

**Adult Education in the Republic of Moldova
(Informative note)**

In May 2002 the Government of the Republic of Moldova adopted „**the Strategy of employing the labor force in the Republic of Moldova**”. In June 2003 the Parliament approved the „ **the Conception regarding the orientation, training and professional education of human resources**”. These documents provide a range of measures for improving the situation in the labor force. In October 2003 the new **Labor Code** was put into service, it contains a chapter of 12 articles entitled „ Professional Development” and provide a series of rights and obligations for the employers and employees in the domain of continuous professional development.

We mention that the article „ the Rights and obligations of the employer in the domain of professional development” contains the following foresights:

- The employer is obliged to create the necessary conditions and to favor the professional and technical development of employees who are trained in production, who perfect themselves and study in educational institutions, without being out of activity;
- In the framework of each entity/juridical person, the employer, together with the representatives of employees, elaborate and approve annually the professional development plans;
- The conditions, modalities and the duration of professional development, the rights and obligations of parts, as well as the volume of financial resources allocated for this aim (in the amount of at least 2% of hundred of the wage fund of the entity), which are established in the collective labor agreement or in the collective convention,
- In the case that the participation of employees at professional development courses and trainings is initiated by the employer, all the afferent expenses are supported by the employer;
- In the case of placing out of activity the employee for a short time, in the aim of professional development, the action of the individual labor agreement of the employee continues with maintaining the average salary. If the respective period exceeds 60 calendar days, the individual labor agreement of the employee is retrieved, but the employee benefits of a played compensation from the employer as regard the foresights of the collective labor agreement.

In 2004 the Government adopted a decision „**Regarding the organization of continuous professional development**”, through which instituted the National Council of Continuous Professional Development and approved the Regulation „ Regarding the organization of continuous professional development”.

This document provides that the adult continuous professional development is accomplished through:

- Thematic courses of development/specialization – up to 73 hours;
- Short time courses of development/specialization – from 72 to 100 hours;
- Multidisciplinary courses of development/specialization – from 100 to 500 hours;
- Re-qualification courses and programmes on the basis of higher education studies or specialized studies for the realization of new professional activities, with a duration from 500 to 1000 hours;
- . Professional qualification courses and programmes on the basis of higher education studies or specialized studies for obtaining a new qualification, with the duration of more than 1000 hours.

The periodicity of continuous professional development of employees is determined by the enterprise which offers the place of work, but not more rare than once in four years. The decision of the Government provides that the results of continuous professional development, confirmed by diplomas or respective certificates, to be taken into consideration at the re-confirmation on job, at the adjustment of degrees and titles, qualification categories and at the attestation of teaching staff.

However, these and other normative deeds don't contain efficient mechanisms and real possibilities of implementing into daily practice the legislative foresights in the domain of adult continuous professional development, that's why adult education problems still persist.

At the moment we can ascertain **the growth of political volition** in Moldova towards adult continuous development problems. The politicians understand that the adult continuous professional development system needs serious approaches. But fundamental reforms in the domain of adult continuous professional development **can't be realized only through judicial devices**. Judicial devices have to be supported by institutional changes at which the social partners, authorities of local public administration, trade unions, and nongovernmental organizations should participate actively.

At present the economically active population of the country is limited in the possibilities of continuous professional development. In the structure of the employed population of Moldova, more than 400 thousand have higher education studies or specialized studies (25%-30%), and from the real number of unemployed more than a half are persons who have higher education studies or specialized studies. From here results that the Republic of Moldova disposes of a great number of persons who have an acute necessity to develop their professional qualifications and also to be re-qualified for obtaining new abilities, specific to another occupation or profession different of that obtained previously for being socially integrated in conformity with the new requirements of the labor market.

In the Republic of Moldova at the moment it doesn't exist a clear state strategy in the domain of adult continuous professional development that leads to the appearance of a lot of difficult problems. But the economic agents are not able to clarify and express their own necessity, that's why the labor market itself is at the initial stage, and in many aspects is imperfect. Therewith, being lightly linked with the labor market, the system of adult continuous professional development is not capable to train qualified teaching staff, with high managerial competences and high responsibility.

The unconformity between the normative basis, social requirements and the labor market offers generate enormous problems, such as:

- the continuous professional development is realized by more ministries, that induces inequality and inefficiency, lack of systematic approach;
- the structure of the system of continuous professional development is not flexible, as in context, as well as in periodicity, development and re-qualification forms;
- the legislative basis doesn't motivate the social partners for a contribution and co interested participation in developing the system of continuous education;
- the curriculum are imperfect, elaborated without the participation of employees, they are lightly correlated with the practical activity and do not correspond to the necessities of the labor market;
- the teaching methods are traditional, based on memorizing actions, the creative thinking methods and case studies are not sustained at the right value;
- The didactic materials and the used equipment are not oriented to the learner for increasing the learning productivity.

For achieving the aim of the adult continuous professional development in Moldova it is necessary to establish the following basic directions.

1. The elaboration and the adoption of the normative basis in the domain of adult continuous professional development (The strategy of continuous professional development, the law regarding education for adults, and other normative deeds).

2. The formation of the institutional structure in the domain of continuous professional development (Educational institutions and university structures, networks, E-Learning, the management system, the marketing and consulting infrastructure, informational insurance).

3. The development of the theoretical and scientific-didactic basis (Andragogics, information and communication technologies, psychology of adult persons learning).

4. The institution of personnel development system (The training and re-qualification of tutors, managerial and marketing personnel, the system of professional orientation and consulting).

5. The development of the system of generating the public opinion and the dissemination of the idea of continuing longlife education (The organization of state measures at the national, local, and regional level, the motivation of social partners, public and nongovernmental organizations, dissemination of good practice).

6. International collaboration (In the framework of European community and CSI, with UNESCO and European Union organizations (ETF, CEDEFOR, EURICE, European Association for adult education - EUCEN, etc.), bilateral and multilateral agreements).

We consider the realization of these measures as well as of other possible activities must represent **a major priority** of the government programme.

Nonce, in the Republic of Moldova the formation of an effective, flexible, sensible towards the needs learning population system hasn't succeed, it wasn't recognized as a system of educational services for adults, which could solve the social, economic, political, spiritual in personality, state, society interest problems. This system of adult education needs to contain all the basic sides of social life: the economy, the politics, the social relations, the culture and education.

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