Investește în oameni!
**FONDUL SOCIAL EUROPEAN**
Programul Operațional Sectorial pentru Dezvoltarea Resurselor Umane 2007 – 2013
Axa priorităță 1 “Educația și formarea profesională în sprijinul creșterii economice și dezvoltării societății bazate pe cunoaștere”
Domeniul major de intervenție1.1 “Accesul la educație și formare profesională inițială de calitate”
Beneficiar: Centrul Național de Dezvoltare a Învățământului Profesional și tehnic

**Skills beyond School. OECD Review of Vocational Education and Training. Background Report from Romania**

This report was prepared for the National Centre for TVET Development as an input to the OECD Review of Postsecondary Vocational Education and Training, Skills beyond School. The document was prepared in response to guidelines the OECD provided to all countries. The opinions expressed are not necessarily those of the national authority, the OECD or its member countries. Further information about the OECD review is available at: [www.oecd.org/education/vet](http://www.oecd.org/education/vet)
i) **Scope: programmes**

- **Which programmes would you define as post-secondary VET in your country?**
  
  According to the National Law of Education no. 1/2011, Romanian Post-secondary VET is defined as Post Higher Secondary Schools and Foremen Schools.

- **Which fields of study do they cover and what types of career do they lead to?**
  
  In Romanian Education System, the programmes VET cover the following fields on:

  - **Technical domain:** electronics robotics, electric, energetic, informatics, mechanics, electro-mechanics, mass-media production, polygraph techniques, transport, wood manufacture/production, civil engineering, equipment/installation and public work, civil engineering materials, textile industry and skins, industrial chemistry, transports, metallurgy, mining, oil and gas;

  - **Services domain:** tourism and food, economic, commerce, aesthetics and human body hygiene, health and pedagogical assistance etc.

  - **Natural resources and environment protection domain:** food industry, agriculture, silviculture/forestry, environment protection.

In this order, professional qualifications acquired on post-higher secondary schools are as follows:

- Mecatronics and Informatics – Technician, Local networks and communication administrator, Analyst programmer.
- Electronics – Technician.
- Energetics – Technician.
- Constructions, installation, architecture and systematization – Technician, Constructions gauger/taskmaster, Constructions topographer, Constructions and Architecture Designer, Treasurer expert in science of commodities for constructions materials and installations, Constructions laboratory technician, Renovation and building repair designer, Mine topographer, Constructions entrepreneur.
- Transport – Technician, Inventory assistant in transport, Railroad agent, Waterside /Harbor operator.
- Wood industry – Technician, Gauger/Taskmaster in wood industry, Designer in wood industry, constructor – Restaurateur of (pipe) organ and handcrafted carpentry.
- Agricultural and alimentary - Technician.
- Environmental protection – Technician.
- Services – Technician, Interior decoration designer, window dresser, Industrial designer, Cosmetician, Stylist, Economic operator postmaster, internal
and international transport service agent, coach, Ungraduated librarian, Private detective.

- Tourism – Technician, Tourism agent – guide, Inventory assistant in accommodation and alimentation units, Conference, congress, fair and exhibition organizer.
- Textile and skins – Creator, costume designer.
- Text and image processing – Audio-video processing operator, Techno editor, Cameramen - photo reporter, Translator, Publicity designer, Publicity editor, Image and communication expert, Image editor.
- Economic – Technician, Commercial agent, Inventory assistant, Bank clerk, Fiscal agent, Broker, Customs agent.
- Health and pedagogical assistance – Educator, Assistant.

Similarly, professional qualifications acquired on foremen schools are:

- Mechanics – foremen
- Electric - foremen
- Chemistry - foremen
- Mine, petrol and gas – foremen
- Energetic – foremen
- Metallurgy – foremen
- Constructions materials – foremen
- Constructions assemblage - foremen
- Wood industry - foremen
- Transport – foremen
- Textile – skins – foremen
- Agricultural and alimentary - foremen
- Artistic - foremen

**ii) Scope: institutions**

- What types of institutions provide these programmes?

According to the National Law of Education no. 1/2011, post-secondary education is organized for qualifications registered on the National Qualifications Register, established by the Ministry of National Education and approved by Decision of Romanian Government.

- Post-high school is part of the vocational and technical education and is partially subsidized by the state, lasts 1-3 years, according to the complexity of the qualification and to the number of required professional credits for education and professional training
- Foremen schools are post-secondary schools.
• What is the mix of private vs. public institutions? (data)
According to data provided by National Institute of Statistics:
Total number of VET schools that provide training by Post high school in 2011 – 2012 school year: 268
Total number of public VET schools that provide training by *Post high school* in 2011 – 2012 school year: 214
Total number of private VET schools that provide training by *Post high school* in 2011 – 2012 school year: 54

Total number of VET schools that provide training by *Foreman school* in 2011 – 2012 school year: 92
Total number of public VET schools that provide training by *Foreman school* in 2011 – 2012 school year: 88
Total number of private VET schools that provide training by *Foreman school* in 2011 – 2012 school year: 4
**iii) Statistical overview**

- Please provide summary statistics showing i) the current position, and ii) trends over the last 10 years in:
  - Student numbers in different postsecondary VET programmes.
  - The share of students enrolled in post-secondary VET programmes.

**Current position**

The numbers of students enrolled in 2012 – 2013 school year

Available from NIS to the end of April 2013

**Trends over the last years**

![Graph showing trends in students enrolled in Post high school and Foreman school](image)

The make-up of the student population in terms of age/gender, educational background and field of study, and social background.

**Students enrolled in Post high school by training profile**

<table>
<thead>
<tr>
<th></th>
<th>Students enrolled</th>
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<tbody>
<tr>
<td>Total</td>
<td>40796</td>
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<tr>
<td>Engineering</td>
<td>309</td>
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1 Data provided by County school inspectorate
Electrotechnics and electronics & 78 & 65 & 160 & 281 & 258 & 225 \\
Mines & 21 & - & - & - & - & - \\
Oil & 41 & - & - & - & - & - \\
Geology & 86 & 89 & 122 & 161 & 147 & 121 \\
Energy & 54 & - & - & 36 & 93 & 93 \\
Industrial chemistry & - & - & - & 55 & 101 & 136 \\
Construction materials & - & 15 & 15 & 15 & 15 & 15 \\
Architecture, arrangement and assembly-construction & 301 & 331 & 786 & 1086 & 1082 & 996 \\
Wood exploitation and processing & 200 & 147 & 171 & 269 & 235 & 271 \\
Transport & 619 & 364 & 731 & 1291 & 1450 & 1316 \\
Post and telecommunications & 401 & 243 & 467 & 510 & 455 & 481 \\
Food industry & 771 & 359 & 665 & 881 & 959 & 929 \\
Light industry & 227 & 118 & 164 & 239 & 242 & 245 \\
Polygraphy & 27 & - & - & - & - & - \\
Agriculture & 41 & - & 337 & 442 & 415 & 437 \\
Forestry & 1236 & 502 & 357 & 533 & 927 & 970 \\
Trade & 1913 & 1041 & 1191 & 1408 & 1283 & 1030 \\
Finances, accountancy, administrative & 2969 & 1337 & 564 & 519 & 415 & 450 \\
Tourism & 633 & 289 & 646 & 1231 & 1142 & 1181 \\
Services & 1350 & 1060 & 1476 & 1667 & 1362 & 1232 \\
Informatics & 1616 & 759 & 668 & 1053 & 1204 & 1154 \\
Sanitary & 26844 & 27159 & 31364 & 35717 & 43200 & 51151 \\
Culture & 146 & 132 & 57 & 124 & 138 & 126 \\
Education & 238 & 315 & 244 & 237 & 274 & 185 \\
Social assistance & 487 & 117 & 18 & 39 & 11 & - \\
Others & 188 & 347 & 428 & 392 & 345 & 541 \\

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<td>908</td>
<td>1466</td>
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Electronics and electrotechnics | 260 | 277 | 470 | 641 | 677 | 676
---|---|---|---|---|---|---
Mines | 14 | - | - | - | 61 | 129
Oil | 97 | 121 | 175 | 229 | 203 | 143
Metallurgy | 132 | 93 | 193 | 200 | 99 | 69
Energy | 477 | 445 | 622 | 821 | 867 | 1043
Industrial chemistry | 101 | 111 | 112 | 143 | 104 | 18
Construction materials | 32 | 30 | - | - | - | -
Assembly-construction | 348 | 411 | 1090 | 1590 | 1387 | 1334
Wood exploitation and processing | 135 | 134 | 236 | 202 | 128 | 110
Transport | 654 | 588 | 611 | 747 | 894 | 785
Food industry | - | - | 36 | 72 | 48 | 85
Light industry | 29 | 29 | 54 | 136 | 131 | 120
Agriculture | - | - | 27 | 72 | 123 | 133

Drop out or completion rates (and how these are defined).

To the end of 2010-2011:
The dropout rate: 6,3%
The dropout rate for female: 6.1%
The dropout rate for male: 6,9%

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The dropout rate is defined as ratio between the number of students who dropped out of school and number of students enrolled at the beginning of the school year.

Labour market outcomes from postsecondary VET programmes.

Graduates of Post high school by training profile

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<td>111</td>
<td>251</td>
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Graduates of Post high school

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Graduates of Foremen school, by type of training profile

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<td>Oil</td>
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<td>62</td>
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<td>Assembly-construction</td>
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<td>145</td>
<td>237</td>
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Trends in demand and supply for different skills (disaggregated by level and type of study (postsecondary, tertiary, VET vs. general education) and field of study.

Trends in demand and supply are identified by forecast surveys on the training demand. The last one is realized in 2011 at the 2013 horizon and in the 2020 perspective. The forecast was realized with support of ESF in project “Correlation of the educational supply in technical and vocational education and training with the labour market demand”. The methodology built upon a combination of projection methods and techniques based on panel econometric models and analytical methods is similar to the one used by Cambridge Econometrics in the forecast model used by CEDEFOP, and it includes some innovative approaches generated by the much higher level of information detail requested.

For each development region available date referring to potential demand, replacement demand, available jobs, TVET-relevant available jobs, on 3 scenarios (pesimistic, moderate and optimisic) by economic activities and TVET domains.
Example:
CAPTION:

| A | Technical and physical science technicians | I | Mining and construction labourers |
| B | Life science technicians and related associate professionals | J | Mining and metallurgical workers and associate |
| C | Technicians and associate professionals | K | Precision, handicraft, printing and related trades workers |
| D | Office clerks | L | Food processing and other craft and related trades workers |
| E | Customer services clerks | M | Stationary plant operators and related associate workers |
| F | Personal and protective services workers | N | Plant and machine operators and assemblers |
Other information is available from **Enterprise Survey on the Short Term (6-12 months) Labour Demand**, last time realised in 2011. The research method was the field survey among employers considered representative at national and regional levels. Face-to-face interviews using the questionnaire proposed were undertaken in each of the companies selected. The questionnaires targeted the top management (owner/manager, human resources manager etc.) and the intermediate management who had strong knowledge of the human resources policies and the company development plans. The sampling universe included all employers /active companies with at least 5 employees. The sampling universe included all activities of the national economy, according NACE rev.2 sections. The sample was designed for 3800 companies at national level and the final sample comprised 3836 companies. The regional samples were dimensioned considering a margin of error of ±4.4% with 95% reliability rate. At national level, the margin of error of the sample is about ±1.56%.

Transitions into other educational programmes including academic tertiary programmes.
Graduates from post-highschools could continue studies in academic tertiary programmes without recognition of their prior learning.

iv) Mix of provision

How do you determine the mix of provision of post-secondary VET (which programmes, how many places in each programme)? What role does evidence on labour market needs play in determining the mix of provision and how is this information acquired?

In order to provide a TVET vocational training supply that is relevant in relationship with the forecasted needs of the labor market, the National Centre for TVET Development (NCTVETD) has submitted, with the support of a number of institutions and experts that it worked together with and with the approval of the Ministry of Education, a model for strategic planning of the TVET-based vocational training supply. The major objective of TVET strategic planning consists in increasing the contribution of technical and vocational education and training to a quick and efficient transition to an inclusive, participatory, competitive and knowledge-based economy, which relies on innovation. The term “strategic planning” means here medium-term forecast for 5-7 years of TVET supply. The model brought by NCTVETD deals with relevance of supply from a quantitative, as well as from a qualitative approach, from the perspective of its territoriality.

The strategic planning of TVET supply uses the following documents:

- **Regional Education Action Plan (REAP)** – carried out at regional level.
- **Local Education Action Plan (LEAP)** – carried out at county level
- **School Action Plan (SAP)** – carried out by the school unit at the local community level.
The REAP and LEAP comprises:

- the analysis of the regional/county context from the point of view of demographic, labor market and economic evolutions and forecasts
- the analysis of the capacity of technical vocational education and training system to answer to the identified needs, through a diagnosis of the regional/county context;
- priorities, targets and actions for TVET development at regional/county level;
- the contribution of higher education to regional development.

The desk-research for REAP/LEAP is carried out by analyzing the following documents:

- National Development Plan
- National Strategy for Human Resources Development
- Regional Development Plans;
- Strategies and action plans regarding Vocational Education and Training
- National Strategy for Employment
- Forecasts for labour market and training demand and supply
- Enterprise Surveys on the Short Term (6-12 months) Labour Demand

Which stakeholders are involved in determining the mix of provision? Through which institutions are their views expressed?

The model is based on decentralizing decision and its distribution on more decision-making layers, respectively the national, regional, county and local one. Also, strategic planning represents a participatory enterprise based on collective action of multiple social partners, which represent the interests of employers, professional associations, employees/trade unions, public administration, relevant government organizations and also other organizations of civil society. Thus, commitment to decisions and observing the common interest of all those involved are maintained.

The model combines the top-to-bottom decision-making flow with the bottom-to-top one.

The advisory managerial structure are: Regional Consortia at regional level, Local Committee for Development of Social Partnerships (LCDSP) at county level and School Unit Management Boards at local area of school.

The planning decision belongs to the county level, which collects information based on the results of desk-research and monitoring and it is based both on the specifics of the local labor market as well as on the capacity of institutional response on behalf of the school unit. The desk-research and monitoring are performed by the next upper levels.

Regional Consortia are advisory managerial structures functioning as an interface between the Regional Development Councils (RDC) and the institutions at county level with responsibilities in the human resource development field. The Regional Consortia includes representatives of: Regional Development Agency (RDA),
County Councils, County Employment Agencies (CEA), school inspectorates, social partners from the Local Committee for the Development of Social Partnerships (LCDSP) and the Advisory Councils of CEA, NCTVETD.

Among the **responsibilities of the Regional Consortia**, we mention the following:
- Updating, implementing and monitoring the REAP implementation;
- Monitoring the LEAP implementation;
- Assisting school inspectorates and the LCDSP in developing and implementing the LEAP;
- Contributing to the development and the monitoring of the implementation of the Regional Action Plan for Employment (PRAO).

The Local Committees for Development of Social Partnerships (LCDSP) are advisory managerial structures that aim at improving the relevance and the quality of the TVET system, for the support of school inspectorates. LCDSPs include representatives of: local authorities, County Employment Agency, employer’s associations, trade unions, school inspectorates, NGOs.

Among the **LCDSP responsibilities**, we mention the following:
- Updating and implementing the LEAP;
- Monitoring School Action Plans (SAP);
- Assisting school units in SAP development and implementation;
- Analyzing and endorsing the annual enrolment plan for TVET, at county level;
- Endorsing the local component of the TVET curriculum.

The Local Committees for Development of Social Partnerships function according to the **Framework Regulation for the organization and operation approved by Order of Ministry of Education and Research no. 3033/2001**

**v) Workplace training**

What role does workplace training play in the delivery of these programmes?

According to Order no. 5346 of 7 September 2011 of The Ministry of Education, Youth and Sports published in the Official Gazette no. 715 of October 11, 2011, regarding the general criteria for admission to post-secondary education:

Have the right to enroll for admission to foremen post high school the graduates, with or without degree, proving the start of the school year that have experience in production of at least 3 years in the field of training which includes professional qualifications who wish to acquire. In this respect, the workplace training is realised by each student to his work place. For post high school the workplace training is organised by each school in partnership with economic agents.

Work place training (WPL) is regulated by a compulsory WPL Agreement, endorsed by the Ministry of Education Decision 3539/14.03.2012. The Agreement promotes participative management and increased ownership of all those involved.
in the process. It is signed by the TVET school, the enterprise facilitating students’ WPL and the student. The Agreement sets out how the training provider will cooperate with the employer throughout the process and clarifies roles and responsibilities.

**Are there any forms of quality assurance in workplace training?**

For the whole initial VET system (post high school VET included), a quality assurance system was developed and is fully implemented starting with 2006. This includes setting up a Quality Assurance and Evaluation Committee in each VET school, preparing and implementing a School Action Plan – SAP (a strategic planning document for 2007 – 2013 and yearly operational plans), self assessing the VET school's activity, setting up an improvement plan and revising the SAP accordingly, on an annual basis. The self assessment process implies evaluating the quality assurance of VET programmes on basis of a set of quality descriptors. Although these descriptors do not have specific requirements for the workplace training, they refer to different aspects of the general teaching, training and evaluation processes, thus subsequently including the requirements also for the workplace learning component.

Furthermore, for each student’s work placement, a written and legally binding contract is in place between the VET school, the receiving enterprise and the student. This contract outlines the main principles of the workplace learning, including a description of learning objectives and tasks, the length of the work placement, the responsibilities of each of the 3 parties involved (the school, the enterprise and the student), the guidance throughout the whole period by a tutor assigned by the hosting enterprise specifically for the role.

**vi) Access routes, second chance opportunities and equity**

**Do barriers exist preventing students from moving between levels of education?**

Graduation from the upper cycle of high school entitles the graduate to a “double qualification”: a qualification for professional purposes (Level 3) and access to the baccalaureate, which counts as an academic qualification. The baccalaureate demands a given combination of subjects, including centralized examinations. For students at technological high schools this combination reflects their vocational specialization to an extent, but also includes relevant scientific subjects and (for all students) Romanian and a modern foreign language.

Access to university is conditioned, by all students, to pass the baccalaureate, while the access to post secondary schools and to foremen schools is based on accomplishing the Level 3 (high school), without any condition of passing the same centralized examination.

**What role does the post-secondary VET system play in providing second chance opportunities to students who want to re-enter the system?**

In Romania, post-secondary VET (post-high schools and
foremen schools) provides an opportunity for advanced vocational training for the graduates of secondary schools. Programs may be recurrent or specially arranged to meet the needs of specific employers.

In this order, the post high school play a special roles to students who wants to re-enter the educational system:

- Develops, by in-depth study and specialization, the training fields of the technological high school: technics, services, natural resources and environment, or other particular fields of post high-school specialization, that are specific to the non-technological branches (certifies qualification level 3 for the qualification areas that presume theoretical capacities, for instance: laboratory technicians, assistants in different sectors of administration, banks, media-advertising;
- Represents a higher level of specialization for the graduates of the high-school who wants to re-enter the system;
- The courses are financed by the beneficiaries, either juridical or personal entities, by contract with the providing school;
- Passing the entrance exam entitles the student to a certificate of vocational competences.

The foremen school (RO: “scoala de maistri”) is closely related to the ongoing provision of on-the job training for employers. Such training may be formal or informal with formal training being most closely related to the post-secondary schools:

- Is organized in respect of the legal provisions in force that specifically regulates the conditions of participation to this type of school together with diploma recognition.
- It may have alternative financial sources, through social partners and enterprises or by request of individual financing.
- Post high school education refers to Vocational qualification for maximum of 3 years offered to those who graduate high school (including those who do not hold the baccalaureate diploma), it is non-university education.

What kind of equity function does post-secondary VET play with regards to integrating disadvantaged groups?

There are specific regulations regarding the integration of disadvantaged groups, for example the domains and the qualification for the persons with disabilities can be extended besides the ones stipulated in the official documents.

According to “An Agenda for New Skills and Jobs” (Europe 2020 – flagship initiative), the Romanian Government will undertake the necessary steps for the implementation, at national level, of the flexicurity concept and of measures leading to the increase of chances of integrating persons of disadvantaged groups, women and young people on the labour market. Moreover, the National Framework of Qualifications will be completed, the Classification of Occupations in Romania will be revised and the development of partnerships between the education system and the labour market will be supported, especially by involving social partners in the planning of education and
training offers.

**vii) Transition to the labour market**

Please provide data, if available, on returns to different types of education including postsecondary VET (by level and field of education)?

No data available. Starting 2012, it will be implementing the tracer study methodology for post high school graduates.

**viii) Steering and governance**

Please describe the steering arrangements for postsecondary VET programmes and institutions. The legislative framework for postsecondary VET programmes and institutions is covered by:

- The Law no 1/2011 on National Education - contains express provisions on the quality of training. This law aims to modernize the Romanian education, for its adapting to the current requirements of the knowledge society;
- Romanian Labour Code regulates the training within enterprises and stipulates the obligation of the companies to train the personnel every two years (every three years for SME); also the labour code regulates vocational training objectives, the types of vocational training, mandatory vocational training programs, obligations of vocational training beneficiaries, types of vocational training contracts, the on-the-job apprenticeship contract;
- A special law regulating apprenticeship;
- Law no 76/2002, modified through Law no 107/2004 and Law no 580/2004, of unemployment insurance system and stimulation of employment, stipulates the passive and active measure against unemployment; The modification and completion to the Law no 76/2002 on unemployment insurance system and the employment stimulation addresses the development of the new employment stimulation measures, and the adaptation of their implementation to the current needs of the labour market;
- Other regulations concerning the training at sector level.

According to the National Law of Education no. 1/2011, post-secondary education is organized for qualifications registered on the National Qualifications Register, established by the Ministry of National Education and Approved by the Decision of Romanian Government.

Post-secondary education is part of the vocational and technical education and is partially subsidized by the state, has a duration of 1-3 years, depending on the complexity and the number of credits for education and training.
Foremen schools are post-secondary schools.

State schooling in postsecondary education is financed from local budgets of local governments, the amounts deducted from the income of the state budget and local budget revenues.

Schooling may be funded and applicants, individuals or legal entities, by contract with the school to provide schooling.

The State supports and stimulates, including financial education curricula for post-secondary in private-public partnership.

Annual tuition for public post-secondary education is approved by decision of the Romanian Government. As an exception, the number of state tuition for post-secondary education is funded entirely by the applicants, individuals or legal entities, approved by decision of the school inspectorate and communicate to Ministry of National Education (M.E.N.)

Admission is post-secondary education in accordance with the criteria set by the M.E.N., based on a methodology developed by the school in consultation with stakeholders.

Are entitled to enroll in post-secondary education, high school graduates with or without high school diploma.

Credits for education and training obtained in post-secondary education can be recognized for graduates with baccalaureate degree by the university in the Academic Senate Decisions as units of transferable study credits for the degree, except for higher education in the field of health.

How are responsibilities shared between central and regional levels of government?

Structurally, the responsibilities shared between central and regional levels of government are managed by:

- The Romanian Ministry of National Education plays a predominant role in the IVET system. It is, among others, responsible for policy and strategy development in IVET.
- The National Center for the Development of VET (RO: Centrul Național de Dezvoltare a Învățământului Profesional și Tehnic, CNDIPT) is a public institution subordinated to the Ministry of National Education - it is also in charge of developing social partnership in IVET at national, regional and local level.
- County School Inspectorates (under the Ministry of National Education) are responsible for the quality of the provision of IVET, for establishing the availability of IVET and for approving school-based curricula.
- The IVET providers themselves have the responsibility for their personnel (evaluation), ensuring the quality of the teaching and learning processes and developing the local development-based or school-based curriculum.

At the national level, the institutions in charge of training needs analysis – for steering arrangements – are:
Ministry of National Education (RO: Ministerul Educației Nationale) elaborates, coordinates and applies the policies in the field of education. Its main functions are as follows: to coordinate and control the national education system; to organize the educational network and to propose the school enrolment figures with the consultation of school units, local authorities and economical agents; to approve the national curriculum and the national system of evaluation; to coordinate the activity of scientific research within education; to elaborate the admission criteria for admission to higher education; to elaborate studies of diagnosis and prognosis in the field of restructure and modernization of education, including VET policy; to assure the distribution of the national fund for training; to assure evaluation of the educational system based on national standards; to elaborate and apply the reform strategies of education and learning;

The National Agency for Employment has as main objective employment stimulation and increasing employability, ensuring equal opportunities on the internal labour market and fighting any forms of discrimination on the labour market, the protection of the persons within unemployment insurance system, facilitating free movement of workers within Member States of the European Union as well as in the States that signed the agreement on European Economic Area as well as in other states that Romania signed treaties with, agreements, conventions and settlements, as well as supporting Romanian citizens in view of their employment within the states Romania has not signed bilateral agreements on employment with.

• Council for Occupational Standards and Certification (COSC);
• The National Centre for Technical and Vocational Education and Training Development (NCTVETD);
• National Centre for Leonardo da Vinci Vocational Training Programme; The Leonardo programme supports the development of skills and training.

At the regional level, Employment County Agencies and School Inspectorates are in charge of the elaboration of periodical studies on training needs analysis. Based on these studies and through collaboration with employers, the following are estimated: the school network, specializations and profiles offered by the IVET system and the continuing vocational training (CVT) offer.

How are the different forms of institutions governed? What degree of autonomy, do they have in determining their staff, education offer and use of resources.

The National Education Law no 1/2011 on education stipulates that the National Authority for Qualifications (ANC) is established by reorganization of the The National Adult Training and Qualification Board (CNCFPA) (RO: Consiliu National pentru Calificarea si Formarea Profesionala a Adultilor) and the Executive Unit of CNCFPA. ANC elaborates the National Qualifications Framework based on
European Qualifications Framework, realize and update the National Registry of Adult Training Providers and the National Registry of qualifications. National Qualifications Authority coordinates the authorization of continuous vocational training providers nationwide, coordinates quality assurance system in continuous training and the activities of sectoral committees.

Current and capital expenditure of ANC are financed from its own revenues and grants from the state budget through the Ministry of National Education – which coordinate its structure, organization and operation shall be established by Government decision, within three months after the entry into force of this Law.

Community centers for lifelong learning are established by local authorities in partnership with education and training providers. They are designed to implement policies and strategies in the field of lifelong learning in the community. The functioning of the Community centres for lifelong learning is regulated by Government decision, initiated by the Ministry of National Education. The lifelong learning community centers are financed from public and private funds, under the law. All the revenues that community centers for lifelong learning earn remain at their disposal.

The National Agency for Community Programmes in the Field of Education and Training (RO: Agenția Națională pentru Programe Comunitare în Domeniul Educației și Formării Profesionale) is a public institution subordinated to the Ministry of National Education. The programs developed by the Agency are: Lifelong Learning Programme (comprising the following subcomponents: Comenius, Erasmus, Leonardo da Vinci, Eurydice, Grundtvig, Jean Monnet, European Label, Study Visits), Erasmus Mundus and Youth in Action. The main objectives that the Agency has are: supporting stakeholders from the Romanian educational and training system in order to gain a better understanding of the structure and content of European educational and training systems; facilitating the intercultural exchanges and of the respect for diversity; supporting Romanian educational and training system in order to reach the Lisbon objectives; diversification of the training offer; improving of initial and continuing training mobility; supporting Lifelong Learning strategies and policies; improving the preuniversity and higher education in terms of: use of ICT, cooperation with social partners, implementation of innovative pedagogical practices.
Revizuirea metodologiilor, instrumentelor și procedurilor pentru creșterea calității învățămintului profesional și tehnic catre învățători și absolvenți din zonele rurale.

ix) Funding and incentives

What is the balance between public funding, employer-provided and individually purchased postsecondary VET? (data)

According to Law of National Education no.1/2011, state provide core funding for professional education and public accredited high school, private and confessional, and for the post-secondary schools; financing is done on the basis and within the standard cost per student, based on a methodology elaborated by Ministry of National Education – which specify annually the standard cost per student.

Is there a difference in government funding of post-secondary vocational as opposed to academic programmes? (data)

Exemplifying: In order of Romanian Government Decision no. 1274/2011, for the year 2012 the standard cost / per students of post-secondary vocational (included foremen schools) for cost expenses was 2442 Ron, compared to standard cost for Academic Programmes, which was 2119 Ron. Similarly, the cost standards / per student for continuing education and personnel evaluation expenses, and for periodically evaluations of students expenses are calculated differently depending on set of account criteria related to evaluate the material expenses at national rank / statistics.

What financial incentive mechanisms encourage individuals, employers and providers to engage in post-secondary VET? (data)

According to the National Education Law no 1/2011, the enterprises that have partnered with the schools to provide internships or jobs for graduates can benefit from Fiscal facilities, under the law.

At the same time, Law no 76/2002 on unemployment insurance system and the employment stimulation addresses the development of the new employment stimulation measures, and the adaptation of their implementation to the current needs of the labour market:

- Employers who employ during undetermined graduates of educational institutions are exempt, on a period of 12 months, to pay insurance contributions due
to budget unemployment, related graduates employed, and receive monthly on this period for each graduate:

a) 1 minimum gross salary of the country, in force on employment, the lower cycle of high school graduates or arts and crafts;
b) 1.2 minimum gross salaries of the country, employment in force on work for graduates of upper secondary education or education secondary;
c) 1.5 minimum gross salaries of the country, employment in force on work for higher education graduates.

What kind of student funding arrangements are in place? Are student fees subsidised? (data)

Initial VET is practically in its entirety the responsibility of the state budget, coming under the general heading of education financing. The budget which is administrated by the Ministry of National Education has been a major focal point for all legislatures since 1990 as education and training have always been dubbed a national priority.

The fact is that VET education has been under-funded although one cannot say that overall allocations for education in general have not been generous given both Romania’s possibilities as well as its multiple priorities. National financing has been supplemented by various other sources especially pre-accession financing in the form of Phare programs and, following Romania’s full EU membership in 2007, financing from structural and cohesion instruments.

According to the latest strategic report on the use of EU funds covering the period 2007-2013, more than 200 mil. EUR have been already spent on the various sub-themes under the larger scope of the SOP HRD (the Structural Operational Program Human Resources Development)-the operational program covering assistance for human resources development in Romania, thus including investment in VET and related, for various initiatives directed to the improvement of VET.

Between all of the operational programs responsible for the administration of EU cohesion and structural instruments in Romania, the SOP HRD has been the most active.

x) Social partners

What roles do social partners (employers and trade unions) play in the system? Through which institutions?

The principle of devolution governing pre-university education as well as higher education and lifelong learning in Romania implies that the main decisions are taken by actors directly involved in the process.
At the local / county level, social partners have been involved in the setting up of the Local Development Councils (LDCs) and their advisory role in IVET. LDCs also include representatives of the County Employment Agencies. These bodies are participating in the planning process at county level, are approving the local component of curriculum and nominating social partners in the evaluation commissions for IVET graduates. The chairs of the LDCs are also member of the Regional Consortia, that further exists of representatives from the County School Inspectorates, the County Agencies for Employment and the social partners. Employers are involved in the validation of qualifications acquired through IVET.

Social partners, namely employers and trade unions have also a series of tasks and responsibilities in continuous training. Their role is important at the following levels: national, sector and economic unit, being involved in the definition and validation of vocational qualifications, as well as in the process of authorizing the CVT/adult training providers and of evaluating competences. The commissions that authorize training providers at county level are established by the decision of CNCFPA and are all tripartite structure. These commissions can take decisions only in the presence of trade unions and employers. Sectorial committees are essential structures for carrying out a set of common activities in initial and continuous vocational training: identifying skills needs, developing occupational standards, making the National Register of Qualifications, designing training programs, providing common methodology for certification of qualifications and skills and develop common principles and mechanisms to ensure quality training. The main role of sectorial committees is to define and validate qualifications at sectorial level, including validation of qualifications offered by other institutions.

In the year 2011, according to the commitments undertaken by Romania under the Stand-by arrangement concluded with IMF, in order to render more flexible the system of collective labour agreement and to strengthen the social dialogue, the Social Dialogue Law have been promoted. The law bring together both regulations regarding the organization and the functioning of the trade unions and employers’ organizations, and the Economic and Social Council, and those related to the negotiations of the collective labour agreements, rendering more flexible the system of wage setting and the settlement of labour disputes. This way it is indented to extend the dialogue structures at the regional level to a better management of the problems, to increase the autonomy of the social partners in the negotiation process and to remove the rigidities existing in the labour relations and in the wage setting in the private sector.

**xi) Qualifications framework**  
Does a national qualifications framework exist? If yes, how is it structured and how does it bear on these programmes.
The Law on National Education (Law No. 1/2011) stipulates that the National Authority for Qualifications (ANC) is established by reorganization of the The National Adult Training and Qualification Board (CNCFPA) (RO: Consiliul National pentru Calificarea și Formarea Profesionala a Adultiilor) and the Executive Unit of CNCFPA. ANC elaborates the National Qualifications Framework based on European Qualifications Framework, realize and update the National Registry of Adult Training Providers and the National Registry of qualifications.

In order to improve the quality and relevance of the vocational training for the labour market, actually is in progress the National Qualifications Framework which will integrate the skills that can be achieved regardless of the way by which they have been achieved by an individual.

xii) Teaching

What are the qualification requirements for teachers and trainers in postsecondary VETprogrammes and institutions? How are they prepared for the job? What kinds of teacher quality assurance mechanisms are in place?

Teacher training activity is coordinated by the Ministry of National Education and it is performed in The Teacher Training Centre (TTC)(RO: Casa Corpului Didactic) which is a leading institution for providing in-service-training and professional development for teaching professionals, being the promoter of change and innovation required by the preuniversity educational reform. The teaching Training Centre works in partnership with institutions including academic societies, libraries, government organizations and NGO’s. The TTC offers a large variety of courses covering all curriculum areas. The goals of TTC are:

- To organize training courses covering all curriculum areas in order to meet the needs of teachers and staff involved in education
- To strengthen and expand the network of trainers and collaborators of the TTC in their quality of associate teachers
- To create and produce educational software.

Initial training for the teaching profession differs according to the level of education at which they teach.

- Teachers for pre-school and primary education must be graduates of the pedagogical high school (qualified as educators, primary school teachers respectively) or short-term pedagogical university college (qualified as institutors).
- Teaching staff for the other levels of education (including VET system) must be graduates of higher education (university-pedagogic and university-polytechnic education), long term (4-6 year for high school teachers) or short-term (3 years for vocational and apprenticeship schoolteachers).
Foremen instructors must be graduates of a foremen school and must have attended training programs for foremen instructors. These training programmes last for 2 years and have a 3-module structure: individual and social development, specialized training (theoretical and practical) and pedagogical and didactic training (theoretical and practical). In the case of graduates of foremen schools who have not attended the special training programme described above, they must have at least 3 years’ experience in the field. At this level and as a consequence of the reform process the position of foreman-instructor/trainer has been introduced for a variety of broad vocational qualification domains (e.g. Foreman-instructor in engineering, telecommunications, etc.).

In addition to specialized training for those who wish to become teachers it is compulsory to take a psychology-pedagogy module organized by the Teacher Training Department, which exists in each higher education institution. The programs that provide psychological-pedagogical training include: courses in pedagogy, psychology, specific teaching methodology, teaching practice and optional courses (established according to the orientations and options of every higher education institution).

As part of the national quality assurance framework, which is coordinated by the Romanian Agency for Quality Assurance in Pre-University Education, the following system of accreditation and approval has been adopted:

- In order for an IVET provider to operate, the school must demonstrate that its training programmes have met the predetermined standards. The training provider must also seek approval for each training programme. Accreditation is granted by order of the Ministry of Education, based on the approval of the Romanian Agency for Quality Assurance in Pre-University Education. Accreditation requires training providers to complete a two stage process:
  1. provisional authorization grants the training provider the right to undertake educational activities and organize their application for individual IVET programmes;
  2. accreditation grants the training provider the right to issue diplomas, certificates and other study documents recognized by the Ministry of Education and Research, and to organize examinations.

Independent experts complete an external evaluation of the quality of IVET providers and their programmes every five years. This considers the extent to which an IVET provider and its programmes meet the predetermined quality standards.

For in-service training programs, the Specialized Committee for Accreditation establishes transferable professional credits based on the category, type and duration of the program, in accordance with OMEdC 4611/2005.

Pre-university teaching staff must accumulate, according to the accreditation methodology, at least 90 transferable professional credits over a period of 5 years. Attending in-service training programs usually results in:
Certificate of professional competency of the teaching staff for in-service training programs with 90 transferable professional credits,
- or
- Certificate of in-service training of the teaching staff for in-service courses/stages with 60 transferable professional credits.

From the institutional point of view, the training for the didactic profession and career implies two big stages:
- **Initial training**, taking place in universities, through programs of psychopedagogical studies. The National Education Law no. 1/2011 provides that a 2 years didactic masters program should be followed, as well as one year of practice in an educational unit, under the coordination of a mentoring teacher, with the purpose of forming the psychopedagogical competency of those who want to develop a teaching career.

- **Continuous training** of didactic personnel realized after obtaining a definitive degree in the educational field, in 5 years time cycles, by following continuous training programs of accredited suppliers (e.g. Teachers’ Centers, universities) and assimilating a number of 90 professional credits.

According to Law no 1/2011 staff working in Lifelong Learning can take the following functions: teacher, auxiliary teacher, trainer, instructor, evaluator, mediator, facilitator of Lifelong Learning, counselor, mentor, facilitator / tutor online, teacher support.

Ministry of National Education together with the Ministry of Labour, Family and Social Protection and Elderly, Ministry of Culture and National Heritage and National Agency for Qualifications, establishes the methodological norms to develop the status and the professional route for staff working in education, approved by Government Decision. Training programs will include specific objectives of Lifelong Learning, such as: pedagogical competencies specific to the age and profile of the beneficiaries learning, skills to use modern information and communication technologies, competencies to facilitate learning in virtual environments, using project based learning and educational portfolios.

**Are there problems of teacher/trainer shortage (data)? If yes, how are they tackled?**

The teaching profession is not attractive for the high level specialists from companies who would need to teach especially in high-level technologies. In these areas it is expected to have shortage. It is expected to have legislative changes in order to allow a better participation in teaching of the specialists from the different fields.

**xiii) Career guidance**

Please describe arrangements for career guidance for students in the course of their postsecondary VET programmes, and for those potentially choosing such programmes.
First regulated by the Law of Education (1995) and now by its current version (National Education Law no. 1/2011), have been established the introduction of counseling centers throughout the educational system. They are functional since 2006 and they are entrusted with coordinating, monitoring, managing and evaluating the activities of school counselors.

The Romanian guidance and counseling system is mainly based on two networks:
- education (university and pre-university levels);
- labour market (state run agencies for employment).

Counseling and guidance are part of the national curriculum, starting with primary school. Main contents: self-awareness, communication and social competences, the management of the learning process, career management and development, life style.

According to the new Law on National Education no.1/2011, lifelong career guidance and counseling represents all services and activities that assist people of any age and at any time to make choices in education, training or work and manage their careers.

Counseling and career guidance for students in the course of their postsecondary VET programmes is carried out by units and educational institutions, training institutions, employment services, and labour / youth services.

In this order, counseling and guidance for students in the course of their postsecondary VET programmes (and for those potentially choosing such programmes), include the following activities: information about career, which refers to all information necessary to plan and keep a job;
- career counseling that helps people clarify their goals and aspirations, understand their own educational profile, to make informed decisions, to be responsible for their actions, to manage their career transition process at different times;
- employment counseling, which helps people to clarify their immediate goals in hiring, learn about the skills necessary to seek / obtain / keep a job.

How are the career guidance professionals prepared and trained for their work?

The Romanian system of information, guidance and counseling services is composed by several networks, centers or services, under the supervision of the Ministry of National Education, and the Ministry of Labour, Family, Social Protection and Elderly. All institutions above are funded by the state budget.

The majority of the staff employed by the specialized institutions of the network providing information, career guidance and counseling services in the education field are psychologists, pedagogues, sociologists and social workers. They are employed in positions such as teacher- psychologyst/pedagogue/sociologist. – according to the article no.247 of National Education Law no.1/2011.

Their basic training is ensured by courses offered by the Faculty of Psychology and Educational Sciences and the Faculty of Sociology and Social Work. Many graduates followed post-graduate training modules (Advanced Studies or Master degrees) specializing in counseling and guidance, psychotherapy, management and school administration.
What career information base is available to students and career counsellors?

Institute of Educational Sciences through its Educational and Vocational Guidance Department was granted the role of methodological authority for the Ministry of Education guidance and counseling network, according to the Order of Ministry of Education no. 3370 (03.09.1998) It undertakes research in the field, designs working tools that meet counselors’ professional needs, organizes short-term information/training programs for counselors working in the information, guidance and counseling network.

The Educational and Vocational Guidance Department within the Institute of Educational Sciences developed the following activities:

- Monitoring system of graduates in the perspective of lifelong counseling;
- Analysis of lifelong counseling needs in Romania and EU;
- Education for social-professional insertion of pupils. Compendium of methods and techniques used in career counseling - aims to indentify the relevant methods for career guidance;
- Counselor training program in pre-university education;
- Develop an effective network between the National Coordination Points in the participating countries and compiling a methodological guide for linking VET qualifications with the European Qualification Framework;
- Virtual Guidance - aims to increase ICT usage among counselors providing guidance, training and skill formation necessary for the provision of such services;
- Euro guidance - aims to promote the European dimension in guidance and counseling and provide information on mobility.

During the period 2011-2013, through the European Social Fund (SOP HRD) there are funded projects aiming at facilitating the insertion of unemployed people on the labour market, including a set of of measures / information database (including for students) aimed at developing individual capacity for searching a job and employment (vocational counselling and guidance, personal motivation, vocational and entrepreneurial skills development), and facilitating the insertion on the labour market (labour mediation, setting up a business, etc.

xiv) Quality assurance

Please describe how quality is assured in postsecondary VET programmes (other than in workplace training).

The Romanian national quality assurance framework in initial vocational education and training (IVET) was introduced through legislation in 2006. The framework includes a set of national quality assurance principles, measures, methodologies and actions including standardised arrangements for assuring the quality of the initial vocational training at both the system and provider level.
This includes setting up a Quality Assurance and Evaluation Committee in each VET school, preparing and implementing a School Action Plan – SAP (a strategic planning document for 2007 – 2013 and yearly operational plans), self assessing the VET school's activity, setting up an improvement plan and revising the SAP accordingly, on an annual basis. The self assessment process implies evaluating the quality assurance of VET programmes on basis of a set of quality descriptors – which refer to different aspects of the general teaching, training and evaluation processes.

The self-evaluation processes require training providers to:

- Plan all their VET activities through a strategic and operational plan. This becomes the School Action Plan 2007 – 2013, which responds to regional and local priorities;
- Internally monitor that the planned activities are completed and includes evaluation of teaching and learning process through lesson observations. This process has to evaluate the school’s difficulties in meeting its objectives, issues arising from teaching and learning, and it identifies appropriate solutions;
- Self-assess their performance based on evidence and produce a self-assessment report;
- Identify revisions and develop an improvement plan, to underpin the next cycle of the operational plan
- Develop a quality manual for the school.

The Entities involved in the Quality Assurance (QA) of the postsecondary VET programs are the following:

- **The Ministry of National Education** - has the overall responsibility for vocational education and training within the formal education system and develops strategies and policies, prepares legislation and manages public education. It also approves curricula, national assessment standards and the school network. The Ministry of Labour, Family, Social Protection and Elderly and its regional branches, the County Labour and Social Protection Directorates, are responsible for the retraining and further training of the labour force. The Romanian National Observatory for Employment and Training (NOET) functions within the Department for Labour Force Programs and Strategies, having a central role in the monitoring and evaluation of the impact of training programs and strategies on the employment;
- **The National Centre for Technical and Vocational Education and Training Development (CNDIPT)** plays a major role in QA and developed the National Quality Assurance Framework (NQAF) for TVET in Romania, based on the Common Quality Assurance Framework (CQAF), and two main instruments for quality assurance at provider level: the Self - assessment Manual, based on the European Guide on Self-assessment for VET providers and the Inspection Manual for external monitoring of TVET providers;
- **The National Group for Quality Assurance (GNAC)**, acting as National QA Reference Point in vocational education and training, was constituted at national level in 2006, in compliance with the recommendations of the European Network for Quality Assurance in VET (ENQA-VET), founded by the European Commission. GNAC is an inter-institutional coordination structure with the role of applying in a coherent way the European and national measures for quality assurance in vocational education and training.
xv) Policy development and initiatives

Please briefly describe how policy in this field has evolved over the last 10 years.

Initial VET is practically in its entirety the responsibility of the state budget, coming under the general heading of education financing. The budget which is administered by the Ministry of National Education has been a major focal point for all legislatures since 1990 as education and training have always been dubbed a national priority. During the last decade or so, expressed as a share of the country’s GDP the education budget generally went up from around 2-3% of the GDP at the beginnings of the 2000s reaching a maximum of almost 6% of the GDP in 2008, the peak year of economic growth and most unfortunately the last one in what we consider a short successive line of growth years. Although much has been therefore spent on education, including in nominal terms as the increase as a relative share of the GDP has come during period when in nominal terms the country's GDP went from a meagre 40 bn. EUR to almost 200 bn. EUR, it is clear that not much of this spending has found its way towards the IVET. This was mainly due to the fact that VET education has not been in much of demand on the Romanian market and this happened as higher education in its various types became ever more accessible for the urban youth while for the rural one, the possibility of migration for employment abroad with the immediate advantages connected to it, far outweighed whatever advantages might have been drawn at home from entering a form of VET-related education. As such it appears clearly that VET has been under-funded although one cannot say that overall allocations for education in general have not been generous given both Romania’s possibilities as well as its multiple priorities. National financing has been supplemented by various other sources especially pre-accession financing in the form of Phare programs and, following Romania's full EU membership in 2007, financing from structural and cohesion instruments.

According to the latest strategic report on the use of EU funds covering the period 2007-2013, more than 200 mil. EUR have been already spent on the various sub-themes under the larger scope of the SOP HRD (the Structural Operational Program Human Resources Development)-the operational program covering assistance for human resources development in Romania, thus including investment in VET and related, for various initiatives directed to the improvement of VET. Quality in VET has received also somewhere in the vicinity of 46% of the specially directed allocation for the period 2007-09. Of course these figures only cover the first two years of the financing period 2007-13, Romania's first major exercise in the use of structural funds, therefore obviously rather weaker in terms of contracts signed and projects starting operation but one has to mention that, amongst all of the operational programs responsible for the administration of EU cohesion and structural instruments in Romania, the SOP HRD has been the most active.

In order to VET policy development for the period 2002 – 2012, Romania experienced a strong economic growth (2002 – 2008) driven by the domestic
demand, while wage growth boosted private consumption and investment. Unfortunately, these favorable economic conditions were not reflected by the labour market participation, the employment rate remaining one of the lowest in the EU (63.3% in 2010 as against 68.6% in the EU average). In this context the national target Europe 2020 regarding employment is to reach an employment rate for the age group 20-64 of 70% in the year 2020, with an intermediary value of 64.7% in 2013.

One of the key actions to attain this target, mentioned in the National Reform Programme 2011-2013 (NRP 2011-2013) is to improve the vocational skills of the workers by reforming the legal framework on adult training and by providing training courses thru the National Training Plan 2011 – 2013 financed by the Unemployment Insurance Budget and continuous vocational training (CVT) programs financed by the European Social Fund (ESF). The main goal of the last one is to improve the flexibility of workers with respect to the new requirements of the labour market and technological developments. The projects dedicated to improve the capacity of service providers for the adult vocational training are also financed by the ESF, on average 1000 CVT suppliers and 600 vocational qualifications are expected to be financed by the end of 2013. Another focus is on increasing the employment quality in rural areas - during 2011-2013 is estimated to be financed the vocational training of 14,287 persons through the European Fund Agriculture and Rural Development.

What developments and initiatives have taken place recently – or are in planning?

The National Reform Programme(2011 – 2013) points out the following measures regarding the teacher / trainer training and the curriculum reform, including also innovative approaches to teaching and assessment:

- Rehabilitation of the infrastructure facilities and improving the endowment of educational units in rural and disadvantaged areas - having as main objective ensuring the proper teaching conditions in the vocational and technical education and in the pre-university education in rural, urban and disadvantaged areas;
- Developing the entrepreneurial spirit of pupils and students; develop a “quality culture” in the pre-university institutions (including postsecondary VET);
- Elaborating school plans and the curriculum in higher professional and technical education based on the requirements of the labour market;
- Investments in teachers’ training.

When the National Framework of Qualifications will be completed, the Classification of Occupations in Romania will be revised and the development of partnerships between the education system and the labour market will be supported, especially by involving social partners in the planning of education and training offers.

Self-assessment: strengths and challenges
A checklist
Do the

programmes on offer reflect labour market needs
sufficiently? There is a general view that National Qualification Framework – which is under implementation - could help address some current needs of the Romanian society and education and training system. There is a lack of coherency in the qualification system (for example: weak link between IVET and CVET); qualifications should better respond to the labour market needs; there is a need for more transparency of learning outcomes and mobility of trainees and labour force. Apart from that, national qualifications have to be understood abroad and linked to EQF.

Is high quality workplace learning sufficiently well-integrated into the programmes on offer? The contract between the VET school, the receiving enterprise and the student include a description of learning objectives and tasks, the length of the work placement, the responsibilities of each of the 3 parties involved (the school, the enterprise and the student), the guidance throughout the whole period by a tutor assigned by the hosting enterprise specifically for the role.

Is there evidence of mismatch between the labour market skills provided by the education system and those required by the labour market? Could postsecondary VET programmes do more to fill the gaps? A SWOT analysis of the CVET presented in Integrated Strategy for the development of human resources reveals a mismatch between qualifications, skills and labour market needs. In this order, postsecondary VET programmes could fill the gaps, after the approval of a National Qualification Framework, linked to EQF. When the National Framework of Qualifications will be completed, the Classification of Occupations in Romania will be revised and the development of partnerships between the education system and the labour market will be supported, especially by involving social partners in the planning of education and training offers.

Are career guidance arrangements adequate? Career guidance arrangements are adequate to counselors, but educational campaign to inform students / adults on the need, opportunities and career guidance benefits have not enough visibility.

Do funding arrangements provide the right incentives for the different stakeholders? According to regulation in force of Ministry of National Education (National Education Law no 1/2011) and Ministry of Labour, Family and Social Protection.
and Elderly (Law no 76/2002, modified through Law no 107/2004 and Law no 580/2004 of unemployment insurance system and stimulation of employment)– it aims the development of the new employment stimulation measures, and the adaptation of their implementation to the current needs of the labour market.

Also, according to the latest strategic report on the use of EU funds covering the period 2007-2013, more than 200 mil. EUR have been already spent on the various sub-themes under the larger scope of the SOP HRD (the Structural Operational Program Human Resources Development)-the operational program covering assistance for human resources development in Romania, thus including investment in VET and related stakeholders, for various initiatives directed to the improvement of VET.

But the involvement of stakeholders requires time: stakeholders themselves need time and space to formulate their positions and views (e.g. sectorial organizations). Stakeholders have to understand the benefits of an NQF for their interests. This will require involvement of a wider range of education and training professionals.

The involvement of stakeholders creates trust in the qualifications system: if involved in development and implementation of an NQF, stakeholders will create ownership of the framework. Furthermore, the involvement of national stakeholders will stimulate international trust in the NQF by making it more credible to external actors.

**Are teachers and trainers in postsecondary VET sufficiently well-prepared, both in terms of pedagogical skills and practical industry experience?**

Regarding the teacher and trainer training and the curriculum reform and innovative approaches to teaching and assessment, National Reform Programme (2011 – 2013) points out the training teachers – aim to improving teacher’s qualifications and practical competences to ensure quality in education.

Exemplifying:

- The opportunity studies elaborated within the projects financed under SOP HRD - for encourage active partnerships between schools and enterprise reveals necessity to involved teacher participation in training courses / practical industry experience;
- in Romanian school education, about 94 % of the workloads of foreign language teachers are represented by only two languages (English and French), a situation which does not respond to the real demand in the labour market but to a practical reversed approach which goes from the available staff towards the creation of workloads that satisfy this “staff” offer. This situation has lead to an increase in the number of private language schools that satisfy the demand not covered by the public system, which contravenes the principle of equal opportunities provided in the Education Law (not all parents can afford paying for “alternative” modern languages for their children). This will lead to a regulation for the establishment and dissolution of departments for modern languages that are underrepresented in a particular area, as well as a motivational framework for decision-makers that would slow down and reverse the current process.
Concerning the disappearance of underrepresented language departments. Some steps have been taken in the previous school year with the introduction of the German language in combinations of two specialities in which competitions for teaching posts can be organized, but this measure alone is not sufficient and does not satisfy the interest of all underrepresented languages.

**Do the programmes grant sufficient access to all those who could benefit?**

Statistics, the educational campaign to inform students / adults on the need, opportunities and career guidance benefits not have enough visibility, even the programmes grant have access to all categories of stakeholders.

**Are employers and unions sufficiently engaged, nationally, locally and sectorally, in the planning and delivery of provision?**

In the year 2011, according to the commitments undertaken by Romania under the *Stand-by arrangement concluded with International Monetary Found*, in order to render more flexible the system of collective labour agreement and to strengthen the social dialogue, the *Social Dialogue Law* have been promoted. The law bring together both regulations regarding the organization and the functioning of the trade unions and employers’ organizations, and the Economic and Social Council, and those related to the negotiations of the collective labour agreements, rendering more flexible the system of wage setting and the settlement of labour disputes. This way it is indented to extend the dialogue structures at the regional level to a better management of the problems, to increase the autonomy of the social partners in the negotiation process and to remove the rigidities existing in the labour relations and in the wage setting in the private sector.

**Are data regularly used by stakeholders to evaluate programmes?**

According to National Education Law no.1/2011, the development of the National Register of Qualifications reflects an important information database for the labour market and the development of methodologies based on common principles for initial and continuous education and formal or non-formal contexts of acquisition, especially for postsecondary education (including VET programmes).

Also, stakeholders can regularly used information data provided by the National Institute of Statistics of Romania to evaluate the effects of implemented programs / projects.

**Self-assessment in summary**

What in your view are the most important strengths of the post-secondary VET system? Are there examples of particularly good practice or innovative approaches worth sharing with other countries?

Most important strengths of VET system, including postsecondary VET have been specified in the National Training Plan for 2011-2013: improving the
vocational skills of the workers, in order to adapt it to the legal provisions on the education system (Law No. 1/2011). Another action line focuses on increasing the quality of employment of persons living in the rural area, youth and women. In order to increase the employment quality in rural area, Romania finances the vocational training, business set up by young people, and micro-enterprises set up by persons living in rural area. During 2011-2013, the European Agriculture Fund for Rural Development finances the vocational training of 14,287 persons, investments carried out by 8,766 young farmers, and the creation of approximately 20,000 new jobs.

In the Integrated Strategy for the development of human resources from the LLL perspective 2009-2020 are included the following actions:
- Development of institutional and legislative framework favorable for equal access to training and labor market;
- Training people that are socially excluded or at risk of exclusion;
- Training of staff working with vulnerable groups.

Can be mentioned several initiatives of social partners which are examples of good practice:
- The MATRA project "significant agreements" trade unions from machine building affiliated to CNSLR-FRATIA and NBS established centers of expertise in training with bipartite leadership, first in naval and aviation sectors;
- Constructor's Social House (CASOC), a non-profit organization, operates and is financed in a bipartite system, trade unions and employers in the construction industry, providing training to the employees in these sectors, through the "House of Jobs (Crafts)";
- The Foundation Port of Constanta was established as a result of a collaboration between the National Federation of Trade Unions from Romania and dockworkers union from Denmark. Initially received support from the Danish Government and currently is an example of cooperation between trade unions and employers for training port workers;
- ETF project "Support for the active involvement of social partners to strengthen sectoral committees' members contribute to the training of sectoral committees members in the field of engineering and food industry.

What are the main challenges confronting the post-secondary VET systems?
Although Romania is one of Europe’s best endowed countries in terms of agricultural resources, still this sector’s contribution to GDP formation remains to date dismal. Harnessing the potential of agriculture and turning it from a static, comparative advantage into a dynamic competitive one remains one of the challenges of the decade to come. Standing up to this challenge and capitalizing the progresses made during the last two years in the use of the EU’s most powerful of common policies, will mean for Romania a genuine possibility not only to increase its economic base but also to sort out a host of inequalities and bring them into the formal labour market those small farms workers,
largely women, toiling in subsistence or semi-subistence farms.

As a member state, Romania has now the opportunity to enhance its own national effort of development by tapping into the common pool of resources made available by the Union in the form of its structural and cohesion instruments.

In this respect, in Romania postsecondary VET system is confronting to challenges of use the renewable energy, in area of shale gas exploitation, new perimeter exploitation of hydrocarbons in the Black Sea which require technicians (for maintenance and exploration in this area).

The training of teachers in order to provide training in high-level technologies is another challenge. In this field the cooperation with companies is extremely necessary.

What lines of policy development are needed?

On 24/25 March 2011 Romania attended the European Council Meeting and joined the Euro Plus Pact. The key objectives regarding VET and LLL on which Romania has undertaken firm political commitments are:

- Drafting of the national Lifelong Learning Strategy;
- Drafting the reference curricula framework focused on skill upgrading;
- Strengthening social dialogue and rendering flexible the system of collective labour agreements;
- Amending and completing the legal framework on the unemployment insurance, social system and employment stimulation;
- Amending and completing the law no. 279/2005 on apprenticeship at work;
- Reform of the legal framework and adult professional training;
- Implementation of the simplified EU framework for the recognition of professional qualifications, in terms of reciprocity conditions, between Member States.

In order to improve the quality and relevance of the vocational training for the labour market, work is in progress the National Qualifications Framework which will integrate the skills that can be achieved regardless of the way by which they have been achieved by an individual.

Once that National Framework of Qualifications will be completed, the Classification of Occupations in Romania will be revised and the development of partnerships between the education system and the labour market will be supported, especially by involving social partners in the planning of education and training offers.

Synthesizing, important lines needs to be implemented in perspective of Romanian VET policy development:

- Integrating qualifications from post-high schools in career pathways and the recognition of learning in universities (using ECVET and ECTS);
- Integrating specialists from companies in training and attractive ways to integrate students in the labor market.