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Assessment of Links between Education, Training and Labour Migration in Moldova

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Project Brief: EU-ILO Project in Moldova and Ukraine “Effective Governance of Labour Migration and its Skill Dimensions”

This project is implemented by the International Labour Organization in cooperation with Moldovan and Ukrainian tripartite partners, the International Organization for Migration and the World Bank. The project is in the framework of the European Commission’s thematic programme of cooperation with third countries in the areas of migration and asylum.

The overall objective of the project is to strengthen Moldova’s and Ukraine’s capacity to regulate labour migration and promote sustainable return, with a particular focus on enhancing human resources capital and preventing skills waste.

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Foreword

This report is one of the outcomes of the large-scale project “Effective Governance of Labour Migration and its Skill Dimensions” implemented in Ukraine and Moldova during 1 March 2011–31 December 2013 by the International Labour Organization (ILO) together with Moldovan and Ukrainian constituents and its partners, the International Organization for Migration (IOM) and the World Bank (WB). The project is a part of the European Union’s thematic programme of cooperation with third countries in the areas of migration and asylum. It is funded by the European Union and co-funded by the ILO and IOM.

The project aims at strengthening Moldova’s and Ukraine’s capacity to regulate labour migration and promote sustainable return, with a particular focus on enhancing human resources and preventing skills waste. It also seeks to contribute to the development and effective implementation of rights-based migration policies and programmes, in line with the ILO labour standards (Conventions 97 and 143) and the principles and guidelines of the ILO Multilateral Framework on Labour Migration. With a view to achieving the overall objective, the project is designed to attain four independent yet complementary specific objectives, along the following components:

- Component 1: building capacity to analyse the skills shortages and oversupply as a result of migration;
- Component 2: enhancing the capacity of the migration sending countries to balance migration flow and return with local and international skills needs;
- Component 3: building capacity to negotiate and manage rights-based labour migration schemes, including agreements on social protection;
- Component 4: building capacity to govern labour migration, by enacting relevant legislation and engaging social partners.

As part of the component 1, this report provides the main findings of the **Assessment of Links between Education, Training and Labour Migration in Moldova**. It aims at providing national stakeholders with an integrated approach towards the interconnection between the professional education system in the Republic of Moldova, the local labour force supply and demand and labour migration. The methodology applied to the research comprised two stages, i.e. desktop analysis and quantitative and qualitative data collection in the field in May–June 2012.

The report is a result of teamwork that involved Mr Ruslan Sintov, ILO National Consultant, and Ms Natalia Cojocaru, Senior Researcher, who developed the initial draft report; Ms Natalia Popova, ILO DWT/CO Senior Employment and Skills Specialist, Mr Francesco Panzica, ILO International Consultant, and Ms Oxana Lipcanu, ILO National Project Coordinator, who worked on the form and content. We would like to express our gratitude to Ms Gloria-Moreno Fontes and Mr Olivier Liang for their comments and suggestions on the report.

The team is also grateful to representatives of government institutions, social partners, research organizations and the international community (Annex 7), participants in the in-depth interviews for their cooperation and honest answers. Last but not least, gratitude is also extended to the participants in the focus group discussions, as well as to all the respondents in the quantitative face-to-face survey.

A validation workshop was organized in November 2012 in Chisinau to present the draft report to key national stakeholders and discuss its key findings. The report was finalized after the workshop, based on comments received from stakeholders and from the ILO.

Antonio Graziosi
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List of Abbreviations

FGD	Focus Group Discussions
MLSPF	Ministry of Labour, Social Protection and Family
NBS	National Bureau of Statistics
NCEM	National Confederation of Employers of the Republic of Moldova
NEA	National Employment Agency
<i>SEM</i>	<i>Assessment Study of Links between Education, Training and Labour Migration in Moldova 2012</i>
TU	Trade Unions
VET	Vocational Education and Training, which refers to secondary vocational level of education only
Notes:	<ol style="list-style-type: none">1. In the context of this report, wording <i>professional education/trainings</i> means vocational, specialized secondary (colleges) and higher levels of education2. The amounts in MDL used in the text are given a USD equivalent, according to June 2012's exchange rate of the National Bank of Moldova (1 USD = 12 MDL)

Executive Summary

The *Assessment of Links between Education, Training and Labour Migration in Moldova* was carried out by the CIVIS Centre of Moldova with the support of the International Labour Organization (ILO) and in cooperation with the Ministry of Education of the Republic of Moldova. This report is part of the “Effective Governance of Labour Migration and its Skill Dimensions”, an ILO project funded by the European Union and implemented by the ILO, in co-operation with social partners and the governments of the Republic of Moldova and Ukraine, as well as in partnership with the International Organization for Migration (IOM) and the World Bank.

Moldova is a labour-sending country. Information on its labour market needs and on the skills composition of migration flows is crucial for the prevention of skills waste and brain drain. Moldova faces an increasing outflow of highly qualified people largely due to discrepancies between the professional training system and the local labour market. This research aims at providing *national stakeholders* with a comprehensive analysis of the relationship between education, training and labour migration in Moldova.

The general objectives of the study were as follows:

- To measure the extent to which the education system in Moldova contributes to improving local employment opportunities, thereby diminishing the outflows, or, on the contrary, is conducive to increased migration;
- To assess the direct impact of a person’s education on migration, including propensity to migrate;
- To study the use of remittances on education by the recipient households and their impact on the demand for education;
- To present an overview of migration and education policies and related legislative frameworks.

It was intended to test three general assumptions in this research project:

Assumption 1	Remittances have an impact on access to education in terms of (a) continuing education at a professional level, (b) the choice of educational level (secondary vocational, specialized secondary/college and higher), and (c) the choice of educational field (speciality).
Assumption 2	Expenditures related to education are higher in families receiving money from abroad, compared to families with no external transfers.
Assumption 3	The current professional system contributes to an increased migration outflow.

All three assumptions have been confirmed by qualitative and quantitative data from the current study.

The methodology applied to the research comprised two stages, namely:

Stage 1: Desktop analysis (analysis of secondary information)

The following types of materials were analysed: policy and legislation related to migration and education, projects and programs, official statistics, studies, reports and articles on the targeted topic and statistics from foreign embassies in Moldova.

Stage 2: Data collection in the field

The quantitative and qualitative methods were combined. For that purpose, the following activities were carried out:

- (a) A national representative quantitative survey;
- (b) Focus Group Discussions with 11 different target groups (secondary general education pupils in their final year of study; students from vocational schools, colleges and universities in their final year of study; people with no professional education (who finished either primary or secondary general school); people who studied abroad; 2010–2011 school leavers from all educational levels; students’ parents from families receiving/not receiving remittances.
- (c) In-depth interviews with education, migration and labour market experts (representatives of the public authorities, employers and trade unions, international organizations and NGOs).

Findings

Moldova’s labour market is characterized by a strong imbalance between labour demand and labour supply. On the one hand, the educational institutions’ output is not in line with the market demand (either quantity or quality of the human capital). The skills mismatch on the labour market is partially a result of: (1) deficiencies in skills forecasting which in turn have an impact on enrolment plans in training institutions, (2) lack of information and vocational counselling for young people when choosing education level and field,

(3) inconsistencies between the education quality in professional training and employers' expectations. On the other hand, what the local labour market can offer (working conditions, pay, career opportunities and so forth) is such that people are unwilling to accept available jobs.

Thus, migration is seen as an advantageous alternative, especially now when going abroad has become relatively easy due to various factors and opportunities: social networks of Moldovan citizens living abroad, international treaties in the educational arena that the Republic of Moldova is party to, academic and student exchange programs, as well as multiple citizenships held by many graduates. Consequently, there is an increasing number of migrants, particularly among those with higher education degrees.

One of the most important results of labour migration is remittances. The results of this research emphasise the positive impact of remittances on access to education. Thus, according to the study findings, families receiving remittances provide better education opportunities to their children, compared to those without any money transfer benefit. Children/individuals from households receiving remittances are reported to:

- continue their studies after completing secondary school more often (access to professional education in general: either secondary vocational, specialized secondary/college or high level);
- have better access to higher levels of education (e.g. they choose to go to university, rather than to a vocational school or college);
- can select a profession of their choice to a wider extent than those not receiving remittances;
- have higher expenditures on education (at the same educational levels) in case of households receiving remittances.

Furthermore, since the employment rate is higher among those with higher education, there are better opportunities for individuals from beneficiary families to access the labour market.

Even if official statistics show that the current labour market demand is higher for qualified workers with secondary vocational education, people with university degrees seem to have better chances to get employed, since employers prefer to hire graduates with higher levels of qualification, who are more flexible and better able to meet a wide range of functions.

Recommendations

- The emphasis should be on the development of viable and efficient career guidance services for secondary education students, undergraduates and graduates.
- Currently, labour market forecasting is done only on a limited basis. Therefore, regular data collection on the needs of businesses in terms of required labour force levels and quality needs to be put in place.

- In order to meet the demand for qualified workers, it is necessary to improve the attractiveness of vocational secondary education, both through investments to upgrade the existing facilities and raising awareness on career paths and opportunities for future professional development.

Introduction

Objectives

This report aims at presenting an integrated approach towards the interconnection between the professional education system (that includes vocational schools, colleges and universities) in the Republic of Moldova, the local labour force supply and demand and labour migration. A comparative analysis has been carried out on the following links between education and labour migration:

- (1) Chances of access to professional training in the formal education system, depending on the receipt or lack of remittance income;
- (2) Chances of access to the local labour market and to career development, depending on the level of professional training (focusing on secondary vocational education, specialized secondary/colleges and higher education), thus preventing migration;
- (3) The impact of educational level on the decision to migrate, the success of migration experience and other related aspects.

Innovative Aspects

The literature presented in bibliography covers extensively diverse aspects of the relationship between education, the labour market and migration. This study aims at covering the following gaps:

- To provide national ILO constituents with updated information on labour migration (the most recent statistics presented in specialized literature referred to 2008–2009);
- To analyse the factors leading to a certain choice about the type and level of education to pursue depending on the availability or non-availability of remittances;
- To present the categories of expenditures for education and to carry out a comparative analysis of these depending on the availability/non-availability of remittance flows;
- To present the national strategies and action plans in the area of professional training, employment and migration and how they operate in labour market forecasting;
- To describe the current state of qualification recognition of (a) Moldovan migrants in destination countries and (b) returned migrants in the Moldovan labour market.

Limitations of the Study

- The National Bureau for Statistics neither regularly collects data on migrants' employment abroad nor on their educational and occupational levels. The latest data available was collected in the second quarter of 2008.¹
- The National Employment Agency does not keep records of certain statistics important for the topic at hand (for example, job vacancies by level of education, professions demanded by unemployed).
- The dynamics of certain aspects of the relationship between migration and education could not be analysed due to the lack of expertise in the Ministry of Education, namely a shortage of competent staff for work with archives. The data requested referred to (a) the recognition of returned migrants' education and qualifications obtained abroad and (b) recognition of the authenticity of education documents for Moldovan citizens going abroad for educational and professional purposes. The Ministry of Education provided statistics for 2010–2011 only, although the request was for a longer period – 2007–2011 – in order to analyse possible trends.

As for the number of Moldovan undergraduates and graduates abroad, it could not be accurately established due a general lack of personnel in Moldovan diplomatic missions, as well as at the Moldovan Ministry of Education where a lack of staff hamper the collection and processing of data, along with incomplete archives and confidentiality agreements; many students apply directly to international schemes and therefore are not captured by the Ministry's records.

1. National Statistics Bureau: "Labour force migration in the Republic of Moldova" (Chisinau, Ministry of Labour, 2008). Available at: <http://www.statistica.md/pageview.php?!=en&id=2570&idc=350>

Research Methodology

Goal and Objectives of the Study

The study aims to provide national stakeholders with a comprehensive analysis of the relations between education, training and labour migration in Moldova. It specifically intends:

- To measure the extent to which the education system in Moldova contributes to improving local employment opportunities, thereby diminishing the outflows, or, on the contrary, is conducive to increased migration options;
- To assess the direct impact of education on migration, including the propensity to migrate;
- To study recipient households' use of remittances on education and their impact on education demand ;
- To analyse links between labour migration and education policies and related legislative frameworks.

Research Characteristics

The study was carried out using a triangular methodological principle – multiple research methods with multiple target groups.

Three research methods were used:

- (1) Desk research,
- (2) Qualitative methods – focus group discussions and in-depth interviews,
- (3) Quantitative method – representative national poll.

The desk research for this study consisted of collecting and analysing existent secondary information in order to ensure data consistency and accurate trend analysis. The following materials were analysed: policy and legislation related to migration and education, projects and programs, official statistics (Labour Force Survey, Households Budget Survey and son on), studies, reports and analyses on the targeted topic, and statistics from foreign embassies in Moldova.

The qualitative research for this study was divided into a small basket of in-depth interviews and a larger basket of focus group discussion. Part one of this research was based on 13 in-depth interviews that sought to supplement the existing findings (deepened analysis of reasons, attitudes, practices and so forth) of the desk research and quantitative research. The guidelines can be found in Annex 8.1.

The interviewees included central government authorities from the Ministry of Education, the Ministry of Labour, Social Protection and Family, National Employment Agency, Ministry of Economy, National Bureau of Statistics, in addition to the National Confederation of Trade Unions and the National Confederation of Employers as well as the non-governmental organization IDIS Viitorul.

Part two of the study's qualitative research utilized focus group discussions to discuss the existing findings and deepen the understanding of the reasons, attitudes and practices motivating migration choices. Guidelines can be found in Annex 8.2 and both Romanian and Russian languages were permitted.

Eleven focus group discussions were held, with 6–8 participants each, involving 79 people in total. The average duration of one group discussion was 1.5 hours. Focus group participants were selected by a network of field operators employed by the CIVIS Centre. Each group discussion was structured by gender and region of residence. All discussions took place in Chisinau. Their content was recorded in digital audio format and later transcribed for processing reasons. Participants included: students in the last year of university, both employed and unemployed recent graduates of higher education, students in the last year of vocational school or college, both employed and unemployed recent school-leavers from vocational education, youth with no professional education (general secondary level leavers), pupils in the last year of general secondary school, households with remittances (and with students), and households without remittances (and with students).

Meanwhile from 19 May–8 June 2012, a quantitative survey was performed in rural and urban communities from all districts of the country and 784 households were polled, from which 2,758 people responded. Computer-assisted personal interviewing was used during the data collection at people's homes, with the working languages being Romanian and Russian. Annex 8.3 describes the screening form used to identify target groups both at the level of household and individuals, including the roster, a questionnaire at the level of household (listing household members and profile), and the individual questionnaire used for individually targeted respondents. The target group and sample size is presented in Table 1.

Table 1: Quantitative survey target groups and sample size

Type of respondents	Category of households	
	Receiving remittances	Not receivers of remittances
People with higher education	56	97
People with secondary specialized education	75	73
People with vocational education	88	107
People with no professional education	64	76
Pupils studying in grades 9–12	72	76
TOTAL	355	429

Characteristics of the quantitative sample include the following details:

- stratified – the following two stratification criteria were used:
 - *by region* – 12 regions;
 - *by community size* – villages with up to 3,000 inhabitants, villages with more than 3,001 inhabitants, district centres, other towns and municipalities;
- strata volume – the volumes of strata formed as a result of classification by regions and communities were computed proportionally to the number of population included in each stratum based on the official statistics as of 1 January 2012;
- quasi-probabilistic – communities, households and respondents were selected at random;
- multistage – three randomization stages were used:
 - *community* – the communities from each stratum included in the sample (69 in all) were randomly selected (except Chisinau and Balti municipalities) from a list of randomized names.
 - *household* – a number of necessary itineraries in each locality was identified based on the number of questionnaires assigned for each community. The surveyed households were selected through a randomized itinerary technique, based on the statistical step and combination of snow ball method;
 - *individual* – in each selected household interviewers listed all members belonging to the existing target groups. If there were several people of this age group in the same household, the one whose birthday came first after the interview day was selected as an interviewee.

Demographic Data about Respondents in the Quantitative Survey

Geographical distribution of the study includes all 32 districts of the country, the cities of Chisinau and Balti and the Gagauzia Administrative Territorial Unit. The Transnistria region was not part of the study.

The number of members in a household: in terms of households' size, families with three members and four members of the sample were the most common, making up (31.8 per cent) and (29.6 per cent) respectively, followed by families with two members (16.1 per cent) and five members (12.4 per cent). Other households represented one-tenth of the sample (10.1 per cent).

Gender. In the total households surveyed, women accounted for 52.3 per cent, while men accounted for 47.7 per cent.

Age. Children (0–14 years) accounted for 11.6 per cent, young people and adults (15–59 years) – 82.9 per cent and the elderly (60 years and over) – 5.5 per cent. The share of elderly people is one-third higher among female respondent (6.2 per cent) than among male respondents (4.3 per cent).

Marital status. About half of household members said they were married (52.0 per cent), about one-third (38.9 per cent) – unmarried (including children), while widowed, divorced, separated and domestic partners accounted for 9.1 per cent. There were three times more females from the last category (13.4 per cent) than males (3.9 per cent). At the same time, males are more likely to be unmarried (41.8 per cent) than females (36.3 per cent).

Ethnicity. Respondents were represented by 87.3 per cent Moldovans/Romanians. Gagauz, Bulgarians and Ukrainians accounted for 10.3 per cent, with approximately equal shares for each ethnicity. People of Russian ethnicity accounted for two per cent of the total population, while other ethnicities accounted for 0.4 per cent. In terms of gender, the above ethnic groups are represented proportionally.

Native language. Eighty-four per cent of household members have Moldovan/Romanian as their mother tongue. Russian is the native language of every tenth respondent (10.3 per cent), while 5.7 per cent speak other native languages.

Households benefitting from remittances

Other languages spoken. Foreign languages spoken by respondents include: Russian (79.6 per cent), French and English (15.8 per cent each); Italian (6.9 per cent) and others (16 per cent) (Note: multiple answers).

Citizenship. Almost all (98.8 per cent) members of households receiving remittances are Moldovan citizens. One in seven respondents (13.7 per cent) has a different citizenship, usually Romanian (10.4 per cent).

Presence in the education system. At the time of the survey, every fourth member of households (25.3 per cent) was enrolled in an educational institution (28 per cent females and 25 per cent males). 95.5 per cent of them were enrolled in educational institutions in Moldova, and only 4.5 per cent studied abroad, where females take the lead in enrolment (7.1 per cent of females were studying abroad compared to 1.4 per cent of males).

Of those 74.7 per cent who, at the time of the survey, were not included in the education system, 3.8 per cent stated the lack of money to pay for studies as reason.

The distribution of respondents according to the *type of the institution* they were enrolled in at the time of survey is presented in Table 2.

Table 2: Respondent by type of institution and by gender

	Total (in per cent)	Male (in per cent)	Female (in per cent)
Pre-primary education	12.7	14.9	11.5
Primary education	7.7	6.8	8.2
Secondary general	40.3	39.2	40.7
Secondary vocational	4.8	8.8	4.4
Specialized secondary education (college)	10.0	12.2	5.5
Higher education	21.8	18.2	24.7
Post-graduate education	2.7		4.9

As can be seen, women are much more represented at higher level in educational system than men.

The distribution of respondents according to the *highest level of education completed*² at the time of survey is shown in Table 3.

Table 3: Respondents by highest level of education completed

	In per cent
Pre-primary education	8.3
Primary education	12.4
Secondary general	31.6
Secondary vocational	17.1
Specialized secondary education (college)	14.5
Higher education	15.0
Post-graduate education	0.7
Do not know /No answer	0.4

Financing studies: about one-fourth of remittance beneficiaries said that they pay for their education (23.7 per cent), while 74.5 per cent benefit from state budget-based education. Non-responses represented 1.8 per cent.

Field of education (secondary vocational education). The most *popular* fields of education at the secondary vocational education level were transport (22.8 per cent), services (11.6 per cent), industry and food industry (9.9 per cent each), and construction (8.6 per cent). These five categories accounted for about two-thirds (or 63 per cent). Others finished/were studying in other fields, such as: agriculture, light industry, telecommunications and so on. Analysis by gender dimension shows that women are more interested in vocational

2. For example: at the time of survey a respondent is enrolled in a university, while the highest level of education completed by this person is secondary general.

education in the service sector (22.5 per cent) and food industry (20.6 per cent), while men prefer the transportation (40 per cent) and construction (11.5 per cent) sectors.

Field of education (specialized secondary/college and higher education). The following fields had the largest shares of students: economics (15.7 per cent), humanities (12.2 per cent), law (8.1 per cent), engineering and engineering activity (seven per cent) and medicine (seven per cent). Taken together, these five education fields account for 49.9 per cent of students. None of the other fields exceeded 4.8 per cent. The study covered representatives of all fields of occupation as specified in the Nomenclature of trades. Female persons are much more likely to study economics (19.4 per cent versus 10.5 per cent males), social sciences (15.3 per cent/7.9 per cent) and medicine (10.4 per cent/2.1 per cent), while males are more interesting (comparing with females) in engineering (12 per cent/3.4 per cent) and architecture (7.9 per cent/0.7 per cent). Besides these areas of education, the survey revealed the high interest of women for military services (16 per cent) that almost balance the share of men studying military (19.9 per cent).

Education abroad. Thirty-eight people (three per cent from all household members) studied/were studying abroad at the time of the survey. Their countries of destination were as follows: Romania, Russia, USA, and so forth.

Primary occupation at the time of the survey: about one-third of household members were engaged in economic activities – 31 per cent (24.9 per cent were employed in organizations, 5.0 per cent were self-employed and 1.1 per cent had their own business). Every fourth person was enrolled in an educational institution, 16.9 per cent were pupils and 9.2 per cent were students. Pensioners accounted for 5.2 per cent (7.3 per cent females and 2.9 per cent males), while persons on maternity leave accounted for 2.3 per cent. 17.5 per cent had migrated and was employed abroad (males are more likely to be abroad – 22.2 per cent than females – 13.3 per cent), while a further 17.5 per cent was unemployed at the time of the survey. Gender analysis shows that females are more likely to be employed (27 per cent versus 22.5 per cent), while males – to be self-employed (7.6 per cent versus 2.7 per cent females).

Intentions to go abroad. At the time of survey, 59.8 per cent stated they did not intend to migrate in the next 12 months, while 17.5 per cent were outside the country at that time (predominantly males, with 19.3 per cent among male as opposed to 13.2 per cent female household members). Of those who intended to go abroad, most of them planned to leave to work – 11.6 per cent – and only 1.1 per cent planned to study. In terms of gender, women in general are less likely intending to migrate (14.5 per cent) than men (25.4 per cent), and when they have this intention they are less likely to migrate for employment purpose (6.8 per cent) as compared to men (16.8 per cent).

Own business. Approximately one in ten households included in the study started their own business. 36.8 per cent of these households found that professional training of household members involved in setting up business was helpful, while for 60.5 per cent professional training played no role in starting their own business. The non-response rate was 2.7 per cent.

Households not benefitting from remittances

Other languages spoken. Foreign languages spoken by respondents include: Russian (74.2 per cent), French (14.0 per cent), English (12.4 per cent) and others (15.6 per cent).

Citizenship. Almost all (99.7 per cent) members of households not receiving remittances are Moldovan citizens. 6.5 per cent have a different citizenship, usually Romanian (4.7 per cent).

Presence in the education system. At the time of the survey, every fourth member of the household (24.4 per cent) was enrolled in an educational institution. 96.7 per cent of them were enrolled in educational institutions in Moldova, and 3.3 per cent studied abroad.

Of those who, at the time of the survey, were not included in the education system, 3.9 per cent explained it by the lack of money to pay for studies.

The distribution of respondents according to the *type of the institution* they were enrolled in at the time of survey is presented in Table 4.

Table 4: Respondents by type of institution in which they are enrolled during survey

	Total (in per cent)	Male (in per cent)	Female (in per cent)
Pre-primary education	14.2	15.4	14.1
Primary education	12.0	13.7	11.5
Secondary general	44.1	37.7	47.9
Secondary vocational	3.0	4.0	2.1
Specialized secondary education (college)	8.7	12.0	5.7
Higher education	15.8	16.6	15.1
Post-graduate education	2.2	0.6	3.6

Generally, men are more likely to be enrolled in vocational and colleges (two times more), while women are more likely to continue with post-graduation education.

The distribution of respondents according to the *highest level of education completed* at the time of survey is shown in Table 5.

Table 5: Respondents by highest level of education completed at the time of the survey

	In per cent
Pre-primary education	9.3
Primary education	12.6
Secondary general	28.3
Secondary vocational	21.1
Specialized secondary education (college)	12.4
Higher education	15.4
Post-graduate education	0.5
Do not know / No answer	0.4

Financing studies: about one-fifth of people who did not benefit from remittances said that they paid themselves for their education (18.2 per cent), while 80 per cent completed their education with state funding. The share of non-responses represented 1.8 per cent.

Field of education (secondary vocational education). The most popular fields of education at the vocational secondary education level were transport (18.3 per cent), services and construction (12.2 per cent each), light industry (9.7 per cent) and food industry (9.5 per cent). Other fields represented 38.1 per cent. Women are more interested in the service sector (22.9 per cent), food and energy industries (18.6 per cent each), while men are more interested in transportation (31.9 per cent) and construction (16.5 per cent).

Field of education (specialized secondary/college and higher education). The highest percentages of students are found in the following fields: economics (15.2 per cent), humanities (11.8 per cent), engineering and engineering activity (11.9 per cent), medicine (8.7 per cent) and law (5.1 per cent). Other fields accounted for 47.3 per cent. The same pattern is valid for non-recipient households as for remittance recipient households: women are more likely to study economics (19.9 per cent versus 8.7 per cent males), social sciences (16.7 per cent/4.9 per cent) and medicine (12.2 per cent/3.9 per cent), while males are more interested (comparing with females) in engineering (24.3 per cent/2.8 per cent) and law (7.8 per cent/3.5 per cent). Also, every fifth female and male person was studying to be in the military.

Education abroad. Twenty-eight people (or two per cent from all household members) studied/were studying abroad at the time of the survey. Their countries of destination were as follows: Romania, Russia, USA and so on.

Primary occupation at the time of survey: almost half of household members were engaged in economic activities – 44.1 per cent (36.2 per cent were employed in organizations, 6.9 per cent were self-employed (particularly male household members) and one per cent had their own business). Every fourth person was enrolled in educational institutions, 18.2 per cent were pupils and 6.3 per cent were students. Pensioners accounted for 6.3 per cent (two time more women than men), while persons on maternity leave accounted for 3.1 per cent. At the time of the survey 17.7 per cent of household members had no occupation.

Intentions to go abroad. At the time of survey, 81.4 per cent stated they did not intend to migrate in the next 12 months, while 4.3 per cent were outside the country at the time (mainly male household members). Of those who intended to go abroad, most of them planned to leave to work – 7.1 per cent (two times more male persons than female), and only 0.5 per cent – to study.

Own business. Approximately one in ten households included in the study started their own business (9.8 per cent). 37.7 per cent of them found that professional training of household members involved in setting up business was helpful in that regard, while for 36.9 per cent professional training played no role in starting their own business. The non-response rate was 22.6 per cent.

CHAPTER 1

Impact of the Education System of the Republic of Moldova on Employment Opportunities

1.1 The Moldovan Education System and Its Current Characteristics

Structure of the Education System

The education system of the Republic of Moldova is structured as follows: (1) preschool education; (2) primary education; (3) general secondary education (gymnasium, lyceum); (4) secondary vocational education (trade schools, professional schools, colleges); (5) higher education (structured at present in two cycles – bachelor and master degrees); and (6) post-graduate education. Compulsory education is for nine grades and includes one year of mandatory preschool, primary school (four grades) and gymnasium (five grades).³

The state provides education free of charge for pre-primary, primary and general secondary levels. Access to higher levels is awarded based on a competitive principle; those interested in continuing their studies can compete for scholarships either from the state budget or private funds.

Professional training is conducted by vocational secondary education, specialized secondary/college and higher education institutions.⁴ The limit of the number of students enrolled in professional training education is regulated by the state (both for the state budget-based and individual contract-based education).⁵

The Dynamics of Student Numbers

The dynamics of each level of education (vocational, secondary specialized/college and university) during the last two decades is shown in Figure 1. According to these data, at the

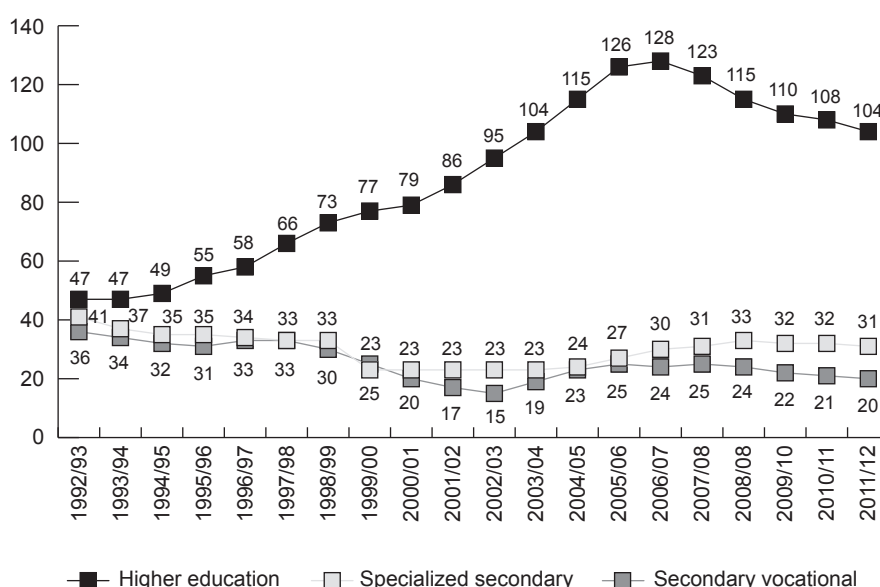
3. Available at: <http://edu.md/ro/structura-sist-invatamint/>

4. Official webpage of the Ministry of Education of the Republic of Moldova. Available at: <http://www.edu.md/ro/structura-sist-invatamint/>

5. According to comprehensive interviews conducted with the representatives of the Ministry of Education and the Ministry of Labour, Social Protection and Family of the Republic of Moldova.

beginning of the 1990s, the number of students in the three levels of professional education was relatively equal. However, during the transition period, the interest of young people in higher education constantly increased, while the demand for vocational secondary education decreased dramatically (Figure 2). The economic collapse in the late 1990s, characterized by closure of industrial enterprises (representing the main employers of workforce with vocational secondary education), caused a drop in the demand for this type of education. In addition, vocational schools, seen as “not prestigious”,⁶ typically draw financially disadvantaged students; the improvement of households’ financial situation in Moldova, as a result of migration, has caused a shift toward higher education levels.

Figure 1: The dynamics of student numbers by education levels (1992/93–2010/12) (thousand persons)

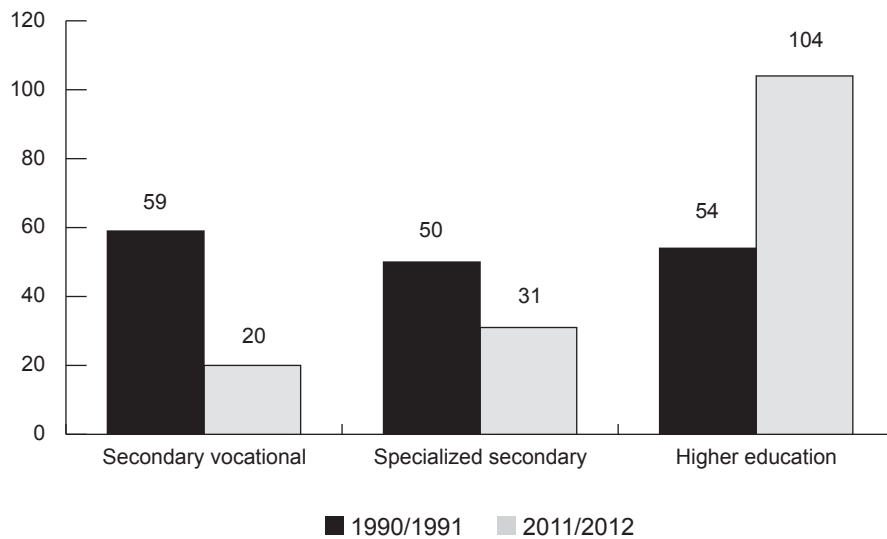


Source: Figure elaborated by authors based on the NBS data.

Thus, during the last two decades the number of students in specialized secondary/college education decreased by a factor of three, and the number of students from the vocational secondary subsystem by a factor of five, compared to the number of students in higher education institutions.

6. Vocational secondary education (VET) provides not only vocational training, but also social protection to its students. From all levels of professional training, only VET is funded in quasi-totally from budgetary resources (the share of budget-funded students was 95.8 per cent in the academic year 2010–2011). Only VET provides: hostel almost for all students (94.4 per cent in the academic year 2010–11), students paying only 15 per cent of the total cost of accommodation; state scholarships for all students, regardless of performances; a free meal per day. The secondary effect of VET exclusivist advantages (compared with the higher and specialized secondary education levels) consists in creation of an image of educational segment, especially aimed at children from socially vulnerable families. (Statistics taken from (1) Education in the Republic of Moldova, 2011 (National Bureau of Statistics) and (2) Public policy proposal initiated by the Ministry of Education: Vocational Secondary Education – skills tailored to labour market, available at: <http://edu.gov.md/ro/ppp-privind-invatamintul-secundar-profesional-competente-adaptate-pentru-piata-muncii/>)

Figure 2: Number of students by education levels, (1990/1991–2011/2012) (thousand)



Source: Figure elaborated by authors based on the NBS data.

In order to strengthen higher education and maintain a balance between the three levels, the Moldovan government intervened in 2006 with a set of special measures. Thus, the number of state budget places in vocational schools and colleges was increased.⁷ Experts in the field, however, speak about a partial failure of this governmental intervention:⁸ colleges managed to improve their capacity to attract students, but vocational secondary education faced major problems. Experts consider the approach to the problem wrong. In their opinion, in order to make vocational secondary education more attractive, the government should have changed the curricula, to modernize machinery and equipment used in training processes, and improve the conditions in which students live and study.⁹

In contrast to the increased interest in higher education, there is another group of young people who do not continue studies in the professional education system for different reasons. According to the results of the current *Assessment of Links Between Education, Training and Labour Migration* (SEM–2012), the main cause is a lack of funds or financial difficulties (this reason was given by 45 per cent of respondents).

Another serious reason for not continuing education is young people's unwillingness to attend school. Thus, 18.5 per cent of the persons without professional training believe that it is unnecessary to learn a trade, because learning means investing time and financial resources, which is not profitable in Moldova because of low salaries.

7. Government Decision No. 434 of 25/04/2006 on unified plans for enrolment in 2006 of students in higher (first cycle), secondary specialized and vocational education institutions (HG Nr. 434 din 25.04.2006 cu privire la planurile unice de înmatriculare în anul 2006 a studenților și elevilor în instituțiile de învățământ superior (ciclul I), mediu de specialitate și secundar profesional).

8. Ciurea, C., and Litra, L., Impact of policies of central public authorities on university system in the Republic of Moldova (Impactul politicilor autorităților publice centrale asupra sistemului universitar din Republica Moldova) (Chisinau, IDIS "Viitorul") *Public Policy Magazine* No.2, 2009.

9. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova) (Turin, ETF, 2010), p. 26.

“In terms of finance there were no problems, but I know people who studied law and spent a lot of money and time, and now they work earning 1,500 MDL (125 USD) in Chisinau. Then, I thought it is not worth studying. I decided to go abroad.” FGD 11

Indeed, the difference between the salaries declared within the SEM–2012 by respondents with a professional level of education (who completed vocational school, college or university) and unskilled persons (who completed primary or secondary general) is insignificant: 2,700 MDL (225 USD) vs. 2,500 MDL (210 USD) respectively (average values).

One-third of respondents did not continue studies after general secondary level because of other reasons: they got employed, went abroad, intend to emigrate and so forth.

Students Gender Distribution

Distribution of students by gender shows that in the secondary vocational education, traditionally, there are more males than females (69 per cent versus 31 per cent in the academic year 2011/2012). The share of females in the specialized secondary/college and higher education levels exceeds that of males. Thus, the distribution of students in colleges by gender was 45 per cent male and 55 per cent female in the academic year 2011–2012, and 44 per cent male and 56 per cent female in universities. The dynamic analysis of the number of students by gender shows that during the last decade there have been no major fluctuations.

Financial Allocations

During the period 2004–2011, the government has constantly increased financial allocations for all stages of professional education; however, they were disproportionate for different education levels. Vocational secondary education benefited from the highest increase in financial resources, for the purpose of upgrading its quality. In 2011, education costs per student in vocational secondary education represented 41 per cent of total education costs allocated for the whole professional system of education, and education for one student in college – 31 per cent, and for a student at university – 28 per cent from the total of average expenditures allocated for this purpose (Table 6).

A linear analysis of data from Table 6 shows that allocations for vocational secondary education increased approximately four times in 2004–2011. These increases in allocations testify to the importance the government attaches to this type of education. However, the fact that there is a continuous decrease in the number of pupils in vocational secondary education proves the insufficiency of financial interventions alone, without adjustments in the educational curricula, equipment, labour market trends and so forth.

Table 6: Average expenditures allocated for education of a pupil/student, at each education level, per year of study (MDL)

	2004	2005	2006	2007	2008	2009	2010	2011
Vocational secondary education	4,438	5,467	7,650	8,147	11,424	13,949	15,917	17,432
Specialized secondary/ college education	4,563	5,820	7,555	7,798	9,201	10,079	11,977	13,007
Higher education	4,482	5,047	5,867	6,495	7,931	8,961	10,799	12,112

Source: Ministry of Finance of the Republic of Moldova.

Notes: (1) Expenditures consist of two components: main component (budgetary expenditures) and special means (extra-budgetary expenditures, which include paid services; rent/lease of public assets; grants, sponsorships/philanthropy and donations; other special means).

(2) Category pupil/student includes both budget-based and fee-based pupils/students.

1.2 Factors Determining the Choice of the Education Level and Specialization

Choice of the Education Level

In terms of education level, young people increasingly choose higher education in Moldova. Moreover, as it was mentioned before, recent years have seen an expansion of higher education and shrinking of lower levels of professional education. Pupils' option for higher education is based on several reasons:

- (1) Vocational secondary level leavers are limited in their access to higher education, since according to Moldovan legislation they can only continue their studies in colleges, but not at universities.¹⁰ Participants to the Focus Group Discussion (FGD) in SEM–2012 said that in order to avoid a long route in obtaining higher qualifications, they prefer to graduate from a grammar school and go directly to university.
- (2) Higher education became more accessible due to availability of remittances funding. Tuition fees for the academic year 2010–2011, for example, ranged between 3,000 MDL (250 USD) and 20,000 MDL (1,670 USD) (depending on the university and faculty) – annual amounts are affordable, especially for students with parents abroad (in 2009, households with migrants received monthly, on average, 3,068 MDL (255 USD)¹¹ in the form of remittances). In the academic years 2009–2010 and 2010–2011, two-thirds of Moldovan university students were paying tuition fees.¹²

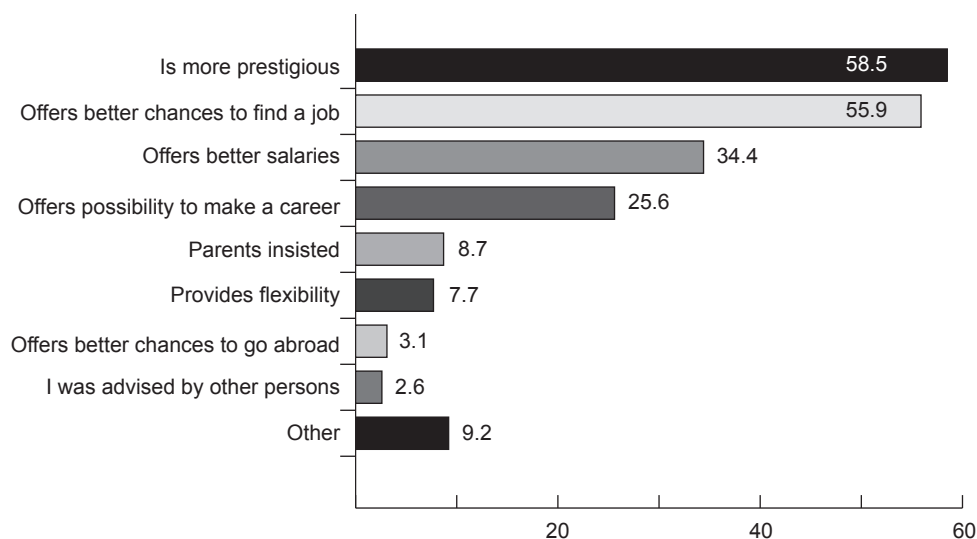
10. Vocational secondary education development concept (Conceptia dezvoltării învățămîntului secundar profesional). Available at: http://nou.edu.md/?lng=ro&MenuItem=6&SubMenu0=1&SubMenu1=2&article=inv_preuniversitar/conc_dezv_inv_sec_prof

11. IASCI-CIVIS: (Strengthening the impact of development of financial flows and investments derived from migration to Moldova – Annex I Household Study (Consolidarea impactului de dezvoltare a fluxurilor financiare și a investițiilor provenite din migrație spre Moldova)(Chisinau, IASCI-CIVIS, 2010).

12. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova) (Turin, ETF, 2010).

- (3) In this context the reservation wage brought about by remittances needs to be taken note of: since the labour market offers poor salaries, many potential workers prefer to pursue education (e.g. continue to study at university). The reservation wage is the lowest wage rate at which a worker would be willing to accept a particular type of job. The reservation wage rate is generally greater than zero because the alternatives to paid employment have positive value. The alternatives might be: taking care of children, pursuing education or simple leisure.
- (4) The SEM–2012 results show that *prestige* is placed on top of the motivation scale: 58.5 per cent of respondents stated they chose higher education because it is more prestigious than college or vocational school/trade school diplomas (Figure 3).
- (5) Higher education institutions usually are actively involved in attracting future students (compared to colleges or vocational and trade schools). They organize visits to general secondary education institutions in various parts of the country, informing pupils about their offers. Often, these *publicity* actions from higher education institutions represent the only information sources for pupils about the educational curriculum. In the absence of alternatives, the largest flows of pupils focus on higher education.¹³ In other words, there is no Career Guidance system in place.
- (6) At the same time, when choosing an education level, respondents were confident that higher education offers advantages in terms of integration and further career development in the labour market. Thus, graduates from higher education institutions have better opportunities for (a) finding a job (55.9 per cent) (although their work activities often do not correspond to the specialization obtained), (b) for receiving higher pay compared to those with lower education levels (34.4 per cent) and (c) for pursuing a successful career (25.6 per cent) (SEM–2012) (see Figure 3).

Figure 3: Why did you opt for higher education and not for vocational school or college? (Multiple choice, per cent)



Source: SME, 2012.

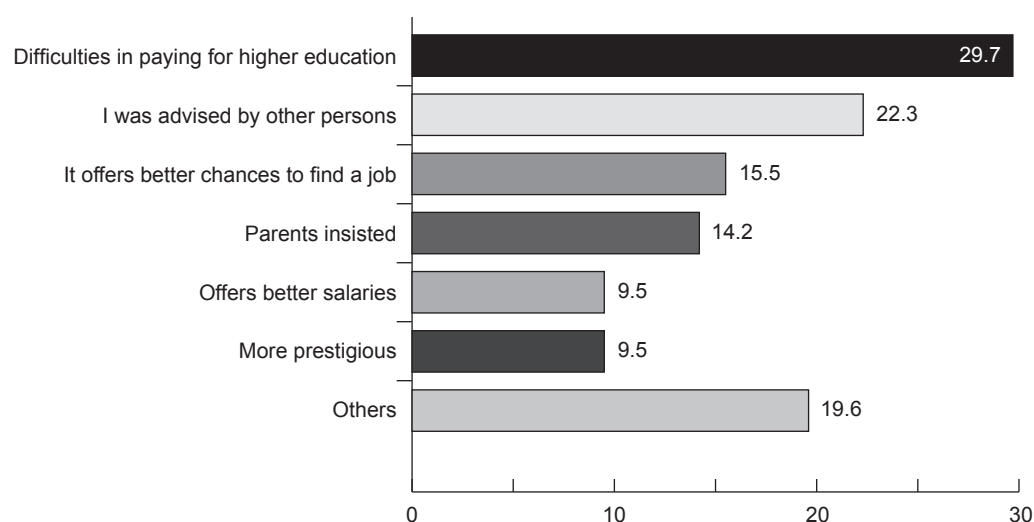
13. Information collected from Focus Group Discussions.

The ranking of arguments on the motivational scale of school leavers and students of colleges and vocational/trade schools was different from that of higher education level students (Figures 4 and 5). For this category, the main reason for opting out of higher education was the impossibility or the difficulty of covering financial costs. In addition, external influence (of parents, other persons) is stronger in case of opting for vocational secondary (30.1 per cent) and specialized secondary/college (36.5 per cent) education levels.

Vocational secondary education is mostly chosen by children from families with modest financial resources and from rural areas. Most of the pupils enrolled in vocational secondary education (73.8 per cent) in the academic year 2009–10,¹⁴ and 76.2 per cent¹⁵ in 2011–12 came from rural areas.

SEM–2012 results show that almost half of the persons who completed or studied in vocational/trade schools chose this level because they could not afford financially to go to colleges or universities (45.8 per cent) – see Figures 4 and 5.

Figure 4: Why did you opt for specialized secondary education (college) and not for vocational school or university? (Multiple choice, per cent)

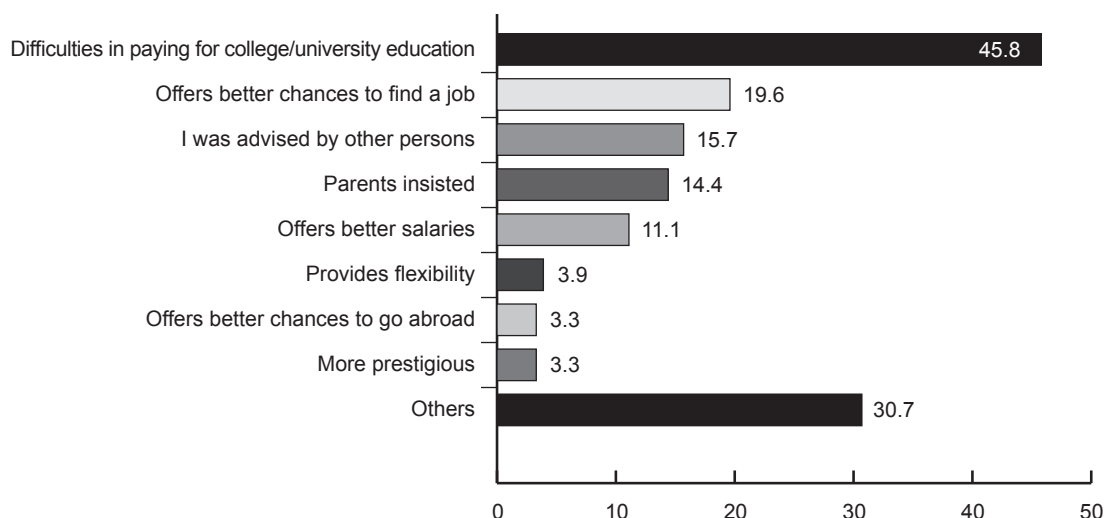


Source: SME, 2012.

14. Ministry of Education: Consolidated strategy for education development for 2011–2015 (Strategia consolidată de dezvoltare a învățământului pentru anii 2011–2015).

15. Ministry of Education: Report on the activity of the Ministry of Education in 2011 (excerpt from the website of the Ministry of Education of the Republic of Moldova) (Raport cu privire la activitatea Ministerului Educației în anul 2011) (Chisinau, Ministry of Education, 2011). Available at: [http://edu.gov.md/file/Raport%20activitate%20ME_2011\(1\).pdf](http://edu.gov.md/file/Raport%20activitate%20ME_2011(1).pdf)

Figure 5: Why did you opt for vocational secondary education (vocational schools and trade schools) and not for college or university? (Multiple choice), per cent



Source: SME, 2012.

SEM–2012 highlights the impact remittances had in this respect: half of the respondents coming from households not receiving money from abroad chose vocational secondary education because they could not afford higher education (50.5 per cent). In the case of remittance beneficiaries, this share was significantly lower – 37.5 per cent.

Representatives of the Trade Unions (TUs) are concerned about the fact that the current education system in Moldova is producing a surplus of specialists with higher education (mostly in economics and law), while the labour market is mainly looking for skilled workers. Otherwise, official statistics show that in 2010 the proportion was one vocational secondary level graduate to two specialists with higher education diplomas (i.e. 13,238 vocational schools and trade schools graduates compared to 23,264 university graduates).

In this context, it is important to note that vocational job counselling is done on a very limited basis in Moldova. Due to the lack or inefficiency of vocational guidance in schools, gymnasiums and lyceums, the choice of the level and of the field of education does not correspond to labour market demand. Young people tend to get a higher education diploma, while there is an increased demand for skilled workers¹⁶ on the labour market.

One of the findings from SEM–2012 is that in recent years there has been a change in the general awareness on choosing an education field: higher education is no longer considered to be as profitable as it used to be, given that the Moldovan labour market requires skilled workers, for whom jobs and better salaries are available. Some FGD participants reported their own negative employment experiences (some quotes based on FGD are presented in Annex 4.1).

16. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova) (Turin, ETF, 2010).

Choosing Specializations

According to the Ministry of Education the most popular professions/trades among students in secondary vocational education for the academic year 2011–12 were: cook (11.2 per cent), car mechanic (10.7 per cent), plasterer (8.9 per cent), tailor (7.6 per cent), electric and gas welder-fitter (5.6 per cent), computer operator (5.1 per cent) and carpenter (4.5 per cent). Figures represent shares from the total number of enrolled students and confirm (from the point of view of pupils' preferences) the trends from previous academic years.¹⁷

Pupils enrolled in specialized secondary/college education in the academic year 2011–12 focused mainly on the following fields: economy (12.6 per cent of the total number enrolled), medicine (12.4 per cent), transport (9.0 per cent), pedagogy (7.0 per cent), services (6.7 per cent), informatics (5.6 per cent), mechanics (5.2 per cent) and construction (4.8 per cent).¹⁸

In terms of choosing a higher education field, the most demanded fields of study in the last five years have been economic sciences, law, education sciences, engineering and social sciences. Since 2006, the above mentioned fields (except for education sciences) have had a downward trend in enrolment. In-depth interviews with representatives from the line ministries revealed that this trend is both a result of the government regulation of 2006 (see footnote 8) and a change in public opinion. The inability of the labour market to absorb graduates from the faculties of law and economics, for example, became so obvious that young people started turning towards less “elitist” fields, such as education sciences, transport services, public services, architecture and construction, protection and security. However, law and economics still remain among young people's top preferences for higher education (Table 7).

On the one hand, this trend (switching from prestigious to less prestigious fields) can be explained by the changes that occur on the labour market. For example, the construction sector has shown the highest growth in recent years. Positive transformations also have occurred in the transport and communications sector. Salary levels in these sectors have achieved higher values compared to other sectors (Figure 20). These fields have become increasingly popular and attract many students. On the other hand, an increase in the number of students enrolled in education sciences, for example, is a result of government regulations (see footnote 8) due to a teacher deficit in the country.¹⁹ According to the representatives of the Ministry of Education, the focus on education sciences to train teachers is driven by government support for the employment of graduates in education institutions in rural areas; many candidates choose education science, hoping to be provided with a job after graduation (see Annex 3).

17. Ministry of Education: Report on the activity of the Ministry of Education in 2011 (excerpt from the website of the Ministry of Education of the Republic of Moldova) (Raport cu privire la activitatea Ministerului Educației în anul 2011) (Chisinau, Ministry of Education, 2011). Available at: [http://edu.gov.md/file/Raport%20activitate%20ME_2011\(1\).pdf](http://edu.gov.md/file/Raport%20activitate%20ME_2011(1).pdf) (Report on the activity of the Ministry of Education in 2011 (excerpt from the website of the Ministry of Education of the Republic of Moldova [http://edu.gov.md/file/Raport%20activitate%20ME_2011\(1\).pdf](http://edu.gov.md/file/Raport%20activitate%20ME_2011(1).pdf)))

18. Ibid.

19. Comprehensive interview with responsible officials from the Ministry of Labour, Social Protection and Family and the Ministry of Education of the Republic of Moldova.

Table 7: Students in higher education institutions by main fields of education (number)

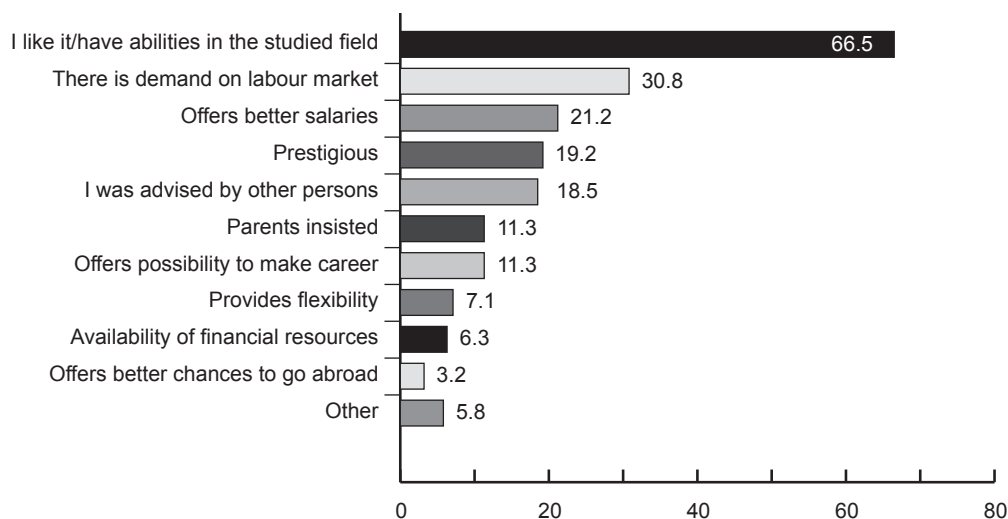
	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11
Total	126,132	127,997	122,939	114,865	109,892	107,813
Educational science	9,083	11,462	14,777	16,598	16,422	16,494
Arts	1,986	2,143	1,778	1,742	1,929	1,976
Liberal arts	9,075	8,643	5,754	4,025	3,851	3,779
Political science	4,101	3,530	2,994	2,144	1,968	2,002
Social sciences	2,819	2,511	2,240	1,898	1,838	1,827
Social assistance	1,726	2,120	2,243	2,215	2,071	2,083
Communication	1,415	1,600	1,514	1,429	1,448	1,372
Economics	35,303	35,240	33,651	29,023	26,749	25,975
Law	23,001	19,848	17,557	14,692	13,569	13,227
Natural sciences	2,143	2,193	2,003	1,951	1,760	1,828
Hard sciences	4,962	4,662	3,805	3,679	2,917	2,553
Engineering	12,611	13,713	13,656	13,445	13,017	12,147
Manufacturing and processing technologies	3,531	4,054	3,719	3,546	3,586	3,444
Chemical technology and biotechnologies	397	440	496	483	533	578
Architecture and construction	4,346	5,448	5,611	5,962	5,974	5,656
Agricultural science	2,006	1,953	2,056	2,113	2,039	2,149
Veterinary medicine	486	477	428	351	295	335
Medicine	3,006	3,186	3,397	3,637	3,579	3,669
Pharmacy	417	442	489	520	527	517
Public services	1,871	2,300	2,573	2,626	2,602	2,533
Physical culture and sports	1,337	1,487	1,208	1,372	1,590	1,784
Transportation services	0	36	51	206	206	249
Environmental protection	40	53	29	61	83	96
Protection, safety and security	19	15	477	709	887	1,049
Military	451	441	433	438	452	491

Source: Table prepared by authors based on NBS data.

SEM–2012’s results show that when choosing a profession most young people (66.5 per cent) are guided by their abilities to pursue certain fields (Figure 6). In their choice of a profession, *vocation* is a more decisive factor for people in rural areas, especially for graduates/students of vocational secondary level and state-funded students.

Aspects of the labour market that count the most in the choice of a profession are market demand for this type (30.8 per cent) and remuneration (21.2 per cent); while career development opportunities (11.3 per cent) and flexibility at work, i.e. performing multiple tasks, and not only a single type of routine (7.1 per cent) count less in making a decision. The above mentioned labour market aspects counted more (even if insignificantly) for persons benefiting from remittances compared to others.

Figure 6: Choice of profession (per cent)



Source: SME, 2012.

Note: Arguments brought by respondents in favour of focusing to certain professions are presented in Annex 3.

For every fifth respondent, the prestige associated with a specific profession represents a determining factor when choosing a field (19.2 per cent). This factor is more important for men, urban residents and persons with higher level of education – either completed or in progress.

External influence (parents' insistence or a friend's advice) was a determining aspect for approximately one-third of the respondents (29.8 per cent). Group discussions showed that pupils who have to take a decision where to study often do not know from where to get information on labour market trends and skills demands. In addition, many of them are not confident about their own preferences or have no courage to insist on them. Therefore, many young people rely on external or parental advice and suggestions, which sometimes take the form of pressure. Choosing a profession *under such influence or pressures* often results in regrets afterwards (more details on the reasons for choosing a profession and consequences in Annex 3).

1.3 Discrepancies between Professional Training and Labour Market Demand

In recent years, trends and developments in the labour market and education might appear to be contradictory. A fall in employment in the domestic labour market has taken place concurrently with a steady increase in the number of graduates from all three levels of Moldova's professional education system. For example, in 2010, only 22 per cent found a job immediately after graduation from the educational system,²⁰ which demonstrates the limited capacity of the labour market to absorb them, as well as the relevance and quality of their skills.

Since 2003, the share of higher education holders has increased dramatically. Employers meanwhile prefer to hire people with higher levels of qualification and who are flexible and able to perform a wide range of functions. In turn, young professionals with university degrees accept being employed in areas other than their field of study (especially at their first experience). Graduates agree to perform tasks not corresponding to their level of training either because there are no vacancies for the qualifications they possess (for example, graduates in law and economics) or because of their lack of sufficient work experience. Another reason could be the lack of knowledge and skills appropriate for the position to which they aspire. Moreover, graduates recognize that they are not proficient with using technology and foreign languages.²¹ According to the Labour Force Survey (2009), most young people list among the main problems a lack of practical skills (64 per cent) and insufficient training that does not correspond to job requirements (22 per cent).²² According to the analysis of the European Training Foundation (ETF), 40 per cent of the graduates in 2007–2008 who were able to find work declared that they needed additional training to meet the skills requirements of their first job.²³

SEM–2012's results show that graduates and students of professional training in Moldova attribute their difficulties in finding employment to the poor quality of the education system (among other reasons). In this context, every tenth respondent is unsatisfied with the knowledge and professional skills acquired during their studies, considering it to be the main obstacle in finding a job. Dissatisfaction was expressed more often by people receiving remittances, urban residents, inhabitants of the Central Region of Moldova, graduates or college students, people who paid privately for their studies and those who were unemployed at the time of the survey.

Labour market demands can change astonishingly fast, and the education system often fails to keep up. The participants to the Focus Group Discussion (SEM–2012) have identified

20. Government of Moldova: National Strategy for Development of the Republic of Moldova 2012–2020 (Strategia Națională de Dezvoltare a Republicii Moldova 2012–2020) (Chisinau, Government of Moldova), p.11.

21. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova) (Turin, ETF, 2010).

22. National Bureau for Statistics: Young people entering the labour market (Intrarea tinerilor pe piața muncii) (Chisinau, NBS, 2010).

23. European Training Foundation: Analysis of labour markets in Black Sea region. Moldova: Country report (Analizele piețelor muncii în regiunea Mării Negre. Moldova: Raport de Țară) (Turin, ETF, 2009).

numerous challenges which affect the quality of education. Programs of study are focused exclusively on theory and little time is dedicated to practical experience. The curricula for some professions (for example, technical profiles) are out-dated. Few laboratories for practical training together with laboratories equipped with out-dated or worn-out equipment do not allow teaching up-to-date skills and abilities. Participating experts along with the majority of participants surveyed in the FGDs refer to *internship opportunities*. Finding opportunities for internships/apprenticeships is a serious challenge for most students. During the years of study, students are forced to seek practical experience opportunities themselves, even though during the admission process many institutions guarantee them. In this context, most of the impediments are encountered by economics students. Businesses do not want to give them time to practice because it requires additional responsibility, and most importantly, provides access to restricted company information and resources.

Moreover, the number of students per teacher has increased in universities and colleges, and in some areas (e.g. social sciences, economics and law) classes are overcrowded, which affects the quality of education.²⁴ Based on the FGD, it can be concluded that teachers do not always meet students' expectations of performance due to low levels of motivation and low wages. Excerpts from the FGD on problems faced by students can be found in Annex 5.

Skills taught by the education system do not meet the requirements of employers either. The latter accuse the education system of inadequately preparing young specialists. Inadequate training leads to shortage of skilled staff for domestic companies. A survey conducted by CAISPP "CIVIS" in 2008 on a sample of 424 enterprises throughout Moldova²⁵ shows that 35 per cent of companies experienced staff shortages due to inadequate qualification of candidates for vacant positions. According to the same survey, about 70 per cent of businesses felt that the educational system did not correspond to the country's labour market needs, both in terms of curriculum, preparation and number of future specialists.

Another enterprises survey²⁶ conducted by the World Bank in 2009, stated that 41 per cent of Moldovan employers considered the training level of the labour force as inadequate (the same survey conducted in 2005 showed 34 per cent of employers as dissatisfied, thus trending towards an increasingly worse situation).²⁷ Thus, in 2009 one-third of employers (33 per cent) invested in training their staff. The share of employees among industrial companies that have received formal training was 27 per cent. Employers would like to invest more in their staff; however, limited financial resources as well as few trainers on the local market make it difficult.²⁸

24. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova) (Turin, ETF, 2010), p. 34.

25. CAISPP "CIVIS": Situation of the Moldovan Labour market – 2008 (Situția pe piața muncii din Moldova – 2008) (Chisinau, CAISPP "CIVIS", 2008).

26. World Bank: Moldova country profile 2009 (Washington D.C., World Bank, 2009). Available at: <http://www.enterprisesurveys.org/~media/FPDKM/EnterpriseSurveys/Documents/Profiles/English/Moldova-2009>

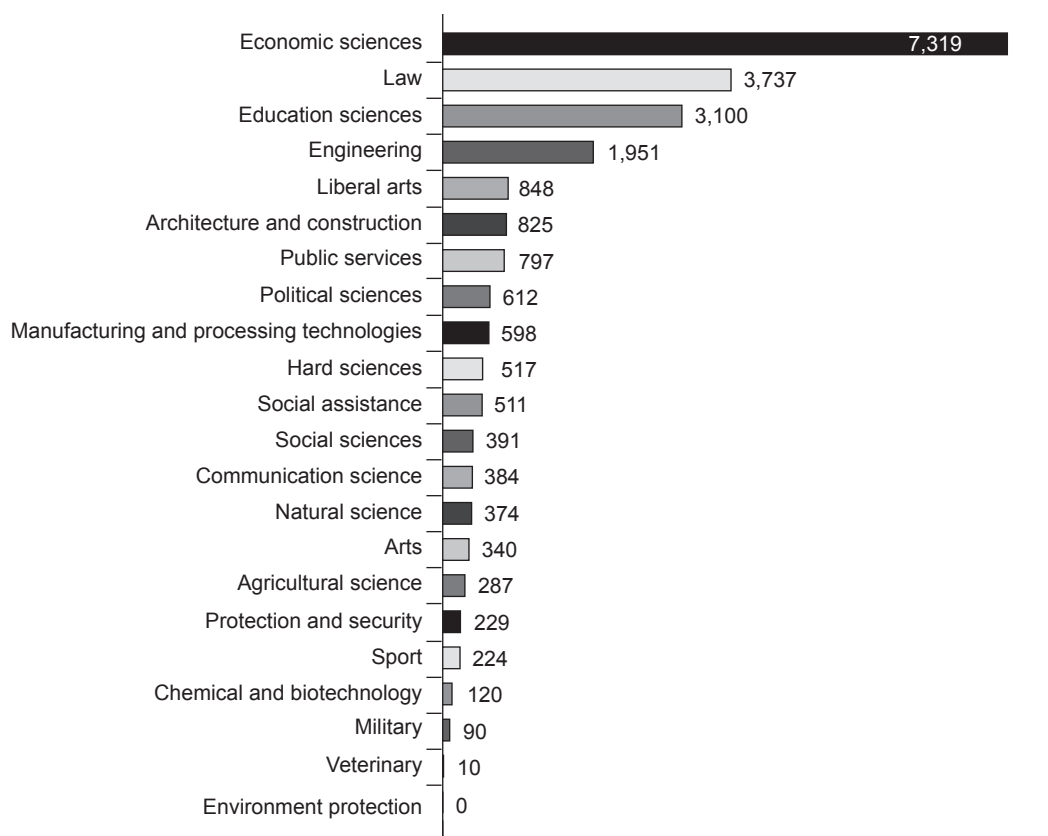
27. European Training Foundation: Labour markets and employability: Trends and challenges in Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova and Ukraine (Turin, ETF, 2011).

28. A. Oprunenco and A. Popa: Report on analysis of impediments for economic development (Raport privind analiza constrângerilor în creșterea economică)(Chisinau, Expert Group, Government of Moldova, 2010).

According to SEM–2012’s results, almost half of the surveyed (45.3 per cent) graduates/ students and approximately one-third of the people without qualification (32 per cent) received training at the workplace. Types of training mentioned by respondents included training courses, seminars/training sessions and “lessons” on safety at work.

In 2011–12, *the Global Competitiveness Report*, developed by the World Economic Forum, assessed the quality of general education in Moldova as low (3.2 points on a scale one to seven) and awarded higher education 3.93 points.²⁹ This indicator demonstrates the extent to which the country’s education system meets the needs of a competitive economy. Therefore, the education system is unable to respond to new economic trends, and the human capital it forms is insufficiently prepared to successfully integrate into labour market immediately after graduation.

Figure 7: Higher education graduates (level I) by area of education (2010)



Source: Figure elaborated by the authors, based on the NBS data.

Higher education prepares a surplus of specialists for some professions that cannot be absorbed by the labour market. For example, in 2010, nearly half of the university graduates of the first cycle of university (47 per cent) were trained in economics and law (Figure 7). Group discussions and in-depth interviews demonstrate that this excess of

29. World Economic Forum: Global competitiveness report 2010–2011 (Davos, World Economic Forum, 2011–2012), p. 21, 444.

graduates at some faculties is a result of deficiencies in vocational counselling to pupils in secondary general education (for details, see Chapters 1.4 and 1.6).

1.4 Forecast of Labour Needs and Enrolment Plans in Professional Training Institutions

The skills mismatch on the labour market is partially a result of deficiencies in skills forecasting, which in turn have an impact on enrolment plans in education and training institutions. The institution responsible for drafting education plans is the Ministry of Labour, Social Protection and Family (MLSPF). Enrolment rates are calculated as a result of coordination between MLSPF and ministries which coordinate educational institutions (Ministry of Education, Ministry of Health and Ministry of Internal Affairs). The enrolment rates take into account several factors: (1) the State Budget Law which regulates the financial resources for education, (2) the opportunities/offers of educational institutions and (3) National Employment Agency's information on labour demand and supply.³⁰

According to interviews with representatives from the Ministry of Education and MLSPF, the above points (2) and (3) are "deficient". The Ministry of Education requests from institutions of professional education proposals for enrolment levels for the next academic year. The proposals are based on the experience of the previous academic year (if they had enough candidates, if there were vacancies in this area, if they intend to open new specialties and/or close others and the availability of teaching aids and teaching staff); however, labour market needs are improperly assessed. The main cause lies in the financial interest³¹ of each educational institution, which receives resources for each placement. Therefore, the requests of the institutions are much higher than what the MLSPF can approve.

The officials responsible for drafting the enrolment plans do not have clear data on labour market demands. Data provided by the National Employment Agency (NEA) show that unskilled and skilled workers are much more in demand. At the same time, the NEA does not have information on all vacancies since not all companies must submit this information.

The MLSPF conducted a study³² estimated labour market demand in the public sector only. The needs for personnel were estimated for all three levels of professional education (secondary vocational, specialized secondary/college and higher education) for the period

30. In-depth interviews with representatives of MLSPF and Ministry of Education.

31. Since 1995, contract-based (fee-based) education was allowed in educational institutions, which was turned into business until 2005. The highest share of enrolments were noted at departments of law and economics – most popular specialties among young people – while institutions had no vision on subsequent placement of graduates on the labour market. Young people enrolled at such departments accounted for over 50 per cent of those enrolled in higher education. By 2005 the government regulated the number of places only for the budget-funded education. Following the transformation of the education process into a profitable business for educational institutions, which resulted in serious imbalances between education system and labour market, the government intended to regulate the fee-based education of young people since 2006.

32. Studiu privind necesitățile în cadre cu studii secundare profesionale, medii de specialitate și superioare în anii 2011-2016. Available on <http://mpsfc.gov.md/md/studii/>

2011–2016 and are reflected in plans for professional enrolment. The NEA makes short-term forecasts on labour market, based on yearly data collection from economic agents, but it is unable to give pertinent indication to the education system.

The labour force forecast cannot be carried out properly because the system of assessment of education and training institutions is inadequate. The current assessment system foresees provision of technical and material equipment for institutions and teaching staff. At the same time indicators reflecting on the rate of insertion of graduates into employment according to the specialization acquired, the degree of companies' satisfaction by the level of graduates education and training or the representation level of companies in management of educational institutions are practically absent.³³

Fundamentally, workforce forecasting cannot be achieved because education and training institutions in Moldova do not communicate with the business community (this issue will be considered in more detail in Chapter 2).

1.5 Cooperation between Professional Training Institutions and the Private Sector

In 2011–12, the cooperation between universities and the business community in Moldova was assessed by the World Economic Forum as 2.7 points out of seven (where seven represents a strong collaborative relationship).³⁴

Moreover, the majority of graduates/students of professional training (60.9 per cent) stated in the SEM–2012 that there was no cooperation between the institution where they studied and the private sector. Only one-third (or 31.5 per cent) of the respondents were aware of examples of cooperation between professional training institutions and businesses.

Cooperation often translates into possibilities for apprenticeship in enterprises (87.8 per cent). 37.8 per cent of the respondents said that some companies employed graduates of educational institutions. Usually, large economic operators (e.g. mobile telephone companies, some enterprises of light industry) have arrangements with educational institutions. Every seventh respondent (or 13.5 per cent) stated that economic operators provided the institution where they studied with equipment for practical training. FGDs identified other types of cooperation between training institutions and businesses: (a) some companies organize job fairs in the premises of educational institutions in order to be more student-oriented; (b) educational institutions invite experts (potential employers) to share their views and experience with students; (c) certain institutions arranged visits to potential employers, (d) teachers have their own businesses (besides their academic activity) and select potential employees among their students.

33. Institute of Public Policy: Education and human development: Current and future challenges (Educația și dezvoltarea umană: provocări curente și de perspectivă) (Chisinau, IPP, 2010).

34. World Economic Forum: Global competitiveness report 2011–2012 (Davos, World Economic Forum), p. 517.

If such examples of cooperation could occur at a larger scale, educational institutions may contribute to the employment of their students. According to SEM–2012, only 15.8 per cent of the respondents were helped by the educational institution in seeking/finding a job (according to group discussions, many institutions attract students with promises of support in finding jobs but do little once students are enrolled).

The Ministry of Education, in cooperation with universities and local authorities, tried to resolve the teaching deficit in rural areas by offering incentives to university graduates, funded by the state budget, to find a job.³⁵ This intervention involves providing free housing in the first three years of work, the payment of a single allowance equal to 30 thousand lei and other benefits. It appears, however, that graduates were not easily recruited (Table 8). The main obstacles are the difficult living conditions in Moldova’s villages, poor infrastructure and limited professional growth opportunities.

Table 8: Employment of students who graduated from the Department of Educational Sciences

Indicator	Unit of measure	Number			
		2009–2010	2010–2011	2011–2012	2012–2013
Number of specialists, requested by district	Total number	1,753	1,156	1,005	733
Number of certificates issued by educational departments for employment of their graduates	Total number	1,384	968	841	
Number of graduates who accepted to be employed based on certificates	Number	670	504	381	
	per cent	48	52	45	

Source: Ministry of Education of Moldova.

According to the National Confederation of Employers of the Republic of Moldova (CNEM) representatives, communication between the professional education system and the business environment is underdeveloped and ineffective. On the one hand, companies expect professional institutions to train graduates and provide them with the adequate qualifications, while institutions, on the other hand, wait for economic operators to get involved in defining the content of training. For an effective cooperation between representatives of the business environment and professional training institutions to take place, policy makers should facilitate the process and develop cooperation channels between them. A relevant example can be the experience of Sector Committees³⁶ in construction and agriculture. In 2006–2011 occupational profiles were developed for a number of jobs

35. The action is aimed at graduates in medicine as well, but the data on this issue have not been produced by the Ministry of Health to our request.

36. Sectorial Committees are aimed at contributing to the development of skilled labour that may adapt to the labour market requirements. The key role of such committees is to develop occupational standards for blue-collar occupations. Currently, there are five Sectorial Committees in Moldova in the following areas: construction, agriculture, transport and road infrastructure and ICT. Sectorial Committees are represented by trade unions, employers’ organizations and line ministries.

(welder, plasterer, house painter, pastry chef, cook, tractor operator, seamstress, textile cutter, winemaker, plumber and winegrower. In addition, the two Sector Committees and the Professional Capacity Building Institute (IFCP), with the support of ILO project “Effective Governance of Labour Migration and its Skills Dimensions”, are currently in the process of designing occupational standards for plumber, house painter, winegrower and pastry chef.

1.6 Vocational Counselling

The interviews with the representatives of the Ministry of Education³⁷ brought clarification of several aspects of counselling for students in choosing a profession. Currently, the Ministry of Education integrates vocational guidance of children in other school subjects, the number of which is already very high and does not allow for new additions. In the pre-university curriculum there is no *vocational counselling* as a separate school subject. Vocational guidance is done through the ‘Personal development and career guidance’ module in the school subject of *civic education*. Together with school form masters, a psychologist is involved in the vocational guidance of children by developing tests specific to this field.

According to representatives from the Ministry of Education, the national education system implements a modernized curriculum, whereby each chapter contains certain key components. For example, chapter 3, component 10 of the national curriculum covers entrepreneurial skills development.

In addition to basic school subjects, there are optional subjects focusing on the vocational guidance of children. They relate to *economic education* at the primary level and *economic and entrepreneurial education* at the gymnasium and lyceum levels. These are implemented in partnership with Junior Achievement Moldova.

The problem of vocational guidance lies in the fact that not all educational institutions explore all options offered by the Ministry of Education in this regard due to a lack of trained staff and an absence of will to do so.

SEM–2012’s results show that most general secondary-level institutions do not offer vocational guidance. Only 20 per cent of the students/graduates of professional system and 32.4 per cent of polled students stated that they had benefited from counselling when choosing a profession. Most often it is given through subjects, modules and psychological tests and sporadic discussions with teachers during lessons and “coordination-time classes”.³⁸ The quality of these activities is unsatisfactory to students. In addition, not all secondary educational institutions have a psychologist and not all psychologists (where they exist) are involved in students’ vocational guidance. Often advice is reduced to visits

37. Ministry of Education, Directorate of Pre-primary, Primary and Secondary Education.

38. Regular (usually, weekly) sessions for a class of pupils in schools, carried out by the class master. Normally, the sessions include discussions between the class master and the pupils on various education issues, school – as well as extra-curricular – topics.

by representatives of various educational institutions (typically of higher education), who distribute brochures and leaflets and invite pupils to apply to their departments (for FGD citations, see Annex 4.2 – A).

Participants in FGDs said unanimously that vocational guidance services in schools, gymnasiums and lyceums were crucial for students. The psychologist plays an extremely important role in individual work with children, assisting them to discover their personality traits, qualities and inclinations for certain areas. Vocational guidance should help students to decide on future professions and reduce cases of wrong choices (for FGD citations, see Annex 4.2 – B).

In the opinion of the participants in FGDs, vocational guidance lessons should be based on the presentation of all professions available in Moldova, labour market statistics and the identification of students' skills in certain areas. Vocational guidance should be provided by professionals in the field, who constantly improve their knowledge and keep abreast of the changes in the labour market. Educators are unsuitable, because they do not know all aspects of the problem. A solution would be to create professional centres for such services (for FGD citations, see Annex 4.2 – C).

One of the groups participating in FGD was comprised of pupils studying at the general secondary level. When asked what profession they had opted for, they were at pains to answer. Their responses ranged from “I haven't decided”, to “I'm a little disorientated”, to “I still don't know”. It should be noted that this FGD was held in May during graduation and therefore close to entering professional training. The survey data showed that 23 per cent of the respondents were unclear about where to go and 27.7 per cent were not yet decided on a profession. Nevertheless, they all assumed that it would be much easier to choose a profession if they had benefited from counselling (for FGD citations, see Annex 4.2 – D).

During in-depth interviews conducted by SEM-2012 it was revealed that a few centres of vocational guidance are attached to some institutions of higher education. These are career guidance and counselling centres in the State University and Technical University of Moldova. They carry out the following:

1. guide students in creating individual paths of professional training, explain about certain courses at departments;
2. give support to students in performing internships, by identifying centres of training;
3. identify potential employers as a result of successful experiences during internships and record the number of students employed thereafter.

The original objectives of the survey did not envisage a more detailed analysis of this issue, but it would be interesting and useful to make an inventory of centres of this kind at the country level, with an analysis of their services rendered and a presentation of successfully established links between the business community and young specialists.

Lack of information, excessive parental involvement and age-specific indecisiveness lead young people to make uninformed decisions when choosing the level of education

and speciality. The results of SEM–2012 show that 41 per cent of the respondents who completed or were studying in professional training institutions at the time of the survey were thinking about a possible retraining. Almost half of employees in an organization (45.8 per cent) and 23.6 per cent of unemployed were thinking about changing the profession. At the same time, 14.8 per cent of the respondents already thought about possible retraining.

No significant differences were observed that hinge on the level of education. However, about one-third of the students/graduates of each level of training have considered retraining. Moreover, 52.3 per cent of the respondents rated their chances of employment after graduation, according to profession, as small or very small (SEM–2012).

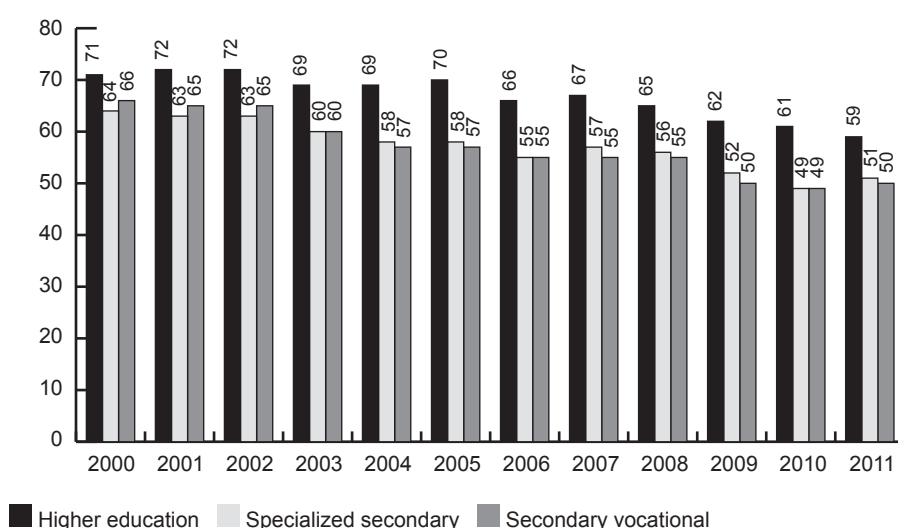
1.7 Impact of the Education Level on Employment Outcomes

Employment

In recent years, structural changes in the economy, emigration of the population, as well as demographic changes (e.g. birth rate) have contributed to the reduction in total employment rates (from 54.8 per cent in 2000 to 38.5 per cent in 2010).³⁹

Employment rates reflect a declining trend, regardless of the level of education (Figure 8). However, in 2010 the share of persons with higher education in the total employed population was about 11 per cent higher than of those with vocational secondary and specialized secondary education. Therefore, the chances of being employed are higher for those with higher education.

Figure 8: Employment rate by level of education, 2000–2011 (per cent)

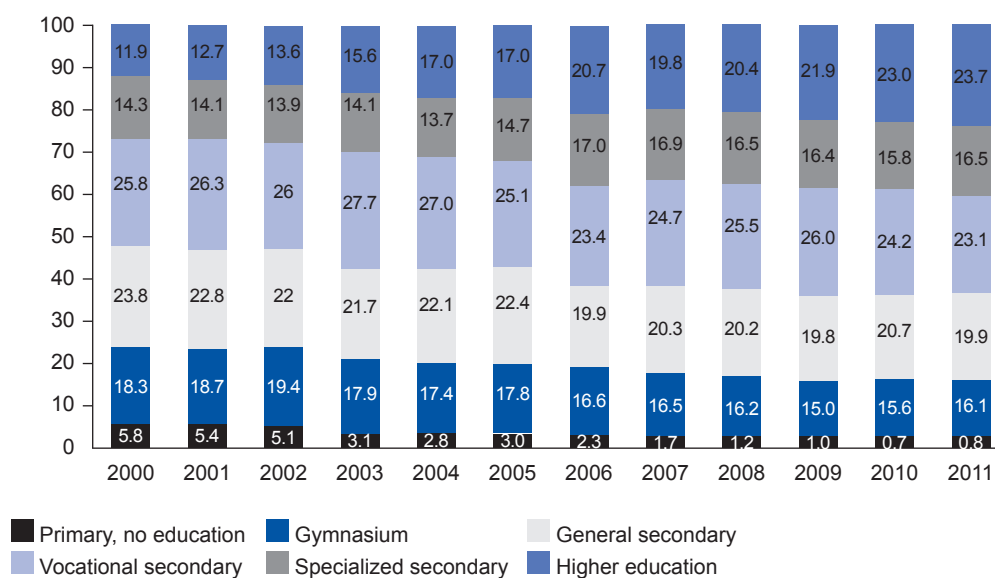


Source: Figure elaborated by authors, based on the NBS data.

39. National Bureau of Statistics.

It should be mentioned that the recent trend of young people obtaining higher education has contributed to changes in the structure of employment by level of education. Thus, the last decade has seen an increased proportion of employees with higher education (Figure 9). This fact does not derive from the demand of the business sector for specialists with higher education but rather suggests that many employees with higher education carry out tasks at the beginning of their careers that can be executed easily by less skilled workers.⁴⁰

Figure 9: Structure of employed population by level of education, 2000–2011 (per cent)

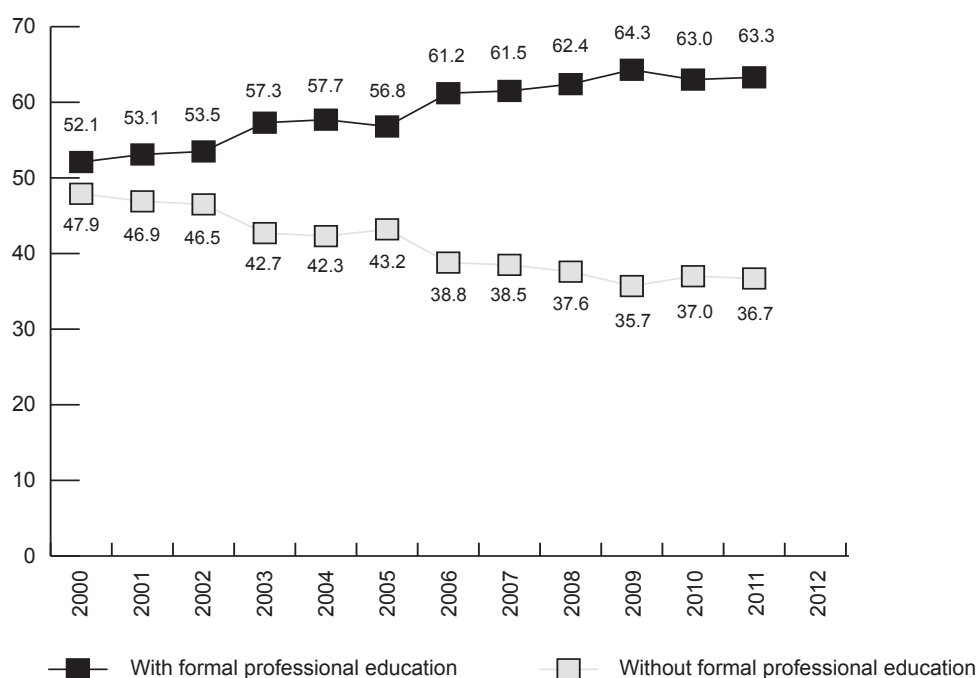


Source: Figure elaborated by authors, based on the NBS data.

Official statistics show that the structure of employed population underwent essential changes in the period 2000–2010 in terms of the proportion of those who have formal professional education and those who have not been trained in the system of professional education, having just primary, gymnasium or general secondary education. If in 2000 these two categories were approximately equal in the labour market, by 2010 the share of employees with no formal educational training fell, accounting for 37 per cent of the total employees. The persons trained in the system of professional training represented about two-thirds of the employed population (Figure 10).

40. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova) (Turin, ETF, 2010), p. 14.

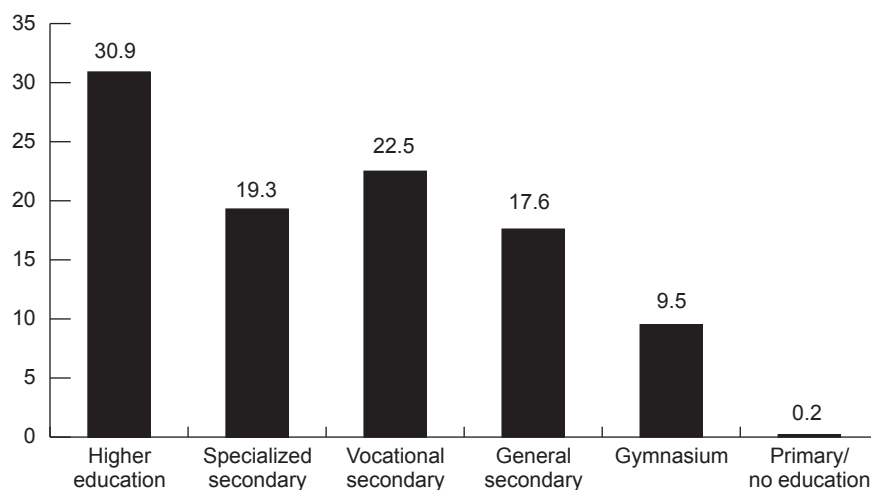
Figure 10: Share of employed population with and without formal professional training, 2000–2010 (per cent)



Source: Figure developed by authors based on NBS data.

SEM–2012 shows that 75.7 per cent of the respondents with no professional education are convinced that if they had a qualification, they would be receiving higher salaries, and 85 per cent believe they would be working at a more prestigious job.

Figure 11: Formal employment rate by level of education, 2010 (per cent)



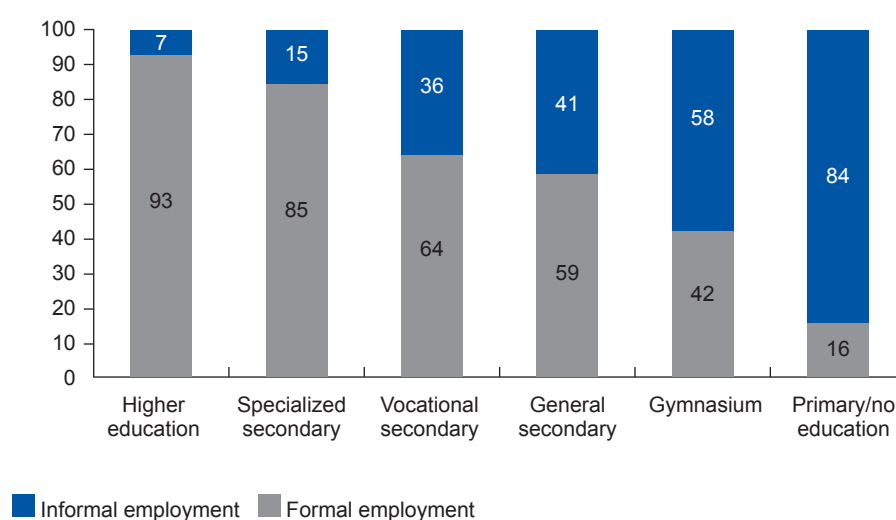
Source: Own calculations, based on NBS data.⁴¹

41. Statistical compilation “Labour force in the Republic of Moldova: Employment and unemployment, 2011”, p.101.

In general, education level determines not only the chances of finding employment but also the distribution of persons employed in the formal and informal sectors. Thus, persons with higher education have greater access to the formal sector. According to the National Bureau of Statistics (NBS) 2010 data, approximately one-third (or 30.9 per cent) of employees in the formal economy comprise those with higher education (Figure 11).

People with higher education are rarely employed in informal activities: 93 per cent of holders of higher education diplomas, 85 per cent of graduates of colleges and 64 per cent of graduates from vocational secondary education work in formal economic activities (Figure 12).

Figure 12: Structure of employment in the formal and informal sector for every level of training, 2010 (per cent)



Source: Own calculations based on NBS data.⁴²

Given that higher levels of education are associated with working formally, they also provide a higher degree of social protection. SEM–2012 shows that respondents who had no professional education were often involved in informal activities: sales, construction, tailoring and cosmetic services.

Unemployment

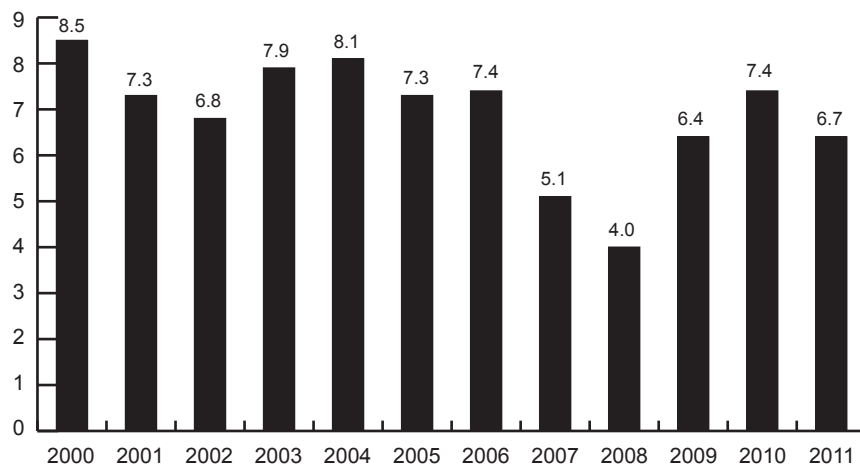
A fall in the employment rate in Moldova is accompanied by a decrease in the unemployment rate (from 8.5 per cent in 2000 to four per cent in 2008), followed by an increase after 2008 (Figure 13). A sudden increase in the unemployment rate after 2008 is a result of the global economic crisis. One explanation could be that many Moldovan migrants returned home due to the crisis and job losses.⁴³ Another explanation could be the decrease in the number

42. Ibid.

43. UNDP: National human development report, Republic of Moldova, From social exclusion towards inclusive human development (New York, UNDP, 2011) p. 48.

of employed people on the local market (for example, in construction), and a probable uptick in the informal economy.

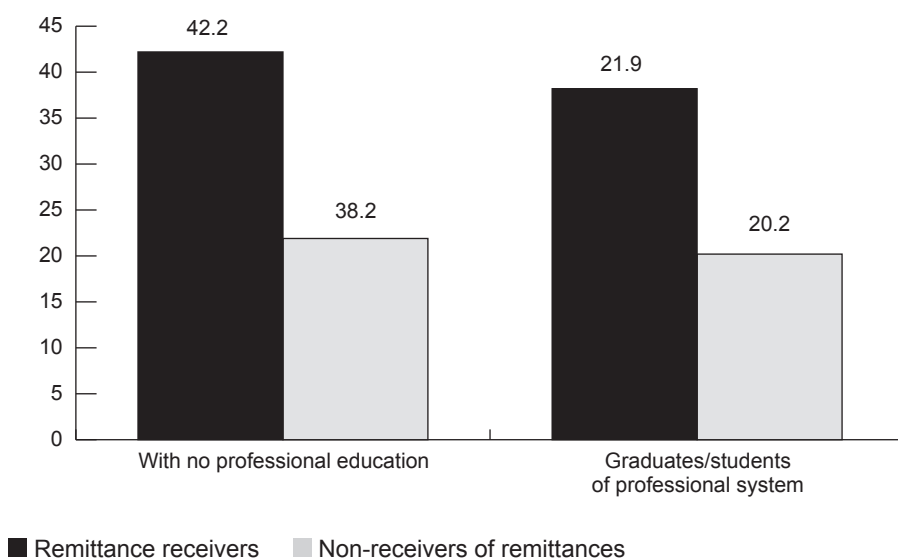
Figure 13: Unemployment rate in Moldova, 2000–2011 (per cent)



Source: Own calculations based on NBS data.

The decrease is not the result of the country’s economic recovery, rather the consequence of the phenomenon of migration; emigration contributed to decreasing pressure on the domestic labour. Likewise, there is a significant number of discouraged workers and long-term unemployed persons. They often rely on family members working abroad. Thus, remittances can reduce the incentives for jobseekers at home (reservation wage effect).

Figure 14: Share of unemployed by remittances (at the time of the survey) (per cent)



Source: SEM–2012.

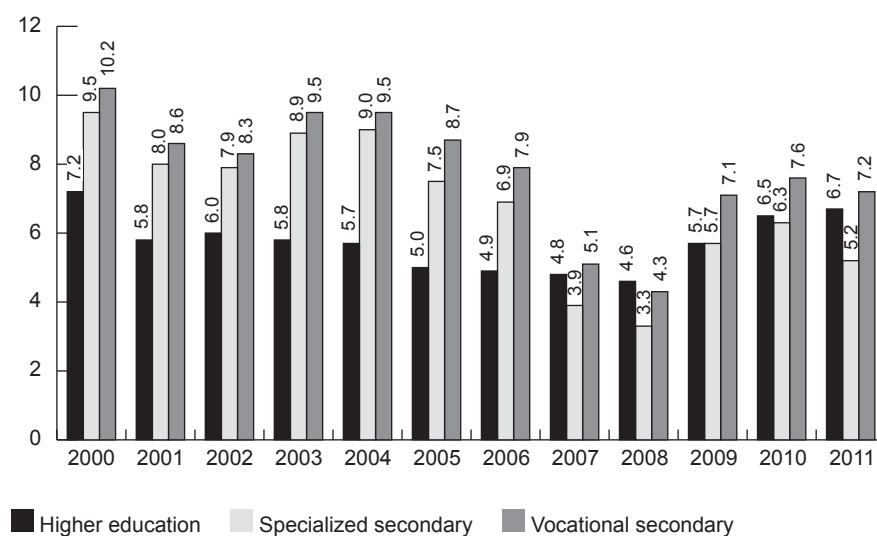
According to SEM–2012, the degree of inactivity among the respondents is greater in cases of households receiving remittances (Figure 14).

Overall, in households not receiving remittances, the share of unemployed people *during the survey* was 24 per cent, compared to 27 per cent in households with remittances. Further, *during the last 12 months* several graduates/students who have benefited from remittances (45.7 per cent) were unemployed, compared to those who did not receive money from abroad (35.0 per cent).

The distribution of unemployment by level of education shows that there was a significant reduction among employees with specialized secondary/college and vocational secondary training in 2007 (Figure 15). According to some sources, the reduction in unemployment was caused by more young people choosing higher education in order to find better employment opportunities or temporarily delay unemployment.⁴⁴

As shown in Figure 15, secondary vocational school leavers are exposed to a higher risk of unemployment compared to college/specialized secondary and university graduates. This is confirmed by NEA statistics. In 2011, for example, every fourth registered unemployed was a secondary vocational school leaver (24.1 per cent), while people with specialized secondary/college and higher education made up 7.2 per cent and 8.5 per cent respectively (Table 9).

Figure 15: Unemployment rate in Moldova by level of education, 2000–2011 (per cent)



Source: Figure elaborated by authors, based on the NBS data.

44. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova) (Turin, ETF, 2010), p. 14.

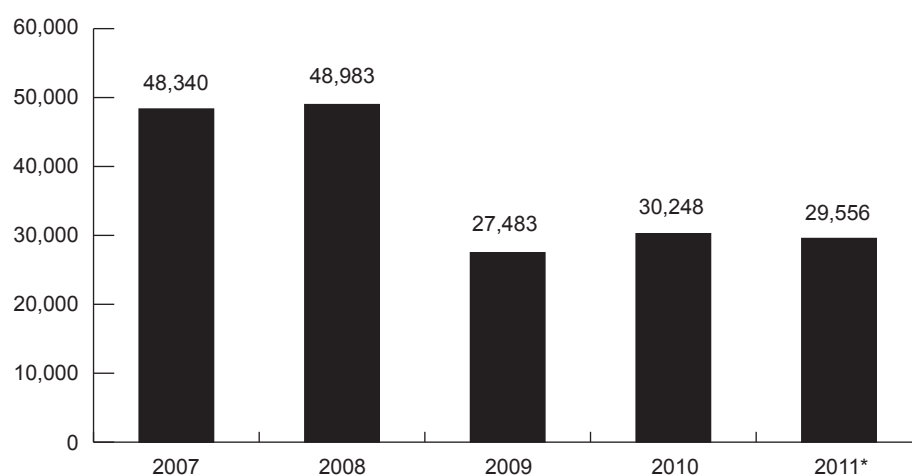
Table 9: Distribution of unemployed by level of education 2007–2011, (number and proportion)

Year	No education / primary		Gymnasium		Secondary General		Secondary Vocational		Specialized secondary/ college		Higher education	
	No.	per cent	No.	per cent	No.	per cent	No.	per cent	No.	per cent	No.	per cent
2011	2,875	4,3	24,066	35,8	13,530	20,1	16,208	24,1	4,868	7,2	5,707	8,5
2010	3,302	4,1	27,733	34,0	17,529	21,5	19,795	24,3	6,216	7,6	6,948	8,5
2009	2,439	3,1	25,439	32,1	17,777	22,4	19,281	24,3	7,004	8,8	7,301	9,2
2008	406	0,9	12,809	27,7	12,692	27,5	11,296	24,4	4,435	9,6	4,592	9,9
2007	42	0,1	13,464	27,8	14,295	29,5	12,444	25,7	4,447	9,2	3,705	7,7

Source: NEA.

Labour Demand

Figure 16 shows the NEA data on labour demand for 2007–2011.⁴⁵ According to these figures, the number of vacancies considerably decreased in the past five years. This is due to the economic crisis in 2008, seeing that in the 2000–2008 period it had a positive trend.⁴⁶

Figure 16: Labour demand, 2007–2011 (number)


Source: The figure developed by the authors based on data presented in “Labour market forecast for 2012”. Ministry of Labour, Social Protection and Family, NEA.

Note: Data for 2012 forecast of labour demand.

It is important to note that there is a fairly high probability that labour demand has been significantly higher than the NEA data suggest. The CIVIS labour market study in Moldova in 2008⁴⁷ showed that every third company in the country (30 per cent) had vacancies. The actual number of vacancies was around 91,000, i.e. about 5.5 times higher than the number

45. Ministry of Labour, Social Protection and Family: Labour market forecast for 2012 (Chisinau: ANOFM).

46. A. Popa, R. Kolyshko, N. Popova, F. Panzica: “Research and analysis on vacancies and skills needs in EU, in the main migration destination countries and in Moldova and Ukraine” (Geneva, ILO, 2012).

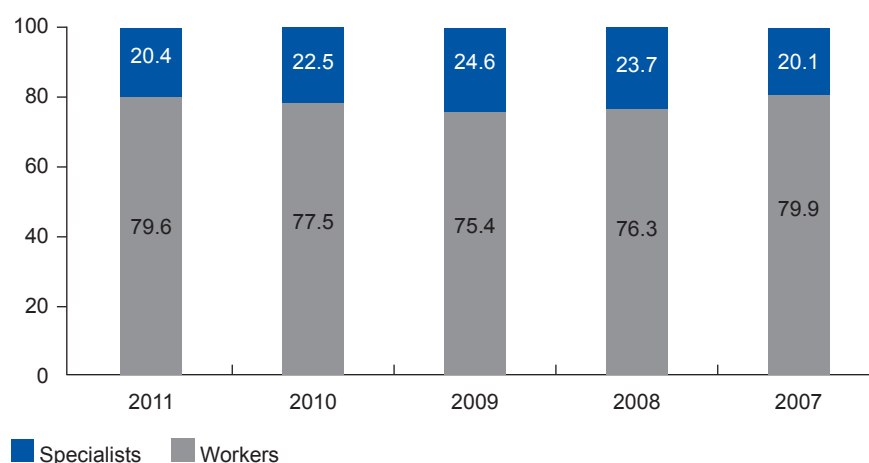
47. CAISPP’CIVIS: Situation in labour market of Moldova – 2008 (Chisinau, CAISPP’CIVIS).

of vacancies registered at the NEA at that time. This significant discrepancy indicates the need for identifying new mechanisms for cooperation with the private sector since the obligation to report vacancies to the NEA has not been effectively enforced. Moreover, the 2008 survey shows that only seven per cent of business operators relied on the assistance of the employment offices.

The NEA services are neither regularly used by the unemployed. Thus, during SEM–2012 the great majority of students/graduates (79.6 per cent) and low-skilled workers⁴⁸ (77 per cent) declared that they had not used NEA to search for employment.

As regards the labour demand by level of education, most officially registered vacancies were aimed at workers with secondary vocational level. NEA statistics show that about one-fifth of the total vacancies in 2011 was addressed to graduates – those with higher and specialized secondary/college education (Figure 17).

Figure 17: Share of vacancies registered at NEA, 2007–2011 (per cent)



Source: NEA.

In this context, it is interesting to note that even though there is an increased demand for vocational secondary qualifications, this group is most at risk of being unemployed. According to in-depth interviews, this trend can be explained as follows: the lack or low level of skills of vocational school leavers, compounded with the willingness of young people with higher levels of education to work in less skilled jobs (at least at the beginning of their professional careers) lead employers to hire people with higher levels of education because they are fast learners and are able to carry out more responsibilities.

According to NEA reports, in 2007–2011, the most in demand professions for persons with college/specialized secondary and higher education were general practitioner, nurse and social worker, insurance agent, manager, engineer, teacher and schoolmaster. For holders of vocational secondary education diplomas and general secondary the most in

48. People who did not graduate with formal professional education.

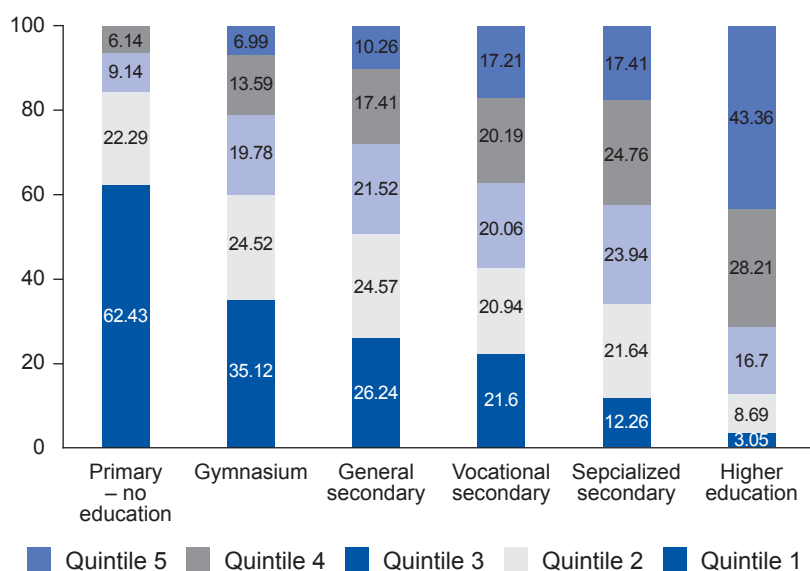
demand professions were: hairdresser, manicurist, tailor, car locksmith, welder, cook or confectioner, waiter or bartender, plasterer and salesperson.

The CIVIS study (2008)⁴⁹ partly confirms these trends. According to the analysis, most of the vacancies were in the areas of: (a) client services (bartenders/waiters, hairdressers/cosmetologists, salespersons, tailors and so forth) (b) processing and assembly (locksmith, welders and so forth), (c) transport services (machine operators, tractor drivers, drivers and machinists). The most in demand specialists with higher education were vintners, fruit growers, heads of labs, designers, architects, pharmacists and so forth.

Salaries and Poverty Rate

Statistical data on the distribution of salaries, depending on the level of education, confirms that higher education provides higher incomes (Figure 18).

Figure 18: Distribution of employment by quintile of salary and education levels, 2011 (per cent)



Source: Figure elaborated by authors based on the NBS data.

Note: Quintiles group employees depending on amount of salaries where Quintile 1 has the lowest salaries, and Quintile 5 the highest salaries.

In Moldova, in 2006, an additional year of study contributed to a salary increase of 9.5 per cent (when other factors remained unchanged).⁵⁰

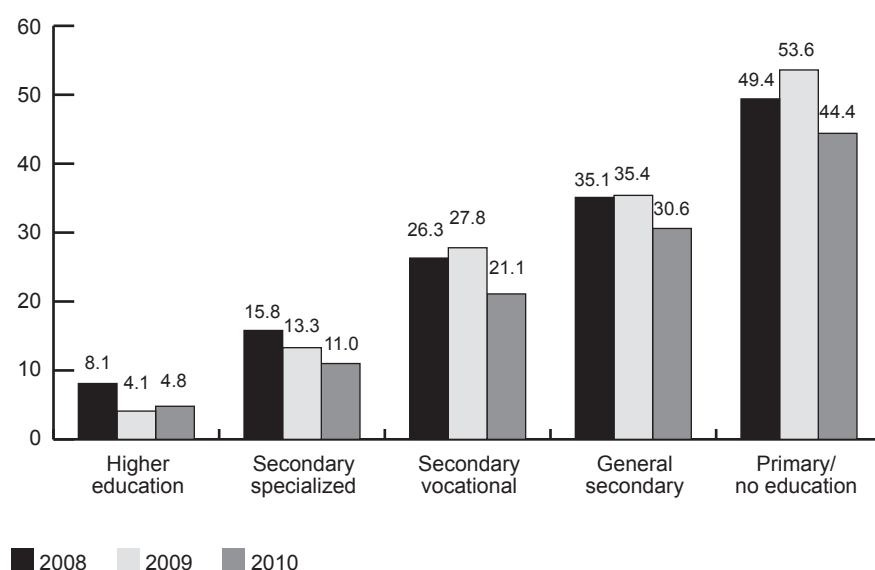
49. CAISPP’CIVIS: Situation in labour market of Moldova – 2008 (Chisinau, CAISPP’CIVIS).”

50. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova) (Turin, ETF, 2010).

SEM–2012 results showed that respondents' expectations about their earnings vary depending on their education level. A university graduate/student believes that a young specialist should receive 3,000–5,000 lei (250–417 USD). A vocational school graduate expects to receive between 1,500 and 3,500 lei (125 and 292 USD). Persons without professional qualifications (but with primary and secondary general education) consider they should be paid between 1,500 and 1,800 lei (125 and 150 USD) for their work. Simply put, graduates/students with higher levels of education have higher salary expectations.

Furthermore, the risk of poverty is lower among households with higher education (Figure 19).

Figure 19: Poverty by level of education of the householder, 2008–2010 (per cent)



Source: Figure elaborated by authors based on the NBS data.

1.8 Relationship between Education and Current Employment

The degree of correlation between professional training and the labour market is the extent to which occupation profiles match employees' level and type of education. According to the NBS data, a large majority of qualified employees in Moldova perform tasks according to their area of training (Table 10). Depending on the level of education, the highest degree of compatibility is recorded among specialists with university education. In 2008, the jobs of 78.8 per cent of employees with higher education corresponded to their field of training/education. Comparative analysis shows that in 2010 this proportion decreased to 71.2 per cent.

Table 10: Correspondence between employment and the field of training, 2008 and 2010 (per cent)

	Corresponds to		Is lower		Is superior		Equivalent, but different	
	No.	per cent	No.	per cent	No.	per cent	No.	per cent
Level of education	2,875	4,3	24,066	35,8	13,530	20,1	16,208	24,1
Vocational secondary	3,302	4,1	27,733	34,0	17,529	21,5	19,795	24,3
Specialized secondary	2,439	3,1	25,439	32,1	17,777	22,4	19,281	24,3
Higher education	406	0,9	12,809	27,7	12,692	27,5	11,296	24,4
2007	42	0,1	13,464	27,8	14,295	29,5	12,444	25,7

Source: Table developed by authors based on NBS data, presented in 'Labour force in the Republic of Moldova: employment and unemployment' (2009, 2011).

In 2010, one in five university graduates was involved in activities for which they were over-qualified. Compared to 2008, this share had grown, namely the number of employees with university diplomas who worked in jobs below their qualifications had increased (from 15.7 per cent in 2008 to 20.5 per cent in 2010).

Results obtained from SEM–2012 confirm once more the fact that the majority of people with stable employment worked in jobs that corresponded to their fields of education (61.5 per cent) (e.g. graduated in economics and employed in their area of education) and carried out activities according to their speciality (59.7 per cent) (e.g. graduated accounting and were hired as an accountant). Skills matches were recorded mainly in the central part of the country among respondents with higher education (compared to those with college/specialized secondary and vocational secondary education).

When asked about any reasons for accepting jobs that do not fit their field of education and area of speciality, the respondents answered that they accepted the proposed offers without looking for something else; they could not find another job; or they preferred a bigger salary over a job in their field of studies.

The country report of the European Training Foundation 2009⁵¹ mentions that there is limited connection between the labour market and the educational system in Moldova. A great majority of graduates are employed for the first time in areas not corresponding to their specializations. In view of the *level* of training, the mismatch is specific for graduates of vocational secondary and specialized secondary/college education. In view of the *profile*, the mismatch affects in particular the fields of engineering, industry and construction, economics, law and social sciences. Graduates from the departments of law, economics or social science are unemployed due to their oversupply and the lack of demand in these areas. In the case of graduates of technological and industrial specializations, a large majority have professional education; however, the low quality of their education and low salaries in the labour market make their employment difficult.

51. European Training Foundation: Analyses of the labour markets in the Black Sea region. Moldova: Country Report (Turin, ETF, 2009), p. 59

When entering the labour market, graduates face various challenges; the most ‘painful’ ones refer to low salaries and required work experience. In an attempt to deal with these problems, young specialists usually adopt two types of solutions: inter-sector mobility or emigration. An eloquent example of inter-sectorial mobility is moving from the public to the private sector. Many graduates make up for their lack of experience by finding employment in the public sector. Compared with the private sector, the public sphere does not provide high salaries, but offers long-term employment, often without requesting previous work experience. After gaining some experience over two to three years, young specialists try to move to the private sector or to international organizations where remuneration is higher. The most intense labour mobility is observed from public services and administration.⁵² However, there are sectors – health and education – where migration from private to public is limited, since the sector of private educational and medical institutions is not sufficiently developed in Moldova and there are fewer opportunities for public-private mobility. Since these two areas of activity are among the least remunerated sectors (Figure 20), they are strongly affected by an exodus of professional staff, including through emigration.

Another example of cross-mobility refers to the outflow of labour from the agricultural sector into trade and construction.⁵³ This happens, especially among the population with low or no qualifications, because there is no need for formal professional re-training.

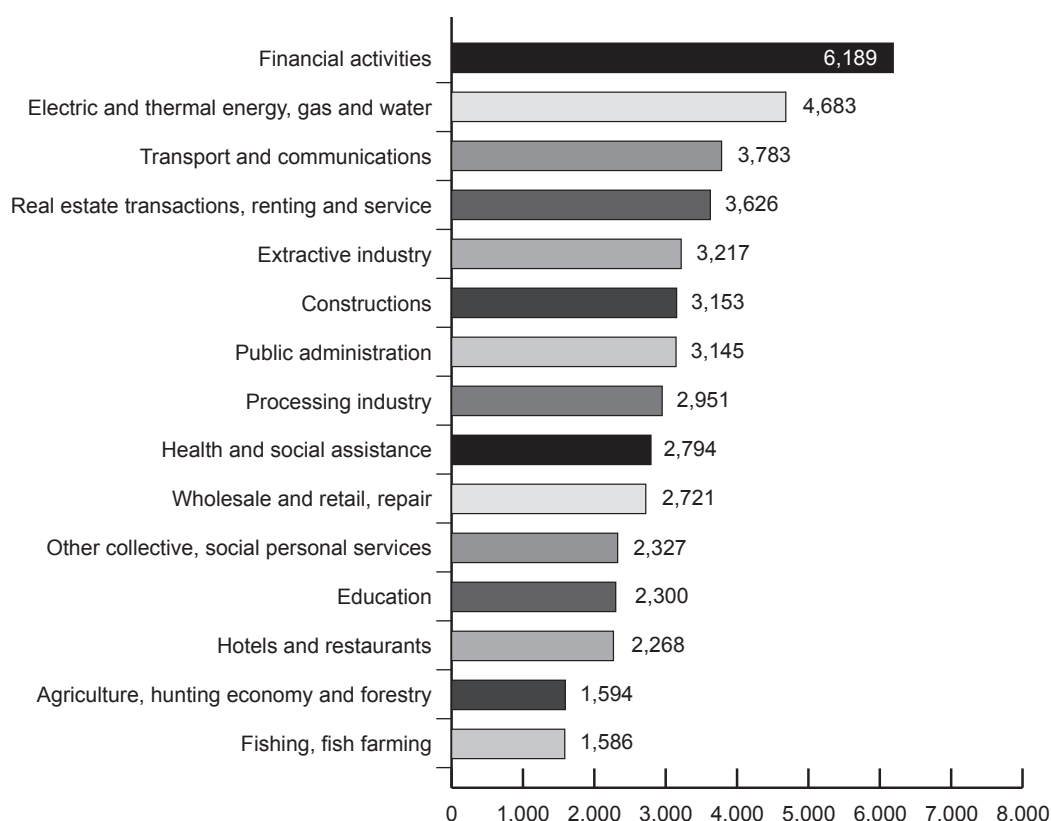
According to the Expert Group poll (non-representative⁵⁴) in 2010, most employees whose field of activity did not match their educational field were administrative workers (36.5 per cent), followed by service sector employees, those employed in household maintenance, trade and similar activities. They are followed by heads of local public administrations or other socio-economic units (23 per cent), unskilled and skilled workers (21.6 per cent and 21.5 per cent).

52. Ibid, p. 60.

53. Ibid, pp. 10, 12.

54. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova) (Turin, ETF, 2010). The survey was conducted on a sample of 140 respondents, aged between 15 and 45 years old, being applied only to the two territorial units (Chisinau city and Anenii Noi rayon).

Figure 20: Average monthly net salary by economic activities, 2010 (lei)



Source: Figure elaborated by authors based on the NBS data.

1.9 Work Experience Gained by Students

One out of four student (27.2 per cent) participants in the SEM–2012 survey reported employment during their studies. The most active students in this respect are in higher education (54.8 per cent), while the most passive are students in vocational schools (20.8 per cent).

Most often, such student jobs did not encompass their field of education (53.3 per cent). The most common were: waiter, bartender, security, administrator, commercial agent, brand promoter, courier, flyer distributor, cosmetic consultant and maid. But some 45.5 per cent of respondents were involved in activities that were related to their field of education. A few such work experiences shared in Focus Group Discussions included laboratory testing, banking, media, work and travel programs, restaurants, hospitals and IT.

Moreover, such student work experience helped one-third of respondents to find a job faster after graduation (32.6 per cent). For 17.8 per cent of the respondents, finding employment was facilitated by relationships established during student employment. Every sixth respondent was employed after graduation at the same place (16.3 per cent) where they had been working before graduation. These advantages have been mentioned more often by students in higher education. For 36.3 per cent of respondents, work experience gained while at school did not contribute at all to their employment after graduation.

The results of SEM–2012 show that there are no significant differences between respondents who have benefited from remittances and those who have not in terms of working during one's studies. The main motivation remains additional financial resources; this option was chosen by 88.9 per cent of respondents (both recipients and non-recipients of remittances). Another reason is to gain work experience for 48.2 per cent of remittance beneficiaries and for 42.0 per cent of non-beneficiaries. According to FGDs, employment during years of study is, as a rule, informal. Most students find a job through friends.

All employers are interested in the previous experiences of potential candidates. Volunteering⁵⁵ offers a chance for students to build up some work-related experience that can improve the marketability of a curriculum vitae or an application. Participation in volunteering activities is very low: only 10.9 per cent of the polled students/graduates did volunteer work during their studies. During the FGD, it became clear that many young people were unaware of what volunteering means. Respondents who have volunteered report donating their time to activities like cleaning, child care, journalism, fundraising, building a monastery and so on.

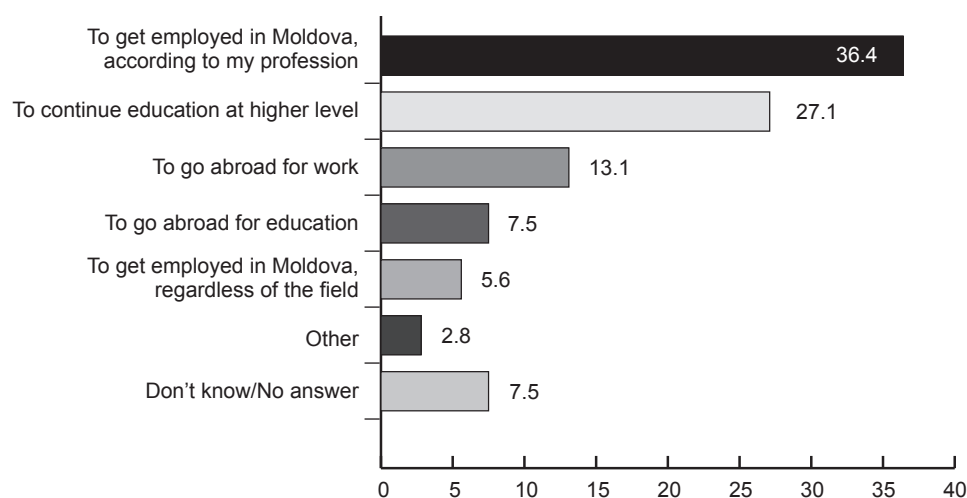
Although volunteer work was done more often for a noble cause, respondents also recorded participating in order to gain work experience and acquire an advantage when applying for jobs. Some FGD respondents did benefit in this respect.

1.10 Students' Intentions after Graduation

Figure 21 shows students' intentions after graduation. About one-third of plan to work in Moldova in their respective field (36.4 per cent), while about one-quarter plan to continue their education at higher levels. Depending on their education level, usually university students (84.6 per cent) chose to work, while college/specialized secondary students (65.5 per cent) preferred to pursue further studies. During FGDs, a majority of participants agreed that a person with higher education found a job easier/faster and had better chances to find a full-time job with better pay and better working conditions. Higher education is conducive to professional growth and career advancement. People with vocational secondary or specialized secondary/college diplomas cannot gain access to jobs typical for *white-collar workers* and therefore cannot move up the hierarchy. In addition, employers treat an employee with higher education better. Many respondents' opinions were based on their own experiences. Extracts from the FGDs concerning this issue can be found in Annex 4.

55. Volunteering is generally considered an altruistic activity, intended to promote good or improve human quality of life. It is considered as serving the society through one's own interests, personal skills or learning, which in return produces a feeling of self-worth and respect, instead of money. Volunteering is also famous for skill development, socialization and fun. It is also intended to make contacts for possible employment or for a variety of other reasons (see <http://en.wikipedia.org/wiki/Volunteering>).

Figure 21: Students' intentions after graduation (per cent)



Source: SEM-2012.

Every fifth student intends to go abroad, either to work (13.1 per cent) or to study (7.5 per cent).

A fairly large group of students (50.5 per cent) do not wish to be employed after graduation: some of them intend to continue their education at higher levels (27.1 per cent) others to migrate either for employment or education purposes (20.6 per cent) and 2.8 per cent have other intentions (e.g. family reunion, marriage).

Moreover, SEM-2012 emphasizes that 52.3 per cent of the respondents consider that they have few or very few chances of employment after graduation in their respective field.

CHAPTER 2

Impact of Education on Migration

2.1 Impact of Education Level on the Intention to Migrate

Migration represents one of the biggest challenges for the modern Moldovan society. Some aspects of this phenomenon have generated concerns among the general public, public authorities, international organizations and civil society. One aspect is the migration of Moldova's economically active population and especially of the country's highly skilled workforce.

According to the official NBS data, nearly half of the country's pool of migrants has professional qualifications (completion of higher, specialized secondary/college or secondary vocational education). In 2011, for instance, this group represented 48 per cent of the total number of migrants (Table 6). In the period 2009– 2011 migration showed an increasing trend: from 295,000 persons to 317,000. The decision of skilled migrants to work abroad is mainly conditioned by the drawbacks of the internal labour market, such as small salaries and limited job opportunities among others.

One of the indicators used by the World Economic Forum to measure the domestic labour market efficiency is the degree of brain drain in a given country. Thus, on a scale of one to seven (where one equals a native country from where the best people go abroad to seek possibilities for capitalizing their own potential and seven equals a native country that offers grand opportunities for capitalizing their human potential), Moldova received just two points. Hence, the Moldovan labour market is practically ineffective from the point of view of capitalizing the country's human potential.⁵⁶

56. World Economic Forum: Global Competitiveness Report 2010– 2011 (Davos, World Economic Forum, 2010), p. 451.

Table 11: Distribution of migrants by level of professional qualifications (active population), 2000–2010 (per cent)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total migrants (thou. persons)	138	172	231	291	345	345	310	336	310	295	311	317
1. Higher (per cent)	7,7	7,4	7,4	7,9	7,6	7,6	8,5	8,3	9,5	10,7	10,7	10,6
2. Secondary specialized (per cent)	13,6	13,9	12,3	12,0	11,9	11,9	13,8	13,7	12,4	13,3	13,1	12,7
3. Secondary vocational (per cent)	34,1	35,5	33,3	32,2	32,0	32,0	26,0	27,5	28,8	28,3	25,6	24,7
4. Lyceum, general secondary (per cent)	26,5	24,5	26,5	26,5	26,6	26,6	27,3	27,9	27,5	25,0	25,5	25,9
4. Gymnasium (per cent)	17,7	18,4	20,1	21,1	21,4	21,4	23,8	22,1	21,3	22,0	24,5	25,5
Total (1+2+3) (per cent)	55,4	56,8	53,0	52,1	51,4	51,4	48,4	49,6	50,7	52,4	49,4	48,0

Source: Own calculations, based on the data from the National Bureau of Statistics.

According to NBS data, persons with a higher level of education tend to migrate less. Their share in the total flow of migrants reached 10.6 per cent in 2011 (Table 11).

Yet, some sources are not as optimistic in the estimates of the share of highly qualified migrants in the total flow. According to a survey conducted by CBSAXA in 2006,⁵⁷ the share of migrants with higher education was 19.2 per cent.⁵⁸ At the same time, education level in the structure of migrating population varies depending on the type of migrants – short term or long term. Forecasts indicate an increase in the number of those with higher education among Moldovan migrants. For today's youth it is much easier to go abroad, compared to earlier waves of migrants. The factors that facilitate migration include strengthened social networks of migrants already abroad; the process of family reintegration abroad; Moldova's bilateral treaties in education, facilitating diploma recognition; the possibility for academic exchange and graduate education programmes (such as Erasmus Mundus, Leonardo da Vinci, Tempus) as well as multiple citizenships held by many graduates.

There are numerous sociological studies in the area of migration that also cover also students from Moldovan universities. The results of the most recent studies show that more than half of the students in the last year of university tend to go abroad to seek work.⁵⁹ In addition, there has been an increasing trend of the above phenomenon in the past years. These studies clearly demonstrate that students would prefer to stay and work in Moldova rather than go abroad – if they had adequate employment opportunities. They perceive

57. Lücke Matthias, Toman Omar Mahmoud, and Pia Pinger, Models and trends of migration and remittances in Moldova. CBS-AXA 2006 Survey, IOM, Chisinau, 2007, p. 28.

58. Percentage estimations of the migration flows differ from one research to another, most likely due to the different methodologies used. At the same time, the results of all the studies of migration attest an increasing share of the population with higher education in the country's pool of migrants.

59. Țurcan V., Moșneaga V., Moraru V.: The phenomenon of migration in the view of students: attitudes and strategies. In: Brain-drain: Moldova's case (Series: Migration – problems and opportunities) (Chisinau, 2011), p. 151.

migration rather as a ‘necessary evil’ in the context of the opportunities offered by the local labour market after university graduation.

However, the problem with highly skilled migrants is not only related only to the quantitative increase in their numbers. The situation is further complicated due to the fact that the human capital formed in Moldova is not (or only rarely) used properly in the receiving countries. Migrants usually get engaged in activities for which they are overqualified, thus losing their skills acquired at home. The reasons for this de-skilling include a lack of information about how to get their qualifications recognized abroad, the lack of a qualification recognition system and a lack of language skills in the country of destination, among others. The exodus of highly qualified Moldovan specialists does not necessarily become an intellectual gain for the countries of destination but rather an intellectual and professional waste for the migrants. They go abroad *being aware* that they would end up in activities for which they are overqualified. Therefore, there is a large number of de-skilled workers, despite the large demand for highly skilled workers abroad. Male migrants mainly work in construction, transport, industry and agriculture, while females work in the service sector – household keeping and care.

A significant difference among salaries in various sectors for the same level of education inadvertently supports a permanent exodus of highly qualified specialists. For instance, salaries in construction, transportation and communications are significantly higher than in education or healthcare, the latter being most severely affected by migration.⁶⁰

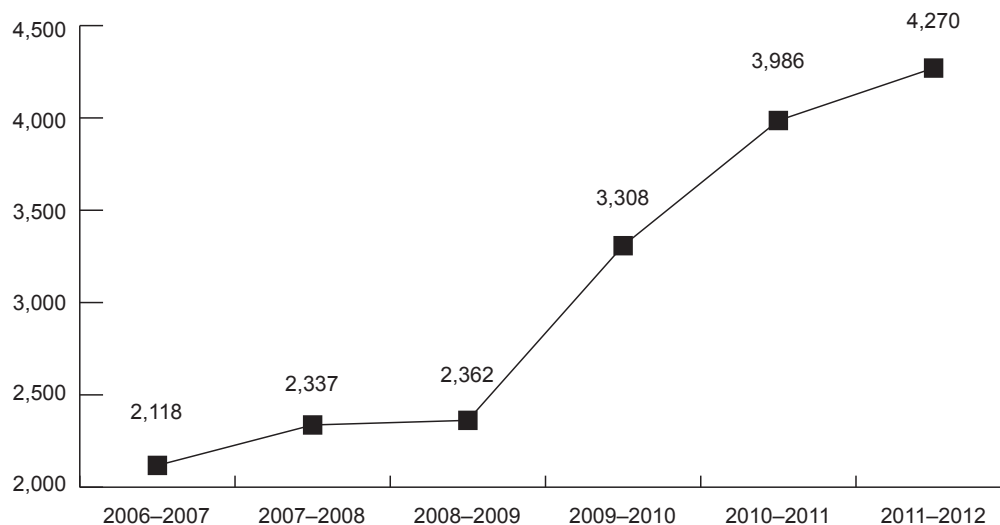
2.2 Moldovans Studying Abroad

At present, there are no official statistics on the number of students abroad, percentage of returnee graduates to Moldova after graduation from foreign institutions or their insertion in the Moldovan labour market, among others. Qualitative studies on migration do not provide a definite answer either.

There are institutions that keep quantitative records about Moldovan citizens who study abroad. The Ministry of Education, for instance, has statistics on the academic mobility of Moldovan citizens based on international treaties. These are Moldovan citizens enrolled in foreign education institutions based on cooperation protocols with other countries to which the Ministry is a party. However, the number of those who go abroad *individually* to study is considerably higher. Nonetheless, the information offered by the Ministry of Education shows an increasing trend in the number of citizens who leave to study abroad. The number of those who have gone abroad to study has practically doubled in the past six years (Figure 22). Annex 1.1 offers detailed information about the distribution of students based on cooperation protocols with different destination countries.

60. European Training Foundation: Analyses of the labour markets in the Black Sea region. Moldova: Country Report (Turin, ETF, 2009).

Figure 22: Moldovan citizens enrolled in education institutions abroad based on cooperation protocols to which the Ministry of Education is a party



Source: Division of International Relations and European Integration, Ministry of Education of Moldova.

In addition to the scholarships granted under the cooperation protocols, Moldovan citizens also benefit from other study opportunities abroad, such as pedagogic and doctoral scholarships, internships and research scholarships. According to the data from the Ministry of Education on inter-university mobility, 914 Moldovan citizens (of whom 412 were students and 502 teachers) benefited from internships/scholarships in 35 countries in the world, in 2010.⁶¹ More than half of them went to Romania (314) and Germany (209). Details about inter-university mobility in 2010 are given in Annex 2.

Another source of statistics on Moldovan citizens studying abroad is Moldova’s diplomatic missions. The information received show that 350 study visas for 16 countries (Table 12) were issued for the academic year 2011–2012. In addition to study visas, the Common Visa Centre⁶² also issued visas for research – 35 in 2010 and 14 in 2011.⁶³

Discussions with Moldova’s diplomatic missions revealed that not all Moldovan citizens who get study visas go abroad to study. A few persons granted visas for a certain country give it up in favour of another country for which they applied at the same time. Of course, the number of education and research visas granted yearly is much higher (this statement is confirmed by UNESCO statistics,⁶⁴ which are presented in Annex 1.2), but they could

61. Information provided by the Moldovan Ministry of Education at the request of the CIVIS Centre.

62. Common Visa Application Centre (CAC) was opened in April 2007 during the implementation of the EU-Moldova Action Plan as part of the European Neighbourhood Policy. CAC aims at facilitating the issuance of visas to Moldovan citizens for the following EU countries: Austria, Belgium, Croatia, Denmark, Estonia, Finland, Greece, Hungary Latvia, Grand Duchy of Luxembourg, Netherlands, Slovakia, Slovenia, Sweden and Swiss Confederation.

63. Common Visa Centre.

64. http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0

not be identified for reasons such as confidentiality of personal data, lack of data collection and maintenance and so on.

It is certain that the share of those who remain abroad is increasing (in fact, this is an empirical conclusion based on day-to-day observations). The FGDs conducted for SEM–2012 showed that students who had studied abroad intended to go again; parents of students studying abroad were happy with the achievements of their children abroad and some even expressed their wish for them to remain there. New migrants are motivated by opportunities, unlike the previous waves of migrants who were motivated by neediness (Annex 6). Thus, many people go abroad to find jobs in the respective areas for which they were trained or to get foreign diplomas that would facilitate their integration in the international labour market.

Table 12: Study visas issued by diplomatic missions in Moldova

No.	Country	Study visas granted	
		2010–2011	2011–2012
1.	Austria	15	79
2.	Belgium	—	6
3.	Croatia	—	—
4.	Denmark	—	4
5.	Greece	—	17
6.	Switzerland	—	54
7.	Estonia	—	18
8.	Finland	—	10
9.	Latvia	—	5
10.	Luxemburg	1	21
11.	Slovakia	—	19
12.	Slovenia	3	4
13.	Sweden	—	14
14.	Netherlands	2	34
15.	Hungary	1	42
16.	Turkey	26	23
17.	China		45*

Source: Common Visa Centre (states 1–15), Turkish Embassy (16) and Embassy of China (17).

Note: * Forty-five is the total number of students who studied in China during the academic year 2011–2012.

The results of SEM–2012 show that studies abroad do not always help returnees (re) integrate in the local labour market – this was mentioned by approximately one-third of the respondents. However, the other one-third believed that studies abroad had some benefits, including better salaries and opportunities for professional growth, easier access to a job, employment in a foreign company and other benefits. The non-responses accounted for another third.

2.3 The Impact of Studies on Migrants' Success Abroad

According to some Moldovan experts on migration issues, migrants' level of professional training could influence their chances of success abroad.⁶⁵ Thus, migrants with higher education can get a job in “more prestigious” work spheres (for example, in industry and transport, in case of men) as compared to less qualified persons (usually, in construction). In addition, the chances of finding a long-term job are higher among migrant graduates, while those with lower education levels are in a disadvantaged situation, being more often involved in temporary or *ad-hoc* activities. Last but not least, migrants with high levels of education are more likely to have higher salaries in practice and social protection. Having said this, the vast majority of emigrants, including those with higher qualification and no social protection coverage, still engaged in jobs requiring a low level of professional training or no qualification at all.

65. Moşneaga V., Țurcan V.: The human capital – factor of the migration in the mobility of the persons with higher education. In: Brain-drain: Moldova's case (Series: Migration – problems and opportunities), (Chisinau, 2011), pp. 65–80.

CHAPTER 3

The Role of Remittances in Education Demand

3.1 Impact of Remittances on Household Expenditures

Numerous studies on Moldovans' migration show that there is a positive correlation between benefiting from remittances and increased life quality, satisfied basic needs, saving, investing, and so on. In terms of amount, households with remittances allocate more money for all types of expenditures, compared with households without remittances as shown in Table 13.

The data of the country-representative survey carried out by IASCI-CIVIS in 2010 confirm the results of the previous surveys, according to which remittances reduce the poverty-related risk. Hence, families receiving money from abroad allocate a lower share of expenditures for food products, compared to those with no remittances. The expenditures on utility services also represent a lower share in the total expenditure of households benefiting from remittances. At the same time, the share of expenses for durable goods and saving, is considerably higher in these households.

The data from Table 13 show that education gets about six per cent of a household's budget, regardless of their type.⁶⁶ However, the amounts allocated for education differ significantly when analysing the sums effectively spent. Hence, investments in human capital are 1.5 times higher in the household benefiting from remittances, compared to those without migrants (and two times higher in the households with migrants not benefiting from remittances).

Education also represents a priority in migrants' savings pattern. According to the IASCI-CIVIS 2010 survey results, households with migrants sending remittances rank children's education among their top saving objectives, following behind emergency/risk situations and procurement of durable goods.

66. The data of the National Bureau of Statistics for 2008 show that five per cent of the money earned abroad and sent back home is used for children's education (*Source*: Labour Migration (Labour Force Survey) 2008, (National Bureau of Statistics)).

Table 13: Structure of household expenditures, 2009 (MDL and per cent / month)

	Households with migrants (receiving money from abroad)	Households without migrants	Households with migrants (not receiving money from abroad)	Households with migrants (receiving money from abroad)	Households without migrants	Households with migrants (not receiving money from abroad)
	MDL			per cent		
Food products	1,546	1,196	988	30	36	40
Clothes and footwear	466	339	191	9	10	8
Utility services	679	569	620	13	17	25
Furniture / technical appliances	795	174	91	15	5	4
Health services	275	214	28	5	6	1
Education	297	195	152	6	6	6
Savings	483	242	59	9	7	2
Investments / Business	285	175	128	6	5	5
Payment of debts	124	100	73	3	4	4
Other	220	138	122	4	4	5
Average expenditures per household	5,170	3,342	2,452	100	100	100

Source: Strengthening the impact of development of financial flows and investments derived from migration to Moldova, IASCI-CIVIS, 2010.

At the same time, higher allocations for education do not always mean better quality of education. This is particularly true of early education, when missing parental care affects negatively children's school attainment.⁶⁷

Nevertheless, children from migrants' families have more advantages when deciding to continue their education after primary and secondary school. A UNICEF Survey (2008)⁶⁸ shows that families without migrants see themselves as more vulnerable in terms of access to higher education. Seventy-three per cent of these families think that pupils from households benefiting from remittances have higher chances of continuing their education after secondary school, compared to children who are not financially assisted from abroad.

This general public's perception was tested through SEM-2012. The obtained results showed that the availability of financial resources represents a determining factor in

67. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova)p.26 ((Turin, ETF, 2010), p. 20.

68. The impact of migration and remittances on communities, families and children in Moldova, 2008, UNICEF.

continuing education after the secondary general level. Forty-five per cent of the respondents without professional training did not continue their studies after general secondary school, precisely because they did not have enough money. This situation affects households not benefiting from remittances to a significantly larger extent (57.9 per cent) than those receiving remittances from abroad (29.7 per cent). To summarize, the assumption – that the chances of accessing professional education (vocational school, college or university) after the secondary general level are higher (almost double) for remittance beneficiaries than for non-beneficiaries – is actually confirmed.

Inequity in access to higher education is generated by other payments – formal and informal – related to the educational process. Besides tuition fees, it is easier for students from families benefiting from remittances to meet day-to-day costs (accommodation, transport, meals). Additionally, they have better access to information technologies (for instance, procurement of computer) and extra-curricular activities (for instance: studying foreign languages), which subsequently contribute to their successful employment.

To confirm or reject these hypotheses,⁶⁹ the following analysis was carried out (in SEM–2012): (1) the categories of households' expenditure for education and the amounts allocated for this purpose, as well as (2) the role of remittances in the demand for education. These aspects are described in section 3.2.

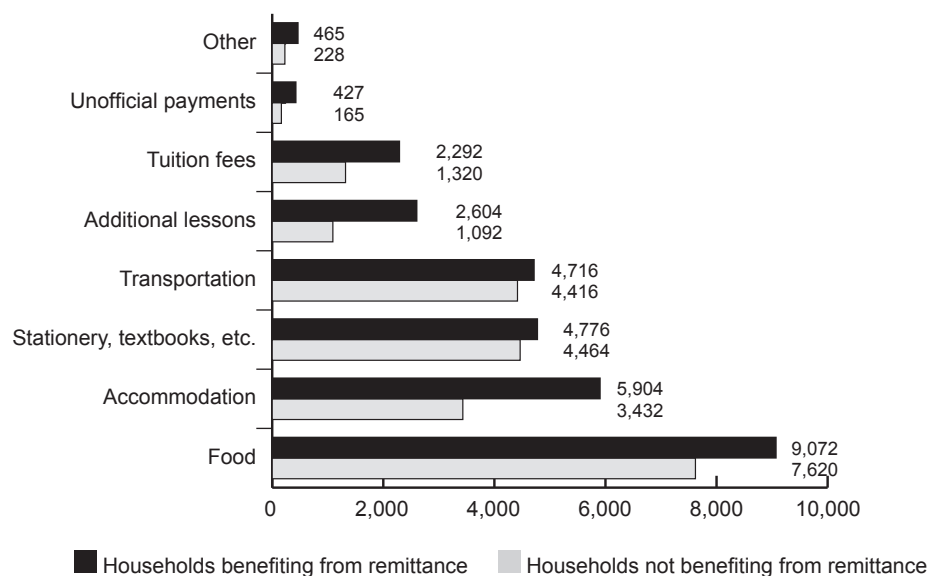
3.2 Categories of Education Expenditures and the Role of Remittances in Education

A difference in the investments in education depending on the availability of remittances was also confirmed by SEM–2012's results. It should be noted that one of SEM–2012's objectives was to identify the categories of expenditures for professional education and the amounts allocated for these categories. The data related to this aspect are presented in Figure 23. The sample covers persons who were undergraduates during the interview period and those who graduated no more than five years before.

The figures clearly illustrate differences in spending between students who benefit from remittances and those who do not. For some categories, the sums are *almost double* (tuition fees and accommodation), and for some other – the difference is even *wider* (unofficial payments/additional lessons/private lessons).

69. In the specialized literature these are presented as findings, but without any statistics that would confirm the affirmations.

Figure 23: Categories of expenditures on education (MDL/year, average values per country)



Source: SEM-2012.

A more detailed analysis of these categories of expenditures shows the following findings, regardless of whether the students do or do not benefit from remittances:

- persons enrolled in higher educational institutions incur the highest financial costs (in comparison with lower levels of education) – Figure 24 and Tables 14.1 and 14.2;
- the inhabitants from the central region of Moldova showed the highest spending for educational fees, food and unofficial payments (in comparison with the Southern and Northern regions);
- students from rural communities spend less for additional/private lessons (in comparison to urban students);
- men significantly exceed women regarding unofficial payments;
- women spend more for school stationery, textbooks, materials necessary for education.

Spending on all categories of education-related matters is higher in case of beneficiaries of remittances, compared to students from families not benefitting from remittances (Tables 14.1 and 14.2).

Table 14.1: Categories of expenditures for education (MDL/year, average values for the country)

		Tuition fee		Accommodation		Food		Transport		Additional lessons	
		WR	R ⁷⁰	WR	R	WR	R	WR	R	WR	R
Total		1,320	2,292	286	492	635	756	368	393	91	217
Region	North	1,263	1,824	2,964	5,136	5,400	5,424	2,244	2,700	360	3,672
	Centre	1,622	2,638	3,204	6,780	10,008	12,096	5,196	4,764	1,884	2,388
	South	843	1,988	4,476	4,548	6,228	5,868	5,880	7,308	624	1,752
Area of residence	Rural	1,061	2,301	3,900	5,520	5,640	6,696	3,972	4,932	876	2,544
	Urban	1,744	2,280	2,676	6,384	10,848	12,168	5,124	4,440	1,440	2,676
Sex	Male	1,230	2,191	3,636	5,040	10,008	8,628	5,400	4,620	720	2,736
	Female	1,391	2,369	3,276	6,564	5,748	9,420	3,636	4,788	1,380	2,496
Level of education	Secondary vocational	123	721	1,656	2,832	3,612	5,892	2,628	4,152	600	2,472
	Specialized secondary/college	969	1,971	4,668	5,580	7,728	7,632	2,604	4,212	912	4,140
	Higher	2,766	3,458	4,344	7,944	11,568	12,036	7,476	5,436	1,716	1,524

Source: SEM–2012.

Notes: WR: Without Remittances. Households not benefiting from remittances; R: Remittances. Households benefiting from remittances.

Table 14.2: Categories of expenditures for education (MDL/year, average values for the country)

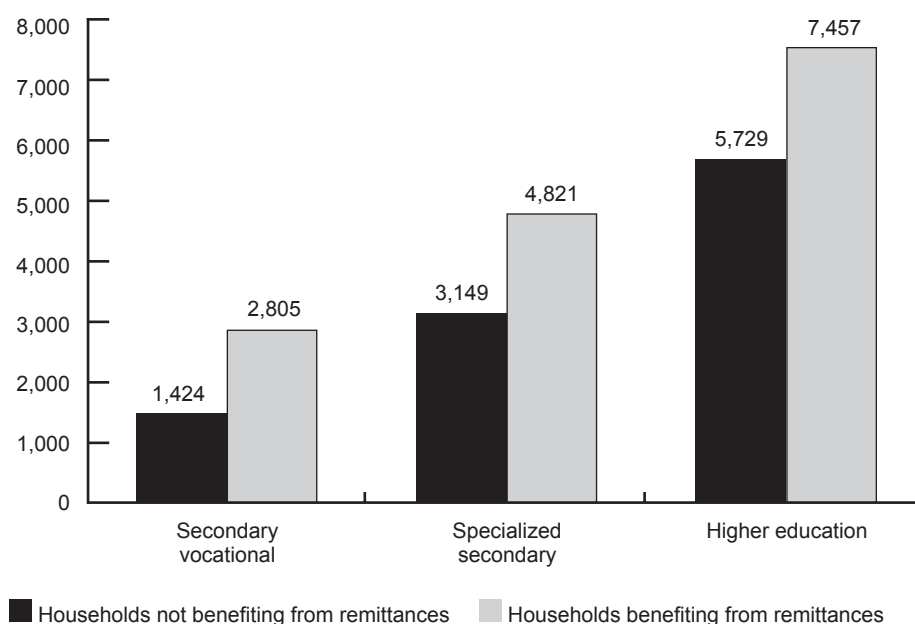
		Unofficial payments		Stationery, textbooks, etc.		Other	
		WR	R	WR	R	WR	R
Total		165	427	372	398	228	465
Region	North	150	244	5,808	5,016	168	551
	Centre	177	568	3,480	3,984	316	451
	South	163	292	4,464	6,564	144	388
Area of residence	Rural	166	487	4,860	5,016	224	504
	Urban	163	348	3,804	4,464	233	415
Sex	Male	209	640	3,876	3,312	212	356
	Female	130	262	4,908	5,904	240	549
Level of education	Secondary vocational	67	238	3,576	4,200	228	217
	Specialized secondary/college	231	313	4,932	4,488	212	366
	Higher	216	623	5,004	5,328	238	687

Source: SEM–2012.

70. R = Households with remittances / WR = Households without remittances.

Figure 24 shows that a vocational school student from a family benefiting from remittances spends, on average, about 1,727 USD per year (1.6 times more than a student from a family not receiving remittances). A student from college in specialized secondary education, benefiting from remittances, spends 1.3 times more than his/her colleague who does not benefit from remittances. In case of higher education, the difference is insignificant – 1.1 times.

Figure 24: Education expenditures by level of education and access to remittances income (USD⁷¹/year, average values for the country)



Source: SEM–2012.

According to the IASCI-CIVIS (2010) Survey, households receiving money from abroad allocate 4.6 times more money for durable goods than those without migrants, and 8.7 times more than households with migrants not sending money back home (Table 13). Since the computer has become an indispensable educational tool, the respondents were asked if they have possessed or have purchased one. The SEM–2012 results show that the share of students who have bought a computer is higher among those benefiting from remittances than those not benefiting (39.3 per cent versus 28.2 per cent).

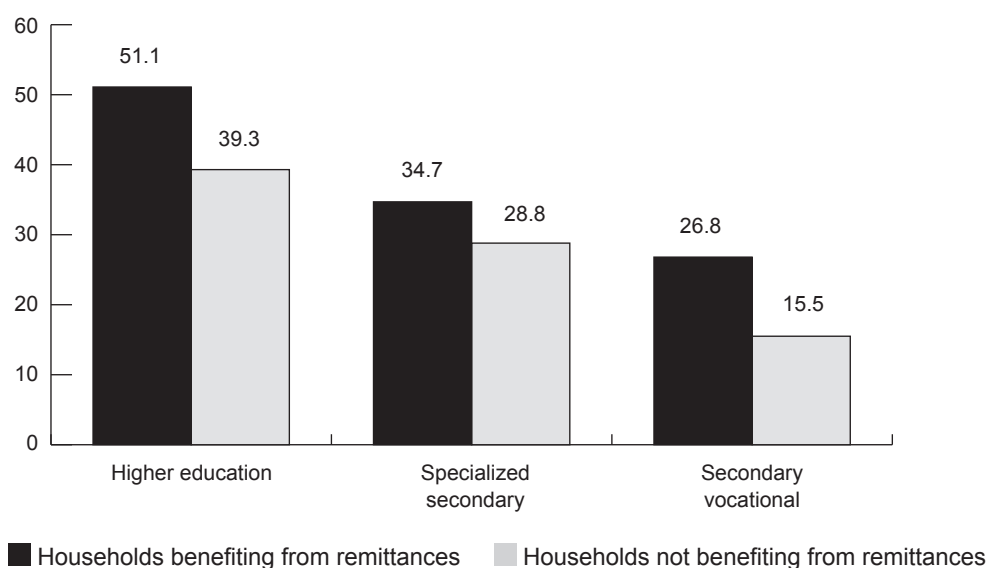
In addition, university students are more likely to buy computers than students from lower levels of education (Figure 25).

It has been mentioned that those who benefit from remittances can afford additional/ private lessons (including extracurricular), at least twice as much as those who do not receive money from abroad. Most frequently, additional/ extracurricular lessons imply

71. The exchange rate to be used is 1 USD = 12 MDL.

foreign language courses. The SEM–2012 results show that a higher number of those benefiting from remittances master a foreign language – a claim valid for all three groups of reference: graduates/students of professional training institutions, persons without qualifications and pupils. Hence, it can be concluded that remittances contribute to a higher access to knowledge and mastering of a foreign language, and this can subsequently facilitate integration into the labour market of foreign countries and at home.

Figure 25: Procurement of computer depending on the education level and access to remittances (per cent)



Source: SEM–2012.

There is a directly proportional relation between the level of *education* and *mastering a foreign language*. Hence, those with higher education have an increased interest in mastering French and English, for instance, as compared to those with a lower level of education or without any professional training.

Another indicator used to assess remittances' influence on education is the way the respondents assessed their chances: (a) to access professional education in general, (b) to study at a higher education level, (c) to study at the preferred faculty.

According to SEM–2012's results, 60.7 per cent of students at all levels of professional education would not have continued their education after the secondary general level if their families had not benefitted from remittances. In other words, this aid turned to be a determining factor for accessing professional training and higher education in general for about two-thirds of all the students who received money from abroad. This is particularly true of people from the southern part of the country, from rural areas and those who attended contract-based studies.

68.2 per cent of university students/graduates had access to higher education only/largely due to transfers received from abroad. In other words, more than two-thirds of students/graduates benefiting from remittances would have opted for a college or secondary

vocational education, if they had not received money from abroad. This opinion was more frequently expressed by those from the southern part of the country and rural communities.

51.6 per cent of interviewed students/graduates benefiting from remittances stated that they studied/had studied at the chosen faculty only/largely due to transfers from abroad. Hence, over a half of the students/graduates benefiting from remittances would have attended a different faculty (probably less desirable), if they had not benefitted from monetary transfers.

38.4 per cent of all respondents stated that remittances did not influence at all their access to professional education, while for the majority of them (61.6 per cent) said that access to any level of professional education was dependent on the availability of financial resources coming from abroad. It should be reiterated, in this context, that 50.5 per cent of the students who did not receive money from abroad opted for secondary vocational education, because they could not afford higher levels of education. In the case of those benefiting from remittances, this share accounted for 37.5 per cent.

In the case of the respondents who did not benefit from remittances, the findings are the following: (a) almost half of them (47.3 per cent) would have opted for a higher level of education, if their families had received money from abroad; (b) 37.2 per cent would have chosen a different faculty, if they had benefitted from remittances; 52.6 per cent would have had a better situation (in terms of access to a higher level of education or access to their preferred field of study), if they had benefitted from remittances.

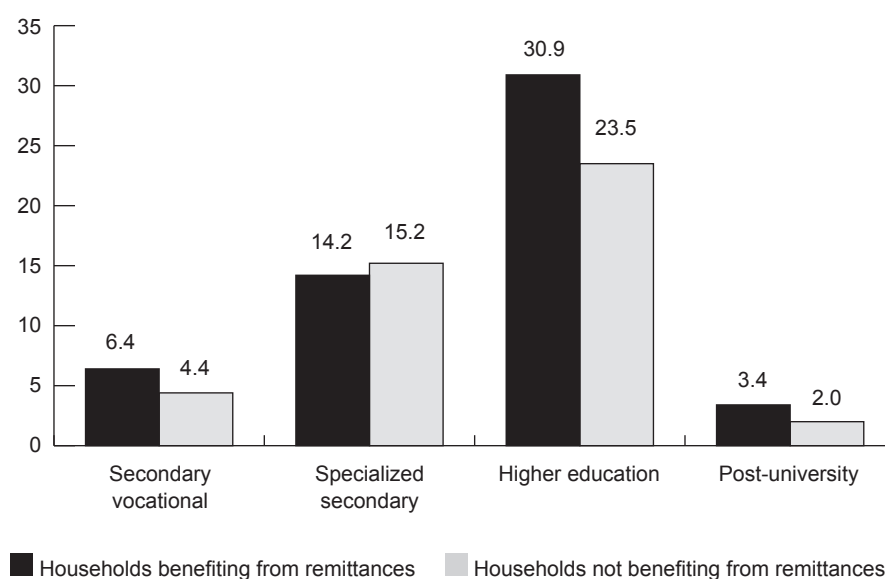
Persons without professional education were asked where they would continue their education if they had an opportunity. 28.6 per cent would opt for vocational schools, 27.9 per cent for colleges/specialized secondary education and 29.2 per cent would go to university. The non-response rate accounts for 14.2 per cent.

A more detailed analysis of this indicator shows that persons not-benefiting from remittances tend to go to vocational schools (31.6 per cent) more so than those benefiting from remittances (25.0 per cent). The situation is reversed in the case of secondary specialized level of education: college was chosen by 23.7 per cent of those without remittances and 32.8 per cent of those with remittances. Actually, there is an explanation for this situation: secondary vocational level is less costly (see footnote 7). About 30.3 per cent of the respondents without remittances and 28.1 per cent of those with remittances opted for universities.

Persons without professional education would choose to pursue further training in the following areas: construction, economics, services, medicine/pharmacy, transport and telecommunication.

The share of students at all the levels was higher in households that benefited from remittances, as compared to those not receiving transfers from abroad (Figure 26) - (except for colleges/specialized secondary education, but with a very small difference).

Figure 26: Distribution of students by education levels depending on reception of remittances (per cent)



Source: SEM-2012.

About one-third of students from households benefiting from money coming from abroad and about one-quarter of students from households without remittances were enrolled in universities. This finding is confirmed by other sources that reveal that young persons from households with migrants are more likely to enrol in universities than their peers from households without migrants, especially due to financial resources' availability⁷².

The Expert Group analysts identified an interesting correlation between emigration and investments in higher education. Although the majority of emigrants come from rural areas, the enrolment rate in higher education institutions had increased more in the case of the households with migrants from urban areas. This finding speaks about the different uses of remittances. In urban areas, remittances represent probably an additional income source and increase the likelihood of investment in education. While, in rural areas, remittances may be the only households' significant source of income to be spent mainly on food and other basic products.⁷³

Different migration surveys show that children's education is among the main factors driving Moldovan emigration. Many parents leave the country with the main objective to provide their children with a higher level of education.

72. Matthias Lücke, Toman Omar Mahmoud, Pia Pinger: Models and Trends of Migration and Remittances in the Republic of Moldova, 2007 (Kiel, Institute for the World Economy, 2007), p. 40.

73. European Training Foundation: Country report: Development of human capital and equity relation review in the Republic of Moldova, Expert Group (Raport de țară: Analiza relației dintre dezvoltarea capitalului uman și echitate în Republica Moldova)p.26 ((Turin, ETF, 2010), p. 26.

CHAPTER 4

Political and Legislative Framework in the Area of Migration and Education

Since June 5, 2008, the Moldovan migration phenomenon has been addressed by the European Union through the Moldova Mobility Partnership (MMP). The MMP represents a tool meant to promote a more efficient framework for legal migration, reintegration of returned migrants and fight against irregular migration.

4.1 Strategies and Action Plans in the Area of Education, Training and Labour Migration

In developed countries, education is addressed by long-term development strategies, which indicate the direction of economic development in the next two decades. In other words, if a country aims to develop a certain sector of the economy, then it not only applies an economic policy in the field, but also adjusts the structures of the educational system in line with the proposed objectives. It should be mentioned, in this context, that Moldova has a national document for the country's long-term development (2012–2020). On 3 April 2012, the government approved and submitted to the Parliament for approval a draft law, **National Development Strategy “Moldova 2020”**.⁷⁴ The objective of *relevant education for career development* is among the priorities for the next nine years. It calls for the “adjustment of the educational system to the demands of the labour market, so as to increase the labour force productivity and to increase the employment rate in the economy”.⁷⁵ Still, in order to adjust the educational system to future development needs, mechanisms for medium-term and long-term skills forecast need to be put in place.

The document defining the priority directions for the educational system in Moldova with the European integration perspective is the **Consolidated Strategy for Education**

74. Government Decision No. 187, dated 3 April 2012.

75. The National Development Strategy of the Republic of Moldova, 2012–2020, p. 6.

Development for 2011–2015.⁷⁶ The need to develop an education strategy was impelled (among other factors) by the “intensification of labour migration” and by the “insufficient use of intellectual potential”.⁷⁷ The following priorities are worth mentioning among the general objectives, with relevance to this research study: adjustment of the vocational and technical education to the needs of the labour market; extension of the links between higher education institutions and the business community; integration of Moldova’s national education in Europe’s educational space.

Previous actions for reforming the professional education system in Moldova by adjusting it to the needs of the labour market, as well as by adjusting it to European standards, focused mainly on secondary vocational and higher education levels. The most important achievement in the area of higher education over the last years was Moldova’s accession to the **Bologna Process** (2005). In this context, numerous reforms have been implemented, among them: organization of higher education by cycles and development of new educational programmes, institutionalization of educational credits in all the higher education institutions; development of a new classifier of professional training areas and fields of study for the first cycle; issuance of diploma supplement according to the single European model; and development of partnerships with university centres from different European countries. At the same time, the development of the National Qualification Framework, compatible with the European Framework of Qualifications, is currently underway.

The government has decided upon a number of actions aimed at the secondary vocational level: to increase the number of admissions in vocational schools; to increase budgetary allocations; to update the classifier of occupations in line with the country’s economic needs; to increase the number of scholarships; to modernize the technical-material equipment in several educational institutions and so on. In spite of these achievements, secondary vocational education is still ‘the most problematic’. In order to redress the situation, the Ministry of Education developed in 2010 an exhaustive document (public policy proposal) offering concrete solutions for professional training, entitled: *Secondary vocational education – capacities adjusted to the labour market*.⁷⁸

In 2011 the government issued a Decision on developing occupational standards for blue-collar occupations.⁷⁹ Annex 1 of this document stipulates that “occupational standards are necessary to ensure the quality of human resources’ training, to identify the qualifications on the labour market, and to correlate the initial and continuous training with the demands of the labour market. Occupational standards serve as a basis for reforming the secondary vocational education system in the Republic of Moldova, developing the National Framework of Qualifications compatible with the principles of the European Framework of Qualifications”.

76. Order of the Ministry of Education No. 849, dated 29 November 2010.

77. Consolidated Strategy for Education Development during 2011–2015, p. 8.

78. The document may be accessed on the site of the Ministry of Education, <http://edu.gov.md/ro/ppp-privind-invatamintul-secundar-profesional-competente-adaptate-pentru-piata-muncii/>

79. Government Decision No. 952, dated 16 December 2011.

In the context of an integrated approach to vocational education, labour market, and migration, the Turin Process launched by the European Training Foundation in 2010 in Moldova has a special importance. The priority objective of this Process is to develop vocational education and training (VET) in line with the demands of the European labour market and its standards. In this respect, the European Training Foundation (ETF) carried out a reference study of the analytical framework for assessing the policies and systems of vocational/professional education and training. The Turin Process in Moldova is an exercise that provides an analysis of the VET system and of VET policies' contribution to economic and social development.

For the purpose of improving the situation on the Moldovan labour market, strongly affected by “occupational and professional imbalances”, the government approved (in 2007) the National Strategy on Employment Policies for 2007–2015.⁸⁰ The achievement of the objectives stipulated in this document should contribute to: increasing the employment level; redressing the imbalances on the labour market; reducing unemployment and increasing the number of new jobs; developing human potential by reforming the education system, re-qualifying, and increasing labour force mobility.

For the purpose of carrying out the Strategy, the government approved an annual Action Plan for 2012⁸¹ in December 2011.

To ensure the regulation of the Moldovan citizens' circulation and mobility, the Moldovan government approved (in 2011) the National Strategy in the area of Migration and Asylum (2011–2020).⁸² Besides the aspects related to migration, this strategy tackles also the aspects related to brain drain – a phenomenon that “for the time being is not yet addressed in the national policies. Although the last decade has seen a permanent increase in the number of migrants with higher and secondary specialized education, there are still no criteria to keep records of such migrants, (...) and no assessment is made of direct and indirect losses of citizens' individual investments in higher education”.⁸³ At the same time, the Strategy points out the positive role of the border crossing regime liberalization, with benefits for Moldovan citizens' migration for education purposes; liberalization has “increased the access of young people from Moldova to studies abroad. The number of scholarship recipients enrolled in different institutions of higher education abroad is permanently increasing, but the lack of national policies focused on this category of persons does not stimulate their return and employment in the labour market of Moldova”.

Several months after the approval of the Strategy, the Action Plan for 2011–2015 on the implementation of the National Strategy in the Area of Migration and Asylum⁸⁴ was approved. A special section of this document refers to ensuring the recognition of migrants' qualifications and skills.

80. Government Decision No. 605, dated 31 May 2007.

81. Government Decision No. 1011, dated 27 December 2011.

82. Government Decision No. 65,5 dated 08 September 2011.

83. Ibid.

84. Government Decision No. 1009, dated 26 December 2011.

4.2 Recognition of Moldovan Citizens' Qualifications, Skills and Competencies in the Migration Context

This chapter tackles the issue of Moldovan citizens' qualifications and skills within the migration context. It analyses this subject from two perspectives: (1) recognition of Moldovan citizens' qualifications obtained abroad by Moldovan authorities and (2) recognition of Moldovan migrants' qualifications obtained in Moldovan educational institutions in destination countries. The recognition modality is regulated by Moldovan internal legislation, international conventions and recommendations developed by the Council of Europe, European Commission and UNESCO/CEPES.⁸⁵

4.2.1 Recognition of Moldovan Migrants' Qualifications in the Countries of Destination

The principles of the **Lisbon Convention** serve as basis for recognizing higher education diplomas and certificates in the European region. This Convention was signed by the Republic of Moldova in 1997 and ratified on 1 November 1999. In this context, Moldova has a "Regulation on recognition, equivalence and authentication of studies and qualifications in Moldova",⁸⁶ pursuant to the Lisbon Convention. In accordance with this regulation, the diplomas of university and pre-university education, issued in the countries signatories of the Lisbon Convention, are recognized in Moldova automatically provided that there are no substantial differences in duration and curricula of similar studies in Moldova.

In addition, the Republic of Moldova has signed bilateral agreements for mutual recognition of diplomas with Romania (1998), Bulgaria (2000), Ukraine (2001) and Russia (2003), as well as a multilateral agreement with CIS countries regarding the mutual recognition of documents certifying secondary general education, secondary vocational education and secondary specialized education (2004).⁸⁷ According to the representatives from the Ministry of Education these treaties are out-dated and should be renewed.

Another international treaty in this area, to which Moldova is a party, is the Hague Convention Abolishing the Requirement of Legalization of Foreign Public Documents (2007).

Nevertheless, the number of countries that sign agreements on recognition of diplomas is limited compared to the number of Moldovan migrants' receiving countries. In addition, "currently, *no mechanisms have been developed* for mutual recognition of diplomas and no mechanisms for employing migrants from the Republic of Moldova according to their level of education and competence".⁸⁸

85. Information taken from the site of the Moldovan Ministry of Education, <http://www.edu.md/ro/echivalarea-recunoasterea/>

86. <http://edu.gov.md/ro/regulament-privind-recunoasterea-echivalarea-si-autenticarea-actelor-de-studii-si-calificarilor/>

87. Ibid.

88. National Strategy in the Area of Migration and Asylum (2011–2020).

To facilitate the continuation of Moldovan citizens' education and/or employment in foreign labour markets, in January 2012 the Moldovan government approved the initiation of negotiations on the Inter-governmental Agreement for recognition of diplomas, academic degrees, qualifications and competences.⁸⁹ The agreement provides for the international recognition of Moldovan diplomas and qualifications and is to be signed by 23 states, namely: Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Great Britain, Greece, Hungary, Ireland Israel, Italy, Latvia, Lithuania, Norway, Poland, Portugal, Slovakia, Slovenia, Sweden and Turkey. The agreement will take into consideration Moldovan citizens' academic mobility (the possibility to be employed in foreign education institutions), as well as their professional mobility (the possibility to be employed in economic sectors of host countries).⁹⁰ The agreement also refers to diplomas issued prior to the date of its entry into force.⁹¹

The Ministry of Education, with the support of the Ministry of Foreign Affairs and European Integration, conveyed, through diplomatic channels, the draft Agreement to the relevant ministries from the Member States of the EU-Moldova Mobility Partnership. Following this action, from 27 to 28 September 2012 negotiations were held with the delegation of the Ministry of Education, Universities and Research of the Italian Republic to start negotiations on the Intergovernmental Framework Agreement on the Recognition of Diplomas, Academic Titles, Qualifications and Competencies.

Another document on the recognition and mutual equivalence of qualifications is the Government Decision no. 177 of 23 March 2012 relating to **inception of negotiations on the draft Intergovernmental Agreement on Cooperation in Education, Science and Innovation**. Under this Decision the Ministry of Education, with the support of the Ministry of Foreign Affairs and European Integration, conveyed, through diplomatic channels, the draft Agreement to relevant ministries from the South East European countries. Article 6 of the mentioned Agreement contains provisions relating to the recognition and mutual equivalence of qualifications/competencies: The Parties shall exchange information and documents to facilitate the work of the competent authorities in the recognition of diplomas and qualifications issued by both countries in accordance with the effective laws and regulations of both Parties. The countries that received proposals to initiate negotiations on the draft framework Intergovernmental Agreement on Cooperation in Education, Science and Innovation are: Albania, Serbia, Croatia, Montenegro, Macedonia, Bosnia and Herzegovina. Macedonia and Croatia showed interest to initiate negotiations and sign a relevant Cooperation Agreement with the Ministry of Education of Moldova.

An important tool for promoting the qualifications obtained in higher education is the *diploma supplement*,⁹² formulated according to the provisions of the European Centre for Higher Education (CEPES), Council of Europe and UNESCO. The annex provides a

89. Moldovan Government Decision No. 15, dated 05 January 2012.

90. <http://unimedia.md/?mod=news&id=42980>

91. <http://www.politik.md/?view=articlefull&viewarticle=8155>

92. Decision of the Moldovan Ministry of Education No. 143, dated 2002.

detailed explanation, at the international level, of the content and level of qualifications provided by the higher education institutions from Moldova.⁹³

The full enforcement of the provisions under the Bologna Process could also contribute to increasing international transparency and facilitating the recognition of university and vocational qualifications/competencies.

4.2.2 Recognition of Returned Migrants' Qualifications in Their Country of Origin

The Republic of Moldova does not have a legal and institutional framework that would recognize Moldovan migrants' qualifications obtained abroad outside the formal learning environments. However, the subject of labour migration management has become an important element in policy debate in the international organizations, as well as among policy makers from Moldova, especially in the context of the Mobility Partnership.

In this context, the Moldovan government decided that it was necessary to develop a National System of Validation of Non-formal and Informal Learning (VNFIL), compatible with the EU standards. The concept of this system was developed in the Mobility Partnership with the status of *recommendation for the government*. Currently, the document serves as a resource for the development of a normative document on the National System of Validation of Non-formal and Informal Learning.

As of 2011, the issuance of skills recognition acquired abroad by migrants returning home has become a task of the Moldovan Ministry of Education, Ministry of Labour, Social Protection and Family (National Employment Agency), and Ministry of Economy. This situation refers to the provisions stipulated in the 2011–2015 Action Plan for the implementation of the National Strategy in the Area of Migration and Asylum.⁹⁴ Objective No. 10 of the given document refers to “ensuring the compatibility of migrants' skills and qualifications”. The following are listed among actions to be undertaken by the line ministries: (1) to establish mechanism for recognition of migrants' professional experience and knowledge obtained while working abroad and used on the domestic market upon returning home; (2) to recognize diplomas and competences obtained abroad by implementing the recognition procedures applied in European Union member states; (3) to assess and certify skills and competences obtained by Moldovan migrants abroad. The deadline for the implementation of these actions is 2015.

In the Mobility Partnership context, projects are carried out in Moldova to promote Moldovan migrants' return from abroad. One of these projects is the Grant Programme for Moldovan Overseas Graduates (2010–2012), implemented by IOM Mission in the Republic of Moldova, in partnership with the Ministry of Youth and Sports, Ministry of Education and NEA. This programme represents an example of attracting back home

93. Site of the Ministry of Education of the Republic of Moldova, <http://www.edu.md/ro/echivalarea-recunoasterea/>

94. Government Decision No. 1009, dated 26 December 2011.

the competences obtained abroad. With the purpose of supporting young people to be employed within public and private institutions from Moldova, the knowledge and skills acquired by the programme beneficiaries while studying abroad are actually recognized.

4.2.3 Assistance for Requalification/Retraining of Returned Migrants

In October 2008, the Moldovan government approved an Action Plan to encourage the return of Moldovan migrant workers from abroad,⁹⁵ which, among other numerous actions, provided for the organization of professional training courses (requalification and retraining) for returnees, in line with their initial professional training, experience in the respective profession and current needs of the labour market. The Moldovan Ministry of Economy and the NEA are the institutions responsible for the implementation of this objective.

The National Action Plan for Employment (which is developed on an annual basis) is another document providing for requalification and/or retraining assistance for return migrants from abroad. One of the objectives included in the Action Plan for 2012 provides for “action to develop and promote entrepreneurship training programmes for migrants returned from abroad”.⁹⁶ These actions were initiated in 2010 alongside the government’s approval of the Pilot Programme for Attracting Remittances in Economics “PARE 1+1” for 2010–2012.⁹⁷ The programme was to be implemented by the Organization for Development of Small and Medium Enterprises (ODIMM). The second component of the programme envisaged training for beneficiaries by entrepreneurship training organization. The aim of the pilot programme is to mobilize the human and financial resources of migrant workers to join in the economic development of Moldova.

A similar project – “Support in using remittances for launching new business and creating new jobs” – is implemented by the ProRuralInvest Association and it is envisaged for the 2011–2014 period.

95. Government Decision No. 1133, dated 9 October 2008, Annex.

96. Government Decision No. 1011, dated 27 December 2011.

97. Government Decision No. 972, dated 18 October 2010.

Conclusions and Recommendations

A. Conclusions and Findings in Moldova

The Educational System's Skills Mismatch with Labour Market Needs

The number of students at the three levels of professional education was relatively equal at the beginning of the 1990s. The demand for the secondary professional studies decreased dramatically and became “non-prestigious” and unattractive because of the economic collapse in that period. At the same time, there was a growing trend towards university studies since they became more accessible for many households with an improved financial situation due to migration. As a result, in the last two decades the number of professional college students dropped to one-third and the number of secondary vocational students dropped to one-fifth compared to the total share of the number of university students.

Besides the excess of university graduates, the educational system in Moldova generated a particularly high surplus of economics and law graduates who constituted approximately 50 per cent of the total number of graduates – this was a regular situation in the years 2005–2010.

A major issue in this respect is the lack or inefficiency (where it exists) of vocational counselling in primary and secondary schools even though the curriculum provides for such classes. At the same time, the Moldovan authorities face difficulties in forecasting labour force demands – which affects negatively the process of establishing enrolment quotas in the professional education institutions.

Therefore, the selection of the level and area of studies does not respond to labour market demands: teenagers want to get a university degree (while the labour market has a strong demand for skilled workers) and are oriented towards professions they consider to be prestigious (economic science, legal and political science). There is also a strong need to conduct labour market needs assessments, which could contribute to orienting both the education system and workers.

Structural changes in the national economy in the last years as well as migration of the population have led to a constantly decreasing rate of employment. This decreasing trend is generally not linked to the level of education and professional skills of the labour force. Still, the share of higher education graduates is higher among the employed population

compared to those with secondary vocational and specialized secondary/ college studies (59 per cent compared to 51 per cent and 50 per cent accordingly, in 2010). It appears that employment chances are greater for jobseekers with higher levels of education.

A lack of coherence is noticed based on these conclusions: there is a demand for skilled workers on the labour market, while the chances to get a job are still higher for university graduates (and the interest for university studies is also increasing). This paradox has been explained in the literature and confirmed by the results of the study. On the one hand, the preference of young people for a university degree led to a structural change of the employed population in terms of jobs requiring lower-level skill and offering low pay while being filled by higher-educated graduates. The unattractiveness of low wages, in turn, results in a higher propensity to migrate. On the other hand, the level of training offered in the vocational and trade schools is inadequate (in the majority of cases), so that the quality of human capital generated by these institutions is far below employers' expectations. University graduates may not have developed skills that fit perfectly in this respect (they themselves overtly admit that), but comparatively they have an advantage: they are more flexible and capable of multitasking, and university provides them with solid basic knowledge in different areas. Young graduates agree to be employed in areas unrelated to their field of study (especially, as a first employment experience); this is due to the lack of proper jobs for their qualifications (e.g. graduates in law or economics), lack of experience or due to the fact that they do not have the necessary knowledge and skills needed for the position they might aspire to.

As for the labour market, it should be reiterated that vacancies are mainly available for skilled workers. According to the official statistics almost 80 per cent of all jobs available are for jobseekers with secondary vocational school and this situation has practically not changed in the last five years. Another paradox of the Moldovan labour market is that graduates of vocational schools are more subject to the risk of unemployment despite the increased demand for skilled workers.

As for the compliance of respondents' field of studies with their job description, it has been found that a large majority of qualified employees carry out activities at their work places in strict conformity with their area of professional training. University graduates are best placed in this regard. However, the 2010 statistics of the NBS (compared to the situation of 2008) shows an increase of the share of employees doing jobs below their qualifications (including university graduates). This is a confirmation of the relations between education and employment.

Another conclusion of the study is that the cooperation between the professional training institutions and the business environment is very weak and, to a great extent, inefficient. Both parties blame each other for the lack of contact. From the point of view of educational institutions, economic agents are reluctant to cooperate, while they blame educational institutions for generating labour force that hardly meets the expectations and demands of the market. The World Economic Forum has done an assessment of the professional education system in Moldova as well as the cooperation level between the educational institutions and the economic agents. The basic conclusions of these assessments are that the educational system in Moldova is not adjusted to the new economic developments,

while the newly generated human capital is not sufficiently well trained for a successful integration on the labour market immediately after graduation. However, a greater interest and a more active involvement of the business environment in education early on from the beginning of the process may improve this state of affairs.

Migration

Brain drain is one of the indicators how the World Economic Forum measures labour market efficiency. Moldova scored only two points on a scale of one to seven (where one equals a native country from where the best people go abroad to seek possibilities for capitalizing their own potential and seven equals a native country that offers grand opportunities for capitalizing their human potential). This means that the Moldovan labour market is practically non-efficient from the viewpoint of valuing its own human potential.

The migration of Moldovan people has registered an increasing trend in 2009–2011: from 295,000 persons to 317,000 thousand per year. Almost one half (48 per cent) of those migrating from Moldova possessed professional qualifications in 2011. A graduate's decision to leave the country is influenced by internal labour market deficiencies such as small salaries and lack of job opportunities in their chosen field.

Although persons with a higher level of education are less eager to migrate, NBS data together with sociological research show an increase in the number of Moldovan students in the total migrating population. Those with higher levels of education tend to be long-term migrants, since they tend to work abroad for longer periods of time compared to the population with a lower degree of studies.

At the same time, this study's results (as well as those of previous surveys) show that students would rather stay in the country and develop a career at home than leave if there were decent opportunities for them; however, they find themselves *pressed* to choose migration as an alternative to the limited and unattractive opportunities they're likely to have in Moldova. Once they leave, they are mainly involved in activities for which they are over-qualified, but they accept to *waste* their educational capital as the price to pay for the financial welfare offered to them by migration.

Higher education is one precondition for migrants' success in host countries. The findings of this report show that university graduates from Moldova find jobs in more "prestigious" areas of activity, have better access to a long-term job, are better paid and, accordingly, are better protected from the social point of view.

There are currently no official data available concerning the exact number of students who left to study abroad, the share of those returning after having graduated from a certain educational institution abroad, their further social inclusion in the Moldovan labour market or many other important aspects regarding the labour market. Still, the statistics kept by certain ministries (e.g. the Ministry of Education of the RM) on the migration of Moldovan citizens show an increasing trend. Thus the number of students who left for studies based on international cooperation protocols increased almost twice in the last six years (from 2,118 persons in the academic year 2006–2007 to 4,270 in 2011–2012). UNESCO data is even more significant.

One of the survey's empirical findings is that the share of those who would remain after finishing studies abroad is constantly increasing: more and more Moldovan citizens would rather go abroad to study to obtain an internationally accepted diploma, thus creating the preconditions for remaining there; the number of family reunification cases in host countries is also constantly growing.

Remittances and Access to Education

The basic conclusion of this chapter is that there definitely is a positive correlation between remittances' availability and access to education. Thus, family members who benefit from remittances more often choose to continue their studies after the secondary general level of education compared to children from the families that do not receive any money from abroad (57.9 per cent vs. 29.7 per cent).

Remittances have a defining role in the choice of studies' level and course:

- Young people from households with migrants are rather inclined to go for University studies (30.9 per cent), compared to their co-nationals from households with no migrants (23.5 per cent);
- Two-thirds of students/graduates benefiting from remittances were able to study at a university only/mainly due to the money transfers from abroad;
- 50.5 per cent of the respondents receiving no money from abroad chose to attend secondary vocational studies since they lacked resources to cover the expenditures necessary for higher level education;
- Approximately one half of the students/graduates benefiting from remittances choose to be trained in a certain profession only/mainly due to these financial sources, otherwise they would be forced to choose other, less attractive study fields.

Educational investments are larger in the case of families benefiting from money transfers from abroad. These households would thus allocate larger amounts for the same type of expenditures, compared to students from families receiving no money from abroad. Thus, for instance, a recipient family might spend MDL 5,900/year for accommodation, while a non-beneficiary family might spend approximately MDL 3,400.00/year; a student with remittances would spend approximately MDL 2,600/year for supplementary classes, while the student with no remittances would only spend approximately MDL 1,100/year. These differences are seen in all types of expenditures that any student would bear during the school year: education fees, accommodation, food, transportation, individual classes, unofficial payments, books and consumables, extracurricular activities and so on.

These differences vary depending on the respondents' level of studies. Thus, a student beneficiary of remittances would spend approximately MDL 2,805 for one year of studies in a vocational school, which is almost twice as much as a student non-beneficiary of money transfers would pay. A college/specialized secondary student beneficiary of remittances would spend 1.5 times more money compared to a non-beneficiary colleague. The difference in case of university students is 1.3 times.

Children from remittance receiving families have better access to the information technology. For example, the share of students owning a Portable Computer is bigger among remittances beneficiaries compared to non-beneficiaries (39.3 per cent vs. 28.2 per cent).

There is also a positive link between *remittances availability* and *knowledge of a foreign language*. Thus, for example, remittances beneficiaries have better knowledge of English and French languages compared to those who receive no money from abroad. This applies to all the respondents regardless of their level of studies (be it a pupil, a student or a graduate of a higher education institution, a college/specialized secondary or just a vocational school, or even a unqualified person). Access to learning a foreign language is therefore better among the population benefitting from remittances.

The availability of remittances considerably influences not only access to education, but also beneficiaries career intentions: namely, it reduces a person's motivation to find a job (i.e. reservation wage effect). This fact was also confirmed by this survey. We see that the share of persons inactive in the last 12 months is approximately 10 per cent higher in households benefitting from remittances compared to those receiving no money from abroad (45.7 per cent vs. 35.0 per cent respectively).

B. Recommendations

The results of Focus Group Discussions, in-depth interviews with experts in the area and the nationwide survey helped construct some recommendations that improve linkages between the educational system, vocational training, the labour market and migration.

- (1) Although the pre-university curriculum envisages vocational counselling for pupils, these actions still remain as a desideratum. The recommendation is that vocational counselling and career guidance classes should be regarded more seriously and responsibly by teaching staff. An alternative to vocational counselling classes/modules could be the creation of specialized centres to deliver such services.⁹⁸ Vocational counselling to help young people choose a study area should be done by professionals who permanently update their knowledge and monitor the ongoing changes in the labour market, informed by labour market assessment needs and who are competent to assess an individual's potentiality. Provided information should be backed by statistical data, and present the full spectrum of professions currently existing in Moldova; include brief descriptions and trustworthy information on their advantages and disadvantages; identify pupils' required skills/competencies for certain areas; cooperate with the business environment and organize open door labour fairs to let pupils get an insight into certain professions.
- (2) Vocational orientation and counselling is also necessary within the professional training system at all three levels – secondary vocational, specialized secondary/college and higher. In-depth interviews during SEM–2012 revealed that there were

98. These centres could, eventually, cooperate with territorial employment agencies of the National Employment Agency, which fulfill the task of vocational counseling for all people looking for a job.

vocational counselling and orientation centres in some higher education institutions, such as the State University and the Technical University. The objective of the study was not to analyse the details of this aspect, but it would be interesting and useful to do an inventory of these centres, an analysis of the services they deliver and of the success they have in establishing links between the business community and new graduates.

- (3) The authorities responsible for the development of enrolment plans do not hold clear data on the labour market. Currently there are no *trustworthy* forecasts on labour market supply and demand. The NEA conducts Skill Needs Assessments, but they can provide only short-term prospects, insufficient for guiding the education systems towards future skills to be more in demand at the time when the education cycle is completed. The recommendation in this respect is to develop medium- and long-term labour forecasts to assess the economic agents' skill needs from the labour force. The tools for skills forecast would deliver a better picture on the labour market evolutions, thus allowing adequate planning in the education system.
- (4) There is currently no adequate system for the assessment of vocational education institutions. The current system of assessment focuses on the technical and material condition of the institutions, staff numbers and qualifications, students' academic profiles and so on; it does not cover indicators such as graduates' employment rate, companies' satisfaction with graduates' proficiency, representation of business community in the educational institutions' management boards and so forth. It is recommended that a set of indicators and a methodology should be developed, based on which vocational educational institutions should be *rated*. The business community may also be involved in the assessment. This would create preconditions for a healthy competition among educational institutions, which could increase the quality of human capital they generate, while business agents may use the rating when recruiting their staff.
- (5) There are no clear statistics on graduates' employment. The recommendation is to create statistical centres for graduates' employment records along with an efficient tracking system within the framework of education institutions. This function may also be fulfilled by centres for vocational orientation and counselling (mentioned in Recommendation 2).
- (6) Cooperation between the vocational education institutions and the business community is currently weak. Of course, there are good examples of cooperation, but these are *exceptions rather than a rule*. If good examples of cooperation could be multiplied by more educational institutions, the business community would be motivated to employ more of their graduates. Moreover, economic agents should be more actively involved in the education of their future employees (e.g. they could suggest topics for training courses, even teach certain disciplines, organize short- or mid-term student internships in their production units so that they might gain insights into the workplace and their profession. They could participate in the design of learning profiles, the curricula and examination boards, thus becoming part of the quality control system. One of the expert proposals was to waive totally or partly fiscal or social contributions to the economic agents which take students

for internship. All three parties would benefit from this: students – because they are granted the chance for better professional training, business agents – because they have an opportunity to shape the workers they need, and the state – through improved quality of human resources.

- (7) In the area of secondary vocational education the recommendation is to merge several vocational schools at the district level⁹⁹ in order to optimize costs, reduce expenditures for their maintenance and to channel financial resources towards the increased efficiency of vocational education. In order to have a feasible plan in this area, the recommendation is that social partners work together in addressing the education and labour market issues. This approach will facilitate the identification of smooth transition measures, e.g. by creating Quality Centres for continuing training of teaching staff in which redundant personnel could be employed.
- (8) At the same time, the recommendation is to raise the prestige of craft professions (worker-specific) and of vocational schools by modernizing them and by promoting their positive image and the advantages of acquiring a secondary vocational qualification. The secondary vocational institutions should be more active in attracting potential students, focusing on rural areas where access to such information is limited.

C. Findings from a Similar Research in Ukraine¹⁰⁰

The project on “Effective Governance of Labour Migration and its Skill Dimensions” aims at supporting migration management in Moldova and Ukraine. Therefore, studies and research constituent elements of the project were conducted parallel in both countries. Even if it is impossible to make a direct comparison due to different conditions in each country, it is of interest to find out what is happening in the same sector in between neighbouring countries.

The research was conceived around four main areas. The main results are summarized below:

- (1) Impact on local employment opportunities
 - Education is a less powerful tool to improve jobseeker’s labour market prospects in Ukraine than in other countries
- (2) The direct impact on migration decisions
 - More educated Ukrainian migrants move to wealthier countries even though they are more likely to work at lower-level jobs when there

99. District is a territorial-administrative unit comprising villages (rural localities) and towns, delimited geographically and by economic and social-cultural relations.

100. This section has been written by Francesco Panzica, international consultant on migration and employment, who provided expert support during implementation of the project in Moldova and Ukraine. A similar study in Ukraine was conducted in 2012 by Ganna Vakhitova *et al.* (forthcoming). The relations between education and migration in Ukraine (Budapest, ILO).

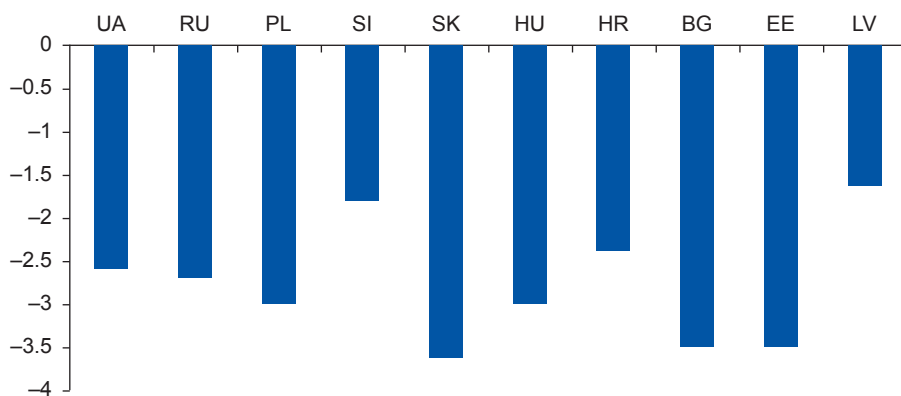
- There is evidence of “brain waste” for white-collar Ukrainian migrants but not for blue-collar migrants
- (3) Remittances and their impact on the demand for education
- Increase in remittances does not lead to a substantial rise in education demand in Ukraine
- (4) Migration and education legal framework and policies
- Existing government policies in the area of migration and education have had little influence on migrants so far

Despite relatively high spending on education (approximately seven per cent of GDP), there are concerns:

- in TIMSS–2007 Ukraine scored below average and below other former Soviet Union countries (although in 2011 there was an increase in the rank, passing from 485 to 501);
- post-secondary education is not responsive to labour market needs (approximately 30 per cent of graduates work in their field of studies);
- low salaries for teachers and professors, poor teaching materials and equipment

In Ukraine, the financial returns to education are higher for women while on average they earn about 35 per cent less; education reduces chances of becoming unemployed by 2.5 per cent, similar to other transition countries. The impact of education on unemployment risk is similar for men and women.

Figure 27: Influence of the education on unemployment risk in Ukraine and in other neighbor countries



Source: Author’s elaboration.

The propensity to migrate is higher among middle-aged single males, without small children, from rural communities, and for those living in western Ukraine, while their education plays a very small, almost insignificant role. However, education has an impact on the choice of a host country:

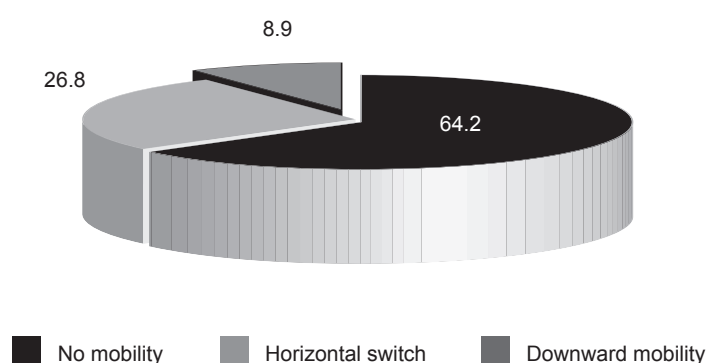
- Migrants to CEE, Egypt and Turkey are not much different from migrants to CIS in terms of education and occupation
- More educated migrants go to wealthier countries: South Europe and especially Western Europe and the USA

Thirty-three per cent of Ukrainian migrants accept overseas jobs at a lower level thus confirming their de-skilling. Ukrainian migrants' occupations are better predictors of their job abroad than their education. White-collar workers are more likely to find white-collar jobs abroad compared to blue-collar workers, but at the same time, they are also more likely to work as unskilled workers. Blue-collar workers are more likely to find a job in line with their occupation at home.

The regression analysis conducted within the study, suggests that, similar to the previous period, an occupation prior to migration seems to be a better reflection of migrant's skills than education. However, the impact of education became more pronounced in 2010–2012, at least for more educated individuals. Migrants with tertiary education are significantly more likely to get white-collar rather than blue-collar jobs abroad. In contrast to the previous results, no skills waste is observed any more after controlling for the impact of other factors. Individuals reporting both white- and blue-collar occupations at home are significantly more likely to find a corresponding job abroad.

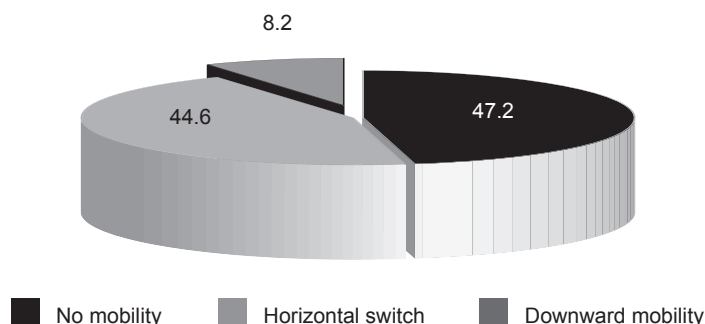
The distribution of migrants by mobility groups is shown in the following figures. In 2010–2012, overall we observe only mild changes compared to the previous period. The share of migrants whose occupation abroad was the same as at home or within the same occupational level increased by six per cent. The proportion of individual who took jobs of a lower occupational level (say white- or blue-collar workers working as unskilled) went down by the same amount. The share of “upward” shifters did not change. This tendency is even stronger among male migrants. Unfortunately, the regression analysis is not useful due to a small sample size.

Figure 28: Mobility of Ukrainian migrants between occupations before and during migration (both genders), 2010–2012 (per cent)



Source: LMS, 2012. Survey weights are applied.

Figure 29: Mobility of Ukrainian migrants between occupations before and during migration (females only), 2010–2012 (per cent)



Source: LMS, 2012. Survey weights are applied.

In 2010–2012 migrants to Western Europe and USA became even more educated. The share of overseas workers with tertiary education to this destination grew to 65.3 per cent. This change was mostly driven by an increase in proportion of well-educated female migrants from 44.7 per cent in 2005–2008 to 77.8 per cent in 2010–2012, while for men it changed from 32.3 per cent to 56.3 per cent. No male migrants with lower secondary and primary education went to Western and South Europe in 2012, but the share of female workers with such education in Western Europe went from zero to 5.5 per cent. Female migrants to CIS became more educated while the educational level of males working there declined.

Empirical analysis of the impact of skills on the choice of destination also confirms that the nature of Ukrainian migration has changed. After controlling for other factors, neither occupation nor education affects the choice of destination any more. Geographical variables and household structure play much more important role. Even after controlling for age and occupation, females are more likely to work in CEE and South Europe relative to CIS. Migrants from urban settlements and from the Western and Central regions of Ukraine are more likely to go to South Europe. Individuals from the household with small children are less likely to look for a job in developed countries while presence of elderly increases such probability.

Following corresponding analysis of ELMS (2008), all migrants interviewed in 2012 were classified as white-collar workers, blue-collar workers and unskilled based on the information on their occupations prior to leaving Ukraine and while working abroad. Eight migrants said that they could not find the job abroad.¹⁰¹

101. As before, for the empirical analysis they are classified as unskilled.

Table 15: Occupational composition of Ukrainian migrants during employment abroad by the level of education, 2010–2012

Level of education	Occupational groups during employment abroad			
	White collars	Blue collars	Unskilled	Total
Tertiary	28.68	43.72	27.6	100
Post secondary	16.89	43.17	39.94	100
Upper secondary	5.26	53.06	41.68	100
Lower secondary and primary	1.09	45.43	53.48	100
Total	10.26	49.87	39.87	

Source: LMS, 2012. Survey weights are applied.

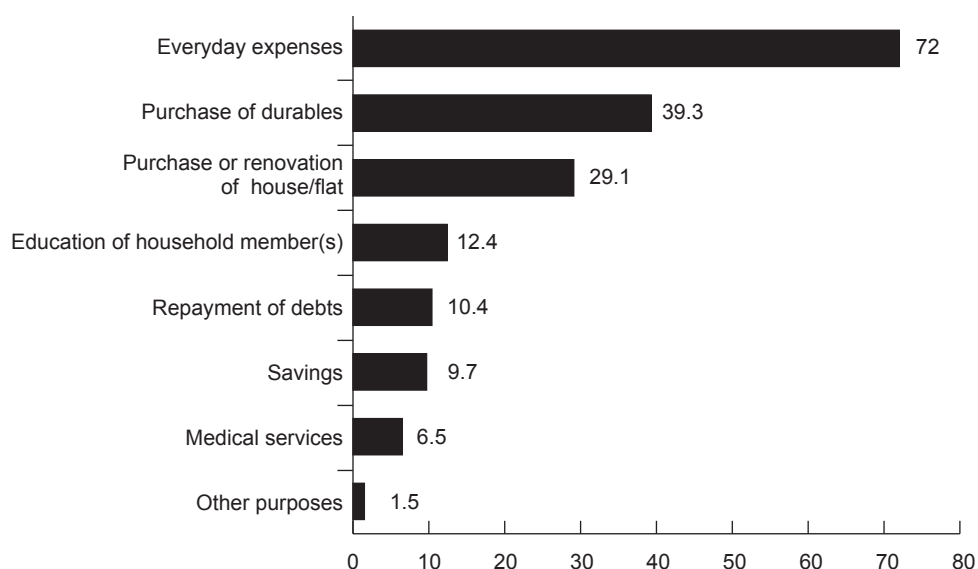
Overall, in 2010–2012 skill mismatch among migrants seems to stay substantial. Still more than 70 per cent of well-educated migrants work abroad as blue collar workers and unskilled employees. Nevertheless, similar to 2005–2008, during 2010–2012 those who found a white-collar occupation abroad are more likely to be better educated.

Several important differences between the two periods are worth mentioning. The proportion of migrants who got a white-collar job abroad almost doubled from 5.8 per cent in 2005–2008 to 10.3 per cent in 2010–2012. Such a change is particularly striking given that the share of individuals employed at these occupations before migration has not changed much in 2010–2012 compared to the previous period (13.5 per cent – 2005–2008, and 14.4 per cent – 2010–2012). Furthermore, the proportion of migrants who found a blue-collar occupation abroad decreased at all educational levels. However, this decline, at least partially, may be due to 10 percentage point reduction in the share of migrants with blue-collar occupations before migration. Similar to the previous period, during 2010–2012 40 per cent of migrants report no job at home before departure. However, in contrast to 2005–2008, the share of individuals unemployed before migration does not vary much by the education level.

Only 32 per cent of Ukrainian migrants work legally abroad due to the lack of available legal channels of migration and lack of state intervention in this area. Private employment agencies are the only channel which increases the probability of providing migrants with both working and residency permits rather than a residency permit only. Migrants are more likely to achieve a legal status if their employer takes care of the process, rather than them trying to obtain it on their own. Education is insignificant for most Ukrainians in migration matters (decision to migrate, type of occupation and legality status in destination countries). More educated individuals migrate to wealthier countries even though they mostly work at lower-level jobs there. Education is positively related to the probability of finding high-profile positions (professionals, technicians or clerks). However, only very few migrants manage to find such jobs. More skilled (in terms of domestic occupation level) migrants are also more likely to accept lower level jobs abroad. The results support the “brain waste” hypothesis for white-collar Ukrainian migrants but not for blue-collar workers.

Concerning the use of remittances, on average receiving households spend more on education but marginally so. This means that with an increase in income (from any source) remittance-non-receivers will catch up. Thus, an increase in remittances is unlikely to contribute substantially to the demand for education in Ukraine. There is a higher demand on education in migration-intensive regions. Given a low share of remittance-receivers in the population the findings remain inconclusive; a larger sample is needed to make a conclusion with a high degree of confidence. On average, remittance-receiving households spend a larger share of their income on education (by 1.6 per cent). All households spend more on education as their income rises, but not remittance-receivers. Marginal propensity to spend on education is 2.1 per cent among non-receivers and 1.5 per cent among remittance-receivers.

Figure 30: Use of remittances, 2008 (per cent)



Source: Modular Migration Survey 2008.

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ANNEX 1

1.1 Citizens of the Republic of Moldova who are enrolled in an educational institution abroad based on cooperation protocols to which the Ministry of Education is party

Romania

Academic Year	Secondary general-education school	University	Post-university	Total
2006–2007	850	780	150	1,786
2007–2008	850	1,000	150	2,000
2008–2009	850	1,000	150	2,000
2009–2010	750	2,000	150	2,900
2010–2011	750	2,600	250	3,600
2011–2012	950	2,600	250	3,800
Total	5,000	9,980	1,100	16,086

Bulgaria

Academic Year	Secondary general-education school	University	Post-university	Total
2006–2007	–	65	1	66
2007–2008	–	70	1	71
2008–2009	–	90	1	91
2009–2010	–	95	1	96
2010–2011	–	109	1	110
2011–2012	–	182	12	194
Total	–	611	17	628

Czech Republic

Academic Year	Secondary general-education school	University	Post-university	Total
2006–2007	–	4	4	8
2007–2008	–	4	4	8
2008–2009	–	7	6	13
2009–2010	–	4	9	13
2010–2011	–	5	10	15
2011–2012	–	4	9	13
Total	–	28	42	70

Ukraine

Academic Year	Secondary general-education school	University	Post-university	Total
2006–2007	–	100	5	105
2007–2008	–	100	5	105
2008–2009	–	100	5	105
2009–2010	–	100	5	105
2010–2011	–	100	5	105
2011–2012	–	105	5	105
Total	–	605	30	630

Turkey

Academic Year	Secondary general-education school	University	Post-university	Total
2006–2007	–	35	5	40
2007–2008	–	35	5	40
2008–2009	–	35	5	40
2009–2010	–	25	5	30
2010–2011	–	25	5	30
2011–2012	–	30	10	40
Total	–	185	35	220

Slovakia

Academic Year	Secondary general-education school	University	Post-university	Total
2009–2010	–	1	–	1
2010–2011	–	1	–	1
2011–2012	–	2	–	2
Total	–	4	–	4

Russia

Academic Year	Secondary general-education school	University	Post-university	Total
2006–2007	–	100	10	110
2007–2008	–	100	10	110
2008–2009	–	100	10	110
2009–2010	–	150	10	160
2010–2011	–	100	10	110
2011–2012	–	100	10	110
Total	–	650	60	710

China

Academic Year	Secondary general-education school	University	Post-university	Total
2006–2007	–	1	2	3
2007–2008	–	1	2	3
2008–2009	–	–	3	3
2009–2010	–	1	2	3
2010–2011	–	1	14	15
2011–2012	–	4	2	6
Total	–	8	25	33

Cuba

Academic Year	Secondary general-education school	University	Post-university	Total
2003–2004	–	3		3
Total	–	3		3

Source: International Relations and European Integration Department, Ministry of Education of the Republic of Moldova.

1.2 Dynamic of Students from Moldova Enrolled in Educational Institutions Outside the Republic of Moldova

Country	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Romania	4,160	4,306	4,063	4,111	4,509	4,834	3,668	4,029	6,315	3,389	4,504	...
Russia	2,660	1,107	1,211	1,244	1,267	1,328	1,669	1,443	3,771	3,564	...	...
Ukraine	...	...	...	...	1,097	1,063	1,111	1,038	1,297	1,031	...	...
Italy	15	27	40	86	122	197	331	488	685	951	...	...
France	100	158	239	363	463	519	634	751	794	884	...	...
Germany	242	317	411	489	597	704	538	585	577	638	...	...
Bulgaria	409	388	–	382	368	393	380	370	322	387	451	...
USA	147	158,72	269	268	266	298	372	373	418	477	437	...
Turkey	172	197	205	165	153	160	162	179	165	176	...	...
Austria	8	11	17	18	23	...	54	89	100	122	...	...
Czech Republic	4	12	19	29	34	37	51	61	79	99	...	...
Spain	1	3	4	13	4	6	17	16	49	93	...	...
Poland	33	45	55	64	70	88	84	87	89	90	...	...
UK	25	25	46	58	67	65	80	84	76	88	...	...
Canada	6	12	15	15	15	18	72	33	69	...	...	...
Greece	...	...	17	26	38	42	77	86	...	...	...	...
Lithuania	1	2	2	1	1	1	6	5	16	39	40	...
Hungary	...	1	3	2	2	9	21	29	37	37	...	...
Portugal	1	...	...	2	8	8	24	36	19	35	...	...
Sweden	5	9	14	24	4	2	–	–	11	30	37	...

Source: UNESCO Data Centre available at: http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0

ANNEX 2

Inter-University Mobility, 2010

Mobility per country of destination (no.)

Nr.	Country	Students	Teachers
1.	Austria	1	9
2.	Belarus	–	1
3.	Belgium	11	5
4.	Bulgaria	21	15
5.	Canada	–	1
6.	Czech Republic	–	4
7.	Southern Korea	7	–
8.	Croatia	–	1
9.	Egypt	–	2
10.	Finland	1	3
11.	France	47	35
12.	Germany	150	59
13.	Greece	45	6
14.	Ireland	–	1
15.	Israel	–	1
16.	Italy	12	20
17.	Japan	–	1
18.	Kazakhstan	–	1
19.	Latvia	1	1
20.	Lithuania	4	4
21.	Luxemburg	–	1
22.	Malta	–	1

Nr.	Country	Students	Teachers
23.	Great Britain	–	6
24.	Netherlands	2	2
25.	Poland	16	8
26.	Portugal	1	6
27.	Romania	74	240
28.	Russia	4	17
29.	Slovenia	–	3
30.	Spain	6	17
31.	USA	4	4
32.	Sweden	1	7
33.	Turkey	1	6
34.	Ukraine	2	11
35.	Hungary	1	3
TOTAL		412	502

Source: International Relations and European Integration Department, Ministry of Education

Mobility per educational institution (no.)

Nr.	Institution	Students	Faculty	Mobility (total)
1.	State Medical and Pharmaceutical University “Nicolae Testimianu”, the Republic of Moldova	94	204	298
2.	State Pedagogical University “Ion Creangă”	168	104	272
3.	Moldova State University	33	42	75
4.	Free International University of Moldova	23	40	63
5.	Tiraspol State University	40	4	44
6.	State University “Alecu Russo” from Bălți	7	30	37
7.	Academy of Economic Studies of Moldova	2	29	31
8.	Agrarian State University of Moldova	1	13	14
9.	University of the Moldovan Academy of Sciences	4	9	13
10.	Cooperative Commercial University of Moldova	–	9	9
11.	Comrat State University	40	4	44
12.	Superior Anthropological School	–	2	2
13.	Contemporary Humanist Institute	–	2	2
Mobility (total)		412	496	908

ANNEX 3

Choice of a Profession

(1) Professions that are always in demand

I chose to become a teacher, because this profession is in demand both in cities and villages. There is always a vacancy for this background. FGD1

I chose to become a car mechanic because I would always have a job in this field. FGD 2

We know migration has had an impact on the economy and medicine. The demand for medical graduates is high; therefore, I can easily find work after graduation. FGD 2

(2) More opportunities for employment

Having gained a degree in economy, I can work in various spheres: business administration, accounting and so forth. FGD 3

I chose ecology, because I realized that this field encompasses different branches: fruit growing, forestry and biology. I thought that with such a wide range of knowledge I could manage to find a job. FGD 4

(3) Vocation

I chose this profession because I like it and I developed skills it requires. FGD 1

(4) Prestige

The profession of international relations is a prestigious one; you can work at the ministry... it sounds good. FGD 1

(5) Opportunities for being employed abroad

I chose physics because it is a field that is in high demand and the salaries are high, especially abroad. FGD1

(6) Higher salary

I chose meteorology. My friends told me it is a well paid job. FGD 1

(7) Financial limitations and state-subsidized education

I wanted to study psychology, but I did not have enough financial resources and I had to choose a field closer to mine – specialized psycho-pedagogy. FGD 3

I chose a state-subsidized study program, and I opted for a hostel, since renting a room is very expensive. FGD 5

(8) Lack of a clear idea

I chose international relations because I was not sure what I wanted to do, I was uncertain. I made the last minute-choice. FGD 1

During enrolment, I had a choice between various faculties: foreign languages, public administration and social assistance. While I was on my way to see the results, I thought that I could study languages in some courses, I did not know what public administration was, but social assistance seemed familiar to me. I was lucky: I was accepted at the Faculty of Social Assistance, on a budgetary basis. FGD 1

(9) Lack of information (an obstacle in correctly choosing a profession that leads to further regrets).

I don't even know why I chose tourism. It was probably because it sounded good and I thought that if I chose it, I would travel a lot. After the third year, I understood the core of my studies, but it was too late. Now I only have regrets about my field of study. FGD 3

It was too late when I realized economics were not the best field of study. Publika TV showed some findings related to the labour market in Moldova. A government spokesperson clearly stated that pedagogy and medicine are professions with the most vacancies and employment incentives, especially in rural areas. The situation is excellent in IT, while state programs for the employment of students of economics are lacking. FGD5

I am from a rural area and I did not know too much about different study programs. But at the same time, I thought I needed to study on a budget basis, so as not to make my parents pay. That is why I chose this study program. FGD5

- (10) Advice /insistence of relatives, acquaintances and teachers. Very often, decisions made on this basis lead to further regrets.

It's only now that I realize that I should have opted for another faculty. Now I study Physics and Engineering, but I wanted to do Psychology. I made a mistake when I didn't make my own decision. FGD1

We don't trust ourselves, we have doubts, we don't know what to choose. The important thing is to communicate with your parents. You tell your parents you want to study management, for instance, but they are against, they want you to study law. You cannot go against your parents' will. If I had only talked to a psychologist, I would have had more courage to convince my parents about my choice. FGD 1

My parents decided for me – painter plasterer. The main reason – our house is nearby the vocational school. I wanted to become a mechanic, to work on cars, but the school from my borough, Ciocana, does not train mechanics. FGD 6

ANNEX 4

Why Did You Choose to Go for a Higher Education Degree and Did Not Go to a Vocational School or College?

- (1) Advantage on the labour market (better employment opportunities, higher salary and better working conditions).

We have faculty colleagues, who previously graduated from a college but couldn't find a 'proper' job. And they carried on their studies, so that they could find a working place more easily. The majority is over 30 years old. FGD1

I know many people who graduated years ago and have a secondary education diploma. They worked since then and now, in their 40s, they enrol at the university because they need the degree to advance in their career. I think it's important to have a higher education degree. FGD 2

In medicine, the level of education has an impact on your income. A nurse has a lower salary than a doctor. A nurse might have a 1,200 lei salary, while a doctors' salary is much higher and they might also have some unofficial income. The minimal income of a doctor is 10,000 lei. FGD 2

- (2) Employers have a better attitude towards people with a higher education degree.

I graduated from a college. When being employed, I was faced with the negative attitude of employers towards my educational background. That is why I decided to continue my studies. FGD 1

- (3) Higher education is more prestigious.

Young people from urban areas choose to have higher education degrees, compared to those from rural areas. That was true at least in Cahul. FGD5

In Ungheni people have stereotypical thinking – they believe only underachievers go to colleges. FGD 5

- (4) Higher education opens opportunities for career advancement and personal development.

I thought for instance, that if I went to college it would be the end of my personal development. Maybe it's just a stereotype – people that go to college have another way of thinking. FGD 1

- (5) Offers a higher social status. (FGD 1)

- (6) Parents influenced or insisted upon.

The majority of students who study at colleges or vocational schools are influenced by their parents. Parents want their children to have a profession. FGD5

- (7) Means to go abroad.

Many young people enrol at the faculty to leave for America, in search of a job and to stay there. I had such colleagues and many others do the same thing. FGD1

I used to work for 'Work and Travel' and I noticed many general secondary school leavers, as well as 23-year-old youngsters who applied for such faculties like biology or chemistry only to be students and to go to the US. FGD1

4.1 Change in the General Awareness on Choosing the Fields of Education

If I was leaving Grade 11 now I would certainly choose a vocational school. I got a higher education degree, but I advised my sister to go to a vocational school. Accordingly, she has no shortage of jobs, she has a pretty good salary and I think I made the right choice for her, but – not for myself. FGD 5

A characteristic of Moldova, since 2005, is that young people now think: 'Why should I study law or history? It would be better to go to a vocational school, for construction for example and I would earn more money than teachers do 2,000 MDL (170 USD)'. Recently I became more confident seeing vocational education listed higher on the labour market of Moldova. FGD 1

Vocational schools do not teach general subjects, but concrete, practical skills needed to be a cook, tailor, sewer etc. Currently, skills gained in vocational schools are in demand on the labour market. Higher education is like... a trend. FGD 5

Here it is fashionable to have higher education. The normal ratio of students in higher education institutions compared to those in vocational schools would be 1:12. In reality the situation is far from this. Parents want their children to have higher

education and everyone goes to university. But nowadays it is better to be a skilled worker than a specialist with a university degree: you have both a job and a good salary. FGD 9

4.2 Vocational Counselling

A. *We talked about this during the school subject ‘The law and us’. Lessons like this were perceived as a time to relax, we spoke about whichever topics we felt like. Such lessons are taught by any teacher – even physics or mathematics. FGD3*

Civic education was a perfunctory school subject, one to make up the numbers. FGD4

We asked teachers and form masters, time and again where is it better to go, what to choose in the future. We interrupted lessons and the teacher explained to us where to go, where to apply for documents. Our teachers helped us, but that was not a lesson, it was at the insistence of students. FGD1

Noting our skills in natural sciences, our teachers advised which university to attend. FGD3

We never had vocational guidance lessons, but in our general secondary school there was a psychology class, where we were did different tests, including those for vocational guidance. Not all students attended it, only those who wanted and there were quite a few. FGD1,3

I am a professor of technical education. Within this school subject there is a whole unit for grade 9 called ‘Professional Education’. In addition, as form teacher, I know very well that out of the 34 hours in the homeroom a minimum of eight hours is for vocational guidance. In addition, each year representatives from all government institutions come to the general secondary school. FGD9

B. *Such courses are really needed. Many do not know where to go, and make wrong choices that affect their lives. FGD1*

Choosing professions is problematic. Most general secondary school leavers are aged 17–18 years and, due to their teenage years, have wrong ideas, few opportunities, and no skills. Those with financial means often study in Departments, having no skills and vice versa. We complain that we don’t have good doctors. Why? Because rich kids go there without skills, passion and a desire for education. Dentistry is chosen because it pays well, not because they really like it. So we need guidance in our choices, made by professionals in the field. FGD1

The 'Dacia' centre of Soroca, where I worked as a volunteer guide, organizes visits to general secondary schools, and holds two hours of life education classes, including professional training. But it is not enough. FGD3

- C.** *During vocational guidance classes it must be explained how many graduates are required and in what field, not only by experts, but through statistics as well, so as to better depict the situation. Most go in the same direction, being unaware of this. Therefore everyone becomes an economist or a lawyer and nobody is employed, but the market demands different graduates. FGD3*

It is common to have higher education. The preferred ratio of higher education graduates to those who finish vocational schools would be 1:12. In reality the situation is very different. Parents want their children to have higher education and for all of them to go to University. But now it's better to be a skilled worker than a University graduate: you have a place to work, and good pay. Our system of vocational training has a wrong approach. FGD9

We can see the life of a teacher every day. It would be better to see the workplace of an economist, or a doctor, or a clerk at the Town Hall. We must know the profession from the inside, from experience... Or talk during a day of open doors: each Department could tell us what they do there and where to go. FGD8

- D.** *I would like to study engineering, but I fear I won't make the right choice. I haven't decided yet. FGD8*

I was sure that I would study economics, but now I don't know. I have my doubts about it. I know that this field is popular and will probably not be in demand. There are big investments, but you don't know how easy it will be to find a job. As I have knowledge in natural sciences, I was thinking about studying engineering, just something easier, like something for girls. FGD8

I know what I like and have knowledge of –modeller-designer, but I was informed from various sources about the profession and I concluded that I will not be able to advance as I wish. That's why I think I should go to a Department of law or journalism, although that is not for me. FGD8

ANNEX 5

Issues of the Educational System

- Too many “useless” subjects. It would be good to remove them from the curricula, focusing on specialized subjects.

I can't be employed in IT since I don't have enough knowledge in this field. I had a lot of subjects I did not need – economics or philosophy, while the programming languages were superficially taught. Today, the market requires knowledge of certain software, but I am not aware of it, because we did not study this at university. FGD5

The university curriculum is full of useless subjects like world history, general psychology and sociology. I guess this knowledge should be acquired in general secondary school, since that's the right place, while the faculty trains you to become a specialist. It is a pity that at the faculty of journalism where I study, the art of correct speech and writing is taught only during one term. Students in acting study five years to express themselves correctly, whereas we study only one term. And then, employers tell you that your diction is poor, but how can I acquire it if I don't have enough lessons on this subject? Instead, we had lots of sociology, learning how to carry out questionnaires. The bad thing is that during the first year we did not study anything about journalism. I think it would be better to pay attention to the specialized subjects and not to general subjects, because after three years, you realize you don't have the proper knowledge. FGD5

- Internships

There are certain issues concerning internships: there are some faculties which are covered by few businesses on the market or there are enterprises that are not so open for cooperation with the educational institutions on the matter of internships. Therefore, many students have formal internships and that is all. So, it is necessary to solve the problem of internships, transforming them into periods that would contribute to students' skills and professional abilities development. II, Ministry of Education of the Republic of Moldova

Many companies categorically refuse to allow students to have their internships in their premises, since they have to assume accountability for the students and they think they will waste time and leave the company's documents with strangers. DFG3

I did not have any specific time period for the internship. We had theoretical classes in the morning and in the afternoon we had to go to court, for the internship. When I came to the court where my internship was, I was told they could sign and seal a document certifying my internship. I asked the prosecutor to allow me to read a few case files and I hardly managed to do something during the internship. FGD3

I used to have a two-week internship every year in the area of social assistance, but I knew it wasn't enough and that I could do more than that. FGD5

The way internships are organized in the Moldova fundamentally differs from the internships carried out abroad. There, everything is well organized. For example, the residents in medicine are provided with equipment and tools to set the diagnosis or treatment. Students learn how to perform certain activities independently, while in Moldova, the internship is reduced to the examination of the patients' medical files. FGD7

At the cooking school, I used to buy all the products, tableware and utensils. FGD6

In construction, we used to purchase the tools and work overalls. FGD6

In some vocational schools, students pay for the internships. In some cases, the cost of one month of internship varies between 300 and 500 lei/month. In other cases, when students are paid for the internship, 50 per cent of the students' incomes are returned to the vocational school.

I had an internship in Strășeni. Every student had to pay 300 lei for the internship. To get the documents certifying my graduation from the vocational school, I had to pay 1,200 lei for those four months of internship. FGD6

I gave the last scholarship I received back – I had to pay for the internship. FGD6

If I had had my internship in the district and if I had worked on a salary basis, I would have had to pay half of the salary to the school. If I had worked in Chisinau, we would have worked for free and would have had to pay to the school for the internship. FGD 6, 4

- Corruption and lack of transparency

“There were cases when certain students would come to take the exams and would get marks that were higher or equal to the ones that students who attended classes daily got.” FGD 3

“A pupil of a vocational school for cooks attains the third category upon graduation. We were proposed the fifth and sixth category (the highest degree) in exchange for a certain amount of money.” FGD 6

- *Teachers' proficiency*

Young teachers are not as capable and experienced as the more experienced ones. FGD 1, 3

We used to have incompetent teachers. On the other hand, teachers are sick of instructing – pupils are inactive, miss the classes and are uninterested. FGD 5

We had teachers who would speak for hours about stuff that had no connection with the subject they had to teach. FGD 3

ANNEX 6

Why Did You Choose to Study Abroad?

I went to China because only there could I learn the language. If I hadn't had the opportunity to study in China, I would not have studied Chinese. It's impossible to learn it here, we lack teachers. A language like Chinese can be studied only in China. Additionally, I am completely sure that when I come back to Moldova, the advantages will be stacked in my favour. FGD7

In the US, one has all the material-didactic opportunities to study and advance, while here we have access neither to resources, nor scientific articles. Our students live in a world completely isolated from information. It's a nightmare. We lack specialists and I doubt there are teachers in Moldova who wrote a Q4 or Q5 article (degree of an academic journal in economics). FGD 7

After two months of engineering in Moldova, I left my country for Romania. There are no possibilities to study here, there is only corruption. I was asked to give money for no reason. When I wanted to withdraw my documents from the university, I couldn't and I had to bribe someone. FGD 7

Other reasons include: *an efficient internship, advantages when being employed, grounds to stay abroad.*

ANNEX 7

Information from the Following Institutions Was Used for the Research

Institution	Department
Ministry of Education	Higher Education Directory
	International Relations and European Integration Directory
	Directory for Analysis, Monitoring and Policy Assessment
	Directory for Pre-School, Primary and Secondary General Education
	Human Resources Department
National Agency for Employment	Directory for Human Resource Development and Occupational Policies
Ministry of Labour, Social Protection and Family	
National Confederation of Employers of the Republic of Moldova	
The National Confederation of Trade Unions of Moldova	
Institute for Development and Social Initiatives (IDIS “Viitorul”)	
National Bureau for Statistics	Directory for Labour Market and Demographic Statistics
	Directory for Social and Living Standards’ Statistics
Ministry of Finance	Directory for Finance in Education, Culture and Science
Joint Visa Centre (Hungarian Embassy)	
Embassy of Turkey	
Embassy of The Peoples Republic of China	

ANNEX 8.1

In-depth Interview Guidelines

Ministry of Education
Do you keep track of students who go to study abroad? If so, please elaborate. If not, why? Have you ever done anything to ascertain the approximate number of students who went to study abroad? What might be done in this regard?
What projects, programmes, actions are available to stimulate students' return?
How many bilateral education treaties are currently in place? Do they provide for the return of scholarship recipients after their studies?
Do Moldovan authorities recognize degrees received abroad?
All developed countries have long-term development strategies, which specify the economic development aspirations for the next 10–20 years. Is there such a strategy in Moldova? If so, is education included in the strategy?
How does the Ministry of Education cooperate with the Ministry of Labour [National Employment Agency] in planning the training of professionals?
How does the Ministry of Education cooperate with the Ministry of Economy in planning the training of professionals?
Which professions are not available in the education system but are required on the labour market?
Who sets the enrolment rates and what is the basis for such rates?
How do you explain the discrepancy between the supply of the education system and labour market demand? What are the discrepancies between education policies and labour market needs?
Why has the number of law students been halved in 2010 (11,081) as compared to 2005 (23,001)? Why has the number of students of educational sciences increased from 9,083 (in 2005) to 15,186 (2010), while salaries in this area are the lowest?
Who develops the Classification of Professions and how? Why was the Classification of Professions not adjusted to secondary specialized education? How can it be adjusted?
What measures are taken by the government to keep highly qualified people in the country?
<i>Under the current law, only graduates of higher education institutions funded by the state, such as doctors, teachers and graduates from rural areas are entitled to free housing in the first three years, and a one-time compensation in the amount of 30,000 MDL. Is it possible/effective/feasible to extend these provisions to other categories of graduates?</i>

Ministry of Education
What measures are taken by the government to stimulate the return of highly qualified individuals who migrated?
What actions are taken to recognize migrants' qualifications?
What measures are taken by the government to address the lack of vocational counselling in secondary schools/general secondary schools? How are students informed about the choice of a future profession? How are students informed about opportunities on the labour market and those on the education market?
Are there any cooperation agreements between educational institutions and central public authorities relating to on-the-job internships and pre-graduation internships?
Are there partnerships between educational institutions and businesses? If so, how many? In what areas? With which institutions (at which level)? How open are businesses to the establishment of such partnerships?
Does the quality of staff trained in the vocational training system meet the employers' requirements? Please give reasons (To what extent does the department (college, vocational school ...) provide students with skills and competencies needed for employment?)
Some analysts and experts believe that the government's intervention in 2006 was unsuccessful. What is your opinion on the effectiveness of this intervention?
How can the access of youth to public education and training services and employment programmes be improved?

Ministry of Labour, Social Protection and Family (MLSPF)
Request details about: <i>the Study on the needs for staff with secondary specialized, secondary vocational and higher education for 2011–2016.</i>
How many bilateral treaties on occupational mobility are currently in place? What do they provide for? Who are the beneficiaries?
How does the (MLSPF) cooperate with the Ministry of Education in planning the training of professionals?
Which professions are not available in the education system but are required on the labour market?
Who sets the enrolment rates and what is the basis for such rates?
How do you explain the discrepancy between the supply of the education system and the labour market demand?
Who and how develops the Classification of Professions? Why wasn't the Classification of Professions adjusted to secondary specialized education? How can it be adjusted?
What measures are taken by the government to keep highly qualified people in the country and to stimulate the return of such people?
What measures are taken by the government to address the lack of vocational counselling in secondary schools/general secondary schools? How are students informed about the choice of a future profession? How are students informed about opportunities on the labour market and those on the education market?
Do partnerships between educational institutions and businesses exist? If so, how many? In what areas? With which institutions (at which level)? How open are businesses to the establishment of such partnerships?

What programmes, projects are in place to facilitate the integration of graduates of the education system into the labour market?

Some analysts and experts believe that the government's intervention in 2006 was unsuccessful. What is your opinion on the effectiveness of this intervention?

How can higher flexibility of the labour market be achieved? How can employment and the creation of new jobs for graduates of vocational training institutions be stimulated?

How can the access of youth to public education and training services and employment programmes be improved?

National Employment Agency (NEA)

How many bilateral treaties on occupational mobility are currently in place? What do they provide for? Who are the beneficiaries?

How is the NEA involved in planning the training of professionals?

Which professions are not available in the education system but are required on the labour market?

How do you explain the discrepancy between the supply of the education system and labour market demand?

The NEA provides information, counselling and vocational (re)orientation. Could the NEA provide counselling and vocational orientation services in secondary schools/general secondary schools?

Who uses your services more often in terms of the level of education? Why this very group?

How can higher flexibility of the labour market be achieved? How can employment and the creation of new jobs for graduates of vocational training institutions be stimulated?

How can the access of youth to public education and training services and employment programmes be improved?

Ministry of Economy

How does the Ministry of Economy cooperate with the Ministry of Labour and the Ministry of Education in planning labour force supply?

What are the most highly demanded professions in the labour market?

How can higher flexibility of the labour market be achieved? How can employment and the creation of new jobs for graduates of vocational training institutions be stimulated?

How can the access of youth to public education and training services and employment programmes be improved?

National Confederation of Employers of Moldova

How does the National Confederation of Employers of Moldova cooperate with the Ministry of Economy, Ministry of Labour [NEA] and the Ministry of Education in planning the labour force supply? How effective is this cooperation? Are there any difficulties in this respect? What could be done to achieve a more effective cooperation?

What are the most highly demanded professions in the labour market?

Some papers show that the business community favours the in-depth reform of the training of qualified staff. Why? What are the problems? How do you see this reform?

Are there partnerships between educational institutions and businesses? If so, how many? In what areas? With which institutions (at which level)? How open are businesses to the establishment of such partnerships? Success stories?

How can higher flexibility of the labour market be achieved? How can employment and the creation of new jobs for graduates of vocational training institutions be stimulated?

How can the access of youth to public education and training services and employment programmes be improved?

Trade unions

Is there a statistical record of complaints/claims lodged by employees as a result of injustices they experience at work (relating to working conditions, wages, benefits, employee development, performance evaluation and so on)? If yes, are these statistical data recorded by area of activity, level of education or other characteristics of claimants?

What groups complain most often?

How can higher flexibility of the labour market be achieved? How can employment and the creation of new jobs for graduates of vocational training institutions be stimulated?

How can the access of youth to public education and training services and employment programmes be improved?

ANNEX 8.2

Focus Group Discussion Guidelines

Graduates, Higher Education, Employed

Education System

Do you consider investment in education important? What does “investing in education” mean to you? Why do you consider it important/not important to invest in education?

Do you consider that an advanced level of education would help you find a job (a) faster/easier, (b) with better working conditions, (c) with a higher salary, (d) with opportunities for professional growth? Do you think that employers have a better attitude towards an employee with a higher level of education?

In your opinion, which are the professions that offer the best employment perspectives in Moldova (which professions are most sought after, best paid, with the best working conditions)? Which are the professions that, in your opinion, offer the least advantageous employment perspectives (least sought after, least paid)?

Why did you not choose (*if appropriate*) the professions that offer the best employment perspectives?

Do you consider that the professional training system meets the requirements on the labour market (from the point of view of education quality, the offer-demand ratio on the labour market)? Please give arguments for YES or NO. Have you taken/are you taking additional language, computer, driving courses, and so on? Please offer arguments.

Why did you choose to get (*for graduates of secondary vocational and secondary specialized education institutions to continue with*) higher education and did not opt for a vocational school or college? *For respondents from families receiving remittances*: Did the fact that your family receives remittances affect your decision to get higher education?

Did you study on a self-financing or budgetary basis? Which were the categories of expenses during your education period? Was the investment in higher education worth it? Please offer arguments.

Which university did you go to? Why did you choose this university?

What did you study? Why did you choose this profile? Who helped you make the choice of the field of study? Was it difficult to make a decision regarding the field of study? (Please offer arguments.) *For respondents from families that received remittances:* Did the fact that your family received remittances affect your choice of the field of study?

Did you receive career orientation services/classes in school/general secondary school? If so, what did they consist of? Are you aware of the existence of career orientation services outside of school/general secondary school? If so, did you resort to such services? If so, what were the impressions? What should the state/school/other actors do to help students choose a profession?

Does the level of training offered by the university meet your expectations? Please offer arguments.

How do you rate the quality of teaching in general? How do you rate the theoretical training provided in your field of study? How do you rate the practical training provided in your field of study? Where did you have your internship for your diploma? What were your impressions about it?

Which were (*other*) the biggest problems within the system of higher education (excessive fees compared to the provided level of training, inadequate equipment of labs for practical training, lack of collaboration with the real economy sector (economic agents) and so on)?

How can these problems be solved? Who should take responsibility for their resolution?

Working Experience during Study Years

Did you ever try to get a job during your study years? If so, how? Have you ever participated in a job fair? Please elaborate on your answer (Are they efficient? Did they help you in finding employment?) Why did you choose to find a job during your studies (to get work experience, to get an income?) *If appropriate:* From the obtained income, did you contribute to the payment of your study fees, accommodation and other school-related expenses?

For those who worked during their study years: In which field did you work? What was your activity? Did you work full- or part-time? How did you combine your studies with working?

To explore whether there is a difference between beneficiaries and “non-beneficiaries” of remittances in the intention of getting a job during student years.

Have you ever heard about volunteer internships? Where did you hear about them? Have you done volunteer work during your study years? If so, which were the areas of activities (related to your specialization or not), why did you get involved in these activities (did/will they bring you advantages on a professional level) and so on? Are they beneficial for students in solving the problem of the lack of experience when entering the labour market? Would you like these internships to be regulated and considered later, when entering the labour market, as experience?

Work Experience after Graduation

How long after your graduation did you get employed?

Have you tried to get a job in your home city/town/village? Please offer arguments for YES or NO.

What difficulties did you face in looking for a job?

How did you find employment (acquaintances, job fairs and so on)? Did the university where you studied help you in some way to find a job? If so, in what way?

Is there an existing collaboration between your institution and employers? If not, do you think such collaboration practices would be useful? What do you think about the collaboration between education institutions and employers (economic agents)?

For those who worked during their study years/participated in volunteer internships: Did these experiences facilitate the entering on the labour market after graduation?

Are you employed in your field of competence? If not, why did you accept an area that does not correspond to the obtained competencies?

If you were offered a higher salary, but outside of your field of study, would you accept to change your job in favour of the salary? Would you give up a higher salary for a job within your field of study, with perspectives of professional growth?

Since your graduation until now, have you been doing the same job? If not, what other experiences did you have? Why did you change your previous jobs?

Have you received any training in your workplace? If so, what did it consist of?

Have you ever worked unofficially after your graduation? If so, in what field? For how long did you work unofficially? Did the performed activities correspond to your field of study? Why weren't you employed officially?

What salary did you expect after graduation? Did the offered salary meet your expectations? Does the level of education affect the size of the salary?

A problem for young professionals is the lack of experience. Would you accept to work for a certain time for a lower salary to acquire experience? If so, for how long? Did you experience such situations?

Have you ever thought about an eventual requalification? If so, what field would you choose? Please offer arguments.

Have you ever tried to start your own business? If so, why did you decide to launch your own business? In what area is/was the business? Did your professional training help you launch the business? If so, in what way?

Migration Experience

Have you ever been abroad? For what purpose? To what extent did the migration experience help you (re)integrate into the Moldovan job market? Please elaborate on your answer.

Have you ever made inquiries about the possibility of validating your diploma/qualifications obtained in Moldova? Please offer arguments for YES or NO.

Intentions

What are your work plans for the following two years (do you intend to keep the same job, to change the job, to launch a business, to go abroad)?

For respondents intending to go abroad: What are the reasons to go abroad?

Why do you want to go abroad (studies, work, and so on.)?

If you are going *for studies*, what country will you go to? For which period? What is the level and the field of studies?

How will you go there?

If you are migrating for *work* purposes, will you go on a contractual basis?

If so, please specify (duration of work, conditions provided by the contract, what do you intend to do upon expiration of the contract, how did you conclude the contract and so on).

If not, what are your intentions/plans (would you look for a job by yourself, would you be helped by acquaintances/relatives already working abroad, do you know what activities you will be performing, for how long do you intend to go and so on)?

What could change your decision to emigrate (what could change your mind to leave)?

What employment chances do returned emigrants have compared to their fellow citizens living in Moldova?

Graduates, Higher Education, Unemployed

Education System

Do you consider it important to invest in education? What does “investing in education” mean to you? Why do you consider it important/not important to invest in education?

Do you consider that an advanced level of education would help you find a job (a) faster/easier, (b) with better working conditions, (c) with a higher salary, (d) with opportunities for professional growth? Do you think that employers have a better attitude towards an employee with a higher level of education?

In your opinion, which are the professions that offer the best employment perspectives in Moldova (which professions are most sought after, best paid, with the best working conditions)? Which are the professions that, in your opinion, offer the least advantageous employment perspectives (least sought after, least paid)?

Why did you not choose (*if appropriate*) the professions that offer the best employment perspectives?

Do you consider that the professional training system meets the requirements of the labour market (from the point of view of education quality, the offer-demand ratio on the labour market)? Please offer arguments for YES or NO. Have you taken/are you taking additional language, computer, driving courses and so on? Please offer arguments.

Why did you choose to get (*for graduates of secondary vocational and secondary specialized education institutions to continue with*) higher education and did not opt for a vocational school or college? *For respondents from families receiving remittances*: Did the fact that your family received remittances affect the decision to get higher education?

Were your studies on a contractual or budgetary basis? Which were the categories of expenses during the education period? Was the investment in higher education worth it? Please offer arguments.

Which university did you go to? Why did you choose this university?

What did you study? Why did you choose this profile? Who helped you make the choice of the field of study? Was it difficult to make a decision regarding the field of study? (Please offer arguments) *For respondents from families that received remittances*: Did the fact that your family received remittances affect the choice of your field of study?

Did you receive career orientation services/classes in school/general secondary school? If so, what did they consist of? Are you aware of the existence of career orientation services outside of school/general secondary school? If so, did you use these services? If so, what were your impressions? What should the state/school/other actors do to help students choose a profession?

Does the level of training offered by the university meet your expectations? Please offer arguments.

How do you rate the quality of teaching in general? How do you rate the theoretical training provided in your field of study? How do you rate the practical training provided in your field of study? Where did you do your internship for your diploma? What were your impressions about it?

Which were (*other*) the most important problems faced by the higher education system (excessive fees compared to the provided level of training, inadequate equipment of labs for practical training, lack of collaboration with the real economy sector (economic agents) and so on)?

How can these problems be resolved? Who should take responsibility for their resolution?

Working Experience during Study Years

Did you ever try to get a job during your study years? If so, how? Have you ever participated in a job fair? Please elaborate on your answer (Are they efficient? Did they help you in finding employment?) Why did you choose to get a job during your studies (to get work experience, to get an income?) *If appropriate*: From the obtained income, did you contribute to the payment of your study fees, accommodation, and other school-related expenses?

For those who worked during their study years: In which field did you work? What was your activity? Did you work full- or part-time? How did you combine your studies with working?

To explore whether there is a difference between beneficiaries and “non-beneficiaries” of remittances in the intention to get a job during student years.

Have you ever heard about volunteer internships? Where did you hear about them? Did you do volunteer work during your study years? If so, which were the areas of activities (related to your field of study or not), why did you get involved in these activities (did/will they bring you advantages on a professional level), and so on? Are they beneficial for students in solving the problem of the lack of experience when entering the labour market? Would you like these internships to be regulated and considered later, when entering the labour market, as experience?

Youth Situation after Graduation

Did you ever try to find employment after graduation?

If not: Why? What were your means of subsistence during this period?

If yes: In what ways? In what field? Where? (Did you try to get a job in your home city/town/village? Please offer arguments for YES or NO).

Have you appealed to the National Employment Agency? If so, what were the results?

What difficulties did you face in looking for a job?

How important is it for you to find a job within your field of competence?

Did you ever work unofficially after your graduation? If so, in what field? For how long did you work unofficially? Did the activities you performed correspond to your field of study? Why weren't you employed officially?

What salary did you expect after graduating? Did the offered salary meet your expectations? Does the level of education affect the size of the salary?

A problem for young professionals is the lack of experience. Would you accept to work for a certain time for a lower salary to acquire experience? If so, for how long? Did you experience such situations?

Have you ever thought about an eventual requalification? If so, what field would you choose? Please offer arguments.

Have you ever tried to start your own business? If so, why did you decide to launch your own business? In what area is/was the business? Did your professional training help you launch the business? If so, in what way?

Migration Experience

Have you ever been abroad? For what purpose? How did you leave (for example, through the Work and Travel program, academic exchange and postgraduate education programs like Erasmus Mundus, Tempus and so on)?

Have you ever made inquiries about the possibility of validating your diploma/qualifications obtained in Moldova? Please offer arguments for YES or NO.

Intentions

What are your plans for the following two years in relation to work (do you intend to get a job in Moldova, to launch a business, to go abroad)?

For respondents intending to go abroad: What are the reasons to go abroad?

For what purpose do you want to go abroad (studies, work and so on)?

If you are going *for studies*, what country will you go to? For what period? Level and the field of studies? How will you go?

If you are migrating for *work* purposes, will you go on a contractual basis?

If so, please specify (duration of work, conditions provided by the contract, what do you intend to do upon expiration of the contract, how did you conclude the contract, and so on).

If not, what are your intentions/plans (would you look for a job by yourself, would you be helped by acquaintances/relatives already working abroad, do you know what activities will you be performing, for how long do you intend to go, and so on)?

What could change your decision to emigrate (what could change your mind to leave)?

What employment chances do the returned emigrants have compared to their fellow citizens living in Moldova?

Graduates, Secondary Vocational (sv), Employed

Education System

Do you consider it important to invest in education? What does “investing in education” mean to you? Why do you consider it important/not important to invest in education?

Do you consider that an advanced level of education would help you find a job (a) faster/easier, (b) with better working conditions, (c) with a higher salary, (d) with opportunities for professional growth? Do you think that employers have a better attitude towards an employee with a higher level of education?

In your opinion, which are the professions that offer the best employment perspectives in Moldova (which professions are most sought after, best paid, with the best working conditions)? Which are the professions that, in your opinion, offer the least advantageous employment perspectives (least sought after, least paid)?

Why did you not choose (*if appropriate*) the professions that offer the best employment perspectives?

Do you consider that the professional training system meets the requirements of the labour market (from the point of view of education quality, the offer-demand ratio on the labour market)? Please offer arguments for YES or NO. Have you taken/are you taking additional language, computer, driving courses and so on? Please offer arguments.

Why did you choose to get a SV education and did not opt for a college/university?

Were your studies on contractual or budgetary basis? Which were the categories of expenses during the education period? Was the investment in education worth it? Please offer arguments.

What did you study? Why did you choose this profile? Who helped you make the choice of the field of study? Was it difficult to make a decision regarding the field of study? (Please offer arguments.)

Did you receive career orientation services/classes in school/general secondary school? If so, what did they consist of? Are you aware of the existence of career orientation services outside of school/general secondary school? If so, did you use such services? If so, what

were your impressions? What should the state/school/other actors do to help students choose a profession?

Did the level of training offered by the SV school meet your expectations? Please offer arguments.

How do you rate the quality of teaching in general? How do you rate the theoretical training provided in your field of study? How do you rate the practical training provided in your field of study? Where did you do your internship for your diploma? What were your impressions about it?

Which were (*other*) the most important problems faced in the SV system (excessive fees compared to the provided level of training, inadequate equipment of labs for practical training, lack of collaboration with the real economy sector (economic agents) and so on)?

How can these problems be resolved? Who should take responsibility for their resolution? Will the SV be more attractive when these problems are solved?

Working Experience during Study Years

Did you ever try to get a job during your study years? If so, how? Have you ever participated in a job fair? Please elaborate on your answer (Are they efficient? Did they help you in finding employment?) Why did you choose to get a job during your studies (to get work experience, to get an income?) *If appropriate:* From the obtained income, did you contribute to the payment of your study fees, accommodation, and other school-related expenses?

For those who worked during their study years: In which field did you work? What was your activity? Did you work full- or part-time? How did you combine your studies with working?

To explore whether there is a difference between beneficiaries and “non-beneficiaries” of remittances in the intention of getting a job during student years.

Have you ever heard about volunteer internships? Where did you hear about them? Did you do volunteer work during your study years? If so, which were the areas of activities (related to your field of study or not), why did you get involved in these activities (did/will they bring you advantages on a professional level) and so on? Are they beneficial for students in solving the problem of the lack of experience when entering the labour market? Would you like these internships to be regulated and considered later, when entering the labour market, as experience?

Working Experience after Graduation

How long after your graduation did you get employed?

Have you tried to get a job in your home city/town/village? Please offer arguments for YES or NO.

What difficulties did you face in looking for a job?

How did you find employment (acquaintances, job fairs and so on)? Did the SV school where you studied help you in some way to find a job? If so, in what way?

Is there an existing collaboration between your institution and employers? If not, do you think such collaboration practices would be useful? How do you regard the collaboration between education institutions and employers (economic agents)?

For those who worked during their study years/participated in volunteer internships: Did these experiences facilitate the entering on the labour market after graduation?

Are you employed within your field of competence? If not, why did you accept an area that does not correspond to the obtained competencies?

If you were offered a higher salary, but in a field other than your field of study, would you accept to change your job in favour of the salary? Would you give up a higher salary for a job within your field of study, with perspectives of professional growth?

Since your graduation until now, have you been doing same job? If not, what other experiences did you have? Why did you change your previous jobs?

Have you received any training in your workplace? If so, what did it consist of?

Did you ever work unofficially after your graduation? If so, in what field? For how long did you work unofficially? Did the performed activities correspond to your field of study? Why weren't you employed officially?

What salary did you expect after graduation? Did the offered salary meet your expectations? Does the level of education affect the size of the salary?

A problem for young professionals is the lack of experience. Would you accept to work for a certain time for a lower salary to acquire experience? If so, for how long? Did you experience such situations?

Have you ever thought about an eventual re-qualification? If so, what field would you choose? Please offer arguments.

Have you ever tried to start your own business? If so, why did you decide to launch your own business? In what area is/was the business? Did your professional training help you launch the business? If so, in what way?

Migration Experience

Have you ever been abroad? For what purpose? To what extent did the migration experience help you (re)integrate in the Moldovan job market? Please elaborate on your answer.

Have you ever made inquiries about the possibility of validating your diploma/qualifications obtained in Moldova? Please offer arguments for YES or NO.

Intentions

What are your plans for the following two years in relation to work (do you intend to keep the same job, to change the job, to launch a business, to go abroad)?

For respondents intending to go abroad: What are the reasons to go abroad?

For what purpose do you want to go abroad (studies, work and so on)?

If you are going *for studies*, what country will you go to? For what period? Kind of studies? Area of studies? Way of going?

If you are migrating for *work* purposes, are you going on a contractual basis?

If so, please specify (duration of work, conditions provided by the contract, what do you intend to do upon expiration of the contract, how did you conclude the contract and so on).

If not, what are the intentions/plans (would you look for a job by yourself, would you be helped by acquaintances/relatives already working abroad, do you know what activities you will be performing, for how long do you intend to go and so on)?

What could change your decision to emigrate (what could change your mind to leave)?

What employment chances do the returned emigrants have compared to their fellow citizens established in Moldova?

Graduates, Secondary Vocational (sv), Unemployed

Education System

Do you consider it important to invest in education? What does “investing in education” mean to you? Why do you consider it important/not important to invest in education?

Do you consider that an advanced level of education would help you find a job (a) faster/easier, (b) with better working conditions, (c) with a higher salary, (d) with opportunities for professional growth? Do you think that employers have a better attitude towards an employee with a higher level of education?

In your opinion, which are the professions that offer the best employment perspectives in Moldova (which professions are most sought after, best paid, with the best working conditions)? Which are the professions that, in your opinion, offer the least advantageous employment perspectives (least sought after, least paid)?

Why did you not choose (*if appropriate*) the professions that offer the best employment perspectives?

Do you consider that the professional training system meets the requirements of the labour market (from the point of view of education quality, the offer-demand ratio on the labour market)? Please offer arguments for YES or NO. Have you taken/are you taking additional language, computer, driving courses and so on? Please offer arguments.

Why did you choose to get SV education and did not opt for a college/university?

Were your studies on a self financing or budgetary basis? Which were the categories of expenses during the education period? Was the investment in education worth it? Please offer arguments.

What did you study? Why did you choose this profile? Who helped you make the choice about the field of study? Was it difficult to make a decision regarding the choice of the field of study? (Please offer arguments)

Did you receive career orientation services/classes in school/general secondary school? If so, what did they consist of? Are you aware of the existence of career orientation services outside of school/general secondary school? If so, did you use such services? If so, what were your impressions? What should the state/school/other actors do to help students choose a profession?

Does the level of training offered by the SV school meet your expectations? Please offer arguments.

How do you rate the quality of teaching in general? How do you rate the theoretical training provided in your field of study? How do you appreciate the practical training provided in your field of study? Where did do your internship for your diploma? What were your impressions about it?

Which were (*other*) the most important problems faced by the SV system (excessive high fees compared to the provided level of training, inadequate equipment of labs for practical training, lack of collaboration with the real economy sector (economic agents) and so on)?

How can these problems be resolved? Who should take responsibility for their resolution? Will the SV be more attractive while these problems are solved?

Working Experience during Study Years

Did you ever try to get a job during your study years? If so, how? Have you ever participated in a job fair? Please elaborate on your answer (Are they efficient? Did they help you in finding employment?) Why did you choose to get a job during your studies (to get working experience, to get an income?) *If appropriate*: From the obtained income, did you contribute to the payment of your study fees, accommodation, and other school-related expenses?

For those who worked during their study years: In which field did you work? What was your activity? Did you work full- or part-time? How did you combine your studies with working?

To explore whether there is a difference between beneficiaries and “non-beneficiaries” of remittances in the intention to get a job during the student years.

Have you ever heard about volunteer internships? Where did you hear about them? Did you do volunteer work during your study years? If so, which were the areas of activities (related to your field of study or not), why did you get involved in these activities (did/will they bring you advantages on a professional level) and so on? Are they beneficial for students in solving the problem of the lack of experience when entering the labour market? Would you like these internships to be regulated and considered later, when entering the labour market, as experience?

Youth Situation after Graduation

Did you ever try to find employment after graduation?

If not: Why? What were your means of subsistence during this period?

If yes: In what ways? In what field? Where? (Have you tried to get a job in your home city/town/village? Please offer arguments for YES or NO).

Have you appealed to the National Employment Agency? If so, what were the results?

What difficulties did you face in looking for a job?

How important is it for you to find a job within your field of competence?

Did you ever work unofficially after your graduation? If so, in what field? For how long did you work unofficially? Did the carried out activities correspond to your field of competence? Why weren't you employed officially?

What salary did you expect after graduation? Did the offered salary meet your expectations? Does the level of education affect the size of the salary?

A problem for young professionals is the lack of experience. Would you accept to work for a certain time for a lower salary to acquire experience? If so, for how long? Did you experience such situations?

Have you ever tried to start your own business? If so, why did you decide to launch your own business? In what area is/was the business? Did your professional training help you launch the business? If so, in what way?

Migration Experience

Have you ever been abroad? For what purpose? To what extent did the migration experience help you to (re)integrate into the Moldovan labour market?

Have you ever made inquiries about the possibility of validating your diploma/qualifications obtained in Moldova? Please offer arguments for YES or NO.

Intentions

Have you ever thought about continuing your studies at a higher level? Offer arguments for YES or NO. If YES, in what field?

Have you ever thought about an eventual re-qualification? If yes, what field would you choose? Please offer arguments for YES and NO?

What are your plans for the following two years in relation to work (do you intend to get a job in Moldova, to launch a business, to go abroad)?

For respondents intending to go abroad: What are the reasons for going abroad? Is the intention to continue studies at a higher level related to the desire to go abroad (high level students have more access to different migration programs: for example – Work and Travel)

For what purpose do you want to go abroad (studies, work and so on)?

If you are going *for studies*, what country will you go to? For what period? Level and the field of studies? Way of going?

If you are migrating for *work* purposes, are you going on a contractual basis?

If so, please specify (duration of work, conditions provided by the contract, what do you intend to do upon expiration of the contract, how did you conclude the contract and so on).

If not, what are your intentions/plans (would you look for a job by yourself, would you be helped by acquaintances/relatives already working abroad, do you know what activities you will be performing, for how long do you intend to go and so on)?

What could change your decision to emigrate (what could change your mind to leave)?

What employment chances do the returned emigrants have compared to their fellow citizens living in Moldova?

Students in Higher Education Institutions

Education System

Do you consider it important to invest in education? What does “investing in education” mean to you? Why do you consider it important/not important to invest in education?

Do you consider that an advanced level of education would help you find a job (a) faster/easier, (b) with better working conditions, (c) with a higher salary, (d) with opportunities for professional growth? Do you think that employers have a better attitude towards an employee with a higher level of education?

In your opinion, which are the professions that offer the best employment perspectives in Moldova (which professions are most sought after, best paid, with the best working conditions)? Which are the professions that, in your opinion, offer the least advantageous employment perspectives (least sought after, least paid)?

Why did you not choose (*if appropriate*) the professions that offer the best employment perspectives?

Do you consider that the professional training system meets the requirements on the labour market (from the point of view of education quality, the offer-demand ratio on the labour market)? Please offer arguments for YES or NO. Do you attend additional language, computer, driving courses and so on? Please offer arguments.

Why did you choose to get (*for graduates of secondary vocational and secondary specialized education institutions to continue with*) higher education and did not opt for a vocational school or college?

Are your studies on a self financing or budgetary basis? For self financing students, from what sources do you pay for your studies? Is it difficult for you/your family to pay the fees? Which are the categories of educational expenses?

Which university do you go to? Why did you choose this university?

What do you study? Why did you choose this profile? Who helped you make the choice of the field of study? Was it difficult to make a decision regarding the choice of the field of study? (Please offer arguments)

Did you receive career orientation services/classes in school/general secondary school? If so, what did they consist of? Are you aware of the existence of career orientation services outside of school/general secondary school? If so, did you use such services? If so, what were your impressions? What should the state/school/other actors do to help students choose a profession?

Does the level of training offered by the university meet your expectations? Please offer arguments.

How do you rate the quality of teaching in general? How do you rate the theoretical training provided in your field of study? How do you rate the practical training provided in your field of study? Where did you do your internship for your diploma? What were your impressions about it?

Which were (*other*) the most important problems faced by the higher education system (excessive fees compared to the provided level of training, inadequate equipment of labs for practical training, lack of collaboration with the real economy sector (economic agents) and so on)?

How can these problems be resolved? Who should take responsibility for their resolution?

Labour Market

Did you ever try to get a job during your study years? If so, how? Have you ever participated in a job fair? Please elaborate on your answer (Are they efficient? Did they help you in employment?) Why did you choose to get a job during your studies (to get working experience, to get an income?) *If appropriate:* From the obtained income, did you contribute to the payment of your study fees, accommodation, and other school-related expenses?

For those who worked/are working: In which field did/do you work? What was/is your activity? Did/do you work full-time or part-time? How did/do you combine your studies with working?

To explore whether there is a difference between beneficiaries and “non-beneficiaries” of remittances in the intention to get a job during the student years.

Have you ever heard about volunteer internships? Where did you hear about them? Did you do volunteer work during your study years? If so, which were the areas of activities (related to your field of study or not), why did you get involved in these activities (did/will they bring you advantages on a professional level) and so on? Are they beneficial for students in solving the problem of the lack of experience when entering the labour market? Would you like these internships to be regulated and considered later, when entering the labour market, as experience?

Do you think it will be easy to find a job after graduation?

Does the university where you study/studied help you in some way to find a job? If so, in what way?

Is there an existing collaboration between your institution and employers? If not, do you think such collaboration practices would be useful? How do you regard the collaboration between education institutions and employers (economic agents)?

For those who worked/participated in volunteer internships: Do you think it will be easier to find a job?

Do you think you will find a job within your field of study (How sure are you? Please give reasons)? Would you accept a job in an area that does not correspond to your field of study? If so, under what conditions? If not, why? What is the minimum salary you would expect to get upon employment? Please give reasons.

What are your expectations/intentions after graduation? If you plan to go abroad, why did you invest in higher education?

Migration Experience

Have you ever been abroad? For what purpose? How did you leave (for example, through the Work and Travel program, academic exchange and postgraduate education programs like Erasmus Mundus, Tempus and so on)?

Students as potential migrants

What are your plans for the following two years in relation to work (do you intend to keep the same job, to change the job, to launch a business, to go abroad)?

For respondents intending to go abroad: What are the reasons to go abroad?

For what purpose do you want to go abroad (studies, work and so on)?

If you are going *for studies*, what country do you want to go to? For what period? Kind of studies? Area of studies? Way of going?

If you are migrating for *work* purposes, will you go on a contractual basis?

If so, please specify (duration of work, conditions provided by the contract, what do you intend to do upon expiration of the contract, how did you conclude the contract, and so on).

If not, what are your intentions/plans (would you look for a job by yourself, would you be helped by acquaintances/relatives already working abroad, do you know what activities you would be performing, for how long do you intend to go and so on)?

What could change your decision to emigrate (what could change your mind to leave)?

What employment chances do the returned emigrants have compared to their fellow citizens living in Moldova?

Students in Secondary Vocational Institutions

Education System

Do you consider it important to invest in education? What does “investing in education” mean to you? Why do you consider it important/not important to invest in education?

Do you consider that an advanced level of education would help you find a job (a) faster/easier, (b) with better working conditions, (c) with a higher salary, (d) with opportunities for professional growth? Do you think that employers have a better attitude towards an employee with a higher level of education?

In your opinion, which are the professions that offer the best employment perspectives in Moldova (which professions are most sought after, best paid, with the best working conditions)? Which are the professions that, in your opinion, offer the least advantageous employment perspectives (least sought after, least paid)?

Why did you not choose (*if appropriate*) the professions that offer the best employment perspectives?

Do you consider that the professional training system meets the requirements on the labour market (from the point of view of education quality, the offer-demand ratio on the labour market)? Please offer arguments for YES or NO. Do you attend additional language, computer, driving courses and so on? Please offer arguments.

Why did you choose to get SV and did not opt for a college/university education?

Are your studies on a self financing or budgetary basis? For self financing students, from what sources do you pay for your studies? Is it difficult for you/your family to pay the fees? Which are the categories of educational expenses?

Which SV school do you go to? Why did you choose this school?

What do you study? Why did you choose this profile? Who helped you make the choice about the field of study? Was it difficult to make a decision regarding the choice of the field of study? (Please offer arguments)

Did you receive career orientation services/classes in school/general secondary school? If so, what did they consist of? Are you aware of the existence of career orientation services outside of school/general secondary school? If so, did you use such services? If so, what were your impressions? What should the state/school/other actors do to help students choose a profession?

Does the level of training offered by the SV school meet your expectations? Please offer arguments.

How do you rate the quality of teaching in general? How do you rate the theoretical training provided in your field of study? How do you rate the practical training provided in your field of study? Where did you do your internship for your diploma? What were your impressions about it?

Which were (*other*) the most important problems faced by the SV education system (excessive fees compared to the provided level of training, inadequate equipment of labs for practical training, lack of collaboration with the real economy sector (economic agents) and so on)?

How can these problems be resolved? Who should take responsibility for their resolution?

Labour Market

Did you ever try to get a job during your study years? If so, how? Have you ever participated in a job fair? Please elaborate on your answer (Are they efficient? Did they help you in finding employment?) Why did you choose to get a job during your studies (to get working experience, to get an income?) *If appropriate*: From the obtained income, did you contribute to the payment of your study fees, accommodation, and other school-related expenses?

For those who worked/are working: In which field did/do you work? What was/is your activity? Did/do you work full-time or part-time? How did/do you combine your studies with working?

To explore whether there is a difference between beneficiaries and “non-beneficiaries” of remittances in the intention to get a job during the student years.

Have you ever heard about volunteer internships? Where did you hear about them? Did you do volunteer work during your study years? If so, which were the areas of activities (related to your field of study or not), why did you get involved in these activities (did/will they bring you advantages on a professional level) and so on? Are they beneficial for students in solving the problem of the lack of experience when entering the labour market? Would you like these internships to be regulated and considered later, when entering the labour market, as experience?

Do you think it will be easy to find a job after graduation?

Does the college where you study/studied help you in some way to find a job? If yes, in what way?

Is there an existing collaboration between your institution and employers? If not, do you think such collaboration practices would be useful? How do you regard the collaboration between education institutions and employers (economic agents)?

For those who worked/participated in volunteer internships: Do you think it will be easier to find a job?

Do you think you will find a job within your field of competence (How sure are you? Please give reasons)? Would you accept a job in an area that does not correspond to your field of study? If so, under what conditions? If not, why? What minimum salary would you expect to get upon employment? Please give reasons.

What are your expectations/intentions after graduation? If you plan to go abroad, why did you invest in education in Moldova?

Migration Experience

Have you ever been abroad? For what purpose?

Students as Potential Migrants

What are your plans for the following two years in relation to work (do you intend to keep the same job, to change the job, to start a business, to go abroad)?

For respondents intending to go abroad: What are the reasons to go abroad?

For what purpose do you want to go abroad (studies, work and so on)?

If you are going *for studies*, what country do you want to go to? For what period? Level and the field of studies? Way of going?

If you are migrating for *work* purposes, will you go on a contractual basis?

If so, please specify (duration of work, conditions provided by the contract, what do you intend to do upon expiration of the contract, how did you conclude the contract and so on).

If not, what are your intentions/plans (would you look for a job by yourself, would you be helped by acquaintances/relatives already working abroad, do you know what activities you will be performing, for how long do you intend to go and so on)?

What could change your decision to emigrate (what could change your mind to leave)?

What employment chances have the returned emigrants compared to their fellow citizens established in Moldova?

Respondents Who Studied Abroad and Were Employed in Moldova

General Questions

Do you consider it important to invest in education? What does “investing in education” mean to you? Why do you consider it important/not important to invest in education?

Do you consider that an advanced level of education would help you find a job (a) faster/easier, (b) with better working conditions, (c) with a higher salary, (d) with opportunities for professional growth? Do you think that employers have a better attitude towards an employee with a higher level of education?

In your opinion, which are the professions that offer the best employment perspectives in Moldova (which professions are most sought after, best paid, with the best working conditions)? Which are the professions that, in your opinion, offer the least advantageous employment perspectives (least sought after, least paid)?

Why did you not choose (if appropriate) the professions that offer the best employment perspectives?

Education and Working Experience Abroad

In which country did you study? Why did you choose that country? When did you start your studies (after school/general secondary school, while studying at the university, after graduating from university)? How did you get to study abroad (through a student exchange program, scholarship ...)? Why did you choose to study abroad, what was the main objective (to obtain internationally recognized qualifications, to create preconditions to settle abroad and so on)?

What is your field of study? Why did you choose this field?

(For respondents from households receiving remittances) Did you decide to study abroad because your family received remittances?

From what sources did you pay for your studies abroad (including your personal contribution)? What did the education expenses include (tuition fee, accommodation, food, additional classes). What is the approximate value of each type of expense?

What problems did you face abroad?

Do educational institutions and businesses cooperate abroad? Do educational institutions facilitate further employment of graduates?

How would you rate the quality of education abroad compared to education in Moldova (quality of teaching, theoretical training, practical training and so on)?

Did you work abroad while studying/after studies? In what area did you work? Were you employed officially/unofficially? What difficulties did you face?

What actions should be taken for the education system to prepare better qualified specialists?

Situation after Return

Why did you return to Moldova?

Do you think that education obtained abroad gives its holders an advantage when looking for employment in Moldova?

Was it easy to find a job after return? In what field were you employed (related to your field of study)? Where were you employed (in a public or private institution, international organization)? Did you get a higher salary in Moldova due to the fact that you studied abroad? Is your training and experience obtained abroad related to your job in Moldova? Give reasons for YES or NO.

Intentions

What are your future plans (will you continue to work in Moldova, will you go abroad)?

If you plan to go abroad, what are the reasons? Do you plan to study, work or do something else abroad? Do you wish to have a temporary or permanent stay abroad? Give reasons for each response option.

Respondents Without Professional Education

Education System

Do you consider it important to invest in education? What does “investing in education” mean to you? Why do you consider it important/not important to invest in education?

Do you consider that an advanced level of education would help you find a job (a) faster/easier, (b) with better working conditions, (c) with a higher salary, (d) with opportunities for professional growth? Do you think that employers have a better attitude towards an employee with a higher level of education?

In your opinion, which are the professions that offer the best employment perspectives in Moldova (which professions are most sought after, best paid, with the best working conditions)? Which are the professions that, in your opinion, offer the least advantageous employment perspectives (least sought after, least paid)?

Did you receive career orientation services/classes in school/general secondary school? If so, what did they consist of? Are you aware of the existence of career orientation services outside of school/general secondary school? If so, did you use such services? If so, what were your impressions? What should the state/school/other actors do to help students choose a profession?

Why didn't you continue your studies?

If you had the opportunity to continue your studies, what would you choose: a vocational school, a college or a university? Please give your reasons.

Work Experience

Have you ever tried to find employment?

If not: Why? What were your means of subsistence during this period?

If yes: In what ways? In what field? Where? (Have you tried to get a job in your home city/town/village? Please offer arguments for YES or NO).

Have you appealed to the National Employment Agency? If so, what were the results?

What difficulties did you face in looking for a job?

The fact that you have no degree of secondary-vocational, specialized or university education was not an impediment for employment?

For those who were/are employed: While working, did you feel that you lack specialized knowledge (knowledge that you could have obtained if you had continued your studies)?

Have you received any training at work? If so, what kind of training?

What difficulties do you face/have you faced at work?

Do you think that if you had continued your studies, you could get a higher salary?

Do you think that if you had a SV diploma/degree, you could have a more prestigious job?

Have you ever worked unofficially? If so, in what field? For how long did you work unofficially? Why weren't you employed officially?

What salary did you expect? Did the offered salary meet your expectations?

Have you ever tried to start your own business? If so, why did you decide to launch your own business? In what area is/was the business? Do you think that if you had had professional training, it would have helped you in launching a business? If so, in what way?

Intentions

Have you ever thought about continuing your studies? Please explain why? At what level (secondary- vocational, secondary specialized or university)? In what field? Full-time or part-time? With or without a contract (paid or non-paid)?

What are your plans for the following two years in relation to work (do you intend to keep the same job, to change the job, to look for a job, to launch a business, to go abroad)?

For respondents intending to go abroad: What are the reasons to go abroad?

For what purpose do you want to go abroad (studies, work and so on)?

If you are going *for studies*, what country will you go to? For what period? Kind of studies? Area of studies? Way of going?

If you are migrating for *work* purposes, will you go on a contractual basis?

If so, please specify (duration of work, conditions provided by the contract, what do you intend to do upon expiration of the contract, how did you conclude the contract and so on).

If not, what are your intentions/plans (would you look for a job by yourself, would you be helped by acquaintances/relatives already working abroad, do you know what activities you would be performing, for how long do you intend to go and so on)?

What could change your decision to emigrate (what could change your mind to leave)?

What employment chances do returned emigrants have compared to their fellow citizens living in Moldova?

ANNEX 8.3

Quantitative Survey Tools

Household Roster (Questions at Household Level)

(1) How many people – including yourself, your children and all people currently not present – do you consider part of your household (HH)? _____

(2) Type of residence

Rural	1
Urban	2

(3) Does/did your HH benefit from remittances?

Yes	1
No	2
DK/NA	99

A. Socio-demographic characteristics

Please, provide the following information:

ID	A.1	A.2		A.3	A.4	A.5	A.6		A.7	
	Name of each HH member	Relationship with head of HH		Gender	Date of birth		Marital status		Nationality	
		Head of HH	1				Married	1	Moldovan	1
		Spouse	2	M 1	Year	Month	Living as married	2	Romanian	2
		Child	3	F 2			Widowed	3	Gagauz	3
		Brother/sister	4				Divorced	4	Roma	4
		Father/mother	5				Separated	5	Russian	5
		Grandchild	6				Unmarried	6	Ukrainian	6
		Parents-in-law	7						Bulgarian	7
		Son/daughter-in-law	8						Jewish	8
		Other relative	9						Other	9
		Unmarried partner	10							
		Other, non-relative	11							
1										
2										
3										
4										
5										
6										

ID	A.8	A.9	A.10	A.11	A.12	A.13	A.14
	Language known	Citizenships held	Currently attending any school?	What is the type of attended institution?	What is the grade?	What is the highest level of education?	Do you/did you study on the basis of a contract or free of charge?
					<i>Ask only pupils 3</i>		
	1 Moldovan	1 Moldovan	Da 1	Preschool	5	No education	Contract 1
	2 Romanian	2 Romanian	Nu 2	Primary	6	Primary	Free of charge 2
	3 Gagauz	3 Russian		Secondary (general secondary school, secondary school)	7	Secondary (general secondary school, secondary school)	
	4 Russian	4 Ukrainian		Secondary professional	8	Secondary professional	
	5 Ukrainian	5 Bulgarian		College	9	College	
	6 Bulgarian	6 Jewish		University	10	University	
	7 Jewish	7 Italian		Post-university	11	Post-university	
	8 Italian	8 Spanish			12		
	9 Spanish	9 German					
	10 German	10 English					
	11 English	11 Other (specif.)					
	12 Other (specif.)						
			If NO → A.13	Respondents with codes 1-2 → skip Section A If 3 → A.12 If 4 – 7 → A.13		If 4 – 7 → A.14 If 1-3 → A.17	
1							
2							
3							
4							
5							
6							

	What is/was your field of study?		Present Occupation in home country		What is the country of destination?	What is the purpose of staying abroad?	
	<i>Ask only students and graduates of professional schools (code 4 at A.13)</i>	<i>Ask only students and graduates of colleges and universities (code 5-6 at A.13)</i>	<i>Main</i>	<i>Secondary</i>			
			Employed	1		Labour	
			Self-employed	2		Education	
			Record code	3		Permanent residence	
			Pupil in Moldova	4		Other (specify)	
			Student in Moldova (professional school, college, university)	5	Card A.18		
			Pensioner	6			
			Maternity leave	7			
			No occupation	8			
			Is abroad	9			
			If 1-8 → A.20 If 9 → A.18				
1							
2							
3							
4							
5							
6							

ID	A.20	A.21	A.22	A.23	A.24	A.25
	Did any of your HH members study abroad?	What was the country of destination?	Why did he/she decide to study abroad?	Did he/she come back to Moldova?	To what extent did the education abroad help in finding employment in Moldova?	Does any HH member intend to go abroad in the next 12 months?
	Yes 1 No 2		1 Better qualifications recognized at international level 2 Better quality of education 3 Better employment opportunities in Moldova 4 Opportunity to remain abroad 5 Other (specify)	Yes 1 No 2	1 Employed in a foreign company 2 Employed with a good salary 3 Better working conditions 4 Opportunity to grow professionally 5 Found a job easily 6 Other (specify) 7 Did not help	1 Yes, for education 2 Yes, to work 3 Yes, for permanent residence 4 Yes, other purpose 5 No 6 DK/NA
		CARD A.21 Record code				
	If No → A.25			If No → A.25		
1						
2						
3						
4						
5						
6						

B. General

B1. Did any of HH members start a business before?

Yes	1
No	2 → B.4
DK/NA	99 → B.4

B2. What is his name?

Use the ID from HH roster _____ and name _____

B3. Did education help him to start the business?

Yes	1
No	2
DK/NA	99

Questions with HH Members (Individually)

I. Graduates of secondary vocational, college and higher level of education

C. Education

C1. Ask only students and graduates of secondary professional level (professional schools)

Why did you choose to study at a professional school, but not at a college or university?

Because secondary professional education is...	1
... more prestigious	2
... offers more opportunities to be employed	3
... offers better salaries	4
... offers opportunities to make a career	5
... ensures flexibility (opportunity to perform various activities, not limited strictly to a specific activity)	6
... ensures more opportunities to go abroad	7
I like it / have abilities in studied field	8
Was advised by other people	9
Parents insisted	10
Could not /cannot pay for college or university education	11
Other (specify)	

C2. Ask only students and graduates of colleges

Why did you choose to study at college, but not at professional school or university?

Because education at college is...	
... more prestigious	1
... offers more opportunities to be employed	2
... offers better salaries	3
... offers opportunity to make career	4
... ensures flexibility (opportunity to do various activities, not limited strictly to a specific activity)	5
... ensures more opportunities to leave for abroad	6
I like it / have abilities in studied field	7
Was advised by other people	8
Parents insisted	9
Could not /cannot pay for university education	10
Other (specify)	11

C3. Ask only students and graduates of higher level (universities)

Why did you choose to study at university, but not at professional school or college?

Because higher education is...	
... more prestigious	1
... offers more opportunities to be employed	2
... offers better salaries	3
... offers opportunity to make career	4
... ensures flexibility (opportunity to do various activities, not limited strictly to a specific activity)	5
... ensures more opportunities to go abroad	6
I like it / have abilities in studied field	7
Was advised by other people	8
Parents insisted	9
Other (specify)	10

C4. What is/was your field of study?_____

C5. What was the reason to choose this field of study?

It is prestigious	1
It is demanded on the labour market	2
Good salaries	3
Opportunities to make a career	4
Flexibility (opportunity to perform various activities, not limited strictly to a specific activity)	5
More opportunities to go abroad	6
I like it / have abilities in studied field	7
Was advised by other people	8
Parents insisted	9
Availability of financial resources to pay for education	10
Other (specify)	11
DK/NA	99

C6. Are you satisfied with knowledge and professional abilities gained during the years of education in this field of study?

Yes	1 → C.8
No	2
DK/NA	99 → C.8

C7. If NOT, why?

Gained allot of theoretical knowledge, but few practical abilities	1
Low quality of education	2
A large part of gained knowledge is out of date	3
Professional skills gained do not correspond with employers' requirements	4
Other (specify)	5

C8. Have you ever thought of an eventual requalification?

Yes	1
No	2 → C.10
DK/NA	99 → C.10

C9. In which field of study? _____

C10. Is/was there any collaboration between your educational institution and economic agents?

Yes	1
No	2 → C.12
DK/NA	99 → C.12

C11. What was the collaboration based on?

Students do internships at companies	1
Companies employ graduated students	2
Companies provide educational institution with modern equipment for practical activities	3
Other (specify)	4
Other (specify)	5

C12. What were/what are the categories of expenditures related to education?

	MDL / monthly	MDL/ yearly
1. Fees		
2. Accommodation		
3. Food		
4. Transport		
5. Additional lectures		
6. Unofficial payments		
7. Educational materials (books and so on)		
8. Other expenditures (specify)		

C13. During years of study, did/does your HH benefit from remittances?

Yes	1 → C14
No	2 → C15
DK/NA	99 → C16

C14. Only respondents whose families received remittances during years of study to be asked

Do you agree with the sentences below? Multiple answers

	Yes	No	DK/NA
If my family had not received money from abroad, I would not have continued my education after general secondary school / secondary school (<i>access to vocational education in general</i>)	1	2	8
I have studied / study at the university only / mainly due to remittances (<i>access to higher education</i>)	1	2	8
I have studied / study in this field of study only / mainly due to remittances (<i>access to desired speciality</i>)	1	2	8
Remittances did/do not influence in any way my access to professional education	1	2	8

C15. Only respondents whose families did not receive remittances during years of study to be asked

Do you agree with the sentences below? Multiple answers

	Yes	No	DK/NA
If my family had received money from abroad, I would have chosen to study at a higher level (as appropriate: at college or university) (<i>access to a higher level of education</i>)	1	2	8
If my family had received money from abroad, I would have chosen another field of study (<i>access to desired field of study</i>)	1	2	8
Remittances would not influence my access to professional education in any way	1	2	8

C16. Only for students

What are your chances of being employed in Moldova after graduation, according to the demand for your profession?

Very high	1
High	2
Small	3
Very small	4
DK/NA	99

C17. Only for students

After graduation, do you intend to...?

Continue studies at a higher level	1
Get a job in Moldova, within the field of competence	2
Get a job in Moldova, regardless the sphere of activity	3
Go abroad to study	4
Go abroad to work	5
Other (specify)	6
DK/NA	99

C18. Did you ever try to get employed during your years of study?

Yes	1
No	2 → C.22
DK/NA	99 → C.22

C19. Why did you decide to get employed during your years of study?

To gain work experience	1
To obtain an income	2
Other (specify)	3

C20. Did the sphere of activity correspond to your education sphere?

Yes	1
No	2
DK/NA	99

C21. If you have worked during years of study, did the experience gained help you subsequently with employment?

Yes, I have quickly found a job (due to the experience gained)	1
Yes, I have quickly found a job (due to established contacts)	2
Yes, I have continued to work at the same workplace after graduation	3
Yes, other (specify)	4
No	5

C22. Have you ever done volunteer work during your years of study?

Yes	1
No	2 → C26
DK/NA	99 → C26

C23. Why did you decide to do volunteer work?

To gain work experience	1
For a noble cause	2
Other (specify)	3

C24. Did the activity correspond to your field of study?

Yes	1
No	2
DK/NA	99

C25. If you have done volunteer work during years of study, did the experience gained help you subsequently with employment?

Yes, I have quickly found a job (due to the experience gained)	1
Yes, I have quickly found a job (due to established contacts)	2
Yes, I have continued to work at the same workplace after graduation	3
Yes, other (specify)	4
No	5

C26. Have you ever had career counselling in your general school / general secondary school?

Yes	1
No	2 → C.28
DK/NA	99 → C.28

C27. What kind of information did this service offer? _____

C28. Have you ever been interested in validating your Moldovan degree / qualification abroad?

Yes, I have validated my degree	1
Yes, but I never validated my degree	2
No	3

D. Employment

D1. Have you worked within last 12 months?

Yes	1
No	2 → D.17 (options 3–6)

D2. Was / is the job stable or occasional?

Stable	1
Occasional	2 → D.9
Both	3

D3. What was / is the sphere of activity at your stable job?

Agriculture	1
Constructions	2
Economy	3
Politics	4
Legal field	5
Services	6
Social Assistance	0
Medicine	7
Pharmaceuticals	8
Transportation	9
Telecommunication	10
Processing Industry	11
Food Industry	12
Culture and Arts	13
Public Administration	14
Other (specify)	15

D3.1 What is your exact profession? _____

D4. Does your field of study correspond to your field of activity?

Yes (for example: have studied in Economics and works in the same field)	1 → D.6
No (for example: have studied in Economics, but works in another field)	2
DK/NA	99 → D.6

D5. What made you accept work in a field that does not correspond to your field of study?

Better salary	1
Better working conditions	2
Opportunity for professional growth	3
It was the only field in which I could find a job	4
I was offered a job in this field	5
Other (specify)	6

D6. Does the work you perform correspond to your field of study?

Yes (for example: field of study is in Banks and Stocks, and the job is the same)	1 → D.8
No (for example: field of study is in Banks and Stocks, while the job is Accountant or other)	2
DK/NA	1 → D.8

D7. What made you accept an activity that does not correspond to your field of study?

Better salary	1
Better working conditions	2
Opportunity for professional growth	3
It was the only field in which I could find a job	4
I was offered a job doing this work	5
Other (specify)	6

D8. What is your salary at the stable job? (MDL/month) _____**D9. Respondents who work / worked only in stable jobs → d.14**

What was / is the sphere of activity at your occasional job?

Agriculture	1
Constructions	2
Economy	3
Politics	4
Legal field	5
Services	6
Social Assistance	0
Medicine	7
Pharmaceuticals	8
Transportation	9
Telecommunication	10
Processing Industry	11
Food Industry	12
Culture and Arts	13
Public Administration	14
Other (specify)	15

D10. Does your field of study correspond to your field of activity?

Yes (for example: have studied in Economics and works in the same field)	1 → D.12
No (for example: have studied in Economics, but works in another field)	2
DK/NA	99 → D.12

D11. What made you accept work in a field that does not correspond to your field of study?

Better salary	1
Better working conditions	2
Opportunity for professional growth	3
It was the only field I could find a job	4
I was offered a job this field	5
Other (specify)	6

D12. Does the work you do correspond to your field of study?

Yes (for example: field of study is Banks and Stocks, and the job is the same)	1 → D.14
No (for example: field of study is in Banks and Stocks, while the job is Accountant or other)	2
DK/NA	1 → D.14

D13. What made you accept an activity that does not correspond to your field of study?

Better salary	1
Better working conditions	2
Opportunity for professional growth	3
It was the only field where I could find a job	4
I was offered a job doing this work	5
Other (specify)	6

D14. Have you ever had any training at your workplace?

Yes	1
No	2 → D.16
DK/NA	99

D15. What was the training about? _____

D16. Did the institution you studied at help you to find a job?

Yes	1
No	2
DK/NA	99

D17. Have you ever addressed the National Employment Agency (NEA)?

Yes, I found a job through the NEA, within my field of study	1
Yes, I found a job through the NEA, but not within my field of study	2
Yes, but I did not find a job, because the NEA job offer wasn't within my field of study	3
Yes, but I did not find a job, because the NEA job offer was disadvantageous (small salaries, far from home etc.)	4
No, I have never addressed the NEA	5
I have never heard of the NEA	6

D18. Only for respondents who did not work within last 12 months

Why you did not perform any activity within the last 12 months?

There are no jobs in the locality	1
Did not find a job with a decent salary	2
Did not find a job within field of study	3
I do not want to work	4
Other (specify)	5

D19. Only for respondents who did not work within last 12 months

From what sources you have lived during this period?

Remittances	1
Savings from migration	2
Other family members incomes (not from migration)	3
Unemployment indemnity	4
Other (specify)	5

II. For General Secondary graduates (General School, Gymnasium, Lyceum)

E1. Why you did not continue your education?

Did not consider it necessary	1
Did not have money	2
I went abroad	3
I intend to go abroad	4
I got employed	5
Other (specify)	6

E2. If you had the chance to continue your education, what would you opt for?

Secondary vocational (vocational school)	1
College education	2
High level education (university)	3

E3. In what field would you like to continue your education?

Agriculture	1
Constructions	2
Economy	3
Politics	4
Legal field	5
Services	6
Social Assistance	0
Medicine	7
Pharmaceuticals	8
Transportation	9
Telecommunication	10
Processing Industry	11
Food Industry	12
Culture and Arts	13
Public Administration	14
Other (specify)	15

E4. Do you think you would have a higher salary if you had had professional education?

Stable	1
Occasional	2 → D.9
Both	3

E5. Do you think you could find a better job if you had a qualification?

Yes	1
No	2
DK/NA	99

E6. Have you worked within the last 12 months?

Yes	1
No	2 → E13 (options 3–6)

E7. Was/is the job stable or occasional?

Yes	1
No	2 → E10
	3

E8. What was/is the sphere of activity at your stable job?

Agriculture	1
Constructions	2
Economy	3
Politics	4
Legal field	5
Services	6
Social Assistance	0
Medicine	7
Pharmaceuticals	8
Transportation	9
Telecommunication	10
Processing Industry	11
Food Industry	12
Culture and Arts	13
Public Administration	14
Other (specify)	15

E9. What is your salary at the stable job? (MDL/month) _____

E10. Respondents who work / worked only in stable jobs → e.11

What was / is the sphere of activity at your occasional job?

Agriculture	1
Constructions	2
Economy	3
Politics	4
Legal field	5
Services	6
Social Assistance	0
Medicine	7
Pharmaceuticals	8
Transportation	9
Telecommunication	10
Processing Industry	11
Food Industry	12
Culture and Arts	13
Public Administration	14
Other (specify)	15

E11. Have you ever had any training at your workplace?

Yes	1
No	2 → E.13
DK/NA	99

E12. What was the training about? _____

E13. Have you ever addressed the National Employment Agency (NEA)?

Yes, I found a job through the NEA within my field of study	1
Yes, I found a job through the NEA, but not within my field of study	2
Yes, but I did not find a job, because the NEA job offer did wasn't within my field of study	3
Yes, but I did not find a job, because the NEA job offer was disadvantageous (small salaries, far from home etc.)	4
No, I have never addressed the NEA	5
I have never heard of the NEA	6

E14. Only for respondents who did not work within last 12 months*Why you did not perform any activity within last 12 months?*

There are no jobs in locality	1
Did not find a job with a decent salary	2
Did not find a job within my field of study	3
I don't want to work	4
Other (specify)	5

E15. Only for respondents who did not work within last 12 months*From what sources you have lived during this period?*

Remittances	1
Savings from migration	2
Other family members incomes (not from migration)	3
Unemployment indemnity	4
Other (specify)	5

F. Education (pupil of the 9–12)**F1. Have you decided where to continue your education?**

Yes, at secondary vocational level (vocational school)	1 → F.3
Yes, at college level	2 → F.3
Yes, at higher level (university)	3 → F.3
Yes, abroad	4 → F.3
I have not decided yet	5 → F.3
I will not continue my education	6

F2. Why won't you continue your education?

Do not consider it necessary	1
Cannot pay for the studies	2
Other reasons (specify)	3

F3. Have you thought of a profession you want to have in the future?

Yes	1
No	2 → F6
DK/NA	99

F4. What is the profession you thought of _____

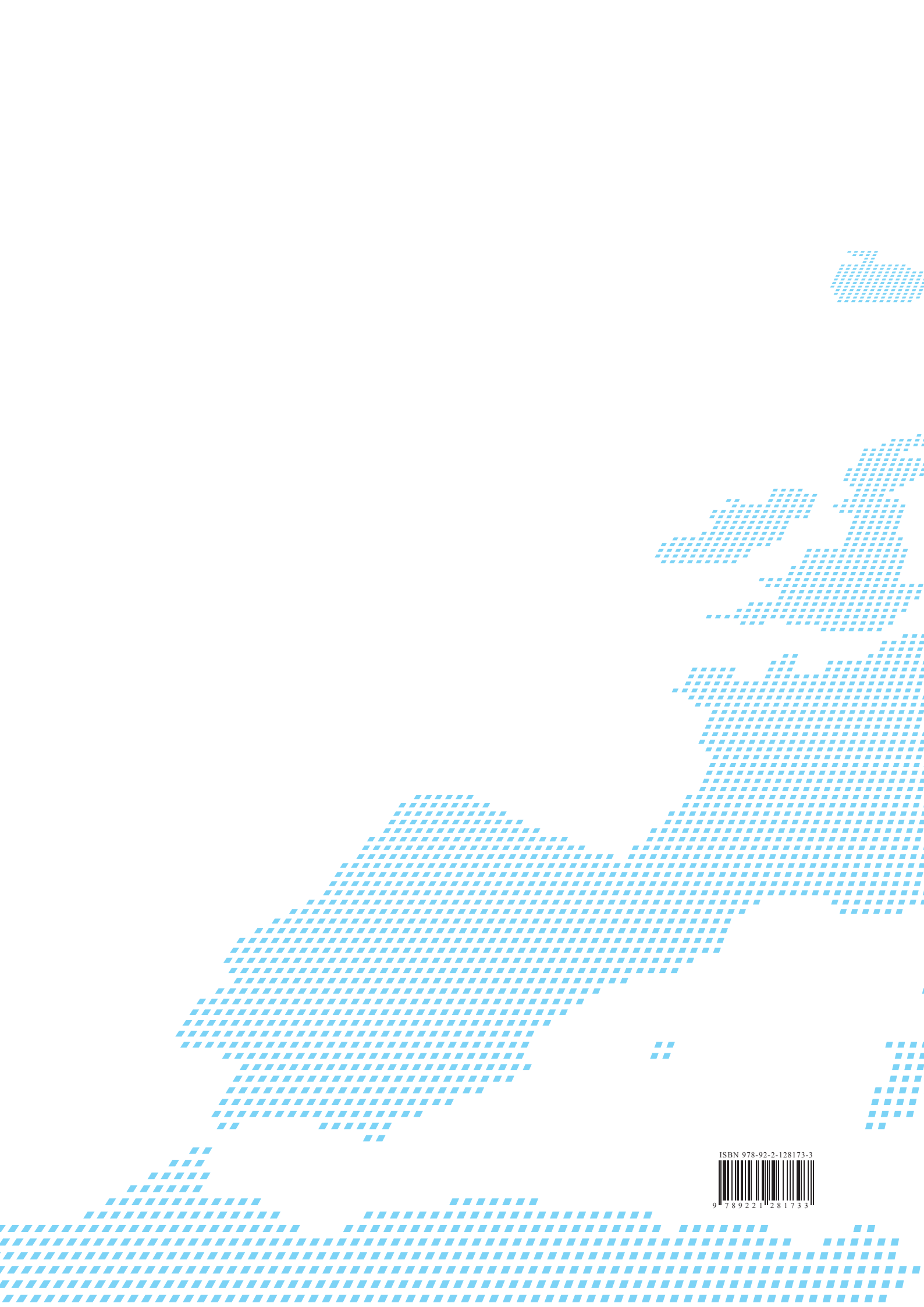
F5. What criteria led you to choose this profession?

Prestige	1
Better chances of finding a job	2
Good salaries	3
Possibility of a career	4
Flexibility (possibility to perform various activities, not strictly related to a type of activity)	5
Better chances to go abroad	6
I like it / I have skills in the field	7
I have been advised by other people	8
Parents insisted	9
Availability of financial recourses	10
Other (specify)	11

F6. Have you ever had career counseling in your general school/general secondary school?

Yes	1
No	2 → STOP
DK/NA	99 → STOP

F7. What kind of information did this service offer? _____



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