



# Developments in vocational education and training policy in 2015–19

## ROMANIA



Cedefop monitoring of vocational education and training policies and systems

Progress towards the medium-term deliverables  
of the Riga conclusions

**Country chapter**

**ROMANIA**

Developments in vocational education and training policy  
in 2015-19

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# Introduction

In June 2015, the ministers in charge of vocational education and training in the EU Member States, the candidate countries and the European Economic Area countries, convened in Riga, agreed on objectives for vocational education and training (VET) policies for 2015-20 <sup>(1)</sup>.

Cedefop has been entrusted with monitoring the countries' policies implemented towards reaching these objectives.

This country chapter is part of the monitoring process. It was drafted based on input from the national ReferNet team. It presents an overview of the major policy developments that have taken place in the country in 2015-19, in the areas covered by the Riga medium-term deliverables (MTDs).

The country chapter is structured as follows:

- (a) the introductory section Aspects of vocational education and training context in 2015 briefly sketches the VET context in the country in 2015, highlighting selected figures and major policy initiatives that were just being adopted or started at that time. This introductory section is targeted at setting a baseline to put in perspective the policy choices and developments that have taken place since the beginning of the Riga cycle;
- (b) five thematic chapters then follow, devoted to the five respective MTDs outlined in the Riga conclusions. Each thematic chapter also begins with a 2015 baseline, more specifically addressing the MTD-related topics. The baseline is followed by the presentation of the major policy developments in the MTD since 2015;
- (c) the country chapter ends with a conclusion summarising the main lines of the 2015-19 policy developments and highlighting possible priorities for the future.

This country chapter is part of the information which the European Commission used to prepare the European Semester exercises <sup>(2)</sup> in 2017-19. The chapter also informs the work of Cedefop and the European Training Foundation (ETF) in preparing a joint monitoring report on the implementation of

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<sup>(1)</sup> *Riga conclusions 2015 on a new set of medium-term deliverables in the field of VET for the period 2015-20, as a result of the review of short-term deliverables defined in the 2010 Bruges communiqué:*

[https://www.izm.gov.lv/images/RigaConclusions\\_2015.pdf](https://www.izm.gov.lv/images/RigaConclusions_2015.pdf)

<sup>(2)</sup> European Semester: [https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester\\_en](https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester_en)

the Riga conclusions. Both the joint report and the country chapter are aimed at informing the work of EU Member States' Directors General for Vocational Training (DGVTS) and Advisory Committee for Vocational Training (ACVT) on taking stock of the outcomes of the Riga conclusions and preparing the next steps for the EU VET policy for the next few years.

## Aspects of vocational education and training context in 2015

At the beginning of the reporting period, the proportion of upper secondary students enrolled in vocational education and training (VET) programmes in Romania was above the EU average: 60% in 2013 (European Commission, 2015) against 48.9% in the EU; 57.2% in 2014 compared to 48% in the EU (Cedefop, 2017a, p. 117); 56% in 2015 compared to 47% in the EU <sup>(3)</sup>. However, the employment rate of recent VET graduates was low: 62.4% in 2015 (European Commission, 2016), compared to the EU average of 73%. Adult participation in lifelong learning was also low: 1.5% in 2014 (European Commission, 2015) and 1.3% in 2015 compared to 10.7% on average in the EU in both years (Cedefop, 2017a, p. 117) (Table 1).

VET in the country face the challenges of improving the labour market relevance of programmes, reducing drop-out in high schools, re-engaging early leavers, improving quality assurance, increasing the quality of teaching staff, and boosting adult participation in lifelong learning. Steps were being taken to reinforce VET and apprenticeship. In 2013, the initial vocational education and training (IVET) system had been reformed, restructuring programmes over three years and introducing agreements with companies for organising work-based learning as well as subsidies for companies involved in apprenticeship and opportunities for student progression to higher VET. The apprenticeship system was also reformed in 2013-14. A proposal for a two-year dual system was being submitted to Parliament in December 2014. A new strategic framework for VET was being prepared, aiming to strengthen social partners' and companies' involvement, and to bring VET closer to labour market needs.

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<sup>(3)</sup> Eurostat, data for 2015.



Table 1. **Framework data: score on VET indicators in Romania and in the EU: 2010-15**

Indicator label	2010		2015 (*)			Trend in 2011-15 (per year)		
	RO <sup>f</sup>	EU <sup>f</sup>	Yr	RO <sup>f</sup>	EU <sup>f</sup>	Range	RO	EU
<b>Access, attractiveness and flexibility</b>								
IVET students as % of all upper secondary students	A	A	'14	57.2 <sup>b</sup>	48.0 <sup>b</sup> <sub>E1</sub>	'13-'14	-2.8	-0.9
IVET work-based students as % of all upper secondary IVET	A	A	'14	<sup>b</sup>	34.0 <sup>b</sup> <sub>E2</sub>			
IVET students with direct access to tertiary education as % of all upper secondary IVET			'14	94.2	69.2 <sup>E3</sup>	'13-'14	-1.9	-1.4
Employees participating in CVT courses (%)	18.0	38.0 <sup>e</sup>	'10	18.0	38.0 <sup>e</sup>			
Employees participating in on-the-job training (%)	10.0	20.0 <sup>e</sup>	'10	10.0	20.0 <sup>e</sup>			
Adults in lifelong learning (%)	1.4		'15	1.3	10.7 <sup>b</sup>	'13-'15	▾ -0.3	→ 0.0
Enterprises providing training (%)	24.0	66.0 <sup>e</sup>	'10	24.0	66.0 <sup>e</sup>			
Female IVET students as % of all female upper secondary students	A	A	'14	48.8 <sup>b</sup>	42.7 <sup>b</sup> <sub>E1</sub>	'13-'14	-2.7	-1.0
Employees of small firms participating in CVT courses (%)	6.0	25.0 <sup>e</sup>	'10	6.0	25.0 <sup>e</sup>			
Young VET graduates in further education and training (%)			'15	44.6 <sup>b</sup>	33.0 <sup>b</sup>	'14-'15	-3.5	-0.3
Older adults in lifelong learning (%)		5.3	'15	0.3	6.9	'11-'15	→ 0.0	▴ 0.5
Low-educated adults in lifelong learning (%)			'15	0.3 <sup>u</sup> <sub>C</sub>	4.3 <sup>b</sup> <sub>C</sub>	'13-'14	-0.1	0.0
Unemployed adults in lifelong learning (%)			'15	2.1 <sup>u</sup>	9.5 <sup>b</sup>			
Individuals who wanted to participate in training but did not (%)	<sup>u</sup> <sub>B</sub>	9.5 <sup>e</sup> <sub>B</sub>	'11	<sup>u</sup>	9.5 <sup>e</sup>			
Job-related non-formal education and training (%)	81.7 <sup>B</sup>	80.2 <sup>e</sup> <sub>B</sub>	'11	81.7	80.2 <sup>e</sup>			
<b>Skill development and labour market relevance</b>								
IVET public expenditure (% of GDP)			'13	0.05 <sup>b</sup>	0.56 <sup>b</sup> <sub>E4</sub>	'12-'13	0.01	-0.03
IVET public expenditure per student (1 000 PPS units)			'13	0.3 <sup>b</sup>	6.4 <sup>b</sup> <sub>E5</sub>	'12-'13	0.1	0.0
Enterprise expenditure on CVT courses as % of total labour cost	0.4	0.8 <sup>e</sup>	'10	0.4	0.8 <sup>e</sup>			
Average number of foreign languages learned in IVET			'14	2.0 <sup>b</sup>	1.0 <sup>b</sup> <sub>E6</sub>	'13-'14	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	A	A	'14	43.1 <sup>b</sup>	30.0 <sup>b</sup> <sub>E7</sub>	'13-'14	-4.5	-0.4
Short-cycle VET graduates as % of first-time tertiary education graduates			'14	0.0 <sup>z</sup>	9.3 <sup>E8</sup>	'13-'14	0.0	0.4
Innovative enterprises with supportive training practices (%)	36.3	41.5 <sup>E9</sup>	'12	24.6	41.6 <sup>E9</sup>	'10-'12	-5.9	0.0
Employment rate for IVET graduates (20- to 34-year-olds)			'15	75.6 <sup>b</sup>	77.2 <sup>b</sup>	'14-'15	-1.9	0.3
Employment premium for IVET graduates (over general stream)			'15	6.9 <sup>b</sup>	5.3 <sup>b</sup>	'14-'15	-0.4	-1.0

Indicator label	2010		2015 (*)			Trend in 2011-15 (per year)		
	RO <sup>f</sup>	EU <sup>f</sup>	Yr	RO <sup>f</sup>	EU <sup>f</sup>	Range	RO	EU
Employment premium for IVET graduates (over low-educated)			'15	16.4 <sup>b</sup>	23.7 <sup>b</sup>	'14-'15	▪ -1.7	▪ -0.1
Workers helped to improve their work by training (%)			'15	91.8	83.7			
Workers with skills matched to their duties (%)	40.4	55.2	'15	50.4	57.3	'10-'15	▪ 2.0	▪ 0.4
<b>Overall transitions and labour market trends</b>								
Early leavers from education and training (%)	19.3	13.9	'15	19.1 <sup>c</sup>	11.0 <sup>c</sup>	'10-'15	→ 0.0	↘ -0.6
30- to 34-year-olds with tertiary attainment (%)	18.3	33.8	'15	25.6 <sup>c</sup>	38.7 <sup>c</sup>	'10-'15	↗ 1.5	↗ 1.0
NEET rate for 18- to 24-year-olds (%)	20.7	16.6	'15	22.6	15.8	'10-'15	↗ 0.3	↘ -0.1
Unemployment rate for 20- to 34-year-olds (%)	10.6	13.1	'15	10.3	12.9	'10-'15	→ 0.0	↗ 0.1
Employment rate of recent graduates (%)	71.2	77.4	'15	68.1 <sup>c</sup>	76.9 <sup>c</sup>	'10-'15	↘ -0.9	↘ -0.2
Adults with lower level of educational attainment (%)	26.1	27.3	'15	25.0 <sup>c</sup>	23.5 <sup>c</sup>	'10-'15	→ 0.0	↘ -0.8
Employment rate for 20- to 64-year-olds (%)	64.8	68.6	'15	66.0	70.0	'10-'15	↗ 0.3	↗ 0.3
Employment rate for 20- to 64-year-olds with lower level of educational attainment (%)	55.3	53.4	'15	53.3 <sup>c</sup>	52.6 <sup>c</sup>	'10-'15	→ 0.0	↘ -0.2
Medium/high-qualified employment in 2020 (% of total)			'16	77.4 <sup>d</sup>	82.8 <sup>d</sup>			

- (\*) The data in this column are the data available in 2016. Where 2015 data were not available, data from previous years were used
- (<sup>A</sup>) UOE (UNESCO OECD Eurostat) back reconstruction of 2010 values based on ISCED (international standard classification of education) 2011 not yet available.
- (<sup>B</sup>) AES (adult education survey) 2011, used as proxy for 2010 baseline.
- (<sup>C</sup>) 2014 b flags in Eurostat online tables ignored on the basis of other relevant Eurostat metadata.
- (<sup>D</sup>) Forecast made in 2016.
- (<sup>E1</sup>) Based on 28 countries; partial information for NL.
- (<sup>E2</sup>) Based on 25 countries (missing: ES, PL, RO); partial information for NL.
- (<sup>E3</sup>) Based on 27 countries (missing: NL); partial information for EL, IT.
- (<sup>E4</sup>) Based on 19 countries (missing: BE, DK, IE, EL, FR, HR, IT, PT, SK).
- (<sup>E5</sup>) Based on 21 countries (missing: DK, IE, EL, FR, HR, IT, PT).
- (<sup>E6</sup>) Partial information for NL.
- (<sup>E7</sup>) Based on 25 countries (missing: HR, IT, UK).
- (<sup>E8</sup>) Based on 23 countries (missing: BE, IE, FR, CY, UK).
- (<sup>E9</sup>) Based on 22 countries (missing: DE, IE, EL, NL, SI, UK).
- (<sup>b</sup>) Break after 2010, therefore baseline data not included.
- (<sup>u</sup>) Eurostat: 'low reliability'.
- (<sup>z</sup>) Eurostat: 'not applicable'.
- (<sup>e</sup>) Eurostat: 'estimated'.

NB: EU refers to EU-28, unless otherwise specified. Arrows ↗ or ↘ signal a positive or negative trend based on more than two data points and of magnitude 0.1 per year or more. Trends based on more than two data points but of smaller magnitude are indicated by →; trends based on two points only are marked ▪. Trends are estimated by means of regression models.

Source: Cedefop, 2017a, p. 117.

## CHAPTER 1.

# MTD 1 – All forms of work-based learning with special attention to apprenticeships

### 1.1. Baseline 2015

IVET programmes were available at upper- and post-secondary and managed centrally by the Education Ministry. In upper-secondary VET, work-based learning is compulsory. Its share varies depending of the type and year of studies of the programme, from 10-20% in four-year vocational programmes in military, theology, sports, arts and pedagogy study fields (EQF level 4) to 16-30% in four-year technological programmes (EQF level 4) that offer graduates upper secondary school-leaving diploma and the EQF level 4 'technician' qualification in services, natural resources, environmental protection and technical study fields. Those having completed two years in the technological stream may continue to an optional 720-hour workplace learning programme to acquire an EQF level 3 VET qualification. To improve VET school provision, a two-year work-based programme was introduced in secondary education in 2012-13. The work-based learning component was organised by companies, with approximately 30% of the work-based part carried out in the workplace. In 2013, the programme duration was extended to three years. The programme led to a VET qualification at EQF level 3. It required a contract between the student, the school and the company.

The 2005 apprenticeship Act <sup>(4)</sup> defined apprenticeships as a special type of labour contract with a company, which should provide work, practical and theoretical training at the workplace. The law was updated in 2013 and the updated provisions put in place in 2014. They aimed to ensure additional funding for employers <sup>(5)</sup>, quality of the training offer (accreditation of training providers), and nationally recognised qualifications for learners (qualifications at EQF level 1 to 3, according to the duration completed, 12 to 36 months) <sup>(6)</sup>.

At the beginning of the reporting period attractiveness of apprenticeship was low despite existing policies in place, supporting measures as part of the YG

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<sup>(4)</sup> Law No 279 of 2005, Ministry of Labour.

<sup>(5)</sup> Apart from funds available from the unemployment insurance fund, employers having a contract with the Public employment service receive a subsidy (a monthly sum of EUR 250).

<sup>(6)</sup> The update of the apprentice law in 2018, allows for six months-apprentice programmes at EQF level 1 to be organised. However, the programmes are not yet available.

implementation plan 2014-15 and additional funding from the operational programme human capital 2014-20. Conclusions from an impact assessment project run between August 2014 and September 2015 revealed the need for more flexibility (shorter apprenticeship programmes) and increased financial incentives for employers <sup>(7)</sup>. Another challenge was to change the mentality of learners / parents toward VET and foster (youth) entrepreneurship <sup>(8)</sup>.

## 1.2. Policy priorities for 2016-20

Romania assigned a high priority on work-based learning and apprenticeship compared to the other MTDs agreed in the Riga conclusions. For 2016-20, the country's priorities in this area, as set by the Director General for vocational education and training (DGVV), are to:

- (a) strengthen and support the apprenticeship system by reinforcing the link between VET and occupation;
- (b) increase the attractiveness of apprenticeship contracts and improve the image of apprenticeship;
- (c) improve the relevance of work-based learning and training programmes for employees and jobseekers;
- (d) upgrade work-based learning elements in school-based VET programmes;
- (e) improve the quality of work-based learning in IVET;
- (f) improve the accountability of employers/companies in work-based learning in IVET;
- (g) improve financing mechanisms for public/private partnerships for work-based learning.

## 1.3. Main actions taken in 2015-19

### 1.3.1. The 2015-20 lifelong learning strategy

The strategy was adopted in 2015 <sup>(9)</sup>. It addresses the need for strengthening partnerships between VET providers and enterprises in order to increase the quality and labour market relevance of VET. Measures support the take up of

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<sup>(7)</sup> Cerkez, E.B.; Stroie, D.C.; Vladut, Z.E. (2016). *Vocational education and training in Europe – Romania*. Cedefop ReferNet VET in Europe reports, page 38.

<sup>(8)</sup> Cedefop (2014). *DGVV survey on progress towards the Bruges objectives and future priorities* [unpublished].

<sup>(9)</sup> Government decision No 418/2015.

apprenticeship contracts for people with low qualifications, with a target set at 125 000 contracts by 2020. Financial incentives (subsidies) are set to stimulate employers to engage in apprenticeship programmes <sup>(10)</sup>, internships and job placements.

### **1.3.2. The 2016-20 VET strategy**

The strategy for education and vocational training in Romania for 2016-20 <sup>(11)</sup> was adopted in 2016 and has four strategic objectives:

- (a) fostering the labour market relevance of VET;
- (b) improving participation and facilitating access to VET programmes;
- (c) improving VET quality;
- (d) fostering innovation and cooperation in VET.

Its aims include introducing a dual system in initial VET and developing a quality assurance mechanism for work-based learning. An action plan for the implementation of the strategy has been adopted on an annual basis providing for the creation of partnerships with companies, adapting curricula and training programmes to sectoral needs, increasing financial resources to support work-based learning, and assessment of learning outcomes. The strategy will be supported by an ESF-funded project developed by the National Centre for TVET Development.

### **1.3.3. Introduction of a dual system in initial VET**

An amendment to the education Law endorsed in November 2016 <sup>(12)</sup> introduced a dual system in initial VET for qualifications at EQF/ROQF (Romanian national qualifications framework) levels 3, 4 and 5. Implementing legislation <sup>(13)</sup> and general methodology <sup>(14)</sup> for setting dual VET programmes have been set out. Dual VET programmes are organised at the request of employers. A partnership contract is established between the economic operator (company or consortium),

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<sup>(10)</sup> In 2017, the Apprenticeship Act was amended to stimulate employers to conclude apprenticeship contracts.

<sup>(11)</sup> Approved by Governmental Decision No 317 on 27 April 2016.  
<https://edu.ro/strategia-educa%C5%A3iei-%C5%9Fi-form%C4%83rii-profesionale-din-rom%C3%A2nia>

<sup>(12)</sup> The government emergency Ordinance No 81/2016 on 23 November 2016, amending the Law of national education No 1/2011.  
<http://www.monitoruljuridic.ro/act/ordonan-de-urgen-nr-81-din-16-noiembrie-2016-privind-modificarea-i-completarea-legii-educa-iei-na-ionale-nr-1-2011-emitent-183883.html>

<sup>(13)</sup> Order of the Ministry of National Education No 3554/2017.

<sup>(14)</sup> Order of the Ministry of National Education No 3556/2017.

the school, and local authorities <sup>(15)</sup>, detailing roles and responsibilities. The number of training places is set annually, based on company request. The economic operator is involved in decision-making at school level <sup>(16)</sup>. Schools establish admission requirements in collaboration with the company/partner companies. A training contract is signed between the company, the school and the learner (or legal representative). Implementation of dual VET programmes started in the 2017-18 school year <sup>(17)</sup> for qualifications at EQF level 3. In December 2016, tax incentives (deductions) for businesses involved in dual VET were introduced <sup>(18)</sup>. Partnership agreements between the Ministry of Education, the Chamber of Commerce and Industry of Romania and the general union of Romanian industries have been concluded to support the process. The National Centre for TVET Development has run campaigns to attract both learners and companies in initial dual VET for the 2018/19 <sup>(19)</sup> and the 2019/20 school years. The National Authority for Initial Training in Dual System was established by Government order <sup>(20)</sup> in June 2018 to support the policies in this field. The authority is operational since January 2019. Despite expansion plans, dual VET is still provided only in VET at EQF level 3. The share of learners in dual VET was still low: 1.5% of the total VET population enrolled at upper secondary level in 2017/18 (Cedefop, 2019).

#### **1.3.4. Promotional actions in support to practical training**

The Ministry of Education declared 2017 The Year of promoting initial VET in Romania. Activities included:

- (a) JOBS' Week meetings, organised in each gymnasium school, to inform students about initial VET in general and the dual VET programmes in

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<sup>(15)</sup> Local authorities may vary depending on the administrative geographic area: a city hall, a county or a region.

<sup>(16)</sup> Economic operators have equal participation with school representatives in the activities of the school council administration board.

<sup>(17)</sup> In the 2017-18 school year, over 2 500 students were enrolled in the first year of dual VET at EQF level 3 (Cedefop Refernet, 2018a).

<sup>(18)</sup> Complementary regulation following the amendment of the education Law, emergency Ordinance No 84/2016 amending the fiscal code:  
<http://www.monitoruljuridic.ro/act/ordonan-de-urgen-nr-84-din-16-noiembrie-2016-pentru-modificarea-i-completarea-unor-acte-normative-din-domeniul-financiar-fiscal-emitent-184310.html>

<sup>(19)</sup> Cedefop ReferNet Romania (2018b). *Initial dual VET*. National news on VET; 29.3.2018. <http://www.cedefop.europa.eu/da/news-and-press/news/romania-start-dual-based-initial-vet>

<sup>(20)</sup> Government Emergency Order (OUG) 59/28.06.2018 establishing the National Authority for Initial Training in Dual System.

particular (admission requirements, benefits of the pathway, possibilities to continue to further education);

- (b) meetings organised at each county level, with key stakeholders (students, parents teachers, labour market representatives, local authorities representatives), to inform them about the current developments and the advantages of the dual VET system;
- (c) career counselling for students in the last year of their VET programmes;
- (d) skills competitions.

## CHAPTER 2.

# MTD 2 – Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops to IVET and CVET

### 2.1. Baseline 2015

A quality assurance national reference point (QANRP) was set up in 2006 covering IVET, continuing vocational education and training (CVET)/adult learning, non-formal and informal learning. Quality standards for IVET providers are required by legislation and used as a condition for accreditation. Standards and guidelines are also used to promote a self-improvement culture. In 2006, legislation introduced a national quality assurance framework; a strategy to revise it and to improve quality assurance in initial VET, according to the latest EU and national developments, was devised in 2013. It includes methodology for external and internal evaluation. Annual self-assessment and reports are required to all IVET schools officially registered in the education and training national system. By 2015 most IVET providers had developed successful quality assurance approaches in line with the national framework. Those lagging behind were supported by inter-institutional assistance networks of IVET providers for peer learning and staff training. The national authority for qualifications has implemented a strategic ESF project aiming at developing a national quality assurance system in CVET, in line with the European quality assurance in vocational education and training (EQAVET) recommendation. In 2015 CVET providers were carrying out self-assessment on their own initiative.

Romania did not have in 2015 a structured approach to graduate tracking at national level. Measures existed in most counties and not necessarily on a regular basis. Regional projects aiming to collect data on IVET graduate transition from VET to work, information on employability, on use of acquired skills at the workplace and job satisfaction were carried out by school inspectorates in most counties. Data were collected for 49 000 graduates. Company and VET graduate surveys were also used by training providers (in partnership with social partners) to adapt training. Tracer studies one year after graduation have their results analysed at national level to inform qualification and training programme design and learning process/methods. The 2011 education



Act and subsequent specific regulation provide the legal framework to use and combine data on learning, labour market entry and career for VET governance.

The National Centre for the Development of VET has developed through an ESF funded project an in-depth system for the forecasting of the demand for skills for VET students. The methodology developed by the National Labour Research Institute in cooperation with CEDEFOP produced detailed forecasts of likely developments up to 2025 down to the level of individual occupations. Forecasts were also disaggregated at the level of development regions (EEPO, 2015).

## 2.2. Quality assurance mechanisms in line with EQAVET in 2015-19

Romania assigned a medium priority to work related to quality assurance for the reporting period. The country's priorities in this matter for 2016-20, as set by the Director General for Vocational Education and Training, are to:

- (a) promote a quality culture in adult learning/CVET with emphasis on apprenticeship;
- (b) improve the quality of learning outcomes certification in IVET;
- (c) improve quality assurance in VET at system level.

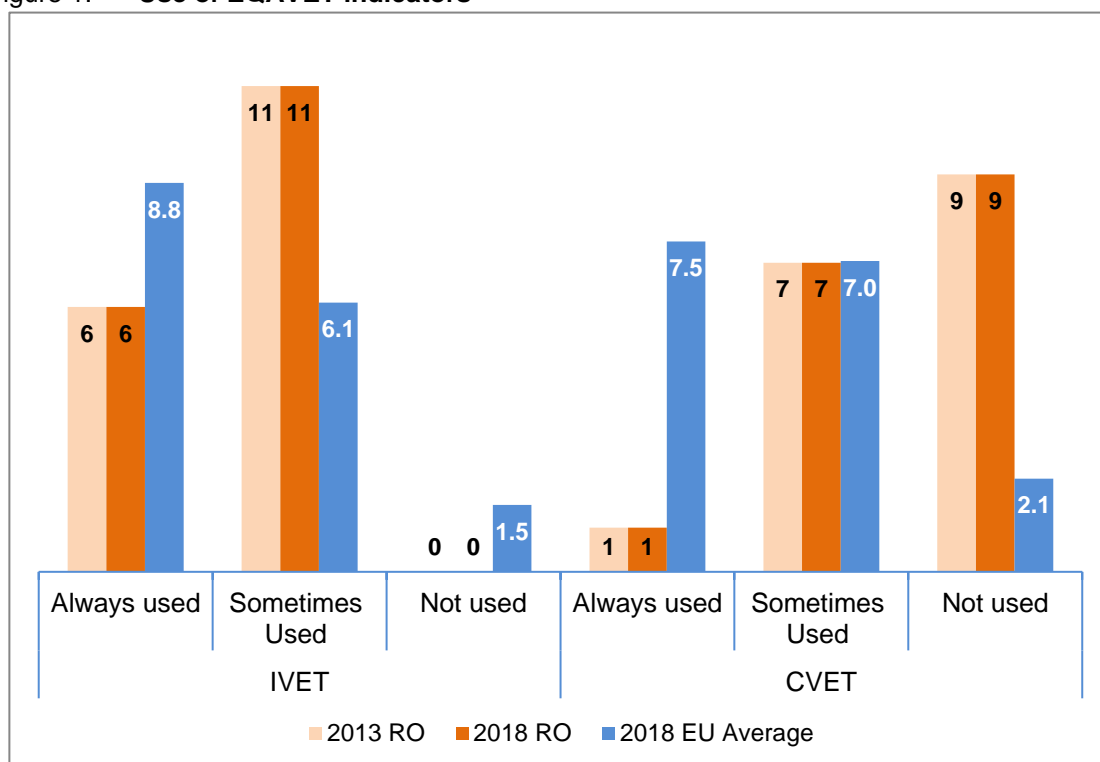
Between 2013 and 2016, the training standards for IVET (131 initial VET qualifications at EQF level 3 and 69 qualifications at level 4) were revised and in 2016 the revised standards were approved by Ministerial Order (see also 4.2). Implementation of the revised curricula for the ninth and tenth grade of vocational school and technological school started in the 2016/17 school year and continued in 2017/18. Implementation includes learning-outcomes-based assessment at the workplace for EQF level 3 professional qualifications in line with the training standards and developed in cooperation with representatives of companies. Curricula for the 11th and 12th grades were revised in 2017 and approved in 2018.

The QANRP used *Erasmus+* funding in the reporting period to raise public awareness of VET, to support implementation of EQAVET at national level, and to strengthen cooperation with other QANRPs in Europe via peer learning activities. In 2017, an international study visit on developing a mechanism for quality assurance of work-based-learning was organised in Romania for the representatives of the QANRPs from Greece, Italy, Netherlands and Finland.

The draft methodology for quality assurance approach for CVET <sup>(21)</sup> was in the process of public consultation in late December 2018 and is still under analysis and development.

The situation concerning the systematic use of EQAVET indicators to monitor the VET system ('always used' item in Figure 1) has remained unchanged compared to 2013. Romania was below the EU average in IVET and CVET in 2018. The EQAVET indicators, which are systematically used in IVET, include the share of providers applying internal quality assurance systems and those accredited data on participation and completion rates as well as on mechanisms to identify training needs in the workplace.

Figure 1. **Use of EQAVET indicators**



NB: Of the 17 indicators suggested by the 2009 EQAVET recommendation, six were 'always used' in IVET in 2013 and 218 in Romania, compared to 8.8 in the EU on average in 2018.

EU average was calculated based on available information for 31 out of 35 VET systems.

Source: Cedefop calculations based on EQAVET Secretariat surveys for 2013 and 2018 data.

<sup>(21)</sup> See the document [here](#).

### 2.3. Continuous information and feedback loops in initial VET in 2015-19

For 2016-20, the country's priorities in this matter, as set by the Director General for Vocational Education and Training, are to:

- (a) support the quality assurance mechanism for IVET provision;
- (b) support school cooperation structures aiming to improve quality assurance at provider level.

The strategy for education and vocational training in Romania for 2016-20 was approved in 2016 (Section **Error! Reference source not found.**). Among its main priorities is to develop a national monitoring mechanism on labour market insertion of IVET graduates and the mechanisms for anticipating skills required by the labour market, to review qualifications, and update training programmes and curricula. The implementation of the strategy will be supported by an ESF-funded project developed by the National Centre for TVET Development.

## CHAPTER 3.

# MTD 3 – Access to VET and qualifications for all through more flexible/permeable systems, guidance and validation of non-formal and informal learning

### 3.1. Baseline 2015

At the beginning of the reporting period, Romania's early school leaving rate remained well above the EU average while adult participation in lifelong learning remained far below <sup>(22)</sup> the EU average <sup>(23)</sup>. The main objective at the time was to implement the national strategy <sup>(24)</sup> to reduce early school leaving which had increased since 2013 reaching 18.1% in 2014. Also, the drop-out rate in VET high schools was twice as high compared to general upper secondary education in 2012. Another objective was to boost adult participation in lifelong learning.

VET was part of the first two years of upper secondary level. A new three-year VET track in compulsory education was introduced in the school year 2014/15, offering lower secondary graduates an alternative qualification path with work-based learning opportunities. So far, 'higher VET programmes' have been offered only by initial VET schools at post-secondary level and have included work-based learning <sup>(25)</sup>.

Youth Guarantee programmes were introduced in 2014, offering a range of activities including training programs/and second chance education, providing free information and professional counselling by the PES.

Government decision on the approval of a learning outcomes-based national qualifications framework (NQF) for lifelong learning – the Romanian national qualifications framework (ROQF) – was adopted in autumn 2013 <sup>(26)</sup>. The ROQF was referenced to EQF in mid-2014. HE framework has already been linked to

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<sup>(22)</sup> 1.5 % in 2014 and 1.3 % in 2015 compared to 10.7 % on average in the EU in both years

<sup>(23)</sup> European Commission, *Education and training monitor 2015 – Romania*, page 3.

<sup>(24)</sup> Adopted in June 2015.

<sup>(25)</sup> European Commission, *Education and Training Monitor 2015 – Romania*, page 9.

<sup>(26)</sup> Government Decision No 918/2013 regarding the approval of the NQF, modified by Government Decision 567/2015.

[http://www.isjcta.ro/wp-content/uploads/2013/06/H.G.918\\_2013.pdf](http://www.isjcta.ro/wp-content/uploads/2013/06/H.G.918_2013.pdf)

[https://gov.ro/fisiere/subpagini\\_fisiere/NF\\_HG\\_567-2015.pdf](https://gov.ro/fisiere/subpagini_fisiere/NF_HG_567-2015.pdf)

QF-EHEA. An amendment to the 2013 government decision for the approval of the NQF was published in July 2015 <sup>(27)</sup> to clarify correspondence between the NQF/EQF levels, the issued qualifications and the type of education and training programmes that lead to qualifications at each level, as well as the access requirements for each NQF level.

The 2011 Law on National Education <sup>(28)</sup> promoted the importance of lifelong learning with a special focus on the validation of non-formal learning and lifelong learning counselling. A new platform ('learn for yourself') was developed (2013) to help unemployed adults identify new training opportunities and promote recognition of skills developed in NFIL learning <sup>(29)</sup>. The National strategy for lifelong learning (2015-20), adopted by the government in 2015 <sup>(30)</sup>, provided the foundation for developing validation mechanisms, addressing issues related to financial incentives and counselling <sup>(31)</sup>.

A new strategic framework for VET had been developed and was in the approval process (Section 1.3.2). The main objectives of the VET strategy, were to make VET programmes more relevant to the labour market and improve the quality of VET.

At the beginning of the reporting period efforts were made towards introducing VET into tertiary level education, reinforcing the Romanian national qualifications framework and the validation system. However, supporting guidance and taking systematic action to implement the national strategy on early school leaving was needed.

### 3.2. Policy priorities for 2016-20

The country's priorities in this area for 2016-20, as set by the Director General for vocational education and training, are two-fold:

(a) for young people:

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<sup>(27)</sup> Government Decision No 567/2015 amending Government Decision No 918/2013 regarding the approval of the NQF.

[https://gov.ro/fisiere/subpagini\\_fisiere/NF\\_HG\\_567-2015.pdf](https://gov.ro/fisiere/subpagini_fisiere/NF_HG_567-2015.pdf)

<sup>(28)</sup> National Education Law No 1/2011.

[http://www.dreptonline.ro/legislatie/legea\\_educatiei\\_nationale\\_lege\\_1\\_2011.php](http://www.dreptonline.ro/legislatie/legea_educatiei_nationale_lege_1_2011.php)

<sup>(29)</sup> The input is from the European inventory on NQF 2016 and the European inventory on validation 2016.

<sup>(30)</sup> Government Decision No 418/2015.

<sup>(31)</sup> Measures were foreseen to support about 210 assessment centres and provide technical assistance to the National Authority for Qualifications in recognition, validation and certification of prior learning. Methodology for RPL would be reviewed and QA mechanisms would be developed.

- i. identify young people not in education, employment or training (NEETs), register them within public employment services (PES) and create an offer of integrative measure packages;
  - ii. improve access of young people to IVET, especially of those from disadvantaged groups;
- (b) for adults: to increase adult participation in CVET.

### 3.3. Main actions taken in 2015-19

#### 3.3.1. The 2015-20 strategy for lifelong learning

The strategy for lifelong learning 2015-20 adopted in June 2015 (Section 1.3.1) foresees that a number of IVET teachers and management staff will be trained in adult education to support participation in lifelong learning and diversify the provision of VET. Community centres for permanent learning (219) will be established at national level, starting with 36 pilot centres. A methodology <sup>(32)</sup> for the accreditation, periodic assessment, organisation and functioning of the community centres for lifelong learning was developed and approved in 2017. Institutions may apply for financing from different sources. One example is the Romanian Institute for Adult Learning (IREA) which, with the support of a Swiss grant and together with relevant partners <sup>(33)</sup>, will improve access for adults from disadvantaged rural areas through the establishment of four learning community centres in the Western Region of Romania. The overall objective is to have an integrated approach to reducing the economic, social and education disparities in the region.

#### 3.3.2. The 2016-20 VET strategy

The strategy for education and vocational training in Romania for 2016-20 adopted in 2016 (Section 1.3.2) seeks to support access to IVET for young people by providing financial aid through scholarships, developing alternative training forms suited to diverse publics, accommodating special educational needs (SEN) learners, offering second-chance programmes for the young at risk of exclusion, developing mechanisms for recognition of prior learning, and quality assurance mechanisms for learning outcome certification.

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<sup>(32)</sup> Government Decision No 598/2017 regarding the accreditation, periodic assessment, organisation and functioning of the Community Centres for Lifelong Learning. <https://legeaz.net/monitorul-oficial-693-2017/hg-598-2017-metodologie-acreditare-evaluare-organizare-centre-comunitare-invatare-permanenta>

<sup>(33)</sup> Partners include the Swiss Federation for Adult Learning, the Romanian German Foundation and the Centre for Rural Assistance.

### **3.3.3. Permeability and flexibility**

Since the 2015/16 academic year, VET has been introduced at tertiary level, so universities can offer VET courses that give access to the labour market. Previously, VET programmes could be offered only at secondary and post-secondary non-tertiary levels.

### **3.3.4. Transparency, recognition, validation**

#### *3.3.4.1. National qualifications framework <sup>(34)</sup>*

The Romanian national qualifications framework was adopted in 2013 <sup>(35)</sup>. It brings together nationally recognised qualifications from both initial and continuing VET, general education and higher education. The framework has eight levels, defined in terms of knowledge, skills and competences. It is at an early operational stage. ROQF implementation activities were undertaken in the project *Financial support for the EQF NCP in Romania* <sup>(36)</sup> funded by the European Commission. The Romanian national qualification framework was referenced to the EQF in April 2018 and the next revision of the referencing report is foreseen to take place in 2022.

#### *3.3.4.2. Validation <sup>(37)</sup>*

The 2015-20 strategy for lifelong learning adopted in 2015 <sup>(38)</sup> (Section 1.3.1) provides a foundation for developing validation mechanisms, as well as addressing issues related to financial incentives and counselling <sup>(39)</sup>. In 2016, the strategy for education and vocational training in Romania (Section 1.3.2) foresees development of mechanisms for recognition of prior learning and quality assurance mechanisms for certification of learning outcomes. A dedicated validation facility within the national centre for accreditation has been established. In 2018, the regulatory framework for validation and recognition was revised with

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<sup>(34)</sup> Source: Cedefop, 2017b.

<sup>(35)</sup> Government Decision No 918/2013 regarding the approval of the NQF, modified by Government Decision No 567/2015:  
[http://www.isjcta.ro/wp-content/uploads/2013/06/H.G.918\\_2013.pdf](http://www.isjcta.ro/wp-content/uploads/2013/06/H.G.918_2013.pdf)

<sup>(36)</sup> ReferNet article in Romanian [here](#).

<sup>(37)</sup> Source: Cedefop, 2017b; Balica, 2016.

<sup>(38)</sup> Government Decision No 418/2015.

<sup>(39)</sup> Measures are foreseen to support about 210 assessment centres and provide technical assistance to the national authority for qualifications in recognition, validation and certification of prior learning. Methodology for recognition of prior learning (RPL) will be reviewed and quality assurance (QA) mechanisms will be developed.

a view to introducing QA measures for validation and recognition process. Specific criteria for certification of evaluator and external evaluator competences and additional requirements for assessment and certification processes organised by the assessment centres have been introduced in legislation. By 2019, there were 37 fully functioning local assessment centres that can validate prior learning of candidates, mainly in services, construction and agriculture (Cedefop, 2019).

### **3.3.5. Training, reskilling and upskilling vulnerable groups**

The national strategy for reducing early school leaving <sup>(40)</sup> adopted in June 2015 promotes social inclusion measures for children at risk, including school after school, and networks of second-chance programmes in urban and rural areas. The strategy emphasises quality of materials, quality of staff training, counselling and career guidance services available to:

- (a) teachers, school mediators and professional school counsellors;
- (b) children/students.

The *Youth guarantee* implementation plan for 2016-20 focuses on initiatives to reach the most disadvantaged groups of young people on the labour market. Measures include financial incentives for employers offering apprenticeships and traineeships. In addition, the law on adult learning was amended in 2017 to clarify the way costs are supported in the provision of adult learning.

In July 2018, the qualifications authority and the labour ministry introduced qualification level 1 in the national qualifications framework. According to the government, this should facilitate access to upskilling for low-qualified adults. 'Unqualified workers' have been renamed to 'elementary occupations' and a list of such occupations has been developed (Cedefop, 2019).

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<sup>(40)</sup> Adopted through Government Decision No 417/3.6. 2015.



## CHAPTER 4.

# MTD 4 – Key competences in both IVET and CVET

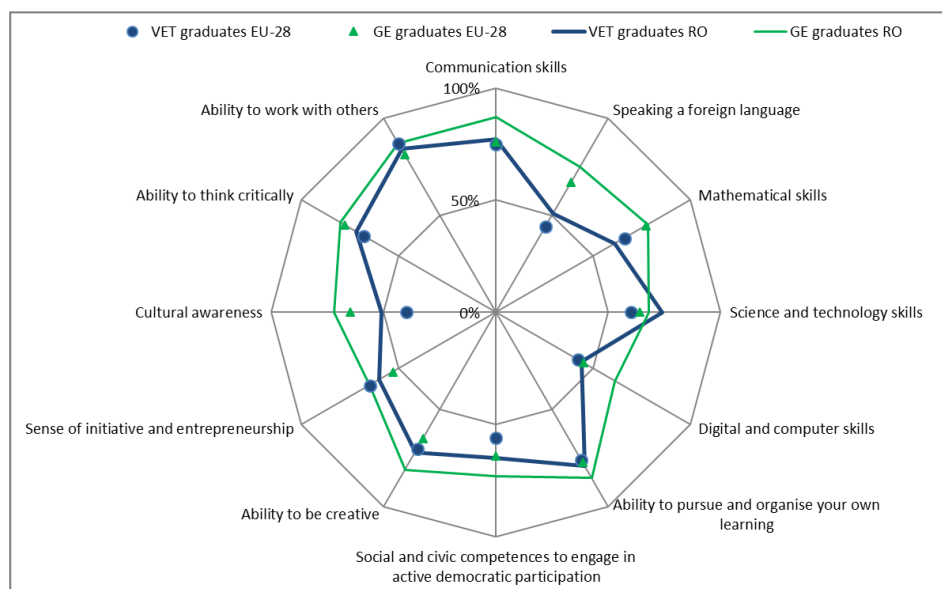
### 4.1. Baseline 2015

In 2015, the acquisition of eight key competences was mainly promoted by the National Education Law (2011) that defined key competences as outcomes of primary and secondary education, including VET (Article 68). They were not explicitly included in national qualifications framework's level descriptors, but VET curricula address as much as possible all eight key competences.

Compared with general education graduates, those who completed VET programmes feel they are stronger in science and technology skills (Cedefop, 2017c) and weaker in (ranged by priority):

- (a) foreign language speaking;
- (b) cultural awareness;
- (c) mathematical skills;
- (d) digital skills.

Figure 2. Self-evaluation of acquired skills in general education and VET

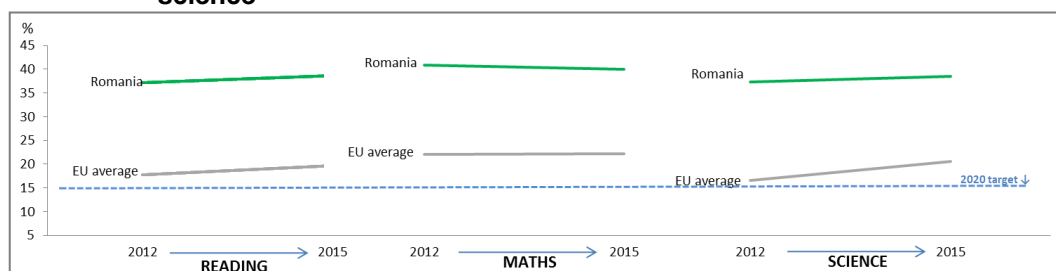


NB: GE stands for general education.

Respondents who attended upper secondary education. Interviewees were asked in summer 2016 about their overall experience in upper secondary education. Aggregated data do not take account of different types and sectors of VET and age groups of respondents. *Source: Cedefop, 2017c.*

The context of key competences in 2015 was mainly characterised by an increasing share of young low achievers in reading and science, and decreasing share in maths compared with 2012 (Figure 3). The share of low achievers in Romania was much higher than in the EU on average, where the trend was similar.

**Figure 3. Share of 15-year-olds with low achievement in reading, maths and science**



NB: Low achievement means failing level 2 on the PISA (programme for international student assessment) scale.

Source: OECD, 2014; OECD, 2016.

As VET enrolled 56% of all upper secondary learners in the country <sup>(41)</sup>, this trend was likely to be reflected in the key competences trained for in VET programmes.

In 2015 the European Commission and the Council recommended Romania to take action to implement the national strategy to reduce early school leaving <sup>(42)</sup>. This signalled the need to support key competences, also in VET. At the beginning of the reporting period key policy initiatives supporting key competences were the national lifelong learning strategy 2015-20 and the national strategy combatting early leaving from education 2015. Challenges linked to key competences included the need for better teacher training (initial and continuing), adequate learning materials, evaluation tools and cohesion with the expansion of work-based learning <sup>(43)</sup>.

<sup>(41)</sup> Calculated from Eurostat; data for 2015.

<sup>(42)</sup> Council of the European Union (2015). European Semester: Country-specific recommendations. [https://ec.europa.eu/info/publications/2015-european-semester-country-specific-recommendations-council-recommendations\\_en](https://ec.europa.eu/info/publications/2015-european-semester-country-specific-recommendations-council-recommendations_en)

<sup>(43)</sup> For more information on key competences in VET see Cerkez et al., 2016.

## 4.2. Key competences addressed in the reporting period

Table 2 outlines/gives a summary of key competences in initial and continuing VET that were addressed in the reporting period. A description of policies is provided in the following sections.

Table 2. **Key competences addressed in 2015-19**

	IVET	CVET
Country language(s) and literacy		
Foreign languages		
Digital competence		
Maths		
Science		
Technology		
Social and civic competences		
Learning to learn		
Financial literacy		
Entrepreneurship competence	YES	
Cultural awareness and expression		
Key competences as a package	YES	

NB: The list derives from the 2006 EU key competences framework for lifelong learning; it has been restructured and expanded with additional competences that can be considered key.

Source: Cedefop based on ReferNet input

## 4.3. Key competences in initial VET in 2015-19

The country's priority in this area for 2016-20, as set by the Director General for Vocational Education and Training, is to strengthen key competences in VET curricula.

The 2016-20 VET strategy (Section 1.3.2) foresees updating occupation standards and VET curricula and reviewing qualifications based on learning outcomes, including eight key competences defined by the 2006 EU framework. In 2016, new initial VET standards for qualifications at EQF levels 3 to 4 were approved by the Education Ministry (Section 2.2). These standards are based on units of learning outcomes, each comprising key competences.

In December 2015, a national 'jobs' competition was launched. This is an opportunity to demonstrate and evaluate key (life) competences of learners. In the first round, it included 68 schools (gymnasium and technological high schools) from three (of eight) regions. The initiative continued in the 2016/17 school year, with 56 schools from four regions participating in the competition.

Since 2015 a number of initiatives (including business plan competitions and international fairs of training firms <sup>(44)</sup>) have promoted entrepreneurship at county, regional and national level. For example, in the 2016/17 school year, 644 students participated in the business-plan competition organised at county level, 144 students at the regional level and 16 at the national level. In the 2017/18 school year, 204 students participated in the business-plan competition at county level, 72 students at regional level and 16 at national level.

#### 4.4. Key competences in continuing VET in 2015-19

The 2015-20 lifelong learning strategy (Section 1.3.1) addresses the acquisition and validation of basic and transversal competences that help early leavers from education to find jobs. The measures include revision of the validation methodology, quality assurance, and training of staff in assessment centres of prior learning. The allocated financing allows 45 000 adults to acquire basic and transversal competences.

The Youth guarantee initiative (2015) supports training of adults with low skills and early leavers from education through continuing VET. Evaluation of their skills is available for free in the assessment centres; these can receive financial support, similar to the authorised training providers.

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<sup>(44)</sup> The 'Training firm' learning method has been included since 2006-07 in the national curriculum for the technological route, service profile, at EQF level 4. The method aims to familiarise the students with the activities of real entrepreneurs, by simulating the start-up and functioning of a real company. All training firms initiated by the VET students are registered in a platform coordinated by the Romanian Coordination Centre of Training Firms/Simulated Enterprises (ROCT), located within the National Centre for TVET Development.

## CHAPTER 5.

# MTD 5 – Systematic initial and continuing professional development of VET teachers and trainers

### 5.1. Baseline 2015

At the beginning of the reporting period there were four main groups of teachers and trainers in VET programmes:

- (a) general subjects teachers;
- (b) VET teachers (for theoretical teaching and practical training);
- (c) instructors/ foremen (for practical activities in school and work-based programmes).
- (d) In-company trainers (nationally referred to as apprenticeship tutors)

VET teachers and instructors could also act as practical training instructors who accompany learners during work-place learning activities included in school-based programmes.

#### **5.1.1. Access to VET school teaching: entry requirements and initial training**

Teachers in lower secondary education, in school and work-based programmes, or in practical training (in school and work-based programmes and in technological programmes) had to have <sup>(45)</sup> BA degree and Level I certificate of graduation from the Teacher Training Department (30 credits).

Teachers in upper secondary education (in general, vocational, technological routes) and tertiary-non university education programmes could either have a BA degree, an MA degree and level I+II certificates of graduation from the Teacher Training Department (MA and level I+II certificates totalled 60 credits); or a BA degree and an MA degree for the teaching profession (cumulating 30 ECTS the BA and further 30 acquired through the MA programme).

Instructors-foremen in school and work-based learning programmes had to be graduates of a post-secondary non-university programme (EQF level 5) and have a level I certificate of graduation from the Teacher Training Department (30 ECTS). They had also to have minimum three years of work experience.

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<sup>(45)</sup> Law of National Education No 1/2011 as amended.

All these professionals had to attend one-year on-the-job training in a school unit (under supervision of a mentor-teacher), followed by a teacher-confirmation exam. The minimum conditions for a teacher to become a mentor were:

- (a) minimum 10 years of teaching experience;
- (b) level II certificate of graduation from the Teacher Training Department;
- (c) to have completed a mentor-training programme;
- (d) and to have passed the teacher-mentor examination.

#### **5.1.2. In-company trainers: entry requirements and initial training**

Apprenticeship tutors did not have a statute of their own and were not at the time well-reflected in national legal provisions.

#### **5.1.3. VET school teachers: main lines for CPD**

Teacher continuing professional development (CPD) could take the following forms:

- (a) continuing training once every five years, with a cumulative total of minimum 90 ECT by participating in accredited CPD programmes;
- (b) participation in training based on each teacher's professional development interests;

According to Cedefop (2015), a significant number of VET teachers were trained to be able to support the acquisition of key competences and to assess them; to improve learners' career management skills; to use the teaching method of in-school 'training firm'; and to introduce entrepreneurship in education.

Advancement in a teaching career was feasible by acquiring the teaching degrees II and I certificates <sup>(46)</sup>.

## **5.2. Initial training for teaching/training staff in VET schools in 2015-19**

Although a master degree has been legally required as a condition for entering the teaching profession since 2011 (organic Law of education), the actual implementation of these requirements did not start in 2015-16 as planned. Therefore, the provisions are still of an optional nature. The law was revised in May 2015 and emphasised the organisation and implementation of a master of arts (MA) degree for the teaching profession. The MA programme should be structured as two years of academic studies and include subjects for in-depth study and synthesis, practical training (throughout three semesters) and research

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<sup>(46)</sup> For more information see Cerkez (2016)

(linked to the MA dissertation). The operationalisation of these provisions remains a strategic project for the education and training system. A programme had been elaborated based on the Professional standards for the teaching positions, but several attempts to implement it have been unfruitful.

In 2016, the Ministry of National Education changed <sup>(47)</sup> the procedure for awarding the teacher-confirmation certificate (*Definitivat* certificate). After completing a one-year period of teaching, prospective teachers take a simplified teacher-confirmation exam. The written test consists of two parts instead of three: a part that is focused on the subject in which the candidate specialises (60% of the total grade) and another focused on the teaching methodology (30% of the total grade), while 10% is granted automatically. The minimum pass mark remains the same, but from 2017 onwards the final mark will be calculated based on a formula that includes marks from inspections, marks obtained in the written test, and the mark for personal professional portfolio. This new procedure has been implemented since 2017 <sup>(48)</sup>.

### 5.3. CPD for teaching/training staff in VET schools in 2015-19

For 2016-20, Romania assigns a high priority in this area, as set by the Director General for vocational education and training, aiming to improve the knowledge, skills and competences of teachers.

The 2015-20 lifelong learning strategy (Section 1.3.1) includes CPD measures as part of adult education. The 2015 strategy for reducing early school leaving (Section 3.3.5) supports teacher training on innovative methods, career guidance and counselling, and inclusiveness.

In the reporting period the National Centre for TVET development implemented several projects through which continuing teacher training and apprenticeship tutor training was offered. One aimed at improving the skills and competences of the teachers and apprenticeship tutors involved in work-based learning, through a pilot training programme. An accredited training course was implemented to increase the competences of 23 VET school teachers (foremen) and 22 apprenticeship tutors. The course was focused on strengthening and

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<sup>(47)</sup> The Orders of the Ministry of National Education No 5 087/31. 8.2016 and No 5 223/19. 9.2016, published in the Official Journal No 754/28. 9.2016, amended the Law of national education. The new legal provisions can be accessed at: <http://edu.ro/ordin-nr-508731082016-privind-aprobarea-metodologiei-de-organizare-%C5%9Fi-desf%C4%83%C5%9Furare-examenului>

<sup>(48)</sup> More information can be accessed [here](#).

updating teaching competences, enhancing job-related communication skills and social competences, various forms of collaborative and interactive activities (team-work, role-play), and specific job-related competences. Other training courses were focused on career guidance and counselling, teaching methods and supporting CPD for a total of 272 teachers in initial VET in 2017.

#### 5.4. CPD for trainers in enterprises in 2015-19

The country's priority in this area for the 2016-20, as set by the Director General for vocational education and training, is to improve apprenticeship tutors' knowledge, skills and competences on IVET-specific elements, such as training standards, curricula, and pedagogy.

The 2016-20 VET strategy (Sections 1.3.2, 3.3.2) includes measures aiming at training new apprenticeship tutors. The National Centre for TVET development and the Ministry of Education, through its local representative structures (county school inspectorates), are committed to training 1 300 apprenticeship tutors by 2020.



# Statistical overview: 2019 update

Table 3 updates the figures that were provided in Table 1. Although Table 1 may contain data for 2015, these are not systematically repeated here. In some cases, not repeating is due to breaks in time series, which prevent comparability. In other cases, values differ due to methodological changes.

**Table 3. Score on VET indicators in Romania and in the EU: 2015, last available year and recent change**

Indicator label	2015				Last available year					Recent change		
	RO	f	EU	f	Yr	RO	f	EU	f	Range	RO	EU
Access, attractiveness and flexibility												
IVET students as % of all upper secondary students	56.3		47.3	ce	'17	56.2		47.8	ce	'15-'17	-0.1	0.5
IVET work-based students as % of all upper secondary IVET	2.8		28.3	ce	'17	10.3		27.9	ce	'15-'17	7.5	-0.5
IVET students with direct access to tertiary education as % of all upper secondary IVET	88.4		68.1	ce	'17	79.6		68.6	ce	'15-'17	-8.8	0.4
Workers participating in CVT courses (%)	21.3		40.8		'15	21.3		40.8				
Workers participating in on-the-job training (%)	30		34		'15	30		34				
Adults in lifelong learning (%)	1.3		10.7		'18	0.9		11.1		'15-'18	-0.4	0.4
Enterprises providing training (%)	26.7		72.6		'15	26.7		72.6				
Female IVET students as % of all female upper secondary students	48.1		42	ce	'17	48.9		42.7	ce	'15-'17	0.7	0.7
Employees of small firms participating in CVT courses (%)	8.8		30		'15	8.8		30				
Young VET graduates in further education and training (%)	44.6		33		'18	48		33		'15-'18	3.4	0
Older adults in lifelong learning (%)	0.3		6.9		'18	0.2	u	7.3		'15-'18	-0.1	0.4
Low-educated adults in lifelong learning (%)	0.3	u	4.3		'18		u	4.3		'15-'18		0
Unemployed adults in lifelong learning (%)	2.1	u	9.5		'18		u	10.7		'15-'18		1.2
Individuals who wanted to participate in training but did not (%)					'16	17.9		11.4				
Job-related non-formal education and training (%)					'16	71.8		79.4				

Indicator label	2015				Last available year				Recent change			
	RO	f	EU	f	Yr	RO	f	EU	f	Range	RO	EU
Skill development and labour market relevance												
IVET public expenditure (% of GDP)	0.1		0.5	ce	'16			0.5	ce	'15-'16		0
IVET public expenditure per student (1000 PPS units)	0.3		7.1	ce	'16			7.4	ce	'15-'16		0.3
Enterprise expenditure on CVT courses as % of total labour cost	0.3		0.9		'15	0.3		0.9				
Average number of foreign languages learned in IVET	2		1	ce	'17	2		1	ce	'15-'17		0
STEM graduates from upper secondary IVET (% of total)	46.3		29.2	ce	'17	41.5		29.1	ce	'15-'17	-4.8	0
Short-cycle VET graduates as % of first time tertiary education graduates		z			'17		z	14.3	b ce	'15-'17		
Innovative enterprises with supportive training practices (%)					'16	22.6		37.7				
Employment rate for IVET graduates (20-34 year-olds)	75.6		77.2		'18	79.5		80.5		'15-'18	3.9	3.3
Employment premium for IVET graduates (over general stream)	6.9		5.4		'18	5.5		6.6		'15-'18	-1.4	1.2
Employment premium for IVET graduates (over low-educated)	16.4		23.7		'18	19		23.3		'15-'18	2.6	-0.4
Workers helped to improve their work by training (%)	91.8		83.7		'15	91.8		83.7				
Workers with skills matched to their duties (%)	49.9		57		'15	49.9		57				
Overall transitions and labour market trends												
Early leavers from education and training (%)	19.1		11		'18	16.4		10.6		'15-'18	-2.7	-0.4
30-34 year-olds with tertiary attainment (%)	25.6		38.7		'18	24.6		40.7		'15-'18	-1	2
NEET rate for 18-24 year-olds (%)	22.6		15.8		'18	18.1		13.7		'15-'18	-4.5	-2.1
Unemployment rate for 20-34 year-olds (%)	10.3		12.9		'18	6.6		9.4		'15-'18	-3.8	-3.5
Employment rate of recent graduates (%)	68		75.9		'18	77.2		80.6		'15-'18	9.2	4.7
Adults with lower level of educational attainment (%)	25		23.5		'18	21.5		21.9		'15-'18	-3.5	-1.6
Employment rate for 20-64 year-olds (%)	66		70		'18	69.9		73.1		'15-'18	3.9	3.1
Employment rate for 20-64 year-olds with lower level of educational attainment (%)	53.3		52.6		'18	55.2		56.1		'15-'18	1.9	3.5
Medium/high-qualified employment in 2030 (% of total)					'18	74.2	D	85.8	D			

EU refers to EU-28, unless otherwise specified.  
(D) Forecast made in 2018.  
(ce) Cedefop estimate based on available country data  
(b) Eurostat: 'break in time series'.

(u) Eurostat: 'low reliability'.  
(z) Eurostat: 'not applicable'.  
(e) Eurostat: 'estimated'.  
(d) Eurostat: 'definition differs'.

Source: Cedefop, 2020.

In 2017, 56.2% of all upper secondary students in Romania were enrolled in IVET. This percentage is 8.4 points above the EU average. It appears, however, that the percentage of upper secondary students in IVET is slightly lower by 0.1 points compared to the situation in the country in 2015.

In 2017, 10.3% of all upper secondary IVET students were enrolled in a work-based learning setting, which is significantly higher (7.5 points more) than in 2015. In contrast the EU average is 27.9%.

In 2018, 0.9% of adults participated in lifelong learning activities, which is slightly lower (0.4 points less) than in 2015. The EU average is 11.1%.

In 2018, the employment rate for IVET graduates (20-34 years old) was 79.5%. It appears that the employment rate for IVET graduates (20-34 years old) is higher by 3.9 points compared to the situation in the country in 2015. The EU average is 80.5%.

## Conclusion

Since 2015, Romania has developed measures to strengthen its apprenticeship and work-based learning settings, and introduce a dual system in initial VET. Steps have been taken to enhance quality assurance mechanisms and the information tools which may guide the development of initial VET. VET has been introduced into tertiary level education; the Romanian national qualifications framework and the validation system are being reinforced, and training opportunities have been offered to groups in need. Initiatives to support the development of key competences in initial and continuing VET were also taken. The recruitment rules (degree, exam) for VET school teachers are being improved and simplified; progress is being made towards developing their CPD, as well as the initial and continuing training of in-company trainers and mentors.

Compared to the beginning of the reporting period, VET developments in 2017 and 2018 focused on several areas: MTD1 (promoting dual VET system), MTD2 (continuing revision of curricula), MTD3 (referencing the ROQF to EQF), MTD4 (stimulating entrepreneurial skills), and MTD5 (supporting CPD of VET teachers and in-company trainers).

The actions carried out show that the main lines of the Riga conclusions and the country's policy priorities for 2016-20 are being addressed. However, information available to Cedefop at the time suggests issues that could benefit from further consideration:

- (a) initiatives in support to guidance;
- (b) developing the information and feedback loop through systematic use of graduate tracking and mechanisms for anticipating skill needs;
- (c) more systematically using the EQAVET indicators to monitor the development of the VET system;
- (d) setting out policy priorities to further develop key competences in continuing VET.

# Acronyms

AES	adult education survey
CPD	continuing professional development
CVET	continuing vocational education and training
DGVT	Director General for Vocational Education and Training
EQAVET	European quality assurance in vocational education and training
EQF	European qualifications framework
ESF	European Social Fund
GDP	gross domestic product
ISCED	international standard classification of education
IVET	initial vocational education and training
MA	master of arts
NEET	not in education, employment or training
PES	public employment services
PISA	programme for international student assessment
PPS	purchasing power standards
QA	quality assurance
QANRP	quality assurance national reference point
ROQF	Romanian national qualifications framework
RPL	recognition of prior learning
SEN	special educational needs
STEM	science, technology, engineering and mathematics
TVET	technical and vocational education and training
VET	vocational education and training

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