

Vocational skills, non-formal and informal learning, migration

The case of the Republic of Moldova

by Siria Taurelli

OVERVIEW

- The context of EU policy making and instrument
- Skills' validation for returning migrants: what's at stake

Milestones in EU policy making

Migration: Home Affairs and External Relations

- **2005** - Global Approach to Migration: Priority Actions focusing on Africa and the Mediterranean
- **2006-2007** three EC Communications pave the way to cooperation with non-member countries in the areas of migration and asylum => **formulation of Mobility Partnerships**
- **2008** MP agreements signed with Cape Verde and the Republic of Moldova

Stockholm Programme and Eastern Partnership

The priorities for justice, freedom and security 2010-2014 and the external dimension to six countries of Eastern Europe

- High level meeting in January 2011 on customs and police cooperation, criminal and civil law, mobility, migration and asylum, human rights
- Recommendations on Mobility and Security
- Among others: recognition of skills and qualifications in context of labour and return migration, using the example of Moldova (MDA)
- Security and Mobility part of EaP Platform 1

EU-MDA Mobility Partnership

- *“managing migration in a coordinated and responsible way, to better equip both the Union and its partners to meet the challenges posed by migration and take full advantage of the opportunities it offers”*
- Provide a single framework for movement of persons, legal migration, development
- Improving MDA’s ability to manage migration
- Better inform, integrate and protect migrants and returnees
- Promote development

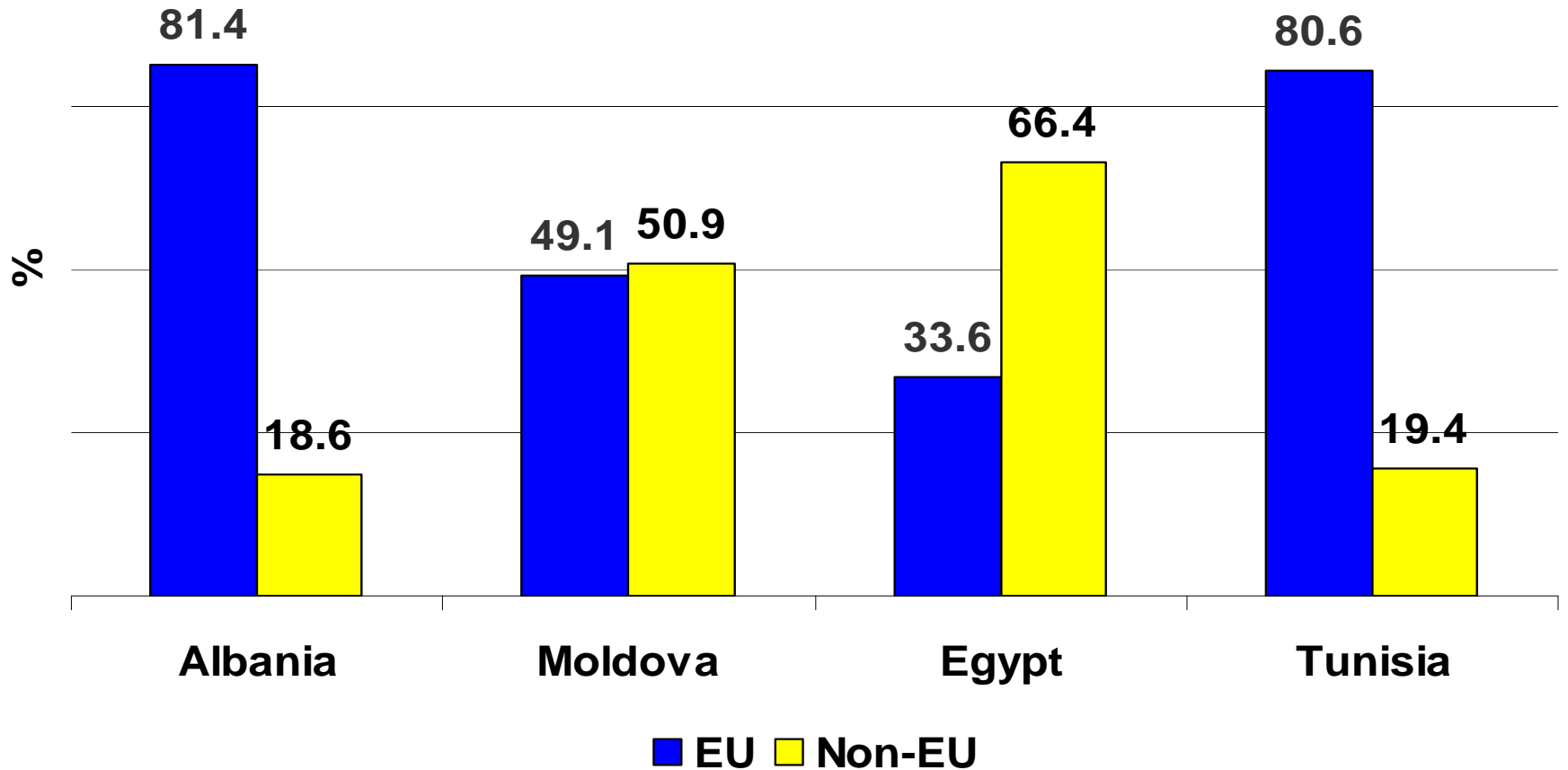
Signed in June 2008 by MDA, 15 MS and the EC

The Labour Market Component

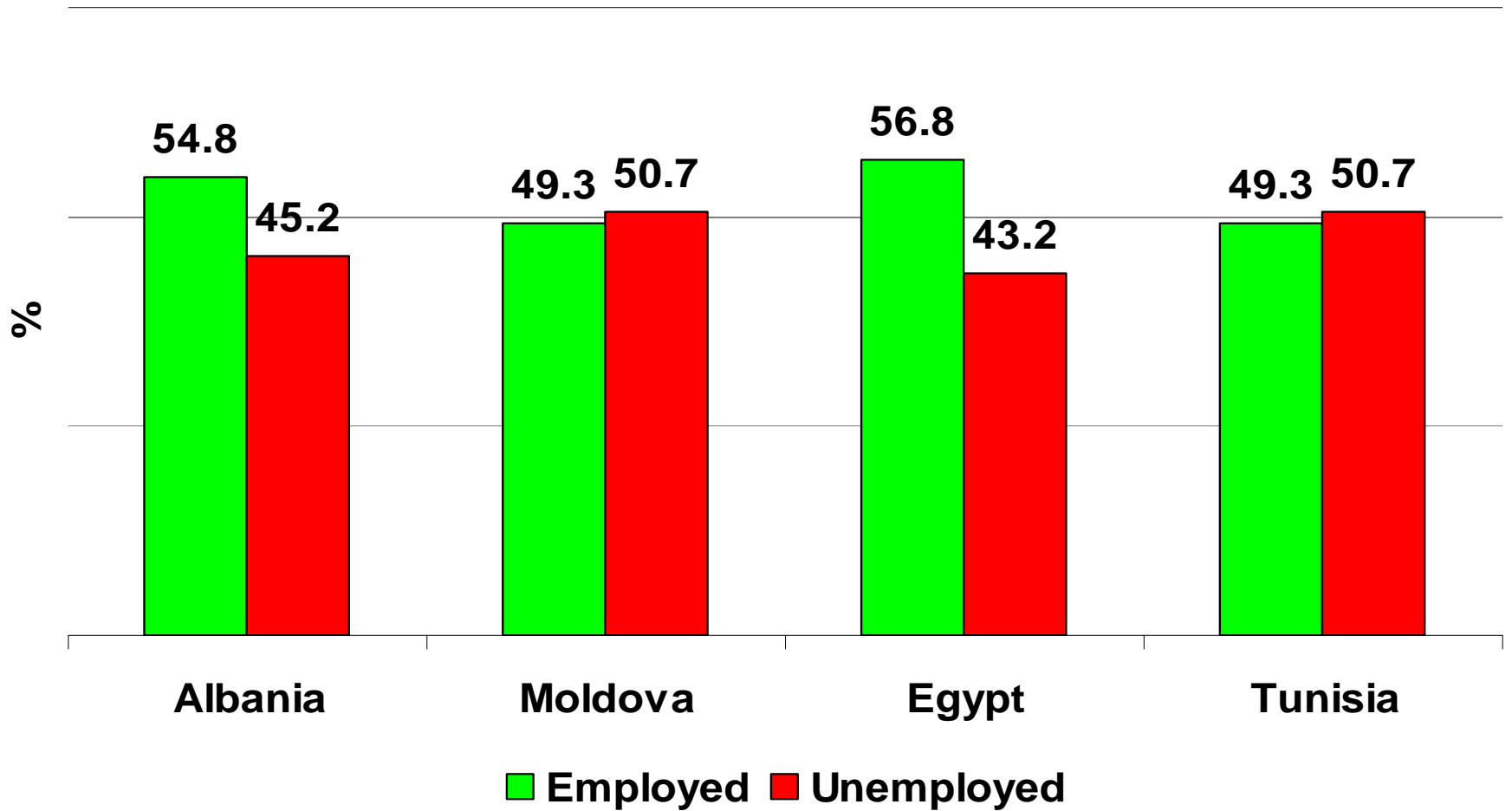
- “Strengthening the Moldovan Capacity to manage labour and return migration in the context of the Mobility Partnership”
- The National Employment Agency, 12 MS and ETF
- ETF works on transparency of skills and qualifications
- Other parties: ETF involves the Ministry of Education and actors in the labour market namely employers and employees, at sector level

ETF study 2007

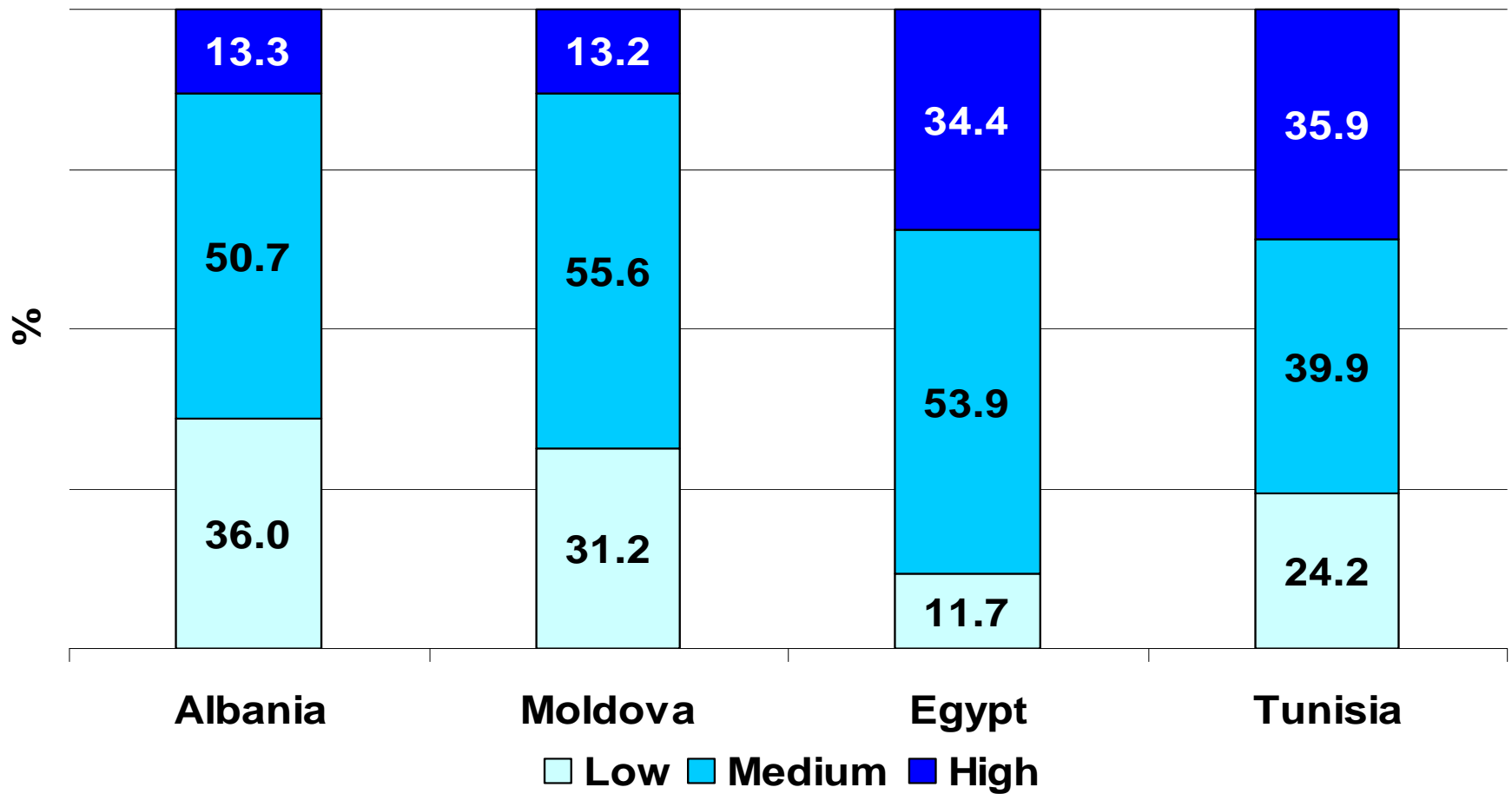
Potential migrants - Most Likely Destination



Potential migrants - Working Status



Potential migrants - Education



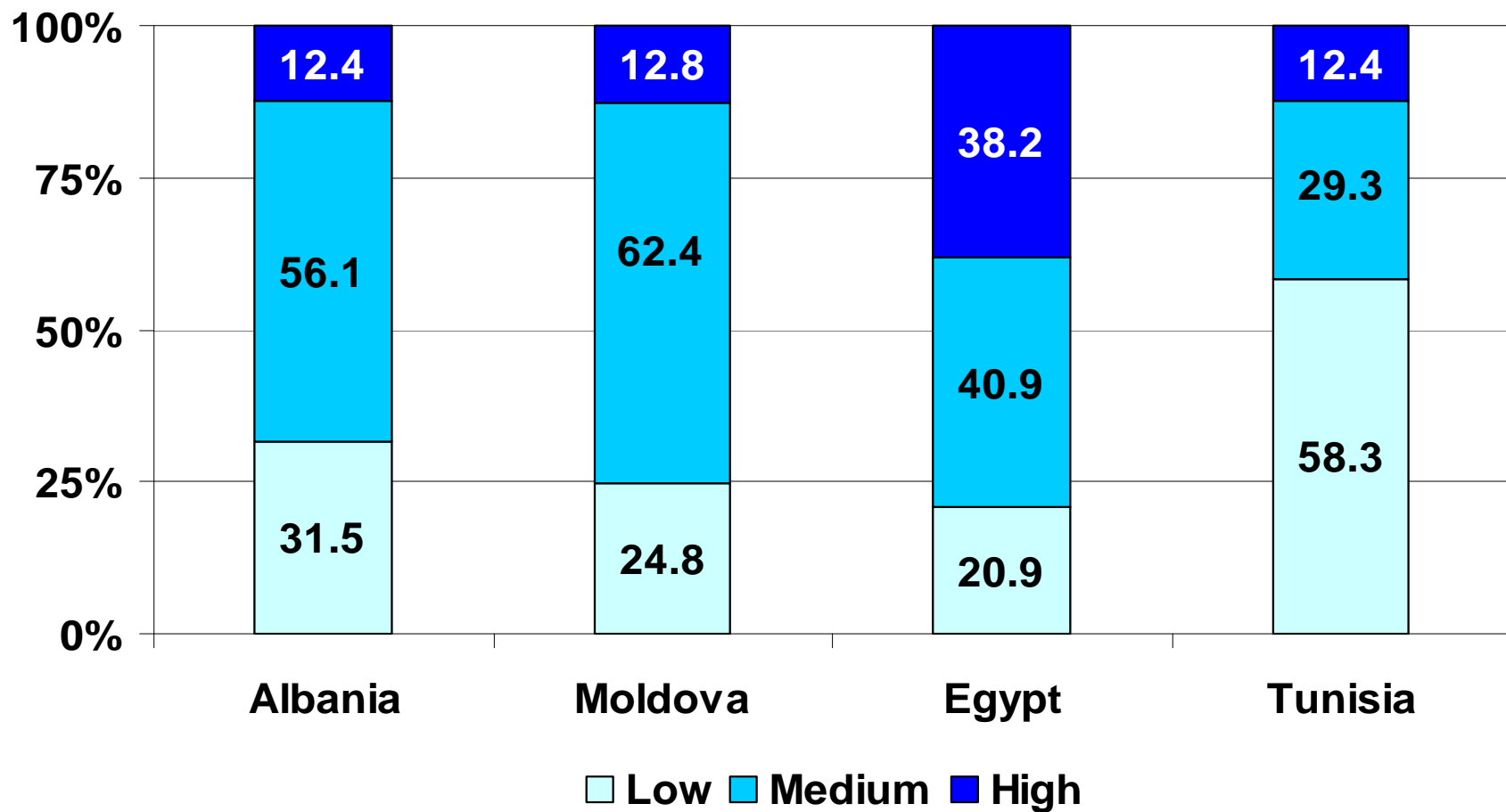
Level of Education:

Low = ISCED 1-2

Medium = ISCED 3-4

High = ISCED 5-6

Returning Migrants - Education



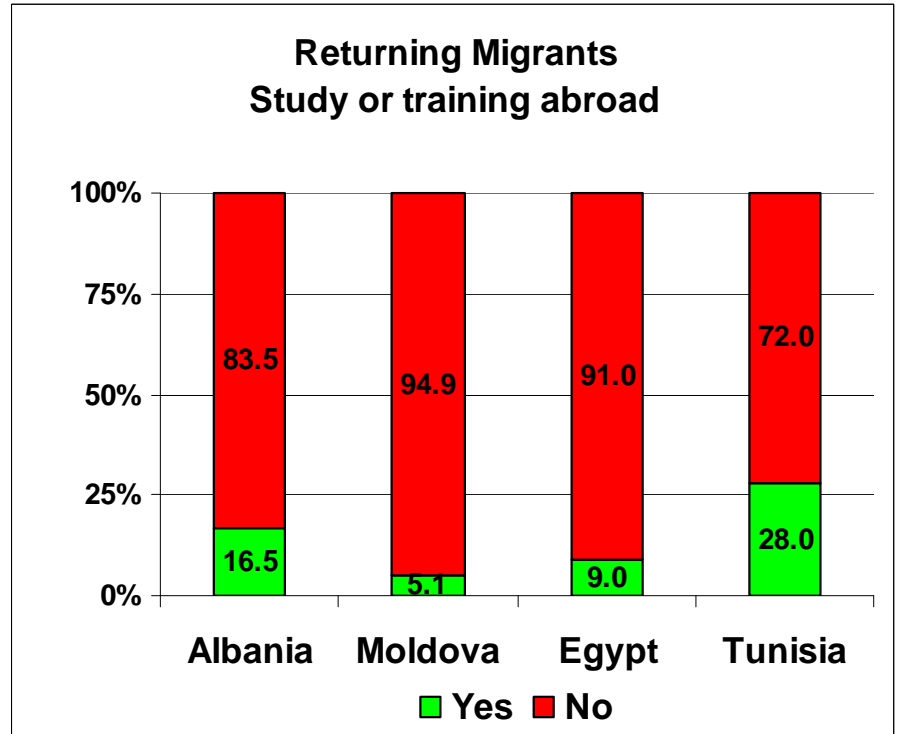
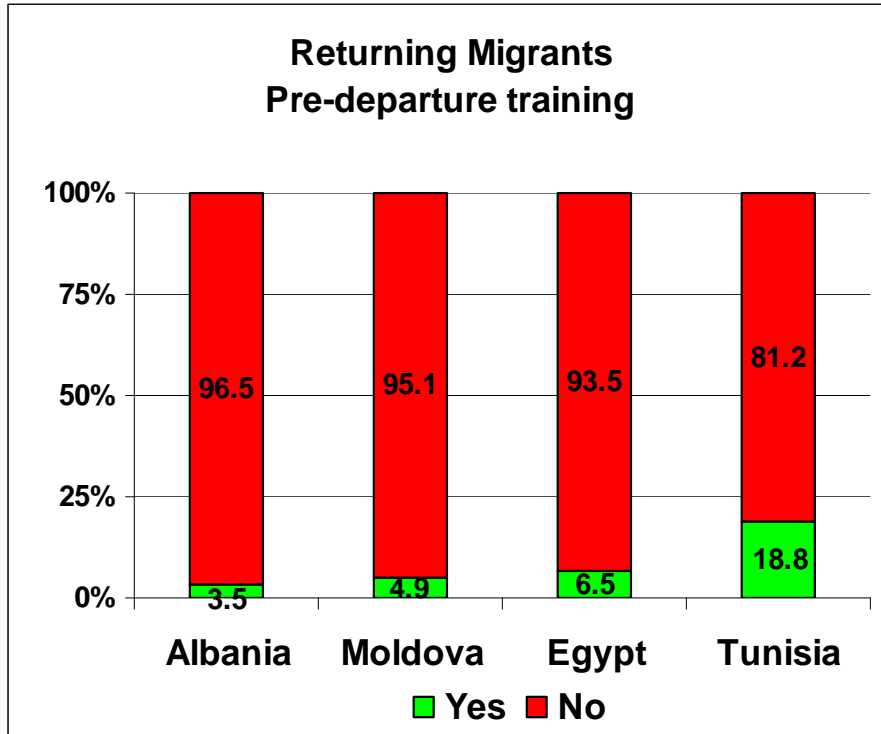
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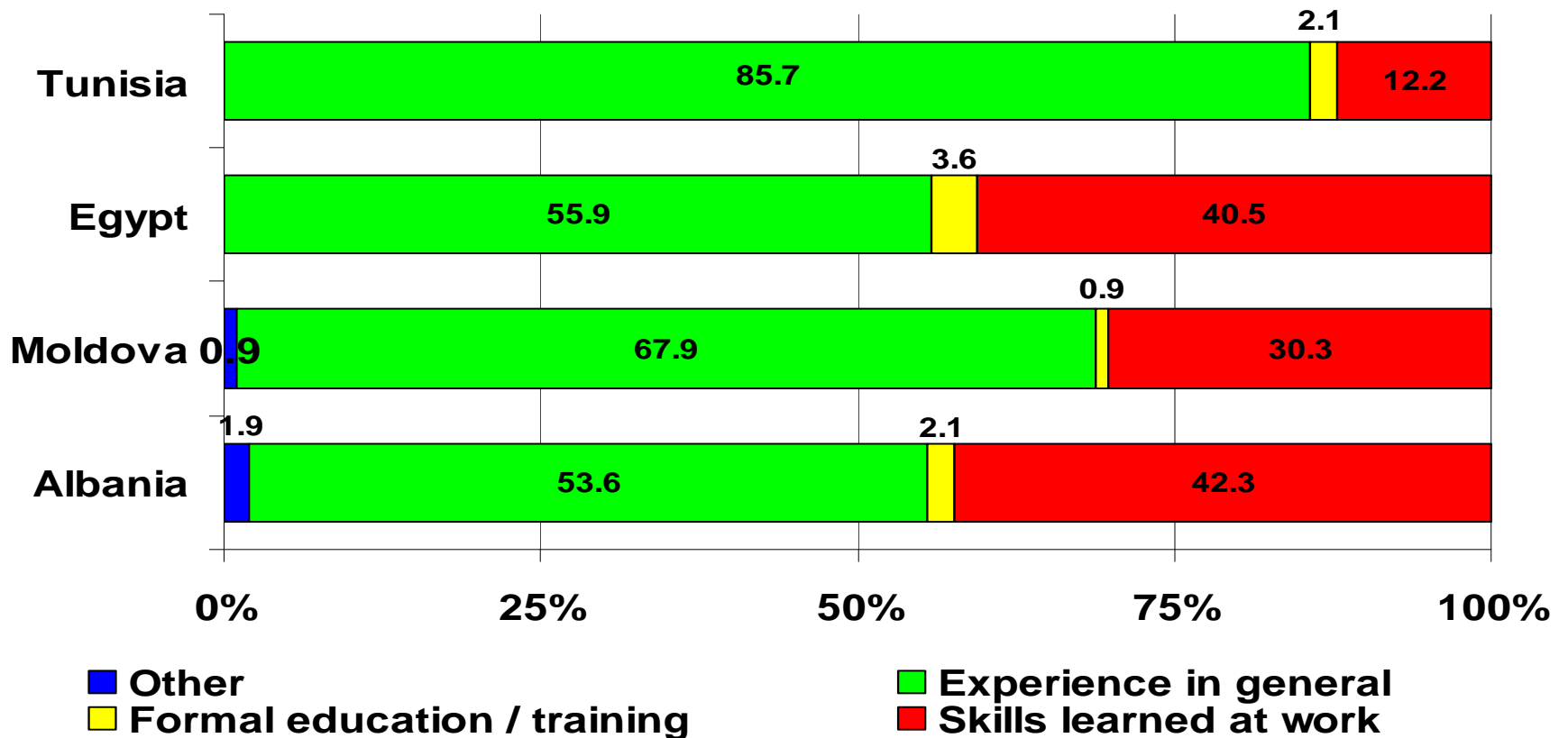
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Returning migrants

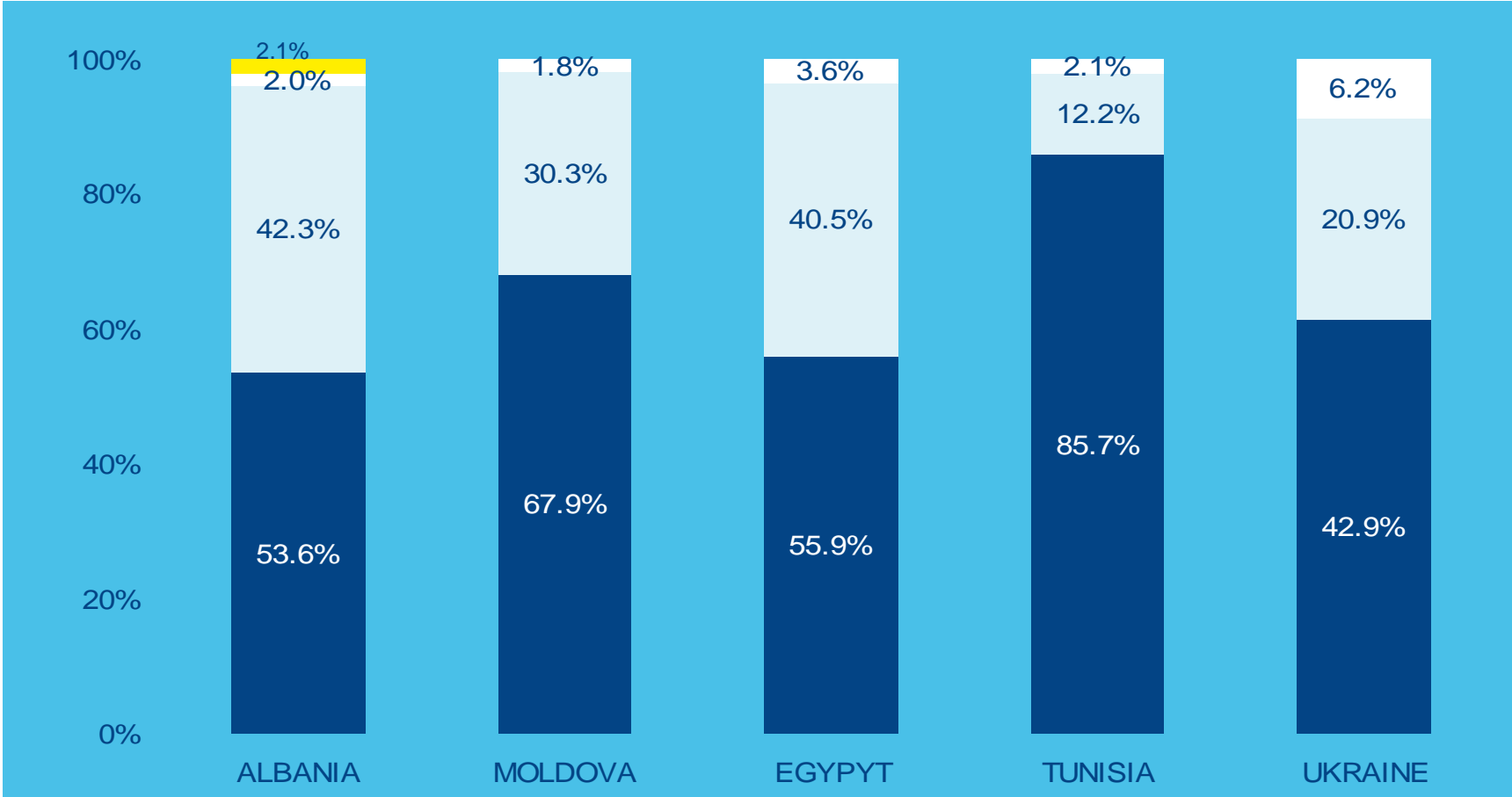


Returning Migrants

Most useful experience abroad (%)

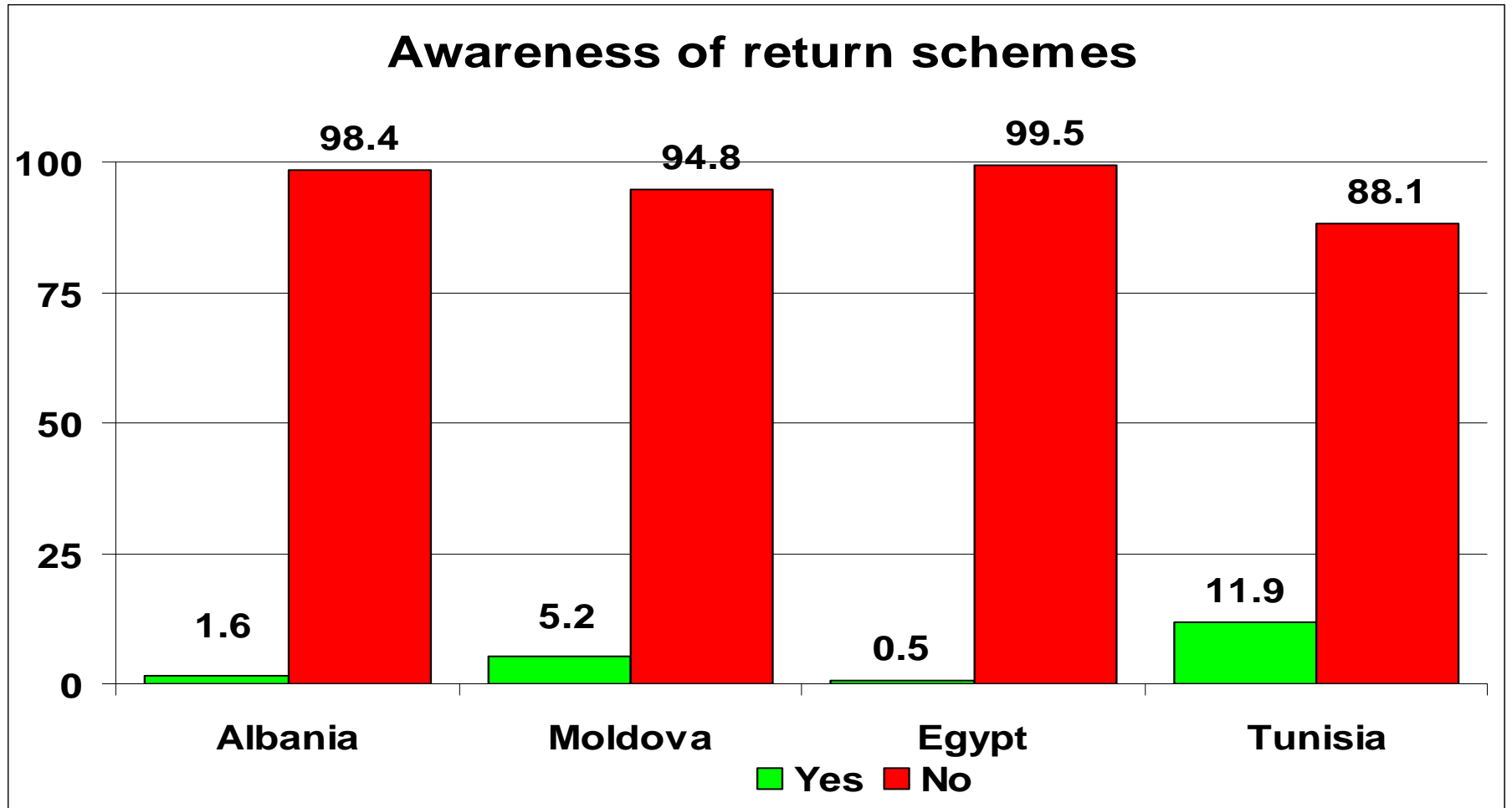


RETURNING MIGRANTS: MOST HELPFUL EXPERIENCE ABROAD



■ Experience in general ■ Skills learned at work ■ Formal education/training ■ Other

Returning Migrants



Purpose and context of the ETF project

- A basis for transparency of skills and qualifications that are relevant for Moldovan migrants
- Information is open and available to the actors in the labour market (demand and offer)
- Elaborated a format for occupational standards
- 3-year project integrated in the Mobility Partnership
 - within the EU 'Labour and Return Migration' project (success factor)

Three dimensions of the transparency

- What skills at which levels are demanded by EU labour markets
 - What is the content of Moldovan «qualifications»
 - formal and non-formal
 - In which sectors of the Moldovan labour market can the skills acquired abroad be of value
- Occupational standards reference for comparison

ETF project approach

- Work with one leading counterpart (Ministry of Labour/NEA) along with Ministry of Education and social partners
 - Operational team made of ETF and Moldovan experts
 - Building capacity for transparency and labour matching: sector committees, skills' needs assessment, interface
 - A new format for occupational standards elaborated
 - Methodology for validation of skills builds on occ. stand.
- Involvement of social partners crucial

Policy lessons and implications

- 1) Decent jobs and labour conditions in the countries of origin: parallel investments in education and labour market reforms for economic development;
- 2) Education/skills dimension part of labour migration management: human capital benefits origin and destination countries;
- 3) Skill shortages very often the result of emigration (e.g. Moldova, Armenia, Ukraine);
- 4) Circular migration may address skill shortages: to combine government policies and a vibrant economy;
- 5) The absence of mechanisms for validation of non-formal learning is one obstacle to circularity/return.