



ESQA
Effective involvement of Stakeholders in
External Quality Assurance Activities

**ANALYSIS ON THE NEEDS FOR CHANGE
at the level of the National Agency for Quality Assurance
in Education and Research**



With the support of the Erasmus+ program of the European Union

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Project title: Effective Involvement of Stakeholders in External Quality Assurance Activities (ESQA);
Project number: 607068-EPP-1-2018-1-RO-EPPKA3-BOLOGNA; Agreement number: 2018-3821/014-001

ANALYSIS ON THE NEEDS FOR CHANGE
at the level of the National Agency for Quality Assurance in Education and Research,
based on the Guideline on the involvement of stakeholders' in quality assurance
activities

<https://esqa.ro/wp-content/uploads/2020/11/GESIQA.pdf>

This analysis on the needs for change with regard to the effective involvement of stakeholders in the quality assurance activities was done by the National Agency for Quality Assurance in Education and Research (ANACEC) based on the Guideline on the involvement of stakeholders' in quality assurance activities (WP6), taking into account the results of the peer-review activities under WP2, and the realities faced by the Agency.

Methodology: In order to carry out the analysis, a first meeting in the form of a round table was organized, attended by the management of the Agency (president, vice-president and secretary general), the staff of the Department of Evaluation in Higher Education (DEHE) and the head of Public Relations and International Cooperation Office, where the template for the analysis and the process of conducting it were agreed. Following this meeting, the results of the peer-review activities and the *Guideline on the involvement of stakeholders' in quality assurance activities*, activities carried out under the ESQA project, were shared for consultation via email among higher education institutions, the experts involved in the external evaluations carried out by ANACEC, students and business representatives (134 people in total), and discussed in more detail at a second meeting among the people involved in drafting this analysis – those mentioned above, including also members of the Governing Board and Profile Committee in Higher Education of ANACEC (also representing the academia, students and business environment as direct stakeholders in the external quality assurance activities). The draft of this *Analysis* was then analyzed by the ESQA project experts and useful feedback was provided. All the proposals were then collected and included in the agreed template.

Main results: Based on the feedback received, a final version of the Analysis on the needs for change was produced by ANACEC staff, leading to the elaboration of an action plan on effective stakeholder involvement in Agency's activities.

Conclusions: The elaboration of the planned activities aims to strengthen the Agency's dialogue with all stakeholders, thus ensuring both the transparency of information of public interest and ANACEC activities, as well as the implementation of those changes that we believe will contribute to continuous quality improvement.

Currently, the collaboration with the interested parties takes place through a variety of activities: annual questionnaires, webinars (at least 3 per year), information / training sessions depending on the needs of the Department of Evaluation in Higher Education, with some beneficiaries monthly meetings are organized where not only their opinion is asked, but also their involvement in updating the methodological framework, working tools in the external evaluation process, etc.

At the same time, in order to raise the degree of trust of the beneficiaries in the services provided, the Agency is currently involving in the external evaluations of the master's degree programs, experts and international observers (from ARACIS, FINEEC, EKKA).

The results obtained from the questionnaire / information sessions with stakeholders contributed to the updating of the External Evaluation Guidelines for bachelor's / integrated and master's degree programs, working tools of the expert evaluators (visit sheet and the external evaluation report).

Educational institutions have been very interested in participating in the development / modernization and updating of external evaluation methodologies. Thus, about 100 beneficiaries participated in the webinar dedicated to this issue.

The results of the questionnaires are published in the Annual Activity Reports of ANACEC, which are public on the website www.anacec.md.

The *Analysis on the needs for change at the level of the National Agency for Quality Assurance in Education and Research*, the *Guideline on the involvement of stakeholders' in quality assurance activities*, as well as *The action plan for the effective involvement of the stakeholders in the quality assurance activities carried out by the National Agency for Quality Assurance in Education and Research*, that was developed later based on the *Analysis on the needs for change* are published for public consultation on the website of the Agency - <https://www.anacec.md/en/projects>.

Theme Nr. *	Proposed change	Reason(s) for change	Intended outcome(s)	Estimated duration	Additional factors to consider	Responsible for these actions
1.	Organizing open dialogue with stakeholders ** to clarify the concepts of quality assurance	<p>This builds a commitment that is embedded in a quality culture that is based on mutual trust and understanding.</p> <p>Raising the level of confidence in the national (higher) education system.</p> <p>Making the (higher) education system better adapted to the requirements of society.</p> <p>This change is needed to inform / train stakeholders on quality assurance concepts.</p> <p>The organization of the dialogue would also allow the identification of needs / expectations for each of the elements representing the stakeholders:</p> <ul style="list-style-type: none"> - students: what interests do they have in order to develop professional skills; - employers: what skills already developed must be possessed by young specialists, so as to carry out activities in the field of professional training according to the needs / demands of the labor market; - teachers and HEI management: what study 	<p>Stakeholders know what quality assurance (QA) and quality culture in education, requirements and recommendations at European and international level, national legislation in the field, quality standards applied in the field of higher education are.</p> <p>Actively participate in clarifying and defining the concept of QA from their perspective.</p> <p>For students, teachers, employers, civil society, etc. the result would be the acquaintance with the concepts of quality assurance, the increase of the motivation to participate and / or involve in the external evaluations of the study programs / higher education institutions.</p> <p>Following familiarization is also the awareness of the need for quality assurance, especially in terms of the application of ante-factum measures, which generates a much higher efficiency compared to post-factum (corrective) measures.</p> <p>Active involvement of</p>	<p>2-3 information sessions per year.</p> <p>The dialogue can be organized in the form of a Round Table (or possibly a webinar in case of restricted conditions). An event can be organized for each of the stakeholders (if the number of participants is large), but also for all stakeholders simultaneously, to be a faster interaction between them. The duration of a session should be within about 1.5 hours.</p> <p>Change planning - 4 weeks (elaboration of methodological support, setting objectives, goals and outcomes of the process).</p> <p>Communication of the change to those affected by it - 1 week (placing the announcement on the ANACEC website, Facebook page on organizing events on the development of open dialogue with stakeholders).</p> <p>Transition periods - 4 weeks.</p>	<p>Additional beneficial effects could be: identification of people from various categories of stakeholders, who would then be recruited as experts for evaluation missions; establishing partnerships for certain activities carried out by the Agency (including dissemination).</p> <p>Influence on the organization of work of the Agency's staff.</p>	Management of the Agency / Department of Evaluation in Higher Education (DEHE)

		<p>programs to develop and how to organize the teaching process, so as to ensure the development of those skills...</p> <p>Increasing the responsibility of representatives of educational institutions in the field of quality assurance. Understanding why quality assurance in education is the main goal in development strategies in the field.</p>	<p>stakeholders in the process of developing the methodological framework for external quality assessment.</p>			
2.	<p>Systematic involvement of stakeholders in (re) designing the quality assurance system</p>	<p>This can lead to more openness, transparency and effective stakeholder involvement, based on co-ownership.</p> <p>All stakeholders thus have the opportunity to contribute to one degree or another to the (re)design of the quality assurance system.</p> <p>Through systematic involvement, it is ensured that stakeholders will know the field much better, could propose solutions to solve problems, but also exchange good practices.</p> <p>Continuous updating and improvement of the quality assurance system.</p> <p>Presentation in the quality assurance system of</p>	<p>Meetings, consultations, working groups, thematic dialogues, etc. planned in advance.</p> <p>Stakeholders' views and expectations are taken into account when (re) designing, designing and / or improving the QA system.</p> <p>Stakeholders are showing an increased interest in QA in higher education (HE), and the role and added value of their involvement is being aware of and recognized.</p> <p>Active involvement of all stakeholders.</p> <p>Ensuring transparency.</p> <p>Increasing the credibility of the process of (re)designing the</p>	<p>If necessary.</p> <p>At the request of the Department of Evaluation in Higher Education.</p> <p>In general, the emphasis will be on permanent involvement, but de facto participation will be based on the Agency's needs and quality assurance areas.</p> <p>Change planning - 4 weeks.</p> <p>Communication of the change to those affected by it - 2 weeks.</p> <p>Transition periods - 8 weeks.</p>	<p>It will increase the visibility of the Agency.</p> <p>Intense cooperation between the Agency team and stakeholders. Modification of the external evaluation procedure.</p> <p>Continuous change of the external evaluation procedure depending on the changes in the national education system and current trends in the national labor market.</p>	<p>Ministry of Education, Culture and Research (MECR) / Department of Evaluation in Higher Education (DEHE)/ Profile committees</p>

		stakeholders' opinions, which change depending on the categories of stakeholders (managers, teachers, students, graduates, employers, etc.).	<p>quality assurance system.</p> <p>The (re) design of the quality assurance system would be the result of working with a variety of categories of stakeholders, thus expressing several points of view. This, in addition to an increased efficiency of the quality assurance system, will also generate greater credibility.</p> <p>Reflection in the quality assurance system of the opinions of different categories of stakeholders.</p> <p>Efficient implementation in practice of the procedures in the quality assurance system.</p>			
3.	Creating a greater and more explicit level of transparency regarding the different objectives of involving different categories of stakeholders	<p>The effectiveness of involving different categories of stakeholders will increase.</p> <p>Ways to address these different categories will be identified.</p> <p>Creating a community of stakeholders interested in the QA in HE.</p> <p>Ensuring an objective / fair and transparent external evaluation process.</p> <p>Creating / strengthening the partnership between the</p>	<p>Different categories of stakeholders involved in internal and external quality assurance activities carried out by the Agency.</p> <p>Specific objectives for stakeholder involvement at different levels, with different purposes and at different stages identified.</p> <p>Active involvement of all relevant stakeholders in external evaluation activities.</p> <p>Perception of the Agency as a</p>	<p>Continuous actions throughout the quality assurance process. The time period may also depend on the objectives set, possibly for different categories of stakeholders.</p> <p>Change planning - 2 weeks (identification of specific activities for each category of stakeholders).</p> <p>Communicating the change to those affected by it - permanently.</p>	<p>Realistic picture of the Agency's mission and objectives in general.</p> <p>Increasing the Agency's authority and prestige at national and international level.</p> <p>The low level of interest in the development of the true culture of quality in education, among school graduates and students.</p>	<p>Department of Evaluation in Higher Education (DEHE)/ Public Relations and International Cooperation Office</p>

		<p>institutions and the Agency in order to achieve the common objectives. These objectives could be grouped according to the category of stakeholders.</p> <p>Specification of objectives for each category of stakeholders.</p> <p>Development of efficient collaboration relations in the environment of stakeholders (students / graduates-teachers / managers-representatives of the business environment - Agency).</p> <p>The need to raise the popularity level of the Agency among students, the civil community and business representatives in order to change the attitude towards the main objective of obtaining a higher education diploma.</p>	<p>partner in quality promotion.</p> <p>Transparent unification of different points of view and conceptions in the field of quality assurance.</p> <p>Involvement of civil society and the economic community in the development of the internal and external quality assurance system in education.</p> <p>Active involvement of school graduates and students of higher education institutions in the internal quality assurance process, through the development of awareness and responsibility towards the level of competences and knowledge acquired within a study program.</p>	<p>Transition periods - permanently.</p>	<p>Low level of promotion of the Agency among civil society and business environment.</p> <p>Low level of promotion of the Agency's activity by the Ministry of Education, Culture and Research.</p>	
4.	Applying various methods of recruitment / selection of stakeholders	<p>Better and various opportunities for stakeholder recruitment / selection will be offered / created for different categories of stakeholders, as well as for different QA activities.</p> <p>Offering everyone the opportunity to participate in recruitment / selection, to meet the requirements submitted by the Agency.</p>	<p>Various categories of stakeholders delegated by representative organizations.</p> <p>Information meetings / seminars / webinars will be organized with these organizations to clarify the role and expectations of future representatives.</p> <p>Stakeholders involved in development processes (e.g.</p>	<p>Implementation can also be immediate by attracting and involving associations by categories of stakeholders involved.</p> <p>Change planning - 2 weeks (elaboration of various methods of recruitment / selection of stakeholders).</p> <p>Communication of the change to those affected by</p>	<p>Increasing the attractiveness of the Agency for potential experts, including for some deficient areas (employers, students).</p> <p>Changing the way of financing the external evaluation process.</p> <p>Improving the external</p>	Department of Evaluation in Higher Education (DEHE)

		<p>The diversity of methods ensures the attraction of a larger number, but also the heterogeneity of stakeholders.</p> <p>Preventing the involvement in the open dialogue with stakeholders of people "interested in" the result of the external evaluation process.</p> <p>Involvement in the process of external evaluation of experts from different fields and organizational structures (students, representatives of academia and business).</p> <p>Preventing the domination in the dialogue with the stakeholders of the representatives of the academic environment.</p> <p>Engaging graduates and business representatives in the open dialogue on clarifying the concepts of quality assurance.</p>	<p>quality assurance procedures).</p> <p>Separate stakeholder groups created in the field of QA.</p> <p>Direct, personalized approach for each category of stakeholders established and applied (e.g. company onsite visit and direct discussions with business / employers).</p> <p>Participation in the recruitment of representatives from all categories of stakeholders.</p> <p>Motivation of stakeholders.</p> <p>Enriching the Register of Experts.</p> <p>Ensuring the involvement of independent persons in the open dialogue with stakeholders.</p> <p>Ensuring a different approach to the concept of quality assurance in education.</p> <p>Presentation in the process of modification and external evaluation procedure of the position, expectations and attitudes of the representatives of the students, the business environment and the civil society.</p>	<p>it - 2 weeks (announcement of stakeholders, webinars, round tables, etc.).</p> <p>Transition periods - permanently.</p>	<p>quality evaluation procedure by involving representatives of different categories of stakeholders in it.</p> <p>Register of ANACEC evaluation experts, completed with competent experts, well trained in the field of quality assurance, from different fields.</p>	
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5.	Organizing a transfer of knowledge with regard to higher education and (internal and external) quality assurance	<p>Stakeholder engagement in the governance and work of the quality assurance agency will increase.</p> <p>Strengthening knowledge about higher education and quality assurance.</p> <p>Developing knowledge about higher education and (internal and external) quality assurance among student representatives and employers, experts in the field.</p> <p>Training, development and improvement of knowledge and skills in expert evaluators necessary for the efficient conduct of the external evaluation process.</p> <p>The need to transmit knowledge in the field of internal and external quality assurance in higher education to all categories of stakeholders involved in the external evaluation process.</p>	<p>Seminars on various topics, practical sessions, online training, role-playing games, case studies, online sessions, knowledge transfer simulations organized for all categories of stakeholders involved at different levels of activity of the agency.</p> <p>Regular training policy and knowledge transfer developed.</p> <p>Training adapted to specific topics, adjusted to achieve certain goals.</p> <p>Providing feedback.</p> <p>Assessment of skills and competences acquired, including digital.</p> <p>Active involvement of all relevant stakeholders in external evaluation activities.</p> <p>Opportunity to register in the Register of evaluators.</p> <p>Completion of the ANACEC Register of evaluators with competent and competitive evaluators.</p>	<p>Short-term training.</p> <p>Organizing a 90-hour course.</p> <p>Thematic webinars.</p> <p>Change planning - 2 weeks (elaboration of methodological support for the effective organization of the training process of stakeholder representatives).</p> <p>Communication of the change to those affected by it - 3 weeks (announcement of stakeholders).</p> <p>Transition periods - permanently.</p>	<p>Large workload within the Agency and incomplete number of staff, which are negative factors in the process of organizing and conducting training activities for parties involved in quality assurance activities.</p>	<p>Department of Evaluation in Higher Education (DEHE)</p>
6.	Equal treatment of the views of all members of the evaluation panel both in the external	<p>The added value for the external evaluation process, but also for the evaluated study program will be realized.</p>	<p>The members of the external evaluation panels are equally involved (e.g. workload, responsibilities, etc.) and have</p>	<p>Permanently in the external evaluation process.</p> <p>For the implementation of</p>	<p>Favorable impact on the general climate, the atmosphere of mutual trust and active</p>	<p>Department of Evaluation in Higher Education (DEHE)/</p>

	<p>evaluation process and in decision-making, regardless of the different roles and tasks of the stakeholders involved</p>	<p>Ensuring an objective / fair and transparent external evaluation process.</p> <p>Ensuring decision-making by consensus.</p> <p>Ensuring the correct and objective realization of the external evaluation process.</p> <p>Avoid promoting the interests of stakeholders.</p> <p>Ensuring the transparency, objectivity and correctness of decisions taken as a result of external evaluation.</p> <p>Increasing the role of student representatives (members of the External Evaluation Panel and interviewed students) in the external evaluation process.</p>	<p>equal rights in the external evaluation and decision-making process.</p> <p>Active participation of all stakeholders in the decision-making process, which develops the feeling of belonging to the group.</p> <p>Qualitative realization of the external evaluation process.</p> <p>Increasing the individual responsibility of the expert evaluator.</p> <p>Minimizing the chances of making wrong decisions as a result of the external evaluation procedure, by increasing the individual responsibility of each individual expert.</p> <p>Increasing the quality of the form and content of the Visit Record Sheets and External Evaluation Reports prepared by the members of the External Evaluation Panel.</p> <p>Active and productive involvement of all members of the External Evaluation Panel in the activities organized during the external evaluation visit (interviews, expertise of educational and research</p>	<p>this provision it is not necessary to provide a certain time interval, given the fact that this is already a started process.</p> <p>However, it is possible that it will take time for each of those involved to become aware of the reality of this provision.</p> <p>Planning for change, communicating change to those affected by it, transition periods - permanently.</p>	<p>participation in the initiated processes.</p> <p>Adequate decrease in the level of responsibility of the evaluation coordinator.</p> <p>Different levels of training of evaluators in the field of education and quality assurance (student and employer representatives are less trained than teachers' representatives).</p>	<p>Governing Board and Profile Committee in Higher Education of ANACEC</p>
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			spaces, technical-material basis, etc.).			
7.	Identification and involvement of all relevant stakeholders in the Agency's internal and external quality assurance activities	<p>Stakeholders will be actively involved in the internal and external quality assurance, as well as the continuous improvement of the quality of the Agency's activities.</p> <p>Ensuring the continued participation of relevant stakeholders in the Agency's internal and external quality assurance activities.</p> <p>Ensuring the continuity between the internal and external evaluation processes, respectively the participation of the stakeholders during the entire quality assurance process.</p> <p>Influence on national education policies and strategies through the evaluation of study programs by representatives of different categories of stakeholders.</p> <p>Possibility of involving stakeholders in the elaboration of thematic studies on general fields of study in order to identify the strengths and weaknesses of study programs in different fields.</p>	<p>Regular meetings with representatives of all stakeholders.</p> <p>Community of stakeholders in the field of QA created.</p> <p>Support service / "Green Line" on questions regarding quality in education and related activities - online service created.</p> <p>Different categories of stakeholders invited and involved (as participants and authors) in thematic analyzes on various topics.</p> <p>Active involvement of all relevant stakeholders in the Agency's internal and external quality assurance activities.</p> <p>Specifying and engaging in quality assurance of stakeholders depending on the field considered. In this way, the relevance of the involvement of certain categories of stakeholders will be highlighted.</p> <p>Increasing the trust of the representatives of all categories of stakeholders in the quality of</p>	<p>Permanently in the process of external evaluation.</p> <p>Webinars before each submission period of external evaluation dossiers.</p> <p>Planning for change, communicating change to those affected by it, transition periods - permanently.</p>	<p>The image of ANACEC.</p> <p>Results of external evaluations.</p> <p>Competitiveness of the Agency in the field of external evaluation services.</p> <p>The average level of popularity of the Agency among the representatives of students, business and civil society.</p>	<p>Department of Evaluation in Higher Education (DEHE)/ Public Relations and International Cooperation Office</p>

		<p>Organizing the structures, policy and internal quality assurance system within the higher education institutions in accordance with the requirements established by ANACEC.</p> <p>Modification / improvement of the external evaluation procedure and the activity of ANACEC depending on the requests received from different categories of stakeholders.</p>	<p>the educational services provided within a study program / educational institutions.</p> <p>Ensuring the quantitative and qualitative analysis of the Agency's activity in the field of quality assurance.</p> <p>The essential improvement of the normative-legislative basis in the field of national education and in the field of quality assurance in education.</p> <p>The normative-legislative basis in the field of quality assurance improved and adapted to the needs of the labor market and civil society.</p>			
8.	Increasing the independence of the quality assurance system, governance and the Agency's activities by involving stakeholders	<p>Involving stakeholders in the agency's governance and internal and external quality assurance activities will enhance its organizational, operational and decision-making independence.</p> <p>A higher degree of independence would facilitate the updating of the regulatory framework depending on changes in the field.</p> <p>Increasing the independence of the Agency from the Ministry of</p>	<p>Stakeholders act within the limits of their personal capacity when they are formally and structurally involved in decision-making and other QA activities of the Agency.</p> <p>International actors involved (temporarily) at consultative level.</p> <p>Representation of all categories of stakeholders in the external evaluation panels, as well as in the decision-making bodies, governance and advisory</p>	<p>It is an extended activity for a longer period of time, due to the specificity of the Agency's statute.</p> <p>Planning for change, communicating change to those affected by it, transition periods - permanently.</p>	<p>Reducing dependence on some political-based decisions.</p> <p>Increasing the financial and organizational independence of the Agency from MECR, Government of the Republic of Moldova.</p>	<p>MECR / Management of the Agency / Governing Board and Profile Committee in Higher Education of ANACEC / Department of Evaluation in Higher Education (DEHE)</p>

		<p>Education, Culture and Research (MECR), Government of the Republic of Moldova.</p> <p>Possibility to develop the External Evaluation Methodology independently from the national political aspects in the field of education.</p> <p>Transfer and capitalization of good practices within the European Agencies</p>	<p>boards of the Agency is ensured.</p> <p>Fluidization of the activity and decisions taken at the level of the Agency, faster implementation of any stipulations in the normative-regulatory acts with reference to the field.</p> <p>Elaboration of methodological acts resulting from the experience gained by different categories of stakeholders in the external evaluation process.</p> <p>Stakeholders actively involved in the process of elaboration and approval of the normative basis in the field of quality assurance.</p> <p>De facto and de jure independence of the Agency recognized by the Government and stakeholders.</p> <p>Involvement in the process of external evaluation of expert-evaluators from Agencies abroad of the Republic of Moldova (European).</p> <p>Carrying out training on the particularities of the evaluation process in the Republic of Moldova (for experts from abroad)</p>	<p>The implementation of this process has already been started by ANACEC, by attracting experts (ARACIS, FINEEC, EKKA) and their active participation as members of the external evaluation panels.</p>	<p>Availability and attractiveness of participation, for external experts, in ANACEC evaluation missions. These are determined by the normative framework of the Republic of Moldova that they need to know.</p>	
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9.	<p>Ensuring communication and a high level of transparency with all categories of stakeholders</p>	<p>Communication with and transparency towards all stakeholders will create a positive impact on their involvement, increase mutual trust and understanding, and create a model of effective stakeholder involvement.</p> <p>An efficient quality assurance system.</p> <p>The communication would make it possible to streamline feedback following both the evaluation missions and the Agency's other areas of activity.</p> <p>Such effects are felt, in particular, in the case of two-way communication.</p> <p>Informing all categories of stakeholders about the concept and quality assurance system.</p> <p>Increasing the level of involvement of stakeholder representatives in the process of drafting acts in the field of ensuring accountability.</p> <p>Publication of External Evaluation Reports of study programs on the Agency's website for the purpose of transparent information to all stakeholders (primarily</p>	<p>Communication with and transparency towards all stakeholders included as specific areas in the agency's internal quality assurance.</p> <p>Clear and accessible language not only in relation to those in the field of QA, but also to non-specialists used.</p> <p>Communication channels adjusted to the particularities of different categories of stakeholders.</p> <p>Experience and expectations of stakeholders towards the activities of the Agency communicated and shared by them, for example, through newsletters.</p> <p>Feedback on the effects of stakeholder involvement provided.</p> <p>Meetings, at least annually, with local and national authorities (including parliamentarians, other political representatives) are organized.</p> <p>Common language on quality issues and quality assurance in education (without the use of jargon or technical language).</p>	<p>Permanently in the process of external evaluation.</p> <p>Given the fact that such a communication is already initiated, we consider that the time to ensure transparency is minimal. What would, however, take some time, is the degree of transparency, the level of which in some cases is more difficult to ensure by virtue of the existence of a certain resistance to change (sometimes determined by low confidence).</p>	<p>Transparent communication will create conditions for more intense collaboration with educational institutions.</p> <p>Increasing the level of importance of the Public Relations and International Cooperation Office.</p> <p>Dominance of official classical methods of informing participants and society about the conduct and outcome of the external evaluation process (Agency website, Facebook page) and lack of interactive methods of informing stakeholders (school graduates, students, business representatives are often not interested in Agency's activity)</p>	<p>Department of Evaluation in Higher Education (DEHE) / Public Relations and International Cooperation Office</p>
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		<p>students and employers).</p> <p>Open and truthful information of the society, in the broad sense of the word regarding the quality of the educational services provided within the framework of a study program / educational institution.</p>	<p>Activities and environments for disseminating the processes and results of external evaluation activities, summaries, annual reports, thematic studies organized.</p> <p>Trust, support and involvement from all categories of stakeholders.</p> <p>It will ensure transparency throughout the process, so that any gaps can be identified in a timely manner.</p> <p>The normative framework in the field of quality assurance in education, thematic studies on fields is elaborated with the active participation of the representatives of the stakeholders. Stakeholders (students, graduates, teachers / managers, representatives of the business environment) who have been involved in the process of developing the regulatory framework in the field of quality assurance are able to apply in practice the external evaluation procedure correctly and effectively.</p> <p>All categories of stakeholders receive up-to-date truthful information, through classical sources of information on the</p>			
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			<p>result of the external evaluation of study programs / educational institutions.</p> <p>Diversification of methods and means of transmitting information on the Agency's activity (creation of the Youtube channel, Instagram page, participation of Agency representatives in radio and TV shows, etc.)</p>			
10.	Integrating the effective involvement of stakeholders in the Agency's strategic policy, and other policies related to internal quality assurance	<p>This will bring a qualitative impact on mutual trust, increase legitimacy and competence of the Agency in terms of internal and external quality assurance.</p> <p>Demonstrating appropriate confidence that an entity meets the quality requirements.</p> <p>Stakeholder participation in the development and promotion of the Agency's strategic objectives.</p> <p>Developing and implementing the stakeholder involvement strategy related to the Agency's strategy and national policies in education.</p> <p>Accurate identification of the role of stakeholder representatives in the process of developing quality assurance</p>	<p>The strategy on stakeholder involvement developed and implemented, with a clear specification of the role and expectations of each category of stakeholders in the development of a qualitative QA system in HE.</p> <p>Stakeholder representatives invited as participants, speakers at knowledge transfer events (e.g. seminars, webinars, conferences, forums, etc.), but also informal events (e.g. team building) organized by the agency.</p> <p>Ensuring the premises for the alignment of education in the Republic of Moldova to the rigors of European education. This ensures similarity between specialists trained in the country and those trained beyond its borders.</p>	<p>It is a process that is in its early stage and needs support, including by adjusting the legal framework. For this reason, it is probably a topic for the future.</p> <p>Change planning - 4 weeks (elaboration and implementation of the stakeholder involvement strategy), communication of the change of those affected by it - 2 weeks (announcement of stakeholders, organization of webinars, round tables, etc.).</p> <p>Transition periods - permanently.</p>	<p>The benefits are determined by the creation of a "body spirit" in which the Agency and the stakeholders involved form a whole.</p> <p>Correction of the Agency's strategies and objectives.</p> <p>The high level of influence of the political system and situation in the country on the content and objectives of normative acts both in the field of education and in the field of quality assurance in education (extremely frequent change in the composition of the</p>	<p>Management of the Agency /</p> <p>Governing Board and Profile Committee in Higher Education of ANACEC / Department of Evaluation in Higher Education (DEHE)</p>

		<p>policies.</p> <p>Respectful attitude and understanding of the importance of each category of stakeholders in the development of quality assurance and higher education.</p> <p>The reflection in the political strategy of ANACEC and in the normative acts in the field of quality assurance in education of the position of different categories of stakeholders.</p> <p>Development and coordination by the Agency of basic acts in the field of quality assurance.</p>	<p>Developing cooperation relations in the field of quality assurance between different categories of stakeholders (students-teachers / managers-employers) and understanding the purpose of external evaluation objectively.</p> <p>Involvement of stakeholders in the development of the agency's strategic policies and stakeholder communication networks.</p> <p>Organizing seminars, conferences, webinars, etc. in order to provide support to educational institutions in organizing the internal quality management system and the elaboration of internal documents in the respective field.</p>		<p>Government, including the Minister of Education, Culture and Research which leads to the permanent change of the ministry's strategies and priorities).</p>	
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**The 10 themes proposed in the Guideline on the involvement of stakeholders' in quality assurance activities:*

Theme 1: Sharing underlying concepts of quality in HE and QA systems

Theme 2: Diversity of categories of stakeholders and their different roles, especially in consultations

Theme 3: Objectives of stakeholders' involvement

Theme 4: Recruitment/Selection of stakeholders

Theme 5: Training of stakeholders

Theme 6: Involvement of stakeholders in reviews

Theme 7: Involvement of stakeholders in the governance and organisation of QA agencies

Theme 8: Independence vis-a-vis stakeholders' involvement

Theme 9: Communication and transparency towards stakeholders

Theme 10: Strategic approach to stakeholder engagement and supporting activities

** Students and student associations, teaching staff and other categories of staff from higher education institutions, employers and employers' associations, graduates, the national authority in the field of higher education, the rector's council, university associations, local authorities, civil society, etc.

Andrei CHICIUC,
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