

VET GOOD MULTILEVEL GOVERNANCE IN MOLDOVA

Review of institutional arrangements and VET practices: Conclusions and Recommendations



METHODOLOGY

Primary sources: semi-structured interviews, on-line and face-to-face

- ✓ **Governmental Bodies**
- ✓ **Public Institutions**
- ✓ **Committees and Councils**
- ✓ **Development Partners**
- ✓ **Social Partners**

Secondary sources

- ✓ **National and sectoral (VET-related) policy and strategy documents**
- ✓ **Main VET-related legal acts (laws, sub-laws, regulations, etc.)**
- ✓ **Reports and Studies**
- ✓ **Statistical Data**
- ✓ **Key VET actors at national and sectoral levels, directly or indirectly involved in VET governance.**



METHODOLOGY: LOCAL INTERVIEWS

40 INTERVIEWS WITH 50 PEOPLE

1

Governmental Bodies:

- MoECR (VET, PAME and NQF Department, LLL and Finance & Budget Services),
- MoF,
- MoHLSP (Service for Policies in the Field of Medical & Social Personnel, Occupational & Migration Regulation Policies Department)

2

Public Institutions:

- ANACEC
- CRDIP
- RMI Cabinet, MoHLSP
- NEA & LMO,
- Ceadîr Lunga Mayor
- 1 College
- 2 VET Schools
- 3 Centres of Excellence

3

Councils and Committees:

- NC of VET Students
- SC for Agriculture and Food Industry
- SC for Light Industry
- SC for Water distribution
- Sanitation, Waste management, Decontamination activities,
- SC for Trade, Hotels and Restaurants,
- SC for ITC

4

Social partners and CSOs:

- CCI
- National Confederation of Employers (Patronat)
- ODIMM
- National TU Confederation of Moldova
- ICS PREMIER ENERGY

5

Development partners (and or their projects):

- LED
- CEDA
- ADA
- WB
- USAID
- GIZ
- ProDidactica EC



METHODOLOGY: INTERNATIONAL INTERVIEWS

1

ESTONIA:

- Ministry of Education and Research
- Kutsekoda
- HarNo

2

ROMANIA:

- Ministry of Education and Research

3

CROATIA:

- Agency for Vocational Education and Training and Adult Education

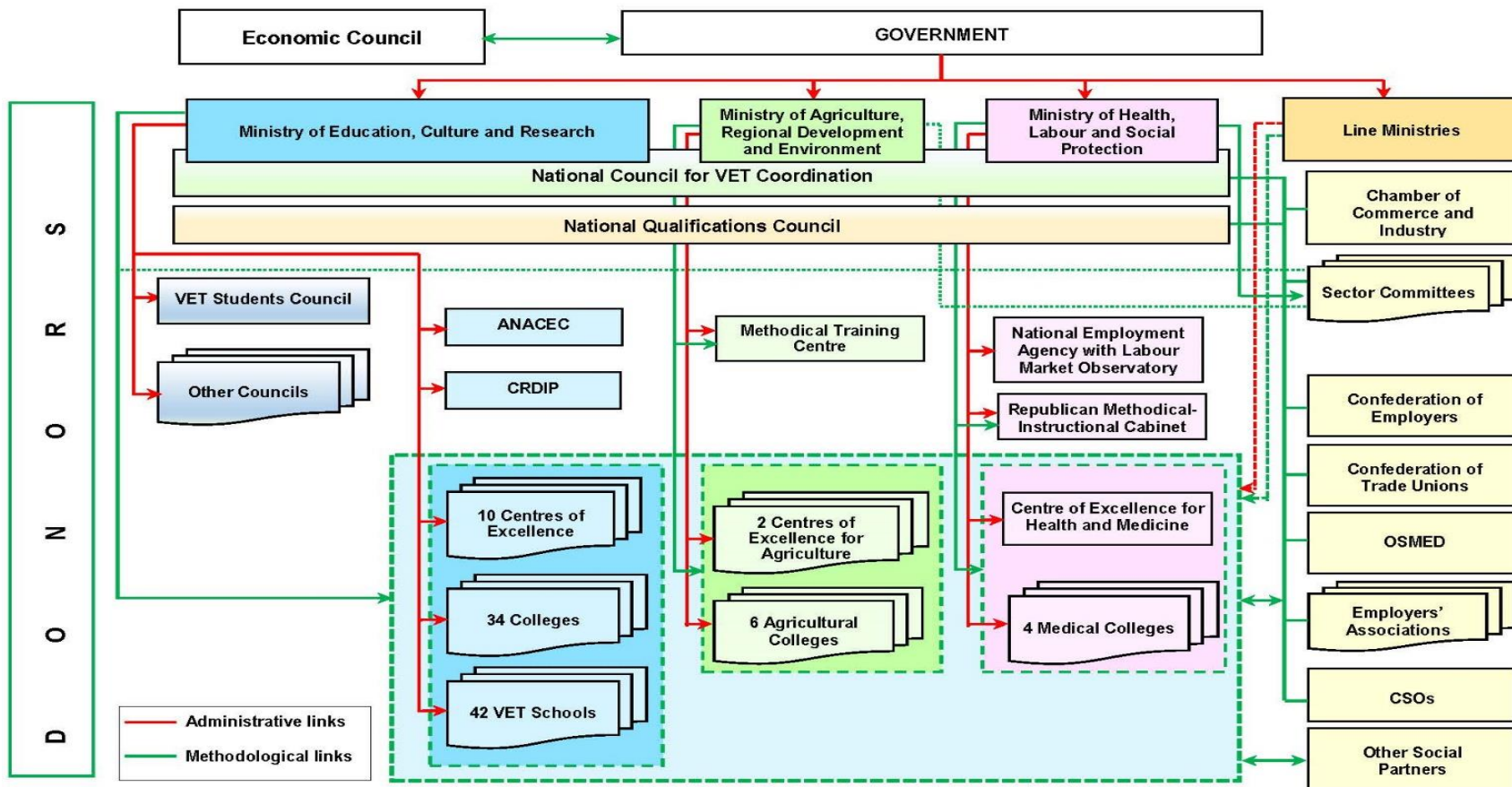


GENERAL FINDINGS: Institutional Arrangements (1)

- The VET system in Moldova has a complicated structure with involvement of many public and non-public players.
- There are many horizontal and vertical administrative and methodological links. Some of them do not work properly due to e.g. poor regulation or low motivation.
- Some forms of cooperation between the stakeholders are formalised and institutionalised, others are based on memoranda or on non-formal agreements.
- Although certain non-state actors do participate in VET governance, but their role is predominantly consultative, while the decision-making authority almost solely belongs to the governmental bodies.
- The VET system of Moldova and its governance are centralised at the national level.



GENERAL FINDINGS: VET System Diagram



GENERAL FINDINGS: Institutional Arrangements (2)

- No regional or local bodies have tasks in VET but there are specific examples of good cooperation between the public VET institutions and the local authorities, which are at least worth to consider and disseminate.
- The sectoral dimension limited to the 9 (6) Sector Committees with a consultative role.
- There are numerous Social Partner organisations, which are formally involved in different VET processes, in accordance with the corresponding legal acts.
- A large number of donors provide considerable assistance to Moldovan VET system development (EU, with its Budget Support, is the largest).
- Many CSOs also are active in supporting the VET system improvements.



GENERAL FINDINGS: Institutional Arrangements (3)

- **Public VET institutions are subordinated to four different ministries. This fragmentation of the VET network is not indisputably accepted by all VET players as being efficient.**
- **There are a number of support structures under MoECR, MoHLSP and MoARDE as well as various Councils with different levels of functionality and the effectiveness:**
 - **National Council for VET Coordination, not functioning since 2017;**
 - **National Council of VET Students;**
 - **CRDIP, under-staffed, under-funded and almost non-operational;**
 - **Republican Methodical-Instructional Cabinet of MoHLSP and Methodical Centre for Training of MoARDE, not effectively fulfilling their primary tasks, due to the shortage of staff and because of being loaded by some other ministerial duties.**



CONCLUSIONS: The Main Challenges (1)

VET policy making

- **Non-public VET stakeholders do not effectively participate in VET policy making and decision-taking processes, which results in lack of acceptance and ownership of the VET policy and strategy by a wider VET community and limits the latter's political and practical support to the VET development.**
- **The SCs are not effective enough and have no any considerable impact, while businesses are not always motivated to closely cooperate with the SCs.**
- **The VET teachers have no any influence on policy-making or forming the VET legal base.**
- **The monitoring and evaluation framework for the policy level, defined by the VET Development Strategy, has never become a reality.**
- **External monitoring and evaluation of VET institutions is entirely missing.**
- **The internal monitoring reports produced by VET institutions do not result in any administrative decisions**



CONCLUSIONS: The Main Challenges (2)

VET governance institutional settings

- The VET system does not enjoy necessary methodological support, and the VET players' activities are poorly coordinated due to the fact that the existing VET support structures – CRDÎP, RMIC and MCT are underfunded and understaffed.
- Moreover, they are assigned to implement some ministerial tasks, which are beyond their mandates, thus, demonstrating low functionality and being mostly inefficient.
- The staffs of the Ministries dealing with VET, including the VET Department of MoECR, are extremely limited and their workload includes a large portion of functions non-relevant to the ministerial activities, which results in insufficient effectiveness of VET governance.



CONCLUSIONS: The Main Challenges (3)

VET providers network

- Compared with the students' population, the number of the VET institutions over the country is too large and many of them are not cost-efficient.
- The offer of qualifications in many VET institutions is not rational.
- The VET network is fragmented between different ministries which complicates implementation of the unified state VET policy.
- Existence of three types of institutions is an unnecessary complication and this segregation specifically affects attractiveness of the VET Schools.
- At present, none of the Centres of Excellence is capable to exercise its role effectively according with the statute and fulfil all its functions due to the lack of human capacities, managerial and didactic, and financial scarcity.
- Many tasks that are supposed to be performed by a meso-level VET structure and/or sectoral entities, are put on the CoEs' shoulders which has already proven its bankruptcy.



CONCLUSIONS: The Main Challenges (4)

VET practices

- **Decision-taking procedures and the business processes are not efficient and effective for many VET aspects or practices, such as Standards and curricula development, Career guidance, Tracer studies, Quality assurance, Work-based learning, Dual education and Teachers training, etc.**



CONCLUSIONS: The Main Challenges (5)

VET funding and financing scheme

- The VET funding as a share of the total State budget is decreasing and its absolute amount is not increasing over years.
- The new per capita VET financing mechanism is applied only partly as the rates are calculated with consideration of the budget ceiling but not based on the real cost of training as by the categories of professions/qualifications.



CONCLUSIONS: The Main Challenges (6)

VET legislation

- **Some VET aspects and practices are poorly regulated by normative acts, there are legal acts and normative documents which are ambiguous or contradicting each other.**
- **In several cases, practical implementation of the legal acts' requirements is complicated particularly due to lack of funding, limited capabilities of human resources, etc.**



CONCLUSIONS: The Main Challenges (7)

International Support

- International support to VET has room for improvement.



RECOMMENDATIONS



PRIORITY 1. Establishing an Effective VET Policy Making Scheme, Based on Social Partnership and Equipped with Operational Monitoring and Evaluation System

R1: Establish a tripartite (or quadripartite) National VET Council

R2: Assign coordination of the Sector Committees' activities to the VET Council

R3: Establish VET Teachers' National Council

R4: Operationalise the system of Monitoring and Evaluation of the VET policy implementation and external Monitoring and Evaluation of the VET institutions and the entire VET network performance



PRIORITY 2. Rationalising the VET governance institutional settings

R5: Establish an effective national structure assigned for complete scope of VET support activities

R6: Expand the capacities of the VET Department at MoECR and revise its tasks



PRIORITY 3. Optimising the VET providers network

R7: Revise subordination of the public VET institutions

R8: Rationalise the public VET institutions' network

R9: Unify the types of VET institutions and revise the concept of Centres of Excellence

R10: Introduce a multi-level and multi-stakeholder governance and management of VET institutions

R11: Introduce a system of licencing for the offered qualifications



PRIORITY 4. Increasing effectiveness of VET practices

R12: Include optimisation of the VET practices in the new VET Strategy as expected outcomes



PRIORITY 5. Increasing VET funding and optimising VET financing scheme

R13: Increasing the VET funding

R14: Ensure full-fledged and consistent per-capita VET financing mechanism



PRIORITY 6. Improving VET legislation

R15: Revise the legislation so that it serves best for effective implementation of the VET policy and strategy



PRIORITY 7. Optimising International Support

R16: Establish a VET donors' coordination platform



ACCOMPANYING RECOMMENDATIONS

R17: Restructure the Policy Analysis, Monitoring and Evaluation Department at MoECR and expand the capacities

R18: Review the level of the ANACEC independence

R19: Expand the capacities of the NQF Department at MoECR and revise its tasks

R20: Promote the National Council of VET Students



THANK YOU

