

## DUAL-T PROJECT

# Presentation of Dual Romanian Education System

## **Abstract**

### 1. Romanian Education System

### 2. Dual Romanian Education System

#### 2.1. General Information

#### 2.2. Examination and Apprentice Certificates

#### 2.3. Organization and Responsibilities

#### 2.4. Financing

#### 2.5. Training Education for Trainer Foremen

#### 2.6. Professional Qualification-Qualification Framework and Permeability

### 3. Specifics of Vocational Education

## 1. Information on National Romanian Education System

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According to the National Education Law no.1/2011, Romanian education system is regulated by the Ministry of Education, Research and Youth (MERY).

Each level has its own form of organization and is the subject of valid legislation. Kindergarten is optional between 3 and 6 years. Schooling starts at age 7 (sometimes 6 years) and is compulsory until tenth grade (usually corresponds to the age of 16 or 17 years). Primary and secondary education is divided into 12 or 13 grades. Higher education is aligned to the European Higher Education Area.

Since the Romanian Revolution of 1989, the Romanian education system has been in a continuous process of reorganization which was both praised and criticized. The education system is identical at national level and highly centralized.



Primary school is compulsory for all children aged eight years, from age seven to ten years being known as the "primary education", while at the age of eleven and up to fourteen years it is known as "secondary education". Most elementary schools are part of the public school system. Private elementary education has a market share of 0.5%, according to the Ministry of Education, Research and Innovation. Education in Romania is compulsory until the end of tenth grade (or up to age 18).

### **Secondary school**

Secondary school lasts 4 years and is compulsory for all children. Courses are reconfigured at the end of fourth grade based on school performance. Many schools have special classes (such as intensive courses of English, Computer classes, providing one or more courses for these subjects). Selection for classes is based on local tests. Assessment of student performance is also different between the primary and secondary levels. Since 5th grade, students have a different teacher for each subject. In addition, each class has a teacher designated as the class tutor (form teacher), besides classical subjects hours of psychological counseling are organized and they are held by a school psychologist. In eighth grade the syllabus can contain up to 30-32 hours per week, or 6 hours a day.

### **High school**

High school studies last four years, two compulsory years (9<sup>th</sup> and 10<sup>th</sup> grades), two non-compulsory years (11<sup>th</sup> and 12<sup>th</sup> grades). There are no exams between the 10<sup>th</sup> and 11<sup>th</sup> grades. There is also a part-time program that lasts 5 years for those who wish to attend high school after they dropped their studies as teenagers.

According to the National Education Law of 2009 eighth graders continue their high school classes in the lower cycle of high school after sitting a national exam which is structured after international standardized tests.

There are five types of high schools giving access to higher education based on the type of education provided and school performance. All these lead to obtaining a high school diploma, access to the Bacalaureate exam and therefore access to university studies. Unlike the Swedish or French systems, high school curriculum does not limit the choice of a university.

- National High schools - are the most prestigious high schools in Romania, and most of them are in at least one international program, such as Cervantes, SOCRATES, Eurolikes, etc. They are all "theoretical". Many have existed for over 100 years and have a very powerful tradition in education. For example, "Sfântul Sava" Royal High School in Bucharest (1818), National High School in Iasi

(1828), Gheorghe Lazăr National High School in Bucharest (1860), Mihai Eminescu National High School in Iasi (1865), “Mihai Viteazul” National High School in Bucharest (1865), Fratii Buzesti National High School in Craiova (1882), Costache Negruzzi High School in Iasi (1895), Bănăţean National High School in Timisoara (1773). Other national high schools are Tudor Vianu National Informatics High School in Bucharest, Emil Racoviţă National High School in Iasi, Carol I National High School in Craiova (1826), "Elena Cuza" National High School in Craiova, Mihai Eminescu National High School in Constanta, Vasile Alecsandri National High School in Galati, etc., last admission mean for them is over 8.70, but for the best national high schools a mean of 9.50 is not good enough. The admission to a national high school provides the skills and knowledge needed to apply for a prestigious University.

- Military High School - there are only 3 such high schools, administered by the Ministry of Defense. They are considered extremely strict because they have the same regime as army units, being considered military facilities, and all students are considered members of the army and thus follow the same military rules and regulations.
- Economic High School or Technical High School – is a high school with very good results and a school program based on technical education or services (see below). Although these high schools are highly sought, very few graduates practice in the graduated fields. Many of the graduates do not choose to pursue a college with close profile.
- High School (Standard High School) - a type of average high school, offering one of the most available syllabuses. The type of school program offered is added after this denomination. They are theoretical of vocational high schools.
- School group – A group of two schools - a high school (usually offering syllabuses in technical or services education field). Some are considered to be the worst alternative for allowing access to a high school diploma and access to university, [value judgment] while others are very well regarded, providing rather high quality education [value judgment] (such as Viilor Economic School Group Bucharest - training of specialists in gastronomy, entertainment waiters, etc. - which has its own hotel, restaurant and pastry).

There are also vocational High Schools and National High Schools with artistic, theological or sports profile. Each type of high school is free to provide one or several syllabuses (profile).

### **Post-secondary education**

Post-secondary education allows the continuation of high school studies with or without baccalaureate diploma. Certain specializations and institutions are subsidized partially by state or fully against cost. The study period is of 1-3 years, depending on the specialization and difficulty. Most post-secondary courses give the title of “technician” or “foreman” like Schools of Arts and Crafts.

### **School of art and crafts**

The school of art and crafts was a form of education strictly oriented towards labor environment (labor market), namely an education focused on learning a craftsmanship. SAC education system was functioning on levels of qualifications, so that at the end of secondary school students enrolled for Level 1 of Qualification, with a study period of two years (9<sup>th</sup>-10<sup>th</sup> grades), finally obtaining the title of “worker”. Once this qualification was obtained, they could move to Level 2 of Qualification, with one year study (11<sup>th</sup>) and then to Level 3 of Qualification, obtaining the title of “foreman”.

**School group** - A group of two schools - a high school (usually offering syllabuses in technical field or education services). Some of them are considered to be the worst alternative for allowing access to a high school diploma and access to university, while others are very well regarded, providing rather high quality education, providing rather high quality education (such as Viilor Economic School Group Bucharest - training of specialists in gastronomy, entertainment waiters, etc. - which has its own hotel, restaurant and pastry). There are also vocational High Schools and National High Schools with artistic, theological or sports profile. Each type of high school is free to provide one or several syllabuses (profile).

### **Higher Education**

In any country, higher education is the moment of truth for the whole society. With many pressures from the technical evolution, a deficiency in the design of the Higher Education is very expensive for a country.

### **Private Education**

Since 1990, private and religious education at all levels has been accepted and partially funded by the state through the Ministry of Education, Research and Innovation, provided that they comply with certain ministerial guidelines. It is impossible to open a school without following the guidelines and syllabus - so in practice all Romanian schools achieve at least a limited amount of state funding.

In addition, there was a big change from the collapse of the communist system - especially in the organization terms of the system.

The system offers the following degrees: Graduation (general school graduation without examination), baccalaureate (high school graduation, after baccalaureate exam), degree (university graduation frame, after an examination and/or thesis), Masters (Master's degree after a thesis, and eventually, an exam), PhD (doctor, after a thesis).

In 2004, Romanian adult literacy rate was 97.3% (ranked 45 in the world), while the combined gross enrollment ratio in primary, secondary and tertiary education system was 75% (ranked 52 in the world). The results of PISA evaluation in schools carried out in 2000 ranked Romania 34th out of 42 participating countries with 432 points, representing 85% of the average score.

### STRUCTURE OF NATIONAL ROMANIAN EDUCATION SYSTEM

Age	Type of education	Grade	ISCED	Educational level		Qualification level
>19	Post-compulsory		6	Post-university education		5
				Doctorate (PhD)		
		5	University education	Master	University and post university education	4
				Bachelor		
4	Post high school education		Post-secondary education	3		
18	Post-compulsory	XIII	3	High school – upper cycle	Upper secondary education	3
XII						
17		XI		Completion year		
16	Compulsory	X	2	High school – lower cycle	School of Arts and Trades	1
15		IX				
14		VIII	Lower secondary school (Gymnasium)	Lower secondary education		
13		VII				
12		VI				
11		V				
10		IV	1	Primary school	Primary education	
9		III				
8		II				
7		I				
6		0	Pre-school education (kindergartens)	Pre-school education		
5						
4						
3						

## Basic organization

The Romanian education system is divided on two levels:

### 1. Pre-university.

Pre-university education is structured in 5 cycles:

- Pre-school Education (or Kindergarten) - it develops over three years, consisting of three groups: Small Group, Middle Group and Upper Group.
- Primary education (Primary School) - grades 0 (preparatory)-4th
- Secondary education (Secondary school) - grades 5th-8th
- 1.4.1 High school education (High School) – of four or five grades (grades 9-12 / 13)
- 1.4.2 Vocational education (School of art and crafts), which can continue or eliminate high school for training students for careers based on manual or practical activities.
- 1.5 Post-secondary education can last between 2 and 5 years.

**2. Higher education** (higher studies) was reorganized to be in accordance with the principles of Bologna process, whose purpose is building the European Space of Higher Education. It has the following four components:

- 2.1 License studies (Licensed) 3-4 years, for most subjects 3 years (since 2005)
- 2.2 Master studies (Master) 1-2 years, for most subjects 2 years (since 2008)
- 2.3 PhD studies (Doctoral) have the duration of at least 3 years (graduand) (since 2006).
- 2.4 Continuous learning (post-university courses, continuous training).

## Bodies and institutions affiliated to the Ministry of National Education

- COUNCILS AND CONSULTATIVE COMMITTEES of the Ministry of Education, Research, Youth and Sports
  - National Council for Education Reform
  - National Council de Attesting Titles, Diplomas and University Certificates
  - National Council for the Financing of Higher Education
  - National Council for the Financing of State Pre-university Education
  - National Council of Scientific Research in Higher Education

- National Council of Libraries
- National Council of Rectors
- INSTITUTIONS AND UNITS subordinated to or coordinated by the Ministry of Education, Research, Youth and Sports, excluding scientific research establishments and the units subordinated to the National Authority for Scientific Research, as well as those subordinated to the National Authority for Sports and Youth
  - County School Inspectorates and Bucharest School Inspectorate – decentralized public services of the Ministry of Education, Research, Youth and Sports, in whose subordination related establishments, establishments for extracurricular activity and school sports clubs operate
  - State Higher Education Institutions
  - Romanian National Committee for UNESCO
  - Executive Unit for Financing Higher Education and University Scientific Research
  - National Assessment and Examination Center
  - National Agency for Community Programs in the Field of Vocational Education and Training
  - Agency for Loans and Scholarships
  - National Center for the Development of Vocational and Technical Education
  - Federation of School and University Sports
  - Center for Continuous Training in German ((C.F.C.L.G.) / Zentrum für Lehrerfortbildung in deutscher Sprache)
  - Romanian National Secretariat of the Black Sea University Network
  - Romanian Agency for Quality Assurance in Pre-university Education (ARACIP)
  - "Madrigal" National Chamber Choir
  - Administration Agency for National Network of Information for Education and Research
  - National Authority for Qualifications (ANC)
  - National Children's Palace in Bucharest
  - Central university and pedagogic libraries
  - "Editura Didactică și Pedagogică" Autonomous Agency
- STUDENTS SPORTS CLUBS subordinated to the Ministry of Education, Research, Youth and Sports
- INSTITUTIONS AND ESTABLISHMENTS for scientific research, technological development and innovation directly subordinated to the Ministry of Education, Research, Youth and Sports
  - Institute of Education Sciences
  - UNESCO European Center for Higher Education (CEPES)
  - Romanian Language Institute
  - Biological Research Center in Jibou
- SPECIALIZED BODIES of central public administration for scientific research, technological development and innovation, and also for youth and sports, subordinated to the Ministry of Education, Research, Youth and Sports

- National Authority for Scientific Research
- National Authority for Sports and Youth

## 2. The dual Romanian education system

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### 2.1. General information

To support the dialogue partners in vocational and technical education, and also the students and parents interested in dual education, an enrollment form in vocational education recently introduced by GEO 94/2014, the Ministry of Education and Scientific Research (MESR) makes the following notes:

The introduction a strong vocational education system adjusted to the needs of the economy and labor market requirements, was and remains a priority of MESR. The Ministry of Education has regulated its organization after consulting employers and following their request. In this request, MESR maintained a regular dialogue with representatives of employers on the best possible organization of vocational training system in Romania. For example, in March 2014, the leadership of the German Vocational School Kronstadt and a group of German companies (Daimler AG, AHK, Schaeffler Romania, Star Transmission, Marquardt Schaltsysteme S.C.S., DWS Sibiu, DWC Timisoara, Christiani, Draexlmaier, Continental), members of the Association Fit for Future of German Economic Club of Brasov, addressed to the National Centre for Technical and Vocational Education Development, a specialized body of the Ministry, with proposals on vocational education. One of the proposals was to organize the dual system of vocational education.

Another example of MESR opening to the proposals coming from the labor market is to amend the National Education Law, which initially provided a duration of vocational education of 3 years, and after such amendment the duration could exceed 3 years ("Vocational education with the duration of at least 3 years" - art. 23 para. (1) as amended by GEO 49/2014, at the request of economic agents).

Under the new regulations, dual education organization is at the request of economic agents. Moreover, the organization, duration and content of training programs and the ways to certify the vocational training are established by consulting economic operators. Therefore, this form of vocational education is complementary to those currently operating, and GEO 94/2014 provides the legal framework for organizing it, giving the economic agents the opportunity to become directly involved in all components of labor training they need.

A novelty in the case of dual education is that it is conducted on the basis of an employment contract concluded between the economic agent and the student. The form and content of the employment contract are to be defined in the future.

The specific element of this complementary type of education is the division of responsibilities between education authorities and employers/organizations thereof,

in terms of curriculum, providing training, evaluation and funding. Educational authorities are responsible for providing human and financial resources and they organize training in school (1-2 days), and the employer should provide human and financial resources and organize practical training at the workplace (3-4 days).

Note that currently existing forms of vocational education address to various groups. Specifically, vocational education lasting 2 years is aimed at graduates of 9<sup>th</sup> grade, vocational education lasting 3 years is aimed at graduates 8<sup>th</sup> grade, while dual education is organized for graduates of compulsory education, therefore for graduates of 10<sup>th</sup> grade.

So, this last form of vocational education is open to students who have completed compulsory education, to get necessary skills to enter the labor market, giving them an alternative training route. Also, previous series of graduates who left education after graduating from compulsory education also have access to dual education to complete training with a qualification or without skills that provide them with employment opportunities. Dual education gives graduates the opportunity to enter the labor market and at the same time, to continue vocational training at a higher qualification level.

Vocational training to economic agents and the consolidation of practical training component at the employer are development priorities both at European and national level. Reforming the vocational training system in Romania in this sense is part of country-specific recommendations from the European Commission.

The need to adapt to the demands of the labor market on the one hand and the need to adapt to individual peculiarities and specific training requirements of the student, on the other hand, require the route flexibility of training, particularly vocational training as a prerequisite. It is a recommendation that is found in all European documents relating to education, combating early leaving of education or skills required for smart, sustainable and inclusive economic growth.

### **What is the vocational training of adults?**

Vocational training is the procedure to ensure the growth and diversification of vocational competencies through the initiation, qualification, re-qualification, retraining and specialization of persons looking for a job in order to achieve mobility and their (re)integration on the labor market.

#### **Purpose:**

- To stimulate employment;
- To raise the level of vocational competence;
- To facilitate employment in accordance with the trends of labor market;
- To adjust the demand and supply of skilled labor force;
- To maintain and develop vocational competences;

- To stimulate the mobility of labor force;
- To increase the opportunities for vocational (re)integration;
- To re-insert a part of labor force in the vocational market;
- To increase the training level in order to meet the real needs for skilled personnel of economic agents.

## Characteristics

### Main sub-activities

- identification of vocational training needs;
- planning of vocational training activity;
- assessment of vocational training activity.

### Principles that govern vocational training:

- legality;
- professionalism;
- efficiency;
- provision of equal opportunities on labor market;
- confidentiality.

### Results aimed:

- equipping the individual with the skills necessary to participate more actively in the spheres of social life, at all community levels, including at European level;
- increase of labor force mobility;
- increase of chances for access to jobs;
- limitation of proportions of long-run unemployment;
- facilitation of activity (re)integration of disadvantaged labor force categories;
- increase of the level of human resources investments;
- efficient development of teaching and learning methods;
- improvement of skills evaluation and non-formal and informal system;
- increase of the efficiency of vocational training courses.

### Place of development:

- authorized suppliers of vocational training services under the conditions of law;
- registered offices of county agencies for employment and Bucharest municipality;
- other registered offices of the economic agents involved.

Necessary equipment:

- classrooms
- training equipment
- furniture
- study materials
- supplies
- materials for practical activity
- protective equipment
- workshops
- instruments
- installations
- audio-video means.

Personnel involved in achieving the activity:

- employed personnel of vocational training providers;
- people in charge with the course;
- trainers for theoretical and practical training;
- executive managers of vocational training suppliers.

**EVALUATION AND CERTIFICATION CENTERS FOR PROFESSIONAL COMPETENCES  
AUTHORIZED BY THE NATIONAL AUTHORITY FOR QUALIFICATIONS-ANC**

National Registry of Providers of Vocational Training for Adults

National Registry of graduates of authorized programs of vocational training for adults

National Registry for Qualifications in Higher Education

National Registry for Professional Qualifications

The National Authority for Qualifications (ANC) was established under the National Education Law no. 1/2011 and is organized and operates as a public institution with legal personality, a specialized body coordinated by the Ministry of National Education, through the reorganization of the National Council of Qualifications and Vocational Training of Adults (CNCFPA) and CNCFPA Executive Unit (the latter being created through the reorganization of the Technical Secretariat of CNFPA and National Agency for Qualifications in Higher Education and Partnership with the Economic and Social environment - ACPART, institutions that were abolished). The mission assumed by ANC is to ensure the general framework for achieving continuous training and development of skills necessary to sustain competitive

human resources capable of operating effectively in today's society and in a community of knowledge (GD 780/2013 amending and supplementing GD 556/2011 on the organization and functioning of the National Authority for Qualifications). Main responsibilities: - it establishes, updates and implements National Qualifications Framework and National Qualifications Registry; - it ensures the legal framework of the system of education and training for adults; - it coordinates, monitors and controls the licensing and authorization process of vocational training providers; - it ensures the implementation, management and updating of the following registries: National Registry of authorized training providers, the National Registry of unauthorized training providers; National Registry of cross-border training providers and the National Registry of Assessors of professional skills, evaluators of evaluators and certified external evaluators; - it coordinates quality assurance in adult vocational training. ANC is headed by a chairman appointed by the order of the Minister of National Education, and operates with a number of 56 positions that fall in the total number of positions approved for education establishments and research that are coordinated by and subordinated to the Ministry of National Education, funded from own revenues and subsidies from the state budget.

## ADULTS TRAINING IN ROMANIA

The main pieces of legislation that regulate FPA system in Romania are:

- National Education Law no. 1/2011, with subsequent amendments and additions;
- Government Ordinance no. 129/2000 on adult vocational training, republished in the Official Gazette, Part I no. 110 of 13 February 2014; - By ANC decision no. 57/03.03.2014 the occupational Education and vocational training standard was approved. Specialists will be able to identify the specific activities for an occupation, and also the skills necessary to practice it, at a minimum acceptable level on the labor market, considering the main tasks and responsibilities specific for an occupation, described in the International Standard Classification of Occupations (ISCO), in the Romanian Classification of Occupations (COR) and in the European Classification of Skills/Competences, Qualifications and Occupations (ESCO).
- Pieces of legislation subsequent to GO 129/2000 (on the application norms, methodologies, procedures, classifications and specific lists), by which they are regulated: criteria and procedures for quality assurance of FPA programs;
- Vocational training, evaluation and certification based on competences;
- Evaluation and recognition of the competences acquired in non-formal and informal education contexts;

- Labor Code (Law no. 53/2003 republished, with subsequent amendments and additions) has specific provisions in relation to the vocational training in enterprises and stipulates the companies' obligation to train professionally the personnel every two years (or every three years, for enterprises with small number of employees);
- Law no. 76/2002 on insurance systems for unemployment and employment stimulation, with subsequent amendments and additions; Governmental Decision no. 918/2013 on the approval of National Framework of Qualifications;
- Other pieces of legislation relating to the vocational training regulated at sectoral level. These regulations can refer to the content of training, conditions of access to training, providing training, evaluation and certification of training results. By FPA legislation in Romania, the main European principles related to the transparency of qualifications and recognition of competences and qualifications, regardless of the learning context in which they were acquired – formal, non-formal or informal, have been implemented

## **ADULT VOCATIONAL TRAINING IN FORMAL CONTEXT**

In accordance with art. 2 of the Methodology for authorizing the providers of adult vocational training, approved by Order 353/5202/2003 of the minister of labor, social solidarity and family and the minister of education, research and youth, with subsequent amendments and additions, vocational training providers are authorized to carry out a specific vocational training program by County Authorization committees of the providers of adult vocational training, Bucharest municipality, respectively. ANC coordinates the activity authorizing the providers of adult vocational training, but the authorization proper of vocational training providers is a task of county authorization committees, which are not organizational structures of ANC (in total, there are 42 such functional authorization committees).

The authorization committees consist of representatives of county school inspectorates, county agencies for employment, employers' associations, labor unions, and the County Agency for Payments and social inspection. The Manager of County Agency for Payments and inspection is the chairman of the county authorization authority. It should be borne in mind that, according to adult training law, nationally recognized vocational qualification certificates are issued to the graduates of qualification programs, and nationally recognized graduation certificates are issued to the graduates of initiation, specialization and retraining programs. National Registry of the Providers of Adult Vocational Training (RNFFPA) is updated by the ANC, based on information submitted by the County and Bucharest Committees for authorizing the providers of adult vocational training county and Bucharest.

## ADULT VOCATIONAL TRAINING IN NON-FORMAL AND INFORMAL CONTEXTS

Romania has developed and implemented a system of evaluation and certification of vocational competences acquired in other ways than formal, since 2004. Assessment and certification can be achieved in the centers of assessment and certification of vocational competences, authorized by the National Authority for Qualifications (ANC) based on the Procedure of evaluation and certification of vocational competences acquired in other ways than formal, approved by the Order of the Minister of Education and Research and the Minister of Labour, Social Solidarity and Family no. 4543/468/2004, with subsequent amendments and additions. According to the National Education Law no. 1/2011, with subsequent amendments and additions, the ANC assesses and certifies evaluators of vocational competences, evaluators of evaluators and external evaluators and draws up the National registry of certified vocational competences evaluators, evaluators of evaluators and external evaluators. The ANC accredits the assessment centers and assessment bodies, based on evaluation reports prepared by the external evaluators. Currently, people who wish to be evaluated for recognition of vocational competences acquired in other ways than formal, based on an occupational standard/ vocational training standard, addresses to an authorized center for the occupation/qualification in question. If the person is declared competent, a certificate of vocational competences is issued and vocational competences for which he has been declared competent are mentioned overleaf. If he has all the competences of an occupational standard/vocational training standard, the certificate of vocational competences has the same value as a vocational qualification certificate obtained in formal context, with national recognition.

### LEGISLATIVE ABSTRACT ON ADULT CONTINUOUS TRAINING

- National Education Law no. 1/2011, with subsequent amendments and additions;
- Law no. 53/2003 – Labor Code, republished, with subsequent amendments and additions; Law no. 76/2002 on the insurance system for unemployment and employment stimulation, with subsequent amendments and additions;
- Government Ordinance no. 129/2000 on adult vocational training, republished;
- Government Decision no. 918/2013 on the approval of National Framework of Qualifications;
- Government Decision no. 556/2011 on the organization, structure and functioning of the National Authority for Qualifications, with subsequent amendments and additions;

- Government Decision no. 1352/2010 on the approval of the structure of the Classification of Occupations in Romania – level, basic group, according to International Standard Classification of Occupations - ISCO 08, with subsequent amendments and additions;
- Government Decision no. 522/2003 for the approval of methodological application norms for the provisions of the Government Ordinance no. 129/2000 on adult vocational training;
- Order of the minister of labor, family and social protection and president of the National Institute of Statistics no. 1832/856/2011 on the approval of the Classification of Occupations in Romania – occupation level (six figures);
- Evaluation and certification procedure for vocational competences acquired other than formally, approved by Order of the minister of education and research and the minister of labor, social solidarity and family no. 4543/468/2004, with subsequent amendments and additions;
- Nomenclature of qualifications for which programs completed with qualification certificates can be organized, approved by the Order of the minister of labor, social solidarity and family and the minister of education and research no. 35/3112/2004, with subsequent amendments and additions;
- Methodology for the certification of adult vocational training, approved by the Order of the minister of labor, social solidarity and family and the minister of education and research no. 501/5253/2003, with subsequent amendments and additions;
- Methodology for authorizing the providers of adult vocational training, approved by the Order of the minister of labor, social solidarity and family and the minister of education, research and youth no. 353/5202/2003, with subsequent amendments and additions;
- Procedure for updating the nomenclature of the Classification of Occupations in Romania, approved by the Order of the minister of labor and social solidarity the chairman of the National Institute of Statistics no. 270/273/2002.

## 2.2 Examination and Certification of apprentices

Upon the completion of these courses a graduation exam shall be held in front of a committee consisting of the provider's representatives and specialists outside the training provider.

Students who are not present at the graduation exam or those who do not pass it, receive a certificate of participation in the vocational training program, based on which they can register for sitting another graduation exam, under the same conditions. If the vocational training provider no longer organizes a new graduation exam, participants may ask the county authorization committee to sit the graduation

exam to another vocational training provider, based on certificate of participation in the vocational training program.

Depending on the type of program and the forms of vocational training, the authorized vocational training provider can issue the following types of certificates:

- ❖ vocational qualification certificate for qualification or requalification courses and apprenticeship training programs organized at the workplace for the qualifications contained in the Nomenclature of qualifications for which vocational training programs completed with qualification certificates can be organized;
- ❖ graduation certificate, for courses and initiation stages, retraining or specialization courses and stages, and also for vocational training programs through apprenticeship at the workplace organized for the occupations comprised in Classification of Occupations in Romania for major groups 3, 4, 5, 6, 7 and 8 .

Vocational qualification and graduation certificates bear the heading of the Ministry of Labor and Social Solidarity and Ministry of Education and Research and are issued by the vocational training provider to the holder under signature, based on the identity document within 30 days after passing the graduation exam, accompanied by an annex in which the acquired vocational competences are specified. In exceptional cases, the certificate is issued to an empowered person, based on a power authenticated by Notary office/consulate.

Qualification certificates issued by the National Authority for Qualifications of the Association for the Support of Unemployed, Dambovită are recognized nationally and in European Union member states, according to the provisions of GO 129/2000, with subsequent amendments and additions. These certificates are issued by the Ministry of Labor and Ministry of Education and are issued to persons who have completed vocational training programs in the following categories:

- » Qualification programs level 1;
- » Qualification programs level 2;
- » Qualification programs level 3.

### **Graduation certificate**

Graduation certificates issued by the National Authority for Qualifications of the Association for the Support of Unemployed, Dambovită are recognized nationally and in European Union member states, according to the provisions of GO 129/2000, with

subsequent amendments and additions. These certificates are issued by the Ministry of Labor, Family and Social Protection and Ministry of Education, Research, Youth and Sports and are issued to persons who have completed vocational training programs in the following categories:

- » Initiation programs;
- » Retraining programs;
- » Specialization programs;
- » Common competences.

**The front page of the qualification/graduation certificate** contains:

- » Series and number of certificate;
- » Identification data of trainee (surname, first name, CNP, date of birth, place of birth, parents);
- » Period when the course took place;
- » Denomination of the course;
- » Duration of the course;
- » Vocational training provider;
- » Date when the exam was passed;
- » Passing mean of the exam;
- » Qualification obtained.

It is signed by the Manager and secretary of the Training center, and also by the president of the examination committee, and an impressed stamp is applied in the upper right corner.

**The descriptive supplement of the certificate** contains:

- » Type of certificate, its series and number;
- » Qualification / occupation acquired and its Nomenclature code / COR code;
- » Denomination of the training provider that issued the certificate;
- » Qualification level and evaluation system;
- » Legal base for issuing the certificate;
- » Level of studies for the participation in the program;
- » Type of training program and its duration in hours;
- » Vocational competences acquired;

It is signed by the Manager and secretary of the Training center, and also by the president of the examination committee.

Also, the organization of vocational training certification is regulated by certification methodology of adult vocational training, approved by joint order of the MMSSF (Order no. 201/2003) and MECT (Order no. 5253/2003).

Certification Methodology of adult vocational training, hereinafter referred to as methodology, includes procedures for organizing and conducting the graduation exam for adult vocational training programs and the procedures for issuing, managing and archiving graduation and qualification certificates with national recognition.

This methodology is applied to training programs organized by authorized training providers as provided by Government Ordinance no. 129/2000, republished, on the training of adults hereinafter referred to as the Ordinance.

Training provider issues the following type of certificate, if applicable, to the person who passed the graduation exam of a vocational training program:

- » vocational qualification certificate for qualification or re-qualification programs;
- » graduation certificate for initiation, retraining, specialization programs, and also for the graduation of each module, in the case of vocational training programs structured on modules..3

Vocational qualification or graduation certificates with national recognition are issued with an annex denominated “Descriptive supplement of the certificate”, in which the vocational competences acquired are specified.

### 2.3. Organization and responsibilities

#### Theoretical training

It is the stage of vocational training process which involves the accumulation and retention by participants of the theoretical notions related to the qualification / occupation studied. At this stage, the basic concepts on that domain, associated definitions, common terms and working procedures / execution technique of the activities are defined.

At this stage, the student accumulates a number of helpful knowledge about the technological process corresponding to chosen qualification, steps required for the activity, equipment, the necessary tools and gear, materials, and about quality criteria to be applied.

The instruments used for theoretical training are:

- Course aid;
- Work sheets;
- Drawings, plans;
- Brochures;
- Flyers;
- Prospects;
- Books;
- Handbooks;
- Multimedia presentations;
- Internet;
- Specialty publications;
- Dictionaries;
- Laws, legislation.

As theoretical training methods, the following are used:

- Lecture;
- Role games;
- Group discussions;
- Team work;
- Presentations;
- Illustration;
- Brainstorming;
- Critical analysis.

The spaces where theoretical training is conducted must also meet a number of conditions to comply with the minimum quality requirements of the training imposed by valid legislation:

- To be properly arranged and allow the accommodation of all students;
- To be properly furnished for the teaching activity carried out;
- To be warmed, airy enough and with increased frequency;
- To be equipped with all office facilities needed;
- To have a configuration that allows access of all training participants to information and discussions within the learning process.

It is also very important to note that theoretical training activities should be carried out under the guidance of the trainer or trainers (in case they are several).

## Practical training

It is the vocational training process stage in which the participant acquires skills and abilities necessary for successful completion of all activities associated with the qualification. This step should be carried out in real conditions of work, namely:

- Profile business corporations with which vocational training provider has signed collaboration conventions;
- Workshops equipped properly with tools, devices, gear, instruments and facilities necessary for the activity;
- Other spaces properly equipped for carrying out practice activities.

The instruments used for theoretical training are:

- Course aid;
- Work sheets;
- Drawings, plans;
- Technical execution documentation;
- Tools;
- Gear;
- Raw materials;
- Work equipment;
- Protective equipment;
- Fire fighting equipment;
- Manufacturing recipes / instructions.

As theoretical training methods, the following are used:

- Illustration;
- Critical analysis;
- Practical demonstration;
- Exercise;
- Simulation;
- Team work;
- Group activities.

The spaces where practical training is conducted must also meet a number of conditions to comply with the minimum quality requirements of the training imposed by valid legislation:

- To be properly arranged and allow the accommodation of all students;
- To be properly furnished for the practical training carried out;

- To be equipped with all tools, equipment and facilities needed to carry out practical training activities;
- To have a configuration that allows access of all training participants to the activities within the practical training process;

It is also very important to note that practical training activities should be carried out under the guidance of the trainer or trainers (in case they are several) and a representative of the company that receives the students for practice. Moreover, it is compulsory to carry out the training on labor health and safety norms (labor protection) and PSI before starting practical training activities.

Costs of vocational training can vary, with prices starting from 350 lei / person, depending on the services offered and their quality, price policy training center and other related costs associated with the services provided.

A key indicator can be the selected provider's reputation in the market, its recommendations and experience in the field. The quality of the competences acquired by you is often guaranteed by the reputation of the Vocational training centers where you have acquired them.

For example we have the following tariffs for vocational training services:

- Initiation / retraining / specialization courses – between 400 and 600 lei / course, depending on the complexity of the course and its specificity;
- Qualification courses level 1 – between 400 and 500 lei / course, depending on the complexity of the course and its specificity;
- Qualification courses level 2 – between 550 and 800 lei / course, depending on the complexity of the course and its specificity;
- Qualification courses level 3 – between 800 and 1100 lei / course, depending on the complexity of the course and its specificity.

The Association for the Support of Unemployed is authorized to provide vocational training services in over 65 occupations and qualifications and offers these services in cities.

ASSD vocational training center (Association for the Support of Unemployed) offers FREE OF CHARGE vocational training services for the following categories of beneficiaries:

- Unemployed people in rural area;
- Unemployed people in urban area;
- Employed personnel.

These free of charge services are offered in projects financed from the European Social Fund based upon availability for specific qualifications or occupations.

Evaluation and certification services for vocational competences

### **Stages of evaluation and certification process for vocational competences**

The evaluation and certification process for vocational competences is divided in several stages, namely:

1. *Enrollment of candidates for the evaluation of competences-* The candidate submits an application to an approved assessment center for the occupation / qualification for which he wants a certificate of vocational competences. A certified evaluator of vocational competences is assigned to him and the evaluator will be responsible for implementing the entire evaluation process.
2. *Assisting the candidate for carrying out self-evaluation-* The evaluator details the contents and provisions of the standard, shows to him the self-assessment sheet and how to fill it. The candidate analyzes every aspect of the competences for which he requires assessment, as it is identified in the self-assessment sheet and decides whether or not he is able to produce evidence that proves clearly and unequivocally that he is competent.
3. *Determination of competence units for which the candidate requires the evaluation -* After the candidate has completed the self-assessment sheet, it will be analyzed together with the evaluator. Following this analysis, the candidate sets, in agreement with the evaluator, the competence units for which he wants his vocational competences to be evaluated and certified.
4. *Planning and organizing the evaluation process-* The evaluator plans and organizes the evaluation process, in agreement with the candidate. He shall also make sure that the valuation methods set and scheduling the evaluation process were agreed both by the candidate and by the management of the evaluation center. The duration of the evaluation process should not exceed 30 days.
5. *Collecting competence evidence-* In assessing vocational competence, competence evidence produced by the candidate is judged in relation to the critical issues established for each competence unit of the standard. The competence evidence are collected from a range of sources (direct evidence, circumstantial evidence, additional evidence). The evidence is obtained following the application of evaluation tools.

Evaluation instruments applied:

For testing the knowledge:

- Written tests
- Oral questions
- Report from other people

For testing practical skills:

- Observation sheets
- Structured simulations / demonstrations
- Projects
- Portfolios
- Report from other people

6. *Analysis of evidence and making the decision on the competence* – Competence evidence is analyzed and judged by the evaluator in relation to the critical aspects corresponding to the competence units established by the candidate, based on the evaluation principles (validity, credibility, correctness, flexibility, transparency, simplicity).

7. *Issue of competence certificate*– The person declared competent after the evaluation process receives a certificate of vocational competences. In the vocational competence certificate, the competence units for which the person has been declared competent are listed. The certificate shall be filled by the secretary of the evaluation center.

## 2.4 FINANCING

### **Lifelong learning in Romania.**

Continuous education represents all learning activities carried out by each person throughout life in formal, non-formal and informal contexts in order to train or develop competences from a multiple perspective: personal, civic, social or occupational. Lifelong learning includes early education, pre-university education, higher education, continuing education and training of adults.

The main purposes of lifelong learning aim at plenary development of the person and sustainable development of society. Lifelong learning is focused on training and developing key and specific competences for a field or a qualification.

**Lifelong learning is carried out in contexts of formal, non-formal and informal education.**

***Learning in formal context*** represents an organized and structured learning, which is carried out in an institutionalized environment and is reasoned on an explicit didactic planning. This type of activity has associated objectives, durations and

resources, depends on the learner's will and is completed with the institutionalized certification of the knowledge and competences acquired.

**Learning in non-formal contexts** is considered as being integrated learning within planned activities, with learning objectives, which does not follow explicitly a curriculum and may vary as duration. This type of learning depends on the learner's intention and does not lead automatically to the certification of knowledge and competences acquired.

**Learning in informal contexts** represents the result of daily activities related to work, family environment, free time and is not organized or structured from the point of view of the objectives, duration or learning support. This type of learning does not depend on the learner's intention and does not lead automatically to the certification of knowledge and competences acquired.

The certification of knowledge and competences acquired in non-formal and informal contexts can be made by bodies authorized in this sense, under law conditions.

Institutions or organizations in which learning in **formal contexts** is carried out are: pre-university and higher education institutions and establishments, education and vocational training centers subordinated to ministries or local public authorities, public and private providers of education and vocational training certified/accredited under law, governmental or non-governmental organizations that offer programs authorized under the law, employers who offer vocational training programs for their employees.

Institutions or organizations in which learning in **non-formal contexts** is carried out are pre-university and higher education institutions and establishments, education and vocational training centers subordinated to ministries or local public authorities, public and private providers of education and vocational training certified/accredited under law, governmental or non-governmental organizations that offer programs authorized under the law, employers who offer vocational training programs for their employees, child nursing and protection centers, pupils palaces and clubs, workplace, cultural institutions such as museums, theaters, cultural centers, libraries, documentation centers, cinemas, civic halls, and also professional, cultural associations, trade unions, non-governmental organizations.

Institutions or organizations in which learning in **informal contexts** is carried out are the abovementioned institutions and organizations in which learning in **formal and non-formal contexts** is carried out. Informal learning is often unintentional and unconscious and can only occur when children, young people and adults carry out activities in the family, at workplace, in the community, in social networks, when they engage in volunteer, sports or cultural activities or others alike.

State guarantees and supports, including financially, the access to continuous education and vocational training for:

- a) young people and adults who did not complete compulsory education;
- b) young people who left the education system before obtaining a vocational qualification and are not comprised in any form of education or vocational training;

- c) graduates of non-vocational education or those who graduated high school education or higher education studies in redundant or irrelevant fields and qualifications in labor market;
- d) people with special education needs;
- e) young people and adults who return to the country after a long period of work abroad;
- f) young people and adults who are residents in economically and socially disadvantaged communities;
- g) employees over 40 years old with a low level of education, who are residents in urban and rural environment, with low qualification and unskilled;
- h) pupils with major risk of school failure;
- i) all citizens who wish to follow permanent education programs.

Funding lifelong learning is done through public and private funds based on public-private partnership through funding and co-financing from employers, non-governmental organizations, with non-refundable funds from European programs through permanent education accounts and the contribution of beneficiaries.

### **Responsibilities related to lifelong learning**

Romanian State exercises its powers in lifelong learning through the Ministry of Education, Research, Youth and Sports, Parliament, Government, Ministry of Labor, Family and Social Protection, Ministry of Culture and National Heritage, Ministry of Health and the Ministry of Administration and Interior.

- The main duties of the Ministry of Education, Research, Youth and Sports, in the field of lifelong learning are:

- a) developing national strategies and policies in education, training, research, youth and sports;
- b) developing regulations related to the organization and functioning of Romanian education system;
- c) monitoring, evaluation and control, directly or by authorized bodies, of the functioning of education system and education providers;
- d) establishing the mechanisms and methodologies for the validation and recognition of learning results;
- e) developing the policies in the field of non-vocational education of adults and elderly people, together with the Ministry of Culture and National heritage;
- f) other duties, as they are specified in education and vocational training legislation.

- The main duties of the Ministry of Labor, Family and Social Protection, in the field of lifelong learning are:

- a) developing the national policies and strategies on adult vocational training, together with the Ministry of Education, Research, Youth and Sports;
- b) regulation of vocational training at workplace and vocational training by apprenticeship at workplace;
- c) monitoring, evaluation, accreditation and control, directly or by authorized bodies, of training providers, others than those in the national education system;
- d) other duties provided by education and vocational training legislation.

- The main duties of the Ministry of Culture and National Heritage in the field of lifelong learning are:
  - a) stimulating the increase of the degree of public access and participation in culture;
  - b) proposal and promotion of partnerships with local public administration authorities and with the structures of civil society for diversifying, modernizing and optimizing public services offered by cultural institutions and establishments to meet the public cultural and educational needs;
  - c) promoting the recognition of vocational competences, guaranteeing the rights and interests of creators, artists and specialists in culture, respectively;
  - d) other duties provided by education and vocational training legislation.

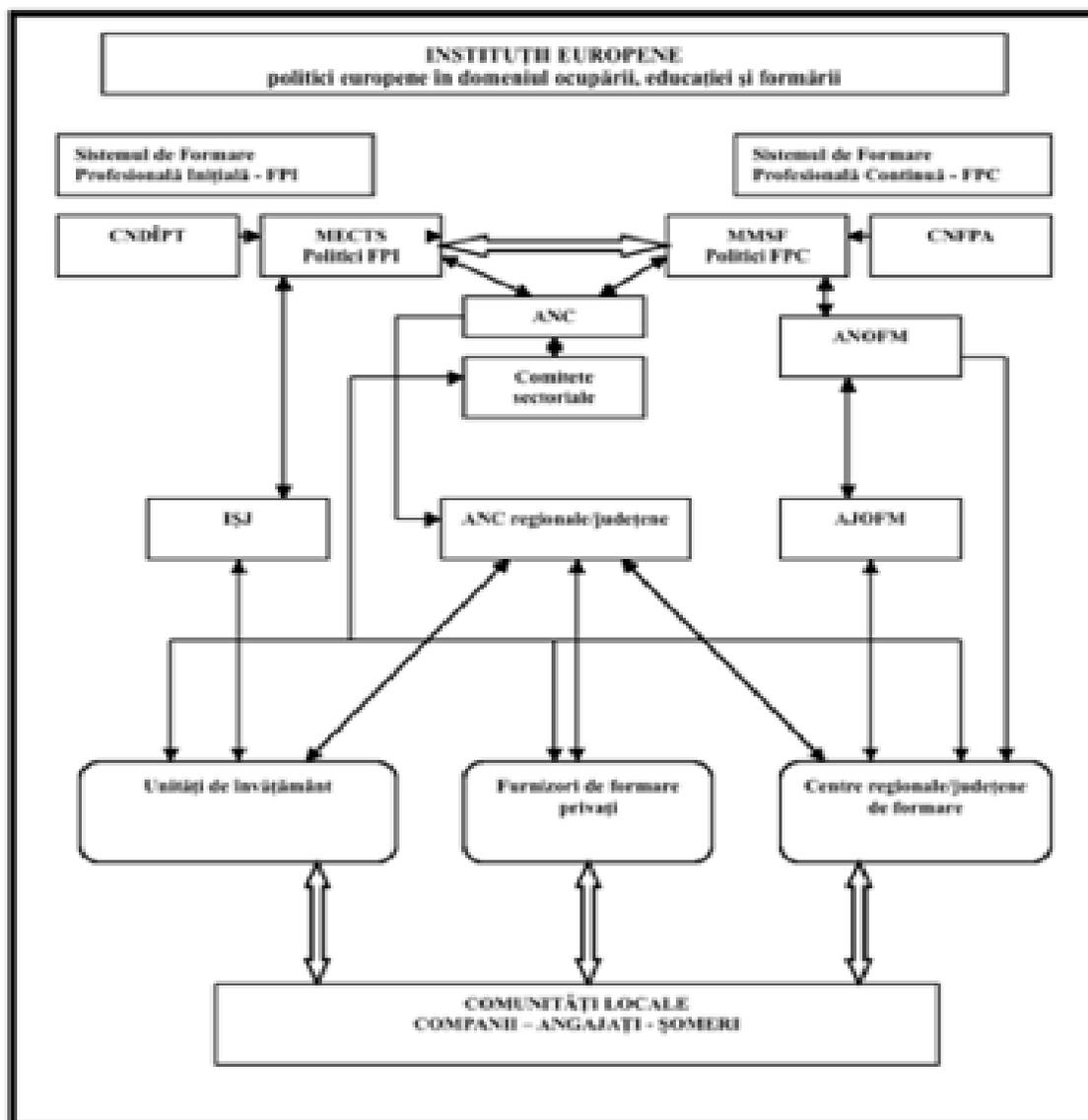
Ministries and central authorities can have responsibilities in the field of education and training for the professions regulated by particular laws.

By National Education Law no. 1 of 5 January 2011 the **National Authority for Qualifications (ANC)** was established by reorganizing the National Council of Adult Qualifications and Vocational Training (CNCFPA) and Executive Unit of the National Council of Adult Qualifications and Vocational Training.

The National Authority for Qualifications elaborates the National framework of qualifications based on the European framework of qualifications, manages the National registry of qualifications and the National Registry of adult vocational training providers. The National Authority for Qualifications coordinates the authorization of continuous vocational training providers at national level, coordinates the quality insurance system in continuous vocational training and the activities of sectoral committees. The National Authority for Qualifications also has the following duties:

- to elaborate, implement and update the National framework of qualifications, and also the National Registry of qualifications;
- to ensure the compatibility of the national system of qualifications with other qualification systems existing at European and international level;
- to propose elements of national policies and strategies, laws related to the national system of qualifications and development of human resources, including adult vocational training, to the Ministry of Education, Research, Youth and Sports;
- to coordinate and control at national level the elaboration of occupational standards and vocational training standards;
- to coordinate quality insurance in adult vocational training;
- to coordinate and control the authorization of adult vocational training providers;
- to elaborate the National Registry of adult vocational training providers, and also the National Registry of vocational competences evaluators; National Education Law

- to coordinate the authorization of vocational competence evaluation centers and certify vocational competences evaluators;
- to participate in the elaboration of plans or programs of national interest in the field of qualifications and adult vocational training;
- to promote social dialogue, support and coordinate the activity of sectoral committees.



Financing current and capital expenditure of the National Authority for Qualifications is provided from own revenues and grants from the state budget through the Ministry of Education, Research, Youth and Sports.

At the level of the National Authority for Qualifications an advisory council is established and consists of representatives of pre-university and university education

institutions, students, professional associations, central public administration, employers' organizations, trade unions and sectoral committees. The Council assists the National Authority for Qualifications in establishing national strategies and action plans for the development of the National framework of qualifications and adult vocational training. The National Authority for Qualifications is coordinated by the Ministry of Education, Research, Youth and Sports.

**The National framework of qualifications** is an instrument for classifying the qualifications in accordance with a set of criteria that correspond to specific levels of learning achieved, whose purpose is the integration and coordination of national subsystems of qualifications and improvement of qualification transparency, access, progress and quality in relation to labor market and civil society. The implementation of the National framework of qualifications aims at the national system of qualifications acquired in general secondary education, in vocational and technical education, in continuous vocational training, in apprenticeship, in higher education, both in formal contexts, and in informal and non-formal contexts, from the perspective of lifelong learning.

The National framework of qualifications allows the recognition, measuring and correlation of all learning results acquired in formal, informal and non-formal learning contexts and provides the coherence of the qualifications and titles certified. The existence of a national framework of qualifications contributes to avoiding duplication and overlapping of qualifications, helps the learners make decisions knowingly on career planning and facilitates professional evolution in lifelong learning perspective. The National framework of qualifications contributes to quality insurance of vocational training system.

The National Authority for Qualifications evaluates and certifies the evaluators of vocational competences, evaluators of evaluators and external evaluators. The evaluation and certification criteria and procedures for the evaluators of vocational competences, evaluators of evaluators and external evaluators are determined by methodological norms for the application of the provisions of this law, approved by order of the minister of education, research, youth and sports.

The National Authority for Qualifications elaborates the National registry of the certified evaluators of vocational competences, evaluators of evaluators and external evaluators. The National Authority for Qualifications accredits the evaluation centers and evaluation bodies, based on evaluation reports drawn up by external evaluators.

**Lifelong Learning Community Centers** are established by the local public administration authorities in partnership with education and training providers. They are designed to implement the policies and strategies in the field of lifelong learning in the community. Educational establishments and institutions independently or in partnership with local authorities and other public and private bodies and institutions such as houses of culture, continuous training providers, social partners, NGOs and others, can organize local community centers for lifelong learning based on educational service offers adjusted to specific needs of different target groups concerned.

**Financing of lifelong learning community centers** is made from public and private funds, under the law. All incomes obtained from lifelong learning community centers remain at their disposal.

The duties of lifelong learning community centers at local level are:

- to carry out studies and analyses on vocational education and training need at local level;
- to elaborate local intervention plans in the field of permanent education;
- to provide educational services for children, young people and adults through:
  - (i) remedial programs for the acquisition or completion of key competences, including educational programs like “Second Chance” or programs like “priority education areas” for young people and adults who left the education system early or who do not have a vocational qualification;
  - (ii) programs for validating non-formal and informal learning results;
  - (iii) programs for developing vocational competences for qualification/re-qualification, professional reconversion, retraining, specialization and vocational initiation;
  - (iv) entrepreneurial education programs;
  - (v) personal development or free time programs;
  - (vi) organization of activities for promoting the participation in permanent learning of all community members;
- to provide information, guidance and counseling services on:
  - (i) access to vocational education and training programs;
  - (ii) validation of non-formal and informal learning results;
  - (iii) training for employment;
- to provide services for the evaluation and certification of non-formal and informal learning results;
- to provide access of community members to modern means of information and communication;
- to promote the partnership with economic environment;
- to implement the instruments developed at European level, Europass and Youthpass, linguistic passport, and also permanent education portfolio;
- to manage the information in relation to beneficiaries’ participation in their services.

For purposes of education law, the *terms* relating to the processes of identification, evaluation and recognition of learning results are defined as follows:

- learning results represent what a person knows, understands and is able to do on completion of learning process and are defined in terms of knowledge, skills and competences;

- identifying learning results represents the process through which individuals, alone or supported by specialized personnel, become aware of the competences they have;
- evaluating learning results represents the process through which it is established that a person acquired specific knowledge, skills and competences;
- validating learning results represents the process through which it is confirmed that learning results evaluated, acquired by a person correspond to the specific needs for a unit of learning results or qualification;
- certifying learning results represents the process through which learning results acquired by the person who learns in different contexts are confirmed formally, following an evaluation process.

Non-formal and informal learning is completed by a diploma or certificate. Recognition of learning results is the process of certification of learning results validated and certified by awarding of units of learning results or qualifications.

Services for identification, evaluation and recognition of learning results can be offered by public or private institutions authorized to do so. Diplomas and certificates awarded by authorized institutions following the evaluation of learning results in non-formal and informal contexts have the same effects as other ways of evaluating and certifying knowledge and skills in the formal education and vocational training system to fill a job or continue education and vocational training in formal systems. The results of non-formal and informal learning can be recognized explicitly by evaluations in centers for evaluation and certification of competences or implicitly by completion of a formal program of study.

The programs of initial and continuous training and evaluation systems of non-formal and informal learning results comply with occupational mobility insurance horizontally and vertically using the transferable credit system for education and vocational training.

Learning results and associated credits, previously acquired in formal contexts or as a result of the evaluation of non-formal and informal learning results, are transferred and integrated into the vocational training program attended by the learner.

Persons wishing to be evaluated for recognition of professional skills obtained in learning contexts other than formal address to an evaluation center certified for the occupation or qualification in question. Depending on the evaluation process, accredited evaluation center issues the following types of nationally recognized certificates:

a) *qualification certificate* - issued if the candidate has been declared competent for all competences associated to a qualification or occupation, according to vocational training standard or occupational standard;

b) *certificate of vocational competences* - issued if the candidate has been declared competent for one or several competences associated to a qualification or occupation, according to vocational training standard or occupational standard.

Certificates are issued accompanied by an annex to the certificate, denominated “Descriptive supplement of the certificate“, in which the competence units for which the candidate has been declared competent are specified.

**Permanent education portfolio** represents an instrument that facilitates the identification and formulation of personal skills and competences and their development during school and profession and the employment of each individual. Permanent education portfolio contains evidence of learning results acquired in formal, non-formal and informal education contexts. Educational portfolio also integrates the European instruments that highlight a person’s learning results, such as Europass and Youthpass.

Lifelong career counseling and guidance refers to the totality of services and activities that assist individuals of any age and in any moment of their existence in making choices in education, training or labor and in managing their career.

Career counseling and guidance services are carried out by education establishments and institutions, universities, training institutions, employment services and youth services. They can also be carried out at workplace, in social services and in private sector. The state provides free access to career counseling and guidance to all pupils, students and people in search of a job.

## 2.5 Training of training foremen

Educators are responsible for how the citizen of tomorrow is formed. The occupations considered in establishing the occupational area are:

- Trainer foreman
- Training Instructor/tutor

Trainer foreman and training instructor/tutor develop instructive-educative activities, which address the following cycles: development, observation and guidance, deepening, specialization. Training activities are developed in specially designed locations (workshops, own or social partners’ laboratories) and provided with necessary logistics, complying with Romanian legislation requirements. The occupations of trainer foreman and training instructor/tutor assume the ownership of competences on training through specific activities, serving to develop cognitive, practical, communication, psychomotor and aesthetic skills, so trainees become adaptable, flexible, professionally oriented individuals for fast and efficient employment in labor market and accession to a higher level of specialization. To fulfill this desideratum, trainer foreman and training instructor/tutor are permanently concerned with their vocational training, formation of a trainer – trainee team, colleagues within the organization and counterparts in the institutions of the social partners involved in vocational training activities to work effectively in an open, balanced and professional communication environment, throughout the training process. In these activities, they use specific documentation, logistics (SDV, AMC, equipment-installations etc.), corresponding and auxiliary utilities and instruments specific to training process (planning, organization and evaluation), complying with

the rules of ergonomics, NSSM, measures on emergency situations and environmental protection. Professionalism, rigor, timeliness, communication and inter-relation ability, attention and skill represent the minimum skills absolutely necessary to practice the occupations of trainer foreman and training instructor/tutor.

Workshop equipment, practical training lesson, education methods and means, didactic activity evaluation, creativity, school and vocational motivation, ergonomics and education process, design of foreman's activity, the role of specialty subjects in the training of vocational competence, skills and work abilities, psychological profile of school age, school and vocational guidance.

The main elements required for trainer foreman activities in the process of education, actual work skills and abilities training, creation of a positive motivation for loving the profession learnt by the pupil.

In all sides of the educational process - content, principles, methods, forms of organization etc. - it is necessary to keep pace with society requirements and to use judiciously the means that current technology provides to the school. Courage, but also caution is necessary, because the school does not operate with objects, but growing people.

#### TASKS OF TRAINER FOREMAN:

Fulfilling the principles and objectives of the Education Law also depend on the trainer foreman for technical and practical training for students in schools of arts and crafts.

Trainer foreman is the technical conductor of pupils in schools of arts and crafts, in the directions of:

- knowing and understanding the bases of sciences, the relation of fundamental subjects with practical life and how their laws are applied in main industry branches;
- forming in pupils the correct skills and abilities of most simple work tools, machines corresponding to school age;
- general guidance on different professions, thus preparing them to be able to choose the future profession freely and consciously, in accordance with their skills and aptitudes;
- developing pupils' interest for technique, forming them a technical, scientific thinking.

Trainer foreman must determine them to acquire a series of work habits such as:

- Habit to comply with the discipline in work by the punctuality and compliance with the time rules for the execution of planned works, by the observance of the provisions and rules of conduct given in the workshop.
- Habit to observe technological discipline that is to execute the work according to design, technological sheet and specification sheet, to use correctly and according to their destination the materials, parts, SDVs, machinery and installations.

- Habit to perform quality work, be demanding and notice own execution mistakes and those of others.
- Habit to constantly tend to increase labor productivity by applying ergonomic principles in order to eliminate unnecessary movements and reduce fatigue.
- Habit to comply with labor safety and health rules.

Trainer foreman must play the role of catalyst, substance which eases the relation among the knowledge acquired by pupils at:

- physics;
- technology;
- drawing;
- mathematics;
- chemistry;
- correct practical labor abilities and skills in practice classes.

Between the trainer foreman and his pupils, collaboration, trust and mutual respect relations must be established. In these relations the trainer foreman must promote the justice spirit in assessing the results of pupils' work, behaviors, participation in fulfilling the syllabus objectives.

Activity in practice classes is developed in a specific form compared to general knowledge and technological subjects, between 2 - 6 hours consecutively.

In this situation, besides being a good organizer, the trainer foreman must be able to find ways to drive all pupils throughout the working day, keep the interest of students for the work, alternate with ingenuity the moments of maximum tension with the active relaxation, find the incentive impulse at right time to mobilize to action, to alternate work with rest carefully.

The success of his pedagogical work depends on knowing the students he instructs and educates. Thus, for a choleric student (impulsive, with energy) trainer foreman will have to find additional tasks to give him the possibility of consuming his energy usefully, without leaving him the possibility of acts of indiscipline, which evade others. In case a student is slower in movements (with a melancholic temperament), with less physical endurance, with a low stock of skills and practical abilities, trainer foreman must find him tasks on his capabilities to help him more, to guide him closely, to prevent the effects of his inability.

If the trainer foreman did not treat his students differently, he would get to false conclusions, which would determine educative measures with negative effects.

From this we can conclude that it is very necessary that the trainer foreman knows the working human material, to apply effective educational measures.

## PEDAGOGIC AND METHODICAL TRAINING

School experience has shown that it is not enough for a teacher to be prepared only in terms of his professional specialty but it is necessary to have a good pedagogical and methodological preparation for the training and education of students. Trainer foreman must

know the principles of education, master the most effective methods of educative-instructive work, organizational forms of education:

- tasks;
- content;
- ways of achieving quality education.

Meanwhile, work practice must be accessible for physical and mental development, according to the particularities of age.

The success obtained in educational process relies heavily on the knowledge students. Usually there results the need for deep knowledge of students, preparation of trainer foremen with methods for knowing the students.

It is known that the main condition of a good lesson is its pedagogic effectiveness.

This implies inter alia, fair determination of its content and teaching methods, and the ratio between all parts of a lesson. All these and other requirements highlight the need for pedagogical and methodological training of trainer foremen. To fill this pedagogic and methodical gap in the activity of trainer foremen an essential condition is imperative: Studying pedagogy manual, specialized methods, pedagogy magazines.

An important support in the pedagogic preparation of trainer foreman can be given by the activity within the methodical committees and pedagogical meetings.

## **2.6 Qualification Frameworks in supporting lifelong learning and freedom to choose**

Qualifications frameworks are under development in many countries and sectors in Europe and internationally (OECD 2003, 2004). These frameworks take many forms conforming to national and sectoral specificities. Their common element is that it wants to debate the issue of complexity, increasingly larger, of modern systems of education, training and learning. Their main aim is to clarify (for students, parents, education providers, employers and policy makers) the main routes for the acquisition of a certain qualification, how to progress in a vocational route, the extent to which a transfer of learning results is possible and the basis of making decisions on recognition of qualifications.

Qualification frameworks are also used for quality assurance and, consequently developing local, regional, sectoral and national levels. In case the mobility of those who work and those who learn is increasing, making the citizens to receive education and training in different countries, and given that lifelong learning has become a necessity, the communication between qualification frameworks from different countries gains increasing importance. Questions related to progress, transfer, accumulation, recognition and quality insurance can be only addressed to a limited extent in isolated national and sectoral frameworks; possible solution is to build bridges between these frameworks and systems through which communication, comparison and mutual trust are facilitated.

A qualification is achieved when a competent body finds that the level of learning reached by a person has reached a certain standard of capacities for knowledge, skills and wider

competences. Standard of learning results is confirmed through an assessment process or the successful completion of a study program. Learning and assessment for acquiring a qualification can be achieved through a program of study and/or experience in the workplace. A qualification confers official recognition of the value of learning results for the labor market and continuing education and training. A qualification confers a legal right to practice an occupation/job/profession.

Qualification Framework is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. This set of criteria may be implicit in the qualifications descriptors themselves or be explicit as a set of level descriptors. The Qualification Framework can cover all the learning results and routes or may be limited to a particular educational sector, such as for example 14 initial education, adult education and training or a specific occupational area. Some qualification frameworks have a more complex architecture and closer structure than others; some have a legal basis, while others represent a consensus of the social partners. All qualification frameworks, however, create the pre-requisites of improving the quality, accessibility, connections and recognition of qualifications in the labor market, in a country and internationally.

### **3. SPECIFICS OF ROMANIAN DUAL EDUCATION**

Romanian education system aims to combine vocational training of economic operators with the one taught in schools. Emergency Ordinance which amended the Education Act proposes a new professional system, a dual system, which is held after completing the 10 mandatory classes.

A novelty in the case of dual education is that it is conducted on the basis of an employment contract concluded between the economic agent and the student. The common goal is to train professionally the young people who will be employed after graduation.

In other words, the dual vocational education, with employment contract, favors both pupils and economic operators.

Authorities decided to intervene in the Education Act and promote more basic jobs such as welder, electrician, auto mechanic, builder, cook or baker - jobs that will never cease to exist.

The new dual system of vocational education will come into force and will allow traders to invest in Romanian schools and later receive necessary workforce according to the specific activity.

Under the new regulations, dual education organization is at the request of economic agents. Moreover, the organization, duration and content of training programs and the ways for certifying the vocational training are established by consulting economic operators. Therefore, this form of vocational education is complementary to those currently operating, and GEO 94/2014 provides the legal framework for organizing them, giving traders the opportunity to become directly involved in all components of labor training they need.

A novelty in the case of dual education is that it is conducted on the basis of an employment contract concluded between the trader and student. The form and content of the contract of employment are to be defined in the future. The specific of this type of complementary education is the division of responsibilities between education authorities and employers/organizations thereof, in terms of curriculum, providing training, evaluation and funding. Educational authorities are responsible for providing human and financial resources and organize school training (1-2 days), and the employer must provide human and financial resources and organize practical training at the workplace (3-4 days).

Vocational education forms that currently exist are addressed to different groups. Specifically, vocational education lasting 2 years is aimed at graduates of 9<sup>th</sup> grade, vocational education lasting 3 years is aimed at graduates of 8<sup>th</sup> grade, while dual education is organized for graduates of compulsory education, so for graduates of 10<sup>th</sup> grade.

Thus, this form of vocational education is open to students who have completed compulsory education to get the skills needed to enter the labor market, giving them an alternative training route. Also, previous series graduates who left education after graduating from compulsory education, without completing training with a qualification or without skills that provide them with employment opportunities, have access to dual education. Dual education gives graduates the opportunity to enter the labor market and at the same time, to continue vocational training to a higher level of qualification. The need to adapt to the demands of the labor market on the one hand and the need to adapt to individual peculiarities and specific training requirements of the student, on the other hand, require as a prerequisite the flexibility of training routes, particularly vocational training. It is a recommendation that is found in all European documents relating to education, combating early leaving of education or skills required for a smart, sustainable and inclusive economic growth.

### Legislation

- NATIONAL EDUCATION LAW no. 1/2011 with subsequent amendments and additions
- Regulations for the organization and functioning of pre-university education establishments, approved by MEN Order no. 5115/2014
- MEN Order no. 3637/19.06.2014 on 2014-2015 school year structure
- MEN Order no. 3818/03.06.2013 on 2013 – 2014 school year structure
- MECTS Order no. 4720/24.08.2010 on the approval of syllabus for the elective subject "Computer and network administration"
- MECTS Order no. 4032/01.06.2010 on the payment of teachers who are part of the committees for organizing and developing admission to state high school education for 2010-2011 school year
- MECTS Order no. 4031/01.06.2010 on the payment of teachers who are part of the committees for national evaluation of pupils in 8<sup>th</sup> grade, for the national baccalaureate exam and graduation/vocational skill certification exams for vocational, high school and post-secondary education – sessions of year 2010
- Education law no. 84/24.07.1995, republished, with subsequent amendments and additions (abrogated)

- Regulations for the organization and functioning of pre-university education establishments, approved by M.Ed.C. Order no. 4925/08.09.2005

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- Învățământul românesc între traditii si perspective, Stan Munteanu, Editura Eminescu, 2002