

# COOPERA

Integrating Dual Higher Education In Moldova and Ukraine

# EXPLOITATION REPORT

**Deliverable 6.5**

**DUAL  
HIGHER  
EDUCATION**



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**COOPERA**  
DUAL HIGHER EDUCATION IN MOLDOVA AND UKRAINE



# COOPERA

## INTEGRATING DUAL HIGHER EDUCATION IN MOLDOVA AND UKRAINE

# EXPLOITATION REPORT

**Project Acronym:** COOPERA

**Project full title:** INTEGRATING DUAL HIGHER EDUCATION IN  
MOLDOVA AND UKRAINE

**Project No:** 617490-EPP-1-2020-1-MD-EPPKA2-CBHE-SP

**WP / Deliverable/  
Action:** WP6 / D6.5/ A6.5 - Preparation of exploitation  
report

**Project partner (s):** P1-ASEM/MD

**Place/ Date:** Chisinau, Moldova



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**Exploitation Report** is a deliverable within COOPERA project "Integrating Dual Higher Education in Moldova and Ukraine", reference number 617490-EPP-1-2020-1-MD-EPPKA2-CBHE-SP, funded by the European Union through the Erasmus + Programme 2014-2020, KA2 – Cooperation for innovation and the exchange, Key action 2 - Capacity Building in Higher Education.



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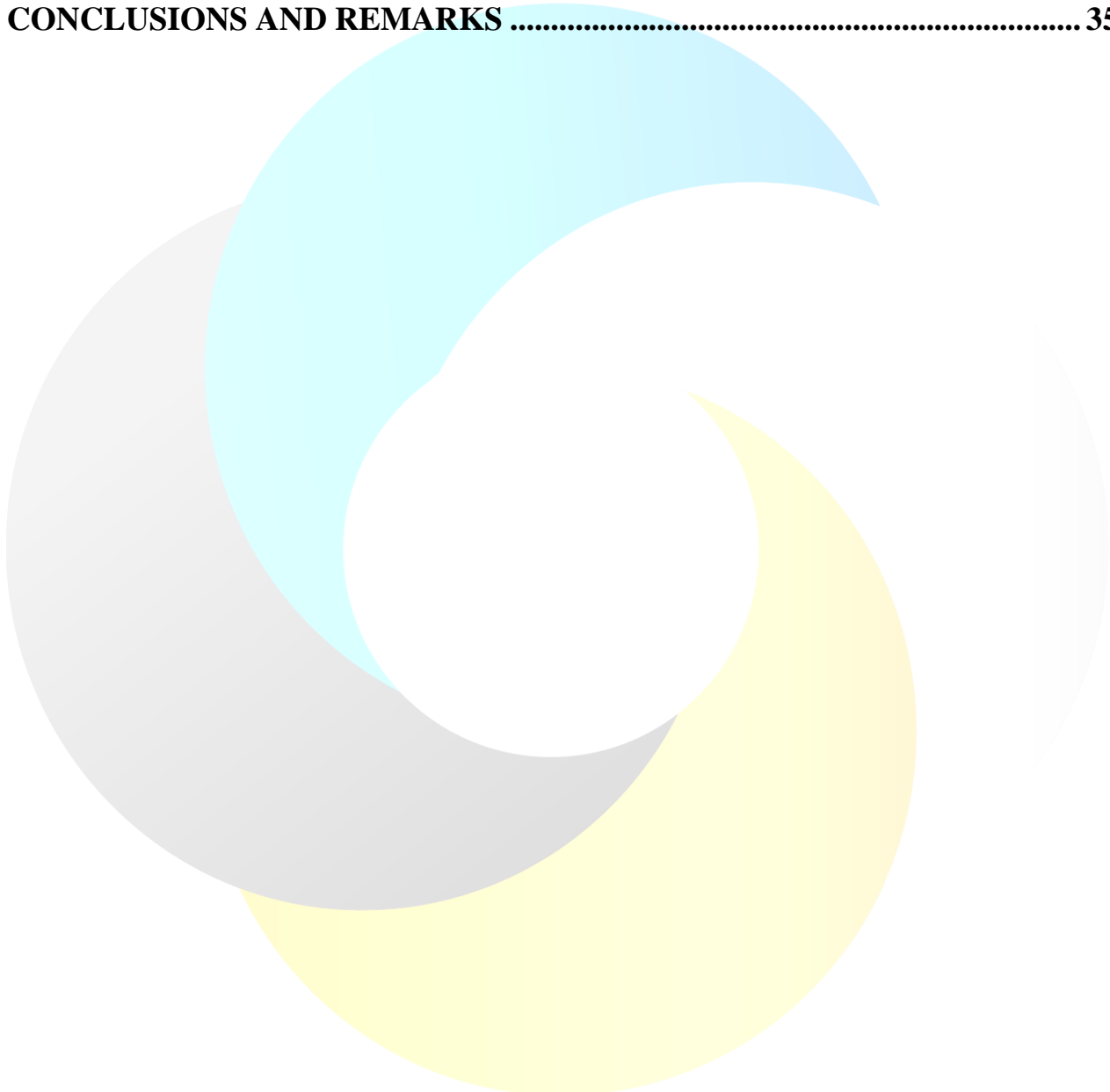
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# 1. CONSORTIUM MEMBERS

## Grant Coordinating Institution



Academy of Economic Studies of Moldova ([ASEM](#))

## EU partners



Duale Hochschule Baden-Wurtemberg ([DHBW](#))



University of Lleida ([UdL](#))



Varna University of Management ([VUM](#))



Akademia WSB ([AWSB](#))



European Policy Development and Research Institute  
([EPDRI](#))

## MD partners



Technical University of Moldova ([UTM](#))



Free International University of Moldova ([ULIM](#))



The Ministry of Education, Culture and Research of the  
Republic of Moldova ([MECRRM](#))

## UA partners



Uzhhorod National University ([UzhNU](#))



KROK University ([KROK](#))



V.N. Karazin Kharkiv National University ([KKNU](#))



Odessa National University of Economics ([ONEU](#))



Ministry of Education and Science of Ukraine ([MESU](#))



## 2. INTRODUCTION

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The COOPERA exploitation report presents the implementation of the Dissemination, Exploitation and Sustainability Strategy. The strategy is to maximize impact by reaching final target audience, at appropriate times, via appropriate channels, with sustained interaction and always aiming at sustainable use of results. This report is intended to summarize the tasks and outcomes carried during the project lifetime.

Communication and dissemination covers three contexts:

- Partners' information sharing and exploitation where partners and stakeholders organize their contribution to COOPERA impact enhancement.
- Processes related to dissemination and exploitation over COOPERA results and outputs, covering from call preparation, announcement, call assessment, projects monitoring and project results.
- General picture of external dissemination actions including a general view of all the actions compiled over the implementation of COOPERA project.

COOPERA project web page (<https://coopera-project.ase.md/>) is the core of communication and dissemination. It acts as a tool organized in several sections activities, results, news, events and publications.

A group of indicators have been established in the Exploitation plan. In this report, indicators-based assessment is presented. A review of indicators and measurements associated is foreseen.

Finally, a complete compilation of dissemination actions is presented in four annual dissemination reports, published on COOPERA web page.



## 2. PROJECT DETAILS

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### 2.1. Strategic objective

COOPERA is following the overarching aim to integrate DHE in the Partner countries in general, and to improve individual employability and development, increase suitability and continuity between the demands of the professional world and the initial training of university students, and achieve of greater economic efficiency and social integration, in particular.

### 2.2. Specific objectives

**OB1:** To identify needs and specific requirements of companies in different industrial sectors and businesses for DHE and to find companies willing to participate in pilot implementations of DHE during the project;

**OB2:** To develop a flexible and generic DHE to support different needs and interests of employers, HEIs and students in different industrial and business sectors and to provide recommendations to HEIs for implementation of DHE;

**OB3:** To test the specific DHE models generated from the developed generic DHEM, by realizing their pilot implementations during the project and to analyse achieved results;

**OB4:** To propose changes to legislation/regulations to adapt DHE in the Partner countries.

### 2.3. Total cost of the project

EC Grant: 967.200,00 EUR

### 2.4. Results

1. Report on companies needs for DHE;
2. Flexible and generic Dual Higher Education Models for Moldova and Ukraine developed;
3. White Paper on DHE elaborated;
4. Recommendations for amendments to the Law on Higher Education secured;
5. Guidelines on DHE implementation elaborated;
6. Dual Study Programs identified;
7. Training materials for specific Dual Study Programs developed;
8. Analysis of the results of pilot testing of each of specific DHEM realised, report published;





## 2.5. Coordinator contact details

<i>Name and surname</i>	Dr. Olesea SIRBU
<i>Institution</i>	Academy of Economic Studies of Moldova
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<i>E-mail</i>	<a href="mailto:oleseasarbu@gmail.com">oleseasarbu@gmail.com</a>





### 3. TARGET AUDIENCE AND MEANS OF INTERNAL AND EXTERNAL COMMUNICATION

#### 3.1. COOPERA PROJECT TARGET GROUPS

COOPERA primary scope is to consolidate the interest of MD HE society at the national level and of all stakeholders in the DHE area playing the role of a comprehensive development Action Plan and calling on for move. During the life of the project, it is expected to develop all necessary national and institutional DHE framework, create DHE infrastructure, transfer competences and knowledge to train administrative staff, based on best EU practice and expertise.

##### **The main target groups (TGs):**

**TG1 - Administrative staff:** top managerial staff (Rectors, vice-rectors, deans, heads of departments/chairs, heads of the Quality management units, ECTS officers from faculties): management support is and will be needed for sustainable development of DHEM, in general (incl. financial support) and action plan, in particular. Therefore, strategic benefits of DHEM development for strengthening competitiveness of universities will be demonstrated towards university management

**TG2 - Public administrators:** policy makers, civil servants employed in local, regional or national public administrations and primarily work on education matters and therefore require both theoretical and practical trainings on project issues.

**TG3 - Academics/ researchers** who are involving in flexible curriculum development, designing and teaching of training courses: their commitment for successful organization, preparation and implementation of the DHEM at universities as well as willingness to actively to be involved in the elevating of this process during and after the project life will be needed

**TG4 - Students:** university students (BMD levels) who are involved in the study programmes, students with disabilities involved in the expert workshop: their feedback could be an important input towards improving the DHE in the teaching-learning-evaluation process. Therefore, they will continuously involve in all events and activities realized within the project

**TG5 - Industrial Sector Representatives** who will be involved in DHEM: will connect students that have strong propensity and potential and offer an opportunity to acquire much needed work experience before graduation which in turn enables them to be more competitive on the labour market.



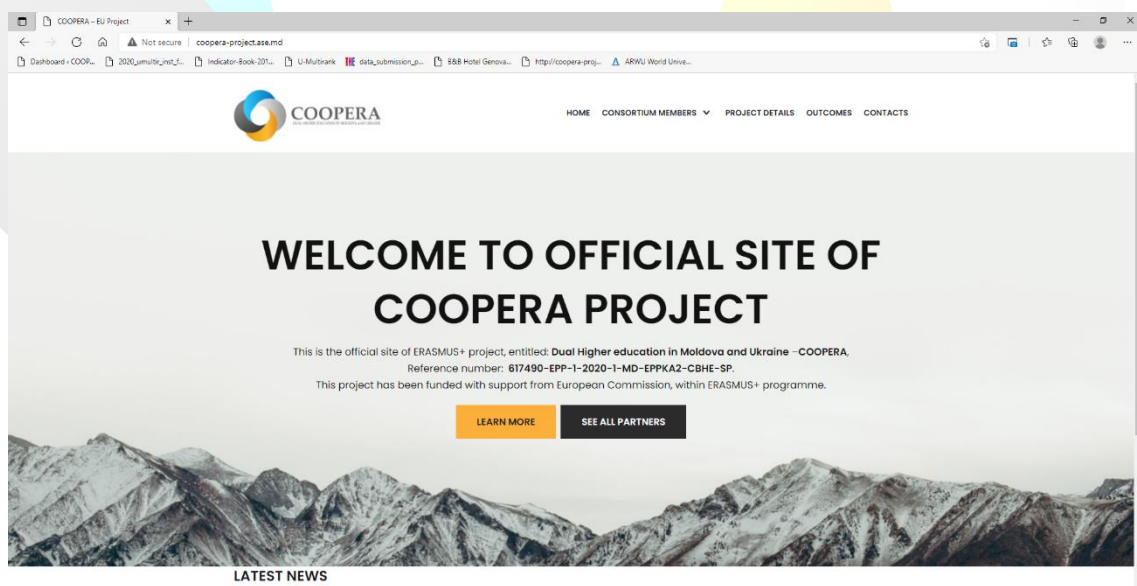
## 3.2. MEANS OF COMMUNICATION TOOLS

In order to ensure exploitation of COOPERA projects achievements, results and outputs, have been elaborated and widely disseminated COOPERA project Brand book and promotional materials, which respect the EACEA visibility rules and project corporate style designed at initial implementation stage and shared internally among project partners.

More specifically, in addition to the materials described in the following sub-chapters, project partners have used internal and external means of communication between consortium and with a scope to reach the target audience.

### 3.2.1 The COOPERA - web page

The COOPERA web page ([www.coopera-project.ase.md](http://www.coopera-project.ase.md)): has an important role in the overall project because it functions as the principle public dissemination tool for project results and news. The web page was created and maintained as the main source of information on the project activities and achievements: conferences, workshops, trainings, project contests, state of the art in the area of DHE, from the aspect of integrate DHE in the Moldova and Ukraine. Contact information about all members of the consortium is available on the project web page in order to have easier communication with those potentially interested for the project.

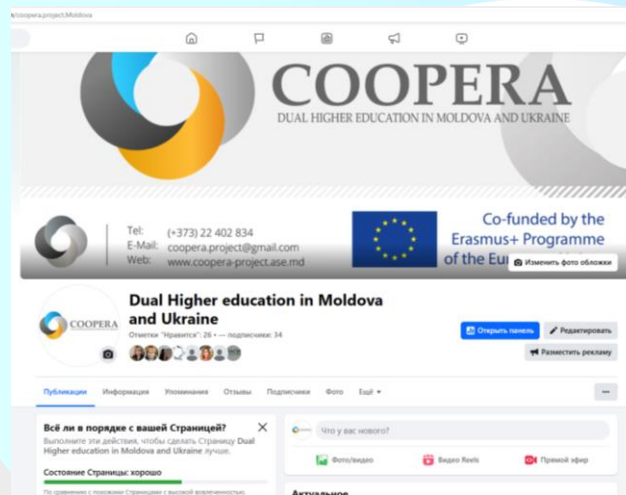


**COOPERA project web page (<https://coopera-project.ase.md/>)**



### 3.2.2. COOPERA National Facebook pages

COOPERA is also available on – Facebook, an influential social media network. It has grown beyond “chatting-network” and has become a powerful business networking medium. The benefits provided by Facebook include: help the project grow; reach new contacts and opportunities; increase awareness of the general public in Moldova and Ukraine. In order to increase the COOPERA project dissemination on national and international levels, the Facebook pages in Moldova and Ukraine are created and maintained by the Grant coordinator (P1-ASEM in Moldova) and National coordinator in Ukraine (P6-KROK/UA). The COOPERA project Facebook pages are used in order to increase the dissemination of the project related activities, institutional, national and international events, ideas, comments, milestones, etc.



#### COOPERA project Facebook page

<https://www.facebook.com/coopera.project.Moldova>



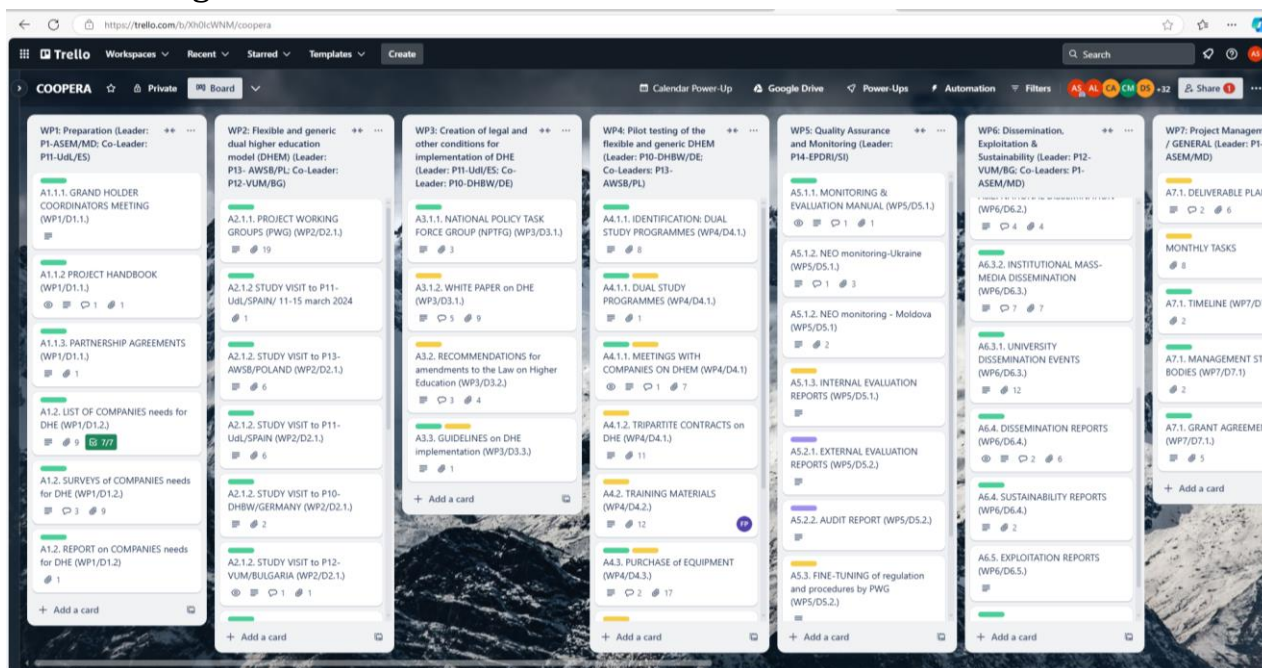
#### COOPERA project Facebook page. UKRAINE

<https://www.facebook.com/coopera.project.Ukraine>



### 3.2.3 TRELLO management platform

In order to ensure coherent internal communication, secure fast and easy exchange of comments and documents produced, TRELLO management platform has been created and maintained during the project lifetime by the coordinating team:



**COOPERA project TRELLO management platform.**

### 3.2.4 Project identification: the COOPERA logo+

The incipient dissemination and exploitation of the project activities and its achievements starts with the project visibility. To achieve maximum visibility, the project needs a personality. The project identity is linked with a graphically coherent and consistent representation of the COOPERA logo on project results and documentation. It's necessary that every event, presentation, newsletter, deliverable (both public and restricted), leaflet, sticker, etc. make use of this image and be consistent with its style. An attractive graphical representation helps provide interested parties with the message that the project conveys.

All the deliverables elaborated within the COOPERA project were accompanied with the project logo and logo of the European Commission. Compliance with the visual identity rules is a responsibility of each COOPERA Partner Institution.



# COOPERA

DUAL HIGHER EDUCATION IN MOLDOVA AND UKRAINE

## COOPERA Project Logo

ERASMUS+ project reference number: 617490-EPP-1-2020-1-MD-EPPKA2-CBHE-SP

**COOPERA**

Integrating Dual Higher Education In Moldova and Ukraine

## BRAND BOOK

Deliverable 6.1

DUAL  
HIGHER  
EDUCATION

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of the European Union



[www.coopera-project.ase.md](http://www.coopera-project.ase.md)

**COOPERA Project Brand Book**

### 3.3 ACTIVITIES & EVENTS

Several events have been organized to disseminate COOPERA project's issues and achieved planned results. These events were researched and updated constantly, and posted on the COOPERA project's web page, National Facebook pages and institutional webpage of the Partner institutions from MD and UA in order to provide partners, members, and web page visitors with the knowledge and opportunity to attend relevant events in appropriate fields and venues. The organization of events is encouraged to be undertaken by every Consortium partner, but coordination with the partner responsible for dissemination activities is requested.



### 3.3.1. Consortium Meeting

In order to secure efficient project management, ensure in time delivery of all activities planned, ensure timely partners pre-financing, monitoring targeted funds expenditure, provision of co-financing and realise continuous monitoring and reporting of project activities and results by the Coordinator and Coordination team, have been organised four (4) Face-to-Face Steering committee meeting, combined with other events in place and trimestral online consortium meetings via zoom platform:

Four (4) Face-to-Face Steering committee meeting were realised:

Nr	Name of the Event	Host Organisation	Date	Nr of Participants	Additional information
1	1st Steering Committee Meetings (SCM 1)	P1-ASEM	25.09.2021	31 people (m: 6, w: 25)	<a href="#">Web publication;</a>
2	2nd Steering Committee Meetings (SCM2)	P1-ASEM	04.11.2022	44 people (m: 8, w: 36)	<a href="#">Web publication;</a>
3	3rd Steering Committee Meetings (SCM3)	P1-ASEM	24.11.2023	56 people (m: 12, w: 44)	<a href="#">Web publication;</a>
4	4th Steering Committee Meetings (SCM4)	P1-ASEM	02-03. 07.2024	43 people (m: 6, w: 37)	<a href="#">Web publication;</a>

### 3.3.2. Experts' Workshops

In framework of the project have been organised three (3) experts' workshops:

Nr	Name of the Event	Host Organisation	Date	Nr of Participants	Additional information
1	1st COOPERA Expert Workshop (EW1)	P1-ASEM	24.09.2021	55 people (m: 20, w: 35)	<a href="#">Web publication;</a>
2	2nd COOPERA Expert Workshop (EW2)	P1-ASEM	03.11.2022	39 people (m: 9, w: 30)	<a href="#">Web publication;</a>
3	3rd COOPERA Expert Workshop (EW3)	P1-ASEM	23.11.2023	58 people (m: 12, w: 46)	<a href="#">Web publication;</a>

### 3.3.3. Study visits/Trainings

Project Working Groups (PWGs) and Representatives from Ministries of Education and Research of Moldova and Ministry of Education and Science of Ukraine carried out study visits to programme countries institutions for transfer of knowledge and experiences in the field of DHE. One report that contains the



minutes of all study visits and related documents was generated and disseminated among project partners through TRELLO and project web page.

The Study visits (SV/5 days each) will be organised to the following project`s partners in the EU:

Nr	Name of the Event	Host Organisation	Date	Nr of Participants	Additional information
1	SV1 - Study Visit to P13-AWSB/PL	P13-AWSB/PL	25-29.10.2021	25 people (m: 10, w: 15)	<a href="#">Web publication;</a>
2	SV2 - Study Visit to P11-UdL/ES	P11-UdL/ES	8-12.11.2021	35 people (m: 15, w: 20)	<a href="#">Web publication;</a>
3	SV3 - Study Visit to P10-DHBW/DE - online	P10-DHBW/DE	28.01.2022	52 people	<a href="#">Web publication;</a>
4	SV3 - Study Visit to P10-DHBW/DE – F2F	P10-DHBW/DE	3-4.05.2022	23 people (m: 7, w: 16)	<a href="#">Web publication;</a>
5	SV4 - Study Visit to P12-VUM/BG	P12-VUM/BG	29.05-02.06.2022	24 people (m: 3, w: 21)	<a href="#">Web publication;</a>
6	SV5 - Study Visit to P11-UdL/ES	P11-UdL/ES	11-15.03.2024	58 people (m: 11, w: 47)	<a href="#">Web publication;</a>

### 3.3.4. Concluding Conference

The concluding conference was organized with the aim of demonstrating the overarching achievements of the project and the complexity of project work having been carried out, with a special emphasis on the main aim of the project i.e. the setting up DHE programs in Moldova and Ukraine. The event took place at the premises on P1-ASEM on 4-5 July 2024 and was Combined with the Steering Committee Meeting (see WP7, D. 7.2.) (Month 35).

Nr	Name of the Event	Host Organisation	Date	Nr of Participants	Additional information
1	Concluding Conference	P1-ASEM	04-05.07.2024	102 prtc.	<a href="#">Web publication;</a>

### 3.3.5. Dissemination & Communication activities realised by MD and UA partners between 15.01.2021 – 14.08.2024

COOPERA partner universities from Moldova and Ukraine have imposed an impressive effort in realisation of dissemination activities on institutional level. The most common way to disseminate information related to project was through web page and mass-media channels with the total number of 176 web page publications and 125 mass-media publications. In order to inform





institutional academic community about the project details and outputs, each partner university organised a dissemination event.

Taken into account that COOPERA is a structural project and had Ministry of Education involved as one of the project partners, special importance was given to dissemination activities on national level. P1-ASEM as grant coordinating institution in cooperation with P6-KROK as national coordinating institutional had contributed to communication of actions through Facebook channels created on national level in Moldovan and Ukrainian languages. Moreover, partners have imposed equal efforts in disseminating concept of Dual Higher Education through national mass-media channels, newspapers and gazettes.

No	TYPE OF ACTIVITY	PARTNER						
		P1-ASEM	P2-TUM	P3-ULIM	P5-UzhNU	P6-KROK	P7-KKNU	P8-ONEU
<b>Institutional level</b>								
1.	Institutional dissemination events	4	7	2	2	1	1	3
2.	Institutional web page publications	34	30	36	20	27	16	13
3.	Institutional mass-media publications	31	-	46	4	9	29	6
4.	Institutional Articles / Newspaper publication	-	-	-	-	-	-	1
<b>National level</b>								
1.	Information days and public appearances	-	1	-	4	-	-	-
2.	National Conferences/ Workshops/ Seminars/ Articles	-	-	-	1	1	-	2
3.	National scientific publications and articles	2	-	-	-	-	-	2
4.	Mass-media appearance (TV, radio, articles in mass-media)	12	-	3	7	-	-	2
<b>International level</b>								
1.	International Conference/ Workshops/ Seminars	2	-	-	-	-	-	1
2.	International Articles	2	1	-	-	-	-	8
3.	Inter-project coaching	3	-	-	-	-	-	-



## Table 21. Overview of the dissemination activities realised by MD and UA partners between 15.01.2021 – 14.08.2024

Source. Annual Dissemination reports: <https://coopera-project.ase.md/results/>

### 3.4 MONITORING AND ASSESSMENT

Communication and dissemination action must be understood as a process and in this perspective is its monitoring and assessment aimed at measuring changes produced by these actions and monitor exploitation of all results.

Close monitoring of the execution of different communication activities will assist us in assessment of our dissemination strategy, which will help us to understand which actions and channels of communication have been more effective than the other.

The monitoring and assessment process will give us the opportunity to adjust the future project communication activities with the aim to optimise the desired results of communication and dissemination action.

#### 3.4.1 The scope of monitoring and assessment

With the monitoring and assessment of the communication and exploitation activities we would like to test the following four issues:

- **Target audience reached:** It is necessary to check whether the desired target audiences have been reached by the communication actions, what kind of message they received and if such message was the one we intended to convey to them. We want to know, what was their perception and feedback.
- **Actor's performances in the communication process:** we are interested that all people who were directly involved in the execution of the communication activities are enough motivated to perform their role effectively.
- **Direct outcome of communication measures:** We will assess the impact produced by the communication measures, which will give us the opportunity to compare the results achieved against those expected or foreseen when designing the communication strategy.
- **Impact on sustainability factors:** Effective communication action is a corner stone for achieving the sustainability effects of the project. We will monitor and assess which communication measures produced real impact to



certain indicators which show to enhancement of particular sustainability potential, i.e. to the embodiment of the project results into the desired social, entrepreneurial, administrative and academic environment of the partner countries involved in the project.

### ***3.4.2 Monitoring and assessment tools***

#### **COMMUNICATION INDICATORS**

The communication indicators, which are easily identifiable and put into numbers, will be regularly monitored and assessed.

In this respect the following data will be collected:

1. How many participants there were at the events?
2. How many promotional materials were delivered and to which target audience(s)?
3. How many media (all types of media) advertisements / communications have been performed?
4. How many measures for interaction with expert public (articles, scientific conferences etc.) have been performed?
5. How many journalists participated at the events?
6. How many articles have been published?

For COOPERA dissemination events a questionnaire is prepared for participants to fulfil, to give a qualitative assessment of this part of promotion activities (see Monitoring and Evaluation manual).

### ***3.4.3 COOPERA Institutional web page***

Effective dissemination of the project related events, activities and main outputs is vital for achieving the project's objective and keeping the whole academic community informed which will secure the exploitation of results produced. COOPERA project Partner Institutions from Moldova and Ukraine has created the COOPERA institutional webpage in their national language, where all the information on the project matters was published.

### ***3.4.5 Information on Union funding and use of the European Union emblem***

Any communication or publication made by any of the project partners, any deliverable published on project/institutional web page or channel related to the action, including conferences, seminars, workshops, study visits and training seminars or in any information or promotional materials (such as brochures, leaflets, poster, presentation, in electronic form, etc.) had to:



1. Indicate that the action has received funding from the European Union; and
2. Display the European Union emblem.

When displayed in association with another logo, the European Union emblem must have appropriate prominence in compliance with the project and institutional logos. The European Union emblem has been shared with the Project consortium via Trello.

## EUROPEAN UNION EMBLEM



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### ***3.4.6 Disclaimers excluding Agency and Commission responsibility***

Any communication or publication that relates to the action, made by the project partners jointly or individually in any form and using any means, had to indicate:

1. That it reflects only the authors view; and
2. That Agency and the Commission are not responsible for any use that may be made of the information it contains

The following disclaimer shall be added to the inner pages of the publications and studies written by external independent bodies with support from the European Commission:

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



## 4. EXPLOITATION OF KER

### 4.1 Introduction and main objectives of exploitation plan

The objective of the Exploitation Plan was to primarily approach the project's exploitation by presenting an initial strategy that was being enforced during the project's lifetime.

Exploitation is associated with the use of the project's results at different levels, during and after the implementation of the project. It is related to the necessary action that will bring visibility to the project in order to involve the target groups, end-users, stakeholders and transfer the results/products into their professionals' scope. Exploitation is mostly related to the idea of convincing the key actors to use the main products of a project. Exploitation is closely associated with the sustainability of the project after its conclusion since exploitation activities should ensure that the results of the project are used by its target groups and possibly are transferred to other contexts (e.g. other countries, other pedagogical areas, other sectors).

The COOPERA exploitation plan described the expected results from the project and defined its best exploitation.

Aiming to extend the impact of the COOPERA project, this plan intends to ensure high visibility of project results among target groups and stakeholders, raise general awareness and use of project results. In sum, the exploitation goals are to:

- Engage different target groups with information adjusted to their needs.
- Maximise the impact of the project on stakeholders.
- Raise general public awareness on COOPERA project objectives.
- Engage with policy makers and practitioners in the field of dual higher education.
- Identify complementary models/tools and explore options for synergies & cooperation.



**The exploitation objectives of COOPERA project are the following:**

- Identification of target groups and stakeholders.
- Spreading, as effectively as possible, the project's results among relevant stakeholders on a timely basis.
- Establishing and maintaining mechanisms for effective exploitation of the project results.

**4.2 Key Exploitable Results (KER):**

A key exploitable result is that which has a commercial or social significance. In COOPERA, these are not limited to legislative framework, therefore, the consortium will exploit dual higher education models, programs, materials and national legislative framework in place.

**Table 1. COOPERA project Key Exploitable Results strategy:**

<b>KER No.</b>	<b>Key Exploitable Result</b>	<b>Who will they impact at national, regional level?</b>	<b>How?</b>
1	Flexible and generic Dual Higher Education Model, developed aiming maximal effectiveness of collaboration between HE students, HEIs and companies in Partner Countries;	(1) Introduction of EU models in educational processes of HEIs in PCs. (2) Because of small linguistic differences, students from some neighbouring countries may find their interests to study within Dual Higher Education Model; (3) Increase in number of students and contribution to reputation of HEI in the region.	Through continued collaboration with companies, HEIs and other stakeholders will continuously supervise implementation of DHEM.
2	The legislative framework, needed for establishment of Dual Higher Education Model in Partner Countries elaborated;	(1) Cooperation of HEIs with local companies as means of increasing the employability and modernise the HE in PCs; (2) Through close cooperation with HEIs, the innovative potential of the company could be increased; (3) Lower unemployment rate of young specialist;	At the end of the project the Ministries will adopt the recommendation for amendment to the law elaborated and will put all relevant information about DHEM on its web site, as it is a usual practice



			for all kinds of studies in PCs; The Government have a possibility to spread the impact from integration of DHE models into other HEIs from regions;
3	Pilot implementations, needed to test proposed flexible Dual Higher Education Model with its variants.	(1) Local companies cooperate with nearby students with employment perspectives after graduation; (2) Intensive contact with local companies with perspectives of professional courses, advising businesses and practical research; (3) Better perspective of finding a job because of gained practically oriented qualifications and possibilities of enrolling some of harmonized programs of dual education in Europe;	Collaboration and synergy of pilot testing will provide a comprehensive analysis of the proposed concept of Dual Education in PCs. The pilot testing will show that DHE implementation is essential for labour market improvement.

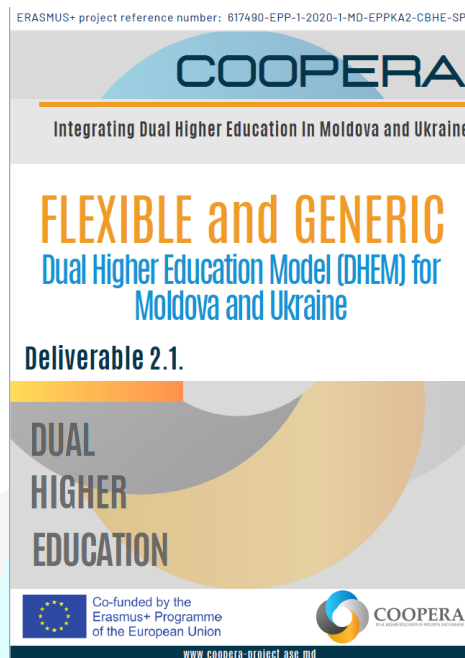
#### ***4.2.1. (D2.1) Flexible and generic Dual Higher Education Model (DHEM) for Moldova and Ukraine***

The Flexible and Generic Dual Higher Education Model (DHEM) for Moldova and Ukraine presented a document summarizing the needs and requirements of the different stakeholders in DHE (companies, higher education institutions, students).

At the Experts Workshop nr.1 was decided that each partner university will develop its own DHEM. P1-ASEM/MD developed a description of DHEM, which aimed to guide partners in developing a flexible and generic model for Dual Higher Education for Moldova and Ukraine. Model description contained the purpose of DHEM, objectives, structure, components, recommended bibliographic sources.



Each Partner University from Moldova and Ukraine, taking into account the experiences of EU universities and based on the results of the study of companies needs for DHE developed their own model of DHE.



### **(D2.1) Flexible and generic Dual Higher Education Model (DHEM) for Moldova and Ukraine**

#### **4.2.2. (D3.1) White Paper on Dual Higher Education**

On April 4, 2022, at the Ministry of Education and Research of the Republic of Moldova (P4-MECRRM/MD), a fine-tuning meeting was held within the COOPERA project. Detailed description of the event please find below (WP4/A4.1.1)

As a result of the fine-tuning meeting, P4-MECRRM/MD approved:

- 1) Curriculum of the dual higher education study programmes to be piloted within the project (link to the materials see WP4/A4.1.1);
- 2) Creation of National Working Group for the elaboration of the Framework - Regulation for the organization of dual higher education at the bachelor's level (cycle I)/ Decision of Minister nr. 1351 from 26.10.2023

White Paper on DHE in Moldova has been elaborated and became the integrative part of the elaborated and approved Regulation, mentioned above (under Chapter I: General provisions).<sup>1</sup>

During the project's proposal design and its submission to EACEA (Feb`2020), the development of the regulatory framework on Dual Education in Ukraine has

<sup>1</sup> <https://monitorul.gov.md/ro/monitorul/view/pdf/2966/part/2#page=44>





been on process already. Prior the project beginning date (15 Nov`2020) in Ukraine has been adopted the Concept (White paper) on Dual form of Education by:

- Order of the Cabinet of Ministers of Ukraine on approval of the Concept of training specialists in the dual form of education (Nº 660-r/ from 19.09.2018).<sup>2</sup>
- Order of the Cabinet of Ministers of Ukraine on approval of the Concept of training specialists in the dual form of education (Nº 214-r/ from 03.04.2019)<sup>3</sup>.

Therefore, the focus within the project has been directed for the advancing and consolidation of the Dual Higher Education in Ukraine (based on the existed Concept) achieved by D3.3 (Regulation on the Dual form of obtaining Higher Education and Professional Pre-higher Education/ see A3.3 below).

The updated version of the Concept on Dual Education in Ukraine (White Paper) has been elaborated and became the integrative part of the elaborated and approved Regulation, mentioned above (under Chapter I: General provisions)

#### ***4.2.3. (D3.2) Recommendations for amendments to the Law on Higher Education***

**MOLDOVA:** The NPTFG (see A3.1.1) has been actively involved in the development of the regulatory framework in Moldova on Dual Higher Education. Several actions and the following results have been achieved:

By the NPTFG has been elaborated the Recommendation for Development of Dual Higher Education in Moldova during the 1st Experts` Workshop.

As an added value, under the supervision of the P4-MECRRM has been supported elaboration of the National Strategy "EDUCATION 2030" and its implementation Program for the years 2023-2025, by including the priority action nr. 6 "development of dual education on professional and higher education levels" (under Objective 1). The Strategy was approved by Government (Decision no. 114/07.03.2023).<sup>4, 5</sup>

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<sup>2</sup> <https://zakon.rada.gov.ua/laws/show/660-2018-p#Text>

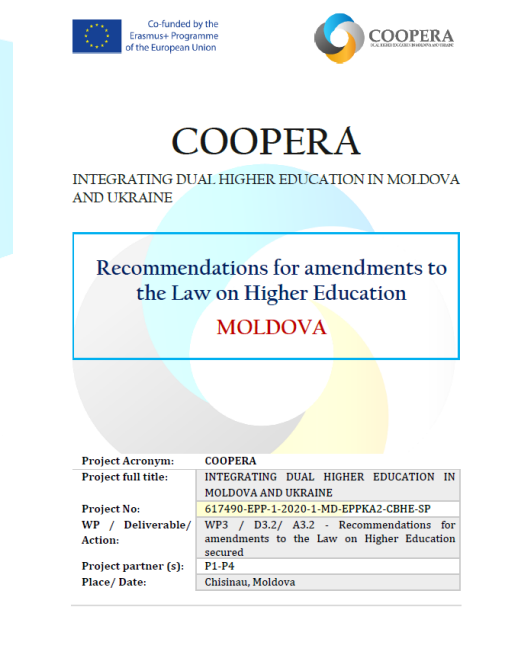
<sup>3</sup> <https://www.kmu.gov.ua/npas/pro-zatverdzhennya-planu-zahodiv-z-realizaciyi-koncepciyi-pidgotovki-fahivciv-za-dualnoyu-formoyu-zdobuttya-osviti>

<sup>4</sup> <https://gov.md/en/content/moldovan-government-approves-education-2030-development-strategy>

<sup>5</sup> <https://gov.md/en/content/moldovan-government-approves-education-2030-development-strategy>



Moreover, valuable achievement of the collaborative work of the P4-MECRRM and NPTFG is the amendment of Code of Education of the Republic of Moldova no. 152/2014, amended by Law no. 257 of 17.08.2023 the Article 89. Bachelor’s degree – cycle I of higher education/ Paragraph (9) “In higher education for bachelor degree (cycle I), dual education can be applied for certain specialties, under the conditions established by the Ministry of Education and Research through coordination with other relevant central bodies and interested economic agents”.<sup>6</sup>



### [D3.2. Recommendations for amendments to the Law on Higher Education/ Moldova](#)

**UKRAINE:** The Ukrainian partners of the project, after a detailed study of the experience of international partners (A2.1.2), development of DHE model (A2.1.3), piloting of the dual program (A4.4), jointly elaborated the recommendations to the Ministry of Education and Science of Ukraine (P9-MESU/UA).

The following recommendations were elaborated:

- Recommendations on supplementing the content and practical implementation of the Regulation on the dual form of professional pre-higher and higher education (A3.3/ D3.3).

The Recommendations` document integrated several recommendations from the key stakeholders from Ukraine, namely:

<sup>6</sup> [https://www.legis.md/cautare/getResults?doc\\_id=143290&lang=ro](https://www.legis.md/cautare/getResults?doc_id=143290&lang=ro)



- Recommendations for the preparation and implementation of educational programs of dual form of education (DFZO) in partnership with the business environment in higher educational institutions, prepared by the Regional Office of the Union of Entreprises and Industries (Uzgorod, Zakarpattia Oblast).
- Recommendations on the initiation and organization of educational programs for the dual form of higher education (DFZO) in partnership with the business environment in higher educational institutions, prepared by the Zakarpattia Federation of Employers.

The respective Recommendations for the further development of the dual form of education in Ukraine were sent to P9-MESU/UA for consideration. These documents are an important step in the improvement of dual education in Ukraine, aimed at improving the training of specialists and their employment in cooperation with business.

After receiving and learning of the documents prepared by the Ukrainian partners, the P9-MESU/UA presented its Letter of gratitude to the project's consortium.



### [D3.2. Recommendations for amendments to the Law on Higher Education/ Ukraine](#)

#### **4.2.4. (D3.3) Guidelines on Dual Higher Education implementation**

**MOLDOVA:** Based on the achieved results within implementation of the activity 3.1.1-3.1.2 and 3.2 (see above), the P4-MECRRM/MD conducted a working



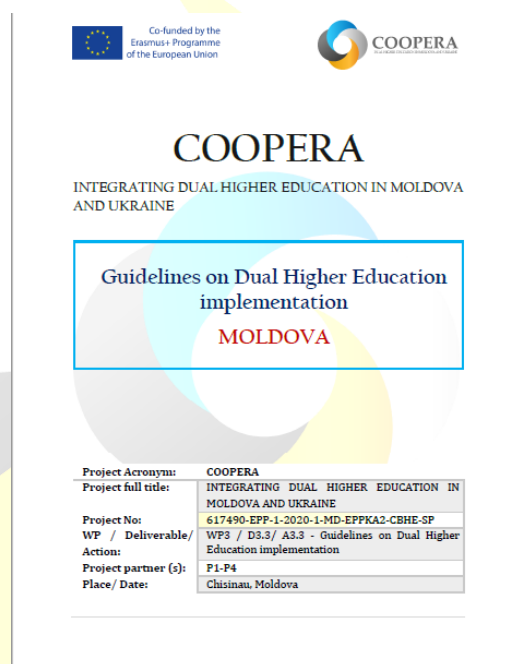
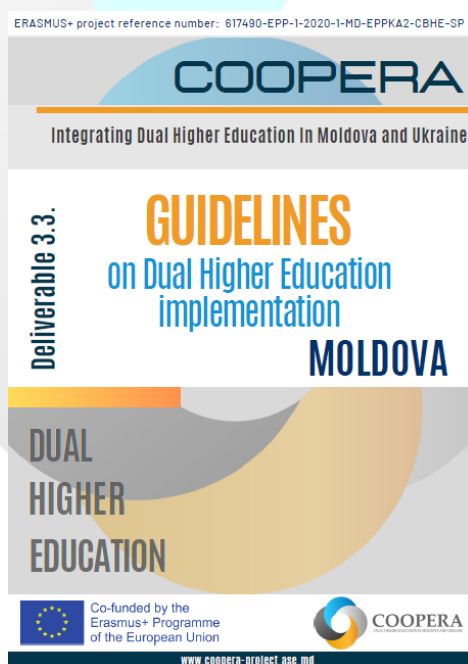
meeting on March 28, 2024. The event was attended by representatives of P4-MECRRM and partner universities: P1-ASEM/MD, P2-UTM/MD, P3-ULIM/MD. The meeting was chaired by the Minister of Education and Research of the Republic of Moldova, Mr. Dan Perciun.

During the meeting, members of the National Working Group (A3.1.2) have held discussions on draft version of the Regulation on the organization and conduct of dual education within higher undergraduate studies (cycle I/Bachelors). The PCHEIs from Moldova presented their results of piloting dual study programmes within the project (as results of A4.4).

The Regulation has been proposed for public discussion in the period 02.05.2024 - 12.05.2024.<sup>7 8 9</sup>

The Regulation has been approved by Decision of Government nr. 660 from 25.09.2024 (published in official journal “Monitor Official” nr. 414-417 (9352-9355) from 03 October 2024).<sup>10</sup>

The P4-MERRM/MD approved the list of specialties for the organization of dual education starting with the 2024-2025 academic year.



### [D3.3. Guidelines on Dual Higher Education implementation/ Moldova](#)

<sup>7</sup> <https://gov.md/sites/default/files/document/attachments/nu-373-mec-2024.pdf>

<sup>8</sup> <https://cancelaria.gov.md/sites/default/files/document/attachments/nu-373-mec-2024.pdf>

<sup>9</sup> <https://particip.gov.md/ro/document/stages/hotararea-guvernului-cu-privire-la-aprobarea-regulamentului-cadru-cu-privire-la-organizarea-si-desfasurarea-invatamantului-dual-in-cadrul-studiilor-superioare-de-licenta-ciclul-i/12476>

<sup>10</sup> <https://monitorul.gov.md/ro/monitorul/view/pdf/2966/part/2#page=44>



**UKRAINE:** NPTFG in Ukraine participated at public discussion of the draft order of the Ministry of Education and Science of Ukraine (P9-MESU/UA) on the approval of the “Regulation on the Dual form of obtaining Higher Education and Professional Pre-higher Education” (Oct-Nov`2021).

Recommendations, comments and proposals itself were sent to Ministry of Education and Science by (Nov` 2021/ A3.2)/ based on the comments and Recommendations elaborated as the results of the 1st Experts` Workshop (Sept` 2021/A2.1.3).

Report on the results of public discussion of the draft order of the Ministry of Education and Science of Ukraine "On the approval of the Regulation on the Dual form of obtaining Higher Education and Professional Pre-higher Education" was prepared by the P9-MESU/UA and contained information about COOPERA partners contribution (A3.2). The materials were placed in the "Public Discussion" section on the official website of the Ministry of Education and Science of Ukraine ([www.mon.gov.ua](http://www.mon.gov.ua)) on 22.10.2021.

Information about the decisions made as a result of the discussion was provided in the appendix of Ministry of Education and Science, #3/679-21 from 16 December 2021.

Due to the beginning of military situation in Ukraine (Feb`2022) the approval of the Regulation was postponed till year 2023.

The Regulation on the Dual form of obtaining Higher Education and Professional Pre-higher Education has been approved by the P9-MESU/UA (Decision nr. 426 from 13.04.2023).<sup>11 12</sup>

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<sup>11</sup> <https://zakon.rada.gov.ua/laws/show/z0929-23#Text>

<sup>12</sup> <https://mon.gov.ua/news/polozhennya-pro-dualnu-formu-zdobuttya-fakhovoi-peredvishchoi-ta-vishchoi-osviti-zareestrovano-v-ministerstvi-yustitsii-ukraini>



### [D3.3. Guidelines on Dual Higher Education implementation/ Ukraine](#)

#### **4.2.5. (D4.1) Dual Study Programs**

Each partner university in the Republic of Moldova and Ukraine has identified the existing specific study programs for redesign and piloting in the Dual study programs and confirmed through an official letter from the HEI.

Each PCHEIs from Moldova and Ukraine realised consultation meetings with representatives of the business environment regarding DHEM (altogether 22 meetings).

After identifying the specific industrial sector, each PC HEIs developed Dual Study Programs (at least one/each), which were developed and presented to companies.

The Dual Studies Programs of the Moldovan partners have been verified and adopted by the Ministry of Education and Research of the Republic of Moldova (P4-MECRRM/MD).

#### **P1-ASEM:**

1. Business and Administration – Bachelor level
2. Information Technologies and Economic Statistics – Bachelor level

#### **P2-UTM:**

1. Robotics and mechatronics – Bachelor level
2. Automation and Computer Science – Bachelor level

#### **P3-ULIM:**

1. Diplomacy, Security, Business and Communication – Master level

#### **P5-UzhNU:**

1. International commerce – Master level



#### **P6-KROK:**

1. Journalism – Bachelor level

#### **P7-KKNU:**

1. Business administration – Master level

#### **P8-ONEU:**

1. Finance, banking, insurance and stock market – Bachelor level
2. Entrepreneurship and trade – Master level

Each HEI partner from Moldova and Ukraine have signed agreement for participation in pilot testing of Dual Study Programs with at least one company. The cooperation with the representatives of the business environment resulted in the signing of more collaboration agreements, through which the companies confirmed the support of PHEIs in the process of implementing the dual programs.

- **P1-ASEM:** Seventeen (17) Agreements signed with companies; Sixty (60) Agreements signed with students;
- **P2-UTM:** Eight (8) Agreements signed with companies; Twenty-two (22) Agreements signed with students;
- **P3-ULIM:** Nine (9) Agreements signed with companies; Twelve (12) Agreements signed with students;
- **P5-UzhNU:** Five (5) Agreements signed with companies; Seven (7) Agreements signed with students;
- **P6-KROK:** One (1) Agreements signed with companies; Seven (7) Agreements signed with students;
- **P7-KKNU:** Six (6) Agreements signed with companies; Six (6) Agreements signed with students;
- **P8-ONEU:** Ten (10) Agreements signed with companies; Ten (10) Agreements signed with students;

#### **4.2.6. (D4.2) Materials for specific Dual Higher Education Models**

Methodological guide for piloting of Dual Higher Education Models was Materials for specific DHEMs were developed in the Romanian and English. Having the templates of the methodological guide, partner universities from Moldova and Ukraine have decided to complete, adopt the guide to the specific program, or elaborate additional materials, necessary for piloting. Partner companies, academic staff involved in DHE programs piloting were consulted during the development of the materials and supported the HEIs, employers and students, to provide support and guidance in the organization and successful implementation of this new form of education.

Training Materials elaborated by Partner Institutions:

- P1-ASEM: (1) Institutional methodological guide on DHE / RO/ 75 pages;



- P5-UzhNU: (1) Training materials Work book/ UKR/ 71 page; (2) Methodological recommendations regarding the development and implementation of the DHE program / UKR/ 48 pages;
- P6-KROK: (1) DHE “Journalism” program methodological guide / UKR, ENG/ 30 pages each;
- P7-KKNU: (1) Methodological recommendations for DHE Management program/ UKR/ 41 page;
- P8-ONEU: (1) Methodological guide on DHE / UKR/ 41 page; (2) Supporting documents for evaluation/ UKR/ 3,4,12 pages;

#### 4.2.7. (D4.4) Piloting of Dual Study Programs in Moldova & Ukraine

**P1-ASEM:** From September 2022, the DHEM piloting was launched within the Partner Universities of the Republic of Moldova: P1-ASEM/MD.

Nr.	DHE program	Academic Year	Students enrolled	Companies involved
1	Business and Administration	2022-2023	18	5
2	Applied Informatics		17	5
3	Business and Administration	2023-2024	11	5
4	Applied Informatics		14	5

In order to regulate dual studies in ASEM, a Regulation on the organization of dual higher education was developed and adopted by Senate. Link to the regulation on the organization of dual higher education at P1-ASEM/MD.

**P2-TUM:** The piloting of the two Dual Study Programs, realised by P2-UTM in 2023-2024 academic year, Robotics and Mechatronics, and Automation and Informatics. Four meetings with the teachers involved in the teaching activities of the dual study programs were held to explain the specifics of this form of education.

Nr.	DHE program	Academic Year	Students enrolled
1	Automatics and Informatics	2022-2023	13
2	Robotics and Mechatronics		9
3	Automatics and Informatics	2023-2024	13
4	Robotics and Mechatronics		9





**P3-ULIM:** Piloting of DHE program “Diplomacy, Security, Business and Communication” has started from 2022-2023 academic year and continued for 2023-2024, a number of meetings with representative of companies, academic staff involved in piloting and students were held.

Nr.	DHE program	Academic Year	Students enrolled
1	Diplomacy, Security, Business and Communication	2022-2023	4
2	Diplomacy, Security, Business and Communication	2023-2024	8

**P5-UznNU:**

Nr.	DHE program	Academic Year	Students enrolled
1	International Commerce	2022-2023	4
2	International Commerce	2023-2024	3

**P6-KROK:**

Nr.	DHE program	Academic Year	Students enrolled
1	Journalism	2022-2023	7
2	Journalism	2023-2024	6

**P7-KKNU:**

Nr.	DHE program	Academic Year	Students enrolled
1	Business Administration and Management	2023-2024	6

**P8-ONEU:**

Nr.	DHE program	Academic Year	Students enrolled
1	International Banking	2023-2024	7
2	Economics, planning and business management		1

**4.2.8. (D4.5) Report on stakeholders` feedback**

In order to obtain a deeper understanding of the needs and requirements of the higher education system in the Republic of Moldova and Ukraine regard to dual higher education, a survey was realized, which has the main objective of analysing the intermediate results regarding the organization of dual education after the first two years of piloting.

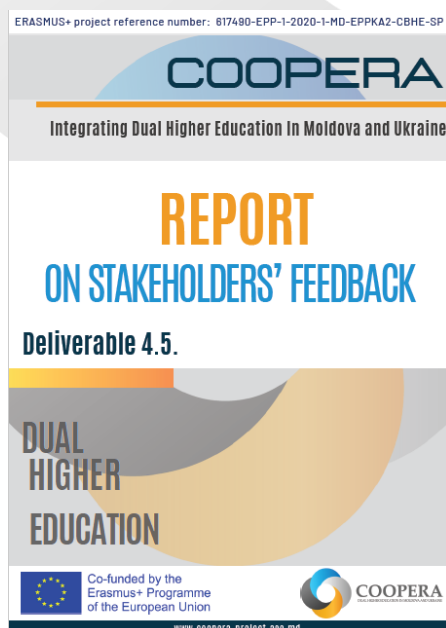


For this purpose, P1-ASEM has developed 3 templates of questionnaires, which allowed to identify the feedback and opinions of students, teaching staff and company representatives regarding their experience in DHE.

After the template was elaborated and shared with partners, each PCHEI has conducted the questionnaire using available online solution (e.g. Google Form), which allows a quick collection and analysis of data. The answers provided by students, teachers and practitioners allowed to determine the results of dual higher education after two years of piloting and to identify recommendations for the further development of this new form of studies for the Republic of Moldova and Ukraine.

Nr.	Partner University	Questionnaire completed by:		
		Students	Professors	Economic Entities
1	P1-ASEM	53	39	10
2	P2-UTM	22	8	5
3	P3-ULIM	12	8	6
4	P5-UzhNU	5	7	10
5	P6-KROK	7	4	4
6	P7-KKNU	6	5	4
7	P8-ONEU	13	7	10

As a result, each Partner has concluded the Report on stakeholders' feedback:



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No.	Partner Institution	Page no.
1	Report on stakeholders' feedback of P1-ASEM/MD	4
2	Report on stakeholders' feedback of P2-UTM/MD	39
3	Report on stakeholders' feedback of P3-ULIM	68
4	Report on stakeholders' feedback of P5-UzhNU/UA	97
5	Report on stakeholders' feedback of P6-KROK/UA	129
6	Report on stakeholders' feedback of P7-KKNU/UA	158
7	Report on stakeholders' feedback of P8-ONEU/UA	185

[D4.5. Report on stakeholders' feedback](#)



## CONCLUSIONS AND REMARKS

The current document has briefly introduced the exploitation actions, as well as the project's planned and realised activities and deliverables.

Based on the indicators of progress analysed, it can be concluded that during the projects implementation phase, COOPERA partners paid a special attention to dissemination and exploitation of the project results by target audience using different tools and channels of communication/dissemination. A special importance of given to distribution of information to stakeholders involved within the project during its all phases and stages, all participants on Dual Higher Education programs piloting realised by partner universities, institutional academic and administrative communities and general public. Mostly partner gave priority to publication of short communications, press-release on institutional web page in national language, followed by communication specific target audience using social media channels (Facebook, Instagram, Linked in).

Partner institutions form the Republic of Moldova and Ukraine paid special attention to informing the academic community about the outcomes of the COOPERA project, Dual Higher Education programs piloting stage, shared experience and knowledge gained during the expert workshop and national roundtables by publication of number of articles using mass-media television, channels and scientific journals.

In order to demonstrate the achievement of COOPERA project objectives and show that Key Performance Indicators planned during the project design were achieved it can be stated that COOPERA project partnership paid a special attention to dissemination of information on project related matters on institutional levels by organising institutional dissemination events, special meetings with students involved in piloting of DHE programs, and meetings with academic staff about newly adopted DHE models and study programs. Each MD and UA university have successfully realised a promotional campaign dedicated to Dual study programs, which have brought a introduction of DHE concept at higher education institutions, introduction of DHE study programs to institutional academic offer have lead to increase in number of students enrolled.

Successful piloting of DHE study programs elaborated and adopted demonstrated by high number of respondents from parties involved in the process demonstrates the exploitation of legislative framework in place.