



MINISTERUL EDUCAȚIEI
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AL REPUBLICII MOLDOVA

Ministry of Education and Research of the Republic of Moldova

**REFERENCING THE MOLDOVAN NATIONAL
QUALIFICATIONS FRAMEWORK TO THE EUROPEAN
QUALIFICATIONS FRAMEWORK FOR LIFELONG
LEARNING AND SELF-CERTIFICATION AGAINST
THE QUALIFICATIONS FRAMEWORK OF THE
EUROPEAN HIGHER EDUCATION AREA**

BASELINE REPORT

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The development of the **Report on Referencing the Moldovan National Qualifications Framework to the European Qualifications Framework for Lifelong Learning and Self-Certification against the Qualifications Framework of the European Higher Education Area** was coordinated by **Galina RUSU**, Secretary General of the Ministry of Education and Research.

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National consultation

The Referencing Report underwent an extensive national consultation coordinated by MER and the National Coordination Point for the EQF. The draft was published on [Prima | Particip.gov.md](https://prima.gov.md/particip) in two stages between 15 October and 15 November 2025. Three regional consultations (Bălți, Cahul, Soroca) gathered 127 participants from education institutions, local authorities, and the economic sector. A national-level consultation with 71 representatives of higher education and TVET institutions ensured system-wide input. The Report was formally reviewed by the National Council for Qualifications (23 members), reinforcing methodological consistency and national validation.

International consultation

The Report benefited from a dedicated international peer-review session organised with the European Training Foundation (ETF), involving a total of 44 participants including the working group. This external review strengthened the alignment of the Report with EQF and QF-EHEA principles and ensured compliance with European standards and referencing guidelines.

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List of abbreviations

Centre for Information and Communication Technologies in Education – CTICE

Chamber of Commerce and Industry of Moldova – CCI

Classier of Occupations in Republic of Moldova - CORM

Education Management Information System –EMIS

European Credit Transfer and Accumulation System – ECTS

European Higher Education Area – EHEA

European Qualifications Framework – EQF

European Quality Assurance Register for Higher Education – EQAR

European Skills, Competences, Qualifications and Occupations - ESCO

European Training Foundation – ETF

Higher Education Management Information System – HEMIS

International Standard Classification of Education – ISCED

Lifelong Learning – LLL

Ministry of Education and Research – MER

Ministry of Health – MH

Ministry of Labor and Social Protection - MLSP

National Agency for Curriculum and Evaluation – ANCE

National Agency for Employment – ANOFM

National Agency for Quality Assurance in Education and Research – ANACEC

National Agency for Research and Development – NARD

National Bureau of Statistics of the Republic of Moldova – NBS

National Register of Qualifications – NRQ

Qualification Framework of the Republic of Moldova – MDQF

Qualifications Framework for the European Higher Education Area – QF-EHEA

Sector Qualifications Framework – SQF

Sectoral Committee for Vocational Training – SCVT

Technical and Vocational Education and Training – TVET

Validation of non-formal and informal learning - VNFIL

Glossary

certification (certificare) – a process through which learning outcomes acquired in formal, non-formal and informal learning are formally validated on the basis of a standardised assessment procedure.

competence (competență) – proven capacity to apply knowledge, skills, and personal, social and/or methodological abilities in working or study situations and for professional and personal development.

competence standard (standard de competență) – (for MDQF levels 6 to 8) framework setting out the scope, functional areas and competences required to carry out a specific activity linked to one or more jobs, in a core group, according to the classification of occupations; it may be used to assess the individual's level of professional competence and to describe the requirements for employment.

continuing training (formare continuă) – a component of lifelong learning, subsequent to and complementary to initial training, delivered through programmes of variable duration, aimed at supplementing, deepening or updating the knowledge, skills and/or competences acquired during prior learning.

formal education (educație formală) – set of teaching and pedagogical actions designed institutionally through systemically organized structures, by training levels and cycles, within the training process carried out in a rigorous manner, in time and space;

informal education (educație informală) – an experiential form of learning taking place outside the formal education system, resulting from daily activities related to work, family environment and leisure time, and which is not organized or structured in terms of objectives, duration or learning support. As a rule, informal education is not certified, but it may be assessed for the recognition and validation of competences with a view to accelerating educational and/or professional progress.

international qualification (calificare internațională) – qualification awarded by an international body, legally constituted (association, organisation, sector or company), or by a national body acting on behalf of an international body, which is used in at least two countries and includes learning outcomes, assessed against standards established by an international body.

knowledge (cunoștințe) – the result of information assimilation through learning. Knowledge is the set of facts, principles, theories and practices related to a particular field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual;

learning outcomes (rezultate ale învățării) – statements that refer to what a person knows, understands and is able to do upon completion of a learning process and are defined in terms of knowledge, skills, responsibility and autonomy.

micro-credentials – (micro-certificat) the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards.

micro-qualification or partial qualification ¹ (microcalificare sau calificare parțială) – a set of learning outcomes, obtained within a short module/programme, officially certified according to the common qualification and quality assurance standards, for a given level of the MDQF. A micro-qualification/partial

¹ In national legislation, the terms “partial qualification” and “micro-qualification” are used interchangeably to refer to a set of validated learning outcomes acquired through a short programme. The term “micro-credential” (micro-certificate) refers to the formal certification of these learning outcomes.

qualification which, on its own, does not fully meet the requirements for access to the labour market and/or continuation of studies may be combined with a full qualification for professional activity or with several qualification components in order to obtain a full qualification in accordance with a qualification standard, with the issuance of a certificate of professional competence (micro-certificate).

modular programme (program modular) – a study programme for obtaining a qualification, designed as a series of modules that can be combined in different ways, with the aim of achieving the learning outcomes specific to that qualification.

National Qualifications Framework (Cadrul Național al Calificărilor) – a tool for classifying qualifications against a set of criteria corresponding to specific levels of learning achieved, the aim of which is to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

*National Qualifications System*² (Sistemul Național al Calificărilor) – all aspects of the state activity related to the recognition of learning and other mechanisms linking education and training to the labour market and civil society. This includes the development and implementation of institutional agreements and processes related to quality assurance, assessment and award of qualifications. A national qualifications system may consist of several subsystems and may include a national qualifications framework.

nomenclature (nomenclator) - official classification instrument approved by Government decisions, which organises qualifications by fields of education and training, specialisations, study programmes and associated qualifications across different MDQF levels. Nomenclatures are structured in alignment with national and international classifications and reflect the labour market needs/demands for current or future qualifications, providing the formal basis for the organisation of the education offer and the development of qualifications, supported by the Government;

non-formal education (educație nonformală) – an institutionalized form of education based on curricular design and delivered through optional activities. Non-formal education represents a complementary form, an alternative and/or a supplement to formal education within the lifelong learning process of individuals. Non-formal education is a voluntary learning activity and does not automatically lead to the certification of acquired competences.

occupational standard (standard occupational) – document describing the specific professional duties and tasks of a trade/profession/specialty/occupation in a field of activity and the quality benchmarks associated with their successful completion, in line with labour market requirements, applied for MDQF levels 3 to 5.

partial qualification program (micro-qualification programmes) – programmes leading to a set of learning outcomes achieved through a module or short programme, officially certified in accordance with unified qualification and quality assurance standards, referenced to a specific NQF level.

permeability (permeabilitate) - the extent to which learners can move flexibly between different education and training pathways, levels and sectors, with recognition of prior learning and without unnecessary barriers.

² In the Moldovan legal context, the term “state activity” refers primarily to the *coordinating and regulatory role* of the state in relation to the recognition of learning and the awarding of qualifications. In practice, however, the national qualifications system operates through the involvement of both public and private stakeholders, including education and training providers and social partners, in line with European understandings of national qualifications systems (Cedefop). The formulation of the term “state activity” may be further clarified or reformulated in future to better reflect this broader system-wide approach.

prior learning (învăţare anterioară) – experiences, knowledge, skills, attitudes and competences that an individual has acquired as a result of formal, non-formal or informal learning and that are assessed against a specific set of rules, objectives or learning outcomes acquired before applying for validation.

qualification (calificare) – the result of an assessment and validation process, obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.

qualification standard (standard de calificare) – description of the requirements, in terms of learning outcomes, required to carry out a specific activity associated with one or more jobs, in a core group (according to national, European and international classifications of work and other classifications of economic fields), setting out the assessment conditions for obtaining an official study document certifying the achievement of a qualification at MDQF levels 3 to 8.

recognition of learning outcomes (recunoaşterea rezultatelor învăţării) – the process by which a competent authority grants formal status to learning outcomes acquired in different contexts for access to study or employment.

regulated profession (profesie reglementată) – a profession or group of professional activities for which access, practice, or any mode of practice is directly or indirectly conditioned by specific legal provisions requiring certain professional qualifications. Restricting the use of a professional title - through laws or administrative acts - exclusively to individuals holding a specific qualification is considered a form of regulating professional practice. If the first situation does not apply, any profession falling under the second situation is also regarded as a regulated profession.

responsibility and autonomy (responsabilitate şi autonomie) – the ability of the pupil/student/learner to apply his/her knowledge and skills autonomously and in a responsible manner.

skills (aptitudini) – the ability to apply knowledge and to use methods, techniques, processes and technologies to carry out tasks and solve problems. In the context of the EQF, skills are described as cognitive, involving the use of logical, intuitive and creative thinking, or practical, involving manual dexterity and the use of methods, materials, tools and instruments.

study module (modul de studii) – a unit of an education and training programme that can be delivered autonomously or as part of it, which may result in one or more units of skills; a module may be independently certified, where it ensures the development of skills required for a distinct professional activity, as defined in the qualification standard, or as a component of the programme that cannot be independently certified.

study programme / vocational training programme / adult continuing training programme (program de studii, program de formare profesională, program de formare profesională continuă pentru adulţi) – the totality of activities related to the design, organisation, management and delivery of teaching, learning, research, artistic creation and assessment, which ensure training in an occupational and academic field, in accordance with the applicable regulatory framework, and which lead to the award of a qualification certified by a competent authority.

study credit (credit de studii) – confirmation that part of a qualification, consisting of a coherent set of learning outcomes, has been assessed and validated by a competent authority according to an agreed standard. The learning credit expresses the volume of learning based on defined learning outcomes and the associated workload.

study credit system (sistem de credite de studii) – a transparent tool to facilitate the recognition of one or more credits. The system may include, inter alia, equivalences, derogations, units/modules that can be accumulated and transferred, autonomy of providers that can individualise learning pathways, and validation of non-formal and informal learning.

transfer of study credits (transfer de credite de studii) – the process that allows persons who have accumulated study credits in one context to value and recognise them in another context.

validation of non-formal and informal learning (validarea învățării nonformale și informale) – the process through which a competent authority confirms that an individual has achieved learning outcomes in non-formal and informal learning contexts, by assessing them against a relevant standard.

1. INTRODUCTION

1.1. Executive summary

Over the past two decades, the Republic of Moldova has carried out a comprehensive process of reform and modernisation of the education and training system with the aim of ensuring convergence with European standards and values. In this process, the MDQF has been developed as a strategic tool for the coherent organisation of qualifications, facilitating the transition between education levels, strengthening the link between education and the labour market, and promoting lifelong learning.

The integration of the MDQF into the European reference frameworks – the EQF and the QF-EHEA – represents a strategic step in the development of the national qualifications system. The alignment with these European frameworks contributes to enhancing the transparency, comparability and international recognition of qualifications awarded in the Republic of Moldova, while facilitating academic and professional mobility and strengthening mutual trust among European education systems.

To this end, the Republic of Moldova initiated the process of referencing the MDQF to the EQF and self-certification of compatibility with the QF-EHEA, which involves a rigorous technical and political analysis based on criteria and procedures established at European level. It aims to demonstrate, through evidence and sound arguments, that the qualification levels in the MDQF correspond to the learning outcomes descriptors in the EQF and QF-EHEA, in accordance with:

- [Recommendation of the Council of the European Union on the EQF for lifelong learning](#) (2017/C 189/03);
- QF-EHEA self-certification criteria and procedures, approved by the Ministers of Education of the Bologna Process countries.

The result of this endeavour is **the National Report on referencing the NQF of the Republic of Moldova to the EQF and on self-certification of its compatibility with the QF-EHEA**, a strategic public policy document, which has a dual objective:

- Referencing the MDQF to the EQF by establishing the correspondence between national and European levels, in accordance with the Recommendation of the Council of the European Union on the EQF (2017/C 189/03);
- Self-certification of the MDQF's compatibility with QF-EHEA, for higher education qualifications, in line with the criteria and procedures approved by the Ministers of Education of the Bologna Process countries.

The achievement of these objectives supports the continued alignment of the Republic of Moldova with the European Education Area, contributing to:

- interoperability and recognition of qualifications at European level;
- increased mobility of learners and workers;
- the promotion of lifelong learning;
- improved quality and relevance of education and training provision;
- transparency and coherence of the national qualifications system, based on learning outcomes.

The report provides a detailed analysis of the evolution of the national qualifications system, the current architecture of educational system, the process of development and operationalisation of the MDQF, as well as quality assurance mechanisms, recognition of learning outcomes and correlation with European tools.

This alignment does not represent merely a technical exercise, but reflects the growing maturity of the national education and training system, its commitment to quality and transparency, and its ambition to build trust-based cooperation with European partners. Through this process, the Republic of Moldova seeks to further strengthen its qualifications system capable to facilitate:

- interoperability and European-level recognition of qualifications, by linking MDQF levels to the learning-outcomes descriptors of the EQF and the QF-EHEA;
- enhanced international visibility and credibility of the national education and training system, through alignment with European standards for quality assurance and transparency;
- the continuous adaptation of qualifications to the requirements of a modern economy, by integrating skills relevant to technological, digital and green transitions and ensuring close responsiveness to labour-market needs.

In a broader perspective, the referencing and self-certification process contributes to the full integration of the Republic of Moldova into the European Education Area by providing a common basis for the recognition of qualifications and learning outcomes, regardless of the context of their acquisition - formal, non-formal or informal.

Thus, the referencing of the MDQF to the EQF and QF-EHEA is not only a technical compatibility exercise, but a tool for systemic modernization, which supports the development of an educational system which is:

- open and fair, accessible to all categories of learning and training;
- results-based, competence- and performance-oriented;
- fully in line with the European vision for lifelong learning and transnational mobility.

This initiative is part of the structural and strategic reforms promoted by the Republic of Moldova, with the objective of developing an educational system based on skills, quality and learning outcomes, in line with the commitments undertaken in the process of European integration and sustainable development of human resources.

This document constitutes the Republic of Moldova's first National Referencing and Self-Certification Report, representing a key step in consolidating the National Qualifications Framework and strengthening its alignment and visibility within wider European regional qualification systems.

1.2. Historical background of the development of the National Qualifications Framework

The development of the MDQF reflects the country's vision for, and contributes to, a progressive modernization of the education and training system, aimed at establishing a coherent, transparent, and internationally-comparable qualification system. The MDQF's evolution can be outlined in three main stages:

Phase I – Initial phase (2005–2010): Alignment with the Bologna Process

The first steps towards the development of the MDQF were achieved with the Republic of Moldova's accession to the Bologna Process in 2005, marking the country's integration into the European Higher Education Area (EHEA). Building on the commitments the country made in the Bergen Declaration (2005) and the Budapest-Vienna Communiqué (2010), structural reforms in higher education were initiated, including:

- Implementation of the three-cycle structure (Bachelor, Master, Doctorate);

- Introduction of the Credit Transfer and Accumulation System (ECTS);
- Strengthening quality assurance mechanisms;
- Facilitating the recognition of diplomas and qualifications.

This phase led to the development of the first qualifications framework for higher education, matching university education levels with the QF-EHEA descriptors.

Phase II – Extension of the national qualifications framework (2014–2017)

The adoption of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, officially enshrined the concept of the *National Qualifications Framework* as a tool for bringing closer the education, training and labour market systems (Articles 66 and 96). Subsequently, by [Government Decision No. 1016/2017](#), the MDQF was approved, which:

- introduced a shared vision of a unified qualification system based on learning outcomes;
- created the legal basis for the development of qualification standards;
- strengthened the relationship between education and the labour market.

This phase marked the transition from a sectoral framework, limited to higher education, to a comprehensive framework covering all forms and levels of education and training, including non-formal and informal learning.

Phase III – Enlargement and operationalization (2023–present)

The process of strengthening the MDQF entered a new stage with the approval of the updated version of the MDQF and the *Roadmap for the Operationalisation of the MDQF for the period 2023–2027*, by [Government Decision No. 330/2023](#). This version reflects a systemic and integrative approach, providing a comprehensive framework structured across eight levels that covers the entire education and training system and the full spectrum of qualifications, including general education, vocational education and training, higher education, adult general education, as well as initial and continuing professional training for adults.. The MDQF also includes the recognition of learning outcomes acquired in non-formal and informal contexts, promoting an approach centred on learning outcomes, skills and levels of professional autonomy. This approach facilitates the transition between different forms of learning and supports vertical and horizontal mobility within the education system.

Current Status of the MDQF

The MDQF functions as a strategic integrative tool of the education and training system, guiding its development in accordance with the principles of EQF and QF-EHEA, as well as with the commitments undertaken by the Republic of Moldova in the field of education, training and employment. MDQF provides a common language for describing and comparing qualifications, based on learning outcomes, skills and levels of professional autonomy, facilitating:

- matching qualification standards with occupational standards, ensuring the relevance of training programmes to labour market requirements;
- transferability and recognition of qualifications, both nationally and internationally;
- interoperability between formal, non-formal and informal learning systems through mechanisms for validation and recognition of prior learning.

Thus, the MDQF fulfils a dual role:

(1) Supports modernisation and transparency, contributing to the development of a coherent qualifications system centred on results and skills;

(2) Contributes to European integration, facilitating the connection of the Republic of Moldova to the European Education Area, strengthening confidence in national qualifications.

At the same time, the MDQF promotes a culture of lifelong learning, offering individuals the opportunity to capitalize on the skills acquired in diverse contexts and to continue their educational and professional path in a flexible, transparent and recognized way.

Through its role as a mechanism of coherence, transparency and quality, the MDQF becomes an essential component of the educational and institutional architecture of the Republic of Moldova, contributing to increasing confidence in national qualifications, academic and professional mobility and strengthening the European dimension of education and training policies.

The implementation of the MDQF is guided by the *Roadmap for the Operationalisation of the MDQF for the period 2023–2027*, approved by [Government Decision No. 330/2023](#), and coordinated by the Ministry of Education and Research in its role as the EQF National Coordination Point (MD NCP-EQF). This policy document provides the framework for inter-institutional coordination, systematic monitoring of progress, and continuous alignment with European standards, with the overarching objective of strengthening a relevant, inclusive and sustainable qualifications system.

1.3. The European framework for cooperation and the internationalisation of the education system

The European Higher Education Area (EHEA) and the European Qualifications Framework (EQF) together provide a framework for continent-wide cooperation in the field of qualifications, guiding the referencing of the Moldova Qualifications Framework (MDQF) to the EQF and the self-certification of compatibility with the Qualifications Framework of the EHEA (QF-EHEA).

European integration and the EU-Moldova Association Agreement

At political and strategic level, the [Association Agreement](#) between the Republic of Moldova and the European Union (2014) and in particular Chapter 4 – *Employment, Social Policy and Equal Opportunities*, sets out clear commitments to align national policies with European Union standards, including in the field of education, training and recognition of qualifications. [The EU-Moldova Association Agenda](#) (2021-2027) reconfirms the commitment to further reforms by promoting inclusive and equitable education, digital skills development and the green economy, while strengthening the MDQF as a tool supporting the European integration and modernisation of the education system.

In 2022, the Republic of Moldova was granted the status of candidate country for accession to the European Union. This milestone further reinforced the strategic importance of aligning national reforms - including education, training and qualifications - with European frameworks and standards, including the EQF and QF-EHEA.

Participation of the Republic of Moldova in the Bologna Process and the EHEA

By joining the Bologna Process in 2005, the Republic of Moldova became part of the European Higher Education Area (EHEA), committing to key reforms such as: the implementation of the three-cycle structure, the introduction of the European Credit Transfer and Accumulation System (ECTS), the strengthening of quality assurance mechanisms, and the facilitation of international recognition of diplomas and qualifications.

Through the *Budapest–Vienna Declaration (2010)*, the Republic of Moldova reaffirmed its commitment to consolidating the QF-EHEA, actively participating in the *Bologna Follow-Up Group (BFUG)* and related policy initiatives aimed at harmonising qualifications at European level.

Capacity building and policy development have been further supported through Moldova's participation in EHEA working structures, including the Working Group on Internationalisation and Mobility, the Working Group on Fundamental Values (since 2024), and the thematic peer groups: Thematic Peer Group A on Qualifications Frameworks, Thematic Peer Group B on the Lisbon Recognition Convention, Thematic Peer Group C on Quality Assurance (since 2018), and Thematic Peer Group D on the Social Dimension (since 2024).

Following the 2024 EHEA Ministerial Conference in Tirana, at which the Republic of Moldova and Romania jointly assumed the EHEA Secretariat, the Republic of Moldova serves as co-chair of the Global Policy Dialogue Coordination Group (together with UNESCO and Italy's [CIMEA](#)) and of the Working Group on Internationalisation and Mobility (together with the Netherlands, Germany, and Ukraine).

International and European frameworks for the recognition of qualifications

The Republic of Moldova is a party to the main international and European frameworks supporting the recognition of qualifications in higher education and vocational education, contributing to the integration of the national education and training system into the European and global knowledge area.

- **Lisbon Recognition Convention (1997)**

The Republic of Moldova ratified the European Convention on the Equivalence of Diplomas leading to Admission to Universities and the Convention on the Recognition of Qualifications concerning Higher Education in the European Region by the [Parliament Decision No. 465/1999](#), committing to the principles of transparency, equity and mutual trust in academic recognition and ensuring the compatibility of the national higher education system with the EHEA.

- **UNESCO Global Convention (2019)**

By [Law No. 294/2023](#), the Republic of Moldova ratified the *UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education*, adopted in Paris in 2019. Through this act, the Republic of Moldova has extended the cooperation beyond the European area, becoming part of a global framework for the recognition of qualifications. The Convention provides Moldova the opportunity to participate in international mechanisms for the recognition of studies and qualifications, including for partial studies, non-formal and informal learning, and to support academic and professional mobility worldwide.

European cooperation in vocational education and training

- **Copenhagen Process (2002)**

The Republic of Moldova actively participates in the Copenhagen Process, launched in 2002 as a European Platform for cooperation in Vocational Education and Training (VET), bringing together EU Member States, candidate countries, and countries of the European Economic Area (EEA). The commitments of the Republic of Moldova on European cooperation in vocational education within the Copenhagen Process are anchored in the EU-Moldova Association Agreement, notably Article 123(f), which promotes the objectives of the Copenhagen Process on strengthening European cooperation in vocational education and training. Participation in this process allows the Republic of Moldova to align national policies and standards in the field of vocational education and training with European trends and priorities.

- **The Herning Declaration (2025)**

As part of the Copenhagen Process, the Republic of Moldova signed the Herning Declaration on Attractive and Inclusive Vocational Education and Training for Competitiveness and Quality Jobs 2026–2030, adopted in Herning (Denmark) on 12 September 2025. The declaration defines the new European strategic framework for 2026-2030, promoting increased attractiveness and inclusion, skills development for the green and digital transitions, stronger partnerships with the economic environment and the cross-border recognition of qualifications. By signing this declaration, the Republic of Moldova reaffirmed its commitment to aligning the development of the MDQF with European standards of quality, relevance and mobility.

Cooperation with the European Training Foundation and participation in the EQF Advisory Group

The Republic of Moldova actively participates in initiatives of the *European Training Foundation (ETF)* and in the work of the EQF Advisory Group, benefiting from methodological guidance and international expertise in the implementation of the *Recommendation of the Council of the European Union on the European Qualifications Framework for lifelong learning (2017/C 189/03)*. This cooperation supports the alignment of the MDQF with European principles and provides the technical and governance framework for the referencing process to the EQF.

Through these commitments, the Republic of Moldova strengthens the European dimension of education and training policies, supporting the mutual recognition of qualifications, transnational mobility and integration into the European Education Area (EEA) and European Higher Education Area (EHEA).

1.4. Methodology and the report development process

The methodology used in the preparation of this report is based on the [Recommendation of the Council of the European Union on the EQF for lifelong learning \(2017/C 189/03\)](#) and the [Guide to the compilation of self-certification reports under the Bologna Process \(2023\)](#). These documents set out the referencing and self-certification criteria and procedures, ensuring compatibility between national and European frameworks.

The process of drafting the report was carried out in the framework of an enlarged inter-institutional partnership, involving:

- central public authorities with competence in the field of vocational education and training;
- the National Agency for Quality Assurance in Education and Research (ANACEC);
- the National Qualifications Council;
- educational institutions,
- sectoral committees,
- social partners,
- local and international experts,
- European and international organisations.

The methodology was based on desk analysis, stakeholder consultation, correlation of level descriptors and validation of learning outcomes, building on European good practices and experience gained in international cooperation projects. This participatory and transparent process ensured the quality, relevance and legitimacy of the report, building trust in the national qualifications system and facilitating its international recognition.

The process of drafting the national report of referencing the MDQF to the EQF, as well as self-certification of compatibility with the QF-EHEA, was coordinated by the MER, as the national competent authority and

the EQF National Coordination Point. The process actively involved ANACEC and the National Qualifications Council, within a collaborative and transparent governance mechanism.

The content of the report, the data, the analysis and the conclusions are based on a solid legislative and policy framework structured on three interdependent levels:

- **Strategic policy level** – national policy documents harmonised with European ones, setting out the directions for the development of education, training and employment (e.g.: [Development Strategy “Education 2030”](#), [National Employment Programme 2022–2026](#));
- **Level of the normative framework** – laws, government decisions and other legal acts regulating the fields of qualifications, education and training (e.g.: [Education Code](#) of the Republic of Moldova, Law No. 152/2014, [Law No. 110/2022](#) on Dual Education, [Government Decision No. 330/2023](#) on the approval of the National Qualifications Framework);
- **Operational and methodological level** – orders, regulations, methodologies and guidelines issued by the MER setting out the technical procedures for developing and updating qualification standards, validating learning outcomes and managing the National Qualifications Register (NQR).

The process of drafting the report ran from June 2024 to November 2025 and included successive stages of analysis, consultation and validation:

- **setting up the working group** for the development, consultation and validation of the report on referencing the MDQF to the EQF and self-certifying it against the QF-EHEA;
- **analysis of the national and European legislative and regulatory framework**, relevant for the development and implementation of the MDQF;
- **technical comparison** of level descriptors and learning outcomes with the EQF and the QF-EHEA;
- **the use of statistical data and examples of qualifications** to demonstrate the relevance and correlation of the MDQF with European standards;
- **extensive national consultation**, involving central public authorities, social partners, sectoral committees, educational institutions, representatives of business sector and independent experts;
- **international consultation** in collaboration with the ETF, the EQF Advisory Group and Bologna Process experts;
- **interinstitutional validation**, by endorsement of the report by the National Qualifications Council, ANACEC and the and MER, following public debates and specialised technical analyses.

This integrated approach – strategic, legislative and operational – ensures the credibility, coherence and alignment of the report with European and global standards on transparency of quality assurance and recognition of qualifications.

Through its content, the national referencing and self-certification report reflects the institutional and methodological maturity of the Republic of Moldova in developing an integrated, comprehensive and compatible qualification system at European level, based on learning outcomes, quality assurance principles, equity and mutual recognition.

This report marks a decisive step in the process of European integration in the field of education and training, strengthening the link between education, the economy and society and reaffirming the commitment of the Republic of Moldova to fundamental European values of mobility, inclusion, quality and lifelong learning.

1.5. Regulatory and institutional framework for the preparation of the report

The elaboration of the *Report on the referencing of the MDQF to the EQF and the self-certification of its compatibility with the QF-EHEA* is carried out on the basis of a clear, coherent, normative and institutional framework, aligned to the European requirements. This framework reflects the Republic of Moldova's commitments on European integration and active participation in cooperation mechanisms in the field of qualifications, in accordance with Article 123 (e) of the Moldova-EU Association Agreement, which provides for the promotion of convergence with European policies on the recognition of qualifications and quality assurance of education.

The legal and institutional basis for drawing up the report is laid down in Article 11 (1), (6) of [Education Code](#) of the Republic of Moldova, Law No. 152/2014, which gives the MER the explicit mandate to develop and coordinate the referencing and self-certification process.

[Government Decision No. 330/2023](#) on the approval of the *National Qualifications Framework and the Roadmap for the operationalisation of the MDQF for the years 2023–2027* includes, among the strategic priorities, the referencing of the MDQF to the EQF and QF-EHEA and the drafting of the National Referencing Report.

By the same normative act, MER was appointed as National Coordination Point for the European Qualifications Framework (MD NCP-EQF), with responsibilities for administrative and methodological coordination of the process. The activity of the EQF National Coordination Point is regulated by the *Regulation on the organisation and functioning of the MD NCP-EQF for lifelong learning*, approved by [MER Order No. 1717/2024](#), which sets out its purpose, objectives and functions, including: coordinating the process of linking the MDQF with the EQF, monitoring the referencing steps, facilitating inter-institutional consultations and publishing the report on the MER official website.

By [MER Order No. 944/2024](#), the Working Group for the drafting of the National Referential Report was set up, consisting of representatives of public authorities, educational institutions, sectoral committees, social partners and independent experts, and by [MER Order No. 1623/2024](#), the structure of the report was approved in accordance with the European methodological requirements. Methodological coordination of the process is ensured by the National Qualifications Framework Department of MER, which acts as the technical secretariat of MD NCP-EQF, providing logistical and methodological support to the working group, monitoring the compliance of activities with the legal framework and facilitating dialogue with stakeholders.

In order to ensure transparency, legitimacy and inter-institutional validation, the National Referencing Report is subject to approval by the National Qualifications Council and ANACEC, following public consultations and technical analyses. The report shall then be sent to the Ministry of Education and Research of the Republic of Moldova for approval at national level and for official presentation to the EQF Advisory Group³.

This legal and institutional framework provides guarantees of transparency, consistency and credibility, ensuring that the referencing and self-certification process is aligned with European referencing criteria and procedures. At the same time, it reflects the administrative maturity and strategic commitment of the

³ The EQF Advisory Group is the European coordination structure set up by the European Commission for the implementation and monitoring of the European Qualifications Framework (EQF). The group brings together representatives of Member States, partner countries and relevant European organisations (CEDEFOP, ETF, EC, Council of Europe, UNESCO) to ensure coherence of referencing processes and exchange of best practices. Source: [The European Qualifications Framework: supporting learning, work and cross-border mobility](#)

Republic of Moldova for integration into the European Area of Education, strengthening confidence in national qualifications and facilitating their international recognition.

1.6. Structure of the report

The report on the referencing of the MDQF to the EQF and self-certification of compatibility with the QF-EHEA follows a logical and progressive structure, organised around thematic chapters that provide a comprehensive and coherent overview of the national and European context, the architecture of the education and training system, the functioning and development of the MDQF, and the process of its alignment with European reference frameworks. The report is structured into nine main chapters:

1. Introduction – presents the overall context, purpose, scope, methodology used and structure of the report, giving the reader a clear conceptual basis.

2. National context and policy environment for the MDQF – describes the political, economic and social framework that influenced the development of the MDQF, with a focus on public policies on education, training and employment.

3. Education and training system – provides a detailed description of educational levels and pathways, types of institutions and how the MDQF is integrated into the architecture of the national education system.

4. National Qualifications Framework – explains the objectives and functions of the MDQF, the level structure, the types of qualifications, the mechanisms for the recognition and validation of learning outcomes, and the quality assurance procedures.

5. Referencing the MDQF to the EQF and self-certification to the QF-EHEA – outlines the common objectives, guiding principles, and methodology underpinning the two processes, providing the basis for assessing the MDQF against the EQF referencing criteria and the QF-EHEA self-certification criteria.

6. Analysis of the alignment of the MDQF to the EQF Referencing Criteria – demonstrates the alignment of the MDQF with the EQF referencing criteria through documentary sources, examples of qualifications, and supporting information.

7. Self-certification of the compatibility of the MDQF with the QF-EHEA – demonstrates the compatibility of the MDQF with the QF-EHEA through the application of the self-certification criteria, supported by documentary sources and examples of higher education qualifications.

8. Cross-cutting aspects of the Referencing and Self-certification process – presents the key elements underpinning the credibility and transparency of the two processes, including quality assurance arrangements, stakeholder involvement, and lessons learned.

9. MDQF development perspectives – presents the strategic directions of evolution, the planned actions, the monitoring and evaluation mechanisms, as well as the commitments to strengthen the MDQF.

Annexes – include correlation tables, statistical data, list of consulted stakeholders, relevant legislation, examples of qualifications by level, etc.

This structure ensures a clear, transparent and traceable presentation, facilitating the assessment of the coherence, compatibility and maturity of the national qualifications system in relation to the EQF and QF-EHEA. At the same time, the report provides a solid basis for interinstitutional and international dialogue, contributing to the recognition of qualifications and strengthening the European dimension of the education system in the Republic of Moldova.

2. NATIONAL CONTEXT AND POLICY ENVIRONMENT FOR THE MDQF

2.1. General context of the MDQF implementing environment

Political and governance context

The implementation of the MDQF takes place in a political context characterised by ongoing governance reforms, institutional consolidation and heightened exposure to external and internal pressures. These developments are reflected in official governance, public finance and demographic indicators published by the [National Bureau of Statistics](#) (NBS) of the Republic of Moldova and the [Ministry of Finance](#) of the Republic of Moldova. Public authorities operate under sustained fiscal pressure, demographic decline and increasing societal expectations regarding the relevance, quality and outcomes of education and training systems. In recent years, policy priorities have increasingly emphasised public sector effectiveness, accountability and results-based governance, including in education, employment and skills policies.

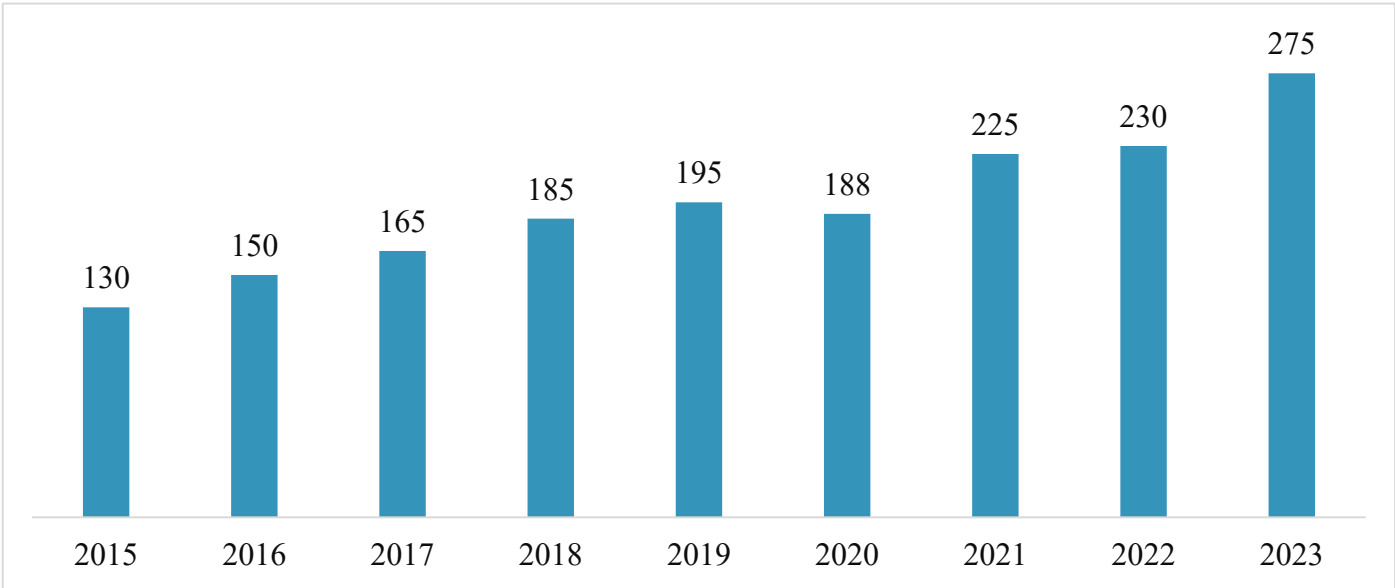
At the same time, regional instability and evolving security context have placed additional demands on state capacity and public resources. These conditions have reinforced the need for resilient public systems, including education and training systems capable of responding flexibly to labour market changes, skills shortages and social inclusion challenges. Within this context, the MDQF is positioned as a system-level governance tool supporting coherence, transparency and policy coordination across education and training sectors, in line with EQF principles.

Socio-economic conditions and recent GDP fluctuations

The economy of the Republic of Moldova is relatively small and highly exposed to external shocks, with growth patterns shaped by post-pandemic recovery dynamics, recurring climate-related constraints (including droughts), and the spill-over effects of the war in neighbouring Ukraine on productivity, energy costs, and external demand. Against this backdrop, recent GDP developments have been uneven, reflecting a combination of recovery phases and renewed pressures affecting overall economic performance

According to the [National Bureau of Statistics](#), between 2020 and 2024, the GDP of the Republic of Moldova evolved under conditions of pronounced economic volatility, while maintaining an overall positive trend in real terms (Figure 1).

Figure 1. Gross Domestic Product and Gross Value Added, CAEM Rev.2, billion lei /MDL (2015-2023)



The contraction recorded in 2020, reflecting the impact of the COVID-19 pandemic, interrupted the steady growth observed in the pre-crisis period. This was followed by a strong recovery in 2021, indicating a rebound of economic activity and employment. Growth moderated in 2022 amid increased external and internal shocks, before accelerating significantly in 2023, confirming a robust post-crisis recovery. Based on the data from the NBS, GDP reached 323.8 billion lei at current market prices in 2024, registering a marginal real increase of 0.1% compared to 2023, which suggests a phase of economic stabilization following the period of accelerated growth.

Economic performance during this period was supported by the recovery of domestic demand, improving business confidence, and positive developments in selected sectors with high relevance for skills development, particularly Information and Communications and HoReCa.

In 2025, economic activity regained momentum, with GDP increasing in real terms by 5.2% in the third quarter compared to the same period of 2024, as estimated by [NBS](#). Overall, during January-September 2025, GDP grew by 2.0% in real terms year on year, confirming a gradual consolidation of economic growth.

Taken together, these developments reflect a post-crisis recovery combined with persistent economic volatility, which continues to influence employment dynamics, investment behaviour, and skills demand, reinforcing the importance of education and training systems that can adapt rapidly to changing economic conditions.

Labour Force Developments and NEET Youth Situation

Recent Labour Force Survey (LFS) data point to a strengthening labour market in 2025, alongside a gradual improvement in the situation of young people not in employment, education or training (NEET).

According to [NBS](#), in Quarter III 2025, the labour force (population aged 15 years and over) reached 887.1 thousand persons, marking a 7.6% increase compared with the previous quarter. Employment also expanded notably, with 856.0 thousand employed persons, up 8.1% quarter-on-quarter. As a result, labour market participation improved, with an activity rate of 44.9% and an employment rate of 43.4%.

At the same time, unemployment continued to decline. The number of unemployed persons according to the same source stood at 31.0 thousand, and the unemployment rate fell to 3.5%, down by 0.5 percentage points compared with Quarter II 2025. This decrease suggests improved absorption of labour demand and a more favourable employment environment at the national level.

Against this backdrop, NEET youth indicators, measured in Quarter I 2025, remain a key structural challenge, though longer-term trends show progress. Based on [BNS](#) data, among young people aged 15–34, 148.4 thousand were classified as NEET, corresponding to a rate of 28.9%.

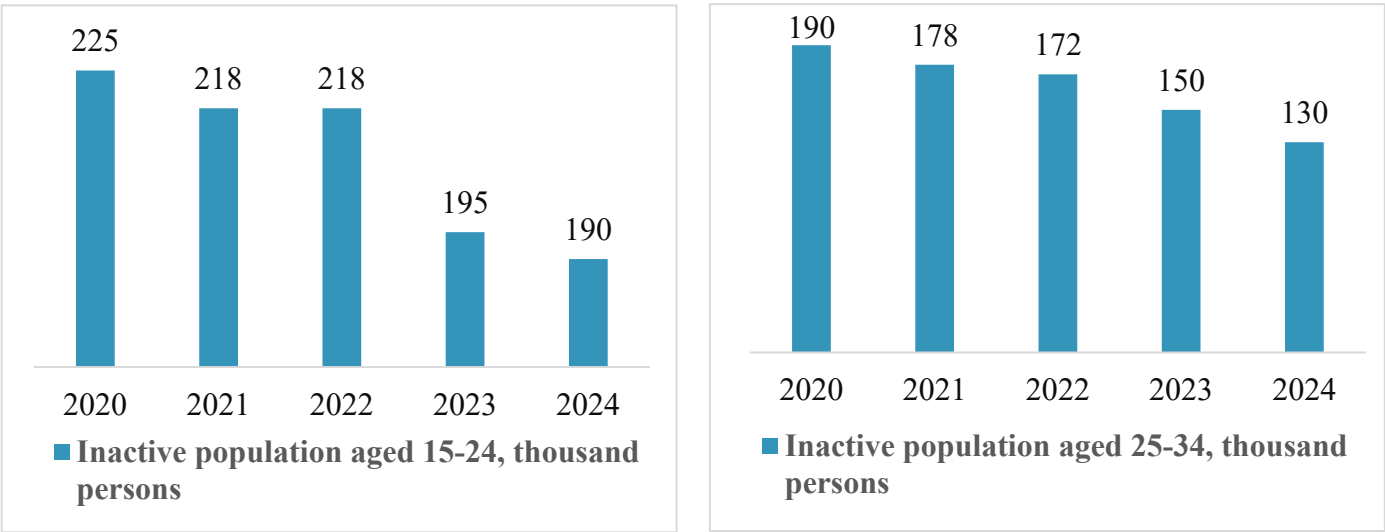
Data on NEET youth aged 15–34 over the period 2020–2024 indicate a steady decline both in absolute numbers and in the NEET rate (Figure 2).

The number of NEET youth decreased substantially over this period, while the NEET rate also followed a downward trajectory. This suggests a gradual reintegration of young people into employment, education, or training, likely supported by improving labour market conditions and demographic changes.

Overall, the combination of rising employment, declining unemployment, and a downward trend in NEET indicators points to a positive labour market dynamic in 2025. However, the still relatively high share of NEET youth - especially among those aged 25 – 34 - highlights the need for targeted active labour market

policies, skills development, and education-to-work transition measures to ensure more inclusive and sustainable labour market participation for young people.

Figure 2. *NEET youth aged 15–34 (2020–2024)*



Demographic decline and population ageing

Demographic trends create strong pressures on the education and labour-market system. [BNS](#) estimates indicate that the population with usual residence in the Republic of Moldova, as of January 1, 2025, constituted 2,381.3 thousand people, down by 42.0 thousand people (or by 1.7%) compared to the beginning of the previous year, which confirms a trend of decreasing population size (source [Moldova în cifre, Breviar statistic, Editia 2025](#)). Population ageing is pronounced too: at the beginning of 2025, persons aged 60 and over accounted for 616.5 thousand, or 25.9% of the population with usual residence (source [BNS](#)).

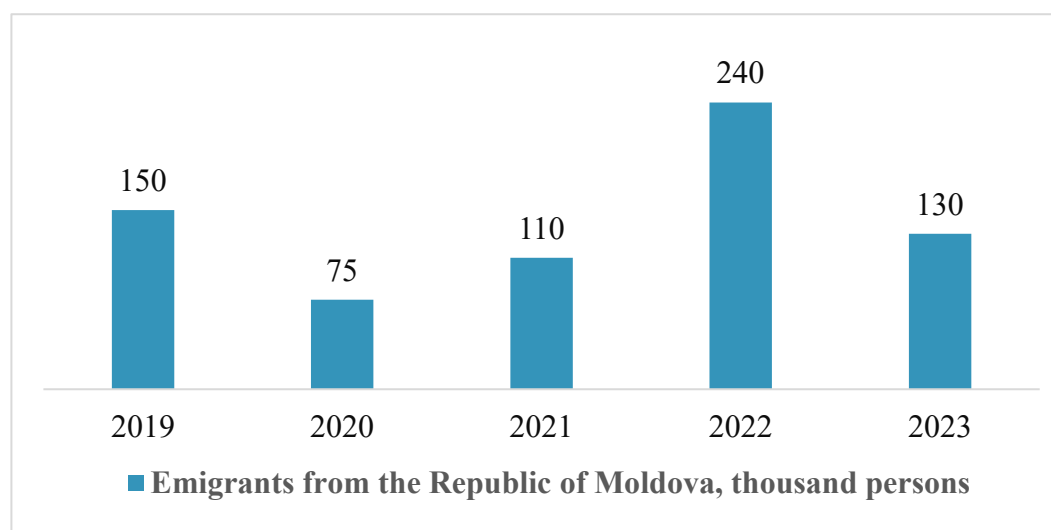
Population ageing, combined with a shrinking working-age population, heightens the need to expand participation in lifelong learning, strengthen adult upskilling and reskilling, and ensure flexible and transparent qualifications. The MDQF offers a structured framework to support the levelling, progression, and recognition of learning outcomes across the life course.

Outward emigration and mobility patterns

Emigration trends during 2019-2023 reveal a highly volatile mobility environment with direct implications for human capital development and labour market sustainability (Figure 3). Following relatively high emigration levels in 2019, outward migration declined sharply in 2020 due to pandemic-related mobility restrictions. This was followed by a strong increase in 2021 and a peak in 2022, as people who had postponed migration during the pandemic decided to move, influenced by regional instability and better economic opportunities abroad. Although emigration declined again in 2023, levels remained elevated compared with the pandemic period.

Age-group analysis shows that emigration is concentrated primarily among the working-age population, particularly individuals aged 25 - 44 years, who consistently account for the largest share of emigrants. These cohorts overlap with individuals who have completed education and training and are active or potentially active in the labour market, increasing the risk of skills shortages and loss of experienced human capital. Younger age groups (15–24 years) follow similar trends but at lower absolute levels, indicating that emigration is driven mainly by employment-related factors rather than early education mobility.

Figure 3. Emigration trends (2019-2023)



The similar movement across all age groups - sharp decline in 2020, strong increase in 2021 - 2022, and partial correction in 2023 - suggests that emigration is shaped largely by structural and external factors, including labour market conditions, wage differentials, and economic security. Persistent outward emigration of working-age individuals places pressure on labour supply, affects the availability of skills, and reduces returns on public investment in education and training, reinforcing the need for coherent labour market, skills, and reintegration policies to support economic resilience.

Refugee influx from Ukraine and system-level implications

Since February 2022, the Republic of Moldova has been directly affected by large-scale displacement resulting from the war in Ukraine. According to United Nations High Commissioner for Refugees ([UNHCR](#)) operational data, more than 1.2 million refugees and third-country nationals entered Moldova between 24 February 2022 and 30 October 2025, the majority transiting through the country, while a smaller but significant share remained temporarily under protection or other support arrangements.

Relative to the size of the resident population, this represents an unprecedented mobility shock and has generated sustained pressure on public services, including education, social protection and employment services. A considerable proportion of those displaced included children, young people and adults of working age, many with interrupted education or qualifications obtained outside the national system. This has increased demand for flexible learning pathways, recognition of prior learning and qualifications, and mechanisms facilitating temporary or longer-term integration into education, training and the labour market (source: [UNHCR Moldova](#)).

In this context, the MDQF supports system resilience by providing a structured reference for qualification comparability, learning-outcomes-based recognition and progression, contributing to the integration of displaced learners and workers while maintaining coherence and quality across the national education and training system.

Public expenditure on education

Public expenditure on education is a key indicator of policy prioritisation and fiscal space. Government budget programming documents present education spending as a share of GDP within functional expenditure projections for the medium term. In the [Economic Reform Programme 2025–2027](#) (Table 1), general government expenditure on education was projected at 6.0% of GDP in 2025, declining to 5.2% by 2027.

Table 1. *General government expenditure by function*

% of GDP	2023	2024	2025	2026	2027
1. General public services	3,8	3,6	3,8	3,6	4
2. Defence	0,5	0,6	0,5	0,5	0,4
3. Public order and safety	2,2	2,2	2,3	2,2	2
4. Economic affairs	3,8	3,5	3,3	3,4	3,8
5. Environmental protection	0,1	0,2	0,3	0,3	0,3
6. Housing and community amenities	1,3	0,9	0,9	1,2	1,1
7. Health	5,3	5,7	5,6	5,5	5,3
8. Recreation, culture and religion	1	1	1	0,9	0,9
9. Education	6,3	6,1	6	5,6	5,2
10.Social protection	15	14,9	14,5	14	13,6
Total expenditure	39,2	38,6	38,3	37,1	36,7

This trajectory signals the importance of improving efficiency and targeting of investments, while strengthening the relevance and outcomes of education and training-objectives directly supported by MDQF implementation (clear learning outcomes, coherent pathways, and better alignment with labour market demand).

Overall implications for MDQF implementation

Taken together, economic volatility, demographic ageing, outward emigration, youth labour-market challenges, refugee inflows and fiscal constraints create a demanding environment for skills development in the Republic of Moldova. The MDQF represents a targeted response to these pressures by supporting coherent qualification pathways, transparent levelling, recognition of learning outcomes and improved alignment between education and labour-market needs.

2.2. General context of the education and training system

The Republic of Moldova is experiencing a complex economic, social and institutional transformation, characterised by the commitments undertaken in the European integration process and by continuous efforts to modernize the public administration and develop human capital. In this context, education and training have been recognised as strategic areas, essential for increasing economic competitiveness, promoting social inclusion and strengthening social cohesion. The reconfiguration of the education system has been achieved gradually through a coherent set of structural, curricular and institutional reforms, aligned with European standards and principles on transparency, quality and recognition of qualifications.

These reforms have been underpinned by the development of a robust regulatory and strategic framework defining the national vision of lifelong learning, skills-based training and efforts to match qualifications to labour market requirements. A fundamental milestone in this process is the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, which establishes the general principles of organizing the educational system and provides the legal foundations for the development of the MDQF.

From an economic perspective, the transition towards a competitive, knowledge-based economy driven by innovation and digitalisation necessitates the continuous and accelerated updating of qualifications to reflect labour market dynamics. Structural phenomena such as labour migration, demographic changes, and rapid technological advancements are reshaping the composition of the workforce. These developments further highlight the imperative to establish flexible and coherent mechanisms for the recognition of skills and competences acquired through formal, non-formal, and informal learning, ensuring workforce adaptability and supporting lifelong learning pathways.

At the social level, public policies promote equity, inclusion, and social cohesion through measures aimed at reducing the school dropout, expanding access to quality education and training for all throughout life, supporting vulnerable groups, and developing skills relevant for a democratic and sustainable society.

In 2025, the Republic of Moldova reached an important milestone in its European Union accession process through its participation in the bilateral screening exercise, a technical assessment designed to evaluate the alignment of national legislation, policies, and institutional practices with the *acquis Communautaire*⁴. This exercise allowed to identify the degree of alignment with European standards; determining the areas that require further legislative adjustments and reforms; substantiating further steps in the accession process.

On 13 May 2025, the Republic of Moldova presented in Brussels its progress and commitments under *Cluster 3: Competitiveness and inclusive growth*, including key areas such as skills policies and employment; social inclusion and education; research, innovation and culture. Under *Chapter 26 – Education and Culture*, reforms to modernise the education system, strengthen the MDQF as a strategic tool, integrate European quality assurance standards and develop mechanisms for the recognition of learning outcomes, in line with the EQF and QF-EHEA and the international treaties to which the Republic of Moldova is a party, were highlighted.

This evolution reflects the firm commitment of the Republic of Moldova to building a modern, inclusive and compatible educational system at European level, capable of responding to the challenges of modern society and contributing to the sustainable development and European integration of the country.

As part of the Republic of Moldova's European Union accession process, the bilateral screening exercise carries substantial strategic significance for the education and training sector. It offers a comprehensive and objective assessment of the alignment of national legislation, policies, and institutional arrangements with the EU *acquis communautaire* and key European reference frameworks, including the EQF and QF-EHEA.

Screening serves as a common basis for planning further reforms, contributing to: identification of areas of convergence and those in need of adjustment; setting strategic priorities in education, training and

⁴ The *acquis Communautaire* is the set of common rights and obligations that the Member States of the European Union apply and respect, including EU law, standards, policies, practices and international agreements. In the accession process, candidate countries must take over and fully implement the *acquis Communautaire*, structured by thematic area (negotiating chapters).

employment; speeding up the process of European integration by aligning the qualifications system with EU standards.

The priorities identified in this process include: strengthening the link between education and the labour market by developing relevant qualifications adapted to the requirements of the modern economy; widening access to inclusive education through equity policies and support for vulnerable groups; promoting lifelong learning through flexible skills recognition mechanisms and diversifying training offers.

2.3. Education, training and employment policies

The policies of the Republic of Moldova in the field of education, training and employment are based on the strategic guidelines of the Government, which in turn derive from the commitments undertaken within the European integration process. This conceptual hierarchy - from European policies to government policies and subsequently to sectoral policies - ensures strategic coherence and compatibility with relevant European instruments and standards.

The policy framework of the Government of the Republic of Moldova is defined by a set of major documents, including:

- **The National Development Strategy “European Moldova 2030”**, [Law No. 315/2022](#), places the improvement of quality of life at the centre of the Government’s development agenda. Fully aligned with the European Agenda and the Sustainable Development Goals, the Strategy highlights education and training as key enablers of inclusive growth, social cohesion, and economic resilience. It emphasizes the development of skills relevant to the future economy, the modernization of labour conditions, the reduction of informal employment, and the promotion of lifelong learning as essential components of sustainable development.
- **Government Activity Program “Prosperous, Safe, European Moldova”** approved by the [Parliament Decision No. 28/2023](#), sets out a vision of a modern, resilient state firmly anchored in European values. The Programme aims to foster a prosperous and competitive economy capable of supporting sustained investment in education, culture, healthcare, and social protection. It also prioritizes the modernization of public administration, the improvement of public service delivery, and the strengthening of state institutions in a context shaped by regional challenges and security risks. The document reaffirms Moldova’s strong commitment to European integration and to promoting accountable, transparent, and sustainable governance - key principles underpinning policies in education, training, and employment.

Overall, these documents provide an integrated strategic framework for the development and implementation of national policies in education, training, and employment. Their alignment with European principles supports the establishment of a transparent, learning outcomes-based qualifications system that is responsive to labour market needs and compatible with the requirements of both EQF and QF-EHEA.

Over the past decade, sectoral policies have evolved beyond structural reforms towards a more integrated and strategic approach to development, characterized by stronger cross-sectoral coordination, enhanced institutional capacity, and increasing alignment with European Union policies and standards. Their overarching objective is to strengthen human capital, enhance economic competitiveness, and foster social inclusion, in line with the Republic of Moldova’s commitments and aspirations for European integration.

Through this approach, the Republic of Moldova strengthens a coherent lifelong learning ecosystem that facilitates the linkage between the education system, the labour market and the national Sustainable Development Goals, while contributing to advancing the process of accession to the European Union.

Current policies (in force)

Current policies reflect the growing strategic maturity of the education and training and employment system in the Republic of Moldova. They seek to enhance quality and inclusion, foster digitalisation and innovation, better align human capital development with labour market needs, and promote the implementation of lifelong learning principles.

A key strategic document is the **Development Strategy “Education 2030” and its Implementation Programme for 2023-2025**, approved by Government Decision No.114/2023. The strategy outlines the Government's policies in the field of education; describes their content and delivery mechanisms; estimates the impact on the education system, society and the state. The Development Strategy “Education 2030” aims to modernise the education system in terms of quality and equity; relevance to the knowledge-based economy; alignment with European and international reference documents, such as: UN Sustainable Development Goals; Key competences for lifelong learning (Brussels, 2018); Incheon Declaration on Education 2030 (UNESCO, 2015); Council of Europe Charter on Education for Democratic Citizenship and Human Rights.

This alignment confirms the European and global orientation of educational reform, strengthening the integrated and sustainable nature of national education policies.

The *Implementation Programme for 2023–2025* sets out the *general and specific objectives* for the medium- and long-term development of education. These objectives ensure the continuity and coherence of education policies and provide a framework for transforming the education system into a competency-based, open, and digital system centred on lifelong learning.

The nine general objectives, supported by a set of specific objectives, directly contribute to the implementation and strengthening of the MDQF, fostering the development of a relevant, flexible, and European-recognised qualifications system.

General Objectives (OG)	Brief description and link to the development of the national qualifications system
OG1. Matching education to labour market requirements and needs	Aims to adapt the educational offer to the demand for skills and to strengthen the education-economy partnership. Through the development of the Labour Market Observatory, the operationalisation of the MDQF according to the principles of the EQF, the development of the system of recognition of learning in different contexts, the expansion of dual education, this objective directly contributes to matching qualifications with labour market needs and the relevance of the MDQF in the context of the EQF.
OG 2. Ensuring access to quality education for all throughout life	Promotes inclusiveness, equity and universal access to education - core values of EQF and QF-EHEA.

	Emphasis is placed on reducing the school dropout, expanding early childhood education, developing inclusive education and supporting vulnerable groups, strengthening the social dimension of education and qualifications.
OG 3. Ensuring the education system with qualified and motivated staff	It focuses on strengthening the professionalism and motivation of teachers and school leaders by modernising initial teacher education and continuous professional development, while promoting performance and excellence. Through this objective, the Strategy contributes to ensuring the quality of the education process and qualifications, in line with the European Standards and Guidelines for Quality Assurance (ESG 2015).
OG 4. Strengthening socio-educational cohesion	Promotes the involvement of social partners, communities and families in educational processes. By fostering social dialogue and cross-sectoral partnership, this objective supports participatory governance and the creation of sectoral platforms – key tools in the development and validation of qualifications.
OG 5. Creating modern learning environments and strengthening competence-based education	This objective aims at revising the curriculum for all levels of education and training, focusing on learning outcomes, as well as modernising teaching, assessment and certification methods. With this approach, the Strategy ensures consistency between qualification standards, educational programmes and EQF/QF-EHEA requirements.
OG 6. Digitalisation and innovation in education	It promotes the integration of digital technologies into the educational process, the training of digital skills and the development of smart educational infrastructure. This objective facilitates the interoperability of educational data, the monitoring of qualifications through the NQR and the visibility of the MDQF in the European Education Area.
OG 7. Ensuring lifelong learning opportunities	It is at the core of lifelong learning (LLL) policy. It promotes adult education, the recognition and validation of skills acquired in non-formal and informal settings, and the diversification of the offer of lifelong learning programmes. This objective operationalises the principles of the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01) as a central pillar of the MDQF.
OG 8. Promoting innovation and scientific research	It connects research with higher education and the needs of the economy, helping to increase the quality of qualifications at MDQF levels 6–8 corresponding to the Bologna cycles. Thus, the Strategy strengthens coherence with the QF-EHEA.

OG 9. Increasing the performance and efficiency of the education system	It aims at optimizing the institutional network, modernizing the infrastructure, streamlining the management and developing an institutional culture of quality. These processes are essential for the sustainability and effective governance of the MDQF, strengthening the capacity to implement systemic reforms.
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Thus, through the general and specific objectives, the **Programme for the Implementation of the Development Strategy “Education 2030” for 2023-2025** defines the directions for the development of the education system of the Republic of Moldova in the medium and long term. They form the basis of public policies to strengthen the MDQF, promote lifelong learning and align the v education and training system with European principles and standards.

The development of the national qualifications system and the strengthening of the learning outcomes approach are underpinned by a range of complementary and cross-sectoral policies that foster an enabling environment for lifelong learning and support the social and labour market integration of individuals. These policies promote coherence and synergies across education and training, employment, social inclusion, and governance, ensuring that the principles of the MDQF are systematically applied across all areas relevant to skills development and human capital development.

One of the most important public policy instruments in the area of employment is the **National Employment Programme 2022–2026 and the Action Plan on its implementation**, approved by [Government Decision No. 785/2022](#). The aim of the programme is to increase employment and access to the labour market for all, develop human capital, strengthen labour market mechanisms and improve job quality.

The Programme is aligned with the *2030 Agenda for Sustainable Development* and contributes to the achievement of the following Sustainable Development Goals (SDGs):

SDG 1 – No Poverty, target: implementation of nationally appropriate social protection systems and measures, including the guaranteed minimum income scheme, to achieve substantial coverage of poor and vulnerable populations by 2030.

SDG 5 – Gender Equality, target: recognition and valuation of unpaid care and domestic work through the provision of public services, infrastructure and social protection policies, and the promotion of shared responsibility within the household and family.

SDG 8 – Decent Work and Economic Growth, target: improving the quality of employment and economic productivity, promoting the formalisation of the economy, reducing youth unemployment, ensuring equal pay for work of equal value, and enhancing workplace safety and labour rights, with a view to converging towards the economic and social standards of Central and Eastern Europe.

SDG 10 – Reduced Inequalities, target: adopting policies, particularly fiscal, wage and social protection policies, and progressively achieving greater equality; ensuring safe, orderly, legal, and well-informed labour migration processes for migrants.

The Programme promotes an integrated approach to education, training, and employment, recognising the importance of lifelong learning and reskilling in adapting skills to the evolving demands of the modern economy. Its specific objectives include:

- increasing the labour market participation rate of women aged 25–34;

- enhancing the employment prospects of persons with disabilities through professional training and tailored support programmes;
- strengthening the institutional capacity of the National Employment Agency (ANOFM), including through the digitalisation of services, more efficient financing mechanisms, and the expansion of active labour market measures;
- developing public-private partnership and social dialogue mechanisms to better align skills supply with labour market demand;
- promoting the creation of quality jobs, reducing undeclared work, and advancing decent work standards.

The National Employment Programme is interlinked with other relevant policies, which contribute to labour mobility, the reintegration of migrants and cross-sectoral coherence:

- Migration Flow Management, Asylum and Integration of Aliens Programme 2022–2025, approved by the [Government Decision No. 808/2022](#);
- National programme to stimulate the return and (re)integration of Moldovan citizens involved in migration 2022–2026, approved by the [Government Decision No. 674/2023](#).

Through this integrated and strategic approach, the Republic of Moldova strengthens its qualifications system and employment policies, contributing to the development of a coherent, inclusive and sustainable educational and professional ecosystem, fully in line with the European principles on qualifications, mobility and decent work.

The policy documents presented above together form an integrated framework of public policies that support mobility, inclusion and professional reintegration in the Republic of Moldova. They contribute to operationalising the cross-sectoral dimension of the MDQF, extending its applicability beyond the formal education system and strengthening the coherence of the skills development system.

Relevant sectoral policies and their contribution to strengthening the MDQF:

- **The Economic Development Strategy 2030**, approved by [Government Decision No. 393/2024](#), promotes the modernisation of the economy of the Republic of Moldova through investment, digitalisation and the development of high-potential sectors such as agriculture and IT. It aims to raise the standard of living, create jobs and bring the country closer to European Union standards in a sustainable and competitive manner, by developing a high-quality and competitive human resource base.
- **The Digital Transformation Strategy of the Republic of Moldova for 2023–2030**, approved by [Government Decision No. 650/2023](#), promotes the modernisation of education by developing digital competences, expanding digitally connected schools and preparing teachers for modern technologies. It contributes to job creation by supporting the growth of the IT sector, attracting investments and stimulating the emergence of new jobs adapted to the digital economy.
- **The Inclusive Education Development Programme for 2024–2027**, approved by [Government Decision No. 950/2023](#) promotes equitable access to education and training for all categories of beneficiaries, regardless of their background, gender, disability or socio-economic status. The programme contributes to strengthening the social dimension of education, facilitating the full participation of people with special educational needs in initial and continuing training processes. It

reflects the principles of inclusiveness and equity promoted by the [Development Strategy “Education 2030”](#) and is aligned with European standards on inclusive education.

- **The Youth Sector Development Strategy “Youth 2030”**, approved by the [Government Decision No.168/2023](#) supports the active involvement of young people in educational, economic and civic processes. The strategy promotes transversal skills training, entrepreneurship and leadership capacities, encouraging the participation of young people in community life and the sustainable development of society. The document highlights the role of non-formal education and lifelong learning as tools for increasing employability and reducing the risk of social exclusion.
- **The Internal Affairs Development Strategy 2022–2030**, approved by the [Government Decision No. 658/2022](#), and the **Programme for Strengthening Public Trust and Safety through Professional Training, Integrity and Digitalisation 2022–2025**, approved by [Government Decision No. 947/2022](#), integrate the principles of lifelong learning and skills development into sectoral public policies. These policy documents extend the application of the MDQF beyond the formal education system, promoting the professionalisation of the public service, the continuous professional development of personnel within public order structures, and the strengthening of institutional integrity through competence-based training and learning.

Overall, these policies contribute to extending the principles of the MDQF to related areas – inclusive education, youth, public administration, security and digitalization – and, respectively, to strengthening the coherence of the skills development system in the Republic of Moldova and increasing its relevance for the labour market and society.

Current policies create a unified strategic architecture for the development of education, training and qualifications in the Republic of Moldova, which strengthens:

- partnership between education, training and employment;
- governance and quality assurance arrangements;
- the central role of the MDQF as a tool for transparency, recognition and interoperability.

Taken together, these policies underpin Moldova's transition to an open, adaptable and learning outcomes-based education system, where qualifications become drivers of mobility, inclusion and economic competitiveness.

Current policies do not represent a break with previous developments; rather, they constitute a coherent continuation and expansion of the strategic directions initiated during the previous decade. They build upon the conceptual and institutional foundations established between 2013 and 2020, a period during which the Republic of Moldova took important steps towards a learning outcomes-based education system, stronger alignment between education and labour market needs, and the gradual adoption of European principles related to qualifications and mobility.

The current strategies and programmes therefore draw on the achievements of these foundational policies, further advancing reforms and institutionalising modern governance and quality assurance mechanisms. In doing so, they contribute to the consolidation of an open, adaptable and competence-based education system, in which qualifications serve as drivers of mobility, inclusion and economic competitiveness.

Relevant completed policies

The public policies implemented between 2013 and 2020 played a key role in substantiating the conceptual, legal and institutional framework of the national education and qualifications system. Although they have come to an end, they have been the strategic and operational foundation for current policies geared towards European integration, the promotion of lifelong learning and alignment with international standards, including the EQF.

This period marked the beginning of structural reforms in education and training, through strengthened cooperation between education and the labour market, clearer definition of learning outcomes and competences, and the development of the National Qualifications Framework – a key prerequisite for the referencing of the MDQF to the EQF.

Among the main policy documents that contributed to this development were:

- **The Vocational Education and Training (VET) Development Strategy 2013–2020** (Government Decision No. 97/2013), which initiated the modernisation of the VET system by promoting the principles of competence-based education and training, flexibility, and partnership with the business sector. The strategy supported the development of occupational and qualification standards, modular curricula, and quality assurance mechanisms, thereby laying important foundations for a learning outcomes-based qualifications system.
- **The National Lifelong Learning Strategy 2014–2020** (Government Decision No. 447/2014), which introduced for the first time the concept of lifelong learning (LLL) in national policies, promoting the recognition of skills acquired in non-formal and informal contexts - an essential condition for compatibility with the principles of the EQF.
- **National Youth and Employment Programmes (2017–2021)**, which promoted a cross-sectoral approach, fostering the involvement of young people and social partners in the development of professional skills relevant to the European labour market.
- **The “Digital Moldova 2023” Strategy** (Government Decision No. 857/2018), which strengthened the digital dimension of education and training, contributing to the development of digital competences and the establishment of the infrastructure required for managing qualifications within a transparent and interoperable system.
- **The National Employment Strategy 2017–2021** (Government Decision No. 1473/2016), the results of which provided valuable lessons on matching qualification policies with labour market indicators – a significant aspect in the referencing process to the EQF.

These policies were the transition pillars towards the current 2022-2030 strategies, providing the conceptual basis for the [Development Strategy “Education 2030”](#), the institutional experience for the *MDQF Roadmap 2023-2027*, and the cooperation framework for employment and inclusion policies.

Therefore, the 2013–2020 policies should not only be seen as historical documents, but as a stage of systemic construction, which has allowed the Republic of Moldova to advance towards MDQF referencing to the EQF and self-certification towards QF-EHEA, thus strengthening the international compatibility of national qualifications.

The evolution of the 2013-2030 policy framework reflects a strategic and regulatory continuity, where public policy objectives have been gradually translated into concrete legal and institutional instruments.

This convergence has enabled the Republic of Moldova to move from a system in transition to a strengthened system, governed by clear mechanisms of quality, transparency and participation, in line with the requirements of the EQF.

The following chapter presents the legislative and institutional framework that underpins the implementation of these policies and ensures the effective functioning of the MDQF, providing the foundation for the referencing of the MDQF to the EQF and its self-certification against the QF-EHEA.

2.4. National regulatory framework for policy implementation

The implementation of education and training policies in the Republic of Moldova is based on a solid normative framework, which regulates the structure of the education system, the education-labour market partnership and quality assurance mechanisms. This regulatory framework supports the operationalisation of the MDQF and facilitates the processes of referencing to the EQF and self-certification against the QF-EHEA, thereby enhancing the international compatibility and transparency of national qualifications. The main normative acts underpinning this process include:

- **Education Code** of the Republic of Moldova, Law No. 152/2014 (with subsequent amendments) sets out the general principles of organization of the educational system, the structure of education levels and quality assurance mechanisms. The Education Code enshrines the central role of the MDQF in linking education, training and labour market systems in line with the requirements of the EQF.
- **Law No. 110/2022** on dual education regulates the organisation of dual vocational education in partnership with business sector (companies), strengthening work-based learning, in line with European recommendations on vocational training relevant to the labour market.
- **Government Decision No. 330/2023** on the approval of the national Qualification Framework defines the structure of the MDQF as an integrated framework for lifelong learning, aligned with the principles of EQF and QF-EHEA. By approving the *Roadmap for the operationalisation of the MDQF 2023–2027*, the document outlines the strategic directions and concrete actions for the full implementation of the MDQF, including updating the regulatory framework, developing qualification standards, strengthening the quality assurance system, creating the platform for dialogue with key actors and preparing the process of referencing the MDQF to the EQF and self-certification to the QF-EHEA.
- **Government Decision No. 1199/2018** establishes the National Register of Qualifications (NRQ) as the official national register of recognised qualifications. The NRQ enhances the transparency and interoperability of qualifications in relation to the EQF by providing a standardised structure for describing qualifications, thereby facilitating their comparability, understanding and recognition across national and European labour markets.
- **Government Decision No. 80/2022** approving the Regulation on the organisation and implementation of master's degree Studies – cycle II regulates the procedures for admission and progression within master's programmes, as well as the types of programmes and the number of credits corresponding to each programme type.
- **Government Decision No. 1007/2014** on the organisation of Doctoral Studies regulates the structure and organisation of doctoral studies, the functioning of doctoral schools, as well as the minimum conditions for the establishment of doctoral schools.

- **Government Decision No. 660/2024** approves the *Regulation on the organisation and delivery of dual education within first-cycle higher education (Bachelor's degree) programmes*. The Regulation defines the shared responsibilities of higher education institutions and legal entities that, under cooperation agreements, provide work-based learning and practical training opportunities for students.
- **Government Decision No. 222/2024** approves the Regulation on Adult Learning and introduces innovative approaches, including micro-credentials and flexible learning pathways, in line with the European initiative *Upskilling Pathways: New Opportunities for Adults* (2016), aimed at promoting lifelong learning and improving adults' access to upskilling and reskilling opportunities.
- **Government Decision No.164/2025** approves the *Regulation on the organisation and delivery of distance and part-time education within Bachelor's and Master's degree programmes*. The Regulation establishes the basic requirements for the admission, organisation and delivery of first- and second-cycle higher education programmes offered through part-time and distance learning modes, with the aim of ensuring access to quality higher education for diverse groups of learners, including those who are unable to pursue full-time studies.
- **Government Decision No. 294/2024** approves the amendments to the Nomenclature of Fields of Vocational Education and Training and Trades/Occupations, established by Government Decision No. 425/2015. The Nomenclature structures the vocational education and training offer by broad fields, education and training fields, and occupations, and specifies, for each programme, the title of the study programme and the corresponding qualification. It thereby ensures a coherent and up-to-date classification of trades and occupations and supports their alignment with the MDQF.
- **Government Decision No. 293/2024** approves amendments to the Nomenclature of Fields of Vocational Training, Specialities and Qualifications for post-secondary and post-secondary non-tertiary VET, established by Government Decision No. 853/2015. The Nomenclature serves as the official classification of VET programmes and qualifications at these levels. It provides a structured classification of education and training programmes across different fields of study, specifying the qualification awarded and the corresponding credit requirements for each programme. By providing a standardised structure for programme and qualification design, the Nomenclature supports the consistency, transparency and alignment of qualifications with the MDQF.
- **Government Decision No. 412/2024**, approves the Nomenclature of Fields of Study and Specialities in Higher Education, which serves as the national framework for structuring the higher education offer and defining the academic and professional scope of study programmes. The Nomenclature constitutes a key component of the state standards governing higher education and provides the basis for the design and classification of qualifications across all three cycles of higher education: Bachelor's degree (Cycle I), Master's degree (Cycle II) and Doctoral studies (Cycle III).
- **Law No. 244/2017** regulates the organisation and functioning of sectoral committees for vocational training as partnership mechanisms between the state, the economic environment and the social partners, contributing to the relevance and continuous updating of qualifications.
- **Law No. 105/2018** on the *Promotion of Employment and Unemployment Insurance* establishes the institutional framework for preventing and reducing unemployment, improving the adaptability of the workforce to labour market requirements, and promoting employment. It supports the

development and recognition of qualifications as key instruments for enhancing employability and facilitating labour market integration.

- **Law No. 239/2008** on Transparency in Decision-Making ensures the active involvement of relevant stakeholders, including education institutions, employers, trade unions and civil society organisations, in the development and continuous updating of the MDQF. Through participatory decision-making processes, the Law strengthens the legitimacy, transparency and sustainability of reforms.

Through this coherent and interconnected regulatory framework, the Republic of Moldova is developing an open, flexible and learning outcomes-oriented education and training system capable of responding to the needs of a dynamic economy and aligning with European standards. The transition from strategic policy visions to a comprehensive legal framework has strengthened the institutional and operational foundations of the national education and training system and the national qualifications system, supporting Moldova's integration into the European Education Area and facilitating the referencing of the MDQF to the EQF, as well as its self-certification against the QF-EHEA.

2.5. Alignment of National Policies with European Strategies and Initiatives on Education, Skills and Qualifications

The education and training policies of the Republic of Moldova are developed in full alignment with the strategic directions of the European Union on skills development, social inclusion and lifelong learning. This convergence reflects the commitments made in the Republic of Moldova-European Union Association Agreement (2014), which enshrines education, training and employment as priority areas for cooperation.

Through alignment with European strategic frameworks, the Republic of Moldova actively contributes to the strengthening of the European Education Area, in which transparency, mobility and the recognition of skills and qualifications serve as key pillars of socio-economic integration.

Common strategic directions with the European Union

National policies on education and training, and employment are aligned with European priorities, with a focus on strengthening a system based on learning outcomes, competences and inclusion. This strategic alignment is reflected in the following key areas:

- Adapting the educational offer to labour market requirements by strengthening partnerships with the economic environment and implementing the skills-based approach, in line with the EQF and the EU Council Recommendation on Key Competences for Lifelong Learning (2018).
- Increase participation in lifelong learning programmes, in line with the European Skills Agenda (2020), which promotes continuous training, reskilling and upskilling as key elements of the green and digital transitions.
- Modernize educational curricula and infrastructure, integrating digital and green skills, in the spirit of the European Green Deal and the Digital Education Action Plan 2021–2027.
- Extending mechanisms for the recognition and validation of skills acquired in non-formal and informal contexts, in line with the Council Recommendation on the validation of non-formal and informal learning (2012).
- Reducing regional and social disparities in access to education, training and employment through inclusion and social cohesion policies, in line with the European Pillar of Social Rights (2017) and

the United Nations Sustainable Development Goals (2030 Agenda), in particular SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth).

Alignment with European transparency and qualifications recognition instruments is essential for the modernisation of the national education and training system. The Republic of Moldova incorporates European principles and methodologies through:

- the implementation of the MDQF, linked to the EQF and QF-EHEA, as a tool for international referencing and interoperability of qualifications;
- development of the National Register of Qualifications (NRQ), interoperable with ESCO (European Skills, Competences, Qualifications and Occupations), facilitating the connection of national and European countries' qualifications;
- aligning quality assurance processes with the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015), strengthening trust in the national education system;
- the use of Europass tools for the description, communication of qualifications and recognition of qualifications, supporting educational and professional mobility;
- active participation in European initiatives, including Erasmus+, peer-learning activities organised by the European Training Foundation (ETF), and projects supporting the development and strengthening of National Qualifications Frameworks within the framework of the Eastern Partnership.

This strategic and operational alignment confirms the Republic of Moldova's commitment to building a qualification system compatible with European standards, capable of supporting mobility, inclusion and competitiveness in a common educational space.

Policy alignment and its impact on the national system of education and training

The Republic of Moldova's strategic commitment to aligning with European policies and initiatives in the fields of education, training and qualifications has driven significant transformations across the national education and training system. This process of convergence has strengthened the system's European and international dimension, contributing to:

- Increasing the compatibility and comparability of qualifications with European qualifications, facilitating their recognition in the European Education Area;
- facilitating academic and professional mobility of graduates and employees through the use of European tools for transparency and description of qualifications;
- integrating digital, green and transversal skills into qualification standards, in line with the European priorities for the green and digital transition;
- developing a quality culture in education and training, aligning with European quality assurance standards and strengthening evaluation and monitoring mechanisms;
- expanding international partnerships, which support the continuous modernization of the MDQF and facilitate the exchange of best practices in European initiatives.

Overall, the public policies of the Republic of Moldova reflect a strategic alignment with European trends on skills, mobility and recognition of qualifications. This alignment confirms the country's strong commitment to integration into the European Higher Education Area and the European labour market through an open, flexible and result-oriented education system.

The strategic convergence between national and European policies demonstrates the coherence of the development direction of the Republic of Moldova in the field of education and qualifications. By adapting European principles, tools and mechanisms to the national context, the national education and qualifications system becomes an integral part of the European Education Area, based on common values such as quality, transparency, inclusion and lifelong learning.

2.6. Governance of the education system

The governance of the education and training system in the Republic of Moldova combines centralised coordination, exercised by central public authorities – in particular ministries and government administrative authorities – with the active participation of local public authorities, social partners, autonomous bodies and civil society organisations. The governance framework is based on the following key principles:

- clarity of roles and responsibilities,
- transparency of the decision-making process,
- stakeholders' involvement
- aligning policies with European standards and practices.

Ministry of Education and Research (MER)

According to the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, MER is the central authority responsible for the development, coordination and implementation of policies in the field of education and research. The duties of the MER are specified in the Article 140 of the Education Code, which include:

- Development and implementation of state policies in the field of education and research, including for higher education;
- Developing the regulatory framework for education and research and exercising state oversight of its implementation;
- Coordination, monitoring and evaluation of the functioning of the national education system, including university research activities;
- Developing and approving State Educational Standards and the National Curriculum, and overseeing their implementation through the competent authorities;
- Approving and monitoring the procedures for the appraisal of teaching and managerial staff for the award and confirmation of professional and managerial grades;
- Developing the medium-term sectoral spending strategy for education and participating in budget planning for university research, in collaboration with other central and local authorities;
- Coordinating and supervising the financial activity of subordinate public educational institutions;
- Coordinating initial and continuing vocational training of teachers and school managers;
- Organizing the process of recognition and equivalence of study documents and qualifications obtained abroad;

- Acting as the national coordinator of the competent authorities responsible for the recognition of professional qualifications obtained in the Member States of the European Union, the European Economic Area and the Swiss Confederation;
- Acting as the National Assistance Centre for the Recognition of Professional Qualifications.
- Developing, operating and maintaining the Education Management Information System (EMIS), and ensuring the integrity and accuracy of the data contained in the system.

The MER may set up councils, commissions, expert groups and other advisory bodies in order to carry out its duties in its field of competence.

Evaluation and Monitoring Section in General Education

Within the MER, the Evaluation and Monitoring Section for General Education is responsible for coordinating the development, monitoring and evaluation of sectoral policies on quality management in general education. It also oversees policies related to the provision of teaching staff for the education system and coordinates the activities of the National Institute for Education and Leadership. The main responsibilities of the Section include:

- Establishing priority directions of intervention and coordinating the process of development, promotion and implementation of public policy documents and normative acts in the fields of quality management evaluation and curriculum management in general education institutions.
- Planning and coordinating the process of assessment and attestation of teachers and managers in general education.
- Monitor the results of the evaluation of the effectiveness and impact of initial and continuing teacher and management training programmes and identify additional training needs.

National Agency for Quality Assurance in Education and Research (ANACEC)

ANACEC is an autonomous public administrative authority responsible for external quality assurance through the evaluation of institutions and study programmes for the purposes of granting authorisation for provisional operation and accreditation in technical vocational education, higher education and adult vocational training. In carrying out its mandate, ANACEC:

- Assesses and accredits study programmes based on national and European standards (including the Standards and Guidelines for Quality Assurance in the European Higher Education Area ([ESG](#)) and the European Quality Assurance Reference Framework for Vocational Education and Training ([EQAVET](#));
- Provisionally authorizes and reaccredits study programs and educational institutions based on quality assurance performance;
- Coordinates the work of the External Evaluation Committees, ensuring the involvement of independent experts;
- Maintains public registers of authorized/accredited institutions and programs, contributing to transparency and public trust in the education system;
- Participates in international networks and initiatives in the field of quality assurance, such as the European Association for Quality Assurance in Higher Education ([ENQA](#)), the Central- and East-

European Network of Quality Assurance Agencies in Higher Education ([CEENQA](#)), the Permanent International Conference of Inspectorates ([SICI](#)) etc.

ANACEC has defined its priority directions for 2025-2029 through a new institutional strategy, developed on the basis of experience gained, the implementation of the previous strategy, ENQA recommendations and public consultations. [ANACEC Strategy 2025-2029](#) sets out six overarching objectives aimed at strengthening quality culture in technical vocational education, higher education, adult vocational training and research. The document aims to increase the credibility of the training and research system, the development of human resources, the expansion of partnerships and the digitalisation of evaluation processes. The implementation of the strategy is operationalised through ANACEC [Work Plan for the year 2025](#).

Integration of ANACEC into the European Quality Assurance Networks: progress and prospects

ANACEC's integration into the European quality assurance framework began in 2016 with the acquisition of affiliate membership in ENQA. This marked a major step towards the international recognition of the national quality assurance system and laid the foundation for aligning the national methodological and institutional framework with ESG 2015.

In 2019, with financial support from the World Bank, ANACEC became a full member of the Standing International Conference of Inspectorates (SICI), a European network of inspectorates and evaluation bodies in the fields of general education, vocational education and training, and adult education. In 2020, the Agency also became a full member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA), further strengthening regional cooperation and promoting the exchange of good practices among quality assurance agencies in Central and Eastern Europe..

In 2023, ANACEC was externally assessed by the ENQA ([External review](#)), which confirmed significant progress in implementing the ESG and strengthening institutional autonomy. In September 2025, the Agency submitted the Progress Report to ENQA outlining the measures taken to implement the recommendations: improving governance, decision-making transparency, human resources development and stakeholder involvement. The report was approved at the ENQA General Assembly on 23 October 2025 (Letter of Approval – Annex 1).

ANACEC is currently in the process of preparing for full re-evaluation by ENQA and registration in the European Quality Assurance Register (EQAR). Through these endeavours, the Agency reaffirms its commitment to excellence, independence and international recognition and strengthens its role as a credible and active national agency in the European quality assurance community.

National Agency for Curriculum and Evaluation (ANCE)

ANCE is a public administrative authority subordinated to the MER, financed from the State budget ([Education Code](#) of the Republic of Moldova, Law No. 152/2014, Article 44¹). The main tasks of ANCE are:

- Evaluating the implementation of the National Curriculum in general education.
- Organising national Olympiads, competitions and examinations, as well as national and international assessments in general education.
- Evaluating private general education institutions at all levels, as well as legal entities providing educational services or general education study programmes, for the purposes of accreditation or authorisation for provisional operation.

Through these functions, ANCE contributes to ensuring the quality of general education, promoting academic excellence through school competitions, and safeguarding the transparency and credibility of private general education institutions in the Republic of Moldova.

The Ministry of Labour and Social Protection is responsible for the development and implementation of employment policies; promoting social inclusion and equal opportunities for vulnerable groups; coordination of policies for the professional integration of persons with disabilities.

The Ministry of Health is responsible for coordinating human resource development in the medical and pharmaceutical sectors and for establishing the framework governing the authorisation to practise medical, healthcare and pharmaceutical professions. It also contributes to the recognition of medical and pharmaceutical qualifications, including qualifications in regulated professions, thereby supporting their compatibility with European standards and facilitating professional mobility.

The Ministry of Internal Affairs is the central authority responsible for the implementation of state policies in the fields of public order and security, border management, migration, emergency situations and civil protection. The Ministry manages the training of employees in police structures and other affiliated entities, ensuring the inclusion of qualifications in the fields of law, administrative sciences and public security in the national qualifications system and the alignment of training programmes with national and European standards based on learning outcomes.

The Ministry of Defence is responsible for the development of human resources for national defence. It ensures the classification and description of military qualifications and supports their recognition within the European context by defining learning outcomes specific to the defence sector.

The Ministry of Culture promotes human capital development in the cultural and artistic sectors, coordinates cultural and arts centres that are part of the extended network of education institutions, and supports the inclusion of artistic qualifications in the MDQF, thereby enhancing their transparency, comparability and recognition within the European qualifications landscape.

The Ministry of Energy develops and implements policies in the energy sector, promoting energy security, energy efficiency and the transition to renewable energy sources. It also contributes to the integration of qualifications in the fields of energy and electrical engineering into the MDQF, ensuring their relevance to labour market needs and their compatibility with European standards.

The Ministry of Environment coordinates policies on environmental protection, natural resource management and the promotion of the green economy. It supports the development and updating of qualifications in the fields of environment, ecology and waste management, ensuring their alignment with sustainability priorities and European frameworks.

The Ministry of Agriculture and Food Industry regulates and supports the agricultural and food sectors, including food safety and the competitiveness of producers. The Ministry supports the inclusion of agricultural and agri-food qualifications in the MDQF, ensuring their correlation with market needs and European recognition requirements.

The Ministry of Economic Development and Digitalisation promotes policies aimed at economic growth, innovation and digital transformation. It supports the development and updating of qualifications in digital technologies, business and innovation, ensuring that they respond to labour market needs, strengthen the competitiveness of the workforce and facilitate integration into the European digital economy.

The Ministry of Finance plays a central role in the management of public finances and the development of the State's fiscal and budgetary policies. It contributes to the regulation and monitoring of qualifications in the fields of finance, accounting and economics, ensuring their alignment with international standards and labour market needs.

The Ministry of Infrastructure and Regional Development coordinates the development of infrastructure, transport and regional planning. The Ministry integrates the qualifications in construction, transport and logistics into the MDQF, ensuring their alignment with European standards and the sustainable development needs of the regions.

The Ministry of Justice is responsible for developing the legal and institutional framework governing the justice system and promoting the rule of law. It also contributes to the recognition of legal qualifications, including those in regulated professions, thereby supporting their compatibility with European and international standards.

The Center for Information and Communication Technologies in Education (CTICE) is a public institution subordinated to the MER, with a strategic role in the digitization and information management of the educational system in the Republic of Moldova. The main functions of the CTICE are:

- Management of educational information systems by managing platforms such as [EMIS](#) and [SIPAS](#), ensuring the collection and publication of official data from education;
- Ensuring transparency and access to information by providing up-to-date statistical data and possibilities to verify the authenticity of diplomas and certificates;
- Supporting the development of education policies by providing relevant information for the analysis, formulation and evaluation of education policies through the monitoring of indicators related to access, progression and the quality of education;
- Contributing to the European integration by ensuring interoperability with European tools and support academic recognition and mobility processes.

The National Agency for Employment (ANOFM) is subordinated to the MLSP and ensures the implementation of the policy in the field of employment promotion, labour migration and unemployment insurance. The mission of the ANOFM is to increase employment opportunities for jobseekers and support employers in identifying skilled labour and creating new jobs.

Sectoral committees are social partnership bodies established to strengthen the link between the labour market and the vocational education and training (VET) system. They bring together representatives of employers' organisations and trade unions from their respective sectors and provide advisory and expert input on identifying skills needs at sectoral level.

Pupils' school councils are student self-governance bodies that serve as platforms for student participation and representation at the institutional, regional and national levels. Their role is to ensure that students participate in decision-making processes by cooperating with all stakeholders across the education system. General education institutions (lower secondary and upper secondary schools) and vocational education and training (VET) institutions establish student representative bodies and consult them in institutional decision-making processes ([MER Order No. 1486/2023](#))

Students' associations play an active role in the evaluation and enhancement of quality in higher education through their representatives in the self-governance and governing bodies of higher education institutions.

Students are represented in the Senate and Faculty Council, where they hold one quarter of the seats, ensuring their participation in institutional governance and decision-making.

Social partners (economic agents), **civil society organisations** and **sectoral advisory councils** participate in the development of education and training policies through public consultations, contributing to their relevance for the labour market and society.

Overall, the governance of the education and training system in the Republic of Moldova is characterized by a complex but coherent institutional architecture, in which central public authorities, autonomous structures, specialized institutions, social partners and representative organizations of pupils and students contribute complementary to the development, implementation and monitoring of educational policies. The clear distribution of roles and responsibilities, the inter-institutional collaboration mechanisms and the common orientation towards quality, transparency and European alignment strengthen the system's capacity to develop and update relevant qualifications compatible with the EQF and QF-EHEA. This integrated governance is the foundation for further quality assurance, qualification development and referencing of MDQF to European frameworks.

3. EDUCATION AND TRAINING SYSTEM

3.1. Overview of the national system

The education and training system of the Republic of Moldova has an integrated structure, governed by a common policy framework, standards and regulatory mechanisms, continuously harmonized with European policies in the field of education, training and lifelong learning. National policies derive from government priorities linked to European commitments, including the Council Recommendation on the EQF, the Bologna Process and European quality assurance standards (ESG for higher education and EQAVET for vocational training).

The [Education Code](#) of the Republic of Moldova, Law No. 152/2014 (Article 9) establishes the right of every citizen to initial and continuing education and training, as well as the promotion of lifelong learning.

The education system is organised into levels and cycles according to the International Standard Classification of Education (ISCED - 2011) and includes both initial and continuing training programmes for adults, micro-qualifications and mechanisms for validating non-formal and informal learning.

The MDQF serves as the central instrument for ensuring the transparency of qualifications in the Republic of Moldova and their alignment with the European qualification's frameworks, in particular the EQF and the QF-EHEA.

Governance of the education system

According to the Education Code of the Republic of Moldova, Law No. 152/2014 (Article 18), the education system is governed at three levels—national, local and institutional—with clearly defined responsibilities:

- **National level:** MER is responsible for the development, promotion, implementation, monitoring and evaluation of national education policies. To support the administrative management of the education system, the Ministry may establish deconcentrated territorial bodies.
- **Local level** (valid for general education): local specialised education authorities, established by second-level local public authorities (or by the People's Assembly in the Autonomous Territorial Unit of Gagauzia), are responsible for the administration of general education at district and municipal

levels. Their organisational structure and operating regulations are established and approved by the Government.

- **Institutional level:** the management of education institutions, including their governing, administrative and advisory bodies, is responsible for the organisation and management of educational and administrative processes in accordance with the applicable regulatory framework.

This model ensures the coherence of strategies at national level, while maintaining the necessary flexibility to adapt to local and sectoral needs.

The governance of the education and training system is implemented through a set of internal and external mechanisms, tailored to the different levels of education. The governance framework defines clear responsibilities at the national, local and institutional levels (Table 2), thereby contributing to the consistency, transparency and effective functioning of the education and training system.

Table 2. Shared responsibilities

Educational level	National level	Local level (country districts)	Institutional level
General education	MER	Local specialist bodies in the field of education	Managers of general education institutions
Technical and vocational education and training	MER, line ministries, ANACEC	-	Internal quality assurance structures of TVET institutions
Higher education	MER, line ministries, ANACEC	-	Internal quality assurance structures of higher education institutions (according to national framework and ESG)

The allocation of responsibilities for quality management reflects the governance architecture established by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014. While general education includes a dedicated local governance level with explicit coordination and monitoring functions, TVET and higher education operate within a governance framework in which responsibilities are shared among the MER, the competent line ministries and ANACEC. At the institutional level, quality assurance is the responsibility of each institution's internal quality assurance structures. This governance model ensures the consistent implementation of national quality standards while supporting continuous alignment with relevant European quality assurance frameworks and principles.

Financing of the system

Funding for general education is based on the principle that funding follows the learner, thereby promoting the efficient and transparent allocation of resources. Technical vocational education and training (VET) and higher education are financed partly from the State budget, based on annual admission plans approved by the Government, and are supplemented by institutions' own revenues, externally funded projects and partnerships with the business sector.

Major reforms and modernisation trends

The reforms implemented over the past decade have strengthened the education and training system's orientation towards relevance, quality and European compatibility. The main reform priorities include:

- modernising the National Curriculum and integrating European key competences;
- expanding dual vocational education and training programmes in higher education (cycle I);
- developing and operationalising the MDQF as a tool for transparency, mobility and recognition;
- updating the qualification standards, correlated with the EQF;
- promoting the digitalisation of educational and institutional management processes;
- developing micro-qualifications and validation mechanisms for non-formal and informal learning;
- strengthening quality assurance mechanisms in line with ESG and EQAVET.

Educational Standards

State Educational Standards constitute the regulatory framework governing the quality of education and training processes across all levels of the education and training system in the Republic of Moldova. They establish the minimum mandatory requirements for the design, delivery and evaluation of education programmes, ensuring their coherence, transparency and comparability in line with the relevant European frameworks.

General education: According to Article 39 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, the state educational standards for general education constitute a set of regulatory documents defining the quality criteria and expected performance levels of the education system. They provide the basis for the development of the National Curriculum, the acquisition of learners' competences, the professional development of teaching and managerial staff, the development of educational resources, and the provision of the conditions necessary for effective teaching and learning.

The state educational standards are developed and approved by the MER and are mandatory for all public and private education institutions. They also provide the basis for the recognition and equivalence of educational qualifications and for the objective assessment of an individual's level of general education, regardless of the form or setting in which learning has taken place.

TVET education: According to Article 64 of the Education Code of the Republic of Moldova, Law No. 152/2014, the state educational standards in TVET are developed by the MER, with the participation of employers' representatives, coordinated with the relevant central public administration authorities and approved by the Government.

The module- and subject-based curricula for TVET are developed by subject-matter experts for all levels of TVET provision (secondary, post-secondary and post-secondary non-tertiary) and for each field of education and training. They are based on qualification standards and the descriptors of the MDQF, are developed in consultation with the Sectoral Committees, and are approved by the MER in cooperation with the relevant central public authorities.

Higher education: According to Article 96 of the Education Code of the Republic of Moldova, Law No. 152/2014, the state educational standards for higher education establish the general framework for the organisation and delivery of higher education study programmes, under which:

- higher education is carried out on the basis of qualification standards and accreditation standards;
- qualification standards are developed and approved by the MER;
- accreditation standards are developed by ANACEC, coordinated with the relevant ministries and approved by the Government.

Transparency and access to information

Administrative documents, regulations, curricular documents and quality reports are published on the web pages of MER, ANACEC, local specialized bodies and educational institutions, ensuring transparency, accountability and free access to information.

3.2. Structure of the education and training system

The education system of the Republic of Moldova is structured by levels and cycles, in accordance with the International Standard Classification of Education (ISCED-2011), being regulated by Article 12 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014.

The educational system supports individual learning paths, ensures equitable access to quality education, oriented towards the development of knowledge, skills and competences in accordance with the requirements of the labour market and the socio-economic development objectives of the country.

Table 3. Levels of education according to ISCED, correspondence with the MDQF and EQF, the duration of the programmes, the educational documents issued and the possibilities for progressing to the next level

ISCED 2011	Levels and cycles of education	Duration* of the completed study programme	The study document issued upon graduation from the study program	The level of education that can be accessed based on the study document	CN C	EQ F
ISCED 0 Early childhood education	Early childhood education: - ante-preschool education - preschool education	0-2 years 2-6/7 years	Document is not issued	Primary education	-	-
ISCED 1 Primary education	Primary education	3-4 years	Graduation document is not issued	Lower secondary education, cycle I: gymnasium	1	1
ISCED 2 Lower secondary education	Lower secondary education, cycle I: gymnasium	5 years	Certificate of Lower Secondary Education	- Upper secondary education, cycle II: lyceum; - Secondary technical and vocational education and training; - Post-secondary technical and vocational education and training	2	2

				- Post-secondary non-tertiary technical and vocational education and training		
ISCED 3 Upper secondary education	Upper secondary education, cycle II: lyceum	3 years	Baccalaureate Diploma	- Higher education, cycle I: Bachelor - Post-secondary technical and vocational education and training - Post-secondary non-tertiary technical and vocational education and training	4	4
	Secondary technical and vocational education and training	1-3 years	Certificate of Qualification	- Post-secondary technical and vocational education and training in specialties related to the initial training - Post-secondary non-tertiary technical and vocational education and training in specialties related to the initial training	3	3
ISCED 4 Post-secondary non-tertiary education	Post-secondary technical and vocational education and training	3-5 years or 2-3 years	Diploma of Professional Studies **	Higher education, cycle I: Bachelor in a field of study	4	4
ISCED 5 Short-cycle tertiary education	Post-secondary non-tertiary technical and vocational education and training	2-3 years or 4-5 years	Diploma of Professional Studies	Higher education, cycle I: Bachelor in a field of study	5	5
ISCED 6 Bachelor's or equivalent level	Higher education, cycle I: Bachelor or equivalent	4 years (240 credits)	Bachelor's degree	Higher education, cycle II: Master	6	6
		3 years (180 credits)	Bachelor's degree	Higher education, cycle II: Master	6	6
ISCED 7 Master's or equivalent level	Higher education, cycle II: Master or equivalent	1-2 years	Master's degree	Higher education, cycle III: Doctorate	7	7

	Higher education – integrated programmes (cycles I and II) in the fields of Medicine, Pharmacy and Dentistry	6 years	Integrated Higher Education Diploma (Bachelor and Master) – Medicine	Higher education, cycle III: Doctorate; Residency Studies	7	7
		5 years	Integrated Higher Education Diploma (Bachelor and Master) – Dentistry, Pharmacy	Higher education, cycle III: Doctorate; Residency Studies	7	7
	Higher education – integrated programmes (cycles I and II) in Veterinary medicine	6 years	Integrated Higher Education Diploma (Bachelor and Master)	Higher education, cycle III: Doctorate	7	7
	Higher education – integrated programmes (cycles I and II) in the field of Architecture	6 years	Integrated Higher Education Diploma (Bachelor and Master)	Higher education, cycle III: Doctorate	7	7
ISCED 8 Doctoral or equivalent level	Higher education, cycle III: Doctoral or equivalent	3-4 years	Doctoral degree	Postdoctoral programs	8	8
ISCED 1-7 transversal ***	Adult education: Continuing training, micro-qualifications, validation of non-formal and informal learning	3-120 credits	Certificates of professional competence, Micro-credentials, Certificate of upskilling, Certificates of requalification, Certificates of specialisation, Bachelor micro-credentials, Master micro-credentials	Access to programmes corresponding to the qualification level (horizontal or vertical mobility as required)	1-7	1-7

***Note:** The indicated duration of the study programme refers to full-time education. In the case of part-time education, the duration of the study programme is one year longer.

**** Note:** In accordance with Article 17, paragraph (6)(d) of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, the generic qualification title “**Diploma of Professional Studies**” is awarded both for qualifications corresponding to post-secondary technical vocational education and training and for qualifications corresponding to post-secondary non-tertiary technical vocational education and training.

The distinction between the two qualification types is made through the specification accompanying the diploma title and through the corresponding MDQF level assigned to the qualification itself. Thus, the following qualification titles are used within the national qualifications system:

- “[Diploma of Professional Studies](#), post-secondary technical vocational education and training”;
- “[Diploma of Professional Studies](#), post-secondary non-tertiary technical vocational education and training”.

The differentiation between these qualifications is based on the complexity of learning outcomes associated with the qualification, in terms of knowledge, skills, responsibility and autonomy. Both qualification types provide access to higher education, Cycle I, in accordance with national legislation and established access requirements. Further information regarding the characteristics and positioning of these qualification types within the education system is provided in Section 3.6 “Technical and Vocational Education and Training”.

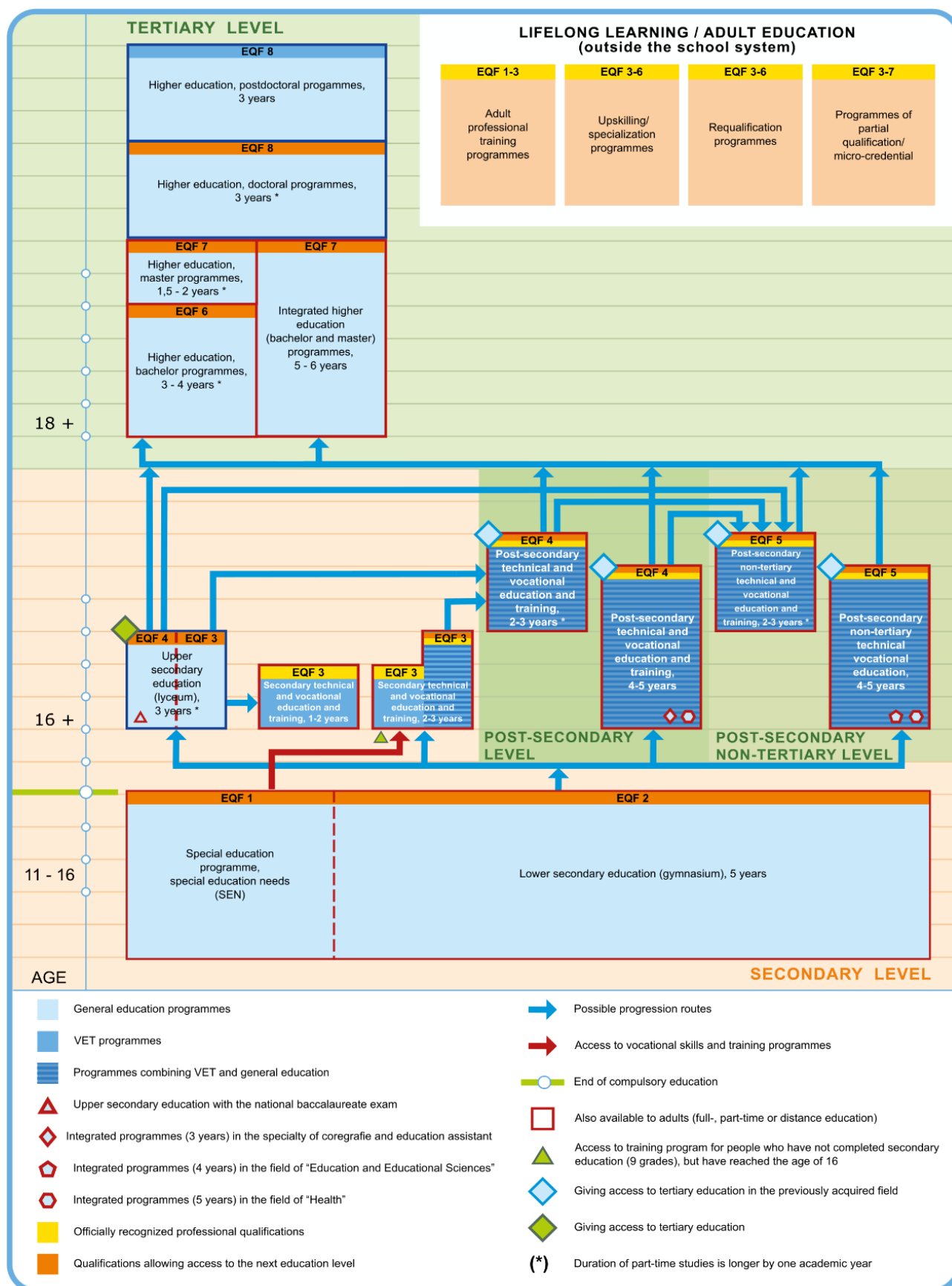
*****Note:** Currently, MDQF levels are indicated on qualification documents issued within adult education programmes corresponding to [MDQF levels 1–7](#) and on [Diploma Supplements](#) issued for higher education qualifications at MDQF levels 6, 7 and 8. In higher education, Diploma Supplements also include references to the QF-EHEA and EQF, for example: “Level 6 NQFRM/QF-EHEA/Level 6 EQF”.

The educational paths are flexible and allow for transitions between education levels and types of education, supported by the recognition and equivalence mechanisms provided by legal framework. The system is complemented by extracurricular education, artistic education, sports education and programmes for children/students with special educational needs, ensuring inclusion and equitable access.

Figure 4 complements, in a synthetic manner, the architecture of the education and training system in the Republic of Moldova, with possible paths of progress. The diagram illustrates all levels of education and highlights the mobility between them, as well as the connections between general education, technical and vocational education, higher education. The exit points from the system to the labour market and the options for returning to education are also indicated, through requalification programmes, specialisation, continuing vocational training or partial qualifications (micro-qualifications).

Through this coherent and transparent structure, linked to ISCED–MDQF–EQF, the education system ensures vertical and horizontal mobility, the relevance of qualifications and compatibility with the European Education Area. At the same time, this architecture supports the diversity of educational pathways and increases the permeability and flexibility of the system, facilitating continuous access between different levels and forms of learning.

Figure 4. Architecture of the education and training system and educational pathways



3.3. General education

In accordance with the provisions of Article 20 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, general education is structured on the following levels:

- **Early childhood education** – ante-preschool groups and preschool groups, including preparatory groups;
- **Primary education** – grades I to IV;
- **Lower secondary education** – grades V to IX;
- **Upper secondary education** – grades X to XII/XIII.

General education also includes:

- **Special education** that provides tailored programs for students with special educational needs;
- **Extracurricular education** focused on complementary training and personal development activities;
- **Educational alternatives** provided for by legislation (combined classes, adapted programmes, etc.).

General education is organised in public and private institutions that are established, reorganised and dissolved in accordance with the provisions of the Education Code of the Republic of Moldova, Law No. 152/2014, the competences of local public administration authorities, and other relevant normative acts. Accredited private institutions are an integral part of the national education system. General education institutions operate in accordance with the *Framework Regulation on the Organisation and Functioning of Primary and Secondary Education Institutions (ISCED levels 1 and 2)* ([MER Order No. 235/2016](#)), on the basis of which each institution develops its own internal regulation on organisation and functioning, approved by the Teachers' Council. General education is conducted mostly on a full-time basis, but also on a part-time/seral basis, which provides opportunities for educational reintegration and lifelong learning.

According to Article 13 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, compulsory education begins with the preparatory group in preschool education and ends with the lower secondary education. Compulsory school attendance ceases at the age of 16.

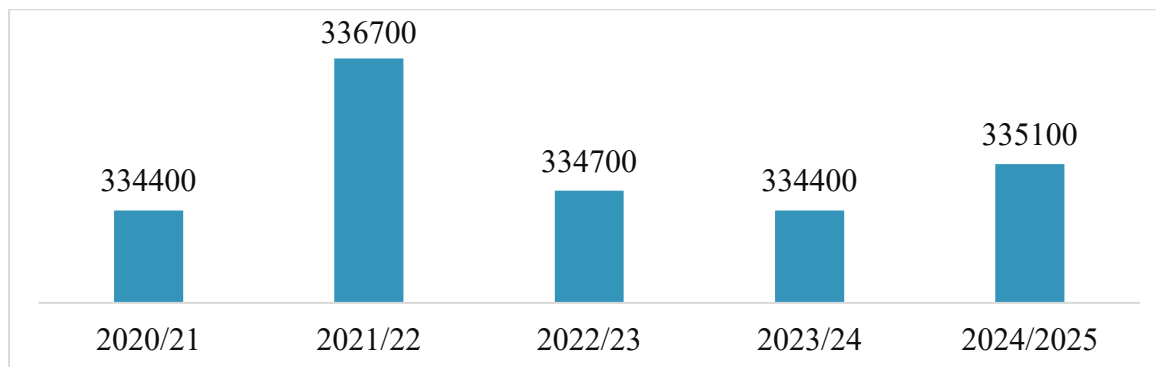
Institutional structure and distribution of pupils (2024/25): According to [NBS](#), 1185 primary and secondary schools were operating in the 2024/25 school year, with 335067 pupils and 25779 teachers. At the level of early [childhood education](#), in 2024, there were 1469 institutions, with a total of 127154 children and 12472 teachers (Table 4).

Table 4. *Institutional structure and distribution of pupils in 2024/2025*

Types of institutions	Number of institutions	Number of students
Primary schools	88	11192
Gymnasiums	752	114842
Lyceum	337	207553
Schools for children with intellectual or physical disabilities	6	523
Evening school (classes)	2	957
Total	1185	335067

Over the past five years (2020/21–2024/25), the number of pupils in primary and secondary education has varied moderately, reflecting demographic developments and population mobility (Figure 5). After a significant increase in 2021/22, followed by a steep decrease in 2022/23, the system stabilised around the threshold of 335–336 thousand pupils. The slight increase in 2024/25 suggests a trend towards recalibration of demographic flows, while maintaining a relatively steady school population.

Figure 5. *Dynamics of the number of pupils in general education (2020-2025)*



Overall, the dynamics of the number of pupils indicate a stable system, but sensitive to external factors such as migration and demographic evolution. This relative stability provides an important context for resource planning and the organisation of the school network.

The educational process is organised in accordance with the *Framework Plan for primary, lower secondary and upper secondary education*, approved annually by order of the MER ([MER Order No. 266/2025](#)). For example, the approved Framework Plan for the 2025-2026 academic year includes:

- Framework Plan for primary, lower secondary and upper secondary education;
- Calendar of the academic year 2025-2026 for primary, lower secondary and upper secondary education;
- Half-annual theses in upper secondary education, academic year 2025-2026;
- Management aspects related to the implementation of the Framework Plan for primary, lower secondary and upper secondary education for the 2025/2026 academic year;
- Calendar of outstanding dates and national and international commemoration recommended to primary and secondary education institutions (gymnasiums and lyceums), in academic year 2025-2026.

The national curriculum is developed in accordance with national educational standards and is aligned with European key competences for lifelong learning. In general education, the National Curriculum includes:

- reference framework
- the framework plan for pre-primary, primary, lower secondary and upper secondary education;
- curriculum for early childhood education
- curricula of compulsory and optional subjects for lower secondary and upper secondary education;
- school textbooks, methodological guides and other learning resources;
- programmes for national tests and examinations.

At present, general education is undergoing a comprehensive process of curriculum modernisation through the development of the *Concept for School Curriculum Development*, approved by [MER Order No. 55/2025](#) and the new *Reference Framework of the National Curriculum*, approved by [MER Order No. 1272/2025](#). These education policy documents set out the strategic direction for the development of the National Curriculum with a view to achieving the educational ideal, fostering national identity and civic awareness, promoting universal values, and supporting society's aspirations for European integration.

According to the new Reference Framework, “the learning outcomes by grade level establish the learning outcomes to be achieved during one school year and serve as the basis for the development of assessment instruments for measuring learners' attainment of the subject-specific competences” (p. 15).

The Reference Framework also describes the Graduate Profile, which functions as a regulatory instrument of the National Curriculum by providing an essential reference point for its design, implementation and evaluation. The Profile sets out the expected competence levels in accordance with learners' developmental stages. It is defined at the end of each level of education – primary, lower secondary and upper secondary – and is aligned with ISCED and the MDQF.

The assessment of learning outcomes in general education is carried out based on a regulatory framework structured across levels. Mandatory rules on the assessment and scoring of learning outcomes for all three cycles (primary, lower secondary, upper secondary) are laid down in the *Regulation on the Assessment and Grading of Learning Outcomes, Student Promotion and Completion in Primary and Secondary Education*, approved by [MER Order No. 70/2020](#) and supplemented by MER Order No.384/2021 and MER Order No. 666/2024. The Regulation defines the types and methods of assessment, the procedures for recording and grading learning outcomes, and the arrangements for assessing learning outcomes at the end of each semester, school year and level of education. It also sets out the conditions under which students progress to the next grade and are admitted to completion examinations.

To assess how different curriculum components are implemented and to support schools in improving the educational process *Methodology for the Organisation and Administration of Thematic Assessments in General Education*, approved by the [MER Order No. 1565/2024](#).

Basis for levelling general education qualifications

The levelling of general education qualifications in the Republic of Moldova within the MDQF is grounded in the educational outcomes and key competences defined in national legislation and operationalised through nationally approved curriculum learning outcomes. In line with EQF principles, general education qualifications are referenced to MDQF levels based on the complexity, depth and autonomy reflected in learning outcomes, rather than on programme duration or institutional type.

Educational outcomes and key competences as the foundation for levelling

Article 11 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, establishes the educational outcomes of the school system, defining education as the development of an integrated system of competences comprising **knowledge, skills, attitudes and values**, enabling the person to actively participate in social and economic life.

The same article defines a set of *key competences*, including:

- communication skills in Romanian, including reading, writing, and understanding messages;
- communication skills in the mother tongue and in multiple languages;

- mathematical, scientific, technological and engineering competences;
- digital competences;
- personal, social and learning-to-learn competences;
- civic, legal and environmental competences;
- entrepreneurial competences;
- cultural awareness and expression.

The list of key competences was updated in 2025 and is fully aligned with [*Council recommendation of 22 May 2018 on Key Competences for Lifelong Learning 2018/C 189/01*](#). These competences define the graduates' profile at different stages of general education and constitute the conceptual basis for the formulation of learning outcomes, which are subsequently used for levelling qualifications within the MDQF.

In this context, *key competences are understood as integrated constructs combining knowledge, skills, attitudes and values*, while *learning outcomes represent their measurable and assessable expression*, describing what learners know, understand and are able to do. Thus, competences are operationalised and made visible through learning outcomes, in line with the EQF approach.

Learning outcomes framework and progression across education stages

The educational outcomes and key competences set out in the Education Code of the Republic of Moldova, Law No. 152/2014, are operationalised through the *National Curriculum Framework*, approved by [*MER Order No. 1272/2025*](#), which defines expected learning outcomes for each stage of general education.

- **Primary education** learning outcomes (Annex 2) focus on:
 - fundamental cognitive skills and positive attitudes towards learning;
 - personal, linguistic, cultural and civic identity;
 - personal, emotional and social development;
 - critical and creative thinking;
 - autonomy, responsibility and healthy lifestyle.

These learning outcomes reflect the development of basic knowledge, elementary skills and learning under guidance, corresponding to the initial formation of key competences and supporting the referencing of primary education to MDQF level 1.

- **Lower secondary education** learning outcomes (Annex 3) emphasise:
 - Consolidated cognitive competences and positive attitudes towards learning;
 - communication competences and personal, emotional and social competences;
 - autonomy, a healthy lifestyle and personal responsibility.

At this stage, key competences are developed at a functional level and are expressed through learning outcomes describing basic factual knowledge, the application of cognitive and practical skills, and work or study under guidance with a degree of autonomy. The increased complexity of knowledge, broader skill application and greater learner independence justify the referencing of lower secondary education to MDQF level 2.

- **Upper secondary education** learning outcomes (Annex 4) focus on:

- advanced cognitive and academic competences;
- refined communication competences;
- socio-emotional competences, civic attitudes and ethical values;
- development of a global mindset.

At this level, key competences are developed with increased depth and orientation towards further study and are reflected through learning outcomes describing factual and theoretical knowledge, a broad range of cognitive and practical skills, responsibility for task completion, and the ability to adapt behaviour to different contexts. These outcomes reflect analytical thinking, problem-solving capacity, independent learning and the ability to apply knowledge in varied contexts, supporting the referencing of the Baccalaureate qualification to MDQF level 4.

Methodological alignment with MDQF and EQF descriptors

The learning outcomes defined for each stage of general education are systematically compared with the MDQF level descriptors, which mirror the EQF descriptors in terms of:

- scope and depth of knowledge;
- complexity of skills;
- degree of responsibility and autonomy.

The progression of key competences across educational levels is operationalised through learning outcomes that demonstrate the development of knowledge, skills, and responsibility and autonomy. This learning outcomes-based approach ensures conceptual coherence with the EQF descriptors and provides a sound methodological basis for the levelling of general education qualifications within the Moldovan Qualifications Framework (MDQF).

Quality assurance and consistency of levelling

General education qualifications are based on nationally approved curricula, clearly defined learning outcomes and standardised final assessments. These mechanisms ensure system-wide coherence in the achievement and assessment of learning outcomes and provide a sound basis for confidence in the levelling process. Consequently, they contribute to the credibility and transparency of general education qualifications within the MDQF.

By adopting a learning outcomes- and key competences-based approach to levelling, the Republic of Moldova ensures that general education qualifications:

- are fully aligned with EQF principles;
- support parity of esteem with other qualification types;
- enable transparency, comparability and learner progression within national and European contexts.

3.3.1. Early childhood education

Early childhood education, as an integral part of general education, has as its primary objective the holistic development of the child and preparation for participation in school education. It aims to develop foundational capacities, stimulate curiosity, foster cognitive, socio-emotional, motor and communication

skills, and strengthen personal autonomy (Article 23 (1) of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014).

Early childhood education includes two cycles:

- **ante-preschool education** – for children aged 0 until reaching the age of 2 years;
- **preschool education** – for children aged 2 to 6 (7) years, including preparatory groups.

Early childhood education is carried out in kindergartens, community centres of early childhood education or other institutions that provide services in accordance with state educational standards.

It can also be organised in residential institutions for orphans or children left without parental care, in sanatoriums for children with chronic diseases, in special educational institutions, in prisons and in medical institutions.

Ante-preschool education can be carried out in the family that can benefit from financial support from the national public budget according to the legislation in force. At the request of parents, local public administration authorities can organize ante-preschool education with funding from local budgets.

Preschool education is accessible, upon request, to all children residing within the respective school district and is provided on a compulsory basis and without entrance examinations or selection procedures. The State covers the costs of preschool education and care services in public institutions for all children, including children with special educational needs.

Early childhood education institutions operate in accordance with the *Framework Regulation on Early Childhood Education Institutions*, approved by [MER Order No. 254/2017](#). The Regulation establishes the organisational structure, the types of daily programmes (standard, reduced or extended schedule) and the operating conditions and is mandatory for all early childhood education institutions providing ante-preschool and preschool education, irrespective of their ownership status, as well as for other institutions providing early childhood education services.

The educational process is organised in accordance with the following normative and methodological framework:

- National Curriculum Reference Framework, [MER Order No. 1272/2025](#);
- Reference Framework for Early Childhood Education (CRET), [MER Order No. 1847/2025](#);
- Framework Plan for Preschool Education, approved annually, [MER Order No. 1164/2025](#);
- Early Childhood Education Curriculum (CET), [MER Order No. 1699/2018](#);
- Standards for the Learning and Development of the Child from Birth to 7 Years (SCIDC), [MER Order No. 1592/2018](#);
- Methodology for Monitoring and Evaluating the Development of the Child from 1.5 to 7 Years, [MER Order No. 1939/2018](#).

Early childhood education constitutes a fundamental component of lifelong learning and is widely recognised as a key factor in promoting equity in education, preventing early school leaving, and supporting children's successful transition to primary education.

3.3.2. Primary education

Primary education aims to develop the key competences that provide the foundation for lifelong learning, as well as to support the harmonious development of the learner's personality. It ensures the acquisition of fundamental knowledge and skills in the areas of language and communication, mathematics and science,

arts education, physical education, and personal development, thereby preparing learners for lower secondary education.

Specifics of learning outcomes	Primary education involves the development of key competences at an elementary level, with an emphasis on fundamental learning acquisitions, including basic general knowledge, basic skills required to carry out simple tasks, and learning under direct supervision in a well-structured context. National Curriculum Reference Framework (MER Order No. 1272/2025). The learning outcomes of primary education are presented in Annex 2.
Access and duration of studies	Primary education is organised for children aged 6–7 and has a duration of four years (Grades 1–4). School attendance becomes compulsory upon reaching the age of seven. At the request of parents and in accordance with the regulations of the MER, children who reach the age of six before the beginning of the school year may also be admitted. The conditions and procedures for the enrolment of children in Grade 1 in public and private educational institutions in the Republic of Moldova are regulated by the Methodology for the Enrolment of Children in Grade 1, approved by MER Order No. 1951/2024, which aims to ensure equal access to education for every child.
Organisation of studies	Primary education takes place in public or private general education institutions, established in accordance with the legislation in force, and is organised as a full-time education, as a rule, during the first half of the day. For pupils with learning difficulties caused by disabilities, primary education can be organised as distance learning, home-based learning.
General Curriculum Features	The National Curriculum for Primary Education, an integral part of the National Curriculum, constitutes a coherent system of concepts, processes, learning outcomes and educational products (MER Order No. 1124/2018). Its core component is the system of learning outcomes formulated in terms of competences, which defines the expected results of learning and guides the selection of content, teaching strategies and assessment approaches. The curriculum promotes a learner-centred and active learning approach, contributing to the development of the child as a free and creative individual. It aims to develop the competences required for progression to lower secondary education, with particular emphasis on literacy, basic numeracy, logical thinking, artistic expression, the adoption of a healthy lifestyle and responsible behaviour.
Assessment and certification	Assessment in primary education is formative and based on criteria and descriptors, constituting a system for the continuous and differentiated improvement of teaching, learning and assessment, without the use of numerical grades. The assessment process is governed by the Methodology on Criteria-Based Assessment through Descriptors in Primary Education (Grades 1–4), approved by the MER Order No. 1468/2019, which stipulates that assessment criteria define the essential qualities of learning processes and outcomes, while descriptors are qualitative indicators that describe the

	manifestation of competences and enable the assessment of achievement levels (minimum, intermediate and advanced), At the end of Grade 4, learners undertake a national assessment of the learning outcomes acquired in primary education, regulated by the Methodology for the Organisation and Conduct of National Assessment in Primary Education, approved by the MEC Order No. 1572/2018. Primary education does not lead to the award of a formal nationally recognised certification document. Successful completion of this level automatically entitles learners to progress to lower secondary education
Role in the educational path and relationship with the MDQF	Primary education is the foundation of basic education and prepares students for the further requirements of the school pathway. In the Republic of Moldova, primary education does not lead to a certified qualification, the acquired acquisitions being considered pre-qualifications. However, the completion of the primary cycle (grades I to IV) relates to MDQF level 1 (Government Decision No. 330/2023), since primary education serves as a preparatory stage for the integration of pupils into the logic of learning outcomes and the continuation of the educational path.

3.3.3. Lower secondary education / gymnasium

Lower secondary education constitutes the compulsory foundation level of general education and aims to develop free and creative individuals by ensuring the development of learners' competences, while also providing guidance and counselling to support them in identifying the most appropriate individual pathway towards upper secondary education, secondary vocational education and training, or post-secondary vocational education and training.

Specifics of learning outcomes	Lower secondary education focuses on developing key competences at a functional level, with an emphasis on consolidating fundamental learning, observation, and orientation skills. These competences are expressed through learning outcomes structured in terms of knowledge, skills, and responsibility/autonomy: - Knowledge: Learners demonstrate basic factual knowledge across fields of study, supporting understanding of essential concepts and everyday contexts. - Skills: Learners use basic cognitive and practical skills to apply relevant information in order to carry out tasks and solve problems, following simple rules and using appropriate tools. Responsibility and autonomy: Learners work or study under guidance, while demonstrating a degree of autonomy in completing tasks and responding to familiar situations. <i>National Curriculum Reference Framework</i> (MER Order No. 1272/2025) The learning outcomes of secondary education are presented in Annex 3.
Access and duration of studies	Lower secondary education is organised for graduates of primary education and has a duration of five years (Grades 5–9). Enrolment is compulsory and takes place without entrance examinations for learners residing within the respective school catchment area.

Organisation of studies	Lower secondary education is carried out in public or private general educational institutions, established according to the legislation in force and is organized as full-time education. For students with learning difficulties due to disabilities, lower secondary education can be organised as distance learning, home-based learning.
General Curriculum Features	The lower secondary curriculum builds on the system of competences developed in primary education by further strengthening critical thinking, problem-solving capacities, social skills, and the development of ethical and civic attitudes. In this way, learners are prepared for the transition to the next level of education and guided towards educational pathways that correspond to their interests and potential. The curricula for lower secondary subjects, approved by the MER, together with textbooks, methodological guidelines and digital educational resources, form part of the set of curriculum documents and constitute a central component of the National Curriculum. They include learning outcomes formulated progressively for each grade, which also serve as reference points for final assessment. The competence framework for lower secondary education comprises: - Key/transversal competences, which have a general formative, interdisciplinary and transdisciplinary role and are aligned with national and European education policies; - Subject-specific competences, progressively developed throughout lower secondary education and operationalised through relevant content and learning activities. The curriculum provides teachers with clear guidance for organising the teaching, learning and assessment process, while also ensuring the flexibility needed to adapt learning activities and educational outputs to learners' individual characteristics and the resources available.
Assessment and certification	The assessment of learning outcomes aims to measure learners' level of development and competences against the State Educational Standards. In accordance with the Regulation on the Assessment and Grading of Learning Outcomes, Promotion and Completion in Primary and Secondary Education (MER Order No. 2290/2025), the assessment of learning outcomes is carried out on a regular basis throughout the semesters or, in special cases, during school holidays. Each semester includes formative and summative assessment activities conducted in accordance with the learning units planned in the long-term teaching plan for each school subject, with the purpose of determining the level of competence development achieved by learners. In lower secondary education, the assessment of learning outcomes is based on a grading scale from 10 to 1 and, where applicable, on the qualifications "very good", "good", "satisfactory" and "pass", according to the descriptors approved by the MER. At the end of Grade 9, national lower secondary completion examinations are organised for all learners in accordance with the Regulation on National Lower Secondary

	Completion Examinations (MER Order No. 48/2018). Assessment is conducted through four examination subjects, one of which is specific to learners belonging to national minorities. Upon successful completion of the examinations, learners are awarded the Certificate of Lower Secondary Education .
Educational Routes and Relationship with the MDQF	Completion of lower secondary education is attested by the Certificate of Lower Secondary Education , which confirms the acquisition of basic skills and provides access to upper secondary education, secondary vocational education and training, post-secondary technical and vocational education and training or post-secondary non-tertiary technical and vocational education and training. However, the certificate does not constitute a professional qualification, as it does not confer the right to pursue an occupation and does not attest to skills specific to a profession. Therefore, in the NQF, the completion of lower secondary education is aligned with level 2 , corresponding to fundamental general attainments, comparable with the EQF level 2 descriptors.

3.3.4. Upper secondary education / lyceum

Upper secondary general education ensures the development of the competences defined by the National Curriculum and supports learners in choosing their individual educational or professional pathways towards higher education or post-secondary non-tertiary vocational education and training, in accordance with their potential, aptitudes and achievements.

Specifics of learning outcomes	In upper secondary education, the development of key competences is operationalised through clearly defined learning outcomes, expressed in terms of knowledge, skills, and responsibility/autonomy. Key competences are transposed into learning outcomes as follows: - Knowledge: Learners demonstrate factual and theoretical knowledge of concepts, principles, and processes within a field of study, forming the foundation for informed understanding and application. - Skills: Learners apply a range of cognitive and practical skills to complete tasks and solve problems by selecting and using appropriate methods, tools, materials, and information. - Responsibility and autonomy: Learners take responsibility for completing tasks and demonstrate the ability to adapt their behaviour to different contexts, showing initiative and independence in problem-solving. <i>National Curriculum Reference Framework, MER Order No. 1272/2025.</i> The learning outcomes of upper secondary/lyceum education are presented in Annex 4.
Access and duration of studies	Upper secondary general education is accessible to graduates of lower secondary education as well as to graduates of secondary vocational education and training. The programme is organised as full-time education with a duration of three years (Grades 10–12), while part-time education has a duration of four years (Grades 10–13). Part-time upper secondary education is intended for graduates of lower secondary education and secondary vocational education and training who are employed or have reached

	the age of 20, under the conditions established by the Ministry of Education and Research. Access to upper secondary general education is based on a competitive admission process, in accordance with the Methodology for the Admission of Learners to Upper Secondary Education (MER Order No.190/2024), which regulates the enrolment process in upper secondary programmes offered by public and private educational institutions.
Organisation of studies	Upper secondary general education is provided by authorised public and private institutions and is organised through the following pathways: - Theoretical pathway, comprising the humanities and science profiles, as well as the general profile; - Vocational pathway, comprising the arts, sports, theological and military profiles.* For learners with disabilities or those in special circumstances (e.g. in penitentiary or medical institutions), upper secondary general education may be organised through distance learning or home-based education arrangements.
General Curriculum Features	The curriculum for upper secondary education aims to further develop key competences, strengthen critical thinking and guide learners towards different areas of specialisation. It places particular emphasis on building a solid foundation for learners' intellectual and professional development, regardless of the educational or occupational pathways they choose to pursue subsequently. The subject curricula for grades 10–12 are essential pedagogical and normative documents that define the learning conditions and expected learning outcomes in upper secondary education, structured around competences, content, learning activities and assessment approaches. They form an integral part of the National Curriculum and are intended for teachers delivering upper secondary subjects. The curriculum for upper secondary education builds on the lower secondary curriculum and aims to develop and consolidate the competences required both for access to higher education and for the development of autonomous individuals capable of responding effectively to the challenges of life and professional activity.
Assessment and certification	Similar to lower secondary education, the assessment of learning outcomes in upper secondary education is based on a grading scale from 10 to 1 and, where applicable, on the qualifications "very good", "good", "satisfactory" and "pass", in accordance with the Regulation on the Assessment and Grading of Learning Outcomes, Promotion and Completion in Primary and Secondary Education. Upper secondary studies conclude with the National Baccalaureate Examination, organised by the MER in accordance with the Regulation on the National Baccalaureate Examination, approved by MER Order No. 47/2018. Successful completion of the examination leads to the award of the Baccalaureate Diploma, in the event of failure to pass, the Lyceum Leaving Certificate is issued.

Educational Routes and Relationship with the MDQF	Upper secondary education represents the highest level of general education and provides access to diverse educational pathways, including higher education, post-secondary non-tertiary vocational education and training programmes, and continuing vocational education and training. Within the Moldovan Qualifications Framework (MDQF), successful completion of upper secondary education is referenced to Level 4. In relation to the EQF, the Baccalaureate Diploma is also functionally aligned to Level 4, as it serves as an access qualification for higher education. It is important to note that the Baccalaureate Diploma does not constitute a professional qualification in itself, but rather a certificate attesting the acquisition of general competences required for access to higher levels of education pathways. The Lyceum Leaving Certificate is referenced to MDQF Level 3 and provides access to secondary or post-secondary vocational education and training programmes.
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* Further details on the vocational pathway are provided in Subsections 3.8 and 3.9.

3.4. Inclusive education and special education

Education for children and learners with special educational needs (SEN) is an integral part of the national education system and aims to ensure their education, rehabilitation and/or recovery, as well as their educational, social and professional inclusion. It is intended for persons with learning, communication and interaction difficulties, as well as those with sensory, physical, emotional, behavioural or social impairments. These provisions are set out in Article 32 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014).

Integration into the education system	The State ensures the integration of children and students with special educational needs (SEN) into the general education system by enrolling them in mainstream classes or in special classes/groups, based on an individualised assessment carried out by the competent structures in accordance with the methodologies approved by the Ministry of Education and Research (Article 33, paragraphs 2 and 3 of the Education Code of the Republic of Moldova, Law No. 152/2014). Persons with special educational needs (SEN) have the right to enrol in vocational education and training (VET), depending on their potential and capacity to participate in the education and training process. Their admission is based on a competitive selection process and is carried out in accordance with the Regulation on the Organisation and Conduct of Admission to TVET Programmes, approved by MER Order No. 648/2022. The enrolment of persons with special educational needs (SEN) in vocational education and training (VET) programmes is carried out for occupations, professions or specialisations that correspond to their potential and capacity to participate and that do not pose risks to their health, safety or life. Medical contraindications or the inability to perform activities under working conditions involving occupational risk factors may constitute grounds for non-admission to a particular occupation, profession or specialisation.
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Organisation of studies	Education for children and pupils with SEN is provided free of charge and is organised in the following settings (Article 33(1) of the Education Code of the Republic of Moldova, Law No. 152/2014): - general education institutions, - special education institutions, - home-based training. General and special education institutions may organise highly specialised services such as Inclusive Education Units or other services intended for children with severe disabilities (Article 33(4¹)). These institutions employ support teachers qualified to facilitate the inclusion of learners with SEN (Article 33(7)). Teaching staff involved in inclusive education are required to hold qualifications in special psychopedagogy and benefit from specific professional development (Article 34(4)). In both general education and VET, the educational process for learners with SEN is individualised and adapted to their needs. This is ensured through reasonable accommodations of the learning environment, curriculum, and teaching-learning-assessment modalities. Individualisation is provided through appropriate pedagogical supports and, where necessary, through assistance offered by support teachers, psychologists or other specialists. For each learner with SEN, an Individualised Education Plan (PEI) is developed with the aim of guiding the achievement of learning outcomes in accordance with the learner's potential and capacity for participation.
General Curriculum Features	The educational process for children with SEN is carried out in accordance with the National Curriculum, the Framework Plan for Education, and the Individualized Education Plan (PEI), which is developed based on the recommendations of the Psychopedagogical Assistance Service (Article 34(3) of the Education Code of the Republic of Moldova, Law No. 152/2014). The vocational training of persons with SEN is conducted, in accordance with the Nomenclature of professional training fields and trades/professions and the Nomenclature of professional training fields, specialities and qualifications, in vocational classes within special education institutions and within the system of technical vocational education and training (Education Code, Article 60, paragraph 6). The individualization of the educational process for learners with special educational needs is achieved through curriculum adaptations in two directions: - Curriculum adaptations – adjustments to teaching-learning-assessment strategies; - Curriculum modifications - adjustments to learning outcomes, content, and/or strategies.

	Curriculum adaptations are determined by consensus of the PEI team and are recorded in the Individualized Education Plan.
Assessment and certification	In general education, the assessment of learners with SEN is based on the same curricular standards as for other learners; however, the reasonable accommodations specified in the Individualized Educational Plan are applied. The assessment results are recorded in the Certificate of Lower Secondary Education with the note “PEI - Individualized Educational Plan” and with an indication of the type of curriculum: CG – general curriculum, CM – modified curriculum (MER Order No. 484/2021, Anex 2). In initial VET, the assessment of learners with SEN is aligned with their individual particularities and with the curriculum they have followed. To ensure appropriate conditions for taking assessment and qualification examinations, institutions approve specific procedures that provide for the development or adaptation of exams according to the learner’s needs and the objectives set out in the Individualized Educational Plan. The Methodological Guidelines on Inclusive Education in VET, approved by the MER Order No. 1486/2019, stipulate that persons with SEN who have completed a VET programme based on a <i>modified curriculum</i> and have successfully completed the assessment and qualification examinations are awarded a <i>Certificate of Qualification</i> or a <i>Diploma of Professional Studies</i> bearing the mention “Partial Qualification”. The qualification document is accompanied by a Descriptive Supplement and an extract from the Individualised Education Plan (IEP), which, where applicable, includes relevant information on the learner’s educational pathway that may support employment and the exercise of the future occupation, profession or specialisation. Therefore, the system ensures equity in access to qualifications, even where the learning and assessment processes are adapted to individual needs.
Educational Routes and Relationship with the MDQF	For learners with special educational needs (SEN), VET institutions identify employment opportunities and support their transition to the labour market. Activities related to this transition are incorporated into the Individualised Education Plan (IEP) for the final year of study and are aimed at preparing learners for labour market integration. To this end, VET institutions conclude cooperation agreements with the National Employment Agency and potential employers, while the transition IEP is developed with the participation of all relevant stakeholders.

A new Methodology for assessing the development of the child/pupil in general and TVET institutions ([MER Order No. 555/2025](#)) is currently being developed and piloted. The purpose of the evaluation process, as defined by the Methodology, is to guide educational decision-making and action, and to determine the optimal educational services based on the specific needs of the child/pupil with special educational needs.

3.5. Out-of-school education

Out-of-school education (extracurricular) complements and enriches the educational process delivered in formal education institutions through activities that contribute to the development of the cognitive, emotional and practical potential of children and young people, while responding to their interests and preferences for

the use of leisure time. It provides additional opportunities for information, learning, communication, personal development, social inclusion and self-realisation.

Access to extracurricular education	Access to the activities offered by public out-of-school education institutions, according to the Nomenclature of Free Educational Services approved by the Government, is free for all applicants aged between 5 and 21, on equal and non-discriminatory terms.
Organisation of studies	Participation in out-of-school education is voluntary and is provided through specialised public and private institutions (such as children's creativity centres, arts schools, sports schools, recreational camps and sports centres for the training of national teams), as well as through general education institutions, in accordance with the interests and preferences of children and young people. Activities are organised on an individual or group basis under the guidance of teachers with relevant qualifications and in cooperation with families, socio-cultural institutions, children's and youth organisations, and the media. Out-of-school education institutions operate in accordance with the Framework Regulation on the Organisation and Functioning of Out-of-School Education Institutions, approved by MER Order No. 60/2025, as well as their own regulations, coordinated with local authorities.
General Curriculum Features	The curriculum of extracurricular education is centered on the holistic development of students, stimulating cognitive, emotional, social and practical skills in a flexible, creative and adaptable setting. It complements formal education by giving students the opportunity to express themselves, learn from experiences and build skills essential for their future personal and professional lives.
Assessment and certification	Assessment in out-of-school education is flexible, adaptable and focused on the holistic development of learners. Although it is not based on examinations or numerical grading, it relies on continuous feedback, projects, portfolios and various forms of certification (such as certificates of participation, certificates of merit, and attestations of sport or artistic achievement) to recognise and document individual competences and talents.
Educational Routes and Relationship with the MDQF	Out-of-school education activities do not lead to the award of professional qualifications recognised within the Moldovan Qualifications Framework (MDQF); rather, they fulfil a complementary and developmental function. Although the certificates and attestations issued are not regarded as qualifications within the meaning of the MDQF/EQF, they may provide valuable recognition of learners' achievements and contribute to the development of a broader portfolio of skills and competences that can support their future educational and professional pathways.

Extracurricular education is a flexible space for **non-formal and informal training** that supports personal development and preparation for life. From a MDQF perspective, extracurricular activities can contribute to the accumulation of learning outcomes with educational and social value, but these are not recognised as qualification levels.

3.6. Technical and vocational education and training (TVET)

Vocational education and training (VET) is an integral part of the national education system that provides education and training for future skilled workers, master craftsmen and technicians in various economic and social sectors, ensuring the development of the competences required for successful integration into the labour market.

The general organisation of TVET is governed by [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and the Framework Regulation for the organisation and functioning of vocational education and training institutions, approved by the [MER Order No. 824/2024](#).

VET system trains skilled workers, foremen and technicians according to the MDQF and the nomenclatures approved by the Government:

- Nomenclature of fields of vocational training and trades/professions, approved by the [Government Decision No. 294/2024](#);
- Nomenclature of fields of vocational training, specialities and qualifications for post-secondary and post-secondary non-tertiary technical and vocational education and training, approved by the [Government Decision No. 293/2024](#).

Key indicators of the TVET system: institutions and student population

Vocational education and training (VET) is provided by vocational schools, colleges and centres of excellence, both public and private, which are authorised or accredited and operate in partnership with enterprises and sectoral organisations. VET is also provided in residential institutions for orphans and children deprived of parental care, in special education institutions, and in penitentiary and medical institutions that have been granted provisional authorisation or accreditation.

According to statistical data provided by [NBS](#), in the 2024/25 academic year, the TVET system comprised 81 public and private TVET institutions, enrolling approximately 47,788 learners. This reflects a broad education and training system designed to prepare a diverse range of skilled workers and specialists for different sectors of the economy.

Table 5. *TVET institutions and students*

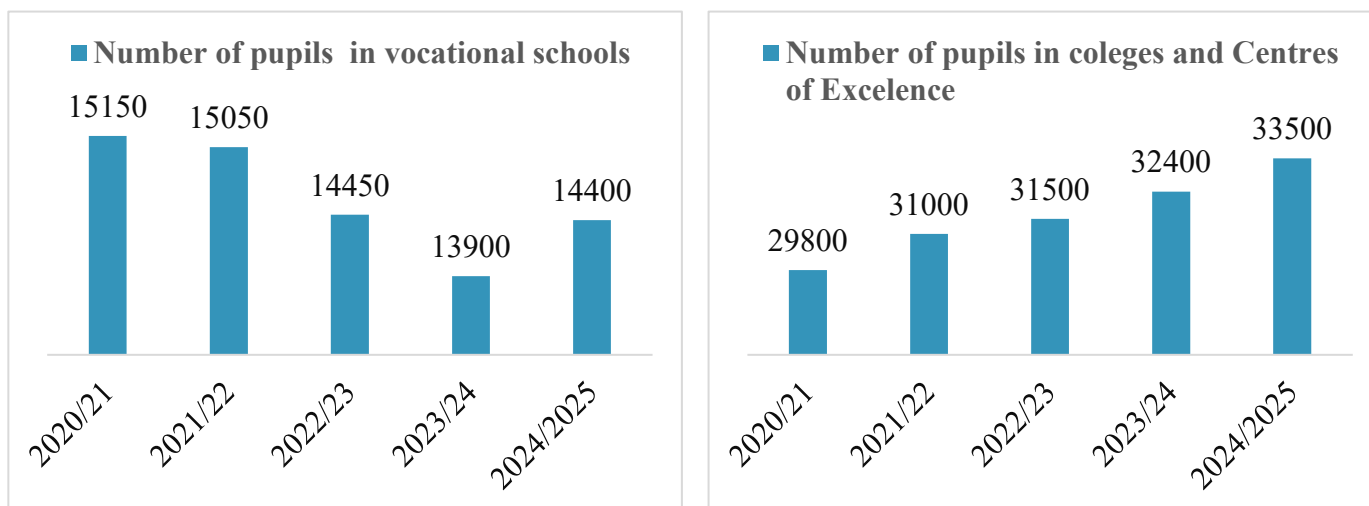
Types of TVET institutions	Number of TVET institutions, public/private	Number of pupils in TVET institutions
Vocational schools	32 /0	14485
Colleges	29/6	33303
Centres of Excellence	12/2	
Total	81	47788

To complement this overview, it is useful to illustrate the dynamics of the number of pupils in TVET over the last five years, both at secondary and post-secondary level (Figure 6). Data show that in Secondary technical and vocational education and training, the number of pupils showed a steady decrease between 2020/21 and 2023/24, with a minimum in 2023/24, followed by a moderate recovery in 2024/25. By contrast,

post-secondary TVET programmes continued to grow throughout the period under review, indicating a growing interest of young people in higher-level qualifications.

Taken as a whole, these developments suggest a gradual shift of pupils towards post-secondary levels and underline the importance of strengthening educational pathways and progression mechanisms within the MDQF.

Figure 6. *Dynamics of the number of students in TVET (2020-2025)*



TVET programmes

TVET institutions provide programmes of initial and continuous professional training of qualified workers, masters, technicians, and other categories of specialists, in line with the MDQF, the Nomenclature of professional training fields and of trades/professions, the Nomenclature of professional training fields, specialties and qualifications.

Training programmes are of three types:

- Secondary technical and vocational education and training programmes (ISCED 3)
- Post-secondary technical and vocational education and training programmes (ISCED 4)
- Post-secondary non-tertiary technical and vocational education and training programmes (ISCED 5)

TVET is organised in two main forms:

- Traditional education (school-based), carried out in TVET institutions through theoretical and practical training in workshops, laboratories or partner business companies.
- Dual education organised in direct partnership between TVET institutions and economic operators. The training takes place both in the educational institution and at the workplace. Students are at the same time employees of the economic operator and receive direct practical training in production.

Currently, the TVET system offers 173 programmes, of which 73 are at secondary TVET level, 93 at post-secondary level and 7 at post-secondary non-tertiary technical and vocational education and training (MER 2025 data). Admission to educational institutions is allowed only for externally evaluated and accredited programs.

Table 6. Conditions of access and duration of study programmes

ISCED - 2011 level	Access conditions	Programme description	Duration, study credits
ISCED 3: Secondary technical and vocational education and training programmes:	Certificate of Lower Secondary Education / equivalent study documents Competition-based access	Combined programme for the development of professional competences in related trades and general education (part of upper secondary education)	3 years
	Certificate of Lower Secondary Education/ equivalent study documents	Technical and vocational training programme	2 years*
	Lyceum Leaving Certificate/ Attestation of general secondary education/ equivalent study documents Competition-based access	Technical and vocational training programme, depending on the complexity of the trade	1 - 2 years
ISCED 4: Post-secondary technical and vocational education and training programmes:	Certificate of Lower Secondary Education/ equivalent study documents Competition-based access	Integrated general education programme (part of upper secondary education) and technical and vocational skills training programme	4 years: 120 study credits
	Certificate of Lower Secondary Education/ equivalent study documents Competition-based access	Integrated general education programme (part of upper secondary education) and technical and vocational skills training programme (in Medicine, Pharmacy profiles)	5 years: 180 study credits
	Certificate of Lower Secondary Education/ equivalent study documents Competition-based access	Integrated general education programme (part of upper secondary education) and technical and vocational skills training programme (educator's assistant, choreography)	3 years: 90/60 study credits
	Lyceum Leaving Certificate/ Attestation of general secondary education/ equivalent study documents Competition-based access	Technical and vocational skills training programme, part-time	3 years: 120 study credits
	Certificate of qualification Competition-based access	Technical and vocational skills training programme in specialties related to the initial trade	2 years/ 3 years: 120 study credits

ISCED 5: Post-secondary nontertiary technical and vocational education and training programmes:	Lyceum Leaving Certificate/ Attestation of general secondary education/equivalent study documents Competition-based access	Technical and vocational skills training programme, full time	2 years: 120 study credits
	Lyceum Leaving Certificate/ Attestation of general secondary education/equivalent study documents Competition-based access Attestation of general education/equivalent study document	Technical and vocational skills training programme in medicine and pharmacy, full-time	3 years: 180 study credits
	Certificate of Lower Secondary Education/ equivalent study documents Competition-based access	Integrated general education programme (part of upper secondary education) and technical and vocational skills training programme (in the field of education Pedagogy and Education Sciences)	4 years: 120 study credits
	Certificate of Lower Secondary Education /equivalent study documents Competition-based access	Integrated general education programme (part of upper secondary education) and technical and vocational skills training programme (in the field of Health)	5 years: 180 study credits
	Baccalaureate diploma/ Diploma of professional studies, equivalent study document	Technical and vocational skills training programme	2–3 years: 120/180 study credits

* Within two-year secondary TVET programmes leading to a single qualification, student cohorts may also include individuals who have not completed lower secondary education (nine grades) but have reached the age of 16, subject to approval by the MEC.

Specific features of ISCED 4 and ISCED 5 programmes accessible after lower secondary education

In the Republic of Moldova, certain programmes classified at ISCED levels 4 and 5 are accessible based on lower secondary education. This structure represents a national particularity and requires clarification in the referencing report, in line with the EQF Advisory Group's recommendations on the transparency of qualification frameworks.

ISCED logic and classification of multi-level programmes in the Moldovan context

According to ISCED 2011, section “*Programmes spanning ISCED levels*” (paragraph 173), programmes that integrate two or more ISCED levels within a single continuous educational pathway are to be classified at the highest level, provided that their final outcomes and overall complexity exceed the requirements of the preceding levels. This provision explicitly allows for integrated programme structures and clarifies that classification is not determined by entry requirements or intermediate stages.

This principle is directly applicable to the Republic of Moldova, where certain programmes are designed as integrated pathways combining sequences corresponding to ISCED levels 3 and 4 and, in some cases, level 5. Their classification at ISCED levels 4 or 5 is therefore a direct application of these rules, as the final qualification reflects a level of complexity and responsibility beyond that of the preceding stages.

Within the national system, the allocation of programmes to ISCED levels follows a qualifications-based approach that considers the overall profile, complexity and professional scope of the final qualification. This approach is consistent with the ISCED methodology, which classifies educational programmes according to their educational content and complexity, their position within the education system, and the qualification to which they lead, without using institutional criteria to determine the ISCED level.

As a result, TVET institutions in Moldova may deliver programmes corresponding to both ISCED level 4 and ISCED level 5. This does not represent a deviation from international practice, but reflects the organisation of the national system, where the TVET sector encompasses a broader range of qualification levels, including those with characteristics comparable to short-cycle tertiary education.

Accordingly, the association of post-secondary TVET programmes with ISCED levels 4 and 5 reflects substantive differences in qualification profiles, levels of professional responsibility and progression opportunities. The distinction between these levels is therefore grounded in the characteristics of the qualifications themselves, rather than in institutional boundaries or entry routes.

Overall, this approach ensures a transparent, coherent and ISCED-compliant classification of programmes, while accurately reflecting the structural and functional specificities of the Moldovan education and training system.

Structure of integrated programmes of ISCED 4 and ISCED 5, accessible based on certificates of lower secondary education (gymnasium)

Both ISCED 4 and ISCED 5 programmes accessible after completion of lower secondary education are *integrated programmes* designed to progressively cover several ISCED levels within a single curricular structure. These programmes typically include:

- an initial stage with learning outcomes equivalent to ISCED level 3/ MDQF 3 level,
- an intermediate step corresponding to ISCED 4 / MDQF 4 level,
- and in the case of ISCED 5 programmes, an additional advanced component leading to learning outcomes of ISCED 5 / MDQF 5 level.

The classification of programmes under ISCED level 4 or ISCED level 5 is determined solely by the level of learning outcomes achieved upon completion, not by the level of access. Accordingly:

- ISCED 4 programmes are completed upon the achievement of level 4 learning outcomes;
- ISCED 5 programmes continue with an advanced stage of training, which justifies their classification at level 5 through the complexity of the learning outcomes required for obtaining the qualification.

This structure reflects both the historical model of TVET (with vocational pathways starting after lower secondary education) and labour market needs, as well as the structure of the MDQF and the legislative flexibility that allows for integrated learning pathways.

Duration and volumes of credits of ISCED 5 programmes (120–180 credits)

In the Republic of Moldova, ISCED 5 programs accessible after lower secondary programs (gymnasium) have two durations:

- 4 years (2 years of general education and 2 years of professional training - 120 credits) – mainly in the field of Pedagogy and Education Sciences;
- 5 years (2 years of general education and 3 years of professional training - 180 credits) – in the fields such as Education and Health.

The extended duration and the larger volume of credits (180) are determined by:

- high level of professional responsibility, particularly in the health sector;
- the need for advanced skills in regulated professions (medicine);
- requirements for extended supervised clinical and practical training;
- alignment with international practices where certain non-university tertiary qualifications have comparable durations.

Thus, the ISCED 4 and ISCED 5 programmes accessible after lower secondary education are fully compatible with the ISCED methodology and the EQF principles, because they:

- follow the logic of integrated multi-level programmes (3–4–5);
- are classified on the basis of final learning outcomes;
- reflect the historical, structural, and occupational specificities of the national system.

Positioning of Moldovan ISCED 5 programmes in relation to short-cycle tertiary education

In the Republic of Moldova, programmes classified at ISCED level 5 are delivered within the post-secondary VET sector and do not form part of higher education. The latter is organised exclusively in accordance with the Bologna three-cycle structure (Bachelor's, Master's and Doctoral studies) and does not include ISCED 5 provision within higher education institutions.

This institutional arrangement reflects the classification and structure of the education system established by the Article 12 of the Education Code of the Republic of Moldova, Law No. 152/2014. At the same time, this report acknowledges that ISCED 2011 defines level 5 as short-cycle tertiary education. Accordingly, references in this report to the functional comparability of Moldovan ISCED 5 programmes with short-cycle tertiary education are solely analytical in nature and are intended to highlight similarities in the level of qualifications, the complexity of learning outcomes, and opportunities for educational and professional progression, without implying any institutional or legal equivalence between them.

This arrangement reflects a systemic division of functions within the education and training system, whereby qualifications corresponding to MDQF level 5, referenced to EQF level 5, are primarily delivered by the VET sector. This approach avoids overlap between educational sectors and contributes to maintaining the overall coherence of the qualifications architecture.

Moreover, to date, no significant demand has emerged, either from higher education institutions or from the labour market, for the development of distinct short-cycle tertiary education programmes within higher education. Consequently, the provision of MDQF level 5 qualifications through the VET sector represents a well-established systemic choice that responds both to the national organisation of the education and training system and to current skills needs.

In conclusion, ISCED 4 and ISCED 5 programmes accessible after lower secondary education represent a structural peculiarity of the education system in the Republic of Moldova but are fully compliant with both

the ISCED methodology and EQF principles. These programmes are integrated and progressively cover levels 3-4 or 3-5, being classified at the final level based on the learning outcomes achieved upon completion.

The duration and credit volume, including the extended programmes (180 credits) in the fields of Education and Health, reflect the complexity of training, the degree of autonomy and professional responsibilities, along with labour market requirements. Thus, the programme structure ensures coherence, relevance and continuity in vocational education and training, while maintaining compatibility with European standards.

Qualifications and Curriculum in Technical and Vocational Education and Training

The education and training process in secondary, post-secondary and post-secondary non-tertiary VET programmes is carried out in accordance with the national reference standards and accreditation standards developed by the National Agency for Quality Assurance in Education and Research (ANACEC) and approved by the Government. Learning outcomes are formulated in accordance with the descriptors of the Moldovan Qualifications Framework (MDQF).

According to Article 66 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, qualifications in vocational education are granted on the basis of occupational and qualification standards, corresponding to the MDQF and in accordance with the EQF and labour market requirements. Qualification standards set out learning outcomes, specific competences and assessment criteria, ensuring consistency between vocational training and labour market requirements. Qualification levels are defined by the learning outcomes required for the job/profession. Qualification standards are developed by the MER in collaboration with relevant ministries, sectoral committees, educational institutions, economic operators and other social partners.

The curriculum in TVET is developed by experts in the field, by level of education (secondary, post-secondary and post-secondary non-tertiary) and by field of training, on the basis of qualification standards and MDQF descriptors, in accordance with the [Curriculum Reference Framework](#) for Technical Vocational Education, and the [Methodological Guide for Curriculum Development](#) for Technical Vocational Education, both approved by MER Order No. 1652/2024. These documents, recently modernised, provide the methodological foundation for designing training programmes centred on learning outcomes, ensuring consistency with qualification standards and the MDQF architecture. Following the update of the methodological framework, the process of revising and updating the curriculum for all programmes in secondary ([MER Order No. 1818/2024](#)), post-secondary and post-secondary non-tertiary TVET was initiated (Annex 5).

In this process, curricula are coordinated with the sectoral committees, while final approval is granted by the MER in cooperation with the relevant central public authorities, thereby ensuring the relevance, up-to-datedness and alignment of programmes with labour market requirements and the principles of the national qualifications framework.

The role of business sector

Partnership with business companies is a defining element for TVET. They contribute by:

- the provision of work placements and traineeships;
- participation in the organisation and the conduct of dual education;
- involvement in job fairs;
- participation in the development of occupational standards, qualification standards, curricula and other relevant documents;

- employment of graduates.

Public institutions and state-owned enterprises must offer at least 10% of their staff each year.

Assessment and certification

The completion of VET programmes, irrespective of their level, is based on the assessment of learning outcomes in accordance with qualification standards and assessment procedures approved by MER. Under the Methodology for the Development, Validation and Approval of Qualification Standards, approved by [MER Order No. 573/2022](#), each qualification standard includes a dedicated section on assessment procedures, specifying the learning outcomes to be assessed upon completion of the programme, the assessment methods to be used and the corresponding assessment criteria.

Examples of excerpts from the assessment procedures contained in the [Qualification Standard](#) for the occupation of Automotive Mechanic (MDQF Level 3) are presented below.

Forms of Assessment of Learning Outcomes for the Award of the Qualification

Upon completion of the programme, learners are required to undertake a Qualification Examination comprising both a theoretical and a practical component.

Learning Outcomes Assessed through the Qualification Examination (Theoretical Test)

The theoretical test assesses the following learning outcomes:

No.	Learning Outcomes	Types of Assessment Items
	Upon the award of the qualification, the graduate/candidate is able to:	
1.	Organise the individual workstation in a company setting in compliance with occupational safety and health and environmental protection regulations and procedures.	Multiple-choice questions (MCQ)
2.	Ensure the functional readiness of the individual workstation in a technological environment by applying procedures for the maintenance of tools, devices and equipment.	• Single-response items • True/false items • Knowledge-application items

Through the practical test of the Qualification Examination, the following learning outcomes will be assessed:

No.	Learning Outcomes
	Upon the award of the qualification, the graduate/candidate is able to:
1.	disassemble and reassemble detachable and non-detachable joints, including, where appropriate, manual and/or mechanical processing of parts and materials;
2.	perform technical maintenance, diagnostics and repair of the internal combustion engine, based on technical documentation and in compliance with time and quality standards;
3.	perform technical maintenance, diagnostics and repair of the transmission, based on technical documentation and in compliance with time and quality standards.

Practical assignments/tasks

To assess the candidates' practical skills, at the end of the programme, they shall perform one of the following tasks, selected at random:

1. Assessing the technical condition of the mechanisms of the internal combustion engine and providing justification for the results.
2. Carrying out technical maintenance operations on the internal combustion engine.
3. Performing repair operations on the crank-connecting rod mechanism of the internal combustion engine.
4. Performing repair operations on the valve timing (gas distribution) mechanism of the internal combustion engine.

The evaluation process at the end of the programme is carried out in accordance with the Regulation on the organisation and conduct of the qualification examination, approved by the [MER Order 1127/2018](#). The assessment results provide the basis for the award of qualifications and the corresponding educational certificates at the respective levels of the MDQF.

Certification is done by issuing the study documents corresponding to the level:

- Certificate of Qualification (secondary technical and vocational education and training) – ISCED level 3, MDQF level 3.
- Diploma of Professional Studies (post-secondary technical and vocational education and training) – ISCED level 4, MDQF level 4.
- Diploma of Professional Studies (post-secondary non-tertiary technical and vocational education and training) – ISCED level 5, MDQF level 5.

Educational paths and relationship with the MDQF:

The educational paths of TVET graduates are aligned with the MDQF and allow for vertical progression:

- Graduates holding qualifications at MDQF Level 3 may progress to MDQF Level 4 programmes or enter the labour market as skilled workers.
- Graduates holding qualifications at MDQF Level 4 may progress to MDQF Level 5 programmes or to first-cycle higher education (Bachelor's studies), or enter the labour market as technicians.
- Graduates holding qualifications at MDQF Level 5 may continue their studies in first-cycle higher education (Bachelor's studies) or enter the labour market directly.

In the referencing process, the educational paths are analysed both from the perspective of the national legislative and curricular framework, as well as by correlating them with the MDQF and EQF levels. This approach has a dual function: (a) integration of graduates into the national education system on the vertical of qualifications and (b) European recognition of qualifications, which guarantees educational and professional mobility.

3.7. Higher education

Higher education is a key factor for the cultural, economic and social development of an increasingly knowledge-based society and a promoter of human rights, sustainable development, democracy, peace and

justice. In accordance with Article 75 (2) of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, its mission is to create, preserve and disseminate knowledge at the highest level of excellence; high-skilled professionals competitive in the national and international labour market; create lifelong training opportunities; preserve, develop and promote national cultural and historical values in the context of cultural diversity.

Higher education is responsible for:

- preparing specialists for all areas of economic, social, cultural and scientific life;
- developing research and innovation as a basis for national progress;
- internationalising studies through participation in the European Higher Education Area (EHEA);
- strengthening partnerships with the economic environment and civil society.

Higher education institutions (universities, academies, institutes) are public or private and have the status of **university autonomy**. According to Article 79 of the Education Code of the Republic of Moldova, Law No. 152/2014, university autonomy consists in the right of the university community to organise and self-manage, to exercise academic freedoms without any ideological, political or religious interference, to assume a set of competences and obligations in accordance with national policies and strategies for the development of higher education. Academic autonomy covers the areas of management, structuring and operation of the institution, teaching and scientific research, administration and financing.

3.7.1. General structure and organisation of higher education

Higher education is delivered through two pathways – academic and advanced professional – and is structured into three cycles aligned with the Bologna cycles/QF-EHEA and the corresponding levels of the MDQF and the EQF ([Government Decision No. 330/2023](#)):

- cycle I - Bachelor (ISCED level 6, MDQF level 6);
- cycle II - Master (ISCED level 7, MDQF level 7),
- cycle I and cycle II - integrated higher education (ISCED level 7, MDQF level 7);
- cycle III - Doctorate (ISCED level 8, MDQF level 7).

Professional training in higher education institutions is carried out through study programmes which include educational and research activities or artistic creation, providing training in an advanced academic or professional field, in accordance with the Nomenclature of Fields of Studies and Specialities in Higher Education ([Government Decision No. 412/2024](#)), the Regulation on the Organisation and Conduct of Master's Degree Studies – cycle II ([Government Decision No. 80/2022](#)) the Regulation on the Organisation of Doctoral Degree Studies, cycle III ([Government Decision No. 1007/2014](#)) The organisation of higher education programmes is the responsibility of higher education institutions. Higher education programmes differ according to:

- higher education cycle;
- the field of professional training;
- the form of organisation of higher education.

Study programmes in higher education are organised in full-time, part-time and distance learning modes. Starting from 2025, dual study programmes at MDQF Level 6 have been developed and introduced in higher

education in accordance with the Regulation on the Organisation and Implementation of Dual Education within First-cycle Higher Education (Bachelor's Studies), approved by the [Government Decision No. 660/2024](#).

3.7.2. Key indicators of the higher education system: institutions and student population

According to the [NBS](#) data, in the 2024/25 academic year, the higher education network comprised 16 institutions, of which 12 were public and 4 private. Compared to the 2023/24 academic year, the number of higher education institutions decreased by five: one public institution was merged into another university, while four private institutions ceased operations. These developments reflect the ongoing process of optimisation and consolidation of the institutional network in higher education.

The total number of students (excluding cycle III – Doctorate) reached 58.9 thousand, an increase of 4.3% compared to the previous year. There is an increase in the number of students in public institutions (+5.4%) and a slight decrease in private institutions (-1.3%). The share of students is predominantly concentrated in the public sector: 84.3% study in public universities and 15.7% in private universities.

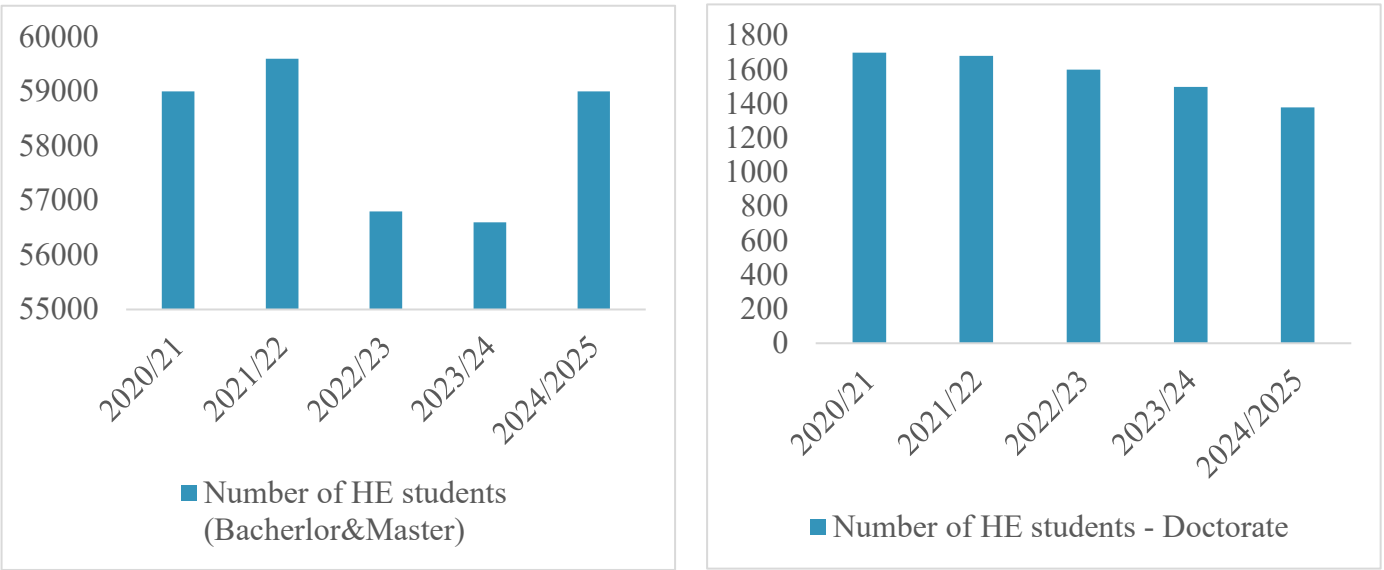
The distribution of students by form of funding reveals a distinct pattern. In public institutions, 56.9% of students study on a tuition-fee (contract) basis. However, in full-time programmes, students funded from the state budget constitute the majority (60.1%), whereas in part-time programmes the situation is reversed, with 91.3% of students studying on a tuition-fee (contract) basis. This structure reflects both the way public funding is allocated and students’ preferences for part-time study options.

Table 7. Institutions and students

Educational cycles	Number of students	Types of institutions	Number of students
cycle I	49071	12 Public institutions	49685
cycle II	9870	4 Private institutions	9256
cycle III	1504	Total	58941

Complementing the data on the network structure and student distribution, the trends of recent years become clearer when examining the dynamics presented in the graphs below. (Figure 7).

Figure 7. Dynamics of the number of students (2020-2025)



The graph on the total number of students in higher education (cycles I and II) shows a fluctuating trend over the period examined. Following a moderate increase in 2021/22, the number of students drops sharply in 2022/23 and 2023/24, reaching the lowest level of the entire period. In 2024/25, the trend reverses, with enrolments increasing again and approaching the levels recorded at the beginning of the period.

This development can be associated with demographic variations, external migration among young people, the choice of educational alternatives, but also with recent measures to modernise study programmes and strengthen the public university system.

The chart for doctoral studies shows a continuous and consistent decrease in the total number of doctoral students between 2020 and 2024, from around 1680 to almost 1350 people. The downward trend suggests a decrease in the attractiveness of doctoral pathways and points to a potential future shortage of research staff.

Possible factors include: low attractiveness of academic careers, modest remuneration, limited opportunities in research, migration of young researchers and reduction of institutional capacity in some doctoral fields.

Overall, higher education in the Republic of Moldova is undergoing a period of institutional restructuring, accompanied by a partial recovery in student numbers to the levels observed at the beginning of the reference period. In contrast, doctoral education has shown a steady decline, raising concerns about the long-term sustainability of advanced training and research capacity.

These developments are of strategic importance for future planning, alignment with the MDQF and the EQF, and the calibration of national policies in the fields of higher education and research.

3.7.3. Access conditions, study programmes and ECTS

Access to higher education is regulated by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, as well as by the regulations approved by the MER. Admission to bachelor's, master's and doctoral studies is organised on a competitive basis in study programmes **accredited** or **provisionally authorised** by ANACEC. Each year, the MER approves the *Framework Regulation on the organisation of admission to bachelor's, master's and integrated higher education studies for the academic year* ([MER Order No. 782/2025](#)), on the basis of which each higher education institution draws up its own (see, for example, the [Regulations of the Ion Creangă State Pedagogical University of Chişinău](#)).

Admission to the third cycle of higher education is organised by higher education institutions, consortia, national and international partnerships, including those established with the participation of organisations in the field of science and innovation, in accredited or provisionally authorised doctoral programmes, in accordance with education legislation.

Table 8. *Admission to higher education*

Cycles	Access conditions	Programmes	ECTS
Cycle I	Baccalaureate Diploma, Diploma of Professional Studies or equivalent	Bachelor's degree programme, cycle I of higher education in one speciality	180-240
		Bachelor's degree program, cycle 1 of higher education, in double specialties (educational sciences, philology, military sciences)	240

Cycle II	Bachelor's degree or equivalent	Master's degree programme, cycle II (professional master program)	90-120
	Master's degree or equivalent	Master's degree programme, cycle II (scientific master program)	90-120
	Diploma of Baccalaureate, Diploma of Professional Studies	Integrated programme (cycle I and cycle II of higher education) for the following areas: Dentistry, Pharmacy, Medicine, Veterinary medicine, Architecture	300/360
Cycle III	Master's degree/ Integrated Higher Education Diploma /equivalent study document	Scientific doctoral degree programme	180
	Master's degree/ Integrated Higher Education Diploma /equivalent study document	Professional doctoral degree programme	180
	Master's degree/ Integrated Higher Education Diploma / equivalent study document	Industrial doctoral degree programme	180
	Doctor of Science degree	Postdoctoral programme	Up to 3 years

Within Bachelor's studies, students may obtain additional study credits for extracurricular learning activities undertaken during the period of study. The additional study credits accumulated are recorded in the Diploma Supplement.

Higher education institutions may accept up to 60 credits of studies accumulated in post-secondary and post-secondary non-tertiary vocational education and training, on the basis of the regulatory framework in force (Article 88 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014).

Where applicants seek admission to a cycle II of higher education programme in a field different from that completed at the first cycle, they are required to acquire 30 study credits in the fundamental and specialised disciplines relevant to the chosen field of study. These credits constitute the minimum initial curricular requirement for admission to the programme.

Across the first and second cycles of higher education, students must accumulate a minimum of 300 study credits. Accordingly, integrated higher education programmes have a cumulative workload of 300–360 ECTS credits, corresponding to five to six years of study.

3.7.4. Specific features of higher education programmes

Study programmes are developed by higher education institutions based on the following:

- Qualification standards approved by MER (Education Code of the Republic of Moldova, Law No. 152/2014, Article 96 (2));
- MDQF level descriptors, correlated with EQF and Dublin Descriptors;

- Principles of the European Credit Transfer and Accumulation System (ECTS), approved by [MER Order No. 1020/2023](#);
- Nomenclature of fields of study and specialities in higher education, approved by the [Government Decision No. 412/2024](#);
- Framework Plan for bachelor's, master's and integrated higher education studies, approved by the [MER Order No. 510/2025](#).

The higher education curriculum is approved by the senate of the higher education institution, and the alignment between the curriculum and the qualification awarded constitutes a mandatory criterion in the quality evaluation of study programmes.

Use of the Dublin Descriptors in Higher Education Qualifications within the MDQF

Higher education qualifications within the MDQF are developed and described on the basis of the learning outcomes approach and are aligned both with the MDQF level descriptors and with the Dublin descriptors of the QF-EHEA. The Dublin descriptors are used as an overarching reference point for defining the expected achievements of learners at Cycle I (Bachelor), Cycle II (Master) and Cycle III (Doctorate) levels, particularly in terms of knowledge and understanding, application of knowledge, judgement, communication and learning skills.

In the Republic of Moldova, the alignment of higher education qualifications with the Dublin descriptors supports the consistency of qualification design, curriculum development and quality assurance processes within higher education. The descriptors are reflected in qualification standards, programme learning outcomes and national higher education regulations, contributing to the transparency, comparability and international recognition of Moldovan higher education qualifications within the European Higher Education Area. Further details regarding the correspondence between MDQF levels 6–8 and the QF-EHEA cycles are presented under Criterion 2 of the self-certification process.

Features of bachelor's degree programmes

The duration of first-cycle higher education (Bachelor's) studies and the corresponding number of study credits assigned to a professional training programme (field of study, specialisation) are determined by the MER, taking into account:

- the levels and descriptors of the National Qualifications Framework for higher education;
- the occupational profile and the competences required for the exercise of the profession corresponding to the qualification awarded;
- the specific characteristics of the professional training field.

Features of master's programmes

In the second cycle of higher education are offered:

- advanced (master's) programmes, which ensure the development of competencies in a specialty within the field studied at cycle I;
- interdisciplinary or multidisciplinary programmes, which ensure the development of specific transversal competences in two or more areas of professional education;

- complementary programmes, which supplement the skills acquired in the course of higher education, with a view to broadening the scope of employment.

Master's degree programmes must also contain a research or artistic creation component corresponding to the specificities of the study programme followed.

Integrated programmes may be organised in areas governed by rules of international law, such as: medicine, pharmacy and dentistry; veterinary medicine; architecture ([Education Code](#) of the Republic of Moldova, Law No. 152/2014, Article 91).

Features of doctoral programs

Doctoral studies are carried out through programs of three types:

- a) Scientific doctorate, which aims to generate original scientific knowledge recognised at the international level and constitutes a prerequisite for the development of an academic and research career in higher education and research;
- b) Professional doctorate, which aims to develop and innovate professional practice and is centred on applied research, including in the fields of arts and sports. A professional doctorate may also fulfil the prerequisite for the development of an academic and research career in higher education and research;
- c) Industrial doctorate, which emphasises collaboration between the doctoral candidate, the higher education institution and the industrial sector. The industrial doctoral programme aims to promote research with commercial potential and provides research benefits, competences and facilities within an industrial environment, thereby facilitating knowledge transfer between higher education institutions and companies operating in the industrial sector.

Postdoctoral programs

Postdoctoral programmes represent an advanced stage of study intended for individuals who already hold a doctoral degree. Their objective is to carry out high-level fundamental and applied scientific research. These programmes have a duration of up to three years and are offered exclusively within institutions engaged in research, development, and innovation activities, in line with European standards for advanced academic careers (postdoctoral level).

Joint higher education programmes

The Article 92 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, establishes the legal framework for the organization of joint higher education programs in the Republic of Moldova, in line with the EHEA principles and the requirements on transparency and recognition of qualifications relevant to the EQF.

A joint programme involves cooperation between two or more higher education institutions jointly responsible for the programme development, admission, academic supervision, qualification and quality assurance. The collaboration usually takes place within an international consortium, aligned with European practices.

Common qualifications may be certified by:

- joint diploma additional to national diplomas;
- a single joint diploma, without national diplomas;

- national diplomas and joint certificate attesting the qualification.

All diplomas and certificates are issued in Romanian and in English, ensuring international transparency and portability.

For the validity of a joint programme, the partner institutions must be authorised or accredited in their respective countries, and the study periods completed at partner institutions must constitute a substantial part of the programme and be automatically recognised in accordance with national legislation - an essential principle of learning outcomes recognition as defined by the EQF and the EHEA.

The implementation of the joint programmes involves the equal academic contribution by the teaching staff of the partner institutions and is subject to the authorisation and accreditation procedures established by ANACEC, in line with the European Quality Assurance Standards (ESG).

Currently, higher education institutions in the Republic of Moldova offer professional training at over 200 specialties, and the national portfolio includes approximately 1,200 accredited study programmes at bachelor, master and doctoral cycles in various fields: social sciences and humanities, education sciences, medicine, engineering and IT (MER data). They reflect the diversity of the system, but also the orientation towards the integration of the MDQF, EQF and Dublin Descriptors, ensuring comparability and recognition at European level.

3.7.5. Assessment and certification

Cycle I. Bachelor's degree studies are completed with the compulsory defence of the bachelor's thesis/project and, where decided by the institution, with a graduation examination. The bachelor's degree is awarded in accordance with the Framework Regulation on the Organisation and Conduct of the Final Evaluation of Bachelor's Degree Studies (cycle I) and Integrated Higher Education Studies, approved by the [MER Order 1175/2023](#).

Cycle II. Master's studies conclude with the public defence of the Master's thesis/project and the award of the Master's degree diploma. Master's theses/projects are published on the official website of the higher education institution. The Master's degree diploma certifies that its holder has acquired specific academic and/or professional competences, including managerial, research, development and innovation competences.

The higher education integrated programs are completed with the mandatory defence of the final graduation work/project and, where decided by the institution, with a graduation examination. The diploma of integrated higher education (Bachelor and Master) is awarded in accordance with the Framework Regulation on the Organisation and Conduct of the Final Evaluation of Bachelor's Degree Studies (cycle I) and Integrated Higher Education Studies ([MER Order 1175/2023](#)).

Cycle III. Doctoral studies conclude with the public defence of the doctoral thesis, the award of the doctoral degree and the issuance of the doctoral diploma by the institution organising the doctoral programme. The conferment of the doctoral title is subject to confirmation by the national authority responsible for the validation of scientific titles.

Where doctoral studies are completed without the public defence of the doctoral thesis, a certificate is issued attesting attendance of doctoral studies in the respective field. The period of doctoral study completed is recognised as professional research experience.

Postdoctoral programmes conclude either with the public defence of the habilitation thesis or on the basis of a synthesis of published scientific contributions.

The title of *Doctor Habilitatus* is awarded by the institution organising the postdoctoral programme, while its confirmation and the issuance of the corresponding diploma are carried out by the competent national authority.

Doctor Habilitatus is the highest scientific title awarded in the Republic of Moldova, distinct from the title of Doctor, conferred following the defence of a habilitation thesis or on the basis of a synthesis of scientific works. It certifies an advanced level of scientific maturity, demonstrated through fundamentally new scientific results and the solution of a complex scientific problem of major importance, based on extensive research activity recognised at national and international level.

The title of *Doctor Habilitatus* does not constitute a separate level within the NQF/EQF, but, like the title of Doctor, is positioned at NQF level 8, corresponding to the doctoral cycle (third cycle of the Bologna Process). The distinction between the two titles lies in the degree of complexity, scope and scientific impact, rather than in the qualification level.

Upon completion of higher education, in accordance with Article 17 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, the following study documents are issued, with their templates approved by the [MER Order No. 421/2020](#):

1. For bachelor programmes (cycle I) level 6 MDQF/ EQF:
 - Bachelor's degree (240 ECTS), ALI series (Annex 1);
 - Bachelor's degree (180 ECTS), ALII series (Annex 2).
2. For higher education integrated programmes (cycle I and II) level 7 MDQF/ EQF:
 - Bachelor's degree in Medicine, Integrated Higher Education Diploma (Bachelor and Master), LMM series (Annex 3);
 - Bachelor's degree in Pharmacy, Integrated Higher Education Diploma (Bachelor's and Master's degree), LMF series (Annex 4);
 - Integrated Higher Education Diploma (Bachelor and Master), LMI series, for the study programs Veterinary Medicine and Architecture (Annex 5).
3. For master's degree (cycle II) level 7 MDQF/ EQF:
 - Master's degree (professional), MP series (Annex 6);
 - Master's degree (scientific), MS series (Annex 7).
4. For doctoral studies:
 - Doctoral degree (in the respective field), level 8 MDQF/EQF

All diplomas for bachelor's, master's and integrated studies programmes are accompanied by the bilingual descriptive supplement (Romanian and English), facilitating international recognition ([MER Order No. 441/2019](#)).

In 2019, a new type of Doctoral Diploma (series DR and DRP), was approved by the [MER Order No. 1341/2019](#). This diploma attests the completion of the third cycle of higher education - doctoral studies - organised within doctoral schools of higher education institutions or within provisionally authorised or accredited national and international consortia or partnerships.

3.7.6. Quality assurance in higher education

According to the regulatory framework, quality assurance in higher education represents a set of actions aimed at developing the institutional capacity to design, plan, and implement study programmes, thereby strengthening stakeholders' confidence that the provider institution complies with and continuously improves quality standards, in alignment with its institutional mission (Article 112 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014).

Quality management is carried out:

- at national level, by MER and ANACEC;
- at institutional level by internal quality assurance structures.

To operate a fully functional quality assurance system, higher education institutions must undergo two successive stages:

- a) **provisional authorisation**, provisional authorisation, which constitutes the act of establishment of an institution and entitles it to carry out educational activities and organise student admission;
- b) **accreditation**, which grants the right to organise final examinations and to issue diplomas, certificates, and other study documents recognised by the MER.

Although institutions maintain their own internal quality assurance mechanisms, external evaluation carried out by ANACEC or by agencies listed in the European Quality Assurance Register for Higher Education (EQAR) remains a fundamental requirement for operation. External evaluations take place at least once every five years and are aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

3.7.7. Research, development and innovation

According to Article 77(2) of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, higher education study programmes include educational and research activities, or artistic creation, which ensure training in an advanced academic or professional field, in accordance with the applicable regulatory framework. Article 116 of the Education Code of the Republic of Moldova, Law No. 152/2014, states: "In institutions offering higher education programmes, research, development and innovation activities, as well as artistic creation, are carried out for the purpose of generating knowledge and training highly qualified specialists."

Scientific research in higher education institutions - particularly those offering master's and doctoral programmes - is funded based on quality and performance criteria, through distinct mechanisms established by government regulation, as well as through other lawful sources.

The organisation and conduct of research activities are governed by the University Charter, the regulations of doctoral schools, and other normative acts approved by the university senate.

Public funding for research, development, innovation, artistic creation, and sports projects is provided exclusively through competitive calls organised by the National Agency for Research and Development. Institutions may also receive institutional funding in accordance with the Science and Innovation Code of the Republic of Moldova, [Law No. 259/2004](#).

Higher education institutions hold intellectual property rights over the results of research funded from public resources and enjoy autonomy in their exploitation, while being required to reward the authors with at least 15% of the revenues generated through commercialisation.

For academic staff in the fields of arts and sports, artistic or sporting creative activity may substitute for scientific research activity.

In higher education institutions, research, development and innovation activities are carried out within chairs, departments, laboratories and other institutional units and/or in partnership with other institutions, economic operators or public authorities.

3.7.8. Internationalization of universities

Higher education institutions undertake both fundamental and applied research projects, collaborate with the business sector and participate in international research networks. Participation in European programmes such as Erasmus+, Horizon Europe and CEEPUS supports academic mobility, the development of joint programmes and double-degree programmes, and integration into the European Research Area. According to data published on eu4moldova.eu, more than 3,300 students and academic staff from the Republic of Moldova benefited from Erasmus+ mobility opportunities during the period 2014–2023, while a further 2,029 students and academic staff participated in such mobilities in 2022–2024, thereby strengthening the internationalisation and modernisation of study programmes.

In the 2025/26 academic year, public higher education institutions in the country admitted a record number of international students. In total, 1,113 students from 24 countries enrolled in higher education programmes in the Republic of Moldova, representing an increase of 376 compared to the previous academic year. International students primarily chose Bachelor's programmes in medicine, education sciences, veterinary medicine, translation and interpreting, business and administration, and animation. The highest enrolment in Master's programmes was recorded at the Ion Creangă State Pedagogical University, where more than 170 students opted for programmes in the fields of education sciences, psychology and animation (source: [MER](#)).

3.7.9. Educational pathways and alignment with the MDQF

Graduates of bachelor's and master's programs in the Republic of Moldova have flexible educational paths, aligned with the structure of the higher education and MDQF cycles. After completing the bachelor's degree (level 6 MDQF), graduates can access master's programs or integrate directly into the labour market in areas corresponding to the qualification obtained. Master's programmes (MDQF level 7) allow both the continuation of studies in cycle III – Doctoral programmes, as well as entry into the labour market in positions requiring advanced skills, as well as participation in various professional development programmes.

The Doctoral Diploma (level 8 MDQF) confers the right to work in research, innovation and higher education institutions, as well as in other sectors of the economy, and provides access to postdoctoral programs.

Higher education is integrated into the MDQF through levels 6–8, harmonised with the EQF and Dublin Descriptors, which ensures the international comparability of qualifications, facilitates academic and professional mobility and strengthens the integration of the Republic of Moldova into the EHEA.

3.8. Art education

The role of artistic education is to ensure the multifaceted development of the personality in terms of artistic, social and recreational aspects. It contributes to enriching the cultural and spiritual space of society by promoting and valuing national and universal heritage.

Access and duration of studies	Admission to lower secondary (gymnasium) classes with an arts or sports profile is based on aptitude tests specific to the respective profile. In upper secondary schools with an arts or sports profile, the admission competition also includes additional aptitude tests specific to the profile.
Organisation of studies	Artistic education is regulated by educational standards drawn up by the MER, with the participation of university and pre-university teachers and methodical centres specialised in the field of artistic education. MER ensures the development and implementation of educational policies in artistic education, considering its specificity, implementing educational strategies adapted to each category of artistic education. Formal artistic education consists of two types, with distinct educational objectives and requirements: - specialised artistic education, - complementary artistic education. Specialized artistic education is oriented towards excellence and the development of competences in the field of the arts. It is provided in specialised secondary arts education institutions, upper secondary institutions, arts colleges and centres of excellence, as well as higher education institutions, through profile-specific theoretical and practical instruction delivered in group and/or individual formats. The education provided within specialised arts education is formal and continuous in nature, integrating harmoniously the components specific to arts education and general education, thereby ensuring balanced, comprehensive and lifelong learning pathways. Complementary artistic education is voluntary in nature and is organised in extracurricular arts institutions (music, theatre, visual arts and dance schools, etc.), with programmes tailored to the development of the artistic aptitudes of children and young people. The activities of complementary extracurricular arts education institutions are carried out on the basis of the Framework Plan, approved by MER Order No. 810/2025 and in accordance with the Framework Regulation on the Organisation and Functioning of Complementary Extracurricular Arts Education Institutions – Schools of Arts (music, theatre, visual arts and dance), which governs the organisation and operation of complementary extracurricular arts education institutions within the general education system of the Republic of Moldova (MER Order No. 809/2025). Teaching staff are employed in accordance with the institutional level at which they teach, namely pre-university, VET or higher education.
General Curriculum Features	Formal arts education, organised at lower secondary, upper secondary, VET and higher education levels, is characterised by a set of distinctive curricular features centred on the development of creativity, expressiveness and aesthetic competences. The arts curriculum places particular emphasis on fostering a strong visual and auditory culture,

	promoting the appreciation of national and world cultural heritage, and supporting the development of an individual artistic identity. Across all levels, it combines theoretical and practical preparation in a balanced manner and promotes experimentation, interpretation and artistic production, as well as interdisciplinary dialogue.
Assessment and certification	Assessment in arts education is continuous and authentic in nature and is adapted to the creative processes of pupils and students. It monitors the progressive development of artistic competences in accordance with learners' age, level of study and the specific artistic field, placing particular emphasis on practical performance and artistic expression. Assessment methods include continuous assessment of learning outcomes, individual portfolios, specialised theoretical examinations and practical examinations, such as recitals, performances and exhibitions. In accordance with Article 17 of the Education Code No. 152/2014, the qualifications and certificates awarded within arts education include the educational documents corresponding to the completed level of education (for example, the Certificate of Lower Secondary Education, the Baccalaureate Diploma or the Bachelor's Degree Diploma), as well as the Certificate of Artistic Competence, approved by MER Order No. 604/2025. Upon completion of post-secondary and post-secondary non-tertiary arts VET programmes, graduates are awarded the Diploma of Artistic Studies.
Educational Routes and Relationship with the MDQF	The Diploma of Artistic Studies (MDQF Level 4) provides access to higher levels of education and to employment in some regulated occupations on the labour market. The Certificates of Artistic Competence are not assigned to a specific qualification level within the MDQF. Although they are awarded following an official assessment and attest to genuine competences in the field of arts, these certificates are complementary in nature and confer neither regulated professional rights nor direct access to higher levels of education. Consequently, they constitute educational documents of educational and cultural value but do not represent qualifications in the strict sense of the MDQF/EQF..

For a comparative overview of the two forms of arts education (specialised and complementary), a synoptic table presenting their main characteristics is provided below.

Table 9. *Forms of artistic education*

Features	Specialised artistic education	Complementary artistic education
Status	Part of formal education (general education, technical vocational education, higher education)	Part of extracurricular education, non-formal and voluntary

Mission	Cultivating excellence and developing high-level artistic skills	Developing artistic skills and interests for leisure and personal training
Institutions	- Gymnasiums and lyceums (secondary, education, art classes) - Colleges and Centres of Arts Excellence - Artistic universities/faculties	- Music schools/studio - Theatre schools/studio - Fine arts schools/studio - Schools/studio/dance ensemble
Type of education	Formal, continuous, integrated with general education	Non-formal, extracurricular, voluntary
Access	Through the competition, the evaluation of artistic skills	Benevolently, at the request of students/parents
Learning outcomes	Formation of skills specific to the arts, officially recognized	Developing artistic and cultural skills
Certification / Diplomas	- Certificate of Lower Secondary Education and Certificate of artistic competence (level 2 MDQF); - Baccalaureate diploma and Certificate of artistic competence (level 4 MDQF); - Diploma of Artistic Studies (MDQF level 4) - Bachelor's degree (level 6 MDQF) - Master's degree (level 7 MDQF) - Doctoral degree (level 8 MDQF)	Certificate of artistic competence

3.9. Sports, Theological and Military Education

In the education system of the Republic of Moldova there are areas with specific profiles – sports, theological and military – which, although they have organisational specificities, are fully integrated into the national qualifications framework and operate in accordance with the [Education Code](#) of the Republic of Moldova, Law No. 152/2014. At the level of general education, these fields are part of the vocational sector, within which sports, theology and military profiles are regulated. At higher education level, programmes in these fields are subject to the same regulatory framework on qualifications, programme structure, quality assurance and human resources, with sector-specific additions.

Sports education

Access and duration of studies	Sport education is carried out at all levels of the system: general education, TVET and higher education. In general education, the sport profile is part of the vocational pathway at upper secondary level (Article 31) and access is made through sports aptitude tests. The duration of studies follows the usual duration of upper secondary education. At university level, bachelor and master programs in the field of sport are carried out according to the general regulations on higher education, with durations set by higher education institutions depending on the field and training standards.
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Organisation of studies	Sports programmes are organised by public and private institutions, accredited or provisionally authorised, including sports schools and lyceums with sports profile. At the higher level, the training is carried out in accredited institutions, in the bachelor, master and doctoral cycles. Law No. 110/2025 on physical education and sport establishes the operating framework of sports institutions, federations and performance centres. Sports studies combine theoretical training with an extensive volume of practical activities, training and internships in sports institutions, in collaboration with specialised federations and clubs. Practical activities are mandatory components of training.
General Curriculum Features	The curriculum combines theoretical disciplines (anatomy, physiology, sports pedagogy) with applied components. University programs can integrate elements of applied research, sports management, and motor recovery. Education Code of the Republic of Moldova, Law No. 152/2014, allows, in the field of sport, the activity of sporting creation and performance to replace scientific research (Article 116(9)). In addition, teaching staff may be appointed on the basis of recognised sports titles and outstanding sporting achievements (Article 132 (2)).
Assessment and certification	The assessment of learning outcomes is carried out according to national standards and internal rules of the institutions. The certification of graduates is done through study documents established by the Ministry of Education (Article 17 of the Education Code of the Republic of Moldova, Law No. 152/2014). For specialized sports programs, the recognition of sports performance is additionally regulated by Law No. 110/2025 and federation regulations.
Educational Routes and Relationship with the MDQF	Sports programmes are linked to MDQF levels 3–8 depending on the level of education. Students can progress from vocational pathways to technical vocational education, then to higher education. Graduates of bachelor's programs can continue their studies at master's level and subsequently pursue doctoral studies. The qualifications are compatible with the EQF and European standards of sports training.

Theological Education

Access and duration of studies	Theological education may be provided at general, VET and higher education levels in institutions established by the State or by recognised religious denominations. Access follows the general admission rules applicable to each level of education: enrolment by educational level in general education, competitive admission in VET, and admission to higher education on the basis of the Baccalaureate Diploma or an equivalent qualification. The duration of programmes is determined in accordance with the relevant ISCED levels and varies depending on the field of specialisation.
Organisation of studies	Theological training combines academic courses with vocational training conducted in collaboration with cults: practice in parishes, religious institutions, social centers

	and theological seminaries. Theological institutions must be provisionally authorised or accredited, like all institutions offering higher education. In the case of institutions founded by religious cults, the organization of programs must comply with both the Education Code of the Republic of Moldova, Law No. 152/2014, and the statutes of cults, without contravening national law.
General Curriculum Features	The programs are oriented towards the development of theological, pastoral, educational and social skills. The curriculum structure combines academic and vocational learning outcomes, and cults can contribute to curricular elements according to religious autonomy recognized by law. Educational plans are approved according to general procedures.
Assessment and certification	The programs are completed through examinations, theses or projects, depending on the level of education. The study documents are issued according to the models approved by the Ministry of Education (Education Code of the Republic of Moldova, Law No. 152/2014, Article 17).
Educational Routes and Relationship with the MDQF	Educational programmes are classified under MDQF levels 3–8. Students can progress from lyceum to technical vocational education, then to higher education.

Military education

Access and duration of studies	Military, security and public order education is provided at VET, higher education (Bachelor's, Master's and doctoral levels) and continuing professional education and training levels (Article 122 of Education Code of the Republic of Moldova, Law No. 152/2014). Access is regulated by the competent authorities through sector-specific regulations, in accordance with the general admission framework established by the Education Code Law No. 152/2014 (Article 122). The duration of programmes follows the structure of ISCED 2011.
Organisation of studies	Military, security and public order institutions are organised and operated in accordance with the Education Code of the Republic of Moldova, Law No. 152/2014, sector framework regulations and other legislative acts (Article 122). The enrolment plans for the training of specialists are approved annually by the Government (Article 122).
General Curriculum Features	The curriculum encompasses both general and professional education and training, as well as specialised components related to military, security or public order training. Programmes are developed by the institutions and coordinated with the competent authorities and the MER (Article 122). Education and training include theoretical instruction, physical, tactical and technical training, and practical training in military units or specialised institutions.

Assessment and certification	Military programmes shall be assessed and accredited in accordance with the general framework (Articles 112 to 115). Graduates are awarded diplomas and titles conferring the right to hold positions in defence, security and public order institutions, and after retiring – civil positions equivalent to those obtained by graduates in similar fields (Article 122).
Educational routes and Relationship with the MDQF	Qualifications are assigned to MDQF levels 4–8, depending on the programme. Graduates may progress through the different levels of VET, Bachelor's, Master's and doctoral studies, while continuing professional training programmes constitute a mandatory component of military and security careers.

Educational programmes in the sports, theological and military fields, regardless of the level at which they are organised – general education, TVET or higher education - are organically integrated into MDQF and comply with the general standards of quality, access, evaluation and certification laid down in [Education Code](#) of the Republic of Moldova, Law No. 152/2014. Although each field has specificities determined by sectoral regulations, institutional traditions or operational requirements of the competent authorities, all programmes are designed based on the same principles of transparency, coherence and learning outcomes orientation, being fully compatible with the MDQF, EQF and QF-EHEA. This integrated approach ensures that the specific requirements of education and training in specialised fields are accommodated while maintaining the national and international comparability and recognition of the qualifications awarded.

3.10. Regulated Professions and their integration within the MDQF

In accordance with the Education Code of the Republic of Moldova, Law No. 152/2014, regulated professions are linked primarily to qualifications awarded within higher education. In sectors such as health, military education, security and public order, and the agro-industrial sector, qualifications are developed and awarded within the framework of the national qualifications system while also being subject to additional sector-specific regulations and professional requirements.

Qualifications from these regulated sectors are integrated into the MDQF through formally approved qualification standards developed in accordance with the learning outcomes approach. In the Republic of Moldova, each qualification defined within a qualification standard is assigned a corresponding MDQF level through national approval procedures, included in the Register of National Qualifications and published on the website of the MER. This ensures the formal inclusion of qualifications from regulated sectors within the national qualifications system and their alignment with national quality assurance arrangements.

The approved qualification standards in these sectors demonstrate the practical implementation of the MDQF in regulated professional fields, including the use of learning outcomes, formal level allocation and alignment with national quality assurance requirements. To date, qualification standards have been developed, approved and published for the sectors mentioned above, covering qualifications corresponding to MDQF levels 6, 7 and 8. These qualification standards are publicly available on the [MER website](#).

Some examples of qualification standards already approved and included in the national qualifications system in the fields of security and military education (Cycles I, II and III) are provided below:

- [Bachelor in Military Sciences](#);
- [Master in Military Science](#);
- [Bachelor in Security Services](#);

- [Master in Security Services](#);
- [Doctor in Military Science](#).

These examples demonstrate the operational implementation of the MDQF in regulated sectors and confirm the integration of sector-specific qualifications into the national qualifications system in line with the principles of transparency, comparability and lifelong learning.

3.11. Lifelong Learning

3.11.1. General framework for lifelong learning

Definition and strategic role

The policy framework on lifelong education in the Republic of Moldova is strengthened through national strategies and international partnerships, aiming to develop an inclusive, adaptable and quality education system. Lifelong learning (LLL) is defined in the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, Article 123–126 as the totality of learning activities carried out by a person throughout his/her life, in order to develop skills from a personal, civic, social and professional perspective. This concept covers general education, initial and continuing vocational training, general adult education, and learning in non-formal and informal settings.

LLL has a dual strategic function:

- supports the adaptation of the workforce to rapid changes in the economy and technology;
- ensures the social inclusion and active participation of citizens in the democratic and cultural life of the country.

This role is fully aligned with the commitments undertaken by the Republic of Moldova as an EU associated country. It is also consistent with the principles and objectives set out in the Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning and in the European initiative “Upskilling Pathways: New Opportunities for Adults” (2016).

Education contexts

Pursuant to Article 123(5) to (9) of [Education Code](#) of the Republic of Moldova, Law No. 152/2014, lifelong learning takes place in three complementary contexts: formal, non-formal, informal education.

Formal education – is an institutionalised process based on an explicit curriculum and leading to State-recognised certificates or diplomas. In the context of formal education, lifelong learning is provided through accredited institutions, such as:

- general education, TVET and higher education institutions;
- public and private institutions or organisations providing education services and professional training programmes, provisionally authorised or accredited;
- companies or organisations offering provisionally approved or accredited training programmes to their employees.

Non-formal education – refers to planned learning activities (such as courses, workshops and training sessions) that do not follow a formal curriculum. Providers may issue certificates of participation, which may subsequently be used in processes for the validation of prior learning. In the context of non-formal education, lifelong learning may take place both in institutions and organisations that provide formal education and in other types of entities, as follows:

- out-of-school educational institutions;
- child care and protection centres;
- enterprises;
- cultural institutions;
- professional, cultural or trade union associations;
- non-governmental organizations;
- public or private community education centres, etc.

Informal education – learning acquired through daily activities related to work, family life or leisure. The competences acquired may be validated through mechanisms for the recognition of prior learning, including non-formal and informal learning (NFIL). In the context of informal education, lifelong learning takes place through activities organised within the family, at the workplace, in the community, through social networks, and through volunteering, sports, cultural and other activities, and may lead to the development of competences and qualifications.

Institutional responsibilities in the field of lifelong learning in the context of formal education are distributed among:

- **MER** – policy coordination, development of framework plans and approval of programmes;
- **ANACEC** – external evaluation and accreditation of suppliers and programmes;
- **CTICE** – issuance of official certification documents for graduates of formal adult learning programmes.

3.11.2. Adult learning

Regulatory framework

Adult learning in the Republic of Moldova is an integral part of lifelong learning, based on the [Education Code](#) of the Republic of Moldova, Law No. 152/2014. The [Development Strategy „Education 2030”](#), approved by the Government in 2023, reinforces the modernisation of the education system, reaffirming the focus on quality, digitalisation, labour market relevance and lifelong skills development. The strategy treats education as an integral part of the European integration agenda and sets lifelong learning as a strategic priority for the period up to 2030.

At the regulatory level, the policy framework has been strengthened by:

- Regulation on Adult Education, approved by the [Government Decision No. 222/2024](#), which defines the types of programmes, accredited providers and monitoring and evaluation mechanisms, in line with the MDQF and European standards;
- The methodology for developing Adult learning programmes in lifelong learning, approved by the [MER Order No. 785/2024](#), which introduces the framework for partial qualifications (micro-qualifications) as flexible training tools to respond quickly to skills shortages and labour market needs;
- The Framework Regulation on continuing professional training of university academic staff, approved by [MER Order No. 1019/2023](#), which regulates the mechanism for the organisation and delivery of continuing professional training for university academic staff.

Starting from this general normative framework for adult education, it is important to underline that in the Republic of Moldova lifelong learning is complemented by sectoral regulations specific to professional fields with special status. Thus, in areas such as ‘Health’, ‘Military’, ‘Security and public order’ or ‘Agroindustrial’, the initial and continuous training of adults is carried out not only in accordance with the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and the LLL general framework, but also on the basis of additional legislative acts adopted by the national authorities.

In the area of ‘Health’, for example, the organisation and coordination of continuing medical and pharmaceutical education activities is the responsibility of the Ministry of Health, in accordance with a broad set of sectoral legislation, which includes:

- [Law No. 411/1995](#) on Health Care,
- [Law No. 264/2005](#) on the Practice of the Medical Profession,
- [Law No. 1456/1993](#) on Pharmaceutical Activity,
- [Law No. 10/ 2009](#) on State Surveillance of Public Health,
- Recommendations of the European Accreditation Council for Continuing Medical Education (EACCME) of the European Union of Medical Specialists (UEMS).

These sector-specific regulations establish specific mechanisms for access to the profession, organisation of programmes, certification, supervised practice and compulsory continuing training, reflecting the high requirements of professional responsibility, safety and compliance with European and international standards.

According to Article 126 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, the adult learning includes:

- General education, which aims to support the overall development of adults from cultural, socio-economic, technological and environmental perspectives;
- Initial vocational training, which is a learning process through which an adult who does not hold a qualification receives the training necessary to acquire the minimum professional competences required to obtain employment;
- Continuing vocational training, which is a learning process through which an employee who already holds a qualification or practises a profession further develops their professional competences by deepening knowledge in their main field of specialisation or by acquiring new methods and techniques applied within that field.

Adult learning programmes

Adult education in the Republic of Moldova is fully embedded within the MDQF. In line with national legislation and EQF principles, it does not operate as a separate or parallel system, but follows the same learning outcomes-based approach, levelling rules and quality assurance arrangements as initial education and training.

Formal adult education is delivered by accredited education and training providers, including vocational schools, colleges, centres of excellence, universities and licensed private providers. Adult learning provision is developed in line with labour market requirements, as defined by the national Classification of Occupations of the Republic of Moldova (CORM 006-2021), the relevant national nomenclatures and with reference to the MDQF level descriptors.

Adult learning is organised through different types of learning programmes, defined by their purpose, target group and intended learning outcomes, which are designed in alignment with MDQF level descriptors; the formal referencing to an MDQF level applies only to the qualifications or partial qualifications awarded following assessment and validation. These programmes include:

- **Upskilling programmes**, aimed at extending or updating competences related to an existing qualification, occupation or field of activity;
- **Requalification programmes**, designed to support the acquisition of competences for a new occupation or field of activity;
- **Specialisation programmes**, focused on acquiring additional competences within a clearly defined and limited area of a trade or specialty;
- **Programmes designed to lead to partial qualifications or micro-qualifications**, structured around clearly defined and assessable learning outcomes.

Adult education programmes are designed to support flexible participation and responsiveness to labour market needs. They are characterised by:

- **modularisation and flexibility**, including through the use of digital and blended learning formats;
- **variable volume**, typically ranging from a minimum of 3 credits to a maximum of 120 credits;
- **adaptability** to the individual learning needs of adults and to employers' skills requirements;
- **strong labour market orientation**, with particular attention to access for vulnerable groups;
- **possibility of gradual accumulation of learning outcomes**, enabling progression from partial partial qualifications to full qualifications following assessment and validation.

These programmes constitute learning pathways and do not, in themselves, represent qualifications. Depending on their scope, learning outcomes and assessment and validation arrangements, adult learning programmes may lead to the award of full qualifications or partial qualifications, including micro-qualifications.

All qualifications and partial qualifications that are formally recognised within the National Qualifications System are referenced to a specific MDQF level, based on their learning outcomes.

Levelling principles

Adult learning outcomes may be referenced to MDQF levels 1 to 7, depending on the degree of complexity of the learning outcomes achieved and validated. Levelling decisions are based exclusively on learning outcomes expressed in terms of knowledge, skills and responsibility/autonomy, and are independent of programme duration, delivery mode, institutional setting or learner age.

The levelling of adult learning is guided by the following principles:

- **Learning outcomes orientation**, ensuring consistency with MDQF descriptors;
- **Parity of esteem**, guaranteeing equal value and recognition of qualifications and partial qualifications obtained through adult learning and initial education;
- **Flexibility and permeability**, supporting both horizontal mobility within the same level and vertical progression between levels, as learning outcomes are accumulated over time.

The transversal representation of adult learning in the ISCED–MDQF–EQF mapping reflects the diversity of adult learning pathways and outcomes. It does not imply that adult learning programmes span all levels simultaneously, but rather that adult learning may lead to full qualifications or partial qualifications at different MDQF levels, depending on the learning outcomes achieved and validated.

Quality assurance

All adult learning programmes leading to qualifications or partial qualifications are subject to **external quality assurance**. Decisions on authorisation, accreditation, non-accreditation or withdrawal of the right to organise programmes are taken by the MER, based on evaluations carried out by ANACEC or other quality assurance agencies registered in EQAR. These arrangements ensure the credibility, transparency and consistency of levelling decisions across the MDQF.

Trends in adult learning provision and participation (2020–2024)

According to [MER data](#), the number of approved or accredited continuing education programmes increased significantly between 2020 and 2024, from 188 to 587. The largest expansion is seen at MDQF level 2, where the supply has increased almost fourfold, reflecting the development of programmes geared towards basic skills and rapid requalification. MDQF level 4–5 and MDQF level 6 programmes have also evolved steadily, indicating the diversification of advanced vocational training and the increasing involvement of universities in continuous professional development.

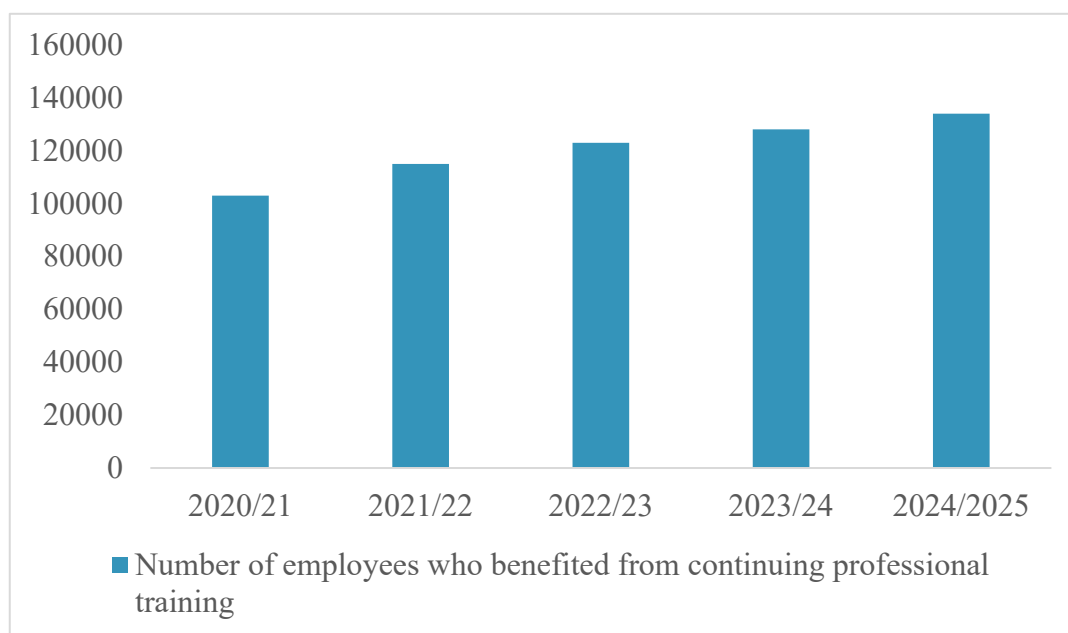
Table 10. *Number of accredited continuing education programmes*

Number of programmes	2020	2021	2022	2023	2024
Level 2 MDQF	86	173	211	298	333
Level 3 MDQF	8	7	13	13	29
Level 4-5 MDQF	4	4	9	18	25
Level 6 MDQF	90	136	168	193	200
Total	188	320	401	522	587

This dynamic confirms the maturing of the national adult learning framework and the increased capacity of the system to respond to labour market needs.

The data in the table presented are complemented by NBS data (Figure 8), according to which the number of employees who participated in continuous vocational training increased steadily between 2020 and 2024, from approximately 102,000 to over 133,000 people.

Figure 8. *Evolution of adult participation in continuing vocational training (2020-2025)*



This positive trend suggests both the growing interest of the adult population in upskilling and a more accessible, diversified and better adapted educational offer to the demands of the labour market.

Access to adult learning programmes

The programmes offered for adults are progressively structured, in line with the levels of knowledge, skills and responsibility/autonomy defined in the MDQF, as well as with the principles of formal adult education. For lower levels (1-2), access is open to adults seeking to acquire or strengthen basic skills without strict formal requirements, which allows for the inclusion of people with discontinuous or incomplete educational pathways.

At levels 3 to 5, access is based on the existence of a previous professional qualification or studies, progressively reflecting the increasing complexity of skills and the degree of operational responsibility that the adult can assume in real professional contexts.

At levels 6 to 7, the programmes are aimed at adults with a bachelor's degree, positioning themselves in the area of advanced qualifications, where in-depth knowledge, higher cognitive skills and an increased capacity for professional autonomy are required.

Overall, access is configured to support flexible lifelong learning pathways, offering adults the opportunity to advance, retrain or expand their career.

Educational offers for MDQF levels 2-7 of educational service providers from the Republic of Moldova are published on the [official website of the MER](#).

Assessment of learning outcomes and certification

The assessment of learning outcomes upon completion of adult vocational training programmes is governed by the provisions of the adult learning Regulation. Graduates take theoretical and/or practical graduation tests set out in the training programmes and correlated with the skills set out in the qualification standards. The tests shall be carried out in compliance with quality assurance criteria and may include tests, practical

work, integrated examinations or theses for requalification programmes. The evaluation shall be administered by a three-member review panel, which shall validate the results.

Individuals who have passed the graduation tests obtain personalized CTICE study documents, according to the model approved by the MER, in paper or electronic format, with the possibility of verifying their validity. Persons who have passed the learning modules (component parts) of adult vocational training programmes, after passing the graduation tests, obtain a certificate of professional competence, approved by [MER Order No. 190/2025](#), and are accompanied by a descriptive supplement, mentioning the professional skills acquired, quantified in study credits (Annex 6). Models of descriptive supplements are published on the MER website.

The types of study documents issued depending on the level of the MDQF and the type of the program include:

Types of study documents	MDQF Levels
Certificate of professional competence	levels 1–2
Micro-credentials	levels 3–5
Certificate of upskilling	levels 3–6
Certificate of requalification	levels 3–6
Certificate of specialisation	levels 4–6
Bachelor micro-credential	level 6
Master micro-credential	level 7

The study documents awarded within adult vocational training are recognised in the employment process and confirm the level of competences or qualifications acquired.

The consistency of the evaluation and certification mechanisms described is also reflected in the volume of study documents issued annually as part of adult vocational training. The distribution of certificates by types and years highlights the functionality of the system and the implementation degree different programs, confirming the MDQF's ability to cover a wide range of professional needs: reskilling/requalification, upskilling, skills validation, specialisation.

Table 11. *Types and number of certificates*

Types of certificates	2020	2021	2022	2023	2024
Certificate of professional competence - CCPF	0	0	0	3013	4292
Certificate of requalification – ARP/CR	460	465	147	1134	1515
Certificate of upskilling – CRP/ACR/CPF	14704	11872	9283	16177	20506

Certificate of professional competence (validation of non-formal and informal learning) – CCP	0	0	0	3653	4663
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The data presented in the table illustrate the awarding dynamics of these certificates in 2020-2024, demonstrating the strengthening and diversification of adult participation in formal vocational training programmes.

The structure of access, assessment and certification in initial and continuing vocational training programmes is summarised in Annex 7, which links MDQF levels to EQF and ISCED levels, types of adult programmes, volumes of study credits, access conditions and assessment requirements specific to each level. The table was developed basis of Annex 2 to [Government Decision No. 330/2023](#) and provides a clear comparative picture of the progression of learning outcomes, demonstrating how the above narrative descriptions are operationalised within the formal adult learning system of the Republic of Moldova.

It should be noted that Annex 7 presents the correspondence between ISCED and EQF levels in adult education for all levels except ISCED level 5. This reflects the findings of the 2023 revision of the MDQF, which indicated that adult education programmes in Moldova do not yet systematically provide qualifications corresponding to ISCED level 5. Consequently, this level is not fully represented in the current correspondence matrix. At the same time, ISCED level 5 is recognised as an area for potential future development within the national qualifications system.

Providers of Adult Learning

The diversity of adult learning providers is a significant feature of the national system. There are currently 66 accredited continuing education centres in the Republic of Moldova (Annex 8), which include:

- public and private TVET and higher education institutions;
- providers accredited in adult vocational training;
- non-governmental organisations;
- companies and organisations providing in-house training for employees.

Since 24.12.2023, these centres have trained 43773 people, indicating a steady expansion of adult participation in formal professional development programmes and strengthening the culture of lifelong learning. A relevant example is the “Ion Creangă” State Pedagogical University of Chişinău, which hosts the Centre for Continuous Training and Leadership and the National Centre for Digital Innovations in Education. These centres offer upskilling and reskilling programs for teachers from all over the country and abroad, involving annually about 2000 participants, thus contributing significantly to continuous professional development at national level.

3.11.3 Partial qualifications (micro-qualifications)

Definition and role of micro-qualifications and partial qualifications in the Republic of Moldova

Micro-qualifications or partial qualifications are an important component of the national qualifications system, supporting flexible learning pathways, lifelong learning and responsiveness to labour market needs. They enable the formal recognition of learning outcomes that do not constitute a full qualification, while remaining fully embedded within the MDQF.

The [Education Code](#) of the Republic of Moldova (Law No. 152/2014) defines micro-qualification or partial qualification as a set of learning outcomes acquired through a short module/programme, officially certified in accordance with unified qualification and quality assurance standards, for a specific level of the National Qualifications Framework. A *micro-qualification/partial qualification* which, on its own, does not fully meet the requirements for access to the labour market and/or continuation of studies may be integrated into a full qualification for professional activity or combined with several qualification units to obtain a full qualification, in accordance with a qualification standard, with the issuance of a certificate of professional competence (micro-certificate).

The positioning and typology of partial qualifications, including micro-qualifications, are further operationalised through [Government Decision No. 330/2023](#) approving the National Qualifications Framework, which establishes how partial qualifications are positioned by type and referenced to MDQF levels.

Institutional framework for development, delivery and certification

The **Regulation on Adult Learning**, approved by [Government Decision No. 222/2024](#), establishes institutional responsibilities for the organisation, assessment and certification of adult learning opportunities that may result in the award of partial qualifications, including micro-qualifications, across both vocational education and training (VET) and higher education.

According to the Regulation:

Higher education institutions that have obtained accreditation for at least one study programme at cycle I – Bachelor’s degree studies or integrated higher education studies within a professional training field – are entitled to organise adult professional training programmes of up to 900 hours / 30 study credits (including micro-qualifications) in that field, following the approval of the respective programmes by the institution’s senate and after coordination with the MER and, where applicable, with the relevant line ministry. For this purpose, adult professional training programmes are exempt from the procedures for provisional operating authorisation and accreditation.

Higher education institutions that have obtained accreditation for a study programme at cycle I – Bachelor’s degree studies, cycle II – Master’s degree studies, or integrated higher education studies are entitled to:

- organise micro-qualification/partial qualification programmes that form an integral part of the accredited study programme, following the approval of the respective partial qualification programmes by the institution’s senate and after coordination with the relevant line ministries and the MER;
- issue certificates of professional competence/micro-certificates to persons who have completed the respective partial qualification programmes.

Technical vocational education and training institutions that have obtained accreditation for at least one study programme within a professional training field are entitled to organise adult professional training programmes of up to 900 hours / 30 study credits (including micro-qualifications) in that field, following the approval of the respective programmes by the institution’s teaching council and after coordination with the MER and, where applicable, with the relevant line ministry. For this purpose, adult professional training programmes are exempt from the procedures for provisional operating authorisation and accreditation.

Technical vocational education and training institutions that have obtained accreditation for a study programme within a professional training field are entitled to:

- organise micro-qualification/partial qualification programmes that form an integral part of the accredited study programme, following the approval of the respective partial qualification programmes by the institution's teaching council and after coordination with the relevant line ministries and the MER;
- issue certificates of professional competence/micro-certificates to persons who have completed the respective partial qualification programmes.

To support consistent implementation and alignment with the European approach, a [Practical Guide](#) for the development and implementation of adult learning provision leading to micro-qualifications, including partial qualifications, has been developed. The guide provides practical tools to:

- align the design and delivery of programmes with national and international quality standards;
- support the integration of partial qualifications and micro-qualifications into the education and training system;
- strengthen the responsiveness of education and training provision to labour market needs.

Development requirements and quality assurance arrangements

Adult learning programmes designed to lead to the award of partial qualifications, including micro-qualifications, are developed in accordance with the Methodology for the Development of general education and professional training programmes for adults within the framework of lifelong learning, approved by the [MER Order No. 1834/2025](#). The methodology sets requirements for programme design, learning outcomes formulation and implementation conditions (Annex 9).

Programme structure includes:

- programme objectives, target groups, access conditions and legal basis;
- learning outcomes expressed in terms of knowledge, skills, and responsibility/autonomy, including transversal and professional competences;
- relevance for the labour market;
- delivery and implementation conditions;
- teaching/learning methods and resources;
- assessment arrangements.

Quality assurance of adult learning programmes leading to micro-qualifications is ensured through existing national QA arrangements, without creating parallel or separate procedures. These programmes are subject to the same quality assurance requirements as other adult learning provision within formal education, including external evaluation ANACEC and institutional accountability ([Government Decision No. 830/2024](#)).

Social partners are involved in ensuring labour-market relevance of adult learning programmes leading to micro-qualifications, in line with existing arrangements for adult learning. Their contribution supports the relevance, credibility and acceptance of learning outcomes within the labour market.

Certification

Successful completion of requirements leads to the award of a partial qualification or a micro-qualification, and the learner receives a **Certificate of Professional Competence**, based on a model approved by the [MER Order No. 190/2025](#).

The Certificates of Professional Competence are personalised through [Descriptive Supplements](#) by CTICE (Annex 10) and include:

- the title of the partial/micro-qualification;
- the MDQF level;
- the occupational field;
- the volume of learning;
- the learning outcomes achieved.

The types of certificates and their supplements are published on the [MER](#) website to support transparency and public accessibility.

According to MER data, in 2025 a total of 105 micro-qualifications were awarded, and the corresponding certificates were issued at the following MDQF levels:

- MDQF level 3 - 35
- MDQF level 4 - 21
- MDQF level 6 - 44
- MDQF level 7 - 5

Integration into the MDQF and alignment with the EQF

Partial qualifications, including micro-qualifications, are integrated into the MDQF and referenced to specific levels based on learning outcomes. This supports flexible learning pathways, horizontal and vertical mobility, and accumulation towards full qualifications where relevant.

Through learning outcomes-based design and application of existing quality assurance arrangements, partial qualifications strengthen transparency and comparability and support alignment with the EQF, facilitating national and international understanding and recognition.

Contribution to lifelong learning and system modernisation

Partial qualifications and micro-qualifications support upskilling, reskilling and labour market reintegration, including for vulnerable groups, and contribute to addressing skills shortages in priority sectors. By enabling the gradual accumulation and recognition of learning outcomes within the MDQF, they reinforce a coherent, flexible and labour market-oriented lifelong learning system in line with European principles and practice.

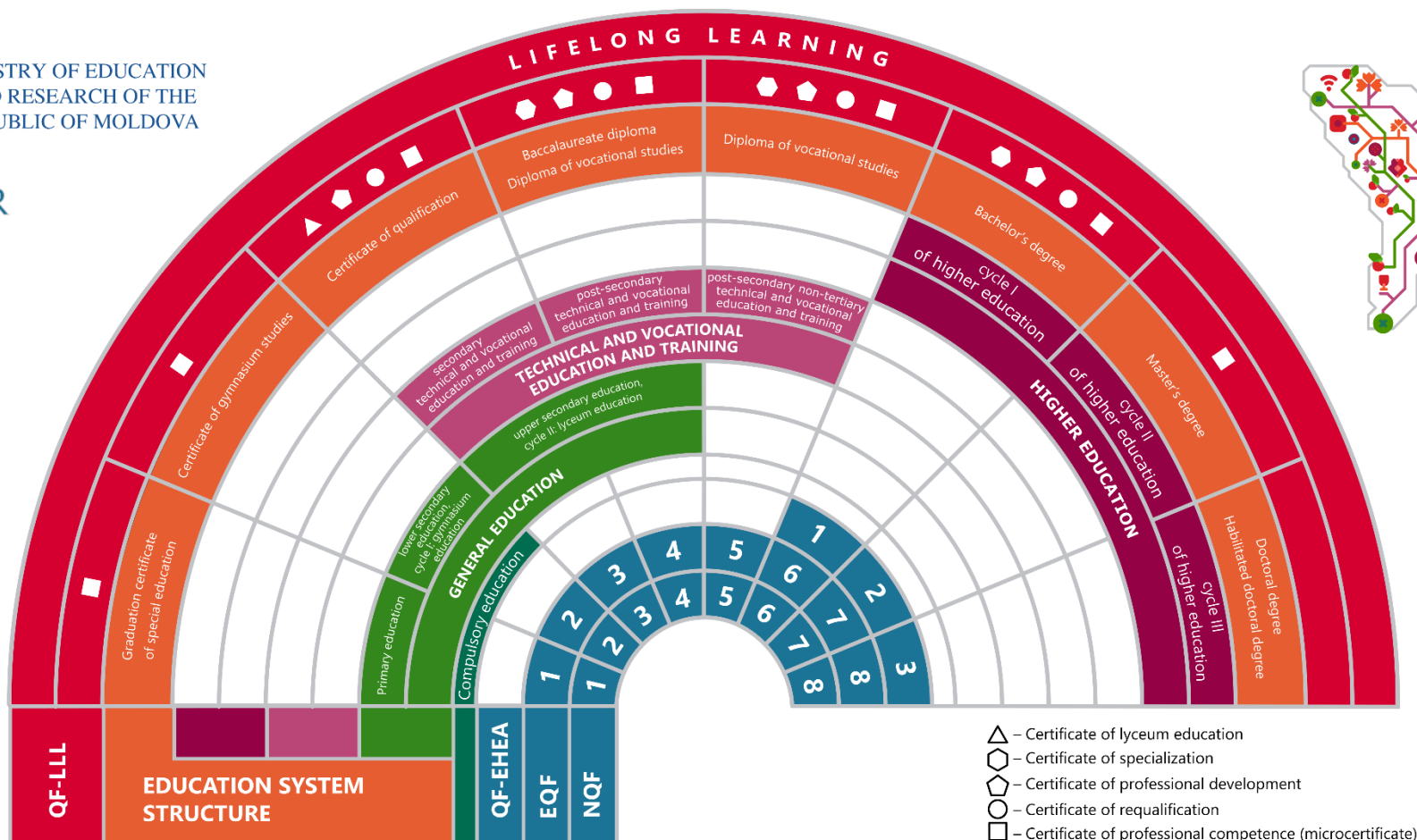
THE NATIONAL QUALIFICATIONS FRAMEWORK OF THE REPUBLIC OF MOLDOVA



MINISTRY OF EDUCATION
AND RESEARCH OF THE
REPUBLIC OF MOLDOVA



ENIC
MOLDOVA



4. NATIONAL QUALIFICATION FRAMEWORK (MDQF)

The MDQF is a comprehensive system of national qualifications, developed on the basis of the principles of the EQF. It functions as a unique tool for classifying qualifications provided in the national education system, using a set of criteria that correspond to the levels of learning achieved. Through this approach, the MDQF integrates and coordinates all national qualifications subsystems, with the aim of improving the transparency, access, progression and quality of qualifications, in direct relation to the requirements of the labour market and civil society.

Oriented towards lifelong learning, the MDQF facilitates the comparison of qualifications at national and international level and ranks all qualifications in a logically organised structure. The MDQF covers all levels and forms of education, including both full and partial qualifications, regardless of their size and purpose.

Qualifications are assigned to an MDQF level based on learning outcomes, with each level defined by a set of descriptors reflecting the complexity, depth and dimension of competences. In this way, the MDQF ensures that qualifications are not duplicated and overlapped, supports career planning and career progression, and provides a reference framework for the continuous development of skills.

A fundamental aspect of the National Qualifications Framework (NQF) is its capacity to link qualifications from the past, present and future to national, European and international standards, thereby promoting transparency and comparability.

At the same time, the MDQF supports the implementation of education policies and strategies, being in line with European policies in the European Education Area, EHEA, the European Research Area (ERA), as well as with European cooperation policies in the field of vocational education.

4.1. Development phases of the MDQF according to European criteria

The development of the MDQF in the Republic of Moldova was a gradual process, with roots in both European commitments and domestic reforms. This path reflects the transition from fragmented, domain-oriented initiatives to an integrated, comprehensive framework aligned with European standards.

According to the European methodology for assessing the level of development of the MDQF and alignment with the EQF, the process of developing the National Qualifications Framework is carried out in six phases: 1. exploratory, 2. design, 3. adoption, 4. activation, 5. operationalization and 6. review. The Republic of Moldova is not an exception to this European model, going through the same stages in the process of building its own MDQF.

Exploratory phase (2005–2013): The first version of the MDQF was developed in the field of higher education, immediately after the accession of the Republic of Moldova to the Bologna Process in May 2005. This version was partly inspired by the recommendations developed for the Dublin descriptors of QF-EHEA (2006, 2010, 2013 editions). However, the Republic of Moldova used distinct descriptors from those recommended at European level, which made the process of comparing qualifications more difficult and generated barriers in academic and professional mobility, including in the international recognition of diplomas.

Design phase (2014–2018). [Education Code](#) of the Republic of Moldova, Law No. 152/2014, provided the legal framework for the creation of a national MDQF, but the regulations were fragmented into subsystems: separate articles for TVET (Articles 59, 62, 63, 64, 66) and for higher

education (Articles 89, 97, 98, 110). The lack of a unitary system and explicit reference in the MDQF study documents reduced the expected impact.

In 2017, Government Decision No.1016/2017 approved the MDQF, drawn up on the basis of the Recommendation of the European Parliament and of the Council (2008) on the EQF for lifelong learning. This step provided a matching tool, but without full practical applicability.

In the following years, efforts focused on strengthening institutional mechanisms and creating the NRQ, approved by [Government Decision No. 1199/2018](#). It became the official database for all state-recognised qualifications and was a decisive step towards the transparency and modernisation of the system.

Activation phase (2019-2022). This period was marked by the revision of the methodologies for developing qualification standards [MER Order No.573/2022](#) and the advancement in the process of linking the MDQF descriptors with those of the EQF and the Dublin Descriptors. Centres for the validation of non-formal and informal learning have also been set up strengthening mechanisms for the recognition of prior learning ([MER Order No. 885/2022](#)). However, international experts, including through the Twinning project “Increasing the quality and efficiency of TVET” (2019–2021), pointed to some gaps:

- **insufficient cooperation and governance:** lack of alliances between stakeholders, unclear delineation of roles and responsibilities, and limited work of sectoral committees;
- **standardisation and limited relevance:** the absence or insufficiency of occupational, competence and qualification standards that reflect labour market requirements and ensure the quality of qualifications;
- **lack of mapping and transparency:** failure to perform vertical and horizontal linking of types and levels of qualifications and nomenclatures of fields of vocational training;
- **low knowledge:** stakeholders (employers, pupils, students, institutions) have a limited understanding of the diversity and value of existing qualifications;
- **limited integration with European instruments:** poor linkage of the MDQF to systems such as recognition of prior studies, recognition of parts of qualifications or credit transfer;
- **database shortages and digitalisation:** lack of comprehensive and interoperable systems to support beneficiary information and international comparability (e.g. Europass);
- **absence of a strategic policy framework:** the lack of a national document dedicated to the development of the MDQF according to the principles of the EQF;
- **insufficient resources:** limited human and financial resources for the efficient development and implementation of the MDQF.

These limitations have slowed down the process of strengthening and operationalising the MDQF, affecting the relevance, transparency and recognition of qualifications, as well as the full integration of the national framework into the European Qualifications Framework.

Operationalisation phase (2023–present). The formal adoption of the MDQF marks the turning point in which the framework is officially recognised by law and becomes an integral part of education and employment policies. In the Republic of Moldova, this stage was achieved by [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and subsequently consolidated by

[Government Decision No. 330/2023](#), which regulated the MDQF architecture (Annex 11), the roles and responsibilities of the institutions involved, as well as the implementation mechanisms, stipulated in the 3 annexes:

Annex 1: description of the MDQF structure and levels 1–8;

Annex 2: linking the MDQF to national education and training systems;

Annex 3: equivalence tables between national diplomas and certificates, ISCED, MDQF and EQF.

By the same legislative act, the MER was designated as **National Coordination Point for the EQF**, with responsibility for ensuring referencing and reporting on progress. At the same time, the MDQF was strengthened as a central instrument of education and training policies, through related normative acts, such as: Methodology for the development of adult learning programmes in lifelong learning, Methodology for the registration of qualifications in the National Qualifications Register, [MER Order No. 770/2024](#) and Regulation on Adult learning, [Government Decision No. 222/2024](#).

This formal adoption created the premise for the operationalisation of the MDQF and alignment with the principles of EQF and QF-EHEA.

The operationalisation phase of the MDQF in the Republic of Moldova is justified by the fact that the system meets most of the indicators specific to this phase, confirming its functionality and applicability in the national education and training system. The MDQF is already a permanent and visible instrument, clearly regulated by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, [Government Decision No. 330/2023](#) and an extensive set of legislative acts. MDQF levels are indicated in diplomas and certificates, and the National Qualifications Register provides transparency and public access to essential information on qualifications.

The functioning of the MDQF is supported by quality assurance mechanisms implemented by ANACEC and cooperation platforms such as the National Council for Qualifications, sectoral committees for vocational training and social dialogue structures between education and the labour market. By linking with the EQF and using European transparency tools (Europass, Diploma Supplement), the MDQF contributes to academic and professional mobility, strengthening its status as an operationalised framework.

These findings are confirmed in international reference documents prepared by UNESCO, Cedefop and the ETF. One of these documents is the [Global Inventory of National and Regional Qualifications Frameworks 2022](#), a global inventory of how different countries in the world, including the Republic of Moldova, develop, implement and update their national qualifications frameworks. As regards the Republic of Moldova, the document presents the evolution and implementation of the MDQF, highlighting its eight-level structure, alignment with the EQF and progress made in developing qualification standards and quality assessment and assurance systems.

Another document of major importance is the [National Qualifications Framework – Moldova 2025](#), which is a case study prepared by the European Training Foundation (ETF) as part of its contribution to the Global Inventory of National and Regional Qualifications Frameworks. On the basis of the records analysed, the ETF experts confirm that the MDQF of the Republic of Moldova is already functioning in a stable manner, mentioning in Chapter 7, point 7.1, that „*Moldova's NQF is at the operational stage. Governance is stable, qualifications that are placed in the NQF and register adhere to a defined methodology and bear, for most qualification types, an NQF level on associated certificates. Occupational standards, qualification standards and other outcomes-based tools inform qualifications and curricula design*”.

In conclusion, the evolution of the MDQF reflects the transition from fragmented trials and partial frameworks to a coherent, operational and European-oriented instrument aimed at ensuring transparency, comparability and recognition of national qualifications internationally, having a decisive role in the integration of the Republic of Moldova into the European area of education and work.

4.2. Regulatory and institutional framework

4.2.1. General regulatory framework

The development and implementation of MDQF in the Republic of Moldova is based on a complex normative and institutional framework, aligned with European and international good practices. The legal basis of the MDQF is laid down in [Education Code](#) of the Republic of Moldova, Law No. 152/2014, (Article 11¹), which governs the general principles for the development and implementation of the MDQF and the development and use of qualifications in all segments of the education system: technical vocational education, higher education, adult learning and lifelong learning, but also for quality assurance.

A strategic reference document is the [Development Strategy “Education 2030”](#), which places the development of the MDQF at the heart of educational and economic policies, emphasising its role in:

- modernising education and connecting to the labour market by matching qualifications with the requirements of socio-economic sectors;
- ensuring the transparency and comparability of qualifications at European level, facilitating recognition and mobility;
- integrating micro-qualifications and non-formal and informal learning into the MDQF as a means of supporting lifelong learning;
- the digitalisation and internationalisation of education by interconnecting the MDQF with European platforms such as the EQF Portal and Europass.

Thus, the Education Strategy 2030 confirms the MDQF as a strategic tool for human capital development and integration of the Republic of Moldova into the European Higher Education Area and the European labour market.

[Government Decision No. 330/2023 on the MDQF](#) was developed in line with the national policy framework and in harmony with European requirements, based on Delegated Decision (EU) 2021/2183 and EU Council recommendations on: European Qualifications Framework (2017), key competences for lifelong learning (2018) and the Recommendations on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (2018).

Government Decision No. 330/2023 approves the updated MDQF, together with the *Roadmap* for its implementation in 2023-2027. At the same time, the normative act establishes the correlation of the education and training documents issued in the national education system – including those obtained before 1991 – with the levels of the International Standard Classification of Education (ISCED 2011/ISCED-F 2013), with the MDQF levels and with the reference levels of the EQF.

Roadmap for the operationalisation of the MDQF 2023–2027

The Roadmap for the operationalisation of the MDQF for 2023-2027, approved by [Government Decision No. 330/2023](#), constitutes the strategic implementation document that translates the

objectives of developing the national qualifications system into concrete actions. *The Roadmap* provides a coherent and integrated vision on the process of aligning the MDQF with the principles of the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA), ensuring continuity and convergence with the reforms set out in the [Development Strategy “Education 2030”](#).

The document defines the national vision for the development and operationalization of the MDQF in accordance with the EQF, sets out the general and specific objectives of the process and specifies the stages, institutional mechanisms, actors involved and progress indicators. At the same time, the *Roadmap* contains clear provisions on:

- monitoring and evaluating the implementation of the *Roadmap* Action Plan through result and progress indicators;
- financing the implementation of the Action Plan, provided by budgetary resources and complementary contributions from development partners.

Operationally, the Action Plan for the implementation of the *Roadmap* for the operationalisation of the MDQF 2023–2027 is an effective tool, structuring the implementation processes on the following components:

- Specific objective – directs actions in line with national vision and priorities;
- Actions – concrete activities to be undertaken to achieve the objectives;
- Deadline – implementation period for each action;
- Responsible authority / partners – implementing institutions and co-opted entities;
- Monitoring and result indicators – measurable progress and impact criteria;
- Expected results – anticipated effects on the education and training system;
- Implementation costs – financial estimates for each action, with identified sources of funding.

The strategic importance of the *Roadmap* lies in its instrumental and cross-sectoral nature: it not only guides qualifications reforms, but also provides mechanisms for coordination, transparency and institutional accountability in the process of developing and referencing the MDQF. In this respect, the *Roadmap* is an operational governance framework that transforms strategic objectives into measurable and measurable actions, integrating education, training and employment into a common area of lifelong learning.

In order to achieve the general and specific objectives of developing and operationalising the MDQF, seven major priorities are set:

1. Developing and updating the regulatory framework;
2. Establishment and institutionalisation of the stakeholder dialogue platform;
3. Coordination, administration and strategic development of the MDQF;
4. Developing and updating the mechanisms, procedures, methods and standards necessary for the operational implementation of the MDQF according to the EQF principles;
5. Developing and updating the qualification quality assurance system according to the EQF principles;

6. Communication, increasing the visibility and European dimension of the MDQF;
7. MDQF referencing to EQF and self-certification against QF-EHEA.

Through its logical structure and result orientation, the *Roadmap* ensures the effective implementation of the MDQF, providing a solid basis for monitoring progress, assessing impact and reporting to national authorities and European partners.

4.2.2 Complementary regulatory framework

The general regulatory framework of the MDQF is strengthened by a set of complementary regulations detailing methodological, procedural and institutional aspects. They ensure the coherent operationalisation and implementation of the MDQF, supporting the recognition of qualifications, the validation of prior learning and the integration of micro-qualifications.

Table 12. *The scope of regulatory acts*

Areas	Regulatory acts
Coordination and governance	Regulation on the organisation and functioning of the National Coordination Point for EQF for lifelong learning, MER Order No. 1717/2024 .
	Regulation on the organisation and functioning of the ENIC Moldova National Contact Point, MER Order No. 1504/2024
	Regulation on the organisation and functioning of the National Europass Centre, MER Order No. 1626/2024
	Law No. 244/2017 on sectoral committees for vocational training, as amended
Transparency (CRN)	National Register of Qualifications (NRQ), Government Decision No.1199/2018, consolidated by Government Decision No. 330/2023 and updated by Government Decision No. 3/2024
	Methodology for enrolling qualifications in the NRQ, MER Order No. 770/2024
Quality assurance	Minimum training requirements and assessment criteria for provisional operating authorisation and accreditation for the higher education programmes of Medicine, Dentistry, Pharmacy, General Health Care, Midwifery, Veterinary Medicine, Architecture and for the post-secondary non-tertiary technical and vocational education and training programme of Midwifery, approved by Government Decision No. 485/2025
Continuous training (LLL)	Regulation on Adult education, Government Decision No. 222/2024
	Framework Regulation on continuing professional training of academic staff, MER Order No. 1019/2023
	Methodology for developing adult learning programmes in lifelong learning, MER Order No. 785/2024
	Regulation on the recognition and equivalence of scientific and scientific-didactic titles obtained abroad, Government Decision No. 7/2024 .

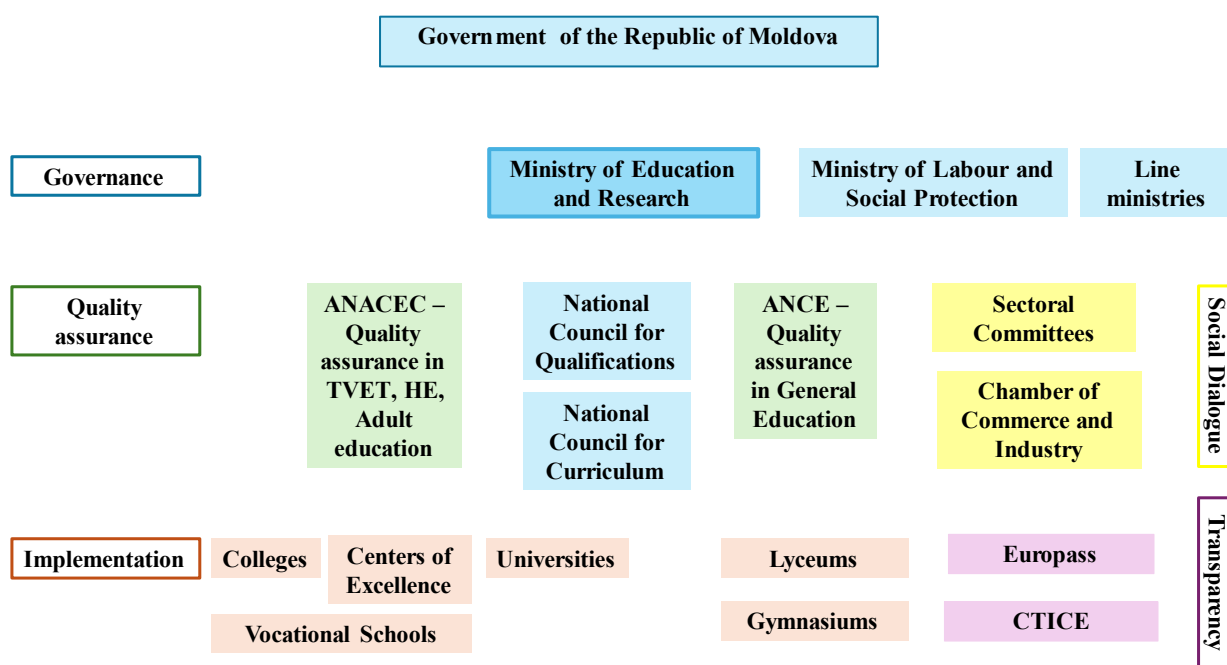
Recognition and equivalence	Methodology for Recognition and Equivalence of Scientific-Didactic Titles in Higher Education Obtained Abroad, MER Order No. 202/2024 .
	Regulation on the recognition of qualifications of specialists with undergraduate medical studies obtained abroad, MH Order No. 997/2022 ;
	Regulation on the recognition and equivalence of study documents and qualifications obtained abroad, MER Order No. 1702/2019
	Methodology for the recognition and equivalence of periods of study abroad for the continuation of studies in institutions of vocational education and training in the Republic of Moldova, MER Order No. 638/2018
	Regulation on the recognition and equivalence of postgraduate education qualifications obtained abroad for access to and practice of the profession, MH Order No. 703/2024
	Implementation of Government Decision No. 412/2024 : Approves the correlation of the specialities from the relevant nomenclatures (Government Decision No. 412/2024 and Government Decision No. 482/2017) and the correlation of academic titles with the related nomenclatures (Government Decision No. 412/2024 and Government Decision No. 199/2013), MER Order No. 1223/2024 ;
Validation of non-formal and informal learning	Regulation on the certification of professional competencies corresponding to MDQF level 3, 4, 5 qualifications acquired in non-formal and informal education contexts, approved by MER Order No. 885/2022 .
	Practical guide on the certification of professional competences corresponding to level 3, 4 and 5 qualifications of the National Qualifications Framework, acquired in non-formal and informal education contexts, approved by MER Order No. 1066/2023
	Regulation on the certification of professional competences corresponding to level 6 qualifications of the National Qualifications Framework, acquired in non-formal and informal education context, approved by MER Order No. 1021/2023 .
Study credits	Regulation on the application of the European Credit Transfer and Accumulation System (ECTS) to continuing vocational training programmes in higher education institutions, MER Order No. 1020/2023 .
	Regulation on the organisation of studies in post-secondary and post-secondary non-tertiary technical and vocational education and training based on the Credit System for Transferable Studies, as evidenced by MER Order No. 234/2016 (amended 2023).

Development of qualification standards	Methodology for developing qualification standards, approved by MER Order No. 573/2022 .
	Methodological guide for translating professional competences into learning outcomes, approved by MER Order No. 236/2022 .

4.2.3. Responsible institutions and structures

The governance of the MDQF is ensured by a set of national institutions and structures, each with well-defined roles in coordination, quality assurance, and connection to the labour market (as shown in the Figure 9). MER exercises the central role, being supported by the National Council for Qualifications, specialized agencies and bodies, as well as by the social partners.

Figure 9. *Responsible institutions and structures*



4.2.4. European and international networks and structures

The Republic of Moldova actively participates in international networks and bodies, ensuring the integration of the MDQF in the European space and its global recognition. These structures facilitate the exchange of best practices, support referencing processes and contribute to academic and professional mobility.

- **ENIC/NARIC** – supports academic and professional recognition of qualifications by assessing diplomas and facilitating mobility.
- **EQF Advisory Group** – coordinates and monitors the referencing process of the MDQF to the EQF, providing recommendations and methodological guidance.

- **Bologna Follow-Up Group (BFUG)**⁵– monitors the MDQF self-certification process in relation to QF-EHEA and implements Bologna commitments.

The European and international dimension of the MDQF is an essential pillar of its development, ensuring comparability, transparency and recognition of qualifications obtained in the Republic of Moldova. According to [Government Decision No. 330/2023](#), the MDQF is linked to national and international classifications of education and occupations in order to support academic and professional mobility, the internationalisation of education and integration into the labour market. In this regard, the MER, in consultation with stakeholders, establishes the correspondence between the MDQF and the main reference tools: labour market classifiers (CORM, CAEM, ISCO, ESCO), education and research classifiers (ISCED, FRASCATI, nomenclatures of fields of vocational and scientific training), as well as national and international qualifications frameworks, in particular EQF and QF-EHEA.

The correlation established between the MDQF and the national and international classifiers is published in Romanian and English on the official page of the MER, which contributes to transparency and accessibility. The MDQF is regularly updated to ensure consistency with European recommendations on qualifications, but also to meet the conditions set out in bilateral and multilateral agreements, thus ensuring the mutual recognition of qualifications from the Republic of Moldova in other states. The MDQF's compatibility is strengthened by reference to European tools and standards such as EQF for lifelong learning, QF-EHEA and Dublin descriptors, ESG for quality assurance in higher education, EQAVET for VET, ECTS for credit transfer and accumulation, and the use of Europass tools for the transparency of learning documents.

Thus, the MDQF reflects the strategic orientation of the Republic of Moldova towards European convergence, and through the National Qualifications Register and the National Contact Point for the EQF, the MER ensures the exchange of information and the comparison of national qualifications with European and international ones.

As a whole, the regulatory and institutional framework on the European dimension of the MDQF constitutes a coherent system that facilitates the mobility, recognition and integration of national qualifications in the European Higher Education Area and in the European labour market.

4.3. Objectives and functions of the MDQF

The MDQF is designed as a strategic public policy tool in the field of vocational education and training, with the role of integrating the national qualifications system into a coherent architecture, compatible with European and international standards. The MDQF ensures not only the transparency and comparability of qualifications, but also their matching with labour market requirements, thereby supporting the employability, mobility and personal and professional development of citizens. At the same time, it provides a common basis for dialogue between education, training, social partners and authorities, guiding the modernisation of the education system according to the needs of the economy and society.

⁵ The Bologna Follow-Up Group (BFUG) – the Bologna Process Monitoring Group – is the structure that ensures the coordination and monitoring of the implementation of the commitments undertaken by the Member States of the European Higher Education Area (EHEA).

Objectives of MDQF

The objectives of the MDQF are to create a unified framework for qualifications that facilitates their transparency and recognition at national and international level, supports educational and professional mobility and directly connects education with labour market requirements. Within this general framework, the objectives set by [Government Decision No. 330/2023](#) are the following:

- improving the transparency, comparability and transferability of qualifications;
- enhancing the employability, mobility and social integration of citizens;
- contribute to the modernisation of the education and training system;
- ensuring a better link between formal, non-formal and informal learning;
- supporting the validation of learning outcomes acquired in different learning contexts.

Principles of MDQF

The operation of the MDQF is based on a set of fundamental principles that give it legitimacy and compatibility with European standards. These principles guarantee continuity of training, fair access to qualifications, transparency of information provided to all users and continuous adaptation to labour market requirements. Based on these considerations, the MDQF is governed by the following principles:

- succession and continuous development of qualification levels;
- non-discrimination and fairness;
- transparency in describing qualification levels for all users;
- responsiveness to changing educational, social and labour market needs.
- structural comparability and compatibility with EQF and QF-EHEA;
- Consistent with national and international instruments for classifying education, occupations and scientific fields: nomenclatures of training areas, ISCED-2011, ISCED-F 2013, Frascati Manual (OECD), CORM, ESCO, ISCO and CAEM-2.

Functions of MDQF

In order to achieve its objectives and comply with the stated principles, the MDQF performs a complex set of functions. They describe the concrete way in which the framework operates, provide support to education and training beneficiaries and providers, and ensure continuous matching of qualifications with the labour market. Thus, the functions provided for by [Government Decision No. 330/2023](#) include:

- description of qualification levels, conditions for access to education and training, structuring and networking of national qualifications;
- information on national academic and professional qualifications, including those regulated by special rules;
- satisfying individual educational needs by forming the skills and attitudes necessary for socialisation and professional integration;
- supporting beneficiaries and providers of educational services in making decisions on obtaining qualifications at different levels;

- facilitating the selection of the optimal vocational training pathway and the efficient use of qualifications on the labour market,
- assisting education and training authorities and providers in identifying offers on the basis of a common reference;
- facilitating academic and professional mobility on the educational and labour markets, both nationally and internationally;
- implementation of labour market requirements for professional qualifications and skills;
- implementing credible quality assurance mechanisms and building trust in national qualifications;
- implementation of validation mechanisms for skills acquired in formal, non-formal and informal contexts;
- awarding qualifications on the basis of learning outcomes and certifying them through study documents;
- supporting lifelong learning and increasing the flexibility of vocational training pathways;
- facilitating and strengthening international collaboration in the field of vocational education and training.

The objectives, principles and functions of the MDQF define its conceptual and operational framework, providing strategic direction and practical tools for implementation. They connect vocational education and training with the labour market and European standards, strengthening the role of the MDQF as a key mechanism for modernising the education system and developing human capital.

4.4. MDQF structure: levels, learning outcomes and level descriptors

The MDQF is an integral part of the **National Qualifications System (NQS)** and is the main mechanism of classification, ordering and correlation of qualifications in the Republic of Moldova. The MDQF functions as a unitary architecture, designed to ensure the coherence of the educational and training system, as well as its connection to the requirements of the labour market and to international standards.

The operational implementation of the MDQF is supported by a set of structural elements that define its functionality:

- the MDQF itself, structured into levels and underpinned by national and sectoral learning outcomes;
- a technical framework and supporting tools for individuals, including credit systems and mechanisms for the accumulation and transfer of credits, the National Register of Qualifications (NRQ), the Register of Study Documents, national information and coordination points, as well as alert mechanisms concerning fraudulent qualifications and professional disqualifications;
- common procedures and principles governing the translation of competences into learning outcomes, quality assurance, validation, recognition and certification of qualifications.

Through this operational system, the MDQF contributes to the transparency and coherence of qualifications, facilitates educational and professional progress and strengthens the link between education, the labour market and civil society.

4.4.1. Structure of MDQF

The structure of the MDQF reflects both the hierarchy of qualification levels and the diversity of qualification types, providing a coherent and comparable framework for all forms of education and training. It accommodates qualifications acquired through formal education, as well as those acquired through the recognition of non-formal and informal learning outcomes, from a lifelong learning perspective. The main dimensions of this structure are:

- **Vertical axis** – ranks qualifications on **eight qualification levels**, corresponding to the degree of complexity and depth of learning outcomes. This axis enables educational and professional progression, ensuring the recognition of skills at national and European level.
- **Horizontal axis** – categorises qualifications by **type** according to educational level, specificity of learning outcomes, purpose and content of the qualification. This guarantees the diversity and flexibility of the training paths, without overlaps or duplications.

This hierarchical and typological structure ensures the transparency and comparability of qualifications, supporting career planning, educational and professional progression and international recognition.

4.4.2. Levels and descriptors

Within the MDQF, the level of a qualification is assigned based on a comparison of its learning outcomes against the MDQF level descriptors, reflecting the complexity, depth and scope of the learning outcomes achieved. These descriptors are the fundamental tool to ensure comparability of qualifications at both national and European level and are aligned with the EQF. They allow for the uniform classification and recognition of qualifications, regardless of the context in which the learning outcomes were acquired – formal, non-formal or informal.

The learning outcomes descriptors specify two complementary dimensions:

- **Level** - expresses the degree of complexity of the learning outcomes corresponding to the respective level of qualification;
- **Field of education and training** - differentiates qualifications by disciplinary orientation, while learning outcomes are expressed through knowledge, skills, responsibility and autonomy.

Based on these descriptors, the MDQF is structured on **eight distinct levels of qualification**, which progressively reflect the complexity of learning outcomes and the associated responsibility. The levels are characterised as follows:

Level 1 requires basic general knowledge and basic skills to perform simple tasks. The activity is carried out under direct supervision, in a structured context, with minimal autonomy.

Level 2 corresponds to basic factual knowledge in a field of work or study and simple cognitive and practical skills used for routine tasks. The work is carried out under supervision, but with an early degree of autonomy.

Level 3 involves factual knowledge and understanding of general principles and concepts. Skills allow solving tasks by selecting and applying basic methods and tools, and the graduate takes responsibility for carrying out activities and adapting behaviour to circumstances.

Level 4 reflects factual and theoretical knowledge applicable in various contexts. The graduate has the necessary skills to solve specific problems and can self-manage his activity, supervising and empowering others in the work or study process.

Level 5 is characterized by comprehensive, factual and theoretical knowledge, specialized in a field, doubled by an awareness of their boundaries. Skills include designing creative solutions to abstract problems, and work involves management and supervision in unpredictable situations, with responsibility for developing one's own and others' performances.

Level 6 corresponds to advanced knowledge in a field of study or work, involving critical understanding of theories and principles. Advanced skills allow solving complex and unpredictable problems, and the graduate manages professional projects and takes responsibility for the development of other people.

Level 7 reflects highly specialized knowledge, located at the forefront of the field and at the intersection with other disciplines, with a critical awareness of their boundaries. Skills are geared towards research, innovation and the development of new procedures, and autonomy is manifested through the management of complex situations and significant contributions to the advancement of knowledge and professional practices.

Level 8 is the highest level, defined by cutting-edge knowledge, including at the cross-domain border. The skills are of the most advanced, involving synthesis, evaluation and innovation, and the graduate demonstrates scientific and professional authority and integrity, having a leading and innovative role in research and profession contexts.

The definition of the related levels and descriptors is carried out in accordance with the MDQF, approved by [Government Decision No. 330/2023](#), which constitutes the reference document for the correlation of the MDQF with the EQF and QF-EHEA.

4.4.3. Learning outcomes

Learning outcomes constitute the functional foundation of the MDQF. According to Government Decision No. 330/2023, **learning outcomes** are *statements describing what a learner knows, understands, and is able to do upon completion of a learning process. They are expressed in terms of **knowledge, skills, and responsibility and autonomy** and represent a mandatory component of every qualification.*

Each MDQF level is defined by a set of learning outcomes descriptors structured along three dimensions, as established by Government Decision No. 330/2023:

1. **Knowledge** (theoretical and/or factual) – the result of assimilating information through learning, encompassing facts, principles, theories, and practices related to a field of work or study;
2. **Skills** (cognitive, practical, and social) – the ability to apply knowledge and use methods, procedures, processes, and technologies to perform tasks and solve problems;

3. **Responsibility and autonomy** – the ability to apply knowledge and skills independently and responsibly.

These descriptors are fully aligned with the EQF, as demonstrated by the correspondence tables included in Annexes 1 and 2 to Government Decision No. 330/2023, which establish the equivalence between MDQF and EQF levels.

Within the MDQF, learning outcomes fulfil several essential functions:

- establish the minimum conditions for the placement of qualifications at specific MDQF levels;
- ensure coherence between occupational, qualification, and educational standards;
- provide the basis for assessment, validation, and certification of competences;
- underpin the development of qualification standards, curricula, and assessment procedures;
- support the comparability and recognition of qualifications acquired in different learning contexts.

The learning outcomes support the comparison and recognition of qualifications obtained in different learning contexts, and the application of unified assessment criteria for qualifications acquired through both formal education and other learning settings.

At the level of study programmes, learning outcomes are defined based on multiple reference frameworks, including the Classification of Economic Activities (CAEM), the occupational classifications ISCO and ESCO, educational fields according to ISCED, qualification level according to MDQF, and national Nomenclatures for professional training.

The degree of specificity of learning outcomes varies by level. At programme level, they are formulated in a broader and more generic manner, serving a reference function, while at the level of disciplines, modules, or programme units, they are expressed in concrete and specific terms. This hierarchical structuring ensures internal coherence within study programmes and facilitates the progression from general learning outcomes to specific ones.

Learning outcomes also constitute an integral component of quality assurance frameworks and serve as the starting point for the development of qualification standards, curricula, and training content. They are assessed through procedures based on clear and transparent criteria, regulated by framework provisions approved by the MER, thereby ensuring confidence in and recognition of the qualifications awarded.

Typology of competences and their integration into learning outcomes

Within the MDQF, **competences** represent the underlying components that are operationalised and made measurable through **learning outcomes**. While competences describe the abilities required for effective performance in learning and work contexts, learning outcomes provide their structured expression in terms of knowledge, skills, and responsibility and autonomy, in line with the approach of the EQF.

In the national qualifications system, different categories of competences are distinguished according to their scope and function, ensuring coherence between education and training provision and labour market needs.

Key competences constitute the broad foundation for personal development, employability and active citizenship. These include, for example, literacy, multilingual competence, digital competence

and learning to learn. In the Republic of Moldova, key competences are defined in the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, Article 11 *Education outcomes* and are embedded across all levels of formal education.

Transversal competences – are transferable across different learning and work contexts, have a transdisciplinary character and support adaptability and mobility. They are expressed through learning outcomes in terms of knowledge, skills and responsibility and autonomy, and include, for example, communication, teamwork, problem-solving, use of digital technologies, autonomous learning, initiative and entrepreneurial spirit, respect for diversity and multiculturalism, as well as adherence to professional values and ethics.

General (sector-specific / cross-sectoral) competences – refer to competences applicable to a group of related occupations or specialisations within a given occupational field, education and training domain or economic sector. They are defined through learning outcomes in terms of knowledge, skills and responsibility and autonomy, and reflect shared technical, regulatory or organisational requirements. These competences are typically included, where appropriate, particularly for qualifications at NQF levels 6–8.

Professional (occupation-specific) competences – are directly linked to occupational standards and define the knowledge, skills and responsibility and autonomy required to perform tasks and solve problems in a specific professional context. They are formulated as requirements associated with a given occupation or specialisation and determine the capacity of an individual to carry out professional activities and to integrate into the labour market.

These categories of competences are systematically integrated into the formulation of learning outcomes, which reflect their progressive acquisition and combination, from general to more specific ones. In other words, **learning outcomes** translate these competences into concrete statements of what a learner is expected to know, understand, or be able to do upon completion of a programme or training.

In this way, learning outcomes ensure that qualifications capture both the broader competences supporting lifelong learning and the specific competences required for professional practice, thereby contributing to the transparency, comparability and relevance of qualifications within the MDQF and its referencing to the EQF.

To illustrate the integration of different categories of competences into learning outcomes, the Qualification Standard for the Bachelor's Degree in Engineering (NQF level 6), study programme [Industrial Garment Design](#), (approved by the MER in 2022), is presented.

Relevant competences to qualification	
Transversal competences (TC)	TC 1. Time management and self-discipline TC 2. Decision-making and leadership TC 3. Demonstrating integrity, ethics, and transparency TC 4. Demonstrating flexibility, adaptability, and resilience TC 5. Empathy and emotional intelligence TC 6. Effective communication, teamwork, and collaboration TC 7. Learning orientation TC 8. Information and ICT management

General (sectoral/cross-sectoral) competences (CG)	GC 1. Applying the fundamental principles defined by the basic sciences in professional activity GC 2. Determining user requirements and product properties GC 3. Applying the fundamental principles of product design in professional activity GC 4. Utilizing material properties for products in the garment industry GC 5. Using specialized computer technologies for the design and visualization of developed products GC 6. Ensuring compliance with the regulatory framework in the fields of occupational health and safety (OHS), information security, and environmental protection GC 7. Ensuring product quality
Occupation-specific Professional Competences (PC)	PC 1. Developing clothing collections PC 2. Selecting materials for clothing products PC 3. Carrying out the structural and technological design of clothing products PC 4. Conducting product marketing and promotion activities

Thus, learning outcomes within the MDQF are not limited to the acquisition of technical knowledge and skills, but reflect a comprehensive approach to education and training. They integrate key competences, transversal competences, cross-sectoral competences and occupation-specific professional competences, which together underpin the professional development, adaptability and social integration of individuals throughout their learning pathways.

Integration of green skills, digital competences and responsive review mechanisms

In line with European priorities related to the green and digital transitions, the Moldovan qualifications system already integrates **green skills** and **digital competences** within its learning outcomes-based approach.

A number of qualifications explicitly support the green transition, including recently developed qualifications such as Technician for Renewable Energy Generation Systems, Installer of Shallow Geothermal Systems and Heat Pumps, and Installer of Photovoltaic Systems. These qualifications reflect labour market demand in emerging sustainable sectors and demonstrate the capacity of the MDQF to respond to environmental and technological transformation.

Digital competences are considered as **transversal**, being systematically embedded as intended learning outcomes in qualification standards across sectors and levels, including vocational education and training and higher education. This approach ensures that digital skills are developed in relation to occupational and sectoral contexts, rather than as isolated competences.

In accordance with national regulations, qualification standards are subject to periodic review at least every five years. This regulated cyclical review mechanism provides a structured and responsive process for updating learning outcomes in line with technological change, environmental priorities and labour market developments. Implemented in cooperation with sectoral committees and social partners, this mechanism supports the continued relevance, quality and adaptability of qualifications within the MDQF.

4.4.4. Sector Qualifications Frameworks

Sectoral Qualifications Frameworks (SQFs) function as sector-specific reference frameworks that complement the MDQF. Their primary purpose is to support the operationalisation of the MDQF at sector level by contextualising its generic level descriptors in relation to the specific work processes, technologies and professional requirements of individual economic sectors.

SQFs as sectoral reference frameworks and bridging tools

An SQF provides a systematic description of qualification levels within a given sector, organised around the specific characteristics of that sector. A central element of an SQF is the identification of key sectoral activity domains (sectoral determinants), which define the core areas of professional practice relevant to the sector.

These sectoral determinants serve as a reference point for interpreting MDQF level descriptors in sector-specific terms, particularly with regard to:

- the nature and complexity of professional activities;
- the breadth and depth of sector-relevant knowledge;
- the degree of responsibility and autonomy associated with different qualification levels.

Built on the MDQF level descriptors, SQFs do not introduce new levels or parallel structures. Instead, they preserve national coherence while providing a more detailed and contextualised reference that enhances labour-market relevance.

Within the national qualifications system, SQFs function as bridging tools between:

- the MDQF, which ensures coherence and comparability across the system;
- occupational or competence standards, which describe activities, tasks and competences required for specific occupations;
- qualification standards, which translate occupational requirements into learning outcomes, assessment criteria and volume of learning.

Through this intermediary role, SQFs support the consistent design, review and updating of qualifications and contribute to closer alignment between education and training provision and labour market needs.

Structure and internal logic of SQFs: example of the ICT sector

The Sectoral Qualifications Framework (SQF) for Information and Communications Technology (ICT) illustrates how sectoral frameworks operationalise the MDQF by providing a structured and contextualised reference for qualifications within a specific field. It establishes a common framework that clarifies professional roles and supports alignment between education and training outcomes and labour market requirements. Within the ICT SQF, sector-specific requirements are organised into three types of competences:

- **transversal competences**, such as communication, teamwork, problem-solving and ethical behaviour;
- **general competences (sectoral)**, reflecting foundational and cognitive aspects relevant to the sector;
- **professional competences**, directly linked to job-specific technical activities and functions.

These dimensions constitute a sector-specific structuring of competences and serve as an analytical layer for organising learning outcomes, without replacing the MDQF level descriptors. Learning outcomes are formulated in accordance with the MDQF descriptors - knowledge, skills, and responsibility and autonomy - which determine the level of complexity. In this way, the competence dimensions define the type and scope of competences, while the MDQF descriptors ensure their level-based differentiation.

For each relevant MDQF level, the ICT SQF defines distinct *profiles* of learning outcomes associated with specific occupational roles. These profiles are structured consistently using the MDQF descriptors and integrate transversal, general and professional competences, while reflecting progressive increases in complexity, autonomy and responsibility. As illustrated in Table 13, at lower levels (e.g. level 3) profiles describe the performance of routine tasks under supervision; at intermediate levels (e.g. level 4) they reflect the ability to perform tasks of moderate complexity and coordinate activities; and at higher levels (e.g. level 6 and above) they encompass advanced knowledge, complex problem-solving, decision-making and responsibility for processes, teams or organisational outcomes. Each profile is linked to typical occupations in the sector, ensuring a direct connection between learning outcomes and labour market needs.

Table 13. *Comparative overview of learning outcomes profiles in the ICT sector (MDQF Levels 3, 4 and 6)*

The table presents a comparative illustration of learning outcomes profiles defined within the ICT Sectoral Qualifications Framework, highlighting their structure and progression across MDQF levels in terms of knowledge, skills, responsibility and autonomy, as well as their linkage to occupational roles.

DQF Level	Knowledge	Skills	Responsibility & Autonomy	Typical Occupational Scope
Level 3 (Initial VET)	Basic knowledge of ICT principles, processes, cybersecurity, data protection, and relevant regulations	Performs routine tasks using basic tools; installs/configures hardware and software; solves simple problems; communicates using technical terminology	Works under supervision; follows instructions; takes responsibility for own tasks; adapts to simple changes; collaborates in teams	Execution of routine operational tasks (e.g. Computer and network operator; Data entry, validation and processing operator)
Level 4 (Post-secondary VET)	Broader and more specialised knowledge of ICT technologies, cybersecurity, legislation, and organisation of work	Performs tasks of medium complexity; applies methods and tools in variable conditions; diagnoses and solves technical issues; organises own work and coordinates small teams	Works autonomously within defined contexts; makes operational decisions; assumes responsibility for own work and team activities; ensures quality and compliance	Technical and operational roles with coordination functions (e.g. Computer and network equipment technician; ICT Technician)

Level 6 (Higher education – Bachelor)	Advanced and specialised knowledge of ICT systems, processes, project management, legal and ethical frameworks, and complex interdependencies	Solves complex and unpredictable problems; designs and optimises systems and processes; applies innovative approaches; communicates professionally; manages project segments	Exercises full responsibility for decision-making; manages teams and projects; ensures quality, integrity and compliance; supports professional development of others	Professional and specialist roles (e.g. Systems and network engineer; Application Programmer)
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The ICT SQF covers MDQF levels 3, 4, 6, 7 and 8, reflecting the specific structure and qualification needs of the sector. This selective coverage highlights the differentiated pathways within ICT, while maintaining coherence within a single sectoral framework. Through this approach, profiles serve as reference points for the development and updating of occupational and qualification standards, enabling a consistent translation of sectoral requirements into education and training provision, and supporting progression, transparency and career development within the system.

This approach reduces fragmentation, supports consistency across standards, and facilitates systematic updating of qualifications in response to technological and organisational change.

Stakeholder involvement and labour market relevance

The role of sectoral committees in the development and use of Sectoral Qualifications Frameworks (SQFs) is recognised as important, particularly in ensuring alignment between qualifications and labour market needs. In the Republic of Moldova, sectoral committees are involved in the development and updating of occupational standards and, where established, contribute to the validation of sectoral requirements reflected in qualifications. However, sectoral committees are not yet established across all economic sectors.

The development of SQFs in Moldova is at an early stage, and the existing frameworks - such as the IT SQF - have been developed in sectors where formal sectoral committees are not yet in place. In this context, the development of SQFs is ensured through structured dialogue among key sectoral stakeholders, including employers, education and training providers, professional associations and public authorities. This collaborative approach ensures that SQFs are grounded in real labour market needs and that the reference profiles they define are recognised and trusted by employers.

By providing a common sector-specific reference language, SQFs promote cooperation among stakeholders and support the development of education and training solutions adapted to sectoral requirements. At the same time, as sectoral committees are further developed and strengthened, their role in the governance and updating of SQFs is expected to increase, contributing to a more institutionalised and sustainable framework.

Development status and strategic perspective

To date, SQFs have been developed and presented for selected sectors, including Education, Health and Information Technology, and have been subject to public consultation and review by the National Council for Qualifications. For other key sectors, such as construction, transport and automotive, energy, food industry and light industry, the development of SQFs is ongoing, in line with national priorities for MDQF implementation and the development of the National Register of Qualifications.

The further development and expansion of Sectoral Qualifications Frameworks (SQFs) is a strategic priority for the coming period, with the objective of progressively covering all major economic sectors and strengthening the labour market relevance of qualifications.

4.5. Types of qualifications and qualification standards in MDQF

4.5.1. Typology of qualifications

Pursuant to the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, a **qualification** is “the formal outcome of a training, assessment and validation process, obtained when a competent authority determines that an individual has achieved learning outcomes corresponding to given standards”.

According to [Government Decision No. 330/2023](#), the MDQF is structured hierarchically into eight qualification levels and includes all types of qualifications that can be obtained through formal education and training, as well as through the recognition of learning outcomes acquired in non-formal and informal contexts, in line with the lifelong learning perspective.

As mentioned above, the qualifications of the MDQF are structured along two complementary axes:

- a **vertical axis**, according to which qualifications are classified hierarchically by levels;
- a **horizontal axis**, which provides the basis for the classification of qualifications by type.

The level of a qualification reflects the complexity and depth of learning outcomes acquired and is defined through level descriptors established in the MDQF, which are aligned with the EQF.

Structure of qualifications

MDQF, any qualification is defined by a **title** composed of two components:

- a **generic part**, which indicates the type of qualification;
- a **specific part**, which defines the profile of the qualification.

Generic part of the qualification represents the type of qualification and is defined by a combination of the following elements:

- **education level** – general education, vocational education and training, higher education;
- **specificity of learning outcomes** – formation of general competences; general and vocational competences; general and professional competences; professional competences; or enterprise/job-specific competences;
- **purpose of the qualification** – general education, initial and continuing vocational training, or work-based training;
- **content of the qualification**, reflected in qualification titles such as: Theoretical Baccalaureate (humanities, sciences); Vocational Baccalaureate (arts, sports, theological, military); Bachelor; Master (academic or professional); Doctorate (academic, professional or industrial).

Specific part of the qualification defines the profile of the qualification:

- in general education – by the profile of the study programme (e.g. sciences, humanities, arts, sports, theological, military);

- in vocational and higher education – by the field of education and training, in accordance with national nomenclatures approved by the Government.

Thus, the type of qualification is determined by the combination of elements included in the generic part of the qualification title. Together with the profile or field of education and training, reflected in the specific part of the title, these elements define the characteristics of each qualification within the MDQF.

Each MDQF level may include one or more types of qualifications; however, each type of qualification is assigned to a specific level and is not offered across multiple levels.

Qualification titles are used in their original form or in transliterated form, in accordance with the regulatory framework governing study documents.

Relationship between qualification types and levels

In the MDQF, the classification of qualifications by **type** (horizontal axis) and by **level** (vertical axis) represents distinct but complementary dimensions.

The type of qualification is defined by such elements as education level, purpose, specificity of learning outcomes and content, which describe the characteristics and orientation of the qualification within the education and training system. In this context, general education, vocational education and training, and higher education represent education sectors and learning pathways, not hierarchical levels.

The level of a qualification is established separately, based on the MDQF level descriptors, which define the complexity of learning outcomes in terms of knowledge, skills, responsibility and autonomy. This approach allows qualifications of different types to be positioned at the same level where they demonstrate comparable learning outcomes, or at different levels depending on the degree of complexity, thereby supporting progression and permeability across pathways.

All types of qualifications included in the MDQF are detailed in Annex 12. The following section provides a concise overview of the types of qualifications, grouped by level of education, the nature of learning outcomes, their purpose and volume (expressed in study credits), as well as the corresponding formal documents awarded.

Table 14. *Typology of qualifications*

MDQF Levels	Types of qualifications	Study credits	Types of formal documents awarded
Level 1 MDQF	Basic qualifications, oriented towards social inclusion and the development of general skills, especially dedicated to people with severe learning difficulties or adults in literacy processes		
Type 1.1	Special education (9 years)	-	
Type 1.2	Adult learning and training	3–30	Certificate of professional competence
Level 2 MDQF	Qualifications corresponding to lower secondary education and to initial training for simple professions or basic vocations		
Type 2.1	Lower secondary education	-	Certificate of Lower Secondary Education

Type 2.2	Vocational secondary education (arts, sports)	-	Certificate of Lower Secondary Education Certificate of Professional Qualification
Type 2.3	Adult learning and training	3–30	Certificate of Professional Competence
Level 3 MDQF	Qualifications reflecting completion of upper secondary education without a baccalaureate or initial technical and vocational education and training for medium-level occupations		
Type 3.1–3.2	Lyceum without baccalaureate (theoretical and vocational branching)	-	Lyceum Leaving Certificate; Certificate of Professional Qualification
Type 3.3–3.5	Training programs for professional skills in trades	-	Certificate of Qualification with descriptive supplement
Type 3.6–3.8	Continuing professional training: upskilling, reskilling, micro-qualifications	3–30	Certificate of upskilling; Certificate of re-qualification; Micro-credentials
Level 4 MDQF	Advanced qualifications in upper secondary education (with baccalaureate) and post-secondary technical and vocational education and training, with the integration of professional and general qualifications		
Type 4.1–4.2	Lyceum with baccalaureate (theoretical and vocational branching)	-	Baccalaureate Diploma with Annex
Type 4.3–4.5	Integrated general education programme (part of upper secondary education) and technical and vocational skills training programme (including medicine, pharmacy)	60/90; 120; 180	Diploma of professional studies with descriptive supplement
Type 4.6–4.8	Technical and vocational skills training programme (including medicine, pharmacy)	120; 180	Diploma of professional studies with descriptive supplement
Type 4.9–4.12	Continuing professional training: upskilling, reskilling, specialisation, micro-qualification.	5–60	Certificate of upskilling/of Requalification/ of specialisation Micro-credentials
Level 5 MDQF	Post-secondary non-tertiary qualifications in specialised fields, including health and pedagogy		
Type 5.1–5.2	Integrated general education programme (part of upper secondary education) and technical and vocational skills training programme (including Education and Health);	120; 180	Diploma of professional studies with descriptive supplement

Type 5.3	Technical and vocational skills training programme	120/180	Diploma of professional studies with descriptive supplement
Type 5.4–5.7	Continuing professional training: upskilling, reskilling, specialisation, micro-qualification	5-60	Certificate of upskilling Certificates of requalification Certificate of specialisation Micro-credentials
Level 6 MDQF	Higher education qualifications – cycle 1 (bachelor's degree), as a single or double specialisation, with options for continuous professional development		
Type 6.1–6.2	Bachelor's degree (in one specialty; double specialties)	180-240	Bachelor's degree with diploma supplement
Type 6.3, 6.5, 6.6	Continuing professional training: upskilling, specialisation, micro-qualification	5-60	Certificate of upskilling Certificate of specialisation Micro-bachelor
Type 6.4	Continuing professional training: requalification	60-120	Certificates of requalification
Level 7 MDQF	Academic qualifications corresponding to cycle II – master, including professional, scientific master and integrated programmes		
Type 7.1–7.2	Professional, scientific,	90/120	Master's degree with diploma supplement
Type 7.3	Higher education – integrated programmes (medicine, pharmacy, dentistry, veterinary medicine, architecture);	360	Integrated Higher Education Diploma (Bachelor and Master) with diploma supplement
Type 7.4	Continuing professional training: partial qualification (micro-qualification)	5-60	Micro-master
Level 8 MDQF	Advanced research qualifications – cycle III – scientific, professional or industrial doctorate, as well as postdoctorate		
Type 8.1–8.3	Scientific, professional, industrial doctorate	180	Doctoral degree and title of doctor
Type 8.4	Postdoctoral program	-	Title of Doctor Habilitated

The extended typology of qualifications highlights the flexibility of the system and its alignment with the principles of lifelong learning, as well as with the current needs of the labour market. The introduction of partial qualifications (micro-qualifications) from MDQF level 3 onwards is a major innovation, harmonised with European trends in the modularisation of learning and the diversification of opportunities for continuous professional development.

4.5.2. Qualification standards

The qualification standard (for MDQF levels 3 to 8) is the document that ‘describes the requirements, in terms of learning outcomes, required to carry out a specific activity associated with one or more jobs, in a core group (according to national, European and international classifications of work and other classifications of economic fields), setting out the assessment conditions for obtaining an official study document certifying the acquisition of a qualification at MDQF level’([Government Decision No. 330/2023](#)).

At national level, qualification standards are underpinned by two complementary types of standards, differentiated according to the level of qualification and the complexity of professional activity.

An **occupational standard** describes the professional activities, duties, tasks, responsibilities and occupational competences required to perform a specific occupation within a field of activity, together with the quality requirements associated with their successful performance, in line with labour market needs. Primarily used for qualifications at MDQF levels 3–5, occupational standards provide the basis for the development of qualification standards and vocational curricula by translating labour market requirements into occupation-specific learning outcomes.

A **competence standard**, applicable primarily to qualifications at MDQF levels 6–8, is a structured framework that defines the field, functional areas and competences required for the performance of one or more occupations within a major occupational group, in accordance with the Classification of Occupations of the Republic of Moldova (CORM). Applied mainly in higher education, competence standards describe the knowledge, skills and professional and academic competences required to perform complex professional activities, including analytical capacity, autonomy, innovation and research-related activities. Compared to occupational standards, they place greater emphasis on theoretical knowledge, transversal competences, critical thinking, problem-solving and the ability to apply knowledge in diverse and evolving professional contexts. Competence standards provide the basis for the development of qualification standards, higher education curricula, and assessment and certification procedures, while also serving as a reference for assessing the level of professional preparation.

Occupational standards and competence standards are labour market instruments that identify and describe professional requirements associated with different qualification levels and varying degrees of occupational complexity. Together, they reflect the progressive transition across the MDQF from a task-oriented approach, characteristic to operational occupations, to a competence-based approach that supports advanced professional practice. Accordingly, at MDQF levels 3–5 the emphasis is placed on the performance of occupational tasks and responsibilities, whereas at levels 6–8 the focus shifts to the competences required for analysis, innovation, problem-solving, decision-making and the autonomous exercise of professional responsibilities. This differentiation ensures that qualifications remain aligned with evolving labour market needs and underpins the development of qualification standards and education and training programmes.

Qualification standards are developed in response to labour market needs, building on occupational standards or competence standards, as appropriate, while also taking into account the recommendations of national and international professional organisations and relevant European good practices. Their development follows a learning outcomes-based approach, ensuring that qualifications are aligned with the characteristics and level descriptors of the MDQF and remain relevant to changing economic and professional requirements.

The development and revision of occupational standards, competence standards and qualification standards are coordinated by the MER in close cooperation with a broad range of stakeholders, including line ministries, employers, sectoral committees, the Chamber of Commerce and Industry, professional associations, education and training providers, and higher education institutions. This governance model ensures broad stakeholder participation in the development of qualifications and strengthens their relevance to both education and labour market needs.

Decisions on the development or revision of standards are evidence-based and informed by multiple complementary sources, including labour market analyses, employment trends, national economic development priorities, skills shortages identified by employers, the emergence of new technologies and occupations, changes in professional regulations, sectoral development strategies, and proposals submitted by economic sectors, education and training institutions, or competent public authorities.

As a result, priority is given to qualifications in sectors characterised by high labour market demand, significant skills shortages, strategic economic importance or new regulatory requirements.

The qualification standard describes the requirements for the award of a qualification. Its structure and content are governed by the *Qualification Standard Sheet* set out in Annex 4 to [Government Decision No. 330/2023](#), which establishes a single format for the presentation of qualifications at national level.

It includes all the defining elements of the qualification – name and codification, MDQF level, field of training, learning outcomes expressed through knowledge, skills, responsibility and autonomy, credit system, occupational relevance and quality assurance mechanisms:

Qualification Standard Sheet

(mandatory elements to coordinate a new/ updated qualification)

1. Basic Features
1.1. Title of qualification (General and specific to the field of vocational training/specialty)
1.2. Qualification description (up to 200 words)
1.3. Level according to the National Qualifications Framework
1.4. Target groups
1.5. Type of study/vocational training programme
1.6. Form of organization of studies
1.7. Duration and volume of studies/Minimum volume of study credits (or hours)
1.8. Access conditions
1.9. Internships
1.10. Document of studies attesting to the degree/qualification awarded
1.11. Employment opportunities
1.12. Code of the field of vocational training in the Nomenclature, ISCED code F 2013
2. Skills and learning outcomes
2.1. Transversal competences CT ₁ - CT _n

2.2. General (cross-sectoral) competences CG ₁ - CG ₂
2.3. Professional skills CP ₁ - CP _n
2.4. Learning outcomes 1 – N
3. Relevance
3.1. General description (up to 100 words)
3.2. Sector Development Strategies/Investment Projects in the Field
3.3. Applying for qualifications on the labour market/forecasts
3.4. Trends in qualification development
3.5. Interconnection of the developed qualification with the existing qualifications in the field
3.6. Specific data on the capability of the provider to implement the qualification
4. Quality assurance
4.1. Expert group that developed the qualification standard
First name(s) of the experts who developed the qualification standard (5 - 9 experts)
First name(s) of the experts who validated the qualification standard (3 - 5 experts)
4.2. Institutions promoting the qualification standard
Institution 1
Institution 2
4.3. Competent institutions and industry/sector link (positive endorsement of the standard)
Web address. www.xxx
4.4. Date of registration in the National Qualifications Register
The month, the year.
4.5. Deadline for the development/update/revision of the qualification standard
Month, year

Through this unified structure, the Qualification Standard ensures transparency, traceability and comparability between qualifications and facilitates direct correlation with the MDQF, EQF and QF-EHEA descriptors

The process of developing qualification standards involves several successive steps:

- identifying the role of the qualification,
- analysis of reference documents and labour market trends,
- involvement of experts and stakeholders,
- formulation of learning outcomes,
- final validation.

The MER coordinates this process by setting up expert groups on training areas and qualification levels. Quality is ensured by employers, social partners, academia, organizations and institutions with expertise in the field. In this way, the qualification standard becomes a unique reference for the development of training programmes – complete or partial – and for the validation of learning outcomes obtained in different formal or non-formal contexts ([Government Decision No. 330/2023](#), Article 93–97).

The operationalisation of these provisions is carried out on the basis of the Methodology for the development, validation and approval of qualification standards, approved by [MER Order No. 573/2022](#). It regulates the process of developing, updating, evaluating, validating, endorsing and approving qualification standards for all levels of the MDQF, both for initial and continuing vocational training. The main purpose of the methodology is to contribute to the development of an integrated national qualifications system, aligned with national education policies and strategies, but also with the European Education Area.

The methodology pursues objectives such as:

- ensuring the relevance and credibility of qualifications,
- active involvement of all stakeholders (employers, education providers, academic community, trade unions),
- prevention of non-compliant qualifications,
- guaranteeing quality and facilitating the transfer and recognition of qualifications obtained in various contexts.

In addition, it establishes the application of qualification standards not only in the development of study programmes, but also in the assessment of the relevance of qualifications for the labour market, the validation of learning outcomes and their recognition for the award of qualifications ([MER Order No. 573/2022](#), Article 2–4).

The methodological guide on the assessment procedure for the award of the qualification, approved by [MER Order No. 1442/2020](#), serves as a support tool for the conceptualisation of the process of assessment of learning outcomes specified in the qualification standards. The guide provides a methodological framework for the development of the assessment procedure – a distinctive element embedded in the qualification standard.

The evaluation procedure performs two major functions:

- regulatory function (setting requirements and monitoring the process);
- certification function (ensuring operational conditions for awarding the qualification).

The guide clarifies the fundamental principles – *validity* of the assessment, which ensures consistency with learning outcomes, and *credibility*, which guarantees consistency of outcomes regardless of the context of the assessment. The document provides an algorithm for designing the assessment procedure at levels 3–8 MDQF, indicating: types of instruments, performance criteria, minimum level of competence, roles of evaluators and quality assurance mechanisms.

In order to ensure the transparency of the development and validation processes, all qualification standards are published on the official website of the MER (level [3-5](#) and [level 6-8](#)) and integrated in the National Qualifications Register ([NQR](#)).

The table below presents the dynamics of the development of qualification standards by MDQF levels over the period 2018–2025, highlighting annual progress, level distribution, and the involvement of key stakeholders in the development process.

Table 15. Dynamics of the Development of Qualification Standards by NQF Levels (2018–2025)

Year	Qualification level according to the NQF						Total	NQF development partners involved
	NQF Level 3	NQF Level 4	NQF Level 5	NQF Level 6	NQF Level 7	NQF Level 8		
2018	2	11	2	12	6	1	34	MER, CEMF “Raisa Pacalo”
2019	3	–	–	–	–	–	3	AED
2020	7	6	–	4	4	–	21	USAID, AED, SUMF, GIZ
2021	6	6	2	–	1	–	15	DeVRAM, AED
2022	5	7	–	13	9	8	42	PHEM, MER, AED
2023	5	4	–	26	9	6	50	PHEM, AED, IPP
2024	5	7	–	81	42	29	164	MER, PHEM, AED
2025	10	9	–	20	17	5	61	MER, PHEM, SRL Global Acces
Total	43	50	4	156	88	49	390	
Grand total*	97			293			390	
Coverage rate**	37,5%			100%			68,75 %	

*Qualification standards developed by levels of TVET and HE

**Coverage rate of active programmes by qualification standards, %

Overall, the data illustrate a steady expansion of qualification standards across MDQF levels, reflecting a systematic and coordinated approach to strengthening the relevance and coverage of the MDQF.

4.6. Promoting social inclusion through MDQF

The National Qualifications Framework promotes the social and educational inclusion of all categories of persons in situations of vulnerability or with special educational needs (SEN), through specific measures implemented at system level and educational programmes, in accordance with Chapter VI of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and Chapter VII of [Government Decision No. 330/2023](#).

Thus, the MDQF:

- **Ensure equal opportunities for access to qualifications for:** People at risk or marginalisation – including adults who have dropped out of education, people from socially

vulnerable groups, ethnic minorities, prison inmates, immigrants or people with special education needs – benefit from support mechanisms for integration into education and training.

An example of an inclusion measure is the access of prisoners in prisons to technical training programmes, a process regulated by the Regulation on the conduct of TVET for the training of convicts ([MER Order No. 1767/2024](#)). It enables persons deprived of their liberty to acquire certified professional skills, thereby facilitating their socio-professional reintegration after release.

- **Develop mechanisms to make education and training pathways more flexible:** These include alternative admission paths, personalised access conditions, flexible forms of study organisation, individualised programmes, as well as recognition of prior learning and professional experience, to facilitate access and progression within the MDQF.

A relevant example is the preferential admission conditions laid down in the Regulation on the organisation and conduct of admission to technical training programmes, [MER Order No. 648/2022](#). It establishes the allocation of 15% of the total number of seats, for each specialty/craft/qualification financed from the state budget, for candidates falling into one of the following categories:

- a) persons with severe, accentuated or average disabilities;
 - b) candidates left without parental care;
 - c) persons with at least one parent with a severe disability;
 - d) candidates with parents participating in military actions, in the conflict in Afghanistan or in the liquidation of the consequences of the Chernobyl accident;
 - e) persons from families with four or more dependent children;
 - f) Roma people.
- **Support the integration of people with SEN through dedicated rules and procedures:** the MDQF provides for adaptations of training forms and assessment methods in the authorisation and accreditation processes, encourages the development of inclusive programmes at all levels and promotes the use of modular programmes, which meet the individual needs of people with ESCs.
 - **Collaborate across sectors for educational and social support:** Educational institutions serving individuals with SEN cooperate with authorities in the field of social protection, health and non-governmental organizations to create an adapted, accessible and inclusive educational environment.

Promoting the principle of social inclusion within the MDQF reflects the Republic of Moldova's commitment to implement European standards and good practices in the field of vocational education and training. It contributes to achieving the objectives of the European Education Area, ensuring equitable access to learning opportunities for all groups in society, including vulnerable people and people with special educational needs. Thus, the MDQF supports social and professional integration, the reduction of disparities and the development of an inclusive, flexible and tailored educational system, in line with the values and directives of the European Union.

4.7. Assessment for qualification awarding and certification

4.7.1. Assessment of learning outcomes

The assessment of learning outcomes is a central stage in the process of awarding qualifications in the Republic of Moldova. This is done on the basis of the benchmarks and performance indicators set out in the qualification standard and is aligned with the MDQF level descriptors ([Government Decision No. 330/2023](#)). Procedures are governed by regulations approved by the MER, which ensure uniformity and transparency at national level.

The assessment includes several defining elements (Article 71 of Government Decision No. 330/2023):

- principles, processes, procedures and methods of evaluation;
- specific requirements for a particular qualification;
- mandatory minimum requirements for the award of the qualification;
- scoring criteria and scales;
- mechanisms to ensure the quality of the evaluation and certification process;
- possibilities for recognition of previously acquired learning outcomes.

It is carried out in several stages and for different purposes (Article 72 of Government Decision No. 330/2023):

- initial assessment to determine the level of preparedness and identify compensatory measures;
- Formative and summative evaluation to track educational progress;
- Evaluating the effectiveness of the training process;
- evaluation in the process of recognition of previously achieved results;
- final assessment for the award of the qualification.

The process is based on key principles such as: relevance, fairness, objectivity, flexibility, validity, safety, sufficiency, reasonable cost and transparency (Article 73 of Government Decision No. 330/2023).

In order to exemplify the application of these principles in practice, we would point out that, in 2025, the MER organised the qualification examination based on the unified tests for graduates of TVET programmes, carried out in external examination centres ([MER Order No. 1817/2024](#)). The qualification examination was organised under conditions similar to the national baccalaureate examination, in accordance with the Regulation on the national baccalaureate examination, approved by [MER Order No. 47/2018](#), and in accordance with the Regulation on the organisation and conduct of the qualification examination, approved by [MER Order No. 1127/2018](#).

The assessment is carried out by authorised or accredited providers, and for regulated professions there are additional requirements (knowledge of the Romanian language, taking the oath, compliance with the code of ethics, medical expertise of candidates for admission to studies, commitment to work within the Ministry of Internal Affairs after graduating the respective forms of professional development in the manner established by the Ministry of Internal Affairs, etc.).

The quality is verified by the external evaluation carried out by ANACEC, which confirms the correctness of the application of the evaluation methods and the compliance of the results with the MDQF descriptors (Articles 74–77 of [Government Decision No. 330/2023](#)).

4.7.2. Certification of qualifications

Certification of qualifications is official evidence that a person has obtained a full or partial qualification in accordance with the MDQF levels. This is done by issuing study documents, accompanied by the descriptive supplement according to European standards (Europass), which ensures transparency and facilitates the recognition of qualifications at national and international level.

The types of documents issued in the MDQF system are set out in Annex 2 to the National Qualifications Framework (Government Decision No. 330/2023).

Types of documents for **full MDQF qualifications** include:

MDQF level	Types of formal documents awarded
Level 2	Certificate of Lower Secondary Education Certificate of professional competence
Level 3	Lyceum Leaving Certificate Certificate of Qualification with descriptive supplement
Level 4	Baccalaureate Diploma with Annex Diploma of professional studies with descriptive supplement
Level 5	Diploma of professional studies with descriptive supplement
Level 6	Bachelor's degree with diploma supplement, issued in Romanian and English
Level 7	Master's degree with diploma supplement Integrated Higher Education Diploma (Bachelor and Master) with diploma supplement
Level 8	Doctoral degree and title of doctor Title of Doctor Habilitated

Types of documents for **MDQF micro-qualifications** include:

MDQF level	Types of formal documents awarded
Level 1	Certificate of professional competence
Level 2	Certificate of professional competence
Level 3	Certificate of upskilling Certificate of requalification Micro-credentials
Level 4	Certificate of upskilling Re-Certificate of Qualification Certificate of specialisation Micro-credentials
Level 5	Certificate of upskilling Certificates of requalification Certificate of specialisation

	Micro-credentials
Level 6	Certificate of upskilling Certificates of requalification Certificate of specialisation Micro-bachelor
Level 7	Micro-master

The Study documents and their descriptive supplements make mandatory reference to the qualification level in the MDQF and after referencing will also include renouncement to the corresponding level in the EQF. They also indicate the profession, speciality or title according to the national classifications of fields of professional training and include the Europass standard supplement, which strengthens the transparency and international comparability of qualifications.

The issuance of study documents is allowed only to provisionally authorised or accredited providers, registered in the NRQ. Documents can be issued in both physical and digital format, and the MER establishes the standard format and mechanisms for electronic record-keeping and verification.

In order to prevent fraud and protect the reputation of authorised providers, the MER develops an alert mechanism for false study documents or documents issued by unauthorised institutions. This mechanism also supports sectoral councils or ethics authorities in enforcing any professional bans.

Thus, the certification of qualifications is not limited to a simple administrative procedure, it is an essential pillar of trust in the MDQF, ensuring the internal and external recognition of study documents and facilitating academic and professional mobility within the European area by linking with the EQF and using Europass tools.

Certification of qualifications is the mechanism through which the Republic of Moldova guarantees the validity and official recognition of learning outcomes, ensuring their quality and comparability in line with national and European standards, as well as their portability on the labour market and in the international educational space.

4.8. Recognition of foreign qualifications. Academic and professional mobility

4.8.1. Recognition of foreign qualifications

The recognition of foreign qualifications is an important mechanism for ensuring transparency, mobility and mutual trust between national and European qualifications systems. In the Republic of Moldova, this process is carried out through national recognition procedures that assess and validate study documents obtained abroad, enabling their comparability with qualifications within the MDQF.

This process facilitates access to further education and professional development by supporting the recognition of learning outcomes across borders. Together with national recognition mechanisms, it contributes to the effective functioning of the MDQF, strengthens international comparability, and supports the integration of the Republic of Moldova into the European Education Area and its alignment with the EQF.

Regulatory and methodological framework

Recognition and equivalence of study documents and qualifications obtained abroad is the foundation of academic and professional mobility for citizens of the Republic of Moldova.

In the context of the Republic of Moldova, **recognition** means the acceptance by the national competent authority of an educational document (issued by an accredited educational institution in

the country of origin) as authentic, as well as the acceptance of the value/content of the educational document in order to allow access to the next level of education (**academic recognition**) and/or employment (**professional recognition**).

Equivalence means the assessment of the curriculum completed by the holder of the study document until the issuance of that study document and its compatibility with the national education system in the light of the learning outcomes of studies and the skills obtained.

The process of recognition and equivalence of study documents is based on a solid legal framework built on two levels:

- **International conventions:** The Republic of Moldova ratified the Lisbon Convention on the Recognition of Qualifications in Higher Education by Law No. 235/1999, the UNESCO Global Convention on the Recognition of Qualifications in Higher Education by Law No. 294/2023, signed bilateral agreements with 12 countries, including European countries, on the mutual recognition of diplomas, certificates and scientific titles, which provides the international reference framework for the recognition of diplomas and documents of study obtained abroad.
- **National legislation:** The primary legal basis is laid down in [Education Code](#) of the Republic of Moldova, Law No. 152/2014, which governs the general principles and establishes the powers of the institutions empowered to carry out the recognition and equivalence of educational documents. The National Qualifications Framework (MDQF), approved by [Government Decision No. 330/2023](#), strengthens recognition and validation mechanisms based on learning outcomes, MDQF level and volume of studies, facilitating transparency for academic and professional mobility.

These provisions are operationalized through detailed normative acts and procedures, approved by the MER, which ensure consistency and alignment with European standards:

- Regulation on the recognition and equivalence of scientific and scientific-didactic titles obtained abroad, approved by [Government Decision No. 7/2024](#);
- Methodology on the recognition and equivalence of academic and didactic titles in higher education obtained abroad, approved by [MER Order No. 202/2024](#);
- Regulation on the recognition and equivalence of postgraduate studies obtained abroad for access to the specialty and its exercise approved by [MH Order No. 703/2024](#);
- The Regulation on the recognition of qualifications of specialists with undergraduate medical studies obtained abroad, approved by [Order No. 997/2022](#) of the Ministry of Health, regulates the procedure for the recognition of diplomas issued by the competent authorities of other states, empowered to provide university training in the medical field. Recognition of qualifications shall be completed by issuing a Certificate of Recognition of Qualification.
- Regulation on the recognition and equivalence of study documents and qualifications obtained abroad, approved by [MER Order No. 1702/2019](#), which lays down the procedures for the recognition and equivalence of study documents obtained abroad for further study in the Republic of Moldova or for access to the labour market in the country.

The MER has a set of operational procedures for the recognition and equivalence of study documents, described in detail on the official webpage “[Authentication and recognition of study documents](#)”.

These procedures define the stages of filing, the documents required, the principles applied - including automatic recognition or recognition with compensatory measures - and the responsibilities of the institutions involved in the process.

The recognition and equivalence of study documents are performed according to:

- the type of study or vocational training programme;
- the number of transferable credits;
- the content of the programme;
- Certified professional qualification (Diploma Supplement/Qualification Certificate), analysed by reference to the national education system to determine the appropriate level.

The process is completed by issuing a **Certificate of Recognition and Equivalence** issued by the MER. This document formalises the recognition decision and gives the holder the same rights as graduates of the respective programmes in the national education system.

Recognition of foreign vocational education and training (VET) qualifications

Particular attention is given to the recognition of foreign vocational education and training (VET) qualifications, especially in the context of increasing mobility of Moldovan citizens returning from EU countries. In these cases, the recognition process takes into account the specific characteristics of VET qualifications, including their practical orientation and occupational relevance.

The MDQF plays a central role in this process, serving as a reference framework for determining the level and comparability of foreign qualifications. The assessment is based on the analysis of learning outcomes, workload (credits or duration), and the profile of learning outcomes acquired, in order to assign the most appropriate MDQF level. This allows foreign VET qualifications to be positioned within the national qualifications system and supports access to employment or further education.

Where substantial differences are identified, recognition may be granted with compensatory measures, in line with national regulations and European principles on fair recognition.

In addition to the recognition of foreign qualifications, the Republic of Moldova supports the international mobility of its citizens through the authentication of national study documents for use abroad.

Institutional Framework

- **MER**, through the National Centre for the Recognition and Equivalence of Diplomas (CNRED), manages the reception and settlement of applications for recognition and issues formal decisions, ensuring the harmonisation of procedures with international conventions and European standards.
- **ANACEC** is responsible for establishing the criteria for the recognition of scientific titles obtained abroad, in accordance with [Government Decision No. 201/2018](#) which regulates the institution's powers in this process.
- **Line ministries**, in the case of regulated professions (e.g. health, law, architecture), cooperate with the MER for the validation of diplomas according to sectoral legislation and European standards.

- **Centre for Information and Communication Technology in Education (CTICE)** verifies the authenticity of educational documents and facilitates their acceptance by foreign competent recognition authorities.
- **Centres for the recognition and equivalence of studies and qualifications** obtained in different contexts, approved by [MER Order No. 1713/2024](#).

4.8.2. Academic and professional mobility

The recognition of study documents is carried out for the purpose of: academic mobility and professional mobility. This is not just a technical issue, but a strategic mechanism for the internationalization of education, rapid integration into the labour market and boosting the reintegration of migrants.

- **Academic mobility** – allows for specified periods of training in educational institutions in the country and abroad, as well as continuation of studies in the Republic of Moldova based on qualifications obtained abroad. Participation in the Bologna Process and the use of ECTS ([MER Order No. 1020/2023](#)) facilitates the equivalence of studies and the recognition of international mobility periods (Erasmus+, CEEPUS, bilateral agreements). Each higher education institution has its own Regulation on the organisation of academic mobility of students and teachers (see: [UTM](#), [UPSC](#), [„Ștefan cel Mare” Academy](#), etc.).
- **Professional mobility** – ensures that graduates have access to the national and European labour market. For regulated professions (medicine, pharmacy, architecture, law), recognition involves both the National Centre for the Recognition and Equivalence of Diplomas (CNRED) and the branch ministries.

Dynamics of recognition and mobility

Each year, approximately 2,500–3,000 applications for the recognition of foreign study documents are processed by the MER, CNRED, and the national recognition and equivalence centres. Most applications originate from Romania, Ukraine, the Russian Federation, and EU Member States. Notably, 74.5% of Moldovan students engaged in academic mobility choose Romania as their main destination, reflecting linguistic and cultural proximity and more accessible recognition procedures.

In parallel with national-level recognition, higher education institutions handle a substantial volume of educational documents submitted by foreign citizens. The data on the recognition of foreign study documents (2021–2025), provided by MER (Annex 13), show a significant increase in the number of foreign qualifications recognised for admission to Moldovan higher education institutions. The total rose from 1,008 in 2021 to 2,931 in 2025, nearly tripling within four years. This growth is driven by increasing interest in medical, pedagogical, technical, and international programmes, as well as by the high intake at the Free International University of Moldova.

Data provided by MER for 2023–2025 (Annex 14) further show a steady rise in applications for recognition and equivalence of qualifications obtained abroad, amounting to 761 applications, most submitted by Moldovan citizens. More than two-thirds target MDQF levels 6 and 7, reflecting intense academic mobility and the need for integration into the national labour market. The fields of health, business, and education dominate, with Romania remaining the main issuing country.

Overall, the data confirm the diversification of Moldovans' educational pathways and the importance of an efficient, credible, and transparent system for recognition of qualifications. Recognition of foreign qualifications is a strategic mechanism for enhancing the attractiveness of the national

education system, supporting international mobility, enabling the professional reintegration of migrants, and reinforcing international trust in the quality and comparability of Moldovan qualifications.

4.8.3. Automatic recognition of qualifications

Automatic recognition is an important component of the compatibility of the Republic of Moldova's education system with the EHEA and the EQF. In the European context, automatic recognition refers to the direct recognition of a qualification - without a further assessment of its content - where the level, workload and quality of the study programme are comparable and no substantial differences have been identified. The Republic of Moldova supports the implementation of this principle through a strengthened regulatory framework, standardised recognition procedures and transparency tools aligned with European standards and practices.

The Republic of Moldova has also concluded bilateral and multilateral agreements on the mutual recognition of qualifications and educational documents with a number of countries and partners, including the Republic of Azerbaijan (1993), the Republic of Uzbekistan (1998), the Republic of Bulgaria (2000), the Russian Federation (2003), the CIS Member States (2005), the Republic of Lithuania (2013), the People's Republic of China (2018), Romania (2022), the Italian Republic (2022) and Ukraine (2025). These agreements reinforce the implementation of the principles of the Lisbon Recognition Convention and facilitate transparent, fair and efficient recognition procedures. They also promote the comparability of qualifications, enhance the mobility of learners and graduates, and support the alignment of national recognition practices with European standards and the recommendations of the ENIC-NARIC networks and the EQF Advisory Group.

Regulatory framework allowing for automatic recognition

Government Decision No. 330/2023 approving the National Qualifications Framework constitutes the technical basis for automatic recognition, as it introduces:

- the MDQF/EQF level written on diplomas and certificates, allowing immediate comparison of the qualification level;
- description of qualifications in relation to learning outcomes according to the principles of the EQF;
- use of a standardised volume of studies (study credits/ECTS) to ensure transparency.

These provisions are reinforced by MER Order No. 1020/2023, which makes the application of the ECTS system in the Diploma Supplement mandatory, thus facilitating the direct recognition of periods of study and qualifications in EHEA institutions.

Furthermore, the *Regulation on the recognition and equivalence of study documents obtained abroad* (MER Order No. 1702/2019) also contains provisions enabling the direct recognition of educational documents issued by states party to the Lisbon Recognition Convention. In particular, the Regulation stipulates that upper secondary education qualifications awarded in states party to the Lisbon Recognition Convention are recognised automatically in the Republic of Moldova, provided that they grant access to higher education in the country where they were awarded.

Practical application of automatic recognition

The Republic of Moldova applies automatic recognition in several specific situations:

- **automatic recognition of baccalaureate diplomas for admission** to universities in most EU Member States and the EHEA area, due to the compatibility of qualification levels and the structure of the upper secondary cycle;
- **automatic recognition of credits obtained in Erasmus+ and CEEPUS mobility**, confirmed by the institutional regulations of the universities of the Republic of Moldova (UTM, USM, UPSC, etc.), which fully transcribe ECTS credits without re-evaluation;
- **simplified recognition of diplomas from EHEA countries** through accelerated procedures provided for in [MER Order No. 1702/2019](#), when no substantial differences in the level and volume of the programme are identified.

In the MER operational procedures on recognition of study documents, automatic recognition is explicitly mentioned as an option when the comparability conditions are met and the issuing institution is accredited and entered in the relevant international registers.

Criteria applied for automatic recognition

The Republic of Moldova shall use the EHEA and EQF standardised criteria:

- Compatibility **of the level of qualification** by reference to the MDQF/EQF;
- **the volume of studies** expressed by ECTS credits or equivalent duration;
- **quality assurance** in the issuing institution according to ESG standards;
- the comparability **of learning outcomes**, not the identity of the curriculum;
- the absence **of substantial differences**, a key criterion of the Lisbon Convention;
- maintaining **the rights conferred by the qualification** in the issuing country (access to studies or profession).

Consistent application of these criteria allows for real harmonisation with European standards. Overall, automatic recognition strengthens the role of the Republic of Moldova in the European Education and Qualifications Area, supporting mobility, international cooperation and increasing confidence in the quality of national qualifications.

4.9. Recognition of prior learning and validation of non-formal and informal learning (VNFIL)

Recognition and validation of prior learning outcomes is a strategic mechanism to build on people's learning experiences in formal, non-formal and informal settings. This process facilitates access to lifelong education and also supports rapid and efficient integration into the labour market.

By recognition of existing skills, each person can continue his/her educational or professional path without duplicating the material (content) already studied or the professional experience gained, which helps to streamline and speed up the updating of qualifications and to make more efficient use of human resources.

The legal basis of this mechanism is well defined and ensures the coherence of the national framework with European and international standards. Key regulations include:

- [Education Code](#) of the Republic of Moldova, Law No. 152/2014, Article 123 – establishes the general framework for the recognition of previously acquired educational studies and experiences as part of lifelong learning;

- [Government Decision No. 330/2023](#), through Chapter VI, Recognition and Validation of Prior Learning Outcomes, regulates the Procedure for the Recognition and Validation of Prior Learning Outcomes.

It should be noted that, in order to ensure transparency, the recognition of qualifications acquired before the reform of the national education system, Government Decision No. 330/2023 includes, in Annex 3, a correlation table between the educational documents issued before and after 1991, ISCED, MDQF and EQF levels. This tool facilitates the process of equivalence and validation of historical qualifications and contributes to strengthening the internal coherence of the MDQF.

The recognition and validation procedure (Articles 126-136, Government Decision No. 330/2023) is carried out on the basis of qualification standards, with sectoral adaptations, based on some key principles:

- alignment of validation arrangements with the MDQF and consistency with the EQF;
- ensuring access to clear information on benefits and validation procedures;
- supporting disadvantaged groups and the unemployed by providing them with opportunities to participate in education and vocational integration;
- providing accessible guidance and counselling services;
- quality assurance through reliable, validated and transparent methodologies and tools;
- continuous improvement of the personnel involved in the process;
- the possibility of recognition of full or partial qualifications obtained through non-formal and informal experiences;
- using European transparency tools, such as Europass, to document results and facilitate mobility.

The recognition and validation of prior learning outcomes shall be achieved by examining the following aspects (Article 131 of Government Decision No. 330/2023):

- the correct identification of the qualification level, the related credit volume and the modules/course units composing the qualification;
- checking the correspondence of disciplines/modules for the purpose of qualification;
- the correct determination of the assessment requirements of the qualification, including the specific assessment of learning outcomes; ensuring the quality of the evaluation process and the possibility to discuss the evaluation modalities with the beneficiaries;
- documentation of learning outcomes and the acceptance to assess them for validation purpose;
- certification of the full or partial qualification, or acceptance of part of the qualification for the purpose of further study.

This approach remains consistent with the definition of a qualification set out in the Education Code, since the award of a qualification is always based on the assessment and validation of learning outcomes against established standards, irrespective of whether these learning outcomes were acquired through formal, non-formal or informal learning pathways.

The recognition procedure applies to qualifications entered in the NRQ and requires compliance with quality assurance principles.

ANACEC is responsible for monitoring compliance with the regulatory framework and quality principles in this process, thus strengthening the credibility and coherence of the system.

4.9.1. Validation of skills acquired in non-formal and informal contexts

Validation of non-formal and informal learning is the process of confirmation by a competent authority that an individual has acquired, in non-formal or informal learning contexts, learning outcomes measured against a relevant standard (Government Decision No. 330/2023). Access to assessment, for the validation of learning outcomes acquired through non-formal and informal education, shall be open to any person who considers that he or she possesses the learning outcomes relevant to the qualification to which he or she is applying.

At present, the demand for the validation of non-formal and informal learning is concentrated mainly at MDQF/EQF levels 3 and 4. This reflects growing labour market needs for formally recognised and certified competences since the employers must comply with updated regulatory, licensing and authorisation requirements. In sectors such as construction, pre-primary education and catering, companies are increasingly required to ensure that employees hold formally recognised competences in line with occupational, operational and legal standards.

To date, validation arrangements have been implemented primarily for the award of partial qualifications and the certification of professional competences associated with qualifications at MDQF/EQF levels 3 and 4. Where candidates demonstrate, through assessment, the achievement of the required learning outcomes defined in the relevant qualification standard, they are awarded a *Certificate of Professional Competence* attesting the validated competences acquired.

Although the legislative framework established by Government Decision No. 330/2023 provides for the possibility of validating full qualifications, this provision has not yet been implemented in practice, as the operational and methodological arrangements are still under development. Nevertheless, the legislation foresees that candidates applying for the validation of a full qualification would be subject to the same final assessment and examination requirements as learners in formal education and training pathways. In such cases, successful candidates would receive the same qualification certificates or diplomas as those awarded through formal education and training at the corresponding MDQF/EQF level.

At the current stage, validation is therefore used mainly to support labour market access, recognition of prior learning outcomes and compliance with sector-specific professional requirements, rather than access to further learning programmes. The Certificates of Professional Competence awarded through validation of partial qualifications have the same legal status and value as those obtained through formal education and training, since they are based on the same learning outcomes, occupational or qualification standards, and quality assurance requirements. However, unlike full qualifications awarded within formal education and training, partial qualifications obtained through validation do not generally provide direct access to higher levels of formal education.

The validation of learning outcomes acquired in non-formal and informal contexts is carried out by a validation centre that can be: education and training institutions, accredited competence assessment centres or authorized research organisations, and for regulated professions - in collaboration with the relevant ministries. The establishment of validation centres is approved by MER order. Currently, 15 validation centres for competences acquired in non-formal and informal contexts for [MDQF levels 3-5](#) and 4 validation centres for [level 6](#) operate in the Republic of Moldova.

For MDQF level 6, bachelor's degree, the process of recognition and validation of results is governed by the Regulation on the certification of professional skills corresponding to MDQF level 6 qualifications acquired in non-formal and informal education contexts ([MER Order No. 1021/2023](#)). The Regulation establishes the regulatory framework of the national system for the validation of non-formal and informal learning and regulates the stages of identification, documentation, assessment and certification of professional competences in line with the European recommendations on lifelong learning.

On the basis of this Regulation, higher education institutions, within which validation centres for non-formal and informal education are established, draw up their own regulations, approved by the Senate (e.g. [Regulation on the organisation and functioning of the Validation Centre](#) at the “Ion Creangă” State Pedagogical University of Chişinău, Report No. 14 of 20 June 2024).

At MDQF levels 3, 4 and 5, the process of validation of learning outcomes is governed by the Regulation on the certification of professional competences for MDQF level 3, 4 and 5 qualifications acquired in non-formal and informal contexts ([MER Order No. 885/2022](#)). The Regulation is implemented through the Practical Guide on the certification of professional competences corresponding to level 3, 4 and 5 qualifications of the National Qualifications Framework, acquired in non-formal and informal education contexts ([MER Order No. 1066/2023](#)).

The guide is intended for TVET institutions that plan to provide or already provide validation and certification services for professional skills. At the same time, the guide is also useful for candidates who request such services, offering document templates and helping them understand the logic and stages of the evaluation and certification process.

The Practical Guide on the certification of professional competences corresponding to qualifications of level 3, 4 and 5 of MDQF, acquired in non-formal and informal education contexts describes the validation and certification procedure from the perspective of the Validation Centre, which includes the following steps:

- Address of the candidate to the Secretary of the Validation Centre
- Submission of the file
- Appointment of the adviser
- Self-assessment of the candidate
- Analysis of the materials in the file
- Communication of the decision to initiate the procedure for the assessment of professional competence of the candidate
- Signature of the contract
- Elaboration of the Evaluation Plan
- Consultation of the Vocational Skills Assessment and Certification Plan
- Implementation of the Vocational Competence Assessment and Certification Plan
- Candidate's decision to accept or contest the evaluation results submitted by the Evaluation and Certification Board
- Issuance of the Certificate of Professional Competence.

Upon successful completion of the validation and certification process, the Secretary of the Validation Centre shall complete and issue the Certificate of Professional Competence accompanied by the corresponding descriptive supplement with the registration in the Register of issued certificates.

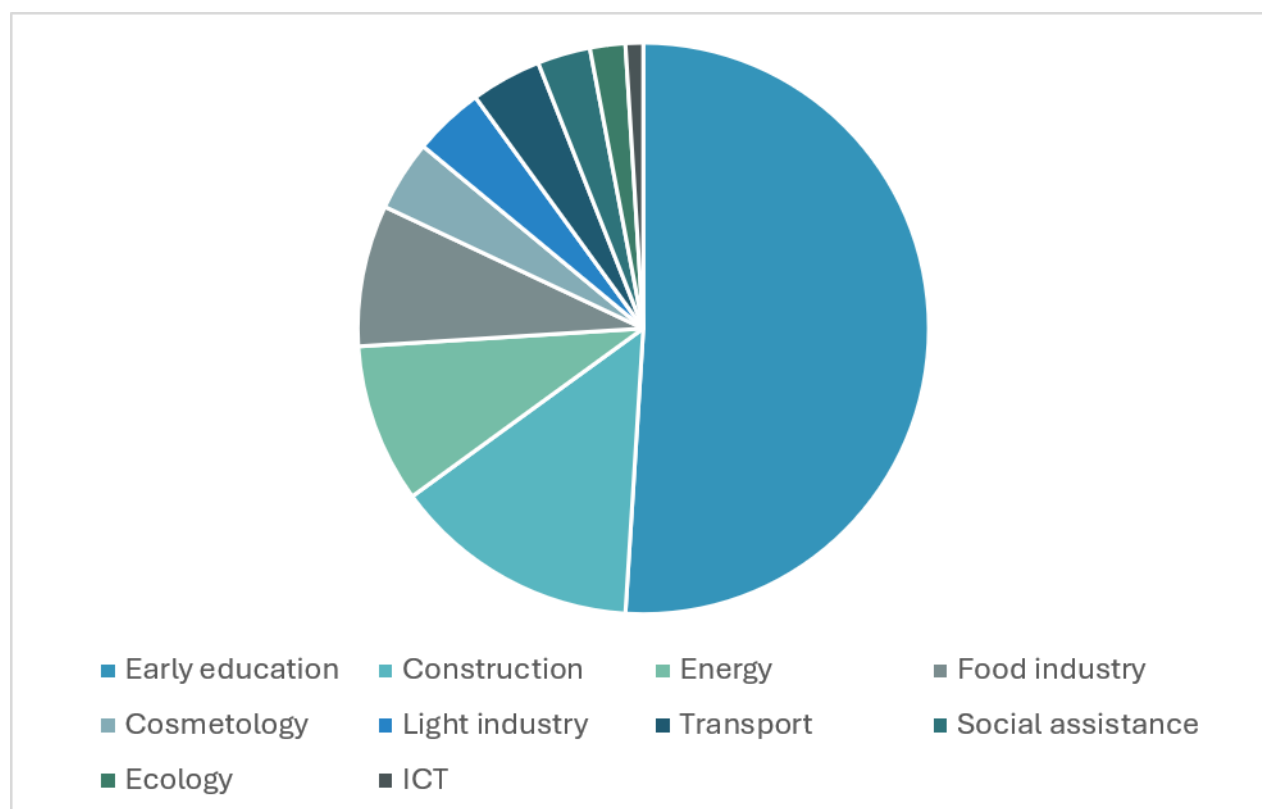
According to the MER data, the activity of the 19 centres for validation of competences acquired in non-formal and informal contexts highlights an accelerated development of the validation system in the Republic of Moldova. The number of centres increased from 4 in 2019 to 19 in 2024, and the supply of validated professions and specialties expanded substantially from 18 to 159. During this period, 1,198 people obtained certificates of competence, with a significant share of women, migrants returning to the country and, in recent years, refugees.

Table 16. *Validation centres activity*

Statistical Indicators	2019	2020	2021	2022	2023	2024
Number of validation centres	4	4	8	11	13	19
Number of professions/specialties	18	22	47	65	94	159
Number of Certified Candidates	24	39	284	243	466	142
Women	8	0	188	175	368	43
Moldovan migrants returning to the country	4	5	72	48	36	7
Refugees	0	0	0	1	15	17

The breakdown by area (Figure 10) shows that early childhood education dominates the process (51%), followed by construction (14%), energy (9%) and the food industry. Areas such as cosmetology, transport, light industry and ICT have low shares but point to a gradual diversification of validated qualifications.

Figure 10. *Distribution of certified candidates by economic field (2019–2024)*



These data confirm the positive dynamics, but also the fact that the system is still in the process of expansion and consolidation, which highlights the need to step up regular monitoring and reporting in order to increase the impact at national level.

The process is financed from a variety of sources: state budget, taxes borne by beneficiaries, corporate resources or international funds. The State shall in particular support:

- beneficiaries from socially vulnerable groups;
- long-term unemployed;
- candidates for occupations and priority specialties for national development.

The almost 1,200 people certified between 2019 and 2024, the diversification of validation areas and the increase in the number of centres point to a booming system capable of responding to the needs of the labour market, returning migrants, refugees and adults seeking reskilling. Also, the dynamics of applications for recognition of study documents from abroad confirm the international relevance of national mechanisms and the importance of academic and professional mobility.

Overall, validation and recognition processes strengthen the transparency, credibility and comparability of qualifications, directly contributing to the integration of the Republic of Moldova into the European Qualifications Area and opening up flexible educational and professional pathways for all citizens. These mechanisms are not just administrative tools, but strategic levers for inclusion, mobility and sustainable economic development.

4.10. Digital tools for transparency and recognition of qualifications

4.10.1. National Educational Information Systems

The digital transformation represents one of the most important directions of modernization of the MDQF and a central element of the alignment of the Republic of Moldova to European standards. Digitalisation not only streamlines the processes for the administration and recognition of qualifications, but also ensures the transparency, integrity and accessibility of procedures for pupils, students, employers and educational institutions. Through national electronic platforms, educational data is collected, managed and published in a unified and reliable way, thereby supporting admission to study programmes and the verification of the authenticity of study documents.

The Centre for Information and Communication Technologies in Education (CTICE), a public institution subordinated to the MER, has an essential role in this process. CTICE manages the main national educational information systems:

- **Portal for the verification of study documents issued in the Republic of Moldova** (ctice.md/verif/)
- **EMIS** (Education Management Information System) (sime.md)
- **E-Admission information system in higher education** (e-Admission)
- **E-admission information system in TVET** (eadmitere.sime.md)

The portal for the verification of study documents issued in the Republic of Moldova offers the possibility of real-time verification of the authenticity of diplomas, certificates and other study documents issued by the educational institutions of the Republic of Moldova, contributing to preventing the falsification of documents and building trust in the educational system. The platform is interconnected with national education systems and facilitates access to documents in electronic format, accompanied by a qualified digital signature.

The **Educational Management Information System (EMIS/SIME)** is a national platform for collecting, processing and analysing data from general education and VET. The data managed by SIME covers all essential components of the education system: number and characteristics of pupils (age, gender, language of instruction, socio-economic status), teachers (number, qualifications, distribution), infrastructure and facilities of educational institutions, as well as performance indicators (promotion, drop-out, exam results). The information thus collected is used by the Ministry of Education and Research, local authorities and other decision-makers for strategic planning, data-driven education policy-making and international reporting. Through SIME, the Republic of Moldova strengthens its capacity for monitoring and governance of the education system in line with European best practices.

The **e-Admission systems** allow for the automation of enrolment processes, simplifying the interaction between candidates and educational institutions, reducing bureaucracy and providing a modern digital experience in line with European practices. This system offers the possibility to integrate information about qualifications and ECTS credits, facilitating the correlation between MDQF and European levels (EQF, QF-EHEA) from the admission stage.

The **Higher Education Management Information System (HEMIS)** is currently under development and constitutes one of the Republic of Moldova's strategic initiatives for the digitalisation of higher education. The platform is designed as a centralised digital system for the collection, management and analysis of data across the higher education sector.

Once fully operational, HEMIS will integrate information on students (admission, academic progression, mobility and graduation), academic and administrative staff (numbers, positions and qualifications), study programmes, university infrastructure and institutional performance indicators. The system will support evidence-informed policymaking, the monitoring and quality evaluation of higher education, as well as national and international reporting.

The development and phased implementation of HEMIS are expected to contribute to the modernisation of higher education management and to strengthen institutional data management capacity, while supporting the Republic of Moldova's alignment with European standards and good practices in transparency, efficiency and governance in higher education.

Through these tools, the CTICE ensures the collection, processing and publication of official educational data, providing transparent access for pupils, students, employers and other stakeholders, and provides the Ministry and other authorities with data relevant for the development, monitoring and evaluation of educational policies, thereby supporting evidence-based decision-making.

4.10.2. National Register of Qualifications

The **National Register of Qualifications (NRQ)** is part of the national qualifications system and represents the instrument for the identification, registration, archiving, permanent consultation and updating of qualification standards and qualifications, respectively, of study documents (diplomas, certificates and their descriptive supplements, according to Europass) of all levels and types issued by provisionally authorised/accredited providers of education and training programmes in the Republic of Moldova (Article 113 of [Government Decision No. 330/2023](#)). Developed and managed by the MER, the NRQ is the official database of state-recognised qualifications.

The structure of the NCN has been developed in line with the EQF recommendations, so that information fields ensure comparability of national and international qualifications and interoperability with European tools for qualifications. Therefore, each qualification is recorded in

the NRQ in a standardised format and described by learning outcomes, MDQF level, occupational field, issuing institution and related sectoral classification, which are the essential components of the register.

Only the qualification standards approved by the MER and the provisionally authorised/accredited study/training programmes leading to the granting of full or partial qualifications shall be introduced in the NRQ.

Through the data and information provided, the NRQ contributes directly to:

- improving the visibility of qualifications for pupils, students, employers and other stakeholders;
- supporting educational and career guidance processes;
- facilitating the recognition of qualifications at national and international level;
- supporting the process of strategic planning of education and employment policies;
- developing tools for monitoring and analysing the labour market.

Regulatory framework

The operation and development of the NRQ are governed by the following legislative acts:

- **Government Decision No. 1199/2018**, which establishes the National Qualifications Register and establishes the structure, functions, updating mechanisms and institutional responsibilities;
- **Government Decision No. 330/2023** (Articles 113 to 125), which details the role of the NRQ in the national qualifications system, regulating the procedures for the identification, registration, archiving, consultation and updating of qualifications;
- **MER Order No. 770/2024** approving the Methodology for enrolment of qualifications in the NRQ, which operationalises the registration procedures for all levels and types of qualifications. This methodology sets out the steps and criteria for the enrolment of accredited or provisionally authorised qualifications, based on learning outcomes, MDQF level, occupational field, issuing institution and sectoral classification.

Thus, the regulatory framework ensures a uniform, transparent and comparable mechanism for the registration and presentation of qualifications.

Characteristics of the NRQ

According to **Government Decision No. 330/2023**, the role and functions of the NRQ are as follows:

- is an official public source of information;
- ensure the visibility and comparability of qualifications vis-à-vis the MDQF and the EQF, contributing to transparency and mobility;
- keep and archive data on qualifications for a period of 75 years;
- use information fields aligned with the EQF recommendations, facilitating interoperability with European portals and tools (EQF Portal and Europass).

The information in the NRQ is structured in Romanian, with key elements also available in English, in order to facilitate interoperability with the EQF Portal and Europass. The extension of the full bilingual version is provided for in the *Roadmap* on the operationalisation of the MDQF (Government Decision No. 330/2023).

Responsibilities of the Ministry of Education and Research

The MER plays a central role in the governance of the NRQ, ensuring:

- the legal and organisational framework for the operation of the NRQ;
- coordinating the process of enrolment of qualifications and validating the information provided;
- checking, updating and publishing data in a standardised format;
- developing technical procedures and ensuring IT interoperability;
- deregistration or archiving of qualifications that have lost their relevance or of discontinued programmes.

Through these responsibilities, the MER ensures that the NRQ functions as a credible, transparent and aligned tool to the EQF and QF-EHEA principles, facilitating academic and professional mobility.

Responsibility of education and training providers

Institutions providing education and training programmes are legally obliged to notify the MER of any changes relevant to the update of the NRQ. Such notifications shall ensure the accuracy, timeliness and completeness of the published data, contributing to the maintenance of a well-functioning and labour market relevant register.

4.10.3. Interoperability of the NRQ with European instruments

The NRQ is designed to ensure interoperability with the EQF Portal and the ENIC/NARIC networks, giving it a strengthened European dimension. This integration facilitates:

- automatic recognition of qualifications in other European countries;
- building mutual trust in QF-EHEA;
- coherent use of transparency tools such as Europass and the Diploma Supplement.

NRQ interoperability with QDR and publication of qualifications on the EQF Portal

In accordance with the *Roadmap* on the implementation of the MDQF ([Government Decision No. 330/2023](#)), technical interoperability between the NQR and the QDR (Qualifications Data Register) of the European Commission should be achieved. The QDR is the technical data infrastructure feeding into the EQF Portal, the European public platform for viewing and comparing qualifications in a standardised format.

To date, more than 100 qualifications registered in the NRQ have been published in QDR, in a standardised format, according to the European technical specifications for the EQF datasets. This format includes detailed information on the MDQF/EQF level, learning outcomes-based descriptions, occupational domains and related sectoral classifications. The publication of these qualifications on the EQF Portal will strengthen **the transparency, comparability and international recognition of the Republic of Moldova's qualifications** and mark the full integration of the national system into the European network of qualifications registers.

Correlation of NRQ qualifications with ESCO

A significant step in the process of aligning the national qualifications system with European instruments is the matching of learning outcomes from national qualification standards with skills and competences from the European Skills, Competences, Qualifications and Occupations (ESCO) classification.

So far, 10 national qualifications have been developed and published in the [ETF database](#) with full correlation of learning outcomes to the ESCO descriptors, both at skill and competence level.

This correlation makes it possible to:

- semantic and technical alignment of national qualifications with European standards;
- facilitating interoperability with ESCO, EQF Portal and Europass;
- increasing the international relevance of qualifications for the European labour market;
- supporting professional mobility and automatic recognition.

ESCO-related qualifications cover key areas of the national economy (e.g. construction, ICT, services, textile-confections) and constitute good practice models for the progressive extension of correlation to all qualifications included in the NRQ, according to the *Roadmap* on the operationalisation of the NRQ ([Government Decision No. 330/2023](#)).

Thus, NRQ is an automated information system that integrates official data about qualification standards, authorized/accredited programs and education providers, in a format aligned with EQF recommendations. Through its standardised structure and interoperability with QDR, EQF Portal and Europass, the NRQ ensures transparency, international comparability and rapid access to truthful information. This register strengthens the functionality of the MDQF and supports the recognition of qualifications, mobility and integration of the Republic of Moldova into the European Education Area.

4.11. Quality assurance mechanisms

The management of qualifications and quality assurance are essential pillars of the functioning and credibility of the MDQF. They are carried out on the basis of a well-defined regulatory framework, in particular the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, Government Decision No. 330/2023, and [Government Decision No. 616/2016](#) on the Methodology for external quality evaluation in technical vocational education, higher education and adult vocational training, which establish clear mechanisms for the development, assessment, certification and recognition of qualifications, while ensuring transparency and consistency of quality.

Quality Management of Qualifications

Qualifications management covers their entire lifecycle: from the development and validation of qualification standards to the authorisation and accreditation of programmes, the assessment and certification of learning outcomes, as well as the integration of information into the NRQ, which is an ‘authorised public source’ and the single tool for identifying, registering and consulting qualifications, guaranteeing transparency and comparability at national and European level.

The institutional roles in the field of quality assurance are:

- **MER** establishes the legal and organisational framework, manages the NCN and coordinates policies to ensure the quality of qualifications;
- **ANACEC** carries out external quality evaluation and accreditation of study programmes for initial and continuous training of level 3-8 MDQF and educational institutions, manages the register of expert evaluators and monitors compliance with standards;
- **ANCE** assesses the implementation of the national curriculum and organizes national and international exams and evaluations in general education;

- **Providers of education and professional training** are responsible for implementing accredited programmes, assessing learning outcomes and issuing certification documents according to qualification standards and quality standards;
- **CTICE** manages digital platforms for the management of study documents, ensuring information and fraud prevention.

4.11.1. Quality assurance of qualifications

According to the [Education Code](#) of the Republic of Moldova (Law No. 152/2014) and [Government Decision No. 330/2023](#), quality assurance is a shared responsibility, implemented through transparent cooperation, stakeholder involvement and shared ownership at all stages of the qualifications cycle – from the development of qualification standards and the assessment of learning outcomes to certification and recognition.

Quality assurance of qualifications within the MDQF is aligned with the European principles underpinning the EQF and is applied coherently across all qualification levels. At each level, qualification design is based on clearly defined learning outcomes, expressed in terms of knowledge, skills, responsibility and autonomy, and calibrated against the corresponding MDQF level descriptors. This ensures that differences between levels reflect increasing complexity, autonomy and responsibility, while maintaining internal consistency and transparency across the framework.

At lower and intermediate MDQF levels, quality assurance places particular emphasis on occupational relevance, coherence between learning outcomes and labour market requirements, and the involvement of employers and sectoral stakeholders in the design and validation of qualification standards. At higher MDQF levels, quality assurance focuses more strongly on academic rigor, progression pathways, research or advanced professional competences, and alignment with the Qualifications Framework of the European Higher Education Area (QF-EHEA), as applicable.

Across all levels, assessment and certification processes are organised in accordance with transparent and credible standards, supported by clearly defined criteria, evidence-based evaluation and stakeholder participation. Quality is further embedded in the internal management systems of education and training providers through the use of clear objectives and indicators, linking self-assessment with external evaluation, ensuring the availability of appropriate resources, and providing electronic access to learning outcomes and certification documents.

In addition, the activity of evaluators and quality assurance agencies is subject to periodic review, with the aim of ensuring the reliability, consistency and continuous improvement of quality assurance processes across the MDQF.

Implementation of standards and procedures

The quality assurance standards and procedures are implemented by the applicable regulations on MDQF levels and relate in particular to:

- quality institutional policies;
- designing, validating and coordinating programmes with the attribution of the MDQF level;
- student/student/learner-centred teaching, learning and outcome assessment processes;
- admission, educational path, validation and certification of qualifications;
- teaching and support resources and the qualification and certification of teaching staff;

- transparency of information and information to the public;
- continuous monitoring and evaluation of programmes;
- internal and external quality assessment for provisional operating authorisation and accreditation;
- the preparation and approval by the assessed institutions of the Corrective Measures/Post-Evaluation Action Plan and its implementation.

External evaluation and role of ANACEC

According to [Government Decision No. 330/2023](#), Annex 1, points 169 - 170, the external evaluation of the quality of the initial/continuous professional training/study programmes, in order to obtain provisional operating authorisation/ accreditation, is carried out by ANACEC or another quality assessment agency, accredited in accordance with international standards and/or included in the European Quality Assurance Register for Higher Education (EQAR), under the conditions approved by the Government.

Analysis of the evolution of the external quality assessment process (2019–2024)

Information submitted by ANACEC

Between 2019 and 2024, the National Agency for Quality Assurance in Education and Research (ANACEC) carried out, on the basis of [Government Decision No. 616/2016](#) and in accordance with ESG Standards and Guidelines for the European Higher Education Area, an extensive external quality assessment process in education and research, with a direct impact on the strengthening of the MDQF (Annex 15).

The evolution of the activities during this period highlights not only the expansion and diversification of the evaluated areas, but also the maturation of the internal evaluation mechanisms, the increase of the decisional transparency and the strengthening of the professional independence of ANACEC in the application of the quality criteria and standards.

Through its evaluations, the Agency has helped to validate the relevance of qualifications in the education system and to build trust in the learning outcomes and competences described in the MDQF, with a view to making them compatible with the EQF.

The volume of external evaluation activities increased steadily between 2019 and 2023, followed by a streamlining in 2024 with the completion of the accreditation cycle. In total, ANACEC assessed more than 2,300 programmes between 2019 and 2024 — for provisional authorisation, accreditation or re-accreditation.

During the analysed period:

- the percentage of accredited programmes remained between **90-97%**,
- the rate of non-accredited programmes was around **7%**,
- provisional authorisation continued to be a key entry step into the quality system for new providers.

These trends point to a shift from expanding the volume of assessments to strengthening the quality of the process and decision-making consistency.

Independence and integrity of the evaluation process

A central indicator of the maturation of the quality assurance system is the decisional independence of ANACEC. Non-accreditation decisions were based on non-compliance with minimum quality standards and were followed by recommendations and remediation periods for the institutions concerned.

The independence of ANACEC is reflected in:

- clear separation between assessment and decision by the Governing Board;
- the involvement of independent experts, including international experts, at all stages of the evaluation;
- transparent publication of decisions on the Agency's website, ensuring public accountability.

This practice strengthens trust in the professional integrity of ANACEC and underpins the credibility of the MDQF, an essential component for the external recognition of qualifications.

4.11.2. Quality assurance in general education

Regulatory framework

Quality assessment in general education is carried out within a distinct regulatory framework, based on the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and state educational standards, which constitute the basis for ensuring a fair, transparent and relevant education.

State education standards are a set of normative documents and are a system of criteria and rules relating to the level of quality that is intended to be achieved by various components and aspects of the education system (Article 39 of the Education Code of the Republic of Moldova, Law No. 152/2014).

State education standards in general education cover:

- a) the development of the National Curriculum as a regulatory document;
- b) the development in students of the competences defined by the National Curriculum;
- c) the development of the professional competences of managerial and teaching staff;
- d) the development of textbooks and other educational supports and resources;
- e) ensuring the conditions and material resources necessary for an effective educational process.

The normative framework is strengthened by a set of other standards, which ensure the quality of the educational process, namely:

- Quality standards for primary and general secondary education institutions (Child-Friendly School, approved by [MER Order No. 970/2013](#), which set the quality level for general education institutions – organisation of the learning process, educational environment, child protection, inclusion, safety, equity, infrastructure, facilities, etc.
- The standards of professional competence of teachers in general education, approved by [MER Order No. 623/2016](#), revised in 2018, define minimum competences and performance criteria for teachers - pedagogical/psycho-pedagogical knowledge, planning, teaching, evaluation, inclusion, communication, continuous professional development, etc.

- The standards of professional competence of general education managers, approved by [MER Order No. 1124/2018](#), regulate the necessary competences of school management (directors, management) to ensure the quality of the institution, effective management, planning, organisation, transparency, community involvement, etc.

These standards, approved by the MER, are mandatory for all public and private institutions and constitute the basis for the recognition and equivalence of study documents, as well as for the objective assessment of the level of general training of individuals.

Institutional framework

Responsibilities for quality assessment are spread across levels, reflecting the principle of shared governance:

- **at national level**, the MER provides the regulatory framework, methodologies and overall assessments, in collaboration with the National Agency for Curriculum and Evaluation;
- **at local level**, level II public authorities and specialised bodies monitor the implementation of standards and support schools in evaluation processes;
- **at institutional level**, directors and management teams apply regulations and standards through internal self-assessments, complementing the national system with data and field evidence.

The National Agency for Curriculum and Evaluation has a central role in this process, being responsible for the evaluation of the national curriculum and curricular products, the organization of national and international examinations, the accreditation of private institutions and the provisional authorization of educational service providers.

Evaluation of teachers and managers

- Teachers are assessed annually internally and externally every five years, according to the MER methodology, including the consultation of pupils, parents and colleagues, according to the Standards of Professional Competence of General Education Teachers ([MER Order No. 623/2016](#));
- Managers are assessed at least every five years by the MER, on the basis of the activity report and managerial performance criteria, in accordance with the Standards of Professional Competence of General Education Managers ([MER Order No.1124/2018](#)).

Evaluation of educational institutions

The evaluation of educational institutions is carried out by the MER or local bodies, based on quality standards approved at national level. The results of these evaluations are public and a resource for increasing the transparency and accountability of institutions.

Thus, quality assessment in general education is a broad mechanism of educational governance. Quality management and assessment in general education reflects a complex approach, combining mandatory standards with various evaluation mechanisms – internal and external – to guarantee the relevance, equity and performance of the system, as well as the quality of the educational process at all levels. This approach is regulated by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014 (Article 39 and Article 42), which enshrines state educational standards as a basis for evaluation and establishes quality assurance responsibilities at national, local and institutional level. The emphasis on skills, the involvement of stakeholders and the transparent publication of results

ensure that the educational process meets both the demands of students and the expectations of society and the labour market.

4.11.3. Quality assurance in TVET and alignment with EQAVET

Regulatory framework

Quality assessment in TVET is of strategic importance in ensuring the relevance and credibility of qualifications, being primarily regulated by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, (Article 65), according to which quality assessment in TVET is carried out on the basis of national reference standards, accreditation standards and methodologies developed by ANACEC and approved by the Government.

The implementation of the provisions of the Education Code of the Republic of Moldova, Law No. 152/2014, is supported by an extensive framework of normative acts, the most relevant of which are:

- [Government Decision No. 330/2023](#), Annex 1, lays down the principles for ensuring the quality of qualifications and the responsibilities of MER, ANACEC and education providers.
- [Government Decision No. 616/2016](#), approves the external evaluation methodology for the authorisation of provisional operation and accreditation of study programmes and educational institutions.
- Article 19 of [Government Decision No. 110/2022](#) lays down the obligation to ensure quality in dual education through the Compliance Verification Commission, which is responsible for ascertaining the economic unit's capacity to organise dual programmes in accordance with the requirements relating to professional skills and training conditions.
- [Government Decision No. 97/2023](#) consolidates the provisions of [Law No.110/2022](#) on Dual Education, establishing the compliance criteria for the participation of economic units in the process of vocational training through dual education.
- [MER Order No. 609/2017](#), approving two fundamental instruments:
 - a) The Quality Management Guide in TVET (Annex 1), which defines quality concepts and principles for managers, teachers, pupils, educational partners and other actors.
 - b) The Self-Assessment Guide (Annex 2), which provides TVET institutions with a coherent framework for the application of quality standards, criteria and indicators, facilitating the development of quality culture and performance monitoring.

Quality assessment in TVET covers both vocational training programmes (initial and continuing) and TVET institutions as a whole, covering issues such as:

- institutional capacity,
- educational efficiency,
- the quality of the programmes,
- Internal Quality Management
- the consistency between the internal self-assessment and the actual situation.

A central role in quality assurance is played by economic agents, involved in the validation of qualification standards and curriculum, as well as in the practical assessment of the learning outcomes demonstrated by students at qualification exams.

This reinforced approach supports the transparency, consistency and credibility of the assessment of qualifications offered in TVET and aligns the national system with the EQF requirements and European quality assurance principles.

Evaluation and provisional operating authorisation/accreditation mechanisms

The quality assessment is carried out on two complementary dimensions:

- **Internal assessment** by quality assurance structures in TVET institutions, through the application of standards and regular reporting.
- **The external evaluation**, carried out by ANACEC and, where appropriate, other internationally recognised agencies, which verifies compliance with standards and issues decisions on provisional operating authorisation and accreditation of study programmes and institutions.

On an annual basis, based on the decisions of the ANACEC Governing Board, the Ministry of Education decides to grant accreditation or authorisation for the provisional operation of technical professional study programmes, pursuant to Article 65(4) of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and [Government Decision No. 616/2016](#).

European dimension and integration with EQAVET

Quality assessment in TVET is built in full coherence with the principles and recommendations of the EQAVET network, which ensures the integration of the Republic of Moldova into the European Qualifications Area. The main focus is on:

- centering the assessment process on learning outcomes and applying the credit system;
- transparency and public access to information;
- the active involvement of relevant actors, including employers and social partners.

These elements are reflected in the study documents – Certificate of qualification, Diploma of professional studies or micro-credentials related to partial qualifications – which include references to the level of the MDQF and, after referencing, also to the level of the EQF.

Thus, quality assessment in TVET is not limited to authorisation and accreditation procedures, but constitutes a strategic mechanism for modernising and aligning with European standards. Through the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, [Government Decision No. 330/2023](#) and the guidelines approved by [MER Order No. 609/2017](#), the Republic of Moldova promotes an institutional culture of quality, based on stakeholder involvement, transparency and shared responsibility.

Direct alignment with EQAVET is reflected in the orientation towards learning outcomes, feedback and continuous improvement mechanisms, but also in the use of external evaluations by internationally recognised agencies. In this way, qualifications obtained in TVET become more credible, visible and comparable at European level, which strengthens the confidence of employers, facilitates transnational mobility and strengthens the role of the MDQF in the architecture of the European Lifelong Learning Area.

4.11.4. Quality assurance in higher education and alignment with ESG

Regulatory framework

Quality assessment in higher education in the Republic of Moldova is carried out in a complex normative framework that combines national regulations with European principles of the European Higher Education Area. According to Article 113 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, quality assessment in universities is a multi-criteria assessment of the degree to which an educational institution and its programmes meet national reference standards. It is defined as a set of interrelated activities – **self-assessment, internal evaluation and external evaluation** – carried out on the basis of ESG-aligned standards, criteria and indicators.

The quality assessment process is governed by a broad set of normative and methodological acts, including:

- Methodology for external quality evaluation in higher education, vocational training and adult vocational training, approved by [Government Decision No. 616/2016](#). The document details the steps and procedures, the applicable criteria and the fee calculation mechanism for assessment services.
- The *Roadmap 2023–2027*, approved by [Government Decision No. 330/2023](#), anchors the quality assessment within the MDQF, linking study programmes to learning outcomes and linking the quality assurance process to ESG principles.
- The Framework Regulation on the final assessment of bachelor's degree (cycle I) and integrated higher education, approved by [MER Order No. 1175/2023](#), ensures the uniformity and transparency of the examinations for completion of studies.
- The *Regulation on the application of the European Credit Transfer and Accumulation System (ECTS) in the framework of continuing professional training programmes in higher education institutions*, approved by [MER Order No. 1020/2023](#), regulates the application of ECTS also in the framework of continuing training programmes, extending the international compatibility of learning outcomes.
- The ANACEC procedure for the evaluation of joint higher education programmes (approved by the ANACEC Governing Board, Decision No. 75/2022) sets out the evaluation mechanisms for programmes organised in international consortia or partnerships.
- Guide for external evaluation of bachelor's degree programs (cycle I) and integrated higher education, approved by the ANACEC Governing Board, Decision no. 8 of 06.03.2025.
- Guide to external evaluation of master's degree programmes (cycle II), approved by the ANACEC Governing Board, Decision No. 8 of 6 March 2025.
- The External Evaluation Guide for Doctoral Study Programmes, Higher Education (cycle III), approved by the ANACIP Governing Council, Minutes No. 9 of 23 June 2016.

Evaluation and provisional operating authorisation/accreditation mechanisms

Quality assessment in higher education covers (Article 113(5)), [Education Code](#) of the Republic of Moldova, Law No. 152/2014):

- a) institutional capacity;
- b) educational efficiency, including academic achievement;

- c) the quality of initial and continuing vocational training programmes;
- d) institutional quality management;
- e) the results of scientific research and/or artistic creation;
- f) the consistency between the internal assessment and the actual situation.

Quality assessment in universities operates on two levels:

- Self-assessment and internal evaluation
- External evaluation

Self-assessment and internal evaluation are carried out by institutional quality assurance structures, in accordance with the provisions of ESG standards. Internal processes include systematic self-assessment activities, continuous monitoring of educational programmes and teaching-learning processes, evaluation of research and innovation activity, use of feedback tools from students and other stakeholders, and development and implementation of continuous improvement plans. These activities shall be carried out in accordance with approved national reference standards and internal procedures.

A central element of the internal quality assurance system, in accordance with the ESG, is the Quality Manual. This document establishes the architecture of the quality management system, describes the processes, responsibilities and supporting documents, ensures consistency and traceability of internal procedures, facilitates institutional communication and is an essential basis for external evaluation and quality audit.

As an example of compliance with ESG standards, the Quality Manual of the “Ion Creangă” State Pedagogical University of Chişinău, approved by Minutes No. 13 of the UPSC Senate meeting of 30 May 2024, and drafted with the support of the World Bank project, is presented. The document reflects the integrated application of quality assurance policies and procedures in line with ESG requirements and European practices.

The external evaluation is carried out by ANACEC or other evaluation agencies, registered in the European Quality Assurance Register for Higher Education (EQAR), through standardised procedures including desk review, institutional visits and stakeholder consultation. The results of the external evaluation may be:

- provisional operating authorization (valid until the first graduation promotion);
- accreditation of programmes and institutions (valid for 5/7 years);
- withdrawal of the right of activity in case of non-compliance with quality requirements.

Any institution or study programme is subject to external evaluation in order to obtain provisional operating authorisation (before launch) and subsequently accreditation or re-accreditation. Under current legislation, in the event of the initiation of a new bachelor's or master's degree programme, authorisation to operate is granted through the institution's Senate if a programme in the relevant field of vocational training is accredited ([Government Decision No. 830/2024](#)). This provision is allowed because the institution has demonstrated, through the accreditation of a programme in the respective field, the institutional and academic capacity required for the development of new programmes in the same field. In line with European ESG standards, institutions with a mature internal quality assurance system benefit from a high degree of academic autonomy. Thus, the Senate may approve the

provisional authorization of a new program in already accredited fields, provided that the program is subsequently subject to the mandatory external accreditation procedure carried out by ANACEC.

The external evaluation is repeated periodically (at least every 5 years) and the negative results may lead to the withdrawal of the right to organise the programmes or even the activity of the institution. The decision on the authorisation for provisional operation, accreditation, non-accreditation or withdrawal of the right to activity of a higher education institution or to organise a study programme is adopted by the Ministry of Education, based on the results of the assessment carried out by ANACEC (Article 114 (10) of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014).

Alignment with ESG and EQAR

Programme quality assessment is aligned with the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)**. ANACEC, being connected to European networks, ensures compliance with ESG principles – learning outcomes centrality, stakeholder involvement, transparency and continuous improvement – which are reflected in national regulations and public evaluation reports.

The involvement of quality assurance agencies listed in the European Quality Assurance Register for Higher Education (EQAR) in external quality assurance processes enhances the international recognition of accreditation decisions and promotes student and academic mobility.

In 2023, by [MER Order No.1017/2023](#) institutional accreditation for a period of 5 years was approved for the following higher education institutions: Moldova State University; - Academy of Economic Studies of Moldova; “Alecă Russo” State University of Balti; “Bogdan Petriceicu Hașdeu” State University of Cahul; Academy of Music, Theatre and Fine Arts.

The decision was taken on the basis of the results of the external evaluation of international institutional quality presented by the Romanian Agency for Quality Assurance in Higher Education within the project “Enhancement of quality assurance in higher education system in Moldova-QFORTE”.

By [MER Order No. 1047/2025](#) was approved the institutional accreditation for a period of 5 years of the “Nicolae Testemițanu” State University of Medicine and Pharmacy, based on Decision No. 95/2025 of the Accreditation Council of the Independent Agency for Accreditation and Rating in Astana, Kazakhstan (IAAR).

Thus, international recognition is an indicator that confirms that the university diplomas issued by the universities of the Republic of Moldova are fully compatible and credible in EHEA.

4.12. The international dimension of the MDQF

Integration into European networks and platforms: ENIC/NARIC, EQF Portal, NCP-EQF, Europass

The integration of the MDQF into the European Qualifications Area is not limited to the development of the national framework and its correlation with the EQF and QF-EHEA. It involves Moldova’s participation in, and its contribution to, European networks and platforms that facilitate the transparency, comparability and recognition of qualifications. To these ends, national contact points and specialised centres have been set up to ensure that the national system is connected to European and international qualifications systems.

National Coordination Point for EQF (NCP-EQF)

The activity of the NCP-EQF, as provided for in Article 4 of [Government Decision No. 330/2023](#), is carried out in accordance with the Regulation on the organisation and functioning of the National Coordination Point for the European Qualifications Framework for lifelong learning, approved by [MER Order No. 1717/2024](#). Its main role is to coordinate the matching of the MDQF with the EQF, in line with the EU Council Recommendation of 22 May 2017, and to ensure:

- transparency and comparability of qualifications in the Republic of Moldova;
- participation of the Republic of Moldova in the European network of National Coordination Points;
- Continuous updating of referencing, in line with educational and labour market developments.

ENIC/NARIC

The activity of the National Information and Coordination Point for the ENIC/NARIC European Network, established in accordance with Article 4 of [Government Decision No. 330/2023](#) is carried out on the basis of the Regulation on the organisation and functioning of the ENIC Moldova National Contact Point, approved by [MER Order No. 1504/2024](#). The Centre shall liaise with European ENIC-NARIC networks and international coordination structures such as the Council of Europe and UNESCO.

ENIC Moldova is responsible for organizing the process of recognition and equivalence of study documents obtained abroad, guaranteeing its transparency and quality in accordance with the Lisbon Convention (1997) and the UNESCO Global Convention on the Recognition of Qualifications (2019), ratified by the Republic of Moldova in 2024.

Regulated by [MER Order No. 1504/2024](#), the National Contact Point ENIC Moldova performs the following basic functions:

- updating and developing the regulatory framework on the recognition and equivalence of studies and qualifications, with a view to harmonising it with the Lisbon Convention, the Global Convention on the Recognition of Qualifications, as well as with the recommendations of the European Higher Education Area (EHEA), the European Research Area (ERA) and the European Qualifications Framework (EQF);
- drawing up bilateral and multilateral agreements for the mutual recognition of study documents and coordinating their implementation;
- developing cooperation with relevant authorities in other countries and regions of the world in the field of recognition of qualifications.

Europass

The Europass National Centre, established in accordance with Article 4 of [Government Decision No. 330/2023](#), operates on the basis of the Regulation on the organisation and functioning of the Europass National Centre, approved by [MER Order No. 1626/2024](#). It ensures the implementation and promotion of Europass tools in the Republic of Moldova, based on Decision (EU) 2018/646.

Europass Moldova aims to support users (students, students, employees, employers) in documenting and presenting their skills and qualifications, regardless of the learning context in which they were acquired, and facilitates their international comparability. Its work is carried out in cooperation with the European Commission and the network of National Europass Centres.

In accordance with the Council Recommendation on the EQF, information on qualifications referenced to the EQF is made available through European transparency instruments, including the EQF public register and the Europass platform. Once the referencing process is completed, information on Moldovan qualifications included in the NRQ will be accessible through these tools, supporting transparency, comparability and European cooperation in lifelong learning.

Conclusion

The active participation of the Republic of Moldova in European networks and platforms, as well as in advisory groups through representatives of MER and ANACEC, strengthens the transparency, credibility and comparability of the MDQF. Connection to ENIC/NARIC, EQF Portal, NCP-EQF and Europass aligns national mechanisms for recognition and validation of qualifications with European standards, facilitating international recognition, academic and professional mobility and increasing the attractiveness of the Moldovan education and training system.

5. REFERENCING THE MDQF TO THE EQF AND SELF-CERTIFICATION TO THE QF-EHEA

The referencing of the MDQF to the EQF and the self-certification of the framework's compatibility with the QF-EHEA is an essential step to increase the transparency, comparability and international recognition of qualifications in the Republic of Moldova. This process facilitates the understanding and comparison of qualifications in a European context, supports academic and professional mobility and provides stakeholders, including learners, employers and institutions, with clear and reliable information on the content and level of qualifications.

The referencing and self-certification processes are carried out in the context of the Republic of Moldova's integration into the European education and labour market systems. Key objectives include establishing a credible relationship between MDQF and EQF levels, aligning higher education qualifications with QF-EHEA cycles, and ensuring transparency of information on qualifications. At the same time, these processes strengthen mutual trust and facilitate mobility and professional recognition between Moldova and other European states.

The coordination of the referencing process is carried out by the Ministry of Education and Research (MER) in cooperation with the National Agency for Quality Assurance in Education and Research (ANACEC), higher education institutions, vocational education and training providers, employers and social partners. This interinstitutional and multi-stakeholder cooperation ensures alignment with the criteria, benchmarks and recommendations of the European Union and the Bologna Process, thereby supporting the transparency, credibility and international comparability of Moldovan qualifications within the European and international context.

5.1. Objectives of the referencing and self-certification process

The process of referencing the MDQF to the EQF and its self-certification against the QF-EHEA pursues several major objectives:

- The central element of the first referencing is the demonstration of the correspondence between MDQF and EQF levels;
- Ensure transparency and comparability of qualifications by linking them to European levels and descriptors;

- Increase confidence and international recognition of national qualifications by demonstrating correspondence with the European framework;
- Facilitating the recognition of qualifications in the European Higher Education Area and on the European labour market;
- Support academic and professional mobility as well as lifelong learning by clarifying levels and learning outcomes;
- Alignment of the MDQF with European standards and tools — EQF, Dublin Descriptors, ESG and EQAVET — to ensure coherence with the Bologna cycles and labour market relevance;
- Promoting quality culture and validation of learning outcomes acquired in formal, non-formal and informal contexts;
- Improving access to information on qualifications by strengthening registers, descriptions and documentation mechanisms;
- Integration of the MDQF into the European Information and Monitoring Networks (EQF Portal, ENIC-NARIC, Europass), providing a unified framework for regular updates.

These objectives are complementary and converge with the [Development Strategy “Education 2030”](#) approved by Government Decision No. 114/2023. The strategy sets as general objective no. 1 Matching education to labour market requirements and needs from a sustainable development perspective, including by aligning quantitatively (number of graduates) and qualitatively (content of qualifications) with labour market requirements.

Results expected by 2030 include increasing the relevance and portability of qualifications by developing/updating at least 80% of qualification standards for all levels and areas of vocational training in TVET and higher education, fully in line with the MDQF harmonised to the EQF.

5.2. Methodology of the referencing and self-certification process

The referencing process applied the methodology set out in the EU Council Recommendation of 22 May 2017 on the EQF, as well as the QF-EHEA criteria and procedures for self-certification. In this context, the referencing and self-certification process:

- is based on the **10 EQF criteria** and the **7 criteria + 6 QF-EHEA procedures**, which provide the framework for analysis and the architecture for presenting evidence, ensuring European comparability;
- use as sources and tools national normative documents ([Education Code](#) of the Republic of Moldova, Law No. 152/2014, [Government Decision No. 330/2023](#) and annexes, [Government Decision No. 616/2016](#), [Government Decision No. 1199/2018](#), MER and ANACEC’s orders, methodologies and guides) and institutional infrastructures (NRQ, EMIS/HEMIS, QA procedures and external evaluation, digital mechanisms for traceability of study documents);
- involve all relevant actors – public authorities, education and training providers, economic operators and social partners, international organisations and civil society – in a clear framework of governance and responsibilities;
- is organised as a participatory, transparent and documented process, with extensive consultations, published minutes and working materials, as well as the publication of the final report and technical annexes (evidence, correlation tables, illustrative qualification lists).

The methodology for drafting the Report is based on a national regulatory framework and a set of European procedures that ensure comparability of results with the practices of other states.

At European level, the methodological basis is the Recommendation of the Council of the European Union of 22 May 2017 on the European Qualifications Framework (EQF), the criteria and procedures for self-certification of national frameworks to the Qualifications Framework of the European Higher Education Area (QF-EHEA), endorsed at the Bergen Ministerial Conference (2005) and further developed in London (2007) and Leuven (2009). The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the recommendations of the EQAVET network also provide the foundation for integrating European quality assurance principles into the assessment process.

At national level, the methodology is based on [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and [Government Decision No. 330/2023](#) approving the National Qualifications Framework (together with annexes and *Roadmap 2023–2027*). This framework is complemented by ANACEC's regulations and methodologies on external quality assessment, as well as MER orders setting out procedures for the recognition of learning outcomes, the application of ECTS and quality assurance at institutional and sectoral level. The [Development Strategy "Education 2030"](#) provides the strategic directions for aligning qualifications with labour market requirements.

A summary table of the main reference documents used and their relevance for the referencing report is presented in Annex 16.

The Republic of Moldova addresses referencing and self-certification as a robust, participatory and evidence-based process in which European criteria (EQF and QF-EHEA) are 'translated' through national instruments (MDQF, NRQ, QA) and supported by the Development Strategy „Education 2030” and a digital and institutional infrastructure that guarantees regular updates, public transparency and mutual trust.

6. ANALYSIS OF THE ALIGNMENT OF THE MDQF TO THE EQF REFERENCING CRITERIA

Criteria for referencing MDQF to EQF

The process of referencing the MDQF to the EQF is guided by the set of ten uniform criteria and procedures, developed by the EQF Advisory Group and approved by the Council of the European Union. These criteria are intended to ensure the consistency and credibility of the comparison process between national and European levels, as well as to guarantee the transparency and recognition of qualifications at international level.

The ten criteria set out the methodological and quality standards for describing qualification levels in terms of learning outcomes, for stakeholders' involvement, for the functioning of quality assurance mechanisms and for the international visibility of qualification registers. They provide a common basis for dialogue between the Republic of Moldova and European states and strengthen mutual trust in the qualifications provided by the national education and training system.

In this context, the Republic of Moldova must demonstrate and explain, for each criterion, to what extent the MDQF complies with the requirements of the EQF. This exercise is not only a technical requirement, but also evidence of the country's commitment to integrate the national qualifications system into the European Area of Lifelong Learning, ensuring the transparency, comparability and recognition of its qualifications.

Below are the ten criteria established at European level, to which the Republic of Moldova demonstrates compliance, and which validates the referencing of the MDQF to the EQF, approved by the Council of the European Union and set out in the [Council Recommendation of 22 May 2017](#) on the European Qualifications Framework for lifelong learning (2017/C 189/03).

Criteria and procedures for referencing national qualifications frameworks or systems to the European Qualifications Framework (EQF)

1. The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process are clearly determined and published by the competent authorities.
2. There is a clear and demonstrable link between the qualifications levels in the national qualifications frameworks or systems and the level descriptors of the EQF.
3. The national qualifications frameworks or systems and their qualifications are based on the principle and objective of learning outcomes and related to arrangements for validation of non-formal and informal learning and, where appropriate, to credit systems.
4. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent.
5. The national quality assurance system(s) for education and training refer(s) to the national qualifications frameworks or systems and are consistent with the principles on quality assurance as specified in Annex IV to this recommendation.
6. The referencing process shall include the stated agreement of the relevant quality assurance bodies that the referencing report is consistent with the relevant national quality assurance arrangements, provisions and practice.
7. The referencing process shall involve international experts and the referencing reports shall contain the written statement of at least two international experts from two different countries on the referencing process.
8. The competent authority or authorities shall certify the referencing of the national qualifications frameworks or systems with the EQF. One comprehensive report, setting out the referencing, and the evidence supporting it, shall be published by the competent authorities, including the EQF National Coordination Points, and shall address separately each of the criteria. The same report can be used for self-certification to the Qualifications Framework of the European Higher Education Area, in accordance with the self-certification criteria of the latter.
9. Within 6 months from having referenced or updated the referencing report, Member States and other participating countries shall publish the referencing report and provide relevant information for comparison purposes on the relevant European portal.
10. Further to the referencing process, all newly issued documents related to qualifications that are part of the national qualifications frameworks or systems (e.g. certificates, diplomas, certificate supplements, diploma supplements) and/or qualification registers issued by the competent authorities should contain a clear reference, by way of national qualifications frameworks or systems, to the appropriate EQF level.

Compliance with the ten criteria is the foundation for the credibility and transparency of the referencing report, ensuring that the MDQF of the Republic of Moldova is fully compatible with European principles and can be recognised as an integral part of the European Lifelong Learning Area.

Evidence of the MDQF's compliance with the EQF Referencing Criteria

This section presents, for each of the ten criteria established at European level, the evidence demonstrating the compliance of the MDQF of the Republic of Moldova with the Council Recommendation of 22 May 2017 on the EQF (2017/C 189/03). The records shall include the legal and methodological basis, the descriptions of the levels in terms of learning outcomes, the quality assurance mechanisms, the functioning of the NRQs, the involvement of stakeholders as well as the MDQF-EQF/QF-EHEA correspondence, so as to ensure the transparency, comparability and credibility of the referencing process.

For each criterion, the following are presented: (a) description of the requirement, (b) main evidence, (c) reference to documents/Annexes (normative acts, methodologies, ANACEC reports, NRQ extracts, correlation tables levels), and (d) conclusion on the degree of fulfilment of the criterion.

Criterion 1

The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process are clearly determined and published by the competent authorities.

Under Article 11(1), (2) of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, the MDQF is drawn up and implemented by the Ministry of Education and Research, in collaboration with the central public administration authorities, educational institutions, economic operators and other social partners, and is approved by the Government.

Ministry of Education and Research

MER is the central public authority responsible for the development, implementation and monitoring of qualifications policies, exercising the main role in coordinating the development and referencing process of the MDQF.

In accordance with Article 11(1) of [Education Code](#) of the Republic of Moldova, Law No. 152/2014, the MER has the following key responsibilities relevant to the referencing process:

- Develops and approves procedures for the assessment, recognition, validation and certification of qualifications obtained in the national education system and abroad, ensuring their consistency with the EQF and QF-EHEA principles;
- Prepares the MDQF Reference Report to EQF and the Self-Certification Report to QF-EHEA, respectively, in accordance with the procedures and criteria established at European level;
- Develops and approves the procedures for enrolling qualifications in the NRQ, ensuring traceability, transparency and continuous updating of information on officially recognised qualifications.

Thus, according to the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, the MER has the role of ensuring the strategic governance of the national qualifications system and ensuring its alignment with the European principles of transparency, comparability and quality assurance.

In accordance with [Government Decision No. 330/2023](#) on the National Qualifications Framework (Annex 1, Chapter IX – Coordination and administration of the MDQF, Section 1 – Distribution of responsibilities), the MER exercises these functions through a set of complex responsibilities covering inter-institutional coordination, operational development, international cooperation and European representation in the field of qualifications.

Institutional coordination and governance: The MER is responsible for coordinating the work of all institutions and stakeholders involved in the implementation and updating of the MDQF. This coordination is achieved through cooperation with the relevant national structures – the National Qualifications Council, ANACEC, ANOFM, CCI, sectoral committees for vocational training, education and training providers and other social partners.

The MER is also responsible for drawing up the operational programme and the budget for the development and implementation of the MDQF, thus ensuring the strategic planning of resources and activities at national level. At the same time, the MER facilitates ongoing dialogue between public and private actors by creating an institutional platform for cooperation, helping to strengthen the partnership between education, the economy and the labour market.

Administration and operational development: MER exercises the function of administrator of the national qualifications system, being responsible for the development, updating, and registration of qualifications in MDQF or erasing if it is no longer relevant. To this end, the MER creates and maintains the NRQ, which is the official database of qualifications recognised in the Republic of Moldova. MER also ensures the archiving of deleted qualifications, guaranteeing their traceability and history.

At the same time, MER develops and updates the Nomenclatures of professional training fields for levels 3-8 of the MDQF, in correlation with occupational standards, labour market developments and economic development priorities. In exercising these duties, the Ministry provides methodological support to the institutions and parties involved, ensuring the uniform application of methodologies and procedures relating to qualifications.

Development, analysis and international cooperation: A central role of the MER is the elaboration of the MDQF Reference Report to the EQF, produced by the subdivision responsible for the development of the MDQF within the Ministry, in close collaboration with all institutions and parties involved in the process.

The MER also actively participates in international projects and programmes on the development of qualifications systems, skills recognition and professional mobility. Through these actions, the MER contributes to the strengthening of international partnerships and the exchange of best practices in the field of qualifications, ensuring constant alignment with European trends in transparency, quality and recognition of learning outcomes.

National Contact Points and European representation: In order to ensure the visibility and interoperability of the MDQF in the European context, the MER is designated to exercise representation and coordination roles in the relevant European networks:

- National Coordination Point for the EQF (EQF NCP) – responsible for permanent communication and matching between the MDQF and the EQF;
- National Information and Coordination Point for the ENIC-NARIC Network – ensuring international information and cooperation on academic recognition of qualifications;

- Europass National Centre – promoting skills transparency and educational and professional mobility;
- National Contact Point for the recognition of qualifications – facilitating access to information on the equivalence and validation of qualifications in the European area.

Through these functions, the MER becomes the main guarantor of the compatibility of the national system with European instruments, ensuring the active participation of the Republic of Moldova in international networks of cooperation in the field of qualifications.

Overall, [Government Decision No. 330/2023](#) gives the MER an integrative role of strategic, technical and international coordination of the development and implementation process of the MDQF. The MER thus becomes the pivotal institution that ensures:

- policy and regulatory coherence;
- the operational functionality of the NRQ;
- the involvement of social partners in the development and updating of qualifications;
- the visibility and international compatibility of the MDQF, by linking it to the EQF, QF-EHEA and associated European instruments (Europass, ENIC-NARIC, EQAVET).

Through these attributions, the MER guarantees the alignment of the national framework with the European principles of transparency, comparability and quality assurance, while ensuring the legal and institutional basis for the international recognition of qualifications obtained in the Republic of Moldova.

National Council for Qualifications

The National Council for Qualifications (hereinafter the Council) is an advisory body of the MER, responsible for the development of the MDQF and public policies on the development of human potential. The Council assists the MER in establishing strategic directions and action plans for the development, updating, validation and certification of qualifications at MDQF level.

The Council has a triple strategic role:

- Consultatively, through dialogue and involvement of stakeholders in the process of developing and updating qualifications;
- Technically, through the endorsement and expertise of qualification standards, as well as the attribution of MDQF levels;
- Strategically, by guiding the development of the qualifications system and its integration into the European lifelong learning area.

In exercising its mandate, the Council ensures inter-institutional coordination and cooperation between ministries, training institutions, quality assurance authorities, the economic environment and the social partners, contributing to the alignment of the national qualifications system with the EQF and QF-EHEA. Its main tasks include: endorsement of new and revised qualification standards, assessment of the compatibility of MDQF qualifications with the EQF, participation in the development of the normative and methodological framework, monitoring the implementation of the MDQF and capitalising on European good practices.

The Council is composed of 15 members representing the main relevant institutions and organisations: three public authorities (MER, MMPS, MDED), three education and training

providers, quality assurance bodies (ANACEC, ANCE), labour market representatives (Chamber of Commerce and Industry, National Agency for Employment (ANOFM), Sectoral Committees, Association of Small and Medium Enterprises), Economic Council to the Prime Minister, Association of Foreign Investors or Development Partners in the field of VET and National Youth Council.

The nominal composition is approved by the Minister for Education and Research for a term of five years, on a proposal from the public authorities and the entities represented (Government Decision 330/2023, Annex 1, p. 155-164).

National Agency for Quality Assurance in Education and Research (ANACEC)

ANACEC, in accordance with the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, Article 115, [Government Decision No. 330/2023](#), Annex 1, p. 153 (5), (15), (17), and the Organisation and Functioning Regulation approved by [Government Decision No. 201/2018](#), acts as a guarantor of the quality of qualifications, by externally assessing and monitoring the quality of programmes leading to the award of full or partial qualifications and their suppliers, as well as assessing the relevance and comparability of full and partial national qualifications with international qualifications.

In accordance with Government Decision No. 330/2023, p. 6, ANACEC is responsible for adjusting the accreditation standards, evaluation criteria and performance indicators used in external evaluation, in accordance with the principles for ensuring the quality of qualifications laid down by the EQF. This alignment aims at harmonising national procedures for provisional authorisation and accreditation of study programmes and educational institutions with European quality standards, ensuring transparency, comparability and mutual trust in the qualifications obtained in the Republic of Moldova.

In the [Activity Report for 2024](#), ANACEC presents the assessment and accreditation of more than 250 study programmes at various levels and forms of education (in technical, higher and adult vocational education), demonstrating the consistency of the MDQF with European standards.

The participation of national experts appointed by ANACEC in international evaluation commissions organized in other states is also an important component of the Agency's work. This practice confirms ANACEC status as an active national authority, able to contribute to strengthening the quality culture in education and research at both national and international level. As evidence, the [Decisions of the ANACEC Governing Board](#) establishing external evaluation panels are attached. These decisions confirm the involvement of international experts in the external evaluation of study programmes offered by higher education institutions in the Republic of Moldova, through the appointment of international experts to external evaluation missions.

The reciprocity of expertise - by attracting international specialists to missions in the Republic of Moldova and delegating ANACEC experts to similar activities abroad - strengthens the exchange of best practices and ensures a continuous flow of knowledge. At the same time, this cooperation increases the objectivity, transparency and credibility of the evaluation processes carried out by ANACEC and facilitates continuous alignment with European standards and developments in the field of quality assurance. Through these activities, ANACEC asserts itself not only as a beneficiary of international expertise, but also as a provider of externally recognized expertise.

The relevance of these issues is also confirmed by the ETF Peer Visit (ETF QA Forum 2023, [Moldova Peer Visit Report](#)). The document attests that the external evaluation methodology applied by ANACEC is well structured, transparent and inclusive, with clearly defined roles and extensive

involvement of stakeholders, including the economic environment. The report also highlights that evaluation standards cover all key areas and are correlated with EQAVET indicators.

ANACEC's participation in the **SEQA-ESG project**, coordinated by ENQA and implemented during 2020–2022, supported the agency - together with other quality assurance agencies from Albania, Malta, the Czech Republic, Montenegro and Slovakia - in updating its external evaluation methodologies and developing evaluation procedures fully aligned with the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)**.

Furthermore, the national quality assurance agency was established in the Republic of Moldova in 2015, and the Methodology for External Evaluation was approved in 2016, immediately after the adoption of the revised ESG at the Yerevan Ministerial Conference. This ensured the direct integration of the ESG into national legislation, with accreditation standards being applied in full accordance with European recommendations.

According to [Government Decision No. 330/2023](#) and Annex 1, the process is also supported by a number of advisory and coordination structures:

Ministry of Labour and Social Protection (MMPS)

The MMPS acts as the National Information and Communication Point for the European Classification of Skills, Competences, Qualifications and Occupations (ESCO), in accordance with [Government Decision No. 330/2023](#), p. 5). In this capacity, MMPS is responsible for linking and updating national classifications of occupations and skills with the European ESCO structure and terminology, facilitating the comparability and interoperability of data on qualifications and professions between the Republic of Moldova and the states of the European Union. Its role helps to ensure coherence between the qualifications system and the labour market, as well as transparency of skills and labour mobility at European level.

At the same time, MMPS, based on [Government Decision No. 678/2020](#) approving the Methodology for the development of occupational standards and related legislation, has the responsibility to correlate the MDQF with the labour market and to coordinate the process of developing occupational standards. They are developed by the labour market (sectoral committees and other entities) and approved by the relevant ministries and form the basis of qualifications in the MDQF. In the period 2020–2025, more than [112 occupational standards](#) were developed and validated in various economic areas.

Sectoral Committees for Vocational Training

Sectoral Committees for Vocational Training (SCVT) are consultative social partnership structures established by [Law No. 244/2017](#), with the role of ensuring structured cooperation between the economic environment, public authorities, and education and training providers. They support the implementation of public policies in the field of skills development and contribute to aligning the vocational education and training system with labour market needs.

The Law provides SCVT with public utility status and defines their relationship with the state, ensuring both institutional autonomy and structured cooperation with public authorities. While public authorities are prohibited from interfering in the activities of sectoral committees, the Law establishes formal mechanisms for their involvement in public policy processes. In particular, sectoral committees are consulted on draft normative acts related to vocational education and training and continuing training, and the central public authority responsible for education policy ensures their

involvement in the development of the Moldovan Qualifications Framework (MDQF), including participation in working groups and consultation on draft MDQF documents.

As organisations with public utility status, sectoral committees are eligible for financial and material support from the state. The planning of budgetary resources for supporting sectoral committees is carried out in coordination with the relevant line ministries. Financing from state budget allocations is provided through the Ministry of Labour and Social Protection, in accordance with procedures established by the Government.

In accordance with [Government Decision No. 678/2020](#), approving the Methodology for the Development of Occupational Standards, SCVT are responsible for drafting, updating and validating occupational standards required for the development of qualification standards at MDQF levels 3 to 5. Through this role, sectoral committees contribute directly to ensuring the relevance, quality and labour market orientation of qualifications, strengthening the link between education and employment.

Currently, seven sectoral committees are established in the Republic of Moldova, four of which are actively operating in key economic sectors, including construction, agriculture and the food industry, HORECA (tourism and services), and light industry. These committees bring together representatives of employers, employers' organisations, trade unions, vocational education institutions, relevant ministries and other key stakeholders.

Through their work, sectoral committees:

- identify current and emerging skills needs specific to each economic sector;
- propose new qualifications and updates to existing qualifications;
- provide technical expertise and validate occupational and qualification standards;
- facilitate continuous dialogue between education and the economy, contributing to the modernisation of vocational education and training and to improved graduate employability.

Overall, SCVT represent a key mechanism of public-private partnership in the field of qualifications and skills development. Their legally defined mandate, structured involvement in MDQF development and access to institutional and financial support ensure their effective contribution to the relevance, quality and transparency of the MDQF, in line with European principles of partnership-based governance and labour market-oriented skills development.

Coordination mechanisms

In the Republic of Moldova, the development and implementation of the MDQF are coordinated by the MER in cooperation with the Ministry of Labour and Social Protection, line ministries, sectoral committees, employers, employees and other relevant stakeholders.

The coordination between sectoral committees, line ministries, the Ministry of Education and Research and the Ministry of Labour and Social Protection is ensured through a structured governance mechanism for qualifications and occupational standards. Sectoral committees, composed of representatives of employers, employees and professional associations, identify labour market needs and contribute to the development and revision of occupational and qualification standards.

Line ministries coordinate sector-specific inputs, validate standards relevant to their fields and ensure their alignment with sectoral policies and regulations. The Ministry of Labour and Social Protection ensures coherence with labour market policies, the National Classification of Occupations and

employment strategies, while the MER coordinates the development of qualifications, curricula and the MDQF.

Employers and employees' representatives, including through the Sectoral Committees for Vocational Training and the National Council for Qualifications, contribute to the review and endorsement of occupational and qualification standards, discussions on labour market relevance, and the alignment of qualifications with MDQF/EQF level descriptors.

This cooperation is carried out through joint working groups, consultation procedures and formal validation processes, ensuring that qualification standards reflect labour market needs and remain coherent with national employment, education and skills policies.

For an overview of other stakeholders involved in the referencing process, as well as their overall roles and responsibilities in the coordination and implementation of the MDQF, the following are presented:

- Matrix of relevant parties involved in the process of referencing the MDQF to the EQF and self-certification to the QF-EHEA (Annex 17)
- National institutions and bodies involved in the development, administration and referencing process of the MDQF – roles and responsibilities according to the regulatory framework (Annex 18)

Evidence of compliance and conclusions for Criterion 1

The process of developing, implementing and referencing the MDQF to the EQF is based on a solid legislative basis and a coherent institutional architecture, which guarantees transparency, participation and shared responsibility between public authorities, educational institutions, the economic environment and social partners.

The legal basis for the coordination of the MDQF is provided by [Education Code](#) of the Republic of Moldova, Law No. 152/2014 (Article 11¹) and [Government Decision No. 330/2023](#), which set out the clear tasks of the MER as coordinating authority, the National Qualifications Council (permanent advisory body of the MER), the ANACEC, the MMPS and the Sectoral Committees for Vocational Training (SCVT).

Through these acts, the Republic of Moldova establishes a participatory governance system based on tripartite partnership (education – labour market actors – public administration), which respects the principles of transparency and subsidiarity promoted at European level.

The MER acts as the National Coordinating Authority for the EQF (EQF NCP), ensuring permanent liaison with the relevant European structures, the preparation of the Referential Report and the Self-Certification Report, and the management of the NRQs. The National Qualifications Council acts as a platform for interinstitutional dialogue, facilitating the validation of strategic and technical decisions on the attribution of qualification levels and the updating of standards. ANACEC guarantees consistency between qualifications and European quality assurance standards, while MMPS correlates MDQF with labour market requirements through ESCO and occupational standards.

Social partners and sectoral committees actively contribute to the definition and validation of skills, ensuring that qualifications are relevant to the economy. CTICE, as a provider of digital infrastructure, supports the interoperability of educational data, the traceability of learning documents and the electronic recognition of qualifications. The relevant ministries, educational institutions and

development partners complement the institutional architecture through sectoral actions and international cooperation.

Therefore, the Republic of Moldova demonstrates full compliance with Criterion 1 of the EQF referencing process, as:

1. there is a clear institutional architecture for governance and coordination of the MDQF;
2. the referencing process is participatory, transparent and interinstitutional;
3. the duties and relationships between the actors involved are legally regulated and functional in practice;
4. the national framework is aligned with European requirements and principles for the management and recognition of qualifications.

Criterion 2

There is a clear and demonstrable link between the qualification levels in the national qualifications frameworks or systems and the level descriptors of the EQF.

The rationale behind the current structure of the MDQF

In the Republic of Moldova, the first generation of the MDQF was initially introduced in higher education, immediately after the country's accession to the Bologna Process. That early version was developed partly on the basis of recommendations on the Qualifications Framework of the European Higher Education Area (QF-EHEA) in 2006, 2010 and 2013.

In the initial development phase of the MDQF, the Republic of Moldova used structures based on general and specific competences, which, however, were not applied to describe the level, complexity and depth of learning outcomes. This approach complicates the process of comparing and recognition of qualifications, creates barriers to academic and professional mobility and creates difficulties in recognition of national diplomas and certificates abroad.

An important step in the evolution of the system was the adoption of Government Decision no. 1016/2017, which approved the MDQF, based on the Recommendation of the European Parliament and of the Council on EQF for lifelong learning (2008). However, in practice, terminological and methodological inconsistencies persisted, the use of uneven descriptors, the lack of references to EQF in study documents and a fragmented regulation of qualifications between different articles of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014 (Articles 59, 62–66 for VET; Articles 89, 97, 98 and 110 for higher education).

According to the evaluations of international experts under the Twinning project “Increasing the quality and efficiency of VET” (2019–2021), the MDQF in its then form did not sufficiently ensure the promotion of the principle of lifelong learning, did not facilitate the transfer between levels and forms of education, and did not provide the flexibility and portability of qualifications needed in a rapidly changing economic and technological context. The lack of a coherent regulatory framework and mechanisms for the operationalisation of the MDQF has maintained a predominantly supply-side orientation in the design of training programmes, to the detriment of real labour market demand. Consequently, many qualifications were not sufficiently relevant and did not fully support the employability of graduates.

Moving to the new phase: operationalisation of the MDQF

In 2023, the Republic of Moldova moved to a new stage of development of the MDQF, with the amendments made to the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and the adoption of [Government Decision No. 330/2023](#) on the National Qualifications Framework and the *Roadmap* for its operationalisation.

This reform marked the transition from the development phase to the operational implementation of the MDQF, ensuring full alignment with the EQF and the QF-EHEA. The new level descriptors were comprehensively redrafted through the adoption of the EQF descriptors set out in Annex 1 to the National Qualifications Framework, approved by Government Decision No. 330/2023. This ensured the correspondence between MDQF and EQF levels based on the four fundamental dimensions of knowledge, skills, responsibility and autonomy.

To further support the implementation of the MDQF, Annex 2 to the National Qualifications Framework, approved by Government Decision No. 330/2023, also established a set of complementary elements that support the structuring and levelling of qualifications, including:

- Correlation with the International Standard Classification of Education (ISCED), reflected in the mapping of MDQF qualification levels and education pathways to the corresponding ISCED-P 2011 levels and ISCED-F 2013 fields of education and training. This alignment supports consistency in classification across general education, TVET, higher education and lifelong learning sectors, while improving international comparability, statistical reporting and learner mobility;
- Clear definition of the conditions for access, progression and assessment of learning outcomes;
- Harmonisation of the types of education and certification acts with qualification levels.

With this reform, the MER aimed at strengthening the internal coherence of the qualifications system, increasing the transparency and comparability of qualifications and preparing the methodological basis for the referencing process to the EQF and self-certification against the QF-EHEA.

Conceptual and legislative basis of the referencing process

The process of referencing the MDQF to the EQF is based on explicit alignments declared at legislative level. According to the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, Article 11¹, the MDQF is “an integrated system of national qualifications in **line with the EQF** and the need for qualifications in the labour market, **hierarchically structured on eight levels** defined by **the descriptors of learning outcomes**. These levels cover all types of qualifications – complete and partial, acquired in formal, non-formal and informal contexts, providing a basis for the recognition of competences from a lifelong learning perspective”.

Moreover, [Government Decision No. 330/2023](#), Annex 1, point 14, sets out the principles for the development of the MDQF, in full consonance with the European Education Area:

- succession and continuous progress between levels;
- equity and non-discrimination;
- transparency in the description of qualification levels;
- responsiveness to educational, social and economic requirements;
- structural comparability and compatibility of MDQF with EQF and QF-EHEA.

Therefore, the Republic of Moldova has the necessary legal, methodological and conceptual basis to demonstrate the correspondence between the MDQF and the EQF and to integrate the national qualifications system into the European Lifelong Learning Area.

Referencing methodology

The modernisation of the MDQF, initiated by the Ministry of Education and Research through [Government Decision No. 330/2023](#), aimed not only at reformulating the descriptors, but also at methodologically preparing the process of referencing the MDQF to the EQF and QF-EHEA.

The referencing methodology is built in accordance with the national legislative framework and European recommendations and aims to:

- ensuring a rigorous and documented benchmarking process;
- inter-institutional engagement and validation by consensus;
- transparency of results and basing alignment decisions on verifiable evidence.

The process of referencing the MDQF to the EQF was carried out on the basis of a comparative level-by-level analysis of the descriptors, using:

- “Descriptors defining MDQF levels”, Annex 1 and “MDQF levels to EQF and ISCED reference levels”, Annex 3 to Government Decision No. 330/2023;
- EQF Advisory Group recommendations on transparency, comparability and validation of levels;
- European best practices used in Member States' referencing reports.

Methodological principles of referencing and stages of the referencing process

The referencing process was based on the following principles:

1. Equivalence of level descriptors – each MDQF level fully corresponds to the EQF level on the four dimensions: knowledge, skills, responsibility and autonomy.
2. Internal coherence and logical progress – MDQF levels reflect a clear progression in the complexity of learning outcomes and degree of autonomy, in line with the EQF.
3. Transparency and verifiability – the tables of descriptors and correspondence (Annexes 1 and 2 of Government Decision No. 330/2023) are public, accessible and constitute formal evidence of alignment.
4. Inter-institutional participation and consensus – correlation and validation were carried out in partnership with MER, ANACEC, the National Qualifications Council, line ministries, education providers and labour market representatives.
5. International compatibility – the MDQF structure follows the principles of EQF and QF-EHEA and is also linked to the International Standard Classification of Education (ISCED).

Stages of the correlation process

Although the full MDQF-EQF correspondence is already confirmed by the implementation of Government Decision No. 330/2023, the process of structural analysis of the MDQF and validation was carried out in a systematic manner, in five methodological steps:

Step 1 – General analysis of the MDQF and EQF

A comparative analysis of the mission, structure and goals of the MDQF and the EQF was carried out on the number of levels, types of qualifications and educational purposes.

The outcome of this phase confirmed the structural identity between the two frameworks, including the 1:1 matching of levels.

Step 2 – Comparison of level descriptors

For each level of the MDQF, the knowledge, skills, responsibility and autonomy descriptors were analysed in direct relation to the EQF descriptors.

Result: complete correspondence (100%) between the two sets of descriptors, as proven by Annex 1 of [Government Decision No. 330/2023](#).

Step 3 – Development and confirmation of the correlation matrix

On the basis of the official tables, the matrix for the analysis and correlation of MDQF descriptors with EQF levels has been developed, demonstrating full comparability between MDQF and EQF. The matrix includes for each level:

- MDQF and EQF descriptors;
- examples of qualifications and evidence of education;
- the degree of comparability (“fully comparable”).

Step 4 – Validation by interinstitutional consultation

The results of the analysis were subject to consultation with national and international experts, representatives of MER, ANACEC, National Qualifications Council, sectoral committees, education providers and employers. The validation confirmed that the MDQF descriptors are conceptually and terminologically identical to those of the EQF.

Step 5 – Formal confirmation of compliance

The final stage consisted in legally enshrining the results of the correlation process by Government Decision No. 330/2023, which includes the two official tables (Annex 1 and Annex 3) and demonstrates the full equivalence of the MDQF-EQF.

Result of the correlation process

The results of the correlation process confirm that MDQF levels 1–8 in the Republic of Moldova are fully comparable and compatible with EQF levels 1–8. This integral correspondence is illustrated by the MDQF Analysis and Correlation Matrix with the EQF Level Descriptors, which reflects:

- the linguistic and conceptual identity of the descriptors;
- logical progression of learning outcomes between levels;
- consistency with the types of training programmes and study documents at each level.

Thus, the Republic of Moldova becomes one of the few countries that have achieved full, formalized and documented equivalence between the MDQF and the EQF, confirming the full compatibility of the national qualifications system with the European standards of transparency and comparability.

Evidence of compliance and conclusions for Criterion 2

The process of linking MDQF levels with the EQF has been carried out in full compliance with the principles and criteria established by the EQF Advisory Group. The comparative analysis and the

inter-institutional validation process confirmed that the Republic of Moldova has carried out a full correspondence (1:1) between the MDQF and EQF levels.

The equivalence between the MDQF and the EQF is documented and legally established by [Government Decision No. 330/2023](#) on the National Qualifications Framework and the *Roadmap* for its operationalisation. This includes:

- Annex 1 – Descriptors defining the levels of the National Qualifications Framework, which are fully aligned with the structure and wording of the EQF descriptors for the three dimensions of learning outcomes: knowledge, skills, responsibility and autonomy;
- Annex 3 – Correlation table between MDQF, EQF and ISCED levels showing:
 - the types of general and vocational education programmes at each level;
 - conditions for access to and assessment of learning outcomes;
 - educational documents confirming the level of qualification of the holder.

These two annexes constitute the official reference documents attesting the full compatibility of the MDQF with the EQF, being an integral part of the national regulatory framework. Therefore, the Republic of Moldova fully complies with Criterion 2 – “MDQF levels clearly correspond to EQF levels and are described in a comparable and transparent manner”.

The detailed analysis of the descriptors, carried out in the National Working Group and validated by stakeholders, confirmed that:

- the transition (progress) from one level to another is logical and continuous, reflecting the increase in complexity;
- the wording of the MDQF descriptors is identical to that of the EQF, which eliminates divergent interpretations and ensures linguistic and conceptual compatibility;
- the national qualifications system is largely interoperable with the EQF, QF-EHEA and ISCED, facilitating the recognition of qualifications, academic and professional mobility and transparency of learning outcomes.

This internal coherence and external compatibility reflect the maturity of the national qualifications system and the alignment of the Republic of Moldova with European practices for the recognition and validation of skills.

The analysis carried out and the normative documents adopted confirm that:

- The MDQF of the Republic of Moldova is fully aligned with the EQF, both structurally and conceptually;
- the description of the MDQF levels faithfully reflects the three dimensions of the EQF, without differences in wording or interpretation;
- The MDQF-EQF correlation matrix, drawn up on the basis of [Government Decision No. 330/2023](#), constitutes clear and verifiable evidence of level-by-level correspondents;
- The integration of ISCED into the MDQF structure strengthens the international comparability of qualifications and facilitates the reporting of the national system in the global context of education and training.

Therefore, the Republic of Moldova fully complies with Criterion 2 of the EQF Referencing Process.

For reference purposes, the MDQF–EQF Level Correlation Matrix is included in Annex 19.

Criterion 3

The national qualifications frameworks or systems and their qualifications are based on the principle and objective of learning outcomes and related to arrangements for validation of non-formal and informal learning and, where appropriate, to credit systems.

Learning outcomes in the MDQF

The Moldovan Qualifications Framework (MDQF) is founded on a learning outcomes-based approach, which constitutes the fundamental principle underpinning the development, assessment, recognition and certification of qualifications. Within the MDQF, learning outcomes are the defining element of all qualifications, ensuring their transparency, comparability and recognition in accordance with the principles of the European Qualifications Framework (EQF).

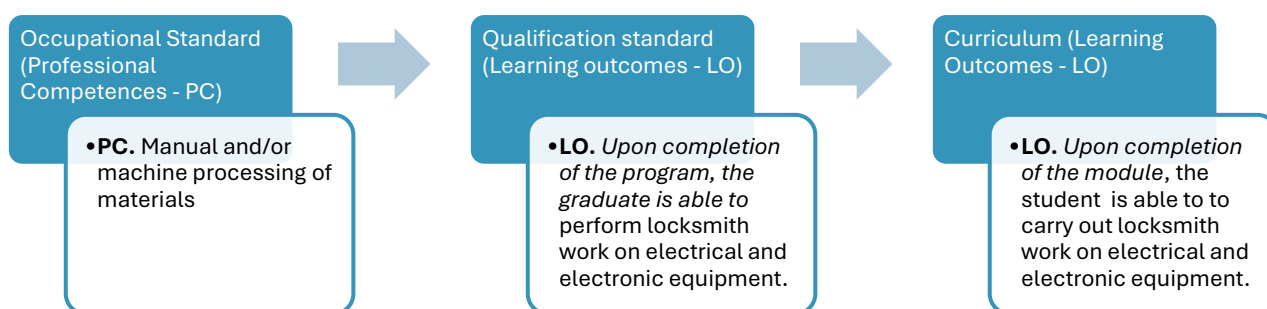
Learning outcomes across different MDQF levels and economic sectors are formulated in accordance with the *Methodological Guide for Translating Professional Competences into Learning Outcomes* (MER Order No. 236/2022). The Guide sets out the principles, terminology and methodology for translating professional competences defined in occupational standards or competence standards into learning outcomes that underpin qualification standards.

The process of translating professional competences from occupational standards and competence standards into learning outcomes, as well as the requirements governing their formulation, is further detailed in the *Methodology for the Development, Validation and Approval of Qualification Standards* (Annexes 9 and 10), approved by MER Order No. 573/2022. This methodology regulates the structure, content, and stages of the development or updating, assessment, validation, endorsement, and approval of qualification standards, thereby contributing to the establishment of an integrated national qualifications system covering all levels and types of qualifications from a lifelong learning perspective.

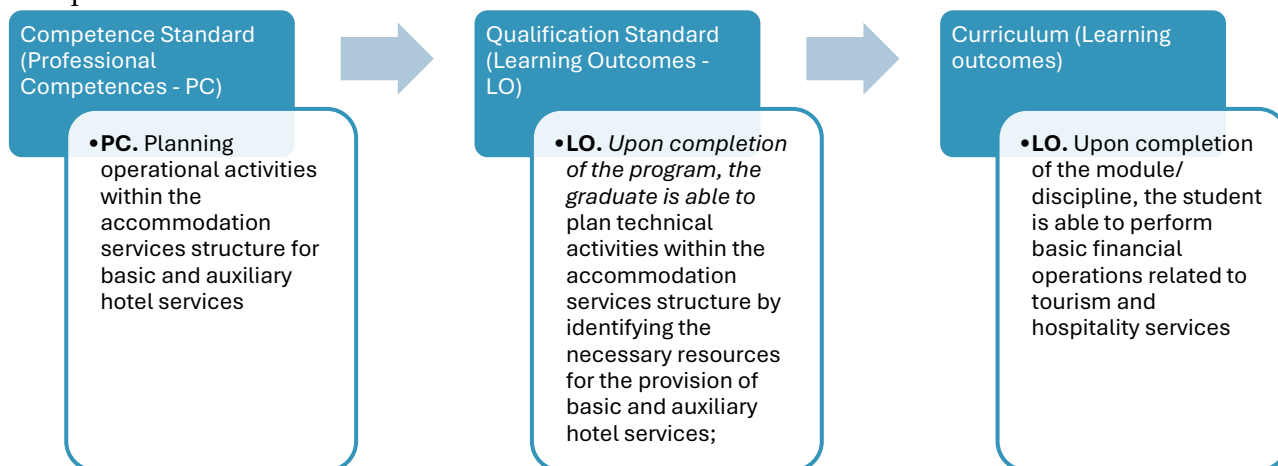
In addition, the *Methodology for the Implementation of Qualification Standards by TVET and Higher Education Institutions*, approved by MER Order No. 896/2021, provides a conceptual framework outlining the stages and mechanisms for translating the provisions of qualification standards into curricular requirements in TVET and higher education.

The following section illustrates the process of translating professional (occupational) competences from the *Automotive Electrical and Electronics Mechanic* occupational standard (level 3 MDQF) into learning outcomes formulated in the corresponding qualification standard and subsequently integrated into the vocational training curriculum for this profession.

Figure 11. *Converting the occupational competences into learning outcomes*



For MDQF level 6, the qualification standard for *Licensed in Public Services* is proposed as an example.



This staged structuring provides evidence of how occupational standards (MDQF levels 3–5) and competence standards (MDQF levels 6–8), when systematically translated into learning outcomes and incorporated into curricula, ensure internal coherence, labour-market relevance, and practical applicability of vocational education and training, thereby strengthening the alignment between labour market requirements and the education and training system.

Learning outcomes-based Curriculum

The development of study programmes at the various MDQF levels and within vocational education and training fields is carried out in accordance with the National Curriculum for General Education, the Sectoral Qualifications Frameworks, qualification standards for vocational education and training, quality standards applicable to education levels, and the framework regulations approved by the Ministry of Education and Research (MER). In this context, study programmes operationalise the learning outcomes defined in the National Curriculum and/or the relevant Qualification Standard by specifying the modules or disciplines, the volume of credits or hours required to achieve these outcomes, the organisation of the programme, and the assessment criteria for the award of the qualification, as well as the title of the qualification obtained and the normative duration of studies (Articles 98 and 99, Annex 1, [Government Decision No. 330/2023](#)).

Study programmes can integrate learning outcomes in addition to those set out in the qualification standard, adding value to the qualification, depending on the profile, mission and strategic directions of the providing institution.

Methodological framework for curriculum development

The development of the curricular package for each level of education - general education, TVET and higher education - is based on a unified methodological framework, which describes the structure, logic and tools needed to design learning outcomes-oriented training. This framework includes documents setting out the curriculum reference framework for the respective level and methodological guides detailing how to formulate and translate learning outcomes into curricula.

Learning outcomes are the pivot of the entire curriculum process, ensuring consistency between qualification standards, curricular documents and the assessment system. The learning outcomes defined in the qualification standards are at an aggregated level, and the methodological framework sets out how to translate them into curricula - into outcomes specific to modules, learning units and teaching activities - so that the training reflects the skills required by the labour market. Subsequently,

the same results become the basis for the selection of teaching-learning strategies, for the development of teaching materials and for the assessment of competences, achieving full alignment between standards, curriculum and assessment.

For illustrative purposes, the regulatory framework applied in vocational education and training for adults is proposed, which provides clearly defined mechanisms for translating learning outcomes from qualification standards into the curriculum and linking them to assessment methods and tools, ensuring a relevant, applied and performance-oriented training process.

In order to operationalize the provisions of [Government Decision No. 330/2023](#), through [MER Order No. 1652/2024](#) the Curriculum Reference Framework for TVET was updated, which reconceptualises curricular approaches, guiding the explicit teaching approach towards the formation of learning outcomes. The document sets out the principles of curricular design based on professional competencies and observable and measurable learning outcomes, correlated with the MDQF/EQF descriptors.

Simultaneously, the TVET Curriculum Development [Methodological Guide](#) (MER Order No. 1652/2024) provides the reference structure for formulating and evaluating learning outcomes at programme level, module and unit of learning, strengthening alignment between occupational standards, qualification standards, curriculum and assessment process. These documents mark the shift from a content-centric to a demonstrable performance-oriented approach.

National Curriculum Adjustment and Update

On the basis of the updated methodological framework, [MER Order No. 1818/2024](#) started the processes of updating curricula for all 73 MDQF level 3 vocational training programmes, and MER Order No. 1865/2024 (Annex 5) made curricula for all 100 MDQF level 4 and 5 programmes subject to development/updating. This process represents the effective implementation of the normative framework and ensures curricular coherence at system level.

Extending the principles to adult vocational training

The Methodology for developing adult vocational training programmes and curriculum for lifelong learning, approved by [MER Order No. 785/2022](#) extends the application of principles based on learning outcomes also to adult education. The document establishes a coherent regulatory framework for the development, evaluation and integration of continuous training programmes, including reskilling, upskilling, specialisation and micro-qualification, into the national qualifications offer for MDQF levels 1–7. Thus, the methodology strengthens the transparency and coherence of learning outcomes with the MDQF descriptors, contributing to the expansion of the flexible educational offer.

Assessment of learning outcomes with a view to awarding the qualification

The assessment of qualifications shall be strictly based on learning outcomes, in accordance with the assessment criteria and performance indicators set out in the qualification standards and the MDQF level descriptors. The procedures are governed by [Government Decision No. 330/2023](#) (pp. 70–77) and cover the following objectives:

- measuring the achievement of expected results;
- ensuring the consistency and transparency of the evaluation process;
- ensuring equity and recognition of the value of qualifications.

The final assessment for the award of the qualification is carried out at the end of the programme and is based on principles such as: relevance, objectivity, fairness, validity, safety, flexibility, sufficiency, cost-effectiveness and transparency.

The final assessment of learning outcomes is carried out by authorised or accredited providers, based on the regulations and methodologies approved by the MER for each educational level.

Ensuring the quality and coherence of curricula of study programmes

ANACEC plays a key role in ensuring the quality of the process of translating labour market requirements into the learning outcomes set out in curricula. Through external evaluation procedures, ANACEC assesses whether:

- study programmes at all levels are formulated and organised on the basis of learning outcomes;
- the level of complexity of the learning outcomes is correlated with the MDQF, EQF and QF-EHEA descriptors, as reflected in the external evaluation reports ([Assessments in HE](#), [Assessments in TVET and Continuing training](#));
- the methods for assessing learning outcomes are correctly applied, ensuring the quality of the assessment for the award of the qualification;
- the ECTS credit system adequately reflects the workload of students and pupils in relation to the skills acquired;
- institutional mechanisms for the recognition of learning outcomes are correctly applied.

Through the methodological guides⁶ and assessment standards used, ANACEC contributes to ensuring consistency between the national curriculum, occupational standards and qualification standards, while strengthening the transparency of qualifications and public trust. Through active participation in international networks such as ENQA and EQAVET, the Agency also supports the ongoing alignment of national practices with European standards on learning outcomes and recognition of qualifications.

Thus, in accordance with Article 44 of [Government Decision No. 330/2023](#), learning outcomes are part of quality assurance standards, being used to develop qualification standards, curricula of training programmes, content units/modules/disciplines and evaluation tools.

Expressing the volume of learning outcomes through study credit systems

Legislative basis and general principles: The application of study credit systems in the Republic of Moldova is regulated by the [Education Code](#) of the Republic of Moldova (Law No. 152/2014) and [Government Decision No. 330/2023](#) approving the MDQF. These normative acts establish the

⁶(1) [Guide for external evaluation of bachelor's degree programmes \(cycle I\) and integrated higher education programmes, approved by Decision No. 8/2025 of the ANACEC Governing Board;](#)

(2) [Guide for external evaluation of master's degree programmes \(cycle II\), approved by Decision No. 8/2025 of the ANACEC Governing Board](#)

(3) [Guidelines for the external evaluation of vocational training programmes in technical vocational education \(3rd edition\), approved by Decision No. 29/2025 of the Governing Board of ANACEC](#)

(4) [Guidelines for the external evaluation of adult training programmes, approved by Decision No. 29/2025 of the Governing Board of ANACEC](#)

principles for expressing the volume of qualifications and learning outcomes through study credits or hours, supporting the quantification, accumulation, transfer and recognition of learning outcomes in line with European approaches and EQF principles.

Pursue to Government Decision No. 330/2023, the allocation of study credits and hours is proportionate to the workload required to achieve the learning outcomes defined for the respective qualification level and profile. Study credits represent an important feature of MDQF qualifications and may be applied to full qualifications, partial qualifications and units of learning outcomes.

According to the Education Code, a *study credit* represents:

“confirmation that a part of a qualification, consisting of a coherent set of learning outcomes, has been assessed and validated by a competent authority in accordance with an established standard. A study credit expresses the volume of studies, based on defined learning outcomes, and the workload associated with them.”

Within the Moldovan system, the common reference unit used for credit allocation is learner workload expressed in time volume, where: **1 study credit corresponds to 30 academic hours.**

The study credit includes direct contact hours, individual study and practical activities. Depending on the specifics of the programme and the form of education, the ratio between these components may vary (1:1, 1:2 or 1:3). Credits are allocated to course units or distinct modules and express the total learner workload required to achieve the expected learning outcomes, without reflecting the degree of difficulty of the content or the workload of teaching staff.

The application of credit systems in the MDQF is based on common principles:

- learning outcomes orientation;
- quantification of learner workload;
- accumulation and transfer of learning outcomes;
- support for flexible learning pathways and lifelong learning;
- facilitation of academic and professional mobility;
- transparency and recognition of qualifications;
- compatibility with European instruments and frameworks.

At the same time, the organisation of qualifications differs across MDQF levels depending on the education subsystem and the type of qualification:

- in general education at MDQF levels 1–4 and in VET level 3, qualification volume is generally expressed through the duration of programmes, usually measured in years of study;
- at MDQF levels 4–5 in TVET, qualifications are organised through ECVET-based credit arrangements;
- at MDQF levels 6–8 in higher education, qualifications are organised through ECTS.

Technical vocational education and training (TVET): In TVET, the volume of learning outcomes and the size of qualifications at MDQF levels 4 and 5 are expressed in study credits in accordance with the European Credit System for Vocational Education and Training (ECVET), pursuant to Article 66(7) of the [Education Code](#) of the Republic of Moldova (Law No. 152/2014).

The implementation framework is supported by:

- the Regulation on the organisation of studies in post-secondary and post-secondary non-tertiary vocational education and training based on the Credit System for Transferable Studies ([MER Order No. 234/2016](#));
- the Implementation Guide for the Credit System for Studies in Technical Vocational Education ([MER Order No. 811/2014](#)).

While the TVET system currently continues to apply ECVET-based credit arrangements, MER is updating the normative framework and the national guide for the application of study credits in TVET in line with the evolving recommendations and practices of the European Education Area. The revision process covers the use of credits for full and partial qualifications, continuing vocational training programmes and adult learning programmes, with a stronger focus on learning outcomes, flexibility of learning pathways, transfer and accumulation of learning outcomes, and permeability between education and training sectors.

This initiative is included as Specific Objective 4.6 in the *Action Plan for the implementation of the Roadmap for the operationalisation of the National Qualifications Framework for the period 2023–2027*, approved through [Government Decision No. 330/2023](#) (Annex 2). It aims to further strengthen the coherence, transparency and compatibility of national credit arrangements with European approaches supporting lifelong learning, mobility and permeability between education and training pathways.

Higher education (HE) applies the European Credit Transfer and Accumulation System (ECTS) in accordance with Article 88 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014. ECTS credits express the workload required for students to achieve the expected learning outcomes and are allocated as follows:

- 30 ECTS credits per academic semester;
- 60 ECTS credits per academic year.

ECTS is applied to qualifications at MDQF/EQF levels 6–8 and is fully aligned with the Bologna Process and the QF-EHEA.

To support permeability and vertical progression between education subsystems, higher education institutions may recognise up to 60 ECTS credits accumulated in post-secondary and post-secondary non-tertiary TVET programmes.

The application of ECTS has also been extended to continuing professional training programmes delivered by higher education institutions starting from MDQF level 6, in accordance with the Regulation on the application of the European Credit Transfer and Accumulation System (ECTS) to continuing professional training programmes ([MER Order No. 1020/2023](#)). This ensures that continuing professional education delivered within higher education follows the same principles of transparency, comparability, transferability and recognition of learning outcomes.

Adult learning is integrated into the MDQF through a learning outcomes-based approach covering qualification levels 1–7. According to Article 32 of the Regulation on Adult Education approved by [Government Decision No. 222/2024](#), adult professional training programmes delivered in formal education are organised in accordance with the structure and level descriptors of the MDQF.

In adult learning, study credits are applied as a mechanism for quantifying learning outcomes and learner workload in accordance with the definition established in the Education Code of the Republic of Moldova, Law No. 152/2014. The volume of adult learning programmes is also expressed through the workload required to achieve the expected learning outcomes. Credits include contact hours, individual study and practical activities and are allocated to modules or course units.

The application of credit arrangements in adult learning supports the accumulation, transfer and recognition of learning outcomes acquired in different learning contexts and strengthens lifelong learning opportunities, reskilling and upskilling pathways.

For adult learning programmes delivered by higher education institutions and linked to higher education qualifications starting from MDQF level 6, ECTS applies.

The different credit arrangements applied across education and training sectors in the Republic of Moldova are based on common learning outcomes-oriented principles, while reflecting the specific characteristics of each subsystem. Table 17 provides a comparative overview of the main features, differences and complementarities of these arrangements, as well as their contribution to permeability and lifelong learning within the MDQF.

Table 17. *Comparative overview of credit arrangements and their role in supporting permeability within the MDQF.*

Aspect	General education (MDQF levels 1–4)	VET (MDQF level 3)	TVET (MDQF levels 4–5)	Higher education (MDQF levels 6–8)	Adult learning (MDQF levels 1–7)
Credit arrangements applied	No credit arrangements are applied	No credit arrangements are applied	ECVET-based arrangements	ECTS	National study credits; ECTS for HE-based programmes
Main workload reference	Years of study	Programme duration	30 ECVET credits per semester 60 ECVET credits per academic year	30 ECTS credits per semester 60 ECTS credits per academic year	1 credit = 30 academic hours
Accumulation and transfer possibilities	Limited accumulation and transfer possibilities	Limited transfer possibilities within VET pathways	Accumulation and transfer of credits and learning outcomes supported	Full accumulation and transfer of ECTS credits	Recognition, accumulation and transfer of learning outcomes across programmes and sectors
Main objective of the credit/qualification arrangement	Progression within general education	Access to initial vocational qualification	Flexible vocational pathways, mobility and progression	Academic mobility, progression and comparability	Lifelong learning, reskilling and upskilling
Contribution to permeability	Supports access to further education pathways	Supports transition to post-secondary TVET	Facilitates transition between TVET and HE	Facilitates vertical and horizontal mobility	Enables re-entry and progression across education and training subsystems

Compatibility, permeability and quality assurance

Although different credit arrangements are applied across education and training sectors, the education system of the Republic of Moldova ensures overall compatibility through the use of common principles and mechanisms based on:

- learning outcomes;
- learner workload;
- quality assurance procedures;
- mechanisms for the accumulation and transfer of credits and learning outcomes;
- validation and recognition arrangements.

The integration of ECVET-based credit arrangements, the European Credit Transfer and Accumulation System (ECTS), and the national credit arrangements for adult learning within the MDQF strengthens transparency, flexibility and permeability across education and training subsystems and supports lifelong learning.

Pursuant to points 50–51 of Annex 1 to Government Decision No. 330/2023, the allocation, accumulation and transfer of credits are regulated through normative acts approved by the MER. In addition, the Ministry develops and updates national guidelines on the implementation of credit arrangements to reflect evolving European policies and practices, while preserving the learning outcomes-based principles underpinning the MDQF.

The application of credit arrangements is monitored through external quality assurance procedures carried out by ANACEC. External evaluation includes verification of the consistency between learner workload, learning outcomes, study credits and qualification levels, thereby ensuring the credibility, transparency and comparability of qualifications across all education and training sectors

Validation and recognition of non-formal and informal learning outcomes

Regulatory framework: The recognition and validation of learning outcomes acquired through formal, non-formal, and informal learning constitute a significant component of the MDQF, reinforcing the principles of transparency, inclusiveness, and lifelong learning. In accordance with Article 123 of the [Education Code](#) of the Republic of Moldova (Law No. 152/2014), [Government Decision No. 330/2023](#) establishes the procedures for the recognition and validation of prior learning outcomes. These provisions confirm that validation processes are subject to quality assurance principles, apply the national system for the allocation of study credits, and ensure open access to assessment for all individuals who can demonstrate learning outcomes relevant to a qualification.

The *Regulation on Adult Learning*, approved by [Government Decision No. 222/2024](#), governs the organisation of non-formal and informal education within a lifelong learning perspective. It defines the categories of institutions and organisations authorised to deliver such programmes - including community centres, out-of-school institutions, professional associations, enterprises, and non-governmental organisations - and regulates the issuance of participation certificates, which may be included in validation portfolios. Through these measures, Government Decision No. 222/2024 strengthens the alignment of the national system with the principles of the EQF and the QF-EHEA, promoting the integration of all forms of learning and enhancing the transparency and permeability of the national qualifications system.

Implementation framework: To ensure consistent implementation, the MER has approved complementary normative acts regulating the validation and certification of professional skills acquired in non-formal and informal contexts. In particular, the *Regulation on the Certification of*

Professional Competences Corresponding to Qualifications at MDQF Levels 3–5, approved by the [MER Order No. 885/2022](#) establishes the conditions for providing services of validation and certification of competences by TVET institutions. Complementing the Regulation, the *Practical Guide on the certification of professional competences corresponding to qualifications at MDQF Levels 3–5 acquired through non-formal and informal learning*, approved by the [MER Order No. 1066/2023](#) provides methodological guidance for TVET institutions and individuals seeking the validation and certification of professional competences, facilitating the consistent implementation of the regulatory framework. The guide includes, *inter alia*:

- a model structure for validation centres;
- a logical scheme of the validation process from both institutional and candidate perspectives;
- the structure of validation programmes;
- standardised templates for documentation used in assessment and certification.

Together, these instruments establish a clear, transparent, and uniform national mechanism for the validation of non-formal and informal learning, enhancing the confidence of learners and employers in the value of certified qualifications.

In addition, the *Regulation on the Certification of Professional Skills Corresponding to MDQF Level 6 Acquired in Non-formal and Informal Education Contexts* ([MER Order No. 1021/2023](#)) complements the framework for higher-level qualifications. It regulates the identification, documentation, assessment, and certification of professional knowledge and skills acquired outside the formal education system, in line with European recommendations on lifelong learning.

Validation procedures are carried out by centres authorised by the MER. At present, [15 validation centres](#) operate for professional skills corresponding to MDQF levels 3–5, and [4 validation centres](#) are established within higher education institutions for the certification of skills corresponding to MDQF level 6 qualifications.

The validation of competences is based on qualification standards and MDQF level descriptors and is accessible to all individuals who can demonstrate relevant learning outcomes. The process comprises guidance and counselling, assessment of skills portfolios, evaluation of learning outcomes, allocation of transferable credits, and certification of full or partial qualifications.

Quality assurance and role of ANACEC: ANACEC has a central role in monitoring the implementation of the validation process of non-formal and informal learning. Through the external evaluation procedures, ANACEC verifies:

- organising validation processes focusing on the assessment of learning outcomes;
- linking the assessed/validated learning outcomes to the MDQF and EQF descriptors;
- the correct application of credit systems and validation methodologies.

Also, by publishing reports ([TVET](#), [higher education](#) and [adult learning](#)) and external evaluation registers, ANACEC contributes to the transparency and credibility of the qualifications system and to building public trust.

Evidence of compliance and conclusions for Criterion 3

The MDQF applies a learning outcomes-based approach that is fully aligned with the principles and concepts underpinning the European Qualifications Framework. The structure and implementation of the MDQF demonstrate compliance with Criterion 3 through the following features:

- qualifications are described in terms of knowledge, skills, responsibility and autonomy, in line with the MDQF and EQF level descriptors;
- credit arrangements in TVET, higher education and adult learning support the allocation, accumulation, transfer and recognition of learning outcomes;
- functional mechanisms are in place for the validation and recognition of learning outcomes acquired through formal, non-formal and informal learning, including prior learning;
- assessment and certification procedures are regulated, transparent, subject to external quality assurance, and based on learning outcomes;
- qualification standards, curricula and methodological instruments ensure coherence between learning outcomes, learning activities, assessment and certification.

Factual details:

Verifiers (EQF/QF-EHEA requirements)	Evidence of implementation in the Republic of Moldova	Reference documents	Conclusion on compliance
1. Frameworks are based on learning outcomes (LO)	The LO is a mandatory element of each qualification; used to define the level, enrol in the NRQ, standards, curriculum, evaluation and certification; three dimensions: knowledge, skills, responsibility/autonomy.	Government Decision No. 330/2023 (Annex 1)	Compliant with the requirement: The MDQF is explicitly built on LO.
2. LO integrates qualifications from all subsystems and contexts	LO used to translate from occupational/competence standards into qualification standards and curriculum; covers full/partial qualifications, formal, non-formal, informal contexts.	Government Decision No. 330/2023 (pp. 35–45); Methodological guide for translating competences into LO; Methodology of qualification standards (Annexes 9–10)	Compliant with the requirement: systematic and cross-cutting use/ between educational subsystems (TVET, HE, adult education).
3. Use of LO in the curriculum	Updated framework for TVET orients teaching towards LO; the curriculum guide defines the formulation/assessment of the LO at programme/module/unit level; 73 updated level 3 curricula.	MER Order No.1652/2024; Curriculum development guide for VET; MER Order No.1818/2024	Compliant with the requirement: operational curriculum based on LO.
4. Assessment and certification procedures based on LO	Assessment based on criteria/indicators from qualification standards; evaluation principles: relevance, objectivity, fairness, validity, etc.; Assessment by authorised/accredited suppliers.	Government Decision No. 330/2023 (p. 70–77)	Compliant with the requirement: clear, uniform and transparent rules.
5. Quality assurance linked to LO	ANACEC verifies the formulation of programmes in terms of LO, coherence with MDQF/EQF/QF-EHEA descriptors, application of ECTS/ECVET and recognition of LO; own guidelines/standards and public reporting;	Government Decision No. 330/2023; ANACEC Regulation (Government Decision No. 201/2018); ANACEC reports and guidelines	Compliant with the requirement: external quality assurance anchored in the LO and European instruments.
6. Credit systems related to LO	ECVET in TVET (with implementation guide and organisation rules by credits); ECTS in HE (30 credits/sem., 60/year; recognition up to 60 credits from VET); study credits also applied to continuous training in HE.	Education Code of the Republic of Moldova, Law No. 152/2014 (Articles 66(7), 88); ME Guide No.811/2014 (specialised environment); Post-secondary/ post-secondary non-tertiary TVET	Compliant with the requirement: credit systems are functional, cross-cutting/ between educational subsystems (TVET, HE, adult education) and linked to LO.

		Regulation on credits; MER Order No.1020/2023 (ECTS at continuous trainings, level 6 MDQF)	
7. Credits in adult education	Formal adult programmes are carried out on MDQF levels 1–7; 1 credit = 30 academic hours; flexible ratio, direct contact, individual study (1:1; 1:2; 1:3); unit/module allocation; measure the workload of the learner.	Government Decision No.222/2024 (Regulation on adult education, Arts 32 to 33)	Compliant with the requirement: credit system integrated into lifelong learning.
8. Validation of non-formal/informal learning (NFIL)	National NFIL procedures: MDQF-related and EQF-compliant; open access; quality/credits applied; use of Europass; possible certification of full/partial qualifications; Network of validation centres (Level 3–5 and Level 6).	Education Code of the Republic of Moldova, Law No. 152/2014, Article 123(7–11); Government Decision No. 330/2023 (p. 126–136, 130–133); Government Decision No.222/2024; Level 3-5 Regulation and Practical Guide; Regulation level 6	Compliant with the requirement: functional, inclusive and transparent mechanisms.
9. Inclusion and permeability	Validation supports disadvantaged groups; vertical mobility between TVET and SE (recognition up to 60 ECTS); interconnection between subsystems by credit/ LO	Government Decision No. 330/2023 (validation, inclusion requirements); Education Code of the Republic of Moldova, Law No. 152/2014, Article 88(3)	Compliant with the requirement: aligned with the EQF principles on access and progress.
10. Transparency and documentation	LO, credits and levels are documented in standards, curricula, procedures and registers.	Government Decision No. 330/2023 (Annexes 1–2; p. 126–136)	Compliant with the requirement: traceability and visibility ensured.

The MDQF is coherent and operational, based on learning outcomes, which fully reflects the principles and methodology of the EQF and is fully compatible with the QF-EHEA.

The MDQF integrates European Credit Mechanisms (ECVET and ECTS), validation processes for non-formal and informal learning (NFIL) and quality assurance systems, ensuring a coherent and functional approach across all educational subsystems. These mechanisms promote flexibility, inclusion and lifelong learning (LLL), support educational and professional mobility and facilitate the international recognition of qualifications.

Through the unified application of principles based on learning outcomes, the MDQF functions not only as a tool for classifying qualifications, but as an integrated platform for transparency, equity and quality in vocational training.

Thus, the Republic of Moldova demonstrates full and operational alignment with European standards, strengthening the transparency, comparability and recognition of qualifications in the European Area of Education and actively contributing to the development of a culture of lifelong learning and skills relevant to the labour market.

Criterion 4

The procedures for the inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualifications system shall be transparent.

Regulatory framework

The procedures for the inclusion of qualifications in the MDQF of the Republic of Moldova are regulated by [Government Decision No. 330/2023](#) on the approval of the MDQF, which sets out the stages, criteria and principles applied in the development, validation and inclusion of qualifications in the national system.

In accordance with Article 86 of Government Decision No. 330/2023, the process of developing qualifications at MDQF level comprises the following stages:

1. verifying the relevance of the qualification for the labour market and the education system;
2. the development of the qualification standard;
3. validation of the qualification by the competent structures;
4. approval and inclusion of the qualification in the MDQF;
5. drawing up the study programme relating to the new qualification;
6. registration of the qualification in the National Register of Qualifications (NRQ);
7. regular updating of the qualification standard and the study programme;
8. exclusion of qualifications that have become irrelevant to the labour market (by archiving in the NRQ).

Article 88 specifies that the decision to include a qualification in the MDQF is based on a clear set of criteria and principles, which guarantee the transparency, fairness and relevance of the process, including:

- ensuring flexible conditions of admission and academic progression on the vertical of the qualifications system;
- focusing on individual needs and the social integration of individuals;
- meeting labour market requirements;
- removing barriers to access and discrimination;
- facilitating the accumulation and transfer of credit and its recognition between providers;
- the possibility of validating learning outcomes achieved in non-formal and informal contexts;
- autonomous certification of modules for the recognition of partial qualifications.

The MER is the authority responsible for establishing the procedures and tools specific to the stages of development of qualifications and monitoring the implementation of the provisions of the MDQF (Article 89). The initiative to develop a qualification may come from central public authorities, sectoral committees, employers' or trade union associations, economic operators, providers of vocational training programmes or other relevant structures (Article 90).

Pursuant to Articles 109 to 112, the inclusion of a qualification in the MDQF shall be carried out:

- after the award of the qualification level, based on the compliance with the MDQF level descriptors;
- according to the procedures developed by the MER, which establish the criteria for validation and attribution of the level;
- by enrolling the qualification in the NRQ, based on the Methodology for enrolling qualifications in the NRQ, approved by the MER;
- the qualification becomes official and accessible to the public upon registration in the NRQ.

Thus, [Government Decision No. 330/2023](#) establishes a complete, coherent and transparent mechanism for the inclusion of qualifications in the MDQF, ensuring:

- procedural clarity by defining the stages of development, validation and approval;
- institutional responsibility, involving the MER, ANACEC, sectoral committees and social partners;
- transparency and public access through the publication of qualifications in the NRQ.

The process of developing, validating and including qualifications in the MDQF is based on a clearly defined and participatory institutional framework, which ensures transparency, consistency and quality of the decisions taken. In accordance with Government Decision No. 330/2023 and the Methodology for developing, validating and approving qualification standards ([MER Order No.573/2022](#)), several institutions and social partners are involved, each with distinct roles and responsibilities at the stages of drawing up, approving and including qualifications in the MDQF and the NQR.

Translation of labour market needs into qualification standards

In the Republic of Moldova, the translation of labour market needs into qualifications and learning outcomes is organised through two distinct but complementary approaches, depending on the qualification level.

The initiative for the development or updating of a qualification may come from different actors, including labour market representatives (employers, sectoral committees, professional associations) or education and training providers. Following such an initiative, a preliminary assessment is carried out to determine whether relevant occupational or competence standards exist and whether they need to be developed or updated. This ensures that qualification development is grounded in validated labour market requirements.

For MDQF levels 3–5, labour market needs are channelled through sectoral committees, composed exclusively of employers and sector specialists. Sectoral committees were specifically established to ensure the quality and relevance of training for blue-collar and technician-level occupations being responsible for initiating, developing, updating and validating occupational standards.

In sectors where no sectoral committee is established, other relevant entities capable of representing labour market interests may assume the role of initiating and coordinating the development or updating of occupational standards, ensuring compliance with established methodological requirements.

The development or updating of a qualification standard at these levels is conditional upon the existence of a relevant occupational standard. Where such a standard is missing or outdated, the sectoral committee or other relevant entity initiates its development or revision. The occupational standard defines the tasks, responsibilities and competences required for a specific occupation and serves as the mandatory reference for qualification design.

In this process, two distinct groups of developers are involved:

- a group of employers and/or sector specialists, coordinated by the sectoral committee or other relevant entity, which develops or updates the occupational standard;
- a mixed working group, appointed by the MER, composed of employers and/or sector specialists and teachers, which develops or updates the qualification standard by translating these competences into learning outcomes.

For MDQF levels 6–8, a different approach is applied, reflecting the higher complexity and integrative nature of qualifications. At these levels, labour market requirements are identified and structured directly by mixed working groups composed of employers and/or sector specialists and higher education representatives, appointed by the MER. These groups are responsible for both the development or updating of competence standards and the formulation of corresponding learning outcomes included in the qualification standard. This integrated approach is considered more efficient and appropriate for higher-level qualifications, where competences are broader, more analytical and less task-specific.

This dual mechanism ensures that, at lower levels, occupational standards serve as a prerequisite and guiding reference for levelling and for the translation of competences into learning outcomes, while at higher levels, competence standards are developed collaboratively to align with both educational objectives and labour market needs.

In recent years, this approach has been applied systematically: the MER has coordinated the development and updating of all qualification standards for MDQF levels 6 - 8, while a similar process is ongoing for levels 3 - 5, including the development and revision of occupational standards.

The examination of the relevance of a proposed qualification (regulated by Annex 13 to the Methodology on the Development, Validation and Approval of Qualification Standards, approved by [MER Order No. 573/2022](#)) includes verification of labour market needs, consultation of relevant classifications and standards, and identification of emerging skills requirements. Where necessary, this step may trigger the development or updating of occupational or competence standards as a prerequisite for qualification design.

This procedure ensures that each qualification standard is firmly grounded in labour market realities and provides a robust basis for defining competences and learning outcomes at the appropriate MDQF level, in alignment with the EQF.

Use of MDQF level descriptors in translating professional competences into learning outcomes

The translation of professional competences defined in occupational standards or competence standards into learning outcomes constitutes a central element of qualification development in the Republic of Moldova. This process is carried out in accordance with the *Methodological Guide for translating professional competences into learning outcomes* ([MER Order No. 236/2022](#)) and systematically applies the MDQF level descriptors to ensure that qualification standards are developed consistently and in line with the principles of the EQF.

The MDQF level descriptors serve as the principal reference for calibrating learning outcomes. Rather than simply reformulating professional competences, the process translates them into measurable learning outcomes that reflect the expected level of knowledge, skills, responsibility and autonomy associated with the respective qualification level. This ensures that learning outcomes are not only relevant to labour market requirements but also correspond to the appropriate level of complexity within the MDQF.

To ensure the consistent application of the MDQF level descriptors, the translation process follows a structured methodological approach:

- Professional competences are analysed against the MDQF level descriptors (Annex 1 to the National Qualifications Framework, approved by [Government Decision No. 330/2023](#)) across the four descriptor dimensions: knowledge, skills, responsibility and autonomy. This analysis

determines the expected level of performance and guides the formulation of learning outcomes appropriate to the qualification level.

- Descriptors of the preceding and subsequent MDQF levels are also considered to verify that the proposed learning outcomes are positioned at the correct qualification level and neither exceed nor fall below the expected level of demand. This comparative analysis supports consistency, progression and clear differentiation between qualification levels.
- The occupational or professional context is analysed together with the level descriptors. While the descriptors establish the level of complexity, autonomy and responsibility, the occupational context determines the specific content, scope and practical application of the learning outcomes.
- Professional competences, labour market requirements, MDQF level descriptors and ISCED levels are analysed as complementary reference points throughout the process. This integrated approach ensures coherence between labour market requirements, qualification standards and learning outcomes, while supporting consistency within the MDQF and alignment with the EQF.

For example, a professional competence requiring the ability to *carry out tasks using simple rules and tools under supervision* is translated into learning outcomes corresponding to MDQF Level 2, such as *applies basic procedures and uses simple tools to perform routine tasks under guidance*. At higher qualification levels, descriptors related to analytical thinking, autonomy and responsibility are reflected in learning outcomes through formulations such as *analyses and solves problems independently and adapts solutions to different professional contexts*.

Overall, this methodology ensures that professional competences are translated into learning outcomes through the systematic application of the MDQF level descriptors. Consequently, qualification standards accurately reflect both labour market requirements and the expected scope, complexity, responsibility and autonomy associated with each qualification level, while strengthening transparency, comparability and alignment with the EQF.

The process of including qualifications in the MDQF

The process of developing, validating and including qualifications in the MDQF is carried out in stages and follows a uniform and transparent procedure, governed by [Government Decision No. 330/2023](#) and the Methodology for developing, validating and approving qualification standards ([MER Order No. 573/2022](#)). This regulatory framework ensures the participation of all relevant actors, the quality of the documents produced and the continuous correlation with the MDQF and EQF descriptors.

The qualification standard is the basic document for the development of study programmes leading to the acquisition of a qualification corresponding to a certain level of the MDQF. It describes the general requirements for the award of the qualification and includes: the characteristics of the qualification, the level-appropriate learning outcomes, labour market relevance, educational progression opportunities, final assessment criteria and quality assurance mechanisms. The standard is developed in accordance with labour market requirements (expressed in occupational or competence standards), international recommendations and best practices in the field.

Thus, each qualification standard approved and included in the MDQF becomes a unique reference for the development of different types of study programmes leading to the acquisition of the same qualification – complete or partial. It also serves as a basis for validating learning outcomes achieved

in different contexts (formal or non-formal), contributing to the unity and coherence of the qualifications system.

The quality of the standard is validated through a triple process – content (by industry practitioner experts), formative (by experts in the formulation of learning outcomes) and methodological (by specialists in the development of qualification standards).

The steps in the process of developing the qualification standard are set out below and reflect the transparent, participatory and quality-based nature of the national qualifications system.

Steps of the developing, validating and approving the qualification standards

According to the Methodology for developing, validating and approving qualification standards ([MER Order No. 573/2022](#)), the process includes the following main steps:

- 1) Examination of the request for the development of the qualification standard: The process shall be initiated on the basis of a call or proposal made by one of the interested parties: MER, line ministries, sectoral committees, employers, trade unions, educational institutions or employers. The MER examines the appropriateness of developing the qualification standard, based on the analysis of the relevance of the qualification for the field of activity and for the labour market.
- 2) Establishment of the Working Group: The MER forms a technical working group, which includes experts from the field of reference, representatives of educational institutions, sectoral committees and the economic environment. The group is responsible for drafting the qualification standard according to the structure set out in the methodology (Annexes 2 to 12).
- 3) Development of the competence standard (for MDQF levels 6–8): For higher-level qualifications, the group first develops the competence standard, which describes the specific professional requirements and key competences of the specialist in the field.
- 4) Validation of the competence standard (for MDQF levels 6–8): The document is validated by the validation committee, composed of experts appointed by the MER and the social partners, who check the consistency and compliance of the competence standard with the MDQF and EQF level descriptors. After validation, the competence standard forms the basis for the development of the qualification standard.
- 5) Development of the qualification standard: The Working Group translates the competences defined in the occupational standard (for MDQF levels 3–5) or the competence standard (for MDQF levels 6–8) into learning outcomes, structured by dimensions: knowledge, skills, responsibility and autonomy, completing all components of the standard in accordance with the requirements of the methodology.
- 6) Validation of qualification standard: The draft standard shall be submitted to the validation committee and the social partners for consultation and confirmation of relevance. Fill in the Compliance Validation Sheet and the Consultation Sheet (Annexes 3 and 4 of the methodology). Validation attests the consistency and compliance of the standard with the MDQF and the requirements of the labour market.
- 7) Coordination with the relevant Ministry: After validation, the standard is sent to the relevant ministry responsible for the field, which ensures sectoral coherence and confirms the practical applicability of the proposed qualification.

- 8) Endorsement by the National Qualifications Council: The Council examines the standard, endorses its content and proposes its approval to the MER. This phase ensures transparency and cross-sectoral consensus.
- 9) Approval and registration of the qualification standard: The MER approves the standard by ministerial order and orders its registration in the MDQF and NRQ. The inclusion in the MDQF is based on the compliance of the qualification descriptors with the MDQF level, in accordance with Articles 109 to 110 of [Government Decision No. 330/2023](#). Once registered, the standard becomes the official reference for vocational training programmes and for the competence assessment and certification process.

After approval, each qualification is enrolled in the NRQ, managed by the MER, in accordance with the Methodology for enrolling the qualification in the NRQ, approved by [MER Order No. 770/2024](#). The NRQ is the official tool for documenting, publishing and consulting qualifications included in the MDQF.

Continuous implementation and monitoring of qualifications

After the qualification is included in the MDQF and NRQ Framework, the implementation and continuous monitoring phase follows. Based on the approved qualification standard, educational institutions and other providers develop study programmes and related curricula, ensuring consistency with labour market requirements and MDQF descriptors.

Implemented qualifications are periodically reviewed, at least every five years, to ensure ongoing alignment with technological, economic and occupational developments. The MER maintains a continuous consultation and feedback mechanism, through which educational, economic and social actors can propose updating or archiving qualifications, depending on labour market requirements.

As part of this process, the MER, in collaboration with ANACEC, the sectoral committees for vocational training and educational institutions, periodically assesses the relevance of qualifications and decides, where appropriate, to update, modernise or delete those that have become inappropriate to the current context, in accordance with Article 86(8) of [Government Decision No. 330/2023](#). These mechanisms ensure the quality, timeliness and adaptability of the qualifications system, strengthening the capacity of the MDQF to continuously respond to labour market needs and lifelong learning objectives.

Mechanisms to ensure the transparency and quality of the process of inclusion of qualifications in the MDQF

The process of including qualifications in the MDQF is based on the principles of transparency, participation and quality assurance, and is governed by [Government Decision No. 330/2023](#). All stages, from the development and validation of the qualification standard to the registration of the qualification in the NRQ, are monitored by the MER, with the participation of education, training and labour market actors.

In order to ensure an open and verifiable process, the system applies clear principles of transparency:

- cross-sectoral participation of all relevant parties in education, training and the labour market;
- public documentation of the steps and decisions through the official website of the MER, the platforms of educational institutions and the NRQ;
- full traceability of qualifications through published standards, methodologies and approval acts;

- external evaluation carried out by ANACEC to verify consistency between standards, programmes and MDQF/EQF levels;
- continuous alignment with the EQF and QF-EHEA to ensure international comparability.

Ensuring public and free access to information on qualifications included in the MDQF, through the MDQF digital platform and the official pages of the MER and educational institutions, enables:

- continuous monitoring of the national supply of qualifications;
- promoting educational and professional mobility;
- mutual recognition of qualifications at European level in accordance with the principles of EQF and QF-EHEA.

By applying these mechanisms, the Republic of Moldova guarantees a coherent, transparent and evidence-based system, which confirms that each qualification included in the MDQF corresponds to the level descriptors and is aligned with the European objectives of transparency, quality and lifelong learning.

Role of Nomenclatures in Structuring Qualifications and Ensuring Alignment with the MDQF

In the Republic of Moldova, the nomenclatures of education and training fields, approved by the Government upon the proposal of the MER, constitute an important instrument for structuring the national qualifications system and supporting the implementation of the MDQF. Developed in consultation with line ministries, employers and other relevant stakeholders, they define the fields of education and training, specialisations, study programmes and associated qualifications across the different education sectors and MDQF levels. Separate nomenclatures apply to vocational education ([MDQF level 3](#)), post-secondary and post-secondary non-tertiary TVET ([MDQF levels 4–5](#)), and higher education ([MDQF levels 6–8](#)), reflecting labour market needs and providing the basis for the publicly funded education offer.

By establishing the formal structure within which qualifications are developed and delivered, the nomenclatures ensure consistency in the classification, naming and positioning of qualifications across education sectors and qualification levels. They provide the structural reference framework for the development of qualification standards and study programmes, ensuring that qualifications are developed within clearly defined fields of education and occupational profiles.

Within this integrated system, the nomenclatures define the structural framework of qualifications, while occupational standards (MDQF levels 3–5) and competence standards (MDQF levels 6–8) define the competences required by the labour market. These competences are subsequently translated into learning outcomes through the development of qualification standards for the qualifications included in the relevant nomenclatures. The MDQF level descriptors are then applied to calibrate these learning outcomes in terms of knowledge, skills, responsibility and autonomy, ensuring that each qualification corresponds to the appropriate MDQF level.

This complementary relationship ensures vertical coherence through the consistent application of the MDQF level descriptors across qualification levels and horizontal coherence through the alignment of qualifications within education sectors and occupational fields. As a result, the national qualifications system supports transparency, comparability, relevance and alignment with the European Qualifications Framework.

Evidence of compliance and conclusions for Criterion 4

The Republic of Moldova has put in place a transparent, participatory and regulated system for the inclusion of qualifications in the MDQF, fully in line with the requirements of Criterion 4 of the EU Council Recommendation on the EQF and the QF-EHEA principles on institutional transparency and accountability.

The process of inclusion of qualifications is based on clear, public and verifiable normative acts, established by [Government Decision No. 330/2023](#) and the Methodology for the development, validation and approval of qualification standards ([MER Order No. 573/2022](#)). These legislative acts explicitly define:

- the steps of the inclusion of qualifications into MDQF, from identification of the need for qualification to approval and registration in the NRQ;
- the inclusion criteria, which ensure labour market relevance, non-discrimination, equitable access, matching with the MDQF/EQF and the possibility to validate prior learning;
- the role of competent institutions, including the MER, the National Qualifications Council, sectoral committees, training providers and ANACEC.

The NRQ and the [MER website](#) ensure visibility and public access to all approved qualifications, including the MDQF/EQF level, learning outcomes, credits and reference documents. Online publication, stakeholder participation and standardised feedback procedures guarantee transparency and traceability of decisions.

The process is subject to external monitoring through ANACEC evaluations, which check the consistency of qualifications, the relevance of standards and the application of quality assurance principles. Through these mechanisms, the Republic of Moldova demonstrates a complete and operational alignment with the European requirements regarding the transparency of the process of inclusion of qualifications in the MDQF, accountability and public trust in the national qualifications system.

Factual details:

Verifiers (EQF/QF-EHEA requirements)	Evidence of implementation in the Republic of Moldova	Reference documents	Conclusion on compliance
1. Existence of formal, public and transparent procedures for the inclusion of qualifications in the MDQF	The full procedure is established by Government Decision No. 330/2023 and the Methodology for the development, validation and approval of qualification standards. The steps include: initiation, development, validation, approval, registration in the NRQ and publication.	Government Decision No. 330/2023, MER Order No.573/2022	Compliant – clear, documented and public procedures
2. Involvement of relevant actors (authorities, social partners, training institutions)	The participation of MER, MDQF, sectoral committees, employers, trade unions and education providers is regulated and mandatory in the validation process.	Methodology of the MER No.573/2022	Compliant – institutionalised participation mechanisms
3. Publication of information on qualifications included	All approved qualifications are registered in the NRQ and publicly accessible on the MER platform.	Government Decision No. 330/2023, NRQ online	Compliant – public access and full transparency

4. Correlation with EQF and QF-EHEA	Each qualification included is explicitly linked to the MDQF/EQF/QF-EHEA descriptors;	Government Decision No. 330/2023, Annex 2, NRQ	Compliant – full alignment with EQF and QF-EHEA
5. Process quality assurance mechanisms	ANACEC monitors the correct application of procedures and the consistency of qualifications with standards.	Government Decision No. 330/2023, ANACEC Standards	Compliant – functional external monitoring
6. Possibility of updating or archiving qualifications	Articles 86 and 91 to 97 govern the updating, revalidation and archiving of irrelevant qualifications.	Government Decision No. 330/2023, MER Order No.573/2022	Compliant – active periodic review mechanisms

The Republic of Moldova has established a comprehensive and operational system for the inclusion of qualifications in the MDQF, based on a clear regulatory framework, transparent procedures and broad stakeholder involvement. The process is fully documented, verifiable and supported by well-established monitoring and feedback mechanisms, ensuring the transparency, credibility and quality of qualifications included in the MDQF and recorded in the NRQ.

Through these arrangements, the Republic of Moldova demonstrates full compliance with the European requirements concerning transparent qualification development and inclusion procedures, accountability and public confidence in the national qualifications system. In particular, the systematic use of the MDQF level descriptors in translating professional competences into learning outcomes and in the development and validation of qualification standards ensures that qualifications are consistently aligned with the expected levels of knowledge, skills, responsibility and autonomy, in accordance with the EQF.

Criterion 5

The national quality assurance system(s) for education and training refer(s) to the national qualifications frameworks or systems and are consistent with the principles on quality assurance as specified in Annex IV to this recommendation.

Regulatory and institutional framework

The national quality assurance system in education and training in the Republic of Moldova is structured on clear legal bases and directly interconnected with the National Qualifications Framework (MDQF). It operates in accordance with the principles set out in Annex IV of the Recommendation of the Council of the European Union of 22 May 2017, which aim at transparency of processes, involvement of stakeholders, orientation on learning outcomes, use of robust internal and external procedures and public access to evaluation results.

Responsible institution

National Agency for Quality Assurance in Education and Research (ANACEC)

ANACEC is the institution responsible for external quality evaluation in technical, higher and adult vocational education, as well as for the evaluation of research organisations. By applying the national regulatory framework and the relevant European Standards as ESG and EQAVET, ANACEC ensures

that all qualifications included in the MDQF comply with quality criteria and are compatible with European instruments.

According to Article 115 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, ANACEC:

- implement the State's policies on the quality of vocational, higher and continuing education;
- develop and publish assessment methodologies, national reference standards, accreditation standards and performance indicators aligned with European ESG and EQAVET standards;
- ensure the transparency and objectivity of the external evaluation processes by publishing the results of the evaluations.

Quality assurance policies and tools

In the Republic of Moldova, quality assurance policies and tools are integrated into a unitary procedural framework coordinated by ANACEC. These are complemented by the methodological framework and apply at all levels of education and training.

The methodological framework applied by ANACEC includes:

- [The procedure for the provisional operating authorisation and accreditation of joint higher education programmes](#), approved by the ANACEC Governing Board, Decision No. 75 of 21 December 2022 – describes the process of external evaluation of the quality of joint higher education programmes offered by higher education institutions of the Republic of Moldova within the consortia/partnerships created by them with educational institutions in the country and abroad.
- [Methodology for selecting expert evaluators, approved by the ANACEC Governing Board](#), Decision No. 70 of 27.11.2020 - regulates the selection of expert evaluators of ANACEC and the management of the Register of expert evaluators of ANACEC, as well as the establishment of rules of conduct of expert evaluators in evaluation activities
- [Competence standard for the external evaluator, approved by the ANACEC Governing Board](#), Decision No. 18 of 16 September 2022 – establishes the profile, requirements and areas of competence required, ensuring professionalisation, transparency and alignment of external evaluation processes with European standards.
- [The Regulation on the involvement of stakeholders in external quality assurance activities](#), approved by the ANACEC Governing Board, Decision No. 56 of 28 April 2022 – aims to describe and regulate the actions by which constructive relations with stakeholders are established and maintained, in order to ensure the timely provision of relevant information in the context of consultation activities and the carrying out of procedures in the field of competence.
- [The post-evaluation monitoring procedure for study programmes and institutions of technical vocational education, higher education and adult vocational training](#), approved by the ANACEC Governing Board, Decision No. 30 of 15 March 2019 – sets out how the post-evaluation monitoring of the actions taken by educational institutions to improve the educational services provided, as a result of the external quality assessment, is to be carried out in order to authorise the provisional operation/accreditation/re-accreditation of study programmes and institutions of technical vocational education, higher education and adult vocational training.

- [Regulation on the organisation and conduct of meetings of the ANACEC Governing Board](#), approved by the ANACEC Governing Board, Decision No. 38 of 26 February 2021 – contains clear provisions ensuring the absence of conflict of interest and transparency in decision-making by requiring the declaration of conflicts, the non-participation of affected members in the vote, and the requirement that decisions be adopted by majority vote, recorded in the minutes.
- [Regulation on the settlement of petitions submitted to ANACEC, approved by the ANACEC Governing Board](#), Decision No. 58 of 26 March 2021 – provides for a transparent framework to ensure impartiality and fairness: petitions and appeals are registered, examined by the competent committees, their members cannot be in conflict of interest and decisions are formally communicated to the petitioners.
- Methodological guides - provide a coherent framework for the external evaluation of study programmes where learning outcomes, credit systems and correlation with MDQF/EQF/QF-EHEA levels are essential elements.

Implementation, transparency and monitoring mechanisms

Quality assessment in the Moldovan education system is a complex process based on transparent cooperation between state institutions, education providers, the economic environment and social partners, ensuring the relevance and legitimacy of decisions. According to Articles 65 and 113 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, quality assessment in technical and higher vocational education comprises the analysis of institutional capacity, educational efficiency, the quality of vocational training programmes, learning outcomes and the consistency between internal and external evaluation.

The external evaluation is carried out by ANACEC and the internal evaluation is ensured by the quality institutional structures. Article 165 of [Government Decision No. 330/2023](#) confirms that quality assurance of qualifications is achieved through transparent cooperation and ownership by all parties involved, throughout the chain – from the development of the qualification standard to the assessment of learning outcomes and final certification.

Article 166 provides that quality assurance is to comply with the principles of the EQF, including:

- designing qualifications on the basis of learning outcomes;
- reliable assessment and transparent certification of qualifications;
- developing feedback and continuous improvement mechanisms;
- the involvement of stakeholders at all stages;
- combining self-assessment with external evaluation;
- integrating quality into internal management and collaborative programmes;
- defining measurable objectives and indicators;
- ensuring adequate resources and infrastructure;
- periodic review of evaluators;
- ensuring electronic access to results;
- ensuring the quality of the MDQF implementation process.

Article 167 establishes that quality standards and procedures are implemented through regulations specific to each MDQF level, which include quality policies, programme design and validation, student/student-centred teaching and assessment, admission, certification, provision of resources, transparency and continuous evaluation of programmes.

Articles 168 to 170 also provide that all programmes leading to full or partial qualifications at MDQF level are subject to the quality assurance process, including authorisation and accreditation by ANACEC or another internationally recognised agency included in the EQAR. In case of persistent deviations, ANACEC has the right to recommend to the Ministry of Education and Research the withdrawal of accreditation.

By involving independent national and international experts, ANACEC ensures the credibility and compatibility of national procedures with European best practices, thus strengthening confidence in the process of including qualifications in the MDQF and in their positioning in relation to the EQF and QF-EHEA.

In 2024, 313 national experts were involved in the external evaluation process, strengthening the professional expertise base and process objectivity. The evaluation reports, as well as the lists of accredited institutions and programmes, are published on the ANACEC website, ensuring transparency and public access to information ([TVET, Higher Education](#)), on the [MER website](#), as well as on the institutional websites: e.g. [“Ion Creangă” State Pedagogical University of Chişinău; Annual Reports](#) on the Internal Management Control of the “Ion Creangă” State Pedagogical University of Chişinău.

The Agency also contributes to the validation of qualification standards and to maintaining transparency through the publication of evaluation reports and registers of approved or accredited institutions and programmes. ANACEC's activity reports are also published. [ANACEC Activity Report 2024](#).

Use of Measurable Indicators and Scoring Methodology in External Quality Assurance Aligned with ESG and EQAVET

The measurable indicators applied by ANACEC are embedded in the Guidelines for External Evaluation, approved in accordance with the national regulatory framework and published on the Agency's website. These documents operationalise the national quality standards through clearly defined evaluation criteria, measurable indicators and a transparent scoring methodology, which are applied on the basis of documentary evidence, institutional practices and evaluation findings. The indicators are aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET), reflecting key principles related to quality assurance policies, learner-centred education and training, information management, transparency and continuous improvement.

ANACEC applies a transparent scoring methodology in the external evaluation of education providers and study programmes. In accordance with the approved external evaluation methodologies, each quality standard, evaluation criterion and indicator is assigned a maximum score, while the final score reflects the degree of compliance demonstrated through the evidence collected during the evaluation process. This approach supports objective and evidence-based assessment, ensures consistency and comparability of evaluation outcomes, and strengthens the transparency, credibility and reliability of external quality assurance in line with the ESG and EQAVET principles.

Examples of ANACEC indicators aligned with the ESG, including weighting and scoring

ESG 1.1 – Policy for quality assurance

ANACEC Standard: Quality assurance policies and mechanisms

Indicator 1.2.1 – Institutional quality assurance strategy and policy

Measurable nature:

- a weighted indicator within the standard;
- score awarded depending on existence, implementation, and monitoring;
- assessed based on strategic documents, reports, and minutes of meetings (records of proceedings).

ESG 1.3 – Student-centred learning, teaching and assessment

ANACEC Standard: Educational process

Indicator 3.3.1 – Organisation of the process for assessing academic results

Measurable nature:

- an indicator with an established weight in the total score of the standard;
- score awarded depending on alignment of assessment with learning outcomes and compliance with procedures;
- based on verifiable evidence (procedures, assessment forms, registers/records).

ESG 1.7 – Information management

ANACEC Standard: Information management

Indicator 7.1.1 – Collection, analysis and use of relevant information

Measurable nature:

- a weighted indicator with a pre-established maximum score;
- evaluation based on the existence and functionality of databases;
- differentiated scoring depending on the extent to which data are used in decision-making.

ESG 1.9 – Ongoing monitoring and periodic review

ANACEC Standard: Continuous quality improvement

Indicator 9.1.1 – Monitoring and review of the study programme

Measurable nature:

- an indicator with a clearly defined weight in the evaluation;
- score awarded depending on the existence of procedures and the implementation of improvement measures;
- evaluation following the plan–do–check–act (PDCA) cycle.

Examples of alignment with EQAVET requirements from the [External Evaluation Guideline](#) for TVET programmes:

Standard 3: Learner-centred learning, teaching and assessment

Criterion 3.3 – Assessment of learning outcomes

- Learner pass rate
- Percentage of learners who complete assessment tasks according to requirements

Both indicators reflect key components of the quality of the educational process, consistent with EQAVET principles on effective learning and relevant training outcomes.

Standard 4: Admission, progression and certification

Criterion 4.2 – Learner cohort dynamics

- Share of new/admitted learners as a percentage of the total
- Change in learner numbers from one cohort to another

Quantifiable indicators reflecting accessibility and attractiveness of programmes, aligned with EQAVET practices.

Standard 5: Teaching staff and human resources management

Criterion 5.1 – Recruitment of teaching staff

- Number of teaching staff recruited based on competence criteria
- Ratio of permanent to temporary teaching staff

These data reflect the quality of human resources, relevant to EQAVET indicators on staff competence.

Standard 8: Ongoing monitoring and evaluation

Criterion 8.2 – Employment

- Graduate employment rate (percentage)

A classic indicator associated with EQAVET, reflecting the impact of training on employment outcomes.

The reports of external evaluation commissions are published on ANACEC's website: [TVET](#)

Overall, the use of clearly defined, measurable and evidence-based indicators, together with a clear scoring methodology, ensures transparency, objectivity and comparability in external evaluation, while demonstrating the systematic alignment of ANACEC's quality assurance practices with the ESG and EQAVET frameworks.

The link between quality assurance and the National Qualifications Framework

Through the provisions of [Government Decision No. 330/2023](#), the quality assurance system is fully integrated into the MDQF architecture. ANACEC verifies the relevance and complexity of learning outcomes, their correlation with qualification standards and compliance with MDQF and EQF levels. In accordance with Article 77 of Government Decision No. 330/2023, ANACEC verifies through external evaluation the quality of the assessment of learning outcomes, the correctness of the assessment methods applied and the consistency of the level of complexity of the demonstrated outcomes with the MDQF descriptors.

External quality assessment is a prerequisite for provisional authorisation, accreditation and continuous monitoring of study programmes, ensuring that each qualification included in the MDQF meets the requirements of quality, relevance and international comparability.

This mechanism allows the Republic of Moldova to ensure a complete chain of quality guarantees – from the design and validation of the qualification standard to implementation, certification and regular update.

Compliance with European principles (Annex IV of the EU Council Recommendation, 2017)

The national system of quality assurance in education and training of the Republic of Moldova fully respects the European reference principles. These principles, defined in Annex IV of the EU Council Recommendation on EQF (2017), are reflected both in the legislative framework ([Education Code](#) of the Republic of Moldova, Law No. 152/2014, [Government Decision No. 201/2018](#), [Government Decision No. 616/2016](#), [Government Decision No. 330/2023](#)) and in the institutional practices of ANACEC and the Ministry of Education and Research.

No.	European quality assurance principle	Application in the Republic of Moldova
1	Designing qualifications based on learning outcomes	All qualification standards are based on learning outcomes, structured around the dimensions of ‘knowledge-skills-responsibility and autonomy’. In accordance with Article 166(1) of Government Decision No. 330/2023, ANACEC verifies the alignment of the results with the MDQF and EQF descriptors.
2	Valid and reliable assessment according to transparent standards	The external evaluation carried out by ANACEC (Articles 77 and 153 of Government Decision No. 330/2023) ensures the correct application of assessment methods and consistency between learning outcomes and qualification level. The authorisation and accreditation procedures (Government Decision No. 616/2016) are based on public standards and uniform criteria.
3	Continuous feedback and improvement mechanisms	The post-evaluation monitoring system (ANACEC Decision No. 30/2019) monitors the implementation of recommendations made following external evaluations. Article 166(3) of Government Decision No. 330/2023 confirms the existence of feedback procedures and continuous improvement of qualifications.
4	Involvement of relevant stakeholders at all stages	In the external evaluation process, ANACEC involves educational institutions, employers, sectoral committees, students and professional organisations (Regulation approved by Decision No.56/28 April 2022). Article 166(4) of Government Decision No. 330/2023 explicitly provides for their participation in all stages of quality assurance.
5	Linking self-assessment with external evaluation	In accordance with Article 166(5), quality assurance combines internal evaluation (institutional self-assessment) with external evaluation carried out by ANACEC. Based on Government Decision no. 616/2016, the self-assessment report is the central document in the accreditation process.
6	Integrating quality into the internal management of institutions	Article 166(6) provides for the integration of the quality assurance process into the internal management system of the institutions, including for collaborative programmes. All accredited educational institutions must have internal quality assurance structures.
7	Clear and measurable objectives, standards and indicators	National reference standards and performance indicators are formulated and revised by ANACEC, in accordance with Article 115 (2) (c) of the Education Code of the Republic of Moldova, Law

		No. 152/2014, and Article 167 (7) of Government Decision No. 330/2023. The regulatory framework includes methodologies and public guidelines detailing these indicators.
8	Adequate resources for quality assurance	Article 167 (8) requires that the educational process be ensured with appropriate human and material resources. ANACEC has an extensive body of experts (946 experts included in the ANACEC Register of Experts), selected according to the procedure covered by Decision No. 70/2020.
9	Periodic review of assessment bodies	Article 166 (9) lays down the obligation to periodically review the work of the assessors and the authorities involved in quality assurance. ANACEC regularly updates the Register of Expert Evaluators (Article 153 (15) of Government Decision No. 330/2023).
10	Electronic access to assessment and learning outcomes	In accordance with Articles 166 (10) and (11), the national system guarantees electronic access to the results of assessments and information on qualifications through the NRQ and ANACEC platforms. All evaluation reports and lists of accredited programmes are published on the official website.

These mechanisms demonstrate that the Republic of Moldova fully implements the European principles on quality assurance. The national system shall be coherent, transparent and oriented towards continuous improvement, ensuring that all qualifications with a MDQF level are designed, assessed and recognised in accordance with the EQF and QF-EHEA standards.

Evidence of compliance and conclusions for Criterion 5

The Table 18 summarises the factual evidence confirming the compliance of the national quality assurance system of the Republic of Moldova with the European principles EQF/QF-EHEA, presented in Annex IV of the Recommendation of the Council of the EU of 22 May 2017. Each element demonstrates that the quality assessment, accreditation and monitoring processes are fully integrated into the MDQF and regulated through official acts, guidelines and internationally validated practices.

Factual details

Domain/Key principle	Evidence of national compliance	Reference acts and sources
1. Designing qualifications based on learning outcomes	All qualification standards are based on learning outcomes, structured around knowledge, skills, responsibility and autonomy. ANACEC verifies their consistency with the MDQF and EQF descriptors.	Government Decision No. 330/2023, Article 77, 166 (1); Methodology for the development of qualification standards (MER Order No. 573/2022)
2. Transparent and reliable	ANACEC applies public methodologies and uniform criteria for authorisation, accreditation and monitoring. Evaluations shall be carried out	Government Decision No.616/2016; Government Decision No.201/2018; ANACEC Decision No.

external evaluation	by independent experts selected through standardised procedures.	70/2020 on the selection of expert evaluators
3. Feedback and continuous improvement	External evaluations shall include binding recommendations, and their implementation shall be monitored. The post-evaluation feedback mechanism contributes to the continuous improvement of programmes and qualifications.	Government Decision No. 330/2023, Article 166 (3); ANACEC Decision No. 30/2019 on post-evaluation monitoring
4. Involvement of stakeholders	Relevant parties (suppliers, employers, sectoral committees, students) are systematically involved in the development, validation and evaluation of programmes and qualifications.	Government Decision No. 330/2023, Article 166 (4); ANACEC Decision No. 56/2022 on stakeholder involvement
5. Self-evaluation + external evaluation	Educational institutions prepare self-assessment reports as part of the accreditation procedure, and ANACEC performs external evaluation and validation of results.	Education Code of the Republic of Moldova, Law No. 152/2014, Article 65 (5); Government Decision No.616/2016; Government Decision No. 330/2023, Article 166 (5)
6. Integrating quality into internal management	Quality is included in institutions' internal governance processes and internal quality assurance structures are mandatory for accredited institutions.	Government Decision No. 330/2023, Article 166 (6), 167; Education Code, Articles 65 and 113
7. Clear quality standards and indicators	ANACEC defines measurable standards and indicators, aligned with ESG and EQAVET, publishing its own methodologies and assessment guidelines.	Education Code of the Republic of Moldova, Law No. 152/2014, Article 115 (2)(c); Government Decision No. 330/2023, Article 167 (7)
8. Adequate human and material resources	The national network of expert evaluators (946 experts included in the ANACEC Register of Experts) and transparent selection procedures ensure the quality and independence of the external evaluation.	Government Decision No.201/2018; ANACEC Decision No. 70/2020; ANACEC Report 2024
9. Regular review of experts	The work of the evaluators is regularly reviewed and the Register of Experts is constantly updated.	Government Decision No. 330/2023, Article 166 (9), 153 (15); Government Decision No.201/2018
10. Electronic access to information and public transparency	All accredited qualifications and programmes are published online (NRQ and ANACEC website) and evaluation reports are publicly accessible.	Government Decision No. 330/2023, Article 166 (10–11); ANACEC.md ; the NRQ Platform .

This evidence confirms that the quality assurance system in the Republic of Moldova is fully integrated with the MDQF, based on learning outcomes and governed by clear, transparent and internationally comparable standards. By applying these mechanisms, the Republic of Moldova demonstrates full compliance with Criterion 5 of the EQF referencing and self-certification process in relation to QF-EHEA, strengthening national and European confidence in the quality and recognition of its qualifications.

The Republic of Moldova has a coherent, complete and interconnected system of quality assurance in education and training, based on a solid normative framework, transparent processes and a clearly defined institutional governance. ANACEC's work, supported by the MER and linked to ANCE, ensures an integrated approach to quality at all educational levels – from the design of qualification standards to the assessment and certification of learning outcomes.

The system is based on the European quality principles set out in Annex IV of the EU Council Recommendation (2017) and is oriented towards learning outcomes, validity, transparency and continuous improvement. Internal and external evaluation are complementary and the active involvement of stakeholders – education institutions, employers, sectoral committees, students and social partners – strengthens the relevance and legitimacy of the qualifications awarded.

Also, the integration of quality assurance processes in the MDQF ensures that each qualification included is checked not only in terms of content and curricular coherence, but also in terms of the level of complexity and international comparability. Quality standards and indicators are aligned with the European Standards and Guidelines (ESG) for higher education and the European Quality Assurance Reference Framework (EQAVET) for vocational training.

Through the international recognition of ANACEC as an ENQA affiliate member, the Republic of Moldova confirms the compatibility of its assessment and accreditation procedures with European good practices, demonstrating that the national quality assurance system:

- is functional and transparent,
- is based on the EQF and QF-EHEA standards,
- foster mobility and recognition of qualifications;
- supports lifelong learning.

Therefore, the Republic of Moldova fully meets Criterion 5 of the EQF referencing and QF-EHEA self-certification process, strengthening the credibility, relevance and comparability of national qualifications in the context of the European Education and Training Area.

Criterion 6

The referencing process shall include the stated agreement of the relevant quality assurance bodies that the referencing report is consistent with the relevant national quality assurance arrangements, provisions and practice.

The process of referencing the MDQF levels in the Republic of Moldova with EQF and self-certification of MDQF compatibility with QF-EHEA was carried out in full compliance with the national quality assurance mechanisms.

These mechanisms are regulated by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, [Government Decision No. 201/2018](#) on the organisation and functioning of ANACEC,

[Government Decision No. 616/2016](#) on the methodology for external quality evaluation and [Government Decision No. 330/2023](#) on the National Qualifications Framework. According to them, MER exercises the function of strategic coordination, and ANACEC has the responsibility for external quality evaluation of programmes, institutions and qualifications with MDQF level.

Explicit confirmation of ANACEC

The process of referencing the MDQF with EQF and self-certification in relation to QF-EHEA included the explicit participation of ANACEC, the national public authority responsible for external quality assessment. In accordance with Article 115 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, ANACEC analysed the referencing report and confirmed its consistency with national quality assurance mechanisms, procedures and practices (Annex 20).

The formal consultations conducted with ANACEC in the process of drafting the report ensured the legitimacy and compliance of the report with the national regulatory framework and the European principles of transparency, relevance and mutual trust. The formal confirmation issued by ANACEC attests that all the procedures described in the report - development of qualifications, inclusion in the MDQF and validation through the MDQF - have undergone external evaluation and are fully in line with the ESG (European Standards and Guidelines) and EQAVET standards.

In addition to ANACEC, other institutions with a role in quality assurance were involved in the analysis and confirmation process:

- MER – coordinator of the referencing process and guarantor of institutional compliance;
- National Agency for Curriculum and Evaluation (ANCE) – responsible for evaluating and monitoring the application of curricular standards at pre-university level, ensuring the continuity of quality principles on the vertical of the education system;
- Sectoral Committees for Vocational Training – consulted in the process of validating the relevance of qualifications and their compliance with labour market requirements and MDQF/EQF descriptors.
- National Council for Qualifications (NCQ) - consultative body of the MER for the development of the MDQF.

Evidence of compliance and conclusions for Criterion 6

The Republic of Moldova fulfils Criterion 6 by ensuring explicit and verifiable confirmation of the compliance of the MDQF referencing report with the EQF and MDQF self-certification with the QF-EHEA from the National Quality Assurance Body – ANACEC. The inter-institutional consultation and validation process demonstrates a mature and transparent governance, based on partnership between MER, ANACEC, ANCE, NCQ and sectoral committees.

Thus, the MDQF-EQF/QF-EHEA referencing report reflects a rigorous, validated and recognised process that guarantees the quality, transparency and comparability of Moldovan qualifications in the European context.

Criterion 7

The referencing process shall involve international experts and the referencing reports shall contain the written statement of at least two international experts from two different countries on the referencing process.

In accordance with Criterion 7 of the EQF referencing process, the Ministry of Education and Research invited three independent international experts with expertise in the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA). The experts participated in the referencing process and provided written feedback on the Referencing Report and its compliance with the EQF referencing and EHEA self-certification criteria.

A written statement on the Referencing Report of the Moldovan National Qualifications framework to the European Qualifications Framework and self-certification to the Qualifications Framework of the European Higher Education Area

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Date: 12 January 2026

The Referencing Report of the Moldovan National Qualifications Framework (MDQF) to the European Qualifications Framework (EQF) and Self-Certification to the Qualifications Framework of the European Higher Education Area (EHEA) is aimed at demonstrating how the levels of MDQF reference to the EQF levels, using the established referencing criteria. The report provides detailed information about the education and training system in Moldova and its context, presents thoroughly the MDQF objectives and structure with types of qualifications included, the development process, the regulatory and institutional framework together with processes for awarding qualifications and quality assurance mechanisms.

The report is a comprehensive, well-written and transparent depiction of the state of the MDQF and its operationalisation efforts. The report introduces a well-elaborated MDQF legal and institutional framework and context in which MDQF is being implemented. The Report development expert group succeeded in presenting different segments of education and qualifications system in a unified and integral way.

It is important to note that MDQF is operating based on a sound and solid regulatory basis, which steers various aspects of MDQF operation, with its implementation driven by the *Roadmap* for the operationalisation of the NQF 2023–2027 and the *Roadmap* Action Plan. Actors, implementing MDQF, are supported by a number of methodological and practical guides.

The report addresses the referencing to the EQF and self-certification to EHEA, which is highly valuable for enhancing transparency of Moldovan technical vocational education and training (TVET) and higher education (HE) qualifications. MDQF and the typology of qualifications entered into the MDQF is comprehensive, but, nevertheless, with the help of well-structured tables, the authors manage to present them in a clear and transparent ways. External readers may benefit from references to legal acts and guiding materials provided in the report.

Based on the report, it can be concluded that the referencing criteria have been met. More specifically:

- The report demonstrates extensive collaboration between various MDQF stakeholders, including Ministries from diverse areas, which supported the drafting of the report;
- The report provides evidence of extensive consultation, which is important factor for credibility of this exercise and further promotion of MDQF;

- Responses to all referencing criteria are well explained, with proves of compliance and conclusions provided;
- The MDQF levels are fully aligned with the structure and wording of the EQF, the MDQF is legitimated in the Education Code, what is important for MDQF operationalisation in various education sectors;
- The LO approach appears to be well established and accepted in TVET and HE; the credit systems are operating for TVET and HE, and evidence is provided about the access to and operation of methodologically sound non-formal and informal learning services;
- The procedure for inclusion of qualifications in MDQF is transparently described; the register of qualifications is operational and informs about the learning outcomes of qualifications at different MDQF levels, assessment requirements and lists providers of qualifications;
- The quality assurance systems are generally consistent with the quality assurance principles for qualifications specified in EC recommendation on EQF;
- Confirmation from the quality assurance bodies and other stakeholders about the accuracy of information in the report and its' consistency with national regulations is provided;
- The referencing process involved three international experts;
- The report addresses both, referencing of the MDQF to the EQF and self-certification to the EHEA;
- The plans to publish the referencing report on the European portal and indicate EQF level on qualification documents are explained.

The report clearly proves the operationalisation of the MDQF and the commitment of the country to further implement and develop it, in alignment with European strategies and initiatives.

Referencing the Moldovan National Qualifications Framework to the European Qualifications Framework and Self certification to the Qualifications Framework of the European Higher Education Area.

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Date: 12 January 2026

Overall

The alignment of the Moldovan National Qualifications Framework with the European Qualifications Framework and self-certification with the Qualifications Framework of the European Higher Education Area is the result of a long process that started in 2005 with the Bologna Process alignment, in 2014 with the National Qualifications Framework, followed by the enlargement and implementation from 2023. The report clearly describes the development of the qualifications framework and the reforms carried out, as well as their results in the context of the European Qualifications Framework and the Bologna Process.

This comparative review focuses on the review of the report on the clarity and credibility of the processes carried out by the Moldovan authorities regarding the development and implementation of

the National Qualifications Framework. Therefore, the report clearly addresses the relevant internationally agreed criteria and procedures for the EQF and the EHEA.

The referencing report is well structured, the content provides insight into all the necessary information needed for the referencing process. Parts 2 and 3 of the report provide the reader with a detailed overview of the Moldovan education system, while Part 4 presents the stages of development of the national qualifications framework, legal framework, objectives, functional structure and level descriptions. The learning outcomes approach is well highlighted in the report. Part 5 highlights the compliance with the criteria and procedures for referencing the EQF and the alignment with the EHEA qualifications framework. The annexes also adequately complement the main text of the report. A good approach is to include level descriptions and learning outcome descriptions in the annexes. Annexes 2–4 define learning outcomes for primary, secondary and upper secondary qualifications. Annex 11 provides descriptions that define the levels of the National Qualifications Framework.

The inclusion of a glossary of key terms helps to better understand the terminology used in the national education system.

Part 4.11. discusses the quality assurance developments that are essential for building trust in the provision of secondary, vocational and higher education qualifications included in the qualifications framework. The report clearly demonstrates the developments in the quality assurance and accreditation processes in higher education and their compliance with the ESG. It is recommended that the report reflect information on the inclusion of the Moldovan Quality Assurance Agency in the EQAR register once the response from the EQAR register is received.

There is also side information, e.g. on academic and automatic recognition, which enriches the report and reflects developments on transparency.

The reference report demonstrates comparability with the European Qualifications Framework (for a more detailed assessment, see the tables below):

Criteria	Assessment	Comments
1. Competent authorities shall clearly determine and make public the responsibilities and/or legal powers of all relevant national bodies involved in the referencing process.	Being met	The process of developing, implementing and referencing the MDQF to the EQF is highlighted during all report. It is suggested to shorten description for criteria 1 and move description of responsibilities of institutions to the Annex.
2. There is a clear and demonstrable link between the qualification levels in the national qualifications frameworks or systems and the EQF/EQF level descriptors.	Being met	There is well demonstrated link between MDQF and EQF levels, based on knowledge, skills, responsibility and autonomy. It is suggested to move Internal Annex 1 – MDQF-EQF Level Correlation Matrix to the Annexes of the report.
3. National qualifications frameworks or systems and their qualifications shall be based on the	Being met	The evidence of criteria 3 is well described, however, there is

principle and objective of learning outcomes and shall be linked to mechanisms for the validation of non-formal and informal learning as well as credit systems, where appropriate.		overlapping in the text with article 4.8.3 and 4.4.3.
4. The procedures for the inclusion of qualifications in the national qualifications framework or for describing the position of qualifications in the national qualifications system shall be transparent.	Being met	Actors involved and responsibilities related to the inclusion of qualifications in the MDQF overlaps with information in the article 4.2.3, The qualification standard is already described in the article 4.5.2, National Qualifications Register (NQR) is already described in the article 4.9.2.
5. The national quality assurance system(s) in the field of vocational education and training shall refer to national qualifications frameworks or systems and shall comply with the quality assurance principles specified in Annex IV of the EU Council Recommendation of 22 May 2017.	Being met	However, the article 4.10 has detailed description on quality assurance stakeholders and regulations, it is suggested to avoid overlapping.
6. The referencing process shall include explicit confirmation of the compliance of the referencing report with the relevant national quality assurance mechanisms, provisions and practices by the relevant quality assurance bodies.	Being met	Confirmation from QA agency included
7. The referencing process shall involve international experts and the referencing reports shall contain a written statement on the referencing process signed by at least two international experts from two different countries.	Being met	
8. The competent authority(ies) shall certify that the national qualifications frameworks or systems are related to the EQF. Competent authorities, including the EQF National Coordination Centres, shall publish a detailed report describing the referencing process and the elements underlying it, and shall analyse each of the criteria separately. The same report may be used for self-certification under the Qualifications Framework for the European Higher Education Area, in accordance with the self-certification criteria of the latter.	Being met	
9. Within 6 months of the correlation or the update of the correlation report, Member States	Not now	The report clearly defines the plans of publishing the report

and other participating countries shall publish the correlation report and provide relevant information for comparison purposes on the relevant European portal.		
10. Once the referencing process is completed, all newly issued documents in relation to qualifications that are part of national qualifications frameworks or systems (e.g. certificates, diplomas, certificate supplements, diploma supplements) and/or registers of qualifications issued by competent authorities should contain a clear reference to the appropriate EQF level through national qualifications frameworks or systems.	Being met	The MDQF level is introduced already in Higher education, TVET and continuing education diplomas and certificates, general education certificates will include a clear reference to the MDQF level and the equivalent level in the EQF after completion of referencing process.

Report reflects compliance with QF EHEA criteria and procedures (see detailed assessment in tables below) and offers a clear picture on higher education qualification framework self-certification process. It is positive that the report uses the updated procedures and criteria developed by the EHEA Thematic group A on qualifications framework.

Assessing compatibility QF EHEA criteria:

Criteria	Assessment	Comments
1. The national framework for higher education qualifications and the body or bodies responsible for its development are designated by the national ministry responsible for higher education.	Being met	Well documented in whole report
2. There is a clear and demonstrable link between the qualifications within the national framework and the qualification descriptors of the QF-EHEA cycles.	Being met	Detailed description in the report
3. The national framework and its qualifications are demonstrably based on learning outcomes and qualifications are linked to ECTS credits or ECTS-compatible credits.	Being met	Well documented in whole report
4. The procedures for the inclusion of qualifications in the national framework shall be transparent.	Being met	Well in the report
5. The national quality assurance system in higher education refers to the national qualifications framework and is consistent with the ESG.	Being met	Well documented in the report.
6. The national framework and any alignment with the QF-EHEA are mentioned in all Diploma Supplements.	Being met	Diploma Supplement indicates the MDQF level of qualification and its

		correspondence with the QF-EHEA cycle
7. The responsibilities of internal parties within the national framework shall be clearly determined and published.	Being met	Well documented in the report.

Assessing compatibility QF EHEA procedures proposed for self-certification:

Procedures	Assessment	Comments
1. The competent national body(ies) must self-certify the compatibility of their national framework with the QF-EHEA.	Being met	Well documented in the report.
2. The self-certification process must include the declared agreement of the respective country's quality assurance bodies that comply with the ESG (i.e. QA agents confirmed as complying with the ESG).	Being met	Included in the report
3. The self-certification process must involve international experts.	Being met	
4. The self-certification and the evidence supporting it must be published and address each criterion presented separately.	It is planned to met	It is planned to publish on MER website, on the ANACEC page, Europass portal, EHEA website.
5. The BFUG Secretariat and the ENIC/NARIC networks will maintain a public list of States that have confirmed the completion of the self-certification process.	It is planned to met	Will be updated
6. The completion of the self-certification process will be mentioned in the Diploma Supplements issued later, indicating the link between the national framework and the QF-EHEA.	It is planned to met	Will be updated

The referencing report provides sufficient answers to all quality criteria and from an external perspective all criteria are met.

As for the referencing process, the work was carried out on the basis of high-level national consultations and with strong political support.

I congratulate the Moldovan national authorities and all stakeholders for the work they have put in and the achievements they have made.

Statement on the Referencing and Self-certification Process of the Moldovan National Qualifications Framework (MDQF)

International expert: **Professor Dr Mile Dželalija**

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Date: 5 January 2026

The review of the report on the referencing of the Moldovan National Qualifications Framework (MDQF) to the European Qualifications Framework (EQF) and self-certification to the Qualifications Framework of the European Higher Education Area (QF-EHEA) confirms comprehensive alignment with EU Recommendations. The Republic of Moldova has successfully developed its MDQF from the 2005 Bologna Process beginnings into to a fully operational, eight-level integrated framework.

This referencing process is firmly anchored in national legislation and clear institutional oversight, including the Education Code (Law No. 152/2014) and Government Decision No. 330/2023, which adopted the updated MDQF and its 2023-2027 *Roadmap*.

The Baseline Report effectively addresses all EQF referencing criteria, and QF-EHEA self-certification criteria and procedures, ensuring transparency and mutual trust:

- Governance and Correspondence: The Ministry of Education and Research (MEC) serves as the National Coordination Point, with strong support from the National Agency for Quality Assurance in Education and Research (ANACEC). There is a confirmed, direct one-to-one correspondence between MDQF and EQF levels, enhancing the transparency of Moldovan qualifications to employers and external users.
- Learning Outcomes: All qualifications are based on learning outcomes, with descriptors revised in 2023 to ensure identity in terms of knowledge, skills, responsibility and autonomy.
- Inclusion Procedures: The National Register of Qualifications (NRQ) is a key transparency tool.
- Quality Assurance: The system is managed by ANACEC and aligned with European standards, ESG, and EQAVET.
- Certification of the Report: All key stakeholders and partners have been involved in the referencing process, including the National Council for Qualifications which reviewed and endorsed the methodological consistency and national validation of the Referencing Report.
- Publication of the Report: The planned publication of the Report on national and European portals confirms the transparency of the referencing and self-certification process.
- Certificates and Diplomas: The Report clearly outlines the implementation plan for referencing EQF levels on new certificates and diplomas.
- Self-certification: Compatibility with QF-EHEA cycles is clearly demonstrated, including all QF-EHEA criteria and procedures.

The development of the MDQF has been characterised by broad consensus, extensive national consultations, and international peer reviews. The MDQF serves as a tool for systemic modernisation, supporting lifelong learning and transnational mobility.

I confirm that the referencing of the MDQF to the EQF and the self-certification to the QF-EHEA have been conducted with high methodological rigour and transparency. I endorse the conclusions of the Baseline Report as technically sound and fully aligned with European standards.

Professor Dr Mile Dželalij

The comments and recommendations provided by the international experts were carefully reviewed and, where appropriate, incorporated into the preparation of the final version of the Referencing Report in order to clarify identified issues, strengthen the coherence of the document, and ensure its transparency and international readability. Recommendations that could not be addressed within the timeframe available for finalising the report will be considered in future revisions and updates of the Referencing Report.

Criterion 8

The competent authority or authorities shall certify the referencing of the national qualifications frameworks or systems with the EQF. One comprehensive report, setting out the referencing, and the evidence supporting it, shall be published by the competent authorities, including the EQF National Coordination Points, and shall address separately each of the criteria. The same report can be used for self-certification to the Qualifications Framework of the European Higher Education Area, in accordance with the self-certification criteria of the latter.

The process of elaboration of the MDQF Reference Report with EQF and of self-certification of MDQF compatibility with QF-EHEA was coordinated by the Ministry of Education and Research of the Republic of Moldova, as the competent national body for the development, coordination and implementation of the MDQF. The MER has officially certified the MDQF's correlation with the EQF and the MDQF's self-certification in relation to the QF-EHEA, in accordance with the national provisions, as reflected in Annex 21.

The process was further validated by the National Coordination Point for the European Qualifications Framework (NCP.MD&EQF), responsible for ensuring methodological coherence and confirming the alignment of the process and report with the European referencing requirements (Annex 22) and by National Council for Qualifications – consultative body for MER (Annex 23).

The report on the MDQF referencing to the EQF and the MDQF self-certification of co-ownership of QF-EHEA is the first national exercise of its kind and provides harmonised responses to the European referencing criteria. The document covers all levels of the education system in the Republic of Moldova and has been developed in accordance with European matching procedures.

The detailed report, which describes the referencing process, the normative and institutional framework and the analysis of each referencing criterion, was published, ensuring transparency and access to essential information on Moldova's alignment with European Qualifications Standards.

Criterion 9

Within 6 months from having referenced or updated the referencing report, Member States and other participating countries shall publish the referencing report and provide relevant information for comparison purposes on the relevant European portal.

The electronic version of the first Reference Report of the MDQF with EQF and of the self-certification of the MDQF compatibility with QF-EHEA will be published on the official page of the

MER, on the NRQ portal and on the ANACEC webpage. Once the final version of the report has been approved, the document will be submitted for publication on the relevant European platforms, including the Europass portal and the [official website](#) of the European Higher Education Area.

Criterion 10

Further to the referencing process, all newly issued documents related to qualifications that are part of the national qualifications frameworks or systems (e.g. certificates, diplomas, certificate supplements, diploma supplements) and/or qualification registers issued by the competent authorities should contain a clear reference, by way of national qualifications frameworks or systems, to the appropriate EQF level.

In the Republic of Moldova, the Diploma Supplement already indicates the MDQF level of the qualification and its correspondence with the QF-EHEA cycle (first cycle, second cycle, third cycle). The MDQF level is also mentioned in the supplements to diplomas and certificates issued for TVET programmes as well as continuing education programmes. Once the referencing process is completed, all newly issued documents - including those in general education - will include a clear reference to the MDQF level and the equivalent level in the EQF.

7. SELF-CERTIFICATION OF MDQF COMPATIBILITY WITH QF-EHEA

This chapter describes the process by which the Republic of Moldova self-certifies the compatibility of the MDQF with the Qualifications Framework of the European Higher Education Area (QF-EHEA).

7.1. General framework for the self-certification process

The development of the MDQF is a strategic objective assumed by the EU-Moldova Association Agreement (Article 123(e)), which provides for cooperation in the field of education and training for the integration of the educational system of the Republic of Moldova into the European Area of Vocational Education and Training. This orientation stems from both EHEA membership (2005) and commitments to harmonise qualifications with European Union standards in the context of EU Associated Country status.

The process of self-certification of the MDQF compatibility of the Republic of Moldova with the QF-EHEA is an essential step in strengthening the country's participation in the European Higher Education Area (EHEA) and in the international recognition of qualifications.

Purpose of the Self-certification Process

The aim of the self-certification process is to formally demonstrate the MDQF's compatibility with QF-EHEA by linking national levels, descriptors and procedures to European study cycles and principles. The self-certification of MDQF compatibility in relation to the QF-EHEA shall ensure that:

- qualifications awarded in the Republic of Moldova are transparent, comparable and recognised in the EHEA;
- the higher education system complies with the cycle structure and quality standards set by the ESG (2015);
- The MDQF acts as an interface tool between education, training and the labour market.

The MDQF self-certification against the QF-EHEA is based on **the criteria** and **procedures** for verifying the compatibility of the higher education qualifications frameworks with the QF-EHEA.

These were originally developed by the [Bologna Working Group on Qualifications Frameworks](#) (Bergen 2005), endorsed by the Ministers of Education of the European Higher Education Area in London (2007) and updated at the level of forms and clarifications by the Thematic Expert Group A on Qualifications Frameworks (TPG A) of the Bologna Follow-Up Group (BFUG) in 2023⁷.

At the current stage, the international practice promoted by the Bologna Follow-Up Group (BFUG) and reflected in the recommendations of the Thematic Expert Group A (TPG A, 2023) highlights the fact that many Member States of the European Higher Education Area (EHEA) are opting for a joint report, combining the MDQF referencing to the EQF and self-certification of compatibility with the QF-EHEA, in order to ensure a coherent, transparent and internationally recognised approach to national qualifications⁸.

In this context, the Republic of Moldova decided to develop a **single integrated referencing and self-certification report**, combining MDQF referencing to EQF and self-certification against QF-EHEA. This is a political decision taken by the MER, with a view to increasing the coherence, efficiency and international recognition of the process.

Historical background of alignment of MDQF to QF-EHEA (1997–2025)

After the accession of the Republic of Moldova to the Bologna Process at the Conference of Ministers of Education in Bergen (19–20 May 2005), the national higher education system was reconfigured according to the principles of the European Higher Education Area (EHEA):

- organization of studies in three cycles (Bachelor, Master, Doctorate);
- the application of the ECTS system;
- issuing the Diploma Supplement following the common model of the European Commission, the Council of Europe and UNESCO-CEPES.

Subsequently, between 2005 and 2015, regulations on the recognition of studies, the issuing of bilingual (Romanian-English) diplomas and the integration of ESG standards (2015) into the national quality assurance system were developed, thus strengthening **structural compatibility with QF-EHEA**.

For a systematic understanding of this pathway, the table below summarises the main steps and reforms that led to the full alignment of the MDQF with QF-EHEA between 1997 and 2025.

Period/ Stage	Event / Key Reform	Impact on MDQF alignment with QF-EHEA
1997-1999	Lisbon Convention	The Republic of Moldova becomes a party to the Lisbon Convention on the recognition of higher education qualifications in the European region. Ratified in 1999, it was the first major step towards integration into the European Higher Education Area (EHEA), establishing the legal framework for the recognition of diplomas and periods

⁷ Thematic structure for cooperation between the Member States of the European Higher Education Area (EHEA), set up to support the implementation and updating of the QF-EHEA framework and referencing/self-certification processes ([link](#))

⁸ Preparation of self-certification reports within the Bologna Process (Guidelines, observations, and recommendations, 2023 ([link](#)))

		of study, in accordance with the principles that will subsequently underpin the QF-EHEA.
2001–2005	Accession to the Bologna Process	In 2005, the Republic of Moldova becomes a member of the Bologna Process (Bergen Conference), assuming the objectives of EHEA: organization of studies in three cycles, introduction of ECTS, issuance of Diploma Supplement and quality assurance according to ESG. This stage was the beginning of the structural alignment of the MDQF with the QF-EHEA.
2006–2010	Development of the first qualifications framework for higher education	During this period, the Republic of Moldova initiates the development of the framework of qualifications for higher education, inspired by Dublin Descriptors (2004). Learning outcomes have been defined for study cycles and correlated with ECTS, marking the transition to a system based on learning outcomes, in line with QF-EHEA principles.
2011-2017	Institutionalisation of the MDQF	The approval of the Education Code of the Republic of Moldova, Law No. 152/2014, and of the Government Decision no. 1016/2017 on the MDQF established the 8-level structure, correlated with the EQF and QF-EHEA. Learning outcomes, ECTS and institutional validation mechanisms have been defined as the first formal legal step to align with QF-EHEA.
2018-2022	Strengthening the institutional framework and preparing for referencing and self-certification	On the basis of Government Decision No.1016/2017, the institutional mechanisms for the development of the MDQF were strengthened, and the process of developing the National Qualifications Register was launched. During this period, the Regulation on the organization and functioning of ANACEC is approved by Government Decision No. 201/2018 , which served as a basis for launching the accession process to ENQA and EQAR, confirming the compatibility with ESG 2015. MER participated in the activities of the Thematic Expert Group A of the Bologna Process Monitoring Group (TPG A (BFUG)), gaining expertise for the QF-EHEA self-certification process.
2023–2025	MDQF operationalisation and preparation of joint EQF referencing report and QF-EHEA self-certification	By Government Decision No. 330/2023 , the MDQF was revised and operationalised and aligned with the EQF and QF-EHEA. The act sets out the responsibilities of MER, ANACEC, national contact points, as well as higher education institutions. At this stage, the joint EQF referencing and self-certification report to QF-EHEA is prepared in accordance with the 7 criteria and 6 procedures established by the BFUG/TPG A (2023).

In addition, from 1 July 2024 to 30 June 2027, the Secretariat of the Bologna Working Group (BFUG) is exercised by the Republic of Moldova jointly with Romania as organising countries of the EHEA Ministerial Conference 2027. This role reaffirms the active position of the Republic of Moldova in strengthening the Bologna process, promoting the transparency of qualifications and facilitating the European dialogue on mobility and academic recognition.

This historical perspective highlights the logical sequence of reforms, the gradual alignment with European instruments (Lisbon Convention, Bologna Process, ESG, EQF, QF-EHEA) and the internal institutional consolidation that led to the drafting of the joint report referencing the MDQF to the EQF and self-certification of compatibility with the QF-EHEA.

7.2. Regulatory and methodological framework

Regulatory framework for the organisation and implementation of the MDQF in higher education

The MDQF is an essential pillar of the higher education system in the Republic of Moldova, helping to ensure coherence, transparency and international recognition of the qualifications obtained.

The normative framework of the MDQF is enshrined in Article 97 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, which sets out the principles, structure and responsibilities regarding the development and implementation of the MDQF in higher education. This Article defines the MDQF as a correlation mechanism between learning outcomes, professional qualifications and labour market requirements, in line with the EQF, enhancing academic and professional mobility at national and European level.

Thus, Article 97 of [Education Code](#) of the Republic of Moldova, Law No. 152/2014, details the structure and basic elements of the MDQF in higher education, as follows:

- 1) The MDQF in higher education ensures the transparency of higher education, academic mobility and the recognition of diplomas at international level.
- 2) The MDQF in higher education includes:
 - a) description of areas of vocational training;
 - b) description of qualifications and occupations;
 - c) learning outcomes and learning outcomes (level descriptors per cycle of higher education);
 - d) the workload required for each cycle of study, expressed in study credits;
 - e) learning, teaching and assessment methods;
 - f) quality assurance procedures in higher education.
- 3) The MDQF in higher education is developed for each cycle of studies and field of vocational training, in line with the EQF and the need for qualifications in the national and European labour market.
- 4) The MDQF in higher education is developed by the MER, in collaboration with the relevant central bodies, higher education institutions, economic agents, other social partners, and approved by the Government.
- 5) Qualifications awarded in higher education are entered in the National Qualifications Register administered by the MER.

The consolidated version of the MDQF is operationalised through the *Roadmap* for the operationalisation of the National Qualifications Framework for 2023-2027, approved by [Government Decision No. 330/2023](#) laying down the stages of implementation of the MDQF, institutional responsibilities and measures to ensure the international recognition of higher education qualifications. This legislative act provides a unified framework for action for the actors involved - the Ministry of Education and Research, ANACEC, the national contact points (EQF, Europass, Euroguidance, ENIC/NARIC) and higher education institutions, which have specific tasks for:

- strengthening the use of learning outcomes and the credit transfer system;

- integrating the MDQF/QF-EHEA levels into the Diploma Supplement to highlight the compatibility of national and European qualifications;
- preparing and publishing the self-certification report on the compatibility of the MDQF with the Qualifications Framework of the European Higher Education Area (QF-EHEA) according to the seven criteria and six procedures established at EHEA level.

Through these provisions, the Republic of Moldova strengthens the alignment of the higher education system with European standards of transparency and recognition of qualifications, while increasing international confidence in diplomas and university degree programmes.

Methodological approach

The methodology used for the combined referencing and self-certification process was based on the Guide, observations and recommendations developed by TPG A of the BFUG (2023) - [Preparation of Self-Certification Reports within the Bologna Process. Guidelines, guidelines and recommendations \(TPG A, 2023\)](#), in accordance with the following principles established at the level of the European Higher Education Area:

- Transparency in the decision-making process, in identifying the criteria and procedures applied;
- Evidence documented by normative acts, methodologies, quality assurance reports, public registers;
- Interinstitutional involvement – participation of MER, ANACEC, National Qualifications Council, higher education institutions, social partners, student organisations and international experts;
- Accessibility and public recognition – publication of the report for public discussion;
- International validation in consultation with experts from other EHEA member countries;
- Coherent correlation between the MDQF reference process to the EQF and the process of self-certification of the MDQF compatibility with the QF-EHEA, in the context of the joint national report.

The process of self-certification of the MDQF's compatibility with QF-EHEA was coordinated by the MER, in partnership with ANACEC, with the support of the National Qualifications Council, and higher education institutions, with the involvement of international experts, in accordance with the process requirements established for QF-EHEA.

The National Working Group was assisted by national and international experts and used official documents, methodologies, qualification standards and quality assurance reports as evidence of compliance.

7.3. Criteria and procedures for self-certification of MDQF compatibility with QF-EHEA

According to QF-EHEA, MDQF compatibility for higher education must be demonstrated against the following **seven criteria and six procedures**: (ehea.info)

Criteria:

1. The national framework for higher education qualifications and the body or bodies responsible for its development are designated by the national ministry with responsibility for higher education.
2. There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the QF-EHEA.

3. The national framework and its qualifications are demonstrably based on learning outcomes, and the qualifications are linked to ECTS or ECTS compatible credits.
4. The procedures for inclusion of qualifications in the national framework are transparent.
5. The national quality assurance system for higher education refers to the national framework of qualifications and is consistent with the ESG.
6. The national framework, and any alignment with the QF-EHEA, is referenced in all Diploma Supplements.
7. The responsibilities of the domestic parties to the national framework are clearly determined and published.

Procedures

1. The competent national body/bodies shall self-certify the compatibility of the national framework with the QF-EHEA.
2. The self-certification process shall include the stated agreement of the quality assurance bodies in the country in question, which follow the ESG (i.e., QA agencies that have been confirmed to follow the ESG).
3. The self-certification process shall involve international experts.
4. The self-certification and the evidence supporting it shall be published and shall address separately each of the criteria set out.
5. The BFUG secretariat and ENIC/NARIC networks shall maintain a public listing of States that have confirmed that they have completed the self-certification process.
6. The completion of the self-certification process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the QFEHEA.

Criterion 1

The national framework for higher education qualifications and the body or bodies responsible for its development are designated by the national ministry with responsibility for higher education.

The Republic of Moldova initiated the process of developing the MDQF as a strategic tool for integrating the national education and training system into the European Higher Education Area (EHEA) and the European Qualifications Framework (EQF). The national framework is designed as a unified mechanism for the classification, description and recognition of qualifications obtained in all forms of learning – formal, non-formal and informal – and contributes to the transparency, comparability and international mobility of qualifications.

The legal basis for the establishment and functioning of the MDQF is provided by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, which, by Article 11¹, defines the National Qualifications Framework as: “an integrated system of national qualifications in line with the European Qualifications Framework and the need for qualifications in the labour market, hierarchically structured on eight levels of qualifications defined by a set of descriptors, comprising all types of qualifications, of different sizes and purposes, full or partial qualifications, acquired through formal, non-formal, informal contexts and the recognition of prior learning outcomes from a lifelong learning perspective” .

According to the same article, the MER is designated as the competent national authority for the development, implementation, updating and referencing of the National Qualifications Framework. The Ministry of Education exercises this responsibility in cooperation with the central public administration authorities, educational institutions, social partners and economic operators, and the approval of the framework is carried out by Government decision ([Education Code](#) of the Republic of Moldova, Law No. 152/2014, Article 11 (1) (2)).

To support the MER, the National Agency for Quality Assurance in Education and Research (ANACEC), the National Council for Qualifications and higher education institutions operate, each with specific roles defined in national regulations.

- **ANACEC**, created by [Government Decision No. 201/2018](#), is responsible for external evaluation of the quality of study programmes and for ensuring the compatibility of the national system with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).
- **National Council for Qualifications** contributes to the development and updating of qualification standards and the validation of new or revised qualifications.
- **Higher education institutions** shall develop and implement study programmes in accordance with the qualifications and learning outcomes corresponding to the MDQF levels and Dublin descriptors.
- **Scientific Councils** – involved in the assessment and recognition of scientific titles and in supervising the quality of doctoral programmes.

The consolidation of the MDQF was achieved by [Government Decision No. 330/2023](#), which confirms the MDQF as the single instrument for all qualification levels (1-8), including Bologna cycles (bachelor, master, doctoral). Thus, the National Qualifications Framework for Higher Education is an integral part of the MDQF and is under the direct coordination of the Ministry of Education and Research, in cooperation with ANACEC and other relevant institutions in the field.

This set of rules confirms that the competent authority is designated by law and the MDQF is functional and operational. In addition, the focus on ESG 2015 standards and ENQA/EQAR processes demonstrates the systemic commitment to the principles of the European Higher Education Area.

More information on competent authorities is provided in Section 6 (Criterion 1).

Conclusions on compliance with Criterion 1 (QF-EHEA)

The National Framework for Qualifications in Higher Education is established by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, adopted by the Parliament, which has the force of law. Similarly, according to Education Code of the Republic of Moldova, Law No. 152/2014, and Government Decision No. 330/2023, the Ministry of Education and Research is the competent national authority in the field of higher education, responsible for the development and updating of the MDQF. The responsibility for the implementation of the MDQF is exercised by specialised institutional structures – ANACEC, the National Qualifications Council and higher education institutions – which contribute to the governance, quality assurance and implementation of the MDQF in higher education. Criterion 1 is met.

Criterion 2

There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the QF-EHEA.

Regulatory framework

The MDQF of the Republic of Moldova establishes a clear and demonstrable correspondence between the national qualification levels and the descriptors of the study cycles of the Qualifications Framework for the European Higher Education Area (QF-EHEA). MDQF levels 6–8 reflect the structure of the three Bologna cycles: the first cycle (Bachelor), the second cycle (Master) and the third cycle (Doctorate).

The fundamentals of the structure of higher education are defined by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, which by Article 12 (points g, h, i) sets out the levels and cycles of study for higher education:

- level 6 – higher education, cycle I: bachelor's degree;
- level 7 – higher education, cycle II: Master's degree;
- level 8 – higher education, cycle III: doctoral studies.

Also, Article 76 of the Education Code of the Republic of Moldova, Law No. 152/2014, describes the general structure of higher education, noting that it is organised on two tracks (academic and advanced professional) and three cycles:

- a) cycle I – Bachelor (ISCED level 6);
- b) cycle II – Master (ISCED level 7), including integrated higher education (ISCED level 7);
- c) cycle III – Doctorate (ISCED level 8).

In line with these provisions, [Government Decision No. 330/2023](#) details the implementation of the MDQF and strengthens its link with the Bologna cycles. Thus, according to paragraph 53, the qualification levels of the MDQF, obtained in the higher education system, correspond to the cycles of the Qualifications Framework for the European Higher Education Area (QF-EHEA), as follows:

- 1) Level 6 MDQF corresponds to level 1 QF-EHEA;
- 2) Level 7 MDQF corresponds to level 2 QF-EHEA;
- 3) Level 8 MDQF corresponds to level 3 QF-EHEA.

At the same time, in accordance with paragraph 14 of the same judgment, the MDQF is drawn up on the basis of the principles applied in the European Education Area, namely:

- 1) succession and continuous development of the level of qualification;
- 2) non-discrimination and fairness;
- 3) transparency in describing qualification levels for all users;
- 4) responsiveness to changing educational, social and labour market needs;
- 5) structural comparability and compatibility of the MDQF with the EQF and the Qualifications Framework in the European Higher Education Area (QF-EHEA).

Thus, the structure of the National Qualifications Framework for Higher Education, defined by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, (Articles 12 and 76) and detailed

by [Government Decision No. 330/2023](#) (point 53), fully corresponds to the QF-EHEA cycles. This formal and legal correlation ensures that MDQF levels 6–8 align directly with Bologna I–III cycles, thereby ensuring structural harmonisation of the national higher education system with European standards and facilitating transparency, comparability and international recognition of qualifications.

Alignment of MDQF descriptors with EQF and QF-EHEA

In the process of developing and updating the MDQF, the Republic of Moldova has opted for the direct alignment of the level descriptors with those of the European Qualifications Framework (EQF). This strategic decision ensures full compatibility between the national system and European standards, constituting a condition for effective integration into the European Higher Education Area (QF-EHEA) and the European Qualifications Area.

The takeover of the EQF descriptors in the MDQF was based on several fundamental considerations:

1. **Conceptual and methodological harmonisation:** The adoption of the EQF descriptors ensures terminological and methodological coherence between the national and European frameworks, removing interpretative ambiguities on levels of competence, knowledge and skills. Thus, the MDQF becomes a tool compatible with the qualifications systems of other European countries, facilitating educational and professional mobility.
2. **International recognition of qualifications:** The identity of the descriptors with the EQF ensures the transparency and comparability of the diplomas and certificates issued in the Republic of Moldova with those issued in the Member States of the European Union. It supports the automatic recognition of qualifications in line with the principles of the Bologna Process and the EQF.
3. **Simplification of matching and validation mechanisms:** Using the same descriptors, there is no need to develop parallel equivalence mechanisms between national and European levels. The correlation is carried out directly, on the basis of the unequivocal correspondence between the MDQF (1-8) and the EQF (1-8) levels, which is also officially recognised in [Government Decision No. 330/2023](#).
4. **Efficiency in governance and quality assurance:** The adoption of the EQF descriptors supports the uniform implementation of qualification standards, learning outcomes descriptors and quality assurance criteria in higher education, in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), strengthening the transparency, comparability and international recognition of qualifications.
5. **Convergence with QF-EHEA:** Although the EQF and QF-EHEA have been developed independently, they are complementary and compatible, each with a specific scope: The EQF covers the full spectrum of qualifications, while the QF-EHEA refers exclusively to higher education. The use of EQF descriptors in MDQF allows coherent correlation and double referencing with Bologna cycles, but does not imply identity between the two frameworks. This complementarity relationship justifies the need for a comparative analysis between the MDQF descriptors (harmonised with the EQF) and those of the QF-EHEA, in order to highlight the degree of conceptual convergence and correspondence at the level of learning outcomes.

Therefore, the identity of the MDQF descriptors with those of the EQF is not a mere formal transposition, but a strategic decision based on the objectives of modernization, international

recognition and European integration of the national education and training system. This approach facilitates the development and updating of qualification standards, the definition of learning outcomes, as well as the recognition of competences acquired in formal, non-formal and informal contexts, thus contributing to strengthening the coherence, transparency and credibility of the qualifications system in the Republic of Moldova.

The principles underpinning the MDQF – structural comparability, compatibility with the EQF and QF-EHEA, and learning outcomes orientation – guarantee the convergence of the national qualifications system with European standards and support the international recognition of diplomas and academic and professional mobility in the European Higher Education Area.

Below, the comparative analysis between the MDQF descriptors aligned with the EQF and the Dublin descriptors (QF-EHEA) is presented to highlight the compatibility, overlaps and conceptual differences between them for each qualification level (Table 18). This analysis highlights how the MDQF integrates the dimensions of knowledge, application, critical thinking, communication and autonomous learning, in line with European higher education cycles.

Table 18. *Matrix of MDQF, EQF, QF-EHEA descriptors*

MDQF level	QF-EHEA cycle	QF-EHEA (Dublin Descriptors)	MDQF descriptors (Republic of Moldova)	Analysis and comments on compatibility
Level 6	Cycle I (Bachelor)	1. Demonstrates knowledge and understanding in a field of studies based on secondary general knowledge, including advanced elements of theory and practice. 2. Apply knowledge and methods to identify and solve problems in the field. 3. It formulates judgments based on relevant information and includes reflections on social and ethical implications. 4. It communicates information, ideas, problems and solutions to both specialists and non-specialists. 5. Develops learning skills necessary for further studies with a high degree of autonomy.	Advanced knowledge in a field of work or study, involving critical understanding of theories and principles; Advanced skills, denoting control and innovation, necessary to solve complex and unpredictable problems in a specialized field of work or study; Managing complex technical or professional activities or projects by taking responsibility for decision-making in unpredictable work or study situations; Take responsibility for managing the professional development of individuals and groups.	Full correspondence in size structure: knowledge, application, judgment, communication, learning. Both frameworks define advanced skills and professional autonomy. Minor differences: The MDQF includes an explicit professional and managerial component (development of others), while Dublin Descriptors have an academic orientation. Conclusion: Level 6 MDQF is compatible with the first QF-EHEA cycle.
Level 7	Cycle II (Master)	1. It possesses knowledge and understanding that enable the development and application of original ideas, often in a research context. 2. Apply knowledge and solve problems in new or interdisciplinary contexts.	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as a basis for original thinking and/or research; Critical awareness of knowledge in a field and knowledge at the border between different fields; Specialised skills for solving research and/or innovation problems,	Complete conceptual compatibility. Both frameworks at this level involve advanced knowledge, originality, interdisciplinarity and high autonomy. The MDQF extends the description by focusing on managerial skills and the application of research in professional innovation.

		3. It integrates knowledge and formulates judgments with incomplete information, including social and ethical reflections. 4. Communicate conclusions, reasoning and specialized knowledge to diverse audiences. 5. Has learning skills for further studies with a high degree of autonomy.	to develop new knowledge and procedures and to integrate knowledge from different fields. Managing and transforming work or study situations that are complex, unpredictable and require new strategic approaches; Take responsibility for contributing to professional knowledge and practices and/or reviewing the strategic performance of teams	Dublin Descriptors have a more academic formulation focused on theoretical research. Conclusion: Level 7 MDQF corresponds to the second QF-EHEA cycle with a slightly more applied orientation.
Level 8	Cycle III (Doctorate)	1. Demonstrates knowledge at the frontier of field and advanced methodological skills for original research. 2. Contributes through original research to the expansion of knowledge, capable of publication. 3. Critically analyses, evaluates and synthesizes new and complex ideas. 4. Communicate research results to the academic community and the general public. 5. It promotes social, cultural and technological progress.	Knowledge at the most advanced level in a field of work or study, or at the border between different fields The most advanced and specialised skills and techniques, including the synthesis and evaluation ability required to solve critical research and/or innovation problems and to expand and redefine existing professional knowledge or practice; Demonstrate a high level of authority, innovation, autonomy, scientific and professional integrity, and sustained commitment to the development of new ideas or processes at the forefront of work or study situations, including research	Full match. Both descriptions place knowledge at the frontier of the field and emphasize original research and contribution to scientific progress. The MDQF adds an applied innovation dimension and scientific/professional leadership, highlighting the role of the researcher in socio-economic development. Conclusion: MDQF level 8 fully reflects the Dublin descriptors, extending them with references to innovation and applicability.

Linking national qualifications to QF-EHEA cycle descriptors in practice

Comparative analysis of the MDQF and QF-EHEA descriptors reveals that MDQF levels 6–8 (Bachelor, Master, Doctorate) are conceptually and structurally aligned with the corresponding QF-EHEA cycles, thus allowing a clear harmonisation between national and European qualifications. The implementation of this correlation in higher education institutions is achieved through the national legislative framework, which ensures the formal and practical transposition of the EHEA descriptors into programs, curriculum and educational process.

Thus, Article 81 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, regulates higher education by means of the Nomenclature of fields of study and specialities in higher education, approved by the [Government Decision No. 412/2024](#), which forms an integral part of State educational standards. The nomenclature determines the fields and specialties based on which professional and scientific training in higher education is carried out and is approved by the Government at the proposal of the Ministry of Education and Research, in agreement with the relevant ministries. This provision ensures coherent structuring of study programmes and provides a formal framework for the application of QF-EHEA descriptors in national curricula.

Article 98 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, establishes that the curriculum of higher education institutions is developed in accordance with the National Qualifications Framework and qualification standards for each cycle and field, being approved by the Senate of the institution. The consistency between the curriculum offered and the qualification awarded is a mandatory criterion for assessing the quality of the institution, ensuring that the learning outcomes are in line with the descriptors of the QF-EHEA cycles.

Therefore, in practice, the 5 dimensions of the QF-EHEA descriptors are concretely reflected in programs, curriculum and educational processes as follows:

1. **Knowledge and understanding**– embedded in disciplines and modules, both general/introductory and advanced, covering fundamental concepts, theories and methods specific to the field. For example, the theoretical modules in cycle I (Bachelor) focus on fundamental knowledge, while cycle II (Master) includes in-depth knowledge and research.
2. **Application of knowledge and understanding** – developed through active teaching methods, laboratories, internships and applicative projects, so that students can use theory in real contexts, solve complex problems and apply modern methods and technologies specific to the field.
3. **Judgment formulation** – cultivated through research projects, case studies and critical analyses, which enable students to assess complex information and situations, draw reasoned conclusions and make well-founded decisions in a professional and academic context.
4. **Communication skills** – developed through modules dedicated to interdisciplinary collaboration, professional ethics and social responsibility. Activities such as group projects, workshops and presentations contribute to the development of effective communication skills and awareness of the social impact of professional work.
5. **Learning skills and autonomy** – promoted through independent work, research projects, self-assessments and management of one's own learning path. Graduates thus form their ability to continuously learn, manage complex processes and make autonomous decisions in their specialty field.

The table below proposes a detailed representation of how these dimensions are concretely translated into the 6–8 MDQF study cycles, through examples of disciplines, activities and evaluation methods. It describes the link between the structural alignment outlined above in table and the practical implementation of the five dimensions in curriculum and programmes.

QF-EHEA dimension	Cycle I (Level 6 MDQF – Bachelor)	Cycle II (Level 7 MDQF – Master)	Cycle III (Level 8 MDQF – Doctorate)
Knowledge and understanding	Basic and general disciplines (e.g.: mathematics, economics, computer science) Introductory modules in the field; Basic knowledge and theories	Advanced and specialist disciplines Research methodology and recent studies; Critical analysis of theories and practices	Advanced research in the field; Original contributions and literature synthesis
Application of knowledge and understanding	Laboratories and practical exercises; Simple case studies Applicative projects	Research projects and practical applications Traineeships in companies or laboratories; Application of advanced methodologies and technologies	Independent research; Implementation and testing of original methodologies; Projects applied at professional or scientific level
Formulation of judgments	Analysis of simple situations; Evaluating information and drawing basic conclusions	Evaluation and interpretation of complex data; Making informed decisions in interdisciplinary projects	Critical analysis of complex problems; Formulation of original and applicable judgments; Autonomous decisions in research and practice
Communication skills	Group activities and presentations; Introduction to professional ethics; Developing collaboration and communication	Interdisciplinary projects and workshops; International collaborations; Professional presentation of results	Leadership in research teams; Mentoring of students; Responsible scientific communication and dissemination
Learning skills and autonomy	Individual works and semester projects; Self-assessment and simple planning of activities	Individual and group projects with increased autonomy; Managing complex activities and continuous feedback	Leading independent research projects; Management of resources, time and learning path; Developing lifelong learning capacity

As part of the implementation of the MDQF and its alignment with the EQF and the QF-EHEA, the MER, as well as the higher education institutions of the Republic of Moldova, publish on the official websites relevant documents such as qualification standards, curricula and curricula, demonstrating the link between the qualifications in the MDQF and the descriptors of the cycles in QF-EHEA:

- The [MER](#) provides access to qualification standards in higher education and to the [Framework Plan for Bachelor, Master and Integrated Higher Education](#);
- Higher education institutions publish on their own pages study programs and curricula for bachelor and master programs, including, for example:
 - The [Moldova State University publishes curriculum models](#) and [study plans](#) for bachelor and master programs,
 - The Academy of Economic Studies of Moldova offers plans for [bachelor programs in Business and Administration](#),
 - “Nicolae Testemitanu” State University of Medicine and Pharmacy publishes [curricula](#) for undergraduate programmes and integrated studies,
 - The Technical University of Moldova offers [curricula for cycle I](#) (Bachelor's degree).
 - “Ion Creangă” State Pedagogical University of Chişinău publishes [educational plans for programmes](#) such as Fine Arts, Technological Education, Informatics.

The National Qualifications Register (NQR) is the official database managed by the MER, comprising qualification standards, related qualifications, authorised/accredited providers and educational documents issued in the national education system. [NRQ.sime.md](#)

Education plans and other official documents related to accredited higher education programmes are published and can be consulted via the NRQ. This register ensures transparency, comparability and access to information on national qualifications, thus contributing to harmonisation with European standards and to the international recognition of diplomas.

Through these mechanisms, the implementation of MDQF qualification levels in university curricula and programmes ensures the practical transposition of the QF-EHEA descriptors, thus strengthening:

- structural coherence between national qualifications and QF-EHEA cycles;
- comparability and transparency of qualifications in the European context;
- international recognition of diplomas issued in the Republic of Moldova;
- preparing graduates for professional and academic integration in international contexts.

Thus, the formal and practical alignment of MDQF levels 6–8 with the QF-EHEA descriptors is not only a structural requirement, but also an active process of implementing quality standards in curricula, programmes, teaching and evaluation in higher education.

Quality assurance

The correlation of the qualifications in the MDQF with the qualification descriptors of the cycles in the European Higher Education Framework (QF-EHEA) is ensured by ANACEC, in its capacity as the national authority responsible for external quality assessment.

Thus, ANACEC:

- verify, through the external evaluation of study programmes and operating authorisation procedures, the alignment of the learning outcomes declared by educational institutions with the cycle descriptors in QF-EHEA (Bachelor, Master, Doctorate);
- ensure that national qualification standards are built based on the MDQF level descriptors and thus linked to the European EHEA cycle descriptors;
- participate in national and international consultation processes on updating and developing the MDQF to ensure that the link with the QF-EHEA remains clear, up-to-date and recognised;
- draw up and publish evaluation reports and thematic summaries demonstrating the degree of compliance and correlation between the national system and the European frameworks.

The relevance and efficiency of these mechanisms is underpinned by a set of documentary evidence, which confirms how ANACEC applies and monitors in practice the correlation of MDQF qualifications with QF-EHEA cycle descriptors. This evidence illustrates the concrete implementation of external evaluation and quality assurance processes, as well as the consistency between national and European standards. These include the following:

- [External evaluation reports of the programmes](#);
- [The Study](#) of the Fundamental Field of Science, Culture and Technique 02 Arts and Humanities (study 2018 - 2020);
- [External evaluation of the quality of bachelor's and master's degree programs](#) in the general field of study 042 Law. Achievements and challenges.

Conclusions on compliance with Criterion 2 (QF-EHEA)

Benchmarking confirms a complete structural correspondence and significant conceptual compatibility between MDQF levels 6–8 and the three cycles of QF-EHEA. Both frameworks are built on a logical progression of complexity, from advanced knowledge and skills (level 6) to specialisation and interdisciplinary integration (level 7), to original research and scientific leadership (level 8).

The MDQF of the Republic of Moldova is fully conceptually compatible and structurally identical with QF-EHEA, ensuring the coherent integration of national higher education qualifications into the European Higher Education Area, which allows for mutual recognition of diplomas and academic mobility.

Criterion 3

The national framework and its qualifications are demonstrably based on learning outcomes, and the qualifications are linked to ECTS or ECTS compatible credits.

Building on learning outcomes

In the Republic of Moldova, higher education is based on the central principle of learning based on results, a principle that is found in the entire architecture of the MDQF and, implicitly, of the university study programs. According to [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and [Government Decision No. 330/2023](#), higher education qualifications (levels 6–8 MDQF) are defined by learning outcomes – statements describing what the student ‘knows, understands and is able to do’ upon completion of a course of study.

Through these regulations, the higher education system has moved from a logic based on content and duration to a logic based on proven skills and performance, fully in line with the QF-EHEA descriptors.

According to the provisions of Government Decision 330/2023, levels 6, 7 and 8 – corresponding to the bachelor, master and doctoral cycles – are determined by sets of descriptors of learning outcomes, which define the complexity, depth and autonomy associated with each qualification level. These descriptors constitute standardised national references designed to ensure a common understanding of qualification levels in all higher education institutions and to enable the international comparability of diplomas.

For higher education, learning outcomes are formulated on the basis of two fundamental dimensions:

- the size of the level, reflecting the degree of intellectual complexity, the integration of knowledge and the ability to manage complex and autonomous activities;
- the dimension of the field of education and training, which describes learning outcomes in terms of knowledge, skills and responsibility and autonomy.

This structure corresponds directly to the “Dublin” descriptions of QF-EHEA and facilitates the equivalence of qualifications from the Republic of Moldova with those from other European countries.

At the level of higher education institutions, learning outcomes become the main tool for curricular design, evaluation and quality assurance. They are defined for each study programme in line with the field of training, qualification standards, as well as the needs of the labour market and the professional community. For MDQF levels 6-8, learning outcomes are inferred from the standards of professional competence, in correlation with the demand for skills for the pursuit of highly qualified professions, and formulated in the qualification standards on the basis of the following methodological framework, approved by the MER:

- Methodology for the implementation of qualification standards by TVET and higher education institutions ([MER Order No. 896/2021](#));
- Methodological guide for translating professional competences into learning outcomes ([MER Order No. 236/2022](#));
- Methodology for the development, validation and approval of qualification standards, [MER Order No. 573/2022](#).

The qualification standard, defined in [Government Decision No. 330/2023](#), is the foundation document for the development of a study programme leading to the acquisition of a qualification of a certain MDQF level. The qualification standard is the general description of the requirements for the award of a qualification and includes the following elements: general characteristics of the qualification, learning outcomes for the acquisition of the qualification, labour market relevance of the qualification, educational progress, criteria for the final assessment of the qualification, quality assurance.

The qualification standard, developed for a qualification at MDQF level, constitutes a unique reference for the development of different types of study programmes leading to the acquisition of the respective qualification, complete or partial, organised in a formal/non-formal context and for the validation of learning outcomes obtained in different contexts.

Similarly, according to [Government Decision No. 330/2023](#), study programmes transpose the learning outcomes of the qualification standard, by detailing the modules/disciplines, the volume of study credits required to achieve the learning outcomes, the organisation of the programme, the method and evaluation criteria for awarding the qualification, the title obtained and the normative duration of the studies.

Learning outcomes in study programmes relate to the general field of professional training and are supported by standardised terminology in line with the Europass toolkit, a predefined structure and syntax, and are based on the guiding principles of the MDQF.

At the same time, the definition of learning outcomes at programme level is based on a set of international and national references: Classifier of Activities in the Economy of Moldova (CAEM), ISCO and ESCO for Occupations and Skills, ISCED for Educational Areas, as well as Nomenclature of fields of study and specialities in higher education, approved by the [Government Decision No. 412/2024](#). These links ensure that university programmes are aligned with national and European requirements for the transparency and recognition of qualifications.

The learning outcomes formulated at programme level are generic and hierarchical – they set the strategic orientation of the qualification and form the basis for the formulation of learning outcomes at module, course or unit level. Curriculum modules are, in turn, designed as autonomous learning units, oriented towards achieving a clear set of results, accompanied by evaluation criteria and methods, as well as conditions for the accumulation and transfer of study credits.

This approach can be illustrated through the integrated higher education [study programme 0912.1. Medicine](#) (Bachelor and Master's Degree), where learning outcomes are formulated in a structured and progressive manner and are directly linked to the expected professional and transversal competences of graduates. The programme includes professional competences related to the responsible execution of professional tasks in compliance with ethical and legal requirements, the application of scientific knowledge regarding the structure and functioning of the human body, the management of clinical situations through diagnosis, treatment and rehabilitation planning, as well as the provision of emergency medical assistance.

In addition, the programme integrates learning outcomes related to health promotion and prevention, interdisciplinary teamwork, scientific research, pedagogical activities and continuous professional development. Transversal competences include autonomy and responsibility, effective communication and digital skills, social interaction and responsibility, as well as personal and professional development.

These learning outcomes are operationalised through curriculum modules, clinical practice, simulation-based learning, research activities and competency-based assessment methods, ensuring the progressive development and evaluation of knowledge, skills, responsibility and autonomy in accordance with the descriptors of the MDQF and the requirements of the higher education qualification.

Another example illustrating the implementation of the learning outcomes approach in higher education is the Cycle I Bachelor [study programme 0721.1 “Technology and Management of Public Catering”](#), within the professional training field 0721 “Food Processing”. The programme is structured around clearly defined general and professional competences, operationalised through measurable learning outcomes aligned with the corresponding MDQF level descriptors.

The learning outcomes combine theoretical knowledge, practical skills and responsibility/autonomy dimensions, including the ability to analyse consumer needs, plan technological processes, ensure food quality and safety, manage production and service activities, and coordinate quality assurance processes. Transversal competences such as communication, teamwork, digital skills and professional responsibility are also integrated throughout the programme.

This integrated approach ensures vertical coherence across MDQF levels and horizontal coherence between different fields and forms of learning, thereby contributing to the overall compatibility of the MDQF with the principles and objectives of the QF-EHEA.

Correlation of learning outcomes with the credit system (ECTS) and the architecture of study plans

In the Republic of Moldova, the ECTS credit system is the main tool applied in higher education to quantify the student's workload required to achieve the skills and objectives of each study programme. The credits allow not only the assessment of individual effort, but also the recognition and transfer of study periods between compatible programmes and institutions, respecting the principles of the European Higher Education Area (QF-EHEA).

Regulatory framework and ECTS principles

The application of study credits is governed by the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, Articles 88 to 94, which provide that:

- one academic semester corresponds to 30 credits and one academic year to 60 credits;
- credits measure the student's overall effort to achieve learning outcomes, including individual activities, participation in courses and laboratories, internships, projects and assessments;
- the credits obtained may be recognised and transferred between programmes and institutions.

Framework Plan for bachelor's, master's and integrated higher education studies, approved by the [MER Order No. 510/2025](#) sets out the general principles for organizing and conducting the study process in public and private higher education institutions. It defines the basic requirements for the development of institutional curricula in different areas of vocational training, master's programmes and integrated study programmes, providing the methodological framework for the allocation of ECTS credits and the structuring of programmes. The framework plan shall cover:

1. **Establishment of institutional plans:** Higher education institutions develop their own curricula on the basis of the Framework Plan, adapting the structure and content of the programmes to reflect the institutional profile, the specificities of each field of vocational training/speciality and the specific orientations of the master or integrated programmes.
2. **Modularisation and organisation of courses:** Course units can be offered autonomously or structured in modules to facilitate flexibility in the learning process. A minimum of 2 ECTS credits are allocated for a course and complex modules typically receive 5–10 ECTS credits. Modularisation can be carried out on the basis of the principle of complementarity or interdisciplinarity, depending on the objectives of the programme and the competences concerned.
3. **Dual education: Higher education** institutions can organise dual programmes, combining theoretical education with professional practice in partner units:
 - for 180-credit programmes, dual practical work starts in the fourth semester;

- for 240-credit programmes, it starts in the 6th semester.

This approach ensures the direct connection of students with the labour market and the development of professional skills in real contexts.

Structure of study plans

The curricula, developed under the Framework Plan, include four main components:

1. Time component – how studies are planned over time (week, semester, year, cycle), with the ECTS credit as the main unit of measurement;
2. Formative component – organisation of content by course units or modules, autonomous or interdisciplinary integrated;
3. Accumulation component – modalities for the allocation and totalisation of ECTS credits for each course or module;
4. Assessment component – methods for the current, periodic and final assessment of the learning outcomes and competences acquired by the student.

Distribution of credits by study cycle

In accordance with [Education Code](#) of the Republic of Moldova, Law No. 152/2014, (Articles 88 to 94) and the Framework Plan for bachelor's, master's and integrated higher education studies, approved by the [MER Order No. 510/2025](#), the distribution of credits for higher education courses is presented as follows:

Cycle of studies	Duration of studies	Total ECTS	Comments
License (cycle I)	3–4 years	180–240	Includes theoretical, practical and vocational training courses; possible modularisation
Master (cycle II)	1–2 years	90–120	In case of change of field, 30 credits are added to fundamental and specialized disciplines; programmes allow for upskilling and deepening of skills
Integrated studies (cycle I+II)	5–6 years	300-360	Combines cycles I and II with a balance between fundamental and specialist disciplines; possible modularisation
Doctorate (cycle III)	3–4 years	180	Includes research activities, projects and evaluations; credits reflect the workload for research and dissertation

This distribution highlights the progressivity of the volume of study and the direct correlation between the level of qualification, the complexity of the learning outcomes and the workload of the student.

In addition, the Framework Plan for Bachelor's, Master's and Integrated Higher Education sets out the following provisions:

- For bachelor's degree studies and integrated programmes, by field, the following report shall be followed:

- full-time education applies ratio 1:1, 1:2 or 2:1 between the auditorium (contact) hours and the individual activity;
- dual education, the ratio is 1 hour of auditorium (contact) – 1 hour of individual activity;
- distance learning, the ratio is 1 hour auditorium (contact) – 2–3 hours of individual activity;
- part-time education, the ratio is 1 hour auditorium (contact) – 4 hours of individual activity.

For part-time education, all credits are distributed proportionally overall years of study.

➤ For master's studies, depending on the field:

- full-time education, ratio 1:2 or 1:3 applies between the auditorium (contact) hours and the individual activity;
- distance learning, the ratio is 1 hour auditorium (contact) – 3–4 hours of individual activity;
- part-time education, the ratio is 1 hour auditorium (contact) – 4 hours of individual activity.

Allocation of credits under continuing professional training programmes

The Regulation on the application of the European Credit Transfer and Accumulation System (ECTS) to continuing vocational training programmes in higher education institutions ([MER Order No. 1020/2023](#)) defines the allocation, award, accumulation and transfer of credits. According to this Regulation, one ECTS credit corresponds to approximately 30 hours of student workload, including contact hours, internships and independent study, ensuring that the workload reflects the intended learning outcomes.

Within higher education, continuing professional training programmes are primarily addressed to graduates with higher education qualifications (minimum ISCED/NQF level 6) and aim to support the continuous development of competences, as well as reskilling and professional upskilling.

It is worth mentioning that at system level, continuing training within the lifelong learning framework in Moldova is available across NQF levels 1 to 7, depending on programme objectives and target groups. In practice, such training most often takes place horizontally, enabling individuals to update or expand competences at the same qualification level.

Access to higher-level continuing training programmes remains generally linked to formal entry requirements, including prior qualifications at the corresponding level (e.g. ISCED/MDQF level 6 for advanced programmes). As a result, participation of learners without a bachelor's degree in higher-level continuing training is currently limited.

At the same time, discussions have been initiated on developing more flexible vertical progression pathways, including access through partial qualifications and recognition of prior learning, with a view to facilitating progression between qualification levels within the lifelong learning system.

According to the Regulation approved by [MER Order No. 1020/2023](#), continuing professional training programmes are classified as follows:

Program type	Duration (hours)	ECTS credits	Purpose / Observations
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Upskilling / specialisation	150–900	5–30	Strengthen professional knowledge and skills; oriented towards the improvement of specialists in the initial field
Professional reskilling	1800–3600	60–120	Adapting skills to another professional field; include fundamental and specialist disciplines necessary for the pursuit of the new profession
Partial qualification / micro-qualifications	150–1800	5–60	Flexible training for acquiring specific or innovative skills; completing and deepening the initial qualification; promotes professional inclusion

Programmes shall be designed in accordance with the following principles:

1. Flexibility and modularity – enable module combination, individual approach and subsequent integration into more complex programmes, adapting to labour market requirements.
2. Focus on learning outcomes – each module or course has clear learning objectives; ECTS credits reflect the overall effort required to achieve the intended competences.
3. Transparency and recognition – credits are recognised nationally and internationally, fostering academic and professional mobility.
4. Compatibility with MDQF descriptors and QF-EHEA principles – ensures consistency of competences between initial higher education and continuing education.
5. Occupational relevance – the programmes meet the real requirements of employers and develop skills that are immediately applicable in the professional activity.
6. Inclusion and accessibility – micro-qualifications enable the participation of those who cannot follow full programmes, supporting lifelong learning.

These programs provide graduates with varied opportunities to:

- upskilling, strengthening acquired skills;
- requalification, in order to change the professional field;
- the acquisition of micro-qualifications, for specific or innovative skills, favouring inclusion and continuous development.

These aspects highlight how ECTS credits, the Framework Plan and continuing vocational training are integrated into a coherent, flexible and learning outcomes-oriented system in line with European standards and labour market requirements.

ECTS in study documents

In accordance with the provisions of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and the standards of the European Higher Education Area (QF-EHEA), ECTS credits are an essential and mandatory component of official study documents. Thus, the total number of credits obtained by the student during the cycle of studies, as well as the volume of each curriculum unit, are clearly reflected in the Diploma Supplement.

The Diploma Supplement, developed according to Europass standards and national regulations in force, provides detailed information on the level of qualification according to the MDQF and the

European Qualifications Framework (EQF), the learning outcomes acquired, the total volume of studies expressed in ECTS credits, as well as the field and professional profile of the graduated programme:

MINISTERUL EDUCAȚIEI, CULTURII ȘI CERCETĂRII MINISTRY OF EDUCATION, CULTURE AND RESEARCH	UNIVERSITATEA DE STAT DIN MOLDOVA MOLDOVA STATE UNIVERSITY
SUPLIMENT LA DIPLOMĂ DIPLOMA SUPPLEMENT	
eliberat pentru Diploma/seria <i>is issued for Diploma/series</i> ALII nr. <i>no.</i> 00021 numărul de înregistrare <i>registration number</i> 62120012	

3. INFORMAȚII PRIVIND DURATA ȘI NIVELUL DE CALIFICARE

INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

3.1 Nivelul calificării
Level of qualification

Ciclul I – studii superioare de licență, Ciclul I QF-EHEA/nivelul 6EQF
Cycle I - Bachelor Degree, cycle I QF-EHEA/level 6 EQF

3.2 Durata oficială a programului de studiu: în credite de studii ECTS și/sau ani
Official length of programme in credits and years

Licență: 180 credite ECTS, 3 ani
Bachelor: 180 ECTS credits, 3 years

3.3 Condiții de acces
Access requirements(s)

Înmatriculat(ă) prin concurs în baza Diplomei de Bacalaureat (12 ani de studii) seria AB numărul 000274591 eliberată în anul 2018.
Enrolled based on Diploma of Baccalaureat (12 years of study) series AB number 000274591 issued in year 2018.

Diplomas and diploma supplements are published on the [NRQ](#) portal.

This approach strengthens the transparency and comparability of qualifications, facilitating the academic and professional recognition of diplomas and the mobility of students and graduates within the European Higher Education Area. At the same time, the explicit inclusion of ECTS credits in official documents confirms the direct correlation between learning outcomes, student workload and qualification level, providing an additional guarantee on the quality and compliance of study programmes with European standards.

Quality Assurance of Learning Outcomes and ECTS Implementation

The MDQF of the Republic of Moldova is developed and implemented on the basis of learning outcomes as a defining element of qualifications, which are expressed and quantified by study credits in accordance with the European Credit Transfer and Accumulation System (ECTS).

This principle is verified, validated and strengthened through external quality assurance mechanisms coordinated by the National Agency for Quality Assurance in Education and Research (ANACEC), which ensures that qualifications and study programmes comply with the requirements of the European Higher Education Framework (QF-EHEA).

Verification of the application of principles based on learning outcomes

As part of the external evaluation, authorisation and accreditation processes, ANACEC verifies to what extent the study programmes:

- are designed and structured on the basis of learning outcomes;
- comply with the qualification standards and level descriptors of the MDQF, correlated with the EQF and the QF-EHEA;
- apply the ECTS system in a coherent and transparent manner so that the student's workload and the number of credits allocated realistically reflect the complexity of the learning outcomes and the duration of the programme.

These checks are not limited to formal compliance of curricular documents, but include a substantive assessment of how the learning outcomes are:

- formulated and integrated into curricula and discipline sheets;
- used in student performance evaluation processes;
- in relation to the key competences defined for each level of the MDQF.

Ensuring consistency between results, credits and qualifications

Through its procedures, ANACEC follows and demonstrates the existence of a direct relationship between the learning outcomes, the volume of studies expressed in credits and the MDQF level of the qualification.

Thus, learning outcomes are the starting point in the definition of each programme, while ECTS credits quantify the workload required to achieve these outcomes, and the MDQF level describes the degree of complexity and autonomy of the skills acquired.

In the process of accreditation of study programmes, ANACEC verifies whether this conceptual triad — learning outcomes — credits — qualification level — is treated as an interdependent whole, and curricular documents and internal quality standards reflect this coherence.

Learning outcomes as part of quality assurance standards

Learning outcomes are a central component of national quality assurance standards and are integrated into all stages of the educational process:

- when drawing up qualification standards, they shall define the minimum skills and performance required to obtain the qualification;
- when designing curricula and curricula, they guide content selection, credit allocation and teaching methodology;
- in academic assessment, learning outcomes form the basis for the development of student assessment criteria and tools.

In this regard, the Ministry of Education and Research draws up and approves framework regulations for the assessment of learning outcomes, differentiated by levels of the education system, which establish clear, transparent and comparable criteria, in accordance with the principles of QF-EHEA and ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area).

Validation and documentation of the application of the ECTS system

In the external evaluation process, ANACEC examines how institutions:

- apply national ECTS methodologies, including student workload calculations and modular programme structure;
- document the allocation of credits in study plans and discipline sheets;
- ensure the recognition of credits obtained in domestic and international mobilities;
- reflects the total number of credits and learning outcomes in the official documents of graduates (diplomas, diploma supplements).

Thus, ECTS is not only used as an academic accounting tool, but as a functional mechanism to guarantee quality, transparency and mobility within the European Higher Education Area.

Role of external evaluation reports and accreditation decisions

Through external evaluation reports and accreditation decisions of institutions and study programmes, ANACEC provides concrete evidence that:

- institutions consistently apply learning outcomes-based principles;
- ECTS credits are awarded according to the actual workload and level of complexity of the qualification;
- the study programmes are compatible with the MDQF, EQF and QF-EHEA level descriptors;
- internal quality assurance mechanisms shall include components to continuously monitor, review and improve the application of the ECTS system.

Through these activities, ANACEC actively contributes to maintaining the transparency and credibility of national qualifications and to ensuring the interoperability of the national system with European reference standards.

Mobility and recognition of qualifications

Another aspect of quality assurance in the application of ECTS principles is the promotion of academic mobility and mutual recognition of periods and qualifications. ANACEC shall verify that the institutions:

- include mechanisms for the recognition of credits obtained in other universities in the country or abroad;
- use the Diploma Supplement according to European standards;
- ensure transparency of learning outcomes to facilitate comparability of qualifications within the QF-EHEA.

Thus, by correlating learning outcomes with workload and rigorous application of ECTS, the Republic of Moldova strengthens the compatibility of the higher education system with European standards and practices.

Documentary evidence

Evidence confirming the application of these principles includes:

- ANACEC decisions on accreditation of higher education institutions and programmes (published on the Agency's official website [link](#));
- External evaluation reports containing detailed analyses of programme structure, curricular coherence and use of ECTS;

- Methodologies and framework regulations on the formulation and evaluation of learning outcomes, approved by the Ministry of Education and Research;
- The curricula and curricula documenting the allocation of credits in relation to workload and learning outcomes;
- Diploma supplements confirming the application of ECTS principles and correlation with MDQF/EQF/QF-EHEA levels.

Conclusions on compliance with Criterion 3 (QF-EHEA)

The MDQF is fully based on learning outcomes and correlated with the European Credit Transfer and Accumulation System (ECTS), ensuring structural and functional compatibility with QF-EHEA. Learning outcomes clearly define levels and qualifications, reflected in qualification standards and university curricula, and ECTS credits quantify the workload needed to achieve them.

The application of the ECTS is regulated by clear normative acts ([Education Code](#) of the Republic of Moldova, Law No. 152/2014, [Government Decision No. 330/2023](#), MER Orders No. 510/2025 and No.1020/2023) and verified in the external evaluation processes carried out by ANACEC. Credits and the MDQF level are reflected in diplomas and diploma supplements, which facilitates academic recognition and mobility.

Therefore, the national qualifications system of the Republic of Moldova fully complies with the requirements of Criterion 3 (QF-EHEA), ensuring a clear correlation between learning outcomes, ECTS credits and qualification levels.

Criterion 4

The procedures for inclusion of qualifications in the national framework are transparent.

For Criterion 4, the presentation is based on the EQF framework, as it fully reflects the procedures used in the Republic of Moldova for the inclusion and positioning of qualifications in the MDQF. All relevant national mechanisms – the procedures for the development and validation of occupational standards, the approval of qualifications by the MER, the external evaluation carried out by ANACEC, and the publication of qualifications in the NRQ – are common to both the process of alignment with the EQF and the process of self-certification of MDQF compatibility with the QF-EHEA.

As the records used (normative acts, methodologies, procedural flows and institutional practices) are identical for both European frameworks, Criterion 4 EQF provides a sufficient and comprehensive basis for demonstrating the transparency of the procedures required also by Criterion 4 QF-EHEA.

Criterion 5

The national quality assurance system for higher education refers to the national framework of qualifications and is consistent with the ESG.

The national quality assurance system in higher education of the Republic of Moldova is built in full compliance with the MDQF and aligns with the principles established by the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). This framework ensures coherence between learning outcomes, qualifications awarded and internal and external quality assessment mechanisms, contributing to international compatibility and trust in the national education system.

The role of ANACEC in the national quality assurance system

The National Agency for Quality Assurance in Education and Research (ANACEC) is the public authority responsible for the organization, coordination and implementation of external quality evaluation processes in higher education. ANACEC's activity is based on the Methodology for external quality evaluation in higher education, vocational training and adult vocational training and the Regulation on the calculation of fees for services provided as part of the external quality evaluation of study programmes and institutions for vocational education, higher education and adult vocational training, approved by [Government Decision No.616/2016](#), as well as on the [External Evaluation Guidelines](#) drawn up on the basis thereof.

By applying these methodological tools, ANACEC verifies to what extent the learning outcomes, formulated and validated by the MDQF qualification standards and level descriptors, are integrated into the study programmes, correctly assessed and recognised by the qualifications awarded. The Agency also tracks the match between the qualification, the declared MDQF level and the requirements of the Bologna cycles, ensuring a direct correlation between the volume of studies, the expected results and the ECTS credits.

Alignment with ESG standards and guidelines

ANACEC ensures that external evaluation procedures and national standards are developed and applied in accordance with ESG (2015) – the European Quality Reference Framework for Higher Education. This alignment ensures that the national quality assurance system promotes key principles such as:

- student-centredness and learning outcomes;
- institutional transparency and accountability;
- participation of stakeholders – including students and employers;
- Continuous improvement of the quality of educational programs and processes.

Thus, the external evaluations carried out by ANACEC contribute to the international recognition of qualifications and the harmonization of the national system with the European Higher Education Area (EHEA).

Quality assurance mechanisms and practices

The quality assurance process is cyclical and participatory, integrating several essential components:

- External evaluation of programmes and institutions – through which ANACEC checks the structure of programmes, the formulation of learning outcomes, their alignment with the MDQF descriptors and the EQF/QF-EHEA requirements;
- Internal quality assessment – carried out by higher education institutions through internal commissions, based on standards and methodologies approved by ANACEC;
- Stakeholder participation – students, teachers, employers and professional organisations provide feedback in external evaluation processes and in the development of quality standards;
- The external evaluation reports published by ANACEC - provide objective evidence on the consistency between learning outcomes, the volume of credits, the level of qualification and the academic quality of the programmes.

Correlation between quality assurance, MDQF and qualifications

The national quality assurance system is interconnected with the National Qualifications Framework, so that each process of authorization, accreditation or re-evaluation of a study programme involves:

- verifying the declared MDQF level and its consistency with the programme;
- confirmation of the compliance of the learning outcomes with the qualification level requirements;
- assessment of the student's workload, expressed by ECTS credits;
- analysis of institutional mechanisms through which learning outcomes are planned, assessed and recognised.

Thus, the MDQF becomes a mandatory reference in all quality assurance procedures, guaranteeing the consistency and equivalence of qualifications at national and European level.

Evidence and reference documents

- [Government Decision No. 616/2016](#) – Methodology for external quality evaluation in higher education, vocational training and adult vocational training;
- ANACEC external evaluation guides for higher education programs (bachelor, master, doctoral);
- [External evaluation reports](#) of the programmes published by ANACEC;
- Accreditation and authorisation decisions of programmes and institutions published on the NRN portal;
- Feedback from students and professional organizations, integrated into the external evaluation process.

Conclusions on compliance with Criterion 5 (QF-EHEA)

The Republic of Moldova has a mature and coherent quality assurance system in which the National Qualifications Framework, learning outcomes and ESG standards are systematically interlinked. ANACEC's activity ensures that study programmes and higher education institutions operate in accordance with QF-EHEA requirements, complying with ESG standards.

Criterion 6

The national framework, and any alignment with the QF-EHEA, is referenced in all Diploma Supplements.

In the Republic of Moldova, the Diploma Supplement is a standardized document, issued together with the diploma of higher education, which provides detailed information about the nature, level, context, content and status of the studies completed. It shall be drawn up in accordance with the common model established by the European Commission, the Council of Europe and UNESCO/CEPES, ensuring compatibility with European practices for the recognition of qualifications.

All Diploma Supplements are bilingual, written in Romanian and English, to ensure transparency and accessibility for graduates, educational institutions, employers and other stakeholders.

Explicit references to MDQF and QF-EHEA are included in the Diploma Supplement, indicating the level of qualification obtained under both frameworks:

- the level of qualification in the MDQF and its equivalence to the EQF;
- the corresponding Bologna cycle (cycle I – Bachelor, cycle II – Master, cycle III – Doctorate);
- the applied credit system (ECTS) and the total volume of studies;

Thus, the Diploma Supplement has become an official transparency and recognition tool, confirming the direct link between learning outcomes, the MDQF level and European QF-EHEA standards, facilitating the academic and professional mobility of graduates in the European Higher Education Area.

In addition, the inclusion of this information in documents issued by higher education institutions is verified in the external evaluation process carried out by ANACEC, which guarantees the consistent application of the principles of international compatibility and recognition of qualifications.

All diplomas and diploma supplements are published on the [NRQ portal](#).

SUPLIMENT LA DIPLOMĂ DIPLOMA SUPPLEMENT

eliberat pentru Diploma/seria
is issued for Diploma/series

ALII

nr.
no.

00021

numărul de înregistrare
registration number

62120012

Acest Supliment la Diplomă urmează modelul elaborat de către Comisia Europeană, Consiliul Europei și UNESCO/CEPES. Scopul Suplimentului este de a furniza suficiente date personale despre titular, precum și de a spori gradul de transparență internațională și recunoaștere academică și profesională a calificărilor. Suplimentul are menirea de a oferi o descriere a nivelului, contextului, conținutului și statutului studiilor urmate și finalizate cu succes de către deținătorul acestuia. Suplimentul la Diplomă nu conține comentarii și judecăți de valoare, declarații privind gradul de echivalență cu alte Suplimente la Diplomă sau sugestii privind recunoașterea lui. Toate cele opt compartimente vor fi completate cu informația corespunzătoare. În cazul în care la un compartiment nu se furnizează informații, se va explica motivul.

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications. It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

INFORMATION IDENTIFYING THE QUALIFICATION

- | | |
|--|---|
| <p>2.1 Calificarea/titlul conferit
<i>Name of qualification and (if applicable) title conferred in original language</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Diplomă de studii superioare de licență/
<i>Bachelor's degree</i></p> <p>Titlul conferit: Licențiat în Științe ale Educației
<i>Title awarded: Bachelor of Educational Sciences</i></p> </div> | <p>2.2 Domeniul general de studiu, domeniul de formare profesională și programul de studii
<i>Main field (s) of study for the qualification</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Domeniul general de studii 011 Științe ale Educației/
<i>General field of study 011 Education Sciences</i></p> <p>Domeniul de formare profesională 0111 Științe ale Educației/
<i>Professional training field 0111 Education Sciences</i></p> <p>Specialitatea/Programul de studii 0111.3 Psihopedagogie/
<i>Specialty/ Study Programme 0111.3 Psychopedagogy</i></p> </div> |
|--|---|
- 2.3 Denumirea și statutul instituției care acordă calificarea
Name and status of awarding institution (in original language)
- Universitatea de Stat din Moldova (USM), fondată în 1946, (din 1970 numită Universitatea de Stat din Chișinău și redenumită Universitatea de Stat din Moldova în 1989), acreditată de către Consiliul Național de Evaluare Academică și Acreditare la 14.12.2000, fapt confirmat prin Decizia Guvernului Republicii Moldova din 14.02.2001 nr.123 și prin Hotărârea Colegiului Ministerului Educației și Tineretului nr. 11.11.2 din 28.09.2006. USM are statut de Universitate Națională.

Moldova State University (MSU), founded in 1946, (named the State University of Chisinau in 1970 and renamed Moldova State University in 1989), was accredited by the National Council for Academic Assessment and Accreditation on 12/14/2000 and confirmed by the Decision of the Government of the Republic of Moldova on 02/14/2001, no. 123, and the Decision of the Board of the Ministry of Education and Youth, no. 11.11.2 from 09/28/2006. Moldova State University has the status of National University.

3. INFORMAȚII PRIVIND DURATA ȘI NIVELUL DE CALIFICARE INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

- 3.1 Nivelul calificării
Level of qualification
- Ciclul I – studii superioare de licență, Ciclul I QF-EHEA/nivelul 6EQF
Cycle I - Bachelor Degree, cycle I QF-EHEA/level 6 EQF
- 3.2 Durata oficială a programului de studiu: în credite de studii ECTS și/sau ani
Official length of programme in credits and years
- Licență: 180 credite ECTS, 3 ani
Bachelor: 180 ECTS credits, 3 years
- 3.3 Condiții de acces
Access requirements(s)
- Înmatriculat(ă) prin concurs în baza Diplomei de Bacalaureat (12 ani de studii) seria AB numărul 000274591 eliberată în anul 2018.
Enrolled based on Diploma of Baccalaureat (12 years of study) series AB number 000274591 issued in year 2018.

Conclusions on compliance with Criterion 6 (QF-EHEA)

The Diploma Supplement issued in the Republic of Moldova fully complies with the requirements for mentioning the national qualifications framework and alignment with the QF-EHEA. By explicitly including the level of qualification according to the MDQF, EQF and QF-EHEA, as well as by using the ECTS system, the document ensures transparency, comparability and international recognition of qualifications, demonstrating compliance with European standards of quality and academic mobility.

Criterion 7

The responsibilities of the domestic parties to the national framework are clearly determined and published.

Criterion 7 of the QF-EHEA, which requires that the responsibilities of internal parties involved in the national framework be clearly determined and published, is directly covered by Criterion 1 of the EQF. The latter describes the governance structure of the MDQF, defines the tasks of the responsible institutions (MER, ANACEC, sectoral committees, training providers) and demonstrates the transparency of roles and decision-making processes at system level. Therefore, the records submitted for Criterion 1 EQF fully meet the requirements of Criterion 7 QF-EHEA.

Procedures for self-certification of MDQF compatibility with QF-EHEA (6 procedures QF-EHEA)

Procedure 1.

The competent national body/bodies shall self-certify the compatibility of the national framework with the QF-EHEA.

The MER, as the competent national body, is responsible for self-certification of MDQF compatibility with QF-EHEA. This Report forms the basis for the MER to carry out this self-certification.

ANACEC, as a national quality assurance agency in technical and higher vocational education, contributed to the development of the MDQF and the preparation of the report by providing records on governance, quality assurance and processes for the inclusion of qualifications in the MDQF. Further information on the role of ANACEC is provided in Section 2.5.

The results of the process were analysed with relevant stakeholders, and the report - which self-certifies MDQF compatibility with QF-EHEA and demonstrates correspondence with EQF - was coordinated with the Directorates (Departments) of the Ministry of Education and Research.

Procedure 2.

The self-certification process shall include the stated agreement of the quality assurance bodies in the country in question, which follow the ESG (i.e., QA agencies that have been confirmed to follow the ESG).

In the Republic of Moldova, this function is exercised by ANACEC, the competent authority for higher education, vocational education and training of adults, in accordance with Article 115 of the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and [Government Decision No. 201/2018](#) on the organization and functioning of ANACEC.

ANACEC's official statement on ESG compliance (2015) and support for the MDQF referencing and self-certification process in relation to QF-EHEA is included in Annex 20 of this report.

Procedure 3.

The self-certification process shall involve international experts.

Compliance with this criterion has been demonstrated in Criterion 7 of the EQF.

Procedure 4.

The self-certification and the evidence supporting it shall be published and shall address separately each of the criteria set out.

This report represents the first official referencing exercise of the MDQF in the Republic of Moldova to the EQF and the first process of self-certification of MDQF compatibility with QF-EHEA. The

document covers all sectors of the education system - general education, vocational education and higher education - and provides harmonised responses to all criteria laid down for referencing and self-certification.

The report was prepared in accordance with the procedures established by the MER, the national competent body for the MDQF referencing to the EQF and for the self-certification of compatibility with the QF-EHEA, following the European recommendations. The content of this first report was coordinated with the main stakeholders: the specialized directorates of the Ministry of Economic Affairs, ANACEC, the sectoral committees, the technical and higher vocational education institutions, as well as the representatives of the economic environment.

As the first referencing report of the Republic of Moldova, all the information, procedures and evidence included were made available to the national working group by the responsible institutions and structures involved in the implementation of the MDQF. Once the final version has been approved, the report will be published on the MER website, on the ANACEC page, on the platforms of the institutions representing the education system, as well as on the Europass portal and on the European Higher Education Area website.

Procedure 5.

The BFUG secretariat and ENIC/NARIC networks shall maintain a public listing of States that have confirmed that they have completed the self-certification process.

After approval of the joint report by the competent national authorities, the Republic of Moldova will submit the report to the BFUG/EHEA Secretariat and to the ENIC/NARIC networks, for inclusion of the Republic of Moldova in the public list of states that have completed the self-certification process.

Procedure 6.

The completion of the self-certification process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the QFEHEA.

In the Republic of Moldova, the Diploma Supplement indicates the MDQF level of qualification and its correspondence with the QF-EHEA cycle (first cycle, second cycle, third cycle).

General conclusions and findings

The self-certification process confirmed that the MDQF of the Republic of Moldova is fully compatible with QF-EHEA, both in terms of cycle structure and level descriptors and quality assurance principles. The main findings are:

- the MDQF descriptors (6–8) fully reflect the QF-EHEA structure (Bachelor, Master, Doctorate);
- the procedures for the inclusion of qualifications and the assessments of ANACEC are aligned with the ESG 2015;
- the ECTS system and the Diploma Supplement are implemented in all higher education institutions;
- the consultation and transparency mechanisms are in line with European best practices.

The process strengthened the common understanding of qualifications, increased transparency and facilitated international academic recognition, contributing to the mobility of students and the skilled workforce.

8. CROSS-CUTTING ASPECTS OF THE REFERENCING AND SELF-CERTIFICATION PROCESS

8.1. Quality assurance in referencing and self-certification process

The process of referencing the MDQF with the EQF and self-certification of compatibility with the QF-EHEA was carried out on the basis of clear quality assurance mechanisms, which ensure that the results are transparent, credible and compliant with both national and European standards.

Institutional framework

According to the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, (Articles 11(1) and 115), the responsibilities for ensuring the quality of the referencing and self-certification process are shared between:

- MER – coordinating the process of referencing MDQF to EQF and achieving self-certification of MDQF compatibility with QF-EHEA;
- ANACEC – ensuring the quality of the referencing and self-certification process by verifying the application of national quality assurance mechanisms, methodological validation of the report and confirmation of the objectivity and credibility of the conclusions presented;
- National Qualifications Council (CoNC) – providing expertise on the alignment of the MDQF with the EQF, ensuring the compatibility and connection between the MDQF, the EQF and the QF-EHEA, and contributing to the drafting and endorsement of the referencing report of the MDQF to the EQF
- Vocational education and training providers – providing data, records and practices demonstrating the real implementation of the MDQF in the programmes, by demonstrating the application of learning outcomes and confirming coherence between qualification levels and educational processes at institutional level;
- social partners and economic operators – validating the relevance of qualifications for the labour market, confirming the adequacy of learning outcomes to occupational requirements and providing evidence of the applicability and usefulness of the MDQF in practice.

European dimension

The referencing process shall respect the European principles set out in:

- the EU Council Recommendation of 22 May 2017 on the EQF, which requires referencing to be based on transparent QA mechanisms;
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) – applicable to higher education;
- European Quality Assurance in Vocational Education and Training (EQAVET) – applicable to VET;
- the QF-EHEA self-certification criteria and procedures, which require the process to be documented, validated and recognised by the international community.

Application of quality assurance mechanisms

The process of linking the MDQF to the EQF and self-certification in relation to the QF-EHEA was carried out in strict accordance with the principles and standards of quality assurance laid down in

the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, [Government Decision No. 330/2023](#) and ANACEC methodologies. Compliance with these provisions has guaranteed a transparent, rigorous, participatory referencing process, aligned with European requirements, which strengthens the credibility and robustness of the conclusions of the report.

1. **At the level of documents and standards:** qualification standards have been developed and validated through transparent procedures, with the involvement of relevant actors, in line with the [Education Code](#) of the Republic of Moldova, Law No. 152/2014, and [Government Decision No. 330/2023](#), ensuring consistency of learning outcomes with the MDQF descriptors.
2. **At institutional level:** education providers have applied self-assessment and internal quality assurance procedures, based on the guidelines approved by [MER Order No. 609/2017](#) (for VET) and institutional regulations (for higher education), providing direct evidence on the implementation of the MDQF.
3. **At external evaluation level:** ANACEC applied the provisional authorisation and accreditation methodologies ([Government Decision No. 616/2016](#)), including procedures for joint programmes (ANACEC Decision No.75/2022), ensuring compliance with national quality standards.
4. **At system level:** MER and ANACEC monitored the implementation of *the Roadmap 2023–2027* ([Government Decision No. 330/2023](#), Annex 2), which provides for regular updates, control mechanisms and annual reporting, ensuring a systemic and sustainable implementation of the MDQF.
5. **Internationally:** the referencing and self-certification process has been subject to European validation through the involvement of **the EQF Advisory Group**, **ENIC/NARIC** and **BFUG** networks, ensuring methodological comparability and international recognition of results.

In conclusion, the MDQF referencing and self-certification process was carried out within a solid quality assurance framework, characterized by transparency and methodological rigour. The application of national and European quality assurance mechanisms, the involvement of responsible institutions and national validation guarantee the credibility of the results of the process.

8.2. Involvement of relevant stakeholders and consultation process

The consultation process for the Referencing Report of the MDQF to the EQF and for the self-certification of compatibility with the QF-EHEA was extensive, transparent, and highly participatory. It was built on the systematic involvement of all relevant stakeholders across the education and labour market systems. The broad participation of key actors strengthened the legitimacy of the process and of the Report itself, enhanced the robustness of its arguments, and ensured its alignment with European principles and best practices.

During the preparation of the Referencing Report, civil society organisations, youth and student representatives participated in consultation events and public discussions organised by MER. These consultations provided feedback on the transparency, clarity, accessibility and overall readability of the report and of the qualifications framework. Development partners contributed expertise and examples of European and international practices relevant to qualifications frameworks and lifelong learning policies.

It is worth mentioning, that international experts were involved from the outset of the referencing process. One international expert participated from the initial stage and provided continuous support throughout the preparation and drafting of the report. Two additional international experts joined the

process from October onwards and contributed through the review of draft versions of the report, as well as through the provision of expert feedback and recommendations.

The international experts also provided targeted input during the preparation of the State of Play (PPP), supporting the progressive refinement of the analysis and evidence base. The November meeting included the official presentation of the State of Play by the Republic of Moldova to the EQF Advisory Group.

An important contribution of the international experts consisted of raising analytical and clarifying questions related both to the overall education and training system and to the development and implementation of the National Qualifications Framework (NQF). This process supported a more comprehensive understanding of the national context, strengthened the analytical dimension of the report, and contributed to greater transparency and coherence in the referencing process.

In addition, the European Training Foundation (ETF) was involved throughout the process, providing methodological guidance and technical support, including feedback on both the presentations delivered to the EQF Advisory Group and on draft versions of the referencing report.

MER, as the national authority responsible for qualifications policies, coordinated the entire process, ensuring institutional coherence and facilitating the dialogue with all relevant actors. The National Coordination Point for the EQF (NCP.MD&EQF) played a crucial role in ensuring the consultation process complied with EQF requirements and with the European Commission's Referencing Guidelines.

National Public Consultation	The Referencing Report was published for public consultation on the official platform particip.gov.md in two consecutive stages (15.10–05.11.2025 and 06.11–15.11.2025), registering a total of 327 views . This high level of engagement demonstrates both accessibility and public interest in the process.
Regional Public Consultations	To ensure broad public outreach and to gather feedback from different geographical areas, three regional consultations were organised with the participation of 127 representatives of educational institutions, local authorities, the economic sector, and sectoral structures of the Chamber of Commerce and Industry: - 17.10.2025, Bălți: 43 participants - 31.10.2025, Cahul: 42 participants - 07.11.2025, Soroca: 42 participants These consultations enabled the collection of regional perspectives and supported the validation of the relevance and applicability of the MDQF and of the Report across diverse contexts.
Consultation with Educational Institutions	On 10.11.2025, a mixed-format (online and in-person) consultation session was organised, bringing together 71 participants, including: - 54 representatives of higher education institutions - 17 representatives of TVET institutions

	This step ensured the integration of perspectives from education providers across all levels of the MDQF.
Consultation within the National Qualifications Council	On 19.11.2025 , the Report was presented and discussed during a formal meeting of the National Council for Qualifications, attended by all 23 members . The session contributed to ensuring methodological consistency and validating the key arguments of the Report.
Consultation with ETF Experts	On 26.11.2025 , the structure of the Report underwent a detailed technical review during a consultation session organised with the support of the European Training Foundation (ETF). In total, 44 participants attended the session, including all members of the national working group. This external peer review provided additional validation, ensured alignment with European standards, and offered valuable recommendations for further enhancing the final version of the Report.

The systematic engagement of stakeholders played a decisive role in strengthening the quality and credibility of the Referencing Report. The feedback collected throughout the process supported the rigorous correlation of MDQF levels with EQF and QF-EHEA levels, reinforced the methodological arguments, and ensured a transparent, relevant, and widely accepted outcome. This broad participation aligned the national process with European best practices and created strong foundations for the coherent and sustainable implementation of the NQF in the Republic of Moldova.

8.3. Challenges and lessons learned

In recent years, the Republic of Moldova has made notable progress in strengthening and operationalizing the MDQF, through in the development of tools and mechanisms applied in the European Qualifications Area. The regulatory framework for the recognition of studies and skills acquired in different learning contexts has been developed, a key area for stimulating adult participation in learning and making training pathways more flexible. Mechanisms for the transfer of credits between programmes have been initiated and the first formulas for the recognition of parts of qualifications have been tested and gradually integrated into educational processes.

Developments show that the regulatory basis for a functionable MDQF is gradually strengthening and that the overall direction of system development is promising.

Although the MDQF is at an advanced stage of operationalisation and tools such as the MDQF, qualification standards and assessment procedures are in place, its full consolidation remains a complex and evolving process. The implementation of the MDQF highlights a number of systemic, institutional and cultural challenges that require a strategic, coordinated approach to transform the framework into a mature, stable and lifelong skills development-oriented tool. These include:

- Low participation of adults in training, associated with the lack of a strengthened lifelong learning culture. Many adults perceive vocational training as a one-off intervention and not as a continuous process of adapting to changes in the labour market or the demands of the digital economy.
- The still limited capacity of providers, especially regional ones, to develop flexible, modular and attractive programmes that meet the diverse needs of the adult population.

- The integration of digital skills into training programmes remains insufficient, affecting both the relevance of educational content and the ability of adults to participate in training in online or blended settings.
- The low level of public visibility of the MDQF, in particular among actors in economic sectors not directly involved in its development processes.
- Unequal representation of economic sectors in sectoral committees,
- The need to extend and modernise occupational standards for new qualifications.

These challenges were also highlighted in the analysis presented at the [ETF National Qualifications Framework – Moldova \(2025\)](#), which stresses out that the full functionality of a national qualifications framework depends not only on the existence of regulatory and procedural tools, but also on the maturity of institutions, the capacity of providers, the involvement of economic actors and the creation of a social culture of lifelong learning.

During the implementation of the MDQF, some important lessons emerged.

- Strengthening a constant and genuine dialogue with socio-economic partners is essential for the relevance of qualifications and for increasing employers' engagement in standards development processes. Experience shows that the MDQF only works effectively when understood by beneficiaries, which requires investment in communication, training and accessibility of guidance documents. At the same time,
- The flexibility of programmes — through modularisation, micro-qualifications, recognition of prior learning and the use of hybrid learning methods — proves to be a determining factor for adult participation.
- The digitalisation of MDQF-related tools, including registers, electronic certificates and interoperable platforms, contributes substantially to increasing the transparency and efficiency of the system.
- Regular updating of qualification standards, continuous development of trainers and assessors, and integration of robust monitoring and impact assessment mechanisms appear as central elements of a mature MDQF. At the same time, the effectiveness of skills development depends on a better match between educational provision and labour market demand, as well as on the existence of sustainable funding schemes for adult learning.

Finally, the experience of the Republic of Moldova and the observations made in the European reports show that the MDQF becomes an engine of reform only when it is integrated into economic and social strategies and is supported by coherent mechanisms of quality assurance, visibility and international referencing.

9. MDQF DEVELOPMENT PERSPECTIVES

In accordance with the provisions of [Government Decision No. 330/2023](#), the Ministry of Education and Research has initiated a new stage in the development and implementation of the MDQF, namely the full operationalisation phase. This phase aims to strengthen the functionality of the MDQF as a central instrument for education and training policies, supporting increased transparency, transferability and comparability of qualifications at national and European levels.

The operationalisation of the MDQF is guided by an integrated vision of learning that promotes the interconnection of formal, non-formal and informal learning pathways. This vision is centred on learning outcomes and supported by robust mechanisms for quality assurance, recognition and public communication. In this context, the MDQF functions as a key infrastructure for the modernisation of the education and training system and for the alignment of the Republic of Moldova with European principles and standards in the field of qualifications.

9.1. Planned actions for the development and operationalisation of the MDQF

According to [Government Decision No. 330/2023](#), the development and operationalisation of the MDQF for the period 2023–2027 is guided by a set of strategic directions aimed at consolidating and strengthening the national qualifications architecture. These directions reflect both the requirements of the European Qualifications Framework (EQF) and national policy priorities related to lifelong learning, employability and social inclusion.

Planned actions include:

- developing and updating the regulatory framework governing qualifications to ensure coherence and alignment with European standards;
- institutionalising structured dialogue with stakeholders and expanding the participation of economic sectors in the development and review of occupational and qualification standards;
- strengthening MDQF governance through clear coordination, administration and strategic development mechanisms;
- updating MDQF operational tools, including qualification standards, recognition arrangements, credit transfer mechanisms, and structures for partial qualifications and micro-qualifications;
- modernising the quality assurance system in line with EQF principles and international practices;
- increasing the visibility of the MDQF, strengthening its European dimension, and integrating it into national strategies related to employment, digitalisation and mobility;
- developing a consolidated communication strategy, aimed at promoting the effective use of the MDQF, including by employers, by clarifying the relationship between qualification levels, occupational requirements and professional competences, building on the results achieved under the ERASMUS-EDU-2024-POL-NTWK-IBA – Euroguidance, Europass and EQF – National Centres Project;
- supporting the continued development of the MDQF by broadening the systematic integration of green skills and digital competences into qualifications, and by establishing responsive, cyclical review mechanisms (every 5–7 years) to ensure that qualification levels, learning outcomes and competence requirements remain aligned with evolving labour market needs, as well as technological and environmental development;
- completing the referencing of the MDQF to the EQF and the self-certification of higher education qualifications to the Qualifications Framework of the European Higher Education Area (QF-EHEA), in order to enhance transparency and international recognition.

These strategic directions are reflected and prioritised in the *Roadmap* for the Operationalisation of the MDQF (2023–2027), which provides a structured sequence of actions, ensures institutional coordination and establishes the technical foundations for effective implementation.

9.2. Monitoring and evaluation

The *Roadmap* for the operationalisation of the MDQF (2023–2027) is not only an action plan, but also the main tool for planning, implementing, monitoring and evaluating progress in qualifications. The document provides a rigorous framework for analysing system developments, adjusting strategic interventions and ensuring the coherence of the MDQF modernisation process.

In the process of implementing the Government Decision No. 330/2023, the *Roadmap* has proven useful in:

- sequencing reforms and prioritising interventions;
- harmonising inter-institutional collaboration;
- standardisation of reporting and data collection;
- facilitating dialogue between authorities, suppliers and socio-economic partners;
- substantiating processes to update recognition standards, procedures and mechanisms.

For the next period of the years, the *Roadmap* will continue to be the methodological basis for monitoring and evaluating progress in the operationalisation of the MDQF, providing clear indicators, defined responsibilities and precise deadlines. The MER, as the Responsible Authority, will coordinate the implementation of actions and the annual reporting process.

Monitoring of implementation will be carried out through annual reports, prepared by the responsible institutions and submitted to the State Chancellery by 1 March of the year following the reporting. These reports will include the analysis of the monitoring and result indicators, the measures taken and the level of achievement of the objectives of the *Roadmap*.

Overall, the monitoring and evaluation system reinforced by this document ensures transparency, continuity and the basis for policy adjustments, contributing to the maturation of the MDQF and its full integration into the European qualifications architecture.

ANNEXES

Annex 1. Letter of approval of the ANACEC Progress Report by ENQA



European Association for
Quality Assurance in Higher Education

Ms. Daniela Elenciuc
President
National Agency for Quality Assurance in Education and Research (ANACEC)
șoseaua Hîncești, 38 A
MD-2028 Chișinău
Moldova

Brussels, 30 October 2025

Subject: ANACEC follow-up report to the 2023 ENQA review

Dear Ms. Daniela Elenciuc,

At its meeting on 22 October 2025, the Board of ENQA considered the follow-up report arising from the external review of the National Agency for Quality Assurance in Education and Research (ANACEC) in 2023.

The Board wishes to thank the agency for the comprehensive follow-up report and notes the significant progress made in addressing the panel's recommendations. In particular, the Board welcomes the adoption of the Institutional Development Strategy (2025-2029) and improved stakeholder involvement, the inclusion of a diaspora representative and enhanced internationalisation efforts (ESG 3.1), the regularisation and implementation of thematic analyses (ESG 3.4), the expansion of human resources (ESG 3.5), and steps taken to reduce ministerial interference in decision-making (ESG 3.3).

At the same time, the Board encourages the agency to continue its active engagement in ongoing dialogue aimed at pursuing legal and structural reforms to secure its organisational and financial independence (ESG 3.3), continue strengthening its internal quality assurance and governance systems (ESG 3.6), and further support institutions in developing robust internal quality cultures and methodologies (ESG 2.1, 2.2). With this, the Board approves the report and takes note of the progress that has been made.

We look forward to continuing the good cooperation between ENQA and ANACEC.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Douglas Blackstock'.

Douglas Blackstock
President

1/1

Annex 2. Learning outcomes of primary education

Learning outcomes	Descriptors
Fundamental Cognitive Skills and Positive Attitudes towards Learning	By the end of primary education, learners will demonstrate: • Basic literacy skills, including reading, writing, understanding written texts, and clear and concise expression of ideas; • Basic mathematical knowledge and skills, including arithmetic operations and understanding of fundamental geometric concepts; • Elementary scientific knowledge, including understanding basic scientific phenomena and the principles governing the surrounding environment; • Observation and investigation skills, curiosity towards natural phenomena and scientific inquiry; • Creative use of digital technologies to explore information, solve simple problems, and create projects; • Positive attitudes towards learning, including cognitive interest, active participation in learning activities, and motivation to learn.
Personal, Ethnic, Linguistic and Cultural Identity; Civic, Ethical and Moral Behaviour	Learners will demonstrate: • Awareness of personal identity; • Understanding of fundamental family and community values; • Respectful expression of opinions, acceptance of diversity of views and experiences; • Respect for rights and responsibilities as family and community members; • Understanding the importance of rules and social norms, and respect for them; • Ethical and moral behaviour, based on honesty, respect, tolerance and empathy; • Environmental awareness and protection, including elementary competences for sustainable development (recycling, water conservation, protection of natural resources).
Personal, Emotional and Social Skills	Learners will be able to: • Communicate clearly and effectively with peers, teachers and other adults; • Collaborate with others, demonstrate mutual understanding, and work in groups/teams; • Navigate the internet safely, including understanding basic rules of communication and online safety; • Demonstrate empathy, acceptance and respect for diversity, including linguistic, cultural, ethnic and social diversity; • Apply basic problem-solving skills, including peaceful resolution of tensions and disagreements; • Recognise and manage their own emotions.

Critical and Creative Thinking	Learners will demonstrate: • Curiosity and willingness to learn, including asking questions, researching and exploring topics from different fields; • Emerging critical and imaginative thinking, including making connections between different areas of knowledge; • Creative application of knowledge, identifying original solutions to simple situations or problems.
Autonomy, Responsibility and Healthy Lifestyle	Learners will demonstrate: • Basic learning autonomy, including independence in learning activities, time management and elementary self-evaluation skills; • Personal responsibility, including completing tasks, respecting deadlines and organising their own activities, including learning activities; • Self-care competences, including personal hygiene; • Motor coordination skills, including fine and gross motor skills; • Healthy lifestyle habits, including healthy nutrition, personal hygiene and daily physical activity.

Annex 3. Key competence domains and their expression in learning outcomes of lower secondary education

Key competence domains	Learning outcomes
Consolidated Cognitive Competences and Positive Attitudes towards Learning	By the end of lower secondary education, learners will demonstrate: • Fundamental and structured knowledge and understanding of concepts from different domains (mathematics, sciences, Romanian language and literature, history and geography, foreign languages, etc.) and the ability to apply them in various contexts; • Mathematical and scientific knowledge and skills, including understanding and application of mathematical and scientific concepts to solve a range of problems; • Critical thinking skills, including the application of logical methods to solve interdisciplinary problems, critical analysis of information, argumentation and justification of opinions, and distinguishing information from different sources; • Use of digital tools and instruments to create content and solve problems across different school subjects; • Positive attitudes towards education, including organisation of individual study and intrinsic motivation for learning; • Self-reflection skills, including reflection on personal achievements and setting objectives for improving academic and personal performance.
Communication Competences and Personal, Emotional and Social Competences	Learners will be able to: • Communicate verbally and in writing, expressing ideas clearly and coherently in discussions and written communication, including the drafting of argumentative texts; • Demonstrate argumentation and persuasion skills, including correct and logical reasoning to support a viewpoint in a rational and convincing manner; • Work effectively in groups and teams, collaborating to achieve common goals and sharing opinions in a respectful manner, based on truth and fairness; • Develop self-awareness and self-confidence, including awareness of personal values and confidence in own abilities; • Manage emotions constructively, including understanding the emotions of others and responding appropriately in complex or challenging social situations; • Demonstrate negotiation and compromise skills, collaborating to prevent and resolve differences in a constructive way; • Act with integrity, based on respect for human rights and the fulfilment of responsibilities as members of society; • Demonstrate safe and protective behaviour in online environments;

	• Demonstrate civic awareness and social responsibility, respecting social norms and understanding personal roles in society, both as active citizens and as future leaders.
Autonomy, Healthy Lifestyle and Personal Responsibility	Learners will demonstrate: • Self-reflection and learning autonomy, including reflection on personal competences, setting learning objectives, self-assessment of progress and self-development; • Healthy lifestyle behaviours, including balanced nutrition, regular physical activity, personal hygiene and mental well-being, awareness of risks (substance abuse, risky behaviours) and the importance of personal and collective safety; • Awareness of risks and responsibilities related to the use of the internet and social networks; • Responsibility for own learning, including effective time management, accountability for learning outcomes, and informed selection of optional subjects and extracurricular activities; • Awareness of educational pathways and career orientation, including understanding future professional perspectives, vocational interests, and the role of school subjects in preparation for further education and professions.

Annex 4. Key competence domains and their expression in learning outcomes of upper secondary education

Key competence domains	Learning outcomes
Advanced Cognitive and Academic Competences	By the end of upper secondary education, learners will demonstrate: • Comprehensive and in-depth knowledge of the studied disciplines, enabling them to address complex problems and apply knowledge in different contexts; • Critical and independent thinking skills, including: - critical analysis of information from multiple perspectives, - logical argumentation, - evaluation of information sources and their credibility, - formulation of valid hypotheses, - application of logical reasoning in problem solving; • Research skills, including the application of scientific methods, exploration of topics/problems, and justification and presentation of results; • Learning autonomy, including self-management of individual study (goal setting, organisation of learning activities, regulation of learning behaviour, and monitoring of progress); • Responsibility and autonomy in learning, including the ability to make decisions and assume responsibility for those decisions.
Communication Competences	Learners will be able to: • Communicate ideas and arguments clearly and coherently, both in written and oral form, in various contexts (academic, social, etc.), including the preparation of papers/assignments; • Argue and participate effectively in debates, including justification of viewpoints, active participation in structured discussions, and understanding the complexity of the issues discussed; • Demonstrate management and leadership skills, including resource management, coordination of projects, and assuming leadership roles in different contexts; • Demonstrate career awareness and career planning competences.
Socio-Emotional Competences, Civic Attitudes and Ethical Values	Learners will demonstrate: • Emotional self-management, appropriate responses in stressful or conflict situations, and empathy; • Collaboration and teamwork skills, based on mutual respect and shared responsibility for achieving common objectives; • Constructive conflict management, through negotiation and effective communication; • Social and civic responsibility, including awareness of the importance of participation in decision-making processes, respect for human rights and the rule of law, ability to claim rights, and integrity of conduct;

	• Respect for diversity and pluralism, including appreciation of cultural, ethnic, religious and opinion diversity, and inclusive and tolerant behaviour; • Ethical, responsible and honest behaviour, acting in accordance with moral principles; • Promotion of a healthy lifestyle, including balanced nutrition, personal hygiene, stress management, and prevention of risky behaviours (substance use, violence, hazardous conduct).
Global Mindset	Learners will demonstrate: • Understanding of global challenges and global interdependence, including understanding globalisation and developing global perspectives on issues; • Appreciation of international cooperation; • Engagement in addressing global challenges, such as climate change, migration and human rights; • Ability to interact and collaborate with people from diverse cultural backgrounds, demonstrating openness and respect for diversity.



**Ministerul Educației și Cercetării
al Republicii Moldova**

ORDIN

20.12.2024 nr. 1865

mun. Chișinău

Cu privire la aprobarea listei programelor de formare profesională tehnică postsecundară și postsecundară nonterțiară pentru care urmează să fie elaborate/actualizate curricula

În conformitate cu prevederile art. 59, alin. (4), art. 64, alin. (2) din Codul Educației al Republicii Moldova nr. 152/2014, Ghidului metodologic de elaborare a curriculumului pentru învățământul profesional tehnic (aprobat prin ordinul nr. 1652/2024), în temeiul prevederilor pct. 8, alin. (6) din Regulamentul cu privire la organizarea și funcționarea Ministerului Educației și Cercetării (aprobat prin Hotărârea Guvernului nr. 146/2021), în vederea elaborării/actualizării curricula la programele de formare profesională tehnică postsecundară și postsecundară nonterțiară în corespundere cu Nomenclatorul domeniilor de formare profesională, al specialităților și calificărilor pentru învățământul profesional tehnic postsecundar și postsecundar nonterțiar, aprobat prin Hotărârea Guvernului nr. 853/2015 cu modificările ulterioare aprobate prin Hotărârea Guvernului nr. 293/2024, Ministrul Educației și Cercetării emite prezentul

ORDIN:

1. Se aprobă lista programelor de formare profesională tehnică postsecundară și postsecundară nonterțiară pentru care urmează să fie elaborate/actualizate curricula, conform anexei.
2. Instituțiile de învățământ profesional tehnic desemnate în calitate de instituții responsabile:
 - 2.1 vor solicita instituțiilor de învățământ profesional tehnic cu program de studii acreditat, instituțiilor de învățământ superior în domeniul relevant specialității/calificării, unităților economice propuneri privind constituirea grupurilor de lucru;
 - 2.2 vor examina ofertele recepționate și în baza unor criterii stabilite vor selecta membrii grupurilor de lucru;
 - 2.3 vor constitui grupurile de lucru pentru elaborarea/actualizarea curriculumului, după caz, inclusiv pentru instruire prin învățământ dual;
 - 2.4 vor organiza ședințe de informare/ședințe de lucru cu membrii grupurilor constituite;
 - 2.5 vor oferi suportul metodologic necesar pentru elaborarea/actualizarea curriculumului în corespundere cu prevederile Ghidului metodologic de elaborare a curriculumului pentru învățământul profesional tehnic (ordinul nr. 1652/2024);

2.6 vor coordona proiectul definitivat al curriculumului cu comitetele sectoriale/asociațiile profesionale, ministerul de resort după caz, reprezentanții instituțiilor de învățământ superior în domeniul relevant specialității/calificării, instituțiile de învățământ profesional tehnic cu program de studii acreditat, unitățile economice, Camera de Comerț și Industrie pentru învățământul dual;

2.7 vor prezenta proiectul curriculumului Ministerului Educației și Cercetării până la data de 01 iulie 2025;

2.8 după aprobarea curriculumului de către Ministerul Educației și Cercetării, în decurs de o lună, vor plasa curriculum pe pagina web a instituției.

3. Instituțiile de învățământ afiliate cu program de studii acreditat:

3.1 la solicitarea instituției desemnate responsabile, vor delega reprezentanți pentru includerea în grupul de lucru;

3.2 vor informa instituția responsabilă dacă organizează/sau planifică să organizeze învățământ dual în vederea elaborării curriculumului pentru învățământul dual;

3.3 vor coordona proiectul definitivat al curriculumului.

4. La programele de formare profesională tehnică postsecundară și postsecundară nonterțiară care nu se regăsesc în anexa prezentului ordin, după caz, instituțiile de învățământ vor elabora planurile de învățământ/curriculum și vor prezenta proiectele Ministerului Educației și Cercetării.

5. La elaborarea/actualizarea proiectului curriculumului, grupurile de lucru vor ține cont de prevederile Standardelor ocupaționale și/sau a Standardelor de calificare în vigoare, precum și de prevederile Ghidului metodologic de elaborare a curriculumului pentru învățământul profesional tehnic (ordinul nr. 1652/2024).

6. Direcția politici în domeniul învățământului profesional tehnic și învățare pe tot parcursul vieții (dl Silviu Gîncu, șef Direcție) va monitoriza executarea prezentului ordin.

7. Controlul executării prezentului ordin se atribuie doamnei Galina RUSU, Secretar de stat.

Ministru



Dan PERCIUN

Annex 6. Model of the Certificate of Professional Competence, approved by Order 190/2025

Anexa nr. 1.1

la ordinul ministrului educației și cercetării nr. 190 din 10.02.2025

REPUBLICA MOLDOVA Ministerul Educației și Cercetării Denumirea instituției	REPUBLIC OF MOLDOVA Ministry of Education and Research Name of the institution
CERTIFICAT DE COMPETENȚĂ PROFESIONALĂ	CERTIFICATE OF PROFESSIONAL COMPETENCE
grupa de bază _____	Unit group _____
ocupația (cod și denumire) _____	Occupation (code and name) _____
programul (denumire) _____	Program (name) _____
nivelul CNC 1/2	NQF level 1/2
eliberat Dlui/Dnei NUME PRENUME	Issued to Mr./Ms. SURNAME NAME
numărul de identificare 000000000000	personal code 000000000000
în baza deciziei Comisiei de examinare din 00.00.0000	according to the decision of the Examination Commission of 00.00.0000
Certificatul este valabil însoțit de SUPLIMENTUL DESCRIPTIV	The certificate is valid if accompanied by the DESCRIPTIVE SUPPLEMENT
L.Ș. Președinte al Comisiei Name Prenom	Chairman of the Commission Surname Name
Director Name Prenom	Director Surname Name
Număr de înregistrare 000000000 000000000	Registration number 000000000
Seria CCPF000000000 000000000	

SUPLIMENTUL DESCRIPTIV AL CERTIFICATULUI DE COMPETENȚĂ PROFESIONALĂ
DESCRIPTIVE SUPPLEMENT TO THE CERTIFICATE OF PROFESSIONAL COMPETENCE

Acest supliment însoțește certificatul cu numărul de înregistrare _____ seria _____

This supplement accompanies the certificate with the registration number _____ series

Grupa de bază _____

Unit group

Ocupația (cod și denumire) _____

Occupation (code and name)

Programul (denumire) _____

Program (name)

Nivelul CNC _____

MDQF Level

Perioada de studii _____

Study period

Durata programului _____

Duration of the program

1. DATE DE IDENTIFICARE A TITULARULUI CERTIFICATULUI

IDENTIFICATION DATA OF THE HOLDER OF CERTIFICATE

1.1. Numele, prenumele _____

Surname, name

1.2. Data nașterii (ziua/luna/anul) _____, locul nașterii _____

Date of birth (day/month/year)

place of birth

1.3. Număr de identificare (IDNP) _____

Personal code

1.4. Condiții de acces: Certificat Seria și numărul _____

Access requirements

Certificate series and number

1.5. Decizia Comisiei de examinare din _____

Decision of Examination Commission of

2. DENUMIREA INSTITUȚIEI

NAME OF THE INSTITUTION

3. INFORMAȚII PRIVIND MODULELE VALORIFICATE

INFORMATION ON THE VALUED MODULES

Nr. No.	Denumirea modulului Name of module	Numărul de ore Number of hours			Forma de evaluare Assessment form	Numărul de credite de studii Number of study credits
		Total Total	Contact direct Direct contact	Studiul individual Individual work		
1.						
2.						
3.						
4.						
TOTAL						

4. INFORMAȚII PRIVIND COMPETENȚELE PROFESIONALE DOBÂNDITE/ DEZVOLTATE

Information on professional obtained/ developed skills

Nr. No.	Denumirea competențelor profesionale Professional competencies
1.	

2.	
3.	

5. INFORMAȚII PRIVIND DREPTURILE TITULARULUI CERTIFICATULUI DE COMPETENȚĂ PROFESIONALĂ

INFORMATION ON THE RIGHTS OF THE HOLDER OF THE CERTIFICATE OF PROFESSIONAL COMPETENCE

Titularul certificatului de competență profesională se poate angaja în câmpul muncii conform competențelor profesionale dobândite

The holder of the certificate of professional competence can be employed according to the acquired professional competencies

Președintele al Comisiei (Nume, prenume) _____

Chairman of the Commission (Surname, name)

Director LȘ _____ Numele, prenumele
Director _____ semnătura/signature Surname, name

Nr. și data eliberării _____

No. and date of issue

Acest document conține _____ pagini.

This document comprises _____ pages.

Acest supliment se va completa de către instituția care eliberează certificatul care trebuie să verifice legalitatea tuturor înscrisurilor de pe actul de studii și suplimentul descriptiv. Suplimentul descriptiv se va redacta pe formatul A4 (față/verso), se va numerota și se va ștampila pe fiecare pagină, pe colțul din dreapta jos.

This supplement shall be completed by the institution that issue the certificate and which must verify the legality of the data issued in the study document and the descriptive supplement. The descriptive supplement shall be printed in A4 (double-sided) format, numbered and stamped on each page, at the bottom right corner.

Annex 7. Structure of access, assessment and certification in initial and continuing professional training programmes for adults

MDQ F	Type of initial and continuing vocational training programme in the MDQF	Duration of the programme/ Volume of student credits	Conditions for access to qualification level	Mandatory conditions for assessment of learning outcomes and certification of qualification	The study document to be issued	EQF	ISCED 2011
1	Adult learning and training programme	3 to 30 study credits	Not applicable	Final evaluation	Certificate of Professional Competence	1	1
2	Adult learning and training programme	3 to 30 study credits	Certificate of Lower Secondary Education Access to the program is also available to people who have not completed 9 grades but have reached the age of 16.	Final evaluation	Certificate of Professional Competence	2	2
3	Upskilling programme: programme for updating/ supplementing professional competencies	5-30 study credits	Certificate of qualification in the field of vocational training/equivalent study document	Graduation exam	Certificate of upskilling	3	3
	Requalification programme to obtain a new professional qualification related to the trade of initial vocational training or to the field of activity in which the person is employed	10-30 study credits	Certificate of qualification/equivalent study documents	Graduation exam	Certificate of requalification	3	3
	Partial qualification programme (micro-qualification): initial/continuous vocational skills training programme	5-30 study credits	Certificate of Lower Secondary Education	Final evaluation	Micro-credential	3	3
4	Upskilling programme: programme for updating/supplementing professional competencies	5-30 study credits	Diploma of professional studies /equivalent study document	Graduation exam	Certificate of upskilling	4	4
	Requalification programme to obtain a new professional qualification related to the trade of initial vocational training or to	30-60 study credits	Diploma of professional studies /equivalent study document	Graduation exam	Certificate of requalification	4	4

MDQ F	Type of initial and continuing vocational training programme in the MDQF	Duration of the programme/ Volume of student credits	Conditions for access to qualification level	Mandatory conditions for assessment of learning outcomes and certification of qualification	The study document to be issued	EQF	ISCED 2011
	the field of activity in which the person is employed						
	Specialisation program: programme for developing/supplementing knowledge of professional skills or competences in a restricted area within the scope of the initial vocational training specialty	5-30 study credits	Diploma of professional studies/ equivalent study document	Graduation exam	Certificate of specialisation	4	4
	Partial qualification programme (micro-qualification): initial/continuous vocational skills training programme	5-60 study credits	Baccalaureate Diploma/ Diploma of professional studies / equivalent study document	Final evaluation	Micro-credential	4	4
5	Upskilling programme: programme for updating/supplementing professional competencies	5-30 study credits	Diploma of professional studies/ equivalent study document	Graduation exam	Certificate of upskilling	5	
	Requalification programme to obtain a new professional qualification related to the trade of initial vocational training or to the field of activity in which the person is employed	30-60 study credits	Diploma of professional studies/ equivalent study document	Graduation exam	Certificate of requalification	5	
	Specialisation program: programme for the development of knowledge of professional skills or competences in a restricted area of the specialty of initial vocational training	5-30 study credits	Diploma of professional studies / equivalent study document	Graduation exam	Certificate of specialisation	5	
	Partial qualification programme (micro-qualification): initial/continuous vocational skills training programme	5-60 study credits	Diploma of professional studies / equivalent study document	Final evaluation	Micro-credential	5	

MDQ F	Type of initial and continuing vocational training programme in the MDQF	Duration of the programme/ Volume of student credits	Conditions for access to qualification level	Mandatory conditions for assessment of learning outcomes and certification of qualification	The study document to be issued	EQF	ISCED 2011
6	Upskilling programme: programme for updating/supplementing professional competencies	5-30 study credits	Bachelor 'degree/ equivalent study document	Graduation exam	Certificate of upskilling	6	6
	Requalification programme to obtain a new professional qualification related to the trade of initial vocational training or to the field of activity in which the person is employed	60-120 study credits	Bachelor 'degree /equivalent study document	Graduation exam	Certificates of requalification	6	6
	Specialisation program: programme to develop/supplement knowledge of professional skills or competences in a restricted area of the initial vocational training specialty	5-30 study credits	Bachelor 'degree /equivalent study document	Graduation exam	Certificate of specialisation	6	6
	Partial qualification programme (micro-qualification): initial/continuous vocational skills training programme	5-60 study credits	Bachelor 'degree /equivalent study document	Final evaluation	Micro-bachelor	6	6
7	Partial qualification programme (micro-qualification): initial/continuous vocational skills training programme	5-60 study credits	Bachelor 'degree/equivalent study document	Final evaluation	Micro-master	7	7

Annex 8. List of accredited adult learning training centres

No.	Internal ID	Training centre	No. of trained persons since 24.12.2023
1	108	“Ștefan cel Mare” Academy of the Ministry of Internal Affairs of the Republic of Moldova	322
2	124	Academy of Music, Theatre and Fine Arts	29
3	102	Academy of Economic Studies of Moldova	45
4	3010	Public Association “Island of Hope” (INSULA SPERANȚELOR)	1137
5	3020	Public Association “SOS Autism”	27
6	3016	Public Association “SPARTAN” Shooting Academy	422
7	3008	Public Association “E-CIRCULAR” Training and Consultancy Centre	83
8	3004	Public Association Educational Centre “PRO-DIDACTICA”	411
9	3013	Moldovan Football Federation (Public Association)	48
10	3014	Public Association Institute for Family and Social Initiatives	37
11	3003	Public Association “Step by Step” Educational Program	569
12	1088	Centre of Excellence in Medicine and Pharmacy “Raisa Pacalo”	3701
13	11047	ASEM National College of Trade	4
14	11046	Technological College of Chișinău	7
15	1007	Centre of Excellence in Light Industry	98
16	1090	Centre of Excellence in Horticulture and Agricultural Technologies	2
17	1096	Centre of Excellence in Viticulture and Winemaking of Chișinău	101
18	241	Agricultural Technical College of Svetlîi	19
19	1089	Centre of Excellence in Construction	355
20	1091	Centre of Excellence in Economics and Finance	113
21	11043	“Ștefan Neaga” Centre of Excellence in Artistic Education	37
22	1087	Centre of Excellence in Energy and Electronics	144
23	1085	Centre of Excellence in Informatics and Information Technologies	472
24	1011	Centre of Excellence in Services and Food Processing	167
25	1083	Centre of Excellence in Transport	114
26	205	“Alexei Mateevici” College of Chișinău	114
27	1095	“Iulia Hașdeu” College of Cahul	52
28	11045	Public Institution – Office for Spatial Planning, Urban Planning, Construction and Housing	460
29	1043	Căușeni Vocational School	33
30	1049	Ceadâr-Lunga Vocational School (ATU Gagauzia)	49
31	1048	Comrat Vocational School (ATU Gagauzia)	122
32	1080	Cupcini Vocational School, Edineț District	80
33	1024	Florești Vocational School	31
34	1031	Orhei Vocational School	86
35	1010	Vocational School No. 1, Bălți	66
36	1046	Vocational School No. 1, Cahul	28
37	1047	Vocational School No. 2, Cahul	19
38	1013	Vocational School No. 4, Bălți	121
39	1014	Vocational School No. 5, Bălți	51

40	1006	Vocational School No. 7, Chişinău	183
41	1008	Vocational School No. 9, Chişinău	17
42	1016	Vocational School of Corbu, Donduşeni District	32
43	1052	Vocational School of Bubuieci, Chişinău Municipality	179
44	1039	Hînceşti Vocational School, Chişinău Area	81
45	144	Institute of Criminal Sciences and Applied Criminology	1264
46	3011	State Enterprise “Centre for Applied Metrology and Certification”	8
47	3023	State Enterprise “MOLDELECTRICA”	14
48	3001	State Enterprise Training Centre “INMACOM-DIDACTIC”	52
49	3007	AMERICOM-LUX LLC	1737
50	3017	BELLE FEMME LLC	62
51	3022	FONTIS PRIM LLC	19
52	3002	KVAZAROS-MED LLC	258
53	3005	LOREMA Medical Training Centre LLC	64
54	3009	MIRACOL LLC	223
55	3006	PERFECT BEAUTY FACE LLC	8
56	3018	PROMEDLINK LLC	33
57	113	Alecu Russo State University of Bălţi	2786
58	127	Bogdan Petriceicu Haşdeu State University of Cahul	271
59	121	State University of Physical Education and Sport	311
60	103	“Nicolae Testemiţanu” State University of Medicine and Pharmacy	20
61	132	Comrat State University	422
62	101	Moldova State University	5356
63	114	University of European Political and Economic Studies “Constantin Stere”	1077
64	116	Free International University of Moldova	38
65	129	“Ion Creangă” State Pedagogical University of Chişinău	18080
66	104	Technical University of Moldova	1402
		Total	43773

Program de microcalificare/Model

Foaie de titlu/Model

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII AL REPUBLICII MOLDOVA
MINISTERUL DE RESORT (după caz)
DENUMIREA INSTITUȚIEI/ORGANIZAȚIEI

Aprobat

Organul de conducere a instituției
Proces-verbal nr. _____ din _____ 20____
Nume Prenume _____

Coordonat

Ministerul Educației și Cercetării
_____ 20____

Coordonat*

Ministerul de resort
_____ 20____

PROGRAM DE CALIFICARE PARȚIALĂ (MICROCALIFICARE)

Domeniu de formare profesională: potrivit Nomenclatorului domeniilor de formare profesională și al meseriilor/profesiilor/Nomenclatorului domeniilor de formare profesională, al specialităților și calificărilor pentru învățământul profesional tehnic postsecundar și postsecundar nonterțiar/Nomenclatorului domeniilor de formare profesională și al specialităților (Nomenclator), (cod și denumire)

Meseria/Calificarea/Specialitatea: (conform Nomenclatorului, cod și denumire)

Denumirea Programului

Nivelul CNC

Numărul total de ore/ credite de studii:

Baza admiterii: actul de studii

Limba de instruire: română, rusă

Forma de organizare: cu frecvență/ cu frecvență redusă/ la distanță

Annex 10. Model of Certificate of professional competence (Micro-credential) and Descriptive Supplement

Anexa nr. 1.2
la ordinul ministrului educației și cercetării nr. 190 din 10.02.2025

REPUBLICA MOLDOVA Ministerul Educației și Cercetării Denumirea instituției	REPUBLIC OF MOLDOVA Ministry of Education and Research Name of the institution
CERTIFICAT DE COMPETENȚĂ PROFESIONALĂ Microcertificat	CERTIFICATE OF PROFESSIONAL COMPETENCE Micro-credential
la domeniul de formare profesională _____	In the professional training field _____
calificarea (cod și denumire) _____	Qualification (code and name) _____
programul (denumire) _____	Program (name) _____
nivelul CNC 3/4/5	NQF level 3/4/5
eliberat Dlui/Dnei NUME PRENUME	Issued to Mr./Ms. SURNAME NAME
numărul de identificare 0000000000000	personal code 0000000000000
în baza deciziei Comisiei de examinare din 00.00.0000	according to the decision of the Examination Commission of 00.00.0000
Certificatul este valabil însoțit de SUPLIMENTUL DESCRIPTIV	The certificate is valid if accompanied by the DESCRIPTIVE SUPPLEMENT
L.Ș. Președinte al Comisiei Numa Pnume	Chairman of the Commission Surname Name
Director Numa Pnume	Director Surname Name
Număr de înregistrare 000000000 000000000	Registration number 000000000
Seria CCPF000000000 000000000	

SUPLIMENTUL DESCRIPTIV AL CERTIFICATULUI DE COMPETENȚĂ PROFESIONALĂ Microcertificat
DESCRIPTIVE SUPPLEMENT TO THE CERTIFICATE OF PROFESSIONAL COMPETENCE Micro-credential
Acest supliment însoțește certificatul cu numărul de înregistrare _____ seria _____ This supplement accompanies the certificate with the registration number _____ series _____ Domeniul de formare profesională _____ The professional training field _____ Calificarea (cod și denumire) _____ Qualification (code and name) _____ Programul (denumire) _____ Program (name) _____ Nivelul CNC _____

MDQF Level

Perioada de studii _____

Study period

Durata programului _____

Duration of the program

1. DATE DE IDENTIFICARE A TITULARULUI CERTIFICATULUI

IDENTIFICATION DATA OF THE HOLDER OF CERTIFICATE

1.1. Numele, prenumele _____

Surname, name

1.2. Data nașterii (ziua/luna/anul) _____, locul nașterii _____

Date of birth (day/month/year)

place of birth

1.3. Număr de identificare (IDNP) _____

Personal code

1.4. Condiții de acces: _____ Certificat/Diplomă Seria și numărul _____

Access requirements

Certificate/Diploma series and number

1.5. Decizia Comisiei de examinare din _____

Decision of Examination Commission of

2. DENUMIREA INSTITUȚIEI

NAME OF THE INSTITUTION

3. INFORMAȚII PRIVIND MODULELE VALORIFICATE

INFORMATION ON THE VALUED MODULES

Nr. No.	Denumirea modulului Name of module	Numărul de ore Number of hours			Nota Grade/Mark	Numărul de credite de studii Number of study credits
		Total Total	Contact direct Direct contact	Studiul individual Individual work		
1.						
2.						
3.						
4.						
TOTAL						

4. INFORMAȚII PRIVIND COMPETENȚELE PROFESIONALE DOBÂNDITE/ DEZVOLTATE

Information on professional obtained/ developed skills

Nr. No.	Denumirea competențelor profesionale Professional competencies
1.	
2.	
3.	
...	

5. INFORMAȚII PRIVIND DREPTURILE TITULARULUI CERTIFICATULUI DE COMPETENȚĂ PROFESIONALĂ

INFORMATION ON THE RIGHTS OF THE HOLDER OF THE CERTIFICATE OF PROFESSIONAL COMPETENCE

Titularul certificatului de competență profesională se poate angaja în câmpul muncii conform competențelor profesionale dobândite

The holder of the certificate of professional competence can be employed according to the acquired professional competencies

Președintele al Comisiei (Nume, prenume) _____

Chairman of the Commission (Surname, name)

Director LȘ _____ Numele, prenumele
Director _____ semnătura/signature Surname, name

Nr. și data eliberării _____

No. and date of issue

Acest document conține _____ pagini.

This document comprises _____ pages.

Acest supliment se va completa de către instituția care eliberează certificatul care trebuie să verifice legalitatea tuturor înscrisurilor de pe actul de studii și suplimentul descriptiv. Suplimentul descriptiv se va redacta pe formatul A4 (față/verso), se va numerota și se va ștampila pe fiecare pagină, pe colțul din dreapta jos.

This supplement shall be completed by the institution that issue the certificate and which must verify the legality of the data issued in the study document and the descriptive supplement. The descriptive supplement shall be printed in A4 (double-sided) format, numbered and stamped on each page, at the bottom right corner.

Annex 11. National Qualification Framework

Government Decision No. 330/2023, National Qualification Framework, Annex 1

Descriptors defining the levels of the MDQF

Level according to the National Qualifications Framework	Descriptors for defining MDQF levels		
	Knowledge described as theoretical and/or factual	Skills described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and tools)	Responsibility and autonomy described as the ability of the pupil/student/learner to apply his/her knowledge and skills autonomously and responsible
Level 1 Level 1 learning outcomes	Basic general knowledge	Basic skills needed to perform simple tasks	Work or study under direct supervision in a structured context
Level 2 Level 2 learning outcomes	Basic factual knowledge in a field of work or study	Basic cognitive and practical skills required to use relevant information to perform tasks and solve routine problems using simple rules and tools	Work or study under supervision with some degree of autonomy
Level 3 Level 3 learning outcomes	Factual knowledge, knowledge of general principles, processes and concepts in a field of work or study	A range of cognitive and practical skills required to perform tasks and solve problems by selecting and applying basic methods, tools, materials and information	Taking responsibility for the execution of tasks in a field of work or study; Adapting your own behaviour to circumstances to solve problems
Level 4 Level 4 learning outcomes	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills needed to find solutions to specific problems in a field of work or study	Self-management within guidelines for generally predictable but changeable work or study contexts; Supervise the routine work of other people, taking some responsibility for evaluating and improving work or activities
Level 5 Level 5 learning outcomes	Comprehensive factual and theoretical knowledge specialised in a field of work or study;	Wide range of cognitive and practical skills needed to design creative solutions to abstract problems	Management and supervision in work or study situations where changes are unpredictable;

Level according to the National Qualifications Framework	Descriptors for defining MDQF levels		
	Knowledge described as theoretical and/or factual	Skills described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and tools)	Responsibility and autonomy described as the ability of the pupil/student/learner to apply his/her knowledge and skills autonomously and responsible
	Awareness of the limits of that knowledge		Reviewing and developing your own and others' performances
Level 6 Level 6 learning outcomes	Advanced knowledge in a field of work or study, involving critical understanding of theories and principles	Advanced skills, denoting control and innovation, needed to solve complex and unpredictable problems in a specialised field of work or study	Managing complex technical or professional activities or projects, by taking responsibility for decision-making in unpredictable work or study situations; Taking responsibility for managing the professional development of individuals and groups
Level 7 Level 7 learning outcomes	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as a basis for original thinking and/or research; Critical awareness of knowledge in a field and knowledge at the border between different fields	Specialised skills for solving research and/or innovation problems, to develop new knowledge and procedures and to integrate knowledge from different fields	Managing and transforming work or study situations that are complex, unpredictable and require new strategic approaches; Take responsibility for contributing to professional knowledge and practices and/or reviewing the strategic performance of teams
Level 8 Learning outcomes at level 8	Knowledge at the most advanced level in a field of work or study, or at the border between different fields	Most advanced and specialised skills and techniques, including the synthesis and evaluation ability required to solve critical research and/or innovation problems and to expand and redefine existing professional knowledge or practice	Demonstrate a high level of authority, innovation, autonomy, scientific and professional integrity, and sustained commitment to the development of new ideas or processes at the forefront of work or study situations, including research

Annex 12. Types of qualifications by MDQF level

MDQF level	Descriptions of types of qualifications	Study credits
Level 1 MDQF	Corresponds to EQF level 1. Attests the completion of the program for the development of basic general skills, necessary to meet the individual needs of professional development, employment and social inclusion, including people with SEN:	
qualification type 1.1	Special education programme for acquiring knowledge and training basic skills for carrying out simple tasks (for people with severe learning difficulties (multiple, associated difficulties) - individualised/special education programme), duration of studies 9 years;	-
qualification type 1.2	Adult learning and training programme	3-30
Level 2 MDQF	Corresponds to EQF level 2. Attests the completion of secondary education, cycle I – lower secondary education, or the completion of basic professional skills training programmes:	
qualification type 2.1	General education program of lower secondary education, based on primary education, duration of studies - 5 years	-
qualification type 2.2	Combined program of general education at lower secondary level and vocational skills training (arts profile, sports), based on primary education, duration of studies - 5 years;	-
qualification type 2.3	Adult learning and training program, based on the Certificate of Lower Secondary Education; access to the programme is also available to people who have not completed secondary education (9 grades) but have reached the age of 16.	3-30
Level 3 MDQF	Corresponds to EQF level 3. Attests the completion of secondary education, cycle II – upper secondary education, without passing the national baccalaureate exam, the completion of secondary technical and vocational education and professional skills training programmes:	

qualification type 3.1	General secondary education programme, cycle II – upper secondary education (theoretical branch: general, humanistic profile and real profile), based on the Certificate of Lower Secondary Education / equivalent study document, the duration of studies 3 years, without taking the baccalaureate exam	-
qualification type 3.2	General secondary education programme, cycle II – upper secondary education, vocational section, with arts, sport, theological, military profiles, based on the Certificate of Lower Secondary Education/equivalent study document, duration of studies - 3 years, without taking the baccalaureate exam	-
qualification type 3.3	Combined programme for the training of professional skills in related occupations and general education (part of secondary education, cycle II – upper secondary education), based on the Certificate of Lower Secondary Education/equivalent study document, duration of studies - 3 years	-
qualification type 3.4	Combined vocational skills training in a trade and general education (development of key competences), based on the Certificate of Lower Secondary Education/equivalent study document, duration of studies 2-3 years. Access to the 2-year program, for training in a trade, have people who have not completed secondary education (9 grades), but have reached the age of 16 years	-
qualification type 3.5	Training program for professional skills in a trade, based on the Lyceum Leaving Certificate/ Attestation of general secondary education equivalent study document, depending on the complexity of the trade, with a duration of 1-2 years	-
qualification type 3.6	Upskilling programme: programme for updating/supplementing professional competences, based on the Certificate of Qualification/equivalent study document	3-30
qualification type 3.7	Professional requalification programme for obtaining a new professional qualification, based on the Certificate of Qualification /equivalent study document	10 - 30
qualification type 3.8	Partial qualification (micro-qualification): initial/continuous training programme of professional competences (performed in various contexts), based on the Certificate of Lower Secondary Education /Lyceum Leaving Certificate/ Certificate of Qualification /equivalent study document. Access to this program is also available to people who have not completed secondary education (9 grades) but have reached the age of 16	5-30
Level 4 MDQF	Corresponds to EQF level 4. Attests the completion of secondary education, cycle II – upper secondary education, with the passing of the national baccalaureate exam, the completion of the post-secondary technical and vocational education and training, with the passing of the qualification exam/defence of the diploma work and professional skills training programmes:	

qualification type 4.1	General secondary education programme, cycle II – upper secondary education, theoretical pathway: general profile, humanistic profile and real profile, based on the Certificate of Lower Secondary Education / equivalent study document, the duration of studies - 3 years	-
qualification type 4.2	General secondary education programme, cycle II – secondary education, vocational sector (with arts profiles (choreography, fine arts, theatrical arts, music), sport, theological, military), based on the Certificate of Lower Secondary Education/equivalent study document, duration of studies-3 years	-
qualification type 4.3	Integrated program of general education (part of the upper secondary education program) and training of professional skills (educator's assistant, choreography), based on the Certificate of Lower Secondary Education/equivalent study document, duration of studies - 3 years	60/90
qualification type 4.4	Integrated general education program (part of upper secondary education program) and professional skills training, based on the Certificate of Lower Secondary Education / equivalent study document, minimum credits for professional skills - 120, duration of studies-4 years	120
qualification type 4.5	Integrated program of general education (part of upper secondary education program) and training of professional skills (medicine profiles, pharmacy), based on the Certificate of Lower Secondary Education/equivalent study document, duration of studies-5 years	180
qualification type 4.6	Training program for professional skills in specialties related to the initial trade, based on the Certificate of Qualification (related professions) / equivalent study document, duration of studies 2-3 years	120
qualification type 4.7	Training program for professional skills, full-time education, based on the Lyceum Leaving Certificate / Attestation of general secondary education / equivalent study document, duration of studies-2 years	120
qualification type 4.8	Training program for professional skills, full-time education, medicine and pharmacy profiles, based on the Lyceum Leaving Certificate / Attestation of general secondary education / equivalent study document, duration of studies-3 years	180
qualification type 4.9	Upskilling programme: programme for updating/ supplementing professional competences, based on the Diploma of Professional Studies/equivalent study document	5-30
qualification type 4.10	Professional requalification programme for obtaining a new professional qualification, based on the Diploma of Professional Studies/equivalent study document	30 - 60
qualification type 4.11	Specialisation programme: programme for the development/supplementation of professional knowledge, skills or competences in a limited area within the scope of the initial vocational training specialty, based on the Diploma of Professional Studies/equivalent study document	30

qualification type 4.12	Partial qualification programme (micro-qualification): initial/continuous professional skills training programme (performed in various contexts), based on the Lyceum Leaving Certificate /Professional Studies Diploma/ equivalent study document	5-60
Level 5 MDQF	Corresponds to EQF level 5. Attests the completion of post-secondary non-tertiary technical and vocational education and training with the duration of studies 2-3 years and professional skills training programmes:	
qualification type 5.1:	Integrated program of general education (part of upper secondary education program) and training of professional skills (in the field of Pedagogy and Education sciences), based on the Certificate of Lower Secondary Education/equivalent study document, duration of studies-4 years	120
qualification type 5.2:	Integrated program of general education (part of upper secondary education program) and training of professional skills (in the field of Health), based on the Certificate of Lower Secondary Education / equivalent study document, the duration of studies - 5 years	180
qualification type 5.3:	Training program for professional skills, based on the Baccalaureate Diploma/ Diploma of Professional Studies /equivalent study document, duration of studies 2-3 years	120/180
qualification type 5.4	Upskilling program: programme for updating/ supplementing professional competences, based on the Diploma of Professional Studies/equivalent study document	5-30
qualification type 5.5	Professional requalification programme for obtaining a new professional qualification, based on the Diploma of Professional Studies/equivalent study document	30-60
qualification type 5.6:	Specialisation programme: programme for the development/supplementation of professional knowledge, skills or competences in a limited area of the initial vocational training specialty, based on the Diploma of Professional Studies/equivalent study document	5-30
qualification type 5.7:	Partial qualification programme (micro-qualification): initial/continuous professional skills training programme (carried out in various contexts), based on the Baccalaureate Diploma/ Diploma of Professional Studies/equivalent study document	5-60
Level 6 MDQF	Corresponds to level 6 EQF Attests to the completion of cycle I of higher education – Bachelor’s degree, lasting 3-4 years and professional development programmes:	

qualification type 6.1:	Training program for transversal, cross-sectoral and professional skills, based on the Baccalaureate Diploma/ Diploma of Professional Studies /equivalent study document, one specialty	180-240
qualification type 6.2:	Training programme for transversal, cross-sectoral and professional skills, in two specialties (educational sciences, philology, military sciences), based on the Baccalaureate Diploma/ Diploma of Professional Studies /equivalent study document	240
qualification type 6.3:	Upskilling program: programme for updating/supplementation of professional competences, based on the Bachelor's degree/equivalent study document	5-30
qualification type 6.4:	Professional requalification programme for obtaining a new professional qualification, based on the Bachelor's degree/equivalent study document	60-120
qualification type 6.5:	Specialisation programme: programme for the development/supplementation of professional knowledge, skills or competences in a restricted area of initial vocational training, based on the Bachelor's degree/equivalent study document	5-30
qualification type 6.6:	Partial qualification (micro-qualification): initial/continuous vocational skills training programme (performed in various contexts), based on the Bachelor's degree/equivalent study document	5-60
Level 7 MDQF	Corresponds to EQF level 7. Attests to the completion of cycle II of higher education – Master’s degree, lasting 1.5-2 years or completion of the integrated programme (cycles I and II of higher education), lasting 5-6 years:	
qualification type 7.1	Professional master’s programme – training/strengthening of professional competences in one or more areas of vocational training, based on the Bachelor’s degree/equivalent study document	90/120
qualification type 7.2	Scientific master’s programme – in-depth training in a scientific field and development of competences to produce original scientific knowledge, based on the Bachelor’s degree/equivalent study document	90/120
qualification type 7.3	integrated program (cycles I and II of higher education), based on the Bachelor's degree/equivalent study document/ Diploma Professional Studies /Equivalent study document, at least 300 credits of studies (dentistry and pharmacy with a duration of 5 years; medicine, veterinary medicine, architecture with a duration of 6 years)	360
qualification type 7.4	Partial qualification programme (micro-qualification): initial/continuous training programme of specific/innovative skills, completion/deepening of the qualification (achieved in various contexts), based on the Bachelor's Degree	5-60

Level 8 MDQF	Corresponds to EQF level 8. Attests the completion of cycle III of higher education – Doctoral studies, the duration of 3-4 years and the completion of postdoctoral programmes:	
qualification type 8.1	Scientific doctoral program – training of research, development, innovation skills and production of original scientific knowledge, based on the Master's Degree/ Integrated Higher Education Diploma/equivalent study document, with the defence of the doctoral thesis	180
qualification type 8.2	Professional doctoral program – training of research, development, innovation and production of original scientific knowledge in a professional field, based on the Master's degree/ Integrated Higher Education Diploma/equivalent study document, with the defence of the doctoral thesis	180
qualification type 8.3	Industrial doctoral program – training of research, development, innovation skills and production of original scientific knowledge in an industry sector, based on the Master's degree/ Integrated Higher Education Diploma /equivalent study document, with the defence of the doctoral thesis	180
qualification type 8.4	Postdoctoral programme, with the duration of maximum 3 years	-

Annex 13. Data on recognized study documents of foreign citizens by national institutions for admission to higher education programmes in the Republic of Moldova (2021–2025)

	Higher Education Institutions	2021	2022	2023	2024	2025
	PUBLIC INSTITUTIONS					
1	Moldova State University	55	107	51	236	325
2	Academy of Public Administration	0	–	–	-	
3	Technical University of Moldova	17	106	97	126	221
4	State Agrarian University of Moldova	23	Merged with Technical University of Moldova			
5	“Nicolae Testemitanu” State University of Medicine and Pharmacy	62	96	120	133	182
6	State University of Physical Education and Sport	14	34	6	Merged with Moldova State University	
7	“Ion Creangă” State Pedagogical University of Chişinău	161	203	185	211	419
8	Tiraspol State University	3	Merged with “Ion Creangă” State Pedagogical University			
9	Academy of Economic Studies of Moldova (ASEM)	22	44	11	11	142
10	“Ştefan cel Mare” Academy of the Ministry of Internal Affairs	0	0	3	1	24
11	Academy of Music, Theatre and Fine Arts	19	4	46	51	24
12	State University of Comrat	11	78	25	28	29
13	Alexandru cel Bun Military Academy of the Armed Forces	0	0	0	0	3

14	“Alecu Russo” State University of Bălți	5	19	7	25	36
15	“B. P. Hașdeu” State University of Cahul	0	2	10	13	14
16	“Grigore Țamblac” State University of Taraclia	8	11	6	2	0
	PRIVATE INSTITUTIONS					
1	Free International University of Moldova	303	824	715	789	1275
2	Cooperative-Commercial University of Moldova	0	1	0	2	4
3	International Institute of Management IMI-NOVA	0	15	0	-	
4	Slavonic University	13	116	42	-	
5	University of European Studies of Moldova	5	24	10	21	
6	“Constantin Stere” University of European Political and Economic Studies	286	47	1	9	1
7	American University of Moldova	1	0	0	-	
8	Institute of Criminal Sciences and Applied Criminology	0	0	1	-	
	TOTAL	1008	1731	1377	1658	2931

Annex 14. Data on recognition and equivalence of study documents and qualifications obtained abroad by the citizens of the Republic of Moldova for the employment purpose

	2023	2024	2025	Total
Total submitted to MER	205	272	284	761
Citizens of the Republic of Moldova	170	191	218	579
MDQF level				
7 MDQF	72	57	81	210
6 MDQF	53	75	77	205
5 MDQF	1	0	1	2
4 MDQF	21	33	43	97
3 MDQF	9	8	2	19
2 MDQF	8	9	10	27
Partial recognition	6	9	4	19
Total	170	191	218	579
General domain (ISCED-F 2013)				
01 Education	28	19	24	71
02 Arts and humanities	4	9	5	18
03. Social sciences, journalism and public relations	3	17	7	27
04 Business, administration and law	25	28	24	77
05 Natural sciences, mathematics and statistics	14	8	19	41
06 Information and communication technologies	1	4	12	17
07 Engineering, processing technologies, architecture and construction	20	13	10	43
08. Agricultural sciences, forestry, fish farming and veterinary medicine	9	8	9	26
09 Health	45	42	35	122
10 Services	5	21	40	66
Documents of general education (lower/upper secondary)	16	22	33	71
Total	170	191	218	579
Countries issuing study documents				
Romania	74	76	80	230
Russian Federation	47	50	43	140
Ukraine	27	12	29	68
Italy	4	11	8	23
Holland	3	5	7	15
United Kingdom	1	3	9	13
Germany	1	8	3	12
Palestine	0	2	9	11
France	3	5	2	10
Denmark	2	2	3	7
USA	0	3	3	6
Syria	0	3	2	5
Other	8	7	24	39
Total	170	191	222	579

Annex 15. External quality assessment 2019-2024 presented by ANACEC

	General educational institutions				MDQF levels 3-5 (Technical and vocational education and training)				MDQF level 6 (Higher education, Bachelor's degree)				MDQF level 7 (Higher education, Master's degree)				Adult learning programmes				Total programmes evaluated			
	Provisional authorisation	Provisional non-authorisation	Accreditation	Non-accreditation	Provisional authorisation	Provisional non-authorisation	Accreditation	Non-accreditation	Provisional authorisation	Provisional non-authorisation	Accreditation	Non-accreditation	Provisional authorisation	Provisional non-authorisation	Accreditation	Non-accreditation	Provisional authorisation	Provisional non-authorisation	Accreditation	Non-accreditation	Provisional authorisation	Provisional non-authorisation	Accredited	Non-accreditation
2019	1		9		10		67		14		63		18		5		37		103	1	79	0	238	1
2020			25		4		116	13	1		30		2				54	6	343	30	61	6	489	43
2021	1		57	2	8		124	8	5		9		7		135		31	1	113	27	51	1	381	35
2022	1		60	1	15		115	3	9		20	4	6		65	3	26		91	27	56	0	291	37
2023	1		83		10		31	8	3		34		2		34	3	32	21	135	2	47	21	234	13
2024			21		10		59		11	1	57	3	3		27	1	13	1	70	4	37	2	213	8
Total	4	0	255	3	57	0	512	32	43	1	213	7	38	0	266	7	193	29	855	91	331	30	1846	137

Annex 16. Relevant documents for MDQF-EQF referencing and QF-EHEA self-certification

	European level	National level	Relevance to the Report
MDQF – EQF			
	EU Council Recommendation of 22 May 2017 on the EQF	Education Code of the Republic of Moldova, Law No. 152/2014	Defines the purpose and principles of the EQF, providing the common frame of reference for aligning national frameworks with the EQF. The Education Code sets out the general legal framework of the MDQF, the quality and governance of the education system.
		Development Strategy “Education 2030” , approved by Government Decision No. 114/2023	Defines the strategic directions for the development and operationalisation of the MDQF, as well as the expected results on the modernisation of qualifications and the convergence of the MDQF with the EQF (Specific Objective 1.2.)
	Referencing National Qualifications Levels to the EQF, 2013 Criteria and Procedures for Referencing National Qualifications Levels to the EQF Referencing criteria, Department of TVET and Qualifications, Cedefop, 2024	Government Decision No. 330/2023 on the National Qualifications Framework, Annexes 1, 2, 3	Provides the unitary methodology for the elaboration of national referencing reports to the EQF. Government Decision No. 330/2023 regulates the structure, levels, governance mechanisms and quality assurance of the MDQF.
MDQF-QF-EHEA			
	Bologna Process: creation of the European Higher Education Area (link)	Education Code of the Republic of Moldova, Law No. 152/2014, Article 2 (2)	Establish the international political framework and the national legal basis for the integration of the Republic of Moldova into the EHEA. Ensures the Republic of Moldova’s commitment to the principles of the Bologna Process and provides the legal basis for participation in the MDQF-QF-EHEA self-certification process.
	A Framework for Qualifications of the European Higher Education Area Overarching Framework of Qualifications of the European Higher Education Area , 2018 Preparation of self-certification reports within the Bologna Process Guidelines, guidelines, and recommendations , 2024	Government Decision No. 330/2023 – Annex 1, p. 53 (levels 6–8 MDQF with Bologna cycles)	Establish standards and procedures for the self-certification of National Qualifications Frameworks (MDQF) against QF-EHEA. Defines the structure of the three cycles of higher education and the generic descriptors of levels based on learning outcomes. It is the methodological basis for the correlation of MDQF levels 6–8 with QF-EHEA and for the self-certification process. Government Decision No. 330/2023 takes over the general level descriptors for Bologna cycles (Bachelor, Master, Doctorate), used as a basis for the

			correlation of MDQF levels 6–8 with QF-EHEA
Quality assurance			
	<u>Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)</u>	Education Code of the Republic of Moldova, Law No. 152/2014, Article 65, 112, 115	Establishes the European Quality Assurance Reference Framework for Vocational Education and Training, based on the principles of monitoring, evaluation and continuous improvement. Supports – Ensuring the quality of the referencing process and qualifications in the MDQF, in line with the EQAVET and EQF principles.
	<u>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)</u>	<u>ANACEC regulatory framework: methodologies, procedures, decisions</u>	It underpins European quality assurance mechanisms in Higher Education. ANACEC regulations operationalise external evaluation and accreditation in line with ESG and EQAVET principles.
Validation of non-formal and informal learning			
	<u>Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning</u>	Education Code of the Republic of Moldova, Law No. 152/2014, Article 123, 124, <u>Government Decision No. 330/2023</u> , Annex 1, Chapter VI Recognition and validation of prior learning outcomes <u>Regulation on adult education, Government Decision 222/2024</u> Methodology for developing adult vocational training programmes and curriculum in lifelong learning, <u>MER Order No. 785/2024</u> .	Establishes European principles for the validation of non-formal and informal learning. Government Decision No. 330/2023 transposes these provisions into the national qualifications system.

Annex 17. MATRIX of the relevant parties involved in the referencing of the MDQF to the EQF and self-certification against the QF-EHEA ([MER Order No. 944/2024](#))

Institution/Organisation	Role in the referencing process	Contribution to the referencing process	Specific responsibilities	Working group status	Involvement type	Information sources, evidence
1. Ministry of Education and Research	Principal Coordinator of the MDQF	Facilitating the referencing process, coordinating official documentation	Establishing the working framework; preparation and validation of documents; final approval; coordination of the parties involved; Communication with EQF Advisory Group	Leader	Technical advice, final validation	Referencing report, internal planning and reporting documents
2. National Qualifications Framework Directorate (MER)	Administrative Coordinator of the MDQF	Monitoring the referencing process and alignment with European standards	Data collection; preparing the draft report; coordination of working groups; coordination of the final report validation process	Active member	Administrative coordination, process evaluation	Referencing documents, internal documentation
3. National Agency for Quality Assurance in Education and Research	National Authority for Quality Standards	Presentation of quality assurance procedures in education, validation of correlation by ESG standards	Assessment of the MDQF compliance with international quality standards; validation of accreditation and formal/non-formal learning procedures	Advisory Member	Validation, consulting on the quality process	Assessment reports, documents of compliance
4. Ministry of Labour and Social Protection, Directorate for Occupational Policy and Migration Regulation	Central public authority for occupational policies and labour market connection	Providing data on required skills, MDQF-CORM matching	Analysis of the correspondence between labour market requirements and the education system	Active member	Policy analysis, consultancy on labour market regulation and professional mobility	Labour market research reports, policy recommendations
5. Ministry of Health, Policy Department for Medical Management	Central public authority responsible for health policies and regulations	Participates in linking health professional qualifications to the MDQF and EQF levels;	Consultancy in aligning health qualifications with MDQF and EQF requirements	Active member	Technical consultancy, collaboration on specific sectors	Regulatory acts and standards of competence in the field of health; professional evaluation methodologies and sectoral recognition documents

Institution/Organisation	Role in the referencing process	Contribution to the referencing process	Specific responsibilities	Working group status	Involvement type	Information sources, evidence
6. Ministry of Internal Affairs, Department of Studies and Quality Management Academy “Ștefan cel Mare și Sfânt”	Sectoral authority responsible for educational and professional policies in the field of public order, security and internal administration	Ensures the correlation of the qualifications from the training system of the Ministry of Internal Affairs (police, civil security, emergency management) with the MDQF and EQF levels	Consultancy in aligning the professional and academic training programs of the MAI institutions to the MDQF and EQF requirements; provision of information on the internal quality assurance system and competence assessment methods	Active member	Technical consultancy and collaboration on sectoral domains (public order, security, civil protection)	Regulations and standards of professional training of the Ministry of Internal Affairs; competence assessment methodologies; Documents on quality management in MIA institutions
	Security and public order training institution	Participation in defining the equivalence of academic qualifications in the military field. Examples of sectoral qualifications, assessment methods and certification.	Consultancy in aligning military qualifications with MDQF and EQF requirements	Active member	Technical consultancy, collaboration on specific sectors	Military referencing documents
7. State University of Moldova	Primary provider of education and training	Contributions to the correlation of the MDQF-EQF upper levels and the relationship with QF-EHEA; examples of qualifications linked to the EQF, best practices on applying the Bologna cycles	Providing data on qualifications, validation; identifying examples of qualifications for comparison; confirmation of MDQF-EQF equivalences	Active member	Data input, examples of good practice	Qualification standards, curricula
8. Technical University of Moldova, Academic Management and Quality Assurance Directorate	Technical training and engineering provider	Contributions to the correlation of the MDQF-EQF upper levels and the relation with QF-EHEA in technical fields; examples of micro-qualifications/continuous	Providing information about qualifications, validation; identifying examples of qualifications for comparison; confirmation of MDQF-EQF equivalences	Active member	Educational contribution, technical validation	Technical training plans, micro-qualifications, evaluation reports

Institution/Organisation	Role in the referencing process	Contribution to the referencing process	Specific responsibilities	Working group status	Involvement type	Information sources, evidence
		training, validation of non-formal learning				
9. “Nicolae Testemitanu” State University of Medicine and Pharmacy, Department of Continuing Medical Education	Provider of training for health professionals as well as continuing training for health professionals	Contributions to the correlation of the upper levels of the MDQF-EQF and the relationship with the QF-EHEA in the medical field; provides examples of sectoral qualifications, assessment and certification methods applied in the healthcare sector	Providing data on qualifications in the field of Health; Identification of continuing medical and pharmaceutical training courses relevant to referencing; assessment and integration of medical education in the MDQF and EQF	Active member	Provision of data for the health sector	Continuing training plans, educational programmes
10. Academy of Economic Studies of the Republic of Moldova	Economics training provider	Participation in the evaluation of the EQF descriptors for Economics and Economic Sciences	Provision of data and examples of training in economic sciences	Advisory Member	Collaboration on the integration of the field of economic sciences	Examples of qualifications and educational programmes in the field
11. Academy of Music, Theatre and Fine Arts	Arts training provider	Participation in the evaluation of EQF descriptors for the arts	Provision of data and examples of artistic training	Advisory Member	Collaboration on the integration of the artistic field	Examples of artistic qualifications, educational programmes
12. Military Academy of the Armed Forces, Faculty of Military Sciences	Defence and national security training institution	Examination of the specifics of military qualifications in the MDQF and the relationship with QF-EHEA	Providing information on educational programmes and military qualifications	Advisory Member	Collaboration in the field of military education	Examples of military qualifications
13. “Ion Creangă” State Pedagogical University of Chişinău, Directorate	Pedagogical training and quality assurance provider	Examples of application of MDQF-EQF-QF-EHEA descriptors,	Providing information about qualifications; identifying examples of qualifications for	Active member	Educational consultancy,	Educational projects, quality assessment documents

Institution/Organisation	Role in the referencing process	Contribution to the referencing process	Specific responsibilities	Working group status	Involvement type	Information sources, evidence
for Academic Management and Quality Assurance		academic self-assessment procedures	comparison; confirmation of MDQF-EQF equivalences		validation of educational programs	
14. State University of Moldova, Doctoral School of Humanities and Education	Provider of doctoral training and advanced research	Contribute to the integration of higher education and research in the MDQF and EQF; examples of referencing to QF-EHEA and assessment of research qualifications	Validation of doctoral and advanced research programs for referencing	Active member	Contribution to the validation process of doctoral programmes	Doctoral training plans, educational research
15. Sectoral Committee on Vocational Training in Trade, Hotels and Restaurants	Sector Coordinator for Trade and Tourism Qualifications	Defining training standards for the trade and tourism sectors	Feedback on the relevance of learning to real labour market requirements	Advisory Member	Consultancy on sectoral vocational training	Training reports, occupational standards
16. Chamber of Commerce and Industry of the Republic of Moldova	Sector Coordinator for Trade and Industry Qualifications	Definition of dual training standards	Feedback on the relevance of learning to real labour market requirements	Advisory Member	Consultancy on dual vocational training	Dual system training reports
17. Center of Excellence in Informatics and Information Technologies	IT training provider	Examples of TVET qualifications, contributions to digitalisation and dual vocational training	Provision of data and examples of IT training, recommendations for changes to programmes	Active member	Technical consultancy, provision of technical data	Examples of continuous training programmes, validation of non-formal learning
18. Expert in education and MDQF	Consultant in MDQF and national education and training	Elaboration of correlation tables, report structuring, correlation of MDQF-EQF/QF-EHEA descriptors	Participation in the analysis of correspondences between educational systems; analysis of the EQF and QF-EHEA descriptors; Participation in the drafting of the report	External expert	Technical advice, specific analysis	Technical reports, proposals for amendments/alignment recommendations

Annex 18. National institutions and bodies involved in the development, administration and referencing process of the MDQF

Centre for Information and Communication Technologies in Education (CTICE)

CTICE is a public institution subordinated to the MER, established by Government Decision No. 373/2006. The Centre's mission is to ensure the digital infrastructure of the education system, to coordinate the processing, security and interoperability of educational data, and to support the process of recognition and authentication of learning documents.

The CTICE fulfils a dual role – technological and administrative – by implementing educational information systems at national level, and by guaranteeing the authenticity of educational documents. Its main tasks include:

- personalization and legalization of study documents for all levels of education;
- administration of educational information systems and national databases in the field of education (SIME for general education, early childhood education, VET; SIPAS (Continuous Training Certificate Customization System); Admission to universities)
- managing and publishing electronic textbooks and digital educational resources to support the teaching process;
- processing applications for recognition and equivalence of study documents obtained abroad, in cooperation with the specialised subdivisions of the MER.

CTICE also organises continuous training programmes for teachers and management staff in educational institutions, in areas such as the use of digital educational platforms, the administration of electronic school management systems, the design of digital content, etc.

Through these activities, the CTICE contributes to the digitalisation of education, the transparency of information on qualifications and study documents, and the recognition and comparability of qualifications in a European context. Its work thus supports the implementation of the MDQF and its correlation with the EQF and QF-EHEA, providing the necessary technological infrastructure for the management of educational data and the international recognition of learning outcomes.

Technical and vocational education and training providers

Higher education institutions, colleges, vocational schools and centres of excellence develop and implement study programmes in accordance with qualification standards. At the same time, they implement MDQF through programs adjusted to the EQF descriptors. Relevant examples are the curricula of the Technical University of Moldova, “Nicolae Testemitanu” State University of Medicine and Pharmacy, State Pedagogical University “Ion Creangă” of Chişinău, which are drafted in Romanian and English, placed transparently on the universities' websites for a wide audience of users. In the study programmes of higher education institutions, (for example, the Bachelor in Public Health), learning outcomes are formulated in line with the MDQF/EQF descriptors. The activity reports of the educational institutions are also made public.

Line Ministries (Health, Home Affairs, Defence, Culture)

- **The Ministry of Health** regulates medical and pharmaceutical qualifications, professions regulated at European level.
- **The Ministry of Internal Affairs** ensures the implementation and development of study programmes through the higher education institution Academy “Ştefan cel Mare” of the Ministry of Internal Affairs in the general fields of law, administrative sciences, security and public order, being accredited by ANACEC/ ARACIS.

- **The Ministry of Defence** ensures the development of qualification programs for national security and defence, implemented through specialized academies and accredited by ANACEC.
- **The Ministry of Culture** supports the development of qualifications in the artistic and cultural fields, in collaboration with the relevant higher education institutions.

In addition, relevant contributions are made by:

- **The National Employment Agency**, pursuant to [Law No. 105/2018](#) on employment promotion and unemployment insurance, is the public institution responsible for the implementation of the State's employment and labour migration policies and for the management and coordination of territorial activities in these areas. The Agency's work directly contributes to matching labour market skills supply and demand, providing essential support for the development and updating of the MDQF;
- **international development partners** (ETF, World Bank), which support the process through projects, expertise and best practices (e.g. digitisation of study documents, development of the National Qualifications Register)

Annex 19. MDQF-EQF Level Correlation Matrix

Level	Knowledge (MDQF vs EQF)	Skills/Skills (MDQF vs EQF)	Responsibility and autonomy (MDQF vs EQF)	Examples of qualifications (Republic of Moldova)	Examples of study documents to be issued	Degree of comparability MDQF-EQF
1	MDQF: Basic general knowledge. EQF: Basic general knowledge.	MDQF: Basic skills required to perform simple tasks. EQF: Basic skills needed to perform simple tasks.	MDQF: Work or study under direct supervision in a structured context. EQF: Work or study under direct supervision in a structured context.	Unskilled worker Construction worker, basic level	Certificate of completion of special education; Certificate of Professional Competence	Completely comparable
2	MDQF: Basic factual knowledge in a field of work or study. EQF: Basic factual knowledge in a field of work or study.	MDQF: Basic cognitive and practical skills required to use relevant information to perform tasks and solve routine problems using simple rules and tools. EQF: Basic cognitive and practical skills required to use relevant information to perform tasks and solve routine problems using simple rules and tools.	MDQF: Work or study under supervision, with a certain degree of autonomy. EQF: Work or study under supervision with some degree of autonomy.	Chef's help Simple machine tool operator	Certificate of Lower Secondary Education Certificate of Professional Competence	Completely comparable
3	MDQF: Factual knowledge, knowledge of general principles, processes and concepts in a field of work or study. EQF: Factual knowledge, knowledge of general principles, processes and concepts in a field of work or study.	MDQF: A range of cognitive and practical skills required to perform tasks and solve problems by selecting and applying basic methods, tools, materials and information. EQF: A range of cognitive and practical skills required to perform tasks and solve problems by selecting and applying basic methods, tools, materials and information.	MDQF: Taking responsibility for the execution of tasks in a field of work or study; Adapting your own behaviour to the circumstances in order to solve problems. EQF: Taking responsibility for performing tasks in a field of work or study Adapting your own behaviour to circumstances to solve problems	Electrician in construction; Car mechanic; Baker; Child caregiver	Certificate of Qualification with descriptive supplement Certificate of upskilling Certificates of requalification Certificate of Professional Competence Micro-credential	Completely comparable

4	MDQF: Factual and theoretical knowledge in broad contexts within a field of work or study. EQF: Factual and theoretical knowledge in broad contexts within a field of work or study.	MDQF: A range of cognitive and practical skills needed to find solutions to specific problems in a field of work or study. EQF: A range of cognitive and practical skills needed to find solutions to specific problems in a field of work or study.	MDQF: Self-management within guidelines for generally predictable but changeable work or study contexts; Supervise the routine work of others, taking some responsibility for evaluating and improving work or activities. EQF: Self-management within guidelines for generally predictable but changeable work or study contexts Supervise the routine work of other people, taking some responsibility for evaluating and improving work or activities.	Accounting officer; Construction technician; Veterinary Felcer; Travel agent; Electronics Technician	Baccalaureate Diploma with Annex Diploma of professional studies with descriptive supplement Certificate of upskilling Certificate of requalification Certificate of specialisation Micro-credential	Completely comparable
5	MDQF: Comprehensive factual and theoretical knowledge specialised in a field of work or study; Awareness of the limits of that knowledge. EQF: Comprehensive, specialised factual and theoretical knowledge in a field of work or study and awareness of the limits of that knowledge.	MDQF: Wide range of cognitive and practical skills needed to design creative solutions to abstract problems. EQF: Wide range of cognitive and practical skills needed to design creative solutions to abstract problems.	MDQF: Management and supervision in work or study situations where changes are unpredictable; Review and develop your own performance and that of others. EQF: Management and supervision in work or study situations where changes are unpredictable Review and develop your own and others' performance.	Teacher; Educator; Musical leader	Diploma of professional studies with descriptive supplement Certificate of upskilling Certificates of requalification Certificate of specialisation Micro-credential	Completely comparable
6	MDQF: Advanced knowledge in a field of work or study, involving a critical understanding of theories and principles. EQF: Advanced knowledge in a field of work or study,	MDQF: Advanced skills, denoting control and innovation, required to solve complex and unpredictable problems in a specialised field of work or study. EQF: Advanced skills, denoting control and innovation, required to	MDQF: Managing complex technical or professional activities or projects, by taking responsibility for decision-making in unpredictable work or study situations;	Licensed Engineer Bachelor of Educational Sciences	Bachelor's degree with diploma supplement, written in Romanian and English. Certificate of upskilling	Completely comparable

	involving critical understanding of theories and principles.	solve complex and unpredictable problems in a specialized field of work or study.	Take responsibility for managing the professional development of individuals and groups. EQF: Managing complex technical or professional activities or projects by taking responsibility for decision-making in unpredictable work or study situations Take responsibility for managing the professional development of individuals and groups.	Bachelor of Public Administration Licensed nurse responsible for general care	Certificates of requalification Certificate of specialisation Micro-bachelor	
7	MDQF: Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as a basis for original thinking and/or research; Critical awareness of knowledge in a field and knowledge at the border between different fields. EQF: Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as a basis for original thinking and/or research Critical awareness of knowledge in a field and knowledge at the border between different fields.	MDQF: Specialised skills for solving research and/or innovation problems, to develop new knowledge and procedures and to integrate knowledge from different fields. EQF: Specialised skills for solving research and/or innovation problems, developing new knowledge and procedures and integrating knowledge from different fields.	MDQF: Managing and transforming work or study situations that are complex, unpredictable and require new strategic approaches; Take responsibility for contributing to professional knowledge and practices and/or reviewing the strategic performance of teams. EQF: Managing and transforming work or study situations that are complex, unpredictable and require new strategic approaches Take responsibility for contributing to professional knowledge and practices and/or reviewing the strategic performance of teams.	Master in Engineering Master in Computer Science Master in Educational Sciences Master in Healthcare	Master's degree with diploma supplement Integrated Higher Education Diploma (Bachelor and Master) and diploma supplement Micro-master	Completely comparable
8	MDQF: Knowledge at the most advanced level in a field of work or study, or at	MDQF: The most advanced and specialised skills and techniques, including the synthesis and evaluation ability required to solve	MDQF: Demonstrate a high level of authority, innovation, autonomy, scientific and professional integrity, and	Doctor of Computer Science	Doctoral degree and title of doctor (in the respective field)	Completely comparable

	the border between different fields. EQF: Knowledge at the most advanced level in a field of work or study or at the border between different fields.	critical research and/or innovation problems and to expand and redefine existing professional knowledge or practice. EQF: The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical research and/or innovation problems and to expand and redefine existing professional knowledge or practice.	sustained commitment to the development of new ideas or processes at the forefront of work or study situations, including research. EQF: Demonstrate a high level of authority, innovation, autonomy, scientific and professional integrity, and sustained commitment to the development of new ideas or processes at the forefront of work or study situations, including research.	Doctor of Engineering Sciences Doctor of Educational Sciences Doctor of Medical Sciences	Title of Doctor habilitated	
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Annex 20. Statement by ANACEC on ESG compliance (2015) and supporting the process of referencing to EQF and self-certification of compatibility with QF-EHEA

DECLARATION

of the National Agency for Quality Assurance in Education and Research (ANACEC)
regarding compliance with the ESG (2015), support for the referencing process to the EQF,
and self-certification to the QF-EHEA

The National Agency for Quality Assurance in Education and Research (ANACEC), as the national competent authority in the field of external quality assurance in higher education and research, technical vocational education, and adult vocational training, pursuant to the Education Code of the Republic of Moldova No. 152/2014, Government Decision No. 201/2018 on the organization and functioning of ANACEC, and in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015), adopted at the EHEA Ministerial Conference in Yerevan (2015), hereby declares the following:

1. Compliance with the ESG 2015

ANACEC confirms that the national quality assurance system implemented in the Republic of Moldova is fully aligned with the principles of the ESG (2015), both in its internal and external quality assurance components:

- ESG 1 – Internal Quality Assurance: Standards relating to internal quality assurance systems are integrated into the national criteria for accreditation and institutional evaluation.
- ESG 2 – External Quality Assurance: External evaluation, authorization, and accreditation procedures are conducted based on public, transparent, and independent methodologies approved by the Ministry of Education and Research.
- ESG 3 – Quality Assurance at Agency Level: ANACEC is an autonomous agency with its own governance, recognized as an affiliated member of ENQA (European Association for Quality Assurance in Higher Education) and a full member of the CEENQA network (Central and Eastern European Network of Quality Assurance Agencies in Higher Education).

2. Reference to the National Qualifications Framework (NQF)

All ANACEC procedures make direct reference to the National Qualifications Framework (NQF), approved by Government Decision No. 330/2023, using its levels as benchmarks for:

- the development and revision of accreditation standards for study programmes in accordance with NQF levels and descriptors;
- validation of learning outcomes in relation to qualifications and verification of their alignment with NQF level descriptors;
monitoring of higher education institutions and verification of consistency between the qualification awarded, the declared NQF level, the Bologna cycles, and the allocation of ECTS credits, to ensure international comparability and compatibility of diplomas;
- aligning NQF level descriptors with learning outcomes and occupational standards to ensure the relevance of qualifications to labour market requirements;
- external evaluation and quality monitoring of programmes leading to qualifications, including micro-qualifications, in accordance with Government Decision No. 616/2016 and Government Decision No. 330/2023;
- integrating quality assurance mechanisms into the process of validating and recognising learning outcomes, following the principles of the ESG for higher education and EQAVET for technical vocational education;
- ensuring coherence between accreditation standards, evaluation criteria, and performance indicators used in external evaluation, in line with the EQF and the QF-EHEA;
- promoting the European dimension of quality through the application of ESG and EQAVET standards, cooperation with European networks (ENQA, EQAR, CEENQA, EQF Advisory Group), and participation in international activities on qualification recognition and academic mobility.

In this way, ANACEC actively contributes to the operationalization of the National Qualifications Framework, ensuring coherence between quality evaluation, learning outcomes, certified qualifications, and their recognition at European and international levels.

3. Involvement in the NQF–EQF Referencing and NQF–QF-EHEA Self-Certification Process

ANACEC has been actively involved in the national process of referencing the NQF to the European Qualifications Framework (EQF) and in the self-certification of the NQF to the Qualifications Framework for the European Higher Education Area (QF-EHEA) during 2024–2025, ensuring:

- participation of agency representatives in the Working Group established by the Ministry of Education and Research (MER) through Order No. 944/2024;
- validation of the methodology for correlating NQF descriptors with those of the EQF and QF-EHEA;
- endorsement of the correspondence matrix for NQF levels 6–8 with the Bologna cycles;
- issuance of the present ESG compliance declaration, required for international recognition of the referencing and self-certification process.

4. Official Declaration

As the national authority for quality assurance, ANACEC officially declares the compatibility of the national quality assurance framework of the Republic of Moldova with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015), and supports the referencing of the National Qualifications Framework (NQF) to the European Qualifications Framework (EQF), as well as the self-certification of the NQF to the Qualifications Framework for the European Higher Education Area (QF-EHEA), coordinated by the Ministry of Education and Research of the Republic of Moldova.

This declaration reflects ANACEC's firm commitment to contributing to the international recognition of qualifications, strengthening trust in the national education and vocational training system, and supporting the integration of the Republic of Moldova into the European Higher Education Area and the European Lifelong Learning Area.

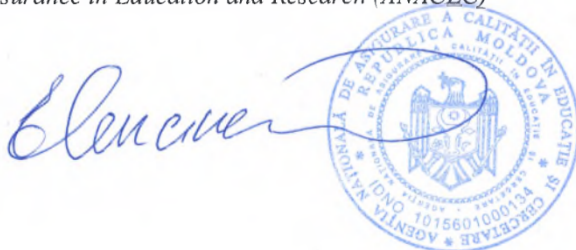
Chişinău, 02 December 2025

Daniela Elenciuc

President

National Agency for Quality Assurance in Education and Research (ANACEC)

(signature and seal)



Annex 21. Statement by the Minister for Education and Research

Ministerul Educației și Cercetării al Republicii Moldova

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Ministry of Education and Research of the Republic of Moldova

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Nr. 01/8014/25 din 05.12.2025

Declarația Ministrului Educației și Cercetării

Ministerul Educației și Cercetării al Republicii Moldova, în calitate de organism național competent pentru dezvoltarea, coordonarea și implementarea Cadrului Național al Calificărilor (CNC), asigură cadrul legislativ, politicile educaționale și mecanismele de guvernare necesare funcționării acestuia. Ministerul are responsabilitatea oficială de a coordona procesul de referențiere la Cadrul European al Calificărilor (EQF) și de a realiza autocertificarea compatibilității CNC cu Cadrul European al Învățământului Superior (QF-EHEA).

În exercitarea acestor funcții, Ministerul confirmă că procesul de referențiere și autocertificare a fost realizat în strictă conformitate cu cadrul normativ al Republicii Moldova și cu procedurile naționale de asigurare a calității. Toate informațiile incluse în raport au fost validate de instituțiile și structurile responsabile și reflectă în mod obiectiv dezvoltarea și implementarea CNC, precum și compatibilitatea acestuia cu EQF și QF-EHEA.”

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Location: Moldova

MOLDOVA EUROPEANĂ



Dan PERCIUN, Ministrul Educației și Cercetării

Statement of the Minister of Education and Research

The Ministry of Education and Research of the Republic of Moldova, as the national competent authority responsible for the development, coordination and implementation of the National Qualifications Framework (NQF), ensures the legal framework, education policies and governance mechanisms required for its functioning. The Ministry holds the official mandate to coordinate the referencing of the NQF to the European Qualifications Framework (EQF) and to carry out the self-certification of its compatibility with the Qualifications Framework of the European Higher Education Area (QF-EHEA).

In fulfilling these responsibilities, the Ministry hereby confirms that the referencing and self-certification processes have been conducted in full compliance with the national legal framework and established quality assurance procedures. All information included in the report has been validated by the responsible institutions and bodies, and accurately reflects the development and implementation of the NQF, as well as its compatibility with the EQF and QF-EHEA.”

Dan PERCIUN, Minister of Education and Research

Annex 22. Declaration of the National Coordination Point for the EQF

 MINISTERUL EDUCAȚIEI ȘI CERCETĂRII AL REPUBLICII MOLDOVA	
Nr. 01/8015/25 din 03.12.2025	
Declarația Punctului Național de Coordonare pentru Cadrul European al Calificărilor Punctul Național de Coordonare pentru Cadrul European al Calificărilor (NCP.MD&EQF) din Republica Moldova, constituit prin Hotărârea Guvernului nr. 330/2023 cu privire la aprobarea Cadrului Național al Calificărilor, are rolul de a coordona implementarea CNC, de a facilita corelarea acestuia cu EQF și de a asigura coerența și transparența procedurilor de poziționare a calificărilor. NCP.MD&EQF este responsabil pentru colectarea, analiza și validarea informațiilor necesare procesului de referențiere și pentru monitorizarea aplicării procedurilor naționale relevante. În baza acestor atribuții, NCP.MD&EQF confirmă că procesul de referențiere a CNC la EQF și de autocertificare a compatibilității cu QF-EHEA a respectat integral cadrul normativ și procedurile de asigurare a calității în vigoare. Toate informațiile prezentate în raport sunt conforme cu reglementările naționale și reflectă fidel funcționarea CNC și poziționarea calificărilor. Digitally signed by Gherștega Tatiana Date: 2025.12.05 15:05:26 EET Reason: MoldSign Signature Location: Moldova MOLDOVA EUROPEANĂ  Tatiana GHERȘTEGA, Punctul Național de Coordonare pentru EQF	Statement of the National Coordination Point for the EQF The EQF National Coordination Point (NCP.MD&EQF) of the Republic of Moldova, established by Government Decision no. 330/2023 on the approval of the National Qualifications Framework, is responsible for coordinating the implementation of the NQF, facilitating its alignment with the EQF and ensuring the coherence and transparency of qualification-level allocation procedures. The NCP.MD&EQF is mandated to collect, analyse and validate all information required for the referencing process and to monitor the application of relevant national procedures. In line with these responsibilities, the EQF National Coordination Point confirms that the referencing of the NQF to the EQF and the self-certification of its compatibility with the QF-EHEA have fully complied with the national legal framework and quality assurance requirements. All information presented in the report is consistent with the national regulations and accurately reflects the functioning of the NQF and the positioning of its qualifications. Tatiana GHERȘTEGA, EQF National Coordination Point

Annex 23. Decision of the National Council for Qualifications

Ministerul Educației și Cercetării al Republicii Moldova

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Ministry of Education and Research of the Republic of Moldova

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Extras din Procesul verbal nr. 35 al Consiliului Național pentru Calificări din 19.11.2025

Consiliul Național pentru Calificări (CoNC) în calitate de organ consultativ al Ministerului Educației și Cercetării pentru dezvoltarea Cadrului Național al Calificărilor (CNC), instituit prin Hotărârea Guvernului nr. 330/2023 cu privire la aprobarea Cadrului Național pentru Calificări confirmă că procesul de referențiere și autocertificare a fost realizat în strictă conformitate cu cadrul normativ al Republicii Moldova și cu procedurile naționale de asigurare a calității. Toate informațiile incluse în raport au fost validate de instituțiile și structurile responsabile și reflectă în mod obiectiv dezvoltarea și implementarea CNC, precum și compatibilitatea acestuia cu EQF și QF-EHEA.

Prin exercitarea atribuțiilor CoNC asigură stabilirea direcțiilor strategice și a planurilor de acțiuni pentru dezvoltarea, actualizarea, validarea și certificarea calificărilor cu nivel CNC și elaborarea politicilor publice de dezvoltare a potențialului uman, realizează expertiza privind compatibilitatea calificărilor CNC cu EQF, monitorizează compatibilitatea și conexiunea dintre CNC, EQF și QF-EHEA, și contribuie la elaborarea și avizarea raportului de referențiere a CNC la EQF.

DECIZIA CoNC:

Raportul național de referențiere a Cadrului Național al Calificărilor (CNC) la Cadrul European al Calificărilor (EQF) și la Cadrul Calificărilor pentru Spațiul European al Învățământului Superior (QF-EHEA) de prezentat în redacție finală Comisiei Europene conform procedurilor stabilite.

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Location: Moldova
MOLDOVA EUROPEANĂ



Dan PERCIUN, Președintele Consiliului Național
pentru Calificări

Excerpt No. 35 from the Minutes of the National Council for Qualifications dated 19.11.2025

The National Council for Qualifications (CoNC), as an advisory body of the Ministry of Education and Research for the development of the National Qualifications Framework (NQF), established by Government Decision No. 330/2023 on the approval of the National Qualifications Framework, confirms that the referencing and self-certification process was carried out in strict accordance with the legal framework of the Republic of Moldova and with national quality assurance procedures. All information included in the report has been validated by the responsible institutions and structures and objectively reflects the development and implementation of the NQF, as well as its compatibility with the EQF and the QF-EHEA.

In exercising its responsibilities, the CoNC ensures the establishment of strategic directions and action plans for the development, updating, validation, and certification of qualifications aligned to NQF levels and for the development of public policies aimed at strengthening human potential. It carries out the expertise regarding the compatibility of NQF qualifications with the EQF, monitors the compatibility and interconnection between the NQF, EQF, and QF-EHEA, and contributes to the drafting and endorsement of the NQF referencing report to the EQF.

DECISION of the CoNC:

The National Referencing Report of the National Qualifications Framework (NQF) to the European Qualifications Framework (EQF) and to the Qualifications Framework for the European Higher Education Area (QF-EHEA) shall be submitted in its final version to the European Commission in accordance with the established procedures.

Dan PERCIUN, President of the National Council for
Qualifications