



# Ensuring qualified teaching staff in general education

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Seminar - Strategic Planning for sustainable education policies  
EU-funded programme Supporting Education Reforms and Skills in the Eastern Partnership (SER)

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# TOPIC SELECTION

**General Objective 3 of the Education 2030 Strategy:** Ensuring that the educational system at all levels is staffed with qualified, competent, motivated and competitive teaching/scientific-teaching and managerial personnel.

## Why this topic?

**Deficit of over 1,360  
vacant positions in  
general education  
(Oct. 2025)**

## Strategic relevance

**Teacher quality as  
a key determinant  
of student  
performance**

## National context

**Education Strategy  
2030  
Alignment with the  
RM Growth Plan  
2025–2027**

# PROBLEM ANALYSIS

**25,818 / 27116**

teaching staff in schools/ECE  
(remains insufficient)

**1,360+**

vacant positions  
2025–2026

**26.6% / 23.3%**

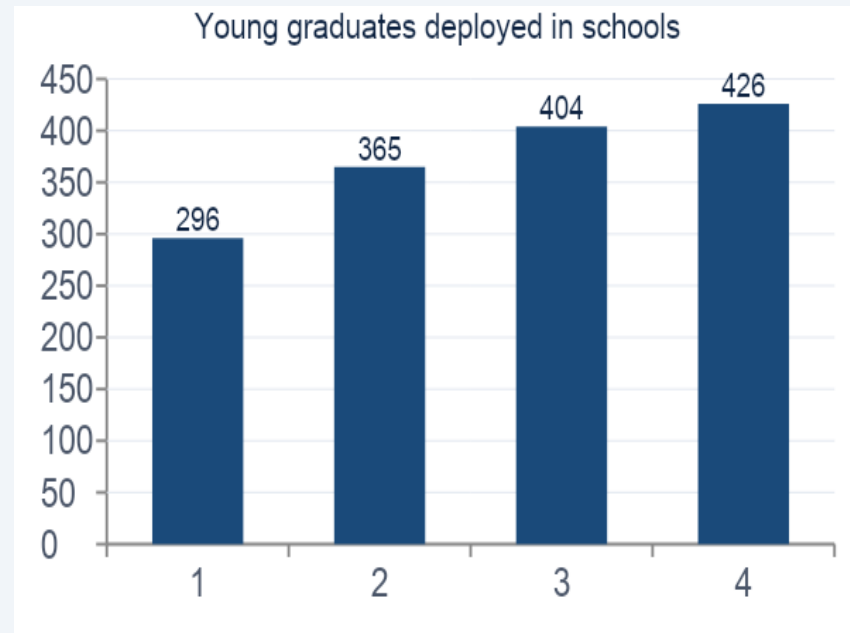
staff aged 50–59, in schools/ECE  
(ageing workforce)

- Low inflow of young teachers, especially in rural areas
- High professional dropout rate in the first years of teaching
- Initial training insufficiently aligned with modern standards
- Low motivation: uncompetitive salaries, poor conditions, burnout
- Insufficient support teachers for children with special educational needs

# STATISTICAL DATA — TEACHING STAFF in schools

Indicator	2022–2023	2023–2024	2024–2025	2025-2026
Total teaching and management staff	26,272	25,994	25,779	25,818
of which with higher education	24,266	24,164	24,066	24,159
with post-secondary technical education	1,821	1,676	1,641	1,659
with other qualifications	185	154	72	

∨ Total teaching staff remains insufficient. Loss of 493 positions in period 2022-2025.



↗ Positive trend: hiring of young teachers grew by 44% in 4 years (296→426)

# RESULTS FRAMEWORK

## Integration of young teachers

Min. 500/year, of which 250 university graduates;  
min. 25% STEM

## Professional insertion — INEL

Hiring and retention rate +5% annually

## Reducing professional burnout

10% reduction in burnout through wellbeing policies

## Quality initial training

100% programmes aligned with standards; digital +  
inclusive pedagogy

## Reconceptualisation of Initial and Continuous Training

Participation rate in training +50% by 2030

## Professional competency standards

Participation rate in continuous professional  
development rate +50%; min. 1,000 staff/academic  
mobilities/year

## Teaching career management

+10% staff with didactic degrees/titles; 1,000  
mentors/year

# PRIORITY ACTIONS FOR ENSURING QUALIFIED TEACHING STAFF

## ATTRACTING & RETAINING YOUNG TEACHERS

- 50% increase of scholarships for STEM specializations
- Deployment allowance of 300,000 MDL
- Teaching load reduced to 75% in the first 5 years
- Housing & utilities support in rural areas
- "Be Pro!" campaign

## QUALITY PROFESSIONAL DEVELOPMENT

- Approval of the Initial Training Concept
- Unified framework plan: digital & inclusive pedagogy
- National programme "Investing in Teachers" — 6,000 staff/year
- 6 digitally equipped continuous training centres

## MENTORING & PROFESSIONAL INSERTION

- INEL support programme for early-career teachers:
- 200 mentored staff/year, 6 sessions/specialist
- Strengthening the mentor network:
- 1,000 mentors trained annually nationwide
- 100 institutions as teaching practice bases;
- SIME professional career monitoring module

## MOTIVATION & PROFESSIONAL RECOGNITION

- Mental health days; wellbeing & stress management programmes
- National awards & grants for teaching innovation;
- Promotion of excellence in education
- Early grade advancement for staff with digital (B2) or linguistic competencies

# MONITORING INDICATORS — 2025 → 2027 → 2030

Indicator	Ref. 2025	Target 2027	Target 2030
Students enrolled to Education Sciences	1,700	1,800	<b>2,000</b>
Young graduates deployed to general education	426	500	<b>550</b>
Teaching staff with 1st & higher didactic degree (%)	20%	25%	<b>30%</b>
Developing teachers' digital skills	4000	12000	<b>10000</b>
Educators trained ("Investing in..." Programmes) (annual)	1,000	1,000	<b>1,000</b>
Teaching staff trained (annual)	6,000	6,000	<b>8,000</b>
Mentors trained (annual)	1,000	1,000	<b>1,000</b>

# CHALLENGES IN DESIGNING AND IMPLEMENTATION

## Fragmented and inconsistent data

The MEC's management information system (SIME) does not have complete data on teachers, their qualifications, etc. for a complete analysis of the teacher shortage. The reason - the responsibility of the institutions

## Institutional capacity — INEL

The National Institute for Education and Leadership is newly established; developing and implementing mentoring programmes requires time and resources.

## Changing social perception

The teaching profession has low attractiveness among young people. Promotion campaigns and concrete incentives are essential.

## Cross-sectoral policy alignment & Financial resources sustainability

Securing multi-year funding under budgetary constraints.

## The rural dimension

The shortage is far more acute in rural areas. Existing incentives (accommodation, utilities, allowance) must be expanded and effectively monitored.



Thank you for your attention!

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