

WP4 Survey Country report for Romania



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1. Questionnaire sample and research

The survey focuses on identification of training needs of IDOs, considering formal and non formal education opportunities in Romania.

The report aims to present the IDO role in national VET institutions in order to identify current training opportunities for this role. On the other hand, it aims to identify competencies required for being an efficient IDO.

Research methodology:

- methods: desk research, questionnaire
- instrument: questionnaire electronically distributed (20 valid questionnaires)
- research sample: vocational teacher with international responsibility, manager with international responsibility, international project or mobility coordinator in VET institutions (20 persons)

2. Summary of research findings

2.1. Current education and training of IDOs

Most of interviewed persons held University degree related to this role. Some of them also held a foreign language qualification or other formal qualifications.

The majority consider that they have developed their competencies for this role by informal learning, on the job, working on international projects. Some of them have mentioned non formal qualifications as an important part of their training. This indicates that the IDO responsibilities require a structured training experience.

2.2. Activities and related competencies

Almost all respondents consider that *networking* is a *very important* activity for the IDO role. High scores were obtained for *communicating in a foreign language* and for *communicating with others*. The lowest score was obtained for *organising and conducting research*.

We can identify a correspondence between the most important activities mentioned below and the competencies needed to be an efficient IDO. Most of them appreciate as *very important*, competencies related to networking and communication activities, such as: *use of foreign language competencies, communication competencies (verbal and written), ICT competencies*. All

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competencies specified in the questionnaire are considered *important* or *very important* for completing the IDOL tasks, by the majority. Other key areas of knowledge, skills and understanding required to be an effective IDO are: *educational management, financial management, project management, ICT, use of foreign languages, entrepreneurial culture, human resources management.*

2.3. Key training needs and ways of validating non-formal and informal learning

In Romania some Universities provide a Master Degree Program in Project Management. The occupational standard “Project Management” refers to the majority socio-economical sectors. The Project Manager profession implies the responsibility of developing projects on the operational level, not on strategic level. The occupational area of the Project Manager profession is Management and Administration.

In the Romanian education sector there are no formal qualifications for the IDO role. There are some Master Degree Programs related to the training required to complete this role, for example “Management and Educational Evaluation” (Faculty of Psychology and Educational Sciences, University of Bucharest), Educational Politics and Management (Faculty of Psychology and Educational Sciences, University Al. I. Cuza, Iasi).

The most important competencies required for being an IDO are: *communicating in a foreign language, communicating with others, ICT competencies.* As the key areas of knowledge, skills and understanding was mentioned: *educational management, financial management, project management, ICT, use of foreign languages, entrepreneurial culture, human resources management.*

According to data collected by questionnaire, the most important areas where specific training is needed are: *use of foreign languages, communication (verbal & written), interpersonal, project management.* Other training needs identified by the interviewed persons are related to *fundraising, human resources management, project evaluation, legislation.*

The majority believes that the best way of validating the competencies acquired by non formal or informal learning is the work based assessment.

The respondents have mentioned that online courses for IDOs can improve their training and development. Other suggestions refer to creating online communication platforms and elaborating a Good Practice Guide for international activities which will help IDOs to complete their tasks.

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3. Specific country requirements & difficulties

3.1. VET in Romanian National Education System

3.1.1. The national educational system

The national education system has an open character and includes public and private education units and institutions. Public compulsory education is free of charge. The pre-university education system also includes related units: logopedic centres, "Houses of the Teaching Staff" (teacher training centres), County Centres for Pedagogical and Psychological Assistance.

Compulsory education is organized in schools as full-time education, lasts 10 grades and includes: primary education (grades 1-4, ISCED level 1) and lower secondary education (ISCED level 2), comprising two phases: gymnasiums (grades 5-8) and the second phase of lower secondary education (grades 9-10, the lower cycle of the lyceum or the Arts and Crafts School).

Upper secondary education (grades 11-12/13, ISCED 3) is organized in highschools (4-5 years) or in Arts and Crafts Schools (2-3 years).

Post-highschool education (1-3 years, ISCED 4) comprises tertiary education, non-university level, organized in post-high school and foreman schools.

University and post-university education (ISCED 5 and 6). University education includes (since 2005 when Bologna Process recommendations were implemented: Bachelor education): 3/4 years, or 6 in case of Medicine Schools, Master studies -1,5/2 years, depending on the field of study, organized in universities, institutes, academies; doctoral studies and post-university courses¹.

¹ Ministry of Education and Research. *Quality and Equity in the Romanian Education System. National Report on Education Development*. Bucharest, 2004, p.8.

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Table 1. The structure of the education system

Age	Grade	ISCED	Educational levels			
> 19		6	Post-university education and training		Non compulsory education	
		5	University education and training			
		4	Tertiary education, non-university level			
18	XIII	3		2 nd cycle of high school	Upper secondary education	Non compulsory education
17	XII		2 nd cycle of high school			
16	XI			Complementary year of study		
15	X	2	1 st cycle of high school	Arts and Crafts School (vocational route)	Lower secondary education	Compulsory education
14	IX		Gymnasium			
13	VIII					
12	VII					
11	VI	1	Primary education		Primary level	
10	V					
9	IV					
8	III					
7	II					
6	I	0	Pre-school education		Pre-school level	Non compulsory
5						
4						
3						

3.1.2. SHORT HISTORY OF VET

- Before '90, **VET linked with the enterprises**: training took place both in schools and in enterprises. Continuous vocational training (CVT) was systematically organised in all enterprises.
- Beginning of '90, **interest for VET decreased**. VET was more school based.
- There were established **apprenticeship schools**, offering shorter more practical VET pathways for semi skilled workers, at lower level.

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- **No clear progression routes** to high schools and then to tertiary education. In order to go to the university, pupils should complete the technical high-schools, often through evening classes.
- Introduction of a national exam at the end of compulsory education (8th): only students that pass this exam could attend the high school. Those that did not, had to attend vocational schools.
- A Phare VET Program piloted the changes of the VET system. Based on this pilot-program, in 2001, a new Phare Program was launched, aiming to extend the reform measures for the technical and vocational schools (development of VET based on regional action plans, local action plans and school action plans; establishment of new mechanisms for decision-making in the area of training offers - for example, local committees for social partnership).
- A new strategy for development of TVET targeting the period of 2001-2010 was launched in 2002.
- Starting with the school-year 2003-2004, a new structure of the Romanian education and training system was implemented, according to the Law no. 268/2003 that modified the Education Law no. 84/1995 by:
 - extending the compulsory education from 8 to 10 grades (school years);
 - starting age of compulsory schooling at 6 years old, instead of 7;
 - changing the structure of upper secondary education: the first phase (2 years) becomes compulsory schooling and the second phase (2-3 years) is non-compulsory;
 - establishing the structures and routes for vocational training, by **creating the Arts and Crafts Schools (replacing the apprentice schools and the vocational schools)**.
- In 2005, a new Phare Program (the third phase) was implemented in order to make the reform results more sustainable.
- There is an increasing concern for the assessment and the certification of competences acquired in informal and non-formal contexts. New Law on Apprenticeship at the work place (2005).
- It was set-up a National Agency for Qualifications and Partnership between Universities and Economic and Social Representatives (ACPART), responsible for development of qualifications acquired through higher education studies.

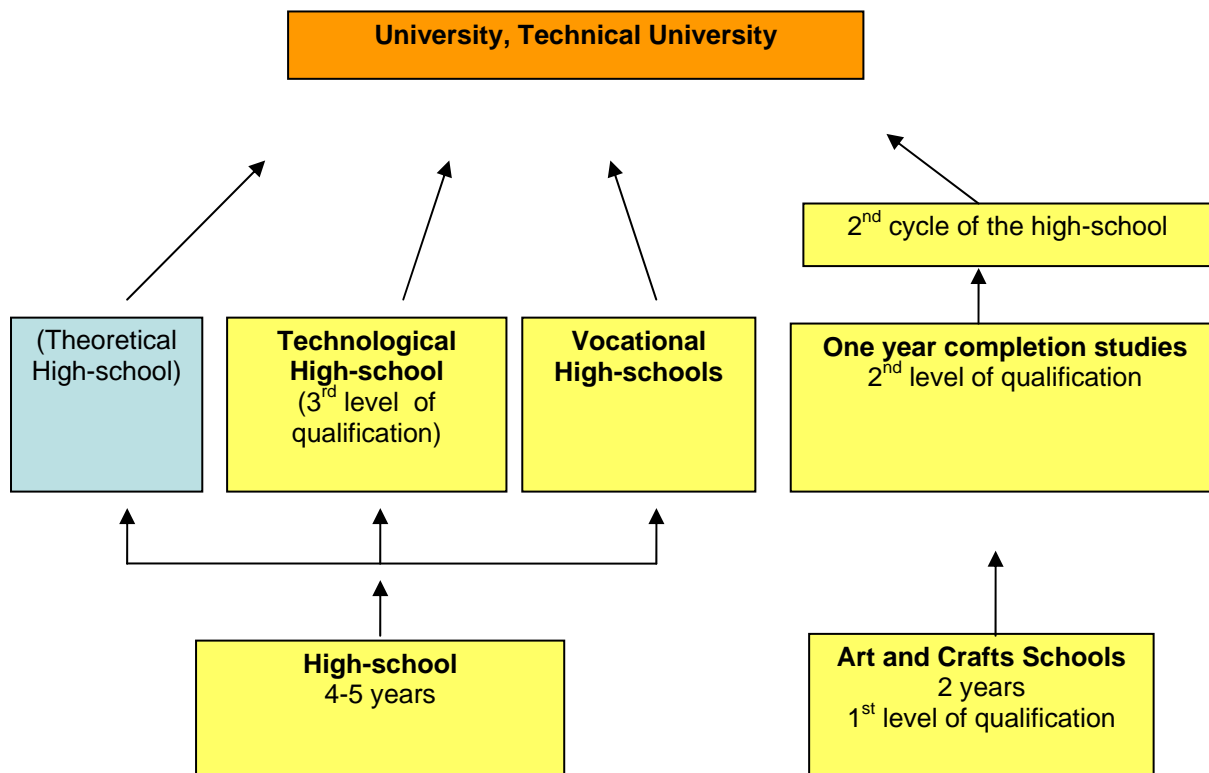
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3.1.3. TWO PATHS FOR VET

At age 14/15, pupils are distributed, based on their option and school performance, in: high schools (theoretical, technological, vocational) or Arts and Crafts Schools.



• VET IN HIGH SCHOOLS

VET in technological high schools

- first 2 year cycle: mostly common with the theoretical one;
- the second two year cycle, they divide into three vocational pathways (natural resources, services and technical occupations).
- each domain: separate vocational qualifications (for example, technician in public administration).

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VET in vocational high schools

- first 2 year cycle: mostly common with the theoretical one;
- lead to artistic or spiritual professions (performing arts, fine arts, architecture and religious orders);
- in 2005, there were 19 vocational qualifications available.

• VET IN ART AND CRAFTS SCHOOLS

- first 2 years – part of compulsory education – level 1 of qualification (Romanian Framework of Qualifications);
- completion year of study: level 2 of qualification, more specific than those in Technological High Schools;
- there are 135 individual qualification titles organized in 16 'domains';

3.1.4. RESPONSIBLE BODIES

The Ministry of Education has the overall responsibility for VET within the formal education system. The regional representatives of MoE, the County School Inspectorates ensure the implementation of the ministry decisions.

The Ministry of Labour and Social Protection and MoE are responsible for retraining and further training of the labour force.

3.1.5. CERTIFICATION OF VOCATIONAL TRAINING

Initial vocational training is certified by exams. Certificates are recognised at national level.

Continuing training courses are provided by Regional Centres for Adult Professional Training and other Centres for Professional Training.

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4. Recommendations

The research shows the need of formal and non formal education for the IDO role. In education sector, there is no formal training path for this role. Most of respondents have mentioned informal learning (on the job, “learning by doing”) as relevant for their training. In school, IDO responsibilities are completed by teachers. The IDO activity is not a mandatory one, but is important for career development. The CPD organizations focus on meeting the needs of beneficiaries by providing courses on the following areas: ICT, Education in European Context – Legislation, European Institutions, Management and Communication, Educational Management, English Lessons, Project Management.

For completing the WP4 objectives is necessary to make a deeper analysis of the required skills for the IDO role. The interview should be focused on the current activity of respondents. They will have to mention good results and unsuccessful projects and to emphasize related skills which helped or disturbed the final results. The research should reveal subjective aspects of IDO activity, IDO’s behaviour, attitudes, perceptions.

5. Appendix

Summary of 20 questionnaires

References

- *** Ministry of Education and Research, *Quality and Equity in the Romanian Education System*. National Report on Education Development. Bucharest, 2004.
- *** European Training Foundation, *ROMANIA: RESOURCE DOSSIER*, Institute of Education Sciences, Bucharest, September 2006
- Serban, M., West, J., *Fit for purpose? The Romanian system of VET*, in European Journal of Vocational Training, nr. 41/2007, CEDFOP.