



Postsecondary Vocational Education and Training in Romania Strengths and Challenges

In summary, the OECD assessment of the strengths and challenges of the Romanian vocational education and training (VET) system is as follows:

STRENGTHS

- The inclusiveness of the system: a serious effort is being made to create avenues between different levels of learning, and between vocational and more academic tracks, to raise the status of VET.
- The foreman schools offer attractive upskilling opportunities for people in employment. Their programmes provide team management and pedagogical skills and higher technical skills to technicians.
- All postsecondary programmes are required to include valuable work placements, which provide a strong learning environment, a powerful means of transitioning young people into the labour market, and guide the mix of provision.
- The mix of provision is adjusted to labour market needs both through mandatory work placements and through a systematic sequence of national, regional and local discussions involving institutions, employers and unions.
- Employers are very involved in the design of qualifications through 25 sectoral committees and through frequent reviews of the content of qualifications.
- The qualifications framework combines consistency across the country with local flexibility in response to adapt to the needs of local employers.

CHALLENGES

- Romania may not provide sufficient short-cycle postsecondary VET to meet potential demand.
- There is a gap in provision for adults who want to re-enter the labour market and displaced workers. Programmes are not usually offered part-time.
- Transitions between post-high school programmes and university programmes can be challenging and credits are not easily portable.
- Recent changes in initial teacher education requirements may not ensure a good balance between pedagogical skills and up-to-date industry experience for teachers in vocational subjects.
- There is no clear rationale determining the mix of fee-paying and free provision within the system.
- There are insufficient data to inform the system and to guide students.
- Uncertainties remain on how to develop an effective apprenticeship model.

FURTHER INFORMATION

Increasingly countries look beyond secondary school to more advanced qualifications to provide the skills needed in many of the fastest growing technical and professional jobs in OECD economies. The OECD study, *Skills beyond School*, is addressing the range of policy questions arising, including funding and governance, matching supply and demand, quality assurance and equity and access. The study will build on the success of the previous OECD study of vocational education and training *Learning for Jobs* which examined policy through 17 country reviews and a comparative report.¹ The study also forms part of the horizontal OECD Skills Strategy (OECD, 2012).²

Full country policy reviews are being conducted in Austria, Denmark, Egypt, Germany, Israel, Korea, the Netherlands, Switzerland, the United Kingdom (England), and the United States (with case studies of Florida, Maryland and Washington State). Shorter exercises leading to an OECD country commentary will be undertaken in Belgium (Flanders), Canada, Iceland, Romania, Spain, Sweden and in Northern Ireland and Scotland in the United Kingdom. Background reports will be prepared in all these countries, and in France and Hungary.

[A Skills beyond School Commentary on Romania, OECD Reviews of Vocational Education and Training](#) (P. Musset, 2014) was published on 8 January 2014.

Further information about the policy review and reports on VET systems in other countries is available on the OECD website: www.oecd.org/education/vet

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1. OECD (2010), *Learning for Jobs*, OECD Reviews of Vocational Education and Training, OECD Publishing.
doi: <http://dx.doi.org/10.1787/9789264087460-en>
 2. OECD (2012), *Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies*, OECD Publishing.
doi: <http://dx.doi.org/10.1787/9789264177338-en>