SUPPORTING TEACHERS AND TRAINERS FOR SUCCESSFUL REFORMS AND QUALITY OF VET

ROMANIA

Mapping their professional development in the EU

THEMATIC PERSPECTIVES
The thematic perspectives series complements the general information on vocational education and training (VET) systems provided in 'VET in Europe' reports. The themes presented in the series feature high on the European agenda.

Thematic perspectives provide national overviews of specific themes in a common format and offer comparative dimension across the EU Member States, Iceland and Norway.

Thematic perspectives are available at:

This thematic perspective was prepared based on data/information from 2015.
The opinions expressed here do not necessarily reflect those of Cedefop.
Thematic perspectives are co-financed by the European Union and ReferNet national partners.

ReferNet is a network of institutions across Europe representing the 28 Member States, plus Iceland and Norway. The network provides Cedefop with information and analysis on national vocational education and training (VET). ReferNet also disseminates information on European VET and Cedefop’s work to stakeholders in the EU Member States, Iceland and Norway.

Table of contents

1. Introduction ........................................................................................................ 4

2. Teaching and training professionals in school-based settings .................... 7
   2.1. National legal framework ........................................................................ 7
   2.2. Initial teacher training – developments of legal provisions ............... 8
       2.2.1. Initial teacher education: late 90’s – 2010 .................................. 8
       2.2.2. Initial teacher education: from 2010 to present ......................... 9
       2.2.3. ‘Teacher- confirmation’ (certification) award
               (Definitivat certificate) .......................................................... 12
       2.2.4. Mentorship as support for beginner teachers .............................. 14
   2.3. Continuous teacher training and professional development .............. 14
       2.3.1. Advancement in teacher career ............................................... 15
       2.3.2. Professional development ...................................................... 16

3. Apprentice tutors or practical training instructors in companies
   (work-based settings) .................................................................................... 18

4. Cooperation and partnerships between the world of education
   and the world of work in support to teachers and trainers’ CPD ............... 19

5. National and EU-funded projects to support VET teachers’ and
   trainers’ professional development .............................................................. 19

6. Conclusions .................................................................................................... 21

Bibliography ....................................................................................................... 22

ANNEX 1.  IVET routes in the Romanian education system ..................................... 23

ANNEX 2.  Award of teacher confirmation certificate to teachers of
   technological subjects and instructor-foremen .............................................. 25

ANNEX 3.  Accredited continuous teacher training programmes in 2010-14 .............. 26
1. Introduction

Teachers and VET teachers are highly in the focus of the legal provisions for education in Romania. The growing importance of teachers often invoked in the latest developments on European level is reflected in national actions, in legal provisions adopted by Romania, and in the specific education legal framework that comes to respond to the requirements of ensuring a European dimension of education. Starting with the introduction of European Transfer Credit System, the Bologna process restructuring higher education and strongly impacting on teacher education, the tendency to ‘professionalize’ the teaching career, pursuing common objectives and taking action to improve quality education are just a few, yet, tremendously significant elements that come to define education in Romania.

Education and vocational training in Romania, just like in other European states, is influenced by various external factors. Based on Eurostat data base, the population has been constantly decreasing since 2003. There is a noticeable decline between 2003 and 2012 from 21.6 million people to an approximate 20.1 million people, caused equally by negative demographic trends and external migration processes. This negative trend leads to immediate consequences in terms of school population. Another relevant indicator for the demographic and also the social and economic context of Romania is the old-age dependency ratio. The same data source pointed out that in the last 14 years there is a growth of almost 5% from 19.3% to almost 25% at the end of 2014. Reduced birth rate and growth of aging population will lead to low numbers of students and this will affect teachers’ ratio, employment, etc.

In order to have a clear picture of categories of teachers to be mentioned as acting in IVET, it is necessary to clarify the meaning of initial VET, starting from definitions accredited by Cedefop. Vocational education and training (VET) is defined by Cedefop (1) as ‘education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market’. It includes both initial and continuous VET. The same source mentions that initial VET is part of ‘general or vocational education and training carried out in the initial education system, usually before entering working life’.

In Romania the field of initial vocational education and training belongs to the Ministry of National Education and Scientific Research (MNESR) and is delivered at upper

---

secondary and tertiary non-university level (described in Annex 1). It includes:

(a) four-year vocational programmes provided at upper secondary level for military, theological, sports, arts and pedagogy fields of study, with 10-20% work-based learning;
(b) technological programmes provided at upper secondary level, with 16-30% work-based learning;
(c) school and work-based learning programmes commonly known in Romanian as ‘professional education’/ (învăţământ profesional) with 20-72% work-based learning;
(d) tertiary non-university programmes.

Teachers acting in initial VET system as described above benefit from initial and continuous teacher training based on the legal specific provisions. Main categories of teaching and training professionals in Romanian IVET are teachers and instructor-foremen presented below:

(a) teachers of general subjects (Maths, Romanian, Physics, etc.) in vocational and technological programmes (depending on their initial teacher training they could also teach in post-secondary education);
(b) teachers of vocational subjects in vocational, technological programmes and tertiary non-university programmes (for theoretical teaching and for practical training as well) (depending on their initial teacher training they could also teach in post-secondary education);
(c) instructors-Foremen for practical activities in school workshops within school and work-based programmes.

From the last two categories, teachers can play also the role of practical training instructors who accompany students during work-place learning activities included in school-based programmes.

The population decrease registered in the last years is also mirrored in the number of staff acting at all levels of education. When speaking about initial VET, based on the statistical books on education in 2015, provided by the Institute of National Statistics, we can notice that teachers for technological subjects and instructors-foremen face a slight decrease within 2010-15. For example out of a total of 15 798 teachers in initial VET in the 2010/11 school year, a total of approximately 1 300 teachers went out of the system by 2014/15.
In terms of qualified and unqualified teaching staff, there is a very small amount of unqualified teaching staff as compared to qualified teaching staff with small variation in numbers, an average of 2% of unqualified teaching staff.

The percentage of qualified teachers of vocational subjects and those responsible with the practical training suffered small variations between 2010 and 2015: from 97.94%
qualified teaching staff in 2010 there was an increase registered in 2011/12 and 2012/13 to 98.06% and 98.14%. In the last two school years there was a very small decrease signalled 97.94% in 2013/14 and 97.80% qualified teaching staff in 2014/15. The data collected from school county inspectorates reveal that the average of qualified teaching staff for vocational subjects and practical training is higher than 97%.

In terms of residence distribution most teachers and instructor-foremen work in school units in urban areas, but this is also a consequence of the development of the school network which, statistically, is 84.7% located in urban area.

In 2010/11 the higher education graduates who entered the teaching career in initial VET school units were 2 133 as compared to the next years when numbers show an average decrease of 100-200 persons. The demographic decrease and possibly the frequent updates and adjustment attempts of the legal framework for a new initial teacher training system may have influenced the data represented below.

2. Teaching and training professionals in school-based settings

As mentioned before the teaching professionals in IVET school units are teachers (for general, technological/vocational subjects) and instructor-foremen for practical training activities. These professionals need to comply with certain conditions in order to teach, based on specific legal provisions in the field of education. The legal framework of Romanian education includes the Constitution, the organic law of education, Government Decisions and Orders of the Minister of Education.

2.1. National legal framework

The national education system in Romania follows the guidelines provided by the main legislative regulations.

There is a widely accepted recognition of the vital role of teachers in supporting and developing the human capital since they are responsible for creating tomorrow's professionals and leaders. Given teachers' vital contribution and major responsibility in the development of human capital, teacher education comes to the fore of attention in the legal framework for the provision of education. In the last decade, initial teacher education provisions were updated to cope with the new national and European priorities that are present in a knowledge-based society. A short description of these provisions could be by taking the Bologna process implementation as a reference point.

After the Bologna process implementation (2005), a new organic law on education was issued (Law of National Education No 1/2011 with subsequent updates) and further
Government Decisions and orders of the Minister of Education came to complete the legal background of education in Romania as well as national strategic documents. Teacher education is part of these legal provisions and is perceived as a complex process including initial teacher training/education and continuous teacher training or professional development.

2.2. Initial teacher training – developments of legal provisions

In Romania initial teacher training is described in the organic law(s) that sets down the basis necessary for teaching qualification according to the level of education where the trainee will later exercise the teaching profession.

There are no specific initial teacher training provisions set for teachers in VET or specific competence requirements for teachers of general and vocational subjects in VET schools, apart from general requirements applying to all teachers at this level. Having acquired training in a subject at bachelor level (EQF6) and psychopedagogical training has always been compulsory in order to teach in pre-university education. Length of psychopedagogical training is the main factor that determines differences regarding the entitlement to teach at certain education levels, in compulsory or in post compulsory pre-university education. Regarding the instructor-foremen, the necessary qualification requirements are: (a) to be graduates from post-secondary education/tertiary non-university education programme or foremen schools, (b) have minimum three year-work experience as well as (c) psychopedagogical training (organised either in Pedagogical secondary schools or, later, within the Teacher Training Houses).

Presently in the system there are different types of graduates teaching at all levels of education including initial VET. They are graduates of different types of organisation of initial teacher training. So, in order to understand the minimum teaching qualification needed, it is useful to have a ‘map’ with possible ‘professionalization’ ways before and after the Bologna process (2005).

2.2.1. Initial teacher education: late 90’s – 2010

Before 2005, based on the Education Law No 84, adopted in 1995 (with the subsequent amendments: Government Emergency Ordinance No 36/1997, Law No 151/1999, and Law No 268/2003, Law 288/2004, etc.), teachers for secondary education including vocational, technological programmes, school and work-based programmes and tertiary non-university programmes were trained in higher education institutions (EQF 6) and had theoretical and practical training to develop teaching competences.

In the early 1990s the initial teacher training system in Romania was based on the concurrent model: the theoretical and practical training for the teaching profession was
provided at the same time as instruction in a specific field of study or general courses. Later, training for the teaching profession became optional creating the background for the emerging consecutive model:

(a) students, who at first did not consider teaching as their future profession and then changed their view, undertook the training for the teaching profession after graduation, under the form of postgraduate studies (still within EQF 6), containing theoretical courses on education sciences, didactics of the subject to be taught and practical activities in schools. This training was delivered by the Teacher Training Department, an institutional body within each University;

(b) students enrolled in higher education studies who chose to take the teacher training programme, had it as a compulsory part of their studies. After completion and graduation from the teacher training programme, they received a certificate that entitled them to teach in pre-university education.

In 2001, the Strategy for the development of initial and in-service teacher training system and school manager training set the starting point of the reforming vision for the professionalization of the teaching career.

Law No 288 from 2004 regarding the organisation of university study programmes in three cycles (Bachelor, M.A and PhD cycles) brings to the fore of attention of prospective teachers the basic requirements necessary to be entitled to teach in different education levels in terms of teacher training needed for each level.

Teachers for upper secondary education, post-secondary non-university and university education needed to have completed (a) a Masters programme (EQF6) and (b) psychopedagogical training corresponding to 60 ETCs obtained throughout the 1st and 2nd university cycles of studies. Later these modules received the title of Level I and Level II Certificates of Graduation from the Teacher Training Department. After the psychopedagogical training, that was both theoretical and practical, prospective teachers took a graduation exam consisting in the elaboration and presentation of a Teacher Portfolio (‘portofoliu didactic’) and they obtained 5 more credits for each level (5 credits for Level 1 and 5 credits for Level 2), credits which were distinct from the 60 ECTs. Law No 288 from 2004 together with the subsequent legal documents issued (Government Emergency Ordinance no.78/2005 and Law no 346/2005) introduced the M.A. for the Teaching Profession (‘Masterat didactic’) programme. It has duration of 2 academic years, leading to a qualification that cumulates 120 ETCs, out of which 30 are allocated to psychopedagogical subjects and 90 ETCs for in-depth study of one fundamental subject formerly taken at BA level.

2.2.2. Initial teacher education: from 2010 to present

The period between 2010 and present days is marked by various attempts to accommodate the implementation of the MA for the Teaching Profession, whose
introduction was several times stated in various legal documents, as key element in the qualification of prospective teachers.

Based on Order of Ministry of Education No 3158/2010, modifying OM4316/2008 for teaching positions in upper secondary school, post-secondary and university education it is mandatory to hold a BA diploma, 60 ETCs of psychopedagogical training and either a MA diploma in one of the subjects included in the bachelor studies or a MA Diploma for the Teaching Profession (2). The MA for the Teaching Profession introduced in 2004 is still offered.

Law of National Education No 1/2011 (3) (Section 2) referring to ‘Initial and Continuous Training. The Teaching Career/Profession’ stipulated (art. 236) that the necessary initial teacher training for the teaching positions includes the following:

- initial training, subject theoretical training achieved through university accredited studies (minimum bachelor level, EQF 6);
- a MA for the Teaching Profession (‘Master didactic’, EQF 7, 2 year-study programme);
- a one-year on-the-job training stage in a school unit, under the coordination of a mentor-teacher.

The curricula for this MA programme are elaborated based on the Professional Standards for the Teaching Positions (4), which were made and revised by the former National Centre for the Training of Teaching Staff in Pre-University Education within the Ministry of Education. The curricula is approved by the Ministry of Education and accredited according to the law. An incentive corresponding to the beginner teacher salary is offered as a scholarship (5) to students enrolled in this study programme.

Later in 2012 the Order of the Ministry of Education (No 3841/16.5.2012) gives more details regarding the organisation, duration, financing and a clear deadline for the mandatory implementation of the new teacher training system starting in the academic year 2015/16. Hence, the psychopedagogical training of Level I and II should have not been organised from 2015 onwards.

---

(3) Law of National Education no.1/2011, art. 236, line (1) letters a), b), c).
(4) Professional Standards for the Teaching Positions - the front pages of these standards for each teaching position are to be found at http://www.edu.ro/index.php/certif_standarde_profesionale/c150/
(5) Law of National Education no.1/2011, art. 238, line (3) and (4).
Following some recent updates, the organic law on education sets the following characteristics of initial teacher education:

(a) the one-year on-the-job training stage in a school unit, under the coordination of a mentor-teacher is compulsory,

(i) flexibility in initial teacher education is given in terms of choosing for either MA for the Teaching Profession or acquisition of Level I and II Certificates of Graduation from the Teacher Training Department in order to teach at upper secondary and tertiary non university levels,

(ii) a clearer distinction of qualifications needed to teach at different levels is set:

- to teach in lower secondary education, in school and work-based programmes, or teach practical training (in school and work-based programmes and in technological programmes) the teacher should be a graduate from BA study programme (MA diploma optional) and Level I Certificate of Graduation from the Teacher Training Department (30 credits acquired in either simultaneous or consecutive model).

- to teach in upper secondary education (in general, vocational, technological routes) and tertiary-non university education programmes the teacher could choose either possibility:
  - be a graduate from BA study programme, MA programme and Level I+II Certificates of Graduation from the Teacher Training Department (60 credits acquired in either simultaneous or consecutive model); or
  - be a graduate from BA study programme and MA for the Teaching Profession (cumulating 30 ECTs acquired during the BA and further 30 acquired through the MA programme);

- to teach practical training as instructor-foremen in a school and work-based learning programme the prospective instructor-foreman should be a graduate from tertiary non-university programme/foremen school and have a Level I Certificate of Graduation from the Teacher Training Department (30 ECTs). He should also have minimum 3 years work experience.

The organic Law of Education no 1/2011 is revised in May 2015 and emphasises the organisation and implementation of the MA for the Teaching Profession. It is structured on 2 years of academic study and includes subjects for in-depth study and synthesis, practical training throughout 3 semesters and research activity to elaborate the M.A. dissertation. The OM 3841/16.5.2012 describes the conditions and terms for the organisation of this programme. Universities are autonomous, therefore they can organise such programmes provided they submit for Ministry of Education’s approval one or even several complete programmes for one or several subjects for which they are already accredited, considering the institutional capacity. Once they receive the
necessary approval they must request the authorisation and later accreditation from the National Agency for Quality Assurance in Higher Education in order to run the study programmes. The same legal document contains the subjects, types of didactics, competences envisaged, number of hours for direct activities and individual study and, number of credit points allocated as well as the forms of assessment. There are approximately 1 000 hours allocated to practical training organised as direct activities (Number of hours for direct activities, NHDA) and of individual study (Number of hours for individual study, NOIS) throughout the 2 years of academic study.

Box 1. **Example of curricula of MA for the teaching profession**

In Bucharest, at the Faculty of Psychology and Educational Sciences, the curricula for the M.A. for the Teaching Profession, organised in 2015/16, include the following subjects: Personal and Teacher Career Development, Learning/Instruction and Modern Theories of Learning/Instruction, Communication and Educational Conflict Management, Class and Educational Crisis Management, Curriculum Management, Virtual Learning Media, E-learning and Blended Learning, the Reflexive Teacher, Media Education, European Policies of Education and Vocational Training; Elements of Applied Didactics; Methods and Instruments of School-Performance Assessment, etc.

Considering the novelty of this form of organisation of the initial teacher training system under the form of the MA for the Teaching Profession, presently universities are being under a two-fold assessment process:

- an ‘internal’ one, self-assessment process: assessing the internal resources in terms of material resources, human and institutional capacity;
- an ‘external’ one, when a university decides to provide a MA study programme: they make an official request for approval to the Ministry of Education and undergo an ‘external’ assessment, being evaluated based on a selection methodology of the Ministry of Education and Scientific Research in order to benefit from financing support and get the necessary approval.

Concerning all former initial teacher training graduates, they enjoy their right to teach based on the legal frame of the organisation of their studies already concluded that has been previously described.

2.2.3. *Teacher- confirmation* (certification) award (*Definitivat* certificate)

As part of initial teacher education, after the BA and MA studies are completed, graduates have the status of prospective/beginner teachers and can start their insertion/induction period, employed based on labour contracts and enjoying all rights as fully certified teachers.

Presently the insertion in the teaching career enjoys a more accountable, win-win relationship and supportive dimension then before the Bologna process. First of all, the new mentor-student relationship, based on a contract between the school and the
student (university), entitles prospective teachers to rights and responsibilities, and
guides them in the new specific activities throughout the first two cycles of psycho-
pedagogical training and later through the one-year stage (6) of induction teaching with
the support of a mentor.

The one-year stage which is compulsory to access the teaching profession is followed
by the teacher-confirmation exam. In case of failure, prospective teachers are allowed
to take the examination for maximum two more times within a 5-year period provided
that they also repeat the one-year stage before taking the examination. In case of three
failures, the candidate will keep the statute of beginner teacher and is employed on
determined-period labour contract, affecting her/his financial salary.

Data received from the Ministry of Education and school county inspectorates show
variations in figures referring to young teachers who were awarded the ‘teacher –
confirmation’ certificate. At national level, in 2011, 7 714 teachers were certified out of
which 2 944 were teaching in IVET. Starting with 2012 however there is a significant
decrease in the number of teachers certified at national level: 3 557 teacher out of
which 2 697 were coming from IVET schools. For the next school years there are also
other variations at national level. For certified teachers in IVET the decrease is not so
dramatic, from 2 944 teachers in 2011 to 2 396 in 2015.

Figure 3.  Number of certified teachers (‘teacher-confirmation’ certificates awarded) in
IVET and in total, 2011-15

![Graph showing number of certified teachers from 2011 to 2015]

Source: Ministry of Education.

Most teachers or foremen who received the certificate are located in urban area (described in Annex 2, point a). We can also notice that there is a higher rate of teachers (graduates of higher education) than instructor-foremen who took this award, in a ratio approximately 80:20.

2.2.4. Mentorship as support for beginner teachers

The present system includes mentorship as a necessary, vital element in order to ensure a smooth transition of young graduates to the reality of teaching and make the teaching career more attractive. The high importance accredited to the support of a mentor-teacher in the induction period lead to the creation of the legal frame for the statute of mentor (7), which clearly states the minimum conditions for a teacher to be appointed as mentor:

- have minimum 10 years of teaching experience,
- have a level II teaching degree (see 2.5.a),
- have completed a mentor-training programme and
- have passed the examination for teacher-mentor organised by the County School Inspectorate/Teacher Training Resource House (Casa corpului didactic, CCD) or the Teacher Training Department in university (Departamentul de Pregătire Psihopedagogică a Personalului Didactic, DPPD) to be entitled to perform mentoring activities for prospective teachers.

Given the important role to be played by mentors in teacher education, mentoring became an occupation introduced in the Classification/Register of Occupations in Romania (Clasificarea ocupațiilor din România, COR) with Order No 3987/2008 of the Ministry of Labour. According to the occupation standard, the mentor is a ‘specialist with intellectual and scientific occupation who accomplishes professional tasks that require highly-based knowledge’ and competences.

2.3. Continuous teacher training and professional development

In Romania, continuous teacher training for all staff in teaching, management, guidance and inspection positions is a right according a right and a duty and is made in accordance with the evolving trends of education and professional training, national curriculum, interests and personal professional development needs. It consists in career advancement and professional development.

2.3.1. Advancement in teacher career

Advancement in teacher career is ensured by acquiring the teaching degrees II and I certificates. Teaching degree II is awarded after examination. Candidate teachers must meet certain requirements:

- minimum four teaching year-experience since the award of teacher confirmation certificate (*Definitivat*);
- undergo minimum two lesson inspections run by appointed experienced school inspectors, and one special inspection within the four years of teaching.

Based on the observation report drafted by the school inspector, the candidate may proceed with two further tests organised according to the law, and if succeed receive the teaching degree II certificate:

- undergo a written test in didactics/methodology; and
- undergo an oral examination in pedagogy, combined with elements of psychology and education sociology.

For the award of the teaching degree I, the candidate must have four more years of teaching experience after the award of teaching degree II, undergo a special inspection, elaborate a scientific and subject methodological thesis/dissertation under the supervision of a scientific coordinator and have a public defence of the thesis. The teaching degree awards are issued by order of the Minister of education.

Taking a Ph.D. training programme is also seen as a possibility in career advancement.

The award of teaching degrees above mentioned is also part of continuous teacher training and professional development.

Table 1 presents the number of teachers awarded with various teacher degrees between 2010 and 2015. The cohort of teachers proceeding from Teacher degree II to Teacher degree I is significantly decreasing in 2014 and 2015. This should also be read together the decreasing demographic trend that impacts on both pupils and teachers demographic trend.

As an overall picture, the table below comes to prove that, in spite of certain variations, there is generally a constant interest and participation in teacher career advancement. Teachers may request an equivalence of the Ph.D. programme with teaching degree II and I, if the PhD programme is run in the subject they teach.
Table 1. **Participation in career advancement activities, 2010-15**

<table>
<thead>
<tr>
<th>Year</th>
<th>Award of Teaching Degree II</th>
<th>Award of Teaching Degree I</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>7 283</td>
<td>7 029</td>
<td>182</td>
</tr>
<tr>
<td>2011</td>
<td>7 397</td>
<td>6 333</td>
<td>211</td>
</tr>
<tr>
<td>2012</td>
<td>5 762</td>
<td>6 267</td>
<td>298</td>
</tr>
<tr>
<td>2013</td>
<td>4 951</td>
<td>6 349</td>
<td>397</td>
</tr>
<tr>
<td>2014</td>
<td>5 870</td>
<td>5 336</td>
<td>308</td>
</tr>
<tr>
<td>2015</td>
<td>6 269</td>
<td>5 960</td>
<td>268</td>
</tr>
</tbody>
</table>

Source: Ministry of Education.

### 2.3.2. Professional development

Professional development for all teachers in Romania is made possible through the following forms (other than the award of the teaching degrees above):

(a) continuous teacher training once every five years with accumulation of a total of minimum 90 ECTs\(^8\) by participating in accredited continuous teacher training programmes;

(b) participation in training based on his/her own professional development interests;

(c) change of teaching specialty (professional ‘conversion’) that falls under the responsibility of higher education institutions.

Continuous professional development needs analyses are usually conducted at school level, yearly, by the responsible appointed for teacher training. Data concerning teacher certification (‘confirmation’), career advancement requests or ‘5 year continuous teacher training’ are collected within each school and sent to school county inspectorates in order to organise the school inspections before the competition for the award of the ‘teacher-confirmation’ certificate, teaching degree II or the elaboration of the dissertation for teaching degree I. Based on school inspections, candidate teachers to various teaching degree awards receive the approval to enrol or not in the written/oral examinations. For the ‘5-year continuous teacher training’, school units can support the training based on requests and on the funds available (from the Ministry of Education) and considering the training offer from the Teacher Resource House approved by the Ministry of Education.

---

\(^8\) Accreditation methodology containing the types of continuous training suppliers, types of programmes, conditions, etc., is endorsed in OMECTS 5564/2011 and the description of accumulation of ECTs is detailed in chapter II, in OMECTS 5562/2011, art. 6-10.
The Directorate for Human Resources in the Ministry of Education provided, on request, updated information on the provision of training programmes (described in Annex 2, point b). Starting from 2010 onwards there is a significant growth in the supply of accredited teacher training programmes, from 53 programmes in 2010 to 307 training programmes in 2011 out of which 202 are modular ones. This is indicative of the participation of teacher training suppliers in designing teacher training programmes to develop certain competences, of the extension of training offer available at that moment and of the training needs to be answered. It also reflects that there is a growing, more mature and accountable dimension of the vision and active participation of, on one side, training programmes suppliers, other than the common ones: the Ministry of Education through the Teacher Resource Houses, and, on the other side, on behalf of teachers themselves. In addition, 150 training programmes were organised in 2012 and resulted in a relatively high number of trained teachers (95,808) as compared to a lower rate in the next two years.

The highest participation of teachers in CPD registered in 2012/13 with 92,169 teachers from urban areas and 41,646 teachers in rural areas as compared to lower participation in 2010/11 and 2013/15. The constant feature is that teachers from urban areas have a higher participation rate (70-75% of total) than those in rural areas (25-30%). An objective explanation is the structure of school network that favours urban area than rural area. A second possible explanation can be a result from the demographic factors (aging population, decrease of population) and also the insufficiently developed ‘market’ of continuous teacher training suppliers.

Concerning continuous teacher training for instructor-foremen between 2011 and 2014, we can notice that approximately one third of the total foremen employed in school units participated in continuous teacher training in 2011/12 and in 2012/13. The next year there was a lower participation rate in CPD and a small recovery is registered in 2013/14.
3. Apprentice tutors or practical training instructors in companies (work-based settings)

Presently in Romania there is a growing acceptance of the opinion that tutors for practical training in companies need to be given more attention and be covered by a legal framework, which could enhance efficient cooperation in the school-based contracts for practical training that are concluded. In initial VET practical training activities take place:

(a) in school workshops (organised in school and work-based programmes and technological programmes) with an instructor-foreman or a teacher;
(b) in companies with the in-company tutor (monitored by the school instructor-foreman/teacher).

It is compulsory to have practical training contracts superscript 9 concluded with companies in order to ensure practical training and competences in real work-based settings.

However the in-company tutors do not have a statute of their own. This group of professionals is not yet very well reflected in national legal provisions. Most school-company contracts for practical training are concluded based on the needs of companies to have trained, qualified work force and on the school marketing efforts. The Law of Education mentions that experienced qualified persons from enterprises/companies may come to teach in the education system in accordance with the Labour Code as well, yet the two frameworks are still not sufficiently correlated and detailed to be more stimulating for the companies.

4. Cooperation and partnerships between the world of education and the world of work in support to teachers and trainers’ CPD

Cooperation and partnerships between the world of education and the world of work is usually ensured through the practical training contracts that are concluded between IVET schools and companies. There are rather scarce situations when teachers are trained to work on new company-based technology and there is no systematic information collected on this issue. Based on the economic capacity of some companies in Romania interested in dual-system training, there are opportunities for teachers to update their knowledge of the latest developments in their industry or occupation(s) and refresh their relevant competences. However, for in-company tutors to acquire or improve their pedagogical competences, there are not yet clear final provisions.

5. National and EU-funded projects to support VET teachers’ and trainers’ professional development

Starting with the late 1990s, the Romanian Initial TVET system has passed through a continuous systemic reform. Phare TVET RO 9045, PHARE TVET RO 2001-03 and PHARE TVET RO 2004-06 programmes were implemented by the National Centre for TVET Development and enhanced the initial VET reform in Romania. Major component of these programmes were represented by update of equipment necessary for initial VET school units based on their profiles. Curricula, teachers and instructors-foremen in initial VET were the focus of training as key action in human capacity building. The training standards for various qualifications in initial VET were restructured and updated.

Teachers benefited from accredited continuous teacher training programmes on various themes, such as: quality assurance, student-centred learning and teaching, use if ICT in teaching, update of curriculum, assessment tools, school-company partnership, school to work transition of learners, social partnership, school network
development, open distance learning, planning of the educational offer, participative management, developing learning materials, quality assurance: training for internal and external monitoring of initial TVET, etc.

Under Sectorial Operational Programme for Human Resources Development, other EU-funded projects to support VET teachers’ and trainers’ professional development were implemented. Their implementation resulted in direct teacher training activities, update of strategic documents for educational offer planning, creation of new school partnership networks.

Most projects were implemented from 2008 till 2013 and are available, with specific links, under the website of the National Centre for TVET Development (10)

- professional and technical education in ICT (01.11.2008-31.5.2010);
- revision of the methodologies, tools and procedures for improving the quality of technical and vocational education and training (1.12.2009-30.11.2011);
- linking VET provision with labour market demands (4.1.2010-31.12.2012);
- training of teachers in vocational and technical education and training system, to use and extend the modern interactive learning method ‘the training firm’ (July 2010-June 2013);
- teacher training in the field of vocational skills assessment (May 2010-April 2013);
- improve the quality of Technical and Vocational Education and Training through partnership networks (June 2010-June 2013);
- revised Curriculum in Technical and Vocational Education and Training (1.7.2010-30.6.2013);
- active school-enterprise partnerships to improve initial vocational education and training – STEPS in initial VET.

The Erasmus+ programme implemented by the National Agency for Community Programmes in Education and Training (NACPET) represents one more instrument that comes to support teacher training in Romania. It supports lifelong learning addressing various categories of target groups common with the National Centre for TVET Development target public: teachers and students in initial education and training, adult education (teachers, inspectors, experts, etc.) and vocational education on training-related issues that are high on the European policies agenda. In this context, the NACPET supported the National Centre for TVET Development initiatives in the development of ECVET and provided wider access to training within mobility programmes, recognition of learning acquisitions achieved in mobility programmes, etc.

Under the Erasmus+, within the National Authorities for Apprenticeships Call EACEA/13/2014, the National for Centre for TVET Development implements a new project for the development of apprenticeship-like training programmes in initial TVET in Romania. One of the objectives of this project is to pilot a training programme for teachers and in-company tutors covering important issues such as practical training organization and implementation, assessment of competences achieved through practical training and application of professional training standards when training for competence acquisition. The training programme is due in 2016 and it will act as a pilot training. It will be a basis for decision-makers to adopt a favourable attitude and enforce the new training model in Romania, for empowering school foremen and school teachers responsible with practical training as well as for possibly shaping a joint education and labour market legal framework for in-company tutors working in the dual system.

6. Conclusions

Initial teacher training and professional development of teachers have been subject of continuous reforms in the last decade and more, which aimed at ensuring high competences of the teaching staff and facilitating different, new roles throughout the teaching process. The new provisions are enforced by law that describes the necessary conditions to enter the teaching profession at different education levels.

The latest developments of teacher training supported the reform of initial TVET in Romania through EU pre-accession funds and together with SOP HRD 2007-13 programmes offered strong support in continuous teacher training for initial TVET teachers.

Future challenges consist in ensuring the sustainability of these projects through other projects or measures to be taken in education. A second challenge is the creation of the basis for the introduction of apprenticeship-like training programmes, the creation of evidence-based support for a legal framework in joint cooperation with main decision makers. And last but not least, making teacher career more attractive in order to avoid possible teacher shortages, stimulating the participation in continuous teacher training and attracting the world of work even more in the education and training process.
Legal background: Romanian Constitution

Early 1990s-2010s:
- Law of Education No 84/1995 (organic law before the 'Bologna process')
- Government Emergency Ordinance No 36/1997
- Law No 151/1999
- Law No 268/2003
- Law 288/2004 regarding the organisation of university study programmes in three cycles (Bachelor, M.A and PhD cycles)
- Order of the Ministry of Education and Research, OMEC No 5400/ 25.11.2004
- Government Emergency Ordinance no.78/2005
- Law no 346/2005
- Order 4316/2008
- Order No 3987/2008 of the Ministry of Labour
- Order of Ministry of Education No 3158/2010
- Statute of the teaching staff
- Strategy for the Development of Initial and In-Service Teacher Training System and School Manager Training for Long, Medium and Long Term

2011 onwards
- Law of National Education No 1/2011 (present organic law from 2011 onwards, with subsequent updates)
- OMECTS 5564/2011
- Order of the Ministry of Education No 3841/16.5.2012 comes to give more details regarding the organisation, duration, financement
- Order of Ministry of National Education (OMEN) No 3539/14.3.2012
- Government Emergency Ordinance no 49/2014

Statistic data:

Eurostat (web)
Institute of National Statistics in Romania (statistical books on education 2015)
Data collected by the National Centre for TVET Development in July-September 2015
Data provided by the General Directorate of Human Resources within the Ministry of National Education

Online resources:

ANNEX 1.
IVET routes in the Romanian education system

At upper secondary level, the Romanian education system includes three main routes’ that lead to upper secondary leaving diploma (Baccalaureate, at level 4 NQF/EQF, only if students undertake and are declared successful in the examination), granting access to higher education. Besides the vocational and technological programmes mentioned above, there is a theoretical route as well. They are more detailed below:

(a) four-year general programmes (‘theoretical route’) with two options of study: sciences (mathematics and informatics or natural sciences) or humanities (social studies or philology);
(b) four-year vocational programmes (‘vocational route’) with the following fields of study: military, theological, sports, arts and pedagogy;
(c) four-year technological programmes (‘technological route’) with the following profiles of study: technical (such as mechanics, engineering, electrotechnics and electronics, construction, etc.), services (tourism and catering, commerce, healthcare), natural resources and environmental protection (agriculture, food industry, environment). The four-year technological programmes lead to a qualification certificate of level 4 NQF/EQF, which can be acquired after graduation, independently of the baccalaureate exam.

School and work-based learning programmes commonly known in Romanian as ‘professional education’/ (învățământ profesional) lead to a qualification of level 3 NQF/EQF and are organised as follows:

(a) two-year school and work-based VET programme: the target groups are the students who graduated the ninth grade. This option described is in completion in the school year 2015/16;
(b) 720 hours of in-company work-based training after two years of technological programme,
(c) three-year school and work-based VET programme: the target group are students who graduated lower education (the 8th grade).

Graduates of school and work-based learning programmes can also continue learning in order to acquire a qualification of level 4 NQF/EQF by entering the third year of an ISCED-P 354 level programme (usually theoretical or technological routes).

Tertiary non-university programme (postliceu) is post-secondary education included in IVET and is partially financed by the State. It is open to students who have attended upper secondary education (either general, vocational or technological programmes) and also to those who have attended school and work-based learning programmes (if they completed the two final years of upper secondary programme in either a general, vocational or technological programme). Completion of upper secondary education is required for entry into tertiary non-university programmes, but the baccalaureate
examination is not mandatory. The route has a duration of 1-3 years. Most tertiary non-university programmes prepare nurses and pharmacy technicians, but there is an increasing interest for other fields (engineering, construction, tourism, etc.).

‘Technological programmes’, ‘school and work-based programmes’ and ‘tertiary non-university programmes’ are under the competence of the National Centre for TVET Development that is subordinated to the Ministry of National Education and Scientific Research.

‘Vocational programmes’ are referred separately from the technological programmes in the Law of National Education. They are not under the competence of the National Centre for TVET Development, although their graduates acquire a qualification to enter the labour market. The distinction is made more from an administrative point of view: for instance the military colleges are under the coordination of the Ministry of National Defence, they have a special, military regime; the theological schools are organised based on the Ministry of Education regulations and are in direct cooperation with the Patriarchate and the Ministry of Culture and Cults, etc.
ANNEX 2.
Award of teacher confirmation certificate to teachers of technological subjects and instructor-foremen

Most teachers or foremen who received the certificate are located in urban area. We can also notice that there is a higher rate of teachers (graduates of higher education) than instructor-foremen who took this award, in a ratio approximately 80:20.
ANNEX 3.
Accredited continuous teacher training programmes in 2010-14

<table>
<thead>
<tr>
<th>Year</th>
<th>Accredited continuous teacher training programmes</th>
<th>Equivalence in credits for teacher CPD corresponding to category of teacher training programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL of teacher training programmes</td>
<td>Category of teacher training programme 1</td>
</tr>
<tr>
<td>2010</td>
<td>53</td>
<td>7</td>
</tr>
<tr>
<td>2011</td>
<td>304</td>
<td>29</td>
</tr>
<tr>
<td>2012</td>
<td>150</td>
<td>10</td>
</tr>
<tr>
<td>2013</td>
<td>115</td>
<td>10</td>
</tr>
<tr>
<td>2014</td>
<td>167</td>
<td>26</td>
</tr>
</tbody>
</table>