



## VET in Romania

Vocational education and training (VET) is provided at upper secondary and post-secondary levels.

The first two years of upper secondary education are compulsory for all learners. Enrolment in upper secondary education and training, including VET (grade 9), requires grades from national exams in mathematics and the Romanian language, a lower secondary diploma, and a final mark transcript for all subjects. Some VET schools also have entry exams. To enrol in tertiary education, upper secondary graduates need to pass baccalaureate exams.

Initial VET is under the responsibility of the Ministry of National Education. The National Centre for Technical and Vocational Education and Training Development coordinates the creation of training standards for qualifications validated by sectoral committees (coordinated by the National Authority for Qualifications) and approved by the ministry. Social partners participate in the committees and support VET implementation. Continuing VET development is under the responsibility of the Ministry of Labour and Social Justice.

### Initial VET

At upper secondary level there are:

- three-year school-based programmes (ISCED-P 352), providing graduates with a professional qualification at EQF level 3 (such as cook). Programmes are offered by 'professional schools', cooperating with employers who provide compulsory in-company training for learners as part of work-based learning (WBL). WBL is also offered in schools, at an average of 50% per programme. Learners who interrupted their studies after completing lower secondary education may enrol in programmes up to age 26, free of charge. Since 2017/18, a dual form of VET has also been available, provided at the request of companies that participate in training provision. The share of learners in dual VET is 1.5% of the total VET population at upper secondary level. The programmes open access to the labour market. Graduates can also enrol in the third year of EQF level 4 technological programmes;
- four-year technological programmes (ISCED-P 354) offering graduates an upper secondary school leaving diploma and the EQF level 4 'technician' qualification in services, natural resources, environmental

protection and technical study fields (such as technician in gastronomy). The programmes are provided by technological high schools and sometimes by colleges. The WBL share is 25%. After completing compulsory education, learners may opt out and enrol in a short VET programme (ISCED-P 352) offering a professional qualification only;

- short programmes (ISCED-P 352), providing learners who completed two years of a technological programme (completed grade 10) with a professional qualification at EQF level 3 (such as cook) via 720 hours of work-based learning. The programmes are coordinated by VET schools and are provided mainly by employers. Young and adult early leavers from education and training can also access these programmes after completing a 'second chance' programme;
- four-year vocational programmes (ISCED-P 354, EQF level 4), providing graduates with a professional qualification in the military, theology, sports, arts and pedagogy as well as with an upper secondary school leaving diploma. These programmes are provided by colleges and the share of WBL is up to 15%.

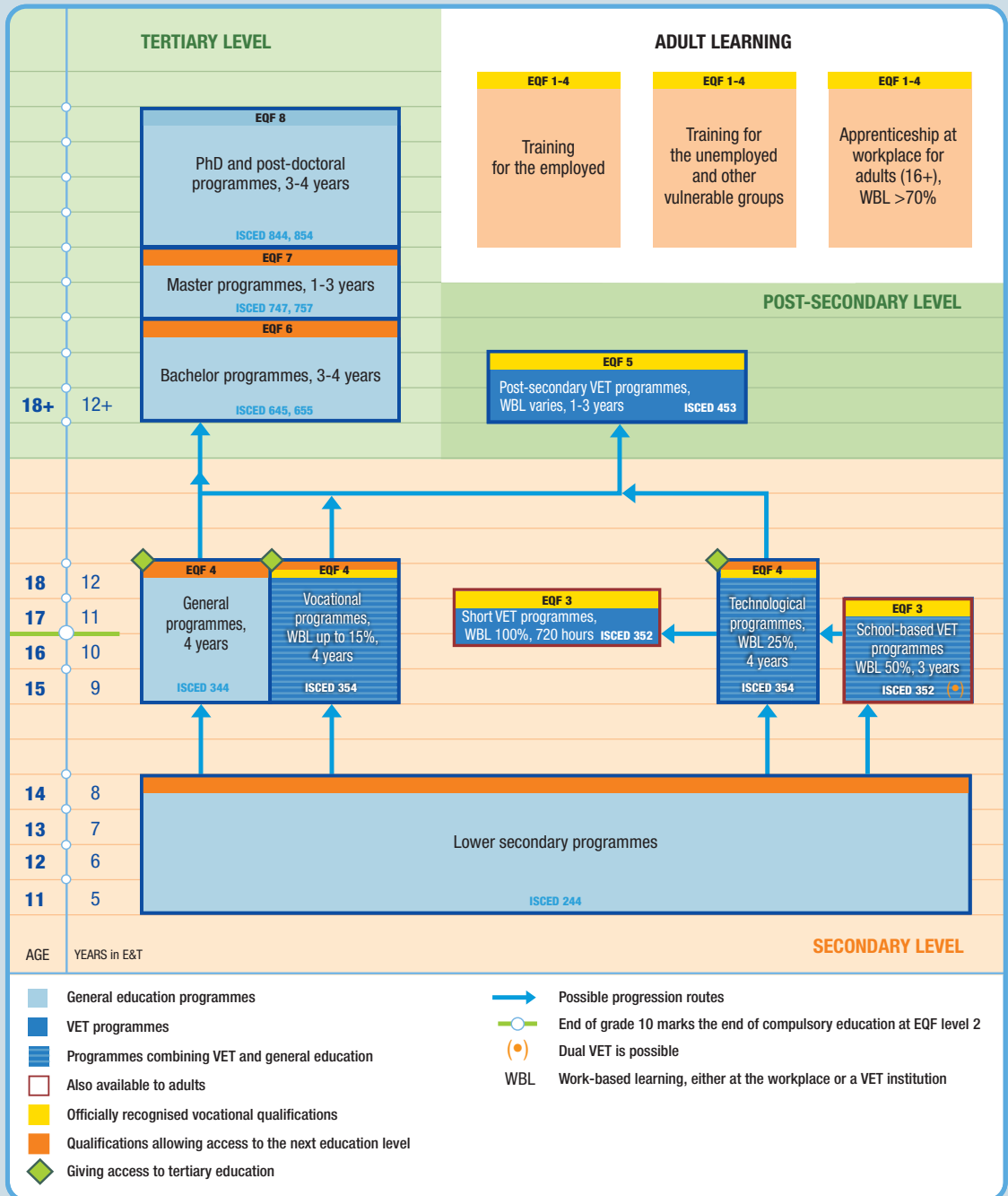
Post-secondary VET provides one- to three year higher VET programmes (ISCED-P 453), leading to a professional qualification at EQF level 5 (such as optician); these are organised by technological schools or colleges/universities at the request of companies or based on learner interest. They provide secondary school graduates with an opportunity to advance in their qualifications (such as nursing and pharmacy technician).

### Continuing VET

Adult vocational training is offered by authorised private and public providers taking into account the needs of employers and basic skills needs of adults.

One- to three-year continuing 'apprenticeship at workplace' programmes have been managed by the public employment service since 2005. They offer adults (16+) without prior VET experience the chance to acquire a professional qualification at EQF levels 1 to 4, leading to a nationally recognised qualification certificate of the same value as in initial VET. Theory and practical training (WBL at least 70%) is provided mainly by companies, in cooperation with authorised professional training providers.

# VET in Romania's education and training system



NB: ISCED-P 2011.  
Source: Cedefop and ReferNet Romania.

## Distinctive features of VET

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

- learners' personal and professional development;
- equal access opportunities to VET;
- high-quality provision, organisation and development.

Initial VET qualifications are based on training standards which describe the training process in units of learning outcomes and include, for each unit, an assessment standard. The standards were revised in 2016, to help increase VET labour market relevance by ensuring a better match between qualifications and the reality of working life after graduation.

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

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

## Challenges and policy responses

Investments to support the institutional development of education and training are still few. The main challenges are unequal access to education and training and the high rate of early leaving from it; this particularly affects

children in rural areas, from poor communities, and Roma. The 2015-20 Strategy to reduce early school leaving was developed to address these challenges, and a mechanism will be established for early warning and intervention that will help detect young learners at risk of leaving school.

Another challenge is to reduce youth unemployment by supporting skills acquisition and securing smooth and sustainable transitions from education and training to the labour market. The National Centre for Technical and Vocational Education and Training Development introduced the dual form as part of initial VET, leading to a level 3 EQF qualification; it will be extended to levels 4 and 5 EQF. The VET Strategy 2016-20 aims for better links between VET provision and labour market demand. In this respect the centre will launch in 2019 an ESF-funded project that will develop:

- a mechanism for quality assuring work-based learning and certification of learning outcomes;
- a mechanism to adjust the education and training offer to labour market demand;
- a monitoring system for initial VET graduates;
- a mechanism for identifying, rewarding and promoting excellence in initial VET.

Continuing VET also addresses the unemployment challenge, with variable duration training programmes linked to labour market needs; depending on the EQF qualification level addressed, these can be from 180 hours for level 1 to 1 080 for level 4.

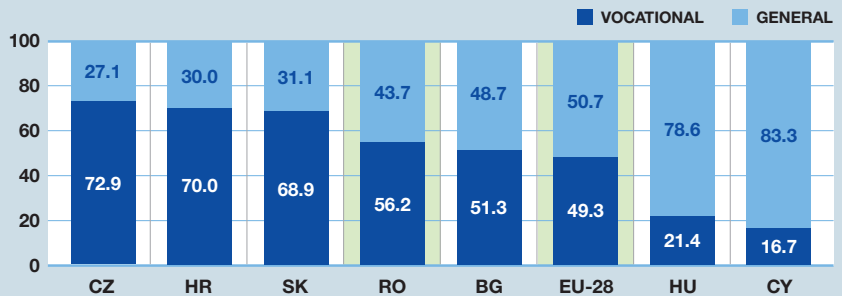
Participation in lifelong learning is the lowest in the EU and has slightly fallen since 2013. The attractiveness of CVET, and the participation of adults in it, are also of concern. The 2015-20 Strategy for lifelong learning is currently addressing these challenges with a number of actions to increase participation in training, improve recognition of prior learning (including non-formal and informal), increase the quality and relevance of training through a new act on quality assurance in adult learning, and coordinate stakeholder actions. In November 2018, the labour ministry developed a list of elementary occupations giving unskilled adults access to participation in programmes leading to qualifications at EQF level 1, such as six-month apprenticeship programmes.



## Education and training in figures

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

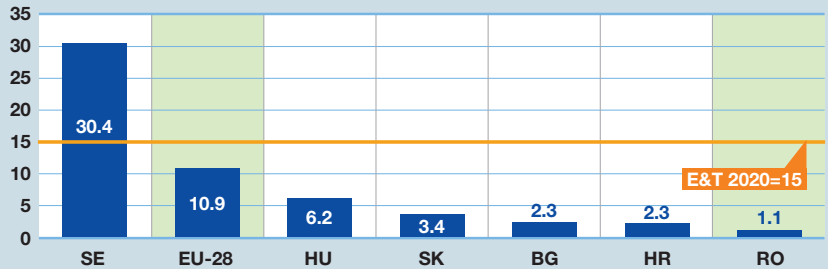
% of all students in upper secondary education, 2016



Source: Cedefop calculations, based on Eurostat, UOE data collection on education systems, date of extraction 11.12.2018.

### Lifelong learning

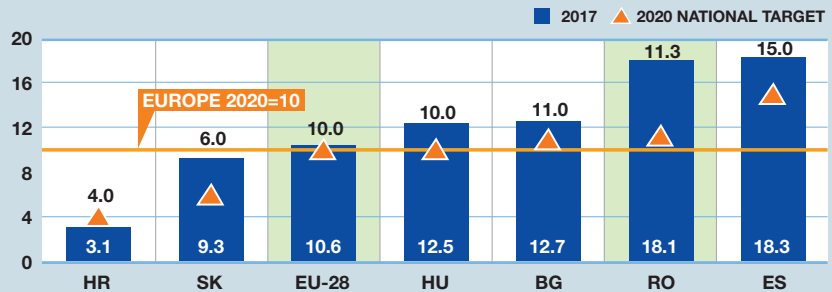
% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2017



Source: Eurostat, EU labour force survey, date of extraction 11.12.2018.

### Early leavers from education and training

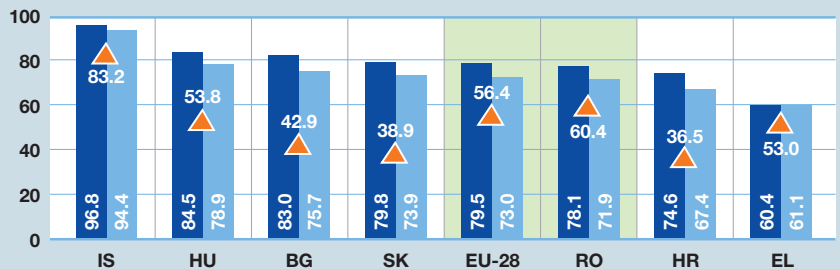
% of the population aged 18 to 24 with at most lower secondary education and who were not in further education or training during the last four weeks prior to the survey, 2017



Source: Eurostat, EU labour force survey, date of extraction 11.12.2018.

### Employment rates of young graduates

% of 20 to 34 year-olds no longer in education and training, 2017



■ Upper vocational secondary and post-secondary non-tertiary education (levels 3 and 4)  
■ Upper general secondary and post-secondary non-tertiary education (levels 3 and 4)  
▲ Less than primary, primary and lower secondary education (levels 0-2)

Source: Eurostat, EU labour force survey, date of extraction 11.12.2018.



## Further information

- Cedefop (2019). *Vocational education and training in Romania: short description*. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4171>
- Skills Panorama (2018). *Skills anticipation in Romania. Analytical highlights series*. [http://skillspanorama.cedefop.europa.eu/en/analytical\\_highlights/skills-anticipation-romania](http://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-romania)
- European Commission (2018). *Education and training monitor 2018 – country analysis: Romania*. [https://ec.europa.eu/education/resources-and-tools/document-library/education-and-training-monitor-2018-romania-report\\_en](https://ec.europa.eu/education/resources-and-tools/document-library/education-and-training-monitor-2018-romania-report_en)

<a href="http://www.refernet.ro">www.refernet.ro</a>	ReferNet Romania
<a href="http://www.edu.ro">www.edu.ro</a>	Ministry of National Education
<a href="http://www.tvet.ro">www.tvet.ro</a>	National Centre for Technical and Vocational Education and Training Development
<a href="http://www.mmuncii.ro">www.mmuncii.ro</a>	Ministry of Labour and Social Justice
<a href="http://www.incsmps.ro">www.incsmps.ro</a>	National Scientific Research Institute for Labour and Social Protection
<a href="http://site.anc.edu.ro">http://site.anc.edu.ro</a>	National Authority for Qualifications
<a href="http://www.anofm.ro">www.anofm.ro</a>	National Agency for Employment

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



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