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ENHANCING COOPERATION BETWEEN VOCATIONAL EDUCATION AND TRAINING (VET) AND LABOUR MARKET IN MOLDOVA

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Professional Department

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Republic of Moldova. General context.

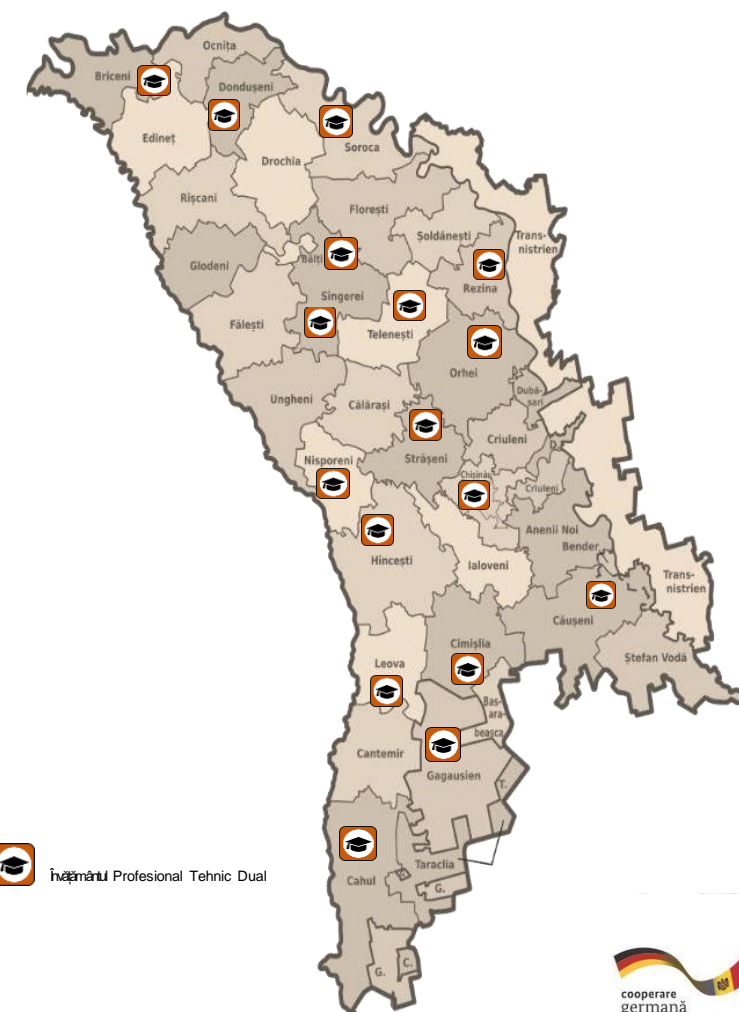
Economic profile



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Particularities:

- Moldova is a small lower-middle-income economy
- GDP, current US\$ billion: 11.7
- GDP per capita, current US\$: 4,269
- GDP declining by 7 percent in 2020 as a result of pandemic crisis
- Remittances effect: 25-30 % of gross domestic product (GDP)
- Moldova is a service-focused economy:
 - **Services:** 50 % of the labour force employed, generates 71.4% of GDP;
 - **Industry,** 16.6% of the labour force employed, generates around 14% to GDP;
 - **Agriculture:** 1/3 of the labour force employed, contributes just 14% to GDP.



 Instituții Profesionale Tehnic Dual

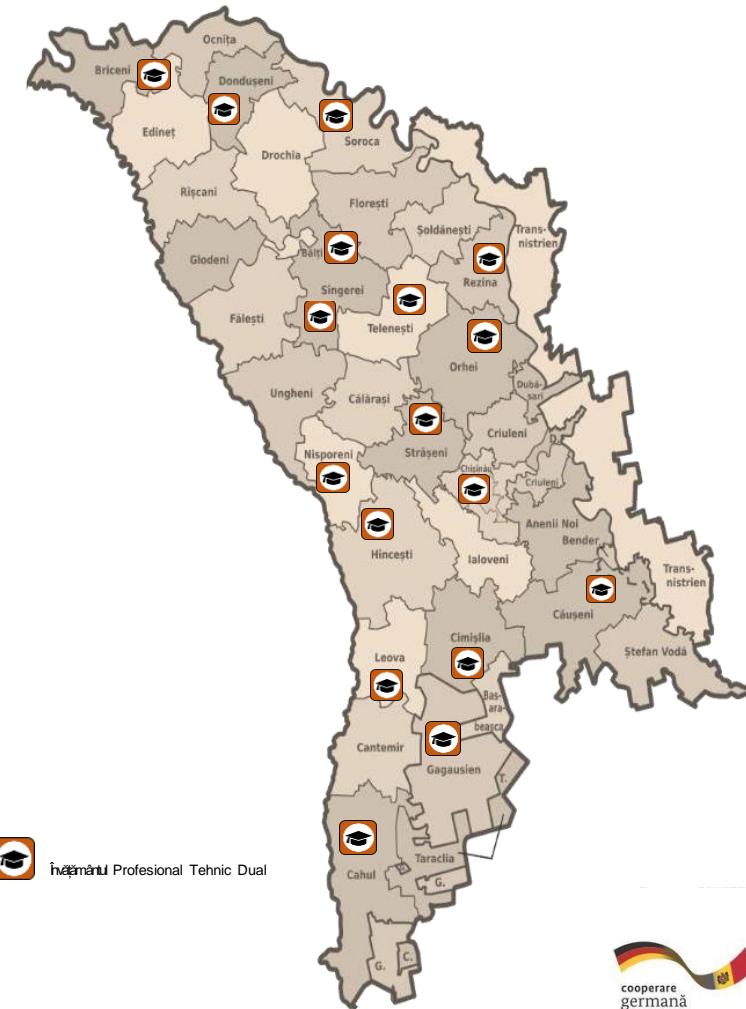
Republic of Moldova. General context. Employment trends



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Particularities:

- The Unemployment Rate: 3,60 %
- The Youth Unemployment Rate in Moldova: 10,20 %
- Labour force participation rate: 40,80 %
- Employment rate: 39,30 %
- The rate of youth (age 15-24) not in employment education or training (NEET) is 28.3 for 2018



Republic of Moldova. General context.

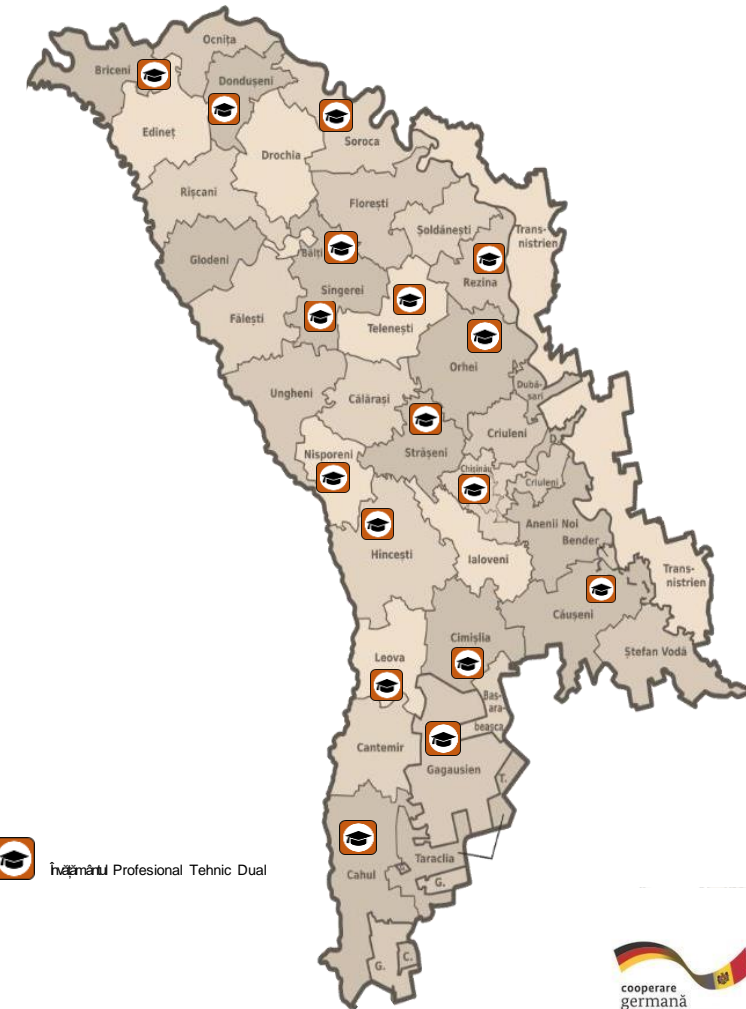
Demography



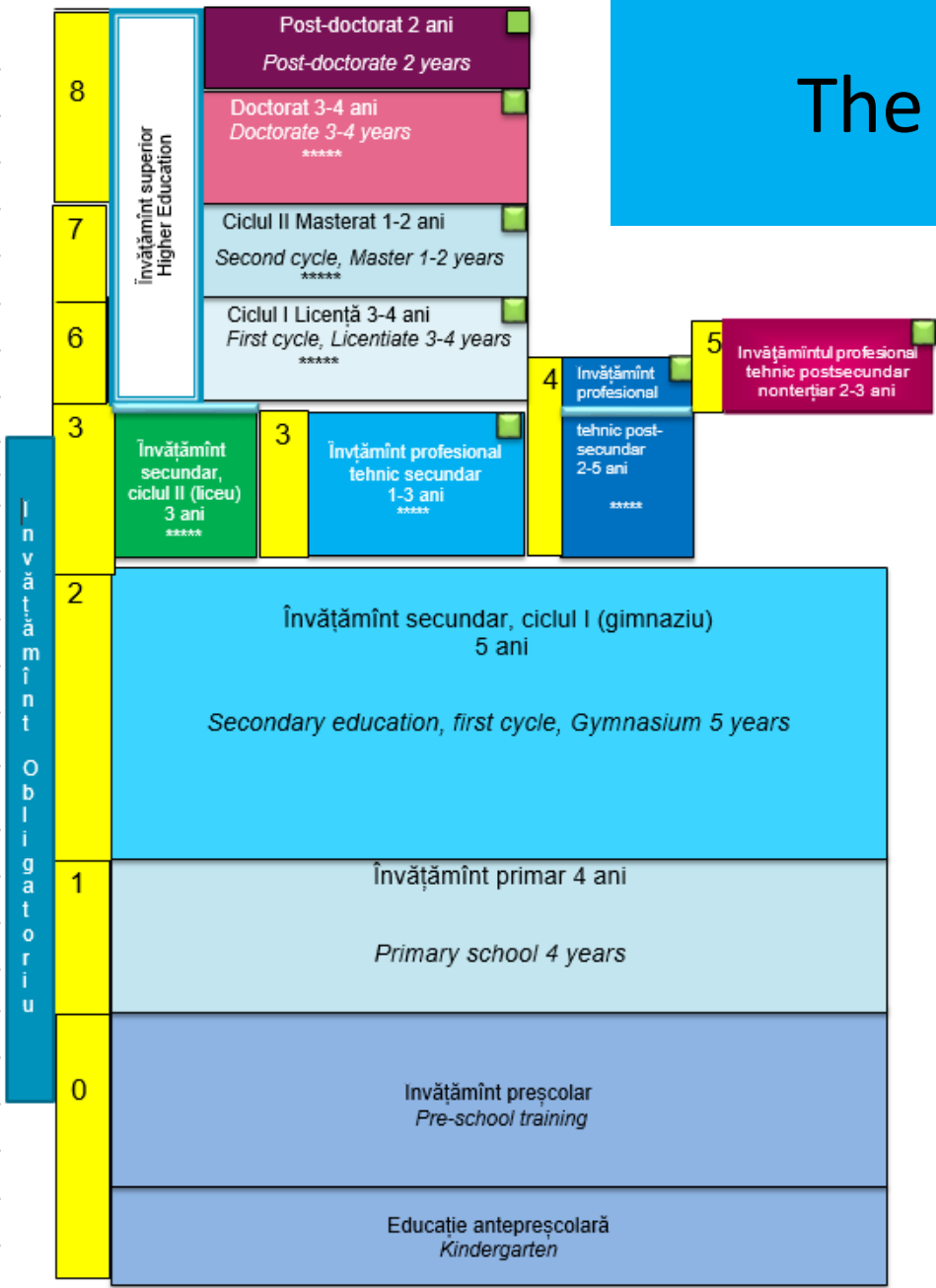
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Particularities:

- Moldovan population is around 2.9 million: 973 618 Moldovan citizens – or 25% of the total population – live outside Moldova;
- Life Expectancy at birth, years (2020): 72,3;
- The share of young people (age 15–29) in the active population (2020): 28,8%
- In accordance with the demographic forecast (2015–35), the annual decrease in population will fluctuate between 1.1 and 2%



19	
18	XII
17	XI
16	X
15	IX
14	VIII
13	VII
12	VI
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8	II
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The VET system



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VET system is reflected in the **Education Code**
The Education Strategy 2030 is under development
VET system benefited from support of development partners

3 types of VET institutions:

- 13 Centres of Excellence – 12,5 thousand students
- 36 Colleges - 18.4 thousand students
- 42 Professional schools - 13.8 thousand students

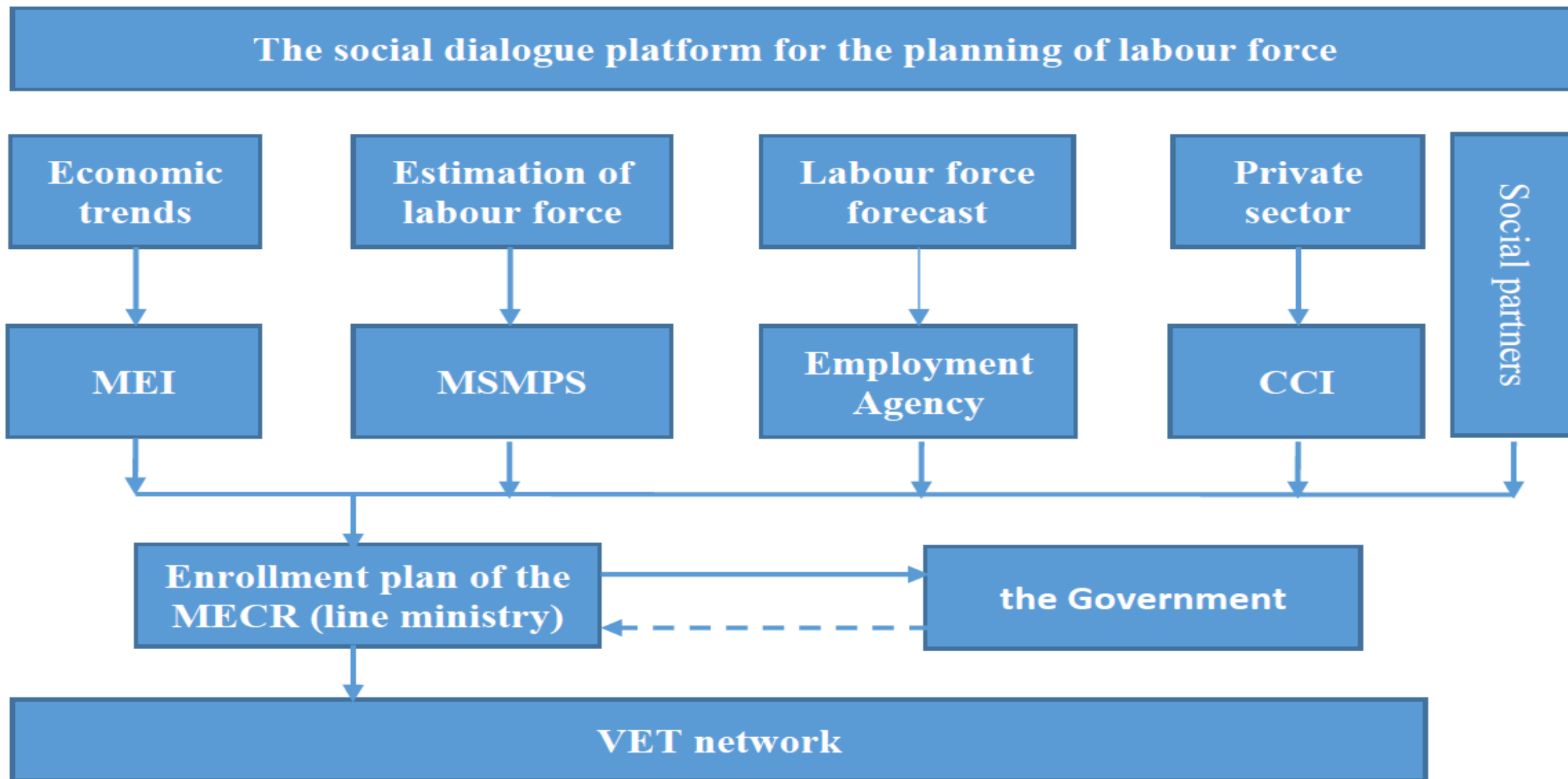
In total VET Training is provide by 3.9 thousand teachers

The dual VET is defined as an alternative form of organisation of VET, involving simultaneous training in VET institutions, as well as within training companies

Role of social partners in the development and implementation of VET policies



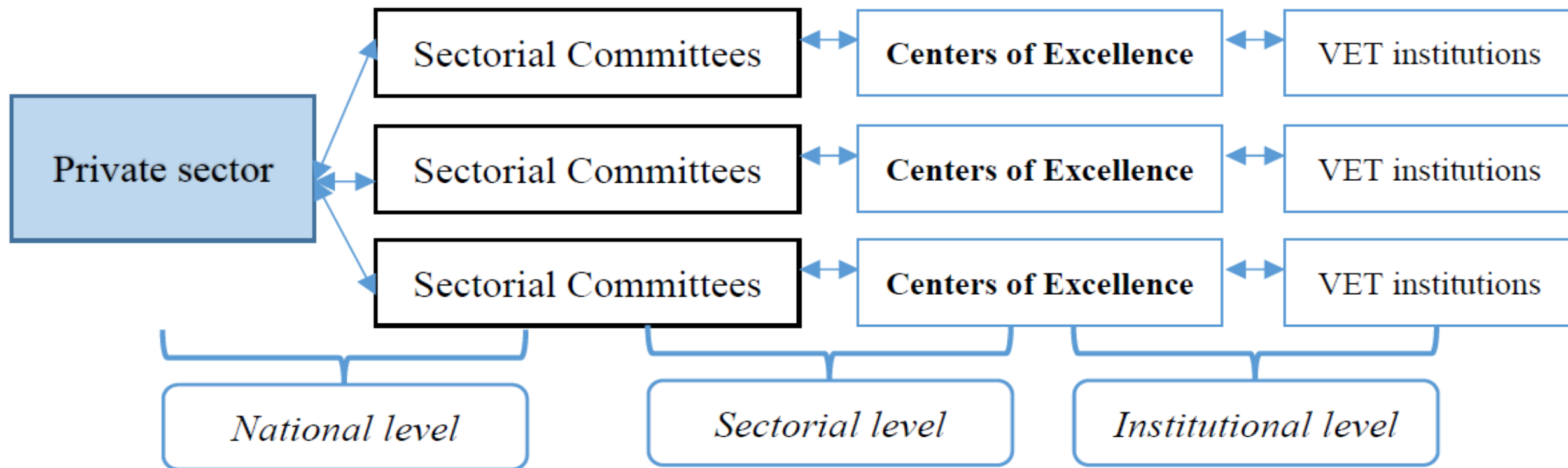
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Main social dialogue partners in the VET system



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Sectorial Committees - the main actors in the implementation of social dialogue. These entities are responsible for: **(1)** elaboration and development of social partnerships at the level of the branches of the economy in the field of VET and **(2)** elaboration and implementation of an informational and analytical support system for VET.

The strengthen of social dialogue in VET system



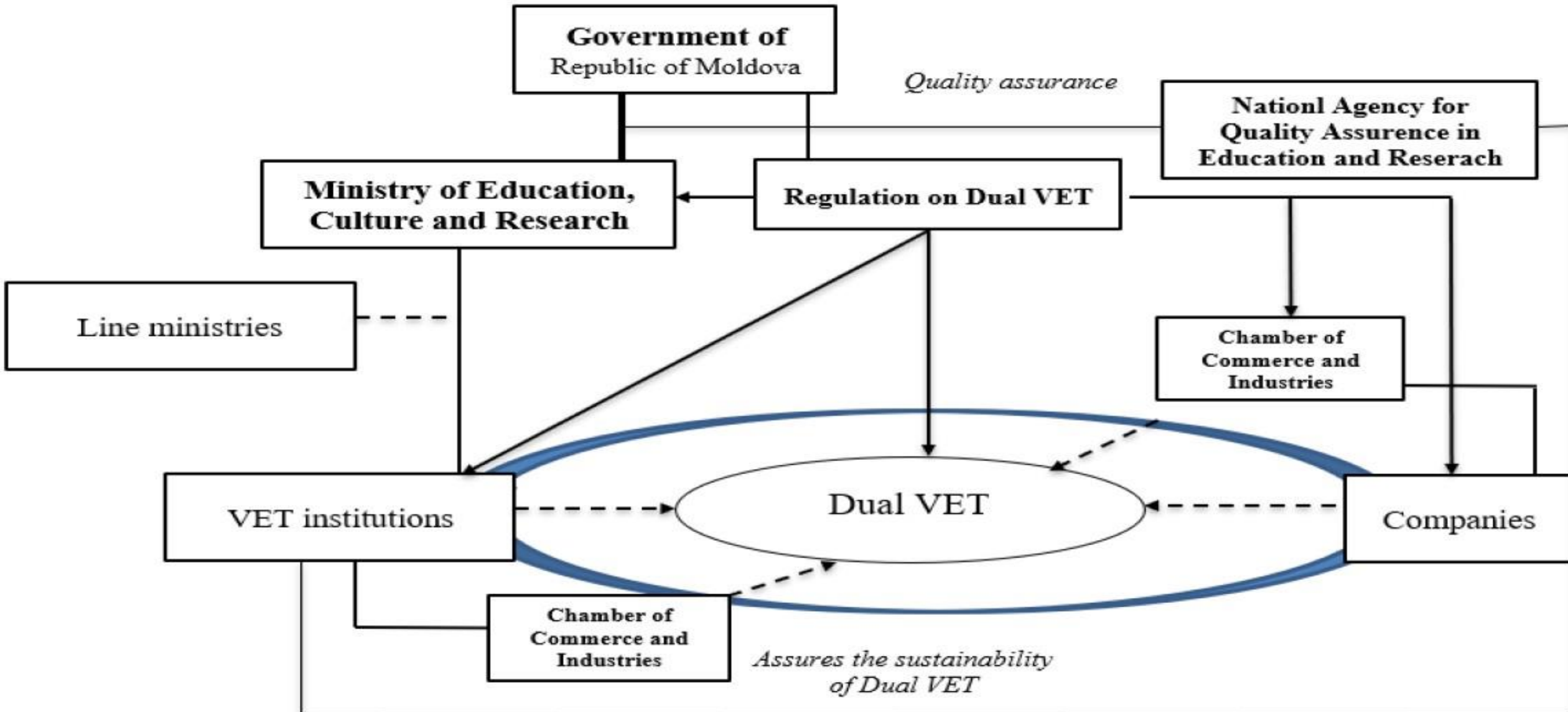
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- For the academic year 2021-2022, the MECR was receptive to the companies' requirements and included in VET education offer financed by the state several new professions/specialties in Constructions, Mechanics and metalworking, etc.
- The MECR is working in close cooperation with the Chamber of Commerce and Industries from Moldova on Dual VET
- With the Sectorial Committees, the MECR is cooperating on the development of Occupational Standards, approval of professional qualifications and coordination of the curricula's.
- The efficient cooperation takes place with the business associations, state and private companies which are interested in VET cooperation.

The governance of dual VET



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The development of Dual VET system



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- The MECR allocated an important number of places for Dual VET (1150) based on the companies' demands for 2021-2022
- The share of secondary dual education students enrolled in the total number of students in secondary VET is 11.8 %
- The dual VET system has extended gradually from 29 students in 2014-2015 to **1228 students in 2020-2021**

	Number of partnerships between VET institutions and companies	Number of VET institutions involved in Dual VET	Number of companies involved in Dual VET
2018	87 partnerships (69 – level III ISCED, 18 – level IV-V ISCED);	25 VET institutions	67 companies (8 in penitentiaries)
2019	107 partnerships (61 – level III ISCED; 46 – level IV-V ISCED)	25 VET institutions	80 companies
2020	106 partnerships (62 – level III ISCED; 44 – level IV-V ISCED);	25 VET institutions	84 companies

The main elements of dual normative framework



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Sharing of responsibilities between MECR, CCI, ANACEC, and other stakeholders

Rights and obligations of the training companies and of the VET providers

Responsibilities of the in-company **trainers** and **teachers** within VET schools

Rights and obligations of **apprentices**

System of **remuneration** of the **apprentices'** work within the training company during the practical training through the "apprenticeship salary"

Template of training contract between apprentices and companies

Template of cooperation agreement between VET providers and companies, etc

The digitalization policies in VET system



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- **The approval of legal framework for the on-line education:** Framework regulation on organization of technical vocational education during the period when access to institutions is restricted, March 2020
- **Providing VET students and teachers with ICT equipment** based on the budget resources and external partners support: the MECR allocated for the digitalization of the VET institutions 4 million MDL
- **On-line sessions for teachers in VET during the pandemic crisis**
- **Digital Literacy Program for teaching staff (20 % of teachers from VET system were involved)**
- **The development of digital materials with the external partners support**
- **ITE Essentials for VET system**
- **The implementation of the Education Management Informational System (EMIS) for VET sector**

The inclusive education in VET system



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- **The methodological support** was provided for the elaboration of the Individualized Educational Plan for students with Special Education Need/disabilities from VET enrolled in the 2020-2021 academic year
- **Training on the use of educational platforms in online training** of students with Special Education Need/disabilities depending on the health problem and the selected profession/profession
- **Training of psychologists and support staff** on the provision of psychological support for students with Special Education Need/disabilities from VET institutions in the context of the pandemic situation

The priorities for 2021-2022



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- **Bringing the VET system in line with the requirements of the labour market in order to increase the productivity of the labour force in the country:** promotion and the development of Dual VET; identification and promotion of most demanded jobs on the labour market
- **Increase of attractiveness and facilitate access of VET system**
- **Modernizing the VET institutions infrastructure**
- **The digitalization process of VET system**
- **The capacity building of the VET institutions, including Centres of Excellence**



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Thank you for your attention

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