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**FINAL REPORT OF THE SURVEY OF  
NATIONAL EDUCATION SYSTEMS AND  
EVALUATION OF GOOD PRACTICES**

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## Introduction

This survey has been developed in the framework Erasmus+ in the Dual-T Project. The project has been designed to research and transfer good practices that have been developed in dual VET in Spain, Italy, Romania and Germany, countries that have implemented it. With the results of this research will be elaborated materials for tutors and students and will be made a pilot experience on three industrial sectors (metal, construction and foo). The result of the pilot experience will be collected in a guide, establishing a methodology for the imparting if dual training in enterprises.

The project is being developed by a consortium formed by partners from countries with a succesful experience in Dual training and partners from countries with a need of knowing and introduces such a system that has been proven eto be a successful in those that already have it. The partnership is composed of organizations of different nature: Business Associations, Training Centers, SMEs and Cooperative Associations:

- CONFEDERACIÓN ESPAÑOLA DE ORGANIZACIONES EMPESARIALES, CEOE (COORDINATOR).
- CENTRO LIBER FORMACIÓN.
- CE.SV.I – CENTRO PER LO SVILUPPO E L’INNOVAZIONE DELLE IMPRESE – SOCIETÀ COOPERATIVA.
- CONSORZIO IES.
- RU EUROPE, S.L.
- HANDWERKSKAMMER POTSDAM.

## **Final report of the survey of national education systems and evaluation of good practices**

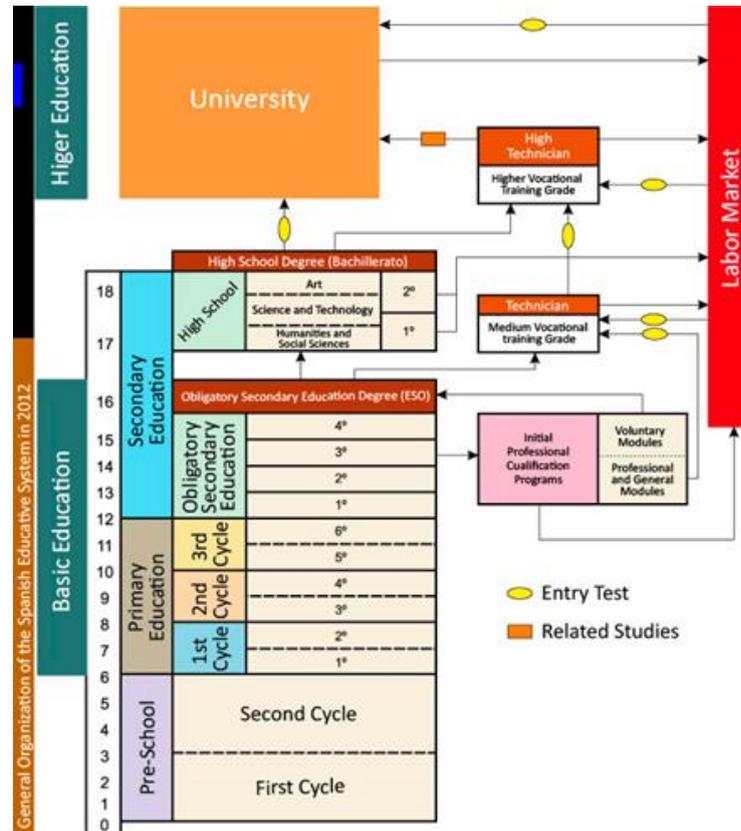
### Summary

In this final report we present the conclusion of the results of the survey from the national education systems. This final report serves to identify the good practices in the countries Spain, Italy, Romania and Germany providing the fundament for further activities of the project DUAL-T. With these results we are able to develop a strategy to implement the vocational training in several countries. Concerning the project DUAL-T, we will be able to develop a pilot project for vocational dual training in the partner countries Italy, Spain and Romania. This is the basis to develop the guidelines for trainers, students and companies.

We have tried to find some methodological basics to make a comparison between the countries and identify some necessary fundamentals. Therefore, in this report you will find first of all the representation of the educational systems in Spain, Italy, Romania and Germany. After this we made a short evaluation for the good practices in Spain, Italy and Romania. For this evaluation you will find a conclusion of the results. At the end of the report follows the conclusion with results and suggestions for the guidelines for the trainers, students and companies.

## 1. Spain

### 1.1 The school system of Spain



According to the Constitution, the powers in educational matters are divided among the various agencies and administrations in the State. Basically, the central administration reserves the exclusive jurisdiction to regulate the structure of the different educational levels and the conditions for obtaining, issuing and recognition of academic and professional qualifications.

The organic law of education, adopted in May 2006, establishes that the basic education comprises ten years of schooling which are developed on a regular basis between six and sixteen years of age. Basic education is organized in primary education and secondary education. In addition, the law organized pre-school education, post-compulsory secondary education, artistic teachings, sports lessons, the teaching of languages and adult and distance education.

Pre-school education is the educational stage that serves children from birth to six years with the aim of contributing to their physical, emotional, social and

intellectual development. Is ordered in two cycles: the first comprises up to three years; the second, which is free, from three to six years of age. Voluntary, this second cycle has been generalized in all Spain, so that today almost 100% of children and 3 to 6 year-olds attend school free of charge. Early schooling is considered a great achievement that will positively affect the improvement of future school performance, that other initiatives such as the program educates 3 now encourage the creation of new educational places for children less than 3 years.

Primary education is compulsory and free. Comprises three cycles of two years each, total of six academic courses, which will ordinarily be followed between six and twelve years of age. With character general, students and the students were incorporated into the first year of primary education in the calendar year in which met six years. The current educational system allows to choose the most suitable training option in every situation, to obtain a degree that will facilitate the incorporation into the labour market in the best possible conditions. Primary education is organized in areas with a global character and inclusive and will be taught by teachers who shall have jurisdiction in all areas of this level. The teaching of music, physical education and foreign languages, will be taught by teachers with specialization or corresponding qualification.

Compulsory secondary education (ESO) is a free and compulsory education stage who completes basic education. It consists of four academic courses that will be ordinarily carried out between 12 and 16 years of age. The Government sets minimum teachings from the that in order to ensure a common training to all students within the Spanish educational system, as well as the validity of the corresponding titles to facilitate continuity, progression and consistency of learning, in the case of geographical mobility of the students. A student and his parents can decide, from the moment in which he is 16-year-old, terminate compulsory schooling at this stage, in which case will extend the corresponding certificate of schooling completed age and materials containing.

Studies related to the occupations and the job market are those of vocational training and, at present, due to its wide range, its modular nature and facilities to perform them, even over the internet, make it a very attractive option with a high percentage of job placement.

Vocational training offer around 150 training cycles, with contents theoretical and practical, suitable to the various professional fields. The qualifications are valid throughout the State, with academic and professional value.

Vocational training is also in permanent contact with the different economic sectors and respond to their needs, by what you earn in recognition at all countries of the European Union and their qualifications are becoming more popular. This makes the training professional an attractive option, of quality and

that fits the needs of each individual for the improvement of his professional career.

#### TO BE IN A BASIC FP COURSE THEY NEED:

The access to the cycles of training professional Basic will require the compliance simultaneous of the following conditions:

- Having reached fifteen years or reach them during the calendar year in course and not exceed the seventeen years of age at the time of access or during the calendar year in progress.
- Have completed the first cycle of compulsory secondary education or, exceptionally, have completed the second year of compulsory secondary education.
- Having proposed the teaching team parents, mothers or legal guardians the incorporation of the student to a cycle of basic vocational training.

#### TO BE IN A MEDIUM FP COURSE THEY NEED:

- Be in possession of the diploma of secondary education.
- Be in possession of a diploma of technician or technical assistant.
- Having overcome the second course polyvalent unified baccalaureate (BUP).
- Having passed the test of access to vocational training of medium grade (will be required having, at least seventeen years old in the year of testing).

#### TO BE IN A TOP FP COURSE THEY NEED:

- Be in possession of a Bachelor's.
- Be in possession of a diploma of technician or technician.
- Having passed the course of University orientation.
- Having passed the test of access to higher level training cycles (will require having at least nineteen years old in the year of testing, or eighteen if you have a Bachelor's degree between).

### **1.2 Information, indenture and framework of the vocational education, vocational school and company**

The contract is a contract that has made the public employment service and is the company who signs a contract with the student. Previously there is an agreement of collaboration with the training centre and the company.

The training includes studies that apply to:

- The set of training activities to enable to performance qualified for different professions.
- Access to employment and active participation in the social, cultural and economic life.
- The teachings of initial vocational training.
- The actions of inclusion and re-employment of workers.
- Actions aimed at continuing training in enterprises that allow acquisition and continuous updating of professional skills.

There are vocational training centres. For the dual training can be imparted must be one of the following:

- Centers of education systems.
- Centers and entities included in the register of centres of their respective autonomous community.
- Authorized schools to impart vocational training cycles and to establish cooperation agreements with companies of the sector in question.

The Government, after consultation with the General of the vocational training Council, will establish the basic requirements that shall meet the centres. Administrations may establish specific requirements that will meet these centres.

It will be up to Governments the:

- o Creation.
- o Authorization.
- o Standardization.
- o Component type-approval.

Appropriate mechanisms shall be established the training they receive public funding to offer centres or directly by the companies, through concerts, conventions, grants or other procedures.

The competent authorities shall establish mechanisms of monitoring and control of the quality of the training activities to ensure the adequacy of:

- a) Facilities and equipment.

- b) Trainers and students access requirements.
- c) Assessment and educational planning.
- d) Procedures and methods of teaching.
- e) The didactic and technical means used in teaching.
- f) The evaluation of the learning outcomes.

The **vocational education** in the company is one of the modalities of dual vocational training. Companies can participate in the arrangements in the following ways: either by way of participation of the company, or sharing the training company and the Centre itself or exclusively in the company.

There is a framework that regulates this training, which marks the Convention programming each of the professional modules; where is fixed this collaboration agreement is the way to formalize the collaboration between the participating centres and companies of the sector in question. In this collaboration agreement must be set the activities performed in the Center and the company and its duration; the number of participating students, scholarship scheme; the day and time in the training centre and the company. And also the assessment and grading criteria are set. As the execution of the VET Dual corresponds to the CCAA it assumes that there is a disparity between the content of learning agreements.

### 1.3 Examinations and certification exam:

The competent labour administrations shall establish procedures and measures necessary to ensure the adequacy and quality of training in all its forms, by establishing mechanisms of evaluation, monitoring and control of the conditions and the development of training results.

The assessment of students is the responsibility of teachers of the modules of the centers. Taking into account the contributions of the trainers of the company and of the activities carried out there.

Trainers that impart training actions will carry out a continuous assessment of students, which will be conducted by modules and, if necessary, by training units, in order to check the results of learning and, consequently, the acquisition of professional skills.

It will be developed in a systematic way, to conform to a plan which shall include, at least, for each module and, where appropriate, training unit, an estimate of dates scheduled for the evaluation, the spaces in which this will take place, the assessment instruments that will be used and duration resulting from its application.

Results from learning to check the training modules will be referred to both the knowledge and the practical skills and abilities listed in capabilities and the same assessment criteria, allow, together, they demonstrate the acquisition of professional skills, in accordance with the descriptors set out in the recommendation 2008/C 111/10 of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning. For accreditation of units of competence, it will be necessary to overcome with positive evaluation, in terms of fit, training modules associated to each one of them.

#### **1.4. Constitution of responsibilities:**

There are institutions that play a key role in the regulation and coordination of the system:

1. *Sectoral conferences of education and work*: negotiating and coordinating body where they are represented at the highest level of the autonomous communities. It is a body that is influenced by the political situation but that too often assume negotiations on important decisions about the distribution of resources or the development of reform processes. National and regional vocational training Council: consultative State body of Government in which the main State and regional institutional agents involved in formation are represented. They have advisory powers to the Government and preparation of the strategic programming of the system. The last setting is made for the years 1998-2002.
2. *Public employment service (SPEE)*.
3. *Tripartite Foundation*: the role of this body is subordinate to the of the SPEE. Their functions are within the management of the telematics system to reward the formation of demand of enterprises and the process of justification of subsidies, as well as proposals to finance, through grants to social agents, offer statewide training plans. I.e., the formation of companies demand management depends on the tripartite Foundation.

4. *Institutions of qualifications (INCUAL)* they are in charge of define, develop and keep updated are in the national catalogue of professional qualifications and the corresponding modular vocational training. This catalogue is constituted as centerpiece of the entire system which facilitates transmission between different subsystems and the same catalogue of the labour market.

There are differences between the competence of governments and regional governments and could be summed up in that the State has the competence of global system regulation although the autonomous communities have extensive regulation capabilities. And the autonomous communities define them more their management skills since much of the responsibilities on the practical training system operation rests with them.

Educational administration is responsible for the monitoring and evaluation of training projects. The implantation of the dual training is the responsibility of the autonomous communities.

## 1.5 Financing of the education

Sources of financing of vocational training:

- Ministry of education, culture and sport.
- Councils of the autonomous communities with full powers.
- Local corporations.
- Private funds.
- European structural funds.

As largest supplier of training, we have to the State and the autonomous communities are responsible for financing regional sphere. This formative offer is also taught in private and concerted centres (centres private with public subsidy).

You notice a change in the structure of expenditure of initial vocational training in recent years. The participation of the autonomous communities has increased considerably. The change is due to the gradual transfer of competencies of education towards regional areas which assume spending.

The national funds are complemented by the contribution made by the European structural funds.

It is necessary to finance the adjustment that should make companies so their participation brings quality to the dual FP. The incentives are elementary for their implementation but will be cautious with subsidies to avoid is to implant the culture of the grant or leave the dual FP without stable pillars.

Companies participating in the training professional Dual receive incentives, taking cuts in quotas for Social Security, a 100% quota business when the staff of the company is less than 250 people or 75% if it is equal to or greater. And 100% of the hired worker.

Sold out its duration maximum, if it becomes indefinite enterprises will be entitled to a reduction in fees of € 1500 for the three Social security early and €1800 in case of a woman. It is necessary to finance the adjustment which should make the companies to offer participation in the VET Dual quality. Very important to do so for at least the first years of implementation.

## 1.6 Education of the instructors

Companies can provide training whenever available:

- The signing for the training activity and information thereof to the legal representation of workers.
- Request and authorization of the formative activity starts.
- Allocation to the working person a job related to the training activities.
- Have adequate facilities and staff with appropriate technical and didactic training.
- Designation of a person with the qualification and appropriate professional experience to exercise mentoring in the field of the company.

In many Spanish Chambers of Commerce, as it is the case of the Catalan and the Navarra, have adapted to a specific agenda for the workers of the company which will be trainers or guardians of students in the dual training. A need to educate these workers to give them the tools to transmit the knowledge of different tasks to the office and at the same time that this tutor know to evaluate each of the phases of training has been. The tutor in the training centre is responsible for the programming and monitoring of the training, coordination of evaluation with teachers and at the same time is partner with the company. And

the guardian in the company deserves to be responsible for follow-up, coordination of work with the training activity and communication with the training centre.

Training should be adjusted to tutors, including the accreditation of competencies to ensure his role as tutor/mentor.

## 1.7 Qualification frames and freedom to choose

Vocational training in the educational system is regulated by the RD 1538 / 2006 of 15 December and includes a set of training courses organized in professional modules of variable duration and theoretical and practical content appropriate to the different professional fields; it includes a training module in workplace (FCT).

The training courses can be intermediate and higher level and are referenced to the national catalogue of professional qualifications. The curriculum of these teachings conforms to the requirements arising out of the national system of qualifications and vocational training (SNCFP).

They are issued by the relevant authorities and will have the effects which they are entitled pursuant to the regulations of the European Union concerning the general system for the recognition of the vocational training in the Member States of the European Union and other States signatories of the agreement on the European economic area. These degrees and certificates certify the corresponding professional qualifications who have obtained them Recognition of professional competences as well evaluated, when not complete the qualifications listed under any title of vocational training or certificate of professionalism will take place through a cumulative partial accreditation with the aim, in his case, complete the education leading to the obtaining of the corresponding title or certificate

## 2. Italy

### 2.1 Abstract

The Italian education and training system is not built on a Dual System considered as a system in which two partners (a company and a vocational school) share the responsibility for vocational education and training.

As a matter of fact, the only opportunities for Italian students to approach to the labour market are either to have a school-based work experience during their school path (*Alternanza scuola/lavoro* Learning Experience) or to opt for the Apprenticeship System.

The former is developed and implemented by schools, the latter by enterprises.

This Country Report, after an overview on the Italian general school and VET systems, focuses on the Apprenticeship system, also analyzing the Autonomous Province of Bolzano experience and policy as a regional best practice on dual training.

### 2.2 Introduction

Under Work Package 2 of the Dual-T project, a Country Report on the participating countries VET systems is to be delivered, with focus on collecting best practices on Dual Training.

This Country Report, edited by the Italian partners Consorzio IES and CeSvl, analyzes the Italian VET system. A system which is not yet based on Dual Training even if the pending national reform on the school system does foresees it.

Nowadays, the only chances for Italian students to approach the labour market are to either have a work-based learning experience under the school responsibility (*Alternanza scuola/lavoro*), or to sign an apprenticeship contract with an enterprise.

Because of the present situation, i.e. the lack of a „real“ of a dual system, the two partners agreed to to carry out the research jointly, as far as the description of the general VET system concerns; and separately, as far as concerns the description of the school-based system on one side (edited by Consorzio IES); and of the apprenticeship system on the other side (edited by CeSvl).

In both reports, a regional best practice has been highlighted and analyzed

(Veneto Region for the school-based work experience *Alternanza scuola/lavoro*; and Autonomous Province of Bolzano for the apprenticeship experience).

## 2.3 The Country

Italy is composed of 20 regions, 110 provinces and 8.092 municipalities. According to the 2013 Istat Report, Italy has 59.685.227 habitants: 27.382.585 of them live in the North, 11.681.498 in the Center and 20.621.144 in the South of Italy.

The State has exclusive legislative competence in most of the subjects, including general standards on education.

Five regions (Trentino-Alto Adige, Friuli-Venezia Giulia, Valle d'Aosta, Sicilia e Sardegna) have a special status, which implies their larger autonomy in most of the subjects, including education.

Trentino-Alto Adige is composed of two autonomous provinces, the Autonomous Province of Trento and the Autonomous Province of Bolzano, both with a special autonomy in the VET field.

According to article 117 of the Italian Charter, Regions have an “exclusive” legislative competence in the VET field, except for a “shared” competence with the State in the general education field.



## 2.4 The Italian school system

In Italy all young people have the 'right/duty' (*diritto/dovere*) (Law 53/2003) to pursue their education and training for at least 12 years before reaching age 18.

**Compulsory education lasts 10 years, up to 16**, including primary education, lower secondary education and the first two years of upper secondary general education or VET. The Italian general school system is composed of:

1. primary school
2. first cycle of education: elementary school (age 6 to 11) which lasts 5 years, and a lower secondary level (age 11 to 14), which lasts 3 years and ensures a junction to the second cycle (upper secondary level).

When lower secondary education ends, at age 14, students have to sit a State exam to acquire a certificate (EQF 1) which grants admission to the upper secondary level.

At this stage, young people have the opportunity to choose between general education or VET.

So learners can opt for:

- five-year programmes which include the two last years of compulsory education plus three years in either/or:
- high schools (licei)
- technical schools
- vocational schools;
- vocational education and training programmes organised by the regions (leFP);
- an apprenticeship-type scheme. The apprenticeship system includes three types of contract.

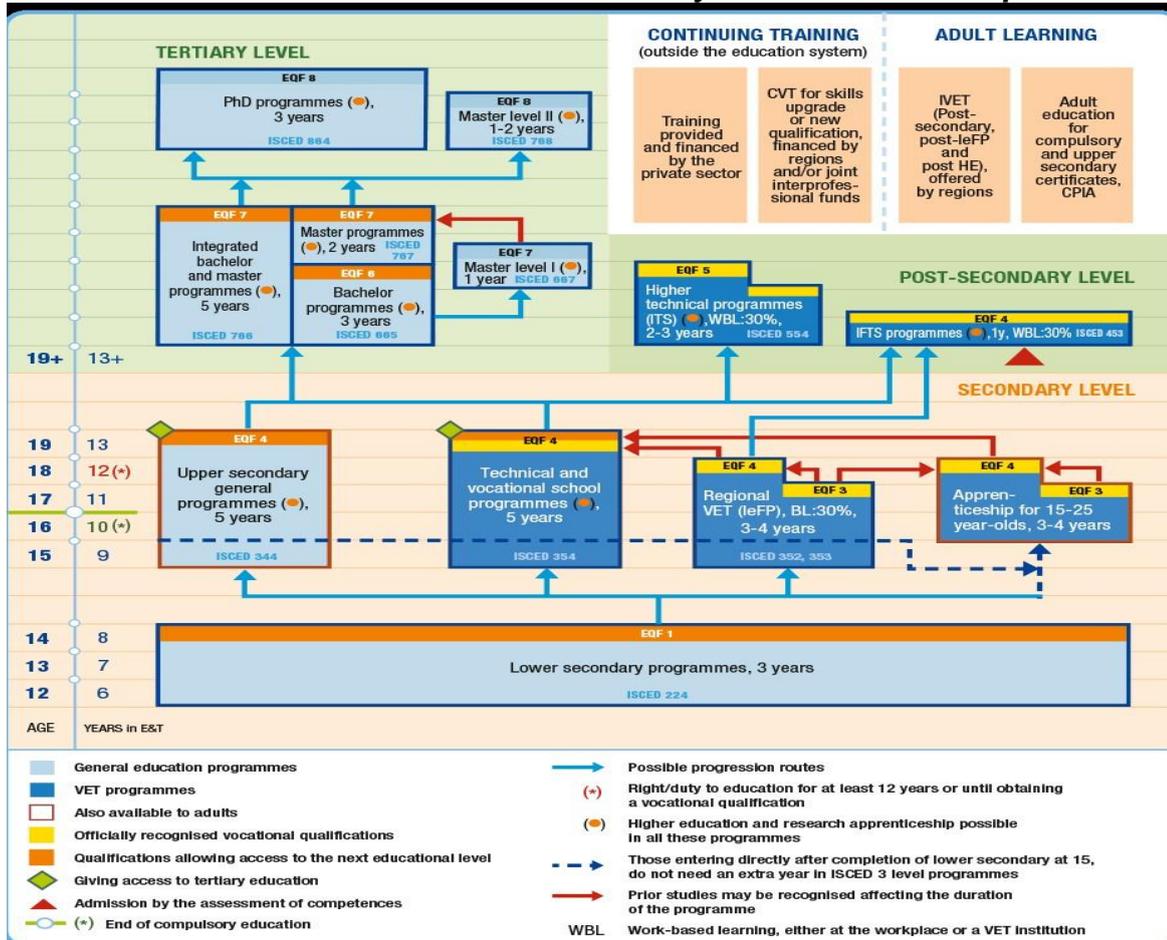
At post-secondary level, the Italian system features higher technical training (IFTS, ITS) and short programmes or courses. VET courses also exist at post-higher education level.

Tertiary education is divided into higher education programmes at the university and higher education programmes at non-university institutions:

- universities, which follow the three cycles of the Bologna structure:

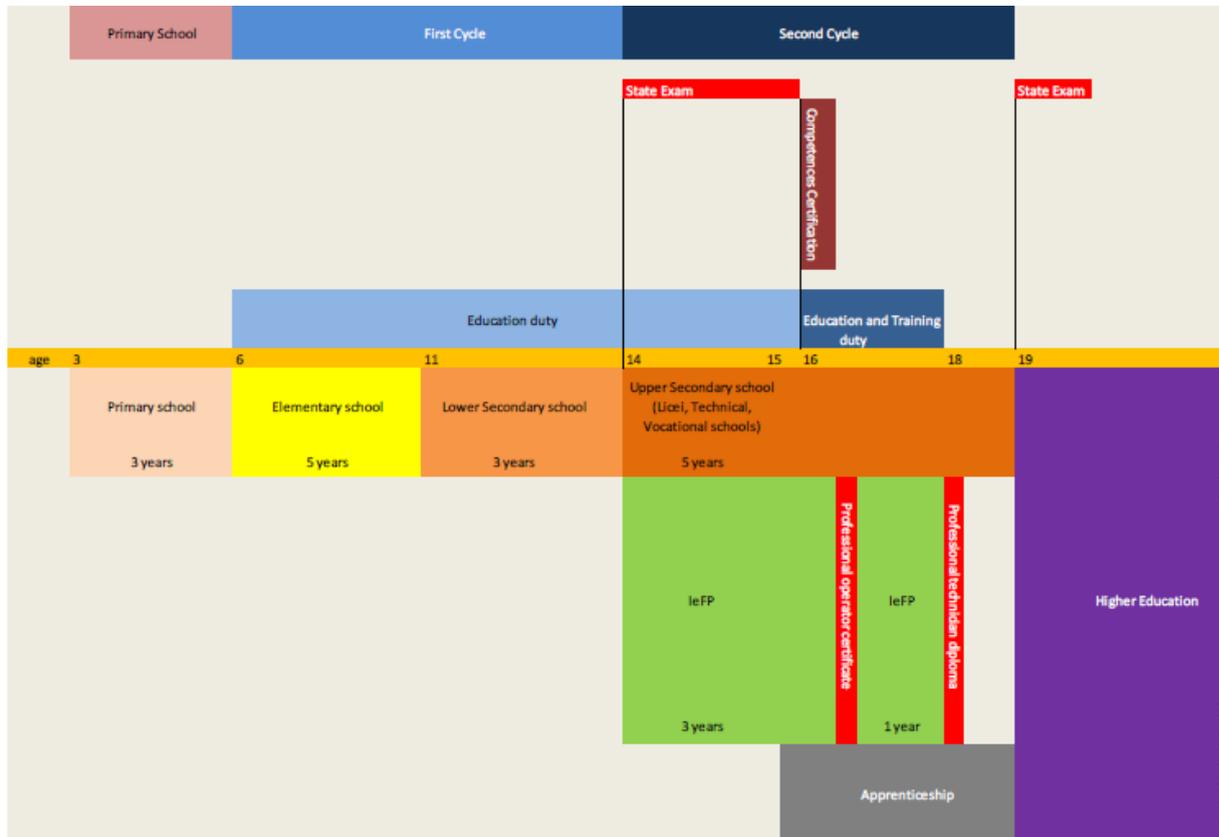
- bachelor; master and specialisation or PhD programmes;
- higher artistic and musical programmes which are non-university programmes based on the three-cycle structure.

### The Italian school system and EQF comparison



Source: Vocational Education and Training in Italy, Cedefop, 2014

## The Italian school system at a glance



### Entry into the labour market

At the age of 16, Italian young people can approach the world of work in 3 ways:

- as students, being involved in work-based learning paths, provided by the school, alternating classroom teaching with on-the-job training (*alternanza scuola/lavoro*);
- as students, being involved in traineeships organized by the school;
- as individuals, signing an Apprenticeship contract with a company.

## 2.5 The Italian VET-system

In Italy, the term vocational education and training tends to be **'reserved' for specific programmes primarily under the remit of the Regions and Autonomous Provinces (leFP)**.

The **leFP programmes** (*percorsi triennali e quadriennali di istruzione e formazione professionale*) offer young people the opportunity to fulfil their right/duty to education and training. The training is designed and organised by the Regions.

Over the past few years, increased cooperation between the State, the Regions and the Provinces has made these programmes more flexible. In 2011, regulations issued by the State-Regions conference, have introduced several important systemic elements:

- a set of training standards for basic skills to be developed in the three- and four-year programmes;
  - a set of minimum standards (valid at national level) for technical and vocational skills in relation to the occupation profiles included in the National qualifications register (*Repertorio nazionale delle qualifiche*);
  - intermediate and final certifications that are valid at national level.
- 
- The national qualifications register created in 2011 contains the national occupation profiles and the corresponding qualifications and programmes or learning pathways, as well as minimum education and training standards (valid at national level). Qualifications leading to a certain national occupation profile need to be described in terms of learning outcomes and to be allocated the corresponding EQF level.

In particular:

- to 3-year programmes corresponds a Professional operator certificate (*attestato di qualifica di operatore professionale*) awarded by the regions and nationally recognised (EQF level 3);
- to 4-year programmes corresponds a Professional technician diploma (*diploma professionale di tecnico*) awarded by the regions and nationally recognised (EQF level 4).

The leFP programmes are organised in modules and aim to develop basic, transversal and technical-occupational skills. This modularisation allows learners to change areas of study through recognition of credits.

On-the-job training activities (especially traineeships) play a key role and are carried out under the supervision of two tutors, one from the training centre

and one from the enterprise. Methods include traditional classroom teaching, simulations, role-plays, and cooperative learning. These programmes are financed by the Regions through Ministry of Labour funds or through their own financial resources. Currently, four-year vocational programmes are not evenly offered across all country.

But, **from a European perspective**, the term 'education and training' comprises all types and levels of general and education and vocational education and training (VET).

Irrespective of the provider or governance scheme, VET in Europe can take place at secondary, post-secondary or tertiary level in formal education and training or non-formal settings including active labour market measures. VET addresses young people and adults and can be school-based, company-based or combine school- and company-based learning (apprenticeships). Therefore, the term VET also covers the technical and vocational schools.

According to this European wider definition, we can consider also the Italian technical and vocational schools as part of the VET.

In **technical-school programmes** (*istituti tecnici*) learners can acquire the knowledge, skills and competences to carry out technical and administrative tasks.

In **vocational-school programmes** (*istituti professionali*) learners acquire specific theoretical and practical education enabling them to carry out qualified tasks in production fields of national interest.

**Vocational programmes** are divided in two main sectors:

1. Services (agriculture; health and social care; food and wine and hospitality; trade);
2. Industry and crafts (industry and handicraft with two branches: industry and handicraft productions; maintenance and technical assistance).

## 2.6 Planning and Organizational Responsibilities

In Italy responsibilities are shared among the different players involved in planning and organizing VET:

- The Ministry of Education, University and Research (MIUR) sets the framework for VET in national school programs (technical and vocational schools), for ITS and IFTS;
- The Ministry of Labour and Social Policies (MLPS) sets the framework for leFP, while the Regions and Autonomous Provinces are in charge of

- planning, organisation and provision;
- Regions and Autonomous Provinces are also in charge of planning, organisation and provision of ITS, IFTS, post leFP, post-higher education, and most of the apprenticeship- type schemes.

Social partners play an important role in promoting company-level training plans (single or group of companies) to be financed by the Regions or by the joint interprofessional funds and have a general advisory role in VET policy, from which VET provision is then defined. They also contribute to design and organise active labour market policies.

leFP programmes are financed by the Regions through Ministry of Labour funds or through their own financial resources. Currently, four-year vocational programmes are not evenly provided across the country.

The Italian education and training system **is not built on a Dual System** considered as a system in which two partners (a company and a vocational school) share the responsibility for vocational education and training.

As a matter of fact, the only opportunities for Italian students to approach to the labour market are either to have a school-based work experience during their school path (*alternanza scuola/lavoro*) or to opt for the Apprenticeship System.

**The former** is developed and implemented **by schools, the latter by enterprises**.

#### a) *Alternanza scuola/lavoro*

In accordance to d.lgs. 77/2005 students involved in five-year programmes, from the age of 15 may alternate, by request, classroom education to on-the-job training, under the school control and responsibility (“**alternation school/work**” - *alternanza scuola/lavoro*). On this purpose, **schools sign special agreements with companies or their representative organisations, chambers of commerce, industry, handicraft and agriculture, or public/private bodies including those of the non-profit sector**: their scope is to set relationships and responsibilities among the organisations involved. The on-the-job training paths are considered as a teaching methodology, comparable to classroom education and, accordingly, part of the curriculum.

The aims of *alternanza* are:

- the implementation of flexible learning methodologies, linking classroom education to practical experience;
- the enrichment of school education, providing skills demanded by

- the labour market;
- the fostering of young people's guidance, to develop their personal expectations, interests and their individual learning manners;
  - the setting up of continuous exchanges between educational and training institutions, the labour market and civil society, to allow companies or their representative professional organisations, chambers of commerce, industry, handicraft and agriculture, or public/private bodies including those of the non-profit sector to be involved in students' education paths;
  - the adjustment of the training offer to the local cultural, social and economic development. Both schools and the hosting companies have to appoint a tutor to ensure a correct implementation of the agreement and of the entire "alternation" path.

The on-the-job training is assessed by the school.

A reform of *alternanza scuola/lavoro*, introducing it as compulsory in Technical and Vocational schools (almost 200 hours per year) is pending (expected to be adopted at the end of 2015).

## b) Apprenticeship System

At the national level, when referring to vocational education involving companies and "working contracts" it means referring to the **Apprenticeship system**.

The Italian Apprenticeship is regulated by a national law:

- the "Testo Unico" Act (d.lgs. 167/2011) which has set the main framework and shared the responsibilities between the Regions and the Social partners;
- The Regions are responsible for regulating apprenticeship especially for what concerns the training aspects;
- The Social partners - through the collective bargaining - have to establish the general rules for the utilization of the apprenticeship contract and everything related to the vocational training for apprentices.

It is a **labour contract, with a training purpose**: it includes both on-the-job and classroom training. The apprentices earn a wage and work alongside experienced staff to gain job-specific skills; meanwhile they are involved in a

training programme that is provided both by the enterprise and off-the-job by a training centre or a school/university. The apprenticeship system includes three types of contract:

- apprenticeships leading to a professional operator certificate and a professional technician diploma;
- professional apprenticeships;
- “higher education and research’ apprenticeships”.

For a focus on the Apprenticeship System see par. 4.

A first attempt to introduce the Dual System: the “Experimental Apprenticeship”

In **2014** the Interministerial Decree 473 17.06.2014 (Ministry of Education, University and Research - MIUR, Ministry of Economy and Finance, Ministry of Labour and Social Policies MLPS), implementing article 8*bis* of law n. 128/13, introduced an *Experimental Apprenticeship* Programme for school years 2014 – 2016.

- The Programme involves students of the fourth and fifth year of the upper secondary schools and public and private enterprises and aims to make them sign an “higher education and research” apprenticeship contract, financed by enterprises and the regions.
- The Programme general objective is to allow students to obtain the upper secondary level diploma while entering the world of work thanks to the apprenticeship contract.
- Specific objectives are:
  - to implement a customised education path, integrating general learning outcomes with specific technical and vocational marketable competences and skills, as demanded by the enterprise;
  - to highlight students’ personal expectations and learning manners and to guide them into the labour market;
  - to build local training alliances based on the exchange of good practices between enterprises and schools and on the enrichment of the school education with skills needed by enterprises.

MIUR, MLPS and Regions have to sign a special Memorandum of Understanding with the enterprise, to define the territory involved in the Programme, the fields of study involved and the relevant enterprise business sector; the criteria to choose schools and students in the experimental Programme, the minimum standards to implement the Programme, schools' and enterprise's tasks and responsibilities.

According to the Memorandum of Understanding the enterprise signs a special agreement with the school or a school network, defining tasks and responsibilities, the organisation of the on-the-job training, the criteria for examinations and certification of learning outcomes.

The schools and the company have to jointly design customized education and training

paths for students. The personalized paths have to be composed of classroom education and on-the-job training and both schools and the enterprise have to appoint a tutor, whose tasks are:

- to foster the communication between schools and the enterprise;
- to support students during the whole education path.

In particular, the school tutor ensures the correct integration between classroom teaching and on-the-job training and deals with the assessment of the apprenticeship.

On the other hand, the company tutor main tasks are to introduce students into the company and to support them during the whole apprenticeship. He/she has to help students acquire the necessary skills and competences, ensuring the integration between classroom education and on-the-job training, and cooperate with the school tutor giving information for the training assessment, done only by the school.

Being involved in the Programme, both the tutors may attend a specific training, financed by the enterprise.

Students involved in the experimental apprenticeship acquire both the *status* of “student” and of “apprentice” and, accordingly, the respective rights and duties. In case of an early termination of the apprenticeship contract, schools ensure to students the return to ordinary school pathways.

Specific examination is not foreseen at the end of the apprenticeship: only the

school evaluates the training path of students, taking into account information and evaluation provided by the company tutors.

The apprenticeship training assessment is transferred into school credits recognised for prosecuting the official curriculum.

Being the Experimental Apprenticeship Programme a **pilot project**, only one Memorandum of Understanding has been signed so far by MIUR and MLPS, involving 7 Regions (Campania, Emilia-Romagna, Lazio, Piemonte, Puglia, Toscana, Veneto) and the Italian company ENEL Group, a multi-national power company and a leading integrated player in power and gas markets, which operates in more than 30 countries across 4 continents, with a particular focus on Europe and Latin America.

The Memorandum aims to involve in an Experimental Apprenticeship Programme students of technical upper secondary schools – Electronics and Electrotechnics specialisation, i.e. relevant to the company business sector. More information and data are not available yet.

## 2.7 The Youth Guarantee Initiative

In response to the growing number of unemployed youth and those not in employment, education or training (**NEETs**), EU adopted the Recommendation on the establishment of a

**Youth Guarantee (YG)** on the 22nd April 2013. With this Recommendation, all Member States committed to ensure all those up to 25 years old would receive a quality offer of employment, education, training or apprenticeship within 4 months of becoming unemployed or leaving school.

**EU funding** for the YG implementation is available through the dedicated **Youth Employment Initiative (YEI)** and the **European Social Fund (ESF)**.

A **further amount** from the **ESF** aimed at measures such as the modernisation of employment services and self-employment will also support youth employment.

To implement the Youth Guarantee, **Italy** set-up an integrated e-Portal (*Cliclavoro*) to allow young people aged 15 – 29 to register directly on-line and be connected to a national register (*IDO*) to facilitate automatic verification of fulfilment of requirements, and transmission of offers.

The **goal is to foster a close cooperation between the VET system and the world of businesses**, using the following instruments:

- information service
- guidance
- training
- scouting and matching
- apprenticeship
- traineeship
- civil service
- support to entrepreneurship
- vocational mobility at national and European level
- incentives to enterprises
- e-learning.

## 2.8 The forthcoming school system reform: “La Buona Scuola”

A forthcoming reform of the Italian school system (“La Buona Scuola” – *The good school*) is expected for 2015.

One of the objectives of the bill sent to the Parliament is to introduce a sort of *Dual System*, allowing students of upper secondary schools, since the second year, to have in-company training periods during the school year, signing an “Apprenticeship leading to a professional operator certificate and a professional technician diploma” contract with the company. The bill is currently being examined by the Italian Parliament.

## 2.9 Focus on the Italian Apprenticeship System

The apprenticeship **contract**, which is distinct from other work-based learning, must be drafted in a written form. It defines the roles and responsibilities of all parties as well as terms and conditions of the apprenticeship, the probationary period, the occupation tasks, wage increases, both the entry and final grade levels and the qualification to be obtained. The **training programme is individual** and is **an integral part of the contract**.

**Both the contract and the training programme must be signed by the employer and the apprentice.**

**So Italian Apprenticeship does not involve schools.**

Since apprentices are considered employees, they are entitled to insurance benefits for job injuries and accidents, occupational diseases, health reasons, ageing and disability, maternity, household allowance, and, since 1 January 2013, labour social security insurance.

The Italian Apprenticeship is divided into many typologies, so that we can talk

of “apprenticeships”; only some of them are related to the Education system and allow to acquire a diploma that could be gained through a full time study programme as well.

The most apprentices aim to acquire a vocational qualification, with a base in the collective agreements. The vocational learning outcomes for apprentices are stated by the collective agreements, with relation to the specific classification system of the sector.

All people, over 15 years of age and under 30, can apply for an apprenticeship in all the companies of the private sector.

The apprenticeship system includes three types of contract:

- apprenticeships leading to a professional operator certificate and a professional technician diploma (*apprendistato per la qualifica ed il diploma professionale*): it allows young people aged 15 to 25 to fulfil their right/duty to education and training. There are no specific entry requirements but learners need to bridge the year between the end of lower secondary and the start of apprenticeship in an upper secondary school programme or in leFP, unless they are already 15 years old.
- professional apprenticeships (*apprendistato professionalizzante o contratto di mestiere*): it allows young people 18 to 29 year-old to acquire a qualification provided for in the collective bargaining agreements and required on the labour market. These programmes have a maximum duration of three years (exceptionally five years for the crafts sector) and award a regional qualification.
- ‘higher education and research’ apprenticeships (*apprendistato di alta formazione e ricerca*): it leads to an array of qualification levels encompassing EQF levels 4-8. It targets 18 to 29 year-olds and fulfils various purposes. Learners can acquire qualifications that are normally offered through school-based programmes, in higher education or at universities, including a doctoral degree. Apprentices can also engage in research activities in private companies or pursue traineeship required to access the liberal professions (lawyer, architect, business consultant); this has not yet been regulated by collective bargaining.

## 2.10 Planning and Organisational Responsibilities

**Frame plans** are differently organised differently according to the type of apprenticeship considered:

**Apprenticeships leading to a professional operator certificate and a professional technician diploma:** regulated by the Regions and Autonomous Provinces through specific State-Regions conference agreements. Content, shared between theoretical and practical learning, the specific qualifications offered and the number of training hours are established by the Regions and Autonomous Provinces according to minimum standards agreed at national level. The duration of the contract is determined according to the certificate or diploma to be achieved: it may not exceed the three- or four-year training period nor be less than the national minimum standard set at 400 hours per year, though further training at enterprises can be agreed through collective bargaining. These apprenticeship schemes last three or four years and offer the possibility to acquire qualifications at operator or technician level (in 22 and 21 occupation fields respectively: attestato di qualifica di operatore professionale (EQF level 3) or diploma professionale di tecnico (EQF level 4). These qualifications, part of the national qualifications register, are the following:

**a) Occupation fields at operator level:**

- apparel/textile;
- footwear;
- chemical production;
- building;
- electronics;
- graphics;
- hydraulics;
- artistic works;
- carpentry;
- boats maintenance;
- mechanics;
- wellness;
- food;
- tourism and hospitality;
- administration and secretary;
- sale;
- logistics;
- food processing;
- agriculture.

**b) Occupation fields at technician level:**

- building;
- electronics;

- graphics;
- artistic works;
- carpentry;
- motor vehicles repair,
- automated plants maintenance;
- industrial automation;
- beauty treatments;
- food and wine services;
- enterprise services;
- sale;
- agriculture;
- entertainment services for resorts;
- apparel/textile;
- hairstyle;
- cookery;
- thermal plants;
- hospitality;
- food processing.

In terms of regulations, almost all the Regions/Autonomous Provinces (except Lazio and Valle d'Aosta) have regulated the educational syllabus.

**Professional apprenticeships**: training comprises two parts:

1) acquisition of key skills (120 hours over a three-year period) regulated by the Regions and Autonomous Provinces and provided by training centres. These are usually private organizations whose main task is to provide vocational training for apprentices and for other unemployed or employed people. They are accredited by the Regional Authorities to supply the learning activities to apprentices with public funds.

Within the training centres different profiles are involved in training for apprentices:

- teachers, who are in charge for providing training strictly;
- tutors with the pedagogical task to assist the learners and the teachers; sometimes tutors are in charge of contacting the enterprises;
- other profiles sometimes are involved, depending on the importance of the training centre and the number of apprentices participating to the courses, such as coordinators or assessors.

2) acquisition of vocational skills for specific occupation areas provided directly by companies. The occupation areas and the training content are

defined by collective bargaining agreements.

According to 2014 Isfol (National Institution for the Development of Workers' VET) Report on Apprenticeship, almost all Regions/Autonomous Provinces have regulated the acquisition of transversal skills.

Most of the Regions (16) have already provided a public training offer. Generally, regional regulations allow in-company training and e-learning learning methodologies.

In February 2014, a State-Regions Conference proposed the editing of Guidelines for

attuning the transversal skills educational syllabus at a national level: the training period for the acquisition of transversal skills length should be inversely proportional to the educational qualification of the apprentices.

**- Higher education and research apprenticeship:**

Regions and autonomous provinces, in agreement with the social partner and public education and training centres, decide the duration of contracts, the organisation of programmes, and ensure that they are compatible with fully school-based curricula. They also define higher education credit (crediti formative universitari) learners obtain at schools, universities or training centres and the skills to be acquired through on-the-job training and the enterprise. In the absence of a regional regulation, ad hoc arrangement between education institutions and enterprises are possible.

### Strategies to counter the crisis by geographical area (%)

|  | Geographical area |            |        |                   | Total Italy |
|--|-------------------|------------|--------|-------------------|-------------|
|  | North-west        | North-east | Centre | South and islands |             |
| Broadening and diversifying training provision             | 63.8              | 71.3       | 65.8   | 61.2              | 64.7        |
| Enlarging the network of local actors                      | 52.3              | 58.2       | 46.9   | 34.3              | 45.7        |
| Introducing organisational and technological innovations   | 28.2              | 34.3       | 18.7   | 23.0              | 25.2        |
| Scouting or accessing specific anti-crisis funding sources | 26.4              | 37.6       | 14.7   | 18.1              | 22.7        |
| Updating and requalifying staff                            | 25.2              | 23.2       | 31.9   | 13.8              | 22.4        |
| Activating/enlarging extraterritorial networks             | 17.2              | 18.5       | 14.1   | 9.6               | 14.0        |
| No specific action adopted                                 | 1.8               | 0.3        | 2.4    | 3.0               | 2.1         |
| Other  | 2.7               | 0.8        | 1.1    | 0.6               | 1.2         |

Source: ISFOL, OFP survey 2012.



## 2.11 Examinations and certification exam

According to d.lgs. 167/2011 and Interministerial Decree 26.09.2012, at the end of the apprenticeship the competences and skills can be certified by Regions and Autonomous Provinces referring to national and regional registers on vocational qualifications and transferring them into EQF.

At the end of apprenticeships leading to a professional operator certificate and a professional technician diploma, apprentices have to sit a final exam, which is regulated by Regions in agreement with the Social bodies.

## 2.12 Company tutors

When the enterprise takes on an apprentice an individual training plan has to be designed by the firm. This plan is made according to the vocational standards or vocational profiles which are stated in the collective agreements defined by the Social partners. The individual training plan is the reference for the company based training.

Usually in company training is organized and developed by an instructor (*company tutor*), who can be the employer in the SMEs or a qualified employee with at least three years of professional experience.

The **main tasks of the enterprise tutor** are defined as follows:

- managing reception and insertion of young apprentices in the company;
- projecting and supporting learning and in-service socialisation pathways, thus facilitating the acquisition of skills and competencies;
- conducting relations with the training centres, to enable positive integration between formal training and on the job experience;
- monitoring and assessing progress results achieved by the apprentices.

All the enterprise tutors have to attend a training course, organized by the Regional authorities at the beginning of the course for the apprentices.

## 2.13 Financial support

According to d.lgs. 167/2011, the enterprise finances the apprenticeship.

In apprenticeships leading to a professional operator certificate and a professional technician diploma.

## 2.14 Statistics

Italy counted for over 505.000 apprentices in 2011 despite the crisis; they were about 650.000 in 2008.

Most apprentices are aged 18 to 24, even if almost one third is 25 and older. They are employed especially in the tertiary sector, in the retail SMEs and in the tourism industry. About the apprentices' level of education, 50% of them has gained only a lower secondary education certification.

But, according to the *Isfol 2014 Report on Apprenticeship*, in 2012 apprenticeship contracts were 469.855, with a 4,6% decrease in only one year. In 2012 the number of employed apprentices dropped, correspondingly to the number of employees' decrease and to the labour market situation.

### ***Employed people aged 15 – 29 in Italy/employed apprentices comparison***

| <i>Geographical distribution</i> | <i>Northern Italy</i> | <i>Central Italy</i> | <i>Southern Italy</i> | <b><i>ITALY</i></b> |
|----------------------------------|-----------------------|----------------------|-----------------------|---------------------|
| Employed 2010                    | 43.8%                 | 37.7 %               | 23.7 %                | <b>33.5 %</b>       |
| Employed 2011                    | 43.2%                 | 35.9 %               | 23.1 %                | <b>33.7 %</b>       |
| Employed 2012                    | 41.5%                 | 34.2 %               | 22.5 %                | <b>32.5 %</b>       |
| Employed apprentices 2010        | 16.1%                 | 18.5 %               | 9.6 %                 | <b>14.7 %</b>       |
| Employed apprentices 2011        | 15.3 %                | 17.9 %               | 9.0%                  | <b>14.1 %</b>       |
| Employed apprentices 2012        | 15.1 %                | 17.7 %               | 9.0 %                 | <b>13.9 %</b>       |

*Source: INPS – ISTAT Report 2013*

## 2.15 The Autonomous Province of Bolzano: the Italian best practice on

### 2.15.1.1 Dual System



The Autonomous Province of Bolzano is located in the north of Italy, close to border with Austria. As a matter of fact, it is bilingual, so both Italian and German languages are officially spoken and taught in schools.

According to the 2014 Astat Report (Provincial Institute for Statistics), it has 515.714 inhabitants, 69% of them is German-speaking and 26,06% is Italian-speaking.

It has a special *status*, which implies its larger regulatory autonomy compared to ordinary Italian regions, in most of the subjects, including education and VET.

Thanks to its autonomy in the VET field and the Austrian-German influence, the AP of Bolzano has introduced a *Dual System* similar to the German one, even since 1955, with provincial law n. 3/1955.

The Bolzano Dual System's milestone can be identified in the **apprenticeship contract**, which allows students to take part to an on-the-job training *alternating* classroom education provided by vocational schools based in the AP:

so the **responsibility** for VET is **shared** between the two partners, the enterprise/craftsman and the vocational school.

As in the national system, in the AP of Bolzano three types of apprenticeship contracts are available:

- Apprenticeships leading to a professional operator certificate and a professional technician diploma;



- Professional apprenticeships;
- “Higher education and research” apprenticeships.

The apprenticeship is regulated by provincial law 12/2012, in accordance with AP of

Bolzano regulatory autonomy on VET.

The AP of Bolzano “**Dual System**” corresponds to the first typology of apprenticeship contract, the one leading to a professional operator certificate and a professional technician diploma, the so-called “**Traditional Apprenticeship**”.

As the “national” one, the traditional apprenticeship lasts three or four years, depending on whether the goal is the acquisition of a professional operator certificate or of a professional technician diploma and it involves young people aged 15 to 25.

It allows to acquire only previously identified professional certificates or diplomas, corresponding to 108 professional profiles, in the following business sectors:

- commerce
- services
- handicraft
- industry
- food and hotel hospitality
- agriculture.

The apprenticeship VET responsibility is shared between involved companies and the provincial vocational schools.

Vocational schools are identified and collected in a list by the AP.

After the apprenticeship contract signature, the Provincial Apprenticeship Office directs the apprentice to the closest vocational school, specific for the chosen professional profile.

Apprentices have to attend 400 hours of classroom teaching per school year in 3-year apprenticeships, 400 plus 160 in the fourth school year in 4-year apprenticeships.

In this type of apprenticeship, the on-the-job training covers about 80% of the total time, while classroom education, which is mandatory, is usually concentrated in one day per week.

Alternatively, classroom education can be provided in 9 or 11 weeks blocks.

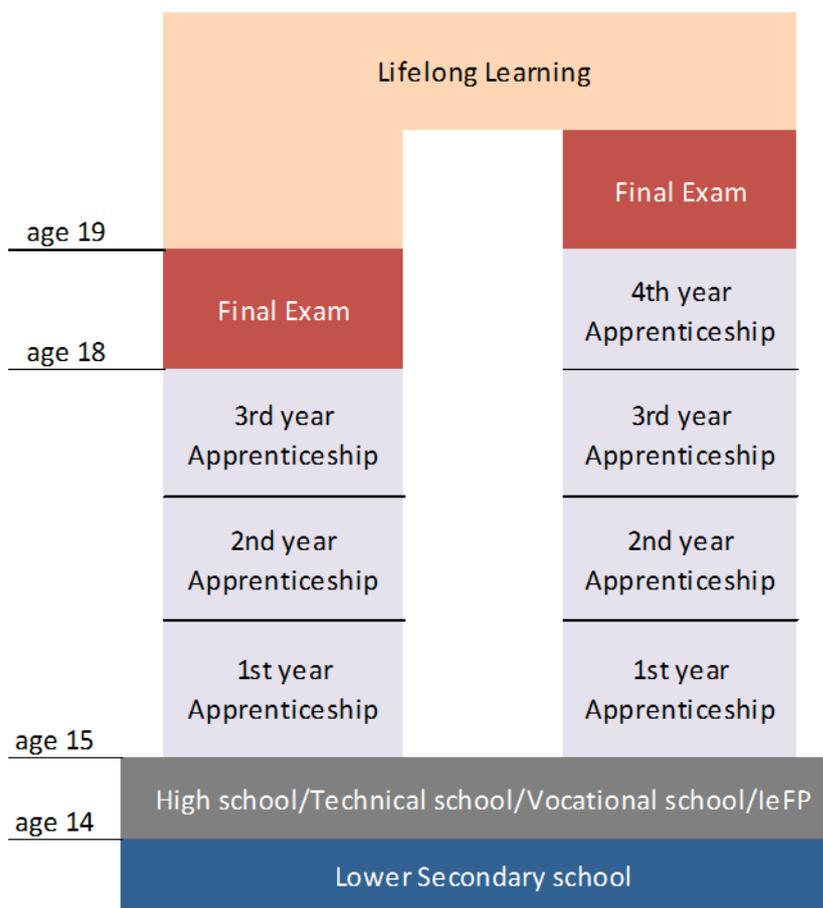
According to provincial law 12/2012, the employer has the duty to allow



apprentices to attend the vocational school, considering classroom hours as working hours.

In the Bolzano dual system, an **individual training programme is not required**, so the enterprise refers to the standard one provided by the Autonomous Province.

### 2.15.2 The autonomous Province of Bolzano Apprenticeship



### 2.15.3 Financial support



The classroom teaching is provided by vocational schools which are supported by the Autonomous Province (cost-free for the either the apprentices or the companies).

The AP of Bolzano finances most of apprentices' board and lodging costs.

### 2.15.4 Vocational schools teachers

Vocational schools teachers are Autonomous Province public employees and can be graduated teachers or non-graduated teachers, generally craftsmen, who teach technical-practical subjects.

The latter also have to attend a specific 3-year course (1200 hours) provided by the Autonomous Province.

#### ***Autonomous Province of Bolzano Apprenticeship teachers School year 2012/2013***

| <b>of Bolzano Teachers</b> | <b>Graduated</b> | <b>Non-graduated (technical-practical subjects)</b> |
|----------------------------|------------------|---|
| Male                       | 146              | 252   |
| Female                     | 352              | 128   |
| <b>Total</b>               | <b>481</b>       | <b>380</b>  |

Source: C. Baumgartner,

*Alternanza scuola/lavoro and Apprenticeship in the Autonomous Province of Bolzano system, 2013*

### 2.15.5 Company tutors

To allow the enterprise to train the apprentice, the company tutor has to meet some requirements, as identified by the AP of Bolzano DGP 1135/2012.

The requirements are the following:

**a. Professional requirements (alternatively):**

- apprenticeship certificate, followed by an 18 months work experience, referred to the target professional profile of the apprenticeship;
- 3-year professional operator certificate, followed by a 24 months work experience;
- 5-year technical or vocational diploma, or IFT/IFTS
- a 6-year work experience, referred to the target professional profile of the apprenticeship.

**b. Pedagogical requirements (alternatively):**

To assume the role of company tutor, the employer or his/her employee is requested to acquire specific pedagogical and training competences.

The AP of Bolzano recognizes them in the following cases:

- the tutor attended a specific 16 hour basic-level course provided by the AP;
- the tutor passed a specific exam for craftsmen on tutors' training;
- the tutor acquired, in Italy or abroad, a certificate for apprentices' training;
- the tutor attended a 16 hour course on human resources management.

### **2.15.6 Examinations and certification exam**

At the end of the apprenticeship, the apprentices which attended with positive results the vocational school have to sit an exam to acquire the professional operator certificate or the professional technician diploma.

The exam is regulated and provided by the AP, and is composed of a theoretical part and a practical part and the Commission for the assessment of learning outcomes is composed both of the business sector's employers' representatives and trade unions.

The AP recognizes apprenticeship diplomas acquired in Germany, Austria and Switzerland.

### **2.15.7 Conclusions**

Thanks to its regulatory autonomy on VET, the Autonomous Province of Bolzano successfully introduced a dual system similar to the German one, in



which responsibilities for the education and training are shared between Provincial vocational schools and enterprises/craftsmen.

On the one hand, the main **strengths** are:

- the close cooperation between the Autonomous Province, vocational schools and companies/craftsmen;
- the quality of teachers and company tutors' training;
- the close cooperation with enterprises' representative organisations;
- the quality of training provided to young apprentices, better matching with the labour market needs.

On the other hand, the **weaknesses** could be summarized as follows:

- the economic crisis which hit Italy makes more difficult for young people to find enterprises/craftsmen interested in employing an apprentice;
- applicant apprentices should receive more guidance before signing the apprenticeship contract, to choose the business sector/vocational profile more fitting to their aspirations and skills.

### 3. Romania



#### 3.1 Information on National Romanian Education System

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.

### 3.1.1. Primary school

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).

### 3.1.2 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 counselling 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.

### 3.1.3 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).

#### 3.1.4 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.

#### 3.1.5 School of art and crafts

The school of art and crafts was a form of education strictly oriented towards labour environment (labour 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).

### 3.1.6 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.

### 3.1.7 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 enrolment 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.

### 3.2 Structure of national Romanian Education System

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

### 3.2.1 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)-4<sup>th</sup>.
  - Secondary education (Secondary school) - grades 5<sup>th</sup>-8<sup>th</sup>.
  - High school education (High School) – of four or five grades (grades 9- 12 / 13).
  - Vocational education (School of art and crafts), which can continue or eliminate high school for training students for careers based on manual of practical activities.

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

### 3.2.2 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

### **3.3 The dual Romanian education system**

#### **3.3.1 General information**

To support the dialogue partners in vocational and technical education, and also the students and parents interested in dual education, an enrolment 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 labour 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 labour 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 labour 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 labour 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 labour 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 labour 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.

### 3.3.1.1 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 labour market.

Purpose:

- To stimulate employment;
- To raise the level of vocational competence;
- To facilitate employment in accordance with the trends of labour market;
- To adjust the demand and supply of skilled labour force;
- To maintain and develop vocational competences;
- To stimulate the mobility of labour force;
- To increase the opportunities for vocational (re)integration;
- To re-insert a part of labour 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 labour 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 labour force mobility;
- increase of chances for access to jobs;
- limitation of proportions of long-run unemployment;
- facilitation of activity (re)integration of disadvantaged labour 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.

### **3.4 Evaluation and certification Centres for professional Competences authorized by the nation 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.

### 3.5 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 labour 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;
- Labour 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 sectorial 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

### 3.6 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 labour, 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, labour 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.

### **3.7 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 centres 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 centres 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 centre 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.

### 3.8 LEGISLATIVE ABSTRACT ON ADULT CONTINUOUS TRAINING

- National Education Law no. 1/2011, with subsequent amendments and additions;
- Law no. 53/2003 – Labour 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 labour, 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 labour, 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 labour, 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 labour, 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 labour, 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 labour and social solidarity the chairman of the National Institute of Statistics no. 270/273/2002.

### 3.9 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 Labour 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 Labour 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.

### 3.10 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 Labour, 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.

### 3.11. 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 centre, 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 centre, 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.<sup>3</sup>

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.

### **3.12. 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 labour

health and safety norms (labour 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 centre 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 centres 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 centre (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

### 3.13. Stages of evaluation and certification process for vocational competences

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

1. *Enrolment of candidates for the evaluation of competences-* The candidate submits an application to an approved assessment centre 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 centre. 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 is 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 centre.

### 3.14 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.

### 3.14.1 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 centres 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 centres 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 centres, pupils palaces and clubs, workplace, cultural institutions such as museums, theatres, cultural centres, libraries, documentation centres, 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:

- young people and adults who did not complete compulsory education;
- young people who left the education system before obtaining a vocational qualification and are not comprised in any form of education or vocational training;
- graduates of non-vocational education or those who graduated high school education or higher education studies in redundant or irrelevant fields and qualifications in labour market;
- people with special education needs;
- young people and adults who return to the country after a long period of work abroad;
- young people and adults who are residents in economically and socially disadvantaged communities;
- employees over 40 years old with a low level of education, who are residents in urban and rural environment, with low qualification and unskilled;
- pupils with major risk of school failure;
- 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.

### 3.14.2. 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 Labour, 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 Labour, 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:

- b) stimulating the increase of the degree of public access and participation in culture;
- c) 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;
- d) promoting the recognition of vocational competences, guaranteeing the rights and interests of creators, artists and specialists in culture, respectively;
- e) other duties provided by education and vocational training legislation.

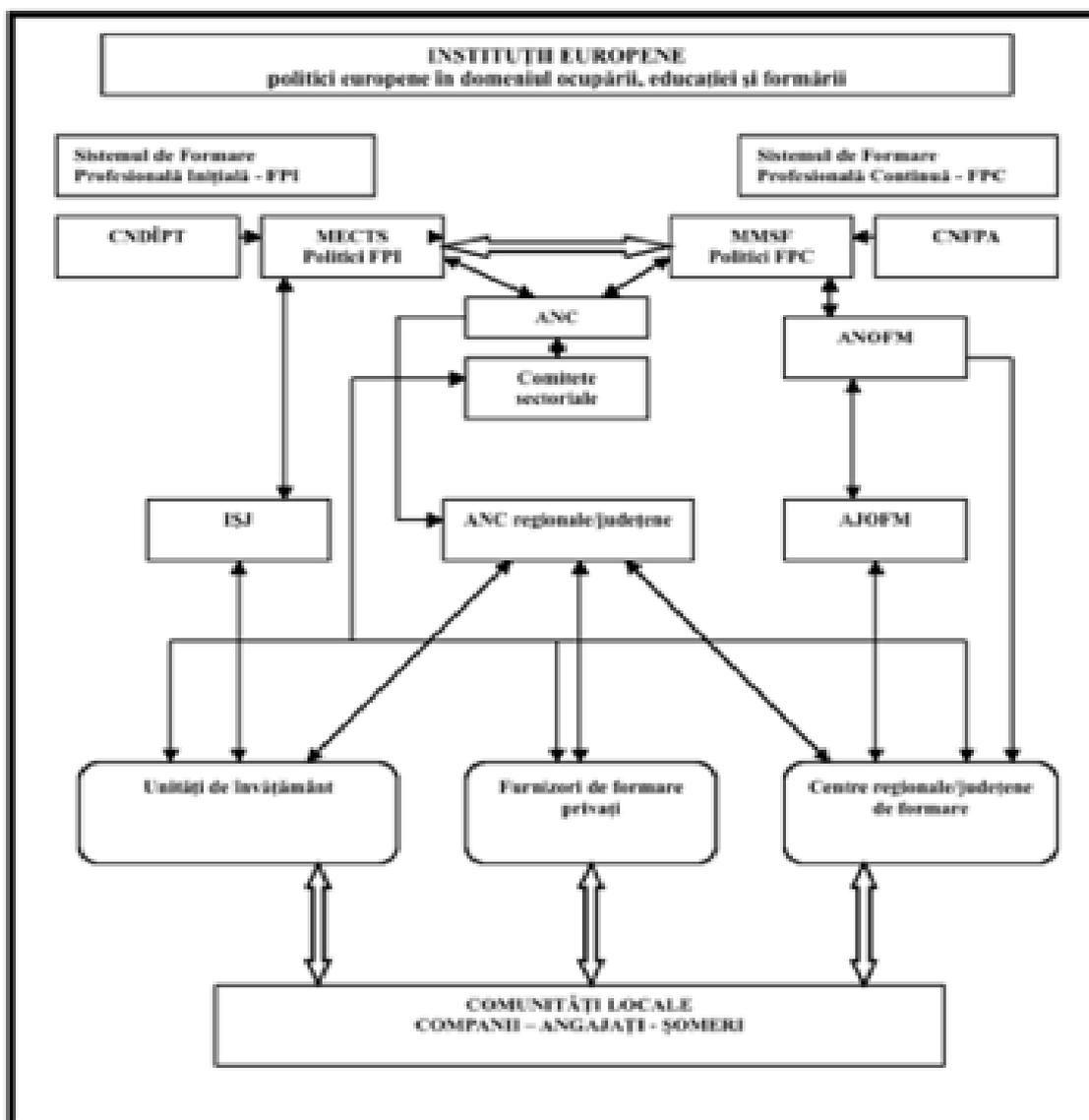
Ministries and central authorities can have responsibilities in the field of education and training for the professions regulated by particular laws.

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 sectorial 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 centres 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 sectorial 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 sectorial

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 labour 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 centres and evaluation bodies, based on evaluation reports drawn up by external evaluators.

**Lifelong Learning Community Centres** 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 centres for lifelong learning based on educational service offers adjusted to specific needs of different target groups concerned.

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

The duties of lifelong learning community centres 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 counselling 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 centres 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 centre certified for the occupation or qualification in question. Depending on the evaluation process, accredited evaluation centre 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 counselling 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 labour and in managing their career.

Career counselling 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 counselling and guidance to all pupils, students and people in search of a job.

### **3.15 Training of training foremen**

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

#### **3.15.1 Trainer foreman**

##### **3.15.1.2 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 labour market and accession to a higher level of specialization. To fulfil 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.

### 3.15.1.2 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 labour productivity by applying ergonomic principles in order to eliminate unnecessary movements and reduce fatigue.
- Habit to comply with labour 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 labour 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, behaviours, 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.

### 3.15.1.3 PEDAGOGIC AND METHODOLOGICAL 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.

### **3.17. 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 sectorial 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, sectorial 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 sectorial 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 labour 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 labour market, in a country and internationally.

### 3.18. 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, favours 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 labour 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 labour 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 labour 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 labour 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

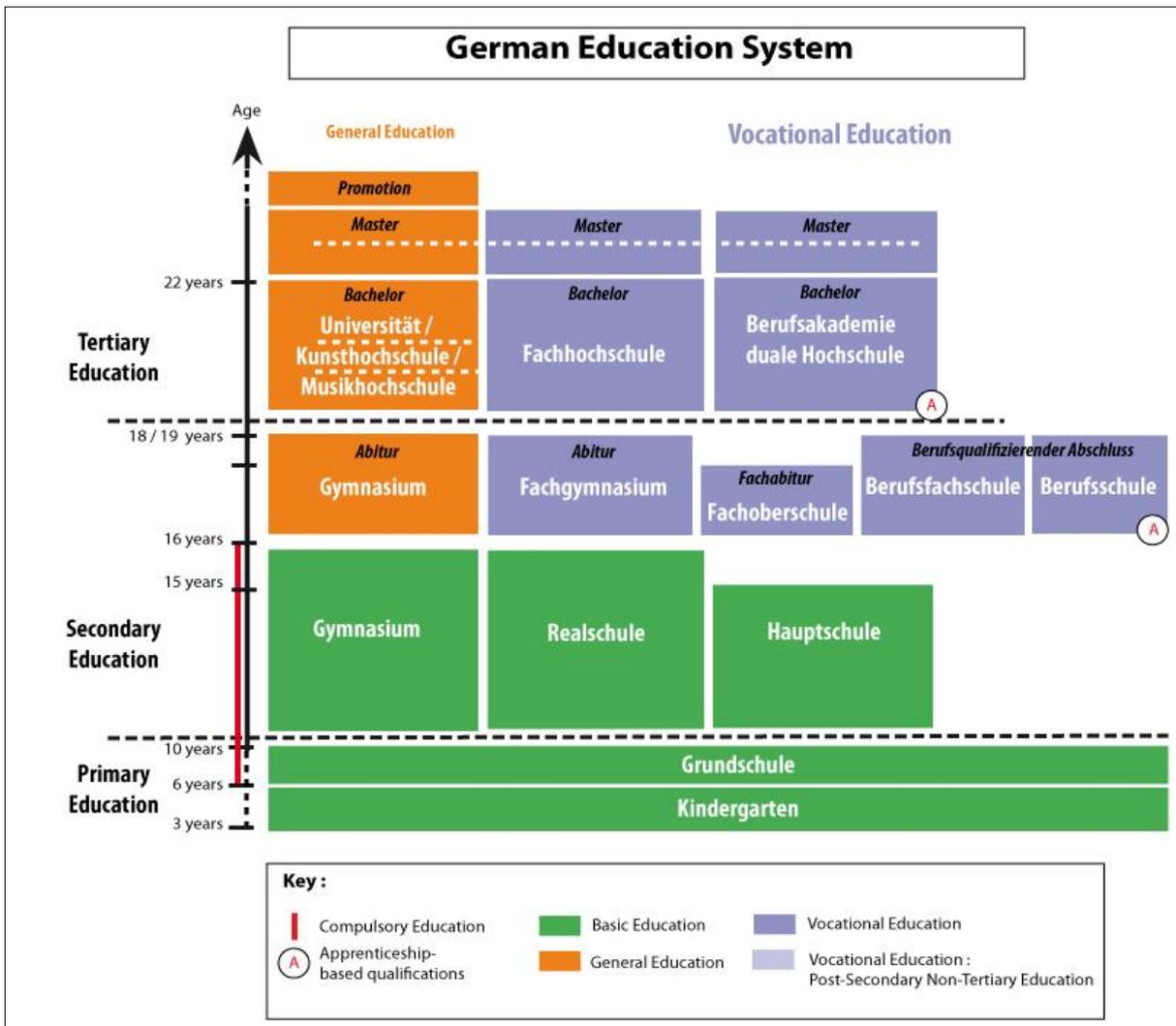
- NATIONAL EDUCATION LAW no. 1/2011 with subsequent amendments and additions
- Regulations for the organization and functioning of pre-university education establishments, approved by MEN Order no. 5115/2014
- MEN Order no. 3637/19.06.2014 on 2014-2015 school year structure
- MEN Order no. 3818/03.06.2013 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



## 4. Germany

### 4.1 The German school system

The school system of Germany is an assignment of the federal states. Each of 16 federal states of Germany has its school system. Nevertheless, between the countries are agreements, so that all graduations are recognised everywhere in Germany equally. It is agreed upon many points of the school system among the several federal states, so that learning targets, exams are equivalent.



Source: German system (© Onisep / Elise Veteau)

The secondary schools or secondary modern schools (Sekundarstufe 1) last 10 or 9 years. At the end of the schooling follows an exam. The secondary modern school closes with the main graduation. The secondary school ends with the middle maturity (high-school diploma). The students of the high school also perform at the end of the 10th class an examination. Then according to grade point average the access to the Abitur is granted to you or they also close the high school with the middle maturity (high-school diploma). After the 10th class the secondary education (Sekundarstufe 2) lasts according to federal state 2 or 3 years. The secondary school leaving examination (Abitur) ends with a central audit. After the successful graduation of the Abitur the students have attained the general university maturity. This entitles to study at every university or college.

After all graduations a dual vocational education and training in Germany is possible. In Germany there are no terms of admission to do a dual vocational education and training.

## 4.2 The dual vocational education system of Germany

### 4.2.1 General information

The dual vocational education and training system of Germany is based on 2 columns: the practical education in an approved education company as well as the theoretical education in the vocational school. In the education company practical abilities specific for occupation, skills and knowledge are given and in the vocational school theoretical technical knowledge as well as a part of general lessons.



Source: © Benedikt Hauser

Currently approx. 50% of an age year decides on the dual vocational education and training. Remaining 50% decide on a study at a college or university. The amount of those who decide to do a dual vocational education and training is declining for years.

### Education contract

Basis of every dual vocational education and training is the conclusion of a professional education contract. This contract is concluded between an education company and the trainee. Should the trainee be under age, his legal sales representatives must consign the education contract. Every education contract must contain the following points:

- name and address of the education company
- name of the instructor
- name and address of the trainee
- date of birth of the trainee
- approved qualified job to be learnt
- period of training according to frame works of the qualified job
- name and place of the trade school
- number of the holiday days of the trainee
- everyday or weekly working hours of the trainee
- monthly remuneration of the trainee for every teaching year
- signatures of the contracting partners

Every education contract has to be sent for a check and registration in the list of apprenticeships of the responsible Chamber of Crafts and Trades (HWK) or Chamber of Industry and Commerce (IHK). Then there it is checked whether the education company has the necessary education authorisation. The necessary authorisation a company fulfils if it:

- can present the technical equipment necessary for his craft. For example, the necessary machines have to go for the education in the metal farmer, machines, welding apparatuses, protective equipment, servicing equipment and nursing equipment as well as social and sanitary layouts exist.
- can present the necessary technical and educational suitability of the instructor. In the craft the proof is given with the foreman's title, otherwise a technical training appropriate in this occupation, long-standing experience as well as an educational education after instructor's suitability order (AEVO).

### Education frame curriculum

In Germany there are more than 400 approved qualified jobs. To every qualified job there is an education order and an education framework curriculum. These are compiled by different committees (employers' associations, trade unions, central organisations, institutes, etc.) under the direction of the federal institute of vocational training (BIBB). After successful vote of the education order this is given by the BIBB to the license to the German Bundestag. Only after vote in the German Bundestag an education order is declared as compulsory.

The education order regulates the following points of the education:

- state recognition of the qualified job
- period of training
- education aim
- qualified job picture
- education framework curriculum
- final examinations or apprenticeship certification exam

The period of training in the dual vocational education and training is with the prevailing number of the occupations 3 or 3.5 years. Few occupations are trained 2 years. With these occupations a possibility for the acquisition of the full occupation is always given, i.e. Prolongation of vocational education to learn the full occupation.

For example, there is the occupation „skilled worker for metal technology “. This lasts 2 years and contains the basis education of the occupation metal farmer. If the trainee ends this occupation successfully, he can extend the professional training by 1.5 years and learn the occupation of the metal farmer (3.5 years) further.

The aim of a professional training is that the trainee learns a certified professional activity which enables him to plan assignments independently, to be able to perform and to be able to control.

In the qualified job picture every occupation the skills to be learnt, knowledge and abilities which the trainee during his education in the theory as well as in practice must get provided are mentioned.

The framework is coupled to the education order. It regulates the skills to be learnt, knowledge and abilities with specific contents. Then from it the companies have to develop exercises, assignments to teaching talks etc. The abilities, knowledge and skills regulated in the framework are time-wise portioned. Besides, it is given, when which content should be provided. Also a number of weeks, for the single skills to be acquired are included in the framework.

The final examinations and apprenticeship certification exams are always made up of 2 parts. After half of the education an intermediate examination or apprenticeship certification exam part I is accomplished in every occupation and at the end of the education then the final examination or apprenticeship certification exam part II.

### Vocational school

The vocational schools are established by the respective federal state. According to number of trainees in an occupation to be learnt education classes are opened in different locations in a federal state. The financing of the vocational schools is separated into two. The occupational schoolteachers are employed with the federal state and are applied according to class in the school location. The occupational schoolteachers are financed by the respective federal state. The expenses of the trade school, i.e. property expenses, teaching material, inventory etc. are financed by the respective town or municipality.

In the vocational school the impartation of the necessary theoretical content for the respective occupation takes place. For it there is a curriculum with to be provided learning fields for every occupation from the federal institute of vocational training. This curriculum is coordinated with the education framework of the respective occupation. The single learning fields are processed didactically and brought in a certain logical order. Then the theoretical contents are given in the vocational schools.

The professional distribution amounts to approx. 2/3 technical knowledge and to 1/3 general knowledge.

### Vocational education company

In the company the practical education and training of the trainee takes place. After deduction of the times in the vocational school, in the inter-company instruction for the vocational training and vacation about 25 weeks are available for it. In the education company the practical skills, abilities and knowledge of the qualified job are given according to framework. At the beginning of the education, in the first and in the beginning of the second education teaching year, the bases of the occupation will be laid by showing, practicing and trying. Then the trainee should be advanced more and more to the solution of customer's orders, i.e. processing of a whole assignment. Then the processing of a customer's order will also put out the practical share of the examination. The trainee should learn this processing of the customer's orders in manufacture in the company, on building sites or production of an attendance. From the third year of education the trainee should solve already independently, under control, customer's orders and process. In addition, the trainee receives an order he has to plan, must carry out and check. Of course the instructor is always available for questions and problems. From the 3rd teaching year a trainee gains already an added value for his education company.

Aims of the education and training for a company:

- to train skilled workers for own company
- to train employee and, perhaps, future executives
- to have well qualified employees for the special assignments in the company.

The education company has to release the trainee for the times in the vocational school and in the inter-company instruction for the vocational training. These times are a duty and must be granted to the trainee.

#### **4.2.2 Inter-company instruction for the vocational training**

The inter-company instruction for the vocational training (ÜLU) are practical courses to the support the education and training in the crafts enterprise. The courses of the ÜLU are a duty for all trainees in the craft. For the occupations in the industry and in trade so-called support courses are also offered. Nevertheless, these show a voluntary offer and must not be done.

The courses of the ÜLU in the craft are federal-even courses. These are compiled by the different trade associations (employer, trade unions, professional organisations etc.) under the direction of the Heinz's Piest institute.

Reason for the introduction of the ÜLU is that small and medium-sized enterpriser cannot always provide all practical contents of the education framework in the craft. Because many companies limited themselves on main focuses of their industry the teaching of whole education content is not often possible. The example of the metal farmer shows that the trainee must be able to do among other things various sweat procedures, conclude and safety engineering, to tricks and milling, high-grade steel processing as well as material and machines customer. Nevertheless, the trainee will be checked to the whole education content. So that no disadvantages must originate this the practical ÜLU courses to the trainee carry out.



Source: HWK Potsdam

The courses of the inter-company instruction for the vocational training last as around one week. There are also 2 or 3-week courses. According to qualified job the trainee must attend in an education and training centre of the craft 5 – 13 weeks for ÜLU. The education and training centres are specialised in the

realisation of these courses and perform this as a duty assignment. The courses are introduced by the vocational training committee and the plenary assembly of the chamber of trade for every occupation. The trainee must also perceive this. The courses should support the learning and promotion of the practice in the company. These courses are performed in workshops or cabinets with prevailing practise relation.

To the support of the crafts enterprises these courses are promoted to 1/3 by the Federal Ministry for Economy and energy and to 1/3 through the respective federal state. The education company bears the remaining costs. In these expenses all staff expenses, material expenses and management expenses are included. Also the expenses of the accommodation in a boarding school at the course place are promoted by the ministries.

#### Inter-company instruction for construction occupations (construction step education)

Who get trained in the construction, can reach the education aim in two steps. After two teaching years (1st step) you reach the first conclusion as a structural engineering skilled worker, civil engineering skilled worker or removal skilled worker. After the third teaching year (2nd step) with further specialisation in one of 12 construction occupations the other education closes with the apprenticeship certification exam as special construction skilled worker, e.g., as a mason, carpenter, plasterer or road builder. During three teaching years inter-company instructions for vocational training in the education centres of the building trade and the lessons in the vocational school complement the company education.

To reach a general and even vocational education, the trainee goes at three places "to the apprenticeship":

- in the education company (practice)
- in the education centres of the building trade (inter-company practice)
- in the vocational school (theory)

The first practical training year serves above all of the occupational basic education, the second practical training year of the professional education and the third practical training year the specialisation in the elective occupation take place.

The financing of the inter-company education in the construction occupations happens to 1/3 through the Federal Ministry for Economy and energy, to 1/3 through the respective federal state and the remaining costs are supported by the construction SOKA. The construction SOKA is a communal cash desk of all construction companies. All members of this cash desk deposit yearly contributions at this cash desk. Then, among the rest, of it the expenses are financed for the inter-company education. Who is not a member in the construction SOKA must finance the remaining expenses as an education company alone.

#### **4.2.3 Examinations and apprenticeship certification exam**

The dual system in Germany contains 2 models for the realisation of the apprenticeship certification exam and final examinations.

##### Model 1 – intermediate examinations / final examinations

In the model 1 an intermediate examination is taking place after half of the training period. This intermediate examination should reflect to the trainee and also the education company a stand of the current performances of the trainee. The result of the intermediate examination is only one orientation and a current performance level. This result does not come into the result of the final examination. The performances are checked in the intermediate examination in the theory as well as in practice.

The final examination follows at the end of the education. Here the knowledge of the trainee from the whole training period is checked in the theory and practise. Only this result is evaluated as an examination result.

### Model II apprenticeship certification exam part I and part II

In the model II on which in future more and more job profiles are rearranged the apprenticeship certification exam part I takes place after half of the education and at the end of the education the part II. After possibly half of the training period the apprenticeship certification exam part I is taken. There the trainee is checked in the theory as well as in practice. The intermediary knowledge is questioned up to half of the education. The result of the apprenticeship certification exam part I enters into the result of the whole examination with 30-40%.

Then at the end of the education follows the apprenticeship certification exam part II. Also here the trainee is checked in the theoretical knowledge of the vocational school and in the practical knowledge by the education company and the inter-company instruction of the vocational training. This result enters with 60-70% into the whole result of the apprenticeship certification exam.

### Example apprenticeship certification exam in the occupation "metal worker"

#### Apprenticeship certification exam part I

- follows at the end of the 2nd practical training year
- examination of the skills, abilities and knowledge of the first 1.5 practical training years.

#### Practical exam work order:

1. The examinee should prove, that he

a) apply manual and machine treatment technologies and formings, soluble and insoluble ones

joining technologies,

b) consider the security and the health protection at the work,

c) make work schedules and test protocols and measuring protocols,

d) make use of technical plans, plan working steps, define work equipment, accomplish measurements as well as production sequences, in particular to consider the connection of technology, labour organisation, environment protection and economic efficiency and

e) explain specialised problems and their solutions, indicate for the working assignment the essential technical backgrounds as well as justify the approach by the realisation of their working assignment

2. To the examinations the following activities are to be laid:

Producing and checking a functioning work piece

3. The examinee should attend a working assignment which corresponds to a customer's order and lead a situative professional discussion referring on it which can exist of several discussion phases

4. The examination time is seven hours; within this time the professional discussion should be done during 15 minutes in total.

Apprenticeship certification exam part II

- follows at the end of the education
- exam of the skills, abilities and knowledge of the occupational school material and the practical abilities

The exam is made up of the 4 parts:

#### 1. Customer's order

The examinee should prove, that he

a) can independently plan and move work routines and shared assignments aim-oriented considering more financially, more technically, of organizational and temporal default, material allot,

b) produces and mounts prefabricated pieces and productions as well as build up control-technical systems or can repair and start running;

To the examination area the following activities are to be laid:

a) makes to a metal or steel construction or from shares of it as well as construction documentation and

b) mounting and commissionings or repairing a control-technical system including working planning and documentation

Examination time: 16 hours

## 2. Construction technology

The examinee should prove, that he

a) considers the job safety and environment protection regulations,

b) plans the use of materials and auxiliary materials as well as tools and machines and to assign to the respective procedures,

c) makes problem analyses,

d) selects the components necessary for the production, tools and aids considering the technical rules,

e) plans arrangements having regard to the company procedures, evaluates and changes documents, does calculations as well as shows functional connections of a metal or steel construction and

f) analyse functional problems with tied up technical information, technological and mathematical circumstances, can evaluate and show suitable procedures of solutions

Examination time: 2 hours

## 3. Functional analysis

The examinee should prove, that he

- a) does problem analyses,
- b) selects to the mounting, commissioning or maintenance necessary mechanical and electric one components, tools and aid considering from technical rules,
- c) adapts mounting plans, plans working steps considering the job safety,
- d) plans measures to the mounting, commissioning or maintenance taking into account company procedures, changes as well as explains functional connections of systems and
- e) analyse functional problems with tied up technical of information, technological and mathematical circumstances analyse, can evaluate and show suitable procedures of solutions

Examination time: 2 hours

#### 4. Economics and social studies

- The examinee should prove that he can show and assess general economic and social connections of the occupational world and professional life.
- The examinee should work on case-related assignments in writing.

Examination time: 1 hour

Weighting of the results:

1. exam area work order 30 percent,
2. exam area customer's order 35 percent,
3. exam area construction technology 12.5 percent,
4. exam area functional analysis 12.5 percent,
5. exam area economy and social studies 10 percent

#### **4.2.4 Committee composition**

All inspectors of a board of examiners have to go competently and be suitable. Every board of examiners exposes itself equally together:

In each case 1/3 of the members are employers, employees or occupational schoolteachers.

For all members in the board of examiners there is a deputy. The members of the board of examiners will appeal for 5 years.

#### Assignments of the board of examiners:

Planning and preparation of the examinations:

- realisation of preparing meetings
- planning and definition of the examination dates as well as coordination of the exam procedure (Inspector's application and test supervision)
- development and adoption of resolutions of exam assignments
- regulation allowed work and aid equipment
- definition of the assessment criteria

Realisation and acceptance of the examinations

- supervision and acceptance / assessment of the exams
- definition of the examination result

Theory exam:

- are often set as central exams (central committees compile the examinations for the whole of Germany)
- if these exams are declared obligingly they have to be done by all boards of examiners
- exam place theory room in the education centre or school classroom

Practise exam:

- practise assignments are constructed by the board of examiners according to exam conditions of the exam place
- observance of the default of the education framework
- exam place is often in the education centre of the ÜLU – there several trainees can be checked at the same time under equal conditions

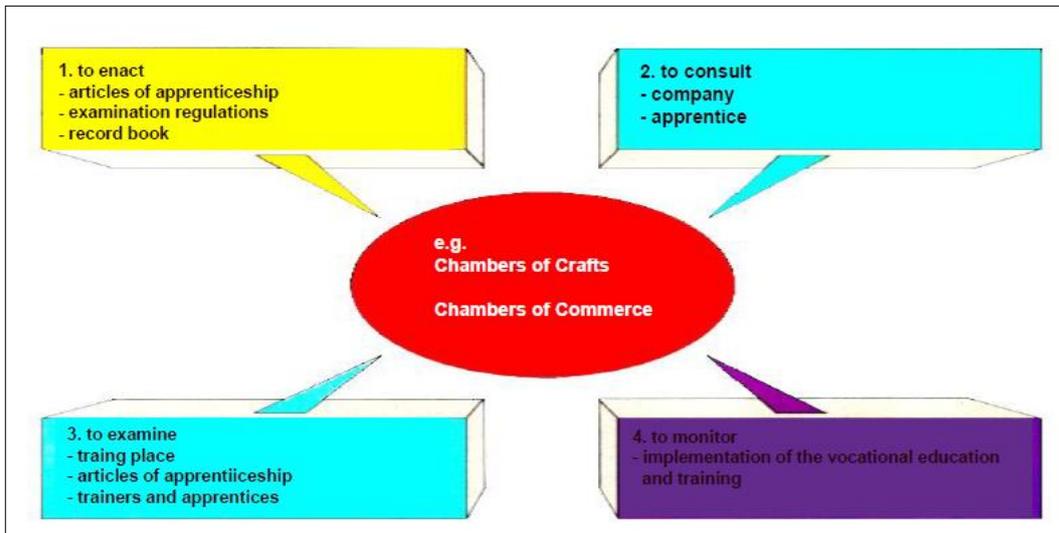
The financing of the whole examination is supported by the education company. Every trainee has the possibility to repeat every exam part two times.



### 4.3 Constitution of responsibilities

#### Assignments of the chambers in the vocational education and training

The assignments of the chambers in the vocational education and training are regulated in the craft order. These have to lead a list of all trainees in the respective chamber district (apprentice's role). In this list are led all trainees of the teaching years with qualified job, education company and all specifications from the education contract.



A big assignment is the consultation and support of the education companies and the trainees during the education. An essential assignment is to inform the education companies about the current job profile as well as the contents of the education after framework curriculum as well as to inform changes in the education. Also the procedures of the examinations, the inter-company instruction for the vocational training as well as the procedure of the school hours are essential consultation points for the companies. The education consultants of the chambers help in the writing of the education contracts. The trainee-to-be can avail him towards the education consultants with pleasure.

The education consultants are available for questions about the vocational training.

In some cases, it comes during the education to problems or conflicts between the trainee and instructor. For such problems the education consultants are there to mediate between the parties. In the worst case the contractual relationship must be also solved. Then the consultants support the trainee with the search for a new education company, so that trainee can finish the education.

For students who would like to begin one dual education the education consultants stand aside. Every student can get help from the chambers help to find the right education. Additional education mediators also help with pleasure in the search for suitable education companies in the desired occupation. With it the students and the parents can catch up to themselves a lot of information, hints and tips for the beginning vocational training.

#### Rights and duties of the contracting partners

The rights and duties of the trainee and the education company are derived from the craft order, the vocational training law, the youth industrial safety act as well as the regulations of the professional associations. In the following the most important rights of the contracting partners should be enumerated. The rights of one contracting partner are at the same time the duties of the other contracting partner.

#### Rights of the trainee during the education:

- provision of work and examination equipment as well as the working clothes typical for occupation by the education company
- right of a physically adequate activity appropriate for education
- right of a report at the end of the education
- duty of care by the education company – observance of the legal regulations for the accident protection and health protection
- right of an adequate monthly reimbursement
- exemption by the education company for the vocational school, inter-company instruction for the vocational training and tutoring

- realisation of works which promote the education aim
- special options of dismissal in the trial period
- claim to vacation:
- at least 30-day vacation, if the youngster is at the beginning of the calendar year not yet 16 years old
- at least 27-day vacation, if the youngster is at the beginning of the calendar year not yet 17 years old
- at least 25-day vacation, if the youngster is at the beginning of the calendar year not yet 18 years old

#### Duties of the trainee during the education:

- duty for the careful implementation of all transferred works and assignments
- observance of instructions of the instructor
- careful treatment of all machines, utensils and objects
- observance of the rules of the industrial safety and health protection as well as fire prevention (for it the trainee is to be taught once a year)
- attendance of the occupational school hours, the inter-company instruction for the vocational training as well as when required of the tutoring
- appropriation of the specialist knowledge in the theory and practise
- preservation of silence through trade secrets
- care duty
- have a daily record on a report notebook

#### **4.4 Financing of the apprenticeship**

The vocational training in the vocational school is financed by the respective federal state by the state. There are no expenses for the company and the trainee.

The vocational education and training in the company is not promoted with state resources. The education company bears the costs (remuneration, education materials etc.) completely. The company receives a counterfinancing by the



efficiency of the trainee. The efficiency of the trainee increases from year to year by the increasing competence and efficiency.

The courses of the inter-company instruction for the vocational training are promoted to 1/3 by the Federal Ministry for Economy and energy and to 1/3 through the respective federal state. The education company bears the remaining costs. In these expenses all staff expenses, material expenses and management expenses are included. Also the expenses of the accommodation in a boarding school at the course place are promoted by the ministries.

#### 4.5 Education of the instructors

##### Education of the occupational schoolteachers

Occupational schoolteachers must show a university study with in addition educational and didactic qualifications. They teach the trainees the respective fields which belong to their education, and need in addition not only respectable specialist knowledge in their area, but also didactic talent, educational feelings and joy in the lessons and in the knowledge impartation. Besides, they organize the lessons, process the necessary specialist knowledge didactically, put exams, correct works, motivate to the learning and look after the students at vocational school when they have difficulties.

##### Education of the instructors after AEVO

A successful education depends substantially on the person as well as the technical and educational abilities of the instructor. In the AEVO course they receive the relevant work educational and working-educational knowledge for this assignment. Methodical and juridical estimates complement the teaching contents. They prove their instructor's suitability during a written examination and in a presentation oriented to action before a board of examiners.

##### Spheres of activities:

- examine education conditions and plan education
- prepare education and help with the recruit of trainees
- accomplish education
- ends up education



## 4.6 Qualification framework and permeability

In Germany the following shift within the German education system are possible:

- shift of the professional training preparation to the dual vocational education and training
- shift of the professional training full-time-at school to the dual vocational education and training
- change within the dual vocational education and training
- shift of the dual vocational education and training to the rise training
- shift of the dual vocational education and training to the university education
- shift of the rise training to the university education
- shift between non- formal and informal education to the professional education and to the university education
- shift from abroad to the professional education and to the university education

Within the frame of the permeability the most different forms of the recognition and deductions are conceivable within the frame of the dual vocational education and training. Moreover count, e.g., charge of already finished course and education contents.

The Federal Ministry of Education and Research as well as the minister's of education and arts conference of the countries have expressed themselves in October, 2006 for a development of the DQR (German Qualifications Framework for Lifelong Learning). The aim is to introduce the DQR in Germany until January, 2017.

The DQR possesses exactly like the EQR (European Qualifications Framework of Lifelong Learning) eight levels which consider the hierarchization of the qualifications. Indeed, differs of the DQR in the level indicators from those of the EQR:

- professionalism (knowledge, skills)



- staff competence (social competence, independency).

Therefore the qualifications are valued after the sign stamping of the level indicators and are assigned to the respective levels. With the continuing assignment to the levels of the EQR it is possible to evaluate these qualifications in the European context.



## Identification of good practices

For the identification of good practices in the content of vocational training, we prepared two templates to identify them. The first template is used to collect the data. In the second, we analysed the data. All these information can be found find attached to this report.

Through this survey, we tried to answer the following questions:

1. How indicate the apprenticeship?
2. Tutors: How did the companies select the tutors? Which training do the tutors provide? Which training do the tutors need to?
3. Legal relationship between the apprentice and the relevant institution: What kind of contract is signed between the involved parties?
4. Financial relationship: Is there a financial compensation for the apprentice and if so, who is paying it.
5. Government regulation: Do local, regional, state or nationwide regulations apply to the dual training process?
6. Which institution is in charge of the actual training and who is responsible for the administrative task?
7. Level of acquired qualifications: What level of qualification is acquire with regards to the European Qualification Framework? Which skills are acquired, which titles / formal degrees are received.

At first, we have to say, that the analysed countries have different systems for the vocational training. So we would try to answer the questions above, that we give you a short overview.

1. How indicate the apprenticeship?

The companies or schools make the call. It always depends on the kind of vocational training. In the case, that the main responsibility is with the company

the company would make the call. Otherwise, the call could be made by a school or an other intuition.

In all countries, we found both options for the call.

2. Tutors: How did the companies select the tutors? Which training do the tutors provide? Which training do the tutors need to?

In most of the evaluated examples, the tutor is an employee of the company. Nevertheless, please consider, if the vocational training is provided by a school, the tutors are employees of the school.

In this survey, no information about the qualification of the tutors were provided. However, in the regulation the educational systems we found some specification. For example, in Germany the tutors in companies are “Meister” and at the vocational school the teachers have studied education at the university.

In our opinion, it is necessary to define the skills and qualifications of the tutors.

3. Legal relationship between the apprentice and the relevant institution: What kind of contract is signed between the involved parties?

We found a lot for options for the contract with regard to the involved parties. If the training takes place mainly at a company, the contract is signed be the apprentices and the company. If the training is provided by a school only, the contract parties are apprentices and the school.

In Germany we have regulations about the contracts in the national law for vocational trainings. These regulations includes information about the apprentice and the company, the profession, the duration of the apprenticeship, the working hours per working day, the claim of holidays and the salary for the apprentice.



4. Financial relationship: Is there a financial compensation for the apprentice and if so, who is paying it.

Again, there are different financial relations. In some cases the salary is paid by the company, or the governmental offices or the apprentice has to pay for the training.

5. Government regulation: Do local, regional, state or nationwide regulations apply to the dual training process?

Depending on the category of vocational training several laws could apply. This is very specific for each country.

This information depends on the several laws in the countries. So the local, regional, state or national government could regulate it. It also depends on the kind of vocational training.

It is always important to know which laws in the context of vocational training should be considered.

6. Which institution is in charge of the actual training and who is responsible for the administrative task?

This depends on the regulation, which are described in question 5. We found good practices in which the school is in charge also we found examples in which the vocational school is in charge.

7. Level of acquired qualifications: What level of qualification is acquired with regards to the European Qualification Framework? Which skills are acquired, which titles / formal degrees are received.

The Level of the EQF depends on the duration and the educational level of the apprenticeship. It also depends on the National Qualification Framework.

Our survey has shown that the national systems in general are very different and distinct. So we are not able to make general suggestions for all countries. Therefore, we have decided that we have to find universal points that every country has to establish to begin with a vocational dual training.

The following points are necessary to establish a vocational dual training:

- First, we have to discuss the main targets of the national educational systems. In the objective, the targets in all partner countries are nearly the same. All governments advance the view that the education of citizens is important for the economic and social stability of the national economy. However, in all countries the priorities of the higher education (Universities) and the vocational training are very different.
- It is necessary to have a competent institution to supervise the vocational training. This institution is responsible for the development and supervision of the general contents for the vocational dual training. Therefore, we have to analyse the current situation of regulations by the state or the region. We have to consider this regulation in the planning of vocational dual trainings. For a good vocational training, it is imperative to have a close collaboration between the state and the economy.
- The target of vocational training is to improve the skills and competences of the apprentices. Therefore, we need regulations of the skills and competences, which should be mediated through the vocational training.
- We need answers to the questions: How is the call for the contracts of apprenticeship made? Are there specific contents in relation to the training engaged by the company?
- We also need regulations for the qualification of the trainers / tutors in the companies.
- The relationship between companies and apprentices has to be

discussed. In this point, it is necessary to find some regulations between the two of them. We think that it is important to have regulations about the constitution of collaboration between companies and apprentices but also to have information about the allocation of the time in schools or companies.

- Before we can start a vocational dual training, it is important to talk about the financial situation. This means that it should be clear who pays for what. For example, does the company pay a salary to the apprentices? In this field, we also have to discuss the finance situation of the states provided schools.
- In connection with the European Qualification Framework (EQF) it is obligatory to define the level of the vocational dual training. Therefore, we need definitions of the competences and skills, which are supposed to be gained during the vocational training.

For the implementation of a “new” educational system, it is imperative to discuss the available components of the system. After this, we are able to identify the components, which are missed. Following the identification, the establishment of the missing parts of the educational systems is necessary. It is important to know that this might not be possible to transfer the good practises form one country to another country. For the transformation we need a transfer process. This process includes the discussion of the parts of transformation and about responsibilities.

It is also important to consider that the educational system is dependent on all other social systems. That means that for the transformation of the systems we have to take all other systems in the country into consideration.

The results of this survey are the basis for further project activities. All results will be incorporated into the following intellectual outputs.



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