

CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS AND PRINCIPALS IN MOLDOVA – 2018

Culture, teaching practices, professional duties,
working conditions, beliefs and professionalisation

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CONTENTS

ACKNOWLEDGEMENTS	3
EXECUTIVE SUMMARY	5
1. RATIONALE	11
2. METHODOLOGY	12
PART 1. THE CONTEXT: WORKFORCE, MANAGEMENT AND TEACHING IN SCHOOLS	16
3. WORKFORCE	16
4. SCHOOL GOVERNANCE	22
5. APPROACHES TO TEACHING AND LINKS TO THE WORKPLACE	27
PART 2. PROFESSIONAL DEVELOPMENT OF VOCATIONAL TEACHERS	36
6. POLICY AND IMPLEMENTATION	36
7. ORGANISATIONS AND INSTITUTIONS SUPPORTING CPD IN MOLDOVA	39
8. DESIGN, QUALITY ASSURANCE AND FUNDING	43
9. VOLUME, MODE AND CHARACTER OF CPD PROVISION BY PROVIDERS OTHER THAN VET SCHOOLS	46
10. SCHOOL-BASED PROFESSIONAL DEVELOPMENT	52
11. RELEVANCE AND IMPACT OF CPD	54
12. RECOGNITION AND INCENTIVISATION	58
SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS	59
LIST OF ACRONYMS	65
REFERENCES	66

Further information relating to this research can be found in the annexes, which have been published separately: technical report, literature review, and research instruments.

EXECUTIVE SUMMARY

Moldova is a country that has carried out extensive reforms to its vocational education and training (VET) system. This includes the development of new curricula and the establishment of new kinds of VET providers, sector skills councils and a national qualifications framework (NQF). These reforms are intended to bring about greater efficiency in the VET system and better outcomes for learners, workers and employers. However, successful reform requires that those working in the VET system, in particular teachers and principals, are able and willing to implement these changes.

The purpose of the survey is to identify challenges and needs faced by VET teachers and trainers regarding continuing professional development (CPD) in order to improve the VET system in Moldova. The particular objectives are to:

- identify the main concerns of principals and teachers of VET schools on CPD and planned reforms in the VET system based on the background information collected;
- determine the key needs of VET schools in order to improve the provision of school-based CPD;
- identify the existing internal policy commitments and explore the opportunities for future policy making with respect to CPD for VET teachers and for principals of VET schools.

The methodology consisted of a literature review, interviews with eight key stakeholders, and surveys with school principals and with vocational teachers. The literature reviews and interviews aimed to understand the national context and the progress of recent reforms.

The sample for the surveys included all eligible schools: VET schools (44), colleges (32) and Centres of Excellence (12). 661 VET teachers submitted responses from these 88 different institutions, a response rate of 15.1%; 63 principals from the 88 institutions submitted responses, a response rate of 72%.

Findings

Teacher workforce

The vocational workforce is largely female (76% of teachers) and middle-aged (61%). Just 13% of the workforce is under 30. Most vocational teachers have little or no experience of working in the vocational fields that they are teaching: 68% have no practical experience at all. Teachers are formally qualified. The majority of vocational teachers completed pedagogical studies either during their initial studies or subsequently. However, only 61% had benefited from practice teaching in schools during their initial studies.

Issues	Recommendations
There is an ageing teaching workforce.	Consideration should be given to how teaching can be made an attractive career for able young people in Moldova.
The workforce is largely female.	Consideration should be given to how teaching can attract able men in order to create positive role models for male students.
The workforce lacks experience of the workplace and of practising vocational skills.	Practical experience in the world of work should be included as part of initial teacher education and CPD.

School governance

The research implies that school principals do exercise some authority over their schools but that they believe they are constrained by lack of resources and lack of staff, and also by structural factors such as the wages policy and centralised political decision making. At school level there are formal mechanisms to ensure that stakeholders participate in school decision making; however, in some 50% of VET schools employers are not formally represented in school governance. The interviews and literature raised the question of how much influence stakeholders can exercise: 50% of principals say that they take the main decisions alone. They also say they have too much work.

Principals identify as critical constraints the lack of qualified and/or well-performing professional teachers (47%) and the lack of adequate textbooks or other materials (44%). Lack of computers is a critical constraint for 38% of principals, lack of appropriate software for 43% and lack of support from parents or guardians for 43%.

Around 50% of principals report that student lateness is a daily or weekly problem. Absenteeism is reported as a weekly or daily problem by 45% of principals, while 9% say that vandalism or theft is a weekly problem. Intimidation between students is reported as a weekly or daily issue by 12% of principals. Challenges facing schools and their leadership should be understood in the context of experiences of recent reforms and the perception that the teaching profession is becoming less attractive.

Issues	Recommendations
Principals and administrative boards do not have authority to manage some key aspects of schools.	More of the budget and decisions should be delegated to school management.
Around 50% of VET schools have no formal representation from business in their governance.	VET schools and Centres of Excellence should be required to include business representation, and the engagement of business should be supported.
Schools lack resources, in particular textbooks, computers and software.	Research should be conducted into resource needs, in consultation with schools and funding agencies. Schools and teachers should be empowered in relation to prioritisation.
VET schools do not have adequate staffing in terms of specialist teachers and practical instructors.	There is a need to review adequacy of staffing in relation to current and future programmes.
Students, parents and teachers are not adequately contributing to governance and, in some cases, are not engaged sufficiently in the success of schools.	Work must be carried out at school and national levels to engage stakeholders more effectively in school governance, for example by providing training to administration board representatives.

Approaches to teaching and links to the workplace

According to the survey, the majority of vocational teachers frequently or always make use of both traditional and more modern pedagogies such as group work (75%) and digital learning (69%). Teachers also experiment with new pedagogies. Around 59% frequently visit workplaces with their classes and only 47% visit students on placements or themselves visit employers. Dual VET is being piloted in Moldova and 34% of VET teachers say that most of their students obtain more than 10% of their learning time in the workplace.

Teachers rate highly their own efficacy to teach but rate themselves as less effective when it comes to ensuring that students follow classroom rules, motivating less interested students and controlling

disruptive behaviour. Teachers are least likely to believe that they helped students to develop a commitment to work in their vocational branch, and this is a particular concern as a strong transition to employment is perhaps the most distinctive aspiration of VET education. The national curriculum shapes teaching to a much greater extent than do the perceived needs of employers or examinations.

Only a minority of VET teachers appear to be strongly motivated and satisfied in their work. Teachers are most positive with respect to their own learning and improvement (43% strongly agree). However, 26% say that they are not motivated to master challenges, while 78% of teachers and 75% of school principals say that they think the teaching profession is not valued in Moldova.

Issues	Recommendations
Many teachers judge themselves to be relatively ineffective at motivating learners to learn and to pursue their vocational profession.	Teachers should be supported to adopt more engaging pedagogies that motivate learners. Better links with the workplace and more placements could support a vocational commitment from students.
Although there is good evidence for work-related learning in the classroom, there is less evidence of direct interactions with the workplace and employers.	Schools and teachers need support and encouragement to improve links with employers and workplaces.
There is a particular lack of appropriate computers, computer software and consumables for practical work, and some classes lack appropriate instructional materials.	More investment is needed in computers, software and consumables. CPD may help teachers to make better use of existing resources.
Teacher satisfaction and motivation is at a moderate level. Teachers and principals believe that they are undervalued.	Teachers should be encouraged to take greater responsibility in planning programmes, developing pedagogy, leading organisational change, making links with businesses, and pursuing innovation. Teachers should have opportunities for additional responsibilities and to have their performance recognised in diverse ways.

Policy and implementation

Education policies place great emphasis on VET as a tool for economic improvement, envisaged as a way to provide a better match between the supply of human capital and the current and future needs of the labour market. CPD for teachers does feature within these strategies. The strategy implies that VET teachers will be able to implement new curricula and that these will bring about competences that are relevant for learners and employers.

Issues	Recommendations
CPD should help to fulfil the agreed action plan and strategy.	The implications for CPD of the strategy and action plans should be clarified, for example with respect to numbers, types of training and timescale.
Meeting the expectations of the action plan will depend on the capacity of CPD providers and schools and of teachers, for example to absorb and apply new skills in teaching and learning.	There is a need to review whether progress is being made in relation to activities and their impact on teaching and learning.

Organisations and institutions

In Moldova the Ministry of Education, Culture and Research (MoECR) sets priorities for CPD and providers, universities and non-governmental organisations (NGOs), and can propose training

programmes, which must be nationally accredited by the National Agency for Quality Assurance in Education and Research (ANACIP). Universities also exercise a quality assurance process for their own programmes. Providers are expected to monitor provision.

Issues	Recommendations
There is a lack of capacity on the part of business and industry to contribute to the governance and provision of CPD for VET teachers and trainers. There are limited opportunities to organise observation visits or in-service training courses on business premises.	Consideration should be given to how the sector skills councils can contribute to coordination, promotion and regulation of CPD for VET teachers.
CPD provision is limited, as are resources, some of which are restricted to short-term funding.	A database of accredited providers and programmes should be developed. Encouragement should be given for the sharing of existing provision and development of new providers and offers where opportunities exist.

Design and quality assurance

Although providers may consult with potential beneficiaries, it is not clear that the design process generates CPD that is well matched to the needs of VET teachers. It seems that professional specialists and employers and sector skills councils have little involvement in quality assurance. It is not clear whether there is a process to evaluate the quality of CPD in order to judge whether it is relevant and effective.

The funding of CPD is largely controlled by the ministry and donors, although universities, Centres of Excellence and individual teachers make some contribution to financial decision making. This system does not encourage local training providers to offer CPD that is relevant and inclusive (for all teachers and schools). It is not clear how much is spent on CPD for vocational teachers, how this spending is distributed and whether spending is changing over time.

Issues	Recommendations
There is a lack of information on total spending on CPD for vocational teachers.	There is a need to publish and analyse the budget for and spending on CPD.
There is a lack of evaluation of CPD that feeds back into design, quality assurance and accreditation.	Teachers and schools should evaluate the effect of CPD and feed back to providers and regulators.
Programme accreditation decisions do not take into sufficient account the needs of teachers, schools, learners and employers.	Schools, teachers and employers should be involved in the design and quality assurance process, for example by being consulted.
Schools have little influence over CPD design and offer.	Through projects, delegated budget or partnerships, schools should be able to help shape CPD.
There is no online catalogue of CPD from which providers, regulators and teachers can access an up-to-date and comprehensive snapshot of provision.	There is a need to create and maintain an up-to-date online catalogue of accredited CPD opportunities along with costs, credits, etc.

Volume of provision

According to the survey, the general annual rate of participation in CPD for vocational teachers in Moldova is 78%, which is close to the OECD average. Of those that participate, 66% obtain at least 30 hours per annum. Participation in CPD relating to the vocational teachers' specialism is relatively low, at just 46%, while only 17% of teachers have participated in CPD on business premises. Online and video CPD is significant, involving some 43% of vocational teachers for an average of 100 hours

per year. Some 18% of vocational teachers are involved in CPD that leads to formal qualifications for an average of 200 hours per year, while 68% of principals say they have participated in at least 30 hours of CPD workshops annually.

According to administrative records, about 22 000 vocational teachers and principals participated in programmes offered by the 16 Centres of Training and Professional Development attached to universities. Centres of Excellence, NGOs and donors do not provide aggregate records of CPD.

Issues	Recommendations
There is not enough CPD dedicated to the specialist vocational skills and pedagogy of VET teachers.	More specialised CPD programmes for VET teachers are needed.
Teachers have little CPD that enables them to learn directly from those in the workplace or to observe workplace practices.	Partnerships between employers, CPD providers, schools and Centres of Excellence could be set up to engage employers in CPD.
Data on CPD provision is not unified and cannot be analysed to understand trends and issues.	Data on what, where, and how much training has been provided should be collected and stored in a common database.
Alternative modes of CPD, for example online learning, observation visits, networks and mentoring, are not widely used to extend participation and duration of CPD.	Centres of Excellence and/or Centres of Training and Professional Development could function as hubs to disseminate diverse modes of CPD.

School-based CPD

New regulations encourage mentoring, and 42% of principals report that mentoring is in place for all new teachers in their schools. However, 21% of principals of VET schools say there is no mentoring provision available. Around 43% of VET teachers have some experience as mentors but only 37% have received training. Formal induction exists in less than 50% of VET schools, although some kind of informal and administrative induction is normal.

Issues	Recommendations
Not all new teachers are able to access mentoring.	There is a need to ensure that all VET schools have capacity to mentor.
Not all mentors have received training.	All mentors should be given appropriate training.

Relevance and impact

The survey provides evidence that key CPD topics are being addressed in Moldova and also that about two-thirds of participants judge CPD to have had moderate or high impact on their teaching. CPD relating to information and communication technology (ICT), the curriculum and the subject area is said to have relatively high impact. The fact that 20–30% of participants judge that CPD had little or no impact suggests that there are issues of quality and/or mismatch.

Issues	Recommendations
Decisions about provision (design, funding, criteria) do not always take account of the training needs of schools and teachers as well as national priorities.	Attention should be given to surveys, but also to needs analysis carried out in schools and to inputs through consultations with stakeholders.
According to 20% of teachers, CPD has little impact.	Irrelevant or low-quality CPD should be eliminated. CPD should be closely connected to teaching practice in order to maximise its impact.
CPD is not linked to whole-organisation development but only to individual and national objectives.	CPD should be linked to school development strategies so that school leadership is committed to converting CPD into improvements in teaching and learning.

The survey demonstrates a significant training gap. For all topics listed, at least 47% of non-participants express a medium or high need for CPD in that area. The topics of greatest need are cross-curricula and transverse skills; addressing the challenge of learners at risk of dropout; updating professional skills; ICT skills; and knowledge of new technologies. The interviews suggest that teachers need support and CPD in order to apply new pedagogies and to help them adapt to the changed conditions of teaching in Moldova.

Recognition and incentives

There is an expectation that teachers undertake CPD as required by Teacher Regulations and the School External Evaluation Framework. There is no requirement that VET teachers complete a certain volume or certain kinds of CPD. There is no formal system that determines how the professional career of a teacher or their status or salary will benefit from CPD. CPD is not clearly linked to the development of professional careers so that vocational teachers see it as a way to improve their performance, gain extra responsibilities and advance their careers.

Teachers are encouraged to develop a professional development portfolio by participating in CPD programmes. However, it is not clear what the portfolio is used for. School leadership does not seem to see CPD as a tool to bring about school improvement, and so improvements in teaching resulting from CPD are not given strong recognition.

Issues	Recommendations
CPD is not clearly linked to the development of professional careers so that vocational teachers see it as a way to improve their performance, take on additional responsibilities and advance their careers.	CPD should equip teachers to take on additional responsibilities and progress in their careers.
CPD is not strongly linked to school improvement.	Schools should prepare CPD plans that link staff development to school improvement.

1. RATIONALE

Working in the context of the EU's external relations policy and the national policies of its partners, the ETF seeks to support the use of CPD of VET teachers and trainers as a tool for wider human capital development.

European policy calls for improvements in pedagogy, a strengthening of the development of schools as learning organisations, better use of new technologies, improvements to induction and initial teachers' education, improved working relations with the world of work, and support for improved professional status, career and incentives.

In this regard, the survey aims to understand the condition and effectiveness of vocational teachers in Moldova, helping policy makers to clarify the situation and needs of vocational teachers and trainers and to better monitor the implementation of reforms and change. Analysis from the 2017 Torino Process demonstrates that the condition and effectiveness of vocational teachers remain priorities for policy makers in South Eastern Europe, including in Moldova.

Moldova has carried out extensive reforms to its VET system. These include the development of new curricula and the establishment of new kinds of VET providers, sector skills councils and an NQF. These reforms are intended to bring about greater efficiency in the VET system and better outcomes for learners, workers and employers. However, successful reform requires that those working in the VET system, in particular teachers and principals, are able and willing to implement these changes.

This research is intended to reveal how the reforms are being experienced by teachers and principals and to provide evidence on the capacity of teachers and principals to successfully implement the reforms. The research is intended to inform policy makers so that they can better understand the impact that the reforms are having and further actions that may be necessary to ensure successful implementation.

2. METHODOLOGY

Purpose

The primary purpose of the surveys is to identify challenges and needs faced by VET teachers and principals, in particular those relating to CPD. The surveys conceptualise the key issues facing the VET system as changes in organisations and curricula and the development of work-based learning, technology and pedagogy.

There were two surveys: one for principals and one for teachers. The former consists of 41 questions and the latter 44 questions.

Both questionnaires contain a set of logically and psychologically ordered questions. Participants' responses then determine the subsequent questions. Through the questionnaire, information was obtained on individuals' attitudes, knowledge, motivation and interests in relation to VET in Moldova.

The objectives are to:

- identify the main concerns of principals and teachers of VET schools on CPD and planned reforms in the VET system based on the background information collected;
- determine the key needs of VET schools in order to improve the provision of school-based CPD;
- identify the limitations of existing internal policy commitments and explore the opportunities for future policy making with respect to CPD for VET teachers and for principals of VET schools in Moldova.

Literature review

The literature review consists of:

- general introduction to the VET system in Moldova;
- main achievements of the Strategy for the development of vocational/technical education (2013–2020);
- main needs in respect of technical vocational education and training (TVET);
- main regulatory documents relating to the VET system in Moldova;
- main regulatory documents relating to CPD of VET teachers and trainers in Moldova;
- key actors in the field of CPD;
- brief conclusions and remarks.

The generalisations made on the basis of this part of the research are intended to highlight some key factors identified in the literature review exercise.

TVET in Moldova has been upgraded with EU support since 2013. As a result, training provision is of better quality and students can choose from over 100 professions and 80 specialities, including related jobs and those studied directly at enterprises through a dual system. TVET is becoming increasingly attractive to young people. Infrastructure and equipment have been modernised, curricula are constantly being updated, and the performance of teachers is increasing through CPD and various exchange programmes and study visits.

Analysis of the literature, namely policies, strategies, studies, papers and legal framework, shows that the reform implemented with the support of the EU aimed to modernise the process of TVET and bring it closer to the needs of the labour market so that more young people can quickly find a job after graduation.

The legal framework and policy have been greatly improved. A National Agency for Quality Assurance in Education and Research (ANACIP) was created and, on 17 July 2014, parliament adopted the Education Code of the Republic of Moldova. The Education Code restructures the TVET system the following three International Standard Classification of Education (ISCED) levels:

- Level 3 – secondary technical vocational education;
- Level 4 – post-secondary technical vocational education;
- Level 5 – post-secondary non-tertiary TVET provided by professional schools, colleges and centres of excellence.

Further information on the main regulatory documents on CPD for VET teachers and trainers in Moldova is provided in the Annex – Literature Review.

Interviews

The methodology included interviews with key stakeholders and involved more than one representative of different types of stakeholder, reflecting sectors and institutions. The interviews were concerned with examining the processes of VET reform and the CPD of VET teachers and trainers.

TABLE 2.1 KEY STAKEHOLDERS INVOLVED IN THE FACE-TO-FACE INTERVIEWS

Stakeholder	Date of interview
ANACIP	6 June 2018
National Trade Union Confederation of Moldova	8 June 2018
VET Department of MoECR	11 June 2018
Independent expert in VET education	11 June 2018
Education Global Practice / World Bank	11 June 2018
Open Government Institute Moldova	11 June 2018
Educational Centre PRO DIDACTICA	21 June 2018
Chamber of Commerce and Industry	6 July 2018

The following is a sample of the questions relating to CPD and VET teachers that were used during the interview exercise:

1. Is there a clear policy statement with respect to CPD for VET teachers and for VET trainers in your country?
2. Is there a published plan to implement this policy? What is the timeline?
3. Is there an appropriate budgetary commitment to support this plan? Over what time period? How is it funded? What are the key actions or outcomes according to the plan?
4. What are the weaknesses or limitations of existing policy commitments and plans? Are there further policy commitments or actions that are desirable or existing commitments that are not desirable?

5. Are there any recent or planned reforms in related areas, for example teacher salaries, careers, licensing or appraisal?

The questions addressed problems of interaction between policy makers, teachers and principals. The focus of this part of the research was on in-depth interviews, which represent a bridge between the literature review exercise and the survey itself. This allowed data gathering that cannot be found in the survey, thus improving the research exercise.

Surveys

General design

The main characteristics of the sampling strategy are summarised below.

Target groups:

- teachers and practical instructors (trainers) working in vocational schools in Moldova (32 colleges, 44 vocational schools and 12 centres of excellence);
- principals of schools (colleges, vocational schools and centres of excellence).

Particularities:

- teachers on long-term leave are excluded from the survey;
- principals completed only the questionnaire for principals;
- principals were requested to encourage teacher participation.

Sampling:

- sample stratified by region: three geographical regions and Chisinau city, residential area (urban/rural), size of urban localities (two types), population of rural localities (two types);
- sample stratified by types of school (three types): colleges, vocational schools and Centres of Excellence;
- population by regions based on the number of staff employed in the previous year according to education ministry data; this reflects increased labour migration by the country's population and the temporary lack of statistical data on the number of teachers employed in TVET for this year;
- 88 education institutions are currently functional in Moldova and the sample includes all eligible entities (44 VET schools, 32 colleges, 12 centres of excellence).

Metadata

TABLE 2.2 TEACHER SAMPLE AND RESPONSE RATE

Total VET schools (and mixed if relevant)	88
Total VET teachers (in 2017)	4 366
Schools in sample	88
Teachers and instructors in schools targeted	4 366
Number of responses	661
Response rate	15%

TABLE 2.3 PRINCIPAL SAMPLE AND RESPONSE RATE

Total VET schools (and mixed if relevant)	88
Total principals	88
Schools in sample	88
Principals	88
Number of responses	63
Response rate	72%

PART 1. THE CONTEXT: WORKFORCE, MANAGEMENT AND TEACHING IN SCHOOLS

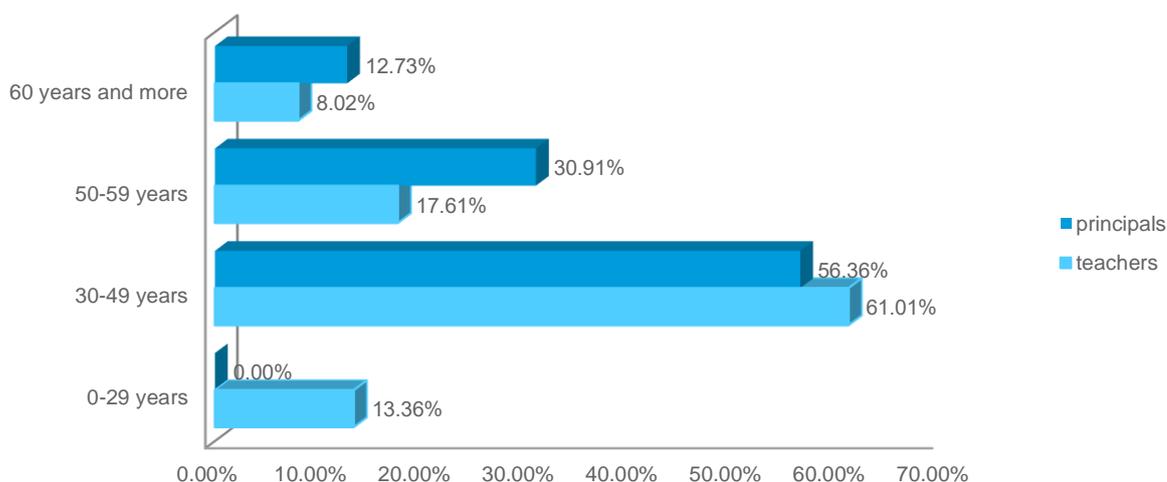
This first part of the report contains a number of sections describing the way in which vocational teachers plan and teach and how they are managed in schools.

3. WORKFORCE

Age of teachers

As illustrated in Figure 3.1, the largest segment of respondents are employees of VET institutions in the age group 30–49 years – 56% of teachers and 61% of principals. This was followed by the 50–59 age group (18% of teachers and 31% of principals), while a relatively small percentage of teachers (13%) are aged 29 or below.

FIGURE 3.1 AGE DISTRIBUTION OF THE TEACHING WORKFORCE (%)



Source: ETF, Survey Moldova 2018

Length of teaching experience

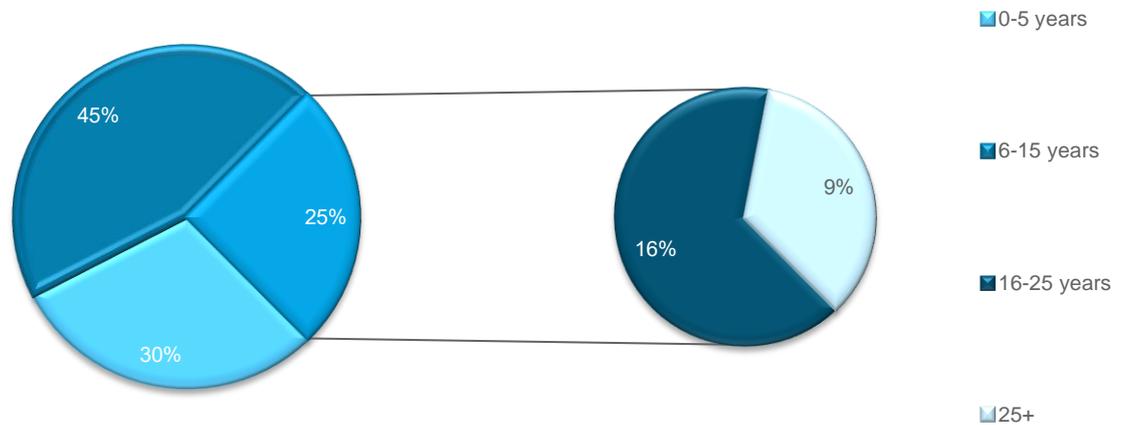
The largest share of teachers (40%) have between 6 and 15 years of work experience and the lowest share (17%) have over 25 years. Around 19% of the teachers interviewed have 5 years' work experience or less, while 41% have work experience of 16 years or more, including 24% with work experience of 16–25 years.

Experience in current school

Around 75% of teachers have worked in their current school for 15 years or less. Only 9% of respondents who completed the questionnaire have more than 25 years' experience as teachers in their current school (Figure 3.2). The largest group is teachers with 6–15 years in the current school

(45%), followed by those with 5 years' experience or less (30%) and those with 16–25 years in the same school (17%).

FIGURE 3.2 LENGTH OF TEACHING EXPERIENCE IN CURRENT SCHOOL BY AGE GROUP (%)

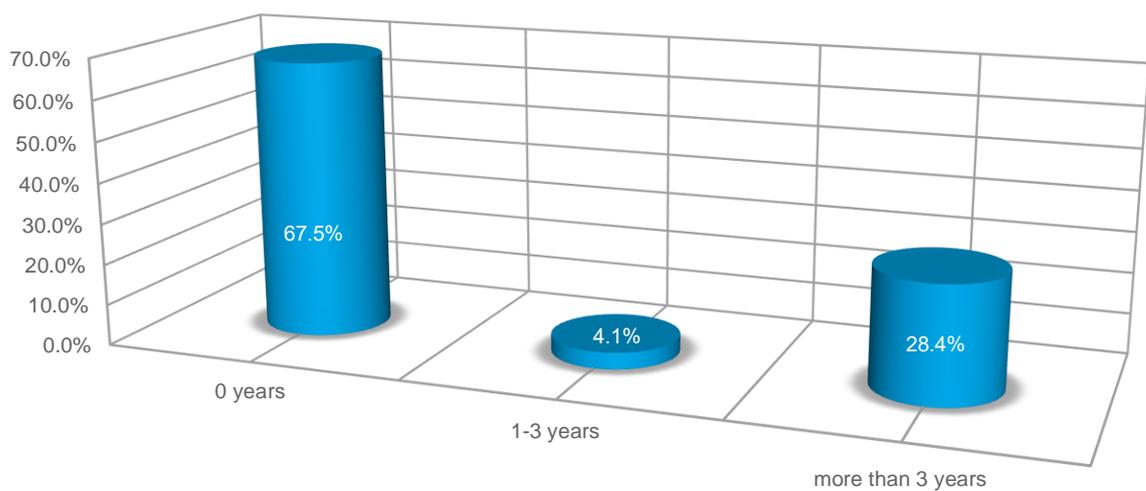


Source: ETF, Survey Moldova 2018

Work experience in trade, profession or industry of the vocational branch taught

Of the total number of teachers interviewed, 412 (68%) have no practical experience at all in the specific vocational branch they teach (Figure 3.3). Only 4% (25 teachers) say that they have 1–3 years' practical experience in the subject, while only 28% (173 teachers) have practical experience of more than 3 years.

FIGURE 3.3 WORK EXPERIENCE IN THE TRADE, PROFESSION OR INDUSTRY OF THE VOCATIONAL BRANCH TAUGHT (%)

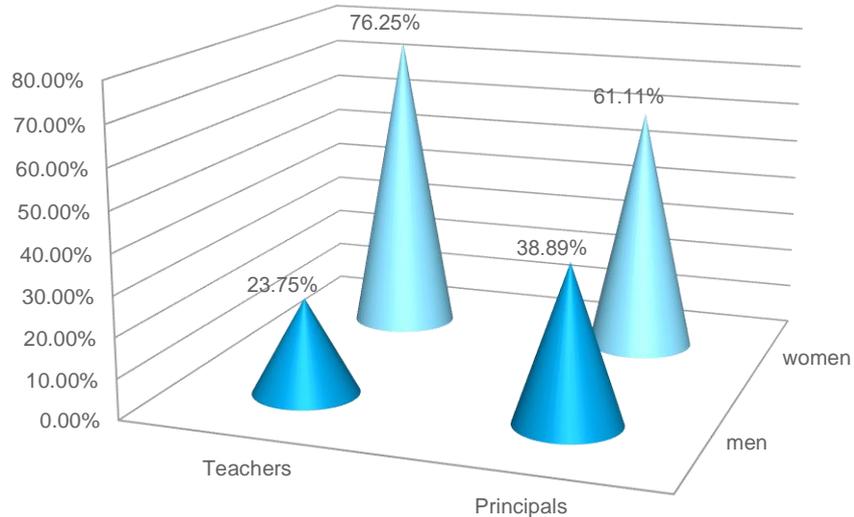


Source: ETF, Survey Moldova 2018

Gender

The VET workforce is largely female: 76% of teachers and 61% of principals are women (Figure 3.4).

FIGURE 3.4 TEACHERS AND PRINCIPALS BY GENDER (%)



Source: ETF, Survey Moldova 2018

Role in the school

Teachers represent the largest number of respondents to the survey (81%), followed by coordinators of practice, instructors and organisers of practical education in VET schools (9%), counsellors (0.3%), pedagogical advisers (1%), and teaching assistants or associates (1%) (Table 3.1).

TABLE 3.1 TEACHERS' ROLE IN THE SCHOOL

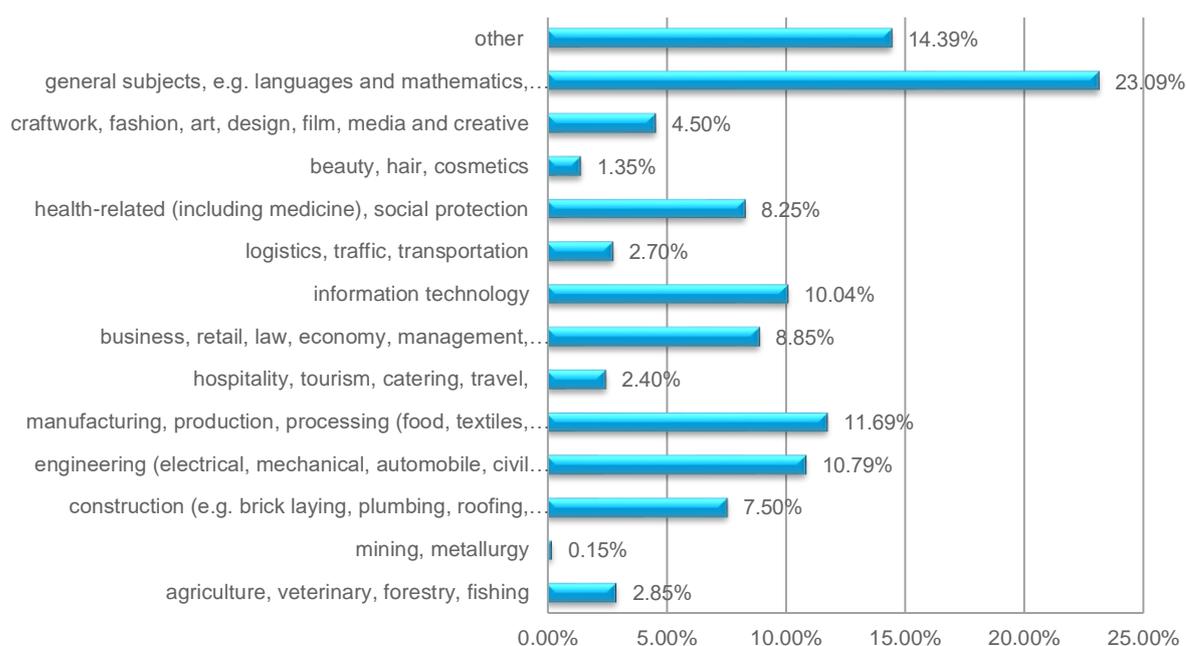
Answer	Respondents (%)
Teacher	81.1
Coordinator of practice, instructor or organiser of practical education	9.3
Counsellor	0.3
Head teacher or principal	1.1
Pedagogical adviser	0.5
Workshop or laboratory technician	1.4
Teaching assistant or associate	0.9
Other	5.4
Total	100.0

Source: ETF, Survey Moldova 2018

Vocational sector or specialism

Figure 3.5 gives a breakdown of respondents by sector or subject taught. The largest share is for general subjects, such as languages and mathematics, science, social sciences (23%), followed by manufacturing, production, processing (food, textiles, leather, and wood) (12%) and 'Other' (14%).

FIGURE 3.5 VOCATIONAL SECTORS AS MAIN TEACHING SPECIALISM OF TEACHERS (%)



Source: ETF, Survey Moldova 2018

Initial training

The majority of respondents (63%) have completed pedagogical training as part of their degree studies, while 11% had no initial pedagogical training before starting to teach. Around 27% of respondents have completed separate pedagogical training that was not part of a degree programme.

Among the elements included as part of formal education or training, 75% of respondents mention the content of the teaching subject(s), 65% refer to pedagogical skills and 61% to classroom practice (practicum, internship or student teaching) in the teaching subject(s).

Qualifications

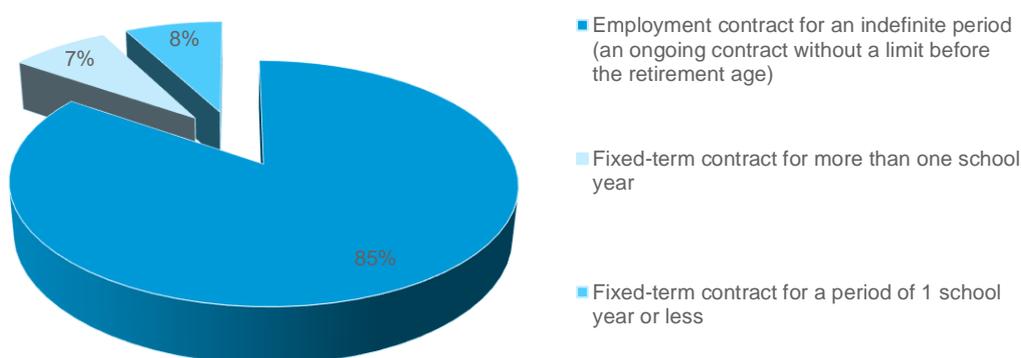
Some 41% of teachers have completed master's-level studies, 37% are higher education graduates, 3% have completed post-secondary technical studies, 3% have a doctorate and 4% have no post-secondary non-tertiary education. Teachers with secondary technical vocational education account for 5% of total respondents, while 7% of respondents indicate that they have undertaken other studies. Thus, 86% are formally qualified, while 4% are undertaking teaching practice that will lead to qualification.

Employment status

VET teachers who are employed for an indefinite period (an ongoing contract without a limit before retirement age) represent the largest group, at 85% of respondents.

The survey captures the presence of a significant number of teachers (8%) who have a fixed-term contract for a period of one school year or less, while 7% have a fixed-term contract for more than one school year.

FIGURE 3.6 CURRENT EMPLOYMENT STATUS AS A TEACHER (%)



Source: ETF, Survey Moldova 2018

Membership of trade unions and professional associations

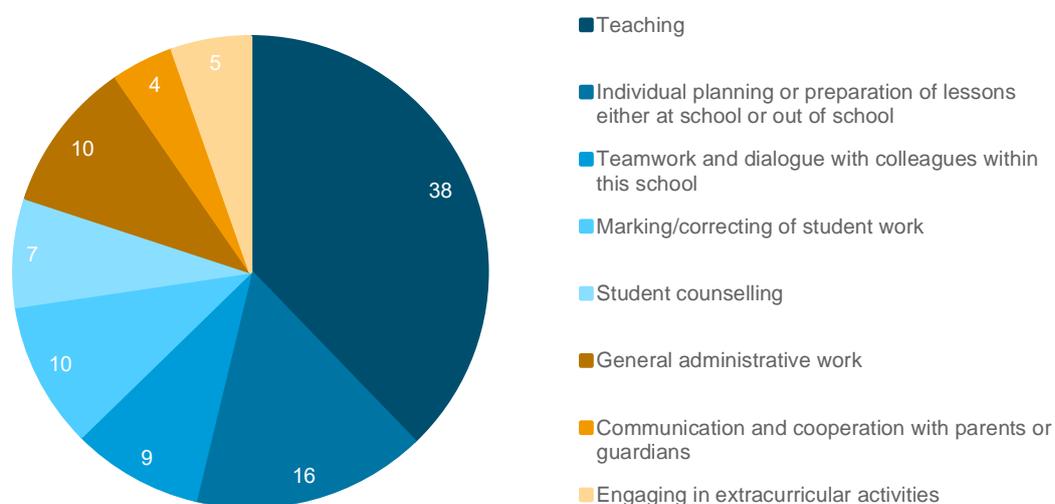
Around 78% of respondents say they are members of a trade union and 24% that they are members of a teacher association. The impact of the trade unions on the decision-making process at governmental level is more evident than that of professional associations. However, professional associations have added value in the education process because they organise CPD activities and events such as conferences, workshops and study visits. Alongside the trade unions, professional associations act as a public voice on behalf of teachers in order to influence political decisions.

Working hours

Teachers report that they spend 38% of their working time teaching, 16% on individual planning or preparation of lessons, 10% on correcting student work and 7% on student counselling. Other working time includes general administration (4%), communication and cooperation with parents or guardians (5%), participation in school management (10%), and teamwork and dialogue with colleagues (9%).

According to the survey results, the job of teachers in VET schools represents a multifaceted and complex mission. It is worth noting that teaching constitutes little more than a third of their working time.

FIGURE 3.7 (AVERAGE) SHARE OF WORKING TIME SPENT ON SPECIFIC TASKS (%) (N=399)



Source: ETF, Survey Moldova 2018

Conclusions

The vocational workforce is largely female (76% of teachers) and middle-aged (61%). Just 13% of teachers are under 30. Most vocational teachers have little or no experience of working in the vocational fields that they are teaching: 68% have no practical experience at all. Teachers are formally qualified. The majority of vocational teachers have completed pedagogical studies either during their initial studies or subsequently. However, only 61% had benefited from practice teaching in schools during their initial studies.

Main issues and recommendations

Issues	Recommendations
There is an ageing teaching workforce.	Consideration should be given to how teaching can be made an attractive career for able young people in Moldova.
The workforce is largely female.	Consideration should be given to how teaching can also attract able men in order to create positive role models for male students.
The workforce lacks experience of the workplace and of practising vocational skills.	Practical experience in the world of work should be included as part of initial teacher education and CPD.

4. SCHOOL GOVERNANCE

Involvement in school governance

More than 90% of school principals report that they are involved with others in school governance: deputy principals, parents, pupils and teachers.

Teacher recruitment and dismissal is the responsibility of executive directors or boards of directors. Establishing salaries for teachers, including the setting of wage norms, is the responsibility of the managerial staff and management advisers, who also have responsibility for establishing how the school budget is allocated. Establishment of disciplinary policies and measures, and of student assessment policies, including tests, is the responsibility of teachers. In practice, parental or student associations have a limited role in school governance.

Role of the principal

Principals report that they spend 22% of their time interacting with students, 24% interacting with the wider community and 22% communicating with parents. Only 8% of their time is dedicated to administration and management tasks.

Around 81% of principals say that they have used student performance and student assessment results (including national/international assessments) to develop the school's educational objectives as well as other programmes. Some 97% confirm that they have worked on a development plan for their school.

Engagement of other stakeholders

Table 4.1 shows that school principals largely agree that parents, teachers and students have a chance to participate in school decision making. However, only a small minority strongly agree. Furthermore, about 50% of principals report that they take the more important decisions alone.

TABLE 4.1 HOW STRONGLY DO PRINCIPALS AGREE OR DISAGREE WITH THESE STATEMENTS AS APPLIED TO THEIR SCHOOL? (%)

	Strongly disagree	Disagree	Agree	Strongly agree	Total
This school offers staff the opportunity to participate actively in school decisions	0.00	0.00	68.75	31.25	100
This school offers parents or guardians the opportunity to participate actively in school decisions	0.00	3.13	81.25	15.63	100
This school offers students the opportunity to actively participate in school decisions	0.00	0.00	67.74	32.26	100
Principals take important decisions on their own	6.25	43.75	40.63	9.38	100
There is a school culture to collaborate characterised by mutual support	0.00	0.00	71.88	28.13	100

Source: ETF, Survey Moldova 2018

Each school has an administrative board that adopts the operation regulation and the internal quality assessment strategy for the school

Most principals report that teachers, parents, students and trade unions are all represented on the administrative board. However, only 55% report that employers are represented, despite the fact that employers might be expected to be particularly relevant to VET schools. However, representation may not, in itself, be evidence that these stakeholders are able to exert an influence on decision making in VET schools.

TABLE 4.2 REPRESENTATION ON THE SCHOOL'S GOVERNING BOARD

	Yes (%)	No (%)	n
Teachers	100	00.0	34
Members of the school management team	97.14	2.86	35
Administrative staff	97.06	2.94	34
Parents or guardians	84.85	15.15	33
Students	97.06	2.94	34
Unions	94.12	5.88	34
Business representatives (labour market institutions, employers' associations)	54.55	45.45	33
Other organisations	3.03	96.97	33

Source: ETF, Survey Moldova 2018

What constrains the effectiveness of management?

The critical constraints on leadership effectiveness that were listed most frequently by principals are inadequate funding and low allocation of financial resources (41%), the remuneration or wage policy framework (44%), high workloads (37%) and lack of parental involvement (42%).

TABLE 4.3 WHAT LIMITS YOUR EFFECTIVENESS AS A PRINCIPAL IN THE SCHOOL?

	Not at all (%)	Very little (%)	To some extent (%)	A lot (%)	n
Inadequate school budget and lack of financial resources	3.13	3.13	53.13	40.63	32
Government regulations and policies	9.38	21.88	46.88	21.88	32
Teachers' absences	6.25	25.00	40.63	28.13	32
Lack of involvement and support of parents or guardians	3.23	9.68	45.16	41.94	31
Payroll framework for teachers	3.13	15.63	37.50	43.75	32
Lack of opportunities and support for own professional development	25.00	34.38	34.38	6.25	32
Lack of opportunities and support for teachers' professional development	21.88	34.38	40.63	3.13	32
High volume of work and responsibility in my job	6.25	15.63	40.63	37.50	32
Lack of procedures for sharing responsibilities with other members of the school staff	18.75	31.25	46.88	3.13	32

Source: ETF, Survey Moldova 2018

Principals identify as critical constraints the lack of qualified and/or well-performing professional teachers (47%) and the lack of adequate textbooks or other materials (44%). Lack of computers is a critical constraint for 38% of principals, and lack of appropriate software for 43%.

TABLE 4.4 IS THE SCHOOL'S CAPACITY TO PROVIDE QUALITY INSTRUCTION CURRENTLY HINDERED BY THE FOLLOWING ISSUES?

	Not at all (%)	Very little (%)	To some extent (%)	A lot (%)	<i>n</i>
Lack of qualified and/or well- performing professional teachers	2.94	2.94	47.06	47.06	34
Lack of teachers with skills in teaching pupils with special needs	26.47	20.59	26.47	26.47	34
Lack of general subject teachers	17.65	8.82	38.24	35.29	34
Lack of practical instructors	8.82	26.47	61.76	2.94	34
Lack or inadequacy of instructional materials (e.g. textbooks)	5.88	8.82	41.18	44.12	34
Lack of appropriate computers for training	5.88	5.88	50.00	38.24	34
Limited internet access	11.76	26.47	35.29	26.47	34
Lack or inadequacy of computer programmes for training	6.25	21.88	28.13	43.75	32
Lack or inadequacy of library materials	3.03	18.18	42.42	36.36	33
Lack of support staff	14.71	11.76	52.94	20.59	34

Source: ETF, Survey Moldova 2018

Other factors that were seen as constraints, though less critical, are lack of internet access according to 61% of principals, lack of support staff (73%), lack of teachers with specialist skills for students with special needs (53%), and shortages of practical instructors (65%).

TABLE 4.5 HOW OFTEN DO PUPILS AT THE SCHOOL DO THE FOLLOWING?

	Never (%)	Rarely (%)	Monthly (%)	Weekly (%)	Daily (%)	<i>n</i>
Arrive late	3.03	36.36	9.09	21.21	30.30	33
Are absent	00.0	33.33	21.21	24.24	21.21	33
Copy or cheat	00.0	51.52	24.24	12.12	12.12	33
Commit vandalism and/or theft	21.21	63.64	6.06	9.09	00.0	33
Intimidate and/or verbally abuse other students/pupils (or other forms of non-physical aggression)	18.18	60.61	9.09	9.09	3.03	33
Cause physical harm to other students (violence)	42.42	51.52	6.06	0.00	0.00	33
Intimidate or verbally abuse teachers or school staff	36.36	57.58	00.0	6.06	00.0	33

Source: ETF, Survey Moldova 2018

Principals were asked to comment on challenges arising from students. Around 50% report that student lateness is a daily or weekly problem. Absenteeism is reported as a weekly or daily problem by 45% of principals, while 9% say that vandalism or theft is a weekly problem. Intimidation between students is reported as a weekly or daily issue by 12% of principals and intimidation or abuse with

respect to teachers a weekly event, according to 6%. Lateness by teachers is reported as a weekly issue by 3% of principals (Table 4.6).

TABLE 4.6 HOW OFTEN DO THE FOLLOWING OCCUR AMONG TEACHERS IN THE SCHOOL?

	Never (%)	Rarely	Weekly	<i>n</i>
Arrive late to class	39.39	57.58	3.03	33
Are missing from class (absent without good reason)	57.58	42.42	0.00	33
Discrimination (e.g. on the basis of sex, ethnicity, religion or disability)	90.91	9.09	0.00	33

Source: ETF, Survey Moldova 2018

Appraisal of teachers

According to the survey results, it is mainly the members of the school council and principals who perform formal appraisal of teachers' work in the school. There is usually some discussion of improvement measures and a personal development plan is reported to be commonly used, but 50% of principals say this happens only occasionally. Mentoring is reported by 60% of principals to be often or always used to support improvement. However, negative consequences in terms of salary cuts, dismissal or career changes are rare.

TABLE 4.7 FREQUENCY THAT EACH OF THE FOLLOWING OCCURS IN THE SCHOOL FOLLOWING A TEACHER APPRAISAL

	Never (%)	Sometimes (%)	Very often (%)	Always (%)	<i>n</i>
Measures to address any teaching deficiencies are discussed with the teacher	00.0	5.88	38.24	55.88	34
A personal development or training plan is developed for each teacher	2.94	35.29	23.53	38.24	34
If a teacher is found to have poor performance, financial penalties such as reducing the annual wage increase are imposed	64.71	29.41	5.88	00.0	34
A mentor is appointed to help the teacher improve his/her teaching	5.88	32.35	41.18	20.59	34
There is a change in the responsibilities of the teacher (e.g. increase/decrease in teaching tasks or administrative/managerial responsibilities)	11.76	64.71	17.65	5.88	34
There is a change in a teacher's salary or a payment of a financial bonus/salary	20.59	58.82	17.65	2.94	34
There is a change in the probability of career advancement for a teacher	8.82	52.94	29.41	8.82	34
Termination or non-extension/extension of the employment contract takes place	30.30	66.67	3.03	0.00	33

Source: ETF, Survey Moldova 2018

School culture

Around 82% of principals say that school staff share a common set of beliefs about education and learning that makes things work easier; 32% indicate that there is mutual respect in the workplace concerning ideas and opinions of colleagues, and 29% that the relations between teachers and

students are good and that this contributes to an environment that is favourable to the learning process.

Conclusions

The research implies that principals do exercise some authority over their schools but that they believe they are constrained by lack of resources, by lack of staff and by structural factors such as the wages policy and centralised political decision making. At school level there are formal mechanisms to ensure that stakeholders participate in school decision making; however, in some 50% of VET schools employers are not formally represented in school governance. The interviews and literature raise the question of how much influence stakeholders can exercise: 50% of principals say that they take the main decisions alone. Principals say they have too much work, but it is questionable whether there are good mechanisms for delegating tasks.

Principals identify as critical constraints such issues as the lack of qualified and/or well-performing professional teachers (47%) and the lack of adequate textbooks or other materials (44%). Lack of computers is a critical constraint for 38% of principals, lack of appropriate software for 43% and lack of support from parents or guardians for 43%.

Around 50% of principals report that student lateness is a daily or weekly problem. Absenteeism is reported as a weekly or daily problem by 45% of principals, while 9% say that vandalism or theft is a weekly problem. Intimidation between students is identified as a weekly or daily issue by 12% of principals.

Challenges facing schools and their leadership should be understood in the context of experiences of recent reforms and the perception that the teaching profession is becoming less attractive.

Main issues and recommendations

Issues	Recommendations
Principals and administrative boards do not have authority to manage some key aspects of schools.	More of the budget and decisions should be delegated to school management.
Around 50% of VET schools have no formal representation from business in their governance.	VET schools and Centres of Excellence should be required to include business representation, and the engagement of business should be supported.
Schools lack resources, in particular textbooks, computers and software.	Research should be conducted into resource needs, in consultation with schools and funding agencies. Schools and teachers should be empowered in relation to prioritisation.
VET schools do not have adequate staffing in terms of specialist teachers and practical instructors.	There is a need to review adequacy of staffing in relation to current and future programmes.
Students, parents and teachers are not adequately contributing to governance and, in some cases, are not engaged sufficiently in the success of schools.	Work must be carried out at school and national levels to engage stakeholders more effectively in school governance, for example by providing training to administration board representatives.

5. APPROACHES TO TEACHING AND LINKS TO THE WORKPLACE

Teaching

For the most part the teaching process in vocational schools in Moldova has two parts: theoretical and practical. According to the survey, the majority of vocational teachers frequently or always use both traditional methods (69% summarise learning, 85% demonstrate practical tasks) and more modern pedagogies such as group work (75%) and digital learning (69%). Around 86% of vocational teachers report that they frequently combine theoretical and practical learning within a lesson, and 93% claim that students frequently apply theory to work-like tasks. It is common for teachers to use digital tools to prepare lessons and learning materials. These responses would suggest that practical learning has a strong presence in VET schools in Moldova. However, evidence suggests that the quality of the equipment, the quantity of consumables and the availability of practical instructors limits the value of practical learning in schools.

TABLE 5.1 HOW FREQUENTLY DO YOU USE THE FOLLOWING DIFFERENT TEACHING METHODS?

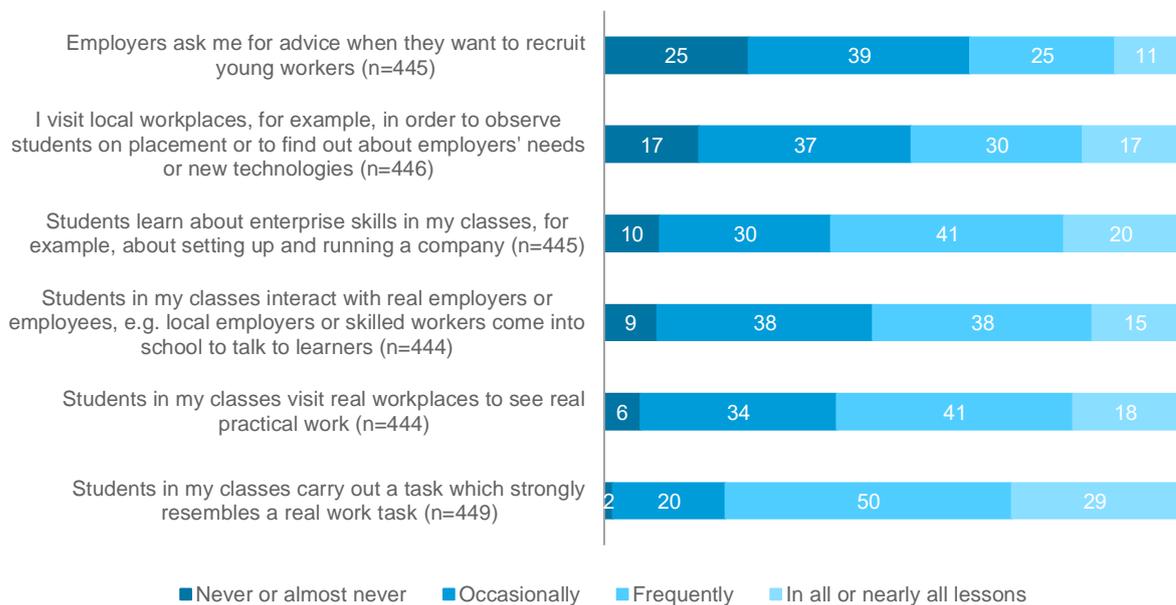
	Never or almost never (%)	Occasional ly (%)	Frequently (%)	In all or nearly all (%)	n
I present a summary of recently learnt content	3	28	49	20	449
Students work in small groups to come up with a joint solution to a problem or task	1	24	57	18	456
I give different work to the students who have difficulties learning and/or to those who can advance	2	18	53	27	455
I refer to a problem from work to show how knowledge or skills can be applied	2	23	53	22	446
I let students practise similar tasks until I know that every student has understood the subject matter	2	20	53	24	451
I check my students' exercise books or homework	5	22	48	26	454
Students use ICT for projects or class work	3	29	50	19	452
I demonstrate practical tasks to students who then carry out the same practical tasks	1	14	47	38	452
Students learn theory and also use that knowledge to solve practical problems within one lesson	2	12	52	34	452
I plan lessons so that when students learn new theory or knowledge they also apply that theory or knowledge to work-like tasks (work practice)	1	7	55	37	453
I use digital technology to prepare or find instructional material	2	15	46	36	454
I use video in my teaching	4	35	44	18	457

Source: ETF, Survey Moldova 2018

Links to the workplace

The survey also explored the strength of the relationship between learning in school and the workplace. Around 79% of VET teachers say that they frequently or always design learning tasks that resemble work tasks, while 61% say that students learn about enterprise in school classes. However, direct interactions with employers and the workplace are less frequent. Some 59% of teachers report that they frequently visit workplaces with their classes, while only 47% visit students on placements or themselves visit employers. Around 53% of teachers say that employers frequently come into their school to interact with students. Only 36% frequently advise employers about recruitment.

FIGURE 5.1 HOW WELL DO THE FOLLOWING STATEMENTS DESCRIBE THE RELATION BETWEEN SCHOOL LEARNING AND THE WORKPLACE FOR YOUR STUDENTS (IN % AND SORTED)

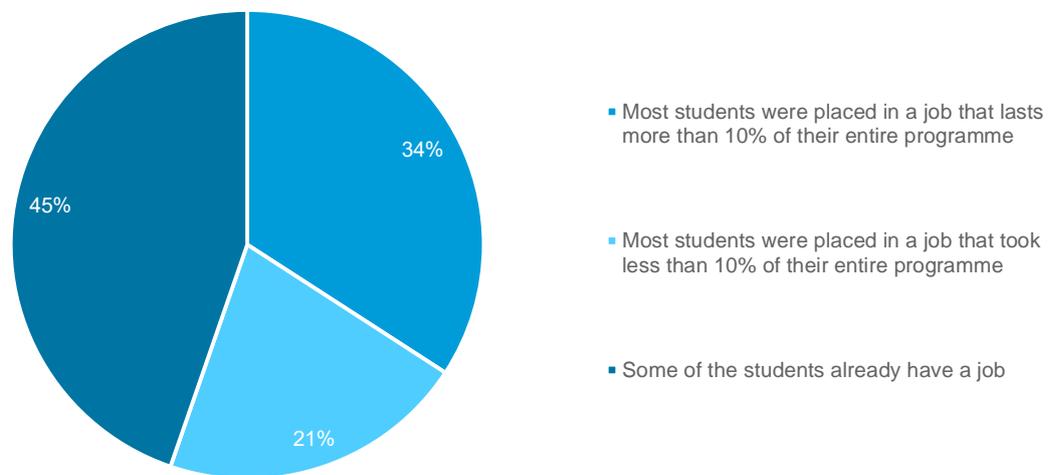


Source: ETF, Survey Moldova 2018

The development of dual VET in Moldova is currently still mainly at the level of pilot projects. About 50 companies have initiated implementation of dual programmes in collaboration with about 20 TVET providers¹. Students gain about 70% of their practical training with the company and have a right to employment in the company when they graduate. The survey gives some indication of the extent to which all students access work-based learning: 34% of VET teachers say that most of their students spend more than 10% of their learning time in the workplace, while 21% say that most of their students had at least some work-based learning.

¹ www.dcdualvet.org/en/moldova-new-regulation-on-organization-and-conduct-of-dual-vocational-education-and-training-vet/

FIGURE 5.2 TIME SPENT BY STUDENTS ON LEARNING IN THE WORKPLACE (%)



Source: ETF, Survey Moldova 2018

Teacher efficacy

Teachers rate their own efficacy relatively highly in terms of their capacity to provide explanations, prepare relevant questions and give students up-to-date knowledge (even though many teachers have little personal experience of the workplace). They rate themselves as less effective when it comes to ensuring that students follow classroom rules, motivating less interested students and controlling disruptive behaviour in the classroom. In particular, teachers are least likely to believe that they helped students to develop a commitment to work in their vocational branch; this is a particular concern, since a strong transition to employment is perhaps the most distinctive aspiration of VET education.

TABLE 5.2 IN YOUR TEACHING, TO WHAT EXTENT ARE YOU ABLE TO ACHIEVE EACH OF THE FOLLOWING RESULTS?

	Not at all (%)	To some extent (%)	Quite a lot (%)	A lot (%)	<i>n</i>
Get my students to believe they can do well in school work	0	4	45	50	455
Help my students value learning	0	3	49	48	455
Prepare good questions for my students	1	4	39	56	455
Control disruptive behaviour in the classroom	2	26	32	40	451
Motivate students who show low interest in school work	0	14	46	39	454
Help my students understand real work in my vocational branch	0	5	43	52	452
Get students to follow classroom rules	1	17	38	44	453
Help students to develop a commitment to work in my vocational branch	6	40	30	25	449
Provide an alternative explanation if, for example, students are confused	0	6	35	59	451
Give my students the practical skills they will need in the workplace	0	10	37	53	452
Give my students up-to-date knowledge relevant to my vocational branch	0	6	34	60	454

Source: ETF, Survey Moldova 2018

Curriculum

Around 79% of teachers emphasise that their teaching and planning are always guided by the published national curriculum or qualification standard. Nevertheless, only 68% of them always prepare an annual plan and only 54% provide a plan for each lesson. Some 90% of teachers say that they frequently or always experiment with different methods of teaching in order to see what works best; if true, this is highly impressive!

Some 41% of VET teachers say that they are always influenced by examination topics, while 42% say that they always focus on what is required by employers. The fact that the national curriculum shapes teaching to a much greater extent than do the perceived needs of employers or examinations suggests that teachers rely on the national curriculum as a guidance on what to teach. Perhaps this attitude comes from the fact that annual teaching plans are evaluated by ANACIP.

TABLE 5.3 HOW FREQUENTLY IS YOUR TEACHING GUIDED IN THE DIFFERENT WAYS LISTED BELOW?

	Never or almost never (%)	Occasionally (%)	Frequently (%)	Always or nearly always (%)	<i>n</i>
My teaching and planning are guided by the published national curriculum or qualification standard for my subject	1.98	3.74	15.42	78.85	454
I prepare a plan for how I will teach different topics and outcomes over the school year	0.66	5.09	25.88	68.36	452
I prepare a detailed lesson plan for my lessons	0.22	9.45	36.48	53.85	455
I experiment with different methods of teaching and learning in order to see which works best	0.22	8.39	51.43	39.96	453
I focus particularly on topics that students will be assessed on in tests and exams	2.88	11.28	45.13	40.71	452
I focus on skills and knowledge that I know are required by employers	1.33	7.76	48.56	42.35	451

Source: ETF, Survey Moldova 2018

Educational resources

Around 36% of VET teachers say that their students always or almost always have access to appropriate, good-quality and up-to-date instructional materials (textbooks), while around 25% say that their students only occasionally or never have these resources. The proportions are similar with respect to up-to-date tools and equipment to support practical work. However, for computer hardware and software, more than 40% of teachers say that students only occasionally or never have these resources, while about 30% say that students only occasionally or never have access to the internet for learning purposes. Similarly, 30% of VET teachers comment on the lack of consumables for practical work. Digital learning environments are little used in Moldova.

TABLE 5.4 HOW OFTEN DO THE FOLLOWING STATEMENTS APPLY TO YOUR CLASSES?

	Never or almost never (%)	Occasionally (%)	Frequently (%)	In all or nearly all lessons (%)	<i>n</i>
Students have access to appropriate, good-quality instructional materials, e.g. textbooks	4.90	20.04	39.20	35.86	449
Students have access to appropriate and up-to-date tools and equipment in order to learn practical skills	2.91	19.51	41.03	36.55	446
Students have access to sufficient and appropriate consumables so that they can develop practical skills	5.20	27.83	40.95	26.02	442
Students have access to reliable and appropriate computer hardware and software to let them use digital technology in my subject	10.54	31.84	35.43	22.20	446
Students have adequate access to the internet to enable them to support learning in my subject	5.91	26.14	40.45	27.50	440
Students use a digital learning environment, such as Moodle or Sakai	47.27	33.86	12.27	6.59	440

Source: ETF, Survey Moldova 2018

Assessment

The most common form of assessment is that which is designed by teachers themselves, and 28% say it is used in almost all lessons. Standardised tests are also frequently used according to 70% of VET teachers. Almost 50% of teachers report that they use the results of assessment in order to design the learning for particular students; this is a positive practice that could, perhaps, be extended to other teachers. Teachers also frequently encourage students to peer assess.

TABLE 5.5 HOW FREQUENTLY DO YOU USE EACH OF THE FOLLOWING METHODS TO ASSESS WHAT STUDENTS HAVE LEARNT?

	Never or almost never (%)	Occasionally (%)	Frequently (%)	In all or nearly all lessons (%)	<i>n</i>
I develop and administer my own assessment of student work	1.12	12.30	58.17	28.41	447
I administer a standardised test	4.72	25.39	51.69	18.20	445
I have individual students answer questions in front of the class	4.51	39.95	41.99	13.54	443
I provide written feedback on student work in addition to a mark or score	5.44	29.93	50.57	14.06	441
I observe students when working on particular tasks and provide immediate feedback	2.24	18.39	54.71	24.66	446
I organise students so that they can give feedback to one another in pairs or small groups	1.57	20.22	58.20	20.00	445
I set some students particular learning tasks because their assessment shows that they need further learning	2.91	30.94	48.88	17.26	446

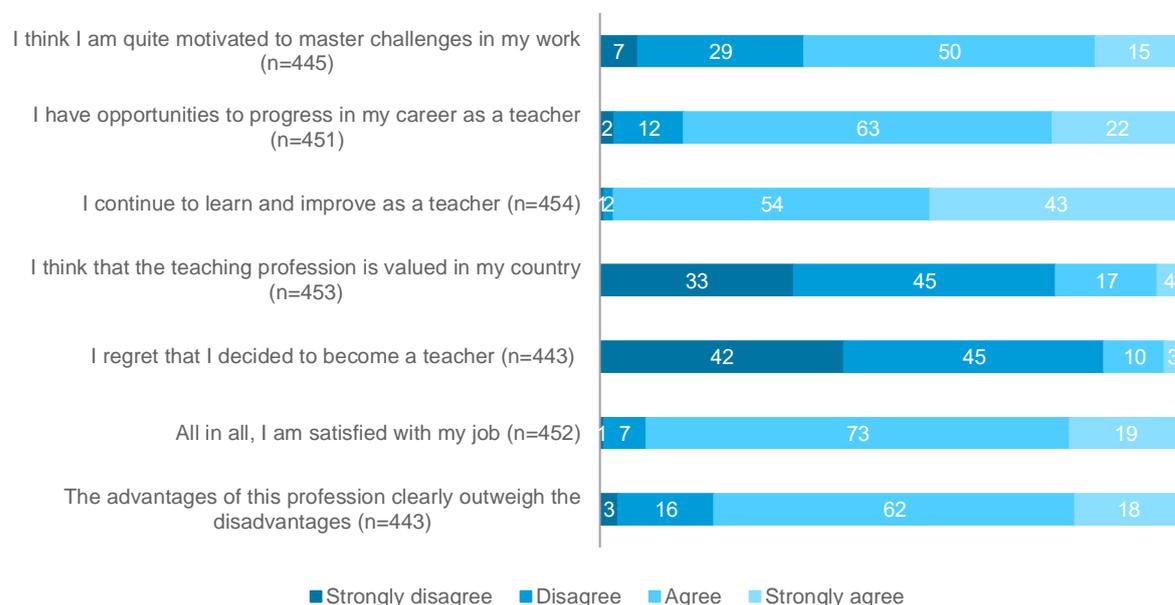
Source: ETF, Survey Moldova 2018

Career and job satisfaction

Only a minority of VET teachers appear to be strongly motivated and satisfied in their work. Teachers are most positive with respect to their own learning and improvement (43% strongly agree), and 22% have a strong belief that they could progress in their career as a teacher. More negatively, 26% say that they are not motivated to master challenges and 78% say that they think the teaching profession is not valued in Moldova. Nevertheless, 92% of teachers agree or strongly agree that they are generally satisfied. These figures may reflect issues about pay and reform in the sector and they deserve to be explored more fully.

Principals have a similar level of work satisfaction to that of other teachers. They are relatively positive about their own particular school, with more than half finding it a good and enjoyable place to work. Around 75% of principals say that the teaching profession is undervalued.

FIGURE 5.3 HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS ABOUT YOUR JOB? (%)



Source: ETF, Survey Moldova 2018

TABLE 5.6 HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	n
The advantages of this profession clearly outweigh the disadvantages	0.00	16.13	48.39	35.48	31
If I could decide again, I would still choose this job/position	3.23	25.81	51.61	19.35	31
I would like to change to another school if that were possible	54.84	41.94	3.23	0.00	31
I regret that I decided to become a principal	25.81	64.52	9.68	0.00	31
I enjoy working at this school	0.00	6.45	35.48	58.06	31
I would recommend my school as a good place to work	3.23	3.23	38.71	54.84	31
I think that the teaching profession is valued in society	9.68	64.52	25.81	0.00	31
I am satisfied with my performance in this school	0.00	3.23	77.42	19.35	31
All in all, I am satisfied with my job	0.00	12.12	66.67	21.21	31

Source: ETF, Survey Moldova 2018

Conclusions

According to the survey, the majority of vocational teachers frequently or always make use of both traditional and more modern pedagogies such as group work (75%) and digital learning (69%), and are also experimenting with new pedagogies. Teachers are better at organising learning that relates to work in the classroom than at organising direct interactions with employers. Around 59% frequently visit workplaces with their classes and only 47% visit students on placements or themselves visit employers. Dual VET is being piloted in Moldova and 34% of VET teachers say that most of their students obtain more than 10% of their learning time in the workplace.

Teachers rate their own efficacy relatively high in their capacity to teach but rated themselves as less effective when it comes to ensuring that students follow classroom rules, motivating less interested students and controlling disruptive behaviour. Teachers are least likely to believe that they helped students to develop a commitment to work in their vocational branch; this is a particular concern since a strong transition to employment is perhaps the most distinctive aspiration of VET education. The national curriculum shapes teaching to a much greater extent than do the perceived needs of employers or examinations.

Only a minority of VET teachers appear to be strongly motivated and satisfied in their work. Teachers are most positive with respect to their own learning and improvement (43% strongly agree). However, 26% say that they are not motivated to master challenges, while 78% of teachers and 75% of principals say that they think the teaching profession is not valued in Moldova.

Main issues and recommendations

Issues	Recommendations
Many teachers judge themselves to be relatively less effective at motivating learners to learn and to pursue their vocational profession.	Teachers should be supported to adopt more engaging pedagogies that motivate learners. Better links with the workplace and more placements could support a vocational commitment from students.
Although there is good evidence for work-related learning in the classroom, there is less evidence of direct interactions with the workplace and employers.	Schools and teachers need support and encouragement to improve links with employers and workplaces.
There is a particular lack of appropriate computers, computer software and consumables for practical work, and some classes lack appropriate instructional materials.	More investment is needed in computers, software and consumables. CPD may help teachers to make better use of existing resources.
Teacher satisfaction and motivation is at a moderate level. Teachers and principals believe that they are undervalued.	Teachers should be encouraged to take greater responsibility in planning programmes, developing pedagogy, leading organisational change, making links with businesses and pursuing innovation. Teachers should have opportunities for additional responsibilities and to have their performance recognised in diverse ways.

PART 2. PROFESSIONAL DEVELOPMENT OF VOCATIONAL TEACHERS

6. POLICY AND IMPLEMENTATION

On 17 July 2014 the Parliament adopted the Education Code of the Republic of Moldova². The Education Code restructures the TVET system into three levels:

- ISCED Level 3 – secondary technical vocational education;
- ISCED Level 4 – post-secondary technical vocational education;
- ISCED Level 5 – post-secondary non-tertiary TVET provided by professional schools, colleges and centres of excellence.

Education Code

Approved in 2014, the Education Code is the legal basis for institutionalising reforms in VET. It means there is a choice after gymnasium between secondary and post-secondary technical vocational education (i.e. vocational school or college), and from 2018 education will be compulsory up to the age of 18 (ETF, 2017).

The Education Code regulates activities relating to access of students to vocational training programmes; qualifications and curricula in technical vocational education; quality assessment based on national reference standards; accreditation standards and methodology elaborated by ANACIP and approved by the government, including internships and connections with the labour market; and regulations for improving management in technical vocational education.

The Education Code also reflects the new socioeconomic conditions in Moldova and represents the legal basis for the institutionalisation of VET reforms. The labour market information system was supplemented with skill needs assessments at national level and for two sectors (agriculture and construction). Social partners have contributed in four sector skills committees to the development of methodologies for occupational standards and qualifications. They also registered progress in the identification of training needs and the recognition of prior learning.

Strategy for the development of vocational/technical education 2013–2020³

This is the most important policy of all for VET. Its development priorities include restructuring the network of educational institutions; aligning vocational education to labour market needs; establishing a national centre to assess and accredit centres; aligning training curricula with the NQF; and increasing the quality of vocational training, as well as making it more attractive and accessible. It sets medium- and long-term objectives and tasks for developing vocational education, focusing on

² <http://lex.justice.md/md/355156/>

³ <http://lex.justice.md/md/346695/>

connecting the national context and European and global trends in vocational education, and meeting European integration aspirations.

Action plan on restructuring the TVET network for the period 2015–20 (dated 4 May 2015)⁴

It has the following objectives:

1. restructuring of technical vocational education institutions according to the new structure of the education system;
2. capacity building of technical vocational education institutions;
3. improving the use of financial allocations in the training of a skilled and competitive labour force;
4. increasing the relevance and attractiveness of technical vocational education.

These 4 major objectives are detailed in 16 major actions to be implemented between 2015 and 2020.

Financing Agreement⁵ between the Government of the Republic of Moldova and the European Union

Providing budget support of EUR 25 million, this underpins the implementation of the Strategy for the development of vocational/technical education.

Education Development Strategy 2014–2020⁶

This is a key policy in terms of increasing attractiveness and facilitating access to TVET; ensuring an adequate infrastructure for TVET institutions to develop practical skills relevant to the professions taught; and ensuring transversal mobility of beneficiaries of VET programmes between different educational levels and qualifications.

The Education Code, the Strategy for the Development of Vocational/Technical Education 2013–2020 and the Education Development Strategy 2014–2020 adapt the legal framework to the new socioeconomic context, provide the basis for policy reforms in education, including VET, and shape systemic reforms in the light of the European perspective.

National Employment Strategy 2017–2021⁷ (adopted in 2017)

This aims to improve the labour market prospects and further development of human capital. The document highlights the mismatch between the skills of TVET graduates and those required in the labour market. This mismatch generates labour market imbalances and underlines the inefficiency of the use of financial resources in TVET.

⁴ <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=358417>

⁵ <http://lex.justice.md/viewdoc.php?action=view&view=doc&id=356440&lang=1>

⁶ <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=355494>

⁷ http://msmps.gov.md/sites/default/files/document/attachments/noua_strategie_de_ocupare_a_fortei_de_munca.pdf

Association Agreement and Association Agenda

These establish that Moldova and the EU will cooperate to develop a competitive labour market framework in line with the modernisation of education structures, as pursued through the Copenhagen Process and its instruments. In this regard, special attention needs to be given to Recommendation No 1/2017 of the EU–Republic of Moldova Association Council of 4 August 2017 on the EU–Republic of Moldova Association Agenda [2017/1489]⁸, which stipulates the principles, instruments and resources for implementing the Association Agenda. According to this, reform actions should be addressed as a matter of priority in the field of education, training and youth by enhancing the implementation of the new Education Code at all levels of education.

Conclusions

These policies place great emphasis on VET as a tool for economic improvement, envisaged as a way to provide a better match between the supply of human capital and the current and futures needs of the labour market. CPD for teachers does feature within these strategies. The implication is that VET teachers will be able to implement new curricula and that these will bring about competences that are relevant for learners and employers.

Main issues and recommendations

Issues	Recommendations
CPD should help to fulfil the agreed action plan and strategy.	The implications for CPD of the strategy and action plans should be clarified, for example with respect to numbers, types of training and timescale.
Meeting the expectations of the action plan will depend on the capacity of CPD providers and schools and of teachers, for example to absorb and apply new skills in teaching and learning.	There is a need to review whether progress is being made in relation to activities and their impact on teaching and learning.

⁸ www.mfa.gov.md/img/docs/Agenda-de-Asociere-RO-new.pdf

7. ORGANISATIONS AND INSTITUTIONS SUPPORTING CPD IN MOLDOVA

The most important institutions that support CPD in Moldova are:

- Ministry of Education, Culture and Research (MoECR);
- The National Agency for Quality Assurance in Education and Research (ANACIP)⁹;
- Republican Centre for the Development of Vocational Education (CRDÎP)¹⁰;
- sectoral committees¹¹.

Institution	Role and mission
MoECR	The ministry develops policies and regulations on VET education and CPD for teachers and monitors their implementation. It approves plans for CPD for teachers and principals.
ANACIP	The agency's mission is to develop and promote the culture of quality in vocational, higher and continuing education, contributing to greater economic competitiveness and social cohesion in Moldova.
CRDÎP (within IȘE)	<p>The centre was established on the basis of the Order of the Ministry of Education of the Republic of Moldova (ME) No 835 of 17 December 2008. The centre aims to ensure the theoretical and methodological basis of the professional education system of Moldova in accordance with the requirements of the labour market and international occupational standards.</p> <p>The centre has the following objectives:</p> <ul style="list-style-type: none"> - develop, implement, monitor and update the development policies of the vocational education system; - develop and implement occupational standards based on competences for vocational education at the national level; - develop and implement competence-based modular curricula at the national level; - promote and improve partnership and social dialogue in the vocational education sector; - develop and implement guidance/career guidance and career guidance methodologies; - approve and monitor CPD programmes in the professional education system of Moldova.
Sectoral committees	<p>Sectoral committees aim to develop social partnerships at the level of the economy in the field of vocational training in order to support TVET and CPD, as well as to correlate the vocational training of employers and employees with the requirements of the labour market.</p> <p>Social partnership in the field of CPD is provided by the National Commission for Collective Consultations and Negotiations and by the sectoral committees for vocational training (in accordance with Law¹²).</p>

⁹ www.anacip.md/index.php/en/home-en-gb/

¹⁰ www.ipt.md/ro/crdip

¹¹ Law No 244 of 23 November 2017 on sectoral committees for vocational training, <http://lex.justice.md/viewdoc.php?action=view&view=doc&id=373349&lang=1>

¹² Decision of the Government No 193 of 24 March 2017 for the approval of the Regulation on Continuing Adult Education, <http://lex.justice.md/md/369645/>

The most important providers of CPD in Moldova are:

1. Centres of Training and Professional Development within universities¹³,
2. Institute of Educational Sciences (IȘE),
3. Centres of Excellence,
4. Chamber of Commerce and Industry of the Republic of Moldova,
5. Labour Institute,
6. Educational Centre PRO DIDACTICA¹⁴.

CPD providers that have as their basic activity adult training or providing public services in the form of courses for the development of general or functional competences are obliged to observe the external evaluation procedure carried out by ANACIP for provisional authorisation or accreditation.

CPD provider	Role and mission
16 centres of training and professional development within universities	Universities have become centres of CPD for teachers in some specialisms. For example, the Pedagogical University has become the National Training Centre for Teachers of Education Managers ¹⁵ . Moldova State University has the Institute of Continuing Training ¹⁶ , which offers specialisation and retraining programmes in various areas: education, services, public administration, social assistance, economics, computer science, applied computer science, law, journalism, communication sciences, chemical technology, environmental sciences, psychology, library science, information assistance and modern languages. Continuing education at Moldova State University is achieved through courses and internships to gain the necessary professional skills ¹⁷ .
IȘE	IȘE is an agency of the MoECR and functions as a state public institution on the basis of its legislative acts and regulations. The institute is a member of the Academy of Sciences of Moldova ¹⁸ . During CPD, teachers and principals accumulate transferable professional credits and acquire, develop and practise new skills in the curriculum in accordance with curricular modernisation and European provisions.
Centres of Excellence	TVET Centres of Excellence have a dual role. They provide educational services both in the three levels of the education system and in capacity development of the TVET sector in order to connect it with the requirements of the labour market and processes of implementation of didactic and innovation technology ¹⁹ . The Centres of Excellence have a number of functions, namely providing didactic and methodological guidance to their associated institutions, designing projects, testing new models and implementing pilot projects that stimulate the integration of innovative content and services into TVET. In addition to the 12 Centres of Excellence in the VET education system, there are other Centres of Excellence that provide specific services. For instance, the National Centre of Professional Excellence for Librarians is established on the basis of the memorandum between Chisinau City Hall, the Municipal Library BP Hasdeu and the Republic of

¹³ These Universities are: Ion Creanga State Pedagogical University; Alecu State University Russo University of Balti; Technical University of Moldova; Tiraspol State University; State University of Comrat; State University of Moldova; BP Hasdeu State University of Cahul; Academy of Economic Studies of Moldova; State University Physical Education and Sports; Centre of Information and Communication Technologies in Education; University of Political and Economic Studies.

¹⁴ <http://prodidactica.md/>

¹⁵ https://upsc.md/ro/formare-continua/#pll_switcher

¹⁶ <http://iic.md/ro/pagina-principala/>

¹⁷ http://usm.md/?page_id=47&lang=en

¹⁸ <http://ise.md/despre-institut/>

¹⁹ http://particip.gov.md/public/documente/137/ro_1794_Regulament-Centre-de-exelenta.pdf

	Moldova Representation of IREX Foundation Novateca Programme, the association of librarians from Moldova. The centre involves and trains librarians from all networks ²⁰ .
Chamber of Commerce and Industry of the Republic of Moldova	<p>The chamber provides a CPD programme for master instructors in production in enterprises in the Republic of Moldova. The activity is carried out within the Structural Reform in Technical Vocational Training (VET) in the Republic of Moldova project, implemented by the German international cooperation agency (Deutsche Gesellschaft für Technische Zusammenarbeit, GIZ), within the framework of German cooperation²¹. Training and further training of personnel is also provided. The chamber:</p> <ul style="list-style-type: none"> ■ assists in increasing the entrepreneurial qualification of the staff of economic operators of all levels; ■ provides entrepreneurial and business training, conferences, seminars and specialised courses; ■ develops partnerships with national and international organisations in order to organise international training programmes; ■ participates in lifelong learning development activities (lifelong learning, formal and informal learning); ■ implements the dual system in TVET²².
Labour Institute within the National Trade Union Confederation of Moldova	<p>The Labour Institute is the main source of education and training of trade unionists within the National Trade Union Confederation of Moldova. Its activity is focused on the following main areas:</p> <ul style="list-style-type: none"> ■ trade union training (curriculum development, trainers' training) – operational coordination division of trade union training activity; ■ continuing professional training (trade union management, social partnership, labour law, safety and health at work, trade union negotiator, project management) – operational coordination division of continuing professional training activities; ■ research – operational coordination division of research activities.
Educational Centre PRO DIDACTICA	<p>Educational Centre PRO DIDACTICA promotes the principles of an open society to support individuals and organisations interested in learning and CPD. The centre offers qualitative information, training and consulting programmes and services focused on building lifelong learning skills.</p> <ul style="list-style-type: none"> ■ CPD for teachers: psychopedagogy; psychology; general didactics; didactics of disciplines; reading and writing for the development of critical thinking; axiological education; intercultural education, and education for understanding diversity, tolerance and social integration. ■ CPD for principals: general management; educational management.

Conclusions

The Education Code is designed to modernise the VET system and encourage VET institutes to engage in dialogue with the business sector, enhancing cooperation with sectoral committees. A new impetus for the reforms in education was given with the creation of ANACIP. Regulations and ministerial orders have been adopted that cover the development of curricula and qualifications. ANACIP's legal attributions regarding the introduction of sound and effective quality assurance

²⁰ www.hasdeu.md/item-retea-centrul-national-de-excelenta-profesionala-a-bibliotecarilor-54/

²¹ <http://2016.chamber.md/ro/acorduri-cu-cci-din-alte-state/48-proiecte/proiecte-de-instruire/2097-programul-de-formare-continuu%C4%83-a-mai%C5%9Ftrilor-instructori-%C3%AEen-produc%C8%9Bie-din-%C3%AEentreprinderile-din-republica-moldova>

²² <https://mediere.chamber.md/formarea-mediatorilor/formarea-continua/>

mechanisms in VET and lifelong learning having been implemented and the NQF Law was adopted in 2017.

As a result of international projects and development partner assistance, capacity has been developed to provide enterprise education, ICT education and company-based training through the pilot dual system.

Twelve Centres of Excellence have been created in the most important areas of the national economy, and investment has been made in buildings and equipment in these centres.

A handbook of self-assessment of quality education and management system of the VET providers was developed (2017)²³. A web portal dedicated to TVET (following the mapping process conducted with EU support in 2014) was created, with information for the target groups: VET schools, students, teachers, system specialists, and economic agents²⁴.

Main issues and recommendations

Issues	Recommendations
There is a lack of capacity on the part of business and industry to contribute to the governance and provision of CPD for VET teachers and trainers. There are limited opportunities to organise observation visits or in-service training courses that take place on business premises.	Consideration should be given to how the sectoral committees can contribute to coordination, promotion and regulation of CPD for VET teachers.
CPD is limited, as are resources, some of which are limited to short-term funding.	A database of accredited providers and programmes should be developed. Encouragement should be given for the sharing of existing provision and development of new providers and offers where opportunities exist.

²³ <http://ipt.md/ro/stiri/item/336-institutiile-de-invatamant-profesional-tehnic-vor-avea-un-manual-de-autoevaluare-a-calitatii>

²⁴ www.ipt.md

8. DESIGN, QUALITY ASSURANCE AND FUNDING

Article 133 of the Education Law, on CPD²⁵, recognises different types of professional development for teachers.

- The professional development of teaching, scientific and managerial personnel is mandatory and is regulated by the government.
- The professional development of didactic, scientific and management staff is carried out in higher education institutions and/or in VET institutions by other providers of educational services, based on accredited professional training programmes, through:
 - training courses in educational and research institutions or accredited organisations in the country and abroad;
 - participation, as partners, in national and international educational and/or research projects;
 - participation in presentations and other activities at conferences, seminars, symposiums and international exhibitions.
- CPD can be achieved through internships in accredited educational and research institutions; teaching staff in education can obtain credits.

Priorities are set nationally in accordance with national strategies. The MoECR and the Ministry of Health, Labour and Social Protection elaborate national policies and strategies on human resource development, based on the national development and action plans for governance programmes and sectoral strategies, including adult qualifications and training, which they present for approval to the government.

CPD programmes are organised in continuing VET institutions and other types of state or private institutions/organisations that are subject to authorisation and accreditation and are empowered to provide such programmes in accordance with current legislation²⁶.

In-service teacher-training activities are included in the individual plans and work plans of the staff. The reports of the teaching staff, heads of departments, faculties and the educational unit include the relevant elements of teacher training. The universities submit their plans for CPD to the ministry.

Regulation and accreditation

CPD programmes are subject to assessment for accreditation or authorisation for provisional operation, under the terms of the law.

The decision on provisional authorisation, accreditation, non-accreditation or withdrawal of the right to organise a CPD programme is made by the MoECR on the basis of the results of an evaluation carried out by ANACIP.

For example, the curricula and programmes for CPD at the Technical University are developed by the university's teaching staff and the trainers from the CPD centre, in coordination with the beneficiaries of the CPD services. They are evaluated by the Coordinating Council for Continuing Education of the

²⁵ <http://lex.justice.md/md/355156/>

²⁶ Decision of the Government No 193 of 24 March 2017 stipulates that CPD programmes by field of activity are developed by adult training providers and coordinated with line ministries and the MoECR in accordance with the methodological norms approved by order of the Minister of Education, Culture and Research.

university and are approved in accordance with the regulations approved by the university senate. However, continuing education plans for further training and retraining based on higher education, which result in graduation diplomas from the MoECR, are elaborated on the basis of the curricula for undergraduate studies approved by the MoECR and accredited by ANACIP.

Monitoring of CPD provision is carried out by the provider. For example, within the State University, teachers' CPD is monitored as follows²⁷.

- The monitoring of teachers' CPD is carried out on the basis of the Regulation on the CPD of teachers of the Moldova State University and other institutional regulatory documents.
- Such monitoring is carried out by the head of the Department of CPD at Moldova State University.
- The recording of CPD courses is carried out individually by each member of academic staff, by completing a continuing training sheet.

Participation in CPD qualifies individuals to apply for teaching positions and contributes to their submissions for teaching titles, merit degrees and other advancements in their didactic and managerial careers.

Funding

National funding

Funding for CPD comes from:

- budget sources for CPD;
- financial resources allocated by economic agents and intended for CPD according to the provisions of the legislation in force;
- own financial resources of applicants for in-service training;
- financial resources allocated by international projects;
- other sources of financing provided by the legislation in force.

In line with subprogramme 12 of the sectoral spending strategy on education (2016–2018), on teacher training, the MoECR promotes state policies in the field of CPD for teaching and managerial staff and an effective system for evaluating the performance of such staff.

Subprogrammes in the education sector are funded from the following main sources:

- state budget (BS);
- budgets of the territorial administrative authorities;
- donor assistance.

The costs of some courses are covered entirely from the state budget as part of the CPD programmes for teachers.

Universities contribute using their own resources or funding obtained through international projects aimed at teachers' CPD.

²⁷ <http://usm.md/wp-content/uploads/2014/06/regulament-FPC-a-CD.pdf>

Schools do not have a dedicated budget to pay for teachers' CPD: they depend on offers of CPD from providers for which they are not expected to pay.

Contribution of teachers

In Moldova CPD is usually offered free of charge to teachers, although there is sometimes an expectation that they will contribute or that they will pay for their own accommodation or travel. Around 24% of teachers say that they have contributed towards the cost of their CPD, 11% have paid some and 13% have paid all of the cost.

Some 18% of VET teachers report that they are following CPD that leads to a formal qualification, for which they may have been paying a contribution.

Conclusions

In Moldova, the MoECR sets priorities for CPD, while providers, universities and NGOs can propose training programmes, which must be nationally accredited by ANACIP. Universities also exercise a quality assurance function for their own programmes. Providers are expected to monitor provision.

Although providers may consult with potential beneficiaries, it is not clear that the design process generates CPD that is well matched to the needs of VET teachers. It seems that professional specialists and employers and sector councils have little involvement in quality assurance. It is not clear whether there is a process for evaluating the quality of CPD in order to judge whether it is relevant and effective.

The financing of CPD is largely controlled by the ministry and donors, although universities, Centres of Excellence and individual teachers make some contribution to the financial decision making. It is not clear whether this system of financing results in encouragement for providers to offer CPD that is relevant and inclusive (for all teachers and schools). This report does not reveal how much is spent on CPD for vocational teachers, how this spending is distributed and whether it is changing over time.

Main issues and recommendations

Issues	Recommendations
There is a lack of information on total spending on CPD for vocational teachers.	There is a need to publish and analyse the budget for and spending on CPD.
There is a lack of evaluation of CPD that feeds back into design, quality assurance and accreditation.	Teachers and schools should evaluate the effect of CPD and feed back to providers and regulators.
Programme accreditation decisions do not take into sufficient account the needs of teachers, schools, learners and employers.	Schools, teachers and employers should be involved in the design and quality assurance process, for example by being consulted.
Schools have little influence over CPD design and offer.	Through projects, delegated budget or partnerships, schools should be able to help shape CPD.
There is no online catalogue of CPD from which providers, regulators and teachers can access an up-to-date and comprehensive snapshot of provision.	There is a need to create and maintain an up-to-date online catalogue of accredited CPD opportunities along with costs, credits, etc.

9. VOLUME, MODE AND CHARACTER OF CPD PROVISION BY PROVIDERS OTHER THAN VET SCHOOLS

Evidence of provision from the perspective of providers

A list of short-term programmes and CPD offered by public and private institutions and NGOs appears on the official MoECR website. The list is coordinated by the ministry. The information contains the addresses and contact details for non-VET providers, the start date of the courses, the training area and a brief description of the courses. According to the list, no CPD providers offer training services for teachers. Almost all offers are geared towards technical, engineering, industrial and public service staff.

The ministry keeps a record of the training events and the number of teachers who have participated in them. This data is presented in the ministry's activity reports, which are placed on the official website²⁸. According to the latest report issued in January 2017, 21 841 teachers and principals have participated in CPD training, developing their professional skills in the 16 Centres for Training and Professional Development belonging to the universities, including the IȘE.

There are various partnerships between higher education institutions, and between higher education institutions and colleges that provide initial teacher education, regulated by bilateral cooperation agreements. These initiatives aim to provide continuing teacher education in higher education (every five years) and to develop standards, curricula, study programmes, textbooks and teaching materials for general education.

There are also large externally funded projects that have provided training for large numbers of VET teachers.

Title	Summary
<p>CONSEPT (Strengthening the VET System in Moldova) Phase IV Implementation Agency: AED, Centre Training and Professional Development – TUM, PRO DIDACTICA, CRIC With support from Liechtenstein Development Service Phase IV: 1 January 2019–31 December 2021</p>	<p>Project goal: improve VET delivery in selected partner VET schools. Beneficiary: up to 15 VET institutions Includes teacher training:</p> <ul style="list-style-type: none"> - revising training offer of the CPD centre (Technical University) and transformation into blended learning - instructional (methodological) skills training for teachers (including critical thinking) - school-based methodological consultancy for teachers <p>Support school staff to understand adolescence and to reduce the level of violence in schools</p>

²⁸ <https://mecc.gov.md/ro/content/planuri-si-rapoarte-de-activitate>

<p>'Increased job opportunities for vocational education students by fostering a rights-based healthy environment in schools and business companies' Project under development with support from the United Nations Population Fund (UNFPA) January 2019–December 2020</p>	<p>Project goal: increase opportunities for VET students, in particular girls, for decent employment by empowering them to follow healthy behaviours, including preventing unplanned pregnancies, reducing the incidence of gender-based violence, and fostering healthier relationships. One expected result: - VET teachers and educators will increase their knowledge and skills in providing rights-based life-skills education in four VET Centres of Excellence and their 12 affiliated VET institutions.</p>
<p>EdAgri – Education for agriculture Implementation agency: Liechtenstein Development Service 1 July 2015–30 June 2018</p>	<p>Project goal: improve the relevance and quality of the training, including CPD, provided by the Centre of Excellence in Horticulture and Agricultural Technologies in Taul.</p>
<p>Partnerships for Quality and Relevance in ICT Vocational Education in Moldova Implementing partner: Educational Centre PRO DIDACTICA, National Association of ICT Companies With support from Austrian Development Agency 2015–2018</p>	<p>Project goal: assure the quality and relevance of ICT vocational education for the local, regional and national economy in Moldova through support for the launch and qualitative functioning of the VET Centre of Excellence with responsibility for CPD in ICT.</p>
<p>Centre for practical training of professionals in the Moldovan financial system Implementing partner: GRAWE Carat I.P.R Callidus, IP Centre Austria Entrepreneurship With support from Austrian Development Agency 2017–2019</p>	<p>Project goal: establish a practice-oriented continuing education centre for specialists for the Moldovan finance sector. The centre will be part of the existing Centre of Excellence for Finance, established by MoECR. The project includes CPD, and has 15 qualified trainers and 15 mentors trained and available to Moldovan VET institutions and companies.</p>
<p>Re-Engineering Vocational Orientation and Career Counselling (REVOCC) for the competitiveness of the Moldovan labour force Implementing partner: Centre for Entrepreneurship Education and Business Support With support from Austrian Development Agency 2014–2017</p>	<p>Project goal: further adapt the education system of Moldova to the concrete needs of the labour market. In particular, the project offers CPD to 115 teachers and staff from mainstream schools, public institutions such as the Ministries of Education and Labour and the Employment Agency. Three vocational guidance centres have been set up, training programmes and materials developed and staff trained.</p>
<p>Advancing quality in ICT vocational education in Moldova Implementing partner: Educational Centre PRO DIDACTICA; National Association of ICT Companies With support from Austrian Development Agency 2012–2015</p>	<p>Project goal: improve the quality of IT training in five VET schools by updating the knowledge and skills of teachers and students, and thus harmonising IT education in Moldova with the needs of the labour market.</p>
<p>Moldova Employment and Entrepreneurship Education and Training Activity, MEEETA Phase IV (2017–2020) Project partners: Centre for Entrepreneurial Education and Business Assistance (CEDA) in collaboration with the MoECR as the main governmental partner, Ministry of Agriculture and Food Industry, Ministry of Finance, and local implementation partners: Dacia Youth Centre (Soroca); Businesswomen's Association (Balti); Women's Association from Gagauzia (Comrat); Chamber of Commerce and Industry; all VET institutions in Moldova</p>	<p>Assistance for nationwide implementation of the newly developed curriculum 'Basics of entrepreneurship'. After piloting with 15 schools, the project will help the MoECR to implement this curriculum nationwide. Based on the training need assessment, a series of courses will be implemented for both VET school and college teachers. Three methodological Centres for Basics of Entrepreneurship for entrepreneurship teachers will be set up. Together with the resource centres, the project will organise yearly forums on</p>

	entrepreneurship teaching in order to maintain regular contact with teaching staff.
<p>Entrepreneurial programmes and modules implemented within the MEEETA project 2011–2013²⁹</p> <p>Partners: Winrock Moldova, in collaboration with the MoECR, participating VET institutions, and local implementation partners: Dacia Youth Centre (Soroca); Businesswomen’s Association (Balti); Women’s Association from Gagauzia (Comrat); Women’s Business Association ‘Femida’ (Cahul); national and local employment agencies</p>	<p>Project outputs:</p> <ul style="list-style-type: none"> ■ revision of entrepreneurship curriculum of the VET schools; ■ upgrading of teachers’ performance according to the demands of the revised curriculum; ■ supporting VET schools to provide quality entrepreneurship education.
<p>Training of trainers for 20 national trainers: Education Reform in Moldova project (PRIM)³⁰</p>	<p>ToT for 20 national trainers who will carry out the CPD of teachers from general education institutions in order to meet teachers’ requirements in respect of professional standards.</p>
<p>Training programme for instructors in production in Moldovan enterprises</p> <p>With the support of the Structural Reform in Technical Vocational Education (VET) in the Republic of Moldova project implemented by GIZ³¹</p>	<p>Training programme delivered for instructors in production in Moldovan enterprises, 17 May–29 June 2018, Balti Branch of the Chamber of Commerce and Industry of the Republic of Moldova.</p>
<p>Teacher Training Programme for Piloting the Revised Curriculum for the optional health education discipline within the Promoting Education for Youth Health project</p> <p>Implemented by UNFPA, in partnership with the MoECR, the Educational Centre PRO DIDACTICA, and with the support of the Dutch Embassy</p>	<p>22 teachers from 22 teaching institutions from 5 districts attended the training in August 2018 and will teach the revised course in the academic year 2018/19 (according to the Order of the Minister of Education, Culture and Research No 1168 of 30 July 2018).</p>
<p>CONSEPT III (Strengthening the VET system in Moldova) 2015–2018</p> <p>Funded by the Liechtenstein Development Service and by the partners Medicor Foundation and Hilti Foundation</p>	<p>Project goal: support the school partners in the provision of high-quality VET that aligns with labour market needs. CONSEPT further strengthens the Centre of Training and Professional Development at the Technical University and helps the country to create a high-quality training structure for CPD in the VET system.</p>

Evidence of provision from the perspective of teachers (survey)

Participation

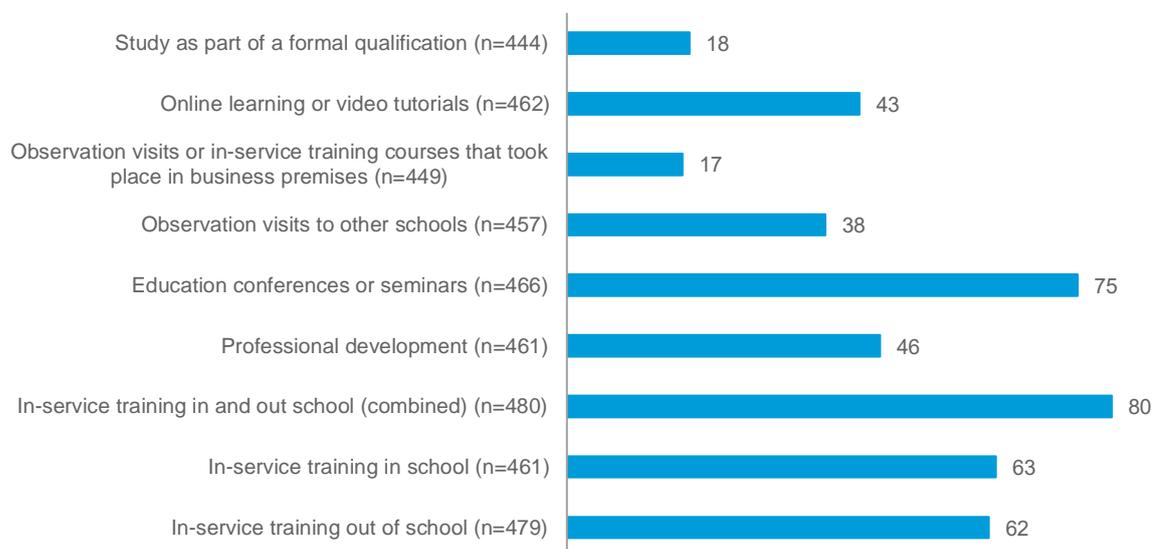
The survey carried out in Moldova provides a picture of the extent to which VET teachers participate in CPD. As shown in Figure 9.1, 80% of vocational teachers report that they participated in some kind of CPD over the past 12 months; 62% attended CPD outside of their own schools and 63% attended within their own schools. Only 46% report participating in CPD with a focus on their vocational specialism, which implies that much of the CPD dealt with general administrative issues, pedagogy or transversal topics (e.g. enterprise education). CPD in the form of online or video tutorials involved 43% of vocational teachers, but only 38% of vocational teachers say they have carried out observation visits to other schools and just 17% have participated in CPD on business premises.

²⁹ <http://led.md/en/content/meeeta-ii-winrock-moldova>

³⁰ <http://mecc.gov.md/ro/content/20-de-formatori-sunt-instruiti-pentru-forma-continuu-cadrede-didactice-din-Invatamantul>

³¹ <http://balti.chamber.md/programul-de-formare-continua-a-maistrilor-instructori-in-productie-din-intreprinderile-din-republica-moldova/>

FIGURE 9.1 SHARE OF RESPONDENTS WHO RECEIVED THE FOLLOWING KINDS OF CPD (IN-SERVICE TRAINING) OVER THE PAST 12 MONTHS (%)



Source: ETF, Survey Moldova 2018

Volume of CPD

Table 9.1 shows the duration of CPD for participating teachers. Around 69% of those who participated in in-service training (in or out school) say they received 30 hours or more. Fewer than half of teachers report that they have participated in professional development focused on their vocational specialism, but of these, 66% had 30 hours or more. Online and video learning is also of relatively long duration: an average of 100 hours per participant. Not surprisingly, formal qualifications provided most hours (but only to 18% of teachers).

TABLE 9.1 HOURS OF THE FOLLOWING KINDS OF CPD (IN-SERVICE TRAINING) RECEIVED OVER THE PAST 12 MONTHS

	Average number of hours	% of respondents with 30 hours and more	n
In-service training in and out school (combined)	125	69	345
Professional development focused on vocational specialism	120	66	214
Education conferences or seminars	31	26	348
Observation visits to other school	16	11	173
Observation visits or in-service training courses that took place on business premises	48	32	75
Online learning or video tutorials	100	53	199
Study as part of a formal qualification	209	61	79

Note: Values calculated only for those who participated in the specific training.

Source: ETF, Survey Moldova 2018

Methods of CPD

The survey shows that there is some take-up of modern CPD methods in Moldova. For example, 52% of vocational teachers say that CPD activities always or frequently involved collaboration with colleagues and 57% that there are very often opportunities for teachers to actively contribute to CPD rather than passively receiving information. New technologies are frequently or always present in CPD for 56% of vocational teachers, although 65% of vocational teachers say there is relatively little use of web-based communities or social media to share professional practice.

Around 70% of vocational teachers report that they have participated in some kind of collective or individual research project over the past 12 months and 45% say that they have participated in a teacher network.

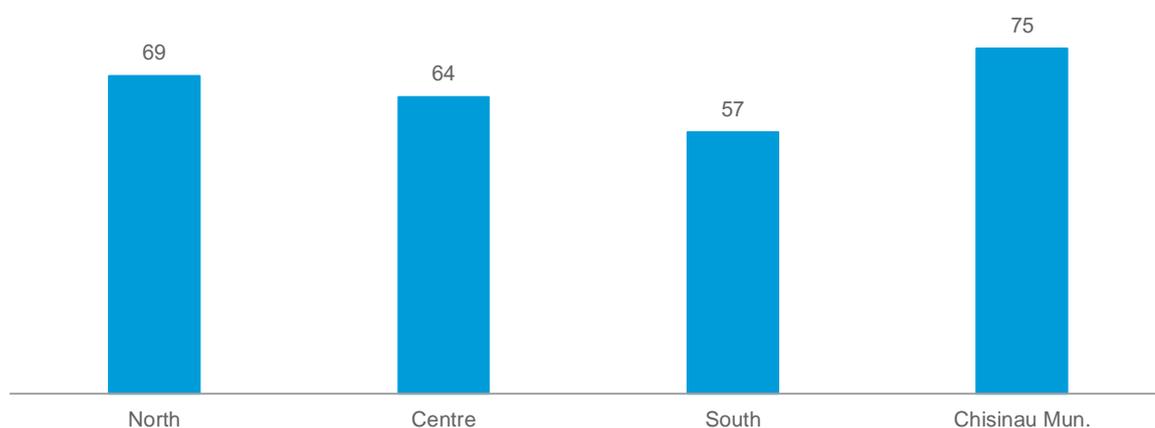
The duration of CPD programmes that issue diplomas or certificates on behalf of the MoECR are as follows:

- initial psychopedagogical training: minimum 144 hours;
- pedagogical retraining: at least 500 hours;
- internship at enterprises or educational institutions: 100–500 hours;
- training course: 72–500 hours.

Distribution – region

The survey revealed some disparities between regions regarding the participation of teachers in CPD. Figure 9.2 shows that participation is highest in Chisinau. The largest gap is, however, between the southern region and the other regions. This may be explained by language barriers or other factors.

FIGURE 9.2 SHARE OF TEACHERS PARTICIPATING IN IN-SERVICE TRAINING (INSIDE AND/OR OUTSIDE THE SCHOOL) OF AT LEAST 30 HOURS BY REGION (%)



Source: ETF, Survey Moldova 2018

CPD for principals

Around 68% of principals say they had obtained at least 30 hours of CPD in the form of workshops over the past 12 months. Only 8% of principals say they did not receive any CPD at all. Approximately 27% have ongoing CPD in the form of mentoring or participation in a network for at least 30 hours per annum.

Conclusions

The general level of annual participation in CPD for vocational teachers in Moldova is 78%, which is near to the EU average. Of those that participate, 66% obtain at least 30 hours per annum, which may be considered an international standard. Participation in CPD relating to the vocational specialism of vocational teachers is relatively low, at just 46%, while participation in CPD that takes place on business premises is only 17%. Online and video CPD is significant, involving some 43% of vocational teachers for an average of 100 hours per annum. CPD that leads to formal qualifications involves 18% of vocational teachers for an average of 200 hours per annum. Around 68% of principals say they participate in at least 30 hours of CPD workshops annually.

From the perspective of providers, we know that about 22 000 vocational teachers and principals participated in programmes offered by the 16 Centres of Training and Professional Development attached to universities. We do not have an aggregated record of CPD provided by Centres of Excellence, NGOs and donors.

Main issues and recommendations

Issues	Recommendations
There is not enough CPD dedicated to the specialist vocational skills and pedagogy of VET teachers.	More specialised CPD programmes for VET teachers are needed.
Teachers have little CPD that enables them to learn directly from those in the workplace or to observe workplace practices.	Partnerships between employers, CPD providers, schools and Centres of Excellence could be set up to engage employers in CPD.
Data on CPD provision is not unified and cannot be analysed to understand trends and issues.	Data on what, where, and how much training has been provided should be collected and stored in a common database.
Alternative modes of CPD, for example online learning, observation visits, networks and mentoring, are not widely used to extend participation and duration of CPD.	Centres of Excellence and/or Centres of Training and Professional Development could function as hubs to disseminate diverse modes of CPD.

10. SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Mentoring

According to the new Regulation on the institutionalisation of activity for mentoring in education, mentoring is defined as an interactive process in which the participants assume, in accordance with their status, responsibility for the results of their learning and professional development activities. Mentoring is divided into several types, including mentoring for professional development. This type of mentoring is carried out at the workplace and aims to continuously improve teaching practices in order to ensure students' progress in learning, as well as to develop the professional skills necessary for teachers' career advancement.

Selecting mentors and monitoring and evaluating the mentoring activity for professional development is regulated by the Regulation for the organisation, monitoring and evaluation of the work mentoring activity at the workplace approved by the MoECR. The workplace mentor helps new teachers to develop a professional development plan and assists them to analyse their performance in order to better plan their learning. According to the regulation, a group of mentors will be set up in each VET institution and will include teachers with trainer experience. The mentor group will develop training programmes that are focused on the needs of young and new teachers and aligned with the institution's priorities. The mentoring officer will collaborate with in-service training institutions to ensure teachers' CPD. This process is new and needs time to be successfully implemented.

The survey gives an indication on the extent of mentoring. Around 42% of principals confirm that all teachers who are new to their school benefit from mentoring services, while 21% say that mentoring is available only for those teachers who are at the start of their career. However, 21% of principals say that there is currently no access to a mentoring system for teachers in their school. Some 22% of VET teachers say that they are currently being mentored and 43% say that they have at some time been mentors. Only 37% say that they have received any training to carry out mentoring. Around 77% of principals state that mentors usually have the same subject specialism as their mentees, while 23% say that this is only sometimes the case.

Induction

Programmes of induction for new teachers in the VET schools are a recognised practice. Induction aims to ensure that teachers new to the VET school are effectively integrated into the collective, adapting them to a new workplace culture. The survey shows, however, that not all VET schools have developed such programmes for new teachers. Around 53% of principals confirm the absence of induction in their VET school. However, 76% of principals of VET schools say that there are informal introduction activities in the workplace for new teachers, while 95% say there is a general and/or administrative induction to school for new teachers. Some 60% of VET teachers say that they participated in some kind of induction.

Conclusions

Mentoring is encouraged by new regulations, and 42% of principals report that mentoring is in place for all new teachers in their schools. However, 21% of principals of VET schools say there is no mentoring provision available. Around 43% of VET teachers say they have some experience as mentors, but only 37% have received training.

Formal induction exists in fewer than 50% of VET schools, although some kind of informal and administrative induction is normal.

Main issues and recommendations

Issues	Recommendations
Not all new teachers are able to access mentoring.	There is a need to ensure that all VET schools have capacity to mentor.
Not all mentors have received training.	All mentors should be given appropriate training.

11. RELEVANCE AND IMPACT OF CPD

Relevance of CPD

Ensuring that CPD is relevant and that it has an impact on teaching and learning is a challenge in every country. The survey provides information on the types of CPD that have been accessed by VET teachers in Moldova. Table 11.1 analyses the responses of those teachers who participated, according to different topics.

TABLE 11.1 SHARE OF RESPONDENTS WHO PARTICIPATED IN PROFESSIONAL DEVELOPMENT ACTIVITIES BY TOPIC DURING THE PAST 12 MONTHS

	%	n
Knowledge and understanding of my subject field(s)	80	464
Pedagogical competences in teaching my subject field(s), including giving feedback to learners	83	458
Knowledge of the curriculum	80	454
Student evaluation and assessment practices	84	452
ICT skills for teaching	80	459
Student behaviour and classroom management	79	454
Approaches to individualised learning	77	452
Teaching students with special needs	56	449
Teaching in a multicultural or multilingual setting	57	443
Teaching cross-curricular skills	76	455
Approaches to developing cross-occupational competences for future work	68	451
New technologies in the workplace	81	455
Student career guidance and counselling	73	451
Updating my professional knowledge and skills in relation to current practice in the workplace	78	452
Addressing the issues of learners at risk of early leaving and learner dropout	71	453

Figure 11.1 provides an analysis of the training needs of those teachers who were not able to participate in a particular topic, identifying those teachers who expressed a high or medium need for training in that topic. This provides a picture of the unmet training needs among VET teachers. Generalising, it can be seen that for all topics, at least 47% of non-participants express a medium or high need for CPD in that area. The topics where greatest need was expressed are cross-curricula and transverse skills; addressing the challenge of learners at risk of dropout; updating professional skills; ICT skills; and knowledge of new technologies.

FIGURE 11.1 LEVEL OF NEED OF VET TEACHERS THAT WERE NOT ABLE TO PARTICIPATE IN CPD, BY TOPIC (%)



Source: ETF, Survey Moldova 2018

Matching the CPD offer with the training needs of VET teachers is not easy. It depends partly on designing an offer that is relevant and of high quality. However, it also depends on the cost of CPD to schools and teachers, the extent to which they are aware of the offer, and the mechanism by which teachers are given permission to participate in particular courses.

Impact of CPD

Teachers were invited to judge the impact that CPD has had on their teaching. This is only a subjective judgement – it is not backed up by any kind of systematic evaluation or observation. However, it appears that typically about two-thirds of participants judge CPD to have had moderate or high impact. CPD relating to ICT, the curriculum and their own subject has relatively high impact. The fact that 20–30% of participants judge that CPD has had little or no impact is a matter of concern.

TABLE 11.2 IMPACT OF PROFESSIONAL DEVELOPMENT ACTIVITIES ON TEACHING BY THE FOLLOWING TOPICS

	No/limited impact (%)	Moderate/major impact (%)	Do not know (%)	n
Knowledge and understanding of my subject field(s)	21	77	2	370
Pedagogical competences in teaching my subject field(s), including giving feedback to learners	26	71	3	382
Knowledge of the curriculum	22	76	2	361
Student evaluation and assessment practices	21	77	2	379
ICT skills for teaching	20	78	2	367
Student behaviour and classroom management	25	70	5	358
Approaches to individualised learning	30	68	2	350
Teaching students with special needs	34	53	13	252
Teaching in a multicultural or multilingual setting	34	56	10	252
Teaching cross-curricular skills	27	71	3	344
Approaches to developing cross-occupational competences for future work	28	65	7	307
New technologies in the workplace	24	75	2	370
Student career guidance and counselling	29	67	4	327
Updating my professional knowledge and skills in relation to current practice in the workplace	23	73	4	352
Addressing the issues of learners at risk of early leaving and learner dropout	31	63	6	323

Note: Values refer only to those who have participated in the specific training.

Professional standards

In January 2018 the Regulation for the attestation of teachers in general education, technical and vocational education and psychopedagogical assistance services was adopted³². Teachers' attestation is carried out by the MoECR, local specialised bodies in the field of education, and educational institutions in collaboration with branch trade unions.

In May 2012 the Regulation on the attestation of leading cadres in pre-school, primary, special, complementary, secondary and specialised secondary education was approved³³. A Certificate of Attestation of the Management Board was also elaborated.

³² <https://mecc.gov.md/ro/content/acte-legislative-si-normative>

³³ https://mecc.gov.md/sites/default/files/regulamentul-conducere_0.pdf

Conclusions

The survey provides evidence that key CPD topics are being addressed in Moldova and also that about two-thirds of participants judge CPD to have had moderate or high impact on their teaching. CPD relating to ICT, the curriculum and the subject has relatively high impact. The fact that 20–30% of participants judge that CPD had no or little impact is a matter of concern.

Nevertheless, the survey demonstrates a significant training gap. For all topics listed, at least 47% of non-participants express a medium or high need for CPD in that area. The topics of greatest need are cross-curricula and transverse skills; addressing the challenge of learners at risk of dropout; updating professional skills; ICT skills; and knowledge of new technologies. The interviews suggest that teachers need support and CPD in order to apply new pedagogies and to help them adapt to the changed conditions of teaching in Moldova.

Main issues and recommendations

Issues	Recommendations
Decisions about provision (design, funding, criteria) do not always take account of the training needs of schools and teachers as well as national priorities.	Attention should be given to surveys, but also to needs analysis carried out in schools and to inputs through consultations with stakeholders.
According to 20% of teachers, CPD has little impact.	Irrelevant or low-quality CPD should be eliminated. CPD should be closely connected to teaching practice in order to maximise its impact.
CPD is not linked to whole-organisation development but only to individual and national objectives.	CPD should be linked to school development strategies so that school leadership is committed to converting CPD into improvements in teaching and learning.

12. RECOGNITION AND INCENTIVISATION

A recognition and reward mechanism for CPD in VET schools was developed by ANACIP. In this regard, the *Guide to External Evaluation of Technical Vocational Education Institutions* was approved (Chiciuc et al., 2016).

The guide contains standards, criteria and performance indicators for the external evaluation of TVET institutions. It refers to procedures for initiating, monitoring and periodically reviewing CPD programmes in VET schools and employment, and also contains standards for the design and approval of CPD programmes and their implementation. The guide also includes standards for the accreditation of teachers. Teachers are encouraged to develop a professional development portfolio by participating in CPD programmes.

This system is relatively formal. There is no requirement for VET teachers to complete a certain volume or certain kinds of CPD. It is not clear how the professional career of a teacher or their status or salary will benefit from CPD.

Barriers to uptake of CPD

Teachers were invited to identify barriers to CPD. Around 36% report that CPD is too expensive; 28% say that CPD does not fit with their work commitments; 35% say that appropriate opportunities are not available; and 43% say that there are insufficient incentives – that they could not understand how they would benefit from participation.

Conclusions

There is an expectation that teachers undertake CPD as required by Teacher Regulations and the School External Evaluation Framework.

This system is relatively formal. There is no requirement that VET teachers complete a certain volume or certain kinds of CPD. It is not clear how the professional career of a teacher or their status or salary will benefit from CPD. Teachers are encouraged to develop a professional development portfolio by participating in CPD programmes. However, it is not clear how the portfolio is used.

School leadership does not seem to see CPD as a tool to bring about school improvement, and so improvements in teaching resulting from CPD are not given strong recognition.

CPD is not clearly linked to the development of professional careers so that vocational teachers see it as a way to improve their performance, take on additional responsibilities and advance their careers. In addition, one-third of teachers say that no relevant CPD is offered to them.

Main issues and recommendations

Issues	Recommendations
CPD is not clearly linked to the development of professional careers so that vocational teachers see it as a way to improve their performance, take on additional responsibilities and advance their careers.	CPD should equip teachers to take on additional responsibilities and progress in their careers.
CPD is not strongly linked to school improvement.	Schools should prepare CPD plans that link staff development to school improvement.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

Teacher workforce

The vocational workforce is largely female (76% of teachers) and middle-aged (61%). Just 13% of the workforce is under 30. Most vocational teachers have little or no experience of working in the vocational fields that they are teaching: 68% have no practical experience at all. Teachers are formally qualified. The majority of vocational teachers completed pedagogical studies either during their initial studies or subsequently. However, only 61% had benefited from practice teaching in schools during their initial studies.

Issues	Recommendations
There is an ageing teaching workforce.	Consideration should be given to how teaching can be made an attractive career for able young people in Moldova.
The workforce is largely female.	Consideration should be given to how teaching can also attract able men in order to create positive role models for male students.
The workforce lacks experience of the workplace and of practising vocational skills.	Practical experience in the world of work should be included as part of initial teacher education and CPD.

School governance

The research implies that school principals do exercise some authority over their schools but that they believe they are constrained by lack of resources and lack of staff, and also by structural factors such as the wages policy and centralised political decision making. At school level there are formal mechanisms to ensure that stakeholders participate in school decision making; however, in some 50% of VET schools employers are not formally represented in school governance. The interviews and literature raise the question of how much influence stakeholders can exercise: 50% of principals say that they take the main decisions alone. They also say they have too much work.

Principals identify as **critical** constraints the lack of qualified and/or well-performing professional teachers (47%) and the lack of adequate textbooks or other materials (44%). Lack of computers is a critical constraint for 38% of principals, lack of appropriate software for 43% and lack of support from parents or guardians for 43%.

Around 50% of principals report that student lateness is a daily or weekly problem. Absenteeism is reported as a weekly or daily problem by 45% of principals, while 9% say that vandalism or theft is a weekly problem. Intimidation between students is reported as a weekly or daily issue by 12% of principals. Challenges facing schools and their leadership should be understood in the context of experiences of recent reforms and the perception that the teaching profession is becoming less attractive.

Issues	Recommendations
Principals and administrative boards do not have authority to manage some key aspects of schools.	More of the budget and decisions should be delegated to school management.
Around 50% of VET schools have no formal representation from business in their governance.	VET schools and Centres of Excellence should be required to include business representation, and the engagement of business should be supported.
Schools lack resources, in particular textbooks, computers and software.	Research should be conducted into resource needs, in consultation with schools and funding agencies. Schools and teachers should be empowered in relation to prioritisation.
VET schools do not have adequate staffing in terms of specialist teachers and practical instructors.	There is a need to review adequacy of staffing in relation to current and future programmes.
Students, parents and teachers are not adequately contributing to governance and, in some cases, are not engaged sufficiently in the success of schools.	Work must be carried out at school and national levels to engage stakeholders more effectively in school governance, for example by providing training to administration board representatives.

Approaches to teaching and links to the workplace

According to the survey, the majority of vocational teachers frequently or always make use of both traditional and more modern pedagogies such as group work (75%) and digital learning (69%). Teachers also experiment with new pedagogies. Around 59% frequently visit workplaces with their classes and only 47% visit students on placements or themselves visit employers. Dual VET is being piloted in Moldova and 34% of VET teachers say that most of their students obtain more than 10% of their learning time in the workplace.

Teachers rate highly their own efficacy to teach but rate themselves as less effective when it comes to ensuring that students follow classroom rules, motivating less interested students and controlling disruptive behaviour. Teachers are least likely to believe that they have helped students to develop a commitment to work in their vocational branch, and this is a particular concern as a strong transition to employment is perhaps the most distinctive aspiration of VET education. The national curriculum shapes teaching to a much greater extent than do the perceived needs of employers or examinations.

Only a minority of VET teachers appear to be strongly motivated and satisfied in their work. Teachers are most positive with respect to their own learning and improvement (43% strongly agree). However, 26% say that they are not motivated to master challenges, while 78% of teachers and 75% of school principals say that they think the teaching profession is not valued in Moldova.

Issues	Recommendations
Many teachers judge themselves to be relatively ineffective at motivating learners to learn and to pursue their vocational profession.	Teachers should be supported to adopt more engaging pedagogies that motivate learners. Better links with the workplace and more placements could support a vocational commitment from students.
Although there is good evidence for work-related learning in the classroom, there is less evidence of direct interactions with the workplace and employers.	Schools and teachers need support and encouragement to improve links with employers and workplaces.
There is a particular lack of appropriate computers, computer software and consumables for practical work, and some classes lack appropriate instructional materials.	More investment is needed in computers, software and consumables. CPD may help teachers to make better use of existing resources.

Teacher satisfaction and motivation is at a moderate level. Teachers and principals believe that they are undervalued.	Teachers should be encouraged to take greater responsibility in planning programmes, developing pedagogy, leading organisational change, making links with businesses, and pursuing innovation. Teachers should have opportunities for additional responsibilities and to have their performance recognised in diverse ways.
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Policy and implementation

Education policies place great emphasis on VET as a tool for economic improvement, envisaged as a way to provide a better match between the supply of human capital and the current and future needs of the labour market. CPD for teachers does feature within these strategies. The strategy implies that VET teachers will be able to implement new curricula and that these will bring about competences that are relevant for learners and employers.

Issues	Recommendations
CPD should help to fulfil the agreed action plan and strategy.	The implications for CPD of the strategy and action plans should be clarified, for example with respect to numbers, types of training and timescale.
Meeting the expectations of the action plan will depend on the capacity of CPD providers and schools and of teachers, for example to absorb and apply new skills in teaching and learning.	There is a need to review whether progress is being made in relation to activities and their impact on teaching and learning.

Organisations and institutions

In Moldova, the MoECR sets priorities for CPD and providers, universities and NGOs, and can propose training programmes, which must be nationally accredited by ANACIP. Universities also exercise a quality assurance process for their own programmes. Providers are expected to monitor provision.

Issues	Recommendations
There is a lack of capacity on the part of business and industry to contribute to the governance and provision of CPD for VET teachers and trainers. There are limited opportunities to organise the observation visits or in-service training courses that take place on business premises.	Consideration should be given to how the sectoral committees can contribute to coordination, promotion and regulation of CPD for VET teachers.
CPD is limited, as are resources, some of which are restricted to short-term funding.	A database of accredited providers and programmes should be developed. Encouragement should be given for the sharing of existing provision and development of new providers and offers where opportunities exist.

Design and quality assurance

Although providers may consult with potential beneficiaries, it is not clear that the design process generates CPD that is well matched to the needs of VET teachers. It seems that professional specialists and employers and sector councils have little involvement in quality assurance. It is not clear whether there is a process to evaluate the quality of CPD in order to judge whether it is relevant and effective.

The funding of CPD is largely controlled by the ministry and donors, although universities, Centres of Excellence and individual teachers make some contribution to financial decision making. This system does not encourage local training providers to offer CPD that is relevant and inclusive (for all teachers and schools). It is not clear how much is spent on CPD for vocational teachers, how this spending is distributed and whether spending is changing over time.

Issues	Recommendations
There is a lack of information on total spending on CPD for vocational teachers.	There is a need to publish and analyse the budget and spending on CPD.
There is a lack of evaluation of CPD that feeds back into design, quality assurance and accreditation.	Teachers and schools should evaluate the effect of CPD and feed back to providers and regulators.
Programme accreditation decisions do not take into sufficient account the needs of teachers, schools, learners and employers.	Schools, teachers and employers should be involved in the design and quality assurance process, for example by being consulted.
Schools have little influence over CPD design and offer.	Through projects, delegated budget or partnerships, schools should be able to help shape CPD.
There is no online catalogue of CPD from which providers, regulators and teachers can access an up-to-date and comprehensive snapshot of provision.	There is a need to create and maintain an up-to-date online catalogue of accredited CPD opportunities along with costs, credits, etc.

Volume of provision

According to the survey, the general rate of annual participation in CPD for vocational teachers in Moldova is 78%, which is close to the OECD average. Of those who participate, 66% obtain at least 30 hours per annum. Participation in CPD relating to the vocational teachers' specialism is relatively low, at just 46%, while only 17% of teachers have participated in CPD that takes place on business premises. Online and video CPD is significant, involving some 43% of vocational teachers for an average of 100 hours per annum. Some 18% of vocational teachers are involved in CPD that leads to formal qualifications for an average of 200 hours per year, while 68% of principals say they have participated in at least 30 hours of CPD workshops annually.

According to administrative records, about 22 000 vocational teachers and principals participated in programmes offered by the 16 Centres of Training and Professional Development attached to universities. Centres of Excellence, NGOs and donors do not provide aggregate records of CPD.

Issues	Recommendations
There is not enough CPD dedicated to the specialist vocational skills and pedagogy of VET teachers.	More specialised CPD programmes for VET teachers are needed.
Teachers have little CPD that enables them to learn directly from those in the workplace or to observe workplace practices.	Partnerships between employers, CPD providers, schools and Centres of Excellence could be set up to engage employers in CPD.
Data on CPD provision is not unified and cannot be analysed to understand trends and issues.	Data on what, where, and how much training has been provided should be collected and stored in a common database.
Alternative modes of CPD, for example online learning, observation visits, networks and mentoring, are not widely used to offer ways to extend participation and duration of CPD.	Centres of Excellence and/or Centres of Training and Professional Development could function as hubs to disseminate diverse modes of CPD.

School-based CPD

New regulations encourage mentoring, and 42% of principals report that mentoring is in place for all new teachers in their schools. However, 21% of principals of VET schools say there is no mentoring provision available. Around 43% of VET teachers have some experience as mentors but only 37% have received training. Formal induction exists in fewer than 50% of VET schools, although some kind of informal and administrative induction is normal.

Issues	Recommendations
Not all new teachers are able to access mentoring.	There is a need to ensure that all VET schools have capacity to mentor.
Not all mentors have received training.	All mentors should be given appropriate training.

Relevance and impact

The survey provides evidence that key CPD topics are being addressed in Moldova and also that about two-thirds of participants judge CPD to have had moderate or high impact on their teaching. CPD relating to ICT, the curriculum and the subject area is said to have relatively high impact. The fact that 20–30% of participants judge that CPD had no or little impact suggests that there are issues of quality and/or mismatch.

Issues	Recommendations
Decisions about provision (design, funding, criteria) do not always take account of the training needs of schools and teachers as well as national priorities.	Attention should be given to surveys, but also to needs analysis carried out in schools and also to inputs through consultations with stakeholders.
According to 20% of teachers, CPD has little impact.	Irrelevant or low-quality CPD should be eliminated. CPD should be closely connected to teaching practice in order to maximise its impact.
CPD is not linked to whole-organisation development but only to individual and national objectives.	CPD should be linked to school development strategies so that school leadership is committed to converting CPD into improvements in teaching and learning.

The survey demonstrates a significant training gap. For all topics listed, at least 47% of non-participants express a medium or high need for CPD in that area. The topics of greatest need are cross-curricula and transverse skills; addressing the challenge of learners at risk of dropout; updating professional skills; ICT skills; and knowledge of new technologies. The interviews suggest that teachers need support and CPD in order to apply new pedagogies and to help them adapt to the changed conditions of teaching in Moldova.

Recognition and incentives

There is an expectation that teachers undertake CPD as required by Teacher Regulations and the School External Evaluation Framework. There is no requirement that VET teachers complete a certain volume or certain kinds of CPD. There is no formal system that determines how the professional career of a teacher or their status or salary will benefit from CPD. CPD is not clearly linked to the development of professional careers so that vocational teachers see it as a way to improve their performance, gain extra responsibilities and advance their careers.

Teachers are encouraged to develop a professional development portfolio by participating in CPD programmes. However, it is not clear what the portfolio is used for. School leadership does not seem

to see CPD as a tool to bring about school improvement, and so improvements in teaching resulting from CPD are not given strong recognition.

Issues	Recommendations
CPD is not clearly linked to the development of professional careers so that vocational teachers see it as a way to improve their performance, take on additional responsibilities and advance their careers.	CPD should equip teachers to take on additional responsibilities and progress in their careers.
CPD is not strongly linked to school improvement.	Schools should prepare CPD plans that link staff development to school improvement.

LIST OF ACRONYMS

ANACIP	National Agency for Quality Assurance in Education and Research
CEDA	Centre for Entrepreneurship Education and Business Assistance
CPD	Continuing Professional Development
CRDÎP	Republican Centre for the Development of Vocational Education
ETF	European Training Foundation
GIZ	Deutsche Gesellschaft für Technische Zusammenarbeit
ICT	Information and communication technology
ISCED	International Standard Classification of Education
IŞE	Institute of Educational Sciences
IT	Information technology
MEEETA	Moldova Employment and Entrepreneurship Education and Training Activity
MoECR	Ministry of Education, Culture and Research
NQF	National qualifications framework
REVOCC	Re-Engineering Vocational Orientation and Career Counselling
TVET	Technical vocational education and training
UNFPA	United Nations Population Fund
VET	Vocational education and training

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