



Vocational Education and Training and Platform on Centres of Vocational Excellence
(CoVEs)
in the Republic of Moldova

4th Meeting of the Danube Region Platform on Centres of Vocational Excellence (CoVEs)

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I. GENERAL CONTEXT *on Vocational education and training*



NATIONAL LEGAL FRAMEWORK

- Education Code No 152/2014 ([link](#))
- Government Decision (GD) No 114/2023 on approval of the Development Strategy „Education 2030” ([link](#))
- Law No 110/2022 regarding dual education ([link](#))
- Law No 244/2017 on Sectoral Committees for vocational training ([link](#))
- Government Decision No 425/2015 of the Nomenclature of professional training fields and trades/professions, updated by GD No 294/2024 ([link](#))
- Government Decision No 853/2015 of the Nomenclature of professional training fields, specialties and qualifications for post-secondary and post-secondary non-tertiary technical professional education, updated by GD No 293/2024 ([link](#))
- Government Decision No 628/2023 regarding the approval of the Methodology of budget financing of public VET institutions ([link](#))
- Government Decision No 97/2023 for the implementation of the provisions Law No 110/2022 regarding dual education updated by GD 332/2024 ([link](#))

I. GENERAL CONTEXT *on Vocational education and training*



NATIONAL LEGAL FRAMEWORK

- Ministry Order No 648/2022 Regarding the organisation and conduction of the Competition for admission to VET programs [\(link\)](#)
- Ministry Order No 824/2024 Regulation-framework for the organisation and functioning of VET institution [\(link\)](#)
- Ministry Order No 234/2016 Regulation for the organisation of studies in post-secondary VET and post-secondary non-tertiary education based on the Transferable Study Credit System [\(link\)](#)
- Ministry Order No 233/2016 Regulation regarding internships in production in secondary technical vocational education VET [\(link\)](#)
- Ministry Order No 1086/2016 Regulation on the organisation and conduct of internships in post-secondary and non-tertiary post-secondary technical vocational education [\(link\)](#)
- Ministry Order No 326/2023 “The practical guide for drawing up and perfecting the professional training contract in dual education” [\(link\)](#)
- Ministry Order No 326/2023 “The practical guide for drawing up and perfecting the cooperation agreement in dual education” [\(link\)](#)
- Decision of the Chamber of Commerce and Industries from Moldova (CCIRM) No 8/2 from 30 of March 2023 Unit Compliance Verification Methodology [\(link\)](#)

III. INSTITUTIONAL STRUCTURES AND ADMINISTRATIVE CAPACITIES

on Vocational education and training



POLICY MAKING

Ministry of Education and Research (MER) VET Department

- responsible for the development, coordination and implementation of the VET national strategies, programs, action plans;
- the development of legal, normative and methodological framework in the field of: enrolment process; educational process, quality assurance process, including examination and certification, etc;
- As a founder of the VET institutions, coordination of the activities of VET institutions

Ministry of Finance

- allocations from the state budget for the development of needed workforce for the country or so called Work Force State Order

Ministry of Labour and Social Protection, National Employment Agency, Labour Market Observatory

- present the information to the MER regarding the labour market requirements (ex: estimation of the labour force; labour market forecast and profession/trade barometer)

Ministry of Economic Development and Digitalization

- responsible for the promotion state policy in the field of economy and coordinate the economic development, including the analysis of economic trends for the Country

III. INSTITUTIONAL STRUCTURES AND ADMINISTRATIVE CAPACITIES

on Vocational education and training



POLICY ENFORCEMENT

Organization for Entrepreneurship Development (ODA)

- Compensating the expenses of entrepreneurs involved in dual education

Sectorial Committees

- support the development of social partnerships at the branch level economy in the field of professional training

Other social partners

- Trade unions, Employers' associations, professional or business associations

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

- Responsible for the evaluation of training programmes and institutions providing training programmes
- The external quality assessment in VET system according to the following indicators: institutional capacity; educational efficiency, including academic outcomes; quality of the training programs; etc

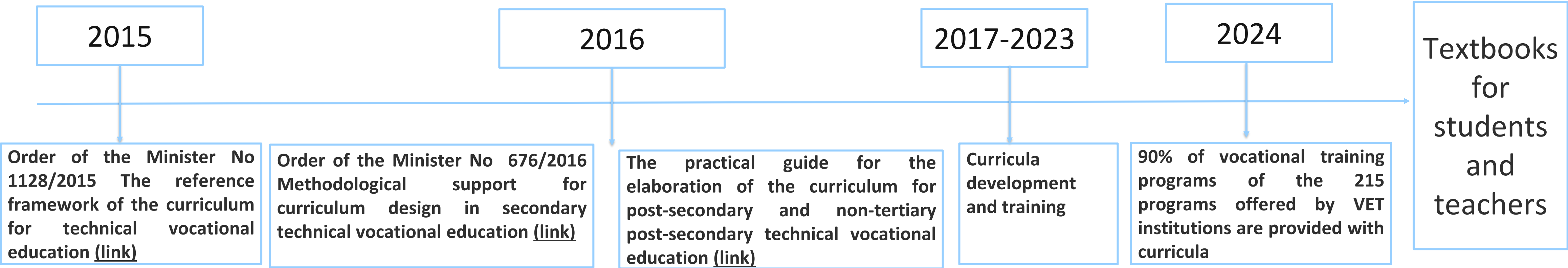
Center for Information and Communication Technologies in Education (CTICE)

- Personalization and legalization of study documents for all levels of education in the Republic of Moldova, including the VET system;
- Administration of information systems in the educational field at national level;
- ICT-assisted assessments and training.

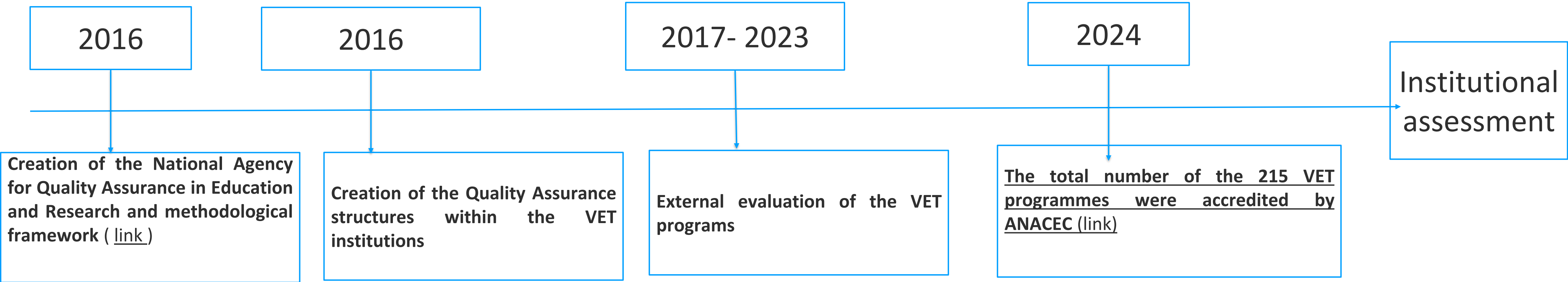
I. GENERAL CONTEXT on Vocational education and training



CURRICULA DEVELOPMENT



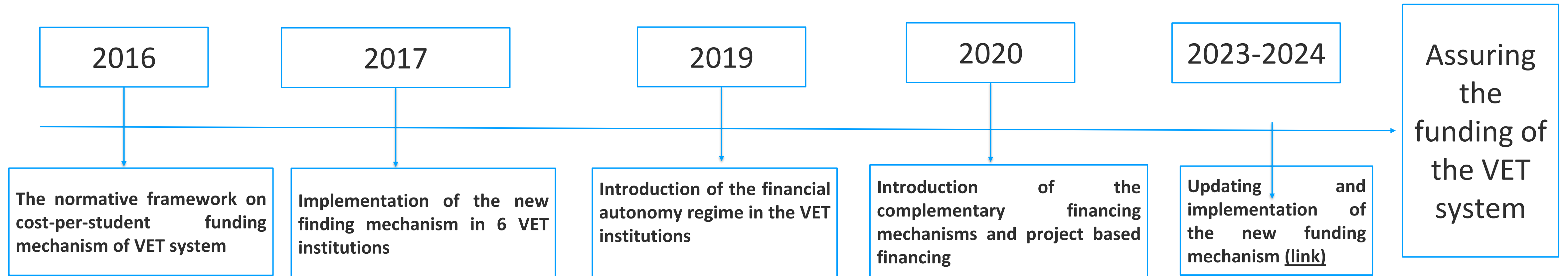
QUALITY ASSURANCE SYSTEM



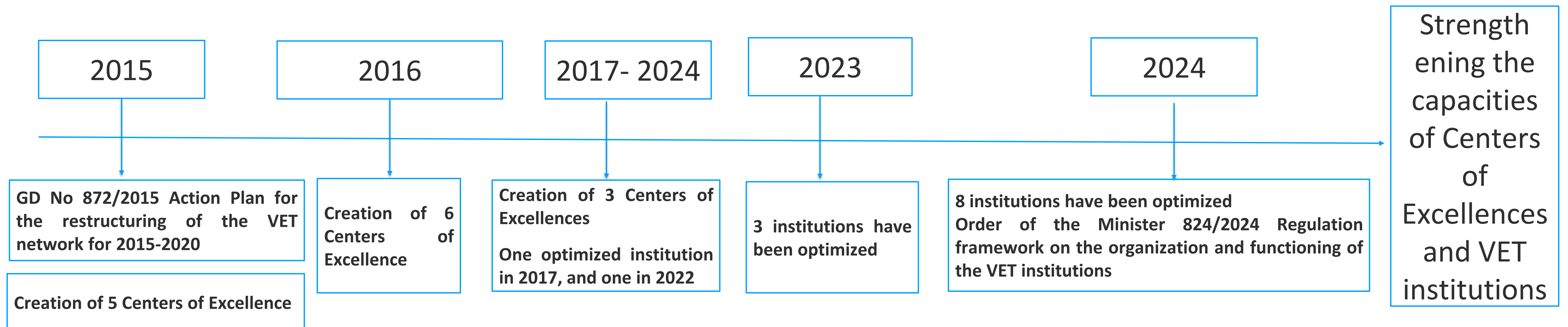
I. GENERAL CONTEXT *on Vocational education and training*



THE FUNDING MECHANISM OF THE VET SYSTEM



THE CONSOLIDATION OF THE VET NETWORK



I. GENERAL CONTEXT *on Vocational education and training*



GOVERNMENT DECISION No 628/2023 ON THE APPROVAL OF THE METHODOLOGY OF BUDGET FINANCING OF PUBLIC VET INSTITUTIONS ([LINK](#))

Standard cost per student, differentiated by VET programs by means of program coefficients adjusted according to the degree of complexity and expenses related to VET programs

Complementary financing, in the amount of up to 12% of the volume of allocations from the state budget, according to the established state order

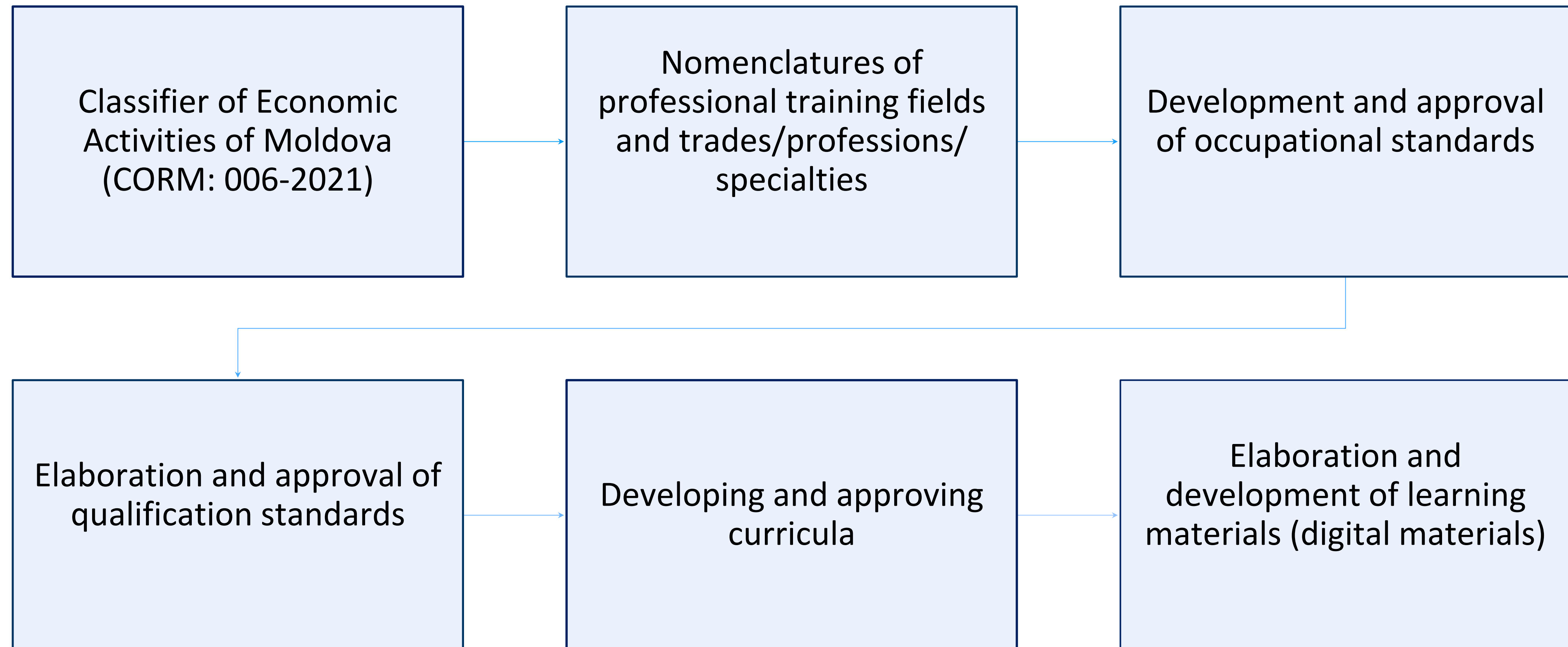
Financing based on projects, in the amount of up to 3% of the volume of allocations from the state budget, according to the established state order

For students with special educational needs, the allocation of additional financial means is established in the proportion of 40% of the amount per student, calculated according to the formula

I. GENERAL CONTEXT *on Vocational education and training*



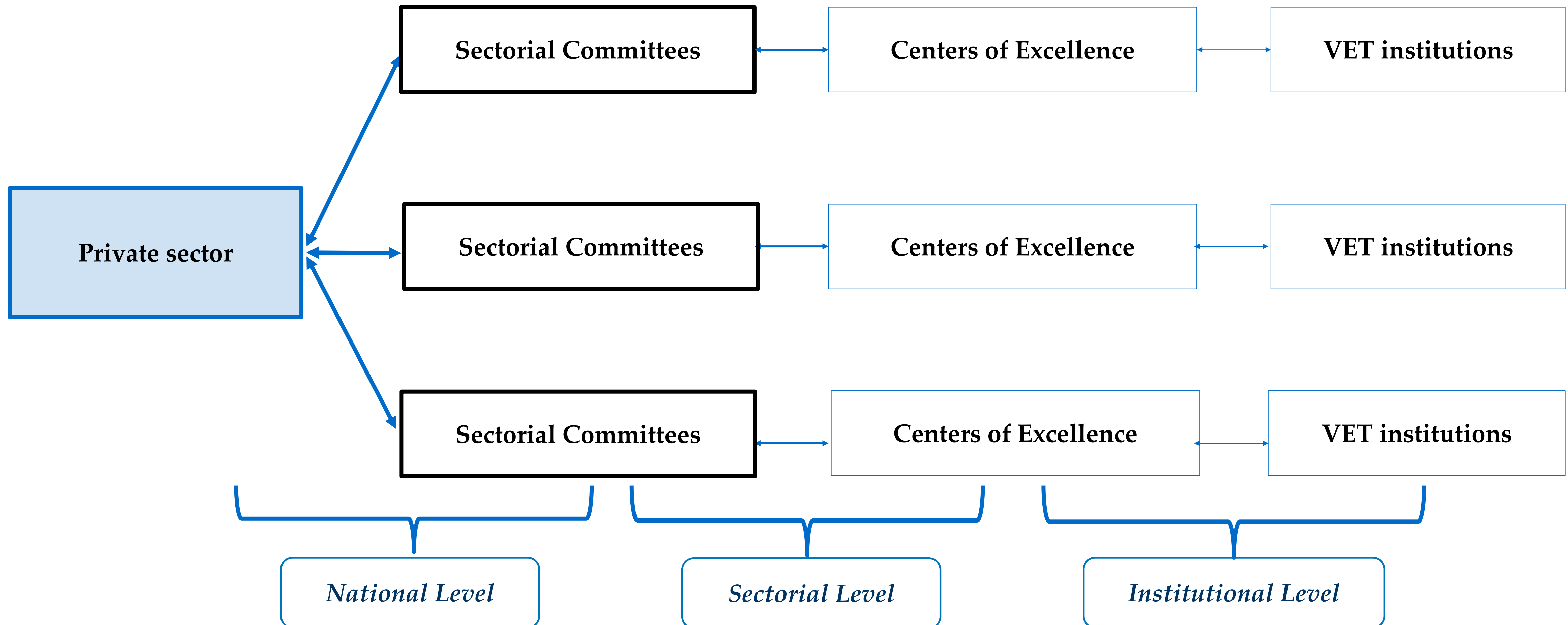
ADJUSTMENT OF THE VET SYSTEM TO THE LABOUR MARKET



III. INSTITUTIONAL STRUCTURES AND ADMINISTRATIVE CAPACITIES *on Vocational education and training*



SOCIAL DIALOGUE PARTNERS IN THE VET SYSTEM



I. GENERAL CONTEXT *on Vocational education and training*



THE CREATION AND SUPPORT OF CENTERS OF EXCELLENCE

THE CREATION OF CENTERS OF EXCELLENCE

- Centers of Excellence - established in 2015
- Order of the Minister No 795/2019 regarding the approval of the areas of specialization of the Centres of Excellence [\(link\)](#)
- Order of the Minister No 824/2024 on The Regulation Framework on the functioning and organization of the VET institution [\(link\)](#)

ADDITIONAL FUNCTIONS OF CENTERS OF EXCELLENCE

- ***Cooperation with the economic environment***
- ***Validation of competence acquired in non-formal and informal environment***
- ***Didactic, curricular and methodological assurance to VET institutions network***
- ***Coordination and support to affiliated institutions***
- ***Continuous education for VET teachers***
- ***Image promotion of the VET system***

THE STATUS AND ROLE OF CENTERS OF EXCELLENCE

- Centers of Excellences - VET institutions with high potential having attributions in the field of organizing professional training programmes of different levels or integrated programmes;
- Additional functions in the field of system capacity development of VET institutions
- The responsibility to promote the consolidation of the capacity of Centers of Excellence in order to fully ensure the functions assigned to them, including technological transfer and innovations

I. GENERAL CONTEXT on Vocational education and training



THE MANAGEMENT INFORMATION SYSTEM IN EDUCATION (EMIS)



Includes public and private VET institutions (Centres of Excellence; Colleges and Professional Schools) which have the accreditation



Online admission/enrollment in VET institutions (Centres of Excellence; Colleges and Professional Schools)



Electronic catalogue for VET system



Information, data regarding the companies involved in Dual VET system and Masters instructors within the companies; cooperation agreements in Dual VET

- Government Decision No 601/2020 updated in 2024, regards the approval of the concept of EMIS, specifying the way input of data should be done by the VET representatives [\(link\)](#)
- Order of the Minister No 1448/2021 on Implementation of EMIS in VET system [\(link\)](#)
- VET institutions provide input to EMIS 3 times a year
- This task is implemented by EMIS administrators from VET institutions

I. GENERAL CONTEXT *on Vocational education and training*



DIGITALIZATION OF VET EDUCATION

- In September 2023 Moldova Education system adopted the EU tool DigCompEdu3 which updates the digital competence standards for teachers and puts them in line with EU policies
- A web page was developed, in the form of an open platform of learning media resources ([link](#)) which contains a series of **Google Classroom** courses, developed by VET teachers
- The Center for Excellence in Informatics and Information Technologies (**CEITI**) has developed a series of courses on the **Moodle platform** ([link](#)) through which students and teachers have access to digital learning materials for the professional training programmes offered by the institution
- Ministry Order No 848 /2020 **Modular Curricula for VET** system in ICT approved as a support for all VET teachers ([link](#))
- CEITI has accredited the continuous training programme for teachers in VET system “**Development of the digital skills of teachers.**”
- More than **250** teachers trained

I. GENERAL CONTEXT *on Vocational education and training*



CAREER GUIDANCE AND LIFE SKILLS DEVELOPMENT IN VET SYSTEM

- All VET students have the opportunity to study within the module “Personal Development and Career Design”, developed and promoted in all VET institutions according to Ministry Order No 793/2016 Module "Personal development and career design", including 2 guidance documents (one methodological, and other practical) were developed [\(link\)](#)
- 2 guidance (one methodological, and other practical) were developed 45 VET teachers were trained in implementation the developed methodology
- All VET students have the opportunity and access to the 4 Career Guidance Centers which were created within the territorial structures of National Agency for Employment (ANOFM) in Soroca (North), Cahul (South) and Chisinau (Center)
- All VET students have the opportunity to study within the module “English in Vocational Education and Training” developed and promoted in all VET institutions according to Ministry Order No 1079/2016 [\(link\)](#)
- All VET students have the opportunity to study within the module “Basics of Entrepreneurship” developed and promoted in all VET institutions according to Ministry Order No 890/2019 [\(link\)](#)

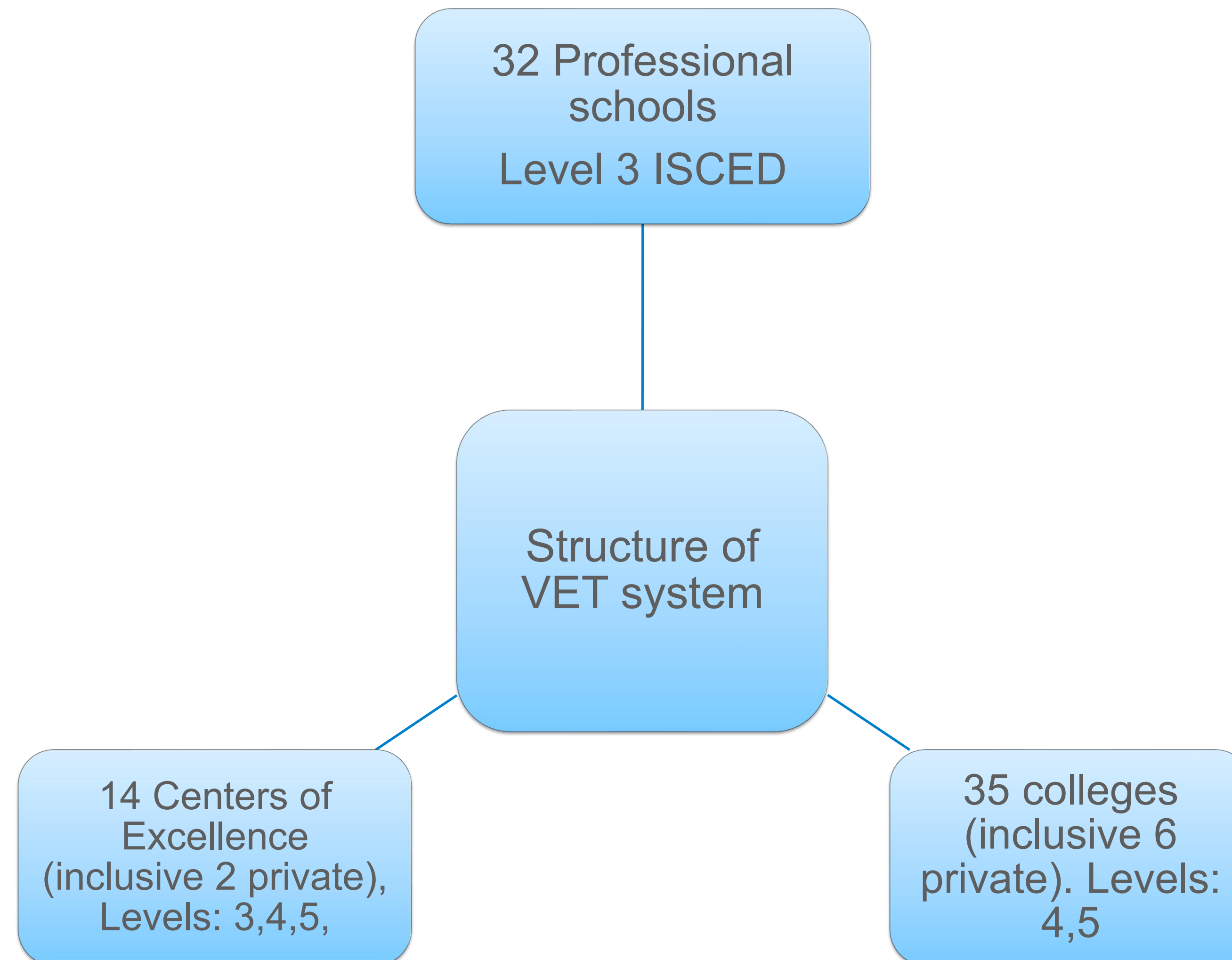
I. GENERAL CONTEXT *on Vocational education and training*



INCLUSIVE EDUCATION AND THE SOCIAL DIMENSION OF THE VET SYSTEM

- Ministry Order No 1430/2018, modified by Order of the Minister 1486 /2019 Methodological recommendations regarding inclusive education in VET system [\(link\)](#)
- Methodological guide for technical vocational education institutions „Together I. Implementation of inclusive education in vocational technical education”, 2022 [\(link\)](#)
- Guide for teaching staff from VET institutions „Together II. Means of action for an inclusive educational process in VET institutions ”, 2022 [\(link\)](#)
- GD No 818/2023 regarding the awarding of merit scholarships for students of ethnic Roma from lyceum, VET education and Higher education [\(link\)](#)
- All Secondary VET students with budget financing have a free of charge meal according to the GD No 266/2006 [\(link\)](#)
- More than 95% of Secondary VET students have a scholarship according to GD No 1009/2006 [\(link\)](#)
- At the admission contest in VET system, the candidates from the following categories - Roma children, children with severe, accentuated and medium disability; children without parental care and support; children who have parents with severe disabilities; children from families with four and more, children – can benefit of 15 % of the total number of places (for each specialty/profession in VET institutions) provided in the state budget financing of enrolment plan according to the Ministry Order No 648/2022 [\(link\)](#)

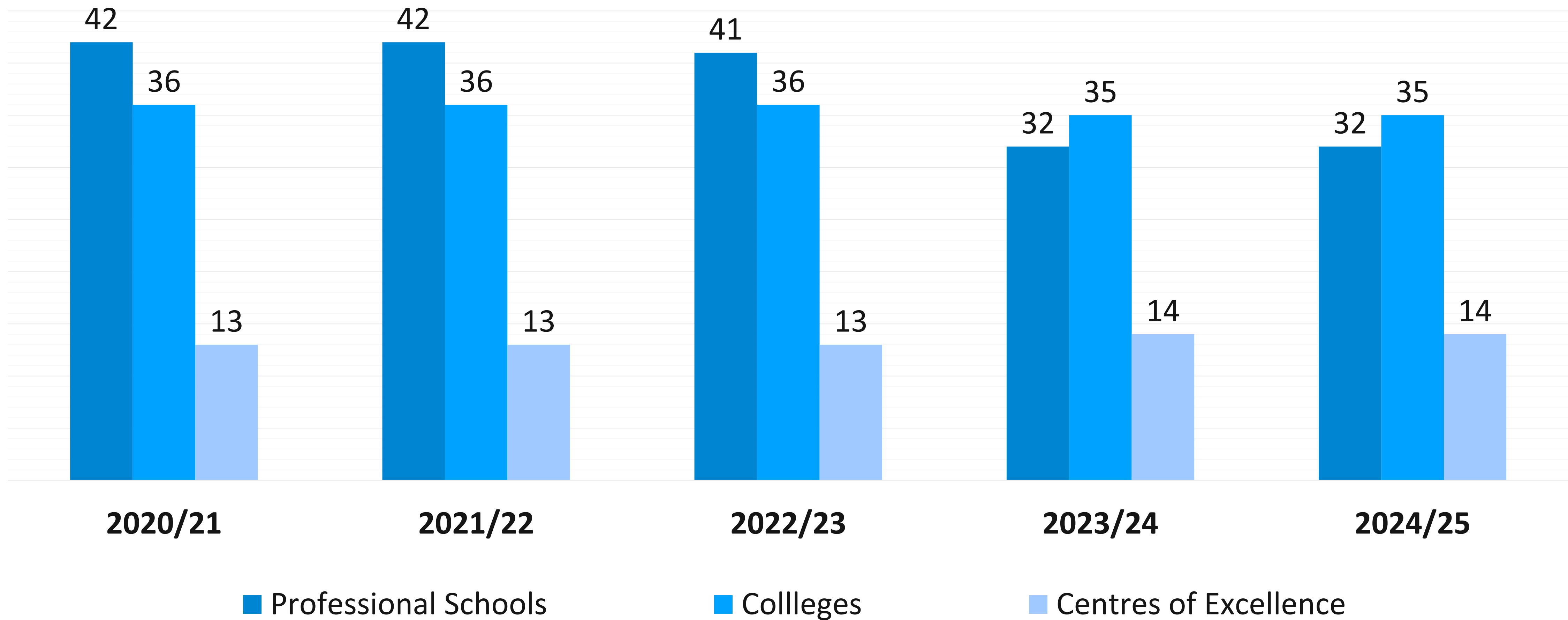
I. GENERAL CONTEXT *on Vocational education and training VET system*



IV. STATE OF PLAY on Vocational education and training.



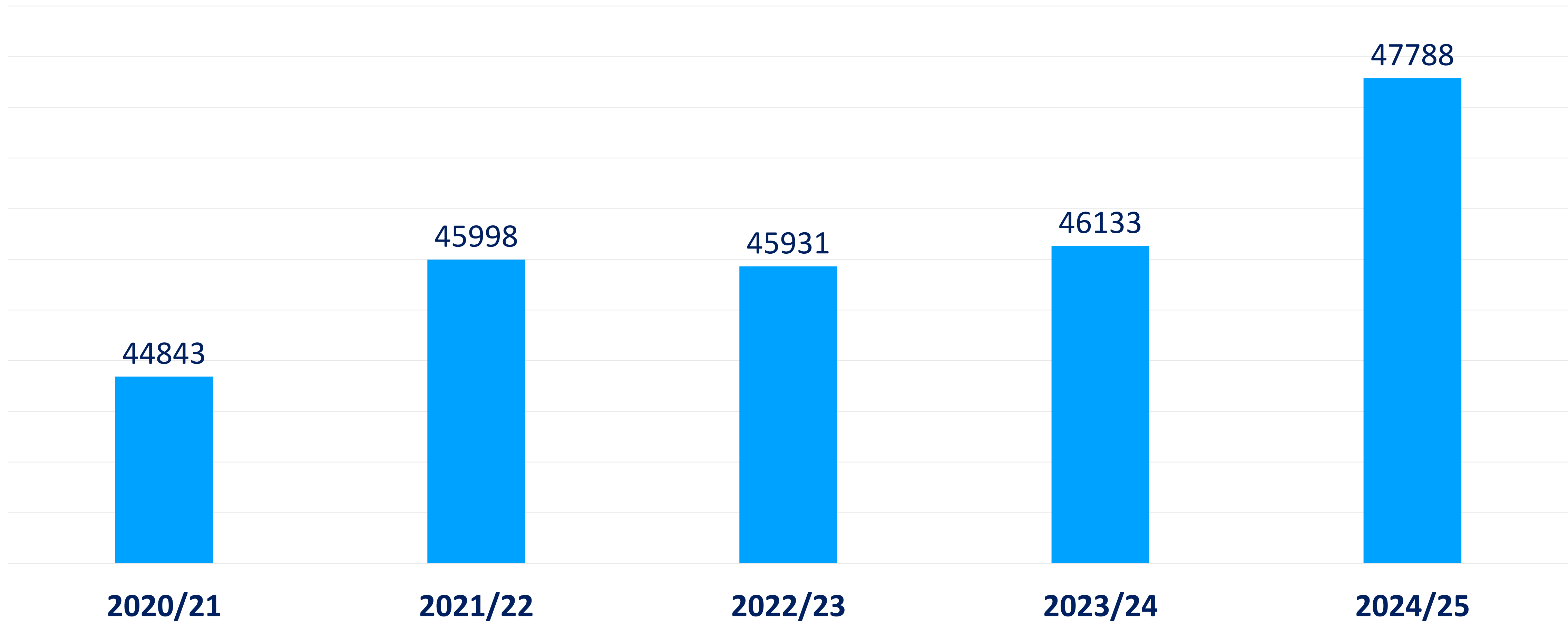
THE NUMBER OF VET INSTITUTIONS [\(link\)](#)



IV. STATE OF PLAY *on Vocational education and training.*



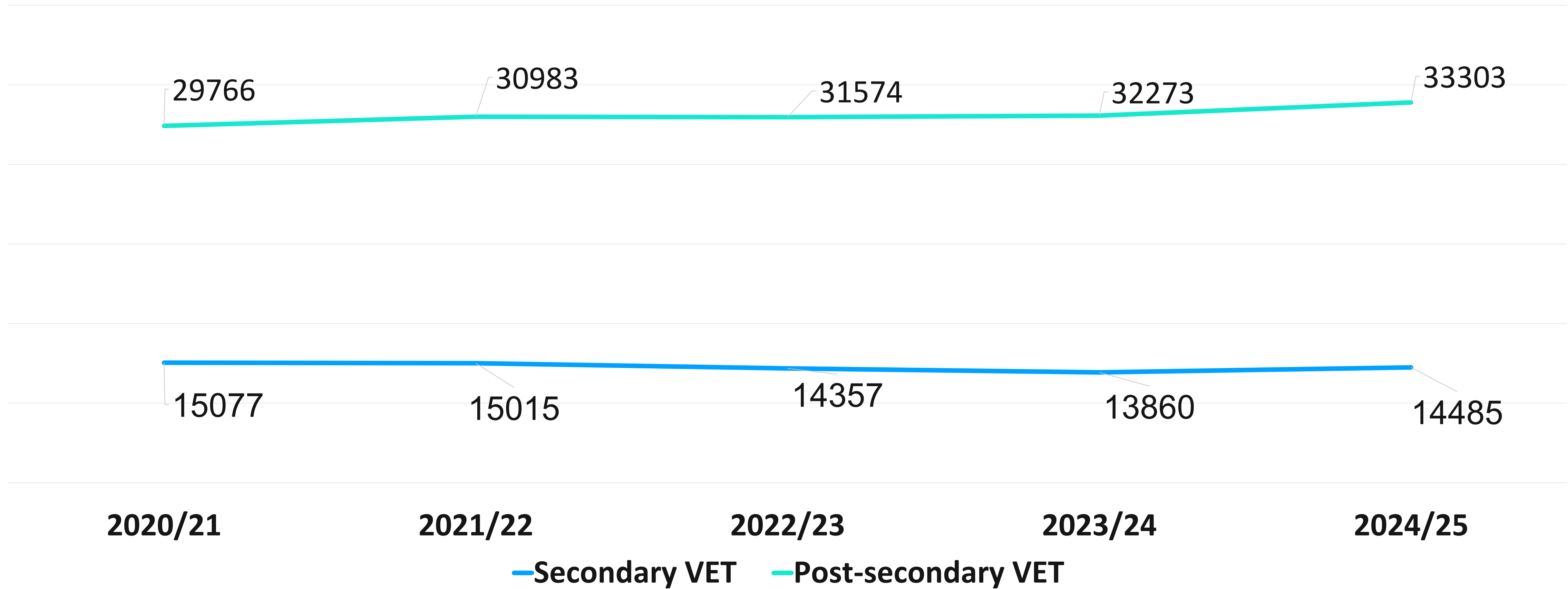
THE NUMBER OF VET STUDENTS [\(link\)](#)



IV. STATE OF PLAY on Vocational education and training.



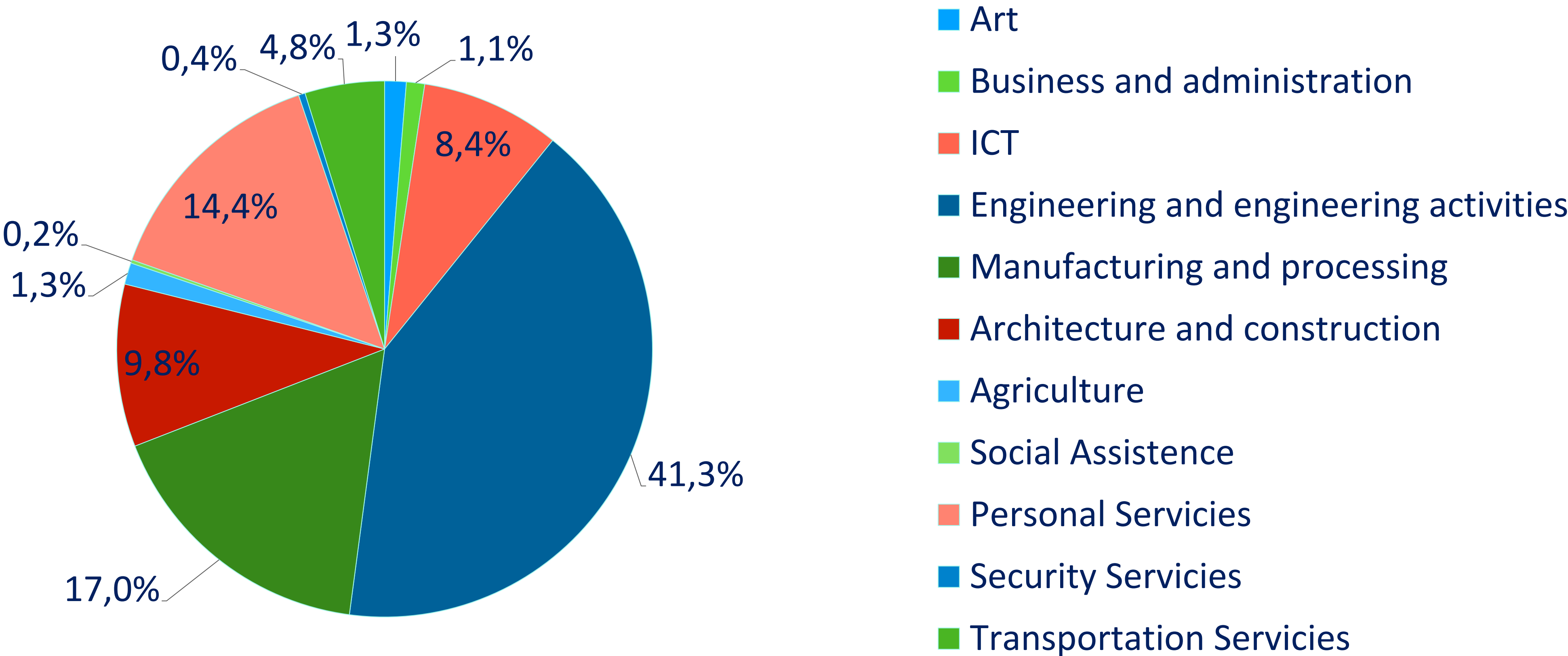
THE NUMBER OF STUDENTS IN SECONDARY AND POST-SECONDARY VET [\(link\)](#)



IV. STATE OF PLAY on Vocational education and training.



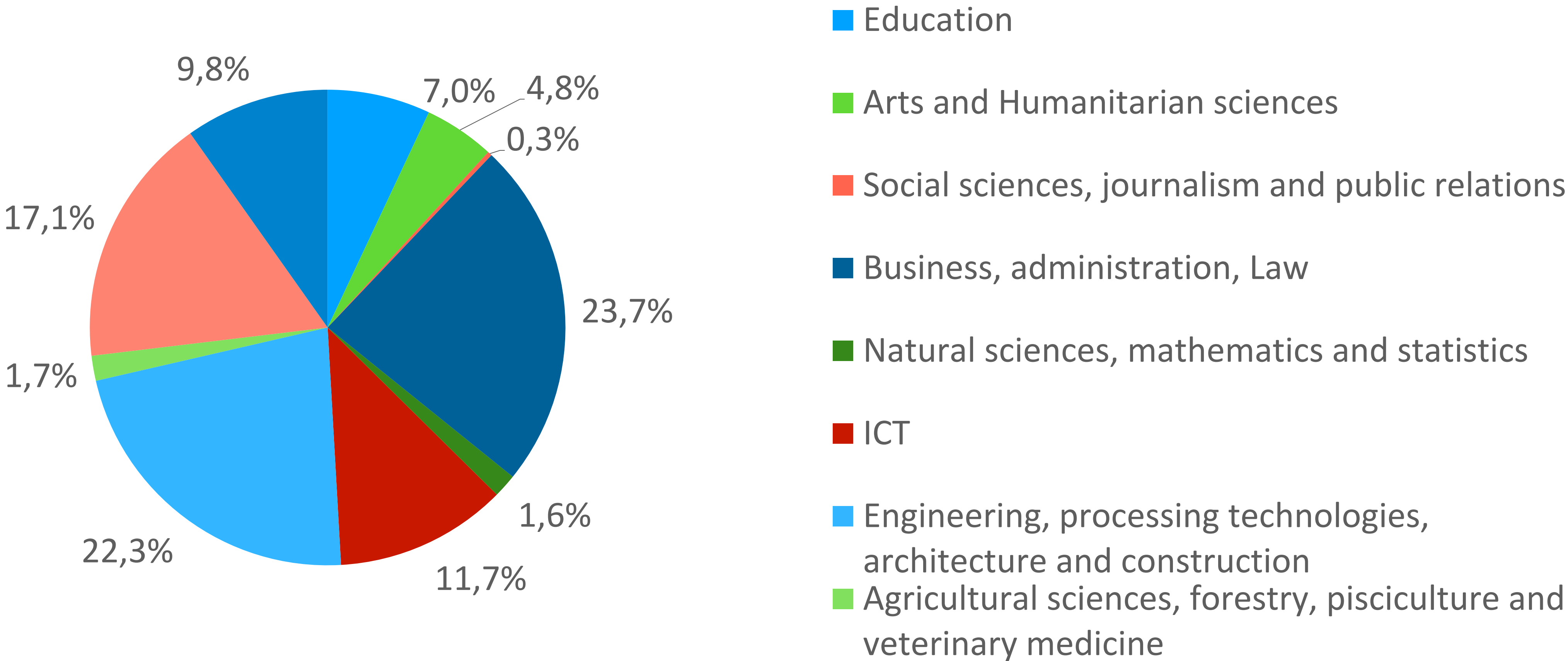
THE STRUCTURE OF THE NUMBER OF STUDENTS IN SECONDARY VET,
BY FIELDS OF EDUCATION, 2024/25 [\(link\)](#)



IV. STATE OF PLAY on Vocational education and training



THE STRUCTURE OF THE NUMBER OF STUDENTS IN POST-SECONDARY VET,
BY FIELDS OF EDUCATION, 2024/25 [\(link\)](#)



IV. STATE OF PLAY *on Vocational education and training*



NUMBER OF STUDENTS WITH SPECIAL EDUCATION NEEDS IN VET SYSTEM

Type of VET programmes	No of students with special education needs in VET system				
	2024- 25	2023-24	2022-23	2021-22	2020-21
Secondary VET Programmes for level 3 ISCED	394	214	253	253	270
Post Secondary and Post Secondary non-tertiary VET programmes for level 4 and 5 ISCED	27	9	13	14	11

According to the funding formula, the VET institutions can benefit from the allocation of additional financial means in the proportion of 40% of the amount per student with special needs [\(link\)](#)

IV. STATE OF PLAY *on Vocational education and training*



PUBLIC RESOURCES IN EDUCATION AND TRAINING & MEDIUM-TERM BUDGETARY FRAMEWORK, GD 561/2024

	2020 executed	2021 executed	2022 executed	2023 executed	2024 approved	2025 planned	2026 planned	2027 planned
TOTAL EXPENSES FOR EDUCATION, MLN. EUR	640.5	682.0	807.2	956.2	958.0	1023.6	1021.7	1025.8
% from GDP	6.3	5.5	5.8 EU 2022- 4.7%	6.3	5.4	5,5	5,0	4,6
SECONDARY VET, MLN. EUR	22.8	23.4	24.1	30.3	30.4	30.7	31.0	31.3
POSTSECONDARY VET, MLN. EUR	30.7	29.8	31.3	38.1	38.2	38.7	38.8	39.1

I. GENERAL CONTEXT *on Vocational education and training*



DUAL VET EDUCATION

The Education Code No 152/2014 ([link](#))

Government Decision (GD) No 114/2023 on approval of the Development Strategy «Education 2030» ([link](#))

Law No 110/2022 regarding dual education ([link](#))

Government Decision No 97/2023 for the implementation of the provisions of Law No 110/2022 regarding dual education ([link](#))

The guide for drawing up and perfecting the professional training contract in dual education. ([link](#))

The Guide for the development and completion of the Cooperation Agreement in dual education ([link](#))



THE CONCEPT OF DUAL VET EDUCATION IN MOLDOVA

POLICY FRAMEWORK

Law No 110/2022 regarding dual education; Government Decision No 97/2023; Normative acts approved by the Ministry of Education and Research

FINANCING

State budget Law, financing per capita; Expenses by economic units for dual education are tax deductible; Compensation of the costs of economic units for the implementation of dual education

INSTITUTIONAL FRAMEWORK

The Ministry of Education and Research, Ministry of Economic Development and Digitalization, Chamber of Commerce and Industries, Economic units which **correspond to conformity criteria**, VET institutions.

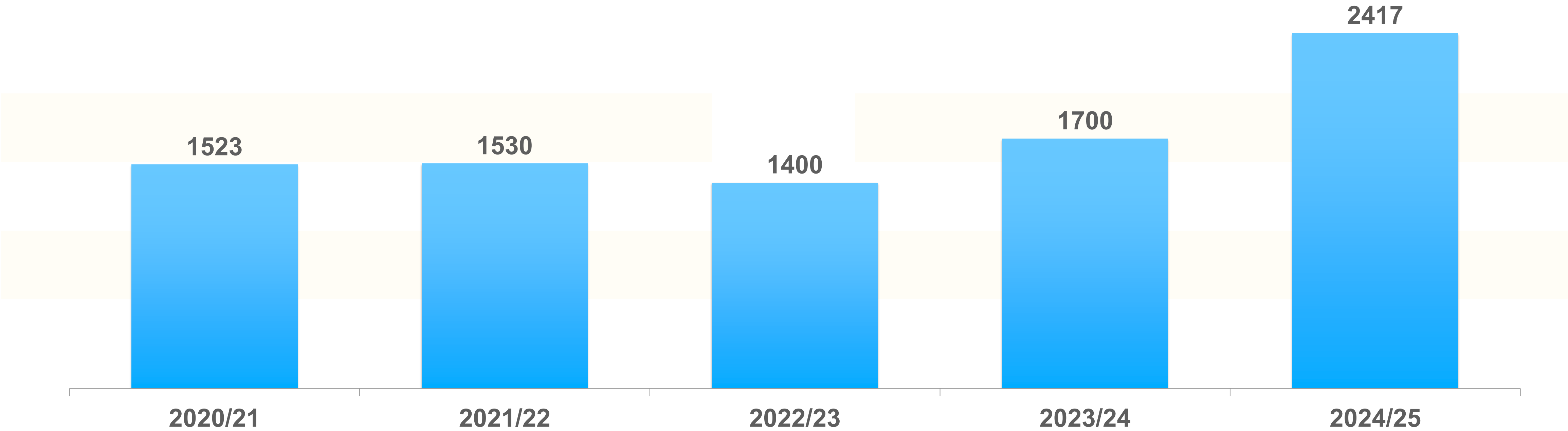
THE MANAGEMENT OF HUMAN RESOURCES

The economic units can select the motivated students for the dual VET, Master instructor from the company has professional and psycho-pedagogical skills, Training programs for master instructors from the economic units (20 credits)

IV. STATE OF PLAY on Vocational education and training



The evolution of the number of students in Dual VET [\(link\)](#)



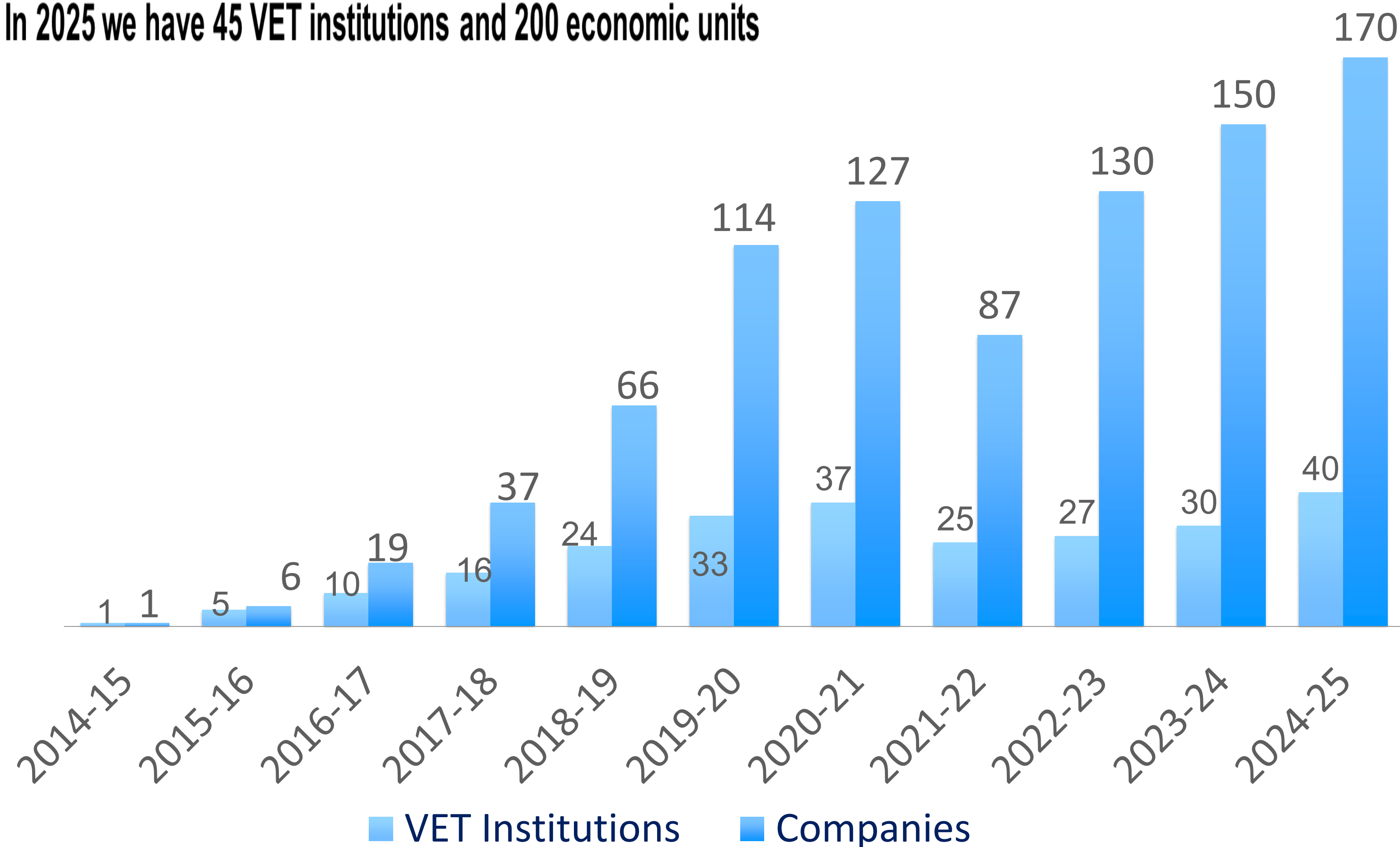
In 2025 we have 3300 students in DVET

IV. STATE OF PLAY on Vocational education and training



THE EVOLUTION OF THE NUMBER OF PARTNERS IN DUAL VET ([link](#))

In 2025 we have 45 VET institutions and 200 economic units



- The dual VET education is carried out in 30 VET institutions in partnership with 170 economic units (companies) for a number of about 2417 students, of which 1659 enrolled in academic year 2024/25
- In Dual VET the share of employability is around 70%
- Budget allocations in 2023: 185 000 EUR for 26 units; 280 000 EUR for the 43 units ([link](#))
- Budget allocations for 2025: 750 000 EUR

IV. STATE OF PLAY *on Vocational education and training*



Dual VET results

Of the 1,583 DVET students interviewed in 2025:
92% are very satisfied and satisfied with this system
77% mentioned that they receive ongoing and frequent support from the company

The **key motivations** for young people to study in this system are:

- the opportunity for training within the company;
- interaction with master instructors from the company;
- the remuneration offered;
- the friendly training environment
- opportunities for career growth

I. GENERAL CONTEXT *on Vocational education and training*



INTERNATIONAL TREATIES AND MEMBERSHIP

EUROPEAN ALLIANCE FOR APPRENTICESHIPS - 2022



EU-Moldova Sub-Committee Directorate General for Employment, Social Affairs and Inclusion



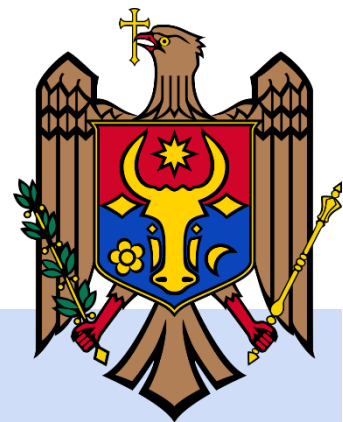
The Republic of Moldova -2010



ETF NETWORK FOR EXCELLENCE (ENE) 8 VET institutions are the members of ENE



I. GENERAL CONTEXT on Vocational education and training



COOPERATION WITH THE EXTERNAL PARTNERS IN VET SYSTEM

European Commission
European Union Delegation



The EU Technical Support for VET Sector in Moldova (2014-2017)
Budget: 3 600 000 EUR

Implementing the structural reform in VET, quality assurance, the social dialogue, raising the awareness of the VET in line with labour market demands



Budget Support Programme (2014-2017)
Budget: 10 500 000 EUR

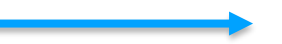
Support the implementation of the VET Strategy (2013-2020), Modernization, renovation of the Centers of Excellence



Twinning Project Enhancing the quality and effectiveness of the (VET) system in the RM 2019-2021
Budget: 1 300 000 EUR

Support the ANACEQ (capacity building) NQF development, pedagogical training to VET teachers of Centers of Excellence

European Training Foundation



The ETF is enabling policy change in Moldova by providing recognized and reliable EU/International expertise

Evidence-based analysis of human capital development issues, Torino Process since 2010, professional skills mismatch estimation, professional skills anticipation, NQF development, digitalization policies, support the Centres of Excellences, etc

I. GENERAL CONTEXT on Vocational education and training



COOPERATION WITH THE EXTERNAL PARTNERS IN VET SYSTEM

Federal Republic of Germany



Supporting the Dual VET in Moldova
Budget (2015-2024): 4 300 000 EUR

Swiss Cooperation Office in Moldova



Supporting the Dual VET in Moldova
Budget (2015-2024): 2 300 000

Budget (2020-2024): 400 915 EUR

Liechtenstein Development Service



Budget (2020-2024): 400 915 EUR

Strengthening the Technical Vocational Education System in Moldova
Total budget for VET system (2007-2024): 14 500 000 EUR

Dual VET legal, institutional framework, methodological and teaching support, raising awareness; companies involvement in Dual VET, etc.

Support the VET institutions to deliver demand-driven courses in partnership with and for the private companies and to develop entrepreneurial activities

Support the VET institutions in quality assurance; initial and continuous training; equipment; curricula and teaching materials development, capacity building of the management in VET system, career guidance, etc.

I. GENERAL CONTEXT on Vocational education and training



COOPERATION WITH THE EXTERNAL PARTNERS IN VET SYSTEM

Austrian Development Agency



Supporting the VET system in Moldova

Estimated budget for the current projects in 2024: 6 300 000
Estimated budget for the previous projects from 2014: 5 000 000 EUR

Support the ICT sector in VET, digitalization; curricula, teaching materials, equipment and VET infrastructure; capacity building of VET system; career guidance; professional orientation; life skills development

Austrian Agency for International Cooperation in Education & Research



Supporting the VET system in Moldova

Annual budget of the projects are between 25 000 and 40 000 EUR

Support the Inclusive education, capacity building of the Centers of Excellences; management of change of VET system; supporting the generation of income of VET institutions, etc.

US Agency for International Development



Rural Competitiveness and Resilience Activity

Budget for VET in 2023: 52000 EUR

Integrating knowledge and skills related to innovations specific to the targeted sectors and value chains (horticulture, beekeeping, organic agriculture, tourism, wine industry); improvement the quality of training of the qualified workforce in RCRA targeted sectors (agriculture, wine, tourism) for 10 VET educational institutions

I. GENERAL CONTEXT *on Vocational education and training*



COOPERATION WITH THE EXTERNAL PARTNERS IN VET SYSTEM

Council of Europe



Supporting the VET system in Moldova
Financial support from ADA

Support and integrate the NEET people in VET system; support the students from vulnerable groups

United Nations Population Fund



Supporting the VET system in Moldova
Develop life skills and healthy behaviors of students in Vocational Education & Training for their development and job readiness
Financial support from ADA

Education activities on life skills, Decisions for a Healthy Lifestyle course, Network of VET Youth Peer Educators on Life Skills; equipment, capacity building of the VET institutions

International Labour Office (ILO)



Support the introduction of the skills needs anticipation services
Swiss State Secretariat for Economic Affairs (SECO) funds

Skills Anticipation System in Moldova; development of Micro credentials, as part of the development of Occupational Standards and the LLL system.



ERASMUS + CAPACITY BUILDING IN VET (2022-2025)

2022 - 2 selected projects

- Lifelong, open and distance vocational training system to optimize the management of quality of care and health risks in the Republic of Moldova and Azerbaijan - QUALITY HEALTH;
- Developing Social Entrepreneurship schemes for VET institutions in Neighborhood East - S.E VET.



2023 – 3 selected projects

- Preparing the Past for the Future: A VET Capacity Building Initiative for Monument and Building Restoration in Moldova;
- Fostering the next generation of farmers in the Republic of Moldova through work-based learning and integrating sustainability in agricultural VET – FARMKEEN;
- INVESsT in you: promote international traineeship programs for Armenian, Georgian and Moldovan students in Central Europe.

2024 – 4 projects selected

- Laying the Foundations: A Holistic Intervention for an Upgraded VET Students Performance – FOUNDATIONS;
- Innovation in Smart and Digital VET Skills for Advanced Textile Industry – INNOVATEX;
- Technician for quality control of health products in Azerbaijan and the Republic of Moldova - QUALITE PHARMA;
- Capacity Building Program for sustainable reconstruction - REBUILD.

V. CHALLENGES AND GAPS *on Vocational education and training*



- The poor match between skills and labour market demands in vocational education and training remains high
- Lack of an effective mechanism for forecasting the needs in terms of specialists and skills required for the labor market

- The principles of green and digital transition and sustainable development are not sufficiently integrated into curricula of VET system
- insufficient skills of VET teachers regarding their integration into educational materials and the training process

- Insufficient number of young teachers in the VET system, especially for specialized modules
- Education infrastructure of the VET system needs investment for modernization

- The Centers of Excellence need more support in order to implement their specific functions
- Insufficient up-to-date teaching materials for specialized subjects



Thank you for your attention!

