



DALIVET

DEZVOLTAREA PROGRAMELOR DE TIP
UCENICIE ÎN FORMAREA PROFESIONALĂ ÎNȚIALĂ ÎN ROMÂNIA



CENTRUL NAȚIONAL
DE DEZVOLTARE A
ÎNVĂȚĂMÂNTULUI
PROFESIONAL
ȘI TEHNIC

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Co-funded by the
Erasmus+ Programme
of the European Union



The project

„National Authorities for Apprenticeship: Development of Apprenticeship Learning in IVET in Romania (DALIVET)”

Reference 557135-EPP-1-2014-1-RO-EPPKA3-APPREN
ERASMUS + Programme: National Authorities for Apprenticeships
Call EACEA/13/2014

Context

Joint Declaration of June 2013 on strengthening cooperation in training and cooperation between Romania and chambers of commerce and craft (IHK and HWK) from Germany to promote SMEs

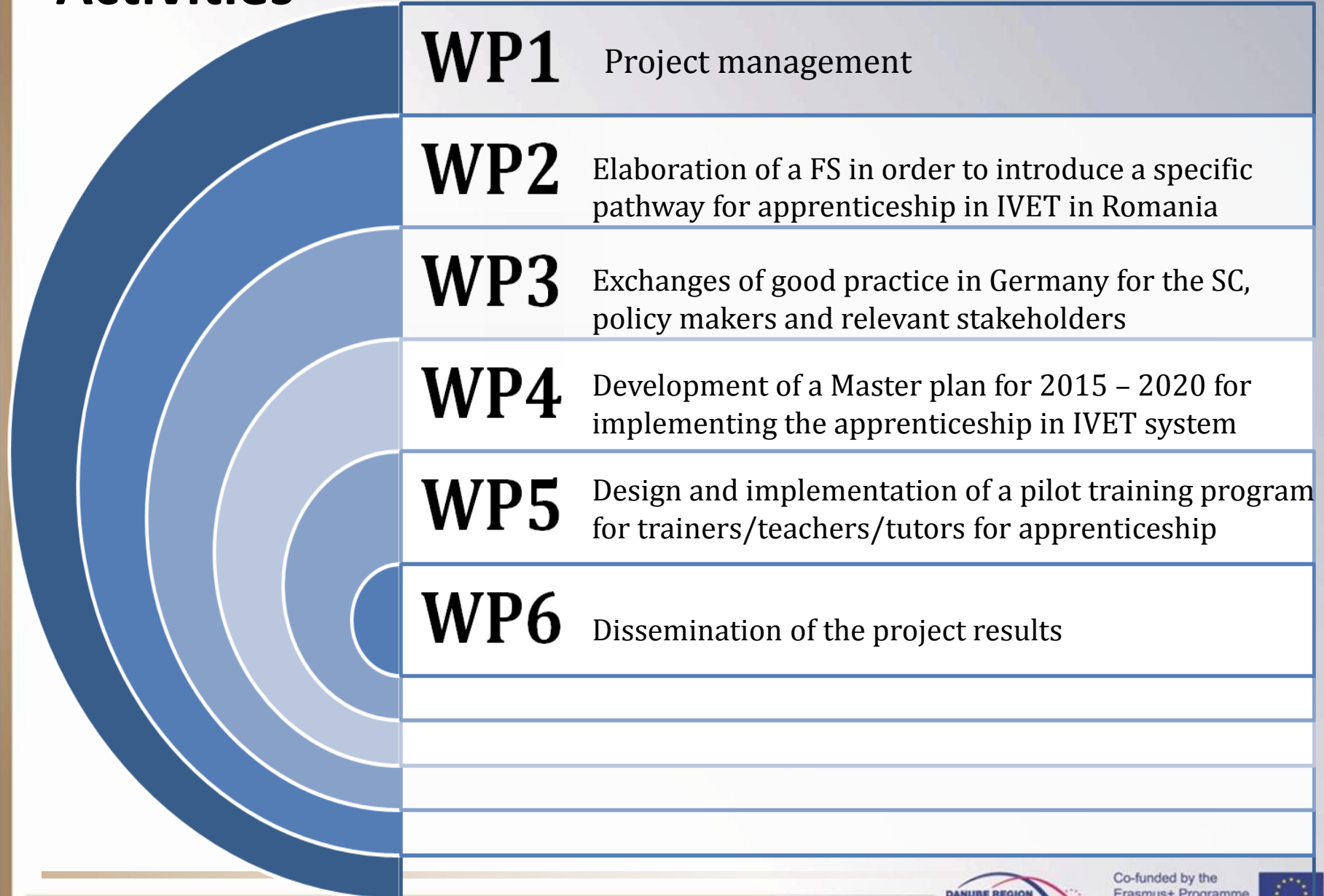
The Ministry Order no. 3081 / 06.02.2014, approving the establishment of three working groups Romanian - German and a coordination committee for cooperation in vocational education and training between Romania and Baden Wurttemberg, Germany

The collaboration between the Romanian Ministry of Education, Centre for Technical and Vocational Education and Training Development, Romania and Landesakademie für Fortbildung und Personalentwicklung an Schulen rAöR, Esslingen, Germany

Project details

- **Program:** ERASMUS +
- **Action :** KA3 – Support for Policy Reform
- **Title of the project:** Development of Apprenticeship Learning in IVET in Romania
- **Project acronym:** DALIVET
- **Beneficiary:** National Centre for Technical and Vocational Education and Training Development, Romania
- **Partner:** Landesakademie für Fortbildung und Personalentwicklung an Schulen rAÖR, Esslingen, Germany
- **Implementation period:** 01.11.2014 – 31.10.2016
- **Budget :** 254.215,95 euro (190.661,96 euro EU-grant; 63.553,99 euro cofinancing)

Activities





Aim: Maximizing work – based – learning in Romania through the establishment of an apprenticeship pathway embedded in the IVET system

SO1:
 Developing the basis of a legal framework for introducing apprenticeship in IVET

SO2: Improving the skills and competences of the teachers, trainers and tutors involved in work-based-learning, through a pilot training programme

SO3:
 Enhancing the accountability of the key actors involved in work-based-learning in IVET

SO4: Raising the level of awareness of all relevant stakeholders related to the contribution of work-based-learning to supporting youth employment and economic competitiveness

DALIVET STEERING COMMITTEE

Within the project DALIVET, a Steering Committee was established in order to analyze, to make proposals to improve and validate the main results to be obtained within the project. This structure consists of representatives from the following institutions:

- *Ministry of Education and Scientific Research*
- *Ministry of Labour, Family and Social Protection for the Elderly*
- *Ministry of Agriculture and Rural Development*
- *Ministry of Economy, Department for Small and Medium Business Environment and Tourism*
- *Institute of Education Sciences*
- *National Institute for Research on Labor and Social Protection*
- *Schaeffler Romania SRL*
- *Chamber of Commerce and Industry of Romania*
- *National Council of Small and Medium Enterprises in Romania*
- *„Concordia“ Employers Confederation*
- *General Union of Industrialists in Romania*
- *National Trade Union Bloc*
- *„Cartel Alfa” National Trade Union Confederation*
- *National Confederation of Trade Unions of Romania - Frăția*
- *Democratic Trade Union Confederation of Romania*

*They have been invited, but did not answer:
 Ministry of Finance and Ministry of Health.*

The main results of the project

- **Feasibility study - "Terms of Reference for introducing dual system / apprenticeship in initial VET in Romania"**
- **Master plan for implementing the recommendations of the feasibility study**
- **Developed in partnership of a pilot program for teacher training in vocational and technical education tutors**



International Conference

“Work-Based Learning: Challenges and Opportunities”

19-20 October 2015

**Cervantes Institute, 38, Queen
Elizabeth, Bucharest, Romania**



Germany



Austria



Italy



Moldova



Belgium



Greece



Turkey

Reference 557135-EPP-1-2014-1-RO-EPPKA3-APPREN

ERASMUS + Programme: National Authorities for Apprenticeships

Call EACEA/13/2014

Conclusions of the conference



Were presented by:

@ **Madlen ȘERBAN**,
Director, European
Training Foundation

@ **James CALLEJA**,
Director, CEDEFOP

@ **Sigve BJORSTAD**, Policy Officer, European Commission – DG
Employment, Social Affairs and Inclusion

@ **Gabriela Liliana PETRE**, Director, National Centre for TVET
Development

There are **4 key elements** in the implementation of WBL:

- 1. Systematic collection of relevant statistical data** on unemployment rates, available jobs, number of persons who may start a work-based learning programme, considering that the purpose of this system is to foster employability.
- 2. Policies, legal framework, regulations and funding mechanisms in place**
- 3. Coordination, cooperation, and communication between all stakeholders** in order to develop a work-based learning system. It is essential to build mutual trust between all parties involved in work-based learning, for the purpose of sharing both responsibilities and costs.
- 4. Attracting employers, social partners who should promote such initiatives.** Regardless of the type of work-based learning system we are going to design, we should take into account that the beneficiaries' needs are of utmost importance.

Conclusions

- ④ All European developments have a common baseline, which is what Europe planned: the **Global Europe**.
- ④ **Work-based learning is a way of acquiring knowledge, skills and competences** and it should not be perceived as a replacement of learning in the wider context of vocational education and training.
- ④ Work-based learning is necessary not only for strictly economic reasons, but this type of **training fosters the development of entrepreneurial thinking, the increase of competitiveness, the capacity to learn at the workplace and it leads to good social integration.**
- ④ **Vocational education and training should not limit their goals to the immediate present, but should build the prerequisites to develop the capacity to adapt to hardly predictable or unpredictable changes,** which may lead to long-term career success.

Conclusions

- Ⓔ Regarding governance of work-based learning, **it is easier to implement this system where there is a culture of dialogue and partnership**, as opposed to situations where governments tend to impose by law partnership and dialogue.
- Ⓔ **There is a need for cooperation and partnership at local, sectoral and central levels.**
- Ⓔ **The topic of work-based learning could be launched for debate by countries of the Danube macro-region.**
- Ⓔ **Work-based learning is an umbrella concept** which covers various types of training, whose implementation should be performed differently in each country, **based on the particularities and specific context of that particular country.**
- Ⓔ When designing work-based learning systems, **the focus should be the final beneficiary of this type of systems.**

Conclusions

- ④ We should consider **the impact of the work-based learning system on the rural population.**
- ④ **Work-based learning is an umbrella concept** which covers various types of training, whose implementation should be performed differently in each country, **based on the particularities and specific context of that particular country.**
- ④ When designing work-based learning systems, **the focus should be the final beneficiary of this type of systems.**
- ④ As 56% of the population lives in rural areas, we should consider **the impact of the work-based learning system on the rural population.**

Conclusions

- ② It was highlighted the idea that **work-based learning leads to increased employability, increased competitiveness, increased inclusion**, and it improves the skills of the participants in the system.
- ② For a successful implementation of this system, we need to involve social partners and economic agents, chambers of commerce and industry, education and training providers.
- ② It is useful the **development, at European level, of a set of tools which can be used for work-based learning**, a platform to promote various approaches of countries implementing/using this system.

Conclusions

- ④ **The initiative to promote green competences launched within the Danube macro-region could be linked to the work-based learning concept.**
- ④ **Beyond cross-border cooperation, in the context of globalisation, national cooperation is equally important, not only in defining work-based learning policies, but also in the implementation process.**
- ④ **It is not enough to define roles and responsibilities, they should also be owned and another essential aspect is to identify the most adequate implementation model.**
- ④ **A sectorial approach would be efficient to identify what is actually relevant for each sector of activity in the implementation of a work-based learning system.**

Conclusions

- ④ **Quality assurance is essential, both at system level –** when defining qualifications, certification of competences, standards – **but also at provider level**, namely the company providing places for work-based learning.
- ④ **The key aspects** for the successful implementation of a work-based learning system: **relevance, student participation and access, quality, cooperation and innovation** are included in the Romanian Strategy for vocational education and training for the period of 2015-2020, currently pending approval.

Thank you for your attention!

Project manager DALIVET

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