

Foreign Interference in the Development of the Higher Education of the Republic of Moldova

The Year 1998

LILIANA ROTARU

IN THE 30 years of independence, higher education in the Republic of Moldova has sometimes followed a winding course and three distinct periods can be identified in this evolution. The first period runs from the mid-80s (from 1987—the year of the first decisions, still made in Moscow) to 1994—the year the Democratic Agrarian Party of Moldova (DAPM)¹ came to power. Although the proclamation of the independence of the Republic of Moldova (1991) was a milestone in the development of Moldovan higher education, we set the chronological limit before 1991, as the changes specific to the education system until 1994 were initiated in the late 1980s under Gorbachev's perestroika and glasnost policies,² especially within the national movement emerged in the annexed peripheries of the Soviet Union. The dominant elements of the first period were the processes of deideologization, depoliticization, demilitarization, and the return to the Romanian traditions, actually of European origin. Throughout this period, against the background of an absolute enthusiasm of the Moldovan society from the late 1980s and early 1990s and the feeling of confidence in the possibility of solving the national problems, a number of reforms were implemented, maybe clumsily, maybe not as categorically as we would have liked, which laid the foundations of the higher education of the Republic of Moldova, a traditionally Romanian education with European democratic aspirations.

The second period began in 1994, when the energetic transformations experienced by the education system of the Republic of Moldova in the first period slowed down and even came to a standstill after the 1994 parliamentary elections and the victory of the DAPM. The second period lasted until the autumn of 2004, after the Moldovan government changed its political course (2003) and realized that the desire for integration into the structures of the European Union could be achieved much faster if the education system were compliant with the provisions of the Bologna Process.³

After a phase of implementation of legislative adjustments and transformations of the higher education system, the Republic of Moldova joined the Bologna Process by signing the Act of Accession in May 2005, at the Conference of European Ministers Re-

sponsible for Higher Education in Bergen, Norway, marking the beginning of the third period of the history of higher education in the Republic of Moldova. The latter period extends into the present, and is mainly aimed at integrating the higher education of the Republic of Moldova in the European Higher Education Area (EHEA).

IN THIS research, we try to analyze the consequences of the deviation of the agrarian government from the national policy in the field of education and of the foreign interference in the development of the national higher education in the Republic of Moldova.

After coming to power, the alliance between the DAPM and the Unity-Edinstvo Movement—both representing conservative and pro-Eastern currents—set the tone from the very beginning: they made legal the Party of Communists of Moldova on 29 April 1994, adopted on 29 July 1994 the Constitution of the Republic of Moldova with the much-discussed Article 13 on the “state language,” granted special status to the Autonomous Territorial Unit of Gagauzia on 23 December 1994, and made other decisions that contradicted the principles and requirements of the national revival,⁴ among which the measures concerning the field of higher education.

The culmination of the agrarian anti-Romanianism and the reversal of the return to the national traditions was the attempt to approve a new concept of studying history in educational institutions in the Republic of Moldova, a Moldovan project,⁵ which also provided for the replacement of the subject matter ‘History of the Romanians’ with the subject matter ‘History of Moldova.’ However, the scale of the general strike of March–April 1995⁶ made President Mircea Snegur to declare on 27 March 1995 a moratorium on the implementation of the Moldovan conception in the Romanian history and language curricula⁷ and to demand the amendment of Article 13 of the Constitution by declaring Romanian as a state language. The actions of intellectuals, supported by President Snegur, amid the worsening economic crisis experienced by the Republic of Moldova during the transition to a market economy, formally and officially tempered the Moldovan drive of the agrarians, without however stopping it. The latter chose to act subversively and subtly, involving forces and capital that were foreign to the interests of the Republic of Moldova.

Note that the agrarian government deliberately allowed for a sharp increase in the number of higher education institutions in the Republic of Moldova (also taking advantage of the government instability that dominated the political life in the Republic of Moldova until 2001⁸), which was not commensurate with the economic and demographic situation in the country. If in 1994–1995 there were 18 higher education institutions, including 13 public ones,⁹ after the approval of the Law of Education (1995) their number increased in arithmetic progression, already reaching 38 in the academic year 1998–1999 (33 of them in Chişinău) with 72.7 thousand students, including 26 private institutions.¹⁰ In keeping with the language policy of the agrarian government, most high schools in the Republic of Moldova returned to the policy of setting up academic groups for Russian speakers, ensuring that they learned all subject matters in Russian. Also, in the late 1990s, “national minority educational institutions” were established in the Republic of Moldova, such as the State University of Comrat for the Gagauz, and the opening of Taraclia State University for the Bulgarian minority was discussed and negotiated—both currently provide higher education in Russian.

On 17 March 1995, the State Chancellery of the Republic of Moldova registered an initiative to establish a Slavic University in Chişinău.¹¹ This initiative came from the Embassy of the Republic of Belarus in Chişinău and the Belarusian community¹² in the Republic of Moldova. The president of the Belarusian community in the Republic of Moldova informed the public authorities that an initiative committee had been set up in Chişinău, headed by the Academician T. I. Malinowski, aimed at opening a Slavonic University with “teaching in the Russian language,” and called for the support of the Moldovan government to “solve this issue of major importance for the Russian-speaking citizens of Moldova . . . especially since such a university already operates in Bishkek, the capital of Kyrgyzstan.”¹³ Valery Poya, the plenipotentiary representative of the Republic of Belarus in the Republic of Moldova, supported the initiative and wrote to Prime Minister Andrei Sangheli and to the Minister of Education Petru Gaugas that he “considers it possible to request from the Belarusian community in Moldova” support for the “opening and functioning of the Slavonic University in Moldova.” Analyzing the opportunity to open such a higher education institution in the Republic of Moldova, the Minister of Education Petru Gaugas indicated that “we have Russian language groups virtually for all specialties” at “the 13 public higher education institutions and 4 private institutions.”¹⁴ Alecu Russo State University in Bălţi trained specialists in Ukrainian language and literature, the State University in Comrat had groups for specialists in Bulgarian and Gagauz language and literature. Moreover, at this stage, Minister Gaugas stated, “along with staff training,” the educational institutions in the Republic of Moldova must, in fact, enhance the process of “studying the state language” to “move from the 2nd–3rd year to studying specialized disciplines in the state language,”¹⁵ thus considering inappropriate the initiative of the Belarusian community in the Republic of Moldova. However, in 1997, the Slavonic University was opened in Chişinău—an educational institution that offers higher education to the “Russian-speaking population of the Republic of Moldova,” although all higher education institutions in the Republic of Moldova had been also organizing studies in Russian, and the relevant ministries and the Academy of Sciences of Moldova had rejected the initiative.

In addition to the institutions mentioned above, in the '90s countless branches of certain educational institutions from abroad, especially Russian Federation universities, were set up in several cities of the Republic of Moldova. The latter were opened arbitrarily and abusively, violating the legislation of the Republic of Moldova. By the mid-'90s, the situation became so serious that it even alarmed the agrarian government. In January 1996, the agrarian Deputy Prime Minister Grigore Ojog warned Victor Morev,¹⁶ the mayor of Bălţi municipality, that several branches of universities from other states were operating illegally in Bălţi City (the Bălţi Faculty of the Moscow University of Management and Commerce,¹⁷ the branch of the Northwestern Polytechnic University of Saint Petersburg,¹⁸ the branch of the Baltic University of Ecology, Politics and Law¹⁹) and urges the mayor to take measures “to stop the operation . . . of educational institutions of other states.”²⁰

The mayor of Bălţi, however, notified the public authorities in Chişinău that “the 15 schools with teaching in the Russian language, which operate in Bălţi municipality, are not enough to enroll the children of the more than 60% non-Moldovans living in the city.”²¹ At the same time, Morev pointed out that the University in Bălţi offered educa-

tion in the Russian language only for a fee (which was not true), thus “putting Russian school graduates on an equal footing with other students.” In this context, the mayor informed the Moldovan government that the Mayor’s Office “allowed certain universities from foreign countries, including Russia, to open their branches in the municipality for the enrolment of the graduates of the Russian schools.”²² By ostentatiously defying the legislation of the Republic of Moldova, the Mayor’s Office of Bălți Municipality authorized the opening in Bălți of the branches of higher education institutions from Russia. Moreover, the Bălți Education Directorate was obliged to find the premises for the “deployment” of these branches.²³

The official correspondence between the Chișinău authorities and the Mayor’s Office of Bălți Municipality creates the impression that state officials noticed an illegality that only harmed the public budget, although the branches opened in Bălți did not pay the legally charged taxes and fees, remaining outside the education system and the concept of national education of the Republic of Moldova. Thus, the Deputy Minister of Education, Nicolae Andronache, proposed to repeal Bălți Mayor’s Office Decision of 16 November 1995, because the deputy minister claimed that both the institutions and “some officials of Bălți municipality pursue personal interests” and seek the “extortion of funds from the citizens of the Republic of Moldova.”²⁴ This concern about economic and tax aspects of the agrarian government in the context of their language and anti-Romanian policy is easy to understand. However, we consider that the administrative authorities in Bălți had a much more complex and promising mission, namely, to preserve the status of Russian city for Bălți and the northern part of the Republic of Moldova, which was the main pool for enrolling students to Alecu Russo University in Bălți, a Romanian higher education institution, which, although it also offered education in the Russian language, became an oasis of Romanianism in the northern part of the Republic of Moldova.

Our conclusion is also based on official statistics, which show that 48.8 thousand students (67.1%) studied in Romanian in the 1998–1999 academic year and more than 30.5% of students (22.2 thousand) studied in Russian.²⁵ At the same time, the same statistics show (according to the 1989 census) an ethnic structure for the Republic of Moldova with 64.5% “Moldovan population,” 13.8% Ukrainians, 13.0% Russians, 3.5% Gagauz and 2% Bulgarians.²⁶ Thus, the 13% of Russian population denies the allegations of the mayor of Bălți that the higher education institutions in the Republic of Moldova could not secure the right to education of this ethnic minority. Moreover, the fact that statistics show that there were no students who would study in the Bulgarian, Gagauz or Ukrainian languages—recognized minorities of the Republic of Moldova—makes us believe that the policy of Russification of these minorities and of the majority population had reached a new stage.

In this political, ethnic and educational context, the Russian plan of creating another Russian-Moldovan (Slavic) University in Chișinău should be seen as a return to the policy of imperialism, this time a cultural one, of the Russian Federation, involving interference in the educational policy of the Republic of Moldova.

The project “on the conditions for the establishment and operation of the Russian-Moldovan (Slavic) University in Chișinău” was initiated—as the document shows and like in the case of the Slavonic University—“through diplomatic channels”²⁷ in early 1998, and Vasily Shova,²⁸ the deputy minister of Foreign Affairs of the Republic of Mol-

dova, submitted it to the public authorities for examination. The project was based on the Agreement between the Government of the Russian Federation and the Government of the Republic of Moldova on collaboration in the field of culture and science for the creation of a single (common) educational space of the Commonwealth of Independent States (CIS), concluded on 17 January 1997. It provided for the creation of a state university with teaching in the Russian language in Chişinău, which was to be subordinated to both the Moldovan and Russian governments, enjoying the status of public university in both states.²⁹ Besides the specific objectives of any higher education institution, “to train specialists” in various fields and “to contribute to the development of the scientific and personnel potential of both states,” another objective set forth in the draft agreement was “to contribute to the preservation, development and mutual enrichment of the cultures, languages, historical and national traditions of both peoples.” In fact, the last objective was to hide, using a Soviet terminology, the reprehensible intentions of the Russian government, which intended to legally support, grow and maintain “a fifth column” in a Chişinău that was becoming more and more Romanian, and to maintain its influence in the Republic of Moldova.

Moreover, the whole burden of organizing that university, of creating the tangible heritage and financing the institution, was put on the shoulders of the Moldovan party, and the Russian party was to contribute financially only within the budgetary allocations for higher education in the Russian Federation.³⁰ The Draft Agreement also provided that the teaching activity of the university should be carried out under the “state educational standard of higher vocational education of the Russian Federation,” and the right to be enrolled in this institution would be enjoyed by “people who compulsorily study the Russian language.”³¹

Most of the public authorities that examined the draft rejected it, each ministry—i.e., the Ministry of Economy, the Ministry of Finance and the Ministry of Education—diplomatically justifying their resolution on the grounds that there was sufficient teaching in the Russian language at higher education institutions and the Republic of Moldova “guarantees conditions for the exercise of the right of citizens of other nationalities, who live in the republic, to education and training in their native language,” without forgetting the inability of the budget to cover the expenses of opening a new institution and the difficulty of employing the graduates of such an institution.³² We mention that Ghenadie Ciobanu,³³ the minister of Culture, considered that the intention of the Russian party to open another Russian university in Chişinău was useless and harmful. More epigrammatically, Ciobanu revealed the real intentions behind the Russian Federation’s initiative, emphasizing that the very statement that the Slavic University “will contribute to the preservation, development and enrichment of the culture, languages, historical and national traditions of both peoples” rendered the draft agreement “empty of content and reminding of the old boilerplate language, usually used to cover up the essence with appearances.”³⁴ “The consequences of signing the Agreement and opening the second Slavic University in Chişinău, this time a state one, are easy to understand,” the minister of Culture said, given that there were enough educational institutions in the capital of the Republic of Moldova with Russian study groups, and the organization and financing of this institution would be a burden for the already strained budget of the Republic of Moldova.

The minister dismissed the arguments concerning the reasonable nature of the Russian project, rhetorically asking the Government of the Republic of Moldova “where will the future graduates of that university find a job?” if “studies and secretarial works will be in Russian,” given that the graduates would not speak Romanian or speak it poorly. The minister’s specific manner of expression showed indignation and a sense of revolt against that proposal, reproaching the authors of the draft that

*maybe, to be able to find a job, the Law on the functioning of languages in the Republic of Moldova should be amended? Or maybe a second state language should be introduced to remedy such situations?*³⁵

Considering the common arguments of the abovementioned ministries insufficient, Minister Ciobanu indicated to the authorities of the Ministry of Foreign Affairs of the Republic of Moldova that “the state language of the Republic of Moldova, as an element of our cultural national identity, is today in a difficult process of revival” and in this context the option of the Moldovan and Russian governments went towards “reasonable equity,” in the manner of civilized governments. Thus, although more than 500,000 Ukrainians, Belarusians and Russians were living in Poland, “the Poles, who are also Slavs, do not consider it necessary to open a Slavic University.” Also, more than 1.5 million Turks lived in Germany, but this did not make the German Government open a “University of Turanian Languages,” and the United States, with 1 million Ukrainians, had no intention of setting up a Slavic University. The examples of the minister also included France, which was home to 1.1 million Italians, 860 thousand Portuguese, 500 thousand Spaniards, as well as Finland, Canada and other Western countries. Moreover, the minister pointed out that the example of Latvia had to be followed, which rejected the Russian Federation’s proposal to open a branch of M. V. Lomonosov Moscow University in Riga, rather than the example of the Central Asian republics, as “the priorities of the Republic of Moldova” are “to integrate into Europe” and nothing else.³⁶ In conclusion, the Ministry of Culture of the Republic of Moldova claimed that this draft was inappropriate, inadequate and unreasonable “in all respects.”³⁷

The Academy of Sciences of Moldova presented its own opinion on this proposal, signed by the Director of the Institute of National Minorities, Constantin Popovici,³⁸ who supported the project of setting up the Russian-Moldovan (Slavic) University, a university which, according to the director, has been “for a long time requested by the Russian-speaking citizens” and which

*will contribute to the preservation and development of the languages and culture of the Slavic peoples of the Republic of Moldova, to the harmonization of interethnic relations in multiethnic Moldova, to the improvement of political relations between the two states and to the dynamization of the collaboration between them.*³⁹

While the director of the Institute of National Minorities proposed to complete the

Agreement with articles providing for the possibility of creating more Slavic departments and the possibility of securing the support of Slavic states for the university, in-

cluding language support for the teaching process, he argued that the students who were not citizens of Moldova should not be obliged to study Romanian.⁴⁰

The project of establishing a new Russian-Moldovan University in Chişinău was rejected, but we are yet to see the reasons for the refusal and the arguments of Chişinău officials, as the documents in question are still confidential.

THE ATTEMPTS of the Russian Federation (supported by its acolytes in the Republic of Moldova) to interfere with the educational policy of the Republic of Moldova and to divert the return to the Romanian national traditions, analyzed above, are just a few in a longer series which can be traced in government archives, probably only a part of the policy of national and cultural imperialism of the Russian Federation in the former national peripheries of the Soviet Union. The inappropriate and insistent initiatives of the Russian authorities and their acolytes to open in the Republic of Moldova several higher education institutions/branches of the Russian universities, which would work according to the educational standards of the Russian Federation and use the Russian language, while financed from the state budget of the Republic of Moldova, came under the pretext of ensuring the right of the Russian-speaking population to education in their native language. This is a classic example of the cultural imperialism of the Moscow rulers and an attempt to keep the Republic of Moldova in the area of influence of the Russian Federation. This case study shows that after the collapse of the Soviet Union, Moscow's policy of Russification of the population of the Republic of Moldova entered a new phase, preserving the methods and tools of the Soviet Empire. □

Notes

1. The Democratic Agrarian Party of Moldova: a left-wing political party in the Republic of Moldova, established on 19 October 1991 on the basis of the parliamentary club *Viaţa Satului* (Village life) (established in April 1990). In the period 1994–1998 it was a ruling party holding the parliamentary majority. On 10 July 2004, it changed its name to the Agrarian Party of Moldova (APM). In 2005 it did not run in the elections, becoming a satellite of the Party of Communists of Moldova. See <http://www.e-democracy.md/parties/pam/>, accessed 8 Sept. 2021.
2. *Glasnost* (in Russian *гласность*, literally translated as publicity): a policy of openness and transparency in the activities of state institutions and freedom of information. In the text, the term refers to the policy of Secretary General Mikhail Gorbachev in the second half of the 1980s to promote (social) transparency in the activity of government and party institutions, and in civilian life in the Soviet Union, with the aim of reducing corruption in the top leadership of the Communist Party of the Soviet Union (CPSU) and the Soviet government, and to temper the abuse of power in the administration and in the Central Committee of the CPSU. In the early 1990s, the term was associated with the orientation of the Soviet society toward Western values, democracy, and the free market. See *Горбачевские чтения: Отвечая на вызов времени: внешняя политика Перестройки; Гласность и реформы в России: оценки, мифы, факты* (Москва: Горбачев-Фонд,

- 2011) (*The Gorbachev Readings*, issue 8: Responding to the Challenge of the Times: Perestroika's Foreign Policy; Glasnost and Reforms in Russia: Evaluations, Myths, Facts).
3. Nicolae Toderaș, *Aspectele racordării sistemului de învățământ superior la standardele statelor membre ale Uniunii Europene: Politici educaționale și de tineret* (Chișinău: Expert-Grup, 2006), 17–18.
 4. Anatol Țăranu, “Declarația de Independență. Apariția și afirmarea statului Republica Moldova,” in *O istorie a Basarabiei*, edited by Anatol Petrencu (Chișinău: Serebia, 2015), 311.
 5. The Governmental Commission for the development of the history curricula in educational institutions, established by the Decision of the Government of the Republic of Moldova of 16 August 1994 and composed of 22 members, was divided into two camps: a Moldovan one (Chiril Stratievski, Artiom Lazarev, Leonid Tabără, Vasile Stati, Constantin Simboteanu, Pavel Birnea, Vladimir Țăranov, Iacob Iațenko, Veronica Abramciuc, Ioan Zabunov, Petru Boicu, and Nicolae Movileanu), and a national one (Gheorghe Gonța, Demir Dragnev, Constantin Eșanu, Nicolae Chicuș, Valeriu Cozma, Valentina Haheu, Igor Ojog, Gheorghe Caravai, and Mihai Dan), while the position of one member, Nicolae Culiuc, could not be identified. National Archives of the Republic of Moldova (NARM), F. 2848, inv. 38, file 807, fols. 94–95.
 6. The Minister of Education of the Republic of Moldova was bewildered by the fact that on 20 March 1995 students of the faculties of history, letters, journalism, law and foreign languages of the State University of Moldova, of the faculties of history and philology of Ion Creangă State Pedagogical University of Chișinău, as well as students of the high schools Mircea Eliade and Gheorghe Asachi had left the classrooms and begun a political and economic strike in the Great National Assembly Square. The following day their example was followed by students of the Academy of Economic Studies, the Technical University, the National Institute of Physical Education and Sports, Nicolae Testemițeanu University of Medicine, students of other high schools, colleges and schools in the city, as well as by teachers from these educational institutions. They “chanted unconstitutional and anti-state slogans every day.” The heads of the educational institutions and the heads of the district (city) directorates were ordered “to take appropriate measures” (e.g., not to pay the teachers who went on strike) to end the strike (NARM, F. 2991, inv. 14, file 847, fols. 211–212).
 7. Ion Eremia, ed., *Istoria Universității de Stat din Moldova* (Chișinău: Centrul Editorial Poligrafic al USM, 2016), 271.
 8. For details: Țăranu, 310–316.
 9. *Anuarul statistic al Republicii Moldova 1994* (Chișinău: n.p., 1995), 153.
 10. *Anuarul statistic al Republicii Moldova 1999* (Chișinău: Departamentul Analize Statistice și Sociologice al Republicii Moldova, 2001), 79.
 11. In fact, the initiative to create a Slavic University in the Republic of Moldova was expressed in 1992 and belongs to “a group of MPs, representatives of national societies and cultural centers, a group of university professors and the Department of National Relations,” being supported by “the Ministry of National Relations and Regional Policy of the Russian Federation, the High School Committee of the Russian Federation and the Embassy of the Russian Federation in the Republic of Moldova,” as indicated by Z. Ocunsky, director of the Department of National Relations in 1995 (NARM, F. 2848, inv. 38, file 1018, fols. 141–142).

12. According to the population census (2004), 5–6 thousand ethnic Belarusians lived in the Republic of Moldova, representing about 0.15% of the total population: https://moldova.mfa.gov.by/ru/bilateral_relations/compatriots/.
13. NARM, F. 2848, inv. 38, file 1018, fol. 136.
14. NARM, F. 2848, inv. 38, file 1018, fol. 137.
15. NARM, F. 2848, inv. 38, file 1018, fol. 138.
16. Victor Morev (born on 13 May 1944 in Kalinin Region, Russia), a politician from the Republic of Moldova. Graduate of the Polytechnic Institute in Kalinin (nowadays Tver), the Russian Federation, sent in 1971 to work at the Lenin Plant in Bălți City. Since 1975 he worked in various structures of the CPSU. Chairman of the Bălți Executive Committee (1987–1990). In 1992 he created the Socialist Party of Moldova, bringing together several former members of the CPSU, whose activity was prohibited in August 1991. Mayor of Bălți municipality (1995–2001). He is currently under an international arrest warrant, suspected of damaging the national public budget.
17. Moscow University of Management and Commerce, a private higher education institution in the Russian Federation founded in 1996.
18. Northwestern Polytechnic University of Saint Petersburg, a public education institution in the Russian Federation with the mission of organizing ethnic vocational training through evening and part-time education. In 2011 it merged with the St. Petersburg Mining University.
19. Baltic Institute of Ecology, Politics and Law, a private higher education institution in the Russian Federation based in St. Petersburg. Founded in 1993 by Evgeny Davidovich Reife (1933–2020), Ph.D. in Technical Sciences, professor, engineer and specialist in the design and development of automated air traffic control systems.
20. NARM, F. 2848, inv. 38, file 1262, fol. 1.
21. NARM, F. 2848, inv. 38, file 1262, fol. 4.
22. NARM, F. 2848, inv. 38, file 1262, fol. 4.
23. NARM, F. 2848, inv. 38, file 1262, fol. 6.
24. NARM, F. 2848, inv. 38, file 1262, fols. 2–3. The information does not indicate any student who studied in Bulgarian, Gagauz or Ukrainian—recognized minorities in the Republic of Moldova
25. *Anuarul statistic al Republicii Moldova 1999*, 85.
26. *Anuarul statistic al Republicii Moldova 1999*, 50.
27. NARM, F. 2848, inv. 38, file 2017, fol. 39.
28. Vasily Shova (born in 1959 in Crasnoameiscoe village, Hîncești rayon), a politician from the Republic of Moldova, minister of Reintegration (2002–2009), member of the Parliament of the Republic of Moldova (1990–1994, elected in the constituency no. 47, Chișinău, 2009–2014, for the faction of the Party of Communists of the Republic of Moldova). From 1995 to 1998 he was deputy minister of Foreign Affairs. Adviser to President Igor Dodon (2019–2020). He is fluent in Russian and Ukrainian, and understands, but cannot speak Romanian (<http://old.parlament.md/structure/deputees/sovaVasilii/>, accessed 26 Aug. 2021).
29. NARM, F. 2848, inv. 38, file 2017, fol. 40.
30. NARM, F. 2848, inv. 38, file 2017, fols. 40–41.
31. NARM, F. 2848, inv. 38, file 2017, fols. 41–42.

32. NARM, F. 2848, inv. 38, file 2017, fols. 43–50.
33. Ghenadie Ciobanu (born on 6 April 1957 in Brătușeni village, Edineț rayon), a composer and politician from the Republic of Moldova. Graduate of the Gnesin Pedagogical Institute of Music Education in Moscow (nowadays Gnesin Russian Academy of Music) (1982) and the Gavriil Musicescu Conservatory in Chișinău (1986). Ph.D., professor (2009) at the Academy of Music, Theater and Fine Arts of Chișinău, minister of Culture of the Republic of Moldova (1997–2001) and member of the Parliament of the Republic of Moldova for the Liberal Democratic Party of Moldova (2010–2014) (<http://www.parlament.md/StructuraParlamentului/Deputies/tabid/87/Id/28/language/ro-RO/Default.aspx>, accessed 22 Aug. 2021).
34. NARM, F. 2848, inv. 38, file 2017, fol. 48.
35. NARM, F. 2848, inv. 38, file 2017, fols. 48–49.
36. NARM, F. 2848, inv. 38, file 2017, fol. 50.
37. NARM, F. 2848, inv. 38, file 2017, fol. 50.
38. Constantin Popovici (1924–2010), prose writer, philologist, historian and literary critic, habilitated doctor of philology (1974), university professor (1988), academician (1995). He was born in Romancăuți village, Khotyn County, Romania. Employed as a translator by the Counterintelligence Office of the Ukrainian Fronts I and III during the Soviet-German War and liaison officer (secret agent) of the Soviet Command with the Romanian government during 1945–1947. Graduate of the Faculty of Philology of the State University of Chernivtsi (1951). Head of Division at the Institute of Language and Literature of the Academy of Sciences of Moldova since 1962, director of the Institute of National Minorities of the Academy of Sciences of Moldova (1992–1999) (<https://m.moldovenii.md/md/people/1098>, accessed 22 Aug. 2021).
39. NARM, F. 2848, inv. 38, file 2017, fol. 51a.
40. NARM, F. 2848, inv. 38, file 2017, fol. 52.

Abstract

Foreign Interference in the Development of the Higher Education of the Republic of Moldova: The Year 1998

This research examines some attempts of the Russian Federation to interfere in the educational policy of the Republic of Moldova, in order to reverse the return to the Romanian national traditions in higher education. The inappropriate and insistent initiatives of the Russian authorities and their acolytes to open in the Republic of Moldova several higher education institutions/branches of the Russian universities, which would work according to the educational standards of the Russian Federation and use the Russian language, came under the pretext of ensuring the right of the Russian-speaking population to education in their native language. This is a classic example of the cultural imperialism of the Moscow rulers and an attempt to keep the Republic of Moldova in the area of influence of the Russian Federation. This case study shows that after the collapse of the Soviet Union, Moscow's policy of Russification of the population of the Republic of Moldova entered a new phase, preserving the methods and tools of the Soviet Empire.

Keywords

Republic of Moldova, Russian Federation, higher education, Slavonic University, Slavic-Moldovan University, cultural imperialism