



Towards the Creation of Strategies for Lifelong Learning in Europe Workshop 1

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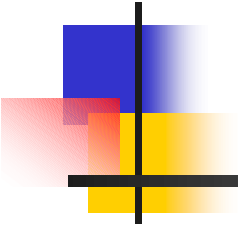
Romanian experiences



Situation before the reform starting

- n Lack of a National System for Qualifications
- n Network of schools providing training in old qualifications
- n Trainers with old qualifications
- n Didactic equipment not updated
- n Training centers directors without skills to ensure training on demand

PHARE RO 0108.01
reform of the technical and
vocational education and training
(TVET) in Romania



- Key characteristics of initial training as a basis for lifelong learning



Strategic elements

- n Vocational training in qualifications to be integrated in a National System for Qualifications
- n Qualifications based on training standards
- n Tree-like structure of training
- n Training standards which include key competencies (50% for level 1, and 1/3 for levels 2 and 3)

Key competencies for level 1(1)

- n Communication in foreign language
- n Team work
- n Organization of work place
- n Training for integration at the work place
- n Transition from school to work
- n Computer skills



Key competencies for level 1(2)

- n Problem solving
- n Health and safety
- n Improving your own learning and performance
- n Communication and numeracy
- n Customer care



Key competencies for level 2

- n Communication in foreign language
- n Team work
- n Computer skills
- n Health and safety
- n Improving your own learning and performance
- n Communication and numeracy
- n Quality assurance



Key competencies for level 3

- n Quality management
- n Improving your own learning and performance
- n Problem solving
- n Transition from school to work



Key competencies for level 3 (2)

- n Team work
- n Communication in foreign language
- n Computer skills
- n Communication and numeracy
- n Health and safety



TVET system functioning

- n Legislative and institutional framework for adults training providers authorization
- n Proposal to set up a National Authority for qualifications
- n Equipment improvement



TVET system functioning

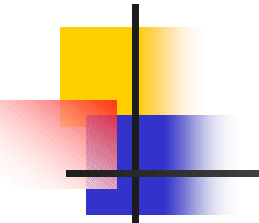
- n Technical and vocational schools capable to offer continuous vocational training
 - Directors trained to identify local and regional training needs
 - Teachers trained to implement training programs for adults



Other interventions in the system to sustain lifelong learning

- n Project of cooperation to create a regional network of training firms at European level (South –East Europe with the support of Austria)

Training firm

- 
- n A new didactic approach to develop the entrepreneurial behavior
 - n Trainees are trained in an almost real environment
 - n The teacher is acting as a mediator, supervisor
 - n Decision and Action belong to the students
 - n The evaluation is based not on knowledge but on competencies



Training firm

n Requests for trainers:

- Economic background
- Pedagogic or andragogic competencies
- Computer skills
- Foreign languages knowledges
- Real experience in a company is an advantage



Training firm

- n A concept which could be integrated for adults training because:
 - Could be based on the previous experience of the trainee
 - Is more appropriate to the training needs of the adult



Capacities developed in line with the labor market needs

- n Creativeness
- n Critical thinking
- n Problem and conflict solving
- n Responsibilities assuming
- n Civic spirit
- n Communication skills
- n Team work
- n Personal development



Difficulties

- n To ensure specific equipment for training
- n Need to act in a network of training firms
- n Maximum number of trainees in a group 15
- n Specific skills for teachers



Solutions

- n Creation of a national coordinating center for training firms
- n Training of teachers
- n Flexibility of the training programme
- n Decentralisation of the decision at the school level
- n Partnership with companies

Project

“Integrated Development of Human resources in South-Eastern and North-Eastern Region “



- Ø Region with high unemployment
- Ø Identified need for requalification
- Ø Young unemployed people with special needs



Difficulties

- n To identify developing sectors and companies
- n To identify employers open to ensure conditions for practical stages and to employ graduates
- n To ensure trained trainers capable to requalify the labor force



Solutions

- n Partnership development with companies and local authorities
- n Using the vocational schools acting in a network as training providers
- n Train the trainers
- n Support from the local school inspectorate