

# VET GOOD MULTILEVEL GOVERNANCE IN MOLDOVA

## Main findings: Self-assessments on core VET Skills Governance Functions and Coordination Mechanisms



# SELF-ASSESSMENTS ON CORE VET SKILLS GOVERNANCE FUNCTIONS AND COORDINATION MECHANISMS



**GOAL** - follow up of previous work & objectives focusing on governance and financing arrangements

- Keep abreast of ETF analytical and operational actions carried out in good multilevel governance in VET;
- Provide analytical information and comprehensive picture of the VET governance in ETF PC in order to complement and strengthening policy analysis and advice provided by ETF TRP;
- Implement regular updating and monitoring of VET governance functions & arrangements, to support ETF corporate and operational approaches addressing dialogue, advice and/or policy learning working with EC and PCs in VET & skills governance issues;
- Support ETF on having indications about efficiency and effectiveness of institutional arrangements in place in order to bring regular evidence on performance on VET policies and systems in PCs;
- Support showcasing good practices on VET & Skills GMG as drivers to inspire possible reforms;
- Facilitate ETF sharing and acknowledging a common analytical and conceptual framework and mutual understanding working with PCs & positioning ETF at international level on GMG in VET.



# SELF-ASSESSMENTS ON CORE VET SKILLS GOVERNANCE FUNCTIONS AND COORDINATION MECHANISMS

**MECHANISM** – ETF VET Governance inventory-data collection tool (DTC) - 4.0

**Two** complementary tracks covering **65** process indicators.

Process indicators targeting assessment of seven governance functions on Overall Planning, Management & Financing of VET and skills:

A. Formulation and implementation of overall policy framework including strategic policy tools.

B. Provision of legal, normative and/or regulatory framework

C. Management of VET & skills provider network.

D. Operationalization, alignment and coordination of financial arrangements.

E. Management of public-private partnerships for VET and Skills development

F. M&E and review of VET and Skills policies, R&D

G. MIS and Statistical provision.

Process indicators for assessing effectiveness/ efficiency of stakeholder's performance on Institutional Coordination Mechanisms.



# METHODOLOGY

Online survey questionnaires (closed & opened questions)

36 people

28 institutions

8 different categories of VET stakeholders

- Key Ministry or Agency in charge of VET skills policies.
- Key Ministry participating and/or financing VET & Skill policy making.
- Key Employers organisation participating in VET & Skills policy making.
- Key representative of relevant national TU organisation
- Key representative of National and/or sectoral skill councils/committees.
- Key representative of Regional or local departments/ bodies dealing with VET and Skills policy development.
- Key experts on VET & Skills working on and/or with leading institutions.








# MAIN FINDINGS:

## A. Formulation and implementation of policy framework

The <b>national policy for VET</b> and skills has been <b>developed</b> involving both state and non-state stakeholders.	
The policy for VET combines long term objectives and short-term targets.	
The policy can be updated to include new developments in both initial training for young people and continuing training for adults.	
The national policy for VET has a multiyear perspective.	
<b>Cooperation &amp; coordination between national and sub-national</b> (regional, local) public departments and agencies are effective.	
<b>Cooperation between government and non-government</b> organisations (including social partners) is <b>transparent and effective</b> .	










## B. Provision of legal/ regulatory/ normative framework for VET and Skills

Legal framework for VET aims to <b>meet the expectations</b> of both public and private stakeholders.	
There is a good understanding on the legal framework for VET by all stakeholders which facilitates policy implementation.	
The legal framework responds to the needs of women.	
The legal framework <b>support LLL</b> , not only initial VET (I-VET).	
It is common practice in the country to <b>involve VET stakeholders in the updating of regulations</b> and norms.	



# MAIN FINDINGS:










## C. Management of VET provider networks

VET providers are <b>accessible</b> to users, such as students, parents, employers (etc.).	
The network of VET providers is optimal and based on clear governance structure.	
A <b>Quality Assurance (Q.A) policy is in place</b> across, both system and provider levels.	
<b>Measuring quality</b> , internal & external, is undertaken to <b>support the performance</b> of VET provider.	
<b>VET institutions are able to make decisions on</b> curriculum and teaching -and innovation- practices.	
VET School <b>financial autonomy</b> is fair enough to support effective and efficient provider operations and partnerships with industry, employers, civil society (etc.).	
VET schools are accountable for the decisions they make.	
<b>CoExs</b> exist in the country and, overall, these institutions meet stakeholder expectations.	
<b>CoExs</b> are partnership-based institutions (public-private, university and research, etc.), which are well resourced in terms of both financial and human capacities.	



## D. Financial arrangements ( budgeting mobilisation & allocation processes)



<b>Budget setting</b> process for VET & Skills development is driven by <b>good dialogue among key ministries</b> .	
<b>Budget planning is targeted to long-term</b> strategic goals and challenges	
<b>Allocation of financial</b> resources is based on criteria following clear and <b>transparent rules</b> .	
<b>Funding mechanisms are well designed</b> in terms of the objectives of budget.	
Mechanism in place for mobilisation of additional funding resources as required to meet needs of VET & Skills stakeholders.	
The need for <b>equity of outcomes</b> is taken into account in decisions about the <b>distribution of funding</b> .	
The sources of financing include both public & private sources.	
<b>Incentives for employer's</b> participation are in place and adequate to support VET & Skills financing policies.	
Employer's financial and/or fiscal incentives are effective & transparent.	



# MAIN FINDINGS:



## E. Management of PPPs for VET & Skills provision

PPPs in VET & Skills are supported by relevant legislation.	
Fiscal arrangements are adequate for formation and implementation of PPPs.	
<b>Social Dialogue plays an effective role</b> at national & in concrete, sectoral levels for VET & Skills policy formation and implementation.	
<b>Financial and non-financial incentives</b> motivate employer's participation in VET & Skill policy development.	
Social Partners & Employers <b>cooperation</b> with VET schools is structured and <b>effective</b> , for instance, for having sound WBL policies and practices.	





## F. M & E and Review of VET & Skills policies

There is a recognised and <b>sound monitoring</b> and research system.	
<b>Monitoring</b> is used to support evaluations and policy review in the country.	
<b>Different type of evaluations</b> (e.g. on different policies such as qualifications, school operations, occupations, adult learning etc.) are conducted to inform VET policy implementation.	
Evaluation and reviews of VET & Skills policies, involve the participation of different stakeholders.	
<b>Research, development and innovation</b> are used to support VET & Skills policy development.	







# MAIN FINDINGS:

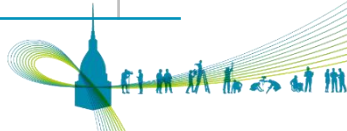
## G. Management of Information Systems (MIS) and Statistical provision to support policy making

MIS are used to collect data to support planning and decision-making processes.	
Information systems are used to improve governance decisions and reduce uncertainties, for ex., for adopting policy options on using of skills for employment/ labour market purposes.	
MIS were designed and upgraded involving different type of VET & Skills stakeholders.	
Overall, data produced by information management systems are public accessible to VET & Skills stakeholders and citizens.	

## H. National Council for VET








National Council for VET (VETNC) exists and, overall, outcomes meet stakeholder expectations.	
The VETNC composition represents key VET & Skills stakeholders at national level.	
The VETNC meets on regular and effective manner in the course of the year coordinating relevant VET & Skill policy agendas.	
Advice/ feedback processes delivered by the VETNC is distributed to stakeholders in systematic and transparent way.	










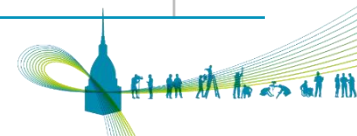
# MAIN FINDINGS:

## I. SECTORAL SKILLS COMMITTEES




SSCs exist and, overall, meet stakeholder expectations.	
SSCs composition represents key sectoral VET & Skills stakeholders.	
SSCs meet on regular and effective manner in the course of the year and they have proper resources to deploy mandate.	
SSCs sectors are the most appropriate ones to contribute on VET & Skills and economic development.	
SSCs have sub-committees to address specific issues in different VET & Skills policy areas.	
The results of the SSC add value to VET and skills policy development.	
Advice/feedback processes delivered by the SSCs is effective and distributed to right stakeholders.	

## J. Regional/ Subnational VET & Skills - Authorities / Councils

The Regional/local level is well represented and contributes to the role of VET & Skills socioeconomic and regional development.	
The regional / local levels participate on formation and implementation of local partnerships with employers and other key actors.	
Overall, regional/local levels should have more responsibilities in supporting national level on VET & Skills policies.	
Regional/ local level cooperate with VET schools and this add value to performance of VET institutions.	
The Regional Council (RC) composition operates under clear governance structure.	



## K. National VET Agencies and/or other type of executive & supervisory bodies

<p>The national agency-executive/supervisory body- on VET/Qualifications/Quality (etc.) executes national policies in transparent and accountable manner.</p>	
<p>There is a recognised level of expertise and good outcomes provided by National Agency to support VET &amp; Skills policy development/implementation, evaluation and review (etc.).</p>	
<p>Overall, governing board representation in the national agency is composed by key VET &amp; Skills stakeholders.</p>	

## L. Inter-Ministerial Working, Cooperation/ Coordination



<p>There is effective cooperation among different Ministries involved on shaping and financing VET &amp; Skills policies.</p>	
<p>There are inter-ministerial cooperation mechanisms (e.g. governmental committees, thematic sub-committees etc.) to support VET &amp; Skills policy dialogue and coordination.</p>	
<p>VET providers and stakeholders believe there is effective cooperation between different Ministries involved in VET &amp; Skills policies.</p>	



# MAIN CHALLENGES:

- **VET Governance** - centralized, multi-level (including regional) and multi-stakeholder governance and management of VET institutions - predominantly formal or non-existent
- **Cooperation between VET stakeholders** is formalised and institutionalized but non-state actors do not efficiently participate in VET governance, their role is predominantly consultative, while the decision-making authority almost solely belongs to the governmental bodies
- **The M&E** is anaemic, or entirely missing & reports and analysis do not result in policy decisions or actions
- **R& D - VET system** is separated from the innovation service needs of enterprises, being limited to the provision of educational programmes
- **Effectiveness of VET system governance** is assessed as average, as being slow ('behind the time') and cannot ensure that VET meets the LM requirements



# MAIN CHALLENGES:

- **MIS fragmented, lacks consistency and coordination**
- **The VET offer is not based on LM analysis & LM demand**
- **Public institutions - with restricted staff, large workload, which leads to insufficient effectiveness.**
- **The VET system at meso level is very weak, not fulfilling their mandate, with limited or no support and coordination to VET institutions.**
- **CoEx have difficulties to exercise its role effectively as per their mandate due to the shortage of financial resources of HR capacities.**
- **The SSCs have no considerable impact, private sector not motivated to closely cooperate with the SCs.**



# RECOMMENDATIONS

(SEE THE REPORT ON VET GMG IN MOLDOVA )



