



MINISTERUL EDUCAȚIEI
ȘI CERCETĂRII
AL REPUBLICII MOLDOVA

**Enhancing cooperation between
vocational education and training
and labour market in the Danube region**

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Connecting education to the demands and needs of the labor market from the perspective of sustainable development, by restructuring the human capital development mechanisms

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priority of the Ministry of Education and Research

**The quantitative connection –
the number of graduates and
the qualitative connection –
the content of the
qualifications to the
requirements of the labor
market**

**Designing the State Order on the
basis of the Labor Market
Observatory, of graduate
employability, as well as on the
basis of national development
strategies and directions**

**Use the institutional capacities
for the training of highly
qualified human resources,
capable of effectively integrating
into the labor market under
competitive conditions**

**Reconceptualization and
diversification of educational
offers from the perspective of
current and future demands of
the labor market**

**DEVELOPMENT
STRATEGY
"EDUCATION 2030"
Priority directions of
action**

**Development of the career
guidance system from the
perspective of harmonizing
demand and supply**

**Promotion of entrepreneurial
and economic education at all
levels of the education system**

**The development of dual
education as a basic form of
organization of VET**

**Promoting partnerships between
educational institutions and
economic agents as a factor for
improving the quality of studies
and the employability of
graduates**

**Adult learning and education
from the perspective of digital
skills training and information
technology utilization**

**Strengthening the process of
validating professional skills
acquired in non-formal and
informal education contexts
from the perspective of ensuring
integration on the labor market**

**DEVELOPMENT
STRATEGY
"EDUCATION 2030"
Priority directions of
action**

**Reduction
of NEET rate**

**The involvement
of private sector
in the training of adults**

**Labor market analysis –
identification of
missing skills**

**Occupational profile –
identification of the duties and tasks
necessary for the successful
performance of the professional
activity specific to the occupation**

**Occupational standard -
description of occupational
skills**

**Typical occupations according to the Classifier of Occupations of the
Republic of Moldova (CORM 006-2021)
European Skills, Competences, Qualifications and Occupations (ESCO)**

**- Methodology for developing
occupational standards
- Central specialized bodies of the public
administration (MLSP),
Sectoral Committees**

**Qualification standard -
description of competences
and learning outcomes**

Study plan

**Competences based
Crriculum**

**National Qualifications Framework, European Qualifications Framework
NOMENCLATURE of professional training fields and trades / professions NOMENCLATURE of professional training
fields, specialties and qualifications for post-secondary and non-tertiary post-secondary technical vocational
education**

Methodology for elaboration, review and validation of qualification standards

Qualification standard development / revision working group - MEC:

- representatives of the academic environment (teaching staff, trainers, managers);
 - representatives of the labor market (the sectoral committee for professional training, unions, employers, professional associations, economic agents.
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- identify the transversal / general / professional skills specific to the qualification and relevant to the labor market;
 - consult the draft qualification standard with the providers of professional training programs with at least 3 economic agents / employers with relevant experience in the field of professional training or in the respective economic sector.

Qualification standard validation commission - Sectoral committee for vocational training/relevant ministry - verification of the relevance of the professional qualification for the labor market, based on the consultation of sources, specific instructions, other evidence used to argue the need to develop the qualification standard

- employers;
- representatives of educational institutions providing professional training programs;
- representatives of employers, unions, other social partners.

The educational plans for technical vocational training programs are targeted by economic agents

Institutional mechanisms for recording the employment of graduates in the labor field

The participation of economic agents in the Board of Directors of the vocational technical education institution

Internships for the initiation in the specialty/of training/in production are carried out within the economic units

Curriculum by modules/disciplines in vocational technical education is coordinated with the sectorial committees

Involvement of economic agents in the composition:
- in the committee for the subjects for evaluation and qualification

Professional orientation in the labor market



- 1. DUAL EDUCATION LOW**
- 2. MICROCREDENTIALS**
- 3. Validation of nonformal education**
- 4. Vouchers for professional training**