teaching staff of the general and technical vocational education institutions of the Republic of Moldova. The methodology contributes to the realization of the state policy in the field of continuous professional training of the teaching staff and constitutes a support in the elaboration of the programs for the development of the professional competences of the teachers.

- Regulation for the attestation of teachers in general education, technical professional education and within the structures of psycho-pedagogical assistance, approved by the Order of the Minister of Education, Culture and Research no. 1091 from 07.10.2020

[https://mecc.gov.md/sites/default/files/regulament\\_atestare\\_pentru\\_publicare\\_in\\_monitorul\\_oficial.pdf](https://mecc.gov.md/sites/default/files/regulament_atestare_pentru_publicare_in_monitorul_oficial.pdf)

The Regulation for the attestation of teachers in general education, technical vocational education and within the psycho-pedagogical assistance structures establishes the basic principles and objectives of teacher certification; the reference framework of the teachers' certification; organizing the process of certification of teachers in general education, technical professional education and within psycho-pedagogical assistance structures; the procedure for conferring the teaching degrees; the procedure for confirming the teaching degrees; the procedure for examining complaints concerning the results of the attestation.

- Standards of professional competence of teachers in general education.

[https://mecc.gov.md/sites/default/files/standarde\\_de\\_competenta\\_profesionala\\_ale\\_cadrelor\\_di\\_dactice\\_din\\_invatamantul\\_general.pdf](https://mecc.gov.md/sites/default/files/standarde_de_competenta_profesionala_ale_cadrelor_di_dactice_din_invatamantul_general.pdf)

The standards of professional competence of teachers present an important reference system for self-assessment of the level of performance of teachers in general education. Standards are the basic requirements that must be demonstrated by the teacher, always open and motivated towards professional development and achieving superior performance. The standards refer to the teaching functions provided for in art. 53, p. 3 - 6 of the Education Code.

- Standards of professional competence of general education managers.

[https://mecc.gov.md/sites/default/files/standarde\\_de\\_competenta\\_profesionala\\_ale\\_cadrelor\\_de\\_conducere\\_din\\_invatamantul\\_general.pdf](https://mecc.gov.md/sites/default/files/standarde_de_competenta_profesionala_ale_cadrelor_de_conducere_din_invatamantul_general.pdf)

The standards of professional competence of the management staff in general education establish the fields, indicators and descriptors of competence, necessary for the achievement of all types of state educational standards. of civil society and other stakeholders, which constitutes a vast information support for identifying problems and solutions regarding the modernization and development of the management system in education.

### III. UNIVERSITY LLL VISION/STRATEGIES/ACTION PLAN

The implementation of LLL has an economic, social and personal impact. The economic impact consists in reducing the effects of current phenomena, such as the aging of the population, labour migration, skills shortages on the labour market, global competition, etc. In the social aspect, lifelong learning is the condition for increasing the quality and efficiency of the education and training processes, promoting equity, social cohesion and active citizenship. The impact of LLL at the personal level resides in stimulating creativity and inventiveness, entrepreneurial spirit, increasing the responsibility of people. LLL offers vast opportunities to better meet the skills needs of the economy and the individual. Society,





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citizens need strong, autonomous, responsive and inclusive universities that promote the concept of research-based education and training to meet the challenges of the ever-changing environment. In order to respond to contemporary challenges in the field of education, training and professional development, it has become imperative to develop and implement a distinct strategy in the field of LLL within the Comrat State University. The development strategy of the LLL in CSU establishes the strategic framework of the University's policy in the mentioned field in the period 2021 -2025 and has been elaborated taking into account the current prerogatives in the education system.

The conception and formulation of the strategic vision of the Comrat State University of long-term lifelong learning is determined by the following factors:

1.Connection to European policies in the field of education:

- Implementation of education throughout life.
- Implementation of education for sustainable development – a key tool for achieving the Sustainable Development Goals.

- Harnessing key competences on lifelong learning (Brussels, 2018), key competences for sustainable development, but also competences promoted by UNESCO.

- Ensuring the quality of inclusive and equitable education.

- Education through values and for values.

2.Connection to the provisions of the National Development Strategy "MOLDOVA 2030":

- Focusing on people and their fundamental rights.
- Unlocking the potential of each person, regardless of age, background of residence, gender, ethnicity, disability, religion or other differences (see the National Development Strategy "MOLDOVA 2030").

3.The current state in the national education system regarding the LLL:

- National experiences and traditions in lifelong learning.
- National legislative framework, policies and strategies for lifelong learning.
- The potential and opportunities of the education system to achieve the objectives of lifelong learning, to effectively achieve its functions.

4.State of play at institutional level on LLL:

In accordance with the European and national policies and strategies, the Lifelong Learning Strategy of the Comrat State University for the period 2021 – 2025 aims to develop an institutional system, able to provide high-quality, equitable education to all students / adults throughout their lives, at all cycles and forms of education, in various formal / non-formal / informal contexts. The factors that determine the formation of a strategic vision have generated the identification of the following value axes: quality, accessibility, adaptability, flexibility, performance. The five value axes are cross-cutting in nature and present a reference framework for the development and monitoring of the Strategy.

CSU tends to become a competitive university, actively involved in the global system of higher education in the field, which, through a modern and flexible strategy, trains specialists capable of being employed on the labor market and recognized at national and international level. Thus, in order to fulfill the assumed mission and strategic objectives, the University projects itself to promote lifelong learning in all institutional activities, to train in the LLL process all subdivisions, and the academic environment. Lifelong learning will become a common concept of the academic community, part of the university culture that will engage USC management at all levels and levels of institutional training. The lifelong learning strategy of the Comrat State University is proposed for a period of five years focused on areas of interest, objectives, supported by a number of activities, which characterizes the implementation of the concept of lifelong learning within the university. The lifelong learning strategy will focus on





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excellence in education, research and training, on strengthening and expanding national and European partnerships, on diversifying study programs, in line with the demands of the labour market, and improving the institutional image. The University will adopt an institutional policy of lifelong learning in order to promote the development of knowledge and to influence the LLL process at the institutional level.

Lifelong learning will be included in all academic aspects, and the university will have to create optimal conditions to allow all those interested access to studies. CSU is committed to implementing the New Generation Lifelong Learning Strategy, characterized by dynamism and consistency in the next 5 academic years. The strategy and the implementation process will be correlated with the strategic plan of the university. The LLL strategy assumes only that the strategy lists the potential areas of action and proposes to increase the values of the various numerical indicators, but also corroborates the accessible objectives with realistic objectives, available human and financial resources. Its purpose is to enhance the strengths of Comrat State University in the field of LLL, as well as to work on the weak points.

### ***COMRAT STATE UNIVERSITY STRATEGIC OBJECTIVES AND PRIORITY DIRECTIONS IN LLL***

Lifelong learning within the University is a complex, constantly evolving process aimed at the work of all its subdivisions. The process requires action on different areas that interact and condition each other. They relate to academic education, research and knowledge transfer, the role of the university in the context of global society and include the following strategic objectives

#### ***Strategic objective 1:***

#### ***Shifting the educational paradigm towards the concept of lifelong learning at Comrat State University***

- 1.1. Improving the ULLL regulatory framework.
- 1.2. Interaction of ULLL institutional structures.
- 1.4 Capacity building of institutional structures in the field of lifelong learning to ensure the quality of LLL services.
- 1.3. Increasing the Centre capacity.
- 1.4 Designing programs, course units, vocational training modules from a lifelong learning perspective, in accordance with beneficiaries' personal and professional training needs and those of the labour market.
- 1.5 Promoting lifelong learning education, continuous professional training programs by capitalizing on specific resources: mass-media, professional associations, university website, social networks, etc.
- 1.6 External evaluation of training programs in LLL.

#### ***Strategic objective 2:***

#### ***Improving the marketing of CSU LLL educational programs***

- 2.1. Developing the concept of marketing activities.
- 2.2. Posting informational materials about the programs on the CSU website.
- 2.3. Publishing information about ULLL services and programs in the media.
- 2.4. Disseminating information about ULLL's activities by participating in conferences at regional, national and international level and publishing in magazines and collections.



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2.5 Strengthening and developing partnerships at local, national and European level, in order to diversify LLL educational offer, to provide attractive programs relevant to the requirements of the labour market. The expected results of the achievement.

***Strategic objective 3:***

***Developing educational offers***

- 3.1. Identification of labour market needs in educational programs
- 3.2. Adaptation of educational programs in accordance with the beneficiaries' requests
- 3.3. Development of new educational programs
- 3.4 Adapting university courses from all training cycles to the concept of lifelong learning.
- 3.5 Continuous monitoring and evaluation of the quality of lifelong learning programs in order to improve the performance of the services provided by CSU.
- 3.6 Identify the individual and professional training needs of institutional beneficiaries in the LLL by administering questionnaires in Google forms format.
- 3.7 Establishment of the career guidance and counseling service for individual users of LLL.
- 3.8 Recognition and certification of competences obtained from non-formal learning.
- 3.9. ULLL service offerings.

***Strategic objective 4:***

***Resource mobilisation***

***Teaching staff:***

- 4.1. Training of teachers from CSU in order to implement ULLL programs.
- 4.2 Strengthening the relationship between research, teaching and innovation in a lifelong learning perspective.
- 4.3 Active involvement of CSU teaching staff, scientific and didactic staff, practitioners in the field in diversifying the offer of lifelong learning programs.
- 4.4 Organizing training sessions for the teaching, scientific-didactic staff of CSU, practitioners in the field on how to conceptualize and organize lifelong learning programs.
- 4.5 The development of the favorable institutional system of adult learning and education by creating facilities, by diversifying the forms and services of continuous training, by streamlining the activity of the University, institutional centers for continuous professional and personal training of adults.
- 4.6 Developing the professional competences of CSU teachers for the development of lifelong learning programs.
- 4.7 Motivation of CSU teachers for the development of specific LLL program.

***Information and technical resources***

- 4.8. Involvement of information and technical resources in the implementation of ULLL programs
- 4.9 The training/development of digital competences of teachers/trainers who provide LLL courses and the implementation of education informatization standards.

**Expected effects and results of strategy implementation**

The following effects will result from the implementation of the strategy

- Increasing the satisfaction of the adult population in terms of their quality of life by increasing the opportunities for professional and personal fulfillment;



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- Strengthening social stability by ensuring the availability and development of infrastructure for adult lifelong learning
- increasing the additional investment attractiveness of the areas by increasing the level of human and social capital;
- increasing the competitiveness of the adult population through the formation of professional skills, taking into account the requirements of the labour market, the formation of functional skills and the development of personal qualities.

## IV. ULLL PROGRAMS AND COURSES DEVELOPMENT

### 4.1. Types of ULLL (continuing education) programs

Higher education is carried out on two routes: academic and advanced professional, being structured on three cycles:

- a) cycle I - bachelor's degree (ISCED level 6);
- b) cycle II - master's degree (ISCED level 7);
- c) cycle III - doctoral higher education (ISCED level 8).

The bachelor's degree programs (ISCED level 6) correspond to 180-240 transferable study credits, 30 credits for each semester.

Master's degree programs (ISCED level 7) correspond to 90-120 transferable study credits, 30 credits for each semester.

Doctoral higher education programs (ISCED level 8) correspond to 180 transferable study credits. Doctoral higher education is carried out through programs of two types:

a) scientific doctorate, which has as purpose the production of original scientific knowledge, internationally recognized. The scientific doctorate is a precondition for the development of the professional career in higher education and research;

b) professional doctorate, in the fields of arts and sports, which has as purpose the production of original knowledge based on the application of the scientific method and the systematic reflection on artistic creations or on sports performances of high national and international level. The professional doctorate can satisfy the precondition for the development of the professional career in higher education and research in the fields of arts and sports.

Lifelong learning includes general, vocational, technical and higher education, as well as continuous professional training of adults.

In-service adult training includes:

a) general education, which ensures the general development of adults from a cultural, socio-economic, technological, ecological point of view;

(b) continuing vocational training, which shall mean any training process in which an employee, already having a qualification or a profession, completes his professional competences by deepening his knowledge in the field of basic specialty or by acquiring new methods or procedures applied within the specialty in question.

The continuous professional training of adults, in accordance with *the Regulation for the continuous adult education*, approved by the Government Decision no. 193 of 24.03.2017, as amended by the Government Decision no. 387 of 15.06.2022 and the provisions of the National Qualifications Framework, is carried out distinctly on qualification levels:



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- 1) level 1 CNC and level 2 CNC – through adult training programs, lasting 90-900 hours / 3-30 credits of studies;
  - 2) LEVEL 3 ISCED/ CNC by:
    - a) adult vocational training / improvement programs, lasting 150-900 hours / 5-30 study credits;
    - b) professional retraining programs related to the profession of initial completed professional training, lasting 300-900 hours / 10-30 study credits.
  - 3) ISCED/CNC level 4 and ISCED/CNC level 5 by:
    - a) improvement/ specialization programs, lasting 150-900 hours / 5-30 study credits;
    - b) professional retraining programs related to the profession / specialty of the initial completed professional training, lasting 900-1800 hours / 30-60 study credits;
  - 4) ISCED/CNC level 6 by:
    - a) improvement / specialization programs, lasting 150-900 hours / 5-30 study credits;
    - b) professional requalification programs related to the specialty of the initial completed professional training, lasting 1800-3600 hours / 60-120 study credits.
- The forms of organization of the in-service training of adults are:
- (a) with frequency;
  - b) part-time;
  - c) remotely.

#### 4.2. Authorization and accreditation of ULLL courses

& The internal evaluation (self-evaluation) of the quality in order to authorize the provisional operation and the accreditation of the study programs and educational institutions is carried out by the educational institution independently, based on:

- *Methodology for external quality evaluation* in order to authorize the provisional functioning and accreditation of study programs and institutions of technical, higher vocational education and continuing education (GD no. 616 of 18.05.2016), *amended by GD no. 79 of 16.02.2022*);;

- *The self-evaluation report*, elaborated in accordance with the requirements set out in *the Guide for external quality evaluation*, approved by ANACEC.

& The reference period for the elaboration of the Internal Evaluation Report (self-evaluation) of the quality includes the last 5 years of activity of the evaluated institution /study program.

1) In the case of the first external quality assessment for accreditation, the reference period shall be calculated from the date of obtaining the provisional operating authorisation to the date of the requested assessment, but not more than 5 years.

2) In the case of external quality evaluation in order to authorize the provisional functioning of a new study program / a new educational institution, the internal evaluation report (self-evaluation) will not reflect the indicators related to the analysis of the finalities of the study programs indicated in the Guide for external quality evaluation.

& The external evaluation of the quality in order to authorize the provisional functioning and the accreditation of the study programs and of the educational institutions is preceded by the internal evaluation (self-evaluation) of the quality, carried out by the educational institution.

& The initiation of the external quality evaluation procedure in order to authorize the provisional functioning of the study program and/or of the educational institution is carried out if the following conditions are met:

- 1) *the higher education institution:*



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a) calls for a new study program for cycle I (bachelor's higher education), which is included in *the Nomenclature of vocational training fields and specialties for the training of staff in higher education institutions* (cycle I);

b) has accredited / re-accredited study programs at cycle I (bachelor's higher education) in the field of professional training in which it requests obtaining the authorization for the temporary functioning of the study program at cycle II (master's higher education);

c) has accredited / re-accredited study programs at cycle I (bachelor's higher education) and cycle II (master's higher education) in the field of professional training in which it requests obtaining the authorization for the provisional functioning of the study program at cycle III (doctoral higher education);

d) is interested in initiating and carrying out the activity of education and provision of education and is founded on the basis of the legislation in force;

e) if he has obtained accreditation for at least one study program from cycle I – bachelor's higher education or integrated higher education in a field of professional training, he is entitled to organize continuous professional training programs of maximum 20 credits / 600 hours in this field, after the approval of those programs by the Senate of the educational institution. In this case, continuing vocational training programs in the field of vocational training concerned shall be deemed to be authorised to operate provisionally but shall not be exempted from the accreditation procedure;

2) the educational institution in the field of in-service adult training:

a) requests a new continuous professional training program, which can be found in the *Nomenclature of vocational training areas and of trades / professions, the Nomenclature of vocational training areas, specialties and qualifications, the Classification of Occupations and is entered in the National Register of Qualifications*;

b) is interested in initiating and carrying out the activity of education and provision of education and is founded on the basis of the legislation in force.

& The initiation of the procedure of external quality evaluation in order to accreditation of study programs is carried out if the following conditions are met:

1) for higher education:

a) the educational institution has a provisional operating authorization;

b) the educational institution has a provisional functioning authorization for the study program at the first cycle (bachelor's higher education) to which it requests accreditation;

c) the educational institution has the program(s) accredited to cycle I (bachelor's higher education) in the field(s) of professional training in which it requests the accreditation of the study program at cycle II (master's higher education);

d) the educational institution has the program(s) of accredited studies at cycle I (bachelor's higher education) and cycle II (master's higher education) in the field(s) of professional training in which it requests to obtain the accreditation of the study program at cycle III (doctoral higher education);

e) the study program has a promotion every year for the last 5 years, except for the master's and doctoral higher education programs;

2) for the continuous training of adults:

a) the educational institution has a provisional operating authorization;

b) the educational institution has a provisional functioning authorization for the continuous professional training program;

c) the study program has had a promotion over the last 5 years.





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& The higher education institution that has received accreditation for a study program from cycle II (master's higher education in a field of vocational training) or for a higher education program integrated in a field of vocational training, including interdisciplinary programs, is entitled to organise any other study program from cycle II (master's higher education in this field), after the approval of the respective program by the Senate of the educational institution. In this case, the study programs from cycle II (master's higher education in the same field of vocational training) are considered authorised to operate provisionally, but are not exempted from the accreditation procedure. Study programs in part-time and distance education cannot be organised if the respective program of studies in accredited full-time education does not exist;

& Study programs from full-time and distance education cannot be organized and evaluated for accreditation if the respective study program is not accredited to full-time education.

& The accreditation of a study program and of an educational institution is granted by the decision of the Ministry of Education and Research, adopted on the basis of the decision of the Agency's Governing Board or the decision of another quality evaluation agency, registered in the European Register for Quality Assurance in Higher Education.

& After obtaining accreditation, the study programs and educational institutions are subject, at least once every 5 years, to the external quality evaluation in order to re-accreditation.

& The re-accreditation of study programs and educational institutions is made on the basis of a request for initiating the external evaluation procedure in order to re-accredit the Agency by the educational institution / consortium / partnership / branch / founder / Ministry of Education.

v The procedure for external evaluation of the quality of the study program / group of study programs and / or of the educational institution for the purpose of provisional functioning authorization or accreditation has the following stages:

1) the initiation of the evaluation procedure by the educational institution / consortium / partnership / branch / founder / Ministry of Education;

2) internal quality evaluation (self-evaluation) and elaboration of the Self-evaluation Report per study program/group of study programs/educational institution;

3. external quality evaluation:

a) submission of the application and of the file on paper and in electronic format, completed according to Annex no.1 of the Methodology, to the Specialized Directorate within the Agency;

a1) returning the file of the educational institution in case of non-compliance with the rigors of completing the file or drawing up the Self-Assessment Report, after a prior examination within the Agency;

a 2 ) approval by the Governing Board of the Agency of the decision to initiate or reject the external evaluation procedure;

b) the establishment of the External Evaluation Committee;

c) analysis of the Self-Assessment Report;

d) carrying out the evaluation visit to the educational institution(s) and completing the "Visit form";

e) elaboration of the External Evaluation Report;

f) examination and validation of the results of the external evaluation by the relevant Committee and submission of proposals for decisions, accompanied by a report, to the Governing Board of the Agency;

f 1 ) examination of the results of the evaluation and decision-making by the Governing Board of the Agency;



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4) transmission of the decision of the Governing Board of the Agency to the Ministry of Education;

5) granting provisional functioning authorization / accreditation by the Ministry of Education and Research for higher education, technical professional education and continuous training;

6) the implementation of the recommendations resulting from the external evaluation.

& In the case of continuing vocational training programs with a number of up to 900 hours (30 credits), expected to be carried out within the limits of 6 consecutive months, upon the initiation of a new program or the establishment of a new educational institution, the external evaluations in order to authorize the provisional functioning and in view of the accreditation of the institution / study program are carried out in a single external evaluation, consisting of two stages: for the purpose of provisional operating authorisation and for accreditation.

& The Agency's Governing Board adopts the decision on the provisional functioning authorization and the schooling capacity based on the accreditation standards, part of this Methodology, starting from the following:

1) if the share of the level of achievement of each accreditation standard constitutes at least 50%, and the accreditation standard 2. The design and approval of the programs has the level of achievement 100%, the Governing Board of the Agency proposes the authorization for the provisional functioning of the study program or of the educational institution;

2) if the share of the level of achievement of at least one accreditation standard is less than 50% and the accreditation standard 2. The design and approval of the programs does not have the level of achievement 100%, the Governing Board of the Agency proposes the non-authorization of the provisional functioning of the study program or of the educational institution

& The Governing Board of the Agency adopts the decision on the accreditation or non-accreditation of the study program/educational institution and provides the schooling capacity taking into account the following:

1) if the share of the level of achievement of each accreditation standard constitutes at least 90%, and the accreditation standard 2. Design and approval of programs and accreditation standard 5, respectively. The academic staff have 100% achievement level, the Governing Board of the Agency proposes the accreditation of the study program or of the educational institution for a period of 5 years;

2) if the share of the level of achievement of accreditation standards is 60-90%, and the accreditation standard 2. Design and approval of programs and accreditation standard 5, respectively. The academic staff have 100% achievement level, the Governing Board of the Agency proposes the accreditation of the study program or of the educational institution only after the removal of the nonconformities detected, within up to 6 months, demonstrated by an exhaustive report.

- If at the expiry of the term granted to the educational institution demonstrates the achievement of each accreditation standard at a weight of at least 90%, and the accreditation standard 2. Design and approval of programs and accreditation standard 5, respectively. The academic staff have 100% achievement level; the Governing Board of the Agency proposes the accreditation of the study program or of the educational institution for a period of 5 years.

- If at the expiry of the term granted to the educational institution does not demonstrate the achievement of each accreditation standard at a weight of at least 90%, and the accreditation standard 2. Design and approval of programs and accreditation standard 5, respectively. The academic staff do not have the 100% achievement level; the Governing Board of the Agency proposes not to accredit the study program or the educational institution;



3) if the share of the level of achievement of at least one accreditation standard is less than 60% and the level of achievement of accreditation standards 2 and 5 is lower than 100%, the Governing Board of the Agency proposes not to accredit the study program or educational institution

& The educational institution develops and implements a plan of corrective measures to eliminate the nonconformities identified in the process of external quality evaluation and, within 6 months, submits it to the Agency, in accordance with *the Post-Evaluation Monitoring Procedure of the study programs and of the technical, higher and continuing vocational education institutions*, developed by the Agency.

### **4.3 Methodological recommendations (target group needs identification, curriculum development, content development)**

#### **I. Preparation and planning of LLL courses, identification of the target audience**

In order to design a student-centered LLL course, establishing the structure of the course, designing and evaluating educational programs and plans in the context of lifelong learning, taking into account the latest advances in education sciences, socio-economic needs, a few questions must be answered.

#### **1. General information about the LLL course**

##### **1.1 Course title**

The title of a course should give a brief general description of the topic addressed. It must also be attractive to applicants or the possible audience.

##### **1.2 Study program**

To what extent are the components of the learning environment in line with the program's objectives and institutional criteria (learning outcomes, learners' assessment, study materials, curriculum, learning activities, etc.)?

##### **1.3 Number of ECTS credits, theoretical learning time**

How many ECTS will have the course?

This will be measured according to the workload of the trainees, given that each ECTS is 30 hours.

#### **2. Target audience**

##### **2.1 Target group**

- What kind of learners would you like to attract to your course? (Age, profession, etc.).
- To what extent is there a clear process to identify the target groups and their needs?
- To what extent are the learning outcomes consistent with the modernity and timeliness of the discipline?
- To what extent are the needs of stakeholders assessed (labour market, professional bodies, etc.)?

##### **2.2 Prior knowledge of trainees, skills and competences**

- What do I already know?
- Which preliminary studies can we rely on in curriculum development?
- What is their previous qualification and what category of qualification/teaching degree do they have?

##### **2.3 Motivation**

- Why do students need this LLL course?
- How does this course cover some of their personal and/or professional development needs?



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- How is the course linked to their network and professional standards?

### 3. Didactic design of the LLL course

#### 3.1 Expected learning outcomes (max. 5)

- What should students learn or be able to do as a result of successfully participating in your course?
- To what extent are the learning outcomes in line with the strategic vision and objectives of the institution?
- To what extent are learning outcomes defined in line with target groups and stakeholders (including the labour market)?

#### 3.2 Valuation methods

What kind of formative and/or summative valuation methods will be used?

Conclusive examples: essays, project reports, portfolios, etc.

#### Assessment

For the assessment to be effective, the teacher must think about the links between the learning outcomes of the module; the skills, competences and knowledge it seeks to assess and the assessment methods(s) it can use.

The effective evaluation will have the following elements:

- **Transparency** - effective establishment of evaluation criteria;
- **Validity** - assessment of those skills or attributes that reflect the expected learning outcomes during the study.
- **Reliability** - the definition of scoring criteria, which are aligned with the expected learning outcomes of the course, which makes the assessment process objective, precise and repeatable.

Impact of assessment methods

- **It influences learning.** The chosen assessment method can have a significant impact on effective learning;
- **It measures different abilities.** The use of more diverse assessment methods allows for the measurement of a wider range of knowledge, skills and abilities.
- **It provides effective feed-back.**

#### 3.3 Pedagogical approaches

In this regard, the following question will be answered: to what extent are the educational concepts of the program defined (e.g. learner-centered organisation of the program, problem-based learning, on-the-job training, etc.)?

#### 3.4 Number of students

It will be described at a minimum and maximum level.

#### 3.5 Teaching

He will be chosen as follows:

- Face to face;
- Blended learning (face-to-face learning and online learning);
- Online course.

#### 3.6 Learning activities

A list of learning activities planned for the LLL course will be noted.

NB: The activities should be in consonance with the expected learning outcomes as well as the assessment methods.

Designing engaging, relevant, stimulating, creative learning activities must delight and motivate teachers, learners alike, thus becoming a crucial part of a successful curriculum.



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It is equally important that each activity is meaningful and ensures the development of skills. The activities should build on previous activities and avoid repetition, should allow learners to get involved and develop their skills, knowledge in different ways. Significant activities will involve them actively, constructively, intentionally, authentically and cooperatively.

We can provide a list of activities provided that can provide high-impact learning experiences for learners:

- lecture - direct contact;
- guided reading;
- facilitated (synchronous) discussions;
- collaborative exchange of information;
- Group work;
- summary;
- simulation;
- case study;
- Self-assessment;
- reflection on learning, etc.

### **3.7 Infrastructure and devices**

We will answer the question: to what extent are the requirements of the support services defined based on the identified needs of the target group (tutoring, ICT support, guidance, consultation, communication, etc.)? For example: tablets, notebooks, blackboard, interactive whiteboard, flipcharts, etc.

### **3.8 Virtual environment and digital tools**

Examples such as: Moodle, Mahara, Canva, Kahoot, Padlet, Google classroom; Web conferencing tools such as Skype, Zoom, Adobe Connect, etc. will fully contribute to effective training.

## **4. Staff**

### **4.1 Required roles**

The basic question is: To what extent are the roles and responsibilities of all staff involved in the planning, implementation, monitoring and improvement of the program clear and in line with the competences required to carry out the program?

### **4.2 Number of teachers**

Depending on the number of learners and the desired learning outcomes.

### **4.3 Number of tutors**

Depending on the number of learners and the desired learning outcomes.

### **4.4 Necessary prior knowledge, skills and competences of teachers/tutors**

To what extent is the selection of appropriate teaching staff in line with the strategic objectives and educational concepts of the program?

We can give an example: "The teacher is competent in using the Moodle platform; is able to use skype tools for web conferencing; moderate online discussions in an online forum; include learners' previous learning experiences", etc.

### **Other key elements**

#### **• Admission and validation issues:**

To what extent is there a common procedure, at institutional level, for the admission of learners? If the institution does not have such a procedure in place, is there a program-specific procedure?

#### **• Financial resources:**





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To what extent is there a detailed budget plan (defining the viability of the program, expected revenues and expenditure, provision of grants, etc.)?

• **Communication:**

To what extent are admission procedures clearly communicated to all interested parties?

To what extent are the content of the program and the expected learning outcomes well described to stakeholders?

## II. LLL Course and Curriculum Design and Development

1. The programs are elaborated / realized on various fields of activity being adapted according to the types and forms of organization in the context of lifelong learning: improvement, specialization, additional qualification, professional retraining, in accordance with the Development Strategy for the years 2020 -2030, focusing on access, relevance, quality.

2. The providers of educational services apply the respective Methodological Recommendations simultaneously with other normative acts in force, regarding the initiation, organization and implementation of the lifelong learning process.

3. The curriculum includes four defining components:

a) the temporal component, which represents the way of planning in time of the training process (semester, year), the main unit of measurement of the training process being the ECTS study credit;

b) the formative component, which represents the way of distribution of the content units (course unit: module, discipline, internship);

c) the accumulation component, which reflects the ways of allocating the ECTS study credits;

d) the evaluation component, which represents the modalities of the current and final evaluation of the study finalities and the competences obtained by the formable at the course unit/module/discipline.

7. The curricula for in-service professional training and for studies of additional qualification and professional requalification are elaborated by specialties, in accordance with the Nomenclature of vocational training areas and specialties, oriented towards the acquisition of study finalities: the formation of competences provided by the National Qualifications Framework on general fields of study / areas of professional training. Obtaining the study finalities and the formation of competences for a field of professional training will be completed by emphasizing the pragmatic character of the formative content of the course units included in the curriculum.

8. The process of developing and approving a Curriculum for a new study program involves going through the following steps:

a) the initiator of the new program identifies / establishes the course units / modules / disciplines in the Educational Plan and the list of scientific-teaching staff - competent in the field. The Educational Plan, the function states for the new study program are drawn up and it correlates with the necessary educational resources;

b) the documents of the study program are sent for approval to the Senate / scientific-didactic council / teachers' council;

c) after the final approval, the management of the institution designates the team for the elaboration of the self-evaluation report of the new study program for the provisional authorization;

d) where appropriate, the study program shall be submitted to the relevant Ministry for coordination, after which, together with the self-assessment report, it shall be submitted to the National Agency for Quality Assurance in Education and Research for carrying out the external evaluation for provisional authorization.



9. The list of compulsory course units and at their free choice, the number of hours for their study, the types of internships are established by the education providers according to the specificity of the general field of study / field of professional training / study program, in accordance with the National Qualifications Framework.

**The model of the curriculum, depending on the type of program, is presented in:**

- Methodology for developing in-service vocational training programs and curriculum within lifelong learning:

[https://usm.md/wp-content/uploads/dfc\\_metodologia\\_elaborare\\_programer\\_fc\\_parcursul-vietii\\_2019.pdf](https://usm.md/wp-content/uploads/dfc_metodologia_elaborare_programer_fc_parcursul-vietii_2019.pdf)

- Methodology for developing in-service professional training programs for teachers

[https://usm.md/wp-content/uploads/dfc\\_metodologia\\_elaborare\\_programer\\_fc\\_cd\\_2019.pdf](https://usm.md/wp-content/uploads/dfc_metodologia_elaborare_programer_fc_cd_2019.pdf)

## V. LLL COURSE DELIVERY

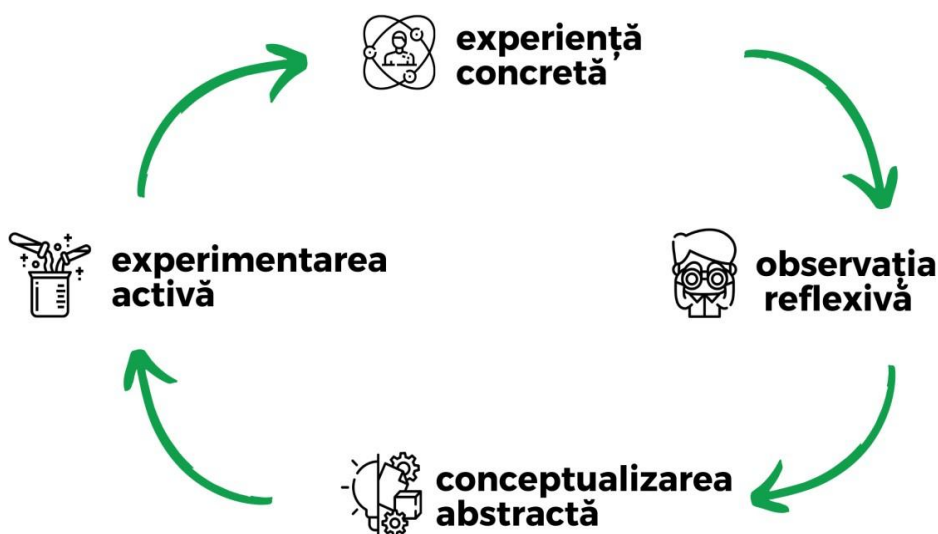
### *Delivery models of LLL courses*

The delivery of in-service training courses must be adapted to the specifics of the trainees! For an adult audience, their knowledge, professional experience, but also life experience that they already have will be taken into account. At the same time, the adult learning process must be focused on the development of concrete skills.

In adult training various models of teaching can be applied. For example, the classic model or the one suggested by Colb:

1. **The classic model** – refers to the traditional model of teaching. The content of the course is divided into autonomous and interdependent informational blocks, each block being made up of theory and practical activities. The practical activities are designed to implement the knowledge acquired in the course.

2. **The Colb model** – involves organizing the course by applying the experiential style of learning. The model is based on the idea that all adults already have certain life experiences and it is much easier for them to accept new knowledge if they are connected with the knowledge and experiences they possess. In this model, the teaching-learning process is presented in the form of a cycle, which consists of 4 stages:





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✓ **concrete experience** — taking an action or describing previous experiences of learners (10% of the time);

✓ **reflective observation** — students reflect on their experience (20% of the time);

✓ **abstract conceptualization** – formulation of a theory based on practical experiences (dispersed knowledge is connected in a common concept). The theoretical content formulated by the students is completed by the trainer with new knowledge (50% of the time);

✓ **active experimentation** – learners experiment, apply new knowledge in practice (30% of the time).

"Learning is the process in which knowledge is created through the transformation of experience" (David Kolb, 1984). For more details about the experiential learning model, go to: <https://www.niu.edu/citl/resources/guides/instructional-guide/experiential-learning.shtml>

### Ways of delivering LLL courses

The delivery of Lifelong Learning courses can be achieved by applying various teaching-learning channels:

- ☐ with physical presence;
- ☐ online;
- ☐ Hybrid.

The choice of the channel for organizing the course depends on the specifics of the teaching methods, the content and objectives of the course, the specifics of the target group (geographical location, digital competences, learning habits, etc.), the technical endowment and the digital skills of the trainer.

### Courses with physical presence

Courses with physical or offline presence are the classic method of learning. They take place in a room, at the guidance and coordination of a trainer, with the physical proximity of the trainer, but also of the students to each other. In order to ensure the students' access to the course contents, the teaching materials (PPT, manuals, texts, videos, official documents, case studies, etc.) are transmitted physically, in electronic format by email, or are placed on the course page in Moodle, Google Classroom, Web, etc. or on a cloud platform for storing materials, such as Google Drive.



Courses with physical presence can be organized in the traditional form (all learning activities take place in the class, technologies are used or not to transmit the course content to the learners) or using the **Flipped Classroom** method (inverted class).

In the case of Flipped Classroom, the students first study the course material made available by the trainer (texts, video content, podcasts, perform tests, participate in online discussions, etc.), then, during face-to-face meetings, they learn how to implement what they have learned individually). The

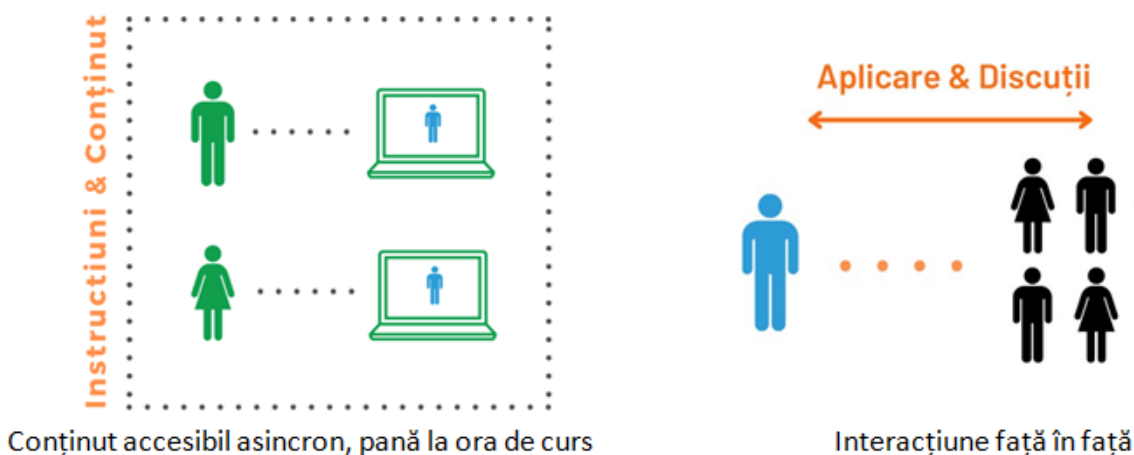


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content of the course is placed on an online platform and is studied by the students until the activity in the room.



For more details about how to organize **the inverted class** go to  
[https://www.weber.edu/WSUImages/tlf/TLF%202013/Flipped%20Classroom%20Field%20Gu  
ide.pdf](https://www.weber.edu/WSUImages/tlf/TLF%202013/Flipped%20Classroom%20Field%20Guide.pdf)

*Some advantages of offline courses:*

- ☐ *Direct communication with the trainer influences the perception of information, thanks to the connection of associative memory, which has a positive effect on learning.*
- ☐ *It allows the active involvement of learners in the activities of the course, ensuring a learning-friendly environment.*
- ☐ *Questions can be immediately asked to clarify the obscure areas of the topics in the training content. Immediate feedback from the trainer and colleagues.*
- ☐ *As they study, students interact and communicate with each other, which allows them to make valuable knowledge that will help them in the future.*

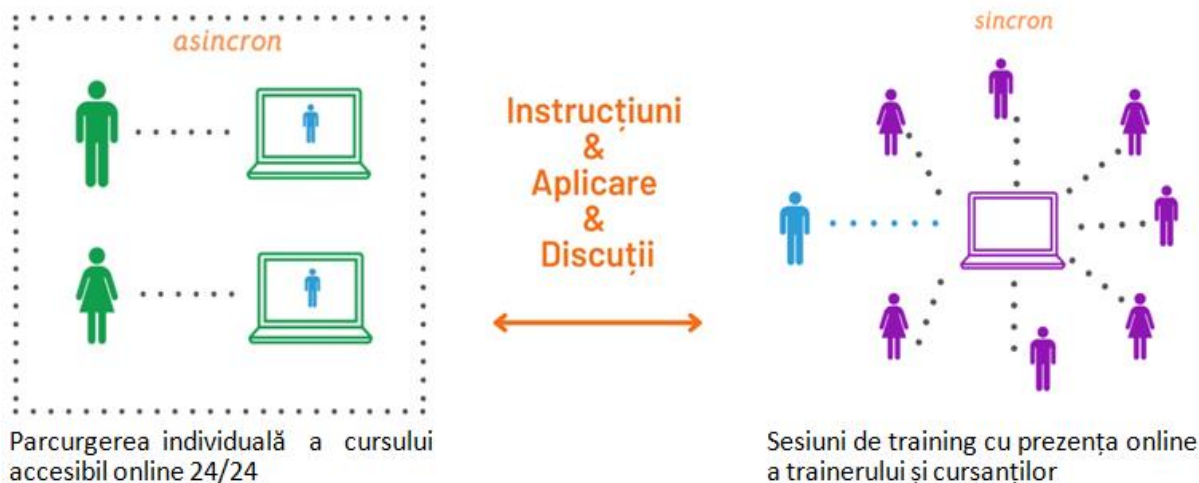
#### *Online Courses*

The online courses involve connecting the trainer with the students through the Internet, using various online platforms for communication, management of the learning process, questionnaires, etc. Online courses can be organized by applying two methods: synchronous and asynchronous.



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**Synchronous method** - the teaching of information and its capture by learners is carried out at the same time. For this purpose, live trainings are organized, using communication platforms such as Zoom, Microsoft Teams, etc.

The advantages of the synchronous method: real-time communication, the trainer is directly connected with his audience, having the possibility to notice possible distractions or loss of attention / interest and to react immediately. At the same time, it can answer questions in real time and complete the uncertainties that arise during the session. Disadvantages of the synchronous method: technical difficulties related to the image, sound, Internet connection may occur that reduce the quality of training.

**The asynchronous method** the trainer chooses an intermediate means of transmitting information, such as Moodle, Udemy platforms, etc., creating a channel on Youtube or other social networks - students will access the intermediary platform to retrieve the information.

The advantage of the asynchronous method: the information delivered to the learners is better prepared, with more explanations or examples, practical applications. Students access the contents in the convenient time of each one and can come back repeatedly. The trainer can return to the platform to update/complete the contents. The learner has more time to read, watch, practice than in synchronous courses. Disadvantages of the asynchronous method: lack of communication trainer-train, learner-learner.

*Some advantages of online courses:*

- ☐ They are much more accessible to learners from the perspective of time, money, location.
- ☐ They are easy to keep, with learners having the opportunity to return to the course materials.
- ☐ The course materials can be more diversified, offering the possibility of connecting with a large volume of resources accessible online.
- ☐ It offers privacy to learners, which is an advantage especially for introverted people, who do not feel comfortable in the presence of a large group of people and do not want to expose themselves or speak in public.

### Hybrid courses

Hybrid courses involve combining online and offline activities - the trainer works at the same time with students who are in the physical room, as well as with those who have connected online, using various hardware and software tools for video conferencing and communication. Courses

hybrid offers flexibility in synchronous delivery of content, allowing learners to participate in





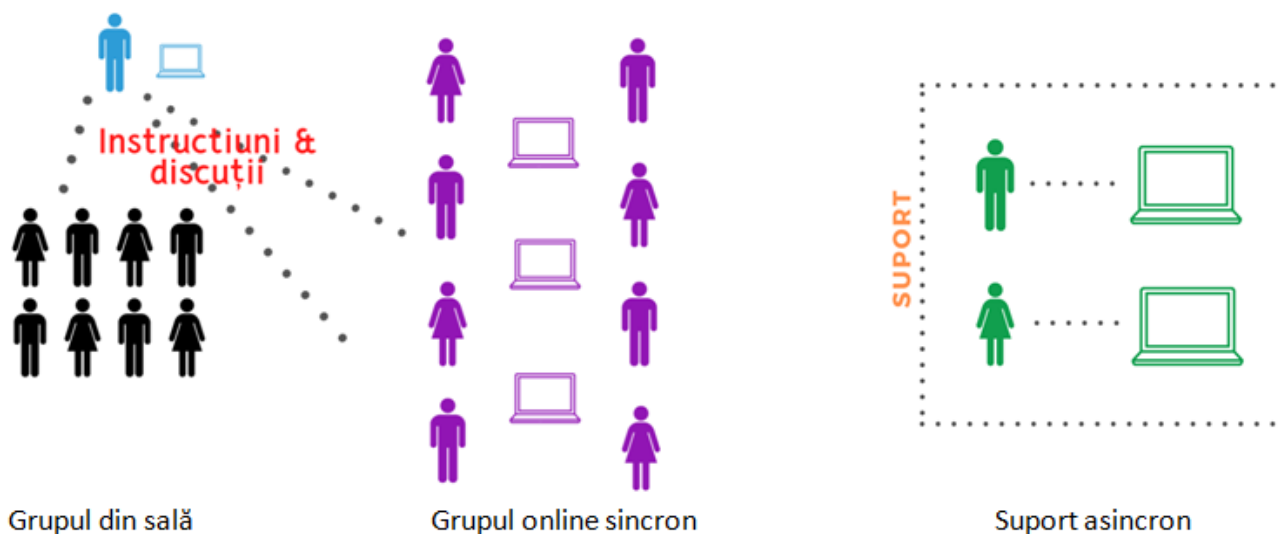
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discussions synchronously, regardless of the form of participation – offline or online.

Hybrid courses can be organized in various forms:

**The HyFlex model** – involves the simultaneous delivery of the course content to the students who participate in the course in the room as well as to those who connect online, the students are simultaneously involved in discussions through zoom platforms. Synchronous sessions are complimented by asynchronous activities (homework, discussions, quizzes, etc.) hosted on LMS platforms (e.g. Moodle). The students independently choose the sessions they participate in online/offline or the trainer makes a schedule of the students' participation in the offline sessions on a rotating basis.



For some activities within the course it can be quite difficult to organize them synchronously online and offline, respectively they will be synchronous for the group with physical presence and asynchronous (with videos, texts, tasks, tests, etc. prepared in advance) for the group participating online.

For more details about the HyFlex model go to <https://library.educause.edu/-/media/files/library/2020/7/eli7173.pdf>

**The modified Flipped Classroom model** – involves asynchronous delivery of the content before the training sessions (videos, texts, podcasts, etc.) and the organization of interactive/ applicative activities in the room with 1/3 of the students according to a group rotation schedule. The other members of the group complete the online application activities.



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The application of this model involves both the preparation of the contents that will be delivered until the offline session, as well as different applicative activities for students who participate offline and those who participate online. At the same time, because the students participate in only a part of the face-to-face activities, there is a need for permanent monitoring of the progress achieved in the course, individual feedback and support in carrying out the practical tasks.

*Some advantages of hybrid courses:*

- ☐ *Flexibility – allows learners to manage time efficiently, if they cannot participate in the offline training they can connect online.*
- ☐ *Accessibility – learners can save on travel and subsistence expenses thanks to the fact that they can connect to the course remotely, participating in offline activities only periodically.*
- ☐ *The results obtained are higher than in the case of online courses due to the possibility of interacting with the trainer and colleagues in the offline sessions.*
- ☐ *More active involvement of learners in the learning process.*

### **Commercialization of LLL courses**

The advancement of the knowledge economy generates a continuous increase in demand for in-service training courses. At the same time, the market is increasingly demanding online courses, which are more accessible and convenient for the public. As some recent data shows, the global e-learning market will reach \$325 billion by 2025, with the annual growth rate of industry being 7.5%. Respectively, the development of courses, especially online ones, is a niche of perspective that can be exploited by teachers and experts in various fields – the courses providing them with additional income.

The success of in-service training courses depends on a number of most important factors being:

- ☐ The personal brand of the trainer (how recognizable he is);
- ☐ The level of expertise of the trainer;
- ☐ The content of the course (refers to the information it contains, the way of presentation/access, the practical activities, the finalities that the learner will obtain);
- ☐ The size of the target audience;
- ☐ The revenues and payment capacity of the target audience;
- ☐ Market dimensions and competition;
- ☐ The marketing and sales skills of the team managing the course.

Respectively, the success of an LLL course depends both on the trainer, content, interests and possibilities of the target audience, as well as on the marketing and sales strategies applied. In order to attract the attention of the target audience and motivate them to access the course, it is necessary for the



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author or the team that manages the course to focus on the 4 components of the marketing mix: product, price, placement, promotion.

### ***Product creation and packaging***

The success of a course depends on the degree to which it is adapted to the needs and possibilities of the target audience. If the course targets different categories of learners, it must be adapted to the specifics of each segment.

### ***Course creation***

Some key moments to consider at the stage of creating the course to ensure its sales:

□ **Choosing the course topics** – the topic of the course must be related to the expertise held by the trainer, at the same time correspond to the interest of the target audience (solves a problem of their own, allows them to obtain performances that will give them certain advantages in the future, is a topic a trend, etc.). Before starting the creation of the course, it is recommended to test the idea by organizing webinars, organizing surveys, interviews, etc., based on which it will be ascertained whether or not the public is interested in this product.

□ **Field exploration** – analysis of literature, publications, trends, competitors. If there are already courses on the market on the same topic, we must analyze very carefully what already exists and identify by what will differentiate the course we intend to launch, to find valuable arguments by which to attract the attention of the target audience.

□ **Course outline** – dividing the content into modules/sections and determining the way students are going through, highlighting the results they will achieve at the end of each module and the full course. It is important that the content of the course is correlated with concrete goals, which really matter to the target audience.

□ **Content creation** – creating PPTs, videos, texts, practical applications, quizzes, polls, templates, etc. At this stage, both the information content that we intend to deliver and the form in which it will be delivered matter. It is recommended to divide the information content into small doses, which will be offered in different format, for example the texts will be combined with audio tabs and with video clips, At the same time, the informational content will be combined with applicative tasks, preferably with the use of digital solutions to reduce the time required to perform tasks and allow the immediate display of the results. The more applicative the course will be, and the more accessible and interactive the information transmission techniques, the greater the interest in the course.

□ **Course title** – the same theme and content can be put on the market under different titles. Even if it seems that the most important in a course are the content and expertise of the trainer, one should not ignore the importance and impact that the title can have on the audience. The title is that element based on which the audience will create their first impression about the content and finalities of the course. A good headline will attract attention and encourage the audience to click on online advertising, to enter the sales page to find out what it offers and how it can benefit from it.

Some recommendations that may be useful when formulating the title:

- use the services offered by search engines, such as Google trends, to identify which keywords are used by the public when searching for the content included in the course. Use the most popular phrases used in your search to formulate the title – this is how the course will appear on top when someone searches online for information on the topic.

- adapt the course title to the specifics of the target audience (linguistic specificity, problems they face, values, perception of information, etc.)

- the title should be short and simple - short and direct titles that convey the essence of the content are much more attractive to customers.



For more tips on how to choose a good course title go to

<https://www.learnworlds.com/catchy-ecourse-titles-tips-ideas-examples/>

### *Course packaging*

Wrapping is about how the course will reach the student. Here we are going to answer 2 questions:

1. Which course delivery model will we apply - offline, online or maybe hybrid? If we choose to deliver it online, will the content be delivered in synchronous or asynchronous format?
2. Will the course be accessible in one variant or do we offer the public the possibility to choose from a few possible versions?

The target audience will appreciate the trainer's willingness to offer the course in different versions, this making the course more personalized. For example, the course is divided into modules with clear purposes, the learner having the possibility to buy the full course or to choose the modules that interest him, the price of the course varying depending on the choice made.

Another way to personalize the course – offering the course in different versions, depending on the facilities to which the learner has access. For example: Basic version – access to theoretical content, free templates, digital self-assessment applications of knowledge; Version

Premium – theoretical content, 2 bonus modules, free templates, digital self-assessment, chat with the trainer and other students, personalized feedback of the trainer per each module.

### *Pricing*

Pricing involves finding the answer to 2 questions:

1. How will the user be charged?
2. How much will the user pay for the course?

#### *How may the user be charged?*

Different strategies for charging the course users can be applied:

**The course is offered for free** – this strategy can be used in different cases:

- the costs of preparing and delivering the course are covered by the funders or by the sponsors, the condition of financing being the free provision of the course for all or for certain categories of users;
- the course is at the testing stage, respectively, it is offered free of charge for a short term in order to check how it works, what adjustments are needed and to accumulate feedback from users;
- the course aims to demonstrate the value of the content, the expertise of the trainers and is used in order to sell a more complex and expensive course;
- the free version is used as a sales tool, counting on the fact that users interested in the theme will access the paid version, which is much more complex and offers more facilities;
- the course is used to promote the brand and create the community, the database of potential users of other courses, sold under the same brand;
- the course is offered as a bonus for a particular purchase, for customer loyalty purposes;
- the free course is monetized in other ways than the course fee, as an example, by the fee for issuing the certificate, or by offering consultancy services in related fields related to the course theme, by selling related products / services with the course theme.

**The course involves a one-time payment** – a clear price is set, paid only once by the user and the facilities that the user will receive based on the price paid are announced. In this case, several payment strategies can be applied:

- setting the price for the full rate and/or for each module separately, the user having the possibility to choose the full course or only the modules that interest him;
- different prices are set for the same informational content, depending on the facilities the user



chooses (e.g. basic version or premium version).

The advantage of this method lies in the fact that the trainer can easily communicate the value of the course, can offer discounts for the next purchased courses and it is clear to the user what he is paying for.

**The course is offered on a subscription basis** – based on monthly subscriptions, users have access to the course and facility related to the course: the use of digital tools accessible only on the course page, access to additional information related to the course topic (e.g. podcasts), access to the user community and chat / forum with the trainer and users.

In order for users to be willing to pay monthly subscriptions, the presence on the course page needs to give them additional value. As an example, the content of the course is permanently renewed, the community of users is valuable through the work carried out – the members answer questions related to the course topic, share with their own experience, etc.

#### *How much will one pay for the course?*

Setting the price of the course is an extremely important task – the price level affects the profitability of the course: if the price is too high it may be that the number of buyers is too low, while the low price may ensure high sales but not cover expenses. Sometimes it is considered that the low price makes the course more attractive and vice versa, but this frequently does not work – the buyer could question the quality of the course and the competence of the trainer if the price is too low, and conversely, the high price can instill confidence and greater availability to be bought.

As in the case of other products/services for setting the price of quotations, 3 methods can be applied:

1. **cost-based pricing** – in this case, all the expenses related to the preparation and delivery of the course are identified (renting space, school supplies, water, coffee breaks, trainer's rewards, marketing expenses, assistants' rewards, etc.) and determining the average number of people in the group. By reporting the total expenses to the number of people in the group, the expenses of a person will be determined. By adding a profit margin to the costs per person (as an example, 50%), the price of the course for one person is obtained. In the case of this method of price formation, in order to ensure the profitability of the course, absolutely all expenses must be taken into account, and the group of trainees should consist of a number equal to or greater compared to the anticipated one, otherwise the profit will be lost.

2. **competition-based pricing** – in this case the price is established according to the average existing on the market for courses with exactly the same or similar topics. An important moment – the target audience can accept the high prices of some competitors because they trust the quality of the course and the expertise of the trainer, the certificate issued by them is credible, etc., but it is not guaranteed that they will be willing to pay the same price for the course offered by someone else. Applying this method of price formation it is important to test what is the reaction of the public to the price offered. Testing can be done by displaying different prices in different time intervals or in different marketing campaigns, then the prices will be adjusted according to consumer behavior.

3. **pricing according to learners' willingness to pay** – the method starts from the fact that both the training needs of the users and the payment possibilities are different, respectively, different versions of the course will be offered to cover several customer segments. As an example, the Basic and Premium versions of the course are displayed, with facilities, but also with different prices, the user having the possibility to choose the version that suits him more.

Each of the 3 methods of pricing has its advantages but also its disadvantages, respectively, when setting the price it is good to take into account all 3.





### **Course Placement**

The placement of the courses refers to the channels through which the courses are displayed for sale. There are 3 channels through which courses can be sold:

- through a specialized platform / marketplace in the sale of online courses;
- through an organization specialising in the sale and administration of courses;
- through its own channels – web of the course, course pages on social networks, etc.

**Marketplaces for online courses** – are online platforms through which anyone can display for sale courses, the platform assuming the attraction to the platform of a large number of users. Thanks to the platform, the buyer can find in the same place multiple courses on the topic he is interested in (all the offers of the sellers being listed in a common catalog of courses), and the seller can address through the platform a very large number of potential buyers. In addition to the fact that the platform ensures the connection between the buyer and seller of online courses, they also solve various problems related to both course logistics (course web hosting, sales, payment receipts, marketing, etc.) and course management (course registration, progress monitoring, communication, knowledge assessment, certificate generation, etc.). Some platforms also offer digital solutions that can be used at the stage of creating course content.

Each marketplace has its own monetization model (from what they earn money from – from selling courses or from other services, e.g., courses are free but there are fees for issuing certificates), but also the model by which course authors are rewarded. For example, course authors receive 50% of the proceeds from the sale of courses through [the www.udemy.com](https://www.udemy.com) platform, and those who sell their courses on [the www.skillshare.com](https://www.skillshare.com) are remunerated in the form of royalty (payment for copyright) for each minute of viewing the course located on the platform.

Go to the link to learn about how the 12 most popular marketplaces work for courses:  
<https://instructor-academy.onlinecoursehost.com/best-online-course-marketplaces/>

**Specialized organizations** – are certain institutional units specialized in the development and delivery of LLL programs. It is customary that within universities / colleges there are units responsible for continuous training (e.g. there is a Lifelong Learning Center at Comrat State University), which develop their own programs, but also can support teachers and experts to develop and sell LLL programs on behalf of these institutional units / companies. At the same time, there may be various NGOs, private companies (e.g. Proactive company) that do the same – develop and market LLL courses.

The advantages of using this channel: 1. it will be easier to reach the target audience (at least at the stage of launching the author on the market), the institutional unit / company already having a name, loyal customers, marketing experience, etc.; 2. it will be easier to identify the topic and the format of the course – the institutional unit / company has experience and techniques related to market study, analysis of the potential of the course, knows what are the market trends, the specifics of different categories of customers, etc. 3. it is easier for the author to develop the course – the institutional unit/company was pre-empting the processes related to administration, marketing, course sales, but also some processes related to the elaboration of the course, for example, the editing of teaching materials (text, video, etc.), the digitization of practical tasks, etc.

**Important:** at the conclusion of the collaboration agreement, 2 aspects must be negotiated: 1. how the author will be remunerated; 2. to whom the copyright on the course will belong. These two moments are decisive, in particular, whether the course will be delivered online, asynchronously

**Own channels** – the author individually handles the entire process of market analysis and testing, content development, course administration, marketing and sales or hires people who will be responsible for certain processes related to the development, management and sale of the course.



The advantages of the channel: 1. the author decides individually how it will look and how it will be promoted, administered the course; 2. The author shall individually manage the financial flows. Disadvantages: 1. Putting the product on the market can take a lot of time, the author being responsible for absolutely all processes; 2. Ignoring important processes – the time available to the author, but also the skills he possesses are limited, respectively, priorities will be given to some processes (for example, the quality of the information included in the course), other processes being ignored (for example, due to lack of time, the current communication with users and / or with the people interested in the course will be ignored.) To overcome these disadvantages the author may hire people who are responsible for certain processes, but this will be difficult, from a financial point of view, at the stage of launching the course on the market.

**Important:** *To ensure the sale of courses through this channel, it is necessary to invest time and money in promoting both the course and the expert.*

**Bonus! The importance of the course sales page.**

Regardless of how the course will be organized (online, offline, hybrid), it needs participants / users, who in turn must find out about the existence of the course, but also understand what benefits it will get from that course. These tasks can be solved by developing a landing page, which will be accessible online, will contain the most relevant information for users, but also through which those interested will register for the course. If the course has such a page, all marketing campaigns must be connected to that page. The page will also offer the possibility to analyze where the customers come from and which of the information placed online is of greater interest to them.

A sales page requires two things: text and design. In order to write a perfect text, it is important to know the public, what needs/interests they have and how they can be convinced. In other words, the text on the web page must answer 3 key questions: 1. for whom the course is; 2. what this course will offer him; 3. by what this course is beneficial to him.

As far as the design of the page is concerned, it does not require specific technical skills (web design and programming). For this purpose, online platforms (site builders) can be used, which offer ready-made templates, easy to customize/adapt. Some platforms that can be used for this purpose:

[www.leadpages.com](http://www.leadpages.com), <https://tilda.cc>, <https://onepagelove.com>, [www.wix.com](http://www.wix.com), [www.learnworlds.com/school-website](http://www.learnworlds.com/school-website).

To achieve good results, the sales page must contain 3 important elements:

1. Short headlines centered on the value of the course. At the very beginning of the page, a headline with large, visible text must be displayed, based on which visitors will create their impression of what they will find on the page. At the same time, the benefits offered by the course must be briefly presented.

2. Words/phrases that prompt action. Page visitors need to be engaged, excited, and attracted to your courses. For this purpose, words/phrases are used to motivate them to action (as an example: discover, explore, learn, improve, etc.

3. Evidence and testimonials. Since an informational product is displayed for sale, its value must be confirmed by evidence coming from former and current users. It is recommended to present relevant statistics, display on the page the comments received by email, messenger, viber, etc. from the students. Evidence of the quality of the course can also be some publications on news sites, in the media, on TV, etc. with reference to the course.

See also the link for more tips on the content of the sales page of the courses  
<https://www.learnworlds.com/course-landing-page-with-examples/#twenty>

**Course promotion**



The success and profitability of the courses depends not only on the quality of the content and the expertise of the trainer, but also on the way in which it is promoted. At the same time, the promotion will have the expected impact on the profitability of the course only if it is organized in such a way as to take into account the route that the buyer goes through from the moment he found out about the course, until he makes the purchase itself. In marketing, this route is described by the tool that bears the name of the **sales funnel** - a tool that describes the specifics of the stages that the buyer goes through from the moment of being aware of the need for a product / service, until the moment when he will make the purchase. In order to have a successful campaign, it is necessary that the promotion tools associated with each stage of the funnel be focused on the anticipated finality of that stage.

According to the sales funnel, the buyer of courses goes through 5 stages that must be taken into account when organizing the promotion: awareness, interest, desire, action, loyalty.

The shape of the funnel indicates that at each stage the number of people in the panflute becomes smaller and smaller, respectively, the task of promotion consists both in attracting as many people as possible to the funnel, and reducing the losses of potential buyers that take place when moving from one stage to another. We will further analyze what are the tasks of promotion at each stage of the funnel and what tools can be used to achieve the expected results.



### *AWARENESS stage*

At this stage, the promotion aims to capture the attention of the target audience through compelling content, branding and a message that stands out. If the course has a web page, the purpose of the promotion campaign is to attract as much traffic as possible on the web, without this the measures taken at the following stages of the funnel do not make sense.

□ **Publishing information on the web**, which will be accessible to people who enter the web in search of such information or are directed to the web by search engines, etc.

□ **Paid advertising** on Facebook, Instagram, Google, LinkedIn, on advertising sites, other sites with a high flow of visitors, which will help that the information is displayed specifically to the people who need the course;



□ **Publishing articles, blog/vlog posts** related to the topic of the course. Writing articles is one of the most relevant ways to attract the attention of people interested in the course content. Through articles and blog/vlog posts, the trainer's expertise, skills, experience are demonstrated. For better impact, articles/posts may even contain certain parts and course content.

□ **Producing content in social media.** Social media content is similar to that in articles and blog posts/vlogs. The content shared through social networks (Facebook page, Telegram or Youtube channel, etc.) must be focused on the problems/pains/interests of the target group, related to the course theme. Based on these problems, simple and short tutorials, complex guides, etc. can be developed. There is no "perfect" strategy for social media content, it's all about identifying the right platform for the content delivered, persistence and continuous testing of different types of content.

□ **Developing links and networks.** For promotional purposes, other people's audiences can be used to generate traffic – writing posts for other blogs, influencers, sharing content on other people's pages and groups, appearances in podcasts, interviews, publications in relevant newsletters, etc.

### **INTEREST STAGE**

If at the previous stage there was a need to capture the attention of the target audience, techniques are applied at this stage to maintain attention.

Techniques that allow keeping visitors' attention:

□ **Application of lead magnet techniques.** The term "*lead*" refers to the contact details of the people for whom the course content is relevant, and "*lead magnet*" is something valuable that is offered to the potential buyer in exchange for contact details.

There are a lot of magnets that can be used in order to collect the contact details of the public interested in the course content: offering texts in PDF format, guides, reports, free video lessons, checklists, tutorials, templates, sample lessons (1-2 free sessions), discount coupons, raffles, etc.

This method of keeping attention will work because something is offered that really matters to the audience interested in the topic of the course.

□ **In-depth guides (articles or videos).** The articles or videos displayed at this stage must be deeper and more complex compared to those offered at the awareness stage. At this stage, new resources can be offered or posts can be set at the awareness stage, so that only part of the content is accessible, the other part becoming accessible only after the contact details are left.

□ **Free webinars.** They can live or pre-recorded webinars, lasting 0.5 – 1.5 hours, organized in an engaging and interactive format. The webinar should contain 1-2 relevant topics from the course, through which the importance of the content and the trainer's expertise will be demonstrated to the target audience.

□ **Remarketing** - reminding people who were interested in advertising, articles, etc. used at the first stage about the course. By using special techniques, people who have opened the articles, videos, entered the web page of the course can repeatedly see advertising or other promotional materials.

### **DESIRE STAGE**

At the top of the funnel, the promotion actions were initially focused on capturing the attention (awareness) of the target audience, then on keeping the attention (interest) through deeper and more valuable content. If everything was done correctly, the interested persons provided the contact details in exchange for the lead magnet they benefited from. But it has not yet been possible to turn the interest of the target buyer into the desire to buy the course.

The purpose of the promotion at this stage is to build a communication strategy (through Email, Messenger, Telegram, Slack, etc.) with the public that provided the contact details, which aims to convince them that the expert can offer him solutions for the specific problem he has. For this purpose,





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for the selected communication channel will be built a funnel, according to which messages with a certain regularity and logic will be sent.

For example, if email will be used as a communication channel, the person who left the contact details will be repeatedly approached through messages that are meant to determine them to make the purchase. To this end, messages will be gradually dispatched following:

Step 1: Establishing trust; Step 2: Strengthen authority; Step 3: Awareness of pain; Step 4: Offer the solution.

Each step involves sending 2-3 messages, focused on achieving the objective in the view of the respective stage of the email marketing campaign. For example, in order to instill confidence in the potential buyer, 3 messages will be sent to the address indicated by the user:

E-mail 1: Welcome and access to lead magnet – contains a message of thanks for the person's interest in the content of the lead magnet and a link from where it will be downloaded.

E-mail 2: The trainer's story – an attractive information about the trainer is provided, and as a bonus you can offer access to a more valuable article.

E-mail 3: The trainer's mission and what's next – the basic values will be presented, but also information will be provided with reference to the educational content, in order to understand what the students can expect.

Visit the link to learn more about how email marketing campaigns can be built to sell <https://www.inboxarmy.com/email-marketing-guide/email-marketing-for-online-courses>.

### *Action stage*

This is the stage to which all the measures taken at the previous stages had to lead – it is not enough for the target audience to find out about the course and read the articles, to participate in webinars, etc., the task of the entire campaign is to motivate the audience to buy the course.

In order to achieve the goal, two key elements will be operated: 1. the impulse to action; 2. the sales page of the course. These two elements work together because the action boost that ended the email campaign from the previous stage must direct the target audience to the course's sales page.

There are several ways to do this, but for the most part, magic happens inside the email funnel (or on another communication channel). Up to this point, the target audience was trained in an exciting journey, it was captured and maintained its attention, its interest was transformed into desire, confidence was instilled in it and relationships were strengthened, various valuable resources were offered to it. Respectively, the public is ready to make the purchase – it's time to move on to the next step: *the call to action*.

Through this step, potential buyers are faced with the decision – to buy or at least to see the offer, which is placed on the sale page of the course. the offer will remind the public of the problem they are facing; presented the solution offered by the trainer; revealed basic benefits; present the following steps.

A key moment on the sale page will be the button to action (e.g. "sign up now") through which the visitor can start the process of buying the course.

Go to the link to learn more about what a high-impact [sales page should](https://foundr.com/articles/building-a-business/online-courses/online-course-landing-sales-page) look like [https://foundr.com/articles/building-a-business/online-courses/online-course-landing - sales-page](https://foundr.com/articles/building-a-business/online-courses/online-course-landing-sales-page)

### *LOYALTY stage*

After the sale has been completed, it is recommended to continue the promotion campaign, aiming at the loyalty of both the audience that bought and the one who did not buy.

If the person **has bought**, loyalty will motivate him:

- ☐ to buy and attend future courses;
- ☐ to contribute to the generation of new course ideas;





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- ☐ participate in the testing of future projects;
- ☐ recommend the course to other people;
- ☐ to provide reviews, testimonials, successful case studies.

For this purpose, forums, private groups on Facebook, Telegram, Slack, etc., can be created, through which the relationship with the trainer and with the other seams will be maintained in order to receive answers to questions, to exchange experience, to receive access to additional content and / or services after completing the course. A community of this kind allows the trainer to distribute and test new content, ask questions, gather testimonials, observe and research the public, test new ideas and future projects.

If the person **has not bought**, loyalty is attempted anyway, these people being a valuable resource for the trainer This user group can help to:

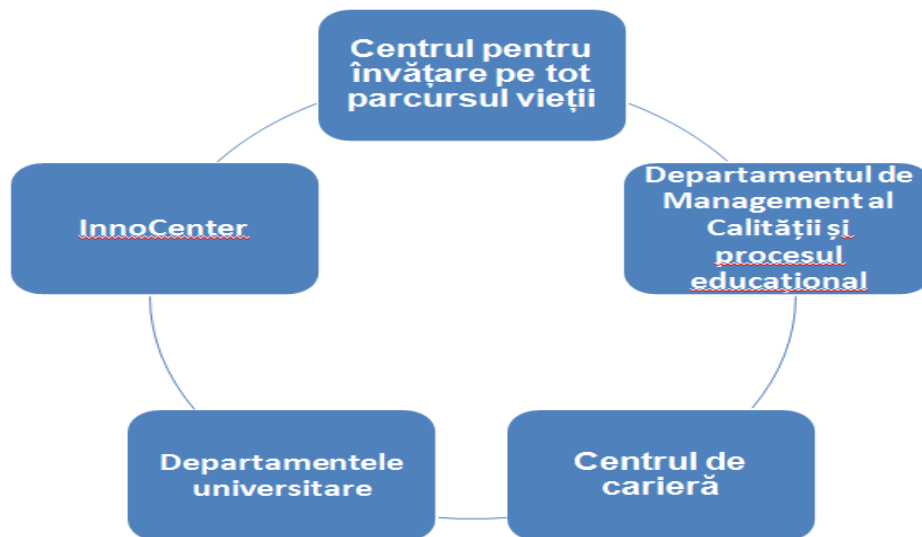
- ☐ understanding the mistakes that were committed at the previous stages of promotion or even at the stage of developing the course;
- ☐ developing other products that may be more relevant to this audience;
- ☐ Targeted as a target audience in the following promotion campaigns – if they haven't bought now, it's not out of the question that they'll buy the course in the future.

In order to benefit from these opportunities, it is necessary to keep contacts in the database and to maintain communication by email (through email marketing campaigns dedicated to this group of users) or through other communication channels.

At the end of each promotion and sale campaign of the courses , it is recommended to carry out an analysis in order to understand what were the successes and gaps of the campaign, information that will be useful for the next promotion campaigns.

## VI. INSTITUTIONAL SUPPORT

### USC STRUCTURES RESPONSIBLE FOR ORGANIZING PROGRAMS AND PROVIDING LIFELONG LEARNING SERVICES



Implementing the ideas of lifelong learning, at Comrat State University there successfully operates the Lifelong Learning Center, which is a structural unit of the university and implements a wide



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range of professional development, additional educational programs, as well as retraining programs for specialists in general and higher education.

The mission of the Center is to coordinate qualitative educational services in the field of general and continuing education for adults in collaboration with the faculties of the Comrat State University and other educational institutions in the country and abroad, in order to meet the needs of adults for personal and professional development, updating or acquiring new knowledge and skills necessary for active integration into society and the labor market within the implementation of adults continuing education programs.

Thus, the activity of the LLL Centre aims to provide services in the field of lifelong learning for adults, including

- adult population of the Republic of Moldova;
- organisations carrying out educational activities and educators;
- employers and their associations;
- non-profit organizations with social orientation;
- regional executive authorities, public authorities and local self-government bodies.

The LLL Center is equipped with modern computer technology.

Participation in the Compass project made it possible to purchase equipment that would fully meet university needs. In order to increase the attractiveness and access to lifelong learning, the e-learning methodology has been revised and the e-learning methodology has been adapted.

## VII. DIGITAL SOLUTIONS

**>> digital solutions for developing ULLL courses**

<https://articulate.com> [www.ispring.ru](http://www.ispring.ru) <https://www.thinkific.com>

**>> digital solutions for administration and commercialization of LLL courses**

<https://www.learnworlds.com> <https://getcoursefunnels.in>

**>> digital solutions for teamwork**

<https://asana.com> <https://trello.com> <https://clickup.com>

## VIII. ULLL SERVICES

In Comrat State University the services are intended for all those who request a lifelong training and are oriented to meet the training needs of personal and professional forms. Content units and teaching strategies are centered on the formable, capitalize on their experience. The contents of the training programs are connected to the Quality Professional Standards in the training/development of different categories of professionals in the Republic of Moldova.

**CSU LLL services:**

### 1. Information on LLL Center services

Information on the services offered by the LLL Center is available on the CSU website, the webpage of the Continuing Education Center, and contains: the list of courses offered, the course



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programs, the number of credits, the cost, the schedule, the departments and units responsible for the implementation of the program, etc.

**Beneficiaries:** individual and corporate users of LLL services.

**Terms of service:** free of charge.

## 2. Support and advice

The support service of the Center for Continuing Education is designed to ensure accessibility to information on LLL services provided by CSU, aims to support beneficiaries in choosing programs appropriate to their needs and includes:

1. The manual/brochure for beneficiaries of continuing education is an online document containing information about the Center in general and about the services offered by CSU;
2. Normative acts - documents at internal, regional and national level;

3. Frequently Asked Questions - a section on the website of the Center for Continuing Education (CSU website), which offers

answers to beneficiaries' most frequently asked questions about LLL in general and the LLL services offered by CSU;

4. Direct counseling and information - supporting individual users in choosing a lifelong learning program (online/offline, e-mail; phone);

5. Adjustment and improvement of programs - adaptation according to the requests of corporate clients (questionnaires, consultations with beneficiaries, market study, etc.), elaboration of individual study plans through the Moodle platform.

**Beneficiaries:** individual and corporate users of in-service training services.

**Terms of service:** free of charge.

## 3. Guidance on LLL course development

The service is designed to provide support and assistance to the authors of LLL courses (familiarity with the regulations and requirements regarding the didactic content of the programs, assistance at all stages of the development, promotion and implementation of the programs).

**Beneficiaries:** Centers/departments, CSU teachers involved in the implementation of LLL programs; external beneficiaries - specialized centers in other educational institutions, private companies, etc., LLL service providers.

**Terms of service** provision: free of charge for KDU units, for a fee for external service providers.

## 4. Guidance and support for teachers in preparing for future evaluation

Providing assistance to teachers in preparing the attestation documents and in completing their portfolios. Prepare a methodological support plan for teachers preparing for certification, taking into account the "problem areas" identified on the basis of a questionnaire.

Completing the legal and regulatory framework for certification and a bank of methodological ideas. Assistance in identifying professional development prospects

**Beneficiaries:** teachers from the country / teachers from general education institutions.

**Terms of service:** Free of charge and against payment.



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### 5. Guidance for LLL courses programs authorization and accreditation

The service aims to provide assistance in obtaining the authorization and/or accreditation of LLL course programs (both internal and external), i.e. to advise and prepare a package of documents.

**Beneficiaries:** KGU centers/departments involved in the implementation of LLL programs; external beneficiaries - specialized centers in other educational institutions, private companies, etc., LLL service providers.

**Terms of service** provision: free of charge for KDU units, for a fee for external service providers.



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