



spotlight on VET

ROMANIA

VET in Romania

Initial vocational education and training (IVET) is provided at both upper secondary and post-secondary levels. 'Professional education' is used to denote the 'vocational' and 'technological' routes of upper secondary school, dual learning at professional schools, and higher VET programmes.

General compulsory education includes primary, lower secondary and grades 9 and 10 of upper secondary education. After completing lower secondary education, learners can continue their studies at upper secondary or professional schools. Admission to upper secondary education is based on each learner's portfolio, including graduating diploma and transcript, and on grades acquired in national evaluation exams. Professional schools apply admission examinations.

There are three types of upper secondary programme, leading to an upper secondary school leaving diploma (EQF level 4, nationally called 'baccalaureate') granting access to higher education:

- four-year general programmes ('theoretical route') with two study options: sciences (mathematics and informatics or natural sciences) or humanities (social studies or philology);
- four-year vocational programmes ('vocational route') with the following fields of study: military, theological, sports, arts, and pedagogy;
- four-year technological programmes ('technological route') with the following fields of study: technical (engineering, electrotechnics and electronics, installation and construction), services (trade, public catering), natural resources and environmental protection.

After two years of study in a technological programme, students may opt for an additional 720 hours of workplace training to acquire an occupational qualification at EQF level 3.

Professional schools offer three-year VET programmes that lead to an occupational qualification at EQF level 3. The extensive work-based learning (WBL) in these programmes is based on practical training contracts concluded between the student (or legal representative), the school and the company where the training is organised. Graduates can continue learning by

entering the third year of an ISCED-P 354 level programme (usually theoretical or technological route).

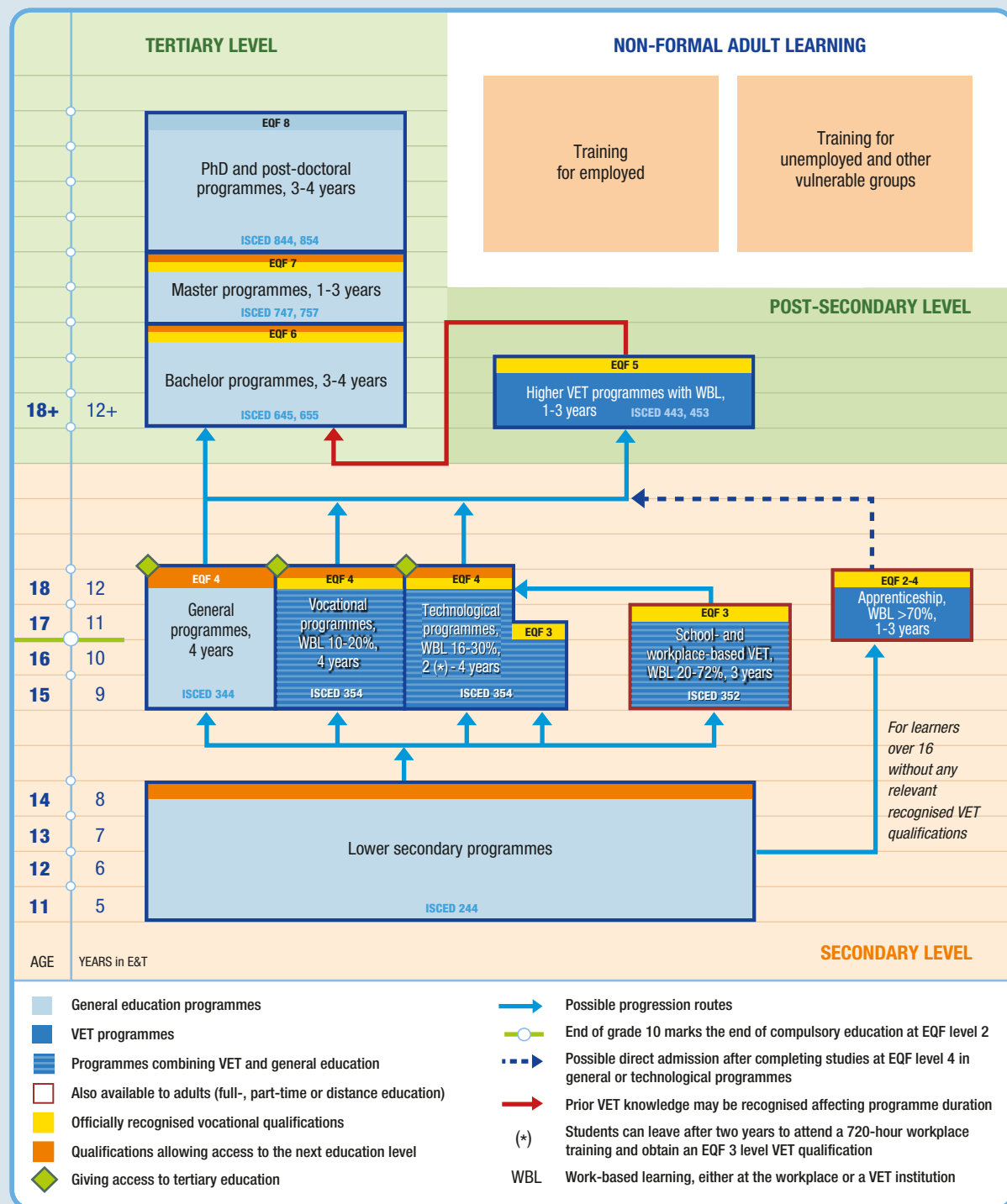
Higher VET programmes are considered IVET and are partially financed by the State. They provide secondary school graduates (with or without a baccalaureate diploma) an opportunity for advanced vocational training. The most popular options offered by post-secondary schools are nursing and pharmacy technician programmes but there is increasing interest in other fields as well. These studies last one to three years.

Since 2003, the labour code has included provisions for apprenticeship; contracts have been defined as a special type of labour contract involving both work and vocational training at the workplace. The legal framework for apprenticeships was revised in 2005-13 to improve their organisation and the quality of WBL, and to ease the certification process for trainers in enterprises.

Vocational training for adults is offered by private and public bodies, including vocational training centres and individuals certified as VET providers. Adult vocational training can also be provided through work-based courses organised by employers or through internships and specialisation programmes.

The Ministry of Education is the national authority for formal pre-university education (including IVET) and higher education. The ministry is responsible for IVET policies which are developed by the National Centre for Technical and Vocational Education and Training Development (CNDIPT). The education and labour ministries share the responsibility for continuing VET (CVET) policies. The National Qualifications Authority (ANC) is responsible for the national qualifications framework, the qualifications and CVET providers registers, and coordinating adult training. Sectoral committees are responsible for defining and validating occupational standards and qualifications. Social partners (employers and trade unions) have important responsibilities in both initial and continuing VET at national and sectoral levels.

VET in Romania's education and training system



Distinctive features of VET

Distinctive features of IVET are its inclusiveness, with pathways among different levels of learning and between vocational and more academic tracks, and its focus on easing progression and avoiding dead ends. Reflecting the double role of VET in promoting economic as well as social development, IVET's main goals are to ensure:

- students' personal and professional development;
- equal opportunities to access technical and vocational education;
- high-quality IVET provision, organisation and development.

IVET qualifications are based on training standards which describe the training process in units of learning outcomes and include, for each unit, an assessment standard. Training standards were revised during 2011-13. They describe learning outcomes better and improve assessment and certification quality. The revised standards help increase VET labour market relevance by ensuring a better match between IVET qualifications and the reality of working life after graduation.

Creating sector committees, which represent the various sectors of the Romanian economy, made the involvement of social partners in designing and assessing vocational qualifications more systemic. To ease education planning, social partners also participate in partnerships at regional level (regional consortia) and local level (local committees for social partnership development in VET).

During the past decade, Romania has developed a system for validating non-formally or informally acquired skills and competences. In line with guidelines adopted by the ANC, procedural arrangements have been put in place to create a network of providers acting as validation/assessment centres. These centres are active in more than half of the counties.

Challenges and policy responses

Investments to support the institutional development of education and training are still few. Main challenges are unequal access to education and training and the high rate of early school leaving. This particularly affects children in rural areas, children from poor communities and Roma. A strategy for reducing early school leaving was developed and approved in 2015 to address these challenges.

Another challenge is to reduce youth unemployment by fostering skills acquisition and securing smooth and sustainable transitions from education and training to the labour market.

The following measures are in place to develop efficient work-based learning schemes:

- a new IVET programme, combining school-based instruction and WBL started in 2012/13. It includes a significant WBL component (between 20 and 72% of the programme's duration) organised at and by employers;
- a new apprenticeship law was adopted in 2013. Its implementation started in 2014, and the objective is to enrol at least 7000 16–25 year olds in apprenticeship schemes, with 3000 coming from disadvantaged areas.

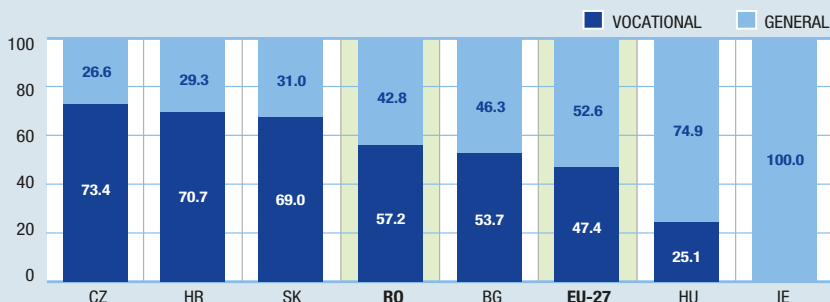
VET attractiveness and adult participation in CVET remains a major challenge, despite several measures taken. The 2015 strategy for lifelong learning and a new VET strategy (to be approved in 2016) aim to address this challenge.



Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes

% of all students in upper secondary education, 2014

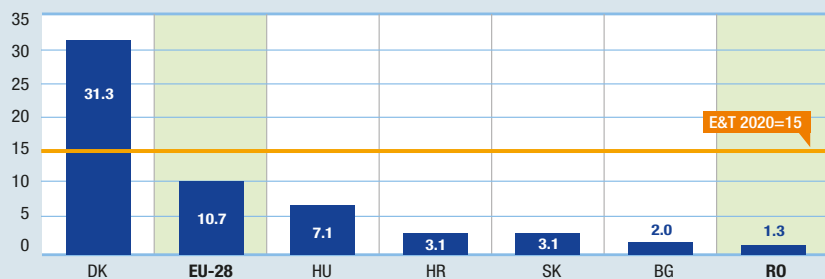


NB: 47.4% is the provisional weighted EU average for 2014 based on available country data (27 countries); while there are programmes with a vocational dimension in Ireland at ISCED level 3, these are considered general programmes.

Source: Cedefop calculations, based on Eurostat, UOE data collection on education systems, date of extraction 22.4.2016.

Lifelong learning

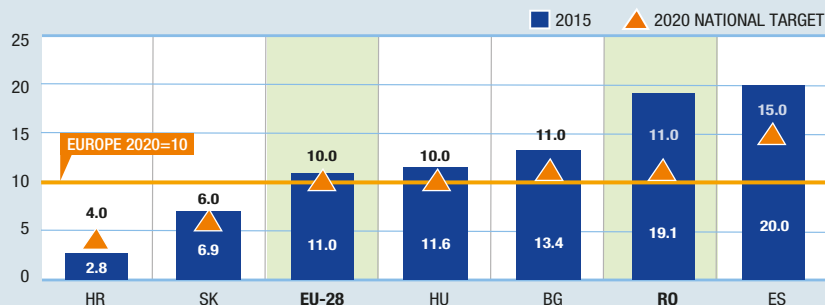
% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015



Source: Eurostat labour force survey, date of extraction 16.5.2016.

Early leavers from education and training

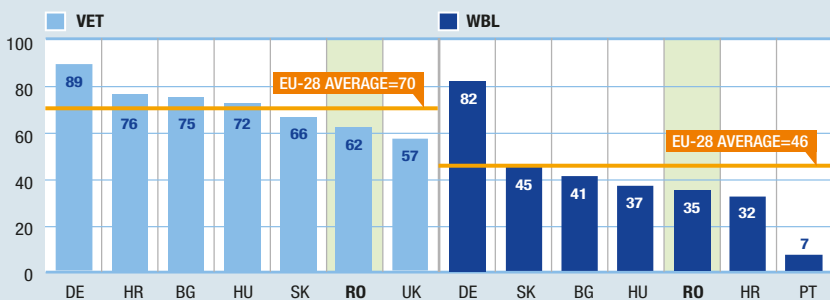
% of early leavers from education and training, 2015



NB: Break in time series in HU; low reliability in HR; definition for national target differs in SK and ES.

Source: Eurostat labour force survey, date of extraction 16.5.2016

Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (% , 2014)



NB: VET: survey respondents described their highest qualification as vocational;

WBL: studies involved some learning at a workplace (e.g. apprenticeships, internships, other forms of work-based learning).

Results may differ from those reported in national statistics and international surveys, as the online data collection method used does not always lead to fully representative findings.

Source: Cedefop European skills and jobs survey, 2014.



Further information

- Cedefop ReferNet Romania (2013). *VET in Europe: country report Romania*. http://libserver.cedefop.europa.eu/vetelib/2013/2013_CR_RO.pdf
- Eurydice (2015). Romania: overview. In European Commission (ed.). *Eurypedia*. <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Romania:Overview>
- Romanian Parliament (2003). *Romanian labour code*. <http://www.codulmuncii.ro/en>

www.refernet.ro	ReferNet Romania
www.edu.ro	Ministry of National Education and Scientific Research
www.tvet.ro	National Centre for Technical and Vocational Education and Training Development
www.mmuncii.ro	Ministry of Labour, Family, Social Protection and the Elderly
www.incsmps.ro	National Scientific Research Institute for Labour and Social Protection
www.anc.gov.ro	National Qualifications Authority
www.anofm.ro	National Agency for Employment
www.ces.ro	Romanian Economic and Social Council
www.ise.ro	Institute of Education Sciences
www.insse.ro	National Institute of Statistics

This Spotlight is based on input from the National Centre for Technical and Vocational Education Development (ReferNet Romania 2016).



CEDEFOP

European Centre for the Development
of Vocational Training

Europe 123, 570 01 Thessaloniki (Pylea), GREECE
PO Box 22427, 551 02 Thessaloniki, GREECE
Tel. +30 2310490111, Fax +30 2310490020, E-mail: info@cedefop.europa.eu

Copyright © European Centre for the Development of Vocational Training (Cedefop), 2016
All rights reserved.

visit our portal www.cedefop.europa.eu



Publications Office

ISBN 978-92-896-2221-9



9 789289 622219