

Politici Publice

The Vocational study of formation and insertion in the Republic of Moldova: outlooks and institutions

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Executive summary

The Republic of Moldova, having initially the statement of association to the UE, has the possibility to harmonize the policies according to the requirements and objectives formulated in the Lisabona's Agenda to become really a facilitated space of justification, formation, orientation, insertion and mobility of work forces, high skilled and well paid.

According, to this statement this study is proposing to assess the situation from the domain of policy formation, orientation and insertion. Thus, this analysis is addressed to all actors from the public medium or that private and is focused on the comprehensive examination of the autochthonous system of vocational formation. Having a structure type policy-oriented, the analysis is based on primary and secondary source of data.

In this case, the study analyses the main effects of government institutions interventions and hesitations, regarding the development of vocational formation system and to the occupancy of work forces.

Thus, the work hypotheses of this analytic and evaluative approach are:

- (a) *The hesitation of Government institutions which have the ability to intervene at the opportune time caused essential lacks of poise on the domestic labour market;*
- (b) *The actual intervention of the Government institutions stake to centralize the domain of vocational formation which is contrary to the main European stipulations from the domain of vocational formation and occupancy;*
- (c) *The limited institutional autonomy causes the isolation of vocational formation institutes from the labour market while the graduates are unappropriated with the request formulated by the employers.*

Adequate to the objective and hypothesis

formulated, the study is structured on three chapters. Each of them has specific role regarding the theoretical approach of analysis, the enunciation of the situation and making adequate proposals to mitigate the crisis from the domain of formation and insertion.

Thus, the first chapter refers to two essential elements, which will help us to understand the situation from the domain of policy formation and vocational orientation and insertion. These elements are: (1) the presentation of one analytic model, which concerns the inter-sector relations in the process of vocational formation, orientation and insertion. (2) The elaboration of one logical background of vocational formation and occupancy in the institutional autochthonous context.

The second chapter is an analytic one and emphasizes the situation of the system of vocational formation and orientation institutes and of the labour market of the Republic of Moldova. The chapter has four components that refer to: 1) general aspects of vocational formation system of the Republic of Moldova; 2) the actual situation of the domestic labour market; 3) the vocational formation as part of the secondary vocational studies. 4) vocational formation as part of higher studies level. As part of assessment of the situation are inserted specific recommendations of analysed problems.

For example:

- **The event of secondary studies spreading and promotion** – there are examined the causes of considerable regress of this level of vocational formation. There are presented the Government institution's approaches for its spreading and are formulated some recommendations concerning the productivity of the promotion company for the process of enrolment from the next year;
- **The phenomenon of higher university education increase** – analyses

in succession the aspects of chronic subfinance of higher university education system, of institutional typological confusion, of limited institutional governance and autonomy. Thus, are recommended for each aspect, a series of specific proposals for the reestablishment of the situation.

- **The admission process in the vocational formation system in 2006** – there is analysed the context of applied policies, there are listed the main advantages and disadvantages and there are invoked recommendations to minimize the enunciated disadvantage and to offer fair chances to all the candidates who opt for this level of vocational formation.

Finally, the second chapter is dedicated to sectorial recommendations. The enunciated recommendations are general and tend to contribute at the improvement of the situation through the mitigation of crisis from the vocational formation and insertion domain. Simultaneously, the recommendations sketch to plan the requirement of vocational oriented actions introduction both at the vocational formation institutes and at the level of vocational insertion and occupancy institutes.

The conclusion of the study is that the discussion from the policy formation, vocational orientation and insertion domain must take place through the prism of logical background, detected from the legislature cooperated with the European stipulations, of vocational formation and to comply with the individual options of persons. Thus, the vocational formation system must ensure a coherence, stability, equity and continuity between all levels of vocational formation.

Consequently, the reform of the vocational system must even begin from the primary level of education. But, in order to aspire to the commun European market it is necessary in the first place to change the outlooks about what is work force and which are its interests and prospects.

INTRODUCTION

The vocational formation policies and implicitly, those of vocational insertion are so important as of educational or social support.

More than that, public policies from the vocational formation domain depend on the entire public policies spectrum. If between these policies doesn't exist a collaboration or coherence then the mechanisms of policy formation and vocational insertion can't work to cause the expected effects. So, neither the economic medium nor the social can't develop durably.

Making appeal to a series of deeds at the level of EU we realize that the social European Agenda, adjacent document to the social European Model, specifies five major objectives:

- The improvement of work quality;
- The promotion of social inclusion;
- The role of social partners to make changes;
- The social corporative responsibility;
- Social protection systems, certain and sustainable.¹

It is obviously the fact that the states, which aspire to the association and adherence to the EU, must connect to these objectives, which through its application support the introduction of Lisabona's Agenda. The Republic of Moldova, having initial statement of association to the EU, has the possibility to harmonize the policies according to the formulated requests and objectives, to become a real easy space of work force mobility, high skilled and well paid. Therefore, is distinguished the possibility to modify the statute: from a supplier of inexpensive work and unskilled for the EU to a responsible partner for skilled formation and qualitative orientation of the work force, both in the background of the EU space, through the instruments to make easy the mobility of work force.

As the vocational formation policies and those of vocational insertion are complex, the analysis based on the aspect of the labour market capacity of the Republic of Moldova and on the activity of the vocational formation system and of orientation is very important. Therefore, this study is based on the following objectives: *to assess the situation and to make certain sectorial recommendations addressed to diverse actors who take part in the elaboration, introduction and assessment of vocational formation and insertion policies* (governmental and non-governmental agencies and those for profit). At the same time, this study tries to concentrate on the removals of this year regarding the admission in the institutional system of vocational formation.

So, this study is of policy-oriented type and has in view to present the following aspects:

- The situation of the vocational preparation system;
- The government institutes intervention in the process of enrolment in the vocational formation institutes;
- The labour market capacity to engage skilled and specialized graduates;

As part of this study we will understand through the vocational formation system all the institutions, which are a part of:

- The III level study-secondary vocational education
- The IV level study -vocational non-academic (university);
- The V level study- higher education: university degree (license), master's degree, doctor's degree;

¹ After: Mihai Moia, „Basic problems of the labour markets in the context of Extension”, European Institute of Romania, Bucharest, 2004, page 13;

- The VI study level-higher post-university education: programs of postdoctorate.

Because the domain is large and complex, in this study we will refer with priority to the vocational formation as part of (1) higher education: (2) the secondary vocational education and indirectly to (3) vocational formation as part of vocational non-university education.

Because the labour market is characterized as a dynamic one, the vocational formation system must continuously cooperate with its requirements and prospects. On the one hand the labour market must pursue its interests corresponding to the profit and growth of competition. On the other hand, this must take into consideration the capacity of vocational formation system. In accordance with this logic, as part of one economy based on democratic principles of activity and on a free market and able to face competitiveness, need to change the outlook of the entire government process. Thus, this study is based on the governance principle approach. I consider that this type of approach allow us to conceptualize and to analyse the domain of non-governmental institutions interests (for profit or non-profit) and of corporations from the prospect of government institutions interest of central and local level.

This study uses the model top-down of public policy analysis. The use of this model is indispensable because in the Republic of Moldova the decisional centralism is essential.

The study is structured on three chapters. The first chapter has the role to present the theoretical prospect of approach from the analysed domain.

The second chapter is analytic and has the role to emphasize the situation from the corresponding domain. As part of this chapter is making reference to the process of admission at the vocational formation level this year. In this meaning, will be suggested certain recommendations specific to the enunciated problems. In the third chapter are drawn up general sectorial recommendations for the reestablishment of the situation created on the labour market.

The study is based on a primary analysis as well as on secondary of dates. Thus, are used the official statistics presented by the National Bureau of Statistics' accounts, studies, analyses, comments, prognoses and strategies elaborated by the central government institutions (Ministry of Education and Youth, Ministry of Trade and Finances). Regarding the cooperation of the analytic situation with that real, in the period of September 2006, I made documentary calls at a series of vocational formation institutions from the Republic of Moldova. For example, the reference material at the University of State of Moldova was focused on the following faculties: Law, Economy, Sciences, History and Psychology (Department Science of Educations), International Relations and Politics Sciences. In these institutions I had the opportunity to discuss not only with managerial corps, but also with students.

At the same time, I had the occasion to discuss with a series of specialists from the educational politics domain and from the labour market domain, also with economic and political analytics. As part of this discussion we approached the problematic spectrum of the analysed domain.

On this occasion I bring thanks to all persons with who I had the opportunity to cooperate for the elaboration of this study.

At the finish of this study were not given to the publicity official statistics regarding the process of admission as part of vocational formation institutions of secondary and higher level, which represent its limited level.

SUMMARY

INTRODUCTION	2
CHAPTER 1. THEORETICAL APPROACHES	4
1.1 The model of inter-sectorial relations in the process of vocational formation	4
1.2 The logical background of vocational formation in the autochthonous context	5
CHAPTER 2. THE ANALYSIS OF THE SITUATION	7
2.1 The vocational preparation system in the Republic of Moldova in synthesis	7
2.2 Is the labour market a not functional collimator?	9
2.3 Is the secondary vocational education redressing?	11
2.4 Quantity or quality in the process of vocational formation at higher studies?	14
CHAPTER 3. WHAT MEASURE MUST BE TAKEN? OTHER GENERAL RECOMMENDATIONS	20
3.1 Recommendations for governmental institutions	20
3.2 Recommendations for employers	21
3.3 Recommendations for vocational formation institutes	21
3.4. Recommendations for non-governmental organizations	22
CONCLUSIONS	23
BIBLIOGRAPHY	24

CHAPTER 1.

A short theoretical approach

This chapter is referred to two essential elements, which will help us to understand the situation from the domain of policy formation, vocational insertion and orientation.

These elements are:

- the presentation of one theoretical model regarding inter-sectorial relations in the process of vocational formation, orientation and insertion;
- the presentation of a logical background of vocational formation in the present context of the Republic of Moldova.

We will briefly approach these aspects, in the next chapter, we will analyse the situation, but in the third one we will propose sets of sectorial recommendations for the reestablishment of the situation from the vocational formation, orientation and insertion domain.

1.1. THE MODEL OF INTER-SECTORIAL RELATION IN THE PROCESS OF VOCATIONAL FORMATION.

As part of the adjustment process to the new rigours of political system type capitalist were caused multiple fractures concerning the good working of institutions from the government and private sector. The educational domain didn't represent an exception. In the last 15 years for successful implementation of reforms

was appealed to the Western-European models.

Many times these were impossible to apply because the foundations (inter-sectorial relation, beneficiary's options, the participation in the process of public policies achievement) were not balanced. Thus, the entire social spectrum was geared in the deconstruction process of the old institutional projects and construction of new administrative mechanisms of production and services sectors. If we make a comparative analysis between autochthonous educational system and that of other post-soviet states, then we will remark the existence of some similar problems: the increase of higher education, the decrease of educational services qualities, a high level of corruption practices, a low level of graduate's insertion in accordance with the obtained specializations etc.² It is important to analyse the track of adjustment and transformation of autochthonous system of vocational formation and insertion. In the soviet period, the vocational formation institutes were subordinated to the political power and depended directly on planning indications. Thus, the labour market was centralized and depended on planning indications, which were drawn up by GOSPAN. These aspects can be considered remnants of the Soviet System of vocational formation and insertion.

In one study, drawn up in 2003 by the Russian research worker I. Maiburov

² A study focused on the present situation of higher educational system of Russian Federation was recently published by the French Institute of International Relations IFRI. See: Tatiana Kastouev-Jean, „*Splendeurs et misères de l'enseignement supérieur en Russie*, Russie.Nei.Visions, n°14, IFRI, septembre 2006, accessible material in electronic variant at the address: http://www.ifri.org/frontDispatcher/ifri/publications/russie_cei_visions_1111752534925, accessed last time on September 26, 2006;

is minutely compared the model of demands relation in higher educational institutions from the late socialist system with that from the present system, which claimed to be capitalist (to see fig.1). Even if this model referred to the university level of vocational formation, we can adjust it to the whole institutional spectrum of vocational formation, because mostly the mechanisms and processes are the same.

Thus, Maiburov elaborated his model on the basis of demands manifested by social actors. Regarding the author we distinguish two spheres of demand³:

- The sphere of economic demand – is characterized by the fact that different economic sectors manifest the necessity to ensure with skilled work forces, and from quantitative point of view, corresponding to the engagement possibilities. For this, the institutions of vocational formation constitute the main suppliers of searched resources. As part of this sphere is manifested the interest of non-governmental sector for profit and through this can be seen which is the interference between the medium of such type of organizations with the institution medium of vocational formation and orientation;
- The sphere of social demand – is manifested by the fact that the instruction meets the necessities of the entire social system, which sometimes differ from the economic exigencies. Also, near the instruction services granted to all social members, it has the ability to educate a personality, to circulate cultural values,

³ After I.A.Maiburov, 2003: Mechanisms of co-ordination among the possibilities of higher education and the regions necessities, university co-ordination: practice and analysis, No.5-6 (28), page 42. article available in electronic variant at the address: <http://www.ecsocman.edu.ru/db/msg/152470.html>, last time accessed on 15.08.2005; Model elaborated by I. Maiburov was initial approached in: Nicolae Toderaş, *Model of educational demand relation in higher education, in the Statute of higher education institutions in government and civil society vision*, Public Policies Institute, Chişinău, 2005, page 12 – 13; Study elaborated with a financial support of the Public Politics Institute, available in electronic variant at the address: http://www.ipp.md/files/Publicatii/2006/Studiu_Viziunea_Guvernarii_si_Societatii_Civile.doc;

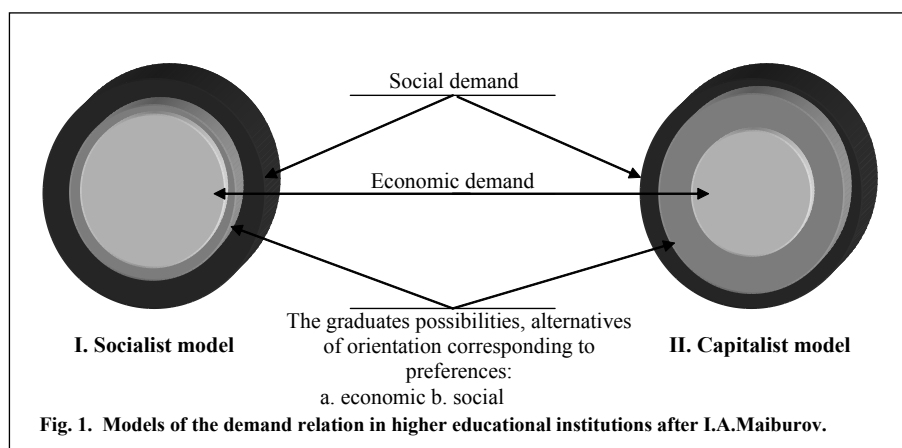


Fig. 1. Models of the demand relation in higher educational institutions after I.A. Maiburov.

to make the society consolidation etc. Certainly, this sphere is more comprehensive than that economic, because here is the relation between the vocational formation medium and the component structures of civil societies. As part of this sphere can be identified multiple mechanisms and the process of synchronization. The flexible conduct of organizational structures and forms distinguish this sphere from the previous one.

In the above graphic plotting is observed that the social demand is always higher than the economic demand. The economic demand is a component part of social demand, in which are intersected individual and economic interests of the state. The author mentions that these interests can't coincide with each other and even sometimes can repudiate between them. Simultaneously, can be observed that the economic demand's sphere is superior to the sphere of social demand as part of the Socialist System. Thus, the institutional system of vocational formation was oriented, first of all, towards the fulfilment of economic necessities of the state, the other aspects of social were solved subsequently. But, comparatively to the socialist system, the vocational formation system at present (which is specific to the capitalist model) offers services, which suit the social demand. After the socialist system collapse, new reforms introduced in the vocational formation domain brought about multiple social anomalies.

Since the effects of that system „parasite” the public space for many years,

having brought forward problems, which that time were solved through certain political stipulations and settlements. For example, in the period of 1980, in USSR was inconceivable the situation that a graduate of one higher education institution can't be engaged in the labour field. The method of compulsory repartition ensures the work forces' continuity as part of services and production sector of planning economy.

At the level of each institutions of vocational formation have worked experts in the vocational formation domain. Their role was to promote a culture of certain vocational specialization. Simultaneously, in pre-university curriculum were promoted assiduously certain vocational specialization, without creating discriminations and disappearances regarding the individual choice.

But now exists the next phenomenon: there are eagers to be engaged, but there aren't work places, if there are certain lawful backgrounds of settlement through which to bachelor is guaranteed the possibility to have a profession, but to employers are guaranteed certain facilities⁴. The culture of vocational formation, orientation and insertion has changed completely. Some domains are very crowded, the others are in crisis of work forces. Consequently, the contrasts are remarkable and these offer us a comparative description about what it was and what it is.

⁴In accordance with the informative note „the work forces in the Republic of Moldova, occupancy and unemployment .The II quarter 2006, drawn up by the National Bureau of Statistics of the Republic of Moldova, given to the publicity on September 28, 2006. Document available in electronic variant at the address: „http://www.statistica.md/statistics/dat/860/ro/PiataFM_ocup_somaj_tril_2006.pdf.”

1.2. LOGICAL BACKGROUND OF VOCATIONAL FORMATION IN AUTOCHTHONOUS CONTEXT.

It is obviously that each simple citizen is also a beneficiary of policy formation, vocational orientation and insertion, he shows his own interest regarding the type of formation and of vocational activity he opts.

Thus, the whole social system must offer the opportunity of one continuous formation and orientation, indifferent of age, social position, level of instruction and the vocational activity of the individual. For example, if an individual, which works during 15 years in one economic sector, wants to adjust himself in an another domain, this can ever succeed a track of vocational formation. According to this logic, we distinguish three temporal spaces of interests, which are interdependent and interconnected between them (see fig.20). The other three spaces of vocational realization are: the space of vocational formation, space of vocational orientation, space of insertion in the work field. We observe that the spaces of vocational realization are distinct among them such by the duration of allocated time, as by the interest manifested by each individual. However among these three spaces there is an interdependence.

In accordance with personal interests and necessities, at any time a person can access one space or another. This reason belongs to the individual

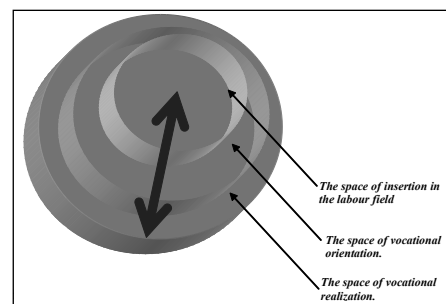


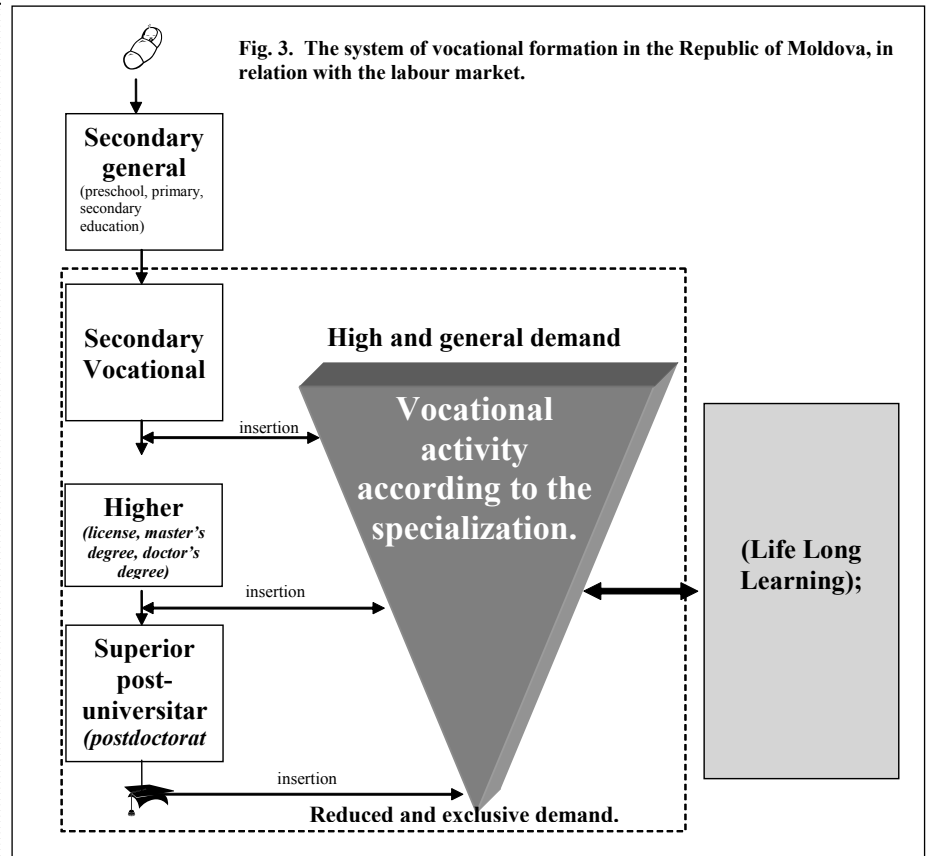
Fig. 2. The three spaces of vocational realization.

choice, gratification and perception.

In order to understand better which is the structure of the present system of vocational formation of the Republic of Moldova and its relation with the labour market, we will draw up a logical background. In the fig.3 is schematically represented the one person trajectory in the process of education, vocational formation and inclusion.

We notice that the vocational activity corresponding to the engagement in the work field can be achieved in the context of the vocational formation system of the Republic of Moldova in three distinct hypostases. The vocational formation is a continuity of educational process initiated still at the preschool level. But the limitrophe level of the vocational activity is the general secondary level of the I step (middle-schools education) and the secondary level of the II step (secondary schools education). Consequently, the vocational formation is a direct result of educational formation at preliminary levels and must contain logical elements. The first hypostasis of insertion is achieved after the graduation of the secondary vocational level. The second hypostasis after the graduation of higher level. This can be separated for each cycle of studies. But in accordance with university cycles principles, we will however consider to be an integral hypostasis. Finally, the third hypostasis is achieved through the graduation from the higher post-university level. As part of this study we are interested only in the first two hypostasis. Among each hypostasis is necessary to be a continuity of vocational formation, regarding the individual principle of vocational realization described in Fig.2.

Simultaneously, a distinct but detached hypostasis from the study levels previously specified is Life Long Learning. This type of vocational formation is not accessible yet to the citizens of the Republic of Moldova. The Life Long Learning is a component of the vocational formation, which is achieved simultaneously with the vocational activity unfolded



as part of the work field. In the autochthonous context and in multiple situations this has the meaning of a vocational reconversion, which in fact represent only one component from a larger spectrum of educational programs and platforms and vocational formation. Thus, we will consider the space from the interior squadre with an intermittent line, which has a grey background to be accessible to the beneficiaries of the Republic of Moldova. The space of Life Long Learning remains a homework such for the authorities as for non-governmental institutions. It is rejoicing the fact that the project of the national strategy regarding the occupancy of the work force of the Republic of Moldova for 2006-2020, contains also a chapter specific to this type of vocational preparation. The project of the Conception of the educational system modernization of the Republic of Moldova contains as well a chapter concerning this level of vocational formation.

As a graphic eloquent exemplification we can specify that from the total of ap-

proximate 90 thousands unemployed registered at the second term of 2006 only 2% attend a form of professional instruction. Another important detail of this background refers to the labour market, which is represented by an equilateral triangle with the top down. Following the figure we observe that the insertion in the work field according to the specialization is more elevated at the finish of secondary professional level. In such a context on the labour market will be demanded more skilled personnel with secondary and post-secondary vocational studies than with higher studies. It is about a quota, which is stipulated through the norms of the insertion domain in the work field. For example concerning the actual norms applied in the Republic of Moldova to one person with higher studies must occur 8 or 9 skilled labour.⁵

⁵According to the informative note «The Work Force in the Republic of Moldova the occupancy and the unemployment. The second term 2006» elaborated by the National Bureau of Statistics of the Republic of Moldova, given to publicity on September 28, 2006. Document available in electronic variant at the address: http://www.statistica.md/statistics/dat/860/ro/PiataFM_ocup_somaj_trill_2006.pdf. last time accessed on October 03, 2006.

In the Lisbona's Agenda content and of Bologna's Process, the quota is impossible to be achieved. In the actual situation to one person with higher studies occur one skilled labour.⁶ Consequently as the level of vocational formation is more elevated, the labour market is more exclusive and more limited, a fact that must be taken into consideration by the policy of formation and professional insertion.

At the pyramid's basis the occupied adaptation, manipulation and mobility are flexible.

From the described background we can infer the conclusion that to prepare a skilled person on the labour market is required a coherence and continuity between all levels of education.

In the actual context of the Republic of Moldova this coherence and continuity don't exist. If it would exist then these characteristics will be manifested such through contents as through methods. In this case, the results from the process of educational and vocational formation are incompatible with the requests of the labour market.

However, what's occurred during the last 15 years in the vocational formation system, orientation and insertion? It is a basic question and its answer can be an evaluation of the made route. We will do this evaluation in the next chapter, where we will find the situation in the domain of the institutions of vocational formation and orientation and that of the labour market.

In this chapter we could develop a theoretical background regarding the analyzed problematic.

This chapter offers not only a general look about the inter-sectorial relation in the process of social formation and insertion, but also a retrospect of educational system and that of vocational insertion type socialist which reminiscences are still manifested at present.

⁶ This figure was enunciated by Ion Holban, the chief of the Department of Human resources and certified by METS. After Ludmila Moraru, "The persons with higher studies constitute 50% from the employer", the daily flux, of October 05, 2006, article available in the electronic variant at the address: <http://www.flux.md/news/modb2.php?action=show&idu=16679&cat=Cotidian%2020National&rub=social>, last time accessed on October 05, 2006.

CHAPTER 2.

Situation analysis

At the end of the previous chapter we enunciated a question regarding what happens in the system of institutional formation, vocational orientation and insertion. This is an analytic chapter and brings into relief the situation of the institutional system of vocational formation and insertion and the labour market of the Republic of Moldova emphasize the recent interventions of the governmental authorities.

The chapter is based on four essential components, which referred to:

- The system of vocational preparation in synthesis
- The labour market's ability of absorbing
- Vocational formation as part of secondary vocational studies
- Vocational formation as part of higher⁷ studies level.

Bringing into relief the situation from the domain of vocational formation, orientation and insertion is indispensable for the elaboration of sectorial recommendations.

However, to be more efficient and prompt, we include in the chapter distinct excerpts of alternative recommendations and solutions specific to the identified problems.

2.1. THE SYSTEM OF VOCATIONAL PREPARATION IN THE REPUBLIC OF MOLDOVA IN SYNTHESIS.

The changes at which we were present during the last 15 years in

⁷ As part of this chapter the syntagma "higher studies" referred to the university cycle of license.

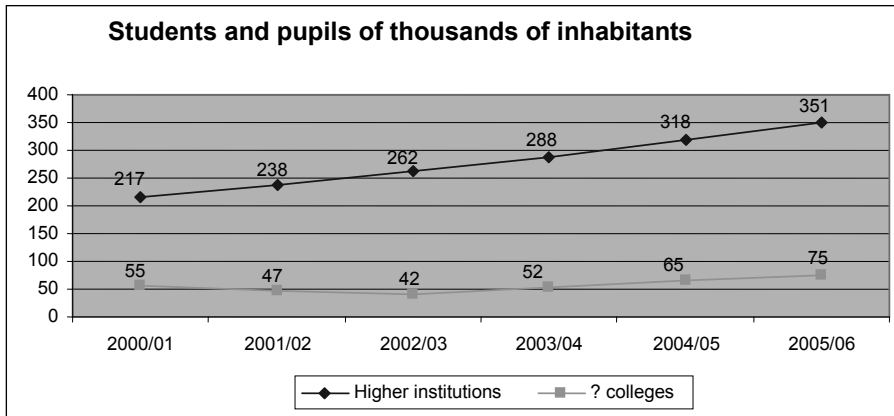
many respects are rejoicing, but in other on the contrary. In part of this chapter we will try to present in short the description of the vocational formation system of the Republic of Moldova.

On the background of the accentuated subfinance phenomenon, the governmental system of vocational formation have extended the services to the beneficiaries who wanted to own a certificate of graduation of one vocational education institution, especially at the higher level of formation. In this context was created a great lack of poise among the levels of vocational formation. The phenomenon of higher education increase takes place on the crisis background in the domain of the labour market. On the one hand we attend a deficit of skilled workers, but on the other hand an exceeding of persons with higher studies.

The second category still presents a low potential of obtained abilities and competences after the educational process of vocational formation.

It is a paradoxical situation, which contributes in a direct manner at the perpetuation of the social and economical crisis of the Republic of Moldova.

Under the pretext of the market freedom, as part of the vocational formation system, in the last 15 years were developed certain private institutions, which double the role and the utility of government institutions. The most recent statistic data prove the scope of this phenomenon.



Graphic 1. Students and pupils of 10 thousands of inhabitants

For example in graphic 1 is presented the evaluation of the students' quota in higher education institutions, and of pupils in middle institutions of specialty of 10 thousand of inhabitants for the period 2000-2005.

In general, we observe the tendency of the quota's growth. However, making a more attentive analysis we find that the level of university institutions is characterized by a continuous growth, while the level of middle education institutions of specialty is characterized by a limited growth, in some period it is found a reduction on the quota.

Also in the case of vocational formation in the higher education institutions system, the present day was manifested a continuous growth of students' number in the context of the population's number reduction.

For example, in the study year 2005/2006, in higher education institutions of the Republic of Moldova were matriculated 30150 persons. So till 2006 this tendency was manifested on the background of limited intervention from the part of government institutions, regarding the admission rate as part of the vocational formation system.

Skimming over a series of statistical data of the previous year 2000, we will find that in the last decade the students' number is approximate doubled. For example in 1997, at 10 thousands of inhabitants cor-

responded 180 students⁸, while in 2005 the data mention approximately 351 students⁹.

This fact proves the vocational studies of higher level's accessibility of the chronic subfinance background of the educational system.

Practically every graduate person of high school or secondary general school became a student, without great intellectual effort. So, we can consider that the cheapest public service is the higher education. In this context, universities have mechanisms of insurance neither of the education document quality, but neither initiate a balancing process of necessary costs for the preparation of a specialist.

In such a situation the increased number of students can't guarantee durable economic and social development of the Republic of Moldova.

It is obviously the fact that in the context of higher education augmentation it doesn't take into consideration the real necessities, the abilities, the capacity of absorbing of work forces, its potential of export.

⁸ According to the statistic dates published by the national Bureau of Statistics from the Republic of Moldova, in the material "Education(1997/1998-2004/2005)", published at 27 January 2005 and available in electronic variant at the address: http://www.statistics.dat/742/ro/Invatamint_1997_2005_ro.htm, last time accessed on February 21, 2006.

⁹ According to the informative note «The Activity of higher and secondary education of speciality institutions at the beginning of study year 2005-2006», elaborated by the National Bureau of Statistics, from the Republic of Moldova, given to publicity on February 15, 2006, document available in electronic variant at the address: http://www.statistica.md/statistic/dat/770/ro/invataminttul_superior_2005_2006.pdf, last time accessed at 17 February 2006/

For example the labour market is overfilled by specialists from the following domains: International Relations, Political Sciences, Law Science, and Economic Science, while less workers are registered in agricultural domain, in that of social assistance and educational. For example, in the educational domain were elaborated and implemented affirmative politics of teaching encouragement in the rural education. But also in these conditions are few applicants which prefer to settle down in rural medium or in that of little and middle cities. In contrary, in the last years was remarked a shortage of didactic personnel both at the rural and urban level. Not even the compulsory repartition formula in the case of graduates which studies through the state budget don't produce discounted and durable results.

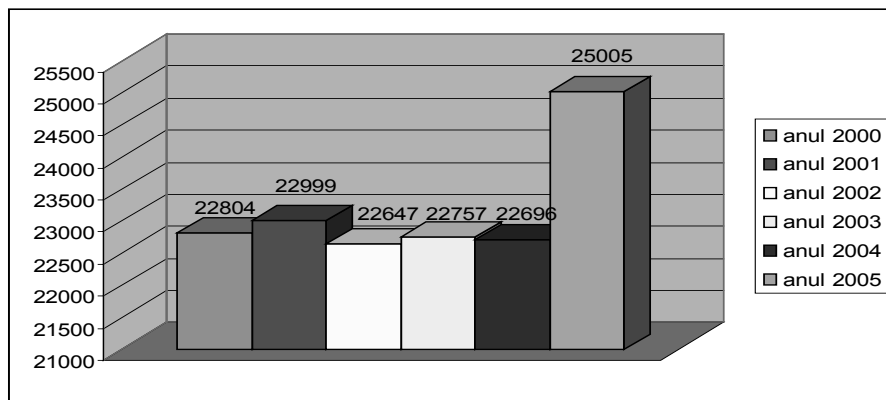
Another image is observed at the level of secondary education institutions where the portrait is gloomier. The experts from the occupancy work forces domain specify the fact that in the Republic of Moldova is attested a skilled labour deficit in the next domains: building, ready made clothes, carpentry. Certainly, these skills can be acquired by the graduation of vocational formation institutions (vocational schools and colleges).

But, the statistics prove that the pupils' number at the secondary level of vocational formation in the period of 2000-2004 was relative constant (on an average approximate 22700 pupils)¹¹.

Beginning with 2005 the pupils'

¹⁰ For example, for the study year 2006/2007 in the preuniversity educational system was a deficit of 216 didactic personnel. This figure was formulated by Gheorghe Egorov, the chief of the Section of human resources from METS. After Ludmila Moraru, the village school has a pupil's shortcoming, the daily Flux of September 01, 2006, article available in electronic variant at the address: <http://www.flux.md/news/modb2cal.php?action=show&idu=19069&cat=Editia%20%20Vineri&rb=Social>

¹¹ In accordance with the informative note, the Activity of Secondary vocational education institutions at the beginning of study year 2005-2006 formulated by the National Bureau of Statistics of the Republic of Moldova (given to the publicity) published on March 15, 2006, document available in electronic variant at the address: http://www.statistica.md/statistics/dat/782/ro/Inv_sec_prof_2005_06.pdf



Graph.2 The pupils' number from the secondary vocational education in the period of 2000-2005.

number of this type institution has increased.

The 2 graphs prove the contrast registered at the beginning of 2005. Must be specified the fact that in 2006 the contrast was amplified because of the direct intervention of government institutions for the support of this vocational formation level and for the orientation of the graduates of the general secondary education level towards the secondary education.

In the next under chapter we will refer in great detail on this aspect.

Getting such a gloomy portrait, the basic question is: " what the government authorities undertake to elucidate this situation?"

If we are referring to the period of previous years than the answer is equivocal. On the one hand the authorities were surpassed by the created situation, but on the other hand they not even prove the intention to intervene.

But if we are referring to the situation of the current year, we can assert that finally, the intervention was made so visible that create social convulsions. It is about the Government of the Republic of Moldova intervention by some skilled agents, to establish unique plans of matriculation in 2006 for pupils and students in the higher education institutions, middle of specialty and secondary vocational. In fact, the intervention of this

year was of continuity approaches initiated the previous year for the secondary vocational education system.

The intervention was based upon the Decision no.434 of the Government of the Republic of Moldova, of April 25, 2006.

This established the plans and quota of matriculation in the study year 2006-2007 in the secondary vocational education, higher and secondary of specialty.

2.2. IS THE LABOUR MARKET A NOT FUNCTIONAL COLLIMATOR?

Being that the domain of labour market is very complex, inside of this chapter we'll bring into focus only some aspects of ascertainment, which will help us to elaborate the sector's recommendation from the following chapter.

Metaphorically, we can considerate the labour market as a collimator, which for the moment doesn't function. Therefore in this chapter we'll identify why the collimator is out of order.

Alike the other social domains, the labour market of the Republic of Moldova, knew an orientation towards the new requirements inherent in market economy.

Thus, from a centralized planning passed into a resultant approach of the required staff. From a collective organization of labour pass more and more into an organization based on individuals, pointing out what can do every engaged person. At the same time, it is remarked the transition from lifetime engagement to the engagement for a certain period. As we have specified, the process of building new projects still lasts. For example in the governmental institutional domain the projects of the recent past are still available, which slow down the application of new conceptual approaches.

It's of great importance to specify which is the situation on labour market according to the statistics presented by National Bureau of Statistics¹². Thus, in 2005 the population involved in economic activities constituted 49%, but the employment rate -44,5%.

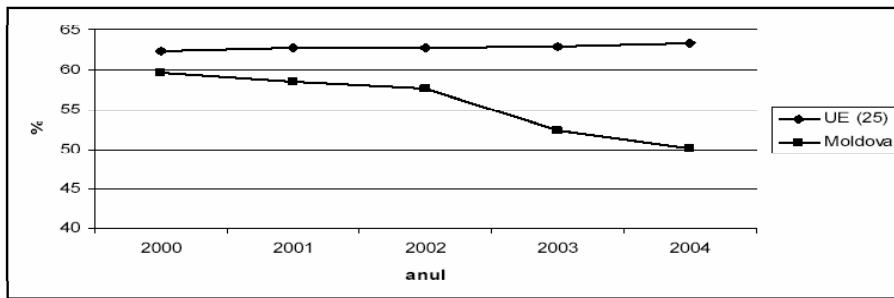
The quota of work power engaged in private sector was 69,6%, but in the public one was 25,6%.

And the quota of engaged persons of higher education constituted 17,0 %, but of vocational and secondary education was 47,5%. The research also shows that 40,7% of employed persons activated in agricultural sector, 12,1 % in industry and 47,2 in the domain of services.

Even if the European Union with 25 state members was afraid that after the great extension of 2004, the employment rate of population will decrease, on the contrary the rate continued to increase.

According to the facts presented by Euro state the employment rate in EU with 25 state members was

¹² Study 'Labor Force in Moldova: employment and unemployment'. National Statistical Office of the Republic of Moldova, available at: www.statistica.md/statistics/dat784/ro/PiataFM_ocup_somajul_anul_2005.pdf, last time accessed on 25 of July 2006.



Graphic 3: The evolution of employment rate in EU (25) and in the Republic of Moldova for the period 2000 – 2004.

in 2005 63,8%, but in EU with 15 members was 65,2%¹³.

The National Bureau of Statistics of the Republic of Moldova showed a comparative perspective of our Republic and EU (25), in the Study "Labour Power in Moldova: employment and unemployment".

In the third graphic we can apprehend the discrepancies for the period 2000-2004, according to the facts presented by BNS. Such a situation may be observed in the case of Romania.

In 2000 the employment rate was 57,6% compared to 63,0% in 2000. In the case of Bulgaria the employment rate is in continuous increase. In 2001 it was 49,7% and in 2005 – 55,8%.

Seeing the image of the labour market in the Republic of Moldova, we can say that the situation is dramatic and it needs a great ability to straighten the situation and to aspire to the desideratum enunciated by the Strategy of Lisbon (the employment rate must reach 70% in 2010).

Certainly, for the European Union the desideratum constitutes a real provocation, for our Republic this desideratum may be an impulse to prove the capacity of a viable state.

¹³ See "Total employment rate", elaborated by Eurostat and accessible at: www.epp.eurostat.ec.europa.eu/porta.

Certainly the Republic of Moldova can't aspire to such a rate mentioned in the Strategy of Lisbon, at least for the forthcoming decade, but is very important that this country note a minim but constant increases like Bulgaria.

Referring to the capacity of labour market regarding the insertion of the graduates from the vocational system, it's difficult to make an evaluation of the situation.

There are not legalized mechanisms made by the institutions of vocational formation regarding the crews of graduates. Such a mechanism presumes the existence of specialized departments inside of every vocational institution, which co-operate with governmental and private domain. At the same time, the educational system and vocational institutions don't encourage the spirit of educational and vocational community.

This institutional instrument represents a channel of communication between graduates and vocational institutions and in this way become a bridge between the potential engaged and the future engaged.

We determine regretfully that during the last years labour market was based on the own capacity of absorption. This fact contributed to its distortion and was possible because of the lack of government legalization of the process of qualitative professional orientation.

This is also the case of vocational institutes, which had to make continuous regarding the adaptation, motivation and professional career of graduates. Secondly, in the Republic of Moldova predominate the informal mechanisms of insertion in the field of activity that is why it emphasizes the conception of being engaged and not the quality of the work.

For example, from 90% of employed workers 44,6% are of secondary and vocational education, and only 18,8 of high education.¹⁴

According to the behavior demonstrated during the last years on labour market, we can affirm that the model applied this year for the matriculation will contribute to the maintenance of disparities on labour market. The promotion of certain professional specializations, not requested by beneficiaries, mustn't be effectuated by stipulation and limitation of options.

For this is absolutely necessary to elaborate a series of inter-institutional strategies under the form of public-private or private-private partnership through which to stimulate the option for some forms of vocational formation, that is to apply methods and technics of vocational orientation. In the context of vocational formation, these partnerships make the connection between what is required on labour market and what must be known by a beneficiary of vocational formation and insertion services. It must be noted that besides the actual applicability in western space, this method was applied by socialist model of vocational formation.

During the last period the Employment Office, within the Ministry of Trade and Finance, is preoccupied

¹⁴ Sthis figure was enunciated by Mr Ion Holban, Head of the human resources and accreditation. Quoted from Ludmila Moraru: "Graduated individuals make up 50% of the total employees, Flux Newspaper, October 5, 2006, see it at: www.flux.md/news/modb2php.

in the regulation of the created situation and the operation of the defective collimator. Thus the project of "National Strategy regarding the employment politics of work forces of the Republic of Moldova for the period 2006 - 2020" that is a document of great importance, which establishes eleven logical steps which must be implemented in order to facilitate the favorable enrolment of the Republic of Moldova in global economic processes and to consolidate our competitive advantages on international market. In order to apply these steps, the strategy analyses the actual situation on labour market, the macro economical situation and the legislative situation. At the same time the strategy elaborates a scenario until 2020, regarding the labour market of our Republic and proposes a series of new actions (education during all lifetime, public-private partnership, active ageing).

Certainly, in the process of connection to European Standards, especially regarding the labour market is necessary the elaboration and the implementation of fundamental strategies on sphere's priority. The coherent application of the strategy proposed by MEC, will eliminate any intention of governmental monopolistic intervention. Thus, the state order will refer only to governmental needs and will be only complementary to the demand enunciated by private sphere. On the other hand, it's the moment when the private sphere makes itself conspicuous regarding the quality of vocational forming of engaged graduates.

In the chapter of domain's recommendation for labour market, we will refer to a series of mechanisms of active and responsible participation for the process of vocational formation, orientation and insertion. Therefore, the labour market's collimator remains for a certain period out of order.

2.3. IS THE SECONDARY VOCATIONAL EDUCATION REDRESSING?

Metaphorically, the secondary vocational education may be considered "Fata Morgana" of the whole spectrum of vocational formation. During the last 15 years the consideration that the labour market requires only specialists of higher education was proved to be more believable than the consideration that the insertion's potential is very reduced. Thus, the secondary vocational education was limited from the financial and logistic point of view. However, this education was mentioned at reduced parameters without any strategic support from the part of governmental authorities. Every year there were made promises to redress the situation, but in fact little things were really realized. Consequently, the negligence contributed to the appearance of a dramatic situation: too little graduates of secondary vocational education.

Moreover, SCERS has enunciated in the 345 paragraph the following objective: "the reassessment of the role of secondary vocational education and its connection to

community's requirements, the bringing up-to-date of the list of professions in close co-operation with social partners". Thus SCERS emphasized the role of social partners. The project of modernization of educational system of our Republic contains a paragraph concerning the secondary vocational education.

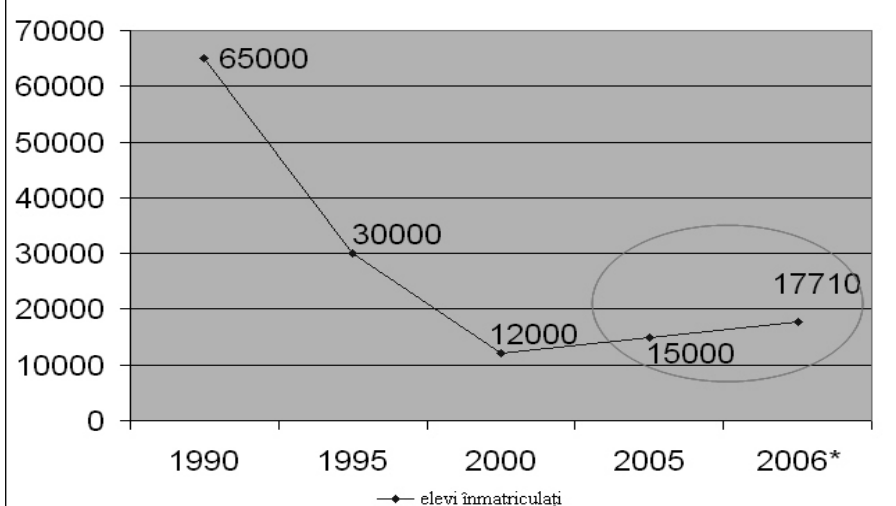
Inside this document are underlined the development of institutional structures, the accessibility and the quality of forming process and the connection with labour market's requirements.¹⁵

How many persons were enrolled in the vocational institutions during the last years?

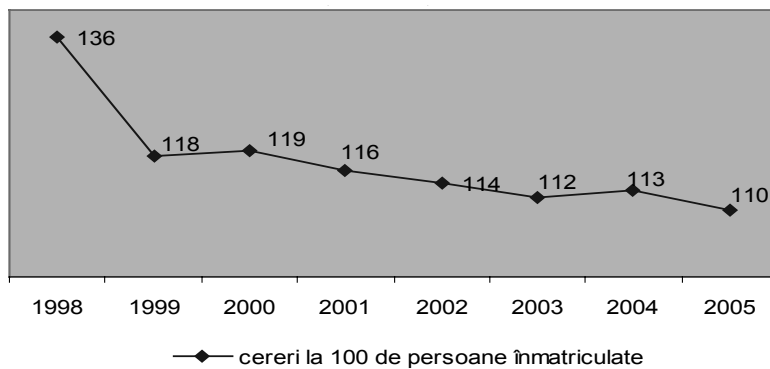
Taking into consideration the studies, analysis, and strategies applied in the R.M. concerning the labour market we can establish a great crisis of qualified staff. The Statistics presented by governmental authorities represent the dramatic

¹⁵ A se vedea punctul 3.1.2 din proiectul Concepției modernizării sistemului de învățământ din Republica Moldova, disponibil în variantă electronică la adresa: <http://www.parlament.md/download/drafts/ro/3464.2006.doc> ultima dată accesat la 30 septembrie 2006;

Graphic. 4. "Dynamics of the number of registered pupils in the secondary professional education system during 1990-2005".



Graphic.5 The competition of enrolment in vocational education for the period 2000-2005



situation of this level of vocational formation. Since 1990 till now the number of students matriculated in secondary vocational education decreased four times, in some periods reaching critical quota. In the fourth graphic we can observe this phenomenon. At the same time, we can note the tendency of spreading the second vocational level. According to the plannings established by Government, for the learning year 2005 - 2006 were proposed 15030 budgetary posts and for the year 2006/2007 - 16310 places, the number was increased with 8,5%. In total were proposed 17710 places both in governmental and private institutions.

The period of direct intervention of authorities is market inside the diagram. Certainly the quota of matriculation established the maximum number of admitted students, but the last year not all places have been occupied. Thus in 2005 were matriculated 15424 persons, but wasn't covered the total number of places offered by state budget and with entrance fee.

At the same time the capacity of vocational institutions is used at 60%.

To observe if secondary vocational institution reached a higher

level, it's important to analyse the demands of candidates. The 5th graphic presents the situation for the period 1998 - 2005. We can clearly observe that till 2006 at the same time that the number of places is increased, the demand is on continuous decrease. Because of the lack of statistic studies regarding the matriculation of this year, we cannot affirm if this tendency still persists.

However in this confused situation the competition was conditioned.

It's important to mention the fact that, about 15 thousand ninth form graduates renounce at educational system, without obtaining any vocational formation.¹⁶

Of course, it's difficult to insert these persons in social-professional fields. But approximately the same number of persons was matriculated in secondary vocational education. Unlike the university level of vocational formation, the secondary level has some other problems, which have a negative effect upon labour market. In 1990 there were 350 specialties offered by second-

ary vocational institutions, but in 2005 they were only 85.¹⁷

Why the secondary vocational education isn't so attractive.

This is a rhetorical question at which we'll try to answer in the following paragraphs. First of all because of the labour market's dynamism the priorities passed from one into another economical sphere. The secondary vocational institutes couldn't conform to labour market's dynamism; not generating proposals, which could draw teenager's attention at once, and which correspond to labour market's requirements.

In the second place this phenomenon was produced because of budgetary austerity.

Certainly this vocational formation level was never a real priority within the educational and vocational domain¹⁸. Thus, the third explication of this situation is the limited substructure.

These vocational institutions don't dispose of actual conditions that is to say canteens, student hostels, libraries, meeting halls, and recreation spaces.

Another explication is that of professional inferiority (a kind of social stigmatization) in the case of graduates of this type of vocational formation. Thus at social level, especially after the disappearance of soviet system, everyone avoided this vocational formation.

But who are the beneficiaries of vocational formation?

¹⁷ După comunicatul MET „Ministerul Educației și Tineretului lansează campania informativă de promovare a studiilor secundare profesionale” din 21 iulie 2006, disponibil în variantă electronică la adresa <http://www.edu.md/files/unsorted/SPCampanie.doc>, ultima dată accesat la 27 iulie 2006;

¹⁶ Această cifră este specificată în proiectul Strategiei Naționale privind Politicile de Ocupare a Forței de Muncă a Republicii Moldova pentru perioada 2006-2020;

¹⁸ SCERS, la etapa elaborării și adoptării, a operat cu ponderea de 4,3% din întregul buget alocat domeniului educațional;

Teenagers of rural environment¹⁹, teenagers originated in families with lower incomes and whose parents haven't obtained higher education, teenagers till 20 years²⁰.

Moreover the lack of specialized curriculum in gymnasium education made the crisis deeper. In this context, the 434th decision of the Government, of April 25, 2006, lays down that "The Ministry of Youth and Education, in accord with the National Agency of Employment, under the subordination of the Ministry of Finance and Trade will elaborate a special curriculum of vocational orientation for students of secondary general education and secondary vocational education". Certainly that the actors of non-governmental sphere may become providers of such services.

What does the Ministry of Youth and Education do to redress the situation?

This is a very eloquent question to which we will try to give an answer. This year The Ministry of Education and Youth started an informative company in order to promote secondary vocational studies, through which the governmental authorities want to contribute to the creating of a positive attitude among teenagers regarding the possibility of getting a good profession in vocational institutes. In these circumstances, the Government has officially declared that "The economy of the Republic of Moldova noted a critical deficiency of qualified workers especially in the domain of agriculture and light industry and a lack of balance on labour market".

¹⁹ Statisticile precizează că în cazul elevilor înmatriculați în anul de studii 2005-2006 ponderea celor originari din mediul rural este de 69,9%. După: Nota Informativă „Activitatea instituțiilor de învățământ secundar profesional la începutul anului de studii 2005 / 2006” din 15 martie 2006, Biroul Național de Statistică al Republicii Moldova, disponibilă în variantă electronică la adresa: http://www.statistica.md/statistics/dat/782/ro/Inv_sec_prof_2005_06.pdf, ultima dată accesată la 25 iulie 2006;

²⁰ În cazul elevilor înmatriculați în anul de studii 2005-2006 ponderea celor de până la vârsta de 20 de ani este de 85%. Idem;

As a result of this company, the number of students matriculated in secondary education institutes has increased. However the company demonstrated a series of inadvertences. For example, for the effectiveness of the message the company should be started at the beginning of the learning year 2005/2006 so that the graduates of gymnasium and secondary general cycles know the advantages and disadvantages of vocational education. After an informative cycle the future graduates could decide what way to choose: the secondary school or qualified vocational orientation.

But the company didn't represent anything else than a guiding message similar to state order from Soviet Period. Thus, the results of the company will be minimum, without the co-operation between secondary vocational education and the constituent parts of labour market.

However the number of matriculated students can't prove that the situation in this institutional sphere is re-established. The most obvious indicator, in this case, is the capacity of employment according the acquired specialization. For example, only 70% of all vocational educational graduates of the year 2004 have been inserted in the field of activity²¹.

Certainly, the governmental authorities have the capacity to insert all graduates from this level of study in activity. A little quota of graduates will be encouraged to continue their studies at University level, but the others will be orientated towards the field of activity. For this the governmental authorities may establish an orientation mechanism of the graduates both on internal and external labour market. Exclusively with the start of an informative company, the Government will not succeed in redressing the created situation. The problem became dramatic and needs a more serious and respon-

²¹ După Anexa nr.11 „Planul strategic de cheltuieli în domeniul educației, 2007 - 2009” din Cadrul de cheltuieli pe termen mediu pe anii 2007 - 2009 elaborat de Ministerul Finanțelor din Republica Moldova;

sible approach from the part of authorities, labour market and civil society. It is necessary to elaborate a complex medium and long-term strategy. The strategy must take into consideration the person's individual interest and the logical sphere of vocational formation.

Thus every person will be able to decide his own career of vocational insertion.

Afterwards we'll present some recommendations for the efficiency of informative company started this year by the Ministry of Education and Youth.

Recommendations for informative company's efficiency.

- The initiated company must function permanently during the whole school year 2006/2007. Inside of this company certain employed persons must organize labour markets in order to select and insert graduates of vocational formation.
- It's necessary to realize a representative study, which will point out the profile of vocational study's beneficiaries. The resulting profile will contribute to the creation of an efficient, with high results message.
- The company mustn't present only statistic data but also the activities organized during the school-year, cases of qualitative practices (inter-institutional partnerships and insertion in the field of activity), all these by means of different sources: written and electronic form, mass-media.
- The elaboration of a methodology of implementation of vocational education to the level of secondary and post-secondary education will stimulate the interest of future graduates. On the basis of this methodology will be elaborated a curriculum regarding the vocational

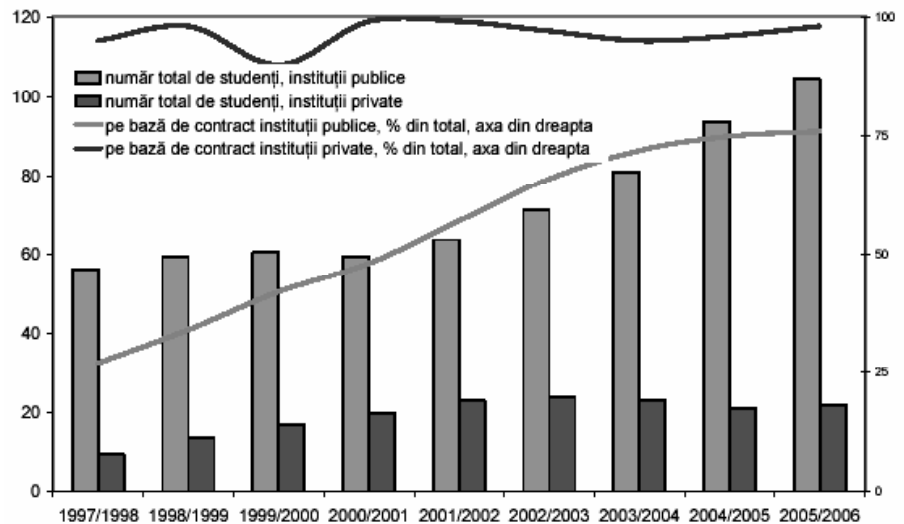
orientation. The educational system must encourage the students taking the decisions referring the vocational formation.

- The development of a culture of vocational formation and insertion. The foundation of such a culture must be based on the modules of civic education, technological education, on elements of critical and argumentative thinking taken from pre-university curriculum.
- The projection of a track of vocational formation for graduates who want to receive a professional qualification at University study's level. The graduates of secondary vocational level must be encouraged to continue their vocational formation during all lifetime.
- The clearing up of social partner's statute will encourage the implication of actors interested in curricular and extra-curricular development in gymnasium, secondary and vocational studies.

In conclusion, it must be mentioned the fact that economic development of the Republic of Moldova depends considerably on the level of vocational formation. This level of formation constitutes the first sluice of individuals towards labour market. However it's the most accessible level of vocational forming and the most appropriate to rural environment.

2.4. QUANTITY OR QUALITY IN THE PROCESS OF VOCATIONAL FORMATION OF HIGHER EDUCATION?

The higher vocational system became a bastion of social changes. Evidently, the most relevant institutions



Graphic. 6 Evoluția numărului de studenți în instituțiile de învățământ superior din Republica Moldova (Sursa: RNDU 2006, pag.59)

inside the vocational formation are the Universities. Nowadays, the Universities don't present an elitist domain of vocational formation as they were in the precedent decades. As in the case of other ex-socialist states, the higher education of the Republic of Moldova became accessible to everyone who wants to coquette with "Alma mater". That is way we assist to a process of augmentation of higher education. As an example of this phenomenon can serve the number of persons matriculated in the higher system of vocational formation. In 2004 31,4 thousand persons graduated from secondary education, but at the higher level of vocational formation were matriculated 34,9 thousand persons.

Therefore, practically every school-leaver had the possibility to be matriculate. The process augmentation brought about the appearance of mutations of structural and qualitative order on vocational process. To these mutations we'll refer inside of this chapter.

What are the principal problematic aspects inside the higher level of vocational formation?

The large majority of analysis and studies effectuated on this level of vocational formation dignity the same spectrum of problems. This

study doesn't make an exception, but unlike other studies this has the advantage to see the things out of the reference space, At the same time, the present study try to concentrate itself on the aspects of mutations pointed out this year. Therefore we'll concentrate with the following three aspects.

- The dramatic sub finance of higher education.
- The typological institutional confusion.
- The limited autonomy and institutional administration.

We will analyze every aspect apart and will propose some specific recommendations for their redressing.

- **The dramatic sub finance of higher education.**

a) The remarked problems.

Even if the budgetary allocation for educational domain is one of the more elevated of the world, nowadays the higher education institutions financed by state budget confront themselves with an acute financial crisis.

There is no an evident methodology regarding the finance of such institutions. In order to accumulate the necessary resources the higher education institutes supported the ad-

mission of every person who wants to receive a vocational formation of high level. In this way was matriculated everyone who wanted, without a certain competition.

The volume of entrance fee is quite frugal and for some specializations hasn't been modified from many years. If we make an eloquent calculation, we'll remark that the entrance fee doesn't cover neither 10% of the expenses necessary for vocational formation of one person. During students debates was emphasized the fact that the entrance fee are elevated and doesn't exist a transparency upon the process of administrate of collected resources. The private institutions of higher education adapted the same strategy. Moreover, at a given moment the number of these institutions increased quickly exceeding doubly the number of institutions financed by state budget. In this case the number of students increased (see graph. 1). At this moment, the quota of students to 10 thousand persons is appropriated to the states of "hard motor" of EU (for example, Germany). This situation caused a disproportion between students financed by state budget and those with entrance fee.

The 6th graphic represents the situation for the period 1997 – 2005. A considerable disproportion is noted between the students financed by state budget and those with entrance fee.

Moreover it was remarked an implosion of certain domains where the process of insertion inside work forces is limited (international relations, political sciences and juridical sciences). Because these domains are more attractive, the labour market can't integrate than a very limited number of specialists, who after the license are not included in the field of activity according to their specialization. Thus the logistical and financial resources are wasted without contributing to the economical and social development of the Republic of Moldova. But, the specializations of agricultural domain, educational

sciences and engineer sciences are not attractive. The single explication is that the degree of remuneration is very limited, but the work conditions are very hard Even if it were elaborated favoring politics for the respective specializations, however these remain non attractive. Neither the compulsory distribution of the students with budgetary finances doesn't functionate efficiently. For example according the MET's data, of 1515 graduates of higher education institutions with pedagogic profile financed by state budget, only 1371 persons were established in the field of activity.

Certainly, this number doesn't cover the necessary staff. The large majority of distributed persons present themselves, without any motive of engagement.²²

The dramatic sub finance contributes to the continuous reduction of vocational formation's quality. Even if the criterion of quality is essential, we observe that in the actual context this is inoperable. During the documentation we established that the students don't manifest any interest to this aspect, which contributes to the existence of a limited culture regarding the quality of vocational formational act. On the other hand the managerial and professional bodies don't possess specific knowledge and instruments for the legalization of vocational formation quality.

b) Specific recommendations

- In order to root out the sub finance, it is necessary to reform the financial mechanism of vocational formation higher institutes. The finance of higher education must be effectuated on the basis of beneficiaries' quality and not depending on the num-

²² După „Deficit de cadre didactice în școlile republicii”, publicat de Portalul AlmaMater, la 14 august 2006, articol disponibil în variantă electronică la adresa: <http://www.almamater.md/news/1632/index.html>, Ultima dată accesat la 27 septembrie 2006;

ber of matriculated persons. A mechanism must be elaborated through which the beneficiaries must bring financial resources in Universities according to the abilities of competition. With the same resources of state budgeted, through a mechanism, which will stimulate the competition, the vocational formation will receive another aspect. This modality supposes the reforming of secondary education philosophy and of activity's logic of vocational institutes. The model experimented now in Russia by introducing the National Unique Examination²³ can be experienced also in the Republic of Moldova to see if it yield good results.

- It is necessary to conclude the normative plan referring to the granting of credits for study's expenses. These must be advantageous not only for credit institutions, but also for beneficiaries, with a reduced rate and for a long time.

Nowadays there are a series of foresights regarding the granting of credits, but because they aren't advantageous neither for credit institutions nor for beneficiaries, they are not used. Some bank institutions offer such credits, but the Government must find specific methods to guarantee these credits.

The mechanism of granting credits must be promoted to large public, presenting the advantages of this kind of study's finance.

- The promotion of a culture of competition and utility regarding the vocational formation and insertion according to the logical plan presented in the first chapter. This culture may be promot-

²³ Acest examen se bazează pe principiul Obligației Financiare ale Statului - OFS (numit inițial ca un gen de sistem de vouchere). Scopul principal al acestui model al Examenului Unic constă în asigurarea guvernamentală privind accesul echitabil la serviciile educaționale în cadrul sistemului universitar, cât și eficientizarea obiectivității procesului de evaluare a absolvenților instituțiilor de învățământ secundar general;

ed by the adoption of curriculum at secondary education level. Through such a culture the pupils will be informed about the process of vocational formation and insertion and will choose their professional career according to their personal auto-evaluation.

- **The typological institutional confusion.**

a) The remarked problems.

The higher system of vocational formation is in a process of institutional crystallization. According the criterion of priority we can distinguish in our Republic two types of institutions:

1. State Institutes of higher education – 15 units.²⁴
2. Institutes of higher education which not belong to state – 17 units.²⁵

Therefore at present activate 35 units of higher education, with the right to matriculate students and other 2 units, which instruct the students from the last series of graduates. Recently, was created higher education institution, which activates about the Academy of Sciences of the Republic of Moldova. It is an “elitist” institution, which has the aim to form persons, specialized in advanced research²⁶. Consequently, the processes of higher education crystallization still continue. Till now the actions of regulation and equilibration of the number of higher education institutions were realized through the intervention of governmental authorities. Because the higher education institutions hadn’t the capacity to regulate the own market, and to collaborate

²⁴ Conform notei informative „Activitatea instituțiilor de învățământ mediu de specialitate și superior la începutul anului de studii 2005 - 2006”, elaborate de Biroul Național de Statistică din Republica Moldova, dată publicității la 15 februarie 2006. Document disponibil în variantă electronică la adresa:

²⁵ Idem. În anul 2000, în Republica Moldova activau 32 de instituții nestatale de învățământ superior. Prin urmare, constatăm că numărul acestora a scăzut cu 47 %, iar dacă acestea nu vor face față criteriilor de calitate a serviciilor educaționale, numărul lor va scădea în continuare;

²⁶ După „Academia de Științe a Moldovei a obținut dreptul de a crea propria universitate”, publicat de Portalul Alma Mater, la 03 august 2006, articol disponibil în variantă electronică la adresa: <http://www.almamater.md/news/1610/index.html> Ultima dată accesat la 27 septembrie 2006;

with labour market, the governmental institutions intervened by force. Thus the higher education institutes limited their competences of autonomy, becoming “obedient” accomplishers of governmental institutions. Practically through this action could be created the foundation necessary for centralized admission according State Order, like in the period of classic socialism.

At present isn’t since clear which is the typology of vocational formation institutions at higher educational level, and which are the specific mechanisms of their finance.

We don’t know which institutions are generalists and which are of niche.

Consequently, in some higher educational institutions of vocational formation functions departments which differ from the respective institutional domain. For example, the foreign languages specialty in polytechnic schools. Another phenomenon is that of multiplicity of institutions with the same specialties. For example in the sphere of international relations, public administration, law, politic sciences exist at least four higher educational institutes, which offer specialties in these domains. This contributed to the doubling or even tripling of offers for some specialties, which actually aren’t requested on labour market. From the point of view of their typology were established the Universities, the Academies and the Institutes. There are also a series of debates regarding the mechanisms of state budgetary finance according to the type and the characteristics of institutions.

The rise of the number of higher educational institutions was based on the phenomenon of commercialization of educational act and not on those of quality.

Thus it wasn’t taken into consideration the capacity of inclusion in vocational formation process and the insertion inside the labour market.

The over-population of a single University centre was produced in other University’s detriment.

In the Republic of Moldova the rating of vocational formation higher institutions doesn’t function. In autumn 2004, this method was proposed in order to regulate the relations between certain higher educational institutes. Then, inside the process of Educational Code debates followed a series of discussions upon the mechanism of Universities hierarchy.

Now there are little debates about the rating of native Universities and its implementation.

For example, in Russia, beginning with 2007 the higher institutions of vocational formation will be established according one methodology based on the engagement rate and the level of remuneration of the graduates.

b) Specific recommendations.

* The definition of legislative domain regarding the institutional typology. It must noted the institutional typology and what kind of services of vocational formation can carry out every institution apart. At the same time the definition of legislative domain will contribute to the establishment of hierarchical criterion.

* The supporting of higher institutions of vocational formation from provinces.

This desideratum may be accomplished by different politics for example bigger allocations from state budget, the finance of research programs, and exemption from taxation for different complementary services.

The supporting of development of this type of institutions will contribute to the reduction of migration from provinces in universities centers and the overcrowding of work forces in big cities and in capital. Moreover this supporting will contribute to economical, social and cultural development of the respective regions.

*The creation of university extensions at community level.

This presupposes the institutional decentralization and the approach to regional and community's necessities. The University extensions will contribute to the elimination of regional disparity and will approach the academic community to social-economical problems at local level (urban and even rural environment).

- **The limited institutional autonomy and government.**

a) The remarked problems

Even if the legislation of educational domain stipulate for institutional autonomy, in fact this doesn't function at the level of vocational education. Thus they don't possess the capacity to co-operate with labour market directly. The higher educational institutions continue to remain detached by labour market and haven't the institutional capacity to conform to rigor and to internal/external requirements.

These institutions haven't the possibility to make up for expenses by different enterprising activities and co-operation with interest corporations.

That is why at the moment we can't considerate that we have "enterprising universities". Even if formally the partnership act exists, the institution doesn't function well.

This fact was confirmed by many persons of institutional managerial body during the process of documentation.

The first cassette: The partnership between universities and corporations in Russian Federation. At the moment in Russia takes place an intense debate, regarding the partnership between Universities and private sphere. Thus the Universities are accused that they accepted to be privatized by corporations interested in the formation of their personal staff. This phenomenon may be perceived as an "esoteric privatization" of some prestigious universities by the most important corporations of Russian Federation. The following corporations Севераль, Сухой, Билайн, Русал develop for years strategically partnership with one of the most prestigious higher institutions of vocational formation. By means of these partnerships the respective corporations prepare for themselves qualified staff according their own requirements and at the same time the Universities are provided with necessary logical and financial resources.

In this context it's important to mention that another situation can be observed in private institutions. In certain domains of vocational formation the inter-institutional partnerships function and even contribute to logical and sub structural development of respective institutional entities.

As we have specified, at present, doesn't exist a binder between the levels of vocational formation. Neither in the secondary education doesn't exist a reference towards the precursory levels. Thus, it can be observed the incompatibility between that what results from educational system and what is required on labour market.

At the same time the parallelism in vocational formation process contributed to the overcrowding of labour market with candidates reduced knowledges and capacities.

b) Specific recommendations.

- **The definition of legislative domain regarding the Universities institutional autonomy.**

Such a step is essential in the context of adhesion of R.M. to the process of Bologna.

Practically, if this will not be defined according to process precautions, R.M. run the risk of not having access to financial support destined to the chapter of education and research. That is why the governmental authorities must comprehend that the hesitation to apply

University's autonomy will produce more losses, than the partial limitation of its authority over Universities.

- **To stimulate the creation of University syndicates**

These syndicates will be indispensable for certain levels of vocational formation such as: common courses, research programs, and partnerships with interesting corporations. This will stimulate the creation of a connection between what must know a graduate inside his domain of specialty and what the institutions prepare.

- **To create platforms of research and practice.**

The vocational formation institutes don't have platforms and research programs for the more efficient training of personnel. That is why such a measure can be materialized by the diversity of practical vocational programs. In this way the universities can obtain an alternative source of income by the commercialization of performed services.

Besides these problems, in the last period appeared a series of other problems, which will increase with the adhering to higher educational rigor characteristic to European Space.

Among them we can underline the following problems: the correlation between the levels of vocational university specialization (license, master and doctor's title), the lack of post doctoral dissertation in some essential domains, limited academic and professional mobility. We will take into consideration these problems and will suggest some solutions in order to redress the situation. Now we'll refer to the matriculation process of this year.

Is the "Admission 2006" a governmental intervention amiss?

Every year, the government intervention was materialized by the establishment of general admission's rules and quota of enrolment for the posts financed by state's budget. Only in autumn, 2005, the government of R.M. decided to intervene directly in the politics of planned matriculation of the higher education and to elaborate a strategy for academic year 2006/2007.

The respective strategy was expected until April 2006, then in a week had to begin school-leaving examinations.

The strategy presumes the governmental intervention in the process of matriculation both with state budgetary finance and with entrance fee. This intervention was also referred to private universities. In this way the school-leavers were seized with fear that they will not become students.

Because this strategy was in retard, much confusions appeared regarding the accessibility of higher studies of vocational formation according to individual intentions. In order to correlate the out-put of higher institutional system of vocational formation with the real needs of labour market, the Government of R.M. makes appeal to the planning model, described in the first chapter of this study. The model was well known and thus easy to be applied.

On the other hand, this strategy advantages certain social classes and tries to respect the principles of social inclusion of some disadvantaged social classes. However, it is made a great confusion between governmental option (the state order) and individual option (the possibility to pay for vocational formation services).

As showed in the second fig, the individual option has the precedence on collective option, even if the last one is governmental.

In this context we'll enunciate a phrase, which will help us at the elaboration of recommendations: "On a market economy the limitation of accessibility of vocational formation, according to individual options, is reflected upon the development of labour market".

We will analyze the created situation, analyzing the advantages/disadvantages, based on two essential levels.

- I. Categories of interested groups and institutions.
- II. The principal problematical socio-economic aspects

Before this analysis we will draw schematically the sphere of governmental intervention of this year upon the matriculation in higher system of vocational formation.

In this case we will make direct references to the 434 Decision of April 25, 2006 and to Matriculation Regulations elaborated of MET.

a) Aim of intervention.

- The assurance of national economy with staff of higher education and qualified workers.
- The correlation of the process of training specialists depending on the requirement on labour market

b) Intervention's mechanisms and instruments.

The enrolment in both state's and private institutions takes place in basis of quota. The quota was established on specialty and not on vocational forming institutions.

c) Intervention's results.

For the moment it doesn't exist final official statistics, in order to realize a comprehensive analysis. But after the beginning of the academic year we can specify the following results:

- The prolongation of the period of depositing the documents for specialties that are not request-

ed (pedagogy, biology, and physics).

- Social requirement of traditional specialties (law, economics, international relations remained as in the previous years).
- The confusion, incertitude and disappointment of candidates.
- The dispute of political intervention, especially the oppositional Party's and other extra-parliamentary.

In the following table there are illustrated schematically the advantages and disadvantages of intervention.

d) The Continuation of intervention

The 434 Decision stipulates that the same method of matriculation will be applied in 2007. Thus, in basis of presented results, the Government will approve the project of matriculation plan for 2007. Consequently, MEC publish the plan of necessity of qualified staff for the period 2007- 2011.

From this analysis we observed that were emphasized more disadvantages than advantages (22 to 20). According to these establishments we'll present some specific recommendations for the matriculation in higher educational institutions of 2007.

Specific recommendations.

Level I. The modification of enrolment system.

- The Universities have received a certain autonomy regarding the criteria and methods of admission.
- The establishment of matriculation plan only for the places financed by state budget.
- The possibility to hand in the documents at many institutions simultaneously.
- The revaluation of non-formal education (extra-curricular and complementary) by its quota as a criterion of repartition.
- Informing company initiated no later than January 01, 2007.

Table 1. Advantages and disadvantages of enrolment in higher education for the period 2006/2007.

Advantages	Disadvantages
Level one: Category of interested groups and institutions.	
a) Beneficiaries of educational act (graduates from general schools and lyceums).	
(1A) Is applied the principle: small number, great quality, which will contribute to the improvement of education act.	(1D) It was created a state of confusion even with a month before the starting of school-leaving examinations.
(2A) In the time the candidates orientated themselves to alternative forms of vocational formation.	(2D) It will be developed the mentor practice, which will contribute to tax dodging and the making evident of social disparities.
(3A) It has been emphasized the opportunity to gain stipends or other forms of social help both for students matriculated with budgetary finance and those with entrance fee.	(3D) Some teen-agers have manifested explicitly the hesitation of accepting not requested specialties.
(4A) For students matriculated at specialties "general medicine" and "public health" the studies are financed by state's budget.	(4D) The disappointed students will be hardly integrated in society.
b) Institutions of high level.	
(5A) The allocation of quota was effectuated in basis of distribution criterion (the type of accreditation, the number of students, the results of the last three years). This is a beginning in the use of rating instruments of educational institutes and vocational formation.	(5D) These hadn't the opportunity to participate at the decisive process regarding the matriculation politics for the year 2006.
(6A) Because of the reduced number of students, will be easier to accomplish the act of vocational formation.	(6D) The strategically plans of Universities (especially those regarding the income from studies fees) were defeated.
(7A) Some negative aspects of the matriculation process from the previous year were pointed out.	(7D) The under structural development will be reduced, but in some institutions even suspended.
(8A) They will gain some specialized agreement with engaged persons for the repartition of future graduates.	(8D) Some of private institutions will fail.
	(9D) The remuneration of teaching staff will be reduced.
c) Institutions of secondary vocational level.	
(9A) It was effectuated a selection of students, what contributed to accomplish the plans of matriculation.	(10D) From the under structural point of view they aren't prepared for a greater number of beneficiaries, than for medium number ad missed in previous years.
(10A) It was effectuated company of promotion of this vocational formation.	
d) Institutions of secondary general level.	
(11A) The institution of this educational level will promote a culture of professions, what will stimulate the orientation towards the secondary vocational level.	(11D) They weren't well informed; the information was vague.
	(12D) They were taken by surprise, which produced a confused situation before the beginning of school-leaving examinations.
e) The employers	
(12A) A series of investigation was elaborated regarding the required number of qualified and specialized staff.	(13D) Because of social pressure, some of employers will accept the employment of unskilled workers.
(13A) It will be signed contracts for the repartition of students in the applicant domains and posts.	(14D) It wasn't taken into consideration the possibility of reorientation of European groups and corporations towards R.M. at the same time as Romania adhere to EU, which make possible the raise of qualified staff's engagement.
Level two: The principal problematic socio- economical aspects.	
a) The corruption inside of educational system.	
	(15D) The corruption will be intensified both at secondary and higher education.
b) Regional dissimilitude and illegal migration.	
(14A) The money allocated for studies expenses will be orientated to other services and domains.	(16D) The persons who haven't been matriculated will not remain in native places, but they will overcrowd the capital and big cities, in such a way contributing to regional and labour market lack of balance.
	(17D) The person's who haven't been matriculated in vocational education will prefer to migrate illegally in the state members of EU.
	(18) The quota of illicit traffic of human persons will increase in comparison with the previous years.
c) The social exclusion	
(15A) It was maintained the positive discrimination politics of different social classes (rural environment, teen-agers from social vulnerable families, ethnic groups).	(19D) From the plan of education during all lifetime, the persons of over 20 years had a limited possibility to be matriculated.
(16A) The persons who were not matriculated will be encouraged to follow secondary vocational studies.	(20D) The students haven't received alternatives at an adequate moment for coordinating their actions before the school-leaving examinations.
The raised rate of unemployment.	
(18A) The minimization of disparity on labour market by the repartition of qualified staff in the regions, which manifest a higher requirement of work forces.	(21D) The number of not-enroled graduates will contribute to the increase of unemployment.
The lack of interest for studies.	
(19A) The intervention will stimulate the spirit of competition and the interest for studies.	(22D) The persons who haven't been matriculated will lose the interest for studies and will hesitate the matriculation in any vocational educational.
(20A) It will be emphasized the practices of informal and no formal education developed by social partners.	

Level II. The diversity of vocational formation structures.

- The development of education open at distance (IDD) or E-learning.
- The development of platforms and programs of alternative vocational formation.

Level III. The responsible implication of social partners

- The implication of organizations (especially that of educational domain) in the establishment of criteria and methodologies of admission both at governmental and institutional level.
- The effectuation of analysis of prognostication referring to the effects of EU extensions to East.
- The diversification of programmes and projects of promotion of a culture of active and responsible learning.
- The presentation by means of mass-media in written and electronic form of the real situation in higher educational domain, and the objective presentation of qualitative and faulty practices.
- The development of mobile actions of educational informing.
- The spreading of education during all lifetime.

In conclusion we can specify that in the last 15 years we obtained a system of vocational formation, which metaphorically, can be qualified as being hybrid. This one didn't renounce definitively to socialist practices and methods, but didn't conform yet to occidental system.

Consequently we assist to a crisis of perspective, which appear on the one hand by the appeal to old centralist methods of identification of labour market perspectives, and on the other hand to the desire to conform to European educational system.

But for this is necessary to change the conception of what represents the labour power and what are its interests and perspectives.

CHAPTER 3.

What measures must be taken? Other general recommendations.

The context of recommendations.

The project of National Strategies referring to the Employment politics for the period 2006-2007 proposes a series of new aspects for the reality of the Republic of Moldova. Even if before this was put into execution another governmental strategy, elaborated for the period 2002-2008, we established that the situation wasn't re-established, but became more critical. Thus the elaboration of a governmental strategy isn't sufficient. As we have specified, the problems of vocational orientation, formation and insertion domain are critical and require an approach more close to the expectations of every citizen, being an active or inactive professional.

Important actions of co-operation with qualitative practices of European states are proposed by European Council (CoE) in "Recommendations upon state's Report regarding the situation on labour market of the Republic of Moldova".

The Report "Labour Market-2004" was elaborated by National Agency for Employment of the Ministry of Trade and Finance.

Thus, the European expert's report emphasized the fact that till 2004 the Republic of Moldova didn't effectuated an efficient approach of labour power, confirmed by the practices of CoE and EU. Otherwise the CoE recommendations conduct towards the co-operation of internal aspect with the precautions of Lisbon Agenda and of the principle of government in the process of elaboration, imple-

mentation and evaluation of public politics from the domain of vocational formation and insertion.

It must be specified the fact that for their implementation, the governmental institutions of central and local level, must comprehend that vocational formation and insertion represents a continuous, upright and coherent interest for every citizen. The problematic spectrum may be elucidated only through an approach inside of which every involved actor has the possibility to participate actively and responsible at the realization of public politics of the domain. Consequently, the recommendations are grouped in four chapters.

3.1. RECOMMENDATIONS FOR GOVERNMENTAL INSTITUTIONS OF CENTRAL LEVEL.

As we had yet mentioned, at governmental level were elaborated many documents of strategy for the redressing of the situation on labour market and vocational formation. The personal sensation is that these strategies are detached from citizen's interests and expectations. All this strategically documents underline the necessity of implementation of public-private partnership. But in reality this mechanism is hard to be realized, because the partnership is understand as an exclusive competence of governmental domain in all the problems

of economical, political and social sphere.

Consequently, we remark that European concepts were invoked, but the politics realizations are effectuated through centralist and authoritative methods. That is why the most important mission of governmental domain is to revise the significance of government concept and to accept the complete co-operation inside the process of elaboration, taken implementation and evolution of decisions. Therefore the recommendations for governmental institutions are the following.

- The definition of a curricular area regarding the vocational orientation during all lifetime. This must be addressed to the population included in vocational educational system of all levels and to the population who activates in the field of activity. In reality, till now, the educational system didn't emphasize the individual's orientation inside the immense space of the field of activity, even if the whole curriculum spectrum presupposed this. This curricular area must lay the stress upon individual and not upon collectivity, and through its implementation to contribute to the development of interpersonal, inter-cultural, social and civic competences and to the evolution of aptitudes to use the informatics and communicational technologies. At the same time, this curricular area can contribute to the change of the conception upon the learning process, which must emphasize the following idea "learn to learn". The curricular area of orientation must be formulated in such a way that its application will be effectuated also besides the vocational formation system, that is to say that every engaged person can operate with the suggested instruments.
- The promotion of the concept of continuous education through

cyclical companies of information.

In our country the education is understood as an activity effectuated till a certain period of life and in special environments intended for these activities.

The continuous education constitutes the method through which the vocational formation became continuous and accessible for any period of life. This change of approach will contribute to the increase of the number of active persons included in the field of activity, also to the stimulation of vocational orientation according to personal interest.

- The creation of a Forum between domains

The mission of this structure, based on the principle of public-private partnership, constitutes the creation and maintenance of a convenient sphere for the interaction of actors interested in the respective domain. It must facilitate the creation of a space of dialogue and negotiation between the institutional system of vocational formation and labour market, on the principle of demand and supply. In this case, the governmental institutions must accept the minimum intervention in the domain of centralized planning of matriculation in vocational forming system.

3.2. RECOMMENDATIONS FOR EMPLOYERS.

In the previous chapter were enunciated some ideas available for the domain of employers too. Their application will facilitate the durable development of labour market. They are:

- The creation inside of employment institutions of offices and centers of qualification for the employed staff and those who opt for engagement.

This recommendation refers to the filling of governmental demarche re-

garding the definition of curricular area of vocational orientation. The activity of such offices will facilitate the direct contact between employed staff and employer, motivating the engaged in his professional step. Through these offices or centers the employer will have the possibility to be more informed about his potential staff.

- To stimulate the implication of employed staff in the process of continuous vocational formation. This recommendation suggests the modality through which the employers can create the continuity in the process of engaged staff formation. Implicitly, this demarche will influence the behavior of vocational formation institutes. They will adapt the programmes and methods of formation according to employer's demands that is to say of work forces.
- To intensify the exchange of experience of similar institutes of European space or multinational companies. This fact must be one of the greatest steps for native employers. This interconnection will offer the possibility to join up the new methods and operational standards in the domain of labour market, which will contribute to the initiation of the processes of durable development of native employers.

3.3 RECOMMENDATIONS FOR VOCATIONAL FORMATION INSTITUTES.

The major objective for vocational formation institutes is the realization of a connection between that what is required on labour market and the programmes, methods and processes of vocational formation of beneficiaries. We'll consider this priority as an essential one, because of its implementation depend the other problematic aspects. At the same

time this subject may be realized by the vocational institute itself, even if the institutional autonomy has a limited degree. In this case the governmental influence doesn't realize positive results. Thus the recommendations for vocational formation are the followings:

- *The creation of common platforms of vocational practice.*

Through such platforms it will be consolidated the interconnection between that what is required on labour market and what must be generated by vocational formation institutes. In this context, vocational formation institutes will be acquainted with the problems of quota established for the domain in which the new specialists are formed

- *The encouragement of internal and external mobility of beneficiaries.*

It's important to stimulate the exchange of experience especially the mobility based on criterions of vocational practice. First of all the mobilities depend on the institutional system starting.

We'll establish that in west-European space, the quota of individual mobilities, which are not legalized by governmental authorities is more elevated.

Certainly, the vocational formation institutes must contribute to the quality and efficiency of these mobilities. Thus vocational formation institutes will intensify the exchange of experience between similar institutes of European space, in basis of established partnerships. Another advantage of this initiative is the connection between the programmes and methods of vocational formation and what is required on external market, especially on European market of work forces.

- *The creation and development of vocational orientation centers.*

First of all, it's necessary to create a sphere of regulation of these vocational orientation centers, in accord to governmental, private and non-

governmental domain. We have established that in some of vocational formation institutes function such centers. But their activity is combined with other domains of interest of these institutions, for example the European integration. That is why the mission of vocational orientation is disturbed.

Consequently, we recommend that these structures possess objectives specific to the process of vocational informing.

The activity of such structures inside of vocational formation institutes has an essential role in the evaluation of quality and the accreditation of institutes.

3.4. RECOMMENDATIONS FOR NONGOVERNMENTAL ORGANIZATIONS.

The non-governmental organizations sphere became the favorable medium of engagement of work forces, conducting towards the diversification of employment area. The advantage of this sector is that it can make possible the application of new practices from the domain of vocational formation and orientation through different educational and training alternative methods, but also possess a reduced capacity of insertion on labour market. That is why is recommendable that this sector benefit by a support from the part of governmental institutions and private medium, so that this concentrate on the quality of developed actions.

For example, till present, many associations realized actions in vocational formation domain, because they wanted to be affirmed at community level. The consolidation of community initiatives will contribute to the implication of a greater number of active and inactive population in the process of vocational formation and orientation. However, the non-governmental organizations, which activate in the domain or in similar domains must:

- *Be interconnected to continuous educational processes and even to carry out such types of activities.*

Non-governmental organizations from vocational formation domain must take into consideration the fact, that they possess an immense invaluable chapter.

They must concentrate on the finding of some instruments and mechanisms to reevaluate the respective potential.

Thus, the inter-institutional partnerships are the most indicated in the case of interconnection to continuous educational processes.

- *To develop more and more actions and projects in order to support partnerships.*

These types of activities must re-engage a great number of inactive populations in economic processes. For years in the Republic of Moldova the model of employment markets offers are implemented through the effort made by a series of nongovernmental organizations.

It's necessary that these initiatives become permanent and more close to this medium.

Such a desideration is possible to be realized by the creation of vocational orientation centers.

Through the effectuated recommendations we didn't solve the whole problematic spectrum of vocational formation, orientation and insertion.

But, as we had specified these recommendations contribute to the improvement of the situation by attenuation of the crisis of vocational formation and insertion domain.

At the same time, the recommendations outline the necessity of implementation of vocational orientation actions at the level of vocational formation and insertion institutes.

Thus, a great priority has the elaboration of a curricular area regarding the orientation in career.

CONCLUSIONS.

It's must be mentioned that only now, at governmental level the problem of labour power formation and insertion gain more priority. Certainly during the last 15 years were elaborated many documents, normative acts and strategies, but neither they haven't been applied or haven't brought good results.

At present are emphasized the dissimilitude between the situation in R.M. and the reality of candidate countries or the countries members of EU. That is why both governmental and private sphere become more and more interested in the elucidation of created crisis. The report "Labour Market-2004" drawn up by the National Agency regarding the Employment politics in the Republic of Moldova for the period 2006-2020 stipulate certain recommendations regarding the evolution of labour market of the Republic of Moldova. These two acts are very important for our Republic, especially in its steps regarding the interconnection with labour market of UE. It is interested the fact that the Report even evaluate the demarches of negotiation regarding the adhesion of the Republic of Moldova to European Union. However, the situation in the domain of vocational formation, orientation and insertions is very complicated.

Some aspects are dramatic; others are recent and easy to be solved. We established that at the beginning the vocational formation system was seen as autonomous, regarding the planning process. But, in the course of time, was established a deep crisis regarding his finance and regarding the quality of educational act.

The governmental institutions were not capable to regulate the situation from vocational formation domain and the insertion on labour market. In a certain extend these were surpassed by the created situation. The labour market being an unstable one couldn't absorb all formed persons, thus creating strong dissimilitude between different economic spheres. Moreover, some levels of vocational formation were abandoned, but others sub financed. The vocational orientation through the curricular area is practically inexistent.

The research pointed out certain aspects of the development of vocational formation system, presenting a concise theoretical study. Until the last year the vocational system had a relative degree of liberty regarding the matriculation and vocational formation politics. Starting with this year we can observe the use of centralist methods of matriculation and vocational formation.

Inside the research we underlined the advantages and disadvantages of intervention in the process of matriculation. In this context we have effectuated a series of specific recommendations in order to avoid the confusion, tension and incertitude.

At the same time, according to the established aspects, we proposed a series of specific recommendations for each domain. The application of these recommendations will have an impact upon the process of qualitative vocational formation and orientation, and

upon the durable development of labour market in the Republic of Moldova.

The research didn't emphasize all the problems of the domain, for example the migration of work forces, the relation employee-employer, the individual motivation and satisfaction in the professional activity of employed persons, the development of private medium, the implication of youth in public private partnerships.

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4. Nota Informativă „Activitatea instituțiilor de învățământ secundar profesional la începutul anului de studii 2005 / 2006” din 15 martie 2006, Biroul Național de Statistică al Republicii Moldova;
5. Nota Informativă „Tinerii pe piața muncii” din 14 aprilie 2006, Biroul Național de Statistică al Republicii Moldova;
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7. Nota Informativă „Învățământul (1997/1998 - 2004/2005)”, publicat la 27 ianuarie 2005, Biroul Național de Statistică al Republicii Moldova;
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