



Take a peek into VET promotion throughout Europe



The SWOT Analysis of VET



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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
- ✓ To increase the employment rate and economic development
- ✓ To increase the economic and social cohesion level
- ✓ To develop democratic citizenship practice

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TVET supply is facilitating



- *Career development* (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

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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;
- develop 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.

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

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The SWOT Analysis



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



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



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



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



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Strengths	Weaknesses	Opportunities	Threats
<p>Nationally recognized competences certificates</p>	<p>Low number of classes</p> <p>* Many students get training in a particular area 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 “admission grade”.</p>	<p>Transparency of acquired competencies</p>	<p>Policy makers give VET a low priority</p>

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