



SISTEMUL DE MANAGEMENT AL CALITĂȚII

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UNIVERSITATEA COOPERATIST-COMERCIALĂ DIN
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GUIDE ON LIFELONG LEARNING (LLL) WITHIN TRADE CO-OPERATIVE UNIVERSITY OF MOLDOVA

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Preliminary

In the conditions of globalization, informatization, rapid technologization of all areas of human activity, the increase in the differentiation of skills, education, professional training and the continuous updating of skills have become imperative for the socioeconomic development of any country, ensuring the progress of society, professional insertion on the labor market, increasing the quality life and self-realization of each individual.

Contemporary economic and societal challenges determine the need to develop a new paradigm of education - that of lifelong learning (Lifelong Learning - LLL) and the awareness that education does not end with obtaining a diploma or a job, lifelong learning being a necessary condition for adapting to the ever-changing professional, economic, social, informational and technological requirements. Therefore, the need and value of the lifelong learning perspective is more relevant than ever, and the implementation of the LLL concept has become imperative.

Long-term challenges, such as the aging of the population, adaptation to the demands of the digital age and the development of competitiveness in a globalized and knowledge-based economy require the reconsideration of lifelong education at all levels in the Republic of Moldova, from the institutional to the national.

The aspirations of the Republic of Moldova for European integration, for integration into the European Space of higher education, as well as the recognition of the contributions that professional development and professional skills can bring to the economic and social evolution, draw as one of the priority objectives for the development of education - the implementation of the concept of learning throughout life.

Lifelong learning is carried out in different contexts and aims at any form of formal education (carried out in an educational institution), non-formal (the development outside the official curriculum of those skills, which everyone feels closer to the needs and his preferences; it is carried out at the workplace, in the community and sometimes in educational institutions) or informal (represents the unorganized influences on the individual from the environment - family, workplace, community, mass media, voluntary activities etc.), from pre-school education to higher education and vocational training for adults.

These three concepts – formal, non-formal and informal – complement each other within continuous learning programmes. Lifelong learning can therefore take many forms, taking place both within and outside the traditional system of vocational education and training.





I. Conceptual approaches to LLL

Changes in professional profiles and requirements amplify the need to expand opportunities for lifelong learning. In order to face the new requirements and ensure the society with qualified human potential, higher education institutions through the study programs offered can contribute substantially to the implementation of lifelong learning strategies and to improving the relevance of the education system for the labor market.

Through the activities carried out, TCUM supports and promotes the concept of lifelong learning, through internal regulations, through policy documents, through the offer of programs for various categories of beneficiaries, the development of the internal structure, infrastructure, necessary resources and partnerships in this sense.

TCUM has always advocated for the promotion of the concept of lifelong learning within the institution and the partnerships it develops. This is also provided for in the constitutive and policy documents of the institution. Thus in the TCUM Charter, approved by the TCUM Senate on 19.05.2015, pr. v. nr. 8, one of the components that define the University's mission is the creation of lifelong professional training opportunities (art. 9), and the main fundamental objectives stand out: the realization of quality academic programs based on performance and excellence; creating a direct and efficient connection between education and research; establishment and development of effective partnership with the business environment; applying the principles of quality management in the organization and management of the institution's activities; the development of an academic organizational culture of excellence, etc. (art. 10).

The concept developed and approved within TCUM with reference to *lifelong learning at the university level* integrates the following elements:

- initial professional training (ISCED 6-8);
- adult continuing education (mainly professional according to the institutional profile, but could also be general, under specific conditions);
- participation in non-formal (and informal, as appropriate) learning activities;
- validation of learning/skills acquired in a non-formal context;
- providing services in the field of LLL;
- other activities related to the LLL field.

ULLL activities will be carried out in various forms (full-time, part-time, open, e-learning, distance, mixed, etc.) and environments (institutionalized within educational entities or at work, in other environments).

The spectrum of LLL activities are connected with the Strategic Development Plan of TCUM for the years 2021-2025, the areas of competence, the skills and qualifications requirements of the labor market, the needs of different categories of beneficiaries, etc.

The university architecture in the field of LLL, the model and forms of organization, the services provided are established based on the principles of university autonomy and institutional policies, adopted at the university level by the TCUM Senate.





II. The legal framework with reference to LLL in the Republic of Moldova

Lifelong learning focuses on the training and development of key skills and competences specific to a field, qualification or specialty. It is carried out on the basis of the legal and policy framework regulated by the Ministry of Education and Research of the Republic of Moldova and the national authorities.

At the same time, considering the aspirations of the Republic of Moldova for integration into the community space, the design of activities in the LLL field is also based on the visions, recommendations, and policies of the European Union in the field (Annex 1).

Although there are a multitude of normative acts regulating LLL, the following stand out among the most relevant:

- According to the *Education Code*, Title VII "Lifelong learning" regulates the general framework of lifelong learning (structure, forms, funding, certification of acquired knowledge and skills), learning methods and sources of funding in formal education contexts, non-formal and informal. Thus, expressly, the Education Code identifies the concept of lifelong learning as a process that "includes the learning activities carried out by a person throughout his life, in order to train or develop skills from a personal, civic, social and professional perspective". Lifelong learning includes general, professional-technical and higher education, as well as continuing professional training of adults (art. 123).
- An important role in the formalization of LLL in the country belongs to the *National Framework of Qualifications*, which aims to ensure the connection between the qualifications offered by the educational system and those required on the labor market.
- The *Regulation on adult continuing education* aims to regulate and develop the normative framework on adult education in a European context; the development of financing mechanisms and the facilitation of the development of continuous training programs for adults, with priority for the development of key skills: digital, entrepreneurial, linguistic, intercultural and other new skills required by the labor market; the use of transversal skills; the development of professional skills common to several occupations. The regulation is intended to regulate the activity of continuous training of adults within the educational system and outside it.
- The *Methodology for the development of continuous professional training programs and the curriculum in the framework of lifelong learning*, regulates the procedures related to the realization of unique policies in general, vocational-technical and higher education, as well as the continuous professional training of adults, in the context of lifelong learning life course.
- The *Methodology for developing the continuing professional training programs for teaching staff* regulates the general, institutional, conceptual and procedural framework for developing the continuing professional training programs for teaching staff from general and professional technical education institutions in the Republic of Moldova. The methodology contributes to the realization of the state policy in the field of continuous professional training of teaching staff and constitutes a support in the development of programs for the development of the professional skills of teaching staff.



- A set of normative documents aims at internal and external evaluation of LLL programs in order to ensure compliance of LLL services with quality standards.

III. The vision and priorities of the university in the field of LLL

Emerging from the current and prospective context, the **LLL concept** approved and consolidated within the University involves education and professional training at any stage of life, through programs, modules or learning activities, with the aim of improving knowledge, skills and personal, civic, social or employment/professionalization, including all levels/steps of education and all forms of learning (formal, non-formal, informal).

Participants in LLL programs, modules, activities can be people who either *continue another level of education*, or are *employed in the field of work*, having initial formal or non-formal training and want to benefit from new learning experiences to face professional challenges and/or societal/existential.

Taking into account the specifics of the University's activity, actions in the field of LLL are focused on initial training programs (bachelor's studies - first cycle, master's studies - second cycle) and continuing training programs (vocational training, studies for adults), modules and activities flexible learning, guidance and counselling activities, academic and professional guidance, recognition and validation of previous learning skills and qualifications.

The **University's vision in the field of LLL** is *to transform the University into a lifelong learning university*. TCUM is committed to ensuring excellence in lifelong learning, promoting the principles and culture of lifelong learning through teaching, research and diversifying the services offered to society, becoming recognized for the quality of knowledge, skills and competencies of the beneficiaries (students, audiences, etc.) and leading LLL institution in the commercial and cooperative sphere.

In the context of LLL development, the **University's Mission** is to promote quality professional education and training, based on scientific, economic, social, cultural performance for different categories of beneficiaries in order to support their professional and general human development and a better insertion on the labor market.

The role of the University in the field of LLL consists of:

- creating, developing and integrating the culture of lifelong learning within the university and society as a whole,
- supporting employability and improving the economic life of citizens, offering various educational opportunities to traditional students and adults to achieve their intellectual, professional, cultural goals and aspirations,
- offering and developing LLL programs and activities based on the strengths of the University and the academic capital, in accordance with the needs of the labor market, by expanding and strengthening partnerships with the business, academic and community environments,



- developing an attractive environment for those who want to learn, regardless of their socio-economic status, offering them flexibility in their learning path for better professional development and insertion in the labor market,
- promoting innovation at the institutional, regional, national level, actively participating in the social, economic, cultural and technological processes that shape the community environment and transmitting them to those who learn,
- promoting LLL to respond to social and economic needs through awareness, adaptability and the ability to react to environmental changes, providing active support in the development of national policies.

In accordance with the **vision** and **mission** in the field of lifelong learning, the **strategic objectives** of the University in the field of LLL aim at:

1. Adoption of lifelong learning as an integral part of the **culture of the university** and society as a whole;
2. **Institutionalization of the LLL Concept within the University, its systemic and complex approach** by strengthening educational and research activities and providing quality services to different groups of beneficiaries;
3. **Diversifying programmes**, adapting study conditions to ensure they are designed/designed to widen participation in LLL and **attract different beneficiary groups**, including adults;
4. **Adjusting and improving the LLL structure, the University's infrastructure** to ensure the quality performance of LLL activities adapted to the principles, rigors and standards of the Quality Management System and the development of projects in the LLL field;
5. **Providing appropriate guidance and counselling, academic and career guidance services** to all prospective students/audiences of all ages, from all social and cultural backgrounds and recognition of prior learning;
6. **Consolidation and development of synergistic partnerships** with educational institutions in the country and abroad that develop LLL, as well as employers, employee organizations (unions), other stakeholders, at various levels, to achieve responsiveness, flexibility and innovation in offering and rendering LLL services and attracting (enlisting) different groups of beneficiaries.

These LLL strategic objectives lead to **specific objectives** at the University level and will be accompanied by detailed measures, evaluated by institutional performance indicators, presented in the LLL field action plan, the activity plans of the institutional structures adapted/revised as appropriate to changes in the external environment.

IV. Instructions on the development of LLL programmes/courses (designing, organizing and realizing LLL programs and courses)

Lifelong learning includes general, vocational and higher education, as well as continuing vocational training for adults. Within the TCUM, the education process is carried out in two streams: academic and advanced professional, being structured in three cycles: cycle I - higher bachelor's studies, cycle II - higher master's studies, cycle III - higher doctoral studies.





Bachelor's degree programs (ISCED level 6) correspond to 180-240 transferable study credits. Master's degree programs (ISCED level 7) correspond to 90-120 transferable study credits (30 credits for each semester). The way of drawing up, approving, periodically updating the education plans for the programs, cycles I and II, is regulated by the Regulation on the initiation, approval, monitoring and periodic evaluation of study programs, and the way of implementation – by the Regulation on the organization of higher studies degree (cycle I) within the TCUM, Regulation regarding the organization of studies in the II cycle - higher master's studies within the TCUM. The evaluation of learning results is carried out in accordance with the Regulation on the organization of higher undergraduate studies (cycle I) within the TCUM, Regulation on the organization of studies at the II cycle - higher master studies within the TCUM, the Regulation on the organization of the graduation exam bachelor's degrees within the TCUM.

Doctoral higher education programs (ISCED level 8) correspond to a number of 180 transferable study credits. Higher doctoral studies are carried out within the AESM "Economic Sciences" Doctoral School Consortium, according to the procedures established by it.

The continuing education of adults, conceptually, includes:

- a) general education, which ensures the general development of adults from a cultural, socio-economic, technological, ecological aspect;
- b) continuous professional training, which means any training process in which an employee, already having a qualification or a profession, completes his professional skills by deepening his knowledge in the field of the basic specialty or by learning new methods or procedures applied within the specialty respectively.

Continuing professional training of adults, in accordance with the *Regulation on continuing training of adults*, approved by Government Decision no. 193 of 24.03.2017, amended by Government Decision no. 387 of 15.06.2022 and the provisions of the National Qualifications Framework (NQF), is carried out separately by qualification levels:

- 1) NQF level 1 and NQF level 2 – through professional training programs for adults, lasting 90-900 hours/3-30 study credits;
- 2) level 3 ISCED/ NQF through:
 - a) adult vocational training/advancement programs lasting 150-900 hours/5-30 study credits;
 - b) vocational retraining programs related to the completed initial vocational training job, lasting 300-900 hours/10-30 study credits.
- 3) level 4 ISCED/NQF and level 5 ISCED/NQF via:
 - a) advanced/specialization programs, lasting 150-900 hours/5-30 study credits;
 - b) vocational retraining programs related to the job/specialty of the initial vocational training completed, with a duration of 900-1800 hours/30-60 study credits;
- 4) level 6 ISCED/NQF through:
 - a) improvement/specialization programs, lasting 150-900 hours/ 5-30 study credits;
 - b) professional retraining programs related to the initial vocational training specialty completed, lasting 1800-3600 hours/60-120 study credits.

The forms of organization of the continuous training of adults are: a) with frequency; b) with reduced frequency; c) at a distance.





To design a student-centered LLL program/course, setting the course structure, designing and evaluating educational programs and plans in the context of lifelong learning, taking into account the latest advances in educational sciences, socio-economic needs, one must answer some questions.

1. General information about the LLL programme/course

Program/course title. The title of a course should provide a brief general description of the topic covered. It must also be attractive to the applicants or potential audience.

Study program. To what extent are the components of the learning environment in line with program objectives and institutional criteria (learning outcomes, audience assessment, study materials, curriculum, learning activities, etc.)?

Number of ECTS credits, theoretical learning time. How many ECTS will the program/course have? This will be measured according to the workload of the audience/trainees, considering that each ECTS is 30 hours.

2. Target audience

The target group. ULLL Programs/Courses are addressed to graduates of different levels of education: from general secondary education (high school graduates), from secondary professional-technical education (graduates of professional schools) and post-secondary education (graduates from Colleges, Centers of Excellence), graduates from higher education with bachelor's degree (cycle I), master's degree (cycle II), doctorate (cycle III) or graduates of one or more continuous training programs, depending on the professional training program/course requested.

At the same time, participants in the LLL professional training programs will be people employed in the field of work, being executive and management personnel, employed in institutions, organizations, state and private enterprises, including University staff and employees of the consumer cooperative system.

Audience/trainee identification benchmarks

- What kind of audience would you like to attract to your course? (Age, profession, etc.)
- To what extent is there a clear process to identify target groups and their needs?
- To what extent are the learning outcomes consistent with the modernity and actuality of the discipline?
- To what extent are the needs of stakeholders (labour market, professional bodies, etc.) assessed?

Audience/trainees' prior knowledge, skills and competencies

- What do I already know?
- What prior studies can we rely on in developing the program/course?
- What is their previous qualification and what qualification category/teaching degree do they have?



*Motivation*

- Why do audiences need this LLL program/course?
- How does this program/course address some of their personal and/or professional development needs?
- How is the program/course related to their network and professional standards?

Number of students. It will be described at the minimum and maximum level.

3. LLL program/course design and development

The programs are developed/carried out in various fields of activity, being adapted to the types and forms of organization in the context of lifelong learning: professional training, improvement, specialization, additional qualification, professional retraining, in accordance with the Development Strategy for the years 2020-2030, focusing on access, relevance, quality.

Educational service providers apply the legal and policy framework regulated by the Ministry of Education and Research of the Republic of Moldova and the national authorities, simultaneously with other institutional normative acts in force, regarding the initiation, organization and realization of the lifelong learning process.

The educational plan includes four defining components:

- a) the temporal component, which represents the time planning of the training process (semester, year), the main unit of measurement of the training process being the ECTS study credit;
- b) the formative component, which represents the distribution of the content units (course unit: module, discipline, internship);
- c) the accumulation component, which reflects the ways of allocating ECTS study credits;
- d) the evaluation component, which represents the methods of current and final evaluation of the study objectives and the competences obtained by the trainee in the course unit/module/discipline.

The education plans for continuing professional training and for additional qualification studies and professional requalification are drawn up by specialties, in accordance with the Nomenclature of professional training fields and specialties, oriented towards the acquisition of the study objectives: the training of the skills provided by the National Qualifications Framework by fields' general study/fields of professional training. Achieving the study objectives and training skills for a professional training field will be complemented by emphasizing the pragmatic character of the training content of the course units included in the education plan.

The process of developing and approving an Education Plan for a new study program involves the following stages:

- a) the initiator of the new program identifies/sets the course units/modules/disciplines from the Curriculum and the list of scientific-didactic staff - competent in the field. The Education Plan, the job descriptions for the new study program are drawn up and correlated with the necessary educational resources;
- b) the documents of the study program are submitted for approval to the senate/scientific-didactic council;





c) after the final approval, the management of the institution appoints the team to develop the self-evaluation report of the new study program for provisional authorization;
d) as the case may be, the education plan is submitted to the competent Ministry for coordination, after which, together with the self-evaluation report, it is submitted to the National Agency for Quality Assurance in Education and Research for external evaluation for provisional authorization.

The list of compulsory and optional course units, the number of hours to study them, the types of internships are established by the education providers according to the specifics of the general field of study/professional training field/study program, in accordance with the Framework National Qualifications.

Mode of teaching. It will be chosen as follows:

- face to face;
- online;
- blended learning (face-to-face and online learning).

Learning activities. A list of planned learning activities for the LLL programme/course will be noted. The activities must be in line with the expected learning outcomes as well as the assessment methods.

The design of engaging, relevant, stimulating, creative learning activities must inspire and motivate teachers, trainees alike, thus becoming an important part of a successful program/course.

At the same time, it is important that each activity is meaningful and ensures the development of skills. Activities should build on previous activities and avoid repetition, they should allow trainees to engage and develop their skills, knowledge in different ways. Meaningful activities will involve them actively, constructively, purposefully, authentically and cooperatively.

Infrastructure and devices.

We will answer the question: to what extent are the support service requirements defined based on the identified needs of the target group (tutoring, ICT support, guidance, consultation, communication, etc.)? For example: tablets, notebooks, blackboard, interactive whiteboard, flipcharts, etc.

Virtual environment and digital tools.

Examples of the type: Moodle, Mahara, Canva, Kahoot, Padlet, Google classroom; web conferencing tools such as: Skype, Zoom, Google Meet, Adobe Connect, etc. they will fully contribute to effective trainings.

4. Staff involved

Required roles. The basic question is: To what extent are the roles and responsibilities of all staff involved in planning, implementing, monitoring and improving the program clear and consistent with the competencies required to deliver the program?





The number of teachers. Depending on the number of audiences and desired learning outcomes.

The number of guardians. Depending on the number of audiences and desired learning outcomes.

Necessary knowledge, skills and prior competences of teachers/tutors.

To what extent is the selection of teaching staff in line with the strategic objectives and educational concepts of the program? For example: "Teachers are competent in using the Moodle platform; is able to use the Skype web conferencing tool; moderate online discussions in an online forum; to include the trainees' previous learning experiences' etc.

5. Delivery of LLL courses in TCUM

The delivery method of continuous training courses must be adapted to the specifics of the trainees. For an adult audience, the knowledge, their professional and life experience that they already have will be taken into account. At the same time, the adult learning process must be focused on the development of concrete skills. Various teaching models can be applied in adult education.

- Classical model – refers to the traditional teaching model. The content of the course is divided into independent and interdependent informational blocks, each block consisting of theory and practical activities. The practical activities have the role of applying the knowledge acquired during the course.
- The Colb model – involves the organization of the course by applying the experiential learning style. The model is based on the idea that all adults already have some life experiences and it is much easier for them to accept new knowledge if it is connected to the knowledge and experiences they have.

Ways of delivery of LLL courses. The delivery of lifelong learning courses can be achieved by applying various teaching-learning channels: with physical presence; online; hybrid. The choice of course organization channel depends on the specifics of the teaching methods, the content and objectives of the course, the specifics of the target group (geographical location, digital skills, learning habits, etc.), the technical endowment and the digital skills of the trainer.

Course with physical presence. Face-to-face or offline courses are the classic learning method. They take place in a room, under the guidance and coordination of a trainer, with the physical proximity of him, but also of the trainees to each other. In order to ensure the trainees' access to the course contents, the didactic materials (PPT, manuals, texts, videos, official documents, case studies, etc.) are sent physically, in electronic format via email, or are placed on the course page in Moodle, Google Classroom, Web etc. or on a cloud platform for storing materials, such as Google Drive.

Courses with physical presence can be organized in the traditional way (all learning activities are carried out in the course class, whether or not technologies are used to transmit the course content to the trainees) or using the Flipped Classroom method.





Online course. Online courses involve connecting the trainer with the audience/trainees via the Internet, using various online communication platforms, learning process management, quizzes, etc. Online courses can be organized using two methods: synchronous and asynchronous.

The synchronous method - the teaching of information and its capture by the trainees takes place at the same time. For this purpose, live trainings are organized, using communication platforms such as Zoom, Microsoft Teams, etc.

The asynchronous method – the teacher chooses an intermediate means of transmitting information, such as the Moodle, Udemy, etc. platforms, creating a YouTube channel or other social networks, the audience will access the intermediate platform to retrieve the information.

Hybrid courses involve the combination of online and offline activities – the teacher works at the same time with the audience who are in the physical room, as well as with those who have connected online, using various hardware and software tools for video conferencing and communication. Hybrid courses offer flexibility in the synchronous delivery of content, allowing learners to participate in discussions synchronously, regardless of the form of participation – offline or online.

To develop the contents of the ULLL courses, the following will be used:

- <https://articulate.com>
- www.ispring.ru
- <https://www.thinkific.com>

For the administration and sale of ULLL courses will be used:

- <https://www.learnworlds.com>
- <https://getcoursefunnels.in>

For teamwork will apply:

- <https://asana.com>
- <https://trello.com>
- <https://clickup.com>

6. Evaluating learner learning and satisfaction

For the assessment to be effective, the teacher must think about the links between the learning outcomes of the course/module; the skills, competences and knowledge it seeks to assess and the assessment method(s) it may use.

Effective evaluation will have the following elements:

- transparency - effective establishment of evaluation criteria;
- validity - the evaluation of those skills or attributes that reflect the expected learning outcomes during the study;
- reliability - defining grading criteria that are aligned with the intended learning outcomes of the course, making the assessment process objective, accurate and repeatable.

When determining the learning outcomes, the following aspects are taken into account:





- What should the audience learn or be able to do as a result of successfully participating in the LLL program/course?
- To what extent are the learning outcomes in line with the vision and strategic objectives of the institution?
- To what extent are learning outcomes defined in line with target groups and stakeholders (including the labor market)?

Evaluation methods. What kind of formative and/or summative assessment methods will be used? Examples: essays, projects, portfolios, etc.

Satisfaction rating

The identification of the requirements of the trainees and the measurement of their degree of satisfaction is carried out based on the procedure of the Quality Management System implemented in UCCM and involves the collection of information based on the evaluation Questionnaires. In relation to the results of the survey, measures are established to improve the degree of satisfaction in order to increase the quality of the continuous professional training process and the services provided in the field of LLL.

V. LLL services offered by TCUM

TCUM provides the following services in the field of LLL

1. The educational offer of the university (on all Initial and continuing training programs)
2. Course catalog
3. Career guidance and counseling
4. Support in finding a job based on the partnership relationships that TCUM develops

1. EDUCATIONAL OFFER - the service aims to ensure the accessibility of the university's educational offer on all initial and continuing training programs (description of study programs, content of study programs, description of courses, learning units, etc.)

Specific activities: Information is placed on the institution's website with reference to the educational offer provided within the university, the list of services, the material-technical base available, the availability of educational resources, the forms of training, etc.

Beneficiaries: The service is intended for applicants of LLL programs/courses/potential beneficiaries of LLL programs/courses.

Terms of service: The service is offered free of charge/against payment, negotiated with interested parties.

2. CATALOG OF LLL COURSES provides access to information about all continuous training programs offered by TCUM. Through it, the beneficiary documents himself about the programs offered by TCUM.

Beneficiaries: users of LLL services.

Terms of service: free of charge.





3. CAREER GUIDANCE AND COUNSELING - the service is meant to help people, of any age, to make educational, training and occupational choices and to manage their career. Career counseling is a communication exercise with the role of effectively mobilizing the resources available to the person in order to achieve the proposed objectives.

Specific activities: supporting students in designing their professional career; encouraging students to use information sources, as a premise for personality development; placement in the labor field according to the Partnership Agreements; professional counseling and guidance in accordance with the specific/individual needs of applicants and to provide an alternative to traditional services in offices, clinics, etc.

Beneficiaries: The service is intended for pupils, students at all levels of education and other beneficiaries of LLL programs/courses.

Terms of service: The service is offered against payment, negotiated with the interested parties.

4. SUPPORT IN FINDING A JOB - the purpose of the service is to identify the various options available, related to the actual level of training, and explanations of the various duties that a certain job entails.

Specific activities: supporting students in job placement according to Partnership Agreements based on the Moldoop offer.

Beneficiaries: The service is intended for pupils, students at all levels of education and other beneficiaries of LLL programs/courses.

Terms of service: The service is offered against payment, negotiated with the interested parties.

VI. Institutional structures trained in the realization of LLL programs/courses and the provision of continuing education services

In TCUM it works the Lifelong Learning Center (LLL Center), a didactic-scientific and administrative subdivision of the University, which organizes lifelong learning activities, in cooperation with the faculties, specialized departments within the TCUM, based on the programs, operates within the TCUM of lifelong learning approved by the TCUM Senate and MER, as well as specific scientific research activities.

The LLL Center is institutionally responsible for monitoring, providing support, consulting for the development and delivery of LLL courses. The LLL Center has as its general objective the transfer of knowledge through continuous training and professional development programs, for the purpose of personal and/or professional development, the organization and monitoring of lifelong learning activities, in collaboration with university subdivisions, for the promotion of learning, training vocational training of adults in the context of lifelong learning for effective integration into the labor market.





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The services offered by the LLL Center are the following:

- designing LLL programs, units/modules from the perspective of the diversity of the needs of the beneficiaries and the labor market, the forms of learning (formal, non-formal and informal), educational contents, teaching-learning methods in continuous modernization;
- the development of an informational assistance system regarding LLL according to the grievances, needs and interests of students, potential audiences, including adults, the community as a whole;
- dissemination of information regarding educational offers, programs and disciplinary modules offered by the University for lifelong learning;
- informing the public about the educational offer of the University.

The following institutional structures are involved in providing ULLL services:

- Center for continuous training and skills recognition;
- Career guidance and counseling center;
- The multifunctional center for education and digital resources (CMERD);
- Educational Digital Technologies Laboratory;
- Language Lab (Language Lab);
- other organizational elements.



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**About the COMPASS project**

The "TOWARDS EUROPEAN UNIVERSITY LIFELONG LEARNING MODEL IN MOLDOVA" project aims at the integration into the university model of lifelong learning (ULLL), constituting an approach that requires immediate reactions at the national and institutional level and common actions in the Republic of Moldova.

Lifelong learning has become a priority of education systems globally. Even if the role of basic, formal education remains essential, lifelong learning, together with non-formal education, come to personalize and develop skills as close as possible to the demands of the market and society, but also the skill and soul of the learner.

Creating the conditions for national institutions, which manage the process in higher education and higher education institutions, to strategically manage lifelong learning at the institutional level.

TARGET GROUPS: representatives of the Ministry of Education and Research of the Republic of Moldova; managers of higher education institutions; directors of LLL University Centers, ULLL operational staff.

GENERAL OBJECTIVE: facilitating the integration process of the Republic of Moldova into the EHEA, by integrating an inclusive and responsive lifelong learning university model in the Republic of Moldova.

PROJECT PARTNERS:

European University Continuing Education Network, Belgium
University of Turku, Finland
Danube University of Krems, Austria
University of Graz, Austria
European Policy Development and Research Institute, Slovenia
University of Barcelona, Spain
University of Genoa, Italy
University of Brest, France
Academy of Economic Studies of Moldova
Trade Co-operative University of Moldova
Academy of Music, Theater and Fine Arts
"Ion Creangă" State Pedagogical University
University of Physical Education and Sport
Comrat State University
Rectors Council of Moldova
Ministry of Education and Research of Moldova

The Trade Co-operative University of Moldova is grateful to the project coordinator, partners and international experts for sharing their experience, for the guidance and assistance provided during the preparation of the strategy.



**Acte normative Internaționale**

- Cartea Albă privind educația și formarea profesională
- Programul de învățare pe tot parcursul vieții 2007–2013
- Plan european reînnoit pentru învățarea în rândul adulților (2011)
- Recomandarea Consiliului Uniunii Europene din 22 mai 2017 privind Cadrul european al calificărilor pentru învățarea pe tot parcursul vieții (disponibil: <https://europa.eu/europass/ro>)
- Recomandarea Consiliului Uniunii Europene privind competențele-cheie pentru învățarea pe tot parcursul vieții, adoptată de Consiliul la cea de a 3617-a sa reuniune, din 22 mai 2018 (disponibil: <http://data.consilium.europa.eu/doc/document/ST-9009-2018-INIT/ro/pdf>)
- Cartea albă privind viitorul Europei. Reflecții și scenarii pentru UE-27 până în 2025
- Cadrul strategic pentru cooperarea europeană în domeniul educației și formării profesionale (ET 2020)
- Către o Europă durabilă până în 2030

Acte normative naționale

- Constituția Republicii Moldova
- Codul muncii
- Codul Educației
- Cadrul național al calificărilor din Republica Moldova, aprobat prin HG nr. 1016 din 23.11.2017 (disponibil: <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=372759>)
- Clasificatorul ocupațiilor din Republica Moldova
- Regulament cu privire la formarea continuă a adulților, aprobat prin HG RM nr.193 din 24 martie 2017, *modificat prin HG nr. 387 din 15.06.2022* (disponibil: <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=369645>)
- Ghid de evaluare externă a programelor de formare profesională continuă (disponibil: <http://www.anacip.md/index.php/ro/legislatie/anacip/ghiduri/send/22-ghiduri/414-ghid-de-evaluare-externa-a-programelor-de-formare-profesionala-continua>)
- Metodologia de evaluare externă a calității în vederea autorizării de funcționare provizorie și acreditării programelor de studii și a instituțiilor de învățământ profesional tehnic, superior și de formare continuă, aprobată prin Hotărârea Guvernului RM nr. 616 din 18.05.2016
- Metodologia de elaborare a programelor de formare profesională continuă și a curriculum-ului în cadrul învățării pe tot parcursul vieții (disponibil: (disponibil: https://usm.md/wp-content/uploads/dfc_metodologia_elaborare_programer_fc_parcursul-vietii_2019.pdf)
- Metodologia de elaborare a programelor de formare profesională continuă a cadrelor didactice (disponibil: https://usm.md/wp-content/uploads/dfc_metodologia_elaborare_programer_fc_cd_2019.pdf)