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Occupational Choices of Romanian Rural Youth

Abstract

This paper tries to identify the main factors influencing the decisions related to occupational choices of rural youth from Cluj County, Romania, thus contributing to a better understanding of the problems and opportunities of Romanian rural communities. In order to achieve this, the results of two surveys are compared: the first one was carried out in 2007 and the second in 2011. The two surveys adopted the same methodology, thus allowing us to test the stability of the outcomes over a period of four years and highlight the main changes occurring in that period. In 2011 information was collected also regarding the current situation of young people belonging to the first generation, thus the cross-sectional analysis has been completed with a longitudinal analysis. Results show that the educational choices of rural youth from Cluj County were not essentially modified in the period 2007–2011, but there is a growing uncertainty regarding their future profession. Most of them want to work in the services sector, the preference for agriculture remaining low and there is a clear and persistent gender division among chosen professions. The main factors identified as having an influence on continuing education are: gender (more girls opting for continuing education than boys), school results and parents' attitude towards education. Based on the conclusions of the analysis, some policy implications are also discussed.

Keywords: rural area, youth, education, occupational choice, employment

Introduction

Several studies demonstrate that people with a low level of education face more difficulties in finding a job and when employed, earn less (Berryman et al. 2007; Fazakas and Kézdi 2007; Fekete and Velkey 2002; Kertesi and Varga 2005; Ékes 2007). Those who completed tertiary education in Romania earn on average 55% higher salaries than those who only completed basic education (World Bank 2008). Low education level had also been identified as a factor limiting the capacity to develop and run a business (Jakimovski 2010). Jász (2010: 169) found ‘a clear causal link between a disadvantaged situation and a low level of schooling’ and Jakimovski (2010: 148) concluded that ‘education is one of the crucial dimensions in social stratification’. A World Bank report on Romanian labour market vulnerabilities (World Bank 2008) pointed out that schooling increases the likelihood of an individual’s being employed in the services sector and decreases the likelihood of being employed in agriculture. The services sector requires well educated employees (Oláh 2010).

In all OECD countries, the most important disadvantages faced by ‘youth left behind’ are the lack of a recognized qualification or diploma, the immigrant/minority background and living in disadvantaged/rural/remote neighbourhoods (OECD 2009). Thus, rural young people with low or no education face cumulated disadvantages.

Statistical data in Romania, as well as in other parts of the world, reveal that people living in rural areas are less educated than people living in urban areas (Kerekes and Vincze 2009). The low level of human and social capital represents a challenge for the future of rural areas (Katonáné Kovács 2010: 33). Furthermore, low aspirations of the children ‘can lead to a “low skills equilibrium” where employers do not relocate to an area because of lack of skills, and young people do not seek to acquire skills owing to lack of skilled job opportunities’ (Fieldsend 2011: 149).

Recognizing the importance of education for rural young people, this paper presents the empirical results of field research carried out in Cluj County. The main research questions addressed by this paper are:

- What are the choices of rural young people regarding continuing education, future profession and place of work?

- What are the main factors influencing the choice for continuing education?

According to the provisional data of the 2011 Population Census¹, Romania has a total population of 19,043,000 persons, 52.8% living in municipalities and towns (forming the urban area) and 47.2% in communes (administrative units composed of villages, forming the rural area). Towns and communes are grouped into counties (NUTS3 level regions). Cluj County, where the field research was carried out, is more urbanized as the country average, 65.9% out of its total population of 434,400 live in the urban and 34.1% in the rural area.

Table 1. The educational level of labour resources from Romania in 1992 and 2002, by urban and rural area

Romania	Tertiary education	Post-high school education	High school education	Vocational education	Secondary education	Primary education	No school and no response
Urban							
1992	9.5%	3.6%	29.8%	18.9%	29.3%	7.6%	1.3%
2002	13.1%	5.0%	34.1%	18.2%	23.4%	4.9%	1.3%
Rural							
1992	1.2%	0.8%	11.4%	14.3%	41.6%	25.6%	17.1%
2002	2.0%	1.6%	15.7%	19.6%	39.7%	5.1%	4.3%

Source: NIS 2005:75.

Data from previous Censuses (from 1992 and 2002) provide an insight on the educational level of labour resources². Between 1992 and 2002 the share of labour resources with higher education, as well as of those who graduated from high school increased all over the country (table 1). The reasons are multiple. Firstly, the educational level of those who grew older than 65 between the two censuses was lower than of those who entered the labour market in the same period. The second reason is that the number of young people graduating from university had increased in the period

¹ Available at www.recensamantromania.ro

² Labour resources are defined as all persons aged 15–64 and active persons over the age of 64.

1992–2002, because after 1990 the number of places at the state universities increased and also many private universities were established.

Despite these improvements, the educational level of the rural labour force remained very low compared to urban areas. Future prospects are not very optimistic either, because the rate of early school leaving continues to be high and participation in lifelong learning low (Ciucă et al. 2006).

Table 2. The structure of education in Romania

Age	Year	ISCED	Level of education			Qualification level	
> 19		6	University education			5	
		5				4	
		4	Post-secondary non tertiary education			3	
18	XIII	Theoretical high school	Arts, sports and theological high school	Technical high school	Technical high school		
17	XII				Complementary year		2
16	XI						
15	X				Vocational school (until 2009/2010)		1
14	IX						
13	VIII	2	Lower secondary education (comprehensive education)				
12	VII						
11	VI						
10	V						
9	IV	1	Primary education (comprehensive education)				
8	II						
7	II						
6	I						
3–5		0	Kindergarten				

Source: <http://www.edu.ro/index.php/articles/c215/>.

For a better understanding of the research methods and results, an overview of the structure of education from Romania may be necessary (see table II). Most village schools only provide primary and lower secondary education. For several years (including school year 2006/2007 when the first

survey was carried out) there used to be an examination at the end of the 8th year and only those passing the exam were admitted to high school (which is a pre-condition for university education). Those who failed the exam could enrol to vocational schools and obtain (in three years) a qualification in a craft. Vocational school graduates, after further examination, could transfer to high school. This selection system was changed in school year 2007/2008 and currently more tests are applied during the 7th and 8th year, instead of the end-of-8th year examination; the results of these tests, combined with yearly averages achieved, would determine admission to a chosen high school. From school year 2009/2010, vocational schools were transformed into technical high schools, but the admission procedures to high schools were preserved.

Research Methods and Materials

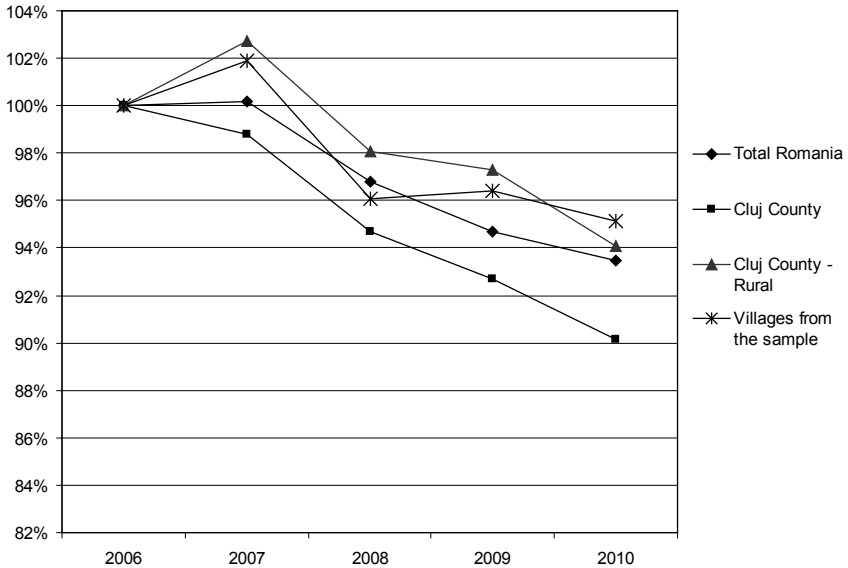
In order to answer the research questions, two surveys were carried out among rural young people from Cluj County. During the first survey empirical data were collected in February-June 2007 in secondary schools from 19 communes (25.33% of the total number of communes from Cluj County) 8th year pupils were involved in the survey. The second survey (carried out in March-April 2011) adopted the same methodology as the first: the same questionnaire was applied to pupils in the 8th year from the same communes.

Communes were selected using criteria such as: geographical location, distance from the county residence Cluj-Napoca, accessibility (by road and railway), population size, age structure and level of development. Thus it was ensured that different types of communes were represented in the sample.

Statistical data show that the villages from the sample have similar trends as regards the number of pupils enrolled in lower secondary education (fig. 1) and their share in the total population (fig. 2), as the whole rural area from Cluj County, which also demonstrates that the selection of the villages lead to a sample representative for Cluj County.

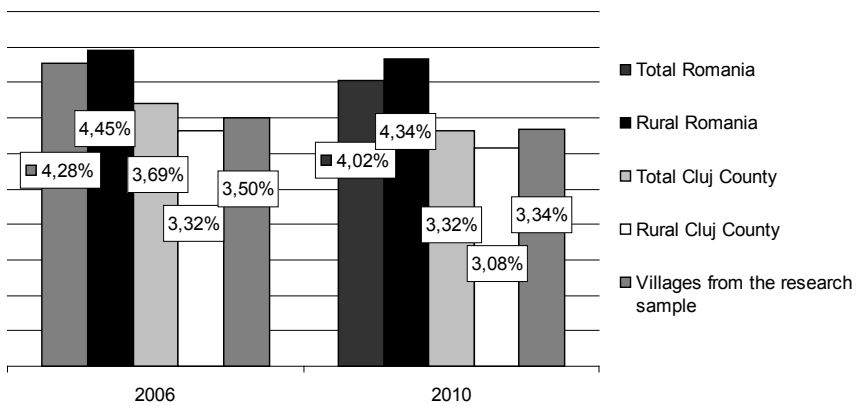
The questionnaire applied to pupils included 54 items, tackling the following issues: choice for continuing education and school type (high school, vocational school or not continuing education), aspiration for university studies, chosen profession and place (locality) of work. Besides,

Figure 1. Trends in the number of pupils enrolled in lower secondary education (100% = values from 2006)



Source: NIS, 2012.

Figure 2. Share of pupils enrolled in lower secondary education in total population



Source: NIS, 2012.

questions were included referring to age, gender, health status, place of residence, school results, opinion about the school, main values, family structure, education level of the parents and siblings, parents' occupation, and the size and structure of the family farm. All 8th year pupils filled in the questionnaires individually, supervised by the operator (one of the authors in most cases). Data were processed with the SPSS programme.

As a follow-up to the questionnaires, we checked the situation of the pupils after admission procedures were closed. Each respondent wrote his/her name on the questionnaire, which enabled us to check – on the website of the Ministry of Education – the name and type of school she or he was admitted to. In this way it was possible to compare intentions with reality for both generations of young people.

Another part of the follow-up research was to check the baccalaureate results for the respondents from the 2007 generation – published on the website of the Ministry of Education – as in June 2011 they should have graduated from high school and taken this exam. The results were not yet final, as there were a number of pupils who chose a vocational school and – in case of continuing their education – they would only graduate in June 2012.

The visits in the villages for the second round of questionnaires allowed us to gather data regarding the current situation of the first generation of young people: indirectly from the schools and directly from the young people who were interviewed.

Results and Discussion

In 2007 a total number of 339 pupils filled in the questionnaires (170 girls and 169 boys), while in 2011 a total number of 416 pupils (212 girls and 204 boys) did so.

The age of respondents varied from 13 (1 pupil in 2007 and 26 pupils in 2011) to 17 (5 pupils in 2007 and 7 pupils in 2011). The 15-year-old age group was best represented in 2007 (47.2%), and the 14-year-old age group in 2011 (58.2%).

The highest share (69.3% in 2007 and 64.4% in 2011) of the pupils lived in the same locality as the school, and 30.7% in 2007, respectively 35.6% in 2011 commuted to school from neighbouring villages or – as in the case of some pupils from two schools located in mountain villages –

they stayed at boarding school during the week, because they lived too far away to commute daily.

Almost all the pupils (97.1% in 2007 and 97.8% in 2011) reported a good health condition. In 2007 seven of them suffered from some chronic disease and three did not answer the question, in 2011 one person reported a poor health condition and 8 persons did not answer the question. We can therefore conclude that the health condition of the respondents from our sample was not an obstacle to continuing education.

Continuing Education – Aspirations and Reality

According to the answers in the questionnaires, the highest share of pupils (66.67% in 2007 and 84.38% in 2011) would like to continue their education at high school. Because of the transformation of vocational schools into technical high schools in the 2009/2010 school year, no choice for vocational school was registered in 2011, even though 13.57% of the respondents had opted for it in 2007. Quite an important share (7.96% of the pupils in 2007, respectively 3.13% in 2011) did not want to continue their education after completing the 8th year, which means that they would not have any professional qualification and their chances of getting employed outside agriculture were very low. We can assume that among those who didn't know or didn't want to answer the question there were children who planned to quit education (table 3).

Answers related to continuing education and the type of school chosen are significantly influenced by the gender of the respondents; girls are more likely to continue education (72.94% planned to choose high school, 9.41% vocational school and 5.88% planned to quit education in 2007, while in 2011 among girls 82.55% chose high school and 2.36% planned to quit education). The preference of boys was also high school (60.95% in 2007 and 86.27% in 2011); 17.75% chose vocational school in 2007. The share of boys who planned to quit school decreased from 10.6% in 2007 to 3.92% in 2011.

Regarding their wish to enrol for university studies, around two thirds of the respondents (210 in 2007 and 254 in 2011) gave an affirmative answer and far fewer gave a negative answer (109 in 2007 and 126 in 2011), nine persons didn't know and 11 didn't answer in 2007, respectively four didn't know and 32 didn't answer in 2011. The inconsistency between the choice

of university studies and the preferred profession (a different item from the questionnaire) suggests that many respondents have no idea about the role of universities (one would like to go to university to become a waiter, another wants to go to university to become a barber). Gender influence can be noticed in this case, too: the share of girls who want to go to university is much higher (76.7% in 2007 and 79.2% in 2011) than the share of boys (55.0% in 2007 and 53.6% in 2011).

Table 3. Intentions expressed regarding continuing education by gender, in 2007 and 2011

School type	2007						2011					
	female		male		Total		female		male		Total	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
High school	124	72.94	103	60.95	227	66.96	175	82.55	176	86.27	351	84.38
Vocational school	16	9.41	30	17.75	46	13.57	0	0	0	0	0	0
Don't know	12	7.06	7	4.14	19	5.60	19	8.96	9	4.41	28	6.73
No school	10	5.88	17	10.06	27	7.96	5	2.36	8	3.92	13	3.13
No answer	8	4.71	12	7.10	20	5.90	13	6.13	11	5.39	24	5.77
Total	170	100	169	100	339	100	212	100	204	100	416	100

Source: own research, 2007–2011.

The situation after admission procedures differs considerably from the aspirations. The share of those who were actually admitted to high school in 2007 was lower with around 22% (13% for girls and 25% for boys) than the intentions expressed and, unfortunately, also the share of those who did not continue education (were not assigned to any school) was higher. So, the situation was worse in reality than the picture shown in the answers. From the questionnaires we could see a positive development in the period 2007–2011 regarding continuing education, but actually in 2011 the share of those not continuing education was higher than in 2007 (table 4).

Further on, if we look at the current situation of the pupils of the 2007 generation (table 5), we see that 23.01% of them took the final examination (the baccalaureate). Another important observation is that among those who abandoned education only a few have jobs and most of them stay with their families, helping in the household.

Table 4. Assigned school type by gender, in 2007 and 2011

Type of school	2007						2011					
	female		male		Total		female		male		Total	
	no.	%	no.	%	No.	%	no.	%	no.	%	no.	%
High school	101	59.41	61	36.09	162	47.79	167	78.77	152	74.51	319	76.68
Vocational school	54	31.76	81	47.93	135	39.82	0	0	0	0	0	0
School not assigned	0	0	0	0	0	0	1	0.47	2	0.98	3	0.72
No school	15	8.82	27	15.98	42	12.39	44	20.75	50	24.51	94	22.60
Total	170	100	169	100	339	100	212	100	204	100	416	100

Source: own research, 2007–2011.

Table 5. Current situation of the 2007 respondents

Intention 2007	Current situation						
	Admission result	took the final exam	failed the final exam	didn't show up	employee	stay home	no data
High school (227)	high school (145)	72	34	8	1	4	26
	vocational school (70)	0	0	0	5	20	45
	no school (12)	0	0	0	5	2	5
Vocational school (46)	high school (6)	0	4	0	0	0	2
	vocational school (29)	0	0	0	1	11	17
	no school (11)	0	0	0	2	4	5
Don't know (19)	high school (9)	6	3	0	0	0	0
	vocational school (9)	0	0	0	1	2	6
	no school (1)	0	0	0	0	1	0
No school (27)	vocational school (19)	0	0	0	2	4	13
	no school (8)	0	0	0	0	7	1

Table 5. Current situation of the 2007 respondents (continuation)

Intention 2007	Current situation						
	Admission result	took the final exam	failed the final exam	didn't show up	employee	stay home	no data
No answer (21)	high school (2)	0	2	0	0	0	0
	vocational school (8)	0	0	0	0	2	6
	no school (10)	0	0	0	1	7	2

Source: own research, 2007–2011.

From interviews we know that some of the girls are married and have children. It was not possible to obtain accurate update information about all the young people in the 2007 sample; those who were admitted to vocational schools may still be in education, therefore more data need to be collected after the 2012 baccalaureate exam.

Factors of Influence

Background information collected through questionnaires allows the identification of factors which influence the choice of a young person from the rural area to continue education or not. In this section we will present those variables which are in statistically significant relationship with the 'assigned school type' and the 'baccalaureate results' variables (the two-sided asymptotic significance of the chi-square statistic is less than 0.05).

It could be seen from the data presented in the previous section that gender has an influence: girls aim for more education than boys.

School achievements are also important: a higher share of those with good results³ in lower secondary school ended up at high school and those with poor results abandoned education in far greater numbers than the average (table 6).

³ Grades in Romania are from 1 to 10, where 10 means excellent, 5 is sufficient and grades 1 to 4 mean failure.

Table 6. Assigned school type by school results in the 8th year

Year	School results	High school	Vocational school	No school
2007	poor (<6.5)	1	7	5
	average (6.5–8.5)	37	73	14
	good (>8.5)	99	5	3
2011	poor (<6.5)	11	0	7
	average (6.5–8.5)	121	0	25
	good (>8.5)	135	0	19

Source: own research, 2007–2011.

Over 50% of those with good results in the 8th year succeeded in the baccalaureate exam and only 6% with average school results achieved the same.

Table 7. Baccalaureate exam results of the 2007 generation, by school results in the 8th year

School results	Took the exam	Failed the exam	Didn't show up	No data	Total
Poor (<6.5)	0	1	0	12	13
Average (6.5–8.5)	8	17	5	94	124
Good (>8.5)	63	18	2	24	107
No data	7	7	1	80	95
Total	78	43	8	210	339

Source: own research, 2007–2011.

Because continuing education means extra costs for families from the rural areas (paying for travel to the city and/or accommodation), parents' approach and financial welfare of the family have an important influence on the decision regarding continuing education (Kapitány et al. 2005). The local availability of education and training is a key part of successful economic performance in rural areas (Oláh and Pakurár, 2011) and it also increases participation in education. The results of Jakimovski (2010:149) show that parents' educational level has a positive influence on the children's educational prospects and lack of funds is a serious obstacle.

Asked about the position of their parents regarding further education, the great majority of pupils (83.2% in 2007 and 84.7% in 2011) answered that both of their parents wanted them to continue their studies and only very few (two pupils in 2007 and seven in 2011) declared that neither of their parents wanted them to continue their education.

The educational level and occupation of the parents proved to be important influential factors: children of more educated parents were assigned in a higher degree to high school than those of lower educated parents (table 8).

Table 8. Assigned school type by parents' education, in 2007 and 2011

Year	Parents' education	Assigned school type		
		high school	vocational school	no school
Mother's education				
2007	high school and above	56	30	7
	vocational school and 10 years	66	50	10
	8 years or less	6	22	6
2011	high school and above	110	0	17
	vocational school and 10 years	99	0	27
	8 years or less	62	0	32
Father's education				
2007	high school and above	53	29	6
	vocational school and 10 years	56	47	10
	8 years or less	11	15	9
2011	high school and above	101	0	19
	vocational school and 10 years	129	0	37
	8 years or less	33	0	15

Source: own research, 2007–2011.

Differences between children of better and lower educated parents are not so obvious in the case of the baccalaureate exam, but they are still statistically significant (table 9).

Table 9. Bacalaureate exam results of the 2007 generation, by parents' education

Parents' education	Bacalaureate exam results		
	took the exam	failed the exam	didn't show up
Mother's education			
High school and above	31	9	4
Vocational school and 10 years	29	23	3
8 years or less	2	1	0
Father's education			
High school and above	30	11	2
Vocational school and 10 years	22	17	5
8 years or less	3	5	0

Source: own research, 2007–2011.

Children of parents who have jobs (or used to have jobs and have currently retired) went to high school in a higher share than of those who are farming or working in the household (table 10). The same can be noticed in the case of the bacalaureate exam (table 11).

Table 10. Assigned school type by parents' occupation, in 2007 and 2011

Year	Parents' occupation	Assigned school type		
		high school	vocational school	no school
Mother's occupation				
2007	employee or retired	80	62	15
	farming, housekeeping or unemployed	72	56	22
2011	employee or retired	147	0	36
	farming, housekeeping or unemployed	130	0	38
Father's occupation				
2007	employee or retired	115	76	21
	farming, housekeeping or unemployed	36	38	10
2011	employee, entrepreneur or retired	182	0	43
	farming, housekeeping or unemployed	77	0	25

Source: own research, 2007–2011.

Table 11. Baccalaureate exam results of the 2007 generation, by parents' occupation

Parents' occupation	Baccalaureate exam results		
	took the exam	failed the exam	didn't show up
Mother's occupation			
Employee or retired	44	18	5
Farming, housekeeping	31	19	3
Father's occupation			
High school and above	53	29	7
Vocational school and 10 years	20	10	1

Source: own research, 2007–2011.

Future Profession and Place of Work

Even though many of the parents are not working as employees, almost all the respondents (93.9% in 2007 and 96.2% in 2011) considered that it is very important to have a job; 5.7% in 2007 and 2.4% in 2011 of the respondents considered it somehow important and only one person in 2007 and 2 persons in 2011 thought that it is not at all important to have a job. However, there is a growing uncertainty among pupils regarding their future profession: 280 pupils (82.60%) in 2007, respectively 320 pupils (76.92%) in 2011 answered the question, the remaining (59 in 2007 and 96 in 2011) didn't know or didn't give an answer (see table 12). The share of girls who didn't answer the question is higher (24.1% in 2007 and 26.4% in 2011) than the share of boys (10.7% in 2007 and 19.6% in 2011).

Around two-thirds of the respondents would like to work in the services sector. In 2011 occupations connected to catering and tourism were the most popular (11.3%), which in 2007 was ranked second after car reparation.

In the period 2007–2011 there was a decreased interest in construction (from 5.3% to 1.7%), car reparation (from 12.68% to 6.49%), teaching (from 6.49% to 5.05%) and healthcare (from 5.60% to 4.33%), and a growing interest in the financial sector (from 3.24% to 6.73%) and professions linked to industry (from 2.45% to 6.97%). The changes may be occurring due to the global financial and economic crises, as the first survey was carried out before the crisis emerged and the second after the effects of the crisis had already been felt for a couple of years.

Table 12. Chosen profession, by gender

Profession	2007				2011			
	female	male	total	%	female	male	total	%
Agriculture	0	3	3	0.88	0	5	5	1.20
Car reparation	0	43	43	12.68	1	26	27	6.49
Construction	0	18	18	5.31	0	7	7	1.68
Education	19	3	22	6.49	17	4	21	5.05
Finances, accountancy	10	1	11	3.24	25	3	28	6.73
Forestry	0	4	4	1.18	0	1	1	0.24
Healthcare	14	5	19	5.60	15	3	18	4.33
Hotel, restaurant	22	13	35	10.32	30	17	47	11.30
Industry	1	7	8	2.36	1	28	29	6.97
Public administration, police, army	7	7	14	4.13	7	9	16	3.85
Don't know, no answer	41	18	59	17.40	56	40	96	23.08

Source: own research, 2007–2011.

Only around 1% of the young people choose to work in agriculture, although most of their families practice agriculture. These results support the older farmers' opinion that 'young people don't want to be the slaves of the land and of animals' and that the number of young workers in agriculture will decrease (Vincze et al. 2005).

Table 13. Locality of employment – intentions expressed in 2007 and 2011

Locality of employment	2007	2011
Locality of origin	21	37
Cluj	197	266
Other place in Romania	28	15
Abroad	32	41
More locations in Romania	17	11
More locations including abroad	36	36
Don't know / no answer	8	10

Source: own research, 2007–2011.

We can also notice a clear gender difference among preferred professions; only a few of the enlisted professions are chosen by pupils of both genders.

As regards the location of their future jobs, almost two thirds of the respondents declared that they wanted to work in Cluj-Napoca (the main city of Cluj County and the second biggest city in Romania after Bucharest). Almost 20% plan to work abroad and a few (6% in 2007 and 9% in 2011) would like to work in their home villages.

Based on the choices expressed by the respondents and the geographical location of the villages, taking into account distances and transportation facilities, we can assume that around 30% of young people could remain in their villages and commute to the chosen workplace and around 40% would most probably move. For almost one third of the respondents the answer was not foreseeable: distances are quite long, but with better roads and transport facilities commuting would still be possible.

However, data collected by the follow-up research for the 2007 generation show that reality differs to a great degree from prediction based on survey results, as a much higher share of young people remained in the family household.

Conclusions

The educational choices of rural youth in Cluj County have not been modified essentially in the period 2007–2011. The share of those who declared to continue education increased by six percentage points, which supports the view that in an economic slowdown young people are more likely to stay in education or undertake studies rather than look for work. This could be seen as a positive development, if follow-up data did not show a different picture: the share of those who did not continue education in 2011 was actually higher than in 2007.

The main factors identified as having an influence on continuing education are: gender (in favour of girls), school results (those with better results in lower secondary school are more likely to continue education) and parents' attitude towards education.

A growing uncertainty regarding their future profession can be noticed among rural young people. Most of them want to work in the services sector and the preference for agriculture is low, showing that EU support

measures have not acted as motivators in this respect. There is a clear and persistent gender division among chosen professions, only a few professions have been chosen by pupils of both genders (such as waiter, cook, barman or physician).

What will the future rural workforce be like? According to an optimistic scenario, young people will complete the education they aim for, establish homes for themselves, commute to well-paid jobs in a nearby city. Thus the population of rural areas will be maintained and the level of education and income will increase. According to a more pessimistic scenario, over half of the young people will move out of the villages after completing education. Thus in rural areas the level of education will remain low and the process of aging and impoverishment of rural areas will accelerate. There is also a third, 'conservation' scenario: more young people will remain at home, because of the lack of opportunities to continue education; the age structure, level of education and professional qualification of the rural population will not change, subsistence agriculture will be practiced by many families, underemployment will remain high and living standards low.

The improvement of the rural employment situation in Romania relies on three I's (Kerekes 2007):

1. Information (education, vocational guidance, career planning, professional qualification and re-qualification, access to data on available jobs);
2. Infrastructure (good roads, transportation and communication facilities);
3. Incentive (good salaries, motivating reward systems, decent work conditions, positive attitude towards full-time work).

Policy initiatives should encourage teenagers to stay in education past the age of compulsory schooling in order to boost their skills and improve their long-term prospects for when the economy recovers. Measures to encourage longer stay at school have proven effective in ensuring youth leave education with a minimum skill level (OECD 2009).

Data collected through the questionnaires could be further analysed to identify other factors of influence (such as values, attitudes, family size, importance of agriculture, etc.) and further follow-up information should be collected about the young people from the sample, to have a full track of their way through education.

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