

**LIFELONG LEARNING UNIVERSITY MODEL – THE PILLAR OF
STRATEGIC DEVELOPMENT OF HIGHER EDUCATION
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Abstract

Contemporary society faces multiple challenges related to socio-economic development, increased competitiveness, providing with workplaces, discrepancies between the skills required in the labour market and the skills offered by the education system, etc. One of the key pillars in addressing these challenges is the competence of the workforce, which directly depends on the quality of education and professional training. The ever-changing socio-economic environment demands for continuous improvement/extension/updating of professional knowledge, skills and competences. In this sense, lifelong learning (hereinafter LLL) becomes a necessity.

A particularly important role in the promotion of LLL and the valorization of the opportunities it offers belong to the university environment, which has the necessary skills and resources, as well as experience in carrying out initial and continuing professional training programs. The successful implementation of the LLL concept and strategy initially requires the identification of the university model of LLL, which would meet the current challenges and needs of the labour market, society and each individual person. The project 597889-EPP-1-2018-1-MD-EPPKA2-CBHE-SP „Towards European University Lifelong Learning Model in Moldova – COMPASS” provides significant support in this regard. Such a model was developed within the framework of the above project. The model is described in this paper. This model is being implemented at the Trade-Cooperative University of Moldova and is recommended to other higher education institutions.

Keywords: University Lifelong Learning Model, LLL strategy, socio-economic challenges, competences**1. Introduction**

The transfer of knowledge and its deepening in the process of professional activity, the promotion of universal human cultural values and the development of human capital for the implementation of the aspirations for European integration are the main pillars for the development of sustainable human potential and building a knowledge-based society. With this approach, continuing education, as a component of education in the Republic of Moldova, is the basic factor that contributes to the creation of new opportunities for the full realization of the capabilities of each specialist.

Although continuing education, conceptualized in *Lifelong Learning* (LLL), is foreseen and regulated by a number of normative acts at the national level, it is less capitalized and there is

no clarity and unified approach to this dimension. Conceptualization and promotion of LLL concept comes to provide an answer and identify ways to solve the new socio-economic challenges, among which we will remark:

- the ever-changing socio-economic environment requires constant improvement, extension and updating of professional knowledge, skills and competences,
- development of the information society, reduction of areas in which unskilled and low-skilled labour is used,
- dynamic development of the economy and increase of competition,
- increasing professional mobility,
- increasing the importance of continuing professional training and retraining, multi-qualification of personnel for a better insertion in the labour market,
- increasing the significance of human capital and, from this point of view, the need to develop training for young people and adults, etc.
- research essence, motivation and rationale, identification of problem/problems, general presentation of the sections and ideas to be addressed in this paper.

A valuable tool for promoting, improving and strengthening the prospects for professional development, by accumulating knowledge and skills according to the current labour market requirements, which would facilitate employment and evolution of professional development, is the integration of LLL into the strategic documents of academic institutions, including universities. The development of a lifelong learning model will contribute to the efficient and competitive development of educational and professional training institutions, research institutions, and will strengthen partnerships between them, public administration authorities and the business environment.

2. The degree of investigation of the problem and purpose of research

To respond to modern 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, social inclusion, it has become imperative to develop and implement a clear strategy in the field of LLL within institutions of the university academic environment. Society and its citizens need strong, autonomous, receptive and inclusive universities, which promote the concept of research-based education and professional training to meet the challenges of the ever-changing environment.

Changes, occurring in the world in terms of economy, culture, way of life, development of information technologies, 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 lifelong necessity in conditions of an information society striving towards globalization. Professional skills remain a major challenge for promoting employment and increasing productivity and competitiveness. Promotion of LLL has become one of the key factors in ensuring the sustainable development of society and economies.

In this article, the benchmarks for the development of a lifelong learning model are based on research and analysis of initiatives and results obtained by higher education and research institutions in Belgium, France, Montenegro, Spain, Estonia, Italy, Finland and others, where

distinct institutional strategies for lifelong learning have been successfully developed and implemented. A number of international documents provide a clearly formulated rationale for the concept of LLL. A clear strategic vision and goals are embedded in the EU educational policies for the development of lifelong learning. Important results were also observed in Romania, Montenegro, Spain, Estonia, Italy, Bulgaria and other countries, where individual national strategies for lifelong learning are being developed and implemented.

Assessment of the current situation and the steps taken for the development of lifelong learning in the Republic of Moldova shows that, although LLL concept is found and regulated by certain normative documents and national policies, its implementation and consolidation in the education system is slow. In the current context, as well as from the perspective of the evolution of labour market requirements and demanded occupations, it is necessary to rethink the concept of education and training in the Republic of Moldova and to implement the concept of lifelong learning, which has already confirmed its vitality and opportunities internationally.

The approach to lifelong learning has brought about a change in the paradigm of education and is considered to be the way in which individuals are educated in the knowledge-based society, in the information society. In this context, by developing and implementing lifelong learning strategies, separated or incorporated into the overall strategy, the education and continuing training institutions, as well as research institutions will contribute to a quality education of citizens throughout life. We will note that „we cannot change the world by moving mountains as a whole, but stone by stone”, as sociologist Ralf Dahrendorf wrote, but through partnerships, exchange of good practices and comprehensive actions this goal is achievable and possible to achieve.

An important accomplishment in capitalizing on the concept of LLL, in promoting and developing lifelong learning in the Republic of Moldova is the ERASMUS + program, which with the support of the European Commission, contributes to the development of LLL university model through the implementation of the project 597889-EPP-1-2018 -1-MD-EPPKA2-CBHE-SP „*Towards European University Lifelong Learning Model in Moldova – COMPASS*”. During the implementation of this project, the universities from the Republic of Moldova and the EU, with the support of the central public authorities, will encourage the implementation of LLL concept in our country, by promoting and strengthening the culture of lifelong learning, developing strategies for lifelong learning and increasing institutional capacity building for the efficient implementation of lifelong learning reforms.

3. Applied methods and materials

The aim of this study is to define a model for developing the concept of LLL in higher education institutions to ensure the continuity of lifelong learning, given that their potential allows for the implementation of flexible learning programs for the development of professional skills, correlating learning and skills acquired in formal institutions, in non-formal and informal contexts.

To achieve this goal, the following tasks have been set: studying and analysing European and international policy documents related to lifelong learning (documentary research of various

bibliographic sources); carrying out comprehensive studies using the European Union statistic data relevant to the research area; conducting a comparative analysis of the experience of different countries and institutions in the implementation and development of the LLL university model, which meet the current challenges and needs of the labour market, as well as the prospects of society and each person.

In order to carry out this study, various research methods were used, such as analysis, synthesis, induction, deduction, comparative analysis, and documentation, scientific abstraction with a systemic and integrated approach. Information support is carried out through diverse bibliographic sources with reference to the theory and practices of lifelong learning. Analysis, synthesis, deduction, inductive method and tabular graphical method, used for a clear and representative interpretation of research results, were the basis for the integration of lifelong learning, research results and conclusions.

4. Results and analytics

Education and continuing education are relevant to all stages of life and are important for human development. Their good organization determines, to a great extent, the quality of the final result, capacities and competencies for integration in the labour market.

Uninterrupted learning, anytime and anywhere, contains three fundamental notions that define the concept of lifelong learning. Quality education is one of the global sustainable development goals set out in Horizon 2030 program), adopted at the 70th Session of the United Nations General Assembly in September 2015 [7] which aims to „ensure inclusive, equitable and quality education, as well as the promotion, for all, of lifelong learning opportunities”.

The fundamental aspects of professional education and training, the requirements for the recognition and certification of skills acquired in the framework of formal, non-formal and informal education, provided comprehensively in the Education Code of the Republic of Moldova, directly substantiate lifelong learning (LLL) in Republic of Moldova. In order to coordinate the strategic planning process in the field of education, a number of relevant policy documents have been developed and launched in the education and research system, which is a continuation of the actions envisaged in the National Development Strategy „Moldova – 2020” and the Education Development Strategy for the years 2014-2020 „Education-2020”. At the same time, we see a prospect in strengthening the provision of relevant and quality education throughout life at the national level, the concept of LLL being drafted in the National Development Strategy „Moldova – 2030” and the Strategy „Education 2030”, which are to be approved and realized.

According to our vision, lifelong learning is a continuous process of flexible learning opportunities, linking learning and skills acquired in formal institutions with the development of competencies in non-formal and informal contexts, particularly at the workplace. Obviously, in developing and applying a strategic framework for the implementation of a lifelong learning model, adjusted to the standards of continuing professional education programs, the current regulatory framework will be taken into account:

- The Education Code of the Republic of Moldova (2014) which regulates in Title VII Lifelong Learning (structure, forms, financing, certification of knowledge and skills acquired in the context of non-formal and informal education, ways of achievement, etc.);
- Classifier of Occupations of the Republic of Moldova (2014);
- External Evaluation Guidelines of Continuing Education Programmes (2016);
- Methodology for quality external evaluation for authorization for temporary operation and accreditation of study programs and institutions of professional technical education, higher education and continuing education (2016);
- National Qualifications Framework (2017);
- Regulation on Adult Continuing Education (2017);
- Methodology for developing programs and curricula in the framework of lifelong learning (2019); etc.

Both in the Strategy “Education 2020” [8] and in the advisory forecasts for the Strategy “Education 2030” [9], as national policy documents, we note that the focus is on ensuring learning opportunities for all citizens throughout life and in all life situations, so that more and more adults participate in training activities (Table 1). Priority is given to lifelong learning versus the quality of adult education and learning, aspects which are provided by the current regulatory framework.

Table 1. Strategic priorities at national level

Strategy ”Education 2020”	Strategy ”Education 2030” (draft)
<i>Goal:</i>	
Expanding and diversifying the lifelong learning system, so that 10% of the adult population (25-64 years old) to participate in training programs by 2020.	Lifelong learning versus the quality of adult learning and education: ensuring learning opportunities for all citizens throughout their lives and in all life situations so that, at least, 47% of adults participate in training activities.
<i>Priority actions:</i>	
Development of a regulatory framework for adult education in European context. Development of mechanisms for financing the adult education system. Promoting the development of lifelong learning programs, giving priority to the development of key competencies: digital, entrepreneurial, linguistic, intercultural and other new skills, required in the labour market. Creating an information system of proposals for lifelong learning. Development of tools for the recognition of qualifications	<ul style="list-style-type: none"> • Conceptualization of non-formal education of young people and adults. • Development of regulatory framework in the field of non-formal and informal education. • Creation of conditions and opportunities for initial and continuing training of teachers for non-formal education, including training on the basis of online platforms. • Development and diversification of non-formal education services and dependence on personal needs and changes in the labour market, including by promoting access to non-traditional occupations in terms of gender stereotypes. • Creation/development of marketing of non-formal education services. • Development of management of non-formal education at the system level. • Elaboration of the Reference Framework of non-formal adult education and informal education and capitalization

<p>obtained in a non-formal and informal context within the framework of lifelong learning programs and the implementation of a tool of study transfer credits.</p>	<p>of the values of informal education.</p> <ul style="list-style-type: none"> • Ensuring the capacity of educational institutions to effectively promote lifelong learning at all levels of education - general, vocational-technical and higher education, as well as continuing education for adults - in various contexts of formal, non-formal and informal education in the framework of multifunctional educational institutions. • Effectively promoting lifelong learning so that the participation rate of young people in formal and non-formal education throughout their lives increases by 5% annually, at least. • Modernization of the lifelong learning system for adults in various formal, non-formal and informal contexts, according to the needs of the person related to socio-economic needs, so that the level of adults' participation in formal and non-formal education increases by 5% annually, at least.
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Source: developed by the authors on the basis of the Education Development Strategy for 2014-2020 „Education-2020” [8] and the draft Education Development Strategy for 2021-2030 „Education 2030” [9].

Taking into account the development trends of society, economy and education around the world, intensification of lifelong learning in the Republic of Moldova requires a systemic, comprehensive approach and actions coordinated and supported by all key actors integrated on the dimension of ensuring lifelong learning education.

Currently, in our country universities and research institutions provide education at all stages of higher education in accordance with the existing law and their own regulations: Bachelor's degree (ISCED level 6); Master's degree (ISCED level 7); Doctoral studies (ISCED level 8). At the same time, some institutions offer continuing education programs for adults, promoting the concept of lifelong learning. Continuing professional education programs are provided, as a matter of priority, in the context of formal education, which is an institutionalized process.

During their activity, higher education institutions, including the Trade-Cooperative University of Moldova, have constantly expanded their activities, diversifying their educational services, offering a wide range of training and professional development programs. Thus, they currently offer bachelor's programs, master's programs, doctoral programs and continuing education programs. At the same time, some institutions, including the Trade-Cooperative University of Moldova, coordinate technical vocational education programs (ISCED level 3 and 4 programs), promoted by vocational institutions through partnerships and educational consortia established between them. Offering a wide range of initial and continuing education programs, the institutions are linked to the needs of the labour market, strategies and goals of economic development, the needs of businesses and other beneficiaries. Thus, we find that there is already a foundation for the development and diversification of education services, a basis for the promotion of lifelong learning at the level of higher education institutions. Initial and continuing training programs are accredited or authorized by national (Ministry of Education and Research of the Republic of Moldova, ANACEC) and international (ARACIS, EKKA) authorities in accordance with the regulations in force. It would be necessary to continue the activity and develop internal institutional

structures to ensure the continuity of professional training, the flexibility of curricula in line with the challenges of the constantly changing internal and external environment, openness to various categories of beneficiaries and their counselling in professional design and insertion, ensuring the quality of their services.

Numerous LLL actions are undertaken at the Trade-Cooperative University of Moldova (TCUM), as well as in other institutions of the country. Participation in the COMPASS project, study of the policy framework and international experience in this area, assessment of European practice, and rethinking of the institutional system allowed the development of internal regulatory framework and structure of LLL at TCUM. Based on consultations with European experts, the Lifelong Learning Strategy of TCUM for the period 2021-2025 was developed and approved; currently, it is being implemented. Achieving the strategic goals for LLL, the actions taken will produce results and have a beneficial socio-economic impact.

In our opinion, in order to consolidate the lifelong learning model in higher education institutions of the Republic of Moldova, it is appropriate that the Lifelong Learning Development Strategy encompasses and integrates the following areas:

- acceptance of lifelong learning as a component part of the culture of the institution and society as a whole;
- institutionalization of the LLL concept, its systemic and comprehensive approach through strengthening educational and research activities and providing quality services;
- diversification of programs, readjustment of learning conditions to ensure that they are designed for different groups of beneficiaries;
- adjusting the structure and infrastructure of the institution to ensure high-quality performance of LLL activities;
- providing professional guidance and counselling services that meet the needs of different categories of beneficiaries of all ages, from all social and cultural backgrounds and recognition of prior learning;
- strengthening and developing partnerships with educational institutions, at home and abroad, that develop the LLL concept, as well as with employers, employee organizations (trade unions), and other stakeholders.

These can be found in institutional strategic goals, for the achievement of which specific actions and activities will be identified to promote quality education and professional training, based on scientific, economic, social and cultural accomplishment for various categories of beneficiaries in order to support their professional and general human development and for a better integration into the labour market.

To promote *lifelong learning as a component of the culture of the institution and society as a whole*, it is advisable to undertake the following actions: recognizing the importance of LLL in the academic and research community; developing programs, modules and educational content in terms of the diversity of needs of the beneficiaries and the labour market, forms of learning (formal, non-formal and informal); strengthening target groups for LLL programs and activities; promoting lifelong learning in the academic community, business environment and their representatives, professional societies and social partnership, society in general, etc.

The *institutionalization of the LLL concept, its systemic and comprehensive approach* by strengthening educational and research activity and providing quality services can be guided by the following actions: inclusion of the LLL concept and related activities in the existing educational, research and service providing activities; adjustment and completion of the curriculum for the consolidation and development of LLL; clear definition and efficient organization of processes, responsibilities and resources for integrating LLL into the existing institutional structure, etc.

To ensure the *diversification of programs, the adaptation of the learning environment* to secure that they are developed for different groups of beneficiaries, we consider it necessary: to elaborate the programs of units and LLL modules for enrolling audiences of all ages, from different social and cultural backgrounds; to adapt curricula in terms of ensuring lifelong learning and professional development of applicants, including all forms of learning (formal, non-formal and informal), etc.

To *adjust the structure and infrastructure of the educational institution to ensure the qualitative performance of LLL activities*, the following actions are required: establishing the necessary infrastructure and LLL coordinators at the university; consolidating, recruiting and developing highly qualified personnel who will be involved in the provision of services and accomplishment of activities; promoting a lifelong learning quality culture, etc.

Another important goal is to *provide professional guidance and counselling services that meet the needs of various categories of beneficiaries of all ages, all social and cultural backgrounds as well as the recognition of prior learning*. Successful accomplishment of the above goal includes: supporting personal and/or professional development of potential candidates; disseminating information about educational offerings, programs and disciplinary modules offered for lifelong learning; recognition of prior learning received in various forms and locations, based on the methodology approved at institutional and national levels, etc.

To *strengthen and develop partnerships with educational institutions* developing the concept of LLL, as well as with employers and other stakeholders, the following actions are considered a priority: establishing and capitalizing on collaborative relationships with educational institutions at home and abroad that promote various professional training and development programs; developing cooperation with employers, professional organizations, other stakeholders; identifying new challenges and social, economic and cultural implications for the development of lifelong learning.

Based on the current and future context, the development and promotion of lifelong learning by higher education institutions through programs, modules or learning activities, covering all levels of education and all forms of learning (formal, non-formal, informal) will contribute to the improvement of professional, personal, civic knowledge, skills and competences.

Participants in LLL programs, modules and activities could be people who either continue education at another level or are employed, and have formal or non-formal initial training, but they want to benefit from new learning experiences to meet professional and/or societal challenges. LLL activities will focus on initial training programs (bachelor studies, master studies) and continuing education programs (professional training, adult studies), flexible learning modules and activities, guidance and counselling activities, academic and

professional guidance, recognition and validation of prior learning competencies and qualifications.

The development of professional training programs that ensure the acquisition of professional competencies in accordance with the occupational standards, and, respectively, the professional training standards recognized at the national level, will reinforce the LLL concept in higher education institutions. Supporting lifelong learning by developing this concept will improve the level of professional skills and competitiveness of the workforce, the degree of employment of people and the quality of work.

In our opinion, the conceptualization and development of lifelong learning, the achievement of strategic goals and specific actions of educational and research institutions in the field of LLL, promotion and strengthening of a culture of lifelong learning will intensify efforts to develop LLL in the Republic of Moldova, will enhance the quality of benefits in the area of lifelong learning and will increase the inclusion of various categories of beneficiaries in the labour market. When implementing these actions, the role of higher education institutions in the promotion and development of LLL is as follows:

- to create, develop and integrate a culture of lifelong learning within the university and society as a whole,
- to support the employability and improve the economic life of citizens, providing various educational opportunities for traditional and adult students so that they achieve their intellectual, professional, cultural goals and aspirations,
- to provide and develop LLL programs and activities based on the strengths and academic capital of the University, in accordance with the needs of the labour market, by expanding and strengthening partnerships with businesses, academia and the community,
- to develop an attractive environment for those who want to study, regardless of their socio-economic status, which gives them flexibility in their learning path for better professional development and integration into the labour market,
- to promote innovation at institutional, regional and national levels, to participate actively in the social, economic, cultural and technological processes that shape the community environment and pass them on to the students,
- to promote LLL to meet social and economic needs through awareness, adaptability and the ability to respond to environmental changes, providing proactive support for national policy development.

Hence, by developing strategies for lifelong learning, integrating an inclusive and responsive model of lifelong learning into the educational institutions of our country, we will promote and strengthen the culture of lifelong learning in the Republic of Moldova. At the same time, we believe that the strategic pillars of LLL, which will guide the realization of this goal, should be: access to participation, quality and constructive partnerships.

At the same time, we find that the integration of a lifelong learning model in universities will contribute to the development of continuing education programs, with a priority on the development of key competencies: digital, entrepreneurial, linguistic, intercultural and other new skills that are currently required by the labour market. Research conducted in the area of the normative dimension and European policies in the field of LLL, analysis of the experience

of adopting and implementing the LLL model, integrated in the institutional strategies of many European universities and universities in the Republic of Moldova, allow us to highlight a number of advantages, including:

- increasing the level of openness and accessibility of citizens by offering a wide range of opportunities for lifelong learning,
- improving the range and quality of educational programs,
- increasing the quality of studies and skills acquired by students,
- diversification of educational technologies,
- creating an additional source of income for universities,
- improving the national policy of lifelong learning,
- promoting the development of an active society and employment opportunities, as well as contributing to the economic growth and cultural enrichment at the regional and national levels.

5. Conclusions

The imbalances between the skills offered by education and professional training providers and the needs of the labour market, the significant change in the content of economic activity, considerably increase the relevance of education and professional training systems for the labour market and justify the need to participate in lifelong learning.

Assessment of the current situation with regard to LLL at universities and at the national level, study of international experience in this area and consideration of European practice in the researched field show that the use of the concept of lifelong learning opens up great opportunities for strategic development of higher education institutions that ensure constant adjustment of professional skills to the needs of the labour market.

The promotion of Lifelong Learning has become one of the key factors in ensuring the sustainable development of society and economies, and higher education institutions have an important role to play in achieving this goal.

The university environment has the skills, the necessary resources and experience in conducting initial and continuing professional training programs. Promoting and implementing the concept of Lifelong Learning in universities will contribute to balance the needs of the labour market, the capacities of education and professional training providers and the needs of individuals and society.

Extending and developing lifelong learning require overcoming existing constraints. The introduction and development of university lifelong learning strategies, the integration of the lifelong learning model, inclusive and receptive, at universities will contribute to the process of integration of the Republic of Moldova into the European Higher Education Area

Taking into account the European experience, we consider it appropriate to revise the system of lifelong learning at the level of higher education institutions of the Republic of Moldova, to formulate a vision and the strategic goals with regard to LLL, to develop an internal structure of LLL and to update the institutional regulatory framework. Through comprehensive measures developed and implemented in the area of LLL, universities will contribute to the development of professional skills and better insertion into the labour market of graduates of

various educational programs, to the economic growth of the country and, by this, will secure an additional source of income for themselves.

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Rezumat

Societatea contemporană se confruntă cu multiple provocări legate de dezvoltarea socio-economică, sporirea competitivității, asigurarea cu locuri de muncă, discrepanțele dintre competențele cerute pe piața muncii și cele oferite de sistemul educațional etc. Unul din pilonii-cheie în realizarea demersului care ar

răspunde acestor provocări constituie competența forței de muncă care, în mod direct, depinde de calitatea educației și formării profesionale. Mediul socio-economic în continuă schimbare solicită îmbunătățirea/extinderea/actualizarea permanentă a cunoștințelor, deprinderilor și competențelor profesionale. În acest sens, învățarea pe tot parcursul vieții (în continuare ÎTPV) devine o necesitate.

Un rol deosebit de important în promovarea ÎTPV și valorizarea oportunităților ce le oferă aceasta revine mediului universitar, care dispune de competențe, resursele necesare, experiență în realizarea programelor de formare profesională inițială și continuă. Implementarea cu succes a conceptului și strategiei de învățare pe tot parcursul vieții solicită inițial identificarea modelului universitar ÎTPV, care ar răspunde provocărilor actuale și necesităților pieței muncii, societății și fiecărui individ. Un suport esențial în acest sens îl oferă proiectul „Towards European University Lifelong Learning Model in Moldova” – COMPASS, Număr de referință: 597889-EPP-1-2018-1-MD-EPPKA2-CBHE-SP. În cadrul acestuia a fost elaborat un asemenea model, expus în prezenta lucrare. Modelul este în curs de implementare în Universitatea Cooperatist-Comercială din Moldova și se recomandă și altor instituții de învățământ superior.

Cuvinte-cheie: modelul universitar de învățare pe tot parcursul vieții, strategia ÎTPV, provocări socio-economice, competențe

Аннотация

Современное общество сталкивается со множеством проблем, связанных с социально-экономическим развитием, повышением конкурентоспособности, обеспечением рабочих мест, с несоответствием между навыками, требуемыми на рынке труда, и компетенциями, развиваемые системой образования и др. Одним из ключевых факторов в решении этих проблем является компетентность рабочей силы, которая напрямую зависит от качества профессионального образования. Постоянно меняющаяся социально-экономическая среда требует постоянного улучшения/расширения/обновления профессиональных знаний, навыков и компетенций. В этом смысле обучение на протяжении всей жизни (далее LLL) становится необходимостью.

Особенно важная роль в продвижении LLL и применении предлагаемых этой концепцией возможностей принадлежит университетской среде, которая обладает навыками, необходимыми ресурсами и опытом в реализации программ первичной и непрерывной профессиональной подготовки. Успешная реализация концепции и стратегии обучения на протяжении всей жизни изначально требует определения модели LLL вуза, которая отвечала бы актуальным вызовам и потребностям рынка труда, общества и каждого индивидуума. Существенную поддержку в этом отношении предоставляет проект „Towards European University Lifelong Learning Model in Moldova” – COMPASS, no. 597889-EPP-1-2018-1-MD-EPPKA2-CBHE-SP. В его рамках была разработана такая модель, которая изложена в настоящей статье. Модель внедряется в Кооперативно-торговом университете Молдовы и рекомендована другим высшим учебным заведениям.

Ключевые слова: университетская модель обучения на протяжении всей жизни, стратегия LLL, социально-экономические вызовы, компетенции

DISCLAIMER

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