# Take a peek into VET promotion throughout Europe Image: Comparison of the second seco

The SWOT Analysis of VET



The formal system of education and training in Romania



The development of the consolidated TVET system in order has as objectives:

- ✓ To respond to the needs of a knowledge based society
- $\checkmark$  To increase the employment rate and economic development
- $\checkmark$  To increase the economic and social cohesion level
- ✓ To develop democratic citizenship practice



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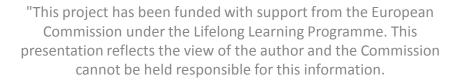


**TVET** supply is facilitating



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  - Career develoment (progressive pathway with no dead ends)
  - Lifelong learning through multiple exits and entrances, based on prior learning acquisitions (not yet operational the recognition of achievements from non formal and informal contexts)
  - Double qualification opportunities, academic and professional recognition- upper secondary TVET graduates passing accademic examination (baccalaureate) entitle to continue studies through tertiary university education











The Romanian Government has established five priorities concerning its Vocational Educational and Training system, including to:

- build a comprehensive legal and institutional framework for vocational education and training;
- decentralize the

management of the system;





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# increase financial resources through a participatory financing system;

- Advelop an information system and mechanisms for optimizing the demand and supply for vocational training at national, regional and local level;
- base the training system on vocational standards as benchmarks for quality.



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- In Technical Vocational Education and Training, quality is directly related to the achievement of the learning outcomes (knowledge, skills and competences achieved at the end of the learning process) that fulfill the key stakeholders' expectations:
- ✓ students
- ✓ parents
- ✓ employers
- ✓ community, in general



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# Benefits of Quality Assurance in TVET



#### for students:

- student-centred teaching and learning process;
- equal opportunities;
- good information about educational and training offer;
- responsibility regarding own academic and professional evolution;
- learning programmes that meet their expectations (mainly as a result of their active involvement in the self-assessment process at school level);
- increased capacity of employment.

#### for TVET providers:

- higher legitimacy and acknowledgment;
- confidence in own offer of vocational education and training;
- increased satisfaction of beneficiaries (students, employers, parents);
- higher chances of employment for graduates;
- development of a culture of reflection and of continuous improvement for all staff members;
- responsibility and greater autonomy (by emphasising the importance of the self-assessment process);
- facilitation of inter institutional cooperation and dissemination of good practice between TVET providers;
- access to information about good practices and experiences of success





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## for employers:

- confidence in the quality of vocational education and training, and in the validity of the professional certificates;
- correlation of the provision of initial vocational training to the demand of the employers;
- adjusting the content of the training provision to the needs of the employers.



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### for community:

- transparency of the TVET programmes' quality;
- responsibility of TVET providers as key element in TVET quality assurance;
- supporting the decentralisation process in technical and vocational education and training;
- greater public responsibility of TVET providers;
- increasing TVET programmes' attractiveness





## **The SWOT Analysis**



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Strengths	Weaknesses	Opportunities	Threats
Specific	Too many changes in	The need to	Lack of coherence
legislation on	the organization of	harmonize the	in educational
VET	the education system	national legislation	policy
	in recent years (e.g.	with the European	
	ninth grade transition	approaches	
	to middle school, the		
	Curricula, the		
	Baccalaureate exam)		



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Strengths	Weaknesses	Opportunities	Threats	
Access to European	Not enough human	European cooperation	Not to valorize the opportunities	
funds for VET	resources	in VET field		
* Programs to	allocated to			
promote	programs			
entrepreneurial				
culture				



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Strengths	Weaknesses	Opportunities	Threats
Training based on	Different approaches in	Study visits to learn from	Not enough awareness
competences	pre-university	practitioners in	of the potential of
	and	other countries	VET
	university		
	systems		



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Strengths	Weaknesses	Opportunities	Threats
Good practices	Lack of	Cooperation	To remain at the
available at	interest for	between VET	stage of "good
system	this	providers	practices"
level and at	kind of	and	
provider	information	companies	
level			



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Strengths	Weaknesses	Opportunities	Threats
<b>Nationally</b> recognized	Low number of classes * Many students get	Transparency of acquired	Policy makers give VET a low priority
competences	training in a particular area	competencies	
certificates	not because they chose it	_	
	but because of the national		
	computer system which		
	does the repartition, by		
	taking into account students		
	in the order of their		
	preferences and their		
DADE	<b>"admission grade".</b> "This project has been funded with	support from the European	STANTIN

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Strengths	Weaknesses	Opportunities	Threats
Teachers are	Classical	The training is	Lack of practice
well qualified	courses	useful in higher	opportunities
for specific	preferred by	education	* The economic
VET	the trainees		crisis has reduced
programmes			the activity of the
			economic agents.



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The lessons learned from TVET reforms



Policy learning "yes" but policy replicating "no"

 Long term policies and strategies are prerequisites for sustainable and coherent TVET developments

 System based approach on TVET development, as part of the integrated policies of economic growth and employment have to be considered



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 TVET should be treated as part of the education system, equally ranked as other type of education for reaching the involvement of multiple actors from outside the education and supporting TVET attractiveness

• Coordination mechanisms between different institutions involved in TVET are crucial



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- Social partnership is key in all TVET developments
- Reliable statistics support informed decisions and labour market intelligence
- Labour market intelligence could guide decision making process



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"We have a need for vocational training in order to build a future workforce." Doug Hock

# Thank you for your attention!



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