

**The National Implementation Plan
for Initial and Continuous Vocational Education and Training
(NIP-VET)
ROMANIA**

Non-official translation

Annex 1

1. Brief information on the national context and baseline

i. **The National Implementation Plan for Initial and Continuous Vocational Education and Training (NIP-VET)** defines national measures to achieve the objectives set at European level, through *Council Recommendation of 24 November 2020 on Vocational Education and Training (VET) for sustainable competitiveness, social equity and resilience*¹. In the elaboration of the NIP-VET, a series of national programmatic documents were taken into account that guide and support the interventions in the direction of the development and modernization of the system of initial and continuous (of adults) vocational education and training:

- **Educated Romania - vision and strategy 2018-2030**², developed on three main pillars:

- tailored – made teaching and learning process and quality assurance of the education and training process involving all pupils / students;
- making the education and training system more flexible in order to respond concretely to the changing profiles and roles of the beneficiaries and actors involved
- adapting the system to external changes and future trends.

- **Education and Employment Operational Program (EEOP)** which focuses ESF interventions on major challenges in the field of education and employment, linked to the priorities of the European Union's policy objective 4, Agenda for Skills in Europe, Digital Education Action Plan (2021-2027), the European Green Pact³ and the Sustainable Development Goals.

- **National Recovery and Resilience Plan (NRRP)**⁴ which proposes specific investment projects that address common issues within all Member States, in areas that create jobs and growth and are necessary for the green and digital transition.

¹ Council of the European Union, *Council Recommendation of 24 November 2020 on Vocational Education and Training (VET)*, [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202(01)&from=EN)

² Presidential Administration, Department for Education and Research, *Educated Romania, Vision and Strategy 2018-2030*, <http://www.romaniaeducata.eu/>

³ COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE EUROPEAN COUNCIL, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS The European Green Deal
COM/2019/640 final, <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1576150542719&uri=COM%3A2019%3A640%3AFIN>

⁴ Romanian National Recovery and Resilience Plan, approved by EU Council 28 October 2021, NRRP <https://mfe.gov.ro/pnrr/>

• ***The National Employment Strategy 2021-2027***⁵ which aims at increasing the quality of employment through measures to activate inactive people who are fit for work, the unemployed, especially the long-term unemployed, young people, including NEETs, by promoting a competent, skilled and adaptable workforce, with a view to combating social exclusion and promoting social dialogue in order to increase convergence and improve resilience, but also to reduce disparities at territorial level.

The strength of the **EEOPEOP** approach is ensured by the existence of the national strategic framework represented by the **Educated Romania** project, which is coherent with the **National Reform Program**, substantiating the national investment priorities supported by the ESF 2021-2027 programs.

Thus, **Educated Romania** strategically supports the interventions proposed by **EEOP** and correlates them both with priorities from other national strategies interconnected with the field of education, and with the interventions that will be financed by the **National Recovery and Resilience Plan (NRRP)**, ensuring the complementarity that is necessary for the progress of education reform in Romania.

The proposed specific objectives contribute to the achievement of the goals declared within educational policies in Romania: the education and training system trains active citizens; education is individualized, focused on individual's needs; education begins as early as possible and continues throughout life; teachers have pedagogical autonomy, are mentors and facilitators of learning, true professionals in education; there are sufficient resources allocated to education in a transparent and efficient manner; the education system is fair and meets quality assurance criteria for the development of every student; young people can express their option for flexible pathways in education; the education system in Romania is attractive, facilitating an increased intensity of international mobility; functional literacy of all students; lifelong learning focuses on the acquisition and development of key competencies and competencies specific to a field of activity or qualification; educational management is professional and based on innovation; the legislative framework is stable and based on a shared and accountable vision.

ii. The main political initiatives and reforms to be implemented in 2021-2027 are ***the Education and Employment Operational Program (EEOP), the Romanian National Recovery and Resilience Plan (NRRP) and the National Employment Strategy 2021-2027***

The EEOP strategy is to **focus ESF interventions on the major challenges** in the field of education and training, and employment, linked to the priorities of Policy Objective 4, the European Skills Agenda, the Digital Education Action Plan (2021-2027), the European Green Pact and the Sustainable Development Goals.

⁵ Government of Romania (2021), Government Decision No.558/19.05.2021, *National Employment Strategy 2021-2027*, https://mmuncii.ro/j33/images/Documente/MMPS/HG_558_2021_SNOFM.pdf and annex 1 https://mmuncii.ro/j33/images/Documente/MMPS/SNOFM_2021-2027.pdf

For initial vocational education and training, the EEOP will aim at:

- Improving the quality, inclusiveness, effectiveness and labour market relevancy of education and training systems, including through the validation of non-formal and informal learning, to support the acquisition of key competencies, including entrepreneurial and digital skills, and through promoting the development of dual training systems and apprenticeships. The EEOP will ensure the increase of quality and access of initial vocational and technical education (IVET), including the dual form, by adapting IVET offer to the needs and dynamics of the labour market and facilitating access to training programs. To this end several actions will be taken: the mechanism for monitoring and evaluating vocational education and training public policies at system level will be improved and applied, new modules will be developed for the integrated platform designed to collect and analyze quantitative and qualitative data, a CVET quality assurance mechanism will be created and applied ensuring the quality of work-based learning, the certification mechanism of professional qualifications in IVET will be improved, training sessions will be designed and implemented for teachers, tutors and other stakeholders in the technical, entrepreneurial and pedagogical fields and for the use of the above mentioned mechanisms, the educational services designed for students will be adapted for better practical training and development of their entrepreneurial spirit and IVET schools will be encouraged to support the promotion and recognition of excellence in IVET. Emphasis will also be placed on collaboration between schools, universities and companies to introduce new qualifications and revise initial VET-related curricular documents: professional training standards and curricula, and also develop and extend career guidance and counselling services. Collaboration with other Member States is also important and consequently increase of mobility programs for IVET students and teachers is also considered.
- Promoting equal access to quality and inclusive education and training, especially for disadvantaged groups, starting from early education and care, general and vocational education and training to tertiary education, and adult education and learning, as well including also facilitating access to education mobility for all and for people with disabilities. In this regard, financial support for accommodation, meals and transportation will be provided to students from disadvantaged groups or backgrounds, teacher training courses will be organized on individualized learning, information and awareness programs will be developed for the whole community, support, counselling and parenting education, with a focus on parents of children from vulnerable groups, and remedial programs will be provided to support 9th graders to increase their reading, math, and science skills.

The EEOP strategy, through the specific objectives of the ESF+ , will give priority to achieving the specific objectives of the National Employment Strategy 2021-2027, by focusing on interventions aimed at improving lifelong learning in terms of upskilling/reskilling and developing skills for the world of the future, supporting entrepreneurship and creating new jobs.

For continuous education and training, the specific objectives selected to be addressed through investments in the EEOP will aim at:

- improving the quality, effectiveness and relevance of the education and training system for the labour market to support the acquisition of key skills, including digital skills;
- promoting equal access to quality, inclusive education and training;
- promoting lifelong learning, in particular flexible opportunities for professional development and retraining, facilitating transitions and promoting professional mobility.

EEOP creates the framework for funding the horizontal training needs of employees (both for key competencies and for specific skills, technological or digital), while NRRP will provide training in specific, niche areas such as construction and skills for renovation/restoration as a new tendency nowadays or the training for digital skills at community level. In the field of **digital competencies**, the ERDF-funded National Strategic Program will complement EEOP's broad competence approach by supporting the development and acquisition of advanced digital competencies needed for the development of cutting-edge technologies, in cooperation with relevant industries.

Romania's National Recovery and Resilience Program aims at increasing the resilience capacity of the education and training system by modernizing the educational infrastructure and related equipments, strongly correlated with the present and future labour market needs, in order to ensure all beneficiaries participation in an educational process meeting modern perspective, inclusiveness and quality assurance criteria.

The reform measures designed for initial vocational education and training are aimed at:

- **Creating a comprehensive vocational path for higher technical education**, which aims at developing dual education focused on students' needs and linked with labour market needs, both by increasing the number of fields, qualifications and graduates, and by ensuring a complete education path for students enrolled in dual programmes in initial VET (covering level 3, 4 and 5 NQF), so that they can follow tertiary education programs (grade 6-7/8) in a dual pathway. It also intends to develop 10 regional consortia and 10 integrated, initial VET fully equipped campuses, equip computer laboratories in IVET schools, equip IVET workshops for practical training activities, transform agriculture IVET high schools into vocational centres for specialization/upskilling training activities.
- **Digitization of education**, which aims at adopting the legislative framework for the digitization of education, on-the-job training for teachers, the supplying digital technological equipment and resources to schools.
- **Ensuring ecological standards of design, construction and endowment in pre-university education system**, a measure that will achieve: updating the legislative framework, endowments for pre-university classrooms and school laboratories / workshops.

In order to transform IVET schools providing education and training programmes leading to qualifications level (3,4 NQF) in the field of agriculture (shortly called “agriculture IVET schools”) into vocational centers, the Ministry of Education and the Ministry of Agriculture and Rural Development will share responsibilities for developing and improving the quality of agricultural education in IVET by providing grants and initiating material investments, increasing the attractiveness of educational offerings. 57 agriculture IVET schools will receive support for the modernization, renovation and expansion of school laboratories, workshops and computer labs, canteens, student dormitories, the purchase of biological materials, agricultural equipment and machinery for the execution of agricultural training activities and teachers training for sustainable agriculture. It also intends to establish 10 regional consortia and develop and fully equip 10 integrated IVET campuses which will facilitate the development of a complete dual education pathway for qualification levels 3-7 NQF. Each campus built as an integrated vocational campus will be equipped with digital laboratories / workshops, based on a digitization concept adapted to the profile of technological high schools and technical universities.

iii. The statistical situation in Romania in relation to the targets proposed by the Council Recommendation on VET is as follows:

Targets proposed by the Council Recommendation on VET	The existing situation in Romania
The share of employed graduates of vocational training programs must be at least 82%	2020 - Employment rate of young people not included in education and training, up to 3 years after graduation, graduates of upper secondary and post-secondary IVET non-tertiary education (levels 3 and 4) - aged between 18 and 34: 61,8% ⁶ - aged 20-34: 68% ⁷
60% of recent IVET graduates benefit from on-the-job learning during their vocational training	The share of IVET graduates in 2020 (from post-secondary education, 4-year technological high school education and 3-year school and work-based programmes and its dual form , the last one also known as „professional school including also its dual form”) who benefited

⁶ Data source: EUROSTAT [edat_ifse_24]

⁷ Data source: EUROSTAT [edat_ifse_24]

	from on-the-job learning activities during their initial vocational education and training: 36,9% . ⁸
8% of participants in vocational training programs benefit from educational mobility abroad	Number of IVET students benefiting from mobility projects: 2018-2019: 4,381 ⁹ students in mobility (1.55%), out of a total number of 283.218 ¹⁰ students in IVET 2019-2020: 1,578 ¹¹ students in mobility (0.56%), out of a total number of 279.460 ¹² students in IVET
Participation of adults in learning activities. At least 47% of adults between the ages of 25 and 64 should have participated in learning activities in the last 12 months, by 2025.	In 2020, the participation of adults in learning activities was 1, 0 % ¹³ .

⁸ The share was determined taking into account only the graduates of vocational education and those of post-secondary health education as beneficiaries of on-the-job learning activities.

⁹ Data source: ANPCDEFP

¹⁰ Data source: SIIIR, students enrolled in vocational and high school education, technological, mass, day education, school year 2018-2019

¹¹ Data source: ANPCDEFP

¹² Data source: SIIIR, students enrolled in vocational and high school education, technological, mass, day education, school year 2019-2020

¹³ Data source: Eurostat.

2. Challenges and general objectives of the plan

The national policy objective on education and employment is:

"A more social Romania with equal access to: sustainable and quality employment, relevant labour market education and training system, a stimulus for lifelong learning, a society based on solidarity and better living conditions for all citizens"

This objective, consistent with the European Union's policy objective 4 "A more social Europe, through the implementation of the European Pillar of Social Rights", includes 2 major objectives:

(1) "Optimizing education and training systems to meet the requirements of the labour market, while promoting equal access to education and stimulating lifelong learning".

(2) "Strengthening the efficient labour market functioning and facilitating inclusive and equal access to and participation in quality and sustainable employment for the labour force"

i. Improving the relevance, access, flexibility, attractiveness and quality of initial and continuing education and training programs are the main challenges addressed by the National Implementation Plan in VET.

The social partners' involvement and in particular the business environment in all stages of planning, designing, implementation, evaluation and monitoring of the results of initial and continuous education and training programs is essential to ensure the relevance of IVET and CVET to labour market needs. The development of an integrated mechanism for monitoring and evaluating public policies, anticipating skills needs and monitoring the graduates' labour market insertion to support the strategic planning process of IVET offer is a system-wide challenge, addressed by the National Implementation Plan.

The introduction of a complete IVET dual education, as a form of the 3-year school and work-based programme (known as *învățământ profesional dual*) in IVET leading to a level 3 NQF, starting from the 2017/18 school year, at the request and with the active involvement of the economic environment was a success, the number of students included in this form of IVET education and training programmes increased steadily and the employment rate of IVET dual graduates was significant. In this context, the extension of the dual education and training pathway to qualifications of levels 4-5 (provided through IVET) to be able to access HE education and training programmes in dual form, leading to qualifications of level 6-7 NQF that will be developed and implemented, through a flexible full IVET training pathway, focused on students' needs and in line with labour market needs and technological developments, is an important challenge.

Improving the correlation of the education and training offer with labour market needs is a priority and includes: the implementation of the anticipating mechanism of both qualification and competencies' needs in IVET and CVET and the mechanism for monitoring

graduates' labour market insertion, , update of specific IVET strategic planning documents at national, regional, county and local levels, development of professional training standards and curricula for new qualifications and / or revision of existing ones that can be achieved through IVET programmes, training of teachers and associated teaching staff (specialists from economic operators) for practice tutors, trainers, evaluators and specialists from CVET system, apprenticeship coordinators.

At present, IVET attractiveness is rather low and more emphasis and support need to be put on the development of IVET' systemic capacity to develop transversal skills required for successful careers in the future, facilitate career transitions and personal growth of IVET future graduates. Emphasis should also be placed on developing entrepreneurship skills and attitude, digital and career management skills.

To increase access to and participation in IVET programs, it is necessary to design and implement measures to ensure that the IVET system meets all expectations for all young people to develop their skills and reach their full potential, regardless of their environment. An important challenge addressed by the National Implementation Plan is to support students from disadvantaged backgrounds, to reduce inequalities of opportunity for students from low-income families who currently either do not attend upper secondary education or follow a qualification from a limited number of schools in the locality of residence, in the rural area.

The development and implementation of mechanisms to ensure the quality of work-based learning and the quality assurance of IVET and CVET is an important challenge addressed at different levels: at education and training system as a whole, at individual's level as direct beneficiary of IVET or CVET as these systems need to meet individual's expectations to fully develop relevant and adequate professional skills and at business environment to increase employers' confidence that highly builds on gaining well-trained graduates for quick and efficient work insertion and competitiveness and also their trust in the validity of professional qualification certificates of IVET and CVET graduates. Also, for vocational education and training to meet the current demands of the economy, it is necessary for schools to develop a culture of quality and support the orientation towards excellence, to diversify their area of partnerships with companies oriented towards innovation and development of new technologies and higher education institutions. In this context, recognizing and supporting excellence in IVET is an important challenge addressed by the National Implementation Plan.

The development of quality assurance frame in CVET both at system level and at provider level, requires:

- development and implementation of internal quality assurance systems by authorized adult training providers;
- developing / improving the capacity to monitor and report data on adult vocational training;
- training of specialists for quality assurance in the professional training of adults;

- Improving training programs and assessment tools, including the development of new assessment tools.

The pandemic has created challenges for CVET as well. In order to respond to the situations generated by the COVID pandemic, the Ministry of Labour approved, in July 2020, the Order on establishing the fields of activity and the procedure for authorizing vocational training providers to carry out online vocational training programs for adults.

Improving the quality and relevance of CVET to meet labour market demand remains a challenge that needs to be further addressed.

In 2020, an ESF-funded project ReCONNECT - Adaptation to Change - Integrated Mechanism for Anticipation, Monitoring, Labour Market Assessment and Education was launched to better correlate the demand and supply of skills in the labour market. Two of the three mechanisms will create the premises for the active employment measures proposed by the Ministry of Labour and Social Solidarity and implemented by the Romanian Public Employment Service/ National Agency for Employment, offered to the unemployed and jobseekers to be adapted to the changing needs and characteristics of labour market, to establish the supply of education and training providers to be made on the basis of the concrete requirements of employers so that the available labour force can integrate quickly into the labour market and the employment is lasting. The third mechanism that will be developed within the project will allow the monitoring of the insertion on the labour market of CVET graduates and will facilitate the analysis of the CVET efficiency from the perspective of providing skills in line with real labour market demands, which will make it possible to adapt them to the dynamics of the labour market, helping to facilitate graduates' labour market insertion and reduce their unemployment.

Only 68.5% of people aged 20-34 who have recently completed a form of CVET were hired in 2020, compared to the European average of 76.1%. The low participation of adults in learning activities creates obstacles to the development of skills needed in the economy. In 2020, Romania continued to have the lowest participation of adults in EU learning activities (1.0%, well below the EU average of 9.2%). Romania is also close to the tail of the EU ranking in terms of the proportion of people with general basic digital skills or above the basic level (31% in 2019, compared to the EU average of 56%). The participation of adults in CVET is limited by the insufficient adaptation and development of forms of support for the participation of adults in CVET programmes, especially those facing transition periods in the labour market, workers at risk of unemployment, and the unemployed, disadvantaged groups and of persons 50+.

Starting with January 2022, the Ministry of Labour and Social Solidarity implements the Erasmus+ funded project no.101051428 - SNFA CVET National Strategy - ERASMUS-EDU-2021-AL-AGENDA-IBA. The first objective of the project is to increase and improve the governance of CVET policies coordination. This project will continue the activity of the National Coordination Group set up by the Ministry of Labour in 2020, a group composed of 50 representatives in the field of education, commerce chambers, employment service

administrative units at all (42) county levels, NGOs, social partners, continuous vocational training providers, to ensure coherence between CVET and other policy areas. The project will develop a CVET National Strategy, involving all relevant stakeholders, correlating actions and policy measures on labour market, education, training, research, development in a coherent and convergent manner, in a fair and inclusive manner; for the implementation of the strategy several consultations will take place: 8 regional meetings; there will be an extensive media campaign on the benefits of CVET; Objective 2 of the project aims to increase access to training programs for low-skilled adults; Objective 3, raising awareness of the importance of individual's life skills - includes actions to activate and support various entities/authority bodies or organisations that could help people of all ages and categories to develop their life skills. To achieve the fourth objective that is ensuring visibility of the National Coordinator' activities related to the implementation of the European Skills Agenda, a wide range of dissemination, visibility, promotion actions are to be carried out.

There is a relatively small number of professionals with tertiary education, and their skills are not well enough aligned with the needs of the labour market. The latest available data show that for every 1,000 people aged 20-29, there are 46.2 higher education graduates (ISCED 5-8) in Romania, compared to 61.9 EU average. The percentage of science, technology, engineering and mathematics graduates is one of the highest in the EU (30%), but due to the small number of graduates, the availability of specialists is low. Emigration further reduces the number of tertiary education professionals: almost 40% of Romanian graduates in the 24-64 age group emigrated¹⁴.

In order to support higher education employees, the Ministry of Labour and the Ministry of Education have approved the List of specializations and training for which CVET providers have the right to organize CVET programs that, after completion and successful examination, will lead to nationally recognized CVET graduation certificates for HE graduates, but only for occupations for which there are occupational standards validated by the sectoral committees and approved by the National Authority for Qualifications.

The above-mentioned CVET data show the need to improve the supply of competences/skills in the labour market as a whole. In addition, the employment rate among low-educated adults (56% for those completing a form of education that is below lower secondary education, that is graduates of merely primary education, more exactly grades 1-4), combined with difficulties in accessing continuous education and training, poses significant challenges to people's ability to integrate into the labour market. This, in turn, has a limited effect on sustainable growth.

The overall objective of the National Implementation Plan is to improve the relevance, accessibility, flexibility, attractiveness and quality of initial and continuous education and training programs that support social and economic cohesion, competitiveness, growth

¹⁴EU Education Monitor 2021 Romania

and smart, inclusive and sustainable development and facilitate the professional and personal development of students in vocational and technical education. Achieving this general objective is supported by the synergy of five correlated categories of general measures:

1. Improve correlation of initial and continuous VET offer and labour market needs
2. Ensure flexibility and progression opportunities through VET (initial and continuous VET)
3. Increase initial VET (IVET) attractiveness
4. Increase participation and facilitate access to IVET and CVET
5. Improve IVET and CVET quality at system and provider levels

ii. The financing of the National Implementation Plan will be ensured from the Education and Employment Operational Programme (EEOP) and from the National Plan for Recovery and Resilience of Romania (NRRP), as follows:

Actions	Source of funding
1. Improve correlation of initial and continuous VET offer and labour market needs	
1.1 Improve and implement the mechanisms on skill and qualification anticipation and monitoring labour market insertion of IVET and CVET graduates;	EEOP
1.2 Update of strategic planning documents in IVET at regional, county, and local levels (Regional Action Plans for Education / REAPs, Local Action Plans for Education / LEAPs, School Action Plan / SAPs);	EEOP
1.3 Development of professional training standards (PTSs) and curricula for new professional qualifications in IVET and /or revision of existing ones, as a result of technological evolution that supports sustainable development and the green economy (IT&C, artificial intelligence, robotics, 3D printing);	EEOP
1.4 Teacher training on professional competences related to the latest technologies in companies and transversal competencies, with an emphasis on entrepreneurship and digital competencies	EEOP
1.5 Training of associated teaching staff (specialists from companies) and of the in-company practice tutors, on topics of methodology and subject didactics;	EEOP
1.6 Reinforce work-based learning and apprenticeships complying with the European Framework for Quality and Effective Apprenticeships and facilitate SMEs access to apprenticeships.	EEOP
2. Ensure flexibility and progression opportunities through VET (initial and continuous VET)	
2.1 Develop and implement a complete dual VET education pathway, including levels 3-7 according to the National Qualifications Framework (NQF);	NRRP

2.2 Establish dual education consortia composed of initial VET schools, technical universities companies acting as partners for the practical training of students in IVET school, territorial administrative units and other relevant stakeholders;	NRRP
2.3 Develop integrated professional campuses to create the optimal conditions for initial VET students enrolled for professional qualifications of level 3-7 NQF;	NRRP
2.4 Provision of equipment for the practical training laboratories in initial VET schools;	NRRP
2.5 Finance the costs associated with IVET students' participation in practical training activities within companies and the organization of certification exams for IVET professional qualifications;	EEOP
2.6 Introduce transferable credit system and change of occupational standards and CVET programmes;	NB+EEOP
2.7 Development of CVET trainers, evaluators and apprenticeship coordinators' competencies to design, develop and implement flexible and qualitative CVET training programmes;	EEOP
2.8 Development of CVET National Strategy	Erasmus+
3. Increase initial VET (IVET) attractiveness	
3.1 Implement education and training activities focused on the development of entrepreneurial skills of initial VET students (virtual training firms, fairs, quality mark award of virtual training firms) and organisation of work-based training activities for IVET students;	EEOP
3.2 Provision of equipment for IT&C laboratories in initial VET schools;	NRRP
3.3 Develop and implement a national programme for continuous training of teachers in pre-university education, in order to facilitate the acquisition of advanced knowledge in the field of use of new technologies in the educational process and improve specific pedagogic digital skills;	NRRP
3.4 Development of a multimedia teaching activities collection and methodological teaching/assessment guides using digital technologies that can be used in both face-to-face and blended learning / online learning;	NRRP
3.5 Participation of initial VET students in internships and mobilities abroad in order to acquire professional skills in new learning contexts and develop transversal skills that will facilitate both personal development and socio-professional insertion;	EEOP
3.6 Participation of initial VET teachers in training courses abroad / mobilities in order to develop professional and transversal skills that will increase the quality of work-based teaching, assessment and learning activities of initial VET students.	EEOP

4. Increase participation and facilitate access to IVET and CVET	
4.1 Provision of financial support for accommodation, meals, and transport for initial VET students from disadvantaged groups or backgrounds;	EEOP
4.2 Provision of remedial programmes for students with low core competencies, especially for students from disadvantaged groups or backgrounds;	EEOP
4.3 Teacher' training on tailored-learning and the use of innovative teaching techniques, adapted to the needs of disadvantaged/disabled groups;	EEOP
4.4 Training of school counsellors, counselling staff, teachers to improve students' informed access to IVET programmes;	EEOP
4.5 Development of local, regional, and national information-awareness campaigns, addressed to educational stakeholders (students, teachers, parents, etc.), on the opportunities offered by IVET and complementary interventions to support students from vulnerable groups;	EEOP
4.6 Implementation of the programme "Core competences for individuals without/with low competence level" (services on career guidance and counselling, competence assessment of already held competencies, tailored-made training programmes for competences to be acquired in Romanian language, Maths, basic IT competencies, training and certification to acquire level 1/2 qualifications);	EEOP
4.7 Implementation of the programme "Keep upskilling" focusing on the employees' upskilling or re-skilling needs in line with the rapid changes of technologies and emerging competencies;	EEOP
4.8 Implementation of the programme "Digital competencies for the labour market" focusing on the training for the acquisition of digital competencies (beginner, intermediate, advanced levels) and assessment of digital competencies level prior to registering for a specific training.	EEOP
5. Improve IVET and CVET quality at system and provider levels	
5.1 Improve and implement the mechanism for monitoring and evaluating public policies on education and training at system level	EEOP
5.2 Establish and implement a mechanism to ensure the quality of work-based learning and certification of learning outcomes in initial VET in order to increase IVET qualifications' relevance on the labour market	EEOP
5.3 Develop and implement an accreditation methodology of the company acting as a partner involved in the practical training of the initial VET students	EEOP

5.4 Development and implementation of a mechanism for the recognition and award of excellence in the provision of initial VET offer	EEOP
5.5 Support and develop partnership networks between initial VET schools in order to extend teachers' collaboration frame and carry out peer learning and peer evaluation activities	EEOP
5.6 Training of stakeholders involved in the implementation of quality assurance mechanisms and methodologies in initial VET (teachers, practice tutors, auxiliary teaching staff involved in managing and populating IVET databases)	EEOP
5.7 Development of Quality Assurance in CVET at system and provider levels (development and implementation of internal QA systems by authorised CVET providers, development/improvement of the capacity of CVET data monitoring and reporting).	EEOP

iii. Timetable and current development phase of PNI implementation

At national level, the **National Implementation Plan for initial and continuous vocational education and training (NIP-VET)** will be an integrative reference document that will ensure the correlation between the objectives of EU policies on education and training set out in Osnabrück Declaration and the Recommendation on VET and the objectives of the national policies provided in the country projected Educated Romania, supported by the National Program for Recovery and Resilience of Romania (NRRP) and, complementary, by the Education and Employment Operational Program (EEOP). The implementation of the measures provided in the NIP-VET will be carried out in the period 2021-2027, in the context of the implementation of the National Recovery and Resilience Program of Romania, the National Employment Strategy 2021-2027 and the Operational Program Education and Employment (EEOP) provided for the same period 2021-2027.

3. Detailed description of main measures and/ or their packages
Title
1. Improve correlation of initial and continuous VET offer and labour market needs
Rationale/background, challenges addressed
In order to ensure the correlation of the initial vocational training supply with labour market demands, a strategic planning model of the supply of IVET was developed, including planning tools at regional, local and school levels: Regional Action Plans for Education,

Local Action Plans for Education, School Action Plans, regularly updated since 2004. These strategic planning tools are used to establish the annual enrollment figure, so their regular update is highly important.

Labour Market Studies, Forecast Studies on Labour Market Training Needs as well as Surveys on Companies' Training Needs were developed during 2003-2012 to analyze skills needs and qualifications at national level. Yet the lack of systematic development and national application of integrated LM needs and monitoring mechanisms and tools and the lack of constant participation of labour market representatives in IVET are reflected in the school offer of IVET schools and students' acquisition of skills that are not fully harmonized with technological developments on the labour market. In order to address these weaknesses in IVET, an integrated mechanism for monitoring and evaluating public policies, skills needs' anticipation and labour market graduates' insertion was initiated within a large-scale project that is implemented in joint partnership by national, relevant institutions in the field of IVET, CVET and employment. It is necessary to develop and apply this mechanism to the whole VET system, both initial and continuous VET, so that the information provided on mid-term needs of qualifications and skills and labour market insertion of IVET graduates is regularly collected and used to improve correlation of IVET offer with labour market needs.

A coherent and functional legislative framework was established to ensure that the supply of adult work-based apprenticeships is correlated with labour market demand. Apprenticeships are aimed at people over 16 yrs who want to focus on learning in real work-based contexts required by practicing an occupation directly at work. Work-based apprenticeship training brings benefits both for employers and apprentices and strengthens the link between the occupational sector and CVET. The employer who concludes an apprenticeship contract, benefits, upon request, for the entire period of the apprenticeship contract, from an amount of 2,250 lei / month, granted from the unemployment insurance budget.

Participation in apprenticeship programs does not meet the expectations of employers to organize such programs because they do not have the necessary resources to finance apprenticeship programs and the financing of apprenticeship programs from the unemployment insurance budget and European funds is done only within the limits of the funds that are allocated for this purpose. During January-December 2020, 3,088 apprenticeship contracts were concluded, out of which, for 309 people, the financing was provided from the State Social Insurance Budget (SSIB, in Romanian: *Bugetul Asigurărilor Sociale de Stat / BASS*), and for 2,709 people, the financing was made from European funds. In 2021, 2,655 apprenticeship contracts were concluded, of which, for 224 people, the financing was provided from SSIB (/ BASS), and for 2,393 people, the financing was provided from European funds.

In order to increase the demand for work-based apprenticeship programs the following actions are necessary to be put in place: make more flexible financing of apprenticeship programs; complement the apprenticeship legislative framework so that employers and CVET

<p>providers agree on providing a comprehensive set of learning outcomes that should ensure a balance between job-specific skills, knowledge and key competencies in a lifelong learning perspective, supporting both the personal development as well as of professional opportunities for apprentices throughout their lives, in order to adapt to the changing professional paths; apprenticeship coordinators, especially those in micro, small and medium-sized enterprises, should be supported to update their skills, knowledge and competencies so as to prepare apprentices according to the latest teaching and training methods and labour market needs; the social partners at sectoral level should be involved in the design, implementation and evaluation of apprenticeship programs.</p>
<p>Specific objectives of the measure / package and its relationship with the general objectives in section 2</p>
<p>O1. Increasing the relevance of the supply of professional programs and qualifications for the needs of the labour market O2. Development of professional and transversal competencies of trainers (teachers, associate teachers, tutors) in VET</p>
<p>Description of main actions and activities comprising the measure / package, including implementation milestones and indicative timeline</p>
<p>1.1. Improve and implement the mechanisms on skill and qualification anticipation and monitoring labour market insertion of IVET and CVET¹⁵ graduates; Term: 2027. 1.2. Update of strategic planning documents in IVET at regional, county, and local levels (Regional Action Plans for Education / REAPs, Local Action Plans for Education / LEAPs, School Action Plans / SAPs); Term: 2027. 1.3. Development of professional training standards and curricula for new professional qualifications in IVET and /or revision of existing ones, as a result of technological evolution that support sustainable development and the green economy (IT&C, artificial intelligence, robotics, 3D printing); Term:2027. 1.4. Teacher training on professional competences related to the latest technologies in companies and transversal competencies, with an emphasis on entrepreneurship and digital competencies; Term: 2027. 1.5. Training of associated teaching staff (specialists from the economic operators) and of the in-company practice tutors, on topics of methodology and subject didactics; Term: 2027. 1.6. Reinforce work-based learning and apprenticeships complying with the European Framework for Quality and Effective Apprenticeships and facilitate SMEs access to apprenticeships; Term: 2027</p>

¹⁵ EEOP

EU policy priorities addressed (links to the six priorities of the Council Recommendation on VET and the four objectives of the Osnabrück Declaration)	
Council Recommendation on VET	Osnabrück Declaration
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input checked="" type="checkbox"/> local	
Beneficiaries/target groups	
For action 1.1: - <i>Ministerul Muncii și Solidarității Sociale (MMSS) (RO)</i> - Ministry of Labour and Social Solidarity (MLSS) (EN) ¹⁶ , - <i>Agenția Națională de Ocupare a Forței de Muncă (ANOFM) (RO)</i> - National Agency for Employment (equivalent for Public Employment Service (NAE) (EN) ¹⁷ ,	

¹⁶ Ministerul Muncii și Solidarității Sociale (MMSS) (RO) - Ministry of Labour and Social Solidarity (MLSS) (EN), <https://mmuncii.ro/j33/index.php/ro/>,

¹⁷ Agenția Națională de Ocupare a Forței de Muncă (ANOFM) (RO) - National Agency for Employment (equivalent for Public Employment Service (NAE) (EN), <https://www.anofm.ro/>,

<ul style="list-style-type: none"> - <i>Ministerul Educației (ME) (RO) - Ministry of Education (ME) (EN)</i>¹⁸, - <i>Centrul Național de Dezvoltare a Învățământului Profesional și Tehnic (CNDIPT) (RO) - National Centre for TVET Development (NCTVETD) (EN),</i> - <i>Unitatea Executivă de Finanțare a Învățământului Superior, Cercetare, Dezvoltare și Inovare (UEFISCDI) (RO) – Executive Unit for Financing Higher Education, Research, Development and Innovation (EUFHERDI),</i> - <i>Institutul Național de Cercetare Științifică în Domeniul Muncii și Protecției Sociale (INCSMPS) (RO) – National Scientific Research Institute for Labour and Social Protection (NSRILSP) (EN)</i>¹⁹ <p>For action 1.2: Regional Consortia, Local Social Partnership Development Committees, IVET schools</p> <p>For action 1.3: IVET students</p> <p>For action 1.4: IVET teachers</p> <p>For action 1.5: Associate teachers and tutors from companies</p> <p>For action 1.6: Apprentices, employers with an emphasis on SME employers</p>
Responsible ministries/bodies
ME, NCTVETD , MLSS, NAE, EUFHERDI, NSRILSP, Local Authorities
Source of funding (National, EU funds, sectoral)
EEOP - ESF National budget

3. Detailed description of main measures and / or their packages
Title
2. Ensure flexibility and progression opportunities through VET (initial and continuous VET)

¹⁸ Ministerul Educației (ME) (RO)- Ministry of Education (ME) (EN), <https://www.edu.ro/>

¹⁹ Institutul Național de Cercetare Științifică în Domeniul Muncii și Protecției Sociale (INCSMPS) (RO) – National Scientific Research Institute for Labour and Social Protection (NSRILSP), http://www.incsmps.ro/index.php?option=com_frontpage&Itemid=1

Rationale/background, challenges addressed

Initial dual VET for professional qualifications of level 3 NQF was introduced in Romania, starting with 2017-2018 school year. Dual IVET implementation is conditioned by the existence of a tripartite partnership agreement between IVET school, local authority and company/-ies. The company is actively involved both in IVET students' practical training activities / practice by ensuring the practical training of students in real working conditions, and financially, by ensuring a scholarship of at least the same value as the scholarship granted by the national budget for three-year programmes in IVET (the "the Professional Scholarship/ Bursa profesională²⁰") received from the state (): 200 RON / month (approx. 40-41 EUR).

Companies and students' interest in dual IVET is confirmed by the continuous increase of students' number in school over the last five school years by over 119% (from 2122 students included in the ninth grade in 2017-2018 school year, to 4649 students in 2021-2022). Currently, dual IVET is only offered for level 3 NQF, although both students and companies ask for the development of dual IVET program for levels 4-5 NQF that is also expected to be continued to dual HE program/s of level 6-7 NQF.

The vision for IVET is to become mostly dual, through a complete and flexible IVET pathway, focused on students' needs and in line with labour market developments, with developments at different action levels: increasing the number of domains, qualifications and the graduates; update the legislative frame to allow for the development and implementation of level 4 and 5 NQF qualifications in dual IVET and continue at technological university level.

Regarding the collaboration of IVET schools with higher education institutions, there are some examples of good practice regarding the provision of CVET programs for teachers in IVET as well as the involvement of university representatives in the development of professional qualifications. However, there is a need to support and improve cooperation between IVET schools and academia, in order to form "partnerships for knowledge", which will facilitate the transposition of new technologies into training programs and promote innovation. This cooperation, supported by the local community and based on partnerships with companies, will be essential for the development of IVET that meets economy's current and future needs.

The improvement of the education and training infrastructure in relation to the requirements of the Occupational Standards / Professional Training Standards / Curricula, in a significant number of IVET schools, was achieved mainly through the multiannual programs Phare TVET RO 2001-2003 and 2004-2006. The training infrastructure insufficiently adapted to the needs, from the point of view of the territorial distribution and its quality, the lack / physical / moral wear of the teaching aids and of the equipments related to the training infrastructure put their mark on the quality of the teaching and learning process and on the acquisitions of skills acquired

²⁰ Ministerul Educației, Bursa profesională, <https://edu.ro/bursa-profesionala>

by students, so this is why improving the IVET infrastructure is a national priority.

The Council Recommendation of 24 November 2020 on Vocational Education and Training (VET) for Sustainable Competitiveness, Social Equity and Resilience replaced the Recommendation of the European Parliament and of the Council of 18 June 2009 on establishing a European Credit System for Vocational Education and Training (ECVET). The concept of ECVET points has not been applied globally, and ECVET has not led to the development of a European credit system. In this context, in view of the Council Recommendation, action will be taken to build a system of transferable credits that includes the key principles of ECVET (eg units of learning outcomes) related to flexibility.

In order to increase the transparency and coherence of the quality assurance modalities within the provision of continuous vocational training services, it is necessary to develop the competencies of trainers, evaluators, specialists, apprenticeship coordinators in CVET. Trainers and other categories of CVET staff should receive in-service training to: provide high quality training; promote technical and digital skills and innovative methods of effective training, including teaching in the virtual environment; to work with digital learning tools and in diverse and multicultural environments, using the most advanced methods of pedagogy specific to adult learning.

Given that the national policy in the field of vocational education and training is fully reflected in the NRRP, in the National Employment Strategy 2021-2027, it is necessary to develop a CVET National Strategy to bring together all stakeholders in order to actively promote in a fully accountable and determined manner, a competent, skilled workforce capable to respond quickly to economic changes in all Sectors of activity.

Specific objectives of the measure/package and their relation to the general objectives of the plan

O.1. Supporting the development of professional skills of pupils and students in real working conditions, for professional qualifications of level 3-7 NQF

O.2. Development of professional and transversal competencies of trainers, evaluators, specialists, apprenticeship coordinators in CVET

Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

2.1 Develop and implement a complete dual VET education pathway, including levels 3-7 according to the National Qualifications Framework (NQF)²¹, Term: 2026

²¹ NRRP

- 2.2 Establish dual education consortia composed of initial VET schools, technical universities, companies acting as partners for the practical training of students in IVET school, territorial administrative units, and other relevant stakeholders, territorial administrative units, and other relevant stakeholders²², Term: 2026.
- 2.3 Develop integrated professional campuses to create the optimal conditions for initial VET students enrolled for professional qualifications level 3-7 NQF²³, Term: 2025
- 2.4 Provision of equipment for the practical training laboratories in initial VET schools²⁴, Term: 2026.
- 2.5 Finance the costs associated with IVET students' participation in practical training activities within companies and the organization of certification exams for IVET professional qualifications ²⁵, Term: 2027
- 2.6 Introduce transferable credit system and change of occupational standards and CVET programmes, Term: 2023
- 2.7 Development of CVET trainers, evaluators and apprenticeship coordinators' competencies to design, develop and implement flexible and qualitative CVET training programmes, Term: 2027
- 2.8 Development of CVET National Strategy, Term: 2022

EU policy priorities addressed

Council Recommendation on VET	Osnabrück Declaration
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> A. VET is flexible enough to adapt to changes in the labour market. <input checked="" type="checkbox"/> B. Flexibility and opportunities for development are at the heart of VET. <input type="checkbox"/> C. EFP is an engine of innovation and growth and prepares the ground for the digital and green transition, as well as for the highly sought-after professions. <input type="checkbox"/> D. VET is an attractive option based on the modern and digitized provision of training / skills. <input type="checkbox"/> E. VET promotes equal opportunities. <input type="checkbox"/> F. VET is based on a culture of quality assurance. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new culture of lifelong learning - the relevance of CVT and digitization. <input checked="" type="checkbox"/> 3. Sustainability - a green link in VET. <input type="checkbox"/> 4. The European area of education and training and the internationalization of VET.

²² NRRP

²³ NRRP

²⁴ NRRP

²⁵ EEOP

VET subsystem (IVET , CVET, or both)
<input checked="" type="checkbox"/> IVET <input checked="" type="checkbox"/> CVET
Scope (national, regional, local)
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input checked="" type="checkbox"/> local
Beneficiaries / target groups
<p>For action 2.1: Pupils and students from IVET schools and technological universities that will organize dual education programs in partnership with companies.</p> <p>For actions 2.2 and 2.3: IVET schools, technical universities, companies, territorial administrative units</p> <p>For action 2.4: IVET schools</p> <p>For action 2.5: IVET schools, companies involved practical training activities of IVET students</p> <p>For Action 2.6: Adults receiving CVET programs, employers,</p> <p>For Action 2.7: Adults receiving CVET programs, employers, training providers</p> <p>For action 2.8: Adults (25-64 years old) - potential trainees; employers, clusters of employers; staff of community lifelong learning centers; institutions involved in international learning mobility / adults (25-64 years old), supported for participation in ERASMUS + mobility; inactive people, young people, the unemployed, the long-term unemployed, people with disabilities, people from marginalized communities, people from rural areas, refugees, end-of-career athletes, persons belonging to minorities, people released from detention, post-institutionalized young people; jobseekers, workers, employees; training service providers, information and counselling service providers, accredited in accordance with the law.</p>
Responsible ministries/bodies
ME, NCTVETD, Local authorities/ Dual clusters MLSS, NAE, EUFHERDI, NSRILSP
Source of funding (National, EU funds, sectoral)
NRPP, EEOP, Erasmus+, Operational Programme: Human Capital, National budget

3.Detailed description of main measures and / or their packages
Title
3. Increase initial VET (IVET) attractiveness
Rationale/background, challenges addressed
<p>In order to develop attractive IVET programs for students, it is essential to support the development of transversal skills needed for a successful career facilitating career transitions and personal development. Entrepreneurship skills and attitude, digital skills, critical thinking and career management skills are becoming essential in today's dynamic and competitive socio-economic environment.</p> <p>The constant search for ways to develop entrepreneurial skills through IVET programs in Romania was put into practice by introducing "training firm" as a learning method in all IVET programs from the Services profile, starting with the school year 2006-2007. In the other IVET profiles, the method is frequently used in the local development curriculum which is developed in partnership with the school and company acting as a partner of the school for the practical training of students. The training firm aims to develop the entrepreneurial spirit of students by simulating the processes in a real company, through an active learning method, based on practice, which facilitates the transition from school to active life. In the 2020-2021 school year, there were 1130 operational virtual training firms in IVET. Their fields of activity focused on: Agriculture, Trade, Hotels, Production, Restaurants, Services, Transport and Logistics, Tourism. In the medium term, it is important to support and extend learning methods which develop entrepreneurial skills, including provision of financial support for IVET students' participation in national and international trade fairs and supporting innovation partnerships.</p> <p>The digitization of education in Romania, included as an objective in the Educated Romania project, is a systemic element that proved to be essential during COVID-19 pandemic to ensure access and participation to education, quality of the educational process and teachers' skills. Although it was an unprecedented situation with a significant negative impact on the educational process, the COVID-19 crisis also became an opportunity to restructure educational practices, incorporate valuable lessons from distance learning and create new strategies so as to improve students' learning and increase learning equity; methodological guidelines were developed to support online learning and a significant number of digital learning materials as well.</p> <p>In order to streamline and support long-term developments in the field of IVET digitization, however, it is necessary to make investments in IT laboratories in IVET schools as well as in teachers' continuous professional development to support them acquire a set of specific skills enabling them to use the potential of digital technologies in all areas of activity: teaching - learning - assessment - and social, communication with parents, civil society, community representatives, as well as for the creation and exchange of educational content and resources.</p>

<p>International mobility is an individual learning opportunity through which participating students and teachers also develop their specific professional skills and strengthen their transversal skills. For students, international learning mobility ensures the acquisition of learning outcomes based on the Professional Training Standards or other skills/competencies needed on the labour market to successfully cope with future changes. International mobility for IVET students supports their professional and personal growth as well increasing their skills for employability through the development of communication, specific mature, social conduct within work-based contexts, critical thinking skills,, adaptability to change, as a means of intercultural understanding, practical learning of living together in Europe and developing a sense of "European citizenship".</p> <p>The participation of teachers in training courses in international mobility contributes to the consolidation of transversal skills and to the development of pedagogical and methodological skills, to the enrichment of the curricular experience. For education and training mobility from funds allocated, for example, by Erasmus + program, there are fewer schools which can be funded than the number of applications submitted. Consequently there is the need for additional funding to provide as many participants, both students and teachers, the chance to develop transversal skills in other learning contexts.</p>
<p>Specific objectives of the measure/package and their relation to the general objectives of the plan</p>
<p>O1. Development of entrepreneurial skills of IVET students O2. Development of digital pedagogy skills of IVET teachers O3. Digitization of the initial IVET process O4. Developing students and teachers' professional skills by participating in international mobility</p>
<p>Description of main actions and activities comprising the measure / package, including implementation milestones and indicative timeline</p>
<p>3.1 Implementation of education and training activities focused on the development of entrepreneurial skills of IVET students (virtual training firms, fairs, competitions, quality mark award for virtual training firms) and organisation of work-based practical training activities for IVET students ²⁶; Term: 2027 3.2 Provision of equipment for IT&C laboratories in initial VET schools ²⁷; Term: 2023</p>

²⁶ EEOP

²⁷ NRRP

3.3 Develop and implement a national programme for continuous training of teachers in pre-university education in order to facilitate the acquisition of advanced knowledge in the field of use of new technologies in the educational process and improve specific pedagogic digital skills²⁸; Term: 2025

3.4 Development of a multimedia teaching activities collection and methodological teaching/assessment guides using digital technologies that can be used in both face-to-face and blended learning / online learning²⁹; Term: 2025

3.5 Participation of initial VET students in internships and mobilities abroad in order to acquire professional skills in new learning contexts and develop transversal skills that will facilitate both personal development and socio-professional insertion³⁰; Term: 2027

3.6 Participation of initial VET teachers in training courses abroad / mobilities in order to develop professional and transversal skills that will increase the quality of work-based teaching, assessment and learning activities of initial VET students³¹; Term: 2027

EU policy priorities addressed

Council Recommendation on VET

- A. VET is flexible enough to adapt to changes in the labour market.
- B. Flexibility and opportunities for development are at the heart of VET.
- C. EFP is an engine of innovation and growth and prepares the ground for the digital and green transition, as well as for the highly sought-after professions.
- D. VET is an attractive option based on the modern and digitized provision of training / skills.
- E. VET promotes equal opportunities.
- F. VET is based on a culture of quality assurance.

Osnabrück Declaration

- 1. Resilience and excellence through quality, inclusive and flexible VET.
- 2. Establishing a new culture of lifelong learning - the relevance of CVT and digitization.
- 3. Sustainability - a green link in VET.
- 4. The European area of education and training and the internationalization of VET.

VET subsystem (IVET , CVET, or both)

- IVET
- CVET

²⁸ NRRP

²⁹ NRRP

³⁰ EEOP

³¹ EEOP

Scope (national, regional, local)
<input checked="" type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local
Beneficiaries / target groups
<p>For actions 3.1 and 3.4: Students in IVET, including dual IVET</p> <p>For action 3.2: IVET schools, including dual IVET schools</p> <p>For action 3.3: Teachers in IVET schools, including dual IVET schools</p> <p>For actions 3.5 and 3.6: Students and teachers in IVET schools, including dual IVET schools</p>
Responsible ministries/bodies
ME, NCTVETD, County school inspectorates, Administrative Territorial Units, NGOs, companies, Professional associations
Source of funding (National, EU funds, sectoral)
EEOP – ESF+ NRRP, National budget

3. Detailed description of main measures and/or their packages
Title
4. Increase participation and facilitate access to IVET and CVET
Rationale/background, challenges addressed
<p>The challenges of the Romanian labour market are generated by the complexity of current problems and the prospects of economic and social transformations related to technological evolution, environmental policies, which will require a permanent update of skills to the new requirements.</p> <p>The national vision for 2027 is for the Romanian labour market to become dynamic, sustainable, resilient, pro-active and based on social innovation, with an employment rate for the 20-64 year category of 75%.</p>

The needs of human capital development are aimed at competent and sufficient workforce to support progress and change, the education of children and young people, the activation of inactive labour resources, but also the general population, so that citizens can enjoy the benefits of new technologies and ways to consume services in a new, digital form and a new way of life and work.

The problem of adapting the skills stock to the requirements of the labour market is generated, first of all, by changes in the economy that require constant updates of knowledge and skills. With each new occupation, the necessary skills and competencies must be adapted to the identified needs. The need for training is exacerbated by a shortage of labour, an aging resource that is aging in the context of demographic trends, and the existence of a high percentage of low-skilled or inadequately trained labour. Increasing the automation of production processes leads to the demand for higher levels of cognitive skills but the skills of the workforce are still uncorrelated with the needs of the modern economy given that approx. one third of the country's population has basic digital skills.

Ensuring the relevance of training processes to labour market requirements asks for improving the quality of education and vocational training, and the most pressing issues are related to:

- the need to reduce dropout rates;
- the need to reduce early school leaving rate ;
- bridging the gaps in skills acquisition and improving the results of national examinations and international tests;
- the use of information and communication technology (software, platforms, etc.) in education, the training for digital skills acquisition, as indispensable necessities in a globalized world;
- increasing the population with higher education with a direct impact on access to the labour market;
- the need to update the skills or qualifications of people with low qualifications or without education and qualifications.

Education and training have a key role to play in ensuring an inclusive and sustainable environment for the economic and social development. Investment in this area of education would make a major contribution to increasing economic competitiveness and giving the chance to capitalize on individual talents. To do this, the education and training system must ensure that all young people can develop their skills and reach their full potential, regardless of their background. In order to increase the participation rate in IVET as well as to reduce the dropout rate, a series of measures were implemented to support access to IVET, such as the national social protection program "Vocational Scholarship", regulated by GD no. 951/2017, which grants scholarships worth 200 RON per month to students attending IVET programs, including dual education, regardless of parental income. In order to reduce inequalities of opportunities for students in rural areas coming from low-income families who currently either do not attend upper secondary education or follow a qualification from the

limited supply of the school in their home town, in the rural area, although their choice would be for another school and another qualification, there is an acute need of financial support measures to cover /support costs for accommodation, meals, and transport.

As the benefits of education and training programmes for students, both in terms of secure and successful socio-professional integration and in terms of reducing drop out and early school leaving rates, are major and measurable, investment in diversified programs to improve career guidance counselling is essential. In order to generate meaningful results, the process must be participatory, with the substantial involvement of all educational stakeholders.

The increase of participation in education and training programs is the result of a process of tailored-made guidance and counselling services so as to meet all individualized needs of both students and adults.

For coherent and systematic career guidance and an increase of IVET and CVET attractiveness, the intervention carried out only during counselling and career guidance classes is not enough.

Innovative actions to increase participation in IVET should aim at improving informed access to IVET programmes, in line with both students' interests and labour market needs, with the involvement of teachers in counselling centres and leaders, employers and/or non-governmental organizations in the provision of counseling and career guidance services, personal development, etc.

Career guidance and counselling services and tailor-made programs to acquire Romanian language competence, mathematics, basic IT skills aim at increasing the chances of employment and social inclusion of certain categories of people who have difficulty finding employment, and implicitly increase their standard of living.

Rapid technological developments and the emergence of new occupations and new skills require the organization of VET programs to update specific skills of employees, complemented by professional counselling services.

The digitization of the economy and the alignment of the labour market with the latest developments in the field aim at digital skills acquisition programs, structured on levels (beginner, intermediate, advanced), and preceded by a rigorous assessment of the level of digital skills held.

Specific objectives of the measure/package and their relation to the general objectives of the plan

- O1. Facilitating equal access to quality and inclusive IVET;
- O2. Improving students' informed access to IVET programs;
- O3. Promoting lifelong learning, in particular flexible training and retraining opportunities for all, taking into account entrepreneurial and digital skills, better anticipating changes and new skills requirements based on labour market needs, facilitating career transitions and encouraging professional mobility;

Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

- 4.1. Provision of financial support for accommodation, meals, and transport for initial VET students from disadvantaged groups or backgrounds;³²; Term: 2027
- 4.2. Provision of remedial programmes for students with reduced core competencies, especially for students from disadvantaged groups or backgrounds ³³; Term: 2027
- 4.3. Teacher’ training on tailored-learning and the use of innovative teaching techniques, adapted to the needs of disadvantaged/disabled groups ³⁴; Term: 2027
- 4.4. Training of school counsellors, counselling staff, teachers to improve students' informed access to initial vocational education and training programmes³⁵; Term: 2027
- 4.5. Development of local, regional, and national information-awareness campaigns, addressed to educational stakeholders (students, teachers, parents, etc.), on the opportunities offered by IVET and complementary interventions to support students from vulnerable groups³⁶; Term: 2027
- 4.6. Implementation of the programme “Core competences for individuals without/with low competence-level” services on career guidance and counselling, competence assessment of already embedded in individuals’ profile, tailored-made training programmes for competences to be acquired in Romanian language, Maths, basic IT competencies, training and certification to acquire level 1/2 qualifications);³⁷ Term: 2027
- 4.7. Implementation of the programme “Keep upskilling” focusing on the employees’ up or re-skilling needs in line with the rapid changes of technologies emerging competencies;³⁸ Term: 2027
- 4.8. Implementation of the programme “Digital competencies for the labour market” focusing on the training for the acquisition of digital competencies (initiation, intermediary, advanced levels) and assessment of digital competencies level prior to registering for a specific training³⁹ Term: 2027.

EU policy priorities addressed

³² EEOP

³³ EEOP

³⁴ EEOP

³⁵ EEOP

³⁶ EEOP

³⁷ EEOP

³⁸ EEOP

³⁹ EEOP

Council Recommendation on VET	Osnabrück Declaration
<input type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input checked="" type="checkbox"/> local	
Beneficiaries/target groups	
<p>For action 4.1: Students in IVET from disadvantaged groups or backgrounds</p> <p>For action 4.2: Students with low core competencies, especially for students from disadvantaged groups or backgrounds</p> <p>For action 4.3: Teaching staff in IVET schools</p> <p>For action 4.4: School counsellors, counselling staff and tutors of students classes in IVET schools</p> <p>For action 4.5: Students, teachers, parents</p> <p>For action 4.6: Unskilled or low-skilled adults (25-64 years old) - potential trainees</p> <p>For action 4.7: Workers, employees</p> <p>For action 4.8: Adults (25-64 years old) - potential trainees</p> <p style="padding-left: 40px;">Employers;</p> <p style="padding-left: 40px;">Staff from community lifelong learning centers;</p>	

<p>Inactive people, young people, the unemployed, the long-term unemployed, people with disabilities, people from marginalized communities, people from rural areas, refugees, end-of-career athletes, people belonging to minorities, people released from detention, post-institutionalized young people; Job seekers, workers, employees; Vocational training, information and counselling service providers that are accredited by law.</p>
<p>Responsible ministries/bodies</p>
<p>ME, NCTVETD , Local authorities / dual clusters, Ministry of Labour Social Solidarity / MLSS, / NAE, EUFHERDI, NSRILSP</p>
<p>Source of funding (National, EU funds, sectoral)</p>
<p>EEOP National Budget</p>

<p>3. Detailed description of main measures and/or their packages</p>
<p>Title</p>
<p>5. Improve IVET and CVET quality at system and provider levels</p>
<p>Rationale/background, challenges addressed</p>
<p>ReConect is a systemic project, implemented during 2021-2022, based on a joint partnership of institutions with national responsibilities in the field of vocational training and employment such as: National Agency for Employment (as applicant), Ministry of Education, Ministry of Labour, NCTVETD, EUFHERDI, INCSMPS. All institutions before mentioned are strongly involved in the development of three interdependent and complex mechanisms which will ensure data communication and interlinks from IVET to CVET and occupationthe mechanism for monitoring of VET graduates’ (from both initial and continuous VET systems) the professional insertion, the mechanism for anticipating the need for professional skills and qualifications on the labour market and the mechanism for monitoring and evaluating public policies in the field of employment and training. An IT application for interconnecting databases in the field of education and training and employment will also be developed, with a minimal structure that needs to be further developed with new modules and facilities for processing, analysis and reporting. Given the importance of monitoring and evaluating training policies for informed decision-making in the development of vocational and technical education system, it is necessary to</p>

optimize and implement the mechanisms developed, train the relevant factors on how to use these mechanisms as well as on the use, of the platform and further development of the IT platform with new modules and facilities.

Practical training of students in the workplace is an essential component of IVET programs, which play an important role in the acquisition of vocational skills by students. It is conducted on the basis of a contract concluded between the participating student, the school and the companies in which they practice. The contract contains the rights and obligations of the parties as well as the material support and granted incentives. At present, there is no mechanism for quality assurance of IVET students' work-based learning. Given the dependence of the quality of initial VET training on the quality of the provision of practical training programs, it is necessary to develop this mechanism and also an accreditation methodology for companies that will become partners of IVET schools. In order to accredit and monitor their activity in relation to the quality of the practical training of students at workplace, the staff who will make the accreditation and then monitoring visits must be well trained. The accreditation and monitoring process must also be designed and organized.

Increasing employers' confidence in the validity of professional qualification certificates of IVET and CVET graduates is a key factor in improving their employability on the labour market, so it is important to develop and implement a mechanism to ensure the quality of professional certification in IVET.

For vocational education and training to meet the current demands of the economy, it is necessary for both Initial VET schools, companies acting as partners for the practical training of IVET students and CVET training providers to develop a culture of quality assurance and support the focus on excellence, to diversify their area of partnerships with both companies that are oriented to innovation and development of new technologies and with higher education institutions as well. In this context, it is important to develop and implement a mechanism for excellence recognition in the provision of IVET programs.

In the long run, the quantity and quality of skills held by the workforce generate innovation, growth and can add value to production in the value chain, as well as increased capacity for all people to adapt to the ever-changing needs of the workforce.

The main challenge facing the vocational training system, completed with nationally recognized qualifications that allows access to the labour market, is to provide quality, by applying the same quality assurance criteria to the entire vocational education and training system: more exactly at the level of institutions with responsibilities for the development of vocational education and training policies as well as at the level of authorised providers (both in IVET and CVET), with a direct impact on bridging the gap in efficiency and effectiveness between IVET and CVET.

Improving quality involves improving the training services provided to beneficiaries by increasing the relevance of training programs to the labour market, through continuous collaboration of VET providers with the business environment and social partners. It also involves the improvement of diversification of the teaching and learning methods at all levels, and improving the offer of CVET programs.

NCTVETD initiated the organization of the partner networks of IVET schools on vocational training fields in 2009, their reorganization and operation being resumed in 2019 through an ERASMUS + project dedicated to the National Points for Quality Assurance in IVET (QANRPs). The activities organized at the level of the partnership network in the period 2020-2021 were positively appreciated by the participants, as a dissemination of good practices and a way to develop a culture of quality. Peer learning and assessment are effective ways to improve the quality of initial vocational training, self-assessment, but also an opportunity to disseminate good practices, so it is necessary to support and multiply them.

Specific objectives of the measure/package and their relation to the general objectives of the plan

- O.1 Optimizing the mechanism for monitoring and evaluating public training policies at system level
- O2. Improving the quality of workplace - learning
- O3. Increasing the quality of professional certification in IVET
- O4. Developing the capacity of partner network schools to apply quality assurance tools
- O5. Improving the quality, inclusiveness, effectiveness and labour market relevance of education and training systems

Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

- 5.1. Improve and implement the mechanism for monitoring and evaluating public policies on education and training at system level⁴⁰; Term: 2027
- 5.2. Establish and implement a mechanism to ensure the quality of work-based learning and certification of learning outcomes in initial VET in order to increase IVET qualifications’ relevance on the labour market⁴¹;Term : 2027
- 5.3. Develop and implement an accreditation methodology of the of the company acting as a partner involved in the practical training of students in initial VET⁴²; Term: 2027
- 5.4. Development and implementation of a mechanism for the recognition and award of excellence in the provision of initial VET offer⁴³, Term: 2027
- 5.5. Support and develop partnership networks between initial VET schools in order to extend teachers’ collaboration frame and

⁴⁰ EEOP

⁴¹ EEOP

⁴² EEOP

⁴³ EEOP

<p>carry out peer learning and peer evaluation activities⁴⁴; Term: 2027</p> <p>5.6. Training of stakeholders involved in the implementation of quality assurance mechanisms and methodologies in initial VET (teachers, practice tutors, auxiliary teaching staff involved in managing and populating IVET databases)⁴⁵ Term: 2027</p> <p>5.7. Development of Quality Assurance in CVET at system and provider levels (development and implementation of internal quality assurance systems by authorised CVET providers, development and improvement operational capacity of CVET data monitoring and reporting⁴⁶ ; Term: 2027.</p>	
<p>EU policy priorities addressed</p>	
<p>Council Recommendation on VET</p> <p><input type="checkbox"/> A. VET is agile in adapting to labour market challenges.</p> <p><input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.</p> <p><input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.</p> <p><input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills.</p> <p><input type="checkbox"/> E. VET promotes equality of opportunities.</p> <p><input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.</p>	<p>Osnabrück Declaration</p> <p><input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET</p> <p><input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.</p> <p><input type="checkbox"/> 3. Sustainability - a green link in VET.</p> <p><input type="checkbox"/> 4. European Education and Training Area and international VET.</p>
<p>VET subsystem (IVET, CVET, or both)</p> <p><input checked="" type="checkbox"/> Initial VET (IVET)</p> <p><input checked="" type="checkbox"/> continuing VET (CVET)</p>	
<p>Scope (national, regional, local)</p> <p><input checked="" type="checkbox"/> national</p> <p><input type="checkbox"/> regional</p> <p><input type="checkbox"/> local</p>	
<p>Beneficiaries/target groups</p>	

⁴⁴EEOP

⁴⁵ EEOP

⁴⁶ EEOP

<p>For action 5.1: NAE / Ministry of Education, Ministry of Labour Social Solidarity , NSRILSP, EUFHERDI, NCTVETD, regional and local IVET partnership structures, county school inspectorates, IVET schools, companies</p> <p>For actions 5.2 and 5.6: IVET schools, partner companies for practical training activities of student in IVET</p> <p>For action 5.3: Ministry of Education / Institutions subordinated to the Ministry of Education, companies acting as partners of IVET schools ensuring the work-based practical training of IVET students</p> <p>For action 5.4: Ministry of Education, school inspectorates, IVET schools</p> <p>For action 5.5: IVET schools in partner networks</p> <p>For Action 5.6: Central and local institutions with responsibilities for managing the CVET system Staff of the county / Bucharest commissions for the authorization of CVET programe providers Staff from organizations / institutions dealing with CVET (trainers, instructors, specialists, evaluators, apprenticeship coordinators) CVET providers</p>
Responsible ministries/bodies
ME, SS/ NCTVETD, NAE, EUFHERDI, NSRILSP
Source of funding (National, EU funds, sectoral)
EEOP - ESF ERASMUS+ National budget

4. Governance of the implementation of the plan
<p>A Technical Group to coordinate the implementation of the National Implementation Plan will be established and will include nominated representatives from institutions with national responsibilities in the field of vocational education and training:</p> <ul style="list-style-type: none"> - Ministry of Education, - Ministry of Labour and Social Solidarity, - National Centre for Technical, Vocational Education and Training Development - National Agency for Employment

- National Authority for Qualifications

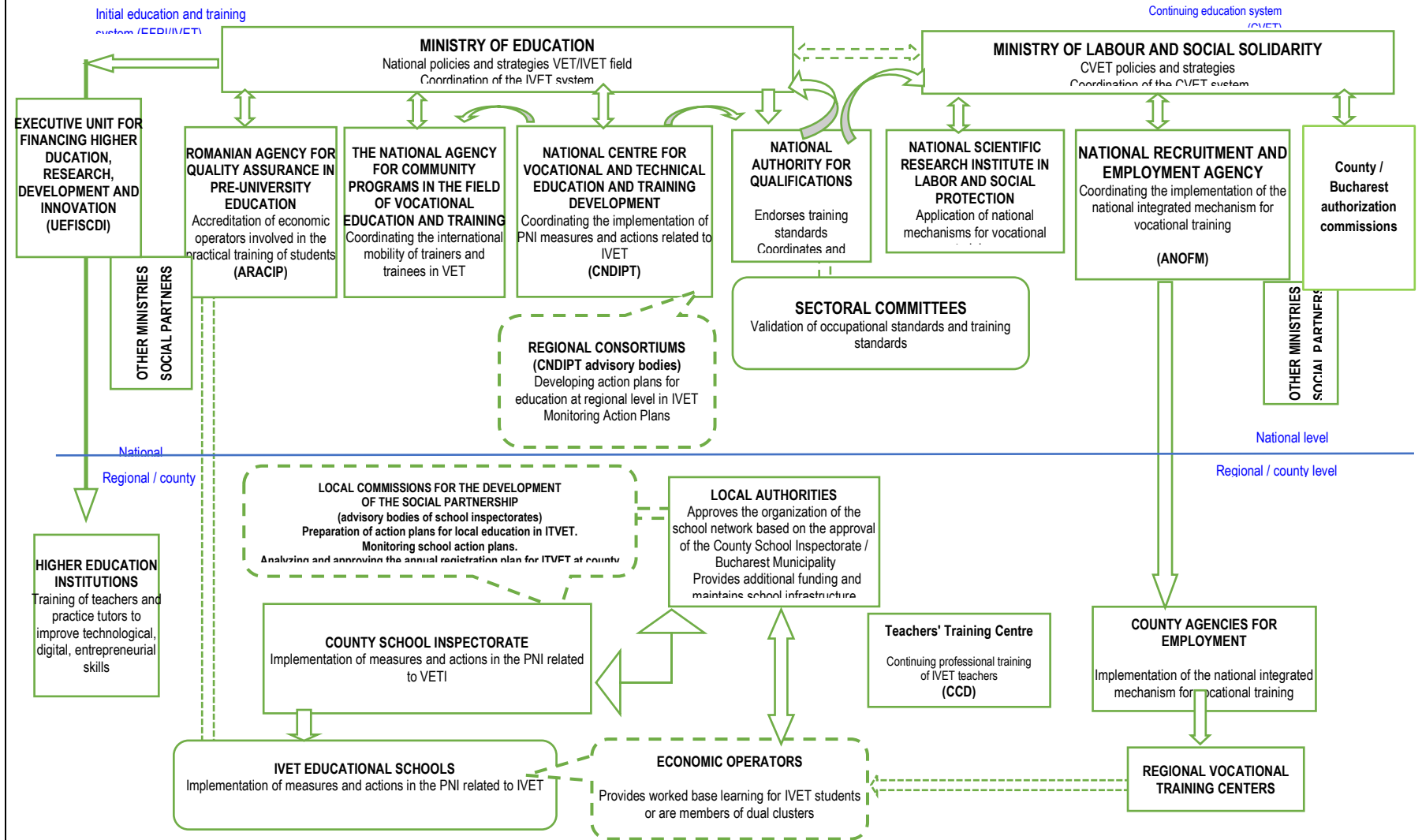
At national level, the institutions and structures with specific VET-related will be involved in the implementation of NIP-VET:

- Ministry of Education,
- Ministry of Labour and Social Solidarity,
- National Centre for Technical , Vocational Education and Training Development,
- National Agency for Employment,
- National Authority for Qualifications,
- The National Agency for Community Programs in the Field of Vocational Education and Training,
- EUFHERDI , Executive Unit for Financing of Higher Education, Research, Development and Inovation NSRILSP, National Scientific Research Institute for Labour and Social Protection, Sectoral Committees.

At regional / local level, institutions and structures with specific responsibilities in the field of vocational training will be involved:

- Regional Consortia,
- Higher education institutions providing vocational education and training programs,
- Local Committees for the Development of Social Partnership,
- Local authorities,
- County School Inspectorates,
- County Employment Agencies,
- County Authorization Commissions,
- IVET schools,
- CVET providers,
- Companies involved in worked based learning activities for students in IVET

The diagram below summarizes the institutional roles at the various levels as well as the inter-institutional collaboration:



General action plan for the implementation of the NIP-VET for the period 2021-2027

Measure no 1: Improve correlation of IVET and CVET offer and labour market needs		
Actions	Responsibilities and institutions involved	Deadlines
1.1. Improve and implement the mechanisms on skill and qualification anticipation and monitoring labour market insertion of IVET and CVET graduates	MLSS; NAE; ME; NCTVETD; EUFHERDI; NSRILSP	2027
1.2 Update of strategic planning documents in IVET at regional, county, and local levels (Regional Action Plan for Education/REAPs, Local action plans for Education / LEAPs, School action plans / SAPs);	Regional Consortia; Local Social Partnership Development Committees; CSI; IVET schools	2027
1.3 Development of training standards and curricula for new professional qualifications in IVET and /or revision of existing ones, as a result of technological evolution that supports sustainable development and the green economy (IT&C, artificial intelligence, robotics, 3D printing)	ME; NCTVETD; NAQ; Sectoral Committees; Employers' organizations; Economic operators	2027
1.4 Teacher training on professional competences related to the latest technologies in companies and transversal competencies, with an emphasis on entrepreneurship and digital competencies	ME; NCTVETD; TRH; Higher education institutions	2027
1.5 Training of associated teaching staff (specialists from companies) and of the in-company practice tutors, on topics of methodology and subject didactics	ME; NCTVETD; TRH; Higher education institutions	2027

1.6. Reinforce work-based learning and apprenticeships complying with the European Framework for Quality and Effective Apprenticeships and facilitate SMEs access to apprenticeships.	MLSS; NAE; ME;	2023
2. Ensure flexibility and progression opportunities through VET (initial and continuous VET)		
2.1. Develop and implement a complete dual VET education pathway, including levels 3-7 according to the National Qualifications Framework (NQF)	ME; NCTVETD	2026
2.2. Establish dual education consortia composed of initial VET schools, technical universities, companies acting as partners for the practical training of students in IVET school, territorial administrative units, and other relevant stakeholders	ME; NCTVETD; Local authorities; VET units; Technical Universities; Member economic operators in dual clusters	2026
2.3. Develop integrated professional campuses to create the optimal conditions for initial VET students enrolled for professional qualifications level 3-7 NQF	ME; NCTVETD; Local authorities; IVET units; Technical Universities; Member economic operators in dual clusters	2025
2.4. Provision of equipment for the practical training laboratories in initial VET schools	ME; IVET schools	2026
2.5. Finance the costs associated with IVET students' participation in practical training activities within companies and the organization of certification exams for IVET professional qualifications	ME; IVET schools; companies involved in practical training activities of IVET students	2027

2.6. Introduce transferable credit system and change of occupational standards and CVET programmes	ME; NAQ	2027
2.7. Development of CVET trainers, evaluators and apprenticeship coordinators' competencies to design, develop and implement flexible and qualitative CVET training programmes	MLSS; ME; NAE	2027
2.8. Development of CVET National Strategy	MLSS; NAE; NACS; ME; MTI; MTE; NSRILSP; MARD; MIEP	2022
3. Increase initial VET (IVET) attractiveness		
3.1. Implement education and training activities focused on the development of entrepreneurial skills of initial VET students (virtual training firms, fairs, quality mark award of virtual training firms) and organisation of work-based training activities for IVET students	ME; NCTVETD; County School Inspectorates (CSI); companies; professional associations; NGOs	2027
3.2. Provision of equipment for IT&C laboratories in initial VET schools;	ME; ATUs	2023
3.3. Develop and implement a national programme for continuous training of teachers in pre-university education, in order to facilitate the acquisition of advanced knowledge in the field of use of new technologies in the educational process and improve specific pedagogic digital skills	ME	2025
3.4. Development of a multimedia teaching activities collection and methodological teaching/assessment guides using digital technologies that can be used in both face-to-face and blended learning / online learning	ME	2025

3.5. Participation of initial VET students in internships and mobilities abroad in order to acquire professional skills in new learning contexts and develop transversal skills that will facilitate both personal development and socio-professional insertion	ME; NACPFVET	2027
3.6. Participation of initial VET teachers in training courses abroad / mobilities in order to develop professional and transversal skills that will increase the quality of teaching-assessment and learning activities at work of initial VET students	ME; NACPFVET	2027
4. Increase participation and facilitate access to IVET and CVET		
4.1. Provision of financial support for accommodation, meals, and transport for initial VET students from disadvantaged groups or backgrounds	ME; County School Inspectorates (CSI); IVET schools	2027
4.2. Provision of remedial programmes for students with reduced core competencies, especially for students from disadvantaged groups or backgrounds	IVET schools	2027
4.3. Teacher' training on tailored-learning and the use of innovative teaching techniques, adapted to the needs of disadvantaged/disabled groups	ME; County school inspectorates (CSI); Teachers' Resource Houses (TRH)	2027
4.4. Training of school counsellors, counselling staff, teachers to improve students' informed access to IVET programmes	ME; County school inspectorates (CSI); Teachers' Resource Houses (TRH); County Centres of Resources and	2027

	Educational Assistance; NGOs with activity relevant to the target groups	
4.5. Development of local, regional, and national information-awareness campaigns, addressed to educational stakeholders (students, teachers, parents, etc.), on the opportunities offered by IVET and complementary interventions to support students from vulnerable groups	ME; NCTVETD; County School Inspectorates ; IVET schools	2027
4.6. Implementation of the programme "Core competences for individuals without/with low competence level"(services on career guidance and counselling, competence assessment of already held competencies, tailoured-made training programmes for competences to be acquired in Romanian language, Maths, basic IT competencies, training and certification to acquire level 1/2 qualifications)	MLSS, ME, NAE, employers, authorised CVET providers	2027
4.7. Implementation of the programme "Keep upskilling" focusing on the employees' upskilling or re-skilling needs in line with the rapid changes of technologies and emerging competencies	MLSS, ME, NAE, employers, authorised CVET providers	2027
4.8. Implementation of the programme "Digital competencies for the labour market" focusing on the training for the acquisition of digital competencies (beginner, intermediate, advanced levels) and assessment of digital competencies level prior to registering for a specific training.	MLSS, ME, NAE, employers, CVET authorised training providers	2027

5. Improve IVET and CVET quality at system and provider levels		
5.1. Improve and implement the mechanism for monitoring and evaluating public policies on education and training at system level	NAE; MLSS; ME; NCTVETD; EUFHERDI; NSRILSP	2027
5.2. Establish and implement a mechanism to ensuring the quality of work-based learning and certification of learning outcomes in initial VET in order to increase IVET qualifications' relevance on the labour market	ME; NCTVETD; County school inspectories (CSI)	2027
5.3. Develop and implement an accreditation methodology of company involved in the practical training of the initial VET students	ME; RAQAPE	2027
5.4. Development and implementation of a mechanism for the recognition and award of excellence in the provision of initial VET offer	ME; NCTVETD; County school inspectories	2027
5.5. Support and develop partnership networks between initial VET schools in order to extend teachers' collaboration frame and carry out peer learning and peer evaluation activities	ME; NCTVETD; County school inspectories	2027
5.6. Training of stakeholders involved in the implementation of quality assurance mechanisms and methodologies in initial VET (teachers, practice tutors, auxiliary teaching staff involved in managing and populating IVET databases)	ME; NCTVETD; Teacher Resource Houses (TRH);	2027
5.7. Development of Quality Assurance in CVET at system and provider levels (development and implementation of internal quality assurance systems by authorised CVET providers, development and improvement operational capacity of CVET data monitoring and reporting).	MLSS; ME; CCAPT/BCAPT (CAJ/CAMB); authorised CVET providers	2027

Following consultation with national, regional and local stakeholders involved in implementation, the NIP-VET Implementation Coordination Technical Group will develop at the beginning of each implementation year an Annual Action Plan, which will set, for each NIP-VET action, the targets annual intermediaries. At the end of each year of implementation, the Technical Group for the Coordination of the Implementation of the NIP-VET will prepare an Annual Progress Report on the implementation of the NIP-VET, which will be the supporting document for the annual reporting by REFERNET Romania to CEDEFOP.

5. Expected effects of the plan

A. Explaining the expected effects of the implementation of the NIP-VETs in the short, medium and long term

The implementation of the NIP-VET will determine:

Short term:

- improving the skills of IVET, CVET, CSI staff, associated teaching staff, representatives of economic operators involved in on-the-job learning;
- facilitating international mobility for educational purposes and increasing the number of mobility of students and teachers;

In the medium term:

- improving the anticipation of the needs for qualifications and competencies in VET and CVT and the monitoring of the socio-professional integration of IVET and CVET graduates;
- updating professional qualifications to adapt training to the emerging needs of the labour market;
- improving equal access to education and training through TVET and CVT for beneficiaries of education and training in rural areas, disadvantaged small urban areas, the Roma population, people with disabilities / deficiencies;

Long-term:

- improving the quality, efficiency and relevance of the education and training system for the labour market;
- increasing the participation rate in vocational and technical education and reducing the dropout rate;
- increasing the social and economic impact of vocational and technical education;

B. Description of potential obstacles / risk factors that may impede the implementation of the NIP-VET

Risks generated by:

- the delay in launching the EEOP 2021-2027 Education and Employment Operational Program and, implicitly, the delay in financing the measures provided in the NIP-VET;
- delays in launching calls for projects to achieve the objectives of the NIP-VET;
- difficulties in managing the funding granted due to the large number of beneficiaries of interventions;
- uncertainties regarding the evolution of the COVID-19 pandemic which could lead to delays in the conduct of training programs and campaigns to promote IVET and CVET;
- delays in approving / updating the legislative framework necessary for the implementation of certain measures.

C. Explain how countries plan to overcome these obstacles

- taking responsibility for NIP-VET implementation, at governmental level and of the ministries with vet-related attributions
- Elaboration and accountability at national level of a PNI implementation program, with deadlines, responsibilities and intermediate targets
- Monitoring the implementation of the NIP-VET to identify delays in implementation and implement the corrective actions needed to reduce them

MEASURE		
Measure no. 1		
Improve correlation of initial VET and continuous offer and labour market needs		
ACTIONS	OUTPUT INDICATORS	TARGETS
1.1. Improve and implement the mechanisms on skill and qualification anticipation and monitoring labour market insertion of IVET and CVET graduates	Integrated mechanism for monitoring and evaluating public policies, anticipating skills needs and monitoring IVET and CVET graduates labour market insertion;	1
1.2. Update of the strategic planning documents in IVET at regional, county, and local levels (Regional Action Plans for Education / REAPs, Local Action Plans for Education / LEAPs, School Action Plans / SAPs)	REAPs - updated; LEAPs - updated; SAPs - updated;	8 42 909
1.3. Development of professional training standards (PTSs) and curricula for new professional qualifications in IVET and /or revision of existing ones, as a result of technological evolution that supports sustainable development and the green economy (IT&C, artificial intelligence, robotics, 3D printing)	New professional qualifications; New PTSs; New curricula; Revised Qualifications of Level 5 NQF; Revised PTSs; Revised curricula;	30 30 90 200 200 400
1.4. Teacher training on professional competences related to the latest technologies in companies and transversal competencies, with an emphasis on entrepreneurship and digital competencies	Supported teachers for updating specialized knowledge related to technological developments; Supported teachers for the development of entrepreneurial skills;	1,000 4,000
1.5. Training of associated teaching staff (specialists from companies) and of the in-company practice tutors, on topics of methodology and subject didactics	Supported practice tutors Associate teaching staff, supported	300 300
1.6. Reinforce work-based learning and apprenticeships complying with the European Framework for Quality and Effective Apprenticeships and facilitate SMEs access to apprenticeships	Draft law amending and supplementing Law no. 279/2005 on apprenticeship at work, republished, with subsequent amendments	1

Measure no. 2		
Ensure flexibility and progression opportunities through VET (initial and continuous VET)		
ACTIONS	OUTPUT INDICATORS	TARGETS
2.1. Develop and implement a complete dual VET education pathway, including levels 3-7 according to the National Qualifications Framework (NQF)	Complete professional route for dual education, for level 3-7 NQF qualifications;	1
2.2. Establish dual education consortia composed of initial VET schools, technical universities, companies acting as partners of IVET school for the practical training of students, territorial administrative units, and other relevant stakeholders	Dual education consortia for functional level 3 - 7 NQF qualifications;	10
2.3. Develop integrated professional campuses to create the optimal conditions for initial VET students enrolled for professional qualifications level 3-7 NQF	operational integrated professional campuses;	10
2.4. Provision of equipment for the practical training laboratories in initial VET schools	Equipped practice workshops from IVET schools;	909
2.5. Finance the costs associated with IVET students' participation in practical training activities within companies and the organization of certification exams for IVET professional qualifications	Certified IVET students	38,000
2.6. Introduce transferable credit system and change of occupational standards and CVET programmes	Draft GD on transferable credits SO reviewed	1 400
2.7. Development of CVET trainers, evaluators and apprenticeship coordinators' competencies to design, develop and implement flexible and qualitative CVET training programmes	Total of trained persons	5,000
2.8. Development of CVET National Strategy	Draft GD for the approval of the CVET National Strategy	1

Measure no 3		
Increase initial VET (IVET) attractiveness		
ACTIONS	OUTPUT INDICATORS	TARGETS
3.1. Implementation of education and training activities focused on the development of entrepreneurial skills of IVET students (virtual training firms, fairs, competitions, quality mark award of virtual training firms) and organisation of work-based practical training activities for IVET students	Supported IVET students	40,000
3.2. Provision of equipment for IT&C laboratories in initial VET schools;	Computer labs equipped with ICT equipment i IVET schools;	909
3.3. Develop and implement a national programme for continuous training of teachers in pre-university education, in order to facilitate the acquisition of advanced knowledge in the field of use of new technologies in the educational process and improve specific pedagogic digital skills	Teachers in the public pre-university education system trained to use new technologies in the educational process and improve their specific digital pedagogy skills;	100,000
3.4. Development of a multimedia teaching activities collection and methodological teaching/assessment guides using digital technologies that can be used in both face-to-face and blended learning / online learning	Multimedia lessons for each curricular area / study subject, which will be published on open access portals / platforms, and can be used both in face-to-face learning and in blended learning / online learning;	50,000
3.5. Participation of initial VET students in internships and mobilities abroad in order to acquire professional skills in new learning contexts and develop transversal skills that will facilitate both personal development and socio-professional insertion	Students benefiting from international mobility;	10,000
3.6. Participation of initial VET teachers in training courses abroad / mobilities in order to develop professional and transversal skills that will increase quality of work-based teaching, assessment and learning activities of initial VET students	Teachers benefiting from international mobility;	5,000

Measure no. 4		
Increase participation and facilitate access to IVET and CVET		
ACTIONS	OUTPUT INDICATORS	TARGETS
4.1. Provision of financial support for accommodation, meals, and transport for initial VET students from disadvantaged groups or backgrounds	Students from disadvantaged groups and backgrounds supported for further studies in IVET;	88,000
4.2. Provision of remedial programmes for students with low core competencies, especially for students from disadvantaged groups or backgrounds	Students supported to increase reading, math and science skills;	93,000
4.3. Teacher' training on tailored-learning and the use of innovative teaching techniques, adapted to the needs of disadvantaged/disabled groups	Teaching staff trained to individualize learning and adapt teaching / learning to the needs of disadvantaged / disabled groups;	500
4.4. Training of school counsellors, counselling staff, teachers to improve students' informed access to IVET programmes	School counsellors, counselling staff and tutors of IVET students' classes trained to improve students' informed access to IVET programmes;	9,000
4.5. Development of local, regional, and national information-awareness campaigns, addressed to educational stakeholders (students, teachers, parents, etc.), on the opportunities offered by IVET and complementary interventions to support students from vulnerable groups	Local, regional and national awareness campaigns aimed at educational actors;	126
4.6. Implementation of the programme "Core competences for individuals without/with low competence level"(services on career guidance and counselling, competence assessment of already held competencies, tailored-made training programmes for competences to be acquired in Romanian language, Maths, basic IT competencies, training and certification to acquire level 1/2 qualifications)	Support for various organisations including the Community Centres for Permanent Learning	42
	Total number of participants	130,230
4.7. Implementation of the programme "Keep upskilling" focusing on the employees' up-skilling or re-skilling needs in line with the rapid changes of technologies and emerging competencies	Number of training programs developed in partnership with economic sectors	420

4.8. Implementation of the programme “Digital competencies for the labour market“ focusing on the training for the acquisition of digital competencies (beginner, intermediate, advanced levels) and assessment of digital competencies level prior to registering for a specific training.	CVET programmes	1000
Measure no. 5 Improve IVET and CVET quality at system and provider levels		
ACTIONS	OUTPUT INDICATORS	TARGETS
5.1. Improve and implement the mechanism for monitoring and evaluating public policies on education and training at system level	Optimized and applied mechanism to evaluate and monitor IVETpublic policies ;	1
5.2. Establish and implement a mechanism to ensuring the quality of work-based learning and certification of learning outcomes in initial VET in order to increase IVET qualifications’ relevance on the labour market	Mechanism to ensure work-based learning quality to be developed and applied; Improved professional quality assurance mechanism;	1 1
5.3. Develop and implement an accreditation methodology of the company acting as a partner involved in the practical training of the initial VET students	Accreditation methodology of companies involved in the practical training of students to be developed and applied;	1
5.4. Development and implementation of a mechanism for the recognition and award of excellence in the provision of initial VET offer	Mechanism for the recognition of excellence and award in the provision of IVET programs;	1
5.5. Support and develop partnership networks between initial VET schools in order to extend teachers’ collaboration frame and carry out peer learning and peer evaluation activities	peer learning and evaluation visits at IVET school;	20
5.6. Training of stakeholders involved in the implementation of quality assurance mechanisms and methodologies in initial VET (teachers, practice tutors, auxiliary teaching staff involved in managing and populating IVET databases)	Trained stakeholders involved in the implementation of quality assurance mechanisms and methodologies in IVET,;	3,000
5.7. Development of Quality Assurance in CVET at system and provider levels (development and implementation of internal quality assurance systems by authorised CVET providers, development and improvement operational capacity of CVET data monitoring and reporting).	Supported entities / organisations	3,342

6. Acronyms and Abbreviations used in this Annex

RO	EN	Institutions/organisations
UAT	ATU	Administrative Territorial Unit
CAMB	BCAPTA	Bucharest Commission for the Authorization of Professional Training for Adults
CMBRAE	BMCREA	Bucharest Municipality Center for Resources and Educational Assistance
CAJ	CCAPTA	County Commission for the Authorization of Professional Training for Adults
CJRAE	CCREA	County Center for Resources and Educational Assistance
CEDEFOP	CEDEFOP	European Centre for the Development of Vocational Training
ISJ	CSI	County School Inspectorate
EFPC	CVET	Continuous Vocational Education and Training
FPC	CVET	Continuous Vocational Education and Training
ECVET	ECVET	European Credit System for Vocational Education and Training
POEO	EEOP	Education and Employment Operational Program
FEDR	ERDF	European Regional Development Fund
FSE	ESF	European Social Fund
FESI	ESIF	European Structural and Investments Funds
UE	EU	European Union
UEFISCDI	EUFHERDI	Executive Unit for Financing Higher Education, Research, Development and Innovation
EUROSTAT	EUROSTAT	Statistical Office of the European Union
IT&C	ICT	Information and Communications Technology
SIIR	IISER	Integrated Information System of Education in Romania
ISCED	ISCED	International Standard Classification of Education
IPT/EFPI	IVET	Initial Vocational Education and Training
PLAI	LEAPs	Local Action Plan for Education
MADR	MARD	Ministry of Agriculture and Rural Development
ME	ME	Ministry of Education
MIPE	MIEP	Ministry of Investment and European Projects
MMSS	MLSS	Ministry of Labour and Social Solidarity
MAT	MTE	Ministry of Tourism and Entrepreneurship

MTI	MTI	Ministry of Transport and Infrastructure
ANPCDEFP	NACPFVET	The National Agency for Community Programs in the Field of Vocational Education and Training
ANFP	NACS	National Agency of Civil Servants
ANOFM	NAE	National Agency Employment
ANC	NAQ	National Authority for Qualifications
BS	NB	National Budget
CNDIPT	NCTVETD	National Centre for Vocational and Technical Education and Training Development
ONG	NGO	Non-Governmental Organization
PNI	NIP-VET	National implementation Plan for initial and continuing vocational education and training
CNC	NQF	National Qualifications Framework
PNRR	NRPP	National Recovery and Resilience Plan
INCSMPS	NSRILSP	National Scientific Research Institute in Labour and Social Protection
POCU	OPHC	Operational Programme Human Capital
SO	OS	Occupational Standard
SPP	PTS	Professional Training Standard
PNRAC	QANRP	Quality Assurance National Reference Point
ARACIP	RAQAPUE	Romanian Agency for Quality Assurance in pre-University Education.
PRAI	REAPS	Regional Action Plan for Education
REFERNET	REFERNET	European Network for Expertise in Vocational Education and Training
PAS	SAP	School Action Plan
IMM	SMMEs	Small and Medium-Sized Enterprises
CCD	TRH	Teachers' Training Centre
BAS	UIB	Unemployment Insurance Budget
EFP	VET	Vocational Education and Training