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# THE TRADE-COOPERATIVE UNIVERSITY OF MOLDOVA'S STRATEGY OF LIFELONG LEARNING (LLL) DEVELOPMENT

for the period 2021-2025

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## Summary

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## I. Introduction

Taking into consideration the globalization, computerization, rapid technologicalization of all fields of human activity and skills differentiation, education, training and continuous improvement of skills have become imperative for the socio-economic development of any country, ensuring the progress of society, professional insertion on the market, increasing the quality of life and self-realization of each individual.

The need to develop a new paradigm of lifelong learning education (Lifelong Learning –LLL) is determined by current economic and societal challenges and the awareness that education does not end with a degree or a job. Lifelong learning is a necessary condition for adapting to the ever-changing professional, economic, social, informational and technological requirements.

Currently, the lifelong learning strategy has become a priority in national education policies in many countries, due to its role and importance in economic and social development and personal development of each citizen, as well as for the benefits that it offers. The European model of lifelong learning is a continuous process of flexible learning opportunities, linking education and the skills acquired in formal institutions with the development of skills in non-formal and informal contexts, especially at the workplace.

The implementation of the LLL has an economic, social and personal impact. The economic impact consists in reducing the effects of current phenomenon, such as population aging, labor migration, shortage of skills in the labor market, global competition, etc. In the social aspect, lifelong learning is a condition for increasing the quality and efficiency of education and training processes, promoting equity, social cohesion and active citizenship. The impact of LLL on a personal level lies in stimulating creativity and inventiveness, entrepreneurship and increasing people's responsibility. LLL offers vast opportunities to better meet the skill needs of the economy and the individual.

In order to respond to current challenges not only in the field of education, training and professional development, but also in the field of sustainable and innovative economic and social development, it has become imperative to develop and implement a distinct strategy in the field of LLL within UCCM.

The LLL development strategy in UCCM establishes the strategic framework of the University's policy in the mentioned field for the period 2021-2025. It was elaborated taking into account: the increase in globalization speed, demographic transformations and "aging" society, fast technological change, labor mobility, etc.





## II. Contextual analysis

Economic, cultural, lifestyle and information technologies development at a worldwide level influence people's attitude towards the training process and change the requirements of society towards the level of education.

Nowadays, studying is not a luxury, but a life necessity, taking into consideration information society tending for globalization. In this context, by developing and implementing lifelong learning strategies, separate or incorporated into the overall strategy, educational institutions will contribute to citizen's high quality education throughout life.

### 2.1 LLL European implementation path

The European LLL implementation has a continuous growth. With the adoption of the *White Paper on Education and Training* in 1995, the European Union has moved towards a learning society based on the acquisition of new knowledge and lifelong learning. Recognizing the major significance of the development of new educational paradigm, the Community authorities named the year 2006 as *the European Year of Lifelong Learning* that has been marked by a series of initiatives and actions in the field.

The Council of Europe launched the Lifelong Learning Program 2007-2013 in 2006. Its aim was to contribute to the development of the Community as an advanced knowledge-based society, characterized by sustainable economic development, accompanied by a quantitative and qualitative increase of working places, a greater social cohesion, as well as to support the *European area of lifelong learning* development. The program implementation allowed European citizens to take part in various types of learnings, at all stages of life, and to stimulate the development of the education and training sector in Europe.

In the same year (2006), the European Parliament and the EU Council adopted the *Recommendation of Key Competences for Lifelong Learning*. It recommended all member countries to develop "key competences supply for everyone, as part of their lifelong learning strategies throughout life". This document established the Reference of Key Competences of European Framework and defined the competences that every citizen needs for personal development, employment, social involvement and active citizenship.

Taking into consideration that skill requirements are constantly changing, the new *Recommendations of key competences for lifelong learning* were adopted in 2018. That document stated that European societies and economies are facing significant technological and digital innovations, as well as changes in the labor and demographic markets. In the *White Paper on the future of Europe. Reflections and scenarios for the EU-27 to 2025*, launched by the European Commission in 2017, was underlined that "it is likely that most children starting primary school today will end up with new types of jobs that do not exist yet" and for the right approach towards this situation "will be required *massive investments in skills, and a major rethinking of education and lifelong learning systems*".

A platform with major values in this regard is represented by the *Strategic Framework for European cooperation in education and training* (ET 2020), launched in 2009. Among the four common EU objectives, ET 2020 places *lifelong learning and mobility* at the forefront, setting the following benchmarks to be achieved by 2020: at least 15% of adults (aged 25-64 y.o.) to participate in lifelong





learning activities; at least 40% of people aged 30 - 34 y.o. to complete a certain form of higher education. The implementation of the ET2020 objectives has been and continues to be in the attention of the European authorities.

Although many efforts have been made during the past few years to meet the LLL benchmarks, the participation rate of European Union adults in lifelong learning programs, according to Eurostat data, is lower than the settled target indicator, summing up to 11.1% in 2018 compared to 8.9% in 2011. The highest participation rate of European Union adults in lifelong learning programs was recorded in 2018 in Sweden (29.2 %), Finland (28.5%) and Denmark (23.5%), and the lowest in Romania (0.9%), Bulgaria (2.5%), Croatia (2.9%), Slovakia (4.0%) and Greece (4.5%).

By attributing major importance to ensuring skills in line with the pace of development and innovation, the European Commission adopted, in 2016, the *New Agenda for Skills in Europe*, launching 10 key actions to improve the quality and relevance of vocational training, developing skills, providing opportunities for better career choices, finding jobs and improving life chances.

A particularly important role in the context of lifelong learning belongs to *adult education*. In this regard, in order to facilitate the involvement of adults in various forms of learning, the EU Council Resolution on a *Renewed European Plan for Adult Learning* (2011) was adopted. Which set out specific priorities in the field, including: the significant increase of supply of adult learning, as well as of the number of people who take advantage of this offer, promoting flexible learning pathways for adults, stimulating employers' involvement in on-the-job learning, establishing functional systems for validating non-formal and informal learning, improving the quality and efficiency of education and training.

The EU Reflection document *Towards a Sustainable Europe to 2030* (2019) also focuses on developing *key competences for lifelong learning* and updating skills, on new opportunities for adults. It also opts for **the creation of a European education area by 2025**, which has the objective *to improve inclusiveness, based on lifelong learning and innovation in education and training systems*.

An important reference document for the development of LLL policies and practices in academia is the European Universities' Charter on Lifelong Learning, adopted in July 2008, which sets out universities' commitments to promote the concept of LLL and the contribution of universities to the integration of LLL into universities' culture.

## 2.2 Analysis of the national policy framework in the field of LLL

Education, vocational training, lifelong learning have a decisive role in building a country with a sustainable, competitive economy, as they are, on the one hand, key factors for growth, jobs and social cohesion, as well as, on the other hand, contributes to the development and capitalization of human potential. In a rapidly changing and highly interconnected environment, each person needs a wide range of skills, and their development must take place continuously throughout life.

The implementation and *capitalization of lifelong learning opportunities in the Republic of Moldova* is gaining major value. The aging of the population and the emigration of a considerable part of the economically active people has led to a reduction in the number of working-age population, which is a major challenge for sustaining long-term economic growth. Demographic trends, rapid technological





progress, digitalization, changes in profiles and professional requirements amplify the need to expand opportunities for LLL in our country. At the same time, lifelong learning must be based on close collaboration between the business environment, education, training and learning environments. At this point, according to researchers and entrepreneurs, the acquisition of a fixed set of skills by young people is no longer enough, they need to build resilience, a wide range of skills and the ability to adapt to change. 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 an aging population, adapting to the demands of the digital age and developing competitiveness in a globalized and knowledge-based economy, require *reconsideration of lifelong learning* at all levels, in Moldova, from institutional to national.

It should be mentioned that in our country the legislative-normative framework regarding LLL is well regulated. *The Constitution of the Republic of Moldova* (1994) guarantees the right to education, by art. 35, the *Labor Code* (2003) establishes rules on vocational training (Title VII), the *Education Code of the Republic of Moldova* (2014) regulates in Title VII *Lifelong learning* (structure, forms, financing, certification knowledge and skills acquired in contexts of non-formal and informal education, implementation modalities, etc.), a special chapter dedicated to the continuous training of adults. A series of documents have been developed and implemented that refer directly or indirectly to LLL, such as the *National Qualifications Framework* (2017), the *Classifier of Occupations in the Republic of Moldova* (2014), the *Regulation on Adult Continuous Education* (2017), the *Guide for External Evaluation of Continuous Vocational Training Programs* (2016), *External Evaluation Methodology for the authorization of temporary operation and the accreditation of study programs and technical, higher and vocational education institutions continuing education* (2016), *Methodological norms for developing and applying the standards of the Continuing Vocational Training Programs* (2005), etc. *Suggestions regarding the elaboration of a program and the curriculum for lifelong learning* (2016) has been developed and recommended by the Ministry of Education, Culture and Research of Republic of Moldova.

*The "Education 2020" Strategy* (2014) represents an important document for the development of education, but it does not expressly include actions related to lifelong learning, and lifelong learning activities target only teachers and managers. There are no actions to support lifelong learning in other national and regional policy documents. Formal learning remains dominant, the formal-non-formal-informal relationship is missing. Among the problems related to adult education is the lack of studies at the national level in the field, the lack / insufficiency of statistical data in Moldova on the degree of inclusion of adults in vocational training, etc.

Currently, it has become imperative to adopt a national lifelong learning strategy to ensure a coherent and coordinated approach to achieving the ambitious goals of the National Strategy for Development and European Integration, to which tends the Republic of Moldova.

### **2.3 The institutional framework and the current dimension of the UCCM LLL**

The Trade-Cooperative University of Moldova (TCUM) was established in 1993 in accordance with the Decision of the Government of the Republic of Moldova on the technical-material basis of the Cooperative College of Moldova (CCM, founded in 1944), with the affiliation of the Center for Scientific Research





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and Continuing Education of human resources from consumer cooperatives.

Recently, in 2018 UCCM established the Center of Excellence in Business Administration and created the first Educational-Scientific Consortium in the country, which currently integrates all levels of vocational education: higher, post-secondary vocational professional, secondary vocational, adult education, including continuous education, being represented by the Trade-Cooperative University of Moldova, the Cooperative College of Moldova, the Center of Excellence in Business Administration (CEBA), thus ensuring the compatibility and continuity of training programs, efficient use of resources and approaching the concept of LLL.

UCCM supports and promotes the *concept of lifelong learning* through its activities, internal regulations and policies, the big range of programs for various categories of beneficiaries, the development of the internal structure, infrastructure, needed resources and partnerships.

Currently, TCUM provides education in all cycles of higher education according to law and its own regulations: bachelor's degree (ISCED level 6); master studies (ISCED level 7); doctor studies (ISCED level 8). The university offers programs of continuous professional training for adults through education and lifelong learning that take place, as a priority, in the context of formal education. At the same time, TCUM coordinates the vocational training programs offered by the institutions of the Consortium (ISCED level 4 programs of CCM and programs of level 3,4,5 ISCED of CEBA).

Educational and research programs cover various fields, such as economics, trade, accounting, finance, marketing, merchandising, business and administration, food processing, tourism, etc. and are focused on a fundamental and applied training of economy. These are correlated with the needs of the labor market, strategies of economic development, the demands of cooperative entities and other benefits, becoming, at the same time, leading institutions towards the supply of educational and research services in the commercial-economic and cooperative fields.

All initial and continuous training programs are accredited or authorized by national authorities (National Agency for Quality Assurance in Education and Research) and international authorities (Romanian Agency for Quality Assurance in Higher Education -ARACIS, Estonian Agency for Quality Assurance -EKKA) in accordance with the respective regulations. At the same time, the University is accredited as an of science and innovation organization (National Agency for Accreditation and Attestation, 2009), valuing the concept of research-based education.

The University has created and continuously developed its internal structure in order to ensure the continuity of professional education, flexible study programs in accordance with the challenges of the constantly changing internal and external environment, openness to different categories of beneficiaries and their counsellors in design and professional insertion, ensuring the quality of its services. Thus, in present time, 2 faculties and 4 academic departments are integrated and successfully operate in the organizational structure of the University, which provides professional training in the following educational cycles: I - bachelor, II - master, III - doctorate; Center for continuous training and recognition of skills obtained in a non-formal and informal context; Career Guidance and Counselling Center; Quality Assurance Center; Center for information and communication technologies, Center for resources and cooperative studies, Center for information and resources in tourism, hotel services, etc.

At the same time, in order to strengthen the partnership with the business environment, several



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departments relocated within the economic entities were created. On one hand, they became an efficient platform for knowledge transfer to economic agents, and on the other hand, for transfer of professional experience to students and teachers.

The University trained and launched on the labor market about 8,100 highly qualified specialists, and the number of graduates of the Educational-Scientific Consortium exceeded 35 thousand people. About 400 employees followed commercial-economic and cooperative training programs during the last 5 years.

TCUM has become an active partner of pre-university, secondary vocational and post-secondary institutions, offering support to students in career design, counselling in choosing their own educational path according to individual particularities.

The university is open to international collaboration, being assigned as a Magna Charta Universitatum (2011) and creating partnerships with foreign universities (about 35 universities), promoting the academic mobility of students and academic staff, conducting research projects of common interest. All of it contributes to the exchange of experience and transfer of best practices to TCUM, including LLL promotion.

In its academic performance, the Trade-Cooperative University of Moldova supports performance and excellence in education and research. Also it supports the implementation of European policies in education and integration in the European Higher Education Area and in the European Area of Lifelong Learning.

### III. Concept, vision and strategic objectives in the field of LLL

TCUM shares the European approach to LLL<sup>1</sup>, which states that generally lifelong learning encompasses all-purpose learning activities, whether formal, non-formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competences. The intention or aim to learn is the critical point that distinguishes these activities from non-learning activities, such as cultural or sports. According to Eurostat, learning activities include formal, non-formal and informal education and training.

Based on the current and perspective context, the *LLL concept* approved and consolidated within the University has the main aim the educational and vocational training at any stage of life, through programs, modules or learning activities, in order to improve personal skills (knowledge, skills and attitudes), civic, social or employment-related, including all levels of education and all forms of learning (formal, non-formal, informal).

**The University's vision in the LLL field** is to *transform the University into a lifelong learning university*.

We are committed to ensuring excellence in lifelong learning, promoting the principles and culture of lifelong learning through teaching, research and diversification of services to society, becoming

<sup>1</sup> [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult learning statistics#Providers of non-formal education and training activities](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_learning_statistics#Providers_of_non-formal_education_and_training_activities)





recognized for the *quality of knowledge, skills and competences of beneficiaries* (students, audiences, etc.) *provided and leading institution in the field of LLL in the trade-economic and cooperative area.*

The university's mission in the field of lifelong learning is defined in accordance with the University's mission, presented in the University Charter, through which UCCM chooses to become a successful education and research center, competitive on the domestic and international market.

In the context of LLL development, the University's mission is to promote high quality of vocational 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 better integration into the labor market.

Taking into consideration the *vision* and *mission* in the lifelong learning field, there have been identified the following *strategic objectives* of the University regarding LLL:

1. Adaptation the lifelong learning as a component of the **university's culture** and of the society as a whole;
2. **Institutionalization of the LLL Concept within the University**, to ensure an **systemic and complex approach** by consolidating the educational, research activities and to provide quality services to different groups of beneficiaries;
3. **Diversification of programs**, providing study conditions what will ensure the participation in LLL as well as **attracting different groups of beneficiaries**, including adults;
4. **Adjusting and improving the structure of the LLL, the infrastructure** of the University what will help to ensure the high quality of LLL activities in accordance with the principles and standards of the Quality Management System and the development of projects in the field of LLL;
5. **Provide appropriate services of guidance and counselling, academic and career selection** to all potential students / audiences of all ages, from all social and cultural backgrounds and the **recognition of previous studies.**
6. **Strengthen and develop the synergy of partnerships** with educational institutions within the country and abroad, that develop LLL, as well as employers, employee organizations (unions), other parties what are interested at different levels to ensure receptivity, flexibility and innovation in delivering and providing LLL services and attracting (enrolling) 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 action plan, activity plans of institutional structures adapted / revised in accordance with the environmental changes.

#### IV. LLL development directions

The following specific objectives were identified in order to achieve the strategic objectives of the LLL.



**OS.1 Adopting lifelong learning as a component of university culture and of the society as a whole**

- A.1.1. understanding of the importance of LLL and its recognition in the academic and research community of the University,
- A.1.2. disseminating the concept of LLL and recognizing its importance in society: employers and business representatives, employee organizations (unions), young people, adults, the general public and other potential audiences
- A.1.3. designing LLL programs, units / modules from the perspective of the diversity of beneficiary needs and also of the labor market, different forms of learning (formal, non-formal and informal), educational contents, teaching-learning methods in continuous evolution
- A.1.4. strengthening the target groups for LLL programs and activities offered by the University,
- A.1.5. promoting lifelong learning in the academic community, the business environment and their representatives, professional and social partnership societies, in society as a whole.

**OS.2 Institutionalization of the LLL concept within the University, its systemic and complex approach by consolidating the educational, research activities and the provision of quality services to different groups of beneficiaries**

- A.2.1. to include the LLL concept and its related activities in the educational, research and existing and consolidated service in the University,
- A.2.2. adjusting and supplementing the curriculum to strengthen and develop the LLL and its suitable activities,
- A.2.3. designing flexible LLL programs, in accordance with the needs of the labor market, to individual requests and at the same time in accordance with the interests of different groups of beneficiaries / potential audience,
- A.2.4. involvement of the University staff and establishment of the institutional structures involved in the develop of the LLL offers and the LLL activities,
- A.2.5. clear definition and efficient organization of process, responsibilities and resources for achieving the integration of LLL into the existing institutional framework of the University,
- A.2.6. strengthening the relationship between research, teaching and innovation from the perspective of lifelong learning,
- A.2.7. capitalization and development of organizing the educational activities in the LLL field.



**OS.3 Diversification of programs, adjusted study conditions will ensure the fact that they are designed to increase participation in LLL and to attract different groups of beneficiaries, including adults**

- A.3.1. to elaborate programs of LLL units / modules that will generate the enrolment of target audience of all ages, from different social and cultural backgrounds,
- A.3.2. to adjust LLL study programs from the perspective of ensuring lifelong learning and professional development of applicants, including all forms of learning (formal, non-formal and informal),
- A.3.3. continuous design and adaptation of flexible LLL programs, units / modules (such as time, space and venue) to expand the number of LLL audience and beneficiary groups,
- A.3.4. to reinforce and promote a flexible and creative learning environment for all audiences and beneficiaries of the programs, LLL services offered by the University,
- A.3.5. to expand the activity in the field of LLL using new programs, units / modules of lifelong learning.

**OS.4 Adjusting and improving the structure of the LLL, the infrastructure of the University to ensure the qualitative performance of LLL activities adjusted with the principles and standards of the Quality Management System and projects' development in the field of LLL**

- A.4.1. to establish the LLL infrastructure (both operational and complex) and the University LLL coordinators,
- A.4.2. to strengthen institutional structures and internal cooperation that will ensure the qualitative performance of LLL activities,
- A.4.3. to strengthen, recruit and develop highly qualified and diverse personnel, who will participate in providing the services and implementation of LLL activities,
- A.4.4. LLL continuous evaluation and monitoring in order to improve performance in the field, adequacy of responsibility and LLL activities,
- A.4.5. ensuring a high level of satisfaction of graduates and employers regarding LLL studies and LLL programs offered by UCCM,
- A.4.6. promoting a quality culture of lifelong learning,
- A.4.7. ensuring security for the resources used for LLL.

**OS.5 Providing guidance and counselling services, appropriate guidance for all potential students / audience of all ages, from all social and cultural backgrounds and recognition of prior studies**

A.5.1. supporting the personal and / or professional development of potential academic and professional applicants / audience for LLL,

A.5.2. developing a LLL information assistance system based on the wishes, needs and interests of students, potential audiences, including adults, the community as a whole,

A.5.3. disseminating information regarding educational offers, programs and disciplinary modules offered by the University for lifelong learning,

A.5.4. providing appropriate guidance and counselling services to support audience of all ages, from different professional, social and cultural backgrounds.

A.5.5. recognition of previous studies acquired in various forms and places based on the methodology approved at institutional and national level,

A.5.6. continuous improvement of students' expectations, regarding guidance and counseling.

**OS.6 Strengthen and develop synergistic partnerships with educational institutions in the country and abroad that develop LLL, as well as employers, employee organizations (unions), other interested parties, at different levels, to achieve receptivity, flexibility and innovation in supply and delivery of LLL services and attracting (enrolling) different groups of beneficiaries**

A.6.1. establishing and developing partnerships with educational institutions in the country and abroad that develop LLL,

A.6.2. developing collaboration with employers, employee organizations (unions), other interested parties, at different levels, in order to expand the number of LLL audience, new LLL audience groups,

A.6.3. expanding partnerships with institutions, local organizations involved in LLL vocational training (local authorities, trade unions, employment centers / companies, funding organizations, vocational training centers, human resources consulting centers, etc.), ministries and business environment,

A.6.4. establishing partnerships with international service providers in the field of LLL,

A.6.5. identifying new challenges and social, economic, cultural implications for the development of lifelong learning in university strategies.

The specific objectives are described in the Action Plan for the implementation of the LLL Development Strategy and in the complex Annual Action Plan of the University, approved by the Senate of the institution.





The vision regarding the future of lifelong learning, the strategic objectives and the LLL directions of action of the University for the years 2021-2025 will guide the efforts of the Educational-Scientific Consortium in the field of LLL in order to ensure an increase of the quality of TCUM services in the LLL segment and increase the insertion (employability) of different categories of beneficiaries on the labor market.

## V. Target Groups

The target groups (beneficiaries) of the LLL activities promoted by UCCM are:

- persons requesting *initial formal training*;
- people who need *continuous training in an institutionalized setting* (having a formal or non-formal initial training and want to benefit from new learning experiences to face professional challenges);
- people who opt for *non-formal training on-the-job*;
- persons requesting *recognition of skills acquired in a non-formal or informal context*.

Taking into account the mission and specifics of the TCUM activity, the actions in the field of LLL will focus on initial professional training programs (undergraduate studies - cycle I, master studies - cycle II, doctoral studies - cycle III), continuous training programs (professional development, adult education), flexible learning modules and activities, career guidance and counselling activities, academic and professional guidance, recognition and validation of prior learning skills and qualifications.

As beneficiaries of the LLL services can also be graduates of different levels of pre-university education: general secondary (gymnasiums or high schools), secondary vocational (vocational schools), post-secondary vocational (Colleges of Centers of Excellence), higher - bachelor's degree (cycle I), master's degree (cycle II), doctorate (cycle III), as well as graduates of one or more continuous education programs.

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

## VI. Expected results and performance indicators

The implementation of this Strategy will have the following results:

- development and diversification of LLL vocational training programs, ensuring the acquisition of professional competencies in accordance with occupational standards, respectively professional training standards, recognized at national level,





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- supporting lifelong learning, improving the level of professional skills and competitiveness of the workforce, employment and quality of work,
- expanding access to lifelong learning in the UCCM, by strengthening appropriate academic and vocational counselling and guidance services for all applicants,
- strengthening the relationship among teaching, research and innovation from the perspective of lifelong learning and the recognition of professional skills,
- strengthening and developing partnerships: university - private sector – public sector at local, regional, national and international level, offering attractive and relevant programs to the requirements of audience, institutions, business environment, authorities of any level, the labor market.

In order to monitor the university's results of the LLL Development Strategy implementation, the following *performance indicators* have been established in the 2025 time horizon:

- ❖ creation of the LLL Center, which will include the Multifunctional Center for Educational and Digital Resources (MCEDR); Digital Educational Technologies Laboratory; Language Lab, and adjustment of the University's infrastructure to ensure the quality of LLL activities;
- ❖ ensuring the implementation of at least 2 LLL continuous training programs;
- ❖ enrolment of 50 participants annually in LLL continuous education programs;
- ❖ offering flexible / individualized programs by LLL;
- ❖ implementation in cycle II - master studies - of at least 2 interdisciplinary programs,
- ❖ strengthening the services of guidance, counselling, academic and professional guidance,
- ❖ participation of the most experienced teachers in the LLL programs and activities;
- ❖ recruiting/invitation of at least 2 experts (national, international) – in order to teach units/modules/courses to LLL programs,
- ❖ signing at least 5 bilateral collaboration agreements with educational and research institutions, other partners developing LLL;
- ❖ signing at least 5 bilateral collaboration agreements with representatives of the business environment, public institutions, etc. which are interested in the University's performance in the field of LLL;
- ❖ dissemination and promotion of education, lifelong learning and recognition of professional skills;
- ❖ the annual organization, independently or in partnership with institutions that develop LLL, of at least one scientific event with reference to the experiences of the scientific-didactic staff in the field of LLL,
- ❖ participation in trainings, experience exchange programs, mobility of 2 representatives of the LLL Center in universities with performances in the field of LLL,
- ❖ conducting the interview of at least 30 representatives of the business environment, public administration institutions, social partners, etc. to identify their needs and aspirations, as well as their requirements, changes in the labor market,



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- ❖ evaluating the quality of the University's performance in the field of LLL by applying at least 20 questionnaires annually,
- ❖ ensuring a high level of satisfaction of graduates and employers regarding LLL studies and LLL programs offered by UCCM;
- ❖ ensuring a high level of satisfaction of students, participants on guidance and counselling, academic and professional guidance.

## **VII. LLL monitoring and evaluation of Strategy implementation**

The implementation of this Strategy will be carried out by involving all the academic and functional subdivisions of the University, the entire staff of the institution and the students. A continuous monitoring, evaluation and reporting process will be organized during the Strategy implementation period. Monitoring and evaluation will be performed based on the performance indicators listed above.

The activity carried out to achieve the strategic objectives will be monitored by:

- the academic and administrative structures involved,
- LLL Center,
- internal auditors and the external evaluation authority of the Quality Management System.

The responsible persons will monitor periodically the implementation of the Strategy.

Academic and administrative structures are responsible for implementing the objectives set out in the Strategy with reference to their area of competence. The reporting will be carried out every six months, by them, in their half-yearly activity reports.

The LLL Center is institutionally responsible for monitoring and will present to the Senate the annual synthesis report on the implementation of the Strategy's actions.

Where appropriate, in accordance with the reports submitted and in accordance with the objectives set, the Action Plan of the Strategy implementation will be revised.