

DESK RESEARCH

1. External factors influencing VET: Population, educational level, economy and others

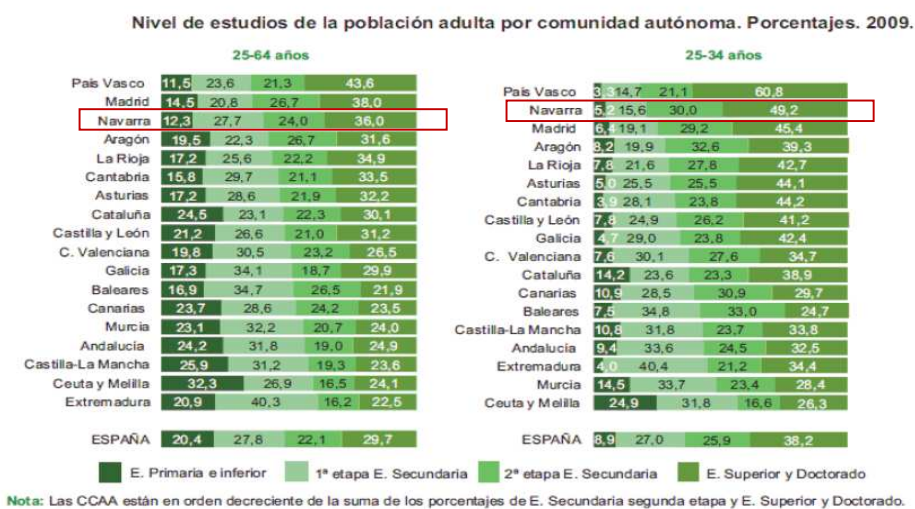
The Spanish VET policy has been formulated with the conviction that human capital required for economic growth and to improve the employability of citizens. Not only concerned with young people entering the labor market for the first time, but also adults, employed or unemployed, who need new skills and competencies in the workplace or as entrepreneurs.

In this context, the political and administrative decentralization in the country, organized into 17 Autonomous communities, plus the autonomous cities of Ceuta and Melilla, is another important external factor affecting the implementation of VET policy. All Autonomous Communities apply and develop basic legislation and regulate regional issues, in addition to the application of the educational system and FP in its territory. So it is necessary to develop instruments for administrative cooperation especially in times of financial constraints

The Comunidad Foral de Navarra is one of the 17 Autonomous Communities conforming Spain. It is located in the North of the country. Its population, January 1st, 2013, was of 643.864 inhabitants, a 0.1% lower than the final data of January 1st, 2012 and a 1.3% of the global Spanish population.

The educational level reached by the adult population explains the impact of the education system in the social reality of the region. We usually distinguish two categories for this indicator, the first one, which includes the following range: **25 years old to 64 years old**, who represents the adult population in a working age, and a second one which includes a range between **25 and 34 years old**, that represents the recent adult population joining the labour market.

The following figure shows the percentage distribution of the young adult population (25-34 years old) in Spain, by levels of education in 2010. Navarre is 77.2%, more than 10 points above the national average and is, along with Madrid and the Basque Country, one that has a greater than 75% in that age range training level.

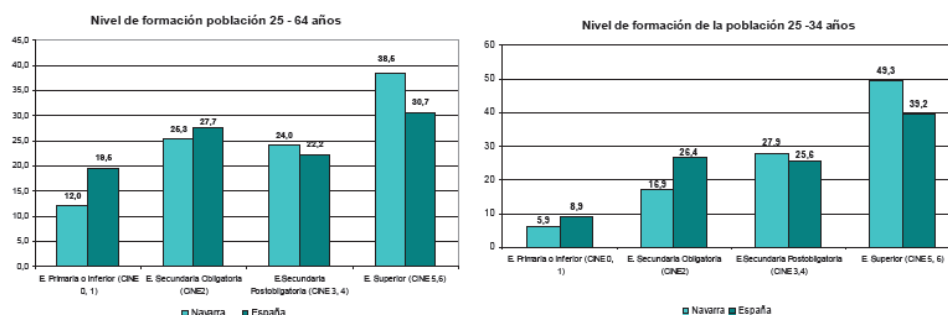


The data is presented in accordance with the International Standard Classification of Education 1997 (ISCED 97 *)

* CINE 0: Pre-primary. CINE 1: Primary education or first stage of basic education. CINE 2: Lower secondary education or second stage of basic education. CINE 3: Upper secondary education. CINE 4: not exceeding Postsecondary Education. CINE 5: First stage of higher education. CINE 6: Second stage of Higher Education.

The following tables and graphs show the comparison between Navarra and Spain by age and sex. In both age groups, and in both sexes, Navarra percentages are higher in high CINE levels and lower at the lower CINE levels.

Cuadro nº 9: Comparativa entre Navarra y España por grupos de edad				
	25 - 34		25 - 64	
	Navarra	España	Navarra	España
E. Primaria o inferior (CINE 0, 1)	5,9	8,9	12	19,5
E. Secundaria Obligatoria (CINE2)	16,9	26,4	25,3	27,7
E. Secundaria Postobligatoria (CINE 3, 4)	27,9	25,6	24	22,2
E. Superior (CINE 5,6)	49,3	39,2	38,5	30,7



In reference to the economy, Navarre's economy grew a 0.3% in the last quarter of 2013, three more tenths than in the preceding period, which confirms Navarra is in his way out of recession as it was pointed out in the previous quarter.

Related to the forecast of Navarre's economy, expectations of economic growth, which has been estimated at 0.6% for 2014, would be supported by the acceleration that is experiencing most of the biggest world economies. The industrial production improvement in the European environment has a positive effect in our economy. This is also reflected in the export sector, exports have begun to recover from the crash of 2012 associated with the European recession.

To conclude, we may comment that the labour market, the economic crisis in Spain in the last years has destroyed a lot of jobs. Job losses have been most severe in certain age groups, to be precise; the number of jobseekers between 16 and 24 years old amounted to 610.688, being 5.916.949 the total number at national level, and Navarra is not an exception, even though the situation is better than in the rest of Spain.

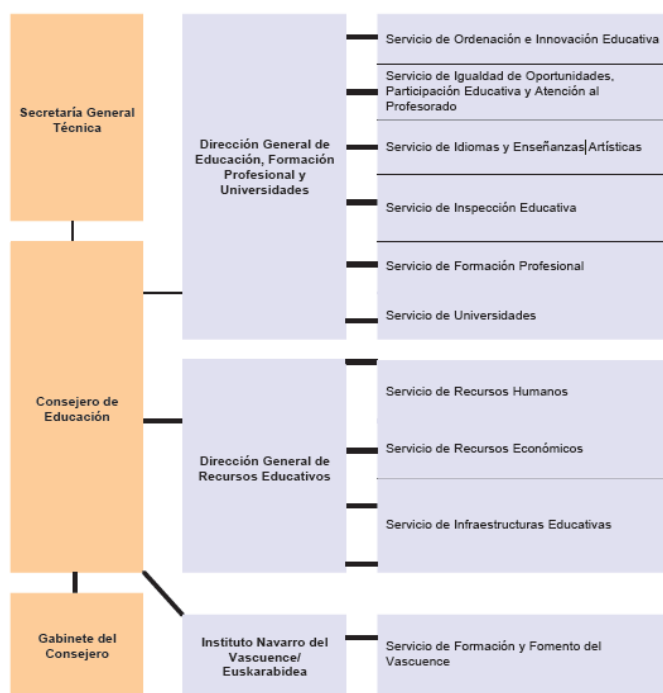
2. Providing vocational education and training in a lifelong learning perspective

The **National Qualifications and Vocational Training System** established in 2002 offers two different approaches providing VET in Spain: one from the Education System and the other from National Employment System.

Similar to the rest of Spain, the Navarre's offer referring to VET provision has the following structure which is included in the National Catalogue of Professional Qualifications:



The table below shows a diagram with the structure of the Navarre's Vocational Training System:



Vocational training in Navarre is organized into Intermediate and Advanced Level Training Programs for a total of 26 professional families and 162 different degrees. Each training program qualifies the student for a specific job. Both cycles include a training module in-company, which allows the student a complete learning and improvement of his professional skills.

The paragraph below details both programs:

Advanced Level VET Program

The duration of each advanced vocational training program is between one and two years. This program enables the student to obtain a High Technician Certificate. Main families are:

Family: Physical and sports activities

- Animation of physical activities and sports

Family: Administration and management

- Administration and Finance
- Secretariat

Family: Agrarian

- Landscape and rural areas *
- Forest Management and Natural Habitats *
- Livestock and animal health care *

Family: Graphic Arts

- Production in graphic arts industry

Family: Trade and marketing

- International trade *
- Business management and marketing
- Transportation and Logistics *
- Consumer Services
- Marketing and Advertising *

Family: Building and civil works

- Building Projects *

Family: Electricity and electronics

- Maintenance -mail *
- Electrical and automated systems *
- Industrial Automation and Robotics *
- Telecommunication systems and computer *

Family: Energy and water

- Energy efficiency and solar thermal *
- Renewable energy *

Family: Mechanical Manufacturing

- Metal construction *
- Design in mechanical engineering *
- Production Scheduling in mechanical engineering *

Family: Hospitality and Tourism

- Address kitchen *
- Travel agencies and event management *
- Hospitality Management *

Family: Self Image

- Comprehensive Aesthetics and Wellness *

Family: Food Industries

- Process and quality in the food industry *

Family: Computers and communications

- Administration of networked computer systems *
- Development of cross-platform applications *
- Development of web applications *

Family: Installation and Maintenance

- Industrial Mechatronics *
- Maintenance of heating and fluid *
- Prevention of occupational risks

Family: Wood, furniture and cork

- Design and furnishing *

Family: Chemistry

- Laboratory analysis and quality control *

Family: Health

- Pathology and Cytology
- Oral Hygiene
- Image for diagnosis
- Clinical Diagnostic Laboratory
- Dentures *
- Environmental Health

Family: Sociocultural and community services

- Sociocultural and tourist entertainment *
- Early childhood education *
- Social integration

Family: Transportation and Vehicle Maintenance

- Automotive *

Art and Design

- Engraving and printing techniques
- Applied Arts Sculpture

- Project and construction management Decoration
- Photography *
- Advertising Graphics
- Ecodesign

* New cycles based on the National Catalogue of Professional Qualifications.

Intermediate Level

Main families are:

Family: Physical and sports activities

- Conducting physical and sports activities in the natural environment

Family: Administration and management

- Administrative Management *

Family: Agrarian

- Agricultural production *
- Agroecological production *
- Gardening and flower *
- Forestry and conservation work of the natural environment

Family: Graphic Arts

- Printing Graphics
- Prepress Graphics

Family: Trade and marketing

- Trade

Family: Building and civil works

- Operation and maintenance of construction machinery

Family: Electricity and electronics

- Electrical and Computer Facilities *
- Telecommunications Facilities *

Family: Mechanical Manufacturing

- Machining *
- Welding & Metal *

Family: Hospitality and Tourism

- Kitchen and dining *
- Restoration Services *

Family: Self Image

- Beauty treatments *

- Barber

Family: Food Industries

- Manufacture of food products *

Family: Computers and communications

- Microcomputer Systems and Networks *

Family: Installation and Maintenance

- Electromechanical maintenance *
- Installation and maintenance of cold storage facilities, air conditioning and heat production

Family: Wood, furniture and cork

- Carpentry and furniture *

Family: Chemistry

- Chemical Plant *

Family: Health

- Auxiliary nursing care
- Pharmacy and drugstore *
- Health Emergencies *

Family: Sociocultural and community services

- Care for dependent persons *

Family: Transportation and Vehicle Maintenance

- Body *

Intermediate Visual Arts and Design

- Artistic Woodworking
- Desktop Publishing

* New cycles based on the National Catalogue of Professional Qualifications.

Dual training offer 2013- 2014

1. TS image for diagnosis.
2. Oral hygiene.
3. TS childhood education.
4. TS Childhood Education
5. TM Care Unit
6. TM trade
7. Special vocational program initiation "Office Assistant"
8. Special introductory professional program "Trade".
9. Special vocational program initiation "Office Assistant".

10. TS Livestock and Veterinary Assistant
11. TS Transport and Logistics
12. TM Carpentry and Furniture
13. TS Processes and Quality in the Food Industry
14. TS Production Scheduling in Manufacturing
15. TS Automation and Robotics
16. Hairdressing
17. TM Operation and Maintenance of Construction Machinery.

Below there are showed the **Public Vocational Training Centers Network** in Navarra.

- Centro Integrado Politécnico Donapea
Calle de Donapea, 31009 Pamplona. Navarra. Tlf. 948 198 653
- Centro Integrado Politécnico. ETI
Ctra. Tarazona s/n 31500. Tudela. Navarra. Tlf. 948 848 052
- Centro integrado Politécnico "Virgen del Camino"
Imarcoain, 1, 31015 Pamplona. Navarra. Tlf. 948 136 611
- Centro Integrado Politécnico de Estella
C/ San Pol 8, 31200 Estella. Navarra
- Centro Integrado Politécnico de Tafalla
Avenida de Tudela, 6,31300, Tafalla. Navarra.
- Centro Integrado de F.P. Superior de Energías Renovables
C/ Aduana, S/N 3111. Tlf. 948 368 121
- Centro Integrado María Ana Sanz
C/ Milagro, S/N, 31015 Pamplona. Navarra. Tlf. 948 136 324
- Centro Integrado Sectorial Sanitaria
C/ Irunlarrea, 3 (Hospital de Navarra) 31.008. Tlf. 948 198 698
- Centro Integrado Sectorial Agroforestal
Avda. Villava, 55. 31015 Pamplona-Iruña. Navarra
- I.E.S. Ibaialde
C/La Ermita s/n - C.P. 31.600 - Burlada (Navarra)
- I.E.S. Adaptación Social
C/ Bartolomé de Carranza 5 Pamplona-Iruña 31008 Navarra
- IES San Miguel de Aralar II
Calle Zelai s/n 31800. Alsasua. Navarra

- I.E.S. San Juan – Donibane
Biurdana, 31011 PAMPLONA. Tlf. 948 198 646
- IES EGA
C/ Paletillas, 17. 31570 San Adrian. Navarra
- I.E.S. Lekarotz – Elizondo
Avda. Diputación, S/N, 31700, Elizondo. Navarra
- IES Sierra de Leyre
Av Salazar, 9
- IES Ribera del Arga de Peralta
C/ del Río, 53
- Instituto de Educación Secundaria Huarte- Pamplona
C/ Olaz Chipi, S/N, 31620. Huarte. Tlf. 948 33 77 72
- IES Toki-Ona
Paseo de Eztegarra, 34 – 31780. Bera. Navarra

Main characteristics of VET system management and funding

Regarding the administration and management of the Navarre Education System, including VET, it is necessary to highlight again, the meaningful decentralisation that shares the competences between the State General Authority (Ministry of Education, Culture and Sport) and the Autonomous Communities (Regional Departments of Education).

The Central Education Administration, through the Sectorial Education Conference (Conferencia Sectorial de Educación) and using the Territorial Cooperation Programmes (Programas de Cooperación Territorial) as tools, develops a cooperation system as regards to Education Policies in the Autonomous Communities.

In this sense, Public Teaching Centres from each Autonomous Communities have the autonomy to develop and complete the curriculum for the different stages, so that at the beginning of each school year they must draw up an annual program that includes all the aspects that have to do with organizing and operating the centre.

Quality assurance mechanisms

The European framework for quality assurance in Vocational Education and Training, European Quality Assurance in Vocational Education and Training (EQAVET), recently adopted defines a quality system oriented to improve vocational training.

Quality assurance mainly involves Training Centers linked to the National Qualifications and Vocational Training System. Its management has been assigned to external Public Agencies such as the National Agency for Quality Assessment and Accreditation (ANECA), which has its similar to the regions, and is the meeting point with all the Autonomous Communities Agencies.

Vocational teachers

Vocational Teachers in Navarra are professionals that hold a Bachelor Degree or a Medium Level Degree and, most of them, have done a Master training course for VET Teachers which main objectives are to be provided and acquire a specialized skill training for the practice of teaching in Secondary Education, Vocational Training and Official Language Schools in accordance with the guidelines and requirements of the Spanish legislation.

In this context (referring to vocational teacher's knowledge) some of the contents that Spanish VET is interested to improve are:

- Legislation, Didactics and Organization Update
- Scientific and Technical update for traditional training and distance learning
- Strategies for flexible, adapted and inclusive training
- Entrepreneurship and entrepreneurial culture improvement
- Initiative, innovation, collaboration and teacher educational experimentation
- Organizational behavior, process management, uncertainty management, sustainable global economy.
- Information Technology and Communication oriented to knowledge
- Plans and European projects
- Multilingualism
- Occupational risk prevention

3. Shaping VET qualifications

For increasing VET attractiveness among society, specially students and enterprises, in the last four years a full revision of all VET Diplomas and Professional Certificates has been made for adapting their curricula to the new labour market requirements. The National Catalogue of Professional Qualifications (CNCP) is expected to be the common framework for the Education System and the Employment Subsystem training.

These Qualifications are formed by codified units of competence (UC) which set up the expected behaviour of one person in terms of outcomes or results of the activities performed. Every unit of competence is linked to a learning module and learning outcomes necessary to acquire that competence and skills. This structure

facilitates the assessment and accreditation acquired both through work experience and non-formal or informal learning.

The National Catalogue of Professional Qualifications (CNCP) organizes the total amount of certifications in 26 different groups or families. This is the instrument of the National System of Qualifications and Vocational Training (SNCFP) who establishes professional qualifications susceptible of accreditation.

Familias Profesionales	Niveles de Cualificación	
<ul style="list-style-type: none"> ■ Agraria ■ Marítimo-Pesquera ■ Industrias Alimentarias ■ Química ■ Imagen Personal ■ Sanidad ■ Seguridad y Medio Ambiente ■ Fabricación Mecánica ■ Electricidad y Electrónica ■ Energía y Agua 	Nivel 1	Competencia en un conjunto reducido de actividades simples, dentro de procesos normalizados. Conocimientos y capacidades limitados.
	Nivel 2	Competencia en actividades determinadas que pueden ejecutarse con autonomía. Capacidad de utilizar instrumentos y técnicas propias. Conocimientos de fundamentos técnicos y científicos de la actividad del proceso.
	Nivel 3	Competencia en actividades que requieren dominio de técnicas y se ejecutan con autonomía. Responsabilidad de supervisión de trabajo técnico y especializado. Comprensión de los fundamentos técnicos y científicos de las actividades y del proceso.
	Nivel 4	Competencia en un amplio conjunto de actividades complejas. Diversidad de contextos con variables técnicas, científicas, económicas u organizativas. Responsabilidad de supervisión de trabajo y asignación de recursos. Capacidad de innovación para planificar acciones, desarrollar proyectos, procesos, productos o servicios.
	Nivel 5	Competencia en un amplio conjunto de actividades muy complejas ejecutadas con gran autonomía. Diversidad de contextos que resultan, a menudo, impredecibles. Planificación de acciones y diseño de productos, procesos o servicios. Responsabilidad en dirección y gestión.
<ul style="list-style-type: none"> ■ Edificación y Obra Civil ■ Vidrio y Cerámica ■ Madera, Mueble y Corcho ■ Textil, Confección y Piel ■ Artes Gráficas ■ Imagen y Sonido ■ Informática y Comunicaciones ■ Administración y Gestión ■ Comercio y Marketing ■ Servicios Socioculturales y a la Comunidad ■ Hostelería y Turismo ■ Actividades Físicas y Deportivas ■ Artes y Artesanías 		

4. Promoting participation in VET

Participation in education is promoted through an extensive system of scholarships, established in annual calls published by the Ministry of Education, Culture and Sports and the Autonomous Communities. It is previously necessary to comply with certain academic and general requirements.

Companies carrying out training for its workers can receive discounts on their contributions to Social Security. The percentage to be deducted will be greater the smaller the size of the company.

Referring to some specific training programs, companies that accept students for the development of work practices in their facilities receive financial compensation.

5. VET tutors work process

The working day of the Public VET Network tutors is different for each Autonomous Community. In Navarra, VET Tutors working day consist of a minimum of 20 hours per week only for training (classes).

The additional hours per week will be completed by the following activities:

- Three hours per week to tutorial work with students and/or families.
- Substitutions Hours
- Hours for coordination meetings: Pedagogical Coordination Commission, etc...

NEEDS ANALYSIS REPORT

P1 DPB Brugge/Eekhoutcentrum (Flanders, BE)

PART 2: DESK RESEARCH

Annex of this desk research:
http://libserver.cedefop.europa.eu/vetelib/2012/2012_CR_BE.pdf
Look especially at Flanders (BEFL)

This part of the report is based on desk research.

The research was done by Wim Simoens in the period of February 1st – 16th 2014.

List of investigated VET course provider:

1. Eekhoutcentrum
<http://www.eekhoutcentrum.be>
2. Dienst Nascholing en Internationalisering (DNI)
<http://www.nascholing.be/2013-2014/index.aspx>
3. Nascholing Gemeenschapsonderwijs GO!
http://www.g-o.be/sites/portaal_nieuw/subsites/NascholingGo/Aanbod20132014/Pages/Nascholing.aspx

These three VET course providers cover more the 95% of all offered educational courses in Flanders.

A study of their course offer is more than representative for the Flemish situation.

External factors influencing VET

Belgium became independent in 1830. Between 1970 and 1993, the country evolved into a more efficient federal structure. This occurred through five state reforms (in 1970, 1980, 1988-89, 1993 and 2001). As a result, the first Article of the Belgian constitution reads today:

'Belgium is a federal state, composed of communities and regions'.

The power to make decisions is no longer the exclusive preserve of the federal government and the federal parliament. The leadership of the country is now in the hands of various partners (Federal State, Regions and Communities), who independently exercise their authority within their domains. **All aspects of VET and education are the authority of the Communities.**

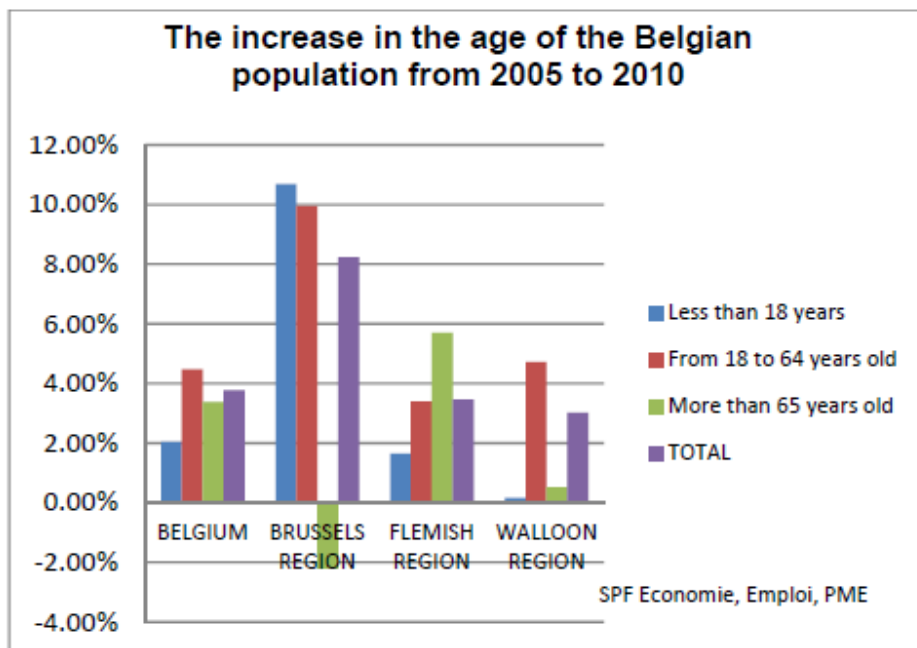
Flanders is independently in charge of its own educational system.



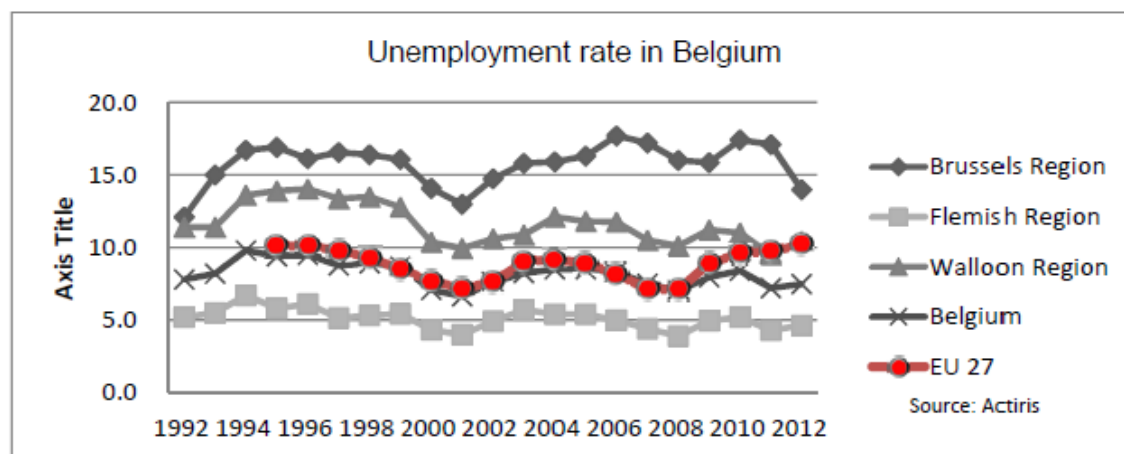
Belgium is divided into three territorial regions (Flanders, Wallonia and Brussels.) The population is divided into three linguistic communities (Flemish BEFL, German BEDG and French BEFR1.) This segmentation directly affects the vocational and education training field. The Communities are each in charge of education (compulsory, noncompulsory and adult), whilst Regions are generally responsible for vocational training directly linked to employment



Demography



Labour market and unemployment rate



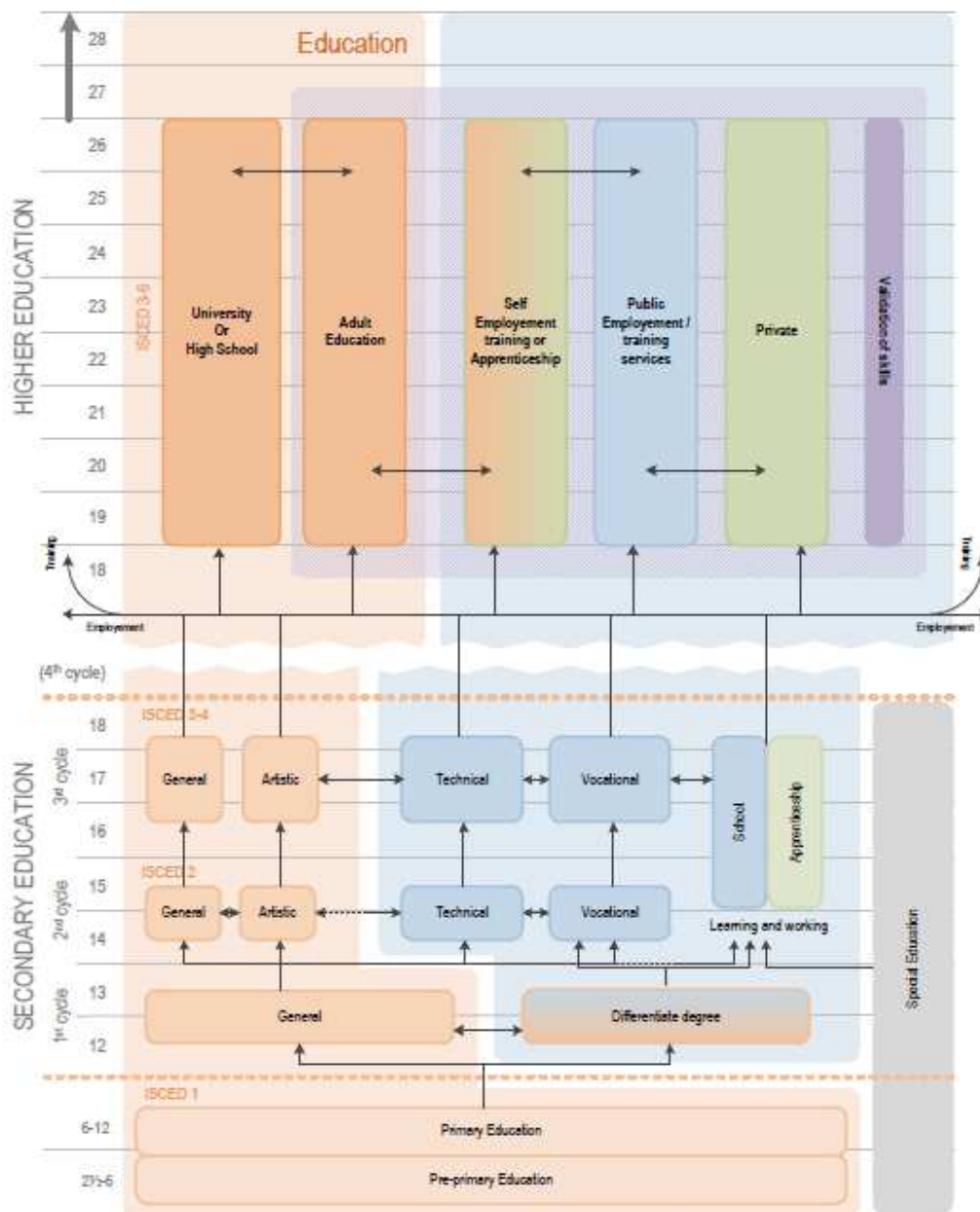
Number of students in secondary vocational and part-time system education

Community	Total 2nd and 3rd stage	Technical Vocational	Part time system
Flemish(2011-2012)	292.232	163.150	8.241
French (2010-2012)	224 698	106 906	8 433
German (2011-2012)	3 463	1 494	46

Adult VET: By whom and in which manner are qualifications defined?

In each Community, the relevant government sets out the framework within which educational institutions can organise their programmes. In Flanders, the Flemish Ministry of Education defines all educational qualifications.

Diagram of the Flemish (VET) education and training system



NB: Isced levels are not appropriated for VET and the qualification system.

Flanders: Professional qualifications of VET-teachers and trainers

Roughly, 4 different types of VET teachers can be identified;

- Master industrial science, science or engineering
- Bachelor industrial science or Bachelor educational sciences for VET
- Teachers with a degree of 3rd cycle of secondary vocational education
- Teachers with a certificate of 2nd cycle secondary vocational education

To become teachers, a supplementary initial teachers training is needed (with the exception of Ba Edu Sc VET).

Depending the start qualification, this supplementary teacher training lasts from 4 until 8 semesters (1 semester = 15 weeks of 8h/week)

For the lower qualified teachers, who don't teach theoretical aspects but give training in the practical items of VET, the concepts of coaching are almost completely unknown.

Flanders: Professional qualifications

Professional qualifications' are based indirectly on the occupational profiles in Competent. The data of Competent are used to constitute 'qualification dossiers'. Once these dossiers have been validated by the social partners, they are referenced to one of the eight levels of the Flemish Qualification Framework. After confirmation by the Flemish government they become professional qualifications.

The references for the development of the curricula at SYNTRA are the professional references of the SERV. However, the apprenticeship training programme requires approval by the Minister of Education for trainees still in compulsory education. Existing and the new professions have to be screened by a Screening Committee under the aegis of the Department of Education which outlines a list of professions and their standards (references and learning outcomes)

Since 2012 the SERV has created a new web based system called 'Competent' which contains all occupational profiles. Competent covers all sectors (public and private) and all professions. It is based on the French ROME-system, which is adapted to the Flemish situation (labour market, regulations, etc.) and contains added information on competences.

The added information is a detailed description of 'know how' (kunnen) i.e. behaviour which must be shown on the workfloor to prove that the related activities are performed adequately. The content of Competent is either commented on by experts of the sectors concerned or other stakeholders and validated by the same organizations, or it is either published after approval by the SERV social partners of the process on the basis of a set of quality criteria. Competent is freely accessible on the following website www.competent.be.

The data of Competent are also used for the creation of 'qualification dossiers' ('beroepskwalificatiedossiers') which, after validation by the social partners in AKOV (Agentschap voor Kwaliteit in Onderwijs en Vorming – Agency for Quality in Education and Training), are assigned a level of one of the 8 levels of the Flemish Qualification Structure. After the official confirmation by the Flemish government, the professional qualifications of level 1 through 5 form the basis of the educational qualifications which then constitute the standards for education and training providers. The 'certificate of vocational experience' (*Ervaringsbewijs*) is also to be transposed into the Flemish Qualifications Structure by way of a 'qualification dossier' and – after assignment of a level – a professional qualification.

The Flemish Qualifications Structure

The Act on the Flemish Qualifications Structure (FQS) adopted in 2009⁸² consists of eight levels, described with elements of knowledge, skills, contextual elements, autonomy and responsibility. Within this framework, there are two kinds of qualifications: the 'professional qualification'⁸³ and the 'educational qualification'⁸⁴. Both are outlined with the same elements. Professional qualifications are based on the content of 'Competent' (see above). Educational qualification (e.g. a secondary education certificate, a bachelor's or master's degree, an associate degree) can only be obtained and therefore exclusively developed by educational partners. A vocational education programme will lead to an educational qualification. FQS is also a reference for validation of non-formal and informal learning and as an orientation point for guidance and counselling.

Descriptions of quality assurance processes in Flemish VET

Quality assurance within education underwent thorough reform in 1991 concerning the inspectorate, the Educational Development Division and the pedagogical counseling services. The system of inspectors was replaced by a thoroughly prepared and planned full school inspection carried out by a team of inspectors. Concurrently, separation between control and counselling was implemented. The inspectorate became a community inspectorate under the sole authority of the Flemish Community, whereas the pedagogical counselling services (*PM: the DPB Brugge is one of those counseling services*) would be developed network by network. The inspectorate has no authority over the pedagogical methods used. An Educational Development Division (DVO) was set up to check the Community's minimum expectations. Today, the agency AKOV manages all quality issues. Flemish Agency for Quality Assurance in Education and Training (Agentschap voor Kwaliteitszorg in Onderwijs en Vorming – AKOV). Established on 1 May 2010, the agency is responsible for quality assurance for all pathways leading to recognized qualifications in education and vocational training and for those towards recognizing acquired competences (EVC).

Quality assurance of educational qualifications from levels 6 to 8 is monitored through the Accreditation Organisation of the Netherlands and Flanders (NVAO86) established by an international treaty.

Aid and support measures for training providers

The Flemish Government considers it important that companies have a strategic training plan in relation to the company's vision on the development of their employees. Therefore, the government financially support companies in providing training for employees. But at the same time the Flemish Government also believes that employees must invest in their own career by additional training. In addition to initiatives from the Flemish government also the federal government has taken measures for competence.

MAIN COURSE PROVIDERSIN FLEMISH VET EDUCATIONAL SYSTEM:

Eekhoutcentrum (EC)

<http://www.eekhoutcentrum.be>

The Eekhoutcentrum (EC) , is a branch of the DPB Brugge, and develops in-service training of teachers and trainers. EC organized last year 1.040 courses for 26.535 participants and acts as a communication platform for schools, VET training centres, adult education centres, educational guidance services.

It's a social profit association, situated in Kortrijk, Etienne Sabbelaan 52, 8500 Kortrijk.

The Eekhoutcentrum disseminates and implements educational innovation and has a structured cooperation with the University Leuven and University Colleges offering initial teacher training.

The pedagogical advisors take part in the coaching and training of the VET-teachers. The EC has a broad experience in international projects.

The DPB Brugge is an advisory organization for primary and secondary schools and consortia for adult education. It's recognized by the Ministry of Education and state funded. We have 65 pedagogical advisors and we coach school boards and school management. The counselling consists out of identifying the needs, proposing the possible solutions, helping with the implementation, monitoring and giving feedback.

When searching the Eekhoutcentrum database on coaching (as meant by the Keycoach programme), next courses appear:

1. Coaching? Ja, natuurlijk! Vragen en antwoorden over de leraar-coach
 2. Coachingstraject
 3. MasterClass Mentor in het onderwijs: Kwaliteitsvolle coaching van startende leraren
 4. Coaching als aanzet naar een muzisch toonmoment
 5. Inspiratie voor krachtige coaching: een gesprekskader voor positieve communicatie
 6. Hoe coach ik mijn team? Het functioneringsgesprek als kans
 7. Werken aan een positief klasklimaat: Coachende werkvormen gebruiken en je lesgeversstijl bijsturen
 8. Duurzaam communiceren van hart tot hart: eerlijke contacten, voedende relaties Verdiepingsdriedaagse
 9. De kunst van het coachen: Een interactieve ontdekkingstocht naar jezelf als coach
- Six are specifically oriented towards applying coaching techniques during a teaching or training situation (1, 4, 5, 7, 8 and 9).
 - Five are organized for VET or can be applied in VET (1, 5, 7, 8 and 9).

Dienst Nascholing en Internationalisering (DNI)

<http://www.nascholing.be/2013-2014/index.aspx>

The Dienst Nascholing en Internationalisering (DNI) is a part of the VSKO.

The VSKO is the umbrella organisation for Catholic education in Flanders. VSKO is a key player in education in Flanders. VSKO represents more than 2450 schools, 85 000 teachers and nearly 1000 000 learners.

DNI is the operational unit of the in-service training of the VSKO. It's a social profit association, situated in Brussels, Guimardstraat 1, 1040 Brussels

The DNI organizes yearly some 200 CPD projects attended by 35 000 teachers, which represents 90 000 half days of CPD on an annual basis.

When searching the DNI database on coaching (as meant by the Keycoach programme), next courses appear:

1. Loopbaanbegeleiding in de praktijk - Stappenplan op maat; coachingsvaardigheden.
2. Planmatig en doelgericht werken: coachingsessie voor directeurs en gangmakers
3. Zorgzaam werken aan de relationele competentie van kinderen
4. Coaching en begeleiding van leerlingen op de logistieke werkplek
5. Coachende gesprekken op school

- Only two are specifically oriented towards applying coaching techniques during a teaching or training situation (3 and 4).
- Only one is organized for VET (4).

Nascholing Gemeenschapsonderwijs GO!

http://www.g-o.be/sites/portaal_nieuw/subsites/NascholingGo/Aanbod20132014/Pages/Nascholing.aspx

GO! is organised by the public body called 'GO! onderwijs van de Vlaamse Gemeenschap', on behalf of the Flemish Community. Despite being financed by the government, it functions independently of the Flemish Ministry of Education. GO! is one of the three main educational networks in Flanders, the other two being the subsidised public network, run in our provinces and municipalities and the subsidised free network, principally organised by groups affiliated to the Catholic church (VSKO).

When searching the GO! In-service training database on coaching (as meant by the Keycoach programme), next courses appear:

1. Agressie stopzetten
 2. Leiding geven aan leerlingen en cursisten
 3. Mijn team zit in het slop
 4. 'Onschoolbare' jongeren niet laten schieten
 5. Recht op herstel
 6. Een positieve relatie met pubers en adolescenten
 7. Peer mediation - introductie en opleiding
- Six are specifically oriented towards applying coaching techniques during a teaching or training situation (1, 2, 4, 5, 6 and 7).
 - Six are organized for VET or can be applied in VET (1, 2, 4, 5, 6 and 7).

NEEDS ANALYSIS REPORT

P1 DPB Brugge/Eekhoutcentrum (Flanders, BE)

PART 3: CONCLUSIONS

This part of the report is based on the results of the inquiry and the desk research.

The inquiry was taken in 5 different VET organisations, with 21 teachers.

The desk research involved the main three VET course providers, that cover more the 95% of all offered educational courses in Flanders.

The conclusions presented in the needs analysis report should be representative for the Flemish situation.

The research was done by Wim Simoens in the period of February 1st – 16th 2014.

A coaching programme for VET as meant by the Keycoach project is rarely offered by one of the three main in-service training organisations in Flanders.

VET teachers have heard of some aspects of coaching.

Coaching as pedagogical technique, is only partially implemented in the VET teaching.

VET teachers would favour a VET coaching programme.

VET teachers favour international exchange en cooperation.

They are willing to attend such a VET course on next conditions:

- Combine theory and practice;
- Keep the course practical and applicable;
- Connect the training programme to real school life
- VET teachers like to have a concrete specific content, not too much academic talking or theoretical frameworks.
- Include in the course content examples that work in reality, give realistic exercises;
- Involve some VET teachers or VET coordinators when developing the coaching course;
- Don't extend the course of a too long period.

OVERVIEW OF OUR COACHING TRAINING PROGRAMME

Annex Nr. 1

CONCEPT OF COACHING

The international coach federation defines coaching as: "An on-going professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organisations". According to Prof. A. Brown, L. Brown and others (2012) "Coaching in vocational education and training (VET) aims to help people to learn for themselves under the close guidance of an expert" (2012:51). Coaching is different from instructional, or teacher-directed, classroom approaches in that it involves students working in authentic dialogue and partnership with expert coaches in the vocational field involved (Jameson, 2002). Coaching encourages learners' engagement in their own learning and performance improvement. In other words, coaching is a process including coachee and the learner equitably working together to help the learner to gain access to his/her personal skills. The coachee should be empowered to deal with problems, new situations or personal matters.

COACHING AIMS AT

- ✓ establishing a coach-client relationship;
- ✓ working in a one-on-one-situation on personal and professional topics;
- ✓ the coach works with a client on the current situation and helps him/her to carry out his/her intentions;
- ✓ the future well-being of individuals concerning f.e. individual development, improvement of skills/situations/ self-confidence;
- ✓ providing assistance in change processes regarding skills, attitudes, empowerment, success, overcoming limits, reflecting the coachee's situation;
- ✓ providing the coachee with tools to handle his/her situation.

CONTENT OF OUR EXISTING TRAINING PROGRAMME TO BECOME A COACH

PREMISES OF EDUCATIONAL COACHING

- | | |
|---|---|
| <ul style="list-style-type: none">✓ The knowledge is in the coachee / The coachee has got the knowledge | <ul style="list-style-type: none">✓ Objectives – values – beliefs✓ Empowerment |
|---|---|

SKILLS FOR THE COACHING PROCESS

- | | |
|---|---|
| <ul style="list-style-type: none">✓ Provision of a confidentiality environment✓ Rapport✓ Appreciative inquiry✓ Request | <ul style="list-style-type: none">✓ Feedback✓ Reframe✓ Observe✓ Listen |
|---|---|

TOOLS FOR THE COACHING PROCESS

- ✓ Life Wheel
- ✓ System-role-person
- ✓ Swot analysis
- ✓ Grow
- ✓ Feed-forward
- ✓ Cards with goals
- ✓ Back castings Timeline
- ✓ Left column
- ✓ Vital roles
- ✓ Johari
- ✓ Perceptual position
- ✓ Constellations

Guidelines for VET Coaching Needs Assessment

1. External factors influencing VET

1.1. Structure of population

The final results of the Censos 2011 (Census 2011), with reference to 21 March 2011, showed that the resident population of Portugal was 10 562 178, of which 5 046 600 are men and 5 515 578 are women.

Table 1 -Resident population in 2001 and 2011

Portugal	2001		2011	
	No	%	No	%
Resident population	10 356 117	100	10 562 178	100
Men	5 000 141	48,3	5 046 600	47,8
Women	5 355 976	51,7	5 515 578	52,2

Source: INE (2012). *Censos 2011*

(Adapted from DGERT: 8)

According to the same source, the population growth of 2% (206 061) in ten years is the result of immigration (188 652). The share of young people declined from 16% in 2001 to 15% in 2011, whereas the elderly increased from 16% in 2001 to 19% in 2011. As a direct consequence of Portugal's demographic structure, the ageing index rose from 102 in 2011 to 128 in 2012. In the period of 2001-11, the evolution of the population in the municipalities has reinforced the tendency of the last decade 1990s, i.e. the inland municipalities have lost population and the coastal municipalities have grown in population, particularly the municipalities in the greater Lisboa (484 hab/km².) and Porto (1580 hab/km²).

1.2. Educational level of population

In Portugal, in early 21st century by highlighting the results of Census 2011 shows , for example, that 22% of 18-24 year olds have left school at lower secondary level (9 years of schooling) (see table).

Table 2 - Some indicators on the level of education attainment (in %)

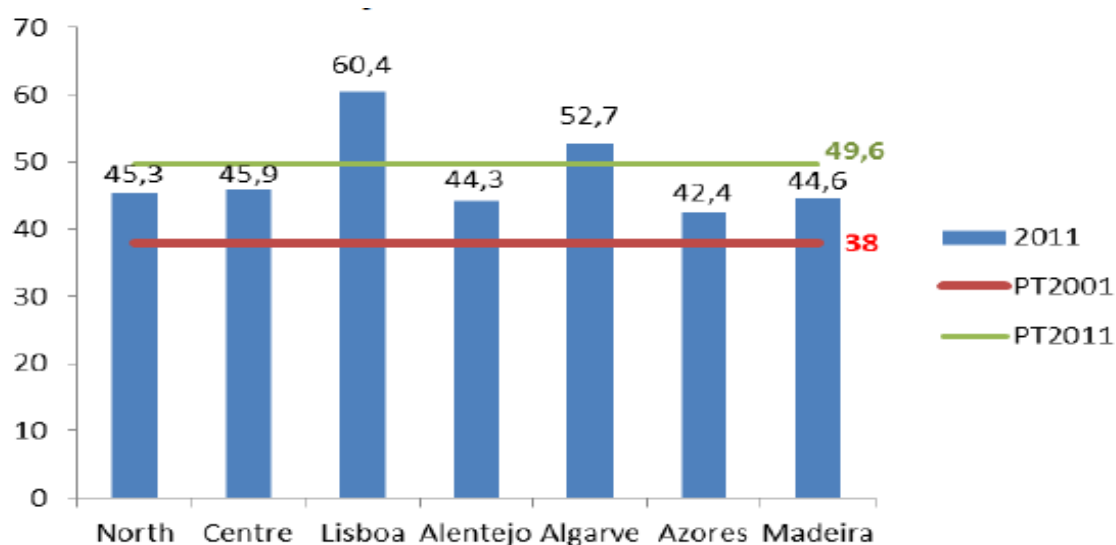
	2001	2011
Illiteracy rate	9,03	5,23
Children aged 3-5 years at Ensino Pré-Escolar (pre-primary education)	52,28	73,49
Population aged 15 years or over who have not completed any education level	18,03	10,39
18-24 years of age who completed the 3th cycle of basic education (9th year of schooling) and have left school	33,37	22,08
20-24 years of age who completed secondary education	44,04	60,8
Population aged 30-34 years who completed higher education	14,22	28,62
Population aged 15 years or over who completed the 3rd cycle of basic education (9th year of schooling)	37,95	49,6
Population aged 18 years or over who completed secondary education	22,67	31,69

Source: INE (2012)

(Adapted from DGERT: 18)

Others, on the contrary, would say that Education and Training (E&T) has been significantly improving in education in general and would underline the fact that, for the first time ever, 50% of the population aged 15 years old or over attained the level of lower secondary (9 years of schooling) whereas they were just 38% in 2001.

Figure nº 1 - Proportion of population aged +15 having attained, at least, 9th year of schooling by NUTS II, 2001 and 2011



Source: INE (2012). Censos 2011

(Adapted DGERT: 19)

Table nº 3 - Young people and adults enrolled in E&T by level and modality of E&T.

Young people enrolled in E&T (and percentage of distribution) by level and modality of E&T 2010-11		
Level and modality	No.	%
Total	1.722.669	100,0
Pre-school education	276.125	16,0
Basic education	1.101.923	64,0
1st cycle	461.047	26,8
General	460.792	26,7
Specialized arts education	222	0,0
Alternative schooling paths	33	0,0
2nd cycle	259.693	15,1
General	255.807	14,8
Specialized arts education	735	0,0
CEF courses	536	0,0
Alternative schooling paths	2.615	0,2
3rd cycle	381.183	22,1
General	342.740	19,9
Specialized arts education	498	0,0
VET courses	537	0,0
CEF courses	35.188	2,0
Alternative schooling paths	2.220	0,1
Secondary education	344.621	20,0
General	211.233	12,3
Science and humanities courses	197.918	11,5
Technological courses	13.315	0,8
Specialized arts courses	2.140	0,1
Arts and audiovisual arts	1.973	0,1
Dance	51	0,0
Music	116	0,0
VET courses	110.462	6,4
Apprenticeship	18.669	1,1
CEF courses	2.117	0,1

Source: Estatísticas da educação 2010/2011 - Jovens. Direção-Geral de Estatísticas da Educação e Ciência.

Adults enrolled in E&T (and percentage of distribution) by level and modality of E&T 2010-11		
Level and modality	No.	%
Total	201.067	100,00
Basic education	104.793	52,10
1st cycle	3.573	1,80
EFA courses (E&T for adults)	2.487	1,20
Recurrent education	371	0,20
RVCC (recognition, validation and certification of competences)	702	0,30
FMC (certified modular training)	13	0,00
2nd cycle	18.570	9,20
EFA courses	6.342	3,20
Recurrent education	14	0,00
RVCC	11.961	5,90
FMC	253	0,10
3rd cycle	82.650	41,10
EFA courses	22.464	11,20
Recurrent education	202	0,10
RVCC	59.324	29,50
FMC	660	0,30
Secondary education	96.274	47,90
Specialized arts education	143	0,10
EFA courses	39.467	19,60
Recurrent education	8.323	4,10
Science and humanities courses	7.579	-
Technological courses	744	-
RVCC	47.945	23,80
FMC	396	0,20

Source: Estatísticas da educação 2010/2011 - Adultos. Direção-Geral de Estatísticas da Educação e Ciência.

(Adapted from DGERT: 58)

1.3. Economy and labour market indicators

The traditional Portuguese settings in employment protection legislation, unemployment benefits, active labour market policies and wage bargaining mechanisms have long been seen as the main factors in generating labour market rigidity and segmentation.

1.4. Influence of external factors on VET

Improving Portugal's educational levels in the short and medium term depends on a number of factors that have informed the E&T system, one way or another, to the present day and will certainly shape the VET system in the near future. Among those factors, the following seem to be crucial both in understanding the present characteristics of the Portuguese VET system as well as in implementing new policies and in redesigning the system in the near future.

- a) Population and demographics
- b) Population and age structure
- c) Age - dependency ratio
- d) Immigration
- e) Structure/development of the labour force

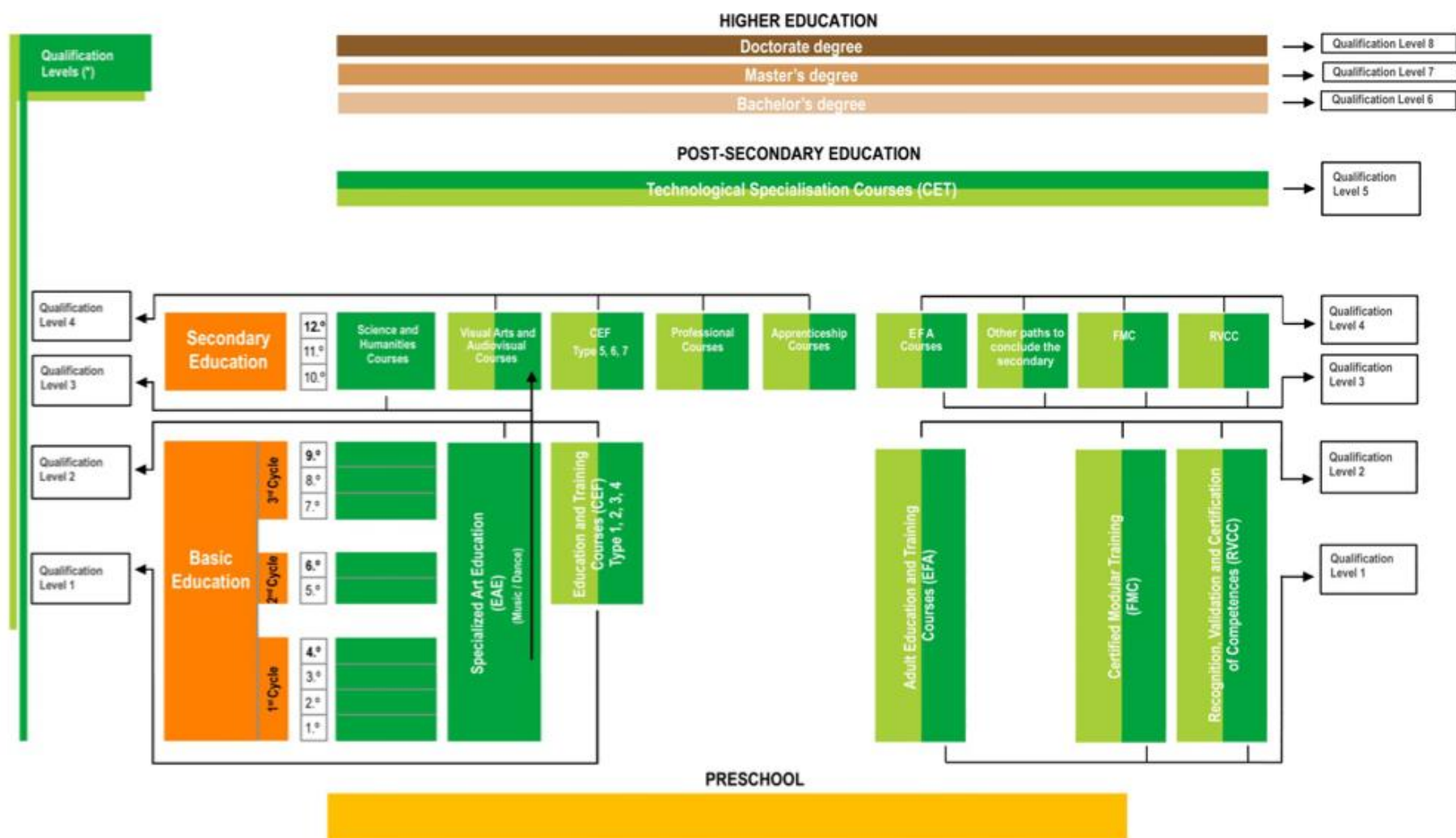
2. Providing vocational education and training in a lifelong learning perspective

2.1. Diagram of the national education and training system

The structure of the Portuguese E&T system is the present organization for the provision of education and training from pre-school to higher education.

In the near future, the structural reforms Portugal agreed to take forward within the context of the EU-IFM Adjustment Programme will certainly influence the on-going modernization of the E&T system.

Figure nº 2 - Diagram of the Portuguese E&T system



Educational certification: 
 Vocational certification: 
 VET certification (vocational + educational): 
 (*) According to the National Qualifications Framework (Order no. 782/2009 of July 23)

Source: National Agency for Qualification
 2011-09

2.2. Government-regulated VET provision

2.2.1. Key characteristics of government-regulated VET provision

The traditional gap between education and training is in the process of being bridged since 2000. In 2007, legislation has been published (DL 396/2007, 31.12) that established the National Qualifications System (hereinafter referred to as SNQ) which constitutes a milestone in tackling the longstanding low level of qualification of the Portuguese population, the high dropout rate of school and early school-leaving as well as the improvement of VET. The overall policy goal for setting up this system was, therefore, to improve the competences and raise the qualifications of the population with the purpose of improving the capacity of Portugal to adapt to the ongoing economic restructuring in a sustained way.

The SNQ framework is based on an organic relationship between vocational education and training within the school system (IVET) and vocational education and training in the labour market (CVET). It establishes common objectives and instruments, and adopts a governance model based on

- a) a network of state and private schools, IEFP training centers, and certified private VET providers;
- b) sector councils and
- c) participation of social partners.

The key principles that underlie IVET provision are:

- **Competitive diversity of VET:** diversification of offer/range of courses, accessibility and closeness of links with employers, organization of provision;
- **Flexibility:** in type and duration of courses;
- **Compatibility:** between EQF and QNQ, education attainment and training qualification;
- **Permeability:** smoothing access for VET and HE through diversified entry routes;
- **Transparency:** of qualifications to learners and employers.

2.2.2. Offer of VET programmes

2.2.3. Formal VET providers

The main stakeholders for VET are:

- i. Internal stakeholders: ANQEP and IEFP, schools and IEFP training centers, certified VET providers, learners, teachers/trainers;

- ii. External stakeholders: social partners, including confederations of both employers' associations and trade unions that participate in the VET advisory bodies.
- iii. Higher education (Universities and Polytechnic Institutes) are autonomous institutions.

2.2.4. Main characteristics of VET system management and funding

2.2.4.1. Management

2.2.4.2. Funding

Funding granted to VET was 238 680 755.90 euros.

Table nº 4 - Financial Execution in EUR (2010)

Typology	Expenditure approved by Autoridade de Gestão (Management Authority)	Public contribution approved by Management Authority
Apprenticeship path	51.555.543,19 €	51.555.130,39 €
VET	238.680.755,90 €	237.015.734,40 €
EFJ (E&T for young people)	106.883.205,56 €	106.841.077,46 €
CET (Courses of technological specialization)	17.244.605,08 €	16.636.023,73 €
Re-equipment of schools	9.427.114,34 €	9.427.114,34 €

Source: Adapted from POPH(2012) *Relatório de Execução 2010*.

2.2.5. Quality assurance mechanisms

2.2.6. Vocational teachers

2.3. Other forms of training

In Portugal, CVET lies within the remit of companies and it covers a wide range of training schemes, e.g. training courses, on the job training, conferences, workshops, self-learning. The last survey on the topic was held in 2010 within the statistical exercise that EU Member States take every 5 years.

According to the last survey, 44,5% of the Portuguese companies engaged in training which represented an increase of over 10% in comparison with 2005 (32,3%). This is a significant result taking into account that the total of companies that provided training includes small companies with over 10 employees.

In 2010, out of the total of companies providing training, 64,6 % of companies provided continuous professional training. The most provided training falls within the category of training courses (44,5%) and on-the-job training (41,1%).

Figure nº 3 - Evolution of CVET (1993, 1999, 2005 and 2010)



Source: MEE/GEP (2012). *Estatísticas em Síntese: Inquérito à Formação Profissional Contínua*.

3. Shaping VET qualifications

As we could see on figure nº 2, VET was not in supply (nor in demand) for some decades in Portugal. Gradually, it has been recuperating its status and visibility: this new stage of development started in the late 1980s, then it became a policy concern in late 1990s and, finally, it came to the forefront of policy making in the early years of 21st century. Since 2007, one can say, it is *in the eye of the storm*. Concurrently, the traditional environment of defining E&T policies in Portugal (forecasting has not been part of the process of decision-making in education) has been changing and some institutional alterations were made to ensure a stronger articulation between demand for and supply of skills.

The *Quadro de Referência Estratégico Nacional* (National Strategic Reference Framework), which constitutes the framing for the application of the Community's policy for economic and social cohesion in

Portugal (2007-13), identified the qualification of the Portuguese people as its main strategic aim. The preparatory work for the operationalisation of the QREN included **an ex-ante evaluation and preparatory studies that examined different areas and focused on different scales**, contributing to a deep examination of those issues that were considered as of decisive importance for Portugal's social, economic, environmental and territorial landscape and for its natural and desirable development.

The result was the launching of *Programa Operacional Potencial Humano (2007-13)* (an operational programme for human potential) which brought together a set of interventions with the purpose of a) promoting school and professional qualifications among the Portuguese population; b) fostering employment and social inclusion and c) enhancing gender equality and full citizenship. This policy agenda identified the following main areas of intervention: initial qualifications, adaptability and lifelong learning, management and professional improvement, advanced competitiveness training, support for entrepreneurship and transition to working life, citizenship, social inclusion and development and the promotion of gender equality.

It is against this context that the reform of VET has been taking place and is expected to continue taking into account the further recommendations delivered in the process of implementation of the EU/IFM adjustment programme.

It is relevant to emphasize in this context the Vocational Training Reform Agreement (in 2007) , signed by the government and majors social partners and that creates the necessary background to the strategy of qualification in terms of the implementation of the double certification principal for young people and working age employed adults (through attending modular education and training courses that are accredited for the purposes of academic and/or vocational certification); establishment of the SNQ; enhance the reformation of the System for the Accreditation of Training Bodies; strengthen the improvement in the qualifications of trainers and the involvement of the Social Partners in the supervision and encouragement of vocational training for employees .

Since 1985, the Portuguese system has been structured on the basis of five training levels (International Standard Classification of Education). These levels have achieved public visibility and are recognized and accepted by most actors in vocational education and training systems, as well as by the social partners and enterprises. The new National Qualifications Framework will define the new national qualification levels, in accordance with the European Qualifications Framework (EQF).

In general, the VET providers include public, technological and professional schools; universities and other tertiary institutions; training centers of direct management and training professional centers of participated management (both related to the Institute for Employment and Vocational Training, IEFP); non public operators).

Additionally, the Comprehensive Law on the education system institutionalizes the social partners' participation in VET. The partners are involved in the general definition of policies and in their pursuance within advisory and social coordination bodies: Economic and Social Council, the National Vocational Training Council and the National Education Council .

3.3. Quality assurance

Quality assurance in VET is a transversal issue that has gathering a higher relevance nowadays, not only to achieve important changes (like guaranty the efficacy of VET systems, make easy the access into VET and reinforce the relation between VET and labour) but also to enhance the process of monitoring the results obtained (by reference to the objectives proposed).

Facing the complexity of the VET system different entities are involved in the quality assurance process, either in the dependence of the Ministry of Labour and Social Solidarity (MTSS) or in the dependence of the Ministry of Education (ME). There are also entities regulate by both Ministries. The most relevant entities in this matter are the following:

- **Directorate-General for Employment and Industrial Relations (DGERT) - MTSS:** central service, directly administrate by the state whose mission is support the conception of the policies related to employment, training and professional certification and certification of training entities by one hand and to professional relations, job environment and health in workplace by the other hand.
- **Institute for Employment and Vocational Training (IEFP) - MTSS:** public service of national employment whose mission is promote the creation and quality of work, fighting the unemployment with active policies of employment and vocational training.
- **Cabinet for Strategy and Planning (GEP) - MTSS:** has the mission of guaranty the technical support to the formulation of policies and to sustain the operational planning. Is also responsible for the monitoring and evaluations the execution level of the policies, planning instruments and results of the management systems in articulation with other services of the MTSS.
- **Observatory for Employment and Vocational Training (OEFV) - MTSS:** is an advisory entity whose mission is contributing to diagnose, prevention and solution of problems in the scope of employment and vocational training.
- **Inspectorate-General of Education (IGE) - MEC:** has the competence to act directly on the education settings in the services of the MEC. It has the responsibility of monitoring, controlling, evaluation and audit technical-pedagogical and administrative-financing activities of the education establishments.
- **Cabinet for Education Statistics and Planning (GEPE) - MEC:** has the mission of guaranty the production and analysis of the statistics about education, concerning the technical support to the policies formulation, operational planning and the observation and evaluation of the global results obtained in the educational system.
- **Directorate-General for Education (DGE) - MEC:** has the mission of assuring the

concretization of the policies related with the pedagogical component of the education and to guaranty the technical support to the formulation of these policies related with curricular innovation and development.

- **National Qualifications Agency - MTSS/MEC:** is a public institute integrated in the indirect administration of state. Regulated by the MTSS and MEC has the mission of coordinating the execution of the educational and vocational training policies related with young people and adults and assuring develop and management of the RVCC system.

All these organizations have a main part in the VET quality assuring.

4. Promoting participation in VET

The strategic aim to qualify the Portuguese population in the period 2007-13, as stated in the QREN, is being developed through the Programa Operacional Potencial Humano (the operational agenda for human potential, POPH), financially supported by the Structural Funds and the Cohesion Fund (in a total of 6 100 EUR Million) and Portugal (in about 2 700 EUR Million). There are 10 priority areas of intervention in this programme, among which two priority areas directly related with E&T: priority area no 1 (initial qualifications) and priority area no 2 (adaptability and lifelong learning).

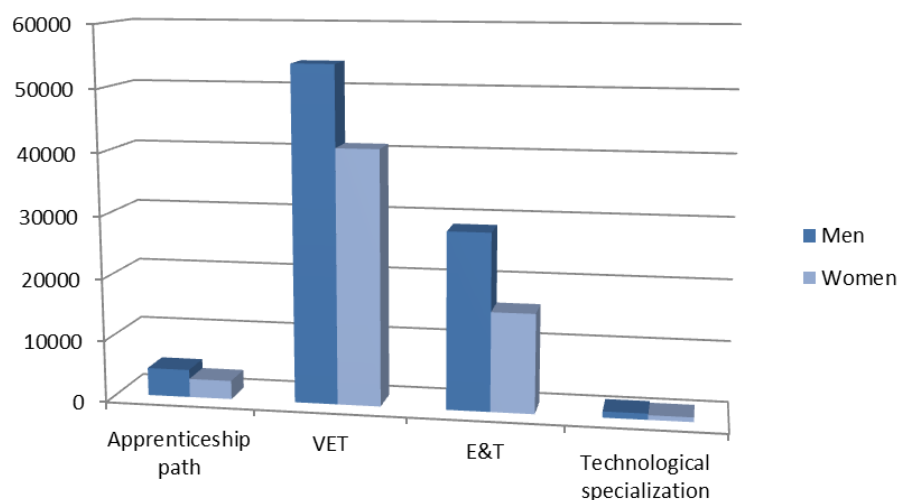
This information was approved in June 2011 and it is the latest yearly report available to date. Here, the relevant information on financial incentives is presented under the two priority areas concerning VET and covers the number of beneficiaries and the financial support.

Priority area no 1 - focuses on initial VET and its goal is to lift young people's qualifications by promoting their employability and adjusting their qualifications to the demands of the labour market. The specific objectives for this priority area are:

- to combat school failure and early school leaving;
- to prevent the entry of unqualified young people in the labour market;
- to ensure that the minimal schooling attainment is secondary level.

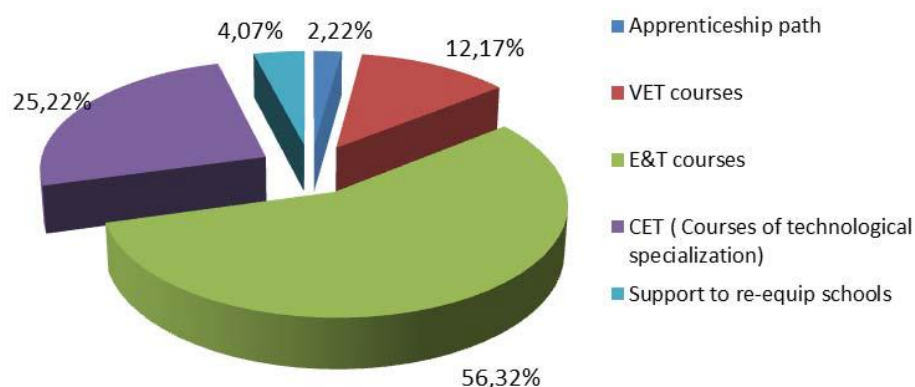
The provision designed to achieve these objectives is based on the concept of double certification VET: it articulates qualification objectives and working life entry and/or further studies and the valorization of further non-higher education and qualification level 5. In 2010 the total number of participants under this priority area was 162 706 learners distributed as displayed in figure 16 below. It reveals that there was a predominance of vocational courses and men.

Figure n°5 - N° of trainees by gender



When comparing the funds allocated to the different types of courses, we can see that 56% were invested in E&T courses for young people, 12% in the apprenticeship courses and 4% in the courses for technological specialization (see figure n° 6).

Figure n° - Expenditure approved by Management Authority (%)



Priority area no 2 - covers adaptability and lifelong learning and the goal is to reinforce the qualifications of the active adult population (both employed and unemployed) in order to develop those competences that are critical to the economic modernization and the workers' adaptability.

The specific objectives of this priority area are:

- to raise the qualification levels of the adult active population by establishing secondary attainment as the minimal qualification level;
- to widen the opportunities for the adult population to accede training through the modularization and adjustment of provision;

- to expand and consolidate the RVCC system;
- to diversify learning provision and new methodologies in a lifelong perspective;
- to boost equal opportunities for both men and women.

Financial incentives for enterprises are available to support training activities related to the adaptability of workers and enterprises through training. These activities are promoted by social partners (employers' associations) who are members of the Comissão Permanente de Concertação Social (a permanent committee on social dialogue) and put forward applications on behalf of their associates. The objective for these activities is to develop training activities, either ready-made or individualized, which are designed taking into account the characteristics and the specific needs of the target group: SMEs, and organizations in the field of social economy with a total number of workers equal or less than 100.

Additionally, non-formal guidance (awareness raising activities) is generally perceived as a very good way to reach people, particularly the younger generations, by displaying information online and/or delivering it on TV and radio. Some examples of good practice are the following:

- a. *Mundo as profissões* (World of professions), a website developed by ANQEP where learners can find vocational guidance and browse or download
 - i. *Guia das profissões* (a guide on jobs) and
 - ii. *Manual de exploração vocacional* (a manual to explore vocational paths) to facilitate more structured guidance activities in the schools;
- b. TV and radio programmes under protocols between IEFP and television and radio stations:
 - i. the programme *Iniciativa* (Initiative) broadcasted on a public TV station (RTP2) and
 - ii. *Objetivo 2013* (Objective 2013) broadcasted on a radio station (TSF), which disseminate successful projects and contribute to advertise the training courses provided by the IEFP network of training centres;
- c. exhibitions and fairs: *Futurália* (an exhibition on E&T and employability for the future) and *QUALIFICA@* (a fair on E&T, youth and employment) which are held annually
 - i. to promote VET paths for young people by publicizing and valorizing professions and careers requiring secondary level of education attainment; b) to encourage the demand for secondary level courses of double certification amongst young people and families;
 - ii. to illustrate the advantages of choosing VET paths;
 - iii. to encourage the involvement of employers in the effort to qualify young people not only through their collaboration in the learners' training in a work context, but also in actually contracting trainees;
- d. competitions: *Skills Portugal* organizes the national skills competition and participated in world skills and European skills events. *Skills Portugal* aims to raise public awareness of the importance of professional excellence and high quality vocational education and training. The national skills competition promotes skills by presenting hundreds of talented young people

performing through the event after they have been selected in their respective school/VET center / university competitions.

5. VET tutors work process

The working day of the public VET teachers/tutors is not very much different from other working day of any other teacher from public secondary school. And the reason for this is that almost every public secondary schools has VET courses. So, usually, the VET teacher is a teacher from a regular secondary curriculum course who was called to teach, at some point of his/her career, a professional course. His/hers working day consists of a number of hours for training classes around 22 hours (it can go down, depending on his/hers teaching career). Then, they have additional hours per week for pedagogical extra support to their students, substitutions hours, tutorial work with some students, or pedagogical coordination of their department.

On private schools, it is somehow a little bit different, but as the difference is not significant, we think that it is not worthy to detail all the examples.

DESK RESEARCH

I. External factors influencing VET.

Based on the data of Lithuania Department of Statistics at the beginning of 2013, the estimated population of Lithuania amounted to 2 971 905, i.e. 31 736 less than at the beginning of 2012. These numbers were impacted by the international migration. According to the statistics at the beginning of 2013, the estimated population in Šiauliai city amounted to 106 470, i.e. 1 219 less than at the beginning of 2012.

Almost the third of the population (29.7%) is under 24 years old, while the population aged 25 – 64 accounts for 53.8% and the ones over 65 accounts for 16.5% of the total population. **The population of Lithuania is ageing**, i.e. the number of elderly people (aged 60 and older) and their share compared to the total population is increasing. The ageing of the society is and will be an important concern in the future; based on forecasts of Statistics Lithuania, in 2010-2025 the number of persons over 65 will increase by 15%, while the number of population aged 15-64 will decrease by 10%. It can be presumed that in the long-term perspective employees will bear a heavier burden to support retirees. Almost **every second emigrant is aged 20-29** and this share is increasing (41.8% of the emigrants in 2011 as compared to 30.9% in 2007). This negatively affects the composition of the labour force. Besides, more intensive emigration manifests itself in the shortage of skilled labour which may hinder economic growth in Lithuania in the long run.

The education level of the Lithuanian population is rather high. Based on the labour force survey data on the educational attainment of the population, in 2011, 93% of the population aged 25-64 had attained at least upper secondary education and 34% the tertiary education attainment level. This is one of the highest education attainment rates in Europe.

Lifelong learning levels are rather low - the indicator on the participation of the population aged 25-64 in education and training over the past four weeks is behind other EU countries (Table 1) and behind the EU 2020 benchmark (15%). Besides, as illustrated by the labour force survey, a rather large share of the employed population (in 2011 311 000 or 22.9%) has completed general primary,

lower or upper secondary education programmes and does not have a vocational training background. Therefore adult vocational training and qualification upgrading is one of the largest challenges of the education and training system.

Table 1. Education and lifelong learning indicators

	2009	2010	2011	EU average, 2011
Share population aged 20-24 having attained upper secondary education level or above, %	86.9	86.9	86.9	79.5
Share of early leavers from education and training (persons aged 18-24), %	8.7	8.1	7.9	13.4
Share of the population aged 25-64 participating in education and training over the four weeks prior to the survey, %	4.5	4.0	5.9	8.9

Source: Eurostat and Statistics Lithuania database of indicators. Available from Internet: <http://db1.stat.gov.lt/statbank/default.asp?w=1280>

The big impact to Lithuania have economy and labour market, which according to the gross domestic product (GDP) grew by 5.9% in 2011 and Lithuania returned to the ranks of the fastest growing economies in the EU after an interval of several years. In 2011 there were 1.371 million persons employed in Lithuania and their number compared to 2010 has increased by 27 200. In 2011 the employment level of the population 15-64 was 60.7% and it increased by 2.9% compared to the previous year. Under the conditions of the economic slowdown, the average employment level has decreased by 6.5% (57.8% in 2010, as compared to 64.3% in 2008). The largest share of people is employed in trade, industry and the education sectors (see Table 2). During 2011 the largest increase of employees was in transport and industry.

Table 2. Employed population (aged 15 and over) by economic activity

Economic sector	Employed, thous.	%
Agriculture, forestry and fishing	116.6	8.5
Mining and quarrying	2.8	0.2
Manufacturing	212.6	15.5
Electricity, gas, steam and air conditioning supply	14.5	1.1
Water supply, sewerage, waste management and remediation activities	13.2	1.0
Construction	93.7	6.8
Wholesale and retail trade, repair of motor vehicle and motorcycle	246.8	18.0
Transportation and storage	100.7	7.3
Accommodation and food service activities	35.5	2.6

Information and communication	27.9	2.0
Financial and insurance activities	19.8	1.4
Real estate activities	13.7	1.0
Professional, scientific and technical activities	51.5	3.8
Administrative and support service activities	44.9	3.3
Public administration and defence; compulsory social security	83	6.1
Education	146.5	10.7
Human health and social work activities	92.4	6.7
Arts, entertainments and recreation	21.2	1.5

Source: Labour force survey data. Statistics Lithuania database of indicators. Available from Internet: <http://db1.stat.gov.lt/statbank/default.asp?w=1280>

In 2011, the unemployment rate stood at 15.4%; down by 2.4% compared to 2010. In 2011 there were 248 800 unemployed; their number compared to 2010 has decreased by 42 300 (14.5%).

Long-term unemployment remains an urgent topic. There were 129 100 long-term unemployed persons in 2011. Every second unemployed (51.9%) is affected by long-term unemployment (i.e. being unemployed for more than a year). This number rose by 7% compared to 2010.

Youth (persons aged between 15 and 24) unemployment rate in Lithuania is one of the largest in the EU. The indicator stood at 32.9% in 2011 and at 35.1% in 2010. Such a high unemployment rate is partly caused by the higher education prestige among the Lithuanian population - the percentage of students among young people in the country is much higher than in many other European countries and not many are eager to work and study at the same time.

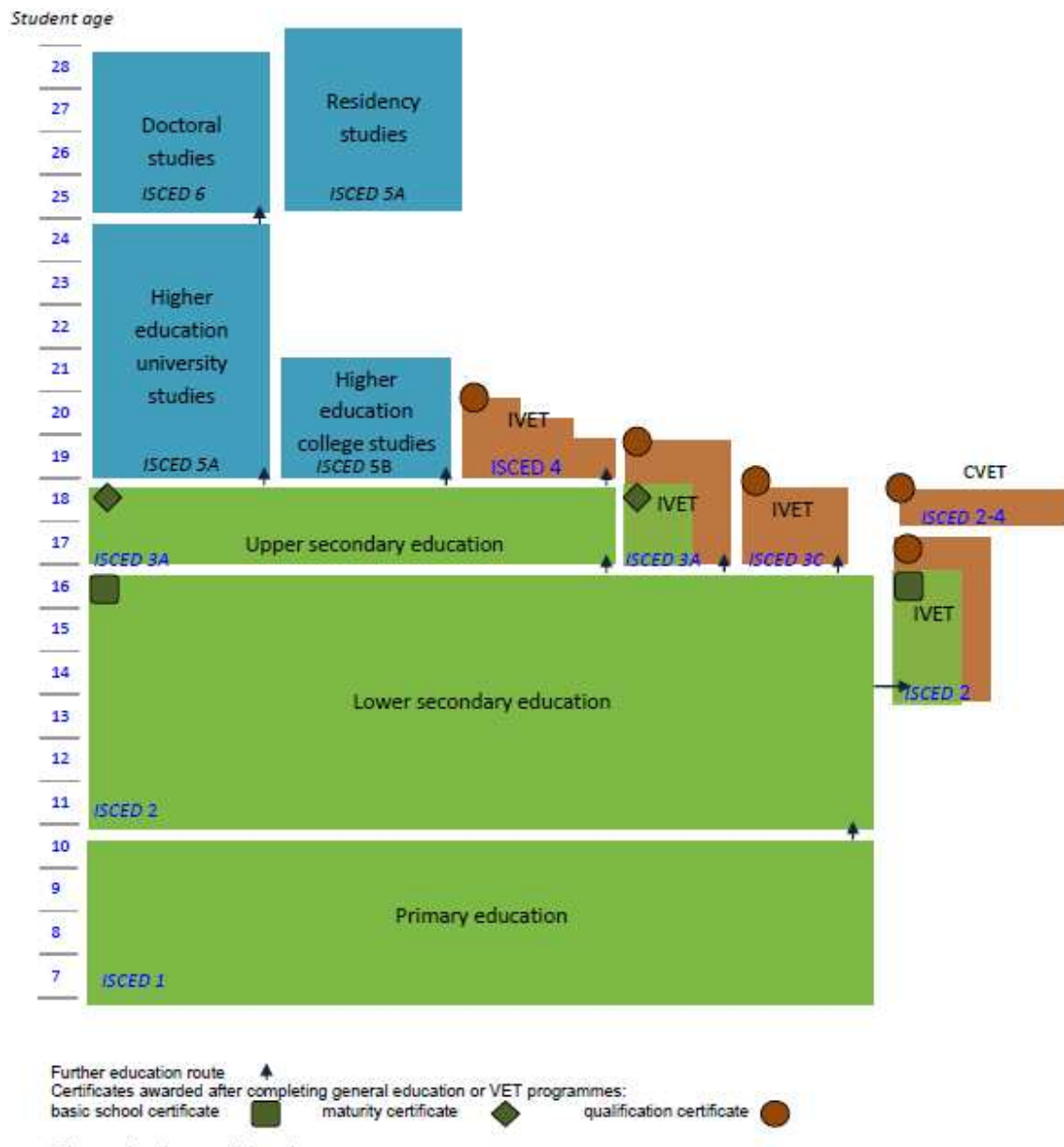
One of the problems Lithuania is facing is a rapid emigration due to which the number of people, especially young persons and qualified persons, is decreasing. Therefore vocational education and training (VET) is given a task to prepare for attractive and quality initial and continuing VET services; the need for which is increasing and will increase more in the future. The need of innovation in education is necessary. For this reason a network of sectoral practical training centres is being established (see Section 2.2.3), efforts are made for more active cooperation with social partners in shaping qualifications and VET curricula (see Sections 3.2, 3.3, 3.4), for assessing VET learners competences (see Section 3.4), for managing and organising VET provision (see Sections 2.2.3 and 2.2.4.1), for updating VET teachers technological competences (see Section 2.2.6), and for improving career education quality and accessibility (see Section 4.5).

With the aim of solving youth unemployment problems in 2012 an action plan was prepared and approved by the Government of the Republic of Lithuania. The action plan includes measures for improving the balance between the education system supply and labour market demand; shaping the working skills of the youth taking part in the education system, training of the youth according to formal and non-formal VET programmes; supporting youth entrepreneurship and self-employment; and supporting youth employment. To implement this action plan the Lithuanian Labour Exchange (*Lietuvos darbo birža*, LLE) has restarted projects for young unemployed persons' training and on-the-job training, and set up a system where a part of young employees' salaries is subsidized.

II. Providing VET in lifelong learning perspective

The Lithuanian education system consists of traditional general education (pre-school, pre-primary, primary, lower and upper secondary education), initial vocational education and training (VET) (lower, upper secondary and post-secondary education), continuing VET and higher education (college and university studies). As stipulated in the Constitution of the Republic of Lithuania (1992), education is compulsory for persons under the age of 16. The compulsory education is associated with the completion of lower secondary education (ISCED 2), after which students can choose upper secondary general education or VET programmes at ISCED 3 level (leading to a qualification or to a qualification and a school leaving (maturity) certificate). Those who fail to graduate from lower secondary education may enter VET programmes or youth schools at ISCED 2 level. Graduates of upper secondary level programmes leading to a maturity certificate (either vocational or general education-oriented) may enter either post-secondary vocational training (ISCED 4) or higher education (ISCED 5) programmes.

Picture 1. Lithuanian education and training system



According to LTQF and EQF education in Lithuania is based on 8 levels:

Qualifications of levels 1-4 are acquired by completing vocational education and/or general education programmes.

Level 5 qualifications are acquired by completing training programmes intended for persons with a professional qualification as well as fixed-duration professional experience, and higher

education programmes not leading to a degree (except residency). At the moment these qualifications are not awarded.

Level 6 qualifications are acquired by completing cycle one of university or college studies and, in the cases and according to the procedure specified in the legislation, by completing study or requalification programmes not leading to a degree. Level 7 qualifications are acquired by completing cycle two of university studies or integrated study programmes, in the cases and according to the procedure specified in the legislation, by completing study or requalification programmes not leading to a degree. Level 8 qualifications are acquired by completing doctoral studies. In addition, it is established that all levels qualifications may be acquired by gaining professional experience or by independent study.

2.2. Government-regulation VET provision

As stipulated in the Law on Vocational Education and Training (1997, new edition - 2007), the Lithuanian VET system covers initial VET (IVET), continuing VET (CVET) and vocational guidance.

VET programmes are designed for different age and educational background students. Initial VET is intended for the acquisition of a first qualification. In IVET, students are provided with opportunities of acquiring a qualification and completing general lower or upper secondary education. IVET programmes are developed by VET providers in cooperation with representatives of employers. When developing programmes, the providers follow VET standards and general requirements approved by the Minister for Education and Science.

CVET is designed for the improvement of a person's existing qualification, acquisition of a new qualification or gaining a competence needed to implement specific jobs (functions) as regulated in legal acts. Formal CVET is implemented following national programmes.

VET in Lithuania is school-based; however, practical training and training in enterprises constitute the major part of the training. For example, in IVET practical training comprises 60-70% of the total time allocated to teaching vocational subjects, of which 8-15 weeks is organised in a company or a school-based workshop simulating working conditions.

Social partners participate in shaping the content of new qualifications, qualification standards and VET programmes, in assessing that VET programmes correspond to the labour market needs and in organising practical training. They also take part in organising and implementing assessment of qualifications.

Table 3. Formal IVET and CVET programmes

	ISCED level	Average duration	Certificates awarded ²	Further learning and career opportunities
Programmes at lower secondary education level	ISCED 2	2-3 years*	Qualification certificate; certificate of lower secondary education	Further training in VET institution or general education school; Access to labour market
Programmes at upper secondary education level	ISCED 3C	2-3 years **	VET diploma	Access to labour market
Programmes at upper secondary education level	ISCED 3A	3 years	VET diploma; maturity certificate	Access to higher education/ college or university study programmes; Access to labour market
Programmes at post-secondary education level	ISCED 4	1-1,5 years	VET diploma	Access to higher education/ college or university study programmes; Access to labour market
Continuing VET (labour market training) programmes	ISCED 2,3,4	Up to 1 year	Qualification certificate	Access to labour market

² From 2012/2013 school year procedure and documentation for qualification and learning validation has changed. All persons who have received assessment of their competences needed for specific qualification will be awarded qualification certificate indicating qualification level according to the LTQF and the EQF

Graduation from these programmes leads to the LTQF and EQF levels 3-4 qualifications.

Those having no general lower or upper secondary education are provided with the opportunity to acquire it together with a vocational qualification. Thus VET programmes help to return early school leavers to the education and training system. After completing general upper secondary education and having gained a vocational qualification VET students may continue their studies at higher education institutions. In recent years the conditions to apply to higher education were improved for successful VET graduates.

Vocational training programmes are designed for students over 14 years. The main requirement for students is to have a necessary educational attainment level. Entrants may freely choose training programmes and their providers all over the country.

It should be noted that the popularity of VET programmes in Lithuania is slightly increasing. Due to decreased birth numbers and emigration, the number of students in general education schools during 2009-11 has decreased by 11%, whereas the number of students in higher education institutions has decreased by 15%.

The majority of VET students participate in ISCED 3 level VET programmes that are carried out together with the general upper secondary programme and are intended for the acquisition of a qualification and a maturity certificate. The least popular programmes are for those students having lower secondary education and wishing to acquire only a vocational qualification 12

(ISCED 2). Around 500-600 students are participating in these programmes annually. It should be also noted that the popularity of post-secondary non-tertiary programmes (ISCED 4 level) is increasing, especially among adults who enter vocational schools having further education or work experience.

Table 4. Participation in IVET

	2009	2010	2011
Total number of students			
Total number of students	47 886	49 489	46 530
Entrants	22 659	22 193	20 134
Graduates	12 327	13 758	15 479
Programmes at lower secondary education level			
Total number of students	5 390	4 942	4 160
Entrants	3 392	3 056	2 695
Graduates	1 803	1 854	1 847
Programmes at upper secondary education level			
Total number of students	31 408	30 847	28 196
Entrants	11 945	10 553	9 007
Graduates	7 060	7 847	7 906
Programmes at post secondary education level			
Total number of students	11 088	13 700	14 174
Entrants	7 322	8 584	8 432
Graduates	3 464	4 057	5 726

Source: Statistics Lithuania database of indicators. Available from Internet:

<http://db1.stat.gov.lt/statbank/default.asp?w=1280>

The main requirement for learners to start CVET covers so-called labour market training programmes is to be over 18 years old. Programmes are designed for persons with various educational attainment levels; it may be required to have a certain qualification or work experience. Duration of the programmes is not longer than 1 year, depending on the target group and the complexity of the qualifications. The programmes are intended at:

- the acquisition of a vocational qualification;
- the acquisition of an additional vocational qualification;
- gaining a right to implement specific jobs or functions.

VET providers

The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) that is entitled to develop and implement VET programmes. VET providers may accept students and start implementing formal VET programmes after receiving a licence from the Ministry of Education and Science. VET institutions may have licences for both IVET and CVET.

Based on the data from the Open Information, Counselling and Guidance System (*Atvira informavimo, konsultavimo ir orientavimo sistema, AIKOS*: <http://www.aikos.smm.lt>), there are **88 VET institutions, the main activity of which is VET provision. In 2012, 74 institutions** (vocational schools - budgetary and self-governing, colleges) **implement IVET programmes; 72 of them are public.** In addition to IVET providers, 260 institutions, the main activity of which is other than VET, have licences for CVET. However, data about CVET is not collected and thus, no reliable data is available to indicate how many providers implement CVET programmes.

VET system management and funding

The laws of the Republic of Lithuania delegate the responsibility for the shaping and implementation of the VET policy to the Ministry of Education and Science, MES. The main MES functions include approval of general VET plans and procedures for formal VET, approval of students' enrolment to state-funded VET programmes, issuing of licences for provision of formal VET, approval of procedure for the development and licensing of formal VET programmes, and the accreditation of competences assessment institutions.

The Qualifications and VET Development Centre (QVETDC, *Kvalifikacijų ir profesinio mokymo plėtros centras*; until 2010 it was known as the Methodological Centre for VET) under the MES performs Qualifications Management Institution's functions as established in new edition of Law on VET, including the organisation of VET and qualifications standards development. It also accumulates and analyses information on VET and human resources development, designs methodologies for the development of VET, assesses and develops VET quality and functions as the Quality Assurance National Reference Point for VET and the EQF National Coordination Point.

Funding for formal IVET is allocated from the State budget in accordance with the methodology of calculating training costs per student as approved by the Government (2008). The unit costs (the so-called 'pupil's basket') include allocations for staff salaries and social insurance, in-service training of teachers and funding for the acquisition of various training resources and for indispensable practical training material. The latter category depends on the level of materials necessary for each specific programme. The unit costs are assigned to the VET provider on the basis of the actual number of students which is multiplied by the number of hours for the implementation of the programme and costs of a training hour.

VET providers may receive income from physical and legal entities for services provided (e.g. training courses, rent of premises). This income is used for education and training purposes.

Based on the data of Statistics Lithuania of 2011, around 6 700 LTL (EUR 1 940) from the state and municipal budgets were allocated per VET student. In comparison, in general education (all levels) this amount was 6 600 LTL (EUR 1 910) and in higher education - 7 700 LTL (EUR 2 230).

Continuing training of employees is funded by the enterprise or the learner. According to national legislation in certain cases training can be sponsored by the State.

Table 5. Sources of funding for vocational schools and their share of contribution, %

	2009	2010	2011
Funding from the State budget, %	89.4	84.4	83.3
Funding from private sources (physical and legal entities), %	8.2	7	8.2
Funding from international organisations, %	2.4	8.6	8.5

Source: Education 2011. Statistics Lithuania, 2012

Quality assurance mechanisms

Provisions for VET quality assurance are set in the Concept of Vocational Education and Training Quality Assurance System (2008). The concept takes into consideration the analysis of experience of Lithuania and other European countries and the Common Quality Assurance Framework (CQAF) for VET in Europe. VET providers are encouraged to introduce internal quality assurance systems.

Vocational teachers

There are two types of teachers in Lithuanian IVET institutions: general education subject teachers (*bendrojo lavinimo dalykų mokytojai*) and vocational teachers (*profesijos mokytojai*). On average, vocational teachers comprise more than half of teaching personnel.

In CVET theoretical and/or practical VET is provided by vocational teachers. Institutions that focus on the unemployed and employees' training (e.g. labour market training centres) may introduce additional teacher positions, for example, practical training managers (instructors).

Table 6. Teaching personnel in vocational schools

School year	Teaching personnel, total*	Of which, vocational teachers	
		total	%
2009-10	3 882	2 116	54.5
2010-11	3 962	2 194	55.4
2011-12	3 897	2 120	54.4

Teaching personnel covers general education subjects' teachers, vocational teachers, class masters, school principals and deputy principals

Source: Statistics Lithuania, Database of indicators. Available from Internet:

<http://db1.stat.gov.lt/statbank/default.asp?w=1280>

Other forms of training

Lithuania also implements non-formal VET training. The Law on VET states that the requirements for the non-formal VET programmes and their implementation may be set by the organisation that orders training under this programme or finances any such training. The objectives of VET programmes, admission criteria and duration are different and mostly depend on the target group.

The decision concerning the tuition fee is made by the education provider. Non-formal adult education may be provided by all education providers, i.e. a school, a freelance teacher, and other education providers (an agency, company or organisation not having education as its main activity) that are entitled to provide education.

Non-formal VET is widely applied in continuing vocational training and is designed for the acquisition of a vocational qualification or individual competences. It is carried out in various forms: learning in the workplace, attending non-formal training courses, distance learning, etc.

III. Shaping VET qualification

VET teachers working in IVET programmes must have a vocational qualification and a pedagogical qualification or must have participated in a course on the principles of pedagogy and psychology. VET teacher training is organised on a consecutive model where a vocational qualification is studied first, followed by education studies. Teachers who are without a pedagogical qualification, irrespectively of their educational attainment level, are offered a course on the principles of pedagogy and psychology of 120 hour duration. These courses can be organized by different institutions and companies which are entitled to provide them. Additionally, universities provide programmes for pedagogical vocational teachers' education.

The first VET standards were developed in 1998. Presently 77 standards are legitimated for the VET sector. VET standards were prepared in a centralised manner with the process coordinated by the Qualifications and VET Development Centre (QVETDC). To assure social dialogue in designing VET standards, 14 Industrial Lead Bodies (*Ūkio šakų ekspertų grupės*) were formed, which equally represented employers, trade unions and VET institutions.

The standards that have to be drafted were specified by the Industrial Lead Bodies. Skills needs research was taken into account when making decisions regarding new qualifications and standards (e.g. sectoral research, labour market forecasts, the Employment opportunities barometer of LLE). A standard was drafted by a working group consisting of vocational teachers and professionals of a relevant field.

Legitimated VET standards are available on the QVETDC website at <http://www.kpmpc.lt/Standartai/iteisinti.html>.

Standards defining content of qualification: VET standards

Sectoral qualifications standards are used in designing the content of VET and assessing whether a person's learning outcomes meet the requirements for a qualification. Identification of the requirements for all levels of qualifications at the same time should improve the permeability between different educational levels and make qualifications formation and improvement more flexible.

It is aimed to involve all relevant stakeholders into the development of qualifications standards. On the national level, the main responsibility for the development and implementation of qualifications system policy is delegated to the MES. MES together with the Ministry of Economy define the structure of qualifications standards, the procedure for standards development, amendments and supplement and approve standards.

Formation of VET curricula

Since 2000 VET programmes are developed by VET providers, in cooperation with representatives of employers. When developing programmes, providers follow VET standards and general requirements approved by the Minister for education and science. A programme may include additional competences to satisfy local needs. The development of VET programmes includes research of the skilled labour force needs on the local level. A newly drafted VET programme is subject to approval by a competent employer organisation (e.g. the Chamber of Commerce, Industry and Crafts).

VET tutors work process

In Šiauliai region VET teachers/ tutors work hour depend on the number of classes. The class work is divided in groups, each class has about 30 learners. Teaching methodology: theory combines with the practice. After formal learning teachers have out-of-school activities which include: meetings with parents, individual consultation and so on.

Report on Vet Coaching Needs Assessment

1. External factors influencing VET

1.1. Structure of Population

As of the 1st of January 2011, according to EUROSTAT, Romania's population was 21,414,000 inhabitants, 48,000 less than as of the 1st of January of the previous year. From the total population, 10,424,000 were men (accounting for 48.7% in total population) and 10,990,000 were women (51.3%). The population has been constantly decreasing since 2000. A sharp decline was noticeable between 2003 and 2011 from 21,8 million people to an approximate 21,4 million people, caused equally by negative demographic trends and external migration processes.

This negative trend is even more relevant if analyzed by different age groups. Romania's young population as of January 1st (less than 15 years), totaling 4,2 million people in 2000, suffered a sharp decrease to about 3,2 million people in 2011, with very important consequences for the educational and training system. Young persons account for approximately 15.1% of the country's total population.

For the age group 15-64 years, the population as of January 1st was about 15 million people during the period 2000-2011. At the opposite end of the age pyramid, the elderly (those aged 65 years and more) recorded a slow increase throughout the period, reaching the value of 3,2 million people at the beginning of 2011, close to the number of population in the cohort 15 years or less.

Another relevant indicator for the demographic and also the social and economic context of Romania is the age dependency ratio. According to EUROSTAT, the trend for the reference period 2000-2010 is indicating a significant decrease; the burden on the economically active population expressed by the dependency index (the ratio of population aged 65+ and 0-14 to the 15-64 age group) being reduced during the period from 46.4% in 2000 to 43% at the end of 2010.

Population forecast data up to 2060 (EUROPOP 2010) shows that the ageing process will continue during the next twenty years: Romania's population is expected to fall by 4,2 million people by the year 2060, reaching about 17,3 million people. On a shorter horizon, in 2020, total population is expected to decrease with about 500 000 persons, registering about 21 million people.

Population ageing will have consequences for the education and training systems. The role of adult education and training will increase considerably. On the other hand, due to demographic decline, schools (especially primary and secondary schools) will face the problem of low numbers of young students. This process has already started and secondary VET schools are supported by national and regional authorities and by European structural funds to develop their capacity for adult education.

1.2. Educational attainment of population

Early school leaving is a phenomenon negatively affecting the quality and competitiveness of the human capital. The early school leaving rate decreased from 23.0% in 2002 to 17.5% in 2011 (Table 1.6). A significant gap between

Romanian and European indicators can be noticed. Compared to the EU-27, Romania's tackling of early school-leaving leaves still a lot to desire. The proportion of the population aged 18-24 with primary or at most lower secondary education who no longer participate in either initial or continuing education is higher than in EU-27. In Romania, the early school leaving rate has a decreasing trend, as in the rest of the EU. It however exceeds the EU average by a high margin. There is a gender gap among early school leavers: the early school leaving rate is higher in the male population, since many of them are leaving school to enter the labour market to ensure financial support for their families. Poverty, low educational attainment of parents and the risk of social exclusion are the most important factors leading to the increase of early school leaving rate.

Also, the surveys available identify the low attractiveness of education among the motivations for early school leaving (only 33% of the pupils surveyed consider the education provided in schools as useful for their social and professional life)

http://libserver.cedefop.europa.eu/vetelib/2012/2012_CR_RO.pdf

libserver.cedefop.europa.eu

Get more Add-ons

Yahoo! Mail

		2007			2010		
GEO	S	3 GEN	3 VOC	4 VOC	3 GEN	3 VOC	4 VOC
RO	TOTAL	90 435	230 970	12 660	86 466	208 202	19 232
	MALES	36 454	133 787	4 338	36 150	122 715	6 387
	FEMALES	53 981	97 183	8 322	50 316	85 487	12 845

Source: Eurostat (UOE Data collection)

YEAR		2007						2010					
GEO	S	5 A1	5 A2	5 B1	5 B2	6	5 - 6	5 A1	5 A2	5 B1	5 B2	6	5 - 6
RO	TOT	115 491	77 488	10 008	:	2 983	205 970	191 151	109 305	140	:	4 764	305 360
	MALES	46 903	30 371	4 137	:	1 495	82 906	72 269	37 537	30	:	2 490	112 326
	FEMALES	68 588	47 117	5 871	:	1 488	123 064	118 882	71 768	110	:	2 274	193 034

Source: Eurostat (UOE Data collection)

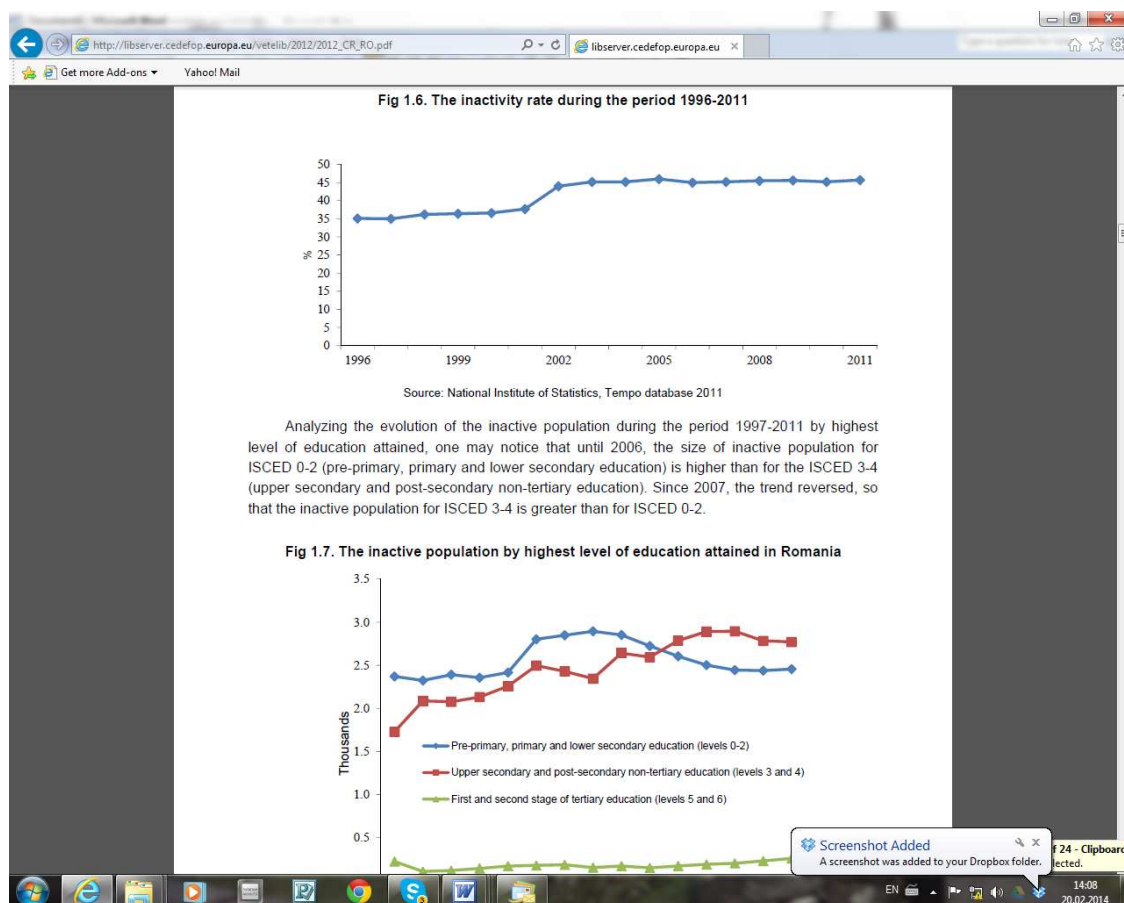
15

EN 14:04 20.02.2014

1.3 Labour market indicators

The high rates of inactivity in the economically active age category of the population, the large number of people working in subsistence farming (currently estimated at 4 million people) and external migration of labor (currently estimated at 2 million people) are occurrences that could account for the decrease in the number of people earning wages, without any corresponding growth in unemployment rates. A factor partly mitigating the effect of lay-offs from state-owned businesses is the development of private sector employment.

The inactivity rate increased from about 35% to 45.7% over the period 1996-2011, according to INS data (2012). The ageing of the population and the increasing inactivity rate generates an increase in the economic old age dependency rate. While in 2000 5.2 employees were 'supporting' 1 pensioner, in 2011 the ratio was 4.7 employees for 1 pensioner. However, it has to be noted that the Romanian pension system is entirely based on contributions. There are practically no non-contributory benefits, so the notion of 'support' is relative, rather one can talk of inter-generational solidarity.



According to the latest data provided by the National Institute of Statistics of Romania, the enrollment rate for the country's school age population stood at 77.6% for the school-year 2010, with the highest value being recorded for the compulsory primary education (population aged between 7 and 10) where enrolment rates have reached the

threshold of 95%. Some differences remained between the rural and urban areas, pointing thus once again to the pressing need of allocating more resources for the rural communities as well as for its agricultural pillar. While in the urban areas graduation rates for primary and lower secondary cycles (grades from 1 to 8, children aged between 7 and 14) were at 97.2% for the same school year cited above, for the rural areas they were 2 percentage points lower standing squarely at 95.8%. The rural lower secondary cycle displayed still at the end the school year 2008-09 the lowest graduation rate, at 94.9%.

In Romania, employment structure by sectors still differs considerable from the mature market economies of the 'old' EU-15. Starting out in the nineties with a completely oversized, yet unproductive, agricultural sector and a likewise oversized and unproductive industrial sector the services sector increased its share of total employment during the first decade of the 2000s.

Industry contracted in terms of employment before stabilizing by the end of the last decade.

Agriculture remains oversized in terms of employment and when compared to its contribution to GDP formation but things have started to change in recent years as more and more structural funds are entering Romania's farming sector. By and large employment in Romania's agriculture remains a form of actual under-employment, a sort of subsistence alternative for individuals outside the mainstream labour market but again there are indications that things have started to change. The construction sector follows the trend of the national economy with a growing share during periods of growth and a declining share during times of recession. After 2000 it experienced a real boom which lasted for almost eight years in a row, going afterwards into a tailspin as the global crisis hit hard the Romanian economy at the beginning of 2009.

Analyzing the level of employment by economic activity for 2010, the largest share is occupied by the primary sector and utilities (33.3%), followed by distribution and transport (20.4%), manufacturing (17.8%), and non-marketed services (13.6%). The area of business and other services has the smallest percentage, 7.2%.

Employment rates for the 15-24 years old displays a slow decline from 27.3% in 2003 to 23.8% in 2011. For the age-group 50-64, the employment rates have slowly decreased from 49.9% in 2003 to 49.2% in 2011. Regardless of the level of education attained, the largest share of employment is recorded for the 25-49 age group.

Unemployment in Romania has been in a steady decline during the past years of economic boom and has been much lower than in other Eastern European countries. This is mainly due to three factors: (1) (under)employment in the agricultural sector, i.e. subsistence farming, (2) a sharp decline in the activity rate at the beginning of the 1990s from about 85% to some 65% after 2000 due to increased enrolment of these age groups into various forms of education including higher (tertiary) education, and (3) migration for employment abroad coupled with activities in the shadow economy. Yet, the labour market after 2004/2005 was characterised by shortages of skills in some sectors and regions, double digit-salary growth and an accelerating pace of job churning (i.e. quite a high number of job vacancies indicating that individuals were changing jobs fast as new opportunities were arising on the market). With the advent of the global crisis in early 2009 it registered soon a nearly complete freeze of job openings followed by successive, though not necessarily massive, waves of collective dismissals and restructuring affecting both private and public sector.

Youth unemployment rates in Romania – people aged 15 to 24 – was 20.8% in 2009, going up to nearly 23.7 % at the end of 2011, according to data provided by the Romanian National Statistics Institute (INS). Youth unemployment in 2004 was over 22.3 percent, but dropped each following year. Long-term unemployment (12 months and more) among young people was 13 percent in 2010, six times more than the 1.7 percent unemployment rate among the older population. The employment rate of the elderly – 55-64 years olds – was 42.6 percent in 2009, 3.4 percent lower than the EU average, having declined to below 41 percent in 2010. In the first three months of 2010, the employment rate of people aged 20 to 64 was 61.6 percent, down 0.6 percentage points from the previous quarter and 0.8 percent from the similar period of 2009. The number of employees dropped from 6,21 million in 2009 to 6,06 million in 2010, while the number of the self-employed rises from 1,78 million to 1,87 million in 2010.

Social policies implemented in recent years have also been directed so as to ease unnecessary burdens on students, give more time for practical application and competence-oriented outputs while in the meantime creating room for disadvantaged minorities such as the Roma minority to promote via public education their own values and culture helping to break the cycle of discrimination - lack of education - poverty.

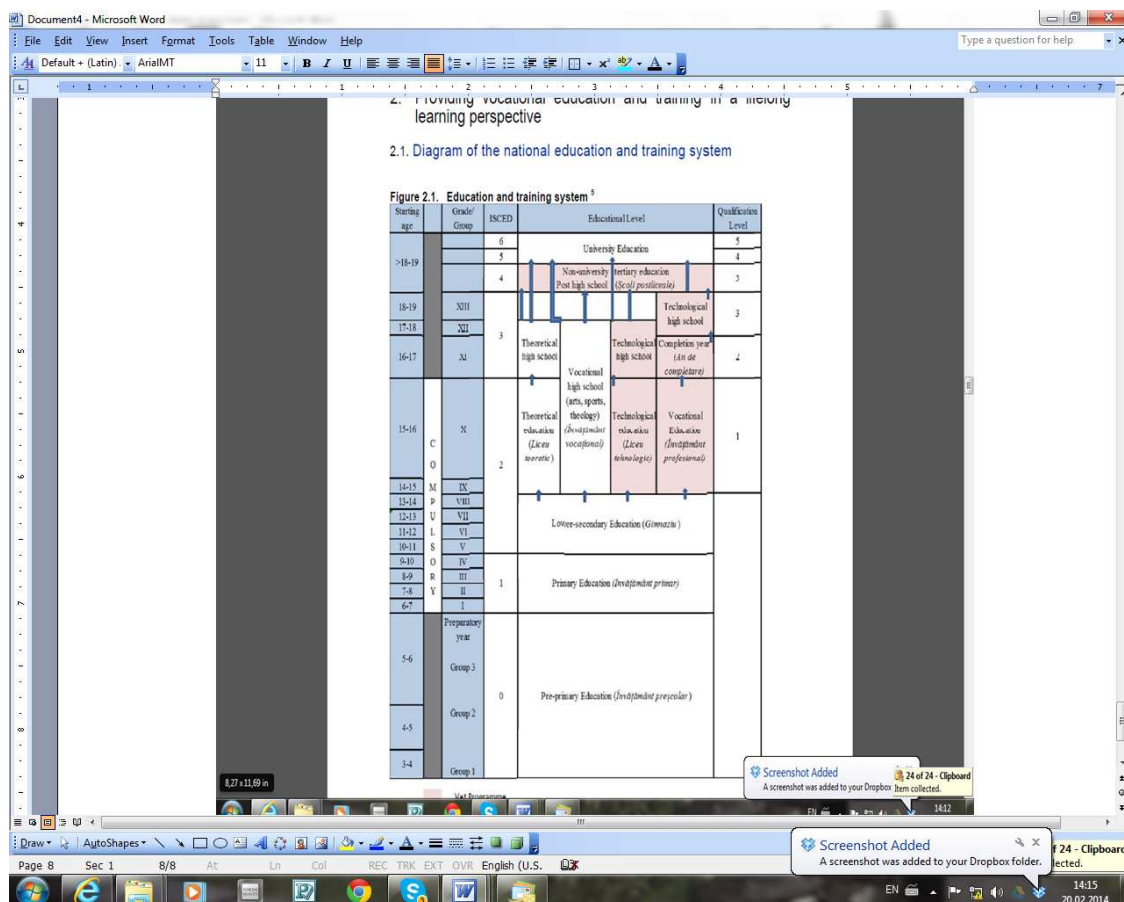
Nevertheless, the education reform also entailed an adaptation to smaller cohorts for primary education as a result of smaller generations born in the nineties. This has especially affected rural schools and kindergarten, part of which had to be closed (e.g. in 2008 only 12.2% of kindergartens were functioning in rural areas). The fact that rural areas still lag behind in amenities of modern life makes it difficult to assure proper education infrastructure and to attract qualified teaching personnel. Despite efforts made to stimulate teachers to move to the rural areas, including special financial incentives in addition to the basic salary, results remain dismal. Graduation rate for lower secondary education remains lower than in urban areas while drop-out rates, which in the school year 2007-08 have marked a reversal of their rising trend in urban areas, have continued their ascent in rural areas unabated. This points to serious problems especially as school age population will continue on a descending trend in the years to come. Compounded with limitations in funding this might lead to further school closures.

Children in small, isolated communities will remain thus a group at risk.

The highest level of unemployment is recorded for the age groups 15-24 and 50-64 for the level of education ISCED 3-4, while for ISCED 0-2 the age group 25-49 has the highest rate of unemployment (table 1.4).

2. Providing vocational education and training in a lifelong learning perspective

2.1. Diagram of the national education and training system



2.2. Government-regulated VET provision

The national education system comprises the following education levels (preuniversity):

- a) pre-primary education (0-6 years);
 - b) primary education;
 - c) secondary education, including:
 - (i) lower secondary education (gimnaziu), grades V-VIII;
 - (ii) upper secondary education, grades IX-XII/XIII, with the following paths: theoretical, vocational and technological;
 - d) professional education (învăţământ profesional); in Romania Professional education (initial VET) comprises: vocational education, technological path of the upper secondary school and post high school;
 - e) post-secondary education (tertiary education including post-high school education).
- The general compulsory education includes primary education and lower secondary education. Upper secondary school education includes the following channels:
- a) a theoretical path with two programmes (profiles): Science (mathematics and computer programming or earth studies) or Humanities (social studies or languages);
 - b) a technological path with the following programmes: technical, services, natural resources and environmental protection;
 - c) a vocational pathway (învăţământ vocaţional), with the following programmes:

military, theological, sports, artistic and educational.

The lower secondary education (gimnaziu) graduates who are not enrolling in upper secondary school education have the possibility to complete a programme of professional training that offers a qualification included in the National Qualification Framework (this programme is free if it is completed until the age of 18 years).

After completing lower secondary education pupils can continue their studies in upper secondary school or professional school. Admission is based on each pupil portfolio including: graduating diploma, transcript (foaie matricola) and on the grades received at national evaluation exams taken at the end of VIII grade. The national evaluation consists of written examinations in Romanian language and literature, mother language (if different from Romanian), mathematics and sciences, and foreign language. Computer skills are assessed during the year of study.

The upper secondary school graduates having acquired (formally, non-formally or informally) professional competences can take a certification exam and if they pass this exam they attain a qualification certificate and a descriptive supplement (Europass). Vocational and technological upper secondary education can be organised for the qualifications included in the national register of qualifications which is periodically updated according to the labour market needs identified through strategic documents regarding training supply planning at regional level. These routes of the upper secondary education can be organised according to the requests of the employers or from the National Agency of Employment (Agenția Națională de Ocupare a Forței de Muncă - ANOFM).

The pupils graduating X grade of the technological path and having completed a practical training (internship) have the possibility of taking a certification exam for the qualification associated to the certification level established through the National Qualification Framework. The internship can be done in the education units or in the public institutions or economic agents to which the education unit has signed training contracts.

The baccalaureate demands a given combination of subjects, including centralised examinations. For students at technological upper secondary schools this combination reflects their vocational specialisation to an extent, but also includes relevant scientific subjects and (for all students) Romanian and a modern foreign language. Holders of the baccalaureate may apply to university. Candidates who pass the baccalaureate, regardless of whether or not they have a vocational qualification, can go on to university. In order to go to university one must have the baccalaureate and this is a requirement for both theoretical and vocational upper secondary school graduates.

Outside the university sector, Romania has several post-secondary education institutions: post-high schools and foremen schools (școli postliceale și școli de maiștri). These are open to students who have attended upper secondary school (whether theoretical or technological) and offer a range of qualifications, mostly of two years' duration. They charge fees to students or employers where students are employed.

Post-secondary education (post-upper secondary school) is included in the professional and technical education and partially financed by the state. It provides an opportunity for advanced vocational training for the graduates of secondary schools (with or without baccalaureate diploma). Programmes may be recurrent or specially arranged to meet the needs of specific employers. The latter is closely related to the ongoing provision of on the job training for employers. Such training may be formal or informal

with formal training being most closely related to the post-secondary schools. Post-secondary education:

- develops, by in-depth study and specialisation, the training fields of the technological upper secondary school: technics, services, natural resources and environment, or other particular fields of post-secondary specialisation, that are specific to the non-technological branches (certifies qualification level 3 for the qualification areas that presume theoretical capacities, for instance laboratory technicians, assistants in different sectors of administration, banks, media and advertising);
- represents a higher level of specialisation for the graduates of the upper secondary school;
- is financed by the beneficiaries, either juridical or personal entities, by contract with the providing school;
- entitles the student passing the entrance exam to a certificate of vocational competences.

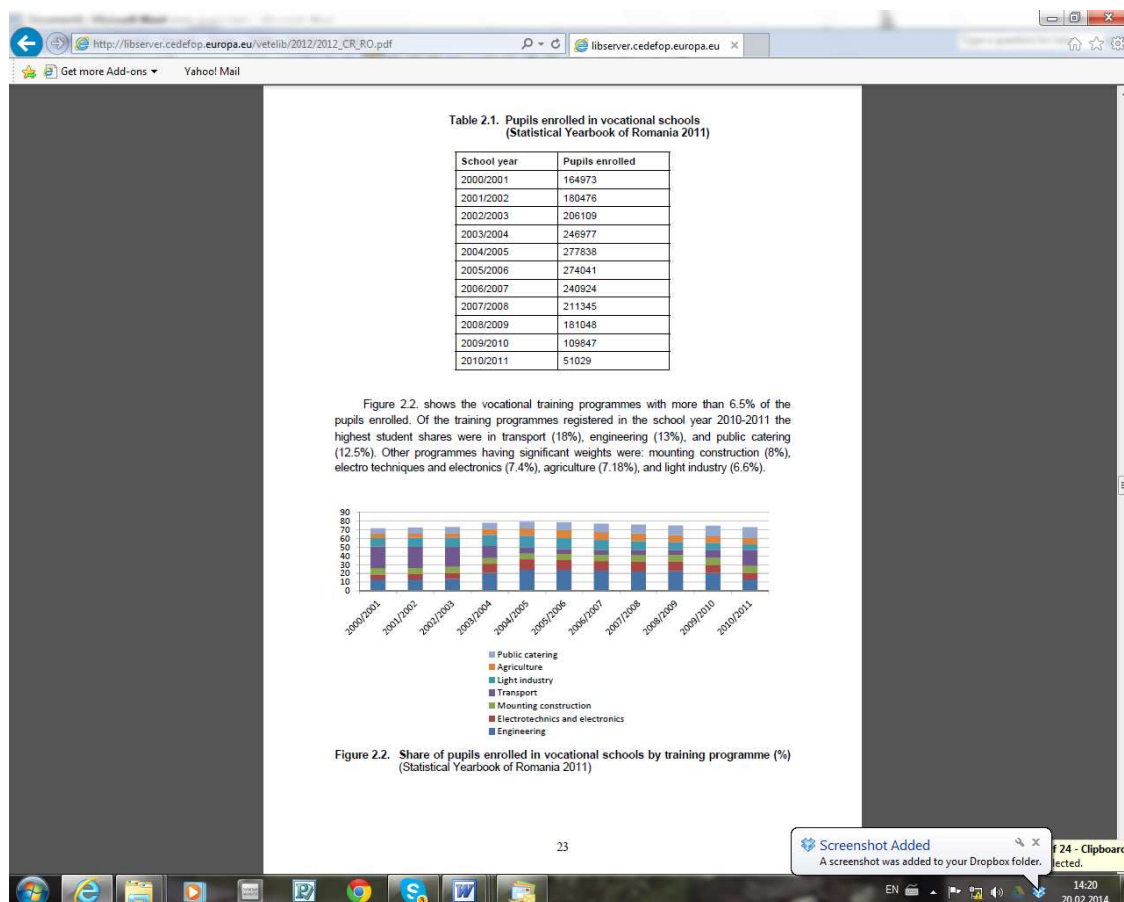
The foreman school (scoala de maistri) is included in the post-secondary category presenting the following characteristics:

- organised in respect of the legal provisions in force that specifically regulates the conditions of participation to this type of school together with diploma recognition;
- may have alternative financial sources, through social partners and enterprises or by request of individual financing.

Post-secondary education refers to a vocational qualification of a maximum of 3 years offered to those who graduate upper secondary school (including those who do not hold the baccalaureate diploma); it is non-university education. Education and training credits acquired in post-secondary education can be recognised by the university (depending on the decision of the university senate) for graduates with a baccalaureate degree.

From the point of view of the qualification levels adopted in Romania according to the European Council Decision 85-368-EEC, the pre-university technical and vocational education assures the first 3 qualification levels, as follows: qualification level I through the arts and trades school, qualification level II through the completion year, and qualification level III through the upper secondary school cycle – technologic route and through post secondary education.

The number of pupils graduating from vocational schools represents 12.8% of the total number of students enrolled in education programs. In the school year 2010/2011 the number of students enrolled in vocational schools was reduced by 54% compared to the previous year. Also, in recent years there was a decrease in the share of students enrolled in vocational education of the total school population.



2.3. Other forms of training

Non-formal training in CVET means directly engaging in specific activities at work or self-training. Non-formal learning is a learning process integrated into different planned activities with learning objectives, which not explicitly follow a curriculum and can vary in duration. This type of learning depends on the intention of the learner and not automatically lead to certification of knowledge and skills.

The programme for fighting the marginalisation and social and professional exclusion of young people who dropped out from compulsory education without acquiring the minimal competence needed for obtaining a job (Second chance), unfolds according to the prescriptions of the Ministry of National Education Order MNEO no. 3062/ January 18, 2000. This programme is addressed to young people between 14 and 24 who have not completed their lower secondary education studies and it has two major objectives: the completion of compulsory studies and the obtaining of certain qualifications. The organisation of this programme is part of a package of concrete measures regarding the completion of compulsory education and the ensuring of a chance for social and professional integration of young people. The programme is based on a partnership among several institutions:

educational units, public administration, social partners and non-governmental organisations.

The main aim of the employment program for socially marginalised people developed

by the National Employment Agency in 2011 is the social inclusion of young people facing the risk of professional exclusion. The objectives of this programme are:

- increasing the employment rate of disadvantaged people;
- promoting social inclusion and social security and protection of young people facing the risk of professional exclusion;
- preparing young people at risk of social exclusion for an active life in the community in formal and non-formal education system;
- providing access to training, tailored to the labor market, according to the personal choices of young people.

The main tool which provides personalised support for young people in difficulty and facing the risk of professional exclusion, is the so-called 'solidarity contract', a scheme specially designed for youngsters between the ages of 16 and 25 and operated by the National Agency for Employment through its nationwide network of local employment offices

(Agentie Judeteana de Ocupare a Fortei de Munca). In the frame of this specific arrangement, the National Agency for Employment is providing personalised job counselling, access to training as well as job placement. Jobs are provided by selected employers (designated as 'social insertion employers') in the frame of solidarity contracts concluded between them and the agency. In the frame of the contract they accept youngsters between the ages of 16 and 25, placed into their job openings by the employment services. For each such person employed, enterprises are reimbursed the full monthly salary of the individual employed provided that the salary does not exceed 75% of the national average. Contracts have to have a determined duration (closed-ended). Following the termination of such a contract, enterprises engaged in the procedure are mandated to conclude a second, this time of non-determined duration (open-ended) contract. For a period of maximum two years afterwards, provided however that this does not extend beyond the moment when the employed youngster reaches the age of 25, enterprises are eligible for a stipend worth 50% of the amount of the unemployment benefit the youngster would receive if unemployed.

According to the Statistical bulletin on labour and social protection (2012) the number of persons unemployed but following organised vocational training courses is 3 225 after the first quarter of 2012 and 5 126 for the months January-June 2012. Employment through vocational training is an active measure that had in the first quarter of 2012 a national rate of 4.25% of the total achievements.

According to ANOFM (the National Agency of Employment), the most required occupations for which training programmes will be organised in October 2012 are:

- Trade worker - 389 people
- Introduction, validation and processing data operator - 267 people
- Waiter, vendor in the food industry - 171 people
- Inspector (referent) HR - 169 people
- Accounting - 166 people
- Communication in English - 163 people
- Barber, hairdresser, manicure, pedicure - 160 people
- Cook - 145 people
- Farm worker - 137 people
- Construction worker - 135 people

3. Shaping VET qualifications

3.1. Validation of prior learning

Persons wishing to be evaluated for the recognition of professional skills acquired in other learning contexts than the formal must address an accredited assessment center for

the specific occupation or qualification. Depending on the assessment conducted, these centers can give the following types of certificates of national recognition:

a) certificate of qualification - if the candidate has been declared competent in all competences related to a qualification or an occupation, according to the occupational standards;

b) certificate of competence - if the candidate has been declared competent for one or more skills associated with a qualification or an occupation, according to the occupational standards.

The certificates are printed by the Labor Ministry and are made available to training providers for a fee.

Romania has during the last decade developed a system for the validation of nonformally

or informally acquired skills and competences. According to specific norms adopted by the The National Authority for Qualifications (Autoritatea Nationala pentru Calificari (ANC)), procedural arrangements have been put into place so as to create a network of specialised providers known as validation/assessment centres. Basically these units functioning for one or more competences or skills are simply divisions of existing training providers which, according to specific procedures, have certified themselves for the validation/assessment of non-formally or informally acquired skills or competences associated with a certain occupation. In most of the cases training providers already accredited to provide training for a certain occupation have also opened validation centres for

the same occupation or group of occupations (e.g.: a training provider having accreditation

for carpenters also opened a validation/assessment centre for the same occupation). This

scheme greatly increases flexibility on the labour market, is highly welcomed by both unions

and employers alike and makes for a bonus in times of crisis as it reduces the costs associated with formal training. Sector committees which have a pivotal role in the development of occupational standards have greatly encouraged the development of validation centres which at their turn have been an incentive to further develop occupation

standards for more occupations as the procedural bedrock for validation of non-formally and

informally acquired skills and competences greatly benefits from the existence and enforcement of occupational standards. Currently 61 validation centres are recorded into the

National Register of Validation/Assessment Centres maintained by the ANC. The number of

occupations for which validation/assessment of non-formally and informally acquired skills

and competences is possible is currently at 116 according to ANC statistics.

32

3.2. Anticipating skill needs

Among the most important measures taken in order to anticipate skill needs are the following:

- in the frame of three regional ESF funded projects, the National Labour Research Institute, jointly with school inspectorates and using survey-based methods, is investigating the labour market trajectory of high school graduates so as to enable school inspectorates to adjust their education and training supply, including initial VET, in accordance with labour market needs. The exercise is in process with the first result being scheduled for the end of this year;
- also in the frame of an ESF funded project, this time a strategic initiative, the National Labour Research Institute, jointly with its partners including a transnational partner (the Italian Fondazione Giacomo Brodolini), is developing its own system of anticipating labour market trends at national level using econometric tools and thus making further use of the experience acquired in the SkillsNet Pan-European exercise. The Romanian Project ended in 2012 (May);
- ACS - Anticipating changes on the labour market. This project is implemented by ANOFM between 2011-2013 and it is financed by the European Social Fund via the Sector Operational Program Human Resource Development SOP HRD (Priority Axis 4). The aim of the project is to increase the capacity of anticipating the short and medium term developments on the labour market at local, regional and national level. The outcome of the project is to identify adequate employment measures and to improve/develop new ones for labour market participation of a large number of jobseekers through 16 forecasts on regional labour market and 2 at the national level;
- the National Scientific Research Institute also participates, since its inception in 2005, in the SkillsNet network of Cedefop, being also an active partner in the Cedefop financed pan-European initiative on the anticipation of the supply and demand for skills. In the frame of this initiative the Institute has been responsible for the validation of projections for eight countries, most of them in Central and Eastern Europe, plus Greece and the FYR of Macedonia.

3.3. Qualifications

The National Authority for Qualifications (ANC), is organised and functions as a public institution with a legal personality and it is coordinated by the Ministry of Education, Research, Youth and Sports (MECTS) .

In 2011 the ANC finished the National Qualification Framework for Romanian higher education. Thus Romania is among the first 10 countries accomplishing this in accordance

with the requirements of the Bologna process and the commitments made by ministers of

education in Bergen (2005) and Leuven (2009).

33

Fulfilling this commitment was achieved through the development and completion in October 2011 of the strategic project 'Development of an operational system of higher education qualifications in Romania – DOCIS'. The impact of the project consists in ensuring

consistency, compatibility and international comparability of qualifications and titles acquired

in higher education in Romania.

The ANC established a working group to carry out a self-certification report regarding the compatibility between the National Qualification Framework and the European Qualification Framework for higher education (December 2010). In September 2011 the ANC

constituted a committee consisting of Romanian and foreign experts whose tasks are related

to the analysis, revision and validation of the self-certification report.

3.4. Evaluation

The ANC coordinates the activity of evaluation and certification of the professional competences acquired through other pathways than the formal ones. The professional competences evaluator must be a specialist with work experience and/or coordination in the

occupations/qualifications he or she is evaluating and also he or she must be certified by ANC according to an occupational standard professional competences evaluator.

As far as the adult training is concerned recognition and certification of professional competences acquired in other channels than through formal education are currently done in

validation/assessment centres which are authorised by the ANC according to the evaluation

and certification procedure of the professional competences.

3.5. Quality assurance of the process

The methodology of qualification and competences certification⁹ is designed for vocational education and training and it is based on the initial and continuous training principles in formal, informal and non-formal training. This methodology was developed and

structured in order to follow the model of excellence of the European Foundation for Quality

Management (EFQM). The principles of the methodology should apply to all forms of assessment of skills and competences in education and training (VET). Evaluation results

are based on successful completion of the evaluation process which aim is to assess the acquisitions acquired (knowledge, methodological issues, skills and competences) by an individual leading to a certification normally required in the labour market and/or provide access to a higher educational level or academic career. Vocational education and training

is based on standards (occupational standards and their corresponding qualifications or training standards). Evaluation associated with these standards is done according to evaluation criteria. The acquisitions of the persons being assessed refer to the following competences: the ability to use knowledge, skills and methodological issues manifested in a

given situation.

⁹ The methodology is available at <http://www.anc.gov.ro/uploads/so/m4.pdf>

34

The National Qualifications System consists of several organisational entities at national, regional, county and local levels. Regarding the application of the methodology for

certification of qualifications and skills, these entities meet a number of additional tasks in

relation to the following institutional structures:

1. national infrastructure;
2. development of the assessment requirements;
3. training and evaluation of the evaluators;
4. provision of assessment, certification and quality assurance services;
5. data collection, data analysis and improving quality.

National infrastructure is defined in terms of the institutions that develop and/or implement policies related to the provision of training and qualifications assessment in the National Qualifications Framework (NQF). These institutions are:

- **the Ministry of Education, Research, Youth and Sport** - National Authority for formal education at all levels, in terms of pre-university education (including IVET) and higher education and also CVET policies in collaboration with the Ministry of Labour and sectoral committees;
- **the sectoral committees** - bodies responsible (in collaboration with the Ministry of Education and Ministry of Labour) for the definition and validation of the standards and qualifications, and for policies regarding CVET;
- **the Ministry of labour, family and social protection** - National Authority for CVET policies;
- **ACPART** - National Authority for Qualifications in Higher Education;
- **ARACIS** - Romanian Agency for Quality Assurance in Higher Education;
- **CNCEIP** - National Center for Curriculum and Assessment in Pre-university Education;
- **CNDIPT** - National Centre for the Development of Vocational and Technical Education at undergraduate level;
- **ARACIP** - Romanian Agency for Quality Assurance in Pre-university education;
- **the School Inspectorate** - Local Authority with responsibilities in quality assurance in initial training;
- **the ANC** - National Authority for Qualifications;
- **Intermediary bodies for certification** - bodies responsible for quality assurance regarding competences certification in CVET.

Regarding the difficulties concerning this topic we should underline the fact that the occupational standards are developed by the training providers on their expenses. The National Group for Quality Assurance (GNAC-Grupul Național pentru Asigurarea Calității) is an informal structure acting as the national reference point of the European Network for Quality Assurance in Vocational Education and Training (EQAVET), whose main function is the coordination and harmonisation of quality assurance systems in VET. GNAC accesses European funds mainly through the Romanian Agency for Quality Assurance in Pre University Education (Agenția Română de Asigurare a Calității în Învățământul Preuniversitar). The project title is 'Capacity Building for the Romanian NRP: Promoting Quality - QUALVET@RO' and its aim is to elaborate a communication strategy for the GNAC in order to implement the EQARF Recommendation, policies and instruments elaborated within EQAVET.

Another national project related to quality assurance is CALISIS (Quality assurance in the continuous vocational education and training system in Romania) (POSDRU 2007-2013), whose main aim is to develop and implement a national system for quality assurance and management in CVET by undertaking relevant scientific studies, having an approach compatible with EQAVET/EQARF.

A national quality assurance mechanism worth mentioning is the national strategy for quality assurance in education that is implemented by the Romanian Agency for Quality Assurance in Pre-university education. This agency is responsible for:

- external evaluation of the quality of education offered by pre-university schools;
- licensing, accreditation and evaluation of pre-university schools.

The purpose of the external evaluation is mainly:

- to certify the ability of schools to meet quality standards;
- to have a role in the development of a quality culture in the pre-university institutions.

Regarding the university system, in 2006 it was established a similar agency, the Romanian Agency for Quality Assurance in Higher Education.

According to the new law on education no.1/2011, the National Qualification Framework helps to ensure the quality of vocational training system. The National Qualification Framework is a tool of classification of qualifications according to a set of criteria for specific levels of learning achieved, which aims to integrate and coordinate national qualification subsystems and improve transparency, access, progression and quality of qualifications in relation to labour market and civil society. The implementation of the National Qualification Framework targets the national system of qualifications obtained in general secondary education, continuing vocational training and apprenticeships, and higher education both in formal and informal contexts from the lifelong learning perspective.

Article 355 from law no.1/2011 stipulates that the national quality assurance system of permanent education includes a quality assurance system in pre-university education, in higher education, in initial vocational training and in continuing vocational training. The National Group for Quality Assurance in Education and Training (GNAC), the informal structure that works as a national reference point for quality assurance in education and training, coordinates the harmonisation of quality assurance in education and training.

4. Promoting participation in VET

4.1. Guidance and counseling

There are two types of guidance and counseling: one based on education (university and pre-university levels) and another on the labour market (agencies for employment). Regarding the education network, the new Law on National Education no.1/2011 states that in primary education, the educational counseling is provided by the teacher in cooperation with parents and with the school psychologist, in lower and upper secondary education the guidance and counseling is provided mainly by the pedagogical assistance offices, organized in schools with more than 800 pupils, subordinated to county pedagogical assistance offices (schools with fewer than 800 pupils turn to the pedagogical assistance offices from other schools).

In higher education, guidance and counselling is provided by career guidance and counselling centres in universities in order to facilitate the socio-professional transfer of graduates into the labour market. Also, within each university, teacher assessment tools provide a criterion related to counselling and career guidance activity.

Regarding the labour market network for lifelong guidance, the county agencies for employment are responsible for guidance/counselling, especially for disadvantaged groups (mainly low-skilled people or the unemployed). They offer information about training opportunities and also job opportunities, ensuring thus the necessary consistency between training supply and labour demand. According to article no. 350 from the new Law on National Education no.1/2011, lifelong career guidance and counselling represents all services and activities that assist people of any age and at any time to make choices in education, training or work and to manage their careers.

Counselling and career guidance is carried out by units and educational institutions, universities, training institutions, employment services, and labour and youth services.

In the present law, counselling and guidance include the following activities:

a) information about careers, which refers to all information necessary to plan, obtain and keep a job;

b) education regarding the career, which is done in educational institutions by the curricular area 'counselling and guidance';

c) career counselling that helps people clarify their goals and aspirations, understand their own educational profile, make informed decisions, be responsible for their actions, and to manage their career transition process at different times;

d) employment counselling, which helps people to clarify their immediate goals in hiring, and learn about the skills necessary to seek and obtain a job.

The Romanian system of information, guidance and counselling services is composed by several networks, centres or services, under the supervision of the Ministry of Education,

Research, Youth and Sports and the Ministry of Labor, Family and Social Protection. All institutions above are funded by the state budget.

The majority of the staff employed by the specialised institutions of the Ministry of Education network providing information, guidance and counselling services in the education field are psychologists, pedagogues, sociologists and social workers. Their basic training is ensured by university courses offered by the Faculty of Psychology and Educational Sciences and the Faculty of Sociology and Social Work. Many graduates followed postgraduate training modules (Advanced Studies or Master degrees) specialising in counseling and guidance, psychotherapy, management and school administration. Attending postgraduate courses in guidance and counselling is not a pre-requisite of obtaining a counselor position in pre-university education.

By the Ministry of Education Order no. 3370 (03.09.1998), the Institute of Educational Sciences through its Educational and Vocational Guidance Department was granted the role of methodological authority for the Ministry of Education guidance and counseling network EUROGUIDANCE. It undertakes research in the field, designs working tools that meet counselors' professional needs, and organises short-term information/training programs for counselors working in the information, guidance and counselling network. The Educational and Vocational Guidance Department within the Institute of Educational Sciences developed the following projects:

- **Euroguidance (1999-present):** aims to promote the European dimension in guidance and counselling and provide information on mobility;
- **Education for social-professional insertion of pupils. Compendium of methods and techniques used in career counselling (2005-2005):** aims to identify the relevant methods for career guidance;
- **GIRC-Guidance Innovation Relay Centres (2005-2007);**
- **Counselor training program in pre-university education (2006);**
- **Analysis of lifelong counselling needs (2006):** study on initial training programs counselors (university, master, postgraduate) in Romania and the EU;
- **Monitoring system of graduates in the perspective of lifelong counselling (2007):** aims to identify the influence of counselling on career decision-making and on perceptions of graduates in relation to lifelong learning and also to shape a monitoring system of graduates from the perspective of lifelong counselling and guidance;
- **GIANT-Guidance Innovative Actions and New Tools (2008-2010);**

- **NCP-VET-CO (2009-2011)**: aims to develop an effective network between the National Coordination Points in the participating countries and compiling a methodological guide for linking VET qualifications with the European Qualification Framework;

- **Virtual Guidance (2009-2011)**: aims to increase ICT usage among counselors providing guidance, training and skill formation necessary for the provision of such services.

4.2. Incentives to promote participation in VET and access to the labour market

Among the main measures and initiatives that facilitate cooperation between the education and employment sectors presented in the National Reform Programme 2011-2013, the following is worth mentioned:

- **the transition from unemployment or inactivity to employment**: during the period 2011-2013, a package of measures concerning labour stimulation focuses on supporting jobseekers in order to improve their individual employability (personalised career information and counselling programmes, vocational training programmes and individual entrepreneurship stimulation), and enforcement of the legal framework regarding the unemployment insurance systems and the employment stimulation;
- **the reform of the legal framework on employment stimulation**: the modification and completion of Law no 76/2002 on the unemployment insurance system and employment stimulation addresses the development of new employment stimulation measures, and the adaptation of their implementation to the current needs of the labour market. The draft law stipulates the introduction of the following elements: providing free services to assess the skills acquired in informal and non-formal learning; grading the financial support to unpaid unemployed persons during the participation in continuous vocational training (CVT) programmes; more flexible conditions for subsidising CVT programmes that have been organised by employers; improve the access of mobility bonuses for unpaid unemployed persons; and reduce the conditionality for the companies that hire unemployed persons and persons belonging to the vulnerable groups.
- **active employment measures**: during the period 2011-2013, through the European Social Fund (SOP HRD, Priority Axis 5), there is an initiative aiming at facilitating the transfer of unemployed people to the labour market, especially those with a precarious situation (long-term unemployed). By the end of 2013, it is estimated that a total of 59,000 long term unemployed will participate in this initiative. The integrated employment programmes include a comprehensive set of measures aimed at developing individual capacity for searching for a job and becoming employable, and facilitating the transfer to the labour market. During the period 2011-2013, the National Agency of Employment (ANOFM) is implementing projects funded under the European Social Fund through SOP HRD (Priority Axis 4):
 - **Call centre PES** - increasing the quality and efficiency of services offered by the implementation of call centres. The project aims to increase the opportunities for vocational guidance/training/development and socio-professional integration on 39 the labour market of jobseekers by developing an innovative system for providing information. The value of the entire project is RON 11.2 million;
 - **Proself - PROMoting SELF-service services** – the project aims to render more

modern and flexible the system of providing public employment services (PES). A study on the needs of the agency customers will be prepared, and 47 self-service centres will be set up. The project budget is RON 18.5 million;

- **MedForm** – the project aims to adapt the ANOFM employees to new forms of organisation and management, due to legislative changes, by vocational training of staff to meet the new requirements. The project aims to train 210 persons as facilitators, and 10 persons as facilitators' trainers. The project budget is RON 11 million;

- **RATIO L3** - the project aims to create the general framework for increasing the professional skills level of PES staff based on an innovative approach of continuous training. The project budget is RON 18.3 million;

- **COMPROF - Increasing the level of professional skills** for ANOFM staff in order to provide personalised services to the unemployed, vulnerable groups and jobseekers. The project aims to develop and test a model for providing training programmes for agency staff, to improve staff skills to provide customised employment services. The project budget is RON 18.5 million;

- **CAMPION - Autonomous and modern training centres by implementing a new organisation.** The project aims to modernise and improve the institutional capacity of the eight regional vocational training structures of the agency (regional vocational training centres for adults) to become more competitive in providing quality services tailored to market demands. At the same time, there will be agreed protocols and co-operation agreements with companies, other national and international training centres, and collaborative networks will be set up. The project budget is RON 20.8 million;

- **ECOP - Performance-oriented continuous training dedicated to the professionals involved in the unemployed training.** It aims at increasing the level of professional, social, civic and communicational skills of the personnel involved in training unemployed people. The project budget is RON 20.9 million. During the period 2011-2013, the Ministry of Labour, Family and Social Protection, the Ministry of Education, Research, Youth and Sport and ANOFM are implementing programmes and/or projects (state aid and co-financing schemes) to stimulate the continuous vocational training (CVT) of employees and the involvement of the social partners in linking education and training systems with labour market evolution. In order to ensure the long term sustainability of the rural areas during the period 2011-2013, the financial interventions supported under the ESF (HRD SOP) take into consideration guidance, counselling and vocational training of persons living in the rural area in entrepreneurship and non-agricultural fields, as well as integrating inactive persons on the labour market, including those who earn their living from subsistence farming. Until 2013, it is estimated that 135,500 persons from rural areas are to participate in the integrated programmes dedicated to developing human resources and employment.

In accordance with the Europe 2020 flagship An Agenda for New Skills and Jobs, the government will undertake the necessary steps for the implementation, at national level, of the flexicurity concept and of measures leading to the increase of chances of integrating persons of disadvantaged groups, women and young people into the labour market.

Moreover, the National Framework of Qualifications will be completed, the Classification of Occupations in Romania will be revised and the development of partnerships between the education system and the labour market will be supported, especially by involving social partners in the planning of education and training offers. The measures of

facilitating young people's entry in the labour market (guidance, counselling, apprenticeship, company set-up) will also contribute to the implementation of the Youth on the move flagship initiative.

In order to assure the active participation of people at risk of poverty, and of disadvantaged communities to implement the most appropriate measures of combating poverty, Romania plans to set up the appropriate framework to facilitate the access and participation of persons belonging to vulnerable groups into the labour market. Specific programmes for the (re)integration on the labour market of persons belonging to vulnerable groups and training programmes dedicated to acquire basic skills and qualifications will be developed. The programmes address the following categories of persons: the Roma people, disabled persons, young people under 18 leaving the institutional child care system, persons benefiting from the minimum guaranteed income, the homeless, and people living in remote communities. During the period 2011-2013, it is estimated to set up 500 structures related to the social economy and 10,000 jobs within these structures, and 150,000 people will participate in training/(re)training programmes for vulnerable groups.

Bibliography:

Asigurarea calitatii in formarea profesionala continua, CNCFPA, 2008.
European Commission, Structurile sistemelor de educatie si formare din Europa.
Romania, editia 2009/10.
European Commission, National system overviews on education systems in Europe and ongoing reforms, edition 2010
National Reform Programme (2011-2013), Bucharest.
Baza de date Tempo, Institutul National de Statistica, www.insse.ro
Out of School Children National Report - UNICEF Romania