



**TORINO
PROCESS
2016-17**

**REPUBLIC OF
MOLDOVA**

Self-assessment prepared in the framework of the Torino Process 2016–17 – peer reviewed by the ETF and validated by the relevant national authorities (not copy edited by the ETF). The contents of this paper are the sole responsibility of the authors and do not necessarily reflect the views of the ETF or the EU institutions.

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1. EXECUTIVE SUMMARY

1.1 Introduction

The development of the Torino Process 2016-2017 in the Republic of Moldova (hereafter Moldova) was coordinated and conducted under the aegis of the Ministry of Education, together with the National Centre of Vocational Education Development, making use of the experience gained in their involvement in the process since 2010.

The present report was drafted on the basis of the information provided by the members of the working group established by the Ministry of Education. It includes representatives of ministries and subordinate public authorities, as follows: Ministry of Labour, Family and Social Protection, National Agency for Employment; Ministry of Economy, Organization for Small and Medium Enterprises Development; Ministry of Internal Affairs, Bureau of Migration and Asylum, Border Police; Ministry of Finance; Ministry of Territorial Development; National Bureau of Statistics; Chamber of Commerce and Industry as well as other social partners (see complete list in annex).

During the drafting process, the authors were guided by conceptual and methodological support provided by the European Training Foundation (ETF), using materials obtained during the workshop organized by the ETF in February 2016.

This country report highlights the development dynamics of the legal framework in areas related to vocational education and training (VET), to the implementation of related policies and to the progress achieved in the period since 2014, date of the accomplishment of the previous Torino Process round.

Currently, the progress registered in VET development is significant, especially in terms of recognition, showed by the central place it occupies in the political agenda. Consequently, 2015 and 2016 represent the first years when VET had more students at the admission than Higher Education.

However, the progress is not as big as it was set out in the strategic documents of the government during the years 2012 - 2014, thus standing below the expectations set out in the previous Torino Process Country Report drafted in 2014.

1.2 Main findings

The Strategy for Vocational Education and Training Development for the period 2013-2020 has been prepared following a comprehensive approach, addressing the main issues of the system in a uniform manner, based on a coherent vision.

In order to achieve the objectives stated in the Strategy, the government of the Republic of Moldova received financial and technical assistance from the EU, and the legal framework has been adapted to the new needs in order to support the socio-economic development of the country.

Some relevant examples of adaptation of the legal framework to the new socio-economic conditions are: the Education Code, which is the basis for institutionalizing reforms in the VET system; the new Classifier of Occupations, developed on the basis of international standards (ISCO 08); nomenclatures of trades/professions and specialties for education and training on VET; the National Qualifications Framework for VET etc.

The legal framework, especially the Article 4.1 of the Education Code, and various policy documents, in particular the strategy for education development "Education 2020", give high priority to education, placing it at the centre of all public policies. The aim is to develop strategic planning documents, taking into account the strategic directions and specific objectives set in education. In this context, the

strategy for education development "Education 2020", approved by Government Decision no. 944 of 14 November 2014, recognises education as "a national priority in the Republic of Moldova" and as a "basic factor in the creation and dissemination of new knowledge and cultural values in human capital development, to support the development of the national identity and consciousness, to promote European integration aspirations, taking a leading role in creating conditions for a sustainable human capital development to build a knowledge-based society".

Education policies require further reforms for developing the education system, including maintaining a focus on quality assurance to enhance the training system to make it able to support the country economic development. The policy document "Education 2020" points out "quality of life and economic competitiveness of the country depends on availability, quality, and relevance of education". It is foreseen to establish a system that supports lifelong learning (LLL) facilitating the recognition of prior learning, based on occupational standards, describing qualifications in terms of learning outcomes and including key competences. Lifelong learning includes continuing training and development of key competences, specific relevant skills and qualifications. They should be developed at the end of compulsory education and act as a basis for further learning in a perspective of lifelong learning. The technical and vocational education institutions offer education and training programs to train skilled workers, supervisors, technicians and other categories of specialists under the National Qualifications Framework, which is an instrument of nationally and internationally recognition and is prepared in accordance with the European Qualifications Framework. The National Qualifications Framework supports lifelong learning, ensuring a proper use of certifications and qualifications. It represents a way of modernizing the vocational education and training system, which requires the development of complex activities correlated to the requirements and performance of the labour market. Given the fact that the development of occupational standards is slower than expected, the process of drafting the qualifications is exposed to a risk of being compromised.

The above-mentioned policy documents follow the line defined by the Education Code (Article 6), which consists to give to education the responsibility to form children personality with spirit of initiative, capability of self-development, possessing, besides independence of opinion and action, a range of skills required by society and employment. In this context, during the reporting period, various experiences and practices have been developed to implement modular curricula for training and to promote entrepreneurship education through compulsory subjects. Moreover, in Moldova, entrepreneurship education is an option available at all levels of education, compulsory or optional.

Thus, the improved legal framework and various policy/programming documents created the ground for developing new directions, objectives and actions for the development of VET in the perspective of lifelong learning and European integration. Of course, laws and rules regulate specific ways and forms of implementation.

It is still necessary to establish a system to follow the professional development of graduates from vocational and technical education to understand the real picture of their employment situation.

However, the unfavourable country conditions in the period 2015-2016 due to political instability, frequent changes of government and delay in its establishment and composition, frauds in the banking sector have had serious repercussions on the economic situation, on social processes and on reforms already undertaken in the VET sector. In addition, foreign direct investment fell significantly, exacerbated by the worsening geopolitical context and the poor economic environment; productivity is among the lowest in the region, reflecting an incomplete transition and an economy dominated by agriculture, high informal employment, challenges in education and skills development, with a labour market offering very low salaries not stimulating entering the labour market and encouraging gray economy.

Economy continues to be influenced by a number of factors, both internal and external, such as mutual penalties between the Russian Federation and the European Union; restrictions imposed by the competent authorities of the Russian Federation on imports of wine and some agricultural products from Moldova and recession in this country; the crisis in Ukraine; the problems in the banking sector; the reduction of the volume of remittances from abroad; the summer drought of 2015 and 2016 etc.

Real gross domestic product (GDP) registered a decreasing in 2014 due to a slowdown in agricultural production and a lower economic activity of major trading partners.

Since 2014, the overall economic growth in Moldova has observed a relatively positive trend of development. Data shows that it was positive from 2014 to 2015, when the economic growth rate registered decrease. State debt (internal and external), however, increased significantly. External dependence of the national economy remains high. Trade trends show that import is higher than export, regardless all efforts to develop policies to promote private initiative and increase its contribution to GDP. As a result, production of goods and services, external trade etc. have decreased.

Rigid monetary policy of the National Bank of Moldova (NBM) has led to lower inflation and lower depreciation of the national currency, but at the same time, rising the interest rates on loans.

The level of active population continued its decreasing trend. The economic structure shows most of the population employed in agriculture and services.

Unemployment is increasing, population shrinking and aging, with further increasing of rural poverty and weak economy. The creation of new job places is very slow, which increases the mistrust of the population in the State institutions and it has encouraged migration with an impact on internal indicators. Domestic sectoral and geographical mobility is low. Most of informal employment is represented by unskilled occupations.

The situation in the social sphere is uncertain. Revenue and expenditure of the population are decreased, the same for the average monthly salaries and pensions. In real terms, wages have decreased by 1.3%.

However, reforms conceptualized during the years 2012-2014 are still going on. Despite economic difficulties, over the last few years, the Moldovan authorities have ensured a steady increase in funds allocated to education and addressed the significant decline of the population involved in education.

Considering that education pro capite expenditures increased substantially, as a result of maintaining a consistent VET network, it could no longer be supported. As a consequence, the VET system was reorganised by creating a single training system that includes all institutions specialised in training skilled workers, supervisors, technicians and other categories of specialists, according to ISCED levels III, IV and V. The implementation of the VET system reorganisation lead to a reduced number of educational institutions and the creation of Centres of Excellence. It was also created a National Agency for Quality Assurance in Vocational Education Training (ANACIP).

In Moldova, work-based learning (WBL) is present at all levels of technical and vocational education, including adult education. WBL directly responds to the main purpose of training trainees to acquire practical skills according to their qualification. All the VET system is undergoing a process of reform and WBL is considered as a priority. For this reason, WBL will be further strengthened and improved. The main features of WBL (internships) are mandatory elements of training programs leading to qualifications, which makes the mechanism of transition from school to work effective and allows familiarize young people with the world of work, supporting the transition from education to employment. WBL is a new type of dual education. Strategic policy documents, already prepared and approved, underline the necessity to implement the dual education system in the country. This

process was initiated in secondary technical vocational education in September 2014 in order to enhance quality of learning in the workplace and enhancing cooperation between VET institutions and companies. However, the companies' interest for dual education is under development and it was slightly increased in recent times, when they have understood the benefit. A fully functional dual education system would complete the picture of the activities of a WBL system.

Effectiveness and efficiency of VET for economic demand and labour market needs requires partnership between education and business. The sectoral committees are an example of this partnership. Their involvement in the development of methodologies is very important and they can make a meaningful contribution for the identification of relevant training, the development of professional qualifications and prior learning recognition methodologies. However, in Moldova the process of creating sectoral committees is going too slowly, and some economic fields are not yet considered. One of the conditions for the stagnation of this process is the lack of a legal framework to define the legal status of sectoral committees that would give them the profile to become a real active entity.

However, it is also necessary to consider the fact that a stable partnership is possible on the condition that, on one hand, there is a real economic growth, and on the other hand, this growth has an impact to knowledge, innovation and human capital development.

Outward migration of skilled labour forces continues to compromise matching of supply and demand in the country. In fact, the labour market in Moldova is affected by a substantial imbalance between supply and demand and a shortage of skilled labour forces. This problem could be, at least partially, addressed by creating a system of validation and recognition of professional skills acquired by migrants in non-formal or informal contexts and it could cover the deficit of qualified staff.

Carrying out research on training needs remains a challenge for Moldova. Actions are often taken to identify skills needs in the labour market, with the current methodologies of the National Employment Agency (ANOFM), which implements studies on the needs for continuing training and skills requirements by describing the occupations using occupational standards. In the same way, at institutional level several policy documents on employment were developed and launched, such as employment programs, strategies, action plans, etc., which had the objective of improving the labour market situation and increasing the employment rate. Although public authorities' efforts and expectations were extremely high, the labour market situation in Moldova is still in a critical stage. The strategy of linking VET training specialities with regional labour market needs is under implementation. The National Employment Agency has to develop "a barometer" of professions, to be updated on annual basis, to identify the changing labour market requirements. The plan is developed based on students' admission in VET. Despite all efforts made by the relevant institutions involved in labour market research, a mechanism for identifying labour market needs with greater precision is still to be put in place.

Currently, Moldova is undergoing the process of drafting a new employment strategy, with new economic and political objectives for the country's alignment with the European Union policies. One of its main priorities is the establishment of a functioning system of vocational orientation and career guidance at all levels of education and professional training, together with the development and implementation of an efficient system of education and training in order to further develop human capital. In addition, there is the need of readjusting structure and content of curricula at secondary level, technical and professional higher education, in accordance with the labour market requirements.

Socio-economic changes imposed certain position on gender policies. A substantial number of women who opted for running their own business in Moldova requires promoting actions to support women in business, in particular in the starting phase. In this respect, entrepreneurial competences acquired in

VET or in the training organized by the Organization for Development of Small and Medium Enterprises (OSME), can support opening individual businesses, which is a form of creating new jobs.

Since last year, small and medium enterprises attention is focusing on environmental impact, which became a priority in the economy. Developing "green economy" will allow direct engagement of enterprises in producing environmental goods in the application of modern technologies for rational and efficient use of resources, treatment of industrial and overall strengthening green entrepreneurial culture. In this context, VET should be ready to react to new labour market demands by training new professions and specialties, creating new curricular programmes.

Moldova is undergoing a significant demographic change: accelerating depopulation and aging population. It is the result of low fertility, increasing life expectancy and massive migration in the past twenty years. These are the main factors shaping the population structure. More than half of the population is rural. Moldova remains a country with the lowest degree of urbanization in Europe, close to Africa and Asia indicators.

However, in recent years there has been an increase in the number of migrants to Moldova. The growth rate of inflow migration in 2015 was increased by approx. 1.3 times compared to 2013. The number of foreigners studying in Moldova in 2015 is less compared to 2014, but a slightly increased from 2013. Young people who choose to study in Moldova are predominantly from Israel, Turkey, Ukraine, India, Romania and other countries. They are offered with a series of activities for integration: socio-cultural sessions and activities, counselling, leaflets, software etc.

Another category of young people requiring special attention are children with special educational needs, especially those with disabilities. After secondary education, they are included in the admission competition depending on the type of subjects they have studied.

Fifteen per cent of places in educational institutes are reserved to children with special needs, children without parental care, children with disabled parents, children whose parents participated in military actions to safeguard the integrity and independence of Moldova, the war in Afghanistan or the liquidation of consequences of Chernobyl etc. However, currently in Moldova there is lack of educational practices in VET for students with special needs. Similarly, there is lack of psychophysical conditions to train students with severe disabilities, to use individual methodologies and to train teachers to support their learning.

In the process of quality assurance in VET, there is emphasis on creation and implementation of quality assurance mechanisms and a more efficient use of funds. The activities implemented in this respect are related to development of occupational standards; update of the National Qualification Framework; creation / update of standards for VET and related pedagogical supports; training of human resources for the implementation of standards in VET.

Currently, in Moldova there are 33 approved occupational standards developed during the years 2013-2016, which represents only about 17% of the number planned for 2020. Similarly, in the same period were drawn 43 from 200 qualifications, constituting 21.5%.

In order to increase the level of professional competence, actions like continuing training of managerial staff are foreseen in basic legislative acts like the Labour Code and the Education Code with laws, which regulate their implementation. In the current academic year (2015-16), nearly half (45.6%) of VET teachers have been trained. The competence level of teachers is evaluated in the certification process, organized by the Ministry of Education and educational institutions in collaboration with the related unions, once every five years.

The objective aims at establishing teacher certification in accordance with professional standards, creating the motivation for professional development of teachers; increasing personal responsibility of

teachers for their own career development; motivating teachers to achieve higher performance; establishing consistency between the quality of educational services provided and their wages.

During the years 2014-2016, governance and management of VET did not acknowledge conceptual changes, apart from employment procedures for directors, deputy directors, heads of sections, which have been improved. As a consequence, the legal framework was updated. However, despite the fact that the strategy on VET development for the years 2013-2020 and the its Action Plan have foreseen the strengthening of the Republican Centre for Development of Vocational Education, this result has not been achieved, and neither other connected actions have been completed.

1.3 Recommendations for action

What highlighted in the report confirms the relevance of the priorities identified by the Ministry of Education for the period 2014-2016 and presented in the Torino Process Country Report 2014. They are related to the further development and implementation of the VET reform and restructuring the network of VET institutions in accordance with the socio-economic requirements of the Republic of Moldova; construction and strengthening of quality assurance; intensification of cooperation and partnerships for increasing the relevance of vocational education and training offer with the demand of the society.

The analysis of the current situation and its implications for the economic and social dimension, in particular for VET, allows the formulation of the following detailed priorities for the next future:

1. Implementing the National Qualification Framework by
 - a. intensifying the development of occupational standards and qualifications;
 - b. develop mechanisms for curricula reforms based on new qualifications;
 - c. developing good practice of validation and recognition of skills, acquired in non-formal and informal learning;
 - d. strengthening the functioning of and coordination between sectoral committees.
2. Improving skills anticipation by
 - a. creating a mechanism for identifying labour market needs and unemployment registration;
 - b. creating a labour market observatory;
 - c. piloting and evaluating of a methodology to track employment paths of VET graduates;
 - d. creating a system of professional orientation and career guidance.
3. Strengthening Centres of Excellence in their innovation in VET by:
 - a. Integrating programmes for levels 3, 4, 5 and continuing VET;
 - b. strengthening WBL (legislation, dual system pilot evaluation);
 - c. improving continuing professional development of teachers, trainers and school managers
 - d. developing well-functioning tripartite school boards
 - e. creating psychophysical conditions to train students with special needs, developing customized methodologies and training staff to support their learning process.

The legal framework supports the implementation of all these priorities. Their actual implementation could put the VET system in the conditions to have by 2020 attractive quality, relevant requirements for the labour market, and to be affordable, career oriented, flexible, and enabling to validate the skills obtained in non-formal and informal learning with the possibility to facilitate mobility in Europe. As a result, VET graduates will benefit from increased opportunities for professional integration in the labour market, having acquired relevant professional skills and competences.

2. RESPONSES TO ANALYTICAL FRAMEWORK QUESTIONS

A. Overview of VET and vision for VET

Vision and progress

A.1 Please provide country information and a brief update on social, political and economic developments since the preceding round of the Torino Process.

Moldova is a country in southeastern Europe, bordering Romania and Ukraine. It covers a land mass of 33,843 km². The total length is 1389 km.

Moldova is a parliamentary republic with a president as head of state and a prime minister as head of government.

Moldova is a member of the United Nations, the European Council, Partnership for Peace, WTO, OSCE and other international organizations. Moldova aspires to join the European Union and has already implemented the first 3-year Action Plan within the European Neighborhood Policy.

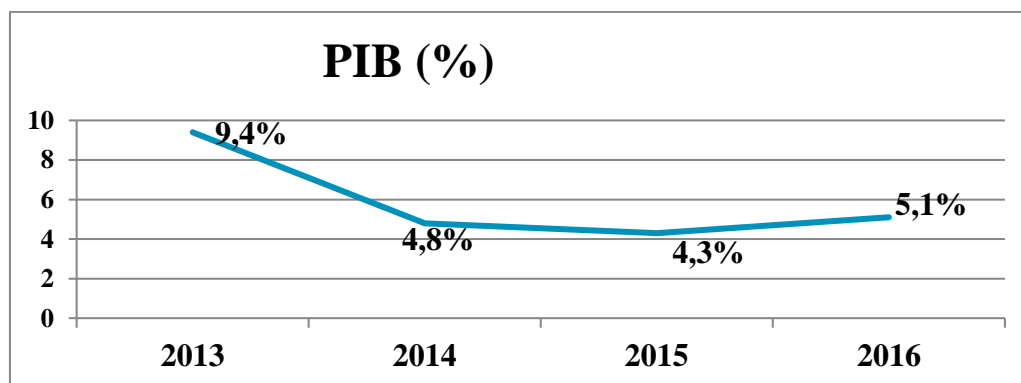
Moldova's population is 2,913,281 people (figure does not include Transnistria's population) according to preliminary results of the population census (2014). The level of urbanization of the country is 34.2% compared with 65.8% of the rural population.

The report of the "Torino Process 2014 in the Republic of Moldova" pointed out that during the years 2013-2014, Moldova's economy began to recover from recession, increasing in 2013 by 9.4%.

Real GDP growth slowed in 2014 due to a slowdown in agricultural production and lower economic activities of major trading partners. GDP growth in 2014 was from 4.8% (less than half the pace in 2013) with a further decline in 2015. According to the National Bureau of Statistics, in 2015 the GDP totaled 121.9 billion MDL, the current prices decreased in real terms compared to 2014 by 0.5%. The most significant influence on GDP decline was gross value added (GVA) created in agriculture - by 1 point (percent), public administration - by 0.2 pp, wholesale and retail - by 0.1 pp. However, GVA created in financial and insurance activities positively influenced the change in GDP by 0.9 p.p., mining, manufacturing and real estate - by 0.4 p.p.

Gross domestic product in the first quarter of 2016 totaled 27.1 billion. Lei, increasing as compared to the respective period of 2015 by 0.8% (in comparable prices).

Figure 1. DP growth for the years 2013-2016



Note: Data for 2016 are relevant for the first quarter and reported in the same period of 2015.

Productivity is among the lowest in the region, reflecting an incomplete transition and an economy dominated by agriculture, with a commitment of 25% of employment, high informal employment, education and skill challenges, and the low incomes do not serve as incentives to enter the labor market and encourage the gray economy.

In 2014, an estimated percentage of 385,500 people had an informal job for their main income, representing 32.5% of the employed population in Moldova. The number of informal employees is particularly high in agriculture (73.0%), followed by trade, hotels and restaurants and construction industries. Estimates show that 57% of the employed population did not declare their full salaries, and the undeclared wages amounted to 9.3 billion or 45% of payroll in 2010. The bulk of informal employment constitutes unskilled occupations.

Moldovans working abroad are considered inactive in internal statistics. The global employment rate of the population is low, with a steady decline over the past ten years, up to 41%, caused by high international migration. Domestic sectoral and geographical mobility is low.

Inflation went up. The annual average inflation reached 4.6% in 2013. A relatively strong nominal depreciation of Moldovan leu against the US dollar and the slow pace of economic growth in 2014 have retained the inflation rate to 5,1%¹. In December 2015 the inflation rate was 13.6% compared to December 2014, registering an increase of 8.9 p.p. compared to inflation in the same period of 2014. Inflation in Moldova in 2015 was approximately 9.7%, and the forecast for 2016 is 7.4%.

Moldovan leu is essentially depreciated. In 2015 the national currency depreciated by 25.9% against the US dollar in nominal terms. Moldovan leu depreciated against the euro by 13.1%.

Since the beginning of 2016 the national currency depreciated by 1.1% against the US dollar in nominal terms (From 19.66 lei per 1 USD at 01.01.2016 to 19.87 lei at 06.30.2016). Moldovan leu depreciated against the Euro, however, by 2.6%. The main factors that led to currency fluctuations (the depreciation) were lower exports and currency remittances, oscillations of the US dollar on international currency markets and problems in the banking sector, which affected the foreign exchange market. The stock of foreign reserve assets of the National Bank of Moldova on 31st of December 2015 reached a value of 1756.8 mln. \$, decreasing by 18.5% compared to the level at the end of 2014.

Currency depreciation resulted in an increase in consumer prices, which affected the prices of imported goods and tariffs for housing services. The annual average of the Consumer Price Index (CPI) was 9.7%.

Deposits in foreign currency increased, while those in national currency decreased. M3 money supply at the end of December 2015 amounted to about 64 billion lei and was down by 3% compared to the end of December 2014. The evolution of M3 was driven by the increased volume of deposits in foreign currency (calculated in MDL) by 8.8% and a decrease in deposits of national currency by 7.6%. The loans to the economy were over the level of the same period during last year (+ 3.2%).

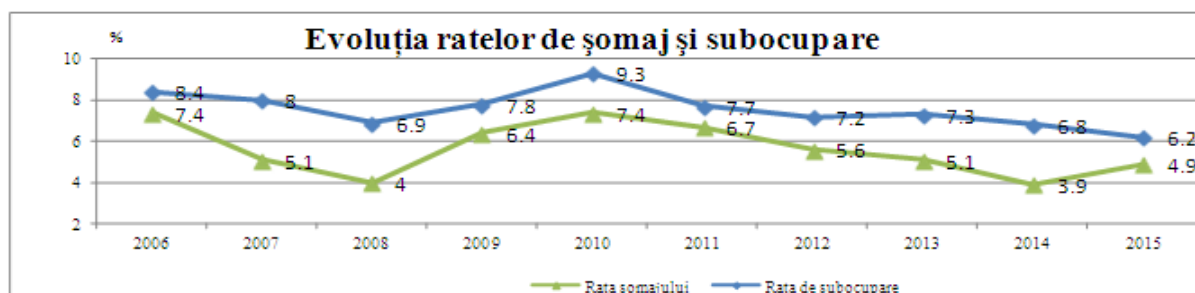
A recession expected in one of the main trading partners, combined with the crisis in the banking sector, led in 2015 to **a decline in Moldova's economy** by 0.5%. However, in 2016 the Moldovan economy is expected to grow from 0.5% to 1.5 percent.

In 2015, **the unemployment rate** (the proportion of unemployed persons in the active population) registered a rate of 4.9%, being **higher** than in 2014 (3.9%). The unemployment rate is higher in men than in women, respectively 6.2% and 3.6%.

¹ Economist Intelligence Unit

Significant discrepancies were registered between environments: urban 6.4% versus 3.5% in rural areas. Youth (15-24) unemployment rate amounted to 12.8%. In the age group 15-29-year-olds, this index was 9.7%

Figure 2.



Source: NBS.

For 2016, according to data presented in the IMF World Economic Outlook April 2016, the unemployment rate is estimated at 4.9%. Thus, the official unemployment rate is low, except for young people, constituting 7.2%.

At the labor offices in January-April 2016, there were registered 19 300 unemployed persons, by 8.8% higher than the number registered in the same period in 2015. Approximately 22% of the labor force is working abroad (data from 2013).

The state debt has increased significantly. The total amount of debt (internal and external), administered by the Government as to May 31, 2016, was about 35.6 billion Lei, increasing by 18.6% compared to the similar date of 2015. The domestic state debt increased by 21.4% and the external debt, it went up by 6.6% calculated in lei and increased by 18% due to national currency depreciation versus the main foreign currencies.

The dependence degree of the national economy on the exterior remains high. According to the preliminary Balance of payments for the first trimester of 2016, the current account deficit was 7.8% of GDP (in 201 – 10.5%), transfers to individuals (compensation for work and personal transfers) - 23.2 % (25.1%), net accumulation of commitments to foreign direct investment – 3.3% (10.7%), and the negative balance of goods and services - 31% (34.7%).

Public revenues slightly increased. In 2015 the national public budget revenues were accrued in the amount of about 43.7 billion lei, increasing by 2.9% compared to 2014 and at 97.4% for the tasks set during the reporting period. There were made expenditures of approximately 46.4 billion lei, which is growing by 4.5% and 92.9% compared to the provisions period. Thus, at the end of 2015, the budget deficit amounted to 2733.2 million Lei, higher with 786.9 million Lei, higher than what was recorded at the end of 2014.

The industrial sector recorded a slight increase. Industrial output in 2015 increased by 0.6% (in comparable prices) compared to 2014, including manufacturing production by 2.3%. It was also a decrease in the volume of water distribution, sewerage, waste management and remediation activities 25.8%, mining and quarrying production - by 9%, production and supply of electricity, gas, steam and air conditioning - 1%.

The agricultural sector has registered a sudden decrease. The evolution of the agricultural sector in 2015 was adversely affected by the summer drought. Thus, the volume of agricultural production in 2015 amounted to 26.8 billion. Lei (current prices) with a significant drop of 13.8% (in comparable

prices) compared to 2014. The decrease of agricultural production was driven by 22.6% decrease in crop production and livestock production increased by 2.2%.

Investments decreased significantly. Direct foreign investment dropped significantly in recent years, exacerbated by the worsening regional geopolitical context and the poor economic environment. In 2015 the volume of investments in long-term tangible assets totaled about 20.8 billion lei, a decrease of 8.8% (in comparable prices) compared to 2014. Of these, construction-assembly constituted about 9.9 billion lei and decreased by 16.1%.

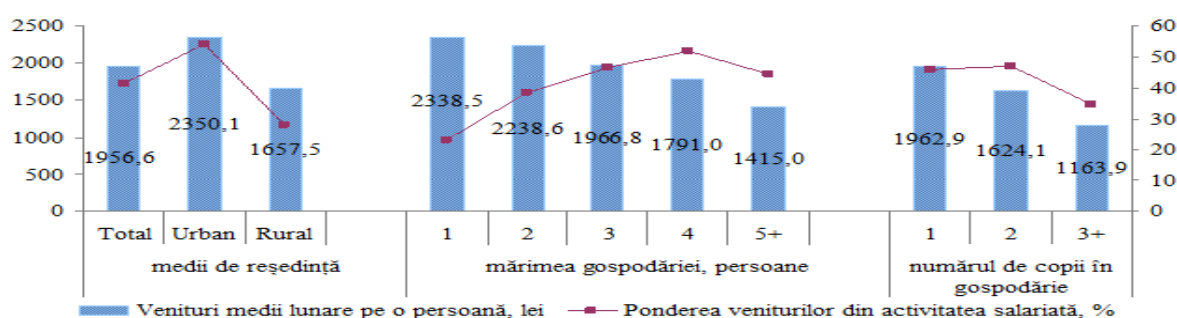
The volume of transport services was significantly decreased. Enterprises of railway, road, river and air transported about 12 million tons of cargo in 2015 or 17.3% less than the volume shipped in 2014.

The volume of retail trade decreased and the services provided to the population increased. The turnover in retail trade in 2015 was down by 6.4% (in comparable prices) compared to 2014, while the turnover in market services rendered to the population increased by 1.2%.

The population of Moldova decreased and represents 2,913,281 citizens, including 329 108 who work abroad. The level of urbanization of the country is 34.2% (995 227) compared with 65.8% (1,918,054) of the rural population. Most people live in the north (31.5%) and center (30.5%) of the country. The study presents evidence of the fact that the Moldovan population decreased by about 400 thousand people in the last ten years, from 2004 (3,382,322). The above figures do not include the population of Transnistria.

In the social area, some indicators have worsened. The nominal monthly wage of an employee in the national economy for 2015 amounted to 4610.9 lei and increased by 10.5% compared to 2014. In real terms, the wages have decreased by 0.7%. The nominal monthly wage of an employee in the national economy for March 2016 amounted to 4749.7 lei and increased by 8% compared to March 2015 (Annex 1). The subsistence minimum for 2015 amounted on average per month per person to 1734.1 lei, increased compared to 2014 by 6.6%. Monthly disposable income of the population in 2015 were in average per person 1956.6 lei, up from 2014 by 10.7% in nominal terms and in real terms - by 0.9%.

Figure 2: The average size of incomes by the main household features, 2015



Source: NBS.

The average monthly consumption expenditure of the population in 2015 were in average per person 2048.5 lei, increasing to 2014 by 12.8% in nominal terms and in real terms - by 2.8%. The average monthly pension as to April 1, 2016, was of 1164.56 lei and has increased by 7.1% compared to the same date in 2015 in nominal terms. The unemployment rate (proportion of unemployed (according to BIM) in the active population) recorded 4.9% in 2015, being 1 p.p. more than in 2014. The employment offices in 2015 were registered 50.600 unemployed persons, 20% more than the number registered in 2014.

Co-relation between the average salary and average subsistence minimum for able-bodied population varies by national economic activities. In 2015, the maximum coverage of the subsistence minimum for the able-bodied population was achieved by the employees of the information and communications sectors - 5.3 times, and the minimum by the employees from leisure and recreational sectors, whose wages cover the subsistence minimum in a ratio of 163.7% (Annex 1).

Table 1: Correlation between population incomes and subsistence minimum in 2013-2015

| | 2013 | 2014 | 2015 |
|---|---------|---------|---------|
| Population disposable incomes, monthly averages per person, lei ¹ | 1681,4 | 1767,5 | 1956,6 |
| Economy average monthly wage of an employee, lei | 3765,1 | 4172,0 | 4610,9 |
| Correlation between the disposable average monthly incomes per person and the average subsistence medium, % | 104,3 | 108,6 | 112,8 |
| Correlation between the average monthly income per economy of an employee and the average subsistence minimum for the body-abled population | 2,2 ori | 2,4 ori | 2,5 ori |

Source: NBS.

The analysis of the dynamics of accumulation of state budget revenues from 2012 demonstrates an insignificant increase from year to year, estimated by 20090.6 million Lei in 2012, 27717.7 million in 2014 and 28037.9 million lei in 2015 (Table 2). According to the report the Ministry of Finance on Budget Execution as of 30th of June 2016, in the first half of 2016 income was accrued to the state budget amounted to 12894.2 million Lei, with a decrease of 431.3 million Lei compared to the same period of the previous year.

The expenses of the state budget executed 21675.3 mil lei in 2012, 29347.9 million lei in 2014 and 30103.1 mil lei in 2015. According to the previously nominated report in the first half of 2016, it executed 15074.5 million Lei, 491.9 million Lei more than in the same period of 2015 (Table 2).

Table 2: Execution of the State Budget 2012-2015 in mil. Lei

| State Budget, mil.lei | | | | | |
|-------------------------|---------|---------|---------|---------|--------------|
| | 2012 | 2013 | 2014 | 2015 | 2016, I sem. |
| Income | 20090,6 | 22436,7 | 27717,7 | 28037,9 | 12894,2 |
| Expenses | 21675,3 | 23901,2 | 29347,9 | 30103,1 | 15074,5 |
| Budget Balance | | | | | -2180,3 |
| Deficit (-) / Excess(+) | -1584,7 | -1464,5 | -1630,2 | -2065,2 | |

Source: The Ministry of Finance

The analysis of the situation regarding the execution of the state budget shows deficit every year, including during the previous and reporting period (Table 2). It has increased significantly, mainly due to fairly stable revenue (taxes, etc.) combined with increased public spending.

The percentage of the education costs in GDP for the years 2015-2017, remained stable (6.97% - 6.96%).

From 2013 to 2015, the costs on education as a percentage of total state budget remained stable in the range 17-18% (Table 3).

Table 3: Budgetary expenditures on education as % of total state budget, 2013-2016

| The reporting period during the Torino Process | Period 2013-2014 | | Period 2015-2016 | |
|--|------------------|------|------------------|-------------|
| | 2013 | 2014 | 2015 | 2016, I sem |
| Percentage | 18 | 17,6 | 18,28 | 27,1 |

Source: The Ministry of Finance

The reference figures for the first half of 2016 talk about a substantial increase in education costs - higher than for other areas which require an interpretation of the government interest for the educational area as a national priority. TVET stays as proof. If during the years 2013-2014 TVET costs have significantly decreased from 11.35% to 6.0%, and in 2015 the situation did not change significantly from the previous year, constituting only a 0.17% difference. However, a sizeable increase in expenditures is observed for 2016: TVET percentage of the total budget for education (state budget) is 12.6% (Table 4).

Table 4: Budget expenditures for TVET as % of total state budget for education

| Years | 2013 | 2014 | 2015 | 2016 |
|------------|-------|------|------|------|
| Percentage | 11.35 | 6 | 6.17 | 12,6 |

Source: The Ministry of Education, the Ministry of Finance

Thus, the budgetary expenditure for TVET in 2016 doubled compared to 2014.

In the Medium Term Budgetary Framework (MTEF) the Moldovan government and the Ministry of Education allocated substantial sums, only for secondary TVET, from the state budget recorded in 2014-2015, approved for 2016 and forecast for 2017-2018, an increase of 39% (Table 5).

Table 5: Budget allocations for VET, 2014-2018 (mln lei)²

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2014-2018 Creștere % |
|---------------|--------|--------|--------|--------|--------|-------------------------|
| Secondary VET | 294.82 | 333.25 | 605.08 | 675.74 | 483.97 | 39% |

Source: The Ministry of Education

Note: Figures for the period 2016-2018 are much higher than 2014-2015 since most of the installments will be disbursed during this period.

² Analysis of the expenditure program for the education sector of the Ministry of Education of the Republic of Moldova

According to the synthesis budget proposals for secondary VET, 2016, funds were planned to constitute 32.6% of the total budget allocated to the Ministry of Education. Compared to 2015, the budget for 2016 increased by 15.4%.

The increased percentage in budgetary allocations is due to several factors: inflation, the annual increase in maintenance costs of infrastructure, communal services, etc.

Also, a big part of expenditures is directed towards teaching households, in particular, to finance the auxiliary technical staff, which is numerous, for the exploitation of old equipment, current emergency repair of roofs, heating systems, etc.

Overall, throughout the reporting period - During 2015 and the first 5 months of 2016, the Moldovan economy was influenced by a number of factors, such as mutual sanctions between the Russian Federation and the European Union, restrictions on the import of wine and some agricultural products from Moldova by resort authorities of the Russian Federation and the recession in the country, the crisis in Ukraine, the problems in the banking sector, the reduced volume of remittances of individuals from abroad, etc. As a result, some volumes of production of goods and services, external trade, etc., have decreased. In real terms, the costs and expenditure of the population, the average monthly salary, and average monthly pension decreased; The number of unemployed registered at employment offices has increased; unemployment is rising; Informal employment is high; the population is declining and aging; Rural poverty continues to grow, and job opportunities are few. Public distrust in state institutions has encouraged migration, which had a significant impact on internal indicators.

A.2 Please provide an overview of more significant developments in education and VET policy since the preceding round of the Torino Process. Have there been adjustments in the medium- to long-term vision for the development of the VET system since the preceding round of the Torino Process³?

One of the key legislative achievements for the development of the Moldovan educational system implicitly of VET system became the enactment of Education Code of Moldova no.152 of 17 July 2014. According to this Education Code, Moldovan educational system is structured in levels and cycles in accordance with the International Standard Classification of Education (ISCED 2011) as follows:

- Early Childhood Education, level 0, with two cycles - ante preschool and preschool education;
- Primary education, level 1, with four years of study, grade I to IV;
- Secondary education, cycle I - gymnasium education, level 2, with five years of studies, grades V - IX and cycle II - high school education, level 3, with three years of study, grades X - XII;
- Secondary VET (vocational schools), level 3, with study duration from 1 to 3 years;
- Post-secondary VET (colleges), level 4, with study duration from 2 to 5 years;
- Nonterțiar post-secondary VET (colleges), level 5, studies lasting 2-3 years;
- Higher education, cycle I - higher education Bachelor degree, level 6, studies lasting 3-4 years; Cycle II - higher education Master degree, level 7, studies lasting 1-2 years; Cycle III - higher education Doctoral degree, level 8, studies lasting 3-4 years / postdoctoral studies lasting two years.

³ For countries of the South Eastern Europe and Turkey region, this also includes the South East Europe 2020 Strategy for inclusive growth through skills development.

In Transnistria vocational education follows a different pattern. There are three levels: basic vocational education (2 vocational lyceums), postsecondary education (15 colleges) and higher education: bachelor and master's degrees (9 universities). The existing institutions are subsidiaries of open universities/academies in Russia and Ukraine. The curricula and textbooks are developed based on Russian educational system. Graduates of schools in Transnistria are eligible to apply for university in Russia after passing a unified state examination (equivalent to the baccalaureate). For higher education institutions in Moldova, students must study more than a year extra and get the bachelor's degree. Diplomas awarded by Transnistrian universities are easily recognized by the Russian Federation, while their recognition in Moldova remains a problem.

On February 1, 2013, the Government adopted the Government Decision no. 93 on approving the Strategy for VET Development for the years 2013-2020 (hereinafter - Strategy). The overall objective is to modernize and streamline VET in order to increase the competitiveness of the national economy by preparing competitive and skilled labor force, in line with current and future market requirements. The overall objective is divided into six specific objectives.

To support the implementation of VET reform, the Government of the Republic of Moldova adopted the "Roadmap"⁴ for implementing the reform - including the strategy - in 2014. The *Roadmap* identifies five main areas of intervention:

1. *Legal and institutional framework* of the VET system;
2. *The analytical and planning framework* to correlate the needs of the labor market to the educational offer;
3. Reconfiguring *the network of VET institution*;
4. Upgrading the content and *the learning and training processes* in VET;
5. Promoting the *attractiveness* of VET.

On January 15, 2014, it was launched the EU project "*Technical assistance for VET in Moldova*."

On the 15th of May 2014, the Prime Minister of the Republic of Moldova signed a Financing Agreement⁵ with the European Commission regarding the Support Programme of the sectoral policy in VET to support the implementation of the Strategy.

A.3 If the answer is yes:

A.3.a What triggered these adjustments and what is their focus?

See A.2.

A.3.b To what extent are they coordinated with priorities in other sectors, for example investment or economic development, and with non-state actors?

See A.2.

A.3.c Who is responsible for the implementation of the vision and what is the timeline for implementation?

See A.2.

⁴ Government Decision no. 892 of 6 November 2013 on the approval of the Government Roadmap of actions to develop vocational / technical education for 2013-2014

⁵ <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=356440>

A.4 Please reflect briefly on priorities and recommendations of the Economic Reform Programme for your country that could have an impact on VET⁶.

The National Development Strategy "Moldova 2020" sets priorities for long-term development of the country, focused on solving critical problems in eight areas that prevent qualitative and inclusive growth. The Strategy articulates a vision for sustainable growth by fostering investments and removing barriers that constrain critical economic activity. Among the long-term development priorities, a connection between the education system and labor market requirements is established in order to increase labor productivity and employment rate in the economy.

The correlation between labor market demand and educational supply will have a considerable impact on economic development. Modernization of training and improving the mechanisms for training the workforce will enable citizens to adapt to new conditions in the labor market. The partnership between education and labor market will lead to a generation of educational offerings to match quantitative, qualitative and structural labor demand. This in return will help to reduce the unemployment rate and the flow of people going abroad and the proportion of people at risk of poverty or social exclusion.

The Activity Program of the Government for the years 2016-2018 highlights the reforms that the Government is determined to promote during 2016-2018 and provides the integration of policies across the board. The main objective the Government has proposed is related to increasing welfare, safety, and quality of life, including economic development and creating well-paid jobs.

Among the medium-term priorities of the government with impact on VET:

1. improving the welfare of citizens by ensuring an inclusive economic growth and supporting the vulnerable groups of society;
2. ensuring access to quality education and health etc.

To ensure an economic, optimum, sustainable and inclusive growth, economic policies and government's efforts are aimed at increasing competitiveness and quality of domestic goods, export growth, including increased investment in economic infrastructure, modern and efficient agricultural development, creating an attractive environment and motivating investments. The government also has plans to build a society based on the European social model, and the key tasks are investments in human resource development, ensuring equal opportunities, fair redistribution and income to disadvantaged groups and to guarantee the protection of citizens against any kind of discrimination. The investments in education, science, technology and electronic services are the foundation of a society and an economy based on knowledge and innovation. Turning the educational system into a relevant one for the personal and professional development of the citizens is imperative.

The program of the Government presents for each domain reforms that will be undertaken during the period 2016-2018. They are:

- Developing programs to support youth entrepreneurship and women in rural areas and adapt companies to the principles of the "green economy";
- Supporting productive sectors of the economy by creating and developing business infrastructure tools, namely: industrial parks, clusters, free economic zones, scientific-technological parks, business incubators and innovation;

⁶ This question is limited to the enlargement countries only.

- Increasing the volume of public investment and optimize the allocation of public finance for the development of necessary infrastructure business, taking into account the principle of balanced development of regions of the country;
- Attracting foreign investment in competitive sectors of the economy, those with added value and major projects in infrastructure and industry, including co-financing investment projects.
- Increasing job opportunities for young people and supporting their integration into the labor market;
- Implementing training programs and developing entrepreneurial skills for different categories of people in connection with the labor market needs;
- Developing competitive financing instruments for innovation-oriented companies with products, processes, marketing and management;
- Reinforcing links between innovative companies, educational institutions, and research institutions;
- Reforming education, scientific research, consulting and rural extension and creating an integrated information system in agriculture, to ensure a close interconnection with the sector's needs;
- Approving and implementing a national program for improving the quality of human resources in education, including rethinking the education;
- Strengthening the capacity and functionality of quality assurance in education;
- Modernizing the curriculum to ensure the relevance of education and full socio-professional integration;
- Modernizing the infrastructure of educational institutions oriented towards innovation, relevance, efficiency and equitable access to education studies;
- Modernization of technical and vocational education to ensure the relevance of education, employability of graduates and integration of the vocational and technical educational institutions into the European education and training by promoting the principles of the Copenhagen process, etc.

Each of the Government's priorities are described in terms of measures and actions for achieving the objective proposed by a specified deadline, set in the Action Plan for implementation of the Programme of the Government.

Similarly, a number of Government priorities with impact on technical and vocational education are outlined in sectoral policy documents, such as:

- Moldova's innovative strategy for the period 2013-2020 "Innovations for competitiveness";
- Roadmap for improving the competitiveness of Moldova;
- Strategy for development of small and medium enterprises sector for 2012-2020;
- National Strategy for attracting investment and promoting exports for 2016-2020 etc.

Legislation

A.5 Have there been adjustments in the legislative framework for VET? If yes, please describe them and explain what made them necessary.

According to Education Code of the Republic of Moldova no.152 of July 17, 2014, the VET system frames the secondary vocational education and training, post-secondary vocational education and training and nontertiary post-secondary vocational education, levels III, IV and V of the education system.

Secondary technical vocational education is organized in vocational schools, level 3, with differentiated duration of studies: 3 years - for training in related occupations, based on secondary (gymnasium) education; 2 years - for training in an occupation, based on secondary (gymnasium) education and 1-2 years - training in an occupation, depending on the complexity of the job, based on high school education, secondary general studies / for dual education on the basis of secondary (gymnasium) education. Secondary vocational education and training can take place in correctional institutions or prisons, by organizing vocational schools or training programs, assigned to secondary VET institutions operating in their range.

Post-secondary VET is organized in colleges, level 4, studies lasting is differentiated: 2 years - for graduates of lyceums (high schools) and for general secondary school graduates for resident instruction; 2-3 years - for graduates of VET, based on the certificate of qualification in initial occupation related specialties; 3 years - for graduates of high schools with high school certificates for general secondary school graduates to nonresidence instruction and at specialty integrated programs, based on secondary (gymnasium) education; 4 years - for integrated programs based on secondary (gymnasium) education; 5 years - for integrated programs in medicine and pharmacy profiles, based on secondary (gymnasium) education;

Nonterțiar post-secondary VET is organized as post-secondary VET in colleges, but is of 5th level, with a study duration of 2-3 years, the admission at which is made based on the Bacalaureate Diploma.

All institutions of the VET system offer the following training programs:

- a) skilled workers, foremen, technicians and other categories of specialists, and the levels;
- b) retraining workers and specialists in various fields of vocational training;
- c) strengthening the professional skills of workers in accordance with economy and labor market requirements.

These vocational training programs are expected to be developed and implemented fully in line with levels 3, 4 and 5 of the 8 of the National Qualifications Framework of the Republic of Moldova: level 3 of qualification is ensured through secondary vocational education, level 4 qualification - through postsecondary vocational studies, level 5 qualification - nontertiary postsecondary vocational studies.

In the period between 2014-2015, there were carried out series of actions aiming to develop the legal framework and corresponding to VET on two levels - secondary and post-secondary:

By the Order of the Ministry of Education no. 550 of 10 June 2015 Official Monitor of the Republic of Moldova, 2015, no. 206-210, art. 1362 was approved on the Regulation Framework for the organization and functioning of post-secondary and non-tertiary post-secondary VET institutions and by the Order of the Ministry of Education no. 840 of 21 August 2015 Official Monitor of the Republic of Moldova, 2015, no. 275-280, art. 1918 was approved on the Regulation Framework, for the

organization and functioning of secondary VET institutions. technical vocational educational institutions.

In order to establish the regulatory framework for the organization and functioning of the Centre of Excellence by the order of the Ministry of Education no. 1158 of December 4, 2015, Official Monitor of the Republic of Moldova, 2016, no. 13-19 art. 53 was approved on the Regulation Framework for the organization and functioning of the Centre of Excellence.

According to art. 71 (4) of the Education Code of the Republic of Moldova no.152 of 17 July 2014, the managers of VET institutions are selected through public competition for a period of five years, so by the Order of the Ministry of Education no. 550 of 10 June 2015, Official Monitor of the Republic of Moldova, 2015, no. 206-210, art. 1362 was approved by the Regulation of the organization and conduct of the contest for the position of management in VET institutions.

According to the Order of the Minister of Finance nr.208 of December 24, 2015, on Budget Classification, the annex 8 "Classification of programs B.Activities" has been complemented with a new activity "Activity of centers of excellence" where reflected are the expenditures of those institutions, separated from other VET institutions.

The Education Code and the Education Development Strategy 2020 provide a solid basis for new policies in education, including VET and provide system reforms from a European perspective, building inter alia on the reference "key skills for lifelong learning ." The principles expressed in the strategic vision comply with the AA, that the main problem is the implementation of the reforms set out in these documents.

B. Effectiveness and efficiency in addressing economic and labour market demand

Overview of economic and labour market factors that shape demand for skills

B.1 What economic and demographic factors have influenced, influence, or are expected to influence the national economy and its demand for skills?

Employment is a primary task of any economic policy, which ensures macroeconomic and socio-political stability. Increasing the employment of labor is a cross-sectoral policy, which is positioned at the center of national strategic planning by all ministries concerned.

Migration continues to be a major problem because of the loss of skilled labor force. Citizens once gone abroad, most often undertake any better paying job, regressing in skills. The migration processes analysis highlights the disqualification of labor because of their employment, usually in unskilled work, even if they have a good training.

Labour Force Survey data show that in 2013 of the total number of migrants, there were approximately 11.0% of university graduates. However, only 1-2% of them work in fields requiring appropriate qualification level of education. Once back in the country, migrants tend towards a higher qualification. Thus, on the one hand, it is an advantage for personal and career growth, and on the other - an opportunity for economic development in Moldova, if it will be taken into account when hiring, experience, qualifications and potential opportunities for continuous professional training of the returnee.

Investing in human capital is influenced by several factors, such as: the general state of the economy, the length, and stability of the revenue stream, income differences, direct and indirect costs, rent of ability, the return of investment in human capital, its marginal revenue, etc. Thus, in Moldova, investment in human capital is directly proportional to the economic development of the country.

In this context, the country's economic development and, therefore, investment in human capital, have a direct impact on training in TVET.

B.2 What is the labour market situation in the country and what are the main challenges⁷ in this respect? Have there been any particular developments since the preceding round of the Torino Process that merit mentioning?

Realizing the importance of employment for the country's development prospects at the institutional level, consistent efforts have been made to improve the situation on the labor market subject to constant changes. Thus there were developed and launched several policy documents on employment: employment programs, strategies, action plans, etc. which had the objective of improving the situation on the labor market and increasing the employment rate. Regardless of the efforts, the labor market situation in Moldova remains critical.

According to the National Bureau of Statistics, the activity rate of the population of 15 years old and over (*percentage of the 15-year-aged active population and over in the total population of the same age*) was 42.4%, an increase of 1.2 p.p. compared to 2014 (41.2%). This indicator reached the highest value among men - 45.1%, compared to women - 39.9%. Activity rates on average registered the following values: 44.9% in urban and 40.4% rural areas. In the age group 15-29, this index was 30.9%, while in the age category of 15-64 years (working age in the European Union according to

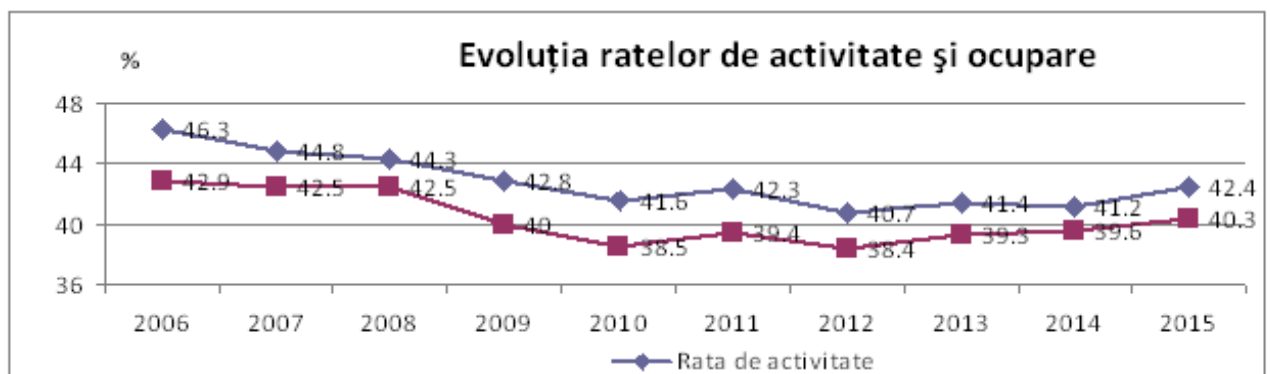
⁷ Examples include informal employment, precarious work and labour market segmentation, unemployment, youth unemployment, underemployment and inactivity.

Eurostat methodology) - 46.9%. The activity rate of the working age population according to national legislation (16-56 years for women and 16-61 for men) was 49.7%.

The employed population constituted 1.2036 million persons, increasing by 18.7 thousand compared to 2014 (+ 1.6%). As with the economically active population, there were not registered disparities by gender (50.2% women and 49.8% men). The same situation was registered in the distribution by residence (53.9% rural and 46.1% urban areas).

The employment rate of 15-year-old population and over (*employed people aged 15 and over compared to the total population of the same age*) was 40.3%, registering a slight increase compared to 2014 (+0.7 pp). The employment rate for men (42.3%) was higher compared to women (38.4%). In the distribution on residence, this index was 42.0% in urban and 38.9% rural areas. The employment rate of working age population (16- 56/61 years) was 47.0%, of the population aged between 15-64 years - 44.5%, and in the age group ranging between 15-29 years registered a rate of 27.9%.

Figure 4: Activity and employment rates evolution



Source: NBS.

Regarding the unemployment rate, at the country level, it registered a rate of 4.9%, which is lower compared to 2013 (5.1%). The unemployment rate fell compared with the previous reporting period but this is not due to the implementation of solid economic and social policies, but to the fact that the labor force has been reduced, thereby reducing the number of unemployed or the unemployment rate.

At the territorial agencies for employment (NEA) during the year 2014, there were registered 42, 100 unemployed persons, by 1.3 thousand less compared to 2013.

Of the total number of registered unemployed persons over the year, 41% were persons with primary and secondary school education, 18% of persons with high schools and secondary general school education, 23% people with secondary vocational education (actual, secondary vocational and technical), 10% people with specialized secondary education (actual, postsecondary/postsecondary non-tertiary vocational and technical) and 8% of people with higher education. Of the total number of registered unemployed, 62% resided in the rural areas.

During 2014, 16, 400 people were placed in employment, which constitutes 38% of the registered unemployed persons.

In 2015 the number of registered unemployed increased, being 50.6 thousand people or by 20% more than in 2014. Over the past years, there has been maintained low quality of labor, unskilled persons registered at territorial agencies representing a share of about 61% of the total number of registered unemployed

During the reported period, it was attested an increase by 2.5% in the number of unemployed placed in workplaces compared to 2014, representing 16,8 thousand people and the share of unemployed persons placed in employment in the total number of registered unemployed was equal to 33%.

A positive factor is the creation of 11 Centres of Excellence. The main objective being to improve partnerships between employers and training, providing examples of best practices, including authentic self-assessment.

Low salaries and poor working conditions are also a challenge, making it difficult to recruit or retain qualified personnel.

Labor market policy translates into around 30 EU directives relating to labor relations.

B.3 How do you assess the nature and degree of mismatch in the country between skills demand and supply?

Negative developments in the labor market have affected the quality of human potential which, most often, does not match the current needs of the labor market and the training of professional personnel of various levels, as well as of people looking for a place work is not done quite effectively. Therefore, both the employed and the unemployed population becomes uncompetitive and hardly adaptable to changing requirements of the labor market.

Realizing the importance of the issue, public authorities seek to overcome it by implementing various measures, such as: development of occupational standards for 30 occupations (trades) in secondary VET; Curriculum development for 10 trades; introduction of dual system in VET; Promoting public-private partnership for VET development; developing the lifelong learning concept, developing from 2009 Labor market forecast and Trades Barometer.

The labor market in the Republic of Moldova, as an emerging market, is still unable to report to the system of training on the required labor supply.

In order to increase the connection between labor supply and demand, there have been developed and modernized application programs for the effective and timely use of information on the labor market. They developed the official website of the NEA, the portal "The labor market in the Republic of Moldova", the department information system "Labor migration" and the electronic document circulation system between the National Agency subdivisions. Implemented connections with other state structures (CNAS, CNAM, CIS), created Automated Information System "Evidence of labor migration (SIA EMFM) being one of the information components that ensure registration of migrant workers in Moldova, etc. They implemented a set of application programs "Jobless," and also ensured the development and management of the central data bank for effective management of jobs and people looking for a job. They ensured the operation of the website www.anofm.md, of the portal www.angajat.md and the platform for conducting electronic job fairs www.e-angajare.md.

In order to increase the degree of correlation between education and vocational training and to reduce the gap between supply and real sector needs, the following actions were identified and implemented:

- Systematic evaluation of the Occupational Classifier of the Republic of Moldova, given the advanced world experience and labor market demand perspective;
- Improving the Nomenclature of professional training fields for the preparation of personnel in higher education (cycle I and cycle II - Master degree), taking into account the requirements of the Bologna process and labor market demand perspective;

- Elaboration of the Nomenclature of specialties for the formation of personnel within the secondary specialized educational institutions, taking into account the requirements of the Bologna process and labor market demand perspective;
- Improve the Nomenclature of professions for training people in secondary VET, according to labor market demand perspective.

In addition to the above actions, in order to increase the employment rate, there were also identified long-term actions, which addressed:

- Promotion of a national labor market analysis and forecasting, which would underpin the implementation of reforms in education; To create, at an adequate level, professional training programs for higher education institutions, secondary specialized and secondary professional in conjunction with labor market requirements.
- Stimulation of implementation of training programs for the unemployed and continuing training programs within enterprises by developing social partnerships.

In the context of European integration which is the major objective of current development of the Republic of Moldova, the issue of human capital development is seen as one of the most important and pressing issues of the Moldovan society, appearing as a distinct objective in the strategy "Moldova 2020".

According to statistics from 2014, a quarter of the economically active people have higher education - 24.3%. Almost the same is the percentage of people with secondary technical and vocational education (23.5%) and with secondary - only 19.3%. Different is the situation of the inactive population of working age. Most of them have secondary education - 29, 7%, lyceum - 22.7% and secondary vocational - 17.3%, which can not provide attractive employment tenure with career prospects and a high level of wages, which is not motivated to be present on the labor market (Table 1). In 2015 the percentage of economically active persons with higher education was almost equal to that of 2014 and constituted 24.4%, specialties - 14.1%; secondary technical and vocational education - 22.3%, and secondary - 19.7% and inactive population of working age in gymnasium - 29.1%, high school - 23.2 %, primary or no primary school - 7.5%, remaining practically at the same level as in 2014 (Table 6).

Table 6: Population of 15 years old and over by their participation in the economic activity according to education level in 2014-2015%, thousands of people

| Education level | Economically active population | | | Employed population | | | Unemployed BIM | | | Inactive population | | |
|---------------------------------------|--------------------------------|--------|-------|---------------------|--------|-------|----------------|------|-------|---------------------|--------|-------|
| | 2014 | 2015 | % | 2014 | 2015 | % | 2014 | 2015 | % | 2014 | 2015 | % |
| Total | 1232,4 | 1265,6 | 102,7 | 1184,9 | 1203,6 | 101,6 | 47,5 | 62,1 | 130,7 | 1756,1 | 1721,7 | 98,0 |
| Superior | 300,4 | 308,9 | 102,8 | 288,7 | 294,0 | 101,8 | 11,7 | 14,9 | 127,4 | 198,8 | 207,1 | 104,2 |
| Secondary specialty | 170,3 | 177,9 | 104,5 | 163,8 | 170,6 | 104,2 | 6,5 | 7,3 | 112,3 | 194,1 | 195,1 | 100,5 |
| Secondary professional | 289,2 | 281,6 | 97,4 | 279,3 | 268,1 | 96,0 | 9,9 | 13,5 | 136,4 | 304,9 | 290,6 | 95,3 |
| High school, general secondary school | 237,7 | 249,3 | 104,9 | 227,4 | 239,1 | 105,1 | 10,3 | 10,2 | 99,0 | 399,5 | 399,6 | 100,0 |
| Gymnasium | 226,5 | 240,5 | 106,2 | 217,5 | 224,8 | 103,4 | 9 | 15,8 | 175,6 | 521,2 | 500,8 | 96,1 |
| Primary or without primary school | 8,3 | 7,3 | 88,0 | 8,2 | 7,0 | 85,4 | | | | 137,6 | 128,6 | 93,5 |

Source: National Bureau of Statistics. Labour Force Survey.

Demotivation of the population to raise their level of education is determined not only by labor market conditions. The secondary vocational education system has failed to adapt to labor market direct beneficiaries' requirements. In this regard, the offer of specialization is decreasing, and quality of educational services remains at a low level. Consequently, the labor market was focused on absorbing specialists with higher education.

The main issue to be solved still remains the need of correlating the educational offer with the existent situation in the labor market by relaunching the system of vocational guidance in schools, colleges, and higher education institutions, etc. For this, analysis and forecasts of the labor market are essential, based on which can be identified as the real professional training needs. Involving social actors and civil society is essential in achieving this goal.

On the labor market, there is a certain degree of imbalance between supply and demand. The imbalance is caused by:

- Low productivity does not meet the employers' requirements,
- low wages do not satisfy the employees,

- Inadequate level of education / study areas of future workers. Based on discussions conducted with different employers, one can deduce that there is a degree of mismatch between the knowledge and skills acquired in the educational process and the needs of businesses.

To achieve results you need a solid partnership between stakeholders in education, those from business and employers' representatives - so that it can be certain that the information on the labor market is taken into consideration when developing education and training programs.

Correlation of specialists training in vocational education with territorial needs of the labor market by specializing the institutions in the required fields is under implementation. National Employment Agency has drafted the forecast of the labor market and professions for 2015. The forecast provides information about the structure of employment according to activities, the creation of new jobs, labor force shortages, employers cooperation with territorial employment agencies working in professional training programs. Admission plan in 2015 was allocated according to the principle of specialization, so some specialties and trades were excluded from admission plan of technical and vocational education institutions that included specialties and included were some trades according to the specialization areas of the institution.

Solutions for identifying demand for skills

B.4 What solutions are in place in your country to ensure that the skills demand is reliably identified? For example, is there an adequate system of collecting and using labour market information⁸? Among the solutions listed, are there any that rely on, or directly concern, VET and, if yes, how?

Currently, the Republic of Moldova has launched the process of drafting a new strategy for employment of labor force, accompanied by new political and economic objectives of the country, of European Union integration. Among the main issues identified as priorities for the next possible strategy will be the need for ensuring the establishment and functioning of the system of vocational guidance at all levels of education (school, college, university) and continuing professional training, development and implementation of an efficient system of education and training in order to develop and maintain the existing human capital. Readjusting the structure and content of gymnasium education, secondary, professional and higher education programs in accordance with the requirements of companies and the labor market.

Since 2009 the National Employment Agency (NAE), has been annually issuing the Labor market forecast and the Barometer of professions/trades.

Labour Market Forecast provides data on the possibilities of correlation and structuring of labor supply and demand in the short term - 12 months. To forecast labor market in 2014, 3270 companies were subjected to questioning. Representativeness of surveyed economic agents constitutes 20.3% of the number of economic agents with more than five employees. The forecast for 2014 highlighted the gap between rural and urban areas regarding working population segment and vacancies: the working population is in rural areas, and job vacancies are recorded, mostly in urban areas.

For the skilled specialists, the Barometer of professions for 2014 showed high chances of employment for doctors, nurses, managers in marketing and sales services, developers, insurance agents and agents of commerce, public administration specialists, etc. At the same time, the Barometer noted

⁸ MTD 3. Identification, for example through employers' surveys; analyses of administrative data from public employment services (PES); vacancy monitors; analysis of vacancy adverts in the media if PES data is of limited reach and value; tracer studies; foresight; forecasting; sector studies; qualitative research. Collection and use of labour market information means gathering of data on skills needs and their use to guide adjustments in skills provision through education and training.

limited employment opportunities for the following specialties: lawyer, economist, agronomist, accountant of average qualification, livestock specialist, a veterinary doctor, mechanical engineer, engineer-technologist, psychologist, etc.

Average employment opportunities had secondary vocational education teachers, police inspectors, engineers in civil engineering, design engineers, educators, social workers, social workers, etc.

Average employment opportunities were available for VET teachers, police officers, civil engineers, educators, social assistants, social agents, etc.

For working professions, the chances of high employment in 2014 had the seamstresses, tailors, sewers, chefs, confectioners, bartenders, waiters, sellers, cashiers, installers, production operators, while electromechanics, tractor drivers, orchardists, grape growers, weavers, hair stylists, barbers, manicurists - had fewer opportunities for employment. Average employment opportunities enjoyed computers operators, leather goods manufacturers, plaque tilers, masons, bricklayers, plasterers, painters, woodworkers, carpenters, concreters and blacksmith-concreters, tinsmiths, electro-gas welders, locksmiths, drivers, etc.

For the Labor market Forecast for 2015, 2914 companies were surveyed. Representativeness of the surveyed economic agents represents 53% of economic agents with staff numbers higher than 5-20 employees.

The survey provided general information about the main trends in the labor force market - the structure of employment by activity, job creation and labor force shortages, cooperation of employers with the agencies for employment in vocational training programs, and source of informing the graduate of gymnasiums on how to choose a profession and become a marketing tool of the labor market.

The Forecast results are used for activity planning for NEA territorial structures, including financial planning, informing graduates of gymnasiums and lyceums (high schools) about professions / trades / specialties of prior demand on the market, identifying the number of people to be directed at vocational training courses for the unemployed and prior occupations required in the labor market.

The Barometer of professions showed that in 2015 high employment opportunities enjoyed doctors, nurses, managers in marketing sales and services, programmers, and others. They also required sewers, tailors, seamstresses, cook confectioners, bartenders- waiters, cashiers, sellers, etc.

A balance was recorded for administrators, teachers in secondary and special education, accountants, pharmacists, etc. Balance among workers was to locksmiths for the repair of electrical equipment, electricians, locksmith-plumber for sanitary technic, car mechanic, etc.

Text integral content of the Labour Market Forecast 2014, 2015 can be found on the website of the NEA: <http://anofm.md/page/prognozesau> <http://angajat.md/node/82>.

Currently, in the Republic of Moldova, there are very few mechanisms to elucidate the professional skills at profession level, only in case of companies using KPI. In connection with the information systems in employment, it is used in interviews or trial period in the employment of a new candidate

Solutions for matching skills supply with demand

B.5 What solutions are in place to ensure that the skills and competences available, in particular those supplied by the IVET and CVET systems, are matched to those required by the economy and the labour market⁹?

The provision of skill-based vocational education and training in linkage with labor market requirements continues to be one of priority actions. Thus, in achieving this objective, the following actions were achieved:

The Nomenclature of professions (trades) for educating and training in secondary VET institutions and the Nomenclature of specialties for training of personnel in secondary specialty educational institutions were updated in accordance with the economic needs of the country by including new trades and specialties, upgrading the existing ones and their correlation with European standards (Eurostat) approved by Moldovan Government decision no. 425 of 3 July 2015 *on the approval of Nomenclature of areas of vocational training and trades/professions* and by the approval of the Moldovan Government Decision no. 853 of 14 December 2015 *on the approval of the Nomenclature of vocational training domains, specialties and qualifications for post-secondary and nontertiary post-secondary vocational education*.

In accordance with the art. 123 par. (10) of the Education Code of the Republic of Moldova no. 152 of 17 July 2014, *the certification of knowledge and skills acquired in non-formal education and informal contexts can be made by structures so entitled, under a regulation approved by the Ministry of Education*. In this way, a Regulation Draft has been developed *on the certification of knowledge and skills acquired in non-formal education and informal contexts*, including piloting it in two trades which already have a modular curriculum and an approved occupational standard. The experiments took place on July 23, 2015, at the Centre for excellence in service and food processing at the job/craft Confectioner and on August 6, 2015, in the Professional School Nr. 9 in Chisinau at the job/craft Electrician for repairing and maintenance of electrical equipment.

During the years 2014-2016, about 120 new education plan were developed for secondary technical vocational training programs and 142 new education plans to post-secondary technical training programs; a new curricula was developed, and the existing ones have been upgraded, as well as teachers and managers have been instructed in the process of continuing training. Since 2014, the dual education has been introduced in secondary vocational education.

In the Chamber of Commerce and Industry, regular vocational and entrepreneurial training courses are being organized in the Republic of Moldova or in the European Union countries at the request of companies, and they are organized training courses on relevant topics.

The organization and development of the initial training process for employees recruited from an external source in the system of the Ministry of Internal Affairs, through training courses in ministerial educational institutions and through the organization of external courses. At the same time, the mechanism of continuing vocational education and training for the employees of the Ministry of Internal Affairs has been implemented, which are organized by developing of an administrative act which establishes the thematic plan and the duration of the professional training, which are organized in the workplace during the training hours.

⁹ MTD 3. Matching, for example through job placement and referral systems; career counselling and guidance systems; work-based learning; tracer studies for VET graduates; school-to-work transition surveys of young people; active labour market programmes based on identified demand; job search assistance programmes; partnerships between schools and enterprises.

All these actions are part of mechanisms aimed to correlate education supply with the labor market demand.

With the support of the European Training Foundation (ETF) in cooperation with the European Commission, through the EU project Skills Matching, Moldova will receive support in the creation of an **Observatory of the labor market**, which aims to collect disparate information from different sources, applying tools according to international practice, with subsequent processing and analysis of information and getting it into a usable format for public sector structures.

This information will serve the basis for policy-making in education and the labor market in order to minimize the gap between skills acquired in the education system and labor market needs.

So, observers of the labor market can be defined as an interinstitutional office that coordinates the collection, exchange, and processing of information about labor market trends.

Labor market observer's mission - providing the necessary information to improve the functioning of the labor market by reducing the mismatch between demand and supply of labor and promoting decent work.

Between the 14th to 15th of March 2016, the ETF organized a workshop "Towards a labor market and skills observatory" in which they discussed the results of the analysis of benchmarks and recommendations regarding the creation of a Market Observatory Labor adapted to the needs of the country. In collaboration with the Ministry of Education, MLSPF, NEA, NBS and the National Institute of Economic Research.

MLSPF is currently in the process of identifying a future host institution for the Observatory.

However, MLSPF will receive a **\$300,000 grant** from the World Bank Trust Fund in order to strengthen statistical capacity based on data related skills.

From the Grant Account research of the labor market on the skills of the workforce that was conducted, reviewed (filled) for operators were used by the NEA to develop current projection of the labor market in order to align the EUROSTAT standards, which will allow gathering of information on the demand for skills in the labor market. A method of collecting data on the cognitive, socio-emotional and technical labor will be developed and implemented. A study on barriers to employment, especially geographical mobility, will be prepared. Also, since the new RM is a research, training will be provided to persons involved in data collection and analysis, particularly NBS representatives, MLSPF and NEA will be trained.

Grant is expected to begin implementing in September 2016.

B.6 What are the challenges for labour market data generation and its use for the planning of education and training? Please try to prioritise the factors that represent an impediment¹⁰. For example, is information available on difficult-to-fill vacancies and, if so, is it being used in the development of qualifications and for skill delivery planning processes?

One of the obvious problems is the need to develop long-term prospective studies on the labor market needs to better match labor supply and demand.

¹⁰ For example, time lag, lack of systematic planning of surveys, weak role of intermediaries and partnerships, poor readability of information.

However, NEA bimonthly publishes on its website www.anofm.md the bulletin LABOUR MARKET: VACANCIES, where vacancies are published, and territorially registered at Employment Agency which is a source of reference in planning the annual school admission.

Public authorities place on their websites, information on the existent vacancies, being published at the same time the appropriate ads on the organization and development of employment contest, thus, being respected the principle of transparency.

For the correlation of planning of vocational training with labor market requirements, it is necessary to develop long-term forecasts on labor market needs. The lack of comprehensive studies on economic areas, including those of national importance where there is a lack of qualified personnel, the level of remuneration, current and future employers requests, are some of the problems affecting the smooth planning of the education and labor force training.

Access to work through better transition

B.7 What are the factors that facilitate and those that impede access to employment for graduates from IVET and CVET, and how exactly do they influence access?

VET institutions give priority to measures aimed at ensuring the reliability and safety of the young graduate. During the years of studies, the educational institution establishes partnerships with economic agents, providing motivated graduates with real chances of hiring according to their qualification.

The factors that facilitate the employment of VET institutions graduates are:

- vocational guidance and career guidance of pupils;
- qualifications required in the labor market;
- professional skills matching the employer needs;
- placing the educational institution in the region of the outlet;
- utilization of modern equipment and software in the training process;
- knowledge of legislation;
- adequate number of practical classes;
- the performance of the work-based learning process at work in the educational process;
- student participation in extracurricular activities: Olympiads, contests, creative exhibitions, fairs, forums of vacancies, volunteering, etc.;
- decent wages and adequate working conditions;
- „social package" ensuring;
- accommodation ensuring;
- collaboration with the Territorial Employment Agency;
- distribution of graduates for employment in the labor market, particularly in the fields of medicine, pedagogy, public order protection and soldiering, etc.;
- allowance offering to the young specialist in the fields of medicine and pedagogy, placed in villages and districts during the first three years of activity;
- labor market increased request of specialists in the fields of medicine, pedagogy, services, IT, light industry; construction;
- the collaboration of the educational institution with regional and national enterprises;

- public-private partnership ensuring;
- involvement of economic agents in the final evaluation process for obtaining professional qualification;
- dual learning promotion;
- providing recommendation letters from the educational institution to graduates;
- providing entrepreneurial training course;

Factors that impede the access to employment for VET graduates:

- lack of experience of graduates required by economic agents contrary to the Labor Code;
- legal framework unworkable in some cases;
- reduced lack of interest of employers for specialists of average qualification, requiring only licensed engineers contrary to conditions of this position appropriate to the level of average skill training;
- the discrepancy between supply and demand;
- insufficient professional orientation in educational institutions;
- lack of an attractive salary (higher wage demands from graduates versus the wage offered by the economic agents);
- migration of graduates abroad;
- person's disability is an impediment to employment;
- lack of opportunities to provide young specialists with accommodation;
- insufficient quality workplaces.

Unemployment among young people remains a phenomenon characteristic to market economies and combating its effects depends on providing qualitative services in the labor market.

During 2014, the territorial employment agencies registered 14205 young people (16-29 years old) with the status of unemployed, which constitutes about 34% of the total registered unemployed. As a result of the rendered services, there were placed in employment 6261 unemployed (44%) aged 16-29 years.

During 2015 there were 16336 unemployed young people (16-29 years old), which constituted about 32% of the total registered unemployed. In 2015 the number of registered young people increased by 2131 persons, as compared to 2014. There were 6055 young people within the age of 16-29 years placed in employment, which constitutes 37% of all young people registered as unemployed.

Given that about 64% of the registered unemployed have a minimum level of education (primary, gymnasium, high school and secondary general) and do not have a job/profession, a great importance for the labor market integration of young people have the vocational training services for the unemployed.

However, one of the problems of employment and unemployed youth is the lack of skills/occupation/profession and work experience. On the other hand, young people do not accept the wages and working conditions offered by employers at the beginning of their professional careers, considering them as inferior, unattractive jobs with low wages. Young people in rural areas face greater obstacles in finding a job, while the urban area offers access to more employment opportunities. Young people in cities and municipalities manage in a greater proportion to find a permanent job than those in villages. Some young people do not know the techniques and methods of

searching a job. Professional orientation of young people is insufficient in gymnasiums and lyceums, so they do not know the situation on the labor market or which are the professions that are required.

The performance of quality internships is difficult to achieve, given that fewer economic units are motivated to get actively involved in the training process, including insufficient modern technological equipment and machinery, financial sources of the institution for the purchase of consumption materials which are applied and necessary for the training of students, which is why many of them remain deprived of educational invaluable contribution of an organized specialty internship.

In the current socio-economic context, employers are looking more than ever for very good financial results at as lower costs, this being facilitated by the existence of a diverse labor force. Companies' budgets are carefully controlled, and the training of human resources passed into the background somewhat, most employers opting rather for candidates who are already working with a number of professional skills than for their professional training.

B.8 Does VET play a role in facilitating transition to work from unemployment and inactivity and, if yes, how?

Continuing vocational education and training is significant to employment after breaks of inactivity or job exchange, because in these activities the emphasis is mainly on labor market or employers requirements, and necessary staff members are being prepared in the applicative-practical context according to the requirements of the required fields.

In this scope, VET institutions organize various outreach and counseling activities for graduates, workers, and unemployed people, seeking for retraining or continuing education as follows:

- the conception of continuing professional training courses;
- various communications through leaflets, advertising;
- social networks;
- participation in specialized exhibitions;
- participation in job fairs;
- recognition and certification of professional skills by offering the opportunity of obtaining an additional craft/profession within the institution;
- organization of the *Doors Open Day* event;
- information on vocational training courses through media, spreading leaflets, social networking, institution's web page, etc.;
- collaboration with NEA;
- information distribution about the institution by the students in their hometowns.

NEA organizes training, retraining and professional training courses for the unemployed registered at the Employment Agency, in order to increase their completeness regarding their vocational integration. The training courses attract, as a priority, people from vulnerable social groups: graduates of boarding schools, orphans, children without parental care and children under guardianship, children from families with many children, children from single parent families and victims of domestic violence, victims of trafficking, persons with disabilities, people released from prison or social rehabilitation institutions. These vocational training programs provide, as required by law, qualification, requalification, and refreshing of unemployed and are performed by taking into account, on the one hand, the labor market demand, and on the other hand, the requests of persons looking for a job.

During 2014, 2884 people graduated vocational training courses, the number increasing by 12% compared to 2013. The share of people employed as a result of training is 86%, of which young people aged between 16-29 years - 85%. The largest share of students enrolled in vocational training courses is held by unemployed with gymnasium education - 1369 persons (51.7%), with secondary general education, high school education - 471 persons (17.8%), with secondary vocational education - 323 persons (12.2%). Unemployed high education graduates and graduates of specialized studies that followed a training course represent respectively 10.6% and 7.2%.

B.9 What career guidance provision is in place for VET students and graduates, for workers, and for unemployed individuals who, for whatever reason, wish to reskill with the help of VET¹¹?

In VET institutions, professional orientation or guidance is held in master classes, civic education, interdisciplinary, and various extracurricular activities, internships, attending job fairs, visits to enterprises and regional centers for career counseling and guidance, achieving economic roundtables with representatives and local authorities, etc. In VET institutions, at the moment there are four career counseling centers.

Territorial Employment agencies provide free information, counseling and guidance to graduates of educational institutions, unemployed persons and persons looking for a job. The main activities of informing and counseling the population are individual and group consultations, Labor Club training, training seminars in techniques and methods of searching for a job.

During 2014 there were held 348 meetings of the Labor Club with the participation of about 4000 unemployed persons. The number of participants at Labor Club meetings during 2015 was about 4700 unemployed. 9600 people were trained in techniques and methods of searching for a job.

During 2015, 96 300 people were given information and counseling services, of which 46% were women, 33% - persons aged between 16-29 years, 1.6% - disabled persons.

From individual informative consultations, it benefited about 86 700 people, and from group consultations, about 7000 people.

Of the total number of beneficiaries of guidance and counseling services, 65, 400 people were with unemployed status. Of these, 49 % were women, 30% - young people aged between 16-29 years old.

As a result of the measures taken, they were placed in employment 22% of the 65 400 beneficiaries.

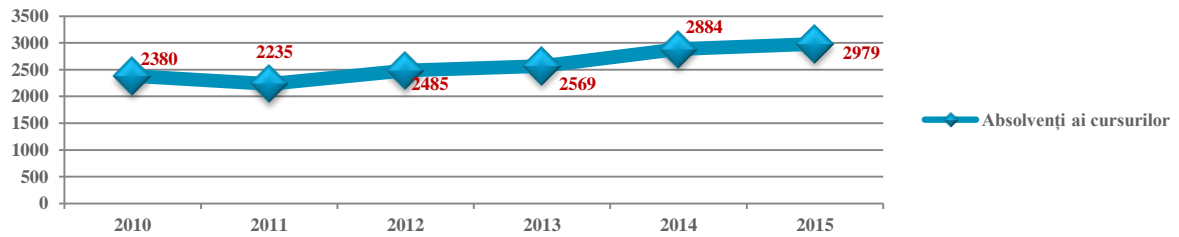
For the purpose of rendering counseling services to persons seeking for a job and registered at territorial agencies, in 2015, 16 education institutions were contracted: 8 institutions from Chisinau, 5 institutions in Balti and 3 institutions Cahul. In the territorial aspect, for centralized training there were available - 26 professions for the Centre and for North and South zones - 35 and 12 professions accordingly.

According to data provided by NEA, during 2015, 2979 unemployed graduate vocational training courses, which is by 95 persons or 3.3% more than in the previous year (Figure 5). Of the total number of trained unemployed 2281 unemployed (about 77%) were employed. The share of unemployed women who have completed a vocational training course is about 69% (2 061 pers.) And those residing in rural areas - 58%. Mostly, those who have completed a free course were young people aged between 16 -29 years - about 70% of unemployed graduates.

¹¹ MTD 3. Career guidance could comprise career information provision, assessment and self-assessment tools, counselling interviews, career education programmes, taster programmes (to sample options before choosing them), work-search programmes and transition services, all of these prior to and during participation in VET (ETF, 2009).

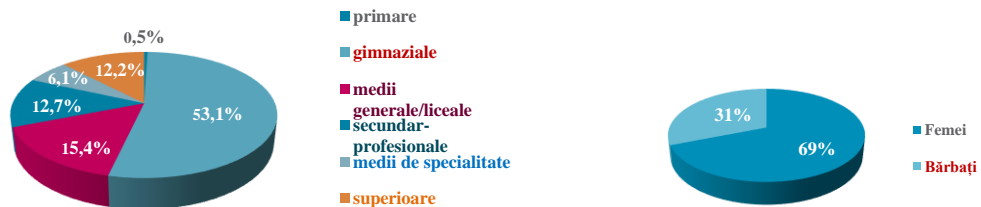
The percentage and the share of graduates of the total number of registered unemployed persons have also increased during the years 2011-2015 and constitute 3.3% -5.8%, respectively. About 2,8 unemployed persons benefited from scholarships, the scholarship size being 417.2 lei.

Figure 5: VET Graduates Statistics (2010-2015), people



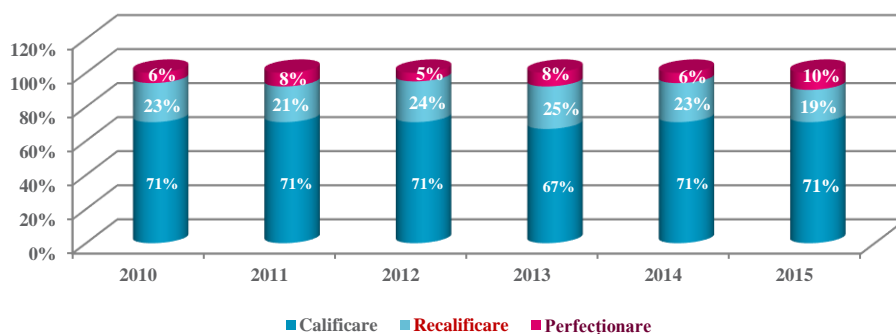
The largest share of students enrolled in vocational training courses is held by unemployed (Fig. 6) with secondary (gymnasium) education - 1702 persons (53.1%), followed by those with general secondary education / high school - 495 people (15, 4%), etc. Taking by sex, the number of women constituted 69% of the total number of graduates. Young people aged between 16 and 29 years- 70%.

Figure 6: Unemployed enrolled at courses by sex and level of education, %



A training course was followed mainly by those who does not have any profession/occupation. This is because the majority of registered unemployed are unskilled (about 71% of the total number of registered unemployed persons without qualification (Figure 7.)

Figure 7: Dynamics of unemployed, graduates of vocational training courses by the form of education, %



The most demanded professions for training remain - chef, followed by the barber, computer operator, accountant, manicurist, barman, tailor, electrician, etc.

Access to work through business creation and self-employment

B.10 Do the VET authorities track self-employment and business creation by those who have followed VET courses¹² and, if yes, are lessons learnt that are used to guide improvements?

By the Order of the Minister of Education no. 1187 of 10 December 2015 there was approved methodology for tracking the professional development of graduates of VET, a methodology that is in the process of piloting the period 2016-2017 in 20 VET institutions. The methodology aims at determining the employability of graduates in the labor market, and the rate of transition to the next level of education. The main objectives are - analysis of generated data of graduates; a review of the graduation of the institution and the degree of satisfaction; finding preferential rate for accession to other levels of education; employability consideration; determining the compliance of skills acquired in VET institution with the requirements of the job; assessing opportunities for career growth for VET graduates. Another objective is also analyzing the data on the number of graduates who started their own business.

Pursuant to Education Code no. 152 of July 17, 2014, art. 11 *education mainly ends with the formation of an upright character and developing a system of skills that include knowledge, skills, attitudes and values that allow the active participation of the individual in the social and economic life*, pursuing at the same time the formation of key skills, which include some **entrepreneurial skills** common to the entire educational system of the country, including VET. Entrepreneurship education as a compulsory subject is found in all training programs and educational plans both in vocational schools and colleges.

The duration of the Basics of Entrepreneurship course in VET institutions is of 120 hours (96 hours theory/practice and 24 hours consultations) and post-secondary VET institutions -(120 hours, including 90 hours of direct contact). All students of those institutions received *Specifications for students* and the teachers benefited from the teaching material: *Tips for designing lessons and Methodological Guide for teachers*.

For unemployed who have post-secondary/higher vocational education, the NEA organizes training courses in management (basics of entrepreneurship). During 2014, 16 unemployed have graduated such classes, and in 2015 - 68 unemployed.

B.11 Is entrepreneurship as a key competence included in VET schools' curriculum in integrated learning outcomes format?

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¹² For example, through tracer studies.

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B.12 To the extent that career guidance is available, does it promote entrepreneurial career choice and self-employment of VET graduates?

In VET, within the project *Reconceptualization of Vocational and Career Guidance* (REVOC), there was undertaken a study on the current situation in the field of career guidance/designing. The legal framework on career guidance/designing and suggestions for its improvement have been revised.

A methodological concept of career guiding/designing has been developed in the discipline of Civic Education, module IV and its correlation with class meetings. Also developed was the methodological draft on career guidance/designing within vocational schools. Extracurricular services of career guidance/designing have been identified within the Employment Agencies. In 2015, four pilot VET institutions were selected.

The need for career guidance/designing was promoted on TV and radio broadcasts.

Exercise firms operate in 18 VET system institutions (14 colleges, 4 vocational schools) which also have an important role in entrepreneurship training.

The development of the system of counseling and career planning throughout life is ensured by establishing a network of institutions specializing in the provision of services of career guidance and planning throughout life. In VET, within the *Reconceptualization of Vocational and Career Guidance* (REVOC) project, a study has been undertaken on the current situation in career guiding/design, and the legal framework also being revised on career guiding/designing. In higher education, in 2015, according to the Methodological guide for the creation and functioning of University Centre for Career Counseling, they operated Career Guidance Centers within USM, UTM, UPS I.Creanga, US Balti, ASEM, US Tiraspol USEFS. The Centers for career guidance and counseling cooperate with representatives of the labor market for the purpose of distributing students to internships and after graduate employment.

The Employment Agency, through its territorial structures, organizes training courses for people looking for a job in various specialties that allow the unemployed to involve into self-employment. During 2015, VET courses at the following specialties have been graduated: accountant - 251 unemployed, 70% were persons aged 16-29 years. Of the total number (250 people) 214 people (85%) have been employed.

In June 2015, in order to harmonize the legislative and regulatory framework in the field of small and medium enterprises at European recommendations and alignment in this context to the principles SBA for Europe, the Action Plan for the years 2015-2017 of the "SME Development Strategy for 2012-2020" was supplemented with a new priority direction "Developing women entrepreneurship in the Republic of Moldova", which includes a series of concrete actions to promote and encourage women to launch businesses. The introduction of new priorities in the Action Plan was dictated by the need to

pay greater attention to women's involvement in entrepreneurship, given the large number of migrant women who would like to work or develop their own business in Moldova. Currently, The Program for supporting female entrepreneurship in the Republic of Moldova is being developed.

In order to enhance the competitiveness of SMEs, harmonization of the legal framework in the field of small and medium enterprises at European recommendations and principles of the SBA, the Action Plan for 2015-2017 of the "SME Development Strategy for 2012-2020" will be complemented with a new important direction "Green Economy Development for Small and Medium Enterprises," which is currently pending for approval. The achievement of specific objectives set for this priority direction will allow attracting the attention of SMEs on the environmental activity and to involve them directly in the development of green economy - the production of environmental goods, the application of modern technologies for rational and efficient use of resources, waste processing production and overall strengthening of entrepreneurial green culture.

The development of the human capital by promoting entrepreneurial skills and culture is one of the priority directions of the development strategy of the SME Development Strategy for 2012-2020 and the Action Plan for the implementation of this Strategy. In this context, the following achievements took place during 2015:

The human capital enjoys a permanent support from the Government of Moldova. "National Strategy for SME Sector Development 2012-2020" provides for the development of the systematic policies to promote key entrepreneurial skills and enterprises training. They are supported by the Government's action program and budget allocations. Overall policy context has been continuously strengthened by agreements between specialized agencies and by the distribution of responsibilities between the Ministry of Education, Ministry of Economy, Ministry of Labour, Social Protection and Family, as well as between local authorities, private and non-governmental organizations specialized units. This policy of national institutional partnership, which brings together the main stakeholders around the common objective of constituting an entrepreneurial training plan is an excellent achievement for Moldova. Also, "Education Strategy 2020" focuses on both lifelong learning and key competencies, which are priorities for education reform and development of key entrepreneurial skills.

In Moldova, the entrepreneurship training is an option at all levels of school education (either as a compulsory curricular element or optional) and in informal training. All VET institutions have adopted implementing measures to develop entrepreneurial skills and promote entrepreneurship as a potential career, in accordance with the requirements of documents that reflect state policies.

In the period of reference, with the support of the project "Innovative Entrepreneurship for Sustainable Employment" implemented by the Ministry of Economy, UNDP (United Nations Development Programme) and the company SYSLAB International (Norway) ensured the development, adaptation and implementation of new technologies and methods of career development, job search and entrepreneurship promotion. So 382 people were assisted, of which 77% were employed, and 7% (27) had planned their own business. Also in 2015, there was created and piloted Seed-Money Fund, and 18 people - Centres beneficiaries - addressed to this fund, 5 of which have received financial support for business start 2-Comrat, 2-Rezina, 1- Chisinau.

During 2015, within the Grants Program for 2015, the Ministry of Youth and Sports supported the implementation of 8 projects, which aimed to develop entrepreneurial skills and knowledge among youth:

1. Summer School "Developing the skills of young entrepreneurs by applying business models," organized by the National Association of Young Managers (ANTiM), with 29 young participants, the aim of which being to promote social business among youth.

2. Within the "Diamond Challenge Moldova" project, 200 young people received information on financial education and entrepreneurship.
3. Within the "Youth Work for a prosperous Moldova" project, implemented by NGO "Association for Identification of Grants in Eastern Europe", in partnership with the Ministry of Youth and Sport of the Republic of Moldova and the Council of Ialoveni district, there were 100 young people who participated in an information training on the methodology of recording an LLC and efficient management of resources and risks in an enterprise.
4. IT Career promotion campaign among young people, carried out between July and December 2015 in which 310 000 young people were informed about the prospects and job opportunities in the information technology and communications.
5. Through the "Empowerment for Employment" project, implemented by the Association for Children and Youth "Făclia" the following have been made:
 - a network of career advisors has been creating, consisting of 22 facilitators;
 - 8 training sessions were organized, from which benefited 162 young people;
 - informative and awareness rising leaflets have been developed and published, with the topics "Key Steps for Employment," "Key Competences for the Labor Market," in an edition of 5,000 copies.
6. The contest "Business Ideas," held in September - December 2015 and implemented by the Academy of Economic Studies of Moldova, within which 14 applications have been submitted.
7. In the period August- October 2015, an Evaluation Study was undertaken on Training Needs of Young People to launch and develop a start-up, during which 500 young people were interviewed 500 young people and 500 brochures with the study results have been published. Within this project there was also organized solution identification events, such as „Starting a venture with no money,” „State, let the business grow,” „Women do business,” at which 85 young people participated;
8. The National Forum of Young Entrepreneurs, held in December 2015 and the event was attended by over 140 young entrepreneurs.

During 2015, ODIMM continued implementing state programs on entrepreneurial knowledge and skills development. However, because of the difficult financial situation, these programs were made in 2015 only for seven months, and in 2016 the start was smooth in May. This situation makes it difficult to objectively compare the results of the implementation of national programs to support businesses and provide only statistical information of findings. However, during the reporting period, implementation of national programs have contributed to the following results.

The Programme PARE 1+1

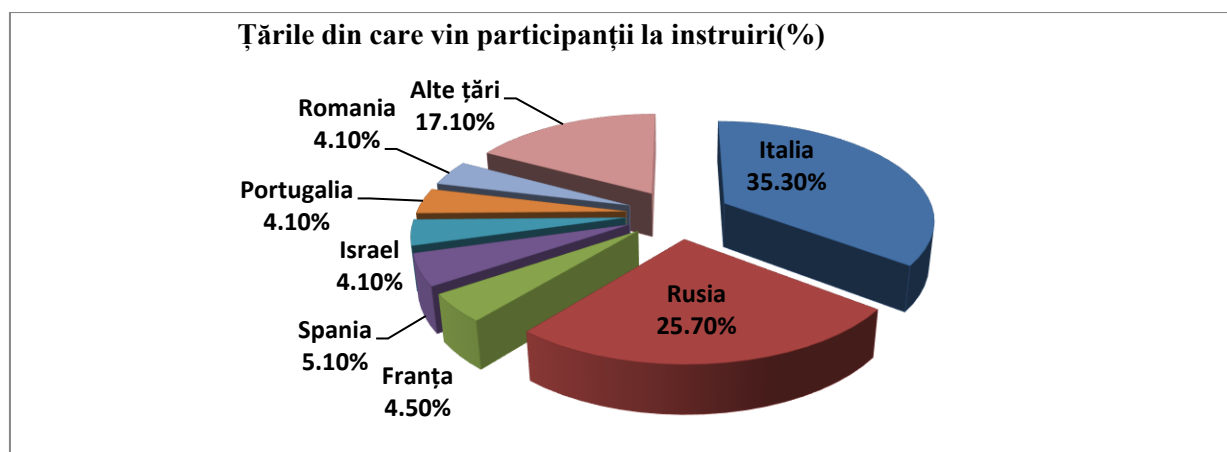
During 2015 (7 months), eight courses have been undertaken, in which entrepreneurial skills have been developed for 198 people. Until September 2016, five training courses were organized for 137 people. The analysis of participants in the training courses reflect the following:

Table 7: Participants in training courses in the years 2015-2016, people

| | 2015 | 2016 |
|-----------------------------------|------------|----------|
| Total trained, including: | 198 | 137 |
| Women | 69(35%) | 47 (35%) |
| Migrant workers | 94 (47.5%) | 58 (43%) |
| The average age of trained people | 38 ani | 39 ani |

The participants' geographical area is very varied, the demands of migrants coming from about 23 countries.

Figure 8: Countries, from which programs participants come most:

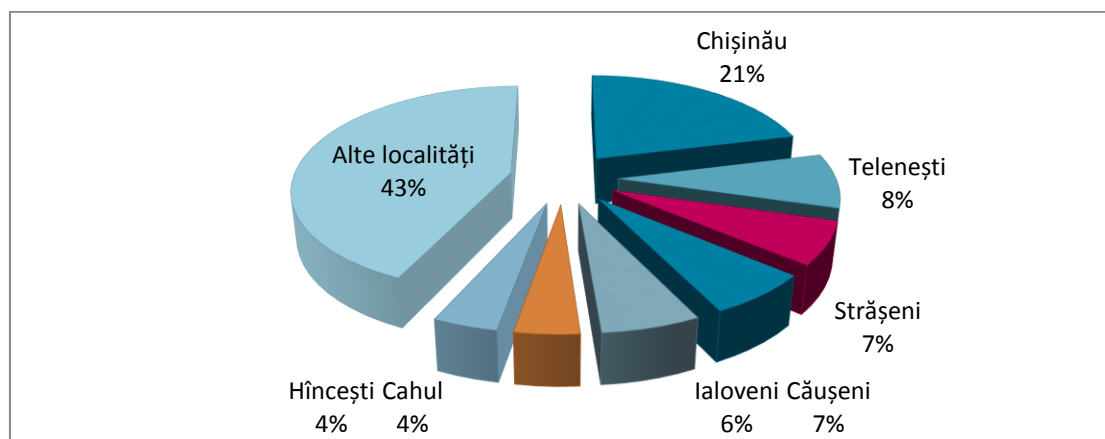


Source: ODIMM

We note that the most active are migrants who worked in Italy and Russia, followed by Spain, France, Israel, Portugal, and Romania.

At the same time, first-degree relatives from about 38 localities of the country also participated in the training.

Figure 9: 1st degree relatives participating in training after localities in Moldova

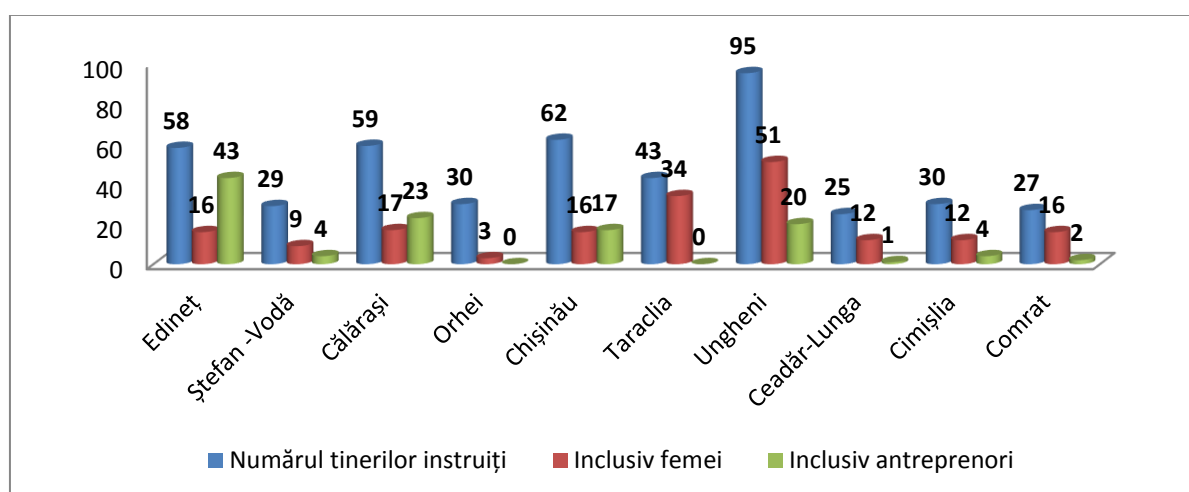


Source: ODIMM

The Program PNAET

During 2015, 16 training courses were conducted on PNAET program, attended by 458 young people, including 186 women (40.6%) and 114 young entrepreneurs. (24.9%). It should be mentioned that the program was developed for seven months only, the basic reason was lack of funding. In 2015, PNAET courses were organized into ten districts as follows: Edinet, Ștefan Voda, Călărași, Orhei, Taraclia, Ungheni, Ceadăr-Lunga, Comrat Cimișlia.

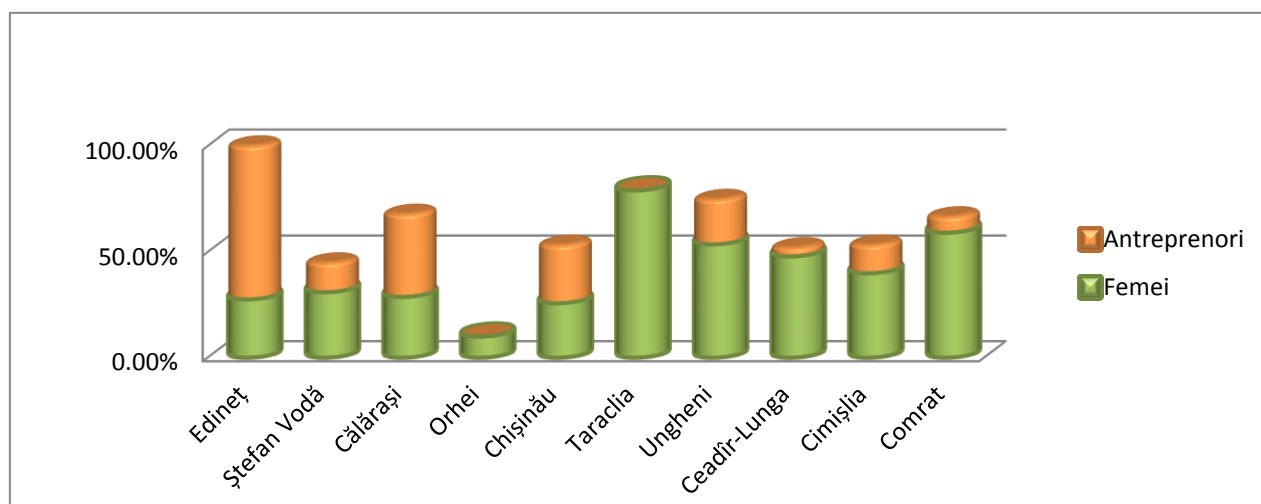
Figure 10: Youth Distribution by Districts for 2015



Source: ODIMM

The Analysis of the structure of participants in training indicates an overall higher level of participation of women, most being held by Taraclia with 79.1%, followed by Comrat - 59.2%, Ungheni - 53.7% and Ceadăr-Lunga - 48%. As to the participation of young entrepreneurs, here the situation indicates a more active participation from the North, South East, and Centre.

Figure 11: Structure of young training participants in 2015



As to the most training groups, the share of women's participation is quite high, which indicates a growing interest from them to start a business. In particular, women were very active in the Southern districts of the country as Taraclia (79.1%), Comrat (59.2%), Ungheni (53.7%) and Ceadir-Lunga (48%). Greater interest in training data in 2015 showed young entrepreneurs in Edinet, Calarasi, and Chisinau, which constituted a significant share of total trained youth.

During May to July 2016, three groups for training 79 young people were made, including 52% women. The training was conducted in Sângerei, Ungheni, and Ștefan Vodă.

Women's entrepreneurship training. In December 2013, at the initiative of ODIMM and with the support of development partners, the National Women Platform from Moldova (PNFM) was constituted, which aims to strengthen the participatory spirit of women and increase the visibility of female entrepreneurship in Moldova. For 2015, within PNFM were organized training seminars for women in various fields of personal development, mainly in rural areas. Thus, over 400 women have benefited from various training programs.

2016 continued the work on developing the entrepreneurial skills of women all over the country, organizing various events such as trainings, workshops, forums, conferences, fairs and exhibitions. Over six events were organized for women from different regions of the country. In the first half of 2016, more than 250 women, including entrepreneurs were involved in these processes of skills development.

These activities for developing the entrepreneurial skills of women had a positive impact not only in terms of business management, but it also facilitated their involvement in the socio-economic life of communities. Also, it contributed to the increase of women's confidence in their own forces and created a powerful motivator to launch businesses.

Entrepreneurial skills

In order to promote entrepreneurial culture, ODIMM in partnership with other donors has organized a series of roundtables and workshops such as:

- on February 17, 2015, the workshop "Entrepreneurial Education," organized by the Ministry of Economy, Ministry of Education and the European Training Foundation, Chisinau;

- on February 18, 2015, the workshop "Women's Entrepreneurship," organized by the Ministry of Economy and the European Training Foundation, Chisinau;
- on February 19, 2015, the workshop "Entrepreneurial Skills," organized by the Ministry of Economy, ODIMM and the European Training Foundation;
- on October 23, the roundtable "Women's entrepreneurship: performance and prospects," organized by the International Centre for the Advancement of Women in business in partnership with the Ministry of Economy of Moldova and ODIMM;
- on November 25, the Forum of Women Innovators and entrepreneurs, organized by the Association of Women Innovators of the Republic of Moldova (AFIRM), ODIMM, Global Entrepreneurship Network (GEN Moldova), *Professional and Business Women's Association of Moldova* (AFPAM) and Association of Women Entrepreneurs from Moldova (AFAM).

Also through training programs, some contributions were made to the development of entrepreneurs in the following competencies:

- Analysis and synthesis of information from various areas
- Analytical and evaluation skills of the firm's position
- Decision-making skills
- CSkills of communication and interaction with employees and partners.

ODIMM priorities for the next period on the development of entrepreneurial skills will be focused on:

- Leadership and teamwork;
- Promoting the products on external markets;
- Communication and negotiation with foreign partners;
- Financial forecasts;
- Online marketing.

C. Effectiveness and efficiency in addressing demographic, social and inclusion demand

The Republic of Moldova is undergoing a significant demographic change in accelerated depopulation and aging. It is the result of low fertility, increase of life expectancy and massive migration in the past twenty years. In particular, these factors shape the herd and population structure.

According to the National Bureau of Statistics, the number of the stable population of the Republic of Moldova on the 1st of January, 2016, was 3553.1 thousand people, a figure which is decreasing compared to the same period of 2015 with 2103 people. From the total population, 685 500 people or every fifth person was up to 18 years.

More than half of the population is represented by the rural inhabitants - 2042.0 thousand people, or 57.5%. In urban areas, live 1.5111 million people or 42.5%. Moldova remains a state with the lowest degree of urbanization in Europe, almost as Africa and Asia, 40% and 48% respectively. In the European ranking, among the most urbanized countries are highlights: Belgium - 98%, Iceland - 94%, Luxembourg and the Netherlands - 90%.

Population distribution by sex is as follows: 51.9% (1844.0 thousand) - women and 48.1% (1709.1 thousand people) – men.

Population structure by age is characterized by the percentage of people under or over the working age. Under the working age - 17.1%, in the working age - 65.1%, over the working age - 17.8%.

Table7: Evolution of the main demographic indicators in 2012–2015

| Name of indicators | 2012 | 2013 | 2014 | 2015 | 2014 as in % compared to 2013 | 2015as in % compared to 2014 |
|--|--------|--------|--------|--------|-------------------------------|------------------------------|
| Population at the end of the year, thousands | 3559,5 | 3557,6 | 3555,2 | 3553,1 | 99,9 | 99,9 |
| Live births, persons | 39435 | 37871 | 38616 | 38610 | 102,0 | 100,0 |
| Deceased, persons | 39560 | 38060 | 39494 | 39906 | 103,8 | 101,0 |
| of which infants | 387 | 359 | 372 | 375 | 103,6 | 100,8 |
| natural decrease | 125 | 189 | 878 | 1296 | 4,6 times | 1,5 times |
| Total fertility rate | 1,28 | 1,24 | 1,26 | 1,30 | 101,6 | 103,2 |
| Number of marriages | 24262 | 24449 | 25624 | 24709 | 104,8 | 96,4 |
| Number of divorces | 10637 | 10775 | 11130 | 11199 | 103,3 | 100,6 |

Source: NBS

The Demographic Research Center in partnership with the Ministry of Labour, Social and Family Protection and the United Nations Fund for Populations/UNFPA launched the first Demographic Barometer in Moldova on "What is the real number of the population of Moldova?". The barometer examined the quality of official statistics on the number and structure of the population of Moldova and presented alternative estimates of the population. According to the analysis, it demonstrated that the

actual number of Moldovan population is about 2.9 million. Thus, the number of population is overestimated by over 660 000 people (16%) due to the nonconformity of the migration records migration. The structure by gender and age is estimated annually only for the stable population, which includes all registered persons, including migrants missing more than a year.

Considering the disparity between the number of resident population and the present evidence, researchers have warned that the distortion of demographics and socioeconomics may occur which is calculated in relation to the population, some being underestimated. For example, fertility rates, morbidity and mortality, while the indicator of life expectancy at birth is overrated.

Birth rate. During the period 2005-2015, live births ranged from 37695-38610. The number of live births in 2015 was of 38610, the birth rate was 10.9 births per 1000 inhabitants (the level of the year 2014). The birth rate in rural areas (12.3 ‰) is higher than in urban areas (9.0 ‰). Every year, there are born more boys than girls. In 2015, of the number of children born alive - 51.7% were boys, the masculinity ratio being 107 boys to 100 girls. The average mother's age at first birth was 24.9 years. Mothers in rural areas give birth at a younger age (24.1 years) than mothers in urban areas (26.5 years). Distribution of births by age group of the mother, proves that their age is primarily up to the age of 30 (76.5% of total births).

Extramarital birth rate remains high, the share of children born outside marriage being 22 percent.

The fertility rate in 2015 was 1.3 children per woman. In all European countries fertility is now below the level needed for full replacement of population on long-term (on average, 2.1 children per woman is needed for population growth).

Mortality. In 2015, 39 906 people died, by 412 people (1.0%) more than in the previous year, exceeding the number of births. Thus, last year was certified a negative natural increase. The general mortality rate was 11.2 deaths per 1000 inhabitants- 1195.1 per 100 thousand inhabitants (2014 - 11.1 to 1165.5). Mortality index for persons of working age is from 446.8 to 100,000. (2014 - 442.8).

The significant difference between the general mortality rates on average is the result of a more pronounced process of demographic aging of the rural population (in urban areas 8.7 deaths per 1000 inhabitants were registered and 12.9 in rural areas).

Moldova is among the states with high risk of maternal mortality. According to a study by the World Health Organization, of the 47 countries included in the ranking, our country ranks fifth. During 2015, in Moldova were registered 12 cases of maternal death: 2 urban (16.7%), 10 rural (83.3%) in 2014 - 6 cases, 1 urban (16.7%) and 5 rural (83.3%).

During the reporting period in Moldova, 452 children under 5 years died, respectively in 2014, 450 children. Out of 375 children who died under one year, 245 or 65.3% were in the neonatal period (2014-240 children or 64.5%).

Life expectancy at birth. Life expectancy at birth is an estimate of the average number of years a person would live if the specific mortality rates based on age in a reference year would remain unchanged throughout its life. The indicator characterizes the level of economic and social development achieved by the population. According to the statistics presented by the National Bureau of Statistics, in the period 2005-2015, life expectancy increased steadily from 67.8 years to 71.6 years in 2015 (+ 3.8 years). In men it increased from 63.8 years to 67.5 years and in females from 71.6 to 75.6 years. Life expectancy of 60+ years population is growing, having increased in the last 8 years; 2 years for women and 1.3 years for men (Appendix 7).

Life expectancy at birth in 2015 had hardly changed compared to 2014 and accounted for 71.6 years. Women live 8 years longer than men, on average. This gap is due to the high level of premature

mortality of men. Due to the differentiated level of mortality, the average life duration of urban residents was higher than of those in rural areas, by 4.2 years.

Table 8: Life expectancy at birth in 2012-2015, după ani, medii si sexe

| Years | Total | | | Urban areas | | | Rural areas | | |
|-------|------------|-------|-------|-------------|-------|-------|-------------|-------|-------|
| | Both sexes | Men | Women | Both sexes | Men | Women | Both sexes | Men | Women |
| 2012 | 70,99 | 67,08 | 74,86 | 73,42 | 69,31 | 77,24 | 69,55 | 65,71 | 73,40 |
| 2013 | 71,85 | 68,05 | 75,55 | 74,01 | 70,08 | 77,60 | 70,53 | 66,76 | 74,29 |
| 2014 | 71,48 | 67,52 | 75,39 | 74,10 | 70,35 | 77,51 | 69,81 | 65,81 | 74,01 |
| 2015 | 71,56 | 67,54 | 75,55 | 74,12 | 70,15 | 77,77 | 69,90 | 65,91 | 74,08 |

Source: NBS

The top countries with the highest life expectancy in 2015 (World Health Organization data) ranks Japan - 83.7 years, Switzerland - 83.4 years, Singapore - and Spain 83.1 years - 82.8 years.

Ageing is a manifestation of changes in the age structure happening in the demographic transition process. The overall reduction in birth rates and the steady increase in the number of elderly are changing the balance between generations. However, this process is a result of social progress achieved in various fields: medicine, quality of life, social protection that has helped reduce mortality, particularly in the elderly and increased life expectancy.

In the Republic of Moldova, aging was influenced by the demographic migration phenomenon, which changed the number and structure of the population, both medium-term and durable term. This amplifies the ageing of the population, mainly because in the migration process participate young people in working age.

Compared to 1st of January, 2000, it can be noted that the reduced share of children (0-15 years) from 23.8% to 16.0% and growth of the senior population (65 and over) from 9.4% to 10, 7%. The data shows that in 2014 from the total population, the percentage of children aged 0-14 years was equal to the percentage of seniors 60 and over. Because of the decrease in the segment of population aged between 15-19 years, (11474 young people compared to 2014) and 20-24 years (16003 young people compared to 2014) the effect of decreasing the supply of labor market demographics, and the numerical expansion of the age groups 50-54, 55-59, 60-64 socioeconomic demo will increase the pressure on the economically active population.

In Moldova, according to the National Bureau of Statistics, at the beginning of 2015, the ageing coefficient (number of persons aged 60 and over per 100 inhabitants) was 16.7%, increasing by 0.5 points percentage compared to the previous year. Approximately 16.8% of the rural population was aged 60 and over, in the total female rural population elderly women share 19.7%.

According to experts, the elderly longevity is 19.5 years for women and 15.6 years for men and for every 1000 older people there are about 50 deaths annually. If we classify the life expectancy of the elderly by the living environment, then there is a gap of 2.5 years for people in urban areas.

According to UN forecasts and the Center of demographic research of the National Institute of Economic Research, in 2035 the share of persons of 60+ years can reach 25%.

Population migration. Because the migration processes represent labor mobility, especially of those with the most economically productive and reproductive demographics age, their effects are felt in economic and demographic decline.

Annual emigration data shows that mainly young people emigrate. Of the total authorized number of emigrations, the highest share is recorded for the population aged 25-34 (21%) and 15-24 (15%), followed by those in the age groups 35-44 and 45- 54 years (13% each). Basically, a quarter of the people who emigrate are young (people aged 15-29).

The migration abroad in search of better paying employment on the one hand reduces poverty, but generates strong social effects on children. Adverse consequences are manifested by the fact that family members separate for long periods of time. As a result, this changes all spheres of family life and family life patterns, affecting both relationships between parents, as well as relationships between parents and children.

However, migration should not be seen only as a threat, if well managed, it can play an important role in the economic development of the country. For this reason, it is necessary to minimize the negative effects through an effective migration policy.

By implementing the National Strategic Program on Demographic Security, (2011-2025) demographic stabilization policies are achieved in the light of the migration component. The program presents the basic tools in planning and developing sectoral policies for the protection and development of the population, in order to increase quantitative and qualitative demographic offer on the labor market and to create conditions for safety and welfare to discourage emigration.

Over the past years, 2236 people had left the country in order to permanently settle abroad. The number of Moldovan citizens who have chosen new homes in Russia amounted to 961 people, Ukraine - 312, U.S. - 287, Germany - 253, Israel - 174. The migrants, both women and men belong to the age groups 20-29 and 30-39 years. Mostly immigrants, regardless of sex, have an average level of education, high school. Migrants with higher education constitute 13.2% of the total.

Part of emigration from the country is offset by the return of persons originating from Moldova and immigration. In 2015 13, 4209 foreigners and 744 repatriated received residence permit (permanent and temporary).

Internal migration. During 2015, 38 700 people have changed their place of residence and moved within the country. Internal migration intensity can be measured by the number of arrivals and departures at 1,000 inhabitants. The Population mobility index in 2015, recorded a value of 10.9 people per 1000 inhabitants, compared to 10.1 in 2014.

Departure intensity is higher in 19 districts compared to the national average. The largest relative number of departures was found in the districts of Briceni, Donduseni, Drochia, Edinet, Floresti, Falesti, Glodeni Ocnita, Riscani, Soroca, Calarasi, Hincesti, Nisporeni, Orhei, Rezina, Straseni, Telenesti, Ungheni, Causeni Cantemir, Cimislia, Leova and Stefan Voda (10-14 persons left per 1000 inhabitants), and 15 - in Dubasari and Soldanesti. As in the previous year, fewer departures were registered in Balti, Anenii Noi, Ialoveni, Basarabasca, Cahul, Taraclia and Gagauzia (less than 9 persons left per 1000 inhabitants).

The intensity of arrivals was higher in Chisinau (16 arrivals per 1000 inhabitants). In absolute terms, most arrivals were registered in Chisinau (13 thousand people), Balti (1400 people) and in the districts: Soroca, Ialoveni, Orhei, Straseni, Cahul and Ungheni (1.0 thousand people) . The positive balance of internal migration is met in Chisinau and Balti, in Ialoveni and Straseni.

Mostly, the internal migrants (more than 89%) are persons of working age, with a predominance of the age group between 20-49 years. The flow of arrivals / departures, viewed from a gender perspective,

¹³Source: NBS based on the data provided by Ministry of Internal Affairs.

constituted 57% women and, respectively, 43% men. Approximately, 2/3 of the total population who changed their place of residence in 2015 come from rural areas.

Overview of sociodemographic factors that shape demand for VET provision

C.1 What factors have dominated the social inclusion agenda since the preceding round of the Torino Process, and did they have an impact on VET demand and provision¹⁴?

According to the Education Code of the Republic of Moldova no. 152 of 17 July 2014 Article 33, education for children and pupils with special educational needs is free and organized in institutions of general education, in special education schools or home education and the state provides the integration of children and pupils with special educational needs.

According to the Code regarding the conditions to access vocational training (para. (6), art. 60), the training of people with special educational needs is carried out according to the Nomenclature of training and trades/professions and the Nomenclature of training, specialties and qualifications in vocational classes, in special education institutions and technical and vocational education.

The training programs of vocational training (art. 61) are performed in technical and professional educational institutions, public and private (vocational schools, colleges and centers of excellence), provisionally authorized or accredited in partnership with businesses and organizations appropriate for the profile training. Technical and vocational education is organized in institutions - for orphans or children without parental care in special education schools, in prisons and medical institutions (art. 61).

In order to ensure the rights of pupils and students, the Education Code (art. 136) provides that pupils and students have the right to choose the educational institution where they want to learn in and ensures the right to education to students who need social assistance, including those in sanatorium or family institutions, the state supports under the legislation in force, wholly or partly, the cost of supporting these students during schooling under current regulations. Students in schools are benefiting from protection and social and medical assistance under the law.

Regulating the rights of persons with disabilities for their social inclusion, ensuring possibility of their participation in all walks of life without discrimination, at the same level with other members of society, having as basic human rights and fundamental freedoms respect, are made pursuant to Law no. 60 of March 30, 2012 on the social inclusion of people with disabilities.

According to this law, (Article 27), persons with disabilities have access to education at all levels on equal conditions with other citizens, and the right to education can not be restricted on the grounds of learning difficulties or other difficulties caused by certain disabilities.

The Government, through public authorities and responsible institutions, give guarantees to people with disabilities the necessary conditions for education, training, vocational training and continuing education, lifelong learning without discrimination and on equal terms with others citizens. The Government through the Ministry of Education and other central public authorities and local authorities, ensure to persons with disabilities the access to preschool, school and extracurricular activities to get general education, middle school, high school, technical and vocational secondary education, post-secondary/ postsecondary non tertiary technical and vocational education and higher education tailored to individual needs. In accordance with the individual program of rehabilitation and social inclusion, taking appropriate measures to employ teachers, including teachers with disabilities,

¹⁴ Such issues could include regional and urban–rural disparities in socioeconomic development, ethnic and/or religious divisions, under-representation of females in education and employment, the presence of vulnerable groups, individuals with special educational needs, migrants, asylum-seekers, economically inactive people and long-term unemployed individuals.

who are qualified in sign language and / or Braille, other alternative modes of communication, and in training of professionals for the education and training of people with disabilities and staff working with these people at all educational levels.

Responsible public authorities and education institutions provide: reasonable adapted learning conditions to the individual needs of people with disabilities; facilitating learning alternative modes of communication, of Braille characters, alternative script, orientation, skills, driving and facilitating peer support and mentoring mutual support between people with the same problems, facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community; education of persons, and particularly children, with visual deficiencies, hearing or deafblind through the adequate and individualized programs and languages, ways and means, as well as in environments that favor their maximum academic and social development; conditions for the development and promotion of an inclusive education system, creating in educational institutions of all levels support services for people with disabilities and / or equipping these institutions with the necessary equipment to support and promote inclusive education of persons with disabilities. The Ministry of Education and educational institutions, together with the representatives of public associations of disabled people, yearly, establish training facilities for people with disabilities.

According to the Law on social inclusion of people with stable disabilities (art. 29), it is ensured the access to people with disabilities to general education, specialized secondary education and higher education in educational institutions, as established by the Government. Admission to professional studies, where people with disabilities pass entrance exams and are in the same position with other candidates (notes, the number of points, etc.), and they are admitted to educational institutions with total priority. Of the total number of places provided for educational institutions in the enrollment plan with budget financing (in each specialty / vocational training field, form of education and educational level), 15 percent will be awarded to graduates with disabilities, and if there are no requests on their part or their number is below the indicated quota, the remaining seats will be completed based on general principle.

Persons with disabilities, including children, receive social grants under the legislation in force, and at graduating from higher education institutions and specialized budget financing, the state guarantees the employment of young specialists with disabilities

According to Law no. 60 of March 30, 2012, in the Chapter V, the Integration in the employment of people with disabilities, the right to work for persons with disabilities, the persons with disabilities enjoy all the rights set out in the Labour Code and other legislative acts in the field. Nobody can limit the right to work for persons with disabilities than based on the provisions of the Legislation in force. The legislation prohibits discrimination on the basis of disability criteria on all aspects and forms of employment, including conditions of recruitment, placement, employment and exercise of employment, career advancement, health and safety conditions at work..

People with disabilities of working age who wish to integrate or reintegrate into the labor market have access to orientation, training and vocational rehabilitation, regardless of the type and degree of disability. Guidance and training are provided by the territorial body for employment under the individual program of rehabilitation and social inclusion of people with disabilities.

Financial means needed for orientation, training and vocational rehabilitation of people with disabilities are allocated from the state budget through the responsible institutions as established by law.

Proceeding from the fact that the Law on Social Inclusion of Persons with Disabilities was adopted in 2012, in the years 2013-2016 there was developed a number of regulatory laws and documents on the implementation of rights of persons with disabilities, aimed at their social inclusion and ensuring the possibility of their participation in all areas of life.

For the implementation of Law no. 60 of March 30, 2012, the Education Code and other laws in VET institutions shall ensure the conditions necessary for the training of students, connected, if possible, to the requirements of people with special educational needs. Students are offered equal opportunities in vocational training and guidance, along with people without disabilities.

Persons with disabilities benefit from special provisions in the legislative and normative acts with the scope of their vocational training and guidance.

Thus with regard to access to education:

- In accordance with the Framework Regulation on organization of admission in VET institutions / colleges, vocational schools, centers of excellence / it is provided a quota of 15% of the total seats in the admission plan with budget financing, allocated to certain categories of people from disadvantaged families, including children with severe and accentuated degree of disability and for children with physical and sensory deficiencies;
- According to the amendments to the Regulation on the exemption of tuition fee for students and students of public higher educational institutions and public institutions of secondary specialized education, admitted on a contract basis, approved by Government Decision no. 125 of February 15, 2001, disabled people who are admitted in part-time (non-resident) education are exempt from paying the tuition fee.
- Vocational School no. 11 from Chisinau offers educational services for children with SEN. Within the School it is developed a minimum quality standard of specialized services, and the school has minimal equipment necessary for children with sensory disabilities.

With regard to living and education condition insuring:

- Suitable to the Framework Regulation on functioning of hostels subordinated to public education institutions, approved by Government Decision no.74 of January 25, 2007, these benefit, on request, of separate spaces in the rooms on the ground floor (first floor of the dormitory);
- According to the Framework Regulation on the organization and functioning of VET post-secondary and VET nontertiary secondary institutions, approved through OME no.550 of October 06, 2015 and the Regulation for the organization and functioning of secondary VET institutions, approved by OME nr. 840 of August 21, 2015, the Director of the institution is responsible for ensuring the appropriate conditions for the conduct of the training process, ensure realization of the Moldovan legislation, normative acts issued by the Ministry of Education and the provisions issued by local government bodies, including the Law no. 60 of March 30, 2012 on social inclusion of people with disabilities.

In order to ensure the quality of initial teacher training at higher education levels and post-secondary/post-secondary non tertiary technical and vocational education level in inclusive education under the National Curriculum Council Decision of February 09, 2012, with the support of Lumos, there was developed and approved the Inclusive Education course, a compulsory component in initial teacher education at higher education level and post-secondary/post-secondary non tertiary technical and vocational education level. It is implemented at pedagogical colleges and universities, since 01 September 2012.

The Inclusive Education Programme 2011-2020 and Action Plan for 2015-2017 have set ambitious targets to increase access and quality of education for pupils with special educational needs in accordance with international standards and AA. The Republican Center of Pedagogical and Psychological Assistance at national level, and psycho-social services at the district level have been set up to assist schools in providing special services for this category of students. Development of the

regulatory framework to operationalize the program progresses, however, depends mainly on external assistance and is underfunded nationwide.

The labor market of the Republic of Moldova is characterized by: the existence of sufficient jobs, but of low quality and unmotivated labor force to be present on the labor market, which constitutes a barrier to ensuring the social inclusion. During 2015, they were registered with the status of unemployed, 877 persons with disabilities (or with about 30% more than in 2014). The share of women was 39%. 300 persons, or about 34% of the total number of registered disabled people, were supported in employment. To facilitate integration into the labor market, 77 people with disabilities followed vocational training, and 48 persons were placed in employment. The employment share of people with disabilities has increased significantly in recent years.

The issue related to wage evolution in the Republic of Moldova is linked to the differentiation of the population by income. Indeed, the polarization of society continues to persist today. Differentiation of population by income is conditioned not only by diversification of income and wage differentiation in various branches of the economy of the republic, as seen from the comparative analysis of tariff salary networks, depending on qualification groups from various industries.

Access, participation, progression

C.2 What arrangements are in place for promoting and facilitating the access of learners to the system of formal VET provision (including CVET)¹⁵?

Access conditions to VET is provided for by Article 60 of the Education Code of the Republic of Moldova no. 152 of 17 July 2014. The admission to VET institutions is made based on gymnasium education or high school education.

Individuals who acquired certificate of high school education or the equivalent may be admitted to secondary VET institutions and nontertiary post-secondary VET institutions only to vocational training programs.

VET is organized:

- a) with financing from the state budget;
- b) with funding from tuition fees or other legal sources or from interested natural and legal persons.

VET institutions may charge application fees from candidates for the organization and implementation of admission in the amount determined by the Government.

Admission plan in VET institutions financed by the state budget is established by the Government.

Training of people with special educational needs is carried out according to the Nomenclature of fields of vocational training, of specialties and occupations in VET, approved by the Government, in trades classes, special schools and within VET institution.

Lifelong learning is gaining more importance for many reasons such as:

- the proportion of adults aged 25 years and over is increasing;

¹⁵ MTD 3. Such arrangements could include flexible pathways to higher levels of education and/or the labour market, as well as to the formal VET system through recognition of non-formal and informal learning; adult training incentives; adequate support for students at risk and those who struggle academically, etc.

- emigrants returning home need validation and certification of skills acquired under non-formal and informal learning, in order to enhance the employability and mobility on the labor market;
- employees need to be much more flexible than in the past because of the unstable economy of Moldova

In accordance with art. 123 par. (10) of the Education Code of the Republic of Moldova no. 152 of 17 July 2014, the certification of knowledge and skills acquired in non-formal education and informal contexts can be made by structures so entitled, under the regulation approved by the Ministry of Education. In this way, there were drafted the rules on the certification of knowledge and skills acquired in non-formal education and informal contexts, including piloting it in two occupations which already have a modular curriculum and approved occupational standard. The experiments took place on July 23, 2015 at the Centre for excellence in service and food processing at the job Confectioner, and on August 6, 2015 in the Professional School Nr. 9 from Chisinau for the occupation of Electrician for the repair and maintenance of electrical equipment.

C.3 Are there measures to increase the attractiveness of VET, and, if yes, what is their impact?

Increasing attractiveness and access to technical vocational education is accomplished through a series of actions. There are undertaken career orientation and career guidance activities for students from general education and vocational education.

Within the project "Redesign vocational and career guidance" in the territorial structures of the districts Cahul, Soroca and in Chisinau, there were established, regional centers of vocational guidance and career counseling.

Creation of the tracking system for the professional development of graduates in vocational educational institutions is technically still under implementation.

By the Order of the Ministry of Education no. 1187 of 10 December 2015, the methodology has been approved for tracking professional development of graduates of VET institutions, a methodology that is in process of piloting for the period 2016-2017 in 20 VET educational institutions.

Promoting new occupations / professions and specialties in VET will anticipate changes in the national economy.

In order to promote VET, the Ministry of Education has organized and participated in several public events, most relevant are listed as follows: public debates focused on promoting the reforms of VET organized with the support of the EU Delegation on the 28 October 2015; the meeting of the Sectoral Coordination Committee for discussions on "Challenges and priorities for VET system in the Republic of Moldova" organized with the support of the ETF on 23 October 2015 and the participation in the European Forum on October 20, etc.

In the Regulations for admission to secondary VET and post secondary VET, approved by the orders of the Ministry of Education no. 554 and 555 of June 12, 2015, pupils in seven social categories are privileged in the competition for admission to VET institutions.

In VET institutions courses, there are, promoted courses on entrepreneurship, information technology, and foreign languages (English, Russian).

Within the Framework Regulations for VET, the courses of information technology and Basics of Entrepreneurship are obligatory for each profession / specialty, and also the foreign language is included in the framework plan.

Providing training in VET based on skills and its linkage with labor market requirements continue to be one of the most important actions. Thus, in achieving this result, they achieved, the following actions:

The Nomenclature of professions (trades) for educating and training in secondary VET institutions and the Nomenclature of specialties for training of personnel in secondary specialty educational institutions were updated in accordance with the economic needs of the country by including new trades and specialties, upgrading the existing ones and their correlation with European standards (Eurostat) approved by Moldovan Government decision no. 425 of 3 July 2015 *on the approval of Nomenclature of areas of vocational training and trades / professions* and by the approval of the Moldovan Government Decision no. 853 of 14 December 2015 *on the approval of the Nomenclature of vocational training domains, specialties and qualifications for post-secondary and nontertiary post-secondary vocational education*.

In accordance with the art. 123 par. (10) of the Education Code of the Republic of Moldova no. 152 of 17 July 2014, *the certification of knowledge and skills acquired in non-formal education and informal contexts can be made by structures so entitled, under a regulation approved by the Ministry of Education*. In this way, there have been developed a Regulation Draft *on the certification of knowledge and skills acquired in non-formal education and informal contexts*, including piloting it in two trades which already have modular curriculum and approved occupational standard. The experiments took place on July 23, 2015 at the Centre for excellence in service and food processing at the job/craft Confectioner and on August 6, 2015, in the Professional School Nr. 9 in Chisinau at the job/craft Electrician for repairing and maintenance of electrical equipment.

In order to support the formation of partnerships between businesses and VET institutions, in 2015, numerous events were undertaken in the form of contests, public debates, information workshops etc and has been experiencing the dual system of VET and to that effect, for the seamstress (in the clothing industry) occupation, there were provisionally authorized pilot institutions: the company LLC "Starline Textile" Hincesti and Vocational School from Hincesti; the JSC "Bălțeanca" and LLC "INFINITTextil" from Balti and Vocational School no. 3 from Balti; JSC "Artizana" from Chișinău and Vocational School no. 1 from Chișinău; JSC "Tricon" from Cahul and Vocational School no. 1 from Cahul, as well as vocational training through dual occupations: for the occupations of Electrician for dispatching and teleautomatic equipment and Operator for semiautomatic and automatic machine tools, the company ICS DRA Draexlmaier Automotive LLC, were provisionally authorized from Balti and Vocational School no. 5 from Balti.

C.4 How would you assess transition from general education to VET (entry requirements, entry tests, tracking, etc.), and the opportunities for horizontal transfer within VET and from VET to higher education? Are there constraints that affect access to higher levels of education or training, in general or for specific groups of participants in VET?

As mentioned above, Admission to technical vocational education programs is based on secondary (gymnasium) or high school education.

As an exception, in the programs of secondary VET in a profession with the 2-year of studies, student groups may include people who have not completed the 9th grade but have reached 16 years, with the agreement of the Ministry of Education.

Admission to secondary VET programs is organized under the conditions set by the Ministry of Education.

The Qualification certificate allows employment, according to the qualifications achieved, as well as continuing education in theoretical high schools and / or post-secondary VET programs, depending on training level previously achieved in educational programs covered under the terms established by the Ministry of Education. Nontertiary post-secondary training programs correspond to level 5 of the

International Classification Standard of Education and have a duration of 2-3 years. Admission to nontertiary post-secondary training programs is based on the bacculaureate diploma.

Post-secondary and nontertiary post-secondary VET programs provide training for foremen, technicians, technologists, medical and pharmaceutical personnel, other specialists in various fields in accordance with levels 4 and 5 of the International Classification Standard of Education.

Post-secondary VET programs correspond to level 4 on the International Education Standard and have the duration of:

- a) 4 years for integrated programs, based on gymnasium education;
- b) 5 years for integrated programs, for medicine and pharmacy, based on gymnasium education;
- c) 3 years for integrated programs, for the specialty choreography, based on secondary (gymnasium) education;
- d) 3 years for high school graduates and for graduates of general secondary schools and graduates for nonresident education.
- e) 2-3 years based on the qualifying certificate for specialties related to the initial occupation;
- f) 2 years based on high school certificate and general secondary school graduates for resident education.

Admission to training programs with post-secondary and nontertiary post-secondary training is based on the Nomenclature of fields of training, specialties and occupations in VET, in conditions established by the Ministry of Education, with funding from the state budget or on a contract basis with tuition fee payment by natural or legal persons.

Post-secondary VET programs are finalized by the voluntary bacculaureate and mandatory qualification examination and / or diploma paper, with the release of the diploma for post-secondary studies, conferring the right of admission to employment according to their qualifications.

The Bacculaureate Diploma permits accession to higher education.

Modules/disciplines of the training programs, based on which the professional qualifications are being awarded, can be expressed in credits under the European Credit Transfer System studies through agreements between VET providers.

C.5 Do data provide specific information on vulnerable sub-groups so that education and training policies can be shaped to target the root causes of exclusion of these groups from training and access to the labour market?

According to the Regulation of organization and development of admission to post-secondary VET institutions in Moldova (the Order of the Ministry of Education no. 555 of June 12, 2015), 15 percent of the total number of seats (in each specialty), stipulated in the admission financing budget, is being reserved for the following categories of applicants:

- 1) children without parental care;
- 2) children with severe, high and average disability;
- 3) children with parents with severe disability;

- 4) children whose parents participated in military actions to safeguard the integrity and independence of the Republic of Moldova; the war in Afghanistan or the liquidation of consequences of the Chernobyl disaster;
- 5) children from families with four or more children on parents' maintenance;
- 6) Roma children;
- 7) young men who made military service.

Graduates of schools in the eastern region of Moldova and the city of Bender, who studied according to education programs approved by the Ministry of Education, benefit from share for admission foreseen in the admission plan with budget financing. The registration of these candidates is carried out at the request and presentation of confirming documents. Candidates from the listed categories can participate simultaneously in the general admission contest. The admission examination for candidates from disadvantaged categories is carried out without dividing this quota according to the language of instruction and location of the graduated educational institution.

Out of competition, according to the Regulation for the organization and performance of admission in secondary VET institutions in Moldova (Ministry of Education, Order no. 554 of 12 June 2015), there are admitted:

- a) children without parental care;
- 2) children with severe, high and average disability;
- 3) children with parents with severe disability;
- 4) children whose parents participated in military actions to safeguard the integrity and independence of the Republic of Moldova; the war in Afghanistan or the liquidation of consequences of the Chernobyl disaster;
- 5) children from families with four or more children on parents' maintenance;
- 6) Roma children;
- 7) young men who made military service.

The overburdened VET programs reserve 15% of the total budget funded places. Admission at the rate of 15% is carried out at the request of the candidate and presentation of respective documents. Candidates from the listed categories can participate simultaneously in the general admission contest.

Pupils with special educational needs, holders of certificates of secondary (gymnasium) education with specific series ASG / PEI, will be included in the admission competition depending on the type of curriculum according to which the study subjects had been covered.

Delivering to socioeconomic and inclusion demands and objectives¹⁶

C.6 How successful has the VET system been in providing learning opportunities for young people and adults:

¹⁶ MTD 3.

C.6.a from regions that are officially categorised as disadvantaged (economically, socially, politically, or otherwise)?

See answer C.5.

C.6.b from socioeconomically disadvantaged groups?

See C.5.

C.6.c with an immigration background?

See answer C.5.

C.6.d who are young people not in employment, education or training (NEETs)?

See answer C.5.

C.7 What particular action is being undertaken to remedy policy shortcomings for any of these groups of potential learners?

The training courses offered by the NEA offer free access to all categories of people looking for work with unemployed statuses. The beneficiaries are covered on training expenses, transportation, dormitory and partly those relating to accommodation. Also, to unemployed persons involved in training, a monthly scholarship for the period of studies is being offered.

In 2014, in VET, there were involved 68 people with disabilities, of which 58 graduates with disabilities have been employed. At the courses, there have been trained, four veterans, 10 people released from detention, 51 returnees from abroad, three foreigners and representatives of other vulnerable groups.

In 2015, 2979 unemployed persons graduated from VET courses, which is 3.2% more than in 2014, of which: 108 returnees from abroad, 77 persons with disabilities, 16 persons released from detention, 8 foreigners etc. In 2015, the number of employed graduates decreased by 9.8% compared to 2014 and amounted to about 2300 people, or 76.6% of the total number of graduates.

According to the Bureau of Migration and Asylum of the Ministry of Internal Affairs, the annual number of foreigners immigrating to the Republic of Moldova in recent years recorded increasing tendencies, respectively from 3357 people in 2013 to 4210 people in 2015, of which: men - 67.5% and women - 32.5%. Thus, the growth rate of immigrants in 2015 compared to 2013 was increased by approx. 1.3 times.

Distribution of foreigners that arrived in 2015 according to the goal of arriving reveals that: with the purpose of family reunification, arrived 34 percent, with the purpose of employment - 29 percent, with education purposes – 19 percent and other purposes- 18 percent (about one third of this category belongs to those, who arrived for religious and voluntary purposes). The dynamic evolution of the annual number of immigrants according to the arrival scope, is presented in the table below.

Table 9: Immigrants Distribution according to the scope of arrival in 2013-2015*persons*

| Scope of arrival | 2013 | 2014 | 2015 |
|---|-------------|-------------|-------------|
| Total arrivals | 3357 | 4204 | 4210 |
| <i>including:</i> | | | |
| to families | 1066 | 1247 | 1433 |
| <i>of which:</i> | | | |
| to husband (wife) | 907 | 1084 | 1285 |
| to children | 91 | 89 | 79 |
| to parents | 68 | 74 | 69 |
| at work | 1061 | 1358 | 1203 |
| <i>of which:</i> | | | |
| manager/founder with foreign capital investment | 240 | 319 | 304 |
| manager/founder without investment | 45 | 29 | 21 |
| Migrant workers | 776 | 1010 | 878 |
| at studies | 708 | 929 | 816 |
| other scopes | 524 | 670 | 758 |
| <i>of which:</i> | | | |
| <i>religious activities</i> | 54 | 61 | 138 |
| <i>volunteering</i> | 74 | 109 | 118 |
| <i>humanitarian activities</i> | 31 | 32 | 26 |

Source: the Bureau of Migration and Asylum of the Ministry of Internal Affairs

By educational levels, the distribution of foreigners that arrived in 2015 notes that: 38% have higher education, gymnasium and high schools - 30%, secondary specialty education - 26% and other studies - 6%.

In 2015, the number of foreigners who arrived to the Republic of Moldova for studies, made up 816 persons. The countries, from which people immigrate to study are: Israel (533), Turkey (69), Ukraine (39), India (34), Romania (32), USA (9), and others.

During 2015, there have been received 934 application requests from educational institutions for granting or extension of the stay to study, including: USMF - 720 applications, ULIM - 54, University "Ion Creanga" - 51, University of Physical Education and Sports - 17, ASEM - 18, University of

Comrat - 15, UTM - 8, Agricultural University - 7, University "Alecu Russo" - 4, Slavonic University - 4, other institutions - 36 queries.

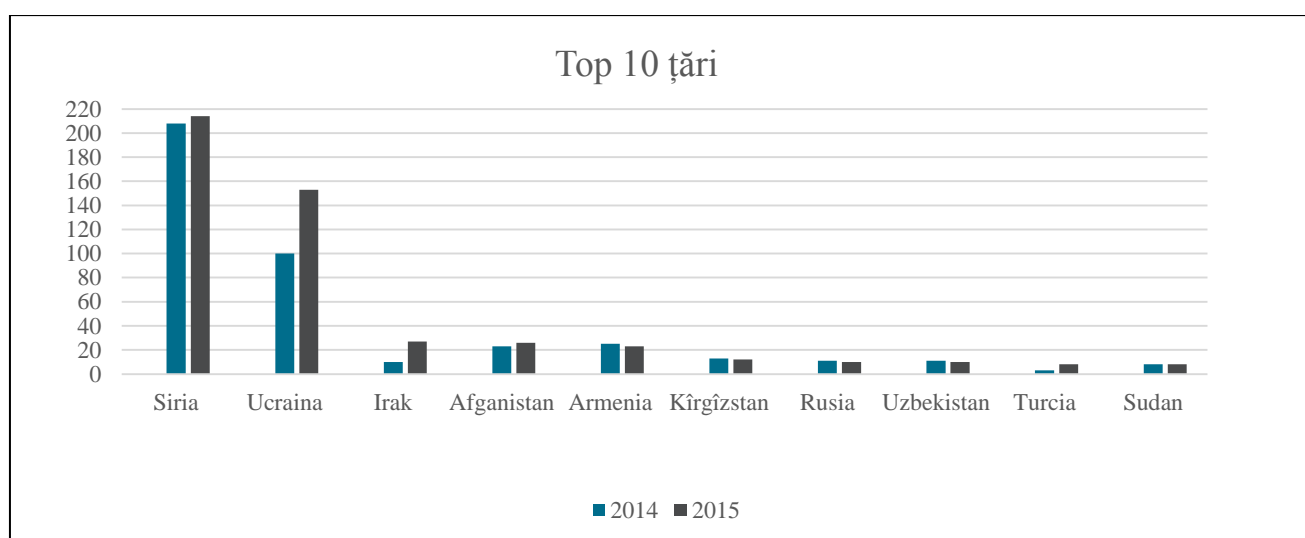
However, it should be noted that in 2015 there were adopted 836 decisions to grant / extend the right of residence for students. These decisions were issued to the requests submitted by: USMF - 607, University "Ion Creanga" - 57, ULIM - 48, UTM - 11, University of Comrat - 10, University of Physical Education and Sport - 8, ASEM - 7, others - 88. Under examination, there were 98 applications.

In the Action Plan for 2016-2020, on the implementation of the national strategy in the field of migration and asylum (2011-2020), among the main priorities, there are defined objectives to ensure the compatibility of studies and provide recognition of competences of migrants, as well as consolidation, development of the concept of integration of foreigners, both at central and local level.

At the end of 2015, in the BMA national asylum system, there have been registered 556 people, of which: asylum seekers - 110 persons, refugees-144, and beneficiaries of humanitarian protection - 302 people.

Data on the number of persons in the Asylum system by countries of origin in 2015 compared to 2014, indicates an increasing number of those from Syria, Ukraine, Turkey and Iraq, while those from Afghanistan, Armenia and Kyrgyzstan remains constant, but with elevated values.

Figure 15: Persons in the asylum system, after the countries of origin at the end of 2014-2015



Source: Ministry of Internal Affairs Bureau Migration and Asylum

In 2015, there was carried out, a series of activities in the context of Law no. 274 of December 27, 2011 on the integration of foreigners in the Republic of Moldova.

1. During the year 2015, people have asked for:

- **Integration programs - 76 persons** (of which 19 children). Countries of origin: Afghanistan-3 (including 2 children), Libya-2, Syria - 18 (including 8 children), Ukraine - 47 (including 7 children), Iraq - 4 (including 3 children), Yemen - 2. Total by status: refugees - 13 humanitarian protection - 63.
- **Integration activities - 23 persons**. Countries of origin: Ukraine-14, Japan-1, Russian Federation-2, Kazakhstan -1, Syria-1, Lebanon - 1, Italy - 1, Germany-1, stateless recognized-1. Totally, according to status: 10 holders of the right of residence for family reunification, 1 under the right to stay for humanitarian activities, 11 individuals with

humanitarian protection, 1 under the right to reside in other cases, 1 with stateless status recognized on the territory of the Republic of Moldova .

2. For advising in personal integration, in order to study the state language, 45 persons were directed to training courses: to the University Ion Creangă -34 people, including 7-refugees (1-Iraq, 6-Syria), 27 beneficiaries of humanitarian protection (Syria -4, Libya-2, Ucaina-19, Yemen-1, Iraq-1).

3. The Bureau for Migration and Asylum jointly with the Ministry of Culture have organized sessions of sociocultural adaptation for foreigners in the National Library, an activity provided by Law no. 274. Thus, in April and August , sessions were held in Russian for beneficiaries born in Ukraine and in December in Arabic.

4. The Bureau for Migration and Asylum in cooperation with the authorities responsible for the integration of foreigners in Moldova (Ministry of Education, Ministry of Culture, Ministry of Health, Ministry of Labour, Social Protection and Family, NEA, CNAM, CNAS), developed the content of informative leaflets, which were printed with the support of the International Organization for Migration in Moldova. Areas covered: informative guide, social care, education, employment, recognition of diplomas, health, Romanian language courses, socio-cultural adaptation sessions, pensions. Total volume - 20 thousand pieces.

At the end of 2015, the Study called the Migrant Integration Policy Index (MIPEX) were developed in the Republic of Moldova to assess the current legal framework for the integration of social, economic, cultural, political, etc. of foreigners, as well as to identify aspects to be improved in order to ensure effective protection of migrants' rights, by the OSCE Office for Democratic Institutions and Human Rights (ODIHR), at the request of the BMA of MIA (authority managing the processes of immigration in RM).

This Study is a reference guide and fully interactive tool to assess, compare, and improve integration policies of immigrants, arrived in the country. MIPEX was used to measure integration policies in 41 OSCE participating States, as well as in Australia, New Zealand, South Korea and Japan.

Within this Study, 167 indicators had been used, thus being evaluated were eight policy areas: labor market mobility (access to labor market), family reunification, education, health, political participation, long-term residence (permanent residence), access to obtain citizenship and anti-discrimination.

D. Internal efficiency of the VET system

Teaching and learning

D.1 Please describe the mechanism for evaluation and appraisal of teachers and trainers in VET, and the link to their careers.

Regulations governing the certification of teachers in pre-school, primary, special, complementary, secondary and secondary specialized sets: teacher certification objectives; basic principles of certification of teachers; the reference framework to certify teachers; the procedure for organizing and conducting the process of certification of teachers in educational institutions; conditions of participation at certifications; setting up the constitution and the activity of certification; methodology of conferring / confirming teachers' degrees. Broadly, the Regulation provides confirmation to determine the professional competence of the teachers, targeting how to assess their territory, based on professional credits.

According to the Regulation, continuous training is a prerequisite for obtaining teaching degrees. The continuous training of teachers and managers is achieved through many forms:

1. Continuous Professional Training (Institute of Sciences, Technical University of Moldova, State Pedagogical University "I. Creanga" State Pedagogical University of Tiraspol in Chişinău etc.);
2. Trainings in LED international projects, partnership project training craftsmen Kreishandwerkerschaft Hersfeld-Rotenburg;
3. Republican/regional conferences;
4. Methodical meetings for the disciplines of study;
5. Seminars teaching science in school/district/municipality, in collaboration with the education departments;
6. Pedagogical readings;
7. Roundtable to share the best practice and experiences of mentoring.
8. Etc

The certification of teachers is accomplished by the Ministry of Education, ministries of reference, local bodies specialized in education (hereinafter - educational directions) and educational institutions in collaboration with the branch unions. The certification of teachers is done every five years by granting or consecutive confirming of the second, first, and superior teaching degree. The certification is mandatory for the confirmation of teacher teaching degrees and voluntary for granting teaching degrees. Young specialists may participate in the certification process after at least two years of education activity.

Holders of academic degrees are issued certificates of academic degree and given a salary increase in accordance with law. In the period before the certification, over five years, the applicants for teaching degrees will participate in various training activities organized by foreign institutions, republican and district authorities, by the entitled organizations of continuing training rendering, aimed at psychological and pedagogical preparing of specialty, methodically and technologically (courses, internships, trainings, trainer activity). The corresponding acts are included in the certification portfolio.

The teaching degree is conferred under the Portfolio of certification, the results of the assessment of activities were carried out on the basis of the Lending Map and the outcome of public defense of the Report of self certification within the Certification Commission.

Also, the *Regulation on CVET organizing* (Government Decision no. 1224 of November 09, 2004) aims to promote the state policy in the field of refining and re-training of staff in the national economy in accordance with market economy requirements.

Ministries that have subordinated educational institutions and continuing VET centers ensure the development of the continuous professional training process.

Teachers can also be decorated with state awards of the Republic of Moldova, orders, medals and honorary titles as a sign of recognition and appreciation, which are being conferred under the provisions of D.G. no. 1123 of July 30, 1992 "On state distinctions of the Republic of Moldova, orders, medals and honorary titles: Order of the Republic of Moldova "Stefan cel Mare", Order of Honor "Labour Glory", Order of Honor "Homeland Gratitude"; medals of the Republic of Moldova "Civil Merit", "Mihai Eminescu" and "Nicolae Testemitanu" honorary titles of the Republic of Moldova - "Mester-Faur", "Master of Literature", "Master of Arts" and "Om Emerit".

In order to evaluate the merits and successes by the Government, they established the Government Diploma of the Republic of Moldova of the first, second and third degrees and the Diploma of the Ministry of Education.

D.2 What are the opportunities and incentives for continuing professional development for teachers and trainers, and how do you assess their effectiveness?

In order to strengthen the human resources, with the support of the European Union Project "Technical assistance for VET in the Republic of Moldova," management personnel from the VET institutions with good results, obtained as a result of institutions mapping, have benefited from a training program in the field of management on the following topics: Management of human resources, Strategic and project management; Quality management; Partnership and social dialogue management; Financial management; Management for functions implementation in Centres of Excellence.

Managers have been trained by local and international experts during 2015.

By joint order of ME no. 1256 of December 18, 2014, and CCI no. 20-A of December 18, 2014, the Regulation on the continuing training of foremen-instructors was approved within enterprises. In order to develop professional skills during 2015, with support of development partners (LED, Callidus, CCI etc.), multiple trainings for teaching / managerial staff were organized.

During 2015, there were organized training seminars in management for 28 managers.

In terms of development of CVET models, there were developed professional training programs within the Centers of excellence in construction, transportation, computer science and information technology. They will be accredited and subsequently, there will be organized training courses for teachers specialized in the mentioned areas.

D.3 Are there shortages of VET teachers or trainers in the VET system in your country, and, if so, what are the underlying reasons¹⁷? What is the social status of VET teachers?

According to the Code of Education (Chapter IV), the personnel in the VET system consists of the following categories: management personnel; teachers; auxiliary teachers and non-teaching staff, consisting of administrative household staff, auxiliary and service personnel.

¹⁷ MTD 5. Shortages might refer to the teacher/trainer workforce as a whole, or to a particular category of teachers and trainers (e.g. young teachers/trainers, female or male teachers/trainers, teachers/trainers in particular areas of training, teachers with advanced qualifications).

The teaching staff consists of teachers (teacher, foreman-instructor), methodist, psychologist, pedagogue, concert master, group leader, choir, orchestra conductor.

The auxiliary teaching staff consists of librarians, laboratory assistant and the social teacher from the dormitories for students.

Hiring of senior personnel and staff is made by competition, organized in accordance with the Regulation approved by the Ministry of Education.

Initial training of teachers, methodologists, psychologists and psychopedagogues from VET takes place in the institutions of higher education, while the education of teachers of specialized subjects and social teaching is in dormitories for students - in nontertiary post-secondary VET institutions and in those of higher education, within profile programmes.

The positions of foremen-instructor and group leader can be taken by people with professional skills and experience in the field, regardless of initial training.

Specialists coming from the economic or artistic sectors will follow the psychopedagogical training in order to get the right to practice as a teacher.

Teacher evaluation. Internal evaluation of teachers in VET is performed on an annual basis, according to a methodology approved by the Ministry of Education. The external evaluation of teachers in VET is conducted every five years by the competent bodies, based on an evaluation methodology approved by the Ministry of Education.

Managerial and teaching degrees. Teachers and managers in VET may be awarded the following teaching and managerial degrees: two, one and superior. The procedure of awarding of a teaching and managerial degrees is being established by the Ministry of Education.

Migration, low wages, are the main reasons for the small number of young staff in some educational institutions and shortage of qualified teachers in some VET.

One of the factors with a negative impact on the efficiency of training is teacher fluctuation and insufficient number of foreman-instructors with relevant training and experience in the production field.

In colleges, as far as the specialized disciplines is concerned, there is the problem of teachers fluctuation for the specialized disciplines, as the remuneration of the specialist working in the real sector is net superior to the salaries of teachers onset. In addition, the teaching-learning-assessment requires additional pedagogical training (module Psychology), which is usually paid by the teacher.

Another negative factor is the disproportion between teacher / student. For example, in colleges, due to the gap between the budget groups financing and size of the tuition fee for students enrolled with paying of the tuition fee, on a contract basis, resorting to liquidation of groups with maintenance from extra-budgetary sources by distributing these students into groups with maintenance from the budget, the number of students per group being 30-35.

The level of training of human resources involved in the educational process is also an issue that needs time to settle. In VET institutions, as to 1st of March, 2014, there have been working, 8920 employees, of which 4880 people are in colleges, 3526 in vocational schools, and 514 people are in trades schools.

Over 50% of all employees of educational institutions have university degrees and among teachers on general subjects and on specialized disciplines, they share is over 90%. Approximately, 1/3 of the employees have a teaching degree. The share of auxiliary employees in VET exceeds 40% of all employees in all categories of mapped institutions.

The proportion of teachers who work with more than one teaching load is of 45%, distributed as follows: 45.7% for teachers on subjects of general education, 52.5% for teachers of specialty subjects, 37.2% for foremen and 11.9% for social pedagogues. The specific issue appears to foremen, where the teaching load is 40 hours / week, of which 30 hours / week are effectively worked with students (ie a daily average of 6 hours of practical teaching activities with students).

About 25% of school managers have managerial degrees and only 1.7% of managers have superior managerial levels. 11.3% of employees have been trained on psychopedagogical courses, greater weight being found among the staff of vocational schools and colleges, and lower rates among employees. Over 20% of employees are retired.

It was found, both in numbers and from field observations, that in the process of VET schools mapping, the overall level of development of an institution is directly proportional to the quality of management of this institution. Therefore, an important element of VET reform would be professional managerial training school in all its aspects (educational, financial, human resources, etc.).

Management and teaching personnel in secondary VET. In the academic year 2015/1618, 1854 people have been working, which is by 11.5% less than in the school year 2014. Of the total staff, 166 persons hold senior positions (compared to 201 in the academic year 2014/15), 770 are teachers (against 794), 875 - foremen instructors (against 963), 7 methodists, 22 psychologists and 14 people representing other teachers. The share of women in senior management is 48.2% and between teachers - 55.9%. In addition, the auxiliary staff, which includes laboratory assistants, social pedagogues and librarians, lists 204 people (compared to 132 in the academic year 2014/15), of which 80 percent are women.

Management and teaching personnel in the post-secondary VET. In the academic year 2015/16, there have been working 2373 people, which is by 1.8% less than in the academic year 2014. Of the total number of staff, teachers make up 84.4%, foremen instructors - 2.2 % methodists - 1.2%. The share of women is about 70%. In addition, auxiliary staff, which includes laboratory assistants, social pedagogues and librarians is also made up of 333 people.

D.4 Describe the methods of teaching and learning in VET. Are there any planned or actual improvements in this area, such as student-centred pedagogy, digital and online learning, group work, project work, collaboration between teachers, practical skills workshops, modelling, problem solving, coaching, application of theoretical knowledge, etc.?

Teaching and learning issues were addressed during the implementation of various projects which initiated the reforms in the VET system. The System-level approach will be realised under the overall reform project supported by the EU.

In the opinion of teachers, the textbooks for general education subjects are satisfactory and reflect the curricula. The manuals for technical subjects are being edited in small volume, and their content is often inaccessible to students.

Currently, there are being used textbooks, made available to institutions by economic partners (SA Supraten etc.), textbooks offered within the Project-partnership of tradesmen training Kreishandwerkerschaft Hersfeld-Rotenburg, which is translated from the German (for the occupations of Carpenter, electro-gas welder installer).

¹⁸National Bureau of Statistics

The teaching materials used are often outdated and do not reflect moral curriculum provided in the case of the study discipline.

A tangible support for improving the environment for teaching / learning in VET institutions was provided within international projects.

In this regard, there have been successfully implemented, the projects "MOL-AGRI" and "Exercise firm" funded by ADA and KulturKontakt Austria, with co-financing from the Ministry of Education. Currently, the continuity of these projects is ensured.

Their impact is the creation of two centers of competence in the field of agribusiness education (Nisporeni Vocational School and Vocational School of Leova). Two Wine Mini-plants were built and there was performed, the training for teachers and managers. The "Exercise firm" project was implemented in 18 VET institutions, being provided equipment for cabinets, development of national and international fairs regarding the "Exercise firm", training of trainers and teachers, development and publishing of Curricula, support material for the teacher and the student.

The "CONCEPT" project, funded by the International Foundation Liechtenstein Development Service (LED), contributed to the provision of equipment to over 14 vocational schools.

In the project "Improving the quality of vocational and specialized education in the field of Information and Communication Technology ICT in Moldova"(Meant as: "...technical and vocational education..."), assisting 4 colleges and 2 vocational schools, there were organized trainings for developing the Concept of curriculum, for analyzing training requirements and for actions to promote the project.

Secondary VET institutions were beneficiaries of the partnership-project for tradesmen training Kreishandwerkerschaft Hersfeld-Rotenburg, Germany. As a result, institutions were equipped with modern equipment, there was developed the Guide and teaching materials for some occupations in the construction industry, there were organized round tables, to disseminate best practices regarding continuous training, teacher training, there have been undertaken case study visits, developed social partnerships etc.

A positive impact on the quality of education in VET was the project "Capacity building of VET providers in the water and sanitation sector in the Republic of Moldova", financed by the Austrian Cooperation for Development. In this project, the workshops have been renovated and equipped with technical equipment, also there have been organised training sessions for the staff of VET institutions.

Currently, The Project on technical assistance for the Budget support programme in the field of VET, funded by the EU, is under fulfilment and will be completed in 2018. The project aims to reform the VET institutional network and to increase the quality of learning, as well as of the product of this process - skilled worker / specialist, according to labor market requirements.

Learning conditions

D.5 What have providers and the authorities done to improve the learning and training environment of VET providers? Please list factors that affect it, whether positively or negatively. Examples of factors could include discipline issues, outdated teaching and learning methods, teacher and trainer shortages, class size, shortage or quality of teaching/learning materials, quality of student intake, poor physical infrastructure, etc. In cases where improvement is needed, what have providers and authorities done in this respect?

Ensuring increased quality of VET through more efficient use of financial resources and the creation and implementation of quality assurance is accomplished through:

- developing occupational standards for VET and their validation by the sectoral committees;

- updating the National Qualifications Framework by developing professional skills according to training areas

1. Development of occupational standards for VET and their validation by the sectoral committees.

The occupational standard is a document describing specific professional duties and tasks related to professions from a domain and the qualitative benchmarks associated with their successful fulfilling and professional training are necessary to adjust to labor market demands. The authority responsible for the qualitative development of occupational standards is the respective Sectoral Committee.

The occupational standards development process takes place in accordance with:

- The methodology for the development of occupational standards for working professions, approved by Government Decision no. 863 of October 08, 2014, being abrogated similar methodology approved by Government Decision no. 952 of December 16, 2011.
- Education Strategy for the VET Development for 2013-2020, approved by Government Decision no. 97 of January 02, 2013, provides to be created by 2020 sectoral committees in 12 areas of specialization and development, until 2017, *the complete set of occupational standards for vocational / technical occupations / specialties;*
- Education Code of the Republic of Moldova no. 152 of July 17, 2014, which states (art. 66, para. (1) that *Qualifications in VET be awarded* in accordance with the National Qualifications Framework, developed based on occupational standards for each level of vocational education in line with the European Qualification Framework and skills demand in the labor market;
- Government Decision no. 230 of May 04, 2015 "On approval of the Action Plan for restructuring the VET network for 2015-2020", put in charge the Ministry of Education, Ministry of Labour, Social Protection and Family, etc. Sectoral Committees, the development and approval *by 2020 of about 200 qualifications and 200 occupational standards;*
- Framework Regulation on the work of the Sectoral Committee in vocational training, subsequently approved by Decision of the National Commission for Consultation and Collective Bargaining No. 4 of March 28, 2012 according to which, the Sectoral Committee is being established through the decision of the Commission for Consultation and Collective Bargaining at the branch level as Consultative Body, without legal status, on parity principles of representatives of the social partners not less than 3 members and 2 alternates from each and are appointed for a period of at least 5 years without being paid.

According to the methodology for development of occupational standards, approved by Government Decision no. 863 of October 08, 2014, the Sectoral Committee is a non-commercial organization, which is established in each economic sector, on the principles of parity, of representatives of the social partners at branch level, at their initiative, and includes in its composition at least 3 permanent members and 2 alternates from each social partner, appointed for a period of at least 5 years and removed by the decision of the social partner that had forwarded them.

There are currently 6 Sectoral Committee, which operate based on its own Rules of activity and Regulation Framework on Sectoral Committee operation in vocational training, as an advisory body without legal status, despite the fact, that the Government Decision no. 863 of October 08, 2014, awarded to Sectoral Committee the status of a noncommercial organization:

- Sectoral committee for VET *in Construction;*
- Sectoral committee for VET *in agriculture and food industry;*

- Sectoral committee for VET *in transport and road infrastructure*;
- Sectoral committee for VET *in Information Technologies*;
- Sectoral committee for VET *in Comitetul non-food industry*;
- Sectoral committee for VET *in trade*.

According to the procedure of development of occupational standards, provided in the Methodology for development of occupational standards for working professions, the standard is developed in the following stages:

- development of occupational profile;
- assessment and validation of occupational profile;
- development of the occupational standard according to the approved format;
- assessment and validation of occupational standards;
- approving of the occupational standard

According to the Methodology, the Sectoral Committee created for this purpose: Working groups on developing of each occupational profile; Working groups for each occupational standard development and the Commission assessment and validation of occupational standards.

Currently, there are developed, approved and published in the Official Monitor, 30 occupational standards, including:

- 6 occupational standards approved in 2013: *Painter; Locksmith-plumber of sanitary engineering; Grape grower; Baker, Blacksmith-bender and Mason-bricklayer* - developed with the support of the ILO "Effective management of labor migration and qualifications" by the Construction Sector Committee and Sectoral Committee on Agriculture and Food Industry;

- 8 occupational standards, developed with the support of donors, approved the 2014-2015 for the following occupations: *Carpenter and Locksmith-electrician in construction, Construction Electrician; Baker; Bus driver; Plasterer; Electro-gas welder and installer, Electrician for electrical equipment repair and maintenance*;

15 occupational standards were developed as a result of a public auction conducted by the Ministry of Labor, Family, and Social Protection at the expense of budget funds in an amount of 825 thousand lei, allocated according to the State Budget Law for 2015, including:

5 - in construction: Asphalt-concreter; Coverer with materials in roll or sheet; Machinist for the crane; Plaque tiler; Carpenter in construction;

3 - in telecommunications: Telecommunication Operator; Operator for technical support of computers; Installer of telecommunication equipment.

3 - in agriculture: Beekeeper; Fruit and vegetable grower; Tractor mechanic for agricultural production;

3 - in the food industry: Food Controller and Sausage Maker.

2 - in services: Cook; Barber.

4 - other occupational standards were developed in 2016 by the Sectoral Committee for training in the construction industry, namely: walls and ceilings of plaster mechanic, roofer, developed with the support of the Institute for Scientific Research in Construction "INCERCOM" and the Federation of Employers in Construction, Road Workers and Building Materials Producers „CONDRUMAT";

Plumber for heating and solar equipment and Installer of ventilation and air conditioning equipment developed with the support of the "International Foundation Liechtenstein Development Service" (LED) and the Federation of Employers in Construction, Road Workers and Building Materials Producers „CONDRUMAT".

All standards were developed in accordance with the methodology approved by Government Decision no. 863 of October 08, 2014, under the terms of the public tender, they were verified and coordinated, in the way, established by the Ministry of Labour, Social Protection and Family and approved by ministries of reference and published in the Official Monitor in the years 2015-2016.

More than half of all occupational standards (17 occupational standards) were developed in the construction industry.

The pace of development of occupational standards is below expectations, largely consisting, on one hand, in the lack of sufficient financial means and, on the other hand - the uncertain status of sectoral committees, which restricts freedom of actions, including the access to resources for that activity. Thus, the slow process of development of occupational standards may undermine the achievement of the *Action Plan for restructuring the network of technical and vocational education for the years 2015-2020*, which provides that, by 2020, there will be developed 200 occupational standards and 200 qualifications. In this context, we find that developing occupational standards in the years 2013 - 2016, when there were developed 33 occupational standards (around 17% of the agreed plan), shows that by 2020 we will have planned more than half of standards.

2. The update of the National Qualifications Framework by developing professional qualifications according to areas of training is carried out as follows.

At the level of the secondary VET, 13 professional qualifications were approved in the areas of Electricity and Energy; Electronics and Automation; Mechanics and metalworking; Food processing; Construction and civil engineering; Crop production and livestock farming.

At the level of post-secondary VET, 40 technical professional qualifications were approved in these fields: Transport services; Accounting and Tax; Wholesale and retail trade; Environmental sciences; Usage of the computer; Databases and information networks creation and management; Development and analysis of software products; Electrotechnics and energy; Electronics and Automation; Mechanics and metalworking; Motor vehicles, ships and aircraft; Food processing; Textiles (clothing, footwear and leather goods); Architecture and urbanism; Construction and civil engineering; Crop and livestock production; Horticulture; Forestry.

Implementation of the quality management system within the VET system, in accordance with quality standards.

In order to ensure the quality of VET, through the Order of Ministry of Education no. 1228 of December 22, 2015, the Quality Management Guide in VET was approved. The purpose of the guide is to provide information on the quality concept and how this concept can be developed and implemented by understanding and applying the principles of quality assurance activities, involving stakeholders in improving the educational services of VET in the Republic of Moldova.

Creation of accreditation and quality assurance structure in VET.

By Government Decision no. 191 of April 22, 2015, the Regulation on the organization and functioning of the National Agency for Quality Assurance in Vocational Education was approved. Thus, in the Agency, 8 persons were employed, and the Methodology for external quality assessment was developed for authorization of temporary functioning and accreditation of curricula and VET institutions, institutions of higher and continuing education, the document which has been placed in

December 2015 for Decisional transparency for public consultation. On December 17, 2015 in Brussels, the ENQA board accepted the ANACIP (NQAA) as affiliate member of ENQA (European Association for Quality Assurance in Higher Education).

Training VET institution teachers and managers in quality management. In order to strengthen human resources with the support of the European Union Project "Technical assistance for VET in the Republic of Moldova," management personnel from VET institutions with good outcomes gained as a result of institution mapping, have benefited from a program of management training on the following topics: Management of human resources; Strategic and project management; Quality management; Partnership and social dialogue management; Financial management; Management of implementing of functions of Centres of Excellence. Managers have been trained by local and international experts in the period from November 20 to December 15, 2015.

Development and implementation of new mechanisms for the financing of VET. It has been prepared and submitted for approval the draft of the Government Decision on *funding on the basis of cost per student of VET institutions* to be transmitted to the Government in 2016.

Provision of adequate conditions for studies within the VET system - under implementation. In terms of increasing the capacity of VET institutions, the following actions have been undertaken: the computer lab from the Centre for Excellence in Informatics and Information Technology has been equipped, with the support of Orange Moldova; the laboratories and classrooms of 4 VET institutions - Pedagogical College "M. Eminescu", Soroca, Vocational School no. 3, Chişinău, Vocational School no. 5, Chişinău, Vocational School, com. Alexăndreni, Singerei district have been equipped with technical equipment and furniture, with the support of the German Embassy in Moldova.

In order to ensure adequate conditions for the Centres of Excellence, the Procurement plan for the modernization of Centres of Excellence has been approved by the Order of the Ministry of Education no. 1202 of December 16, 2015.

Challenges:

The main actors in the field of labor market policy are the Ministry of Labour, Social Protection and Family (MLSPF), the Chamber of Commerce and Industry, the National Employment Agency (NEA) and its territorial structures. The latter institution has the duty to prevent unemployment, to support the unemployed, in particular employing to new jobs, develop and provide active measures on the labor market to pay unemployment benefits and to inform on supply and demand in labor markets.

In both areas (labor force employment and vocational education), sector coordination must be improved. The objective of a better coordination should be systematic and include the needs of the Moldovan economy. Also, the public actors' landscape has been divided. At least four ministries are involved in VET policy and decisions.

The Republican Centre for Vocational Education Development (RCVED), embedded in the structure of the Institute of Education Sciences (IES), should have a supportive role in developing of programs and standards for VET, however, it lacks the necessary resources and the ability to fulfill its mandate. The Ministry of Agriculture has the responsibility to develop training programs in their areas, while the Ministry of Education is responsible for the implementation of these programs. The same situation can be found for the distribution of responsibilities in health, culture and transportation.

Chamber of Commerce and Industry relies heavily on voluntary membership of private companies and has no formal responsibility in the sector of VET. The Chamber also supports initiatives regarding the implementation of dual training. Currently in courses and programs, the Chamber uses the modular method, applied practice with national and international experts. The focus is on the practical application, interactive form of studies, business games, group work, etc.

The existing mechanisms, representing the specific interests of different sectors of the economy are not fully functional. Few sectoral committees (6 units) are not legal entities, without funding mechanisms and, therefore are limited in their actions.

International development partners: including the EU, ETF, Austria, Liechtenstein, German and others, such as the USA, contribute significantly to the implementation of educational reform and by providing technical advice and assistance. In the matters of employment, besides Austria, Czech Republic and Sweden there are also active the UN agencies, like UNFPA and ILO.

D.6 How do you assess the policy and provision in terms of the learning opportunities in place in VET within a working environment (work-based learning) for both young people and adults? What are the main driving factors and obstacles for work-based learning¹⁹?

Lifelong Learning (LLL) is gaining more importance for many reasons, such as:

- the proportion of adults aged 25 years and over is increasing;
- emigrants returning home need validation and certification of skills acquired under non-formal and informal learning, in order to enhance the employability and mobility on the labor market;
- employees need to be much more flexible than in the past because of the unstable economy of Moldova

According to title VIII "Vocational Training", the Labour Code of the Republic of Moldova No. 154-XV of March 28, 2003, article 213, provides that the employer is obliged to create the necessary conditions and encourage vocational and technical training of employees, who are involved in production training, improving or studying at educational institutions, without removal from activity. And article 214 stipulates that the employee is entitled to vocational training, including getting new professions or new specialties.

In the last 5 years, there has been a registered tendency of increasing of the number of employees entities who attend continuous training.

According to statistics (NBS), in 2015 (Annex 4), within the economic units under investigation (approx. 626 500 persons) there were trained 92236 people. Of the total number of the trained persons, 54.5% were women.

In the reference period, a trend of increase of costs was shown for training of employees, which in 2015 was 73% more than in 2010.

The average duration of training in 2015 constituted 51 man-hours, reducing by 5 hours compared to 2014 (56 man-hours).

Based on the Plan for vocational development of personnel from public authorities, approved annually by the Government, civil servants are tied in professional training courses at the Academy of Public Administration. Public authorities annually develop and approve the Professional Training Plan for their employees.

An important activity is the cooperation of the Sectoral Committee for vocational training in construction, with the view to ensure continuous training opportunities for workers employed in construction. In collaboration with the ADA Project, the Centre for vocational training in construction of

¹⁹ MTD 1 suggests that work-based learning should be promoted, but this does not mean that every country must do this for all types of work-based learning. Therefore, selection among policy options and types of work-based learning and related target groups is key.

the Republic of Moldova has been organized- created based on the Construction College. Within the project, the training group for trainers education were created, and instructed under the project, 8 people were certified. A working group for the education of mentors was created, of which 12 persons, representatives of the construction company, were trained under the project, tested, and handed certificates. Working groups were also created for training workers in the following occupations, blacksmith-concreter and mason-bricklayer.

D.7 Which are the main policy options for work-based learning in VET? What types of work-based learning are most appropriate in the country context, and why²⁰?

In Moldova, Work Based Learning is present at all levels of VET - secondary, professional, technical post-secondary and vocational education for adults.

Work Based Learning is a vital aspect in the vocational training process and contributes directly to the main purpose of training - to help trainees to acquire practical skills according to their qualification. Technical vocational education system is in the process of reform and WBL is considered as priority, thus WBL is to be strengthened and improved.

The VET Strategy in Moldova 2013-2020 underlines the need to strengthen the link between vocational education and training with the labor market, and to consider the implementation of dual education system as a benchmark. WBL will increase in importance together with the completion of new reforms.

A new type of WBL - dual training, has been introduced in secondary VET in September 2014 in order to increase the quality of learning on the workplace and to enhance the cooperation between VET institutions and companies. The companies' interest to provide dual vocational training has increased lately. Beneficiaries of the dual training process are both employers and apprentices.

Aiming to improve Work based learning, within the reporting period, a number of documents were developed such as:

- the Regulation on the organization and development of apprenticeship;
- the Regulation on production foremen training within companies;
- the Regulation on internships in production in secondary VET;
- the Framework Plan for secondary VET, including a number of compulsory hours for practical training and practice in manufacturing;
- Curriculum for occupations of dual training;
- Curriculum for occupations from secondary VET;
- Curriculum for professional specialties of postsecondary education;
- Training Agenda;
- Apprenticeship contract for dual training.

²⁰ (1) The learner is an employee (informal and formal apprenticeship, alternance, on-the-job learning); (2) the learner is an employee (short internships, longer traineeships); (3) borderline cases (simulated work-based learning, training/virtual firms, real firms in school).

Within the vocational education and training of Moldova there are three main models of WBL:

1. Practical training (on- the site learning), which is usually achieved in laboratories, workshops, VET institutions;
2. The production practice (on- the-job training) which usually takes place within companies.

Internships (practical training and practice in production) are mandatory elements of the training programs which lead to qualification obtaining.

They are believed to be effective mechanisms for transition from school to workplace and enabling young people to become familiar with the world of work and, thus, facilitate the transition from education to employment.

In VET institutions, vocational internships are carried out in laboratories, workshops, mini-factories, virtual companies. VET institutions are equipped with laboratories, workshops, kitchens or cooperate with companies in order to use their facilities. The goal is to create an environment similar to "real life", to establish contacts and / or cooperate with real companies and to develop entrepreneurial competences. VET institutions have the primary responsibility to create conditions / environments close (similar) to real work life. The share of mandatory internships varies, depending on the type of program and depending on the profession / specialty.

3. A new type of WBL is the dual training, has been introduced in the secondary technical vocational education institutions in September 2014 in order to increase the quality of work based learning and to strengthen cooperation between VET institutions and the business environment.

In 2015, the process of dual training has been expanding. Other five companies, together with VET institutions are offering dual training.

Work Based Learning is also present in continuous vocational training through internships that are part of the curricula of training courses covering training periods within companies.

Quality assurance²¹

D.8 How do you assess the availability and adequacy of quality assurance arrangements, measures and practices at central and provider level in the areas of:

D.8.a the qualifications system?

D.8.b teacher and trainer quality against national standards?

D.8.c VET provision (including by private providers)?

Quality in education is defined in the Education Code and is "the total number of characteristics of a study program and its providers, whereby the beneficiaries' expectations are met with respect to quality standards." Quality is one of the fundamental principles of education, under which "educational activities relate to benchmarks and good national and international practices".

The whole system of ensuring quality in vocational education is within a complex process of developing and includes aspects from the relevance for the labor market reflected in occupational standards, implemented in qualification standards, included in a National Qualifications Framework and continuing with development of the adapted curriculum to aspects of infrastructure and school network. It includes aspects of evaluation and accreditation programs, teacher training institutions to support the process.

²¹ MTD 2.

Accreditation and assessment. According to the new Education Code, quality assessment in VET is done based on national reference and accreditation standards and methodology established by the National Agency for Quality Assurance in Vocational Education and approved by the Government.

National Agency for Quality Assurance in Vocational Education is the administrative authority of national interest with main duties and responsibilities as follows:

- Execution of state policy in the field of VET, higher and continuing education quality;
- Development of methodologies for the evaluation and accreditation of institutions which offer training programs in accordance with European standards;
- Formulation and periodic review, based on European's best practices and International standards for accreditation, the national reference standards and performance indicators used in evaluation and quality assurance in education;
- Assessment of institutions which offer vocational training programs, as well as of their programs, the authorization of temporary functioning of accreditation and re-accreditation in vocational education and training, higher and continuing education;
- Performance of quality assessment programs and institutions which offer training programs in vocational, higher and continuing education;
- Publication of manuals, guides, papers, summarizing the best practices assessment and both internal and external quality assurance, etc.

Quality assessment in vocational education is aimed at: (a) institutional capacity; (b) educational effectiveness, including academic outcomes; (c) the quality of vocational training programs; (d) institutional quality management; (e) the correlation between internal evaluation and the real situation.

Quality assessment in technical vocational education is expected to be (i) external and (ii) internal. (i) External Quality Assessment will be conducted by the National Agency for Quality Assurance in Vocational Education and other authorized structures. (ii) internal evaluation will be carried out by the internal institutional structures of quality assurance, based on reference standards and accreditation developed by the National Agency for Quality Assurance in Vocational Education and its regulation.

The current situation on the quality of technical vocational education, especially of the secondary one, is confirmed by the recipient of its product - the employer. Economic agents face a significant gap between the expectations regarding the employees and level of training of graduates of technical vocational education. Most often, in the opinion of representatives from business environment (exposed during discussions / joint meetings), graduates are not ready to assume a working position and become productive from the beginning of their professional activity. As a result, companies must retrain them and therefore invest additional resources. Young employees are also not satisfied with the situation they are in, because training takes time, in terms of reduction in salary. This situation can be explained by the fact that, on the one hand, the offered qualifications do not meet labor market needs and, on the other hand, the practical component of the training is below the described occupational level. According to employers, young workers do not have the necessary skills for the labor market because the educational plans and the contents of trainings do not provide relevant discipline studies. The low productivity of young employees and reduced quality of products / services fall into a vicious circle, which in its turn, determines modest salaries. Uncompetitive salaries are another reason for the lack of attractiveness of enterprises. The enterprises require employees with a higher level of professionalism and competence.

The consequences of the abovementioned problems are felt directly in the economy. There is attested a relatively small share of young graduates who are joining the labor force according to qualifications, obtained in educational institutions, and the absence of mechanisms to monitor their careers make the

problem less visible. Empirical evidences show that about 30% of graduates do not work according to qualifications from vocational schools, colleges and universities, which shows the irrelevance and inability of employment studies.

Restructuring of VET institutions in accordance with the new structure of the educational system led to resize the network of educational establishments. The 2015/16 academic year started in technical vocational education with a network of 44 vocational schools, two schools of trades, 4 Centres of Excellence and 42 colleges.

Currently technical vocational education system network includes 44 professional schools, 10 centres of excellence, and 38 colleges.

Regarding the training programs offered by centers of excellence, we can mention that the center:

- provides secondary vocational training programs, being created by the transformation of the vocational school;
- provides post-secondary vocational training programs being reorganized by transforming colleges;
- provides post-secondary and secondary vocational training and was created through the reorganization (fusion) of a college with a vocational school.

At the beginning of the academic year 2015/16, the number of pupils in secondary technical vocational education amounted to 16.1 thousand persons, which is 8.1% less than in the academic year 2014/15. Most students (95.3%) are enrolled in educational institutions located in urban areas. This level of education is requested more by boys, their share being of 70.7% or 1.9 percentage points more than in the academic year 2014/15.

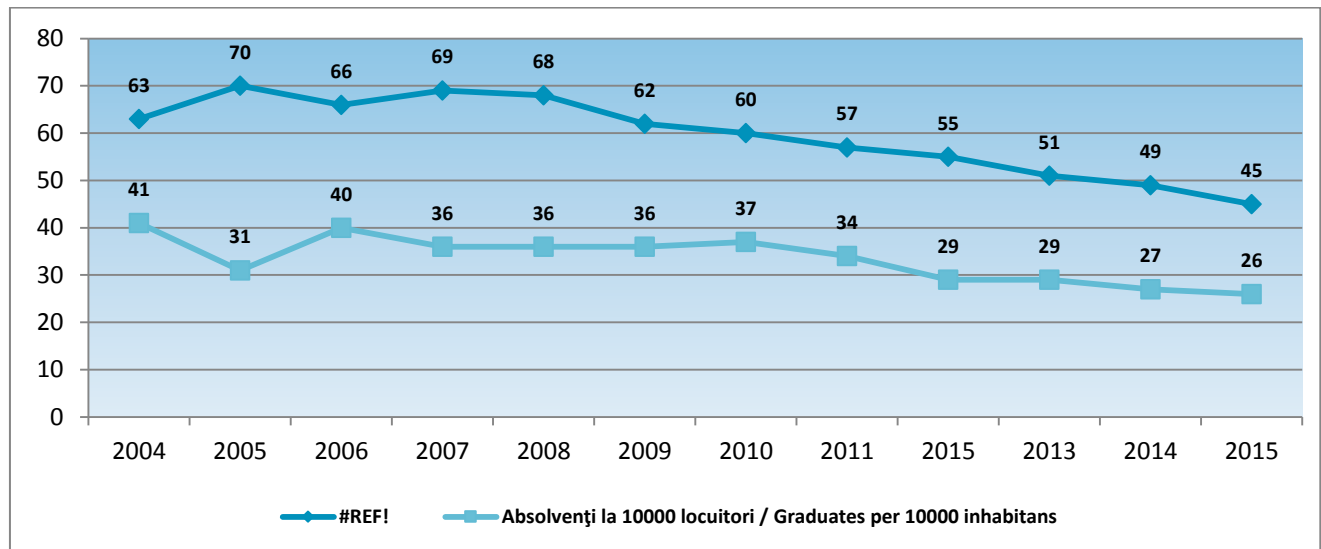
However, both admissions and the number of graduates, registered downward trends, especially in institutions of secondary vocational education.

In the academic year 2015/16 in secondary vocational education, 9367 students were enrolled, representing a decrease of 14.4% compared to the academic year 2014/15 and by 33.9% compared with 2010. Of the total enrolled students, 88.8% were admitted based on the certificate of gymnasium education, of which 87 percent were graduates of 2015. Distribution by programs reveals that at secondary vocational training programs based on secondary education for the duration of training of 2 years there have been enrolled 5400 people (93.3% of which with budget financing), for three-year lasting trainings - 3100 people (96.8% of which with budget financing) and in dual education - 107 people with budget financing. However, persons admitted based on high school education and secondary general constitute 0.8 thousand, of which 90.8% are those with budgetary financing.

Number of graduates in the reporting period amounted to 9220 people, thus, registering a decrease of 4.6% compared to the academic year 2014/15 and respectively of 30% compared to 2010.

At the beginning of academic year 2014/2015, per 10 thousand of people there were on average 49 students and 27 graduates from secondary vocational education, against 70 students and 31 graduates in the academic year 2005/2006, and in 2015 per 10,000 residents there were registered only 26 graduates, decreasing by 29.7% compared to 37 graduates registered in 2010 (Annex 2. tables I - 2).

Figure 15: Pupils and graduates of secondary vocational education per 10 million inhabitants (persons)



Source: BNS.

At the beginning of the academic year 2015/16, the total number of students **in post-secondary VET institutions** amounted to 30 400 people, representing a 2.1% increase compared to the previous school year. The structure by gender of students in this education level reveals a higher proportion of girls (52.9%).

Of the 45 VET institutions, providing programs for the post-secondary level, 41 institutions belong to the public sector. In the academic year 2015/16, within the state institutions, there were studying 94.0% of total amount of students. For students with budget financing, as compared to the academic year 2014/15, a decline of 3.4% has been registered. The share of students who attend classes on a contract basis in state institutions is of 43.6% or by 3.2 percentage points higher compared with the precedent year. În the non-state institutions, the number of students remained at the level of study year 2014/15.

In the academic year 2015/16 in post-secondary VET institutions there were registered 8900 persons or by 1.2% less than in the previous school year. Of all students enrolled, 7700 were enrolled on the basis of secondary education (47.5% with budget financing), others (1200) - based on high school studies and secondary schools of general education (of which 52, 2% with budget financing). In the state institutions were registered 8300 people, or about 93% of total students. However, the number of enrolled students with budget financing (4300) decreased by 4.7% compared to the academic year 2014/15. Within the non-state institutions, as compared to the academic year 2014/15, the number of admitted students was reduced by 17.6%.

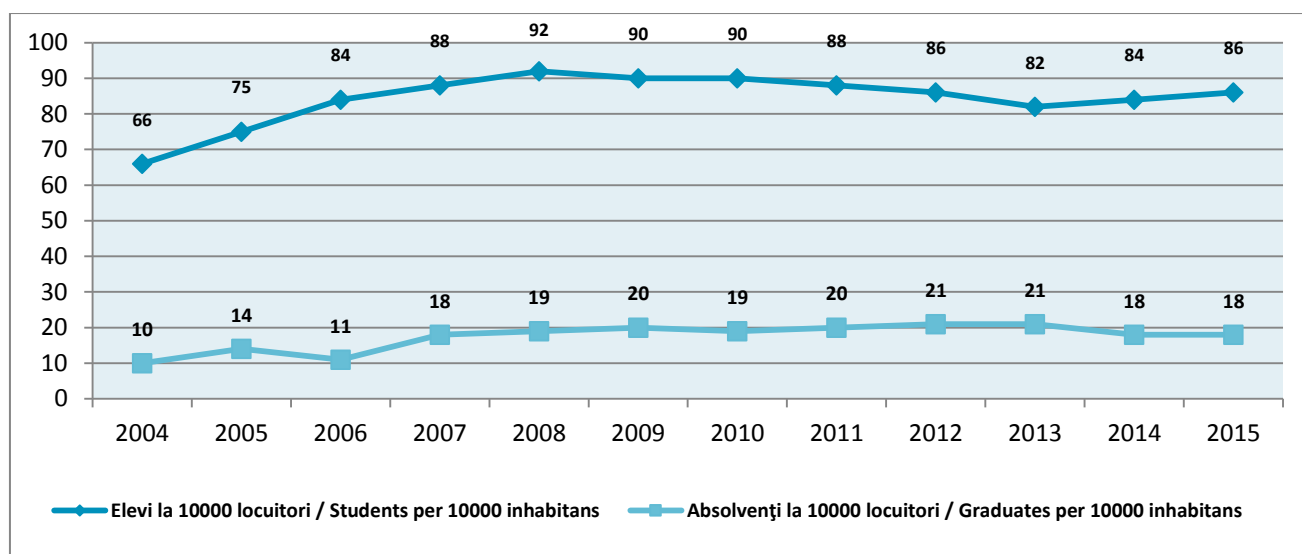
Upon training profiles, higher rates of enrolled students were registered in the following profiles: medicine - 13.6% of the total enrolled, economics - 13.1%, transport - 9.4%, services - 7.7% , informatics - 5.7%, construction - 5.0%, mechanics - 4.9%, etc.

In 2015, the number of graduates amounted to 6300 people, thus registering a reduction as compared to the previous year, by 3.6%. Compared to 2014, there has been a decrease in both the number of graduates in state institutions (3.2%) and in the number of graduates of non-state institutions (9.4%). Of the total number of graduates, 86.5% have attended high school and specialized courses.

At the beginning of the academic year 2014/2015, per 10 thousand inhabitants there were on average 84 students and 18 graduates of specialized secondary education, compared with 75 students and 14

graduates in the academic year 2005/2006, while in 2015 there were 86 students per 10,000 inhabitants, representing a decrease of 4.4 percent compared to 2010 (Annex 2. tables 4-6.).

Figure 16: College Students and Graduates per 10000 inhabitants (persons)



Source: BNS.

Accreditation of VET programme providers. According to the Code of education, VET institutions are established, reorganized and liquidated by the Government, while the general organization of the technical vocational education framework is governed by the rules approved by the Ministry of Education. Vocational training within the VET institutions is organized on the basis of appropriate standards and curriculum. The length and structure of the school year in vocational education is regulated by the Educational Framework Plan, approved by the Ministry of Education.

The National Agency for Quality Assurance in Vocational Education is responsible for evaluating with the view of authorization of temporary functioning of accreditation and re-accreditation in technical vocational education, in higher education and continuous training. The assessment is made based on the contract at the request of the Ministry of Education or of the institutions -providers of training programs as well as for the training programs that they provide.

The development agency, in accordance with the corresponding European standards, methodology for external evaluation of quality with the view of authorization of temporary functioning and accreditation of study programs and VET institutions, institutions of higher and continuing education and Regulation for calculating the fees for services rendered in the external evaluation of quality of study programs and VET institutions, institutions of higher and continuing education", approved by Government Decision No. 616 of May18, 2016. The Agency formulates and periodically reviews the accreditation standards, the national reference standards and performance indicators used in the evaluation and quality assurance in education.

Any legal entity, public or private, interested in offering education programs are subject to mandatory external evaluation process, with the view of the authorization of temporary functioning before starting to work. There are subject to accreditation both educational institution and study programs.

Qualifications. According to the Code of Education, the qualifications in vocational education will be allocated according to the National Qualifications Framework, developed based on occupational standards for each level of professional education in line with the European Qualifications Framework and the need for skills in the labor market. NQF is developed by the Ministry of Education, in

collaboration with ministries of reference, sectoral committees, VET institutions, economic agents and other social partners, and approved by the Government. Skill levels define quantitative and qualitative parameters of professional skills that the graduate must have in order to exercise the job / profession, specialty obtained in accordance with the descriptors of the National Qualifications Framework. Currently, in Moldova are developed 53 qualifications. In VET institutions there can be obtained qualifications in accordance with the National Qualifications Framework, the Nomenclature of areas of vocational training and trades / professions and Nomenclature of the areas of vocational training for the specialties and qualifications for the secondary and nontertiary post-secondary VET.

The reform process in which there is comprised the whole system of vocational education seeks for unified use of information on the results of the learning / teaching processes, and in this context the development efforts are focused in the development of the National Qualifications Framework (NQF) of Moldova.

Concept on the National Qualifications Framework was developed and approved in 2010 together with higher education reforms. In recent years, with the support of the ETF, the NQF concept was developed from the perspective of technical vocational education with a draft methodology for description of qualifications based on occupational standards. NQF development process is underway within the project VET Reform Technical Assistance, considering the conditionality of budget support involving (tranches) descriptions of qualifications in MQF.

Currently the educational process involves technical vocational skills training in accordance with professional skill levels. Professional skills training is done through teaching-learning-evaluating activities to promote cross-disciplinary assessment and professional values. One of the biggest factors impacting the quality of training is the National Curriculum, with its components: educational framework plan, educational programs / curricula for learning subjects, textbook, teacher support, etc.

In secondary VET institutions the educational process is performed by 5-day study week. The duration of the study week does not exceed 36 hours of academic, theoretical and practical training. Production Practice duration within enterprises, including apprenticeships, does not exceed the following aspects: 24 hours per week, for students aged up to 16 years; 36 hours per week, for students aged 16-18 years; 40 hours per week, for students aged over 18 years.

According to the Framework Plan, the Production practice (internship) in post-secondary vocational education is compulsory and constitutes approximately 30%. This, usually is organized at enterprises. Collaborations with economic institutions, in particular, aims to provide students with places for internships. At present, few individual institutions fail to provide the required number of internship places. Although institutions have partnerships in order to provide students with internship places, a large number of students continues to set individual internship sites, excluding the institutions of medicine and culture.

Policies for training teachers and managers from the VET system. During the academic year, professional continuing training of teachers and management is performed through several forms:

- Professional training courses at the Institute of Education Sciences, Technical University of Moldova, State Pedagogical University "I. Creanga", Tiraspol State Pedagogical University in Chişinău;
- LED international training projects, Winrok Moldova, Project-Partnership for craftsmen training Kreishandwerkerschaft Hersfeld-Rotenburg;
- Republican/ regional conferences;
- Methodological meeting on subjects of study;

- Scientific seminars at school / district / municipality level, in collaboration with education departments;
- Pedagogical reading;
- Round tables to share best practice and experiences mentorship.

Continuing professional training is a prerequisite to obtaining teaching degrees. According to the Regulation of certification of teachers in pre-school, primary, special, additional, secondary and specialized education, approved by the Ministry of Education. The Regulation provides confirmation to determine the professional competence of teachers, targeting how to assess their skills in territory, based on professional credits. All the responsibilities of this process are delegated to educational institutions. Evaluation commissions are created in educational institutions by the Teaching Council. Applicants for teaching degrees are targeted by academic and local communities. The activities of the teacher remain ordinary, stating that he will demonstrate his professional competencies in a number of educational activities: classroom hours, extra-curricular activities, classroom hours during seminars, methodical meetings, personal assistances at colleagues' lessons and their analysis. Thus, a greater role is assigned to the education unity in the process of certification.

In the vocational education is also under implementation the drafting of curricula / study programs for the attainment of the objective of the VET Development strategy for 2013-2020 - its scientific, methodological and curricular ensuring, so that by 2020 100% curricula to be connected to the National Qualifications Framework.

Learning outcomes

D.9 Please outline the ways in which the quality of learning outcomes of VET students, in particular key competences as defined in national regulations and strategies²², are being evaluated and assessed, in both IVET and CVET. Is there scope for improvement of assessment arrangements and practices? Where available, what do the results of these evaluations and assessments suggest about the quality of outcomes currently produced by the VET system²³?

Arrangements for assessing the quality of student learning outcomes: initial assessment, continuous and summative assessments; control theses; promotion and graduation exams; internal, regional and republican competitions; submitting of reports and agendas of technological internships and graduation; portfolios defense; defense of diploma papers. All the mentioned procedures lead to effective assessment of the professional skills of graduates.

D.10 Is there a national qualifications framework (NQF) in place, and, if yes, is it focused on lifelong learning²⁴?

The development of the National Qualifications Framework for VET and validation of the sectoral committees -in the process of implementation.

În order to update the National Qualification Framework, there have been developed professional qualifications according to professional training areas, as follows:

At the level of the secondary VET there were approved 13 professional qualifications in the areas of Electricity and Energy; Electronics and Automation; Mechanics and metalworking; Food processing; Construction and civil engineering; Crop production and livestock farming.

²² MTD 4.

²³ MTD 4.

²⁴ MTD 3.

At the level of post-secondary VET, there were approved 40 technical professional qualifications in the fields: Transport services; Accounting and Tax; Wholesale and retail trade; Environmental sciences; Usage of the computer; Databases and information networks creation and management; Development and analysis of software products; Electrotechnics and energy; Electronics and Automation; Mechanics and metalworking; Motor vehicles, ships and aircraft; Food processing; Textiles (clothing, footwear and leather goods); Architecture and urbanism; Construction and civil engineering; Crop and livestock production; Horticulture; Forestry.

National Qualifications Framework in Moldova is developed in accordance with the European Qualifications Framework in perspective of lifelong learning, other international and national documents, and constitutes a unique tool that sets qualifications structure of the training system and contributes to national and international recognition of the skills, achieved in the formal national educational system or through non-formal and informal learning

NQF supports lifelong learning and ensures the recovery and use of the acquired learning outcomes, and represents a means of upgrading the vocational training system, which requires the development of complex activities connected with labor market requirements and development.

National Qualifications Framework in Moldova, by reference to the European Qualifications Framework, establishes 8 levels of qualifications. Levels 6-8 are obtained through higher degree of education, such as bachelor, master, doctoral degree, while the levels 3-5, as follows:

- level 3 of qualification is ensured by secondary technical vocational education;
- level 4 of qualification is ensured through post-secondary technical vocational education;
- level 5 of qualification is obtained through nontertiary post-secondary technical vocational education.

D.11 Are qualifications defined by learning outcomes, and, if yes, are they placed in the NQF?

National Qualifications Framework is aimed at forming a unique, integral, open and flexible, national qualifications system, which would include all levels and forms of vocational education oriented towards satisfaction of needs of the qualified staff in the labor market, the orientation of vocational education to the country's economic development.

Professional qualification is the document drawn up based on a standardized format that describes learning outcomes in line with labor market requirements, specified in the occupational standard.

Education outcomes by qualification levels of the National Qualifications Framework of the Republic of Moldova, determines the general requirements of knowledge, skills and competencies that a person can demonstrate after completion of learning. Structure description of qualification levels in the final chapter of study / learning outcomes is analogous to that of the European Qualifications Framework:

- knowledge is described as theoretical and / or factual;
- skills are described as cognitive (involving the use of logical thinking, intuitive and creative thinking), or practical (involving manual dexterity and use of methods, materials, tools and instruments);
- Competences are described in terms of responsibility and autonomy.

D.12 Which institutions govern the NQF? Is industry among them? How strong is the involvement of social partners in NQF implementation?

According to Education Code (art. 66), qualifications in VET education are to be awarded in accordance with the National Qualifications Framework, developed based on occupational standards

for each level of professional education in line with the European Qualifications Framework and the need of the labor market for qualifications.

NQF is developed by the Ministry of Education, in collaboration with ministries of reference, sectoral committees, technical vocational educational institutions, economic agents and other social partners, and is approved by the Government.

Qualification levels define quantitative and qualitative parameters of professional skills that the graduate must have in order to exercise the job / profession, specialty, obtained in accordance with the National Qualification Framework. In VET institutions, qualifications can be obtained in accordance with the Framework National Qualification Framework, Nomenclature of areas of vocational training and trades / professions and Nomenclature of vocational training areas, specialties and qualifications for secondary and non-tertiary post-secondary VET.

The qualification examination, certification of skills acquired in the context of non-formal education and informal and / or defense of the diploma paper is conducted according to criteria established by the National Agency for Quality Assurance in Vocational Education and the Ministry of Education and with the central referencial authorities. Qualifications given by VET institutions shall be entered in the National Register of Qualifications in Vocational Education developed by the Ministry of Education in collaboration with central referencial authorities.

In accordance with the Code, the modules / disciplines of the training programs, based on which qualifications are being attributed, can be expressed in credits under the European Credit Transfer System, based on agreements between institutions providers of training programs.

According to the Methodology for development of occupational standards for working professions, the bodies participating in the development of occupational standards are specialized central bodies of public administration (represented by the Ministry of Labour, Social Protection and Family and the ministries, central administrative referencial authorities) and sectoral committees for training.

The development of occupational standards is coordinated by the Ministry of Labour, Social Protection and Family, which has the following responsibilities in the field: upgrade of the legal framework, necessary to implement the process of development of occupational standards, monitoring and coordination of the process of drawing up documents, justifying the budget project, management of budget allocations for development of occupational standards and management of procurement procedures for the development of occupational standards with funding from the state budget.

Ministries and central administrative referencial authorities are responsible for the verification of quality of occupational standards, developed in a given branch; approves occupational standards that have been developed and cooperates with the sectoral committees to complete the process of development of occupational standards in accordance with trends of economic development and policy in branch CVET.

The sectoral committees are set up for each economic sector, on principles of parity, of representatives of social partners at branch level. The sectoral committees are responsible for developing occupational standards in a particular sector, the process elaboration being conceived based on the mapping of relevant occupations; approval of decision to develop occupational standards according to the stages envisaged in the relevant methodology and integrated management of the development process; creation of working groups on the development of the concrete occupational standard profile, as well as commissions for evaluation and validation of occupational standards; identifying financial resources for developing occupational standards.

The general process of qualification development involves a group of stakeholders with eventually different interests. Representatives of the labor market may wish to reduce professional qualifications

in key skills and knowledge necessary for their specific work, technicians could put great emphasis on technical details, while representatives of the education sector would like to describe in detail the knowledge to express more deeply a meaning. It is the responsibility of those involved to recognize these trends and to reaching of an agreement and consensus in the drafting process.

The methodology indicates that the process of verification and validation must be independent. People who verify and validate should not be part of the team of professional qualifications developing. This independence would ensure better quality of professional qualifications. Although this is a correct trend, the total independence of the process validation and verification is not feasible at this stage of development of the National Qualifications Framework in Moldova, for the simple reason that people involved in the verification and validation should, first of all, be experienced in development, to fully understand the burden of validation and verification.

Currently, Moldovan professionals who are involved in the development, review and validation process reinforces their experience. It is proposed to apply the four eyes principle, where the validation and verification is performed by different people, but in close collaboration with the developers of professional qualifications, allowing thus both sides to learn from each other.

D.13 Is there a mechanism to ensure that the qualifications are relevant/credible for employers²⁵?

The development of the education process in VET institutions according to Curricula, is developed based on professional qualifications, reflecting the occupational standards, is one of the basic mechanisms that ensure compliance of the qualification obtained and the labor market needs.

Thus, in accordance with the methodology of drafting the occupational standards approved by the Government, the occupational standard describes the duties and tasks of a specific professional occupation and occupational area quality landmarks by successfully carrying them in line with labor market requirements. Representatives of economic agents from the area of reference are the main actors of the Working groups to develop profile and occupational standards. These specialists practitioners are people with work experience of at least 5 years in the field.

Occupational standards are necessary to ensure quality training of human resources, identifying professional skills, correlate initial and continuing training to labor market needs and provide the basis for the reform of secondary vocational education in Moldova, developing a National Qualifications Framework in accordance with European Qualifications Framework principles.

Occupational standards contribute to teacher training are developed according to socio-economic development of the state in a medium and long term basis, labor market requirements, advanced experience implemented in sectors / activities of national economy, technologies, raw materials and the applied machinery. According to Methodology, the occupational standards are the basis for the description of qualifications and educational standards development related to vocational training of workers, according to labor market requirements.

Active involvement of business community in the process of training, collaboration with educational institutions and provision of students with internship places, involvement in the dual training process and in the process of designing study programs / curricula, involvement of an economic agent in the processes of assessment, employment vacancies competitions, etc., are the mechanisms that lead to qualification compliance with labor market needs.

According to art. 8 of the Code of Education, within the education system, it is encouraged the social dialogue and partnership with educational institutions in the field of research, trade unions, business environments, civil society and media, made under the legislation in force. The Ministry of Education

²⁵ MTDs 2 and 3.

plans and implements national development strategies of the education system in consultation with central government and local authorities and with social partners.

The Code also stipulates (article 11) that main education's outcome is the formation of an integral character and development of a system of competencies that include knowledge, skills, attitudes and values, allowing active participation of the individual in social and economic life, which also contributes to the formation of an integral personality, and ensures the satisfaction of the employer's requirements with the obtaining of appropriate qualification. Education aims at training the following key skills:

- communication skills in Romanian;
- communication skills in one's native language;
- communication skills in a foreign languages;
- competences in maths, science and technology;
- digital competences;
- competence of learning to learn;
- social and civic competences;
- entrepreneurial skills and spirit of initiative;
- competence of cultural expression and awareness of cultural values.

Aiming the motivation of the economic agent for involvement in training, there were made amendments to article 19 a) and 24 of. (19) of the Fiscal Code Law NRR. 324 of Decenber 23, 2013, enacted o January 01, 2014. În the taxable facilities fringe benefits there were included payments related to expenses that incurred by the employer, and determined for transport, food and employee's professional studies and deduction of these expenses in the manner established by the Government.

In order to implement art. 19 lit. a) and art. 24 para. (19) of the Fiscal Code no. 1163-XIII of 24 April 1997, the Government, through Resolution no. 144 of February 26, 2014 approved the Regulations on the criteria for fixing the amount of costs incurred and determined by the employer for transportation, food and professional studies of the employee. Thus, the employer is entitled to deduct expenses for professional education / professional development, supported in favor of employees during the fiscal year, provided that such expenses are incurred exclusively in entrepreneurial activity and given the need for these studies / improvements for the category and the specific activity of employees.

Another aspect provided the Labor Code for testing the professional skills of the employee (art. 60), is established at the conclusion of the individual labor contract, a trial period of 3 months, respectively, at most 6 months - in case of unit leader, his deputies, chief accountant and other persons with responsible positions, the official list of which is approved by the employer in consultation with employees representatives.

E. Governance and policy practices in the VET system

Update on governance arrangements

E.1 Has there been any change in the distribution of functions and responsibilities for governing the VET system since the preceding round of the Torino Process? If yes, what are the changes and why were they necessary?

According to art. 69 of the Education Code regarding the administration of professional technical education, the VET institutions are subordinated to the Ministry of Education and, where appropriate, to relevant central bodies. The concerned institutions operate under their own rules, drawn up in accordance with the Framework Regulation approved by the Ministry of Education.

The Directors of public VET institutions are selected by competition, organized by the Ministry of Education or referential ministries, and shall be appointed for a term of 5 years, the same person having the right to more than two consecutive terms, according to regulations approved by the Ministry of Education.

The director of a VET institution can be dismissed before the expiry of the individual employment contract based on grounds, provided under employment law, and in the following cases:

- committing of financial violations;
- breach of professional ethics;
- nonconformance to promoted management in force standards;
- infringement of students', staff's and parents' rights;
- negative assessment of more than 30% of study programs, noted by the National Agency for Quality Assurance in Vocational Education.

According to Code, the administrative and consultative bodies of VET institutions shall consist of:

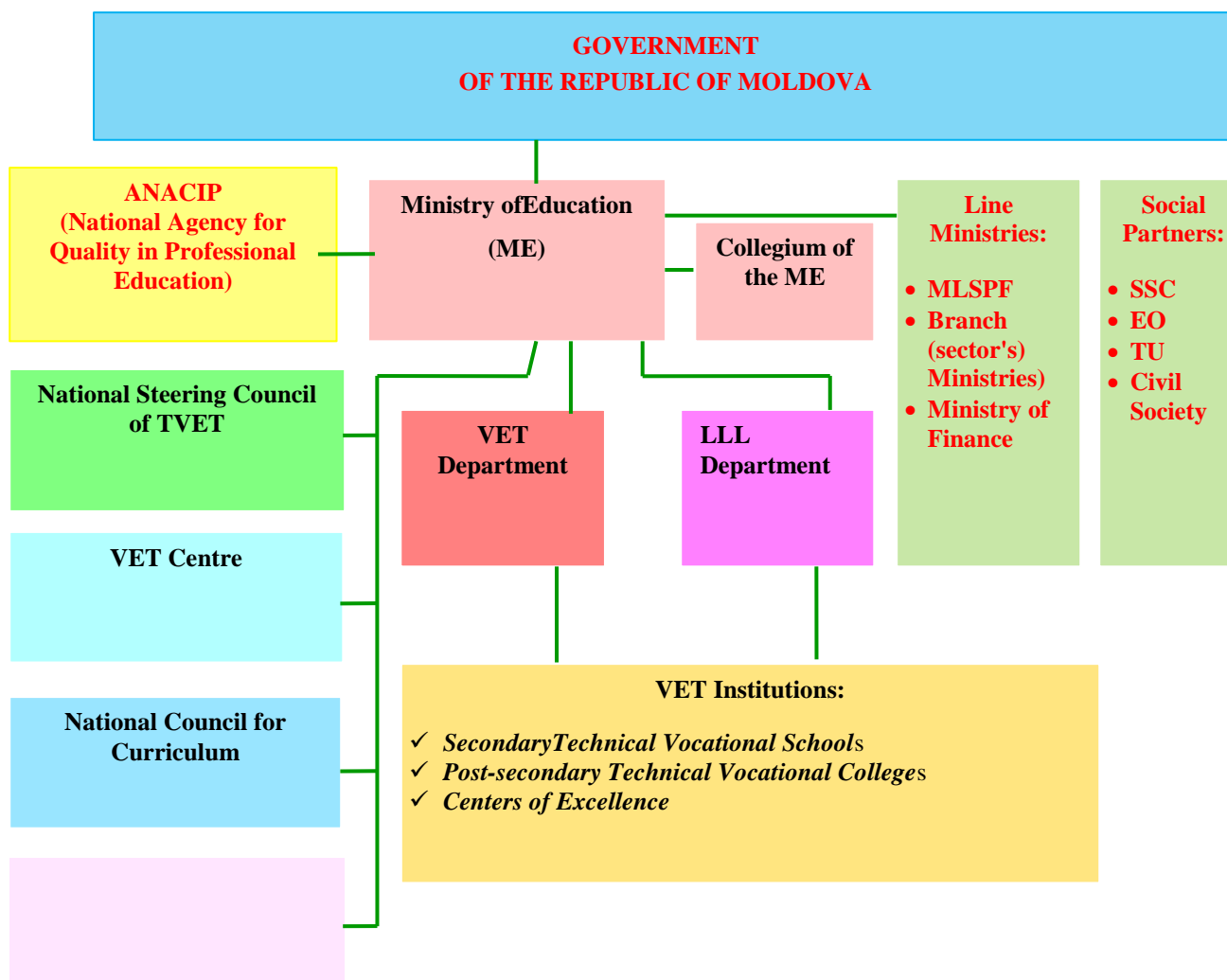
- administrative board
- teaching board;
- methodical and scientific board;
- artistic board (in case of educational institutions, specialized in Arts);

The duties of the administrative and consultative bodies are set out in regulations issued by the Ministry of Education and regulations on VET institutions.

The teaching body is the collective management body of the VET institution, being managed by the school Director.

The Director of the VET institution shall annually submit to Ministry of Education and referential ministries, the activity report of the institution, approved by the teaching body, which is published on the official website of the institution.

Figura 17: Governance of the VET system in the Republic of Moldova



- ANACIP** - National Agency for Quality Assurance in Professional Education
MLSPF - Ministry of Labor, Social Protection and Family
SSC - Skills Sector Committees
EO - Employers Organizations
TU - Trade Unions

E.2 How do you assess the level of autonomy at provider level? For example, are providers free to shape the curriculum, take funding decisions, decide on the allocation of funding, design assessments, and take staffing decisions?

In accordance with article 59 of the Education Code of the Republic of Moldova, approved by Law no.152 of July 17, 2014, the VET institutions are established, reorganized and liquidated by the Government at the initiative of the founder; they operate under their own rules, developed in accordance with the Framework Regulation approved by the Ministry of Education. These institutions

are legal entities, with treasury accounts opened in the State Treasury, balance sheet, with financing plans for the ongoing budget year, approved by the Ministry of Education.

Article 145 (5) of the Education Code stipulates that VET institutions are operating as economic and financial self-management bodies, able to do business in accordance with the law. This provision shall be implemented in 2017. This involves changing the statutes of VET institutions from budgetary institutions into independent economic subjects, subsidized from the state budget for the staff training command, approved by the Government

Assessment of governance arrangements

Governmental institutions

E.3 How do you assess the coordination of state actors in defining and implementing VET vision and policy, ensuring VET relevance and effectiveness? Please provide examples.

See E.5

Involvement of non-state actors

E.4 How do you assess the participation and contribution of non-state actors (social partners, employers, civil society, and teacher and student organisations) in and to the governance of the VET system and the shaping of VET policy? For example, is the participation regular and formalised, for instance through sector/regional skill councils or other coordination mechanisms? Alternatively, is it informal and ad hoc in specific thematic areas/projects? Overall, are there incentives, whether financial or otherwise, for participation by non-state actors?

See E.5

E.5 How do you assess the distribution of functions and responsibilities for shaping and implementing VET between state and non-state actors? Is it adequate, transparent and clear to all involved, without overlaps or gaps in responsibilities? In particular, is the distribution of responsibilities adequate to meet the expectations of VET as laid down in the strategic documents referred to in Building Block A?

Table 10: DISTRIBUTION OF RESPONSIBILITIES

| | Objective Setting | Implementation | Monitoring |
|-------------------------|--|--|---|
| Who is responsible? | RM Government, Ministry of Education, sector ministries | Ministry of Education, sector ministries | Ministry of Education, sector ministries |
| Who responds? | RM Government, Ministry of Education, sector ministries | Ministry of Education, sector ministries | Ministry of Education, sector ministries |
| Who is being consulted? | Ministry of Labor, Social Protection and Family, Ministry of Finance, Ministry of Economy, sector ministries, Chamber of Commerce and Industry, social society, sectoral committees, branch patronages and unions, VET institutions, Foreign doanors | Ministry of Labor, Social Protection and Family, Ministry of Finance, sector ministries, , Chamber of Commerce and Industry, sectoral committees, branch patronages and unions, VET institutions, Foreign donors | Sector ministries, Chamber of Commerce and Industry, sectoral commettees, branch patronages and unions, Foreign donors. |
| Who is (just) informed? | Academic community, parents, students | Academic community, parents, students, Foreign doanors, economic agents- partners of the educational institutions | Ministry of Labor, Social Protection and Family, Ministry of Finance, Ministry of Economy, Local community, regional, national, academic community, foreign donors, parents, students |

Table 11:MODE OF ACTION / DECISION OF THE RESPONSIBLE

| | Objective Setting | Implementation | Monitoring |
|--|--|---|--|
| Total/ unilateral autonomy | the R.M. Government, Ministry of Education | Ministry of Education, sector ministries | Ministry of Education, sector ministries |
| After consultations (mandatory) ¹ | Ministry of Education | Direction for vocational and secondary education, Republican Centre for Vocational Education Development, directions of the sector ministries responsible for education | Direction for vocational and secondary education (ME), Republican Centre for Vocational Education Development, directions of the sector ministries responsible for education |
| If there are consultations, with whom? (Please list) | Ministry of Labor, Social Protection and Family, Ministry of Finance, Ministry of Economy, sector ministries, Chamber of Commerce and Industry, social society, sectoral committees, branch patronages and unions, PLA, VET institutions, Foreign doanors | Sector ministries, the Chsmber of Commerce and Industry, civil society, sectoral commitees, branch patronages and unions, VET institutions | Sector ministries, Foreign donors (according to case) |

(1) Consultation may be given both: because they are mandatory and for responsibility raising purposes.

Table 12: MATRIX 3. DISTRIBUTING RESPONSIBILITY FOR QUALITY STANDARDS

| | Responsible for setting | Responsible for compliance | Monitoring and assessment |
|---|---|--|---|
| Quality Standards: Learning environment | Ministry of Education, Republican Centre for Vocational Education Development, VET institutions, National Quality Assurance Agency ANACIP (from 2015) | VET institutions | Secondary and post-secondary VET institutions , National Quality Assurance Agency ANACIP |
| Quality Standards: learning outcomes | Ministry of Education, sector ministries, ANACIP | VET institutions | ANACIP, sector economic agents |
| Quality Standards: teaching | Ministry of Education, National Quality Assurance Agency ANACIP(from 2015) Continuing VET institutions, Chamber of Commerce and Industry | Direction for vocational and secondary education (ME), Republican Centre for Vocational Education Development, Secondary and post-secondary VET institutions | Direction for vocational and secondary education (ME), Republican Centre for Vocational Education Development, VET institutions |
| Standards for accreditation providers | Ministry of Education, sector ministries, ANACIP | VET institutions | ANACIP |

National Council of Students in VET institutions is a representative and consultative structure of students, that operates according to the Regulation of functioning, approved by the Order of the Ministry of Education no. 331 of April 30, 2014.

The Council aims to make students' voices be heard as far as the rights of students are concerned within the education system.

According to the Regulation of operation, the Council ensures students' right to opinion and freedom of expression. It is a means by which students in secondary vocational and post secondary vocational specialized education provide feedback to the Ministry of Education about how the educational institution, that works under the current legal framework, answers to their needs and interests.

The Council is made up of 30 students (excluding students in the final year of study), chosen through open competition at national level, upon the proposal of institutional bodies of self-management of students (student council, senate, etc.) from secondary vocational and post-secondary vocational institutions (vocational schools, colleges).

The nominee can be any student, who at the time of submission is a pupil / student in I-II grade of secondary VET institution or in I-III grade of specialized educational institution, whether or not a member of school body of self-management.

The students' self-management body of an educational institution may propose only one candidate. CNEIP members are elected for one school year and only for one term.

The Ministry of Education is annually updating the National Council (15 April -15 May) by announcing national contest for the recruitment of Council members

According to the Regulation of operation, the powers of the National Council of Students involve the collection, generalization, formulation and proposal to the Head of the Ministry of Education the visions and the expectations of students regarding their access to formal and non-formal education, the quality of educational environment (healthy and safe), educational policies, participation in decision making etc. by:

- presentation to the management, employees and experts of the Ministry of Education students' opinions on the issues, concerns and grievances with regard to all aspects of school life and other areas of interest;
- formulation to the Ministry of Education of recommendations regarding the organization of the education process, including the framework-plan, curriculum, program of activity of the education institution, organizing extra-curricular activities, etc .;
- Exposure of students' point of view on law drafts and normative acts in education.

Also, the National Council of Students supports the Ministry of Education in monitoring the respect for students' right to education at institutional and republican levels, and organizes activities focused on identifying the needs, problems and interests of the students whom they represent.

The members of the National Council of Students participate voluntarily and are informed of the provisions hereof; they consult and represent the opinions / problems of their colleagues, devoting time and effort to this activity, receive training to enable the Board communicate on the network with their mates and adult coordinators of the council, as well as follow the rules agreed by all members. They propose ideas / suggestions on content and working process / methods, openly express their own opinion and respect the opinions of others, transparently inform their colleagues as well as the interested persons / institutions concerned about the work of the council; keep confidential situations / cases discussed; waive the membership of the Council whenever they want.

Council members also voluntarily assume tasks and responsibilities, but they are not remunerated for their work and do not enjoy privileges during the mandate term and after its expiry.

Parents' involvement. Relationship with parents in VET is not characterized by clarity and timeliness. In schools from urban areas, this relationship is more consolidated, parents are more active in the decision-making process of the Management Council, in organizing extracurricular activities, etc. The analysis of strategic and operational components of institutional development projects shows, however, a lack of a viable partnership with parents. In some secondary VET institutions there are no Parents' Committees.

In general, meetings with parents are limited to general information with respect to compliance with internal order, the results of assessments and compliance to sanitary and hygienic norms. There are institutions, usually in towns, addressing at the meetings with parents, educational problems associated with adolescent age, the causes of deviant behavior, parent-child relations, etc.

E.6 Can you identify which sectors of the economy are most active in the shaping of and participation in the planning and implementation of skills provision through VET?

- Annually, the Government approves the training plans (state order) for teachers on trades, specializations and general fields of study, within VET institutions and institutions of higher education in order to execute par. (5) art. 60; par. (2) article 85 and paragraph g) article 139 of the Code of Education; Law on approval of the Nomenclature of areas of training and qualifications to be in institutions of higher learning cycle, no. 142-XVI from July 07, 2005 to coordinate the share

of teacher training in private institutions of higher education and in public institutions on a contract base.

- The authority responsible for developing and submitting to the Government for approval of plans for staff training is the Ministry of Labour, Social Protection and Family, which performs this activity annually, in accordance with the Regulation on organization and functioning, of the structure of the central apparatus thereof, approved by Government Decision no. 691 of November 17, 2009. Ministry of Labour, Social Protection and Family, develops appropriate plans based on the proposals of the Ministry of Education, Ministry of Agriculture, Ministry of Health, Ministry of Culture, Ministry of Internal Affairs, Ministry of Defence, Academy of Sciences and the Academy of Public Administration.
- The admission plans are being coordinated with sector ministries, ministries of real sector, Ministry of Finance, Ministry of Justice, National Anti-Corruption Center, the social partners: the National Confederation of Trade Unions; National Confederation of Employers of Moldova, sectoral committees, etc., after which admission plans are transmitted to the Ministry of Labour, Social Protection and Family to be approved by the Government.

For the academic year 2016/17, for example, the Government has approved admission plans with budget financing and on contract basis to vocational education and training (secondary, post-secondary), to higher education at Bachelor degree studies (cycle I), to higher education of Master degree (cycle II), with funding from the state budget, to residency studies and fellowship, as well as of foreigners. In preparing the draft, they were taken into account the proposals of sector ministries; admission results in 2015; the possibilities of educational institutions; labor market demands; documents on optimization of budgetary spendings and number of graduates of secondary (gymnasium) and high school (lyceum) education.

Thus, in secondary vocational education, the Government approved the admission of 9,600 students, including 9000 students with budget financing (93.7%) and 600 students on a contract base, or 5.6% of total admissions, to 80 jobs required on the labor market. Taking into account the fact that the admission plan, approved in 2015 was achieved only to 85%, there remain uncovered 1633 study places, the plan for 2016 provides for a reduction of admission with 1,450 students (including 756 budget funded) compared to the plan for 2015, and all the same time an increase of 183 people (about 2%) compared to the real admission of the previous year.

The plan provides admission based on the following studies:

a) lyceum/general secondary schools with the duration of studies of 1-2 years – 515 persons (5,4% of the total number);

b) gymnasium - 9085 persons (94,6%), of which, with study duration of:

- 3 years – 2185 persons at 16 related trades;
- 2 years – 6410 persons;
- 1-2 years (dual education) – 490 persons.

The number of trades in dual education has increased essentially compared to year 2015, being included at the request of economic agents (Gas Natural Fenosa; Sammy cablagy LLC; BUCEAGROTEHS SRL; Nires International SRL, SA ASPA SRL ARTTEHMET) 5 new trades for this level: Tailor for wiring systems; Electrician for repair and maintenance electrical equipment; Locksmith for mechanical assembly works; Turner and Shoemaker-custom bootmaker.

Also, at the request of economic agents, there has been approved admission to a series of new trades, such as: Digital print and offset Printer; Electrician for security systems and fire alarm; Electrician for cable line repair and installation; Electronist in telecommunications; Plumber for heating and solar equipment; Installer special equipment and ventilation and air conditioning; Fitter for metal construction; Fitter for reinforced concrete.

For 2016 post-secondary and non-tertiary post-secondary vocational education, the Government approved admission of 9516 students, which is 426 students more (4.7%) as compared to the plan for the previous year, including:

- 4239 students (44,5%) with budget financing, decreasing by 95 students (-2.2%) compared to the approved plan for 2015;
- 5277 students (55.5%) on contract base, increasing by 52 students (11%) compared to the approved plan for 2015.

The plan provides admission to studies of students in 89 specialties, of which 34 are new specialties, including the areas of:

- Business and Administration - 2 new specialties;
- Engineering and engineering activities – 14;
- Information and Communication Technology – 4;
- Manufacturing and Processing – 3;
- Transport Services – 2;
- Health – 3 etc.

Upon the request of the garment factory JSC "Ionel", in connection with the need to ensure the process of continuous training and development of specialists at the profile enterprises and to grant employees the possibility to combine studies with work, there was included admission to 75 people in part time education for the following specialties: modeling, design and technology of knitted apparel; Modeling, design and technology of woven clothing; Modeling and leather technology and substitutes.

Arrangements between national and sub-national levels of governance

E.7 How do you assess the distribution of roles and responsibilities for the implementation of VET across governance levels? Is the cooperation between national, regional, sectoral and provider level of governance effective? For example, does it lead to result-oriented dialogue and coordination between levels?

According to art. 69 of the Education Code on VET management, VET institutions are subordinated to the Ministry of Education and, where appropriate, to relevant central bodies. The concerned institutions operate under their own rules, drawn up in accordance with the Framework Regulation approved by the Ministry of Education

E.8 How do you assess the participation in VET governance of sectors and stakeholders at local level (sub-regions, municipalities, communities)? Is there a policy of proactive support of partnerships for development of skills at local level?

According to art. 69 of the Education Code on VET management, VET institutions are subordinated to the Ministry of Education and, where appropriate, to relevant central bodies. The concerned institutions operate under their own rules, drawn up in accordance with the Framework Regulation approved by the Ministry of Education

E.9 Is public–private partnership promoted? Which tools and mechanisms are in place? Are there incentives for public–private partnership at local, provider, sectoral and national levels?

The concept of "Platform for social dialogue in vocational education and training" was developed and approved by the Order of the Ministry of Education no. 1179 from November 2, 2014, in order to create an effective instrument for cooperation of the VET system with the social partners in VET, in order to approximate their positions, streamline the decision-making process and to harmonize the interests of all parties.

The need to develop the Platform concept derives from the consideration that the new terms of relationship between educational institutions and labor market, need an active involvement in training of future specialists of all stakeholders.

The concept " Platform for social dialogue in vocational education and training" is a new type of educational policy document, developed in Moldova, necessary under the current operation of the socioeconomic system.

In current conditions, arises the need for networking and permanent communication between educational institutions, local government, trade unions, employers.

The Platform showcases an important dimension of networking educational institutions with labor market, involvement of all actors and improving of the business environment in the training program. Following the key idea exposed in the platform for social dialogue: the graduate is not only a product of the education system, but also of the interaction of all interested factors there has been organized a series of activities involving all key players: 6 Forums at National level, roundtable seminars, conferences, workshops.

The listed above highlight the character of the partnership based on legal guidelines, constructive approach and mutual interest.

The social dialogue mechanism facilitates the understanding of the functioning mechanism at different levels of operation and the description of the role of tasks and the way of involvement of various constituents, and highlights the interaction of all stakeholders.

A positive outcome of the social dialogue is also the growing number of companies that are involved in dual training, or intend to provide training within the enterprise in the near future. In order to support the process of partnership forming between the economic agents and VET institutions, during 2015 there have been undertaken numerous events in the form of contests, public debates, information workshops, etc., and has been experienced the dual system of vocational training. To that effect, for the Seamstress (in the clothing industry) trade, there have been provisionally authorized institutions pilots: The company LLC "Starline Textile" from Hincesti and Vocational School, Hincesti, Businesses S.A "Bălțeanca" and S.R.L "INFINITTextil" from Balti and Vocational School no. 3, Balti; JSC "Artizana", Chișinău and Vocational School no. 1, Chișinău; JSC "Tricon", Cahul and Vocational School no. 1, Cahul and for vocational training through dual trades: Electrician for dispatching equipment and teleautomatics and Operator for semiautomatic and automatic machine-tools, there have been provisionally authorized: the company ICS DRA Draexlmaier Automotive LLC, Balti and Vocational School no. 3, Balti.

The piloting process for the dual education was launched on September 1, 2014, within the Vocational School no. 5 from Balti in partnership with the German company Draexlmaier Automotive Ltd, one of the largest investors in the Balti Free Economic Zone, providing dual training of apprentices to 3 trades.

In the first year of piloting, at the dual education they were admitted to the study program - 31 apprentices, of whom 29 persons graduated.

During the academic year 2015-2016, the number of educational institutions involved in the process increased up to 5 units, and the number of enterprises increased by 5 entities. In this academic year 107 apprentices were registered, their number increased by 76 (71% more) as compared to precedent year. The candidates could have chosen one of 4 trades.

For the next academic year 2016-2017, the number of companies that agreed to be involved in dual education piloting, has currently increased to 14 entities, and the number of educational institutions reaching up to 10 units.

These data show a growing interest in dual education of both education institutions and economic agents, highlighting also the awareness of its importance.

At the economic agents request, there have been planned 490 places for dual training on 10 trades in various fields.

Financing of VET

E.10 Do resource shortages influence the findings presented in the previous sections of this report? Are the allocation decisions for VET consistent with the policy reform objectives for VET?

For the years 2014 - 2015, expenditures on technical and vocational education training (TVET) had a slight increase. A greater increase in expenditure for 2016 is attested than in 2015 with 158.7 mln for technical and vocational education and 108.6 mln for post-secondary technical and vocational education. TVET share of the total budget for education (state budget) for 2016 is 12.6%.

In order to improve the quality of education in the state, budgets for 2016 are included allocations for implementation of reform measures in the field of technical and vocational education - 160.0 mil. Lei from the Ministry of Education project "Technical assistance for the education and training in the Republic of Moldova" for creating the Centres of Excellence, strengthening the capacities of the Republican Centre for the Development of Vocational Education, developing standards in occupational areas etc. The total amount of 160.0 mln, 96.0 mln constitute the investments made for the Vocational Centres of Excellence under the Ministry of Agriculture, Ministry of Education, Ministry of Culture and Ministry of Health.

Table 14: Expenses for VET carried out in 2015 and forecasted for 2016-2017 (state budget) (thousand lei)

| Name of Programme | Executed 2015 | Project 2016 | Estimated 2017 ¹ |
|---|------------------|--------------------|-----------------------------|
| Secondary VET | 387 974,6 | 546 628,1 | 503 417,6 |
| Maintenance of dormitories | | 54 971,3 | 59 953,8 |
| Vocational schools' activity | | 348 966,3 | 370 820,1 |
| Projects of capital investments | | 44 437,0 | 13 000,0 |
| Implementation of educational standards | | 64 000,0 | 25 000,0 |
| Activity of Centers of Excellence | | 32 124,6 | 34 643,7 |
| Projects financed by external sources | | 2 128,9 | |
| Post-secondary VET | 454 374,5 | 562 966,9 | 707 022,7 |
| Maintenance of dormitories | | 65 696,9 | 70 610,3 |
| Colleges' activity | | 373 173,8 | 392 959,3 |
| Projects of capital investments | | 55 500,0 | 175 000,0 |
| Activity of Centers of Excellence | | 66 412,7 | 68 453,1 |
| Projects financed by external sources | | 2 183,5 | |
| Total VET | 842 349,1 | 1 109 595,0 | 1 210 440,3 |

Total expenses for the branch "Education" in the total national public budget for 2016 showed an increase of 726.2 mln more than in 2015. Estimates for 2017 predict an increase of 610.5 mln compared to 2016.

The share of education costs in GDP for the years 2015 - 2017 remained stable (6.97% -6.96%).

Table 15: Allocation for the „Education” branch, executed in 2015 and foreseen for 2016-2017 (mln.lei)

| | Executed 2015 | Foreseen | |
|--|---------------|----------|-------------------|
| | | 2016 | 2017 ² |
| Education, national public budget, total expenditures | 8 492,1 | 9 217,2 | 9 828,8 |
| The share of expenditure on education in GDP,% | 6,97 | 6,90 | 6,96 |
| The share in total expenditure, state budget,% | 18,28 | 17,46 | 16,74 |

Note: The spendings for 2017-2018 represent the suggestions of the Central Public Authorities at the step of drafting of the state budget for 2016.

ACRONYMS

| | |
|----------------------------|---|
| AF | Analytical Framework |
| ETF | European Training Foundation |
| CVET | Continuing vocational education and training |
| VET | Vocational education and training |
| IVET | Initial vocational education and training |
| NQF | National qualifications framework |
| FA | Financing Agreement |
| ANACIP (NAQAPE) | National Agency for Quality Assurance |
| NEA | National Employment Agency |
| TA | Technical Assistance |
| WB | World Bank |
| NBM | National Bank of Moldova |
| MTEF | Medium-Term Budgetary Framework |
| CCI | Chamber of Commerce and Industry |
| NCCVET | National Coordination Council for Vocational Education and Training |
| CoE | Centers of Excellence |
| EC | European Commission |
| NQF | National Qualification Framework |
| OCRM | Occupational Classifier of the Republic of Moldova |
| RCVED | Republican Centre for Vocational Education Development |
| SC | Sectoral Committee |
| GIZ | German Agency for International Cooperation (Gesellschaft für Internationale Zusammenarbeit) |
| GM | Government of the Republic of Moldova |
| ISCED | International Standard Classification of Education |
| VTE | Vocational Technical Education |
| LLL | Lifelong Learning |

| | |
|---------------|--|
| QM | Quality Management |
| MDL | Moldovan Leu |
| ME | Ministry of Education |
| MEc | Ministry of Economy |
| MLSPF | Ministry of Labour, Social Protection and Family |
| MTRI | Ministry of Transport and Road Infrastructure |
| ILO | International Labour Organization |
| GDP | Gross Domestic Product |
| SPSP | Sector Policy Support Programme |
| ECTS | European Credit Transfer System |
| OS | Occupational Standard |
| IT | Information Technologies |
| ICT | Information and Communication Technologies |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

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[Moldova WBL Snapshot.docx](#)

ANNEXES

Annex 1. Quantitative and qualitative evidence

R. MOLDOVA* - INDICATORS

(* Information presented without data on districts from the left side of the river Nistru and municipality Bender)

| Activity rate (% aged 20-64) | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------------------------|------|------|------|------|------|
| female | 49.2 | 47.6 | 47.8 | 47.3 | 48.5 |
| male | 53.9 | 51.4 | 52.1 | 51.2 | 52.1 |
| total | 51.5 | 49.5 | 49.9 | 49.2 | 50.2 |

Source: National Bureau for Statistics (LFS)

| Employment rate (% aged 20-64) | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------------------------|------|------|------|------|------|
| female | 46.6 | 45.6 | 45.8 | 45.9 | 46.8 |
| male | 49.8 | 47.9 | 49.0 | 48.8 | 48.8 |
| total | 48.1 | 46.7 | 47.4 | 47.3 | 47.8 |

Source: National Bureau for Statistics (LFS)

| Unemployment rate (% aged 15+) | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------------------------|------|------|------|------|------|
| female | 5.6 | 4.3 | 4.1 | 3.1 | 3.6 |
| male | 7.7 | 6.8 | 6.0 | 4.6 | 6.2 |
| total | 6.7 | 5.6 | 5.1 | 3.9 | 4.9 |

Source: National Bureau for Statistics (LFS)

| Unemployment rate (% aged 15-24) | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------------------------------------|------|------|------|------|------|
| female | 15.8 | 13.4 | 12.7 | 10.2 | 13.5 |
| male | 14.2 | 12.8 | 11.9 | 9.6 | 12.4 |
| total | 14.9 | 13.1 | 12.2 | 9.8 | 12.8 |

Source: National Bureau for Statistics (LFS)

| Unemployment ratio (% aged 15-24) | 2011 | 2012 | 2013 | 2014 | 2015 |
|--------------------------------------|------|------|------|------|------|
| female | 3.2 | 2.4 | 2.3 | 1.7 | 2.4 |
| male | 3.4 | 2.9 | 2.8 | 2.1 | 2.9 |
| total | 3.3 | 2.6 | 2.5 | 1.9 | 2.7 |

Source: National Bureau for Statistics (LFS)

| Adult participation in lifelong learning (% aged 25-64) | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|------|------|
| female | 1.2 | 1.1 | 1.3 | 1.1 | 1.2 |
| male | 0.9 | 0.9 | 1.1 | 0.9 | 0.7 |
| total | 1.0 | 1.0 | 1.2 | 1.0 | 1.0 |

Source: National Bureau for Statistics (LFS)

| Early leavers from education (% aged 18-24) | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|------|------|
| female | 17.2 | 16.2 | 15.6 | 16.3 | 16.5 |
| male | 27.2 | 25.8 | 25.9 | 25.2 | 25.6 |
| total | 22.4 | 21.2 | 21.1 | 21.1 | 21.2 |

Source: National Bureau for Statistics (LFS)

| Tertiary attainment (% aged 30-34) | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------------------|------|------|------|------|------|
| female | 36.5 | 37.6 | 37.8 | 35.4 | 39.0 |
| male | 26.1 | 28.7 | 29.5 | 29.0 | 29.4 |
| total | 31.3 | 33.1 | 33.8 | 32.3 | 34.3 |

Source: National Bureau for Statistics (LFS)

| Students in VET (% of upper secondary total students) | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|------|------|
| female | 28.7 | 30.7 | 32.6 | 35.3 | 37.2 |
| male | 42.4 | 43.7 | 46.5 | 51.5 | 53.9 |
| total | 35.4 | 37.1 | 39.5 | 43.4 | 45.6 |

Source: National Bureau for Statistics

| Total population | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------|-----------|-----------|-----------|-----------|-----------|
| female | 1,848,324 | 1,847,816 | 1,847,151 | 1,846,128 | 1,844,915 |
| male | 1,712,106 | 1,711,725 | 1,712,346 | 1,711,506 | 1,710,244 |
| total | 3,560,430 | 3,559,541 | 3,559,497 | 3,557,634 | 3,555,159 |

Source: National Bureau for Statistics (LFS), estimates at 1 Jan.

| Relative size of youth population (% aged 15-24) | 2011 | 2012 | 2013 | 2014 | 2015 |
|--|------|------|------|------|------|
| female | 23.2 | 22.1 | 21.0 | 19.8 | 18.8 |
| male | 25.2 | 24.1 | 22.8 | 21.6 | 20.6 |
| total | 24.2 | 23.1 | 21.9 | 20.7 | 19.7 |

Source: National Bureau for Statistics

| Active population by education (% aged 25-64) | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|------|------|
| female | 100 | 100 | 100 | 100 | 100 |
| Low | 14.5 | 14.6 | 16.9 | 17.2 | 16.7 |
| High | 26.0 | 28.6 | 27.7 | 27.6 | 28.2 |
| Medium | 59.5 | 56.8 | 55.4 | 55.2 | 55.1 |
| male | 100 | 100 | 100 | 100 | 100 |
| Low | 14.9 | 14.6 | 16.5 | 17.5 | 18.3 |
| High | 21.9 | 23.7 | 24.3 | 22.5 | 22.3 |
| Medium | 63.2 | 61.7 | 59.2 | 59.9 | 59.4 |
| total | 100 | 100 | 100 | 100 | 100 |
| Low | 14.7 | 14.6 | 16.7 | 17.4 | 17.5 |
| High | 23.9 | 26.2 | 26.0 | 25.1 | 25.3 |
| Medium | 61.3 | 59.2 | 57.3 | 57.6 | 57.2 |

Source: National Bureau for Statistics

See annex for definition of broad educational levels

| Public expenditure on education (% of GDP) | 2011 | 2012 | 2013 | 2014 | 2015 |
|--|------|------|------|------|------|
| | 8.3 | 8.4 | 7 | 7 | 6.9 |

Source: National Bureau for Statistics

| Public expenditure on education (% of total public expenditure) | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|------|------|------|------|------|
| | 21.4 | 20.9 | 18.3 | 17.6 | 18.2 |

Source: National Bureau for Statistics

| Incidence of self-employment | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------------|------|------|------|------|------|
| female | 24.9 | 24.9 | 27.1 | 27.6 | 29.2 |
| male | 33.7 | 33.4 | 35.3 | 37.7 | 39.9 |
| total | 29.4 | 29.2 | 31.2 | 32.7 | 34.6 |

Source: National Bureau for Statistics

| Skills gaps (%) | 2013 |
|-----------------|------|
| | 31.2 |

Source: World Bank Enterprise Surveys

| Students in combined work and school-based training (% total upper secondary students) | 2015 |
|--|------|
| | 0.2 |

Source: National Bureau for Statistics

| | |
|---|-------------|
| Proportion of VET teachers who have followed continuing professional development in the past 12 months (%) | 2015 |
| | 45.6 |

Source: National Bureau for Statistics

Annex 2. Benchmarking

| EU2020 targets in education and employment | | R. MOLDOVA | | EU | | EU2020 targets | |
|--|---|-------------|------|------|------|----------------|------|
| | | 2010 | 2015 | 2010 | 2015 | | |
| Headline targets | Early leavers from education and training (%aged 18-24) | 22.1 | 21.2 | 13.9 | 11 | < 10 | |
| | Tertiary educational attainment (% aged 30-34) | 30.5 | 34.3 | 33.8 | 38.7 | ≥ 40 | |
| | Employment rate (% aged 20-64) | 47.4 | 47.8 | 68.6 | 70.1 | ≥ 75 | |
| Other targets | Participation in training (% aged 25-64) | 1 | 1 | 9.1 | 10.7 | ≥ 15 | |
| | Underachievement (% aged 15) | Reading | 57.3 | m | 19.7 | 17.8 | < 15 |
| | | Mathematics | 60.7 | m | 22.3 | 22.1 | < 15 |
| | | Science | 47.3 | m | 17.8 | 16.6 | < 15 |
| Employment rate of recent graduates (% aged 20-34) | m | m | 77.4 | 76.9 | ≥ 82 | | |

Sources: National Bureau for Statistics, Eurostat, OECD (PISA data refers to 2009)

Annex 3. Process assessment report

| | |
|-----------------------|--|
| Country | Republic of Moldova |
| National coordinator | Ministry of Education, Ms Vera Chilari |
| Country desk | Franca Crestani |
| Working group members | Ministry of Education - Chilari Vera, Gîncu Silviu, Ala Osoianu, Ministry of Labour (MMPSF) - Lîsîi Galina Ministry of Economy - Alina Rotaru, Radu Lupan Ministry of Finance - Lilia Bostan Ministry of Agriculture - Stratulat Svetlana Ministry of Regional Development - Izbîndă Anatolie Ministry of Transport and Road Infrastructure - Cotruță Ion ODIMM (SME Development Organization) - Ludmila Stihî CRDÎP (Republican VET Centre) - Mija Violeta, Punga Nina National Employment Agency - Angela Mîțu, Valentina Lungu, Raisa Dogaru National Bureau of Statistics - Chiriță Larisa Construction Sector Committee - Barburoș Lidia ICT Sector Committee - Grecu Mihai Non Food Industry - Babici Boris Food Industry - Palii Leonard Chamber of Commerce and Industry - Inesa Iordății Bureau of Migration and Asylum - Jana Mazur, Irina Muntean-Pșenicini, Șaganovschi Veronica |

Process implementation

The TRP in Moldova has been implemented with a self-assessment modality under the coordination of the Ministry of Education, with the following activities and schedule:

| 2016 | |
|-----------|---|
| February | Training for TRP coordinators in Torino |
| March | Launching event in Chisinau |
| April-May | Data and info collection |
| June | First draft of the report |
| July | Internal validation |
| August | First consolidated draft to ETF in Romanian Translation into English |
| September | ETF peer review Second draft of the report with integration of ETF peer review comments Formal validation event in Chisinau |
| October | Third draft in Romanian with comments from the validation Translation into English |
| November | Regional validation in Tbilisi Finalisation of the report in Romanian and English |

Working group

The working group has been regularly consulted to provide data and contribute to the answers of the analytical framework. It was part of the launching event and the two validation sessions. The institutions involved are the following : Ministry of Education, Ministry of Labour, Ministry of Economy, Ministry of Finance, Ministry of Internal Affairs, Ministry of Regional Development, National Bureau of Statistics, Sectoral Committees, National Agency for Employment, Organisation for Development of Small and Medium Enterprises, Migration Office, Border Police Office, Chamber of Commerce and Industry.

| | |
|--|---|
| Use of local expertise | n/a |
| TRP principles | <p>Evidence (Level 2) Evidence is created and available but little use in support to policy analysis.</p> <p>Holistic view of VET (level 2/3) VET is considered as a priority and linked to the socio economic development of the country. Recognition of need of LLL for young people and adults. Cooperation is at an early stage.</p> <p>Ownership: (level 2/3) High awareness of the stakeholders to move forward but challenged mainly by resources issues.</p> <p>Participation: (level 2/3) Stakeholders are aware of need of cooperation, but the issue of coordination is challenging.</p> |
| Evidence | <p>Evidence has been gathered through regular consultation and meetings of the institutions involved in the working group. In July an internal evidence validation has been carried out and in September, a large number of stakeholders has been invited to participate at the event to validate the information included in the report. They have been invited to identify discrepancies with the reality they live every day in their professional life; actions and priorities. All the additional comments and suggestions have been included in the last version of the report.</p> |
| Participation | <p>Participation from all the stakeholders involved in the Torino Process in Moldova is very active. It is also due to the need to push forward the implementation of the VET Strategy to which is linked to the EU Sector Reform Contract in VET.</p> |
| Ownership | <p>High ownership of the TRP first of all by the Ministry of Education who coordinates the process and is heavily involved in the implementation of the VET Strategy supported by the EU Sector Reform Contract.</p> |
| Holistic view of VET | <p>The Torino process in Moldova has been implemented considering VET in a comprehensive way and keeping into consideration the 6 objectives identified in the VET Strategy and core part of the EU Sector Reform Contract.</p> |
| Use of TRP support package | <p>The TRP support package has been used in all phases of the process, from the analytical framework to the tools for facilitating the whole process, including the launching and validation events.</p> |
| Contribution of evidence to policy accountability and transparency | <p>The evidence generated during the TRP has also served as parameters for monitoring the state of the implementation of the VET Strategy.</p> |
| TRP added value | <p>The added value of the TRP has been discovered by the stakeholders involved in the working group during the process itself, appreciating the bulk of information generated during the process and the methodology.</p> |

ANNEX 4 CLASSIFICATION USED IN THE FIELD OF EDUCATION

Table 1. Average monthly employee wage in economy by types of economic activities and subsistence minimum for able-bodied population, 2015

| | Semester I | | Semester II | | Annual average | |
|---|---------------|---------------------------------|---------------|---------------------------------|----------------|---------------------------------|
| | lei | as % to the subsistence minimum | lei | as % to the subsistence minimum | lei | as % to the subsistence minimum |
| Total economy | 4448,3 | 2,4 ori | 4774,9 | 2,6 ori | 4610,9 | 2,5 ori |
| Agriculture, forestry and fishing | 2793,4 | 153,2 | 3336,8 | 179,3 | 3072,3 | 166,8 |
| Industry | 4743,2 | 2,6 ori | 5180,0 | 2,8ori | 4962,8 | 2,7 ori |
| Extractive industry | 4350,6 | 2,4 ori | 4723,6 | 2,5 ori | 4539,4 | 2,5 ori |
| Manufacturing industry | 4262,2 | 2,3 ori | 4704,3 | 2,5 ori | 4485,2 | 2,4 ori |
| Production and supply of electricity and heating, gas, hot water and air conditioning | 7823,6 | 4,3 ori | 8455,2 | 4,5 ori | 8134,2 | 4,4 ori |
| Water supply; sewerage, waste management and remediation activities | 4642,6 | 2,5 ori | 4992,2 | 2,7 ori | 4817,9 | 2,6 ori |
| Constructions | 4323,5 | 2,4 ori | 4794,1 | 2,6 ori | 4559 | 2,5 ori |
| Wholesale and retail trade; Maintenance and repair of motor vehicles and motorcycles | 3727,8 | 2,0 ori | 4079,0 | 2,2 ori | 3903,2 | 2,1 ori |
| Transport and storage | 4255,6 | 2,3 ori | 4569,2 | 2,5 ori | 4411,3 | 2,4 ori |
| Accommodation and catering activities | 2905,0 | 159,3 | 3207,9 | 172,4 | 3055,6 | 165,9 |
| Information and communication | 9422,0 | 5,2 ori | 10127,8 | 5,4 ori | 9770,7 | 5,3 ori |
| Financial and insurance activities | 8324,9 | 4,6 ori | 9009,3 | 4,8 ori | 8659,6 | 4,7 ori |
| Real estate transactions | 4104,6 | 2,3 ori | 4336,2 | 2,3 ori | 4218,7 | 2,3 ori |
| Professional, scientific and technical activities | 6021,0 | 3,3 ori | 6645,3 | 3,6 ori | 6320,2 | 3,4 ori |
| Activities of administrative services and support services activities | 3557,2 | 2,0 ori | 3788,0 | 2,0 ori | 3669,7 | 2,0 ori |
| Public administration and defense; compulsory social assurance | 5635,7 | 3,1 ori | 5863,3 | 3,2 ori | 5749,2 | 3,1 ori |
| Education | 3750,6 | 2,1 ori | 3877,8 | 2,1 ori | 3813,6 | 2,1 ori |
| Health and social assistance | 4274,3 | 2,3 ori | 4588,4 | 2,5 ori | 4430,2 | 2,4 ori |
| Arts, activities of entertainment and recreation | 3022,6 | 165,7 | 3008,8 | 161,7 | 3015,8 | 163,7 |
| Other service activities | 6613,2 | 3,6 ori | 7341,9 | 3,9 ori | 6965,4 | 3,8 ori |

Table 2. *Institutions and pupils in secondary vocational education and training (secondary vocational education)*

| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Number of institutions | 75 | 70 | 67 | 67 | 61 | 47 |
| state institutions | 73 | 68 | 65 | 65 | 59 | 47 |
| non-state institutions | 2 | 2 | 2 | 2 | 2 | – |
| Number of pupils | 21419 | 20320 | 19581 | 18248 | 17508 | 16098 |
| state institutions | 21293 | 20200 | 19458 | 18070 | 17389 | 16098 |
| non-state institutions | 126 | 120 | 123 | 178 | 119 | – |
| Pupils per 10000 inhabitants | 60 | 57 | 55 | 51 | 49 | 45 |

Table 3. *Graduates of secondary vocational education and training*

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------------------------|-------|-------|-------|-------|-------|------|
| Enrolled | 14168 | 13016 | 11890 | 11238 | 10940 | 9367 |
| Graduates | 13238 | 12000 | 10424 | 10380 | 9664 | 9220 |
| Graduates per 10000 inhabitants | 37 | 34 | 29 | 29 | 27 | 26 |

Table 4. Number of students in secondary technical vocational education, some professions

| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|---|--------------|--------------|--------------|--------------|--------------|-------------------|
| Total | 21419 | 20320 | 19581 | 18248 | 17508 | 16098 |
| Cook | 2127 | 2152 | 2367 | 2355 | 2276 | 1738 |
| Tailor | 421 | 420 | 565 | 543 | 523 | 506 |
| Barber | 218 | 228 | 263 | 229 | 197 | 80 |
| Tractor driver | 328 | 272 | 390 | 374 | 368 | 150 |
| Tractor driver and machinist for agricultural production | 1148 | 1024 | 631 | 440 | 381 | 298 |
| Machinist at a single bucket excavator | 260 | 271 | 274 | 225 | 205 | 213 |
| Mason-bricklayer | 558 | 402 | 304 | 229 | 160 | 143 |
| Plaque tiler | 438 | 364 | 271 | 245 | 277 | 195 |
| Plasterer | 1584 | 1614 | 1530 | 1297 | 1208 | 948 |
| Carpenter | 1064 | 1007 | 695 | 679 | 475 | 226 |
| Painter | 306 | 194 | 110 | 150 | 149 | 102 |
| Electric and gas welder and installer | 1460 | 1362 | 1389 | 1301 | 1220 | 1226 |
| Electrician for repairing and maintenance of electric equipment | 749 | 817 | 699 | 592 | 737 | 743 |
| Electric welder at manual welding | 328 | 214 | 235 | 150 | 158 | 136 |
| Multi-profile turner | 200 | 222 | 118 | 134 | 79 | 63 |
| Baker | 147 | 145 | 148 | 143 | 149 | 148 |
| Confectioner | 384 | 379 | 307 | 202 | 249 | 175 |
| Sewer | 942 | 443 | 392 | 392 | 291 | 518 |
| Seamstress (clothing industry) | 811 | 1201 | 1108 | 981 | 953 | 607 |
| Locksmith for car repair | 375 | 2181 | 2262 | 2124 | 2029 | 671 ²⁶ |
| Auto mechanic | – | – | – | – | – | 994 |
| Electronic computer operator | 1468 | 1252 | 1276 | 1154 | 1026 | 583 |
| Operator for computer technical support | – | – | – | – | 56 | 505 |

²⁶According to the amendments made in the Nomenclature of occupations (professions) for education and training in secondary vocational education, the locksmith occupation was substituted with the auto mechanic and the computer operator - with operator for computer technical support.

Table 5. *Institutions and pupils in vocational education institutions and post-secondary (specialized) vocational education and training*

| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Number of institutions | 48 | 48 | 47 | 45 | 45 | 45 |
| state institutions | 42 | 42 | 41 | 41 | 41 | 41 |
| non-state institutions | 6 | 6 | 6 | 4 | 4 | 4 |
| Number of pupils | 32164 | 31442 | 30725 | 29251 | 29810 | 30428 |
| state institutions | 29753 | 29258 | 28766 | 27600 | 27993 | 28592 |
| non-state institutions | 2411 | 2184 | 1959 | 1651 | 1817 | 1836 |
| Pupils per 10000 inhabitants | 90 | 88 | 86 | 82 | 84 | 86 |

Table 6. *Enrolment in post-secondary vocational education and training*

| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Enrolled | 9121 | 8984 | 8755 | 8163 | 9035 | 8927 |
| state institutions | 8385 | 8355 | 8180 | 7590 | 8267 | 8294 |
| including: | | | | | | |
| Contract | 2878 | 3088 | 2988 | 2969 | 3760 | 4001 |
| Budget | 5507 | 5267 | 5192 | 4621 | 4507 | 4293 |
| non-state institutions | 736 | 629 | 575 | 573 | 768 | 633 |

Table 7. *Graduates of post-secondary vocational education education and training*

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| Graduates | 6794 | 7166 | 7426 | 7443 | 6484 | 6252 |
| state institutions | 6295 | 6698 | 6871 | 7039 | 6134 | 5935 |
| including: | | | | | | |
| Contract | 2428 | 2869 | 2370 | 2176 | 1953 | 2036 |
| Budget | 3867 | 3829 | 4501 | 4863 | 4181 | 3899 |
| non-state institutions | 499 | 468 | 555 | 404 | 350 | 317 |
| Graduates per 10000 inhabitants | 19 | 20 | 21 | 21 | 18 | 18 |

Table 8. *The number of students in post-secondary vocational education and training, by groups of specialties*

| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Total | 32164 | 31442 | 30725 | 29251 | 29810 | 30428 |
| Cleaning technology | 70 | 70 | 75 | 72 | 72 | 76 |
| Law | 81 | 70 | – | – | – | – |
| Pedagogy | 2601 | 2469 | 2271 | 2005 | 1593 | 1273 |
| Music | 929 | 901 | 884 | 792 | 724 | 662 |
| Theatrical art | 200 | 255 | 244 | 197 | 197 | 223 |
| Culturology | 37 | 37 | 33 | 31 | 26 | 26 |
| Fine and decorative arts | 265 | 247 | 242 | 213 | 207 | 206 |
| Medicine | 3887 | 3590 | 3515 | 3280 | 3780 | 4189 |
| Pharmacy | 545 | 466 | 359 | 260 | 153 | 159 |
| Economy | 4491 | 4521 | 4483 | 4371 | 4430 | 4466 |
| Informatics | 1645 | 1666 | 1552 | 1567 | 1727 | 1786 |
| Electrotechnics and energetics | 968 | 1029 | 1125 | 1110 | 1173 | 1282 |
| Mechanics | 1528 | 1530 | 1520 | 1520 | 1519 | 1474 |
| Transports | 2689 | 2586 | 2519 | 2598 | 2708 | 2802 |
| Electronics and Communications | 1069 | 1036 | 1003 | 927 | 998 | 1128 |
| Information systems and computers | 1058 | 1064 | 1036 | 872 | 925 | 1003 |
| Food Industry Technology | 971 | 906 | 1059 | 1037 | 1135 | 1093 |
| Light Industry Technology | 1039 | 1010 | 997 | 913 | 942 | 980 |
| Construction | 1573 | 1475 | 1466 | 1431 | 1512 | 1537 |
| Veterinary medicine | 169 | 163 | 167 | 165 | 169 | 163 |
| Agriculture | 637 | 626 | 628 | 596 | 588 | 579 |
| Ecologie y | 260 | 276 | 283 | 293 | 302 | 283 |
| Theology | 44 | 46 | 43 | – | – | – |
| Physical education and sports | 208 | 187 | 151 | 102 | 75 | 41 |
| Administrative sciences | 352 | 451 | 475 | 572 | 609 | 646 |
| Social assistance | 876 | 893 | 926 | 923 | 903 | 882 |
| Design | 642 | 650 | 552 | 467 | 401 | 357 |
| Metrology | 371 | 353 | 387 | 375 | 366 | 402 |
| Cadastre | 467 | 486 | 490 | 446 | 428 | 411 |
| Soldiering | 100 | 97 | 95 | 91 | 92 | 139 |
| Services | 2265 | 2124 | 1967 | 1878 | 1920 | 2019 |
| Library | 30 | 37 | 33 | 32 | 29 | 27 |
| Meteorological | 97 | 125 | 145 | 115 | 107 | 102 |
| Cinematography and Television | – | – | – | – | – | 12 |

Table 9. Number of institutions and students in higher education institutions

| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|--|----------------|----------------|----------------|---------------|---------------|---------------|
| Institutions | 33 | 34 | 34 | 32 | 31 | 31 |
| state institutions | 19 | 19 | 19 | 19 | 19 | 19 |
| non-state institutions | 14 | 15 | 15 | 13 | 12 | 12 |
| Students, persons | 107 813 | 103 956 | 102 458 | 97 285 | 89 529 | 81 669 |
| state institutions | 88 791 | 84 946 | 83 008 | 78 919 | 72 474 | 66 938 |
| non-state institutions | 19 022 | 19 010 | 19 450 | 18 366 | 17 055 | 14 731 |
| Students per 10 000 inhabitants | 303 | 292 | 288 | 273 | 252 | 230 |

Table 10. Enrolment in higher education institutions

| | Enrolled (persons) | | | | |
|--------------------------------|--------------------|--------------------|---------------|---------------|------------------------|
| | Total | state institutions | of which: | | non-state institutions |
| | | | contract | budget | |
| 2010/11 | 27 895 | 23 128 | 13 601 | 9 527 | 4 767 |
| Cycle I, medicine and pharmacy | 21 150 | 17 451 | 10 811 | 6 640 | 3 699 |
| Cycle II | 6 745 | 5 677 | 2 790 | 2 887 | 1 068 |
| 2011/12 | 28 258 | 23 018 | 13 637 | 9 381 | 5 240 |
| Cycle I, medicine and pharmacy | 20 837 | 16 665 | 10 272 | 6 393 | 4 172 |
| Cycle II | 7 421 | 6 353 | 3 365 | 2 988 | 1 068 |
| 2012/13 | 28 130 | 23 086 | 12 845 | 10 241 | 5 044 |
| Cycle I medicine and pharmacy | 20 429 | 16 493 | 9 814 | 6 679 | 3 936 |
| Cycle II | 7 701 | 6 593 | 3 031 | 3 562 | 1 108 |
| 2013/14 | 26 450 | 22 417 | 12 154 | 10 263 | 4 033 |
| Cycle I, medicine and pharmacy | 19 195 | 16 166 | 9 637 | 6 529 | 3 029 |
| Cycle II | 7 255 | 6 251 | 2 517 | 3 734 | 1 004 |
| 2014/15 | 24 378 | 20 501 | 10 694 | 9 807 | 3 877 |
| Cycle I, medicine and pharmacy | 17 104 | 14 305 | 8 274 | 6 031 | 2 799 |
| Cycle II | 7 274 | 6 196 | 2 420 | 3 776 | 1 078 |
| 2015/16 | 24 617 | 20 939 | 11 591 | 9 348 | 3 678 |
| Cycle I, medicine and pharmacy | 17 683 | 15 094 | 9 378 | 5 716 | 2 589 |
| Cycle II | 6 934 | 5 845 | 2 213 | 3 632 | 1 089 |

Table 11. *Graduates of higher education institutions*

| | Graduates (persons) | | | | |
|-----------------------------------|---------------------|--------------------|---------------|--------------|------------------------|
| | Total | state institutions | Of which: | | non-state institutions |
| | | | contract | budget | |
| 2010 | 28 408 | 22 370 | 15 629 | 6 741 | 6 038 |
| Cycle I | 21 989 | 17 047 | 12 173 | 4 874 | 4 942 |
| PreBologna, medicine and pharmacy | 1 883 | 1 390 | 1 008 | 382 | 493 |
| Cycle II | 4 536 | 3 933 | 2 448 | 1 485 | 603 |
| 2011 | 27 788 | 22 111 | 13 732 | 8 379 | 5 677 |
| Cycle I | 21 948 | 17 132 | 11 269 | 5 863 | 4 816 |
| PreBologna, medicine and pharmacy | 740 | 678 | 276 | 402 | 62 |
| Cycle II | 5 100 | 4 301 | 2 187 | 2 114 | 799 |
| 2012* | 26 730 | 21 548 | 13 177 | 8 371 | 5 182 |
| Cycle I | 20 132 | 15 922 | 10 483 | 5 439 | 4 210 |
| medicine and pharmacy | 694 | 694 | 171 | 523 | – |
| Cycle II | 5 904 | 4 932 | 2 523 | 2 409 | 972 |
| 2013 | 24 848 | 20 105 | 12 521 | 7 584 | 4 743 |
| Cycle I | 17 744 | 13 985 | 9 584 | 4 401 | 3 759 |
| medicine and pharmacy | 766 | 766 | 132 | 634 | – |
| Cycle II | 6 338 | 5 354 | 2 805 | 2 549 | 984 |
| 2014 | 24 274 | 19 649 | 12 045 | 7 604 | 4 625 |
| Cycle I | 17 062 | 13 394 | 9 425 | 3 969 | 3 668 |
| medicine and pharmacy | 803 | 803 | 194 | 609 | – |
| Cycle II | 6 409 | 5 452 | 2 426 | 3 026 | 957 |
| 2015 | 23 630 | 18 867 | 11 374 | 7 493 | 4 763 |
| Cycle I | 17 073 | 13 160 | 9 130 | 4 030 | 3 913 |
| medicine and pharmacy | 642 | 642 | 162 | 480 | – |
| Cycle II | 5 915 | 5 065 | 2 082 | 2 983 | 850 |

* PreBologna system programs were completed in 2011

Table 12. *The number of students in higher education institutions, by the general areas of study*

| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|---|----------------|----------------|----------------|---------------|---------------|---------------|
| Total | 107 813 | 103 956 | 102 458 | 97 285 | 89 529 | 81 669 |
| Education Sciences | 16 494 | 15 336 | 14 798 | 14 657 | 13 762 | 12 229 |
| Arts | 1 976 | 1 909 | 1 782 | 1 628 | 1 506 | 1 393 |
| Humanities | 3 779 | 3 705 | 3 526 | 3 324 | 3 010 | 2 499 |
| Political Sciences | 2 002 | 2 299 | 2 509 | 2 531 | 2 432 | 2 553 |
| Social Sciences | 1 827 | 1 890 | 1 895 | 1 668 | 1 546 | 1 510 |
| Social Assistance | 2 083 | 1 958 | 1 787 | 1 622 | 1 359 | 1 114 |
| Communication sciences | 1 372 | 1 362 | 1 410 | 1 425 | 1 305 | 1 218 |
| Economics | 25 975 | 25 296 | 25 071 | 22 889 | 20 851 | 18 448 |
| Law | 13 227 | 13 542 | 14 342 | 14 744 | 13 619 | 13 006 |
| Natural Sciences | 1 828 | 1 908 | 1 855 | 1 373 | 1 214 | 1 129 |
| Exact Sciences | 2 553 | 2 202 | 2 006 | 1 753 | 1 630 | 1 555 |
| Engineering and engineering activities | 12 147 | 11 502 | 11 229 | 10 491 | 9 535 | 8 662 |
| Manufacturing and processing technologies | 3 444 | 2 986 | 2 825 | 2 575 | 2 427 | 2 225 |
| Chemical Technology and Biotechnology | 578 | 558 | 496 | 514 | 482 | 473 |
| Architecture and construction | 5 656 | 5 125 | 4 641 | 4 117 | 3 771 | 3 282 |
| Agricultural sciences | 2 149 | 2 146 | 2 092 | 2 005 | 1 786 | 1 595 |
| Veterinary medicine | 335 | 327 | 305 | 258 | 253 | 260 |
| Medicine | 3 669 | 3 655 | 3 667 | 3 618 | 3 428 | 3 361 |
| Pharmacy | 517 | 518 | 517 | 520 | 512 | 493 |
| Public services | 2 533 | 2 352 | 2 215 | 2 054 | 1 856 | 1 771 |
| Physical culture and sports | 1 784 | 1 611 | 1 666 | 1 695 | 1 636 | 1 451 |
| Transportation services | 249 | 264 | 218 | 169 | 141 | 133 |
| Environment protection | 96 | 61 | 41 | 60 | 57 | 22 |
| Protection, guardianship and security | 1049 | 942 | 1 007 | 1 099 | 1 073 | 952 |
| Soldiering | 491 | 502 | 558 | 496 | 338 | 335 |

Table 13. Vocational training of employees in 2010-2015 (persons)

| | 2014 | 2015 | 2015, în % către |
|--|----------|----------|------------------|
| | | | 2014 |
| Number of employees at the end of the year | 634918 | 626467 | 98,7 |
| Professionally trained - total | 92008 | 92236 | 100,2 |
| including: Women | 49519 | 50314 | 101,6 |
| The share of women in the total number of professionally trained,% | 53,8 | 54,5 | |
| Of the total number, there have been trained professionally: | | | |
| Within the unit | 35065 | 33448 | 95,4 |
| State educational institutions in the country | 42422 | 45191 | 106,5 |
| Abroad | 3833 | 4328 | 112,9 |
| Including: Persons who have received vocational training on the account of international organizations | 2420 | 3121 | 129,0 |
| The costs of vocational training of employees, thousand lei | 142152,4 | 137055,1 | 96,4 |
| of which on the account of: | | | |
| funds received from foreign and international organizations | 2752,5 | 10117 | 367,6 |
| other sources (receipts from various funds, sponsorships etc.) | 1834,5 | 1300 | 70,9 |

Source: NBS

Table 14. Vital statistics in territorial aspect for 2015, the Republic of Moldova

| Development regions / municipalities, districts | Absolute data | | | | | | Rate per 1000 inhabitants | | | | | |
|---|---------------|--------------|------------------|--------------|--------------|-----------------|---------------------------|--------------|------------------|--------------|-------------|--|
| | Live-births | Deceased | Natural increase | Marriages | Divorces | Infant deceased | Natality | Mortality | Natural increase | Marriage | Divorces | Infant deceased (per 1000 live-births) |
| Total | 38610 | 39906 | -1295 | 24709 | 11199 | 375 | 10,86 | 11,23 | -0,37 | 6,95 | 3,15 | 9,69 |
| Chişinău mun. | 6845 | 6433 | 412 | 6408 | 2849 | 70 | 8,43 | 7,92 | 0,51 | 10,22 | 4,54 | 10,23 |
| North | 10697 | 12988 | -2291 | 6222 | 2906 | 98 | 10,81 | 13,13 | -2,32 | 6,29 | 2,94 | 9,07 |
| Mun. Bălţi | 1439 | 1361 | 78 | 1043 | 539 | 11 | 9,56 | 9,05 | 0,51 | 17,98 | 8,18 | 7,64 |
| Briceni | 716 | 1102 | -386 | 491 | 191 | 6 | 9,79 | 15,06 | -5,27 | 6,71 | 2,61 | 8,38 |
| Donduşeni | 435 | 714 | -279 | 261 | 137 | 3 | 10,09 | 16,57 | -6,48 | 6,06 | 3,18 | 6,9 |
| Drochia | 955 | 1257 | -302 | 559 | 251 | 10 | 10,89 | 14,33 | -3,44 | 6,37 | 2,86 | 10,47 |
| Edineţ | 842 | 1176 | -334 | 493 | 245 | 10 | 10,4 | 14,53 | -4,13 | 6,09 | 3,03 | 11,88 |
| Făleşti | 1191 | 1186 | 5 | 558 | 250 | 10 | 13 | 12,94 | 0,06 | 6,09 | 2,73 | 8,4 |
| Floreşti | 1027 | 1252 | -225 | 549 | 318 | 6 | 11,69 | 14,25 | -2,56 | 6,25 | 3,62 | 5,84 |
| Glodeni | 694 | 846 | -152 | 343 | 147 | 10 | 11,61 | 14,15 | -2,54 | 5,74 | 2,46 | 14,41 |
| Ocnîţa | 480 | 767 | -287 | 253 | 124 | 11 | 8,86 | 14,16 | -5,3 | 4,67 | 2,29 | 22,92 |
| Rîşcani | 692 | 974 | -282 | 411 | 185 | 6 | 10,15 | 14,29 | -4,14 | 6,03 | 2,71 | 8,67 |
| Sîngerei | 1183 | 1056 | 127 | 594 | 236 | 8 | 12,82 | 11,44 | 1,38 | 6,44 | 2,56 | 6,76 |
| Soroca | 1043 | 1297 | -254 | 667 | 283 | 7 | 10,42 | 12,95 | -2,53 | 6,66 | 2,83 | 5,75 |
| Centre | 12934 | 12653 | 281 | 7676 | 3360 | 133 | 12,23 | 11,96 | 0,27 | 7,26 | 3,18 | 10,28 |
| Anenii Noi | 965 | 929 | 36 | 766 | 547 | 3 | 11,57 | 11,14 | 0,43 | 9,18 | 6,56 | 3,11 |
| Călăraşi | 971 | 1008 | -37 | 505 | 243 | 15 | 12,46 | 12,93 | -0,47 | 6,48 | 3,12 | 15,45 |
| Criuleni | 990 | 882 | 108 | 580 | 237 | 9 | 13,45 | 11,98 | 1,47 | 7,88 | 3,22 | 9,09 |
| Dubăsari | 446 | 364 | 82 | 173 | | 2 | 12,63 | 10,31 | 2,32 | 4,9 | | 4,48 |
| Hînceşti | 1345 | 1475 | -130 | 838 | 329 | 19 | 11,17 | 12,25 | -1,08 | 6,96 | 2,73 | 14,13 |
| Ialoveni | 1255 | 1023 | 232 | 842 | 303 | 12 | 12,41 | 10,12 | 2,29 | 8,33 | 3 | 9,56 |
| Nisporeni | 774 | 850 | -76 | 477 | 151 | 8 | 11,77 | 12,93 | -1,16 | 7,25 | 2,3 | 10,34 |
| Orhei | 1500 | 1605 | -105 | 908 | 333 | 14 | 11,99 | 12,83 | -0,84 | 7,26 | 2,66 | 9,33 |
| Rezina | 592 | 667 | -75 | 368 | 273 | 11 | 11,63 | 13,1 | -1,47 | 7,23 | 5,36 | 18,58 |
| Străşeni | 1148 | 1045 | 103 | 679 | 256 | 10 | 12,44 | 11,33 | 1,11 | 7,36 | 2,78 | 8,71 |

| | | | | | | | | | | | | |
|---------------------|-------------|-------------|-------------|-------------|-------------|-----------|--------------|--------------|--------------|-------------|-------------|-------------|
| Șoldănești | 552 | 584 | -32 | 266 | 112 | 5 | 13,14 | 13,9 | -0,76 | 6,33 | 2,67 | 9,06 |
| Telenești | 881 | 911 | -30 | 492 | 201 | 10 | 12,11 | 12,52 | -0,41 | 6,76 | 2,76 | 11,35 |
| Ungheni | 1515 | 1310 | 205 | 782 | 375 | 15 | 12,91 | 11,16 | 1,75 | 6,66 | 3,2 | 9,9 |
| South | 6015 | 6115 | -100 | 3294 | 1549 | 55 | 11,28 | 11,47 | -0,19 | 6,18 | 2,91 | 9,14 |
| Basarabeasca | 266 | 359 | -93 | 140 | 90 | 5 | 9,32 | 12,57 | 21,89 | 4,9 | 3,15 | 18,8 |
| Cahul | 1409 | 1260 | 149 | 724 | 295 | 7 | 11,31 | 10,11 | 1,2 | 5,81 | 2,37 | 4,97 |
| Cantemir | 763 | 653 | 110 | 403 | 167 | 3 | 12,3 | 10,52 | 1,78 | 6,49 | 2,69 | 3,93 |
| Căușeni | 982 | 1038 | -56 | 581 | 270 | 6 | 10,83 | 11,45 | -0,62 | 6,4 | 2,98 | 6,11 |
| Cimișlia | 573 | 736 | -163 | 369 | 215 | 14 | 9,51 | 12,22 | -2,71 | 6,12 | 3,57 | 24,43 |
| Leova | 678 | 679 | -1 | 301 | 193 | 6 | 12,82 | 12,84 | -0,02 | 5,69 | 3,65 | 8,85 |
| Ștefan Vodă | 888 | 874 | 14 | 486 | 228 | 8 | 12,59 | 12,39 | 0,2 | 6,89 | 0 | 9,01 |
| Taraclia | 456 | 516 | -60 | 290 | 91 | 6 | 10,45 | 11,82 | -1,37 | 6,64 | 2,08 | 13,16 |
| ATU Găgăuzia | 1851 | 1675 | 176 | 1006 | 409 | 16 | 11,44 | 10,35 | 1,09 | 6,22 | 2,53 | 8,64 |

Table 15. The number of unemployed, graduates of vocational training courses in 2015 in appearance of professions, persons

| Profession /occupation | Pers. | Profession /occupation | Pers. |
|---|-------|---|-------|
| Cook | 539 | Masseur | 37 |
| Barber | 437 | Seamstress (in the light industry) | 34 |
| Computer operator | 295 | Loader driver | 25 |
| Accountant | 244 | Locksmith, electrician in construction | 21 |
| Manicurist | 160 | Waiter | 20 |
| Barman | 153 | Welder of plastic wares | 19 |
| Electrician for the repairing and maintenance of electrical equipment | 109 | Boiler room operator | 18 |
| Tailor (clothing manufacture at custom order) | 92 | Tailor (clothing industry) | 11 |
| Car mechanic | 84 | Machinist (stoker) in the boiler room | 10 |
| Seller | 75 | Administrative secretary | 8 |
| Seamstress (clothing industry) | 74 | Bank teller | 7 |
| Hair dresser | 71 | Accountant (average qualification) | 7 |
| Manager (other branches) | 68 | Plumber of bathroom equipment | 7 |
| Secretary | 65 | Locksmith, electrician for electrical equipment | 6 |
| Cashier in the trade hall | 56 | Plaque tiler | 6 |
| Electric, gas welder and moulder | 47 | Carpenter | 6 |
| Electric, gas welder | 42 | Driver | 3 |
| Beautician | 41 | Leather goods maker | 2 |
| Food staff seller | 40 | Leather goods assembler | 1 |
| Plasterer | 39 | Total | 2979 |

Source: NEA